

MORAL REASONING FIDELITY CHECKLIST (MR)

INSTRUCTIONS = filled out by facilitator following group

Group: _____ Date: _____

Problem Situation: _____

In the various phases, did I ask questions to:

Phase 1: Introduce the Problem Situation

Never
Seldom
Sometimes
Often
Always

- Remind the group of the ground rules for discussion? 1 2 3 4 5
- Make sure the group understood the problem situation (e.g., "Who can tell the group just what the problem is? Why is that a problem?")? 1 2 3 4 5
- Relate the problem situation to the group members' everyday lives (e.g., "Do problems like this happen? Who has been in a situation like this? Tell the group about it.")? 1 2 3 4 5

Phase 2: Cultivate Mature Morality

- Establish mature morality as the tone for the meeting (e.g., eliciting, reconstructing, and listing on easel pad or chalkboard mature reasons for each positive majority decision)? 1 2 3 4 5

Phase 3: Remediate Moral Developmental Delay

- Use more mature group members and the list of reasons (Phase 2) to challenge the hedonistic or pragmatic arguments of some group members? 1 2 3 4 5
- Create role-taking opportunities in other ways as well (e.g., "What would the world be like if everybody did that? How would you feel if you were.....?")? 1 2 3 4 5

Phase 4: Consolidate Mature Morality

- Make positive decisions and mature reasons unanimous for the group (e.g., "Are there any strong objections if I circle that decision as the group decision and underline that reason as the group's number one reason?")? 1 2 3 4 5
- Praise the group for its positive decisions and mature reasons (e.g., "I'm really pleased that the group is able to make so many good, strong decisions and back them up with good, strong reasons." "Would the group like to tape this sheet onto the wall?")? 1 2 3 4 5

In General

- Prior to the session) Did I review the leader notes? 1 2 3 4 5
- Did the group members follow the ground rules (concerning listening, confidentiality, and the rest)? 1 2 3 4 5

	Never	Seldom	Sometimes	Often	Always
• Were all group members interested and involved? (If not, list the names of uninvolved group members.)	1	2	3	4	5
• Was some constructive value found in every serious group member comment?	1	2	3	4	5
• Was the should supported and relabeled as strong (e.g., "Yes, it does take guts to do the right thing ...")?	1	2	3	4	5
• Did I make notes regarding the meeting and individual group members?	1	2	3	4	5
• Did I consult with my supervisor and/or peer leaders to process issues or technical questions I might have?	1	2	3	4	5

Group Trainer's Signature & Date

SKILLSTREAMING FIDELITY CHECKLIST (SS)

**INSTRUCTIONS = Pages 1 & 2 filled out by Trainer/Co-trainer following group
Pages 3 & 4 filled out by Observer or Supervisor (Optional)**

Facility: _____ Observer: _____ Title: _____

Date: _____ Trainer: _____ Title: _____

Time Session Began: _____ Co-Trainer: _____ Title: _____

Time Session Ended: _____ Number of Youth Attending: _____

Skillstreaming Skill (or supplemental session):

Never
Seldom
Sometimes
Often
Always

1. Were any issues from last Skillstreaming Group reviewed (i.e., homework difficulties; group member(s) needing more role-playing)?

1 2 3 4 5

2. Were group norms reviewed? _____

1 2 3 4 5

Comments: _____

3. What visual aids were used? poster of the skill of the week

skill cards for group members

other visual aid _____

4. Was the skill introduced, steps read and briefly explained? 1 2 3 4 5

5. Was skill modeled by Trainer/Co-trainer? 1 2 3 4 5

6. Were all the steps for performing the skill identified during modeling? 1 2 3 4 5

7. Were the modeling demonstrations relevant to the youth (i.e., adolescent situations)? 1 2 3 4 5

8. Did the Trainer open discussion about each young persons' *need* for the skill? 1 2 3 4 5

Comments: _____

9. Did each youth role-play the skill of the session as the Main Actor? 1 2 3 4 5

10. Did each youth provide performance feedback to role-plays of the other youth? 1 2 3 4 5

Comments: _____

**AGGRESSION REPLACEMENT TRAINING
SKILLSTREAMING INSTRUCTION EVALUATION**

	Never	Seldom	Sometimes	Often	Always
11. Was order of performance feedback given to role-playing youth appropriate? Co-actor, Co-trainer, Trainers, Main Actor (preferred order) Comments: _____	1	2	3	4	5
12. Were homework assignments given to each youth?	1	2	3	4	5
13. Was behavior management (inappropriate youth behavior) an issue during the session? Comments: _____ If there were behavior management issues, how were they handled? _____ _____	1	2	3	4	5

Items for Post-group debriefing between Observer and Group Trainer and Co-trainer:

14. Trainer's self-evaluation of session and ideas for improvement:

15. Co-trainer's self-evaluation of session and ideas for improvement.

16. Observer's feedback and recommendations:

Observer's comments and recommendations received: _____

(Trainer's Signature & Date)

(Co-trainer's Signature & Date)

**AGGRESSION REPLACEMENT TRAINING
SKILLSTREAMING INSTRUCTION EVALUATION
Optional Rating by Observer or Supervisor**

Modeling

- When modeling, did the person give two examples (vignettes)?
- Was the modeling relevant to the group?
- Did each model (vignette) have a positive outcome (pro-social)?
- Did the model portray similar characteristics to the individual being depicted in the vignette?

Role-Play

- Did the group leader review/remind the trainees of their parts?
- Did the group leader instruct the non-role-play members of the group to observe the role-play, assigning specific tasks to each as appropriate?
- Did the group leader ensure the actor/co-actor remained in role?
- Did the group leader ensure that the role-play clearly depicted the skill being practiced (i.e., did they ensure practice of perfect!)?
- Did the group leader ensure that each trainee had an opportunity to be a main actor?

Performance Feedback

- Did the group leader provide reinforcement for the skill being role-played?
- Did the group leader provide reinforcement to the co-actor for his/her assistance?
- Was the reinforcement given commensurate with the quality of the performance?
- Was reinforcement given for adequate performance?
- Was reinforcement provided when improved performance was observed?

**AGGRESSION REPLACEMENT TRAINING
SKILLSTREAMING INSTRUCTION EVALUATION
Optional Rating by Observer or Supervisor**

DIRECTIONS: Using the following criteria, please assess how effectively the Trainer and Co-trainer conducted the skills training group.

1. Demonstrated knowledge of the content presented.
2. Pace of the Presentation.
3. Use of platform skills (body, hands, eye contact, facial expression, voice)
4. Kept participants interested and involved
5. Used visuals to support the presentation and clarify concepts
6. Conveyed enthusiasm and a belief in what was presented
7. Organized and structured the activity (followed established procedure)

ANGER CONTROL FIDELITY FORM

**INSTRUCTIONS = Pages 1 & 2 filled out by Trainer/Co-trainer following group
Page 3 filled out by Observer or Supervisor (Optional)**

Facility: _____ Observer: _____ Title: _____

Date: _____ Trainer: _____ Title: _____

Time Session Began: _____ Co-trainer: _____ Title: _____

Time Session Ended: _____ Number of Youth Attending: _____

Anger Control Week # (or supplemental session):

Never
Seldom
Sometimes
Often
Always

1. Were any issues from last Anger Control Group reviewed (i.e., homework difficulties; group member(s) needing more role-playing)? 1 2 3 4 5

2. Were group norms reviewed?
Comments: _____ 1 2 3 4 5

3. What visual aids were used?

poster of the skill of the week

skill cards for group members

other visual aid _____

4. Was the skill introduced, steps read and briefly explained? 1 2 3 4 5

5. Was skill modeled by Trainer/Co-trainer? 1 2 3 4 5

6. Were all the steps for performing the skill identified during modeling? 1 2 3 4 5

7. Were the modeling demonstrations relevant to the youth (i.e., adolescent situations)? 1 2 3 4 5

8. Did the Trainer open discussion about each young persons' need for the skill?
Comments: _____ 1 2 3 4 5

9. Did each youth role-play the skill of the session as the Main Actor? 1 2 3 4 5

10. Did each youth provide performance feedback to role-plays of the other youth?
Comments: _____ 1 2 3 4 5

**AGGRESSION REPLACEMENT TRAINING
ANGER CONTROL INSTRUCTION EVALUATION**

Never
Seldom
Sometimes
Often
Always

11. Was order of performance feedback given to role-playing youth appropriate?
Co-actor, Co-trainer, Trainers, Main Actor (preferred order)
Comments: _____ 1 2 3 4 5

12. Were homework assignments given to each youth? 1 2 3 4 5

13. Was behavior management (inappropriate youth behavior) an issue during the session?
Comments: _____ 1 2 3 4 5

If there were behavior management issues, how were they handled?

Items for post-group debriefing between Observer and Group Trainer and Co-trainer:

14. Trainer's self-evaluation of session and ideas for improvement:

15. Co-trainer's self-evaluation of session and ideas for improvement:

16. Observer's feedback and recommendations:

Observer's comments and recommendations received: _____

(Trainer's Signature & Date)

(Co-trainer's Signature & Date)

**AGGRESSION REPLACEMENT TRAINING
ANGER CONTROL INSTRUCTION EVALUATION
Optional Rating by Observer or Supervisor**

Using the following criteria, please assess how effectively the Trainer and Co-trainer conducted the anger control session.

1. Demonstrated knowledge of the content presented

2. Pace of the presentation

3. Use of platform skills (body, hands, eye contact, facial expression, voice)

4. Kept participants interested and involved

5. Used visuals to support the presentation and clarify concepts

6. Conveyed enthusiasm and a belief in what was presented

7. Organized and structured the activity (followed established procedure)