

Creating Lasting Family Connections® (CLFC) **Fidelity Instrument**

The use of this fidelity instrument assumes that the “stage has been set”-- that the community context has been assessed, the “readiness” (developmental stage) of the community has been identified and that the community wants or needs the intervention. Experienced agencies and organizations may not need to engage in the (CLC) community mobilization phase if there is a successful history of (prevention) service provision including successful family recruitment and retention.

I = Ideal

A = Acceptable

U = Unacceptable

(CLC) Community Mobilization (Optional component): Organizations with experience go to #1 on page 3

(CLC) Community Mobilization is not needed for existing provider organizations with existing recruitment, retention experience and community involvement in agency/organizational development and/or CLFC program selection. Organizations new to prevention service delivery may benefit from the following:

1. Community definition
 - I Communities are targeted based on some grouping other than geographical proximity and already engage in shared activities and social interaction.
 - A Communities are targeted based on some grouping other than geographical proximity
2. Mobilization model
 - I All five stages of the mobilization process are completed in sequence.
 - A A modified series of mobilization stages which addresses the developmental stage of the community is completed.
3. Selecting other participating community organizations for recruitment assistance
 - I Organizations are selected/recruited through a specific process which includes; completing readiness self assessment and attending an informational meeting with CLFC trainers.
 - A Organizations are selected/recruited through a process which includes attending an informational meeting with CLFC trainers.
4. Community advocate team (CAT) recruitment
 - I More than one recruitment informational meeting is held to garner support and commitment from enough community members to form the CAT.
 - A At least one recruitment informational meeting is held to garner support and

commitment from enough community members to form the CAT.

5. Community advocate team (CAT) composition
 - I Community advocate team is composed of highly regarded and well-known members within the targeted community.
 - A Community advocate team is composed of known members of the targeted community.
6. Community advocate team (CAT) role
 - I Community advocate team is heavily involved with the prevention program provider in strategic recruitment planning.
 - A Community advocate team is somewhat involved with the prevention program provider in strategic recruitment planning.
7. Community advocate team (CAT) role
 - I Community advocate team is heavily involved with the prevention program provider in every aspect of planning and implementation.
 - A Community advocate team is somewhat involved with the prevention program provider in every aspect of planning and implementation.
8. Community advocate team (CAT) size
 - I Community advocate team is composed of at least 8 to 10 volunteers.
 - A Community advocate team is composed of between 5 and 7 volunteers.
9. Community advocate team (CAT) member qualities
 - I Members of the CAT are responsible, connected to the community, assertive, enthusiastic, promote moderate attitudes, open to new ideas and demonstrate effective communication skills.
 - A Members of the CAT demonstrate at least some of these qualities: responsible, connected to the community, assertive, enthusiastic, promote moderate attitudes, open to new ideas and demonstrate effective communication skills.
10. Community advocate team (CAT) training
 - I Community advocate team (CAT) training is conducted in four-to-five 2.5 hour sessions.
 - A Community advocate team (CAT) training is conducted in three 2.5 hour sessions.
11. Community advocate team (CAT) training
 - I Community advocate team (CAT) is exposed to accelerated review of all training components, provides input on cultural nuances within the community, and creates an effective recruitment plan
 - A Community advocate team (CAT) voices strong support for the curriculum and creates an effective recruitment plan

12. Community advocate team (CAT) incentives
 - I Community advocate team (CAT) members receive a variety of incentives such as: food at meetings, appreciation dinners, certificates of appreciation, transportation support and child care.
 - A Community advocate team (CAT) members receive limited incentives for their participation.

Organizational Setting

1. Readiness of organization to implement project
 - I Organization employees complete the readiness self assessment instrument and receive appropriate training and technical assistance as determined by the assessment.
 - A Organization employees don't complete the readiness self assessment instrument, but do receive at least one week of training and technical assistance focused on CLFC.
 - U Organization employees do not complete the readiness self-assessment instrument and do not receive any training or technical assistance.
2. Organization Leadership
 - I Leadership is fully supportive of the program, provides needed resources, and ensures appropriate program fit with other existing programs in the organization.
 - A Leadership is supportive of program and allows flexibility in program functioning.
 - U Leadership is not supportive and does not ensure program consistency or incorporation into existing programs.
3. Organization Philosophy
 - I Organization is committed to youth and families, has a strong focus on prevention, and provides a drug-free environment.
 - A The organization is committed to youth and families and provides a drug-free environment.
 - U Organization is not committed to youth and families with a focus on prevention or does not provide a drug-free environment.
4. Organization Commitment
 - I Program is fully incorporated into organization's strategic and operating plan; staff expectations and all needed resources are provided.
 - A All required program resources are provided.
 - U Program is not incorporated into organization's strategic and operating plan and required resources are not provided.
5. Cooperating Organization (if used for recruitment)
 - I Recruiting organization already has established times for social, recreational or related activities around which to establish a recruitment plan.

- A Recruiting organization meets irregularly for social, recreational or related activities around which to establish a recruitment plan.

Target Population

1. Age of targeted youth
 - I Targeted youth are between 12 and 14 years of age.
 - A Targeted youth are between 9 and 17 years of age.
 - U Targeted youth include those less than 9 or more than 17 years of age.
2. Target population focus
 - I Project focuses on targeted youth and their families.
 - U Project does not focus on the families of targeted youth.
3. Environmental characteristics of targeted families
 - I Targeted youth live in a high-risk environment, as defined by standard risk conditions such as those detailed by the Annie E. Casey Foundation.
 - A Targeted families are exposed to genetic or environmental risks as defined by the program organization.

Recruitment of Target Families and Youth

1. Recruitment planning
 - I A family recruitment plan with a set of clearly delineated tasks and activities and time frame for implementation is created (in partnership with the CAT if applicable) by the organization.
 - A A family recruitment plan is created.
 - U No family recruitment plan is created.
2. Recruitment efforts
 - I Recruitment efforts include a variety of strategies, such as: recruitment flyers, informational meetings, advertising in bulletins and newsletters, telephone contact, and contact during social events.
 - A Recruitment efforts include a limited number of strategies.
 - U No specific recruitment efforts are made.

Family Retention

1. Retention features
 - I All four potential retention features are fully utilized in the program implementation: (1) comprehensive training for parents and youth, (2) early intervention and case management services for families, (3) an incentive package, and (4) community

- members' assistance in program implementation and evaluation.
- A Two of the four potential retention features are fully utilized in the program implementation: comprehensive training for parents and youth and case management and/or referral.

Infrastructure Needs

- 1. Physical Space (See CLFC Room Requirements Diagram)
 - I Space is provided which is large enough to comfortably conduct two separate training sessions, one for adults and one for youth. Each will accommodate 15-25 participants.
 - A Ample space is provided which is large enough to accommodate 15-25 participants, the group leaders and required equipment.
 - U Ample space is not provided or is not large enough to accommodate the actual number of participants, the group leaders and required equipment.

Program Budget

- 1. Discretionary fund
 - I Funds, or equivalent material donations, are available to leaders for program materials, supplies, refreshments, incentives, awards and supplemental activities and/or involvement activities at a level of \$50 per participant.
 - A Funds, or equivalent material donations, are available to leaders for program materials, supplies, refreshments, incentives, awards and supplemental activities, such as field trips and/or involvement activities at a level of \$25 per participant.
- 2. Personnel
 - I Two staff members from the program organization work with the target population, community members (or CAT if used) in every aspect of program implementation.
 - A One staff member from the program organization works with the target population in every aspect of program implementation.

Staffing

- 1. Staff consistency
 - I Two sets of two trainers are available to provide training. One set provides training in the adult modules and the second set provides training in the youth modules.
 - A Two trainers are available. One provides training in the adult modules and the other provides training in the youth modules.

2. Staff values and attitudes
 - I Trainers hold a number of important values and attitudes: accept the role of facilitator, establish relationships with participants, respect individual choices, respect individual and lifestyle diversity, and believe that drug education needs to address alternatives to drug use rather than only attacking drugs.
 - A Trainers understand all the important values and attitudes and recognize their value, but also recognize it may take time to model these values and attitudes in their behavior.
 - U Trainers do not hold a number of important values and attitudes: accept the role of facilitator, establish relationships with participants, respect individual choices, respect individual and lifestyle diversity, and believe that drug education needs to address alternatives to drug use rather than only attacking drugs.

3. Staff attitudes
 - I Trainers respect and involve program participants in planning.
 - U Trainers do not respect and involve program participants in planning and decision-making.

4. Staff behavior
 - I Trainers are consistent positive role models with no drug using behavior who enjoy their work and make an effort to be with program participants in various settings.
 - A Trainers are positive role models with no blatant drug using behavior who enjoy their work and make an effort to be with program participants in various settings.
 - U Trainers are not positive role models, smoke and/or drink in front of program participants, or engage in otherwise inappropriate behavior with other program staff and/or participants.

Program Structure

1. Session style
 - I Sessions include lots of interaction and interplay between trainers and participants.
 - A Sessions include some interaction and interplay between trainers and participants.
 - U Sessions do not include interaction and interplay between trainers and participants.

2. Session size
 - I Each session includes 12-18 participants.
 - A Each session includes 8-12 or 20-25 participants.
 - U Each session includes less than 6 or more than 25 participants.

3. Module timing
 - I Each module is conducted in 5 to 8 sessions.
 - A Each module is conducted in 9 to 10 sessions.

- U Some module is conducted in less than 4 or more than 12 sessions.
4. Module session length (parent)
 - I Each session for each parent module is conducted in a 2-to-2.5 hour period, or two separate 1 hour periods.
 - A Each session for each parent module is conducted in a 1.5-to-2 hour period. (Please note: sessions may be combined for longer periods of time, i.e. 2 sessions provided in a 4-hour period, and each program module may be conducted in a weekend retreat)
 - U Each session for each parent module is conducted in less than a 1.5 hour or more than a 2.5 hour period. (However, both adult and youth sessions may be combined for longer periods of time, i.e. 2 sessions provided in a 4-hour period, and each program module may be conducted in a weekend retreat)
 5. Module session length (youth)
 - I Each session for each youth module is conducted in a 1-to-2 hour period.
 - A Sessions are provided in one hour blocks resulting in a greater number of sessions or multiple sessions are provided in a meeting with at least one hour dedicated per session and appropriate breaks are provided between sessions.
 - U Sessions are provided out of order or skipped altogether.
 6. Session incentives
 - I Each weekly session for parents and/or youth includes food or refreshments at beginning or end of the session.
 - A Occasionally a weekly session for parents and/or youth includes food or refreshments at beginning or end of the session.
 - U Weekly sessions for parents and/or youth never include refreshments at beginning or end of the session.
 7. Module pairing (DPPI and DPR)
 - I The Developing Positive Parental Influences training for parents is paired with the Developing a Positive Response training for youth.
 - A The Developing Positive Parental Influences training for parents is provided either directly before or directly following the Developing a Positive Response training for youth.
 - U The Developing Positive Parental Influences training for parents timing is unrelated to the timing for the Developing a Positive Response training for youth.
 8. Module pairing (RRY and DIR)
 - I The Raising Resilient Youth training for parents is paired with the Developing Independence and Responsibility training for youth.
 - A The Raising Resilient Youth training for parents is provided either directly before or directly following the Developing Independence and Responsibility training for youth.

- U The Raising Resilient Youth training for parents timing is unrelated to the timing for the Developing Independence and Responsibility training for youth.
9. Module pairing (Getting Real)
 - I The Getting Real training for parents is paired with the Getting Real training for youth.
 - A The Getting Real training for parents is provided either directly before or directly following the Getting Real training for youth.
 - U The Getting Real training for parents timing is unrelated to the timing for the Getting Real training for youth.
 10. Module sequencing
 - I All of the modules are provided in the order determined best by program participants and program organization (and the CAT when used).
 - U Modules are not completed in a thoughtful manner with regard to need, staff input (or CAT input when used)
 11. Time of sessions
 - I All six modules are conducted within six months and the one year of case management and follow-up are conducted over a 12 month or longer period
 - A All six modules and the one year of case management and follow-up are conducted in a three year period.
 - U Fewer than five modules and no case management, referral and follow-up are conducted.
 12. Age groups for sessions
 - I Ages are grouped for sessions within a three year spread; i.e. 9-11 years old together, 12-14 years old together, 15-17 years old together.
 - A Youth are grouped in a four-year age spread
 - U Ages are not grouped for sessions within at least a four year spread; i.e. 9-12 years old together, 12-15 years old together
 13. Trainer characteristics
 - I The trainer is: (1) outgoing; (2) caring; (3) non-judgmental; (4) handles ambiguity; (5) models moderate beliefs and attitudes; (6) has a natural helping attitude; (7) has experienced group-oriented growth opportunities; (8) recognizes, names and expresses feelings as they occur; and (9) shows knowledge of the common types of communication responses.
 - A The trainer demonstrates most (7-8) of the above characteristics.
 - U The trainer demonstrates few (6 or fewer) of the above characteristics.

14. Trainer experience
 - I The trainer demonstrates full knowledge of available mental health services, including types of services available, eligibility, cost and insurance-related issues.
 - A The trainer demonstrates limited knowledge of available mental health services, but has access to assistance or supervision for referrals.
 - U The trainer demonstrates little or no knowledge of available mental health services.
15. Trainer preparation
 - I The trainer is fully prepared for all activities for each session.
 - U The trainer is not fully prepared for all activities for each session.
16. Session content
 - I Sessions are an appropriate blend of lecture, demonstration, observation, role playing, and brainstorming which best facilitates creating a learning climate.
 - A Sessions attempt to utilize various learning strategies to facilitate creating a learning climate.
 - U Sessions are static, do not engage participants and depend primarily on lecture.
17. Room set-up
 - I Necessary posters, flip charts, or the “feelings chart” are displayed in the proper order, the chairs are arranged and the trainer is positioned so that all can be clearly seen and heard.
 - A Necessary posters, flip charts, or the “feelings chart” are displayed out of order and/or the room is arranged in a way that does not optimize communication and reference to materials.
 - U Necessary posters, flip charts, or the “feelings chart” are not displayed or are displayed in an improper order and/or the room is arranged in a way that clearly inhibits communication.
18. Session Atmosphere
 - I The trainer creates ample opportunities for everyone to talk without forcing anyone to talk.
 - A The trainer creates some opportunities for unforced talking.
 - U The trainer creates no opportunities for unforced sharing by participants.

Developing Positive Parental Influences Module¹

1. Session 1–Content
 - I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 6 of the topical areas (i.e., materials in Roman Numerals I-VI).

- A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 6 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.
2. Session 2–Content
- I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 7 of the topical areas (i.e., materials in Roman Numerals I-VII).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 7 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.
3. Session 3–Atmosphere
- I The trainer creates a relaxed, reflective atmosphere during the exercise described in section III.B.
 - A The trainer reads the instructions to the exercise described in section III.B.
 - U The trainer creates a tense, hurried atmosphere during the exercise described in section III.B.
4. Session 3–Content
- I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 5 of the topical areas (i.e., materials in Roman Numerals I-V).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 5 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.
5. Session 4–Content
- I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 6 of the topical areas (i.e., materials in Roman Numerals I-VI).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 6 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas not listed as optional.
6. Session 5–Content
- I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 6 of the topical areas (i.e., materials in Roman

- Numerals I-VI).
- A The trainer covers most (all but 1 numbered or a few small lettered or small roman numeral numbered points) material in all 6 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas not listed as optional.
7. Session 6–Content
- I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 5 of the topical areas (i.e., materials in Roman Numerals I-V).
 - A The trainer covers most (all but 1 numbered or a few small lettered or small roman numeral numbered points) material in all 5 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas not listed as optional.

Developing a Positive Response Training Module for Youth¹

1. Session 1–Support Materials
- I The trainer refers participants to the notebook material on page 8 as well as to the posters and reads aloud from both sources.
 - A The trainer either (a) refers participants to the notebook material on page 8 and to the posters but does not read aloud from them or (b) reads aloud from one or the other source but does not refer to them.
 - U The trainer does not refer participants to either the notebook material on page 8 or to the posters and does not read aloud from either source.
2. Session 1–Content
- I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 6 of the topical areas (i.e., materials in Roman Numerals I-VI).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 6 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas not listed as optional.
3. Session 2–Reminder (unless trainer manages notebooks in the room)
- I The trainer reminds participants to bring their notebooks back to session 2.
 - U The trainer does not remind participants to bring their notebooks to session 2.
4. Session 2–Structure
- I The trainer goes around the room to have youth discuss each of the 6 issues in section

- V.
- A The trainer goes around the room to have youth discuss 4-5 of the issues in section V.
 - U The trainer does not go around the room to discuss the 6 issues in section V or does go around the room but covers 3 or fewer of the issues.
5. Session 2–Content
- I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 8 of the topical areas (i.e., materials in Roman Numerals I-VIII).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 8 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.
6. Session 2–Assignments
- I The trainer distributes copies of the articles or reminds participants to study the copies in their participants' notebooks.
 - U The trainer neither distributes copies of the articles nor reminds participants to study the copies in their participants' notebooks.
7. Session 3–Rewards
- I As part of the sections IV and V exercises, all participants who go to the correct side of the room receive a reward (at least praise).
 - A As part of the sections IV and V exercises, only some of the participants go to the correct side of the room and receive a reward.
 - U As part of the sections IV and V exercises, either participants are not instructed to go to the proper side of the room or those that do are not given at least praise as a reward.
8. Session 3–Content
- I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 7 of the topical areas (i.e., materials in Roman Numerals I-VII).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 7 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.
9. Session 4–Structure
- I As part of the section VI exercise, brainstorming ideas are written on the flip chart or blackboard.
 - A As part of the section VI exercise, ideas are brain stormed but not written down.

- U As part of the section VI exercise, adjectives are presented by the trainer and not brainstormed.
10. Session 4–Content
- I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 7 of the topical areas (i.e., materials in Roman Numerals I-VII).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 7 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.
11. Session 5–Structure
- I The trainer gets responses from many (4 or more) participants during the section IV exercise.
 - A The trainer gets responses from a few (1-3) participants during the section IV exercise.
 - U The trainer does not get responses from any participants during the section IV exercise.
12. Session 5–Support Materials
- I The trainer refers participants to the notebook material on page 18.
 - U The trainer does not refer participants to the notebook material on page 18.
13. Session 5–Content
- I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 5 of the topical areas (i.e., materials in Roman Numerals I-V).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 5 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.

Raising Resilient Youth Module for Parents¹

1. Session 1–Materials
- I The trainer refers participants to the “How to Use this Notebook” article on page 10 as well as to the posters and reads aloud from both sources.
 - A The trainer either (a) refers participants to the “How to Use this Notebook” article on page 10 and to the posters but does not read aloud from them or (b) reads aloud from one or the other source but does not refer to them.

- U The trainer does not refer participants to either the notebook material on page 11 or to the posters and does not read aloud from either source.
2. Session 1–Atmosphere
 - I The trainer creates an atmosphere of safety by fully explaining all the Expectations listed in (II.) on page 13 and asking if there are questions about them.
 - A The trainer recites all or almost all of the Expectations listed in (II.) but does not ask for or entertain questions.
 - U The trainer does not discuss the ground rules.
 3. Session 1–Atmosphere continued
 - I The trainer creates ample opportunities for everyone to talk without forcing anyone to talk.
 - A The trainer creates some opportunities for unforced talking.
 - U The trainer creates no opportunities for unforced talking.
 4. Session 1–Content
 - I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 5 of the topical areas (i.e., materials in Roman Numerals I-V).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 5 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.
 5. Session 2–Participant feelings assessment
 - I The trainer solicits responses from participants and validates/affirms all feelings and reactions as part of the exercise described in section V.C.
 - A The trainer solicits responses from participants and validates/affirms some feelings and reactions as part of the exercise described in section V.C.
 - U The trainer solicits responses from participants but does not validate/affirm feelings and reactions as part of the exercise described in section V.C.
 6. Session 2–Content
 - I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 6 of the topical areas (i.e., materials in Roman Numerals I-VI).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 6 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.

7. Session 3–Set-up and preparation
 - I The trainer has prepared sufficient colored tags and instruction cards before the session begins.
 - A The trainer has prepared an insufficient number of colored tags and instruction cards before the session begins and completes the task during the session.
 - U The trainer does not have sufficient colored tags and instruction cards during the session.

8. Session 3–Participant role assignment
 - I As part of the section III.B. exercise, approximately 50 % of the participants are given instruction cards that read "trustable" and about 50 % are given cards that read "not trustable".
 - U As part of the section III.B. exercise, participants are given instruction cards that read "trustable" or "not trustable" in no particular proportion.

9. Session 3–Content
 - I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 6 of the topical areas (i.e., materials in Roman Numerals I-VI).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 6 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.

10. Session 4–Content
 - I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 6 of the required topical areas (i.e., materials in Roman Numerals I-VI).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 6 of the required topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the 6 required topical areas.

11. Session 5–Atmosphere
 - I The trainer creates ample opportunities for "deep discussions" during the processing of role plays in section IV.
 - A The trainer creates some opportunities discussion during the processing of role plays.
 - U The trainer creates no opportunities for discussion during the processing of role plays.

12. Session 5–Content
 - I The trainer fully covers all material (all capital and small letter, numbered and small

- roman numeral numbered points) in all 8 of the topical areas (i.e., materials in Roman Numerals I-VIII).
- A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 8 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.

Developing Independence and Responsibility Module for Youth¹

1. Session 1–Material
 - I The trainer refers participants to the notebook material on page 8 as well as to the posters and reads aloud from both sources.
 - A The trainer either (a) refers participants to the notebook material on page 8 and to the posters but does not read aloud from them or (b) reads aloud from one or the other source but does not refer to them.
 - U The trainer does not refer participants to either the notebook material on page 8 or to the posters and does not read aloud from either source.
2. Session 1–Atmosphere
 - I The trainer creates an atmosphere of safety by negotiating or fully explaining all the ground rules and expectations and asking if there are questions about them.
 - A The trainer recites all or almost all of the ground rules and expectations but does not ask for or entertain questions or discussion.
 - U The trainer does not discuss any ground rules or expectations.
3. Session 1–Participation opportunities
 - I The trainer creates ample opportunities for everyone to talk without forcing anyone to talk.
 - A The trainer creates some opportunities for unforced talking.
 - U The trainer creates no opportunities for unforced talking.
4. Session 1–Content
 - I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 5 of the topical areas (i.e., materials in Roman Numerals I-V).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 5 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas not listed as optional.

5. Session 2–Assessment of participants’ feelings
 - I The trainer solicits responses from participants and validates/affirms all feelings and reactions as part of the exercise described in section V.C.
 - A The trainer solicits responses from participants and validates/affirms some feelings and reactions as part of the exercise described in section V.C.
 - U The trainer solicits responses from participants but does not validate/affirm feelings and reactions as part of the exercise described in section V.C.

6. Session 2–Content
 - I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 5 of the topical areas (i.e., materials in Roman Numerals I-V).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 5 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas not listed as optional.

7. Session 3–Set-up and preparation
 - I The trainer has prepared sufficient colored tags and instruction cards before the session begins.
 - A The trainer has prepared an insufficient number of colored tags and instruction cards before the session begins and completes the task during the session.
 - U The trainer does not have sufficient colored tags and instruction cards during the session.

8. Session 3–Participant role assignment
 - I As part of the section V.B. exercise, approximately 50 % of the participants are given instruction cards that read "trustable" and about 50 % are given cards that read "not trustable."
 - U As part of the section V.B. exercise, participants are given instruction cards that read "trustable" or "not trustable" in no particular proportion.

9. Session 3–Content
 - I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 7 of the topical areas (i.e., materials in Roman Numerals I-VII).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 7 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas not listed as optional.

10. Session 4–Content
 - I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 8 of the required topical areas (i.e., materials in Roman Numerals I-VIII.). The optional materials in sections V(C) and VI may or may not have been covered.
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 8 of the required topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the 8 required topical areas not listed as optional.

11. Session 5–Atmosphere
 - I The trainer creates ample opportunities for "deep discussions" during the processing of role plays in section V or VIII.
 - A The trainer creates some opportunities discussion during the processing of role plays.
 - U The trainer creates no opportunities for discussion during the processing of role plays.

12. Session 5–Content
 - I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 6 of the topical areas (i.e., materials in Roman Numerals I-VI).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 6 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas not listed as optional.

“Getting Real” Training Module¹

1. Training Options
 - I All three training options are implemented, for a total of 6-8 sessions per adult or youth group.
 - A Either option 1 or option 2, or both, are implemented, for a total of 4-5 sessions per adult or youth group.
 - U Option 3 is implemented without option 2.

2. Session 2–Use of stage names
 - I The trainer assures that stage names are used during the exercise in section II.D.
 - U The trainer allows real names to be used during the exercise in section II.D.

3. Session 1–Content
 - I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 4 of the topical areas (i.e., materials in

- Roman Numerals I-IV).
- A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 4 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.
4. Session 2–Participation model
- I The trainer maximizes the chance that either an adult or youth will volunteer for the exercise in section II.A and insures that participation is truly voluntary.
 - A The trainer allows a youth to volunteer for the exercise in section II.A and insures that participation is truly voluntary
 - U The trainer lets someone be "volunteered" by another person.
5. Session 2–Content
- I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 4 of the topical areas (i.e., materials in Roman Numerals I-IV).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 4 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more areas.
6. Session 3–Role plays
- I Two role plays (defensive responses role play and subsequent "replay") are conducted during the session (as described in section II). The defensive response role play is chosen prior to the session.
 - A One or two role play situations are conducted (Each role play situation includes both the defensive response role play and subsequent Getting Real "replay").
 - U No role play is conducted.
7. Session 3–Content
- I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 4 of the topical areas (i.e., materials in Roman Numerals I-IV).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 4 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.
8. Session 4–Trainer participation
- I The trainer is vigilant and active during the role play, as evidenced in showing respect for cultural differences (as opportunities are available), highlighting illustrative verbal

or non-verbal occurrences, and encouraging participants to act out the full range of defensive responses.

A The trainer makes minimal constructive comments or suggestions during the role plays.

U The trainer sits passively during the role plays.

9. Session 4–Content

I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 4 of the topical areas (i.e., materials in Roman Numerals I-IV).

A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 4 of the topical areas.

U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.

10. Session 5–Individual training component role plays

I There are multiple role play opportunities.

A One or two complete role play situations are conducted (a single role play includes a "defensive response" role play and a Getting Real "replay").

U No role plays are conducted.

11. Session 5–Individual training component content

I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 3 of the topical areas (i.e., materials in Roman Numerals I-III).

A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 3 of the topical areas.

U The trainer skips significant portions of any topical area or entirely skips 1 or more areas.

12. Session 5–Combined parent-youth component role plays

I There are multiple role play opportunities.

A At least one complete role play situation is conducted (This includes both a "defensive response" role play and a Getting Real "replay").

U Only one or no role plays are conducted.

13. Session 5–Combined parent/youth component Content

I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in both of the topical areas (i.e., materials in Roman Numerals I-II).

A The trainer covers most material (all but 1 numbered or a few small lettered or small

- roman numeral numbered points) in both of the topical areas.
- U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.
14. Optional sessions 6,7,8–Role plays
- I There are role play opportunities for all interested families.
 - A Optional sessions are not included
 - U There are not role play opportunities for all interested families.
15. Optional sessions 6,7,8–Voluntary participation
- I All role play participants are truly voluntary.
 - U Role play participants are pressured into participating.
16. Optional sessions 6,7,8–Content
- I The trainer fully covers all material (all capital and small letter, numbered and small roman numeral numbered points) in all 3 of the topical areas (i.e., materials in Roman Numerals I-III).
 - A The trainer covers most material (all but 1 numbered or a few small lettered or small roman numeral numbered points) in all 3 of the topical areas.
 - U The trainer skips significant portions of any topical area or entirely skips 1 or more of the topical areas.

¹ The training manuals referenced in this fidelity tool are those developed by Ted Strader and his associates at the Council on Prevention and Education Substances (COPES) in Louisville as they developed the Creating Lasting Family Connections® prevention program. In order to truly understand the nature of this project and the construct of fidelity that we have attempted to quantify herein, one must be familiar with those materials. Information about the Creating Lasting Family Connections® materials may be obtained from:

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