

Guide to Fidelity Checklist for Facilitators

Best Practices in Implementing a Parenting Education Series

*This guide corresponds with the indicators on the **Fidelity Checklist for Facilitators**. The checklist is based on the efforts of RMC Research and Oregon State University to use research in defining best practices in implementing parenting education programs including multi-session series. RMC Research's full user guide, **How to Rate Fidelity to Best Practices in Parenting Education**, can be found on the Oregon Parenting Education Collaborative (OPEC) website at www.orparenting.org. The indicators below reference the section and page numbers where more information can be located in the full user guide.*

1. Use of evidence-based parenting education curricula (IV.A.2, p.61)

To determine if a curriculum is evidence-based, consult registries of evidence-based parenting education curricula (or check with Oregon State University team):

Office of Juvenile Justice and Delinquency Prevention website: <http://www.ojjdp.gov/mpg/Topic/Details/89>

Substance Abuse and Mental Health Services Administration's National Registry of Evidence-Based Programs and Practices website: <http://www.nrepp.samhsa.gov/ViewAll.aspx>

2. Materials allow parenting educators to personalize content and learning (IV.B.1, p.64)

Eliciting examples from parents and encouraging parents to reflect on personal applications of skills are examples of ways materials may allow personalization of content and learning. Which of the following best describes the extent to which the curriculum can be personalized?

- No personalization of content and learning is built into curriculum
- Some instances or suggestions of personalization are built into curriculum
- Instances or suggestions to personalize content are built into every session

3. Curriculum includes child development information relevant to parenting skills (IV.B.2, p.65)

Which of the following best describes the extent to which child development information is covered in the curriculum?

- No child development information is provided
- Some child development information is provided, but it is not related to parenting skills
- Some child development information is provided & it is related to parenting skills
- Considerable child development information is provided and it is related to parenting skills

4. Curriculum focuses on specific, practical parenting skills (e.g., consistency, setting limits, and other positive discipline strategies) (IV.B.3, p.66)

Which of the following best describes the extent to which specific, practical parenting skills are covered in the curriculum?

- Curriculum does not focus on specific, practical parenting skills
- Curriculum covers 1 of these skills
- Curriculum covers 2 of these skills
- Curriculum covers 3 of these skills
- Curriculum covers more than 3 of these skills, with opportunities to practice

5. Curriculum promotes positive family interaction (e.g., play, affection, nurturing, improved family communication) (IV.B.4, p.67)

Which of the following best describes the extent to which the curriculum promotes positive family interaction?

- Curriculum does not address positive family interaction skills
- Curriculum covers 1 of these skills
- Curriculum covers 2 of these skills
- Curriculum covers 3 of these skills
- Curriculum covers more than 3 of these skills, with opportunities to practice

6. Parental self-care is part of curriculum (e.g., stress management, anger management, access to support, couples communication, physical/mental health well-being) (IV.B.5, p.68)

Which of the following best describes the extent to which parental self-care is part of the curriculum?

- Curriculum does not address parenting self-care
- Curriculum covers 1 of these skills, but not in depth
- Curriculum covers 2 of these skills
- Curriculum covers 3 of these skills
- Curriculum covers more than 3 of these skills, with homework or additional activities related to self-care

7. Curriculum includes assessment of parenting strengths and needs (IV.B.6, p.69)

Which of the following best describes the extent to which the curriculum includes assessment of parenting strengths and needs?

- No assessment of parenting strengths and needs
- Very brief or as part of other assessment
- Explicit assessment of parenting strengths and needs

8. Parenting education curriculum is delivered using interactive approaches (e.g., role-playing, discussions, demonstrations) (III.C.3, p. 52)

Which of the following best describes the extent to which the curriculum is delivered using interactive approaches?

- Curriculum is delivered rarely using active and interactive learning approaches (0%–20% of sessions)
- Curriculum is delivered sometimes using active and interactive learning approaches (21%–49% of sessions)
- Curriculum or parenting educator mostly uses active and interactive learning approaches (50% of sessions)
- Curriculum or parenting educator often uses active and interactive learning approaches (51%–79% of sessions)
- Curriculum or parenting educator frequently uses active and interactive learning approaches (at least 80% of sessions)

9. Curriculum provides opportunities to practice skills between parents and children (III.C.5, p. 54)

Which of the following best describes the extent to which the curriculum provides opportunities to practice skills between parents and children?

- Curriculum mentions practicing new skills between parents and children in general terms, but no structured activities at home
- Homework to practice new skills between parents and children is an occasional part of curriculum (a few sessions include homework to practice new skills)
- Homework to practice new skills between parents and children is a regular part of curriculum (most sessions include homework to practice new skills)
- Homework to practice new skills between parents and children is a regular part of curriculum, and practice is reviewed during sessions
- Opportunities to practice new skills between parents and children during session time are built into the curriculum, as well as part of regular homework

10. The organization makes efforts toward matching age and content needs of families to curricula (III.C.2, p.51)

Which of the following best describes the extent to which the organization makes efforts toward matching age and content needs of families to curricula?

- No information is provided to families about age and content differences of curricula (or there are no age or content differences across curricula)
- Some age and content differences exist across series and information about these differences is provided to families to encourage matching
- Some age and content differences exist across series and the organization provides information and guidance to families (as appropriate) to ensure curriculum's target age and content is matched to families' needs

11. Completed formal initial training in specific curricula taught (II.A.1, p.26)

12. Use locally informed outreach and marketing (III.A.3, p. 40)

Which of the following best describes the extent to which locally informed outreach and marketing strategies are used?

- No outreach to families and no marketing for parenting education
- Limited to 1 method of outreach and marketing to families (e.g., flyers are posted at locations that families with young children frequent)
- Multiple methods of outreach and marketing to families are routinely used
- Multiple methods of outreach and marketing are routinely used, at least 1 method is locally informed
- Multiple methods of outreach and marketing are routinely used; at least 1 method is locally informed; at least 1 includes outreach by parenting educators

13. Organization requires assessment of fidelity to each evidence-based parenting education curriculum (i.e. dosage and adherence methods are used consistently across series, and series are observed for the purpose of assessing fidelity to the curriculum) (VI.A.1, p.88)

Which of the following best describes the extent to which the organization requires assessment of fidelity?

- No assessment of fidelity to evidence-based parenting education curricula occurs
- Some but not all evidence-based series are assessed. Dosage and adherence to content and activities are assessed
- Each evidence-based series is assessed. Dosage and adherence to content and activities are assessed consistently across series
- Each evidence-based series is assessed. Observations are conducted at least once during a series. Dosage and adherence methods are used consistently across series
- Each evidence-based series is assessed. Observations are conducted at least twice during a series. Dosage and adherence methods are used consistently across series

14. Standard parenting educator evaluations are collected on a regular basis for each educator (VI.A.2, p.89)

Which of the following best describes the extent to which standard parenting educator evaluations are collected?

- Parenting educator evaluations are not conducted or do not use a standard form
- Standard parenting educator evaluations are conducted for all parenting educators once during the parenting education series
- Standard parenting educator evaluations are conducted for all parenting educators twice during the parenting education series
- Standard parenting educator evaluations are conducted for all parenting educators at least 3 times during the parenting education series
- Standard parenting educator evaluations are conducted for all parenting educators after every parenting education session in a series

15. Data are collected to document session attendance and participant retention (VI.A.3, p.90)

- No attendance data is collected
- Once during the parenting education series
- Twice during the parenting education series
- At least 3 times during the parenting education series
- Attendance data are collected at every session

16. Parenting educators or organization staff measure changes in family outcomes (i.e. parenting educators or organization staff use standard measures of change in family outcomes such as change in knowledge, attitudes, or behavior) VI.B.2, p.93)

- Changes in family outcomes are not assessed
- Nonstandard measures of change in family outcomes are conducted for some but not all curricula
- Nonstandard measures of change in family outcomes are conducted for all curricula
- Standard measures of change in family outcomes are conducted for some but not all curricula
- Standard measures of change in family outcomes are conducted for all curricula

17. Parenting educators or organization staff measure changes in family outcomes using measures specific to the parenting education curriculum (descriptive, not rated) (VI.B.1, p.92)

- 18. Parenting educators and other organization staff have regular opportunities to review process and outcome data, assess progress, and make program improvements (VI.C.2, p.97)**
- Parenting educators and organization staff do not discuss process and outcome data, assess progress, or use data to make program improvements
 - Parenting educators and organization staff informally discuss process and outcome data, but such discussions are not regular
 - Parenting educators and organization staff discuss process and outcome data annually, but data are not systematically used to make program improvements
 - Parenting educators and organization staff discuss process and outcome data annually and assess progress, but data are rarely used to make program improvements
 - Parenting educators and organization staff communicate at least once per quarter to review process and outcome data, assess progress, and use data to make program improvements
- 19. Parenting educators review participant evaluations (VI.C.3, p.98)**
- Parenting educators do not review participant evaluations
 - Parenting educators review participant evaluations at least once during a parenting education series
 - Parenting educators review participant evaluations after every session
- 20. Group size is consistent with recommendations from the curriculum vendor (III.C.4, p.53)**

CRG * Information and recommendations are based on vendor information about the curriculum.

Group Size Guidelines

Curricula	Adults
Abriendo Puerta (Opening Doors)	NA
The Incredible Years	12–14
Make Parenting a Pleasure	8–19
Nurturing Parenting	12–15
Parenting Now!	8–19

- 21. There is adequate staffing for parenting education series based on curriculum recommendations and there is a plan for addressing facilitator absences.(V.A.2, p.75)**

CRG * Information and recommendations are based on vendor information about the curriculum.

Parenting Educator Staffing Guidelines

Curricula	Educators per Series
Abriendo Puerta (Opening Doors)	1–2
The Incredible Years	1
Make Parenting a Pleasure	1–2
Nurturing Parenting	1–2
Parenting Now!	1–2

22. Sufficient program manuals and materials for program implementation are available (V.A.4, p.77)

23. Administrative support is available and sufficient to support program implementation (V.A.5, p.78)

24. Adequate staffing for child/youth education or for child care provided during parenting education series (V.A.3, p.76)

Rate whether staffing met the minimum number of child educator guidelines (where applicable) and whether the child care staff-to-child ratios met the minimum state guidelines.

25. Quality of childcare is monitored (III.B.4, p.45)

Examples of systematic monitoring:

*In-person visits by the parenting education coordinator at least once per series

*Planned telephone or email communication or email with child care providers throughout series

Examples of inconsistent monitoring:

*Occasional spontaneous communication with child care providers

*Responding to parent feedback about child care as the primary monitoring method

*Monitoring the child care provided for some parenting education series but not others

In and of themselves these practices are not equivalent to monitoring child care quality:

*Hiring experienced or qualified child care providers

*Using established child care spaces (e.g., a Head Start classroom)

26. Follow-up contact is made with families who miss a session (III.B.7, p.48)

How consistently do you or the sponsoring organization follow up with families who missed a parenting education?

- No follow-up contact with family occurs after a missed session
- Follow-up contact after a missed session occurs inconsistently
- Follow-up contact after a missed session occurs consistently

27. Number of sessions is consistent with recommendation of the evidence-based parenting education curriculum. For curriculum series to be implemented with OPEC funds, the following guidelines have been established:

Curriculum	Least # of sessions for OPEC funded series
<i>Abriendo Puertas (Opening Doors)</i>	10
<i>Active Parenting Now (4th Edition)</i>	6
<i>Make Parenting a Pleasure (Haga de la Paternidad un Placer)</i>	10
<i>Nurturing Parenting</i>	12
<i>Nurturing Parenting ABCs</i>	7
<i>Parenting Now!</i>	7
<i>The Incredible Years</i>	12

28. Duration (amount of time) in each session is consistent with evidence-based parenting education curriculum. See vendor guidelines for recommended session lengths.

29. Consistent methods are used to determine if key content is covered during a series, as identified by the parenting education curriculum (i.e. checklists; check-ins with coordinator or supervisor).

30. Use active listening skills (I.C.1, p.20)

31. Demonstrate linguistic competence with limited-English speaking participants (I.C.2, p.20)

32. Exhibit familiarity with range of family and community values (I.C.3, p.21)

33. Facilitator is well prepared for session (I.C.4, p.21)

- 34. Exhibit positive interpersonal skills (e.g., enthusiastic, supportive, open, flexible) (I.C.5, p.22)**
- 35. Maintain a positive learning environment through group management (e.g., educator is attentive to questions, returns group to topic as needed, manages “air time” across participants) (I.C.6, p.22)**
- 36. Goal setting with families is facilitated during sessions, and progress is discussed (III.D.1., p.56)**
- No goal setting by families occurs during a series
 - Goal setting by families occurs periodically but progress is not discussed
 - Goal setting by families occurs during each session, and progress is discussed at each session
- 37. Parenting educator tailors delivery in response to group needs, without altering critical components of curriculum (III.D.2, p.56)**
- Which of the following best describes the extent to which the parenting educator tailors delivery to group needs?
- No tailoring of delivery occurs, or parenting educator tailors delivery to such a degree that critical components of curriculum are changed
 - Parenting educator tailors delivery to group needs occasionally, but does not alter critical components of curriculum
 - Parenting educator tailors delivery to group needs sufficiently, but does not alter critical components of curriculum