

Thinking for a Change 5.0 Fidelity Tool

Scoring Guide



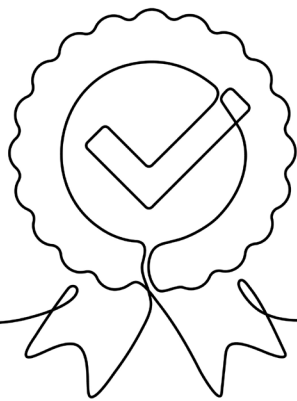
How to use the T4C 5.0 Fidelity Tool

What is the T4C 5.0 Fidelity Tool?

The Thinking for a Change 5.0 Fidelity Tool is an assessment instrument designed to measure that the program is delivered as designed. This tool helps assess how closely the facilitator followed the instructions in the facilitator guide during the observed session and captures elements of effective facilitation behaviors. A separate tool must be completed for each facilitator. The results of your observation should be a catalyst for strength-based coaching and development of the program facilitators.

Why do we need the T4C 5.0 Fidelity Tool?

Fidelity refers to implementing a program or curriculum as intended, which can be a key factor in its success and whether it positively moves outcomes. Fidelity monitoring refers to a system of measuring and analyzing the degree to which a program is implemented as intended. This should deepen your understanding of how your program is working in the real world, help troubleshoot challenges and conduct continuous quality improvement (CQI), ensure your program is still a good fit for your chosen population, and inform your implementation or impact evaluations.



Scoring Approach

Understanding the scoring

Our scoring covers 3 broad domains and a general feedback section.

1. Program Preparation (In-person or online)
2. Facilitation
3. T4C 5.0 Section Content



The scoring for each domain leads to an overall score that will help inform feedback for the facilitator. Each domain can be completed as objectively as possible. We are looking for the extent to which each separate item has occurred rather than looking at any broader evaluation of the quality of an item.

Similarly, for fidelity monitoring, we are not looking for any reasons why a session was not delivered as intended, even if they are reasonable and justified; later in the tool, there are tips on giving effective feedback to the person you are observing.

1. Preparation

This is a broad and general evaluation of how facilitators have prepared for a session including charts and handouts, and familiarity with the content.

Questions are adapted to virtual or in-person sessions.

2. Facilitation

This is another broad area of evaluation that is important for all sessions – this domain focuses on how a facilitator manages the session environment. These skills are essential to set the climate for success and lead to effective program delivery.

3. T4C 5.0 Content

You will use a different set of items depending on the broad section that you are observing.

- Social Skill lessons will ask the observer to evaluate and coach on the unique aspects of coaching tryouts and building understanding.
- Cognitive Self-Change lessons will look for a greater sense of objectivity and group engagement.
- Problem-Solving lessons will focus more intently on emphasizing the power of choice and consequential thinking that each group member has in any situation.



Scoring Specifics

Item Scoring

While completing the tool, score each item via a 5-point scale reflecting what you have seen in the observed session. Each facilitator should be scored on a separate form.

Each score has 4 points that we would expect to see in a well-executed session. Give the facilitator one point for each element that you witness. If they don't do anything, their score would be zero. Here, the minimum scores is 0 (no elements witnessed) and the maximum score is 4 (all elements witnessed).

The elements listed under each item are indicators that will inform your opinion of the degree to which that overall item was present during your observation.

- 0 = Not at all,
- 1 = Minimally,
- 2 = To some extent,
- 3 = A good deal,
- 4 = A great extent

You have a virtual or physical scoresheet that will look a bit like this to note your scores. There is a full example on page 14.

| Item | Score | Next Steps |
|--|-------|------------|
| Lesson | | |
| 1. Facilitators have the learning goals prepared based on the lesson specifications. | | |
| 2. Facilitators have prepared the material for lesson delivery. | | |
| 3. Facilitators have decided and prepared their roles for the session. | | |
| 4. Facilitator engages and motivates all group members. | | |
| 5. Facilitator models and practices objectivity and is always non-judgmental. | | |
| 6. Facilitator manages group conflict effectively. | | |
| 7. Facilitator manages time effectively. | | |
| Social Skills | | |
| 8. Facilitator reduces the self-effectivity. | | |
| 9. Facilitator effectively models skill. | | |
| 10. Facilitator effectively uses group member trust. | | |
| Cognitive Self Change | | |
| 11. Facilitator manages the thinking report process effectively. | | |
| 12. Facilitator reinforces group member as trial authority. | | |
| 13. Facilitator reinforces the link between thinking and behavior. | | |
| Problem Solving | | |
| 14. Facilitator effectively builds group members' understanding of one another. | | |
| 15. Facilitator maintains objectivity in group responses. | | |
| 16. Facilitator tracks and manages group members' progress in skill applications. | | |
| Raw Score | | Next Steps |
| Overall Score | | |

As with many other Likert scales, scoring tends to be most reliable at the extreme ends of the scale and less reliable in the middle (e.g., difference between a 1 and a 2, or a 2 and a 3 depending on the rater).

Overall Score

The overall score is calculated by assessing the mean across each item responses for each individual facilitator.

1. Add all applicable scores from each item.
2. Divide the total score by the total number of items scored.
3. Exclude any items that you have scored 'not applicable'.
4. The mean score is the facilitator's overall score.



Domain 1: Preparation

Program Preparation Indicators

Use these items if you are observing an in-person session only. This domain evaluates the degree to which the facilitators structure the learning environment based on best practices and the content of the lesson guide. The items in this domain are more concrete and easily observed.

In an ideal situation, the observer would be able to be present during preparation to see the amount of preparation the facilitators take before the observed lesson.

| Item | Scoring (1 point each element) |
|---|--|
| 1. Facilitators have the learning space prepared based on the lesson specification. There are clear visual indicators that the facilitators have reviewed the lesson and have acquired the materials for the lesson. | a. All charts are clearly posted. b. Space for charts clearly available. c. Handouts and materials needed clearly accessible. d. Manuals and other handout needed are available. |
| 2. Facilitators have prepared the material for lesson delivery. Facilitator guide is present, and the lesson delivery clearly demonstrates that models were practiced, charts pre-made as directed and previous material available for use during the lesson when required. | a. Visual components posted (or ready to be posted). b. Facilitator guide available. c. Models are fluently presented. d. No stops/loss of place during the lesson. |
| 3. Facilitators have decided and prepared their roles for the session. | a. Two facilitators present for the duration of the session. b. Mutual presence from facilitators in content delivery and discussion. c. Each facilitator has a clearly indicated role in delivery. Responsibilities are mutually shared. d. Facilitators clearly support each other during delivery. |



Domain 1: Virtual Sessions

Virtual Program Preparation Indicators

Use these items if you are observing a virtual session only. This domain evaluates the degree to which online facilitators structure the learning environment based on best practices and the content of the lesson guide. The items in this domain are more concrete and easily observed.

| Item | Scoring (1 point each element) |
|---|--|
| 1. Facilitator logs on at least 30 minutes early to load materials and troubleshoot technical issues. | <ol style="list-style-type: none">Session opened at least 30 minutes in advance of scheduled time.Facilitators confirm communication tools are working for each group member (audio/camera) and resolve connection issues.Facilitator ensures group members can use the annotation function.Invites and reminders sent 15 minutes prior to session start. |
| 2. Facilitators have prepared the material for online delivery. | <ol style="list-style-type: none">Each facilitator is logged into the session on a separate computer.Facilitators greet group members as they log into the session with an early arrival activity.Session charts available (ideally loaded).Facilitators have reviewed group members practice work virtually prior to session. |
| 3. Facilitator utilizes activities appropriate for an online learning environment. | <ol style="list-style-type: none">Curriculum polls and quotes administered.Facilitators seek input from all group members throughout the session.Facilitators utilizes chat function to gather further input from group members.Facilitators utilize and monitor breakout rooms, chats and whiteboards. |



Domain 2: Facilitation

Facilitation Indicators

This domain evaluates the degree to which the facilitators are exhibiting effective facilitation skills. The items in this domain are drawn from evidence and literature for effective facilitation, and the observer should be looking for evidence of how the facilitator established a safe and supportive environment while maximizing participation from all group members.

| Item | Scoring (1 point each element) |
|--|--|
| 4. Facilitator engages and motivates all group members. The facilitator sets the climate for learning with activities such as clarifying the purpose, setting goals, setting ground rules and laying out expectations, rewards and consequences. | <ul style="list-style-type: none">a. Facilitator presents content with clarity and enthusiasm.b. Facilitators affirm and praise input and responses from group members.c. Facilitator is clear about ground rules and expectations (i.e. talking, respect).d. Facilitator manages the group input without belittling or using sarcasm. |
| 5. Facilitator models and practices objectivity and is always non-judgmental. This item examines the degree to which the facilitator establishes a safe space for group members to learn. ¹ | <ul style="list-style-type: none">a. Facilitator treats group member input as pure information without censorship or interpretation.b. Facilitator enhances the connection between session content and participants' personal experiences.c. Facilitator avoids value-laden responses to group members (i.e. they avoid saying words like "good" or "antisocial").d. Facilitators give engages all group members. |

¹Our ability to treat the information from the group members in a neutral non-judgmental manner provides a model for how we want the group member to be when giving their information related to the skill. T4C 5.0 does not work without the safety of honest self-reflection. The facilitators are the gatekeepers for this safety.



Domain 2: Facilitation

| Item | Scoring (1 point each element) |
|--|---|
| <p>6. Facilitator manages group conflict effectively².</p> <p>This item may be scored not applicable (N/A) if there are no issues during the observed lesson.</p> | <ul style="list-style-type: none">a. Facilitator shows effective disapproval for the unwanted behavior (not the person).b. Facilitator immediately addresses inappropriate interpersonal interactions.c. Facilitator reinforces ground rules to refocus the group when off-task.d. Facilitator uses co-facilitation as a strength to address issues without disrupting the lesson. |
| <p>7. Facilitator manages time effectively³.</p> | <ul style="list-style-type: none">a. Class starts and finishes on time.b. Facilitator keeps the discussion on topic while allowing for meaningful input.c. Facilitator keeps model, tryouts and debriefing concise.d. Facilitator balances individual needs with group needs. |

² Conflicts between group members and sometime between the group member and the facilitator will occur. Other issues may arise when group members behave in ways that are disruptive to the group or a specific group member. The facilitator's ability to address the issue while maintaining group member engagement is crucial to the climate of support and learning.

³The efficiency of the lesson is defined in the lesson plan for a reason. Proper time management increases the chances of all group members trying out skills as well as keeps them engaged. A facilitator's ability to effectively manage the timing of content delivery, tryouts and discussions will greatly contribute to the success of the session and the program overall.



Domain 3: T4C 5.0 Content

Content Indicators

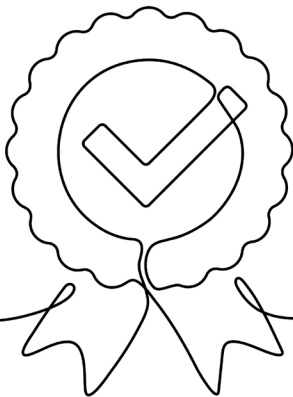
Giving a score for items 8-9 will be slightly different depending on the type of lesson that you are observing.

We have color-coded the items for each section in the same way as they are in the facilitator guide.

Social Skills

Cognitive Self-Change

Problem-Solving



Domain 3: T4C 5.0 Content

Social Skills Indicators

If you are observing a Social Skills lesson, use these items.

| Item | Scoring (1 point each element) |
|--|--|
| 8. Facilitator introduces the skill effectively. | <ul style="list-style-type: none">a. Facilitator asks group what the skill means to them and keeps the discussion brief.b. Skill steps are read aloud (group member or facilitator).c. Action or thinking steps are identified and indicated on the pre-made chart.d. Skill card is pre-made and distributed to group members for reference during practice work. |
| 9. Facilitator effectively models skill. | <ul style="list-style-type: none">a. Main actor identified during model setup and scenario clearly explained.b. Model clearly presented and ends with final step of the skill.c. Model debriefed as scripted with engagement of all group members.d. Facilitator evokes a current or immediate situation where the skill would be useful from every group member. |
| 10. Facilitator effectively runs group member tryouts. | <ul style="list-style-type: none">a. Facilitator prep the main actor.b. Facilitator allows each group member to complete a tryout.c. Each tryout is debriefed per the feedback loop.d. Facilitator provides coaching each group member's tryout, as needed. |



Domain 3: T4C 5.0 Content

Cognitive Self-Change Indicators

If you are observing a Cognitive Self-Change lesson, use these items.

| Item | Scoring (1 point each element) |
|--|--|
| 8. Facilitator manages the thinking report process effectively. | <ul style="list-style-type: none">a. Uses open questions and empathic listening statements to draw out the presenting group member's input.b. Accurately charts what is said by the presenting group member.c. Elicits ideas from the other group members yet only charts what the presenting group member says should be added.d. Asks clarifying questions to help the presenting group member recall the most accurate representation of what they were thinking, feeling and attitudes/beliefs. |
| 9. Facilitator reinforces group member as final authority ⁴ . | <ul style="list-style-type: none">a. Facilitator always defers to the presenting group member for what goes into their thinking report, risk recognition, and new thinking.b. Facilitator makes direct and overt statements of group members autonomy of choice.c. Facilitator only charts or highlights what the presenting group member says is valid to add to their reports.d. Facilitator avoids argumentation/power struggles around skill application. |

⁴This item observes the facilitator's ability to support and expand the group members awareness of the control they have or can build over their thinking. The facilitator's skill in driving this point is an essential part of the group member's confidence in the concept and their own power over situations.



Domain 3: T4C 5.0 Content

Cognitive Self-Change Indicators

If you are observing a Cognitive Self-Change lesson, use these items.

| Item | Scoring (1 point each element) |
|--|---|
| 10. Facilitator reinforces the link between thinking and behavior ⁵ . | <ul style="list-style-type: none">a. Facilitator objectively explores how thoughts, feelings and attitudes/beliefs are intertwined.b. Facilitator helps group member articulate how thinking pattern led them to do what they did.c. Facilitator guides the group member to identify the risk in their thinking.d. Facilitator uses model and examples to show the link between elements of the Thinking Report. |

⁵The cognitive principle of T4C 5.0 is thinking controls behavior. This concept is a driving current of CSC. The facilitator's ability to enhance group members awareness of the power they must recognize and control their thinking patterns is the river on which the lessons ride and prominent during the CSC lesson.



Domain 3: T4C 5.0 Content

Problem-Solving Indicators

If you are observing a Problem-Solving lesson, use these items.

| Item | Scoring (1 point each element) |
|--|---|
| 8. Facilitator effectively builds group members' understanding of core content. | <ul style="list-style-type: none">a. Review of previous lesson(s) and content is completed.b. New skill/s are presented clearly and concisely.c. Facilitator encourages and responds to questions calmly and with authority.d. Facilitator encourages group members to make connections between this and other lessons. |
| 9. Facilitator maintains objectivity in delivery and discussion. | <ul style="list-style-type: none">a. Remains neutral to group members suggestions.b. Avoids correcting or altering group input in discussions.c. Accepts any reasonable answer without pushing for the "right" answers.d. Facilitator avoids adding their own perspective to group discussion. |
| 10. Facilitator tracks and manages group members' progress in skill application. | <ul style="list-style-type: none">a. Facilitator routinely checks group members comprehension of skill being present.b. Facilitator actively engages in coaching group members when completing in-session handouts.c. Facilitator provides accurate feedback and support during skill tryouts.d. Actively engages all group members in tryouts and discussion. |



Overall Score

Raw Score

You will be able to calculate a raw score for all items that you have evaluated during your observation. This is a simple addition, with a maximum of 40 points, as there are 10 items and a maximum of 4 points per item.

Overall Score

The overall score is the mean of each individual item score. An easy way to calculate this is to divide your raw score by the number of items that you evaluated.

If you evaluated every item, then you will divide your total score by 10, however, if some items were not applicable (for example, if there was no conflict witnessed in class), then you will divide your raw score by the number of items that you were able to evaluate:

Example A

Base score items = 10 No items scored
“not applicable” (N/A)
Total score: 22 (total items answered = 10)
Overall score = Total Score ÷ Total items
answered = $22 \div 10 = 2.2$

Example B

Base score items = 9 Item 6 scored “not
applicable” (N/A)
Total score: 30 (total items answered = 9)
Overall score = Total Score ÷ Total items
answered = $30 \div 9 = 3.3$



What do the scores mean?

The overall facilitator score gives an impression of how the facilitator conducted that session on that occasion. Ideally, we are aiming for a score of 3.0 or above to indicate fidelity to the program and some solid facilitation skills.

| Score | Zone | Description |
|-----------|-------------|--|
| 3.0 - 4.0 | Maintenance | Performance is effective. Efforts should be made to maintain and build on this positive practice. |
| 2.0 – 2.9 | Refinement | Performance is minimal, marginal or may be inconsistent. Further efforts required to refine practice. |
| 0 - 1.9 | Improvement | Performance is inadequate. Quick and intensive action should be taken to improve practice immediately. |

T4C 5.0 Fidelity Tool

| | Item | 0-4 |
|---|--|-----|
| 1 | Facilitators have the learning space prepared based on the lesson specification. | |
| 2 | Facilitators have prepared the material for lesson delivery. | |
| 3 | Facilitators have decided and prepared their roles for the session. | |
| 4 | Facilitator engages and motivates all group members. | |
| 5 | Facilitator models and practices objectivity and is always non-judgmental. | |
| 6 | Facilitator manages group conflict effectively. <i>(May be scored N/A)</i> | |
| 7 | Facilitator manages time effectively. | |

| | | |
|--|----------------------|------------|
| | Social Skills | 0-4 |
|--|----------------------|------------|

| | | |
|----|--|--|
| 8 | Facilitator introduces the skill effectively. | |
| 9 | Facilitator effectively models skill. | |
| 10 | Facilitator effectively runs group member tryouts. | |

| | | |
|--|------------------------------|------------|
| | Cognitive Self-Change | 0-4 |
|--|------------------------------|------------|

| | | |
|----|--|--|
| 8 | Facilitator manages the thinking report process effectively. | |
| 9 | Facilitator reinforces group member as final authority. | |
| 10 | Facilitator reinforces the link between thinking and behavior. | |

| | | |
|--|------------------------|------------|
| | Problem-Solving | 0-4 |
|--|------------------------|------------|

| | | |
|----|--|--|
| 8 | Facilitator effectively builds group members' understanding of core content. | |
| 9 | Facilitator maintains objectivity in group responses. | |
| 10 | Facilitator tracks and manages group members' progress in skill application. | |

Only complete one of these sections

Raw Score

Next Steps:

Overall Score

T4C 5.0 Fidelity Tool

Virtual Version

| | Item | 0-4 |
|---|--|-----|
| 1 | Facilitator logs on at least 30 minutes early to load materials and troubleshoot technical issues. | |
| 2 | Facilitator opens the online session and engages group members to set the environment for the session | |
| 3 | Facilitator utilizes engaging activities that contributes to the group members learning and participation. | |
| 4 | Facilitator engages and motivates all group members. | |
| 5 | Facilitator models and practices objectivity and is always non-judgmental. | |
| 6 | Facilitator manages group conflict effectively. <i>(May be scored N/A)</i> | |
| 7 | Facilitator manages time effectively. | |

| | Social Skills | 0-4 |
|----|--|-----|
| 8 | Facilitator introduces the skill effectively. | |
| 9 | Facilitator effectively models skill. | |
| 10 | Facilitator effectively runs group member tryouts. | |
| | Cognitive Self-Change | 0-4 |
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| 9 | Facilitator reinforces group member as final authority. | |
| 10 | Facilitator reinforces the link between thinking and behavior. | |
| | Problem-Solving | 0-4 |
| 8 | Facilitator effectively builds group members' understanding of core content. | |
| 9 | Facilitator maintains objectivity in group responses. | |
| 10 | Facilitator tracks and manages group members' progress in skill application. | |

Only complete one of these sections

Raw Score

Next Steps:

Overall Score