Fidelity Monitoring Guide

Pono Choices
A Culturally Responsive Teen Pregnancy and STI Prevention Program for Middle School Youth
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www.cds.hawaii.edu/ponochoices

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Introduction

What is Implementation Fidelity?
Fidelity is often referred to as adherence or integrity. It is a determination of how well a curriculum or program is being implemented as intended. Implementation fidelity is defined as the degree of fit between the developer-defined elements of a program and its actual implementation in a given organization or community setting. The literature currently describes and defines implementation fidelity as consisting of five elements, of which Pono Choices explicitly facilitates the four elements in bold below:

1. **Adherence** – The extent to which a program service, intervention, or curriculum is being delivered as it was designed or written (intended).
2. **Timing** – The amount of an intervention, service, or curriculum received by participants or students. Also, whether the frequency and duration of the intervention is as robust as prescribed by its developers.
3. **Quality of Program Delivery** – The degree to which a Facilitator, staff member, or volunteer delivers a program using the techniques prescribed by the program.
4. **Engagement** – The extent to which participants or students are involved in or engaged by the activities, content, or materials of a program.
5. **Program Differentiation** – Determines the unique features of different components, activities, or programs to identify which elements are essential without which the program will not have its intended effect. (Pono Choices is currently being tested for program efficacy. The testing identifies essential activities that have the most impact.)

Why is Implementation Fidelity Critical to Pono Choices?
The curriculum writers of Pono Choices used three theoretical foundations to build the curriculum components. In addition, they utilized a place-based Hawaiian cultural framework to reinforce medically accurate sexual health information that is developmentally appropriate and meets the Hawai‘i BOE sexual health education policy. Implementation of the curriculum components drives program outcomes and serves to improve the sexual health knowledge and behaviors of Hawai‘i middle school youth. Deviations, dilutions, or diversions from core components could result in unintended program outcomes.
Instructions

Note: Numbers below align with diagram of a sample of Fidelity Maintenance Form on the next page.

In Fidelity Maintenance Forms

1. For each Module observed, fill out the Date of Observation; School; Teacher Name; Observer and identify the Modules and Activities observed during the session.

2. Review the Coding Scheme description and familiarize yourself with the Activities on the Form for each Module.

3. Note the start and end time of each Activity.

4. Record the total minutes for each Activity.

5. Check YES or NO for each Activity either completed or not.

6. Provide reason if NO is checked.

7. Provide specific changes if YES is checked and teacher made changes to the activity.

8. For each Activity determine the extent to which Adherence, Time and Delivery were observed using the Coding Scheme.

9. If you observe partial Modules, circle the // at the last Activity of the Module that you were able to observe.

10. If you are able to observe a complete Module, note the Form may be on 2 pages as indicated by the //.

11. Determine the overall quality of the session by circling R or G and notify Pono Choices school of any Yellow/Red concerns immediately.

12. Jot down 2-3 recommendations/comments noted during your observation to debrief with teacher.

13. Note if teacher requested technical assistance, describe request (beach ball activity, condom demo, power point handouts, etc.) and note date when technical assistance will be provided.
## Pono Choices Fidelity Maintenance Form

### Module 1: Introduction to Pono Choices

**Objective:**

- Develop an understanding of Pono Choices
- Understand the principles of decision-making

**Description:**

Pono Choices help individuals make decisions that align with cultural values and traditions.

**Fidelity Indicators:**

- **Home:**
  - **10:** Highest possible fidelity
  - **0:** Lowest possible fidelity

### Fidelity Indicators Table

<table>
<thead>
<tr>
<th>Home</th>
<th>Living</th>
<th>Environment</th>
<th>Time</th>
<th>Delivered</th>
<th>Attendance</th>
<th>YES</th>
<th>NO</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>YES with the following changes:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**YES:**

- [ ] YES
- [ ] YES
- [ ] YES

**NO:**

- [ ] NO
- [ ] NO
- [ ] NO

**Reason:**

- [ ] YES
- [ ] YES
- [ ] YES

---

**Note:**

- Please check one of the three boxes.

---

**Recommendations:**

Please explain if necessary:

- [ ] YES
- [ ] NO

---

**Overall Quality:**

- [ ] High
- [ ] Medium
- [ ] Low

**Remarks:**

- Please note any concerns or issues that arose during the module.
**Fidelity Maintenance Form**

Did the teacher follow the allocated sequence of activities for the entire session? Yes □ No □ Please explain: □

Recommendations for debrief:

**Overall quality of the session (circle one):**

Yes □ No □ Please modify/no choice is made or yellow/red concerns immediately:

---

<table>
<thead>
<tr>
<th>Activity</th>
<th>Classroom</th>
<th>Time</th>
<th>Adherence</th>
<th>YES</th>
<th>NO</th>
<th>Teacher Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Games (15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warm-up: Short &amp; Long</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Activity: Introduction (2)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Activity: Introduction (2)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Activity: Introduction (2)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Activity: Introduction (2)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Activity: Introduction (2)</td>
<td></td>
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</tr>
</tbody>
</table>

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**Coding Scheme:**

- X: The box that best describes the degree to which the teacher adhered to the script supplied within the time frame allocated, following the standardized procedures.
- □: The box that best describes the degree to which the teacher did not follow the script supplied within the time frame allocated, following the standardized procedures.

**Teacher Name:**

**Date of Observation:**

---

Modules and activities observed in this session:

---

And provided clear and enthusiastic instruction.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examine the following changes: difference in time.</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. Yes, no reason.</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Did the teacher complete each activity below? Please check one of the three boxes.

- □ Yes
- □ No
- □ No

Note: Code A means the lesson was observed, but not within the time scheduled and the lesson did not follow the module or lesson plan.

Code Scheme: Please X the box that best describes the degree to which the teacher addressed the script within the time for each activity.

School:

Observer:

Date of Observation:

Module 3: Mōhala – Lessons in Puberty and Anatomy
**Fidelity Evaluation Guide**

**Recommendations for Debrief:**

*Overall quality of the session (circle one):*  
- [ ] Low  
- [ ] Medium  
- [x] High

---

**Did the teacher request technical assistance for a later date?**  
- [ ] Yes  
- [ ] No

---

**Deliver:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Presence</th>
<th>YES</th>
<th>Reason</th>
<th>NO</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building (5)</td>
<td>V/A</td>
<td>V/A</td>
<td>Y</td>
<td></td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>V/A</td>
<td></td>
<td>YES</td>
<td></td>
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</tr>
<tr>
<td>Activity H: Conclusion (5)</td>
<td>V/A</td>
<td>V/A</td>
<td>Y</td>
<td></td>
<td>Y</td>
<td></td>
</tr>
</tbody>
</table>

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**End:**

<table>
<thead>
<tr>
<th>Sheet:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>End:</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Sheet</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
**Po no Choices Fidelity Maintenance Form**

**Module 5: Aloha – Maintaining Respect in Relationships**

**Pono Choices Fidelity Maintenance Form**

**Overall quality of the session (circle one):**

<table>
<thead>
<tr>
<th></th>
<th>R</th>
<th>Y</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Recommendations for debrief:**

- [ ] Yes
- [ ] No

- [ ] Please explain:

**Coding Scheme:**

- Yes
- No
- Reason

**School:**

**Teacher Name:**

**Date of Observation:**
**Did the teacher request technical assistance for a later date?** No:

**Recommendations for deletion:**

**Overall quality of the session (circle one):**

<p>| | | | | | |</p>
<table>
<thead>
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</tbody>
</table>

**Did the teacher complete each activity below?** Please check one of the three boxes.

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<thead>
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</tbody>
</table>

**Coding Schemes:** Please X the box that best describes the degree to which the teacher adhered to the scripted guidelines within the time for each activity.

**Observer:**

**Date of Observation:**

**Teacher Name:**

**Module(s) and Activities observed in this session:**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</tbody>
</table>

**School:**

**Note:** Please include additional notes or observations not captured in this format.
# Pono Choices Fidelity Maintenance Form

**Did the teacher request technical assistance for a Pono Choice?**
- Yes □
- No □
- Please explain:

**Recommendations for the teacher to complete:**

**Overall quality of the session (circle one):**
- Excellent (E)
- Good (G)
- Average (A)
- Poor (P)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ühl (1)</td>
<td></td>
<td></td>
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<tr>
<td>ühl (2)</td>
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<tr>
<td>ühl (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ühl (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fühl (5)</td>
<td></td>
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<tr>
<td>fühl (6)</td>
<td></td>
<td></td>
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<tr>
<td>fühl (7)</td>
<td></td>
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<tr>
<td>fühl (8)</td>
<td></td>
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<tr>
<td>fühl (9)</td>
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<tr>
<td>fühl (10)</td>
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<tr>
<td>fühl (11)</td>
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<tr>
<td>fühl (12)</td>
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<tr>
<td>fühl (13)</td>
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<td></td>
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<tr>
<td>fühl (14)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fühl (15)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Did the teacher complete each activity below?**

**Coding Scheme:**
- S: Spoken clear and understandable instruction
- M: Spoken loud and understandable instruction
- L: Spoken low and readable instruction
- N: Spoken unclear and challenging

**Modules and Activities Observed in this Session:**
- Speaker:
- Observer:
- Teacher Name:
### Did the teacher request technical assistance for a later date? No

#### Recommendations for detail:

**Overall quality of the session**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. End Confusion (c)</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Activity: Managing Fear (g)</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Activity: HIV and AIDS (d)</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Activity: Video on Condom Use</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Activity: Understanding STIs</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Activity: Voices of the W, o (16)</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Activity: Men's Role in Contraception (c)</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Adherence and time delivery**

- Yes, with the following changes: 
- No Reason: 
- Other: 

Did the teacher complete each activity below? Please check one of the three boxes:

- Yes
- No
- Other

**Coding scheme:**

- School:
- Module 7: Pili a'o – Understanding Sexually Transmitted Infections
- Date of Observation:
- Teacher Name:
- Observer: 

And provided clear and enthusiastic instruction.

Please X the box that best describes the degree to which the teacher adhered to the script used within the time for each activity.
### Pono Choices Fidelity Maintenance Form

**Module 8: Pili Maka – Preventing Sexually Transmitted Infections**

#### Overall quality of the session (Circle one):
- R (Red): Poor / Needs improvement
- Y (Yellow): Average
- G (Green): Good
- O (Orange): Excellent

#### Activity: Introduction (1)
- Yes
- No

#### Recommendations for debrief:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Recommendation</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did the teacher request technical assistance for a later date?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Notes:

- Did the teacher complete each activity below? Please check one of the boxes.
- If no activity was completed, please explain:

---

**School:**
**Teacher Name:**
**Date of Observation:**

---
### Recommendations for Detente

**Overall quality of the session (circle one):**

- R: Excellent
- A: Good
- G: Needs Improvement
- C: Poor
- F: Fail

**Please note:**
- Issues or any yellow/red concerns immediately

---

<table>
<thead>
<tr>
<th>Time</th>
<th>R</th>
<th>A</th>
<th>G</th>
<th>C</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Yes**: Please explain:

---

#### Pono Choices Fidelity Maintenance Form

**Module 9: N Kali—a Negotiation Skills and Role Play**

- Please complete each activity below. Please check one of the three boxes:
  - R: Setup followed by presentation did not vary within allotted time, not confusing/supportive
  - A: Setup somewhat followed by presentation did not vary within allotted time, somewhat confusing/supportive
  - G: Setup followed by presentation did not vary within allotted time, difficult to follow, confusing/supportive

**School:**

**Code Scheme:** Please check the box that best describes the degree to which the teacher adhered to the script, stayed within the allotted time, and provided clear and enthusiastic instruction.

**Teacher Name:**

**Date of Observation:**

**Module 9: N Kali—a Negotiation Skills and Role Play**

- Please complete each activity below. Please check one of the three boxes:
  - R: Setup followed by presentation did not vary within allotted time, not confusing/supportive
  - A: Setup somewhat followed by presentation did not vary within allotted time, somewhat confusing/supportive
  - G: Setup followed by presentation did not vary within allotted time, difficult to follow, confusing/supportive

---

**Observation:**

---

---
### Fidelity Evaluation Guide

**Module 10: Oli Ho'omana - Empowerment**

#### Recommendation for Director

**Overall Quality of the Session (Circle one):**
- Yes
- No
- Please explain:

<table>
<thead>
<tr>
<th>Time Delivered</th>
<th>Pono Choices Present</th>
<th>Pono Choices Not Presented</th>
<th>Yes</th>
<th>No</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Coding Scheme

Please circle x the box that best describes the degree to which the teacher adhered to the script shared with the time for each activity.

- A: Teacher followed script closely, stayed on schedule, provided all materials.
- B: Teacher followed script closely, stayed on schedule, did not provide materials.
- C: Teacher followed script, stayed on schedule, did not provide all materials.
- D: Teacher did not follow script at all, stayed on schedule, did not provide materials.

Please check one of the three boxes.

**School:** [Blank]

**Date:** [Blank]

**Observer:** [Blank]

**Teacher Name:** [Blank]

**Modular and Active Observers in This Session:**

**Module 10: Oli Ho'omana - Empowerment**

**Pono Choices Fidelity Maintenance Form**