Interactive Journaling®

FIDELITY TOOL REFERENCE GUIDE

The **Change** Companies®

Interactive Journaling® Fidelity Tool

Facility/Location _____

Monitor/Supervisor _____

Facilitator(s) _____

Program _____

Date _____ Length of Session _____ Number of participants _____

Notes _____

_____

FIDELITY SCORE

BEGINNING	DEVELOPING	MASTERING
Marginal evidence of Fidelity	Intermittent evidence of Fidelity	Consistent evidence of Fidelity
<20%	**20-70%**	**>70%**

	Domain	Subtotal	Total # of Subdomains	
1	Preparation		4	
2	Discussion		3	
3	Responsivity		4	
4	Alliance		4	
5	Motivation		4	
6	Group Facilitation *(if applicable)*		3	**Score %**
	Total		÷ **19** (Individual) **=**	
			÷ **22** (Group) **=**	

1. Add up the scores for all items within each domain and write the total in the "Subtotal" column.
2. Add together all the domain subtotals to get the overall "Total" number.
3. For individual sessions: Divide the "Total" number by 19 and multiply by 100.
4. For group sessions: Divide the "Total" number by 22 and multiply by 100.
5. The result will give you the "Score %" to determine the facilitator's skill level.

Domain 1: Preparation

☐ 1.1 Evidence the facilitator understands the purpose and underlying concepts of the *Interactive Journaling®* material

☐ 1.2 Evidence the facilitator is prepared for the session

☐ 1.3 Session environment supports participant learning

☐ 1.4 Assigns and follows up on out-of-session activities

Domain 2: Discussion

☐ 2.1 Lets the participant do the majority of the talking

☐ 2.2 Uses follow-up prompts to encourage participant sharing

☐ 2.3 Poses questions that connect Journal content to participant's real-life challenges

Domain 3: Responsivity

☐ 3.1 Demonstrates appropriate eye contact and body language

☐ 3.2 Uses multiple modes of communication and multisensory learning

☐ 3.3 Checks for comprehension on *Interactive Journaling®* material

☐ 3.4 Adapts approach in real-time to respond to participant needs

Domain 4: Alliance

☐ 4.1 Tailors session to meet participant goals

☐ 4.2 Communicates acceptance and avoids being judgmental

☐ 4.3 Uses statements that convey an intention and commitment to a participant's well-being

☐ 4.4 Uses statements that convey an understanding that the expertise and wisdom for change reside within the participant

Domain 5: Motivation

☐ 5.1 Uses primarily open (rather than closed) questions

☐ 5.2 Makes statements that recognize client strengths, positive actions and attributes

☐ 5.3 Offers reflective listening statements to demonstrate understanding

☐ 5.4 Summarizes at key intervals

Domain 6: Group Facilitation *(if applicable)*

☐ 6.1 Assists group in staying on track with session objectives

☐ 6.2 Allows time for open discussion and encourages sharing/feedback between participants

☐ 6.3 Acknowledges and connects with group members

Domain 1: Descriptions with Examples

Domain 1: Preparation

1.1	**Evidence the facilitator understands the purpose and underlying concepts of *Interactive Journaling®* material** – As the content expert, the facilitator comprehends the topics addressed in their *Interactive Journaling®* curriculum and can explain them clearly. They confidently answer questions without making up answers and effectively communicate session goals, objectives, and activity instructions.

Observable Examples

- Explains session concepts clearly by providing step-by-step guidance, relevant examples or metaphors.
- Uses visual aids, multimedia resources or demonstrations to make complex ideas easier to understand.
- Answers questions with confidence and accuracy.
- When unsure, promises to find accurate answers to participant questions.
- Breaks difficult tasks into smaller steps and gives clear instructions.

Verbal Examples

- *[Concept A] is defined as… It involves... It demonstrates... It impacts...*
- *Let's look at some examples of what this looks like in practice.*
- *Let's go through this concept step by step, like solving a puzzle.*
- *That's a great question. I don't know the answer right now; but I'll find out and we'll discuss this more next time.*

1.2	**Evidence the facilitator is prepared for the session** – The facilitator comes ready with a session plan and supporting materials like pens/pencils. The facilitator references the Facilitator Guide as needed.

Observable Examples

- Shares session goals and offers brief reminders of session goals throughout session.
- Has facilitator materials readily available (Facilitator Guide, session plan, etc.).
- Supplies are available and easy to access (pens, dry erase markers, etc.).
- Checks if participant has their Interactive Journal.
- Communicates session learning objectives.
- Refers to a prepared session plan to guide activities.
- Uses supplemental materials as needed (handouts, multimedia, visuals, etc.).
- All equipment and technology are set up and working.

Verbal Examples

- *Do you have your Interactive Journal with you today?*
- *Let's begin by talking about the goals we want to achieve today.*

1.3 **Session environment supports participant learning** – The facilitator enhances participant learning by arranging collaborative seating, using visual aids, and effectively using technology when applicable.

Observable Examples

- Room is prepared, cleaned and organized for learning before the session starts.
- Seating is arranged to be inclusive of everyone (Circle or semi-circle).
- Visual aids are visible for all participants (whiteboard, flip chart, screen, etc).
- No obstacles between facilitator and participant.
- Everyone has comfortable seating and special needs are taken care of.
- Technology enhances learning, it doesn't get in the way of it.

1.4 **Assigns and follows up on out-of-session activities** – At the beginning of the session, the facilitator follows up on progress made on previously assigned out-of-session activities. They explore additional concepts during session time and discuss how it can be applied to the participant's life. They assign relevant skill practice, Journal pages, or alternative activities at the end of the session for next time.

Observable Examples

- Reviews out-of-session activities and discussions from previous session.
- Introduces new concepts and ideas.
- Summarizes content and objectives covered in the session.
- Assesses progress and examines any changes compared to the previous session.
- Assigns out-of-session activities like skill practice or Journal pages.
- Individualizes out-of-session practice to align with participants' goals, motivations and unique needs.

Verbal Examples

- *Before we start, let's look back at what you did between our last session and today.*
- *What did you learn from the skill practice and Journal pages you completed?*
- *Let's go over the main things you learned today.*
- *Please complete the Journal pages X-X before our next session. These will cover…*
- *Before we meet next time, I'd like you to practice this skill in a real-life situation and share your experience.*
- *What else do you want to practice from today's session?*
- *How do you think this skill practice will help you meet your goal of…?*

Domain 2: Descriptions with Examples

Domain 2: Discussion

2.1 **Lets the participant do the majority of the talking** – Facilitator allows for appropriate time for discussion and self-reflection, not delivering information for more than 1-2 minutes at time before participants are encouraged to respond.

Observable Examples

- Listens more, talks less.
- Balances instruction and sharing.
- Avoids interrupting the participant.
- Skillfully paraphrases to clarify discussions.
- Encourages self-discovery and problem-solving.
- Avoids giving direct answers or advice.

Verbal Examples

- *I'd like to hear your thoughts on this topic. What comes to mind when you consider this?*
- *I appreciate your perspective. Is there anything else you'd like to add or explore further?*
- *I'm curious to know how this connects with your previous experiences.*

2.2 **Uses follow-up prompts to encourage participant sharing** – Facilitator uses follow-up prompts and participant-centered strategies, fostering deeper exploration, eliciting further information, and promoting participant's sharing of views, ideas, self-reflection and active engagement in discussions. The facilitator references the Facilitator Guide for recommendations as needed.

Verbal Examples

- *Tell me more.*
- *How did you feel when you tried that?*
- *What did you learn from that experience?*
- *What makes that decision important for you?*
- *That's an important question. Let's explore it further. What are some potential solutions that come to mind?*
- *That's a great example. What strengths were you using when you did that?*

| 2.3 | **Poses questions that connect Journal content to participant's real-life challenges** – Facilitator consistently asks questions that help participants apply Journal content to their real-life challenges, reinforcing comprehension, and promoting self-reflection. They use Journal pages as a catalyst for engagement and interaction within the session, periodically reviewing Journal responses and using discussion time to further elicit responses. |

Verbal Examples

- *How does this apply to your life?*
- *What does this mean to you?*
- *Consider how you can put the ideas from your Journal into action. What steps could you take?*
- *Let's talk about how you might use what we've learned today to move closer to your goal.*
- *Your Journal provides a window into your thoughts and experiences. How can these insights help you navigate your challenges and make positive changes?*
- *We just learned and practiced a new skill. How could this be useful in your life?*

Domain 3: Descriptions with Examples

Domain 3: Responsivity

3.1 **Demonstrates appropriate eye contact and body language** – The facilitator maintains culturally appropriate eye contact and utilizes body language, including nodding, smiling, and an open and inviting stance when listening to participants. They adapt their demeanor, whether engaging or more reserved, to effectively present information. Additionally, the facilitator employs an uplifting and motivational tone to engage participants and presents as genuinely curious and interested when asking questions.

Observable Examples

- Maintains culturally appropriate eye contact when speaking and actively listening.
- Faces participant; nods and smiles when appropriate.
- Uses open and inviting body language with relaxed shoulders and uncrossed arms.
- Adapts demeanor based on participants' responses, being warm and encouraging or more reserved and supportive as needed.
- Speaks with a friendly and uplifting tone.
- Asks questions with genuine curiosity and interest.
- Acknowledges and expresses appreciation for participant's contributions.
- Maintains an appropriate personal space, not standing too close or being obstructive.

3.2 **Uses multiple modes of communication and multisensory learning** – The facilitator accommodates various learning preferences by incorporating tactile, kinesthetic, reading/writing, and auditory elements. They use strategies from the Facilitator Guide to support experiential learning and adapt materials to suit individual abilities. The facilitator fosters creativity and encourages activities like sharing artwork, using creative skill-building techniques, and doing role-plays. They also promote diverse communication methods, urging participants to use whiteboard responses, storytelling, music, and videos for enriched learning and positive change.

Observable Examples

- Uses various methods to communicate ideas and concepts (verbal, written, visual, auditory, digital, etc.).
- Adapts activities and materials to suit individual abilities and learning preferences.
  - Incorporates hands-on activities for tactile learning (e.g., drawing, sketching).
  - Includes interactive and movement-based activities for kinesthetic learning (e.g., role-playing).
  - Uses hearing and listening activities for auditory learning (e.g., verbal explanations, discussions, audio recordings, guided practices, or videos).
  - Incorporates written and spoken activities for reading/writing learning (e.g., reflective writing, whiteboard responses, reading, and presentations).
- Encourages creativity during session activities

3.3 | **Checks for comprehension on *Interactive Journaling®* material** – The facilitator actively seeks feedback from participants to gauge their understanding and readiness to move on. They use stage-based strategies to check readiness, requesting participants to demonstrate skills and answer the question, "How will you use this in your life?" Additionally, the facilitator observes cues indicating difficulties with the material, ensuring comprehension.

Observable Examples

- Asks questions to check understanding.
- Pauses to "check in" and answer questions before proceeding.
- Assesses comprehension through skill demonstrations as needed.
- Asks for real-life applications and related examples from the participant.

Verbal Examples

- *How will you use this in your life?*
- *What are some examples of this in your life?*
- *What questions do you have?*
- *How would you describe this concept in your own words?*
- *How would you teach this skill to someone else?*

3.4 | **Adapts approach in real-time to respond to participant needs** – The facilitator uses a flexible style, promptly responding to participants' needs. They adjust the session's pace and activities to cater to individual learning preferences and objectives. The facilitator encourages buddying or mentoring for potential literacy issues. They also simplify language and confirm participant comprehension by restating or expanding on the material as needed.

Observable Examples

- Modifies the session schedule based on participant engagement and interest.
- Adjusts session pace to accommodate participant readiness to move on.
- Invites participant input and suggestions for session adjustments, including activities.
- Simplifies language as needed to match participant's comprehension.
- Provides additional explanations and examples when participants express confusion.
- Focuses on core graphics or visual aids and real-life examples to explain ideas clearly.
- Introduces alternative communication methods like drawing or multimedia.
- Adapts activities and materials based on observable cues of difficulty with the material.
- Tailors the approach for participants with literacy challenges, providing buddying or mentoring.

Verbal Examples

- *Am I going too fast?*
- *Are you all comfortable moving on, or would you like to spend more time on this topic?*
- *What can I clarify about this topic?*
- *This seems like an important topic for the group. Let's spend some extra time exploring it more.*
- *What would make this activity more engaging for you?*
- *Let's simplify this concept to make sure everyone understands.*
- *Let me provide one more example about this.*
- *Let's take a look at the core graphic on this Journal page. It can help us better understand the concept we're discussing.*

Domain 4: Descriptions and Examples

Domain 4: Alliance

4.1 **Tailors session to meet participant goals** – The facilitator acknowledges and engages with the participant by tailoring session content to address their identified goals, providing relevant and focused materials that support their development, progress and goal achievement. In collaboration with the participant, they explore potential strategies for desired changes and assigns tailored out-of-session activities that align with participant goals.

Observable Examples

- Establishes or follows up on participant goals.
- Aligns session materials and activities with the participant's goals.
- Provides relevant resources to support development and progress.
- Collaborates with participant to explore strategies for desired changes.
- Customizes out-of-session activities to match goals.

Verbal Examples

- *Let's work together to explore strategies that align with what you want to achieve.*
- *Let's discuss your goals for today's session and how we can best address them.*
- *In this activity, let's spend time on strengthening _____ since it is one area you wanted to improve.*
- *Based on the needs that you identified today, here are two resources that can help you.*
- *For next time, I would like you to review the content on pages X-X and consider how it relates to the changes you want to make. Then try out one of the strategies with a friend.*

4.2 **Communicates acceptance and avoids being judgmental** – The facilitator actively demonstrates empathy and acceptance by meeting participants where they are in the change process. They create a safe and supportive environment, respecting and understanding participants, fostering open communication and trust, and avoiding behaviors like blaming and shaming.

Verbal Examples

- *Your experiences and feelings are valid, and I'm here to listen without judgment.*
- *I understand that change can be challenging, and I'm here to support you at your own pace. It's about finding what works best for you.*
- *It's okay to feel uncertain or have doubts; we can explore them together.*
- *I appreciate your openness and willingness to share your thoughts and feelings.*
- *You don't have to be perfect, and it's okay to make mistakes as we learn and grow.*

4.3	**Uses statements that convey an intention and commitment to a participant's well-being** – The facilitator demonstrates support for the participant in achieving their goals and using affirming and compassionate statements to foster trust and motivation. They encourage open, honest sharing and promote a positive experience through a nonjudgmental and genuine approach.

Verbal Examples

- *Your goals are important to me, and I'm dedicated to helping you achieve them.*
- *I want you to know that I'm here to support you on your journey, and I'm committed to your well-being and success.*
- *I'm here to support and encourage you throughout this process, no matter how long it takes or the obstacles you may face.*
- *Your efforts and progress are commendable. You're really taking major steps towards your goals.*
- *You have a lot of good ideas, and I'm genuinely interested in understanding your perspective and experiences.*

4.4	**Uses statements that convey an understanding that the expertise and wisdom for change resides within the participant** – The facilitator calls forth the participant's own motivations, wisdom, and abilities to support their change efforts. They highlight that the participant holds the solutions to their challenges and promotes individual self-efficacy. The facilitator emphasizes the power of the participant's unique strengths, motivations, resourcefulness, and autonomy in the change process.

Verbal Examples

- *I believe in your ability to make positive changes in your life.*
- *You are the expert of your own life, and I'm here to support you in discovering the best path forward.*
- *I trust that you know what's best for yourself, and I'm here to help you uncover those answers.*
- *You have the strength and resilience to overcome challenges and achieve your goals.*
- *Your experiences and insights are valuable, and I'm here to help you tap into your own wisdom.*
- *Your unique strengths and qualities will guide you toward the changes you desire.*

Domain 5: Descriptions and Examples

Domain 5: Motivation

5.1	**Uses primarily open (rather than closed) questions** – The facilitator consistently asks open-ended questions that invite participants to share their desires, abilities, reasons and needs for change (DARN language). The facilitator avoids yes or no questions.

Verbal Examples

- *How would you like your life to be different after making this change?*
- *What strengths or abilities do you possess that could support you in reaching your goals?*
- *Tell me more about your reasons for wanting to make this change.*
- *What challenges do you anticipate facing as you work towards your goals?*
- *What resources or support systems do you think could assist you in your journey?*

5.2	**Makes statements that recognize client strengths, positive actions and attributes** – The facilitator provides affirmations and supportive statements that acknowledge participants' strengths, positive beliefs and movements toward positive change.

Verbal Examples

- *You have shown great courage in facing challenges and seeking positive change.*
- *Your commitment to personal growth and development is truly commendable.*
- *Your willingness to explore new possibilities and consider different perspectives is inspiring.*
- *Your self-awareness and reflection show that you are on the path to meaningful change.*
- *You are capable of making the changes you want to make.*

5.3	**Offers reflective listening statements to demonstrate understanding** – The facilitator uses reflective listening techniques to understand participants' ideas and evoke change talk (rather than maintaining the status quo and evoking sustain talk). They balance reflections and open questions while avoiding a feeling of interrogation or assessment.

Verbal Examples

- *You're feeling motivated to explore new possibilities for personal growth.*
- *I hear you expressing a deep desire to make positive changes in your life.*
- *You're considering various strategies to overcome obstacles and embrace positive actions.*
- *It seems like you value self-awareness and reflection as essential components of your journey.*
- *I can sense your determination to find solutions and take meaningful steps towards change.*
- *You've worked really hard on making these changes and you're feeling happy about your progress.*

5.4	**Summarizes at key intervals** – The facilitator effectively uses transition points to summarize what the participant has just shared or discussed, particularly as it relates to their desires, abilities, reasons and needs for change (change talk). These transition points may include moving from one topic to another or concluding a session.

Verbal Examples

- *Let me make sure I understand what you've shared so far...*
- *Before we move on to the next topic, I want to recap what we've discussed...*
- *In summary, I've heard you mention...*
- *To recap our discussion...*
- *Before we conclude today's session, let's review what we've covered...*
- *Just to ensure we're on the same page...*
- *If I'm hearing you correctly...*
- *Let's summarize your efforts so far...*

Domain 6: Descriptions and Examples

Domain 6: Group Facilitation

6.1   **Assists group in staying on track with session objectives** – The facilitator guides the group by managing distractions, providing clear instructions, and maintaining a safe environment.

Observable Examples

- Assists the group in setting clear goals and regularly checks progress.
- Provides clear instructions for activities and discussions.
- Addresses conflicts, disagreements or disruptions to that arise during sessions.
- Refocuses discussions on session objectives when they veer off-topic
- Utilizes the "parking lot" technique to handle off-topic issues efficiently.
- Encourages active participation and invites relevant thoughts and ideas from participants.
- Engages participants with interactive activities and purposeful questions.
- Actively manages time for planned activities.

Verbal Examples

- *To help the group stay on track, let's review the session objectives.*
- *Let's bring our attention back to our main goals.*
- *Let's maintain our focus on the session objectives and address any concerns that arise.*
- *If anyone feels off track, feel free to share so we can redirect our efforts accordingly.*

6.2   **Allows time for open discussion and encourages sharing/feedback between participants** – The facilitator engages participants in various group activities (full group, chalkboard, rounds with feedback, small group triads or dyads), promoting open discussions and providing ample time for sharing and exploration. They teach and encourage constructive feedback between participants when discussing change goals and progress.

Observable Examples

- Initiates group discussions for sharing thoughts and experiences.
- Establishes ground rules and allows the group to self-regulate when possible.
- Divides participants into smaller groups for in-depth discussions and feedback.
- Creates a non-judgmental environment for sharing.
- Uses open-ended questions to stimulate discussions.
- Ensures everyone gets an opportunity to contribute.
- Encourages participants to ask questions and seek clarification.

Verbal Examples

- *Let's begin with a group activity where everyone can share their thoughts on the topic.*
- *I'll divide you into smaller groups for discussion on this, and then we'll come back together to share feedback.*
- *Feel free to openly discuss your ideas and experiences related to the topic.*
- *I encourage everyone to actively participate in the group activities and share their insights with us.*
- *Take your time to explore and share your thoughts on the matter. We have enough time for a thorough discussion.*
- *Your input matters, and there will be opportunities for sharing and providing feedback in the session.*

6.3	**Acknowledges and connects with group members** – The facilitator maintains a positive working relationship with each participant, ensuring they feel acknowledged and connected. They actively engage multiple group members by shifting attention, making eye contact, and encouraging responses. Their dynamic approach includes paying attention to peripheral cues, engaging participants, and moving around the room to create a supportive and engaging environment. The facilitator ensures that every participant remains engaged, regardless of their personality type or level of participation.

Observable Examples

- Provides clear instructions and expectations.
- Guides dominant personalities to be more inclusive.
- Engages quieter participants in group discussions and activities.
- Addresses insulting or inappropriate behavior directly and removes participants if safety is a concern.
- Allows members to use humor to energize the group, as long as it doesn't harm others.
- Maintains consistent eye contact during discussions.
- Uses dynamic body language and moves around the room during the session.
- Verbally acknowledges each participant's contributions.
- Encourages equal responses from all participants.
- Observes engagement levels within the group.
- Ensures opportunities for participation for everyone, regardless of personality type.

Verbal Examples

- *I'm looking forward to hearing your thoughts, John. Let's hear from Sasha first; their hand was up.*
- *Thanks for sharing Sasha, I always appreciate when you share your thoughts with the group.*
- *I appreciate your humor, but it can sometimes be distracting and guides the group off track.*
- *For this group to be successful, everyone has to feel comfortable talking.*
- *I appreciate your insights, and I'd also like to hear from others in the group. What are your thoughts on this topic?*
- *It seems like you have something to share. Would you like to add your thoughts to the discussion?*
- *We don't tolerate disrespectful behavior here. Let's maintain a positive and supportive atmosphere for everyone.*
- *Everyone's ideas are valuable, so please don't hesitate to share your thoughts.*
- *We want to make sure everyone has an opportunity to participate. Let's create an inclusive space where everyone's voice is heard.*