



PROJECT TOWARDS NO DRUG ABUSE (TND) **FIDELITY GUIDELINES & CHECKLIST**

WHAT ARE FIDELITY GUIDELINES & CHECKLISTS (FG&C)?

The Fidelity Guidelines & Checklists are designed to help school staff select and implement Research-Validated programs. Staff responsible for monitoring program implementation as funding requires can also use the Fidelity Guidelines & Checklists as a resource to assist local program implementation efforts.

HOW WERE THE PROJECT TND FG&C DEVELOPED?

The Guidelines for Safe and Drug Free Schools and Communities Act (SDFSCA) Principles of Effectiveness (1998) specify that "...programs should be implemented consistent with the manner in which they were implemented when they were demonstrated to be effective by the programs' creators." The California Healthy Kids Resource Center (CHKRC) used the following published, peer-reviewed research articles and unpublished reports to develop the Fidelity Guidelines & Checklist for Project TND:

- Sun, W., Skara, S., Sun, P., Dent, C.W., & Sussman, S. (2006). Project Towards No Drug Abuse: Long-term substance use outcomes evaluation. *Preventive Medicine*, 42, 188-192.
- Sussman, S., Dent, C.W. & Stacy, A.W. (2002). Project Towards No Drug Abuse: A review of the findings and future directions. *American Journal of Health Behavior*, 26, 354-365.
- Sussman, S., Dent, C.W., Stacy, A., & Craig, S. (1998). One-year outcomes of Project Towards No Drug Abuse. *Preventive Medicine*, 27, 632-642.
- Sussman, S., Sun, P., McCuller, W.J., and Dent, C.W. (2003). Project Towards No Drug Abuse: Two-year outcomes of a trial that compared health educator delivery to self-instruction. *Preventive Medicine*, 37, 155-162.
- Rohrbach, L.A., Dent, C.W., Skara, S., & Sussman, S. (2006). Fidelity of implementation in Project Towards No Drug Abuse (TND): A comparison of classroom teachers and program specialists. Conditionally accepted in *Prevention Science*.

The following sources provided additional information:

- Institute for Health Promotion & Disease Prevention Research. (2006, May 13). Project TND Website. Retrieved May 13, 2006, from <http://tnd.usc.edu>.
- Ragupathy, S., Peterson, E.C., Valencia-Guerrero, A., & Peterson, J.L. (2002). User's Guide for Project TND. Los Altos, CA: Sociometrics Corporation.
- Sussman, S., Craig, S., & Moss, M.A. (2001). Project TND Teacher's Manual. Los Angeles, CA: Institute for Health Promotion & Disease Prevention Research, University of Southern California.

PROJECT TND FIDELITY GUIDELINES

<p>1. Delivery What <u>instructional strategies</u> were employed in research that demonstrated evidence of effectiveness for Project TND?</p>	<p>Project TND employed the following instructional strategies:</p> <ul style="list-style-type: none"> • neutral presentation of information • ground rules for behavior established at the start of the program • Socratic Method of instruction involving student discussion and critical thinking • games (i.e., the “TND Game”) • role-play • skill-demonstration • psychodrama
<p>2. Dosage What was the <u>number, length, and frequency of lessons</u> implemented in research that demonstrated evidence of effectiveness for Project TND?</p>	<p>Project TND comprised the following number, length, and frequency of lessons:</p> <ul style="list-style-type: none"> • 12 lessons • each approximately 40-50 minutes in length • implemented three times a week over a four-week period
<p>3. Setting In what <u>setting(s)</u> was Project TND implemented in research that demonstrated evidence of effectiveness?</p>	<p>Project TND was conducted in the following setting:</p> <ul style="list-style-type: none"> • regular and alternative/continuation high school classrooms
<p>4. Materials What <u>program materials</u> were used to implement Project TND in research that demonstrated evidence of effectiveness?</p>	<p>Project TND was implemented using the following materials:</p> <ul style="list-style-type: none"> • Project TND Teacher’s Manual • Project TND Student Workbooks • “Drugs and Life’s Dreams” Video
<p>5. Target Population What were the <u>demographic, developmental, and risk-related characteristics of the population(s)</u> who participated in the research that demonstrated evidence of effectiveness for Project TND?</p>	<p>Project TND was implemented with populations with the following characteristics:</p> <ul style="list-style-type: none"> • male and female students in grades 9, 10, and 11 (ages 14-19) • general high school population, including students at high risk for future drug use • diverse race/ethnicity and socioeconomic backgrounds in urban, suburban, and/or rural communities

<p>6. Provider Qualifications What were the <u>credentials or other qualifications of the program providers</u> who implemented Project TND in the research that demonstrated its evidence of effectiveness?</p>	<p>Project TND program providers had the following qualifications:</p> <ul style="list-style-type: none"> • health education specialists skilled in delivering interactive lessons • high school teachers*
<p>7. Provider Training What was the <u>nature and length of program provider training</u> to implement Project TND in the research that demonstrated its evidence of effectiveness?</p>	<p>Project TND program providers received the following training:</p> <ul style="list-style-type: none"> • specialized training by the developers of Project TND to implement the program including: <ul style="list-style-type: none"> - observation of delivery of all Project TND lessons in classrooms with experienced providers - practice delivery of two to three Project TND lessons in a classroom setting observed by an experienced provider

* Found in formative research indicating evidence of effectiveness.

PROJECT TND FIDELITY CHECKLIST

<p>1. Delivery Do Project TND providers employ the following instructional strategies?</p> <ul style="list-style-type: none"> • neutral presentation of information • ground rules for behavior established at the start of the program • Socratic Method of instruction involving student discussion and critical thinking • games (i.e., the “TND Game”) • role-play • skill-demonstration • psychodrama 	<p><input type="checkbox"/> YES <u>Suggested documentation:</u></p> <ul style="list-style-type: none"> ◇ Classroom observation logs (e.g., “Project TND Classroom Observation Instrument”*) ◇ Provider self-report logs (e.g., “Project TND Teacher Implementation Survey”*) 	<p><input type="checkbox"/> NO Notes:</p>
<p>2. Dosage Do Project TND providers follow the prescribed number, length, and frequency of lessons?</p> <ul style="list-style-type: none"> • 12, approximately 40-50 minute Project TND lessons, implemented three times a week over a four-week period 	<p><input type="checkbox"/> YES <u>Suggested documentation:</u></p> <ul style="list-style-type: none"> ◇ Classroom observation logs (e.g., “Project TND Classroom Observation Instrument”*) ◇ Provider self-report logs (e.g., “Project TND Teacher Implementation Survey”*) 	<p><input type="checkbox"/> NO Notes:</p>
<p>3. Setting Is Project TND implemented in the following setting?</p> <ul style="list-style-type: none"> • regular and/or alternative/continuation high school classroom 	<p><input type="checkbox"/> YES <u>Suggested documentation:</u></p> <ul style="list-style-type: none"> ◇ Names of high schools where Project TND is implemented: 	<p><input type="checkbox"/> NO Notes:</p>
<p>4. Materials Are the following materials used in the implementation of Project TND?</p> <ul style="list-style-type: none"> • Project TND Teacher’s Manual • Project TND Student Workbooks • “Drugs and Life’s Dreams” Video 	<p><input type="checkbox"/> YES <u>Suggested documentation:</u></p> <ul style="list-style-type: none"> ◇ Classroom observation logs (e.g., “Project TND Classroom Observation Instrument”*) ◇ Provider self-report logs (e.g., “Project TND Teacher Implementation Survey”*) 	<p><input type="checkbox"/> NO Notes:</p>

<p>5. Target Population</p> <p>Is Project TND implemented with populations with the following characteristics?</p> <ul style="list-style-type: none"> • male and female students in grades 9, 10, or 11 (ages 14-19) at various levels of risk for drug use of diverse race/ethnicity and socioeconomic backgrounds in urban, suburban, and/or rural communities 	<p><input type="checkbox"/> YES</p> <p><u>Suggested documentation:</u></p> <ul style="list-style-type: none"> ◇ Data from the school or district about demographic characteristics of students in Project TND classes 	<p><input type="checkbox"/> NO</p> <p>Notes:</p>
<p>6. Provider Qualifications</p> <p>Do Project TND program providers have at least one of the following qualifications?</p> <ul style="list-style-type: none"> • health education specialist • high school teacher 	<p><input type="checkbox"/> YES</p> <p><u>Suggested documentation:</u></p> <ul style="list-style-type: none"> ◇ Data from the school or district about the qualifications of Project TND providers (included in “Project TND Teacher Implementation Survey” *) 	<p><input type="checkbox"/> NO</p> <p>Notes:</p>
<p>7. Provider Training</p> <p>Have Project TND providers received the following training?</p> <ul style="list-style-type: none"> • specialized training by the developers of Project TND to implement the program including: <ul style="list-style-type: none"> - observation of delivery of all Project TND lessons in classrooms with experienced providers - practice delivery of two to three Project TND lessons in a classroom setting observed by an experienced provider <p><i>NOTE: Provider training by certified Project TND trainers is strongly recommended but not required by USC’s Institute for Health Promotion & Disease Prevention Research in order to purchase the Project TND Teacher’s Manual. Both one-day and two-day trainings are available from certified trainers at USC and at individual school district or community organization sites. The two-day training is recommended as it includes more opportunities for practice than the one-day training.</i></p>	<p><input type="checkbox"/> YES</p> <p><u>Suggested documentation:</u></p> <ul style="list-style-type: none"> ◇ Copies of Project TND Training Certificates 	<p><input type="checkbox"/> NO</p> <p>Notes:</p>

* The “Project TND Classroom Observation Instrument” and the “Project TND Teacher Implementation Survey” will be available on the Project TND website at <http://tnd.usc.edu> in October 2006.