Introduction

The Board Members of PREPSEC established a Quality Assurance Committee in order to propose a methodology whereby PREPSEC International can function as an advisory and resource organization where providers of *AART/PREPARE Curriculum* social competency training can access advice, recommendations and suggestions for standards in Quality Assurance and program fidelity. The PREPSEC Quality Assurance Committee was charged with the task of collecting program fidelity documents and quality assurance models to be placed in one document that would be easily accessible by any provider or agency delivering AART/Prepare curriculum. The committee was also commissioned to discuss these models and to develop a proposal for a consensus on quality assurance menu that could be proposed to the PREPSEC Executive Board as a standard appropriate for use by AART and Prepare Curriculum users and trainers worldwide. This document is intended to represent "possibilities" for providers and agencies to develop a Quality Assurance Plan because research has indicated it is of utmost importance. This document includes a collection of work and resources by several countries that represent multiple Quality Assurance options for AART/PREPARE from the private and public sector. Some models have strict adherence guidelines/policies, some have suggested guidelines, while others are in a documentation of "what works" phase. No matter where you are at with Quality Assurance and adherence standards, it is our intent that this document and resources will aid you in your quest for Quality Assurance.

Please note, that at the time of the publication of this document the main input for the different pieces of the guidelines come from the model Aggression Replacement Training. Some more work is needed to make a complete cover for all elements in the other models under the PREPARE umbrella.

When speaking of quality assurance, or program fidelity, we are addressing the below items:

- *Basic guidelines for implementing AART/PREPARE models*
- how groups are designed
- training of Animators
- Observation of and Feedback to Animators
- Refresher trainings
- And an ongoing system of coaching Animators

It has been shown that without some standards of Quality Assurance and commitment to adhering to the AART/ PREPARE model, the model is not successful. Without a Quality Assurance Plan, the AART/ PREPARE model develops drift and becomes a different model and therefore is not doing what it is intended, which is to provide Social Skill*s*

Training, Anger Control Training and Moral Reasoning Training. This is of utmost importance as it is researched to be effective if done with fidelity to the original design. When AART / PREPARE is done with the consideration of quality assurance or program fidelity, it has a high rate of effectiveness for the youth that participate (Barnoski, 2004). It is the goal of the PREPSEC Quality Assurance Committee to provide continued resources and to suggest standards to be used in multiple jurisdictions that can be a starting point for some or possible enhancement of an already established plan.   If you have Quality Assurance resources that are different or in addition to these, please contact us and, if you are willing, they can be included with other quality assurance tools recommended by PREPSEC International as a resource for those that are in the beginning stages of Quality Assurance.

Members of the PREPSEC Quality Assurance Committee:
Niels Hjelm Veirup, Denmark, Master Animator, Lead Auditor, Animator
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DEFINITIONS

It is our hope that a wide range of agencies/providers can access this site and acquire some standards that help to start or continue to improve their local quality assurance. Our hope is this will be a fluid working site that can be continually improved with new material and suggestions. Quality assurance can be a sensitive topic as we are openly debating and measuring the design and delivery of a well-intended program. This can be political and may need to be done in stages. This site is designed to help this process by pointing out already created systems that an agency/or provider can use at their stage in quality assurance development. Due to this being an international site with multiple organizations accessing it from private to public, small to large, below are some common definitions (There may be more!). It is the hope of the committee that its work will be shared with all animators through translations and deliberations.

Implementation   Principles and basic information to follow when planning and first steps are taken to get started with one of the PREPARE models

Quality Assurance Plan   A document that a site, Agency or Provider creates which clearly states what the standards for program delivery and group design are. It can address logistics of program delivery and client target.   Training of Animators and adherence expectations should be defined. This can start as a simple plan and be expanded on as program delivery increases.

<u>Animator/Trainer</u>	The person who delivers the social competency information to an individual or group. Usually this is a *trained* adult/young adult who is delivering the information to an individual or group of participants and families. Animators may also be referred to as a Trainers in other jurisdictions.
<u>AART & PREPARE</u>	Skillstreaming (Social Skills Training), Anger Control Training and Moral Reasoning are part of the AART curriculum. PREPARE curriculum components include those of AART but in addition include Empathy Training, Stress Management Training, Problem Solving, Social Perception Training (formally Situational Perception Training), Cooperation Training, Family TIES and understanding and using groups. With AART the usual recommended and researched combination delivery is three times a week for an hour each session with one component being taught each day for the hour. For example: Social Skill training on Monday for one hour, Anger Control on Wednesday for an hour and Moral Reasoning on Friday for an hour. This occurs for 10 weeks for 30 hours of instruction. This said, many AART & PREPARE sites have different models and even if you teach Social Skills Training one day a week, Quality Assurance standards should be applied to the training process.
<u>Master Trainer/Animator</u>	Someone who provides Training to Animators and coaching/guidance in regard to program integrity. A Master Trainer/Animator has a high level of experience training Animators as well as delivering the program to participants.
<u>Consultant/Mentor/Quality Assurance Specialist</u>	Also a Master Animator, but with more experience training Animators and has skills around helping agencies and individuals with program implementation and may be an Author as well. This person can evaluate the facilitation of an Animator and provide coaching and training to help prevent drift and reward success. They also can provide agency feedback on Quality Assurance and implementation. This person also may oversee implementing Quality Assurance Plan for a defined area/group

PREPSEC International is concerned with establishing training and implementation standards for the different programs. Like Goldstein`s recommendation PREPSEC does not wish to limit the use of the program through licenses, but in order to secure proper dissemination and training standards the organization will recommend that the implementation recommendations are followed. The program developer has a responsibility to establish guidelines dissemination and implement of the program, but this document outlines some common recommendation and definitions. The Quality Assurance Committee and Board are currently drafting a document with specific guidelines for dissemination, trainer education and implementation for each of the PREPSEC programs, to be approved by the general membership. You will find specific guidelines for dissemination, trainer education and implementation for each of the PREPSEC programs under the headline of the different programs.

Program developer(s)/author(s)

The Program developer is normally the first author of a specific program, owns the program and has all rights reserved. That involves:

- **Full approval/denial discretion in the following areas:**
  – changes and/or adaptations to the program
  – development of trainer and trainer of trainer's education requirements
  – development of program implementation standards
  – dissemination of the program
  – appointment and approval of national mentors

National Mentor

A national mentor is given responsibility by the program developer (s) author(s) to dissemintate the program with the following roles and considerations: a

- He/she is appointed by program developer(s)/author(s) and remains in ongoing contact.
- He/she answers to the program developer(s)/author(s) in all areas in which the developers/authors hold full discretion
- Is mentoring the program and its dissemination at a national or state/regional level and/or specified implementation areas
- Is also expected to contribute to program research and evaluation efforts, and have a formal contact with a research or educational institution
- A mentor has a thorough understanding of the program and its theoretical underpinnings as well as extended practical experience with the program

Master Trainer (Trainer of trainers)

- Appointed by cooperative consultation mutual agreement with program developer(s)/author(s) in consultation with mentor(s).
- Is expected to train trainers in the specific program and provide supervision of their program implementation
- Continuing program education and evaluation of program coordinators and trainers
- Understands the program and its theoretical underpinnings as well as extended practical experience with the program?

Program Coordinator

- Responsible for program quality assurance and evaluation within an organization and individual (trainee) level
- Program operative responsibility on a daily basis
- Practical and theoretical program knowledge
- Ability to keep up program motivation, enthusiasm and responsibility

Trainer/animator

- Responsible for program delivery to trainees
- Has received required practical and theoretical program education (ex SPT=3 days)
- Ability to adhere to program delivery standards

Generalization coach

- Responsibility to facilitate use and generalization of trainee skills
- Has received required practical and theoretical program introduction
- Ability to be a role model and motivate trainees' skill practice

Model program organization

- An organization that meets the program implementation requirements that are specified by the program developer(s)/author(s)
- Can be nominated by a national mentor in consultation with program developer(s)/ author(s)

Quality Assurance Plan

GOAL: That an agency or individual delivering one or all of the components of AART/PREPARE has a plan developed that includes guidelines for a supportive environment for delivery of AART/PREPARE: group design, target population, training of Animators in AART/PREPARE, assessment for Animators in adherence to the model, and further coaching/support for Animators.

The components of a Quality Assurance Plan that may be considered are listed below. These will be further explained, and a variety of examples provided. This is a menu for consideration and any of the below can be used to start or expand a Quality Assurance Plan.

- Recruiting/Hiring Animators/ Trainers
- Initial Training of Animators/ Trainers
- Monthly Consultation Conference Calls
- Ongoing Self-Monitoring by Animators/ Trainers
- Annual Video Tape Reviews of All Animators/Trainers by Consultants/Mentors
- Informal Coaching for Trainers by Consultants/Mentors
- Formal Corrective Supervision, Coaching by Consultants/Mentors
- Site Visits / Video recordings and Feedback
- Semi-annual Consultation Team Meetings with Animators/ Trainers
- Semi-annual Quality Assurance Committee Meetings with Animators/ Trainers
- Refresher Trainings
- Mentor/Author communication with Sites

Recruiting/Hiring of Animators

GOAL: Having AART/PREPARE competently delivered requires employing Animators/Trainers who are skilled and motivated. Like any other position, this requires having a good way to select the best people for the job.

- Having a description of animator's tasks and expected qualifications

Optimal Qualifications: Aggression Replacement Training Trainers (AP Goldstein)

- Procedural knowledge of ART
- Pedagogical Skills
- Group Facilitation Skills
- Comfort with Adolescents/Children
- Model Social Skills Anger, Regulation, Moral Maturity
- Generalization Enhancement Skills
- Administrative/ organizational Skills

**Irrelevant: credentials, occupation, age, gender

- In order to select the best candidate possible, requesting advice from Mentors, Authors, Consultants, Master Animators or other animators or actually having them involved in the screening process.

Initial Training

GOAL: Before a person can be an AART/Prepare Curriculum Animator he/she should attend a training course for instruction in the principles and competent delivery of AART/Prepare Curriculum. This course should have instruction on each component taught in a way that the explains the theory behind each component, reason for that component, how it is done (demonstrated) and a chance for the trainees to practice delivering the material with coaching. It is also suggested that the course includes instruction on implementation challenges and generalization as well as, understanding and using groups from PREPARE.

Following the initial training, the newly trained Animator will ideally view or participate in a group before they fully take on the Animator/ Trainer role.

SELF-ASSESSMENT/SELF-EVALUATION

GOAL: Once the AART/PREPARE Animator delivers the program, they can begin to self-assess their adherence through the use the Self-Assessment Tool (options for this attached under Self-Assessment Tools) after each lesson. These Self-Assessments can be used for coaching from local Animators, Master Animators or Consultants.

Along with Self-Assessment, monthly telephone consultation to their Master Animator, Consultant or local experienced trainer is important. This will allow a newly trained Animator to go over self-assessment sheets and receive some feedback and coaching. This should be an ongoing process.

Adherence is also enhanced if someone views the Animator´s delivery of the program to the groups.

If there is concern regarding the delivery of the program and drift is taking place, there needs to be a system set up for coaching in an informal/formal manner. This system should be written out in a clear plan with follow-up and assistance for adherence to eliminate the drift.

Regular Assessment of Adherence to AART/PREPARE

GOAL: Once an Animator is competent in their delivery, the next possible level of program integrity/fidelity is for the Animator to continue to self-assess their delivery, and also for a yearly assessment by a Mentor/Consultant/QA specialist.   This could be done through video review or site visit for each component. The self-assessment sheets can be used by the Consultant to review the group and provide written feedback.   The consultant than needs to follow up with the Animator and make sure corrections, if needed, were made.

Goal	Quality Assurance Activity	Quality Assurance/Improvement Activities/Actions
Quality Assurance Plan	Quality Assurance Plan or Improvement Management team, Experienced Animators, Consultants and any other *Stakeholders	*Activity:* Create a committee with representation from management/animators/ trainers and any other stakeholders. Create or improve current Quality Assurance Plan. *Action:* QA committee develops an improved QA plan or an initial QA plan. Reviews yearly
Recruiting/ Hiring Animators	Announcing position/assessing applicants	*Activity:* Job description and minimum qualifications established which includes the qualities that an AART/PREPARE Animator would need. *Action***:** Included in this process is an experienced AART/PREPARE Animator and/or Consultant.
Initial and Ongoing Training of AART/ PREPARE	Training, demonstration, Observation, coaching and monitoring. This should be done by someone who is a Master Animator/Trainer that	*Activity:* Initial AART/PREPARE Training of Animators with explanation, demonstration, practice and coaching. Animator receives a certificate

Animators/ Trainers	has the experience and qualifications to be a Master Animator/Trainer.	verifying that they were trained by a qualified Master Animator New Animator has at least one group to observe/co-lead with an experienced Animator. New Animator receives feedback/coaching from an experienced trainer before they are an Animator themselves. New Animators administer Self-Assessment Tools after each class they lead. *Action:* All New Animators attend a training that qualifies them to deliver AART/ PREPARE. This should be a training that includes explanation of concepts, demonstration and practice. They also should receive coaching. At the end of the training a certificate will be given. Once trained, whenever possible, they should co-lead with an experienced Animator for one entire group series (i.e. 10 weeks). Once they have seen and been part of an entire group, they can assume a lead role in group animation. A self-assessment sheet should be filled out at the end of delivering the group. Coaching should be provided by an experienced Animator.
Environment for group implementati on	Recognized Animators deliver the AART/PREPARE curriculum per site Quality Assurance Plan.	*Activity: Consider group design.* Establish: • group times • group participants. • Notification of group participation is sent to all stakeholders such as parents, teachers, social workers. • Group materials are copied, and a room is identified. • Rewards for positive participation and homework completion are agreed upon and gathered. • Group is started and the curriculum is delivered.

Ongoing Self Monitoring	Animator complete the self-assessment forms, are submitted to identified coaches. Coaches review and give feedback monthly. Remediation is recommended if elements are not met.	*Activity:* Animators after training, should Self-Assess after each class, or per Quality Assurance plan. Self-Assessments are to be discussed for coaching purposes, with a more experienced Animator, Master Animator, Consultant, Mentor, Author or whoever is qualified as a resource.
Animator ongoing evaluation to deliver AART/ PREPARE	Observation (video or in person) of Each AART/PREPARE Animator delivering each Component, i.e. Skills Training, Anger Control, and Moral Reasoning, Empathy Training, Problem solving, Social Perception etc.	*Activity:* Each Animator video tapes or has a consultant/master Animator sit in each component of AART/PREPARE annually. For example, each year a consultant or Master Animator observes the components and certifies them as delivering the AART/PREPARE model without drift. The self-assessment sheet can be used for this evaluation. If the Master Animator cannot observe the components, then the animator can video each component and send it for evaluation to the Master Animator/Consultant.
Site Assessments	Site Visits for Environmental Assessment	*Activity:* Each AART/PREPARE site is to be visited or discussed via phone annually by the AART/PREPARE Master Animator/Consultant to do an "Environmental Assessment". This is to brainstorm implementation barriers and discuss possible ways to continue to support the group on a site level.
Ongoing Consultation	Telephone Consultation and Video Observation	*Activity:* Master Animators/Consultants provides monthly AART/PREPARE consultation calls, in which several sites may be on the call, to discuss drift and implementation issues. This is a time to discuss issues or questions that come up on self-assessments. Clarification can be provided in order to help class delivery, group management, and other issues such as attrition.

Refresher trainings, regional meetings, site visits	Establishing annual refresher trainings or gatherings to discuss facilitation of AART/PREPARE	*Activity* Provide training by a Master Animator or consultant in a regionally to provide clarity on program delivery.

POSSIBLE QUALITY ASSURANCE PLANS

The Quality Assurance Committee that was commissioned by the Executive Board recommends: that on the PREPSEC website the above information be posted with an attached link for storing documents on: self-adherence, job descriptions, interview questions, and examples of quality assurance plans. The hopes are for others to access the documents and examples for use at will.   There is also the additional hope this link could post new examples and documents suitable for our site that could be screened by the Quality Assurance committee and per website host.

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