

## Creating Thirsty Horses: 3 Keys to Increasing Implementation Fidelity




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Center for Applied Research &  
Educational Improvement

kgibbons@umn.edu

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You Can Lead a Horse to Water But  
You Can't Make...




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### What Actions Could You Take ?

Following this Mini-Skills You Could:

- ☐ Self-Assess Your Strengths in Implementing Interventions with Fidelity
- ☐ Plan a Protocol to Improve Installation of an Intervention.




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### Opening Activity

- Introduce yourself to two people near you and tell them one question you want answered during this session and one thing you already know about the topic.

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## Facts about the St. Croix River Education District (SCRED)



- National Recognition
- Gary Germann
- Pilot Site for CBM's (1980's)
- Early Implementation of RtI (1995)
- SLD Eligibility Using RtI (2005)
- MN RtI Center (2007-09)
- Long History of Data-Based Decision-Making

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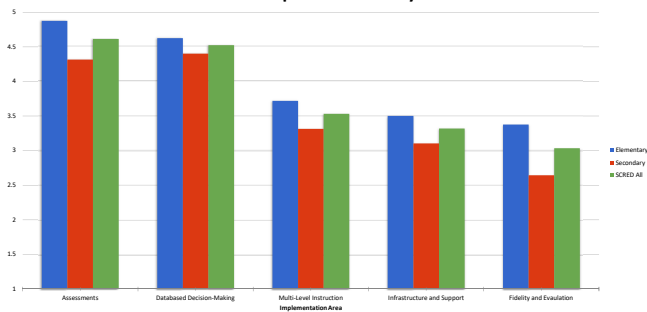
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SCRED: Implementation By Area




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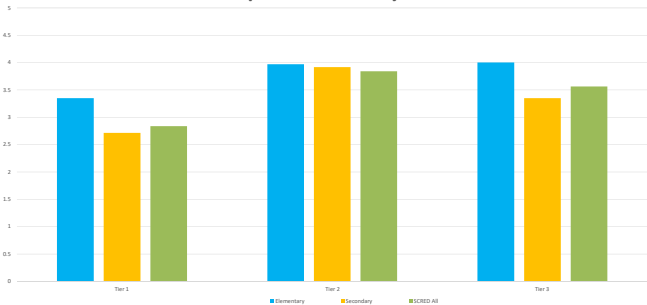
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SCRED: Implementation by Tier Back to Alan




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### Thoughts on Sustainability

- It's hard to sustain practices over time with fidelity.
- MTSS is like a recipe. It's not a McDonald's "value menu" where you like one part but not another part.
- It takes time to understand it's a system and it all interacts with each other.
- You can't pick and choose!




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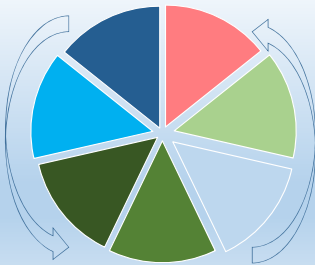
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### Where I Plan to Go Today

7 Elements of Fidelity




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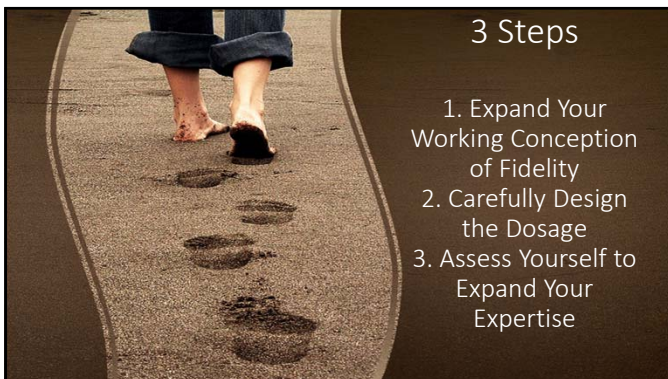
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### 3 Steps

1. Expand Your Working Conception of Fidelity
2. Carefully Design the Dosage
3. Assess Yourself to Expand Your Expertise




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### Big Ideas: Key Factors in Fidelity



- 7 Pieces Implies Fidelity is Complex
- Collaborative Culture is Essential
- Not Evaluation of Implementer.
- Helps Everyone (Trainer to Teacher or Interventionist to Student) to Improve
- Never a Punitive Exercise




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### Why Measure Adult Implementation ?




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### Why Can Implementation be So Low?

Speculate and Give Us Some Hypotheses




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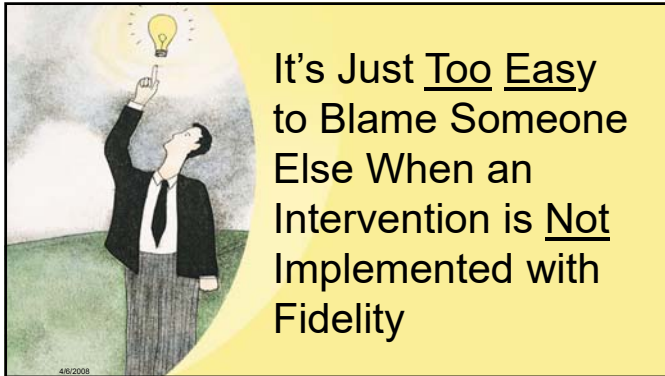
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Premise 1  
Remember: 2 Types of Critical Data

Effect Data	Cause Data
<b>Kids</b>	<b>Adults</b>
State Test Scores Benchmark Tests Progress Monitoring	Teaching, Curriculum, Parental Involvement, Leadership, Etc.
Here's Kim	

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Think/Pair/Share

1. What's Your Practical Definition of Implementation Fidelity ?
2. Pick a number between 1-5
3. # Shout Outs

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**Premise 3 - Interchangeable Terms:**

- ✓ Integrity
- ✓ Fidelity
- ✓ Procedural Reliability

**Definition:**

“a system of interrelated components, inc. adherence, participant responsiveness, quality of delivery,” ... Leading to Implementation as Intended by the Supporting Evidence  
(Edmunds et al., 2016)

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**Key #1**

**Expand Your Working Conception of Fidelity**




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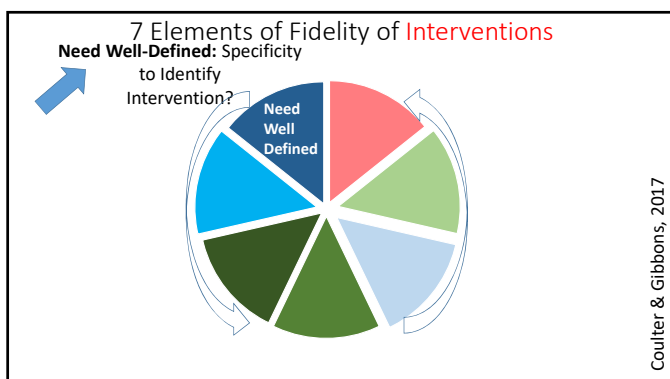
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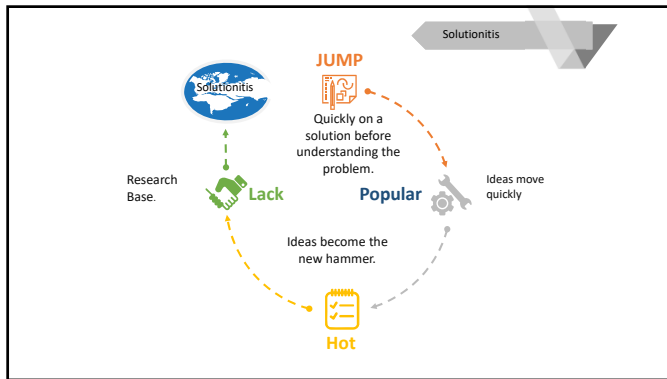
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**Need Well-Defined**

- ✓ Student Need Operationalized
- ✓ Actionable Definition
- ✓ Can be Linked to Evidence-Based Interventions

Back to Alan

*"A Problem Well-Put, is Half-Solved."*

John Dewey

Coulter & Gibbons, 2017

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### Need Well-Defined?

- Only 45% of first graders have met the fall literacy benchmarks. It is expected that 80% of students will reach benchmarks.
- Because they have not yet mastered letter sound correspondence and blending sounds to make words.
- Intervention – PALS classwide, Phonics program small group

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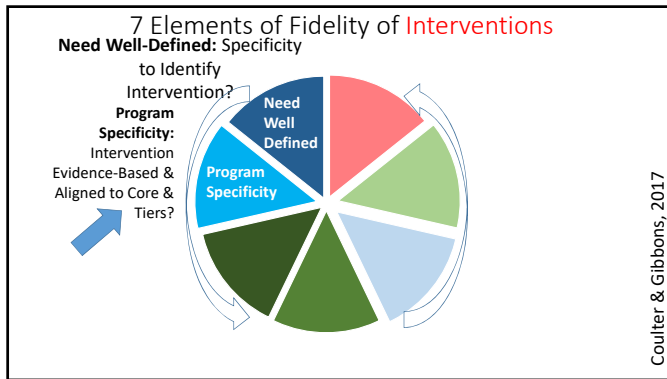
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**Program Specificity**

- ✓ Note: Fidelity Hard to Measure if the Intervention is Not Well-Defined!
- ✓ Intervention Meets Criteria for Evidence-Based
- ✓ Current Intervention Inventory?

Coulter & Gibbons, 2017

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[National Center on Intensive Intervention](#)

National Center on  
**INTENSIVE INTERVENTION**  
an American Institutes for Research

**Instruction and Intervention Inventory**

Question	Reading	Mathematics	Behavior
What core instructional materials are used in your school?			
What standardized intervention programs are currently available at the secondary (two-2) level in your school?			

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**"Evidence Based" & ESSA** WestEd wested.org

- ✓ Appears 58 times in ESSA
- ✓ Governs Use of Funds & Selection of Interventions
- ✓ Note: Variation in How Levels of Evidence are Applied & When States & Districts Elect to Use Specific Funds to Support an Intervention or Strategy

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**The Replication Crisis ?**

- ✓ Methodological **Crisis** in Science
- ✓ Scientists found Results of many Scientific Studies Difficult or Impossible to **Replicate** ,
- ✓ Either by Independent Researchers or Original Researchers Themselves.

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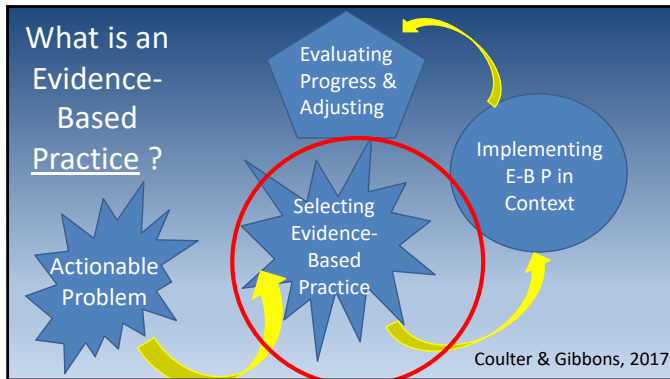
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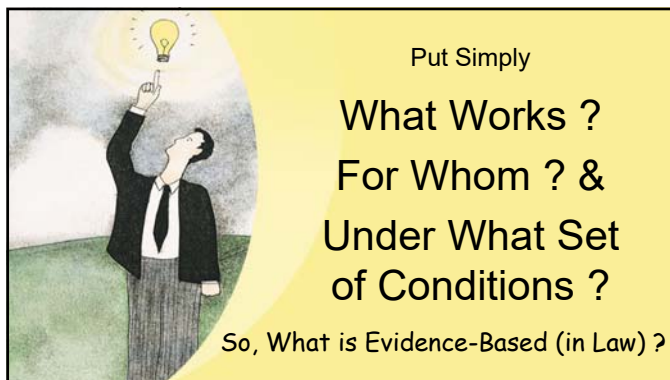
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Unpacking Definition of "Evidenced-Based" in ESSA		WestEd wested.org
Strong	• At Least 1 Well Designed & Well Implemented <b>Experimental</b> Study (i.e., Randomized).	
Moderate	• At Least 1 Well Designed & Well Implemented <b>Quasi-Experimental</b> Study (i.e., Matched).	
Promising	• At Least 1 Well Designed & Well Implemented <b>Correlational</b> Study With Statistical Controls for Selection Bias.	

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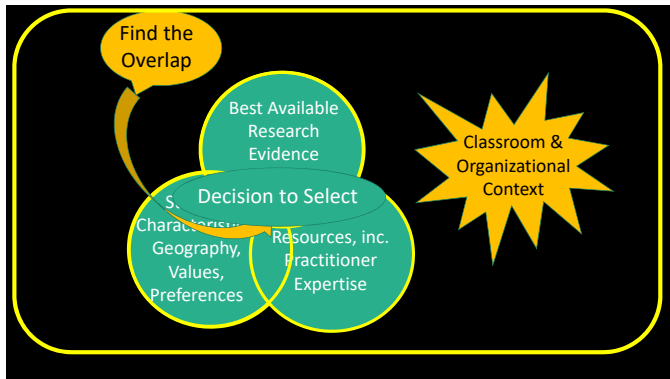
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THE PEW CHARITABLE TRUSTS

SEARCH

#1

ISSUE BRIEF

## Results First Clearinghouse Database

June 23, 2016 | Pew-MacArthur Results First Initiative

SHARE [Twitter](#) [Facebook](#) [LinkedIn](#) [Email](#)

The database and issue brief were updated in July 2016 to reflect new program information, as well as the National Registry of Evidence-based Programs and Practices' new guidelines.

Data Visualization

Database

tions

"To address the challenges posed by the existence of multiple clearinghouses, the [Results First Clearinghouse Database](#) has compiled information from eight clearinghouses in one place, reconciled the different systems and vocabularies, and provided the data in a clear, accessible format."

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EVIDENCE for ESSA

READING PROGRAMS MATH PROGRAMS

Search by Program Name

<https://www.evidenceforessa.org/> #2

**Proven Programs Successful Students**

Your new standard for the most up-to-date and reliable information on programs that meet ESSA evidence standards.

LEARN MORE ABOUT ESSA >

**Find Evidence Based Programs**

**Reading Programs**

- > Elementary
- > Middle/High School

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Best Evidence Encyclopedia

Empowering Educators with Evidence on Proven Programs

Home About the BEE Review Methods Sign Up for News Resources Search #3

**Programs Reviewed**

- Elementary
- Middle/High School
- Effectiveness of Technology

**Reading**

- Beginning
- Upper Elementary
- Elementary
- Middle/High School
- English Language Learners
- Struggling Readers
- Effectiveness of Technology

**Science**

- Elementary
- Secondary (None)

**Comprehensive School Reform**

- Elementary (CIRGs)
- Middle/High School (CIRGs)
- K-12 Model Analysis (Borans)
- Education Service Providers (CIRGs)

**Early Childhood**

- Early Childhood Education (None)

**Methods**

- Methodological Features and Effect Sizes (None)

**JOHNS HOPKINS UNIVERSITY**

School of Education

About Johns Hopkins University | Center for Data-Driven Reform in Education | Privacy Statement | Disclaimer | Contact Us | Site Map

**New Reviews Added to the BEE!**

The BEE has recently added two major new reviews:

**Secondary Science.** A comprehensive review of research on science programs for grades 6-12.

**Early Childhood Education.** A comprehensive review focusing on studies comparing programs for four-year-olds using either "balanced" approaches, which include phonemic awareness and early phonics along with traditional preschool activities, to "developmental" approaches, which include little focus on pre-reading skills.

Other reviews being substantially updated and revised include:

- Elementary math
- Secondary reading
- Methodology effects in systematic reviews

Watch this space!

**Spotlight**

Blog from Robert Brown, Director of the Center for Research and Reform in Education

Robert Brown is now blogging for The Huffington Post. Follow his blog and join the conversation on education policy, research, and innovation.

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IES WWC What Works Clearinghouse

Search Go

Select topics to Find the evidence #4

- Literacy
- Children & Youth Development
- Early Childhood (Pre-K)
- Behavior
- Schoolwide Programs
- Postsecondary

WELCOME TO THE WHAT WORKS CLEARINGHOUSE

HIGHLIGHTS

The What Works Clearinghouse (WWC) reviews the existing research on different programs, products, practices, and policies in education. Our goal is to provide educators with the information they need.

WWC launches redesigned website

Take a video tour of the site to learn about new features and resources

Site Updated September 13, 2016

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**INTERVENTION CENTRAL** Your source for RTI resources

Home Academic Interventions Behavior Interventions Videos Products Workshops CBM/Downloads Blog Contact

## Response To Intervention – RTI Resources

Products

- Online Course: Common Core: Assessment & Evaluation

Latest Updates

September 1st, 2016  
**How to Help Students Accept Constructive Criticism: 'Wise' Feedback**  
Teachers can help students accept

Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards.

17 Sept 2016: **Growth Mindset**. Students with 'learned helplessness' lack confidence in their abilities. Teachers can employ **growth mindset** strategies to help students and avoid the 'fixed ability' myth.

**Featured Tools**

- Academic Intervention Planner for Struggling Students
- Behavior Intervention Planner
- Behavior Rating Scales Report Card Maker
- ChartDog Graph Maker
- Dolch Wordlist Fluency Generator
- Early Math Fluency Generator
- Learning Disability Accommodations Finder

#5

University of Missouri School Psychology at Mizzou IU ECU Special Education at Mizzou

## Evidence Based Intervention Network

Welcome to the EBI Network!

The EBI Network has been developed to provide guidance in the selection and implementation of evidence-based interventions in the classroom setting. To this end, four general sections have been developed for your use.

**New**

The EBI Network has a Twitter feed. Join us at [twitter.com/EBINetwork](https://twitter.com/EBINetwork) for updates and other relevant tweets.

**Evidence Based Intervention Section**

In this section a collection of evidence-based intervention (academic and behavioral) have been collected and sorted into categories to help you select the right EBI for the job. Short intervention briefs, modeling videos and overviews of the evidence base for the interventions are presented for each EBI. To start using this section please go to the "How to Select an EBI" page.

We are in the process of developing a new section of the EBI Network devoted to math interventions. Specifically, Dr. Erica Lembke at the University of Missouri, Dr. Sarah Powell at the University of Texas, Dr. Pamela Seethaler at Vanderbilt University and Elizabeth Hughes and Dominique University have developed a framework to present math interventions that incorporates both a focus on content area (e.g. Counting & Cardinality or Operations & Algebraic Thinking) and the type of problem the child is having (acquisition, proficiency or generalization). As with other interventions on the site each intervention has a brief for field use.

**Navigation and More**

- Home
- Overview of the EBI Network
- History of the EBI Network
- Other Resources
- Project Contributors

**Evidence Based Intervention Section**

- How to Select an EBI
- What are Evidence Based Interventions (EBI)?
- EBI Network Manual
- Interventions
- Reading Interventions
- Math Interventions
- Behavior Interventions

**Evidence Based Assessment Section**

- Evidence Based Assessments
- Glossary of Assessment Terms

**RTI Resources**

- Problem Solving/RTI Resources Home
- EBI Training Webinars
- Intervention Page

#6

University of Missouri School Psychology at Mizzou IU ECU Special Education at Mizzou

[http://ebi.missouri.edu/?page\\_id=227](http://ebi.missouri.edu/?page_id=227)

## Evidence Based Intervention Network

**Behavior Interventions**

To select the appropriate intervention consider what you think the most likely reason is for the student's behavior problem. This question will help with the selection of a class of behavior intervention (acquisition, attention seeking/proficiency, escape/proficiency, generalization or demand). Once selected click on the hypothesized reason for a list of EBI that were developed for that situation.

- Acquisition Interventions** – The student needs help learning the appropriate behavior
- Proficiency (Attention Seeking/Reinforcement) Interventions** – The student can do the correct behavior, but something needs to change to make that happen
- Proficiency (Escape Something) Interventions** – The student can do the correct behavior, but something needs to change to make that happen
- Generalization Interventions** – The student needs help doing the behavior in a new setting, time or manner
- Classwide Interventions** – It is a small group or class wide problem

**Navigation and More**

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**National Center on INTENSIVE INTERVENTION**  
at American Institutes for Research

**#7**

Resources | Tools Charts | Implementation Support | Instructional Support | About Us

### Interactive DBI Process

Intensive Intervention helps students with severe and persistent learning or behavioral needs. The Center's approach to intensive intervention is **data-based individualization (DBI)**.

**What is DBI?**  
DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

Click on the components in the graphic to learn more about the steps in the DBI process and find relevant resources.

Read more about DBI and view this video to learn why intensive intervention is critical.

View the NCII web tour to learn about navigating the site.

**The NCII Newsletter**  
Sign up for our newsletter and updates!  
☐ I'm not a robot  
Subscribe

See Us On: **YouTube**

**Is Intensive Intervention Special Education?**  
There are a variety of terms used interchangeably to define special education: specially designed instruction, Tier 2 supports, and intensive intervention. But, do they mean the same thing? In this presentation, states and NCII staff tackle this topic. View the presentation.

**New Reading Lessons & Activities**  
Looking for resources to support decoding, monitoring, instruction, comprehension and more? Check out our new Reading Lessons that include modeling, error correction, practice, and fluency building. View the reading lessons.

**Ask the Expert** | **Recent Resources** | **Call for Screening Tools**

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### Academic Interventions Tools Chart

**FILTER RESULTS** | Select grade | Select subject | Apply | Print Chart

Reset Chart | Compare Tools | Prev Tab | Next Tab

				Study Quality	Study Results	Intensity	Additional Research	
All	Title	Study	Study Type	Participants	Design	Fidelity of Impl.	Measures (Controlled)	Measures (Random)
<input type="checkbox"/>	Academy of MATH	Torlakson (2013)	Group Design	●	●	○	●	●

*Study Quality*, ratings from NCII TRC  
*Study Results*, info on results studies.  
*Intensity*, info on implementation as an intensive intervention.  
*Additional Research*, info on other studies & reviews

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**RANDY SPRICK'S safe&civil SCHOOLS**  
Practical Solutions, Positive Results!

[http://www.safeandcivilschools.com/services/individual\\_student.php](http://www.safeandcivilschools.com/services/individual_student.php) **#8**

PROFESSIONAL DEVELOPMENT  
PROGRAMS & MATERIALS  
RESEARCH  
UPCOMING EVENTS  
ABOUT US  
SCS NEWSLETTER  
CONTACT US

### Interventions – Individual Positive Behavior Support (Response to Intervention (RTI) for Behavior)

Do you have students in your schools who are chronically disrespectful, physically assaultive, disruptive, or unresponsive? Are teachers spending too much time correcting the behavior of a very few very difficult students?

You can change that.

A consistent, district-based behavior management plan supported by your entire staff can help you.

**VOICES FROM THE FIELD...**

"This book blazes new ground in a very innovative way — teachers will love it because it will improve the performance of their students in very significant ways!"  
— Dan Oeschler, Ph.D., Director

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**SOCIETY OF CLINICAL CHILD & ADOLESCENT PSYCHOLOGY** **DIVISION 53** **#12**

Effective Child Therapy Online Education

<http://effectivechildtherapy.fiu.edu/>

Welcome to the Effective Child Therapy Online Education website! ECT Online Education was developed by the Society of Clinical Child and Adolescent Psychology (Division 53 of the American Psychological Association) in collaboration with the Center for Children and Families at Florida International University and The Children's Trust. Click on the links to the left for more information on the developers and sponsors of this website.

On this site you will find video resources for both parents and professionals about evidence-based practices that promote child and adolescent mental health.

Parents Professionals

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<https://healthysafechildren.org/topics/evidence-based-interventions> **#13**

**NATIONAL RESOURCE CENTER FOR MENTAL HEALTH PROMOTION & YOUTH VIOLENCE PREVENTION**

Grantee Programs Resources Learning Portal GranteeField Spotlights Trending Topics About Us

Home » Safe Schools » Healthy Students » Evidence Based Interventions

**Evidence Based Interventions**

Evidence-based interventions are practices or programs that have peer-reviewed, documented empirical evidence of effectiveness. Evidence-based interventions use a continuum of integrated policies, strategies, activities, and services whose effectiveness has been proven or informed by research and evaluation.

The SSHS initiative and its grantees use data-driven strategies, identify needs and gaps, prioritize needs, identify evidence-based practices, and implement strategies to achieve successful outcomes for children, families, schools, and communities. The initiative targets several specific outcomes:

- Decreasing the number of students who abuse substances
- Improving school climate
- Increasing the number of students who receive mental health services
- Reducing the number of students who are exposed to violence.

Return to SSHS Framework

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**SAMHSA** **#14**

Substance Abuse and Mental Health Services Administration

Home Newsroom Site Map Contact Us

Search SAMHSA.gov

Connect with SAMHSA: Facebook Twitter YouTube

Find Help & Treatment Topics Programs & Campaigns Grants Data About Us Publications

<https://www.samhsa.gov/capt/tools-learning-resources/finding-evidence-based-programs>

Applying the Strategic Prevention Framework (SPF)

Grantee Stories, Tools, & Resources

Grantee Stories Online Courses T/TA Tools Finding Evidence-Based Programs Videos Archived Webinars Practicing Effective Prevention About CAPT News & Announcements

Find information on evidence-based prevention programs and practices for prevention practitioners and individuals working in related behavioral health fields:

**Behavioral Health Resources**

**Behavioral Health**

- Blueprints for Healthy Youth Development** identifies youth violence, delinquency, and drug prevention and intervention programs that meet a strict scientific standard of program effectiveness.
- Evidence-Based Behavioral Practices (EBBP)** is a project that creates training resources to help bridge the gap between behavioral health research and practice.
- The Guide to Community Preventive Services** provides recommendations regarding generic programs and policies on a variety of public health areas, including substance misuse, mental health, and HIV/AIDS. The Guide is sponsored by CDC.
- The Matrix of Children's Evidence-Based Interventions at Co-Occurring Disorders Information Center** – 2006 (PDF, 1.163 KB) developed by NRG, Inc., provides a brief but comprehensive snapshot of prevention, intervention, and/or treatment programs related to child and adolescent mental health services.
- SAMHSA's Evidence-Based Practice Implementation Resource Kits** are 11 downloadable resource kits that encourage the use of evidence-based practices in mental health.
- SAMHSA's Suicide Prevention Research Center (SPRC)'s Best Practices Registry** identifies, reviews, and disseminates information about best practices that address specific objectives of the *National Strategy for Suicide Prevention*, 2012.

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<https://store.samhsa.gov/shin/content/SMA11-4634CD-DVD/EBPsPromisingPractices-IDBD.pdf>

#15

EVIDENCE-BASED PRACTICES  
KIT  
Knowledge Informing Transformation  
Guide to EBPs

**Evidence-Based and Promising Practices**

**Interventions for Disruptive Behavior Disorders**

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STRAIGHT TALK ON EVIDENCE

HOME ABOUT #16

We seek others to... from the many... digest of recent program

**Others You Use ?**

Not Accurately Reported

How "official" evidence appear effective... news can make ineffective programs

Policy Area  
Crime/Justice

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STRAIGHT TALK ON EVIDENCE

HOME REVIEWS ABOUT SUBSCRIBE

Not Accurately Reported

**An important—but fixable—flaw in the What Works Clearinghouse that can make ineffective programs appear effective (part three in a series)**

January 16, 2018 | Early Childhood, K-12 Education

Highlights: This report, like the previous one, offers constructive criticism of the What Works Clearinghouse (WWC), a widely-cited repository of evidence on "what works" in education that has successfully advanced rigorous evidence standards but also has flaws that...

[Read More](#)

<http://www.straighttalkonevidence.org/category/k-12-education/>

Search

Policy Area  
Crime/Justice  
Early Childhood  
Employment/Welfare  
K-12 Education  
Postsecondary Education  
Poverty Reduction  
Pregnancy Prevention

Study Report  
Accuracy

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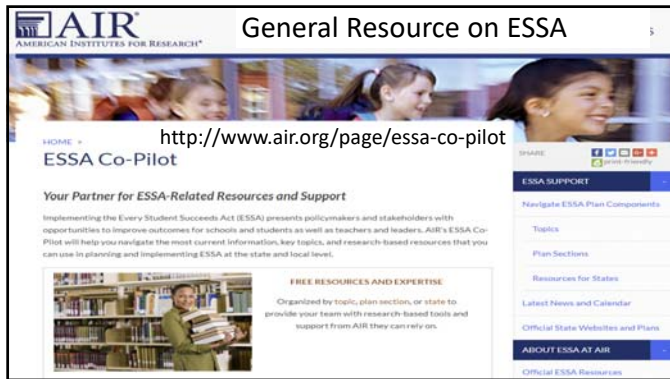
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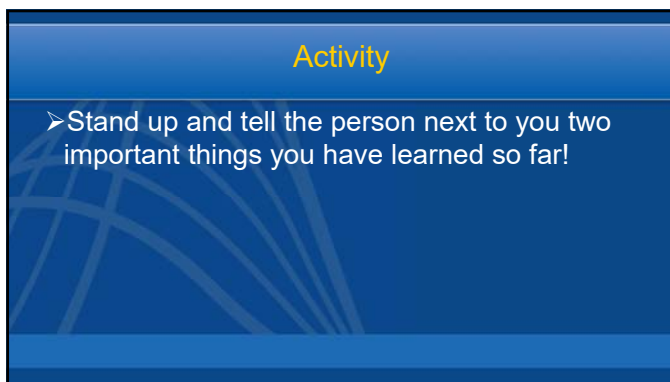
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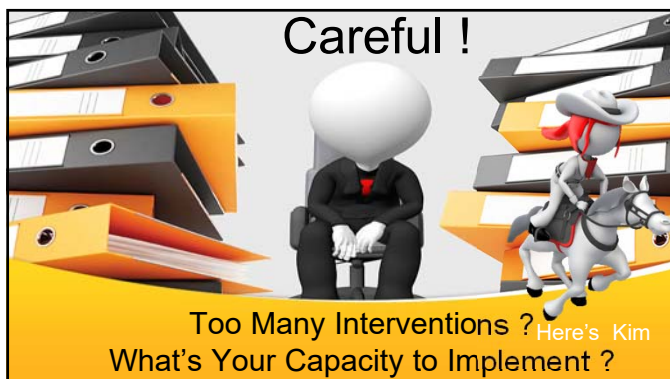
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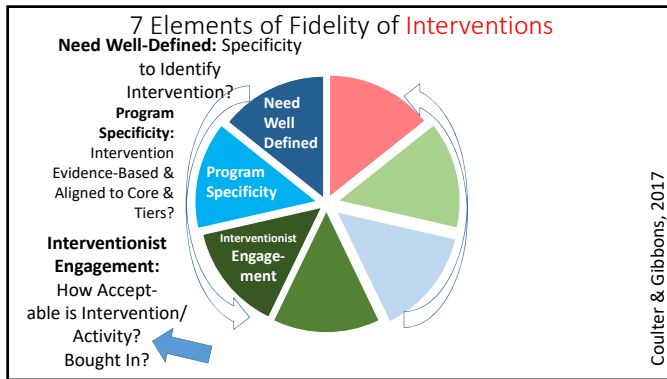
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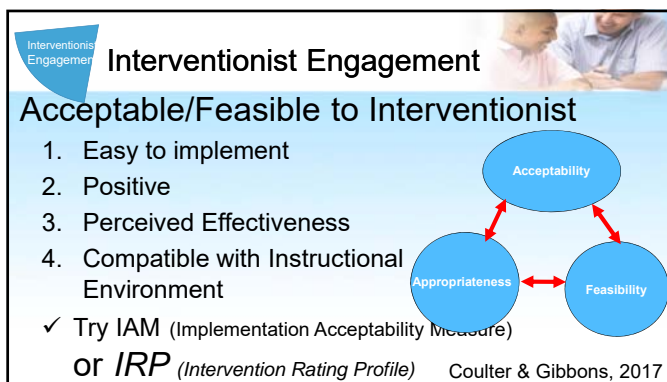
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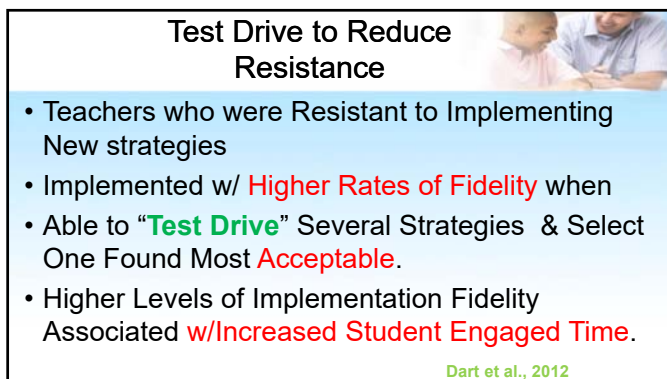
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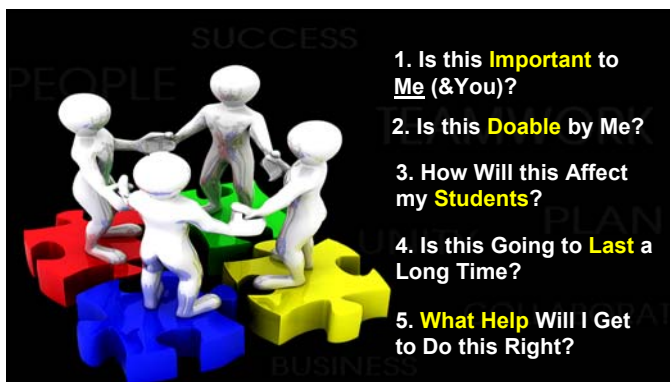
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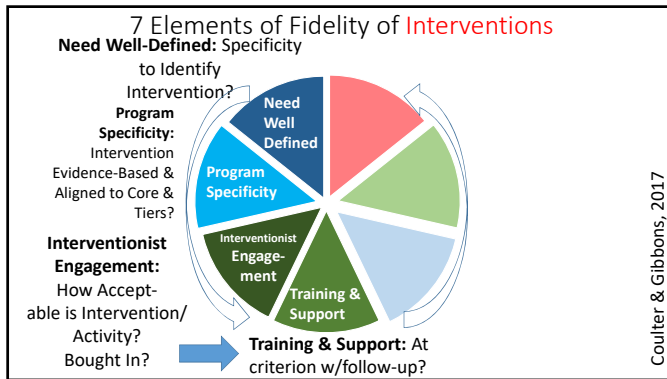
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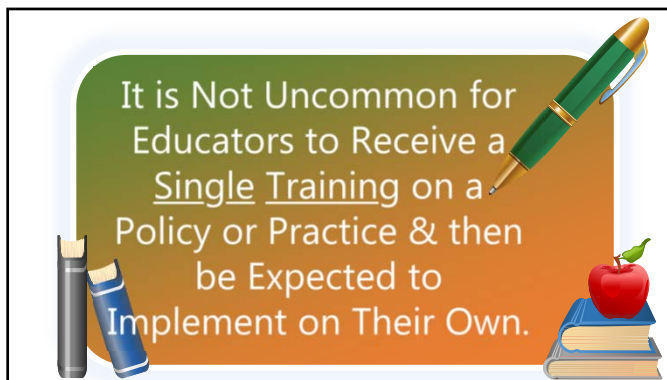
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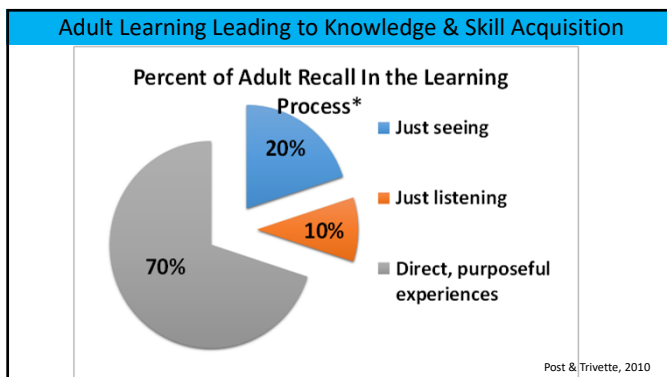
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### Impact of Training Components on Teacher Learning and Use

Training Component	Concept Understanding	Skill Attainment (Mechanical Use)	Application
Presentation of Theory	85%	15%	5-10%
Modeling by Trainer	85%	18%	5-10%
Practice & Low-Risk Feedback	85%	80%	5-10%
Coaching (on-site)	85%	90%	80-90%

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### Common vs. Recommended Uses of Instructional Coaches

Common Use	Supporting Implementation Use
The teacher contacts the coach when support is needed.	The coach has a schedule of working with specific teachers and grade levels.
The coach works on practices that are requested by the teacher.	The coach focuses on the school improvement efforts that have been prioritized by the BLT.
The coach spends most of their time meeting and talking with teachers and grade-level teams.	The coach spends time observing and modeling classroom instruction. Conversations may support these efforts, but do not replace observation and modeling.
The primary data used during 1:1 and grade level instruction are teacher anecdotes	Student data and implementation data are used during each reflection conversation.

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Training & Support



## Training & Support

- ✓ Adhere to Principles of Effective Professional Learning.
- ✓ Review Fidelity Measure(s) to be Used w/Intervenors
- ✓ Measure Related Knowledge & Skills
- ✓ Make Training Replicable (Modularize It)
- ✓ Design Support Before Training is Completed & Commit
- ✓ Practice Measuring Student Performance & Emphasize Visual Comprehension (Graphing)
- ✓ Note: Scripts Very Helpful

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**Activity**

- With your shoulder mate, identify one issue, problem, or concern related to professional learning in your building or district?
- How can you help address this issue?

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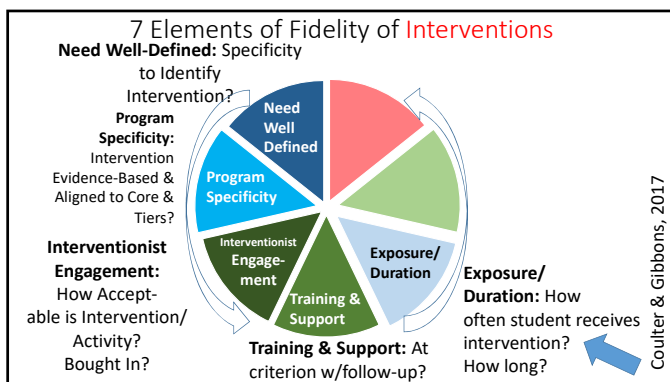
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**Exposure & Duration**

**Key Questions:**

- Is the intervention provided for a sufficient duration & intensity to allow for success as predicted by evidence?
- Is intervention fitted to time available?  
Or
- Is adequate time allotted to do the intervention 'right?'

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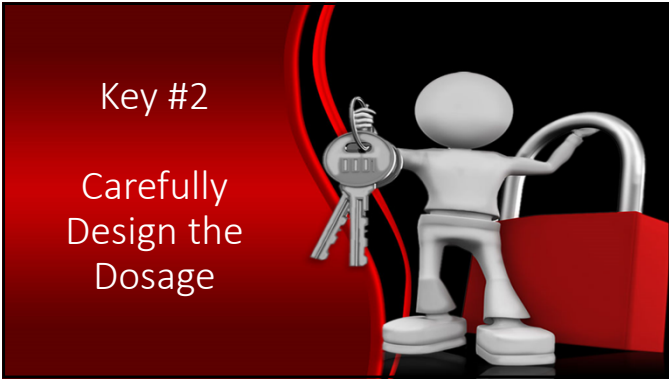
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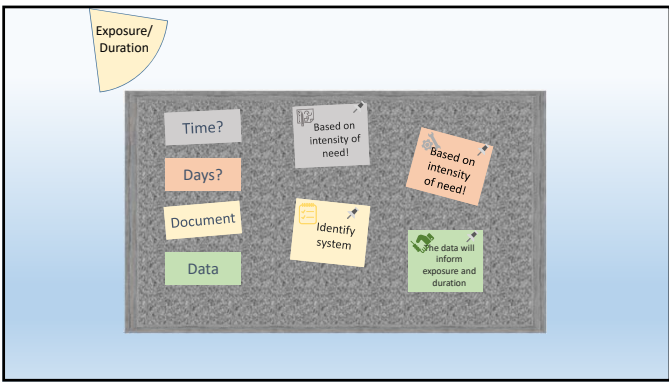
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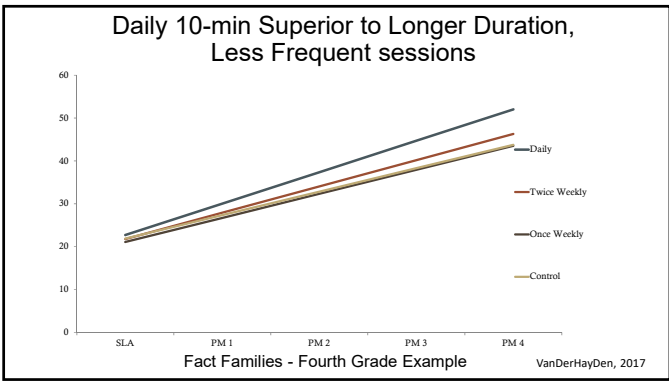
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Think about This

*"Compared to the General Practice of Education, Special Education is Instruction that is More Urgent, More Intensive, More Relentless, More Precisely Delivered, More Highly Structured & Direct, and More Carefully Monitored for Procedural Fidelity & Effects."* (Kauffman, 1996, p. 206)

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Pop-Up: How is dosage determined?

- Based on a predetermined schedule?
- Based on the intervention requirements?
- Based on student needs?
- Based on recommendations from a team?
- Intensive interventions are more intensive than supplemental (Tier 2) interventions.

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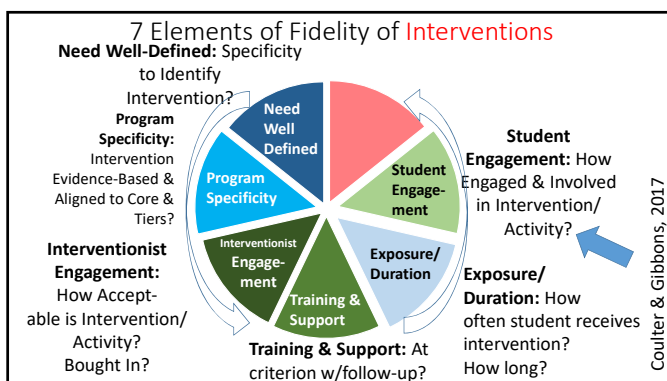
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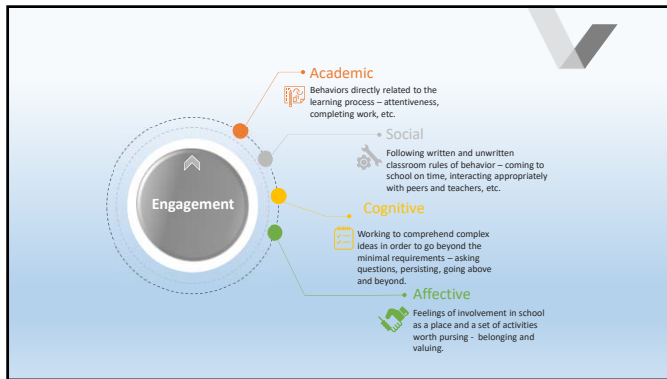
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### Academic Engagement

- ✓ Students who exhibit academic engagement behaviors achieve at higher levels than their less academically engaged peers at all grade levels (Finn & Zimmer, ).
- ✓ Strong correlations between paying attention and student achievement.
- ✓ Rowe and Rowe (1992): Regardless of age group or other risk factors (SES, Gender), significant negative correlations between lack of attention and reading achievement ( $r$ 's from  $-.87$  to  $-.48$ )

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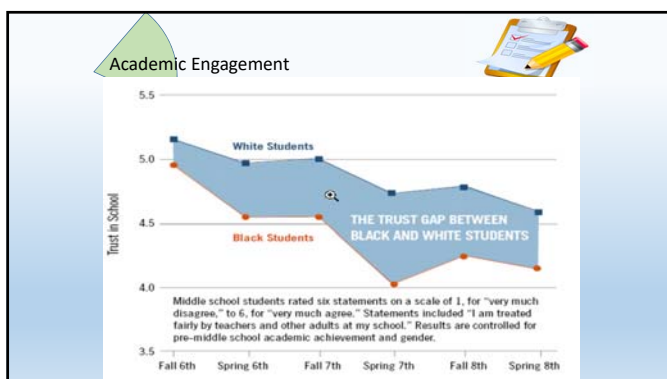
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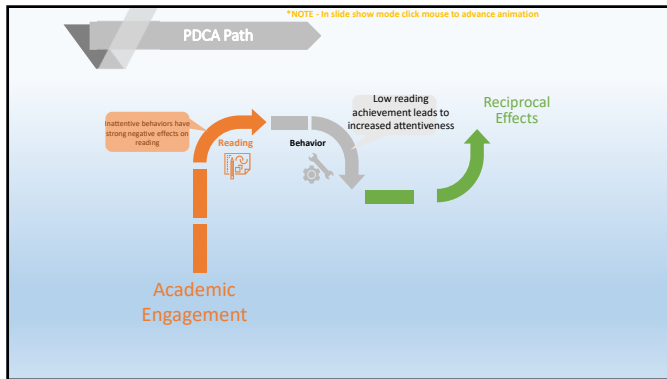
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**N STUDENT ENGAGEMENT PROJECT** Sample Resource

Nebraska CEHS SECD Student Engagement Project Links

ABOUT USING STRATEGY BRIEFS GRADUATION & DROPOUT BEHAVIOR & DISCIPLINE USING DATA POLICY ISSUES

**Related Links & Resources** Building & Sustaining Student Engagement

**National and Nebraska Department of Education Links**

- [NDPC-SD Dropout Prevention and Intervention Framework](#)
- [NDE Dropout Re-entry Re-engagement Project](#)
- [National Dropout Prevention Center for Students with Disabilities](#)

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**Acceptability Applied to Students**

- Ask Students
- Use a Survey Measure (ex. KIP – Kids Intervention Profile – Eckert et al)

Here's Kim

The image shows a woman named Kim sitting at a desk, smiling. Behind her is a chalkboard with mathematical equations. A small white horse figurine is on the desk next to her.

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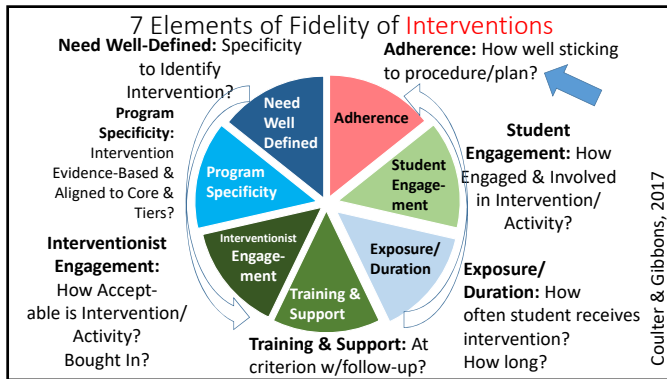
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**Adherence**

- ✓ Systematically Measure Fidelity as Feedback on Training & Support
- ✓ No Surprises (presented in 'Training')
- ✓ Unacceptable Scores - Reflection of What?
- ✓ Checklists as Common Method

Coulter & Gibbons, 2017

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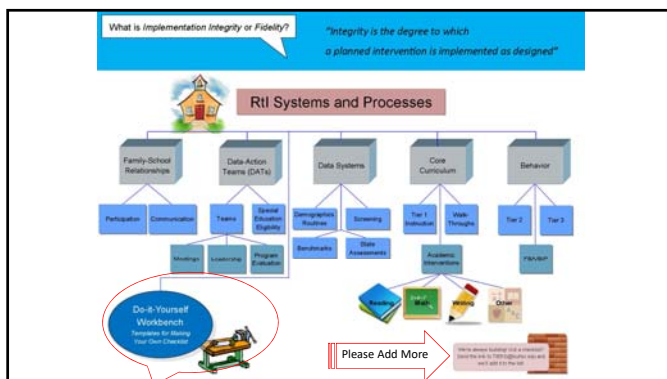
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### 5 Steps to Using Any Implementation Fidelity Measurement

1. Select a Measure
2. Ask Teachers for Feedback on Social Validity
3. Co-Edit w/Guidelines
4. Teachers Use Measure w/Each Other
5. School Leaders/PLCs use the Measure to Improve Performance & Results

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### Common Errors in Developing Checklists

- ✓ Too Many Items (Not More than 10)
- ✓ Not Time-Bound
- ✓ Not Co-Created or Co-Edited
- ✓ Imposed on Users

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### How to Create An Integrity Checklist. . .




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## Core Questions



- What does the intervention Look like when it's in Use?
- What would be Seen in classrooms where it is Used?
- What will teachers and students be Doing when the intervention is in Use?

(Hall & Hord, 2001)

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## Making the Checklist



- Identify the Steps in Intervention
- Create an Item for Each Step
- Yes/No Response for Each Item
- Not more than 10 items (5?)




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## Duet Reading



- Purpose
  - Student and teacher alternate words as they read the same passage together
  - Provides support for tracking, a delayed model for accurate reading, and establishes a slightly faster reading pace

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## Duet Reading



- Materials
  - ✓ Short texts that the student can read with at least 95% accuracy
  - ✓ Long enough that the student will be able to almost complete the passage in 1 minute after practicing the duet procedure

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## Duet Reading: Sequence



### First Reading

Student reads the passage aloud. Teacher provides immediate standard error corrections.

- "That word is \_\_\_\_\_. What word?" The student repeats the word. Teacher says, "Yes. That word is \_\_\_\_\_." Student goes back to the beginning of the sentence to begin again.
  - Teacher counts back (me you me you me you)

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## Duet Reading: Sequence



### Second Reading

- Teacher and student take turns reading EVERY OTHER WORD. Teacher first this time.
- Teacher should read with excellent expression to avoid typewriter style output.
- Teacher should push the pace forward by reading each next word as soon as the student read the last word. Teacher provides standard error corrections immediately following any error.
  - "That word is \_\_\_\_\_. What word?" The student repeats the word. Teacher says, "Yes. That word is \_\_\_\_\_." Student goes back to the beginning of the sentence to begin again.

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## Duet Reading: Sequence



### Third Reading

- Teacher and student take turns reading EVERY OTHER WORD. Student first this time.
- Teacher continues to model excellent expression and to press the pace forward.
- Teacher provides standard error corrections immediately following any error.
  - "That word is \_\_\_\_\_. What word?" The student repeats the word. Teacher says, "Yes. That word is \_\_\_\_\_." Student goes back to the beginning of the sentence to begin again.

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## Duet Reading: Sequence



### Fourth Reading

- Student reads the entire passage out loud alone.
- May repeat sequence with a second passage, or the next section of the same passage

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## Example



### Duet Reading Intervention Integrity Checklist

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
Staff Name: \_\_\_\_\_ Observer: \_\_\_\_\_

INTERVENTION SEQUENCE	YES	NO
Teacher provides copy of text to student		
Reading 1: Student reads passage aloud and teacher provides standard error correction procedure immediately after each student error		
Reading 2: Teacher and student sit side beside, sharing the same passage		
Teacher and student read, alternating each word. Teacher reads first word.		
Teacher reads with excellent expression		
Teacher tracks with her/his finger under the words being read		
Teacher presses the pace forward during reading		
Teacher provides immediate error correction for each student error		
Reading 3: Teacher and student read, alternating each word. Student reads first word		
Teacher reads with excellent expression		
Teacher tracks with her/his finger under the words being read		
Teacher presses the pace forward during reading		
Teacher provides immediate error correction for each student error		
Reading 4: Student reads entire passage alone		

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## Scoring the Checklist



- Observe the intervention in action
- For each checklist item evaluate - Was that step completed? Y or N
- Total "Yes" Responses
- Divide the number of "Yes" responses by the total number of items on the checklist
- Integrity percentage yielded!

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## Adjustments Made



- ✓ Criterion for Acceptable Fidelity ?
- ✓ Follow Plan Developed During Training




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What's the  
Magic Number  
for Fidelity?

80%

Or 100% ?



Coulter &amp; Gibbons, 2017

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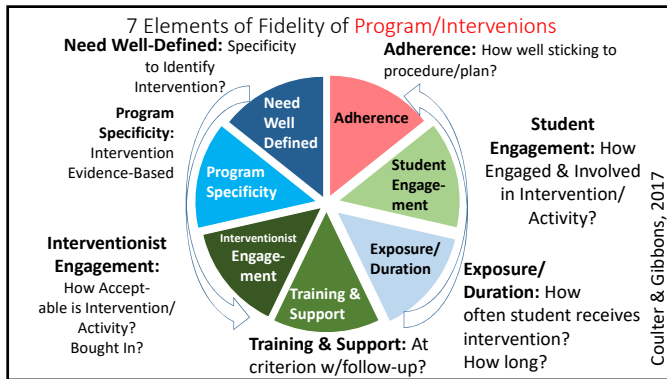
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**Summary: Key Factors in Fidelity**

- 7 Pieces Implies Fidelity is Complex
- Collaborative Culture is Essential – Builds Ownership
- Not Evaluation of Implementer. Helps Everyone (Trainer to Teacher or Interventionist to Student)
- Never a Punitive Exercise

[Back to Alan](#)

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**Key #3**

**Assess Yourself to Expand Your Expertise**

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Next Step: Applying Concepts of Implementation Fidelity			
Element	Your Strength	Your Challenge	One Action I could Take
Need Well Defined			
Program Specificity			
Interventionist Engagement			
Training & Support			

Find Your Handout Tool

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**3 Keys**

1. Expand Your Working Conception of Fidelity
2. Carefully Design the Dosage
3. Assess Yourself to Expand Your Expertise




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**Good Intentions Aren't Good Enough**

Available Research suggests Approximately Half of All Americans Make New Year's Resolutions -

**Only 8% Actually Achieve Them.**




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### Conclusion on Adult Use of Interventions

- Implementation of Interventions Requires an Extended Period of Social Adjustment. So, It's
- Unique Duty of School & District Leaders to Share Visions regarding Why,
- & to Engage in Dialogue within Their Communities about the Nature(s) of Schooling & the Intervention.

Adapted from Cho & Wayman, 2014




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### Summary: What Actions Could You Take ?

Following this Session You Could:

- ☐ Self-Assess Your Strengths in Implementing Interventions with Fidelity
- ☐ Plan a Protocol to Improve Installation of an Intervention.



Terms  
& Conditions  
of Use

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### Closing Activity

➤ From your self-assessment, pick two things you plan to do when you get back to your district. Compare your two things with your neighbor to see whether your plans for action are the same or different.

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Thanks for Thinking about  
How to Create Thirsty Horses

acoulter@lsuhsc.edu  
kgibbons@umn.edu



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