Creating Thirsty Horses:
3 Keys to Increasing Implementation Fidelity

Kim Gibbons, Ph.D.

kgibbons@umn.edu

Univ. of Minnesota
Center for Applied Research &
Educational Improvement

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

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.

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.

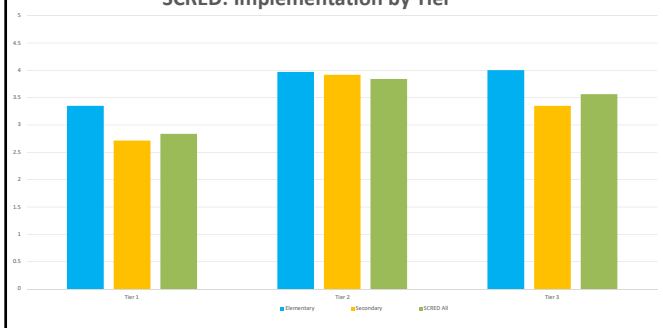## Facts about the St. Croix River Education District (SCRED)

- 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

SCRED: Implementation By Area
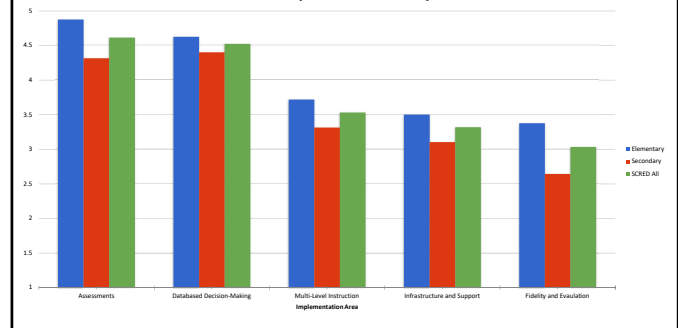
**SCRED: Implementation by Tier**

Back to Alan

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.
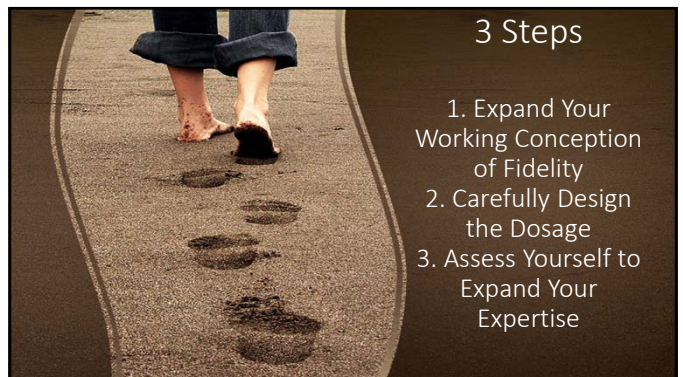- You can't pick and choose!

Where I Plan to Go Today
7 Elements of Fidelity
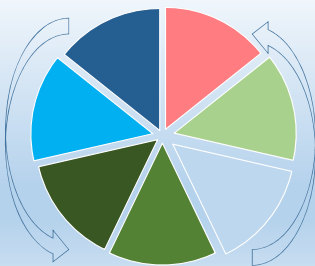
3 Steps

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

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

Why Measure Adult Implementation ?

Why Can Implementation be So Low?

Speculate and Give Us Some Hypotheses
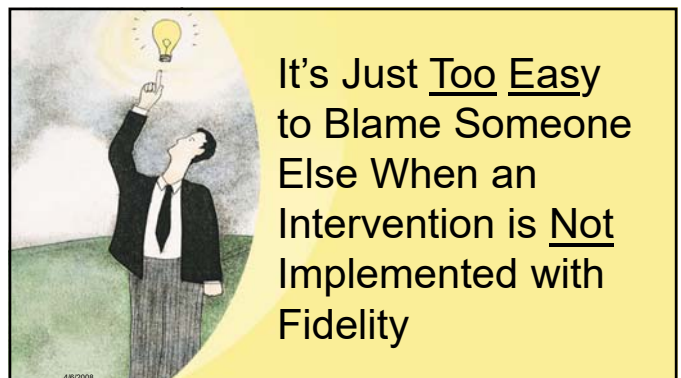
It's Just Too Easy to Blame Someone Else When an Intervention is Not Implemented with Fidelity

Premise 1
Remember: 2 Types of Critical Data

Effect Data

Cause Data

Kids

Adults

State Test Scores
Benchmark Tests
Progress Monitoring

Teaching, Curriculum, Parental Involvement, Leadership, Etc.

Here's Kim

Think/Pair/Share

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

Premise 3 -
Interchangeable Terms:
- ✓ Integrity
- ✓ Fidelity
- ✓ <u>Procedural</u> Reliability

Definition:
"a system of <u>interrelated</u> components, inc. adherence, participant responsiveness, quality of delivery,"
... Leading to <u>Implementation</u> as <u>Intended</u> by the Supporting Evidence
(Edmunds et al., 2016)

Key #1

Expand Your Working Conception of Fidelity

---

7 Elements of Fidelity of Interventions

Need Well-Defined: Specificity to Identify Intervention?

Need Well Defined

Coulter & Gibbons, 2017

Solutionitis

JUMP

Quickly on a solution before understanding the problem.

Solutionitis

Research Base.

Lack

Popular

Ideas move quickly

Ideas become the new hammer.

Hot
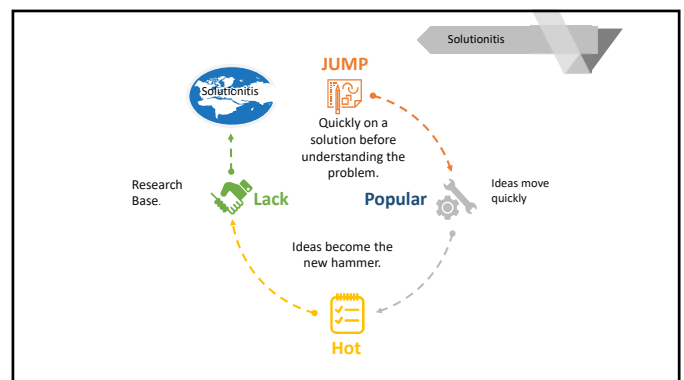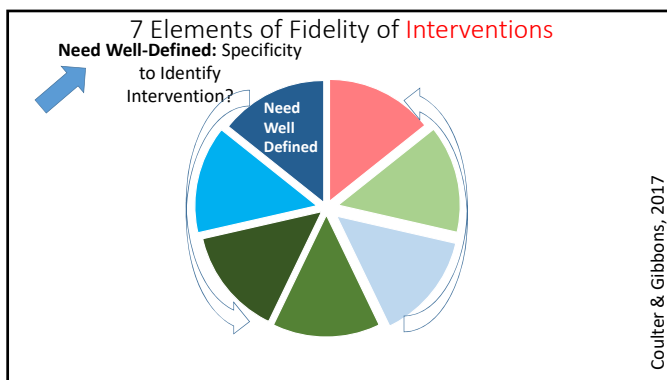
Need Well-Defined

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

Back to Alan

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

John Dewey

Coulter & Gibbons, 2017

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

Slide 1

7 Elements of Fidelity of Interventions

Need Well-Defined: Specificity to Identify Intervention?
Program Specificity: Intervention Evidence-Based & Aligned to Core & Tiers?

- Need Well Defined
- Program Specificity

Coulter & Gibbons, 2017

Slide 2

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

Slide 3

National Center on Intensive Intervention

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

AIR

Instruction and Intervention Inventory

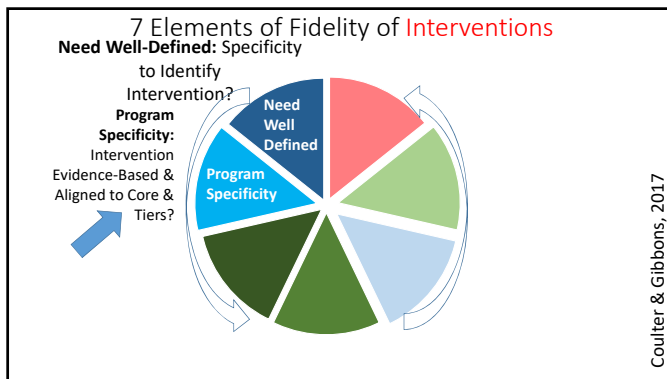| Question	Reading	Mathematics	Behavior
What core instructional materials are used in your school?			
What standardized intervention programs are currently available at the secondary (Tier 2) level in your school?			

Slide 4

Evidence-Based
Practice/
Intervention

SUCCESS

What is an E-B Practice/Intervention? Really ?

Slide 5

"Evidence Based" & ESSA

WestEd

✓ 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

29

Slide 6

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.

Slide 1

What is an Evidence-Based Practice ?

- Evaluating Progress & Adjusting
- Implementing E-B P in Context
- Selecting Evidence-Based Practice
- Actionable Problem

Coulter & Gibbons, 2017

Slide 2

Put Simply

What Works ?
For Whom ? &
Under What Set of Conditions ?

So, What is Evidence-Based (in Law) ?

Slide 3
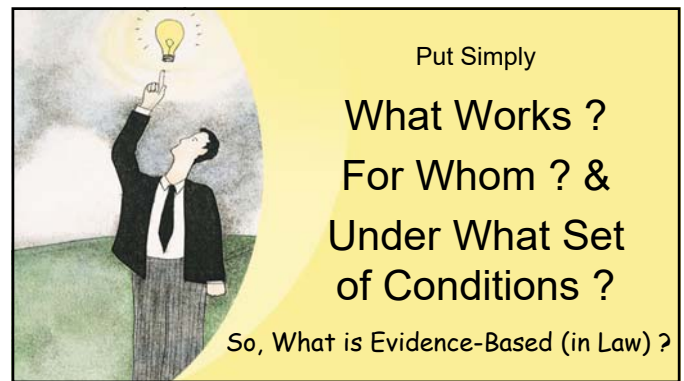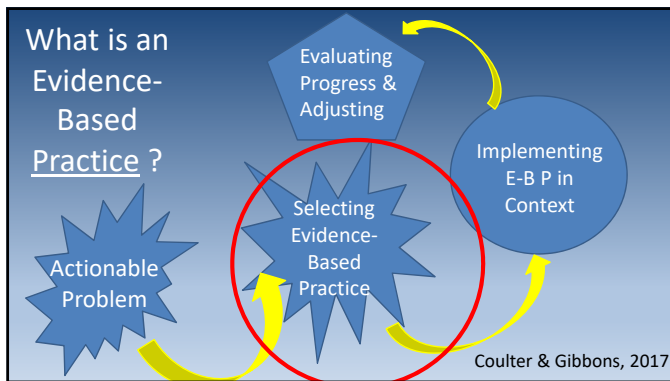
Unpacking Definition of "Evidenced-Based" in ESSA

WestEd

Strong	• At Least 1 Well Designed & Well Implemented Experimental Study (i.e., Randomized).
Moderate	• At Least 1 Well Designed & Well Implemented Quasi-Experimental Study (i.e., Matched).
Promising	• At Least 1 Well Designed & Well Implemented Correlational Study With Statistical Controls for Selection Bias.

Slide 4

Find the Overlap

Best Available Research Evidence

Decision to Select

Classroom & Organizational Context

S... Characteristic... Geography, Values, Preferences

Resources, inc. Practitioner Expertise

Slide 5

1... Kim's Top 5 Ev... P...

Slide 6

THE PEW CHARITABLE TRUSTS

The Pew Charitable Trusts / Research & Analysis / Results First Clearinghouse Database

#1

ISSUE BRIEF
Results First Clearinghouse Database

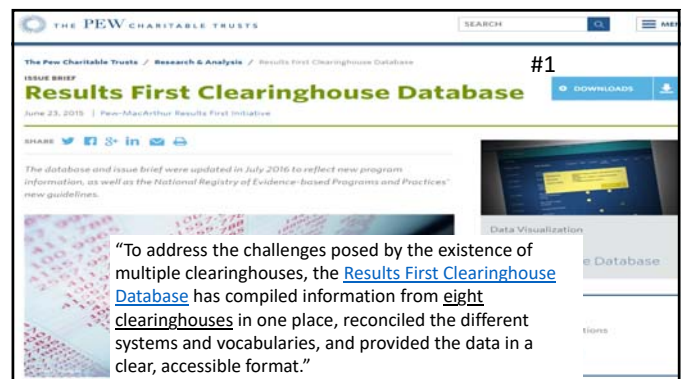June 23, 2015 | Pew-MacArthur Results First Initiative

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.

"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."

#2

https://www.evidenceforessa.org/

#3

#4

Site Updated September 13, 2016

#5

#6

http://ebi.missouri.edu/?page_id=227

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

#7

Academic Interventions Tools Chart

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

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

http://www.safeandcivilschools.com/services/individual_student.php   #8

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

https://psychcentral.com/

#9

https://www.ncbi.nlm.nih.gov/   #10

Research Database on Interventions

https://www.childwelfare.gov/topics/systemwide/bhw/ebp/mh/

#11

Evidence-Based Practice: Mental Health

#12

SOCIETY OF CLINICAL CHILD & ADOLESCENT PSYCHOLOGY — DIVISION 53

LOGIN

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

#13

NATIONAL RESOURCE CENTER FOR MENTAL HEALTH PROMOTION & YOUTH VIOLENCE PREVENTION

Grantee Programs | Resources | Learning Portal | Grantee/Field 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 SS/HS 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

STRATEGIC APPROACHES | METHODS | GUIDING PRINCIPLES | Return to SS/HS Framework

---

#14

SAMHSA — Substance Abuse and Mental Health Services Administration

Home | Newsroom | Site Map | Contact Us
Search SAMHSA.gov — All SAMHSA / CAPT Section
Connect with SAMHSA:

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 Practice (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 | 169 KB), developed by NRI, 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): Best Practices Registry identifies, reviews, and disseminates information about best practices that address specific objectives of the National Strategy for Suicide Prevention – 2012.

#15

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

EVIDENCE-BASED PRACTICES KIT
Knowledge Informing Transformation
Guide to EBPs

Evidence-Based and Promising Practices

Interventions for Disruptive Behavior Disorders

#16

STRAIGHT TALK ON EVIDENCE

HOME | ABOUT

We se... others th...

...ness from the many ...digest of recent program

Not Accurately Reported

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

Policy Area
Crime/Justice

Others You Use?

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/

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

Study Report Accuracy

General Resource on ESSA

AIR AMERICAN INSTITUTES FOR RESEARCH®

HOME » http://www.air.org/page/essa-co-pilot
ESSA Co-Pilot

Your Partner for ESSA-Related Resources and Support

Implementing the Every Student Succeeds Act (ESSA) presents policymakers and stakeholders with opportunities to improve outcomes for schools and students as well as teachers and leaders. AIR's ESSA Co-Pilot will help you navigate the most current information, key topics, and research-based resources that you can use in planning and implementing ESSA at the state and local level.

FREE RESOURCES AND EXPERTISE

Organized by topic, plan section, or state to provide your team with research-based tools and support from AIR they can rely on.

ESSA SUPPORT
Navigate ESSA Plan Components
Topics
Plan Sections
Resources for States
Latest News and Calendar
Official State Websites and Plans

ABOUT ESSA AT AIR
Official ESSA Resources

Activity

➢ Stand up and tell the person next to you two important things you have learned so far!

Careful !

Too Many Interventions ? Here's Kim
What's Your Capacity to Implement ?

---

7 Elements of Fidelity of Interventions

Need Well-Defined: Specificity to Identify Intervention?

Program Specificity: Intervention Evidence-Based & Aligned to Core & Tiers?

Interventionist Engagement: How Acceptable is Intervention/ Activity? Bought In?

Need Well Defined
Program Specificity
Interventionist Engagement

Coulter & Gibbons, 2017

Interventionist Engagement

Interventionist Engagement
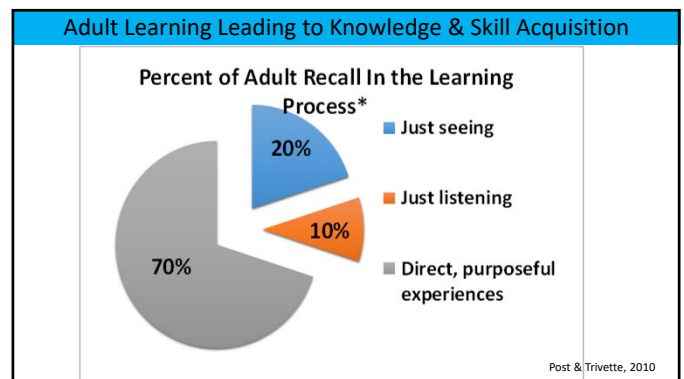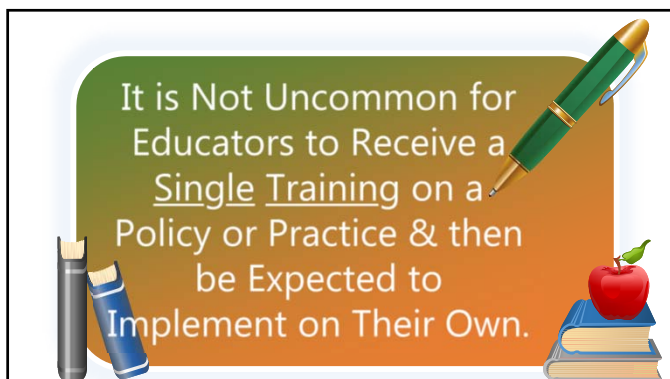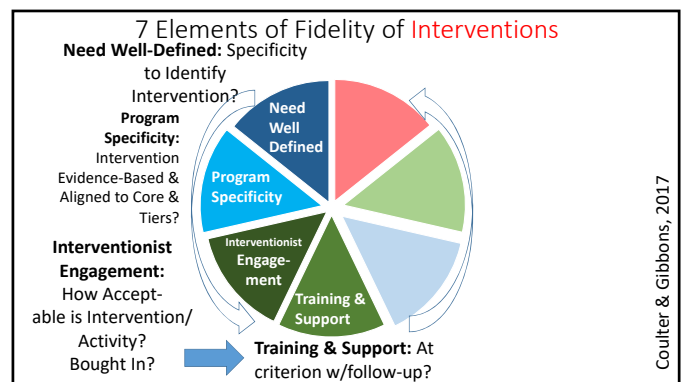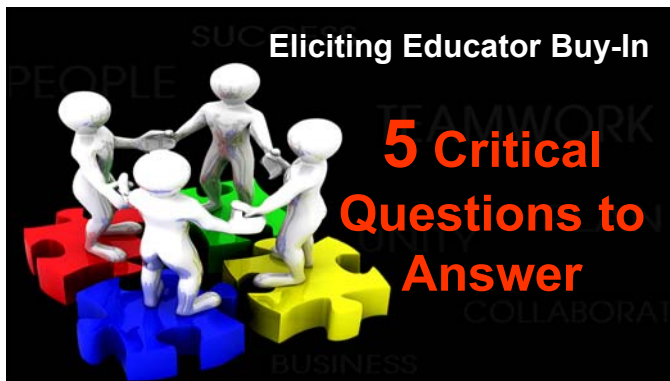
Acceptable/Feasible to Interventionist

1. Easy to implement
2. Positive
3. Perceived Effectiveness
4. Compatible with Instructional Environment
✓ Try IAM (Implementation Acceptability Measure)
   or *IRP* (Intervention Rating Profile)

Acceptability
Appropriateness
Feasibility

Coulter & Gibbons, 2017

Test Drive to Reduce Resistance

- Teachers who were Resistant to Implementing New strategies
- Implemented w/ Higher Rates of Fidelity when
- Able to "**Test Drive**" Several Strategies & Select One Found Most Acceptable.
- Higher Levels of Implementation Fidelity Associated w/Increased Student Engaged Time.

Dart et al., 2012

Eliciting Educator Buy-In

5 Critical Questions to Answer

---

1. Is this **Important** to **Me** (&You)?

2. Is this **Doable** by Me?

3. How Will this Affect my **Students**?

4. Is this Going to **Last** a Long Time?

5. **What Help** Will I Get to Do this Right?

Think/Pair/Share

- How Do You Attend to Interventionist Engagement?
- How Do You Deal with Resistance from the Interventionist?

---

7 Elements of Fidelity of Interventions

Need Well-Defined: Specificity to Identify Intervention?

Program Specificity: Intervention Evidence-Based & Aligned to Core & Tiers?

Interventionist Engagement: How Acceptable is Intervention/Activity? Bought In?

Training & Support: At criterion w/follow-up?

Need Well Defined / Program Specificity / Interventionist Engagement / Training & Support

Coulter & Gibbons, 2017

It is Not Uncommon for Educators to Receive a <u>Single</u> <u>Training</u> on a Policy or Practice & then be Expected to Implement on Their Own.

Adult Learning Leading to Knowledge & Skill Acquisition

Percent of Adult Recall In the Learning Process*

- 20% Just seeing
- 10% Just listening
- 70% Direct, purposeful experiences

Post & Trivette, 2010

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%

Common vs. Recommended Uses of Instructional Coaches

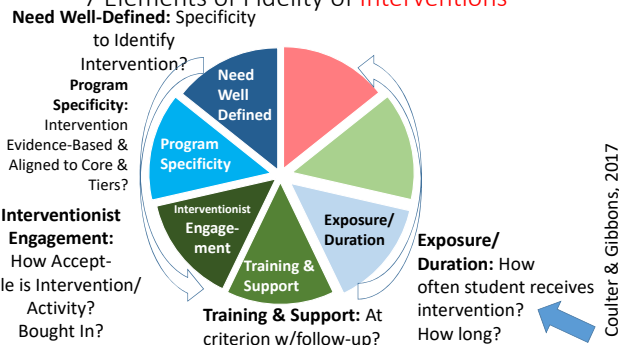| Common Use	Supporting Implementation Use
The teacher contacts the coach when support is needed.	The coach has a schedule of working with specific teachers and grade levels.
The coach works on practices that are requested by the teacher.	The coach focuses on the school improvement efforts that have 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.

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

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?

7 Elements of Fidelity of Interventions

Need Well-Defined: Specificity to Identify Intervention?

Program Specificity: Intervention Evidence-Based & Aligned to Core & Tiers?

Interventionist Engagement: How Acceptable is Intervention/ Activity? Bought In?

Training & Support: At criterion w/follow-up?

Exposure/ Duration: How often student receives intervention? How long?

- Need Well Defined
- Program Specificity
- Interventionist Engagement
- Training & Support
- Exposure/ Duration
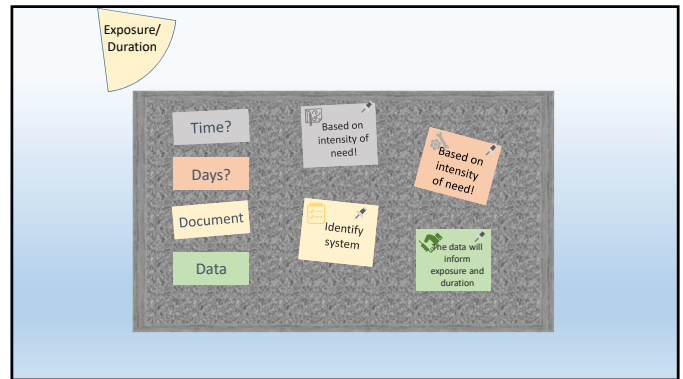
Coulter & Gibbons, 2017

Exposure & Duration

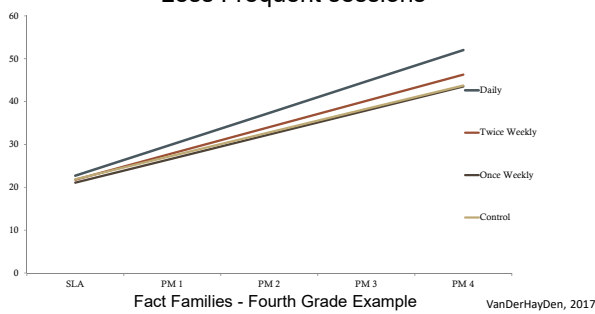Exposure/ Duration

Key Questions:
a) Is the intervention provided for a sufficient duration & intensity to allow for success as predicted by evidence?
b) Is intervention fitted to time available? Or
c) Is adequate time allotted to do the intervention 'right?'

Key #2
Carefully Design the Dosage

Exposure/Duration

Time?
Days?
Document
Data

Based on intensity of need!

Based on intensity of need!

Identify system

The data will inform exposure and duration

Daily 10-min Superior to Longer Duration, Less Frequent sessions

Daily
Twice Weekly
Once Weekly
Control

SLA   PM 1   PM 2   PM 3   PM 4

Fact Families - Fourth Grade Example

VanDerHayDen, 2017

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)

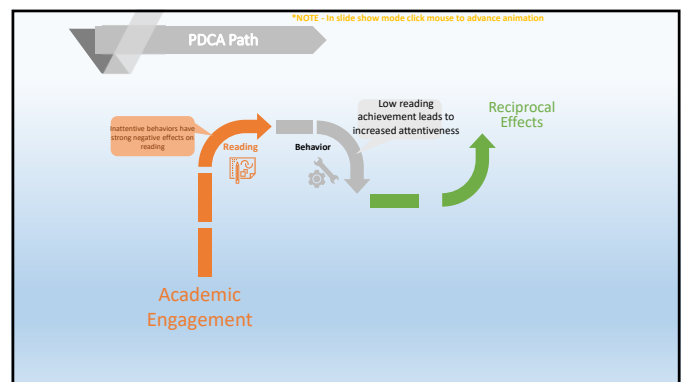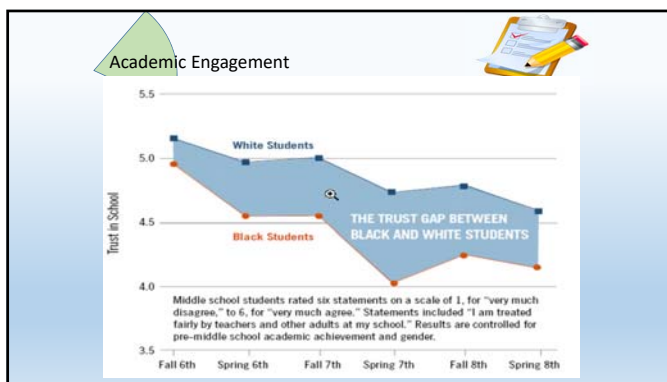### Pop-Up: How is dosage determined?

- 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.

---

7 Elements of Fidelity of Interventions

Need Well-Defined: Specificity to Identify Intervention?

Program Specificity: Intervention Evidence-Based & Aligned to Core & Tiers?

Interventionist Engagement: How Acceptable is Intervention/ Activity? Bought In?

Training & Support: At criterion w/follow-up?

Exposure/ Duration: How often student receives intervention? How long?

Student Engagement: How Engaged & Involved in Intervention/ Activity?

Need Well Defined · Student Engagement · Exposure/Duration · Training & Support · Interventionist Engagement · Program Specificity

Coulter & Gibbons, 2017

Slide 1

- **Academic**
  Behaviors directly related to the learning process – attentiveness, completing work, etc.
- Social
  Following written and unwritten classroom rules of behavior – coming to school on time, interacting appropriately with peers and teachers, etc.
- **Cognitive**
  Working to comprehend complex ideas in order to go beyond the minimal requirements – asking questions, persisting, going above and beyond.
- Affective
  Feelings of involvement in school as a place and a set of activities worth pursing - belonging and valuing.

Engagement

Slide 2

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 - -.48)

Slide 3

Academic Engagement

THE TRUST GAP BETWEEN BLACK AND WHITE STUDENTS

White Students

Black Students

Trust in School

Middle school students rated six statements on a scale of 1, for "very much disagree," to 6, for "very much agree." Statements included "I am treated fairly by teachers and other adults at my school." Results are controlled for pre-middle school academic achievement and gender.

Fall 6th | Spring 6th | Fall 7th | Spring 7th | Fall 8th | Spring 8th

Slide 4

*NOTE - In slide show mode click mouse to advance animation

PDCA Path

Inattentive behaviors have strong negative effects on reading

Reading

Behavior

Low reading achievement leads to increased attentiveness

Reciprocal Effects

Academic Engagement

Slide 5

STUDENT ENGAGEMENT PROJECT   Sample Resource

Nebraska CEHS SECD Student Engagement Project Links

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

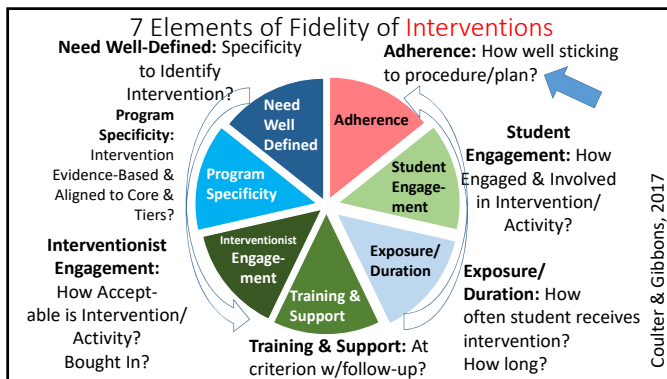**Related Links & Resources**

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

Slide 6

Acceptability Applied to Students

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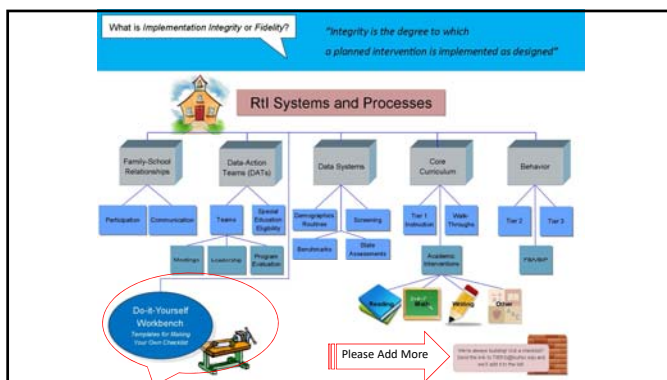❑ Use a Survey Measure (ex. KIP – Kids Intervention Profile – Eckert et al)

Here's Kim

Slide 1: 7 Elements of Fidelity of Interventions

Need Well-Defined: Specificity to Identify Intervention?

Adherence: How well sticking to procedure/plan?

Program Specificity: Intervention Evidence-Based & Aligned to Core & Tiers?

Student Engagement: How Engaged & Involved in Intervention/ Activity?

Interventionist Engagement: How Accept-able is Intervention/ Activity? Bought In?

Exposure/ Duration: How often student receives intervention? How long?

Training & Support: At criterion w/follow-up?

Wheel segments: Need Well Defined, Adherence, Student Engagement, Exposure/Duration, Training & Support, Interventionist Engagement, Program Specificity

Coulter & Gibbons, 2017

Slide 2

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

Slide 3

What is Implementation Integrity or Fidelity?

"Integrity is the degree to which a planned intervention is implemented as designed"

RtI Systems and Processes

Please Add More

Slide 4

Check-In Check-Out SYSTEM
Fidelity of Implementation Measure (CICO)
Scoring Guide

Check-In/Check-Out Fidelity Checklist

Check-In Check-Out Fidelity Measures

Slide 5

Check-In Check-Out SYSTEM
Fidelity of Implementation Measure (CICO)
Scoring Guide

School: ____ Date: ____
District: ____ Data collector: ____

Evaluation Question	Data Source P = permanent product; I = Interview; O = Observation	Score 0-2
1. Has the school identified a CICO coordinator whose job is to manage CICO (10-15 hours per week allocated) (0 = No CICO Coordinator, 1 = CICO coordinator but less than 10 hours per week allocated, 2 = CICO Coordinator, 10-15 hours per week allocated)	Interviews with Administrator & CICO Coordinator	☐
2. Does the school budget contain an allocated amount of funding to maintain the CICO? (e.g. money for reinforcers, DPR forms, etc. (0 = No, 2 = Yes)	CICO Budget Interviews	☐
3. Do students who are referred to the CICO receive support within a week? (0 = more than 2 weeks between referral and CICO support, 1 = within 2 weeks, 2 = within a week	Interview CICO Referrals & CICO Start dates	☐

Focus on the System

Slide 6

School: ____ Date: ____
Student: ____

During the past week:

	Yes	No	did not observe
1. Student checked in with a designated staff member before school started.	Yes	No	did not observe
2. Check in staff person positively acknowledged student at check in, gave student a daily progress report, and ensured that the student had materials needed for first class.	Yes	No	did not observe
3. Student gave daily progress report to each teacher at the beginning of designated class periods.	Yes	No	did not observe
4. Teacher positively acknowledged student when given daily progress report.	Yes	No	did not observe
5. Teachers provided contingent feedback at end of class period.	Yes	No	did not observe
6. Student checked out with designated staff member at the	Yes	No	did not

Focus on the Adult & Student

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
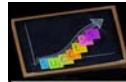
Common Errors in Developing Checklists

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

How to Create An Integrity Checklist. . .

Core Questions

- What does the intervention <u>Look</u> like when it's in Use?

- What would be <u>Seen</u> in classrooms where it is Used?

- What will teachers and students be <u>Doing</u> when the intervention is in Use?

(Hall & Hord, 2001)   94

Making the Checklist

- Identify the <u>Steps</u> in Intervention

- Create <u>an</u> <u>Item</u> for Each Step

- <u>Yes/No</u> Response for Each Item

- Not more than 10 items (5?)

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

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

Duet Reading: Sequence

First Reading

Student reads the passage aloud. Teacher provides <u>immediate standard error corrections</u>.

- "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)

Duet Reading: Sequence

<u>Second Reading</u>

- 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 <u>standard error corrections immediately following any error.</u>
  - "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.

Duet Reading: Sequence

<u>Third Reading</u>

- 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.

Duet Reading: Sequence

<u>Fourth Reading</u>

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

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		

102

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!

103

Adjustments Made

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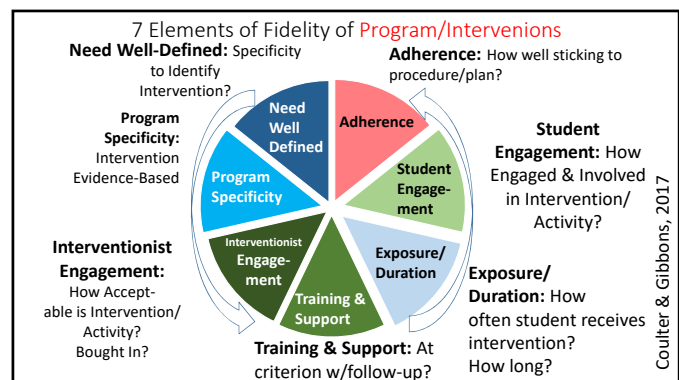- ✓ Follow Plan Developed During Training

What's the
Magic Number
Applying Concepts of Implementation Fidelity
for Fidelity?

80%

Or 100% ?

Coulter & Gibbons, 2017

7 Elements of Fidelity of Program/Intervenions

Need Well-Defined: Specificity to Identify Intervention?

Adherence: How well sticking to procedure/plan?

Program Specificity: Intervention Evidence-Based

Student Engagement: How Engaged & Involved in Intervention/ Activity?

Interventionist Engagement: How Accept-able is Intervention/ Activity? Bought In?

Exposure/ Duration: How often student receives intervention? How long?

Training & Support: At criterion w/follow-up?

Coulter & Gibbons, 2017

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

Key #3

Assess Yourself to Expand Your Expertise

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

---

3 Keys

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

Good Intentions Aren't Good Enough

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

Only 8% Actually Achieve Them.

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

Warning !
Warning !

Ignore Implementation Fidelity at Your Own Risk

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.

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.

Thanks for Thinking about How to Create Thirsty Horses

acoulter@lsuhsc.edu
kgibbons@umn.edu