

Creating Thirsty Horses: 3 Keys to Increasing Implementation Fidelity



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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



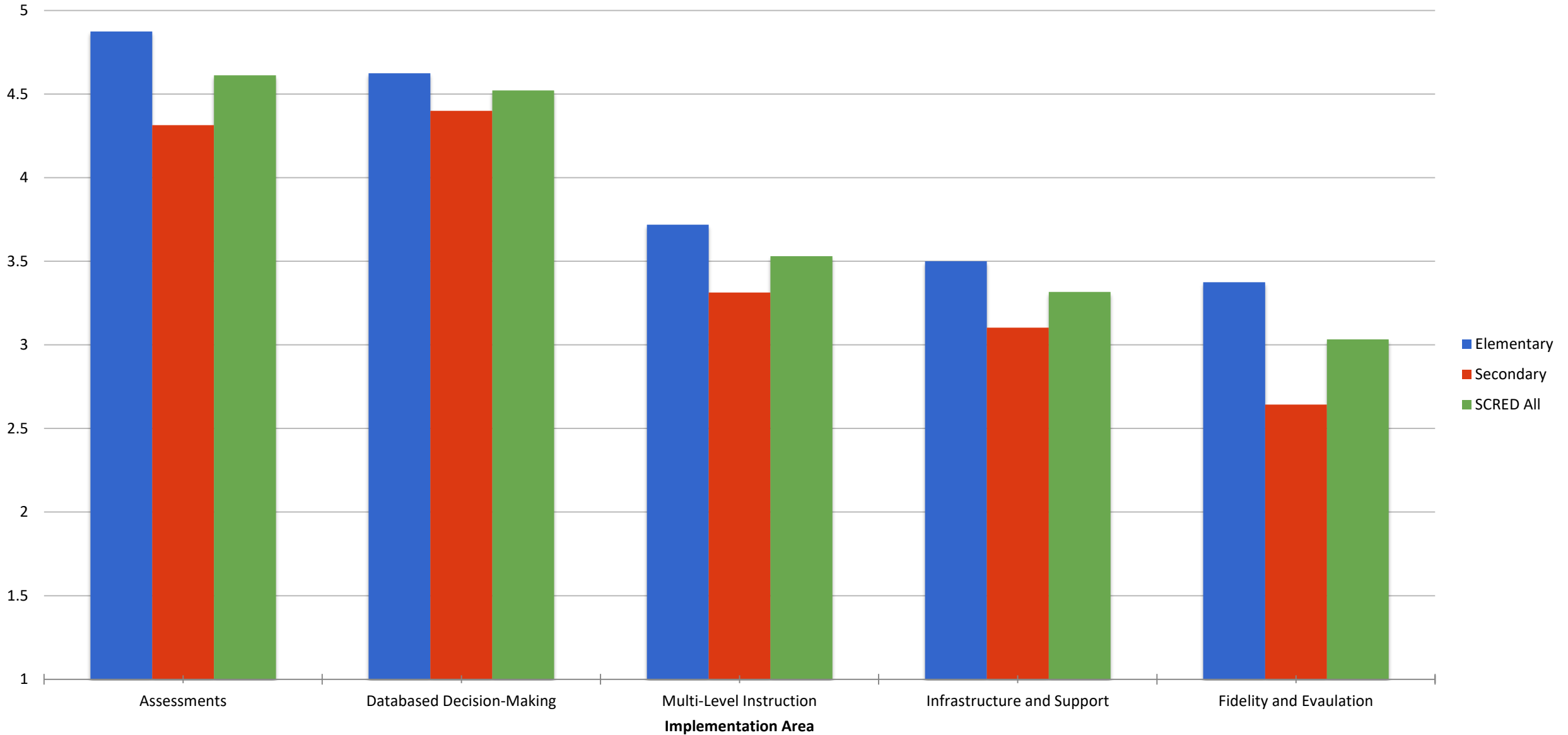
- Introduce yourself to two people near you and tell them one question you want answered during this session and one thing you already know about the topic.

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



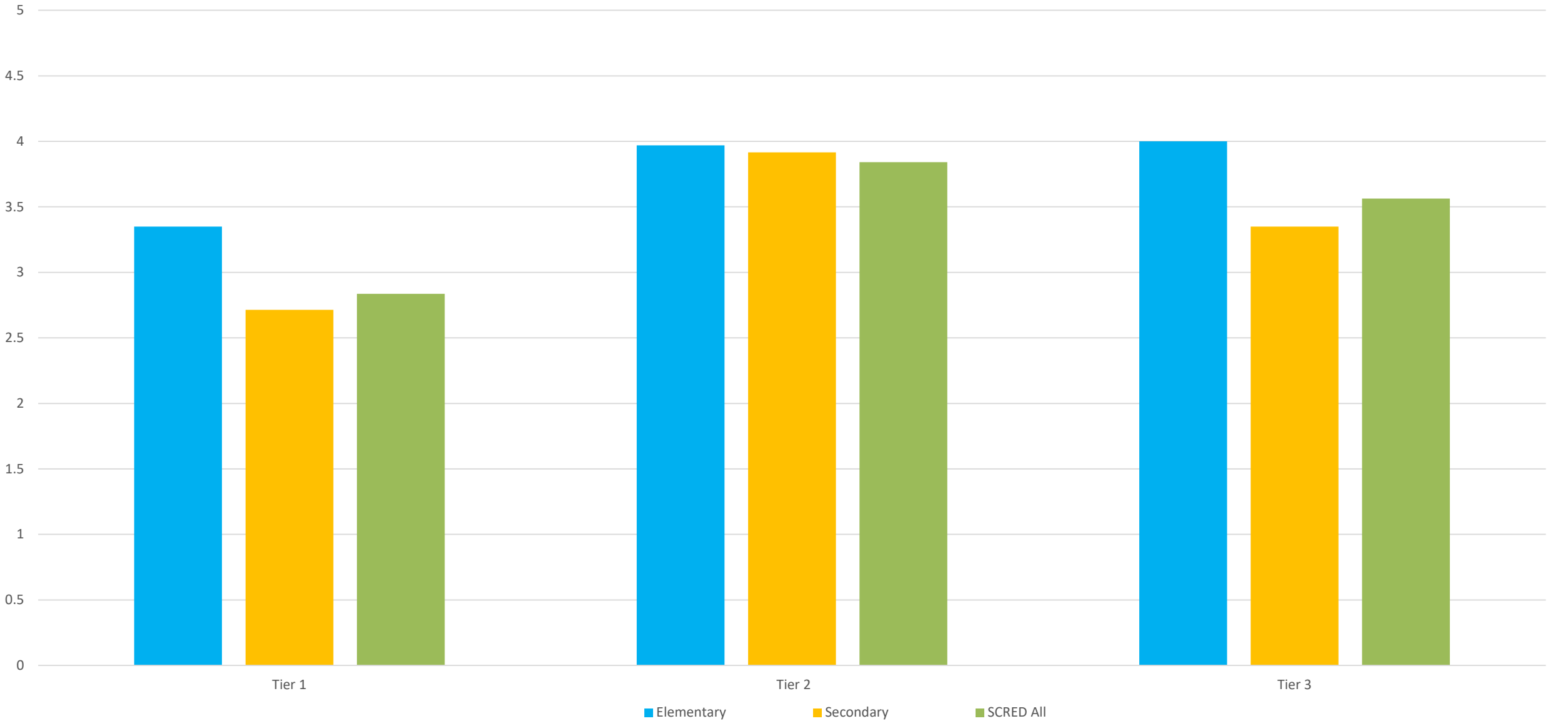
- National Recognition
- Gary Germann
- Pilot Site for CBM's (1980's)
- Early Implementation of Rtl (1995)
- SLD Eligibility Using Rtl (2005)
- MN Rtl Center (2007-09)
- Long History of Data-Based Decision-Making

SCRED: Implementation By Area



SCRED: Implementation by Tier

Back to Alan



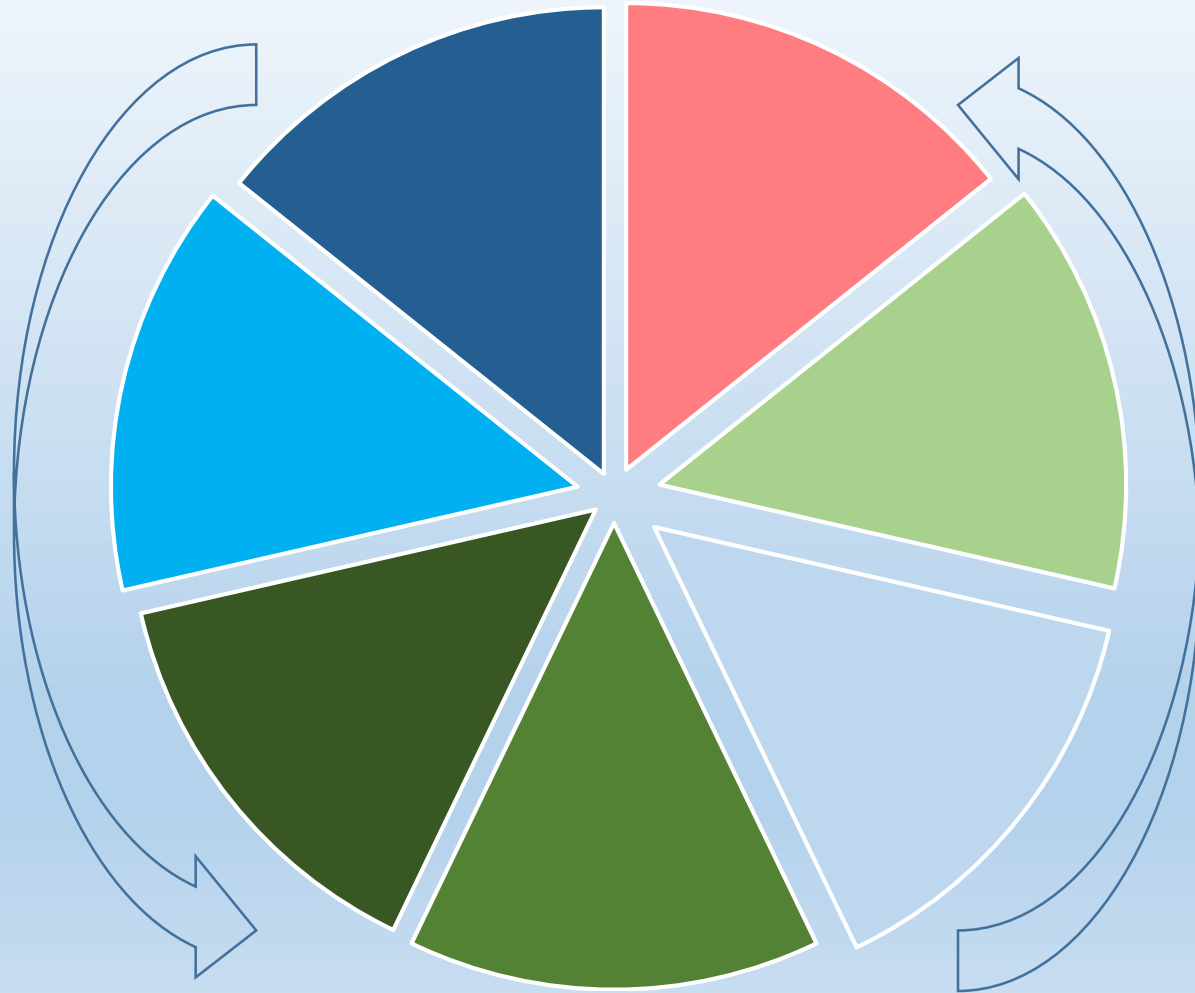
Thoughts on Sustainability

- 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



A photograph showing the lower legs and feet of a person walking on a light-colored, textured path. The person is wearing dark blue jeans with the cuffs rolled up. Their feet are bare and appear to be stepping on a soft surface, leaving a series of dark, circular footprints behind them. The path is bordered by a dark, curved line on the left side.

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

Kids

State Test Scores
Benchmark Tests
Progress Monitoring



Cause Data

Adults

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
- ✓ 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)

Key #1

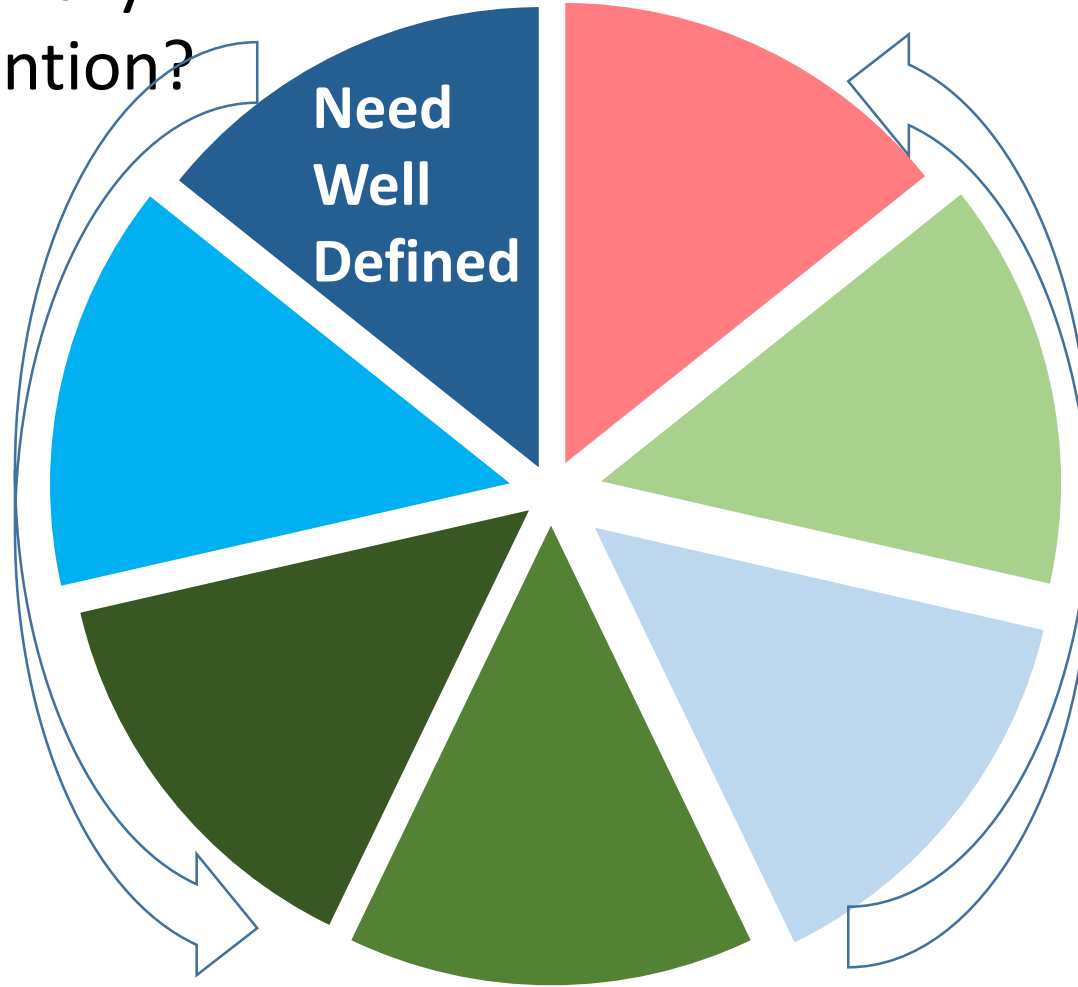
Expand Your
Working
Conception
of Fidelity



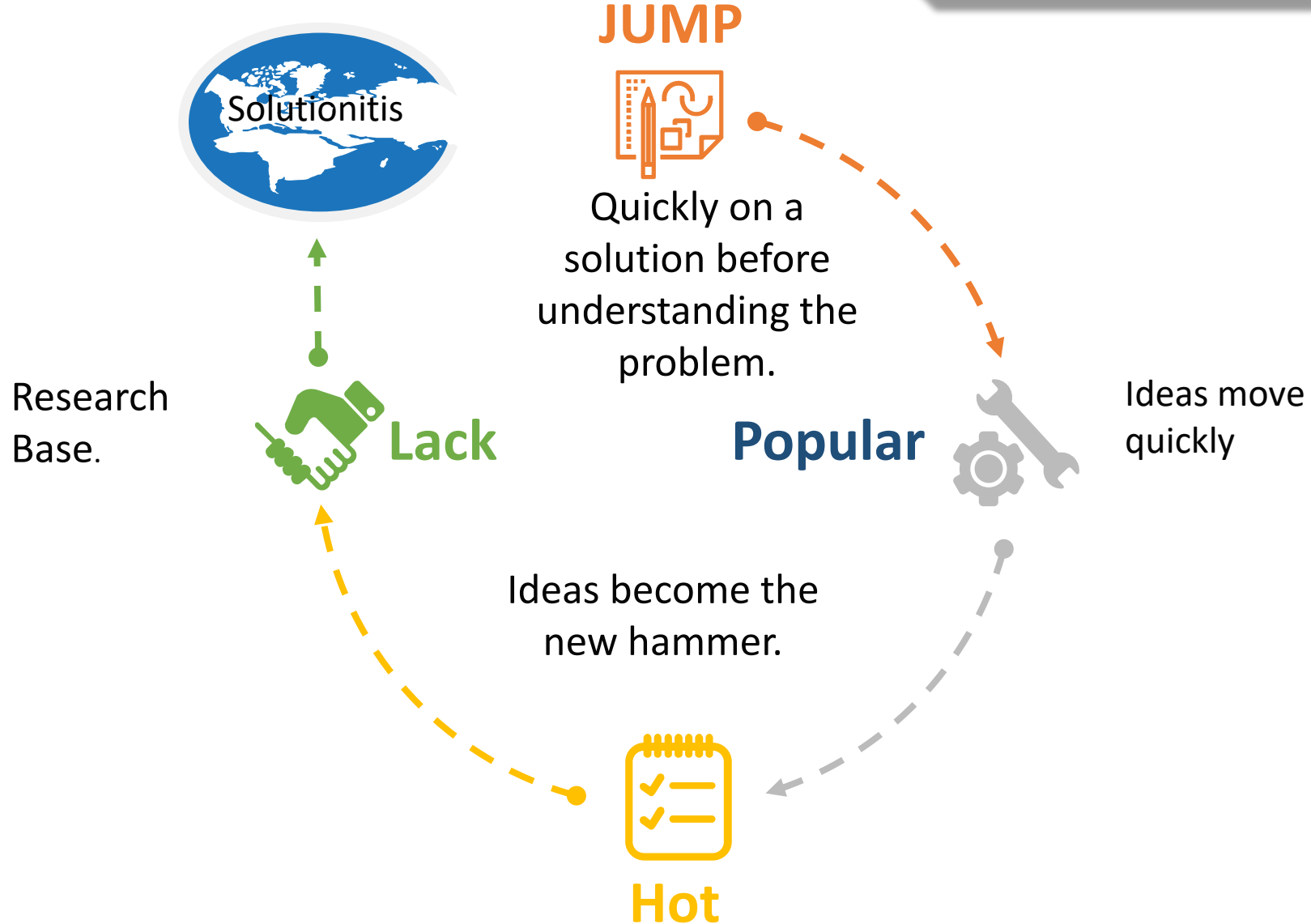
7 Elements of Fidelity of Interventions

Need Well-Defined: Specificity

to Identify
Intervention?



Solutionitis



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



Need Well-Defined?

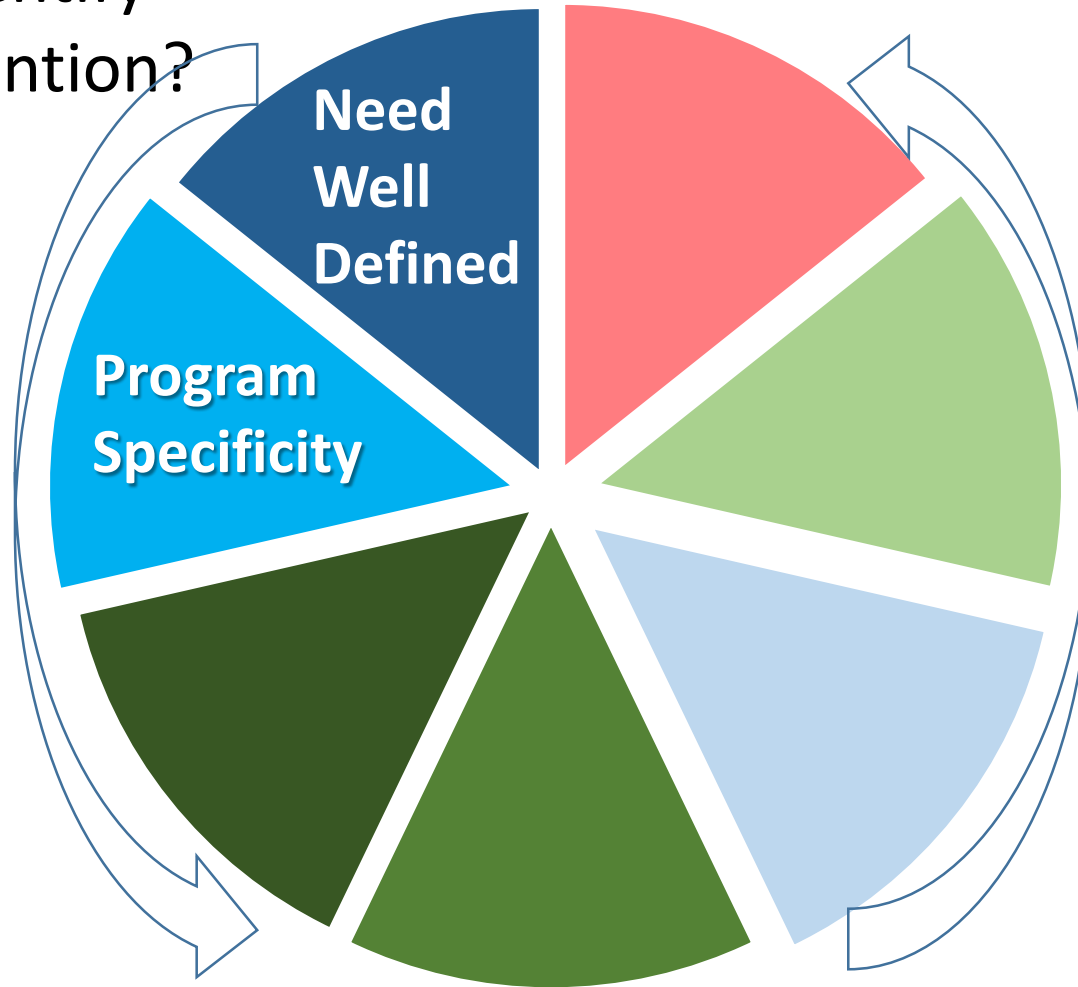
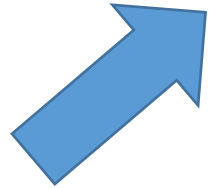
- Only 45% of first graders have met the fall literacy benchmarks. It is expected that 80% of students will reach benchmarks.
- Because they have not yet mastered letter sound correspondence and blending sounds to make words.
- Intervention – PALS classwide, Phonics program small group

7 Elements of Fidelity of Interventions

Need Well-Defined: Specificity

to Identify
Intervention?

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



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



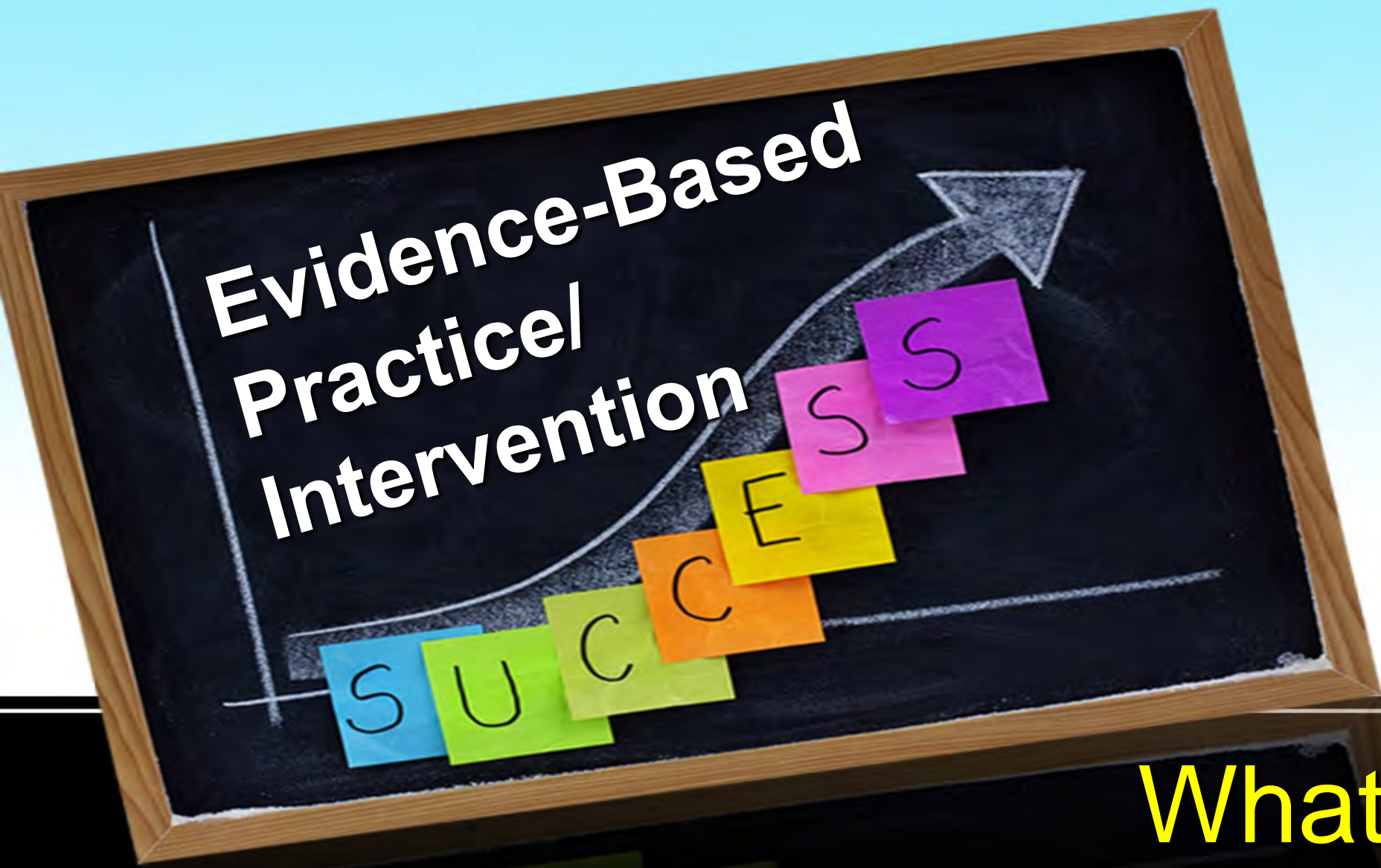
National Center on Intensive Intervention

National Center on
INTENSIVE INTERVENTION
at 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 (Tier 2) level in your school?			



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

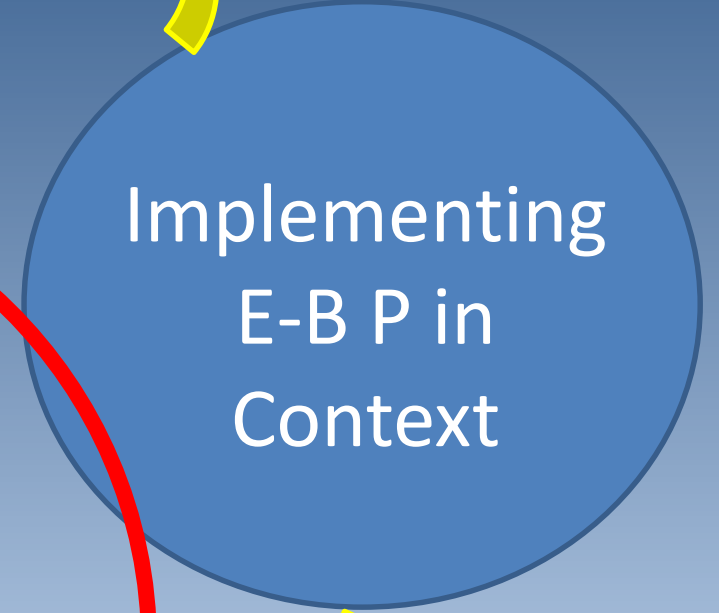
“Evidence Based” & ESSA

- ✓ 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

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.

What is an Evidence- Based Practice ?



Coulter & Gibbons, 2017



Put Simply

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

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

Unpacking Definition of “Evidenced-Based” in ESSA

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.

Find the
Overlap

Best Available
Research
Evidence

Decision to Select

Characteristics
Geography,
Values,
Preferences

Resources, inc.
Practitioner
Expertise

Classroom &
Organizational
Context



Kim's Top

5

1 4

Ev

P



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

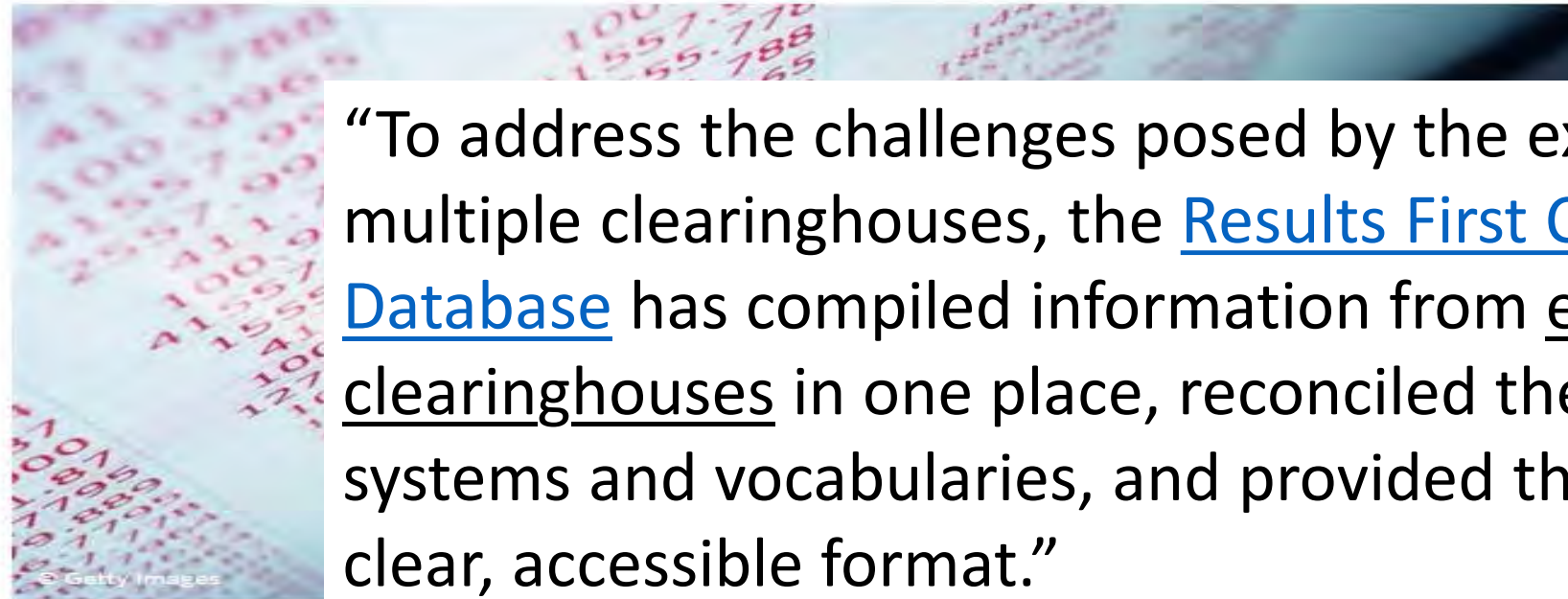
ISSUE BRIEF

Results First Clearinghouse Database

June 23, 2015 | Pew-MacArthur Results First Initiative

SHARE      

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.”

#1

DOWNLOADS



Data Visualization

e Database

tions

<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

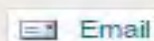
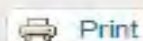
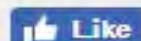


Reading Programs

- > Elementary
- > Middle/High School

#5

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 constructive criticism through wise



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.

[7 Sept 2016] **Growth Mindset.** Students with 'learned helplessness' lack confidence in their abilities. Teachers can employ **growth-mindset statements** to promote optimism and academic engagement.



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



Letter Name Fluency



#6

Evidence Based Intervention Network

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 FAQ](#)

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 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 Duquesne 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.



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

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 classwide). 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

Evidence Based Intervention Network

Enter Keyword..

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[Math Interventions](#)

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Evidence Based Assessment Section

[Evidence Based Assessments](#)

[Glossary of Assessment Terms](#)

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

Signup for our newsletter and updates!

☐ I'm not a robot



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Is Intensive Intervention Special Education?

There are a variety of terms used interchangeably to define special education: specially-designed instruction, Tier 3 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 lessons to support decoding, vocabulary instruction, comprehension and more? Check out our new sample lessons that include modeling, error correction, practice, and fluency building. **View the reading lessons.**

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 (Targeted)	Measures (Broader)
<input type="checkbox"/>	Academy of MATH	<u>Torlaković (2011)</u>	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

Others
You
Use ?

We see
others th

ness from the many
digest of recent program

Not Accurately Reported

How “official” evidence
appear effective

ews can make ineffective programs

Policy Area

Crime/Justice

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**

Activity

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

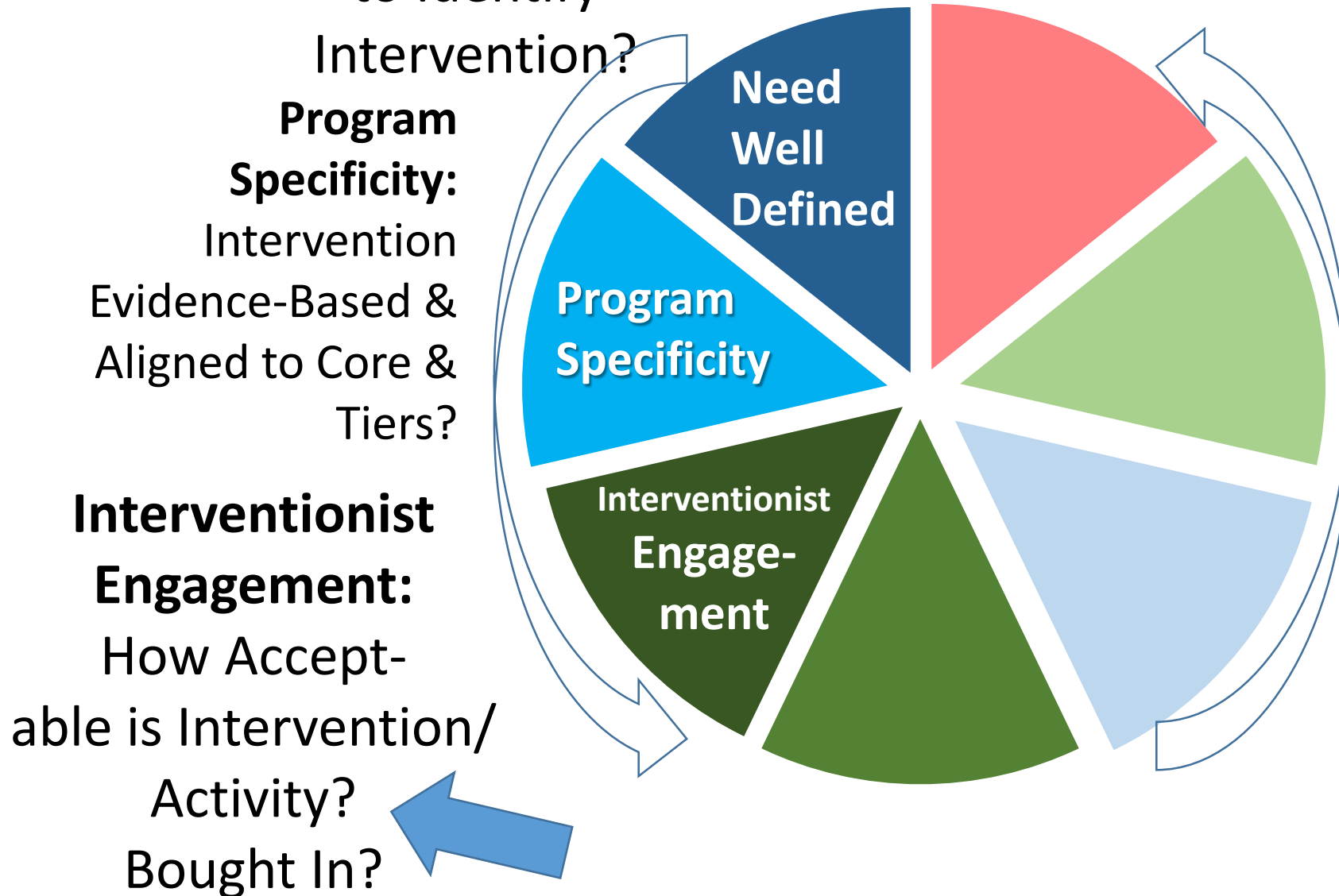
Careful !



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?



Interventionist Engagement

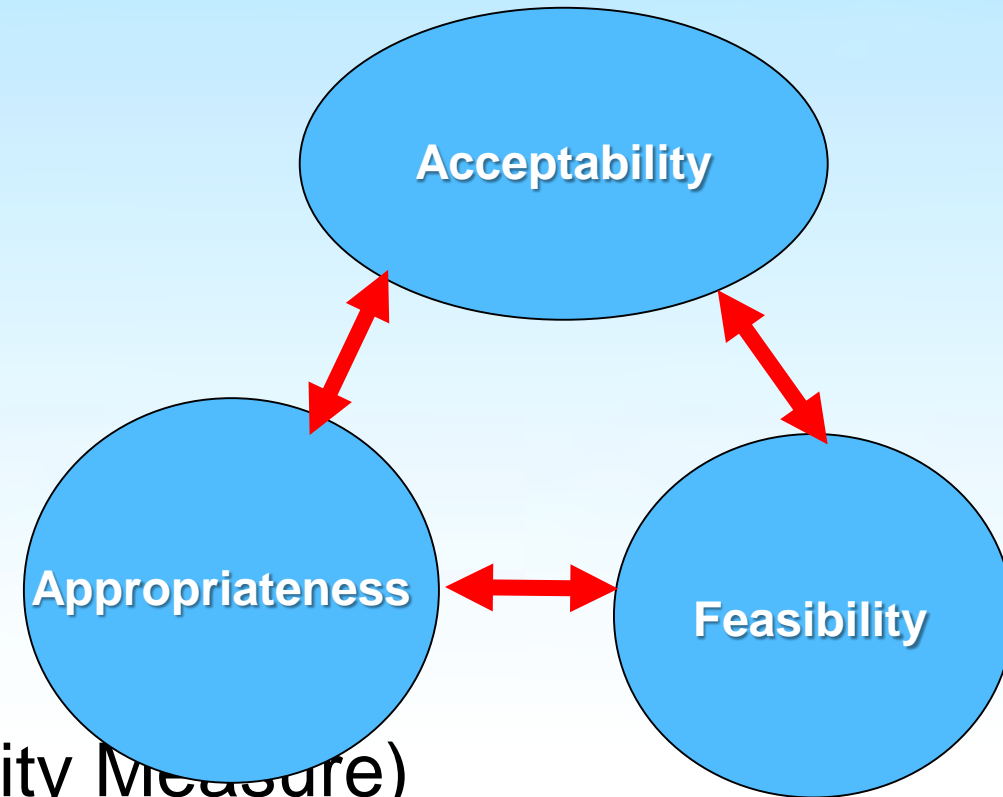
Acceptable/Feasible to Interventionist

1. Easy to implement
2. Positive
3. Perceived Effectiveness
4. Compatible with Instructional Environment

✓ Try IAM (Implementation Acceptability Measure)

or *IRP* (*Intervention Rating Profile*)

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**.

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?

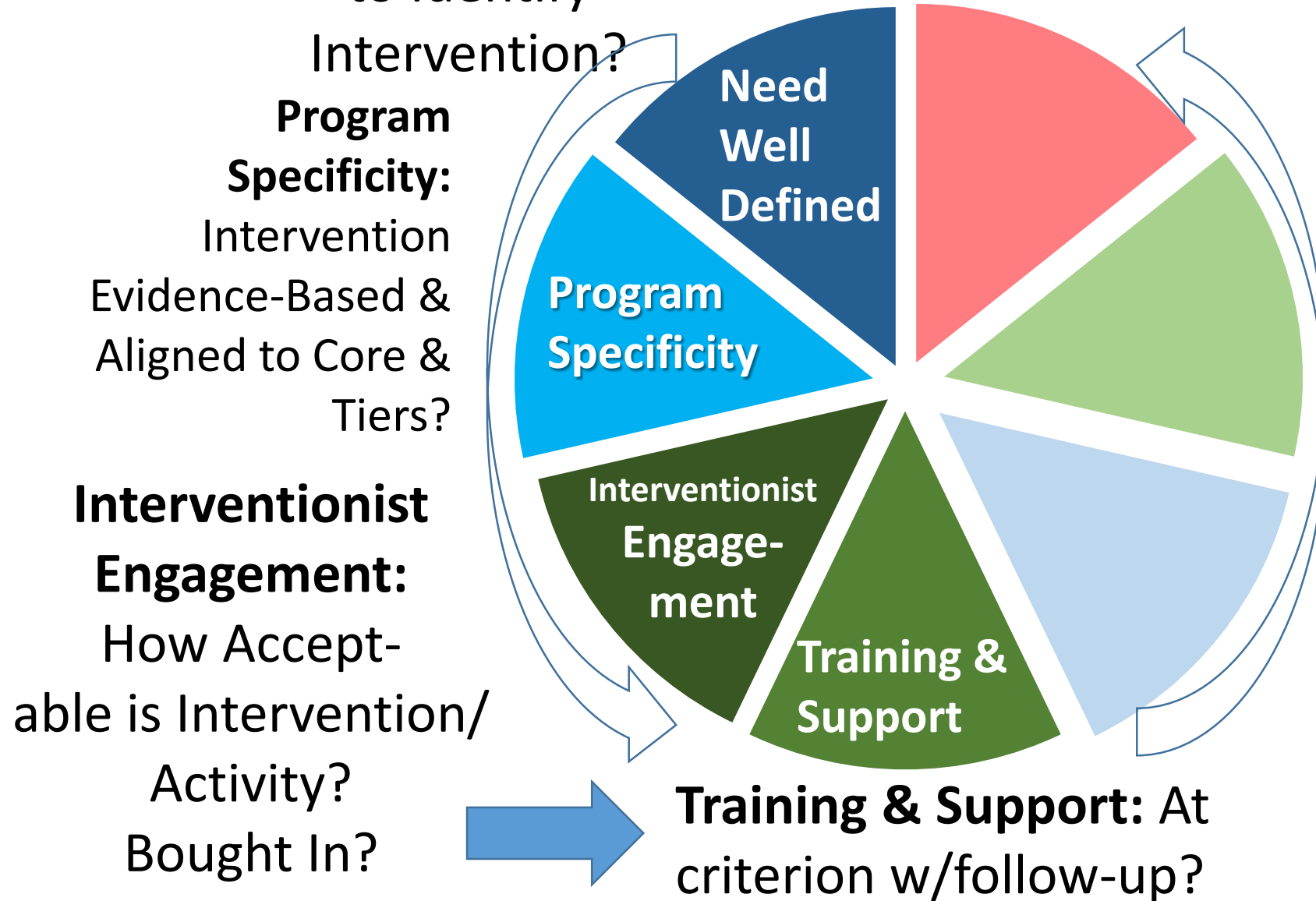
Think/Pair/Share

- 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?

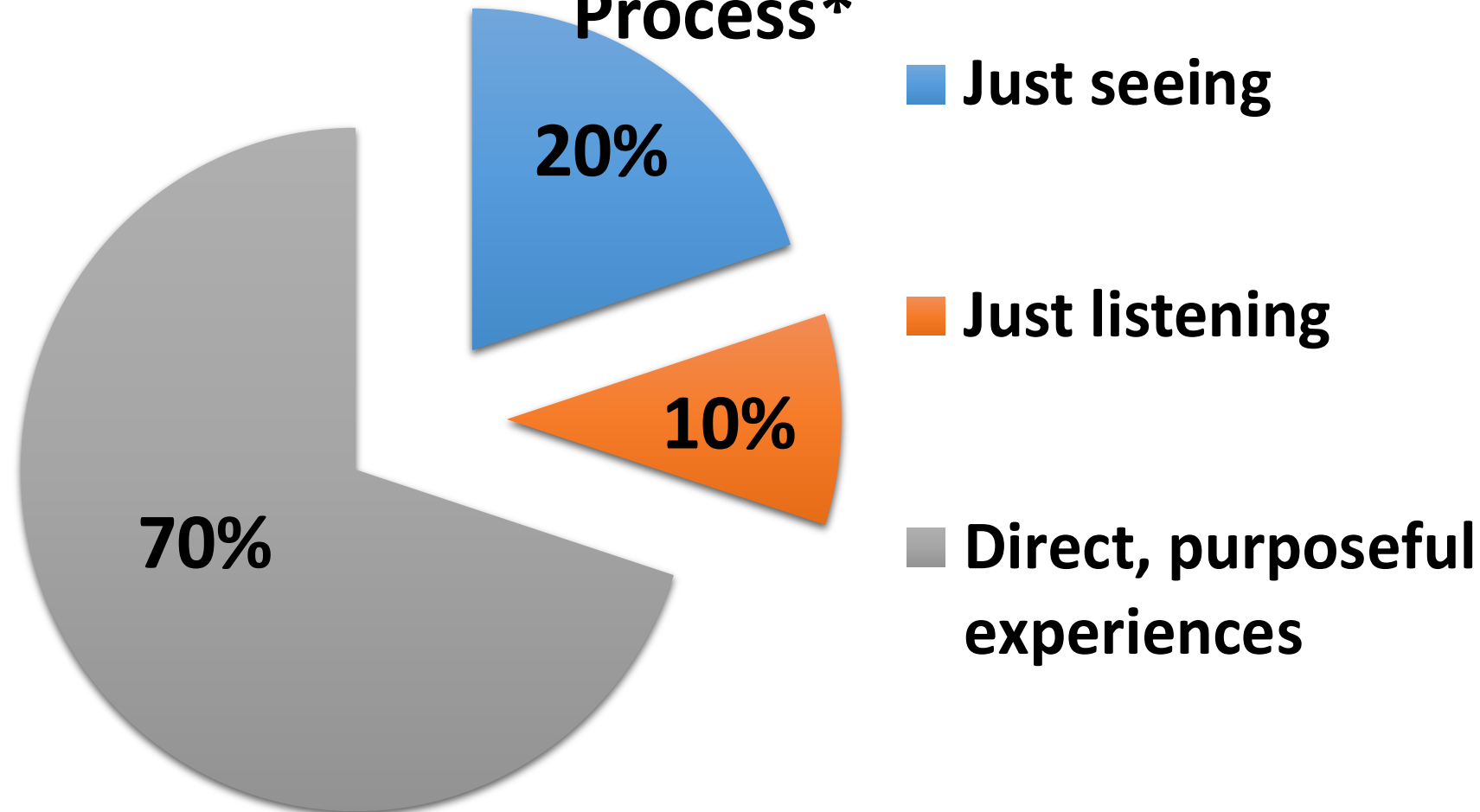


It is Not Uncommon for
Educators to Receive a
Single Training on a
Policy or Practice & then
be Expected to
Implement on Their Own.



Adult Learning Leading to Knowledge & Skill Acquisition

Percent of Adult Recall In the Learning Process*



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?

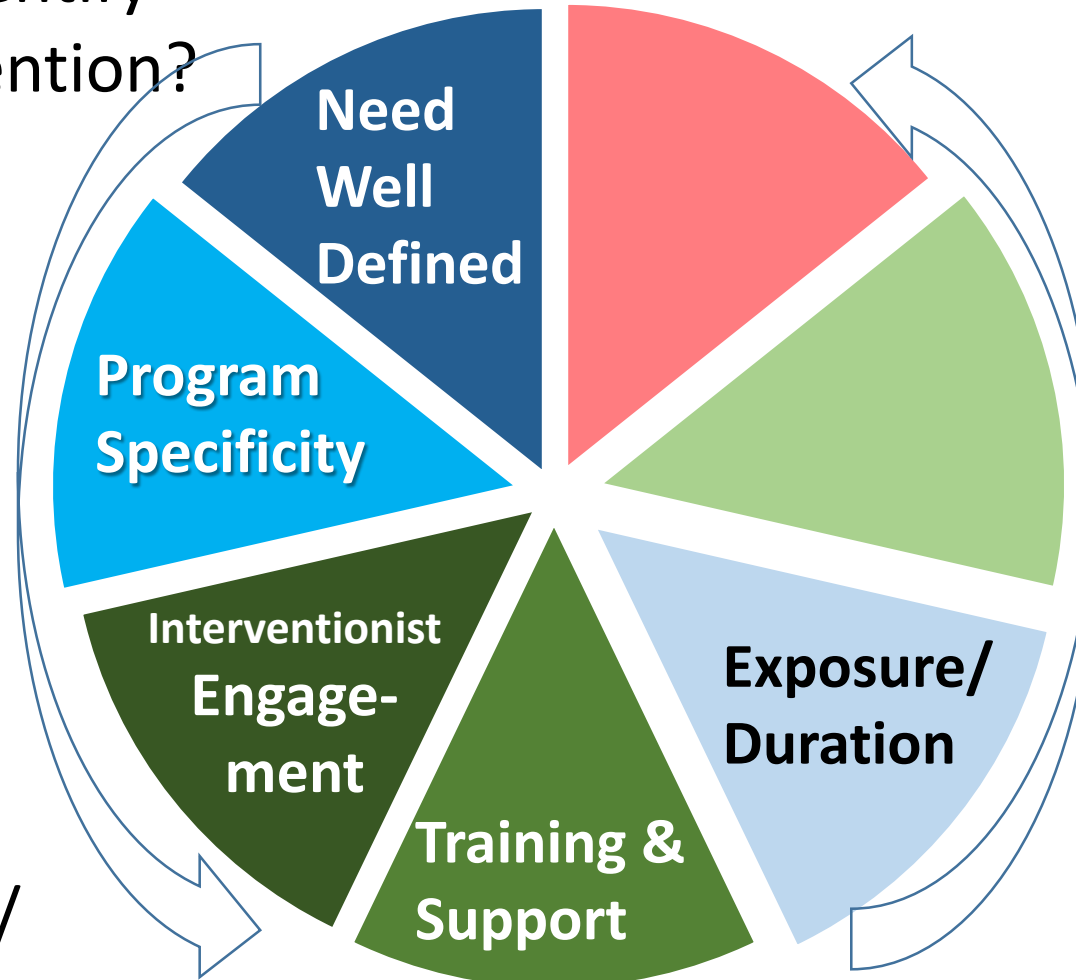
7 Elements of Fidelity of Interventions

Need Well-Defined: Specificity

to Identify
Intervention?

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

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



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

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

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!

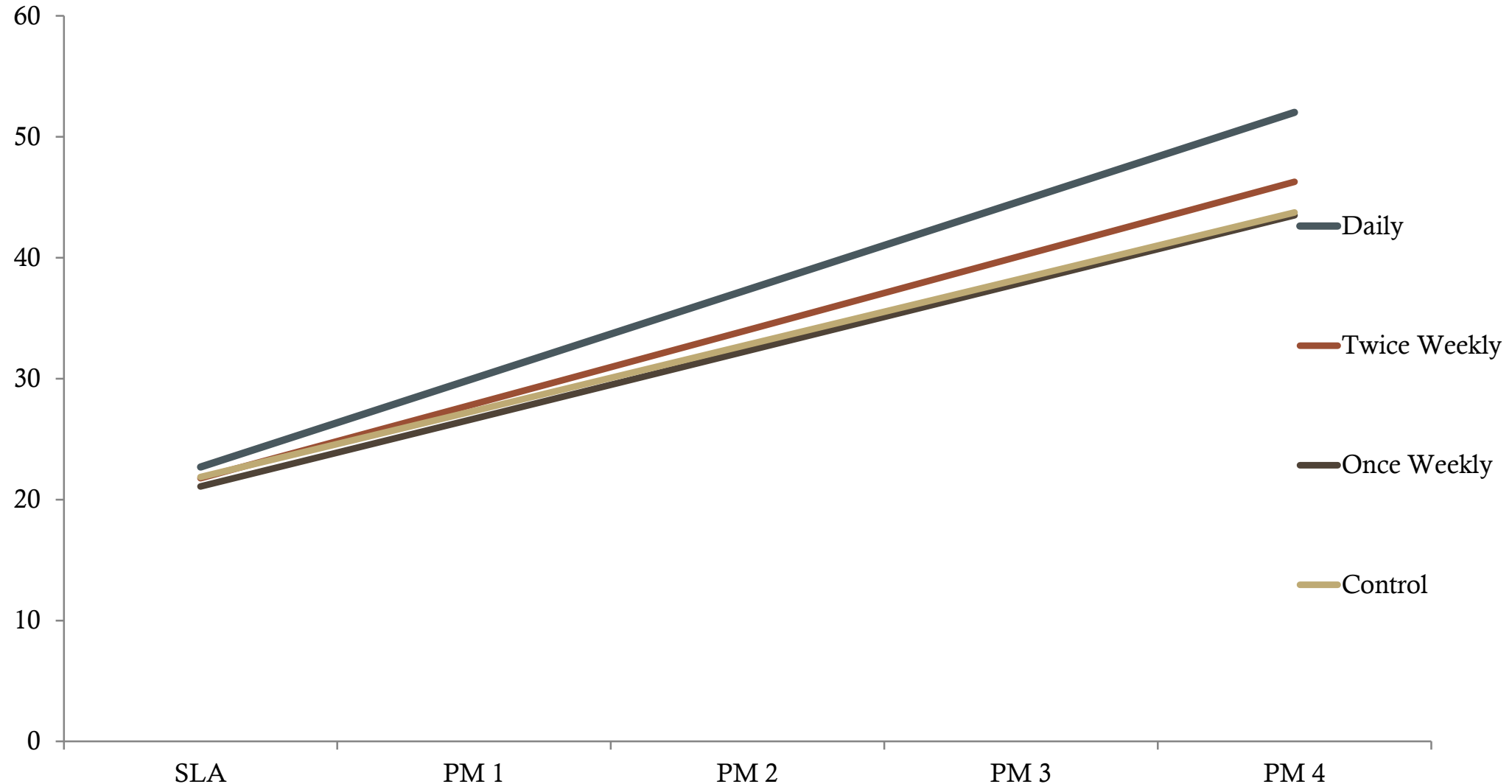


Identify
system



The data will
inform
exposure and
duration

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



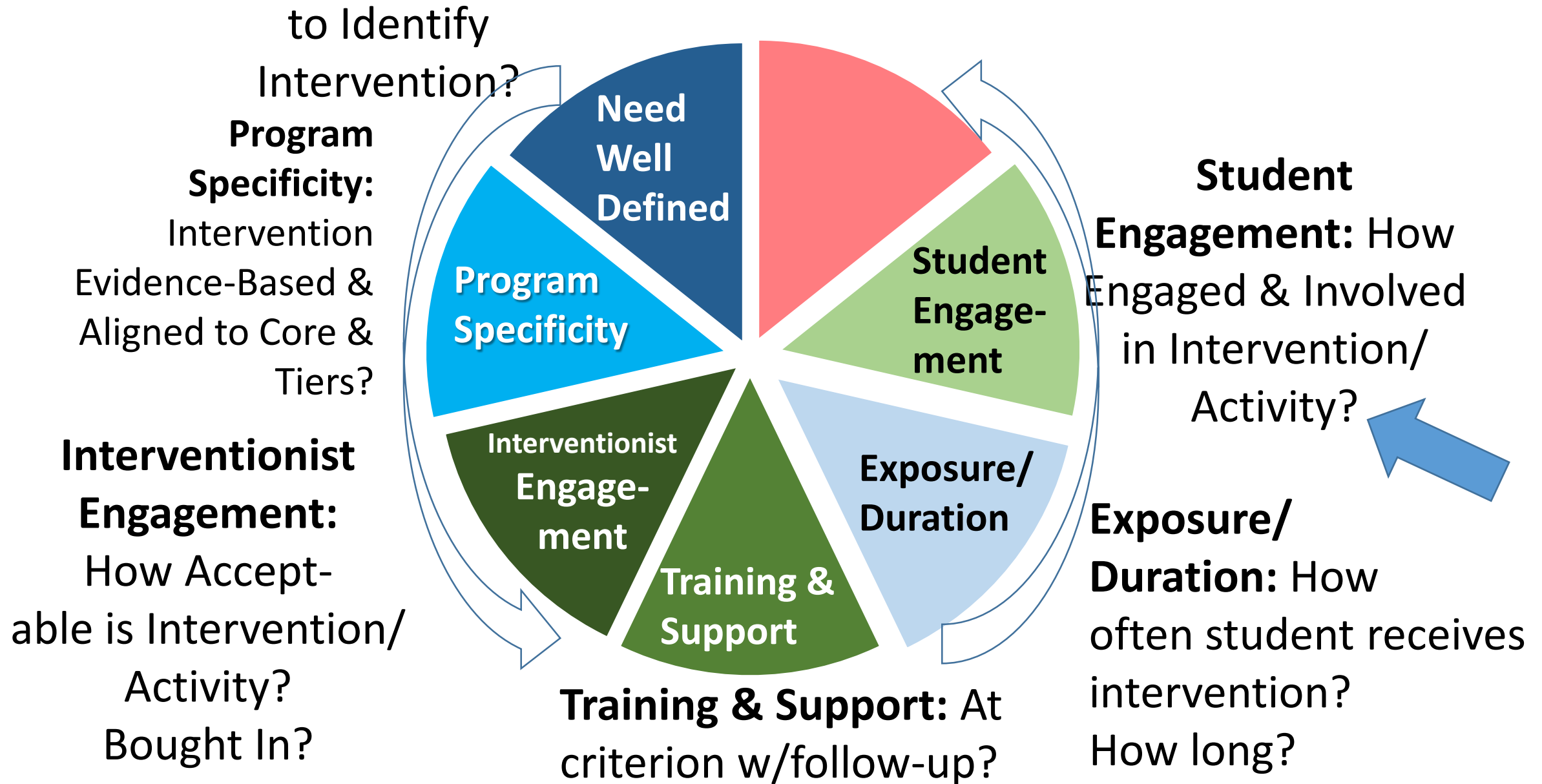
Think about This

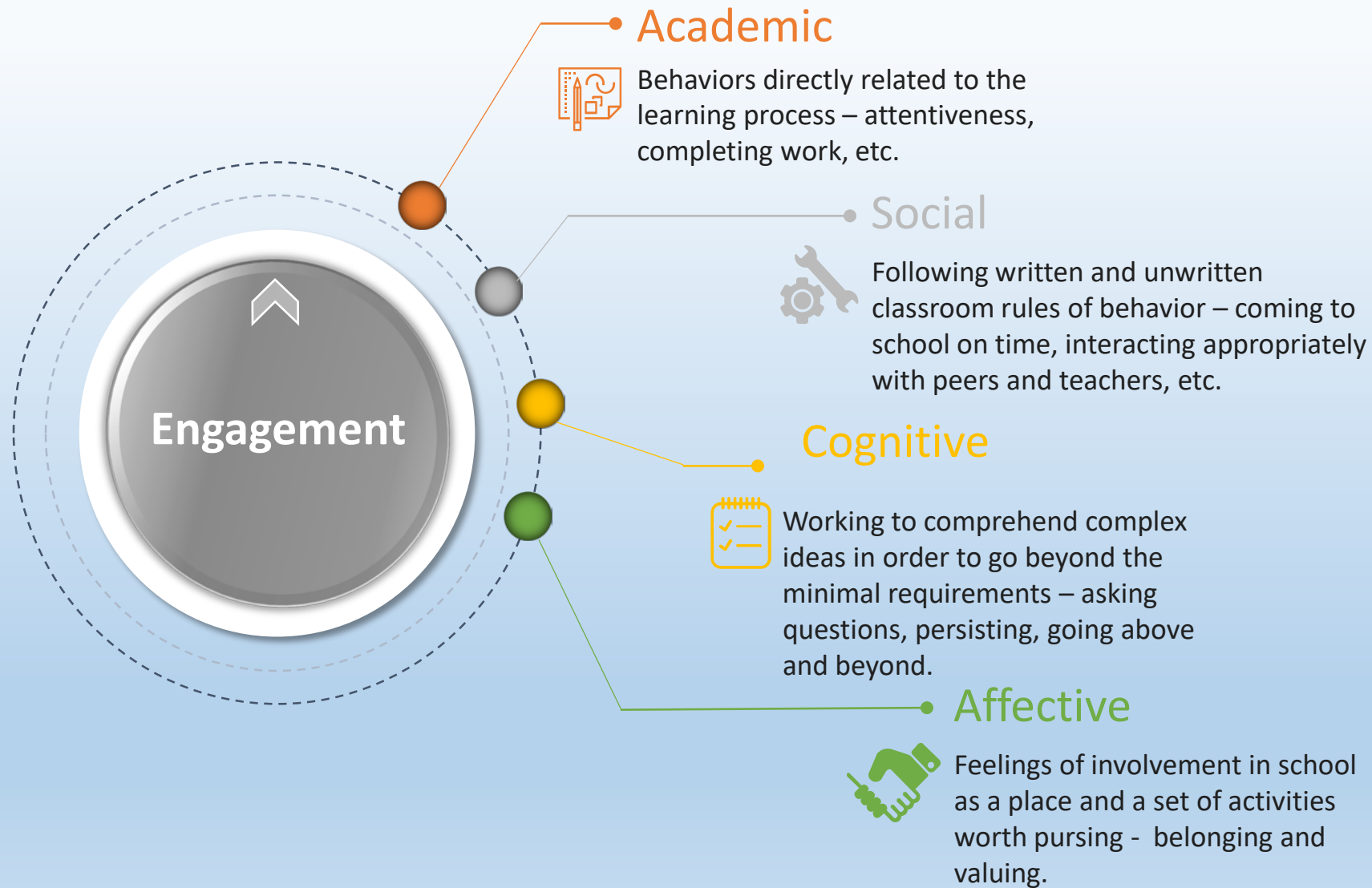
“Compared to the General Practice of Education, Special Education is Instruction that is More Urgent, More Intensive, More Relentless, More Precisely Delivered, More Highly Structured & Direct, and More Carefully Monitored for Procedural Fidelity & Effects.” (Kauffman, 1996, p. 206)

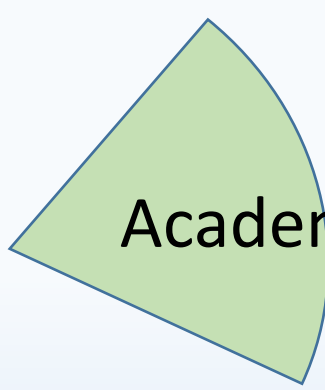
Pop-Up: How is dosage determined?

- 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





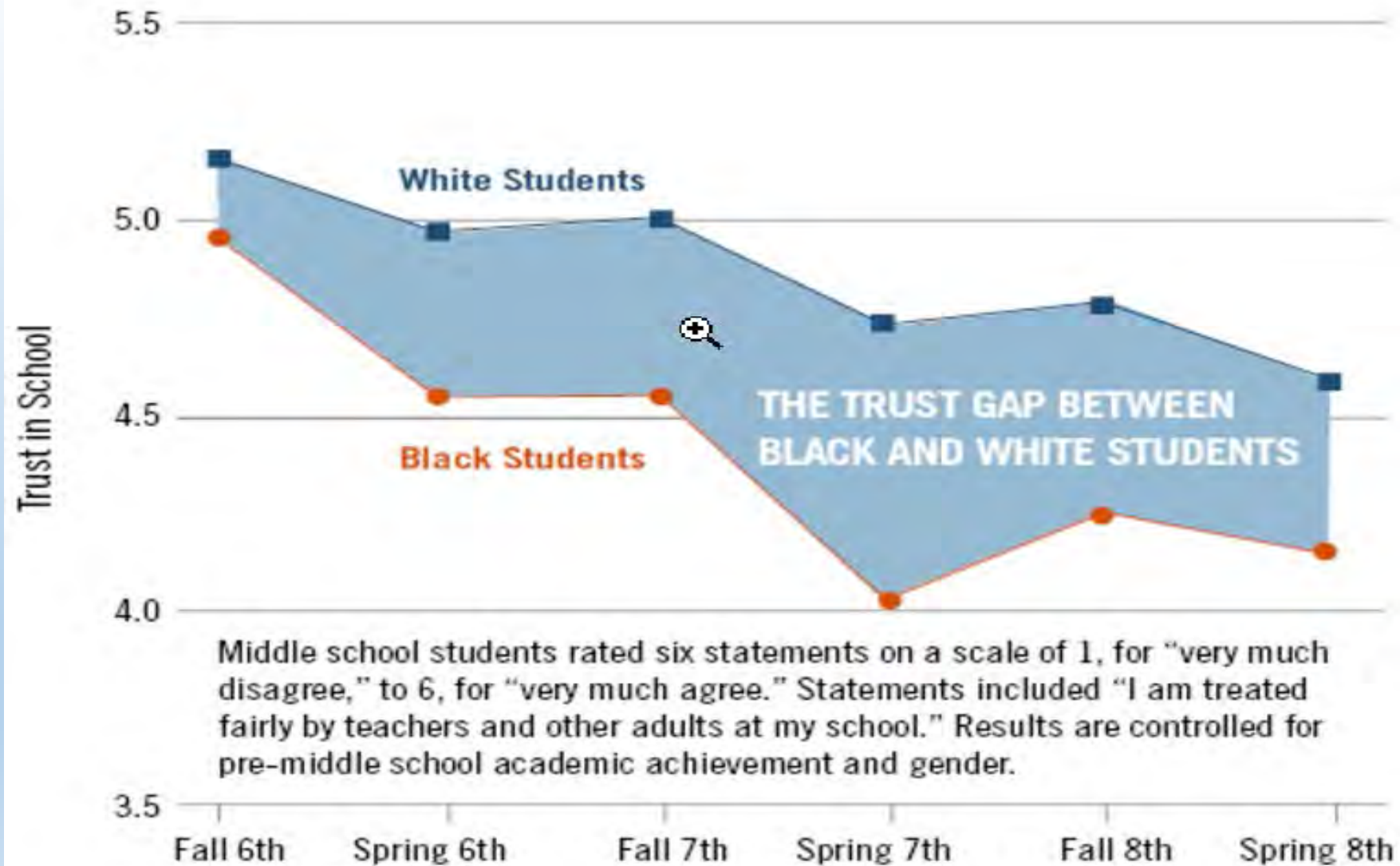


Academic Engagement



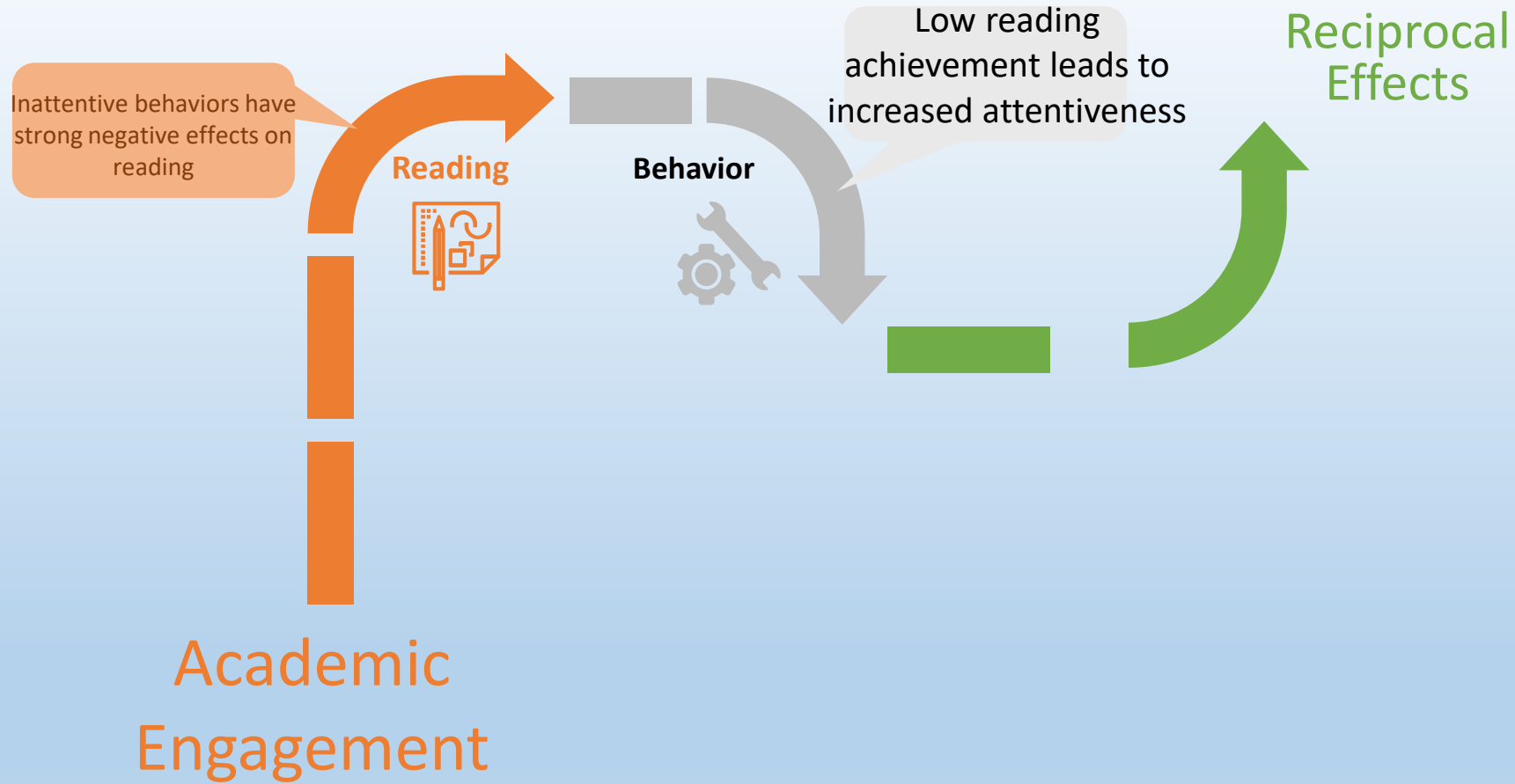
- ✓ Students who exhibit academic engagement behaviors achieve at higher levels than their less academically engaged peers at all grade levels (Finn & Zimmer,).
- ✓ Strong correlations between paying attention and student achievement.
- ✓ Rowe and Rowe (1992): Regardless of age group or other risk factors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

Academic Engagement



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

PDCA Path



[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](#)

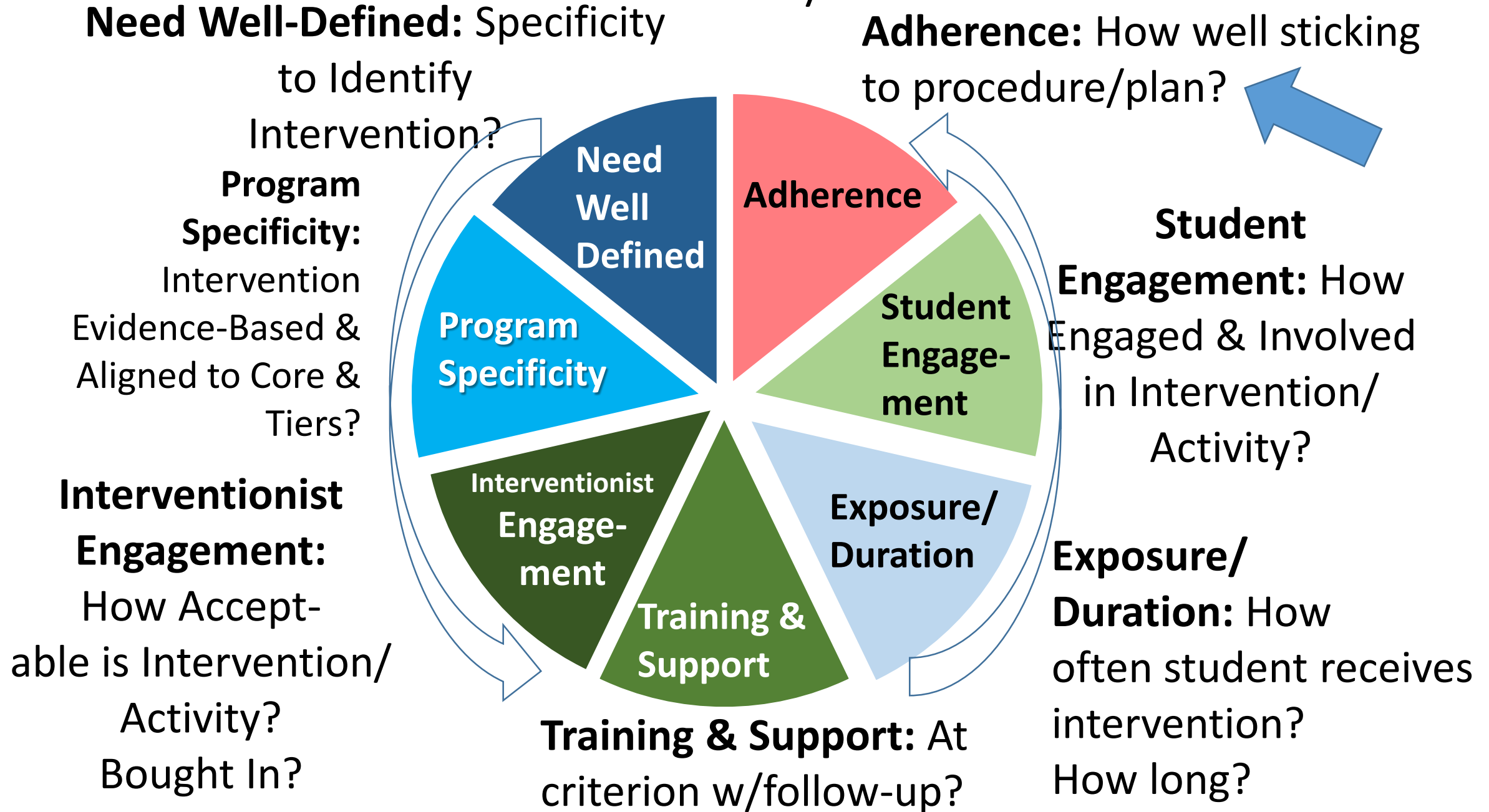
Acceptability Applied to Students

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



Here's Kim

7 Elements of Fidelity of Interventions





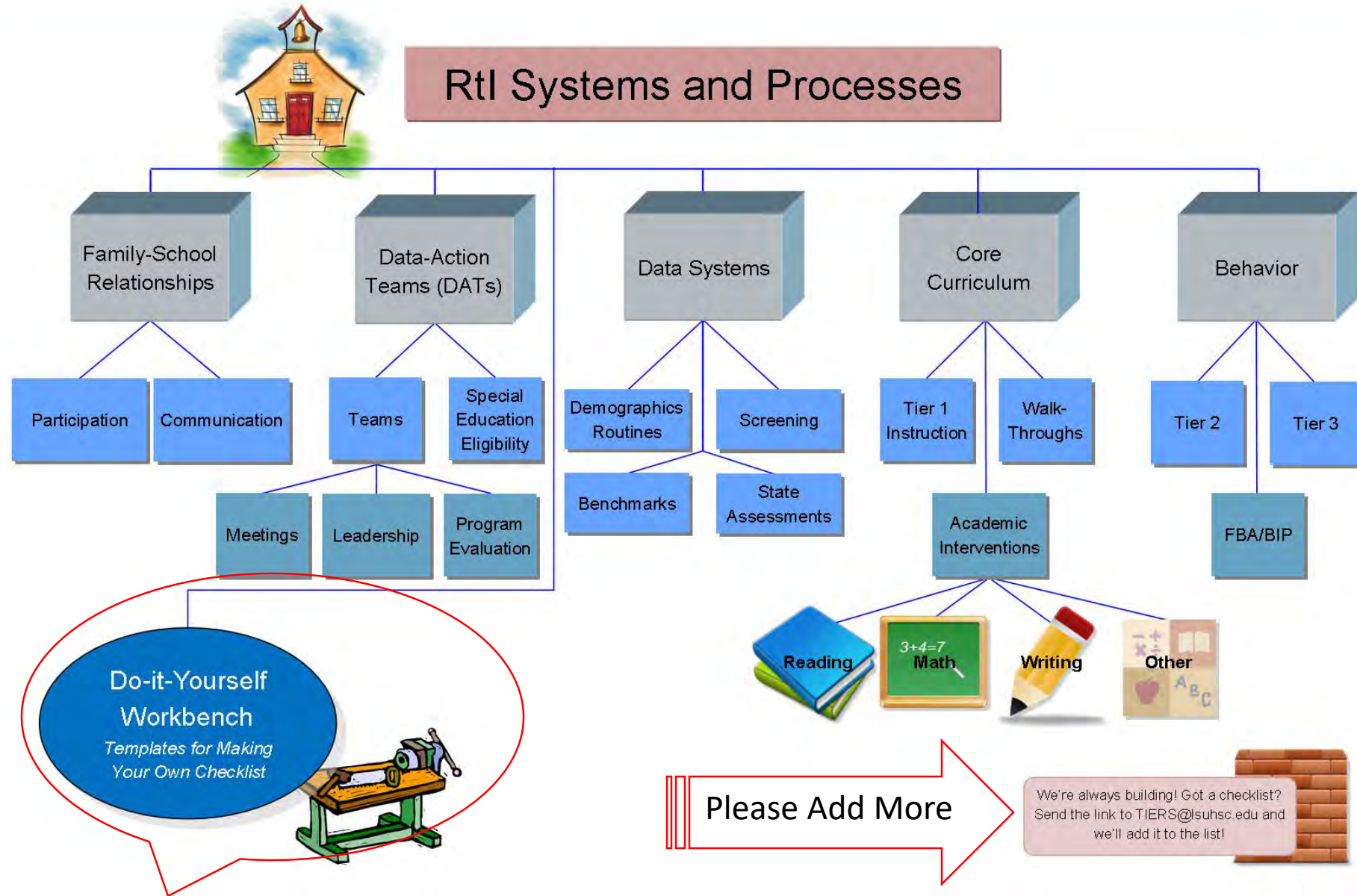
Adherence

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



What is *Implementation Integrity* or *Fidelity*?

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



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

School: → → → → → Date: → → →

District: → → → → → Data collector: → → →

Check-In/Check-Out Fidelity Checklist

School: _____

Date: _____

Student: _____

During the past week:

Check-In Check-Out Fidelity Measures

<u>Evaluation Question</u>	<u>Data Source</u> P=permanent product; I=Interview; O=Observation	<u>Score</u> 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)		
3. Do students who are referred to the CICO support within a week? (0=more than a week, 1=referral and CICO support within a week)		
4. Does the administrator review CICO data consistently, 2=consistently, 1=sometimes, 0=not consistently		
5. Do 90% of CICO data points come from the interview?	Interview	
6. Do 90% of the students check-in daily? (Randomly sample 3 days for recording) (0=0-50%, 1=51-89%, 2=90-100%)	CICO recording form	
7. Do 90% of students on the CICO check-out daily? (Randomly sample 3 days for recording) (0=0-50%, 1=51-89%, 2=90-100%)	CICO recording form	

1. Student checked in at the beginning of the day.	Yes	No	did not observe
2. Student checked out at the end of the day.	Yes	No	did not observe
3. Student checked in to each teacher at the beginning of each class period.	Yes	No	did not observe
4. Student acknowledged student when given daily support.	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 end of the day.	Yes	No	did not observe
7. Student took daily report home to get parent signature.	Yes	No	
8. Student CICO points are recorded daily.	Yes	No	
9. Student CICO data is reviewed by the school behavior support team at least every two weeks.	Yes	No	did not observe
10. Process in place for CICO to be (a) faded to self-management if CICO is effective, or (b) linked to function-based support if CICO is not effective.	Yes	No	

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

School: → → → → → **Date:** → _____

District: → → → → **Data collector:** → → →

Focus
on the
System

<u>Evaluation Question</u>	<u>Data Source</u> P = permanent product; I = Interview; O = Observation	<u>Score</u> 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	
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	

School: _____

Date: _____

Student: _____

During the past week:

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 end of the day	Yes	No	did not observe

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 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?

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?)



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 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)

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.

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.

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

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 <u>immediately</u> 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		

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!

Adjustments Made



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



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

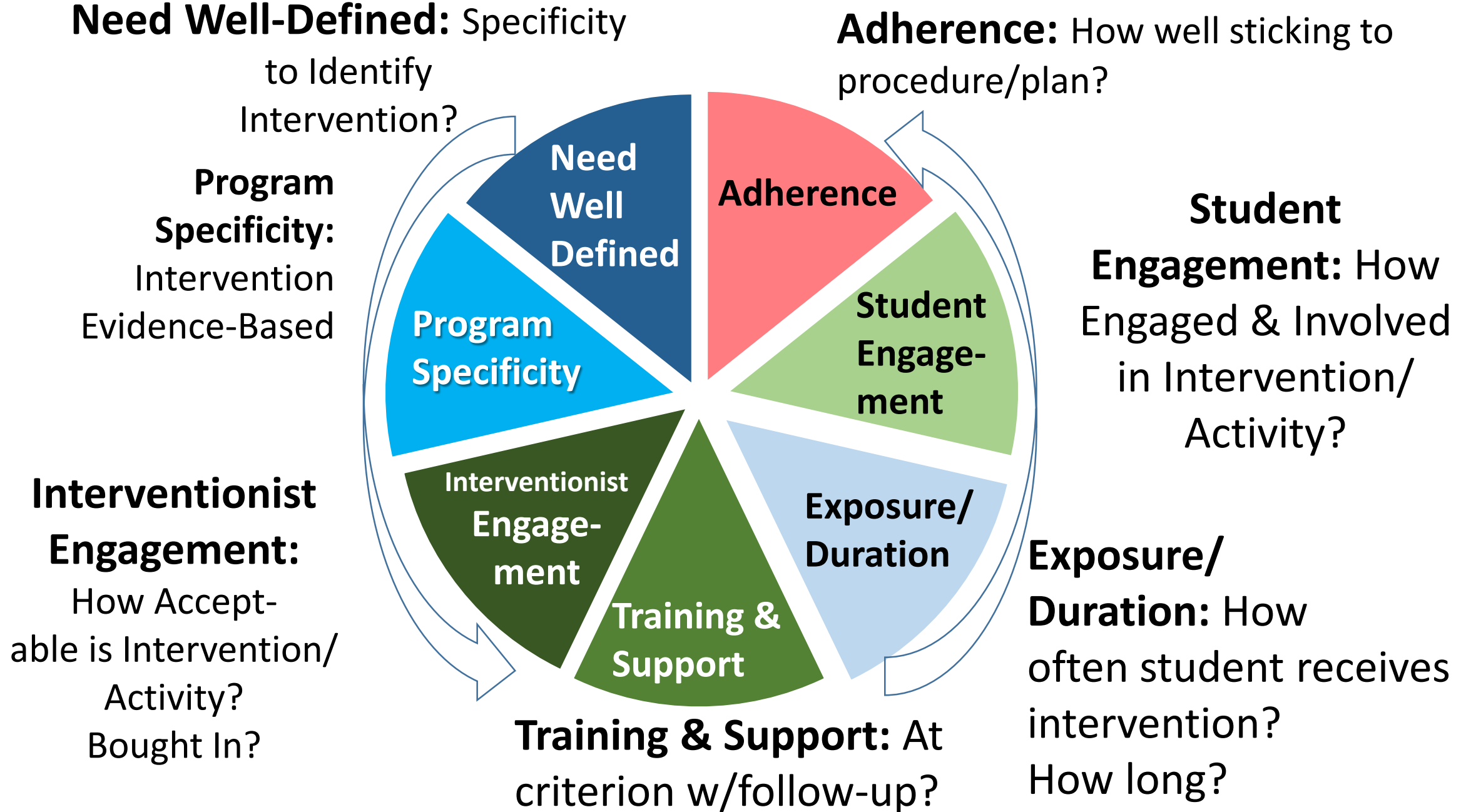
80%

Or 100% ?



Coulter & Gibbons, 2017

7 Elements of Fidelity of Program/Interventions



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			

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.



T eams
I ntervening
E arly to
R each all
S tudents

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

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