

Implementation Fidelity

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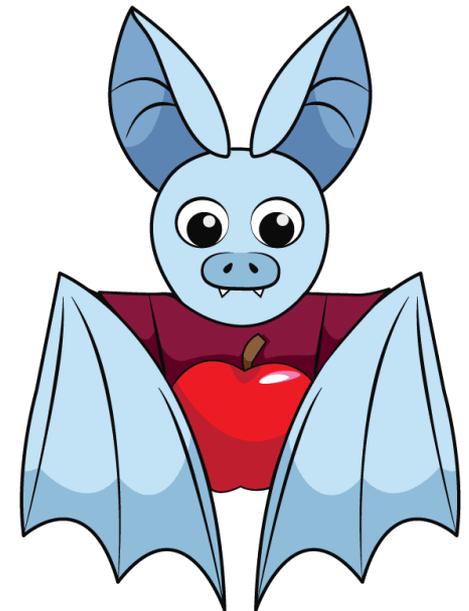
Housekeeping

- Please participate in polls and the open-ended questions.
- Please complete the exit survey at the end of today's webinar via the QR Code. The survey link will also be emailed an hour after today's webinar.
- If you wish to earn a CPDU hour, complete the ISBE evaluation of professional development and return it to me. It will be emailed tomorrow.



Poll #1: Who are you?

- Special Education Teacher
- General Education Teacher
- Related Service Personnel
- Administrator
- Other



Agenda

- Welcome
- Overview of BAT project
- Implementation fidelity
 - Components and promotion of Implementation fidelity
 - Factors associated with achieving high levels
 - Implementation fidelity and PBIS
 - Implications for FBA/BIP process
- Self-reflection
- Remaining spring 2024 webinars
- Q&A Exit survey



What is the Behavior Assessment Training (BAT) project?

The Special Education Behavior Assessment Training (BAT) project provides comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices and Behavior Intervention Plans (BIPs).

- Monthly webinars
- Annual regional conference
- Guidance document and technical assistance library
- Technical assistance for targeted districts by the direction of ISBE
- Online Learning Modules (currently in development)

This project is funded by the Illinois State Board of Education through an IDEA Part B Federal Grant.



Open ended question #1: How would **you** describe fidelity?

Please “raise”
your hand.

I will unmute
you and you
can answer.



Definition of Implementation fidelity

Determination of how well the program/practice/intervention is being implemented in comparison with the original program design; is the program/practice being delivered as it was designed and implemented in its efficacy and/or effectiveness trials.

Implications for the FBA/BIP process:

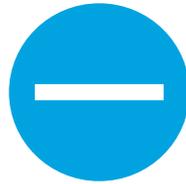
- Data collection for FBA and BIP implementation
- Evaluating progress in meeting behavioral goals



Poll #2: Does your FBA/BIP process encourage Implementation fidelity?



Yes



No



Unsure



Fidelity and Match

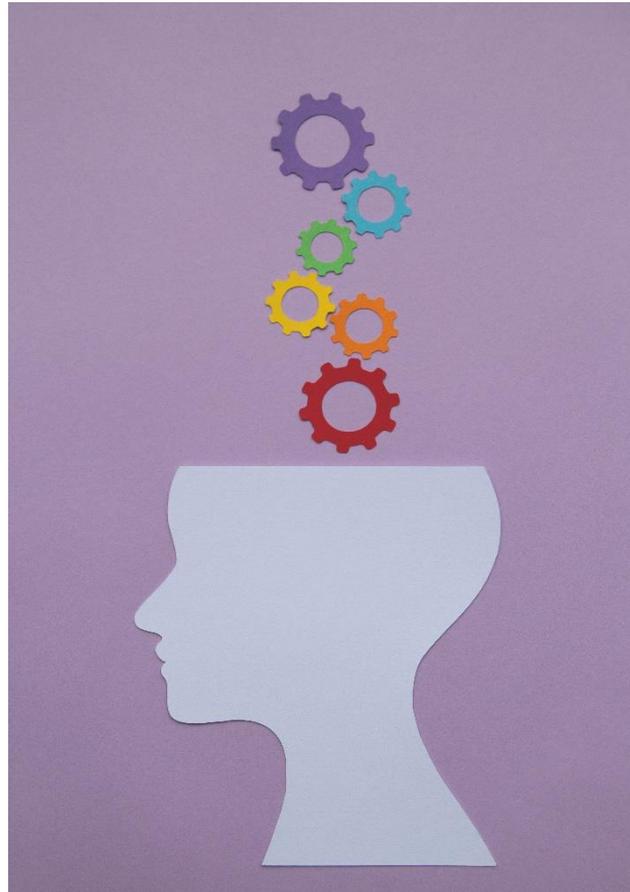
Evidence that supports interventions assume that the treatment is used in the manner that it was researched.

Changing parts of an intervention, while typical, can invalidate the evidence-based intervention.

There are many ways to change an intervention (frequency, materials, setting), which can alter the effectiveness of the evidence-based interventions.



What does the research say?



Implementation fidelity graphic

(<https://www.jmu.edu/assessment/sass/ac-step-four.shtml>)



Promoting Implementation Fidelity

In addition to school personnel implementing an evidence-based practice or program as intended, there are factors that are often associated with high fidelity of implementation (adherence, exposure etc.). By attending to such factors, related to the practice or program, the organization, the teacher, and training, **school personnel are more likely to implement the practice or program with fidelity, which, in turn, increases the possibility of positive student outcomes.** These considerations have implications for data collection for the FBA/BIP process.

Promoting Implementation Fidelity



Receive **training** from staff with **knowledge and experience** with providing and monitoring Implementation fidelity



Adhere to the instructional procedures of the practice or program



Implement the practice or program **as frequently as recommended**



Implement the practice or program for the **recommended amount of time**



Implement the instructional procedures with fidelity



Poll #3: Which of the 5 steps is difficult to address in your role?

- Ongoing training from qualified content experts.
- Adherence to instructional procedures for program
- Implement as frequently as recommended
- Implement for recommended amount of time
- Ongoing monitoring



Factors Associated with a High Level of Implementation Fidelity

- Practice or Program Characteristics
- Organizational Characteristics
- Teacher Characteristics
- Training

Retrieved from <https://iris.peabody.vanderbilt.edu/module/fid/cresource/q2/p04/>



Performing Fidelity Checks

Should not be one-size-fits-all approach

Conducted routinely and on an ongoing basis.

Clear expectations of the practice or intervention being evaluated.

Have specific goals and objectives

Involve multiple stakeholders who can provide valuable insights into the accuracy of instruction delivery.

<https://www.theintentionaliep.com/fidelity-check/>



Example of Fidelity of Implementation

Behavior Plan	Completed?	
	Yes	No
When the teacher introduces independent seat assignment, she prompts David to begin working.	X	
The teacher instructs David to work for two minutes independently and then raise his hand for feedback.	X	
The teacher goes to David's desk to check his work.		X
The teacher repeats steps 2 and 3 until the end of the independent work period.	X	

<https://iris.peabody.vanderbilt.edu/module/fid/cresource/q3/p10/#content>

Sharing a perspective

- Measuring your implementation fidelity is critical. The closer you are to meeting the benchmark(s) for fidelity, the better the odds for improving student outcomes.
- What we learn from applying research to reality is implementation is more than your fidelity score. **Implementation depends on how well you fit the intervention to your context.**

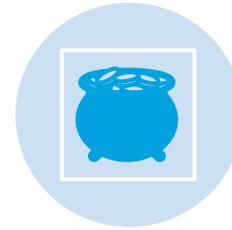
Retrieved from <https://www.pbisapps.org/articles/implementation-fidelity-its-more-than-a-score>



Implementation Fidelity for Consistency



Identify the critical components of the practice.



Name the gold standards for each feature.



Name the harmful variation of each feature.



Acknowledge and address implicit bias



Positive Behavior Support Plan (PBSP) Fidelity Data Checklist

- Outlines the targeted behavior(s)
- Prevention strategies and replacement skills to be taught
- Consequence strategies and the effect on behavior

Retrieved from <https://www.thewatsoninstitute.org/watson-life-resources/situation/positive-behavior-support-plan-fidelity-data-checklist/#:~:text=The%20Positive%20Behavior%20Support%20Plan,%2Dto%2Duse%20checklist%20format>



Troubleshooting Reduced Fidelity Results

- Lack of Implementation fidelity might result in a practice or program being less effective, less efficient, or producing less predictable responses (Wilder, Atwell, & Wine, 2006; Noell, Gresham, & Gansle, 2002).
- When programs implemented with fidelity are compared to programs not implemented with fidelity, there is a difference in effectiveness. Those implemented with fidelity yield larger average effect sizes (Durlak & DuPre, 2008).

Retrieved from

<https://iris.peabody.vanderbilt.edu/module/fid/cresource/q2/p04/>



Self-reflection

- What types of skills, experiences, and resources do you need to be part of an implementation team?
- What is currently in place in your program, school and/or district?
- Does your FBA/BIP process encourage Implementation fidelity? If yes, how?

Q & A



Illinois
State Board of
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Remaining Spring 2024 webinars

- April 17, 2024: Recommendations for Implementing Evidence-Based and Culturally Responsive FBAs and BIPs
- May 15, 2024: Early Childhood Through Multiple Lenses



Taken the exit survey? We hear you!

Participants valued.....

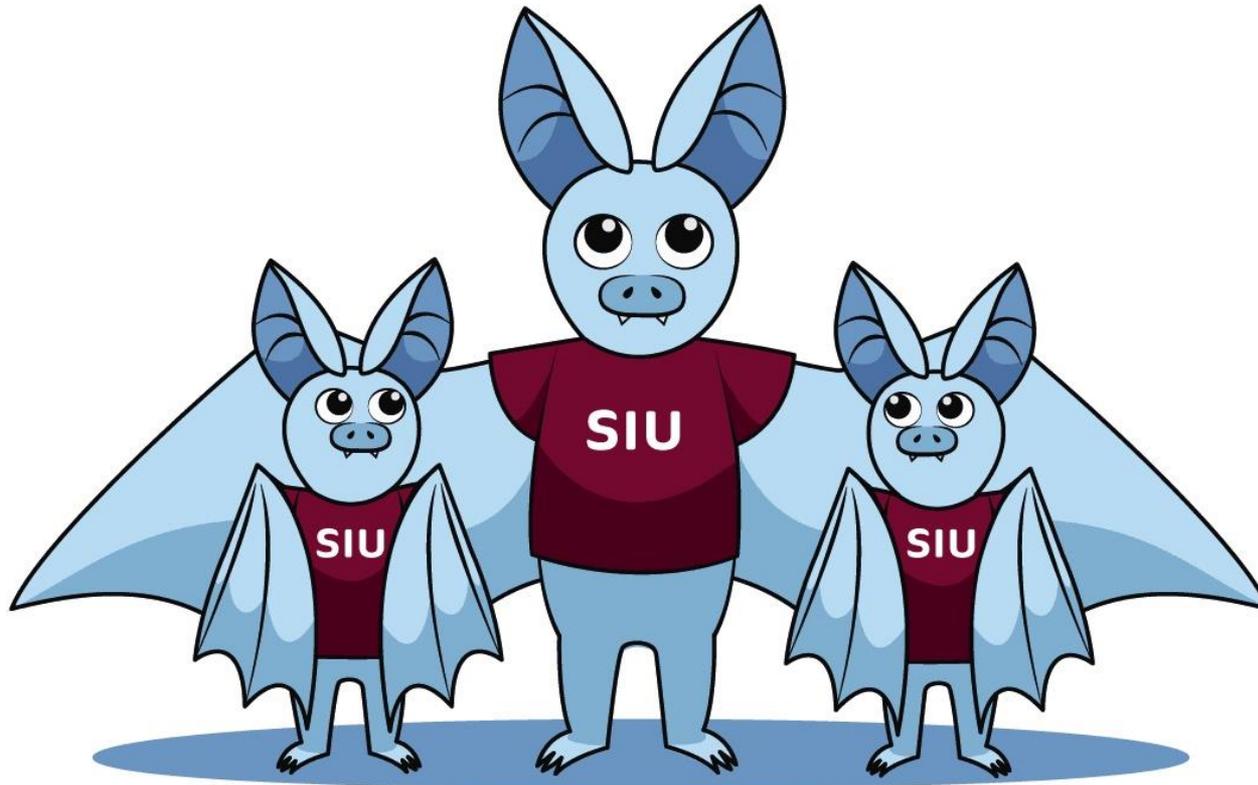
Guest speakers, information and restorative practices, the emphasis on addressing/acknowledging biases, and information and writing BIPs/FBAs.

Due to the content-heavy nature of these webinars, we are not able to incorporate participation/interaction opportunities beyond the polls and chat questions. However, we know it is important for participants to play an active role in their PD.

Please complete the Exit Survey! Thanks



Thank you!



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