

LEADING FOR TRANSFORMATION CONFERENCE | JUNE 2019

# MONITORING THE EFFECTIVENESS OF EVIDENCE-BASED INTERVENTION IMPLEMENTATION

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MAKING  
RESEARCH  
RELEVANT

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**SOUTHEAST**  
Comprehensive Center  
at American Institutes for Research ■

# Welcome and Purpose



## Session Objectives

- Review the purpose and selection of evidence-based intervention.
- Identify the key components of Implementation Science.
- Understand monitoring of the implementation process within the Mississippi Office of School Improvement framework.
- Examine and understand implementation fidelity.
- Understand monitoring implementation fidelity.

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# Introductions

# American Institutes for Research

Established in 1946, with headquarters in Washington, D.C., American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally.

As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.

# Agenda

1. Review the purpose and selection of evidence-based intervention.
2. Understand implementation of evidence-based programs (EBPs).
3. Understand the implementation process within the Mississippi Office of School Improvement framework.
4. Examine fidelity of implementation.
5. Understand importance of monitoring implementation fidelity.

# Activity 1: We Want to Learn About You

On the index card, complete the following:

1. Write a word that most accurately represents your implementation of evidence-based intervention.
2. In a sentence, explain why (e.g., I wrote the word \_\_\_\_\_ because \_\_\_\_\_ ).
3. Write one thing you hope to learn today.

# Why Evidence-Based Interventions?



# Evidenced-Based Interventions

It's the law!

# Activity

	What I think it is	What it is	What I learned today	Questions I have
Monitoring Implementation of Evidence-Based Interventions				

# Evidenced-Based Interventions

The Elementary and Secondary Education Act (ESEA) emphasizes the use of evidence-based activities, strategies, and interventions (collectively referred to as “interventions”). Section 8101(21)(A) of the ESEA defines an evidence-based intervention as being supported by strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale.

# Implementing Evidence-Based Programs

# What is Implementation?

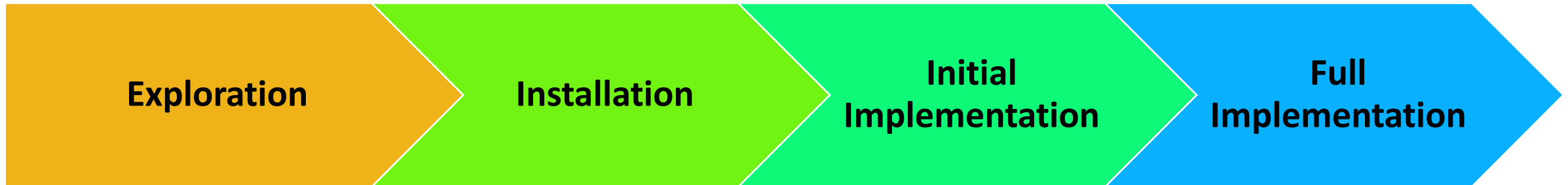
- Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005).
- As a field, we have discovered that all the paper in file cabinets plus all the manuals on the shelves do not equal real-world transformation of human service systems through innovative practice (Fixsen et al., 2005).

# Implementation

Refers to steps taken to get evidence-based programs or practices into use via effective strategies

Damshroder and Hagedorn (2011)

# Stages of Implementation



The Early Childhood Technical Assistance Center (ECTA Center), 2014

## Activity

Think of a time when you were implementing a new practice, procedure, or program.

- In what stage did you spend most of your time?
- Were you able to get to full implementation? How?
- What were some obstacles that hindered progress or that pushed implementation to the next stage?



# Initial Implementation

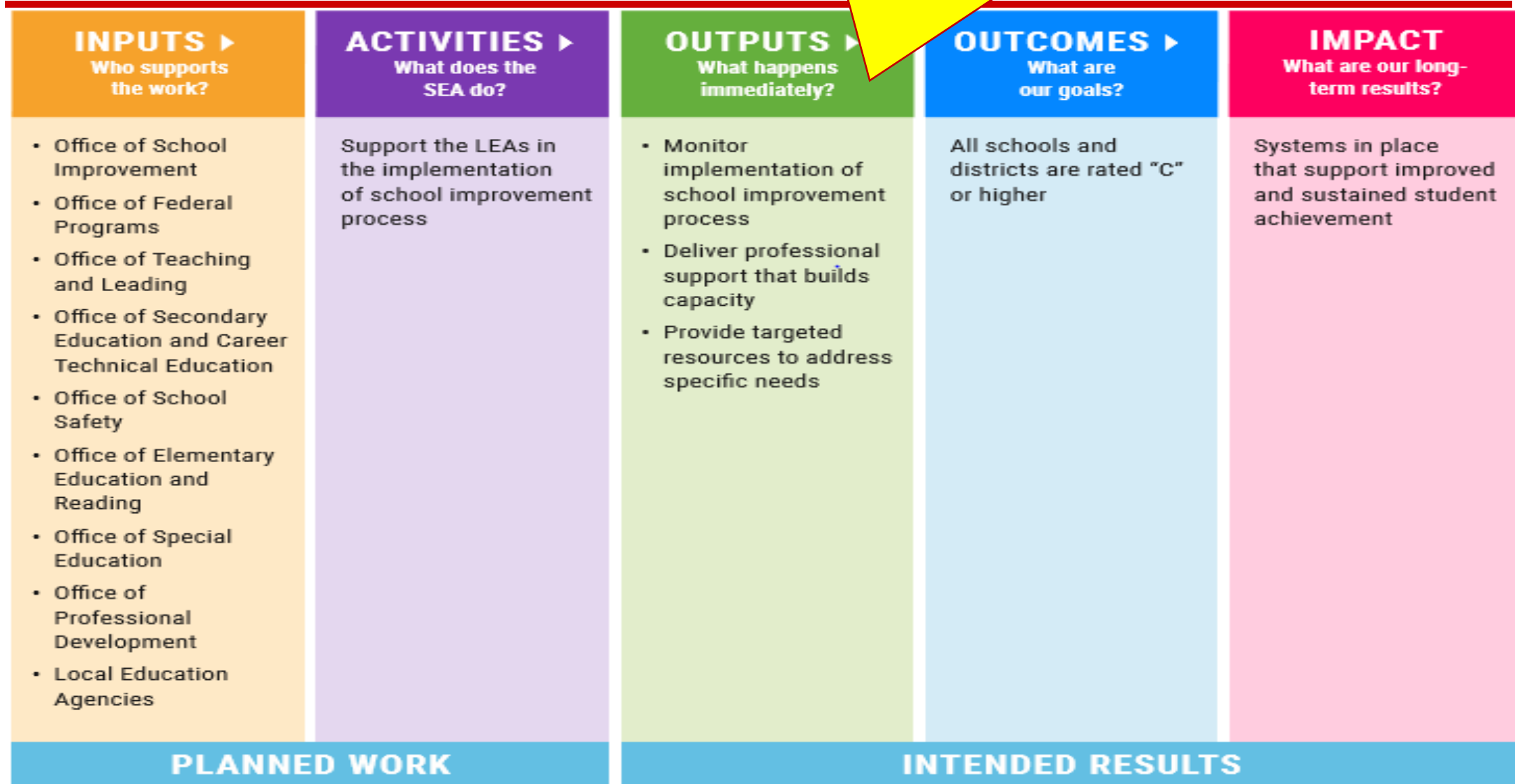
- Identify and make necessary changes.
- Gather data systems.
- Develop improvement strategies.
- Refine supports.

# Full Implementation

- Manage implementation steps.
- Attain fidelity and desired outcomes.
- Continue to improve fidelity and results.

# Monitoring Fidelity of Implementation

# Theory of Action Plan Components



## Implementation Process

Pay attention to  
implementing the EBI  
with fidelity!

# Fidelity

“the degree to which teachers and other program providers implement programs as intended by the program developers.” (p. 240)

Mellard & Johnson, 2007

# Importance of Fidelity

- Ensures that instruction has been implemented as intended.
- Allows us to link student outcomes to instruction.
- Helps in the determination of intervention effectiveness and instructional decision-making.
- Positive student outcomes depend on level of fidelity of intervention implementation.

# Elements of Fidelity

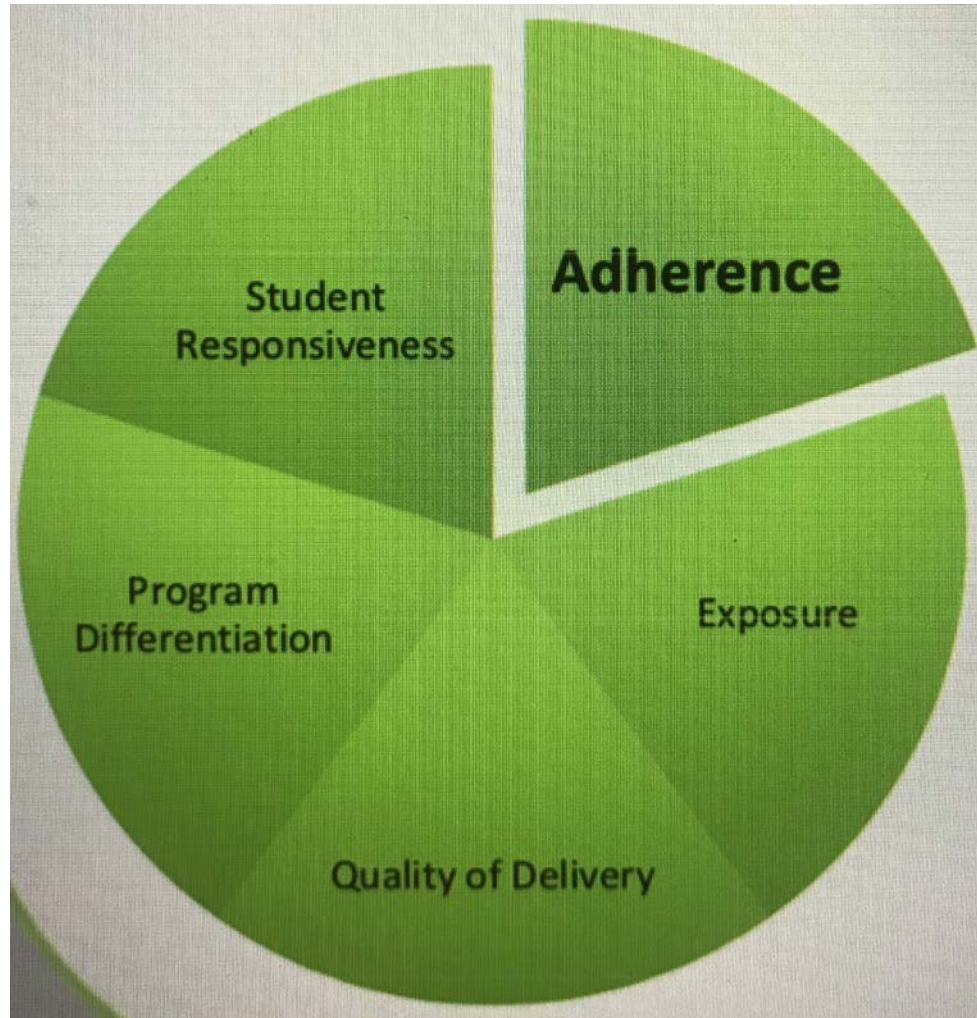
- Adherence
- Exposure
- Delivery
- Program Differentiation
- Student Responsiveness

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Dane & Schneider, 1998; O'Donnell, 2008



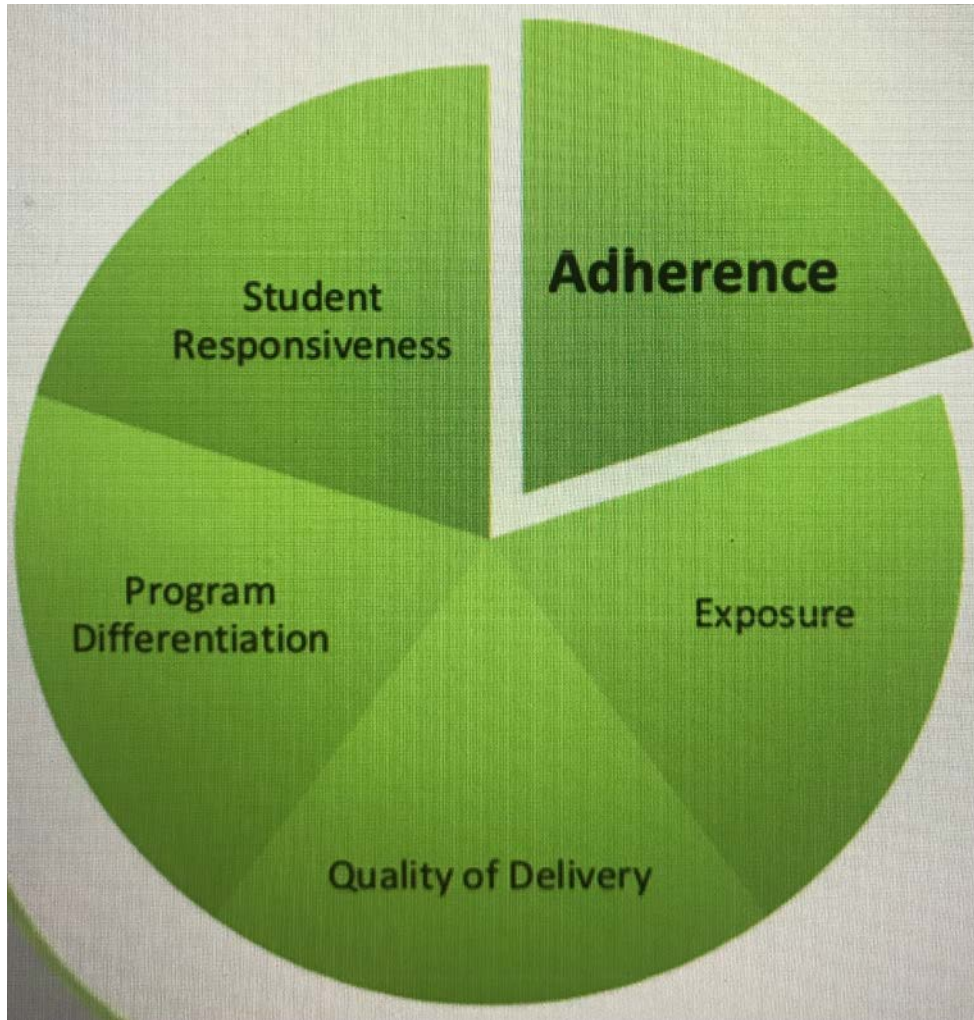
# Adherence



1. Follow the instructional procedures of the practice or program as they were intended and implement all components in correct order.
2. Understand how to implement the EBP as intended.

Mellard, D., Khan, C., McKnight, M., & Prewitt, S. (2009).

# Monitoring Adherence

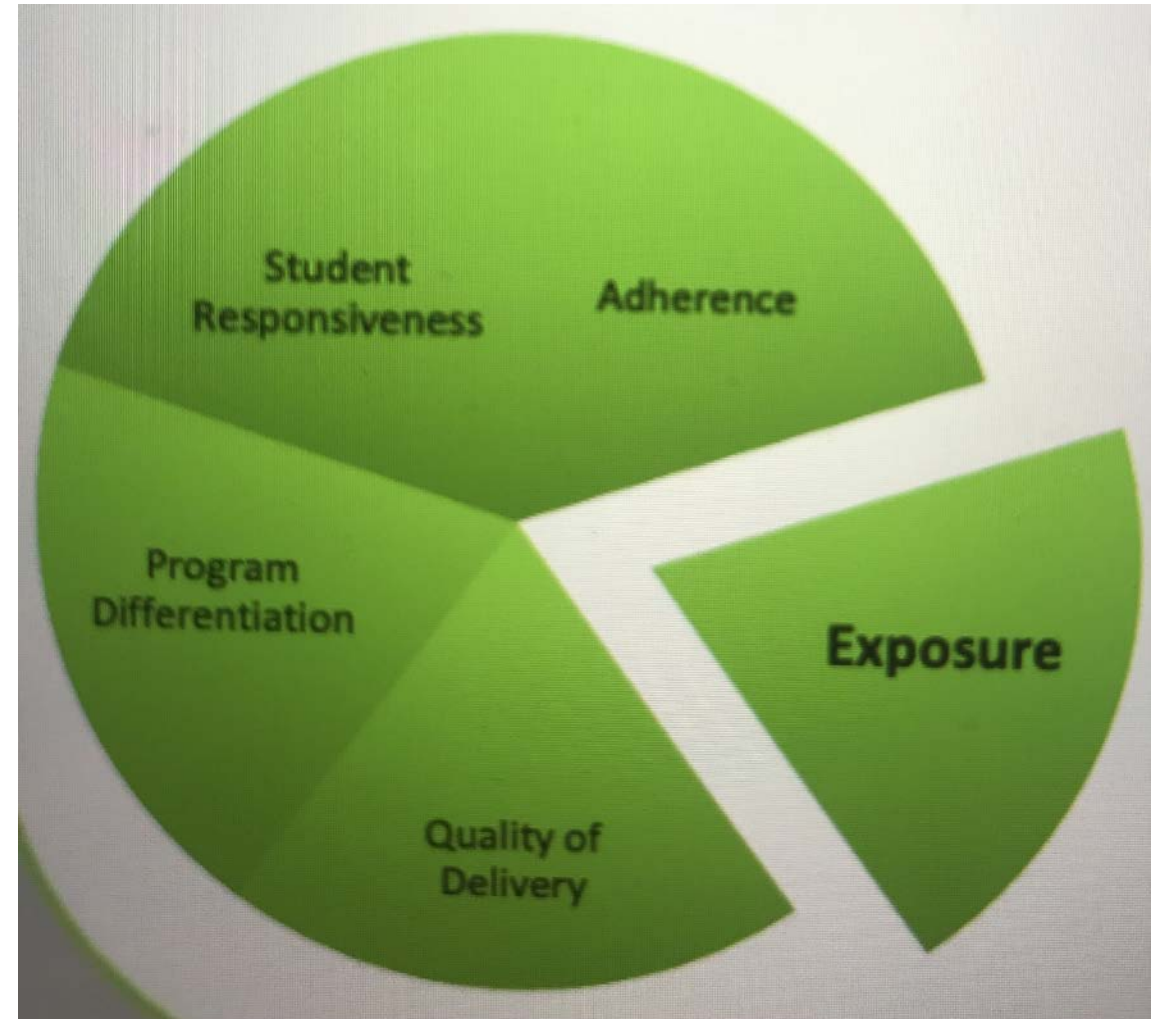


- Implementer checklist
- Screening and progress monitoring data
- Observation of teaching methods
- Observation checklist

Mellard, D., Khan, C., McKnight, M., & Prewitt, S. (2009).

# Duration

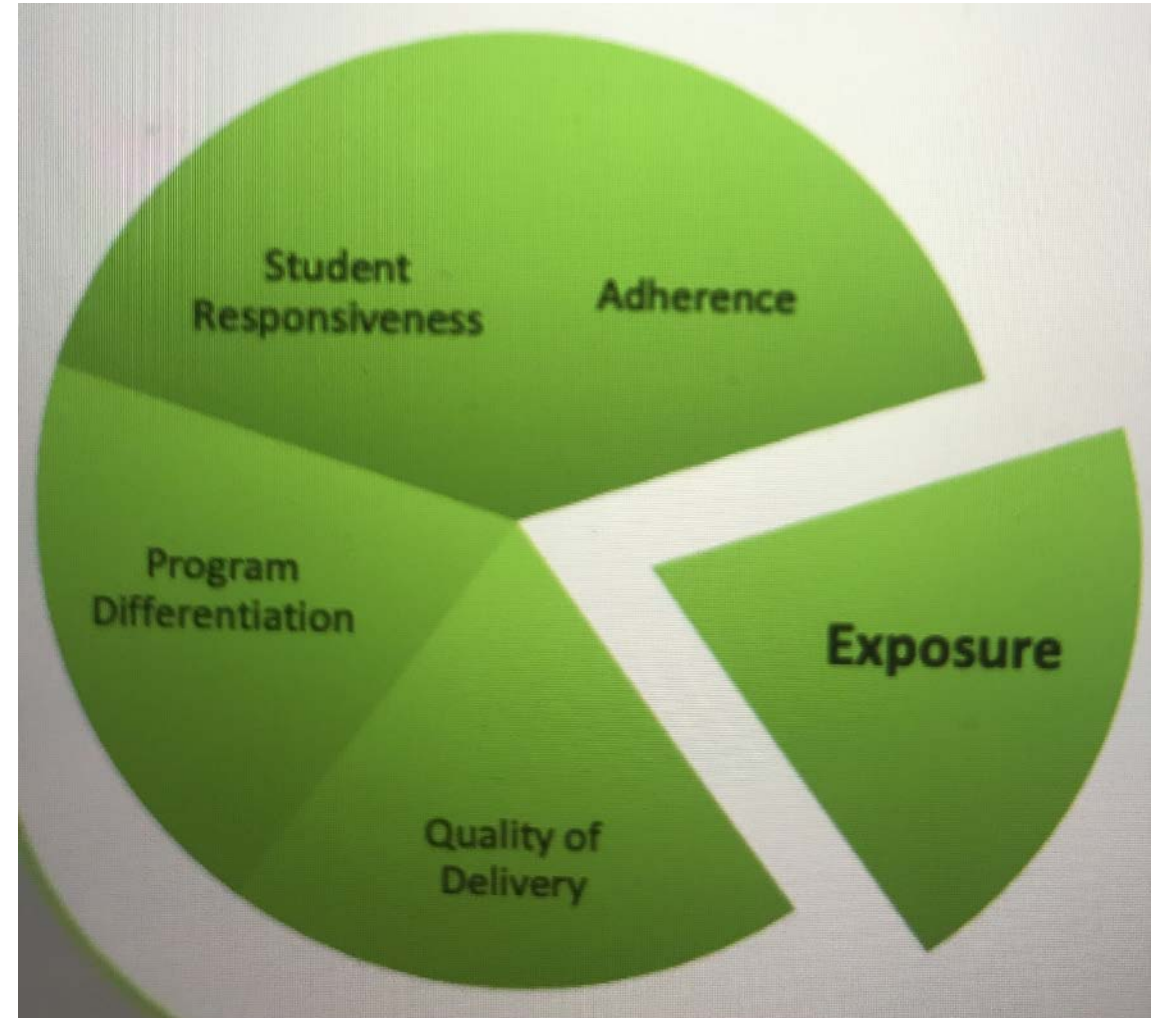
1. Exposure/duration—  
Implementing the practice or program for the recommended:
  - Length of session (e.g., 40 minutes)
  - Duration of EBP (e.g., 12 weeks, 1 semester, 1 academic year)
  - Frequency (e.g., daily, three times per week)



Mellard, D., Khan, C., McKnight, M., & Prewitt, S. (2009).

# Monitoring Duration

1. How often are screening and progress monitoring conducted?
2. How often is teaching duration observed?



Mellard, D., Khan, C., McKnight, M., & Prewitt, S. (2009).

# Delivery



1. Gather and organize the resources necessary for implementation.
2. Deliver the EBP using good teacher practices (e.g., implementing with enthusiasm, making time for student questions and feedback, managing transitions).
3. Be aware of the **MUST DO** components of the EBP.

Mellard, D., Khan, C., McKnight, M., & Prewitt, S. (2009).

# Monitoring Delivery

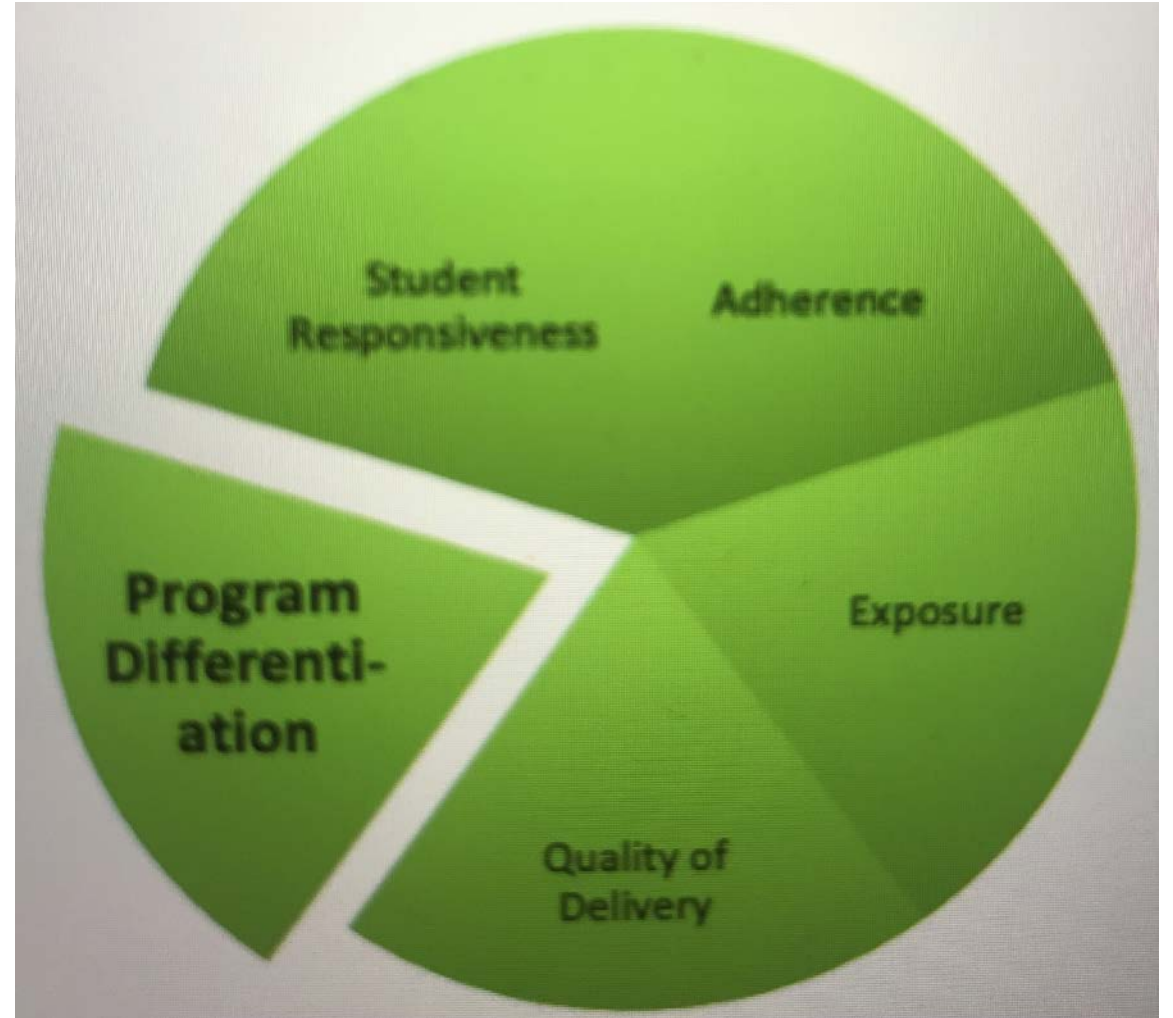


- Observation of teaching strategies and techniques
- Self-reporting on knowledge of content, techniques used, and reflection on lesson

Mellard, D., Khan, C., McKnight, M., & Prewitt, S. (2009).

# Adjustments

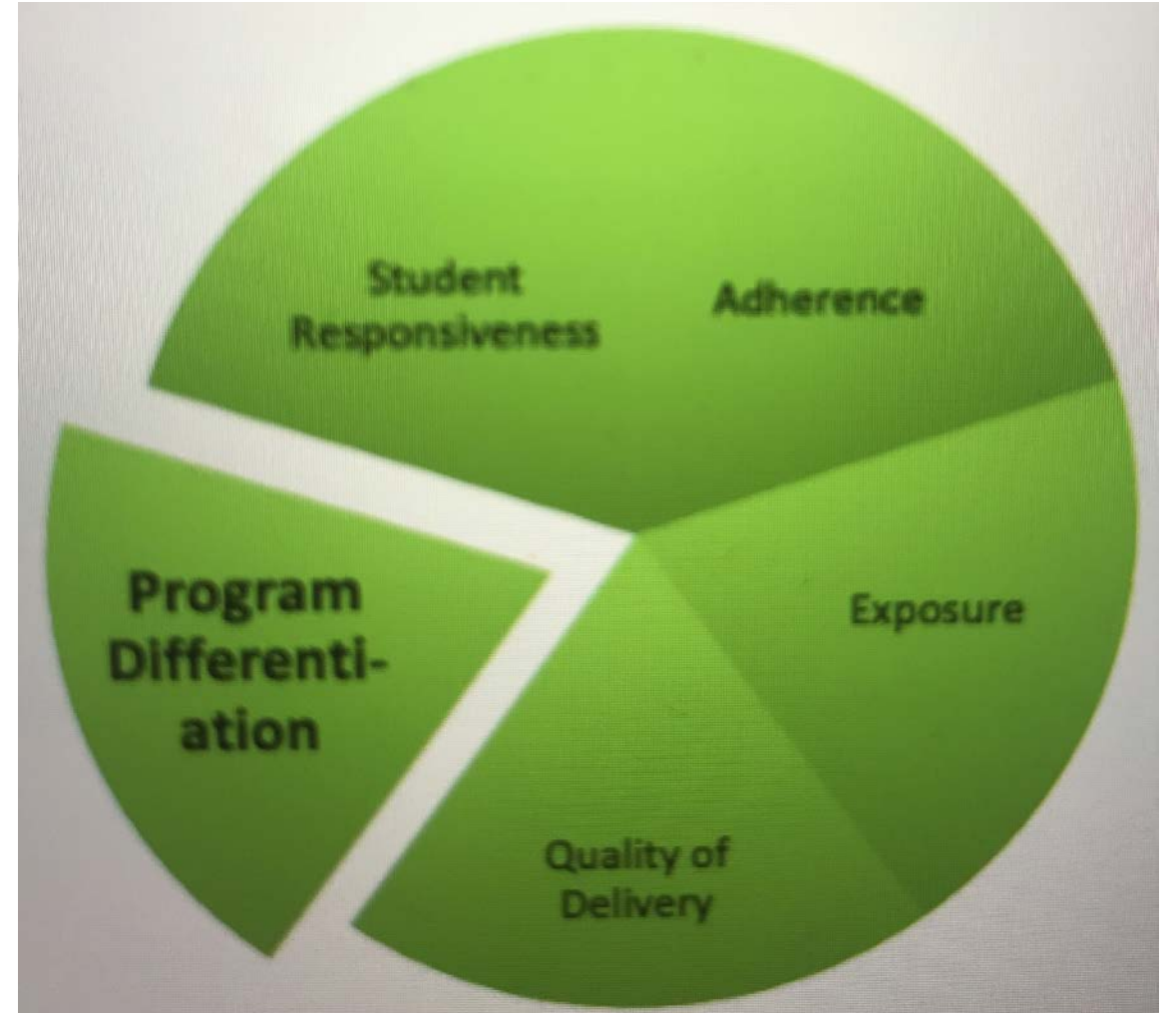
Veering away from the recommended procedures



Mellard, D., Khan, C., McKnight, M., & Prewitt, S. (2009).

# Monitoring Adjustments

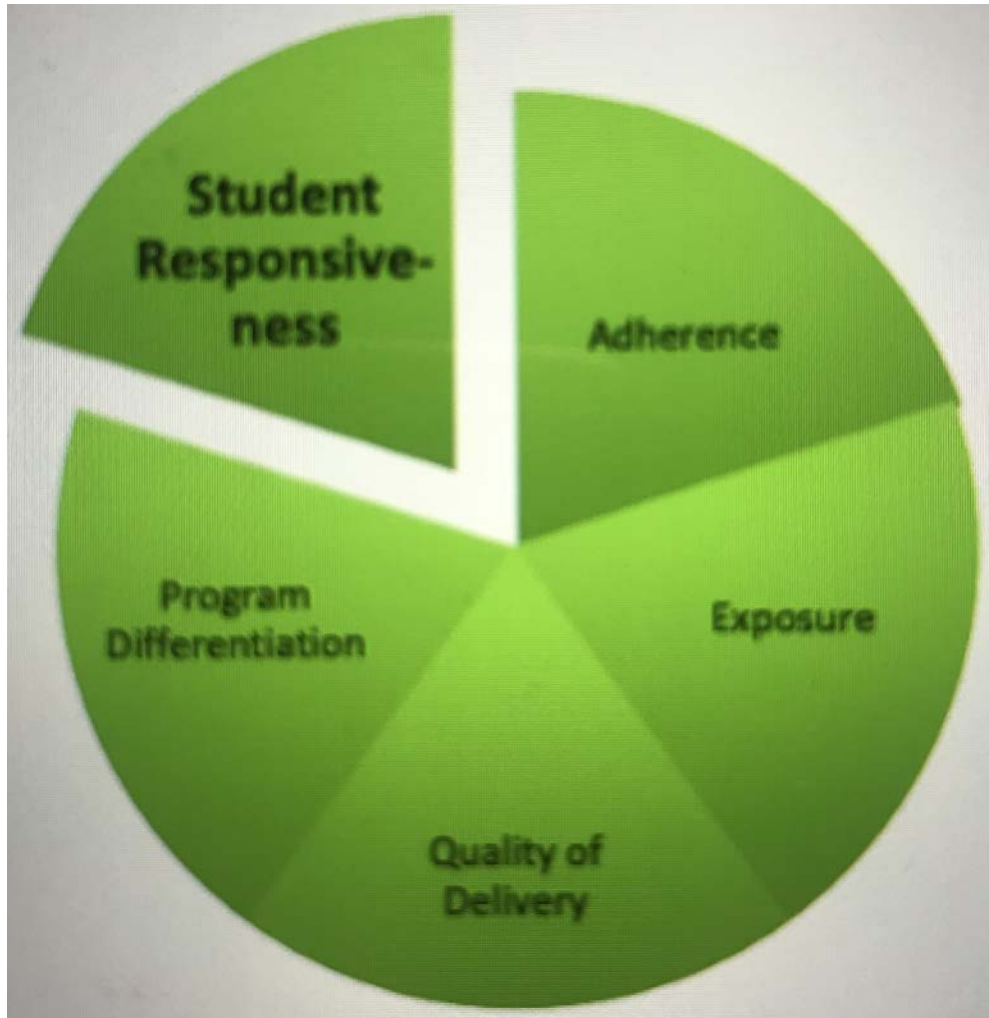
1. Component checklist
2. Documentation



Mellard, D., Khan, C., McKnight, M., & Prewitt, S. (2009).



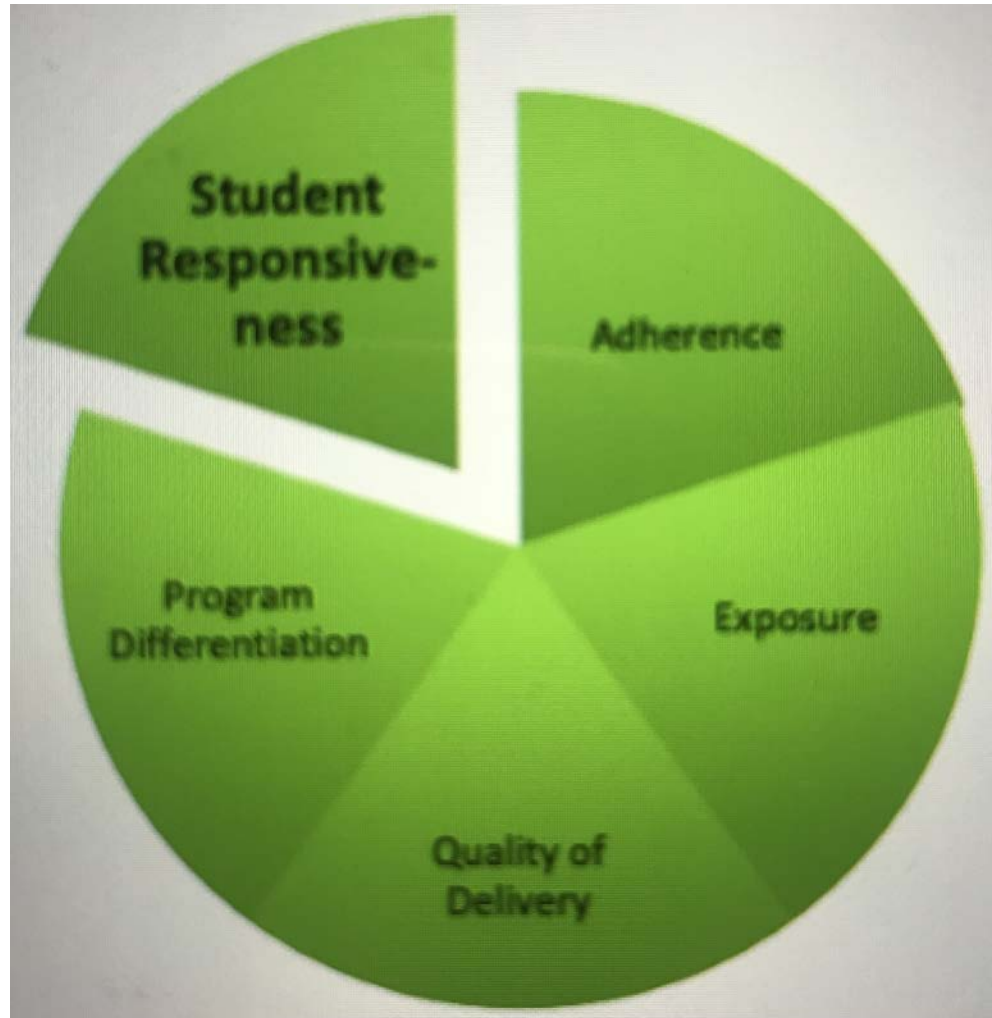
# Student Responsiveness



- Focus on student behaviors.
- How engaged and involved are the students in this intervention or activity?

Mellard, D., Khan, C., McKnight, M., & Prewitt, S. (2009).

# Monitoring Student Responsiveness



- Student progress
- Student feedback

Mellard, D., Khan, C., McKnight, M., & Prewitt, S. (2009).

## Lack of Fidelity

Might result in a practice or program being less effective, less efficient, or producing less-predictable responses.

Wilder, Atwell, & Wine, 2006

# Things to Remember

# Practices to Ensure Fidelity of Implementation

- Clearly define responsibilities of specific people (coaches, teachers, administrators).
- Create a data system for measuring operations, techniques, and components.
- Link fidelity data to improved outcomes outcomes data.
- Approach instructor observation in a positive manner emphasizing problem-solving.

Johnson, Mellard, Fuchs, & McKnight, 2006; Pierangelo & Giuliani, 2008

# Questions?



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Thank you