Data Decision-Making for Program-Wide Implementation

In program-wide implementation, data are used to assess fidelity of implementation and intervention and to assess the outcomes that result from those efforts. Essentially, data are used to address the questions of:

- Are we doing what we say we are doing? (Implementation and Intervention Fidelity)
- Is it making a difference? (Outcomes)

In our first question, we have made a distinction between implementation fidelity and intervention fidelity. Researchers who are engaged in addressing issues related to implementation have offered useful guidance about the value of that distinction (Dunst, Trivette, & Raab, 2013). Implementation fidelity refers to "the degree to which coaching, in-service training, instruction, or any other kind of evidence-based professional development practice is used as intended…", while intervention fidelity refers to "the degree to which evidence-based intervention practices are used as intended…." For a program to implement an innovation, both implementation and intervention fidelity are critical to achieving meaningful outcomes.

In Table 1, we show how data are used for data decision-making as you support and implement the evidence-based practices that you will use to promote child and family outcomes. In this table, you will note that each element is linked and aligned to a data tool to inform decisions and evaluate outcomes.

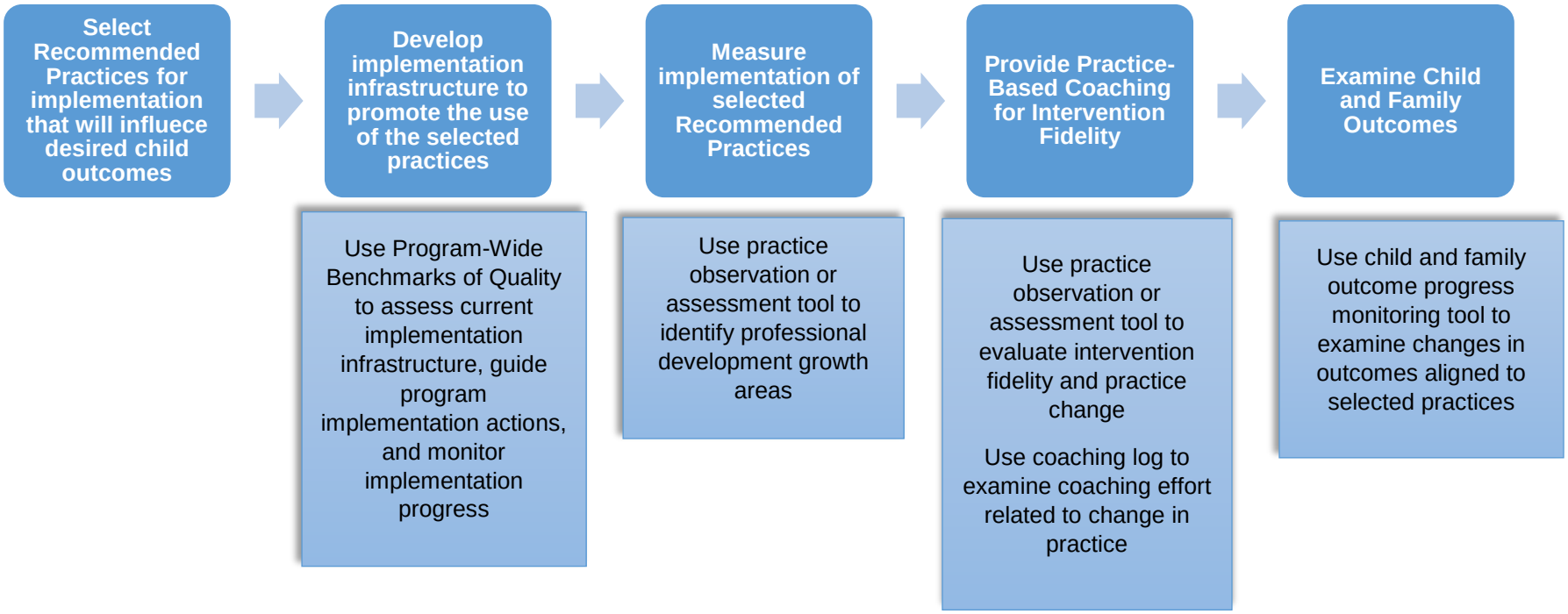
The measures that will be used in your program-wide implementation should be specific to the selected EBPs, include a fidelity measure that is aligned to the implementation of those practices, and include measures of the child and/or family outcomes that are expected to change as a result of the implementation of your selected practices. The evaluation plan for the program-wide implementation will include measures on multiple levels for the purpose of monitoring implementation and intervention fidelity, identifying areas of need, understanding outcomes, and making data decisions. Thus, data collection will be conducted at multiple levels and be used for specific purposes. In Table 1, we have offered an illustration of the tools that might be used, the purpose of various measures, and how data are used for data decision-making.

Table 1. Data Decision-Making Measures for Program-Wide Implementation

Purpose	Measures	Data	Use by Program
Implementation Fidelity	**Examples:** Benchmarks of Quality for Classroom-Based Programs (Implementing Recommended Practices Edition)(Binder & Fox, 2016) Or Benchmarks of Quality for Home Visiting Programs (Implementing Recommended Practices Edition) (Trivette & Jones, 2016)	Implementation of the critical elements of program wide implementation components	• Growth in implementation fidelity (% of critical elements fully implemented; implementation score) • Target areas for implementation; create leadership team action plan
	Practice-Based Coaching contact log (link)	Provides information on coaching visits, duration, and activities	• Analysis of coaching supports provided to teachers including strategies used, duration, and frequency of coaching
Intervention Fidelity: Practitioners	Practice implementation assessment tool **Examples:** • Reaching Potentials with Recommended Practices Observation Scale – Classrooms (RP^2 OS-C; Strain, Bovey, & Fox, 2015) • Reaching Potentials with Recommended Practices Observation Scale – Home	Observations of practitioners' use of the selected practices	• Initial, global assessment is used to understand areas of practitioner strengths and needs, to create professional development plans, guide planning of training, and inform coaching. • Ongoing use of practice implementation tools to guide coaching activities and coaching action plans • Growth in intervention fidelity by individual practitioners and across practitioners

	Visiting Programs (RP^2 OS-HV; Trivette & Jones, 2015) • Teaching Pyramid Observation Tool (Hemmeter, Fox, Snyder, 2014) • Recommended Practices Performance Checklists (see www.ectacenter.org)		
Child	**Child outcome measures:** **Examples:** • STARE: Scale for Teacher Assessment of Routine Engagement (McWilliam, 2000) • Progress monitoring tools (e.g., Direct Behavior Rating, Chafouleas et al., 2010; PTR Behavior Rating Scale, Dunlap et al., 2010) • Social Emotional Assessment Measure (e.g., SEAM; Squires et al., 2014) • Curriculum-based Assessment (e.g., Teaching Strategies™ Gold)	Target child engagement with peers, adults, and materials	• Assess current status • Track growth in outcomes

Figure 1. Implementing Recommended Practices: A data decision-making approach



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