

State Groupings for Breakout Sessions

Salon F: Practices

- GA, MA, LA
- CO, UT, AR
- CT, PA, ID-B
- HI, ID-C
- IL, WY

Salon E: Infrastructure

- CT, IL, CO
- GA, FL

SSIP Evaluation

Evaluating Practice Implementation

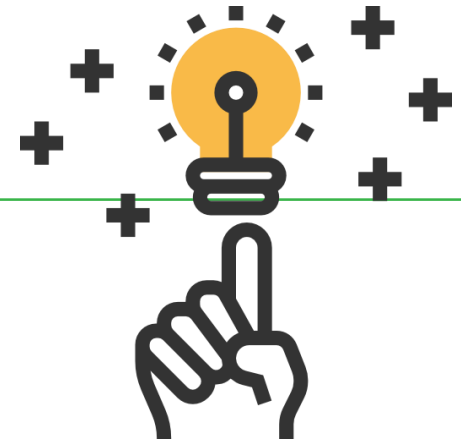
Improving Data, Improving Outcomes Conference
August 14, 2018

Outcomes

Participants will

- Increase understanding of how to evaluate and adapt existing tools and/or items to measure practices
- Increase understanding of the components of a tool
- Increase understanding of considerations for administering a tool to measure practices
- Increase understanding of importance of and how to develop a threshold

Setting the stage



- Practices need to be well specified
- Alignment: Tool → EBPs → SiMR
- Multiple methods/different perspectives
- Quality—This is hard. Start somewhere and continuously improve.
- Practical/doable—select a few areas/practices and do those well
- Stakeholder involvement
 - Increases understanding of what you are trying to do and why
 - Provider input into tool offers perspective on based on everyday practice

Are you

- Using an existing tool
- Modifying a tool that already exists
- Developing a tool
- Considering options





Adapting Tools: Components and Examples



INTERACTION PRACTICES						
Item	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported	NA
18. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions. (INT1) <ul style="list-style-type: none"> Home visitor helps the family promote the child's development by responding intentionally and contingently to the child's behavior. Home visitor helps the family to encourage the child to identify and label emotions in self and others. Home visitor helps the family respond appropriately to the range of their child's emotions. 	5	4	3	2	1	0
19. Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, and/or other types of guided support. (INT2) <ul style="list-style-type: none"> Home visitor helps the family encourage their child to initiate and sustain interactions with adults during everyday routines and activities. Home visitor helps the family join in their child's social interactions to extend and sustain play interactions with siblings or peers. Home visitor helps the family use strategies such as modeling, labeling, explaining, or describing desired behaviors to promote their child's social interactions during activities and routines. 	5	4	3	2	1	0
20. Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests. (INT3) <ul style="list-style-type: none"> Home visitor helps the family promote their child's communication and social emotional development by responding intentionally and contingently to their child's behavior. Home visitor helps the family promote the child's communication skills by following the child's lead. Home visitor helps the family encourage their child to elaborate on his/her skills/behaviors during everyday routines and activities. 	5	4	3	2	1	0

http://ectacenter.org/~pdfs/sig/6_8_os-homevisiting.pdf

Adult-Child Interaction Checklist

This checklist includes practices that can be used to engage a child in adult-child interactive episodes to promote and support child competence. The main focus of the practice is responding promptly and positively (contingently) to a child's behavior to elicit or maintain child interactions with an adult during everyday activities and play. Adult contingent responsiveness is characterized by sensitive, prompt, positive, and an appropriate amount of adult responses to maintain and not interrupt child interactions.

The checklist indicators can be used by a practitioner to develop a plan to use the practice with a child or to promote a parent's or other family members' use of the practice. The checklist rating scale can be used to do a self-evaluation to determine if the different practice characteristics were used by a practitioner with a child or as part of promoting a parent's use of the practices.

Practitioner: _____ Child: _____ Date: _____

Please indicate which practice characteristics you were able to use as part of interactions with a child:	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Observe the child's participation in everyday activities and social play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identify the focus of the child's attention or engagement in the activities(e.g., child interests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Follow the child's lead and interests or preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Interpret the child's behavior and responses as an intent to interact or communicate with you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Respond promptly and positively (contingently) to the child's behavior in a way that maintains a child's interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Enter into the child's play or					

http://ectacenter.org/~pdfs/decpr/INT-1_Adult-Child_Interaction_2017.pdf

Considerations for adapting a tool/item

- Is it aligned with the practices you are implementing?
 - If not, could it be adapted?
- Is it measuring what you want to measure?
- Does it measure a single concept (avoid double-barreled questions)?
- Is it practical to administer?
 - Number of items
 - Time required
- For observations, is the item observable?
- Can it be completed consistently across raters (self or observed)?
 - Clarity of instructions and items
- Does the tool/item allow for variation?
 - Will you be able to see progress over time?
 - Will you be able to see variation among practitioners?
- Does the tool/item provide useful information?



Considerations for administration of tool

- Who does it?
- Which providers?
- Along with other measures (e.g., combination of observation, self-assessment)?
- Do you have the capacity? (how to make it doable)
- Timing—When, how often, points in time (e.g., baseline, follow up)?
- How is tool administered (e.g., live or video observation, hard copy or online self-assessment)?



Decision Points



- Design of the tool
- Phrasing of items – single concept
- Phrasing of items – clarity
- Selecting the response options
- Pilot testing the measure
- Method for rating
- Recorded sessions (if applicable)
- Sampling process (if applicable)
- Raters
- Training for raters

Feely et al (2018)



Establishing a Fidelity Threshold

Without a threshold, you cannot answer the question:

“Are practitioners implementing the practices with fidelity?”

What is a fidelity threshold?

- A specific cut-score, applied to a specific tool, that indicates what level of implementation is judged to be sufficient for achieving targeted child or family outcomes.
- It should be consistent with what is considered acceptable implementation of the evidence-based practice.



Why a fidelity threshold?

- To **distinguish** between practitioners who are implementing the practices **at a level sufficient** for reaching targeted outcomes from those practitioners who are not.
- To help you determine who still needs **support** to improve practice, and who needs less support.



Considerations for establishing a fidelity threshold

- For existing tools, use threshold score provided by tool developer (if available)
- Threshold is often based on a **summary** score made up of multiple items
- Do not set the threshold **so high** that only the most expert practitioners can achieve it
- Do not set the threshold **so low** that implementation of the practice, at that level of fidelity, is unlikely to have a meaningful impact on outcomes
- Threshold should be achievable for most practitioners

Process for Establishing Threshold

1. Have practice experts (e.g., coaches, experienced practitioners) who understand the practices recommend a meaningful threshold score
2. Conduct pilot test to compare scores from tool to expert opinions on the practitioners' level of fidelity
3. Involve diverse stakeholders to reach consensus on a meaningful threshold score
4. It may be necessary to revisit your threshold as you learn more about the level of fidelity required to impact the outcome.

Questions/Comments



Resources

- Materials from the SSIP Evaluation online workshop series are posted on the DaSy website (including list of existing tools): [Evaluation of Implementation of EBP Workshop Resources](#)
- DEC Recommended Practices Checklists: [DEC RP Checklists](#)
- ECTA Learning Lab--Exploring Coaching for Practice Change: Data Decision-making and the Implementation of Practice-Based Coaching:
<http://ectacenter.org/~calls/2017/learninglab.asp#session4>

Working in Table Groups



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Thank you

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