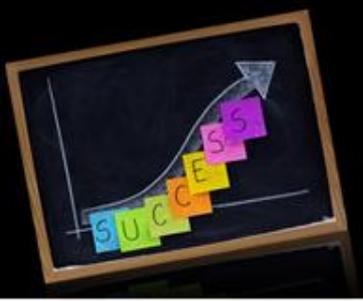


W. Alan Coulter, Ph.D.
Teams Intervening Early to Reach all Students
(TIERS Group) Human Development Center
LSU Health – New Orleans

Thank You Kelly !





Thanks for Inviting Me

- Impressive Design – Targeted Improvement Projects (TIPs)
- Lots of Work & Effort Expended
- Ambitious Undertaking
- Hopeful Improvement Foci
- Diverse Strategies
- Quite a Year Ahead of You

Look at the Handout

- ✓ Adjunct to the Learning Today - a Working Session (not just Sit & Listen)
- ✓ Only Useful If You 'Use' It
- ✓ How to Find Alan?
- ✓ Will NOT Do Everything
- ✓ Will NOT include Everything You See & Hear, but...

12 pages, 1957 words



4 OUTCOMES FOR THE DAY

1. Review Critical Factors in Infrastructure that Support/Sustain the Implementation of the TIP.



4 OUTCOMES FOR THE DAY

- 
2. Review & Examine the Evidence-Based Practices/ Strategy Selected (does the strategy selected have a High Likelihood of having the Impact Desired?)

4 OUTCOMES FOR THE DAY

3. Identify Core Elements of the Evidence-Based Practices/Strategy
Selected & Define what Systemic & Strategy-Specific Fidelity should look like.



4 OUTCOMES FOR THE DAY



4. Identify & Define Measures that could/should be used to Evaluate the Effectiveness of the Strategy selected & the Impact of their TIP.

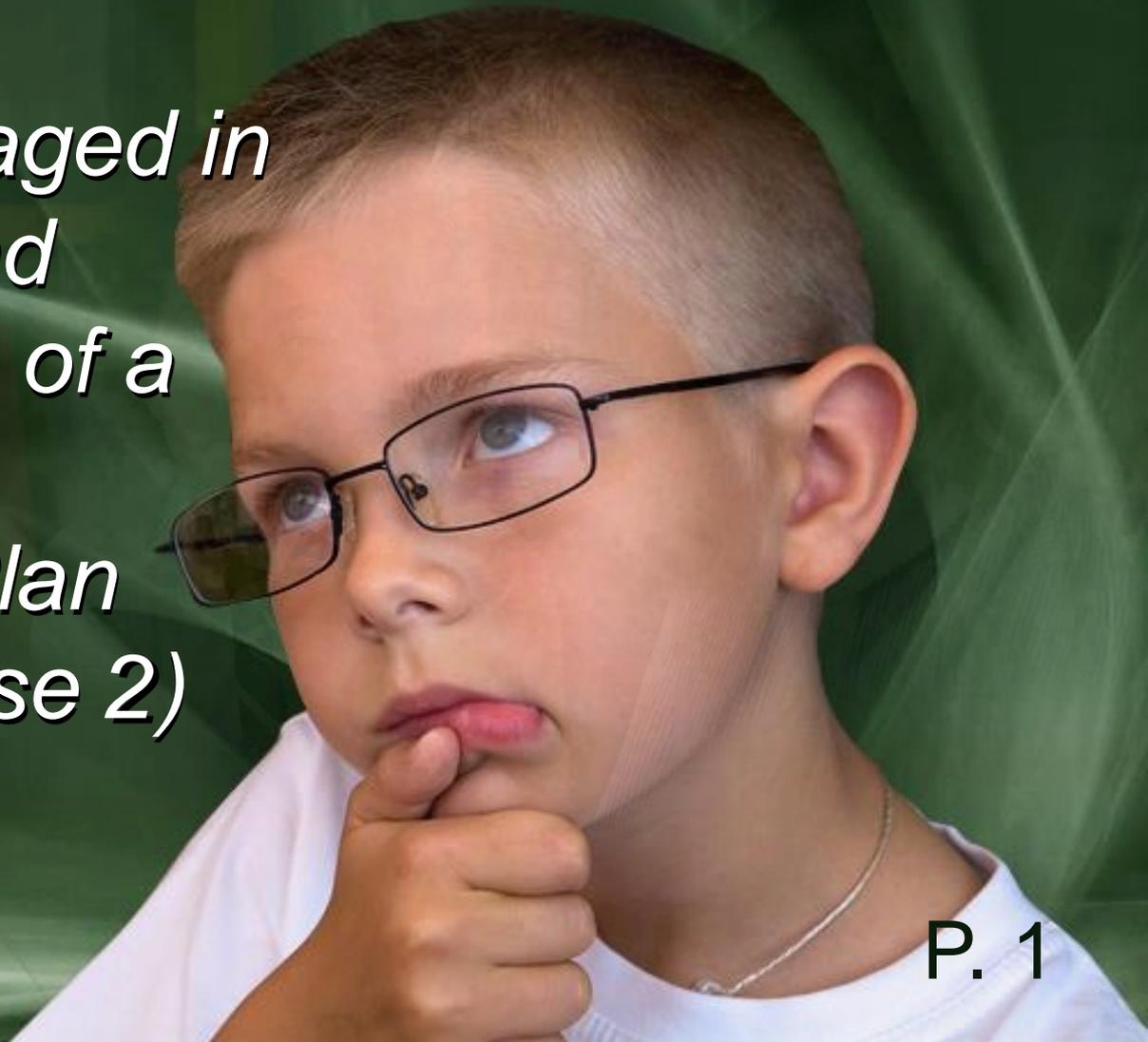
Offer on Your Homework
in 3 weeks (9/19/16)



Should You Choose to Take Me Up On It

Premises – I think:

*a. You are engaged in
the planning and
implementation of a
Targeted
Improvement Plan
(aka TIP – Phase 2)*



Premises – I think:

*b. You belong
to/represent a Team!*

*“In order to benefit
fully from the
conference activities,
we encourage Team
participation”*

*Nebraska Dept. of
Education*



Premises – I think:

*c. You are
Interested in
Improving your
Inner & Outer
Game for Getting
Better Results*



What Has Been Completed

- Data Analysis w/in Individual
- TIP 15-16
 - Focus for
 - Evidence Strategy

Appreciate Your Efforts
— Impressive!

Measurable Targets

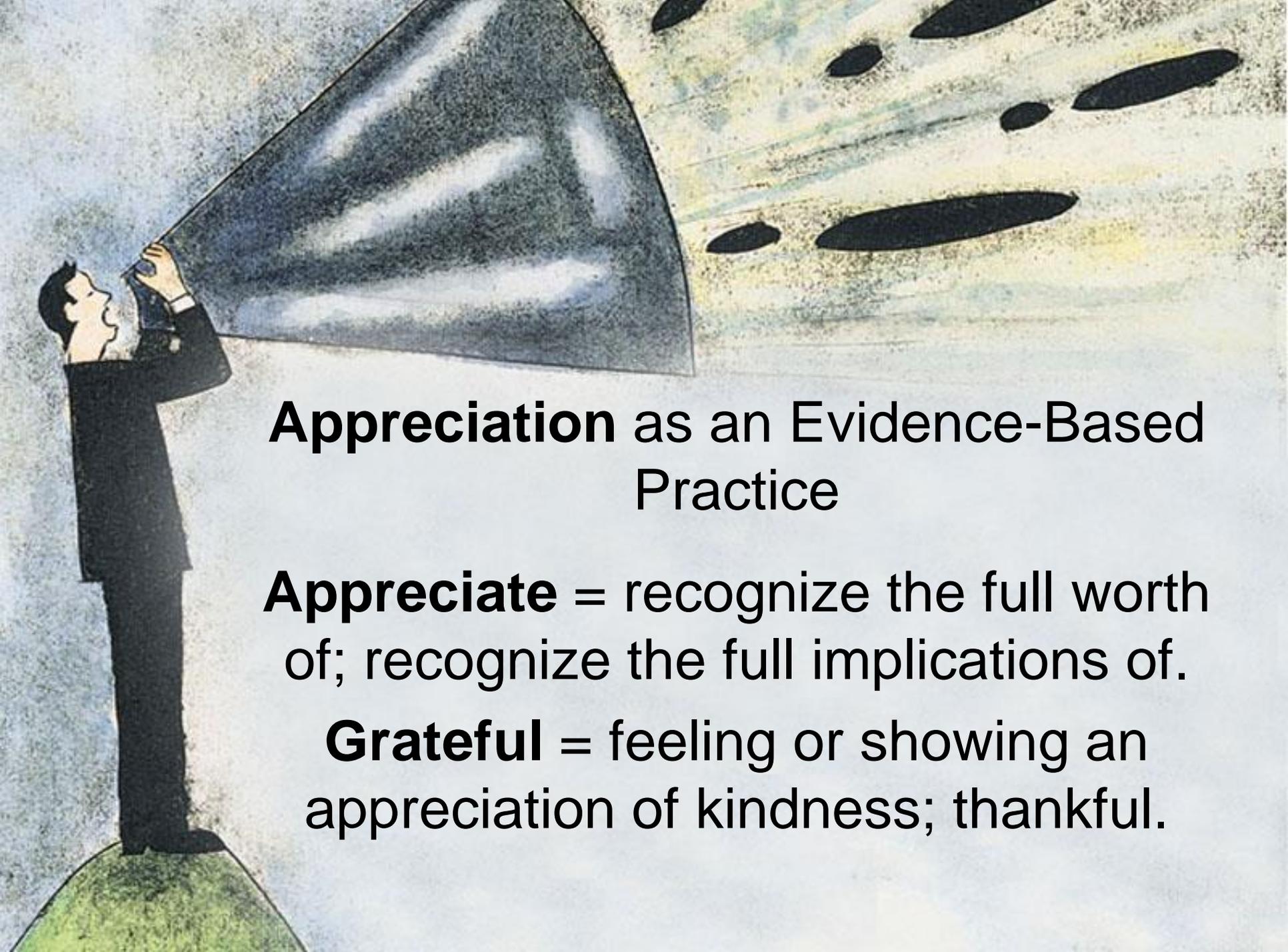
Progress – Measure Fidelity

Direct to School Improvement

Fall Back/Re-Group If...

- Evaluate
- Activities





Appreciation as an Evidence-Based Practice

Appreciate = recognize the full worth of; recognize the full implications of.

Grateful = feeling or showing an appreciation of kindness; thankful.



What Do You Appreciate ?

Name Just Three Things (Just 3)

P. 1



[click here to start timer](#)

Expressing Gratefulness as an Evidence-Based Practice

Expressing Gratitude:

- Improves Physical Health.
- Improves Psychological Health.
- Increases Mental Strength
- Improves Sleep
- Improves Self-Esteem
- Enhances Empathy and Reduces Aggression
- Opens the Door to more Relationships



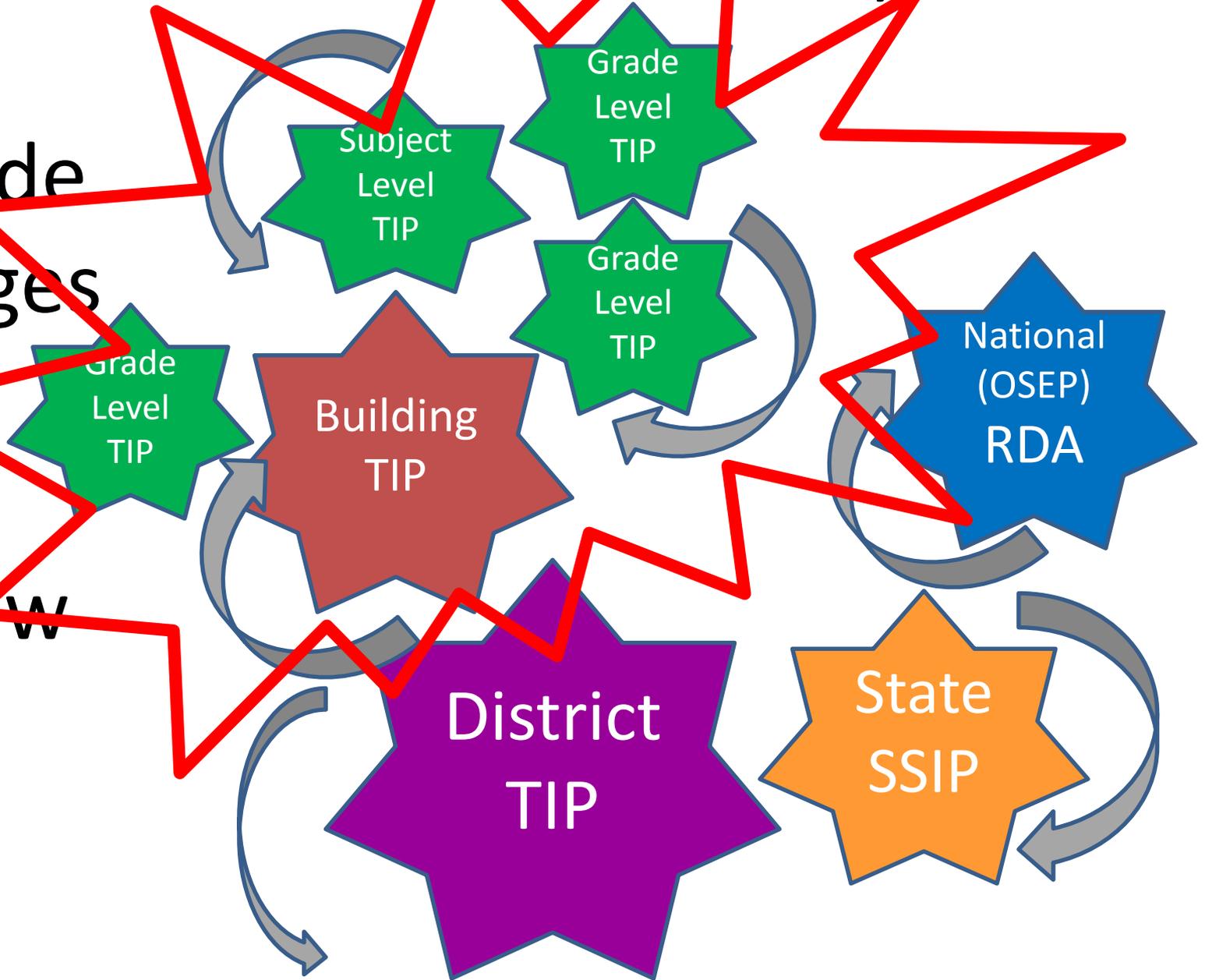


Let's Review: What Was Said Last Year - Part 1

(3 Parts in All)

What's Your Altitude Today ?

Altitude
Changes
Your
Point
of View



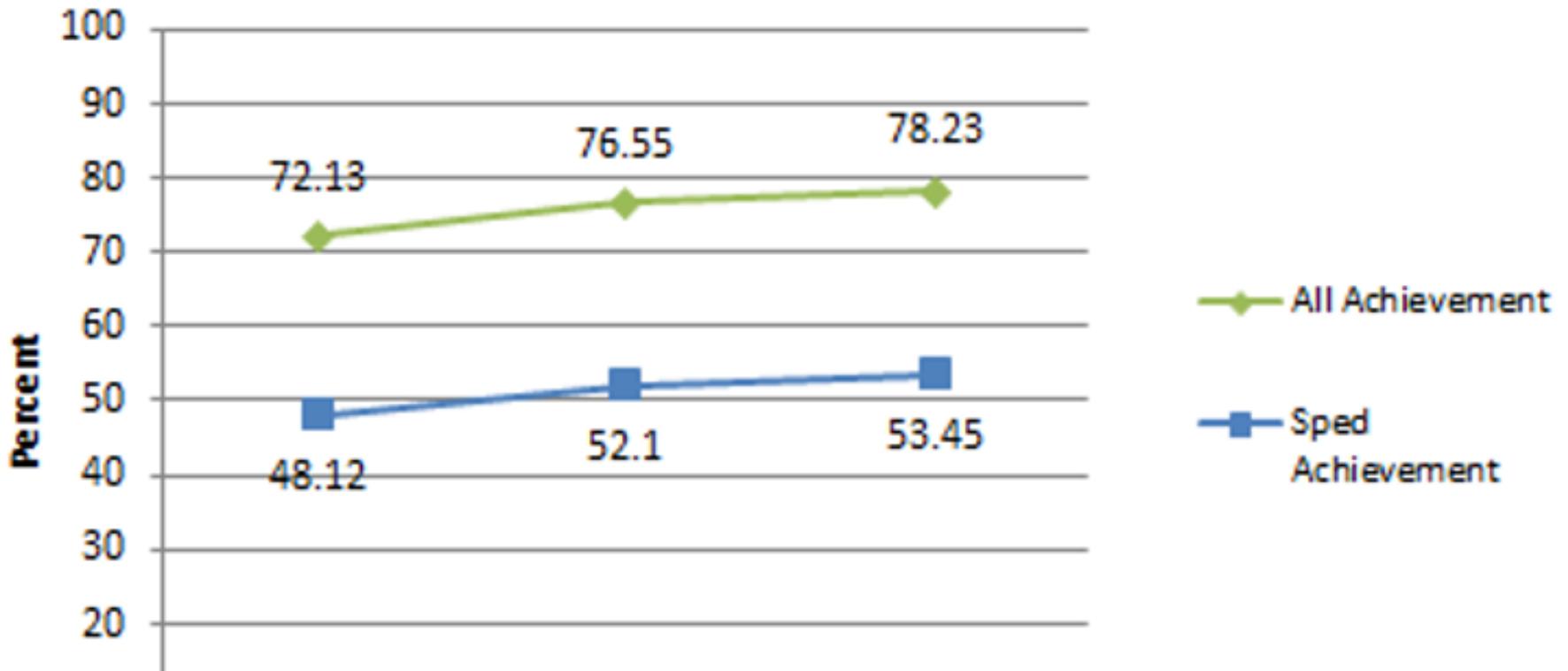
Always begin with

Why ?



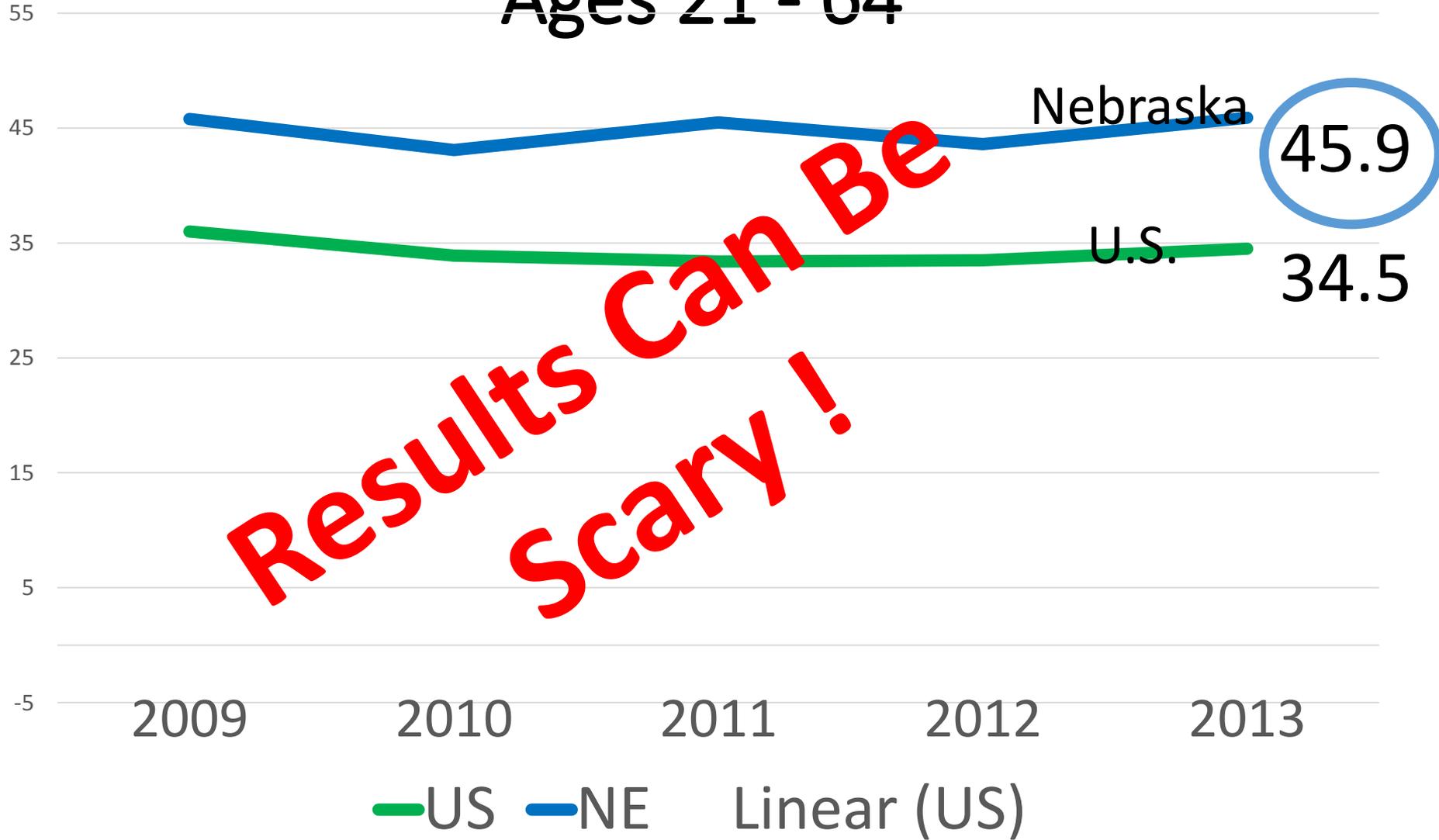
Remember? Elementary Reading

All Student and Special Ed Achievement



Narrow the gap between the reading proficiency rates of students with disabilities and the general education students at 3rd grade.

% Individuals w/Disabilities Employed Ages 21 - 64



Last
Year

Nebraska's 4 Keys



Shift from Process
Compliance

Towards Results

Compliance
Identify



Actionable

Root Causes

Ensure Evidence-
Based Strategies/



Practices Stick

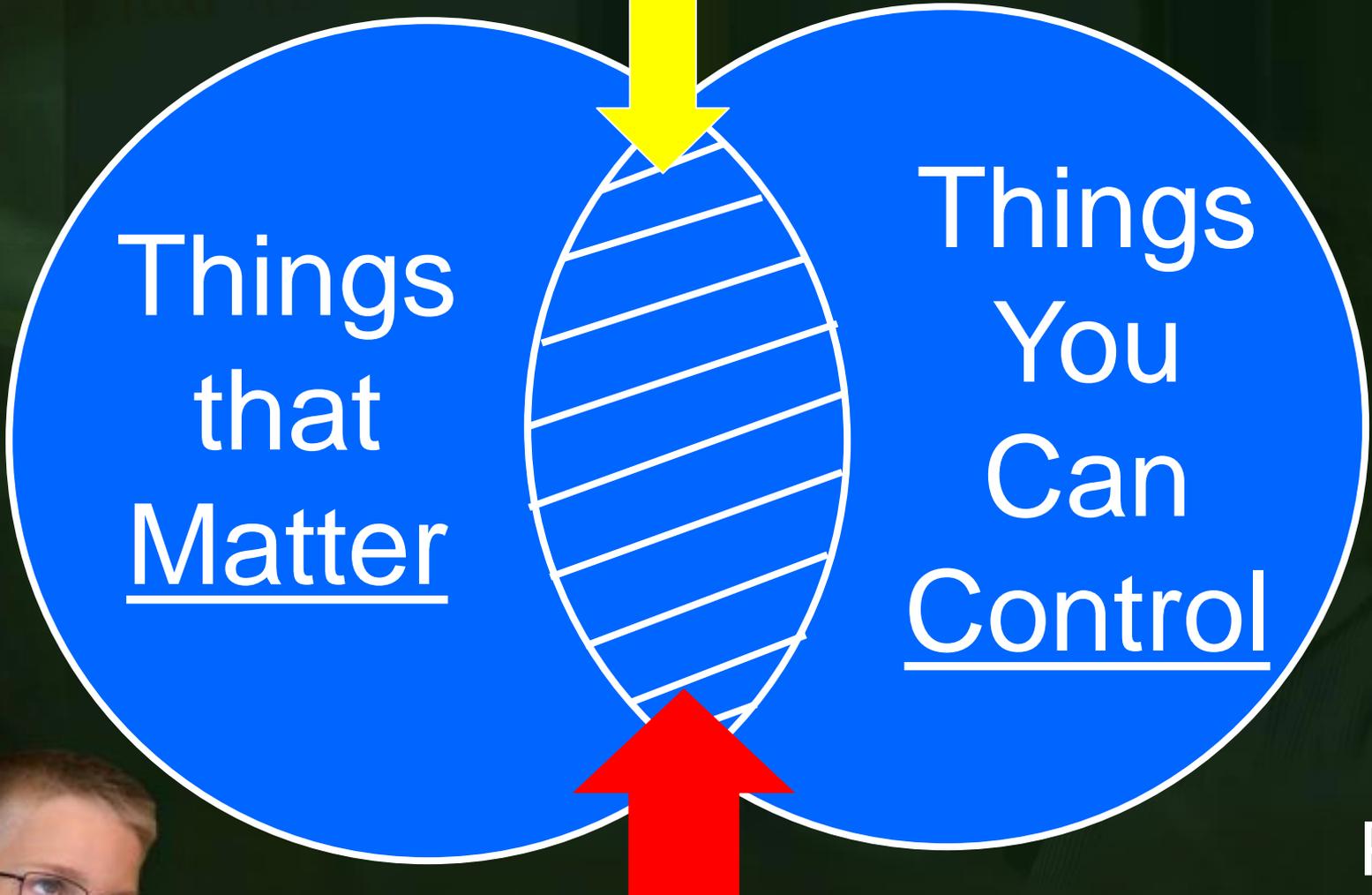
Make This



Personal

P. 1-2

Actionable



P. 2

What You Should Focus On



Where Does Improvement (aka TIP) Begin?

With:

1. You

2. Data (inc. Fidelity)

3. Actionable Causes

4. Theory of Action

5. Rigorous Plan (aka TIP)

6. Changed Routines



We Are
What We
Repeatedly Do !



Aristotle

Excellence then, is Not an Act, but a Habit !



**Nebraska's State Systemic
Improvement Plan (SSIP)**

Baseline Data – Reading Proficient Gap 2013

	Proficiency Rate	
General Education Grade 3	22.79%	Special
Special Education Grade 3	22.79%	7

**Remember the
'Altitude Here!'**

	Targets	2016	2017	2018
Target	22.79%	22.29%	22.20%	21.79%

Nebraska's SSIP

- “BY AUGUST, 2016, IT IS ANTICIPATED THAT AT LEAST **75%** OF ALL NEBRASKA DISTRICTS WILL **HAVE A TIP** THAT IDENTIFIES A FOCUS FOR IMPROVEMENT BASED ON A RESULTS INDICATOR AND IDENTIFIES A STUDENT-CENTERED EVIDENCE-BASED STRATEGY. NDE ANTICIPATES THAT A MAJORITY OF THE TIPS WILL **FOCUS ON IMPROVING READING.**” P. 21

Nebraska's SSIP

“TIPs that have identified reading as a focus for improvement will have **increased support from NDE** to ensure the reading strategy selected has a high likelihood of positive outcomes.” p.11

Nebraska's Revised Theory of Action

	Strands for Action for NDE.....	If.....	Then.....		
			District	Teacher	Student
Increasing use of EBP	#1 - Require each Nebraska district to develop a Targeted Improvement Plan aligned with data-identified needs, and deeply implement student-centered, evidence-based practices	NDE continues collaboration with districts, regional consultants review and monitor the TIPs to support work with all districts, and MAP audits a % of TIPs to ensure that evidence based strategies are identified and implemented with fidelity....	Resources and supports can be leveraged to support districts in deeply implementing evidence-based strategies as identified in their improvement plans with fidelity	Will use evidence-based strategies with deep implementation	Will demonstrate increased reading proficiency as measured by the state assessment (NeSA)

Newly Integrated MTSS Framework (Current MTSS System merges with PBIS)

#2 - Develop a newly integrated MTSS framework that merges the current Multi-Tiered System of Support (MTSS) and the Positive Behavior Intervention System (PBIS) to support districts that have selected improving reading proficiency of students with disabilities at the 3rd grade level and have volunteered to participate with the statewide trainers.

NDE provides leadership and continues to support improved outcomes through multiple initiatives...

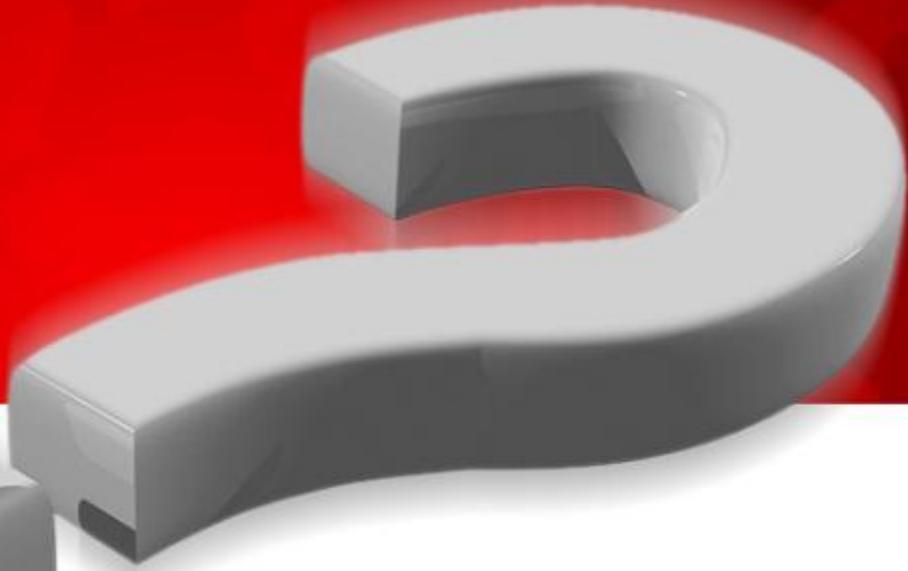
Districts identifying improved reading performance will have access to supports provided through Nebraska's coherent improvement strategies

Will use evidence-based strategies with deep implementation

Will demonstrate increased reading proficiency as measured by the state assessment (NeSA)

	Strands for Action for NDE.....	If.....	Then.....		
			District	Teacher	Student
Alignment of State Infrastructure	#3 – Align the state infrastructure to ensure districts receive necessary supports to deeply implement evidence-based reading strategies to support all learners	Special Education activities are aligned with Nebraska’s state goals and the continuous improvement process (AQuESTT)...	Expectations for improvement will be consistent across all state programs and will ultimately provide a common message to all school districts in support of deep implementation of EBPs	Will use evidence-based strategies with deep implementation	Will demonstrate increased reading proficiency as measured by the state assessment (NeSA)

What are the TIPs in Nebraska ?

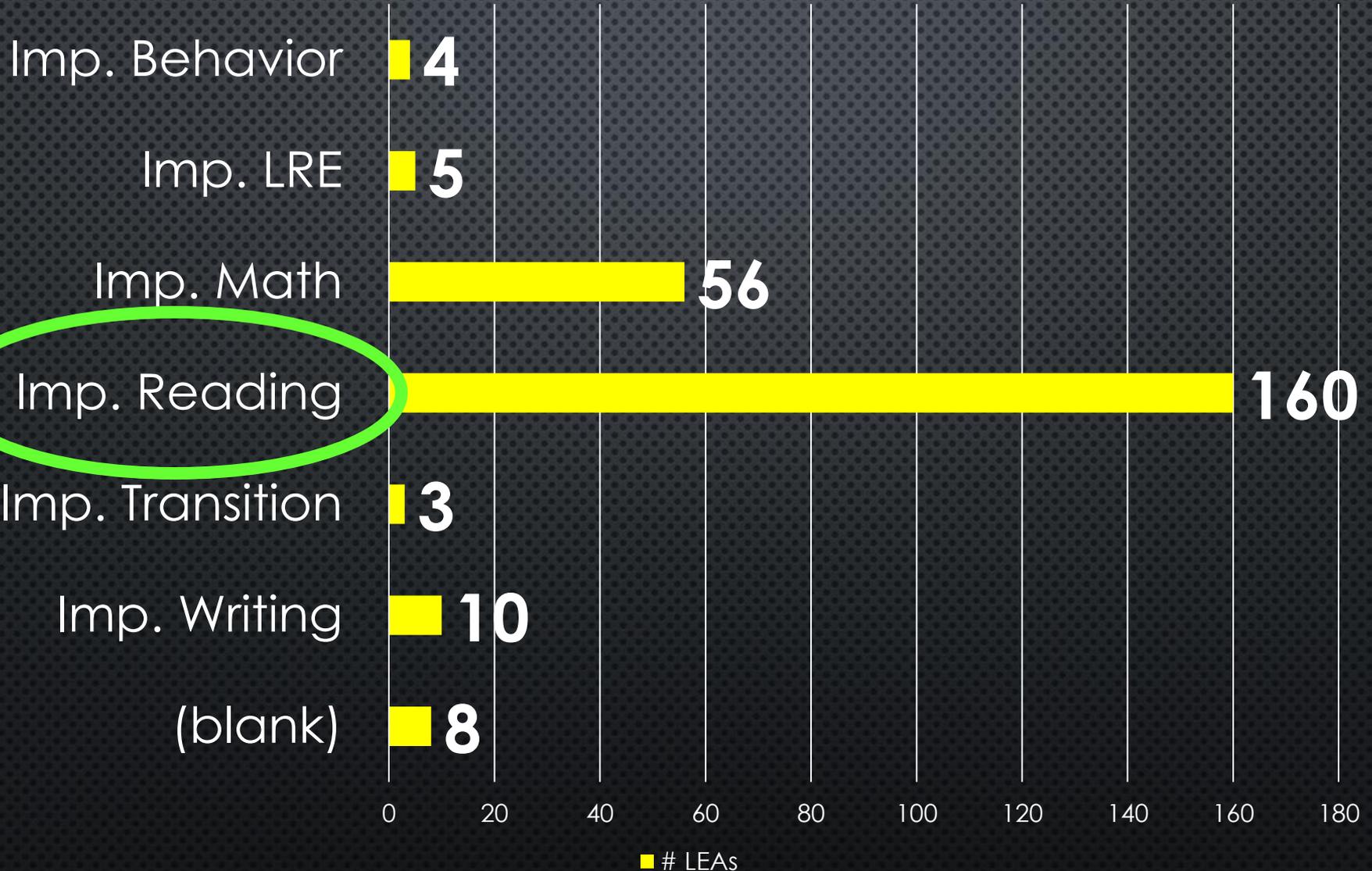


P. 2

Improvement Focus ?
Evidence- Based Strategy ?

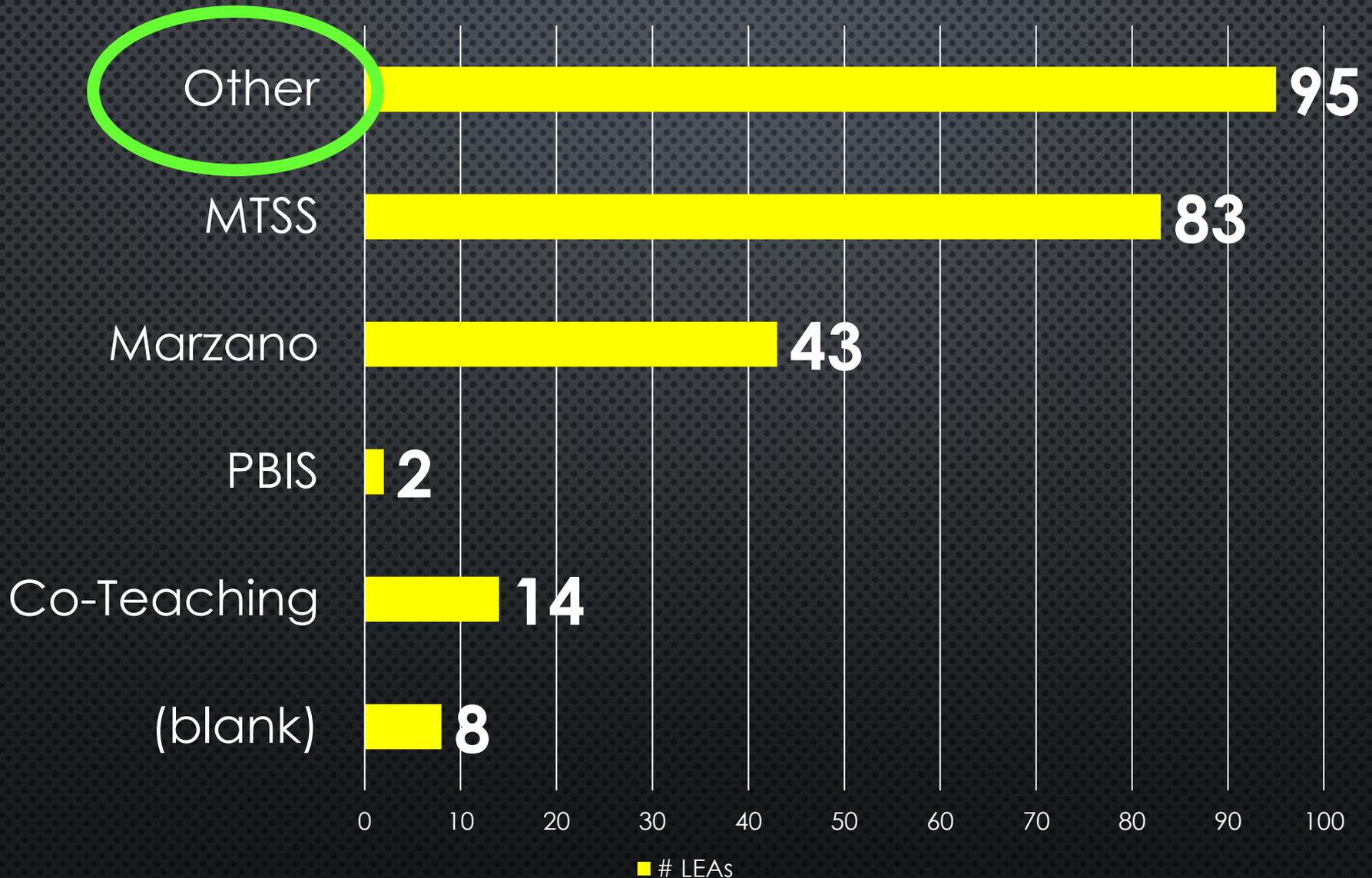
District Focus for Improvement

LEAs



District Evidence-Based Strategies

LEAs



2015 Summary: Better Results in Nebraska ?

★ If We Pay More Attention to the Adults that Directly Serve them Then Children will become More Successful.

★ If We Focus on Strategic Results Then Children will become More Successful

★ If We Improve Our Personal Leadership Routines Then Children will become More Successful.

★ Time Lost Can Never Be Recovered. Use Time Well. **Start Now...**

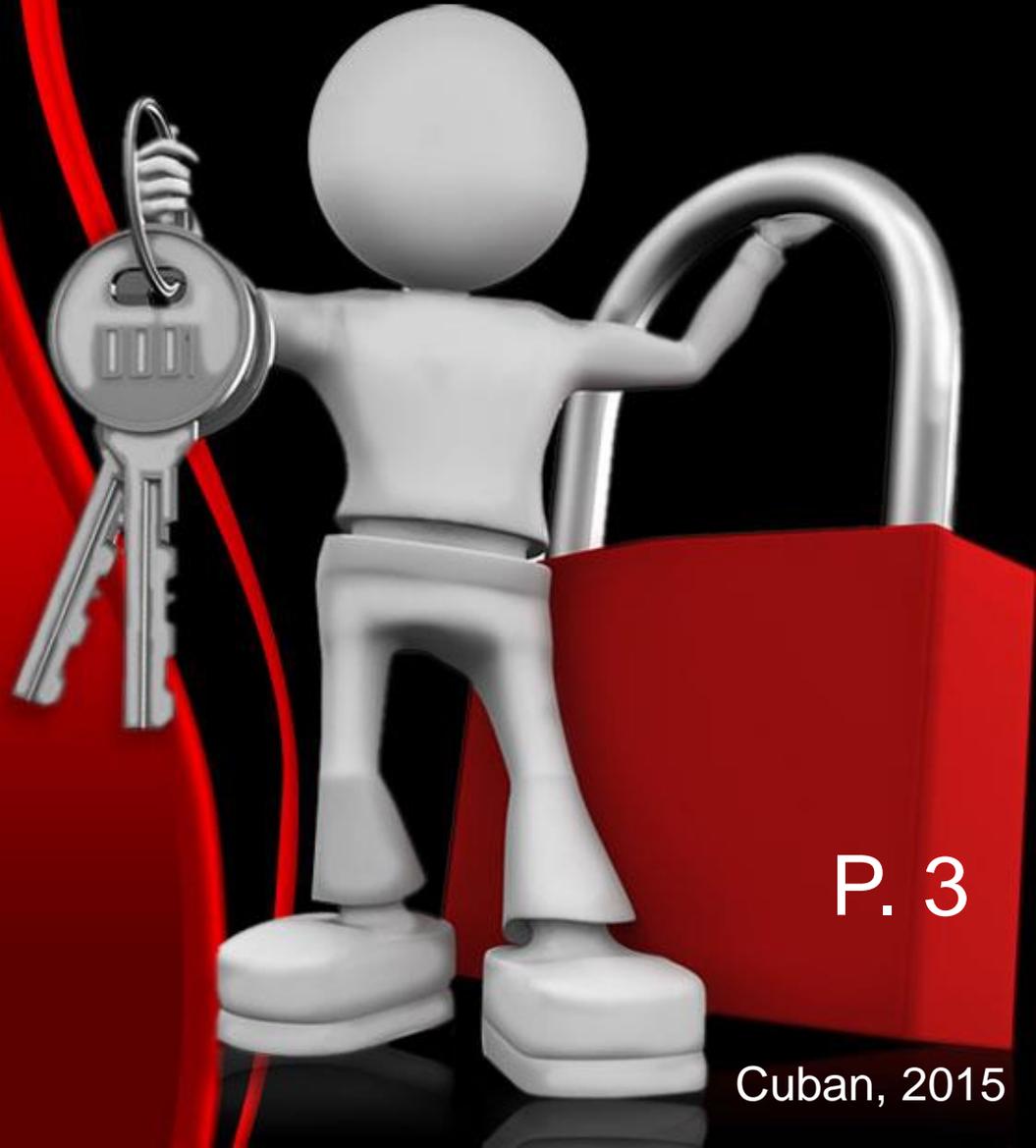
**Review Critical
Factors in
Infrastructure that
Supports/Sustains the
Implementation of the
TIP**



Outcome #1

Recall 4 Key Principles for the TIP

1. School structures influence instruction.



P. 3

Cuban, 2015

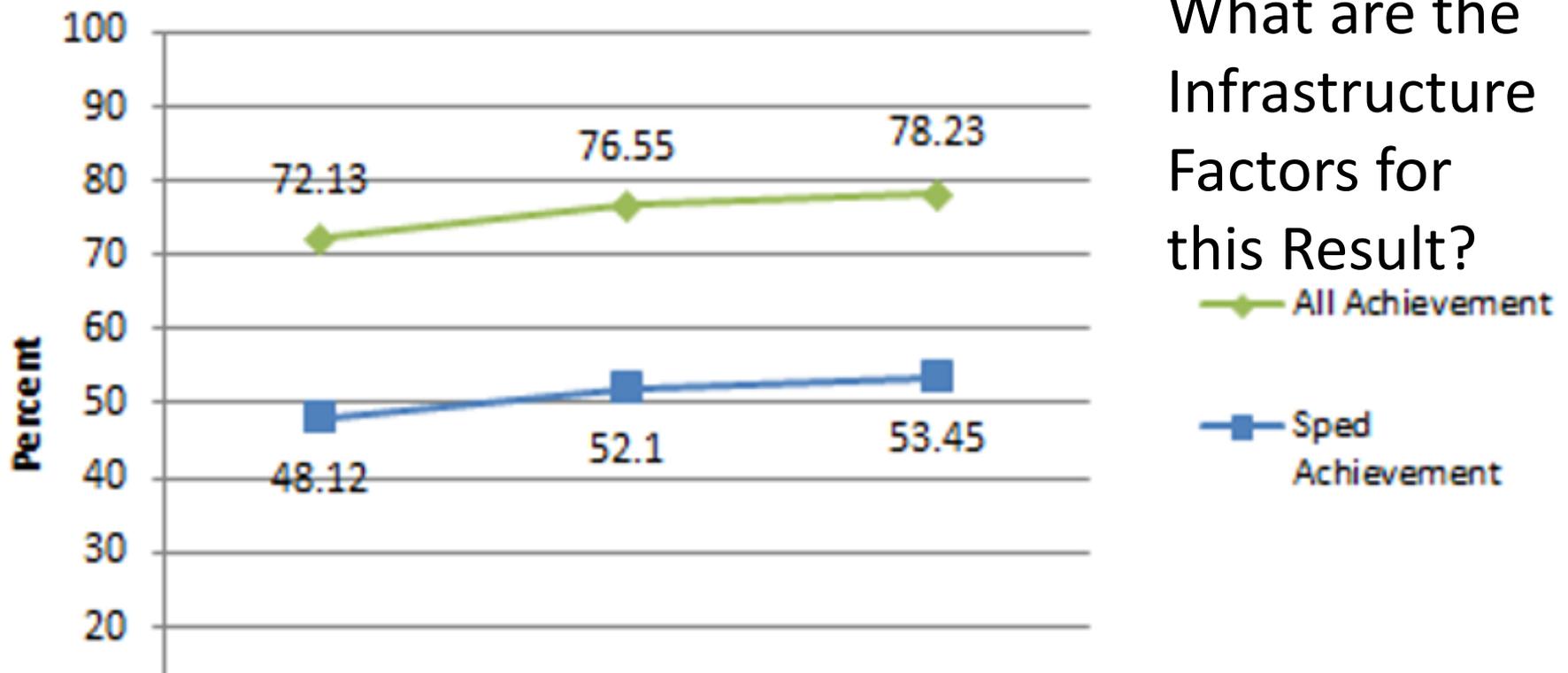
The First Law of Improvement & Sustaining Results

**“Every System Is Perfectly
Designed to Achieve
Exactly the Results It
Gets”**

**(Therefore, Although Not All Change Is
Improvement, All Improvement Is Change)**

Remember Elementary Reading

All Student and Special Ed Achievement



What are the Infrastructure Factors for this Result?

Narrow the gap between the reading proficiency rates of students with disabilities and the general education students at 3rd grade.



Implementation is a Challenge
What Were the Key Ideas?



Key Ideas from Video

- ✓ **Aligned Initiatives**
 - 'Natural Synergies,' Tensions, Gaps
- ✓ **Implementation Capacity**
 - Braided Initiatives
- ✓ **New Type Leadership**
 - Help cope w/Resistance to Loss, Incompetence, & Disloyalty

Stages of Implementation

*An Extended Period of
Social Adjustment*

Sustainability

Innovation

Full Implementation

Initial Implementation

Installation

Foundation Building - Exploration

Character of Your Vision



*“The Impossible Became
Possible because
Everyone Believed &
Worked Hard to Make it
Happen.”*

Why Have a Vision?



- ✓ Supported by Evidence (IES, etc.)
- ✓ Provides Basis for Clear Plan
- ✓ Leads to Initiative Braiding
- ✓ Defines School Culture
- ✓ Helps Staff Understand **'Why'**

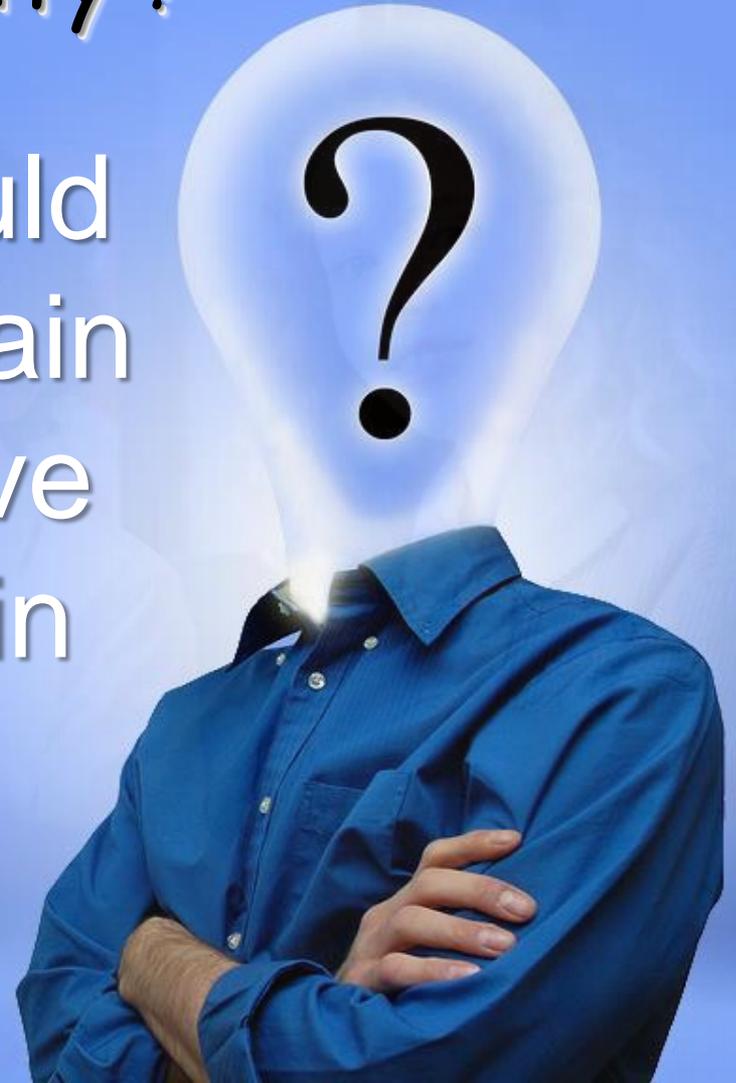
Nebraska's SSIP

- “BY **AUGUST, 2018**, IT IS REQUIRED THAT AT LEAST HALF OF THE DISTRICTS WHO SUBMIT TIPS THAT INCLUDE AN IMPROVEMENT STRATEGY WILL SHOW IMPROVEMENT IN THE INDICATOR AREA SELECTED AS MEASURED BY A REVIEW OF THE TIPS SUBMITTED.” P. 10

Remember
‘Attitude’

Why is Our TIP Important to the students, families, educators and community ?

How would You Explain to a Naïve Person in < 60”?



Design A Pitch

- Compile Key Points & Big Ideas
- Keep It Short (about 60 seconds)
- Tell a Story of a Challenge – a Problem to be Solved
- Describe Your Solution (If-Then) with an Example
- What's In It For Them

Evidence-Based Practice

- ❑ Lowers your Heart Rate.
- ❑ Lowers Blood Pressure & Cardiac Output.
- ❑ Increases Blood Oxygen Levels.
- ❑ Promotes Clearer Thinking.
- ❑ Relieves Stress.
- ❑ Increases Metabolism.
- ❑ Improves Circulation.
- ❑ Supports Detoxification.

www.breathing.com

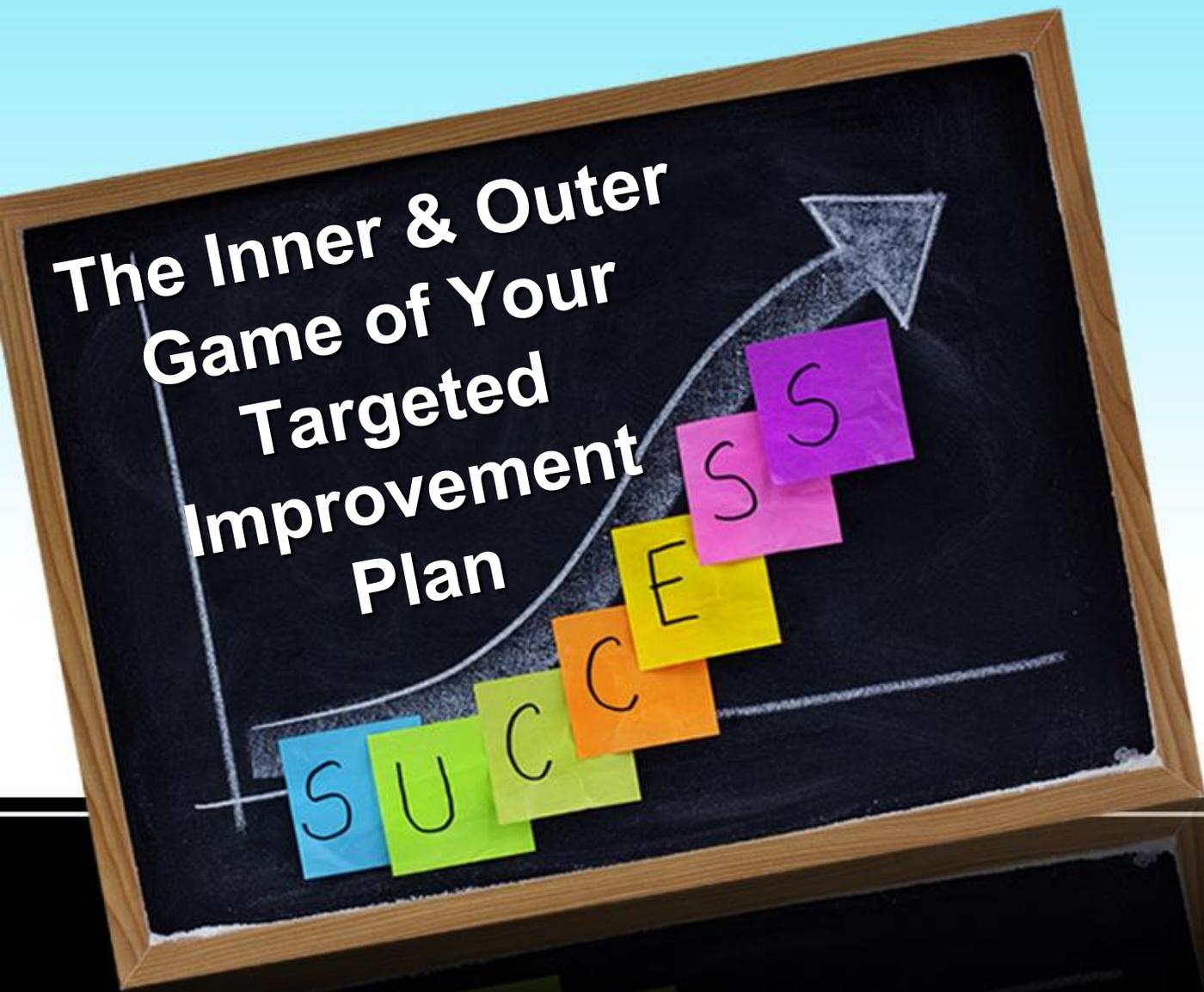


Remember: Your Working Lunch Homework?

Your Focus was: *Why is Our TIP Important to the students, families, educators and community?*

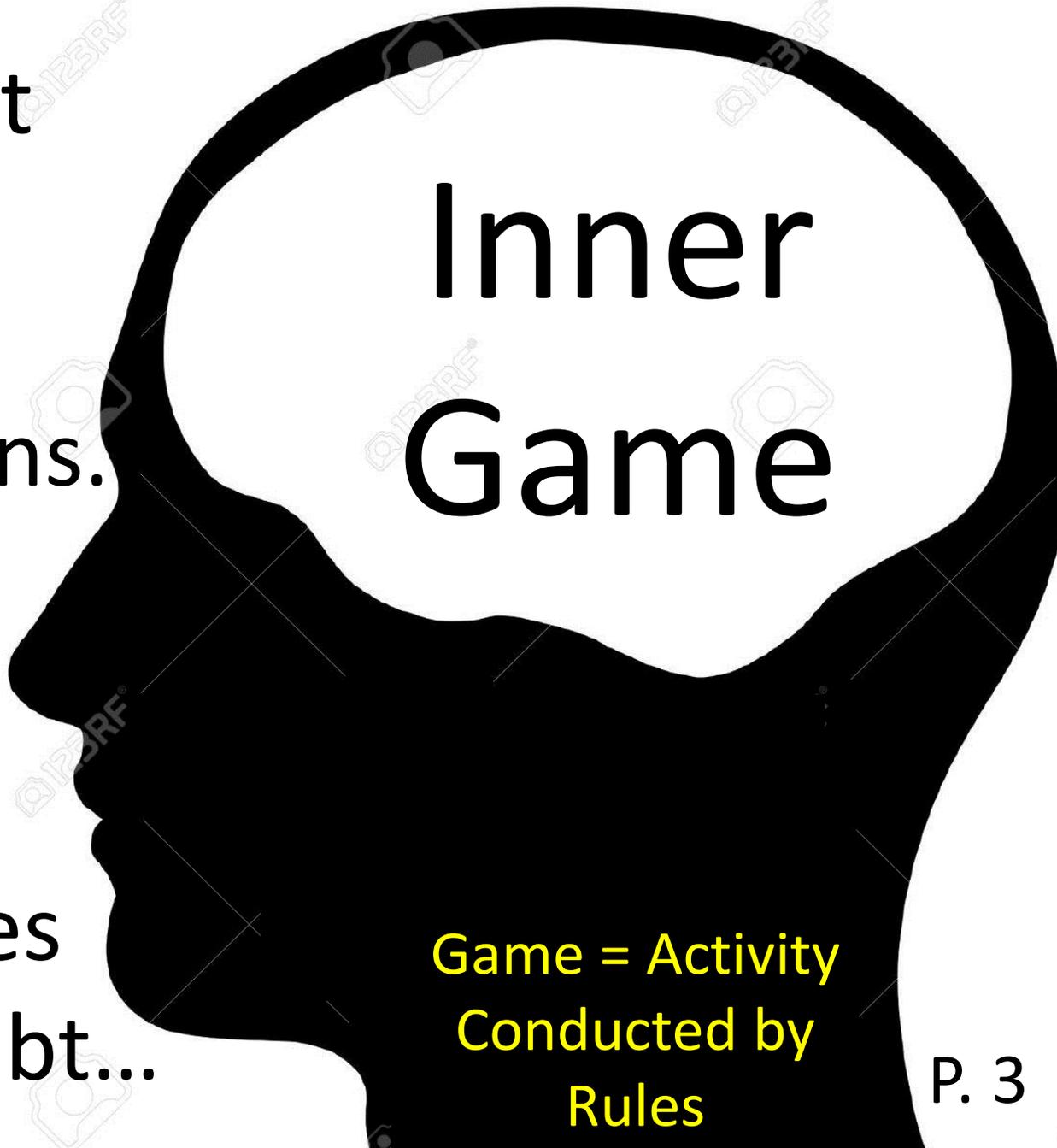
Get Ready to Share –

But, Wait! What will Mediate Your Presentation?



Let's Define Some Terms

How & What
We Think.
Our Inner
Conversations.
The Stories
We Tell
Ourselves.
Our Struggles
w/Fear, Doubt...



Inner Game

Game = Activity
Conducted by
Rules

Outer Gap

There are Always 2
Conversations
Occurring!

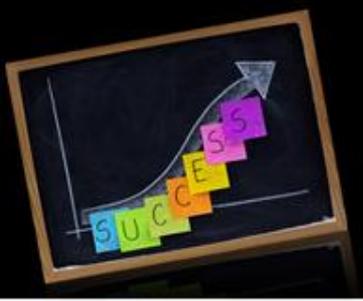
... as We
, & Actions We
Take

The Results

Inner

Our Inner
Conversation is Not
Always Accurate!

what
Goes On
Inside Our
Heads p. 3

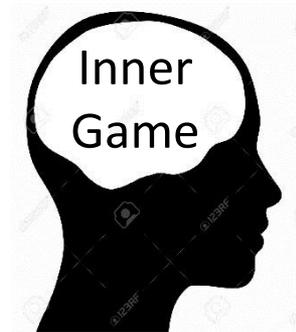


Common Thinking Errors

- ✓ Confirmation Bias
- ✓ Anchoring Bias
- ✓ Attentional Bias
- ✓ Backfire Bias
- ✓ Bandwagon Bias (Herd Mentality)
- ✓ Bias Blind Spot or 3rd Person Bias



Your Inner Conversation Matters



Amy Cuddy on TED.com

Design A Pitch

- Compile Key Points & Big Ideas
- Keep It Short (about 60 seconds)
- Tell a Story of a Challenge – a Problem to be Solved
- Describe Your Solution (If-Then) with an Example
- What's In It For Them

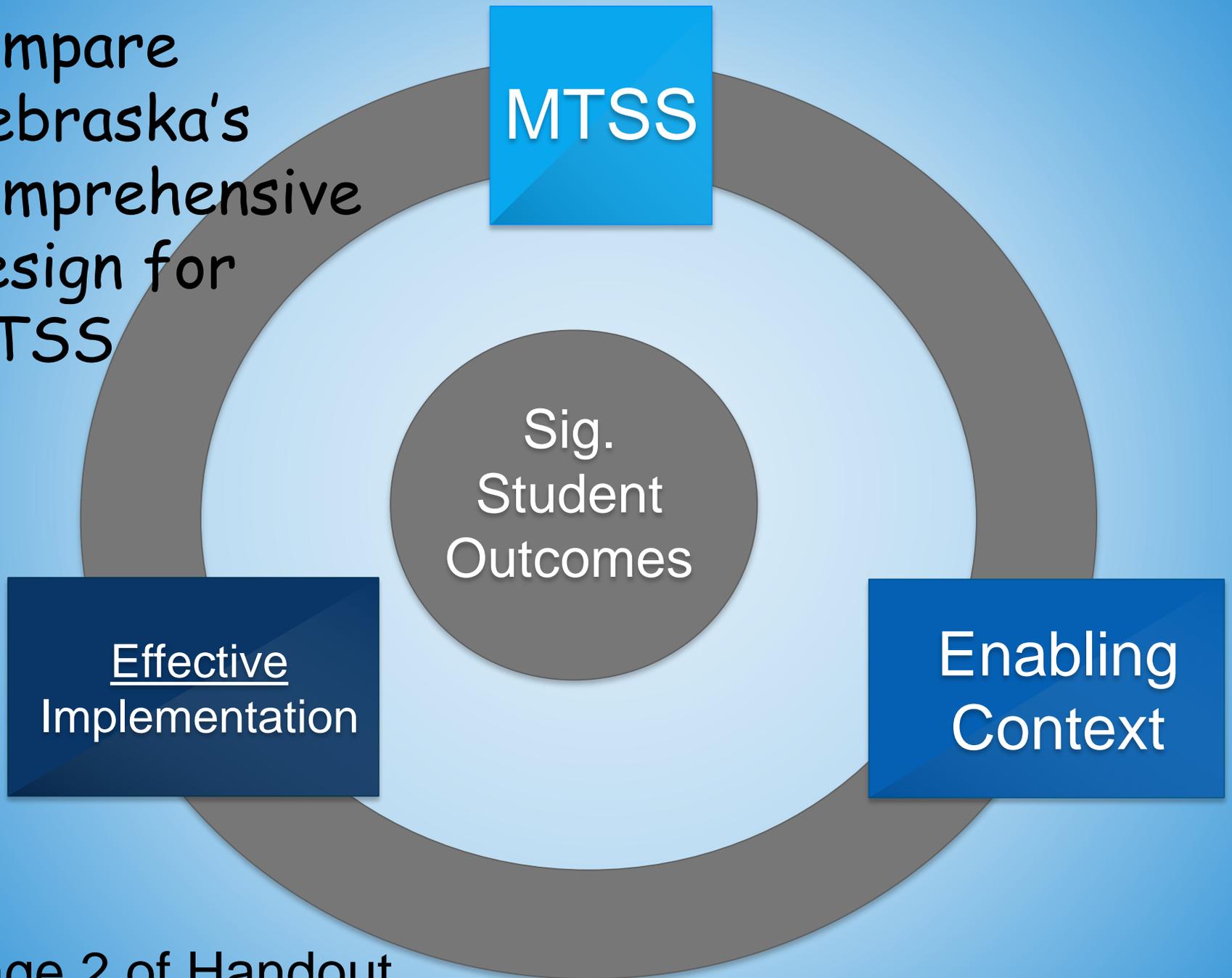
Share Your 60” Elevator Pitch (to a Stranger)

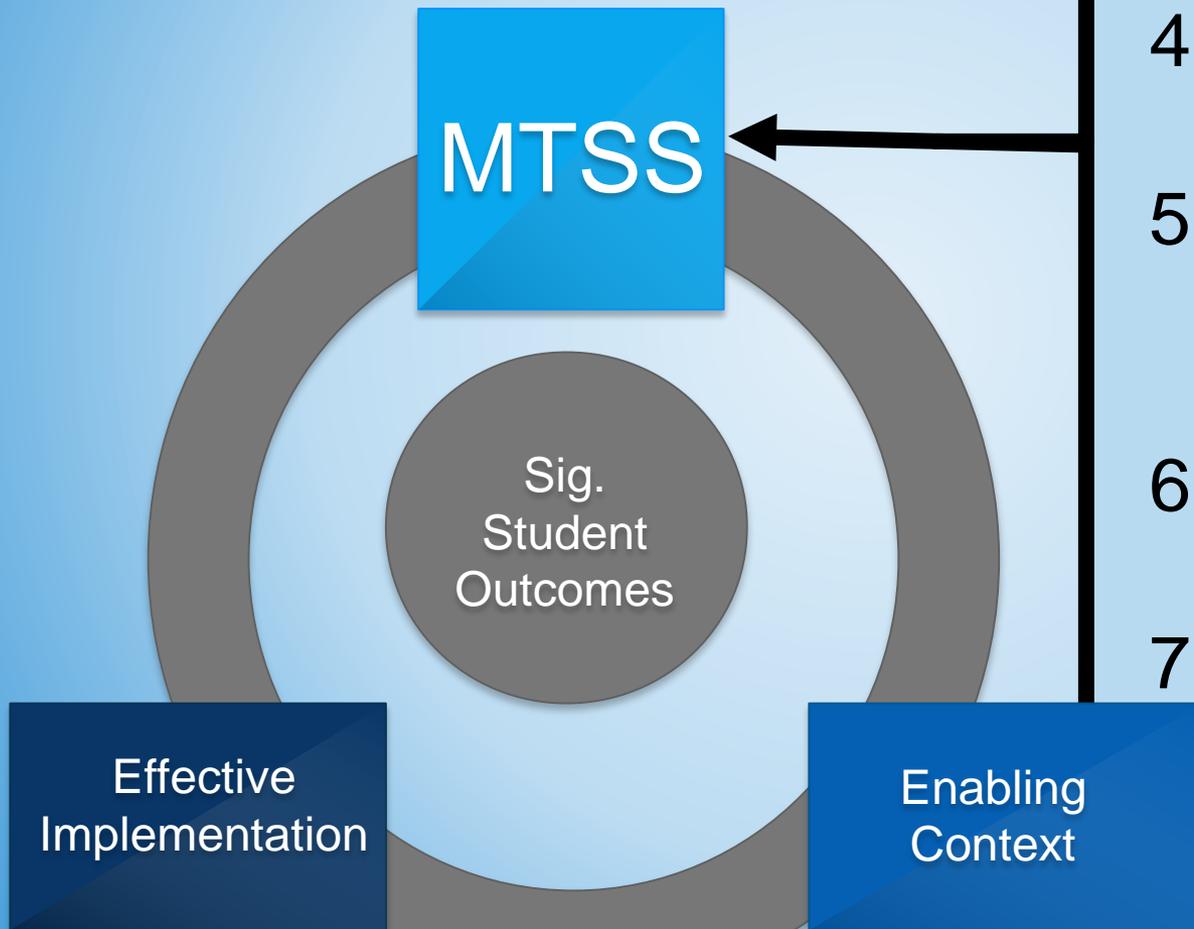
Your Focus: Why is Our TIP
Important to the students, families,
educators and community ?



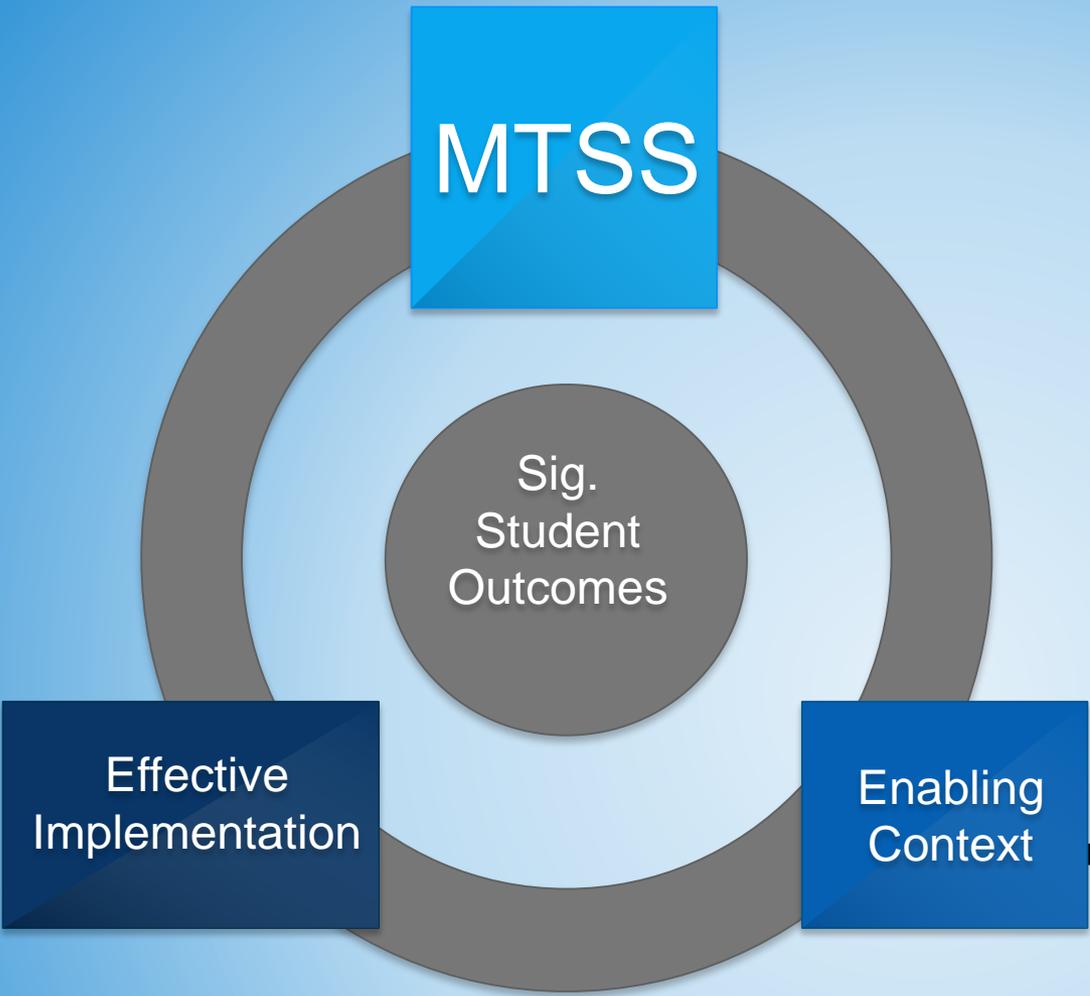
Let's Review: What Was Said Last Year - Part 2

Compare Nebraska's Comprehensive Design for MTSS





1. Data System
2. Data Routines
3. Data-Based Decision-Making
4. Facilitative Scheduling
5. Effective Core 1 Curriculum & Instruction
6. Evidence-Based Interventions
7. Professional Development



- 1. Strong, Effective Leadership
- 2. Supportive Teachers
- 3. Sufficient Time Allocated for Planning
- 4. Parent/Community Support
- 5. District Stability

MTSS

Sig.
Student
Outcomes

Effective
Implementation

Enabling
Context

1. Planned Sequence to Implementation
2. Attention to Drivers
3. Realistic Time Frame
4. Active, Engaged Stakeholders

Solve These MTSS Puzzles

4 Challenges

1. When to Intervene (aka The Schedule)?
2. Who will Intervene (aka Anyone But Me – staffing)?
3. What are the interventions?
4. Who Gets the interventions?



Recall 4 Key Principles for the TIP

2. Teacher involvement is Critical in Instructional Reform.

Buy-In on the 'Why'



P. 3

Cuban, 2015

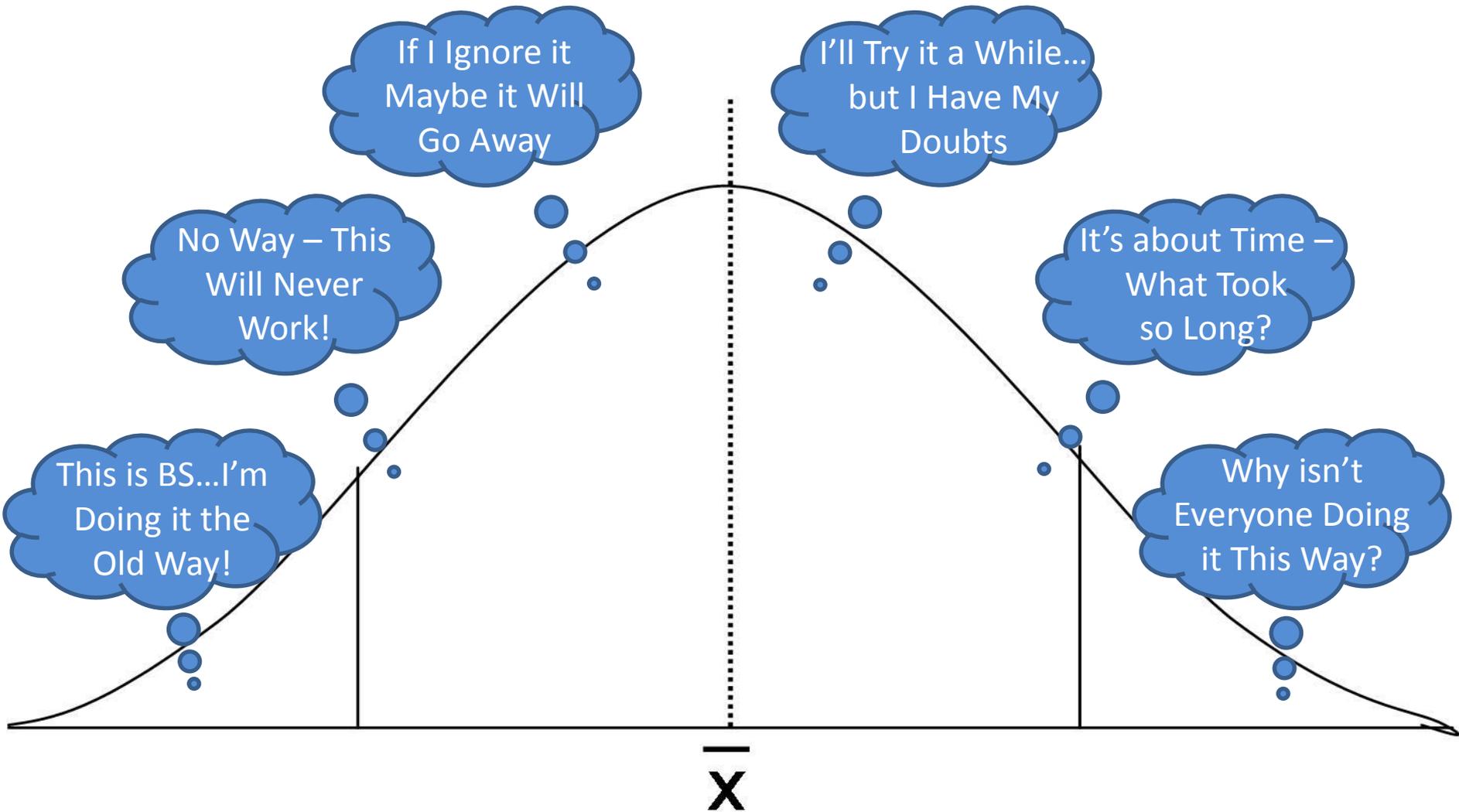
“The Critical
Flaw in the Way
Most
Organizational
Change Efforts
(aka TIP) are
Constructed
is...”



...they pay too little attention to the Deep Personal Changes that are required of people at every level.



The Bell Curve of Buy-in for Your TIP



Strategies for Buy-In

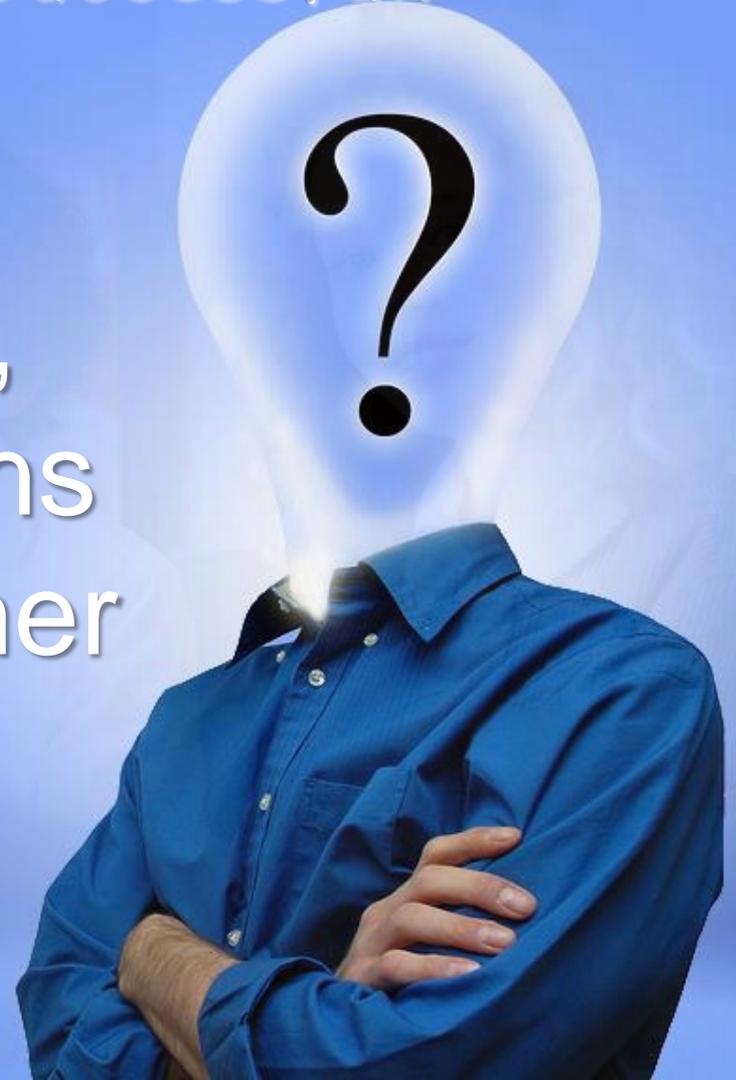
Teachers Buy-In IF What they are Asked to Do is:

- Doable (competent & feasible)
- Designed to Last w/in Culture
- Lead by Trusted People
- Supported by Feedback & Materials
- Room for Adaptation beyond Non-Negotiables



Why Do Our Leaders & Teachers Think
the TIP is Important & They Will Find
Ways to Make It Successful?

Tips,
Advice,
&/or Plans
for Teacher
Buy-In

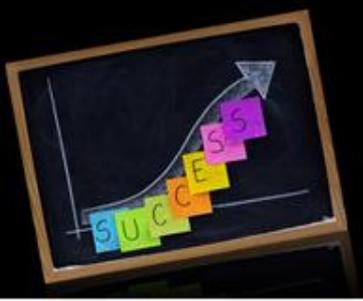


**Review & Examine the
Evidence-Based
Practices/Strategy
selected (does the
strategy selected have a
High Likelihood of having
the Impact Desired?)**



**The
'What'**

Outcome #2



Factors to Consider

- ✓ Level of Evidence (to Reinforce the ‘Why’)
 - Evidence is Tricky (Likelihood of Impact)
 - Independence of Research
- ✓ Acceptability by Implementers
 - ‘Fit’ w/School Culture
 - Buy-In Determined
- ✓ Expectations for Results by When?

Recall 4 Key Principles for the TIP

**3. Small, Slow
Changes Occur
Often in Classroom
Practice.**

**Fundamental &
Rapid Changes
in Practice
Seldom Happen.**



*“It takes **13** years to take a new healthcare innovation from the point where we’ve demonstrated its benefit to the point where it has been established as the standard of care.”*

Tony Cosgrove, Cleveland Clinic

**How Long Does it Take in
Public Education ?**

10+ Large-Scales Studies

Obstacles to TIP Success

- ✓ 5 -7 years to Establish Change
- ✓ School Leadership NOT Onboard
- ✓ Improvement Strategies are Vague & Poorly Comprehended
- ✓ Turnover – Negative Effects
- ✓ 2dary School Structures

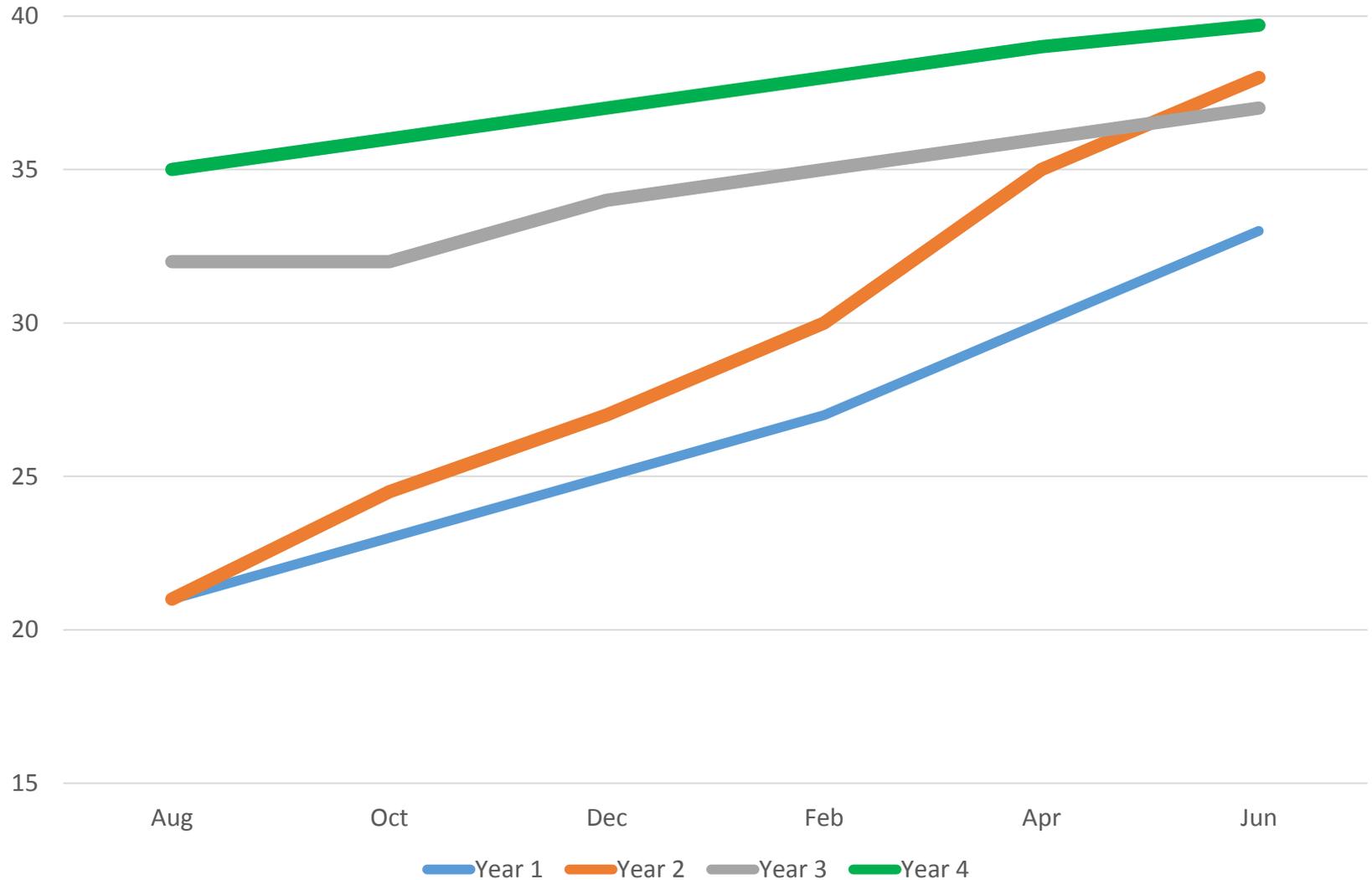


Expect Change



But in Small Bites

SWPBIS Fidelity Growth



**Knowledge comes - little by little -
line upon line - over time.**

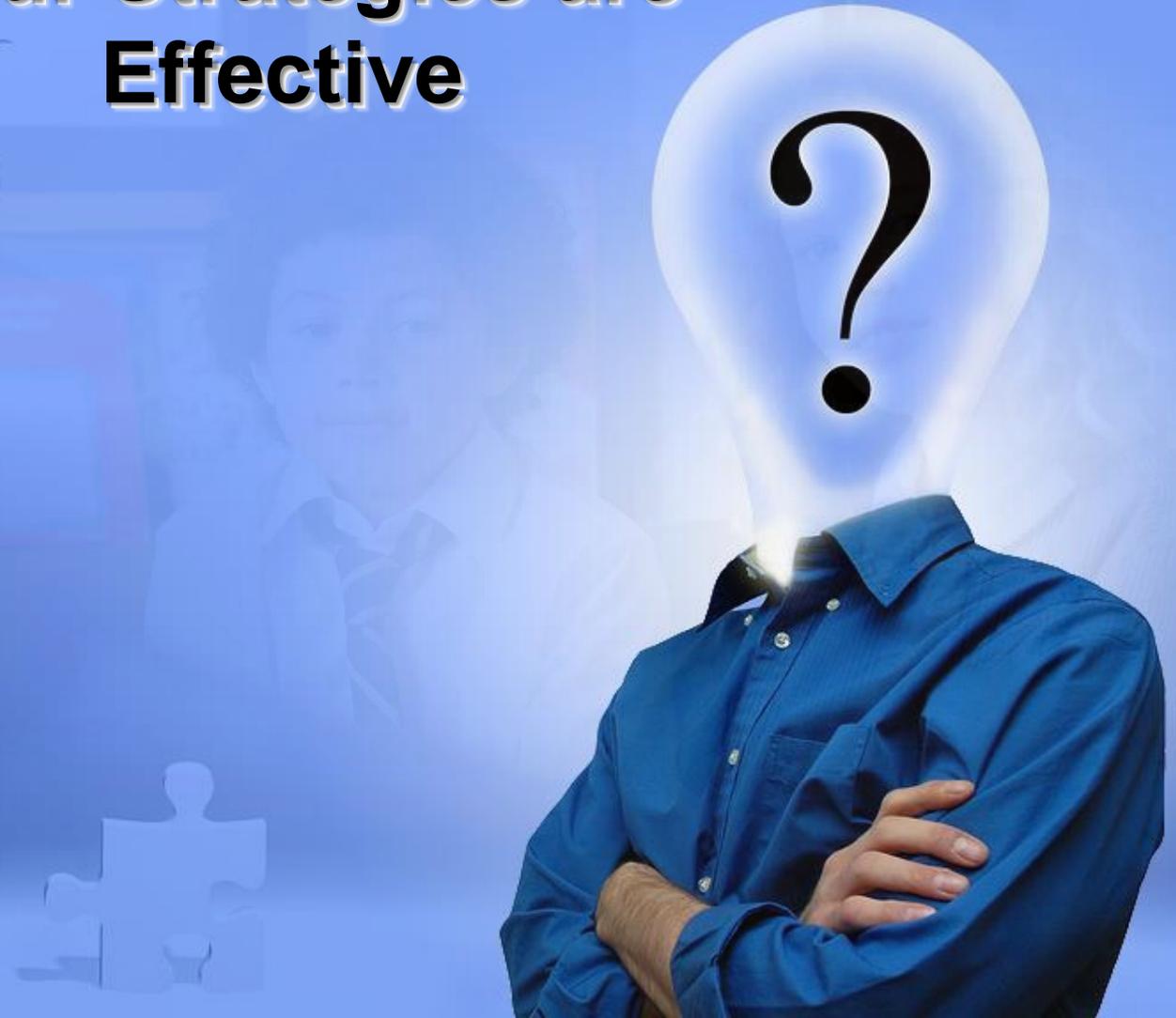
**Our confidence needs to build as
skills develop and then are used in
regular, everyday interactions.**



Every day we can
make a difference...



What's the Evidence that Your Strategies are Effective



Home > Tools Charts >

Academic Intervention

Legend

 Convincing evidence

http://www.intensiveintervention.org/chart/instructional-intervention-tools

The chart reviews studies about the intervention programs. As a result, you may see the intervention appear more than one time and receive different ratings.

at least one measure

^u Effect Size is based on unadjusted means

^a Effect sizes are available for measures that were equivalent on the pretest.

[View Chart Resources](#)

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 <input type="checkbox"/>	Title	Study	Study Type	Participants	Design	Fidelity of Impl.	Measures (Targeted)	Measures (Broader)
<input type="checkbox"/>	Academy of MATH	Torlaković (2011)	Group Design					
<input type="checkbox"/>	Academy of READING	Fiedorowicz & Trites (1987)	Group Design					
<input type="checkbox"/>	Academy of READING	Torlaković (2011)	Group Design					

About the Intervention and Progress Monitoring Charts

	Intervention Tools Charts (Academic and Behavior)	Progress Monitoring Tools Charts (Academic and Behavior)
What is evaluated?	<p>Evaluates the quality of the studies that demonstrates the intervention's efficacy.</p> <ul style="list-style-type: none"> • Studies can be single subject design or group design. • More than one study may appear for a single intervention 	<p>Evaluates individual assessment tools</p> <ul style="list-style-type: none"> • Tools reviewed by focus area and grade level. • A tool may be listed across multiple focus areas and grade levels.
How are they rated?	<ul style="list-style-type: none"> • Academic Intervention Rating Rubric • Behavioral Intervention Rating Rubric 	<ul style="list-style-type: none"> • Academic Progress Monitoring Rating Rubric • Behavioral Progress Monitoring Rating Rubric
How are results reported?	<p>Reports on both the <i>study quality</i> and <i>study results</i> in terms of <i>effect size</i> and <i>visual analysis</i>. These must be used together to make decisions</p>	<p>Reports on the evidence for <i>psychometric</i>, <i>progress monitoring</i>, and <i>data-based individualization</i> standards.</p>
What kinds of tools are included?	<ul style="list-style-type: none"> • Tools identified as standard protocol are intended as starting point for DBI. • Tools identified as strategies may be used to adapt interventions within the DBI process. 	<p>Academic progress monitoring tools are either general outcome measures or mastery measures.</p>

Think, Write, then Turn & Talk

Select a Strategy

Identify Evidence of
Level of Impact

How would describe
this Impact to:

Educators?

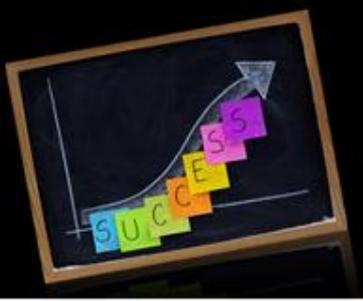
Families? Students?



**(a) Identify Core
Elements of the
Evidence-Based
Practices/Strategy
Selected**



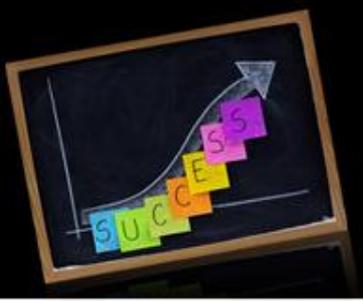
Outcome #3



Minimum Factors in Successful TIPs

Strategies explicitly describe:

- What Provided
- How Provided
- Who Provides (& how need for support is determined)
- Who Receives
- When Provided & for How Long
- Who Supports Provider & How
- How Progress is Measured & Reported

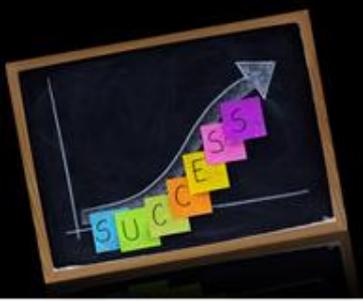


5 Non-Negotiables of Improvement Practices*

Evidence-based Practice Must Be Embedded in:

1. A coherent instructional guidance system, in which the curriculum, study materials, and assessments are coordinated within and across grades with meaningful teacher involvement;

*Anrig, G. (2013). *Beyond the education wars*

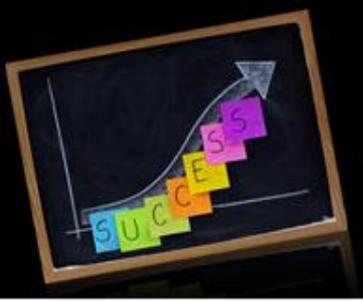


5 Non-Negotiables of Improvement Practices

Evidence-based Practice Must Be Embedded in:

2. An effective system to improve professional capacity, including making teachers' classroom work public for examination by colleagues and external consultants, and to enable ongoing support and guidance for teachers;

*Anrig, G. (2013). *Beyond the education wars*

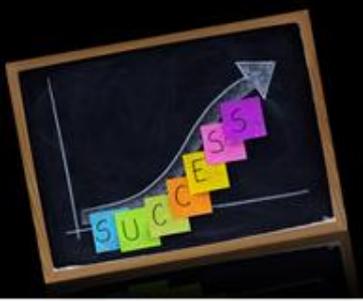


5 Non-Negotiables of Improvement Practices

Evidence-based Practice Must Be Embedded in:

3. Strong parent-community-school ties, with an integrated support network for students;
4. A student-centered learning climate that identifies and responds to difficulties any child may be experiencing (*aka MTSS*);

*Anrig, G. (2013). *Beyond the education wars*



5 Non-Negotiables of Improvement Practices

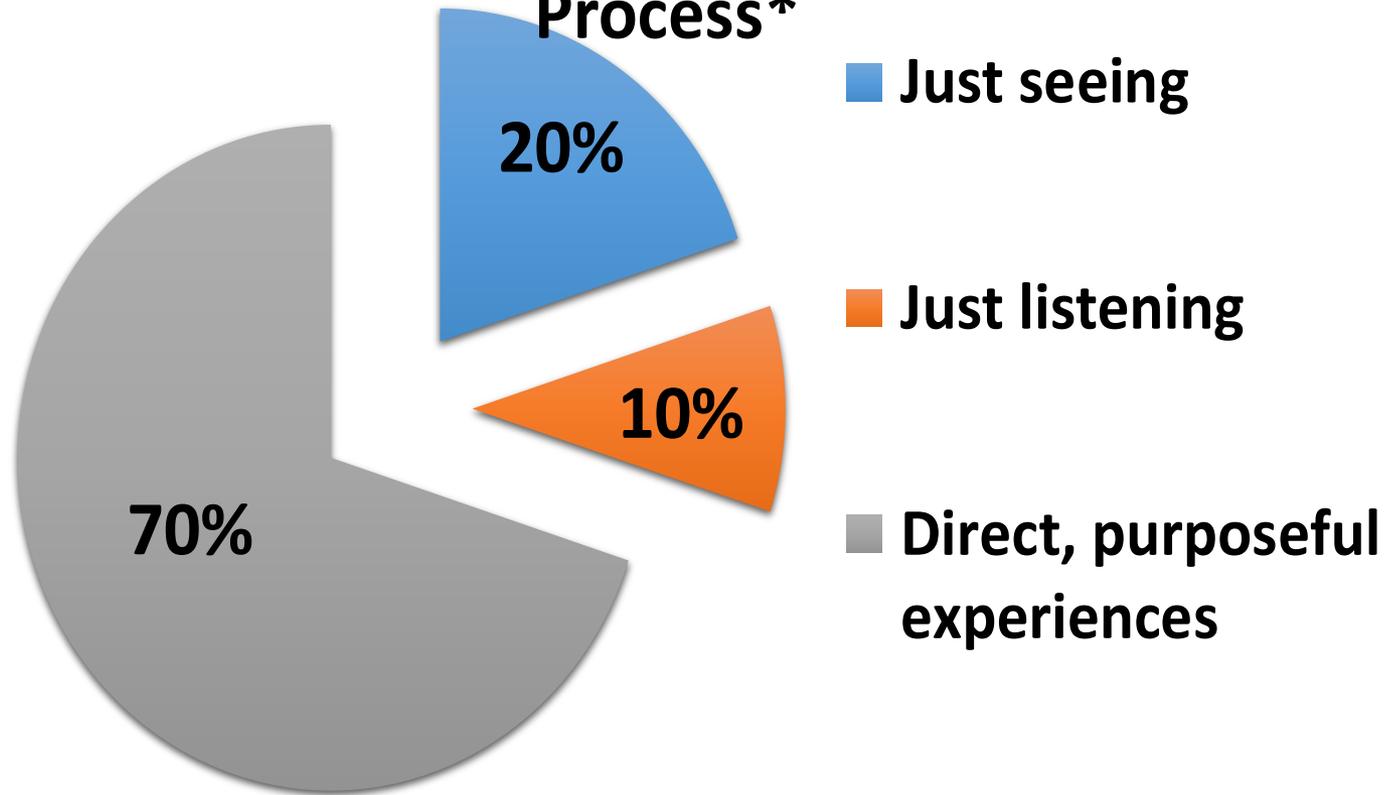
Evidence-based Practice Must Be Embedded in:

5. Leadership focused on cultivating teachers, parents, and community members so that they become invested in sharing overall responsibility for the school's improvement.

*Anrig, G. (2013). *Beyond the education wars*

Adult Learning Leading to Knowledge & Skill Acquisition

Percent of Adult Recall In the Learning Process*

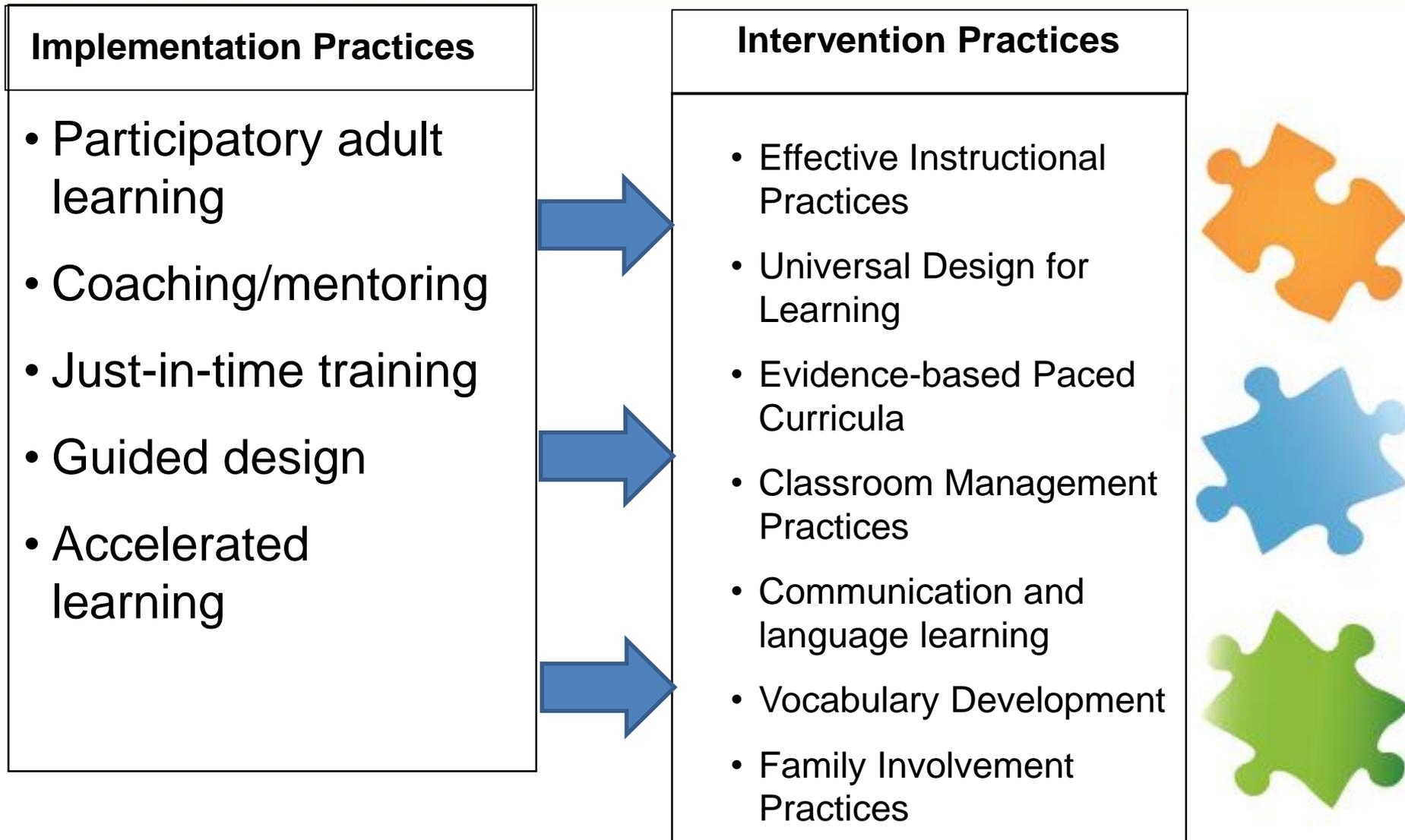


Use 2 Types of Evidence-Based Practices

- **Evidence-Based Intervention Practices**
 - Effective Instructional Delivery & Curricula
- **Evidence-Based Implementation Practices**
 - Adult learning methods



Adult Learning Leading to Knowledge & Skill Acquisition



**Tell me, I forget.
Show me, I remember.
Involve me, I understand.**

Chinese Proverb

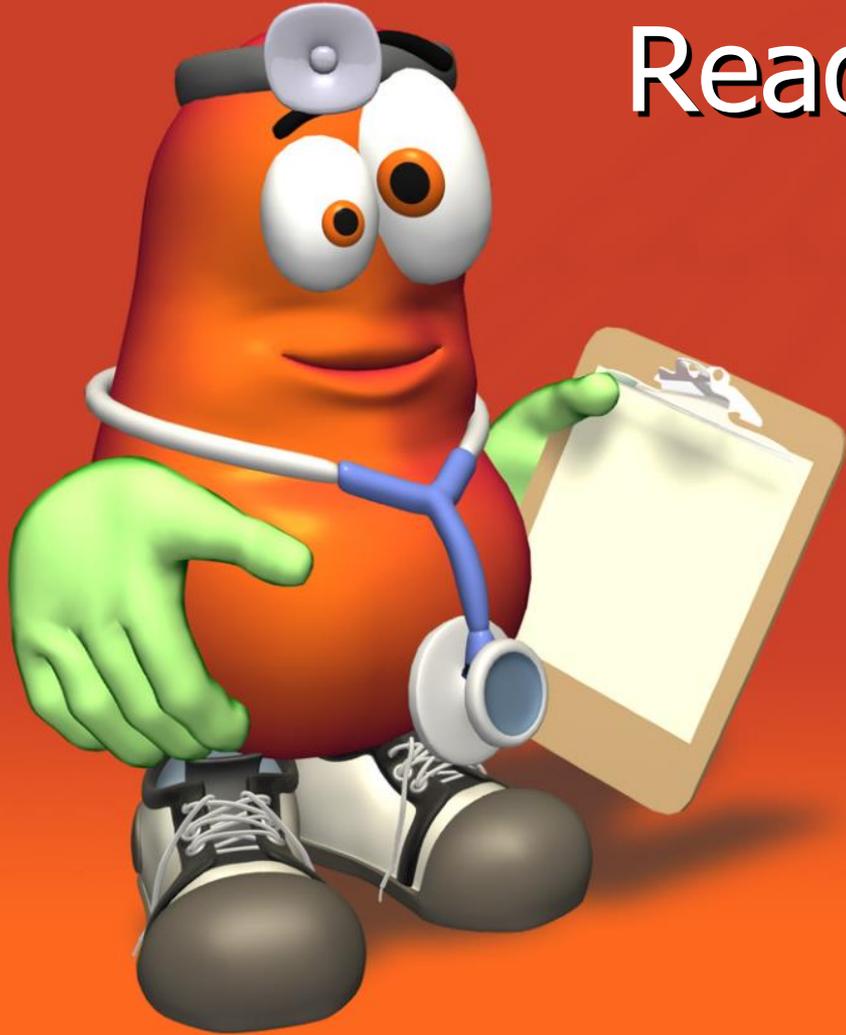




What is the
Recommended
Dosage ?

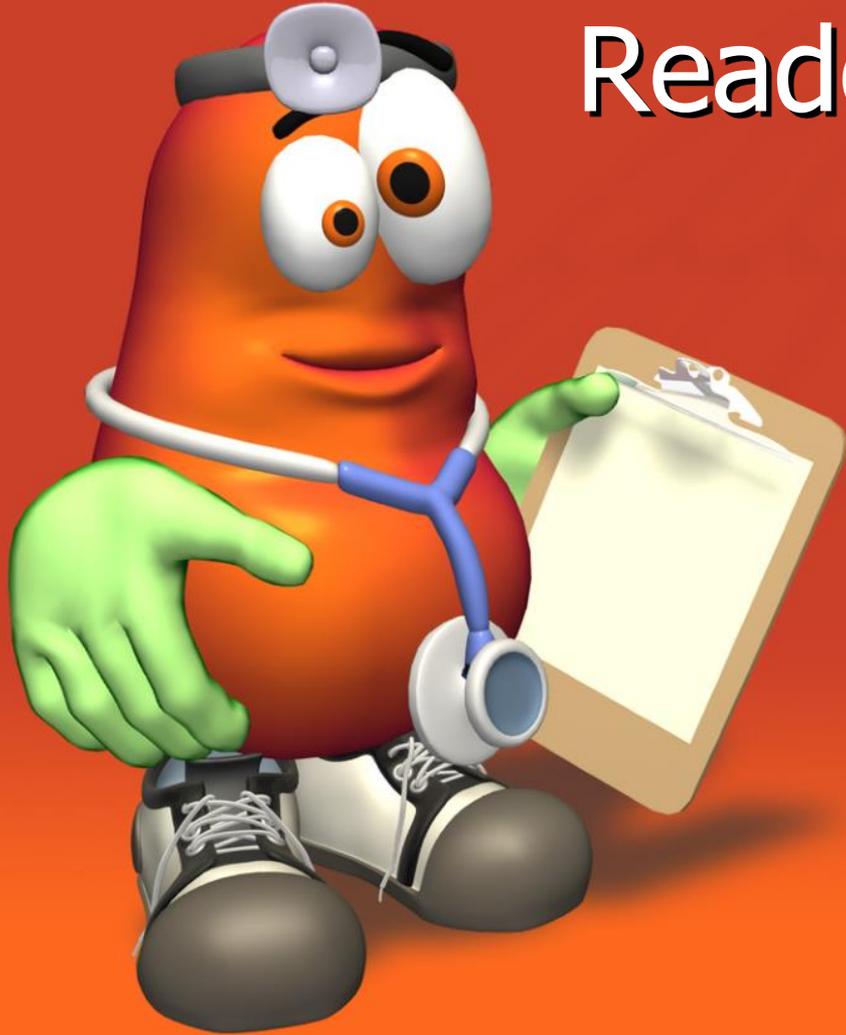
Do You Know How
Much is Too Little ?

Middle School Struggling Readers



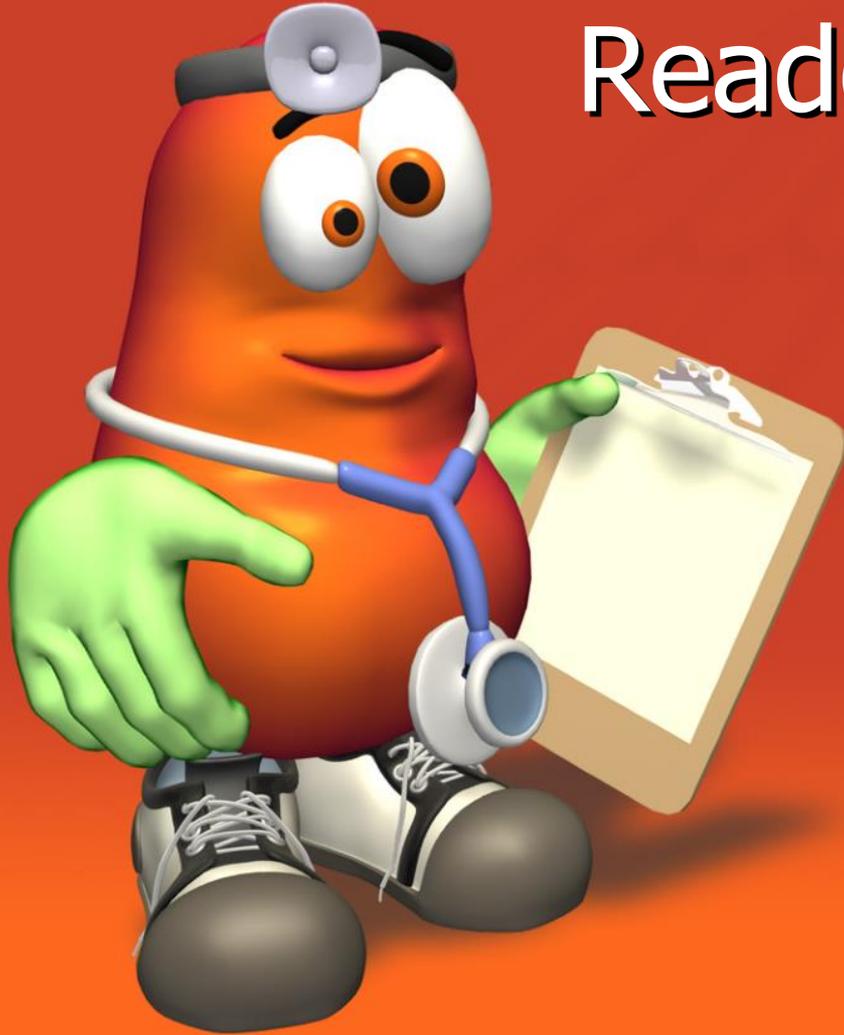
"The Trajectories indicated that the intervention group could "catch up" to the group of typical readers by the end of 12th grade. However, "

Middle School Struggling Readers



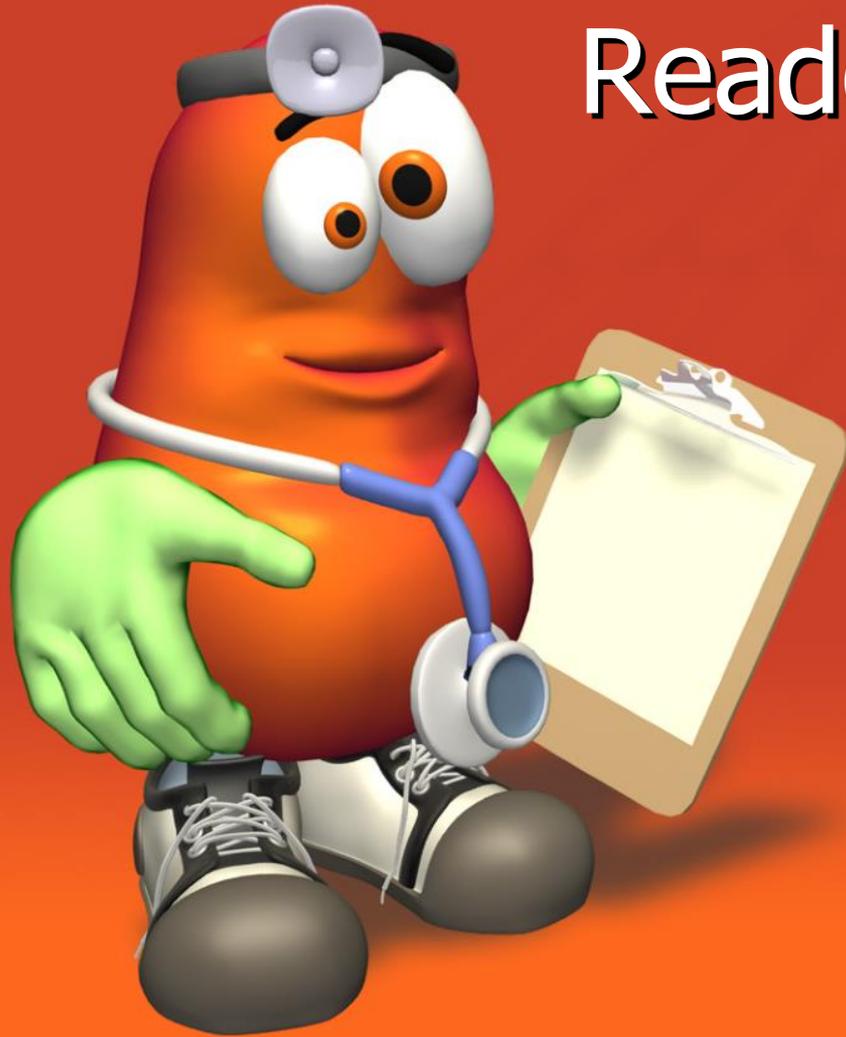
'However, the likelihood of this occurring would be contingent upon many factors, including reliable and sustained implementation...''

Middle School Struggling Readers

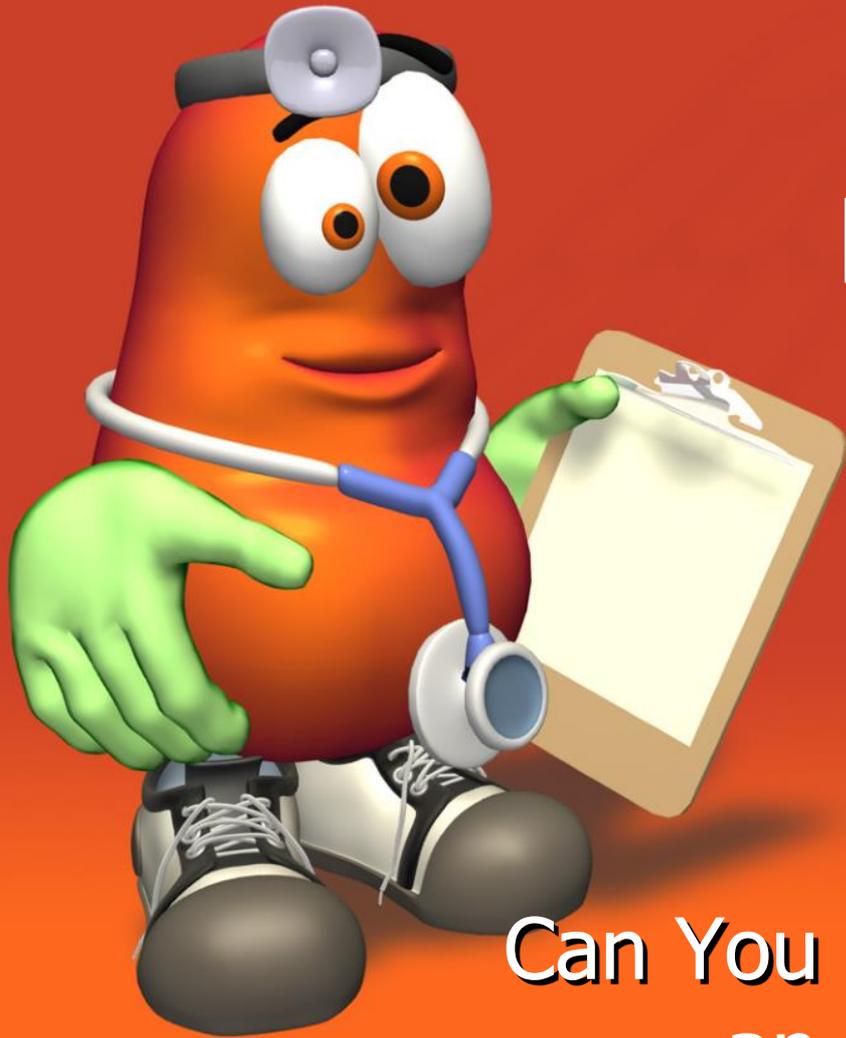


" of comprehensive, intensive interventions, consistent allocation of staffing and coaching for this purpose, and..."

Middle School Struggling Readers



"overall repurposing of some of the common structures (e.g., scheduling, credits toward graduation, teacher training)..."



What's the
Dosage of Your
Strategies ?

Can You Sustain the Dosage Until
an Effect is Achieved?

**(b) Define what
Systemic &
Strategy-Specific
Fidelity should look
like**

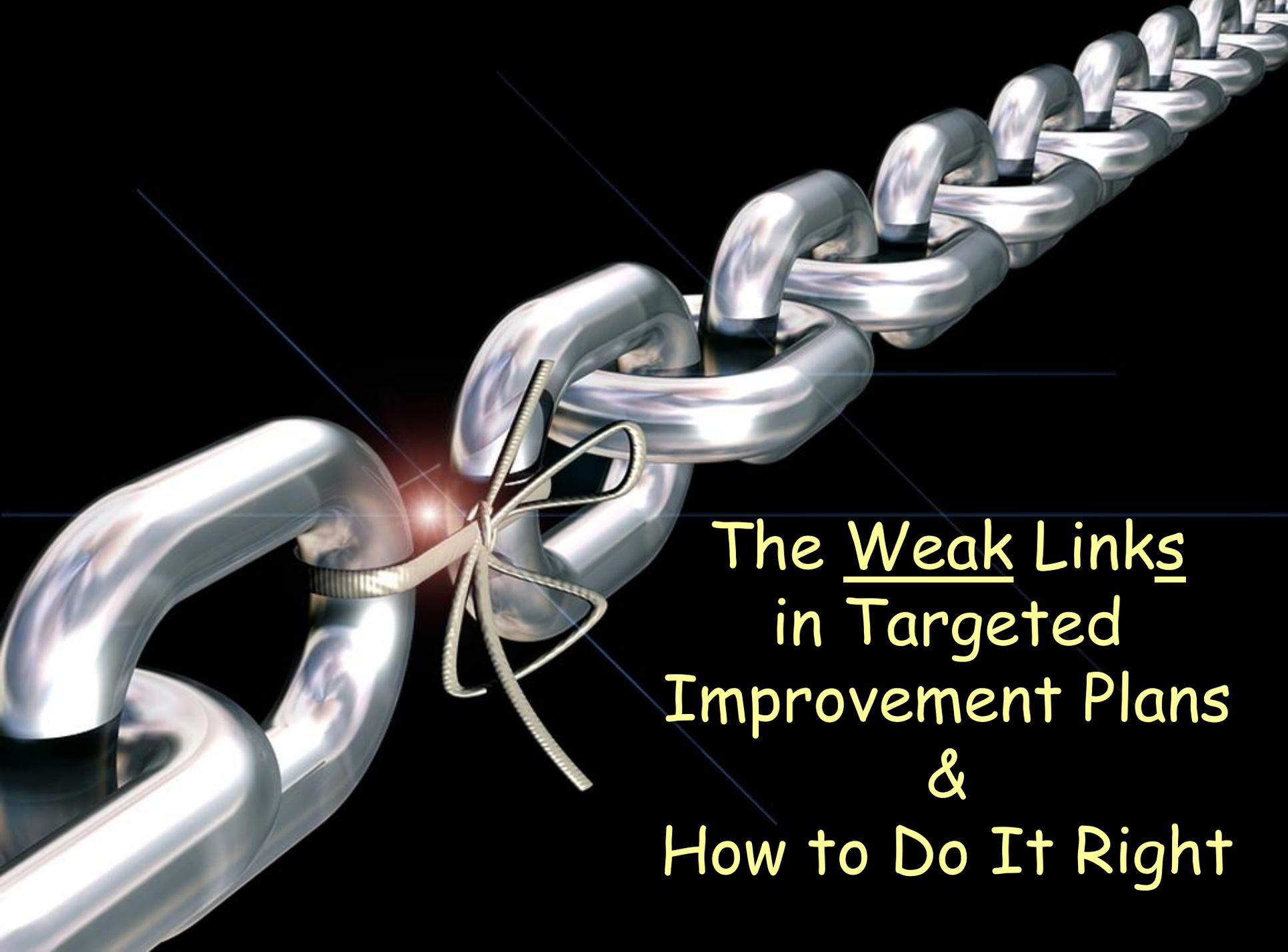


Outcome #3

Recall 4 Key Principles for the TIP

4. Measurement of Need for Support of Adults (Fidelity) is Essential.





The Weak Links
in Targeted
Improvement Plans
&
How to Do It Right

Remember: 2 Types of Critical Data

Effect Data

Kids

State Test Scores
Benchmark Tests
Progress Monitoring

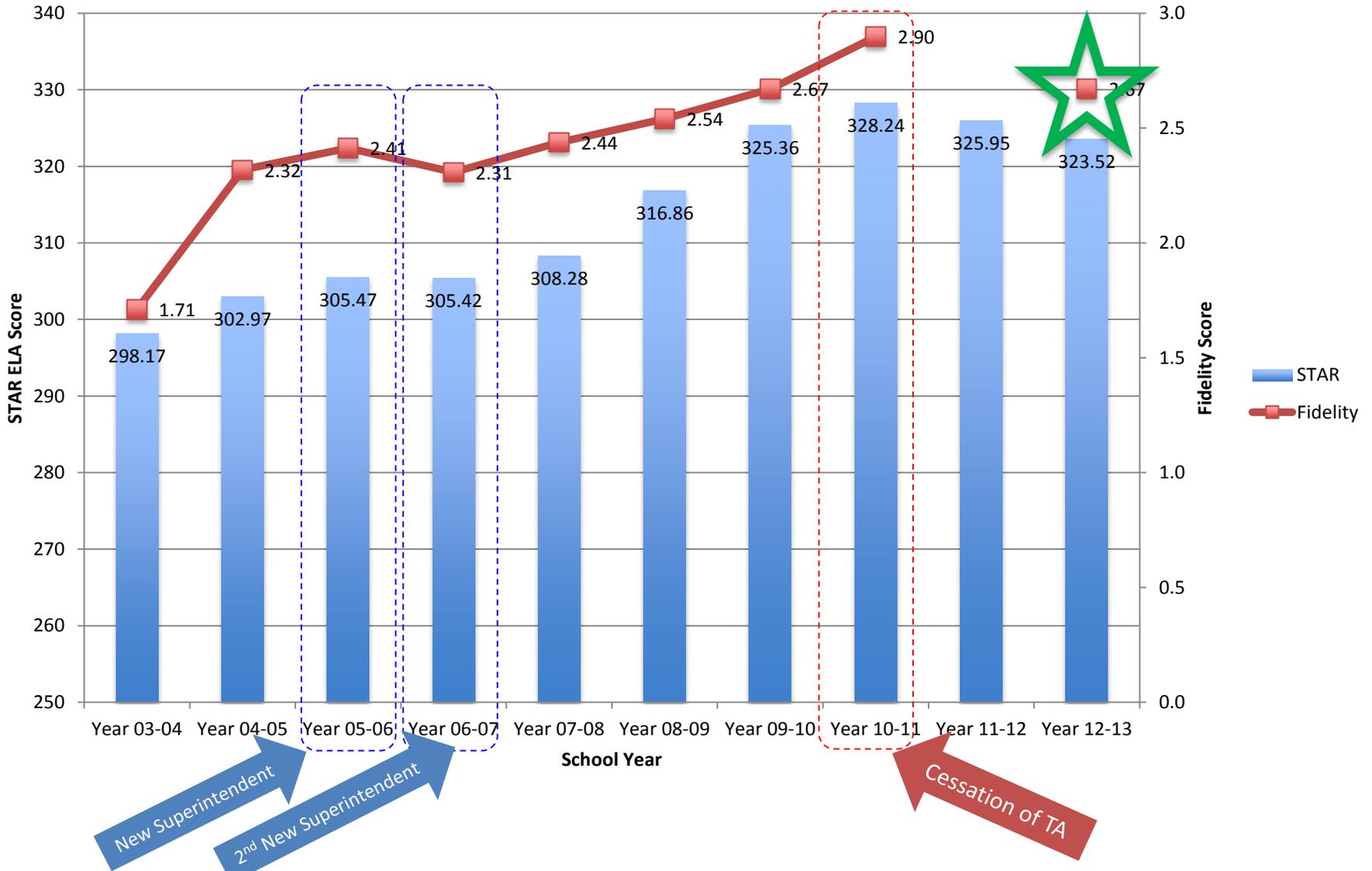
Cause Data

Adults

Teaching,
Curriculum,
Parental
Involvement,
Leadership,
Etc.

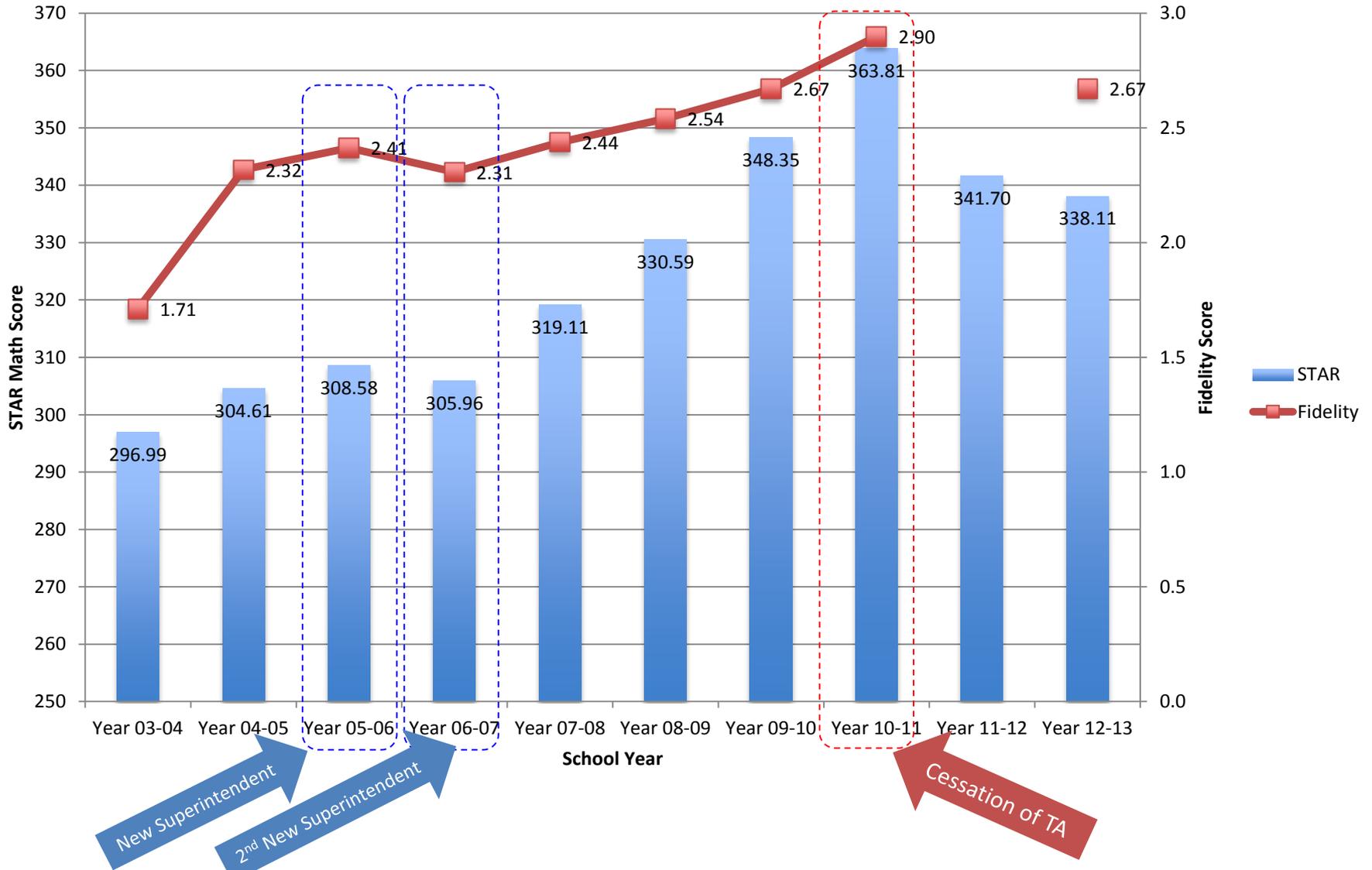
California STAR ELA & Fidelity Estimation Score Change

Three Cohort 1 Schools: Chavez, Willow Oaks, & Belle Haven
Ravenswood City School District



California STAR Math & Fidelity Estimation Score Change

Three Cohort 1 Schools: Chavez, Willow Oaks, & Belle Haven
Ravenswood City School District



Wickstrom's Wisdom



- What Happens When You Ask Teachers if They are Implementing an Intervention?
 - ✓ **54%** report “Yes”
- What is observed of the Same Teachers?
 - ✓ **4 %** (actually **Doing It**)

5 Elements of Fidelity

Student Engagement:

How engaged and involved are the students in this intervention or activity?

Adherence: How well do we stick to the plan/ curriculum/assessment?

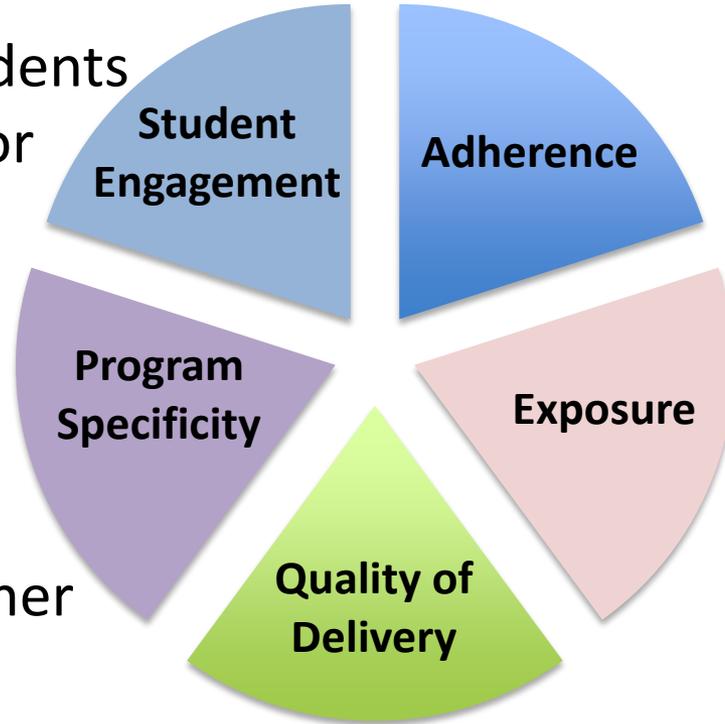
Program specificity:

How well is the intervention defined and different from other interventions?

Exposure/Duration:

How often does a student receive an intervention? How long does an intervention last?

Quality of Delivery: How well is the intervention, assessment, or instruction delivered? Do you use good teaching practices?



Facilitating Factors



Intervention

✓ Acceptability

✓ Rate of Change
Produced

Implementer

✓ Level of
training

✓ Motivation

Student

✓ Motivation

✓ Cooperation

Discouraging Factors



Intervention

☹ Complexity

☹ Multiple resources

☹ Time required

Implementer

☹ Resistance

☹ Student diversity

☹ Exposure to other interventions

Student

☹ Difficult behavior

☹ Severity/duration of problem

Six Questions Impacting Implementation Integrity

1. Were interventions with high probability of Success Selected?
2. Was a detailed plan Developed and communicated?
3. Was specific training and support Provided to those implementing interventions?
4. Was the intervention Observed in action?
5. Were adjustments Made to intervention plan when/if needed?
6. Were Data Collected and graphed on intervention goal?

Resistance to Interventions ?



- Teachers who were resistant to the traditional consultation process
- Implemented w/ higher rates of integrity when
- Able to “test drive” several interventions and select the one they found most **acceptable**.
- Higher levels of treatment integrity also associated with increased student engaged time.

4 Steps to Using Implementation Integrity Measurement

1. Select a Measure
2. Ask Teachers for Feedback on Social Validity
3. Teachers use the Measure with each other
4. Principal/PLCs use the Implementation Integrity Measure



Measuring Implementation

1. Self-Monitoring and Self-Report
2. Direct Observation
3. Student Performance/
Permanent Products
4. Behavioral Data
5. Academic Data

A Practitioner's Experiment

How Many Checklists Found in 1 hour ?



Dr. Jennifer Maynard,
TIERS Group

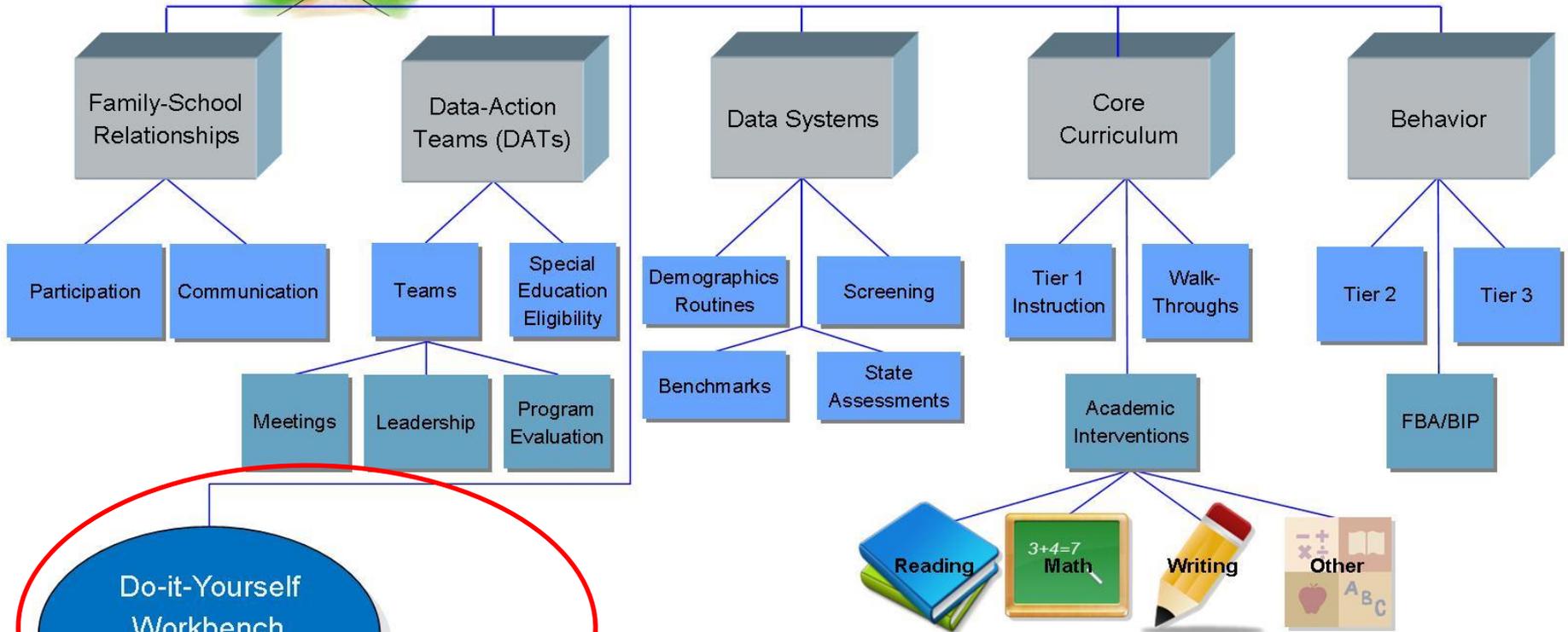


What is *Implementation Integrity* or *Fidelity*?

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

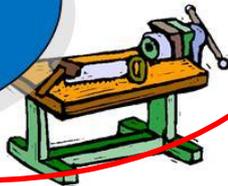


RtI Systems and Processes



Do-it-Yourself
Workbench

Templates for Making
Your Own Checklist



Please Add More

We're always building! Got a checklist?
Send the link to TIERs@isuhsd.edu and
we'll add it to the list!

Blue Zones Checklists

Our checklists help you optimize your life for maximum health and happiness.

Overview



Overview

Home

Kitchen

Bedroom

Tribe

Login

My Account



Blue Zones® Home Checklist

Your home can make you healthier without you even realizing it.

Start Now



Blue Zones® Kitchen Checklist

Small changes help you and your family eat better effortlessly.

Start Now



Blue Zones® Bedroom Checklist

Optimize your bedroom to make getting Zzzs a breeze.

Start Now



<https://www.bluezones.com/resources/checklists>

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

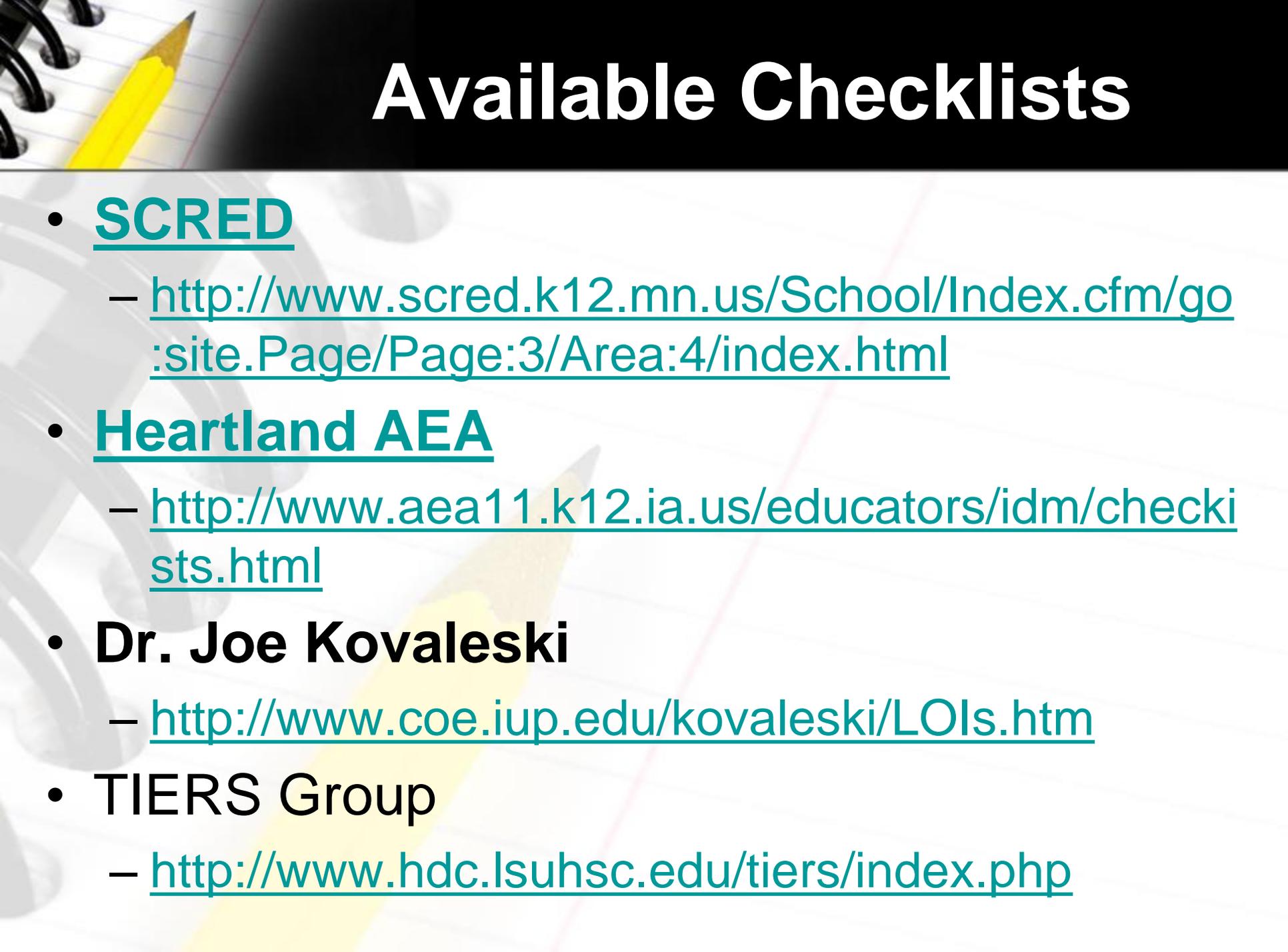


- Identify the Steps in the intervention plan
- Create an Item for each Step in the plan
- Yes/No response for each item

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!



Available Checklists

- **SCRED**

- <http://www.scred.k12.mn.us/School/Index.cfm/go:site.Page/Page:3/Area:4/index.html>

- **Heartland AEA**

- <http://www.aea11.k12.ia.us/educators/idm/checklists.html>

- **Dr. Joe Kovaleski**

- <http://www.coe.iup.edu/kovaleski/LOIs.htm>

- **TIERS Group**

- <http://www.hdc.lsuhscc.edu/tiers/index.php>

What's the
Magic Number
for Fidelity?

80%



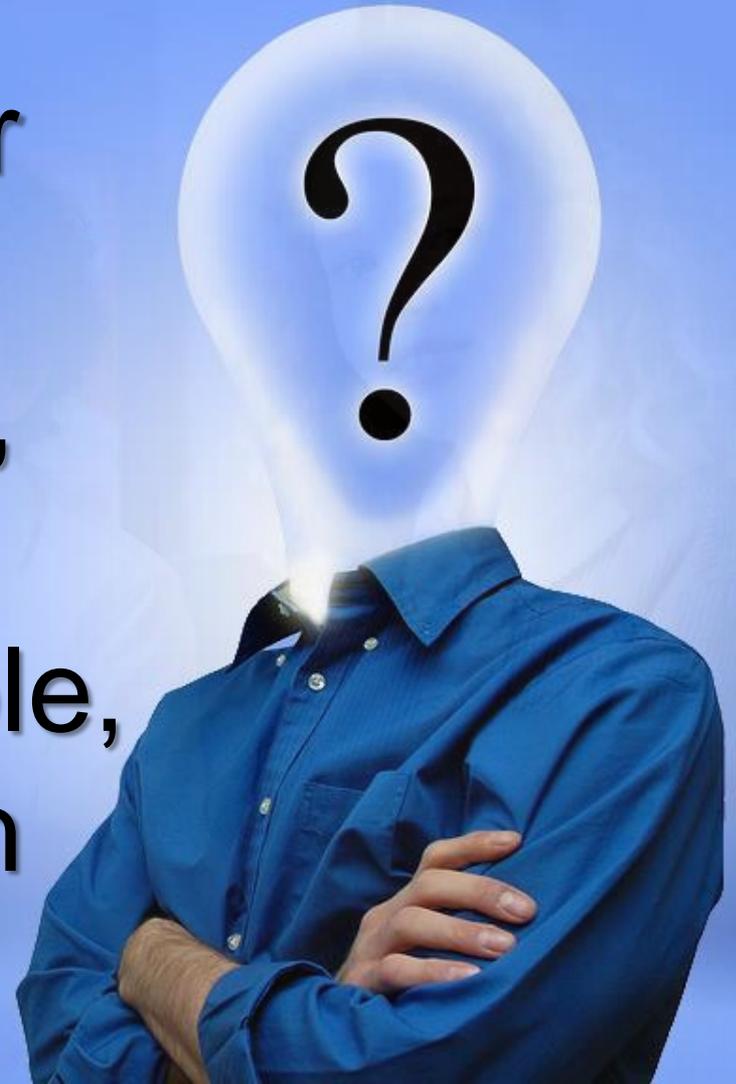


Warning !
Warning !

Ignore Implementation Fidelity
Measurement at Your Own Risk

How Will You Measure Fidelity? Strategy or Systemic Implementation

Specific
Steps for
Each
Strategy,
Who's
Responsible,
By When



Let's Debrief & Learn

✓ What's Your
Plan ?



**How Do
You Make
Decisions
about
Fidelity
Scores ?**



Decision-Making Matrix

Student Performance Measures

	Good (@ or above the Aim Line)	Questionable (Inconsistent Scores)	Poor (Consistently below the Aim Line)	
Implementation Fidelity Measures	Good (80% +)	Interpret Data & Act (Is this Intervention Needed?)	Drill Down (What other data/info are available?)	Consider Changing Intervention
	Questionable (50% – 79%)	Drill Down Coach Interventionist	Drill Down Coach Interventionist	Drill Down Coach Interventionist
	Poor (<49%)	Drill Down Coach Interventionist	Coach Interventionist	Coach Interventionist

What Works to Improve Integrity?

- Training, including Modeling, Coaching, & Feedback
- Test Drive Several, Teacher Choice
- Routine Integrity Checks with Feedback
- Routine Progress Monitoring with Feedback





**Performance
Feedback
Increases
Implementation
Integrity**



Summary: Key Factors in Fidelity



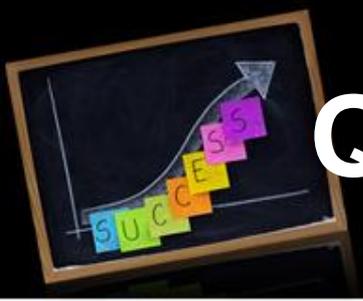
- Collaborative Culture is Essential
- Not Evaluation of Implementer – Helps Everyone (Trainer to Teacher or Interventionist to Student)
- Never a Punitive Exercise



**Identify & Define
Measures that
could/should be used to
Evaluate the
Effectiveness of the
Strategy selected & the
Impact of their TIP**



Outcome # 4



Quick Summary – If-Then-So

If (Your Strategies)

- ✓ Evidence-Based Practices
- ✓ Explicit & Comprehended
- ✓ Implemented w/Fidelity
- ✓ Supported by PD & Coaching

Then (Your Improvement Focus)

- ✓ Measurable Goals
- ✓ Cogent Vision

So

- ✓ Performance & Fidelity Data – What Happened



Last Review: What Was Said Last Year - Part 3

Critical Points for You to Consider

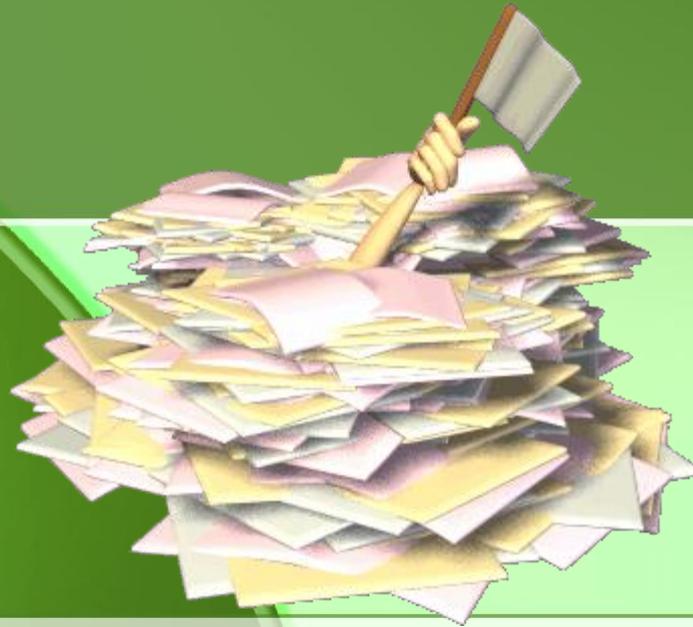
- ✓ Performance on Procedural Compliance in the past Several Years
- ✓ Performance on Results Measures in the past Several Years
- ✓ State's SIMR & Your Performance
- ✓ Capacity to Support Staff in Improving Results
- ✓ Sustaining Procedural Compliance while Improving Results



Better Results in Nebraska ?

- ★ If We Pay More Attention to the Adults that Directly Serve them Then Children will become More Successful.
- ★ If We Focus on Strategic Results Then Children will become More Successful
- ★ If We Improve Our Personal Leadership Routines Then Children will become More Successful.
- ★ Time Lost Can Never Be Recovered. Use Time Well. Start Now...

Offer on Your Next Homework
in 3 weeks (9/19/16)



Should You Choose to Take Me Up On It

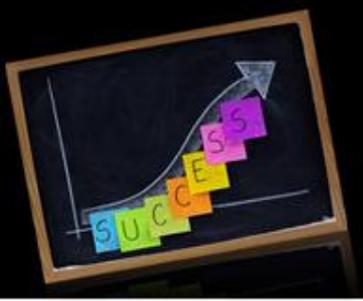
Between 9/19 & 9/30/16

1. Report One Measurable Accomplishment on Your TIP
2. Report # of Days You Listed 3 Gratefuls

I will send you an E-Book of Your Choice:

- Leadership for Dummies
- Time Mgt for Dummies
- Avoiding Procrastination

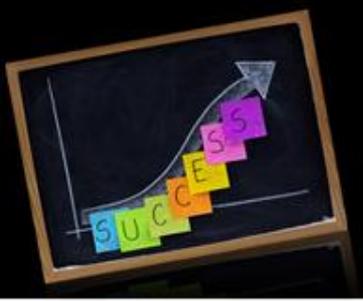




Make a Resolution

Top Ten from New Year's

1. Lose Weight
2. Get Organized
3. Spend Less/Save More
4. Enjoy Life Fully
5. Stay Fit & Healthy
6. Learn Something Exciting
7. Quit Smoking
8. Help Others in their Dreams
9. Fall in Love
10. More Time w/Family



Statistics from New Year's

Percent who Usually Make Resolutions

45%

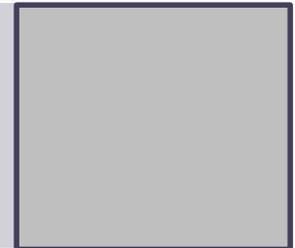
Percent who Infrequently Make Resolutions

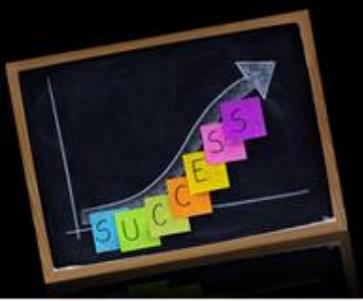
17%

Percent who Absolutely Never Make Resolutions

38%

Percent who are successful in achieving the Resolutions





8% Being Successful

“People who explicitly make resolutions & Use Data are 10 times more likely to attain their goals than those who make vague goals.”



Your Inner Conversation Matters



Amy Cuddy

4 OUTCOMES FOR THE DAY



1. Review Critical Factors in Infrastructure that Support/Sustain the Implementation of the TIP.

4 OUTCOMES FOR THE DAY

2. Review & Examine the Evidence-Based Practices/ Strategy Selected (does the strategy selected have a High Likelihood of having the Impact Desired?)



4 OUTCOMES FOR THE DAY

3. Identify Core Elements of the Evidence-Based Practices/Strategy
Selected & Define what Systemic & Strategy-Specific Fidelity should look like.



4 OUTCOMES FOR THE DAY



4. Identify & Define Measures that could/should be used to Evaluate the Effectiveness of the Strategy selected & the Impact of their TIP.

Summary - 4 Key Principles

1. School structures influence instruction.

2. Teacher involvement in reform.

3. Small, slow changes practice occur often.

4. Measurement of Need for Support of Adults (Fidelity) is Critical.



Be Well
Do Good Work, &
Stay Frisky

Thanks from the Bayou

acoulter@lsuhsc.edu

Alan's Mom: junepsi@gmail.com

