

Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** This module, second in a series of three, discusses implementing an evidence-based practice or program with fidelity (est. completion time: 1 hour).
- *STAR Legacy Cycle*
- **Related to This Module**
 - Link: Module Outline
 - Video: Navigating an IRIS *STAR Legacy* Module
 - Link: IRIS and Adult Learning Theory
 - Wrap-Around Content Map

Challenge

- **Video:** You are an education professional who recently learned about the identification and selection of evidence-based practices or programs—or EBPs—but now it's time to actually implement those EBPs.

Notes

Initial Thoughts

- What is fidelity of implementation?
- How can an educator implement an evidence-based practice or program with fidelity?

Notes

Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
 - Understand the importance of implementing an evidence-based practice or program with fidelity

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- Be familiar with the five components required to achieve fidelity of implementation
- Recognize the importance of gathering and organizing the resources necessary for implementation
- Be aware of the risks of making adaptations to evidence-based practices and understand which adaptations pose less risk
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Fidelity of Implementation

- Educators are expected to implement evidence-based practices and programs (EBPs) to improve the outcomes of the children or students with whom they work...
- Box with quotation
- The implementation of a practice or program as intended by the researchers or developers is referred to as “fidelity of implementation”
- To implement a practice or program with fidelity, you should... [bullet points]
- Research Shows
 - Link: effect size [definition]
- Please review the first IRIS Module in this series: Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program

Notes

❖ Page 2: Understand Implementation Procedures

- To implement an EBP with fidelity, first you must...
- Training
 - Effective high-quality training includes... [bullet points]
 - Link: corrective feedback [definition]
 - In addition to the training components listed above, you should...
 - Link: drift [definition]
 - Research Shows

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- Link: Benefits of peer coaching
- Learning on Your Own
 - A manual may address other information related to implementation [bullet points]
 - A manual helps ensure a degree of program quality by...
 - When a manual is not available...
 - Audio: Bryan Cook offers more suggestions on training and self-learning opportunities
 - Audio: Tom Kratochwill makes some suggestions of his own about training and self-learning opportunities
 - For Your Information

Notes

❖ Page 3: Prepare for Implementation

- Once you have learned the requirements for implementing an EBP, you can...
- Resources to consider before implementation
- For Your Information

Notes

❖ Page 4: Follow Implementation Procedures

- Once you have prepared to implement the EBP, you need to...
- Fidelity of implementation consists of three key components [bullet points]
- For Your Information
- Audio: Larry Wexler discusses the importance of fidelity of implementation
- Audio: Scott McConnell adds some additional thoughts on the importance of fidelity of implementation
- Risks to Fidelity
 - Common reasons educators change EBPs, intentionally or otherwise [numbered list]
 - When implementing an EBP, teachers might mistakenly believe that...
- Drift
 - When teachers implement an EBP, they usually start off by doing so with fidelity, but...
 - Definition of “drift”

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- Research Shows
- Adaptation
 - Educators often intentionally change the components of an EBP
 - Audio: Bryan Cook, Tom Kratochwill, and Lisa Sanetti discuss why educators often have difficulty implementing a practice or program with fidelity
 - For Your Information
 - To learn more about this process, view the IRIS Module: Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity

Notes

❖ Page 5: Risks of Adapting Evidence-Based Practices

- Recall that fidelity of implementation refers to...
- For example, a teacher is planning to use an EBP that should be implemented two times per week for 45 minutes each session for 10 weeks
- Oftentimes, educators like the one in the example above...
- Considerations When Adapting
 - Given the risks associated with making adaptations to an EBP, nevertheless there are times when...
 - Research indicates that adaptations are more successful when... [bullet points]
 - Examples of changes to non-core components/core components
 - Audio: Bryan Cook describes the balance between implementing a practice or program with fidelity and adapting to meet one's unique needs
 - For Your Information

Notes

❖ Page 6: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

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❖ Page 7: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Audio: Lisa Sanetti reviews key considerations for implementing a practice or program with fidelity
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

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Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]