Maintaining Employee Performance: Specific Strategies for Training and Maintaining High Levels of Staff Fidelity

Thomas Zane, Ph.D., BCBA-D
University of Kansas
• Please write down specific questions about staff fidelity or topics/areas you would like discussed this morning.
• Turn them in to Dr. Zane
Contributors

• Carolina Institute of Developmental Disabilities
• PAAL Program
• Mary Jane Weiss, Ph.D., BCBA-D
• Kristin Foley, M.S., BCBA
• Valerie Thompson, M.S.
• All staff and individuals, who have taught me everything
Staff Fidelity

• What is it?
• Why is it important?
• How to measure it?
• How to attain it?
• How to maintain it?
What is it?

• Degree to which staff implement procedures as written
Definition of Terms

Diffusion

Implementation

Fidelity

CCID
Diffusion of Innovation Theory

- Diffusion
- Dissemination
- Adoption
- Implementation
- Sustainability
Conceptual Model for Fidelity (Carroll et al., 2007)

Intervention

Adherence:
- Dosage
- Frequency
- Duration

Outcomes

Component analysis to identify essential or active ingredients
Primary Implementation Components

<table>
<thead>
<tr>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fidelity</td>
</tr>
<tr>
<td>Dosage</td>
</tr>
<tr>
<td>Quality</td>
</tr>
<tr>
<td>Participant responsiveness</td>
</tr>
<tr>
<td>Program differentiation</td>
</tr>
</tbody>
</table>
Dimensions of Treatment Fidelity

**Treatment Integrity / Adherence**

- Was the treatment delivered as intended?
  - Conceptual level—Does the treatment capture the theoretically active ingredients?
  - Pragmatic level—Do interventionists follow the treatment plan?

Friedman, Furberg, DeMets, 1998; 7th Annual NIH Institute on RCTs, 2007

**Treatment Differentiation**

- Does the treatment differ from the control condition as intended?
  - Conceptual level—Were non-specific factors controlled (attention, contact)?
  - Pragmatic level—Did the treatments “bleed” (i.e. contamination)?
## Dimensions of Treatment Fidelity

<table>
<thead>
<tr>
<th>Participant Responsiveness: Receipt</th>
<th>Participant Responsiveness: Enactment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Was the treatment received and/or comprehended by the participant?</td>
<td>• Does the participant use what they learn in treatment?</td>
</tr>
<tr>
<td>– Actual presence/dosage—Does the participant attend the treatment sessions?</td>
<td>– During therapy—Does the participant carry out the treatment steps as intended?</td>
</tr>
<tr>
<td>– Comprehension—Does the participant learn the skills? Does s/he understand the therapeutic procedures?</td>
<td>– Outside of therapy—Does the participant apply the skills or therapeutic techniques learned to his daily life?</td>
</tr>
</tbody>
</table>

Friedman, Furberg, DeMets, 1998; 7th Annual NIH Institute on RCTs, 2007

CCID
Two Types of Fidelity

- **Structural or procedural** — "quantitative" aspects of fidelity (e.g. # of steps OT carries out in delivering the intervention, proportion of a curriculum implemented)

- **Process or competence** — "qualitative" aspects of fidelity. How well were the steps carried out vs. how much (i.e. quality vs. quantity)?
Why is Fidelity Important?

• And, how good is it?
Why is Fidelity Important?

“The quality of services provided to consumers is a function of the behavior of staff delivering said services which, in turn, is influenced by the quality and consistency of training and performance management practices adopted by organizations.” (Reed-Henley, 2015)
Why is Fidelity Important?

• Poor fidelity is a threat to internal validity
• Relationship exists between well-implemented interventions & effect sizes found
  – Meta-analysis of 500 studies on prevention & health promotion found mean effect sizes 2-12x higher in well vs. poorly implemented interventions (Durlak & DuPre, 2008)
• May help to explain heterogeneity in outcomes
  – Differential impacts of fidelity on outcomes have been found based on gender, risk level, ethnic group, etc.
Importance of Measuring Fidelity

McHugo et al. 2007

Figure 1
Mean fidelity scores over two years for five evidence-based practices implemented at 49 sites

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Fidelity Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>1.0</td>
</tr>
<tr>
<td>8 months</td>
<td>2.0</td>
</tr>
<tr>
<td>12 months</td>
<td>3.0</td>
</tr>
<tr>
<td>18 months</td>
<td>4.0</td>
</tr>
<tr>
<td>24 months</td>
<td>5.0</td>
</tr>
</tbody>
</table>

* Fidelity was measured with scales specific to each practice, with 5 indicating full adherence to the model and 1 indicating no adherence. A score of ≥4.0 indicates high fidelity; 3.0 to 3.9, moderate fidelity; <3.0, low fidelity.

Odom et al. 2010

Table 5
Correlation between predicted posttest scores aggregated by class and implementation measures.

<table>
<thead>
<tr>
<th>Measure</th>
<th>PPVT</th>
<th>WF-R</th>
<th>SSRS self-eff</th>
<th>SSRS classroom survival skills</th>
<th>SSRS FB-intенного</th>
<th>NAAT positive responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy quantity</td>
<td>0.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy quality</td>
<td>0.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy comp</td>
<td>0.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math quantity</td>
<td>0.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math quality</td>
<td>0.24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math multi-composite</td>
<td>0.26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social quantity</td>
<td>0.36</td>
<td>0.36</td>
<td>0.02</td>
<td></td>
<td>0.12</td>
<td>0.12</td>
</tr>
<tr>
<td>Social quality</td>
<td>0.28</td>
<td>0.22</td>
<td>0.10</td>
<td></td>
<td>0.36</td>
<td></td>
</tr>
<tr>
<td>Social multi-composite</td>
<td>0.34</td>
<td>0.32</td>
<td>0.09</td>
<td></td>
<td>0.25</td>
<td></td>
</tr>
</tbody>
</table>

* p<.05.
** p<.01.
• Current emphasis on translational research

![Graph showing the percent of teachers implementing PRT components at or above fidelity criteria.](image)

**Fig. 1** Percent of teachers implementing PRT components at or above fidelity criteria.
Assessing Fidelity

Fidelity of Implementation

<table>
<thead>
<tr>
<th>Classroom Type</th>
<th>TEACCH</th>
<th>LEAP</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fidelity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACCH measure</td>
<td>4.3</td>
<td>.45</td>
<td>3.8</td>
</tr>
<tr>
<td>LEAP measure</td>
<td>4.0</td>
<td>.45</td>
<td>4.6</td>
</tr>
<tr>
<td>Quality measure</td>
<td>4.2</td>
<td>.38</td>
<td>4.7</td>
</tr>
</tbody>
</table>

Fidelity data are based on total scores

CCID
Why is it Important?

*What is the relationship between fidelity and intervention effectiveness?*
• Correlational data
• Experimental research
  – Manipulation of fidelity levels
• Errors of omission
• Errors of commission
Figure 1. Percentage accuracy on the receptive identification task during discrete-trial teaching across baseline and consequence manipulation conditions for each participant.
Figure 1. Percentage of trials with compliance across baseline and three-step prompting integrity levels (i.e., 100%, 50%, and 0%).
Figure 1. Percentage of trials with compliance across baseline and three-step prompting integrity levels (i.e., 100%, 50%, and 0%).
Bottom Line -

• Fidelity/integrity influences client outcomes
  – High fidelity = better outcomes
  – Low fidelity = worse outcomes
How to Measure it?

• “The precise measurement of independent variable integrity has been identified as an overlooked areas within ABA.” (Fryling, et al., 2012)
Review Data Sheets
Sample of Fidelity Measures

<table>
<thead>
<tr>
<th>Skills and Indicators</th>
<th>Full Implementation</th>
<th>Partial Implementation</th>
<th>Minimal/No Implementation</th>
<th>Observation/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rater(s) Note: The ratings for classroom structure are to be completed from the perspective of the student with ASD***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. A daily schedule of activities is used by students and staff; individual schedules are utilized as necessary</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2. Students are adequately prepared for transitions (e.g., informed in advance of changes in routine or activity)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3. Each student spends most of his/her time actively engaged in meaningful learning activities, with little or no unengaged time</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4. Students are given opportunities to make choices</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5. Paraeducators in the classroom are actively involved with students in a manner that promotes their independence and learning</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6. The roles and responsibilities of all team members, including paraeducators, are clearly defined</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7. Data are collected on all IEP objectives regularly</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>8. Data are summarized, analyzed, and used to make instructional decisions</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
# Discrete Trial Treatment Integrity Data Sheet

<table>
<thead>
<tr>
<th>Skill</th>
<th>Define</th>
<th>Measure</th>
<th>Criterion</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set up</strong></td>
<td>Materials presented appropriately (e.g., field size, randomization</td>
<td>□ Yes □ No</td>
<td>Pass/Fail</td>
<td></td>
</tr>
<tr>
<td><strong>SD presentation</strong></td>
<td>SD presented as indicated by the educational program.</td>
<td>□ Yes □ No</td>
<td>Pass/Fail</td>
<td></td>
</tr>
<tr>
<td><strong>Prompts delivered correctly</strong></td>
<td>Prompts are considered correctly delivered if it is the prompt indicated in the program and/or if it is delivered within 0-2 seconds of SD or other specified latency.</td>
<td>□ Yes □ No</td>
<td>Pass/Fail</td>
<td></td>
</tr>
<tr>
<td><strong>Reinforcement</strong></td>
<td>Staff member followed prescribed schedule of reinforcement as specified for learner in THAT PROGRAM</td>
<td>□ Yes □ No</td>
<td>Pass/Fail</td>
<td></td>
</tr>
<tr>
<td><strong>Error Correction</strong></td>
<td>Staff member re-presented the original SD with a controlling prompt. Then staff member presented SD without a prompt or at previous prompt level.</td>
<td>□ Yes □ No</td>
<td>Pass/Fail</td>
<td></td>
</tr>
<tr>
<td><strong>Interspersals</strong></td>
<td>Were a variety of items used as non-targets in interspersals?</td>
<td>□ Yes □ No</td>
<td>Pass/Fail</td>
<td></td>
</tr>
<tr>
<td><strong>Interspersals</strong></td>
<td>Did the staff member utilize the appropriate interspersal ratio?</td>
<td>□ Yes □ No</td>
<td>Pass/Fail</td>
<td>Targets: Mastered items:</td>
</tr>
<tr>
<td><strong>Pacing</strong></td>
<td>Did the instructor pace instruction appropriately (to the learner and program)? Indicate how this was evaluated. _____ Rate per minute _____ Percent of opportunities _____ Inter-response time _____</td>
<td>□ Yes □ No</td>
<td>Pass/Fail</td>
<td></td>
</tr>
<tr>
<td><strong>Pairing</strong></td>
<td>Was pairing used to establish and maintain MO's?</td>
<td>□ Yes □ No</td>
<td>Pass/Fail</td>
<td></td>
</tr>
<tr>
<td><strong>Manding</strong></td>
<td>Did staff member promote manding (capture/contrive MO's)? Did staff member ensure requesting?</td>
<td>□ Yes □ No</td>
<td>Pass/Fail</td>
<td></td>
</tr>
<tr>
<td><strong>Differential Reinforcement</strong></td>
<td>Was differential reinforcement used?</td>
<td>□ Yes □ No</td>
<td>Pass/Fail</td>
<td></td>
</tr>
<tr>
<td><strong>Praise</strong></td>
<td>Was a variety of praise statements used?</td>
<td>□ Yes □ No</td>
<td>Pass/Fail</td>
<td></td>
</tr>
<tr>
<td><strong>Data collecting</strong></td>
<td>Were data collected in an accurate and timely way?</td>
<td>□ Yes □ No</td>
<td>Pass/Fail</td>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Yes: Indicates 80% - 90% pass of opportunities</td>
<td></td>
<td>Support criterion for all checks 90% across all competencies</td>
<td></td>
</tr>
</tbody>
</table>

Support criterion for all checks 90% across all competencies.
<table>
<thead>
<tr>
<th>Item/Activity for which the learner initiated</th>
<th>Did the instructor prompt, model, or request an elaboration</th>
<th>Did the child respond with more elaborate language</th>
<th>Did the instructor provide access to the item/activity for which the learner initiated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>
Dyad

Therapist: ___________  Date: ___________

Time: ___________  Student: ___________

Condition (ACQ or M): ___________  Arrangement-DYAD OR INDIV: ______

Mode of presentation- Interspersed or massed: ______________

**Scoring:**

+ if skill is displayed by therapist

- if skill is not displayed by therapist

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therapist remains in close proximity (within 3 feet) with student(s) to be able to deliver reinforcement and intervene as needed</td>
<td></td>
</tr>
<tr>
<td>Therapist delivers attention and instruction according to protocol</td>
<td></td>
</tr>
<tr>
<td>Therapist provides student(s) with Sd corresponding to teaching plan.</td>
<td></td>
</tr>
<tr>
<td>Therapist maintains appropriate student ratio during session, and alternates instruction as appropriate for dyad.</td>
<td></td>
</tr>
<tr>
<td>Therapist records challenging behavior and out of seat data on data sheet for corresponding session.</td>
<td></td>
</tr>
<tr>
<td>Therapist responds to challenging behavior as per instructed in BSP.</td>
<td></td>
</tr>
<tr>
<td>Therapist records data promptly and accurately per target and prescribed prompt level.</td>
<td></td>
</tr>
<tr>
<td>Therapist arranges instructional environment appropriately</td>
<td></td>
</tr>
<tr>
<td>Therapist attends to motivator and records PI data every 2 min.</td>
<td></td>
</tr>
<tr>
<td>Therapist responds to correct and incorrect responses appropriately per each student’s learning plan</td>
<td></td>
</tr>
<tr>
<td>Therapist follows the instructional protocol correctly</td>
<td></td>
</tr>
<tr>
<td>Therapist provides appropriate access to reinforcers consistent with protocol.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Plus**

**Percent**

%
## Rate-Building Treatment Integrity Data Sheet

<table>
<thead>
<tr>
<th>Data</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were materials plentiful/prepared?</td>
<td>Y N</td>
</tr>
<tr>
<td>Did the instructor identify a motivator prior to timing?</td>
<td>Y N</td>
</tr>
<tr>
<td>Did the instructor use a timer?</td>
<td>Y N</td>
</tr>
<tr>
<td>Were the instructor and observer reliable in movements counted? (85% or better)</td>
<td>Y N</td>
</tr>
<tr>
<td>Did the instructor implement the appropriate goal and timing floor?</td>
<td>Y N</td>
</tr>
<tr>
<td>If the goal was not met did the instructor conduct additional timings until goal was met (at least 5, not to exceed 10, unless there is a different individualized rule for this learner)?</td>
<td>Y N</td>
</tr>
<tr>
<td>Did the instructor utilize any troubleshooting techniques during this observation?</td>
<td>Y N</td>
</tr>
<tr>
<td>Did the instructor coach the student?</td>
<td>Y N N/A</td>
</tr>
<tr>
<td>Did the instructor deliver reinforcement immediately upon reaching the daily goal?</td>
<td>Y N</td>
</tr>
<tr>
<td>If the goal was not met did the instructor provide positive feedback to the student?</td>
<td>Y N</td>
</tr>
<tr>
<td>Did the instructor record the data on a data sheet?</td>
<td>Y N</td>
</tr>
<tr>
<td>If charting the data on the SCC was it charted correctly?</td>
<td>Y N</td>
</tr>
<tr>
<td>Question</td>
<td>Y</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>If data were below goal for day (or for number of days specified for student) staff member engages in appropriate trouble shooting (e.g. extra practice, guided timings, re-teaching)</td>
<td></td>
</tr>
<tr>
<td>Did the instructor prepare the goal and timing floor for the next day's practice?</td>
<td></td>
</tr>
<tr>
<td>Pairing: Was pairing used to establish and maintain MO's?</td>
<td></td>
</tr>
<tr>
<td>Manding: Did staff member promote manding (capture/contrive MO's)? Did staff member ensure requesting?</td>
<td></td>
</tr>
<tr>
<td>Differential Reinforcement: Was differential reinforcement used?</td>
<td></td>
</tr>
<tr>
<td>Praise: Was a variety of praise statements used?</td>
<td></td>
</tr>
<tr>
<td>Data collecting: Were data collected in an accurate and timely way?</td>
<td></td>
</tr>
</tbody>
</table>

**Questions/comments:**

**Summary:**

Note: This form can be used across observation of sprints.

Support criterion for check: 90% of first 12 components.
# Behavior Chain Treatment Integrity Data Sheet

<table>
<thead>
<tr>
<th>Skill: Implements behavior chains</th>
<th>Total task presentation: Instructor delivers prompts as needed for all steps/actions</th>
<th>Forward/Backward chain (a): Instructor performs non-target steps of the chain, delivers prompts as needed for all target steps</th>
<th>Forward/Backward chain (b): Instructor moves student through non-target steps of the chain, delivers prompts as needed for all target steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor uses a salient SD.</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
</tr>
<tr>
<td>Instructor uses chaining format specified in the teaching program.</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
</tr>
<tr>
<td>Instructor uses nonverbal prompts.</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
</tr>
<tr>
<td>Instructor delivers prompts from behind or the side of the student.</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
</tr>
<tr>
<td>Instructor delivers prompts within 5 seconds of any delayed response.</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
</tr>
<tr>
<td>Instructor fades prompts/proximity as indicated in the teaching program while remaining oriented/attentive to the student. (within session only)</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
</tr>
<tr>
<td>Instructor uses appropriate error correction procedure.</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
<td>Y  N  N/A</td>
</tr>
</tbody>
</table>

- **Backstep**: Restart chain from the last step performed correctly and prompt to ensure errorless responding on the target step(s).
- **Repeat chain**: Restart chain from the initial step and prompt to ensure errorless responding on the target step(s).

- Instructor provides within-task praise following independent performance of the target step.
- Following completion of the chain, instructor provides differential reinforcement for independent/improved performance of target steps.
<table>
<thead>
<tr>
<th>Skill</th>
<th>Measure</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pairing: Was pairing used to establish and maintain MO's?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Manding: Did staff member promote manding (capture /contrive MO's)? Did staff member ensure requesting?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Differential Reinforcement: Was differential reinforcement used?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Praise: Was a variety of praise statements used?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Data collecting: Were data collected in an accurate and timely way?</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

**Questions/comments:**

**Summary:**

Support criterion for check: 90% of all components.
Appendix B
Task Analysis Potential Ethical Violation of Your Supervisor Director

When a BCBA decides that his/her supervisor or director of the agency may be behaving unethically in some way, the BCBA will do the following:

1. Write down: (a) the section(s) of the ethical code that apply to this particular situation and (b) exactly the objectives you want to achieve during this interaction;
2. Select a time during work (before students/clients arrive; during lunch or break, etc.) to speak with the supervisor (do not go directly to the director; work through the supervisor);
3. Greet the supervisor;
4. Describe what you have learned about what the supervisor (or director) is doing that may constitute an ethical problem;
5. Politely request the supervisor to provide his/her explanation of this situation;
6. When finished, describe the section(s) of the code that relate to this issue;
7. When finished, mention how important it is for BCBAs to adhere to the ethical standards;
8. Mention how the employees/supervisees are required to behave ethically and that the alleged actions of the supervisor/director may potentially put the employees/supervisees at risk;
9. After listening to the supervisor offer an explanation, decide whether or not your concern remains about a potential ethical violation;
10. If your concern remains, say so to the supervisor and give reasons for believing so;
11. Suggest some ways of rectifying the situation;
12. Immediately after this meeting, type out notes recording in detail the conversation;
13. If any ethical dilemma has been resolved, contact the supervisor, noting appreciation for the cooperation and dialog;
14. If the ethical dilemma remains, consider these possible steps and implement one of them:
   1. Contact fellow BCBAs, explain the situation, if they agree that ethical dilemmas exist, ask them
   2. to contact the accused BCBA;
   3. Contact the supervisor of the supervisor/director;
   4. Contact the BACB for advice;
   5. Contact the ABAI hotline for advice;
   6. File an ethical complaint with the BACB;
Appendix B

Task Analysis Potential Ethical Violation of Your Supervisor Director

**Fidelity Checklist** *(for each step, write a “+” if the behavior analyst did the step in the correct order, and write a “-“ if the step was omitted or done in the incorrect order)*

When a BCBA decides that his/her supervisor or director of the agency may be behaving unethically in some way, the BCBA will do the following:

___ 1. Write down: (a) the section(s) of the ethical code that apply to this particular situation and (b) exactly the objectives you want to achieve during this interaction;

___ 2. Select a time during work (before students/clients arrive; during lunch or break, etc.) to speak with the supervisor (do not go directly to the director; work through the supervisor);

___ 3. Greet the supervisor;

___ 4. Describe what you have learned about what the supervisor (or director) is doing that may constitute an ethical problem;

___ 5. Politely request the supervisor to provide his/her explanation of this situation;
6. When finished, describe the section(s) of the code that relate to this issue;

7. When finished, mention how important it is for BCBAs to adhere to the ethical standards;

8. Mention how the employees/supervisees are required to behave ethically and that the alleged actions of the supervisor/director may potentially put the employees/supervisees at risk;

9. After listening to the supervisor offer an explanation, decide whether or not your concern remains about a potential ethical violation;

10. If your concern remains, say so to the supervisor and give reasons for believing so;

11. Suggest some ways of rectifying the situation;

12. Immediately after this meeting, type out notes recording in detail the conversation;

13. If any ethical dilemma has been resolved, contact the supervisor, noting appreciation for the cooperation and dialog;

14. If the ethical dilemma remains, consider these possible steps and implement one of them:
   A. Contact fellow BCBAs, explain the situation, if they agree that ethical dilemmas exist, ask them to contact the accused BCBA;
   B. Contact the supervisor of the supervisor/director;
   C. Contact the BACB for advice;
   D. Contact the ABAI hotline for advice;
   E. File an ethical complaint with the BACB;
Why Might Fidelity Be Poor?

• Low staff motivation
  – High levels of effort/work
  – Infrequent supervision
  – Punitive supervision
  – burnout

• Poor Staff Training

• Poor post-training monitoring and supervision
(Why Poor Fidelity?) **Issues of Motivation**

– High levels of effort/work
  • Caseload
  • Demands (direct service, paperwork, meetings, etc.)
  • Complexity of protocols
– burnout
– Infrequent supervision
– Punitive supervision
Burnout

• Dimensions of burnout
  – Emotional exhaustion
  – Depersonalization
  – Personal Accomplishment
(Why Poor Fidelity?) Inferior Staff Training, Monitoring, and Supervision

A Survey of Staff Training and Performance Management Practices: the Good, the Bad, and the Ugly

Florence D. DiGennaro Reed • Amy J. Henley
(Why Poor Fidelity?) Inferior Staff Training, Monitoring, and Supervision

• Quality of Instruction super important
  – For client outcomes
  – For staff happiness
• State of Staff Training and Performance?
  – Survey
    • Preservice training
    • Ongoing training
    • Use of incentives
    • Supervision training (if they were supervisors)
  – N = 382 respondents
(Why Poor Fidelity?) Inferior Staff Training, Monitoring, and Supervision

• Preservice training
  – Orientation (1/2 day – 2 weeks)
  – Most common training – verbal instruction about how to perform a skill *(what does the research say about effectiveness?)*
  – *Role play/rehearsal – lowest reported frequency*
  – Performance feedback frequently used
(Why Poor Fidelity?) Inferior Staff Training, Monitoring, and Supervision

• Ongoing training
  – Most agencies offered continued training
    • Workshops and lectures
  – Performance feedback
    • Delivered once monthly or less often
    • Verbal
    • *Being observed by supervisor (56%)*
(Why Poor Fidelity?) Inferior Staff Training, Monitoring, and Supervision

• Use of incentives
  – 25% of respondents affirmed
  – annually
(Why Poor Fidelity?) Inferior Staff Training, Monitoring, and Supervision

- Supervision training (if they were supervisors)
  - Most respondents reported being in supervisory capacity
  - # of supervisees ranged from 1-200
  - Most reported not being trained to supervise
  - Of those who were trained, 4% reported being trained satisfactorily
How To Attain Good Fidelity

• Antecedent Procedures
• Consequent Procedures
Antecedent Procedures

• Work Environment
  – Reduce Burnout
  – Work Culture
• Staff Training
Work Environment
Are your staff happy?

- Ask them!

- Are they planning on staying?

- What is reinforcing for them: money (of course! But what else)? Student progress? Responsibilities? Sense of community?

- Provide many staff training opportunities & reinforce their efforts & learning
How to get staff to do what you want

• BE CLEAR: with expectations of work output, responsibilities, roles, goals, communication, professionalism

• NOTICE OFTEN: inspect what you expect
Antecedent Strategy – Reduce Burnout
How can we guard against burnout?

• We can create environments that foster cooperation.

• We can act toward others as we would like to be behaved towards.
Antecedent Strategy – Work Culture/Environment Issues

• Create a culture of feedback
• Evaluate staff happiness
• Never stop questioning what could be better
Create a culture of feedback

• Give and receive feedback OFTEN
  – Constantly
  – Part of daily happenings

• Solicit feedback
  – Ask people how they feel about your interactions with them, support of them, etc.
  – Solicit feedback directionally
  – 360 feedback
Evaluate staff happiness

• Never assume
• People appreciate being asked
• Provide choices about whatever you can
Never stop questioning what could be better

- Policy of continual assessment
- Policy of continual betterment
Antecedent Strategy - Staff Training

• But not any staff training.....
Competent Staff Training

• Behavioral Skills Training
• Performance- and Competency-Based Training (PCBT)
Behavioral Skills Training (BST)

8 Steps:
1. Provide rationale for the target skill being trained;
2. Vocally describe steps of the target skill;
3. Provide trainee with written summary of the target skill steps;
4. Demonstrate the target skill;
Behavioral Skills Training (BST)

5. Have trainee practice performing the target skill;
6. Observe and record trainee correct vs. incorrect performance of target skill;
7. Provide support and corrective feedback (the latter if applicable);
8. Repeat steps 5, 6, and 7 until trainee is competent;
Behavioral Skills Training
for Initiating Contact with a Drifting Behavior Analyst
Behavioral Skills Training (BST) has been used to teach a vast number of skills to children and adults. Its components are:

- Rationale for the behavior to be learned;
- Description of the behavior;
- Demonstration of the behavior;
- Role-play of the behavior with the learner;
- Continued role-play and feedback given to the learner;
- Until mastery

This is an attempt to implement BST for the acquisition of the behavior of responding to unethical situations.
Rationale for Learning This Behavior:

Determining whether or not an ethically inappropriate behavior has occurred is relatively easy. One notes the behavior and then compares it to the *Professional and Ethical Compliance Code*. Some level of study should result in an accurate determinization of whether or not an ethical violation occurred.

The more difficult task is how to respond to a violation. The behavior analyst who must approach a colleague, supervisor, or boss often feels quite apprehensive, unsure of what to say and how to say it, and often is concerned with the ramifications of bring up such an unpleasant subject (fear of retaliation, losing one’s job and thus income, being socially or professionally ostracized). Thus, there must be some level of practice of how to respond in such circumstances. Repeated practice of what to say and how to say it will result in a reduction of anxiety, an increased in confidence, and a more fluent presentation of the dilemma and related issues.
The Target Behavior – Generic Script

Whenever you believe there is a potential ethical dilemma of which you are aware, the appropriate action you must do involves: (a) determination if there is a potential ethical dilemma, and – if there is: (b) approach the behavior analyst who is engaging in unethical behavior and try to solve the problem.

(a) Steps in determining if there is a potential ethical dilemma:

Three parts – (1) is there an ethical dilemma? (2) what level of case? (3) analysis of the components of the case

   a. Look at the Professional and Ethical Compliance Code;
   b. Search for one or more sections that might be violated in the current incident
   c. If you find one or more sections that apply, write them down.

   ___________ ___________ ___________ ___________

   d. Go to Bailey and Burch, pages 31-32, and rate the Level of the case: _____
   e. Go to Bailey and Burch, pages 36-44, and write down responses to Steps 1-5:

Step 1: ____________________________________________

Step 2: ____________________________________________

Step 3: ____________________________________________

Step 4: ____________________________________________

Step 5: ____________________________________________
The Task Analysis of approach the behavior analyst who is engaging in unethical behavior and try to solve the problem – **Generic Script**

1. Establishment of EO: Before approaching (this could be the evening before the approach, or the morning before, or even a few minutes before), establish an EO to increase the value of the reinforcement for having this interaction. **Say aloud** these sentences:
   a. *By approaching the offending person, I will be eliminating an ethical concern;*
   b. *By my approach, I will be preventing further harm to a client, or increasing the chances that a client does better;*
   c. *I am discharging my ethical responsibilities of my profession;*
   d. *I am preventing damage to a client;*
   e. *I am preventing damage to the credibility of my field;*
   f. *When I tell my colleagues about what I did, they will compliment me for adhering to our ethical code;*
   g. *I am not being a snitch or a rat;*
   h. *I am helping my wayward colleague; I believe (he or she) is not evil or unethical; I believe this is an honest mistake that must be corrected, and (she he) will be better for this.*

2. Initiate contact with the offending behavior analyst by a greeting;
3. Say something pleasant about the behavior analyst, or his/her skills;
4. Describe the information that you have about the problem – **be objective, do not blame or be critical at this point;**
5. Explain how, if this information is true, it might be violating one or more sections of our ethical code
6. Say that you admit you do not have all of the information and that is why you are raising the issue with the behavior analyst;
7. Say that you know that the behavior analyst would want to know what you told him/her;
8. Say because it is important that we adhere to the code;
9. Ask for the behavior analyst’s response/interpretation to the information you provided;
10. After the response/interpretation, decide if the issue is resolved or if you need to ask questions or make further statements;
    a. Ask/make questions/further statements, related to the ethical concern;
    b. If you feel an ethical problem still is likely, suggest some ways of rectifying the situation;
11. Repeat 10a and b until either the issue is resolved, you are confident that no ethical dilemma is occurring, or the offending behavior analyst is unwilling to resolve the dilemma;
12. Immediately after the meeting, type or write down your notes in detail;
Practice:

Demonstrate the Behavior

Student to be the offending behavior analyst (the BCBA, below) _________

The ethical behavior analyst – the behavior analyst who learned of the ethical dilemma

(fidelity checklist on page 10)

The dilemma:

You are a friend of a BCBA, both of you are working in a clinical setting. The BCBA plans on conducting a functional analysis on a young woman with severe-profound developmental disabilities. The woman exhibits head banging that causes tissue damage. The BCBA is planning on conducting the traditional conditions (i.e., attention, escape, tangible, automatic), using frequency of response as the dependent measurement.
6. Observe and record trainee correct vs. incorrect performance of target skill;
7. Provide support and corrective feedback (the latter if applicable);
**Fidelity Checklist**  
Student name role-playing the behavior analyst approaching offending behavior analyst

Score the behavior of the behavior analyst raising the ethical concern to the offending behavior analyst. Score a “+” if the behavior occurred, score a “-” if it did not.

___a. Look at the *Professional and Ethical Compliance Code*;
___b. Search for one or more sections that might be violated in the current incident
___c. If you find one or more sections that apply, write them down.


___d. Go to Bailey and Burch, pages 31-32, and rate the Level of the case: ______
___e. Go to Bailey and Burch, pages 36-44, and write down responses to Steps 1-5:

   Step 1: ________________________________________________
   Step 2: ________________________________________________
   Step 3: ________________________________________________
   Step 4: ________________________________________________
   Step 5: ________________________________________________

The Task Analysis of approach the behavior analyst who is engaging in unethical behavior and try to solve the problem – **Generic Script**

___1. Establishment of EO: Before approaching (this could be the evening before the approach, or the morning before, or even a few minutes before), establish an EO to increase the value of the reinforcement for having this interaction. **Say aloud** these sentences:

   k. By approaching the offending person, I will be eliminating an ethical concern;
   l. By my approach, I will be preventing further harm to a client, or increasing the chances that a client does better;
   m. I am discharging my ethical responsibilities of my profession;
   n. I am preventing damage to a client;
   o. I am preventing damage to the credibility of my field;
Consequent Procedures

• General use of Reinforcement in the Workplace
• Monitoring and Feedback
• Organization-wide monitoring system
Reinforcement

• Definition:

• What is it

• What it isn’t

• There’s a difference between nice/positive things & reinforcement
Reinforcement in practice

• Pair yourself as something positive: notice what people are doing well

• You may need to look hard for this, but find it, it is worth the effort

• You *must* mean what you say

• If you can't find anything nice to say, change what you're looking for- they've at least shown up for work, right?!
How & when to notice

How:
• Public or private?
• Vocally? In writing?

When:
• In situ? After an observation?
Examples of public praise

WOW sheets:
• In writing
• Anyone can write on them
• Person or classroom specific
• ONLY POSITIVE THINGS
Examples of public praise

Tally sheets for specific behaviors:
• One sheet per behavior
• Can be per staff and/or per classroom
• Predetermined goal & reward
• Behaviors may include:
  ✓ taking data correctly
  ✓ praising their student
  ✓ reinforcing appropriate behaviors
  ✓ appropriate implementation of a skill/activity
Examples of public praise

Staff praise board:

• Written feedback to staff, anonymous or not
• On a board- in staff lounge, in classroom, hallway
• Can include all staff persons: office staff, support staff, management and so on
• At the end of week, month, quarter, year; all comments are put in a hat & the winner gets a...gift-card? Write up in school newspaper?
Schedule of reinforcement

• When shaping a new behavior, remember to reinforce frequently

• As a behavior is established, begin to thin this schedule to ensure it is not reliant on this feedback

• Most importantly: intermittent feedback is key in maintaining a behavior BUT do not thin this schedule too much, as we all need to be noticed & reinforced
Things to remember when using reinforcement

• What functions as a reinforcer changes from person to person and from minute to minute

• Satiation occurs, so we must check in frequently to see what will work

• By definition, reinforcement increases the likelihood of that behavior occurring again; this is different than positive statements
Things to remember when using reinforcement

• Fostering an environment rich in noticing of positive things is beneficial to ourselves, our staff and more importantly, our students

• Be specific: sometimes using a general “good job” is what is warranted, but sometimes- especially when shaping up a new behavior, a “great job using less prompts in the bathroom routine” is what is needed
Things to remember when using reinforcement continued...

The short list:

• We *must* mean what we say
• Be clear
• Notice frequently (and let others know that you have noticed)
• Model this for our staff so that they can see its value & implement with their student(s)
Monitoring and Feedback

• Monitoring of Staff Performance
  – How to Monitor?
  – How Often to Monitor?
  – Criteria for “Adequate” Fidelity?
  – Remedial Strategies
    • ‘failure’ criteria and next steps
How To Monitor?

• 1:1 observations
• Video recordings
The Use of Remote Monitoring to Increase Staff Fidelity of Protocol Implementation When Working with Adults with Autism

Jessica M. Zawacki¹, Gloria Satriale¹, and Thomas Zane²
Purpose

Would a commonly available technology, FaceTime®, increase fidelity of staff implementing instructional protocols with adults with ASD during community-base instruction?
Method

• Participants
  – N= 3 staff
  – 3 adolescents/adults with ASD

• Tasks – community-based skills
Method

• DV - % of steps in instructional protocol implemented correctly
• Independent variable – FaceTime

• Experimental Design – multiple baseline across staff
Method

• Procedure:
  – Before leaving school, staff called supervisor
  – Supervisor muted
  – During day, supervisor would activate video and audio
How to Use Feedback to Maintain Staff Performance
Handling receiving feedback

• Differentiate between types of critical feedback
  – Valid
  – Unjustified
  – Vague or just a difference of opinion
What is valid critical feedback?

• Questions you can ask............
  – Do I hear the same feedback from more than one person?
  – Does the critic know a lot about the subject?
  – Are the critic’s standards known and reasonable?
Accepting feedback professionally

• Calmly acknowledge that there is truth in the feedback
  – Listen to your critic!
• Admit the truth; accept that you make mistakes and/or that your behavior can be improved
Verbal indicators of a professional response

• Asking for clarity/rephrasing
• Allowing the person to deliver their message
• Refraining from excuses
• Refraining from “counter-attack”
• Clear communication about a plan to address the issue
Non-verbal indicators of a professional response

• Maintain good eye contact
• Appropriate tone and volume of voice
• Appropriate facial expression
• Appropriate body posture
The key to benefiting from feedback

• BE A GOOD LISTENER
  – The biggest impediment to benefiting from feedback is not hearing it well or fully.
  – It is hard to listen to corrective feedback.
  – Defensiveness will interfere with your ability to listen, and therefore to change in a way that will benefit the learners.
Are you a good listener?

• Can you put your perspective on hold?
• Can you inhibit your view?
• Can you keep your thoughts from interfering?
• Can you re-phrase what someone has said?
Listening well……..

• What strategies can we use to listen effectively?
  – Relaxation training (deep breaths, count to 10)
  – Concentrate on listening for now; you may follow-up at a later point when you have had time to reflect
  – Try to become more practiced at receiving feedback and at listening effectively to feedback
Solicit feedback

• Don’t just wait for feedback to happen
  – Get used to frequent feedback
  – Create an environment conducive to feedback
• Actively request feedback from others
  – Ask for specific feedback
  – Ask for examples
  – Ask for new directions/solutions/skills to improve performance
Giving feedback well

• Constructive feedback is aimed at promoting improvement or development of the person to whom you are providing the feedback.
Feedback

- Relieves stress, as people are clearer on expectations and evaluations
- Improves job performance
- Promotes personal and professional development
Something to consider.........a prerequisite

• “The right to criticize must be earned, even if the advice is constructive in nature. Before you are entitled to tinker with another person’s self-esteem, you are obligated to first demonstrate your respect for him or her as a person. When a relationship of confidence has been carefully constructed, you will have earned the right to discuss a potentially threatening topic. Your motives will have been thereby clarified.”

• Dr. James Dobson
What are the steps?

• Giving feedback effectively
  – Ensure you have good data
  • What does this mean?
    – Be immediate
    – Be specific
    – Set realistic goals
Why are you providing feedback now?

- To continually build skills
- To correct an error
- To motivate
Be immediate

• Don’t keep quiet when you see a job well done!!
  – Give positive feedback as close as possible to the actual event
Corrective feedback

- Immediacy is also important, but you must consider your timing
  - Be short
  - Be specific
  - Focus on positives as well
  - Consider stress in timing, but do not avoid
Corrective feedback

- Corrective feedback is a special challenge
  - It is uncomfortable
  - Feelings are involved
  - Sensitivity is essential
Be specific

• Your job is to ensure that you deliver your message effectively
• You are redirecting someone back to the goal or expectation
• This is not an opportunity for prolonged discussion
Set realistic goals

• GOOD GOALS SHOULD BE
  – specific
  – realistic
  – measurable
  – linked to deadlines
  – preferably written
Corrective feedback

• Always describe positive aspects of what was observed
• There should be a balance of positive and corrective feedback
Corrective feedback: Describe effectively

• Describe what you saw on observation
  – Do not describe an emotional reaction
• Support with data from observation
  – Be concrete; do not be vague
  – Do not present hearsay
• BE OBJECTIVE
• USE CONCRETE TERMS
Corrective feedback: Specify the goal

• Request a change in behavior
  – Request a small change
  – Specify actions you want to stop
  – Specify actions you want to see initiated

• Specify what behavior you are willing to change to make the agreement work
  – Supports
  – Training
Corrective feedback: Affirm

• Affirm the other’s ability to make a change
• Affirm your ability to change as needed
• End on a positive note
A caution........

• Corrective feedback should be given as privately as possible
An additional action: THANK PEOPLE

• Thank people for engaging with you in the process of feedback.
• It is not easy to engage in the process; effort should be acknowledged
Raise the issue

• Identify the area of concern
• Avoid negative terms
• Frame cooperatively
  – “I need your help with.”
  – “I am concerned about”
Describe the specifics

• Encourage the person to share their perceptions
  – Summarize what they share to ensure accuracy of your receipt of their information
  • “so you see it as”
  • “from your perspective.....”
Request a change in behavior

• Together discuss ways to eliminate the problem
• Actively seek other person’s ideas
• Make suggestions of your own
Agree on an action plan

• Summarize discussion and confirm commitments. Show enthusiasm for the plan, be positive.
• Give the person the opportunity to make final suggestions.
• Set a time and place for evaluation.
• Close on a friendly, upbeat note.
Follow up

• Consider a written record of the discussions
• Evaluate your handling of discussion and what you would change in the future
• Set up a system for follow up (meetings, observations)
• Actively assist the other person to make the changes agreed upon
Feedback summary

1. Create an environment that fosters feedback
2. Recruit feedback about your own performance frequently
3. Give feedback often
   - Give much positive feedback
   - Couple corrective feedback with positive feedback
   - Be objective and action-oriented in addressing issues that require change
   - Recognize that change must also include supervisor behavior
Let’s Summarize

• What do we need to do to ensure that corrective feedback is delivered well and received well?
• How do we say it?
• When do we say it?
• What else do we need to be saying and doing?
Corrective Feedback

• Start slowly...

• Now that you have paired yourself with honest positive feedback, it is time to start focusing on behaviors that need to change

• In choosing what to focus on: pick the one thing that will be the easiest to change while having the biggest positive impact for the student(s)
Corrective Feedback: Before you start

• Let staff know that this is a part of their training before it starts, during the hiring process is preferred

• Stress that the function of the feedback is not personal, it is to ensure that the student(s) are receiving the best possible teaching (this should become your mantra)
Corrective feedback: the “how to”

• Start interspersing corrective feedback with positive feedback: 3 “glows” for every “grow”

• The sandwich theory really works well here

• Say it with a smile & lots of “we all do these things, this is why it is nice to have a second set of eyes” (if you mean this)
Glows & grows

- Glows: things that were done well - in specific detail
- Grows: things that are opportunities for improvement - again in specific detail

- It is very important that as “grow” skills are improved, this is noticed and becomes a “glow”
- This ratio should always remain heavier on the glows than grows (3:1)
Corrective feedback: the “when to”

- In-situ: giving feedback immediately, as the behavior is occurring, is preferred

- After a session, an observation, a class, the school day

- Prior to the next time the teacher/therapist is with the student(s) is key
Corrective feedback: the “when to”

• The best practice here is to ask what the person prefers, as appropriate: being “called out” in front of co-workers/students can be very challenging for people.

• Regardless of how/when you are going to give corrective feedback, be sure to let staff know ahead of time—during the hiring process, if possible.
Things to remember about corrective feedback

- The delivery is very very important

- This feedback does not have to be difficult to give or to receive

- We *must* remember that we are all learners: adults & children, disabilities or not

Amy J. Henley & Florence D. DiGennaro Reed
• Positive – corrective – positive
• Commonly recommended
• But upon critical review....
  – Devalues instructive feedback because of preponderance of positive comments
  – Devalues positive comments due to pairing with corrective feedback
  – Employees don’t attend to positives because they know critical comments are coming
• Purpose – to examine different sequences of positive and corrective feedback
• Method:
  – Participants – N=8 undergraduate students
• DV - % change in performance completing work tasks
• Sandwiches:
  – corrective–positive–positive
  – positive-corrective-positive
  – positive-positive-corrective
Bottom Line:

1. Individual differences
2. PCP less effective than CPP
Use of Visual Feedback

• Graphed performance data
Percentage of Behavior Support Plan (BSP) Components Implemented as Written

Hagermoser Sanetti, Luiselli, & Handler, 2007
Monitoring and Feedback

• How Often to Monitor?
Monitoring and Feedback

• Criteria for “Adequate” Fidelity?
Monitoring and Feedback

• Remedial Strategies
  • ‘failure’ criteria and next steps
Conclusions and Take Home Points

• Fidelity of implementation is a multi-dimensional construct/behavior
• Fidelity makes a difference on client outcome data
• State-of-the-art training enhances fidelity
• Define it clearly
• Assess regularly
• Provide feedback
• Measure results of the feedback
• Develop system of monitoring and supervision
• Behavioral approaches can enhance fidelity through strong initial training and monitoring structures
Conclusions and Take Home Points

• Fidelity of implementation is a multi-dimensional construct/behavior
• **Fidelity makes a difference on client outcome data**
• State-of-the-art training enhances fidelity
• Define it clearly
• Assess regularly
• Provide feedback
• Measure results of the feedback
• Develop system of monitoring and supervision
• Behavioral approaches can enhance fidelity through strong initial training and monitoring structures
Conclusions and Take Home Points

- Fidelity of implementation is a multi-dimensional construct/behavior
- Fidelity makes a difference on client outcome data
- **State-of-the-art training enhances fidelity**
- Define it clearly
- Assess regularly
- Provide feedback
- Measure results of the feedback
- Develop system of monitoring and supervision
- Behavioral approaches can enhance fidelity through strong initial training and monitoring structures
Conclusions and Take Home Points

- Fidelity of implementation is a multi-dimensional construct/behavior
- Fidelity makes a difference on client outcome data
- State-of-the-art training enhances fidelity
- **Define it clearly**
- Assess regularly
- Provide feedback
- Measure results of the feedback
- Develop system of monitoring and supervision
- Behavioral approaches can enhance fidelity through strong initial training and monitoring structures
Conclusions and Take Home Points

- Fidelity of implementation is a multi-dimensional construct/behavior
- Fidelity makes a difference on client outcome data
- State-of-the-art training enhances fidelity
- Define it clearly
- Assess regularly
- Provide feedback
- Measure results of the feedback
- Develop system of monitoring and supervision
- Behavioral approaches can enhance fidelity through strong initial training and monitoring structures
Conclusions and Take Home Points

• Fidelity of implementation is a multi-dimensional construct/behavior
• Fidelity makes a difference on client outcome data
• State-of-the-art training enhances fidelity
• Define it clearly
• Assess regularly
• **Provide feedback**
• Measure results of the feedback
• Develop system of monitoring and supervision
• Behavioral approaches can enhance fidelity through strong initial training and monitoring structures
Conclusions and Take Home Points

- Fidelity of implementation is a multi-dimensional construct/behavior
- Fidelity makes a difference on client outcome data
- State-of-the-art training enhances fidelity
- Define it clearly
- Assess regularly
- Provide feedback
- **Measure results of the feedback**
- Develop system of monitoring and supervision
- Behavioral approaches can enhance fidelity through strong initial training and monitoring structures
Conclusions and Take Home Points

• Fidelity of implementation is a multi-dimensional construct/behavior
• Fidelity makes a difference on client outcome data
• State-of-the-art training enhances fidelity
• Define it clearly
• Assess regularly
• Provide feedback
• Measure results of the feedback
• **Develop system of monitoring and supervision**
• Behavioral approaches can enhance fidelity through strong initial training and monitoring structures
Conclusions and Take Home Points

• Fidelity of implementation is a multi-dimensional construct/behavior
• Fidelity makes a difference on client outcome data
• State-of-the-art training enhances fidelity
• Define it clearly
• Assess regularly
• Provide feedback
• Measure results of the feedback
• Develop system of monitoring and supervision
• Behavioral approaches can enhance fidelity through strong initial training and monitoring structures