

ANALYZING & USING FIDELITY DATA

Fidelity Friday
June 2025

AGENDA

Recap from
Adaptation
Presentation

Analyzing & Using
Fidelity Data

RECAP: FIDELITY & ADAPTATION



Walking the Tightrope Part I:
Fidelity and Fit When Scaling
Program Adaptation Lessons
from the i3/EIR Program



If successful scaling depends on local educators making informed and continual adjustments to programs (Weinbaum & Supovitz, 2010), then implementation sites need tools and resources to make those necessary adjustments in a strategic way

RESOURCE: DEFINING YOUR CORE COMPONENTS PLANNING TOOL

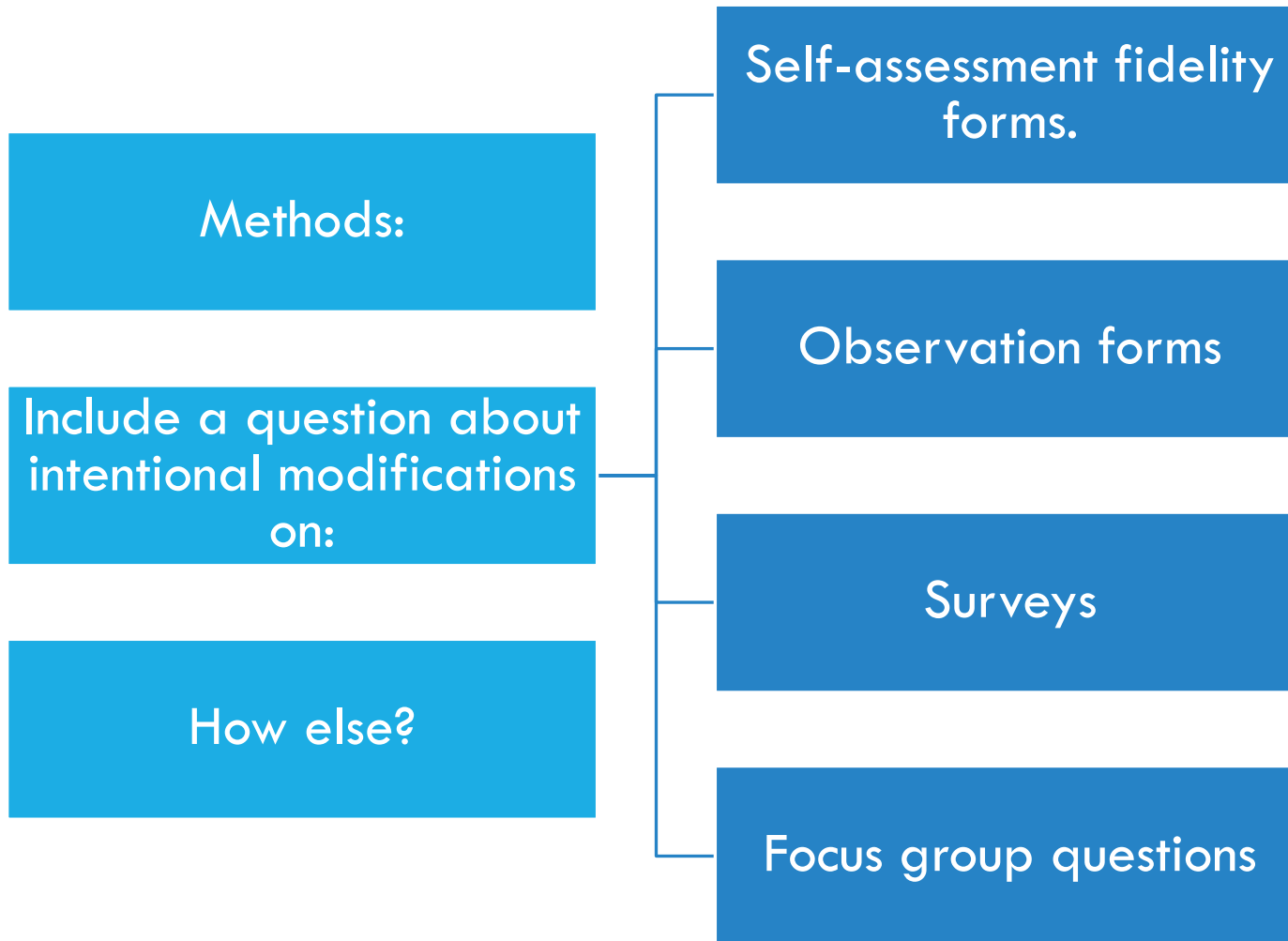
Adapted from Active Implementation Hub. Practice Profile Planning Tool. S National Implementation Research Network).

SISEP’s [Practice Profile Lesson](#)

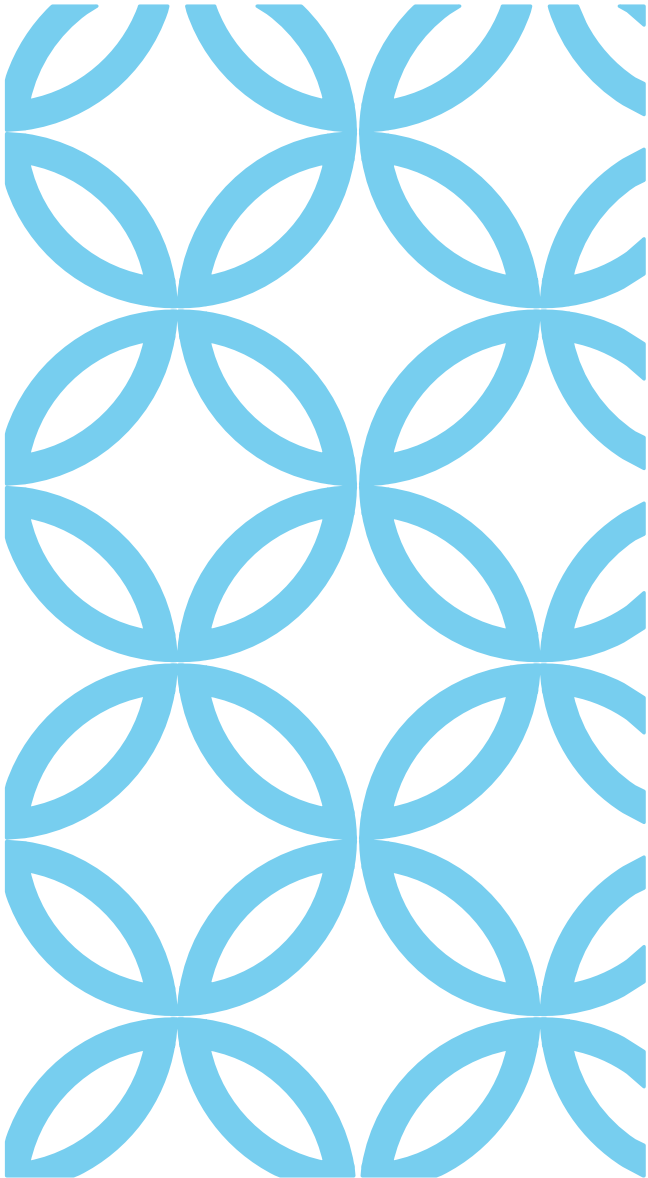
Walking the Tightrope Part 1: Fidelity and Fit When Scaling
Program Adaptation Lessons from the i3/EIR Program

Instructions:
For each core component, complete the table below.

Core Component	Contribution to Desired Outcomes	Proficient Practice	Developmental Practice	Unacceptable Variation of Practice
Describe an element of your program that must be implemented with fidelity for the program to achieve desired outcomes.	Describe why the component is essential to achieving outcomes.	Describe activities that show consistent implementation of this component. Describe what generalizing the required skills and knowledge to a range of settings or contexts looks like.	Describe activities that show inconsistent implementation of this component. Describe what implementation looks like when activities are limited in the range of settings or contexts.	Describe activities that are unacceptable variations of the program because such practices erode the intention of the program design.



PLANNED ADAPTATION: CAPTURING DATA ABOUT MODIFICATIONS



Acceptability of an intervention can be promoted by giving teachers choices about what practices to implement or by designing interventions that create as little disruption as possible in the existing classroom ecology (Detrich, 2014).

What choices currently exist for your SPDG PD participants?

Examples:

- Choosing from a menu of interventions

- Designing the implementation and action plans with a team of their colleagues

- UDL: Choosing different means of student engagement, representation, and action & expression

- What else?


PLANNED ADAPTATION: CHOICES

IT ALL COMES DOWN TO...

buy-in

RELATED TO FIDELITY, WHAT LEVEL OF BUY-IN BEST REPRESENTS YOUR PD PARTICIPANTS?

Levels of BUY-IN

- 
1. Passion ("What you ask is the #1 thing in my life.") (+)
 2. Engagement ("I *want* to do what you ask.")
 3. Agreement ("I will do what you ask.")
 4. Compliance ("Okay" but where are the loopholes?)
 5. Apathy ("I just don't care.")
 6. Passive Resistance ("Oops.")
 7. Active Resistance ("No way in hell.") (-)

And what can we do about it?

WHAT STRATEGIES FOR BUY-IN CAN YOU THINK OF (OR REMEMBER FROM EARLIER)?

Giving participants choice in:

Interventions

How student/child impact will be measured

Procedures for measuring fidelity

How feedback will be provided

Participation in creating the implementation plan

Work within existing routines

Use existing data

Building relationships

RESOURCES — BUILDING RELATIONSHIPS

SISEP Forum - Keynote Speaker: Dr. Allison Metz

"Building Trusting Relationships to Support Implementation and Evidence Use"

Recording: <https://www.youtube.com/watch?v=QHxbsVdQ6ec>

Article #1: [Building trust relationships to support implementation: A proposed theoretical model](#)

Article #2: [Building trusting relationships in teams to support evidence use and implementation in human services: feasibility and acceptability of a training and coaching approach](#)





 = Coaching session with Team Co-leads

A decorative pattern on the left side of the slide, consisting of a grid of overlapping circles. Each circle is divided into two halves by a vertical line, creating a series of vertical ovals. The circles are arranged in a staggered grid, with each circle overlapping the ones above and below it.

ANALYZING & USING FIDELITY DATA

SISEP'S AI CHATBOT SAYS...

Importance of Fidelity Data:

- o Interpreting Outcomes: Fidelity data is crucial for understanding whether an innovation was actually used, attributing outcomes to the use of the program or practice, and identifying areas for improvement 1 .
- o Feedback Mechanism: Fidelity data provides direct feedback on how well the other implementation drivers (Competency and Organization Drivers, Leadership) are functioning together to support teachers and staff 1 .
- o Developing Improvement Plans



CONNECTING OUR TOPICS

When examining and interpreting treatment fidelity data in practice, it is essential to:

- (a) recognize the difference between adaptation and drift;
- (b) understand what elements of an intervention can be adapted without rendering the intervention ineffective; and
- (c) document adaptations proactively and holistically, and ensure they are reflected on fidelity measures.

- Sanetti, Cook & Cook (2021)

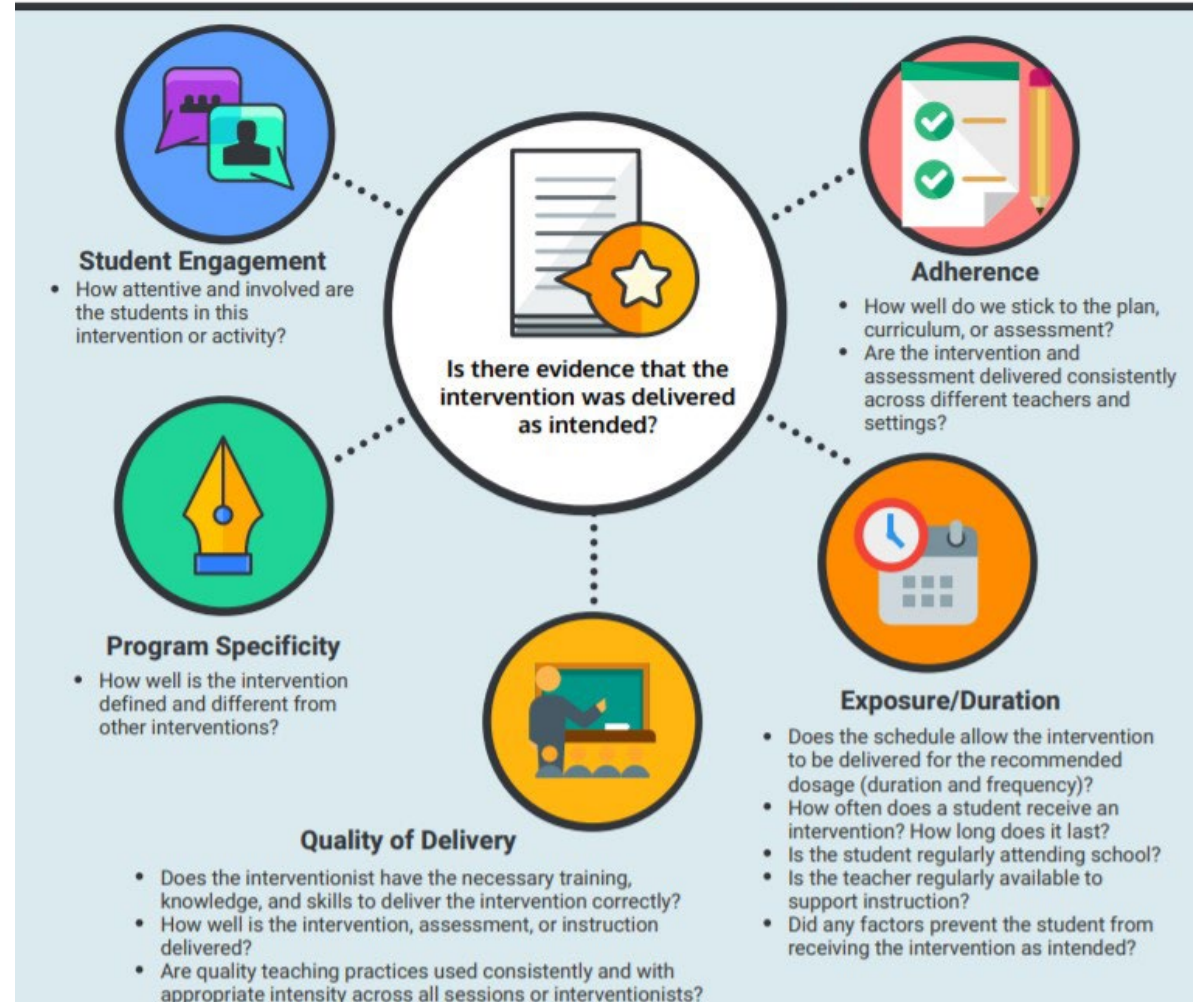


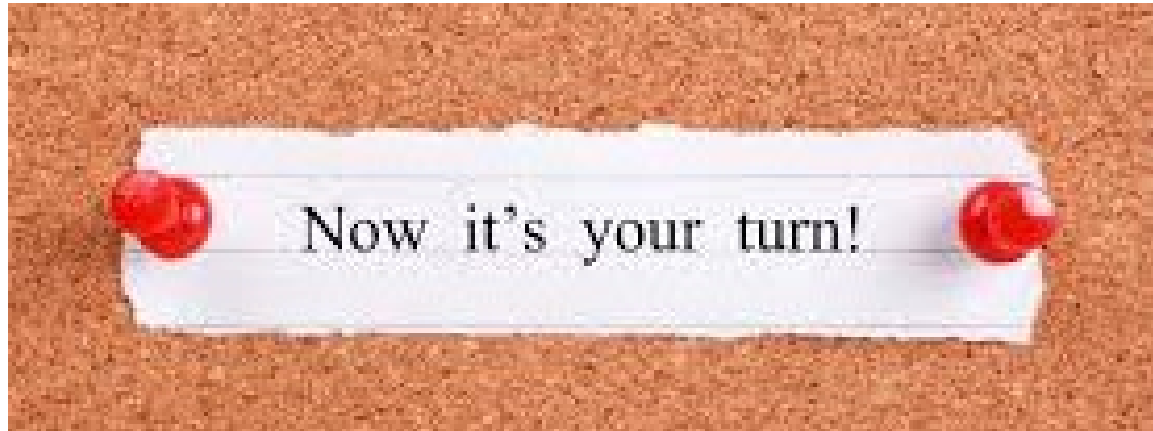
ELEMENTS OF FIDELITY

Which of these elements do you most analyze and use to make changes or decisions?

Which element do you which you had data for?

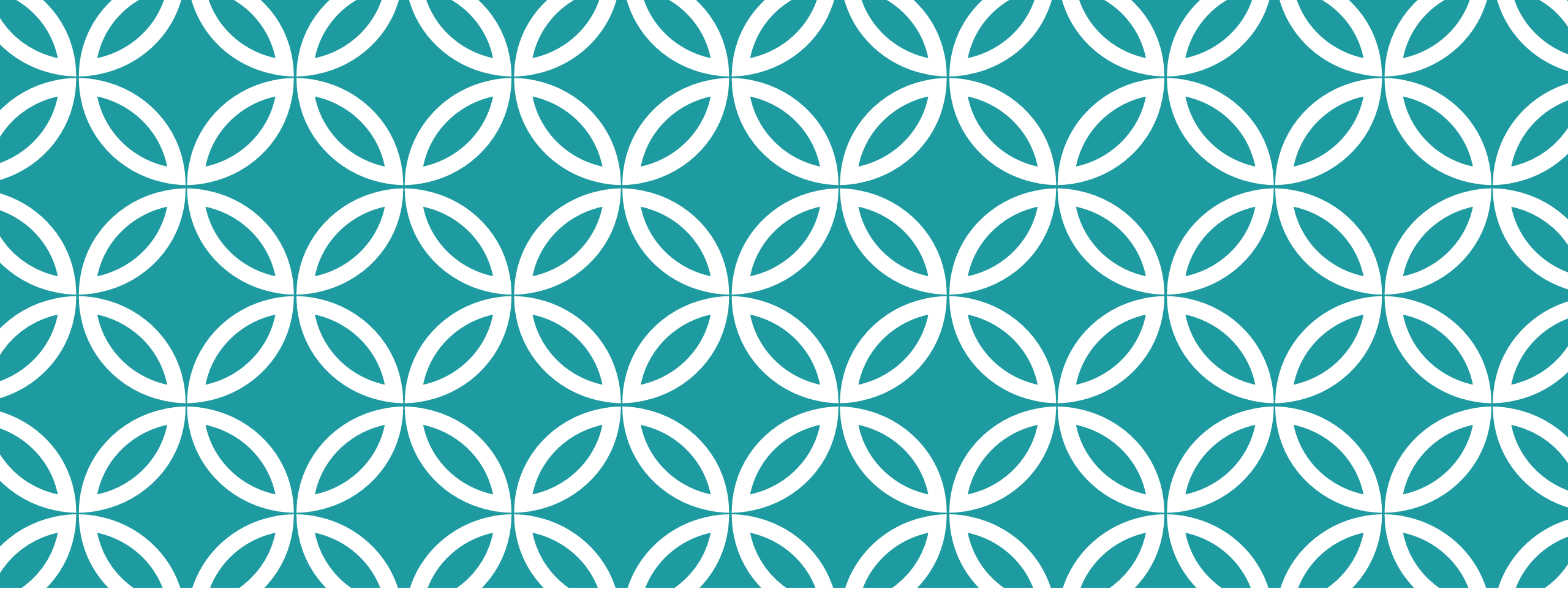
Considerations for Effective Implementation 5 Elements of Fidelity





WHAT IS YOUR BIGGEST
CHALLENGE WHEN IT
COMES TO ANALYZING
AND USING FIDELITY
DATA?

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CONSIDERATIONS FOR MEASURING THE ELEMENTS OF FIDELITY

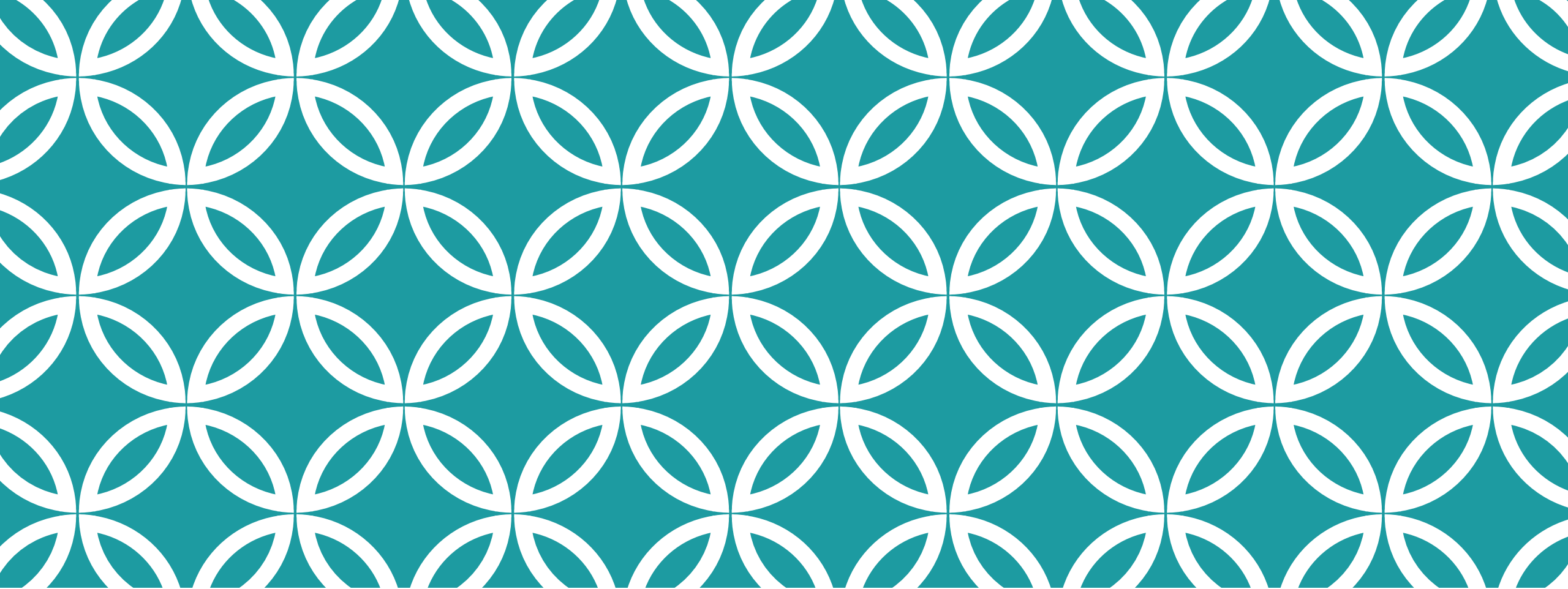
Sanetti, L. M., Cook, B. G., & Cook, L. (2021). Treatment fidelity: What it is and why it matters. *Learning Disabilities Research & Practice*, 36(1), 5-11.

ADHERENCE, DOSAGE & QUALITY (SANETTI, COOK & COOK, 2021)

Adherence: Available guidelines suggest that 80–100% adherence is considered high, 50–79% is considered moderate, and 0–49% is considered low treatment fidelity (Perepletchikova & Kazdin, 2005).

Dosage is less straightforward and varies based on the intervention. For example, some interventions are designed to be implemented for an exact number and duration of sessions (e.g., daily for 15 minutes), whereas others provide flexibility (e.g., 30 minutes within a week), and some use performance-based criteria (e.g., repeat sessions until student reaches 90% correct). As a result, one needs to interpret dosage in comparison to the researcher's description of the intervention as planned

Quality is often assessed by observers using rating scales. When one is interpreting quality data, it is important to pay attention to how quality estimates are calculated. Most often, only those intervention steps that are implemented are rated with regard to the quality of their implementation, which can result in inflated quality estimates.



CONNECTING FIDELITY DATA TO TRAINING & COACHING

Iowa Spotlight

IF FIDELITY OUTCOMES ARE NOT WHERE YOU EXPECT THEM TO BE...

Review your training and coaching data.

- Have those key features of the intervention been covered explicitly in training?
- Have they been further supported via coaching?

Are there any trends you can see in the fidelity data?

- Are certain sites doing better than others? If yes...
 - Did their training or coaching differ in some way?
 - Have you supported their administrator(s)?
 - Was there a difference in initial readiness or current buy-in?

IF FIDELITY OUTCOMES HAVE MET OR EXCEEDED EXPECTATIONS...



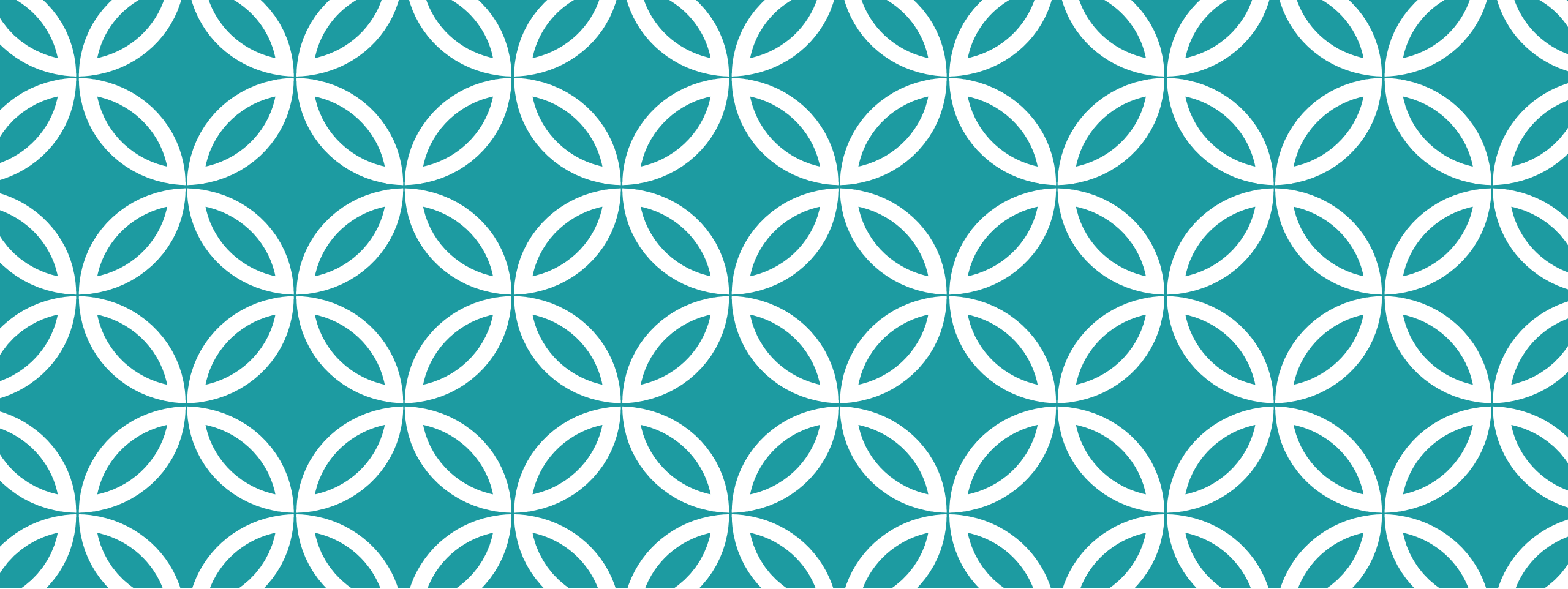
WHY? IS IT THE TRAINING,
COACHING, ETC (ANY
IMPLEMENTATION DRIVERS)?



CAN YOU SCALE THIS
SUCCESS?



HOW WILL YOU CELEBRATE
THE HARD WORK OF
EVERYONE IN THE PD SYSTEM?



CONNECTING FIDELITY & CHILD DATA

Iowa Spotlight

		Treatment Fidelity	
		Adequate	Inadequate
Student Outcomes	Adequate	The intervention was effective for study participants.	Participants' outcomes improved; it cannot be concluded, however, that intervention was the cause of the improvement.
	Inadequate	The intervention was ineffective for study participants.	Participants' outcomes did not improve; no conclusions, however, can be made about intervention effectiveness.

INTERPRETING TREATMENT FIDELITY AND STUDENT OUTCOME DATA

Sanetti, Cook & Cook (2021)

HOW DO YOU CONNECT FIDELITY DATA TO STUDENT OUTCOME DATA?

Visual Representations

What Communication Platforms?