Module Home



**Outline­**

**Evidence-Based Practices (Part 3)**:

Evaluating Learner Outcomes and Fidelity

* Module Description: This module, the third in a series of three, examines how to evaluate whether an evidence-based practice is effective for the young children or students with whom you are working (est. completion time: 2 hours).
* Link: Evidence-Based Practices (Part 2): Identifying and Selecting a Practice or Program [IRIS Module]
* Link: Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity [IRIS Module]

Challenge

* Video: As an educator, your main goal is to improve the learning…

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Initial Thoughts

* What is the process for evaluating the effectiveness of an EBP with your children or students?
* How do you measure infant, child, or student performance?
* How do you know whether you are correctly implementing an EBP?
* How do you know whether an EBP is effective with your children or students?

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Perspectives & Resources

* Module Objectives
* Be able to monitor and evaluate child or student progress
* Understand how to monitor and evaluate fidelity of implementation
* Know how to examine the relation between student outcomes and fidelity of implementation to make decisions regarding an evidence-based practice or program

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* Page 1: Fidelity of Implementation
* Implementing an evidence-based practice or program (EBP)…
* To judge a program’s effectiveness, one should… [bullet points]
  + Link: formative assessment [definition]
* Audio: Listen as Bryan Cook discusses the importance of collecting…
* Audio: Bryan Cook explains why an EBP might not be effective…
* Audio: Sam Odom explains why an EBP might not be effective…
* In each section, you will learn how to… [bullet points]

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* Page 2: Identifying a Progress Monitoring Measure
* One of the best ways to measure an individual’s improvement…
* Link: progress monitoring [definition]
* GOMs are… [bullet points]
* Audio: Listen as Tom Kratochwill identifies two reasons why progress…
* Infant and Toddler Progress Monitoring Measures
  + IGDI measures are available for the following… [bullet points]
  + Sample Infant and Toddler GOM Resources
    - Link: Individual Growth and Development… [website]
  + Example
    - Audio: Listen as Jay Buzhardt describes the IGDIs…
* Early Childhood Progress Monitoring Measures
  + At this time, measures are available for… [bullet points]
  + Sample Early Childhood GOM Resources
    - Link: myIGDIs [web page]
    - Link: Preschool Early Literacy Indicator (PELI) [website]
    - Link: M-CLASS [website]
  + Example
    - Audio: Listen as Scott McConnell discusses progress…
* K–12 Progress Monitoring Measures
  + These measures and procedures are well… [bullet points]
  + K–12 CBM Resources
    - Link: National Center on Intensive Intervention [website]
  + Link: Click here to view a sample progress monitoring probe [PDF]
  + Audio: Listen as Pam Stecker discusses progress monitoring…
  + Audio: Listen as Lynn Fuchs discusses progress monitoring…

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* Page 3: Monitoring Progress
* Once you have identified a progress monitoring measure…
* The steps below describe how to monitor progress. [bullet points]
  + Link: benchmark [definition]
  + For Your Information
  + Link: goal line [definition]
  + Link: median [definition]
  + Link: Click to view a scored sample probe [PDF]
* Link: Progress Monitoring: Reading [IRIS Module]
* Link: Progress Monitoring: Mathematics [IRIS Module]
* Audio: Listen as Jay Buzhardt describes the challenge of conducting…
* Activity
  + Link: Click to begin this activity [web page]

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* Page 4: Evaluating Progress
* To get a reliable estimate of how a child or student is responding…
* Audio: Listen as Pamela Stecker further discusses analyzing progress…
* Audio: Listen as Scott McConnell further discusses analyzing progress…
* Audio: Listen as Bryan Cook further discusses analyzing progress…
* However, without information about whether the EBP… [bullet points]

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* Page 5: Identifying a Fidelity Measure
* Recall that fidelity of implementation means that you are implementing…
* Link: adherence [definition]
* Link: exposure/duration [definition]
* Link: quality of delivery [definition]
* Link: Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity [IRIS Module]
* Link: Click to see a sample task analysis of… [drop-down menu]
* Link: Click to learn how to develop an observational… [drop-down menu]
  + Link: View the PALS 2–6 Observation form… [PDF]
* Link: Click to view a sample fidelity checklist for dialogic reading [PDF]
* Audio: Listen as Sam Odom offers more information on monitoring…

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* Page 6: Monitoring Fidelity of Implementation
* When educators initially implement an EBP, they often do so…
* Research Shows
* Research indicates… [bullet points]
* Audio: Listen as Tom Kratochwill discusses ways in which educators…
* Audio: Listen as Lisa Sanetti discusses ways in which educators…
* Video: Watch the movie to learn how to collect observational data…
* Activity
  + Link: PALS 2–6 Observation Form [PDF]
  + Link: Check your observation data using the answer key… [PDF]
  + Audio: Listen to Devin Kearns’s audio below.

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* Page 7: Evaluating Fidelity of Implementation
* After observational data have been collected, you can evaluate how…
* Example: PALS Observational Data
  + Link: Click to view the observational data form [PDF]
* Audio: Listen as Scott McConnell discusses considerations for…
* Audio: Listen as Tom Kratochwill discusses considerations for…
* Link: coaching [definition]
* Link: mentoring [definition]
* Link: booster sessions [definition]
* Link: modeling [definition]
* Link: corrective feedback [definition]
* Link: Click to learn more about this process [drop-down menu]
* Audio: Listen as Lisa Sanetti discusses how training is important for…
* Research Shows
* Activity
  + Link: Data you collected in the activity on page 6 [PDF]
  + Link: Activity Feedback [drop-down menu]

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* Page 8: Evaluating the Relation between Outcomes and Fidelity
* Now that you have both progress monitoring data and fidelity data…
* You can do so by examining the relation between… [bullet points]
* Improved Child/Student Outcomes/Inadequate Child/Student… [table]
* As the table above highlights, when fidelity is low, the… [bullet points]
* Audio: Listen as Tom Kratochwill elaborates on how the combination of…
* Audio: Lisa Sanetti explains why educators should be concerned about…

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| NOTES |  |

* Page 9: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 10: Credits
* Module Developers
* Content Expert Reviewers
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Improved Child/Student Outcomes/Inadequate Child/Student… [table]
* Audio: Listen as Lisa Sanetti summarizes how to make informed…
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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You Have Completed This Module

* Give Us Your Feedback
  + Link: Module Feedback Form
* Professional Development Hours
  + Link: IRIS PD Options
* Related Resources [link]