

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

**Related Modules**

- Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program
- Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity
- Fidelity of Implementation: Selecting and Implementing Evidence-Based Practices and Programs

**Activities**

- English Language Learners: Learning Barriers
- Language Impairment: Understanding Expressive Language
- Language Impairment: Understanding Receptive Language
- LD/ADHD: Why Some Students Struggle
- Reading Comprehension: Comparing Successful and Struggling Learners

**Video Vignettes**

- Explicit, Systematic Instruction: Elementary
- Explicit, Systematic Instruction: High School

**Fundamental Skill Sheets**

- Active Supervision
- Wait-Time
- Behavior Specific Praise

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(Part 2):  
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or Program with Fidelity**

**Interviews**

- Self-Regulated Strategy Development (SRSD): A Framework for Teaching Instructional Strategies
- The Use of Native Languages in the Classroom

**Information Briefs**

- Balancing Fidelity and Adaption: A Guide for Evidence-Based Program Implementation
- The What Works Clearinghouse