Fidelity 101

Flexibility and Program Modifications

Pamela Werb, MEd
pwerb@aol.com
Senior Training Consultant
National Health Promotion Associates

To a man who only has a hammer in the toolkit every problem looks like a nail.

Abraham Maslow

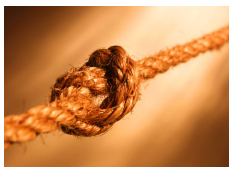
Agenda

- Best Practice in a Prevention Framework
- Evidence-based Programs
- Fidelity 101: The Basics
- Fidelity and LifeSkills Training
- Case Studies
- What Would You Do?

Best Practice in a Prevention Framework

The Language Matters

Two terms evidence-based and fidelity are tied together in our focus on effective substance abuse prevention programs.



The Definitions

Evidence-based prevention refers to a set of prevention activities that evaluation research has shown to be effective.

Fidelity refers to the degree to which a program is implemented as its developer intended. The higher the fidelity, the greater the likelihood that its impact will be similar to that found in the settings where the program was first implemented or tested.

Strategic Prevention Framework. SAMHSA

Why is this important?

Although 80 percent of American youth reported participation in school-based prevention in 2005 only 20 percent were exposed to effective prevention programs.

SAMHSA 2004, Flewelling et al., 2000.

Evidence-based Prevention

SAMHSA Criteria for Evidence-Based Programs

Guideline 1: The intervention is based on a theory of change that is documented in a clear logic or conceptual mode.

SAMHSA Criteria for Evidence-Based Programs

Guideline 2: The intervention is similar in content and structure to interventions that appear in registries and/or the peer-reviewed literature.

SAMHSA Criteria for Evidence-Based Programs

Guideline 3: The intervention is supported by documentation that it has been:

- effectively implemented in the past
- multiple times
- in a manner attentive to scientific standards of evidence
- with results that show a consistent pattern of credible and positive effects.

SAMHSA Criteria for Evidence-Based Programs

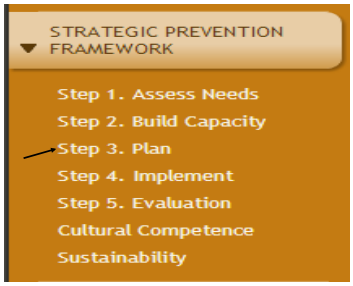
Guideline 4: The intervention is reviewed and deemed appropriate by a panel. That panel includes:

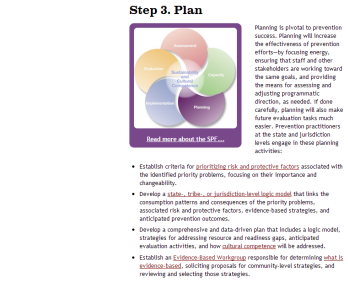
- prevention researchers who are experienced in evaluating prevention interventions similar to those under review
- local prevention practitioners
- key community leaders, e.g., officials from law enforcement

Taking a Closer Look

Implementing an evidence-based program using the Strategic Prevention Framework

What is the best fit for your community?





SAMHSA Strategic Prevention Framework

The Seven Strategies for Community Change

Individual Prevention Strategies

1. Provide Information
2. Enhance Skills
3. Provide Support

Environmental Prevention Strategies

4. Reduce Access/Enhance Barriers
5. Change Consequences (Incentives/Disincentives)
6. Change Physical Design
7. Modify/Change Policies

Drug Free Communities 2014 RFA pages 7,8, CADCA

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Taking a Closer Look

- How have you implemented programs in your setting?
- What discussions have you had about evidence-based rubrics?

Fidelity 101 – The Basics

Fidelity Defined

Fidelity refers to the degree to which a program is implemented as its developer intended. The higher the fidelity, the greater the likelihood that the impact will be similar to that found in the settings where the program was first implemented or tested.

URL: http://captus.samhsa.gov/prevention-practice/strategic-prevention-framework/implement/1

What Do We Know

You Impact Fidelity

- Program selection criteria – your needs
- Staff selection/retention
- Training
- Coaching
- Administrative/community support
- Past experience

What Do We Know

Your Community Impacts Fidelity

Occasionally a program is adapted within a community to better fit:

- Culture
- History
- Implementation constraints

Program Adoption

Select programs with the best practical fit to local needs and conditions.

– This will reduce the likelihood that you will need to make any significant adaptations.

URL: http://captus.samhsa.gov/prevention-practice/strategic-prevention-framework/implement/1

SAMHSA Prevention Training and Technical Assistance

Program Adoption

Select programs with the largest effect size.

– In general, a program with a large effect size is less likely than a similar program with a small effect size to have the relevant outcome reduced by an adaptation.

URL: http://captus.samhsa.gov/prevention-practice/strategic-prevention-framework/implement/1

SAMHSA Prevention Training and Technical Assistance

Program Adoption

Change capacity before changing the program.

– It may be easier to change the program, but changing local capacity to deliver it as it was designed is a safer choice.

URL: http://captus.samhsa.gov/prevention-practice/strategic-prevention-framework/implement/1

SAMHSA Prevention Training and Technical Assistance

Program Adaptation

Consult with the program developer.

– Consult with the program developer to determine what experience and/or advice he or she has about adapting the program to a particular setting or circumstance.

URL: http://captus.samhsa.gov/prevention-practice/strategic-prevention-framework/implement/1

SAMHSA Prevention Training and Technical Assistance

Program Adaptation

Retain core components.

– There is a greater likelihood of effectiveness when a program retains the core component(s) of the original intervention

URL: http://captus.samhsa.gov/prevention-practice/strategic-prevention-framework/implement/1

SAMHSA Prevention Training and Technical Assistance

Program Adaptation

Be consistent with evidence-based principles.

– There is a greater likelihood of success if an adaptation does not violate an established evidence-based prevention principle.

URL: http://captus.samhsa.gov/prevention-practice/strategic-prevention-framework/implement/1

SAMHSA Prevention Training and Technical Assistance

Program Adaptation

Add, rather than subtract.

– It is safer to add to a program than to modify or subtract from it.

URL: http://captus.samhsa.gov/prevention-practice/strategic-prevention-framework/implement/1

SAMHSA Prevention Training and Technical Assistance

Fidelity and LifeSkills Training

First Steps in Fidelity

Teacher Preparation

Student Engagement

First Steps in Fidelity
Teacher Preparation

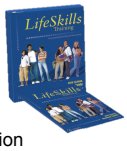
1. Get trained
2. Read the unit
3. Vision your student population
4. Plan the lesson
5. Use LST tools and resources

First Steps in Fidelity
Teacher Preparation

Lesson planning

How will you:

- present the content
- engage the learners
- create strategies for student participation
- meet unique needs and maintain fidelity



First Steps in Fidelity
Teacher Preparation

Use resources that provide curriculum support:

- Go to www.lifeskillstraining.com
- Fidelity checklists
- Enrichment section in your manual
- Curriculum Alignment
- Support Slides

First Steps in Fidelity
Student Engagement

- Impact program outcomes
- Allows learners to own the material
- Reduces off-task behavior
- Makes the art of teaching fun

First Steps in Fidelity
Student Engagement

- Ground Rules
- Parking Lot
- Word Banks
- Example Scenarios
- Move or stay
- Accountability
- Homework

Four Fidelity Guidelines

Fidelity is achieved by following these guidelines:

- Teach the full scope and sequence of the LST curriculum
- Teach at least once per week for consecutive weeks until all units are taught
- Use interactive teaching strategies
- Teach the booster sessions

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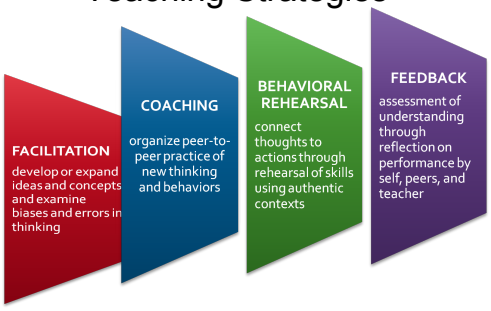
Teaching Strategies



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Modifying LST Activities

- Does the activity meet the learning objectives stated in the LST lesson?
- Does the activity present opportunity for peer-to-peer practice and acquisition of a cognitive or behavioral skill?
- Does the activity present information that focuses on short-term or immediate effects?
- Is the activity developmentally appropriate and relevant to the age group?
- Does the activity provide modeling and practice of pro-health, pro-social choices and behaviors?
- Does the activity use interactive teaching strategies?
- Do you have time to do this activity and meet the fidelity guidelines for teaching the full scope and sequence of the program?

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Evidence-based programs that cut tobacco use by up to 87%

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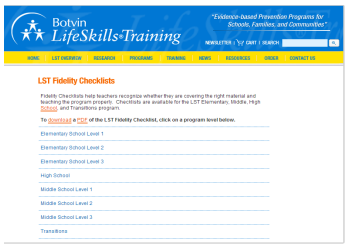
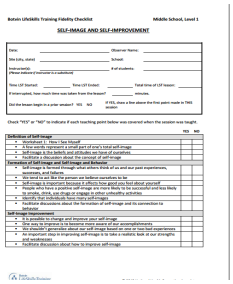
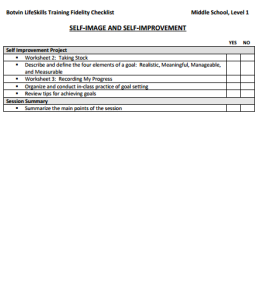


Middle School Level One
Self Image and Self Improvement Unit





Taking a Closer Look

- How have you implemented your program with fidelity?
- What roses and thorns have you experienced when implementing and/or sustaining your work?

Modification vs. Teaching Technique

- A community value is not reflected in assertive behavior. The unit is modified with the guidance of the program developer.
- My students do a gallery walk around the classroom to complete a student guide activity page.

Case Study 1

A classroom teacher reads the goals and objectives for the Marijuana Myth and Reality Unit. He finds a DVD that meets the goals and objectives and shows the DVD for the lesson.

Case Study 2

A community reviews the stress management techniques in the teacher manual and find the mental rehearsal technique objectionable based on religious beliefs.

Case Study 3

A teacher is presenting the lesson on anxiety. He would like to include a scripted, mental rehearsal of the Sweat Lodge for the youth engaged in the after school program at the Urban American Indian Center. This would be in addition to the techniques included in the curriculum.

Case Study 4

A classroom teacher reads the goals and objectives for the Alcohol Myth and Reality Unit. She includes the drunk driving goggle activity as an experiential strategy for student engagement.

Case Study 5

A physical education classroom teacher reads the goals and objectives for the Self Image Unit and decides that the class fitness goals will be used for all students in the goal setting exercise.

Case Study 6

A teacher finds a 5 minute YouTube video of Yoga for a class. She/he would like to include this as a technique for stress management.

Case Study 7

A teacher pairs students with access to a smart phone. He/she sets up a series of class discussion polls through a website.

Case Study 7

Taking a Closer Look

- What teaching strategies have you used?
- What program modifications have you implemented?

Time to move!

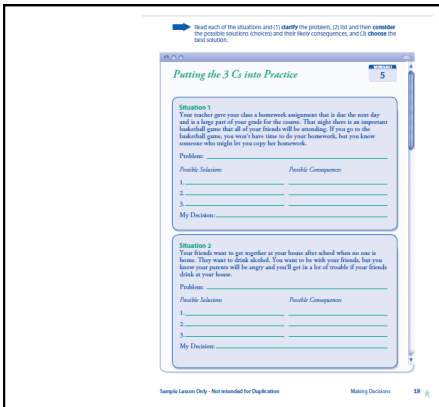
1. Find a partner or two.
2. Suggest an acceptable modification

Make a list of the most important decisions you have to make regularly at home, school, or with friends.
Check off whether you make those decisions **On Your Own** or whether you are influenced by others. Check all that apply to each decision.

Everyday Decisions 4

Decisions	On My Own	Parents	Friends	Teachers	Others
At Home					
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
At School					
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
With Friends					
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐

18 Student Guide 1 Sample Lesson Only - Not intended for Duplication



Read each of the situations and (1) **clarify** the problem, (2) list and then **consider** the possible solutions (choices) and their likely consequences, and (3) **choose** the best solution.

Putting the 3 Cs into Practice 5

Situation 1
Your teacher gave your class a homework assignment that is due the next day and is a large part of your grade for the course. That night there is an important basketball game that all of your friends will be attending. If you go to the basketball game, you won't have time to do your homework, but you know someone who might let you copy her homework.

Problems: _____

Possible Solutions	*Possible Consequences*
1.	
2.	
3.	

My Decision: _____

Situation 2
Your friends want to get together at your house after school when no one is home. They want to drink alcohol. You want to be with your friends, but you know your parents will be angry and you'll get in a lot of trouble if your friends drink at your house.

Problems: _____

Possible Solutions	*Possible Consequences*
1.	
2.	
3.	

My Decision: _____

Sample Lesson Only - Not intended for Duplication Making Decisions 19

What Would You Do?

1. Read a portion of the Family Communication Unit.
2. What can you suggest as an engagement opportunity for this unit? Be specific about a **teaching strategy.**
3. What **modification** might you consider based on the knowledge you have of your community?

Modifying LST Activities

- Does the activity meet the learning objectives stated in the LST lesson?
- Does the activity present opportunity for peer-to-peer practice and acquisition of a cognitive or behavioral skill?
- Does the activity present information that focuses on short-term or immediate effects?
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Reporting out

LifeSkills Training

- Planning Workbook
- http://www.lifeskillstraining.com/planning.php
- Evaluation Tools
- http://www.lifeskillstraining.com/lst_outcome_tools.php
- Fidelity Checklists
- http://www.lifeskillstraining.com/lst_process_tools.php
- Curriculum Alignment Tools
- http://www.lifeskillstraining.com/universal.php

The Balancing Act

- Your population
- Your experience
- Your community
- Your support structure
- Your setting for implementation
- Your curriculum selection

Resources and Technical Assistance

We're here to help when you need us:

Phone: (800) 293-4969
Email: lstinfo@nhpamail.com
Website: www.lifeskillstraining.com

Thank you!

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