**Choosing the Right Implementation Fidelity Measure for Your Behavior Plan**

Implementation fidelity describes the extent that a plan is implemented as intended.

Measuring fidelity should ideally (a) prompt implementers to regularly review the plan and reflect on implementation efforts, (b) provide a starting point for discussions related to plan efficiency and effectiveness in meeting student needs, and (c) document implementation efforts for internal and external accountability.

Choosing measures of implementation fidelity can be intimidating but there are four basic considerations for selecting or building fidelity measures: focus, type, method, and schedule. There is no perfect combination and fidelity measures may shift over time to match the complexity of the plan and decision-making cycles of the behavior team.

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| **Focus** | **Practices**. The accuracy, consistency, and quality of the plan activities that are directly delivered to the student (e.g., prompting, instruction, reinforcement). |
| **System**. The accuracy, consistency, and quality of the coordination and indirect tasks that support implementer practices and timely, data-based decision making.  |

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| **Type** | **Summary rating.** A written or verbal indication of overall implementation fidelity to all the behavior plan components on a small Likert-type scale (e.g., 0-4).  |
| **Quick checklist**. A written list of three-to-five high-priority plan components completed by one or more implementers of the plan as a yes/no or Likert-type scale (e.g., 0-3).  |
| **Comprehensive checklist**. A written list of all plan components completed by one or more implementers of the plan, usually as a yes/no or Likert-type scale (e.g., 1-10).  |
| **Anecdotal**. A free-form written or verbal description of implementation fidelity. *This is often a supplement to the above fidelity measure types.*  |

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| **Method** | **Anonymous self-rating**. One or more implementers of the plan complete an anonymous written (or electronic) measure of implementation fidelity.  |
| **Open self-rating.** One or more implementer of the plan complete a verbal or written measure of implementation fidelity.  |
| **Interview**. A coach or peer meets with one or more implementers to discuss implementation and collaboratively complete a measure of implementation fidelity.  |
| **Observation**. A coach or peer observes one or more implementer and completes a measure of implementation. Feedback is provided to the implementer after the observation.  |

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| **Schedule** | **Monthly**. One or two times per month  |
| **Weekly**. One or more times per week |
| **Daily**. One or more times per day |
| **Contingent**. When specific setting events or antecedents occur (*less common)* |