**Example Tools for Measuring Practice Change and/or Fidelity**

*Below are examples of existing tools that could be used to measure practice change and/or fidelity of early intervention/early childhood evidence-based practices. If you are interested in using one of these tools, we encourage you to contact the tool’s developer to get further information about the tool, including permission to use or modify the tool, if applicable. States using packaged interventions or models (e.g., Pyramid, Family Guided Routines-Based Interventions) are encouraged to use practice change/fidelity tools that are associated with the intervention/model and to contact the intervention/model developer for assistance in using them. We do not recommend modifying tools associated with packaged interventions/models without working with the developer. If your selected tool does not have a specified fidelity threshold, you will need to work with the developer to determine a meaningful threshold score or make this determination on your own to be able to use the tool to assess whether or not practitioners are reaching fidelity. Note that if the developer of a tool does not provide information about the tool’s validity and reliability, the validity and reliability of the measures may be unknown.*

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| **Tool** | **Context** | **Purpose/Description** | **More Information** |
| Performance Checklists *(DEC Recommended Practices—DEC RPs)* | Any context. Select checklist(s) based on the DEC Recommended Practices targeted/adopted | Self-assessment to increase practitioner understanding and use of the DEC RPs and for self-evaluation of one's use of the practices. There are multiple checklists for each of the 7 DEC recommended practices topics. Practitioners are asked to rate the extent to which they use specific practices. | <http://ectacenter.org/decrp/> |
| SS-OO-PP-RR Key-Indicator Checklist *(Family Guided Routines-Based Intervention--FGRBI)* | Home visiting programs | Observation scale of key indicators of a coaching process (SS-OO-PP-RR) to support the implementation of FGRBI with family members and other caregivers. The checklist includes the key indicators, plus questions for practitioner self-reflection. | <http://fgrbi.fsu.edu/handouts/approach5/KeyIndicatorsManual_2017.pdf>  <http://fgrbi.fsu.edu/> |
| Family Coaching Checklist *(Technical Assistance Center on Social Emotional Intervention)* | Home visiting programs | Self-assessment tool used by practitioners regarding their implementation of Pyramid Model family coaching strategies specific to all families, families with instructional targets, and families with behavior support plans. | <http://challengingbehavior.fmhi.usf.edu/explore/webinars/10.11.12_tacsei_webinar/TACSEI_FamilyCoacingChecklist_121411.pdf>  <http://challengingbehavior.fmhi.usf.edu/> |
| Coaching Practices Rating Scale *(Family Infant and Preschool Program)* | Home visiting programs | Determines the extent to which a practitioner is adhering to and using coaching practices with either families or colleagues to strengthen compe­tence and confidence in using evidence-based early child­hood practices. Can be self-administered or via observation by another person. | <http://fipp.org/static/media/uploads/casecollections/casetools_vol2_no2.pdf>  <http://fipp.org/publications/casecollections/> |
| Reaching Potentials through Recommended Practices Observation Scale – Home Visiting *(RP² OS-HV)* | Home visiting programs | Observation completed by internal coach semi-annually used to identify areas of strength/needs, to create coaching plans, training/ technical assistance. The tool was developed to assess the implementation of DEC RPs related to child engagement. | <http://ectacenter.org/~pdfs/implement_ebp/RP2_OS-HV.pdf>  <http://ectacenter.org/rp2/rp2-tools.asp> |

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| The Pyramid Infant Toddler Observation Scale *(TPITOS)* | Infant Toddler childcare or other group settings | Measures practice change/fidelity of implementation of practices associated with the Pyramid Model.Provides a classroom snapshot of the adult behaviors and classroom environment variables that are associated with supporting and promoting the social-emotional development of infants and toddlers. | Contact Judith Carta ([carta@ku.edu](mailto:carta@ku.edu)).  [http://nvtacsei.com/wp-content/uploads/2012/09/TPITOS-6.1.14.pdf](http://nvtacsei.com/wp-content/uploads/2012/09/TPITOS-6.1.14.pdf%20)  <http://nvtacsei.com/trainers-coaches/resources/> |
| Reaching Potentials through Recommended Practices Observation Scale – Classrooms *(RP² OS-C)* | Preschool (3-5) classrooms or group settings | Observation completed by internal coach semi-annually to identify strengths/needs, create coaching plans, training and technical assistance. The tool was developed to assess the implementation of DEC RPs related to child engagement. | <http://ectacenter.org/~pdfs/implement_ebp/RP2_OS-C.pdf>  <http://ectacenter.org/rp2/rp2-tools.asp> |
| Inventory of Practices for Promoting Children’s Social Emotional Competence  *(Center on the Social and Emotional Foundations for Early Learning)*  See also: [***Teaching Pyramid Observation Tool***](http://products.brookespublishing.com/Teaching-Pyramid-Observation-Tool-TPOT-for-Preschool-Classrooms-Set-Research-Edition-P761.aspx)***(TPOT™)*** | Preschool (3-5) classrooms or group settings | Designed to be used by individuals and/or teams to identify training needs and plan a course of action for implementation of Pyramid Model. | <http://csefel.vanderbilt.edu/resources/training_preschool.html#mod1> (Handout H1.2 from the Module 1 download)  <http://challengingbehavior.fmhi.usf.edu/communities/coaches_main.html>  <http://www.brookespublishing.com/resource-center/screening-and-assessment/tpot/> |
| [***Teaching Pyramid Observation Tool***](http://products.brookespublishing.com/Teaching-Pyramid-Observation-Tool-TPOT-for-Preschool-Classrooms-Set-Research-Edition-P761.aspx)***(TPOT™)*** | Preschool (3-5)  Classrooms or group settings | **Measures a teacher’s implementation of the Pyramid Model. Coaches use results to provide teachers with feedback on current strengths and needs and set goals for action plans, training/TA.** | <http://challengingbehavior.fmhi.usf.edu/communities/coaches_docs/UsingTPOT.pdf>  <http://www.brookespublishing.com/resource-center/screening-and-assessment/tpot/tpot-scoring-spreadsheet/> |