Program-Wide Supports
for Pyramid Model
Implementation

Good Bones: Measuring Systemic Support For Program-wide Implementation in Early Childhood Settings

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In today's presentation, we will discuss:

1. Issues related to systemic implementation of multi-tiered supports
2. Considerations specific to early childhood education environments
3. Measurement of systemic features in these environments
4. Development and validation of an instrument that can evaluate program features and activities that promote program-wide implementation
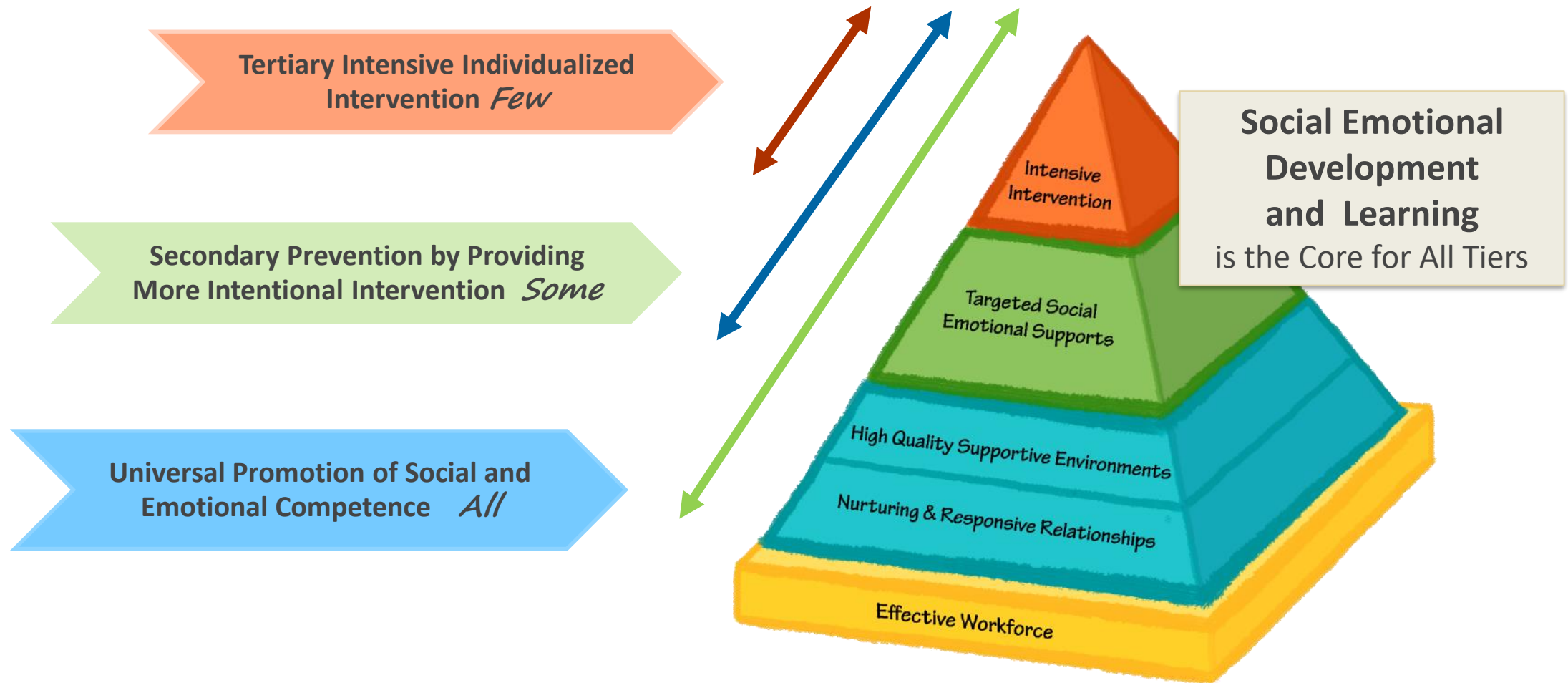
Pyramid Model and the Early Childhood Education and Care (ECEC) Context

Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children

What do the <u>programs</u> look like?

- Limited resources
  - Staffing issues
  - Materials

- Staff with limited training
  - Teaching staff
  - Behavior support staff
  - Coaches

- Competing priorities
  - Capacity of the program and workforce
  - Scheduling

- Hours
  - Time for Leadership team meetings
  - Time for PD

What do classrooms look like?

- Teachers
  - Different requirements to work as teacher
  - Lots of turnover
- Children
  - Developmental level
  - Focus on developing social-emotional skills

- Environment
  - Environment includes halls (sometimes), playground/outdoor areas, dining area (sometimes)
  - Many different activities in the classroom
    - Center
    - Circle
    - Nap
  - Sometimes multiple different activities in room at same time
  - Visuals look different in ECECs

Rationale for Implementing Pyramid Model in Child Care Settings

- Reduce suspensions and expulsions of children with challenging behavior
- Build capacity of programs to support children
- Link to other community resources
- Program specific needs:
  - Reduce need for administrative staff to put out fires
  - Provide support for teaching staff
  - Build confidence of teaching staff
  - Facilitate family engagement

Systemic Implementation: Definitions and Considerations

Program Leadership and Effective Implementation

Passive ➝ Active

Letting It Happen

- Practitioners learn about new policy/ program and translate with little support
- Practitioners held accountable

Helping It Happen

- Materials/resources to aid practitioners
- Practitioners left on own to figure out and held accountable

Making It Happen

- Active and purposeful implementation
- Implementation/ leadership team guides and is accountable

(Greenhalgh, et al., 2004; Hall and Hord, 1987; Fixsen, et al., 2011)

We recognize that:

- Developing program-wide support involves systemic changes if it is going to:
  - Be most effective
  - Be most efficient
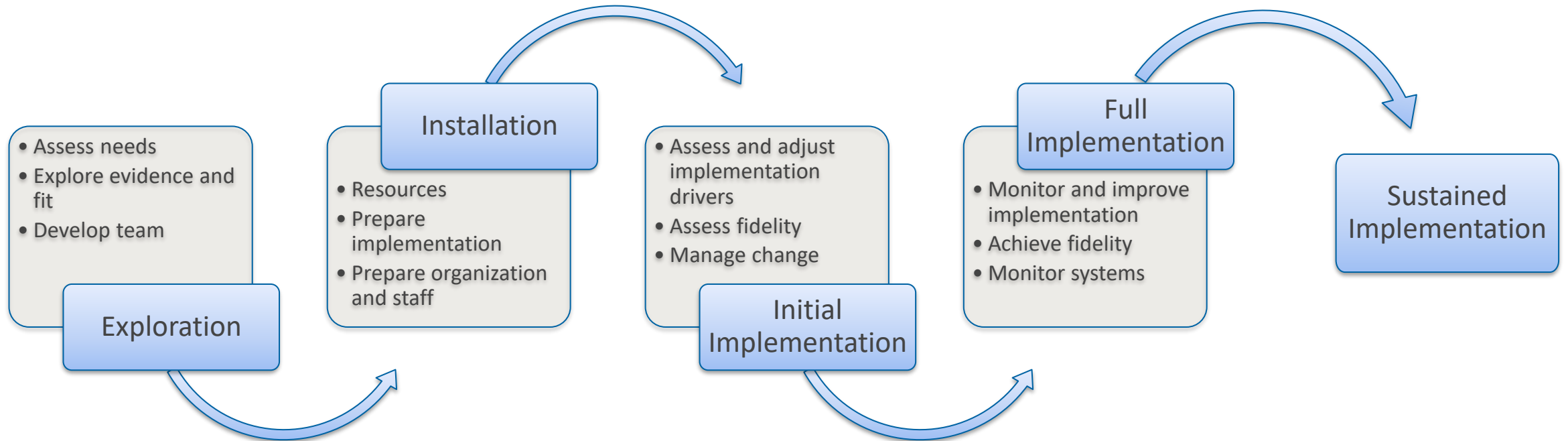 - Operate with fidelity
  - Sustain over time

Challenge of Systemic Change in ECECs

- There are a number of the unique issues that affect implementation, effectiveness, and sustainability in early childhood programs, including:

    a) preschool staff capacity and support,

    b) preschool administrative issues,

    c) the developmental needs of preschool-aged children, and

    d) financial limitations

    (Fox & Hemmeter, 2009; Lewis et al., 2013)

The Long Game - Stages of Implementation

- Assess needs
- Explore evidence and fit
- Develop team

Exploration

Installation

- Resources
- Prepare implementation
- Prepare organization and staff

- Assess and adjust implementation drivers
- Assess fidelity
- Manage change

Initial Implementation

Full Implementation

- Monitor and improve implementation
- Achieve fidelity
- Monitor systems

Sustained Implementation

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

Positive Behavior Support, Pyramid Model and Systems Change

- Takes 3-5 years for comprehensive systems change
- Support of leadership essential
- Effective, stable team
- Philosophical change and buy-in
- Ownership and active participation by staff
- Input and feedback
- Use data-based decision-making

"We need a better piling system."

That's a big ask!

Program-Wide Implementation

# Considerations of program-wide vs schoolwide implementation

- Questions:
  - What are the primary domains of concern and what do they look like in early childhood environments?
  - How can we support systems change work?
  - How can we measure this systemic work and related installations?

  In the following slides, we will examine the critical domains related to program-wide implementation, with examples from our measurement tool

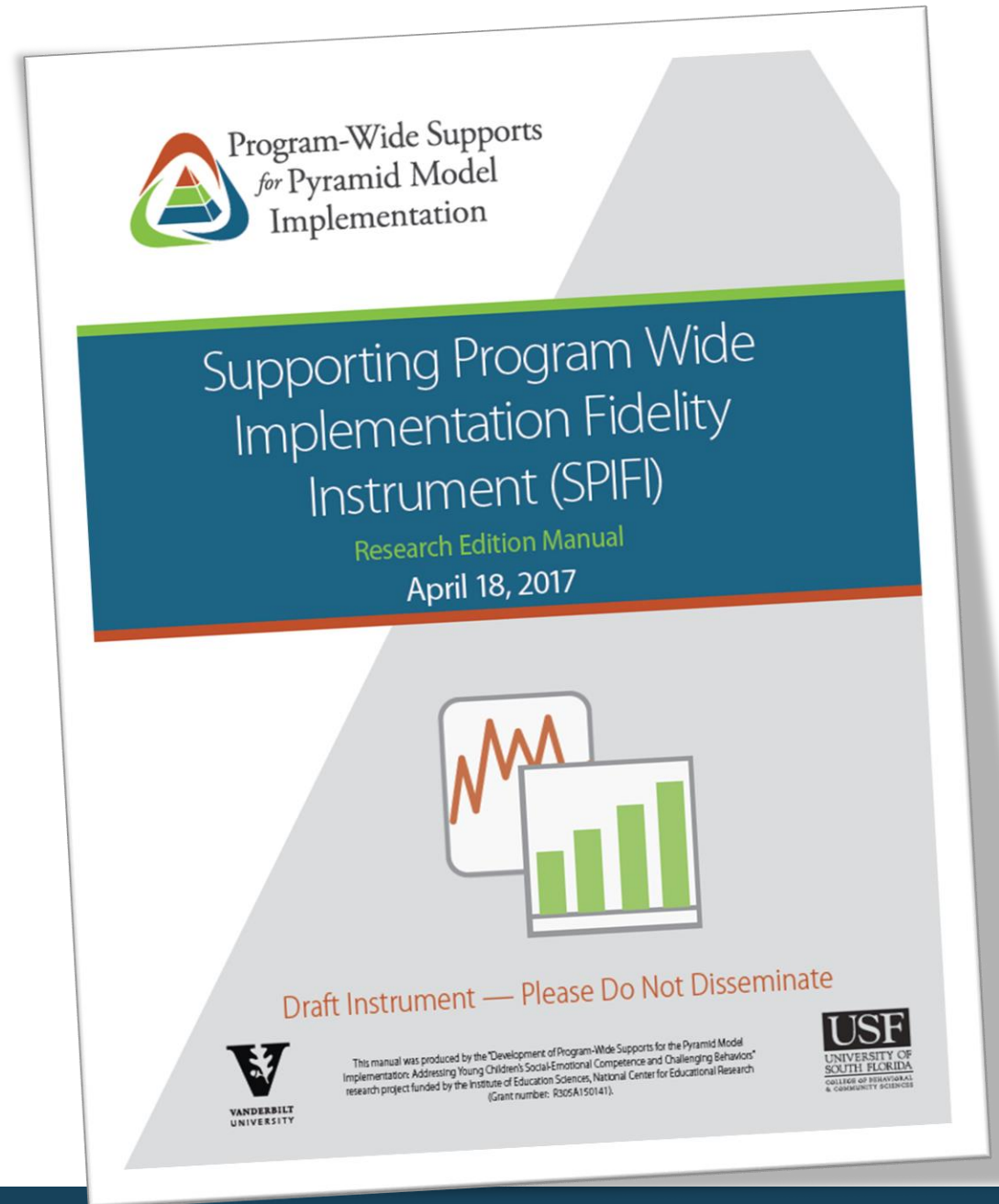# Identified: Critical Domains Related to Program-Wide Implementation

- Leadership team composition and support for initiative
- Leadership team activities
- Staff buy-in
- Program-wide expectations
- Procedures for developing behavior support plans
- Staff support plan

- Family engagement around program-wide plan
- Family engagement related to supports for individual children
- Data-based decision making
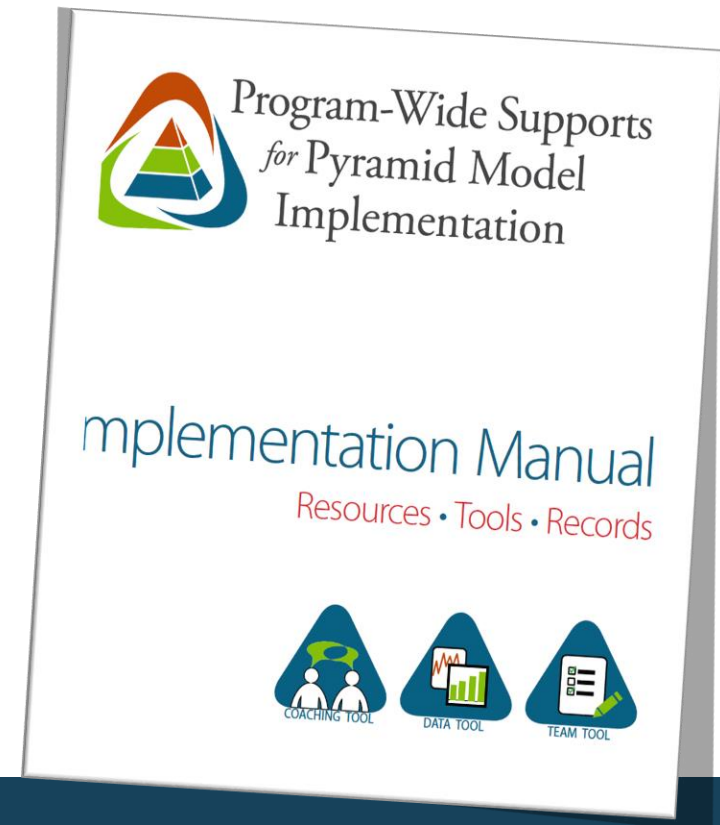
To Measure Activities Related to Implementation

Evaluation tool: Supporting Program Wide Implementation Fidelity Instrument (SPIFI)

- Can be used by outside evaluators (e.g., technical assistance, research)

- Data can inform problem solving, PD, external coaching and can be used to evaluate across or within programs.

Program-Wide Supports
for Pyramid Model
Implementation

Supporting Program Wide
Implementation Fidelity
Instrument (SPIFI)

Research Edition Manual

April 18, 2017

Draft Instrument — Please Do Not Disseminate

This manual was produced by the "Development of Program-Wide Supports for the Pyramid Model Implementation: Addressing Young Children's Social-Emotional Competence and Challenging Behaviors" research project funded by the Institute of Education Sciences, National Center for Educational Research (Grant number: R305A150141).

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Conducting the SPIFI

Multiple sources of evidence inform the scoring:

- **Interviews:** Administrator interview, behavior specialist interview, coach interview, teacher interviews, leadership team member interviews

- **Observations:** Classrooms, common areas

- **Permanent Products:** Data summaries, family permanent products, implementation plan, procedures for behavior support, program-wide expectations, staff poll, training handouts/agenda/notes, training log, team meeting minutes, team mission statement

12. How does the program support you to implement positive behavior support practices (e.g., the Pyramid Model)? What training and support have you received?

If the staff member indicates they get coaching ask:

13. What does that coaching look like? What does the coach do? How do you decide what to work on with your coach?

14. What do you do in your program to avoid making biased decisions about children? *What does this look like?*

15. Do staff get recognized when they are doing a good job implementing positive behavior support practices (e.g., the Pyramid Model)? If so, how does that happen? *Please give me some examples.*

Family engagement related to supports for individual children

16. What do you do to involve families in addressing the behavior of their child? *Please give me some examples.*

	Classroom 1	Classroom 2	Classroom 3	Classroom 4	Classroom 5	Classroom 6	Classroom 7	Classroom 8	Total
Staff buy-in									
Classroom staff are implementing behavior response practices with the children that are in violation of the Pyramid Model (e.g., physical punishment, harsh reprimands). (3.1.3)	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	
Classroom staff talk about the expectations in their interactions with children and/or families. (3.5.2)	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	
Development and implementation of program-wide expectations									
PW Behavior expectations are posted. (4.1.1, 4.3.1, 4.3.2, 4.3.3, 4.5.2, 4.5.3, 4.7.2, 4.7.3)	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	
PW Behavior expectations include photos or visuals that are meaningful to children. (4.5.3)	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	
There is visual evidence in the classroom of a system for acknowledging children who are engaging in the expectations. (4.7.3)	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☒ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	
Children are heard using the language of the expectations. (4.7.4)	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	

Item/Indicator	Observed Yes or No	Notes
Leadership team composition and support for the initiative		
Leadership team members are observed implementing aspects of the Pyramid Model, including: using the program-wide expectations in conversations with children, staff, and families; talking with teachers, staff, or families about strategies that are consistent with the Pyramid Model; or using the strategies with children. If no leadership team members are observed or if it is unclear whether staff are leadership team members, mark as no. (1.7.1, 3.5.2)	☐ Yes ☐ No	
Staff Buy-in		
Staff are observed engaging in practices, activities, or using materials that demonstrate their commitment to program-wide implementation. (3.5.2)	☐ Yes ☐ No	
Staff are observed engaging in activities or interactions that are inconsistent with the Pyramid Model, including: reprimanding children for communicating their emotions, exclusionary time-out, punishment procedures, threatening to call children's parents if they don't behave, yelling at children. (3.1.3)	☐ Yes ☐ No	
Development and implementation of program-wide expectations		
PW Behavior expectations are posted in public areas of the program. (4.1.1, 4.3.1, 4.3.2, 4.3.3, 4.5.2)	☐ Yes ☐ No	
PW Behavior expectations include photos or visuals that are meaningful to children. (4.5.3)	☐ Yes ☐ No	
Staff, that are not the child's classroom staff, are observed acknowledging children engaging in expectations or providing descriptive feedback for desired behavior. (4.5.4)	☐ Yes ☐ No	
There is visual evidence that a program wide system exists that acknowledges that children are engaging in the PW behavior expectations. (4.7.3)	☐ Yes ☐ No	
Expectations are linked to concrete rules in a public setting. (4.7.1)	☐ Yes ☐ No	
Staff support plan		
There is evidence either through visuals or verbal interaction staff are acknowledged for their work. (4.7.3)	☐ Yes ☐ No	

Document/Product Review

Elements	Potential Documents	Criteria	Yes	No	Notes
Do you have a leadership team in your program, do you have a list of the members and their roles?	Implementation plan, Team roster	Membership includes Teacher and Administrator (1.1.2)			
		Membership includes teacher, administrator, behavior support person, and classroom coach (1.5.1)			
What is the focus for your leadership team? Do you have a mission statement that I can see?	Implementation plan, Team mission statement	Team has a clearly written mission statement that reflects a positive behavior support approach (1.3.2)			
Can you show me the child discipline policy for the program?	Family handbook, Staff handbook,	Has one that is consistent with positive behavior support (1.3.3)			
Can I see the documents or meeting minutes from your team meetings, including notes or minutes from at least two consecutive meetings? Can you show me your action plan or implementation plan? What is the team meeting schedule?	Implementation plan, Team meeting minutes	Team has written plan (2.1.2)			
		Plan includes elements related to at least two of the following: leadership team, staff buy-in, family engagement, program-wide expectations, professional development and staff support, procedures for responding to challenging behavior, and monitoring implementation and outcomes (2.3.1)			
		Team meets monthly (2.3.2)			
		Action or Implementation plan is updated at each meeting (2.5.1)			
		Timely progress is made on goals and activities (e.g., majority of activities are completed on time) (2.5.2)			

Example Scoring Page

4. Development and Implementation of Program-Wide Expectations

Insufficient Implementation		Emerging Implementation		Partial Implementation		Full Implementation
1	2	3	4	5	6	7
4.1.1 **No** program-wide behavior expectations exist. ☐ Yes ☐ No Ask "Is this true for the Program?" True = Yes False = No		4.3.1 Program wide expectations have been developed. ☐ Yes ☐ No 4.3.2 Program-wide expectations are stated positively and are developmentally appropriate. ☐ Yes ☐ No 4.3.3 There are at least two and fewer than six program-wide expectations. ☐ Yes ☐ No		4.5.1 Input from staff and families was used to develop or refine the expectations and affirm the cultural relevance of the expectations. ☐ Yes ☐ No 4.5.2 Expectations are written in such a way that they apply to adults and children. ☐ Yes ☐ No 4.5.3 Expectations are posted in public spaces (e.g., halls, playground) and in classrooms AND include visuals or photographs that make them meaningful to children. ☐ Yes ☐ No 4.5.4 Children are acknowledged by people other than their classroom staff for engaging in the expectations. ☐ Yes ☐ No		4.7.1 Expectations have been shared with families and suggestions for implementing at home have been provided. ☐ Yes ☐ No 4.7.2 Expectations are linked to concrete rules in different settings (e.g., playground, classroom, hallway). ☐ Yes ☐ No 4.7.3 There is a developmentally appropriate program-wide, positive acknowledgement system for children and staff who engage in the expectations. ☐ Yes ☐ No 4.7.4 Children use the language of the expectations in interactions with program staff. ☐ Yes ☐ No

Score for Domain:

Clarifications/guidance for scoring

Scoring Indicators and Clarifications

<table>
<tr><td colspan="4">#1: Leadership Team Composition and Support for Initiative</td></tr>
<tr><th>Description</th><th>Indicator</th><th>Scoring Clarification</th><th>Possible Evidence Documents</th></tr>
<tr>
<td rowspan="6">The program has a leadership team that has specifically been charged with leading the program-wide implementation of the Pyramid Model. The team has at least a teacher and administrator and all members are openly supportive of the initiative.</td>
<td>1.1.1   No team exists.</td>
<td>Score yes if the program <u>does not</u> have a team.</td>
<td>Program roster, Team meeting minutes</td>
</tr>
<tr>
<td>1.1.2   Team does not include at least a teacher and an administrator.</td>
<td>Score yes if the team <u>does not</u> have the membership specified in 1.3.1</td>
<td>Program roster, Team meeting minutes</td>
</tr>
<tr>
<td>1.3.1   Team includes at least a teacher and an administrator.</td>
<td>Score yes if the program has a team, including at least two members (a teacher and an administrator), whose specific responsibilities include coordinating Pyramid Model implementation in the program.</td>
<td>Family permanent products, Implementation plan, Program handbook, Team meeting minutes</td>
</tr>
<tr>
<td>1.3.2   Team has a clearly written mission statement.</td>
<td>Score yes if the team has a written statement that succinctly describes their approach/philosophy to behavior support for the program. The mission statement should reflect a positive behavior support approach. Score no if the mission statement refers to inappropriate discipline approaches.</td>
<td>Program discipline policy, Program or staff handbook, Team mission statement</td>
</tr>
<tr>
<td>1.3.3 Team develops a child discipline policy statement that is consistent with a positive behavior approach.</td>
<td>Score yes if the team has a policy statement that is consistent with Pyramid Model or a positive behavior approach (e.g., program promotes the development of social and emotional skills, use of prevention strategies, description of program-wide expectations, process to develop individualized intervention plans for children with behavior challenges, or working in partnership with families</td>
<td>Program discipline policy, Program or staff handbook, Team mission statement</td>
</tr>
</table>

Aligning Program-Wide Support Efforts and Measures of Program Features and Actions

Let's take a moment to look at each domain

1. Leadership team composition and support for the initiative
2. Leadership team activities
3. Staff buy-in
4. Development and implementation of program-wide expectations
5. Procedures for developing behavior support plans
6. Staff support plan
7. Family engagement around the program-wide plan
8. Family engagement related to supports for individual children
9. Data-based decision making

Critical Element:
Establishing a Leadership Team

- Team drives and is accountable for implementation efforts
- Ideally team members include
  - Administrator
  - Classroom Coach
  - Behavior Specialist
  - Teacher(s)
  - Family members if/when possible
- Team ensures that mission is aligned with initiative

- SPIFI Measurement:
  - Breadth of membership
  - Member actions/activities that indicate support for initiative (e.g., mission statement, ongoing communication, advocacy)

SPIFI Domains

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Critical Element: Leadership Team Activities

Critical Element	What is the problem/issue/task to be addressed?	Action Step/Activity	Persons Responsible	Follow-Up or Completion Date
Establish Leadership Team	Confirm meeting dates/time/location for the rest of the school year. Agree on regular agenda format.	1. Review current staff meeting schedule for conflicts	All Team Members	September 1st
		2. Review current team meeting schedule for conflicts	All Team Members	September 1st
		3. Formally reserve room for dates/times	Dana	September 1st
		4. Formalize meeting dates/time/location and send to all team members	Dana	September 1st
		5. Review agenda templates from training	All Team Members	September 15
		6. Come to consensus about template for team agenda and minutes	All Team Members	September 15
		7. Identify a family member to participate on the team (seek one of the family members who speak Spanish to help us strengthen our partnerships with the Spanish speaking families).	Dana	October 30
		8. Revise child discipline policy and disseminate to families	All team members	November 12 - revise January 2 - families receive policy update
Staff Buy-In	Staff input is solicited as part of planning process; staff are informed of the initiative and asked to provide feedback	1. Introduction PowerPoint presentation at staff meeting, to include commitment poll.	Dana and Misha to develop draft for team to review by 9/15	September 30th
		2. Teacher conferences between lead teachers and coach to talk through any concerns about PW Implementation	Each Individual Teacher	Following presentation
	Family engagement is	1. Dana is going to speak to Ms Perez about possibly joining the leadership team. Team agrees she would be a great resource.	Dana	September 1st
		2. Playground party to introduce expectations	Planning committee:	

- SPIFI Measurement:
  – Plan that is updated regularly (at least monthly)
  – Progress on plan, goals, and activities
  – Team reviews barriers as they arise
  – Team evaluates their functioning

SPIFI Domains

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Critical Element:
Staff Buy-In and Support

Staff Buy-In Poll – March 2023

Legend:
- ■ very confident
- ■ interested in learning more
- ■ nervous

SPIFI Measurement:

- Training at initiative and with new staff
- Tracking of staff buy-in
- Efforts to gather staff input
- Ongoing assessment of staff needs

SPIFI Domains

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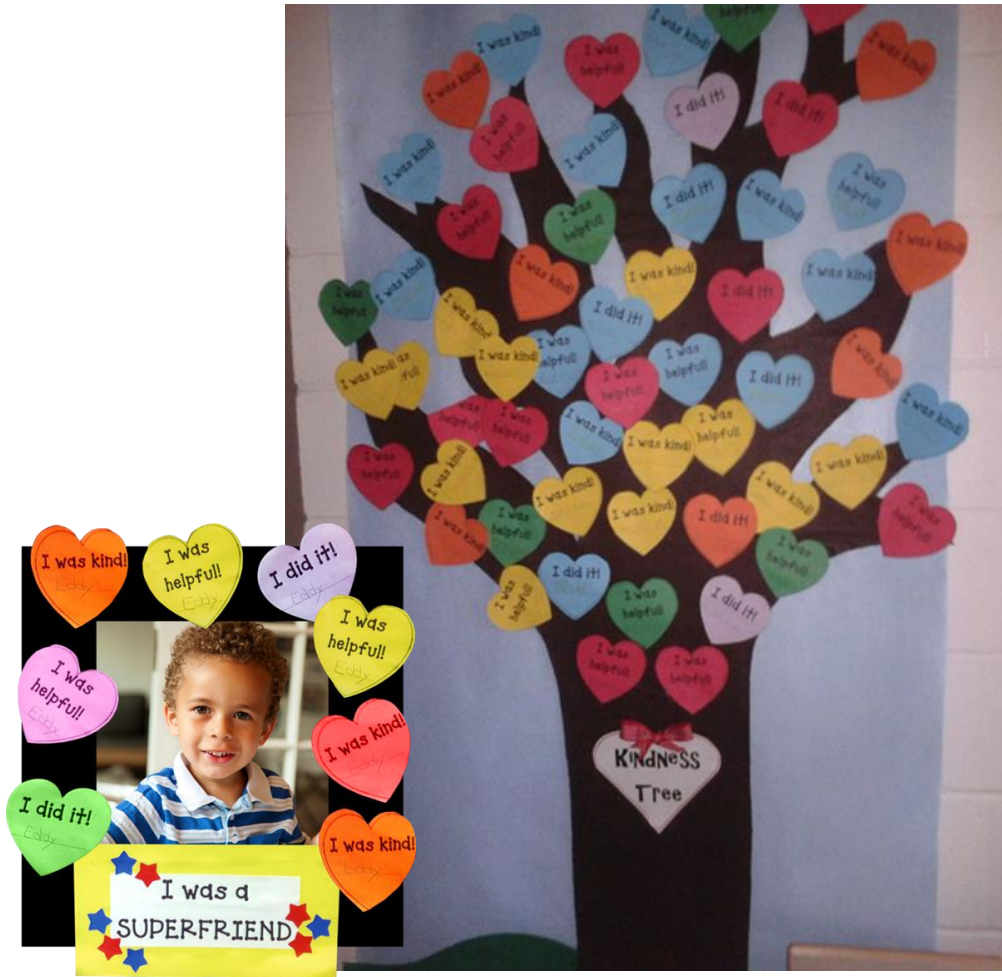9. Data-based decision making

Expectation/Rules Matrix

Expectations	Classroom	Playground	Hallway
Show Respect	Soft Touch	Take Turns	Inside Voice
Stay Safe	Move Carefully	Sit on Bikes, Slide, and Swings	Move Carefully

Program-Wide Expectations

SPIFI Measurement:

- Developmentally appropriate expectations
- Input from staff and families
- Efforts to gather staff input
- Acknowledgement of child and teacher/staff behavior
- Use of language

SPIFI Domains

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Responding to Challenging Behavior

Needs:

- Developmentally appropriate, classroom strategies
- Crisis responses
- Problem-solving and support
- Team assessment-based process for children with persistent challenging behavior who need an individualized plan
- Partnerships with families

SPIFI Measurement examples:

- Evidence of team-based process
- Process for crisis response
- Teacher knowledge
- Plans developed in timely manner
- Evidence of coaching
- Use of behavioral data in decision-making

SPIFI Domains

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Classroom and External Coaches

- Classroom Coaches guide classroom teachers to implement the Pyramid Model practices
  - Classroom Coaches use Practice-Based Coaching
  - Each teacher will be coached at least two times each month
- The External Coach supports the Classroom Coach and the Leadership Team

External coaching

Program level support – classroom coach

Teachers
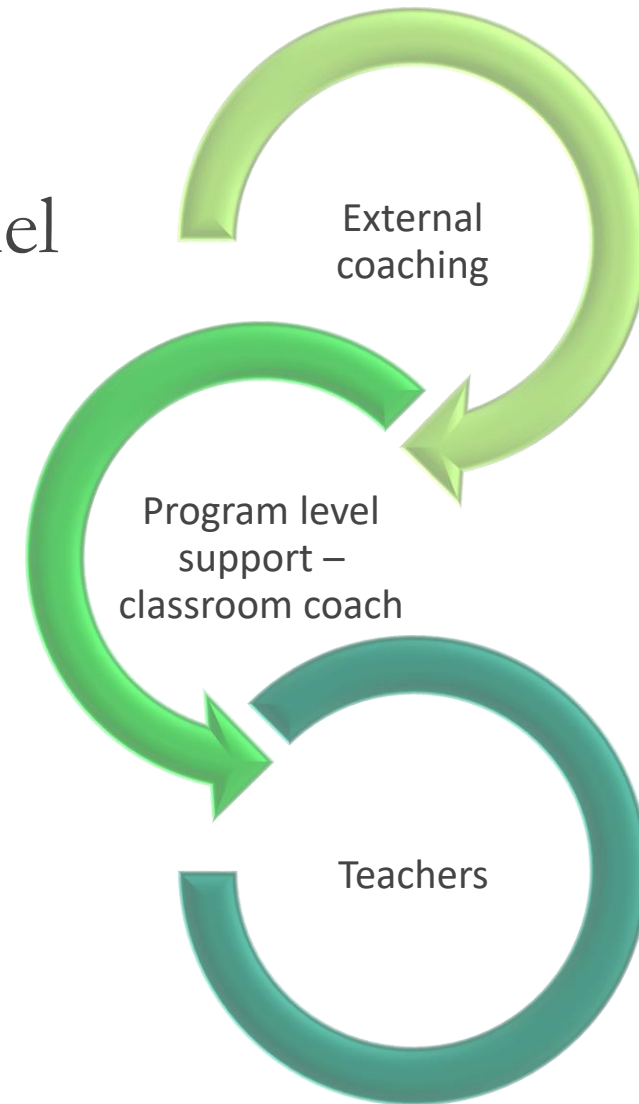
Professional Development and Staff Support

Program needs:
- Ongoing training and coaching
- Training for behavior specialists
- Assess implementation of Pyramid Model practices (TPOT)
- Individualized professional development plans
- Group and individualized training strategies
- Training of new staff
- Incentives and acknowledgment

SPIFI Measurement examples:
- Evidence of ongoing training in Pyramid Model practices
- Process for training new staff
- Staff have individualized PD plan or action plan
- Staff have training and support related to bias and strategies to reflect on individual responses to children and families
- Ongoing coaching - and time provided for coaching

SPIFI Domains

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Connecting with Families

Promote Family Voice/Engagement in <u>Program-Wide Implementation AND Individual Planning</u>

- Input regarding rules, expectations, and structure
- Multiple mechanisms for sharing the plan
- Multiple mechanisms for home implementation
- Family partnerships in developing and implementing individualized support

SPIFI Measurement examples:
- Evidence of multiple means to share efforts related to initiative
- Ongoing efforts to elicit feedback
- Evidence of multiple means to share information about children
- Culturally responsive strategies to facilitate planning
- Plans of support include collaboratively developed strategies that can be used at home and in the community

SPIFI Domains

1. Leadership team composition and support for the initiative
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Critical Element:
Using Data for Decision Making

Program needs:

- Collect data regularly to inform Pyramid Model activities
  - Staff buy-in
  - TPOT
  - Early Childhood Benchmarks of Quality (EC-BoQ)
  - Behavior Incident Report System
- Plan to reflect on data and use it to guide decisions

SPIFI Measurement examples:

- Program-level data are collected, summarized and shared with families
- Individual child-level data related to behavior are collected and used for ongoing monitoring, problem-solving, ensuring response to intervention, and program improvement
- Leadership team reviews data on relevant processes (e.g. coaching log, BIRs, communication with families, development of BSPs) – identifies and addresses potential biases

Instrument Validation

What was involved?

- Pilot study - included 16 programs in two states.
  - Programs included Head Start programs and for-profit private, church-affiliated, and nonprofit community programs.
  - Intentionally recruited and selected a range of community-based programs in terms of size, race and ethnicity, and enrollment of children with disabilities.
- Validity check
  - 27 external coaches across United States and Canada
  - 17 programs located in California, Florida, Iowa, Minnesota, Pennsylvania, Wisconsin, Nova Scotia (2 evaluators for each site when possible)

Measures

Pilot Study
- Program Level:
  – SPIFI
  – Preschool Evaluation Tool (PreSET; Steed et al., 2012)
- Classroom Level:
  – Classroom Assessment Scoring System (CLASS; Pianta et al., 2008)
  – Teaching Pyramid Observation Tool (TPOT; Hemmeter et al., 2014)
  – Classroom demographics measures
- Child Level:
  – Social Skills Improvement System Rating Scales (SSIS; Gresham & Elliot, 2008)

National Sample
- Program level:
  – Demographics measures
 – Coach information
  – SPIFI

Pilot Study - Treatment vs Control Conditions

- **Treatment programs received:**
  - Initial Training for Leadership Team
  - Leadership Team meeting activities, including work on Early Childhood Benchmarks of Quality, work on the program's implementation plan, BIR data support, and TPOT/ECBoQ/Buy-In data support
  - External Coaching (weekly), including support for classroom coaching, assistance with TPOT, and capacity-building for behavior intervention, data collection and management, and family engagement
- **Control programs received:**
  - Leadership Team materials, but no additional support with facilitation and external coaching (training at end of pilot)
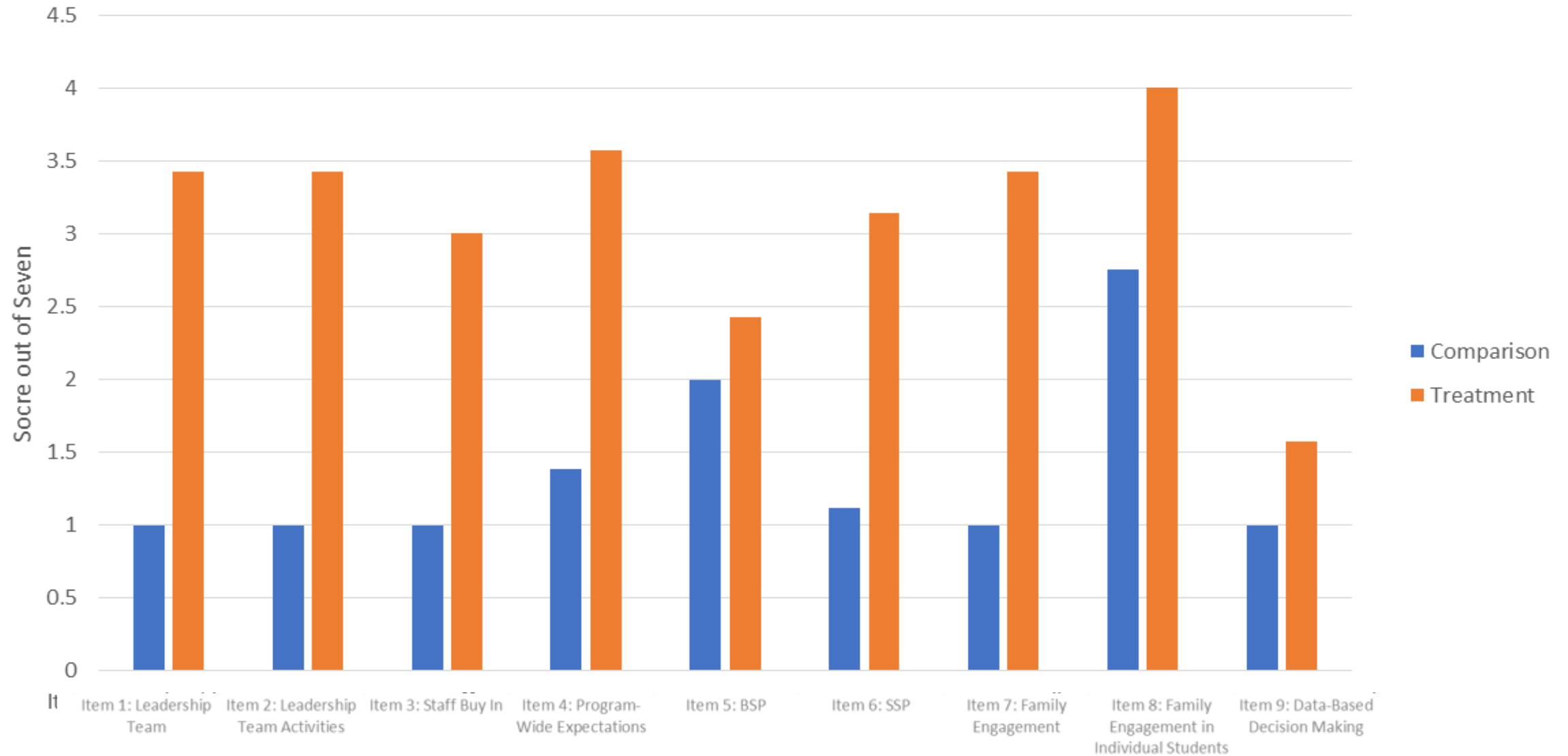
SPIFI Change Across Domains Waves 1 & 4

SPIFI Items in Waves 1 and 4
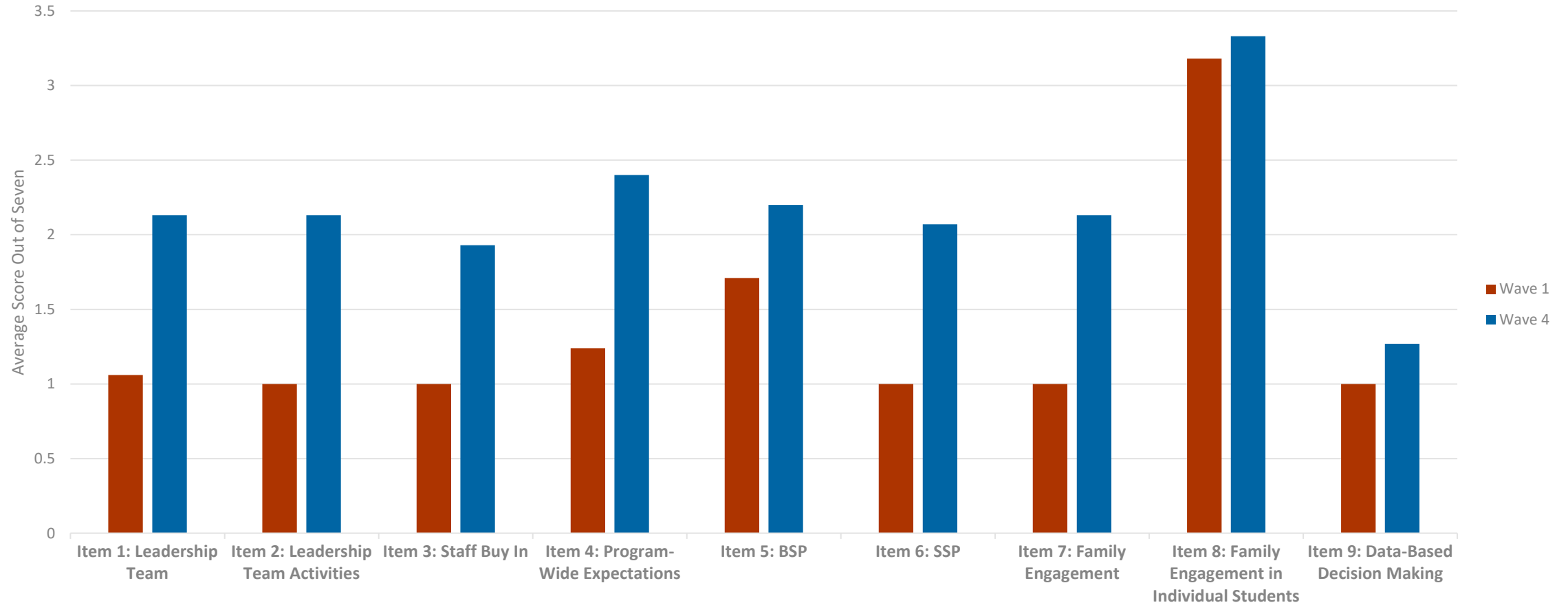
SPIFI Wave 4 – Treatment to Comparison

Reliability and Interrater Reliability ICC for Overall SPIFI and for Each Indicator Across Domains

	Cronbach's α	Interrater reliability (ICC, one-way model)
Overall SPIFI scores		
Sum of all domains	.84	.96
Sum of all indicators	.98	.98
Item scores per domain		
Domain 1: Leadership team	.89	.86
Domain 2: Leadership team activities	.95	.89
Domain 3: Staff buy-in	.91	.83
Domain 4: Program-wide expectations	.92	.97
Domain 5: Behavior support plan	.87	.51
Domain 6: Staff support plan	.88	.96
Domain 7: Family engagement	.85	.98
Domain 8: Family engagement individual children	.86	.77
Domain 9: Data-based decision-making	.80	.85

Note. Single-measure ICCs are estimated from a one-way model. High rater reliability is characterized by absolute rater agreement sent, but ICCs are similar when consistency is examined instead of absolute agreement. SPIFI = Supporting Program-wide Implementation Fidelity Instrument; ICCs = intraclass correlations.

Correlation between SPIFI and External Measures

	PreSET score	TPOT score	CLASS		
			Emotional support	Classroom organization	Instructional support
Sum of SPIFI domains	.80*	.42*	.32*	.34*	.45*
Sum of SPIFI indicators	.83*	.44*	.32*	.34*	.42*
Leadership implementation support	.67*	.34*	.23*	.25*	.34*
Programmatic implementation support	.85*	.47*	.40*	.40*	.51*

Note. All measures have been standardized to have a mean of 0 and a standard deviation of 1. SPIFI = Supporting Program-wide Implementation Fidelity Instrument; PreSET = Preschool-wide Evaluation Tool; TPOT = Teaching Pyramid Observation Tool; CLASS = Classroom Assessment Scoring System.

*$p < .05$ using Bonferroni-adjusted significance levels.

Scoring System.

*$p < .05$ using Bonferroni-adjusted significance levels.

What Did the Data Tell Us?

- SPIFI reliably demonstrated construct validity when used by typical evaluators

- ICC estimates exhibit almost perfect or substantial reliability

- Strongly aligned, though unique from PreSET - both program-wide measures

- Initial validation of the SPIFI as an objective measure for use in evaluative research and technical assistance

- Indications that SPIFI is robust to differences in samples, training of evaluators, and experience with implementing Pyramid Model

Next steps

- Use with larger and more diverse sample

- Further examine sensitivity to change over time

- Evaluate with programs that are further along in program-wide implementation process

- Explore critical facets of evaluator preparation and social validity

In Summation

- Recognized need for ongoing external support to help facilitate systems change and adoption of program-wide support for

Along these lines…

- Recognized need for a valid measure that can be used by external evaluators

- Measure was developed in tandem with external supports

SPIFI has shown to be a reliable measure when used by typical, external evaluators. We hope to evaluate further and employ in both research and ongoing external support and guidance efforts.