Selecting Methods to Track Intervention Integrity for _____

Schools can use three general sources of data to obtain direct or indirect information about intervention integrity: (1) work products and records generated during the intervention, (2) teacher self-reports and self-ratings, and (3) direct classroom observation of the intervention as it is being carried out. Use this form to select an efficient combination of methods to measure the overall integrity with which an intervention is being implemented.

Work products and records generated during the intervention. Student work samples and other records such as intervention contact logs generated naturally as part of the intervention can be collected to give some indication of intervention integrity (Gansle & Noell, 2007). What work products or other intervention records can be collected to help to track the integrity of the intervention?

Type of Work Product/ Other Intervention Documentation	Person(s) Responsible	Frequency of Data Collection
_____	_____	_____
_____	_____	_____
_____	_____	_____

Teacher self-reports and self-ratings. The teacher or other educators responsible for the intervention can periodically complete formal or informal self-ratings to provide information whether the intervention is being carried out with integrity (Gansle & Noell, 2007).. Teacher self-ratings can be done a variety of ways. At the end of each intervention session, for example, the instructor may complete a brief rating scale (e.g., 0 = intervention did not occur; 4 = intervention was carried out completely and correctly). Or the teacher may periodically be emailed a short, open-ended intervention integrity questionnaire. What method(s) of teacher self-reports/self-ratings will be used to track the integrity of this intervention?

Type of Teacher Self-Report or Self-Rating	Person(s) Responsible	Frequency of Data Collection
_____	_____	_____
_____	_____	_____
_____	_____	_____

Direct observation of the intervention steps. The intervention is divided into a series of discrete steps to create an observation checklist. An observer then visits the classroom with checklist in hand to watch the intervention being implemented and to note whether each step of the intervention is completed correctly (Roach & Elliott, 2008). The direct observation of intervention integrity yields a single figure: 'percentage of intervention steps correctly completed'. To compute this figure, the observer (1) adds up the number of intervention steps correctly carried out during the observation, (2) divides that sum by the total number of steps in the intervention, and (3) multiplies the quotient by 100 to calculate the percentage of steps in the intervention that were done in an acceptable manner.

Who will be responsible for creating an intervention-integrity checklist containing the essential steps of the intervention?	Who will use the intervention-integrity checklist to conduct observations of the intervention?	How often or on what dates will classroom observations of the intervention be conducted?
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Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251). New York: Springer Publishing.

Roach, A. T., & Elliott, S. N. (2008). Best practices in facilitating and evaluating intervention integrity. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp.195-208).