 **Three Year Trajectory of Teachers' Fidelity to a Drug Prevention Curriculum**

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Types of fidelity

- Dose/exposure
- Content
 - Omissions (most frequent)
 - Additions
 - Changes (least frequent)
- Instructional strategy
- The insoluble adaptation debate: Program "drift" vs. "re-invention"

One theoretical framework: the Concerns-Based Adoption Model

- Defines “levels of use” from Level 1 (Initial orientation) through Level 6 (Mastery)
- Level III
 - Mechanical, disjointed, uneven, superficial
 - Teachers feel awkward and inadequate
 - Changes made to reduce challenges in curriculum
- Level IV(a)
 - High fidelity, equilibrium & stability
- Level IV(b)
 - Adaptation based on learning needs of students
 - Fidelity begins to erode

C-BAM (continued)

- Many teachers never progress beyond IV(a)
- Indeed, experience does not necessarily lead to competence
- At least 3 iterations over 3 years required to achieve mastery

All Stars

- 13 required classroom lessons
- Targeted mediators:
 - Normative beliefs
 - Personal commitments not to use substances
 - Perceptions that use may interfere with values and lifestyles
 - School bonding
 - Positive parental attentiveness
- Includes interactive and cooperative learning activities

Study question and methods

- What happens to teachers' level of fidelity to All Stars over time?
- 23 teachers administered All Stars three times from 2004-2006
- Teachers videotaped each lesson
- We coded:
 - Lesson 4 (motivate goal setting)
 - Lessons 11 (encourage good habits)
- Both lessons require extensive interactivity between teachers and students

Coder observation form

- Each lesson is divided into steps
- We judged whether each step attempted, regardless of amount
- For each step attempted, we judged adaptations to:
 - content (changes, omissions, additions)
 - methods (new or not)

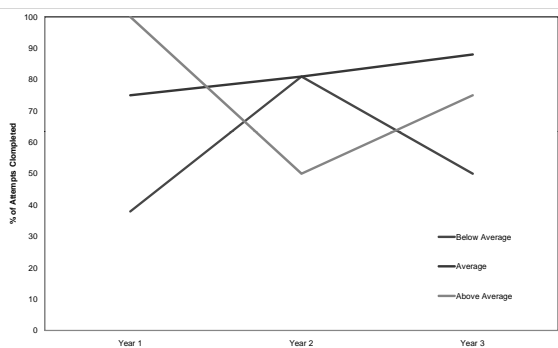
Coding process

- All tapes of teachers' initial implementation rated by two coders to establish inter-rater reliability
- 20% of subsequent tapes double coded
- Percent agreement calculated by multiple methods >80%
- Coding process tedious, expensive, demanding, and generally hateful

Study findings

- Surprise! Substantial variations in fidelity across teachers at first iteration
- Teachers who started out with:
 - high fidelity decreased it over time
 - low fidelity increased it over time
- Teachers regressed towards the mean baseline score on all measures
- Failed to validate C-BAM theory,

Examples of trajectories for select teachers below, at, and above the mean for attempts at year 1



Conclusions

- Changes in teacher fidelity over time are non-linear and dynamic
- An understanding of what teachers are doing in the classroom is essential
- Don't assume that a teacher who did well the first year will continue to do so
- All teachers need continuing support and reinforcement if they are to administer prevention curricula with fidelity
