

CHAPTER 7

Implementation Beliefs Assessment Data

What Will This Chapter Tell Me?

Implementers' beliefs about interventions and their ability to implement can impact their ability to deliver an intervention consistently. Within the PRIME model, the Implementation Beliefs Assessment (IBA) can be used to evaluate implementer's beliefs and target appropriate PRIME Implementation Supports. The purpose of this chapter is to describe the IBA. In addition to explaining the IBA generally, this chapter explains how and when to administer the assessment as well as how to score and interpret it.

What is the Implementation Beliefs Assessment (IBA)?

The IBA is a questionnaire, to be completed by the implementer, to assess his or her perception of an intervention as well as his or her ability to implement it. To complete the IBA, the implementer rates the extent to which he or she agrees or disagrees with statements about implementation. The one-page, 19-item IBA can be found in Appendix H.

The IBA includes questions about two main areas: outcome expectations and self-efficacy. Outcome expectations refer to how effective the implementer believes the intervention will be for the target student(s). Self-efficacy refers to the implementer's belief in his or

her ability to deliver the intervention to the student in the short- and long-term. Self-efficacy is broken into three different types that are described below. Together, outcome expectations and self-efficacy are key components of the HAPA model (see Chapter 1) and have been shown to influence individuals' ability to change their behavior. That is, if you feel confident in your ability to do something and you believe that consistently doing it will lead to a positive outcome, you are more likely to do it consistently.

The Outcome Expectations subscale includes items designed to evaluate an implementer's beliefs about how effective the intervention will be in helping student reach the intervention goals. An implementer with more positive outcome expectations is more likely to implement with adequate treatment integrity. The logic is that if the implementer is engaging in an intervention that he or she believes will help the student, he or she will be more engaged with the intervention and more likely to implement it consistently. Conversely, if an implementer has low outcome expectations, he or she may be less likely to consistently implement an intervention, because he or she does not see the intervention as helpful.

Sample items from the Outcome Expectations subscale of the IBA include:

- As a result of this intervention, the student will perform better in school.
- This intervention will benefit the student.

The Self-Efficacy subscale includes items related to three types of self-efficacy that are important for implementing an intervention effectively across time:

- Implementation self-efficacy is an implementer's confidence in performing the intervention steps. This aspect of performance is considered an important component of being ready and motivated to implement an intervention. That concept

makes sense; believing you can do something makes it more likely that you will do it.

- Maintenance self-efficacy is an implementer's confidence in continuing to implement the intervention steps over time. That is, a teacher may be confident in implementing the intervention steps immediately, but may be less confident in her ability to continue to implement the intervention consistently over the course of the school year.
- Recovery self-efficacy is an implementer's confidence in resuming implementation of the intervention steps after an interruption. For example, a teacher may feel confident in implementing an intervention during the fall, but may be unsure of her ability to resume the intervention right away after the winter break. This perspective makes sense because it is easier to sustain an intervention when it is part of a routine, but more difficult to resume an intervention once that routine has been interrupted.

Sample items from the Self-Efficacy subscale of the IBA include:

- Implementation Self-Efficacy: I have the ability to implement each component of this intervention.
- Maintenance Self-Efficacy: I can sustain intervention implementation.
- Recovery Self-Efficacy: I am capable of resuming implementation of this intervention.

Used in conjunction with treatment integrity data, the results of the IBA provide information that can be used to determine if an implementer might benefit from a support strategy and, if so, which strategies may be most effective (see Chapter 9)

How to Administer the IBA

The IBA should be administered several times throughout implementation. At least, it is recommended that the IBA be administered

at the following time points:

- Before providing PRIME Implementation Supports to target strategy selection (see Chapter 9);
- Immediately following the delivery of any PRIME Implementation Supports;
- Two to four weeks after the delivery of any PRIME Implementation Supports.

PRIME Tip

Have the implementer complete the IBA several times throughout treatment implementation to provide useful information about how the implementer is feeling about both the effectiveness of the intervention and his or her confidence in delivering the intervention. The results can then guide you when determining whether an Implementation Support Strategy is necessary and in choosing the most effective strategy to use.

Multiple administrations of the IBA will ensure that you have current information about the implementer's beliefs about implementation and can therefore determine if implementation supports are necessary.

When administering the IBA for the first time, meet briefly with the implementer to describe the purpose of the IBA and how it should be completed. To describe the purpose, tell the implementer you are interested in learning about their thoughts about the intervention and their experience with its implementation. Let the implementer know that the ratings will only be used to identify the best way to support their implementation toward the larger goal of improving student outcomes, so it is best to be honest when responding to items. It is not necessary to describe the measure in detail as that may influence the implementer's ratings. To describe how the IBA should be completed, tell the implementer to rate each of the 19 items on a 7-point Likert scale from 1= completely disagree to 7 = completely agree.

PRIME Tip

Here is a sample script that can be used to present the IBA:

“This is called the Implementation Beliefs Assessment. It is a 19-item survey that gives me a picture of how well you think the intervention and implementation is going at the current moment and your thoughts about it in the future. To complete the questionnaire, read each statement and indicate how much you agree with it by circling the appropriate number. The results of the survey will help me understand the best way to support you in the implementation process.”

How to Score the IBA

As noted above, the IBA is broken down into two areas: Outcome Expectations and Self-Efficacy, allowing for the calculation of two subscales.

To calculate the two subscale scores, average the scores of the items on each scale. The Outcome Expectations subscale includes 4 items, while the Self-Efficacy subscale includes 15 items. For each subscale, add the scores for each item together and divide by the number of items within the subscale to get the mean score for that subscale. See Appendix H for IBA Worksheet.

Once mean subscale scores have been obtained, the IBA can be used, along with the treatment integrity data, to identify if PRIME Implementation Support is needed and, if so, which support will be most useful to improve implementation. This process is described in detail in Chapter 9.

What Did I Learn About PRIME?

The IBA is a tool that can be used to evaluate how confident an implementer feels with regard to the effectiveness of an intervention (i.e., Outcome Expectations subscale) as well as his or her confidence in his or her ability to implement that intervention (i.e., Self-Efficacy subscale). The IBA is a brief questionnaire that can be administered multiple times throughout the implementation of an

intervention. The results of the IBA can then be used, in part, to determine whether the implementer would benefit from an Implementation Support Strategy and which Implementation Support Strategy would be most useful.

Chapter 7 Key Terms

Implementation Beliefs Assessment

Implementation Self-Efficacy

Maintenance Self-Efficacy

Outcome Expectations

Recovery Self-Efficacy

Self-Efficacy