

CHAPTER 10

Role Play

What Will This Chapter Tell Me?

Role Play involves reviewing the current status of implementation and demonstrating and practicing how to implement an intervention with several scenarios. In the PRIME Model, Role Play is considered a Tier 2 Implementation Support. This chapter describes Role Play in detail and describes how to get ready for and deliver this strategy. After reading this chapter, you will be ready to prepare for and implement an effective Role Play session.

What is Role Play?

The purpose of Role Play is to increase the implementer's preparation and confidence to implement the intervention by (a) reviewing implementation data and discussing any concerns, (b) demonstrating implementation of the intervention, (c) practicing implementation of difficult intervention steps. Role Play was developed based on Social Learning Theory and Behavioral Consultation literature. In PRIME, Role Play is a Tier 2 Implementation Support. It is most appropriate to support implementation when (a) intervention step treatment integrity data indicate some steps are not implemented at all; (b) session treatment integrity data indicate low levels of quality, even if adherence is overall adequate; or (c) the Implemen-

tation Beliefs Assessment (IBA) data indicate the self-efficacy subscale is low (see Chapter 9 and Appendix I for additional guidance). After Role Play, the implementer will feel positive and confident to maintain intervention implementation over time.

How to Prepare for Role Play

To deliver Role Play, some preparation is necessary. Be sure to review the general guidelines for a PRIME Implementation Support meeting (see Appendix E). In particular, make sure to review the intervention plan, specifically the steps with low treatment integrity, and be prepared to describe and implement it. Beyond the general guidelines, preparation for Role Play includes 4 steps:

1. Planning for Role Play to take one session outside of the implementation setting;
2. Preparing intervention implementation and student outcome graphs;
3. Identifying intervention steps for practice; and
4. Ready necessary materials.

Step 1: Plan How to Complete Role Play

First, decide when to complete Role Play with the implementer. Plan for one session outside of the implementation setting. Review the steps of Role Play to ensure there is enough time to discuss all of the steps of the session. Make sure your meeting space is quiet and private to allow for you to demonstrate and practice the intervention.

Step 2: Prepare Intervention Implementation and Student Outcome Graphs

Second, prepare the intervention implementation and student outcome information that will be discussed during the session. These graphs will help facilitate your discussion with the implementer about the current status of the intervention. Specific graphs

to prepare include the Treatment Integrity Across Sessions Graph, Treatment Integrity Across Intervention Steps Graph, and Progress Monitoring Graph (see Chapter 8). Make sure you understand the graphs and are ready to summarize the information and answer questions in a constructive and supportive manner. See Chapter 8 for additional information on graphing and interpreting these data.

Step 3: Identify Intervention Steps for Practice

Third, identify the intervention steps to target using Role Play by reviewing treatment integrity data. To do so, review the Treatment Integrity Across Intervention Steps Graph and find the steps with low treatment integrity. The steps that the implementer is struggling to deliver consistently will be the focus on the Role Play session. Brainstorm and select scenarios that may allow for practice of these intervention steps.

Step 4: Gather Materials

Last, gather the materials needed for the Role Play session. These materials include intervention implementation data (i.e., Treatment Integrity Across Sessions Graph and Treatment Integrity Across Intervention Steps Graph), student outcomes data (e.g., Progress Monitoring Graph), the IBA data, and a written list of intervention steps. Bring a copy of the list of the intervention steps for the implementer and make sure to denote “target” steps to practice as determined by treatment integrity data.

How To Deliver Role Play

The steps of Role Play are described below. This chapter is a more detailed companion to the Role Play protocol and treatment integrity measure found in Appendix J.

Step 1: Explain Session Purpose

Begin the Role Play session by explaining the purpose of the session. Tell the implementer that you will discuss the intervention and

any concerns they might have about implementing the intervention consistently. Let the implementer know that you will be practicing the intervention to ensure they are comfortable delivering the intervention.

Provide an overview of the Role Play session by briefly reviewing the steps of the strategy. That is, describe how you will review intervention steps linking each to treatment integrity and progress-monitoring data, decide on scenarios for practice, model the steps, provide the implementer with an opportunity to practice, and provide support and feedback. Make sure to link the Role Play steps with the overall purpose of the session. For instance, you may discuss with the implementer how the demonstration and practice can help support implementation and lead to improved student outcomes and help the student reach his or her goal

Based on this overview of Role Play, develop goals for the session with the implementer. Developing meeting goals will allow you to target the discussion and ensure there is a shared vision for the meeting. Goals for Role Play might include the implementer being more confident to implementation in challenging situations or understanding specific intervention steps better. Use your understanding of Role Play to help target the implementer's suggestions for the session goals. Once you've decided on shared goals, briefly explain how Role Play will help meet these session goals and refer to the goals throughout the session.

Step 2: Elicit Implementer Feedback about Implementation Beliefs Assessment Data

The next step involves review of the Implementation Beliefs Assessment results. To do so, highlight themes from the IBA in a collaborative and supportive manner. Ask the implementer to reflect on their responses (e.g., “Does that summarize your impressions?”). In doing so, have the implementer identify specific scenarios that relate to his or her concerns about implementing the intervention.

For example, you might ask “What are the particular times when you feel less prepared to implement the intervention?” The scenarios suggested by the implementer can be used later during practice or brainstorming.

Step 3: Discuss Intervention Steps as Related to Treatment Integrity and Progress-Monitoring Data

Make connections between the purpose of each intervention step and the levels of implementation, progress-monitoring data, and IBA. Review the intervention steps in detail, explaining why that step is used and what implementing that step will serve to accomplish. Use the graphs and summary statements from the data to talk with the implementer about how the current implementation of each step and the implementer’s beliefs about the effectiveness of the intervention and their confidence in implementation might be affecting student outcomes. Praise the implementer for consistent implementation of intervention steps. Assure the implementer that the role play will allow them to practice the intervention steps that have been more difficult to implement consistently.

Step 4: Elicit Implementer Feedback regarding Intervention Steps

Ask the implementer about his or her perspective about the discussion of the intervention steps and implementation and progress-monitoring data. Confirm with the implementer that the statements shared with them about implementation represent their perspective. Throughout, summarize and validate the implementer’s perspective on implementation and their skills.

Step 5: Discuss Intervention Steps to be Practiced and Practice Scenarios

Set up the scenario for the demonstration. Using the implementation data as well as the implementer’s responses about intervention

steps and treatment integrity data, identify target intervention steps to be practiced during the demonstration. Ask the implementer to suggest some practice scenarios for the target intervention steps. This is the opportunity to demonstrate implementation in particularly challenging or realistic situations. Suggest the scenarios that you brainstormed before the session and decide whether or not to include them based on the implementer's feedback. The goal is to provide a demonstration of implementation that is most helpful to the implementer and meets their specific needs.

Step 6: Demonstrate the Intervention Step(s) with the Implementer Acting as a Student

Demonstrate the target intervention steps. To do so, act as the “implementer” and have the implementer act as the “student.” You may demonstrate the intervention in one of two ways. One option is to describe the implementation behaviors as they occur, making mindful notes of both the adherence (i.e., delivering the intervention as planned) and quality (i.e., how you are delivering intervention components) of implementation. For example, if you are demonstrating closer proximity to a student that is demonstrating problem behavior say “Because I am seeing the student demonstrate behaviors, I am moving toward him, while still paying attention to other students and providing behavior specific praise to them”. Another option is to simply demonstrate the intervention steps as planned without describing your behavior. Either option may be used for different intervention steps, depending on such factors as the complexity of the intervention step and based on the feedback from the implementer.

Step 7: Exchange Feedback about Demonstration

Following the demonstration, engage the implementer in a dialogue about the demonstration. To do so, ask the implementer to share their feedback. For example, you may ask “What did you notice about how I responded to problem behavior?” or “Did that

seem like how you pictured providing additional opportunities to respond?”. Summarize the implementer’s perspective on the demonstration and validate their feedback. Share your own thoughts about the demonstration by describing intervention steps that were easier or more challenging and strategies you used to implement the more difficult steps. Make sure to praise the implementer’s role as student during the demonstration.

Step 8: Discuss Role Play Goals

Now transition to the role play. Collaborate with the implementer to identify general (e.g., a successful practice session) and specific (e.g., demonstrate strategies for a particularly difficult step) goals for the practice. You might say “What do you want to accomplish as you practice the intervention? Is there anything we should make sure to specifically address?”. Use the previous discussion of the IBA data, treatment integrity data, and other feedback to guide the development of role play goals.

Step 9: Implementer Role Plays with Consultant Acting as a Student

Have the implementer role play an intervention step or group of steps while you act as a student. Listen and observe as the implementer practices the intervention steps. Make a note of intervention steps that are relatively easy or difficulty. Pay attention to both treatment integrity adherence and quality and consider both verbal and non-verbal behavior. If necessary, encourage the implementer and provide prompts for accurate implementation.

Step 10: Exchange Feedback about Implementer’s Practice

Debrief with the implementer following role play. Praise the implementer’s efforts for implementing the intervention steps as planned. Ask the implementer what steps went well and they felt they delivered confidently. Provide praise for those steps. Also, ask

the implementer what steps were more difficult to deliver. Summarize and validate the implementer's perspective about the role play and implementation strategies. Share your feedback about the role play, staying positive and emphasizing intervention steps that were implemented successfully. Collaboratively with the implementer, brainstorm solutions to remaining areas of difficulty and prompt the implementer for their perspective on implementation strategies. Repeat the role play practice until the implementer has mastered all target intervention steps without your support.

Step 11: Close the Session

To close the Role Play session, thank the implementer for taking the time to meet with you and their openness to the practice. Reiterate the relationship among intervention steps, progress monitoring, and consistent and sustained implementation of the intervention plan. Review the goals and the progress made during the session. Reinforce them for spending the time and effort to practice the intervention steps with you.

What Did I Learn About PRIME?

In the PRIME Model, Role Play is a Tier 2 Implementation Support aimed to build implementer's implementation skill and self-efficacy. The consultant and implementer identify difficult intervention steps that have not been implemented consistently through review of treatment integrity data. The consultant and implementer discuss the implementer's perspective on current implementation, and the relationship between sustained implementation and student progress. Through demonstration and practice of target intervention steps, the implementer's preparation and confidence to implement the intervention is increased with the goal of maintaining consistent implementation.

Chapter 10 Key Terms

Intervention Steps

Role Play