

Measuring Implementation Fidelity using Computational Methods

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NORTHWESTERN
UNIVERSITY

GOALS

- Challenges in measuring fidelity in prevention practice
- Can computational linguistics help?
- Proof of concepts:
 - Familias Unidas (Transcripts)
 - Good Behavior Game (Audio)
- Lessons learned and next steps



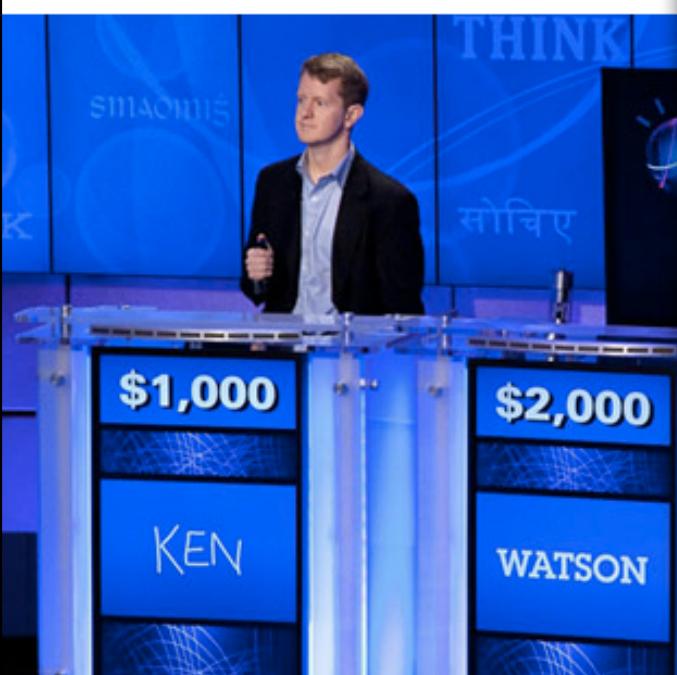
	<i>Efficacy Trial</i>	<i>Effectiveness Trial</i>	<i>Real World Implementation</i>
<i>Facilitator is a...</i>	research team	school counselor	school counselor
<i>Fidelity monitoring is..</i>	high (by research team)	moderate (by research team)	lowest (by local agency)
<i>Affordability is..</i>	yes	yes	no



Computer finishes off human opponents on 'Jeopardy!'

By Jason Hanna, CNN

February 17, 2011 5:50 a.m. EST | Filed under: [Innovation](#)

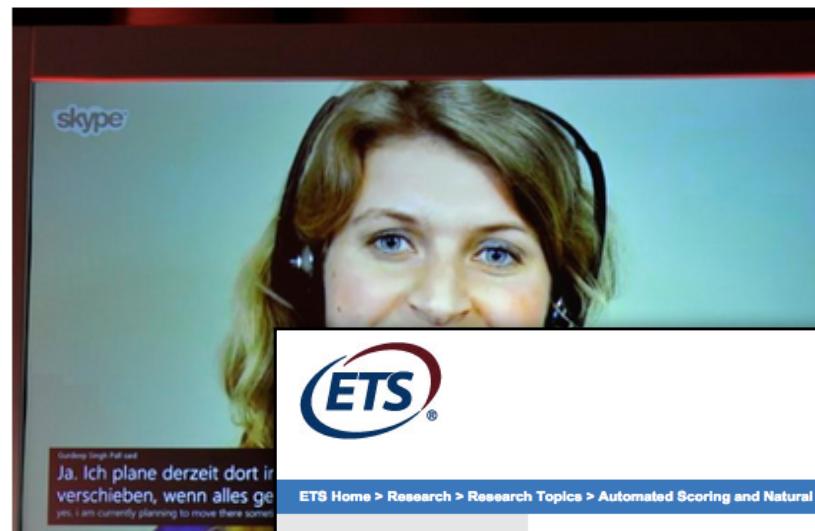


Skype's Translator preview goes live for Windows 8.1 users



by [Billy Steele](#) | [@wmsteele](#) | November 3rd 2014 at 4:39 ...

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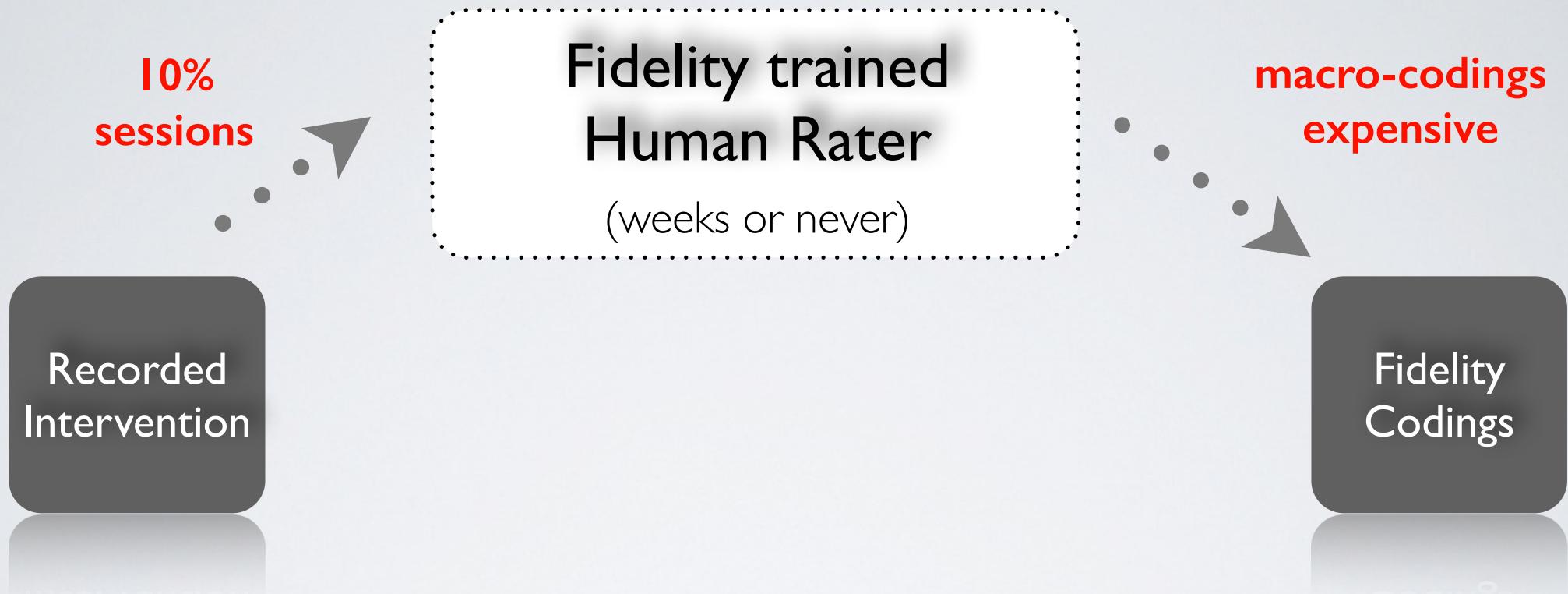
[Writing Quality](#)

We first heard about Watson and that it should arrive keeping with that timeline up a preview for Windows 8.1.

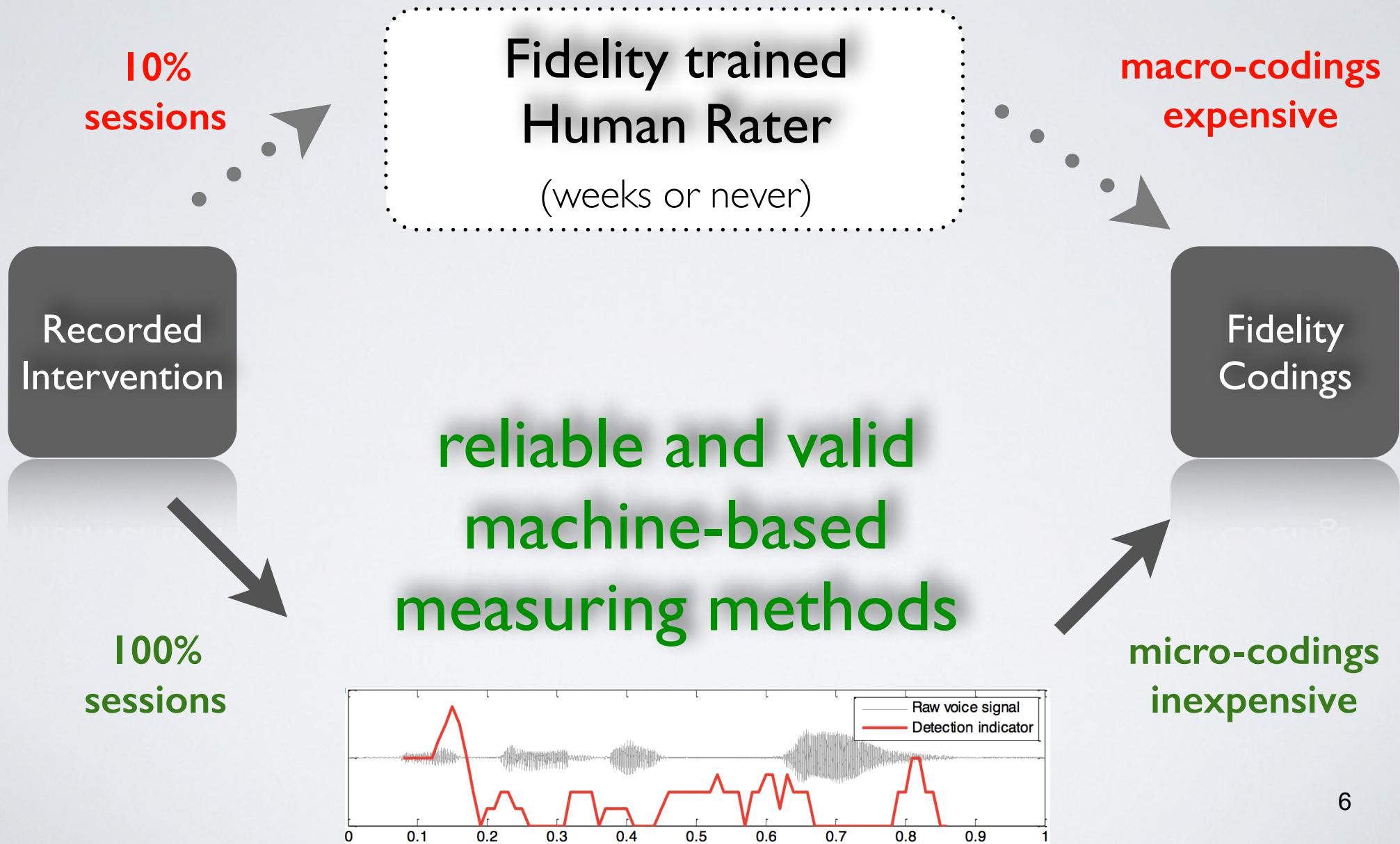
Automated Scoring of Writing Quality

The *e-rater*® automated scoring engine is ETS's proven capability for automated scoring of expository, persuasive and summary essays, currently used in multiple high-stakes programs. The *e-rater* engine is used in combination with human raters to score the Writing sections of the *TOEFL*® and *GRE*® tests, as psychometric research has demonstrated that this combination is superior to either machine scoring or human scoring on their own. It is also used as the sole score in lower-stakes contexts, such as formative use in a classroom setting with ETS's *Criterion*® online essay evaluation system. The *e-rater* engine is used to generate the individualized feedback provided to users of *Criterion*. The *e-rater* engine addresses the need for essay scoring that is reliable, valid, fast and flexible, as more and more testing programs, including large-volume state testing, move to online delivery and adopt essay-based tasks for writing assessment.

Human-based method for measuring fidelity



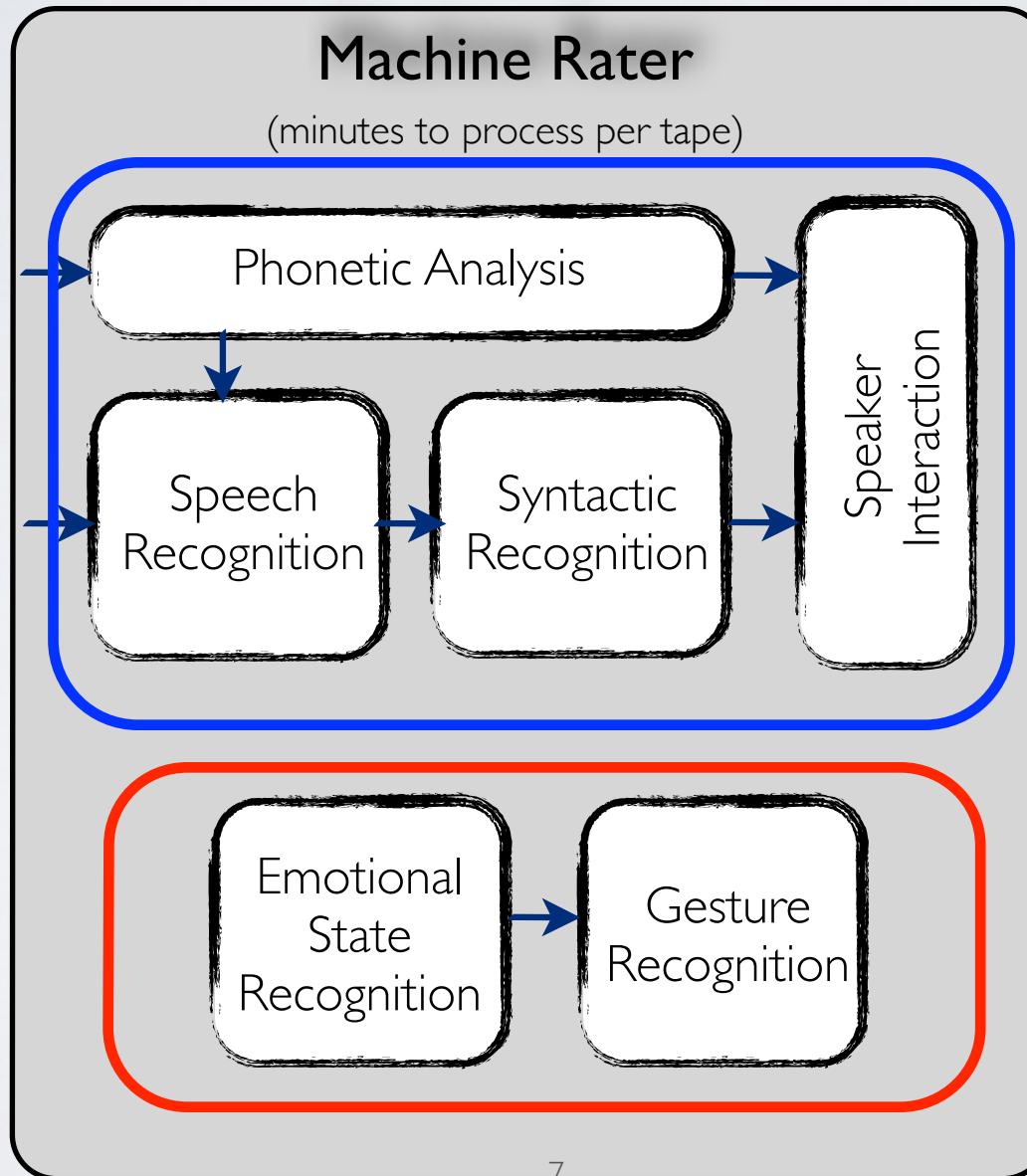
Machine-based method for measuring fidelity



Machine-based method for measuring fidelity

Recorded Intervention

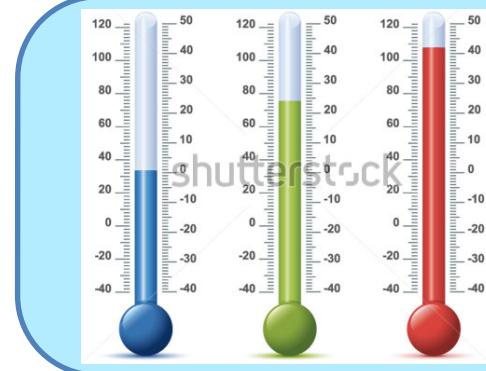
Fidelity Ratings



(1)
Linguistic Cues

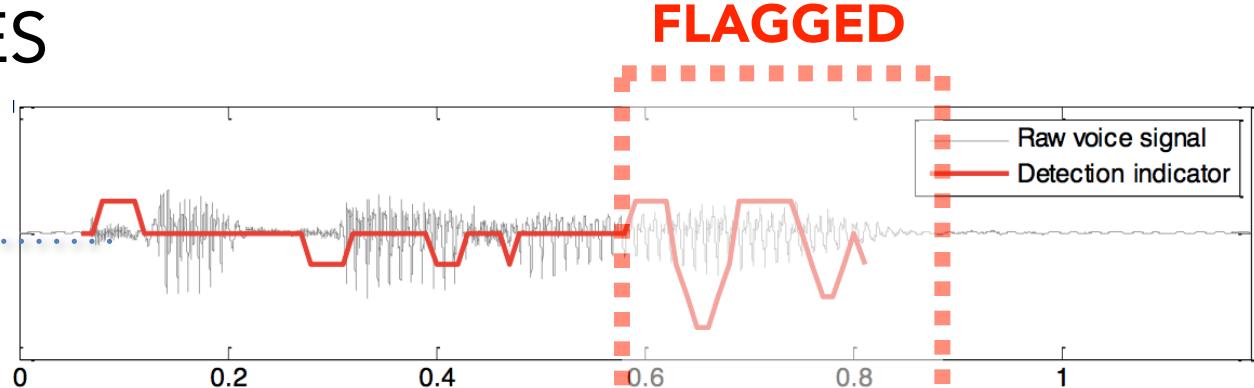
(2)
Non-linguistic Cues

Monitoring and Feedback System

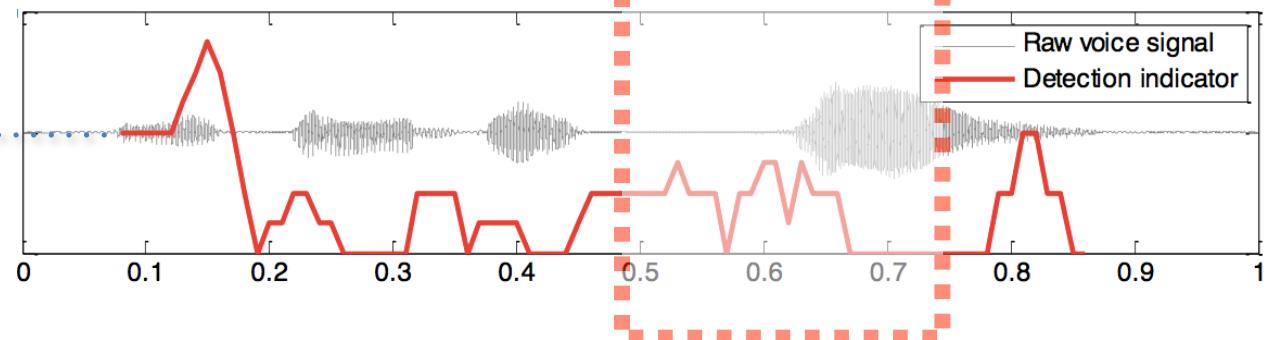
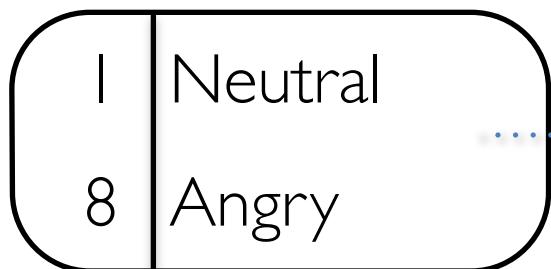


60% Self - (previous)
70% Self - (current)
80% Peers

LINGUISTIC CUES



NON-LING CUES



A Computational Future for Preventing HIV in Minority Communities: How Advanced Technology Can Improve Implementation of Effective Programs

Brown, C. Hendricks PhD*; Mohr, David C. PhD†; Gallo, Carlos G. PhD*; Mader, Christopher BS‡;

Palinkas, Lawrence A. PhD*;

Pantin, Hilda PhD*;

Mitsunori PhD**;

PhD††; Villamar

Adm Policy Ment Health

DOI 10.1007/s10488-014-0538-4

ORIGINAL PAPER

Blending Qualitative and Computational Linguistics Methods for Fidelity Assessment: Experience with the Familias Unidas Preventive Intervention

Carlos Gallo · Hilda Pantin

Guillermo Prado · Maria Ta

Gracelyn Cruden · C. Hendi

Multimed Tools Appl

DOI 10.1007/s11042-010-0701-1

Gestural cue analysis in automated semantic miscommunication annotation

Masashi Inoue · Mitsunori Ogiara · Ryoko Hanada ·
Nobuhiro Furuyama

CASE STUDY I: FAMILIAS UNIDAS (**GALLO ET AL. 2014**)

- Familias Unidas is an evidence-based parent training intervention for Hispanic youth.
- It is delivered in family visits at home by a school counselor (effectiveness trial).
- A parent and adolescent and school counselor (facilitator).
- Bilingual context.



MEASURING COMPETENCE IN FAMILIAS UNIDAS

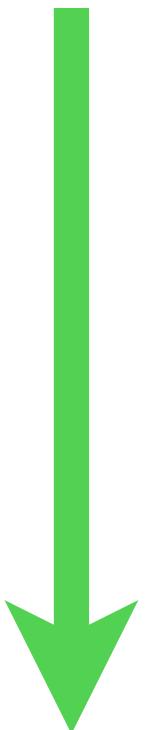
- School counselors should **engage/join** family members by asking questions, communicating acceptance, respect, and trust.
- We focus on a dimension of the **competence called Joining**.
- Measuring fidelity is expensive and laborious (\$800/session) in the effectiveness trial.



Linguistic structures linked to joining

Statements	“You like school” (Subject + Verb + ...)
Yes/No Questions	“Do you like school?” (Aux + Subject + Verb)
Open-Ended Questions	“Why do you like school?” (Wh + Aux + Subject ...)

Worse



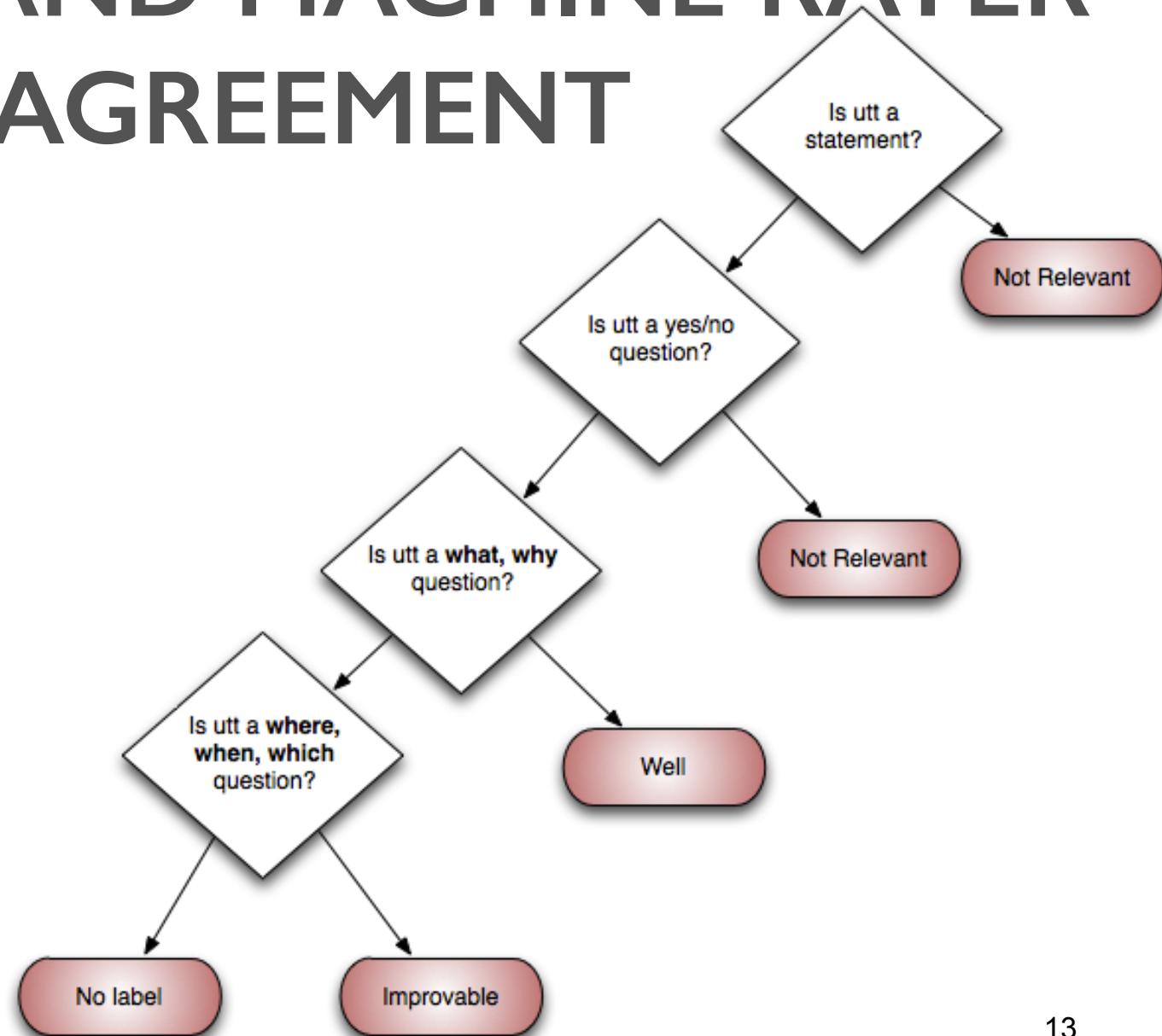
Better



HUMAN AND MACHINE RATER AGREEMENT

Utterance Level:
(Kappa = .83)

Session Level:
(Correlation = .75)



CASE STUDY 2: GOOD BEHAVIOR GAME (GBG) **(BROWN, MOHR, GALLO ET AL. 2013 JAIDS)**

- GBG is an universal classroom behavior management strategy for 1st grade teachers.
- GBG impacts the adolescent and young adult drug abuse, sexual risk behavior, delinquency, and suicidal behavior (Kellam et al 2008, DAD).



MEASURING COMPETENCE IN GBG

- Teachers should provide correctives to children in a neutral tone (not angry, not frustrated, not sad).
- This is a key competence measure in GBG, not collected unless a coach is in the class.
- Coaches find that speaking neutrally is a challenging thing to do.



MEASURING COMPETENCE IN GBG

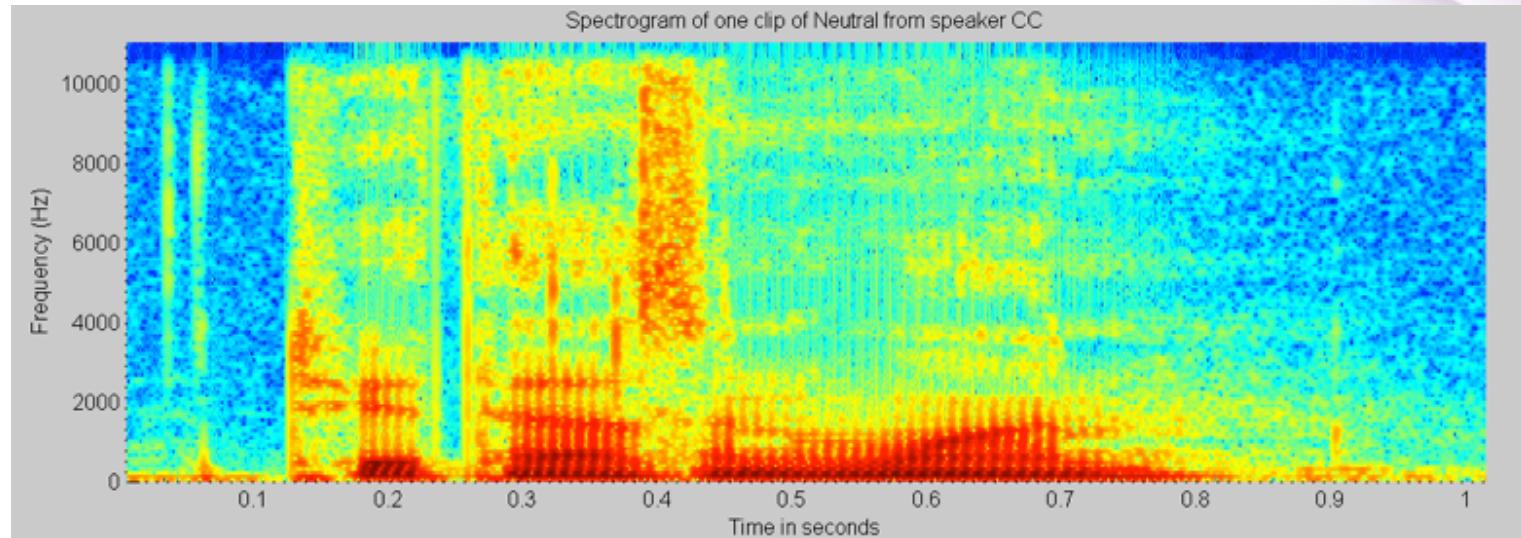
We focus on a dimension of competence in speaking to children neutrally.

Phase I: Computationally distinguish emotions in by using audio clips.

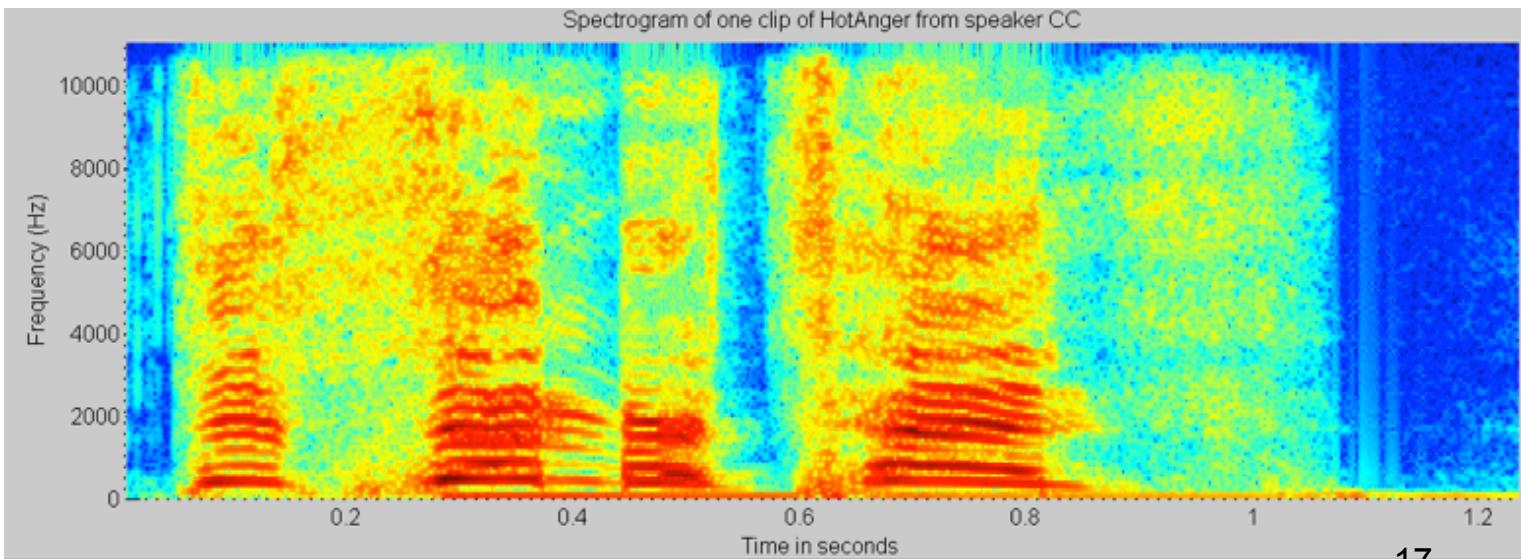


MEASURING COMPETENCE: PHASE I

NEUTRAL
SPECTROGRAM
“2001”



ANGRY
SPECTROGRAM
“NOVEMBER 3RD”



RESULTS

Classification Neutral vs. Anger. Accuracy = 98%
SPOKEN

LABLED

	<i>Neutral</i>	<i>Anger</i>	<i>Error</i>
<i>Neutral</i>	78	1	1.2%
<i>Anger</i>	2	138	1.5%

Classification Neutral vs. Emotional.

SPOKEN

Accuracy = 87%

LABLED

	<i>Neutral</i>	<i>Emotional</i>	<i>Error</i>
<i>Neutral</i>	71	8	11.3
<i>Emotional</i>	16	89	18.0



SUMMARY

- Technology can be used to assess fidelity cheaply, accurately, and completely.
- Proof of concept: *Familias Unidas* and *GBG*.
- Approach is generalizable to other interventions.



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REFERENCES

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3. Inoue, M., Ogihara, M., Hanada, R., & Furuyama, N. (2012). Gestural cue analysis in automated semantic miscommunication annotation. *Multimedia tools and applications*, 61(1), 7-20.
4. Kellam, S. G., Brown, C. H., Poduska, J. M., Ialongo, N. S., Wang, W., Toyinbo, P., & Wilcox, H. C. (2008). Effects of a universal classroom behavior management program in first and second grades on young adult behavioral, psychiatric, and social outcomes. *Drug and Alcohol Dependence*, 95, S5-S28.

