

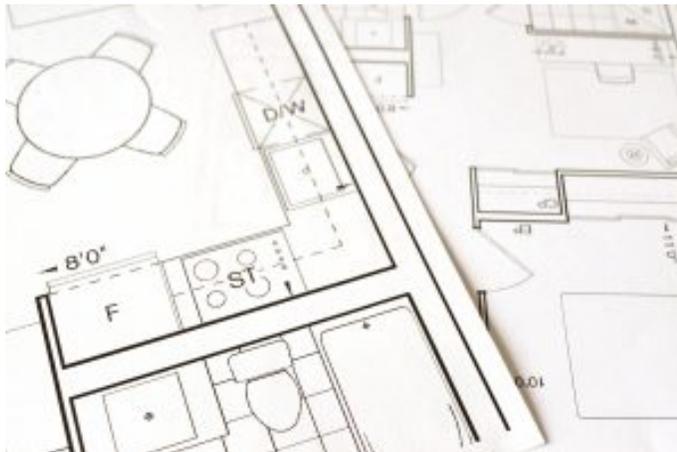
Module 7: Fidelity



What is Intervention Fidelity?

Definition: Intervention fidelity is the degree to which a program is implemented as originally intended by the developer (including the *quality* of implementation). This includes:

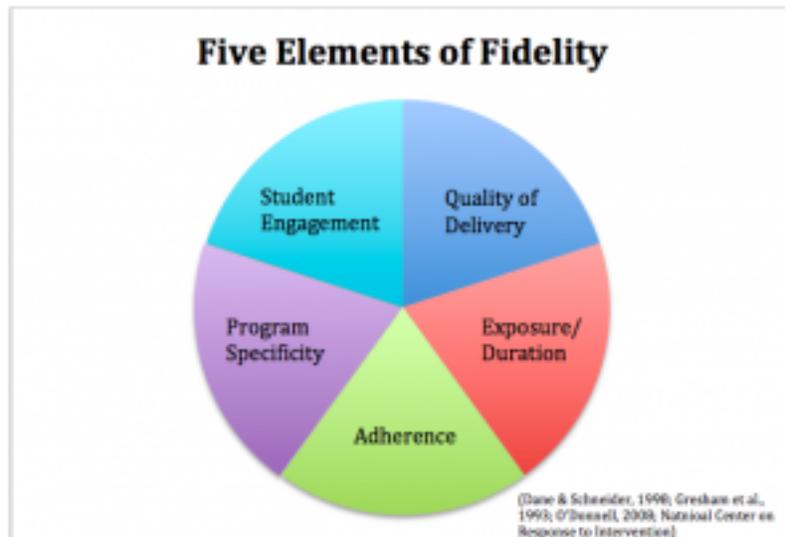
1. Consistency:
 - How consistently is the intervention administered between different interventionists (i.e., is everybody administering it the same way)?
 - How consistently is the intervention administered from session-to-session by the same interventionist (i.e., are you administering it the same way each time)?



2. Fidelity means following the intervention 'blueprint' as closely as possible, which helps to maximize the likelihood for success.

Five Key Elements of Fidelity

There are 5 key elements of Fidelity:



Description of Five Elements of Fidelity:

Student Engagement: How engaged an individual child is in participating in the intervention/game. Do they like it and are they focused on it, willing to do the tasks, and giving their best effort?

Program Specificity: How clearly are the intervention and its components described, as well as clear descriptions on how this intervention is different from or similar to other interventions

Adherence: Refers to how closely the intervention program is being followed by the person delivering the intervention (i.e., the interventionist) and the person taking the intervention (i.e., the child)

Exposure/Duration: Includes the frequency of intervention sessions, the total number of sessions received, and how long each session lasted. Is the child getting sufficient hours of intervention to effect change?

Quality of Delivery: How well the intervention is delivered, including how effective the interventionists are at teaching the strategies, etc. This relates to the training that the interventionist has received in addition to how much they have practiced delivering the intervention before starting.

Why does Intervention Fidelity Matter?

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Good interventions are based on scientific research that has demonstrated their efficacy for particular individuals under specific circumstances. Interventions that deviate too far from how they are supposed to be delivered, may lose their effectiveness.

Following the principles of fidelity ensures that the intervention has been delivered properly, making sure that it has the greatest chance of success.

Fidelity maximizes the likelihood of positive child outcomes. For maximal outcomes, we want to see children using strategies, engaging metacognition, and showing gains in their ability to focus, remember and self-regulate.

Intervention fidelity helps researchers determine whether the intervention was effective and for whom it was most effective form, which informs future intervention planning and decision-making.



How Can I Promote and Maximize Intervention Fidelity?

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Interventionist dedication to fidelity across all five domains, described above, is essential to maximizing the likelihood of an intervention succeeding.



Interventionists can improve fidelity most by focusing on the following:

- **Child Engagement:**
 - Child engagement in the intervention (i.e., how well they are focusing on the intervention and trying) is important for maximizing good outcomes.
 - While intervention can be difficult and frustrating at times, remember that a positive attitude is contagious! If you enjoy it, the child likely will as well. If you are determined to be enthusiastic about the program and show this enthusiasm, the chances of the child engaging in the program go up exponentially!
- **Adherence/Quality of Delivery:**
 - By going through the entire DI/CQ training site, reviewing tips provided on the site, and learning/practicing the strategies in Module 5, you help ensure that the intervention is delivered in the most effective way possible



- Utilize the ‘cheat sheets’ and additional resources within the website, as these are intended to help *you* learn the intervention techniques as you are striving to help the child
 - Please consider printing these sheets and having them handy during sessions, especially early on in the intervention as both you and the child are learning
- Exposure/Duration:
 - While unforeseen events can cause intervention sessions to have to be rescheduled or an individual session to be cut short, this should be avoided as much as possible.
 - If this happens, try to make up the time by scheduling an additional session or by extending the following session in length.
 - If major obstacles arise for intervention delivery, please consult with the research team so that we can problem solve solutions with you.

Interventionist and Researcher Collaboration Around Fidelity:



Interventionist feedback to the research team is *crucial* to improving the intervention and/or games in the future:

- Accurate and complete data on how the intervention was delivered and the experiences of both the interventionist and child, means that researchers

have more complete information to work with in evaluating the pros/cons of the program

- Complete information helps researchers understand how they can tailor the intervention to meet the needs of different children and different interventionists, across various settings, so no detail is too small!

Interventionist Fidelity Tracking:

You will be provided with a tracking booklet to help you with both ensuring fidelity and collecting informative data throughout the intervention. You will be asked to complete a page of the tracking booklet for each intervention session, including the following information:

- Details about each session such as: specific games played, amount of time on each game, how the child has progressed through each game (where they started on the games and where they finished), child engagement/motivation, strategy use, and any other observations/comments that you have
- Each child has two of their own booklets, one for the first half of the intervention and the other for the second half of the intervention.
- Within each booklet are separate pages for each of the training sessions.
- You will find at the front of each booklet a cheat sheet of metacognitive strategies to help remind you of the different strategies that you can use during the intervention

Do not wait until after the intervention is over for the day to write down your data!

- It is difficult to remember everything that happened throughout an entire session after the fact
- Rather than waiting until the end of the session, having the tracking booklet open in front of you and take notes in the tracking book throughout the session to be certain it is accurate.
- At the end of the session, it should take you 5-10 minutes to complete the tracking form for the day.

We will provide you with 2 tracking booklets, one for the first half of the intervention and another for the second half of the intervention.

- Once you have completed approximately 6 hours of intervention we will collect the first tracking booklet.
- This allows us to review the booklet and the child's progress, and to provide you with any suggestions for the second half of the intervention

Collaborating in Fidelity Measurement

How will we work with you to measure fidelity?



In order to promote fidelity within this intervention, the research team has created a number of training resources, quick reference guides, and help options that we'll now summarize.

First, to meet the criteria for quality of intervention, it is important that you progress through the training website and complete the module quizzes to help solidify some of the key information required to deliver the intervention. Immediately prior to the start of the intervention, the research team will strive to meet with each of the interventionists to get to know you, answer any initial questions, and discuss the general overview of the study. We will either do this in person, or via Skype or telephone depending on what works best for you!

As you begin the intervention with the child, please make sure that you reach out for help as soon as you have questions. The research team is available to answer questions via telephone check-ins and/or online discussion forums, both of which will be answered within 24 hours of your call/posted question. We will hold brief telephone check-ins every two weeks with each interventionist.

This will help ensure that we are all on the same page (e.g., via timelines, child engagement, etc.), that there are no pressing concerns from you or the child, and will give you the chance to ask any questions that may have come up (e.g., technical issues, strategy tips).

As discussed above, we will provide you with tracking booklets and ask that you fill out the tracking booklets during/after each training session. The research team will collect these booklets at the midway point of the intervention (i.e., after approximately 6 hours of training) to review and answer questions specific to their completion. Finally, the tracking booklets will again be collected at the end of the study (i.e., following 12 hours of total training). At this time we will also have you complete a very brief (5 minute) survey about the intervention (there will be 2 brief surveys in total, one at the beginning and one at the end of the intervention).

Finally, we like to do exit interviews at the end of the intervention to briefly discuss with you your perceptions of the intervention, how it went for you and the child, and any suggestions for improvement. There is no obligation to complete the exit interviews, but we find it helpful in our continued efforts to make the intervention as feasible, accessible, and enjoyable as possible both for interventionists and children.