Use of a Rating Scale in Providing Feedback to Students and Increasing Fidelity of Intervention: A Pilot Study

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Introduction

What is Fidelity of Intervention?
• How well interventions are carried out as defined
• Fidelity of intervention is primary determinant factor for success (Gomez, Walls, & Baird, 2007)
• As intervention becomes more complex, fidelity is likely to decrease (Lane, Bocian, MacMillan, & Gresham, 2004)

Why is providing feedback important?
• Many skills needed for a high degree of fidelity in providing family-centered services in Early Intervention are not directly taught in pre-service education (Bruder 2000)
• Early Intervention is a diverse field involving many disciplines and goals which can decrease the fidelity of intervention
• Feedback can increase provider knowledge and increase the likelihood that the strategy is carried out as intended (Detrich, 1999)
• Regular feedback recommended to increase treatment fidelity (Jones, Wickstrom & Eriman, 1997)

Student Feedback:
• Ongoing feedback resulted in improved student scores
• Individual student ratings were impacted by external factors, e.g. use of an interpreter

Limitations:
• No formal reliability training was completed for supervisors using form, so wider variety of results was seen between two observers.
• Different form was used each time, rather than scoring more than one visit on the same form, which made it more difficult for student and supervisors to track improvements or lack of improvements over time
• The “areas for improvement” section was not completed each time, limiting written comments
• Study was only completed on one graduate student over a short period of time.

Discussion

Conclusions:
• Process was helpful in:
  • Determining student areas of improvement
  • Planning activities for family for next visit
  • Increasing student confidence in future home visits

Implications for future use:
• Provider Interaction Scale can be used with future students to provide specific feedback and aid in fidelity of home visits
• Scale could also be used within an early intervention team to help ensure fidelity when facilitating communication skills in all children receiving services, regardless of who the primary provider is
• Feedback to students on how to effectively use interpreters during sessions may improve their interactions with families

References


