

**Social Validity.** Social validity is most often measured by asking participants, interventionists, and stakeholders (e.g., parents, teachers) their opinion about the acceptability and feasibility of the intervention and their satisfaction with the results (Luiselli & Reed, 2011). In fields focused on student outcomes, high social validity rating from teachers or other professionals serving as implementers is weighted heavily as it most often leads to increased implementation of the newly learned principles and practices (Strain et al., 2012). As such, collecting and reporting results of social validity measures is of increased importance for replication of studies and implementation of the reported interventions.

Only 13 of the 40 included studies (32.5%) reported social validity outcomes. Each of these studies reported slightly different methods for obtaining information on the perceived success and acceptability of the applied intervention. Two studies used a questionnaire completed by parents, two employed direct observation of the children during implementation, two included participant questionnaires or discussions. Ten of the 13 studies reporting social validity assessed teachers' (and one administrator's) perceptions of feasibility, usability, and/or appropriateness using a questionnaire, survey, or interview. It should be noted, however, that only one of these studies reported results from teachers who served as implementers. Two of the remaining studies asked teachers to watch videos and answer questions related to student engagement, participation, and the feasibility of the target intervention. Another used undergraduate students to rate and rank narrative samples written by participants. Topics covered in the questionnaires varied extensively and included ratings of children's enjoyment, their level of participation, parents' impressions of take-home activities, and teachers' willingness to implement. All studies including social validity measures indicated moderate-to-high teacher, parent and participant satisfaction. Of those employing a Likert-type scale, averaged scores ranged from 3.6 – 4.9 on a 5-point scale.

**Fidelity of Implementation.** Recent studies have highlighted the importance of measuring implementation fidelity and its relationship to replication and generalization of effective practices (Peterson, et al. 2020; Biel, et al. 2020; Swanson, et al. 2013). Measures of fidelity attempt to quantify the exactness with which a practitioner implemented a program in the manner intended by the researcher. Of the included studies, 27 reported using a measure of fidelity. Of the studies providing data regarding fidelity, authors reported trained observers using checklists during in-person observations ( $k=9$ ), video recordings ( $k=6$ ), audio recording ( $k=2$ ), or a combination of two or more modalities ( $k=1$ ). Authors reported observers rating procedural compliance (with studies measuring as few as nine procedural steps and as many as 30), scaffolding provided by interventionists, student engagement, and administration of assessments. Of the 22 studies providing percentages of overall implementation fidelity, all but four studies indicated implementation fidelity of 90% or higher.

## References

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