Prevention EBP Fidelity Interview Tool

1. Prevention EBP 01 (LSFHS ID 15) Is the evidence-based practice being implemented according to the approved curriculum/manual, as evidenced through review of available curriculum materials, lesson documentation, facilitator records, and staff interview responses?

Interview Question: Can you walk me through how you prepare for and deliver a typical lesson?

2. Prevention EBP 02 (LSFHS ID 15) Are curriculum lessons delivered in the sequence required by the evidence-based practice, as evidenced through review of lesson tracking records, attendance documentation, program schedules, and staff interview responses?

Interview Question: How do you track lesson progression and ensure that lessons are delivered in the correct order?

3. Prevention EBP 03 (LSFHS ID 15) Does the provider maintain attendance and participant tracking documentation demonstrating participants receive the intended curriculum sessions, as evidenced through review of attendance records, participant tracking documentation, and staff interview responses?

Interview Question: How do you track participant attendance and determine whether participants have completed the required curriculum sessions?

4. Prevention EBP 04 (LSFHS ID 15) (LSFHS ID 15) Are curriculum adaptations documented and implemented in a manner that maintains fidelity to the approved evidence-based practice, as evidenced through review of implementation records, supervisory documentation, program records, and staff interview responses?

Interview Question: Have any lessons, activities, or curriculum components been modified, shortened, skipped, or adapted? If yes, please explain.

5. Prevention EBP 05 (LSFHS ID 15) Does the provider conduct ongoing fidelity monitoring of evidence-based practice implementation, as evidenced through review of fidelity assessments, supervisory reviews, observations, corrective feedback records, and staff interview responses?

Interview Question: How does supervision verify that the curriculum is being implemented as intended?

6. Prevention EBP 06 (LSFHS ID 15) Have staff received curriculum-specific training prior to facilitating the evidence-based practice, as evidenced through review of training records, certificates, attendance logs, and staff interview responses?

Interview Question: What training did you complete before facilitating this curriculum and how do you maintain competency?

7. Prevention EBP 07 (LSFHS ID15) Does implementation include participant practice, skill-building, and interactive activities required by the evidence-based practice, as evidenced through review of curriculum materials, lesson documentation, observations, and staff interview responses

Interview Question: How do participants actively engage in the lesson beyond receiving information?

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8. Prevention EBP 08 (LSFHS ID15) Does the provider use outcome and performance data to evaluate and improve evidence-based practice implementation, as evidenced through review of quality improvement activities, outcome reports, pre/post-test summaries, performance monitoring documentation, and staff interview responses?

Interview Question: How do you use participant outcomes, survey results, or pre/post-test data to evaluate program effectiveness?

9. Prevention EBP 09 (LSFHS ID15) Does the provider have a documented process for addressing missed curriculum sessions and supporting participant completion of curriculum requirements, as evidenced through review of attendance records, make-up procedures, participant tracking documentation, and staff interview responses?

Interview Question: What happens when a participant misses one or more curriculum sessions?

10. Prevention EBP 10 (LSFHS ID15) Is the evidence-based practice delivered to the intended target population identified through prevention planning and community needs assessment activities, as evidenced through review of program documentation, participant demographics, planning records, and staff interview responses?

Interview Question: How do you determine which populations should receive this curriculum and how does that align with identified community needs?