

Supplementary Material 7: Sample fidelity checklist.

Day 1 checklist

Therapist's initials:
completed:

Date when

Date of the workshop:

Name of the NHS Trust:

When scoring the items, it is important to think about the majority of parents/carers, rather than all.

General workshop preparations	Circle one	
1. Gathered all resources listed in the materials section of Day 1 sections of the manual.	YES	NO
2. Agreed with the parents/carers on frequency of breaks.	YES	NO
Coverage of workshop plan	Circle one	
3. Informed the parents/carers about the plan for the day and estimated finish time.	YES	NO
4. Ensured that the parents/carers clearly understood the purpose of the workshop.	YES	NO
5. Focus points for Day 1 were covered and key activities were completed.	YES	NO
6. Workshop finished on time.	YES	NO
Understanding and accessibility	Circle one	
7. Adjusted the content and style of my own communication to help the parents/carers' understanding.	YES	NO
8. Welcomed questions from the parents/carers.	YES	NO

Interpersonal effectiveness	Circle one	
9. Communicated with warmth, concern and understanding.	YES	NO
10. In control of the workshop, communicated clearly without frequent hesitations/repetitions.	YES	NO
11. Able to shift appropriately between listening and leading.	YES	NO
Engaging participants	Circle one	
12. Explained rationale and requirements for the different activities/elements of the workshop clearly.	YES	NO
13. Did not criticize, disapprove, or ridicule the parents/carers.	YES	NO
14. Responded to seemingly irrelevant interruptions in an effective yet respectful manner.	YES	NO
Workshop content	Circle one	
15. Introduced myself and explained my role.	YES	NO
16. Asked parents/carers to introduce themselves.	YES	NO
17. Provided an overview of the training.	YES	NO
18. Discussed parent-therapist working relationship.	YES	NO
19. Asked parents/carers to give 3-minute presentation about their child.	YES	NO
20. Explained what specific phobias are.	YES	NO
21. Explored key symptoms.	YES	NO
22. Introduced characteristics of specific phobias in people with learning disabilities.	YES	NO
23. Explained role of modelling in learning new behaviours.	YES	NO
24. Explained how specific phobias are developed and	YES	NO

maintained.		
25. Explored various triggers and how they might influence child's behaviour.	YES	NO
26. Introduced to SPIRIT Treatment.	YES	NO
27. Explained treatment goal and structure.	YES	NO
28. Explored role of the parent/carer and therapist.	YES	NO
29. Introduced Exposure Steps.	YES	NO
30. Introduced strategies used to support Exposure Therapy.	YES	NO
31. Explained preparations needed before starting Exposure Therapy.	YES	NO
32. Introduced reinforcement.	YES	NO
33. Explained when reinforcement is the most effective.	YES	NO
34. Explained the role of reinforcement in the treatment of specific phobia.	YES	NO
35. Introduced Preference Assessment.	YES	NO
36. Asked parents/carers to complete a Preference Assessment before the next workshop.	YES	NO
37. Introduced Visual Schedules.	YES	NO
38. Explained how to use Visual Schedules.	YES	NO
39. Practised preparing a Visual Schedule.	YES	NO
40. Shared an optional video on Visual Schedules for the parents/carers.	YES	NO
Comments		

Signature of the Therapist:

This checklist was adapted from Jahoda et al., 2013.