**Understanding the barriers to fidelity in precision teaching interventions**

**Debriefing Statement**

**ERGO No.: 47800**

**Name of Researcher:** Claudia Stubington

Research has shown that precision teaching interventions delivered in schools are often adapted, with core elements altered or omitted. These alterations can lessen the impact of precision teaching. The aim of this research was to understand the factors that lead to precision teaching interventions being adapted as well as factors that might help in delivering the intervention faithfully. Your data will help our understanding of what can lead to changes being made to precision teaching interventions. The experiment did not previously mention that faithfulness to the intervention was the primary area of interest. This information was omitted because we wanted to understand why changes were happening. We were concerned that if we highlighted change as an area of interest it might have effected what adaptions were made and why.

Once again, results of this study will not include your name or any other identifying characteristics. When the research is complete, a summary of the findings will be shared with your school.

If you have any further questions please contact me at c.m.stubington@soton.ac.uk.

Thank you for your participation in this research.

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name

If you have questions about your rights as a participant in this research, or if you feel that you have been placed at risk, you may contact the University of Southampton Research Integrity and Governance Manager (023 8059 5058, rgoinfo@soton.ac.uk).