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| Study title: Describing and specifying pre-appointment written materials as an intervention: a survey of pre-appointment materials used by children’s therapy teams in the UK |
| STATISTICAL ANALYSIS PLAN |

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1. SUMMARY

A survey of children’s occupational therapy, physiotherapy and speech and language therapy teams in the UK, and the use of pre-appointment written materials by these teams will be conducted. Data will be collected by an online self-report questionnaire, administered by Qualtrics software©. Qualtrics will assist analysis by assigning numerical codes to categorical questionnaire data responses. Qualtrics coding will be checked manually during analysis, recoded if necessary and additional codes added to record missing and improbable data. Data manipulation will include dichotomous, count and range variables as required. Data cleaning processes will be conducted prior to and during data entry (section 2 below). A data dictionary (section 3) will specify all the variables for analysis, codes and coding instructions. Univariable analysis will be conducted and descriptive statistics used to summarise the data. The Statistical Package for the Social Sciences (SPSS) software will be used for analysis.

1. DATA CLEANING AND DATA ENTRY

Data cleaning will occur prior to and during data entry to detect and correct data errors. Each individual questionnaire submitted to the study will be assigned an ID number and checked for responses. Questionnaires will be checked against study inclusion and exclusion criteria as follows:

Inclusion criteria:

* Therapists in a management or leadership role, managing or leading children's community/outpatient occupational, physio and/or speech and language therapy services
* Managers, leaders, occupational therapists, physiotherapists and/or speech and language therapists providing community and/or outpatient services

Exclusion criteria:

* Therapists working in adult services
* Services that do not include occupational therapy, physiotherapy or speech and language therapy

Questionnaires with no data for any of the variables, or only providing data for up to the first three variables (see data dictionary below) on the questionnaire will be excluded. Preview and test responses will also be excluded and removed. All inclusion and exclusion decision making will be documented in an excel workbook. Responses for each variable on included questionnaires will be checked and the following data handling techniques will be applied:

* Each response option in multiple response variables will be entered into SPSS as a separate variable. Dichotomous yes/no codes (see section 3 below) will be used for each response to record respondents’ selections.
* If a response option is not ticked in multiple response variable’s, the response will be assumed to be ‘no’ and coded as such.
* Variables with no response option(s) selected in the data set will be coded as missing data. Missing values will not be included in univariable analysis.
* Improbable data will be coded and will not be included in univariable analysis
* Count variables will be added to multiple response variables as indicated in the data dictionary.
* Variables not shown to the respondent during data collection e.g. when skip logic has been applied, will be coded as not applicable.

A data cleaning table, for example see table 1, will document data errors and actions taken for each included questionnaire during data cleaning and entry.

Table 1: Example of data cleaning table and records

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Questionnaire ID** | **Q number and variable name** | **Format** | **Error** | **Action** |
| ID004 | Q3 Care | Numeric | Missing data | Coded 9 |
| ID060 | Q20 WTE | Numeric | Improbable | Coded 555 |

Coding and data entry checks will be conducted throughout analysis. Continuous checks between the original data source (questionnaire) and SPSS, and logic checks will be conducted. Value checking rules within SPSS will be used to identify out-of-range codes and frequency distributions will be checked for potential erroneous values. Outliers will be checked against the original data source for potential coding and data entry errors.

1. DATA DICTIONARY

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Question number | Variable name  | Description  | Field type | Response options  | Code | Coding instructions and data checks | Level of measurement |
| Q1 | EmpOrg | Employing organisation | Numeric/text | NHSCouncilIndependent/PrivateVoluntaryOther (please specify) | 12345 | Code as single response variable. If multiple responses given, code as 5=other and enter text of response options selected.If code 5, check text response. If text response is an NHS organisation recode as 1.If code 5 stands, enter text response.If response option 1 selected, code with Q2 variable: NHSEmp and Q3 variable: CareIf no response given, code as 9 (error: missing) | Nominal |
| Q2 | NHSEmp | Name of employing NHS Trust or Health Board | Text |  |  | Only code if Q1 variable: EmpOrg is code 1Check text data and recode to full name of Trust if required.If no response given enter ‘missing’ | n/a |
| Q3 | Care | Type of care provided | Numeric | Universal services, no professional referral neededHospital based, referral neededCommunity based, referral neededSpecialist centre | 0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes | Only code if Q1 variable: EmpOrg is code 1Recode to dichotomous responsesIf no response recorded code each response as 9 (error: missing)Transform data to a count variable: total number of care services provided | Nominal |
| Q4 | TypeMat | Type of materials posted | Numeric | Letter(s)Leaflet(s)Goal setting aidQuestionnaireClinical assessment form(s)Clinical screening checklistsAgenda setting aidLocation mapPriority setting aidSkills training aidDecision-making aidOther (please specify)We do not send anything to the children’s address before their first appointment | 0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes | Recode to dichotomous responsesTransform data to count variable: total number of materials sentIf response ‘other’ is coded 1=Yes, enter with text responseIf response ‘We do not send anything to the children’s address before their first appointment’ is coded 1=Yes, check no other responses are recorded for the variable.If ‘We do not send anything to the children’s address before their first appointment’ is coded 1=Yes with other responses recorded, recode as 55 (error: Improbable) unless ‘other’ is recorded.If ‘We do not send anything to the children’s address before their first appointment’ is coded 1=Yes and ‘other’ is also recorded, check text data for ‘other’. If text response not related to written materials, code ‘We do not send anything to the children’s address before their first appointment’ as 1=YesIf no response recorded code each response as 9 (error: missing) | Nominal |
| Q5 | ProdMat | Production materials; materials used to produce and create the intervention | Numeric | Trust policyResearch evidenceStaff experienceChildren’s feedbackParent feedbackReferral pathwayClinical guidelinesPatient information guidelinesPatient advocates in your organisationDesign expertiseMicrosoft softwareRecommended templatesSpecialist mail management softwareClinical Governance teamOther (please specify) | 0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes | Check Q4 response prior to coding.If Q4 response is ‘We do not send anything to the children’s address before their first appointment’ is coded 1=Yes, code Q5 variables as 6: not applicable If Q4 ‘We do not send anything to the children’s address before their first appointment’ is coded 0=Yes, recode Q5 to dichotomous variablesTransform data to count variable: total number of production materials usedIf response ‘other’ is coded 1=Yes, enter with text responseIf no response recorded code each response as 9 (error: missing) | Nominal |
| Q6 | Addressee | The person to whom materials are addressed | Numeric | The childThe parentOther family membersTeacherOther education staffOther (who?) | 0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes | If Q4 response is ‘We do not send anything to the children’s address before their first appointment’ is coded 1=Yes, code Q5 variables as 6: not applicableIf Q4 ‘We do not send anything to the children’s address before their first appointment’ is coded 0=Yes, recode Q6 to dichotomous responsesIf ‘other’ is coded 1=Yes, enter with text responseIf no responses recorded code each response as 9 (error: missing) | Nominal |
| Q7 | Adv. | Perceived advantages to sending materials | Numeric  | It helps our service comply with laws and policiesIt helps us to be efficient and make good use of resourcesIt saves clinical timeIt improves child and/or parent satisfactionIt makes our service more accessible to children and/or parentsIt improves child and parent healthOther (please specify) | 0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes | If Q4 response is ‘We do not send anything to the children’s address before their first appointment’ is coded 1=Yes, code Q5 variables as 6: not applicableIf Q4 ‘We do not send anything to the children’s address before their first appointment’ is coded 0=Yes, recode Q7 to dichotomous responsesIf ‘other’ is coded 1=Yes, enter with text responseIf no responses recorded code each response as 9 (error: missing) | Nominal |
| Q8 | AltCon | Alternative forms of contact, other than written materials | Numeric | Telephone callText messageEmailFace-to-faceMobile phone appWebsiteOtherWritten materials are our only contact | 0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes | Recode to dichotomous responsesTransform data to count variable: total number of contact methodsIf ‘other’ is coded 1=Yes, enter with text responseIf response ‘Written materials are our only contact’ is coded 1=Yes, check no other responses are recorded for the variable.If ‘Written materials are our only contact’ is coded 1=Yes with other responses recorded, recode as 55 (error: Improbable)If no responses recorded code each response as 9 (error: missing) | Nominal |
| Q9 | DecTools | Decision tools used to decide what to send and when | Numeric | Referral pathwaysReason for referralClinical care pathwayWaiting list management toolAssessment pathwayChild’s health conditionChild’s ageOther (please state)None of the above | 0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes | If Q4 response ‘We do not send anything to the children’s address before their first appointment’ is coded 1=Yes, code Q9 variables as 6: not applicableIf Q4 ‘We do not send anything to the children’s address before their first appointment’ is coded 0=Yes, recode Q9 to dichotomous responsesTransform data to count variable: total number of decision tools usedIf ‘other’ is coded 1=Yes, enter with text responseIf response ‘None of the above’ is coded 1=Yes, check no other responses are recorded for the variable.If ‘None of the above’ is coded 1=Yes with other responses recorded, recode as 55 (error: Improbable)If no responses recorded code each response as 9 (error: missing) | Nominal |
| Q10 | NumSent | Number of times written materials are sent before the appointment | Numeric | 1234 or morevariesDon’t knowNot applicable | 1234567 | If Q4 response is ‘We do not send anything to the children’s address before their first appointment’ is coded 1=Yes, code Q10 variables as 7: not applicableIf no responses recorded enter code 9 (error: missing) | Ordinal |
| Q11 | NumFact | Factors affecting number of times materials are sent | Numeric | Appointment changes/re-schedulingChild’s health conditionCare pathwayAssessment processWaiting timesReason for referralChild/parent responsesOther (please specify) | 0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes | If Q4 response is ‘We do not send anything to the children’s address before their first appointment’ is coded 1=Yes, code Q11 variables as 6: not applicableIf Q4 ‘We do not send anything to the children’s address before their first appointment’ is coded 0=Yes, recode Q11 to dichotomous responsesIf no responses recorded code each response as 9 (error: missing)If ‘other’ is coded 1=Yes, enter with text response | Nominal |
| Q12 | ChildInt | Child interactions with the materials  | Numeric | Read themWrite things downColour picturesAnswer questionsDrawOther (please specify)No interactive elements for children | 0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes | If Q4 response is ‘We do not send anything to the children’s address before their first appointment’ is coded 1=Yes, code Q12 variables as 6: not applicableIf Q4 ‘We do not send anything to the children’s address before their first appointment’ is coded 0=Yes, recode Q12 to dichotomous responsesIf ‘other’ is coded 1=Yes, enter with text responseIf response option ‘no interactive elements for children’ is selected, check no other response options selected.If ‘no interactive elements for children’ is coded 1=Yes and other responses have been recorded, recode as 55 (error: Improbable)If no responses recorded code each response as 9 (error: missing) | Nominal |
| Q13 | ParentRes | Parent response; are parents asked to respond to the materials in any of the following ways | Numeric | Book an appointmentComplete and return questionnaire(s)Bring to the appointmentSpeak to a therapistOther (please specify)No parent response requested | 0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes | If Q4 response ‘We do not send anything to the children’s address before their first appointment’ is coded 1=Yes, code Q13 variables as 6: not applicableIf Q4 ‘We do not send anything to the children’s address before their first appointment’ is coded 0=Yes, recode Q13 to dichotomous responsesIf ‘other’ is coded 1=Yes, enter with text responseIf ‘No parent response requested’ is recorded, check no other responses are recorded within the variable. If ‘No parent response requested’ is recorded with other responses, code as 55 (error: improbable)If no responses recorded code each response as 9 (error: missing) | Nominal |
| Q14 | Personalise | Personalisation of the materials | Numeric | Child’s/parent’s namesChild/parent’s addressInformation specific to the child’s referralInformation about the assessing therapistQuestions askedHealth condition informationMessagesStatementsPictures/cartoons/photographsOther (please describe) | 0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes | If Q4 response ‘We do not send anything to the children’s address before their first appointment’ is coded 1=Yes, code Q14 variables as 6: not applicableIf Q4 ‘We do not send anything to the children’s address before their first appointment’ is coded 0=Yes, recode Q14 to dichotomous responsesIf ‘other’ is coded 1=Yes, enter with text responseIf no responses recorded code each response as 9 (error: missing) | Nominal |
| Q15 | MatRevs | Are materials reviewed? | Numeric | NoYes | 01 | If Q4 response ‘We do not send anything to the children’s address before their first appointment’ is coded 1=Yes, code Q15 as 6: not applicableIf code 1 entered, code with Q16 variable: ModFactIf no responses recorded enter code 9 (error: missing) | Nominal |
| Q16 | ModFact | Factors that lead to modifications | Numeric | Time in useChild/parent feedbackNew/updated guidelinesChanges to referral or clinical pathwaysChanges to Trust policyOther (please specify) | 0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes | Recode to dichotomous variable.Q15 variable: MatRevs is coded 0=No, code 55=not applicableIf no responses recorded code each response as 9 (error: missing)If ‘other’ is coded 1=Yes, enter text response | Nominal |
| Q17 | Locat | Location | Numeric | ScotlandEnglandWalesNorthern Ireland | 1234 | Recode:Codes 1,2, 3 and/or 13 = recode 1 ScotlandCodes 4, 5, 6, 7, 8, and/or 15 = recode 2 EnglandCodes 9,10, 11 and/or 14 = recode 3 WalesCode 12 = recode 4Conduct plausibility check with Q2 variable: NHSEmp.If no response recorded check Q2 variable: NHSEmp and manually enter codeIf no response recorded for Q17 variable Locat or Q2 variable: NHSEmp, code 9 (error: missing). | Nominal |
| Q18  | ProfRole  | Professional role within the team | Numeric | Service manager Clinical leadTherapistOther (please specify) | 0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes | Recode to dichotomous responsesIf ‘other’ is coded 1=Yes, enter text responseTransform data to count variable: number of rolesIf no responses recorded code each response as 9 (error: missing) | Nominal |
| Q19 | NumTher  | Number of therapists in the team | Numeric | Number | 1-100 | Enter the number recorded.If more than one number is recorded, check for text response.Enter number of qualified therapists if specified by text response. If no response recorded code 999 (error: missing) | Ratio |
| Q20 | WTE  | Number of whole-time equivalent staff in the team | Numeric | Number | 1-80 | If more than one number is recorded, check for text response.Enter number for qualified therapists if specified by text. If one number recorded with text stating number represents qualified and unqualified staff, enter number and record text in data cleaning table.If number entered is higher than response to Q19, code as 555 (error: Improbable)If no response recorded or text response ‘don’t know’ code 99 (error: missing) | Ratio |
| Q21 | Profs | Professionals within the team | Numeric | Occupational therapistsPhysiotherapistsSpeech and language therapistsOther professionals (please state) | 0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes | Recode to dichotomous responsesTransform data to count variable: total number of professional groups in the team.If ‘other’ is coded 1=Yes, enter text response alsoIf no responses recorded code each response as 9 (error: missing) | Nominal |
| Q22 | SizePop | Size of the population | Numeric | Less than 150,000151,000 - 250,000251,000 - 350,000351,000 - 450,000451,000 – 550,000551,000 – 650,000651,000 – 750,000More than 750,000Don’t know | 123456789 | If no response recorded code 99 (error: missing) |  |
| Q23 | NumChild | Number of children in service | Numeric | Number | 0-7000 | If no response recorded or text response of ‘unknown’ or ‘don’t know’ recorded, code 9999 (error: missing) | Ratio |
| Q24 | ChildAge | Ages of children seen by therapists | Numeric | 0-5years6-11years12-16years17-25years | 0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes0=No, 1=Yes | Recode to dichotomous responsesIf no responses recorded code each response as 9 (error: missing) | Nominal |
| Q25 | NumRef | Number of referrals per month | Numeric | Less than 1011-1516-2021-2526-3031 or more | 123456 | If no response recorded code 9 (error: missing) | Ordinal |
| Q26 | WksWait | Number of weeks to wait for the first appointment | Numeric | Is a single numerical value provided? | 0=No1=Yes | Recode to dichotomous variableIf 1=Yes, record the single value response as a separate variable and recode 55 in lower and upper end range variablesIf 0=No is recorded, record 55=not applicable in single value variableIf 0=No record the lower end range and upper end range as separate variables.If text response recorded e.g. ‘don’t know’ or ‘varies’, record 99 (error: missing data)If no response recorded code 99 (error: missing) | Ratio |
| Q27 | DNA | Did Not Attend rate | Numeric | Is single value percentage recorded? | 0=No1=Yes  | Recode to dichotomous variableIf 1=Yes, record the single value response as a separate variable and code 55=not applicable in lower and upper range variablesIf 0=No, record 55 in single value variable and record the lower end range and upper end range as separate variables.Enter data to one decimal placeIf no response recorded or text related to ‘unknown’ or ‘don’t know’ recorded, code 999 (error: missing) | Ratio |

## STATISTICAL ANALYSIS

Each included variable (see section 3) will be analysed by descriptive statistics. Measures of central tendency and variability will be reported for each variable.

Nominal and ordinal variables will be measured by absolute numbers and percentages. The Mode will be used as a measure of central tendency and frequency distributions will report variability. Five variables in the dataset collect ratio data:

* **NumTher**: Number of therapists in the team
* **WTE**: Number of whole-time equivalent staff in the team
* **NumChild**: Number of children in the service
* **WksWait**: Number of weeks to wait for the first appointment
* **DNA**: Did not attend rates

Ratio level values for the above variables are anticipated to have a large range (see section 3). Values will be tested for a normal distribution curve and analysed based on results. The Mean and Standard Deviation will be used as measures of central tendency and variability if the values follow a normal curve distribution. For a skewed curve distribution, the Median and Interquartile Range will be used as measures.

Analysis will be univariable as no relationships between variables are anticipated.

## STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES (SPSS)

Statistical analysis will be carried out using SPSS software. Multiple response sets will be created to analyse multiple response variables.

Commands and syntax:

*Nominal multi-response data:*

DATASET ACTIVATE DataSet#

MULTI RESPONSE Groups=$multi-response set name ‘Label’ (variable 1 variable 2 variable 3 (1))

/FREQUENCIES=$multi-response set name

*Single response ordinal data*:

DATASET ACTIVATE DataSet#

FREQUENCIES VARIABLES=Variable Name

/ORDER=ANALYSIS

*Tests for the normal distribution:*

DATASET ACTIVATE DataSet#

EXAMINE VARIABLES=Variable Name

 /PLOT BOXPLOT HISTOGRAM NPPLOT

 /COMPARE GROUPS

 /STATISTICS DESCRIPTIVES

 /CINTERVAL 95

 /MISSING LISTWISE

 /NOTOTAL.

*Ratio data:*

DATASET ACTIVATE DataSet#

FREQUENCIES VARIABLE=Variable name

/NTILES=#data entries

/STATISTICS=STDDEV RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE SKEWNESS SESKEW

/ORDER=ANALYSIS

## DATA REPORTING PLAN

Data will be reported to describe sample characteristics, pre-appointment materials as an intervention, and evidence-based factors related to the effectiveness of pre-appointment interventions. The Template for Intervention Description and Replication (TIDieR) will be used to describe the intervention. Evidence-based factors related to pre-appointment materials have been identified from a review of the literature. The tables below detail which variables will be used to describe the sample, the intervention and the evidence-based factors.

Table 2: Variables to describe sample characteristics

|  |  |  |
| --- | --- | --- |
| Q number | Variable name | Variable description |
| Q3 | Care | Type of care provided |
| Q17 | Locat | Location |
| Q18  | ProfRole  | Professional role within the team |
| Q19 | NumTher  | Number of therapists in the team |
| Q20 | WTE  | Number of whole-time equivalent staff in the team |
| Q21 | Professions  | Professional groups within the team |
| Q22 | SizePop | Size of the population |
| Q23 | NumChild | Number of children in service |
| Q24 | ChildAge | Ages of the children seen by therapists |
| Q25 | NumRef | Number of referrals per month |
| Q26 | WksWait | Number of weeks to wait for the first appointment |
| Q27 | DNA | Did Not Attend rate |

Table 3: variables to describe pre-appointment materials as an Intervention using the Template for Intervention Description and Replication (TIDieR)

|  |  |  |  |
| --- | --- | --- | --- |
| TIDieR Domain number and title | Q number  | Variable name | Variable description |
| *2. Why? Describe the rationale, theory or goals of the intervention* | Q7 | Adv. | Perceived advantages to sending materials |
| *3. What? Describe any materials used in the intervention* | Q4 | TypeMat | Type of materials posted |
|  | Q5 | ProdMat | Production materials; materials used to produce and create the intervention |
| *4. Describe the procedures, processes and/or activities used in the intervention* | Q9 | DecTools | Decision tools used to decide what to send and when |
|  | Q11 | NumFact | Factors affecting number of times materials are sent |
|  | Q13 | ParentRes | Parent response; are parents asked to respond to the materials in any of the following ways |
| *5. Who provided the intervention* | Q18  | ProfRole  | Professional role within the team |
|  | Q21 | Professions  | Professional groups within the team |
| *6.How: Describe the modes of delivery* | Q8 | AltCon | Alternative forms of contact, other than written materials |
| *7.Where: Describe the types of locations where the intervention takes place* | Q17 | Locat | Location |
|  | Q3 | Care | Type of care provided |
|  | Q6 | Addressee | The person to whom materials are addressed |
| *8.When and how much* | Q10 | NumSent | Number of times written materials are sent before the appointment |
| *9.Tailoring* | Q14 | Personalise | Personalisation of the materials |
| *10.Modifications* | Q15 | MatRevs | Are materials reviewed? |
|  | Q16 | ModFact | Factors that lead to modifications |

Table 4: Evidence based intervention factors for pre-appointment written interventions

|  |  |  |
| --- | --- | --- |
| Q number | Variable name | Variable description |
| Q8 | AltCon | Alternative forms of contact, other than written materials |
| Q12 | ChildInt | Can the child interact with the materials in any of the specified ways? |