

## **MAPLES Pilot Feasibility Trial Fidelity Assessment Checklist Activity Planning Group**

Rating Instructions: Upon listening to each audiorecording for each session, rate each aspect on whether they occurred as below:

- 0: Component not present/not attempted
- 1: Therapist attempted component partially/questionably
- 2: Therapist covered component and relevant content

A new checklist should be completed for each cohort of the Activity Planning Group. Scores are to be compared across and within cohorts of the group.

### **Session 1: Introduction to Group Therapy**

**Cohort Number:**

**Date:**

- \_\_\_ Introduction to the group structure
- \_\_\_ Introduction of group members
- \_\_\_ Introduce link between activity level and mood
- \_\_\_ Discussed examples as relevant to participants
- \_\_\_ Rationale of behavioural activation
- \_\_\_ Education on executive function difficulties in brain injury
- \_\_\_ Introduce concept of absentmindedness
- \_\_\_ Introduce concept of mood and mind monitoring
- \_\_\_ Explained and set homework tasks

### **Session 2: Identifying Enjoyable Activities**

**Cohort Number:**

**Date:**

- \_\_\_ Reviewed mood and mind monitoring homework from last week
- \_\_\_ Discuss relationship between mood and attention for each group member
- \_\_\_ Introduce value-based activity planning

- \_\_\_ Discussed examples as relevant to participants
- \_\_\_ Introduce Activity Wheel to identify core values
- \_\_\_ Introduce link between core values and personal goals
- \_\_\_ Participants identify short-term goals within the group and long-term goals
- \_\_\_ Participants begin activity scheduling and learn to break down activity into steps
- \_\_\_ Explained and set homework tasks

### **Session 3: Changing Habits and Planning Pleasurable Activities**

**Cohort Number:**

**Date:**

- \_\_\_ Reviewed activity scheduling homework from last week
- \_\_\_ Provide example of how absentminded errors occur in daily life
- \_\_\_ Introduce concept of the automatic pilot
- \_\_\_ Discussed examples as relevant to participants
- \_\_\_ Introduce identifying personal triggers to absentminded errors
- \_\_\_ Participants identify personal triggers to absentminded errors within group
- \_\_\_ Participants schedule another activity and break down activity into steps
- \_\_\_ Explained and set homework tasks

### **Session 4: Goal Review and Balancing Enjoyable and Routine Activities**

**Cohort Number:**

**Date:**

- \_\_\_ Reviewed activity scheduling homework from last week
- \_\_\_ Review homework on identifying personal triggers for absentminded errors
- \_\_\_ Education on preventing personal triggers
- \_\_\_ Discussed examples as relevant to participants
- \_\_\_ Participants create personalised strategies to prevent triggers

- \_\_\_ Participants review progress on goals from session 2
- \_\_\_ Group discussion on whether activities in day-to-day life align with values/goals
- \_\_\_ Introduce concept of balancing between routine and enjoyable activities
- \_\_\_ Participants schedule another activity and break down activity into steps
- \_\_\_ Explained and set homework tasks

### **Session 5: Identifying Solutions to Goal Attainment**

**Cohort Number:**

**Date:**

- \_\_\_ Reviewed activity scheduling homework from last week
- \_\_\_ Review homework on preventing personal triggers
- \_\_\_ Education on falling into avoidance patterns
- \_\_\_ Discussed examples as relevant to participants
- \_\_\_ Participants create personalised strategies to reverse avoidance patterns
- \_\_\_ Participants review concept of the automatic pilot
- \_\_\_ Participants learn STOP acronym to prevent distraction from goal attainment
- \_\_\_ Participants practice using STOP acronym
- \_\_\_ Participants schedule another activity and break down activity into steps
- \_\_\_ Explained and set homework tasks

### **Session 6: Increasing Mastery and Managing Fatigue**

**Cohort Number:**

**Date:**

- \_\_\_ Reviewed activity scheduling homework from last week
- \_\_\_ Review homework on reversing avoidance patterns
- \_\_\_ Education on importance of improving mastery and risks of plateauing
- \_\_\_ Discussed examples as relevant to participants

- \_\_\_ Participants identify “warning signs” of plateauing
- \_\_\_ Education on different types of fatigue post-brain injury
- \_\_\_ Participants identify personalised triggers to fatigue
- \_\_\_ Participants develop personalised strategies to manage fatigue
- \_\_\_ Participants schedule another activity and break down activity into steps
- \_\_\_ Explained and set homework tasks

### **Session 7: Active Approaches to Engagement**

**Cohort Number:**

**Date:**

- \_\_\_ Reviewed activity scheduling homework from last week
- \_\_\_ Review homework on attempting strategies to prevent fatigue
- \_\_\_ Education on importance of social relationships in maintaining a good mood
- \_\_\_ Discuss examples as relevant to participants
- \_\_\_ Education on active versus passive approaches to activity scheduling
- \_\_\_ Discussion on personal barriers to taking an active approach
- \_\_\_ Participants practice in session how to initiate a social activity
- \_\_\_ Participants list benefits of the active approach and drawbacks of passive approach
- \_\_\_ Participants schedule another activity and break down activity into steps
- \_\_\_ Explained and set homework tasks

### **Session 8: Relapse Prevention**

**Cohort Number:**

**Date:**

- \_\_\_ Reviewed activity scheduling homework from last week
- \_\_\_ Review homework on active and passive approaches
- \_\_\_ Participants identify “take home” message from group

- \_\_\_ Review behavioural activation model from Session 1
- \_\_\_ Review value-based activity planning from Session 2
- \_\_\_ Review concept of automatic pilot from Session 3
- \_\_\_ Review concept of personalised triggers from Session 4
- \_\_\_ Review STOP acronym from Session 5
- \_\_\_ Review importance of increasing mastery from Session 6
- \_\_\_ Review importance of taking an active approach to activities from Session 7
- \_\_\_ Review importance of breaking down activity into manageable steps
- \_\_\_ Education on importance of preventing relapse into lower activity levels
- \_\_\_ Participants identify personal triggers that may cause a relapse
- \_\_\_ Participants create personalised strategies to prevent relapse triggers
- \_\_\_ Participants schedule another activity and break down activity into steps