



Project ImPACT Consultation Procedures

Overview of Individual Consultation

- Individual consultation is provided to help you achieve fidelity of implementation in Project ImPACT. Individual consultation begins after you complete the Project ImPACT Introductory Workshop.
- It involves the submission of training materials (see consultation checklist), video review, and 6 individual consultation meetings with an ImPACT Trainer via Skype to provide you with feedback on your implementation of the intervention and parent coaching techniques.
- Consultation sessions are offered once per month for 6 months. The cost of individual consultation is \$2500 per provider.
- It is anticipated that you will achieve fidelity at the end of the consultation period. However, fidelity is dependent on the successful submission of video that meets the fidelity standard for Project ImPACT and is not guaranteed at the end of the consultation period. If you do not achieve fidelity, you may submit additional videos for review at \$150 per video until fidelity is achieved.
- Once you have achieved fidelity, you will receive a certificate indicating you have met fidelity of implementation.
- *At the end of consultation, your coach can support you in thinking through how to provide feed back other providers in your organization to improve their fidelity of implementation. They can also help you learn how to score fidelity as a way to train other providers in your organization, and to monitor the quality of how you are delivering Project ImPACT.*

Preparing for Consultation

IDENTIFY FAMILIES TO PARTICIPATE

- It is strongly recommended that prior to registering for consultation you identify and discuss the consultation process with families of children with ASD that you think would be interested in participating.
- To ensure that you are able to use the intervention with fidelity with a range of children with ASD, we suggest that you have at least 2 families who are willing to participate in the consultation process.
- You should make sure that you explain what their participation will entail and answer any questions that they may have regarding the program. You should also have these families fill out a video release form (i.e. see example at end of packet)
- At minimum, the video release should indicate the purpose of the video, how and with whom the video will be shared, and how the video will be disposed of. You can use your own video release or the example video release at the back of this packet.

COMPLETE THE ENROLLMENT FORM AND SUBMIT PAYMENT

- Complete the attached consultation enrollment form and submit your payment to the Dvortcsak Speech and Language Services Inc. (DSL SI). Once your enrollment form and payment have been received, your consultant will contact you to set up your first consultation session.

MAKE SURE YOU HAVE THE RIGHT TECHNOLOGY

- You will be asked to share video with your consultant in order to receive feedback on your implementation of the intervention with children with ASD and their families. Thus it is important that you have access to equipment that will allow you to videotape sessions and share the video with your consultant.
- Video can be collected using recording devices that store video in a digital file format such as flip cameras, webcams, ipads, and smartphones. We recommend filing sharing via Dropbox. Please make sure that your recording equipment has the capability of producing video files that can be shared via Dropbox (.wmv, .mpeg, .mov, or .avi).
- We will set up a private Dropbox folder that will allow you to share your written materials and video with us and will allow us to share our written feedback on your fidelity with you. Since space on Dropbox is limited, we recommend that you use a compressed video file format if possible.

- If your organization will not permit you to share video files using Dropbox, you can send the video to us on a thumb drive (we will transfer the files and return it to you), or through other video-sharing domains. If you decide to mail the video, please make sure to mail it sufficiently ahead of time for us to receive it before your consultation session.

Consultation sessions will be conducted over Skype or other video conferencing software. You will need access to a webcam, and a computer with a high-speed internet connection.

Overview, Materials and Preparation for the 6 Consultation Sessions

The six consultation sessions typically follow the same sequence: direct implementation, goal setting, and parent coaching. However, the specific sequence of sessions may vary depending on how quickly you reach fidelity for implementing the intervention directly with a child. If you meet fidelity early, you can choose additional consultation in any area, including group sessions. A checklist for the materials you need in each session will be sent to you by your coach and can be found below. ***Please remember to look over the fidelity checklist before each session to ensure that you include the required components in your session.***

CONSULTATION SESSIONS 1-2: DIRECT IMPLEMENTATION

- Send 10-minute video of you implementing ImPACT intervention directly with a child.
- Send in completed Social Communication Checklist on child
- Send in completed Goal Development Form on child
- Send in the Fidelity of Intervention Implementation (Fill out on yourself)

CONSULTATION SESSION 3: GOAL SETTING WITH PARENT

- Send in video of entire goal setting session
- Send in goal setting fidelity form completed on yourself

CONSULTATION SESSIONS 4-6: PARENT COACHING SESSIONS

- Send in video of entire parent coaching session (we typically ask for one session to be focused on the bottom of the intervention pyramid, and the other on the top)
- Send in parent coaching fidelity form completed on yourself

GROUP SESSION CONSULTATION: OPTIONAL IF FIDELITY MET EARLY

- Send in video of entire group session
- Send in group session fidelity form completed on yourself

Consultation Sessions

Please make sure that the following have been completed prior to your first scheduled consultation session. This will allow you and your consultant to adequately prepare for the session.

1 Week Prior

1. Complete the Social-Communication Checklist and Goal Development Form for the child you will be working with.
2. Record a 10-15 minute video of yourself working with the child if your session is on Direct Implementation. Review the video and score fidelity on yourself using the Intervention Fidelity Checklist. If it is a goal setting or parent coaching session, record the entire session, score fidelity on your delivery of parent coaching or goal setting using the appropriate form and send both to your coach.
3. Upload the video and the necessary forms to the your Dropbox folder and email your consultation coach to let them know that they have been uploaded.

24 Hours Prior

1. 24 hours prior to your scheduled consultation session, your consultant will email you an annotated fidelity form based on your video. Please review the written feedback and be prepared to discuss it during your scheduled call. Come prepared with any other questions or concerns that you may have.

CONSULTATION MEETINGS WITH YOUR COACH

- The consultation sessions will last between 30 minutes and 1 hour, and will begin with a review of your fidelity (both areas you did well and areas you could improve).
- This review will involve a discussion of ways to improve your fidelity and a comparison of the fidelity checklist that you completed on yourself to the fidelity checklist that the consultant completed to help you become reliable in your use of the fidelity form. This will include specific time points that you can go back to in the video and reference.
- Consultation will then involve a discussion of any questions or concerns that you have, as well as brainstorming around challenges that may have come up with the child in the video or other children with whom you are using the intervention. The session will end with a discussion of specific video and written materials for you to submit for the next consultation session.

- After you have received feedback on your direct implementation of the intervention and met fidelity (preferably with more than one child at different ability levels), consultation sessions will switch to feedback on your goal setting and implementation of parent coaching. This format is flexible and can be adjusted to reflect your progress through fidelity.

Ending Consultation

- At the completion of the 6 consultation sessions, the consultant will summarize your fidelity to the program and the progress that you have made. You will be provided with a final set of tips to help ensure that you sustain your Project IMPACT fidelity.
- Most people are able to achieve fidelity in the intervention and parent coaching after the 6 consultation sessions. However, if you do not achieve fidelity after the 6 sessions, you may submit additional video for review at \$150 per video until fidelity is achieved. Once you have achieved fidelity.
- All videos and additional information that the provider uploads into Dropbox will be deleted at this time so that we no longer have access to the videos.

Important Forms

**Individual Consultation
Example Video Recording Release**

Child's Name: _____

_____ has contracted with Dvortcsak Speech and Language Services, Inc to receive consultative feedback on the implementation of Project ImPACT, an evidence-based parent training intervention for children with social communication delays. Feedback on the provider's use of the intervention will be based on videotaped sessions of the provider working with children with social communication delays and their families.

You are being asked for permission for the provider to share video of him/herself working with you and/or your child with Dvortcsak Speech and Language Services, Inc. for the purpose of receiving consultative feedback on his/her use of Project ImPACT. Videos will be shared with Dvortcsak Speech and Language Services, Inc via a private Dropbox folder that only the provider and the Project ImPACT consultant will have access to or via mail. The video will be used only for this purpose and will be deleted once the consultation period is complete.

I consent for video of me and/or my child working with my provider to be shared with Dvortcsak Speech and Language Services, Inc. for the purpose receiving consultative feedback on Project ImPACT implementation.

Signature: _____

Date: _____

Printed Name: _____

Consulting Form Checklist

Please send the following forms before your consultation meeting:

Direct Implementation Consultation:

Send 10-minute video of you implementing Project IMPACT with a child_____

Social Communication Checklist_____

Goal Development Form_____

Fidelity of Intervention Implementation (Fill out on yourself)_____

Goal Setting Session Consultation:

Send video of the entire session_____

Social Communication Checklist_____

Goal Development Form_____

Goal Setting Fidelity Form (complete on self) _____

Parent Coaching Session Consultation:

Send video of the entire session_____

Fidelity of Implementation for Coaching Sessions_____

Fidelity of Intervention Implementation on parent _____

Group Session Consultation:

Send video of the entire group session_____

Fidelity of Implementation for Group Sessions_____

SOCIAL COMMUNICATION CHECKLIST

Complete the Social-Communication Checklist to help you better understand your child's current social- communication skills, and to help you choose appropriate goals in the areas of social engagement, language or communication, social imitation, and play. Skills are listed in the order they usually emerge in young children. For each skill, indicate whether your child uses it, "Usually - at least 75% of the time," "Sometimes, but not consistently," or "Rarely or not yet."

Please complete this form based on what your child can do on his or her own (without help from you).

Skill	Usually, at Least 75% of the Time	Sometimes, but Not Consistently	Rarely or Not Yet
Social Engagement			
Does your child enjoy face-to-face interaction with you?			
Does your child prefer to be near you or other family members?			
Does your child maintain simple social games for at least 3 turns (peek-a-boo, chase, pat-a-cake)?			
Does your child remain actively engaged with you during social games for at least 5 minutes?			
Does your child remain actively engaged with you during social games for at least 10 minutes?			
Does your child remain actively engaged with you during toy play for at least 2 minutes?			
Does your child remain actively engaged with you during toy play for at least 5 minutes?			
Does your child remain actively engaged with you during toy play for at least 10 minutes?			
Does your child lead play or try to continue with play once you have stopped (make eye contact, smile at you, vocalize, touch you)?			
Does your child respond to your attempts to draw his/her attention to something or someone (when you use a point, language, or shift your gaze)?			
Does your child make eye contact while interacting or communicating with you?			
Does your child initiate activities or play with you (offer you a toy or find you to come play with him)?			
Does your child take turns with you?			
Does your child point or show you objects that interest him/her for the purposes of sharing?			
Does your child provide greetings and farewells when people come into or leave the room?			

Using Communication-Form			
Does your child babble, or use speech-like sounds?			
Does your child use gestures to request items or actions (lead you to an object, point, sign)?			
Does your child communicate a clear choice when presented with 2			

alternatives (by reaching, using eye gaze, using sounds or words)?			
Does your child imitate your speech sounds or language?			
Does your child use single words spontaneously?			
Does your child name objects?			
Does your child name actions?			
Does your child combine words into simple phrases (“Go car”; “Push train”)?			
Does your child use words to describe objects (“Big red ball”; “Little, green ball”)?			
Does your child use pronouns appropriately?			
Does your child use a variety of tenses (words with “ing” or “ed” endings)?			
Does your child consistently use sentences to communicate?			
Does your child answer simple questions about himself (What is your name?, How old are you?)?			
Does your child answer simple questions about his wants, needs, or environment? (Please circle the type of question he responds to) What Where			
Does your child answer who, why, or how questions? (Please circle the type of question your child responds to) Who Why How			
Using Communication-Function			
Does your child babble or use speech like sounds in a way that is intentionally directed at you (to communicate)?			
Does your child use gestures, eye contact, facial, expressions, sounds or language to request desired items or activities? • If your child uses this skills usually or sometimes please indicate the strategy your child uses to request desired items or activities. Non verbal : Gestures, eye contact, facial expressions, or sounds Verbal: Words or Sentences			
Does your child use gestures, eye contact, facial, expressions, sounds or language to protest or tell you he does not want something? • If your child uses this skills usually or sometimes please indicate the strategy your child uses to request desired items or activities. Non verbal : Gestures, eye contact, facial expressions, or sounds Verbal: Words or Sentences			
Does your child use gestures, eye contact, facial, expressions, sounds or language to ask for help? • If your child uses this skills usually or sometimes please indicate the strategy your child uses to request desired items or activities. Non verbal : Gestures, eye contact, facial expressions, or sounds Verbal: Words or Sentences			
Does your child use gestures, eye contact, facial, expressions, sounds or language to share information with you (I see a plane)? • If your child uses this skills usually or sometimes please indicate the strategy your child uses to request desired items or activities. Non verbal : Gestures, eye contact, facial expressions, or sounds Verbal: Words or Sentences			
Does your child use gestures, eye contact, facial, expressions, sounds or			

language to gain your attention (Mom, come here)? • If your child uses this skills usually or sometimes please indicate the strategy your child uses to request desired items or activities. Non verbal : Gestures, eye contact, facial expressions, or sounds Verbal: Words or Sentences			
Does your child use words to tell you how he is feeling (He is hurt, mad, or happy)?			
Does your child use words to tell you what to do (Feed the baby, push the car etc.)?			
Does your child tell you about events that have already occurred (Tell you about school)?			
Does your child use words to tell you a simple story?			
Does your child ask you questions for information (What is that?, Where is dog?, Why?)?			
Does your child ask who, why, or how questions?			
Does your child participate in a conversation that is initiated by an adult for 3 consecutive turns?			

Does your child participate in a conversation that is initiated by an adult for more than 3 consecutive turns?			
Does your child initiate conversations with others?			
Understanding Communication			
Does your child consistently look when his name is called?			
Does your child look to people/photos of people when named?			
Does your child respond by stopping actions in response to inhibitory words (“no”, “stop”)?			
Does your child identify several named body parts?			
Does your child respond appropriately to one step directions in natural play, dressing, or eating routines?			
Does your child follow directions with more than one step in natural play, dressing, or eating routines?			
Does your child retrieve several requested objects that are in the room but not directly in front of him?			
Does your child complete a task and then put away the play materials?			
Imitation			
Does your child imitate facial expressions or movements (e.g. tongue thrust)?			
Does your child imitate actions or body movements within songs or known routines (e.g., wheels on the bus movements)?			
Does your child imitate conventional gestures (wave bye-bye, blow kisses, clap hands, etc.)?			
Does your child imitate familiar play actions (actions that your child does on his or her own) after seeing you do them?			
Does your child imitate novel play actions (actions that your child does not do on his or her own) after seeing you do them?			
Does you child engage in longer imitative interactions with you during play in which you take turns imitating each other?			
Play			
Does your child use toys in an exploratory manner (touching, mouthing,			

smelling, looking)?			
Does your child combine objects together (nesting one object in another, putting objects in containers, lining, stacking, ordering toys in certain ways)?			
Does your child use cause and effect toys (mechanical toys, pop-up toys)?			
Does your child use toys for their intended purpose (throw a ball, push a car)?			
Does your child direct familiar pretend play actions towards him/herself (pretend to eat, pretend to sleep, pretend to talk on a toy phone)?			
Does your child direct basic pretend play towards another person or a doll or other toy (pretend to feed a parent or a baby doll, dress a doll, put a doll to bed)?			

Does your child pretend that one thing represents another (pretend a block is a car or a stack of blocks is a building), attribute characteristics to an object that it does not have (pretend that toy food is "hot" or tastes "yummy"), or animate objects (make a figurine walk or have a doll hold a cup rather than placing a cup to the doll's mouth)?			
Does your child link several pretend actions together or tell an extended story with toys (put doll in car and push car to store)?			
Does your child take on an imaginary role (pretend to be a doctor, fireman, mommy/daddy) during play?			
Does your child tell an extended story while taking on an imaginary role with at least one other person (child is doctor, parent is patient; child is mommy, sibling is baby)?			
Can your child switch between directing the play and following another person's idea within an extended play sequence?			

Goal Development Form

Child:

Parent:

Date:

Parent Goals: _____

Long Term Goals	Current Skills	Short Term Goals
Social Engagement		
Communication		
Imitation		
Play		

Intervention Fidelity Checklist

Child:	Adult:	Observer:
Session:	Date:	Activity:
Social Engagement Goals:		
Communication Goals:		
Imitation Goals:		
Play Goals:		

Low Fidelity 1	2	3	4	High Fidelity 5
Adult does not implement the strategy, or almost all attempts to use the strategy are incorrect.	Adult implements the strategy occasionally, but the majority of opportunities are missed or performed ineffectively.	Adult implements the strategy effectively up to half of the time, but misses many opportunities or is inconsistently effective.	Adult implements the strategy effectively more than half of the time, but misses some opportunities or is occasionally ineffective.	Adult implements the strategy effectively throughout the session, missing no more than a few opportunities.

Scoring Guidelines

Score each key element based on your observation of the adult and child. After scoring each key element, provide a summary score that best captures how effectively the adult implemented the strategy. A score of 4 or 5 indicates that fidelity has been met for that strategy. An average score of 4 or higher on all of the strategies indicates that fidelity has been met for Project ImPACT.

Intervention Technique	Fidelity	Notes
Focus on Your Child: Rate how often the adult effectively uses techniques to engage the child within the play activity or routine. The summary score is based on performance across all of the key elements listed below.	1 2 3 4 5	
Stays face to face with child	1 2 3 4 5	
Lets child lead activity	1 2 3 4 5	
Joins in child's activity € Imitates play, movements, or sounds € Helps child with activity	1 2 3 4 5	
Responds to child's actions	1 2 3 4 5	
Sets limits <i>as needed</i>	1 2 3 4 5	
Adjust Your Communication: Rate how often the adult effectively uses animation, models appropriate language, and expands the child's spontaneous communication. The summary score is based on performance across all of the key elements listed below.	1 2 3 4 5	

Uses and adjusts animation to help child stay engaged regulated	1 2 3 4 5
Talks about what child is seeing, hearing, or doing	1 2 3 4 5
Uses simple language	1 2 3 4 5
Expands child's communication	1 2 3 4 5

Intervention Technique	Fidelity	Notes
Create Opportunities : Rate how often the adult effectively uses techniques to provide opportunities for the child to initiate or gain the child's attention. The summary score is a combination of the quality and quantity of strategy use and cannot be higher than the frequency code. If the child frequently initiates spontaneously, the adult may use this strategy less frequently without being marked down.	1 2 3 4 5	
Uses strategy 1 to 2 times per minute or <i>as needed</i> € Playful obstruction € Balanced Turn € Communicative Temptation	1 2 3 4 5	
Presents the opportunity clearly	1 2 3 4 5	
Withholds or blocks access to material during opportunity	1 2 3 4 5	
Waits for child to respond to opportunity	1 2 3 4 5	
Responds to child's actions	1 2 3 4 5	
Expands child's response	1 2 3 4 5	
Teach New Skills: Rate how often the adult effectively uses prompts and rewards to teach specific communication and imitation/play skills. The summary score is a combination of the quality and quantity of strategy use and cannot be higher than the frequency code. If the adult prompts too frequently, score a 5 for frequency, but score down for Shape the Interaction.	1 2 3 4 5	
Uses strategy every 1 to 2 minutes <u>Using Communication</u> <u>Understanding</u> <u>Imitation/Play</u> € Time delay € Communication € Leading Comment € Question € Verbal Instruction € Leading Question € Fill in the blank € Gesture prompt € Choice € Choice € Model Action € Verbal Instruction € Model Language € Physical Guidance € Model Action € Verbal Routine € Physical Guidance € Physical Guidance € Model Gesture € Physical Guidance	1 2 3 4 5	
Prompts skills that are slightly more complex than child's current skills.	1 2 3 4 5	
Prompts skills that are related to what the child is doing	1 2 3 4 5	
Uses clear prompts	1 2 3 4 5	
Waits after giving a prompt	1 2 3 4 5	
Gives more or less support as needed	1 2 3 4 5	
Makes sure child does what is asked	1 2 3 4 5	
Gives child reward immediately after a correct response	1 2 3 4 5	

Only rewards positive behavior	1 2 3 4 5	
Expands child's response	1 2 3 4 5	
Shape the Interaction Rate how often the adult effectively balances the use of intervention techniques based on the child's mood and motivation, as well as the environment and activity. If the child is very upset or the adult cannot control the environment, less prompting may be used. If the child is highly motivated, more prompting may be used.	1 2 3 4 5	

Collaborative Goal-Setting Fidelity Checklist

Session:	Date:	Coach:
Child:	Parent:	

Check the appropriate box to indicate if each procedure is observed at sufficient quality, partially observed but not to fidelity, or not observed. Check N/A if the procedure is not applicable for the session. [

Procedures	Observed	Partially observed/ not to fidelity	Not Observed	N/A
Prepare for the session				
The coach arranges the coaching environment, has appropriate materials available (e.g., developmentally appropriate toys, coach manual, parent manual, copies of both Social Communication Checklists and the Goal Development Form), and reviews relevant information.				
Check in and set the session agenda				
The coach greets the family warmly, sets the agenda, and addresses concerns as appropriate.				
The coach provides a description of social communication development.				
Gather information on the child's skills				
The coach has the parent complete the Social Communication Checklist (Parent Version).				
The coach interacts with the child.				
The coach observes a parent-child interaction.				
The coach records observations on the Social Communication Checklist (Coach Version).				
The coach completes the Collaborative Goal-Setting Fidelity Checklist (this form), and writes session notes.				
Use appropriate coaching style				
The coach uses a collaborative interaction style throughout the				
The coach is responsive to the family's beliefs, values, and culture.				

The coach uses a strengths-based approach.				
TOTAL FIDELITY = Observed / Observed + Not Observed X 100				

Fidelity of Implementation for Coaching Sessions

Session:	Date:	Coach:
Child:		Parent:

Check the appropriate box to indicate if each procedure is observed at sufficient quality, partially observed but not to fidelity, or not observed. Check N/A if the procedure is not applicable for the session.

Procedures	Observed	Partially Observed / Not to fidelity	Not Observed	N/A
Prepare for the session				
The coach arranges the coaching environment, has appropriate materials available (e.g., developmentally appropriate toys, coach manual, parent manual, practice plan, other relevant forms), and reviews relevant information from the previous session.				
Check in and set the session agenda				
The coach greets the family warmly, sets the agenda, and addresses concerns as appropriate.				
Review the Practice Plan				
[The coach reviews the written Practice Plan from the previous session with the parent.				
The coach helps the parent problem-solve any issues from the previous week.				
Introduce the new technique(s)				
The coach introduces the technique(s), explains the rationale, and discusses key elements.				
The coach asks questions to assess the parent’s understanding of the information.				
Demonstrate the technique(s)				
The coach prepares for the demonstration by asking the parent to watch for the technique and its impact on the child.				
The coach demonstrates the technique(s) with the child, while describing what she is doing and explaining its impact on the child’s				

behavior.				
Have the parent practice, and give feedback				
[formtabtext]The coach encourages the parent to practice technique(s) with the child.				
The coach manages the physical environment as needed.				
The coach provides effective positive feedback to the parent.				
The coach provides effective corrective feedback to the parent.				
Help the parent reflect, and plan for practice				
The coach helps the parent reflect on the in-session practice.				
The coach helps the parent select goals and activities and complete the sequence graphic on the Practice Plan.				
The coach helps the parent problem-solve potential challenges.				
The coach assigns reflection and reading for the following session.				
Monitor fidelity and collect data				
The coach completes the Intervention Fidelity Checklist and writes session notes.				
Use appropriate coaching style				
[formtabtext]The coach uses a collaborative interaction style throughout the session.				
The coach is responsive to the family's beliefs, values, and culture.				
The coach uses a strengths-based approach.				
TOTAL FIDELITY =				
Observed / Observed + Not Observed X 100				



Group Fidelity Checklist

Session:	Date:	Coach:
Observer:		

Check the appropriate box to indicate if each procedure is observed at sufficient quality, partially observed but not to fidelity, or not observed. Check N/A if the procedure is not applicable for the session.

Procedures	Observed	Not Observed	N/A
Prepare for the session			
[formtabtext]The coach arranges the room, has appropriate materials available (e.g., whiteboard, appropriate technology, slides, videos, practice plans, and handouts), and reviews relevant information from the previous session.			
Check in and set the session agenda			
The coach greets the parents warmly, sets the agenda, and addresses concerns as appropriate.			
Review the Practice Plans			
The coach encourages parents to report on their Practice Plans from the previous session.			
The coach points out common themes and helps the parents problem-solve challenges.			
Introduce the new technique(s)			
The coach uses the slides to explain the rationale and discuss key elements of the techniques.			
The coach uses and explains video examples of the techniques.			
The coach asks questions to help the parents apply the material to their children and to facilitate discussion.			
The coach provides opportunities for parents to ask questions.			
Help the parents reflect, and plan for practice			
The coach helps the parents select goals/activities and complete the sequence graphic in the Practice Plan.			
The coach helps the parents problem-solve potential challenges.			

The coach assigns reflection and reading for the following session.			
Use effective group facilitation			
The coach uses a collaborative interaction style throughout the session.			
The coach is responsive to families' beliefs, values, and cultures.			
The coach uses a strengths-based approach.			
The coach facilitates and manages interactions between group members effectively.			
Total Fidelity =			
$\text{Observed} / \text{Observed} + \text{Partially Observed} + \text{Not Observed} \times 100$			