Additional File 3. Final version of the Acceptability of Intervention Measure (AIM), Intervention Appropriateness Measure (IAM), and Feasibility of Intervention Measure (FIM)

GENERAL INSTRUCTIONS: These measures could be used independently or together. The IAM items could be modified to specify a referent organization, situation, or population (e.g., my clients). Please check and report the psychometric properties with each use or modification.

**Acceptability of Intervention Measure (AIM)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Completely disagree | Disagree | Neither agree nor disagree | Agree | Completely agree |
| 1. (INSERT INTERVENTION) meets my approval. | ➀ | ➁ | ➂ | ➃ | ➄ |
| 2. (INSERT INTERVENTION) is appealing to me. | ➀ | ➁ | ➂ | ➃ | ➄ |
| 3. I like (INSERT INTERVENTION). | ➀ | ➁ | ➂ | ➃ | ➄ |
| 4. I welcome (INSERT INTERVENTION). | ➀ | ➁ | ➂ | ➃ | ➄ |

**Intervention Appropriateness Measure (IAM)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Completely disagree | Disagree | Neither agree nor disagree | Agree | Completely agree |
| 1. (INSERT INTERVENTION) seems fitting. | ➀ | ➁ | ➂ | ➃ | ➄ |
| 2. (INSERT INTERVENTION) seems suitable. | ➀ | ➁ | ➂ | ➃ | ➄ |
| 3. (INSERT INTERVENTION) seems applicable. | ➀ | ➁ | ➂ | ➃ | ➄ |
| 4. (INSERT INTERVENTION) seems like a good match. | ➀ | ➁ | ➂ | ➃ | ➄ |

**Feasibility of Intervention Measure (FIM)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Completely disagree | Disagree | Neither agree nor disagree | Agree | Completely agree |
| 1. (INSERT INTERVENTION) seems implementable. | ➀ | ➁ | ➂ | ➃ | ➄ |
| 2. (INSERT INTERVENTION) seems possible. | ➀ | ➁ | ➂ | ➃ | ➄ |
| 3. (INSERT INTERVENTION) seems doable. | ➀ | ➁ | ➂ | ➃ | ➄ |
| 4. (INSERT INTERVENTION) seems easy to use. | ➀ | ➁ | ➂ | ➃ | ➄ |

Pragmatic Qualities:

* Readability tested by substituting “This EBP” for “Insert Intervention.” Flesch reading ease score (and grade level) is 95.15 (5th grade) for AIM, 99.60 (5th grade) for IAM, and 94.17 (5th grade) for FIM.
* No specialized training is needed to administer, score, or interpret the measures.
* Cut-off scores for interpretation not yet available; however, higher scores indicate greater acceptability, appropriateness, or feasibility.
* Norms not yet available.
* Scales can be created for each measure by averaging responses. Scale values range from 1 to 5. No items need to be reverse coded. Good measurement practice: assess structural validity to confirm the unidimensionality of each measure and calculate alpha coefficient to ascertain reliability.
* There is no cost to use these measures.
* Time to complete: less than 5 minutes per measure.