**Check-in System Fidelity Checklist**

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| --- | --- | --- | --- | --- |
| Student Name: | Date: | | | |
| Person Completing Checklist: | | | | |
| **AM CONTACT** | | In-Place | Partially In-Place | Not-In-Place |
| AM check-in is consistently available | |  |  |  |
| AM check-in consistently includes student designated features (e.g., granola bar is available) | |  |  |  |
| There is a consistently implemented plan for managing the check-in when personnel are absent and communicating the details of the plan to the student | |  |  |  |
| The AM contact provides supportive and encouraging interactions | |  |  |  |
| The AM contact provides the student with what they need to begin the day | |  |  |  |
| **END OF CLASS FEEDBACK** | | In-Place | Partially In-Place | Not-In-Place |
| Teachers consistently provide the end of class feedback. | |  |  |  |
| Determination of points is guided the rubric for the target behaviors. | |  |  |  |
| There is a consistently implemented plan for managing the check-in when personnel are absent and communicating the details of the plan to the student | |  |  |  |
| End of class feedback is delivered in a positive and encouraging manner (e.g., uses TLC, provide coaching support, points out positives) | |  |  |  |
| End of class feedback provides an opportunity for the student to reflect on they did (e.g., “*Can you think of an example when you when respectful during class*”) | |  |  |  |
| Teachers consistently fill in the point chart using the rubric as a guide | |  |  |  |
| **PM CONTACT** | | In-Place | Partially In-Place | Not-In-Place |
| PM check-in is consistently available | |  |  |  |
| PM check-in consistently includes designated features (e.g., school-wide ticket is provided) | |  |  |  |
| There is a consistently implemented plan for managing the check-in when personnel are absent and communicating the details of the plan to the student | |  |  |  |
| The PM contact provides supportive and encouraging interactions | |  |  |  |
| The PM contact enters points into the progress monitoring worksheet | |  |  |  |
| **PROGRESS MONITORING** | | In-Place | Partially In-Place | Not-In-Place |
| The student’s individual progress graph is updated each week | |  |  |  |
| Data is reviewed weekly | |  |  |  |
| Decision rules are applied to determine intervention decisions | |  |  |  |
| Decisions to continue or adjust the intervention are documented | |  |  |  |
| Adjustments to the intervention are communicated to everyone | |  |  |  |
| Adjustments to the intervention are consistently implemented | |  |  |  |