**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 |  |  |  |