**Check-In Fidelity Checklist**

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| **Y/N** | **Intervention Components** |
| **Connect and Assess** | |
|  | Mentor meets with student at the start of the school day. |
|  | Mentor provides a positive greeting to welcome the student. |
|  | Mentor uses connection questions to assess the student’s mood and check that their basic needs have been met. |
| **Goal Setting** | |
|  | Mentor provides a review of long term (annual) goals or school expectations.  *\*If the student utilizes a paper copy of the Daily Behavior Report Card (DBRC), mentor provides it to the student at this time.* |
|  | Student and mentor set a short-term goal for the day (i.e.: remember to use a quiet tone of voice during reading time, etc.) and may include a plan for reinforcement if goal is met. |
| **Skill Practice** | |
|  | Mentor prompts the student to describe the skills or strategies they will use to meet the goal. |
|  | Mentor models, role-plays or practices the skills/strategies with the student. |
|  | Mentor ensures student has the necessary supplies or materials they need for the day and provides a positive launch as they leave for class. |

*\*Mentor records daily attendance and follows up to share any necessary communication with other stakeholders.*

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| **Items present** | **Total items possible** | **Fidelity (%)** |
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| *\*Interventions should be delivered with at least 80% fidelity for maximum effectiveness.* | | |

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| **Observer Feedback** |
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