**Monitor & Prompt Fidelity Checklist**

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| **Y/N** | **Intervention Components** |
|  | Staff follow the specific schedule for monitoring students. |
|  | Students are monitored in 30-minute intervals or less. |
|  | The monitor enters the instructional setting in a discrete and non-disruptive manner, regardless of student’s behavior.  *\*Due to circumstances, staff may choose not to enter at a certain time period, but this should be an exception, rather than the norm. In these cases, monitor & prompt intervention does not take place.* |
|  | As appropriate, the monitor interacts with students other than the student being monitored. |
|  | Monitor personnel interact with the designated student(s) with verbal and/or non-verbal communication. |
|  | Monitor personnel remain in the instructional setting a minimum of 5 minutes in order to ascertain student needs. |
|  | Monitor personnel observe student behavior and based on the observation, provide one of the following responses:   * *Goal/desired behavior*: Provide acknowledgment feedback & reinforcement. * *Approximate behavior*: Provide acknowledgment feedback, may also prompt desired behavior. * *Challenging behavior*: Minimize reinforcement, prompt to the approximate behavior. * *Regression behavior*: Engage in de-escalation strategies. Once resolved, re-teach replacement behavior or facilitate restorative reflection. |
|  | The monitor maintains a calm, supportive tone and body language throughout interaction. |
|  | The monitor records the corresponding Behavior Support Level (BSL) based on the type and intensity of support provided. |
|  | When/if necessary, the monitor records additional observational notes in ABC format. |

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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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