**Skill Instruction Fidelity Checklist**

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| **Y/N** | **Intervention Components** |
| **Preparing for Instruction** | |
|  | Instruction occurs daily. |
|  | Established classroom procedures are posted or otherwise evident. |
|  | Instructor uses a prepared lesson plan or curriculum materials. |
|  | Materials are ready and prepared in advance. |
| **Beginning Instruction** | |
|  | Instructor greets students in a positive manner at the start of the class period. |
|  | Instructor posts and/or states the lesson objective. |
|  | Students begin a warm-up or starter activity within one minute of the start of the class period. |
| **During Instruction** | |
|  | Direct instruction includes the use of visuals and examples. |
|  | Instructor solicits student feedback and ideas throughout the lesson. |
|  | Students are provided time and activities for individual or group practice of skills. |
|  | Students remain engaged in the lesson throughout the instructional period. |
|  | Connections are drawn between new skills and previous knowledge in order to generalize skills. |
|  | Instructor checks for student understanding throughout the lesson. |
| **Concluding Instruction** | |
|  | Instruction ends with a summary or wrap-up activity. |
|  | A positive launch is provided at the end of the instructional time period as students transition to a new activity or new instructional setting. |

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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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