|  |
| --- |
| **Essential Features Checklist for Implementing a Mentoring Intervention** |
| **Items** | **Description and Implementation Plans** |
| 1. Name and description of intervention

Function addressed with this intervention:* Obtain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Avoid/escape\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |  |
| 1. Intervention coordinator and mentors identified
 | Coordinator:Mentors: |
| 1. Entry Criteria

List sources of data used to identify students for intervention (e.g., existing school discipline or academic data, teacher or parent referral, behavioral screener, etc.) |  |
| 1. Process or system to determine function of behavior
 |  |
| 1. Procedures for introducing and orienting (or formally training) new participants to the mentoring intervention
 |  |
| 1. Materials required for this intervention (detail how to obtain materials, cost, etc.)
 |  |
| 1. System for data-based progress monitoring of students in the intervention
 |  |
| 1. Exit Criteria

Data Decision RulesDescription of fading and graduation process |  |
| 1. Strategies for family communication and feedback regarding intervention and progress of student
 |  |
| 1. Strategies for communication and feedback with classroom teachers regarding student progress
 |  |
| 1. Plan for regular updates to staff regarding overall progress of intervention
 |  |
| 1. System or process for reviewing fidelity of implementation of intervention when student data indicate a questionable or poor response
 |  |
| 1. System or process for regularly assessing social validity of intervention
 |  |
| 1. System or process for annually evaluating intervention outcomes (e.g., number of students participating, number of students graduating, number of students needing more intensive support)
 |  |