**Intervention Implementation Fidelity Checklist (example for Check-in Check-out)**

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| **Teacher/Facilitator:** | **Grade:** | **Date:** |
| **Intervention: Check-in Check-out** | **Location:** | **Group size:** |

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| **Step** | **Checklist: Description of Step** | **Completed?** | | **Notes** |
| **Yes** | **No** |
| **1** | The student was matched with an adult mentor with which the student has a good relationship |  |  |  |
| **2** | The mentor provided unconditional positive encouragement to the student |  |  |  |
| **3** | The mentor checked in with the student in the morning, daily, to pre-correct problems and to give the student positive encouragement for the day |  |  |  |
| **4** | The student gave their Daily Progress Report to each teacher at the beginning of the class |  |  |  |
| **5** | Teachers gave positive, corrective feedback to the student at the end of the class |  |  |  |
| **6** | Teachers completed the Daily Progress Report by indicating a rating for each behavior expectation |  |  |  |
| **7** | Student received positive reinforcement for improved behavior (e.g., privileges, praise, public recognition, rewards) |  |  |  |
| **8** | The mentor checked out with the student in the afternoon, daily, to offer advice and encouragement |  |  |  |
| **9** | Daily points were calculated, graphed and submitted daily and reviewed by the Tier II team bi-weekly |  |  |  |
| **10** | Student took the Daily Progress Report home each night for parent signature |  |  |  |