

Clinician/Adult—Use this form to monitor your own implementation for adherence and quality to match the form below.

Fidelity Observer(s)—Use this form to score implementation fidelity on four key elements. Scoring details at the bottom of this form.

My Name _____ Date _____

I am (circle one) **Clinician** | **Fidelity Observer** **Setting** (circle one) **Whole class** | **Small group (2–4)** | **Individual**

Context: Volume 2—Social Problem Solvers (Vol. 1 must precede Vol. 2) Unit 6 ____ Unit 7 ____ Unit 8 ____ Unit 9 ____ Unit 10 ____

Key elements: 1) **Prepares** learning environment, 2) **Structures** implementation, 3) **Facilitates** learning, 4) **Evaluates (provides feedback)**

ADHERENCE: Clinician/Adult accurately delivers program elements

		Yes	No
PREPARES	Adult prepares visual activity materials in advance		
STRUCTURES	Adult reads storybooks in sequential order		
	Adult pauses and/or stops while reading the storybooks (e.g., does not read from start to finish)		
	Adult utilizes visual materials during implementation		
FACILITATES	Adult uses storybooks to introduce unit vocabulary		
	Adult facilitates peer involvement through statements, questions, etc.		
EVALUATES	Adult gives verbal feedback to children		

QUALITY: Clinician/Adult competently administers program elements

	3 (High quality)	2 (Adequate quality)	1 (Poor quality)
PREPARES	Adult prepares recommended materials prior to implementation	Most materials are prepared prior to implementation	Minimal or some materials prepared
STRUCTURES	Adult introduces vocabulary and related activities through storybooks in sequential order	Adult introduces all units, but not in order OR only storybooks are utilized without corresponding curriculum activities	Uses some (not all) individual storybooks and curriculum units
	Adult utilizes all icon prompts in storybooks to pause and/or stop for discussion	Adult occasionally stops	Reads storybooks from start to finish, stopping only once or without stopping
	Adults utilizes prepared visual materials during implementation to support teaching	Some use of visual supports	Minimal use of visual supports
FACILITATES	Adult introduces key vocabulary through storybooks and then matches 3+ activities to support	Adult introduces vocabulary with one follow-up activity	Adult only uses storybooks to introduce vocabulary
	Adult encourages peers to participate with one another in structured activities and guides the process as needed	Adult tells peers to participate and interact with one another with no additional support	No/limited encouragement for peer participation
EVALUATES	Adult uses clear language and/or specific feedback to encourage learning concepts as well as performance (Note: learning concepts must occur before performance expectations)	Adult gives feedback (some specific and some general) to encourage learning concepts and/or performance	Non-specific/unclear feedback OR feedback only given related to performance without regard for understanding

EXPOSURE: Guidelines for minimum exposure based on the setting and types of learners

	Yes	No
General education classroom: minimum: Four 30-min. sessions per storybook unit		
Inclusion-based classroom: minimum: Four 30-min. sessions per storybook unit (Special needs students: 1+ priming sessions to introduce vocabulary and 1+ follow-up sessions by support staff)		
Specialized classroom (majority of learners are special needs students): minimum: Eight 30-min. sessions per unit		
Specialized small group (2–3 students per group) or individual sessions: minimum: Eight 30-min. sessions per unit		

ALIGNMENT and ENGAGEMENT

3 = solid examples/clearly evident, 2 = some evidence, 1 = no/minimal evidence

Alignment with social emotional learning/standards (e.g., collaboration, cooperation, etc.)	3	2	1
Differentiated instruction and developmental appropriateness	3	2	1
Student engagement and participation	3	2	1

High Fidelity: **Adherence** = Yes for all elements; **Quality** = Score of 3 on each element; **Exposure** = Yes for setting; **Align/Engage** = Score of 3 on each

Adequate Fidelity: **Adherence** = Yes (all except evaluates); **Quality** = Score of 2–3 on each element; **Exposure** = Yes for setting; **Align/Engage** = Score of 2–3 on each

We Thinkers! Series Group Collaboration, Play and Problem Solving (GPS) Fidelity Checklist

Clinician/Adult—Use this form to guide your observations for the intended use of the GPS protocol and materials.

Fidelity Observer(s)—Use this form to score adult fidelity in utilizing the GPS materials. Fidelity scores located at the bottom of this form.

Key elements: 1) **Prepares** for observation, 2) **Structures** observation, 3) **Facilitates** engagement, 4) **Evaluates** findings

I am (circle one) **Clinician/Adult | Fidelity Observer** My Name: _____ Date: _____

Context (e.g., circle time) _____ Observation 1 | 2 | 3 | 4 Length of observation _____ min Child's initials _____

Level of structure (check one): **High Structure:** (e.g., teacher led) _____ **Low Structure:** (e.g., free play) _____

ADHERENCE: Clinician/Adult accurately includes GPS elements in delivery

		Yes	No
PREPARES	Adult gathers ALL recommended materials in advance (e.g., behavioral descriptions, scoring sheets, etc.)		
STRUCTURES	Adult confers with others post observation (self-report acceptable)		
FACILITATES	Adult engages with solitary or struggling players		
EVALUATES	Adult utilizes observation and scoring sheets provided in the GPS		

QUALITY: Clinician/Adult competently administers GPS elements

	3 (High quality)	2 (Adequate quality)	1 (Poor quality)
PREPARES	Adult brings all materials and appears familiar with them as indicated by using them fluidly and comfortably	Adult brings all materials, but appears less familiar with them than ideal, as indicated by needing to read materials from time to time, juggling materials, or seeming less comfortable	Adult doesn't bring materials or appears unfamiliar with materials as indicated by searching for materials or stumbling in use of materials
STRUCTURES	Adult confers with teacher, staff, and/or parents about the representativeness of each observation(s); self-report of conferring is acceptable	Adult confers with teacher, staff, and/or parents about the representativeness of at least two observations; self-report of conferring is acceptable	Adult observes without checking representativeness of the observation with others
FACILITATES	Adult appropriately engages with solitary players or those struggling to play with peers by using a variety of prompts (e.g., modeling, verbal directing, tactile shaping) to encourage higher levels of play	Adult engages with solitary players or those struggling to play with peers, but uses a limited variety of prompts (e.g., verbal) to encourage higher levels of play	Adult engages with solitary players or those struggling to play with peers fewer than two times per observation and uses few, if any, prompts
EVALUATES	Adult utilizes ALL of the recommended* scoring tools during the play observation	Adult utilizes one or two of the recommended* scoring tools during play observation	Adult does not utilize recommended tools to evaluate play level

*Scoring tools: Note-Taking Worksheet, GPS-OC Scoring Sheets, GPS- OC Summary Scoresheet

EXPOSURE: Observer/adult allows sufficient time to determine accurate play level

	3 (Good)	2 (Adequate)	1 (Poor)
BREADTH	Adult reports observing play in at least three contexts (unstructured and structured) and over two+ days	Adult reports observing play in at least two contexts (structured and unstructured)	Adult reports observing play in a single context
QUANTITY	Observations are 25–30 minutes each	Observations are 20–25 minutes	Observations are under 20 minutes

Observation notes/Comments

High Fidelity: **Adherence** = yes for all elements; **Quality** = Score of 3 on each element; **Exposure** = Score of 3 on each
 Adequate Fidelity: **Adherence** = yes for all elements; **Quality** = Score 2–3 on each element; **Exposure** = Score of 2–3 on each