



Name _____ Date _____

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 three key elements. Scoring details at the bottom of this form.

Key Elements: 1) **Structures implementation**, 2) **Facilitates learning**, 3) **Evaluates** (provides feedback)

I am (circle 1): **Clinician/Adult** | **Fidelity Observer** Setting (circle one): **Whole class** | **Small group (2-4)** | **Individual**
 Content: _____ Stand alone implementation (not intended to be a precursor to Superflex)
 _____ Superflex (Social observation prior to introducing Superflex)

Section 1 _____	Section 2 _____
Section 3 _____	Section 4 _____

NOTE: *Social Detective must precede introduction of Superflex curriculum

ADHERENCE: Clinician/Adult accurately delivers program elements		Yes	No
STRUCTURES	Adult introduces vocabulary in at least four distinct sections (per book introduction letter)		
	Adult pauses and/or stops while reading (does not read from start to finish)		
	Adult references visuals from the book during instruction		
FACILITATES	Adult uses storybook to introduce vocabulary and discussion points		
	Adult facilitates individual and peer involvement through statements & discussion questions		
EVALUATES	Adult gives verbal feedback to children		

QUALITY: Clinician/Adult competently administers program elements			
	3 (High quality)	2 (Adequate quality)	1 (Poor quality)
STRUCTURES	Adult introduces vocabulary or lessons across a minimum of four days/sessions	Adult introduces vocabulary and lessons over at least two - three days or sessions	Adult introduces vocabulary or lesson on one day or session
	Uses all icon or text prompts to stop for discussion or complete an activity	Adult occasionally stops	Reads book from start to finish without stopping
	Refers to visuals (icons or pictures) in the book to support teaching	Some/limited reference to visual supports	No use or reference to visual supports
FACILITATES	Introduces key vocabulary and engages students in all recommended discussions, activities, and all three lessons	Introduces key vocabulary and facilitates some discussions and two lessons	Facilitates discussions/activities OR implements single lesson only
	GROUP/CLASS only: Encourages peer participation in structured activities and guides discussions between peers	Tells peers to participate and interact with one another (with no additional support)	No/limited encouragement for peer participation
EVALUATES	Uses positive and specific language for encouraging learning and student use of vocabulary found in the text and lessons	Uses positive and specific language to encourage participation	Non-specific/unclear feedback OR corrective language for vocabulary use and participation

EXPOSURE: Guidelines for minimum exposure based on the setting and types of learners	Yes	No
General Education Classroom: MINIMUM - One 30-minute session for each of the four sections of the book across four days or weeks. (Special needs inclusion students: Add one+ 30-minute priming session to introduce vocabulary and two+ 30-minute follow-up sessions to review and extend activities.)		
Specialized Classroom (majority of learners are special needs students): MINIMUM: Four 30-minute sessions for each of the four sections of the book over three+ months (Minimum 16 sessions)		
Specialized Small Group (2-3 students per group) or Individual Sessions: MINIMUM: Three 30-minute sessions for each of the four sections of the book over two+ months (Minimum 12 sessions)		

High Fidelity: **Adherence** = Yes for all elements **Quality** = Score of 3 across all elements **Exposure** = Yes for setting
 Adequate Fidelity: **Adherence** = Yes (all except evaluates) **Quality** = Score 2 and/or 3 across all elements **Exposure** = Yes for setting

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