



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