

**Clinician/Adult** - Use this form to monitor your own implementation for adherence, quality, and level of exposure 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.

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

I am (circle one): **Clinician/Adult** | **Fidelity Observer**      **Setting** (circle one): **Whole class** | **Small group (2-4)** | **Individual**

Content: **REQUIRED Precursor** —————> You are a Social Detective (See implementation checklist in inside front cover of Social Detective book)  
**Suggested Precursor** —————> Rock Brain Story Book & Superflex Curriculum (See implementation checklist in front cover of Curriculum book)

<b>ADHERENCE: Clinician/Adult accurately delivers program elements</b>		Yes	No
<b>PREPARES</b>	Adult prepares materials in advance		
<b>STRUCTURES</b>	Adult introduces chapters, quizzes, and supportive lessons in recommended sequence		
	Adult pauses and/or stops while reading (e.g., does not read from start to finish)		
	Adult references visuals during instruction		
<b>FACILITATES</b>	Adult uses storybook and support documents to introduce vocabulary and discussion points		
	Adult facilitates individual and peer involvement through statements, discussion questions, etc.		
<b>EVALUATES</b>	Adult gives verbal feedback to children		

**QUALITY: Clinician/Adult competently administers program elements**

	<b>3 (High quality)</b>	<b>2 (Adequate quality)</b>	<b>1 (Poor quality)</b>
<b>PREPARES</b>	Adult prepares and gathers recommended materials and visuals prior to implementation	Adult prepares most materials prior to implementation	Minimal or no materials prepared
<b>STRUCTURES</b>	Adult utilizes all support documents/lesson handouts (included), and quizzes during implementation of lessons and activities	Adult introduces partial content: 1. Book 2. Partial lessons or quizzes	Adult introduces story book only
	Adult references visuals in story book to stop for discussion or complete an activity	Some or limited reference and/ or use of visual supports	No use or reference to visual supports
	Adult pauses frequently	Adult occasionally stops	Reads story book from start to finish without stopping
<b>FACILITATES</b>	Adult engages students in discussions and hands on activities related to quizzes and lessons	Adult uses occasional hands-on activities and discussions	Adult introduces content from story book only with limited activities or discussion
	<b>GROUP/CLASS only:</b> Adult encourages peers to participate with one another in structured activities or lessons and guides discussions between peers as needed	Adult tells peers to participate and interact with one another (with no additional support)	No/limited encouragement for peer participation
<b>EVALUATES</b>	Adult uses positive and specific language to encourage participation. Feedback on client behavior is clear and proactive.	Adult uses positive and specific language to encourage participation	Non-specific/unclear feedback OR corrective language for vocabulary use and participation (ex. "You're a One-Sided Sid.")

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

	Yes	No
<b>General Education Classroom:</b> MINIMUM: 20-minutes for introducing each chapter of the story book, each quiz, and each lesson hand-out over a period of at least two 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.)		
<b>Specialized Classroom or Small Group:</b> (majority of learners are special needs students): MINIMUM: Two 30-minute sessions to introduce each chapter of the story book, plus 20 minutes for each quiz and lesson handout over a period of at least four months		

**ALIGNMENT and ENGAGEMENT**

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

<b>Alignment with social emotional learning/standards (e.g., cooperation, self-regulation, etc.)</b>	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

Adequate Fidelity: **Adherence** = Yes for all elements;

**Quality** = Score 2–3 on each element;

**Exposure** = Yes for setting