

Project Prepare

Fidelity Checklist: Visual Supports

Observer: _____ Date: _____		Comments
<input type="checkbox"/>	Are environmental boundaries used to define areas of the classroom and indicate where students should and should not be? (i.e: floor markers where they line up, tape on the floor to mark teacher area, visual boundary at circle time, stop signs or other indicators)	
<input type="checkbox"/>	Are there labels that include both words and pictures to indicate where/how materials are stored?	
<input type="checkbox"/>	Are first/then visuals available in the classroom?	
<input type="checkbox"/>	If First/Then is observed in use, did staff talk the student through it (i.e: "First check schedule, Then Squishy toy") and follow-through on the promise?	
<input type="checkbox"/>	Are classroom staff wearing lanyards or retractable name badge holders with portable visual prompts?	
<input type="checkbox"/>	Did you observe classroom staff use the portable visual prompts instead of repeated verbal cues for common single-step directions?	
<input type="checkbox"/>	Did you observe any task strips or mini schedules that break a task down into smaller steps by using pictures?	
<input type="checkbox"/>	Are timers in use in the classroom? This can be both for whole-group transitions or for individual students.	
Total steps completed/Total steps		%

Potential Rubric	3	2	1
	Implemented	Partially Implemented	Not Implemented

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TESS Alignments	High Leverage Practices
1b: Demonstrating knowledge of students 2c: Managing classroom procedures 2d: Managing student behavior 3a: Communicating with students	<u>Social/Emotional/Behavioral</u> <i>HLP 7</i> - Establish a consistent, organized, and respectful learning environment. <i>HLP 8</i> - Provide positive & constructive feedback to guide students' learning and behavior. <i>HLP 9</i> - Teach social behaviors. <u>Instruction</u> <i>HLP 14</i> -Teach cognitive and metacognitive strategies to support learning and independence. <i>HLP 15</i> - Provide scaffolded supports by selecting powerful visual, verbal and written supports; carefully calibrated to student performance and understanding in relation to learning tasks; evaluate their effectiveness and gradually remove them once they are no longer needed. <i>HLP 16</i> -Use explicit instruction.