

# CHAMPPS Fidelity of Implementation Checklist

Observer \_\_\_\_\_ Teacher \_\_\_\_\_ Unit# \_\_\_\_\_ Lesson # \_\_\_\_\_ Date \_\_\_\_\_

A. Exposure	Number of Leaders (exclude research staff): _____ Number of Children: _____
	Start Time: _____ End Time: _____ Lesson Duration: _____ minutes

Insert a check (✓) for each item observed in today's lesson. Each ✓ = 1 point.

B. Adherence Which activities were completed today?	<input type="checkbox"/> Warm Up	<input type="checkbox"/> Core 3
	<input type="checkbox"/> Core 1	<input type="checkbox"/> Music Video
	<input type="checkbox"/> Core 2	<input type="checkbox"/> Cool Down
	Adherence Subtotal (# of checked responses):	

C. Response of Participants For the majority of time, the majority of children ...	WarmUp	Core 1	Core 2	Core 3	Music Video	CoolDown	Subtotal
1. Manipulated equipment? (scarves, balls, shakers, noodles, bats, etc.)							
2. Imitated movements? (of leaders/peers/music video)							
3. Used language? (ask/answer questions, talk, sang, cheer)							
4. Demonstrated enjoyment? (smile, laugh, said: let's do it again, that was fun)							
5. Remained on task? (maintain attention, focus, stay with group/activity)							
Participant Response Subtotal (# of checked responses from items 1-5):							

D. Quality of Delivery For the majority of time, the leaders .... <i>Within this Activity</i>	Warm-Up	Core 1	Core 2	Core 3	Music Video	Cool Down	Subtotal
1. Used variety of strategies to <i>motivate</i> class encourages participation, exploration, imagination, curiosity; exhibits high level of enthusiasm, energy; varies volume & voice inflection							
2. Showed <i>familiarity</i> with this activity. Moves from one activity to next with ease, without prolonged pause; knows/sings songs.							
3. Led a <i>well-paced</i> activity This activity was not too slow, not too fast. (Each activity typically last 4-5 minutes.)							
4. Modeled <i>motor movements</i> . Leaders <i>demonstrate/show</i> the movements							
5. Provided <i>multiple opportunities for children to practice motor movement</i> Prompts child to show how to he/she jumps, hops, balance, etc							
6. Used <i>all available staff to provide individual support</i> . Such as provides 1-on- support, hand-over-hand assistance, prompt/praise to children, lead a small group and/or works with 2-3 children, redirect child.							

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<b>Quality of Delivery</b> For the majority of time, the leaders .... <i>During the <u>Whole Lesson</u>...</i>		<b>Subtotal</b>
<b>7. Encouraged child conversation</b> with open-ended questions about activity, movement, equipment; gave children opportunity to respond.		
<b>8. Provided opportunities for child choice.</b> Provides <i>choice</i> of equipment, movement, activity, ideas.		
<b>9. Demonstrated creativity</b> by adding own ideas. Expanded on this activity by adding conversation/language/ movement that connects the lesson objectives (movement, language, social skills) and activity to real life or other home/school activities.		
<b>10. Adapted the activity to support individual needs of children.</b> Used UDL strategies from the CHAMPPS manual or their own ideas to individualize support.		
<b>11. Added the school readiness content.</b> Connected CHAMPPS lesson to Pre-k Curriculum by including pre-academics (math, reading, science) and/or links to classroom unit themes. (Circle observed content area.)		
<b>12. Used non-verbal communication strategies.</b> Used sign language, visual supports, auditory/visual signals (bells, clap, blink lights) and/or technology (communication boards, videos, ELMO). (Circle observed communication strategy.)		
<b>13. Used different types of structure</b> Used whole group, small group, pairs children and/or individual (independent) practice. (Circle observed structure.)		
<b>14. Employed strategies to minimize wait time</b> Changed the group size, pre-assigned partners/groups, altered pace, rotated children to different stations/activities. (Circle observed strategy.)		
<b>Quality of Delivery Subtotals (# of checked responses from items 1-14):</b>		

### Summary

Indicators of Fidelity	Subtotals
A. <b>Exposure</b>	
Attendance	_____ # of children
Duration	_____ minutes in lessons
Number of Unit Lessons Completed <i>(Answer this after observing Lesson 6 of each unit)</i>	_____ (6 possible)
B. <b>Adherence</b>	
C. <b>Response of Participants</b>	
D. <b>Quality of delivery</b>	
<b>Total Points (B + C +D)</b>	