



# MTSS Fidelity Checklist

*Use this checklist 4-6 weeks after an intervention has been initiated to ensure the system is functioning as designed.*

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## I. Intervention Delivery (The "Adherence" Check)

**Goal: Confirm the student is receiving the "dosage" required to produce a meaningful outcome.**

- **Frequency:** Has the student attended at least **80%** of the scheduled sessions?
  - **Duration:** Did each session last for the full prescribed time (e.g., 30 minutes)?
  - **Protocols:** Is the teacher following the explicit instructional steps (scripts, materials, or sequence) without unauthorized modification?
  - **Environment:** Is the intervention taking place in a setting conducive to learning (e.g., quiet, limited distractions)?
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## II. Progress Monitoring (The "Data Integrity" Check)

**Goal: Ensure the data collected is a valid representation of student growth.**

- **Probe Fidelity:** Was the progress monitoring (PM) probe administered exactly according to the manual's instructions (e.g., specific timing/prompts)?
  - **Alignment:** Does the probe assessment directly match the skill currently being taught?
  - **Consistency:** Is the same tool being used consistently to ensure a valid, non-fragmented trend line?
  - **Prescribed Frequency:** Is PM occurring at the rate required for the tier (e.g., weekly or bi-weekly)?
  - **Data Entry:** Has the data been scored accurately and entered into the tracking system within 24–48 hours?
  - **Visuals:** Is the data graphed with a clear **Aim Line** (Goal Line)?
  - **Dual-Evaluation:** Can progress be evaluated both in the short term (current trend) and with respect to long-term (end-of-year) goals?
  - **Field Adjustments:** Is the primary interventionist empowered to make immediate, minor intensity adjustments (e.g., repeating a lesson) when the data dictates?
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### III. Team Follow-Up (The "Decision-Making" Check)

**Goal: Review data patterns to determine if the intervention plan requires formal adjustment.**

- **Data Review Meetings:** Is the team meeting on a regular, scheduled basis to review this specific student's progress?
  - **Trend Analysis:** Has the team evaluated the long-term trend to decide if a major change is needed (e.g., increasing intensity, switching interventions, or discontinuing if goals are met)?
  - **Decision Rules:** Is the team adhering to "Non-Response" rules? (e.g., If 3–4 consecutive points fall below the Aim Line, a change must be made.)
  - **Engagement Check:** Is there documentation of student engagement during sessions (e.g., "Student was focused" vs. "Student was disengaged")?
  - **Hypothesis Testing:** If the student is not responding, has the team reviewed the "Four Levers of Intensity": **Size** (grouping), **Time** (duration), **Frequency** (days), or **Format** (explicit scripts)?
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### IV. Critical "Post-Setup" Reflection Questions

*Team Leads should ask implementing teachers these two questions to identify hidden environmental roadblocks:*

1. **"Does the intervention schedule conflict with an 'Anchor' activity?"**
    - *Context:* If the intervention occurs during high-value times like PE, Art, or recess, student attendance and engagement will naturally decline.
  2. **"Do you have the materials prepped and ready for the next two weeks?"**
    - *Context:* Fidelity often breaks down when a teacher must spend 10 minutes of a 30-minute block searching for workbooks or manipulatives.
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