**Implementation Fidelity Plan**

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District / Building:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ IEP Date:\_\_\_\_\_\_\_\_\_\_\_**

This tool is intended to assist IEP teams in implementing identified universal supports and the IEP with fidelity. It can be used as a guide for staff to know where and when the IEP goals and supplementary aids and services are to be implemented and can be used as an observation tool for conducting implementation fidelity checks. If a Schedule Matrix was completed as part of the IEP process, it can be used as the foundation for the IEP implementation plan by simply adding the IEP information columns to the already completed Schedule Matrix. Considerations for strong implementation also include developing staff competencies in EPB, providing ongoing training and coaching needed for implementation staff, identifying needed resources, and developing communication feedback systems for the team. Additionally, specific fidelity checklists for each identified intervention can be developed and used to ensure each intervention or strategy is implemented as it was designed. This tool is intended to be reviewed monthly.

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| **Student Schedule** | **Expectations &**  **Instructional Outcomes** | **IEP Goals / Objectives**  **Targeted / Addressed** | **Supports, Strategies,**  **EBPs & Services** | **Implementation Fidelity**  **and Progress Data** |
| In this column, list the student’s daily schedule including all primary activities, courses / classes and/or transitions. | In this column, identify the student’s expectations & instructional outcomes during this part of the schedule. Expectations and instructional outcomes include:   * Independence Skills * Social Interaction Skills * Communication Skills * Behavioral Skills * Academic Skills including task initiation, engagement, & output   For example, during “arrival,” the instructional outcomes may include independently taking off outerwear, getting materials ready, taking a seat, and completing morning work. | Identify in this column where the IEP goals and/or objectives and benchmarks from the IEP are addressed or targeted within the student’s schedule.  Each IEP goal and objective or benchmark may be listed more than once in this column as most goals and objectives or benchmarks can be targeted during more than one part of the schedule. | List in this column, all the supplementary aides and services (including universal supports) required to support the student in making progress on goals and objectives, meeting instructional outcomes, and navigating the environment and participating in instruction as independently as possible. These include but not limited to:   * Visual Supports / Strategies * Peer to Peer Supports * Functional Communication Systems * Positive Behavioral Interventions & Supports * Evidence-Based Practices * Accommodations / Modifications * Behavior Response / Crisis Plan * Adult Support (include ONLY if previous supports require teaching or additional adult intervention)—If adult support is required, attach the “Paraprofessional Planning Tool” | It is critical for IEP teams to do regular checks for evidence of implementation of the IEP and progress toward goals. This column is reserved for implementation fidelity and progress data and should be tailored to the type of data needed to demonstrate progress toward IEP goals and objectives or benchmarks and data needed to demonstration implementation fidelity.    Progress data may include:   * Frequency / Duration * Interval / Scatterplot Records * Academic (e.g. CBM) * START Engagement, Independence, and Social Interaction Tools * Behavior Logs * Prompt-Level Data   Implementation Fidelity Plans and Data may include:   * Fidelity Checklists * Staff Training and Coaching * Implementation process questions (e.g. is strategy implemented where / when expected? Is staff implementing as described? Is student using the system independently? Is the student making progress using the system?) |

**IEP Implementation Fidelity Matrix**

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District / Building:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ IEP Date:\_\_\_\_\_\_\_\_\_\_\_**

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| **Student Schedule** | **Expectations &**  **Instructional Outcomes** | **IEP Goals / Objectives Targeted / Addressed** | **Supports, Strategies**  **EBPs & Services** | **Implementation Fidelity**  **and Progress Data** |
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\_\_\_Reviewed goals from the CETA and developed next steps action items

\_\_\_Reviewed progress on Passport goals (home and school) and developed next steps action items