

Fidelity Checklist for Educators

Pre-K & Kindergarten

Overview

This document provides guidance on implementing the Everyday Speech curriculum with fidelity.

Fidelity means teaching lessons the way they were designed to be taught. Teaching with fidelity ensures that students receive the full impact of the curriculum and that instruction remains aligned and consistent across the school community.

Everyday Speech Core Components

1 Utilize video modeling

All Everyday Speech lessons feature video modeling, an evidence-based practice backed by 20 years of research. Video modeling helps students observe positive peer models and understand new behaviors in real-world scenarios, making abstract skills concrete and accessible.

2 Complete main lesson content

For grades Pre-K & Kindergarten, the main lesson consists of the **Warmup, Learn, and Extend** sections. Implementing each part of the lesson allows students to build skills progressively, reinforce understanding, and apply concepts through scaffolded practice and reflection.

3 Follow grade-specific scope and sequence for [Pre-K & Kindergarten](#)

The grade-specific scope and sequences in the Everyday Speech curriculum provide educators with a clear roadmap to support student growth. From the very first day, educators are equipped with tools to nurture foundational social, behavioral, and communication skills. Designed as a spiral curriculum, the sequence allows educators to introduce key concepts early and revisit them throughout the year, reinforcing understanding and deepening learning over time.

4 Utilize the pre- and post-assessments embedded within each unit to monitor student progress and learning

Each unit includes pre- and post-assessments designed to help educators monitor student learning and growth. In Pre-K and Kindergarten, these tools take the form of observational checklists, allowing educators to document student behaviors aligned with established Learning Standards. Pre-assessments establish a baseline, while post-assessments provide meaningful data to track progress over time and inform instructional decisions.

5 The curriculum is designed to be used flexibly

Educators and specialists are encouraged to revisit and reteach lessons as needed to deepen understanding and support continued growth for all learners!

Recommended Amount of Instructional Time

Whole Class Lessons

Intended to be used by anyone delivering whole-class instruction, otherwise known as Tier 1 or Universal Learning design.

We recommend that educators facilitate one Whole Class Lesson per week. However, the curriculum is designed with flexibility in mind, and we provide guidance for adapting the lesson schedule to suit more or less frequent implementation.

For **Pre-K and Kindergarten**, there are 40 total 25-minute lessons. Facilitating one lesson per week would make this a 40-week curriculum. For more or less frequent implementation, we recommend the following scheduling options:

- Option 1** **Daily Mini Lessons** (5-10 minutes) once per day. Educators can implement Warmup, Learn, and Extend components spread out over the week, allowing flexibility based on classroom schedules and student pacing. For example, an educator might use a Warmup mindfulness video during a morning meeting to help students start their day on the right track.
- Option 2** **One lesson is split into two each week.** Split one 25-minute lesson in half and teach it in two 10-15-minute lessons.
- Option 3** **Revisit & Reinforce Format.** Teach one full 25-minute lesson, then revisit that same lesson 1-2 additional times throughout the week in shorter 5-10 minute segments. Use this time to review key concepts, practice skills, or complete Discuss and Extend activities. This format supports repetition and reinforcement, especially valuable for students who benefit from repeated exposure or multi-modal learning.

Intervention Lessons

Everyday Speech Intervention Materials are designed for special education settings, small groups, or 1-1 interventions (e.g., Tiers 2 and 3). These lessons can also be utilized at Tier 1, depending on student learning needs.

In these settings, **we recommend utilizing Everyday Speech lessons at least once per week.** However, we'd also recommend mapping usage to the documented service minutes or support plan. For example, if a student's IEP included 30-minutes of social skills instruction per week, the specialist may use one structured Everyday Speech session per week to meet those minutes.



This self-reflection tool is designed to support the consistent and high-quality implementation of the Everyday Speech social skills curriculum. It serves as a practical, non-evaluative tool for educators and support staff to:

- Ensure that core components of each lesson are delivered as intended
- Monitor and reflect on instructional practices
- Support data collection and continuous improvement

It is recommended that this tool be used regularly by the lesson facilitator as a post-lesson self-reflection resource. Its purpose is to guide instructional decision-making, promote fidelity to the curriculum, and help maintain implementation integrity across school settings.

Date of Lesson Facilitation

MMDDYY

Facilitator

• Name or initials of individual leading the lesson

Lesson Title / Competency or Skill Area

• Specify the exact Everyday Speech lesson title, or clearly identify the skill, competency, or goal being addressed

Reflection Question	Response Options			Notes
I deliver Everyday Speech lessons at least 4 times per month (approximately once per week)	Always	Sometimes	Rarely	
I facilitate the Warm-Up section of each lesson to activate student thinking and introduce the lesson topic.	Always	Sometimes	Rarely	
I facilitate the Learn section of each lesson by showing the full Everyday Speech video(s) - either in one lesson or across multiple lessons - and ensure that at least 90% of the video content is viewed.	Always	Sometimes	Rarely	
I facilitate the Extend section after video lessons to give students dedicated time to reflect on and apply what they've learned.	Always	Sometimes	Rarely	
I observe students practicing or applying skills during lessons.	Always	Sometimes	Rarely	

Reflection Question	Response Options			Notes
I use inclusive, affirming language during instruction.	Always	Sometimes	Rarely	
Support I would find helpful to strengthen my facilitation of Everyday Speech lessons:				



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- Monitor and reflect on instructional practices
- Support data collection and continuous improvement

It is recommended that this tool be used regularly by an observer during lesson facilitation. Its purpose is to guide instruction, promote fidelity to the curriculum, and help maintain the integrity of the curriculum across school settings.

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Facilitator

Name or initials of individual leading the lesson

Lesson Title / Competency or Skill Area

Specify the exact Everyday Speech lesson title, or clearly identify the skill, competency, or goal being addressed

Fidelity Element	Observable Indicator		Notes
Warmup Section	A warm-up activity was facilitated to activate student thinking and introduce the lesson topic. Observer rating (check one)		
	☐	Fully Implemented The facilitator led a clear and purposeful warm-up that actively engaged students and prepared them to focus on the lesson.	
	☐	Partially Implemented A warm-up was introduced, but it only partially engaged students.	
	☐	Not Implemented No warm-up activity was facilitated before beginning the core lesson.	
	☐	Not Applicable A warm-up was not planned or expected on this day.	

Fidelity Element	Observable Indicator	Notes
Learn Section		
Video Modeling	The full video is played without skipping key parts. Observer rating (check one)	
	☐	Fully Implemented The entire video was played from start to finish without skipping or fast-forwarding through any content.
	☐	Partially Implemented The video was played, but one or more segments were skipped, shortened, or fast-forwarded.
	☐	Not Implemented The video was not played, or was stopped early without showing key instructional content.
	☐	Not Applicable A video modeling lesson was not planned for this day.
Facilitated Discussion	Pauses during or at the end of the video to ask at least one question related to the video or skill. Observer rating (check one)	
	☐	Fully Implemented The facilitator paused during or after the video and asked at least one purposeful, relevant question that encouraged student reflection or discussion of the target skill.
	☐	Partially Implemented The facilitator paused during or after the video and asked a reflection question, demonstrating intent to promote discussion; however, the question prompted limited student engagement or depth of reflection.
	☐	Not Implemented No reflection questions were posed to students during or after the video.
	☐	Not Applicable A facilitated discussion of the video modeling lesson was not planned for this day.

Fidelity Element	Observable Indicator		Notes
Extend Section			
Facilitated Review	Students engage in a follow-up activity or reflection prompt tied to the lesson. Observer rating (check one)		
	☐	Fully Implemented Students completed a follow-up activity or reflection that was clearly connected to the lesson objective and supported skill reinforcement or application.	
	☐	Partially Implemented A follow-up activity or reflection was attempted, but it was only loosely connected to the lesson, incomplete, or minimally engaged students.	
	☐	Not Implemented No follow-up activity or reflection prompt was provided during or after the lesson.	
	☐	Not Applicable A follow-up activity or reflection was not planned for this day.	
Student Engagement	The majority of students are attentive, participating, or responding in some form. Observer rating (check one)		
	☐	Fully Engaged Most students were consistently attentive, actively participating, and responding throughout the lesson.	
	☐	Partially Engaged Some students were attentive and engaged, while others showed signs of distraction or minimal participation.	
	☐	Not Engaged The majority of students were off-task, disengaged, or did not participate meaningfully during the lesson.	

Fidelity Element	Observable Indicator		Notes
Tone & Inclusivity	Use of strengths-based, neurodiversity-affirming language. Observer rating (check one)		
	☐	Fully Implemented The facilitator consistently used a warm, respectful tone and inclusive language. All students were encouraged to participate, and diverse perspectives were acknowledged or affirmed.	
	☐	Partially Implemented The facilitator maintained a generally positive and respectful tone and made some efforts toward inclusivity. There is room to further elevate student voice and ensure all learners feel equally represented and engaged.	
	☐	Not Implemented There were limited efforts to use an inclusive tone or language during the lesson. Opportunities remain to strengthen connection, foster a more supportive environment, and ensure all students feel seen and included.	
Visual Supports (optional)	Use of strengths-based, neurodiversity-affirming language. Observer rating (check one)		
	☐	Fully Implemented Everyday Speech visual supports were clearly visible in the learning space and intentionally referenced during the lesson to support student understanding.	
	☐	Partially Implemented Visual supports were present or available, but they were only briefly referenced or not fully integrated into the lesson.	
	☐	Not Implemented Visual supports were not present or were not used during the lesson to reinforce key concepts.	
 Overall Fidelity Rating (check one)	☐	Consistently Meeting Fidelity Criteria The facilitator implemented the lesson with strong alignment to core components and best practices throughout.	
	☐	Partially Meeting Fidelity Criteria Most lesson components were implemented with some fidelity; minor gaps or inconsistencies were observed.	
	☐	Needs Support Several key components were missing or not implemented as intended; support or coaching may be helpful to improve alignment.	



This self-reflection tool is designed to support the consistent and high-quality implementation of the Everyday Speech social skills curriculum. It serves as a practical, non-evaluative tool for educators and support staff to:

- Ensure that core components of each session are delivered as intended
- Monitor and reflect on instructional practices
- Support data collection and continuous improvement

It is recommended that this tool be used regularly by the session facilitator as a post-session self-reflection resource. Its purpose is to guide instructional decision-making, promote fidelity to the curriculum, and help maintain implementation integrity across school settings.

Date of Session Facilitation

MM

DD

YY

Facilitator

Name or initials of individual leading the session

Session Title / Competency or Skill Area

- Specify the exact Everyday Speech session title, or clearly identify the skill, competency, or goal being addressed

Reflection Question	Response Options			Notes
My instruction is focused on specific skills based on student need.	Always	Sometimes	Rarely	
I show the full Everyday Speech video(s) without skipping important parts.	Always	Sometimes	Rarely	
After students view the video lesson, I model, coach, or facilitate discussion, role-play, or activities to reinforce the targeted skill(s).	Always	Sometimes	Rarely	
I provide at least one structured opportunity during the session for students to actively practice the target skill(s) during the session.	Always	Sometimes	Rarely	
I informally or formally monitor student progress during or after sessions.	Always	Sometimes	Rarely	

Reflection Question	Response Options			Notes
I adapt my instruction to meet individual student needs (e.g., pace, visuals, prompts).	Always	Sometimes	Rarely	
I use inclusive, affirming language during instruction.	Always	Sometimes	Rarely	
Support or resources that would help me strengthen implementation fidelity:				



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Fidelity Element	Observable Indicator		Notes
Skill focus	Targeted skill, unit, or session selection matches the student(s) needs. Observer rating (check one)		
	☐	Fully Aligned The selected skill, unit, or session content clearly aligns with the student’s developmental level, learning goals, or individualized needs.	
	☐	Partially Aligned The content is mostly appropriate but did not fully match the student’s current needs or readiness level.	
	☐	Not Aligned The selected content does not reflect the student’s learning goals or needs.	

Fidelity Element	Observable Indicator	Notes
Video modeling	The full video is played without skipping key parts. Observer rating (check one)	
	☐ Fully Implemented The entire video was played from start to finish without skipping or fast-forwarding through any content.	
	☐ Partially Implemented The video was played, but one or more segments were skipped, shortened, or fast-forwarded.	
	☐ Not Implemented The video was not played, or was stopped early without showing the key instructional content.	
	☐ Not Applicable A video modeling lesson was not planned for this day.	
Explicit instruction	The facilitator pauses the video and provides direct guided instruction (e.g., apply, infer, review). Observer rating (check one)	
	☐ Fully Implemented The facilitator paused during or after the video and provided guided instruction at least once. This explicit instruction prompted student reflection or discussion of the targeted skill(s).	
	☐ Partially Implemented The facilitator paused during or after the video and provided guided instruction at least once; however, the question prompted limited student engagement and reflection on the targeted skill(s).	
	☐ Not Implemented No explicit instruction or guided discussion was provided during or after the video to support student reflection on the targeted skill(s).	

Fidelity Element	Observable Indicator	Notes
Practice opportunities	Students actively practice skills with feedback (e.g., role-play, discussion, activities). Observer rating (check one)	
	☐ Fully Implemented Students actively engaged in skill practice through role-play, discussion, or activities. The facilitator provided specific, timely feedback to support learning.	
	☐ Partially Implemented The facilitator provided limited opportunities for students to practice what they were learning, however these opportunities were limited in either depth, duration, or student participation. Feedback may have been brief or non-specific.	
	☐ Not Implemented Students did not have the opportunity to practice the skills they were learning.	
Data collection	Data is collected or referenced during the session using the Everyday Speech platform or informal skill notes. Observer rating (check one)	
	☐ Fully Implemented The facilitator clearly collected or referenced data during the session using the Everyday Speech platform or informal skill notes to inform instruction.	
	☐ Partially Implemented The facilitator made some effort to collect or reference data during the session. While the use of data was present, there is room to strengthen clarity and integration into instructional decision-making.	
	☐ Not Implemented No evidence of data collection or reference to existing data was observed during the session.	

Fidelity Element	Observable Indicator		Notes
Individualization	Supports are tailored (e.g., visuals, modeling, pacing) based on student profiles and/or goals. Observer rating (check one)		
	☐	Fully Implemented The facilitator clearly individualized supports - such as visuals, modeling, or pacing - to align with student profiles, learning needs, or specific goals. Differentiation was intentional and tailored to individual students.	
	☐	Partially Implemented Supports were present and reflected an effort to differentiate. While not fully aligned to all student profiles or goals, they showed consideration of varied learning needs.	
	☐	Not Implemented Individualized supports were not observed.	
Tone and Inclusivity	Use of strengths-based, neurodiversity-affirming language. The specialist affirms student effort, highlights individual strengths, and provides supportive scaffolding that honors diverse learning profiles. Observer rating (check one)		
	☐	Fully Implemented The specialist consistently used strengths-based and neurodiversity-affirming language. Student effort and individual strengths were acknowledged, and support was scaffolded in a respectful, affirming manner.	
	☐	Partially Implemented The specialist made observable efforts to affirm student strengths and provide supportive scaffolding. With more consistency or alignment to neurodiversity-affirming language, these practices could be further strengthened.	
	☐	Not Implemented Opportunities to use strengths-based or affirming language were missed during the session. Scaffolding, when provided, could have been improved by aligning more closely to individual student needs.	
 Overall Fidelity Rating (check one)	☐	Consistently Meeting Fidelity Criteria The facilitator implemented the session with strong alignment to core components and best practices throughout.	
	☐	Partially Meeting Fidelity Criteria Most session components were implemented with some fidelity; minor gaps or inconsistencies were observed.	
	☐	Needs Support Several key components were missing or not implemented as intended; support or coaching may be helpful to improve alignment.	