# **START LogoPeer to Peer Program Fidelity Checklist**

## **Elementary Level**

District and Building Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Completed: \_\_\_\_\_\_\_\_\_\_

Team Members Completing this Checklist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Peer to Peer Program Implementation Summary: Elementary Level** | | | |
| --- | --- | --- | --- |
| *Instructions: Complete Parts I, II and III as a team. After you’ve completed each section, transfer your scores to this chart and calculate the percentage of steps implemented for your Peer to Peer program. If your team notes gaps in the completion of certain steps, you can link to relevant informational resources as indicated in the right hand column. If your team is not yet implementing a peer support program, you can use this checklist to guide you in the process and access resources that will help you achieve some of the steps.* | | | |
|  | **Score**  **(# of “Yes” responses)** | **Possible**  **Score** | **Implementation Percentage** |
| **Part I: Staff Development (items 1-9)** |  | 9 |  |
| **Part II: Program Development (items 10-15)** |  | 6 |  |
| **Part III: Program Implementation (items 16-30)** |  | 15 |  |
| **Total Score** |  | 30 |  |

| **Part I: Staff Preparation** | | |
| --- | --- | --- |
|  |  | Resources |
| 1. Administrator (Director of Special Education, Supervisor, Building principal, etc.) provides funding to support program | Yes No |  |
| 1. Administrator (Director of Special Education, Supervisor, Building principal, etc.) attends training to support program | Yes No | [START Events](https://www.gvsu.edu/autismcenter/start-events-49.htm) |
| 1. Administrator (Director of Special Education, Supervisor, Building principal, etc.) attends events to support program | Yes No |  |
| 1. Peer support program is included as part of universal behavior supports/ PBIS implementation in the building | Yes No |  |
| 1. A peer support team is involved in implementing the program | Yes No |  |
| 1. Peer support team and/or Peer to Peer coordinator attended START two-day Peer to Peer Support training | Yes No | [START Events](https://www.gvsu.edu/autismcenter/start-events-49.htm) |
| 1. Peer support team and/or Peer to Peer coordinator observes other Peer to Peer Support programs | Yes No |  |
| 1. A member of the peer support team and/or Peer to Peer coordinator attends START Leadership Day and participates in other training updates | Yes No | [RCN Leadership](https://www.gvsu.edu/autismcenter/rcn-leadership-day-197.htm) |
| 1. Sensitivity Awareness training is provided at the building level for teachers/staff | Yes No | [Peer to Peer Support Manual](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/peer_to_peer_support_manual_compressed_book.pdf) |
| **Staff Preparation - # of items scored “Yes” out of items 1-9:** | | |

| **Part II: Program Development** | | |
| --- | --- | --- |
|  |  | Resources |
| 1. Sensitivity Awareness training is provided at the building level for students | Yes No | [Peer to Peer Support Manual](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/peer_to_peer_support_manual_compressed_book.pdf)  [Self-Advocacy](https://www.gvsu.edu/autismcenter/self-advocacy-242.htm) |
| 1. A program brochure and permission slip are developed and permission slips are obtained from parents of students who will participate in the program | Yes No | [Brochure Example](http://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/p2p_flyer_final_-_for_web.pdf)  [Peer to Peer Support Manual](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/peer_to_peer_support_manual_compressed_book.pdf) |
| 1. A parent/community awareness night is planned to promote the peer support program and offer parents active roles in the program (e.g., fundraising, volunteering, providing supplies, attending case conferences) | Yes No | [Peer to Peer Support Manual](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/peer_to_peer_support_manual_compressed_book.pdf) |
| 1. Peer support program team uses a schedule matrix for each student with ASD to determine when peer supports should be provided (academics, lunch, specials, recess) | Yes No | [Elementary Quick Guide](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/elementary_quick_guide_-_compressed.pdf) |
| 1. Classroom teachers determine when LINK students are available to leave classroom activities and routines to support the student with ASD.   \* Decisions are made based on classroom schedules and student academic needs (students are NOT pulled from classes where they require further academic support) | Yes No | [Elementary Quick Guide](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/elementary_quick_guide_-_compressed.pdf) |
| 1. LINKS are scheduled using the information from #13 and #14, and the schedule is posted or provided to all participating teachers and students. Backup LINKS are also assigned in case of student absences. | Yes No | [Elementary Quick Guide](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/elementary_quick_guide_-_compressed.pdf) |
| **Program Development - # of items scored “Yes” out of items 10-15:** | | |

| **Part III: Program Implementation** | | |
| --- | --- | --- |
|  |  | Resources |
| 1. Over 80% of students with ASD in the building are part of the Peer Support program | Yes No |  |
| 1. All students with ASD spend at least 50% of their day with peers who are assigned as peer supports | Yes No |  |
| 1. Peers are assigned across classroom settings (academics, specials) and non-classroom settings (lunch, recess, arrival, departure) | Yes No |  |
| 1. All students in the building, including cross-age peers, have the opportunity to become peer supports | Yes No |  |
| 1. Peers are supported to be participants and friends, rather than teaching assistants or helpers | Yes No | [Elementary Quick Guide](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/elementary_quick_guide_-_compressed.pdf) |
| 1. Peer training focuses on dignity and respect for students with ASD, and confidentiality is taught and modeled by adults who support the program | Yes No | [Elementary Quick Guide](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/elementary_quick_guide_-_compressed.pdf) |
| 1. Medium of exchange activities are developed for students with ASD and their peer supports to build common interests | Yes No | [Medium of Exchange Role Play](http://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/2._medium_of_exchange_-_role_play.doc) |
| 1. Motivating activities are scheduled during the semester for participating students, e.g., field trips, minute-to-win-it games, celebrations, incentives | Yes No | [Peer to Peer Support Manual](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/peer_to_peer_support_manual_compressed_book.pdf) |
| 1. Peer to Peer Fast Passes\* are developed and shared with Peer to Peer support students   (\* Passes are recognized by staff throughout the building and allow peer supports special options to move the front of the lunch line, be excused early for lunch, save seats in the cafeteria, leave the classroom early to support students in the hallway, etc.) | Yes No | [Peer to Peer Support Manual](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/peer_to_peer_support_manual_compressed_book.pdf) |
| 1. Case conferences with students with ASD and peer supports are organized and scheduled for the semester (minimum 1 time per month) | Yes No | [Peer to Peer Support Manual](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/peer_to_peer_support_manual_compressed_book.pdf) |
| 1. A peer support team member offers a brief, daily check-in with LINK students | Yes No |  |
| 1. End of the semester or end-of-year celebration is scheduled where students receive certificates of participation, awards, and/or t-shirts | Yes No | [Peer to Peer Support Manual](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/peer_to_peer_support_manual_compressed_book.pdf) |
| 1. Peer to Peer fundraising activities are planned and scheduled to promote sustainability of the program (e.g., community grants, hat day, can drive) | Yes No | [Fundraising Activities](http://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/fund_raising_draft_9_12_16_mm.pdf) |
| 1. Peers support students with ASD during extracurricular activities (after school activities, birthday parties, boy/girl scouts, 4-H, community events) | Yes No |  |
| 1. Data are collected on the effectiveness of the peer support program from at least 2 groups of participants: students with ASD, peer supports, school staff, or parents | Yes No | [Outcomes](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/outcomes_for_links_flyer_10-28-13(2).pdf) |
| **Program Implementation - # of items scored “Yes” out of items 16-30:** | | |

**ACTION PLAN**

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| **WHO** | **will do WHAT** | **by WHEN** |
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