

WhyTry Fidelity Checklist

The purpose of this fidelity checklist is to track the implementation of the WhyTry Program to assist in determining overall program efficacy. This form should be completed by the facilitator **after each intervention session**.

Demographic Information

Today's Date: _____

Facilitator/s: _____

Type of intervention (circle one): Classroom Small Group Individual

Group size (# students): _____

Length of intervention session (minutes): _____

Analogy covered during the intervention session: _____

Checklist

- | | | |
|-----|----|---|
| Yes | No | 1. Facilitator used "attention getter." |
| Yes | No | 2. Facilitator taught analogy. |
| Yes | No | 3. Facilitator used poster set, 8x10 picture, or PowerPoint to teach analogy. |
| Yes | No | 4. Facilitator used music. |
| Yes | No | 5. Facilitator used learning activities. |
| Yes | No | 6. Facilitator processed learning activities. |
| Yes | No | 7. Facilitator used journal activities. |
| Yes | No | 8. Facilitator praised or affirmed students' contributions. |

Comments and Notes:

Definitions

FACILITATOR USES “ATTENTION GETTER”: An “attention getter” is used when the facilitator begins the lesson with a short video clip, icebreaker, music, or other group activity. This can include any other quick activity that will grab students’ attention and build relationships among the students and between student and facilitator. For example, have a “show and tell” where students and teacher take time to tell each other about hobbies, family, background, or recent vacations.

FACILITATOR TEACHES ANALOGY: Facilitator teaches analogy to students by introducing the core concept and walking the students through analogy step-by-step following the numbers on the poster or in the PowerPoint.

FACILITATOR USES POSTER SET/8X10/POWERPOINT: This question asks about the presentation of the material. The analogy looks the same on all three mediums. This is asked to gain a sense of what teachers/instructors are using and the combination they are using. Facilitator could use all three of these in one lesson.

FACILITATOR USES MUSIC: Facilitator uses music during the lesson to reinforce content student is learning. This could be music provided by the WhyTry CD, facilitator, and/or student(s).

FACILITATOR USES LEARNING ACTIVITIES: Facilitator leads students through body/kinesthetic or experiential activity reinforcing the concept taught in core analogy. Facilitator may spend entire lesson on this activity and not teach analogy. S/he reviews core concepts through body/kinesthetic learning using multisensory learning.

FACILITATOR PROCESSES LEARNING ACTIVITIES: Facilitator processes the relevance of the kinesthetic activity to the core concept of the analogy. There are a series of suggested questions to follow in the WhyTry teacher’s manual or Learning Activities Expansion Pack to guide facilitator through discussion. This discussion connects analogy and activity together.

FACILITATOR USES JOURNAL ACTIVITIES: The WhyTry journal is provided as a supplemental textbook for the curriculum. To answer yes on this question, the facilitator will use activities from the journal in and/or outside of class to reinforce the core concepts.

FACILITATOR PRAISES OR AFFIRMS STUDENT’S CONTRIBUTIONS: Facilitator acknowledges student’s contribution to class through verbal and/or written expression. A student’s contribution to the class is not defined by successes or failures but by the student’s presence.