

**CHAMP and TARGET Structures Fidelity Check**

Session Date \_\_\_\_\_

Recorder \_\_\_\_\_

Instructor \_\_\_\_\_

School: \_\_\_\_\_

Skills \_\_\_\_\_

**Place an "X" if the criteria was met during the intervention. Make any additional notes and comments on the back.**

TIMING	(min)	INSTRUCTION	TARGET Structures
START TIME:		Provided clear instruction at each station.	<b>Task:</b> 3 motor skills activities with 3 – 4 levels of task difficulty for each motor skill activity is present, enabling students to move up and/or down task continuum/ progressions to meet their interests and developmental needs.
Introductory Activity (General Intro & Warm-up Activity; 1 – 2 mins) <i>Min: 1-2</i>		Introduction used critical cue words.	If a learner chooses to independently modify or extend a task to meet their needs, it is appropriate.
Skill/Activity Introduction (Introduces the skills to the children) <i>Min: 3 - 8</i>		Instructor provided a demonstration that incorporated either themselves and/or students.	<b>Authority:</b> Participants independently choose activities and actively participate in the process of establishing rules and decision-making. Children chose where and when they engage, how long they engage, and with whom they engage.
Motor Practice (Active motor engagement; 20 mins) <i>Min: 9 - 28</i>		Checked for student understanding	<b>Recognition:</b> Feedback focus on progress, effort, and improvement. Feedback is based on learner progress and not in comparison to others. Intrinsic visual feedback can occur independently at each station (e.g., when throwing at a target a successful throw will result in intrinsic motivation from hitting the target).
Closing Activity (Reinforces the activity; 3 – 7 mins) <i>Min: 29 – 35</i>		Stations was completed as noted in the lesson plan. If modified, how was if modified?	<b>Grouping:</b> children have the option and freedom to work in heterogeneous small groups, with peers, or individually. Children can change their grouping structure as often as they like.
FINISH TIME:		Provided specific, corrective and/or evaluative feedback on motor performance. (ex. You threw with your sticker foot – specific; next time step and throw with your sticker foot – corrective)	<b>Evaluation:</b> teacher provides feedback on participant’s accomplishments, efforts, and performance. (i.e., similar to Recognition)
		Used manual manipulation to aid in skill learning when needed. (ex. Physically move the sticker foot when throwing)	<b>Time:</b> active motor engagement session (i.e., 35-38 min) is self-paced. Children have the autonomy to decide how much time they spend at each station. The amount of time spent on each skill varies for each child.
		Provided a closing review that reinforced the critical elements of the skills.	*Teacher can take control and bring children together for safety concerns and issues.

Control Group is: Outdoor | Indoor  
Reason if indoor: \_\_\_\_\_

Teachers: \_\_\_\_\_

Absences:

Notes:

**Daily Checklist:** (initial when completed)

- Treatment Fidelity \_\_\_\_\_
- Video Recording \_\_\_\_\_
- Wipe Floors \_\_\_\_\_
- Disinfect Equipment \_\_\_\_\_

Research Team Members:

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

**TIME START:** \_\_\_\_\_

Welcome/Warm-Up: \_\_:\_\_ to \_\_:\_\_ ( \_\_ min)  
Skill Intro: \_\_:\_\_ to \_\_:\_\_ ( \_\_ min)  
Motor Skills: \_\_:\_\_ to \_\_:\_\_ ( \_\_ min)  
Recap: \_\_:\_\_ to \_\_:\_\_ ( \_\_ min)  
Closing: \_\_:\_\_ to \_\_:\_\_ ( \_\_ min)

**TIME END:** \_\_\_\_\_

**TOTAL MINUTES:** \_\_\_\_\_