



Peer to Peer Program Fidelity Checklist Elementary Level

District/Building Name: _____

Date Completed: _____

Team Members Completing this checklist: _____

Peer to Peer Program Implementation Summary: Elementary Level

Instructions: Complete Parts 1-4 as a team. After you have 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 resources as indicated in the right-hand columns.



If you are setting up a new program, use the [Program Development Checklist](#) to get started. Once your program is in place, we advise you to complete the Fidelity Checklist at least once annually to continue to improve your program

Scan the QR code or visit the [START website](https://gvsu.edu/s/2R5) to open the Fidelity Checklist and resources electronically (gvsu.edu/s/2R5).

	Number of "Yes" Responses	Number of Items	Implementation Percentage
Part 1: Staff Preparation and Participation (items 1-8)		8	
Part 2: Program Development (items 9-14)		6	
Part 3: Program Implementation (items 15-25)		11	
Part 4: Data - Tell Your P2P Program's Story (items 26-29)		3	
Total Number of Yes Responses		/28	

Part 1: Staff Preparation and Participation

	Yes	No	Resources
1. Administrator (e.g., Director of Special Education, Supervisor, Building Principal) demonstrates support for the peer to peer programming, including necessary resources, funding, staff time for meetings and trainings.			Program Development - Share Information Section
2. A Peer to Peer support team is established that meets regularly for the purposes of program development, implementation, and sustainability.			Program Development - Establish a Team Section

3. Peer to Peer coordinator and/or Peer to Peer support team members have attended a START statewide Peer to Peer training in the last 3 years.	Yes No	START Events
4. Peer to Peer support team annually reviews the START Peer to Peer webpage and Elementary Playbook to review with updated resources and tools.	Yes No	Peer to Peer: General Resources Elementary Peer to Peer Program Playbook
5. Peer to Peer support team provides training to all staff in the building to create a shared understanding of the purpose and outcomes of Peer to Peer.	Yes No	Program Development - Share Information Section Pillars of Peer to Peer
6. Peer to Peer support team teaches, models, and facilitates a participation mindset by replacing helper-based language (mentor, mentee, tutor, helper) with participation-based language (peer, friend, participant) and this information is shared with all staff members.	Yes No	Participation Model vs. Helping Model
7. Peer to Peer support program is built into at least one existing school program. Check all that apply. <input type="checkbox"/> MICIP (Michigan Integrated Continuous Improvement Process) <input type="checkbox"/> Title I <input type="checkbox"/> Positive Behavior Interventions and Support <input type="checkbox"/> MTSS <input type="checkbox"/> Character education <input type="checkbox"/> SEL initiatives	Yes No	
8. Peer to Peer coordinator and/or member(s) of the Peer to Peer team engages in “out of building” collaboration in at least one way. Check all that apply. <input type="checkbox"/> Peer to Peer Roundtable(s) <input type="checkbox"/> START P2P Community of Practice <input type="checkbox"/> START Leadership Day <input type="checkbox"/> ISD ASD Consultant meeting <input type="checkbox"/> RCN representative meeting	Yes No	Regional Collaborative Networks (RCN) Map
Staff Preparation & Participation – number of items marked “Yes” out of items 1-8: _____		

Part 2: Program Development		
		Resources
9. Materials to explain and support the program are disseminated to staff and families (e.g. program brochure, website, video)	Yes No	Recruitment
10. Peer training focuses on dignity and respect for students with autism, and is taught and modeled by adults who support the program.	Yes No	Curriculum
11. Classroom teachers determine when LINK students are available to support cross-aged and same aged peers across classroom activities and routines.	Yes No	Set Up and Scheduling
12. Peer support program team uses a schedule matrix for each student with autism to determine when peer partners should be scheduled (academics, lunch, specials, recess).	Yes No	Set Up and Scheduling
13. Ancillary staff/Service Providers incorporate LINK/peer partner participation during sessions.	Yes No	Set Up and Scheduling
14. Peer to Peer team utilizes high-quality resources to support peers (e.g., START Peer to Peer curriculum, LINK Boxes, Padlet).	Yes No	Padlet and LINKS Boxes
Program Development - number of items marked "Yes" out of items 9-14: ____		

Part 3: Program Implementation		
		Resources
15. Over 80% of students with autism in the building are part of the Peer to Peer Support program. *All autistic students will benefit from Peer to Peer support, including those served in self-contained programs to those that are in general education classrooms.	Yes No	
16. Students are supported across classroom settings (e.g., core academics, specials, resource room) and non-classroom settings (e.g., cafeteria, hallway).	Yes No	Set Up and Scheduling
17. Autistic students are supported intentionally by peer partners at least 50% of their day.	Yes No	Set Up and Scheduling
18. All students in the building, including cross-aged peers, have the opportunity to become peer partners, including students with academic and/or behavioral needs.	Yes No	
19. Peers are participants in the program and engage as friends rather than acting as assistants or helpers.	Yes No	Participation Model vs. Helping Model
20. Medium of exchange opportunities are developed for students with autism and their peer partners to build common interests.	Yes No	Medium of Exchange
21. Reinforcing activities are held throughout the semester for participating students (e.g., field trips, designing program t-shirts, minute-to-win-it games, student of the month)	Yes No	Program Maintenance

22. End of the year celebrations are held (e.g., banquets, certificates, awards, picnics, pizza parties etc.).	Yes No	Program Maintenance
23. Peer to Peer team promotes engagement by planning family and community events (e.g., Peer to Peer Open House, Community Night, offering volunteer opportunities, fundraising events, etc.).	Yes No	Program Maintenance
24. Fundraising activities are held to promote sustainability of the Peer to Peer program (e.g., community grants, hat day, can drive, etc).	Yes No	Fundraising
25. Peer to Peer team plans extracurricular and after school activities for students to participate in together (e.g., sporting events, birthday parties, school dances, bowling, escape room, laser tag, movies, community events, etc).	Yes No	
Program Implementation - number of items marked “Yes” out of items 15-25: ____		

Part 4: Data - Tell Your P2P Program’s Story		
		Resources
26. Data are collected on the effectiveness of the Peer to Peer support program for students with autism and from at least one other group of participants: Peer Partners, school staff, or families.	Yes No	Program Outcomes and Growth
27. Peer to Peer program data is shared with stakeholders (e.g., building level administrators, Board of Education, superintendent, families, special education directors, communications/public relations director, social media).	Yes No	Program Outcomes and Growth
28. Peer to Peer Program program data is shared with your ISD and/or RCN Peer to Peer point of contact.	Yes No	
Data - Tell Your Story - number of items marked “Yes” out of items 26-29: ____		

Action Plan

Team: _____ Date: _____

Who	What	by When	Status