FIDELITY CHECKLIST AND REFLECTION TOOL:
Presuming & Constructing Competence

TX CAN — Texas Complex Access Network

PURPOSE: This self-check will help you determine where your team is currently performing in regards to Presuming Competence.

INSTRUCTIONS: Complete the Presuming Competence training, and then complete this document to get the baseline for your team. As you move forward in your practice, use the Fidelity Checklist and Reflection Tool and the Guide to Implementation as tools to increase your team's fidelity in implementing the practices associated with Presuming Competence. Follow up with another team-assessment with the Fidelity Checklist and Reflection Tool every three months to document your progress.

In the course of your regular job performance, how often would you say you observe the following?   Date: _____

Constructing Competence Behavior/Practice	Not ever or rarely observed (0)	Occasionally observed (1)	Frequently observed (2)	Observed all the time (3)
1. Team members speak to the student about age-appropriate academic and social topics (e.g., talks with student about current news topics).				
2. Team members speak to the student in a normal tone of voice (i.e., not with high inflection as if speaking to a toddler).				
3. Team members express confidence in the student's abilities (e.g., says "This is hard, but I know you can do it.").				
4. Team members honor student's privacy by not speaking about student's personal care, behavior, or academic program within earshot of peers (e.g., when leaving the classroom after having worked with a student, does not say to incoming staff things like "John is doing really well today using his words.").				
5. Team members demonstrate leadership and advocacy skills by encouraging students and colleagues to presume student's competence (e.g., says "Once we have a good communication system in place, John will really be able to show us how much he knows!").				
6. The student has a way to communicate about age/grade-appropriate academic and social topics in ways that are commensurate with students without disabilities (e.g., has age-appropriate social and academic vocabulary related to all general education subject areas available on low- or high-tech communication devices and/ or materials).				
7. Team members encourage general education students to speak directly to the student with complex support needs, not "through" a paraeducator or other adult (e.g., says "Why don't you ask Mary that question directly?").				
8. Student participates in general education classroom instruction in ways that are commensurate with the participation of general education students (e.g., in reading groups, science labs, social studies Socratic seminars, art activities).				
Add up all points above to determine your current fidelity score:				

Comments/Discussion: What active steps can you take to increase your fidelity moving forward?

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This document was designed to accompany the Presuming Competence training from TX CAN.