



## Fidelity Checklist: Positive Reinforcement

	Observer: _____ Date: _____	Comments
<input type="checkbox"/>	Are students choosing their reinforcer?	
<input type="checkbox"/>	Is reinforcement used and across all environments/adults?	
<input type="checkbox"/>	Is reinforcement consistently given after an identified target behavior(s)?	
<input type="checkbox"/>	Is staff naming the behavior they are reinforcing?	
<input type="checkbox"/>	Is "payment" prepared in advance and given quickly?	
<input type="checkbox"/>	Preference assessments are updated annually by family and school team?	
<input type="checkbox"/>	Do students have limited access to reinforcers?	
<input type="checkbox"/>	Are visual supports in place?	
<input type="checkbox"/>	Does there appear to be a positive rapport?	
<input type="checkbox"/>	Reinforcement is used without power struggles or challenging behavior?	

TESS Alignments	High Leverage Practices
1b: Demonstrating knowledge of students 2a: Creating an environment of respect and rapport 2b: Establishing a culture for learning 2c: Managing classroom procedures 2d: Managing student behavior	<p><u>Social/Emotional/Behavioral</u>  <i>HLP 7</i> - Establish a consistent, organized, and respectful learning environment by establishing and explicitly teaching expectations, providing prompting and error correction.</p> <p><i>HLP 8</i>-Provide positive behavior and constructive feedback to guide student's learning and behavior.</p> <p><u>Instruction</u>  <i>HLP 15</i> - Provide scaffolded supports by selecting powerful visual, verbal and written supports; carefully calibrated to student performance and understanding in relation to learning tasks; evaluate their effectiveness and gradually remove them once they are no longer needed.</p>