

Jeff Coaching/Fidelity Plan

Teacher:

Student: Jeff

Date:

Self-Assessment

Observation

Interventions	Implemented	Impact (1=no impact; 5=great impact)
PREVENTION		
<p><u>Providing Choices</u></p> <ul style="list-style-type: none"> Offered Jeff a valid choice upon presentation of his writing assignment. Honored Jeff's choice within 2 minutes. 	<p>Y / N / NA Y / N / NA</p>	<p>1 2 3 4 5</p>
<p><u>Environmental Support</u></p> <ul style="list-style-type: none"> Set the timer for the negotiated amount of time Provided positive/motivational comment 	<p>Y / N / NA Y / N / NA</p>	<p>1 2 3 4 5</p>
TEACH		
<p><u>Replacement Behavior—Academic Engagement</u></p> <ul style="list-style-type: none"> Reviewed Jeff's writing completion chart, goals, on-task behaviors, earning dots, and use of dots for escape prior to Jeff starting his writing assignment. Upon completion of the writing assignment or at the end of the writing period, reviewed Jeff's progress and checks on his chart and provided feedback. 	<p>Y / N / NA Y / N / NA</p>	<p>1 2 3 4 5</p>
REINFORCE		
<p><u>Reinforce Replacement Behavior (Academic Engagement)</u></p> <ul style="list-style-type: none"> Delivered dots to Jeff for checks on his chart (work completed, meeting daily goal, staying engaged). Released Jeff to reinforcement (reading to Kindergarten class) when weekly goal met. Allowed Jeff to escape tasks upon use of dots. 	<p>Y / N / NA Y / N / NA Y / N / NA</p>	<p>1 2 3 4 5</p>
<p><u>Modified Group Contingency</u></p> <ul style="list-style-type: none"> Provided mystery letter for class reinforcer when Jeff met his daily goal Prompted class to provide Jeff with positive attention when goal met. 	<p>Y / N / NA Y / N / NA</p>	<p>1 2 3 4 5</p>
Behavior Plan Assessment Implementation Score: Y/Y + N total x 100		

Adapted from Rose Iovannone presentation in Delaware 5/2013

|PTR Plan Assessment

Teacher: Student: Michael Date:

Interventions	Implemented	Impact (1=no impact; 5=great impact)
PREVENTION		
<u>Transition Supports</u> <ul style="list-style-type: none"> • Visual timer set for amount of break time • Potty watch set for 2 minutes prior to end of transition • After 2 minute buzzer, provided verbal prompt of upcoming end to transition • Immediately after verbal prompt, went over to Michael, prompted him to clean up, and showed Michael "First/Then" card. 	Y / N / NA Y / N / NA Y / N / NA Y / N / NA	1 2 3 4 5
TEACH		
<u>Replacement Behavior—Communicative—Wait</u> <ul style="list-style-type: none"> • Redirected Michael to communicate "wait" at first sign of Michael not responding to transition support • Immediately after Michael communicated wait, stated the amount of time he had to wait and where he could wait. • Set the timer for the amount of wait time. 	Y / N / NA Y / N / NA Y / N / NA	1 2 3 4 5
<u>Replacement Behavior—Transition appropriately from point to point</u> <ul style="list-style-type: none"> • At the beginning of the day, reviewed PPT book with Michael. • Modeled each transition behavior with Michael. • Prompted Michael to do transition behavior if he did not immediately perform the specific behavior 	Y / N / NA Y / N / NA Y / N / NA	1 2 3 4 5
REINFORCE		
<u>Reinforce Replacement Behavior—Communicative—Wait</u> <ul style="list-style-type: none"> • Immediately after Michael communicates "wait", provided positive comment for using his communication and released to brief break from transition. 	Y / N / NA	1 2 3 4 5
<u>Reinforce Physically Incompatible Replacement Behavior—Transition Appropriately</u> <ul style="list-style-type: none"> • Immediately after Michael performs a transition behavior accurately, provided positive comment. • Immediately after Michael completes all transition behaviors and is at his next activity, presented 2 choices of reinforcements and allowed him to select one. • Delivered positive comment after providing earned reinforcement selection. 	Y / N / NA Y / N / NA Y / N / NA	1 2 3 4 5
Behavior Plan Assessment Implementation Score: Y/Y + N total x 100		

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Interventions		Implemented	Impact (1=none; 5 = great)
PREVENT			
<u>Environmental support-Visual Schedule</u>			1 2 3 4 5
1. Two task cards placed on the front of the agenda book and placed in close proximity.	Y / N / NA		
2. Prompted Stephanie to look at cards (verbal/visual).	Y / N / NA		
3. Pointed to first task photograph while presenting her with actual activity.	Y / N / NA		
4. Stated "all done" when Stephanie finishes activity	Y / N / NA		
5. Prompted Stephanie to take task card from front and place it in "finished" location.	Y / N / NA		
6. Repeat steps 2-5 for second task card.	Y / N / NA		
TEACH			
<u>Replacement behavior—All Done</u>			1 2 3 4 5
1. Verbally prompted Stephanie to say "All Done" immediately after brows furrow during task time while pointing at the break card.	Y / N / NA		
2. If Stephanie does not say "all done" within X minutes, use graduated guidance (e.g., start with hand-over-hand) to guide Stephanie to pick up the break card while saying, "all done".	Y / N / NA		
3. After the one minute break, represented the task.	Y / N / NA		
4. Repeated steps 1 and 2 as necessary.	Y / N / NA		
REINFORCE			
<u>Reinforce replacement behavior—All Done</u>			1 2 3 4 5
1. After Stephanie said "all done", immediately removed task materials.	Y / N / NA		
2. Set the timer for one minute.	Y / N / NA		
Behavior Plan Assessment: Y/Y + N total			