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| **Y/N** | **Intervention Components** |
| **Prepare** | |
|  | Staff are made aware of (or observe) student’s demonstration of goal behavior (consider the behaviors described as “5” on DBRC). |
|  | Staff meet with student at a time and location that allows for debrief & discussion.  *\*Reinforcement may be provided quickly and briefly at any time, but reflection requires time to engage in at least a short discussion.* |
| **Reflection** | |
|  | Staff use the reflection script to guide the student through a reflection of their behavior.   1. What happened? 2. What were you thinking and feeling while this was happening? 3. Who else was effected by your actions or choices, and how were they effected? 4. How do you want to celebrate meeting your goals? 5. Who else should we share this reflection or celebration with? 6. When will we do this? |
|  | Reflection notes are recorded by the staff member or the student. |
| **Reinforcement Tool(s)** | |
|  | Staff use a tool that may be tangible or social in nature to provide reinforcement for the behavior. |
| **Follow-up** | |
|  | Staff communicate celebrations to additional stakeholders such as other students, teachers & family. |

**Reinforcement Reflection Fidelity Checklist**

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| --- | --- | --- |
| **Items present** | **Total items possible** | **Fidelity (%)** |
|  |  |  |
| *\*Interventions should be delivered with at least 80% fidelity for maximum effectiveness.* | | |

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| **Observer Feedback** |
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