

## Component 1: Reinforcement

On a scale of 1-5, how consistent and used with fidelity is the following component: *Reinforcement*

(1=Not Strong, 3=Somewhat Strong, 5=Very Strong)

1

2

3

4

5

**Complete the Action Plan:** Think about your program as a whole and consider the following guiding questions.

Guiding Question	Action Plan Steps/Notes
What reinforcement will be given to students?	
Who will give it?	
When will it be given?	
What will students earn?	
What adjustments will be made within the system if students are not responding?	

**Notes:**

## Component 2: Building Relationships

On a scale of 1-5, how consistent and used with fidelity is the following component: *Building relationships with students*

(1=Not Strong, 3=Somewhat Strong, 5=Very Strong)

1                      2                      3                      4                      5

### Complete the Action Plan:

Guiding Question	Action Plan Steps/Notes
What does this video mean to you?	
What impact will this have on your daily interactions with students?	
What specific strategies will you use to build relationships with students?	

### Notes:

## Component 3: Classroom procedures

On a scale of 1-5, how consistent and used with fidelity is the following component: *Classroom procedures clearly taught and understood by students and staff*

(1=Not Strong, 3=Somewhat Strong, 5=Very Strong)

1                      2                      3                      4                      5

**Complete the Action Plan:** Choose two classroom procedures that you plan to have and break it down into the steps that you will teach to students.

Procedures	Steps
Procedure:	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>
Procedure:	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>

**Notes:**

## Component 4: Teaching Replacement Behaviors

On a scale of 1-5, how consistent and used with fidelity is the following component: *Replacement behaviors are taught frequently and opportunities to practice are ongoing with reinforcement.*

(1=Not Strong, 3=Somewhat Strong, 5=Very Strong)

1                      2                      3                      4                      5

**Complete the Action Plan:** Given IEP goals and service minutes on a majority of IEPs, consider the following guiding questions to think about and plan how to teach replacement behaviors.

Guiding Question	Action Plan Steps/Notes
What type(s) of groups do you need based on your students' needs?	
How often will your groups meet and for how long?	
What will be your procedure if the group cannot be conducted (sickness, crisis, etc)?	
How will the students be reinforced for practicing/demonstrating new skills learned?	
How will you partner with classroom teachers to make sure these skills are reinforced in the classroom?	
How will the instruction prepare them for generalization?	
What will you do when it appears that a skill has been mastered?	

## Component 5: Data Collection

On a scale of 1-5, how consistent and used with fidelity is the following component: *Data is collected regularly, analyzed frequently and used to make programming decisions.*

(1=Not Strong, 3=Somewhat Strong, 5=Very Strong)

1                      2                      3                      4                      5

**Complete the Action Plan:** Consider systematic data collection and answer the following guiding questions.

Guiding Question	Action Plan Steps/Notes
What information do you want to collect on students?	
What data systems are already in place in your building?	
What system do you think you can create and use (e.g. daily goalsheet, ED room check-in, etc.)?	
How frequently will you review data and with whom?	
How often and how will data be shared with parents, classroom teachers and the student?	
How will the data be used?	
Who can assist you with setting up systematic data collection?	

**Notes:**

