# CHecklIST FOR Implementation

# Evidence-based Practice: Positive Reinforcement

|  |
| --- |
| Observation |
| Program: |
| Individual(s) Observed: |
| Toddler’s Name: |

For each item identified below, score using the scoring key:

|  |  |  |  |
| --- | --- | --- | --- |
| 2 = implemented | 1 = partially implemented | 0 = did not implement | NA = not applicable |

|  |  |  |
| --- | --- | --- |
| 1PLANNING |  | Observation Point |
| 1 | 2 | 3 | 4 |
| Date |  |  |  |  |
| Observer’s Initials |  |  |  |  |
| 1. Identify the toddler’s skill or behavior and positive reinforcers
 |  |  |  |  |
| 1. Select and describe the target skill or behavior
 |  |  |  |  |
| 1. Identify activities and routines to teach
 |  |  |  |  |
| 1. Determine implementation of other evidence-based practices
 |  |  |  |  |
| 1. Collect baseline data
 |  |  |  |  |
| 1. Establish goals and criteria
 |  |  |  |  |
| 1. Select positive reinforcers
 |  |  |  |  |
| 1. Select a schedule of reinforcement – acquisition and maintenance
 |  |  |  |  |
| 2USING THE PRACTICE |  | Observation Point |
| 1 | 2 | 3 | 4 |
| Date |  |  |  |  |
| Observer’s Initials |  |  |  |  |
| 1. Implement continuous reinforcement
 |  |  |  |  |
| 1. Prevent satiation
 |  |  |  |  |
| 3MONITORING PROGRESS |  | Observation Point |
| 1 | 2 | 3 | 4 |
| Date |  |  |  |  |
| Observer’s Initials |  |  |  |  |
| 1. Use progress monitoring data to determine the toddler’s mastery of the skill or behavior
 |  |  |  |  |
| 1. Move from continuous to intermittent reinforcement
 |  |  |  |  |
| 1. Analyze data to determine if progress is being made
 |  |  |  |  |
| 1. Use data to adjust reinforcement strategies if the skill or behavior is not increasing
 |  |  |  |  |

OBSERVATION NOTES

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Date | Observer   Initials | Targeted Skill or Behavior, Comments,  and  Plans  for  Next  Steps |
|  |  |  |
| Date | Observer   Initials | Targeted Skill or Behavior, Comments,  and  Plans  for  Next  Steps |
|  |  |  |
| Date | Observer   Initials | Targeted Skill or Behavior, Comments,  and  Plans  for  Next  Steps |
|  |  |  |
| Date | Observer   Initials | Targeted Skill or Behavior, Comments,  and  Plans  for  Next  Steps |
|   |  |  |