# CHecklIST FOR Implementation

# Evidence-based Practice: Positive Reinforcement

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| --- |
| 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1  PLANNING |  | 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 | |  |  |  |  |
| 2  USING THE PRACTICE |  | Observation Point | | | |
| 1 | 2 | 3 | 4 |
| Date |  |  |  |  |
| Observer’s Initials |  |  |  |  |
| 1. Implement continuous reinforcement | |  |  |  |  |
| 1. Prevent satiation | |  |  |  |  |
| 3  MONITORING 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

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| --- | --- | --- |
|  |  |  |
| 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 |
|  |  |  |