



POSITIVE BEHAVIOR INTERVENTION SUPPORT OBSERVATIONAL FIDELITY FEEDBACK FORM

INTENT: The intent of this form is to provide educators with a structured template that outlines the daily expectations of paraprofessionals, behavior technicians, and teachers alike. This form provides educators with the opportunity to observe areas for improvement, opportunities for additional training, the need for environmental or structural changes, and the opportunity to recognize strengths and growth.

- **What it is:** This form is a tool to help teachers stay consistent and vigilant with the needs of their classroom. This form is a way for educators to maintain consistency in their training, feedback, and classroom expectations in order to promote fidelity within the classroom and across the school. Ultimately it is a way to promote continued staff support and development and high-quality student services.
- **What it is not:** This form is not a punitive tool used to highlight skill areas that need improvement. This is not a system designed to judge, criticize, or chastise the hard work of the staff. This is not a tool designed to give staff unproductive feedback and/or address non-technical skill related concerns (i.e., being late).

Date	
Staff Name:	
Person Completing Form:	
Student/Activity Observed:	

+ = Skill Present and Observed

- = Skill Absent, Partially Present, or in Development

PROACTIVE STRATEGIES

SKILL	DESCRIPTION	OPPORTUNITY FOR FEEDBACK
1.	Did the student have voice and choice in the sequence of activities, length of activity, location of activity, modifications of the activity, or any other area in which choice was appropriate.	
2.	The materials were organized, potential distractors were minimized, and staff followed the student/class schedule.	
3.	Staff monitored student engagement in classroom expectations by reinforcing abidance and correcting misbehavior.	
4.	Staff frequently used positive engagement strategies with the student to maintain positive rapport. Attention was given with unconditional positive regard.	
5.	Staff monitored student engagement and prompted functional communication when the time was right.	
6.	Staff actively modified tasks or classroom activity to increase student engagement (e.g., by increasing opportunities to respond).	

TEACHING STRATEGIES

SKILL	DESCRIPTION	OPPORTUNITY FOR FEEDBACK
-------	-------------	--------------------------

7.	The student was prompted and/or reinforced for use of functional/appropriate communication to get their needs and wants met.	+	-	N/A
8.	Staff reinforced approximations of a target behavior to get the student closer to full skill performance.	+	-	N/A
9.	Staff monitored student motivation and ensured a student was in a relaxed and engaged state prior to placing difficult expectations.	+	-	N/A

CONSEQUENCE STRATEGIES

SKILL	DESCRIPTION	OPPORTUNITY FOR FEEDBACK		
10.	Staff provided reinforcement that was immediate, descriptive, specific, varying (no "good job syndrome"), and effective.	+	-	N/A
11.	Staff utilized age-appropriate error correction procedures where and when appropriate to encourage the student came into contact with reinforcement for the target response.	+	-	N/A
12.	Staff looked for opportunities to build independence and minimized over prompting or incorrect prompting.	+	-	N/A

RESPONSE TO CHALLENGING BEHAVIOR

SKILL	DESCRIPTION	OPPORTUNITY FOR FEEDBACK		
13.	Staff interrupted escalation when possible, by utilizing a positive behavior strategy such as redirection, humor, stimulus change, facilitate communication or relaxation, and/or active listening.	+	-	N/A
14.	Staff demonstrated COMPASSION over COMPLIANCE by "turning off" low level challenging behavior before it escalates AND then analyzing what skill is missing or what skill needs to be shaped and focusing energy in skill building vs. compliance.	+	-	N/A
15.	During active escalation, staff demonstrated appropriate use, application, and judgement of Safety Skills.	+	-	N/A

I CAUGHT YOU..... (WHAT YOU ROCKED AT)

--

FOCUS AREA FOR CONTINUED GROWTH

--

OTHER THOUGHTS (IF ANY)

