Positive Peer Reporting Fidelity Checklist Transcript

00:00
let's take a look at the fidelity

00:02
checklist for positive peer reporting

00:04
positive peer reporting is a class-wide

00:07
intervention strategy that's effective

00:09
for reducing problem behaviors that are

00:12
maintained by gaining access to peer

00:14
attention this fidelity checklist is

00:17
divided into three sections preparation

00:23
teaching and implementation let's look

00:29
at each step in each of these sections

00:32
step one in the preparation section is

00:35
to determine that the function of the

00:37
students target behavior is to gain peer

00:40
attention

00:41
positive peer reporting is only

00:43
appropriate if the function of the

00:45
problem behavior you're trying to reduce

00:46
is to gain peer attention step two

00:50
you're gonna choose tokens that will be

00:52
used when students make positive

00:54
comments about the targeted peer step

00:59
three you're gonna choose a place to

01:01
display or put the tokens once the class

01:03
earns them what's important about the

01:05
display is that it be visible to all

01:07
students you could choose to put marbles

01:10
in a jar tally marks on your board pull

01:13
beads on a tagulator

01:15
put actual tokens onto a token board any

01:20
sort of system where students will be

01:22
able to monitor their progress toward

01:24
meeting the class goal step four is to

01:27
determine reinforcers that your class

01:29
might like to earn when they meet

01:32
criteria so when they earn enough tokens

01:34
some possible choices can be determined

01:37
by a class survey just asking your

01:40
students what they might want to earn or

01:42
what privileges they might want to get

01:44
when they meet your criteria

01:46
step 5 in preparation you're going to

01:49
set aside 7 to 10 minutes each day that

01:52
you're going to implement a positive
01:53
peer reporting with your class it
01:55
doesn't have to be the same 7 to 10
01:57
minutes every day the important point is
02:00
just to set aside time daily to
02:02
implement this intervention step 6 the
02:05
last step in preparation is to identify
02:08
the current level of performance for
02:11
your target student so this means your're going to
02:13
collect data on the target students
02:16
problem behaviors that you're trying to
02:17
reduce prior to implementing the
02:19
intervention so that you're able to
02:22
gauge whether or not positive peer
02:24
recording is having an impact on that
02:27
problem behavior next we're ready to
02:30
move into the teaching phase step seven
02:34
the teacher is going to inform the class
02:36
that they're going to be working on peer
02:38
relations step eight the teacher is
02:42
going to choose a student or a couple of

02:44
students that are going to be the target
02:46
or star students for the day these are
02:48
the students who are going to receive
02:50
praise from the other students in the
02:52
class step nine you're gonna teach your
02:55
students the steps to deliver praise
02:58
initially you're just gonna go over
03:00
these then later there's gonna be
03:02
modeling and roleplay and feedback so
03:05
that you teach your students how to
03:07
follow these steps positive praise
03:10
should include the steps of looking
03:12
directly at the person who you're
03:13
delivering the praise to smiling at the
03:16
person describing specifically behaviors
03:19
that they did that were appropriate and
03:22
then saying good job or some other
03:24
positive statement along with the
03:27
description of what those appropriate
03:28
behaviors were so step 10 is going to be
03:32
to provide some examples and

03:34
non-examples to your students of what
03:37
behavior specific praise is so you want
03:40
to provide some examples and let them
03:43
practice identifying whether that is
03:45
behavior specific praise or is not
03:48
behavior specific praise and then at
03:50
some point you let them provide examples
03:52
and non-examples for you then you move
03:55
to step 11 where you're going to tell
03:57
the class what reinforcers are going to
03:59
be available to them when they meet
04:01
their class what goals so you can
04:02
discuss the class what goal and what
04:05
reinforcers the students can earn by
04:07
meeting that class-wide goal and then
04:09
step 12 of teaching you're gonna repeat
04:12
these steps where you're modeling praise
04:14
statements and reteaching
04:15
until your students are fluent with how
04:17
to give positive behavior specific
04:20
praise to others next you're ready to

04:24
move into the implementation
04:26
phase step 13 after you've practiced how
04:30
to give praise statements you're gonna
04:32
cue your students that they're
04:33
reporting session has begun and then
04:36
step 14 you're gonna have your star
04:38
student or a couple of students come up
04:41
to the front of the classroom so that
04:42
the other students may provide them
04:44
behavior specific praise step 15 your
04:48
students are gonna raise their hand and
04:49
you're gonna call on them and let them
04:51
take turns
04:52
providing behavior specific praise using
04:55
the steps that were outlined in the
04:57
teaching phase to provide those praise
05:00
statements to their peers it may be
05:02
helpful to post those steps on the wall
05:04
so your students can see them and
05:06
provide a lot of prompts at first to
05:09
help your students follow the steps and

05:11
then over time they'll become more

05:13
independent with delivering that

05:14
behavior specific praise step 16 each

05:17
time a student delivers appropriate

05:20
behavior specific praise either prompted

05:22
or unprompted to a peer you're gonna put

05:25
a token into the bank that adds to the

05:28
class total and gets the class closer to

05:30
meeting their criteria for the

05:32
reinforcer step 17 when the class meets

05:36
the criteria that you said you're gonna

05:38
deliver the reinforcer to the entire

05:40
class step 18 you're gonna monitor

05:43
progress for your target student you

05:46
want to make sure you have some data to

05:47
show whether this intervention is

05:50
helping decrease the problem behavior or

05:53
increase some appropriate behaviors for

05:55
your target student let's take a look at

05:59
a couple of resources that may be useful

06:01
as you're implementing positive peer

06:03
reporting our first one is the classroom
06:07
behavior chart so in one of the steps we
06:09
discuss needing a bank where you can
06:12
display all of the different tokens the
06:15
class is earning this is one chart that
06:17
you might use notice there's a place at
06:19
the top to put the name of the class and
06:21
what the goal is so how many points do
06:24
they need to earn to get the class-wide
06:27
reinforcer then the next section here
06:30
where it says group reward you can
06:31
specify what it is the class is working
06:34
toward earning the next section shows
06:37
positive behaviors that will earn points
06:39
this is
06:39
where you can describe the types of
06:42
behavior specific praise the students
06:44
can give to earn points or tokens
06:46
whatever word you're using to describe
06:48
those then each day that you implement
06:51
positive peer reporting you complete one

06:53
row in the chart so in the first box

06:56
you'll enter the date the second box

06:59
you'll enter how many points they earn

07:01
that day so you could enter a total

07:03
number but you might want to tally so

07:05
that the students can see the counts as

07:07
you go through and then you're gonna do

07:09
a current total where each day you add

07:11
what they earned to their current total

07:13
until that current total is as high as

07:18
the goal listed at the top then you know

07:21
and your students know it's time to

07:23
deliver the group reward let's take a

07:26
look at one more resource that might be

07:28
useful this is an example of a poster

07:35
that you might display when you're

07:38
implementing positive peer reporting

07:39
that has sentence starters for your

07:41
students as they're learning to give

07:43
behavior specific praise so if they're

07:46
having a hard time coming up with their

07:47
own praise statements they can choose
07:50
one of these as a sentence starter