Positive Peer Reporting Fidelity Checklist

Rationale: To utilize a classwide intervention strategy for a student with a function of behavior identified as peer attention to increase prosocial behaviors.

Step	Did I complete this step?
Preparation:	
1. Determine that the function of the student's target behavior is gain peer attention (positive or negative)	YES/NO
2. Choose a token/s that will be used when students make positive comments about the target peer	YES/NO
3. Choose a place to put or display the tokens once earned (visible to class)	YES/NO
4. Determine what group reinforcer will be earned when class meets criteria (possible reinforcers chosen from class survey. ex: recess, computer time, popcorn party)	YES/NO
5. Teacher sets aside 7-10 minutes each day to implement PPR within the class	YES/NO
6. Identify current level of target student performance (Baseline measure) using either continuous (i.e. frequency, duration, latency) or discontinuous (i.e. whole, partial, momentary time sampling) data collection system.	YES/NO
Teaching:	
7. The teacher will inform the class that they will be working on peer relations	YES/NO
8. Everyday, the teacher chooses a student or group of students to target. (The star student/s will have opportunities to be praised for positive behavior)	YES/NO

9.   The teacher goes over the steps on how to positively praise their peers:
    a. Look directly at the person you want to praise
    b. Smile at the person you are praising
    c. Describe the behaviors they said or did
    d. Say good job or other positive praise statement
	YES/NO
	yes/no
	yes/no
	yes/no
	yes/no

10.   Provide examples and nonexamples on appropriate, behavior specific praise
    Ex: "I like the way you picked up my pencil when I dropped it."
    Non Example: "Good job"
	YES/NO

11. Inform the class what reinforcers are available when they meet criteria for classwide goal	YES/NO
12. Teacher repeats steps, reteaches, and models praise statements	YES/NO

Implementation:		
13.	After practice, teacher gives cue that the reporting session has begun	YES/NO
14.	The star-student/s goes up to the front of the room	YES/NO
15.	Students raise their hands and provide behavior specific praise using above steps. Prompt students as necessary through behavior specific praise steps. (Post compliments chart with the steps that students can refer to while giving praise statements).	YES/NO
16.	Teacher provides token to student for behavior specific praise and token gets placed into the "bank" or added to the class total	YES/NO
17.	When class meets criteria for tokens earned, classwide reward is given.	YES/NO
18.	Monitor target student performance through data collection.	YES/NO
Responses _____/_____		Percentages of Yes_____

Resources:

Classroom Behavior Chart

Examples of Praise Poster