**Behavior Support Plan Assessment: Fidelity and Impact**

*Data shall be reviewed after \_\_\_\_\_\_\_\_\_ weeks of intervention to determine whether or not modifications need to be made to the plan and/or further intervention is needed.*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

Fidelity measure method:

Observation (Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)  Self-Assessment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **To what level did we implement the plan we proposed?** | | | | |
| Low |  | Moderate |  | High |
| 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | |
| 1. **To what degree is the plan having a positive impact on the student’s behavior?** | | | | |
| Low |  | Moderate |  | High |
| 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | |
| 1. **To what degree is the plan having a positive impact on the student’s academic achievement?** | | | | |
| Low |  | Moderate |  | High |
| 1 | 2 | 3 | 4 | 5 |
| Comments: | | | | |

Adapted from:

*Prevent-Teach-Reinforce*  
 Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., Strain, P., & English, C., 2010. Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support. Baltimore: Paul H. Brookes.