**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.