

Teacher Training and Goal Setting Checklist

- ☐ Inform participant on the purpose of training
- ☐ Provide definition of behavior specific praise: ***Behavior specific praise*** is a positive statement intended to reinforce the desired behavior of an individual (or small group) that acknowledges the individual (or group) by name (or in a manner in which he/she/they know who is being praised) and specifically identifies the individual's (or groups') behavior.
- ☐ Provide example of non-specific praise
- ☐ Discuss the research supporting behavior specific praise as an evidence-based practice
- ☐ Provide at least five examples of behavior specific praise
- ☐ Participant delivers at least five examples of behavior specific praise
- ☐ Provide positive and/or corrective feedback as necessary
- ☐ Participant identifies the difference between specific and non-specific praise with 100% accuracy of the following 10 statements:
 - ☐ Great job, _____! (use target student's name)
 - ☐ I like how you are sitting quietly _____.
 - ☐ You are doing really well sitting quietly _____.
 - ☐ Awesome job everybody!
 - ☐ Everybody is sitting quietly with hands folded! I love it!
 - ☐ Great job!
 - ☐ _____, good job paying attention.
 - ☐ _____, thank you for following directions
 - ☐ _____, you are doing an awesome job!
 - ☐ I love how you are looking at me and listening, _____.
- ☐ Provide positive and/or corrective feedback as necessary
- ☐ Set goal of 1 praise statement per minute
- ☐ Record duration of training time.

Teacher Self-Monitoring Training Checklist

- ☐ Inform participant on the purpose of training
- ☐ Remind participant of the definition of behavior specific praise: ***Behavior specific praise*** is a positive statement intended to reinforce the desired behavior of an individual (or small group) that acknowledges the individual (or group) by name (or in a manner in which he/she/they know who is being praised) and specifically identifies the individual's (or groups') behavior.
- ☐ Discuss the research supporting self-monitoring to learn new behaviors
- ☐ Introduce participant to Apple Watch
- ☐ Provide tutorial on navigating Apple Watch and locating Clicker app
- ☐ Participant demonstrates capability of initiating Clicker app and self-monitoring
 - ☐ Participant self-monitors 5 examples of behavior specific praise
 - ☐ Participant demonstrates capability to remove counts and reset app
- ☐ Provide positive and/or corrective feedback as necessary
- ☐ Set goal of 1 praise statement per minute (10 total during observations)
- ☐ Record duration of training time.

Teacher Tactile Prompting Training Checklist

- ☐ Inform participant on the purpose of training
- ☐ Remind participant of the definition of behavior specific praise: ***Behavior specific praise*** is a positive statement intended to reinforce the desired behavior of an individual (or small group) that acknowledges the individual (or group) by name (or in a manner in which he/she/they know who is being praised) and specifically identifies the individual's (or groups') behavior.
- ☐ Discuss the research supporting tactile training to learn new behaviors
- ☐ Provide tutorial on navigating Apple Watch and locating Periodic timer app
- ☐ Participant demonstrates capability of initiating timer app and clicker app
 - ☐ Set timer to 10 second intervals. Participant self-monitors 5 examples of behavior specific praise
 - ☐ Participant demonstrates capability of stopping intervention
- ☐ Discuss providing behavior specific praise and corrective feedback if student is off-task when prompted to praise
- ☐ Provide positive and/or corrective feedback as necessary
- ☐ Review goal criterion of 1 BSP statement per minute (10 total during observations)
- ☐ Record duration of training time.