**Implementation Feedback Tool**

**Instructions**: In each row indicate the strategies, interventions and practices that are being implemented. Have team membes rate each of the strategies and then use that feedback to prioritize problem-solving support.

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|  | **Going Great**  **Feeling Confident** | **Getting There**  **Give it Some Time** | **Need to**  **Problem Solve** |
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Sample

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| **As Needed, Provide Adjustments to Academic Routines to Match Adelia’s Current Performance Needs** | **Going Great**  **Feeling Confident** | **Getting There**  **Give it Some Time** | **Need to**  **Problem Solve** |
| Adjust the amount of work or task that is presented at a time |  |  |  |
| Have a plan for chunking tasks (e.g., 5 problems instead of 10) to ensure successful completion. As task chunks are completed, introduce the next chunk. |  |  |  |
| Provide Amelia with academic anchor materials to assist with tasks (e.g., glossary, reference chart, etc.) |  |  |  |
| Offer a choice of two task options or to work with a peer |  |  |  |
| Provide assistance to start the first task (e.g. model, coach Jason through the problem) |  |  |  |
| **Set the Stage for Success** | **Going Great**  **Feeling Confident** | **Getting There**  **Give it Some Time** | **Need to**  **Problem Solve** |
| Use precorrections at the start of tasks to remind Amelia what she can do to be successful in that routine:   * Ask for help * Use re-framing statements * Use the self-reflection tool |  |  |  |
| Provide frequent words of encouragement and behavior specific praise |  |  |  |
| Check-in with Amelia at the start and midpoint of tasks to see if she needs assistance or clarification |  |  |  |
| Consider alternative approaches to providing Amelia with directions (e.g., offering a choice of two tasks or options) |  |  |  |
| Rely on interaction strategies that tend to work with Amelia:   * Use objective, neutral and supportive language (she becomes more emotional when staff become emotional) * Label Amelia’s emotions and behavior to help her express appropriately what is wrong * Paraphrase and mirror Amelia’s statements |  |  |  |