

# Catch Them Doing Good:

## The Power of Positive Reinforcement

*Self-Reflection and Evaluation Tool*

### Building Positive Relationships

Rate the quality of your relationships with youth this week:

|      |      |      |       |           |
|------|------|------|-------|-----------|
| Poor | Fine | Good | Great | Excellent |
|------|------|------|-------|-----------|

Which relationship-building activities did you use? Check all that apply:

- |  |   |
|--|---|
| <input type="checkbox"/> One-on-one check-ins (formal or informal) | <input type="checkbox"/> Shared experiences and activities          |
| <input type="checkbox"/> Interest-based conversations              | <input type="checkbox"/> Active listening and validation techniques |

Did you try the 2x10 strategy with any youth this week?

- Yes - Which student(s)? \_\_\_\_\_  
What did you learn about them? \_\_\_\_\_
- No - What prevented you from trying it? \_\_\_\_\_

### Creating a Positive Environment

#### *Physical Space*

What small adjustment did you make (or could you make) to better support youth needs?

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#### *Schedule & Activities*

How well did your activities match youth attention spans and interests?

|        |      |      |      |           |
|--------|------|------|------|-----------|
| Poorly | Fair | Good | Well | Very Well |
|--------|------|------|------|-----------|

Youth-Centered Activities- Check the types you offered this week:

- |   |   |
|---|---|
| <input type="checkbox"/> Project-based learning                 | <input type="checkbox"/> Traditional instructor-led activities only |
| <input type="checkbox"/> Service/expeditionary learning         |   |
| <input type="checkbox"/> Other hands-on youth-led opportunities |   |

What motivated your youth most this week? (Check top 3)

- |   |  |
|---|--|
| <input type="checkbox"/> Having a say in program activities     | <input type="checkbox"/> Personal attention/connection |
| <input type="checkbox"/> Special privileges or responsibilities | <input type="checkbox"/> Displaying their work         |
| <input type="checkbox"/> Public recognition                     | <input type="checkbox"/> Extra activity time           |
|   | <input type="checkbox"/> Other: _____                  |

### Positive Behavior Support Approach

This week, my approach was:

- Mostly proactive (focused on teaching/reinforcing desired behavior)
- Mostly reactive (focused on punishing unwanted behavior)
- Balanced mix

When addressing challenging behavior, I: (Check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> Separated the person from the behavior | <input type="checkbox"/> Offered choices and maintained their agency |
| <input type="checkbox"/> Used "I" statements to describe impact | <input type="checkbox"/> Followed up privately when possible         |

How many times did you specifically acknowledge positive behavior this week?

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> 1-3 times | <input type="checkbox"/> 8-12 times         |
| <input type="checkbox"/> 4-7 times | <input type="checkbox"/> More than 12 times |

When you acknowledged good behavior, you: (Check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> Were specific about what they did right  | <input type="checkbox"/> Gave immediate recognition                                |
| <input type="checkbox"/> Connected it to program values/character | <input type="checkbox"/> Used varied forms of acknowledgment (not just "good job") |

Write one specific acknowledgment you gave:

"I noticed that you \_\_\_\_\_ This shows \_\_\_\_\_"

Estimate your positive-to-corrective interaction ratio this week:

- More corrective than positive
- About equal
- 3:1 positive to corrective
- 5:1 positive to corrective (goal ratio)

