**Teacher Treatment Integrity Form for Reducing Crisis Behavior**

The teacher skills listed below are necessary in order to help prevent student behavior from escalating to the point of crisis behavior. Completing this walk-through checklist will provide the teacher feedback needed to develop a professional development plan in order to help prevent crisis behavior.

 Mark a + if implementation is consistent. Mark a / if implementation is partial or inconsistent.

Mark a – if there is no implementation. Mark a NA if there was no opportunity for implementation.

|  |  |
| --- | --- |
| + , / , - , NA | **Behavioral Supports** |
|  | Staff build positive relationships with each student by pairing themselves with reinforcement (the student views the interaction with a staff person as rewarding) |
|  | Staff use a positive to negative teacher to student interaction ratio of at least 5:1  |
|  | Staff provide choice-making activities throughout each activity to provide opportunities for sense of control |
|  | Staff provide reinforcement at a rate that is based on data indicating the current occurrence of problem behavior (ie: reinf. every 4 min if behavior occurs every 5 min) |
|  | Teacher provides reinforcement based on assessment of the student’s current preferences |
|  | Staff develops a hypothesis of the function of behavior based on a functional assessment |
|  | Staff identify and implement function-based interventions |
|  | Staff review expectations before transitioning to a new activity |
|  | Staff reinforce closer approximations of the desired behavior until desired behavior is mastered |
|  | Staff responses to behavior reflect an understanding of the effect neurological differences (autism, trauma, etc) have on one’s ability to control their own behavior |
|  | Staff have been trained on prevention plans and fidelity is monitored |
|  | Teacher analyzes behavior data weekly and uses graphed data to make decisions |
| + , / , - , NA | **Instructional Supports** |
|  | Staff actively supervise to identify the need to modify interventions by moving, scanning and interacting positively with all students |
|  | Staff actively engage with students during instructional and reinforcement activities |
|  | Staff fade in number and difficulty level of demands to the student’s tolerance level |
|  | Staff mix easy & difficult demands at an 80/20 ratio to decrease frustration level |
|  | Staff mix and vary the type and presentation of instructional tasks, demands, and reinforcement to prevent materials from becoming boring/aversive |
|  | Staff use error correction/most to least prompting to limit errors and frustration |
|  | Staff fade student prompts when data indicates the need |
|  | Staff build the student’s momentum to complete difficult tasks by presenting less effortful tasks first |
|  | Staff teach calming techniques and emotional regulation skills to students when calm |
|  | Teacher analyzes instructional data weekly and uses graphed data to make decisions |
|  | Teacher provides written instructions, models the expectations, provides opportunities for role-playing and gives feedback when training direct-care staff on strategies |
|  | Teachers use instructional materials and activities that are evidence-based, age appropriate, meaningful, and relevant  |
|  | Staff provide fast-paced instruction with little down-time between starting a task after giving up reinforcement and completing a task before earning reinforcement |
| + , / , - , NA | **Environmental Supports** |
|  | The physical environment has established and defined instructional areas that provide clear, visual boundaries and communicates expectations for meeting goals |
|  | Activities and tasks are visually structured to promote student independence |
|  | Class schedule is posted, referred to often, and followed consistently |
|  | Individual schedules include appropriate ratio of instruction, reinforcement & structured breaks based on data collection |
|  | Work spaces are structured to communicate what work, how much work, and what to do next |
|  | Rules and routines are established, defined, and referred to often |
|  | Visual and technical supports are provided to allow students to enhance a student’s ability to communicate their wants and needs  |
|  | The school and classroom environment prioritize staff self-care and regulation |
|  | The organization of the instructional materials allow for fast paced instruction |
|  | Teacher provides instructional plans and materials to support staff prior to scheduled instructional time |
|  | The classroom environment is culturally relevant, enriched with materials that are engaging, motivating, and meet the needs of all students |

Adapted from:

Pennington, (2014). A-COT, University of Louisville.

Sturmey, (2018). Reducing Restraint and Restrictive Behavior Management Practices, City University of New York.

**Treatment Integrity Feedback Form**

Teacher Observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff Completing Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location of Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scores on Walk-Through Checklist:**

# Skills observed where implementation was consistent ( + ): \_\_\_\_\_\_/37 = \_\_\_\_\_\_\_\_%

# Skills observed where implementation was partial or inconsistent ( / ): \_\_\_\_\_\_/37 = \_\_\_\_\_%

# Skills observed where there was no implementation ( - ): \_\_\_\_\_\_/37 = \_\_\_\_\_\_\_\_%

# Skills where there was no opportunity for implementation (NA): \_\_\_\_\_\_/37 = \_\_\_\_\_\_\_\_%

**Positive Feedback Given:**

1.

2.

3.

**Plan for observing skills where there was no opportunity for implementation:**

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|  |

**Corrective Feedback Given:**

|  |  |
| --- | --- |
| **Inconsistent/No Implementation Feedback** | **Professional Development Plan** |
| 1. |  |
| 2.  |  |
| 3. |  |
| 4.  |  |
| 5.  |  |

