



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 there is no implementation.

Mark a / if implementation is partial or inconsistent.

Mark a NA if there was no opportunity for implementation.

+, /, -, NA	Behavioral Supports
	Staff build positive relationships with each student
	Staff implement prevention plans with fidelity
	Teacher analyzes data frequently and uses graphed data to make decisions
	Staff use a positive to negative teacher to student interaction ratio of at least 5:1
	Staff provide choice-making activities throughout the activity
	Staff teach calming techniques and emotional regulation skills during instruction when calm
	Staff utilize a comfort or calming area to de-escalate the student at first sign of anxiety
	Staff use extinction (withholding reinforcement) for off-task responses
	Staff use schedules of reinforcement based on data indicating frequency of behavior
	Staff pair teaching environment and individual staff with reinforcement
	Staff observe low points in engagement and modify antecedent interventions to prevent behavior from escalating
	Staff tone of voice, body language, and proximity to students promote student engagement
	Staff debrief with students after each crisis and to students' potential
	Staff debrief as a team after each crisis event to find the root cause and revise plan
+, /, -, NA	Instructional Supports
	Staff actively supervise by moving, scanning and interacting positively with all students
	Teachers use instructional materials and activities that are evidence-based, age appropriate, meaningful, and relevant
	Staff provide fast-paced instruction with little down-time
	Staff teach skills to fluency (correct and quick) to build endurance
	Staff provide multiple opportunities to respond for each student
	Staff fade in number and difficulty level of demands to the student's tolerance level
	Staff intersperse easy and difficult demands at an 80/20 ratio
	Staff mix and vary the type and presentation of instructional tasks and demands
	Staff use error correction procedures to limit errors and frustration
	Staff fade student prompts as needed (start with most then fade to least)
	Teacher embeds social emotional learning into all subjects
	Staff instructional practices reflect an understanding of the effect neurological differences have on learning and behavior
	Teacher uses Behavioral Skills Training (BST) to train direct-care staff on strategies
	Teacher uses graphed data to make instructional decisions
+, /, -, NA	Environmental Supports
	The physical environment has established and defined instructional areas that provide clear, visual boundaries and communicates expectations for achievement
	The classroom environment is culturally relevant, enriched with materials that are engaging, motivating, and meet the needs of all students
	The organization of the materials promote student engagement
	Teacher provides instructional plans and materials to support staff prior to instruction
	Class schedule is posted, referred to often, and followed consistently
	Staff use a transition signal that clearly indicates when a change is approaching
	Rules and routines are established and defined

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 (+): _____ / 32 = _____ %

Skills observed where implementation was partial or inconsistent (/): _____ / 32 = _____ %

Skills observed where there was no implementation (-): _____ / 32 = _____ %

Skills where there was no opportunity for implementation (NA): _____ / 32 = _____ %

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.	

Skill Area	Professional Development Resources
Behavioral Supports	<p>National: Antecedent-Based Intervention Online Module https://afirm.fpg.unc.edu/antecedent-based-intervention Antecedent Modification Resource https://intensiveintervention.org/sites/default/files/Antecedent_Modification_508.pdf Behavior Assessment & Planning with Evidence-Based Interventions Online Course https://autismcertificationcenter.org/ Debriefing Techniques: How to Use Them for Prevention Resource https://www.crisisprevention.com/Blog/January-2017/debriefing-techniques Differential Reinforcement Online Module https://afirm.fpg.unc.edu/differential-reinforcement https://autisminternetmodules.org/user_mod.php Function Based Thinking: School Wide Training Online Module http://moodle.tasnatbs.org/enrol/index.php?id=37 Functional Communication Training Online Module https://afirm.fpg.unc.edu/functional-communication-training https://autisminternetmodules.org/user_mod.php PBIS World of Behavioral Strategies Website https://www.pbisworld.com/ Reinforcement Online Module https://afirm.fpg.unc.edu/reinforcement Self-Management Online Module https://afirm.fpg.unc.edu/self-management</p> <p>State: Appropriate Responses to the 7 Phases of the Escalation Cycle Resource https://www.ksdetasn.org/resources/887 Basic FBA to BIP Modules http://moodle.tasnatbs.org/ Classroom Management Assessment Resource https://www.ksdetasn.org/resources/1943 Comfort Rooms (Calming Area) Resource https://www.ksdetasn.org/resources/2469 De-Escalation of Behavior Video Series https://www.ksdetasn.org/champs/de-escalation-of-behavior-video-series De-Escalation Techniques Power Point Resource https://www.ksdetasn.org/resources/892 Direct Preference Assessment Resource https://www.ksdetasn.org/resources/2038 ESI Prevention: Systems Power Point Resource https://www.ksdetasn.org/resources/1968 Evidence Based Antecedent Interventions Resource https://www.ksdetasn.org/resources/2138 Evidence-Based School Models for Non-Physical Crisis Prevention Resource https://www.ksdetasn.org/resources/2141 Evidence-Based Reinforcement Interventions Resource https://www.ksdetasn.org/resources/2140 Extinction Resource https://howtoaba.com/extinction/ It's All About You Training and Resources https://www.ksdetasn.org/atbs/it-s-all-about-you https://www.ksdetasn.org/atbs/it-s-all-about-you http://moodle.tasnatbs.org/course/view.php?id=33 Peace Corner (Calming Area) Resource https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/1068/Peace_Corners.pdf Preference assessment Decision Tree Resource https://www.ksdetasn.org/resources/2051 Self-Regulation Resources https://www.ksdetasn.org/atbs/self-regulation SAFER Debriefing Model Resource https://www.ksdetasn.org/resources/2147</p>
Behavioral Supports Cont.	

	<p><u>Local:</u> (ie: district staff, peer support)</p>
<p>Instructional Supports</p>	<p><u>National:</u> Active Supervision Resources https://eclkc.ohs.acf.hhs.gov/safety-practices/article/active-supervision Cognitive Differences Online Module https://autisminternetmodules.org/user_mod.php Foundations of Evidence-Based Strategies Online Course https://autismcertificationcenter.org/ Incorporating Trauma Informed Practice and ACEs into Professional Curricula Toolkit Resource https://www.acesconnection.com/fileSendAction/fcType/0/fcOid/464476379552899628/filePointer/464476379552899649/fodoid/464617117048157049/Incorporating%20Trauma%20Informed%20Practice%20and%20ACEs%20into%20Professional%20Curricula%20-%20a%20Toolkit-1.pdf Many Faces of Autism Free Online Course https://autismcertificationcenter.org/ Social Skills Training Online Module https://afirm.fpg.unc.edu/social-skills-training https://autisminternetmodules.org/user_mod.php Task Analysis Online Module https://afirm.fpg.unc.edu/task-analysis https://autisminternetmodules.org/user_mod.php Prompting Online Module https://afirm.fpg.unc.edu/prompting</p> <p><u>State:</u> Autism Spectrum Disorder: The Basics Online Modules http://moodle.tasnats.org/course/view.php?id=42 http://moodle.tasnats.org/pluginfile.php/14426/mod_resource/content/2/0%20Webinar%20Inventory%20in%20Category%20and%20Alpha%20Order.pdf Adverse Childhood Experiences, Trauma, and Implications for Education Professionals Resource https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/859/ACEs_and_Trauma_2016.07.pdf Behavior Skills Training Resource https://www.ksdetasn.org/resources/2470 Bootcamp: ABA and Verbal Behavior Programming Intensive Training https://www.ksdetasn.org/events/2hzhKg College & Career Competency Framework Resource http://www.cccframework.org/resources.html Considerations for the Effective Use of Paraprofessionals in Schools Resource https://www.ksde.org/Portals/0/ECSETS/Para/ConsiderationsEffectiveUseParaprofessionals.pdf Data collection Video Series https://www.ksdetasn.org/resources/1704 Errorless Teaching: A 4-Step Process to Increase Skill Acquisition & Decrease Behavior Webinar https://ksdetasn.org/resources/2064 https://www.ksdetasn.org/resources/1052 Evidence-Based Prompting Procedures Resource https://www.ksdetasn.org/resources/2139 Evidence-Based Social Emotional Learning Interventions Resource https://www.ksdetasn.org/resources/2148 Evidence-Based Social Skills Curriculum Resource https://www.ksdetasn.org/resources/2143 Graphit: TASN’s Data Graphing Tool Resource http://graphit.ksdetasn.org/interventions Individualizing Instruction in Social Competencies Training https://www.ksdetasn.org/events/TKvVBA Instructional Strategies Online Modules http://moodle.tasnats.org/course/view.php?id=42 http://moodle.tasnats.org/pluginfile.php/14426/mod_resource/content/2/0%20Webinar%20Inventory%20in%20Category%20and%20Alpha%20Order.pdf Intertwine of Classroom Instruction and Management Webinar https://www.ksdetasn.org/resources/599</p>
<p>Instructional Supports Cont.</p>	

	<p>Introduction to Autism Spectrum Disorder (ASD) Webinar https://www.ksdetasn.org/resources/2019 It's All About You Training and Resources https://www.ksdetasn.org/atbs/it-s-all-about-you https://www.ksdetasn.org/atbs/it-s-all-about-you http://moodle.tasnatbs.org/course/view.php?id=33 Lesson Plan Guide for Support Staff Resource https://www.ksdetasn.org/resources/2145 Motivating Learner Participation with the 7 Steps to Instructional Control Webinar Series https://ksdetasn.org/resources/1535 https://www.ksdetasn.org/resources/1551 https://www.ksdetasn.org/resources/1567 Nine Effective Teaching Practices Resource https://www.ksdetasn.org/resources/1330 Social Competencies Online Module http://moodle.tasnatbs.org/course/view.php?id=41 Social Competencies Resources https://www.ksdetasn.org/atbs/social-competencies The Skills that Matter: Teaching Interpersonal and Intrapersonal Competencies in Any Classroom Webinar https://ksdetasn.org/resources/1714 Social Competencies: Implementation Across the Lifespan Webinar https://www.ksdetasn.org/resources/1783 Social Skills: Expanding the World Through Social Development Online Modules http://moodle.tasnatbs.org/course/view.php?id=42 http://moodle.tasnatbs.org/pluginfile.php/14426/mod_resource/content/2/0%20Webinar%20Inventory%20in%20Category%20and%20Alpha%20Order.pdf Social Skills and Mentoring Webinar https://www.ksdetasn.org/resources/743 Teaching Using Verbal Behavior Strategies Webinar Series https://ksdetasn.org/resources/779 https://www.ksdetasn.org/resources/782 Universal Checklist for Student Engagement Resource https://www.ksdetasn.org/resources/1328</p> <p><u>Local:</u> (ie: district staff, peer support)</p>
<p>Environmental Supports</p>	<p><u>National:</u> Structured Teaching Online Module https://autisminternetmodules.org/user_mod.php Structured Work Systems and Activity Organization Online Module https://autisminternetmodules.org/user_mod.php Visual Supports Online Module https://afirm.fpg.unc.edu/visual-supports https://autisminternetmodules.org/user_mod.php</p> <p><u>State:</u> Evidence-Based Structured Teaching Interventions Resource https://www.ksdetasn.org/resources/2144 The Principles of Structured Teaching Webinar https://www.ksdetasn.org/resources/602 https://www.ksdetasn.org/resources/604 https://www.ksdetasn.org/resources/762 Structured Teaching Resources https://www.ksdetasn.org/atbs/structured-teaching Summer Institute on Structured Teaching Training https://www.ksdetasn.org/</p>

Environmental Supports Cont.	<u>Local:</u> (ie: district staff, peer support)
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