



## Teacher Self-Assessment 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.

**Teacher:**

**Date:**

+, /, -, NA	Behavioral Supports
	I build positive relationships with each student by pairing myself with reinforcement (the student views the interaction with a you as rewarding)
	I use a positive to negative teacher to student interaction ratio of at least 5:1
	I provide choice-making activities throughout each activity to provide opportunities for a sense of control
	I 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)
	I provides reinforcement based on assessment of the student's current preferences
	I develop a hypothesis of the function of behavior based on a functional assessment
	I identify and implement function-based interventions for problem behavior
	I review expectations with students before transitioning to a new activity
	I reinforce small progress towards learning appropriate behavior to build momentum for the student to keep making progress
	My response to problem behavior reflects an understanding of the effect neurological differences (autism, trauma, etc) have on one's ability to control their own behavior
	I have been trained on prevention plans and receive fidelity on my implementation
	I analyze behavior data weekly and use graphed data to make decisions
+, /, -, NA	Instructional Supports
	I actively supervise students to identify the need to modify interventions by moving, scanning and interacting positively with all students
	I actively engage with students during instructional and reinforcement activities
	I fade in the number and difficulty level of demands to the student's tolerance level
	I mix easy & difficult demands at an 80/20 ratio to decrease frustration level
	I mix and vary the type and presentation of instructional tasks, demands, and reinforcement to prevent materials from becoming boring/aversive
	I use most to least prompting to limit errors and frustration
	I fade student prompts when data indicates the need
	I build the student's momentum to complete difficult tasks by presenting less effortful tasks first
	I teach calming techniques and emotional regulation skills to students when calm
	I analyze instructional data weekly and use graphed data to make decisions
	I provide written instructions, model the expectations, provide opportunities for role-playing and give feedback when training other staff on strategies
	I use instructional materials and activities that are evidence-based, age appropriate, meaningful, and relevant
	I provide fast-paced instruction with little down-time between starting a task after a student gives up reinforcement and completing a task before earning reinforcement

+ , / , - , NA	Environmental Supports
	The physical environment I have established has defined instructional areas that provide clear, visual boundaries and communicates expectations for meeting goals
	The activities and tasks I provide are visually structured to promote student independence
	My class schedule is posted, referred to often, and followed consistently
	The individual schedules I provide include an appropriate ratio of instruction, reinforcement & structured breaks based on data collection
	The work spaces I created communicate what work, how much work, and what to do next
	The rules and routines I have established are defined and referred to often
	The visual and technical supports I have provided enhance a student's ability to communicate their wants and needs
	My school and classroom environment prioritizes staff self-care and regulation
	The organization of the instructional materials I provide allow for fast paced instruction
	I provide instructional plans and materials to support staff prior to scheduled instructional time
	My 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.

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

**Scores on Self-Assessment:**

# Skills where implementation is consistent ( + ): \_\_\_\_\_/36 = \_\_\_\_\_%

# Skills where implementation is partial or inconsistent ( / ): \_\_\_\_\_/36 = \_\_\_\_\_%

# Skills where there is no implementation ( - ): \_\_\_\_\_/36 = \_\_\_\_\_%

# Skills where there are no opportunities for implementation (NA): \_\_\_\_\_/36 = \_\_\_\_\_%

**Identified Strengths:**

Behavioral Supports:

Instructional Supports:

Environmental Supports:

**Identified Gaps:**

Inconsistent/No Implementation	Professional Development Plan
1.	
2.	
3.	