Appendix 1

DEVEREUX-PBIS

I/DD INTEGRITY CONSULTATION

Staff Observed:

ate:		
ocation:		
rimary Observer:		
econdary Observer:		
upervisor:		

Instructions

some items may not be relevant or appropriate for use. Before implementation of the checklist, the consultant and program supervisor should determine if any checklist will be used to monitor progress, clearly outline expectations, and ensure consistency among team members. Since each individual we serve is unique, items should be altered, removed, or added to best meet the needs of their individuals. The purpose of the D-PBIS integrity checklist is to develop and maintain staff competency in implementing the skills used in the D-PBIS I/DD model. The following

inter-rater reliability. Instructions for the observation of each skill are listed at the beginning of each observation form. The clinician and supervisor serve as the primary consultants in the home. Other clinicians may be involved in the process. All observers need to have at least 80%

integrity skills observed and the environmental data should be summarized monthly and presented to the team at their monthly team meeting. Observations of the environment which include materials, interactions and engagement should be conducted during each home observation. Results of the

Active Engagement

Percent Positive Interactions	K	All Interactions	Total (+)	Total (-) All Interactions	Total (+)
0 %	× 100	•	•]•		
Total (-)				=	
15	Negative Interactions	Negative		Behavior Specific Praise	Positive Interactions
Negative Interactions (N/I): Defined as: Verbally stating once, or more, that an individual is doing something incorrectly ("John, stop that!") Use of a coercive ("If you don't clean your room you're not going out tonight.") Interaction that makes an individual seem scared or guilty (individual sighs, cringes, cries, etc.) Interaction which may cause harm to an individual or put them at risk (poor supervision).	as: Verbally stactly ("John, stongt going out uilty (individual on individual can	is (N/I): Defined mething incorre- our room you're seem scared or g iy cause harm to	Negative Interactions (N/I): Defined individual is doing something incorre ("If you don't clean your room you're makes an individual seem scared or Interaction which may cause harm to supervision).	Positive Interactions (P/I): Defined as: Praise, appropriate use of visual incon strategies, assisting an individual with a task, interactions that include any of the following: A calm/pleasant tone of voice, touching appropriately, appropriate use of humor, being attentive to the individual, positive body language (ex: smilling, eye contact). Behavior Specific Praise (BSP): Defined as: statement that includes the individual's name, specific behavior, and praise statement.	Positive Intera icon strategies any of the follo appropriate us language (ex: s Behavior Spec individual's na
'IND interaction occurs Date:	time a staff/	ariate box each Consultant: _	nark in the approp	Positive Interactions Directions: Observe staff / IND interactions for 10 minutes. Put a tally mark in the appropriate box each time a staff/IND interaction occurs Time Start: Time End: Staff Observed: Consultant: Date:	Positive I
Percent IND with Materials Accessible	Percent I		ivity	# of IND with Materials Accessible # of IND Present for Activity	# of IND w
%	11	100	×	•••	
based on your Date:	the following	e. Complete ti	group activity tim Staff Observed:	Materials <u>Directions</u> : Scan the environment during scheduled group activity time. Complete the following based on your observation. Time Start: Time End: Staff Observed: Consultant: Date:	Materials observation.
ce	Residence	5	(S)		
[Individual Engagement]		sitive Interac	[Individual Positive Interactions]	COMPONENTS:[Materials] [Positive Interactions] *IND=Individual	FOUR COMPONENTS: *IND=Individual
				0.00	

× 100 = % Percent IND Receiving Interaction	# IND at Activity	# IND Receiving Interaction
Number of IND Receiving Interaction from Staff		Number of IND at Activity
Consultant: Date:	Staff Observed:	Time Start: Time End:
Mastery Criteria 280% Directions: Observe staff during a 2-minute period, at the beginning or the end of the individual engagement observation. During the two-minute observation, count the number of individuals who receive an interaction (positive interactions and/or effective praise) from a staff.	teraction d, at the beginning or the er ls who receive an interactior	Individuals Receiving a Positive Interaction Directions: Observe staff during a 2-minute period, at the beginning observation, count the number of individuals who receives

			91	5.	1.	3.	2.	1.	IND Name	North of Tall being of con-	Abbreviation Codes PA = Purposeful <u>and</u> age appropriate materials (ex: Individual working on a vocational task, completing chores, completing a 100-piece puzzle). PI = Purposeful <u>but</u> age inappropriate materials (ex: Individual playing with dolls or other children's toys). N = Non-adaptive. Sitting not doing anything, using materials for unintended purpose, attending to things other than the task at hand, engaged in disruptive behavior. *Do not observe/include any IND who are sleeping.	Time Start: Tim	Mastery Criteria ≥52% engagement Directions: Record the name(s) of individual(s) being observed. Observe individual(s) for 5 seconds . Pause for 5 seconds to code what the individual was doing. Move onto the next individual and observe for 5 seconds. Circle the behavior you saw during each 5-second observation. Continue until you observe each individual at least 3 times.
+	PA			riate materia priate mater ping anything	Time End:	nt s) of individue onto the r							
	PI	Interval 1		ıls (ex: Individ ials (ex: Indiv z, using mate	Section of the sectio	al(s) being unext individu							
•]•	Z	z	Z	Z	Z	Z	Z	z			Abbrevii lual working c idual playing rials for unint	Staff Observed.	observed. Ob al and obser
	PA			Abbreviation Codes working on a vocation leading with dolls on for unintended purposers.	red:	serve indiv ve for 5 sec							
*	PI	ΡI	PI	PI	PI	P	PI	P	Interval 2	Behavior	nal task, comp r other childre ose, attending *Dc	0	idual(s) for 5 conds. Circle
100	z	z	z	z	z	z	Z	z			oleting chore en's toys). g to things o	Consultant: _	lastery Criter is econds. F the behavi
	PA			s, completi ther than th e/include ar		ia ≥52% enga Pause for 5 or you saw							
%	PI	ΡI	PI	PI	PI	P	P	PI	Interval 3		ompleting chores, completing a 100-piece puzzle). ildren's toys). ding to things other than the task at hand, engaged *Do not observe/include any IND who are sleeping*	_ Date:	Mastery Criteria ≥52% engagement across all intervals • 5 seconds. Pause for 5 seconds to code what e the behavior you saw during each 5-second
6\	Z	Z	Z	z	z	z	z	z			puzzle). engaged sleeping*		all intervals de what -second

Corrective Instruction

Other Comments: Areas for improvement: Things that went well: Consultant: table. *Remember to start and end the feedback session with a positive! * instruction. Circle "Y" or "N" if the step was observed, or not observed. Calculate the percentage and complete "Feedback for Staff" <u>Directions</u>: Enter the name of the staff being observed, your name, and the date. Observe the staff as they implement corrective Note: This skill may be performed as a role play. ça 5 Total Yes 'n μ Staff stops the problem behavior and depending on the behavior, reminds the individual of the expectation (ex: individual is Staff integrates individual back into the activity. Staff praises the individual for making the correct choice. Staff prompts the individual to agree to try the appropriate behavior, if the same incident should happen in the future. Staff asks the individual to practice the appropriate behavior. Note: staff may need to demonstrate the appropriate behavior Staff asks the individual what s/he could have done differently and prompt individual to repeat the examples Staff asks the individual what s/he could have done differently to be (respectful, responsible and/or safe) and immediately Staff asks the individual what s/he did that wasn't aligned with the expectations (ex: responsible, respectful and/or safe) and provides some examples. yelling, staff interrupts and reminds the individual to be "safe," by requesting a break). immediately provides the description of the individual's behavior and asks individual to repeat the response. . . Number of Steps Total Percentage of Steps Completed Feedback for Staff Name of staff being observed: Total × 100 II Percentage of Steps Completed Mastery Criteria 285% < < < < % Z z Z z Z z Z Z

Level of Safety

Intections: Enter the name of the staff being observed, your name, and the date. Observe the staff as they implement the level of ofety procedure. Circle "Y" or "N" if the step was observed, or not observed. Calculate the percentage and complete "Feedback for tadiff table. *Remember to start and end the feedback session with a gastive.* Date: 1. Identifies an unsafe situation or inappropriate behavior. 2. Decides which way to proceed – protect or teach. If teach-implements corrective instruction (see pg. 5). 3. Follows steps correctly for threatening, harmful or medical condition behavior. 5. Implements corrective instruction procedure with the individual. 6. Individual resumes normal activity, if safe. 7. Praise individual for resuming the normal activity. Percentage of Steps Completed **Normal Steps** **Normal Steps*				Feedback for Staff
Enter the name of the staff being observed, your name, and the date. Observe the staff as they implemedure. Circle "Y" or "N" if the step was observed, or not observed. Calculate the percentage and complex. **Remember to start and end the feedback session with a Rasikixe.** kill may be performed as a role play. Name of staff being observed: Name of staff being obser	pleted	of Steps Com		Number of Steps Total
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Enter the name of the staff being observed, your name, and the date. Observe the staff as they implemedure. Circle "Y" or "N" if the step was observed, or not observed. Calculate the percentage and complements in the performed as a role play. Name of staff being observed: Name			pleted	Percentage of Steps Com
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served, your name, and the date. Observe the staff as they implem is observed, or not observed. Calculate the percentage and compleed back session with a <code>gqsitixed**</code> Name of staff being observed:	z	Υ		
Enter the name of the staff being observed, your name, and the date. Observe the staff as they implem edure. Circle "Y" or "N" if the step was observed, or not observed. Calculate the percentage and comple. *Remember to start and end the feedback session with a positive!* kill may be performed as a role play. Name of staff being observed: Nifies an unsafe situation or inappropriate behavior.	z	Υ	e instruction (see pg. 5).	
Enter the name of the staff being observed, your name, and the date. Observe the staff as they implem edure. Circle "Y" or "N" if the step was observed, or not observed. Calculate the percentage and comple. *Remember to start and end the feedback session with a <code>gositivel*</code> kill may be performed as a role play. Name of staff being observed:	z	4		
<u>ions</u> : Enter the name of the staff being observed, your name, and the date. Observe the staff as they implem procedure. Circle "Y" or "N" if the step was observed, or not observed. Calculate the percentage and completable. *Remember to start and end the feedback session with a gasting!*. This skill may be performed as a role play.	_ 1		aff being observed:	
	teria ≥85% ≀el of ack for	Mastery Crit ment the lev lete "Feedbo	date. Observe the staff as they implen . Calculate the percentage and compl KEL**	Directions: Enter the name of the staff being observed, your name, and the safety procedure. Circle "Y" or "N" if the step was observed, or not observed Staff" table. *Remember to start and end the feedback session with a &&&!!!

Other Comments:

Areas for improvement:

System Self-Management

Other Comments: Things that went well: Areas for improvement: <u>Directions</u>: Enter the name of the staff being observed, your name, and the date. Observe the staff as they implement the system self-management procedure. Circle "Y" or "N" if the step was observed, or not observed. Calculate the percentage and complete Consultant: "Feedback for Staff" table. *Remember to start and end the feedback session with a positive!" çα ģ 'n ,to N Total Yes Staff begins self-monitoring process again, see #1. Staff tracks individuals' progress using a pre-identified system. Reviews how that day was with the individual(s) (ex: staff processes the day with individuals by reviewing what went well Selects acknowledgment for celebration when goal has been met. Select # of days for goal (ex: nine days of keeping hands and feet to self). Once goal has been met, staff sets a date for celebration (this should be as soon as possible). Selects timeframe for self-monitoring (ex: 3pm-11pm shift). Selects positive behavior to be monitored. and what are some areas for improvement) Number of Steps ∞ 11 Total Percentage of Steps Complete Feedback for Staff Name of staff being observed: Jotal × 100 II Percentage of Steps Completed Mastery Criteria 285% < % Z z Z Z z Z Z z

Performance Teaching Integrity Checklist

Name of staff:		
Performance teaching steps for consultant	Obse	Observed
 Staff introduces the positive behavior to be monitored. 	٧	z
2. Staff states the reason(s) why the skill is important.	٧	z
Staff models the skill that is being practiced.	٧	z
 If needed, staff prompts the individuals to use the skill while on the outing. 	Υ	z
Staff praises the individuals for using the skill while on the outing.	Υ	z
Staff gives individuals feedback on the instructional skill- summarizes activity.	Υ	z
7. Staff ends instructional session by praising the individuals and reminds them to use the skill.	Y	z
· 7 = × 100	11	%
Total Yes Number of Steps Total Total	Percentage of Steps Completed	pleted
Things that went well:		
Areas for improvement:		
Other Comments:		