Appendix 1

DEVEREUX-PBIS
I/DD INTEGRITY CONSULTATION

Date:
Location:
Primary Observer:
Secondary Observer:
Supervisor:
Staff Observed:

Instructions

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 checklist will be used to monitor progress, clearly outline expectations, and ensure consistency among team members. Since each individual we serve is unique, some items may not be relevant or appropriate for use. Before implementation of the checklist, the consultant and program supervisor should determine if any items should be altered, removed, or added to best meet the needs of their individuals.

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% inter-rater reliability. Instructions for the observation of each skill are listed at the beginning of each observation form.

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

Active Engagement

FOUR COMPONENTS: 〜〜[Materials]　[Positive Interactions]　[Individual Positive Interactions]　[Individual Engagement]
*IND=Individual

Residence: _____

Materials

Directions: Scan the environment during scheduled group activity time. Complete the following based on your observation. Time Start: _____ Time End: _____ Staff Observed: _____ Consultant: _____ Date: _____

# of IND with Materials Accessible	÷	# of IND Present for Activity	× 100 =	Percent IND with Materials Accessible %

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 Interactions (P/I): Defined as: Praise, appropriate use of visual icon 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: smiling, eye contact).

Behavior Specific Praise (BSP): Defined as: statement that includes the individual's name, specific behavior, and praise statement.

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).

Positive Interactions	Behavior Specific Praise	Negative Interactions
[ ] + [ ] + [ ] = [ ] Total (+)	[ ] Total (+)	[ ] Total (-)

[ ] Total (+) + [ ] Total (-) = [ ] All Interactions

[ ] Total (+) ÷ [ ] All Interactions × 100 = [ ] % Percent Positive Interactions

Individuals Receiving a Positive Interaction

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.

Time Start: _____   Time End: _____   Staff Observed: _____   Consultant: _____   Date: _____

Number of IND at Activity	Number of IND Receiving Interaction from Staff
[ ]	[ ]

[ ] ÷ [ ] × 100 = [%]

IND Receiving Interaction   # IND at Activity   Percent IND Receiving Interaction

Individual 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**.*

Time Start: _____   Time End: _____   Staff Observed: _____   Consultant: _____   Date: _____

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

IND Name	Behavior								
	Interval 1			Interval 2			Interval 3		
1.	PA	PI	N	PA	PI	N	PA	PI	N
2.	PA	PI	N	PA	PI	N	PA	PI	N
3.	PA	PI	N	PA	PI	N	PA	PI	N
4.	PA	PI	N	PA	PI	N	PA	PI	N
5.	PA	PI	N	PA	PI	N	PA	PI	N
6.	PA	PI	N	PA	PI	N	PA	PI	N
7.	PA	PI	N	PA	PI	N	PA	PI	N
8.	PA	PI	N	PA	PI	N	PA	PI	N

☐ **+** ☐ **÷** ☐ **× 100 =** ☐ **%**

Corrective Instruction

*Directions: Enter the name of the staff being observed, your name, and the date. Observe the staff as they implement corrective instruction. Circle "Y" or "N" if the step was observed, or not observed. Calculate the percentage and complete "Feedback for Staff" table. *Remember to start and end the feedback session with a positive! *
Note: This skill may be performed as a role play.*

Date: _____

Consultant: _____

Name of staff being observed: _____

1.	Staff stops the problem behavior and depending on the behavior, reminds the individual of the expectation (ex: individual is yelling, staff interrupts and reminds the individual to be "safe," by requesting a break).	Y	N
2.	Staff asks the individual what s/he did that wasn't aligned with the expectations (ex: responsible, respectful and/or safe) and immediately provides the description of the individual's behavior and asks individual to repeat the response.	Y	N
3.	Staff asks the individual what s/he could have done differently to be (respectful, responsible and/or safe) and immediately provides some examples.	Y	N
4.	Staff asks the individual what s/he could have done differently and prompt individual to repeat the examples.	Y	N
5.	Staff asks the individual to practice the appropriate behavior. Note: staff may need to demonstrate the appropriate behavior first.	Y	N
6.	Staff prompts the individual to agree to try the appropriate behavior, if the same incident should happen in the future.	Y	N
7.	Staff praises the individual for making the correct choice.	Y	N
8.	Staff integrates individual back into the activity.	Y	N

Percentage of Steps Completed

Total Yes ÷ **8** = Total
            Number of Steps

Feedback for Staff

Total × 100 = Percentage of Steps Completed **%**

Things that went well:

Areas for improvement:

Other Comments:

Level of Safety

Directions: Enter the name of the staff being observed, your name, and the date. Observe the staff as they implement the level of safety procedure. Circle "y" or "N" if the step was observed, or not observed. Calculate the percentage and complete "Feedback for Staff" table. *Remember to start and end the feedback session with a positive!*

Note: This skill may be performed as a role play.

Date: _____   Name of staff being observed: _____

Consultant: _____

1.	Identifies an unsafe situation or inappropriate behavior.	Y	N
2.	Decides which way to proceed – protect or teach. If teach-implements corrective instruction (see pg. 5).	Y	N
3.	Follows steps correctly for threatening, harmful or medical condition behavior.	Y	N
4.	Assesses the individual's safety status.	Y	N
5.	Implements corrective instruction procedure with the individual.	Y	N
6.	Individual resumes normal activity, if safe.	Y	N
7.	Praise individual for resuming the normal activity.	Y	N

Percentage of Steps Completed

[ ] ÷ 7 = [ ] × 100 = [ ] %

Total Yes — Number of Steps — Total — Percentage of Steps Completed

Feedback for Staff

Things that went well:

Areas for improvement:

Other Comments:

System Self-Management

*Directions: 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 "Feedback for Staff" table. *Remember to start and end the feedback session with a positive!*

Date: _____

Consultant: _____

Name of staff being observed: _____

1.	Selects positive behavior to be monitored.	Y	N
2.	Select # of days for goal (ex: nine days of keeping hands and feet to self).	Y	N
3.	Selects acknowledgment for celebration when goal has been met.	Y	N
4.	Selects timeframe for self-monitoring (ex: 3pm-11pm shift).	Y	N
5.	Reviews how that day was with the individual(s) (ex: staff processes the day with individuals by reviewing what went well and what are some areas for improvement).	Y	N
6.	Staff tracks individuals' progress using a pre-identified system.	Y	N
7.	Once goal has been met, staff sets a date for celebration (this should be as soon as possible).	Y	N
8.	Staff begins self-monitoring process again, see #1.	Y	N

Percentage of Steps Complete

Total Yes [ ] ÷ 8 = [ ]
Number of Steps   Total

Feedback for Staff

[ ] ÷ [ ] × 100 = [ ] %
Total   Total   Percentage of Steps Completed

Things that went well:

Areas for improvement:

Other Comments:

Performance Teaching Integrity Checklist

*Directions: 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 "Feedback for Staff" table. *Remember to start and end the feedback session with a positive!*

Consultant: _____   Date: _____

Name of staff: _____

Performance teaching steps for consultant	Observed	
1. Staff introduces the positive behavior to be monitored.	Y	N
2. Staff states the reason(s) why the skill is important.	Y	N
3. Staff models the skill that is being practiced.	Y	N
4. If needed, staff prompts the individuals to use the skill while on the outing.	Y	N
5. Staff praises the individuals for using the skill while on the outing.	Y	N
6. Staff gives individuals feedback on the instructional skill- summarizes activity.	Y	N
7. Staff ends instructional session by praising the individuals and reminds them to use the skill.	Y	N

Percentage of Steps Complete

Total Yes [ ] ÷ Number of Steps **7** = Total [ ]

Total [ ] × 100 = Percentage of Steps Completed [ ] %

Feedback for Staff

Things that went well:

Areas for improvement:

Other Comments: