Student: D

School: High School

(+) =  if Staff demonstrates skill 100% correctly
(-) =  if staff did not demonstrate skill correctly
(N/A) = if skill was not applicable

| Integrity Checklist | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Date | | | | | | | |
| Staff Initials | | | | | | | |
| Time Frame(s) | | | | | | | |
| **Target Behaviors and Definitions** | | | | | | | |
| Self-Injurious Behavior | | | | | | | |
| Physical Aggression | | | | | | | |
| Disruption | | | | | | | |
| Touching | | | | | | | |
| Rumination | | | | | | | |
| Smearing | | | | | | | |
| Paper Tearing | | | | | | | |
| **Target Behaviors and Function** | | | | | | | |
| Self-Injurious Behavior | | | | | | | |
| Physical Aggression | | | | | | | |
| Disruption | | | | | | | |
| Touching | | | | | | | |
| Rumination | | | | | | | |
| Smearing | | | | | | | |
| Paper Tearing | | | | | | | |
| **Data collection and session materials** | | | | | | | |
| Behavior Checklist | | | | | | | |
| Frequency Count:  Tearing/Smearing | | | | | | | |
| **Materials** | | | | | | | |
| iPad | | | | | | | |
| Token Board (Clipboard) | | | | | | | |
| 10 tokens | | | | | | | |
| Break cards/Tickets | | | | | | | |
| MotivAider | | | | | | | |
| Rules-Visually displayed on clipboard | | | | | | | |
| Doodle notebook | | | | | | | |
| Kitchen Timer (for breaks) | | | | | | | |
| Quarters Criteria Sheet Available (in classroom) | | | | | | | |
| **Antecedent Procedures** | | | | | | | |
| Low Level of Noise in Classroom | | | | | | | |
| 1:1/Group Activities remain 2-3 feet from D | | | | | | | |
| Gesture prompts when appropriate | | | | | | | |
| If D does not respond to gesture prompt, provide partial verbal prompt | | | | | | | |
| If D does not respond to gesture prompt, provide verbal prompt | | | | | | | |
| Only 1 person speaking/interacting with D | | | | | | | |
| **Morning Schedule Routine  (NEW BIP WAITING FOR APPROVAL)** | | | | | | | |
| Schedule:  Written copy provided to D | | | | | | | |
| Schedule:  D enters schedule into iPad | | | | | | | |
| Schedule:  When complete/provide praise | | | | | | | |
| Schedule:  iPad within proximity at all times | | | | | | | |
| Schedule:  When activity is complete, D checks it off his schedule | | | | | | | |
| List/Questions about activity:  point to iPad | | | | | | | |
| List/Questions about activity:  no verbal response | | | | | | | |
| **Token Board (Clipboard)** | | | | | | | |
| Prepare token board by removing predetermined number of quarters | | | | | | | |
| Tell D that when he earns all of his quarters, he will get computer time/iPad time | | | | | | | |
| State rules for how to earn a quarter (you need to follow school/classroom rules) | | | | | | | |

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**Set MotivAider**

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Provide quarters at pre-determined intervals | | | | | | | | | | | | | | | |
| When criteria is met offer D a break. "D you have all your quarters, you can have some time on the iPad". | | | | | | | | | | | | | | | |
| Remind D that he has 3 minutes | | | | | | | | | | | | | | | |
| Timer is set for 3 minutes (once logged into device). | | | | | | | | | | | | | | | |
| D can view timer | | | | | | | | | | | | | | | |
| Monitor D from 6-7 feet (i.e., video selection). | | | | | | | | | | | | | | | |
| If he accesses a site that is not appropriate, say "choose another site". | | | | | | | | | | | | | | | |
| Break over: Provide Token for returning to next activity on schedule | | | | | | | | | | | | | | | |
| Break over: provide praise for returning to next activity on schedule | | | | | | | | | | | | | | | |
| If during FI interval, D does not follow rules, reset timer "D, remember, you need to have kind hands/feet to ____. I will have to start the timer over". | | | | | | | | | | | | | | | |
| Implemented across the school day in all settings. | | | | | | | | | | | | | | | |

**Sticker Reinforcement**

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| During DTT | | | | | | | | | | | | | | | |
| Sticker (1) for completing his math word problems/writing address | | | | | | | | | | | | | | | |
| 9 stickers, he can trade in for bag of Funyons | | | | | | | | | | | | | | | |

**Break Requests**

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Can have option for up to 3 breaks during DTT, Large Group, Small Group | | | | | | | | | | | | | | | |
| State "D you have three breaks during ___". | | | | | | | | | | | | | | | |
| Show three break cards to D while explaining that he has 3 breaks. | | | | | | | | | | | | | | | |
| State that each break is 3 minutes long. | | | | | | | | | | | | | | | |
| Provide gesture prompt for D to take break if precursor behaviors are observed. | | | | | | | | | | | | | | | |
| Do not prompt for a break after any target behaviors. | | | | | | | | | | | | | | | |
| During break, offer D choices from items listed in BIP. | | | | | | | | | | | | | | | |

**Ambulating in Halls**

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| During change (class, lunch) and other busy hallway times, require D to carry item. | | | | | | | | | | | | | | | |
| Walk within arms length/2-3 feet of D. (If hallway is crowded) | | | | | | | | | | | | | | | |
| Block attempts to hit glass case | | | | | | | | | | | | | | | |
| Use gesture prompts/strategic walking through crowded hallway | | | | | | | | | | | | | | | |
| If hallway is not crowded, allow D to walk ahead, maintain visual observation. | (NEW BIP WAITING FOR APPROVAL) | | | | | | | | | | | | | | |
| When D arrives at destination, if no target behaviors, praise his successful walking. | | | | | | | | | | | | | | | |

**Rules**

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Present rule card to D during arrival | | | | | | | | | | | | | | | |
| Have D demonstrate rules | | | | | | | | | | | | | | | |
| If D states rules before you begin reading them, show him the visual card. | | | | | | | | | | | | | | | |

**Objects to Manipulate**

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Small or large group, offer D small object to fidget with. | | | | | | | | | | | | | | | |
| Doodle notebook should be near D during all activities where he may smear or tear. | | | | | | | | | | | | | | | |

**Consequence Strategies**

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| Self-Injury | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ignore | | | | | | | | | | | | | | | | |
| Redirect to relevant task | | | | | | | | | | | | | | | | |
| Reset Interval Timer (MotivAider) | | | | | | | | | | | | | | | | |
| If behavior occurs independent of instructional activities, offer a sensory item 30 seconds of hands down | | | | | | | | | | | | | | | | |
| If the behavior continues, model hands down (at side) and say "hands down" | | | | | | | | | | | | | | | | |
| When event is over deliver quarters on 30 second interval schedule (FI-30 sec) | | | | | | | | | | | | | | | | |
| Gradually increase the quarter interval and number of quarters removed until the current designated levels are reached | | | | | | | | | | | | | | | | |

| Aggression | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| If D says "hit, hit" or "hit (person)", the person should leave the area. | (NEW BIP WAITING FOR APPROVAL) | | | | | | | | | | | | | | | |
| Redirect to relevant/current task--gesture or verbal prompt | | | | | | | | | | | | | | | | |
| Block attempts of aggression | | | | | | | | | | | | | | | | |
| Reset Interval Timer (MotivAider) | | | | | | | | | | | | | | | | |
| Deliver quarters on 30 second interval schedule (FI-30 | | | | | | | | | | | | | | | | |
| Follow through with demand (low volume, in close proximity, few words). | | | | | | | | | | | | | | | | |
| If aggression continues, repeat moving person away and blocking. | | | | | | | | | | | | | | | | |
| When safe, model hands down behavior paired with verbal prompt "hands down" | | | | | | | | | | | | | | | | |
| If aggression continues, provide partial physical prompt for hands down | | | | | | | | | | | | | | | | |
| Reset Interval Timer (MotivAider) | | | | | | | | | | | | | | | | |
| Approximately every 2-3 times of setting timer, verbally remind D of rules. | | | | | | | | | | | | | | | | |
| When event is over deliver quarters on 30 second interval schedule (FI-30 sec) | | | | | | | | | | | | | | | | |
| Gradually increase the quarter interval and number of quarters removed until the current designated levels are reached | | | | | | | | | | | | | | | | |

| Disruption | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| If D attempts to hit glass object, block | | | | | | | | | | | | | | | | |
| If disruption is not dangerous, ignore | | | | | | | | | | | | | | | | |
| If behavior continues, redirect to current task (Gesture or verbal prompt) | | | | | | | | | | | | | | | | |
| If disruption continues, model hands down paired with verbal prompt. | | | | | | | | | | | | | | | | |
| Reset Interval Timer (MotivAider) | | | | | | | | | | | | | | | | |
| Approximately every 2-3 times of setting timer, verbally remind D of rules. | | | | | | | | | | | | | | | | |
| When event is over deliver quarters on 30 second interval schedule (FI-30 sec) | | | | | | | | | | | | | | | | |
| Gradually increase the quarter interval and number of quarters removed until the current designated levels are reached | | | | | | | | | | | | | | | | |

| Hands on genitals/Touching | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ignore | | | | | | | | | | | | | | | | |
| Touching longer than 15 s, physical prompt to remove his hand (tap bent arm near the elbow). | | | | | | | | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pulls pants down, assist him in pulling pants up (no eye | | | | | | | | | | | | | | | | | | | | |
| Do not use verbal direction/redirection or make any comments about the behavior. | | | | | | | | | | | | | | | | | | | | |
| *Tearing/Smearing* | | | | | | | | | | | | | | | | | | | | |
| When behavior is observed point/gesture to doodle | | | | | | | | | | | | | | | | | | | | |
| If necessary, block attempts to smear/tear | | | | | | | | | | | | | | | | | | | | |
| Reset Interval Timer (MotivAider) | | | | | | | | | | | | | | | | | | | | |
| When activity is complete have D remove all tearing debris from floor. | | | | | | | | | | | | | | | | | | | | |
| *Rumination* | | | | | | | | | | | | | | | | | | | | |
| If you observe food in D' mouth at least five minutes after eating, state "swallow" | | | | | | | | | | | | | | | | | | | | |
| If you observe D manipulating food in his hands, instruct him to place the food in the trashcan or paper | | | | | | | | | | | | | | | | | | | | |
| Percent + | | | | | | | | | | | | | | | | | | | | |
| Percent - | | | | | | | | | | | | | | | | | | | | |

Notes: