XX Treatment Fidelity Data Sheet – Supervisor: XX Staff: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Date: | Time: | Reason: |
| **1**Area of Concern | **2**Needs Improvement | **3**Meets Expectation | **4**Excellent | **N/A**Not Applicable | **N/O**No Opportunity to Observe |
|  Area | Comments |
| **Antecedent Management** |
| Accurate and timely data is collected |  |  |
| Use “First, then” language vs. just saying, “no.” |  |
| Uses positive redirection (vs. telling ‘what not to do.’ |  |
| Uses proximity appropriately (support during challenging times/days; space otherwise) |  |
| Offers walking breaks upon observations of frustration |  |
| Engages in check-ins for emotional regulation state (as outlined in plan) |  |
| **Classroom Management and Reinforcement Procedures** |
| Gives clear, simple directions with eye contact and ensures comprehension |  |  |
| Always models expected behaviors and social interactions |  |
| Provides frequent praise for behaviors to increase and varies praise |  |
| Removes classroom objects when they become unsafe or are being misused |  |
| Uses 1:1 time to support and develop appropriate social skills  |  |
| Manages and delivers token (money) reinforcement system according to plan |  |  |
| **Addressing Challenging Behavior/Crisis Support** |
| Positions body to block areas that are currently unavailable |  |  |
| Directs student to break space at earliest sign of escalating behavior |  |
| Removes access to materials when engaged in refusals |  |
| Follows verbal script outline when elopement occurs  |  |
| Waits 1 minute between attempts to verbally de-escalate before/during HWC trained hold  |  |
| Processes any unsafe instances with a calm, neutral tone and offers specific suggestions for reparation and use of regulation strategies in the future |  |
| Utilizes HWC/seclusion as trained, only when necessary for safety purposes |  |
| **Additional Notes/Comments** |
| Signatures | Date |