**Step 1: Individualized Behavior Rating Scale Tool (Original Version)**

Student: Miguel School: Clark MS

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| **Target Behavior** | | **Date** | **9/25/19** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Off-Task  Per Period | >5 prompts  5 Prompts  4 Prompts  3 Prompts  0-2 Prompts | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
| On-Task Entry | 0 Times  1 Time  2 Times  3 Times  >3 Prompts | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
| On-Task Classwork | 0 Times  1 Time  2 Times  3 Times  >3 Prompts | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
| On-Task Beginning Homework | 0 Times  1 Time  2 Times  3 Times  >3 Prompts | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |

**KEY:** Off-task: definition- drawing instead of engaging in assignment or directions, sitting at desk and staring; 5= terrible day (>5 prompts); 4= typical day (5 prompts); 3= So-So day (4 prompts); 2= good day (3 prompts); 1= great day (0-2 prompts)

On-task: definition- following instructions after one or two prompts, (e.g., starting task within 2 prompts, interacting and using materials appropriately until completion of task); 5= great day, 4= good day, 3= So-So day, 2=typical bad day, 1= terrible day.

Prompts include verbal and nonverbal prompts for On-task

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Student: DB School: Clark MS

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| **Target Behavior** | | **Date** | **11/19/19** | **11/26/19** | **11/29/19** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Crying 11:30-12:30 | Continuous Scream  9-10 episodes  4-8 episodes  2-3 episodes  0-1 episodes | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
| Crying 12:30-1:30 | Continuous Scream  9-10 episodes  4-8 episodes  2-3 episodes  0-1 episodes | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
| Crying  1:30-2:30 | Continuous Scream  9-10 episodes  4-8 episodes  2-3 episodes  0-1 episodes | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
| Crying  2:30-3:30 | Continuous Scream  9-10 episodes  4-8 episodes  2-3 episodes  0-1 episodes | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
| Crying Arrival | Continuous 100%  Latency 100%  Ongoing 50-99%  Some Crying <50%  No Crying (05) | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
| Arrival Routine A | 7-10 Steps  4-6 Steps  2-3 Steps  1 Step  0 Steps | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
| Arrival Routine B | 0-3 Steps prompted  4-5 Steps prompted  6-7Steps Prompted  8-9Steps Prompted  All Steps Prompted | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |

**KEY:**

**Crying (each hour):** definition- loud, repetitive sobs/wailing, may be paired with screaming, directed at staff (looks directly at person) or pointing to the exit while grunting; occasional tears. *Rate your perceptions of Denis’s crying behavior episodes each hour of his day. Episodes are defined as a latency of ~45 sections to 1 minute between cries;* 5= Terrible day (continuous scream), 4= Typical Bad day (9-10 screaming episodes), 3=So-So day, 2=good day, 1= fantastic day.

**Crying (Arrival Routine):** *Rate your perceptions of Denis’s crying behavior episodes during the arrival routine.* 5= terrible day (continuous scream throughout routine with no latency), 4= bad day (ongoing crying throughout 100% of routine with latency), 3= So-So day (cried with latency 50-99% of the routine), 2=good day (cried less than 50% of the routine), 1=fantastic day (no crying).

**Arrival Routine A:** Definition- uses visual task analysis to independently complete (no physical or partial physical prompts) the 10 step routine upon arrival in the classroom to the first activity. *Rate your perceptions of Denis’s independent completion of the arrival routine by estimating the number of task analysis steps completed independently (no physical or partial physical prompts).* 5=fantastic day (completed 7-10 steps independently), 4= good day (completed 4-6 steps independently), 3=So-So day (2-3 steps completed independently), 2=Typical bad day (1 step completed independently), 1=terrible day (0 steps completed independently).

**Arrival Routine B:** *Rate your perceptions of prompting required for Denis to complete the arrival routine.* 5=fantastic day (required prompting for 0-3 steps), 4= good day (required prompting for 4-5 steps), 3=So-So day (required prompting for 6-7 steps), 2=Bad day (required prompting for 8-9 steps), 1=terrible day (required prompting for every step).

**Step 1: Individualized Behavior Rating Scale Tool (Original Version)**

Student: JR School: Clark MS

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| **Target Behavior** | | **Date** | **Period 1** | **Period 2** | **Period 3** | **Date** | **Period 1** | **Period 2** | **Period 3** | **Date** |  |  |  |  |  |  |  |  |  |  |  |
| Tantrum (Frequency) | >10 Times  7-10 Times  5-7 Times  3-5 Times  <3 Times | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
|  |  | | **Tantrum 1** | **Tantrum 2** | **Tantrum 3** | **Tantrum 4** | **Date** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Tantrum Duration | >10 mins  7-10 mins  5-7 mins  3-5 mins  <3 mins | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |  | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |

**KEY:**

**Step 1: Individualized Behavior Rating Scale Tool (Original Version)**

Student: MO School: Clark MS

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| **Target Behavior** | | **Date** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Self-Injurious behavior frequency | >5 times  4 times  3 times  2 times  0-1 time | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
| Self-injurious behavior intensity | Hit head-intense  Hit head-mild  Hit head w/ hand  Tap head w/hand  No self-injury | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
|  |  | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |

**KEY: Self-injurious behavior-** definition: bangs head on hard surfaces (wall, desk, blackboard) and on hand

*Directions: frequency- rate your perception of the number of times the student engages in self-injurious behavior in each activity.* 5=very bad day (>5 times), 4=typical bad day (4 times), 3=so-so day (3 times), 2=good day (2 times), 1=very good day (0-1 time).

*Directions: intensity- rate your perception of the top intensity the student reached with self-injurious behavior in each activity.* 5= very bad day (hits head on hard surface with force); 4= typical bad day (mildly hits head on hard surface), 3=so-so day (his head forcefully with hand), 2=good day (taps head mildly with hand), 1=very good day (no-self injurious behavior).

**Step 1: Individualized Behavior Rating Scale Tool (Original Version)**

Student: RL School: Clark ES

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| **Target Behavior** | | **Date** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Noncompliance Frequency | >5 times  5 times  3-4 times  2 times  0-1 times | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |
| Noncompliance intensity | Naked  Shoes/socks off  Out of/at door  Walks around  Yells Comment | | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 | 5  4  3  2  1 |

**KEY: Noncompliance**- definition: Yelling comments (e.g., wait), getting out of seat, walking around room, going toward door, leaving the room, taking shoes/socks off and other pieces of clothing off while yelling. *Directions: Frequency- rate your perceptions of the number of times the student is noncompliant.* 5=very bad day (>5 times), 4= typical bad day (5 times), 3= so-so day (3-4 times), 2=good day (2 times), 1= very good day (0-1 time).

*Intensity- rate your perceptions of the intensity of the noncompliance behavior.* 5=very bad day (naked), 4=typical bad day (shoes/socks off), 3= so-so day (out of/at the door), 2= good day (walks around room), 1=great day (yells comment).