

Extinction (by Function) Treatment Integrity Checklist

**Use this TIC if the client does not have a behaviour protocol in place*

Date:	Observed:	<input type="checkbox"/> Role play <input type="checkbox"/> Client Initials _____
Duration:	Observer:	

General Implementation

Correctly identifies function of challenging behaviour in the moment	Y/ N
Withholds reinforcement during challenging behaviour	Y/ N
Score	/2

***Some strategies are not appropriate for every learner*

Escape

Maintain the demand – represent in a neutral voice every 2-3 seconds using prompts if needed	Y/ N NA
Physically prompt the learner to complete the demand – there should be little to no physical resistance	Y/ N NA
Return to regular R+ and schedule of R+ following 3 IND responses	Y/ N NA
Therapist makes adjustments to their behaviour/ activity to increase motivation and instructional control	Y/ N NA
Broken record – repeat instruction while blocking the learner from engaging in other behaviours *no physical prompts used	Y/ N NA
Score	/5

Attention

Limit attention provided to the learner (avoiding making eye contact or speaking)	Y/ N NA
Consistently monitor the child during episode of attention seeking behaviour	Y/ N NA
Score	/2

Tangible – Count and Mand Procedure

Does not allow access to item/activity (blocks access)	Y/ N NA
Remove alternative item (if applicable)	Y/ N NA
Say “no <i>challenging behaviour</i> ” clearly	Y/ N NA
Start a count from 10 (either overtly or covertly) with your hand outstretched	Y/ N NA
Once at 0, prompt the appropriate mand and deliver reinforcement immediately	Y/ N NA
If challenging behaviour occurring during the count - restart	Y/ N NA
Appropriately ends the procedure if needed	Y/ N NA
Score	/7

Sensory

Extinction procedures for behaviour reinforced by automatic reinforcement require specific procedures outlined by the ST/CS.

Safety Considerations

If physical aggression or SIB, uses physical prompting to protect client and self	Y/ N NA
If needed, request additional support	Y/ N NA
If no abatement of challenging behaviour – have learner complete 1 demand (if is crying) and allow escape from demands to a low/moderate preferred activity followed by a period (2-4 min) of low demands	Y/ N NA
If needed, CPI block or stance used appropriately	Y/ N NA
Score	/4

Assessment Scoring

Percentage Score	(Score 1+2+3+4+5/ Total) x 100		
Next Steps Based on Performance			
80 – 100 % Meets Expectations	70 – 79% Satisfactory	50 – 69% Requires BST Training <i>New Hires: up to 2 more BSTs</i>	< 50% Learning Plan Needed <i>New Hires: up to 3 BSTs</i>

Observer Signature _____

IT Signature _____