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**Scripts and Protocols**

**IMPLEMENTATION CHECKLIST**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time/Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CODES:** ICF (Implemented Consistently with Fidelity)

IBI (Implemented but Inconsistently and/or without Fidelity)

NI (Not Implemented)

NO (No Opportunity for Implementation)

**Engagement Script Example:**

* For all classroom instructional times, have a visual with <student’s> name on it placed at the selected seat for that time period.
* Seat choices (in visual format) can be offered at the beginning of any classroom time period (1-3 options) but once a seat is selected, keep her name on it for that entire time period. During classroom work and activities, her seat should be next to the selected peers for that time period.
* Have the selected peers do the expected work in order to model for what <student> is supposed to be doing.
* Para should regularly prompt <student> to look at his/her peers and do what they are doing to orient over time to attend to them.
* Para should be the translator of the gen ed teacher’s instructions, discussion, etc. Write the core vocabulary the teacher or participating peers are saying on the white board and with expression, repeat those words or refer to them.
* If the teacher is asking for peers to respond, prompt <student> to “raise your hand” and provide continual reminders to keep hand up, wait for the teacher to call on, etc.
* Once the teacher calls on, write down the answer to say so <student> doesn’t have to generate it.
* Prompt <student> to read the answer out loud and then high 5 or give thumbs up for a “great job.” This will help <student> learn what it means to be a student and engage with the class.
* Have para complete or differentiate any worksheets or tasks the peers are expected to do as if the para were an actual student in the class. Then have <student> trace it, color it, complete it, engage with it in any way
* Provide high 5’s, thumbs up, “great job” or other feedback as she interacts with the assignments (right or wrong). Engagement is what is important, not correctness for now.
* If <student> is having trouble engaging, try prompting to a very specific task in the activity and/or differentiate the expectation to very easy and ramp up use of the Sr script to try to re-engage her.
* If this is not successful, try offering a choice within the activity. Examples include “you do one, I do one,” “I’ll write, you trace?” “you pick which one you want to do,” etc. Peers can be used for this as well as the para.
* When there is down time or too much discussion to keep <student> engaged even with writing the primary concepts on the white board, prompting to peers, using choices, increasing Sr, and differentiating the assignment, use the One More Script and then return to the classroom activity after choice time.
* If <student> does not re-engage in the classroom activity, add to her schedule (write it down) that its “<student> Work Time” and go to the desk and use the Work Bins for supplemental work using DTT and differentiation to keep engagement.
* Use the One More Script during this time as much as is necessary to keep <student> in the classroom and engaged.
* If these strategies are not successful for 3 attempts or greater than 5 minutes of disengagement, utilize the Schedule / Break Script and the Break Protocol.

**Sr (Reinforcement) Script Example:**

* Regularly give <student> feedback for doing what <student> is supposed to be doing. He/she does look to the adults in her environment for feedback. Give a silent “thumbs up,” a high 5, a “great job” with enthusiasm when <student> engages and completes work as expected. We need to really ramp up reinforcement for doing what <student> is supposed to be doing.

**One More Script Example:**

* When using the Engagement Script, if <student> engages in Houston behaviors (e.g. trying to leave the area, looking around and not paying attention, not responding to attempts to re-direct her to the work), give the prompt “One More then Choice Time” and be specific about what <student> is expected to do.
* Make it VERY limited in demand and when <student> complies, use the Sr Script and offer choices for choice time for 5 minutes. Choices should be offered visually and include ones <student> can do at the desk, in the “office” or a walk (if <student> is not escalated and eloping might be an issue). After choice time, return to the Participation Script based on what is happing in the classroom.

**Schedule / Break Script Example:**

* If the Engagement and One More Scripts aren’t working (3 attempts or greater than 5 minutes), say “schedule or break” and use two visuals, one in each hand to offer the choices. If <student> says schedule, return to the expected task and use the One More script as soon as needed to keep <student> engaged.
* If <student> says “break,” follow break protocol.
* If <student> says nothing or says schedule but continues the challenging behaviors say “it’s time for a break” and follow break protocol.
* Break Protocol Example:
	+ If <student> chooses break or break is directed, direct to the break area and once in the area, disengage from all interaction.
	+ Do not respond to any questions, comments, discussion or anything. Ignore all attempts!! After 15 seconds, say and show “schedule or break.”
	+ If <student> chooses break, disengage again for 15 seconds and offer the choice again every 15 seconds.
	+ Default is break so when <student> doesn’t choose schedule or break or tries to engage in a discussion, say “you have chosen break” and follow the break protocol.
	+ If <student> tries to leave, even if it is within the 15 seconds, prompt “schedule or break.”
	+ If <student> chooses schedule, write down the expectations (mini-schedule) for returning to schedule and ask if <student> is clear about the expectations. If so, go on to the schedule.
	+ If <student> chooses break, say “break is here until you are ready for schedule.”

**Hallway Script Example:**

* Before entering the hallway, show <student> the schedule and where <student> is going.
* Visually (and verbally) remind of the hallway rules: walk with friends (follow your friend) or give an “elbow or hand” choice if not walking with peers.
* <Student> needs almost continual verbal and visual prompts in the hallway to walk with friends or stay with a staff person. The more talking the staff can do (or a peer) about where you are going and what you are going to do when you get there – basically self-talk out loud about rules of the hallway while you go, the less <student> will try to elope.
* If <student> does make attempts to elope, physical block move and say “break or schedule to <name where you are going>.”
* If <student> says break or nothing, stand there and simply physically stay in her way of escaping. When you stand in the way <student> will stop and just stand there. Saying “elbow or hand” will often redirect to moving again so use this prompt within 30 seconds of stopping. If that doesn’t work, continue the “break / schedule” prompt and “elbow or hand” prompt each 10-30 seconds until <student> complies.
* If <student> does escape, follow and use a card to prompt any staff in the way not to engage in conversation and use the above protocol to get back into the hall and to the expected location.

**Touching Script Example:**

* Teach all staff and peers about the Touching Script
* When <student> approaches and tries to touch someone’s shirt, the person should say “high 5, look only / no touching.” It is ok to lightly block from touching and keep trying to get a high 5.
* If <student> asks a question about the shirt, answer it. If <student> asks a different question, answer it.
* If <student> asks the same question or a 3rd question, say “check your schedule” and do not answer any more questions about the shirt.

**Questions Script Example:**

* If <student> asks a question, answer it.
* If <student> asks again, write it down and show it (say nothing more).
* If <student> asks a 3rd time, show the visual again (say nothing even if <student> is looking at you and seeking verbal feedback).
* If <student> asks a 4th time, say “check your schedule” and redirect to expected tasks. Continue to prompt to the schedule and do not answer the question again.