





Pre- and Post- Survey

Statement	Pre-Survey Average	Post-Survey Average
I am comfortable de-escalating behavioral situations by myself.	4.6 (range, 4-5)	6
I am comfortable de-escalating behavioral situations with help.	6	6

Targeted Professional Development Acceptability Questionnaire

Question	Average and Range
1. Targeted professional development was an acceptable intervention for increasing use of specific classroom management skills (i.e., non-physical de-escalation).	5.6 (range, 5-6)
2. Most teachers would find targeted professional development appropriate for increasing use of specific classroom management skills (i.e., non-physical de-escalation).	5.3 (range, 5-6)
3. Targeted professional development proved effective in increasing use of specific classroom management skills (i.e., non-physical de-escalation)	5.3 (range, 5-6)
4. I would recommend the use of targeted professional development to other teachers.	6
5. The classroom management challenges were severe enough to warrant use of targeted professional development.	5.6 (range, 5-6)
6. I would be willing to continue using the targeted professional development in the classroom setting.	6
7. Targeted professional development would not result in negative side effects for teachers.	5.6 (range, 5-6)
8. The targeted professional development would be appropriate for a variety of teachers.	6
9. The targeted professional development is consistent with trainings I have had before in the school setting.	4 (range, 3-6)
10. Targeted professional development is a fair way to increase use of specific classroom management skills (i.e., non-physical de-escalation).	5.6 (range, 5-6)
11. Targeted professional development is reasonable for increasing	5.6 (range, 5-6)

use of specific classroom management skills (i.e., non-physical de-escalation).

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| 12. I liked the procedures used in the targeted professional development. | 6 |
| 13. Targeted professional development is a good way to increase use of specific classroom management skills (i.e., non-physical de-escalation). | 6 |
| 14. Overall, targeted professional development was beneficial for increasing use of specific classroom management skills (i.e., non-physical de-escalation). | 6 |
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Baseline: Procedural Fidelity for Lead Researcher

Lead Researcher:		Participant & Session:	1 2 3 4 Session # _____
Date:		IOA:	

Directions: Mark (+) if implementor performed the step during the observation, (-) if implementor did not perform the step, or N/A if not applicable.

Step	Completed Correctly?
Researcher has data sheets and materials prepared for session	+ - N/A
Researcher assigns research assistant a scenario (non-escalated or non-escalated problematic) and allows teacher to review the scenario	+ - N/A
Researcher tells teacher ““You will have 5 minutes to de-escalate your student. You will know you have succeeded when the student has moved to the designated zone, as marked with an X. At any point, you may also indicate you are done with the attempt by saying “I’m finished” or “I need to call for help”, and we will terminate the scenario.”	+ - N/A
Researcher provides no instruction or feedback to the teacher	+ - N/A
Researcher takes data	+ - N/A
Researcher ended the scenario at the 5-minute mark, or if the participant got the student to the safe zone, or the participant indicated they were finished.	+ - N/A
Total correct:	

Coaching Fidelity – Intervention

Participant/Training Session:		Researcher:	
Date:		IOA:	

Directions: Mark (+) if implementer performed the step during the observation, or (-) if implementer did not perform the step.

Topic	Criteria	N/A	+/-
Verbal and Written	Trainer provides the participants with one pager		
	Trainer provides a rationale or explanation and importance for using the intervention/strategy with a PowerPoint as visual support		
	Trainer vocally reviews the procedures with the participants		
	Trainer asks if participants have any questions regarding the procedures		
Model	(Level 1) Trainer plays non-escalated video scenarios (1 video)		
	(Level 2) Trainer plays non-escalated problematic video scenarios (1 video)		
	(Level 3) Trainer plays escalated video scenarios (1 video)		
	Trainer asks if there are any questions regarding the modeled procedure		
	Trainer asks if there are any questions regarding the materials		
Role-play	Trainer states that the participants will practice implementing the intervention in via role-play		
	Trainer answers questions by the participants		
	Participants practiced non-escalated and non-escalated problematic de-escalation procedures		
Feedback	Trainer provided feedback by making at least one praise statement and one form of corrective feedback based on the participants performance		
	Trainer asks if participant has any questions		
	Questions by the participant for clarification are answered by the trainer		
Repeat	Trainer continued model, role-play, feedback until each level was complete.		
	TOTAL		

Role Play: Procedural Fidelity for Research Assistant Non-Escalated

Lead Researcher:		Participant & Session:	1 2 3 4 Session # _____
Date:		IOA:	

Directions: Mark (+) if implementor performed the step during the observation, (-) if implementor did not perform the step, or N/A if not applicable.

Step	Completed Correctly?		
Research assistant reviews non-escalated scenario	+	-	N/A
Research assistant begins when lead researcher cues to begin de-escalation	+	-	N/A
Research assistant ignores all demands	+	-	N/A
If teacher talks faster than 10-15 seconds between each statement, research assistant turns body away, with or without moving 2-3 feet away from teacher and continues to ignore	+	-	N/A
If teacher gives 15 seconds between each statement, begin to make eye contact and engage with teacher	+	-	N/A
If eye contact and engagement is made, and teacher asks to go to designated zone, lead researcher followed the demand.	+	-	N/A
If no eye contact or engagement is made, continue to ignore until teacher gives 15 seconds of time between statements	+	-	N/A
Repeat until scenario is complete	+	-	N/A
Total correct:			

Role Play: Procedural Fidelity for Research Assistant Non-Escalated Problematic

Lead Researcher:		Participant & Session:	1 2 3 4 Session # _____
Date:		IOA:	

Directions: Mark (+) if implementor performed the step during the observation, (-) if implementor did not perform the step, or N/A if not applicable.

Step	Completed Correctly?		
Research assistant reviews non-escalated problematic scenario	+	-	N/A
Research assistant begins when lead researcher cues to begin de-escalation	+	-	N/A
Research assistant ignores all demands and shows disengagement or no engagement with teacher	+	-	N/A
If teacher talks faster than 10-15 seconds between each statement, research assistant turns body away from teacher and continues to show non-escalated problematic behavior	+	-	N/A
Research assistant moves 2-3 feet away from teacher while engaging in non-escalated problematic behavior	+	-	N/A
If teacher gives 15 seconds between each statement, begin making eye contact and engagement toward the teacher	+	-	N/A
If eye contact and engagement is made, and teacher asks to go to safe zone, research assistant followed the demand.	+	-	N/A
Repeat until scenario is complete	+	-	N/A
Total correct:			

Role Play: Participant Fidelity for De-Escalation Protocol

Lead Researcher:		Participant & Session:	1 2 3 4 Session # _____
Date:		IOA:	

Directions: Mark (+) if participant performed the step during the observation, (-) if participant did not perform the step, or N/A if not applicable.

Step	Completed Correctly?		
Teacher observes behavior and decides what phase to begin with.	+	-	N/A
If non-escalated behavior , participant begins in phase 1.	+	-	N/A
If non-escalated behavior , participant limits talking (10-15 seconds between each phrase, short phrases)	+	-	N/A
If non-escalated behavior , participant redirects student to appropriate behavior and designated area	+	-	N/A
If non-escalated behavior , participant praises the appropriate behavior of student	+	-	N/A
If non-escalated problematic behavior , participants begin in phase 2.	+	-	N/A
If non-escalated problematic behavior , participant limits talking (10-15 seconds between each phrase, short phrases)	+	-	N/A
If non-escalated problematic behavior , participant uses preferences of student and ‘first, then’ statement to move them to a designated area.	+	-	N/A
If non-escalated problematic behavior , participants praise appropriate behavior of student	+	-	N/A
Participant repeats phases as needed	+	-	N/A
Participant DOES NOT use any physical prompts	+	-	N/A
Total correct:			

Category	Level	Scenarios with Role-Play	Student	Setting
Non-Escalated	Elementary	Scenario 1. The student repeatedly says no in a loud voice when ask to clean up during play/independent time.	receives special education support all day with minimal vocal communication, 4 years old	Early Childhood Special Education Classroom with one general education teacher, one special education teacher, one general education paraprofessional
Non-Escalated	Elementary	Scenario 7. When asked to get in line to transition to PE, the student repeatedly says ‘no’ and refuses to get in line.	receives special education behavioral and academic support with check-ins, vocal/verbal communication with complete sentences	Kindergarten inclusion classroom with one general education teacher (at the time)
Non-Escalated	Secondary	Scenario 8. When the tardy bell rings at the beginning of the day and a paraprofessional prompts the student to walk to class, the student repeatedly says ‘no’ and refuses to move from their current location.	receives special education behavioral support with check-ins, vocal/verbal communication with complete sentences, Sophomore	High school hallway with teachers in each doorway and no special education support
Non-Escalated	Elementary:	Scenario 9. The student begins to roam around the room making repetitive sounds and/or engaging in repetitive movements when the class is at large group instruction at the carpet	receives special education support in the general education setting with no form of functional communication	Kindergarten inclusion classroom with one general education teacher and one special education teacher
Non-Escalated	Elementary	Scenario 13. The student begins to scream when asked to complete an assignment at the table after play time.	receives special education support in the ECSE classroom with no verbal communication, 3 years old	Early childhood special education classroom with one general education teacher and one special education teacher, 10 students
Non-Escalated	Secondary	Scenario 14. The student lays head down and begins to play on phone, and continuously saying ‘no’ when teacher redirects during	receives special education support in the general education setting	High school general education reading class with one general education teacher and 18 students

		a test.	with check-ins and vocal/verbal communication, junior	
Non-Escalated	Elementary:	Scenario 15. The student ignores the teacher's demands with no vocal protest during play/independent time.	receives special education support with no support during recess, vocal/verbal communication	recess for 3 rd grade students in an open field, 5 general education teachers, 5 classrooms of 20 students
Non-Escalated	Secondary:	Scenario 16. The student ignores the teacher's demands by putting in headphones/airpods during independent work time.	receives special education support in the resource setting with vocal/verbal communication	6 th grade middle school resource math class with one special education teacher and 8 students
Non-Escalated Problematic	Elementary	Scenario 5. The student stands up at lunch and begins to elope from designated area.	4 th grade student who receives special education support in a general education setting with no support during lunch	Lunch with 2 nd , 4 th , and ALE, 5 general and special education assistants
Escalated	Elementary:	Scenario 1. The student begins to show property destruction behavior, including ripping up crayons/paper, swiping things off cubbies/tables/shelves, throwing electronics on the ground, when asked to clean up and move onto the next activity	receives special education behavioral support with check-ins, vocal/verbal communication	2 nd grade inclusion classroom, one general education teacher, one special education assistant, 25 students
Escalated	Secondary	Scenario 2. The student begins to show property destruction behavior, which can include ripping up textbooks/paper, throwing laptop on the ground, flipping tables/chairs over, when asked to clean up area and transition to different area of school.	receives full-time special education behavioral support, vocal/verbal communication with 2–3-word sentences, 8 th grade	Middle school ALE (alternate learning environment) classroom, one special education teacher, two special education assistants, 8 students

Escalated	Secondary:	<p>Scenario 6. The student stands up and attempts to elope from campus during lunch</p>	<p>8th grade student who receives special education support full-time in an ALE classroom and lunch with same aged peers in the cafeteria</p>	<p>Lunch with a mixture of 7th and 8th graders, 3 lunch aides, and one special education teacher</p>
Escalated	Elementary	<p>Scenario 11. Setting: ALE classroom with one special education teacher, one special education assistant, 7 students The student has begun to be aggressive towards themselves, teachers, peers, staff members, or others. This can include hitting, kicking, or biting peers/adult and/or throwing toys/items at peers/adults.</p>	<p>receives special education support full-time in the ALE classroom, 5th grade</p>	<p>ALE classroom with one special education teacher, one special education assistant, 7 students</p>

Pre-Workshop De-Escalation Survey

Name: _____ Position: _____

1. How many years have you been in the education field?
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2. Have you de-escalated a student in the last 6 months?

YES NO

3. Do you currently (or will during the school year) work with or supervise students with or without disabilities?

YES NO

4. Have you been trained in non-physical de-escalation strategies?

YES NO

Rank the following statements 1 through 4 (1= disagree, 4=agree)

5. I am comfortable de-escalating behavioral situations by myself.

1	2	3	4
(disagree)	(mostly disagree)	(mostly agree)	(agree)

6. I am comfortable de-escalating behavior situations with help.

1	2	3	4
(disagree)	(mostly disagree)	(mostly agree)	(agree)

Post-Workshop De-Escalation Survey

Rank the following statements 1 through 4 (1= disagree, 4=agree)

1. I am comfortable de-escalating behavioral situations by myself.

1	2	3	4
(disagree)	(mostly disagree)	(mostly agree)	(agree)

2. I am comfortable de-escalating behavior situations with help.

1	2	3	4
(disagree)	(mostly disagree)	(mostly agree)	(agree)

3. The non-physical de-escalation protocol are feasible in my classroom.

1	2	3	4
(disagree)	(mostly disagree)	(mostly agree)	(agree)

4. The non-physical de-escalation protocol are acceptable.

1	2	3	4
(disagree)	(mostly disagree)	(mostly agree)	(agree)

5. I will use the non-physical de-escalation protocol in my classroom.

1	2	3	4
(disagree)	(mostly disagree)	(mostly agree)	(agree)

6. The workshop and training were acceptable for the de-escalation protocol.

1	2	3	4
(disagree)	(mostly disagree)	(mostly agree)	(agree)

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