

## Class Pass Fidelity Checklist Transcript

00:00

let's take a look at the fidelity

00:02

checklist for class pass class pass is

00:05

an intervention that allows a student to

00:07

take a limited number of breaks from

00:09

work activities without disrupting peers

00:12

this fidelity checklist is divided into

00:15

three sections preparation student

00:19

training and implementation let's take a

00:25

look at each step within each section

00:28

the first step of preparation is to

00:30

determine the function of the target

00:32

behavior that you're trying to reduce

00:34

for the student class Pass is

00:36

appropriate if the function of the

00:38

target behavior is to escape or avoid

00:40

work or some other task or situation

00:43

step two is to develop the actual class

00:46

pass that you will use some class passes

00:50

are simple slips of paper that say the

00:52

word break or have a break symbol or

00:54

are blank other class passes may

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00:57

require the student to record some

00:59

information such as their name or the

01:02

time that they're requesting the break

01:04

step 3 decide how many class passes

01:07

you're going to issue to the student per

01:09

day or per class period or per week

01:12

depending on what's most appropriate for

01:14

your situation one thing you can do to

01:17

help you determine the appropriate

01:18

number of class passes is to look at

01:20

your baseline data you want to make sure

01:23

the student has enough class passes that

01:25

they can request breaks at least as

01:27

frequently as they were engaging in the

01:29

problem behavior to gain escape or

01:32

avoidance over time you may reduce the

01:37

number of passes that's available to the

01:39

student step four is to identify the

01:42

location where the student will take a

01:44

break when they've requested one so the

01:46

student could take their break within

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01:47

the classroom at their desk or a table

01:49

at the back of the room or they could

01:52

take their break outside the classroom

01:54

in another location such as the

01:55

counselor's office or the principal's

01:57

office

01:58

step 5 determine the length of the work

02:01

break again you're going to want to

02:03

refer to your baseline data for this you

02:06

want the break to be long enough that

02:08

it's valuable to the student but short

02:10

enough that they can return to work

02:12

activities with

02:13

the class when possible so if at

02:15

baseline the student is earning a break

02:18

in the principal's office for 20 or 25

02:20

minutes following instances of problem

02:22

behavior you're probably going to want a

02:24

break that's not as short as two or

02:27

three minutes because then that may not

02:29

be valuable to the student you don't

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02:30

have to give them 20 or 25 minutes but

02:33

you may want to start out at five or ten

02:35

or fifteen minutes in the beginning and

02:37

then reduce the length of that break

02:40

over time step 6

02:42

you're gonna determine the minimum

02:43

amount of time the student has to wait

02:45

between breaks so in the beginning you

02:48

may not want to require them to wait at

02:50

all until they become fluent with making

02:54

break requests you may want to allow

02:55

them to make those at any point but over

02:58

time you may increase the amount of time

03:00

that they have to wait between taking

03:03

breaks step 7 is to determine the value

03:06

of the unused passes so if the student

03:09

doesn't use all of the break passes that

03:11

are allotted to them for the day they

03:13

may be able to exchange those for a

03:15

certain amount of time with preferred

03:17

activities or purchase access to

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03:19

different activities with those unused

03:22

passes once you complete these steps for

03:25

preparation you're ready to move on to

03:27

student training the first step in

03:30

student training is to teach the student

03:32

to recognize when a work break is needed

03:35

so for this step there are a couple of

03:37

things you can do you can work with the

03:39

student to identify the types of tasks

03:41

or settings where they're most likely to

03:44

engage in the target behaviors because

03:46

those are going to be the times when

03:48

they're more likely to need to request

03:49

these breaks the other thing you can do

03:52

is help the student begin to recognize

03:54

what their body feels like and what

03:56

their behavior looks like before they

03:58

and begin engaging in the target problem

04:00

behavior so this could be that they're

04:03

up and out of their seat a little bit or

04:04

their fists or clenched or they're

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04:07

putting their head down these may be

04:08

signs to you and to the student that it

04:11

might be a good time for them to take a

04:12

break step 10 you have to identify what

04:16

the sequence of taking a break is going

04:18

to look like for your student so the

04:20

form provides you this example where the

04:23

student would choose the time that they

04:24

want to take

04:25

the break fill out there pass where they

04:27

put in maybe their name and the time

04:29

show the pass to the teacher and then

04:31

walk to a location where they're going

04:33

to take the break they stay at that

04:35

location and engage in approved

04:37

activities for the allotted amount of

04:39

time then when they head back to class

04:41

they have the adult that was at that

04:43

location sign their pass they walk back

04:46

to class show the pass to the teacher

04:48

and then rejoin the class activity so

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04:51

your sequence may look a little bit

04:52

different than this and that's okay you

04:54

just want to make sure that you have the

04:56

details provided to the student for what

04:58

it looks like to request the break where

05:01

they take the break what they can do

05:03

during the break and how long they can

05:04

stay how they know when the break is

05:06

over and what they do when the break is

05:09

over you also want to make sure step 11

05:12

that you talk to your student about any

05:14

times when breaks may not be allowed so

05:17

if they're not allowed to request breaks

05:19

during an exam you want to make sure

05:21

that they understand that on the front

05:23

end step 12 and training is to roleplay

05:26

and practice all of the steps in that

05:29

sequence for taking a break so you want

05:31

to make sure that the student knows how

05:34

to request the break take the break and

05:36

return from the break without prompts

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05:38

before you begin implementing class pass

05:41

in the classroom setting once you finish

05:44

student training you're ready to move on

05:46

to implementation the first step of

05:50

implementation is that the teacher will

05:52

allot the class passes to the student

05:54

whether that's on a daily hourly or

05:57

weekly basis step 14 the student will

06:00

request the break as needed step 15

06:03

sometimes the teacher is going to need

06:05

to prompt the student to use the class

06:07

pass especially when this is new and so

06:10

it's best to remind them they have the

06:12

option of using the class pass rather

06:14

than telling them to use it or taking

06:16

the pass and telling them to take a

06:18

break over time the student should be

06:21

able to request those breaks

06:22

independently step 16 the students going

06:26

to take the break in the designated

06:28

location and for the amount of time



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06:30

that's allowed sometimes it's helpful to

06:32

teach the student to use a timer to know

06:35

how long they're allowed to stay on

06:36

those breaks and when they

06:38

need to come back step 17 the students

06:41

going to return to class and resume the

06:43

work activity or whatever activity the

06:45

class is engaged in at that point step

06:48

18 if the student has unused class

06:51

passes you're gonna let them exchange

06:54

those or whatever you've previously

06:56

arranged so that might be a certain

06:58

number of points that they can use to

07:00

purchase rewards from a menu that might

07:02

be a certain amount of time each pass is

07:04

worth with preferred items or activities

07:06

at the end of the day and whatever

07:09

arrangement you set up for that during

07:11

your teaching phase and then the last

07:13

step you're gonna want to change the

07:15

reinforcers that the student can earn

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07:17

for those unused passes periodically so

07:21

that they retain value so you may need

07:23

to conduct preference assessments on a

07:25

regular basis so that you know how to

07:27

update what reinforcers the student can

07:30

choose from I want to look at one

07:33

resource that may be helpful as you're

07:35

implementing class pass this description

07:41

of the class pass intervention is very

07:44

similar to what you just looked at on

07:46

the implementation checklist but it

07:48

provides some guidelines for how long

07:51

the break might last how many passes you

07:54

might give this student and those sorts

07:57

of things outside the context of that

07:59

baseline data set that we talked about

08:01

considering the one thing I wanted to

08:03

show you is it has an example of what a

08:06

class pass might look like

08:08

so on this example there's a place where

08:11

it says class pass at the top a place

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08:13

for the student to write in their name

08:15

and the classroom that they're coming

08:17

from so if they were going somewhere

08:19

outside the classroom to take a break

08:21

they would hand that class pass or

08:23

whatever adult is in that location

08:25

that's monitoring them during that break

08:28

time