

Appendix A

Multi-Modal Room Fidelity Checklist

Multi-Modal Rooms are used as a prevention strategy or an early intervention strategy and should be embedded within a Behaviour skills Training program to teach students skills of affective recognition and self-regulation.

Multi-Modal Rooms: Start Up and Set Up

- Contact ISS System Lead
- Contact Facilities Services
- Determine Location in School; ideally:
 - On the same floor as the Front Office.
 - In an accessible location (i.e., doesn't require students or staff to use stairs to access)
 - Located when sounds are diffused.
- Work with Facilities to ensure:
 - The colour of the room is neutral
 - There is no intercom system (though a communication system is in place).
 - There is visual access (e.g., window).
 - Windows are made of unbreakable material.
 - There is full visibility of room via structural layout or use of shatterproof mirror.
 - Good ventilation exists.
 - Light switches are located outside the room.

Multi-Modal Rooms: Do's

- The Multi-Modal Room is embedded within a prevention and early intervention strategy as noted on IEP and/or Student Safety Plan.
- Promotion of self-regulation skills is already in place in the student's classroom.
- Use of the Multi-Modal Room is taught, modelled and rehearsed before actual use.
- Use of the Multi-Modal Room is offered as a response to a student's distress or dysregulation , e.g., Yellow Zone of Escalation Continuum (Appendix B).
- Use is associated with a Data Collection process (Appendix C).
- Triggers that may prompt access to the Multi-Modal Room are documented, and a plan is in place to mitigate those triggers, where possible.
- Time spent accessing the room is documented by educators.
- Time spent accessing the room is supervised by an adult.
- Time spent accessing the room is limited, and subject to the use of skills being reinforced to assist in self-regulation.
- Use of the room typically is scheduled, as per IEP or Student Safety Plan or, if unscheduled, is followed by a student debrief.

Multi-Modal Rooms: Don'ts

- Use of the room is not a crisis response plan, as a means to discipline or exclude a student
- The room is not a destination of escort for students who are already significantly distressed and presenting with risk of injury behaviour directed toward self or others.
- The room is not an exclusionary site, with a closed or locked door or a door that is being held shut.