

VTPBiS

Intensive Level



BEST

June 23 – June 26, 2014

Day 2



Check-In

- ***Forming School Intensive Leadership Team***
 - Readiness Checklist
 - Benchmarks for Advanced Tiers (BAT) & Action Plan
 - Team Profile
- ***Strengthening Targeted***
 - BAT
 - CICO Self-Assessment
 - Inventory of Targeted Practices

Activity – Share:



**1-2 Intensive
Practices**

**1-2 Targeted
Practices**

Day 2



Think about a student team...

*What was positive
or successful
about the team
experience?*

Family Engagement

www.vermontfamilynetwork.org



Discussion Questions

- *What does family engagement with school mean to you?*
- *What do families need from you to be engaged with school?*
- *What do you need from families?*

Effective Strategies

- Provide families with information
- Communicate with family to learn what the actual barriers are
- Acknowledge that parent needs to voice their concerns and be heard
- Create opportunities for parents and families to meet and collaborate with each other
- Partner with family support organizations



Actual & Perceived Barriers

- Actual barriers are often undefined, resulting in misperceptions about what the barriers may be
- Lack of adequate time for schools and families to communicate with each other effectively
- Team members often do not have the same level of information and training on strategies, such as the use of common language, that are necessary to successfully support the student across settings.



Activity

Family Engagement Checklist



VT Family Support Resources

www.vermontfamilynetwork.org



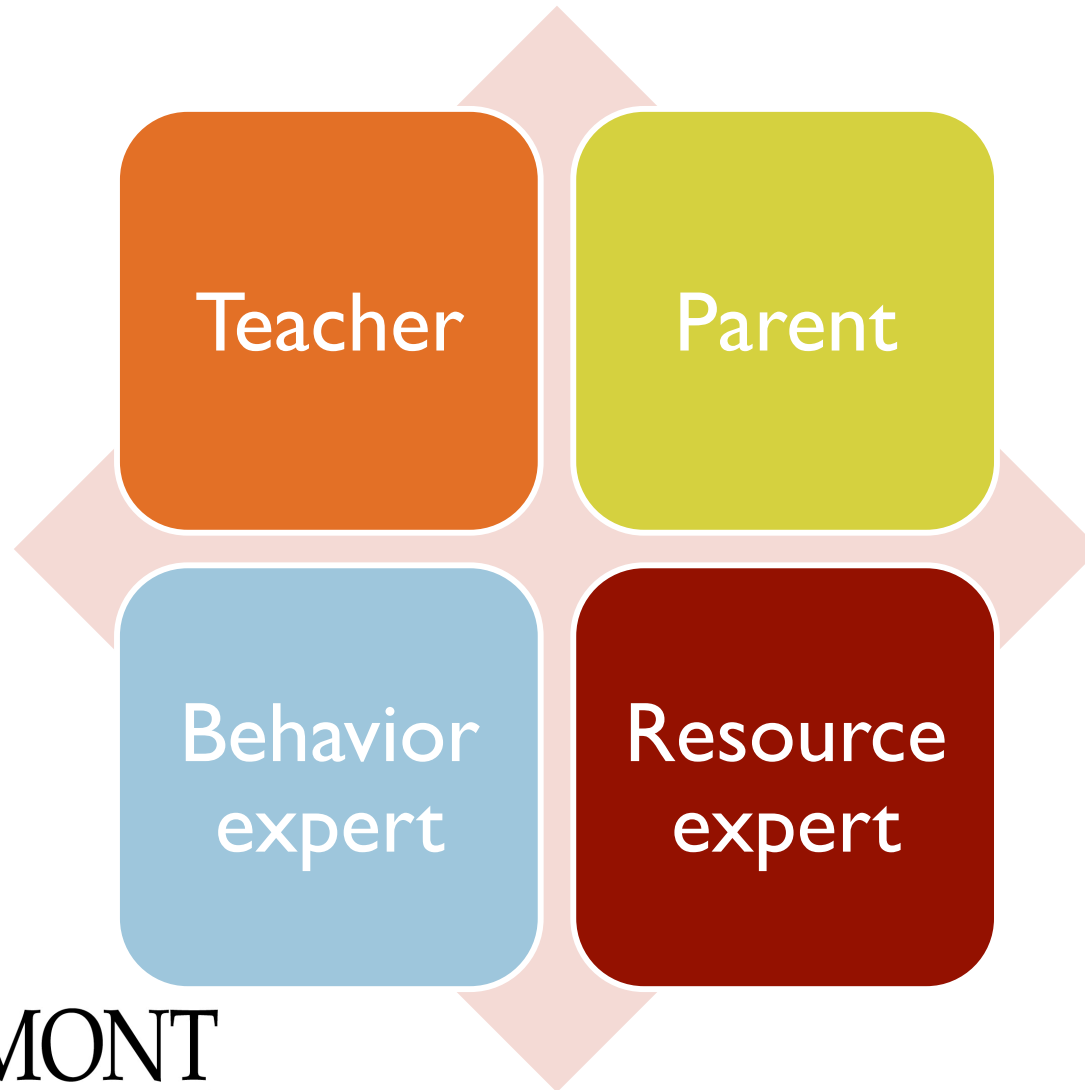
www.vffcmh.org



Individual Student Teams



Recommended Team Members



Activity

- Choose one of the students from your team's student inventory.
- *Assessing Team Composition: Clarifying Roles and Goals of Team Members*



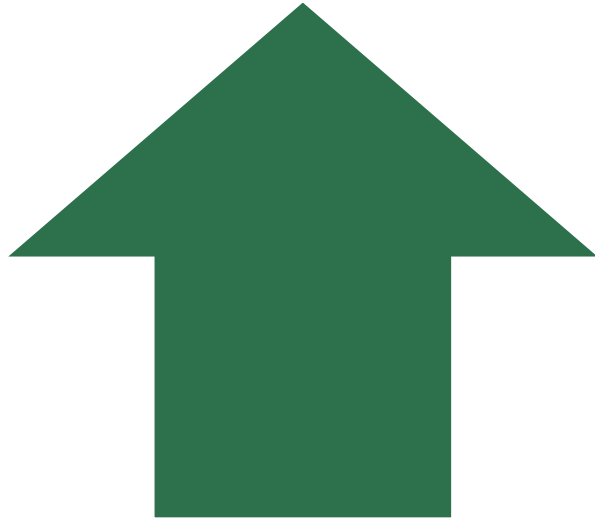
Prevent Teach Reinforce Format

	Behavioral	Social	Academic
Broad Goals			
Short-term goals decrease			
Short-term goals increase			

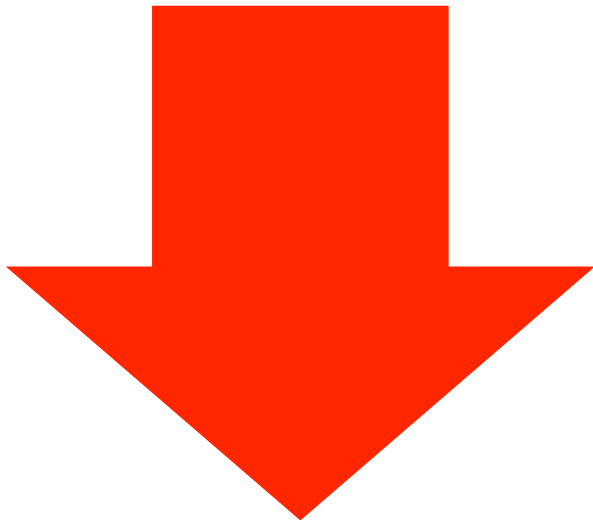
Broad Goal

Javier will follow instructions by teachers, staff, and other adults.

Short Term Goals



Increase the number of times he responds appropriately by walking directly to the room, taking a seat in the back of that class, and sitting quietly for one minute

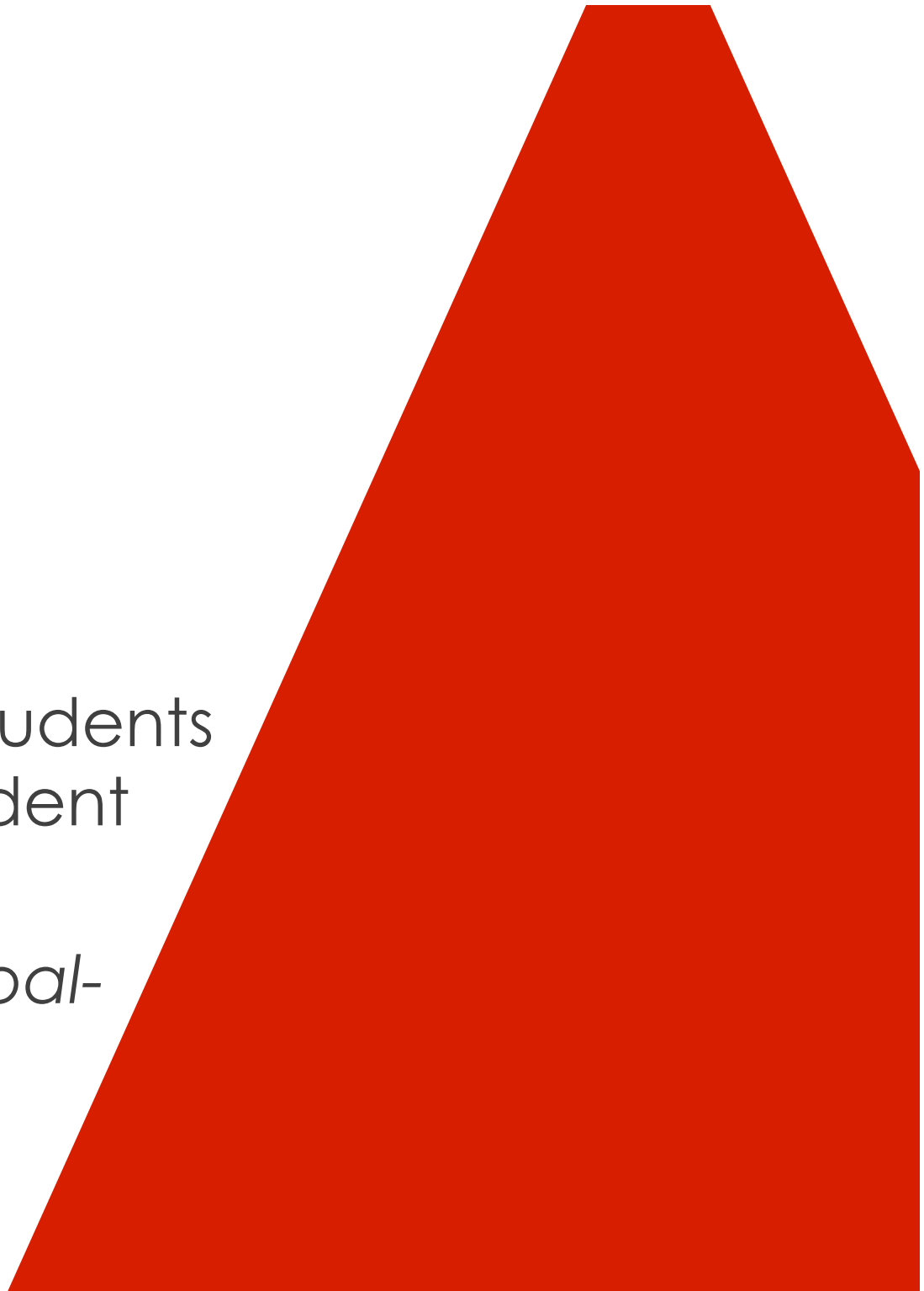


Decrease number of times he runs away from adults following adult requests.

Decrease the amount of time it takes to respond to adult requests.

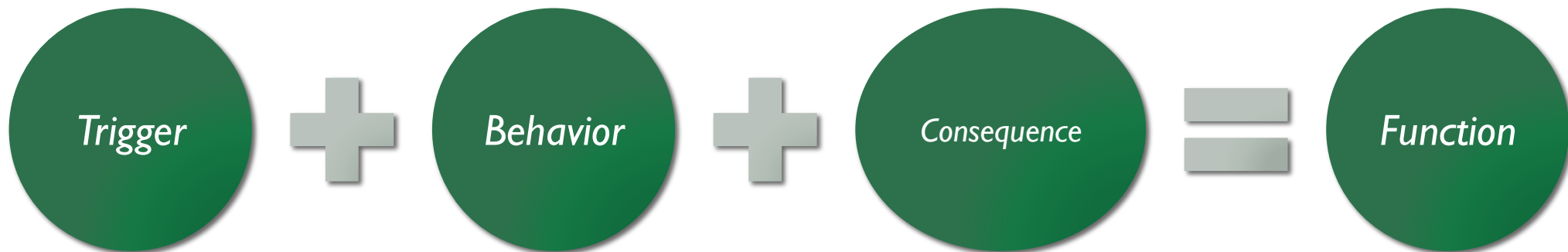
Activity

- Choose one of the students from your team's student inventory.
- Complete the *PTR Goal-Setting Form*



ASSESSMENT, INTERVENTION, EVALUATION: FBA/BIP

- FBA is a problem solving process – a way to think about behavior systematically.
- FBA identifies the events that reliably predict and maintain problem behavior.



**it's all fun and games until
someone figures out the
function of your behavior.**



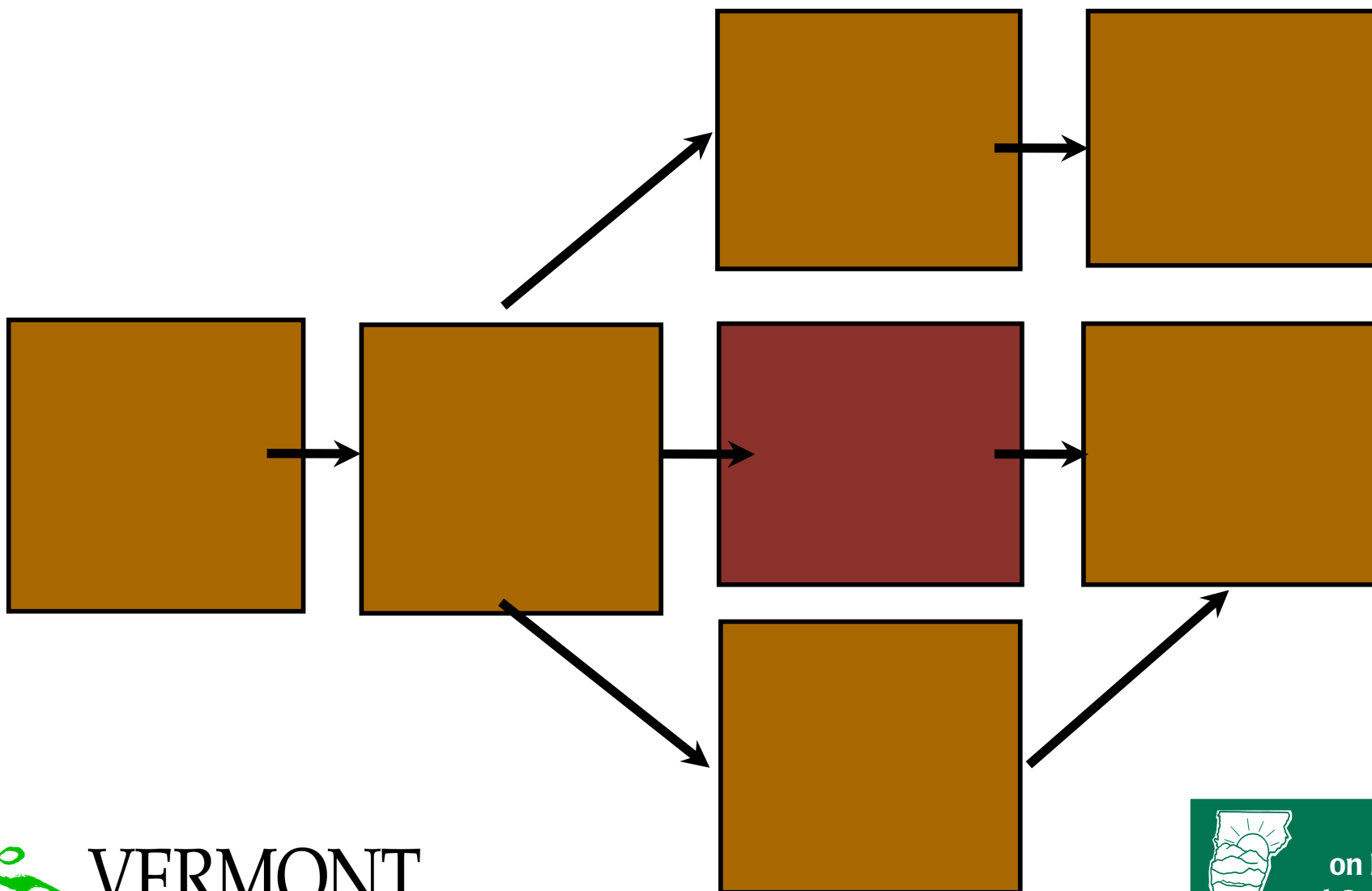
Activity:

Meet Steven

- Silently read the Steven scenario.
- As a group, brainstorm the possible function of Steven's behavior.
- Using the F-BSP Protocol Step 6, begin to build completing a Competing Behavior Pathway for Steven



FBA – Competing Pathway



BIP Strategies Based on FBA

Setting Event Strategies

- Understanding and addressing precipitating factors (if possible)

Antecedent Strategies

- Redesigning the learning and environments to prevent problem behaviors

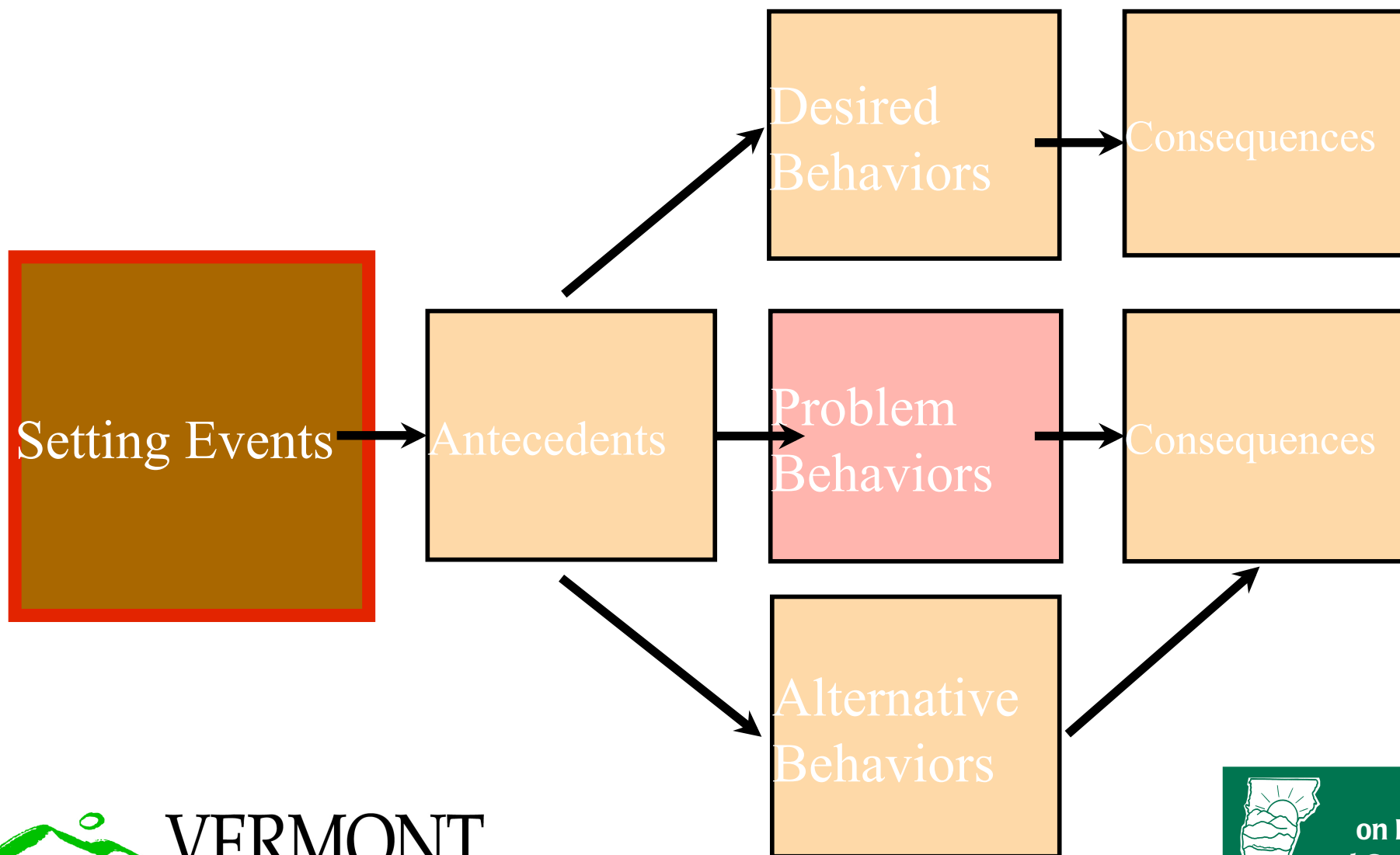
Teaching Strategies

- defining, modeling, practicing new behaviors

Consequence Strategies

- implementing specific to generalizable reinforcement
- teaching

FBA – Competing Pathway



Setting Event Strategies

WHAT WE CAN CONTROL

- Engaging families
- Structure / schedule
- Classroom accommodations and modifications
- Home/school communication

WHAT WE DO NOT HAVE CONTROL OVER

- History of trauma
- Medical / physical conditions
- Temperament
- Sensory profile
- Carry-in issues

Team Time

- Continue to work on readiness and action plan (BAT)
- Refine or complete FBA/BIP on student from your schools student inventory
- Family Engagement Checklist