

VTPBiS

Intensive Level



BEST

June 23 – June 26, 2014

Day 4



Goals for Today

- Sharing student strategies
- Time to share with each other
- Evaluation: PBISAPPS ISIS
- Effects of trauma
- Vicarious trauma & taking care of yourself
- Proactive safety/crisis planning
- Follow up supports

Selecting Strategies Walkabout

As a team, use the sticky notes to post strategies on the laminated charts posted around the room:

Setting Event
Strategies

Antecedent
Strategies

Teaching
Strategies

Consequence
Strategies

PBIS World

www.pbisworld.com

PBISworld.com Home Page

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Home Tier 1 Tier 2 Tier 3 Data Tracking Forum Info

Become a Foster Parent dcf.vermont.gov
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Certificate Programs phoenix.edu/Certificates
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Welcome to PBIS World! Click on a Behavior to Start:

Aggressive and/or Bullying	Anxiety	Confrontational/Defensive	Defiant
Disorganized	Disrespectful	Disruptive	Failing To Turn In Work

Activity

- Find someone you haven't talked with yet this week.
- For all the strategies you've talked about, how will you know if they worked?



Vermont's Planning Process for Students

1 Teaming

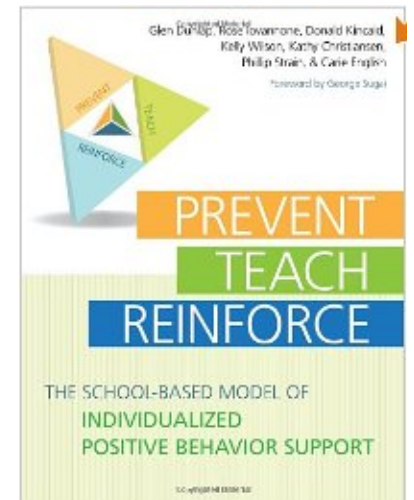
2 Goals

3 Assessment
(FBA)

4 Intervention
(BIP)

5 Evaluation
(BIP)

Adapted
from: Dunlap
et al. (2010).
*Prevent,
Teach,
Reinforce*



Comparison Tiers 2, 3, & Wrap

Evaluation

Tier 2	Tier 3	Tier 3 Wraparound
Office discipline referrals, Check-in/Check out data attendance, nurse visits, other	Same as Tier 2, and SWIS Student Support Information System (ISIS)	Same as Tier 3, and other data tools

Steven Goals

	Behavioral
Broad Goals	Complete independent work without disrupting the class
Short-term goals decrease	Decrease yelling, screaming, swearing, running out of class
Short-term goals increase	Increase time engaged with independent written work.



Measuring Goals

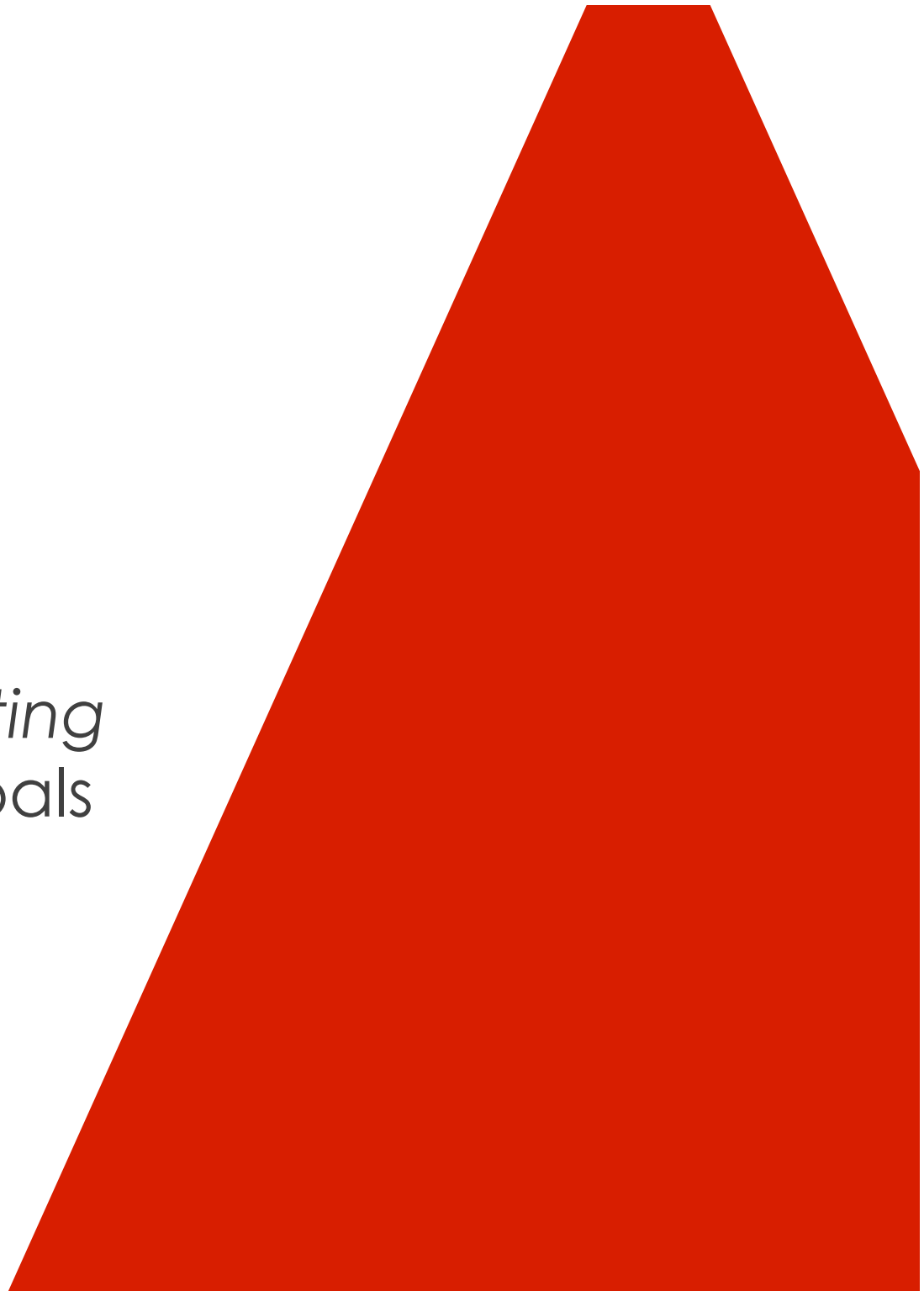
- Frequency
- Duration
- Intensity
- Likert-type scale
- Perception
- Fidelity of implementation

Examples

- **Task Engagement:** *amount of time* Johnny remains in his seat with eyes focused on the teacher and/or work materials during independent academic work.
- **Tantrums:** *number of times* Johnny engages in screaming, kicking furniture and/or people, and throwing objects (all 3 behaviors must be present).

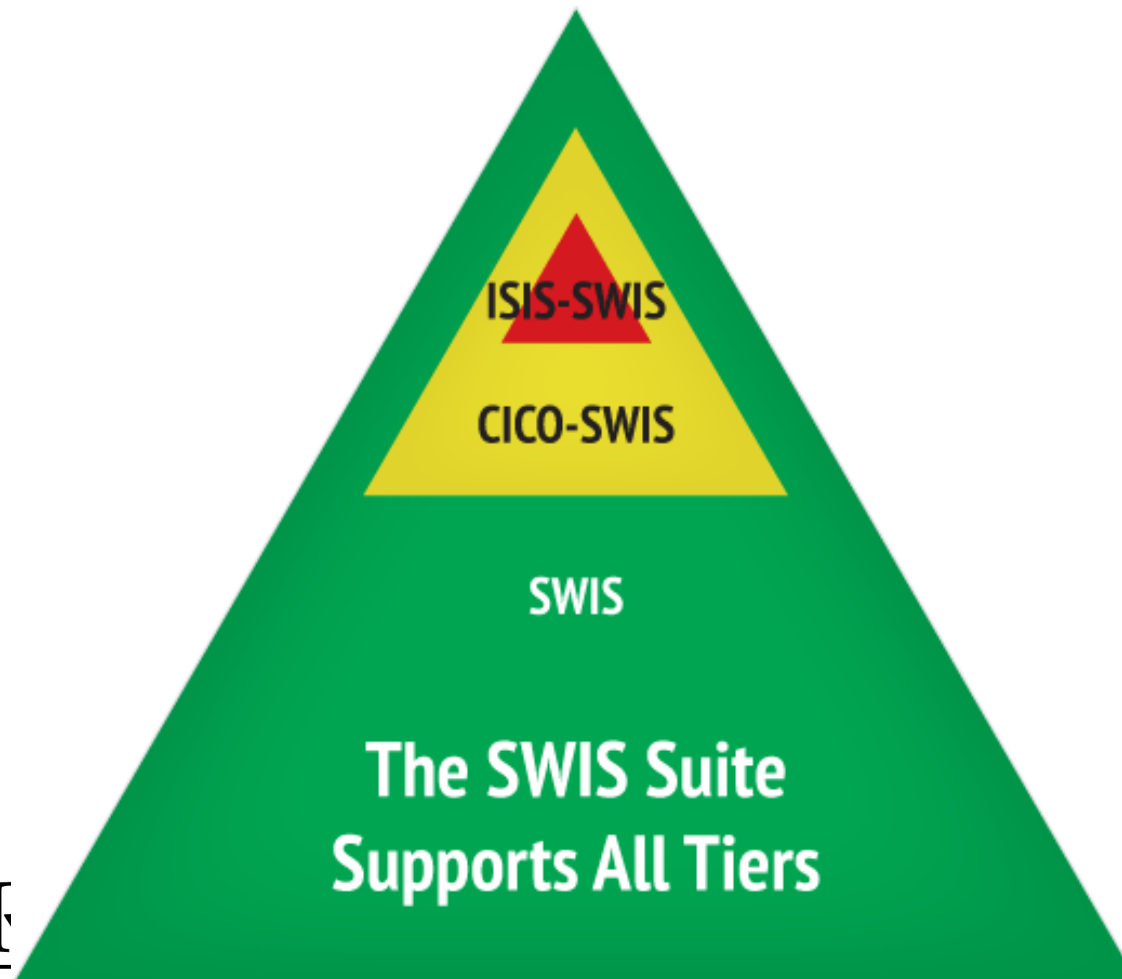
Activity

Complete *Behavior Rating Scale* using Steven's goals or your own student



ISIS Demonstration

<https://www.pbisapps.org/>



AGENCY OF EDUCATION



Center
on Disability
and Community
Inclusion

Understanding Effect of Trauma on Children

- Many children with intensive behavior support needs have been victims of trauma and neglect
- When Staff understand the effects of trauma they often find it easier to manage their own feelings when challenged
- Adults who understand the effects of trauma can provide support to help children respond

Still Face Test



<http://www.youtube.com/watch?v=apzXGEbZht0>

Taking Care of Yourself

Burnout

A severe state of exhaustion or lack of energy, brought on by work related stress.

Compassion Fatigue

Empathy, compassion and caring, and begins to affect the health of the person doing the helping.

Vicarious Trauma

Experiencing trauma through the stories, and observations of another.

Taking Care of Yourself

THE PERSONAL IMPACT OF VICARIOUS TRAUMA

- Cognitive
- Emotional
- Behavioral
- Spiritual
- Interpersonal
- Physical

Taking Care of Yourself

THE ABCs OF ADDRESSING VICARIOUS TRAUMA

- **Awareness**

being attuned to one's needs, limitations, emotions, resources

- **Balance**

maintain balance across work, play, and rest

- **Connection**

connect to oneself, to others, to something larger

Taking Care of Yourself

MAKING A COMMITMENT TO YOURSELF

Write down three things you can do to address vicarious traumatization

- Professional Arena

1

2

3

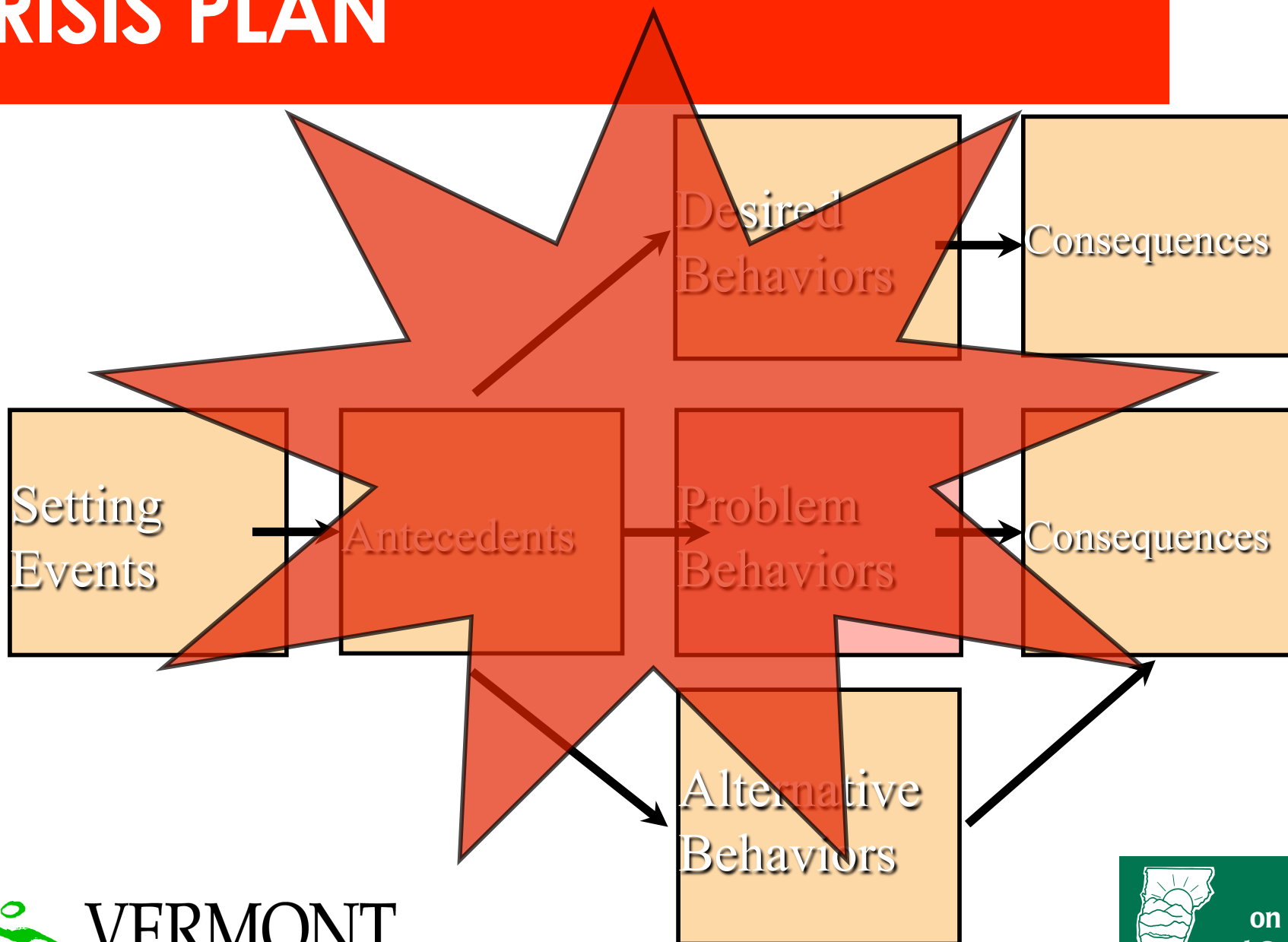
- Personal Arena

1

2

3

CRISIS PLAN



School-wide Crisis Plan

- Starts with prevention:
 - Consistent Tier 1 strategies are in place
 - Safety Plan posted and practiced
 - All staff trained in de-escalation and personal safety

School Crisis Team

- Small group of trained staff available to respond to crises
- Restraint is used as a last resort following Rule 4500 protocol

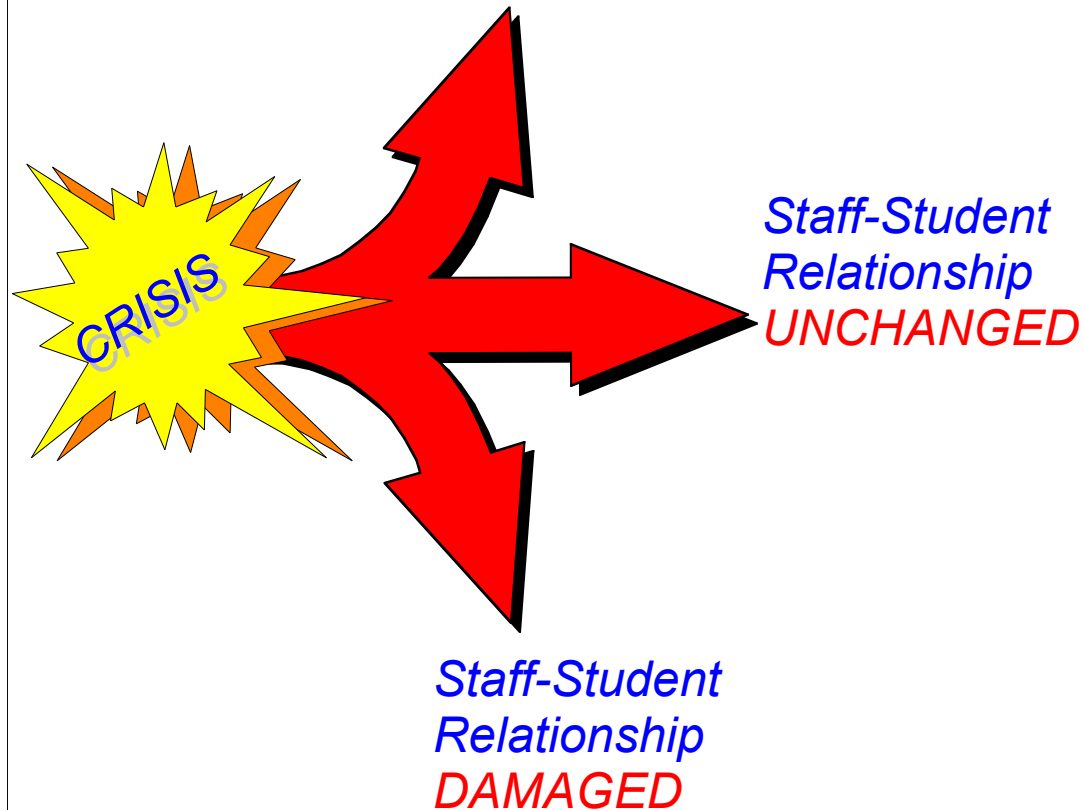
Activity

- Think of a time in your life when you were either in crisis or experiencing significant stress.
- Who did you turn to for help?
- What did the person do that you found helpful?



Three Possible Outcomes of a Crisis

Staff-Student
Relationship
IMPROVED



Individual Student Crisis Plans

Consider using the Coordinated Services Plan
Proactive Crisis Plan format

Crisis Prevention/Intervention Plan

- Situation (triggers/stressors)
- Coping Strategies
- What is needed to feel safe in crisis
- Key support people to contact
- What to do to manage a crisis
- What not to do
- Conditions for emergency room, police, hospital

What is a mental health crisis?

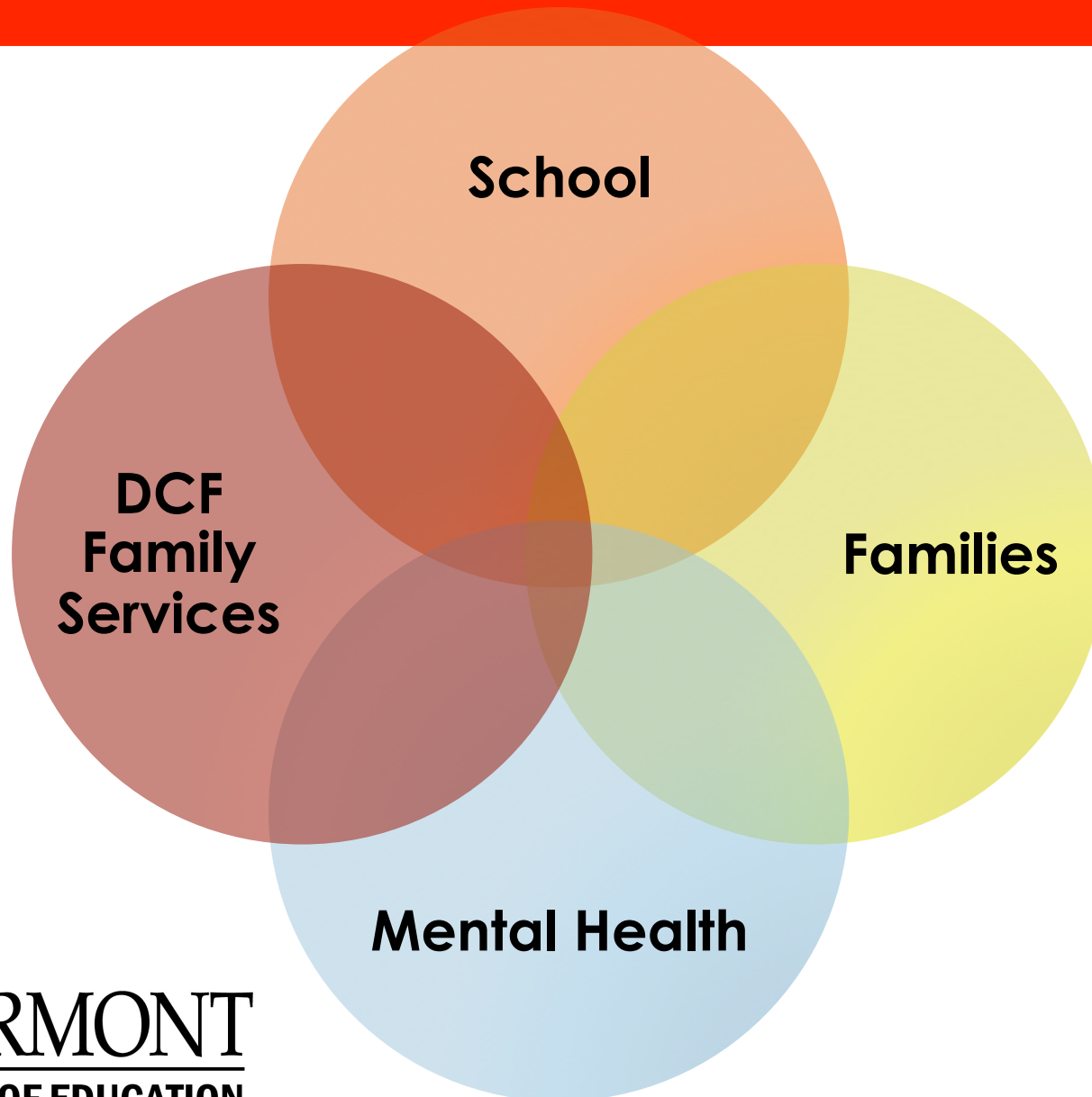
Any situation in which the child's behaviors puts them at risk of hurting themselves or others and/or when the parent isn't able to resolve the situation with the skills and resources available.

Activity

- Identify a child who you feel could benefit from a Proactive Crisis Plan
- Identify members of the child's team and who you feel should be at the Planning meeting.
- Please fill out the **Proactive Crisis Plan** with your team as thoroughly as you can.



Relationships with Partners



Follow Up

- Trainings
 - FBA
 - LSCI
 - Other individualized interventions & supports
- TA & Coaching
- Follow up calls or webinars?
- What do you want?
 - Email list?
 - What else?