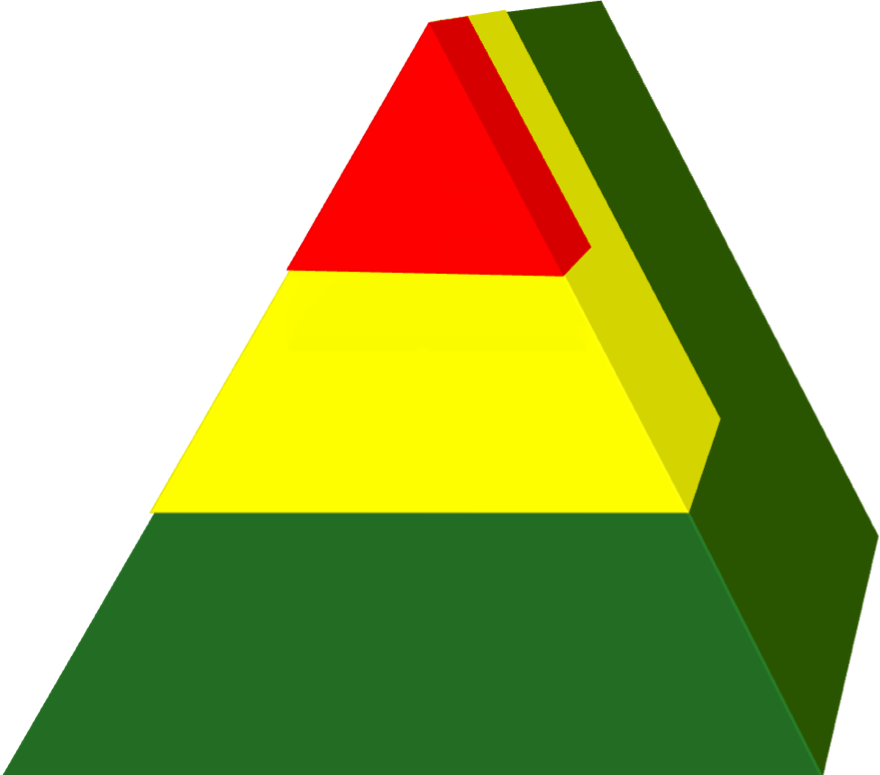
**VTPBIS Leadership Team Training**

**At the Intensive Level  
Within a Multi-Tiered System of Supports**

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**Activity Workbook**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What is PBIS at the Intensive Level?**

The intensive level of VTPBIS is designed to provide a continuum of individualized, comprehensive, and team-based interventions for students with complex issues whose needs have not been adequately addressed with less intensive PBIS interventions at the Universal and Targeted levels.

Students receiving supports at the Intensive Level of PBIS also access the interventions and supports in place at the Universal and Targeted Levels but may need further assessment and individualized planning. Some students with complex needs across home, school and community may need Intensive Level Wraparound supports. The chart below shows the differentiation between PBIS Targeted, Intensive and Intensive Wraparound supports in five key areas: (a) forming teams to develop student plans, (b) setting goals (c) assessing student behavior, (d) providing individualized interventions, and (e) evaluating progress for decision making

|  | TIER 2 **(*Targeted Level)*** | TIER 3 ***(Intensive Level)*** | TIER 3(Intensive Level with Wraparound) |
| --- | --- | --- | --- |
| TEAMING | Small behavior planning team reviewing students who need more than Tier 1 interventions | Student-specific team members (student, parent, peer, administrator, teacher, behavioral staff member, etc.) | Student and family identify team members which may include peers and professionals outside of school |
| GOALS | Similar goals for all students: in class, on task, responding successfully to Tier 1 supports | Individualized school-based goals to address 1-2 specific problem behaviors | Student and family choose goals focused on addressing BIG needs occurring in the home, school, community |
| ASSESSMENT | Practical Functional Behavior Assessment (FBA) of problem behavior | FBA including observations and interviews | More comprehensive measures assessing strengths & needs in home, school and community |
| INTERVENTION | Tiers 1 and 2 interventions with individualized components to Tier 2 interventions if needed | Tiers 1 and 2 interventions and Behavior Intervention Plan (BIP) including Safety Plan | Same as Tiers 1, 2 and 3; Crisis/safety plan; Community services, as needed |
| EVALUATION | 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 |

**School Leadership Training**

**Intensive Level Agenda**

* Introductory Activities and Logistics
* Focus on Strengths
* Revisit and Strengthen Targeted Interventions
* Building Intensive Team Structure
* Family Engagement
* Setting Goals
* Functional Behavior Assessment
* Specific BSP Interventions

Setting event strategies

Antecedent strategies

Behavioral Teaching strategies

Consequence strategies

* Evaluation
* Crisis Planning
* Roll Out Plan
* Follow Up

**By the end of this training you will have:**

* Strengthened targeted & built readiness
* Explored 5 Steps for Intensive Process
* Practiced FBA/BSP
* Examined Tier 3 practices
* Considered Proactive Crisis Planning
* Reviewed data systems at Tier 3
* Planned for next steps

**Leadership Team Meeting Norms**

|  |  |
| --- | --- |
| **Team Norm:** | **What does it look like?** |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4.** |  |
| **5.** |  |
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|  |  |

**Team Norms:**

**Facilitator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Recorder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Time Keeper: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***The Heart of the Matter: Part 1***

Knowing and honoring what gifts our students bring with them to the school community is the first step. Listen to the following story:

Does your resume include the fact that you are cranky when you get up in the morning? Does it admit that, when you are under pressure, you don’t perform as well as you do at other times? Of course not! But don’t we do this to young people all the time? At times, human service agencies or schools create resumes that only focus on child and youth weaknesses! That’s not very fair, is it?

When Karl first met Brenda, she had a very low sense of self-esteem. She did not think she was a good person, that she was likeable or that she could do anything. She had failed as a student and as a responsible citizen. The only thing she was good at was hurting herself (suicide attempts) or hurting others. That’s how she had been labeled and treated and that’s how she had come to accept herself.

Karl refused to see her that way. He insisted on seeing her as a girl – a girl with competencies. He knew that, unless she began to see herself in a more positive light, she would be doomed to always seeing hurting herself as an answer. Karl’s aim was to find some things about Brenda that she could be proud of and that could be used to change her self-image from negative to positive. Karl’s discovery about Brenda was that she was a good and likeable person; that she could do something well and that she had positive personal characteristics of which she could take advantage.

* *Adapted from Everything is Normal Until Proven Otherwise*

**Think about the student or students for which you will be planning Intensive supports. Consider the questions below and write down your responses. (5 minutes)**

1. What makes this child happy? (What does this child love to do? What is this child curious about?)
2. Note one (or more) of the child’s gifts.
3. Does anyone in the school (adults or students) recognize or acknowledge this child’s gifts?
4. Name 3 things you can do to help others recognize this student’s gifts.
5. Write the student’s strengths on the Intensive Level Behavior Support Plan, top of p. 3

**Plan to Sustain the Targeted Level:**

**If up to 12% students could benefit from CICO, how many students is that for your school? \_\_\_\_\_\_\_**

**Complete the CICO Self-Assessment:**

|  |
| --- |
| **VTPBiS**  **Check-In / Check-Out Self-Assessment**  **Instructions**: As a team, review and record each of the CICO elements. For all elements that are rated as “in progress” or “not in place” build action planning steps. |

|  |  |  |  |
| --- | --- | --- | --- |
| **CICO Element** | **In**  **Place** | **In Progress** | **Not In Place** |
| **1. Faculty and Staff Commitment for CICO** |  |  |  |
| **2. Targeted Team Defined and Coordinator Identified** |  |  |  |
| **3. School-wide/Universal PBIS in place** |  |  |  |
| **4, Student Identification Process for CICO developed** |  |  |  |
| **5. CICO Daily Progress Report (DPR) card developed** |  |  |  |
| **6. School to Home reporting process defined** |  |  |  |
| **7. Process for collecting, summarizing and using data** |  |  |  |
| **8. Morning check-in routine established** |  |  |  |
| **9.Teacher check-in/ check-out routine established** |  |  |  |
| **10. Afternoon check-out routine established** |  |  |  |
| **11. Home review routine established** |  |  |  |
| **12. Team meeting schedule, routine, process** |  |  |  |
| **13, Planning for Success (fading support; establishing self-management elements)** |  |  |  |
| **14. Planning for Individualized Support Enhancement** |  |  |  |
| **15. Substitute Teacher routine established** |  |  |  |
| **16. Playground, cafeteria, bus routine (Other areas) established** |  |  |  |

**Inventory of Targeted Supports:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Current Group Intervention | Function | | | | Referral  criteria | Frequency/ Intensity of Intervention | Resources needed (staff, space, $, time) | Schedule for Checking Progress | Effectiveness Measured  (Success criteria/ goal) | EXIT Criteria |
| Adult att. | Peer att. | Work avoid | other |
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**As a team review or complete the Readiness Checklist:**

**Vermont Positive Behavioral Interventions & Supports (VTPBiS) School Steps to Readiness: VTPBiS Tier 3 Intensive Level**

*(****Review*** *prior to VTPBiS Tier 3 Intensive Level webinar and* ***complete*** *prior to VTPBiS Tier 3 Intensive Level training)*

School: SU: Date:

| **Documents / Evidence Complete?** | | | ***Schools are “ready” for Tier 3 Intensive Level training once they have:*** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **YES** | | **NO** | 1. Completed the *Tiered Fidelity Inventory (TFI)* Tier I (items 1.1 – 1.15) and Tier II (items 2.1 – 2.13):  * *70% overall score* for Tier 1 * *70% overall score* for Tier II | | | | |
| **YES** | | **NO** | 1. Have identified school personnel who can complete a simple FBA and have access to people who are available to complete a full FBA. | | | | |
| **YES** | | **NO** | 1. Been recommended by their school’s Regional State TA as ready to pursue VTPBiS Tier 3 Intensive Level based on implementation progress of PBIS at other levels *and* administrative commitment. | | | | |
| **YES** | | **NO** | 1. Developed or reconfigured their School Leadership Team to include members relevant to VTPBiS Intensive Level: | | | | |
| * Administrator * behavior specialist, | | * teacher(s) * counselor | * special educator, and * a family member of a student. | |
| **YES** | | **NO** | 1. Committed to identify VTPBiS School Coordinator to actively participate in VTPBiS at the Intensive Level who is assigned sufficient FTE to support intensive level coordination. This could be existing school coordinator for PBIS. | | | | |
| **YES** | | **NO** | 1. Agreed to use an information system to make data-based decisions regarding student behavior for students receiving supports at the intensive level. | | | | |
| **YES** | | **NO** | 1. Committed to self-assessing Targeted and Intensive implementation annually. Additionally, using data to develop, review, and refine a clear action plan outlining school efforts to develop, maintain, and sustain fidelity at all tiers. | | | | |
|  | | |  | | |  |
| ***Principal:*** Printed Name | | | Signature | | | Date |
|  | | |  | | |  |
| ***Superintendent:*** Printed Name | | | Signature | | | Date |

**As a team, complete Team Profile and Meeting Schedule**

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| --- | --- | --- | --- |
| **Intensive Intervention Team Roster** | | | |
| **School Name: Grades:**  **Town/City: Supervisory Union:** | | | |
| ***Intensive Team – Systems Level***  **Team Member Name Building Role Team Member Role**  **(Administrator, Coordinator, teacher, etc.)** | | | |
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| **Day and Time of Monthly Meetings:** | | | |
| ***Intensive Team – Individual Student Level***  **Team Member Name Building Role Team Member Role**  **(Coordinator, behavior spec., data spec.)** | | | |
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| **Day and Time of Weekly Meetings:** | | | |

***The Heart of the Matter Part Two***

Honoring the stories of families is key to student success. Listen to the following story:

When my son was diagnosed with depression, anxiety and attention deficit/hyperactivity disorder, I remember the unspoken accusation and implied responsibility that came with the diagnoses and that hung, almost visibly, in the air before settling across my shoulders like a mantle of lead. No one thought to ask the questions, “Do you have other children and how are they? What do you think we should do? What is your son really good at? What are some of the things you do to support your child emotionally? How can we work together? Instead, [the therapist] recommended parenting classes and asked what other family “problems” existed. I was not consulted about the area in which I possessed the greatest expertise – my own child. On that day, I became the origin or the problem, not the knowledgeable collaborator.

A family story is a shared learning experience. It requires a Teller and a Listener, a very safe environment, and an understanding that each teller relates his or her story as it is remembered, either positively or negatively. Stories are not just statements of fact; they convey the teller’s perspective, expectations, skills, judgments, and feelings. Stories transmit all kinds of knowledge, when the listener has the capacity to hear themes and translates the themes into supports and services. Listening to the family story requires respecting the story as the story that teaches its listeners about the core capabilities and strengths of each family.

- Excerpted from Dixie Jordan in Everything is Normal Until Proven Otherwise

**Families that share their stories allow service providers to help build upon their desired outcomes for their children.**

**Think about the family/families of the children you identified.**

1. What is their story? How can you make it safe for them to share it?
2. What are they proud of in their child? What do they think their child is really good at?
3. How can you find out these answers if you don’t know?

# Family Engagement Checklist

# Muscott & Mann, 2004

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| --- | --- | --- |
| **STATUS:**  **In place**  **Partially in place**  **Not in place** | TASK | **PRIORITY:**  **High**  **Medium**  **Low** |
|  | Climate |  |
|  | 1. There is a process for assessing how welcomed, valued, and satisfied parents are in and with the school. |  |
|  | 2. There is a plan for addressing ways to help families feel welcomed and valued. |  |
|  | 3. There is a plan for training all staff to work collaboratively and respectfully with families. |  |
|  | 4. Plans for addressing ways to help families feel welcomed and valued address diverse families including those with students in the universal, targeted and intensive levels of PBIS. |  |
|  | Parent Involvement in Learning Activities at Home |  |
|  | 5. There is a process for assessing parents’ opinions about their own involvement in learning activities at home. |  |
|  | 6. There is a plan or set of activities for helping families to support their child’s learning at home. |  |
|  | 7. The plan includes activities for helping diverse families, including those with students in the universal, targeted and intensive levels of PBIS, support their child’s learning. |  |
|  | Communication with Parents/Families |  |
|  | 8. There is a process for assessing parents’ opinions about how well schools communicate with them. |  |
|  | 9. There is a plan for communicating with families in varied and helpful ways. |  |

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| --- | --- | --- |
| **STATUS:**  **In place**  **Partially in place**  **Not in place** | TASK | **PRIORITY:**  **High**  **Medium**  **Low** |
|  | 10. The plan includes activities for communicating with diverse families, including those with students in the universal, targeted and intensive levels of PBIS, about important school/home matters including discipline. |  |
|  | Parent/Family Involvement at School (Volunteering, Assisting) |  |
|  | 11. There is a process for assessing parents’ opinions about how they can support schools through their involvement at school. |  |
|  | 12. There is a plan for how parents can be involved in supporting learning at school through volunteering and assisting. |  |
|  | 13. The plan for parental involvement in school activities addresses how diverse families, including those with students in the universal, targeted and intensive levels of PBIS, can participate. |  |
|  | Parent/Family Involvement in Decision-Making |  |
|  | 14. There is a process for assessing parents’ opinions about the extent to which they are encouraged to participate in decision-making committees and activities (e.g., leadership teams). |  |
|  | 15. There is a plan for encouraging and supporting parent participation in decision-making committees and activities. |  |
|  | 16. The plan for parental participation in decision-making committees and activities addresses how diverse families, including those with students in the universal, targeted and intensive levels of PBIS, can participate. |  |
|  | 17. There is a process for assessing parents’ opinions about the extent to which they can provide input to school personnel about matters of importance including discipline that is taken seriously. |  |
|  | 18. There is a plan for gathering and incorporating parents’ input about matters of importance including discipline that is taken seriously. |  |
|  | 19. The plan for gathering and incorporating parents’ input about matters of importance including discipline addresses how diverse families, including those with students in the universal, targeted and intensive levels of PBIS, can be heard. |  |

**ntensive Level Roll-Out Plan Goalsto training (e.g., VFN, previously trained schools)Clarifying Roles and Goals of Team Members**

*From Art & Science of Wraparound Manual (Eber, 2003)*

This activity is intended to help facilitators understand the importance of clarifying roles and goals of team members and to provide some experience in examining roles/goals in relation to job titles and behavior of individual team members.

* For a student you are working with through a team process, list all the people involved with the student at home, school, or in the community.
* For each person you identified, see if you can identify the role they would say they are engaged in with that student and the goal they would say they have in mind in their role with the student.
* If you are unclear about perceived roles/goals of some people, think of their behavior at team meetings or the type of interactions they have with the student and/or family.

|  |  |  |
| --- | --- | --- |
| People Involved w/Student | Their Role | Their Goal |
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**Then ask yourself the following questions:**

1. Were you able to identify each person’s perception of their role with the student and each person’s perception of their goal with the student?
2. Were the roles some people perceive they play different than what is expected by their job title? By other team members?
3. Did you identify people who were involved with the student *who haven’t been included on the team* who may be helpful to include?
4. Did you identify any potential *overlap* of roles among team members?
5. Did you identify any team members who have the potential for *multiple roles*, which may be confusing or overwhelming?
6. Did you identify any people with *unclear roles*?

**Intensive Level Roll-Out Plan**

**Develop a Request for Assistance Process**

How will students be identified as in need of Intensive Level supports, including an individualized FBA/BSP?

What is the process for referring students for Tier 3 Supports? Who completes the Request for Assistance form? Who do they give the form to?

Create your Request for Assistance process and form. What behavioral data will you request on your referral form? Include information about interventions that have already been tried. Ensure that forms easy to access and easy to complete.

**Develop Parent Awareness and Consent**

Information to be shared at both the systems and individual level might include:

–Parent role in BSP

–How to focus on the positive

–Communication process

How and when will the parents be informed about the Tier 3 supports at a systems level?

How and when will individual student’s parents be informed about the referral for an FBA/BSP at the Intensive level?

Develop a parent consent form for when the FBA/BSP will be conducted with assistance from an outside consultant.

**Develop Student Awareness**

Developing student awareness of the FBA/BSP should include an overview of the BSP and goals of the BSP. The student’s input should be sought on the function of their behavior, rewards they would find reinforcing, and preferences regarding the details of the plan. When observations may be a part of the FBA process, it may be important to avoid sharing information with the student until those observations have been completed.

Who will meet with the students to get their input and/or share the details of the intervention? Will this vary by student? When will this occur?

**Create a System for Managing the Daily Data**

**Complete the questions below (based on Benchmarks of Advanced Tiers items 28-31):**

Which computer system will you use? SWIS ISIS? Excel? Other?

How frequently will your Intensive Level Systems Team review Tier 3 data?

Who is responsible for summarizing the data and bringing it to the meetings?

How frequently will summary data be shared with staff? Parents?

**Plan for fading students off the Individual Behavior Support Plan interventions**

What are the criteria for fading students off of Tier 3 Supports?

**Develop FBA/BSP Capacity in your School**

List the people who are trained to conduct FBAs in your school:

Determine additional staff who need to be trained in the F-BSP process:

Who or what group reviews the referral form to see if FBA/BSP can be done in-house or if outside consultant is needed?

If an outside consultant is needed, who will contact them to secure their services?

If the FBA/BSP will be conducted by in-house staff, who will be primarily responsible for facilitation of meetings and the writing of the FBA/BSP?

Who schedules the initial FBA/BSP meeting and informs teachers and others who need to know?

If conducted in-house, what is the proposed timeline from referral, decision, interview(s), summary of Simple FBA, testable hypothesis statement and development of simple behavior support plan?

What is your plan for training ALL staff in understanding behavior and function of behavior? Note your plan below under Develop and Schedule Staff Training.

**Develop and Schedule Staff Training**

Staff training on your school’s Intensive Level Support System should include information on:

• How to make a referral

• How to determine function of behavior

* Role of staff in FBAs/BIPs

Schedule date and time for staff training on the above systems/procedures.

Who will plan and deliver the training?

What are additional training needs of staff? Utilize [www.PBISVermont.org](http://www.PBISVermont.org) website to identify when trainings are offered through the State PBIS team. List here the trainings that might be useful and who should attend.