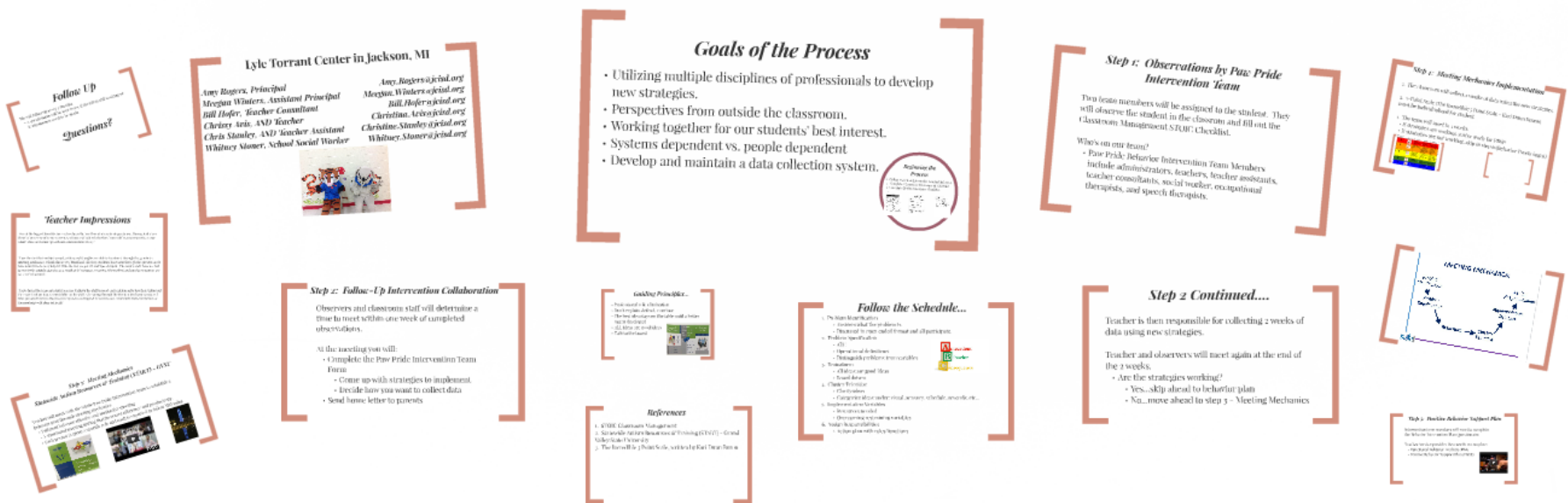


# Who's On Our Paw-Tastic Team?





# Lyle Torrant Center in Jackson, MI

*Amy Rogers, Principal*

*Amy.Rogers@jcisd.org*

*Meegan Winters, Assistant Principal*

*Meegan.Winters@jcisd.org*

*Bill Hofer, Teacher Consultant*

*Bill.Hofer@jcisd.org*

*Chrissy Avis, ASD Teacher*

*Christina.Avis@jcisd.org*

*Chris Stanley, ASD Teacher Assistant*

*Christine.Stanley@jcisd.org*

*Whitney Stoner, School Social Worker*

*Whitney.Stoner@jcisd.org*



# *Goals of the Process*

- Utilizing multiple disciplines of professionals to develop new strategies.
- Perspectives from outside the classroom.
- Working together for our students' best interest.
- Systems dependent vs. people dependent
- Develop and maintain a data collection system.

## *Beginning the Process*

1. Collect 1 week of data on the targeted behavior.
2. Complete Classroom Environment Checklist
3. Complete Student Behavior Checklist





## Student Behavior Checklist

(Step 1)



**Reason for Referral:** (be specific-behavior, duration, # of incidents, antecedent, ect.):

*Self-abusive behavior - hits self in the face and will hit his head on the wall or floor.*

*can also become aggressive towards staff*

**Student Strengths and Interests:** (list at least two in each area)

**Academic:** *Matching and sorting activities, and put-in activities. Puzzles*

**Social/Behaviorial:** *will look at staff and smile, sometimes guide them to an activity*

**Preferred Activities:** *Puzzles, Going for walks, sensory activities (chewing bubble wrap, chewing paper, coloring)*

**Preferred Items (possible incentives):** *Crayons and paper, bubble wrap, iPad games*

**Social Challenges: (check all that apply)**

Imitates others		Difficulty working in a group setting	X
Attention seeking <i>Sometimes</i>	X	Shows no regard for personal space of others	
Shows no regard for safety	X	Difficulty following rules	X
Difficulty communicating needs	X	Has potential to hurt other students	X
Has potential to hurt staff	X	Has difficulty with large crowds	X
Sensitive to loud noises	X	Other:	

## Classroom Management STOIC Checklist

Classroom: SCI 2 Date: 12/7/16

Structure the classroom for success	Y	N	Comments
1. Room is arranged so staff can get to any other part of the room efficiently.	<input checked="" type="radio"/>	<input type="radio"/>	
2. Classroom areas are clearly defined (e.g., signs, desk & table arrangement) and apparent upon entry.	<input checked="" type="radio"/>	<input type="radio"/>	Tables arranged No signs
3. Classroom maximizes student focus through arrangement which emphasizes instructional or leisure purpose and cues expected behavior.	<input checked="" type="radio"/>	<input type="radio"/>	
4. Seating is appropriate for individual students' needs (e.g. teacher and peer proximity) and instructional task.	<input checked="" type="radio"/>	<input type="radio"/>	
5. There is distinct space in the room where students can have private time to calm down, maintain or regain control.	<input checked="" type="radio"/>	<input type="radio"/>	Mat... Staff will direct students to this space.
6. Materials are available for students to address individual sensory needs, not contingent on behavior or performance.	<input checked="" type="radio"/>	<input type="radio"/>	
Instructional materials reflect thoughtful consideration of student's sensory needs.	<input checked="" type="radio"/>	<input type="radio"/>	
8. Sensory activities are built into instruction (e.g., active students are allowed to walk around the room between tasks) and are available across environments.	<input checked="" type="radio"/>	<input type="radio"/>	
9. Group and/or individual schedules are consistent, clear, predictable, and presented in a visual format that is meaningful to the student (objects, photos, icons, words).	<input checked="" type="radio"/>	<input type="radio"/>	
10. Schedule changes are highlighted with as much advance notice as possible to prepare students for change.	<input checked="" type="radio"/>	<input type="radio"/>	
11. Adults cue students with generic phrases such as "Check your schedule" or "What's next?"	<input checked="" type="radio"/>	<input type="radio"/>	
12. Visual supports are used when making requests, giving directions, providing instruction, and encouraging participation. Visual supports are tailored to match student needs & include icon, written, and/or sign language formats.	<input checked="" type="radio"/>	<input type="radio"/>	But... need more consistency
13. Students are supported in organizing themselves for activities with concrete reminders of what materials are needed/sequence should be followed.	<input checked="" type="radio"/>	<input type="radio"/>	
14. Classroom transitions are suitably structured as determined by student's needs (e.g., transition item that represents next activity, verbal cue).	<input checked="" type="radio"/>	<input type="radio"/>	
15. Students are prepared for transitions through predictable activities/signals (e.g., timer, song). Transition cues are followed consistently (e.g., when the timer goes off, students' transition).	<input checked="" type="radio"/>	<input type="radio"/>	Sometimes... clean up song times not always
Transitions occur quickly to minimize waiting time.	<input checked="" type="radio"/>	<input type="radio"/>	
17. Unnecessary transitions are minimized.	<input checked="" type="radio"/>	<input type="radio"/>	
18. Classroom is attractive, clean, clutter free, and organized to eliminate factors which vie for student attention including movement of other students.	<input checked="" type="radio"/>	<input type="radio"/>	

## Student Behavior Checklist

### Teacher Interventions:

Beginning Sept 2014 (month/year) I have tried the following interventions to address the following behavior of concern:

I have used a handful of strategies over the past 2 years. We have used chewing gum, walking, calm music, ripping ~~paper~~ paper, puzzles, iPad games, object & picture communication, part-in and sorting activities, using 1-2 word sentences (eg "yo go", "yo do")

### Additional Comments/Challenges:

[redacted] behaviors are currently at a low incident level. She might exhibit a behavior 1-2x a day ranging from 2-10 minutes in duration. However, the intensity is high - she will leave marks and bruise on her face consistently.



## *Step 1: Observations by Paw Pride Intervention Team*

Two team members will be assigned to the student. They will observe the student in the classroom and fill out the Classroom Management STOIC Checklist.

Who's on our team?

- Paw Pride Behavior Intervention Team Members include administrators, teachers, teacher assistants, teacher consultants, social worker, occupational therapists, and speech therapists.

## *Step 2: Follow-Up Intervention Collaboration*

Observers and classroom staff will determine a time to meet within one week of completed observations.

At the meeting you will:

- Complete the Paw Pride Intervention Team Form
  - Come up with strategies to implement
  - Decide how you want to collect data
- Send home letter to parents

## *Step 2 Continued....*

Teacher is then responsible for collecting 2 weeks of data using new strategies.

Teacher and observers will meet again at the end of the 2 weeks.

- Are the strategies working?
  - Yes...skip ahead to behavior plan
  - No...move ahead to step 3 - Meeting Mechanics

## *Step 3: Meeting Mechanics*

### *Statewide Autism Resources & Training (START) - GVSU*

Teacher will meet with the whole Paw Pride Intervention team to establish a behavior plan through meeting mechanics.

- Different between effective and ineffective meeting
- A structured meeting setting that increases efficiency and productivity.
- Each person is given a specific role and each is expected to follow MM rules.





EVERY  
MEETING  
EVER



YouTube

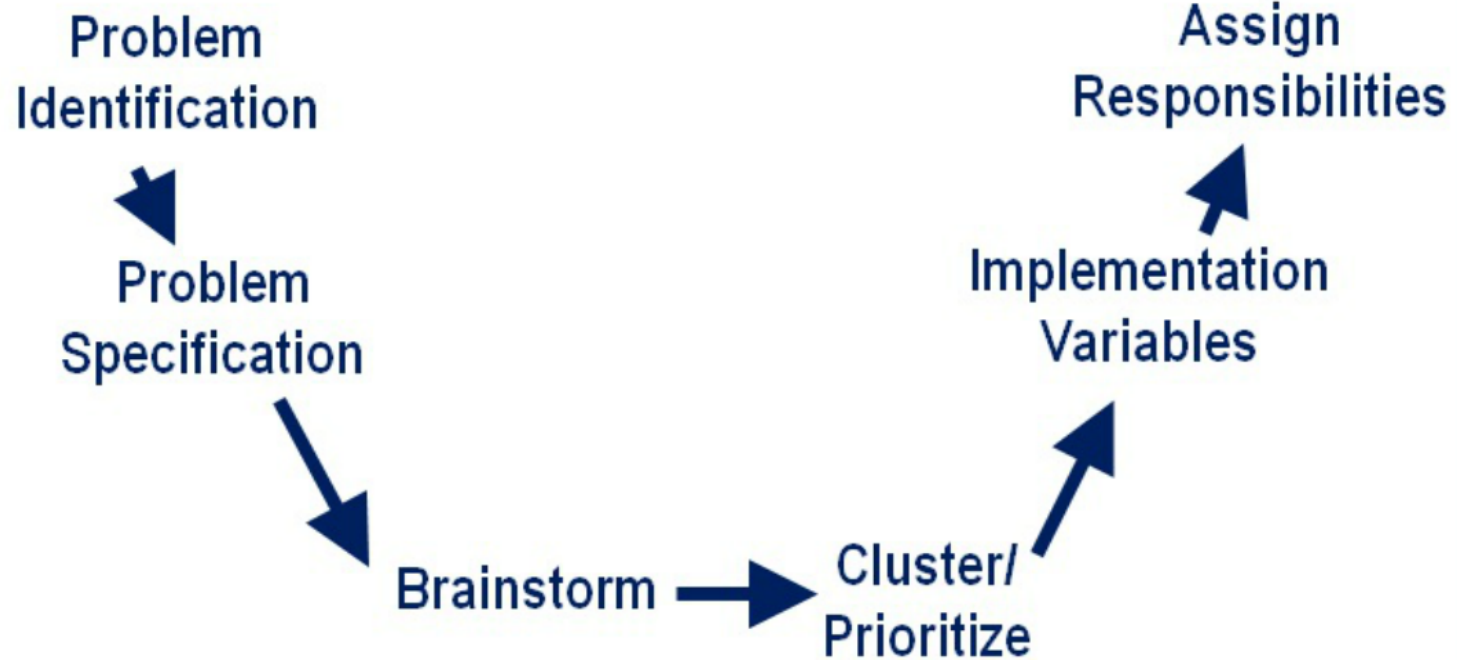
# *Teacher Impressions*

"One of the biggest benefits, for me, has been the free flow of ideas/strategies to use. Having staff share ideas helps re-energize me to try new things and look at behaviors from a different perspective to use others ideas and come up with new interventions to try."

"I love the fact that multiple people's ideas and thoughts are able to be shared through the 45 minute meeting mechanics. I think this is very beneficial. All of my students have went through this process and I have found it to be very helpful. I like the fact we get OT and Speech input. The family and I have not had to meet with outside agencies as a result of this process, meaning it is working and outside resources are not needed as much."

"I have found the process helpful because it allows the staff to meet and problem solve together, taking out the expert and putting accountability on the staff. After going through the Meeting Mechanics process, I have personally learned how to run my own meetings with parents more efficiently and walk away from the meetings with clear set goals."

## MEETING MECHANICS:



# *Follow the Schedule...*

1. Problem Identification
  - Answers what the problem is.
  - Discussed in open ended format and all participate.
2. Problem Specification
  - ABC
  - Operational definitions
  - Distinguish problems from variables
3. Brainstorm
  - All ideas are good ideas
  - Board driven
4. Cluster/Prioritize
  - Clarify ideas
  - Categorize ideas under: visual, sensory, schedule, rewards, etc...
5. Implementation Variables
  - Resources needed
  - Overcoming restraining variables
6. Assign Responsibilities
  - Action plan with roles/functions










# *Guiding Principles...*

- Professional role elimination
- Don't explain, defend, convince
- The best idea stays on the table until a better one is developed
- ALL ideas are good ideas
- Talk to the board






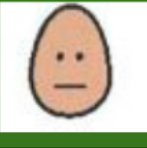

# Step 4: Meeting Mechanics Implementation

1. The classroom will collect 2 weeks of data using the new strategies.
2. 5-Point Scale (The Incredible 5 Point Scale - Kari Dunn Buron) must be individualized for student.
3. The team will meet in 2 weeks.
  - If strategies are working, you're ready for PBSP.
  - If strategies are not working, skip to step 6 (Behavior Psychologist)

Level	Expression	Reason	Student is...	Staff Should...
5		Feeling like I'm going to explode. I need help to calm down.	Example: Student is using body or objects to hurt self or others.	Example: Team Teraid, transport, CPI management, contact parent
4		Feeling angry. I need to calm down.	Example: Student is screaming, agitated, running, angry, refusing, defiant, dropping to the ground.	Example: Staff will provide visuals, redirect, start prepping the environment for safety
3		Feeling anxious. Something is bothering me. Feeling scared.	Example: pacing, rocking, self stimulating, avoidance, crying	Example: Visual supports, verbal reminders, redirect, offering a calming space or sensory break
2		Feeling fine. Everything is ok.	Example: participating but not engaged	Example: Staff encouragement, provide motivators
1		Feeling happy.	Example: happy, laughing, engaged	Example: Praise



# • If strategies are not

Level	Expression	Reason	Student is...	Staff Should...
<b>5</b>		Feeling like I'm going to explode. I need help to calm down.	Example: Student is using body or objects to hurt self or others.	Example: Team Tarrant, transport, CPI management, contact parent
<b>4</b>		Feeling angry. I need to calm down.	Example: Student is screaming, agitated, running, angry, refusing, defiant, dropping to the ground	Example: Staff will provide visuals, redirect, start prepping the environment for safety
<b>3</b>		Feeling anxious. Something is bothering me. Feeling scared.	Example: pacing, rocking, self stimming, avoidance, crying	Example: Visual supports, verbal reminders, redirect, offering a calming space or sensory break
<b>2</b>		Feeling fine. Everything is ok	Example: participating but not engaged	Example: Staff encouragement, provide motivators
<b>1</b>		Feeling happy.	Example happy, laughing, engaged	Example: Praise

# Positive Behavior by Children

1	2	3	4	5
				
Good Job!	Listen	Stop and Think	NO	NO



YouTube

## *Step 5: Positive Behavior Support Plan*

Intervention team members will meet to complete the Behavior Intervention Plan Questionnaire.

Teacher/service provider then needs to complete:

- Functional Behavior Analysis (FBA)
- Positive Behavior Support Plan (PBSP)



# *Follow Up*

We will follow up every 3 months.

- A questionnaire will be sent to see if the BIP is still working or if adjustments need to be made.

## *Questions?*

# *References*

1. STOIC Classroom Management
2. Statewide Autism Resources & Training (START) – Grand Valley State University
3. The Incredible 5 Point Scale, written by Kari Dunn Buron



