

You Have to Build the Plane as You Fly It!: Core Components of an Evidence Based Behavior Support Program



Part Four: Building Strong Effective Teams



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You are NOT Alone!!! We've Got This!!!



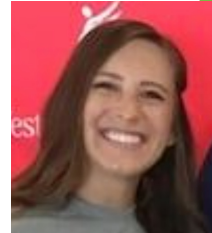
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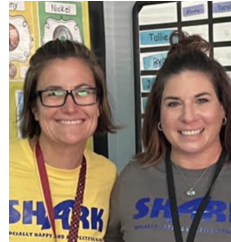
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Effective teams take time and effort to develop, and they are ever-changing, but the rewards are great as the team supports students and teachers.

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Westside Public Schools i66 Elementary Behavior Program

Jodie Tagel
Ashley Olson



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Building Effective Program Teams in a Self-Contained Setting

- ❑ Weekly program meetings with the administrator, teachers, and Behavior Facilitator and other staff when needed
 - ❑ Communicate program needs (materials, classroom)
 - ❑ Discuss concerns (student, parent)
 - ❑ Problem solve
 - ❑ Record action items
 - ❑ Follow-up
- ❑ Plan with co-teacher
- ❑ Plan similar SEL themes students are working on
- ❑ Coordinate program level special activities
- ❑ Celebrate staff birthdays and plan other social activities

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Building Effective Partnerships with Paraprofessionals in a Self- Contained Setting

- ❑ ***In Westside, paraprofessionals are called Educational Assistants (EA's)***
- ❑ Monthly meetings with all (EA's), teachers, Behavior Facilitator and Administrator
 - ❑ EA's can add agenda items to discuss concerns or request clarification on student plans or program components
- ❑ EA's are given program level and individual student if/then for students to help the team be consistent with responses to positive and problem behaviors
 - ❑ [Program Level if/then](#)
 - ❑ [Individual if/then](#)
- ❑ Promote all adults as authority figures in the program
- ❑ "IEP at Glance" which includes goals, accommodation, and behavior plan on our district database that can be accessed by all stakeholders that have access to the student. Copy given to EA's
- ❑ Offer free RBT class through the NE ASD Network with incentive

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Building Effective Partnerships with Building where i66 is Housed

- Share resources and materials
- Send our EA's to assist building when staff shortages when we can
- Help serve students in SEL or intervention groups when needs line up
- Occasionally assist with "in school" suspensions for non-program students struggling behaviorally
- Attend problem solving meetings with building staff in order to assist them in quality programming for their students with problem behavior and possibly prevent placement in the program
- Participate in team building events and social activities with building staff
- Attend the assemblies and programs put on by the building
- Participate in building level PBIS system and events

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Building Effective Partnerships Neighborhood Schools from a Self Contained Setting

- During the intake meeting, the team plans some ways to have regular connection with the neighborhood school staff and administration
 - Web Ex
 - In person visits
 - Emails
- Communicate regularly with monthly updates with data , where they are on the level system, areas of growth, and skills we are working on
- Students remain on the neighborhood school general education classroom roster. Teachers and administrators continue to have access to all behavioral and academic data
- All behavior data is logged in the district database so neighborhood school staff can access at any time. Data is regularly updated so that it is current.
- Transitions occur directly to neighborhood school not the school where the building is housed. During transition back to the neighborhood school, we deliver high levels of support and collaboration. Sending building has lots of say in what transition looks like.

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Building Effective Partnerships with Parents in a Self-Contained Setting

- ❑ In the beginning establish common goals for their child...
 - ❑ “We both want the same thing-for your child to be successful and rejoin their neighborhood building”
 - ❑ “By working together we can...”
 - ❑ Trust me to always have best intentions and vice versa
 - ❑ Resist judgement
 - ❑ Recognize their advocacy as a good thing
- ❑ Regular daily communication through sending the daily point card and level
- ❑ Include positive comments on the point card not just negatives
- ❑ At intake, ask the parent their preferred mode of communication (phone call, text, email) and use communicate in their preferred way
- ❑ Return calls/texts in a timely manner
- ❑ Listen if they need to vent! Being a parent of a child with challenging behavior can very difficult. This builds rapport!

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Brook Valley South Educational Service Unit #3 LaVista, Nebraska

Sallye Lee, Primary, K-2
Carrie Fairbairn, Intermediate 3-5
Kristen McKearney, Life Skills K-8
Steph Kopecky, Life Skills K-8
Kelli Heller, Middle School



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Building Effective Grade Level & Program Teams

- ❑ Weekly Professional Learning Communities (PLCs).
 - ❑ Include all stakeholders: SLP, Social Worker, School Psychologist, Principal
- ❑ Partner with service providers on scheduling, lesson planning and student needs (i.e. interactive google slides for lesson plans)
- ❑ Work together on student goals, IEP needs, Functional Behavior Assessment and Behavior Intervention Plans
- ❑ Ensure all members have the same goal/vision of the program to ensure everyone is working together
- ❑ Keep all members in the program “in the loop”
- ❑ Communicate, listen, and respect
- ❑ Learn from one another

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INTERACTIVE LESSON PLAN
FORMAT FOR SELF
CONTAINED

- SHARED WITH WHOLE TEAM
- INTERACTIVE



Kopecky Lesson Plans
McKearney Lesson Plans
Samuels Lesson Plans
Writing Lessons

Morning Message
Morning Work
Technology
SHARK LESSON PLANS
Unit Studies Lesson Plans

Daily Schedule
SPECIALS TIMES OT, SLP
Caseload Sheet
NSCAS and MAP
BVS Roster BVS Student Contact List

Notes
Week Of:

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Building Effective Partnerships with Paraprofessionals in a Self-Contained Setting

- Acknowledge and tap into each other's strengths and talents.
- Take the time to get to know each other.
 - For example: subjects that we teach, data entry, "Car Salesman," "The Middle Man" "Fine Print."*
- Debrief at the end of EVERY day.
- Talk constantly about our vision, mission, & goals
- Respect them as "teachers" in our setting
- Encourage professional development & leadership opportunities for them
- Involve them in the IEP Process - input and preparation
- Embrace healthy conflict and challenge each other
- Participation in committees
- Model, Model, Model!

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Building Effective Partnerships with Paraprofessionals in the Resource Setting

- COMMUNICATION**
 - Limited time and access to paras
 - Often resource paras and resource teachers don't see each other due to busy schedules and meeting IEP minutes
 - Administrative support to schedule weekly meetings with all resource teachers and paras
- TRAIN, MODEL, PRACTICE**
 - Don't throw them to the wolves right away
 - Spend 1-2 days doing their schedule with them
 - Time you put in the front can help all year long
 - Teach, model, practice on how to work with multiple general education teachers and many different personalities
- DEBRIEF and BREAKS**
 - Para schedules are busy, quick, change often, and can be overwhelming
 - Build in this time for them to debrief with you, take a breather, or "value vent" to you or another person they trust- especially after a behavioral event, classroom issue

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Building Effective Partnerships with Paraprofessionals in the Resource Setting

- ❑ **EMPOWER YOUR PARAS**
 - ❑ Learn their strengths and give them jobs, supports, students that will enhance their strengths
 - ❑ Make them feel like part of your team immediately
 - ❑ Paras are teachers
 - ❑ Paraprofessionals are the GLUE to a building staff. Empower others to treat them that way.
- ❑ **COACH BEHIND THE SCENES - EMPOWER IN FRONT**
 - ❑ Never coach in front of students or other teachers
 - ❑ Allow paras to save face in front of students
- ❑ **TRUST**
 - ❑ Trust them and they need to trust you
 - ❑ Professionalism - we are advocating for our students as a team
 - ❑ Allow your paras to partner with you in decision making, planning
- ❑ **FLEXIBILITY**
 - ❑ Model flexibility
 - ❑ Not everything has to get done in that set time - stay on schedule

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Building Effective Partnerships IEP / FBA SNAPSHOTS

- ❑ **IEP Snapshots**
 - ❑ Quick 1 page documents summarizing student's IEP
 - ❑ Print for paras so they have it to take with them into classrooms
 - ❑ Include accommodations
- ❑ **FBA/BIP Snapshots**
 - ❑ Quick 1 page documents summarizing student's FBA/BIP
 - ❑ Include target behaviors
 - ❑ Examples of verbal responses to student behavior
- ❑ Share with general education teachers and paras working with student

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**INTERACTIVE LESSON PLAN
FORMAT FOR RESOURCES
SETTING**

- USED FOR CO-TEACHING
- INTERACTIVE WITH OTHER SPED TEACHERS, SPED TEAM AND GEN ED TEACHERS
- GREAT FOR PARAS TO REFERENCE AS NEEDED

Schedule & Caseload Links

- [Sped](#)
- [McKearney's Schedule](#) [Kopecky's Schedule](#) [Barr's Schedule](#)
- [Boyd's Schedule](#) [Cady Schedule](#)
- [19-20 Resource Students](#)
- [19-20 Case Manager](#)
- [Scholastic Book Study Lesson Plans](#)
- [Wonderworks](#) [3rd CFA Organizer](#)

8:30-8:55 SHARK Group	Attendance SHARK Plans	12:40-1:00 TURTLES	Attendance TURTLES Plans
9-10 4th Math Co-Teach Bornhoft	Bornhoft Math Plans	1:10-1:30 Vinny Reading	Attendance Vinny Reading
10-10:45 2nd Math Co-teach Denson	Denson Math Plans	1:15-2:30 5th Math Co-Teach Rogers	5th Math Plans
10:50-11 Braxton Fundamental Skills	Attendance Braxton Reading	2:30-3 2nd Reading	Attendance 2nd Reading Plans
11-11:30 4th WonderWorks	W - Attendance WW 4th Reading	3-3:30 TURTLES #2	Attendance TURTLES #2
11:30-11:50 Vinny Math	Attendance Vinny Math	3-3:30 Check - Out	Attendance

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Paraprofessional Perspectives on Building Effective Partnerships with Educators

- Make us feel empowered to make decisions~Sherita
- Recognize our talents, abilities, strengths, and knowledge~Sherita
- Include us in the day to day planning, decisions~Lizzie
- Communicate regularly any changes, decisions, student needs, etc~Lizzie
- Inform us about the background of the students so we can better address their needs~Hermery
- Value our input and expertise in other areas~Anne
- Make sure the parts of the program/plan is clear in terms of training~Jill
- Partner up with an experienced para to help navigate all the pieces.~Adam
- Provide the why so that the process makes sense in future decisions.~Ashley

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Building Effective Partnerships Neighborhood Schools

- Discuss the importance of staying connected to the student. during student intake.
- Schedule a date(s) for the Resource Teacher, General Educator, or principal to come and visit our program/classroom
- Use SeeSaw or similar programs, to keep team members connected
- Invite neighborhood school team members to special events
- Hand deliver IEP invitations by students
- Share links to “live” data
- Meet on a regular basis when transitioning a student
- Set up dates for meetings early so everyone can be available

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Educational Service Unit#7 Columbus, NE The Learning Academy



Anne Baptiste, K-12 Behavior Specialist

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Building Effective Program Teams

- Clearly Define Roles
- Culture of Care and Restorative Practices
 - “The person is not the problem. The problem is the problem.”
- Communication
- The Best Outcome is Whatever is Best for Kids
- Trauma Informed

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Building Effective Partnerships with Paraprofessionals in a Self-Contained Setting

- Make the classroom a place they “belong” and want to be
 - Desk & chair
 - Favorite snacks
- Strength-based assignments
- Shared power: Culture of care and restorative practices apply to adults, too
- Invite feedback
- Scheduled meetings & incident debriefing
- Definite procedures and common responses
 - Para has the same authority to mark data sheets and implement consequences (as outlined in BIPs or programming)
- Snacks and socializing

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Building Effective Partnerships with Paraprofessionals in a Self- Contained Setting

What are some things that your organization/administration has done to make you feel valued?

“Always giving praise and supporting each other.”

“They have meetings once a week and sometimes a quick one at the end of the day to let us know what is going on, any concerns and that we are all doing a great job. We also get random text messages from other team members about how they are thankful and glad to have the team that we do.”

“Praise and trust. Understanding that my home life is important and valued.”

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Building Effective Partnerships with Paraprofessionals in a Self- Contained Setting

What rules/policies/procedures have made you feel empowered when working with students?

“I am on equal status with the teacher.”

“This is a tough one because the students tend to bend the rules when the teacher leaves the room. Being able to score the students on the point cards is where I feel I have the most power.”

“Sticking with the schedule that the teacher prepares for them. Receiving and giving respect. Boundaries.”

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Building Effective Partnerships with Paraprofessionals in a Self- Contained Setting

What advice would you give teachers for how to support the paraprofessionals they work with?

“Allow a cooldown time at the end of everyday. Knowing your staff is definitely helpful. Each person will bring their own style to the program and that’s a good thing.”

“Don't micromanage. Embrace their strengths. Reinforce positive behaviors and successes.”

“Find a way to for us to work around some of the power struggles that we have with some of the students, either on a daily basis or when the teacher leaves the classroom.”

“Stay positive, trust each other, and remember why you come to school everyday. Remember the purpose of paras. Encouragement and teamwork.”

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Building Effective Partnerships with Resident Districts

- Get them to visit
- Frequent communication
- Consulting with them on major infractions
- Have clear intake and transition processes
- Clarify what the district wants communicated to whom
 - IEP progress
 - Incident Information

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Educational Service Unit #5 Beatrice, Nebraska



EDUCATIONAL SERVICE UNIT 5

Barb Rieken-Gross, Behavior Consultant

Educational Service Unit #3

Ali Sweitzer, Autism Behavior Specialist

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Common "Concerns" of Paraprofessionals

- "We aren't told when a behavior plan changes"
- "We don't know anything about the student"
- "Information is not shared with us"
- "Our skills are underutilized"
- "We have never seen the IEP/MDT/Behavior plan"
- "We need more training" (often associated with behavior or autism-specific interventions)
- "We have concerns with physical management and a lack of clarity around it"
- "We get mixed messages"

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Improving Communication

- ❑ Utilizing “Collaboration Worksheets”, providing access as well as respecting their input
[Collaboration WS Example](#)
- ❑ Provide clear schedules [Para Schedule](#)
- ❑ Provide gentle feedback and model what you want to see
- ❑ IEP Snapshots or IEP At-a-Glance documents

IEP Snapshot

Student Name: _____ Grade: _____

Eligibility: _____ Annual IEP Date: _____

Academic Services

Consult In-Class Support

Learning Lab Fundamentals

Related Services

Speech BGS

OT CARE

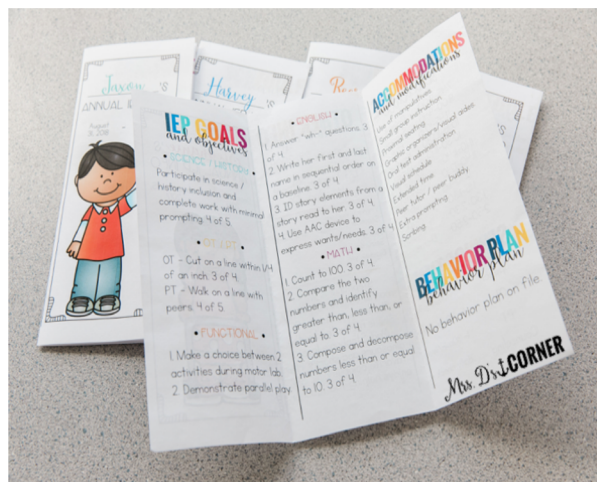
Other: _____

Service Times		
Service	M T W Th F	Time per week
In-Class Support		
Reading Learning Lab		
Writing Learning Lab		
Math Learning Lab		
Reading Fundamentals		
Writing Fundamentals		
Math Fundamentals		
Speech		
BGS		

Accommodations: (circle all that apply)

Oral Administration	Extra Time	Supplemental Aids	Manipulatives
Dictionary	Spelling Assistance	Modified Curriculum	Reduce Assignments
Directions given in a variety of ways	Simplified Vocabulary	Calculator	

Other: _____



Training Opportunities for Staff and Parents

- ASD Network (the BEST source!) - [ASD Network](#)
- Autism Certification Center- [OCALI](#)
- Thompson Center for Autism - [Professional Development Webinars](#)
- Early Childhood Behaviors - [Behavior in Early Childhood \(ADHD\)](#)
- AFIRM (Autism) - [AFIRM Modules](#)
- Executive Functioning - [Harvard Center on the Developing Child](#)
- Ibestt Coaching and Collaboration- [ibestt](#) - look at Resource Library and Intervention Guides

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Thanks!

Have questions or need help with next steps?

Contact the Facilitator:

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Meet many (if not all!) of the teachers at the Midwest Symposium for Leadership in Behavior Disorders February 16-19 in Kansas City. Register at mslbd.org.



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