



## Creating a Positively Positive Experience in Special Education

### What can we do for you?

- ❖ **District-wide** Behavior support for students with Autism, Intellectual Disability, and related disabilities
  - Personnel Development (PD) for Administrators, Teachers, Related Service Personnel, and Aides/Tas
  - Content includes
    - Including children with autism or other disabilities in General Education settings, including specials.
    - Strategies for promoting good behavior
    - Being an effective TA/Aide
    - Using ABA across the day
    - How to implement behaviorally based instruction (ABA/Discrete Trial Training)
  
- ❖ **Building-wide** Behavior support
  - Similar range of PD
  - Ongoing support for Psychologist, Social Work, other staff on strategies
  - Can provide support for students without BIS mandates or those who are not yet identified for Special Education supports.)
  - Training on 3-tier model of behavior support (e.g., Positive Behavior Supports PBS)
  
- ❖ **Classroom** support
  - Work with teachers to develop, implement, and evaluate classroom wide PBS strategies
  - Collect data or help teachers collect data related to student engagement and participation, challenging behaviors, and social interaction with peers and adults
  - Collect data or help teachers collect data related to student behavior
    - Monitoring success of behavioral strategies
    - Identify needs for additional strategies or personnel, or other building support

- ❖ **Individual** students (IEP mandated student and staff supports)
  - Identify strategies to increase appropriate and decrease inappropriate behavior
  - Coach teacher, TA, Aide in strategies
  - Collect data (or coach classroom staff to collect data) on child behavior
  - Summarize (or coach teacher on summarizing) data
  - Develop (or work with teacher or psychologist to develop) behavioral strategies
  - Meet with teacher(s), paraprofessional(s), Psychologist, administrators, or related service providers, to help support individual students across the school day.
  
- ❖ One-time **child-specific consult**
  - Observe student in multiple settings and gather information from key personnel
  - Recommend strategies that can be implemented to support child more effectively
  - Evaluate need for services
  - Make recommendations for additional behavioral support or placement
  
- ❖ **Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP)**
  - Completed by Access 7 staff members or in collaboration with District staff members
  - Components Include
    - Initial meeting/record review
    - Observation of student
    - Data collection collect
    - Summary/FBA
    - Develop fidelity measures/collect fidelity data
    - Training for staff
    - Report on progress
  
- ❖ **Training**
  - Grouped by building or discipline
  - All staff or focused on Special Education staff
  - Group size and program length adapted to district needs
  - Didactic, interactive, group discussion