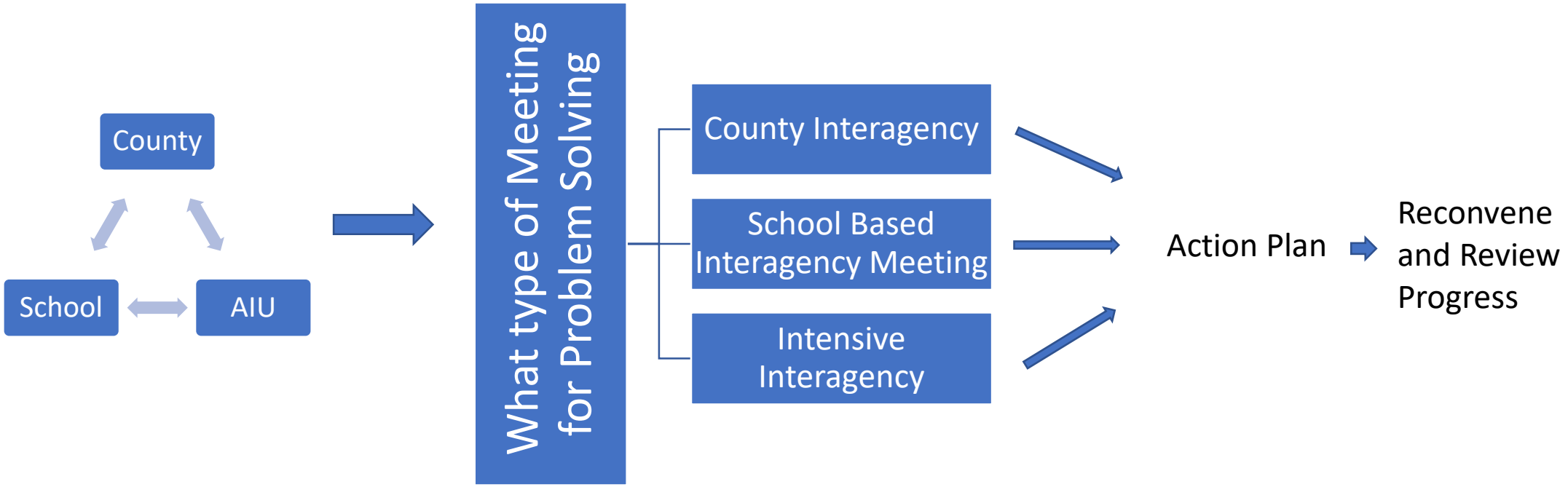
Flow Chart


County
School
AIU
What type of Meeting for Problem Solving
County Interagency
School Based Interagency Meeting
Intensive Interagency
Action Plan
Reconvene and Review Progress

Meetings

County Integration and Teaming Meeting	School Based Interagency	Intensive Interagency
• Facilitated by County Personnel • Focuses on overall needs of family and child and barriers to meet these needs • Technical assistance provided to agency providers and families	• Facilitated by School Personnel • Focuses on the educational and other identified needs of student in the educational environment • Technical assistance provided to schools and families	• Facilitated by AIU Personnel • Focuses on an appropriate educational placement that encompasses the educational and therapeutic needs of the student • Technical assistance provided to schools and families

Initial Line of Inquiry

Name:_____ Date: _____

Strengths of the student:			
Slow Triggers (Setting Events)	**Fast Triggers** (Antecedents) .	**Problem Behaviors** (In measurable terms)	**Actual Consequences** (those maintaining the behavior-natural or planned)
Perceived Function(s) of Behavior (what student gets or avoids)**:**			
Needs:			

Llewellyn, G., & Knoster, T. (1997). Screening for understanding of student problem behavior: An initial line of inquiry. Pennsylvania Department of Education., Adapted by AIU3

An Initial Line of Inquiry Eliciting Questions	**Strengths of the student:** 1) "What does he/she do that is helpful to other students?" 2) "How does he/she show respect?" 3) "What are his/her greatest attributes?"				
Slow Triggers "What specific things can you think of that DO NOT CAUSE the behavior to occur, but make it more likely that it will occur? Additional questions: **Physical & Mental Health** -Are there any chronic health problems, e.g., nutrition, allergies, sleep patterns, medications & side effects? -Are there any issues concerning mental health or emotional well-being? -Problems with vision or hearing? **Belongings & Inclusion** -Does the student have any problems interacting with friends? -Where does the student sit in his/her class? -Does the student participate in any extracurricular activities? -Does the student eat lunch with friends? Play at recess? -Does the student participate in any social clubs? -Is the student having any academic problems? -Does the student prefer any courses over another or do better in certain courses than others? -Does the student have any IEP accommodations and are these being provided?	(Setting Events) **Dignity & Respect** (interactions & rapport) -When adults interact with him, do they interact the same way they would any other student? -Is his/her dignity maintained when consequences are delivered? -Does the teacher interact with the student other times than when he/she is being given a consequence? -Does the student interact appropriately with his/her peers? -Does he/she have opportunity to interact with his/her peers? -What is the Principal's relationship with the student? **Empowerment** (predictability, choice, control) -Does the student transition well from activity to activity? -Is there a consistent schedule in place and do the teachers abide by the schedule? -Does the student know how to follow the schedule-or does he/she have a personal scheduled? -Does the student have any choices (of preferable activities) throughout the day? -Do changes in the schedule affect his/her behavior? -Do substitutes affect his/her behavior? -Does the student have materials/supplies t use freely at school to get his/her work done? -Does the student have personal space? -Does he/she get to make choices during class (e.g. pen/pencil, loose-leaf/spiral bound, where to sit, by whom he sits, order of activities)?	**Fast Triggers** (Antecedents) "What sets his/her problem behavior off?" "What is going on when h/she does these things?" "What else is going on when the problem behavior occurs?" "Does getting started on ALL assignments create difficulty or only certain types of assignments?" "If written tasks are a problem, are they across ALL subjects?" "Are there problems with transitions?" -specific kids? -specific adults? Other general features?	**Problem Behaviors** (In measurable terms) "What does he/she specifically do that is a problem?" "What does he/she do that aggravates other students?" "How does he/she show disrespect?'" "What does the behavior look like?"	**Actual Consequences** "What do you do when the problem behavior occurs?" "What happens immediately after the behavior?" -Naturally occurring and structural "What do you do immediately when the student engages in the problem behavior?" "What do other students do immediately after he/she engages in the problem behavior?	**Perceived Function** (Hypothesis) "What do you think he/she gets by behaving this way?" "What might he/she be getting or avoiding?" "What else might he/she get or access as a result of engaging in the behavior?" "Does his/her behavior result in a power struggle?" "Does his/her behavior help to clarify the parental (family) system?" -Gain access or connection to others -Get access to preferences -Obtain a sense of control -Clarify the rules -Clarify parental roles -Avoid unpleasant circumstances (e.g. work, person, place, activity) -Reduce anxiety or release tension -Escape feeling inadequate -Sensory feedback-feels good -Reduce stimuli -Increase beneficial stimuli

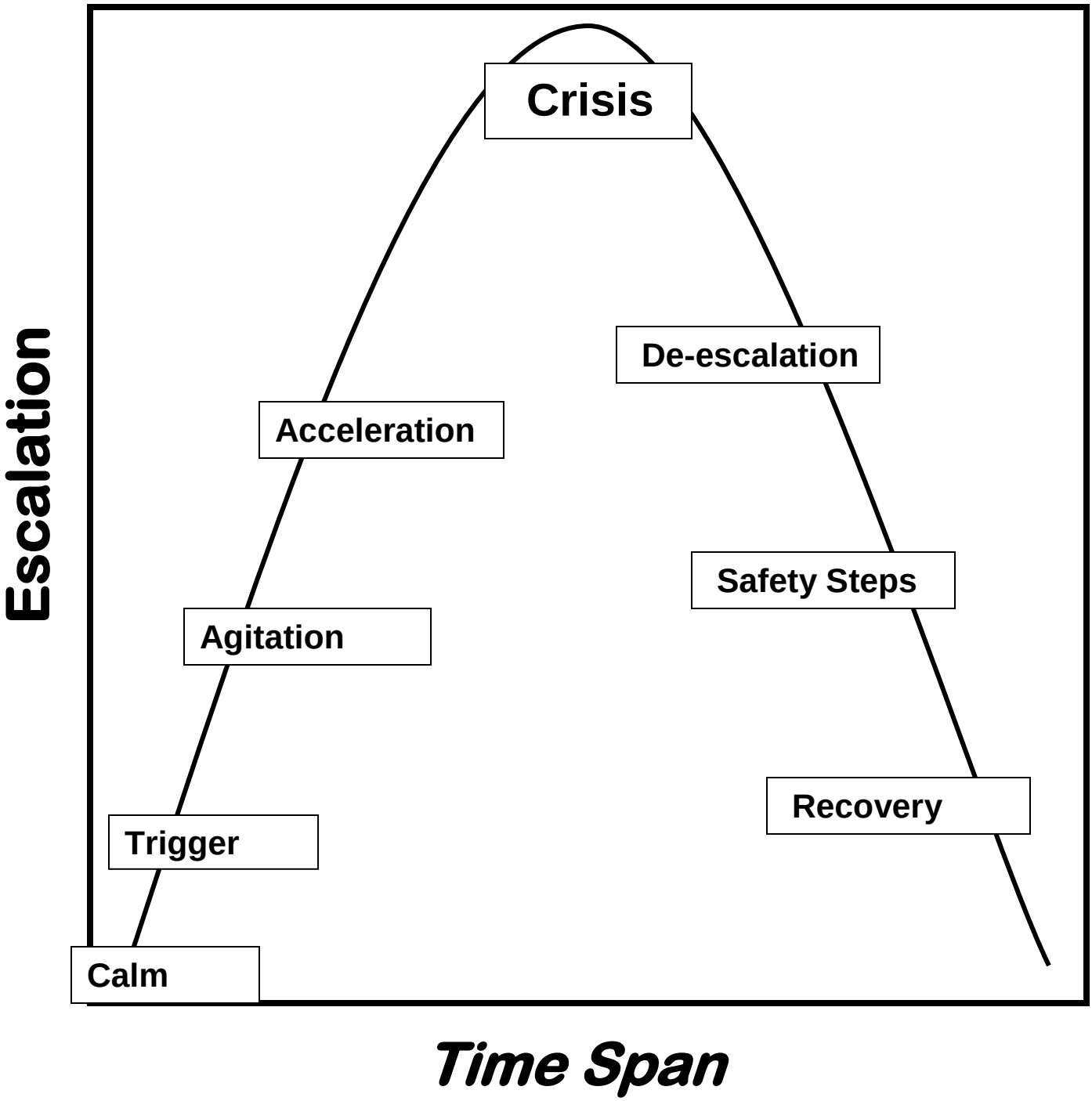
Llewellyn, G., & Knoster, T. (1997). Screening for understanding of student problem behavior: An initial line of inquiry. Pennsylvania Department of Education.

An Initial Line of Inquiry Eliciting Questions	**Strengths of the student:**				
Slow Triggers **Social & Academic Competence** -Does the student interact appropriately with his/her peers? -Does the student know to raise his/her hand in class? -Does the student know how to share/take turns? -Does the student know how to follow directions – 1 step, 2 steps, 3 steps? -Is his/her IEP appropriate? -Are assignments appropriate? -Does the student communicate effectively? -Is he/she on grade level? Is he/she having difficulty with certain courses or certain types of instructional activities? -Does the student accept corrections/corrective feedback appropriately?	(Setting Events) **Environment** -What are the parent work schedules? -What's their home life like? -Are there any basic needs not being addressed, (e.g. food, clothing. . .)? -Any unique or upsetting events happen recently? -Noise issues? -Climate issues? -Light sensitivity? -Does he/she dress the same s the other students? -Is free and reduced lunch an issue?	**Fast Triggers** (Antecedents) .	**Problem Behaviors** (In measurable terms)	**Actual Consequences**	**Perceived Function** (Hypothesis)

Llewellyn, G., & Knoster, T. (1997). Screening for understanding of student problem behavior: An initial line of inquiry. Pennsylvania Department of Education.

Action Plan	Student:	Date:
Action Item	**Who is Responsible?**	**When will it be done?**
Meeting Notes:		

The Crisis Model:



Adapted from Colvin & Sugai, 1992

Behavior Response/Crisis Intervention Plan

Student:____ _____ Date:_____

Calm:	
Student:	*Adults:*
Trigger:	
Student:	*Adults:*
Agitation:	
Student:	*Adults:*
Acceleration:	
Student:	*Adults:*
Crisis:	
Student:	*Adults:*
De-escalation:	
Student:	*Adults:*
Safety Steps:	
Student:	*Adults:*
Recovery & Re-entry:	
Student:	*Adults:*

Student: **District:** **School & Team:** **Date:**

PATH - PATH is an effective process for bringing together a team that may already know a child well and has made a commitment to supporting the child in the future. PATH is ideal for addressing long and short-term planning. The process provides clear time lines for achieving goals and breaks those goals into achievable and measurable steps. It also identifies individuals on the team who are responsible for completing each action step (Kincaid & Fox, 2002). This is an adapted version of the original PATH for Allegheny Intermediate Unit Use.

Future Goals	Strengths	Needs	Barriers	1 Month
			What action? Who helps?	*What action? Who helps?*

Initial Line of Inquiry

1. Strengths of Student: Positive interactions/follows directions of parents, Math is preferred subject=likes numberst, navigation of the computer, can ask for help with academics, good fine and gross motor skills, follow one step preferred activity directions, completes self-care routines with prompting

4. Slow Triggers: (Setting Events)	**3. Fast Triggers:** (Antecedents)	**2. Problem Behaviors:** (in measurable / observable terms)	**5. Actual Consequences:** (Natural and/or Planned)
Allergies-seasonal and food (barriers with some medications) Autism Non-reliable communication when frustrated, anxious, or overwhelmed/agitated Not able to calm self/escalates quickly Easily agitated; arrives to school agitated	Loud noises & words Non-preferred (reading) activities Seated to work for too long	Out of seat Biting (Self or Others)	Removal-isolated from peers/adults/activity Guided to calming area Sleeps Students/staff leave area Activity ends Verbal directions from staff Cries

6. Perceived Function(s) of Behavior (what student gets or avoids):
Sensory release; Escape non-preferred activities when overwhelmed/frustrated or anxious

7. Needs: Coping skills, Express-Communicate needs/wants

Based on Llewellyn, G., & Knoster, T. (1997). Screening for understanding of student problem behavior: An initial line of inquiry. Pennsylvania Department of Education.

Behavior Response/Crisis Intervention Plan

Student:___Steely McBeam_____ Date:___10/11/18___

Calm:	
Student: Quiet; attentive to task, engaged with low levels of scripting; low level humming and singing; can be redirected when you have his attention through eye contact. Independent in use of schedule of tasks.	*Adults: Presentation of 1st/then activities using visuals to ensure he knows what reinforce will follow work; provide high levels of praise and reinforcement for appropriate behavior; movement breaks between tasks (have reinforce in another area that he goes to)*
Trigger:	
Student: Bounces leg(s); hand flapping with increased intensity; voice louder and higher pitch; says "bad" when presented with non-preferred task and pushes the task away	*Adults: Remove the task and provide "break" at his desk with play dough and weighted lap pad*
Agitation:	
Student: Pulls and twists his wrist bands; bites his shirt; increased hand and leg flapping; vocal tone changes; gets out of seat	*Adults: Remove other students from environment; limit verbal directives to a minimum; allow him to calm enough to guide/direct him to calming room; monitor safety of Steely, other students and staff*
Acceleration:	
Student: Bites his knee; gets out of seat; rolls on the floor;	*Adults: Remove other students from environment; limit verbal directions to a minimum; allow him to calm enough to guide/direct him to calming room; monitor safety of Steely, other students and staff*
Crisis:	
Student: attempts to bite/bites anyone who may be near him	*Adults: use of physical restraint if in danger of harming self or others, otherwise monitor for safety of all*
De-escalation:	
Student: (in calm area) *Cries; Repeats "I'm sorry" over and over*	*Adults: Wait quietly for Steely to calm down enough to use sensory items (play dough/weighted lap pad)*
Safety Steps:	
Student: Tired/exhausted; sits and does work	*Adults: Ask him to complete the initial work assignment and support him as if he were in his classroom in doing so*
Recovery & Re-entry:	
Student: Provide Steely with details about return to the classroom-who is there, what the group is doing, what he will do when he goes into the room; Back in classroom and calm; re-integrated into regular activities.	*Adults: School team reviews a social story for using visual break card and modeling other skills to use when frustrated/overwhelmed and anxious*

Student: Steely McBeam **District:** **School & Team:**

PATH - PATH is an effective process for bringing together a team that may already know a child well and has made a commitment to supporting the child in the future. PATH is ideal for addressing long and short-term planning. The process provides clear time lines for achieving goals and breaks those goals into achievable and measurable steps. It also identifies individuals on the team who are responsible for completing each action step (Kincaid & Fox, 2002). This is an adapted version of the original PATH for Allegheny Intermediate Unit Use.

Future Goals

3 years away:

Prepared to live on his own in an apartment, but if not possible to be in group home

- Have a full time job in a preferred activity (tech/electronics)
- For him to be Happy and be able to care for himself
- Socially – have a group of friends/Pa Connecting Communities

1 year away: (16 years old)

Back in school

- Making friends
- Learning life skills ($)
- Involved in community based program
- Involved in activities helping others

**** To be back in the emotional place he was when he was 15 yrs. old**

Strengths

- Good sense of humor
- Academics – Math
- Likes to have friends/helping others/loving and affectionate
- Yoga/Basketball /Swimming
- Music
- Maps
- Color by #/crafts
- Technology/electronics
- Doing tasks/jobs/work – cooking and cleaning up
- Working out – treadmill/elliptical
- Traveling – long distance drives
- Strong memory

Needs

- Coordination and communication of treatment (BTW school/community partners/Dr's)
- Fill in educational gaps from having missed and differences in instructional approaches
- Behaviors need to be safe
- Increase desire to return to school
- To participate with and in, and have social group
- Increase his own communication to express his needs at the early signs of agitation
- Assessment (re-evaluation) – AFLS
- Transition plan

Barriers

- Learned escape behaviors (biting/intense agitation/anxiety), and does not want to return to school
- Safety – needs to learn to be redirected and calmed
- "Getting him on the right medicines"
- Inconsistencies – changes in professionals (TSS/teachers/Dr's)

Instructional approaches among teachers/schools

- Communication – his ability to express his needs appropriately
- Isolation from peer group
- Adolescence/puberty
- Transitional planning
- Communication btw school/family/agencies/ Doctors

1 Month

What action? *Who helps?*

Establish goals that Agencies and School will work on together and in similar ways (team)

Create a crisis plan to be used across settings (team)

Access specialized services at county for support in addressing supports in return to school (School Based Liaison)

Plan for utilizing technology to access educational services on temporary basis (team)