PBiS Vermont INTENSIVE LEVEL WRAPAROUND
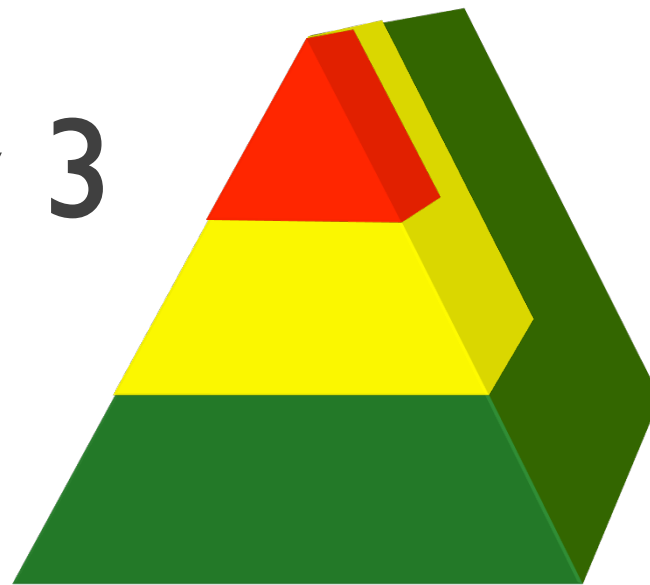
Day 3

BEST Expectations

B Be present
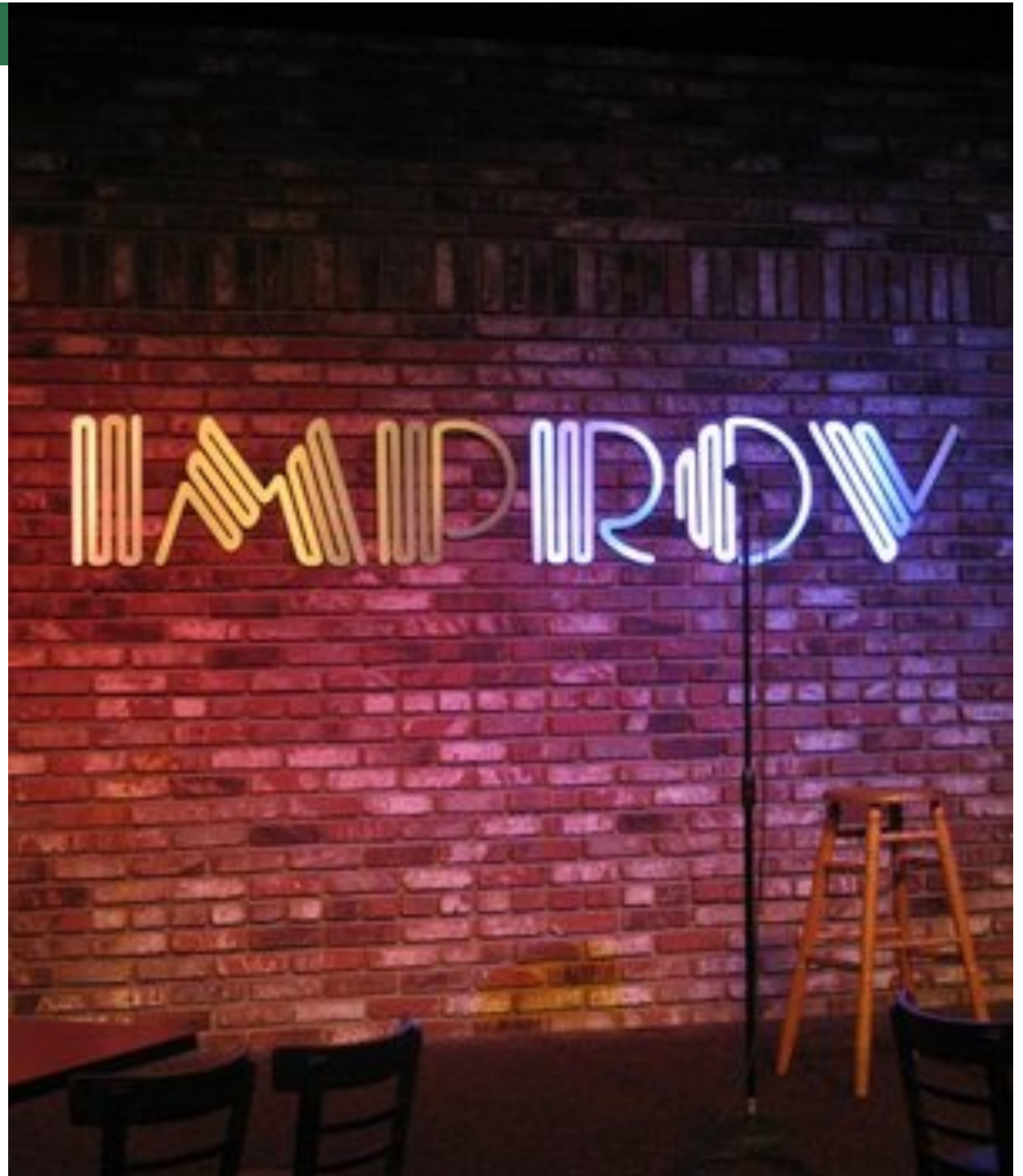
e Engage with others

S Support each other

T Team solutions

You asked for it...

Points to Remember About Engaging Families

- Apply RtI to Family Engagement: *don't keep doing what hasn't worked so far*

- If engagement didn't happen, how would you *change your approach* to effectively engage?

- Professionals *don't get to choose or judge* how families raise their kids.

- Always *start with a conversation* (not a meeting or a form) with the family, getting their trust and permission before talking with others.

LIFE SPACE CRISIS INTERVENTION

Establishing effective positive helping relationships with children

De-escalation and Conflict Resolution skills

Diagnosing and breaking self defeating patterns of behavior

The Power of Language

Self Defeating Behavior

Versus

Bad Behavior

Three Foundations of LSCI

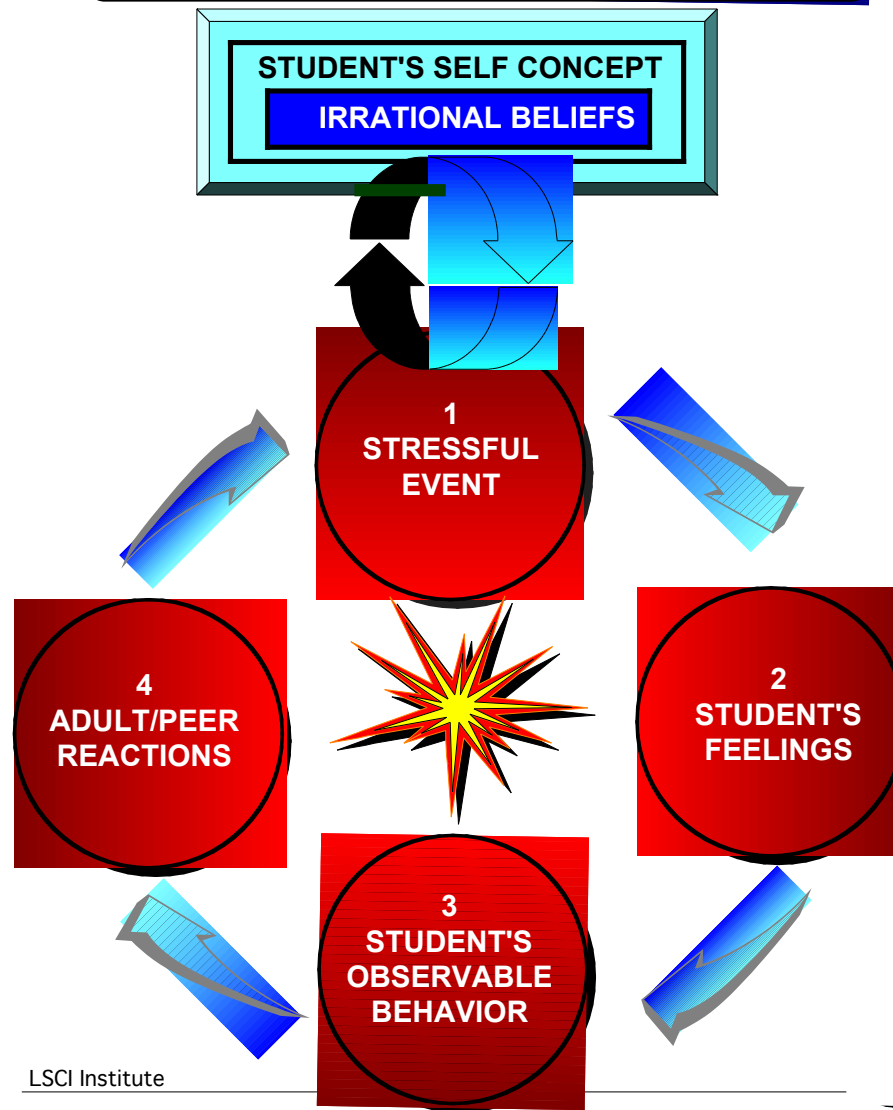**Perceiving Thinking Feeling Behaving:
Understanding the Differences in
Psychological Worlds**

**Understanding the Dynamics of
the Conflict Cycle**

**Developing the Art of Listening:
Attending
Responding
Decoding**

The Conflict Cycle

STUDENT'S SELF CONCEPT

IRRATIONAL BELIEFS

1
STRESSFUL
EVENT

2
STUDENT'S
FEELINGS

3
STUDENT'S
OBSERVABLE
BEHAVIOR

4
ADULT/PEER
REACTIONS

LSCI Institute

Cognitive Map of the Six Stages
of the LSCI Process

Stage 1   *Drain Off*
*Staff de-escalating skills to drain off the student's
intense feelings while controlling one's counter-aggressive reactions.*

Stage 2   *Timeline*
*Staff relationship skills to obtain and validate the student's
perception of the crisis.*

Stage 3   *Central Issue*
*Staff diagnostic skills to determine if the crisis represents one
of six LSCI patterns of self-defeating behavior.*

Diagnostic Stages

Stage 4   *Insight*
*Staff clinical skills to pursue the student's specific pattern of
self-defeating behavior for personal insight and accountability.*

Stage 5   *New Skills*
*Staff empowering skills to teach the student new social skills to
overcome his pattern of self-defeating behavior.*

Stage 6   *Transfer of Training*
*Staff consultation and contracting skills to help the student re-enter
the classroom and to reinforce and generalize new social skills.*

Reclaiming Stages

PBiS Vermont

B E S T

The Six Reclaiming Interventions

Reality Rub:
Errors in Perception

Red Flag:
Imported Problems

New Tools:
Poor Social Skills

Symptom Estrangement:
Justifying Harmful Behavior

Massaging Numb Values:
Behavior Driven by Guilt

Manipulation of Body Boundaries:
Exploitation of Peers

Format of Training

- Presentation

- Readings

- Video examples

- Role plays

Two Levels of Training

Foundation Skills

Usually one to two days of training appropriate for all building staff

LSCI Certification

A five day or semester long graduate course format for professional staff

TEAM DEVELOPMENT

Tier 3 Student Action Plan

SECTION 1: Team Development/Sign-In Sheet

Youth/Student: _____   Parent Guardian: _____   Facilitators: _____

Date of 1st Meeting: _____2nd_____3rd_____4th_____5th_____

6th_____7th_____8th_____9th_____10th_____
set meeting date before ending current meeting

CONFIDENTIALITY AND ATTENDANCE: I agree to honor the rights and privacy of any persons discussed in this meeting. I agree not to divulge any information regarding any family, person, or agency, which may be referred to in the course of this meeting.

Team members present today:	Relationship/Role
Team members not present today:	

ACTIVITY #10-B

1. List people involved with your student at home, school, or in the community AND their roles.

2. How many did the family choose?

3. How many represent natural supports?

Team Composition: Roles are the focus (*not job titles*)

1. Parents/caretakers and youth

2. Person/s the family turns to for support (extended family, friend of parent or child, neighbor, medical/professionals)

3. Person representing strengths/interests (coach, specific teacher)

4. Agencies Involved: mental health, DCF, Juvenile Justice, Early Intervention, etc.

5. Spiritual Supports

6. Facilitator

7. Mentor

NOTE: Best teams = 4 to 7 members

Checking for Family Voice & Ownership

- Family chooses team members

- Team meets when & where family is comfortable

- Family (including the youth) feels like it is their meeting and their plan instead of feeling like they are attending a meeting the school or agency is having about them.

Data-Based Decision Making

SD-T 2 • Student Disposition Tool 2.0

HSC-T 2 • Home/School/Community Tool 2.1

EI-T 2 • Education Information Tool 2.0

WIT 2 • Wraparound Integrity Tool 2.0

http://www.pbisillinois.org

Evaluation -> SIMEO II Tools

Introducing the Tools

During Phase I, the Facilitator explains to team members why we will use data tools:

- *Help make sure we don't miss key information from you* AND

- *Ensure that we have a way to check to see if plan is working*

ACTIVITY #12

Open the following tools, review, and complete:

1. SD-T 2: review, complete selected items (#2-6, 11-19)
2. EI-T 2: review, complete
3. HSC-T 2: review, complete *School section*