

Mid Valley Special Education Cooperative

CHAMPS Implementation

15-16 Goals

Approximately 75 teachers engaged in caching process

- Establishment of Routines and Procedures
- Presentation of tasks (verbally and visually)
- **Ratio of interactions (3 positives to 1 negative)**
- Acknowledgement of expected behavior and pre-planned responses to unexpected behavior

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How to interpret the data:

Green: Practice is in place with a ratio of interactions at least 3 positives to 1 negative

Yellow: Practice is in progress with a ratio of at least 1 positive to 1 negative

Red: Practice is not in place with a ratio less than 1 positive to 1 negative

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CHAMPS implementation data

D303 (% of teachers)

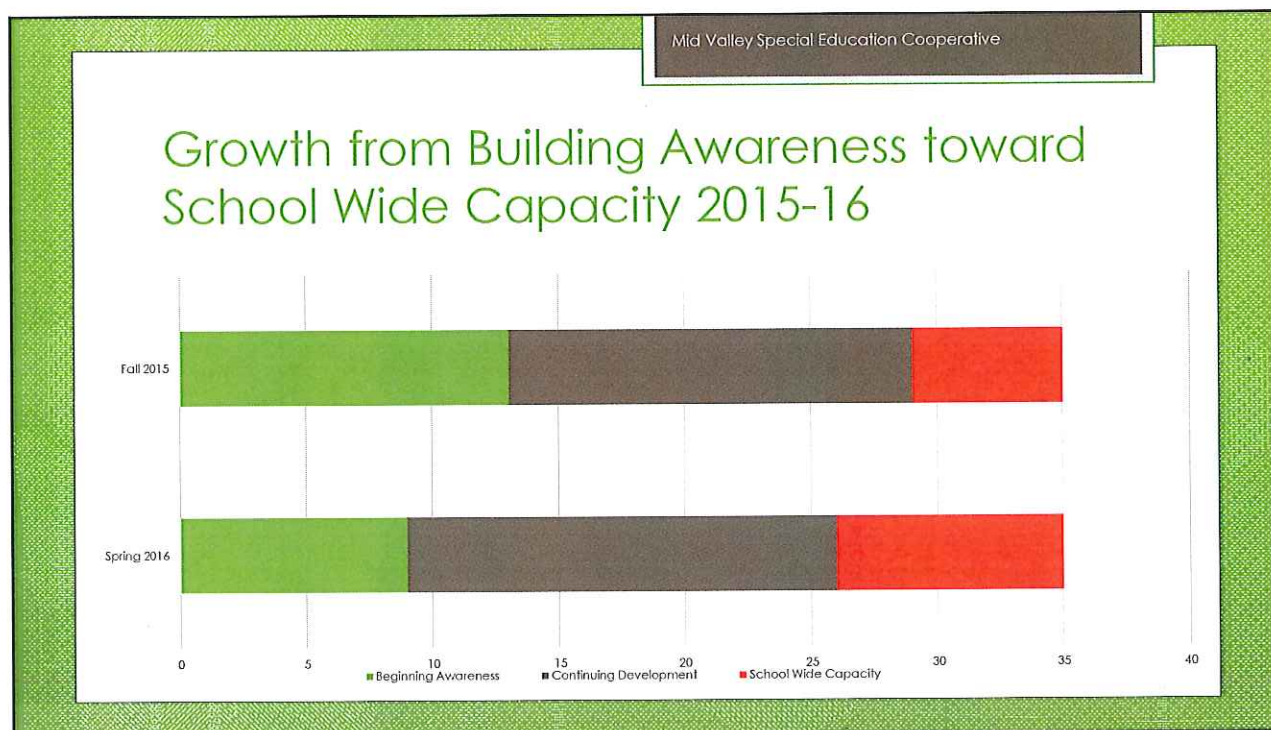
	Fall 2015	Spring 2016
In place	5:1 3:1 25% 25%	12:0 10:0 8:0 8:0 7:0 4:0 10:1 14:1 12:1 9:1 8:1 7:1 6:1 4:1 4:1 4:1 3:1 3:1 3:1 90%
Partially in Place	2:1 1:1 1:1 1:1 50% 50%	2:1 1:1 10% 10%
Not Yet in Place	1:5 1:0 25% 25%	0% 0%

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Autism Implementation 15-16 Goals

7 teams engaged in the coaching process

- Increase the knowledge about ASD among all staff
- Increase the engagement of students with ASD with general education peers
- Increase student supports



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FBA/BIP Implementation 15-16 Goals

29 teams engaged in coaching process

- **FBA's and BIP's that are technically adequate**
- **BIP's that are linked directly to FBA**
- Establishment of a building level FBA/BIP process

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How to interpret the data:

Green (In place): 80% or more of the plans assessed has that component present

Yellow (In progress): 50 to 79% of the plans assessed has that component present

Red (Not in place): Less than 50% of the plans assessed has that component present

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D303	Functional Behavior Assessment		D304	Functional Behavior Assessment	
	EOY 2015 (pre-coaching) 31 plans	EOY 2016 (post-coaching) 23 plans		EOY 2015 (pre-coaching) 31 plans	EOY 2016 (post-coaching) 23 plans
	% of plans that containing that component	% of plans that containing that component		% of plans that containing that component	% of plans that containing that component
Student strengths identified	84%	100%	Student strengths identified	79%	100%
Identify 1 behavior or behavior cluster	84%	100%	Identify 1 behavior or behavior cluster	71%	100%
An operational definition of the problem behavior that is observable and countable	71%	79%	An operational definition of the problem behavior that is observable and countable	71%	100%
Baseline data included on target behavior	84%	80%	Baseline data included on target behavior	57%	100%
• Frequency, duration, intensity or latency	84%	80%	• Frequency, duration, intensity or latency	57%	100%
Identify daily routines that are associated with target behavior or environmental variables	77%	100%	Identify daily routines that are associated with target behavior or environmental variables	71%	100%
Identify triggering antecedent events for target behavior	35%	90%	Identify triggering antecedent events for target behavior	83%	100%
Identify maintaining consequences for target behavior	87%	100%	Identify maintaining consequences for target behavior	71%	100%
Maintaining consequences aligns with function	74%	91%	Maintaining consequences aligns with function	64%	100%
Primary function is indicated	81%	91%	Primary function is indicated	100%	100%
Develop a hypothesis statement	74%	100%	Develop a hypothesis statement	57%	100%
Identify desired behaviors	55%	100%	Identify desired behaviors	100%	100%
Identify common reinforcing consequences for desired behavior	55%	100%	Identify common reinforcing consequences for desired behavior	100%	100%
Identify replacement behaviors	71%	100%	Identify replacement behaviors	100%	100%
Behavior Intervention Plan					
	EOY 2015 (pre-coaching) 31 plans	EOY 2016 (post-coaching) 23 plans		EOY 2015 (pre-coaching) 31 plans	EOY 2016 (post-coaching) 23 plans
	% of plans that containing that component	% of plans that containing that component		% of plans that containing that component	% of plans that containing that component
Intervention strategy listed to alter antecedent events to prevent the occurrence of the behavior	97%	87%	Intervention strategy listed to alter antecedent events to prevent the occurrence of the behavior	100%	100%
• Aligns with function	52%	87%	• Aligns with function	100%	100%
• Strategy for all antecedents	55%	83%	• Strategy for all antecedents	100%	100%
Student strengths incorporated into the BIP	100%	57%	Student strengths incorporated into the BIP	100%	54%
Teaching Plan created	100%	100%	Teaching Plan created	100%	100%
• Replacement behavior	100%	91%	• Replacement behavior	100%	100%
• Desired behavior	100%	91%	• Desired behavior	100%	100%
Intervention strategy listed for minimizing the reinforcement of the target behavior	84%	83%	Intervention strategy listed for minimizing the reinforcement of the target behavior	100%	100%
• Competes with function	74%	83%	• Competes with function	100%	100%
Intervention strategy listed for reinforcing the use of alternative/desired behaviors	81%	95%	Intervention strategy listed for reinforcing the use of alternative/desired behaviors	100%	100%
• Aligns with function	81%	74%	• Aligns with function	100%	100%
A formal and regular (i.e., 2x a month) system for assessing the fidelity with which the plan of support is being implemented	100%	91%	A formal and regular (i.e., 2x a month) system for assessing the fidelity with which the plan of support is being implemented	100%	100%
A formal and regular (i.e., 2x a month) system for assessing the impact of the plan on student outcomes	100%	87%	A formal and regular (i.e., 2x a month) system for assessing the impact of the plan on student outcomes	100%	100%

Mid Valley Special Education Cooperative			
2016-17 Behavioral/Instructional and Coaching Services			
Training and Coaching:			
	2015-16 Actual	16-17 Projected	
Overall % of time training/coaching	78%	87%	
CHAMPS	21%	16% (101, 303, 304)	
Autism	21%	15% (101, 301, 302, 303)	
FBA/BIP	33%	49% (All)	
District Program Support	3%	1% (302)	
MTSS	0%	7% (301, 303)	
Stand Alone:			
	2015-16 Actual	16-17 Projected	
Overall % of time in stand alone activities	22%	13%	
Individual Student Collaborations	16%	9% (all)	
Professional Development specific to district requests	6%	4% (101, 301, 302)	

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Building Sustainability

Social Competence & Academic Achievement

The diagram consists of a large blue circle labeled 'OUTCOMES' at the top. Inside it are three smaller overlapping circles: a teal circle on the left labeled 'SYSTEMS', a pink circle on the right labeled 'DATA', and a green circle at the bottom labeled 'PRACTICES'. The teal and pink circles overlap each other and both overlap with the green circle. The entire set of circles is contained within the blue 'OUTCOMES' circle.

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THANK YOU

for your continued
support!