

PRISM Pages of Procedures

PRISM Overview

Feature	PRISM Details
Intervention Elements	Use of Evidence Based Practices , as identified by NPDC, to support goals related to student independence and behavior
Research Base	All EBPs have met the NPDC's criteria for evidence
PD Required	Need to provide training and coaching on what the EBPs are and how to implement them
Preferred Dosage	Recommended at least 30 minutes per week of targeted instruction related to goal
Location of intervention	Anywhere - study skills/academic strategies courses, classroom settings, advisory periods, job sites, cafeteria, peer networks- generalization is goal
Ideal Implementers	Case managers, classroom teachers (special education & general education), autism specialists, paraprofessionals, job coaches, transition coordinators
Eligible Students	All students are likely candidates to receive PRISM intervention

Material	How it is Used
Pages of Procedures (POP)	Guide Research Team & A-team in implementing PRISM
SSSC & GAS Goal	Select SSSC Priority related to Independence & Behavior Scale Goal
Independence and Behavior Intervention Selection Flow Chart	Helps team determine if FBA is required
Student Planning Document & EBP Linking Document	Select appropriate EBP to target goal and develop implementation plan
FBA Module	Training materials to support school teams to learn how to conduct a basic FBA
Training Materials	Introduces A-team to PRISM and provide training on all EBPs
EBP Resources	Supports research team and A-team in the training and use of EBPs
Student Snapshots	Offers examples of PRISM GAS goals, data sheets, and intervention
Data Collection	EBP Implementation Checklists; data sheets related to each goal developed by teacher & coach; GAS goals data collection form; PRISM Fidelity form forthcoming; Weekly Observation Measure (optional)

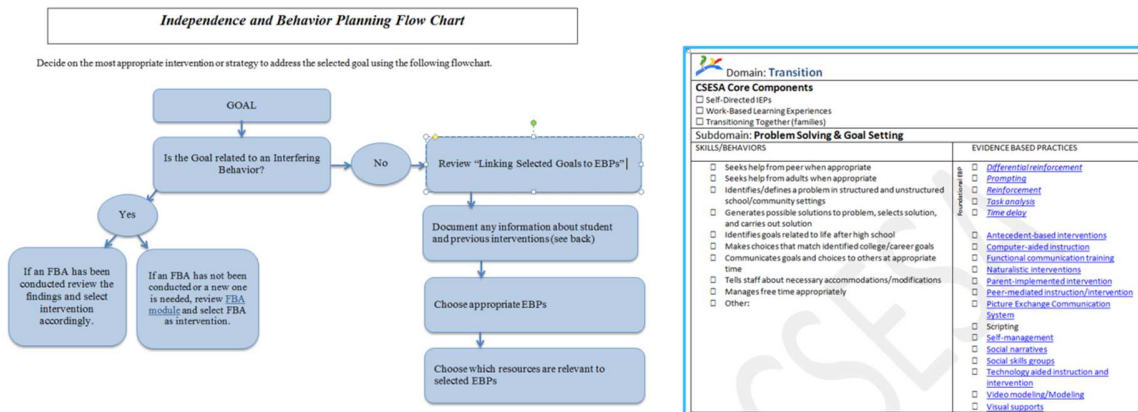
Step-by-Step Instructions:

1. A-team completes SSSC and identifies priority goal related to independence and behavior. It is best to have parent and student complete the SSSC when possible.

2. A-team scales identified goal.

3. CSESA Coach provides PRISM Training for full A-team. It is best to provide this before selecting EBPs for students, as the training gives an overview of the EBPs. Note: Coaches may decide to add in a brief training or two related to specific EBPs based on the school or student GAS goals.

4. CSESA Coach uses Independence and Behavior Intervention Selection Flow Chart and Linking Selected Goals to Evidence Based Practices to help A-team members select EBPs to address priority goals. Note: This can be done at the end of the PRISM Training. Allow 2 hours for training and EBP selection.





5. If an FBA is required for specific students based on goal selected, use CSESA FBA training materials to conduct training for relevant A-team members. Allow 1 hour for FBA training.

Steps of the Basic FBA

1. Identify a behavior of concern
 - Define in a way that is observable
2. Identify predictors in the environment
 - Things that happen before and after
3. Identify the function
 - Why does that happen?

4. Teach a replacement behavior
 - What is appropriate way to get same function?
5. Change the environment to prevent behavior
 - What could make the problem not happen?
 - What consequences are functional?

6. Assist A-team members in completing the back of the form as well to help them in selecting appropriate EBPs.

Optional Considerations to Assist in EBP Selection

Prior to intervention selection, it is important to consider how the student's strengths, preferences and characteristics should influence intervention selection and implementation. *Note: if not sure or need additional information check with the student if applicable.*

Communication Skills: How does this student routinely communicate with others?

Preferences: What are the student's likes and dislikes? Who does the student enjoy interacting with (e.g. peers, staff, other)?

Other Personally Traits or Characteristics: What other things are important to note? What does the student do well?

Program Strengths/Supports Already in Place: What are the student's likes and dislikes? Who does the student enjoy interacting with (e.g. peers, staff, other)?

Consider interventions or strategies that have been tried in the past to address the selected goal: What was the intervention? What worked? What didn't work?

7. If teams cannot select EBPs because they do not know what the EBPs are, schedule trainings related to foundational EBPs first (e.g. prompting, reinforcement, task analysis, visual supports), then design implementation plans.



8. In small groups (set individual planning meetings with small groups around specific students), complete the intervention selection and planning guide. Key is to plan for 30 minutes of targeted instruction per week and to encourage generalization opportunities. Ensure data collection is addressed and planned for.

Student ID#: _____ Teacher/Case Manager# _____

Intervention Selection and Implementation Plan

*Reminder: If the goal is related to interfering behaviors please review the Independence and Behavior Intervention Selection Flow Chart

Student Strengths/Preferences/Communication Skills: _____

Notes on Previous Interventions: _____

	Academics	Peer & Social	Independence & Behavior	Transition	
CBIA Case Categories	<input type="checkbox"/> Academic Achievement Strategy <input type="checkbox"/> Collaborative Strategic Reading/High School	<input type="checkbox"/> Peer Networks <input type="checkbox"/> Peer Support <input type="checkbox"/> Social Competence Intervention-High School	<input type="checkbox"/> Orientation to school (for student) <input type="checkbox"/> Orientation to student (for staff)	<input type="checkbox"/> Self-Directed IEPs <input type="checkbox"/> Work-Based Learning Experiences <input type="checkbox"/> Transitioning Together (Amelia)	
Behavior-Based Practices	<input type="checkbox"/> Antecedent-based intervention <input type="checkbox"/> Peer-mediated instruction & intervention <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Teaching/help-aided instruction & intervention <input type="checkbox"/> Time delay	<input type="checkbox"/> Antecedent-based intervention <input type="checkbox"/> Modeling <input type="checkbox"/> Peer-mediated instruction & intervention <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Social Narratives <input type="checkbox"/> Social Skills Training <input type="checkbox"/> Task analysis <input type="checkbox"/> Teaching/help-aided instruction & intervention <input type="checkbox"/> Time delay <input type="checkbox"/> Video modeling <input type="checkbox"/> Visual supports	<input type="checkbox"/> Antecedent-based intervention <input type="checkbox"/> Cognitive behavioral intervention <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Extinction <input type="checkbox"/> Functional behavior assessment <input type="checkbox"/> Functional communication training <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Self-management <input type="checkbox"/> Social narratives <input type="checkbox"/> Video modeling <input type="checkbox"/> Visual supports	<input type="checkbox"/> Antecedent-based intervention <input type="checkbox"/> Cognitive behavioral intervention <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Extinction <input type="checkbox"/> Functional behavior assessment <input type="checkbox"/> Functional communication training <input type="checkbox"/> Modeling <input type="checkbox"/> Prompting <input type="checkbox"/> Reinforcement <input type="checkbox"/> Self-management <input type="checkbox"/> Social narratives <input type="checkbox"/> Video modeling <input type="checkbox"/> Visual supports	
Interventions	How to implement	Who will implement	When/where	How will data be collected? By whom?	Other
				<input type="checkbox"/> Fidelity <input type="checkbox"/> Student Progress	
Resources Needed (materials, visuals, etc.)					
Professional Development Needed:	What form (teaching, training, models, etc.):	For Whom/When:			

For more information about evidence-based practices, see the "Linking Selected Goals to Evidence Based Practices" document.

9. Make sure all key team members have a completed copy of the intervention plan and keep track of who is responsible for what next steps. Use the action steps document if you choose.

ONGOING ACTION PLANNING FOR PRISM

USE THE FOLLOWING TEMPLATE TO KEEP TRACK OF THE PROCESS OF PLANNING, IMPLEMENTING, AND MONITORING THE INTERVENTIONS.

ACTION ITEM	WHAT NEEDS TO HAPPEN?	WHO IS GOING TO DO IT?	WHEN WILL IT BE DONE?	OTHER INFORMATION	COMPLETED
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>



10. Set up plans for required professional development. Use EBP resources, Student Snapshot examples, and training library as needed (see memory stick). Try to offer PD to groups rather than providing it in a 1:1 situation when possible (to reduce the coach's burden).

Name ^	Date modified	Type	Size
FBA Training_To Add	6/6/2014 3:33 PM	File folder	
SampleTrainingLibrary	6/6/2014 2:35 PM	File folder	
2014_EBP_Report-1.pdf	6/7/2014 8:25 PM	Adobe Acrobat D...	2,428 KB
EBPDDescriptions.pdf	6/7/2014 11:36 PM	Adobe Acrobat D...	2,183 KB
Linking Domains and EBP6_2_14.docx	6/4/2014 11:46 PM	Microsoft Word D...	686 KB
Linking Domains and EBP6_2_14.pdf	6/6/2014 12:38 PM	Adobe Acrobat D...	289 KB
Resources for EBPs.docx	6/6/2014 2:38 PM	Microsoft Word D...	842 KB

11. Launch students in a staggered fashion so your training and coaching demands aren't overwhelming.

12. Touch base with team members regularly to provide coaching and support (weekly or bi-weekly) during the implementation of PRISM. This intervention requires frequent coaching and follow-up, as well as ongoing training.



13. During coaching visits take data on teacher implementation (use EBP checklists and/or PRISM weekly observation data, GAS goal form). Also gather/use teacher-made data collection forms. Collect GAS data accordingly.

Date: _____ Weekly Observation - PRISM Student ID HERE _____

Conducted during: Teaching session Generalization Time: ____:____

Location: _____ Length: ____ min.

Observation of PRISM goals

Goal 1: Add Goal here _____

Was the goal targeted? Yes No

Was the skill demonstrated by the student? Yes No

If so...

Frequency? # of occurrences _____

Latency? Time in seconds/minutes _____

Metric: _____

Other? _____

Level of support Notes/Anecdotal

Overall impression	75% or more of the observation	50 – 74% of the observation	25 – 49% of the observation	Less than 25% of the observation
The student responded well to the intervention strategies.	④	③	②	①
The intervention strategies promoted independence.	④	③	②	①
The student was academically engaged during the observation period.	④	③	②	①
Other:	④	③	②	①

Module: Picture Exchange Communication System (PECS)

Observation Date	1	2	3	4	5	6	7	8
Observer's Initials								
Phase 4. Building Sentence Structure (cont.)	Score**							
3. The helper guides the learner to take the sentence strip and hand it to the communication partner.								
4. The communication partner reads the sentence strip, points to the symbols on the strip, and gives the requested item to learner.								
5. Replace the sentence strip in the communication book.								
6. On repeated trials, the helper fades physical guidance until the learner is able to place the symbol next to the 'I want' symbol.								
7. After the exchange is established, the helper guides the learner to place the 'I want' symbol on the sentence strip prior to placing the picture of the item requested.								
8. On repeated trials, the helper fades physical guidance for placement of the 'I want' symbol.								
9. As the learner is able to point to the symbols as the communication partner reads the words, the communication partner pauses (e.g., 3-5 seconds) after saying, 'I want' and before identifying the pictured item, thus leaving time for the learner to name/verbalize the item for him or herself.								
10. If learner verbalizes at all during the pause after the communication partner says, 'I want,' the communication partner provides the requested item immediately AND provides a lot of verbal praise for vocalization.								