

00:00.00

theautismhelper

Hi Amanda thank you so much for joining me so I love talking about staff training and staff collaboration and we all know this topic is so important and I'm excited today to really dive into.

00:01.52

Amanda

Hi Sasha thanks for having me.

00:14.19

theautismhelper

The importance especially of getting your staff on the same page when it comes to behavior plans. Why is this component of staff training especially important in the classroom setting.

00:24.24

Amanda

Well I think especially in the school setting especially in special education. You have many many adults who are often interacting with students right? You have the teachers you have the pair of educators you have related service providers. You have administrators and.

00:35.72

theautismhelper

Um, of her.

00:42.30

Amanda

If those people are not on the same page. You're unlikely to have very consistent implementation and in my experience. Um as a previously I was a behavior specialist in a large public school district.

00:55.86

Amanda

There's a couple things that can happen one is you might not see the desired change that you want to see in your students. But also if people don't end up implementing the plan as a as a um, sorry there's my big pause.

01:11.40

theautismhelper

Um, yeah, it's that was perfect. Yeah, just pause and then start to start again.

01:15.81

Amanda

Okay, um, sorry I start from the beginning of what I was saying. Do you think.

01:22.25

theautismhelper

You know we're only a minute in we can just start over totally if you want no, that's totally fine. Yeah no, you could start answering the second question that's totally fine I mean they all kind of blend together all right? Let's just start just start over and then I'll just tell him to start at like 2 minutes okay hi Amanda.

01:24.67

Amanda

Okay, sorry I I started being question but maybe it does Okay, okay, sorry okay.

01:41.24

theautismhelper

Thank you so much for joining me.

01:41.38

Amanda

Hey Sasha thanks for having me I'm excited to be here.

01:46.29

theautismhelper

I'm excited to talk about staff training I love talking about staff training. We all know how important it is and today we're really going to dive in with Amanda about staff training with behavior plans. So why is. This especially important on this topic of behavior within the school setting to really get your staff on the same page.

02:04.55

Amanda

Well consistency of interventions is key in my experience being in schools. There's often many adults who are interacting with any given student in a day. It could be para educators. Um. Special education teachers related service providers administrators. You've got the you know Luncheon Recess monitors all of these people who could be interacting with the student and if after they are um, starting to implement a plan if the behavior isn't changing in the desired direction.

02:35.90

Amanda

It's hard to know if the problem was that implementation wasn't um, being done with fidelity across people or if it's a problem with the intervention. So if we're not able to get everybody on the same Page. We may conclude that the intervention is ineffective when really it was the implementation that was inconsistent. Um, this is is really I would say like in my experience very difficult thing to do in the schools given the number of people who are interacting with the students and then also just the time available to provide that

training. Um, so I think that this is a big. I'm glad that you're having this conversation because this is a huge need in the schools in terms of training people to implement Behavior plans.

03:16.27

theautismhelper

I Mean Yeah, when you just listed that you know list of people right? there we have teachers we have paraprofessionals lunch Monitors administrators. There are so many people that interact with that child every day. And your point is done on that it's that inconsistency and then what database decisions are we making like we may Decide. Oh look you know behaviors didn't change look at our data. But really, you know this intervention isn't Working. We're going to change to something else, but really, it's that the intervention wasn't even being utilized across the board so we can really be.

03:46.74

Amanda

Exactly oh exactly and I think you you kind of have like to at least in my experience in schools. You kind of have like 2 so um edges of the sort or whatever you want to call it but like you've got the one where maybe it's not being implemented with fidelity.

03:47.51

theautismhelper

I Think like wasting a lot of time too.

04:04.24

Amanda

So we're changing the intervention too soon or maybe um, people aren't changing the intervention after years of people trying to implement the same thing over and over and over. Um I know in my last role when I was a behavior.

04:12.42

theautismhelper

Um, yeah.

04:19.51

Amanda

Um, specialist in Chicago public schools I was often going out to classrooms and working even with like eighth graders and you look back and they've had the same behavior plan for years and it's like well you've been using these strategies but the behaviors haven't changed. Why are we still using these strategies.

04:30.86

theautismhelper

Um, death. Yeah.

04:35.87

Amanda

So I think it's both things um getting people on the same page but also using those data to make decisions sooner than a couple of years later.

04:45.31

theautismhelper

And sometimes it's quite literally the same behavior plan like copy and pasted and you're like oh yeah, so frustrating. Um, so obviously you know big picture the negative outcome for that child is their behavior is not improving.

04:47.10

Amanda

Yes, okay.

04:58.31

theautismhelper

They're not gaining access to new inclusion opportunities. They're not learning new positive pro-social skills and they're just kind of stuck and this kind of I think perpetuates placement for students perpetuates. You know where what their what their opportunities are so in terms of like why we think this is important this is kind of everything because if we don't have.

05:03.14

Amanda

Okay.

05:17.69

theautismhelper

This behavior plan working and moving forward. We're really limiting where our kids can go.

05:23.16

Amanda

Yes, and the other piece of this that I've seen of course the part the outcomes of the students is the most important problem that we want to solve and help right? But um, some other things I've seen with this is if it's not implemented correctly over time. And then the behavior doesn't change I think that this sometimes leads to punishment of like the implementer's Behavior. The implementer doesn't want to try to implement new strategies or interventions in the future because it was ineffective or they think it's ineffective.

05:47.61

theautismhelper

For sure.

05:58.43

Amanda

Um, and so they become more resistant to trying new strategies because in the past for whatever reason when they tried something and maybe it wasn't done with fidelity or maybe it wasn't the right intervention. Um for the student it kind of leads to a problem where they just don't want to try anymore because everything they've tried in the past. Was at least seen as not working So This is something that I think is huge and like when I'm doing consultation is like constantly checking in on fidelity and on um, student outcomes but also on feasibility and working with the staff to be like.

06:35.76

theautismhelper

Um, ah.

06:37.57

Amanda

Is this actually working for you like is this doable because if it's not going to be doable long term I'd rather have a plan for changing it and get everybody back on the same page again with those changes than I would further to be in consistent implementation. Um, and things like that. So That's something that I've also seen as a negative outcome when staff aren't. Thoroughly train. Not only are the students not making the progress that um, we'd like for them to see but also it creates further resistance I think from staff if they have bad experiences with implementation.

07:07.95

theautismhelper

Um, and that like then bleeds over to other students that they get in the future. You know this may be 3 years in the future and there's another student. It's like hey do you want to try this strategy and they're like nope did that three years ago didn't work even though it's a different kid in their head. It's like oh no like I mean I'm sure you.

07:19.59

Amanda

Oh.

07:25.32

theautismhelper

Run into teachers like this and your role as a consultant like even things as simple as like a schedule they're like no I did a schedule before it didn't work and you're like cool, cool cool. Let's let's break that down like ah like really did it not work like or no reinforcers don't work for him. That's my favorite one and it's like ok, let's let's talk about what that word means a little bit more but um.

07:32.12

Amanda

Yep.

07:38.26

Amanda

Betha the third.

07:43.74

theautismhelper

Yeah, it it can really then have this lasting impact on that educator or staff member's role for a while.

07:51.66

Amanda

And I you know I Also think especially if you're a consultant and a bcba I think we all are kind of familiar with our um reputation in some ways and schools as not being great collaborators and I think you know if.

08:02.69

theautismhelper

Um.

08:06.58

Amanda

Ah, teachers consulting with a behavior analyst and then it doesn't go Well, you know that also can generalize to future interactions with behavior analysts. Um, and I think that that like it's we as.

08:16.57

theautismhelper

Um, for sure.

08:22.56

Amanda

Behavior analysts and schools. Um, really have to be careful with our consultation to make sure that we're providing the you know support and stuff that would actually be useful for the teachers so that they find our support actually feasible and helpful rather than just. Coming in telling them what to do and then leaving.

08:41.40

theautismhelper

Yeah, exactly you know I've I've done this session a few times at Aba conferences and with Aba clinics about you know that exact topic and and just like being a little nicer when it comes down to it and a non.

08:49.99

Amanda
Are with you.

08:55.49

theautismhelper

Non-behavioral analytic way. But you know it's kind of interesting in our field because I think it's a newer field in schools that if if an educator a staff member meets one not so great Bcba they're kind of willing to write off the whole field because it doesn't seem like a necessity.

09:06.89

Amanda

Okay.

09:10.59

theautismhelper

You know we all met bad doctors right? A doctor with bad bedside manner. But we don't like write off medicine because we know how important the field of Medicine is and I think there's not yet an understanding of like what the field of Aba can really all bring because of these like negative experiences. So.

09:11.37

Amanda

The good.

09:17.74

Amanda

Yes.

09:26.54

Amanda

Totally.

09:28.32

theautismhelper

But yeah I mean it's ah it's important on like these huge levels that that we want to be really making sure that our strategies work and part of that is getting staff buy in and being a collaborative member of that team look.

09:42.39

Amanda

Yeah, and I think it might oh sorry, go ahead. Um in my experience too like it I kind of when when I started in the role of consulting I had moved from being a special education teacher so actually had an experience or experience.

09:46.10

theautismhelper
No go ahead.

09:58.86

Amanda

On that end of it with receiving consultation from a behavior specialist and in my experience that person did not um, would did not do a great job helping me identify interventions that were feasible for me to implement. Um as a teacher.

10:12.96

theautismhelper
Um, yes.

10:16.74

Amanda

She was like you need to have you know 8 different individualized token economies. Well that's too much for me right now. Ah you know and so it kind of gave me like this desire in my consult consultation role to make sure that I'm always inclusive of the teachers.

10:22.47

theautismhelper
Um, yeah.

10:34.31

Amanda

The practitioners in deciding what we're going to do and what's actually going to be feasible and implementable. No, that's not a word. Um, yeah so I think that that's the huge just like piece is making sure that whatever we're recommending is something that they are.

10:42.70

theautismhelper
Um, yeah, no I get it.

10:51.75

Amanda

Willing to do and are able to do and constantly checking in on that over and over.

10:54.64

theautismhelper

Yeah, and not to go like too far in a deter on this topic. But I think you know your experience having been a teacher same you know, same as mine going from kind of coming from a class or am I really kind of consider myself a teacher first in a behavior Analyst second and I feel like that's really important because.

11:07.45

Amanda

Who.

11:10.99

theautismhelper

The schools are just a different beast man like if you come from a clinic in homesteading and you walk into a school you just don't understand the logistics there and logistics rule the world. It's like hey it'd be great. Ah great if this kid had a pair to do this or a staff member do this or a space for that. It's like yeah, that's all cool like we don't have any of that though, like.

11:22.70

Amanda

Um, guest.

11:27.13

Amanda

Fifth that.

11:29.90

theautismhelper

Some schools there isn't like copy paper so like what are what are we doing instead and I think yeah again, if you have interactions with those bcps that are like hey do a thirty second interval of this and the teacher's like but no I haven't gone to the bathroom in three months like no thank you? Um, it's going to even further you know, create that negative learning history with.

11:41.69

Amanda

Okay.

11:48.70

theautismhelper

Behavior analysts are these types of strategies.

11:49.31

Amanda

Oh Yeah I mean that is I think so in my research as a doctoral student and moving into becoming an assistant Professor I. Have really really been focusing on how to conduct program evaluation and and how to conduct like ecological assessments prior to making any intervention recommendations and I think that this is kind of a key element that we should be training future Behavior analysts to use. In the school setting in particular is like conducting observations not just of the target student that you're interested in but of the the setting of the resources. The materials we should be using Qualitative data by interviewing teachers. Um. And Para educators to truly get a better

understanding of what would even be feasible in their setting. Um, and if it's not feasible and they tell you it's not Feasible. Don't recommend it? Um, yeah.

12:50.51

theautismhelper

Um I Love that Yeah I mean like if you think about like how City planners and architects do their work. They do the same thing right? before they like decide to build ah a building or a bridge they like look at all of those other factors and we sometimes like go right into like the bridge or the building like we don't think about everything else. That's.

12:56.30

Amanda

See.

13:07.90

Amanda

I Love that analogy. Yeah, that's exactly it and I you know, kind of the mantra that I've used with schools too is I'm not married to the intervention or to the recommendation I'm making I'm married to the outcome for the student. So.

13:08.20

theautismhelper

At play that meant.

13:24.38

theautismhelper

Um, that's a great phrase.

13:26.89

Amanda

If We're trying this and it doesn't work then we'll we'll change it. That's fine, but we have to try it. We have to make sure we're actually trying it and those kinds of things that I I think sometimes it takes the pressure off because I think if staff are seeing um our support or our training as. Us thinking that we know everything and that these are always the best practices rather than seeing it as a problem solving um relationship together that you know they're less likely to want to try it. But I always tell people I'm like I'm not married to this intervention if the whatever doesn't Work. We'll try something different but we have to try this with fidelity for a while to see um I'm willing to admit that like what I recommend is wrong if it doesn't work. So I think sometimes that kind of takes the pressure off too. Um, So yeah.

14:09.72

theautismhelper

Um, yeah, exactly.

14:15.32

theautismhelper

Or like I think like I'm kind of a people pleaser by nature. So if someone if I was like a young teacher and someone came in and was like try this and it didn't work I'd like feel bad or I'd feel like I did something wrong too. So I think that comment is so key and like yeah, developing that collaborative relationship.

14:28.60

Amanda

Ah, here.

14:31.29

Amanda

Yeah.

14:34.15

theautismhelper

Okay, so we know this is all so important now let's talk about why it's so hard. You kind of touched on this earlier but this is like all easier said than done if we had a magic wand to do this. We would all apply this magic wand but what are first before we get to like this the tips for for doing this but let's first start with some of the challenges and the obstacles. What makes.

14:36.80

Amanda

Have a.

14:51.95

theautismhelper

This whole kind of collaborative staff trading process really hard especially in schools.

14:58.13

Amanda

Well I think probably the biggest one that everybody would know that works in schools is the time and the availability to attend training or to receive training. Um in schools you need. School to have money to pay for a substitute to send a teacher or a para educator to a full day professional development. Um, you know that's not cost effective and it's not time effective either for the for the school because if you're sending those people out who's providing the services to the student. Um. And then also the type of professional development that's often offered is either irrelevant a lot of times I know for me as a special education teacher for students with extensive support needs. A lot of the pd that we were sent to was completely irrelevant to my needs. Um, you know it's. All my students received were were on

alternative state tests but I was still required to go to meetings about you know the regular tests or whatever. Um, and I think that just a lot of the stuff is just ineffective because the most. Common type of training that's offered is this like workshop style like 1 time sit and get didactic training but research has shown over and over and over that that is ineffective at actually changing behaviors in the classroom in terms of how people are implementing.

16:24.74

Amanda

It's missing that experiential on the job component where there's actually modeling and practice and feedback. So I think that those are some of the most common common challenges and then the other one is Para educators are the ones who are most commonly with the students all day long. Um, and they are the ones who are at least. Trained often. Um, they don't Ah, they're usually they sign on and then they're put in the classroom the next day you know there's no like onboarding training and if there is it's going to be like here's how you use your benefit. There's not going to be here's what functional communication training is um or here's how to use a prompting Hierarchy. Um.

16:51.34

theautismhelper

Um, yeah.

16:56.97

theautismhelper

Um, yeah.

17:04.80

Amanda

So I think that that is also one of the biggest pieces is just the people who are in the Nitty gritty with these kids all day long are the ones who are least trained and equipped. Of course they're capable but they're not being provided those resources. Um, so I think that that's. Probably 1 of the biggest challenges.

17:22.94

theautismhelper

And schools are so so short-staffed right now I mean really all over the country and I used to I used to say that a lot in trainings like five years ago and it's funny that I said it then because it's like so different even now like now it's like oh you have a pulse and you're a human adult great here have a job start tomorrow and you're.

17:33.33

Amanda

She.

17:41.87

theautismhelper

1 on one for this really challenging student great um, and that would feel like a win honestly for a lot of schools because they just have so many vacancies and so it's people walking into positions that are are really really challenging and need to require a lot of training that have really not not even just no training. No experience to even kind of fall back on.

17:42.50

Amanda

A.

17:58.17

Amanda

The.

18:01.73

theautismhelper

So it puts I think a lot of pressure on the teachers in their role to provide that training and then to consultants in those schools to like support those teachers and those other staff members.

18:13.78

Amanda

Yeah, and I know in my experience as a teacher you know often I was like oh my gosh we need more people like physically we need more people. Um for safety purposes. But I've also been on the other you know, end of it where I had five para educators and that's really challenging as well in its own way. Um to get 6 of us on the same page and then you've got interpersonal relationships and like all kinds of things.

18:32.31

theautismhelper

Are here.

18:41.89

Amanda

To work through and it can just be really challenging and I don't know about you but at my teacher prep program I was not ever taught how to train other adults.

18:50.75

theautismhelper

It's wild like no one is like I feel like I showed up as like a 22 year old in this classroom with 2 paras and I was like did I miss this class like an undergrad like did I sleep through it like no one really prepared you for like. Leading and managing adults which is like its own management is like a degree that you can get like and like oh no,

you're just supposed to like figure that out and by the way your parents are older than you and more experience have more years in the classroom but you know have to like tell them what to do and it can create. This super challenging and I think uncomfortable dynamic for people.

19:23.58

Amanda

Absolutely I Just actually recently last year published a systematic review looking at all the research to date of special education teachers training or coaching paraeducators and when I started my Ph D I did so because this was one of my. Biggest questions was how do we actually prepare special education teachers to provide that staff training to the Para educators because it's mandated by law that the para be um, you know, trained and supervised by a licensed teacher. But if those teachers are unprepared.

20:00.17

theautismhelper

Um, yeah.

20:00.41

Amanda

Then that makes it really difficult and we did find that it is possible that special Ed teachers absolutely can learn to use with fidelity training and coaching practices that improve paraeducators use of evidence based strategies. Um, but we also found that those demographic dynamics like you're describing are very Common. So in our review I think it was 96% of the teachers were white females. Um, and then the para educators were more likely to be women of color there were there were slightly more men. Um and they were much more. Likely to be older and have more experience so that makes it really challenging as a teacher too because I'm like oh I'm brand new so I actually don't have that much experience and my parents have been here for 20 years so I should probably listen to them. Um, so and you should but also ah yeah, it's.

20:36.21

theautismhelper

Um, yeah.

20:46.55

theautismhelper

Um, yeah.

20:53.31

Amanda

It's a very challenging dynamic I guess and so I think if we could like actually explicitly train special Ed teachers how to work with Para educators. It would be um, really helpful for everybody involved.

21:07.22

theautismhelper

What are some strategies that have been successful for you Both you know in that teacher role and in that consultant trainer role on getting staff. Buy-in on getting this training process started and going.

21:20.66

Amanda

Well I'll start with the mistakes I made first as a consultant if that's okay, um, my first probably year in the role of a consultant and so this was um.

21:25.27

theautismhelper

Um, please.

21:33.75

Amanda

Only we provide a consultation only for students that had iep's and that were engaging in severe challenging behavior and they had had they had to have had a behavior plan in place before so like we were kind of last resort if you will um and so. Often I would go out I would conduct like a 30 minute observation I would meet with the teacher afterwards and give them a list of all the things I think they should try and then you know, maybe follow up two weeks later with an email. Let me just tell you that did not go over well um and you would think.

22:04.74

theautismhelper

Um, ah.

22:06.49

Amanda

Having been a teacher I would have thought but that wouldn't go over well but no for whatever reason I wasn't able to generalize that and so over time I really started diving into organizational behavior management and implementation science and a lot of those. Um, both of those fields really focus on.. How do you? you know conduct assessments of the environment of what's currently being done. How can you identify interventions that are going to be have a strong fit ahead of time. So That's one thing I've done is conduct quantitative and Qualitative. Um.

22:44.47

Amanda

Observations of just what's going on I also did more observations just than just one 30 minute because I think we all know it's like this you

take the squeaky card of the mechanic and then it stops squeaking. Um.

22:56.60

theautismhelper

Um, for sure. Um.

22:58.78

Amanda

Often I would go out to a school and they're like well that was a really good day. Um, or that was a really good 30 minutes that's not how it usually goes so I also yes, yes, exactly I was like well I guess that's good. But also I understand um so i.

23:03.31

theautismhelper

Um, it's like the only time as a teacher you're disappointed when things go well because you're like doing it.

23:16.83

Amanda

Started conducting more observations for longer I started using more statements of just support and praise and you know statements of empathy around what the teachers and the Paris were struggling with because i. If you go in and you just place a bunch of demands and you have no rapport with these individuals. It's going to be the same outcome as if you were to do that with a client that you know has a disability like we don't start intervention sessions with um clients by like just starting with demands. Immediately right? So we shouldn't do that with adults that we're working with either. Um, so I do you know a lot of and these are genuine statements of empathy because yeah, like it really sucks when your whole classroom gets destroyed and you've spent lots of money on the stuff that you put in your classroom or.

23:54.28

theautismhelper

Um, for sure.

24:07.40

theautismhelper

Um, yeah.

24:12.93

Amanda

You know you had to clear the rest of your kid out for the rest of the day and so you feel like you didn't get enough facetime with them and like those are all actually legitimate concerns. Um, so I start by basically trying to understand the environment understand what they're going through and trying to pair with them. I try to provide praise on things that I see that are good and interesting. Um, and I Also always

try to include them in all steps of the process. So I think you know using Antecedent Choice. So if I have a couple of ideas for interventions I'm going to sit down and be like. Here's what I think could Happen. We could try this or we could try this.. What do you think?? um and try to get their buy in from the very beginning so that's kind of a long winded answer of of the best thing you can do is be inclusive of the stakeholders from the very beginning.

25:00.60

theautismhelper

Um, no, that was great.

25:09.54

Amanda

Um, and really try to understand what they're dealing with before making recommendations.

25:11.18

theautismhelper

I Mean like you just said we really have to use the same strategies we use with our with our students and our clients like we pair we give choices. We involve them like those same things we have to use in that kind of training relationship. Do you see that.

25:28.33

Amanda

And another one. Oh sir I was gonna say another big 1 is actually modeling the strategy and testing it out for yourself to see if it is feasible. Um, you know if you are a consultant like it's important for you to go into the actual.

25:29.54

theautismhelper

Um, sorry go ahead.

25:37.11

theautismhelper

Um, yes.

25:44.62

Amanda

Setting in the actual you know, environment and try it yourself too. Um to see if it would actually even be feasible or how the student responds to it because again, you run the risk of recommending something that's either not feasible or doesn't work. And then you're unlikely to continue having people being willing to try what you're asking them to try.

26:08.00

theautismhelper

And sometimes things make sense on paper and then when you try it in person. It's like you totally didn't consider 1 aspect or there's a reaction you' didn't expect and you can flush all of that out ahead of time.

26:20.80

Amanda

Yeah, absolutely.

26:22.68

theautismhelper

So when it comes to kind of that teacher Para relationship. Do you see that same those same kind of Mindsets and strategies being successful like the the getting the buy in and the pairing and the and the giving choices and things like that can that all be done within that relationship.

26:39.59

Amanda

I Definitely think it can be I think it's not an area that's been researched very well yet. Um, when we did our review All of the research. So I I conducted the um.

26:52.71

Amanda

The search for the studies and 2021 and all of the studies that came up had been published in the past five years so this is a very new area that people are focusing on um, are you familiar with practice based coaching have you ever heard of that.

27:09.24

theautismhelper

Um, yes, yeah, can you tell a little bit about that.

27:11.68

Amanda

Yes, so practice based coaching this is um from Snyder Hammetter and colleagues I believe they're at vanderbilt but maybe don't quote me on that I can send a link for like a resource that you can put in show notes or something but um. But they developed this and it's a non hierarchical cyclical coaching model and the point is that you don't have some expert telling some non expertt what to do rather you have. A pair of people where one person is highly trained in x strategy. Okay, so it doesn't have to mean that they're like the no the know everything. It's just that they're highly trained in whatever that one thing is and then you have the coachee who's the person who needs to learn to use that um and it starts by. The coach guiding the coachee through um setting a goal and they do it together. Um, and then they come up with a shared action plan for how they're going to meet that goal. So um, the the coachee. Tells the coach. What they think they

might need in order to be successful at meeting that goal so they might say like do you have any videos I could watch of that or could you show come in the classroom and show me how to do that and then the coach writes that down and then they engage in that action plan. Um and then after the action.

28:35.64

Amanda

Plan has been done the coach sets up a time to observe the coachee using that strategy um within the typical setting and then afterwards um they meet and they go through the coach guides the coachee through reflection on their own implementation. And so the coach does have data from their observation but it's all focused on that 1 specific practice that they're targeting. So if it were a special education teacher looking at a para educator perhaps using prompting. Um, that's the only thing that the special ed teacher should be taking data on and the only thing they should be. Ah, guiding the coaches the para through reflecting on. They shouldn't say oh and by the way don't forgive Jimmy has to go to lunch at 12 or what? ah you know it shouldn't be related to anything else. It's very focused on just that practice and then it keeps going until the coach reaches. Um.

29:22.35

theautismhelper

Are.

29:33.24

Amanda

Sorry, the coachee reaches their goal. Um, so it's a very.. It's a cyclical process. They're both taking action to help um improve the implementation of the strategy and it should be based on what the the like the para in the situation Needs. So I think something like that. Would be really useful for Para educators and teachers because of the you know it. It's not just the teacher telling the Para What to do? It's very collaborative.

30:01.84

theautismhelper

It feels like more objective to than like personal I think that can can sometimes make a training process a little uncomfortable for both parties as it feels like oh you're telling me what I'm doing is wrong or this like people can have kind of that learning history with this process but this makes it. Much more objective. This is this is something you need to learn this is we're focusing on this thing this strategy here. That's that's a great suggestion. Yeah.

30:27.81

Amanda

Yeah, and giving them a choice ahead of time and saying like okay we have this behavior plan that has 3 different components which one do

you want to focus on First. Um and then you spend time until the para or whoever is able to implement that component. To fidelity and then you switch to the next goal. Um, So yeah, it's very objective. It's systematic and it's frequent. Um, and I think that this is honestly this pyramidal training model is kind of the answer to a lot of the challenges that we have with training in schools.

31:01.11

theautismhelper

Awesome! Well yeah I will um, link that article I think I have that somewhere on my desktop as well. Um, and I will link that in the show notes. Um, well thank you so much Manda I could like chat about this forever so I don't want to take up too much of your time but this has been really helpful and I think you've given some great.

31:11.46

Amanda

Me too.

31:17.40

theautismhelper

Reasonable feasible suggestions for the school setting. So thanks so much for joining me where can people go to learn more from you.

31:19.89

Amanda

Um, thank you for having me. Um I have a web website. It's Amanda Borosh Dot Com um boage is b o r o s h. Um, and that's my website. There's a way to contact me through there if you have questions about consultation or if there's anything I can do I do offer supervision and mentorship. Um, so I'm happy to connect with anybody who feels like they might need support in that area.

31:49.49

theautismhelper

Um, great I will add that to the show notes as well. Thanks Amanda.

31:52.87

Amanda

Thank you.