

Boot Camp Learning Objectives



Promoting Neurodiversity

- Define inclusion and neurodiversity
- Identify three benefits of inclusion
- Create three phrases that embody a strength-based approach
- Demonstrate three strategies for promoting a student-centered approach

Taking a Deeper Look Into Behavior Intervention Plans

- Identify the purpose of an individualized education plan (IEP)
- Identify the purpose of behavior intervention plans (BIPs)
- Understand all of the components within a BIP and their purpose
- Name three examples of class-wide (Tier 1) strategies
- Name three examples of Tier 2 strategies
- Name three examples of individual (Tier 3) strategies

How to Create a Step-by-Step Guide to Support Neurodivergent Learners

- Identify the two distinct features of a task analysis
- List the four steps to create a task analysis
- Describe 3 chaining procedures
- Demonstrate how to use chaining procedures across various tasks

Identifying What Happens Before, During, and After Problem Behavior Occurs

- Identify common antecedents
- Write clear and concise behavior definitions
- Identify common consequences
- Determine the function of your student's behavior

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Tips to Increase Appropriate Behaviors

- Learn a bundle of proactive strategies that can be easily implemented with the students you work with
- Describe why there should be a priority placed on proactive strategies compared to reactive
- Demonstrate 7 proactive strategies to set students up for success
- When provided with a student scenario, identify which proactive strategy would be helpful and describe how to how to implement that chosen strategy

Tips to Decrease Problem Behaviors (Reinforcement)

- Understand the priority of supporting students before unexpected behaviors occur
- Demonstrate three strategies that set students up for success
- When given real-life scenarios, be able to identify the appropriate strategy to encourage expected behaviors

Tips to Decrease Problem Behaviors (Reactive)

- Demonstrate the ability to alter a students unexpected behavior to an expected one
- Demonstrate how to implement the Tell/Show/Help strategy
- Identify three coping strategies that are relevant and available within your classroom settings

How to Effectively Help Students Using Least to Most Restrictive Behaviors

- Identify at least three different types of classroom supports
- Demonstrate when to use those specific supports with your students
- Identify when to fade those supports

Review & Wrap Up