



ONE PAGE BSP TRAINING PLANNING SHEET – 6 HOUR

Title: _____ Location: _____

Presenter(s): _____ Date: _____

Participants: _____

Time: _____

Time	Topic/Subject	Leader Activities	Participant Activities	Materials, Handouts, or Equipment Needed
20	Opening	<ul style="list-style-type: none"> Welcome Introductions <ul style="list-style-type: none"> - participants - speaker Agenda 	<ul style="list-style-type: none"> Share in pairs or large group <ul style="list-style-type: none"> - Name, Position, Students - Experience with BSP - Expectancy for workshop 	Slides # 1,2 Chart: agenda norms
30	Overview	<ul style="list-style-type: none"> Rationale <ul style="list-style-type: none"> - law - attitude/belief 		Slides # 5-15
30	Writing BSP	<ul style="list-style-type: none"> Describing key elements on BSP 	<ul style="list-style-type: none"> Role play Behavior descriptors 	Slides # 16-22
60	Activity # 1	<ul style="list-style-type: none"> Case Study <ul style="list-style-type: none"> - Divide into teams of 4 - Each person take a role: teacher psych (admin), behavior specialist, parent, or student - Describe and give examples what goes on lines # 1-4 	<ul style="list-style-type: none"> Case Study <ul style="list-style-type: none"> - Form teams of 4 - Read case study - Decide on behavior to address - Decide on roles: teacher, psych, behavior specialist, parent, or student - Discuss and agree on what to write on lines # 1-4 on BSP 	Slides # 23-24

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35	Activity # 2	<ul style="list-style-type: none"> • Lines # 5-6 <ul style="list-style-type: none"> - Describe and give examples of what goes on in lines # 5 & 6 - Monitor teams as they work - Share 	<ul style="list-style-type: none"> • Assume new role • Record specific predictors on lines # 5 & 6 	Slides # 25-29 Chart: Activity # 2
10	BREAK	<ul style="list-style-type: none"> • Review agenda/norms 		Slide # 30 Chart: agenda/norms
15	Activity # 3	<ul style="list-style-type: none"> • Describe and give examples of what goes on in lines # 7 & 8 • Monitor teams 	<ul style="list-style-type: none"> • Assume new role • Record specific replacement behavior that support the student on lines # 7 & 8 • Write # 9 – Goals using IEP, 504 language 	Slides # 31-40
5	Motivation/Energizer	<ul style="list-style-type: none"> • Congratulate teams for completing analysis of behavior <ul style="list-style-type: none"> - Pass out kisses 		Slide # 41 Candy “Kisses”
30	Activity # 4	<ul style="list-style-type: none"> • Review other 4 cases <ul style="list-style-type: none"> - Give directions - 5 minutes to read & rank order 	<ul style="list-style-type: none"> • Read 4 cases • Rank in order of interest to you 	Slides # 42-44
		<ul style="list-style-type: none"> • Directions: <ul style="list-style-type: none"> - Admin or psych stays at table a docent • Visit table and review BSP of student who interests you 	<ul style="list-style-type: none"> • Docent shares the BSP for the case at their table • Return to home table • Share insights/tips you gained • Share impressions of the analysis portion with your team 	Chart/slide Activity # 4 directions

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(5)	Teambuilding	<ul style="list-style-type: none"> The most important thing I learned from this activity was... <ul style="list-style-type: none"> Rapid fire around room for responses Review agenda for afternoon Thank them for following norms 		Chart/slide Stem sentence
	LUNCH			
15	Key Concepts Lines 10 & 11	<ul style="list-style-type: none"> Describe and give good and poor examples of teaching alternate behaviors Describe environmental structure to support student 		Slides #48-52
30	Activity # 5	<ul style="list-style-type: none"> Directions/explain <ul style="list-style-type: none"> new roles 10 needs to link to 7 	<ul style="list-style-type: none"> Teams <ul style="list-style-type: none"> Change roles Complete # 10 & 11 on BSP Form colloquia of same students at one table Share # 10 & 11 and how to link to 7 	Slide # 53-54 Chart – Activity # 5 Directions
10	BREAK			Slide # 55 Cartoon: Almost at the Finish Line
20	Key Concepts Lines # 12-14	<ul style="list-style-type: none"> Describe and give examples: <ul style="list-style-type: none"> Reinforcement – line # 12 developmental level Communication – line # 14 Reactive Strategies – line # 13 		Slides # 56-63

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30	Activity # 6	<ul style="list-style-type: none"> • Directions: <ul style="list-style-type: none"> - No roles - Each team member reads one Reactive Strategy (line # 13) for each case (Ralph, Colin, Angie, Mary, Harvey, Chad) - Discuss/develop reaction strategies and fill in: <ul style="list-style-type: none"> ♦ specific environmental supports ♦ specific behavior for staff to use 	<ul style="list-style-type: none"> • Read one reactive strategy for each case study • Discuss reactive strategies: <ul style="list-style-type: none"> - specific environmental supports - specific behavior for staff to use 	Slides # 64-65
10	Quick Review	<ul style="list-style-type: none"> • Key points on slides 		Slides # 66-67
20	Activity # 7	<ul style="list-style-type: none"> • Directions: <ul style="list-style-type: none"> - Pass your BSP clockwise to another team - Use the checklist to review the one you get <p>* Not an evaluation/ fine tune</p>	<ul style="list-style-type: none"> • Team <ul style="list-style-type: none"> - Use checklist to review - Fine tune concepts 	Slide # 68
20	Wrap-Up	<ul style="list-style-type: none"> • Follow-up/explain: A gift you can't refuse <ul style="list-style-type: none"> - Ask if there are any questions still to be answered - Rapid fire get responses to sentence stem - Evaluations 	<ul style="list-style-type: none"> • In pairs, complete sentence stem: Something from this workshop that I can use tomorrow is... 	Slide # 69-71 Chart – Sentence Stem Evaluations