

good morning miss Raino so we're
00:04
here today to talk about one of your
00:05
students Ava who's been identified as
00:08
needing some additional behavior
00:09
supports in the classroom yes that's
00:12
correct
00:13
excellent ok so what we're gonna do
00:15
today is walk through the sim form which
00:17
is the student intervention matching
00:20
form basically you're going to tell me
00:22
some information about Ava that's gonna
00:24
help us choose an evidence-based
00:26
intervention that might be most
00:28
effective for her ok ok so I'm gonna run
00:31
through a series of statements and
00:33
you're gonna rate each statement based
00:35
on how true it is or how accurately it
00:38
describes Ava as you know her so the
00:43
scale that you're going to use is from 3
00:45
to 0-3 is very true

00:48

2 is true 1 is untrue and 0 is very

00:53

untrue and if it's something you don't

00:55

know you can just say I don't know and

00:57

we'll mark that on the form okay that sounds

01:00

Good let's get started the first one

01:02

says the school has a good relationship

01:04

with Ava's parents okay that's true

01:08

excellent

01:09

Ava seeks and likes attention from

01:12

adults it's very true Ava is rejected or

01:19

isolated by peers no that is untrue she is eager to earn

01:27

rewards or access to privileges right

01:36

Ava's main problem is disruptive

01:39

behavior in the classroom to get out of

01:41

doing the work

01:43

[Applause]

01:47

her parents are open and willing to

01:50

collaborate with the school yes I mean

01:57

Ava tries to do better socially and

01:59

emotionally but does not have the skills

02:02

to do so oh that's right Ava can only

02:08

work for so long before

02:10

she's escaping and being off task Abra

02:18

could benefit from having a positive

02:20

adult role model outside of the home

02:23

yeah okay great able act self-management

02:29

and needs constant reminders to stay on

02:32

task that's so untrue thank you very

02:40

much all right our next question

02:42

ava withdraws from social situations and

02:45

spends most of her free time alone Eva's

02:54

problem behavior happens frequently

02:56

throughout the day okay ava is

03:04

unaffected by school-based disciplinary

03:06

consequences such as reprimands or

03:08

removal from class okay good to know

03:16

ava has difficulty coping and adapting

03:19

to challenging situations Havis academic

03:26

skills are low and as a result she

03:28

frequently takes her own breaks during

03:31

instruction or learning okay with the

03:37

right incentive Ava's behavior is likely

03:39

to improve great um Ava could benefit

03:49

from starting the day off on a good note

03:51

and ending the day with praise or

03:53

feedback that's true okay

03:59

ava has difficulty concentrating and

04:02

staying focused until the task is

04:04

complete David gets upset and frustrated

04:11

easily and becomes angry or shuts down a

04:18

ver could benefit from having others say

04:21

nice things about her

04:24

um you don't really know okay well mark

04:27

that one down is don't know thank you

04:29

Ava can behave well when she wants to or

04:33

if the appropriate incentive is

04:35

available may I sure yeah okay

04:40

great thank you so much miss Reynoso

04:42

we'll do some scoring of your responses

04:44

and then we'll get back together and

04:46

discuss what sort of interventions we

04:48

might want to put in place for Ava okay

04:51

that sounds great

English (auto-generated)