

Portfolio Example Timeline and Related Mentor Observation System (Rev. 4-7-08)

Please note that all of the mentor observations/ check off procedures are to be conducted with the student's first PBS plan with a person interested in participating.

The student tasks listed before each mentoring step are to be done before the check off procedure. As such, it is extremely important to adhere to this timeline and to contact the Mentoring Coordinator in a timely fashion to ensure availability of a Mentor Specialist to conduct these observations.

All mentoring observations should be recorded onto the student's KIPBS Student Mentor Observation Log form. Students need this completed form, achieving passing criteria, before graduating.

The Student,

- Recruits a person interested in a PBS plan,
- Conducts observations and interviews in preparation for the PCP meeting,
- Schedules the PCP meeting with the person and team, and
- Contacts the Mentoring Coordinator to schedule the KIPBS PCP Meeting Facilitation Observation via e-mail (includes the meeting's date, time, location, and contact telephone number for that day)

The Mentoring Coordinator,

- Contacts the Mentoring Specialists to determine who will conduct the student observation, and
- Sends a confirmation e-mail to the student and the Mentoring Specialist regarding who will conduct the observation, and carbon copies the student's instructor

The Mentoring Specialist,

- Attends the student's PCP meeting and observes the student using the **KIPBS PCP Meeting Facilitation Mentor Observation Checklist** (this form delineates performance criteria for student behavior during the PCP meeting),
- Provides onsite feedback to the student, and
- Provides written feedback about the observation to the Mentoring Coordinator and the student's instructor via e-mail, and carbon copies the student.
 - If the student does not meet criteria on all the items observed, the student is responsible for contacting the Mentoring Coordinator to arrange for additional mentoring support, and re-scheduling of the observation (observations will be conducted until criteria is met).

The Student then,

- Conducts ABC observations with the person,
- Develops preliminary hypothesis statement(s),
- Decides on behaviors to target,
- Labels the target behaviors,
- Determines which is the best (most sensitive/ appropriate) way to measure these behaviors given the person's unique circumstances,
- Develops operational definitions for each target behavior,

- Self-assesses his/her operational definitions using the **Operational Definition & Recording Approval Checklist** (this form delineates passing criteria for operational definitions and recording procedures) and makes revisions accordingly, to meet criteria,
- Removes all identifying information from the operational definitions, and
- E-mails the de-identified operational definitions for all target behaviors to the Mentoring Coordinator for Operational Definition & Recording Approval.

The Mentoring Coordinator,

- Assesses the operational definitions to ensure that criteria is met for each, using the **Operational Definition & Recording Approval Checklist**, and
- Provides written feedback about the approval of the operational definitions to the student and carbon copies the student's instructor, via e-mail.
 - If the student does not meet criteria on all the items observed, the Mentoring Coordinator gives feedback to the student and revisions occur until criteria is met.

The Student then,

- Develops a data collection sheet for the target behaviors, that includes the approved operational definitions and instructions on how to complete the data sheet,
- Removes identifying information from the data collection sheet, and
- E-mails the de-identified data collection sheet to the Mentoring Coordinator for **Data Collection Sheet Approval**.

The Mentoring Coordinator,

- Assesses the data collection sheet to ensure clarity and completeness, and
- Provides written feedback to the student about approval of the data collection sheet and carbon copies the student's instructor, via e-mail.
 - If the data collection sheet is not clear or complete, the Mentoring Coordinator gives feedback to the student and revisions occur until the data collection sheet is clear and complete.

The Student then,

- Schedules an observation time with the person to test the approved data sheet, and
- Contacts the Mentoring Coordinator to schedule the KIPBS Reliability of Data Collection Method Mentor Observation (Onsite), providing the observation meeting's date, time, location, and contact telephone number for that day.

The Mentoring Coordinator,

- Contacts the Mentoring Specialists to determine who will conduct the student observation, and
- Sends a confirmation e-mail to the student, the student's instructor, and the Mentoring Specialist regarding who will conduct the observation

The Student,

- Re-inserts identifying information into the approved data sheet, and
- Brings a copy of the approved operational definitions and data sheet, for him/her self and for the Mentoring Specialist, to the observation meeting.

The Mentoring Specialist,

- Attends the student's observation meeting,
- Collects data with the student, using the student's approved data sheet,
- Observes the student and conducts the **KIPBS Reliability of Data Collection Method Mentor Observation (Onsite)** (this form delineates performance criteria for student behavior during the reliability observation),

- Conducts reliability on the student's approved data sheet, with the student,
- Provides onsite feedback to the student regarding the student's data sheet and the observation, and
- Provides written feedback about the observation to the student's instructor and the Mentoring Coordinator via e-mail, and carbon copies the student.
 - If the student does not meet criteria on all the items observed, the student is responsible for contacting the Mentoring Coordinator to arrange for additional mentoring support, and re-scheduling of the observation (observations will be conducted until criteria is met).

The Student then,

- Trains caregivers on the data collection system,
- Conducts reliability observations with team members,
- Gathers baseline data and graphs them,
- Shares his/her graph(s) with his/her instructor and obtains feedback,
- Meets with the person's team to develop interventions, using the competing behavior diagram,
- With the team's input, brainstorms and selects interventions to implement,
- Shares the completed competing behavior diagram(s) with his/her instructor,
- Schedules training time with the person's team to teach interventions to be implemented, and
- Contacts the Mentoring Coordinator to schedule the KIPBS Intervention Training Meeting Mentor Observation (Onsite), providing the meeting's date, time, location, and contact telephone number for that day.

The Mentoring Coordinator,

- Contacts the Mentoring Specialists to determine who will conduct the student observation, and
- Sends a confirmation e-mail to the student and the Mentoring Specialist regarding who will conduct the observation, and carbon copies the student's instructor.

The Mentoring Specialist,

- Attends the student's intervention training meeting and observes the student using the **KIPBS Intervention Training Meeting Mentor Observation Checklist (Onsite)** (this form delineates performance criteria for student behavior during the Intervention Training meeting),
- Provides onsite feedback to the student, and
- Provides written feedback about the observation to the student's instructor and the Mentoring Coordinator via e-mail, and carbon copies the student.
 - If the student does not meet criteria on all the items observed, the student is responsible for contacting the Mentoring Coordinator to arrange for additional mentoring support, and re-scheduling of the observation (observations will be conducted until criteria is met).

The Student then,

- Develops intervention task analyses for interventions being implemented,
- Removes identifying information from the task analyses, and
- Sends the de-identified task analyses to the Mentoring Coordinator for **Task Analyses for Fidelity Assessment Approval**.

The Mentoring Coordinator,

- Looks over the student's task analyses to ensure clarity and completeness, and

- Provides written feedback to the student about approval of the task analyses and carbon copies the student's instructor, via e-mail.
 - If the task analyses are not clear or complete, the Mentoring Coordinator gives feedback to the student and revisions occur until the task analyses are clear and complete.

The Student then,

- Schedules an observation time with the person to observe intervention implementation, and
- Contacts the Mentoring Coordinator to schedule the KIPBS Fidelity of Intervention Implementation Mentor Observation (Onsite), providing the observation meeting's date, time, location, and contact telephone number for that day.

The Mentoring Coordinator,

- Contacts the Mentoring Specialists to determine who will conduct the student observation, and
- Sends a confirmation e-mail to the student, the student's instructor, and the Mentoring Specialist regarding who will conduct the observation.

The Student,

- Re-inserts identifying information into the approved task analyses, and
- Brings a copy for him/her self and for the Mentoring Specialist, to the observation meeting.

The Mentoring Specialist,

- Attends the student's fidelity observation meeting,
- Observes the student and conducts the **KIPBS Fidelity of Intervention Implementation Mentor Observation (Onsite)** (this form delineates performance criteria for student behavior during the Intervention Implementation meeting),
- Provides onsite feedback to the student regarding the observation, and
- Provides written feedback about the observation to the student's instructor and the Mentoring Coordinator via e-mail, and carbon copies the student.
 - If the student does not meet criteria on all the items observed, the student is responsible for contacting the Mentoring Coordinator to arrange for additional mentoring support, and re-scheduling of the observation (observations will be conducted until criteria is met).

The Student,

Continues to

- Work with the person,
- Gather treatment data and graph them,
- Assess intervention implementation effects using these data, and
- Share graph(s) with his/her instructor to obtain feedback.