

Staff Training and Development

Presented By Provenio Group

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Provenio Group is a leader in pro-social development and behavioral remediation resources delivered in technologically advanced mediums. Provenio Group works in partnership with schools across America to provide tools for educators to change the way their student's learn and prepare for life. To that end, Provenio Group provides staff development and staff training in-services that focus on meeting the behavioral needs of your students and the support needs of your staff. Below please find an outline of a typical staff development course.

“Changing Behaviors and Preparing Students for a Globally Competitive Society”

This workshop outlines the need for positive pro-social development for mainstreamed students in order to integrate into a globally competitive society. The workshop will also focus on the process of behavioral intervention and remediation in both mainstream and specialized educational formats utilizing technology as an educator's resource. Participants will learn how various states across America are attempting to address behaviors and social development and how research supports the need of not only intervention but also proactive processes. Participants will learn how to define their student's needs and how to address those needs utilizing well researched and proven methods for intervention, prevention, and supports. Finally, participants will learn how to make behavior management and pro-social development an integral part of their educational philosophy and how their staff of educators can prepare for and address the needs of their students:

Workshop Focus:

- I. Establishing the Need
 - a. This portion of the workshop reviews mandates dictating both proactive and intervening behavioral education in schools by various states and legislative groups across America. This trend will point out the focus on behavioral management and health as a vital component to life, employment, and social preparedness for students.
 - b. Next the workshop reviews the movement towards behavioral intervention processes in mainstreamed campuses and the functionality and practicality of these programs. This section will provide an overview of different techniques schools are using to address both the positive process of character development and the process of dealing with aberrant behaviors.

*Changing Behaviors and Preparing Students
For a Globally Competitive Society*

II. The Research

- a. This portion of the workshop reviews published research dealing with the link between personal and social skills development deficits and functionality of the student within the following areas of life:
 - i. How acquired or physiological learning disorders affect academic performance
 - ii. How diminished academic performance leads to poor self concept
 - iii. How poor self concept leads to lack of social practice and propensity
 - iv. How lack of social ability affects behaviors which in turn affects familial support and structure
 - v. How non-intervention in these issues leads to a downward cycle of growth and behaviors that affect the student in multiple areas of life
- b. Next the workshop reviews the inter-connectivity of skills deficits, behaviors, and diminished learning and performance capability. This section will also show the inter-connectivity of each area of life and how when a negative is present in one area it will affect others.

III. Answering the Problem

- a. This section of the workshop will deal with creating a delivery system that provides a robust solution based upon the provided research for educators while allowing access to these valuable resources at home and in the classroom.
- b. The advantages of using an online delivery system will be discussed in reference to usage, ease of use, and accessibility.
- c. The process of creating a dynamic interactive online delivery system that allows for educators interactivity and the personalization of educational plans with the constraints of real world educational technology will be discussed.
- d. This section of the workshop will outline the process that was undertaken to address behavioral issues in both mental health care settings and schools.
- e. The supporting research, methodology of development, and process of constructing behavioral remediation and pro-social development plans will be reviewed.

IV. The Results

- a. Three sets of results of use of the program will be reviewed:
 - i. The impact of online technology as a delivery mechanism of curriculum and assessments to educators. The research and

testimonials will highlight the educator's willingness to utilize online delivery systems and how this delivery mechanism is time efficient, schedule sensitive, and easy to incorporate into daily lesson planning.

- ii. The impact of skills training in alternative educational settings with a focus on behaviorally intensive kids. The research will highlight the ability of the students to learn, assimilate, and maintain coping, functioning, adaptive, and social skills.
- iii. The impact these skills have on academic indicators as measured by an independent third party school system utilizing a longitudinal study of results.
- iv. The impact of skills training in mainstream classrooms and the ability of mainstream students to learn and assimilate functioning, coping, and adaptive skills. This portion of the research will also talk about the practical application of programming in a mainstreamed educational setting.

V. Program Review

- a. This section of the workshop will take the participants on an interactive tour of the LEAPS program (the program responsible for the research and results listed above) and will review:
 - i. Program accessibility and the online delivery system and how this ease of access increases use by participants.
 - ii. The interactive library of curriculum, including lesson plans and group and classroom delivery models.
 - iii. Group assessment protocols and remediation plans that tailor group trainings to the needs of the individuals within the group.
 - iv. Individual assessment protocols and remediation plans that provide insight into student needs and then provides a clear pathway to address those needs.
 - v. Analytical and automated efficacy and research capability and report generation review that is available to program participants as well as administrative supporters.

VI. Application and Wrap Up

- a. The final section of the workshop will bring all of the stated need, the research, the program development, and the program itself into a solution centered call for action. Participants will leave understanding:
 - i. the need for behavioral education
 - ii. the need for proactive skills training
 - iii. the process of identifying their school's and student's individual needs

- iv. the process of accessing supports and resources to address their individual needs
- v. the process of providing behavioral remediation and intervention

Finally, the workshop will come full circle showing how the educational edict must include not only the increase of knowledge but also the ability to use that knowledge to integrate into and contribute within a globally competitive society.