

ibestt: Integrating Behavior Support and Team Technology

Description

ibestt (Integrating Behavior Support and Team Technology) is a web-based application that guides school-based teams in the implementation of individual-child behavior support strategies in elementary and middle schools, and recently has been extended to support early childhood settings. The application is intended to work within an existing structure or system of positive behavior intervention and supports.

Teams of educators (e.g., teacher, peer-coach, behavior specialist) work together to support the use of positive behavior support practices in the classroom. The online format provides access to team members to facilitate communication and collaboration. Data collected by the team members are used to help guide changes to the practices and monitor progress. Families have the option of connecting to the online tool to observe the process and to provide feedback about how their child is responding at home.

ibestt.org includes online modules for initial and ongoing training related to using the tool, selecting behavior interventions, and putting them in place effectively.

Resources

- Coaching Organizer: <https://www.education.uw.edu/ibestt/behaviorcoaching/>
A tool to help guide the fidelity of coaching and behavior support plan implementation
- Classroom Check: https://www.education.uw.edu/ibestt/classroom_check/
A tool to help educators ensure classrooms have universal classroom strategies in place before conducting more intensive, function-based assessments or interventions
- Intervention Guides: <https://www.education.uw.edu/ibestt/intervention/>
Tools that describe evidence-based strategies that may be used to support students exhibiting challenging behavior



INTERVENTION GUIDES KEY TO TYPE AND STRATEGY	
TYPE:	ESCAPE, ATTENTION
STRATEGY:	ANTECEDENT, TEACHING, CONSEQUENCE



The contents of this document were supported by the U.S. Department of Education, through the Institute of Education Sciences Grant R324A180061 and the Office of Special Education Programs Grant H3275130008, to the University of Washington. The opinions expressed are those of the authors and do not represent views of the U.S. Department of Education.