

Quantifying Questar III's Strategic Plan with TCI-S Training and Practice.

Presenter

Jodi Rossman LMHC

Behavior Specialist Questar III BOCES

Professional TCI Instructor

Our strategic plan... part 1

Our roadmap

Over the next three years Questar III will work with school districts, businesses, colleges, and others to deliver shared services and promote collaboration. Nothing is more important to Questar III's future success than ensuring that the BOCES remains fully accessible and adaptable — and ultimately an evicting presence in the communities it serves.

Questar III's strategic planning process identified 10 goals that the organization's leaders will pursue—and for which your participation is absolutely vital. Ultimately, this plan is focused on charting a better future for our partner districts and its students. We ask you to join us in achieving our goals.

INITIATIVE 1: Being a "learning organization"

Just as individuals learn by interacting with others, organizations also learn from others. By seeking to become a true "learning organization," Questar III will employ reflective practices to continuously learn and reposition itself to help our students, school districts and staff innovate, prosper and grow—a process started over a decade ago and one that is continuous and evolving.

- **Goal 1:** Establish a common language—educate everyone of what a learning organization is and looks like—and embed key organizational processes into our work.
- **Goal 2:** Establish opportunities and structures for everyone to be an active contributor in a learning organization to advance all strategic initiatives.
- **Goal 3:** Continuously learn and grow professionally and organizationally.

Why we must learn to learn

According to author Peter Senge, learning organizations are "organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continuously learning to see the whole together."¹

An organization's ability to learn may be the difference between thriving, languishing and perishing. As one of the foundational initiatives of this strategic plan, Questar III will look at its practices individually, collectively and across our various services with a focus on student achievement and continuous professional growth.

¹ Senge and Prather of The Learning Organization (1985)



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- The first part of our Strategic Plan is to be a learning organization.
- The first goal is to have common language.
- We teach TCI within both our CTE (Career Tech Programs) programs and our Special Education Programs.

Part three of our Strategic Plan-

The screenshot shows a PDF document titled "INITIATIVE 3: LEADING, SERVING, AND ADAPTING TO SUPPORT SUSTAINABILITY". The document is displayed in a window titled "sp_glossary[1].pdf - Adobe Acrobat Pro". The document content is as follows:

INITIATIVE 3: LEADING, SERVING, AND ADAPTING TO SUPPORT SUSTAINABILITY

Create, update and where necessary eliminate programs, practices and services to help school districts and the BOCES adapt to changing conditions. Expand expertise and capacity to serve and lead regional public education.

QUESTAR III WILL:	ALL EMPLOYEES WILL:	EACH PROGRAM AND SERVICE WILL:	PROGRAM AND SERVICE DEVELOPMENT WILL INCLUDE:
<ul style="list-style-type: none">• Develop and provide individual and organizational learning opportunities to expand expertise and capacity to lead and serve.• Adopt an organization-wide professional development plan linked to the state teaching and learning standards, professional standards and strategic plan.• Develop and deliver professional development pursuant to the professional development plan.• Engage employees, school districts and other partners in deliberations about changing conditions.• Establish a 5-year cycle for periodic review of programs and services.• Review, update and promulgate procedures for introducing new programs/services.• Seek and retain partners in the development and delivery of services and leadership.• Establish criteria and timelines for development, approval and evaluation of all services.• Eliminate ineffective or obsolete programs and services.	<ul style="list-style-type: none">• Play a role in developing personal and/or organizational professional development goals.• Participate in, develop and deliver professional development opportunities. Embed each learning into their work and provide evidence.• Seek, support and nurture relationships with colleagues and outside groups, as appropriate, to facilitate greater collaboration.• Expand networks of influence and collaboration to support their work.	<ul style="list-style-type: none">• Identify, collect and analyze data to inform decision-making about effectiveness and sustainability of activities.• Participate in 5-year cycle for periodic review of programs and services, identify and implement necessary reforms, improvements and adjustments.• Seek opportunities for alignment and collaboration with other programs and service areas.	<ul style="list-style-type: none">• Creation of business plans for new programs and services.• Creation of "pilot" programs to test market new programs and services.• Criteria and timelines for evaluation of proposed programs and services.• Consideration of how to best deploy new programs or services, including whether to collaborate between different departments.

QUESTAR III
www.questar.org
www.booces.org/questar
hello@questar.org

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Quantifying our Strategic Plan with TCI-S Training and Practice

- We also involve/ engage another part of our strategic plan in the implementation of our refreshers:
- https://www.questar.org/about_us/pdf/sp_placemats.pdf
- Our staff play a direct role in developing personal and/or organizational and professional development goals.



We learned that:

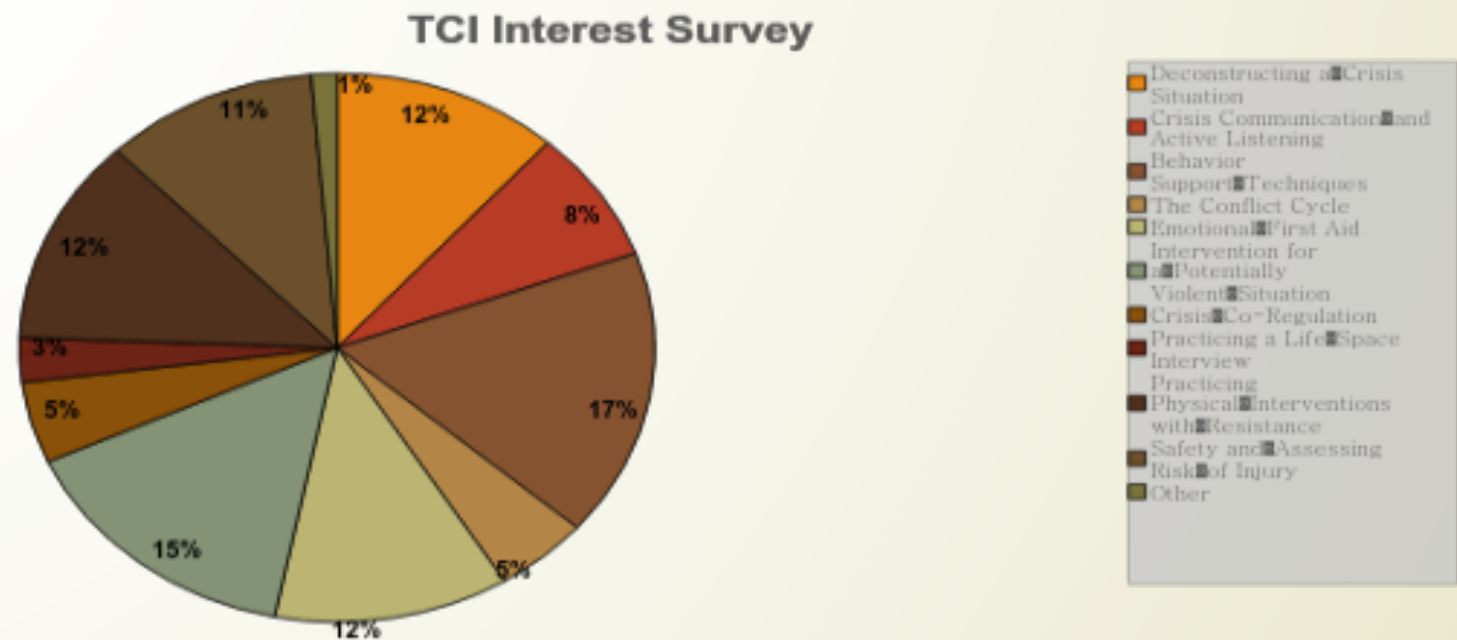
- My ongoing special education staff did not fill out online evaluations after they have completed a training; no matter what you request, email, withhold... so we needed a different system.
- We developed a ticket system that are given out at the end of each refresher and sort of hold them hostage...they can not leave without filling it out and handing it in to us.



Here's our ticket and How we quantify our strategic plan.

- What you would like more TCI refresher information on?
- Deconstructing a Crisis Situation
- Crisis Communication and Active Listening
- Behavior Support Techniques
- The Conflict Cycle
- Emotional First Aid
- Interventions for a Potentially Violent Situation
- Crisis Co-Regulation
- Practicing a Life Space Interview
- Practicing Physical interventions with Resistance
- Safety and Assessing Risk of Injury
- Other _____

Here are the results from the 2014-2015 exit tickets.





And then...

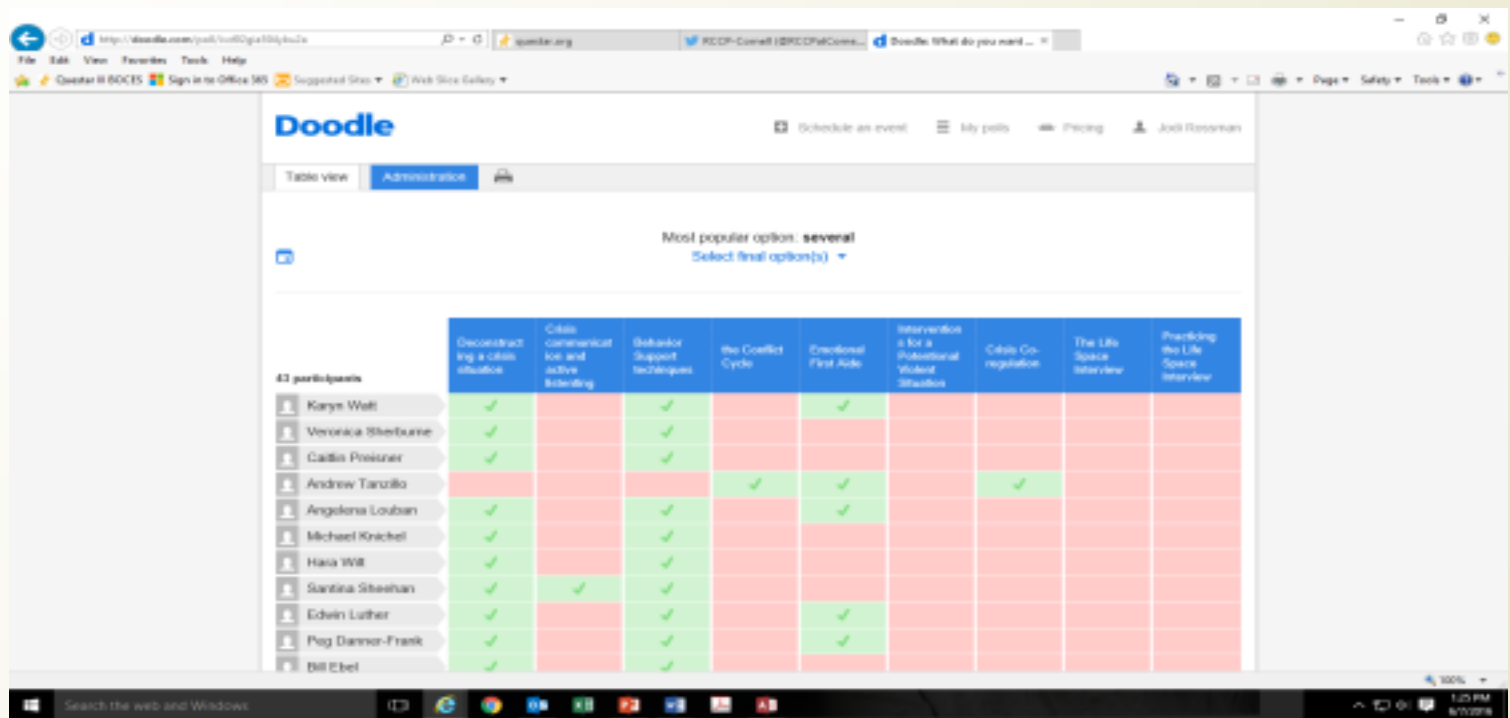
- We choose the two highest interest topics to use in the refreshers for the following year generated from the staff.
- The third topic is generated by instructors so there will be a balance in the curriculum.



With CTE (Career Tech Programs), we train their refresher all in one week so the exit ticket didn't make sense.

- So a month before the training we send out a doodle for the staff to make a choice.
- This year we got just over 55% participation.

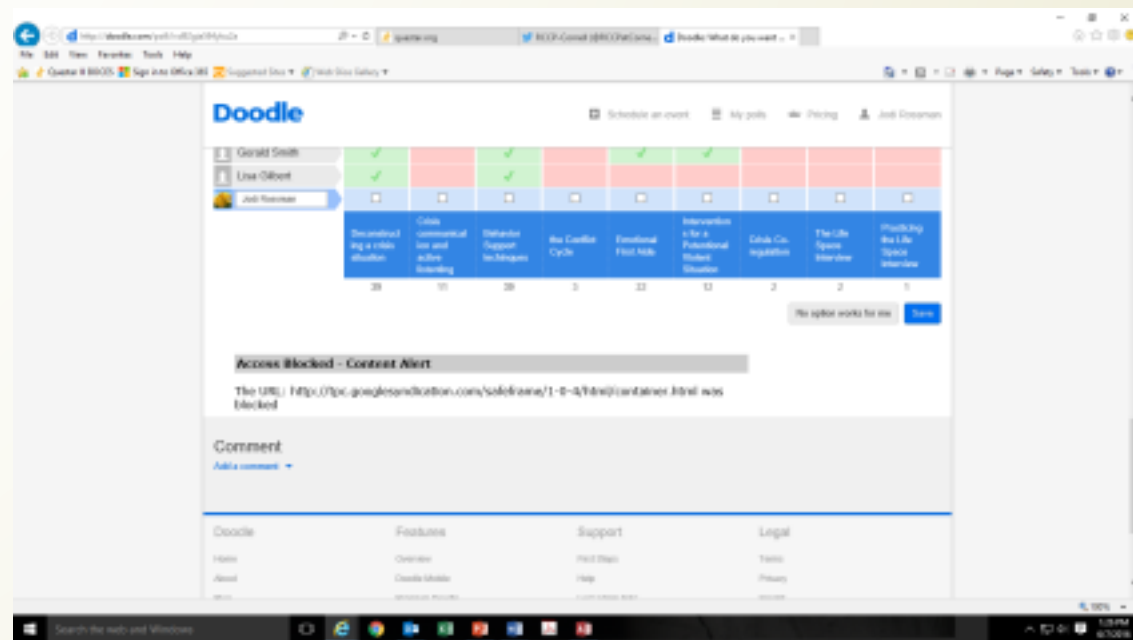
I sent the doodle out in a link to staff and they made their choices.



The screenshot shows a Doodle poll interface. At the top, it says "Most popular option: several" and "Select final option(s)". Below this is a table with 11 rows (participants) and 9 columns (options). Green checkmarks indicate the chosen option for each participant.

Participant	Deconstructing a crisis situation	Crisis communication and active listening	Behavior Support Techniques	The Conflict Cycle	Excellent First Aid	Intervention 4 for a Potential Violent Situation	Crisis Negotiation	The Life Space Interview	Practicing the Life Space Interview
Karyn Welt	✓		✓		✓				
Veronica Sherburne	✓		✓						
Carlin Prosser	✓		✓						
Andrew Tarullo				✓	✓		✓		
Angelena Louban	✓		✓		✓				
Michael Krachel	✓		✓						
Hana Witt	✓		✓						
Santina Sheehan	✓	✓	✓						
Edwin Luther	✓		✓		✓				
Peg Danner-Frank	✓		✓		✓				
Bill Ebel	✓		✓						

The top three became our training focus for the refresher.



The screenshot shows a Doodle poll interface in a web browser. The poll is titled "Doodle" and is for "Gerald Smith". The poll is currently active, and the "Job Refresher" option is selected. The poll results show three items selected for training focus: "Theoretical Big 4 Skills Overview", "Career Development and Skills Training", and "Behavioral Interview Techniques".

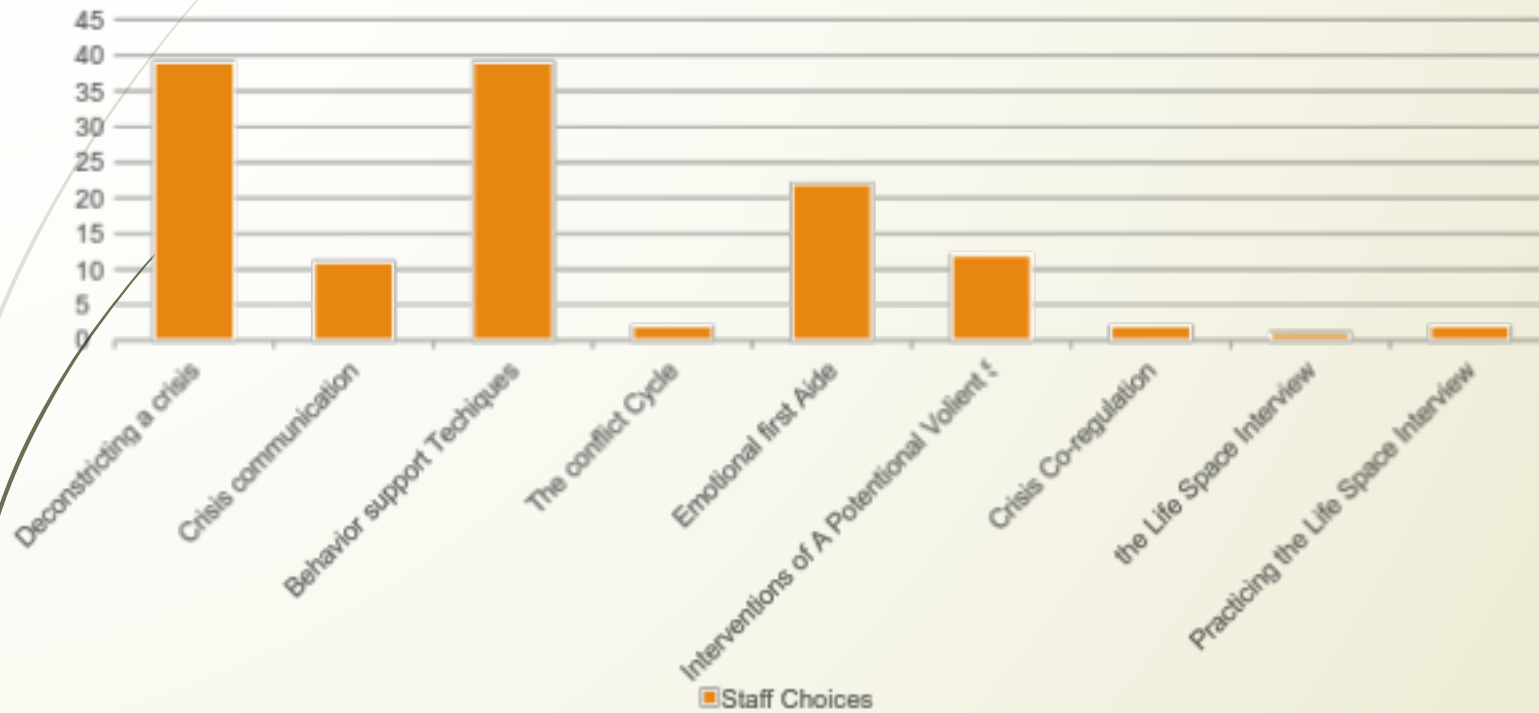
Item	Selected
Theoretical Big 4 Skills Overview	Yes
Career Development and Skills Training	Yes
Behavioral Interview Techniques	Yes
Big 4 Career Cycle	No
Functional First Aid	No
Intervention 1 for A Potential Safety Situation	No
Little Co. Acquisition	No
The Life Cycle Interview	No
Planning the Life Cycle Interview	No

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Topics to be covered are based on your choices.





From the results of the doodle ...

- We took your three highest choices and built a refresher around those topics.



So finally....

- These are just a few ways Cornell's Therapeutic Crisis Intervention Program was integrated in Questar III's Strategic Plan and also improved staff buy-in and interest in refreshers.
- Eugene Saville put together a training invocations log that you can read and blog on at <https://innovativetraining.wordpress.com/>
- Are there any questions?



Thank you so much for your time!

- You can email me at jrossman@questar.org