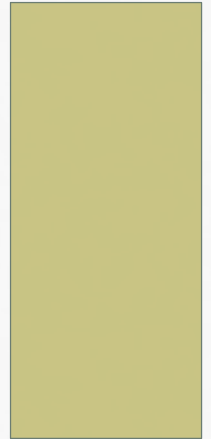


PROVIDING EFFECTIVE, QUALITY PROGRAMS FOR YOUNG CHILDREN WITH AUTISM WITHIN A PUBLIC EDUCATION MODEL

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NATIONAL AUTISM CONFERENCE
STATE COLLEGE, PA
AUGUST 5, 2014



OBJECTIVES

- Describe the continuum of services IU13 provides for children with autism
- List some of the program components that promote effective and efficient delivery of services and the best outcomes for children with autism
- Discuss IU13's Preschool Early Intervention Autistic Support program and some of the recommended practices it incorporates to provide quality programming for young children with autism

WHAT IS AN INTERMEDIATE UNIT?

- Intermediate Units in Pennsylvania are regional educational service agencies
- They provide specialized services to local school districts that can be operated more effectively and efficiently on a regional basis. The majority of the programs offered by Intermediate Units are supported by federal, state or district contributions.
- Pennsylvania is divided into 29 Intermediate Units, all of which serve multiple counties and school districts

LANCASTER-LEBANON INTERMEDIATE UNIT 13

IU13 serves:

- Young Learners (Early Head Start and Head Start, Preschool Early Intervention, Family Literacy, PreK Counts, Spanish Interpretation Services)
- School Age Learners
- Adult Learners
- Educators
- School Districts (Administrative and Management Services)
- The Community, Region, and State

PRESCHOOL EARLY INTERVENTION IN PENNSYLVANIA

- Serves children from the date of their 3rd birthday through age 5.
- Parents in PA have the option of keeping their children in EI for their kindergarten-age year, as long as they remain eligible for services.
- Programming provided year-round on a “stretch” calendar. Children go no longer than 3 weeks without service. Scheduled maintenance and recoupment data determine if children qualify for services over EI breaks

IU13 EI PROGRAM FACTS:

- Our Preschool Early Intervention program is the third largest across the state.
- We served over 2,800 children for the 2013-14 school year
- We have 178 employees -- including both professional and para professional
- As of 4/30/14, we were serving 266 children with the educational disability category of Autism

IU13 EI INTAKE TO SERVICE DELIVERY PROCESS: REFERRAL

- Parent/Guardian calls or a referral is made from the County B-3 Program (can be referred at suggestion of daycare provider, preschool staff, pediatrician, Head Start personnel, K-3/K-4 staff, etc.)
- An IU13 EI Program Assistant takes demographic information and reason for referral.
- Based on referral concerns, the program assistant may ask additional questions using the ASD Referral Questionnaire and help determine who should be part of the screening team.

IU13 EI INTAKE TO SERVICE DELIVERY PROCESS: SCREENING

- A screening/evaluation appointment is scheduled with a Regional Team.
- Various tools are used to screen five developmental domains (Cognitive, Social, Communication, Self-Care, Motor).
- In addition, further information is obtained pertaining to hearing/vision, health.
- If child passes screening in all areas, a Screening Report is generated and given to parent.
- It is noted on screening report that parent has the option to re-refer child if concerns persist.
- If child does not pass in one of the five developmental areas, then written consent to proceed to an Evaluation is obtained (Permission To Evaluate Form).

IU13 EI INTAKE TO SERVICE DELIVERY PROCESS: EVALUATION

- Permission to evaluate is issued to family within 10 days of oral or written request for specific evaluation.
- An evaluation is conducted
- An Evaluation Report is generated from information shared by the family, providers, observations, and assessments, etc. This report is issued to family within 60 days of receipt of PTE (or 10 days prior to the IEP if scheduled before this date).
- Eligibility for preschool special education services is determined if a child has a disability or has a 25% delay and a need for specially designed instruction.

EVALUATION TOOLS

- Battelle Developmental Inventory, 2nd edition
- Peabody Motor Scale
- Preschool Language Scale, 2nd edition
- Goldman-Fristoe Test of Articulation
- Autism Spectrum Rating Scale (ASRS)
- Gilliam Autism Rating Scale, 2nd edition (GARS-2)
- Parent interview
- Observation

IU13 EI INTAKE TO SERVICE DELIVERY PROCESS: INDIVIDUALIZED EDUCATION PROGRAM (IEP)

- For a child who is determined to be eligible for preschool special education services, an IEP is developed within 30 days of issuance of the Evaluation Report.
- A Notice of Recommended Educational Placement is issued and parent/guardian consent is required to initiate services outlined in the IEP.

IU13 EI INTAKE TO SERVICE DELIVERY PROCESS: SERVICE DELIVERY

- Upon written consent from the parent/guardian (NOREP), preschool special education services are implemented at the level and location(s) determined by the IEP team within 14 days of IEP meeting (or on the third birthday).
- Progress Monitoring occurs. An IEP is written for one year, but may be reviewed/revised at any time the team determines.

WHERE DO WE SERVE CHILDREN WITH AUTISM? ACROSS A CONTINUUM:

- Service options such as type of services and frequency as well as locations vary according to each child's individual needs, as determined by the IEP.

Currently, we are serving children with autism in:

- Early Childhood Environments
- Home environment
- Part time ECE/Part time ECSE
- Reverse Mainstream classrooms
- Early Childhood Special Education classrooms

WHERE WE ARE SERVING 266 CHILDREN WITH AUTISM THIS SCHOOL YEAR:

LRE designations – ranked by most to least children served:

- Early Childhood Special Education: ***Preschool Autistic Support classroom***
- Early Childhood Special Education: *Developmental Delay classroom*
- Early Childhood Environments
- Part Time ECE – Part Time ECSE
- Home
- Head Start
- Reverse Mainstream

SOME OF THE SERVICES PROVIDED WITHIN EARLY CHILDHOOD SETTINGS:

- Speech therapy, Occupational Therapy, Physical Therapy, – if eligible
- Itinerant Teacher – to address cognitive, social, and language delays
- Other specialized services to address hearing and vision needs
- ABA consultation by BCBA

AUTISM CORE TEAM

- IU 13 Preschool Early Intervention has recently initiated a way to build our capacity of interventionists who have expertise in providing evidence-based (i.e., ABA) strategies/programming to children with autism.
- Interest was surveyed and we now have a team of approximately 20 itinerant teachers, classroom teachers, related service providers (SLPs, OTs, PTs), and Evaluation Service Coordinators who wish to belong to our Autism Core Team and receive specialized training in ABA practices.
- An Autism Core Team Committee was formed and we recently had our first meeting

IU 13 EI CLASSROOMS: TYPES

- 10 ECSE/Developmental Delay classrooms: 2 in Lebanon County and 8 in Lancaster County
- 2 ECSE/Deaf Hard of Hearing classrooms in Lancaster county
- 1 ECSE/Multiple Disabilities Support classroom in Lancaster County
- 9 ECSE/Preschool Autistic Support classrooms: 3 in Lebanon county and 6 in Lancaster County

DETERMINING NEED FOR AUTISTIC SUPPORT CLASSROOM PLACEMENT: SOME CRITERIA OUR EVALUATORS USE

- No functional language (unable to communicate wants and needs)
- Limited social awareness of others
- Self Injurious or aggressive behaviors
- Little to no imitation skills
- Very short attention span – will not sit for any length of time – zipping from one thing to the next without completing the last task or playing with the last toy
- Little to no cooperation with adult requests – does things on his/her own terms
- Requires very high rate of tangible reinforcement in order to approach adults, stay with them, or comply with adult requests
- Needs direct instruction with a high rate of repetition – does not learn skills incidentally or within a few trials

PRESCHOOL AUTISTIC SUPPORT PROGRAM

- Program started with one classroom in 1997; initially supported by Rutgers consultants
- Began receiving support from PaTTAN's Autism Initiative in 2001 (then known as the Verbal Behavior Project)
- 9 classrooms in 2 counties

PATTAN AUTISM INITIATIVE

- Provides ABA support to Early Intervention and School Aged Classrooms throughout the State of Pennsylvania
- Internal Coach identified within the IU/District to ensure skills are sustained
- Site Review Process- measure of evidence based practices within the classroom- Fall/Spring
- Competency Based Trainings- “Boot Camp” and any as needed trainings on site for staff within and outside of the identified classroom

BEST PRACTICE RECOMMENDATIONS FOR INTERVENTION WITH YOUNG CHILDREN WITH AUTISM: 2 SIGNIFICANT REPORTS

National Standards Project Report from the National Autism Center, 2009:

“treatments from the behavioral literature have the strongest research support at this time”

Maine Administrators of Services for Children with Disabilities (MADSEC) 1999:

There is a wealth of validated and peer-reviewed studies supporting the efficacy of ABA methods to improve and sustain socially significant behaviors in every domain, in individuals with autism. Importantly, results reported include “meaningful” outcomes such as increased social skills, communication skills, academic performance, and overall cognitive functioning. These reflect clinically-significant quality of life improvements. While studies varied as to the magnitude of gains, all have demonstrated long term retention of gains made.

Early interventionists should leverage early autism diagnosis with the proven efficacy of intensive ABA for optimal outcome and long-term cost benefit.

WHAT IS APPLIED BEHAVIOR ANALYSIS (ABA)?

The process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree, *and to demonstrate that the interventions employed are responsible for the improvement in behavior*“

Baer, Wolf, & Risley, 1968

The science in which procedures derived from the principles of behavior are systematically applied to improve socially significant behavior to a meaningful degree and to demonstrate experimentally that the procedures employed were responsible for the improvement in behavior.

Cooper, Heron, & Heward, 1987

OUR CLASSROOMS ARE BASED UPON THE PRINCIPLES OF ABA BECAUSE:

- The successful remediation of core deficits of ASD, and the development or restoration of abilities, documented in hundreds of peer-reviewed studies published over the past 50 years has made ABA the standard of care for the treatment of ASD. (p. 4, BACB Guidelines for ABA)

BEHAVIOR ANALYST CERTIFICATION BOARD'S (BACB) GUIDELINES FOR ABA

Ten essential practice elements of ABA” (p. 11)

- 1) Obtain specific levels of **baseline**
- 2) Establishing **small units** of behavior (task analysis)
- 3) Direct observational **data**
- 4) Understanding the current **function** of target behaviors
- 5) **Manage the treatment** environments
- 6) Detailed behavior analytic **treatment plan**
- 7) Ongoing **adjustment** to the treatment plan
- 8) Frequent and **consistent implementation** of the treatment protocol
- 9) **Support and training** to family and staff
- 10) **Supervision** and management by a behavior analyst

COMPONENTS THAT PROMOTE QUALITY, EFFECTIVE PROGRAMS FOR YOUNG CHILDREN WITH AUTISM

- Utilizes Skinner's Analysis of Verbal Behavior to guide language instruction
- Provides an adequate number of teaching trials
- Provides a structured environment and schedule
- Plans for generalization across people, materials, environments
- Instructional priorities are determined by developmentally appropriate and functional assessment
- Programming includes systematic teaching of imitation skills, language skills, play skills, and social skills
- Plan for maintenance of mastered skills

COMPONENTS THAT PROMOTE QUALITY, EFFECTIVE PROGRAMS FOR YOUNG CHILDREN WITH AUTISM

- Individualized programming
- High rates of active student engagement and active responding
- Considers student motivation
- Progress is monitored and Data-based decision making is employed
- Functional assessment/analysis of behavior
- Incorporates errorless teaching procedures/strategies
- Involves family

COMPONENTS THAT PROMOTE QUALITY, EFFECTIVE PROGRAMS FOR YOUNG CHILDREN WITH AUTISM

- Baseline is measured for all skills/ interfering behaviors
- Staff is provided with ongoing training, consultation, and supervision by a BCBA
- Low student to staff ratios
- Behavior and Instructional Procedures are written
- Procedural Fidelity is monitored
- Plans for transitions are in place

PRESCHOOL AUTISTIC SUPPORT PROGRAM CLASSROOMS

- Each classroom runs 2 sessions per day –
AM: 8:45 -11:15 and PM: 12:30 – 3:00
- Typically, up to 6 or 7 children in each session.
Legally, we can go to 8, but try not to.
- The 1.25 hours in between sessions are for staff lunch and clean up, data management, and preparation for the afternoon class. We try to schedule monthly team meetings during this time.

PRESCHOOL AUTISTIC SUPPORT PROGRAM: CLASSROOM STAFF

- ONE certified Special Education Teacher
- FOUR Paraeducators: one full-time and 3 part-time – paraeducators do not need a degree but if they do not have one, they must complete a PA Paraeducator credentialing program within the first school year of hire. They must then complete 20 hours of staff development per school year.

CLASSROOM SETUP

- **Schedule:** our classrooms have the schedule posted so that all can see and follow. It tells staff who they are with, what they are doing, and where they are doing it
- **Areas/furniture arrangement:** Not set up like a traditional or typical early childhood classroom
- **Intensive Teaching area:** each child has a small table, a cart, and a card sort box in their area; child-specific information should be posted in their area; sometimes, dividers are used between tables
- **Play area** with adult-controlled access to toys via boxes with lids and/or toys placed on high shelves





Large Foam Animals









Procedure: Imitation

Demonstrate a behavior that the student will want at that moment. (Example: the student just had a water glass and then he says a drink.)

Wait for the student to do the behavior. (Example: the student says a drink.)

Give the instruction (prompting): "Try now to _____" or "Come, have some _____."

If he follows the direction he gets the reinforcement.

If he doesn't follow through the first time the direction is given, he does not get the reinforcement and the direction needs to be followed.

MOTOR IMITATION

"Do This"
"Can you do this?"
"Try this one"
"Do what I do"
"You do this"

TACT:
(Object-Picture present-Label)

What is this?
This is a _____
It's a _____
Tell me what this is
What do you see?

RECEPTIVE:
(FOLLOW DIRECTIVE- ID)

Point to the
Show me the
Can you find the
Where's the
Touch the
Give me the
Find the

INTRAVERBAL:
(Conversation-No Item Present)

Which one do you _____ with?
You _____ with a _____
Something you _____ is a _____
Tell me the one that has _____
The (animal) says _____
What does the (animal) say?

Mand (

When thirsty
water, a child
(or gestures) and
specific reinforcement

Errorless Teaching

Prompt
Transfer
Distractor
Check

Error Correction

End
Prompt
Transfer
Distractor
Check



Ignore the behavior and follow through with what you told them to do (use prompts as needed). Do not allow access to reinforcement until behavior stops and student complies with 2-3 easy demands.

[illegible]

- Wipe cleaning spray and wipe off
 - Tables
 - Toys
 - Chairs
- Wash dishes
- Bring in carts from hallway
- Put diapers away
- Stack chairs and put on table
- Did time till snack basket on way
- Put morning table at students desk
- Picked up
- Home early diaper bag and put in new bag

Snack Saver - Collect Students and Extra

End
Prompt
Transfer
Distractor
Check

Something is added after a behavior that increases the probability of that behavior occurring again under similar circumstances.

SCHEDULE

- Active student engagement is directly correlated with student achievement and reduction in problem behavior; therefore we strive to have our schedules incorporate the most engagement/instructional time as possible.
- Schedule must be flexible and allow for changing things around daily/hourly as needed (use velcro pieces, dry erase board, or magnetic pieces)
- Time intervals should not be greater than 30 minutes. Specificity is important so that valuable instructional time is not wasted and all instructors are maximizing each child's learning opportunities/teaching trials.

	Lindsay	BETH	Nikki	Joyce	ASHA
8:45-9:00	Logan NET/Bathroom		McKen NET/Bathroom	Theresa NET/Bathroom	Theresa NET/Bathroom
9:00-9:15	NET/Play Table	NET/Play Table	NET/Play Table	NET/Play Table	NET/Play Table
9:15-9:30	MAND PROBE IT	MAND PROBE IT	MAND PROBE IT	MAND PROBE IT	MAND PROBE IT
9:30-9:45	Isaac NET/Circle	Logan NET/Circle	McKen NET/Circle	Theresa NET/Circle	Theresa NET/Circle
9:45-10:00	Theresa MAND IT	Isaac MAND IT	Logan MAND IT	McKen MAND IT	Theresa MAND IT
10:00-10:15	McKen IT	Isaac IT	Logan IT	Theresa IT	Theresa IT
10:15-10:30	NET/Recess	NET/Recess	NET/Recess	NET/Recess	NET/Recess
10:30-10:45	MAND IT	MAND IT	MAND IT	MAND IT	MAND IT
10:45-11:00	Isaac NET/Snack	Logan NET/Snack	McKen NET/Snack	Theresa NET/Snack	Theresa NET/Snack
11:00-11:15	OT Boxes IT	OT Boxes IT	OT Boxes IT	OT Boxes IT	OT Boxes IT

	Lindsay	BETH	Nikki	Joyce	ASHA
12:30-12:45	Logan MAND PROBE IT	McKen MAND PROBE IT	Theresa MAND PROBE IT	Theresa MAND PROBE IT	Theresa MAND PROBE IT
12:45-1:00	Isaac NET/Bathroom	Logan NET/Bathroom	McKen NET/Bathroom	Theresa NET/Bathroom	Theresa NET/Bathroom
1:00-1:15	NET/Recess	NET/Recess	NET/Recess	NET/Recess	NET/Recess
1:15-1:30	Chase MAND IT	Logan MAND IT	Theresa MAND IT	Theresa MAND IT	Theresa MAND IT
1:30-1:45	Ella NET/Circle	Chase NET/Circle	Logan NET/Circle	Theresa NET/Circle	Theresa NET/Circle
1:45-2:00	McKen IT	Isaac IT	Logan IT	Theresa IT	Theresa IT
2:00-2:15	NET/Snack	NET/Snack	NET/Snack	NET/Snack	NET/Snack
2:15-2:30	OT Boxes IT	OT Boxes IT	OT Boxes IT	OT Boxes IT	OT Boxes IT
2:30-2:45	Isaac NET/Play	Logan NET/Play	McKen NET/Play	Theresa NET/Play	Theresa NET/Play
2:45-3:00	OT Boxes IT	OT Boxes IT	OT Boxes IT	OT Boxes IT	OT Boxes IT

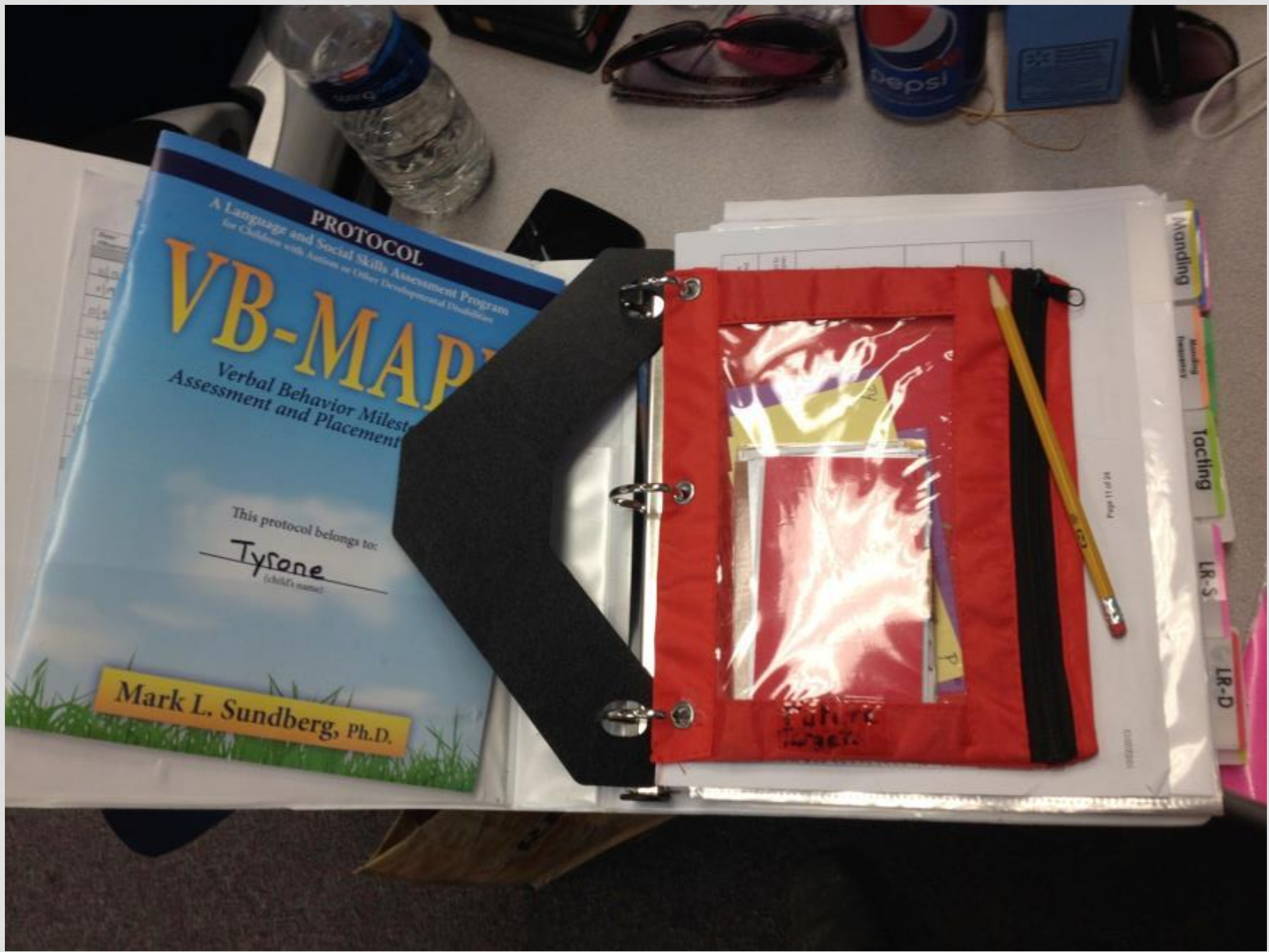
	Lindsay	BETH	Nikki	Joyce	ASHA
8:45-9:00	Logan NET/Bathroom NET/Play Table	Logan NET/Play Table	Mica NET/Bathroom NET/Play Table	Travis NET/Bathroom NET/Play Table	Travis NET/Bathroom NET/Play Table
9:00-9:15	MAND PROBE IT	MAND PROBE IT	MAND PROBE IT	MAND PROBE IT	MAND PROBE IT
9:15-9:30	Isaac NET/Circle NET/Circle	Logan NET/Circle IT	Logan NET/Circle IT	Mica NET/Circle IT	Travis NET/Circle IT

ASSESSMENT AND ITS RELATION TO PROGRAMMING

- Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)
- Binder
- Skills Tracking sheets
- Graphs
- Probe Sheets

ASSESSMENT

- The Verbal Behavior Milestones Assessment Program and Placement guide (VB-MAPP), developed by Dr. Mark Sundberg, is used as our ongoing evaluation of a student's language and learning skills. It guides programming and assists us with filling in the gaps and working on skills in the appropriate order. In addition, it helps us prioritize skills to teach.



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LR-D

Manding

6-11-79

七

Connor

1/6/14

every Probe Sheet

3 consecutive yes

ITEM	days active	Oppt	Target Skill	V's	Mon	Tues	Wed	Thur
1 IT	6	T	4. cat	0	Y	Y	Y	Y
2 IT	7	T	47. paint	1	Y	Y	Y	Y
3 IT		LR-S			Y	Y	Y	Y
4 IT	1	IM/WO	15. open mouth	1	Y	Y	Y	Y
5 IT	2	IM/W	18. slide block	2	Y	Y	Y	Y
6 IT	2	VB/MTS	Match 2DID (18)-3 similar stimuli 12. cow	2	Y	Y	Y	Y
7 IT	3	LR-D	25. "Tap table"	0	Y	Y	Y	Y
8 IT	17	LR-D	20. "Go to Play"	0	Y	Y	Y	Y
9 IT	6	E	7. toy	0	Y	Y	Y	Y
10 IT	6	E	8. knee	0	Y	Y	Y	Y
11 IT	New	E	19. Chorus	0	Y	Y	Y	Y
12 IT	New	IM/WO	15. open mouth	0	Y	Y	Y	Y
13 IT	New	VB/MTS	Match 2DID (18)-3 similar stimuli	0	Y	Y	Y	Y
14 IT			Stimuli 15, Duck	0	Y	Y	Y	Y

Red: Receptive ID Green: Tact Yellow: Echoic Purple: Motor Imitation

Blue: Intraverbal Orange: Play skills Pink: Social Skills

Criteria for mastery: 3 consecutive yes

Notes/Reminders:

See →
other page

ITEM	Days active	Probe V's	Check	M	T	W	Th
27. Pan	6	0	Was there as MDT? =	Y	Y	Y	Y
			If MDT, Probe? =	Y	Y	Y	Y
25. dough (play doh)	22	0	Was there as MDT? =	Y	Y	Y	Y
			If MDT, Probe? =	Y	Y	Y	Y
18. cow	19	0	Was there as MDT? =	Y	Y	Y	Y
			If MDT, Probe? =	Y	Y	Y	Y
26. open	21	0	Was there as MDT? =	Y	Y	Y	Y
			If MDT, Probe? =	Y	Y	Y	Y

Mastery Criteria: 3 manding sessions per day	M	T	W	Th
	Per day	Per day	Per day	Per day
Total Time Spent in Minutes:	5 5 5	5 5 5	5 5 5	5 5 5
Prompted Mand	6 4 3	4 3	4	
Unprompted Mand (with item)	11 11 11	9 7	7	
Spontaneous (item not present)	0 0 0	0 0	0	
Staff Initials	11 5 5	11 5	5	
Location (Write the number of location where Manding session took place)	4 4 4	4 4	4	

Student:

Tranton

Mastery Criteria:

Skill Tracking Sheet

Skill: Imitation Gross motor

	Target	Date introduced	Date Mastered
1	Clap hands	Plo	9/5/13
2	Touch head		
3	Arm out		
4	Tap table		
5	Ready hands		
6	Stamp feet		
7	Touch shoulders		
8	Touch nose		
9	Knock on table		
10	Closed fist		
11	Arms up		
12	Cover eyes		
13	Tongue out		
14	Touch ears		
15	Sign for chip	9-23-13	10-15-13
16	Stamp one foot	Plo	9/23/13
17	Kick		
18	Toes up and down		
19	Shake foot		
20	Feet together		
21	Feet apart		
22	Foot forward		
23	Hop 2 feet		
24	Cover mouth		
25	Arms out in front		

30

20

10

0

1/3

1/4

1/5

1/6

1/27

1/28

1/29

1/30

2/3

2/10

2/11

2/12

2/13

2/19

2/20

3/3

3/4

3/5

3/6

DATES

- snow

- 2/3 - 2/10 snow

- snow day

- BREAK - snow

PAIRING AND INSTRUCTIONAL CONTROL

- Pairing is the process by which we condition ourselves, our teaching materials, and the classroom as reinforcers. Before we can begin teaching skills, we need to pair. The learner should be approaching us, rather than trying to escape from us!
- The most effective way to increase cooperation is by using the learner's motivation. Through pairing, the learner should gain access to a wide variety of reinforcers with little effort.
- Pairing is an on-going process that may initially take hours or days before we can begin to fade in demands. One goal of pairing is the sight of the instructor signals that good things are about to happen, rather than a warning signal that things are about to get worse.

MAND TRAINING

- Probe sheet
- Skills tracking sheet
- Graph
- Wall chart for individual students
- Augmentative Communication System
- Peer to peer
- Removal of aversives
- Mand session guidelines document

VALUE OF THE MAND

- The only verbal operant that benefits the speaker
- One of the earliest social skills
- Helps immensely with developing functional language skills – communication IS functional language – without the mand, reciprocal communication doesn't happen
- Serves as a replacement for problem behavior
- Can serve as a foundational skill for developing other operants, such as tacts
- If you are teaching the mand correctly, you are working with the learner's motivation – now you have a more cooperative learner

IT	Echoic	008		YN	YN	YN	
T - helicopter							
ITEM	Days active	Prior Y's	Check	M	T	W	TH
Coin	1	1	Was there an MO? →	YN	YN	YN	YN
			If MO, Probe? →	YN	YN	YN	YN
Chip	4	0	Was there an MO? →	YN	YN	YN	YN
			If MO, Probe? →	YN	YN	YN	YN
Barn			Was there an MO? →	YN	YN	YN	YN
			If MO, Probe? →	YN	YN	YN	YN
			Was there an MO? →	YN	YN	YN	YN
			If MO, Probe	YN	YN	YN	YN
			Was there an MO?	YN	YN	YN	YN
			If MO, Probe	YN	YN	YN	YN
			Was there an MO?	YN	YN	YN	YN
			If MO, probe	YN	YN	YN	YN

DATES: 7-21 - 7-24 Reinforcers:

Mastery Criteria: 2 manding sessions per day	7/21 M	7/22 T	7/23 W	7/24 Th
Total Time Spent in minutes:	5 5	5 5	5 5	5 5
Prompted Mand (purple - o)	9 7	5 9	10 6	9
Unprompted Mand (with item) (red - □)	2 4	1 3 2	6 20	2
Spontaneous (item not present) (light blue X)	0 0	0 0	0 0	0
Pair (green Δ)	2	3 0	4 3	8

DATES: Reinforcers:

Mastery Criteria: 2 manding sessions per day

Student:

Mastery criteria:

Skills Tracking Sheet

Skill: Months

	Target	Date Introduced	Date Mastered
1	Jump - hold	8/18/13	7/10/13
2	Marshmallow - sign	↓	9/12/13
3	Bus - sign	8/20/13	6/13/13
4	Ball	P.O.	9/18/13
5	Cracker - vocal	5/6/13	9/19/13
6	Bus - sign	9/3/13	9/19/13
7	Car - sign	9/18/13	P.O.
8	Wipe - sign	9/19/13	11/13/13
9	Spin	9/19/13	10/10/13
10	fruit		
11	Buzz (light year) vocal 'Buh'	10/28/13	
12	Cookie - vocal	10/28/13	10/31/13
13	Cereal - sign	10/31/13	11/7/13
14	dog - sign	11/11/13	11/13/13
15	helicopter sign		
16	spin (sign)	11/28/13	11/21/13
17	Egg - vocal "eggo"	12/3/13	12/24/13
18	dog - sign at puppy	12/3/13	1/30/14
19	help vocal	12/4/13	P.O.
20	Boat	1/19/14	P.O.
21	Train	1/19/14	2/12/14
22	Monkey	1/19/14	P.O.
23	coin	2/10/14	
24	no	2/12/14	P.O.
25	Barn	3/6/14	

Student: _____

Behavior: Mand frequency

Dates: _____

of mands/minute

5

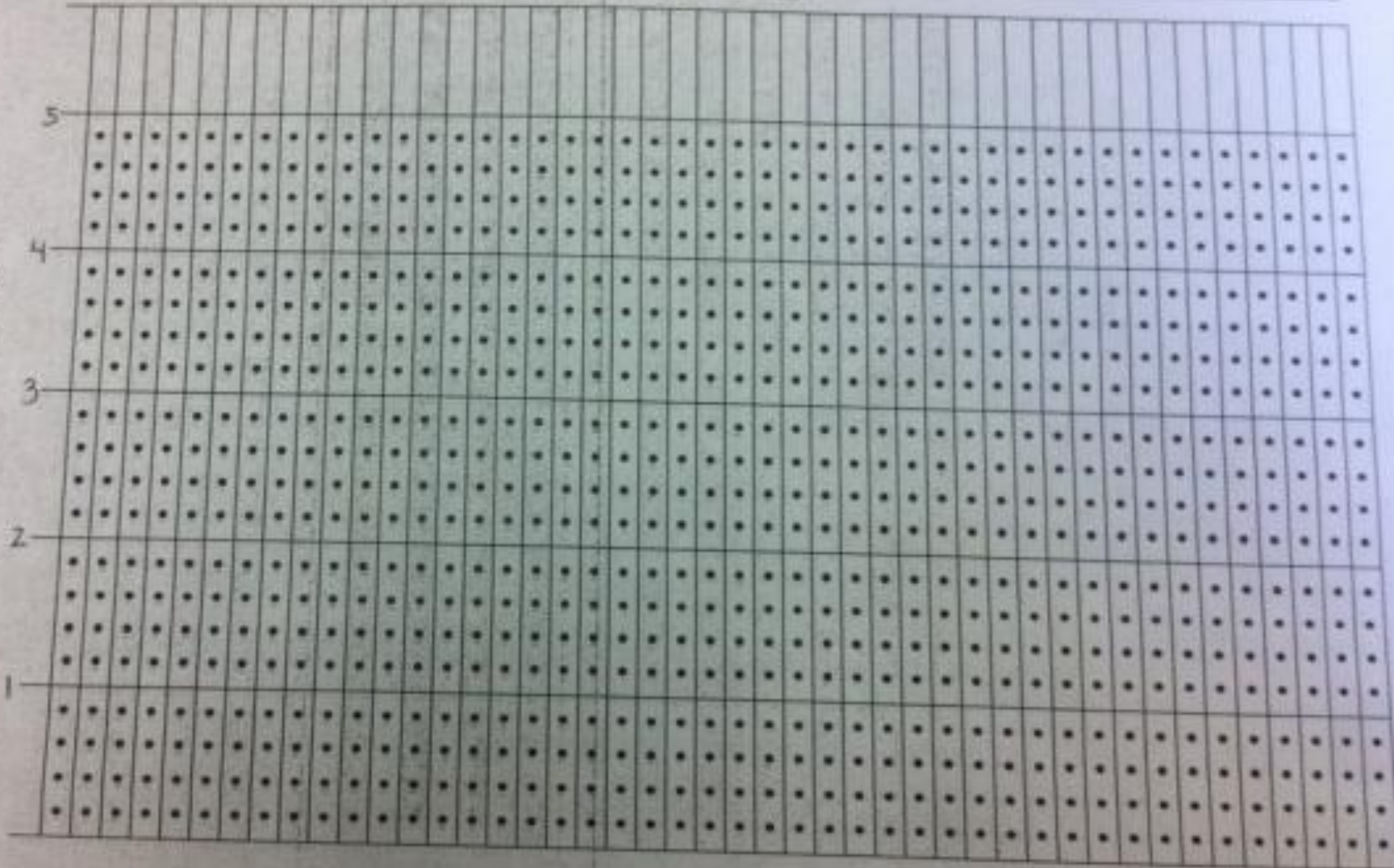
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3

2

1

0



MAND SESSION GUIDELINES

Items	Teaching Procedure
TARGETS	Errorless
MASTERED	Time Delay with error correction for errors
FUTURE TARGETS	Pairing

1. After probing your target mands for MO and for response, set your timer for your mand session.
2. For TARGET items, check for MO. If MO present, you have 2 possible prompt transfer procedures to choose from (depending on the learner):
 - (1) 2nd Trial Transfer: prompt the response and deliver the reinforcer. On the next trial, do a time delay and wait for an unprompted response (or a lesser prompted response)
 - (2) Within Trial Transfer: prompt the response. After response, hold the reinforcer and wait until the student responds again, then deliver the reinforcer.
3. For MASTERED items: check for MO. If MO present, do a time delay. Wait few seconds for student's response. If correct, deliver reinforcer. If student errors, use the error correction procedure.
4. For FUTURE Targets: check for MO. If MO present, use the pairing procedure – sign/say/deliver.

DATA COLLECTION:

(may not count all of these – depends on learner)

Pair: For every item that you signed/said/delivered (and child had MO) with no expectation of a response from the learner.

Unprompted: You did not sign, say, model, partially say, the name of the item. You did not say “what do you want?” or “what is it?”

Prompted: You said the name of the item or signed, modeled, partially said, partially physically manipulated the learner's hands, said “what do you want?” or “what is it?”

Spontaneous: Item is not present.

Benjamin

VR 2

LR(F#)

Target Mands (vocal or sign)

bounce
plate
Corn bin
Pop (Freeze)

Known Mands

Juice, chip, ball, cheesecurl, cookie, bus, truck, Dorito,
water (drink), cow, book, paint, candy, play duh, cheese,
Jough(playdough), cheese, yogurt, drum, cereal, house,
pickle, whip (cream), Jello, Cheeze-It, popcorn, bounce

cookies

ku-kē
kē-kē
ku-ē

→ tu-tē

pickle

pī-kō

Target Behaviors for Reduction

Give __w/Sr+ Sit __w/Sr+ Stand __w/Sr+

✓w/o

✓w/o

✓w/o

Rowan

Ⓛ hand
VR 3

LR(F#)

Target Mands (vocal or sign)

gear
Soap
Pudding (choc)
turtle

Known Mands

Go (ready set "go"), up, paint, cheesecurl, candy, juice, car,
Fruit snack, Cookie, train, booth, chip, fly, cereal,
Dorito, ~~lollipop~~ lollipop, marshmallow, movie, open, jump
towel, cake, movie, bubbles, track, cheese-it,
monkey, marker, bus, hammer, tickle, ~~row~~ row,
buzz, rain (water spray), paper, blow (for bubbles), glasses

Target Behaviors for Reduction

Give ✓w/Sr+

__w/o

Sit __w/Sr+

✓w/o

Stand __w/Sr+

✓w/o

INTENSIVE TEACHING

- Instructional programming based on results of VB MAPP assessment
- Probe sheet
- Skills tracking sheet
- Graphs

Weekly Probe Sheet

	IT/NET	# days active	Oper	Target Skill	# Y's	Mon	Tues	Wed	Th
							34		
	IT	0	Tact	Bubble	0	YN	YN	YN	
	IT	0	Tact	Cake	0	YN	YN	YN	
	IT		Tact	Juice		YN	YN	YN	
	IT					YN	YN	YN	
	IT	1	LR select	Sandwich (FS 6-8)	1	YN	YN	YN	
	IT	0	LR select	cake (FS 6-8)	0	YN	YN	YN	
		0	LR select	(FS 6-8)	0	YN	YN	YN	
						YN	YN	YN	
						YN	YN	YN	
	IT		LR actions			YN	YN	YN	
	IT		LR 1 step			YN	YN	YN	
	IT					YN	YN	YN	
	IT					YN	YN	YN	
						YN	YN	YN	
	IT	0	IM	"Do this" shake head yes	0	YN	YN	YN	
	IT		IM	"Do this"		YN	YN	YN	
			Echoic	arm		YN	YN	YN	
		1	Echoic	Up	1	YN	YN	YN	
	IT	1	Echoic	bay	1	YN	YN	YN	
	IT		Echoic	oat		YN	YN	YN	

Student:

Tranton

Mastery Criteria:

Skill Tracking Sheet

Skill: Gross motor Imitation

	Target	Date introduced	Date Mastered
26	Arms out to back	P/O	9/23/13
27	Touch toes		
28	hold one leg bent knee		
29	Stamp both feet together		
30	Squat		
31	Cross legs standing		
32	Stamp both feet alternating		
33	turn palms up and down		
34	hands together over head		
35	Wave up and down		
36	Push hands together ^{palms}		
37	blow		
38	Wash hands movement		
39	tongue side to side		
40	Shake yes		
41	Shake no		
42	head side to side		
43	open mouth	P/O	9/23/13
44			
45	mmm	P/O	9/23/13
46	lips blow proffan	P/O	9/23/13
47			
48			
49			
50			

Civ Fine motor

30

20

10

0

1/3

1/4

1/5

1/6

1/27

1/28

1/29

1/30

2/3

2/10

2/11

2/12

2/13

2/19

2/20

3/3

3/4

3/5

3/6

DATES

- snow

- 2/3 - 2/10 snow

- snow day

- BREAK - snow





COMPONENTS OF EFFECTIVE INTENSIVE TEACHING

- Pair teaching environment with positive reinforcement
- Fade in effort and difficulty of tasks.
- Fade in number of demands.
- Reduce learner errors (errorless teaching)
- Intersperse easy and difficult tasks
- Mix and vary instructional demands
- Use escape-extinction for off task responses
- Fast-paced instruction (short ITI)
- Teach to fluency

CIRCLE TIME/ NATURAL ENVIRONMENT TEACHING/ SOCIAL GROUP

- Targets/data – sometimes on the probe sheet; sometimes on separate sheets
- Different level learners require individualized programming at group time
- Important to target specific skills for each student during group times
- Group skills can be graphed on a cumulative graph (“skills mastered in group/NET”) and recorded on a skills tracking sheet

In NET/Play Area

Mand

Play Skills – use cards

Language Samples

Peer Interactions

Come Here

Interruption/Transition

RELATED SERVICES IN AN AS CLASS ENVIRONMENT

- Therapists must “buy in” to what we do and work collaboratively with teacher, para educators, and behavior analyst
- Speech therapists often use the Kaufman cards and the K&K cards to work on shaping vocalizations
- Occupational Therapists often assist teacher with creating “OT work boxes” in order to provide daily practice with targeted fine motor skills
- All therapists typically work within the classroom, integrating their services into group activities when appropriate, but also working 1:1

PARENT TRAINING AND COMMUNICATION

- Most of our teachers send home a daily note, often in a checklist format
- Often, if parent desires, we send home the completed weekly probe sheet
- Home visits
- Occasional formalized parent trainings on topics such as behavior management
- Parents are welcome to visit classroom and observe the programming – accompanied by SC or teacher
- Our IU offers scholarships for the National Autism Conference

PROBLEM BEHAVIOR

- Baseline ABC data as well as frequency data are collected
- BCBA assists teacher with analyzing data and determining possible function(s) of problem behavior
- Specific protocols may be implemented. These are usually individualized and become part of instructional programming. They teach the child appropriate replacement skills.
- When necessary, due to lack of adequate behavior change, a behavior plan may be written by BCBA

Latency-Based Functional Analysis

Conduct sessions as described below and in the listed sequence (Session #1=Alone, #2=Attention, etc.). Add a Tangible condition only if it is strongly suspected that problem behavior is maintained by access to tangibles. Each session should last until (a) the first instance of problem behavior (PB) occurs or (b) 5 min elapses, whichever comes first. Record the latency to PB (or 300 sec if no PB) in each session, and summarize as the mean per condition.

- Alone:** Begin session: Student is alone in a room with no access to attention or leisure items.
If PB: Wait 30 sec; then stop session while minimizing attention.
- Attention:** Begin session: Inform student that you are busy; then ignore.
If PB: Deliver a mild reprimand, statement of concern, physical comfort; then stop session.
- Play:** Begin session: Deliver frequent attention and allow free access to preferred items. Do not deliver demands.
If PB: Wait 30 sec; then stop session while minimizing attention.
- Demand:** Begin session: Deliver nonpreferred academic or work tasks.
If PB: Remove task and stop the session.
- Tangible:** Begin session: Allow brief access to preferred item then remove and ignore.
If PB: Provide access to preferred item and stop the session.
- Other:** Begin session:
If PB:

Student: [redacted]

Start date: 6/4/14

Problem behavior: *sub. making faces* Aggression *swipe materials*
intense screaming Spit, hit

End date: _____

Behavior

Session	Alone	Attention	Play	Demand	Tangible	Other
1	300	300	300	56	20	
2	300	300	300	163	100	
3	—	300	300	300	90	
4	—	300	300	300	300	
5	—	300	300	132	57	
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
Mean PB						

PROBLEM BEHAVIOR PROTOCOLS

- **Count and Mand:** for child who emits problem behavior instead of appropriate functional mand when he/she wants something
- **Give up Reinforcer:** for child who emits problem behavior when asked to relinquish a preferred item
- **Accepting No:** for child who emits problem behavior when told “no”
- **Interruption-Transition:** for child who emits problem behavior when asked to stop one activity and move to another one
- **Wait:** for child who emits problem behavior when he/she has to wait

TEACHER AS “MANAGER”

Teacher is responsible for managing:

- **Staff:** schedules, training, procedural fidelity
- **Students:** schedules, density of instruction, social skills development
- **Physical environment:** classroom arrangement, materials arrangement, reinforcement control, availability, selection
- Not to mention the hundreds of other responsibilities of a Special Education Teacher!!

STAFF TRAINING

- The teacher is responsible for the hands-on training of the paraeducators in the classroom.
- However, the AS Service Coordinators try to pull new staff for didactic training (a powerpoint on Autism and ABA as well as Intensive Teaching procedures). SCs also do transcription of IT sessions and provide constructive feedback.
- Pattan's Autism Initiative assists with staff training in the form of in classroom consultation as well as formal trainings including the 3 day Intensive ABA Supports training (aka "bootcamp")
- When we hire several new paras at the beginning of the year, we will usually schedule a training day during which we will provide information in a didactic format but also hands-on practice of the teaching procedures

QUALITY VS. QUANTITY

- Our AS class students receive 10 hours per week of classroom service. The number of teaching trials provided can be more important than the number of hours if those hours are not filled with intensive teaching trials.
- In addition, many of our families access Behavioral Health Rehabilitation Services, provided by behavioral health agencies and funded by Medical Assistance. These services can help provide additional community and home-based support guided by a treatment plan which usually addresses communication and social skills deficits as well as maladaptive behaviors.

PROGRAMMING

- Level 1 Early Learner programming
- Level 2 Intermediate Learner programming
- Level 3 Advanced Learner programming

EVALUATION/PROGRESS MONITORING

- Although everything is individualized, target mastery criterion is usually 3 out of 3 consecutive days
- Mastered skills are reviewed daily and our classrooms have a process which helps determine whether an item needs to be re-taught
- The VB-MAPP provides general guidelines for mastery of specific skills; however, we generally want to teach many more of these skills than the number listed on the milestone.

DATA ANALYSIS: DATA BASED DECISION MAKING

- All instructional and behavioral programs are graphed. Typically, a cumulative graph is used for instructional programs. Frequency graphs are used for mand sessions and problem behavior.
- Graphs are updated and monitored daily by staff and at least weekly by teacher
- If skills are not being acquired at an appropriate rate, and/or graphs are flat-lining, interventions are implemented.

EVALUATING OUR TEACHING

- Procedural Fidelity Checklists: Intensive Teaching, Mand Training, Behavior Protocols, teaching of the various operants – a fidelity checklist can be developed for anything!
- Teacher, an experienced para, SC/Internal Coach, or Patten consultant can complete
- These checklists provide an objective form of measurement. Inter-observer reliability is checked occasionally.

Intensive Teaching Treatment Fidelity Checklist:

Date: _____ Staff: _____ Observer: _____



	YES	NO	N/A
1. Was instructional area neat and sanitized?			
2. Did instructor have all materials needed for instruction organized and ready?			
3. Did instructor have a variety of valuable reinforcers available?			
4. Did session begin with delivery of reinforcement or an opportunity to mand?			
5. Did instructor gradually fade in the demands/tasks presented?			
6. Did instructor use fast-paced instruction (no more than 2 seconds between student's response and your next instruction)?			
7. Did instructor mix and vary instructional demands (no more than 3 of the same operant/task in a row)?			
8. Were easy and difficult tasks interspersed at the appropriate ratio? Easy/hard ratio: _____			
9. Did instructor use a natural tone of voice?			
10. Did instructor reinforce at set VR schedule? VR: _____			
11. Did instructor use 0 second delay prompts for teaching targets?			
12. Did instructor re-present the instruction followed by a 0 second delay prompt when errors occurred?			
13. Did instructor prompt student if no response occurred within 2 seconds for a previously mastered item?			
14. Were prompted trials followed by a transfer trial, easy trial(s), and a check trial?			
15. Did instructor differentially reinforce (better reinforcement) target responses?			
16. Did instructor differentially reinforce (better reinforcement) quicker and more independent responding?			
17. If problem behavior occurred, did instructor not remove the demand and follow through by keeping the demand on?			
18. Did instructor deliver less reinforcement following run through's that required extinction (keeping demand on)?			
$\frac{\text{Total correct}}{18} \times 100 =$	_____ %		

PROGRAM FIDELITY

- Autism Initiative Site Review is a comprehensive measure of overall program adherence to best practices
- Performed once at beginning of school year (Sept-Oct) and once near the end of the school year (April).
- An unbiased, outside consultant who does not serve the particular site conducts.
- Sometimes, a second consultant completes for reliability

✓ Classroom Organization	<p>Schedules: correlate with instruction for 2 students. With instruction specified for 75% of intervals – duration >30 min intervals.</p> <p>Correlates with observed pattern of instruction for 1 staff at 2 observed checks: With instruction specified for 75% of intervals.</p> <p>One or more ABA/VB cues posted.</p> <p>Observed regular team records.</p>	✓ Consultation/Training	<p>ABA/VB training evidence.</p> <p>Guided practice provided.</p> <p>Set procedures provided.</p> <p>Student behavior defined in set procedures.</p> <p><u>Tx Integrity performed on staff.</u></p> <p>Inclusive Practices</p> <p>Engaged in instruction similar to students in Gen. Ed. setting.</p> <p>Verifiable supports for meaningful participation in Gen. Ed.</p> <p>Data systems monitoring participation and progress.</p> <p><u>If not fully included, evidence of identifiable plans to increase participation in Gen. Ed. setting.</u></p> <p>Material used with Gen. Ed. students similar to that used with Sp. Ed. students.</p> <p>Access to non-disabled peers.</p> <p>Promotion of self-advocacy.</p> <p>Instructional content relevant to that provided in the Gen. Ed. setting.</p>	✓ Intensive Teaching:	<p>Mixed and Varied - 3 verbal operants in session.</p> <p>Easy Hard ratio - range between 60/40 and 85/15.</p> <p>Error correction used.</p> <p>Errorless teaching trials used.</p> <p>Transfer across verbal operants.</p> <p>Trials/min. - <u>Early 6/min;</u> intermediate 10/min, advanced 20/min.</p> <p>VR - <u>Off by a range of no more than 25%.</u></p> <p>Stimulus control of responses observed.</p> <p>NET</p> <p>NET guided by variables related to MO. Captured/Contrived/CMO – T</p> <p>NET planned and systematic for 75% of students.</p> <p>NET Prep- Appropriate materials available, reinforcers available, <u>environment adequately 'sanitized'</u> or 'enriched', mand items in sight but out of reach.</p> <p>Net data collected</p> <p>NET instruction includes procedures: errorless/error correction, mand procedures, etc.</p>	✓ Social Skills Training	<p>Social interaction instruction: <u>peer to peer</u> mand procedures, establish peers as conditioned reinforcers, teaching peers to play with one another.</p> <p>Peer-to-peer manding - structured and regular with data.</p> <p>Peers as conditioned reinforcers</p> <p>Systematic procedures used with data.</p> <p>Play skills or leisure skills taught - specific evidence, reference to a social skill sequence or target level of quantification.</p> <p>Hierarchy of social skills established, assessed and taught.</p>
Classroom Environment	<p>Classroom neat and organized.</p> <p>Access to reinforcers controlled by staff.</p> <p>Seating appropriate for ALL children.</p>					Behavior Interventions	<p>FBA on file.</p> <p>Target behaviors well defined.</p> <p>Functional response classes identified</p> <p>Interventions derived from and match function.</p> <p>Clear plan: behavioral descriptions of response to PB and replacement behavior.</p> <p>Treatment integrity.</p> <p>Systematic <u>staff training prior to implementing plan.</u></p> <p>Intervention observed to be implemented consistently.</p> <p>Data and graphing of target behavior/interventions.</p> <p>Problem Behavior Intervention</p> <ul style="list-style-type: none"> • EO manipulation • Teach alternative behavior within response class • Extinction
Instructional materials	<p>Instructional materials labeled and organized in regard to ABA/VB.</p> <p>Materials readily accessible.</p> <p>Card sort system in place.</p>						
Data Systems	<p>Notebooks available All students.</p> <p>Notebooks arranged systematically.</p> <p>Programs balanced /appropriate. No less than 3 operants and correspond with assessment and data.</p> <p>Behavior data - frequency count, ABC format, or a sampling technique used daily.</p> <p>Mand data related to acquisition. (<u>cold probe</u>)</p> <p>Mand data related to frequency.</p> <p>Data SD for instructional behavior. (<u>phase change lines, probe with intro of new items, level changes on any changing criterion programs, systematic altering VR.</u>)</p> <p>3+ graphs per all students - weekly updating minimum.</p> <p>All VB MAPPs completed</p> <p>Data on any other curriculum DI instruction.</p>	Instruction	<p>Staff paired as conditioned Sr+ 5 approaches to 3 staff (or all).</p> <p>Instructional control- 5 minute observation, no significant PB + frequent responses/min. (early 6-10 / intermediate 10-20/ advanced 20+)</p>	Other Instructional Methods	<p>Differential reinforcement of vocal responding, stimulus-stimulus pairing, Kaufman procedures, other vocal training.</p> <p>Direct Instruction</p> <p>Fluency or precision based teaching</p> <p>Timed trials, celeration charting</p>	Group Instruction	<p>Group responses /each RPM</p> <p>Clear targets – what are they?</p> <p>General engagement RPM/time sampling.</p>
		Mand Training	<p>Form selection (how/why) vocal, sign, etc.</p> <p>Density of opportunity - <u>average of 1 mand within 2- five min. periods.</u></p> <p>MO manipulation - capture/contrive</p> <p>Shaping new mands (new targets)</p> <p>Mand prompt system (fading prompts).</p> <p>Mand discrimination minimum of 2 for early learners.</p>				<p>Date: _____</p> <p>Site: _____</p> <p>Teacher: _____</p> <p>IC: _____</p> <p>Consultant/BCBA: _____</p>

DECIDING WHEN TO MOVE ON TO LESS RESTRICTIVE ENVIRONMENT

- VB MAPP Transition Assessment
- VB MAPP Milestones Score
- No appropriate social peer models
- Intermediate Autistic Support class
- ECSE Developmental Delay class
- Some type of ECE classroom

SEE LISA ON THURSDAY

- Lisa Putt, one of our Preschool Autistic Support teachers, will be participating in a panel discussion on Peer to Peer Manding. She will offer some suggestions as well as show a video example from her classroom.

CONTACT INFORMATION

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