

Autism Support Classroom Setup 101



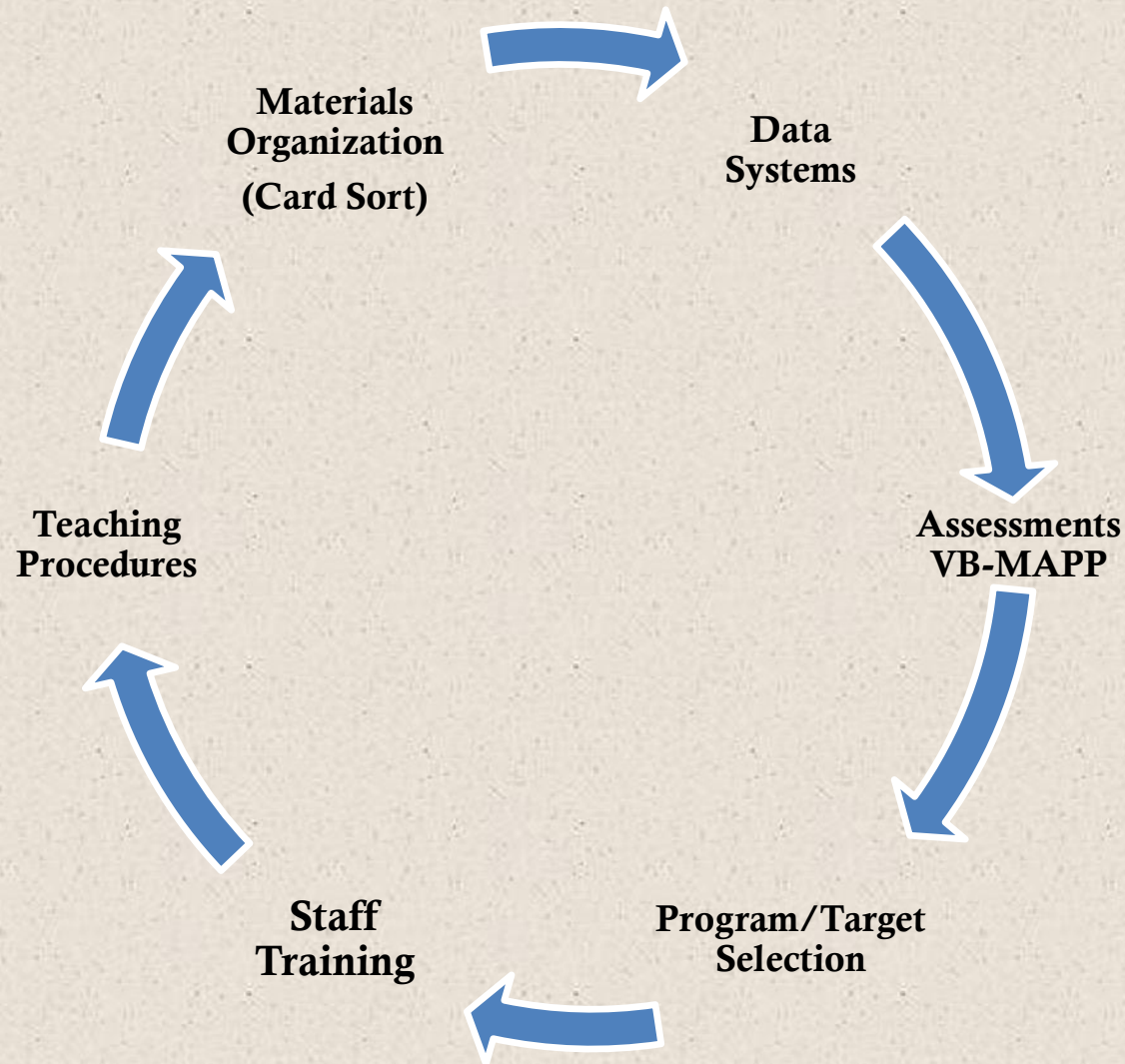
National Autism Conference
August 5, 2014

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Central York School District

Agenda

- 💧 Classroom Environment
- 💧 Classroom Schedules
- 💧 Assessment
- 💧 Programming
- 💧 Data Systems
- 💧 Developing and Organizing Teaching Materials
- 💧 Team Meetings

Program Components Fit Together



Classroom Set-Up Guide: Site Review Form

- ◆ Developed by PaTTAN Autism Initiative in order to:
 - ◆ Provide a guide for implementation of evidence-based practices that are derived from behavioral and effective teaching literature.
 - ◆ Provide an objective measure of implementation
 - ◆ Measure changes in implementation
 - ◆ Guide the consultation process

Site Review Components

💧 Classroom Organization

- 💧 Classroom environment
- 💧 Carts and instructional materials
- 💧 Data Systems

💧 Consultation Process

💧 Family Engagement

- 💧 Training opportunities
- 💧 Meaningful two way communication

💧 Inclusive Practices

💧 Instruction

- 💧 Staff conditioned as reinforcement/instructional control
- 💧 Mand training
- 💧 Intensive teaching
- 💧 Natural Environment Teaching
- 💧 Direct instruction/Vocal Training/Fluency

💧 Social Interaction Instruction

💧 Problem Behavior Interventions

Building the Classroom

💧 **Preparing the classroom**

- 💧 Classroom environment
- 💧 Initial materials organization
- 💧 Initial classroom schedule

💧 **Assessment**

- 💧 Preference/reinforcer assessments
- 💧 Behavioral language assessments
- 💧 Other skills

💧 **Getting ready for instruction:**

- 💧 Schedule
- 💧 Programming and data systems
- 💧 Materials organization
- 💧 Planning staff training

Building the Classroom

💧 Classroom Organization Video

Classroom Environment

Preparing the Classroom Environment

- 💧 The classroom needs to be set up to provide many opportunities for:
 - 💧 Social interactions:
 - 💧 Approach behavior
 - 💧 Manding
 - 💧 Conversation
 - 💧 Instruction

Sanitizing the Environment

- Make communication and the teaching environment valuable.....
- Take control of the reinforcers!
 - Reinforcers visible but out of reach:
 - Reinforcer bins
 - Compartment bins
 - Zip lock bags
 - Apron
 - Shelves



Classroom Arrangement

💧 Furniture arrangement and structure allow for optimal instruction:

- Individual instruction
- Intensive Teaching
- Group Instruction
- Natural Environment Teaching

💧 Stations/Seating:

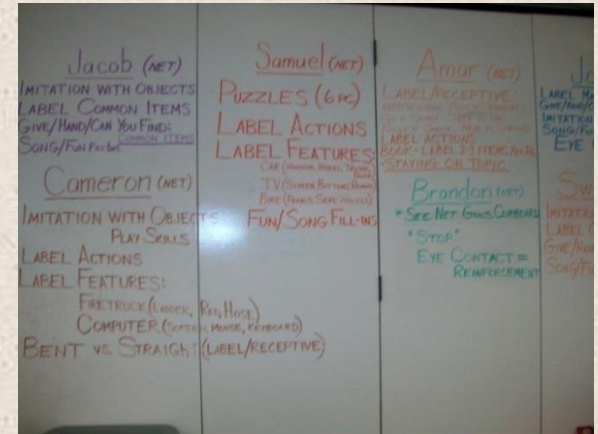
- 💧 Room for and accessibility to materials
- 💧 Reinforcers controlled by teacher
- 💧 Student Posture
- 💧 Instructor's position
- 💧 Other considerations: distractions, individual needs

Classroom Arrangement

💧 Wall Cues/Posters:

- ABA/VB Cues
- Teaching Procedures
- Student information... don't forget confidentiality!

- 💧 Current targets
- 💧 Behaviors targeted for reduction
- 💧 Pictures of signs
- 💧 Prompt levels and fading procedures
- 💧 Variable Ratio Schedule of Reinforcement
- 💧 Reinforcers
- 💧 Procedural guidelines



Errorless Teaching

**Prompt
Transfer
Distractor
Check**

Error Correction

**Error
Prompt
Transfer
Distractor
Check**

Materials Set-up

- 💧 Rolling Cart for each student with separate drawers for:
 - 💧 Materials for target skills
 - 💧 Materials for maintenance skills
 - 💧 Program book
 - 💧 Data collection tools
 - 💧 Reinforcers
- 💧 One 3-inch binder for each student
- 💧 Divider tabs (verbal operants, other skills, behavior, VB-MAPP, IEP goals)



Materials Set-up

- Small bins for instructional materials



- Clipboards



- Data collection tools:

- Pencil
- Highlighter
- Ruler
- Calculator
- Tally counters
- Timer

Schedule

Classroom Environment

Classroom Schedules

“Active student engagement is one of the factors directly correlated with student achievement and reduction in problem behavior.”

The schedule directs all daily activities and provides structure to the day.

Although you may have student schedules, this schedule is intended to provide staff with specific information that should include:

- 💧 **Who:** specifies which student(s) staff is working with
- 💧 **When:** start and end time for the session
- 💧 **Where:** area/station in the classroom
- 💧 **What:** specific instructional program

General Schedule Guidelines

- ◆ Provide clear information on instruction expected.
- ◆ Indicate which staff is assigned to which student(s) throughout the day.
- ◆ Minimum 75% of intervals on schedules DIRECTLY tied to program instruction e.g., skills listed on IT programs and tied to data systems)
- ◆ Time intervals should be no longer than 30 minutes (exceptions are to be determined by the team)
- ◆ Make sure the schedule is located in an area of the classroom that is visible to all staff no matter where they are (central location).

Further Guidelines

- ◆ Post Staff names across top of the schedule.
- ◆ Time intervals go down the left hand side of the schedule
- ◆ **Helpful Hint:** Number the different areas of your room (or code otherwise) so that when you place the students in their slot with “what they should be working on (example: Probes, ITT, NET, Manding, OT, etc.) you can also assign “where they should be” without having to write it out. Here is an example of how that could look:

1 : Gross Motor

2 : Group table

3 : Table by books

4 : Student desk area (1)

5 : Student desk area (2)

6: Table by black board

7: Table at back corner

8: Computer

Further Guidelines

- ◆ Be specific: use terms like: manding, intensive teaching, visual performance (puzzles, sequencing, etc), NET (natural environment teaching), fine motor (handwriting, cutting) direct instruction, reading, math, etc.
- ◆ Terms to avoid:
 - ◆ Play time
 - ◆ Worksheets
 - ◆ Sensory time
 - ◆ Choice Time
- ◆ Because you are still assessing your students, you can also specify those assessment times in your schedule.
- ◆ Most importantly, your schedule is always a work in progress. More often than not, it will need to be altered as circumstances arise....keep it flexible!

Mrs. Arentz

Mrs. T

Ms. Milton

Nurses

Other

Mrs. Arentz

8:40
8:50

Antony BUS

Susan

Josh

Michael

Michael BUS

Antony BUS
Susan

Josh
Bathroom

Manding
#7

12:30

Lunch-data-
observe LfrL
→

9:10

Michael
Probes IT
Manding #7

Antony
IT Manding
Probes #5

Data
MF and AF

Josh Hubbs
Susan - Kelly
Ivan - Lupold
Andy - Kramer

12:55

Michael
Manding IT
#7

9:30

Antony
Language for Learning
#5

Michael
IT Manding
#7

Josh
IT Math
#6

Andy
Reflex
Math

Susan
Music
Kelly 9:30-10:10
Morning Meeting
Ivan
Reflex/
Lupold

1:30

Antony Josh
IT Group
#2

10:00

Josh Susan
Andy
Math #2

Antony
Reading IT
#7

Michael
Manding IT
#6

Ivan
Reading
Hamp/LS
10:10-11:10

2:00

Michael
Manding IT
#7

10:30

Michael
IT Manding
#5

Josh Susan
Language for Learning
#2

Andy
IT Math
10:30-10:50 #6

Andy
Physical Education
Kramer
Leese

Antony
Independent Work
#2

2:30

Josh Susan
Ivan
Reading #2

11:00

Observe
support
feedback

Michael
Manding IT
#7

Antony
IT Manding
#6

* IF NO
Michael
Katie LfrW

Susan
Math
Cento 11:00-12:50

Josh and
Ivan
Writing
Activity

3:00

Michael
Observe

Michael
IT Manding
#7

Antony
Spelling 11:00-11:50
BREAK 11:50-12:00

Andy
Lunch and
Recess Kramer

Ivan
Independent Work
#2

Josh - Hubbs
Andy - Kramer
Lunch 11:30-12:00

3:20

Michael
#7

Michael
Instruction
Independence

↓

Break
12:10-12:40

Michael
Condition
Independence

Ivan
Lunch
Lupold

Andy
Josh
Independent Work

3:35

Andy/Ivan
Dig. math

	Mrs. Aronson	Mrs. T	Ms. Hutton	Nurses	Other
12:30	Lunch-data-observe LfrL →	Antony Lunch	Andy Language for Learning #6	Michael Lunch	Josh Reflex Susan Lunch 12:50-1:10
12:55	Michael Manding IT #7	Andy Reading #2	Antony IT Manding #6		Ivan- Susan Physical Education Josh Leese speech Lupold Group
1:30	Antony Josh IT Group #2	Andy Math Sager	Go with Mrs. T obs. Andy	Michael IT Manding #6	Susan Ivan Math Math Robinson 130-210 Sager 130-220
2:00	Michael Manding IT #7	↓	Antony IT Math #6		Josh Susan Independent Work #2 ↓
2:30	Josh Susan Ivan Reading #2	Michael Manding IT #7	Andy IT Manding #5		Antony Independent work #2 Computer
3:00	Michael observe	Antony IT Manding #6	Data and Logs	Michael IT Manding #7	Ivan Computer Josh Reflex Susan Hubbs Reflex Andy Ind. work
3:20	Michael #7	Antony Bathroom	Andy Bathroom Walk	Michael PackUp	Ivan Josh
3:35	Andy/Ivan Dismiss	Josh Susan Michael Dismiss	Antony Dismiss		

1. Prom...
 2. Do no...
 3. Time...
 4. K-...
 5. VR-8...
 6. Pair re...
- delivery of

	Ms. Katie	Ms. Holly	Ms. Jen	Ms. Joy	TSS/Other	Ms. Christy
2	Brandon Christian Josh Alexander Sean #1 Circle Time	Caleb PROBES #4	Tommy PROBES #5	NET	Alexander NET DATA.	
8:25	Tommy ITT #5	Sean Josh #4 PROBES	Brandon #3 PROBES	Christian Manding #2	Alexander Caleb #6 First Grade PROBES	
8:45	Alexander Caleb Josh #1 RM	Tommy ITT #4	Christian ITT #3	Brandon Manding #5	Sean WS	
9:30	Brandon #7 Manding	Caleb ITT #4	Josh Tommy NET #3	Sean NET #5	Alexander ITT #2	
10:00	Josh Alexander Sean #7 #2 #6 ITT ITT ITT	Christian ITT #3	Brandon ITT #4	Tommy Manding #5	Caleb WS	
10:30						
11:00	BATHROOM	Caleb First Grade Lunch				
11:10	Lunch	Lunch	Lunch			

[illegible]

	Ms Fisher	Mrs A	Ms Denise	Mr Mike		
11:50	ITT DuNaury	Lunch	ITT Fire seon	ITT Elaine/Kashivun	Abdul -9 Laurin 5 Angel -4	
12:20	Mand- Kash, Abdul, Elaine	12:25 ITT DuNaury/Angel	Lunch @ 12:25	ITT Laurin/Treigen	Elaine 5	
1:10	Planning	Special	Special	Special	Special	
2:00	Mand Snack	Mand Snack	Break until 2:15	Mand Snack	"	
2:20	Recess	Recess	Recess "	Break until 2:35		



Assessment

Schedule

Classroom Environment

Student Assessments

- 💧 Reinforcer Assessment

- 💧 Preference inventory (home and school)

- 💧 Observations

- 💧 Structured preference assessment

- Allows identification of an adequate pool of reinforcers that will be used as targets for mand training and to reinforce other target skills.*

- 💧 Behavioral Language Assessment: VB-MAPP

- 💧 Academic Assessments

Categories Commonly Included on Preference Assessments

- Consumable items such as food and drinks
- Tangible items such as various toys and materials
- Activities that involve movement
- Games
- Electronic media such as TV, computer
- Various forms of social interaction
- Music
- Preferred dramatic themes and characters

PREFERENCE ASSESSMENT

NAME: _____

DATE: _____

Each category has several blank spaces: use these spaces to fill in additional preferences within that category that are not listed.

CANDY	YES	NO	FROZEN TREATS	YES	NO
M&M's			Popsicle		
Jelly beans			Ice cream		
Licorice			Flavor ice		
Candy cane					
Gum					
Smarties			SOFT FOODS		
Lollipops			Pudding		
Chocolate			Jello		
Starburst			Yogurt		
Candy kisses			Marshmallows		
Nerds			Cheese		
			Cottage cheese		
			Peanut butter		
			Jam/jelly		
			Whipped cream		
CEREALS					
Cheerios					
Cookie crips					
Fruit loops					
Trix					
			OTHER FOODS		
			Cake		
FRUIT			Cupcakes		
Apples			Doughnuts		
Oranges			Crackers		
Bananas			Corn chips		
Raisins			Cheese balls		
			Doritos		
			Cookies		
DRINKS			Popcorn		
Milk			Animal crackers		
Chocolate milk			Fruit snacks		
Apple juice					
Water			OTHER		
Orange juice			Rocking		
Soda			Having hair brushed		
Strawberry milk			Clapping hands		
Grape juice					

Preference Assessment Observation Data Sheet

Observer: _____ Student: _____ Date: _____

[illegible]

VB-MAPP

- 💧 Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)
- 💧 Primary curriculum in Pennsylvania: PA Core Standards
- 💧 VB-MAPP as curricular guide

Why the VB-MAPP?

- Assesses acquisition of verbal operants which then serves as a curriculum guide
- Efficiency of assessment
- Allows more detailed analysis of skill sets at the operant level (task analysis)
- Links to typical development
- Includes components that can assist in troubleshooting instruction and aiding in transition to less restrictive environments



Programming

Assessment

Schedule

Classroom Environment

Program Selection

💧 Program Selection Video

Programming

- 💧 Complete VB-MAPP and other relevant assessments
- 💧 Note general performance levels obtained.
- 💧 Select instructional programs.

Important Points Regarding Programming

- ◆ Be sure targets are relevant to student's day to day lives
- ◆ Be sure programming is consistent with student's response form (vocal vs. sign vs. augmentative communication devices)
- ◆ Be sure instructional materials are available for specific items selected within programs

Important Points Regarding Programming

- 💧 LESS IS MORE!!!
 - 💧 Avoid too many active targets at once....
 - 💧 The goal is to work on just enough targets for students to acquire them quickly.



Data Systems

Programming

Assessment

Schedule

Classroom Environment

Data Collection

- 💧 Why/How
- 💧 Systems Organization
- 💧 Developing & Organizing Teaching Materials



Data Collection: Why

- Data = record of individual facts or pieces of information.
- Collect data to evaluate student performance.
- When recorded/graphed it provides observable patterns of behavior... **A picture of the facts.**
- ***Data drives instructional decisions!***

Data Systems

- 💧 Core Data Sheets Video
- 💧 First Trial Probe Data and
- 💧 Data Based Decision Making Video

Data System for Intensive Teaching

- 💧 Assessment as starting point
- 💧 Program selection
- 💧 Skills Tracking Sheet
- 💧 Weekly Probe Sheet
- 💧 Graph

Data Collection: System

- ◆ Assessments
 - ◆ VB MAPP: Determines current skill level for each operant
- ◆ Develop Skills Tracking sheets for “active” programs (based on the assessment)
- ◆ Develop graphs for “active” programs to record student progress and include baseline data, if any
- ◆ Prepare teaching materials (color cards, 3D items, etc.)
- ◆ Record targets to be taught on Weekly Probe (from skills tracking sheets)
- ◆ Begin teaching and probing

Weekly Probe Sheets for Intensive Teaching

- ◆ First Trial Probes:
- ◆ Allows assessment that doesn't interfere with instructional delivery
- ◆ Provides conservative estimate of skill acquisition
- ◆ Provides measure of skill maintenance
- ◆ Provides possible estimate of skill fluency

Cold Probe Data

Refer to handout for explicit details...

When...

- After an extended period of time (usually one school day to the next).
- Prior to any teaching or practice with skill that day
- Record if student responded correctly or not (Yes/No)
- A target is considered acquired after X amount of consecutive days with correct responses (usually 3-5 days).

First Trial Procedures

- Organize target materials
- Present target item SDs without 0 second prompts
- Score each response immediately after presentation (can sort responses and score later)
 - May or may not mix probes with easy items.
 - May or may not continue with error correction procedures.
- If item is correct 3 days in a row on first trial, item is considered mastered.

Develop a System for Acquired Targets

Here's one example:

- ◆ Once cold probes are completed, examine the **weekly probe sheet**
- ◆ Look for any acquired skills, for example: “touch nose” has 3 consecutive “yes” responses
- ◆ Highlight the acquired target on the **weekly probe sheet**. (Highlight “touch nose”)
- ◆ Move acquired target (e.g., “touch nose” card) to known or maintenance box
Mark the date acquired on the corresponding **skills tracking sheet**. (For example, receptive body parts for touch nose)
- ◆ Update the corresponding **cumulative graph** for receptive body parts
- ◆ Select a new receptive body part target from the **skills tracking sheet** and record the date you begin teaching it (date introduced)
- ◆ Record the new target skill on the **weekly probe sheet**.
- ◆ Develop any necessary materials for teaching the new target skill (best to have prepared in advance)

Name:

Week of: 8/31-9/4/09

Weekly Probe Sheet

	Notes (previous yes')	# days active	Operant	Target Skill	Mon	Tue	Wed	Thur	Fri
1	1	3	LR	Touch nose	Y N	Y N	Y N	Y N	Y N
2	New		LR	Touch ears	Y N	Y N	Y N	Y N	Y N
3					Y N	Y N	Y N	Y N	Y N
4					Y N	Y N	Y N	Y N	Y N
5					Y N	Y N	Y N	Y N	Y N
6					Y N	Y N	Y N	Y N	Y N
7					Y N	Y N	Y N	Y N	Y N
8					Y N	Y N	Y N	Y N	Y N
9					Y N	Y N	Y N	Y N	Y N
10					Y N	Y N	Y N	Y N	Y N
11					Y N	Y N	Y N	Y N	Y N
12					Y N	Y N	Y N	Y N	Y N
13					Y N	Y N	Y N	Y N	Y N
14					Y N	Y N	Y N	Y N	Y N
15					Y N	Y N	Y N	Y N	Y N
16					Y N	Y N	Y N	Y N	Y N
17					Y N	Y N	Y N	Y N	Y N
18					Y N	Y N	Y N	Y N	Y N
19					Y N	Y N	Y N	Y N	Y N
20					Y N	Y N	Y N	Y N	Y N
21					Y N	Y N	Y N	Y N	Y N
22					Y N	Y N	Y N	Y N	Y N
23					Y N	Y N	Y N	Y N	Y N
24					Y N	Y N	Y N	Y N	Y N
25					Y N	Y N	Y N	Y N	Y N
26					Y N	Y N	Y N	Y N	Y N
27					Y N	Y N	Y N	Y N	Y N
28					Y N	Y N	Y N	Y N	Y N
29					Y N	Y N	Y N	Y N	Y N
30					Y N	Y N	Y N	Y N	Y N
31					Y N	Y N	Y N	Y N	Y N
32					Y N	Y N	Y N	Y N	Y N
33					Y N	Y N	Y N	Y N	Y N
34					Y N	Y N	Y N	Y N	Y N
35					Y N	Y N	Y N	Y N	Y N

Red: receptive ID Green: Tact Yellow: Echoic Purple: Motor Imitation Blue: Intraverbal

Criteria for mastery: _____ consecutive yes'

If program change made, indicate by drawing a phase change line on the corresponding date of the applicable target.

Notes/Reminders:

Student:

Mastery Criteria:

Skill Tracking Sheet

Skill: ID Body Parts on Self

	Target	Date introduced	Date Mastered
1	Head	8/13/09	8/18/09
2	Eyes	8/19/09	8/26/09
3	Nose	8/27/09	9/1/09
4	Ears	9/2/09	
5	Mouth		
6	Hair		
7	Arms		
8	Feet		
9	Hands		
10	Teeth		
11	Toes		
12	Fingers		
13	Elbow		
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23			
24			
25			

Student:

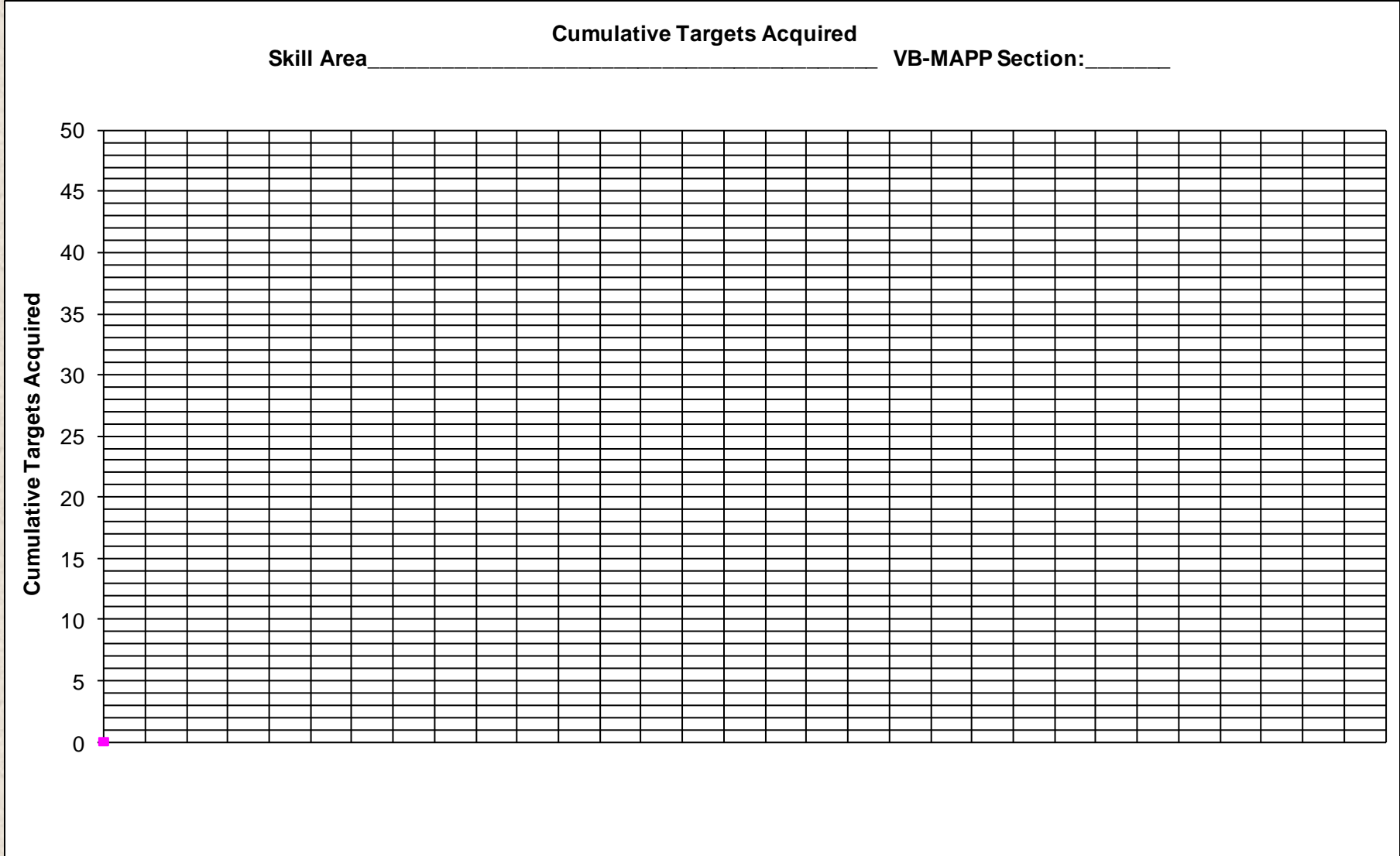
Mastery Criteria:

Skills Tracking Sheet

Skill: _____

	Target	Date introduced	Date acquired	Date Retained/Mastered
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
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25				

One Example of a Graph Format...



Mand Data Collection:

- 💧 Acquisition data:
 - 💧 Motivation (MO) Check
 - 💧 Probe
- 💧 Frequency data
 - 💧 Prompted
 - 💧 Independent (unprompted with item present)
 - 💧 Spontaneous (not a concern during initial mand training)

Mand Data Collection

💧 Mand Data Systems Video

Mand Trials: Cold Probe Procedures

(Follow along with detailed handout)

1. First determine if motivation is in effect and mark accordingly on probe sheet:
 - ◆ If No motivation, circle “No MO” and move to next target listed (*if there is no motivation, there is no mand!*)
 - ◆ If motivation, circle MO and move on to probe for the response.
2. Probe for mand target response:
 - ◆ If student mands according to pre-established criteria, circle “Y” (do not provide prompts for the response before or during probing)
 - ◆ If student does not emit the correct response (even if they scroll/self-correct), circle “N”

Learner: _____ **Week of:** _____

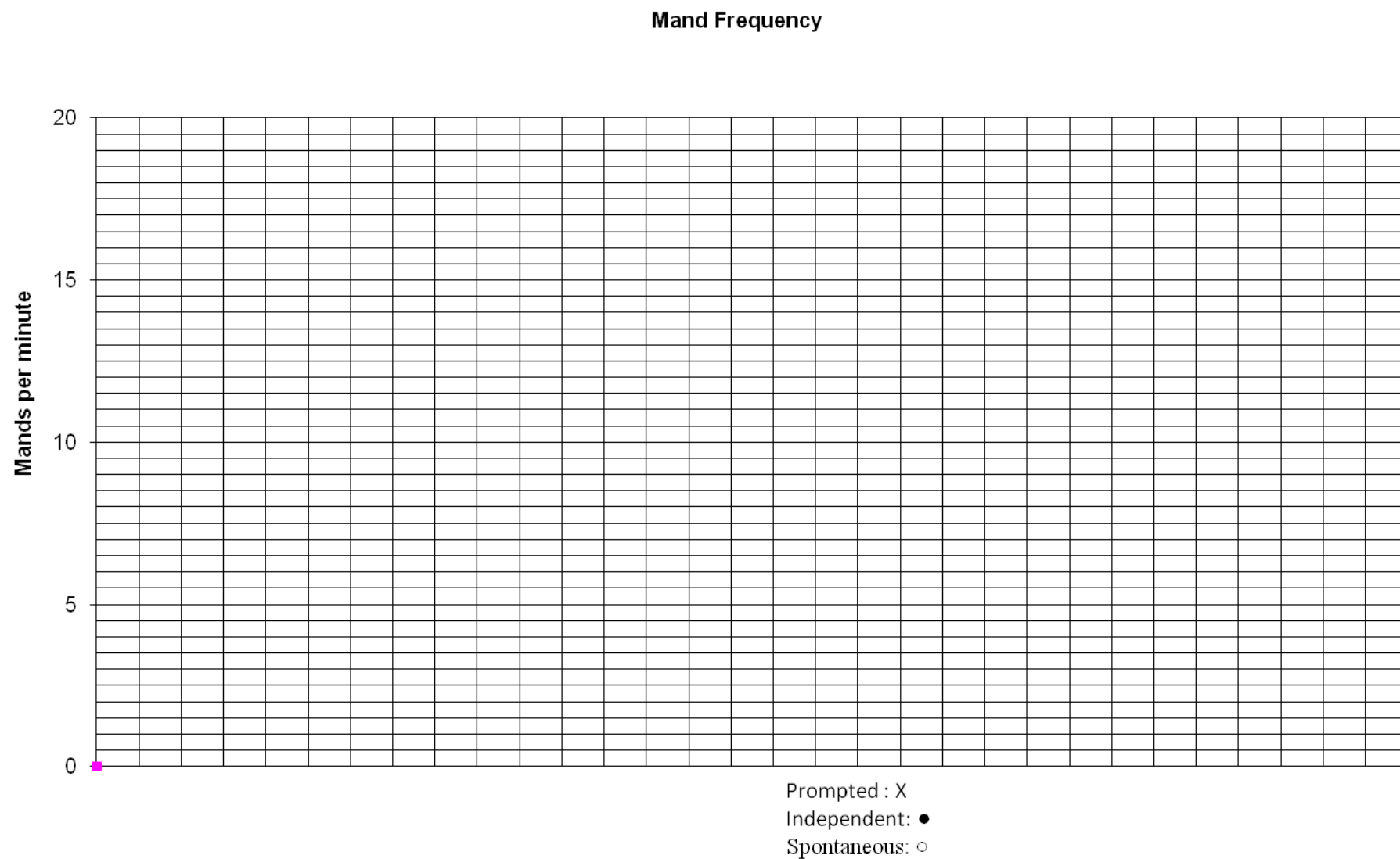
Week of:[illegible]

Current Mand List

Student: _____

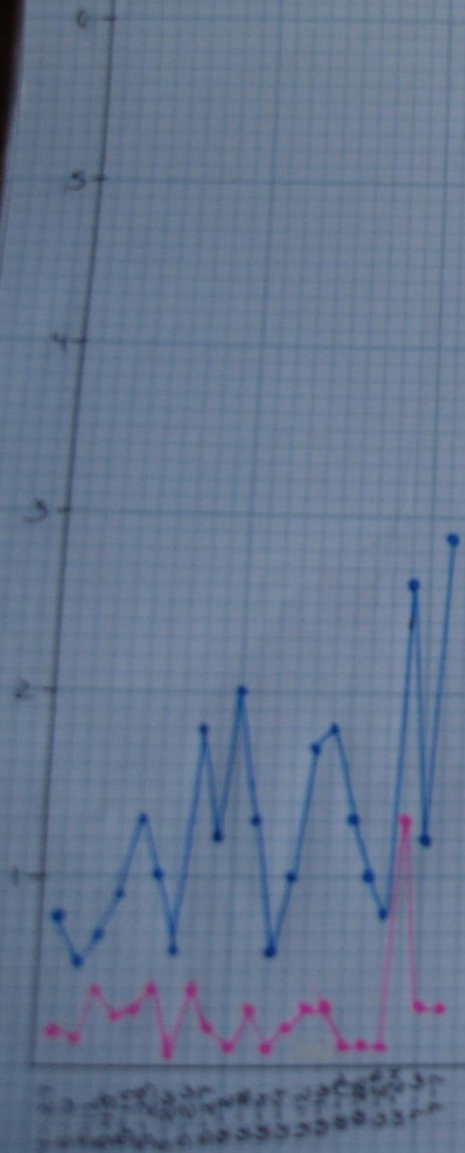
	Target Mand	Date Introduced	Date Acquired With Item Present	Date Acquired Spontaneously	Sign or Vocal
1					
2					
3					
4					
5					
6					
7					
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9					
10					
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24					
25					

One Example of a frequency graph...



Rate of Mands per Minute

• Prompted
• Spont + Intake



Setting Up a Student Program Book

💧 See *“Program Book” Handouts*



Student Program Book Overview

- ◆ Student Program Book - systemically arranged by instructional programs/operants:
 - ◆ One 1-3-inch binder
 - ◆ Tab separators for each section
 - ◆ Small sticky tabs for separating programs within each skill/operant area
 - ◆ One Skills Tracking Sheet for each active program
 - ◆ One cumulative graph for each active program
 - ◆ One frequency graph for the Mand domain (aside from the cumulative graph)
 - ◆ One Current Mand List (skills tracking for manding)...*okay to use skills tracking sheet*
 - ◆ Other data/graphs as needed (example: frequency graph for problem behavior, graph for fluency programs, cold probe sheets for IT and mand programs, data collection tools for the general education setting, and so on)

Fine Motor

Data Sheets

Intraverbal

Fluency

Reading

Math

Independent

Manding

Tact

Listener
Responding

Echoic

Imitation

VB-MAPP

Reinforcer
Checklist

BIP

Behavior

Weekly

VB-MAPP
Skills Scoring Form

Name	Alexander Dupuglis		
Date	8-19-97		

Key:	Score	Date	Color	Tester
1st test:				
2nd test:				
3rd test:				

LEVEL 3

Task	Tact	Listener	VP/MTS	Math	Reading	Writing	Social/play	LE/FC	TV	Group	Ling.
1											
2											
3											
4											
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99											
100											

LEVEL 2

Task	Tact	Listener	VP/MTS	Imitation	Echoic	Play	Social	LE/FC	TV	Group/CR	Ling.
1											
2											
3											
4											
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LEVEL 1

Task	Tact	Listener	VP/MTS	Imitation	Echoic	Play	Social	Vocal
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2								
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7								

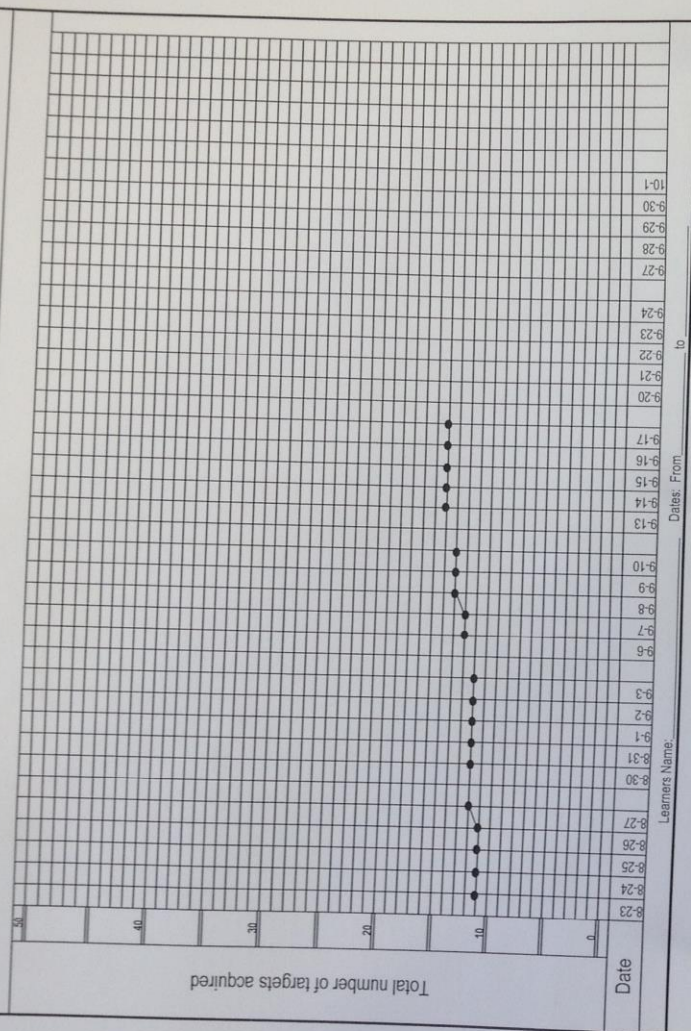
Child's Name:

Week of:
5/23/05

Weekly Probe Sheet

	Notes	ABLES Section	Target skill	Date	Date	Date	Date	Date
1				5/23	5/24	5/25	5/26	5/27
2		C23	Go to Ms. Katie	YN	YN	YN	YN	YN
3		H13	Tell me an animal	YN	YN	YN	YN	YN
4		H13	Tell me a piece of clothing	YN	YN	YN	YN	YN
5		H13	Tell me a color	YN	YN	YN	YN	YN
6		C15	Touch rock	YN	YN	YN	YN	YN
7		G14	firetruck	YN	YN	YN	YN	YN
8	+	G14	zebra	YN	YN	YN	YN	YN
9		C14	lion	YN	YN	YN	YN	YN
10	+	C24	meatballs	YN	YN	YN	YN	YN
11	+	G16	What are grapes? fruit	YN	YN	YN	YN	YN
12	+	G14	tiger	YN	YN	YN	YN	YN
13	+	G13	What has a blanket? bed	YN	YN	YN	YN	YN
14		G16	What is an oval? shape	YN	YN	YN	YN	YN
15	+	G14	pineapple	YN	YN	YN	YN	YN
16		G14	sandwich	YN	YN	YN	YN	YN
17	+	C22	Which one is a vehicle? train	YN	YN	YN	YN	YN
18	+	C24	glasses	YN	YN	YN	YN	YN
19		C24	tacos	YN	YN	YN	YN	YN
20	+	C24	fruit snacks	YN	YN	YN	YN	YN
21	+	G10	screen-computer	YN	YN	YN	YN	YN
22	+	G10	Keyboard computer	YN	YN	YN	YN	YN
23		G14	meatball	YN	YN	YN	YN	YN
24		G14	Tell me a vehicle: train	YN	YN	YN	YN	YN
25		G16	What is a train? vehicle	YN	YN	YN	YN	YN
26		G14	glasses	YN	YN	YN	YN	YN
27		G14	fruit snacks	YN	YN	YN	YN	YN
28		H9	A bed has a blanket.	YN	YN	YN	YN	YN
29		H10	What has a blanket? bed	YN	YN	YN	YN	YN
30		H11	Grapes are a fruit.	YN	YN	YN	YN	YN
31		H12	Tell me a fruit: grapes	YN	YN	YN	YN	YN
32		B16	delayed finding a sample delay	YN	YN	YN	YN	YN
33		G14	tacos	YN	YN	YN	YN	YN
34		C20	Which one do you put together?	YN	YN	YN	YN	YN
35		C22	Which one is a fruit? pineapple	YN	YN	YN	YN	YN

Cumulative Graph for Tacts of Common Items



Student:

Mastery Criteria:

Skill Tracking Sheet

Skill: TACTS PICTURES COMMON ITEMS

	Target	Date introduced	Date Mastered
1	candy	8-23-10	Probed out
2	chips	8-23-10	Probed out
3	sink	8-23-10	Probed out
4	train	8-23-10	Probed out
5	cracker	8-23-10	Probed out
6	airplane	8-23-10	Probed out
7	ship	8-23-10	Probed out
8	Fruit roll up	8-23-10	Probed out
9	moon	8-23-10	Probed out
10	dresser	8-23-10	Probed out
11	cake	8-23-10	Probed out
12	Hand soap	8-24-10	8-27-10
13	Cupcake	8-31-10	9-3-10
14	Ice pop	9-6-10	9-8-10
15	triangle	9-9-10	9-13-10
16	glove	9-14-10	
17	Sail boat		
18	tractor		
19	jello		
20	rectangle		

Imitation

Int

Tact

Data Sheet

18

Action's imitation

Int'nal

Receptive

Additional Items:

- 💧 Pencil
- 💧 Highlighter
- 💧 Ruler
- 💧 Calculator
- 💧 Tally counters
- 💧 Timer
- 💧 Colored Pens
- 💧 Post it notes
- 💧 And so on...





Creating and Organizing Teaching Materials

Data Systems

Programming

Assessment

Schedule

Classroom Environment

Materials Set-up for Intensive Teaching

- 💧 Developing Cart Sort Video

Material Set-up for Intensive Teaching

- 💧 Clipboard
- 💧 Card sort system: used to guide our selection of teaching items
- 💧 Other materials (i.e., objects for imitation, match to sample, parts/features, adjectives, prepositions)
- 💧 Target preparation
- 💧 Tracking student errors

Existing Skills vs. Target Skills

Considerations for IT Materials Organization

- **EXISTING/KNOWN/EASIES/MAINTENANCE ITEMS**

Develop 3x5 index cards and/or pictures of exemplars and place in bank of known items (in our case “easy piles”)

For active programs these items are written on the Skill Tracking Sheet with the word ASSESSED or Probed Out in the date introduced and mastered columns.

- **TARGET SKILLS**

Develop 3x5 index cards and/or pictures of exemplars and place in bank of items to be targeted for instruction (in our case “target piles” or future targets).

For active target skills these items are written on the Skill Tracking Sheet with a date introduced as well as listing them on the cold probe sheet

For items that will be targeted in the future, list on skill tracking sheet with no date introduced.

Card Sort

NON-Picture cards

- Use **pastel colored** and **white 3 X 5** note cards for teaching skills.
- Record the discriminative stimulus (S^D's) for **mastered** items on the index cards according to a color-coded system based on skill sets that include the operants. Colors are as follows:

RED: Listener responding (receptive discrimination skills that you do not use pictures for such as, “touch your nose”, “stand up””, “show me laughing”)

GREEN: Tacts (tacts that do not have pictures/objects for example, “This is my nose”, “what am I doing?” laughing)

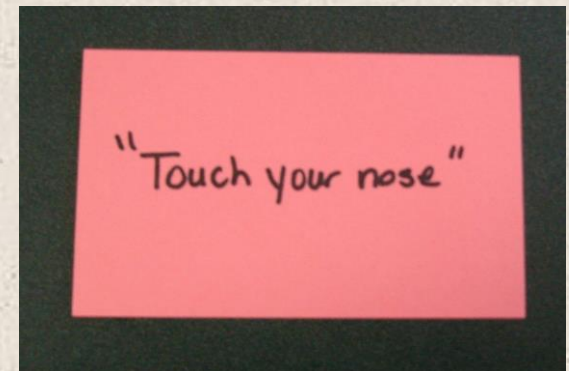
BLUE: Intraverbal skills

PURPLE: Motor Imitation skills

YELLOW: Echoic skills

WHITE: Visual Performance – rarely used because the items themselves usually serve as cues for the teachers; however there may be cases where the card can be helpful for any specific instructions.

WHITE: Textual



Listener Responding Example

"Say" Apple

"Do this"
Clap Hands

"Something you read
is a" book

"These are my"
Eyes

"Show me laughing"





65

What am I doing?
"Tickling"





Card Sort

PICTURE CARDS

- 💧 It is recommended to teach all items as both tact and receptive before including them in “known bin”.
- 💧 Have multiple exemplars of each picture
- 💧 If student does not have all pictures as both tact and LR, then mark accordingly
- 💧 Keep pictures for match-to-sample program separately
- 💧 For object-picture or picture to object matching, keep pictures with corresponding objects in a separate container.

2D-3D MTS →



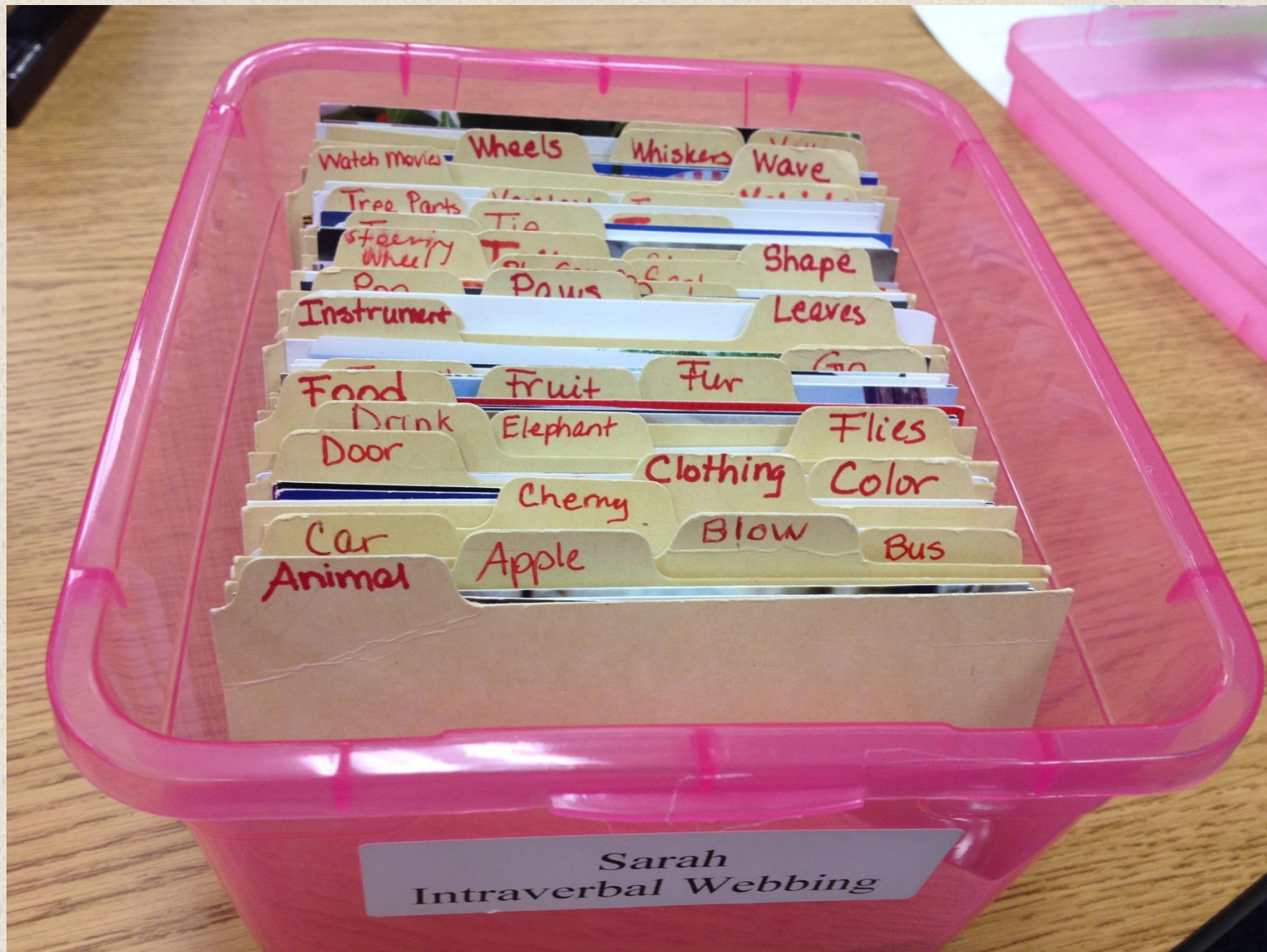
Imitation with Objects →



"You catch a ____"

Ball





Sarah
Intraverbal Webbing



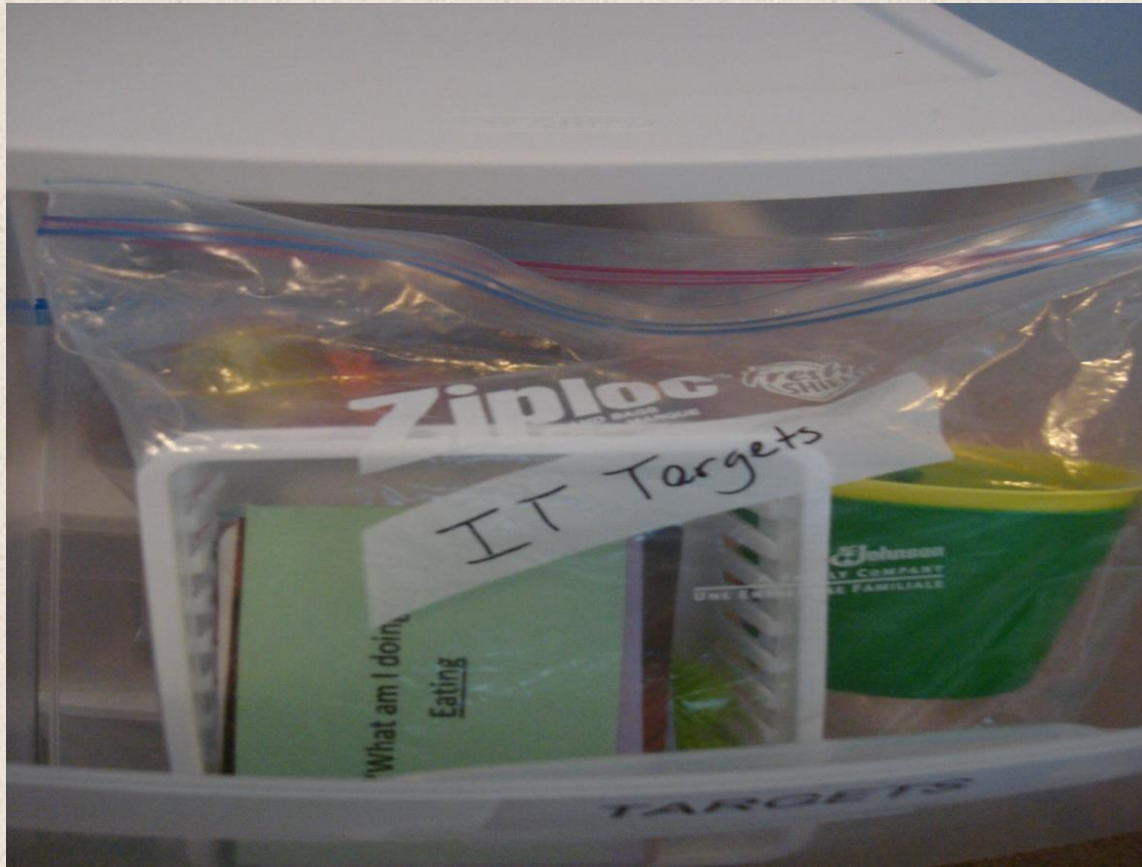
Animal



Wheels



Clearly Mark Targets



Tracking Student Errors

- 💧 For each student, have 3 small zip lock bags :
 - 💧 **NO Day 1:** First error leads to error correction, review throughout the day, and place in bag at end of day. Probe item next day with target items.
 - 💧 **NO Day 2:** Error on second day leads to error correction, review throughout the day, and place in bag at end of day. Probe item next day with target items.
 - 💧 **Lost Skills:** Error on third day leads to retarget item, note lost item on skill tracking and graph.
- 💧 Keep in mind that student errors may occur due to instructional errors.

Material Set-up for Manding

- 💧 Clipboard
- 💧 Reinforcer bin
 - 💧 Target mands
 - 💧 Mastered mands
 - 💧 Future target mands
 - 💧 Novel items
- 💧 2 Tally counters
- 💧 Timer



Prompted
(with Velcro)

Independent





Team Meetings

Creating and Organizing Teaching Materials

Data Systems

Programming

Assessment

Schedule

Classroom Environment

Importance of Team Meetings

- ◆ Regular team meetings are critical when individuals are all working toward the same goal – student success!!
- ◆ Regular team meetings provide the teacher (classroom manager), with an opportunity to pull the team together to support and guide their unified efforts.
 - ◆ Reinforce your staff
 - ◆ Discuss what is going well and/or progress being made with students, team members, or specific procedure
 - ◆ Review classroom and student goals as a team
 - ◆ Review instructional procedures/behavior interventions
 - ◆ Train and mentor your staff
 - ◆ Provide clear steps for discussing classroom concerns

Conducting Team Meetings

- ◆ If possible set a specific time for team meetings
- ◆ Remind team members of upcoming meetings
- ◆ Record meeting notes and keep notes together for team to reference
 - ◆ Record time, date and teacher's name.
 - ◆ Document specific topics discussed and if any specific training was provided
 - ◆ Have attendees sign their own names for attendance.
 - ◆ Fill in student or topics discussed, discussion points, action to be taken, by whom and when.

Conducting Team Meetings

- 💧 Continue to adhere to your place of employment's rules and regulations in regards to confidentiality
- 💧 Keep the meetings positive and productive
- 💧 Teacher should lead the meeting keeping it on topic.
- 💧 Adhere to the time allotted for the meeting.

Summary Wrap Up...

Classroom:

- 💧 Sanitize classroom – obtain large plastic bins if applicable
- 💧 Obtain 3-drawer rolling carts for each student
- 💧 Obtain 1-3 inch binder for each student and prepare as directed
- 💧 Obtain 1 clipboard for each student
- 💧 Obtain reinforcement containers or use baggies to begin
- 💧 Obtain sandwich size glide baggies
- 💧 Obtain card boxes
- 💧 Begin working on a tentative classroom schedule
- 💧 Get preference assessment done ASAP

Summary Wrap Up...

Students:

- Pull reinforcers as they pertain to individual preference assessment results and put reinforcers in reinforcer containers. Larger bins can be used for big items. Also test motivation for items that are not on the list as you may find new reinforcers.
- Begin manding and collecting data using the reinforcers
 - Place the paring and manding data collections sheets on individual student clipboards.
- Begin language and learning assessments

Summary Wrap Up...

Program Books:

- ◆ Skills Tracking sheets
- ◆ Graphs
- ◆ Program Cards (gather applicable programming materials)
- ◆ Weekly Probes
- ◆ Mand rate and probe sheets
- ◆ Clipboards with data sheets attached
- ◆ Adjust your daily schedule to reflect new programming

Methods of Implementation Verification:

- 💧 Site review (pre/post)
- 💧 Consultant competencies
- 💧 Teacher competencies
- 💧 Pre/post student data (VB-MAPP)
- 💧 Case study presentations
- 💧 Consultation documentation forms
- 💧 Various treatment integrity formats

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- 💧 Thank you to the Pennsylvania Training and Technical Assistance Network.
- 💧 Thank you to Michael Miklos and Amiris Dipuglia.

Classroom organization is key in changing the lives of the children we serve!!!

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