Teaming with General Education Teachers for Optimal Results

August 5, 2015

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&
Keeli Dickmyer
Central York School District

Today’s Focus

• Quality assessment
• Quality preparation with general education teachers
• Quality support for staff
• Quality collaboration
• Quality outcomes
Today’s Focus

- Students who entered a support program from Pre-School without a plan for inclusion in general education.

- Students who displayed significant problem behavior, and the IEP team decided that the general education setting was not appropriate at this time.

- Students who have shown an inability to acquire academic content with accommodations and modifications in the general education classroom; and the IEP team decided that the general education setting was not appropriate at this time.

IDEA

- The Individuals with Disabilities Act (IDEA) supports inclusive practices by requiring that “to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children that are non-disabled; and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity is such that education in regular classes with the use of supplementary aids and services, cannot be achieved satisfactorily.” (IDEA, 1997)
Least Restrictive Environment

- Educating students with disabilities in general education classes with supplementary aids and services
  - Modifications and accommodations
- The general education class must be the starting place for any decision-making about the placement of any special education student
- Needs of students vary therefore, IDEA also requires that a continuum of placements be available

Effective Practices

- School placement
- Student’s meaningful participation
- Use of effective teaching procedures
- Adapted materials and curriculum
- Team based approach
- Structures to support belonging
School Placement

- It is preferable that students are members of diverse, age-appropriate general education classes in their neighborhood school with supplementary aids and services provided to support learning and participation.
- Based on student’s needs additional support may be needed
  - Itinerant (special education services provides 20% or less)
  - Supplemental (special education services provides 20% to 80%)
  - Full Time (special education services provides 80% or more)

Student’s Participation

- Students participate as independently as possible, with appropriate supports, in all school activities and routines
- Meaningful participation can be significantly impacted for students with autism based on each individual student’s skill set and needs
- Level of participation is based on results of assessment:
  - Academic
  - Behavior
  - Social
  - Life Skills
Assessment

• Complete comprehensive assessments that allow the team to plan for meaningful inclusion:
  • Language assessments
  • Academic assessments
  • State assessments
  • Social skills assessments
  • Vocational assessments

VB-MAPP
(Verbal Behavior Milestones Assessment Placement Program)

Behavioral language assessment that addresses sixteen critical milestone areas which include critical language, learning and social skills:

• Mand
• Tact
• Intraverbal
• Echoic
• Motor imitation
• Transcription and copying-a-text (writing)
• Listener responding, listener responding by function, feature and class (LRFFC)
• Textual (reading)
• Visual perceptual skills and matching-to-sample
• Independent play
• Social behavior and social play
• Spontaneous vocal behavior
• Classroom routines and group skills
• Linguistic structure
• Math.
VB-MAPP

• Some questions that need to be considered to determine if the student has specific skills to meaningfully participate and, in the case of students with an IEP, meet their goals in a specific placement:
  • Can they follow directions?
  • Can they label items?
  • Can they request items from adults and peers?
  • Can they imitate peers?
  • Can they answer questions?
  • Can they participate in a group?
  • Can they complete activities independently?

VB-MAPP Barriers Assessment

Allows identification of possible barriers to language and other skill acquisition that might impeded a child’s progress

• Negative behaviors
• Instruction control (escape and avoidance behaviors)
• Absent, weak, or impaired mand
• Absent, weak, or impaired tact
• Absent, weak, or impaired motor imitation
• Absent, weak, or impaired echoic
• Absent, weak, or impaired matching-to-sample
• Absent, weak, or impaired listener repertoires
• Absent, weak, or impaired intra-verbal
• Absent, weak, or impaired social behavior
• Prompt dependent
• Scrolling responses
• Impaired scanning skills
• Failure to make conditional discriminations
• Failure to generalize
• Weak or atypical motivators
• Response requirement weakens motivation
• Reinforcement dependent
• Self-stimulation
• Articulation problems
• Obsessive-compulsive behavior
• Hyperactivity
• Failure to make eye contact, or attend to people
• Sensory defensiveness
VB-MAPP Barriers Assessment

Questions that need to be asked which are based on whether the student has barriers that impede learning and/or absence of skills needed to succeed:

- Do they have strong and persistent negative behaviors?
- Do they have absent, weak, or some impaired for the verbal operants or related skills?
- Are they prompt and/or reinforcer dependent?
- Can they generalize skills?
- Do they have any specific behaviors that compete with learning? (self-stimulation, hyperactive)

VB-MAPP Transition Assessment

This assessment is designed to provide an objective evaluation of a child’s overall skills and existing learning capabilities to help provide quantifiable information relevant to the educational placement of the student. There are 18 measurable areas identified on this assessment.

- Overall VB-MAPP Milestones score
- Overall VB-MAPP Barriers score
- VB-MAPP Barriers score on negative behaviors and instruction control
- VB-MAPP scores on classroom routines and group skills
- VB-MAPP scores on social behavior and social play
- Independent work on academic tasks
- Generalization
- Variation of reinforcers
- Rate of skill acquisition
- Retention of new skills
- Natural environment learning
- Transfer to new verbal operants
- Adaptability to change
- Spontaneous behaviors
- Independent play skills
- General self-help skills
- Toileting skills
- Eating skills
VB-MAPP Transition Assessment

- Questions that need to be asked which are based on whether the student has specific skills for a placement:
  - Do they work independently on academic tasks?
  - Do they generalize skills?
  - Do they acquire and retain new skills on an average rate?
  - Do they learn in the natural environment?
  - Do they transfer skills between verbal operants without training?
  - Do they have independent toilet skills?

Academic Assessments

- Aligned with PA Core Standards
- Subject and grade level specific
- Help to determine where a student’s academic strengths and needs are.
- Examples:
  - District Curriculum Based Assessments
  - Reading Inventories (DRI, QRI)
  - Direct Instruction Placement Tests (Reading Mastery, Language for Learning, Connecting Math Concepts)
  - Computer Benchmark Testing (Study Island)
Preference Assessments

- Help to determine items, activities and events that are valuable to the student and may serve as potential reinforcers.
- May be helpful to begin inclusion in preferred settings where motivation is high.
- Can also help to determine possible reinforcing items to use in general education environment.
- Work with families to complete!

- Example:
### Preference Assessments

#### 7. What are your child’s preferences for work?

<table>
<thead>
<tr>
<th>Goal</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
</tr>
</tbody>
</table>

#### 8. What is your child’s special strength?

<table>
<thead>
<tr>
<th>Art</th>
<th>Music</th>
<th>Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>Written</td>
<td>Hand</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 9. What activity does your child prefer when using the computer?

<table>
<thead>
<tr>
<th>Online games</th>
<th>Internet chat</th>
</tr>
</thead>
<tbody>
<tr>
<td>List your child's favorite sites</td>
<td></td>
</tr>
</tbody>
</table>

#### 10. What are your child's favorite songs?

<table>
<thead>
<tr>
<th>Song 1</th>
<th>Song 2</th>
<th>Song 3</th>
<th>Song 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>(explained by the reader here)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Student Participation

- **Meaningful** participation is based on completed assessments.
- Assessments show that a student is ready for instruction in the general education environment
  
  or
  
- Assessments show what areas need to be targeted with systematic instruction prior to inclusion.
Readiness Skills:

• Student has the component skills to allow meaningful participation (active responding and learning) in the general education setting.
• Some critical considerations:
  • social skill development
  • academic skills with some supplemental aids and services
  • academic skills with support for social, behavior and life skills
  • academic skills with no additional special education supports

Questions?

• At this time, we would be glad to try to answer any questions you may have so far.
Preparing for Inclusion

• For students who require systematic instruction in specific skill areas in order to have meaningful participation in the general education setting, look at the following areas:
  • Social skills
  • Academic skills
  • Behavior skills
  • Life skills

Using Effective Teaching Procedures

• Effective teaching procedures are explicit, data-based, and include systematic instruction for learning new skills.
• Effective teaching procedures will be specifically designed depending on:
  • Type of placement for integration and/or inclusion
    • Ready for inclusion
      • Itinerant, Supplemental, Full Time
    • Preparing for inclusion
      • ITT to NET generalization of skills
      • Use of inclusion materials/ adaptive concepts
      • Reverse Inclusion
      • Peer-to-peer manding
      • Adaptive classes
  • Purpose of the integration and/inclusion
Effective Teaching Procedures
Ready for Inclusion

• Determine level of support needed in general education setting.
• Decided what if any accommodations or modifications are necessary.
• Determine specific goals for participation and learning in the general education setting.
• Develop method of communication with general education teachers.
• Use evidence based teaching procedures (Direct Instruction, errorless teaching, fast paced instruction etc.) to pre-teach any subject specific material and routines for the general education classroom.
• Develop data collection tools (frequency of responding, grades, probe data collection, task analysis etc.)

Effective Teaching Procedures
Preparing for Inclusion:
Using materials that are similar to those used in the general education setting

• For students who have skills in academic areas but need to improve related skills for participating in large groups
• Some common targeted areas:
  • Group skills
  • Social skills
  • Independent tasks
  • Instructional control
  • Problem behavior
  • Reinforcer dependency
  • Learning/responding in the natural environment
Effective Teaching Procedures
Preparing for Inclusion:
Using Inclusion materials/concepts

• **Purpose:**
  - Provide student with a similar grade specific group experience as a general education classroom to learn new concepts in a controlled and flexible environment that will allow adaptation of instruction/materials/reinforcement to student’s specific needs

• **Effective Teaching Procedures used:**
  - Teaching procedures from Direct instruction:
    - Model-Lead-Test (“I do,” “We do,” and “You do”)
    - Errorless teaching and fading prompts quickly
    - Signals to respond
    - Immediate positive reinforcement
    - Fast-paced instruction
    - Intersperse easy and hard skills (80% easy-20% hard)
    - Use known skills and strengths within instruction for examples and successful responding that allows opportunities to contact reinforcement
    - Use explicit wording/language and tools used within Direct Instruction programs that students are familiar with
      - “Sound it out” and “Say it fast” (Reading Mastery), “Say the whole thing” (Language for Learning), Use a number line (Connecting Math)
  - Adapt materials for individual students
  - Collect and analyze data to determine possible instructional adjustments

Effective Teaching Procedures
Preparing for Inclusion:
Another Option: Adaptive Class

• Have a general education teacher teach a small class with students with an adaptive curriculum.
  - For students that are ready to generalize mastered skills to different environments but still require the small group settings that are flexible and accommodating to the student’s specific skills areas of need
Effective Teaching Procedures
Preparing for Inclusion:
Reverse Inclusion

• Having a small group of students that are mixed of general education students and Autistic Support students that is run by the special education teacher to teach new concepts.
  • For students who have a variety of known skills and are ready to generalize skills with typical students on a variety of different skills during a session but still require support and flexibility of instruction
  • For students who are ready to begin pairing with typical age peers

Effective Teaching Procedures
Preparing for Inclusion:
Reverse Inclusion

• Purpose:
  • Provide student with a natural environment experience with typical peers by having a small group with adaptive materials/instruction to learn new concepts within the general education curriculum and/or related grade specific skills

• Effective Teaching Procedures used:
  • Teaching procedures from Direct instruction:
    • Model-Lead-Test ("I do," "We do," and "You do")
    • Immediate positive reinforcement
    • Use peer models within instruction
    • Intersperse easy and hard skills (80% easy-20% hard)
    • Use strengths and areas of interest within instruction for purposes of maintaining motivation to respond and making instruction relevant to student
    • Use explicit and direct instructions
    • Adapt materials for individual students
    • Collect and analyze data to determine possible instructional adjustments
Questions?

• At this time, we would be glad to try to answer any questions you may have so far.

Quality Preparation for Optimal Results

• Formal competency-based training for ALL adults working with the child: Classroom teacher, Speech teacher, OT, PT, principal(s), PCA, Classroom aides, Special Education teacher, all specialists, Special Education Representative

• School Visit:
  • Meet child
  • Meet parents
  • Provide tour of classroom/school
  • Begin pairing with student

• Share student information with building staff so they become familiar with students
  • Example:
Quality Preparation for Optimal Results

Room 419
Central York School District
Autism Support

Classroom will start with 3 students with unique needs.
There will be 1 teacher, 1 para-professional, and 1 aide agency staff.
The classroom will also be supported by the PASAT Autism Initiative.

Dejah
Students

Some focus mostly on non-verbal communication, engagement, and self-stimulation. Frequently causes the students to be rated on tasks.
Dealing with problems and waiting situations.

Brandon Ream
Students

Some focus on self-help, self-care, and independence. Enjoys playing and learning new things. Has a great sense of humor and jokes to share!

Please help us by...
Greeting the students with a smile and a handshake. Use their names in conversation. Ask them how their day was. Encourage them to come up and talk to you. Thank you for helping to create a positive learning environment for our students.

Alexander
Students

Loves to dance, draw, and create. Has a great sense of humor. Loves to joke around and make people laugh!

Students

Loves to dance, draw, and create. Has a great sense of humor. Loves to joke around and make people laugh!
Team Based Approach – Quality Collaborating for Optimal Results

- Collaboration with all team members is key for successful integration/inclusion (consistency and fidelity of training)
- School Team includes:
  - General education teacher, special education teacher, paraprofessionals, parent, and any related services that could offer specialized support
- School teams have regularly scheduled planning and problem solving meetings to include topics of:
  - Student’s progress based on data (positive progress and regression)
  - Academic concerns
  - Behavior concerns (can also review procedures and protocols for intervention)
  - Additional support needed
  - Review of procedures and protocols for instruction
  - Front-load upcoming skills
  - Changes needed to be made for
    - Effective teaching procedures
    - Adaptive materials or curriculum
    - Placement or level of placement
- Ongoing communication exists between all team members
  - Pre-Inclusion Questionnaire
  - Inclusion Team Meeting Report Sheet
  - Can include informal communication as well

Team Based Approach
One example of a method to share information with paraprofessionals.

Support Staff Responsibilities in Facilitate Inclusive Classroom Teacher Name:
Subject:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where should the support staff sit in your classroom?</td>
<td></td>
</tr>
<tr>
<td>What are items not allowed in your classroom?</td>
<td></td>
</tr>
<tr>
<td>How many times would you like to address a situation or problem before the support staff intervene?</td>
<td></td>
</tr>
<tr>
<td>Are there times when the support staff should not be taking to the student?</td>
<td></td>
</tr>
<tr>
<td>Who would you prefer the student’s questions are addressed to, the teacher or support staff?</td>
<td></td>
</tr>
<tr>
<td>If the support staff has a question would you prefer that it come to the classroom teacher or to the support teacher?</td>
<td></td>
</tr>
<tr>
<td>What are other expectations of the support staff while in your classroom? (please be as specific as possible)</td>
<td></td>
</tr>
</tbody>
</table>
Team Based Approach
One example of a method to document team meetings

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Teacher</th>
</tr>
</thead>
</table>

Attendees sign in:

- [ ] Regular
- [ ] Specialty scheduled
- [ ] Attendees Requested
- [ ] Other

<table>
<thead>
<tr>
<th>Subject/Topic</th>
<th>Discussion Points</th>
<th>Actions to be Taken</th>
<th>Individual Responsibilities</th>
<th>Completes Date</th>
<th>Action(s)</th>
</tr>
</thead>
</table>

Examples of Informal Communication as Collaboration:

Amanda Brudowsky
Friday, April 21, 2015 12:00 PM

Our presenter will be starting her demo and hands on activity soon. Alexander is welcome when he is ready.

Amanda Brudowsky
Monday, February 23, 2015 12:00 PM

Thanks again for letting him come! The group he was in did great. The lab they did required a little more multi-tasking than they had prepared for so there were times I jumped in to recommend a task for Alexander because they were getting overwhelmed at the recipes they had. I checked in with them and they said he was doing great! I look forward to working with Alexander and watching him grow in the lab :) Ms. Jess is always welcome to grab me during lab to give me a heads up on different skills she thinks he is capable of completing for that particular lab, or especially to provide feedback for the group that Alexander is working in on that day. I asked her a few times about skills so that I could make sure he was more involved. Our lab recipes switched up a little, but nothing drastic. We will be in lab the next 2 Mondays making apple sauce and taco dip, and then the following Tuesday after the 4 day weekend. Let me know if there's anything else that I can do to help Alexander have a positive experience!

Have a fantastic day.
Examples of Informal Communication as Collaboration:

- Andrew Walker
  To: Kerri Collins
  RE: Student
  May 13, 2015, 2:03 PM

Fine by me. I do want to discuss some strategies for working with Alexander. I feel very unprepared in relating to him and maybe an IEP would address me as to his specific needs. I don’t know what to say to him, especially about something important to the class mid-period. Oh, yes, of the beginning or end of the period I try addressing them... and every time I begin talking, Alexander’s voice muffles any effect on my part. I pause, then restart, but it seems as though my voice merely triggers him to yawn later again...? Maybe there are some strategies that can be taken into consideration which mitigate this effect? I am aware, but have not been able to touch base during my planning period this week (due to my addressing my students’ requests to change their grades).

Andy

AD Art

Keri Diermyer
  Friday, April 17, 2015, 4:45 AM

I am so sorry I haven’t had a chance to reply to your email. It’s been a bit crazy in here this week. I wanted to let you know that I did receive a few things with the mail that will hopefully help with Alexander’s evaluations. Also, I am working the best I can to just continue to do what is best for him. I did not address anything with Alexander. You can also just take it as I said if you are going to be in for him and she can talk with the parents. I plan on talking to the beginning of this week. So I think she should be bringing Alexander down a little later. Sorry for the side note, but that’s what we are trying to do. Let me know how that works out for you.

Amy Musone
  To: Kerri Collins
  RE: Student
  September 26, 2014, 1:01 PM

Christian said that things went well today. If it is okay, I will ask if someone would be interested in being his buddy on Monday. That is of course, if it works better for him that way. Please let me know and I will rally one of the troops!

Amy

Amy Musone
  To: Kerri Collins
  Pantry
  December 7, 2014, 8:48 PM

Hi, Kerri.

Any chance that Anya, Ben, or Caleb would want to help with the Panther Pantry this week? There are some items that need to be counted and boxed. They can work with Beni & Lauren to do this. Let me know.

Thanks,

Amy
Examples of Informal Communication as Collaboration:

Kelly Harper
November 11, 2014 3:17 PM
To: Kathy Englehart, Hilary Groves, Samantha Beck, Andrew Blatter
OCC: Kam Collins, Regina Prostman, Amy Musone, Jodie Lauber
Susan Welker, Jennifer Mummert, Tammi Kelly, Matthew Miller, Jennifer Leese
Autistic Support Inclusion

Hello Everyone,

I wanted to let you know that several students from our Autistic Support classroom will be joining our friends in Englehart, Beck, and Blackwell. The goal is to increase socialization skills with their peers. We would like to start including these students once Ken has had the opportunity to meet with specialists. Below is the list of students:

Ben Tran - Will have music this week. Day 1 with Pedersen, Day 2 with Musone, Day 4 with Lauber, and Day 5 with Welker.
Grady Garvin - Will have music with Mummert, Music with Kelly, Phys. Ed. with Kelly, Library with Kelly.

 Specialists - Ken will discuss the students and expectations during your collaboration on Friday morning.

Classroom Teachers - Just empty the.

Thanks,
Kelly

Kelly Harper
Assistant Principal
Roundtown Elementary

Remember Reinforcement...Staff need it too!

- Concrete reinforcement with specific verbal praise

Hi Amanda,
I just wanted to thank you so much for being so welcoming with Alexander and Ms. Jess today. Ms. Jess was super impressed with how you interacted with Alexander and your teaching presentation. Please don't hesitate to contact me if you have any questions or concerns. Ms. Jess mentioned that Alexander had some problem behaviors, but she thinks they will decrease once he gets a little more comfortable. She also said that the students were doing really well by the end. So really I just wanted to say THANK YOU SO MUCH for being awesome!!!!!

Kelli P. Dickman
Special Education Teacher
Autistic Support
Central York High School
601 Mundis Mill Rd.
York, PA 17406
Examples of Informal Communication as Collaboration:

Cathe Davis
To: Kerr Collins
RE: A.S. Weekly update

February 23, 2015 9:46 AM

Hi Kerr,

I just wanted to let you know that I won't be able to attend the A.S. Core Team meeting tomorrow morning because I have the monthly special ed team meeting at Hayshire at the same time. I'll look for the summary on the next weekly update.

Please let me know if you need anything — in addition to the observations of Sarah in specials which have gotten away from me, but that I intend to do this week!

Hope you have a great week!

Cathe

Examples of Informal Communication as Collaboration:

Renee Decker
To: Kerr Collins, Heather Dusich, Nicole Zager, Tammi Kelly

May 7, 2015 8:11 AM

Hi Team,

Here are some materials.

Thanks,

Renee
Adaptive Materials/Curriculum & Data Collection

• Adaptive Materials & Curriculum are carefully planned as a collaboration of team members based on the students individual needs, as described in the IEP
• Data Collection is taken to track the progress of the student and determine effectiveness of the adaptive materials & curriculum and guide instructional decisions
• Adaptive Materials & Curriculum as well as data collection will be specifically designed depending on
  • Type of placement for integration and/or inclusion
  • Purpose of the integration and/inclusion
  • Individual student’s needs

Adaptive Materials & Curriculum

Ready for Inclusion

• Provide adaptations/modifications based on specially designed instructions listed in student’s IEP
• Adapt/modify assignments to focus on specific goals for general education setting (goals for social, life, or academic skills)
  • Ex. An assignment is given in music class to research and compare song meanings from two different time periods. Academically this is a project far above the current level of the student. Assignment modified to focus on life skills (using computer to find information, using mouse to select, cut, and paste information into document, using scissors and glue to design poster, and working independently), social skills (requesting items from peers, working on individual project at a group table, using the computer in close proximity to peers, following directions given to a group), and student’s academic level (reading short passages, writing short sentences).
Adaptive Materials & Curriculum

Using Inclusion Materials/Concepts

- Adapt Materials
  - Simplify materials used in general education classroom
    - Less examples/problems, simplify directions, make sure there is examples and non-examples of concept
  - Use materials/tools that students have mastered within Direct Instruction Programs
  - Individualize materials based off of student’s needs
    - Pencil grips, highlight/color lines on writing paper, read directions or stories to student
- Adapt Curriculum
  - Teach 1 subject specific concept at a time until mastery
  - Pre-teach component skills used within a subject specific concept
    - Teaching telling time: tact/label clock & its parts, tact/label numbers to 12, count by 5’s
  - Build upon mastered concepts
  - Repetitive practice with new concepts & mastered concepts

Adaptive Materials & Curriculum

Ready for Inclusion

[Image of a piece of paper with colorful writing and text, showing various aspects of a song and its lyrics, including the title 'My Girl' by The Temptations, the artist Smokey Robinson & Ronald White, and the main message 'Being in love and happy. Emotions: Happiness, joy, love.']
Questions?

• At this time, we would be glad to try to answer any questions you may have so far.

Data Collection While in General Education

• Collaborate with general educators and paraprofessionals providing support to determine best method of data collection for inclusive environments.
  • Data should be based on student specific goals.
  • Data should not distract any student and/or interrupt instruction.
  • Data should be used to drive instruction and ensure learning is occurring.
  • If possible include student in data collection (Ex. self monitoring behavior sheets)
Data Collection

Using Inclusion Materials/Concepts

- Data collection is based off of what the purpose of lesson was
  - Social skills, group responding, individual responding, mastery of new academic concepts (tests or independent work), generalizing of concept
- Step to collecting data
  - Collect raw measurable data
  - Convert data and/or track data
  - Graph data
Data Collection - Example

**Weekly Probe Sheet**

<table>
<thead>
<tr>
<th>Week</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>Y</td>
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<td>N</td>
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<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

Follow target (Y) and check are achieved:

- Y: Yes
- N: No
- ✓: Achieved
- ×: Not achieved

**Data Collection - Example**

### Data Collection - Example

<table>
<thead>
<tr>
<th>Date</th>
<th>Time in Min</th>
<th>Activity</th>
<th>Target</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/5/15</td>
<td>10:00</td>
<td>Reading</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8/5/15</td>
<td>11:00</td>
<td>Math</td>
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<td>8/5/15</td>
<td>12:00</td>
<td>Writing</td>
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Data Collection - Example

Questions?

- At this time, we would be glad to try to answer any questions you may have so far.
Team Based Approach—Quality On-Going Support for Optimal Results

- Review of team meeting notes on a weekly basis for ALL team members
  - Add new information since last meeting and share with ALL staff (do this for each student!)
  - Example:

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<table>
<thead>
<tr>
<th>Student</th>
<th>Update</th>
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<tbody>
<tr>
<td>Sarah</td>
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</table>
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Team Based Approach–Quality On-Going Support for Optimal Results

- Observe and provide feedback for ALL staff.
  - Can include: transcription, Treatment Fidelity Checklists as part of behavior plans for each student
  - Examples:

![Treatment Fidelity Checklist Sample](image-url)
Treatment Fidelity Checklist Card:

- Schedule with all staff of SSW staff on the list for comprehensive information?
- Success criteria shown with clear step-by-step instructions?
- Staff wearing appropriate uniform and smiling?
- Trust in the process and referring to the checklist?
- Clear step-by-step instructions on the checklist?
- Staff asked to demonstrate the procedure?
- Staff completing the checklist accurately?
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Team Based Approach—Quality On-Going Support for Optimal Results

• Review feedback at team meetings
• Provide time daily for support staff to talk and discuss topics such as:
  • Plan for the day/schedule
  • Trouble shooting issues to ensure all are on the same page

Questions?

• At this time, we would be glad to try to answer any questions you may have so far.
Team Based Approach—Quality On-Going Support for Optimal Results

- Make-Up trainings
- Peer-awareness training
  - Example:

Structure to Support Belonging

- Structure inclusion so that the student is part of the school community and class.
  - Special education teachers and Para-educators provide assistance to all students in the classroom to help ensure students are not singled out or embarrassed by additional support.
  - All students and staff should be informed about differing abilities in a sensitive, realistic and positive manner to allow all staff working in the classroom to have appropriate expectations of students.
  - Using whatever skills they have students should speak for themselves and be spoken to.
  - Students should be included in all aspects of school life. (assemblies, lunch, recess, hallway transitions, etc.)
  - Example: Tact Action Videos
Quality Teaming Leads to Optimal Results

Quality Teaming Leads to Optimal Results
Quality Teaming Leads to Optimal Results

Quality Teaming Leads to Optimal Results
Quality Teaming Leads to Optimal Results

Carl-
Carl is a student diagnosed with Autism, Intellectual Impairment, and Speech and Language Impairment. He is nonverbal and was taught sign language as his primary form of communication. Beginning in August, 2012 and continuing until April, 2014, Carl had significant problem behavior both in frequency and duration. He was full-time in the Autistic Support classroom. At times, Carl had an average of over 2,000 instances of problem behavior per day and durations of over 4.5 hours per day. Through effective instruction and interventions, Carl’s behavior decreased and was eventually almost completely extinct by the 2014-2015 school year. By this time, Carl had an average frequency of 1-2 instances of problem behavior per day and average durations of less than one minute per day. Through teaming and collaborating with his 3rd grade teacher, Carl was able to gradually increase his time in the 3rd grade general ed. classroom. By the end of the 2014-2015 school year, Carl would spontaneously mand/sign “friends” and then the activity he would like to do with his peers. Carl, in turn, became reinforcing to his peers. So much so, in fact, that his peers worked together to create this video highlighting their time together.

Questions?

• At this time, we would be glad to try to answer any questions you may have.
References