Teaming with General Education Teachers for Optimal Results

August 5, 2015

Kerri Collins
&
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 peer?
  - 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 intraverbal
- 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

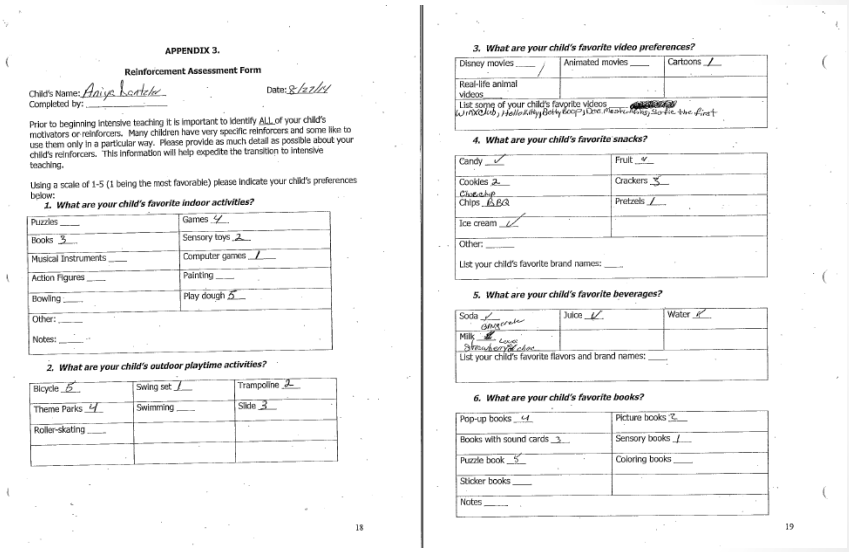
- Aligned with PA Core Standards
- Subject and grade level specific
- Help to determine where a student's academic strengths and needs are.
- Examples:
  - District Curriculum Based Assessments
  - Reading Inventories (DRI, QRI)
  - Direct Instruction Placement Tests (Reading Mastery, Language for Learning,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



APPENDIX 3.

Reinforcement Assessment Form

Child's Name: Aaiya Santelo Date: 8/27/14
Completed by: _____

Prior to beginning intensive teaching it is important to identify ALL of your child's motivators or reinforcers. Many children have very specific reinforcers and some like to use them only in a particular way. Please provide as much detail as possible about your child's reinforcers. This information will help expedite the transition to intensive teaching.

Using a scale of 1-5 (1 being the most favorable) please indicate your child's preferences below:

1. What are your child's favorite indoor activities?

Puzzles ___	Games 4
Books 3	Sensory toys 2
Musical Instruments ___	Computer games 1
Action Figures ___	Painting ___
Bowling ___	Play dough 5
Other: ___	
Notes: ___	

2. What are your child's outdoor playtime activities?

Bicycle 5	Swing set 1	Trampoline 2
Theme Parks 4	Swimming ___	Slide 3
Roller-skating ___		

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3. What are your child's favorite video preferences?

Disney movies ___	Animated movies ___	Cartoons 1
Real-life animal videos ___		
List some of your child's favorite videos: Winx Club, Hello Kitty, Betty Boop, Dora, Mickey Mouse, Sofia the First		

4. What are your child's favorite snacks?

Candy ✓	Fruit 4
Cookies 2	Crackers 3
Cheetos Chips BBQ	Pretzels 1
Ice cream ✓	
Other: ___	
List your child's favorite brand names: ___	

5. What are your child's favorite beverages?

Soda ✓ orange	Juice ✓	Water 4
Milk 2 Strawberry Kiwi		
List your child's favorite flavors and brand names: ___		

6. What are your child's favorite books?

Pop-up books 4	Picture books 3
Books with sound cards 3	Sensory books 1
Puzzle book 5	Coloring books ___
Sticker books ___	
Notes ___	

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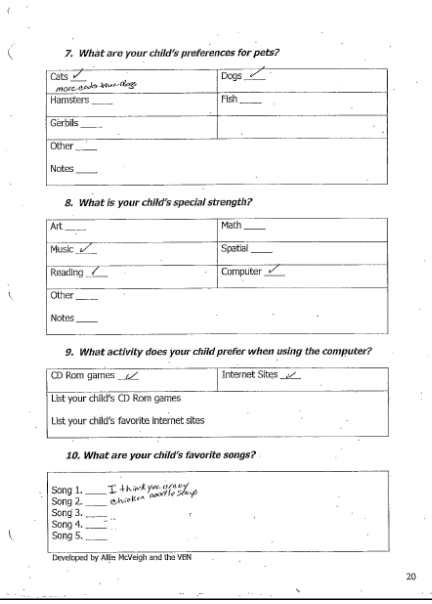
Preference Assessments



7. What are your child's preferences for pets?

Cats ✓ more cats than dogs	Dogs ✓
Hamsters ___	Fish ___
Gerbils ___	
Other ___	
Notes ___	

8. What is your child's special strength?

Art ___	Math ___
Music ✓	Spatial ___
Reading ✓	Computer ✓
Other ___	
Notes ___	

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

CD Rom games ✓	Internet Sites ✓
List your child's CD Rom games	
List your child's favorite internet sites	

10. What are your child's favorite songs?

Song 1. ___ I think you crazy
Song 2. ___ chicken noodle Soup
Song 3. ___
Song 4. ___
Song 5. ___

Developed by Allie McVeigh and the VBN

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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?

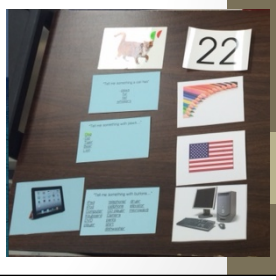
- At this time, we would be glad to try to answer any questions you may have so far.

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

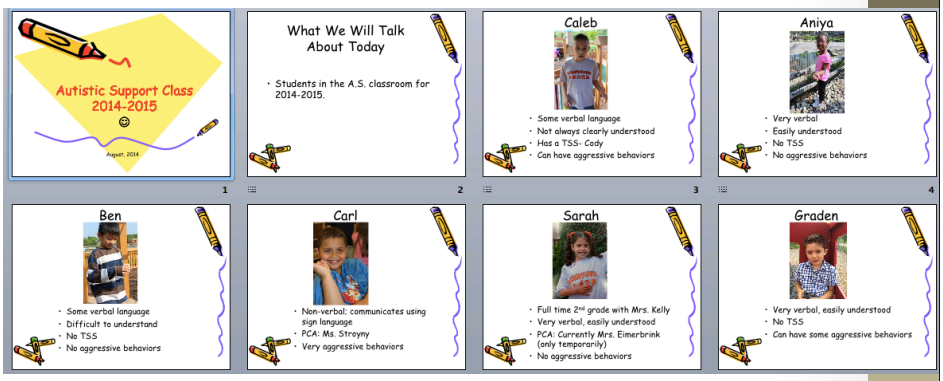
Questions?

- 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



Quality Preparation for Optimal Results

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 to Facilitate Inclusion

Classroom Teacher Name:

Subject:

Where should the support staff sit in your classroom?
What are items not allowed in your classroom?
How many times would you like to address a situation or problem before the support staff intervenes?
Are there times when the support staff should not be talking to the student?
Who would you prefer the student's questions are addressed to, the teacher or support staff?
If the support staff has a question would you prefer them to come to the classroom teacher or to the support teacher?
What are other expectations of the support staff while in your classroom? (please be as specific as possible)

Team Based Approach

One example of a method to document team meetings

Date: _____ **Start time:** _____ **End time:** _____ **Teacher:** _____

Attendees sign in:

_____

_____

Regular mtg. ☐ Specially scheduled mtg. ☐ Admin. Requested ☐ Other _____

Student/Topic	
Discussion points	
Action to be taken	
Individual(s) Responsible	
Completion Date	
Initial(s)	

Examples of Informal Communication as Collaboration:

Amanda Brudowsky Actions

To: Keeli Dickmyer

Inbox Wednesday, April 08, 2015 9:50 AM

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

A

Amanda Brudowsky

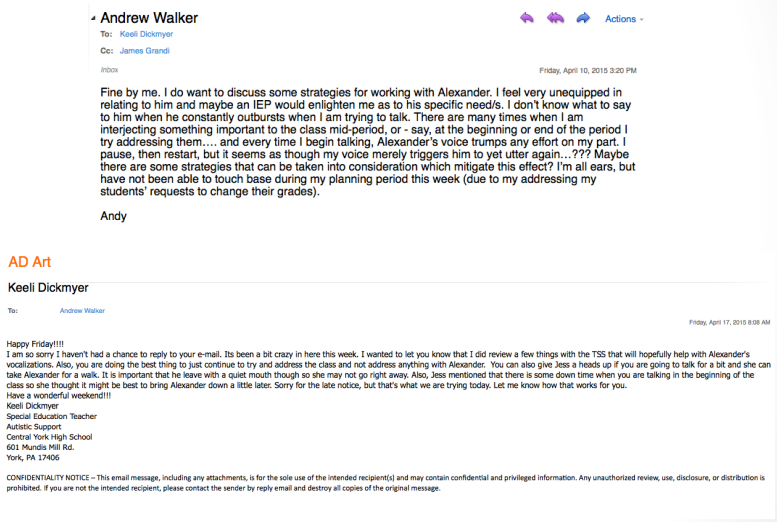
Inbox Monday, February 23, 2015 12:03 PM

Thanks again for letting him come! The group he was in did great. The lab they did required a little more multi-tasking then 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 applesauce 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.

A

Examples of Informal Communication as Collaboration:



Andrew Walker

Actions

To: Keeli Dickmyer

Cc: James Grandi

Inbox

Friday, April 10, 2015 3:20 PM

Fine by me. I do want to discuss some strategies for working with Alexander. I feel very unequipped in relating to him and maybe an IEP would enlighten me as to his specific need/s. I don't know what to say to him when he constantly outbursts when I am trying to talk. There are many times when I am interjecting something important to the class mid-period, or - say, at the beginning or end of the period I try addressing them…. and every time I begin talking, Alexander's voice trumps any effort on my part. I pause, then restart, but it seems as though my voice merely triggers him to yet utter again…??? Maybe there are some strategies that can be taken into consideration which mitigate this effect? I'm all ears, 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

Keeli Dickmyer

To: Andrew Walker

Friday, April 17, 2015 8:08 AM

Happy Friday!!!!
I am so sorry I haven't had a chance to reply to your e-mail. Its been a bit crazy in here this week. I wanted to let you know that I did review a few things with the TSS that will hopefully help with Alexander's vocalizations. Also, you are doing the best thing to just continue to try and address the class and not address anything with Alexander. You can also give Jess a heads up if you are going to talk for a bit and she can take Alexander for a walk. It is important that he leave with a quiet mouth though so she may not go right away. Also, Jess mentioned that there is some down time when you are talking in the beginning of the class so she thought it might be best to bring Alexander down a little later. Sorry for the late notice, but that's what we are trying today. Let me know how that works for you.
Have a wonderful weekend!!!
Keeli Dickmyer
Special Education Teacher
Autistic Support
Central York High School
601 Mundis Mill Rd.
York, PA 17406

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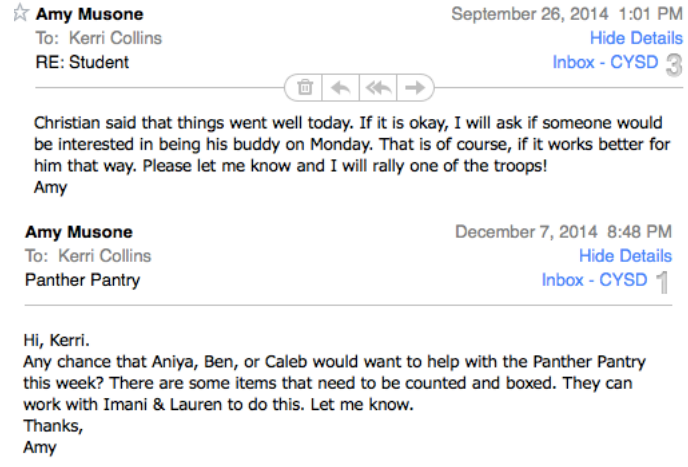

Amy Musone September 26, 2014 1:01 PM

To: Kerri Collins Hide Details

RE: Student Inbox - CYSD 3

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 December 7, 2014 8:48 PM

To: Kerri Collins Hide Details

Panther Pantry Inbox - CYSD 1

Hi, Kerri.
Any chance that Aniya, 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 Imani & Lauren to do this. Let me know.
Thanks,
Amy

Examples of Informal Communication as Collaboration:

Kelly Harper November 11, 2014 2:17 PM
To: Kathy Engelhart, Hilary Graves, Samantha Beck, Andrew Stiffler Hide Details
Cc: Kerri Collins, Regina Peckmann, Amy Musone, Jodie Lauber, Inbox - CYSD
Susan Weikert, 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 reg. ed. for specials. The goal is to increase socialization skills with their peers. We would like to start including these students once Kerri has had the opportunity to meet with specialists. Below is the list of students:

Ben Tran – Will have music 4x/week, Day 1 with Peckmann, Day 2 with Musone, Day 4 with Lauber, and Day 5 with Weikert
Graden Gardner – Phys. Ed. With Mummert, Music with Kelly, Phys. Ed. With Kelly, Library with Kelly
Aniya Dantzler - Phys. Ed. With Mummert, Music with Kelly, Phys. Ed. With Kelly, Library with Kelly

Specialists – Kerri will discuss the students and expectations during your collaboration on Friday morning
Classroom Teachers – Just and FYI

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!!!!

Keeli P. Dickmyer
Special Education Teacher
Autistic Support
Central York High School
601 Mundis Mill Rd.
York, PA 17406

Kerri Collins April 29, 2015 2:10 PM
To: Amy Musone Hide Details
Re: Tact Actions Sent - CYSD

Hi Amy! That is wonderful! I attached the list of tact actions that we are looking for— ideally multiple examples of the actions in a variety of settings. For example— if the action is sliding, you could record students going down several different slides. The videos wouldn't have any words, just show the actions. If it was a two component tact action such as waving flag or waving _____, it could have videos of students literally waving anything (marker, flag, shoe, string, balloon). The big thing I think is to just have the action recorded because when we present it, we will say to the students "What is he/she doing?" or "Tell me everything about what he/she is doing?". Hope that makes sense!! Let me know if you need more clarification :) I think it is wonderful you are having your class do this!! :)

Examples of Informal Communication as Collaboration:

Cathe Davis February 23, 2015 9:46 AM
To: Kerri Collins Hide Details
RE: A.S. Weekly update Inbox - CYSD

Hi Kerri,

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 May 7, 2015 8:11 AM
To: Kerri Collins, Heather Dusich, Nicole Zeger, Tammi Kelly Hide Details
Frontloading Stuff Inbox - CYSD

Hi Team,
Here are some materials.
Thanks,
Renee

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reply email and destroy all copies of the original message.

List of Books and Focus for Instructi...1-1:31.docx

Routines and Information to Assist in...sroom.docx

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).

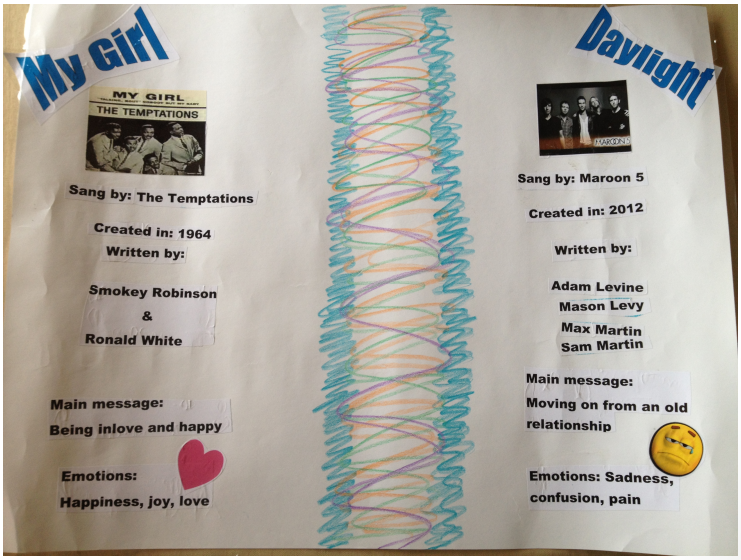
Adaptive Materials & Curriculum

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



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)

Subject: Math			Week Of:	
	My Score		Mrs. G's Score	
1. Arrived to class and got seated.	 I Did it!	 I forgot.	Yes	No
2. Got out agenda and pencil.	 I Did it!	 I forgot.	Yes	No
3. Wrote down tonight's homework.	 I Did it!	 I forgot.	Yes	No
4. Took out last night's homework and put it on desk corner.	 I Did it!	 I forgot.	Yes	No
5.Started today's warm-up question.	 I Did it!	 I forgot.	Yes	No

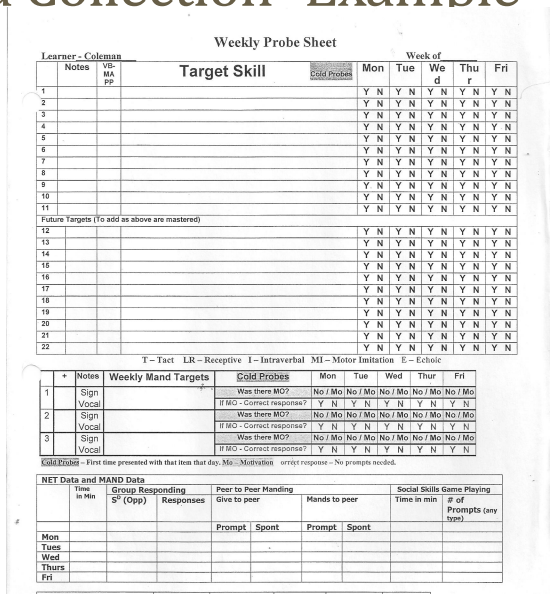
Self monitoring behavior sheet doubles as a data collection tool.

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

Learner - Coleman _____ Week of _____

	Notes	VB-MAPP	Target Skill	Cold Probes	Mon	Tue	Wed	Thur	Fri
1					Y N	Y N	Y N	Y N	Y N
2					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
Future Targets (To add as above are mastered)									
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

T – Tact LR – Receptive I – Intraverbal MI – Motor Imitation E – Echoic

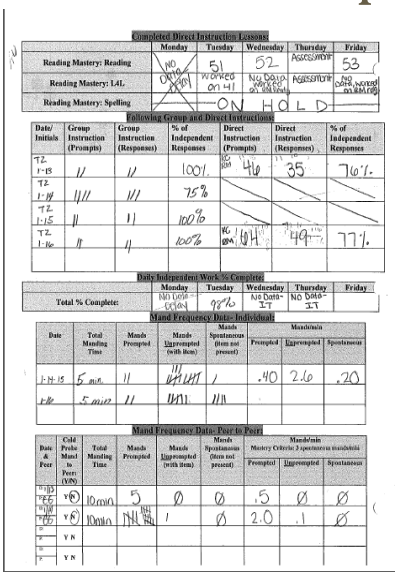
	+	Notes	Weekly Mand Targets	Cold Probes	Mon	Tue	Wed	Thur	Fri
1		Sign		Was there MO?	No / Mo	No / Mo	No / Mo	No / Mo	No / Mo
		Vocal		If MO - Correct response?	Y N	Y N	Y N	Y N	Y N
2		Sign		Was there MO?	No / Mo	No / Mo	No / Mo	No / Mo	No / Mo
		Vocal		If MO - Correct response?	Y N	Y N	Y N	Y N	Y N
3		Sign		Was there MO?	No / Mo	No / Mo	No / Mo	No / Mo	No / Mo
		Vocal		If MO - Correct response?	Y N	Y N	Y N	Y N	Y N

Cold Probes – First time presented with that item that day. Mo – Motivation correct response – No prompts needed.

NET Data and MAND Data

	Time in Min	Group Responding		Peer to Peer Manding				Social Skills Game Playing	
		S^{D} (Opp)	Responses	Give to peer		Mands to peer		Time in min	# of Prompts (any type)
				Prompt	Spont	Prompt	Spont		
Mon									
Tues									
Wed									
Thurs									
Fri									

Data Collection -Example



Completed Direct Intervention Lessons

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading Mastery: Reading	NO DATA 1-31	51 worked on 41	52	Assessment	53
Reading Mastery: LAL			No Data worked on Reading	Assessment	No data worked on Reading
Reading Mastery: Spelling			ON HOLD		

Following Group and Direct Instructions

Date/ Initials	Group Instruction (Prompts)	Group Instruction (Responses)	% of Independent Responses	Direct Instruction (Prompts)	Direct Instruction (Responses)	% of Independent Responses
TZ 1-13	11	11	100%	10 10	40	35	76%
TZ 1-14	1111	111	75%			
TZ 1-15	11	11	100%			
TZ 1-16	11	11	100%	10 10	40	40	77%

Daily Independent Work % Complete

	Monday	Tuesday	Wednesday	Thursday	Friday
Total % Complete:	NO DATA - 1-31	97%	No Data - 1-7	NO DATA - 1-7	

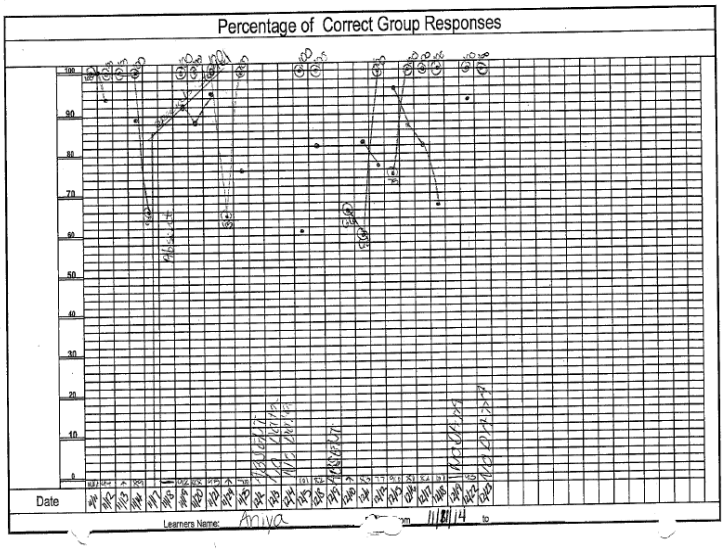
Mand Frequency Data- Individual

Date	Total Manding Time	Mands Prompted	Mands Unprompted (with item)	Mands Spontaneous (item not present)	Mands/min Prompted	Mands/min Unprompted	Mands/min Spontaneous
1-14-15	5 min.	11	111 1111	1	.40	2.60	.20
1-16	5 min	11	1111	111			

Mand Frequency Data- Peer to Peer

Date & Peer	Cold Probe Mand to Peer (Y/N)	Total Manding Time	Mands Prompted	Mands Unprompted (with item)	Mands Spontaneous (item not present)	Mands/min Mastery Criteria: 2 spontaneous mands/min/skill Prompted	Unprompted	Spontaneous
1-13 TE	Y N	10 min	5	Ø	Ø	5	Ø	Ø
1-14 TE	Y N	10min	1111 1111	1	Ø	2.0	.1	Ø
	Y N							
	Y N							

Data Collection -Example

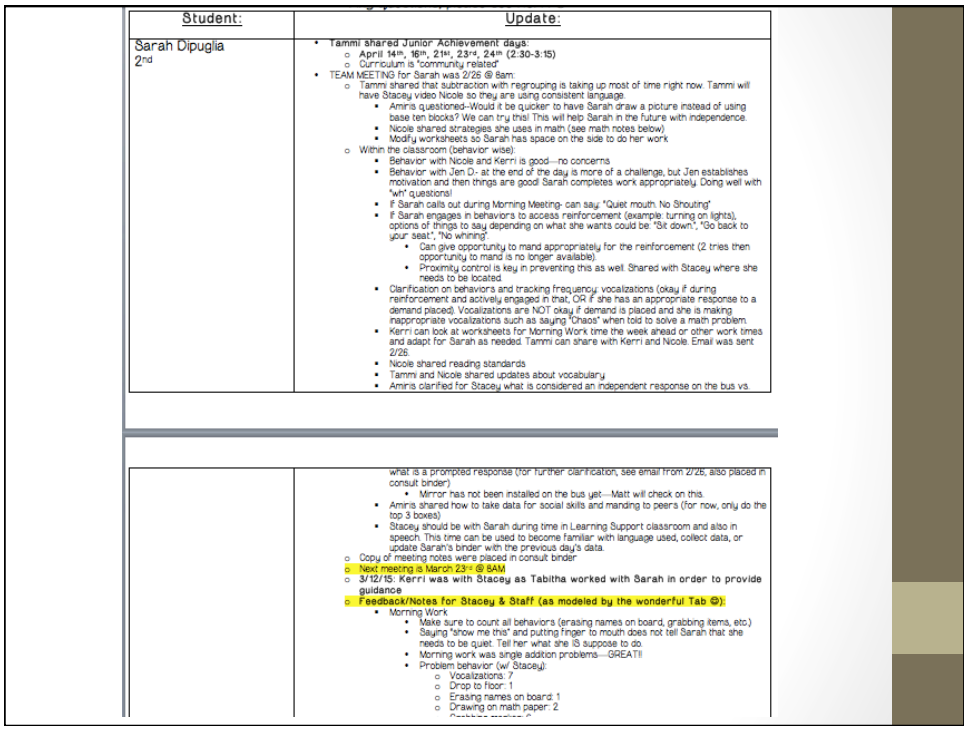


Questions?

- 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:



Student:	Update:
Sarah Dipuglia 2nd	• Tammi shared Junior Achievement days: o April 14th, 16th, 21st, 23rd, 24th (2:30-3:15) o Curriculum is "community related" • TEAM MEETING for Sarah was 2/26 @ 8am: o Tammi shared that subtraction with regrouping is taking up most of time right now. Tammi will have Stacey video Nicole so they are using consistent language ▪ Amiris questioned--Would it be quicker to have Sarah draw a picture instead of using base ten blocks? We can try this! This will help Sarah in the future with independence. ▪ Nicole shared strategies she uses in math (see math notes below) ▪ Modify worksheets so Sarah has space on the side to do her work o Within the classroom (behavior wise): ▪ Behavior with Nicole and Kerri is good---no concerns ▪ Behavior with Jen D.- at the end of the day is more of a challenge, but Jen establishes motivation and then things are good! Sarah completes work appropriately. Doing well with "wh" questions! ▪ If Sarah calls out during Morning Meeting- can say "Quiet mouth. No Shouting" ▪ If Sarah engages in behaviors to access reinforcement (example: turning on lights), options of things to say depending on what she wants could be: "Sit down", "Go back to your seat", "No whining" ▪ Can give opportunity to mand appropriately for the reinforcement (2 tries then opportunity to mand is no longer available). ▪ Proximity control is key in preventing this as well. Shared with Stacey where she needs to be located. ▪ Clarification on behaviors and tracking frequency: vocalizations (okay if during reinforcement and actively engaged in that, OR if she has an appropriate response to a demand placed). Vocalizations are NOT okay if demand is placed and she is making inappropriate vocalizations such as saying "Chaos" when told to solve a math problem. ▪ Kerri can look at worksheets for Morning Work time the week ahead or other work times and adapt for Sarah as needed. Tammi can share with Kerri and Nicole. Email was sent 2/26. ▪ Nicole shared reading standards ▪ Tammi and Nicole shared updates about vocabulary ▪ Amiris clarified for Stacey what is considered an independent response on the bus vs.
	what is a prompted response (for further clarification, see email from 2/26, also placed in consult binder) ▪ Mirror has not been installed on the bus yet---Matt will check on this. ▪ Amiris shared how to take data for social skills and manding to peers (for now, only do the top 3 boxes) ▪ Stacey should be with Sarah during time in Learning Support classroom and also in speech. This time can be used to become familiar with language used, collect data, or update Sarah's binder with the previous day's data. o Copy of meeting notes were placed in consult binder o Next meeting is March 23rd @ 8AM o 3/12/15: Kerri was with Stacey as Tabitha worked with Sarah in order to provide guidance o **Feedback/Notes for Stacey & Staff (as modeled by the wonderful Tab ☺):** ▪ Morning Work ▪ Make sure to count all behaviors (erasing names on board, grabbing items, etc.) ▪ Saying "show me this" and putting finger to mouth does not tell Sarah that she needs to be quiet. Tell her what she IS suppose to do. ▪ Morning work was single addition problems---GREAT!! ▪ Problem behavior (w/ Stacey): o Vocalizations: 7 o Drop to floor: 1 o Erasing names on board: 1 o Drawing on math paper: 2

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-Sarah

Escape (when presented with task or instruction of any type): To prevent problem behavior, did instructor:	
1. Begin session with delivery of reinforcement to reduce the desire for escape/avoidance behaviors?	Yes No N/A
2. Check for motivation in order to ensure the use of reinforcers that are valuable at the moment?	Yes No N/A
3. Review rules/expectations to earn tokens?	Yes No N/A
4. Position Sarah near point of instruction?	Yes No N/A
5. Fade in demands gradually?	Yes No N/A
6. Keep Sarah actively engaged and responding?	Yes No N/A
7. Use clear, concise, and precise instructions that are framed in telling what Sarah is to do?	Yes No N/A
8. Mix and vary instructional demands?	Yes No N/A
9. Intersperse easy and hard demands at a ratio of 80:20?	Yes No N/A
10. Use errorless and error correction procedures?	Yes No N/A
11. Use fast paced instruction?	Yes No N/A
12. Intersperse trials of ready hands?	Yes No N/A
13. Use signals to increase likelihood of responses?	Yes No N/A
14. Use a promise reinforcer when presenting a difficult task/demand?	Yes No N/A
15. If Sarah complied within 2-4 seconds did you immediately deliver the promise reinforcer? (provide better reinforcement for the trials with immediate compliance)	Yes No N/A
Escape: To teach replacement, did you:	
16. Reinforce Sarah at a variable ratio schedule of 6?	Yes No N/A
17. Provide immediate reinforcement for target responses?	Yes No N/A
Escape: To avoid reinforcing problem behavior, did you:	
18. Remove/block access to all reinforcement?	Yes No N/A
19. Not give direct eye contact, attention or have dialogue with Sarah?	Yes No N/A
20. Continue to present the demand in a neutral tone about every 3 seconds with a firm but neutral voice until she responds in a cooperative manner and follow with at least 2 additional easy demands?	Yes No N/A
21. Have assistant follow through if teacher made three attempts and Sarah did not comply?	Yes No N/A
22. Wait to reinstate reinforcement until cooperation was established?	
Attention (to obtain, when interrupted during a preferred activity, when waiting for a desired item/activity)…To prevent problem behavior, did you:	
23. Deliver a high density of attention and other reinforcers throughout the day for appropriate behaviors.	Yes No N/A
24. **Provide many manding opportunities throughout the day?**	Yes No N/A
25. **When denying a reinforcer requested, offer an alternative in its place.** When Sarah mands for an activity/item she cannot have bring up a reinforcer or offer another activity while saying "but you can have/do this instead?	Yes No N/A
26. If you noticed **Sarah is motivated for an item or your attention but does not "mand appropriately" within 2 seconds, immediately prompt her with the correct mand** and deliver the reinforcer or deliver the reinforcer without requiring the mand as long as no problem behavior is occurring?	Yes No N/A
27. **Use a promise reinforcer when interrupting** Sarah during a preferred activity?	Yes No N/A
28. If Sarah complied within 2-4 seconds did you immediately deliver the promise reinforcer?	Yes No N/A
Attention: To teach replacement, did you:	
29. When possible, immediately reinforce Sarah for any appropriate mands?	Yes No N/A
30. **Differentially reinforce Sarah for manding appropriately, giving up reinforcers (accept reinforcers being interrupted) and accepting when a reinforcer is denied?**	Yes No N/A
Attention: To avoid reinforcing problem behavior:	
31. Make sure she did not access reinforcement, including attention (eye contact, dialogue, etc.), when problem behavior was exhibited?	Yes No N/A
32. Run the count and mand procedure? (Hold up your hand as a signal that reinforcement (attention) is not available, wait for behavior to stop and then start a silent (count) of an average 5 seconds before prompting the appropriate mand (or deliver item for free while saying name of item if not a mastered mand)?	Yes No N/A
33. If problem behavior started again while counting, stop the count and restart when behavior stops again.	Yes No N/A
34. If the count was continually restarted and problem behavior did not stop, did you redirect Sarah to engage in another activity that is neutral?	Yes No N/A
35. If a promise or alternative was being used, did you remove it immediately following problem behavior?	Yes No N/A
Total Yes_____/35x100=	**_____%**

Notes:

Treatment Fidelity Checklist-Carl

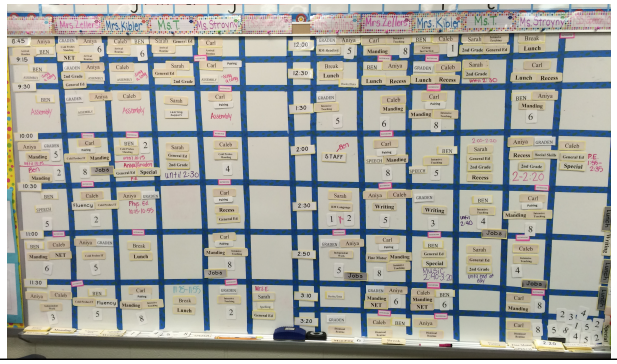
Escape (when presented with task or instruction of any type): To prevent problem behavior, did you:	
1. Begin session with delivery of reinforcement to reduce the desire for escape/avoidance behaviors?	Yes No N/A
2. Check for motivation in order to ensure the use of reinforcers that are valuable at the moment?	Yes No N/A
3. Fade in demands gradually?	Yes No N/A
4. Keep Carl actively engaged and responding?	Yes No N/A
5. Provide opportunities to "get up" after every few run throughs?	Yes No N/A
6. Use clear, concise, and precise instructions that are framed in telling what Carl is to do (avoid telling him what "not to do").	Yes No N/A
7. Mix and vary instructional demands?	Yes No N/A
8. Intersperse easy and hard demands at a ratio of 80:20?	Yes No N/A
9. Use errorless and error correction procedures?	Yes No N/A
10. Use fast paced instruction?	Yes No N/A
11. Intersperse trials of ready hands?	Yes No N/A
12. Schedule bulk of intensive teaching in the morning?	
Escape: To teach replacement, did you:	
13. Reinforce Carl at a variable ratio schedule of 3?	Yes No N/A
14. Provide immediate reinforcement for target responses?	Yes No N/A
Escape: To avoid reinforcing problem behavior, did you:	
15. Remove/block access to all reinforcement?	Yes No N/A
16. Block him from having direct and aggressive physical contact?	Yes No N/A
17. Not give direct eye contact or have dialogue with Carl?	Yes No N/A
18. Continue to present the demand in a neutral tone about every 3 seconds with a firm but neutral voice until he responds in a cooperative manner and follow with at least 2 additional easy demands that he has a high probability of doing?	Yes No N/A
19. Wait to reinstate reinforcement until cooperation was established?	Yes No N/A
Attention (to obtain, when interrupted during a preferred activity, when waiting for a desired item/activity)…To prevent problem behavior, did you:	
20. Deliver a high density of attention and other reinforcers throughout the day for appropriate behaviors.	Yes No N/A
21. **Provide many manding opportunities throughout the day.** Schedule a minimum of 3-4 mand sessions a day?	Yes No N/A
22. **Condition new items activities as reinforcers. Have a wide variety of reinforcers available to include:** Social attention, edibles, activities and toys?	Yes No N/A
23. **When denying a reinforcer requested, offer an alternative in its place**. When Carl mands for an activity/item he cannot have bring up a reinforcer or offer another activity while saying "but you can have/do this instead.	Yes No N/A
24. Did you avoid the use of words previously associated with problem behavior "no", "not now", etc?	Yes No N/A
25. If you noticed **Carl is motivated for an item or your attention but does not "mand appropriately" within 2 seconds, immediately prompt him with the correct mand** and deliver the reinforcer or deliver the reinforcer without requiring the mand as long as no problem behavior is occurring?	Yes No N/A
26. **Use a promise reinforcer when interrupting** Carl during a preferred activity and when asking him to transition to a less or non-preferred activity?	Yes No N/A
27. If Carl complied within 2-4 seconds did you immediately deliver the promise reinforcer? (provide better reinforcement for the trials with immediate compliance)	Yes No N/A
Attention: To teach replacement, did you:	
28. When possible, immediately reinforce Carl for any appropriate mands?	Yes No N/A
29. Run at least 3 mand sessions throughout the day?	Yes No N/A
30. **Differentially reinforce Carl for manding appropriately, giving up reinforcers (accept reinforcers being interrupted) and accepting when a reinforcer is denied?**	Yes No N/A
Attention: To avoid reinforcing problem behavior:	
31. Make sure he did not access reinforcement, including attention (eye contact, dialogue, stop interaction with someone else), when problem behavior was exhibited?	Yes No N/A
32. Run the count and mand procedure? (Hold up your hand as a signal that reinforcement (attention) is not available, wait for behavior to stop and then start a silent (count) of an average 5 seconds before prompting the appropriate mand (or deliver item for free while saying name of item if not a mastered mand)?	Yes No N/A
33. If problem behavior started again while counting, stop the count and restart when behavior stops again.	Yes No N/A
34. If the count was continually restarted and problem behavior did not stop, did you redirect Carl to engage in another activity that is neutral?	Yes No N/A
35. If a promise or alternative was being used, did you remove it immediately following problem behavior?	Yes No N/A
Total Yes_____/35x100=	**_____%**

Notes:

- For hallway:
  - Tell Sarah what she is suppose to do- "eyes open, hands down." "show me walking in the hallway with eyes open and hands down". And reinforce frequently with tokens AND verbal praise
  - Anticipate she will go for mailboxes. If we know she is motivated to check the mailbox, remind her before leaving Nicole's room. "Remember, if you want to check the mailbox you need to walk with your eyes open and your hands down."
  - Problem Behavior:
    - Covering eyes: 3
    - Elope to mailbox: 1
- For word work (1-on-1 with Tammi):
  - Great use of signals to read words! Make sure to use the signal consistently for each word
  - Great job reinforcing!
  - Problem Behavior:
    - Vocalizations: 1
- For Math (1-on-1 with Tammi)
  - Great job checking for motivation
  - Differentially reinforce for solving steps independently without prompts
  - Nice job making it fun and reminding her of how many more tokens she needs!!
  - If Sarah doesn't count right away when told to count the ones, can prompt with "Count with me"
  - Problem Behavior:
    - Vocalizations: 4
    - Grab: 2

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

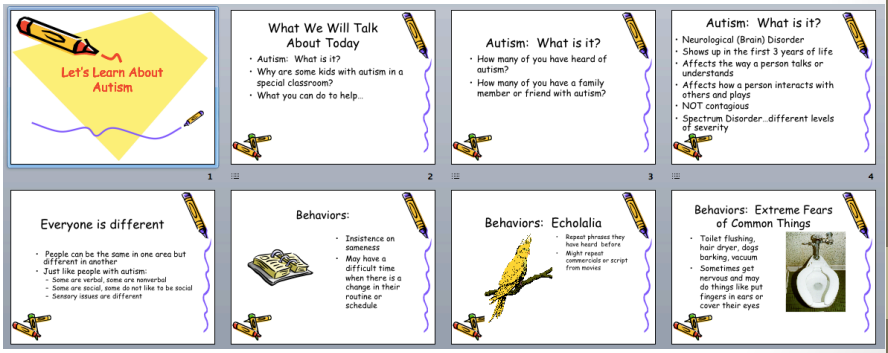


Questions?

- 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

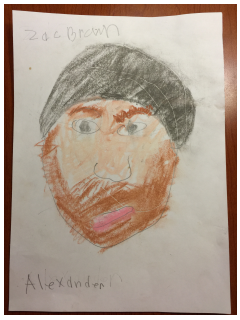
- Make-Up trainings
- Peer-awareness training
  - Example:

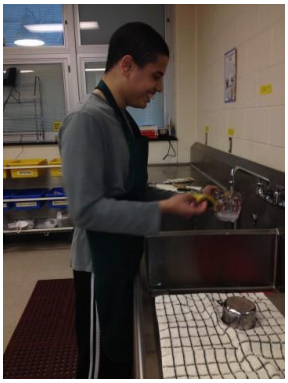


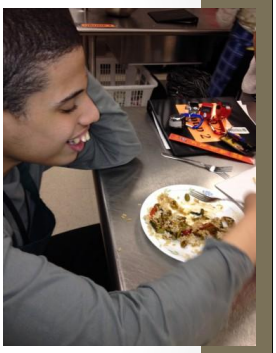
Structure to Support Belonging

- 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

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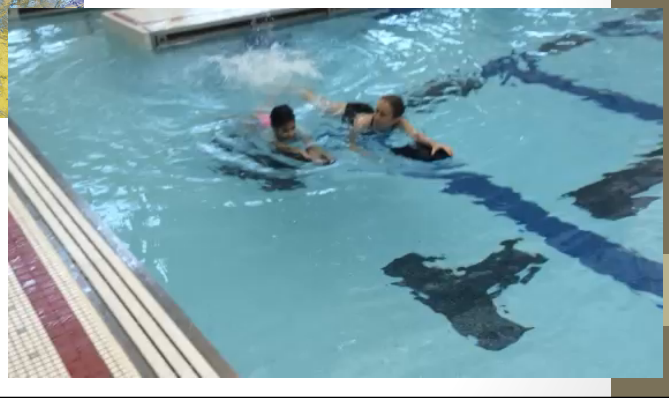

Quality Teaming Leads to Optimal Results

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

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