

IT Takes a Village

Jill Bennett
Kira Dadowski
Heather Bonnar

Introduction

- Jill Bennett, Classroom teacher
- Kira Dadowski, Classroom teacher
- Heather Bonnar, Speech Pathologist

Fox Chapel Area School District

- Located in a northeastern suburb of Pittsburgh
- Nationally recognized, award winning school district
- Population represents a wide range of social, economic, cultural, and religious backgrounds.
- 2014 statistics had an enrollment in the district of 4,240 students.

Our classrooms

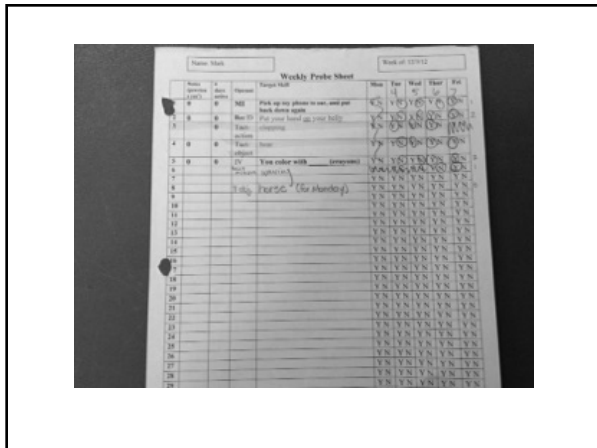
- 2 Intensive teaching Classrooms at Fairview Elementary School
- 1st classroom with 5 students, all just completed 3rd grade. One teacher and two aids.
- 2nd classroom with 5 students, three just completed 2nd grade, and two just completed kindergarten. One teacher and 4 aids.

VB-MAPP Milestones Master Scoring Form																			
Child's name: _____										Key: _____		Score: _____		Date: _____		Class: _____		Teacher: _____	
Date of testing: _____										Test date: _____		Test date: _____		Test date: _____		Test date: _____		Test date: _____	
Age at testing: 1 2 3 4										Age at testing: _____		Age at testing: _____		Age at testing: _____		Age at testing: _____		Age at testing: _____	
LEVEL 3																			
Read	Text	Letter	VPMT	Play	Social	Imitation	Writing	LPMT	IF	Group	Language	Rank							
15																			
14																			
13																			
12																			
11																			
LEVEL 2																			
Read	Text	Letter	VPMT	Play	Social	Imitation	Writing	LPMT	IF	Group	Language	Rank							
10																			
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6																			
LEVEL 1																			
Read	Text	Letter	VPMT	Play	Social	Imitation	Writing	LPMT	IF	Group	Language	Rank							
5																			
4																			
3																			
2																			
1																			

4 VB-MAPP Milestones Master Scoring Form Copyright © 2008 Mark A. Sundberg

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5																			
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2																			
1																			

Signal Channel					Week of 9/16/13				
Weekly Probe Sheet									
Index	Time	Area	Operator	Target Area	Min	Max	Wind	Dir	Pr.
(day)	(hr)	(code)			(in)	(in)	(mph)	(deg)	(%)
1	0	1	ML	Track pattern finger to pattern finger	0.0	1.0	0.0	0.0	0.0
2	1	4	1	Each 1st wave dist.	0.0	1.0	0.0	0.0	0.0
3	1	5	1	Dist	0.0	1.0	0.0	0.0	0.0
4	1	6	1	Dist	0.0	1.0	0.0	0.0	0.0
5	2	1	1	Dist	0.0	1.0	0.0	0.0	0.0
6	2	2	1	Dist	0.0	1.0	0.0	0.0	0.0
7	2	3	1	Dist	0.0	1.0	0.0	0.0	0.0
8	2	4	1	Dist	0.0	1.0	0.0	0.0	0.0
9	2	5	1	Dist	0.0	1.0	0.0	0.0	0.0
10	2	6	1	Dist	0.0	1.0	0.0	0.0	0.0
11	3	1	1	Dist	0.0	1.0	0.0	0.0	0.0
12	3	2	1	Dist	0.0	1.0	0.0	0.0	0.0
13	3	3	1	Dist	0.0	1.0	0.0	0.0	0.0
14	3	4	1	Dist	0.0	1.0	0.0	0.0	0.0
15	3	5	1	Dist	0.0	1.0	0.0	0.0	0.0
16	3	6	1	Dist	0.0	1.0	0.0	0.0	0.0
17	4	1	1	Dist	0.0	1.0	0.0	0.0	0.0
18	4	2	1	Dist	0.0	1.0	0.0	0.0	0.0
19	4	3	1	Dist	0.0	1.0	0.0	0.0	0.0
20	4	4	1	Dist	0.0	1.0	0.0	0.0	0.0
21	4	5	1	Dist	0.0	1.0	0.0	0.0	0.0
22	4	6	1	Dist	0.0	1.0	0.0	0.0	0.0
23	5	1	1	Dist	0.0	1.0	0.0	0.0	0.0
24	5	2	1	Dist	0.0	1.0	0.0	0.0	0.0
25	5	3	1	Dist	0.0	1.0	0.0	0.0	0.0
26	5	4	1	Dist	0.0	1.0	0.0	0.0	0.0
27	5	5	1	Dist	0.0	1.0	0.0	0.0	0.0
28	5	6	1	Dist	0.0	1.0	0.0	0.0	0.0
29	6	1	1	Dist	0.0	1.0	0.0	0.0	0.0
30	6	2	1	Dist	0.0	1.0	0.0	0.0	0.0
31	6	3	1	Dist	0.0	1.0	0.0	0.0	0.0
32	6	4	1	Dist	0.0	1.0	0.0	0.0	0.0
33	6	5	1	Dist	0.0	1.0	0.0	0.0	0.0
34	6	6	1	Dist	0.0	1.0	0.0	0.0	0.0
35	7	1	1	Dist	0.0	1.0	0.0	0.0	0.0
36	7	2	1	Dist	0.0	1.0	0.0	0.0	0.0
37	7	3	1	Dist	0.0	1.0	0.0	0.0	0.0
38	7	4	1	Dist	0.0	1.0	0.0	0.0	0.0
39	7	5	1	Dist	0.0	1.0	0.0	0.0	0.0
40	7	6	1	Dist	0.0	1.0	0.0	0.0	0.0
41	8	1	1	Dist	0.0	1.0	0.0	0.0	0.0
42	8	2	1	Dist	0.0	1.0	0.0	0.0	0.0
43	8	3	1	Dist	0.0	1.0	0.0	0.0	0.0
44	8	4	1	Dist	0.0	1.0	0		



PaTTAN Autism Initiative training

- Started training in 2013
- Learning about each level of the VB-MaPP and the skills set within each operant.
- Created our own assessment kit

VB-MaPP Assessment Kit

- Created ourselves
- Used along with the PaTTAN's VB-MaPP supplement

VB-MaPP Kit



VB-MaPP Kit



VB-MaPP Kit



Research – Staff Training

- A key variable affecting the performance of direct support staff is the quality of supervision/training provided to these individuals. (Green, Rollyson and Passante, 2002)
- Most effective and efficient training packages include, in some form, the provision of instructions, feedback, modeling and practice. (Sarakoff and Strumey, 2004; Iwata et al., 2000; Koegel et al., 1977; Lavie & Sturmey, 2002; Reid & Parsons, 1995)

Immediate Feedback

- Provision of feedback should occur as close to actual staff behavior as possible. Immediate feedback in the classroom has been shown to have a greater impact on staff behavior and be more effective than feedback occurring at a later time in a different setting. (Goodman, Brady, Duffy, Scott and Pollard, 2008; Gallant, Thyer and Bailey, 1991; Scheeler, Congdon, Stansbery, 2010)
- Ideally, feedback should occur within 3 seconds of the behavior. (Scheeler, McKinnon and Stout, 2012)

ABA for Children with Autism

- Significant body of research supports the effectiveness of ABA intervention for children with Autism (examples include; NAC Standards Report, 2009; Birnbrauer & Leach, 1993, Lovaas, 1987; McEachin, Smith, & Lovaas, 1993; Perry, Cohen, & DeCarlo, 1995).

Teacher Training

- Teacher training on the correct use of function-based behavior modification procedures using modeling, feedback, & manuals increased the correct use in procedures, and also produced a like gain in student responding, and reduction in problem behavior. (Koegel, Russo, & Rincover, 1977; Lalli, Browder, Mace, Brown, 1993).

Eclectic vs. ABA



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 Research in Developmental Disabilities 26 (2005) 359–383

Research
in
Developmental
Disabilities

A comparison of intensive behavior analytic and eclectic treatments for young children with autism

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One exception...

- Independent Tables
 - Promotes independence of each student
 - Increases time able to complete work without adult intervention
 - A quiet time in the classroom
 - Time to give classroom aides lunch or breaks



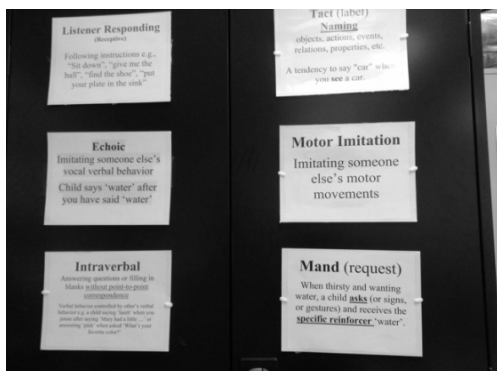




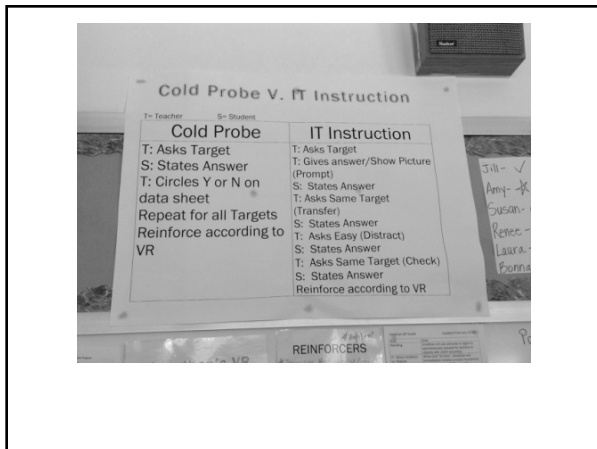
VIDEO OF INDEPENDENT TABLE

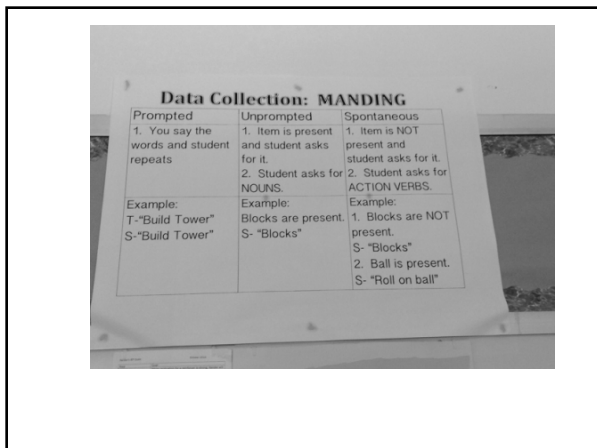
Classroom Environment

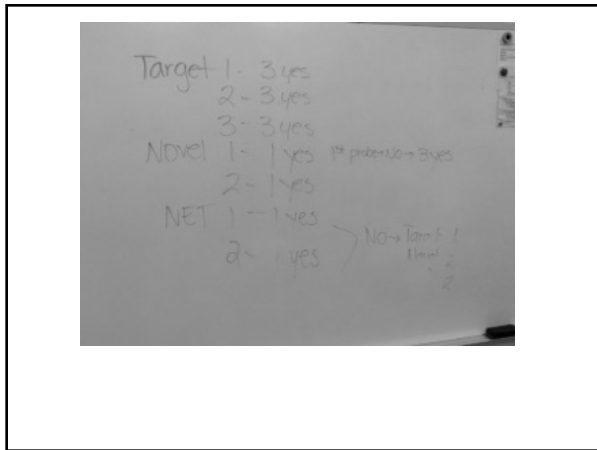
- Wall cues
- Schedules
- Division of classrooms
 - Started with 1 classroom, 2 teachers, 10 students
 - On paper, great idea. In reality, not so much
 - Within weeks, separated into 2 classrooms, 1 teacher, 5 students in each room.
 - Division was created based on grade level and VB-MaPP assessments



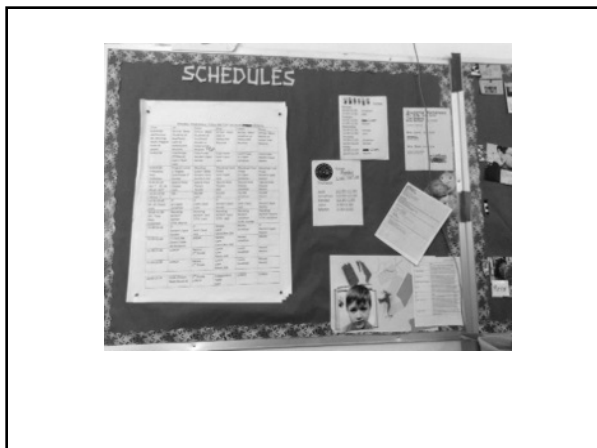


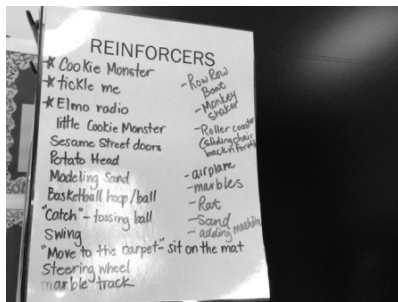


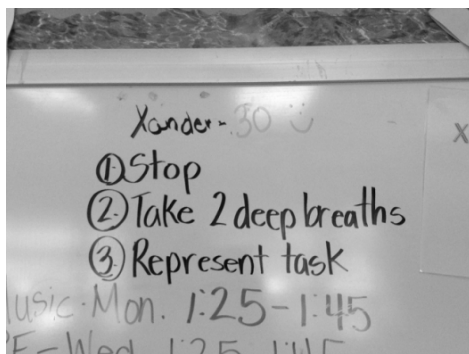


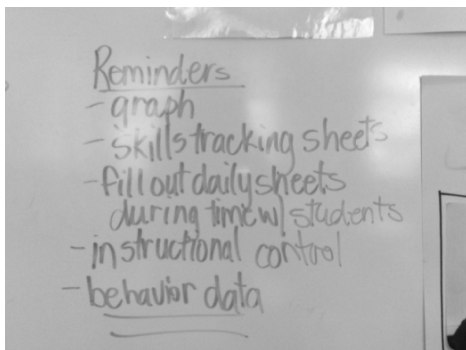


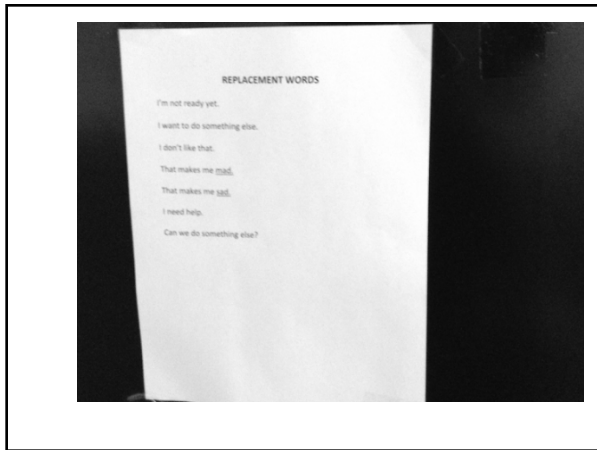


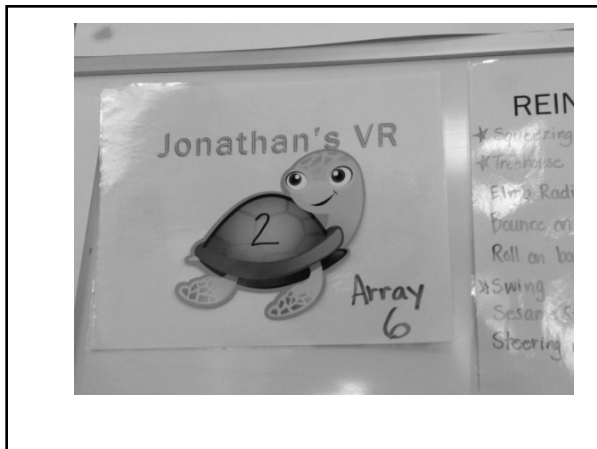


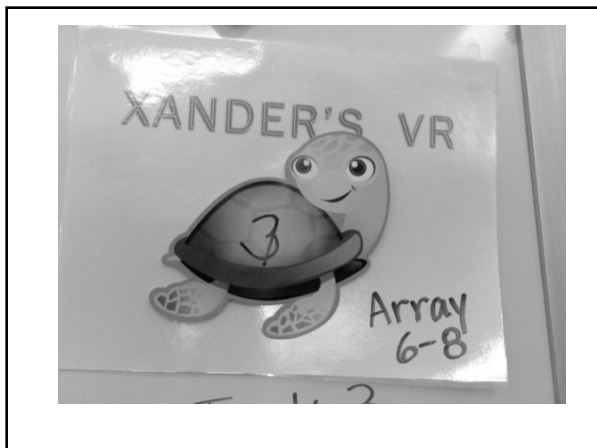




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Training Staff

- Staff training—with staff in the classroom
 - Prior to the start of the school year
 - Monthly
 - Fidelity checks
- Staff training—with staff throughout the school
 - Weekly team meetings
 - Staff development presentations

Important Info from Consultation

4/9/16

The following steps/procedures should be done with ALL students in the classroom. We will start data collection with Liam and move to others. I will explain data collection at a later date.

1. Present praise/reinforcer before giving the direction to transition.
2. Give praise/reinforcer immediately if item is given up or transition is made w/o problem behaviors.
3. Praise/reinforcer is put away if item is NOT given up or problem behaviors occur during transition.
4. When problem behaviors occur, continue to prompt student to give up item/let in chair and run a transfer trial until student gives up the reinforcer or transitions without problem behaviors.
5. Differentially reinforce better cooperation at giving up/transitions (Give bigger better reinforcer for quick and compliant behaviors. Give lesser lower level reinforcer for delayed responses or prompted responses.)
6. Make sure you have control over reinforcers.
7. Have manding items available.
8. When pairing with students, offer reinforcers throughout sessions without demands.
9. When giving reinforcers, say name while giving student the item.
10. Remember to present yourself in a fun, exciting, and happy manner while working with the students.
11. Try to get students motivated by new reinforcers (You have fun with them or use them in a silly manner.)
12. Use a variety of reinforcers (edibles, toys, activities, etc.)
13. Reinforce approach behavior of students (especially Jonathan and Martin or others that don't regularly approach you).
14. If problem behaviors occur during pairing, make sure to wait 5 seconds after behaviors have stopped before starting to deliver reinforcement again.

I will help coach all staff working with Liam during the next few days. I will be using fidelity checklists with this information on it to ensure procedures are being followed correctly. If all of us follow these procedures, problem behaviors will reduce in ALL students, not just Liam.

Agenda for Room Meeting

2/28/16

1. Data Collection for the Week
highlighting after 3 yes in a row. Manding, PE, etc.
Mastery Chart will be provided.

Picking New Targets: Make sure if you don't get to it, that Heather or I are notified. You can pick new targets. Record all information on Skills Training Sheet, and probe the new targets and record on weekly and probe sheet.
2. IT Sessions
Remember 80% easier to 20% targets
Remember error correct immediately
Remember if prompt on transfer, prompt on check, work to fade prompt
3. Record information on reinforcers on session plans and leave on my desk at end of week. Not only can those items be used for reinforcers, but they could also become manding targets.
4. Data Collection will start during 6:40 at 10:20. Susan will need to collect since her students do not require as much prompting. Chart will be created and hang on blue cabinet. Data will consist of yes/no/prompting needed or not to participate the under imitations/other responding.
5. New ESY IEPs.
The following changes were made:
A. Jack- updated PPSD goal to include ALL IT sessions for the week. Please make sure that you are recording data on his data sheet. New Data Collection Sheet.
B. Martin- updated PPSD goal to include reducing number of disruptive/aggressive behaviors during Learning Center. Please make sure that you are recording data on his data sheet. New Data Collection Sheet.
C. Jonathan- updated independence goal. Working on competing 8 tasks independently.
D. As of right now, all other IEPs have remained the same other than adding extended school year (ESY) services.
E. I emailed these IEPs to you.

Community training

- Curriculum night presentations
- Kindergarten Orientation
- O'Hara Township Playground
- Local children's community theater input

Administrative Commitment

- Time to meet with our staff
- Spends time in our classrooms getting to know students.
- Financial Support

Internal Coach

- Coaching weekly, 30 minutes in each classroom
- Present during consulting with PaTTAN
- Bounce ideas off each other
- Speech-Pathologist comes with the language and developmental milestones background.

Home school collaboration

- Blue Sheets
- Daily information to home sheets
- Homework

How is **Jack** feeling today?

Please mark all that apply.


- ☐ I am happy and feeling good
- ☐ I did not sleep well last night.
- ☐ I am really hungry today!
- ☐ I was not that hungry this morning.
- ☐ I have been having a lot of BM's lately so they are looser than usual.
- ☐ I have not had a BM lately, my tummy might be hurting.
- ☐ Mom or dad is out of town so I might feel sad or be a bit off.
- ☐ I woke up sleepy this morning and had a hard time getting moving.
- ☐ I did something fun last night I'd like you to know!

☐ (other) _____

Additional comments:

Name: _____ Date: _____

My Day



Time	Activity	Notes
7:00	Wake up	
7:30	Breakfast	
8:00	Get dressed	
8:30	Leave house	
9:00	Arrive school	
9:30	First class	
10:00	Second class	
10:30	Third class	
11:00	Fourth class	
11:30	Lunch	
12:00	Afternoon class	
12:30	Dismissal	
1:00	Home	
1:30	Homework	
2:00	Free time	
2:30	Bedtime	

Notes:

Parental Input:

Teacher Input:

Additional Information:

Notes:

Name: _____ Date: _____

My Day

Morning	
Midday	
Afternoon	
Evening	
Bedtime	

Morning Midday Afternoon Evening Bedtime	Activity: Location: Duration: Other:
--	---

Parent/Teacher Comments:

Student Self-Reflection:

Name: M****

Read the words in each row. Circle the word **am** in each row.

1. am ram am ram
2. sad am sad am
3. am ram am ram
4. ear am ear am
5. me am am me

HOME LEARNING

For Mrs. Bennett's Class

Student: _____ Week of May 3, 2016

The following activities should be completed with your child throughout the week. Home learning is meant to reinforce concepts/ skills that are being taught in your child's classroom. Please keep this in your child's homework folder for the week. I will collect it at the end of the week.

Monday	Tuesday	Wednesday	Thursday	Friday
Reading/Listening Read for 15 minutes with your child. As you read to him, ask him to point to different items in the pictures.	Reading/Listening Read for 15 minutes with your child. As you read to him, ask him to point to different items in the pictures.	Reading/Listening Read for 15 minutes with your child. As you read to him, ask him to point to different items in the pictures.	Reading/Listening Read for 15 minutes with your child. As you read to him, ask him to point to different items in the pictures.	Reading/Listening Read for 15 minutes with your child. As you read to him, ask him to point to different items in the pictures.
Math/Activities Bring "I'm a Little Teapot" and do hand motions.	Math/Activities Bring "I'm a Little Teapot" and do hand motions.	Math/Activities Bring "I'm a Little Teapot" and do hand motions.	Math/Activities Bring "I'm a Little Teapot" and do hand motions.	Math/Activities Bring "I'm a Little Teapot" and do hand motions.
Activities of Daily Living (ADL) Completed <input type="checkbox"/> Initiate _____	Activities of Daily Living (ADL) Completed <input type="checkbox"/> Initiate _____	Activities of Daily Living (ADL) Completed <input type="checkbox"/> Initiate _____	Activities of Daily Living (ADL) Completed <input type="checkbox"/> Initiate _____	Activities of Daily Living (ADL) Completed <input type="checkbox"/> Initiate _____

Parent/Teacher Reflections:

Reminders for Upcoming Events:

- 5/11 2nd grade Field Trip to Pgh. Playhouse
- 5/18 K-Grouse program 2:00 PM
- 5/20 K and 1st grade Safety Day
- 5/20 2nd grade Reader's Theater 2:00 PM

K-2 IT Classroom


December 1, 2015

We have had some changes take place in our classroom over the past month. We had a student move out of the district and we welcome a new student to the team.

Staff for our room remains the same.

Ed. Support Teacher: Jill Bennett
Paraprofessionals: Susan Young
Laura Allen
Shane Fanning
Amy Ruane

Speech Pathologist: Heather Denner
Occupational Therapist: Tami Elzer
Music Teacher: Candace Lyle
Art Teacher: Sarah Manning
PE Teacher: Jenn Kere
Librarian: Justine Perreault



Special Area Classes/Enrichment Classes

Art: Students are working on creating projects that work on fine motor skills.

PE: Students are working on transitioning throughout the gym, motor imitation, following directions from the PE teacher in a small group, and starting and stopping movements when directed.

Music: Students are singing holiday songs and working on a group game. They are continuing to start and stop with movement and playing instruments when instructed.

Library: Library books will be coming home each week. Please remember to send back on "Thursday".

Intensive Teaching

Operant of the Month: Listener Responding

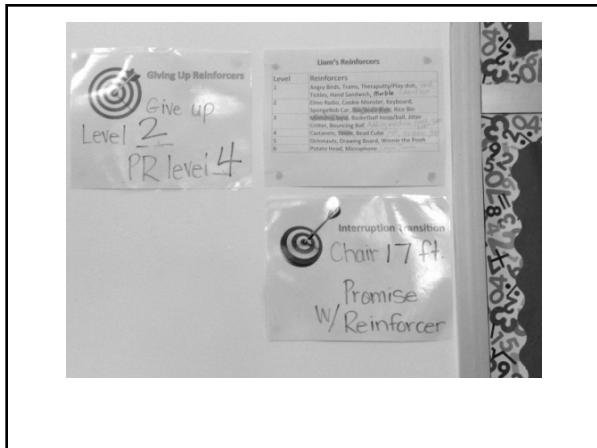
Students are all working on listener responding. This is when students demonstrate the ability to comply with directions. We use this 3 different ways in our classroom. We will ask the students who use communication devices to "Touch" items to show receptivity they know certain items. We ask students to follow a directive, "Raise your hand." We also ask students to demonstrate understanding of a task "Show me ____" (an action such as tapping, clapping, jumping, cutting, etc.)

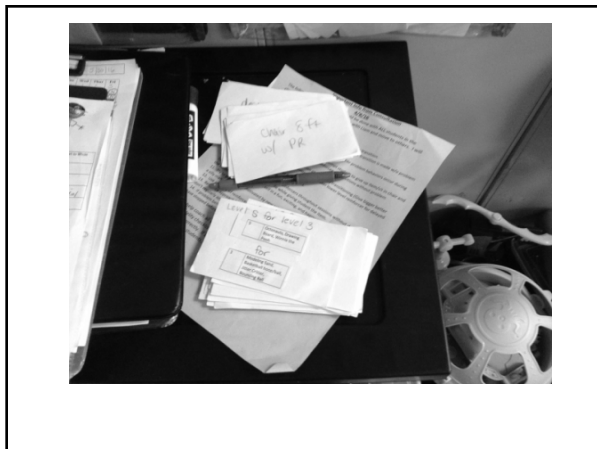
Contact Information
Jill Bennett

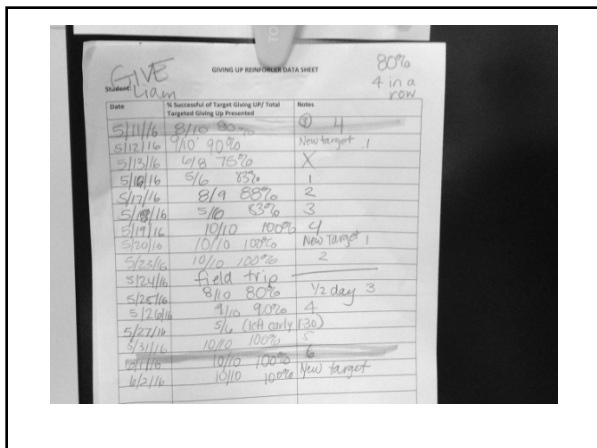
Early Learner

- Materials/object sort
- Modified sign
- Giving up reinforcers
- Interruption –transition









TRANS

INTERUPTION TRANSITION DATA SHEET

Date	Location	Number of Target Transitions	Notes
5/11/16	10/10	100%	10
5/12/16	10/10	100%	10
5/13/16	7/10	70%	Not Target
5/16/16	10/10	100%	1
5/17/16	9/10	90%	2
5/18/16	10/10	100%	3
5/19/16	10/10	100%	4
5/20/16	10/10	100%	5
5/23/16	9/10	90%	1
5/24/16	Field trip		
5/25/16	10/10	100%	1/2 day 7
5/26/16	10/10	100%	3
5/27/16	10/10	100%	4
5/28/16	10/10	100%	5
5/29/16	10/10	100%	New Targets

INTERUPTION TRANSITION VIDEO

SIGN MANDING VIDEO 1

SIGN MANDING VIDEO 2

MANDING WITH AN IPAD VIDEO

MANDING WITH AN IPAD VIDEO 2

Intermediate and advanced Teaching Procedures

- Joint control
- FFC organization/ procedures
- Peer to peer manding/pairing
- Direct Instruction



IT SESSION VIDEO 1

IT SESSION VIDEO 2

IT SESSION VIDEO 3

IT SESSION VIDEO 4

ADVANCED LEARNER MANDING VIDEO

JOINT CONTROL VIDEO

Natural Environment

- Generalization
 - Doesn't have to be overwhelming
 - Once a week
- Preparation for General Education

NET

NET

Data collection for PE class

ORCESTRA VIDEO

ADAPTED MUSIC VIDEO

ADAPTED LIBRARY VIDEO 1

ADAPTED MUSICVIDEO2

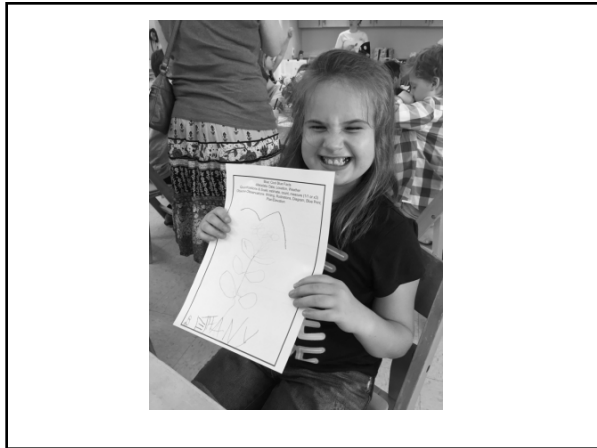
EARLY LEARNER GROUP INSTRUCTION
VIDEO







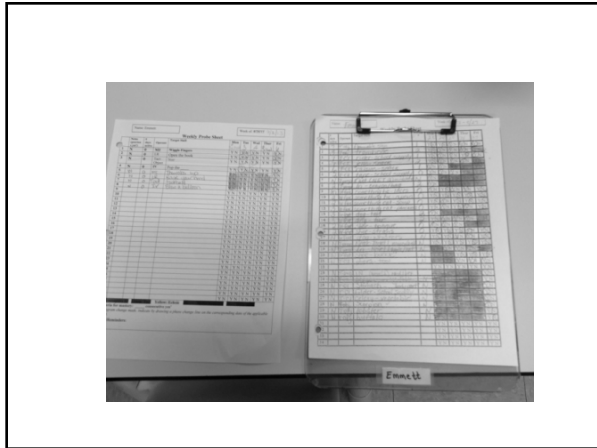


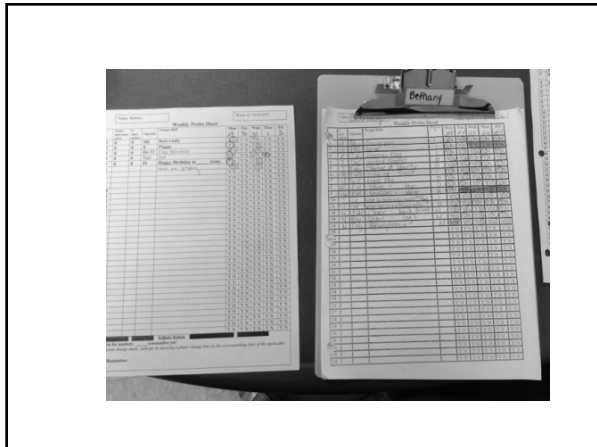


Current Student Data

- Acquisition rates—Then and Now







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