IT Takes a Village

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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.
Implementation Prior to Integrated Approach

- Goals, targets, and data collection solely completed by the SLP.
- Mastery was steady, but slow
- Mastering 2-5 targets per week
- Selecting goals from VB-MaPP, but only surface knowledge of how to assess and implement.
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
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; Bimbrauer & 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

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
Target 1: 3 yes
2: 3 yes
3: 3 yes
Novel 1: 1 yes
2: 1 yes
New Novel 1: 1 yes
2: 1 yes
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

Staff Training

- Prior to the start of the school year
- Monthly fidelity checks
- Staff training throughout the school
  - Weekly team meetings
  - Staff development presentations

Action Plan for Feedback

1. Staff Training:
   - Initial feedback on behalf of the school
     - Staff training—prior to the start of the school year
     - Monthly fidelity checks
     - Staff training throughout the school
       - Weekly team meetings
       - Staff development presentations

2. Evaluation:
   - Regular feedback on staff training
     - Staff training—prior to the start of the school year
     - Monthly fidelity checks
     - Staff training throughout the school
       - Weekly team meetings
       - Staff development presentations

3. Support Services:
   - Ongoing support for staff training
     - Staff training—prior to the start of the school year
     - Monthly fidelity checks
     - Staff training throughout the school
       - Weekly team meetings
       - Staff development presentations

4. Professional Development:
   - Continuous professional development
     - Staff training—prior to the start of the school year
     - Monthly fidelity checks
     - Staff training throughout the school
       - Weekly team meetings
       - Staff development presentations

5. Staff Performance:
   - Regular staff performance reviews
     - Staff training—prior to the start of the school year
     - Monthly fidelity checks
     - Staff training throughout the school
       - Weekly team meetings
       - Staff development presentations

6. Staff Retention:
   - Strategies for staff retention
     - Staff training—prior to the start of the school year
     - Monthly fidelity checks
     - Staff training throughout the school
       - Weekly team meetings
       - Staff development presentations

7. Staff Well-being:
   - Support for staff well-being
     - Staff training—prior to the start of the school year
     - Monthly fidelity checks
     - Staff training throughout the school
       - Weekly team meetings
       - Staff development presentations

8. Staff Engagement:
   - Enhancing staff engagement
     - Staff training—prior to the start of the school year
     - Monthly fidelity checks
     - Staff training throughout the school
       - Weekly team meetings
       - Staff development presentations

9. Staff Development:
   - Ongoing development opportunities
     - Staff training—prior to the start of the school year
     - Monthly fidelity checks
     - Staff training throughout the school
       - Weekly team meetings
       - Staff development presentations

10. Staff Support:
    - Resources and support for staff
      - Staff training—prior to the start of the school year
      - Monthly fidelity checks
      - Staff training throughout the school
        - Weekly team meetings
        - Staff development presentations
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?
Mark each 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 MI's lately so they are bothering me.
☐ I have not had a MI lately. My family might be hurting.
☐ Woke up early this morning and felt a head to get moving.
☐ I did something last night I didn't like you to know!

☐ [Additional comments]

My Day
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
Early Learner

- Materials/object sort
- Modified sign
- Giving up reinforcers
- Interruption – transition
Intermediate and advanced Teaching Procedures

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

IT SESSION VIDEO 1
ADVANCED LEARNER MANDING VIDEO

JOINT CONTROL VIDEO

Natural Environment

- Generalization
  - Doesn’t have to be overwhelming
  - Once a week
- Preparation for General Education
Data collection for PE class
ADAPTED MUSIC VIDEO 2

EARLY LEARNER GROUP INSTRUCTION VIDEO
Current Student Data

- Acquisition rates—Then and Now
References


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