ESTABLISHING AND MAINTAINING A FLOW OF QUALITY INSTRUCTION: SUGGESTIONS FOR THE EARLY CHILDHOOD AUTISM SUPPORT CLASS

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INTRODUCTION

- Participants of PaTTAN’s Autism Initiative
  - VB-Mapp
  - Errorless Teaching
  - Mix and Vary
  - Variable Reinforcement
  - Differential Reinforcement

- EI classrooms
  - Length of session
  - Staff : student ratios
PRESENTATION OVERVIEW

- Schedule
- Data Collection
- Organization
- Communication
- Team Meetings
- Staff Training
- Group Instruction/NET
**Schedule**

- Visual display
- Color coded
- Velcro or magnets
- 15-30 minute increments
- Who is working with who, where, and doing what
- Coordinate with related services
- Consider what instruction can be delivered to 2-4 students when you need to group them
  - **Match-to-Sample** practice
- 75% of time should be Manding and IT, but incorporate instruction into everything you do
- Establish **routines** beyond student schedule for staff
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Kathleen</th>
<th>Christie</th>
<th>Zully</th>
<th>Danielle</th>
<th>Pam</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45</td>
<td>PROBE/ADL</td>
<td>Trace</td>
<td>Abner</td>
<td>Journey</td>
<td>Austin</td>
<td>Andrew</td>
</tr>
<tr>
<td>9:00</td>
<td>IT</td>
<td>Trace</td>
<td>Abner</td>
<td>Journey</td>
<td>Austin</td>
<td>Andrew</td>
</tr>
<tr>
<td>9:15</td>
<td>MAND</td>
<td>Journey</td>
<td>Andrew</td>
<td>Probe Mand</td>
<td>Trace</td>
<td>Probe Mand</td>
</tr>
<tr>
<td>9:30</td>
<td>Circle/IT/Mand</td>
<td>Kaylee</td>
<td>Andrew</td>
<td>Circle</td>
<td>Austin</td>
<td>Andrew</td>
</tr>
<tr>
<td>9:45</td>
<td>OT Box/IT</td>
<td>Austin</td>
<td>Andrew</td>
<td>Caleb</td>
<td>Trace</td>
<td>Kaylee</td>
</tr>
<tr>
<td>10:00</td>
<td>NET</td>
<td>Kaylee</td>
<td>Andrew</td>
<td>Journey</td>
<td>NET Data</td>
<td>Caleb</td>
</tr>
<tr>
<td>10:15</td>
<td>SNACK</td>
<td>Abner</td>
<td>Journey</td>
<td>Austin</td>
<td>Trace</td>
<td>Kaylee</td>
</tr>
<tr>
<td>10:30</td>
<td>MAND</td>
<td>Trace</td>
<td>OT Box</td>
<td>Kaylee</td>
<td>Journey</td>
<td>NET</td>
</tr>
<tr>
<td>10:45</td>
<td>IT/ADL</td>
<td>Andrew</td>
<td>Austin</td>
<td>Trace</td>
<td>Kaylee</td>
<td>Caleb</td>
</tr>
<tr>
<td>11:00</td>
<td>Act. / Outside</td>
<td>Trace</td>
<td>Andrew</td>
<td>Austin</td>
<td>Trace</td>
<td>Kaylee</td>
</tr>
</tbody>
</table>

Note: The table shows the schedule for different activities with the names of individuals for each scheduled time.
Data Collection for Individuals

- Pairing data, approach and escape
  - Example 1
  - Example 2
- Probe sheets—targets, mands, problem behavior
- Mand frequency
- ABC data for problem behavior
- Vocalizations sheet
ORGANIZATION

- Carts—targets, mastered items, reinforcers, future targets
- Cards—targets, mastered
- Posters—VR, field size, mastered mands, mand targets
- Toys
- Diapers, clothes
- Data sheets
- “A place for everything and everything in its place”
**Brycen**

**VR 2**

**LR(F3)**

**Target Mands** (vocal or sign)
- gear
- stamp (dabber)
- light

**Known Mands**
- paper

**Food Mands:**
- Drink (sign), muffin (CAKE sign), cracker (sign).

**Item Mands:**
- puzzle (sign), ball (sign), book (sign), bubble (sign), house (sign), Black (sign), towel (sign), car (sign), coin (sign), marker (sign).

**Action Mands:**
- Tickle (vocal), Jump (sign), bounce (sign), open (sign), up (sign), spin (sign), hug (sign).

**Target Behaviors for Reduction**

**Give**
- w/sr+ w/o
- w/sr+ w/o

**Sit**
- w/sr+ w/o
- w/o

**Stand**
- w/sr+ w/o
- w/sr+ w/o

**Get Ready**
- IM LR D
- IM LR D

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**Chloe**

**VR 3**

**LR(E)**

**Target Mands** (vocal or sign)
- missing mand - plate
- car ramp
- veggie straw
- spin lim

**Known Mands**
- paper

**Food Mands:**
- Cheese curl, cookie, Candy, chip, popcorn, fish, juice, Dorite, cheerio, whipped cream, crackers, pretzel, marshmallow, teddy graham, apple sauce, cinnamon crunch, apple, wheat thin, chocolate chip.

**Item Mands:**
- car, ball, track, train, bubbles, ball popper, people, hammer, bus, truck, paint, airplane, marker, paper, playdoh,行走, wheat, weebles, sand, Mickey, light, potato head, rolling pin, pony, scooter, backpack, cookie cutter, pig, plate, tool.

**Action Mands:**
- open, bounce, tickle, jump, race, rosie, up/down, spin.

**Missing Mands:**
- paper, ball soap, playdoh, car, plate.

**Target Behaviors for Reduction**

**Give**
- w/sr+ w/o
- w/o

**Sit**
- w/sr+ w/o
- w/o

**Stand**
- w/sr+ w/o
- w/sr+ w/o

**Get Ready**
- IM LR D
- IM LR D
COMMUNICATION

- Questionnaire for family about type of communication
- **Daily contact** about targets, problem behavior, successes
- Share probe sheets with family or other agencies
- Establish system for related service providers, consultants
- Whiteboard to communicate scheduling changes—parent visits, fire drills, etc.
TEAM MEETINGS

- Record dates, topics, attendees, etc.
- Review schedule—parent visits, snack, drills, etc.
- Daily if possible
- Programming details
- Demonstrate procedures and data sheets
- Read or view PaTTAN descriptions/videos
- Emphasize the purpose of teaching—helping students learn!
Staff Training

- Intense and ongoing
- Paraeducators are INSTRUCTORS and need to be trained and supported to be effective.
- Take advantage of student absences
- Group students if possible
- Use any breaks throughout the day
- Offer various modes—video, observation, practice, drill
- Record areas covered on data sheet
- Fidelity checklists
Group Instruction/NET

- **Group Instruction**
  - Utilize student interests
  - Repeat lessons (weekly/monthly)
  - Incorporate the language from Circle Time into Intensive Teaching, craft activity, toys/books in play area
- **Snack**
- **NET**
THANK YOU FOR YOUR ATTENTION!