

Building Your Team: Collaboration, Communication, Relationships

EPHRATA AREA SCHOOL DISTRICT

JESSICA CHRUSCH
NICOLE FLORA

Let us introduce ourselves...

Jessica Chrusch

- ▶ Autistic support teacher at Clay Elementary in the Ephrata Area School District.
- ▶ 10th year in the Autism Initiative
 - ▶ Education
- ▶ Mom of 2 superheroes



Nicole Flora

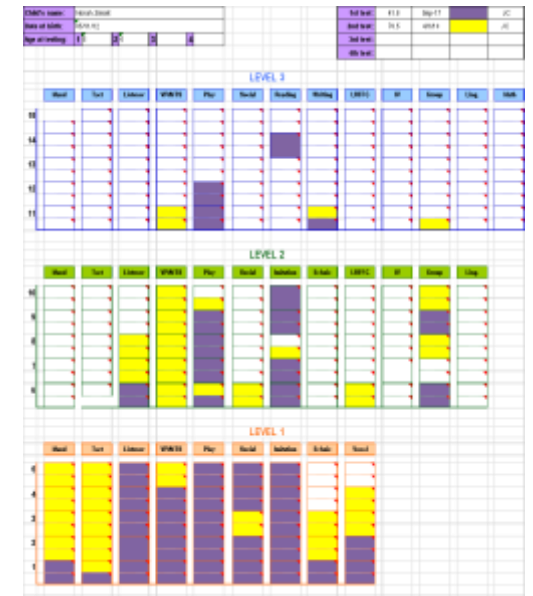
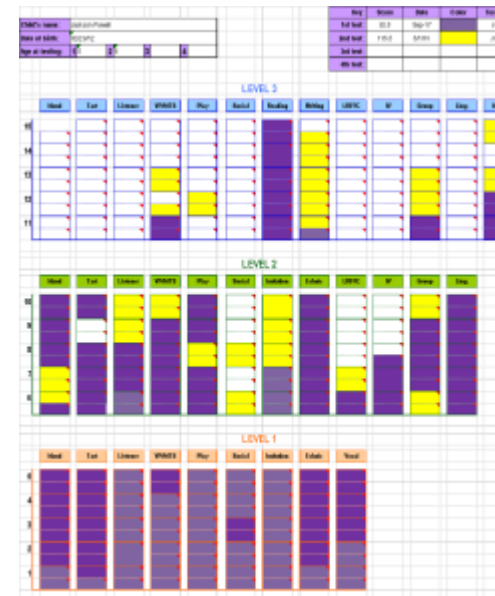
- ▶ Internal coach and supervisor of special education at the Ephrata Area School District.
- ▶ Autism Initiative for three years.
- ▶ Education
- ▶ Mom of 2 amazing girls



Classroom Details

7 Students

- ▶ K - 4th grade
- ▶ 4 aides
- ▶ 1 teacher

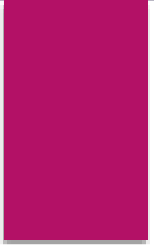


Who is a part of our TEAM?

Core Team: Parents, Special Education teachers, Paraprofessionals, Speech Pathologist, Physical Therapist, Occupational Therapist, consultants, Therapeutic Support Staff, Behavior Specialists, Internal Coach, Supervisor of Special Education, Principal and General Education Teachers

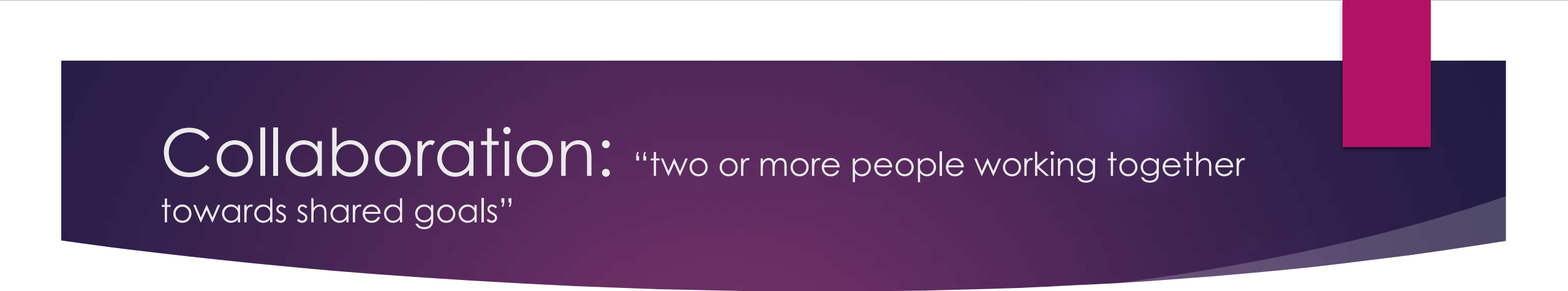
Additional Team members: Coordinator of Student Services, Superintendent, Assistant Superintendent, School Psychologist, School Counselor, Behavior Specialist, secretary, custodians, van drivers, cafeteria workers, recess aides/monitors and school nurses





What do we do in
our classroom to
ensure that students
have the best team
in all environments ?

- COLLABORATION
- COMMUNICATION
- RELATIONSHIPS



Collaboration:

“two or more people working together towards shared goals”

- ▶ Begin first by asking parents, “What is your goal or hope for your child this year?”
- ▶ IEP Goals – all shared among the core team
- ▶ Monthly meetings with related service providers
- ▶ Monthly meetings with classroom staff
- ▶ Monthly meetings with internal coach and supervisor

WE ALL SHARE GOALS!

Samples of Communication

- ▶ Daily communication log
- ▶ Beginning of the year survey
- ▶ OneNote documents (Office 365)
- ▶ Google Drive
- ▶ Related Service Folders
- ▶ Support Groups for families
- ▶ Faculty meetings
- ▶ Parent training
- ▶ School Board Meetings

Relationships

- ▶ **Community**
- ▶ **District Level**
- ▶ **Building Level**



Relationships: Community Level

▶ **Community Based Trips**

- ▶ Working with families to identify areas of need
- ▶ Target specific skills required for students to be successful
- ▶ Teach skills using errorless teaching procedures, task analysis and shaping the responses
- ▶ Generalize those skills into different environments
- ▶ Practice and reinforce!

Parent input for Community Based Learning

Please select a minimum of three places listed below that you would like for your child to increase his/her independence

- ☐ Community Park (Please list specific park: _____)
- ☐ The Udder Choice
- ☐ Isaacs
- ☐ Subway
- ☐ Local diner
- ☐ Grocery Store (if selected, which grocery store do you use? _____)
- ☐ Ephrata Library
- ☐ Fox Meadows Creamery
- ☐ Walmart

List any other activities or places within the community that your child would benefit from practicing with the class.



Relationships: Community
This is our town!

Targeted Three Trips 2017-2018

- ▶ **Sharp Shopper**
- ▶ **Loyd H. Roland Memorial Park**
- ▶ **Isaac's Restaurant**

Let's Roll!

Our district is lucky to have access to a 10 passenger van.

Other districts may require other specialized transportation.



Walking Next to the Grocery Cart

- ▶ **Purpose:** To teach the critical skill of walking next to a shopping cart and remaining with an adult in a grocery store/parking lot
- ▶ **Procedure:** Begin teaching this skill by stating the verbal S^d “hand on the sticker” and prompting the child to place their hand on a designated sticker spot. (use highly reinforcing stickers if possible!) The child should be positioned alongside the adult for prompting if necessary. Use a promise reinforcer and fade. Increase the amount of time walking next the cart, location of walking and adjust based upon child needs.

	Target: Walking Next to a Shopping Cart
1	“Hand on the sticker” (with promise)
2	“Hand on the sticker” walks 10 steps in controlled space (school hallway) (with promise)
3	“Hand on the sticker” walks 20 steps in controlled space (with promise)
4	“Hand on the sticker” walks 10-20 steps in controlled space (no promise)
5	“Hand on the sticker” walks any distance in hall or familiar building (with promise)
6	“Hand on the sticker” walks any distance in hall or familiar building (no promise)
7	“Hand on the sticker” walks 10 steps outdoors (with promise)
8	“Hand on the sticker” walks 20 steps outdoors (with promise)
9	“Hand on the sticker” walks any distance outdoors (with promise)
10	“Hand on the sticker” walks any distance outdoors (no promise)
11	“Hand on the sticker” walks 10 steps grocery store (with promise)
12	“Hand on sticker” walks 20 steps grocery store (with promise)
13	“Hand on sticker” walks 10-20 steps grocery store (no promise)
14	“Hand on sticker” walks any distance grocery store (with promise)
15	“Hand on sticker” walks any distance grocery store (no promise)

Walking Next to the Grocery Cart

Additional notes:

- ▶ It may be appropriate to modify the practice environment based on individual child needs.
- ▶ Check with your local grocery store to borrow a shopping cart
- ▶ This lesson was developed for students that were riding in the bucket of the cart or for students that did not go to the grocery store due to problem behaviors.

The results!

- ▶ **Before:** 1 out of 6 students could walk next to a shopping cart
- ▶ **After:** 6 out of 6 students could walk next to a shopping cart!
- ▶ Quote from a student's parent:
 - ▶ "I took *Johnny* to the store and he was amazing! I can't believe I can finally go by myself with him. This might be a problem. I'm going to spend so much more money now!"

All Smiles at the store



Relationships: Community

Loyd H. Roland Memorial Park

- ▶ **Purpose:** To teach students to transition from preferred activities, follow safety guidelines and access playground equipment and walk with an adult
- ▶ **Procedure:**
 - ▶ Walk with me program
 - ▶ Interruption and Transition program if necessary
 - ▶ Tact parts of a playground
 - ▶ Work with Physical Therapist to ensure students can gain access to all parts of the playground

Relationships: Community Loyd H. Roland Memorial Park

6 out of 7 student success
rate

Things to consider next time:

- Bathroom facilities
- Weather
- Renting pavilions
- Identifying stronger promise reinforcers



Relationships: Community

Out to Eat - Isaacs

- ▶ **Purpose:** To teach the skill of going to a restaurant, remain seated, order off of a menu and eat.
- ▶ **Procedures:**
 - ▶ Role Play in the classroom
 - ▶ Practice with menus from designated restaurant
 - ▶ Prepare and practice quiet activities to do while waiting
 - ▶ Use promise reinforcers
 - ▶ Video modeling
 - ▶ Resource: www.BeLikeBuddy.com

The Results: 7 out of 7 student success on trip & 2 families went out to eat at Isaacs after our trip!



Relationships: District Level

- ▶ Kick off Day: Professional development session with entire district about accepting all learners
- ▶ Bus/van driver training
- ▶ Administration “Shadow a Student Day”
- ▶ School Board Meetings

Relationships: Building Level

- ▶ Faculty Meeting
- ▶ Emails and communication with all staff in building (i.e., Trent's Treats, children practicing walking hallways next to a grocery cart, student practicing walking next to an adult without holding hands)
- ▶ Classroom teachers and support teacher work together to establish inclusive classrooms
- ▶ Reversed Inclusion

Relationships: Building Level

“Reversed Inclusion”



Relationships: Building Level

- ▶ How it works: Students from their assigned regular education homerooms spend time in our classroom doing activities that we have previously taught and prefer to enhance peer relationships and build a supportive community.

Relationships: Building Level

- ▶ Student Jobs within the building
- ▶ Trent's Treats
- ▶ Matthew's Munchies
- ▶ Everyone working together and share in student successes!



Matthew's Munchies!



Getting Started...

- ▶ Set up routine meetings
 - ▶ Related Service providers
 - ▶ Team Meetings
 - ▶ Meetings with Supervisor
- ▶ Determine best way to communicate (Google, OneNote, Emails etc)
- ▶ Parent input - Ask for input early and often! (See form on slide 10)
- ▶ Meet with regular education teachers before school year and regularly throughout the year

Barriers we had to overcome...

(or still working on!)

- Scheduling conflicts
- Getting everyone on board
- Balancing programs
- Prioritizing focus
- Pumping the breaks...

Questions/Comments/Ideas?

If you would ever like to reach out to us for questions or to collaborate together, our emails are
Jessica_Chrusch@easdpa.org

Nicole_Flora@easdpa.org

Maybe we could have our classrooms Skype! 😊

More Exciting Items Happening At Ephrata Area School District

Life Read Graduate



<https://www.youtube.com/watch?v=unP1duxHCEM&feature=youtu.be>

Project Build A Better Future



<https://www.youtube.com/watch?v=4n6S60BJt7w>

In the News



<https://www.youtube.com/watch?v=V4RW5mMdYvE>