

MAKING THE IMPOSSIBLE- POSSIBLE

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MAKING IT POSSIBLE



- Effective Classroom Management
- Evidence Based Practices
- Student Outcomes: Data Driven Decision Making
- Ethical Considerations
- Administrative Support
- Establishing a Culture of Collaboration
 - Within Classroom and Across Building

OVERVIEW OF AUTISM SUPPORT (AS) PROGRAM

- Initial AS program started as one classroom - grades 6-8 at Linglestown Middle School (LMS)
- 2016 - 2017 School Year - second classroom added to LMS and both classrooms received support from PaTTAN Autism Initiative

EFFECTIVE CLASSROOM MANAGEMENT

- Classroom Organization
- Materials and Data Organization
- Team Meetings
- Staff Training and Modeling
- Fidelity of Implementation
 - Feedback
- High Expectations

EFFECTIVE CLASSROOM MANAGEMENT

CLASSROOM ORGANIZATION

- Schedule
 - Organized by staff
 - Assigned instructional duties
- Classroom Environment
 - Arranged for appropriate instruction
 - Instructional materials available/organized

EFFECTIVE CLASSROOM MANAGEMENT

CLASSROOM ORGANIZATION: SCHEDULE

CYCLE:	7:50-8:05	8:05-8:25	8:30-9:15	9:15-10:00	10:05-10:25	10:25-10:45	10:45-11:05	11:05-11:20	11:25-12:05	12:05-12:30	12:30-12:55	1:00-1:20	1:20-1:40	1:45-2:05	2:05-2:25
MRS. BRUNO (160)	MAND/IT JOSE	ETHAN - MAND/IT	PREP	ETHAN - MAND/IT	DUMALRY - IT (170)	ETHAN - MAND/IT	JOSE - IT	ETHAN - MAND/IT	LUNCH BREAK	ETHAN - MAND/IT	JOSE - MAND	ETHAN - MAND/IT	IT - DUMALRY (170)	PER. BOOKS: JOSE	PER. BOOKS: JOSE
DONNA (170)	IT DUMALRY	BREAK	GVM: DUMALRY/GRACE	CREATIVE ARTS: DUMALRY	DOM - IT	MAND - GRACE (170)	NATE - NET	NATE - NET	LUNCH BREAK	IT - CAM/SOFIA (170)	DOM - IT	DUMALRY - IT (170)	DOM - IT	PER. BOOKS: DOM (MAND)	PER. BOOKS: DOM (MAND)
JULIE (160)	ETHAN/SOFIA ATTENDANCE	DUMALRY - IT (170)	CREATIVE ARTS: COLIN	GVM: JOSE/COLIN	BREAK	DOM - IT/MAND	DOM/SOFIA - IT HALLOWAY	JOSE - IT	CAFE: SO G/DS/DS	IT - DUMALRY	COLIN/SOFIA (170)	LUNCH BREAK	LUNCH BREAK	PER. BOOKS: COLIN (SO)	PER. BOOKS: COLIN (SO)
KATHARIN (160)	PROGRAM BOOKS	COLIN - MAND (170)	CREATIVE ARTS: JOSE	BREAK 9:55-9:55 TRAY/DANCE - CREATIVE ARTS	JOSE - MAND/IT	SOFIA - IT (170)	MAND - DUMALRY	MAND - DUMALRY	LUNCH BREAK	JOSE - MAND/IT	DUMALRY - IT (170)	DOM - MAND	GRACE - MAND	PER. BOOKS: JOSE	PER. BOOKS: JOSE
KIM (170)	COLIN - IT (170)	BREAK	CREATIVE ARTS: NATE/SOFIA	GVM: NATE/SOFIA	GRACE - IT (170)	COLIN - IT (170)	GRACE - IT (170)	DOM/SOFIA - IT HALLOWAY	LUNCH BREAK	GRACE - IT (170)	COLIN - IT/MAND (170)	DOM - IT (170)	COLIN - IT/MAND (170)	PER. BOOKS: CAM (170)	PER. BOOKS: CAM (170)
STACY (170)	CAM - IT/MAND (170)	CAM - IT/MAND (170)	CREATIVE ARTS: CAMERON	GVM: CAMERON	CAM - MAND/IT (170)	JOSE - MAND/IT	COLIN - IT/MAND (170)	CAM - MAND/IT (170)	LUNCH BREAK	CAM - IT/MAND (170)	CAM - IT/MAND (170)	SOFIA/COLIN - IT (170)	JOSE - MAND/IT	PER. BOOKS: SOFIA (170)	PER. BOOKS: SOFIA (170)
TERRI (160)	GRACE - IT	IT - JOSE	GVM: DOM	BREAK 9:55-9:55 DOM/GRACE - CREATIVE ARTS	COLIN - IT HALLOWAY	DUMALRY - IT	DOM - IT (170)	COLIN - IT (170)	CAFE: G/ G/DS/DS	LUNCH BREAK	LUNCH BREAK	GRACE - IT (170)	SOFIA - IT (170)	PER. BOOKS: COLIN (MAND)	PER. BOOKS: DUMALRY
MRS. LESIAK (170)	DOM - IT	SOFIA - MATH	ETHAN - MAND/IT	PREP	ETHAN - MAND/IT	CAM - IT (170)	ETHAN - MAND/IT	GRACE - MAND/IT (170)	ETHAN - CAFE	LUNCH BREAK	ETHAN - MAND/IT	JOSE - IT	ETHAN - MAND/IT	PER. BOOKS: ETHAN	PER. BOOKS: ETHAN
OTHER		DOM - COMPUTER								DOM - COMPUTER	DOM - COMPUTER			ETHAN - IPAD	ETHAN - IPAD
SPEECH			JOSE: GRACE JOSE: JOSE DUMALRY								JOSE: DOM JOSE: ETHAN		JOSE: DOM JOSE: ETHAN		
OT					ETHAN	ETHAN	DUMALRY	JOSE							

EFFECTIVE CLASSROOM MANAGEMENT

MATERIALS AND DATA ORGANIZATION

- Easily Accessible Materials/Reinforcers
 - Labeled/categorized
 - Rotate weekly
- Visual Cues
 - Walls, tables, and student materials
- Data Collection
 - Daily, upon student arrival
 - Use to guide decisions!

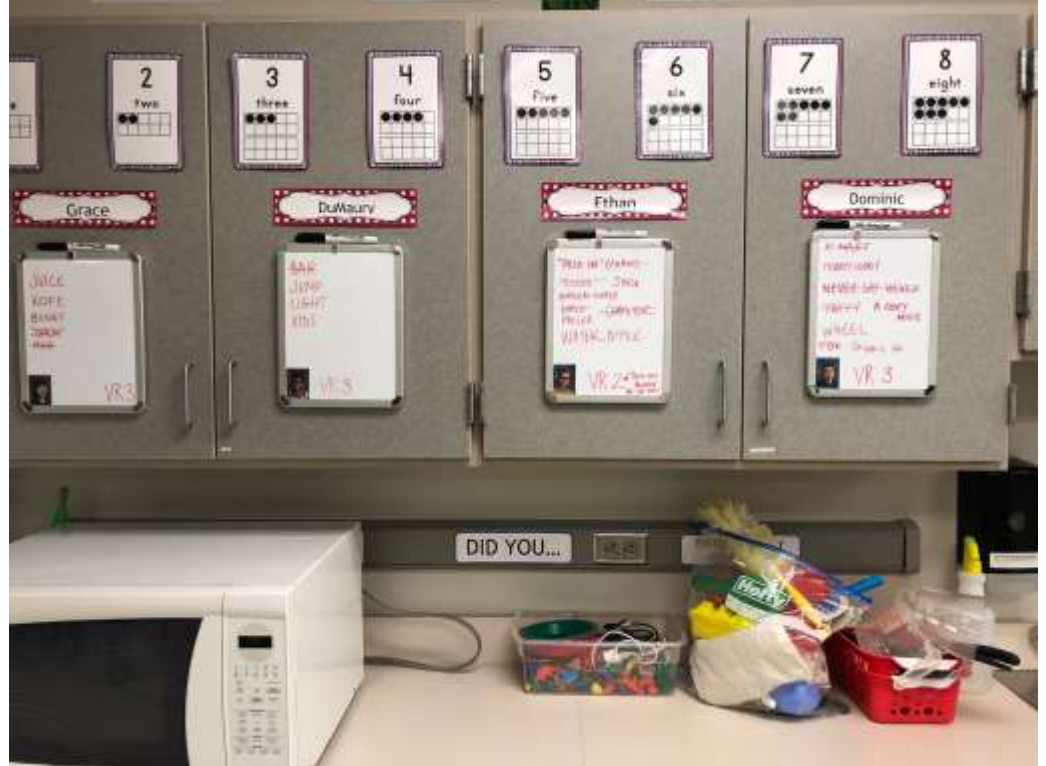
EFFECTIVE CLASSROOM MANAGEMENT

MATERIALS AND DATA ORGANIZATION: EASILY ACCESSIBLE MATERIALS



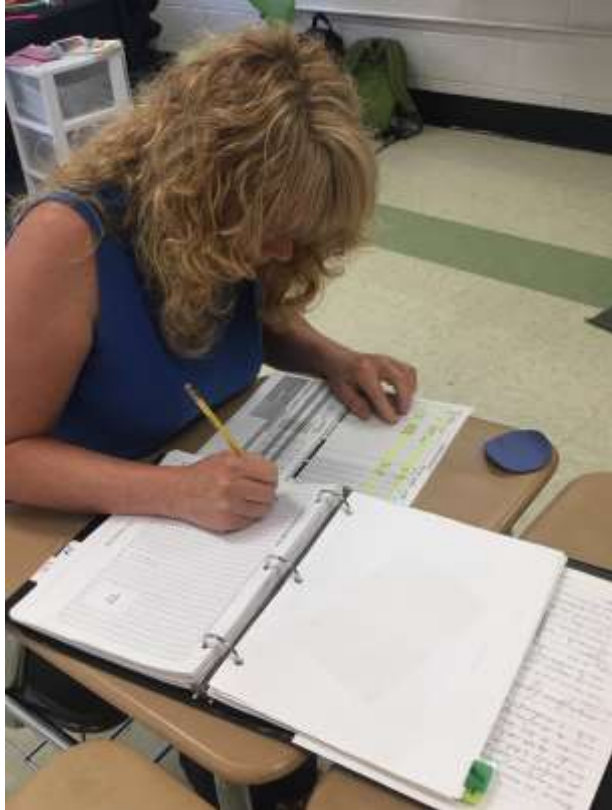
EFFECTIVE CLASSROOM MANAGEMENT

VISUAL CUES



EFFECTIVE CLASSROOM MANAGEMENT

DATA COLLECTION: MONITOR WHAT YOU TEACH!



EFFECTIVE CLASSROOM MANAGEMENT

TEAM MEETINGS

Team Meeting Log

Date: See below Time: 2:30 PM Teacher: Seenu/Chetan

Team Members Present: Seenu, Chetan, Ananya, Long, Tanvi, Shaf

Date	Rating	Academic Program/Concern? Behavior Concern? Discipline Issues	Action to be Taken/Comments	Individual Responsibility	Date to be Completed	Outcome	Status
4/1/18	1	Review of schedules, cleaning up & a certain time to all be prepared is a new time.	clean up sessions when appropriate app 2 mins prior to change	All staff	ASAP	students want to be waiting for not to start in this opportunity to change in DS	AB/DC
4/1/18	3	STAFF SHOUT OUTS - Reinforcement/Praise to staff their hard work review of new ethics program, review schedule changes & fidelity is	staff have been utilizing all feedback wanted to give extra praise	All staff	N/A	everyone feeling happy/encouraged	AB/DC
4/1/18	1	Review of new ethics program, review schedule changes & fidelity is	out to review schedule	All staff	ASAP	improved handling of IT sessions	AB/DC
4/1/18	1	Review of new IT sessions & EL problem behavior	review out to review EL staff out	All staff	ASAP	students out to make progress	AB/DC
4/1/18	1	Review of EL Problem Behavior schedule changes to assist him	discussion with staff when also all staff follow schedule	All staff	ASAP	students still making progress on targets	AB/DC
5/1/18	3	Review that problem behavior can also include discouraging, intimidating or humiliating instruction	use script manual keep documentation for new level plan	All staff	ASAP	improved IT sessions for SG/CG	AB/DC
5/1/18	4	Review of ethics program how to do backwards chaining	addition of ethics program for SG/CG DS	All staff	ASAP	new programs for students	AB/DC

Rating Code: 1-3 1= Serious Concern/Urgent 2= Adequate Progress/Minor Issues 3= Improved Progress/Very or No Issues

EFFECTIVE CLASSROOM MANAGEMENT

FIDELITY OF IMPLEMENTATION

- Fidelity Checks
- Give Feedback
- Analyze the Data
- Accountability

“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”

**INTENSIVE TEACHING
Procedural Fidelity Checklist**

Date: 9/18/17 Instructor: [REDACTED] Student: [REDACTED]
Observer 1: D. Wink Observer 2: [REDACTED] IOA%:

		YES	NO
Instructional Area	1. Is instructional area neat and sanitized?	✓	
	2. Does instructor have all materials needed for instruction organized and ready?	✓	
	3. Does instructor have a variety of valuable reinforcers available?	✓	
	4. Does session begin with delivery of reinforcement or an opportunity to mand?		✓
	5. Does instructor gradually fade in the demands/tasks presented?		
	6. Does instructor use fast-paced instruction (no more than 2 seconds between student's response and your next instruction)?	✓	
	7. Does instructor mix and vary instructional demands (no more than 3 of the same operant/task in a row)?	✓	
	8. Are easy and difficult tasks interspersed at the appropriate ratio?	✓	
	9. Does instructor use a natural tone of voice?	✓	
	10. Does instructor reinforce at set VR schedule?		✓
Task/Response	11. Does instructor use 0 second delay prompts for teaching targets?	✓	
	12. Are prompted trials followed by a transfer trial, distractor(s), and a check trial?	✓	
	13. Does instructor differentially reinforce (better reinforcement) target responses?		✓
	14. Does instructor differentially reinforce (better reinforcement) quicker and more independent responding?		✓
Error Correction	15. Does instructor re-present the instruction followed by a 0 second delay prompt when errors occurred?		
	16. Does instructor prompt student if no response occurred within 2 seconds for a previously mastered item?		

Notes: T, E, LR, T, E * errorless teaching - correct
T, E, E, T, T, target ball T, MI, T, T T, E, T, E, T, E, T, E, T, E, T, E
MI, T, E, gummy E, T, T
T, T, T, LR, MI, T, T, E, C, MI, T, T * ball T, T, LR, T, T, T monkey
MI, T, LR, gummy T, T, T, T, T, T, T, T
VR-2 * deliver reinforcement off target
target * hand/season.

Date: 9/18/17

Instructor:

Student:

Observer 1: D. UGROK

Observer 2:

IOA%

		YES	NO
1.	Is instructional area neat and sanitized?	✓	
2.	Does instructor have all materials needed for instruction organized and ready?	✓	
3.	Does instructor have a variety of valuable reinforcers available?	✓	
4.	Does session begin with delivery of reinforcement or an opportunity to mand?	✓	
5.	Does instructor gradually fade in the demands/tasks presented?	✓	
6.	Does instructor use fast-paced instruction (no more than 2 seconds between student's response and your next instruction)?	✓	
7.	Does instructor mix and vary instructional demands (no more than 3 of the same operant/task in a row)?	✓	
8.	Are easy and difficult tasks interspersed at the appropriate ratio? Easy/hard ratio: 8:20	✓	
9.	Does instructor use a natural tone of voice?	✓	
10.	Does instructor reinforce at set VR schedule? VR: 7	✓	
11.	Does instructor use 0 second delay prompts for teaching targets?	✓	
12.	Are prompted trials followed by a transfer trial, distractor(s), and a check trial?	✓	
13.	Does instructor differentially reinforce (better reinforcement) target responses?	✓	
14.	Does instructor differentially reinforce (better reinforcement) quicker and more independent responding?	✓	
15.	Does instructor re-present the instruction followed by a 0 second delay prompt when errors occurred?	✓	
16.	Does instructor prompt student if no response occurred within 2 seconds for a previously mastered item?	✓	

Notes:

 T, E, LR, TX, E

Test = $\frac{TT}{T} \cdot \frac{T}{T} - \text{target-value}$

1997-1998

MT 1 + 2 = 60

1. 1980年1月1日

DATE: _____ LE: _____

VR-2

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

* errorless teaching - correct

II. MT. TTV

姓名: _____

紅土

$$44 - 10 = 34$$

1. 4, 5

T₁, T₂, T₃, T₄

* After reinforcement of 7 ang

* Mand / season

EFFECTIVE CLASSROOM MANAGEMENT



EFFECTIVE CLASSROOM MANAGEMENT

HIGH EXPECTATIONS

- Using the science with staff
 - Redirection
 - Explicit instructions
- Professionalism
 - Classroom conversations
 - Vocabulary
 - Respect for all students
- Model these expectations!

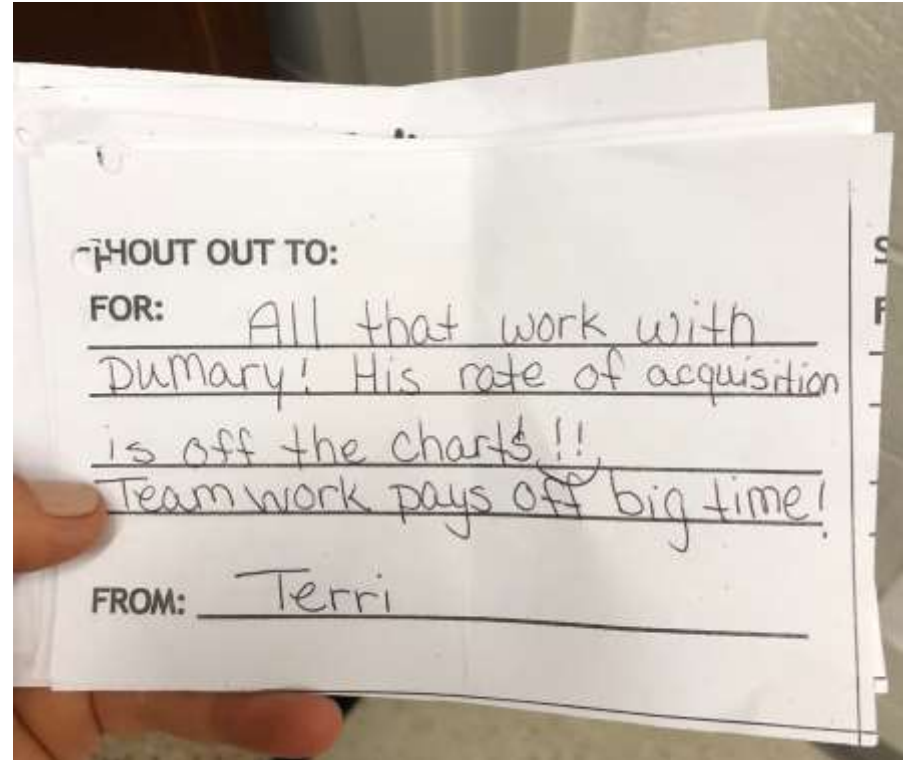
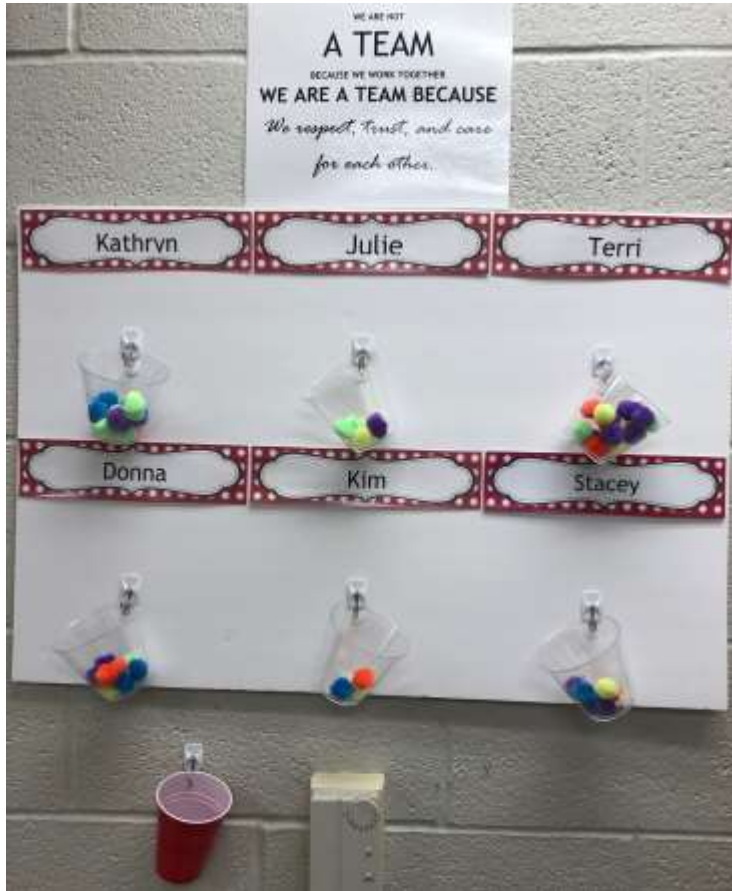
EFFECTIVE CLASSROOM MANAGEMENT: HIGH EXPECTATIONS

- Value of Teamwork
 - Advocate for your staff
 - Support your staff
- Staff Reinforcement



GOOGLE..(2018). *Alone we can do so little*
quote. <http://www.quoteswave.com/picture-quotes/103260>.(July, 3, 2018).

REINFORCEMENT SYSTEM FOR STAFF



EVIDENCE BASED PRACTICES

- System of Instruction
 - Assessment
 - Programming and target selection
 - Instructional Procedures

PROTOCOL
A Language and Symbolic Ability Assessment Program
for Children with Developmental Disabilities

VB-MAPP

Verbal Behavior Milestones
Assessment and Placement Program

This protocol belongs to:

Mark L. Sundberg, Ph.D., BCBA-D

GUIDE
A Language and Symbolic Ability Assessment Program
for Children with Developmental Disabilities

MAPP

Verbal Behavior Milestones
Assessment Program

Mark L. Sundberg, Ph.D., BCBA-D

[illegible]

EVIDENCE-BASED PRACTICES: INSTRUCTIONAL PROCEDURES

TIPS FOR MANDING:

- PROVIDE **HUNDREDS OF OPPORTUNITIES** FOR MANDING EACH DAY!
- MANDING SHOULD OCCUR ACROSS VARIOUS PEOPLE IN VARIOUS SETTINGS
- ALWAYS **AVOID TEACHING GENERIC MANDS** (EX: "YES," "NO," "MORE," "PLEASE," "THANK YOU," AND "NO THANK YOU")
- **MAINTAIN THE VALUE OF REINFORCERS BY...**
 - VARY REINFORCERS USED: INCLUDE ITEMS BEING TAUGHT, ITEMS ALREADY MASTERED, AND FUTURE ITEMS
 - VARY THE WAY REINFORCERS ARE USED
 - VARY THE SCHEDULE OF REINFORCEMENT (VRI): MAKE DELIVERY OF REINFORCEMENT UNPREDICTABLE!
 - STOP DELIVERY BEFORE IT LOSES VALUE
 - AVOID USING TOO MUCH AT ANY DELIVERY
 - **MANDING SHOULD BE FUN!**

MOST IMPORTANT RULE:

HAVE FUN!

IF YOU'RE NOT HAVING FUN, THE STUDENT PROBABLY ISN'T EITHER!

DURING ALL MAND SESSIONS: MAKE SURE...

- YOU HAVE A WIDE VARIETY OF ITEMS
- ITEMS ARE ACCESSIBLE BUT DELIVERED UNDER YOUR INSTRUCTIONAL CONTROL
- REINFORCERS INCLUDE...
 - **TARGET MANDS** YOU ARE TEACHING
 - **ERROR-LESSLY AND FADING PROMPTS**
 - **MASTERED MANDS** STUDENT SHOULD REQUEST INDEPENDENTLY
 - **FUTURE TARGETS** DELIVER FOR FREE! NO PROMPT OR RESPONSE REQUIRED
 - **NOVEL ITEMS** ITEMS THAT MAY NOT BE OF VALUE - WE ARE CONDITIONING

IF ERROR OCCURS: ERROR-CORRECT FOR MANDS

1. REMOVE REINFORCER
2. PAUSE 3-5 SECONDS
3. REPRESENT ITEM WITH PROMPT
4. DELIVER ITEM (FADE PROMPT)

WHEN TO HONOR A MAND...

IF THERE IS AN OBVIOUSLY MEANINGFUL MAND - GIVE THE REINFORCEMENT

IF THE MAND IS A REQUEST FOR AN ITEM OR ACTIVITY THAT THE STUDENT HAS NOT YET MASTERED, THEN DELIVER THE REINFORCEMENT

IF THE MAND IS A REQUEST FOR AN ITEM OR ACTIVITY THAT THE STUDENT HAS MASTERED, THEN DELIVER THE REINFORCEMENT

STEPS IN TEACHING A SPECIFIC MAND:

1. VERIFY MOTIVATION. IF IT IS NOT IN PLACE WE MUST CREATE MOTIVATION (WHAT CAN WE DO TO MAKE THE ITEM/ACTIVITY VALUABLE?)
2. MODEL AND PAIR RESPONSE FORM AND DELIVERY OF ITEM
3. PROMPT THE MAND/GIVE ANSWER WITH PROMPT. IF STUDENT SHOWS MOTIVATION
4. IF RESPONSE OCCURS: DELIVER AND FADE PROMPT

FREQUENCY AND DATA REINFORCERS:

1. REINFORCEMENT FORM

2. REINFORCEMENT DATA

3. REINFORCEMENT DATA

4. REINFORCEMENT DATA

EVIDENCE-BASED PRACTICES: MANDING



EVIDENCE-BASED PRACTICES: MANDING



EVIDENCE-BASED PRACTICES: INSTRUCTIONAL PROCEDURES

DO NOT
EXCEED
THE
STUDENT'S
VR!

KEEP
DEMANDS
IN RANGE
OF

2
ABOVE
2
BELOW

THE SET
NUMBER
PROMPT &
TRANSFER
COUNT AS...
ONE

EVIDENCE-BASED PRACTICES: INTENSIVE TEACHING



EVIDENCE-BASED PRACTICES: INTENSIVE TEACHING



STUDENT OUTCOMES: DATA BASED DECISION MAKING

- Student Outcomes Pre/Post Implementation
- Impact Beyond Classroom

STUDENT OUTCOMES: DATA BASED DECISION MAKING

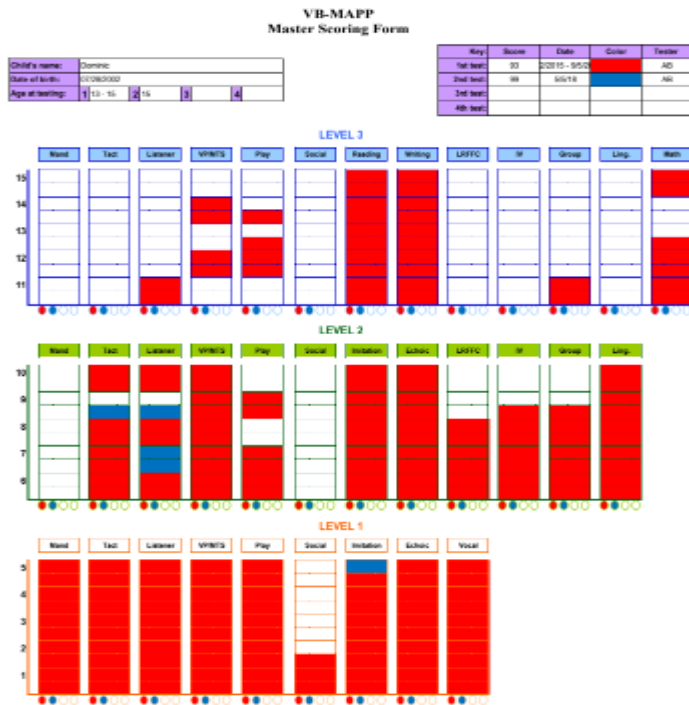
- Fall 2015; Score: 85



- VB-MAPP Data
 - Tact: 106 (items), 0 (actions)
 - Mand: 5
 - Simple LR Actions: 16
 - Frequency of Problem Behavior: avg. 20/day

STUDENT OUTCOMES: DATA BASED DECISION MAKING

- Spring 2018; Score: 99



- Level: Level two
- Tact: 571 (items), 109 (actions), introducing parts
- Mand: 109
- LR Ongoing Actions: 191
- Introducing Joint Control
- Intraverbal: 45
- Frequency of Problem Behavior: 0

STUDENT OUTCOMES: DATA BASED DECISION MAKING

STUDENT COMPARISON OF BEFORE AND AFTER

- Rate of Acquisition
 - Days targets are open decreased
- Advancing in programming
- Actively engaged during instruction
 - Problem behavior diminished, instructional areas no longer aversive
- Wide variety of valuable reinforcers

STUDENT OUTCOMES: DATA BASED DECISION MAKING

IMPACT BEYOND THE CLASSROOM

- Parent involvement
 - Parent training
 - Home card sorts
- Outside agency training
 - Therapists
- Community success stories

ETHICAL CONSIDERATIONS

- Students deserve the best possible education
- Holding high expectations
- Advocate for what your program needs

"Professional courage means doing what is right, even when it is difficult."

ADMINISTRATIVE SUPPORT

- Communication
- Build Relationships
- Respect
- Professional development to practice
- Transparency
- Observation to gain support

ESTABLISHING A CULTURE OF COLLABORATION

- Creative Arts
- Extra Curricular Activities
- Peer Buddy Program

ESTABLISHING A CULTURE OF COLLABORATION

CREATIVE ARTS



ESTABLISHING A CULTURE OF COLLABORATION

CREATIVE ARTS



ESTABLISHING A CULTURE OF COLLABORATION

EXTRA-CURRICULAR ACTIVITIES



ESTABLISHING A CULTURE OF COLLABORATION

PEER BUDDIES



ESTABLISHING A CULTURE OF COLLABORATION

PEER BUDDIES



ESTABLISHING A CULTURE OF COLLABORATION

PEER BUDDIES



ESTABLISHING A CULTURE OF COLLABORATION

PEER BUDDIES



FUTURE PROGRAM GOALS

- Activities of Daily Living
- District-wide Collaboration
 - Within grade level, across grade levels and across buildings
- Group Instruction
- Independent Work
- Expansion of Social Skills Programs
- Transition Programming

FINAL THOUGHTS

**IF YOU DON'T HAVE
TIME TO DO IT
RIGHT, WHEN WILL
YOU HAVE TIME TO
DO IT OVER.**

- JOHN WOODEN

REFERENCES

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"ALONE WE SHINE - TOGETHER, WE CAN LIGHT UP THE WORLD!"

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