MAKING THE IMPOSSIBLE POSSIBLE

Alicia Bruno M.ED - Central Dauphin School District
Danielle Leshak M.ED - Central Dauphin School District
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

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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

<table>
<thead>
<tr>
<th>Date</th>
<th>Rating</th>
<th>Academic Program/Center?</th>
<th>Behavior Concern*</th>
<th>Action to Be Taken</th>
<th>Team Members</th>
<th>Individual Responsible</th>
<th>Date to Be Completed</th>
<th>Outcome</th>
<th>Initiate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/28</td>
<td>1</td>
<td>Review 5th Schedule, cleaning up to allow time for all byプレゼント Classroom 1st Period 3rd Period.</td>
<td></td>
<td>Clean up schedule before 8am, 2010</td>
<td>All Staff, Team</td>
<td>All Staff</td>
<td>2/28</td>
<td>Pass</td>
<td>BE/BL</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>STAFF S/OUT - PUPILS RETURN TO SCHEDULE</td>
<td>Send notice to principal, schedule 21/4/12</td>
<td>Modify schedule</td>
<td>All Staff</td>
<td>All Staff</td>
<td>3/4</td>
<td>N/A</td>
<td>BE/BL</td>
</tr>
<tr>
<td>3/8</td>
<td>1</td>
<td>REVIEW 1ST TERM</td>
<td>Schedule changes &amp; attendance</td>
<td>Review attendance, teacher to be reminded</td>
<td>All Staff</td>
<td>All Staff</td>
<td>3/8</td>
<td>Pass</td>
<td>BE/BL</td>
</tr>
<tr>
<td>3/15</td>
<td>1</td>
<td>REVIEW 1ST TERM</td>
<td>Schedule changes &amp; attendance</td>
<td>Review attendance, teacher to be reminded</td>
<td>All Staff</td>
<td>All Staff</td>
<td>3/15</td>
<td>Pass</td>
<td>BE/BL</td>
</tr>
<tr>
<td>3/22</td>
<td>1</td>
<td>REVIEW 1ST TERM</td>
<td>Schedule changes &amp; attendance</td>
<td>Review attendance, teacher to be reminded</td>
<td>All Staff</td>
<td>All Staff</td>
<td>3/22</td>
<td>Pass</td>
<td>BE/BL</td>
</tr>
<tr>
<td>3/29</td>
<td>1</td>
<td>REVIEW 1ST TERM</td>
<td>Schedule changes &amp; attendance</td>
<td>Review attendance, teacher to be reminded</td>
<td>All Staff</td>
<td>All Staff</td>
<td>3/29</td>
<td>Pass</td>
<td>BE/BL</td>
</tr>
</tbody>
</table>

- **Rating Code:** 3-3: 1- Serious Concern/Urgent 2- Adequate Progress/Minor Issue 3- Improved Progress/Few or No Issues

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*Behavior Concerns:*
- Classroom management
- Attendance
- Behavior issues

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**Initiate:**
- BE/BL: Better Early/Late
- NA: Not Applicable
- N/A: Not Applicable

---

**Date:**

**Time:**
- 2:30 pm

**Teacher:**
- Baldwin

---

**Team Members Present:**
- All Staff, Team
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.”
**Effective Classroom Management**

**Fidelity of Implementation**

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**INTENSIVE TEACHING**  
Procedural Fidelity Checklist

<table>
<thead>
<tr>
<th>Date:</th>
<th>9/8/17</th>
<th>Instructor:</th>
<th>Student:</th>
</tr>
</thead>
</table>

**Observer 1: D. L. E. S. O. O. K.**  
**Observer 2:**

<table>
<thead>
<tr>
<th>Item</th>
<th>YES</th>
<th>NO</th>
<th>MAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is instructional area neat and sanitized?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>2. Does instructor have all materials needed for instruction organized and ready?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>3. Does instructor have a variety of valuable reinforcers available?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>4. Does session begin with delivery of reinforcement or an opportunity to mand?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>5. Does instructor gradually fade in the demands/tasks presented?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>6. Does instructor use fast-paced instruction (no more than 2 seconds between student’s response and your next instruction)?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>7. Does instructor mix and vary instructional demands (no more than 3 of the same operant/task in a row)?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>8. Are easy and difficult tasks interspersed at the appropriate ratio?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>Easy/hard ratio:</td>
<td>80/20</td>
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</tr>
<tr>
<td>9. Does instructor use a natural tone of voice?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>10. Does instructor reinforce at set VR schedule?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
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<tr>
<td>VR: 2</td>
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<tr>
<td>11. Does instructor use 0 second delay prompts for teaching targets?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>12. Are prompted trials followed by a transfer trial, distractor(s), and a check trial?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>13. Does instructor differentially reinforce (better reinforcement) target responses?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>14. Does instructor differentially reinforce (better reinforcement) quicker and more independent responding?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>15. Does instructor re-present the instruction followed by a 0 second delay prompt when errors occurred?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
</tr>
<tr>
<td>16. Does instructor prompt student if no response occurred within 2 seconds for a previously mastered item?</td>
<td>✔️</td>
<td>✔️</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Notes:**  
*抄袭教学过程*  
*目标区分*  
*提示*  
*延迟刺激*  
*任务*  
*小点心*  
*任务*  
*延迟刺激*  
*小点心*  
*任务*  
*延迟刺激*  
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*小点心*  
*任务*  
*延迟刺激*  
*小点心*  

**Percentage of Correct Trials:**  
*正确百分比*  
*延迟激励*  
*小点心*  
*任务*  
*延迟刺激*  
*小点心*  
*任务*  
*延迟刺激*  
*小点心*  

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Effective Classroom Management

Staff Training and Modeling
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

“ALONE WE CAN DO SO LITTLE; TOGETHER WE CAN DO SO MUCH.”
- Helen Keller

Reinforcement System for Staff

WE ARE NOT A TEAM
BECAUSE WE WORK TOGETHER
WE ARE A TEAM BECAUSE
We respect, trust, and care
for each other.

Kathryn  Julie  Terri
Donna  Kim  Stacey

HOUT OUT TO:
FOR: All that work with
DuMary! His rate of acquisition
is off the charts!!
Team work pays off big time!

FROM: Terri
Evidence Based Practices

- System of Instruction
  - Assessment
  - Programming and target selection
  - Instructional Procedures
Evidence-Based Practices: Assessment
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 (e.g., "yes," "no").
- More, please, thank you, and no thank you.
- Maintain the value of reinforcers by...
  - Vary reinforcers used; include items mastered, and future items.
  - Vary the way reinforcers are used.
  - Vary the schedule of reinforcement (VR).
  - Make delivery of reinforcers unpredictable.
  - Stop delivery before it loses value.
  - Avoid using too much at any delivery.
- Manding should be fun!

**Steps in Teaching a Specific Mand:**
1. Verbal motivation: If it is not in place, we must create motivation (what can we do to make the item/activity valued?)
2. Model and pair response form and delivery of item.
3. Prompt the mand and give another with error correction teaching (a student shows)
4. If response occurs: deliver and fade prompt.

**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.
    - Mastered mands: student should request independently.
    - Future targets: no prompt or response required.
    - Novel items: items that may not be of value - we are conditioning.

If error occurs: error correct
1. Remove reinforcer
2. Pause 3-5 seconds
3. Represent item with prompt
4. Deliver item (fade prompt)
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.”

● 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

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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


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

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Danielle Leshak - dleshak@cdschools.org