Setting the Stage for Success: Classroom Organization to Increase Effectiveness

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Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.


REDSKINS


MANCHEST
Race

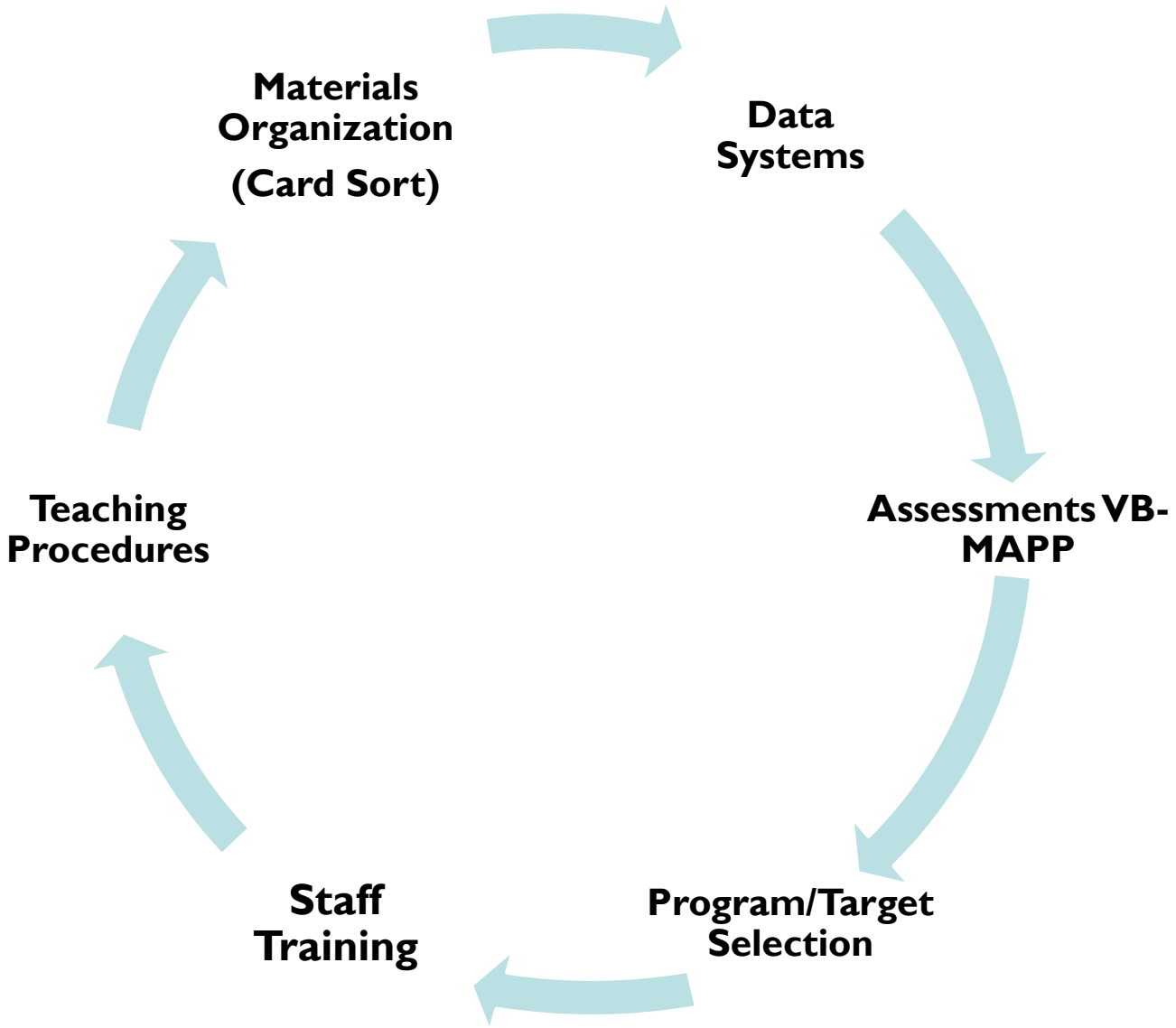
"Increasing the effectiveness of instruction results in less failure, more frequent social and other forms of reinforcement, and general improvements in the demand situation to the point where it may not be functioning as a demand, but rather as an opportunity"

Jack Michael

Organization is a Key to Effective Instruction

- Classroom Environment
- Classroom Schedules
- Assessment
- Programming
- Data Systems
- Developing and Organizing Teaching Materials
- Team Meetings

Program Components Fit Together



Classroom Organization Video

Classroom Environment

Classroom Environment

- The classroom needs to be set up to provide many opportunities for
  - Social Interactions
    - Approach Behavior
    - Manding
    - Conversation
  - Instruction

Preparing the Classroom Environment

- Key Components
  - Sanitizing the Environment
  - Classroom Arrangement
  - Room Decorations/Wall Cues
  - Materials Organization

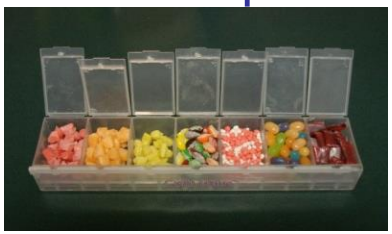
Sanitizing the Environment

- Don't think Lysol or Clorox!
  - Think limited access to materials
    - Free access to reinforcers is detrimental to the development and expansion of communication
    - Increase motivation, social opportunities, and communicative opportunities by sanitizing the environment
  - Pairing and Manding teach the value of communication and of people in the environment
    - Pairing and Manding cannot occur successfully when free access to reinforcers is given

Sanitizing The Environment

Make Communication and the teaching environment valuable!

- Take control of the reinforcers!
  - Put items on shelves where they can be seen but not reached
  - Store preferred items in clear bins that can only be opened by staff
  - Place edibles in clear baggies or craft bins
  - All staff use aprons or fanny packs



Sanitizing the Environment

- Expose highly preferred items in a rotation to keep their value strong
- Provide peers with the student's valuable items in containers to promote pairing and manding with peers
- Provide (or keep out) only parts of items to promote manding for missing items and manding for information

Sanitizing the Environment

- Some practical tips
  - Use fabric to cover open shelves or bookcases
  - Bookshelves can become wall shelves with a simple turn
  - Store game pieces in a separate area
    - Puzzle boards/pieces, potato head/parts, racetrack/cars
  - Create an area of the room that can be closed off where you can store large equipment and toys
  - Use a large bin for each child's specific reinforcers
  - Organize/sort reinforcers by type for easy access

Sanitizing the Environment

Classroom Arrangement

- It is critical that the classroom environment be arranged in a manner that will allow for optimal instruction
  - Structure the room so that you have ample stations to allow for individual as well as group instruction
  - Carts with materials should be easily accessible to instructor but out of the student's reach
  - Students should be able to navigate the environment easily
    - Free of clutter
    - Enough space for wheelchairs/walker
    - Avoid large open spaces if possible

Classroom Arrangement

- Provide seating that allows for appropriate attending posture
  - Feet flat on the floor
  - Chest should clear the desk/table to allow for proper view and manipulation of materials
  - Students should be seated across from instructors therefore tables and desks should be narrow enough to allow for adequate prompting
  - Students should face the least distracting areas of the room
- When using media devices, set up the area so that the instructor has control of these items
  - This helps keep students in attending position even as reinforcement is delivered

Classroom Arrangement

- Group Instruction
  - Arrange students in a "U" shape in front of the instructor
  - Seat students who need the greatest amount of prompting and redirecting front and center
- Partitions or dividers
  - IF needed to minimize distractions, use short dividers that will allow the teacher to have a clear view of the entire classroom
- Prevention of elopement
  - Use furniture and walls wisely to minimize the likelihood of elopement
  - Position instructor so that the student has to pass them to leave the work area; this allows you to redirect quickly
  - Do not prohibit movement and trap the student into the area

Classroom Arrangement

- Some practical tips
  - Use three desks together to create an ideal work station
  - Turn the desks around backwards
    - Store materials for instruction – staff work areas
    - Prevent students from playing in desks
  - If you only have rectangular tables, position the student on the end and use the middle of the table for your materials
  - Designate areas for group instruction, Natural Environment Teaching, Independent Work, from the start

Classroom Arrangement

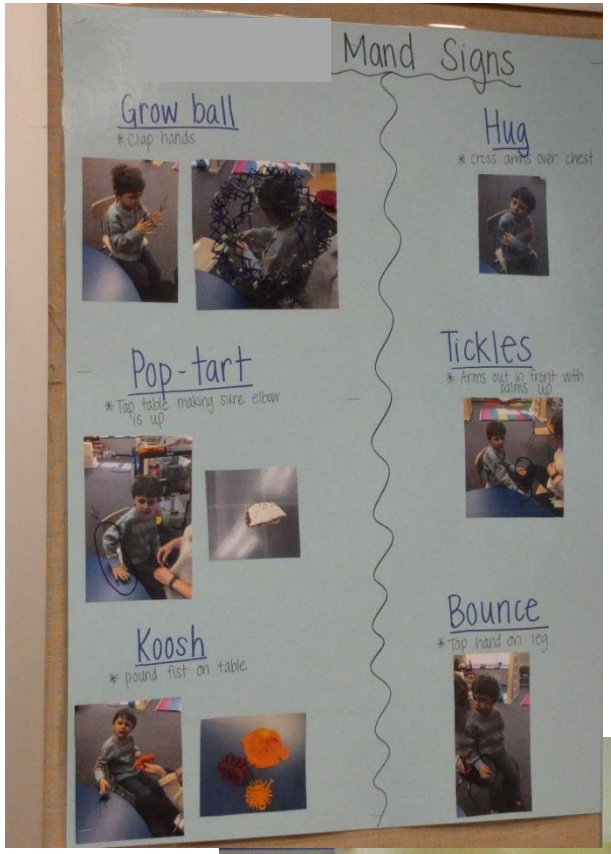
Room Decorations and Wall Cues

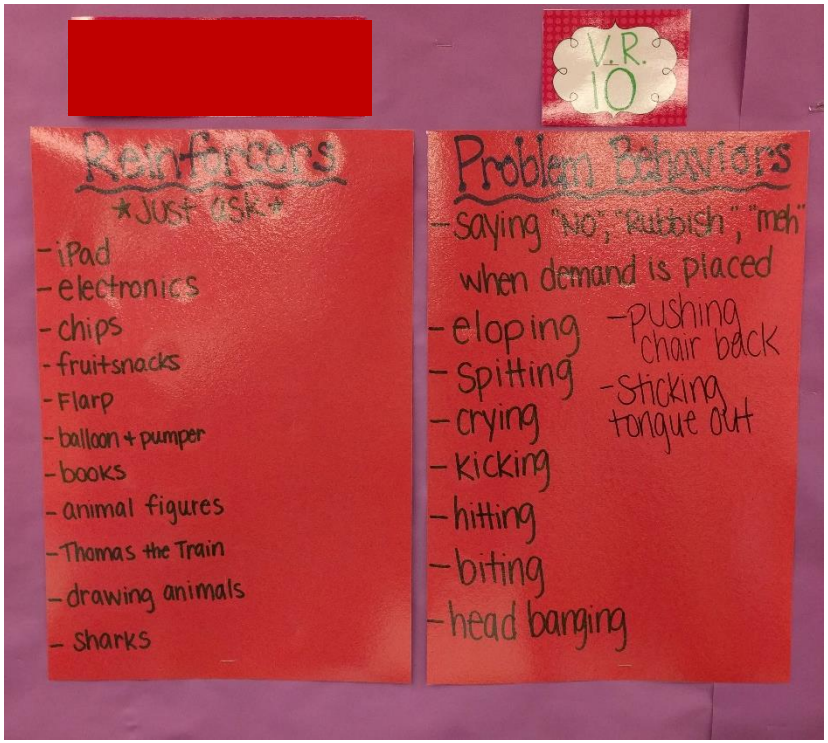
- As teachers we want to make our room as "cute" as possible.
- Instead of room "beautification" this year try room "edification"
- Use posters and wall cues as teaching and prompting aids
  - They will provide at-a-glance information to help you be as efficient and effective as possible
  - This kind of information reflects your dedication as a team to the children you serve
  - Confidentiality is crucial

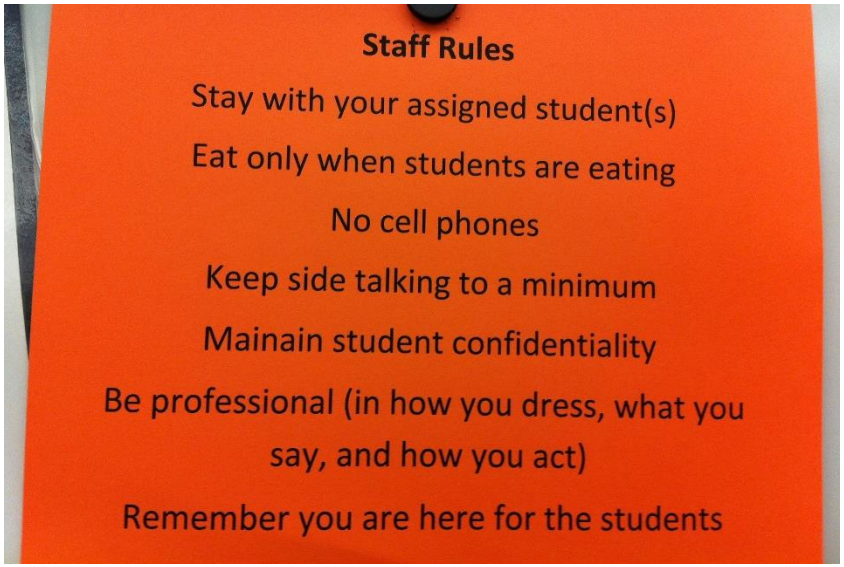
Room Decorations and Wall Cues

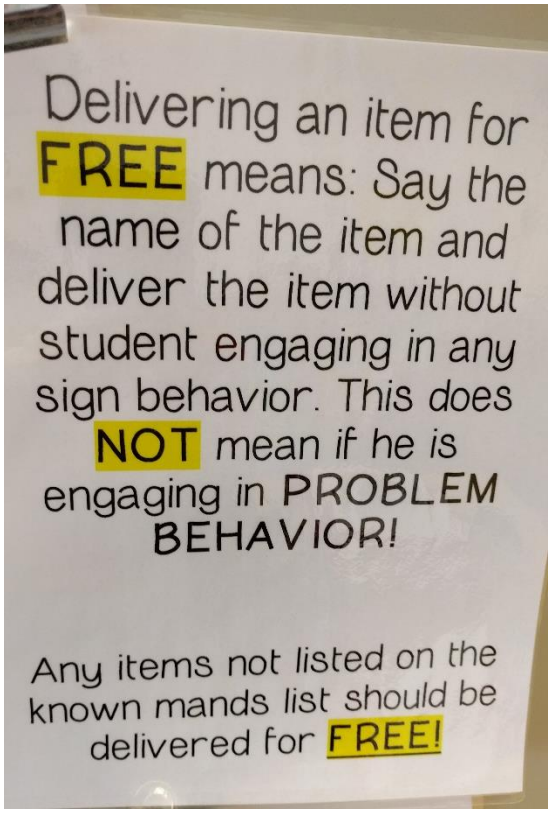
- Suggestions for items to be posted
  - Student VRs
  - Student Reinforcers
  - Natural Environment Teaching Targets
  - Behavior Plan Procedures
  - Descriptions or lists of any problem behaviors
  - Descriptions or pictures of student signs
  - Prompt levels
  - Target Mands
  - Definitions of key terms
  - Teaching and Error Correction Procedures

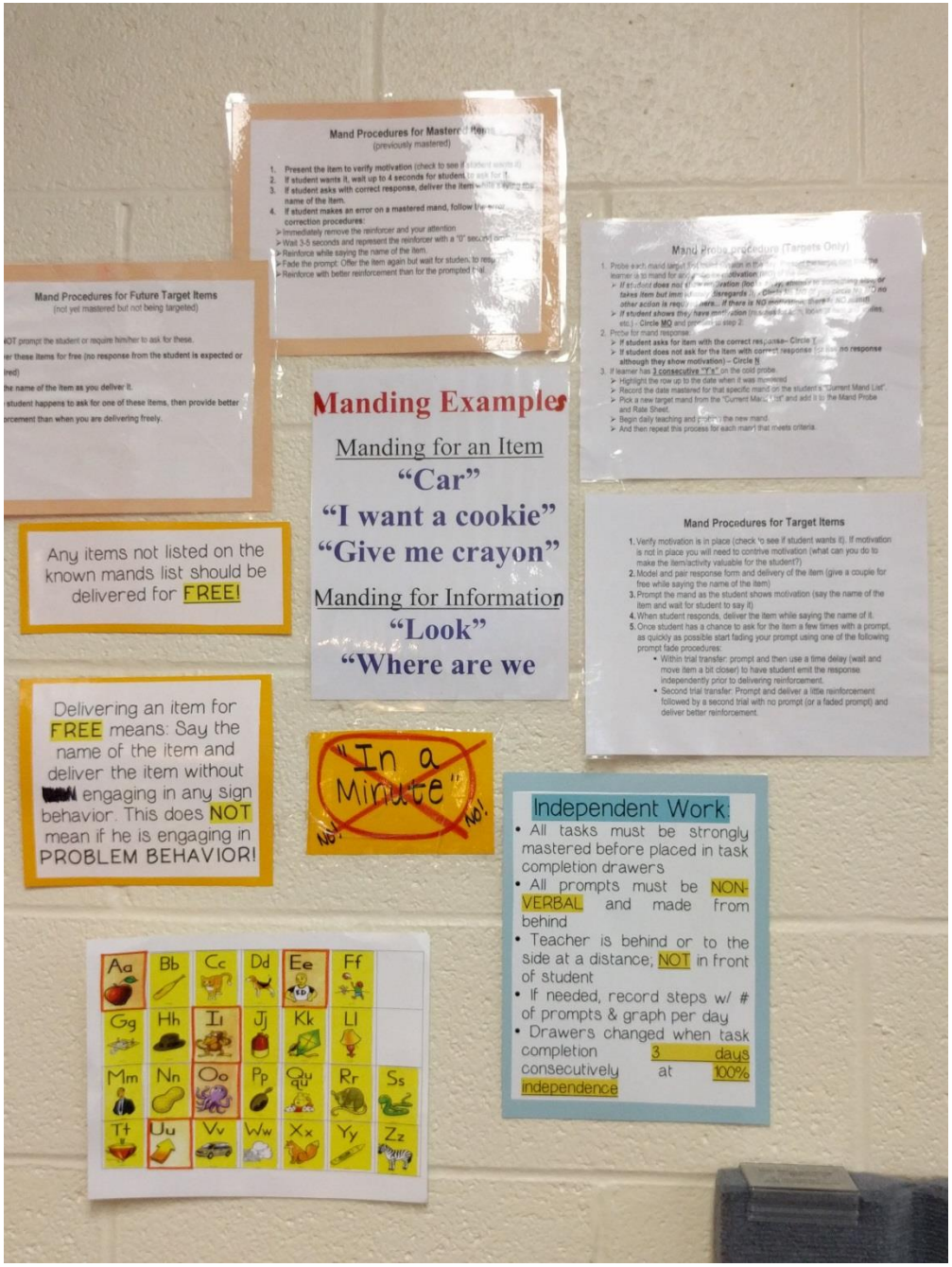
Rooms Decorations and Wall Cues






Staff Rules
Stay with your assigned student(s)
Eat only when students are eating
No cell phones
Keep side talking to a minimum
Mainain student confidentiality
Be professional (in how you dress, what you say, and how you act)
Remember you are here for the students


Delivering an item for FREE means: Say the name of the item and deliver the item without student engaging in any sign behavior. This does NOT mean if he is engaging in PROBLEM BEHAVIOR!
Any items not listed on the known mands list should be delivered for FREE!


Mand Procedures for Mastered
(previously mastered)
Mand Procedures for Future Target Items
(not yet mastered but not being targeted)
Manding Examples
Manding for an Item
"Car"
"I want a cookie"
"Give me crayon"
Manding for Information
"Look"
"Where are we
Any items not listed on the known mands list should be delivered for FREE!
Delivering an item for FREE means: Say the name of the item and deliver the item without engaging in any sign behavior. This does NOT mean if he is engaging in PROBLEM BEHAVIOR!
"In a Minute"
Mand Procedures for Target Items
Independent Work:
• All tasks must be strongly mastered before placed in task completion drawers
• All prompts must be NON-VERBAL and made from behind
• Teacher is behind or to the side at a distance; NOT in front of student
• If needed, record steps w/ # of prompts & graph per day
• Drawers changed when task completion 3 days consecutively at 100% independence

Materials Organization

- Figuring out how to organize instructional materials makes our jobs so much easier!
- You'll need items to help your organize both individual student materials as well as classroom materials

Materials Organization

- Individual Student Materials Organization
  - You'll need to acquire these materials for each student in your room
  - 3 or 4 drawer rolling cart (wide cart is preferable)
  - 3 inch binder
  - Divider tabs
  - Clipboard
  - Reinforcer containers (single bin as well as divided)
  - Program sort box (shoe box size or index card box)

Individual Student Materials – Rolling Cart

- Each student will have their own cart to keep their individual materials neat, organized, and mobile
- Wheeled to the instructional area and put away when not in use
- For staff use. Students should not access carts
- Label each cart clearly with the student's name or picture
- Each drawer should also be labeled
  - Data Collection Materials: clipboard, program book, tools
  - Teaching Materials: shoebox bins with items
  - Program Materials: targets, maintenance cards, future targets

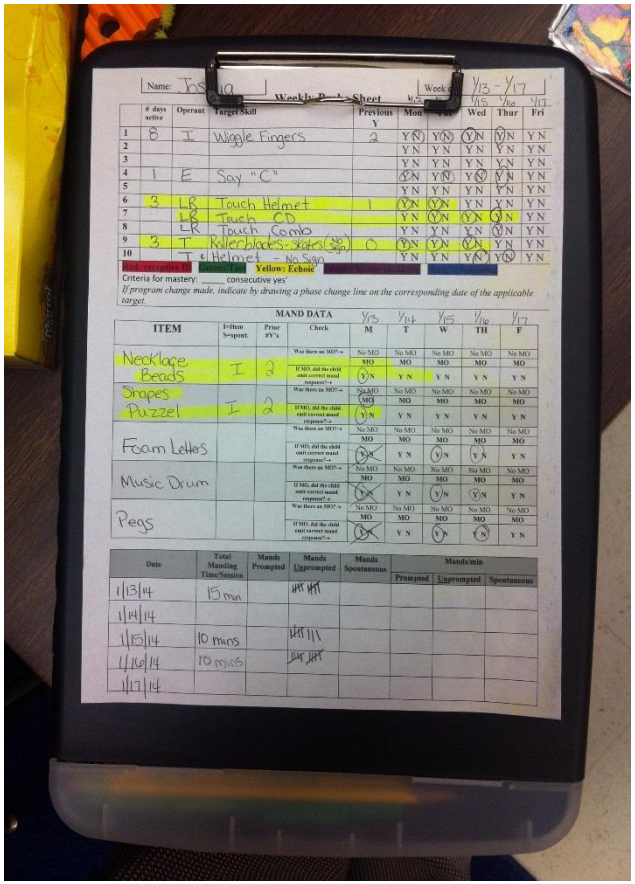
Individual Student Materials - Clipboard

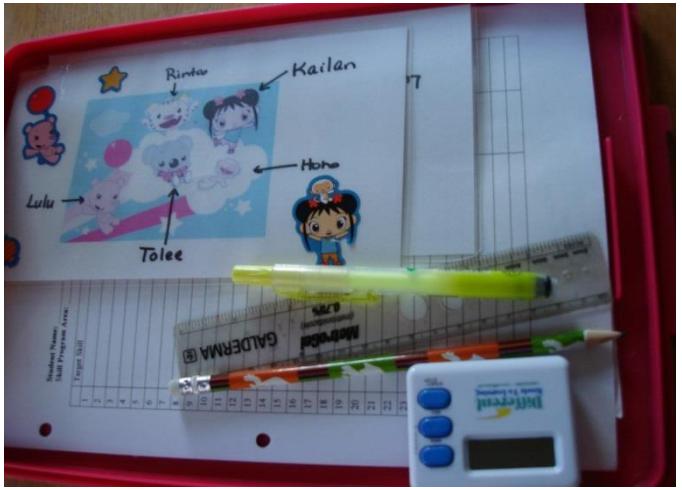
- Each student will have a clipboard that is controlled by staff
- Clipboards will contain all data collection documents needed for that student
- The data on the clipboard is collected and monitored daily then organized in the program book when appropriate
- Data sheets should be refreshed daily or weekly
- The classroom teacher monitors, guides, and manages this paperwork
- Data on clipboards include: weekly probes, behavior data, echoic data, mand data, reinforcer lists
- Using a storage clipboard allows you to keep all necessary materials inside

Individual Student Materials – Program Book

- Each Student will have their own program book to effectively and efficiently organize educational documents
- Using the divider tabs set up the binder as follows:
  - Mand, Tact, Listener Responding, Imitation, Echoic, Intraverbal, Behavior Data, VB-MAPP, IEP, Probe Sheets, Communication, etc. as needed
- Documents needed to fill the tabs would include:
  - Current Mand List, Cumulative Graphs (one graph for each month of the year for each active program), Mand Frequency Graphs, and Skills Tracking Sheet for each active program
- It is also helpful to have Post-it Note tabs to help with organization

Individual Student Materials





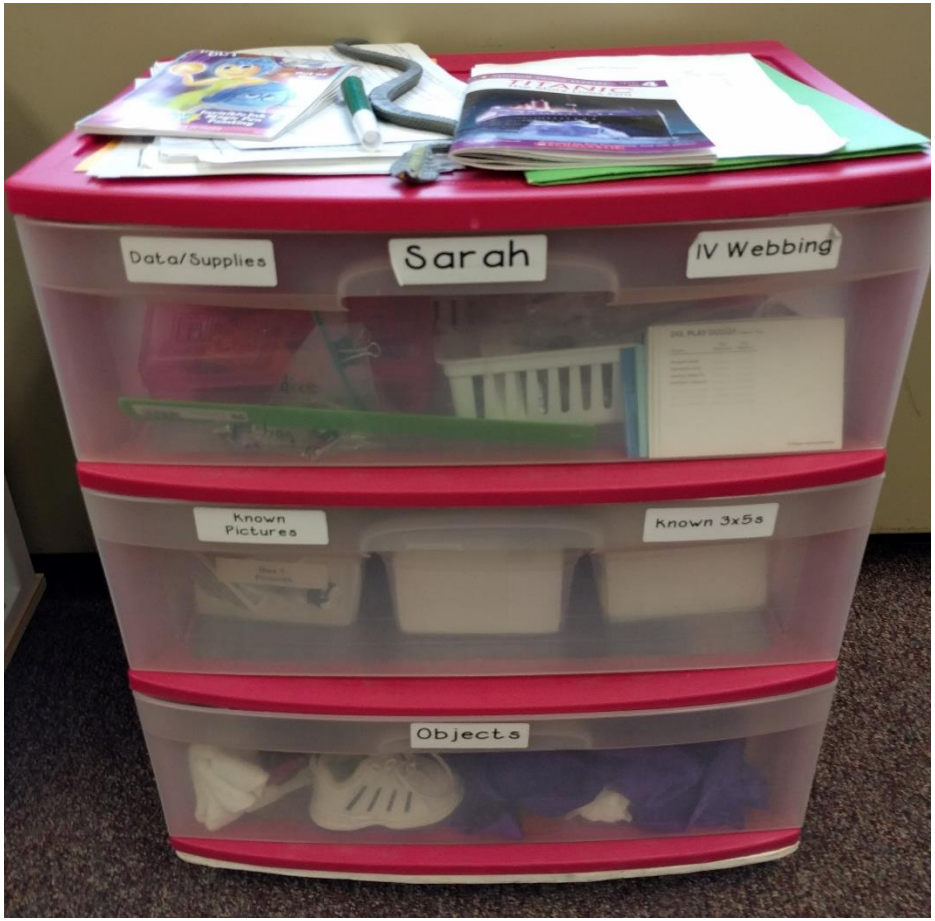
Materials Organization

- Classroom Materials Organization
  - Large Plastic Bins (clear) with lids
  - Colored and White Index Cards
  - Plastic Bags – snack, sandwich, quart, gallon and larger
  - Small Bins (with or without lids)
  - Poster Board
  - Data Collection Tools
    - Pencils, highlighters, ruler, calculator, tally counter, timers

Materials Organization

- Some Practical Tips
  - Store data collection materials at staff work area
  - Use yarn or Velcro to attach a pencil to each clipboard
  - Use shoebox sized containers to organize extra picture cards alphabetically
  - Invest in a label maker if you don't already have one
  - LABEL EVERYTHING using your new label maker!
  - Make extra copies of frequently used data sheets and use a hanging file folder organizer to store them
  - As soon as possible, start begging for donations!
  - Make a wood base with metal casters for your carts

Materials Organization




Schedule
Classroom Environment

Schedule

"Active student engagement is one of the factors directly correlated with student achievement and reduction in problem behavior"

- The schedule directs all daily activities and provides structure and organization to the day
- Think of the schedule as "Grand Central Station" for your classroom

Schedule

The schedule is intended to provide staff with specific information such as:

- Who - specifies which student(s) the staff is working with
- When - start and end time for the session
- Where - area/station in the classroom
- What – the specific instruction staff will provide

- The schedule should be organized by staff so that each staff member can easily determine what they should be doing

General Schedule Guidelines

- Should be located in a central location that is visible to all staff regardless of where they are located in the classroom
- Minimum of 75% of the intervals should be DIRECTLY tied to program instruction (skills listed on teaching programs and tied to data systems)
- Time intervals should be no longer than 30 minutes
- Be specific: use terms like Manding, IT, Direct Instruction, Fine Motor, NET, Cold Probes
- Student assignments should be made for EVERY interval including lunch, recess and specials
- Keep your schedule flexible so that it can be altered as circumstances arise

Schedule – Practical Tips

- Can be vertical or horizontal (with staff names down the side or across the top)
- Start by determining the length of your school day. Next, insert activities that cannot change (lunch, recess, specials). Lastly, divide the remainder of the times into equal intervals. This will determine how you need to organize your space
- Using a white board will allow you to attach the needed information with magnets for easy adjustments
- If a white board isn't available, you can cover a blank wall or old chalkboard with headliner fabric. Velcro will stick to this fabric.

Schedule – Practical Tips

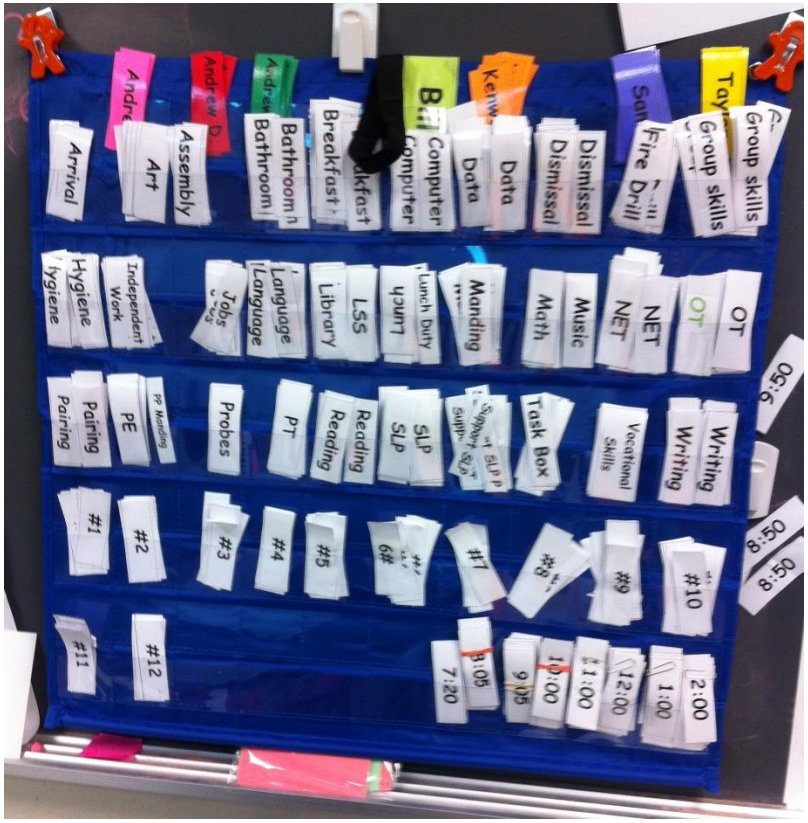
- Use index cards to post the needed information. They can be left whole or cut in 1/2s or 1/3s
- If you organize your room by colors, simply make numerous cards for each student in the different colors, now you've killed two birds with one stone
- Likewise, if you organize areas by color, use laminated construction paper as placemats at each area
- Avoid terms such as free choice, sensory time, play time, worksheets, etc
- Initially, as the classroom manager, you may want to call out the schedule to be sure that all staff are attending to it and following it

Schedule – Practical Tips

- After you have an idea of what your schedule will look like, create a duplicate using Excel or snap a picture of it on your phone. This way, if the schedule changes, you don't have to try to remember how to get it back
  - This is also helpful for buildings that run on cycle days. The tabs at the bottom of your Excel document allow you to create each day's schedule to make changing it simple
- If a student is absent, consider turning their names sideways instead of removing them from the schedule
- Assign staff the job of preparing the schedule for the next day
- Use a shoebox container or pocket chart to organize extra schedule labels

- Side note regarding Velcro – IMPORTANT
  - There is a right way and a wrong way to apply Velcro
    - Female – stays at home, is soft (hearted)
    - Male – travels and is always hard

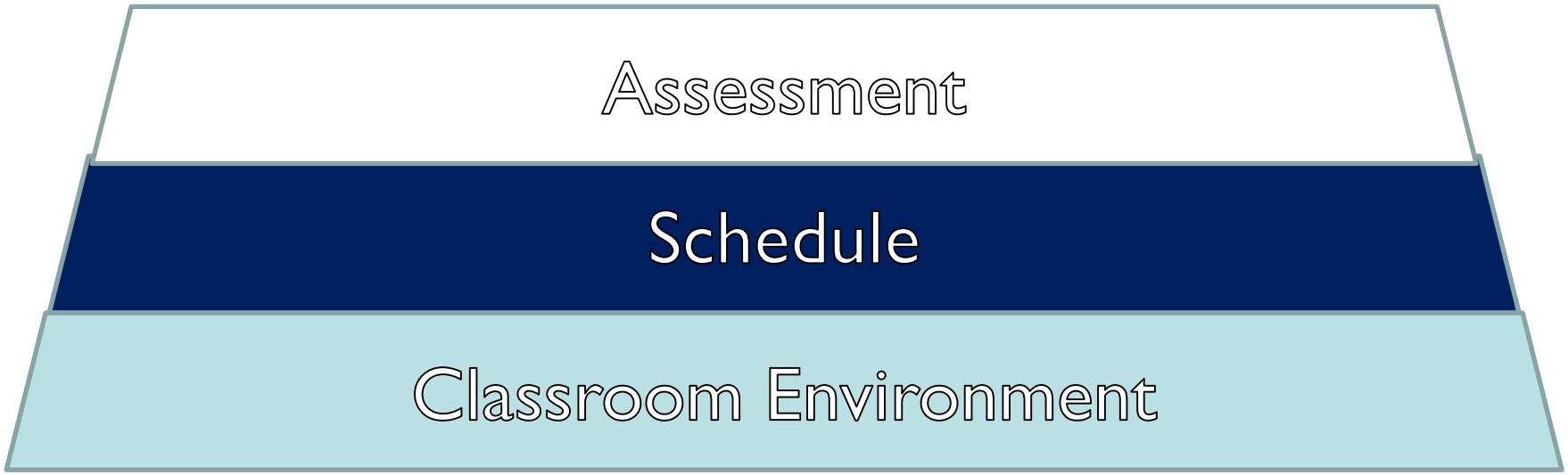
Hanging Organizer for schedule labels




Mrs. Arentz
Mrs. T
Ms. Mitton
Nurses
Other
Mrs. Arentz
8:40
8:50
Antony Bus
Susan Josh
Antony Bus Josh
Susan Bathroom
Michael Michael Bus
Manding
#7
12:30
Lunch-data-observe L for L
9:10
Michael
Probes IT
Manding #7
Antony
IT Manding
Probes #5
Data
MF and AF
Josh Hubbs
Susan - Kelly
Ivan - Lupold
Andy - Kramer
12:55
Michael
Manding IT
#7
9:30
Antony
#5
Michael
IT Manding
#7
Josh
IT Math
#6
Andy
Reflex
Math
Susan
Music
Morning Meeting
Ivan
Reflex/
Lupold
Kelly
930-1010
1:30
Antony Josh
IT Group
#2
10:00
Josh Susan
Andy
Math #2
Antony
Reading IT
#7
Michael
Manding IT
#6
Ivan
Reading
Hamp/LS
1010-1110
2:00
Michael
Manding IT
#7
10:30
Michael
IT Manding
#5
Josh Susan
#2
Andy
IT Math
10:30-10:50 #6
Andy
Kramer
Lesse
Antony
#2
2:30
Josh Susan
Ivan
Reading #2
11:00
Observe
support
feedback
Michael
Manding IT
#7
Antony
IT Manding
#6
* If NO
Michael
Katie L for W
Susan
Math
Cerlero
JOSH and Ivan Writing Activity
3:00
Michael
Observe
Michael
IT Manding
#7
Antony
Spelling
BREAK
Andy
Lunch and
Recess Kramer
Ivan
#2
Josh - Hubbs
Andy - Kramer
Lunch
3:20
Michael
#7
Michael
Break
Michael
Condition
Independence
Ivan Andy
Lunch
Lupold
3:35
Andy/Ivan
Dismiss


Mrs. Collins
Mrs. Zellers
Ms. Buck
P.C.A.
Other (Speech, OT, PT, TSS, student teacher)
8:45
GRADEN
Arrival Routine
Attendance/ Comm. Folders
Aniya
GRADEN
Arrival Routine
Sensitive Pencil
5
Spelling D.I.
BRANDEN
Pairing
Arrival Routine
Cold Probes IT
Cold Probes Manding
4
Sarah
3rd Grade
SACHEN
General Ed
Kindergarten
DESMOND
Arrival Routine
Cold Probes Manding
8
12:30
9:15
Video @ 6
GRADEN
Aniya
General Ed
3rd Grade
Book Browsing @ Book Fair
BRANDEN
General Ed
Kindergarten
Decker Morning Meeting
Sarah
General Ed
SACHEN
General Ed
DESMOND
Cold Probes IT
6
+ Mand probes
1:30
9:30
GRADEN
Cold Probes IT
5
DESMOND
IT/Mand
6
BRANDEN
General Ed
Kindergarten
Sarah
3rd Grade
SACHEN
General Ed
Aniya
Cold Probes IT
2
2:00
10:15
GRADEN
Fluency
Snack-Manding
5
BRANDEN
Special
Phys. Ed.
DESMOND
IT/Mand
6
Sarah
Learning Support
SACHEN
Special
Aniya
Fluency
Jobs
2
2:25
10:30
DESMOND
IT/Mand
6
BRANDEN
Phys. Ed.
Aniya
RM Language
1
Sarah
Recess
SACHEN
Special
GRADEN
Intensive Teaching
5
2:50
11:00
Sarah
Reading Comprehension & Intraverbals (WH)
8
Aniya
GRADEN
Intensive Teaching
5
Break
Lunch
Lunch
SACHEN
General Ed
DESMOND
IT/Mand
TSS
BRANDEN
Fundations
6
3:15
11:30
GRADEN
SWIM
DESMOND
SWIM
SACHEN
SWIM
Sarah
SWIM
Aniya
TSS
BRANDEN
SWIM
SWIM
3:2
12:00
GRADEN
SWIM
DESMOND
SWIM
SACHEN
SWIM
Lunch
Sarah
SWIM
Aniya
TSS
BRANDEN
SWIM
SWIM
10:00
Manding
Intensive Teaching
Gross Motor
Writing
Independent Work


Remlinger
Tish
Aide 2
Couch
Other
Speech/OT
Remlinger
Tish
Aide 2
Couch
Other
Speech/OT
12:30
Break
12:40
Lunch
1:10
1:40
Manding
2:10
2:40
3:10
3:25
Recess
NET
Break
crayons
markers
scissors
glue


Assessment
Schedule
Classroom Environment

Assessments

- Assessment Video

Student Assessments

- Reinforcer Assessment
  - Preference inventory (home and school)
  - Observations
  - Structured preference assessment

  Allows identification of an adequate pool of reinforcers that will be used as targets for mand training and to reinforce other target skills
- Behavioral Language Assessment: VB-MAPP
- Academic Assessments

Preference Assessments

- Consumable items such as food and drinks
- Tangible items such as various toys and materials
- Activities that involve movement
- Games
- Electronic media such as TV, computer
- Various forms of social interaction
- Music
- Preferred dramatic themes and characters

PREFERENCE ASSESSMENT

NAME:_____ DATE:_____

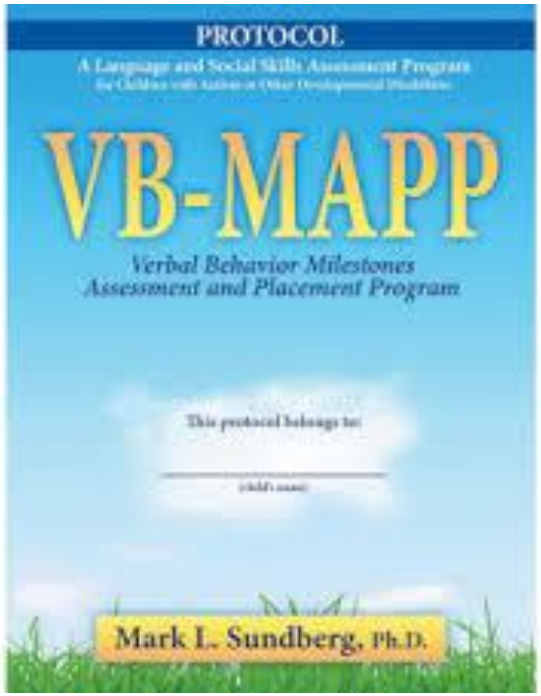
Each category has several blank spaces: use these spaces to fill in additional preferences within that category that are not listed.

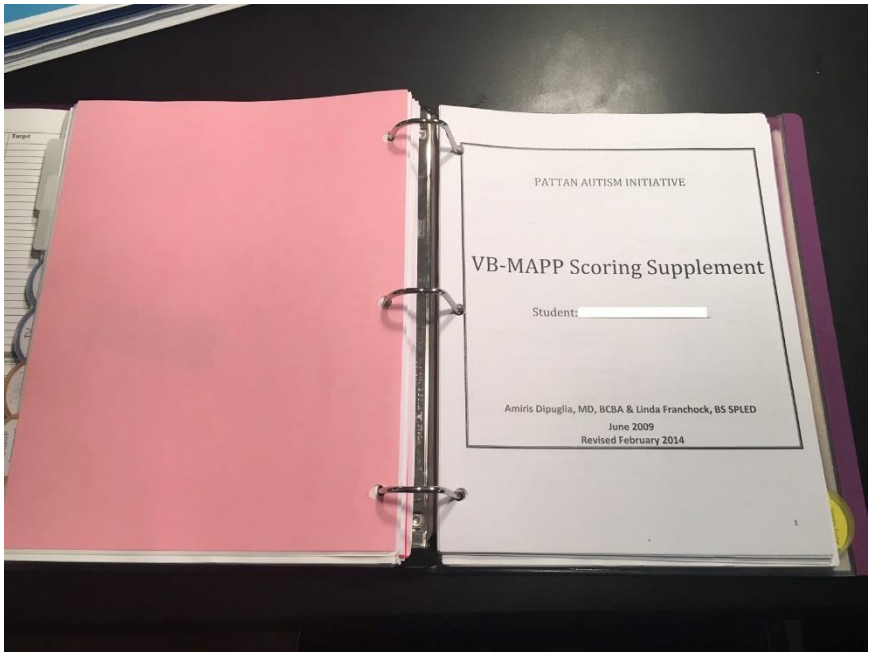
CANDY	YES	NO	**FROZEN TREATS**	YES	NO
M&M's			**Popsicle**		
Jelly beans			Ice cream		
Licorice			Flavor ice		
Candy cane					
Gum					
Smarties			**SOFT FOODS**		
Lollipops			Pudding		
Chocolate			Jello		
Starburst			Yogurt		
Candy kisses			Marshmallows		
Nerds			Cheese		
			Cottage cheese		
			Peanut butter		
			Jam/jelly		
			Whipped cream		
CEREALS					
Cheerios					
Cookie crips					
Fruit loops					
Trix					
			OTHER FOODS		
			Cake		
FRUIT			Cupcakes		
Apples			Doughnuts		
Oranges			Crackers		
Bananas			Corn chips		
Raisins			Cheese balls		
			Doritos		
			Cookies		
DRINKS			Popcorn		
Milk			Animal crackers		
Chocolate milk			Fruit snacks		
Apple juice					
Water			**OTHER**		
Orange juice			Rocking		
Soda			Having hair brushed		
Strawberry milk			Clapping hands		
Grape juice					

VB-MAPP

- Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)

- VB-MAPP as curricular guide





Why the VB-MAPP

- Assesses acquisition of verbal operants which then serves as a curriculum guide
- Efficiency of assessment
- Allows more detailed analysis of skill sets at the operant level (task analysis)
- Links to typical development
- Includes components that can assist in trouble shooting instruction and aiding in transition to less restrictive environments

VB-MAPP Assessment

- Record all skills, if any, the student successfully performed during the assessment on the scoring form or test protocol
- Transfer the scores to the scoring grid
- Review the completed assessment results with the team, a BCBA, or your consultant to determine an appropriate student program


Programming
Assessment
Schedule
Classroom Environment

Programming

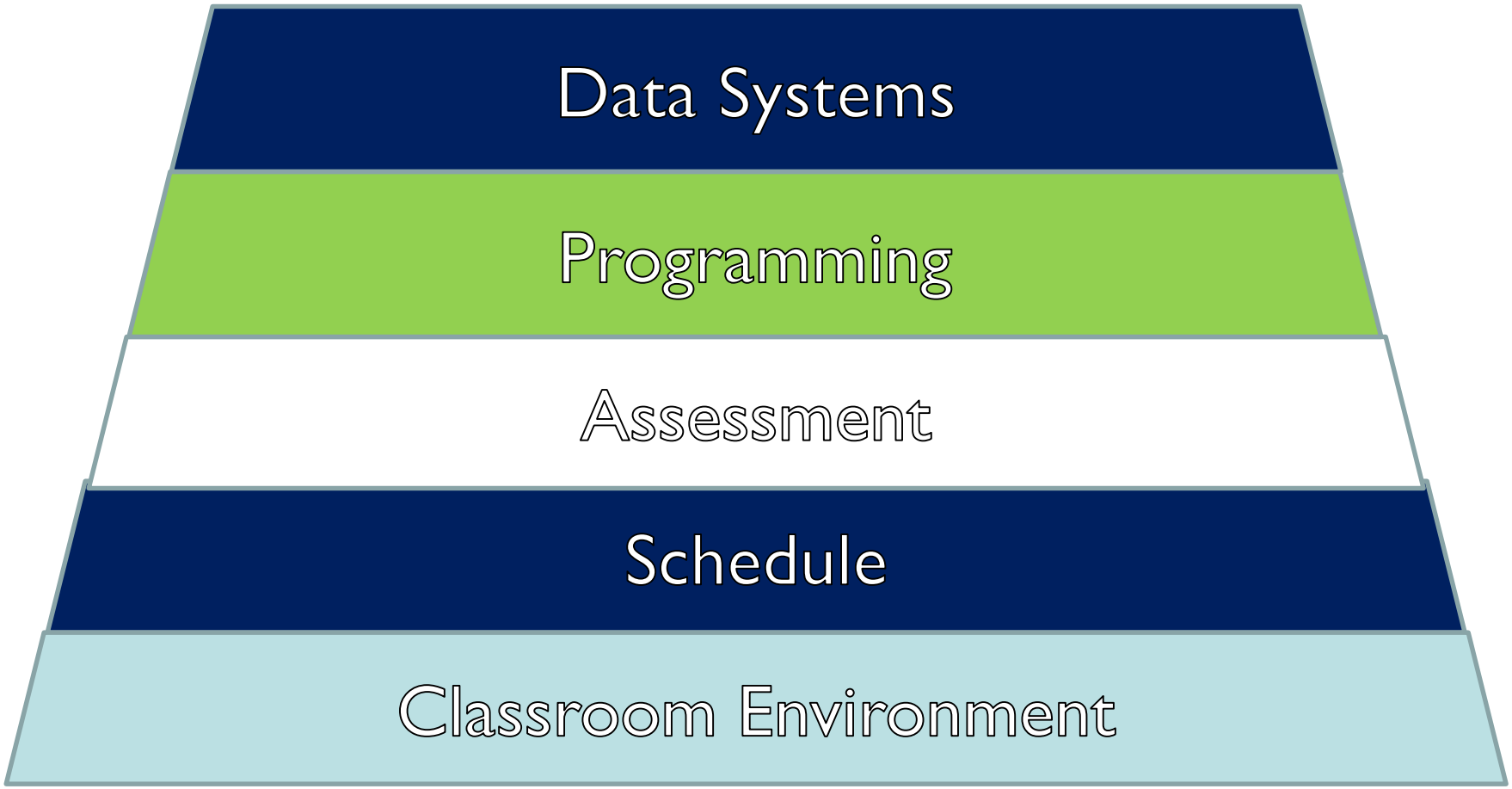
- Program Selection Video

Student Programming

- Be sure targets are relevant to student's day to day lives
- Be sure programming is consistent with student's response form (vocal vs. sign vs. augmentative communication devices)
- Be sure instructional materials are available for specific items selected within programs

Student Programming

- LESS IS MORE!!!
  - Avoid too many active targets at once….
  - The goal is to work on just enough targets for students to acquire them quickly.


Data Systems
Programming
Assessment
Schedule
Classroom Environment

Data Systems Organization

- Collect data to evaluate student performance
- Data should drive instructional decisions
- Too often we take data that doesn't mean anything or that we don't use
- Data systems should be easy and practical
- Data collected should provide relevant information

Data Systems Organization

Data Systems Sequence

- Assessment
- Program Selection
- Skills Tracking Sheets
- Graphs
- Weekly Probe Sheet

Data Systems for Student Programs

- Core Data Sheets Video

Student:

Mastery Criteria:

Skill Tracking Sheet

Skill: ID Body Parts on Self

	Target	Date introduced	Date Mastered
1	**Head**	**Probed Out**	**8/31/16**
2	**Eyes**	**8/31/16**	**9/4/16**
3	**Nose**	**8/31/09**	**9/3/16**
4	**Ears**	**9/3/16**	
5	**Mouth**		
6	**Hair**		
7	**Arms**		
8	**Feet**		
9	**Hands**		
10	**Teeth**		
11	**Toes**		
12	**Fingers**		
13	**Elbow**		
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

Student:

Mastery Criteria:

Skills Tracking Sheet

Skill: _____

	Target	Date introduced	Date acquired	Date Retained/Mastered
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

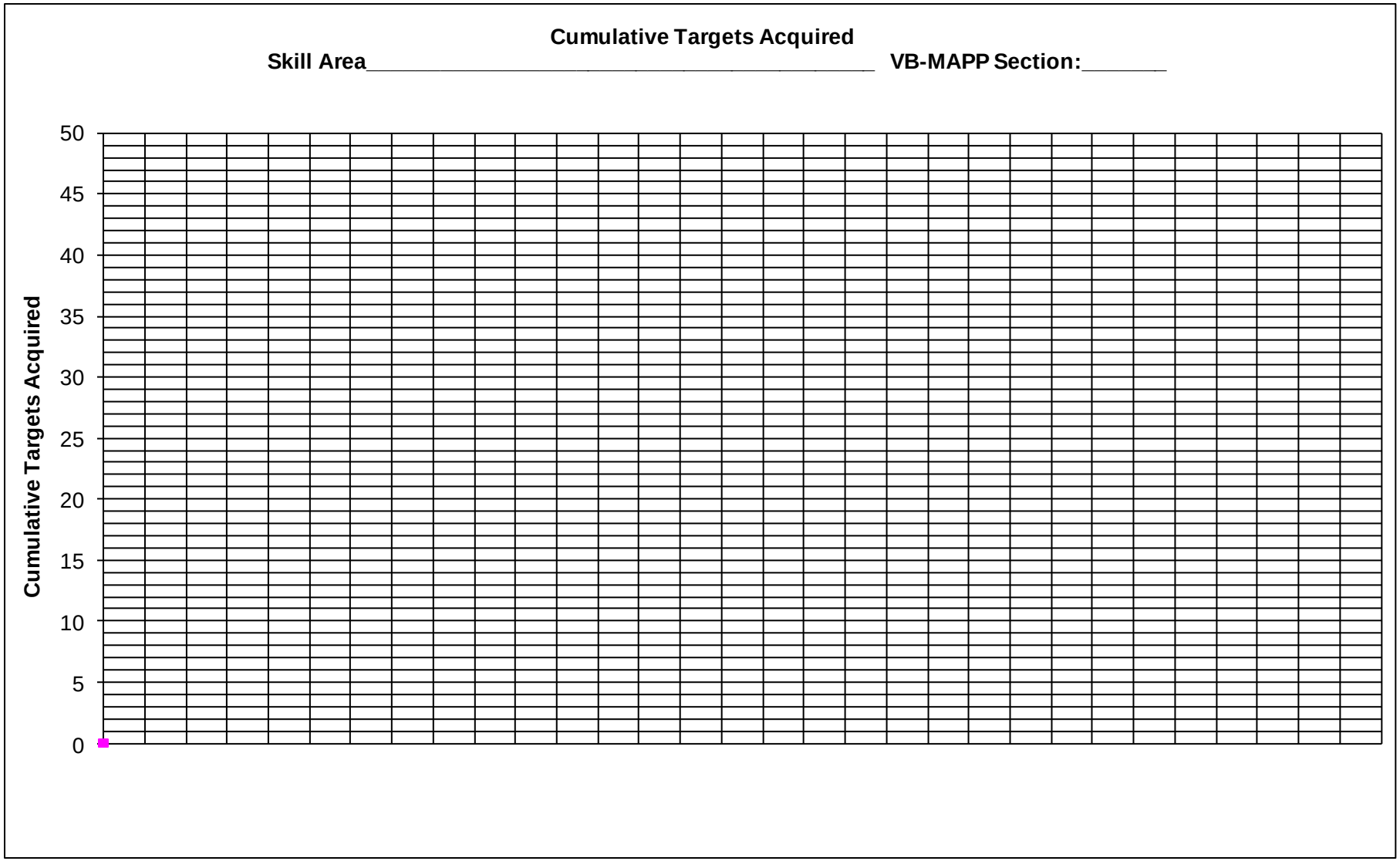
Skills Tracking Sheets

- Create skills tracking sheets for active programs ONLY
  - Not used for recording previously mastered skills where programming will never need to be developed
- Skills Tracking Sheets are used to record two things:
  - **Known Skills** within active programs
  - **Future Targets** to be taught within a specific program
- Develop one skills tracking sheet for EACH active program

Skills Tracking Sheets

- Record the skills the student successfully performed during the assessment first
  - In the Date Introduced column write Assessment
  - In the Date Mastered column, record the date of the assessment
  - If no skills were successfully performed, then you will only need to develop future targets
- Next, list targets to be taught. Consider ease of acquisition as well as targets that will be relevant to the learner
  - Items that are valuable to the student
  - Items that the student comes into contact with frequently
  - Items that will lead to meaningful participation with peers
  - Items that will lead to meaningful participation in the gen. ed setting

Graphs


Cumulative Targets Acquired
Skill Area_____ VB-MAPP Section:_____
Cumulative Targets Acquired
50
45
40
35
30
25
20
15
10
5
0

Graphs

- A graph is a pictorial representation of the facts
- It provides the quickest, most efficient way of reviewing behavior change over time
- Since instructional decisions are based on data collected, we can use graphs to provide a quick representation of the facts about our teaching
- You will create one graph for each active program
- Use a cumulative monthly graph that indicates the number of skills mastered on the Y axis (vertical) and the date on the X axis (horizontal)

Graphs

- Once the graph is prepared (title, student name, month, Y axis, X axis labeled) student data can be recorded
  - Note: the Y axis should start at 0. If the student has mastered significantly more skills than space on the graph, place a zero on the first line and then begin your counting number Example: 0, 27, 28, 29
- Count the number of skills that the student demonstrated during the assessment and place a dot on the graph at that number on the date that assessment was completed
- After placing the dot to indicate your baseline data, draw a phase change line and label the line to show that you are beginning instruction

Graphs

- If the student was unable to demonstrate any skills during assessment, the first data point will be placed at zero
- All subsequent data will be added to the total number of responses recorded during the assessment. If no skills were mastered, the data point remains in the same place as the previous data point on the Y axis
- Connect consecutive data points with a line
- Using a cumulative graph, data either stay the same or increase. A steep slope indicates many skills mastered
- The only time that a cumulative graph would decrease may be after assessment. This would indicate a regression of skills and should be investigated

Name:

Week of: 8/1/16-8/5/16

Weekly Probe Sheet

	Notes (previous yes')	# days active	Operant	Target Skill	Mon	Tue	Wed	Thur	Fri
1	1	3	LR	Touch nose	Y N	Y N	Y N	Y N	Y N
2	New		LR	Touch ears	Y N	Y N	Y N	Y N	Y N
3					Y N	Y N	Y N	Y N	Y N
4					Y N	Y N	Y N	Y N	Y N
5					Y N	Y N	Y N	Y N	Y N
6					Y N	Y N	Y N	Y N	Y N
7					Y N	Y N	Y N	Y N	Y N
8					Y N	Y N	Y N	Y N	Y N
9					Y N	Y N	Y N	Y N	Y N
10					Y N	Y N	Y N	Y N	Y N
11					Y N	Y N	Y N	Y N	Y N
12					Y N	Y N	Y N	Y N	Y N
13					Y N	Y N	Y N	Y N	Y N
14					Y N	Y N	Y N	Y N	Y N
15					Y N	Y N	Y N	Y N	Y N
16					Y N	Y N	Y N	Y N	Y N
17					Y N	Y N	Y N	Y N	Y N
18					Y N	Y N	Y N	Y N	Y N
19					Y N	Y N	Y N	Y N	Y N
20					Y N	Y N	Y N	Y N	Y N
21					Y N	Y N	Y N	Y N	Y N
22					Y N	Y N	Y N	Y N	Y N
23					Y N	Y N	Y N	Y N	Y N
24					Y N	Y N	Y N	Y N	Y N
25					Y N	Y N	Y N	Y N	Y N
26					Y N	Y N	Y N	Y N	Y N
27					Y N	Y N	Y N	Y N	Y N
28					Y N	Y N	Y N	Y N	Y N
29					Y N	Y N	Y N	Y N	Y N
30					Y N	Y N	Y N	Y N	Y N
31					Y N	Y N	Y N	Y N	Y N
32					Y N	Y N	Y N	Y N	Y N
33					Y N	Y N	Y N	Y N	Y N
34					Y N	Y N	Y N	Y N	Y N
35					Y N	Y N	Y N	Y N	Y N

Red: receptive ID **Green: Tact** **Yellow: Echoic** **Purple: Motor Imitation** **Blue: Intraverbal**

Criteria for mastery: _____ consecutive yes'

If program change made, indicate by drawing a phase change line on the corresponding date of the applicable target.

Notes/Reminders:

Weekly Probe Sheet

- The goal of the weekly probe sheet is to test the acquisition of target skills being taught
  - Probes should be conducted before any instruction begins for the day (cold probe)
- Once probes are complete, use the probe data to determine any instructional changes that should be made before instruction begins for the day
  - Adding new targets if mastery occurred
  - Recognizing error patterns so that changes can be made to instruction
  - Identifying flat lined data and making changes to instruction

Weekly Probe Sheet

- Prepare the Probe Sheet with name and dates
- Write the Operant and Sd in the target skills column
- Prior to any teaching sessions, probe the student on the items listed on the probe sheet. DO NOT prompt the student in anyway
- Indicate the response was correct by circling Y
- Indicate the response was incorrect by circling N
  - Incorrect response include a wrong response, a self-correction or no response within 2 seconds
- Mastery is 3 consecutive Ys
- Highlight the entire line to signal that mastery has occurred
- Replace the mastered item with a new target from the STS

Name: [redacted]

Week 2/3/14 - 2/7/14

	Notes (previous yes')	# days active	Operant	Target Skill	Mon OFF	Tue 2/4	Wed	Thur	Fri
1			Tact	Whats This	Y N	Y N	Y N	Y N	Y N
2	Ø	49		Bathtub	Y N	Y (N)	Y N	Y N	Y N
3	1	15		Bubbles	Y N	(Y) N	Y N	Y N	Y N
4					Y N	Y N	Y N	Y N	Y N
5					Y N	Y N	Y N	Y N	Y N
6			LR	Common objects (8)	Y N	Y N	Y N	Y N	Y N
7					Y N	Y N	Y N	Y N	Y N
8					Y N	Y N	Y N	Y N	Y N
9					Y N	Y N	Y N	Y N	Y N
10			LR	Simple Directions	Y N	Y N	Y N	Y N	Y N
11	Ø	26		Touch Arm	Y N	Y (N)	Y N	Y N	Y N
12					Y N	Y N	Y N	Y N	Y N
13					Y N	Y N	Y N	Y N	Y N
14			Imitation	Do This (w/out object)	Y N	Y N	Y N	Y N	Y N
15	1	45		Tap Knees	Y N	Y (N)	Y N	Y N	Y N
16	Ø	5		Thumbs up (isolate thumb)	Y N	Y (N)	Y N	Y N	Y N
17					Y N	Y N	Y N	Y N	Y N
18					Y N	Y N	Y N	Y N	Y N
19					Y N	Y N	Y N	Y N	Y N
20			Imitation	Do This (w/ object)	Y N	Y N	Y N	Y N	Y N
21					Y N	Y N	Y N	Y N	Y N
22					Y N	Y N	Y N	Y N	Y N
23					Y N	Y N	Y N	Y N	Y N
24					Y N	Y N	Y N	Y N	Y N
25			Echoic	Say...	Y N	Y N	Y N	Y N	Y N
26		14		belly	Y N	Y (N)	Y N	Y N	Y N
27		9		foot	Y N	Y (N)	Y N	Y N	Y N
28	1	1		eye	Y N	(Y) N	Y N	Y N	Y N
29	2	2		one	Y N	(Y) N	Y N	Y N	Y N
30	0	3		combo	Y N	Y (N)	Y N	Y N	Y N
31					Y N	Y N	Y N	Y N	Y N
32					Y N	Y N	Y N	Y N	Y N
33					Y N	Y N	Y N	Y N	Y N
34					Y N	Y N	Y N	Y N	Y N
35					Y N	Y N	Y N	Y N	Y N

[redacted] [redacted] **Yellow: Echoic** [redacted] [redacted]

Criteria for mastery: _____ consecutive yes'

If program change made, indicate by drawing a phase change line on the corresponding date of the applicable target.

Notes/Reminders:

Data Systems for Manding

- Acquisition data:
  - Motivation (MO) Check
  - Probe
- Frequency data
  - Prompted
  - Independent (unprompted with item present)
  - Spontaneous (not a concern during initial mand training)

Mand Data Collection

- Mand Systems Video

Mand Cold Probe Procedures

1. First determine if motivation is in effect and mark accordingly on probe sheet:
   - If No motivation, circle "No MO" and move to next target listed (*if there is no motivation, there is no mand!)*
   - If motivation, circle MO and move on to probe for the response.

2. Probe for mand target response:

   If student mands according to pre-established criteria, circle "Y" (do not provide prompts for the response before or during probing)

   If student does not emit the correct response (even if they scroll/self-correct), circle "N"

Mand Probe and Rate Sheet

Learner: ________________________ **Week of:** ____________________________

ITEM	I=Item S=spont.	Prior #Y's	Check	M	T	W	TH	F
			Was there an MO?→	No MO	No MO	No MO	No MO	No MO
				MO	MO	MO	MO	MO
			If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N
			Was there an MO?→	No MO	No MO	No MO	No MO	No MO
				MO	MO	MO	MO	MO
			If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N
			Was there an MO?→	No MO	No MO	No MO	No MO	No MO
				MO	MO	MO	MO	MO
			If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N
			Was there an MO?→	No MO	No MO	No MO	No MO	No MO
				MO	MO	MO	MO	MO
			If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N
			Was there an MO?→	No MO	No MO	No MO	No MO	No MO
				MO	MO	MO	MO	MO
			If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N

Date	Total Manding Time/Session	Mands Prompted	Mands Unprompted	Mands Spontaneous	Mands/min		
					Prompted	Unprompted	Spontaneous

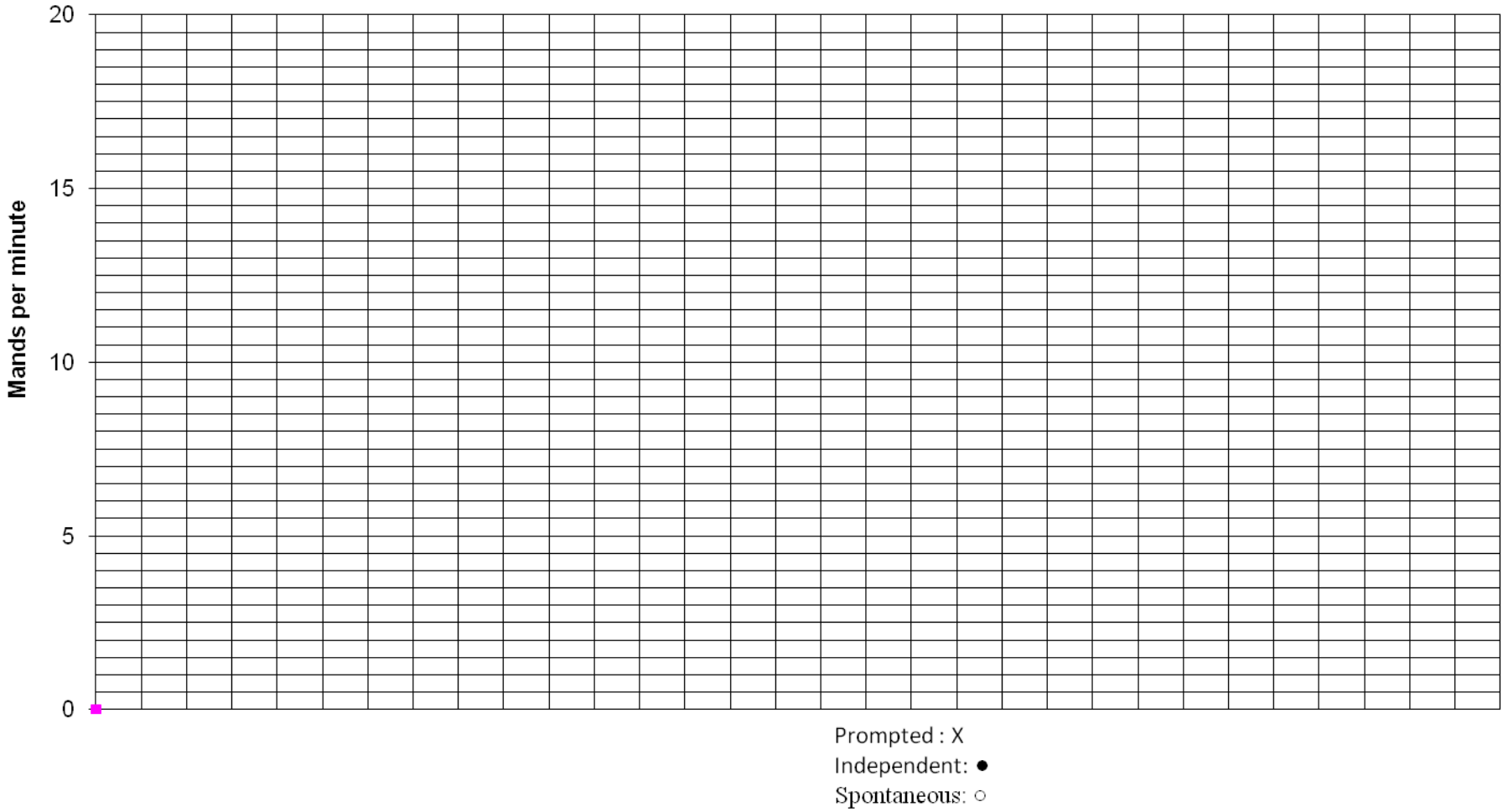
Revised 7.30.08

Current Mand List

Student: _____

	Target Mand	Date Introduced	Date Acquired With Item Present	Date Acquired Spontaneously	Sign or Vocal
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

Mand Frequency



Name: Joshua

Week of: 1/13 - 1/17

Weekly Probe Sheet

	# days active	Operant	Target Skill	Previous Y	Mon 1/13	Tue 1/14	Wed 1/15	Thur 1/16	Fri 1/17
1	8	I	Wiggle Fingers	2	Y N	Y N	Y N	Y N	Y N
2					Y N	Y N	Y N	Y N	Y N
3					Y N	Y N	Y N	Y N	Y N
4	1	E	Say "C"		Y N	Y N	Y N	Y N	Y N
5					Y N	Y N	Y N	Y N	Y N
6	3	LR	Touch Helmet	1	Y N	Y N	Y N	Y N	Y N
7		LR	Touch CD		Y N	Y N	Y N	Y N	Y N
8		LR	Touch Comb		Y N	Y N	Y N	Y N	Y N
9	3	T	Rollerblades - skates (No sign)	0	Y N	Y N	Y N	Y N	Y N
10		T	Helmet - No Sign		Y N	Y N	Y N	Y N	Y N

Red: receptive ID Green: Tact **Yellow: Echoic** Purple: Motor Imitation Blue: Intraverbal

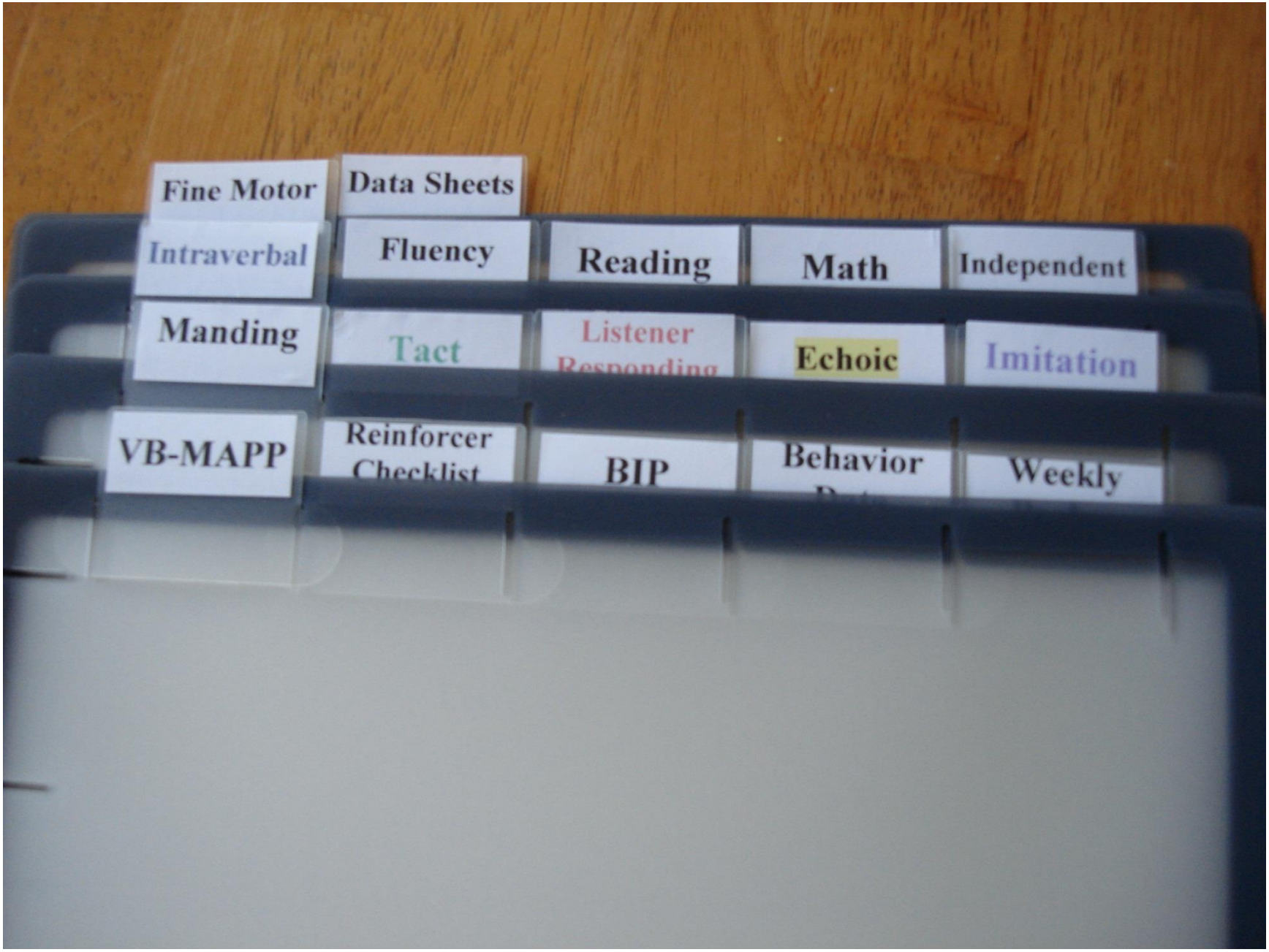
Criteria for mastery: _____ consecutive yes'

If program change made, indicate by drawing a phase change line on the corresponding date of the applicable target.

MAND DATA

ITEM	I=Item S=spont.	Prior #Y's	Check	M 1/13	T 1/14	W 1/15	TH 1/16	F 1/17
Necklace Beads	I	2	Was there an MO?→	No MO / MO	No MO / MO	No MO / MO	No MO / MO	No MO / MO
			If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N
Shapes Puzzel	I	2	Was there an MO?→	No MO / MO	No MO / MO	No MO / MO	No MO / MO	No MO / MO
			If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N
Foam Letters			Was there an MO?→	No MO / MO	No MO / MO	No MO / MO	No MO / MO	No MO / MO
			If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N
Music Drum			Was there an MO?→	No MO / MO	No MO / MO	No MO / MO	No MO / MO	No MO / MO
			If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N
Pegs			Was there an MO?→	No MO / MO	No MO / MO	No MO / MO	No MO / MO	No MO / MO
			If MO, did the child emit correct mand response?→	Y N	Y N	Y N	Y N	Y N

Date	Total Manding Time/Session	Mands Prompted	Mands Unprompted	Mands Spontaneous	Mands/min Prompted	Mands/min Unprompted	Mands/min Spontaneous
1/13/14	15 min		卌 卌				
1/14/14							
1/15/14	10 mins		卌 |||				
1/16/14	10 mins		卌 卌				
1/17/14							


Fine Motor
Data Sheets
Intraverbal
Fluency
Reading
Math
Independent
Manding
Tact
Listener
Echoic
Imitation
VB-MAPP
Reinforcer
BIP
Behavior
Weekly

VB-MAPP

Skills Scoring Form

me	Alexander Dipuglia
rth	8-19-97

Key:	Score	Date	Color	Tester
1st test:				
2nd test:				
3rd test:				

LEVEL 3

LEVEL 2

LEVEL 1

STAPLES

VB-MAPP

Reinforcer Checklist

BIP

Behavior Data

Weekly

Student:

Mastery Criteria:

Skill Tracking Sheet

Skill: _TACTS PICTURES COMMON ITEMS_____

	Target	Date introduced	Date Mastered
1	candy	8-23-10	Probed out
2	chips	8-23-10	Probed out
3	sink	8-23-10	Probed out
4	train	8-23-10	Probed out
5	cracker	8-23-10	Probed out
6	airplane	8-23-10	Probed out
7	ship	8-23-10	Probed out
8	Fruit roll up	8-23-10	Probed out
9	moon	8-23-10	Probed out
10	dresser	8-23-10	Probed out
11	cake	8-23-10	Probed out
12	Hand soap	8-24-10	8-27-10
13	Cupcake	8-31-10	9-3-10
14	Ice pop	9-6-10	9-8-10
15	triangle	9-9-10	9-13-10
16	glove	9-14-10	
17	Sail boat		
18	tractor		
19	jello		
20	rectangle		

Imitation
Int
Tact
Data She
LR Accommutation
Intraw
Receptive

Additional Materials

- Pencil
- Highlighter
- Ruler
- Calculator
- Tally counters
- Timer
- Colored Pens
- Post it notes
- And so on…

Data Systems

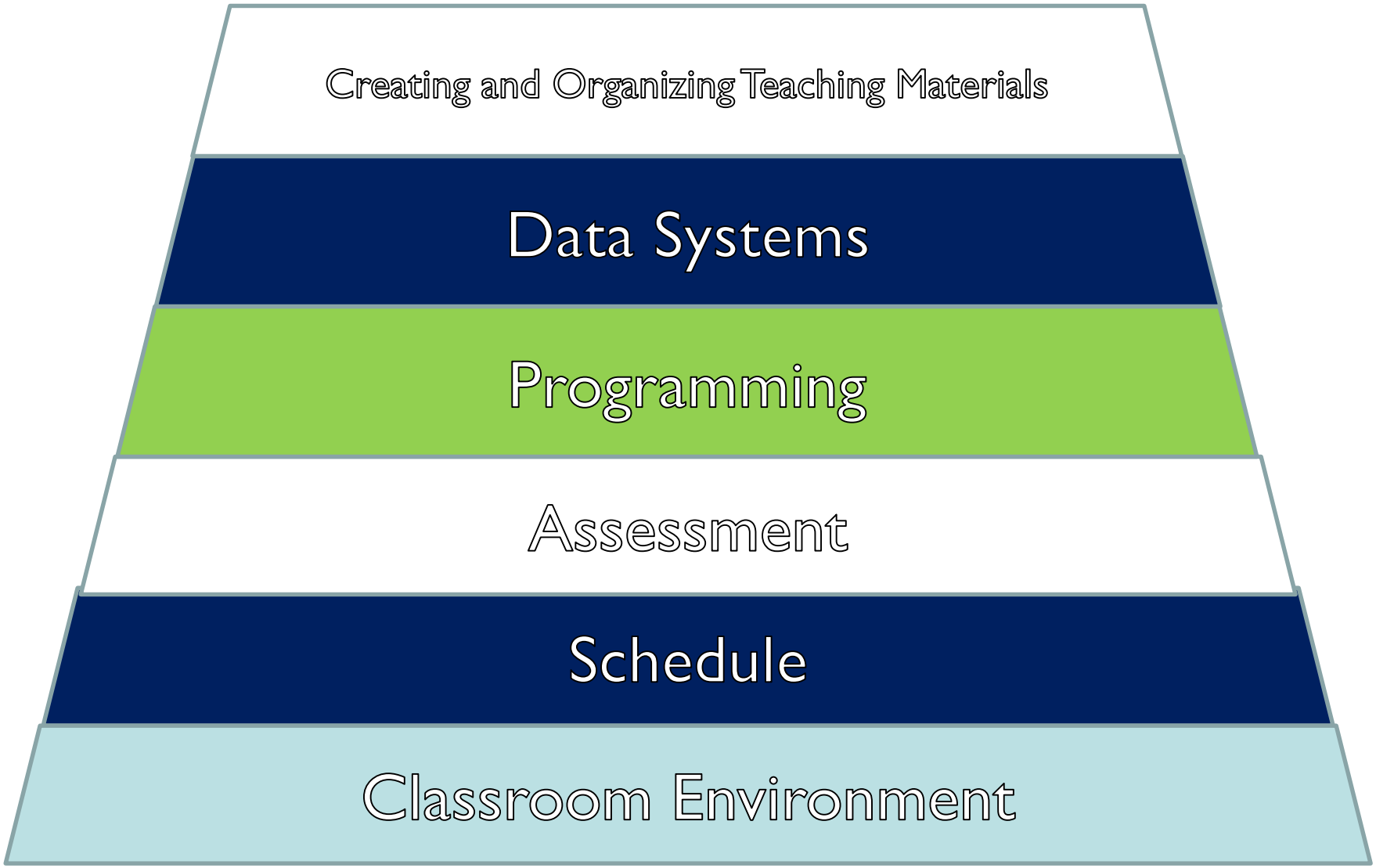
- Some Practical Tips
  - Color coordinate your graphs and skills tracking sheets to correspond to operant colors (teaching materials)
  - Order your weekly probe sheet so that it corresponds to the student program binder. This way the data collector doesn't have to flip back and forth through the book
  - Your graph and skills tracking sheet should open like a book with the STS on the right and the graph on the left with the holes punched on the right side of the page
  - Print Mand weekly probe sheets on the back of IT weekly probe sheets for less papers to shuffle

Data Systems

- Practical Tips
  - When highlighting on the Weekly Probe Sheet, only highlight up to the day of mastery
  - After a skill is mastered, immediately probe the new target and begin teaching that target right away
  - If an error occurs during the cold probe, END represent the Sd with a prompt and move on
  - Record data immediately after it is collected
  - All staff should be trained on how to collect and record data

Putting All the Data Sheets Together!

- Begin Teaching the chosen target skills
- Record the Date Introduced on each corresponding STS
- Probe the target skills each day using the Weekly Probe Sheet
- Highlight mastered skills on the Weekly Probe Sheet according to the criteria for mastery
- Record any mastered items on the STS under Date Mastered
- Record daily data on graphs – plot the dot on the same line if not mastered, go up one line for each mastered skill
- Place new targets from the STS on the Weekly Probe Sheet as targets are mastered
- Begin teaching new targets and continue teaching existing targets


Creating and Organizing Teaching Materials
Data Systems
Programming
Assessment
Schedule
Classroom Environment

Organizing Teaching Materials

- **EXISTING/KNOWNS/EASIES/ MAINTENANCE ITEMS**

  Develop 3x5 index cards and/or pictures of exemplars and place in bank of known items (in our case "easy piles")

  For active programs these items are written on the Skill Tracking Sheet with the word ASSESSED or Probed Out in the date introduced and mastered columns.

- **TARGET SKILLS**

  Develop 3x5 index cards and/or pictures of exemplars and place in bank of items to be targeted for instruction (in our case "target piles" or future targets).

  For active target skills these items are written on the Skill Tracking Sheet with a date introduced as well as listing them on the cold probe sheet

  For items that will be targeted in the future, list on skill tracking sheet with no date introduced.

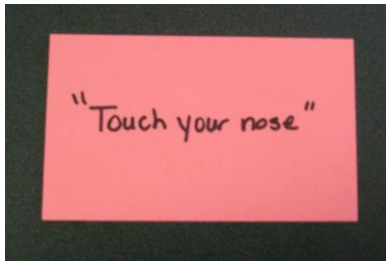
Card Sort

NON-Picture cards

- Use **pastel colored** and **white 3 X 5** note cards for teaching skills.
- Record the discriminative stimulus (S^D's) for **mastered** items on the index cards according to a color-coded system based on skill sets that include the operants. Colors are as follows:

RED: Listener responding (receptive discrimination skills that you do not use pictures for such as, "touch your nose", "stand up"", "show me laughing")

GREEN: Tacts (tacts that do not have pictures/objects for example, "This is my nose", "what am I doing?" laughing)



BLUE: Intraverbal skills

PURPLE: Motor Imitation skills

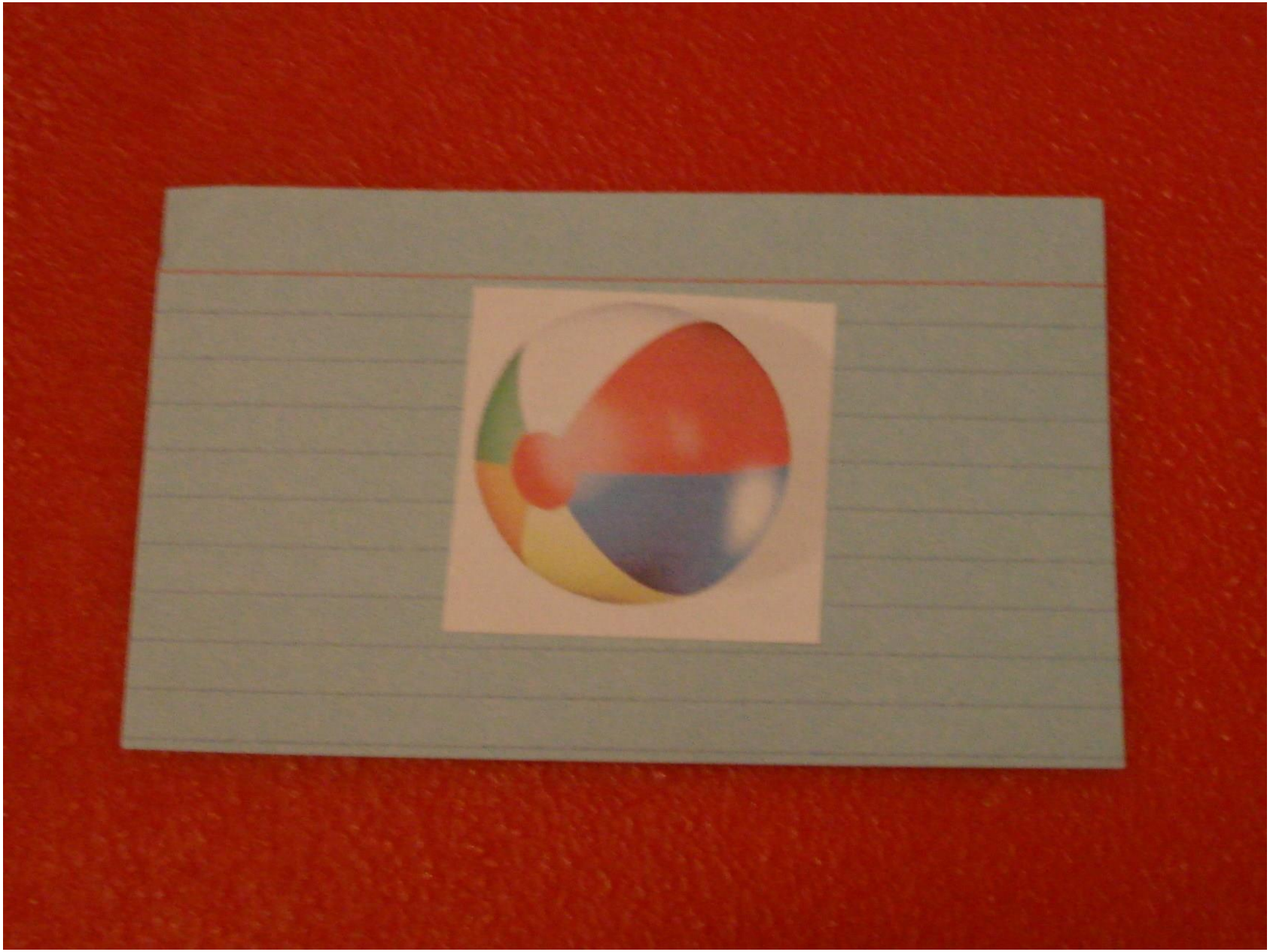
YELLOW: Echoic skills

WHITE: Visual Performance – rarely used because the items themselves usually serve as cues for the teachers; however there may be cases where the card can be helpful for any specific instructions.

WHITE: Textual


"Say" Apple
"Do this" Clap Hands
"Something you read is a" book
"These are my" Eyes
"Show me laughing"


"You catch a ___"
Ball



Card Sort

PICTURE CARDS

- It is recommended to teach all items as both tact and receptive before including them in "known bin".
- Have multiple exemplars of each picture
- If student does not have all pictures as both tact and LR, then mark accordingly
- Keep pictures for match-to-sample program separately
- For object-picture or picture to object matching, keep pictures with corresponding objects in a separate container.

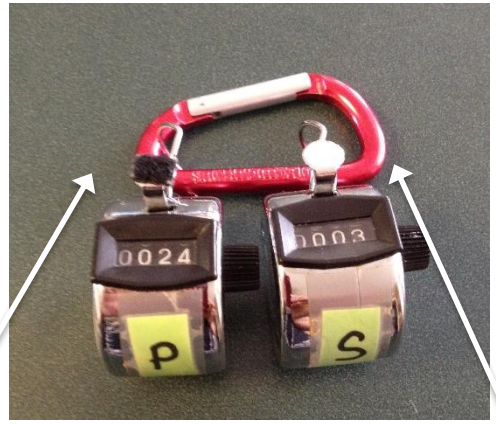
2D-3D Match to Sample

Imitation with Objects

Clearly Mark Targets

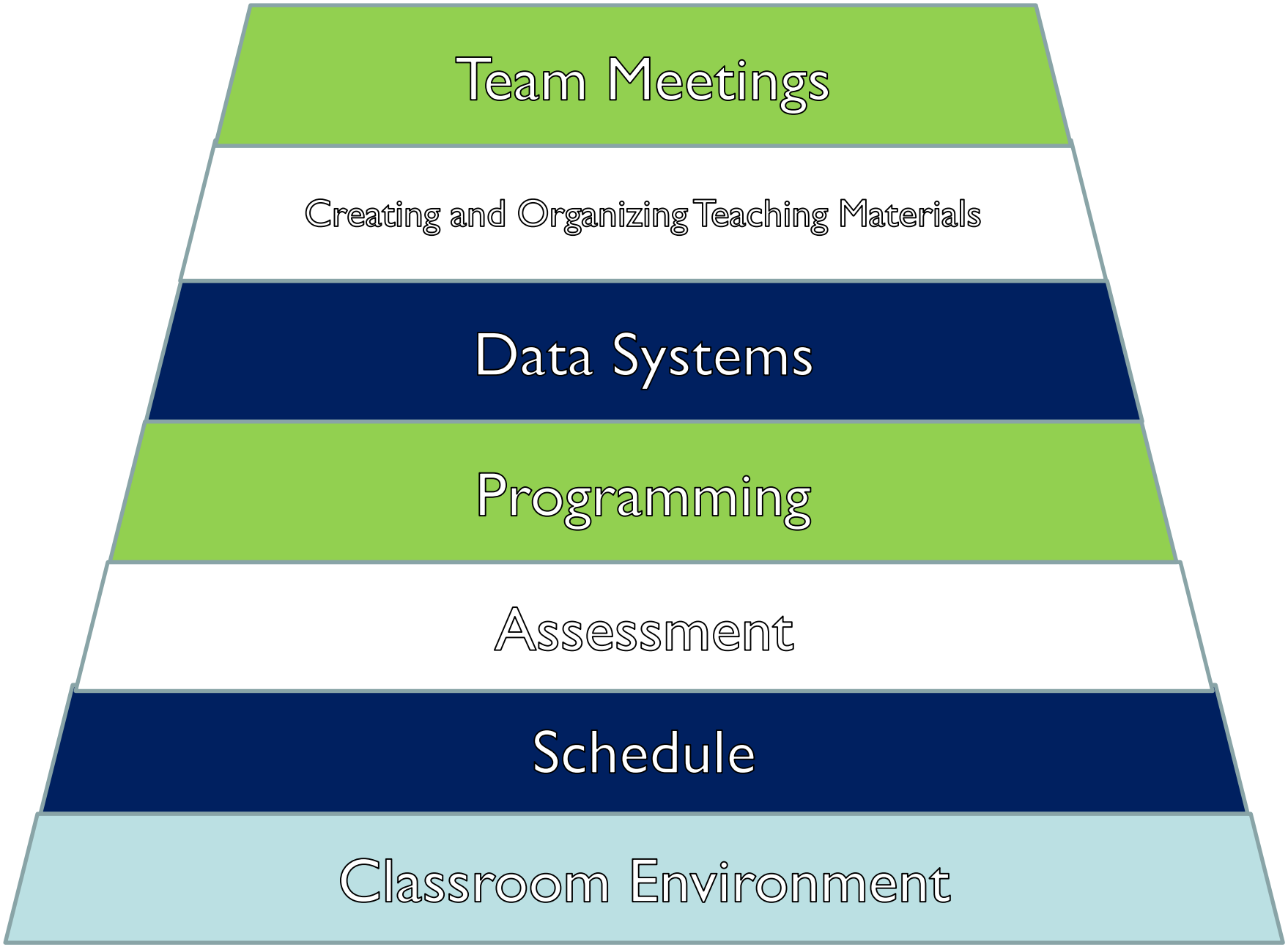
Materials Organization for Manding

- Clipboard
- Reinforcer bin
  - Target mands
  - Mastered mands
  - Future target mands
  - Novel items
- 2 Tally counters
- Timer



Prompted (with Velcro)

Independent


Team Meetings
Creating and Organizing Teaching Materials
Data Systems
Programming
Assessment
Schedule
Classroom Environment

The Importance Of Team Meetings

- Regular team meetings are critical when individuals are all working toward the same goal – student success!!
- Regular team meetings provide the teacher (classroom manager), with an opportunity to pull the team together to support and guide their unified efforts
  - Reinforce your staff
  - Discuss what is going well and/or progress being made with students, team members, or specific procedure
  - Review classroom and student goals as a team
  - Review instructional procedures/behavior interventions
  - Train and mentor your staff
  - Provide clear steps for discussing classroom concerns

Conducting Team Meetings

- If possible set a specific time for team meetings
- Remind team members of upcoming meetings
- Record meeting notes and keep notes together for team to reference
  - Record time, date and teacher's name
  - Document specific topics discussed and if any specific training was provided
  - Have attendees sign their own names for attendance
  - Fill in student or topics discussed, discussion points, action to be taken, by whom and when

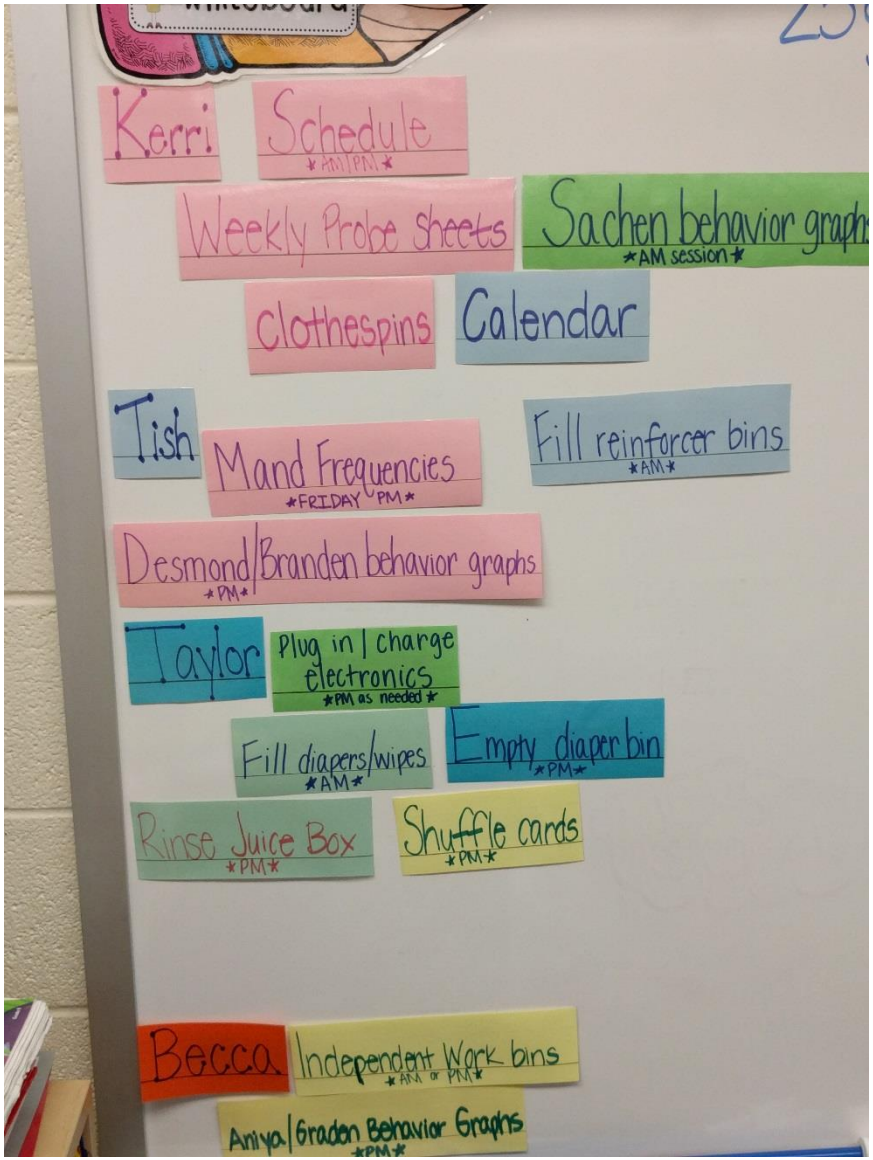
Conducting Team Meetings

- Continue to adhere to your place of employments rules and regulations in regards to confidentiality
- Keep the meetings positive and productive
- Teacher should lead the meeting keeping it on topic
- Adhere to the time allotted for the meeting

Team Meetings

- Some Practical Tips
  - If you don't have the time to have consistent team meetings, try the using the "check in" system
  - Consider using one time slot per day to train staff individually
  - Don't forget that SLPs, OTs, and PTs are all integral members of the team
  - Designate an area of the room to be used for staff questions/training items to be posted

Team Meetings



- You'll go a long way in organizing your classroom if you organize your staff.
- Consider using a system to designate staff jobs
- One of those jobs could be to document the team meeting

Summary

Classroom:

- Sanitize classroom – obtain large plastic bins if applicable
- Obtain 3-drawer rolling carts for each student
- Obtain 1-3 inch binder for each student and prepare as directed
- Obtain 1 clipboard for each student
- Obtain reinforcement containers or use baggies to begin
- Obtain sandwich size glide baggies
- Obtain card boxes
- Begin working on a tentative classroom schedule
- Get preference assessment done ASAP

Summary

Students:

- Pull reinforcers as they pertain to individual preference assessment results and put reinforcers in reinforcer containers. Larger bins can be used for big items. Also test motivation for items that are not on the list as you may find new reinforcers.
- Begin manding and collecting data using the reinforcers
  - Place the paring and manding data collections sheets on individual student clipboards.
- Begin language and learning assessments

Summary

Program Books:

- Skills Tracking sheets
- Graphs
- Program Cards (gather applicable programming materials)
- Weekly Probes
- Mand rate and probe sheets
- Clipboards with data sheets attached
- Adjust your daily schedule to reflect new programming

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