

# Ensuring Effective School Based Instruction for Students with Autism

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School District of Lancaster

## Session Objectives

- Briefly describe School District of Lancaster's Autistic Support Program
- Outline the steps to establishing effective instruction in the Autistic Support Classrooms
  - Administrative Support
  - Internal Coach Role
  - Trainings Strategies
  - Overcoming district wide issues
- Review the components of a well established classroom
- Review first year goals
- Review progress monitoring of a classroom's success

## To start us off

Why are we here talking about this topic?

## Why are we talking about this?

- It is hard to do.
- It is not something that comes together on its own.

## To start us off

- Why am I here talking about how to ensure effective school based instruction for students with autism?

## Time to Look at the Background

- Background on SDoL
- Set up of Classrooms
- Starting Small: Considerations such as classroom space, materials, staffing etc.

## Autistic Support Classrooms in SDoL

- Currently, all Autistic Support classrooms are run by the district
  - Prior, all were under the Intermediate Unit
- Taking back the classrooms from the IU was quite the task
  - Change in programming
  - Hiring staff
  - Support from the Autism Initiative

## Autistic Support Classrooms in SDoL

- Currently, 7 Autistic Support Classrooms in SDoL
  - 5 elementary classrooms
  - 1 middle school classroom
  - 1 high school classroom
- Each classroom has 8 students

## Autistic Support Classrooms in SDoL

- Total Staff
  - 7 Special Education Teachers
  - 4 Paraprofessionals per room/ 28 District Wide
  - Many Related Service Providers
  - Administration Members
  - 1 Internal Coach
  - Exceptional Student Specialists

## Autistic Support Classrooms

- Apply the principles of behavior analysis

## Brief Explanation

- 2 Common Goals in Autistic Support Classrooms
  - To have the students learn something new
  - To teach students to engage in socially appropriate behaviors in replace of inappropriate behaviors

## Autistic Support Classrooms

- Apply the principles of Behavior Analysis
  - Principles of behavior applied to improve socially significant behavior
  - Easy to take a misunderstanding of these principles and run with it

## Autistic Support Classrooms

- Apply the principles of Behavior Analysis
  - Principles of behavior applied to improve socially significant behavior
  - Easy to take a misunderstanding of these principles and run with it
- Utilize the Verbal Behavior Model

## Autistic Support Classrooms

- Verbal Behavior
  - Language acquisition
  - Social interaction
  - Academics
  - Intelligence
  - Understanding
  - Thinking
  - Problem solving
  - Knowledge

## Brief explanation of Operants

- Look at the word “ball”
  - Label (Tact)
  - Locate in the environment (Listener Response)
  - Say the word (Echoic)
  - Fill in the blank (Intraverbal)
  - Etc.

## Autistic Support Classrooms

- Apply the principles of Behavior Analysis
  - Principles of behavior applied to improve socially significant behavior
  - Easy to take a misunderstanding of these principles and run with it
- Run using Verbal Behavior Programming
  - Typically brand new to most staff
  - Differs from other teaching models
  - No users manual for this



## Autistic Support Programming

- Complex Programming
  - Requires training of all staff
  - Requires “big picture views”
  - Requires support from Administration

## Some Things to Think About

- Classroom size
- Materials Needed
- Staffing the classroom
- Behavior Needs

## How did SDoL establish their classrooms?

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- Administrative Support
- Internal Coach
- Autism Initiative
- Training Staff
- Overcoming district wide issues (to not interfere with instruction in the classroom)

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- **Administrative Support**
- Internal Coach
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## Administrative Support

- How to get Administrative Support
  - Monetary Value
  - Value for the students in the classrooms
  - An understanding of the model itself
  - Having a district run program
  - High staff morale

## Administrative Support

- How to get Administrative Support
  - **Financial Benefit**
  - Value for the students in the classrooms
  - An understanding of the model itself
  - Having a district run program
  - High staff morale

## Seeing the Financial Benefit

- By providing education to students in district, SDoL saves 30-40 thousand dollars/student
- Investing money back into the district

## So the breakdown is..

- Better financially to provide effective education to the students **in** the district, rather than pay extra to have the students receive a similar education provided out of district
- **It saves the district money**
- **It allows for investments back into the district**

## Administrative Support

- How to get Administrative Support
  - Monetary Value
  - **Value for the students in the classrooms**
  - An understanding of the model itself
  - Having a district run program
  - High staff morale

## Seeing the value for the students

- Seeing the benefit of programming for these students
  - Providing effective instruction at individual instructional levels

## Administrative Support

- How to get Administrative Support
  - Monetary Value
  - Value for the students in the classrooms
  - **An understanding of the programming**
  - Having a district run program
  - High staff morale

## Administrative Support

- Administration involved in supporting the classrooms attend basic Verbal Behavior trainings
- Administration collaborates with Autism Initiative and Internal Coach to guide programming

## Administrative Support

- How to get Administrative Support
  - Monetary Value
  - Value for the students in the classrooms
  - An understanding of the model itself
  - **Having a district run program**
  - High staff morale

## Having a district run program

- Control over the program
- No contractors – All district employees
  - If it is a contractor, there is limited control over performance changes from staff

## Administrative Support

- How to get Administrative Support
  - Monetary Value
  - Value for the students in the classrooms
  - An understanding of the model itself
  - Having a district run program
  - **High staff morale**



## High Staff Morale

- Pride in running own programming
- The feeling of support
- Seeing the benefits of working together as a team

## How did SDoL establish their classrooms?

- Administrative Support
- **Internal Coach**
- Autism Initiative
- Training Staff
- Overcoming district wide issues (to not interfere with instruction in the classroom)

## Role of Internal Coach

- Job description
- Qualifying characteristics

## Internal Coach – Job Description

- Frequent consults in the AS classrooms
- In the moment training of staff
- Adequate consult notes after each visit
- Guidelines for programming
- In the moment support

## Internal Coach - Qualifications

- Extensive experience in ABA/VB
- Interpersonal skills
- Qualified trainer of others
- Hands on approach
- Team player
- Approachable

## Internal Coach – A few other pieces

- Celebrating successes
- See the program as a whole

## Feedback from the teachers on the support of an internal coach

- The addition of Audrey to our program has been such a great asset. She is extremely knowledgeable and takes the time to develop positive relationships with both staff and, more importantly, each and every student in our program. Working in an urban setting, we don't always see a lot of support from our parents. With such a large district, teachers are not always able to work one on one with administration, as we were able to in my previous setting. Due to these reasons, it can be easy to become complacent working in a large, urban setting. Having Audrey on the ground level in the classroom with us has made me strive to be the best possible teacher and behavior analyst for my students. Having a fresh set of eyes on the behavior plans I write and on my students' problem behaviors has been hugely beneficial, as she's been able to see things I did not and offer suggestions to improve behavior plans. We are required to attend many hours of professional development. As many teachers know, professional development often covers very general material and is not always applicable to our classrooms and what we do every day. The professional development Audrey provides for us is always geared towards individual student needs, best practices in Applied Behavior Analysis, and allows time for collaboration with other teachers so we can problem solve with our colleagues as well. The School District of Lancaster is very lucky to have her support.

*-An Elementary School Teacher*

## Feedback from the teachers on the support of an internal coach

- Having an internal coach has helped me immensely this year. We have been able to look more closely at all of the students programming and better train and support staff members. Personally, I've gained a mentor who is able to answer my questions on a daily basis, and from whom I hope to learn as much as possible so that someday I can provide support as effectively as she does.

*-A High School Teacher*

How does an effective relationship between an internal coach and administration benefit the program?

## Internal Coach and Administration Relationship

- Getting support when needed
- Expectation of recommendations being followed from administrative levels down
- More specified feedback

## Internal Coach and Administration Relationship

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## Internal Coach and Administration Relationship

- Getting support when needed
- Expectation of recommendations being followed from administrative levels down
- **More specific feedback**

## How did SDoL establish their classrooms?

- Administrative Support
- Internal Coach
- **Autism Initiative**
- Training Staff
- Overcoming district wide issues (to not interfere with instruction in the classroom)

## Role of Autism Initiative (PaTTAN)

- Collaborates with Internal Coach to provide more in-depth consultation
- Provides training to staff
- Guidelines for programming
- Adequate consult notes after every visit
- Schedule classroom visits with the Internal Coach

## How did SDoL establish their classrooms?

- Administrative Support
- Internal Coach
- Autism Initiative
- **Training Staff**
- Overcoming district wide issues (to not interfere with instruction in the classroom)



## Training Staff Effectively

- General Guidelines
  - **Have goals for trainings**
  - Train all staff

## Treatment Integrity One

	Yes	No	N/A
1. Were a variety of mand items available including target items, mastered items and non-target items?			
1. Was it confirmed that an MO is in place for teaching items?			
1. Was the instructor consistent in identifying which mand items should be run as targets?			
1. On initial presentation of a target item, was a probe completed prior to teaching?			
a. Probe for MO			
a. If MO "yes", then probe for response			
a. If MO "no", no probe and move on to next item			
5. If MO was present, instructor modeled the adult form when presenting the item during pairing trials for targets and future targets?			
5. During the session, did the instructor avoid reducing MO by:			
a. Varying reinforcers and types of reinforcers?			
a. Stopping use of reinforce before it loses its value?			
a. Varying method of delivery?			
a. Providing mands trials on an unpredictable schedule of delivery?			

## Treatment Integrity Two

	Y E S	N O	N/ A
1. Is instructional area neat and sanitized?			
1. Does instructor have all materials needed for instruction organized and ready?			
1. Does instructor have a variety of valuable reinforcers available?			
1. Does session begin with delivery of reinforcement or an opportunity to mand?			
1. Does instructor gradually fade in the demands/tasks presented?			
1. Does instructor use fast-paced instruction (no more than 2 seconds between student's response and your next instruction)?			
1. Does instructor mix and vary instructional demands (no more than 3 of the same operant/task in a row)?			
1. Are easy and difficult tasks interspersed at the appropriate ratio? Easy/hard ratio: _____			

## Training Staff Effectively

- General Guidelines
  - Have goals for trainings
  - **Train all staff**

## Training Staff Effectively

- PaTTAN Boot Camp upon being hired
- Professional development throughout the school year
- Collaborative planning times

## Training Staff Effectively

- **PaTTAN Boot Camp upon being hired**
- Professional development throughout the school year
- Collaborative planning times
- In the moment trainings

## PaTTAN Boot Camp

- Overview of general behavior sequence
- Overview of simple program pieces
- Competency based training

## PaTTAN Boot Camp

- Overview of general behavior sequence
- Overview of simple program pieces
- Competency based training
- **Potential Issue? Finding coverage for the staff**
- **Benefits outweigh the potential issue**

## Training Staff Effectively

- PaTTAN Boot Camp upon being hired
- **Professional development throughout the school year**
- Collaborative planning times
- In the moment trainings

## Professional Development Throughout the Year

- Whole AS Group
- Just Teachers
- In individual classrooms
  - Separate from the rest of the special education team
  - Able to focus on immediate needs of teams

## Professional Development Throughout the Year

- Separate from the whole Special Education Team
- Able to focus on immediate needs for individual teams

## Training Staff Effectively

- PaTTAN Boot Camp upon being hired
- Professional development throughout the school year
- **Collaborative planning times**

## Collaborative Planning Times

- Varies by school in district
- Not always applicable to what occurs in the classrooms

## Collaborative Planning Times

- Ways to make them effective
  - Have an itinerary
  - Allow for conversations

## Training Staff Effectively

- PaTTAN Boot Camp upon being hired
- Professional development throughout the school year
- Collaborative planning times
- **In the moment trainings**

## In the Moment Trainings

- Trainings are individualized
- Explicit feedback
- Check for understanding
- Follow Up during next consult



Staff making progress =  
Students making progress

## How did SDoL establish their classrooms?

- Administrative Support
- Internal Coach
- Autism Initiative
- Training Staff
- **Overcoming district wide issues (to not interfere with instruction in the classroom)**

## Issues Facing Inner City Districts

- **Family Communication**
- Low Funding Available
- Staff Turn Over

## Family Communication

- Why is this an issue?

## How to Address this Issue

- Parent Trainings and Communications
  - Family Handbook
  - Communication Sheets Home
  - Parent Trainings

### Index

- ❖ Role of Families
- ❖ PaTTAN Autism Initiative Summary Sheet
- ❖ What is Autism?
- ❖ What is ABA?
- ❖ What is VB?
- ❖ How is VB implemented in a school setting?
- ❖ What is the VB-MAPP?
- ❖ Important terms to know... (positive reinforcement, approach behavior)
- ❖ Behavior Reduction
- ❖ Resources: Websites, books
- ❖ APPENDIX 3. ~ VB-MAPP
- ❖ APPENDIX 4. ~ VB-MAPP Barriers Assessment
- ❖ APPENDIX 5. ~ Reinforcer Assessment
- ❖ APPENDIX 6. ~ Glossary of terms

Verbal Operant	Antecedent	Behavior	Consequence
Mand	Motivative Operation (MO, want or desire for cookie)	Verbal behavior (says 'cookie', signs cookie or exchanges a picture of cookie)	Direct reinforcement (gets a cookie)
Tact	Sensory stimuli (sees a cookie, smells cookies, tastes a cookie, hears someone eating a cookie, touches a cookie)	Verbal behavior (says 'cookie'; may also sign cookie)	Non-specific reinforcement (example: praise; 'you're right!', 'great job!' high five, pat on back, etc.)
Intraverbal	Verbal stimulus (example: 'What do you like to eat?')	Verbal behavior (says 'cookies', signs cookie)	Non-specific reinforcement (example: praise; 'you're right!', 'great job!' high five, pat on back, etc.)
Echoic	Verbal stimulus (someone says 'cookie')	Verbal behavior (says 'cookie')	Non-specific reinforcement (example: praise; 'you're right!', 'great job!' high five, pat on back, etc.)

**How was \_\_\_\_\_'s Day?** Date: \_\_\_\_\_

Today's special/inclusion time: Library Music Art Gym No Special

Behaviors of Concern: Yes No

- Whining
- Crying
- Hitting
- Off-Task
- Other \_\_\_\_\_

Tasks Today	Mastered Skills <input checked="" type="checkbox"/>	Continuing Program <input type="checkbox"/>	Completed Program <input type="checkbox"/>	Adjustment Made <input type="checkbox"/>
Intensive Teaching				
Manding				
Natural Environment Teaching				
Writing				
Math				
Word Wall				
Language for Learning				
Skill Streaming				
Reading (Inclusion)				
DI Math (Lesson # _____)				
DI Reading (Lesson # _____)				

NOTES FROM TEACHER: \_\_\_\_\_

NOTES FROM PARENT/CAREGIVER: \_\_\_\_\_

Parents/Caregiver Signature: \_\_\_\_\_



#### Parent Training Survey

As some of you may remember, last year we were fortunate enough to offer two parent trainings led by Amirjs DiPuglia, Behavior Analyst/Educational Consultant at Pennsylvania Training and Technical Assistance Network (PaTTAN).

We plan to offer trainings again in the future and are gathering information to make these most accessible and beneficial to families. Please answer the questions below and return this survey to your child's teacher. Thank you!

1. What days/times are most convenient for you?
  - ..... During the school day
  - ..... Evenings
  - ..... Evenings with childcare offered
  - ..... Saturdays
2. What is your preferred language?
  - ..... English
  - ..... Spanish
3. How likely are you to attend a parent training?
  - ..... Very likely. I am excited for this opportunity!
  - ..... Somewhat likely. I'm interested but need more information.
  - ..... Undecided, I'd like to but it depends on the day/time and topic.
  - ..... Unlikely.
4. Please list any specific topics of interest:

Name & Child's Name: \_\_\_\_\_

## Issues Facing Inner City Districts

- Parent Communication
- **Low Funding Available**
- Staff Turn Over

## How to Address this Issue

- Make materials
- Donations from other sources
- Inventory of resources available
  - Share amongst each other

## Issues Facing Inner City Districts

- Parent Communication
- Low Funding Available
- **Staff Turn Over**

## High Staff Turn Over

- Why is this an issue?

## How to Address this Issue

- Part of a team
- Trainings Consistently Available
- Consistent Support from Internal Coach/Autism Initiative

## How to Address this Issue

- Staff will still need to leave
  - Documentation of programming

## Components of a Well Established Classroom



## Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- Data Collection Materials
- Effective Instruction Established
- Wall Cues
- Team Meetings
- Sanitized Environment

## Components of a Well Established Classroom

- **Trained Paraprofessionals**
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- Data Collection Materials
- Effective Instruction Established
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## What is a paraprofessional ?

- Instructor in the classroom that
  - Provides instruction to the students in all areas
  - Collects data as needed
  - Collaborates with teacher and other paraprofessionals in the classrooms
  - Assists students when needed
  - Follows behavior plans
  - Transition with students throughout the school
  - Etc.

## Trained Paraprofessionals

- Probably the most important aspect of a classroom
- 4 Paraprofessionals in a full classroom
- Fully implement all instruction
- Take part in all trainings

## Trained Paraprofessionals

- Probably the most important aspect of a classroom
- 4 Paraprofessionals in a full classroom
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***Without trained paraprofessionals, this would be impossible***

## Components of a Well Established Classroom

- Trained Paraprofessionals
- **Updated Assessments**
- Appropriate Schedule
- Balance of Programming
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# Updated Assessments

- VB MAPP
  - Verbal Behavior Milestone Assessment and Placement Program
  - User friendly

# VB MAPP Example

VB-MAPP Milestones Master Scoring Form

Child Name:	Age:	Sex:	Race:	Color:	Teacher:
Date of Birth:	00/00/00				
VB-MAPP Score:	00	00	00	00	00

**LEVEL 3**

Item	Met	Not Met	Unknown	Not	Met	Unknown	Met	Not	Unknown	Met	Not	Unknown
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												

**LEVEL 2**

Item	Met	Not Met	Unknown	Not	Met	Unknown	Met	Not	Unknown
21									
22									
23									
24									
25									
26									
27									
28									
29									
30									

**LEVEL 1**

Item	Met	Not Met	Unknown	Not	Met	Unknown	Met	Not
31								
32								
33								
34								
35								
36								
37								
38								
39								
40								

VB-MAPP Milestones Master Scoring Form © 2011 Paul L. Schalke

## Updated Assessments

- VB MAPP
  - Verbal Behavior Milestone Assessment and Placement Program
  - User friendly
- **Placement Tests**
  - Language for Learning
  - Edmark
  - Connecting Math Concepts

## Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- **Appropriate Schedule**
- Balance of Programming
- Data Collection Materials
- Effective Instruction Established
- Wall Cues
- Team Meetings
- Sanitized Environment

# Classroom Schedule

- Staff assigned to students for the entire day
- Activities dictated on schedule
  - Intensive Teaching
  - Manding
  - ADLs
  - Natural Environment Teaching
  - Vocal Training



## Classroom Schedule

- Data collection dictated on schedule
- No times listed as “play time”/ “leisure time” etc.
- Able to be adjusted

## Adjustable Classroom Schedules

- Absence of students
- Addition or withdrawal/absence of staff
- Disruptive student behaviors
- Specific student programming needs
- Skill regression or progression

## Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- **Balance of Programming**
- Data Collection Materials
- Effective Instruction Established
- Wall Cues
- Team Meetings
- Sanitized Environment

## Balance of Programming

- Appropriate balance across *appropriate* programs
  - IT
  - Manding
  - ADLs
  - Direct Instruction
  - NET
  - Vocal Training
  - Group



## Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- **Data Collection Materials**
- Effective Instruction Established
- Wall Cues
- Team Meetings
- Sanitized Environment

## Data Collection Materials

- Student specific
- Each student has a clipboard
- All staff trained on data collection
- Schedule assigns data collection times



## Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- Data Collection Materials
- **Effective Instruction Established**
- Wall Cues
- Team Meetings
- Sanitized Environment

## Effective Instruction Materials

- Each student has an individual academic materials
  - Picture Cards
  - Manipulative Stimuli
  - Direct Instruction Materials
  - Social Skill Curriculum

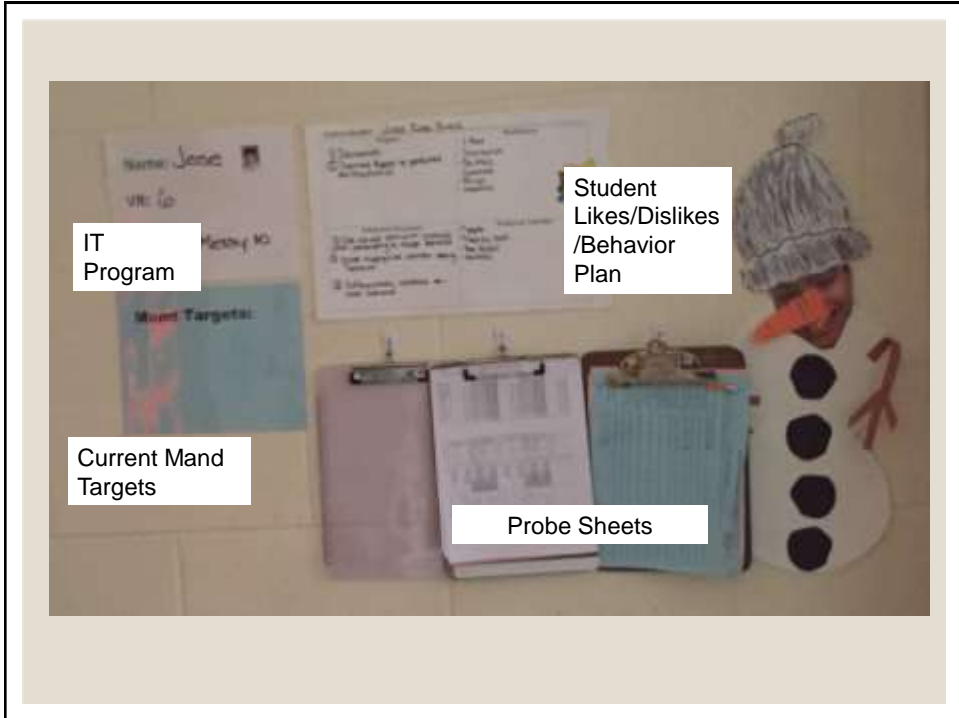
## Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- Data Collection Materials
- Effective Instruction Established
- **Wall Cues**
- Team Meetings
- Sanitized Environment

## Wall Cues

- What is posted?
  - Protocols for Teaching Procedures
  - Behavior Plans
  - Targeted Items
- Why is it posted?
  - Easy access to information
- Be sure they are user friendly.



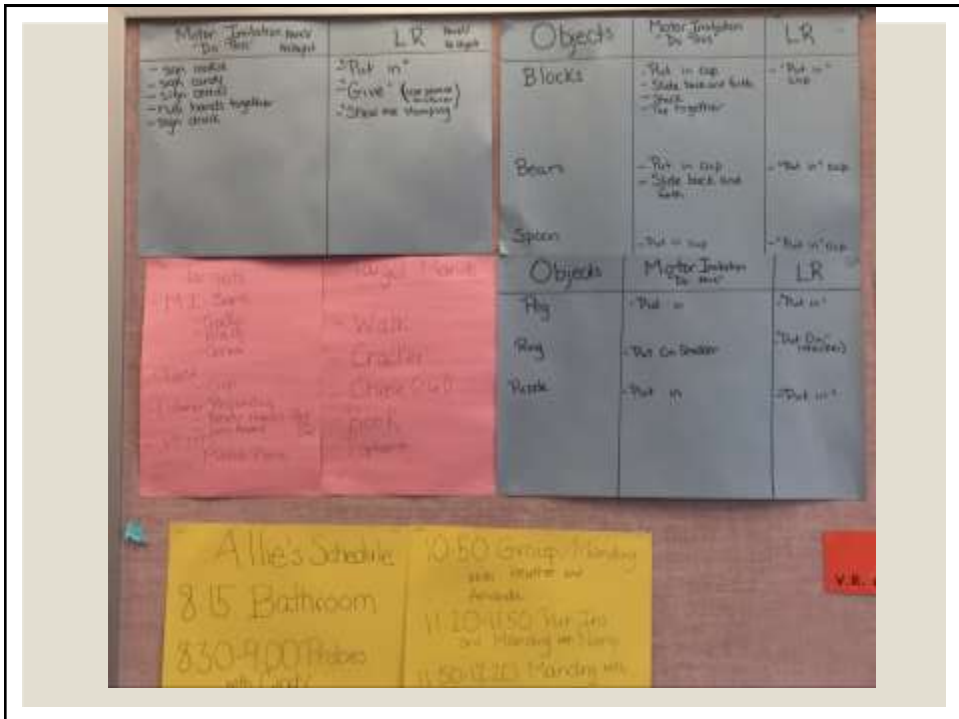


IT Program

Student Likes/Dislikes/Behavior Plan

Current Mand Targets

Probe Sheets



## Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- Data Collection Materials
- Effective Instruction Established
- Wall Cues
- **Team Meetings**
- Sanitized Environment

## Team Meetings

- Time to meet with classroom staff as a group
- Why are these important?
  - To discuss changes in classrooms
  - To debrief on something that happened
  - Problem solve certain issues
  - **To get information quickly to all staff in the room**
- Can be difficult to find the time
- If the time is found, plan out what to discuss beforehand

## Team Meeting Logs

- Date and Names
- Discussion Points
  - Academic Progress
  - Behavior Concerns
- Plan for moving forward
- Who is responsible for the plan
- Date to be complete by
- Outcome

## Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- Data Collection Materials
- Effective Instruction Established
- Wall Cues
- Team Meetings
- **Sanitized Environment**

## Sanitized Environment

- So much more than just having a clean classroom
- Sanitized Environment
  - High shelves
  - Clear bins
  - Clear baggies
  - Pocket aprons
  - Rotating items
- Keeps the room neat, keeps everyone safe

## Set Up Goals for First Year



## Set Up Goals for First Year

- Classroom Organization
- Staff Trained in Basic Manding, Basic IT
- Problem Behavior Down
- VB MAPPs Completed
- Reinforcement Established
- Effective levels of consultation established

## Set Up Goals for First Year

- **Classroom Organization**
- Staff Trained in Basic Manding, Basic IT
- Problem Behavior Down
- VB MAPPs Completed
- Reinforcement Established
- Effective levels of consultation established

## Classroom Organization

- Work Stations
- Individual Instruction Cards
- Manding Bins
- Schedules

## Set Up Goals for First Year

- Classroom Organization
- **Staff Trained in Basic Manding, Basic IT**
- Problem Behavior Down
- VB MAPPs Completed
- Reinforcement Established
- Effective levels of consultation established

- Sample treatment integrity

## Set Up Goals for First Year

- Classroom Organization
- Staff Trained in Basic Manding, Basic IT
- **Problem Behavior Down**
- VB MAPPs Completed
- Reinforcement Established
- Effective levels of consultation established

## Problem Behavior Down

- Assess the severity of problem behavior in classroom
- Determine a hierarchy of need
- Review functions of behavior
- Review general guidelines for responding to problem behavior

## Set Up Goals for First Year

- Classroom Organization
- Staff Trained in Basic Manding, Basic IT
- Problem Behavior Down
- **VB MAPPs Completed**
- Reinforcement Established
- Effective levels of consultation established

## VB MAPPs Completed

- Usually one of the first tasks done in a new classroom
- The beginning step to developing appropriate programming

## Set Up Goals for First Year

- Classroom Organization
- Staff Trained in Basic Manding, Basic IT
- Problem Behavior Down
- VB MAPPs Completed
- **Reinforcement Established**
- Effective levels of consultation established

## What is reinforcement?

- A consequence that follows a behavior that will increase the future frequency of that behavior

## Reinforcement Established

- Important for any behavior change
- Understanding of reinforcement
- Utilizing reinforcement
  - Isolation of reinforcers
  - Items out of reach of students
  - Delivery of reinforcers controlled by staff

## Set Up Goals for First Year

- Classroom Organization
- Staff Trained in Basic Manding, Basic IT
- Problem Behavior Down
- VB MAPPs Completed
- Reinforcement Established
- **Effective levels of consultation established**

## Effective Levels of Consultation Established

- Role of Internal Coach/ Autism Initiative Consultants
- Determine format of consultation
  - Will vary room to room, staff to staff
- Determine effective feedback delivery

## What a district has learned

## What SDoL has learned

- Staff dispersed based on needs in classrooms
- Importance of professional development for all staff
- Looking at program from K-12
- Hierarchy of support for classrooms



## What SDoL has learned

- **Staff dispersed based on needs in classrooms**
- Importance of professional development for all staff
- Looking at program from K-12
- Hierarchy of support for classrooms

## Staff Dispersed Based on Need

- In the beginning..
  - Staff were assigned to classrooms based on openings
- Now..
  - Looking at the differences in staff skill sets and the needs of the different classrooms

## What SDoL has learned

- Staff dispersed based on needs in classrooms
- **Importance of professional development for all staff**
- Looking at program from K-12
- Hierarchy of support for classrooms

## Importance of Professional Development for All Staff

- In the beginning..
  - Not all staff would attend all trainings
- Now..
  - Teachers and paraprofessionals receive similar trainings
  - Related Service Providers receive trainings, as well as some building level administration

## What SDoL has learned

- Staff dispersed based on needs in classrooms
- Importance of professional development for all staff
- **Looking at program from K-12**
- Hierarchy of support for classrooms

## Looking at Program from K-12

- In the beginning
  - Each classroom ran programming a bit differently
- Now
  - Working on getting programming consistency from Kindergarten up through the high school

## What SDoL has learned

- Staff dispersed based on needs in classrooms
- Importance of professional development for all staff
- Looking at program from K-12
- **Hierarchy of support for classrooms**

## Hierarchy of Support for Rooms

- In the beginning..
  - Grabbing whoever was around to support
- Now..
  - Have a list of “who to call” in a specific order

## Effective Education in SDoL

With the support of the dedicated staff, an internal coach, the Autism Initiative and supportive administration, The Autistic Support Classrooms in the School District of Lancaster have made measurable progress as a whole.

## Measure of Progress

## Measure of Progress

- Site Reviews conducted by the Autism Initiative

## Site Review Components

1. Classroom Organization
2. Classroom Environment
3. Arrangement of Instructional Materials and Materials Organization
4. Data Systems
5. Consultation/Training Process
6. Parent/Family Engagement
7. Inclusion
8. Instruction
9. Mand Training
10. Intensive Teaching
11. Natural Environment Teaching
12. Other Instructional Methods
13. Group Instruction
14. Social Skills Training
15. Behavior Interventions

## Progress in Site Reviews

- Overall, the classrooms in the School District of Lancaster make progress year after year on their site review scores.

## Progress in Site Reviews

- High School Classroom
  - Classroom opened in district Fall 2014
  - Starting Score = 18
  - Spring 2015 Score = 85
  - Fall 2015 Score = 100
  - Spring 2016 Score = 100



## Progress in Site Reviews

- Elementary School Classroom
  - Classroom opened in district Fall 2012
  - Fall 2014 Score – 46
  - Spring 2015 Score – 78
  - Fall 2015 Score – 91
  - Spring 2016 Score - 100



While the site review is not to be viewed as the only way to monitor effectiveness, the requirements outlined are necessary for a strong foundation of an effective classroom.

A higher score suggests the foundation is in place to deliver appropriate instruction to the students in the classroom.



## What's Next for A District

## What's Next for SDoL

- Focusing Efforts
  - Continuing to look at the big picture
  - Get program pieces up and running

## In the end

- It takes a lot of hard work to get the Autistic Support classrooms established and providing effective instruction to the students
- **But it is worth it.**

Any Questions?

## Resources

## Contact Information

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