A COLLABORATIVE PROCESS SUPPORTING TEACHERS AND SCHOOL STAFF IN THE IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

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Agenda

- School District of Philadelphia Demographics
- Philly AIMS Consultation Components
- Student and Teacher Outcomes
- Inclusion
- Social Skills Intervention
- Questions
K-5 AS Classrooms 2008-2014

Over 2xs more classrooms

District autism support classrooms

K-2

3-5

# classrooms

0
10
20
30
40
50
60
70
80
90

2008-09
2011-12
2013-14

K-5 AS Classrooms
Teacher Retention in AS 2011-2014 (3 yrs)

K-2

3-5

Attrition
Retained

Attrition
Retained
AS Teachers Grades K-5

School District of Philadelphia Placement 2013-14

STUDENTS WITH ASD (GRADES K-5)
District's Recommended AS Classroom Interventions

**Reading**
- Reading Mastery

**Motor Skills Development**
- Handwriting without Tears Program

**Math**
- Distar Math
- Connecting Math Concepts

**STAR Program**
- PRT
- DTT
- Functional Routines

**Language**
- Language for Learning
- Language for Thinking
- Language for Writing

**Assistive Technology**
- Teachtown (computer based)

Assessments used in the AS Classrooms

- **Formative**
  - Chapter Test
  - Computer based
  - Student Learning Profile

- **Benchmark**
  - AIMSweb
  - DIBELS

- **Diagnostic**
  - Key Math 3
  - Brigance

- **Summative**
  - PASA
The Philly AIMS Team

- Individual picture schedules
- Visual supports
- File folder activities
- Toys
- Reinforcers
- Velcro

- Liaison between SDP and STAR developers
- Ning website
- Facebook
- Monthly newsletter
- PD for Psychologists
- EI Transition Work Group
- Principal engagement: new award

- Needs Assessment
- Customized scope and sequence
- Implementation Checklist
- Feedback loop

- Classroom consultation for new teachers
- iPad remote consultation
- Phone and email consultation
- School-Based PD

PhillyAIMS
Philadelphia Autism Instructional Methods Support

Quality Improvement and Quality Assurance
Consultation
Communication
Material Support

- Individual picture schedules
- Visual supports
- File folder activities
- Toys
- Reinforcers
- Velcro
Communication - Quality Improvement and Quality Assurance - Consultation - Material support

- Liaison between SDP and STAR developers
- Ning website
- Facebook
- Monthly newsletter
- PD for Psychologists, OT, PT, Special Ed Directors, & Principals
- EI Transition Work Group
- Principal engagement: new award

Meade School, Philadelphia
Communication - Quality Improvement and Quality Assurance - Consultation-Material support

1. Customized scope and sequence (consultation timeline)
2. Needs Assessment
3. Implementation Checklist
4. Consultant-Principal-Central Administration feedback loop
Consultation Timeline for Philadelphia AS

- Needs Assessment Evaluation Time 1
- Student Learning Profiles completed Time 1
- Classroom Setup
- Implementation of Functional Routines
- PRT Implementation
- DT Implementation
- Needs Assessment Evaluation Time 2
- Student Learning Profiles completed Time 2
- Half Day Professional Development

SEPTEMBER OCTOBER NOVEMBER DECEMBER JANUARY FEBRUARY MARCH APRIL MAY JUNE

Half Day Professional Development

Needs Assessment

Implementation checklist

Baseline to inform:
1. Individualized consultation goals
2. Principal feedback
3. Group PD goals

STAR Program Implementation Checklist

Implementation checklist

Baseline to inform:
1. Individualized consultation goals
2. Principal feedback
3. Group PD goals
Classroom Observation

Classroom Observation Form

Student ID: ________  Teacher ID: ________  Grade: ________  Time: ________

Observer: ________  Class: ________

Instruction Format (circle one): Partner  Group  Independent Seatwork  Centers

<table>
<thead>
<tr>
<th>Behavior</th>
<th>% of Intervals Behavior Observed</th>
<th>% of Intervals Total Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>8 100</td>
<td>%</td>
</tr>
<tr>
<td>Monitoring</td>
<td>8 100</td>
<td>%</td>
</tr>
<tr>
<td>On Task</td>
<td>8 100</td>
<td>%</td>
</tr>
<tr>
<td>Target Task</td>
<td>8 100</td>
<td>%</td>
</tr>
<tr>
<td>Other Behavior</td>
<td>8 100</td>
<td>%</td>
</tr>
<tr>
<td>Chatting</td>
<td>8 100</td>
<td>%</td>
</tr>
<tr>
<td>Off Task</td>
<td>8 100</td>
<td>%</td>
</tr>
<tr>
<td>Target Task</td>
<td>8 100</td>
<td>%</td>
</tr>
<tr>
<td>Other Behavior</td>
<td>8 100</td>
<td>%</td>
</tr>
<tr>
<td>Chatting</td>
<td>8 100</td>
<td>%</td>
</tr>
<tr>
<td>Disruptions</td>
<td>8 100</td>
<td>%</td>
</tr>
<tr>
<td>Destruction</td>
<td>8 100</td>
<td>%</td>
</tr>
<tr>
<td>Aggression</td>
<td>8 100</td>
<td>%</td>
</tr>
<tr>
<td>Recess/Leaving (RL)</td>
<td>8 100</td>
<td>%</td>
</tr>
</tbody>
</table>

Frequency

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free</td>
<td>8 100</td>
</tr>
<tr>
<td>Peer</td>
<td>8 100</td>
</tr>
<tr>
<td>Total</td>
<td>8 100</td>
</tr>
<tr>
<td>BC</td>
<td>8 100</td>
</tr>
<tr>
<td>TC</td>
<td>8 100</td>
</tr>
<tr>
<td>Total Behavior Correlation</td>
<td>8 100</td>
</tr>
</tbody>
</table>

Implementation Checklist

STAR Program Implementation Checklist

Teacher Name: ________
School: ________
Coach Name: ________

Classroom Set-Up

Met Target Date(s)

<table>
<thead>
<tr>
<th>Contingency</th>
<th>Y/N</th>
<th>Value</th>
<th>Met Target Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated classroom setting (yes/no)</td>
<td>Y</td>
<td>Circle time</td>
<td>Yes</td>
</tr>
<tr>
<td>Books/literacy teaching</td>
<td>Y</td>
<td>Independent work centers</td>
<td>Yes</td>
</tr>
<tr>
<td>Breaks/recess time</td>
<td>Y</td>
<td>Once daily</td>
<td>Yes</td>
</tr>
<tr>
<td>Computer</td>
<td>Y</td>
<td>Shared Learning centers</td>
<td>Yes</td>
</tr>
<tr>
<td>Table top</td>
<td>Y</td>
<td>Staff work space</td>
<td>Yes</td>
</tr>
<tr>
<td>Chairs</td>
<td>Y</td>
<td>Teacher space</td>
<td>Yes</td>
</tr>
<tr>
<td>Walls are generally free of clutter/obstructions</td>
<td>Y</td>
<td>Outside day</td>
<td>Yes</td>
</tr>
<tr>
<td>Student desks tables are free of clutter and cluttered away from distractions</td>
<td>Y</td>
<td>Outside life</td>
<td>Yes</td>
</tr>
<tr>
<td>Computer Learning Profile: completed updated 3 times per year for all children</td>
<td>Y</td>
<td>Outside intervention</td>
<td>Yes</td>
</tr>
<tr>
<td>Language/curriculum is used as appropriate</td>
<td>Y</td>
<td>Outside intervention</td>
<td>Yes</td>
</tr>
<tr>
<td>Assessment/transition/other intervention</td>
<td>Y</td>
<td>Outside life</td>
<td>Yes</td>
</tr>
<tr>
<td>Behavior management systems in place</td>
<td>Y</td>
<td>Outside life</td>
<td>Yes</td>
</tr>
<tr>
<td>Transition signals are used consistently (verbal, visual, etc.) before and during transitions</td>
<td>Y</td>
<td>Outside life</td>
<td>Yes</td>
</tr>
<tr>
<td>Continues:</td>
<td>Y</td>
<td>Outside life</td>
<td>Yes</td>
</tr>
</tbody>
</table>

PhillyAIMS
Philadelphia Public Schools

Updated: June 15, 2013
Consultant-Principal-Administration Feedback Loop

- Classroom consultation
  - new teachers in K-5 autism support
  - two inclusion schools
- iPad remote consultation
- Phone and email consultation
- School-Based PD
Sample Student / Staff Schedule

THURSDAY SCHEDULE
Meeting Routine
8:30 AM Arrived

DISTAR Achievements
Connecting Math Concepts (Hour Period)

<table>
<thead>
<tr>
<th>Time Block</th>
<th>Teacher</th>
<th>Classroom Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:05</td>
<td>Snack</td>
<td></td>
</tr>
<tr>
<td>8:05-8:50</td>
<td>Dist</td>
<td>Social Story Writing</td>
</tr>
<tr>
<td>8:50-9:05</td>
<td>Math</td>
<td>Social Story Writing</td>
</tr>
<tr>
<td>9:05-9:15</td>
<td>Speech</td>
<td>Functional Routines</td>
</tr>
<tr>
<td>9:15-9:30</td>
<td>Social</td>
<td>Social Story Writing</td>
</tr>
<tr>
<td>9:30-9:45</td>
<td>Language</td>
<td>Language for Learning</td>
</tr>
<tr>
<td>9:45-10:00</td>
<td>Math</td>
<td>Math for Learning</td>
</tr>
</tbody>
</table>

Reading Mastery
Distar Math
STAR program
Language for Learning
Language for Thinking
TeachTown
Lexia

Strategies for Teaching based on Autism Research (STAR)

- Based on principles of ABA
- Curriculum covers 6 content areas:
  - Receptive Language
  - Expressive Language
  - Spontaneous communication
  - Pre-academics
  - Play skills/social interaction
  - Functional Routines
STAR

- Three instructional methods:
  - Discrete Trial Training
  - Pivotal Response Training
  - Functional Routines
- Goal is to generalize skills taught in the 1:1 setting to increasingly larger groups and more naturalistic daily routines

Instructional Methods

- Discrete Trial Training (DT)
  - A highly structured teaching format in which concepts are broken down into small, discrete skills for instruction and are taught in a logical sequence

- Pivotal Response Training (PRT)
  - A naturalistic intervention that uses the child’s interests and motivation to teach skills by targeting “pivotal” areas of a child’s development

- Functional Routines (FR)
  - The teaching of independent participation in common school and self-care routines using task analysis
DT Outcomes in Philadelphia

PRT Outcomes in Philadelphia
FR Outcomes in Philadelphia

Student Learning Profiles - Functional Routines

Implementation Outcomes in Philadelphia

Implementation Checklist

Percent Complete
Teacher Outcomes in Philadelphia

Teacher Praise to Behavior Correction Ratio

Preparation for Inclusion
Our Schools

**School A**
- 441 students enrolled
- 15% students with IEPs
- 2 autism support classrooms (k-2) and (3-5)

**School B**
- 582 students enrolled
- 15% students with IEPs
- 3 autism support classrooms (k-2), (2-4), (3-5)

Project Goals

- Identify current inclusive practices within the District
- Identify barriers to inclusion
- Provide support to administrators and teachers in identifying plans for expanding inclusive practice within the schools
- Develop planning tools specific to the needs of the School District of Philadelphia
School Level Barriers

- Large class sizes
- Lack of furniture for additional students
- Lack of instructional materials for all students
- Staffing limitations
- Staff willingness to include students with IEPs
- Lack of formal process for inclusion
- Lack of training for teachers in inclusive practices or working with students with special needs
- Classroom safety
- Lack of school-wide behavioral support
- Challenges with parent perceptions
- Overtaxed staff – lack of meeting time
Next Steps

- Develop an implementation checklist that accounts for barriers identified in the School District of Philadelphia

- Develop written roles and responsibilities for administrators, general and special educators, and other support staff

- Develop model sites where strategies can be further developed for wider dissemination

- Increase consultation focus at the School-wide administrative level

Social Skills Intervention Research
Autism Intervention Research: Behavioral (AIR-B) & Remaking Recess

- Main aim was to determine if changes to social isolation could be made at school with brief intervention with noontime aides
- Measures of friendship quality, loneliness, social networks, and observations of children on the playground
- Outcome measures:
  - Social networks
  - Size of social network (# of connections)
  - Reciprocity of friendships
  - Indegrees (how many nominate child with ASD as friend)
  - Playground observations
  - Teacher ratings of child’s behavior

Social Engagement with Aide Intervention

- Engagement states
  - Games with rules
  - Joint engagement
  - Parallel aware
  - Parallel play
  - Onlooking
  - Proximity
  - Solitary engagement
- Consultation to aides
  - 16 manualized visits with aides
  - On the school yard or in the lunch room
  - Autism knowledge, creative game play, social menus
- Barriers to overcome
  - Loss of recess
  - Climate in lunch room
  - Role definition and retention of aides
  - Prioritization of social skills development

Does increased engagement on the playground positively impact friendships in the classroom?
Social networks

T1 Social Network

T2 Social Network

Social networks

T3 Social Network
Questions?

THANK YOU

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