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

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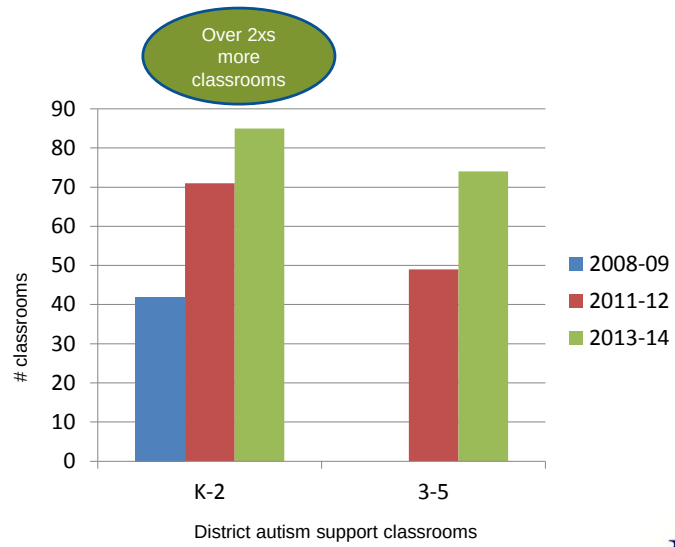
K-5 AS Classrooms
2008-2014



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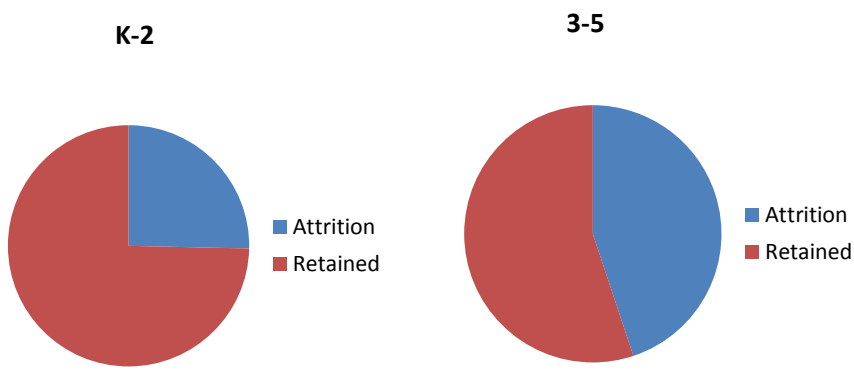
K-5 AS Classrooms
Teacher Retention in AS 2011-2014 (3 yrs)



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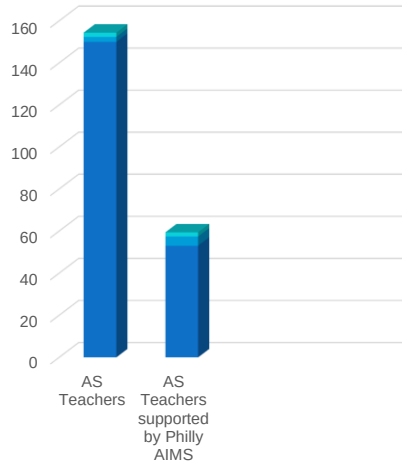
AS Teachers Grades K-5



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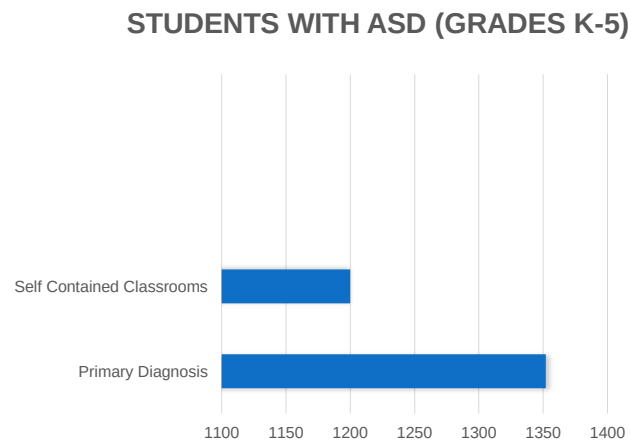
School District of Philadelphia Placement 2013-14



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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)

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Assessments used in the AS Classrooms

Formative	Benchmark	Diagnostic	Summative
☐ Chapter Test	☐ AIMSweb	☐ Key Math 3	☐ PASA
☐ Computer base	☐ DIBELS	☐ Brigance	
☐ Student Learning Profile			

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The Philly AIMS Team

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PhillyAIMS Philadelphia Autism Instructional Methods Support

- 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

Quality Improvement and Quality Assurance

Consultation

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Communication

Material Support

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

- 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

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PhillyAIMS NEWSLETTER

Philadelphia Autism Instructional Methods & Support

ISSUE 55, MARCH 2014

Writing Social Stories for Your Student or Child

Short, simple social stories can help your child work through problem behaviors and introduce a new environment, routine, or feeling. They are useful for verbal and non-verbal children, giving them ways to think about how to act in difficult situations.

Here are some tips for writing and using social stories:

1. **Social Stories do not have to be fancy**! Just write or type the steps your child will face in a specific situation, being sure to include how they should behave during each step.
   Example: *During a fire drill, I will hear a very loud alarm that tells me to line up quietly at the classroom door.*
2. **Acknowledge how your child may feel** during this time, and suggest how they can make themselves comfortable or express themselves appropriately.

   Example: *The loud alarm makes me worried, but I know it will be over soon. I do not need to be upset. If I need to cover my ears to walk past the alarm, that is okay. I should not yell or hurt myself.*
3. **Include pictures,** especially if your social story is about navigating a new situation. Photos, clip art or pictures from magazines will make a new environment more familiar and will make any social story more interesting.

   Example: *If your child is going to a new doctor, ask the doctor to give you some photos of their office and items your child will see there to include in your story.*
4. **Keep your story positive**! Any situation can be approached with positivity so that your child will continue to approach it with good thoughts.

Once your story is complete, be sure to read it over with your child when he or she is in a good mood. Read it several times in the days leading up to the event, when they are having trouble during the event, or whenever else it is needed. Put all the social stories you make into a binder or folder so that they are ready whenever you need them.

QUICK TIP

Many social stories are available online!

You can find stories for immediate use, or personalize a pre-made story. Check out the sites listed on the back of this newsletter or search the web for a specific topic such as "social story for sharing toys with friends" or "social stories for biting."

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Philadelphia Autism Instructional Methods Support

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

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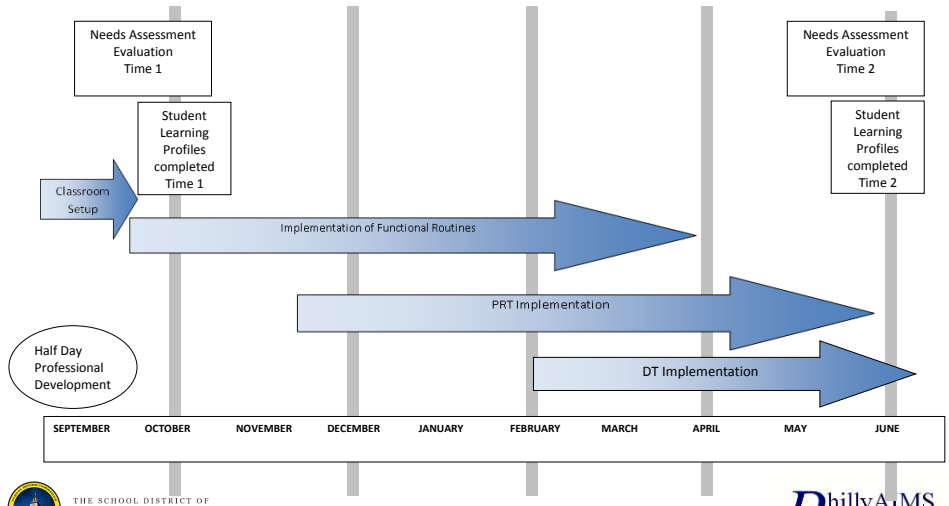
Consultation Timeline for Philadelphia AS



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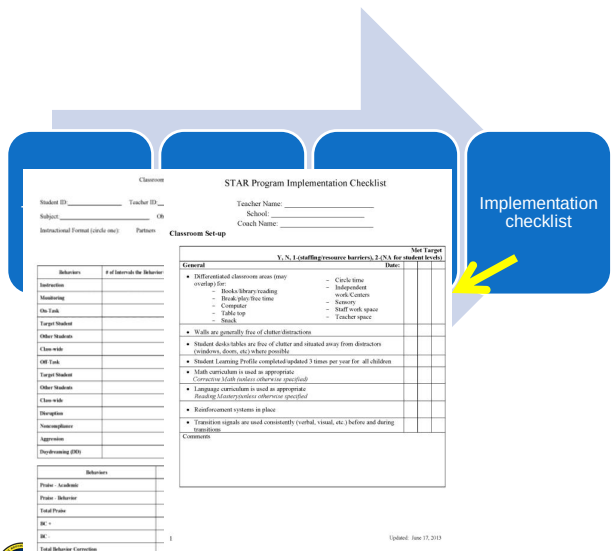
Needs Assessment



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

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Classroom Observation

Classroom Observation Form

Student ID:_____ Teacher ID:_____ Grade:_____ Time:_____

Subject:_____ Observer:_____ Class ratio:_____

Instructional Format (circle one): Partners Group Independent Seatwork Centers

Behaviors	# of Intervals the Behavior Observed	Total # of Intervals Observed	X 100	% of Intervals
Instruction			X 100	%
Monitoring			X 100	%
On-Task			X 100	%
Target Student			X 100	%
Other Students			X 100	%
Class-wide			X 100	%
Off-Task			X 100	%
Target Student			X 100	%
Other Students			X 100	%
Class-wide			X 100	%
Disruption			X 100	%
Noncompliance			X 100	%
Aggression			X 100	%
Daydreaming (DD)			X 100	%

Behaviors	Total Frequency
Praise - Academic	
Praise - Behavior	
Total Praise	
BC +	
BC -	
Total Behavior Correction	

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Implementation Checklist

STAR Program Implementation Checklist

Teacher Name: _____

School: _____

Coach Name: _____

Classroom Set-up

General	Met Target Y, N, 1-(staffing/resource barriers), 2-(NA for student levels) Date:		
• Differentiated classroom areas (may overlap) for: – Books/library/reading – Break/play/free time – Computer – Table top – Snack – Circle time – Independent work/Centers – Sensory – Staff work space – Teacher space			
• Walls are generally free of clutter/distractions			
• Student desks/tables are free of clutter and situated away from distractors (windows, doors, etc) where possible			
• Student Learning Profile completed/updated 3 times per year for all children			
• Math curriculum is used as appropriate *Corrective Math (unless otherwise specified)*			
• Language curriculum is used as appropriate *Reading Mastery(unless otherwise specified*			
• Reinforcement systems in place			
• Transition signals are used consistently (verbal, visual, etc.) before and during transitions			
Comments			

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Updated: June 17, 2013

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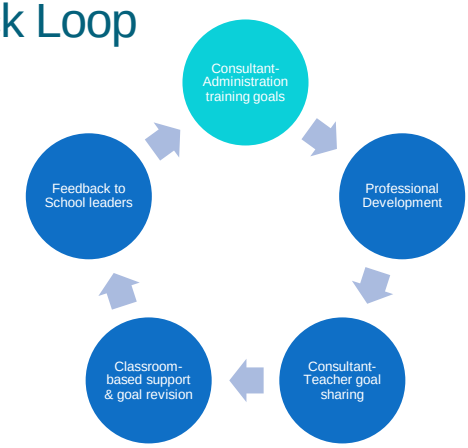
Consultant-Principal-Administration Feedback Loop



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Communication- Quality Improvement and Quality Assurance- **Consultation-** Material support

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

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Sample Student / Staff Schedule

THURSDAY SCHEDULE

Morning Routine

8:30-8:45	**Arrival**

Distar Arithmetic/Connecting Math Concepts (1hour period)

TIME	TEACHER Table 1: Math Direct Instruction	CLASSROOM ASSISTANT Table 2: Math Worksheets	INDEPENDENT Table 3: Math Centers (manipulatives)
20 minutes Start time: 8:45 End time: 9:05	Group 1	Group 3	Group 2 Teachtown:
20 minutes Start time: 9:05 End time: 9:25	Group 2	Group 1	Group 3 Teachtown:
20 minutes Start time: 9:25 End time: 9:45	Group 3	Group 2	Group 1 Teachtown:

	Teacher	Classroom Assistant
9:45-10:00	**SNACK**	
10:00-10:30	10:00-10:15 DT 10:15-10:30 DT	Morning Story and Handwriting Without Tears
10:30-10:45	DT	Supervise students on computers and at centers
10:45-11:30	Prep	Prep with Students
11:30-12:15	Lunch	Lunch with Students
12:15-12:45	Science/Social Studies	12:15-12:30 DT 12:30-12:45 DT
12:45-1:00	DT	Supervise students on computers and at centers
1:00-1:30	Language for Learning – whole group	At Lunch
1:30-1:45	Circle Time – whole group	At Lunch

Reading Mastery (45 minute-1hour period)

TIME	TEACHER Table 1: Reading Mastery Direct Instruction	CLASSROOM ASSISTANT Table 2: Reading Mastery Worksheets	INDEPENDENT Table 3: Reading Centers (manipulatives)
20 minutes Start time: 1:45 End time: 2:05	Group 1	Group 3	Group 2 Teachtown:
20 minutes Start time: 2:05 End time: 2:25	Group 2	Group 1	Group 3 Teachtown:
20 minutes Start time: 2:25 End time: 2:45	Group 3	Group 2	Group 1 Teachtown:

Dismissal

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

TIME
TRAINED STAFF

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Philadelphia Autism Instructional Methods Support

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

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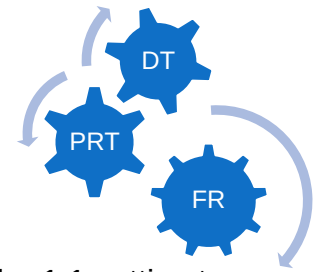
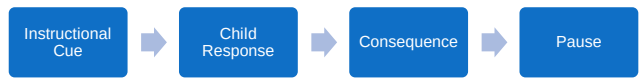
STAR



- 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



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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

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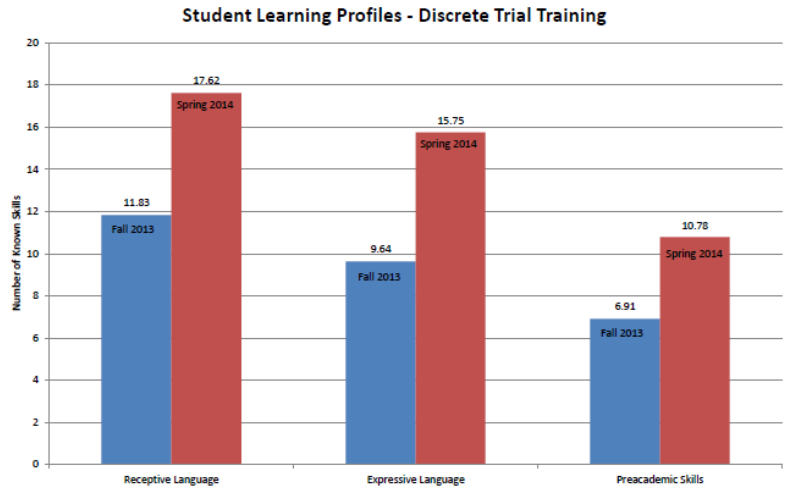
DT Outcomes in Philadelphia



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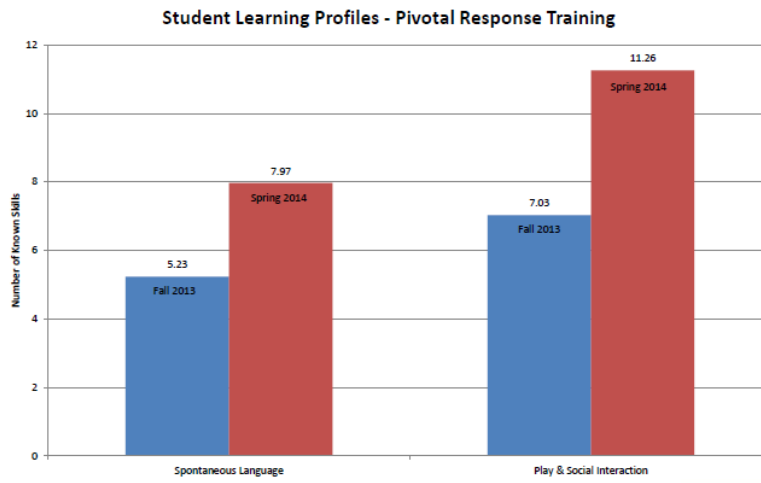
PRT Outcomes in Philadelphia



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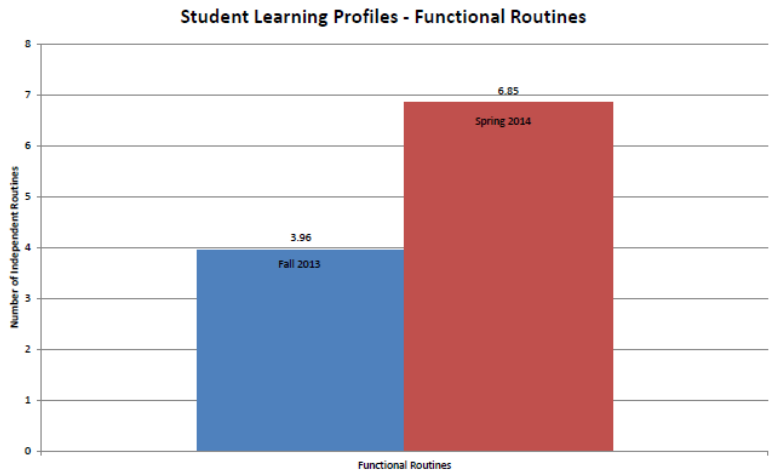
FR Outcomes in Philadelphia



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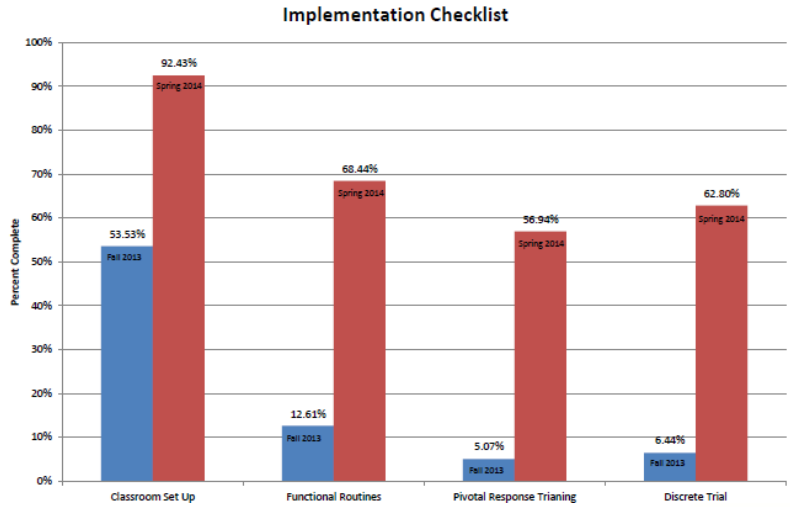
Implementation Outcomes in Philadelphia



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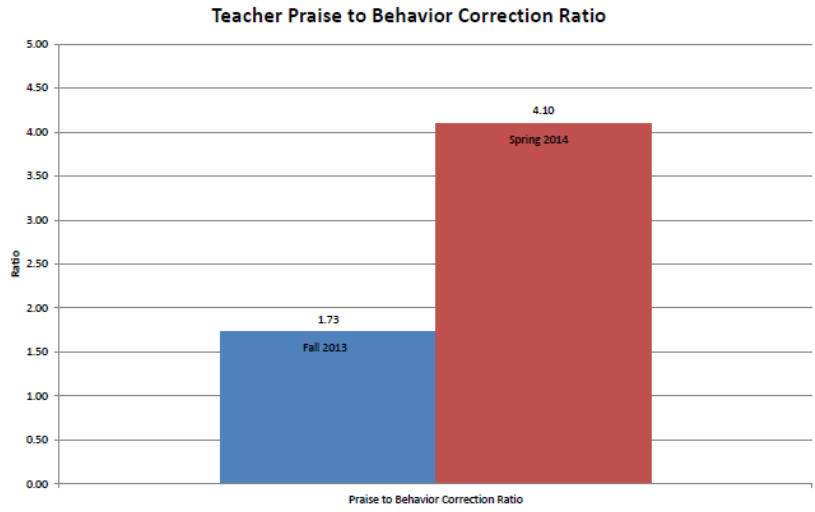
Teacher Outcomes in Philadelphia



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Preparing 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

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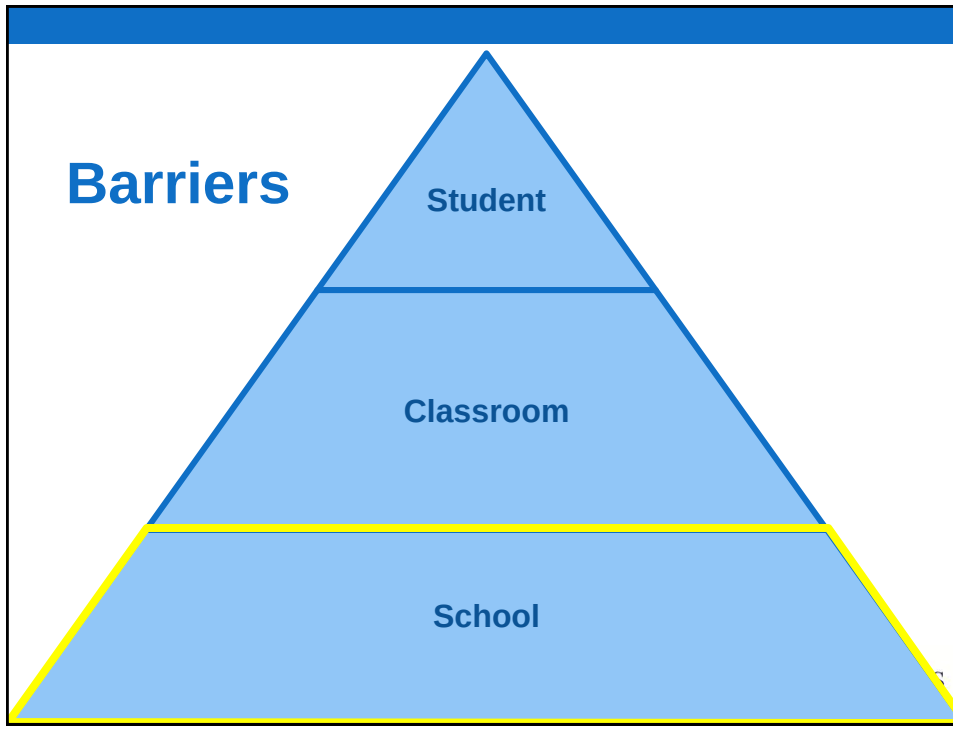
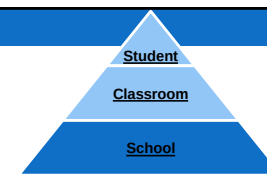


School Level Barriers



- 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

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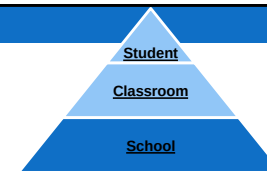

Next Steps

- 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

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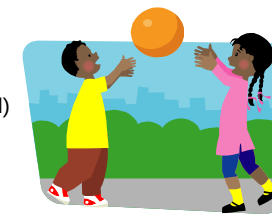
Social Skills Intervention Research

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



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Social Engagement with Aide Intervention

- Engagement states
  - Games with rules
  - Joint engagement
  - Parallel aware
  - Parallel play
  - Onlooking
  - Proximity
  - Solitary engagement
- Does increased engagement on the playground positively impact friendships in the classroom?
- 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

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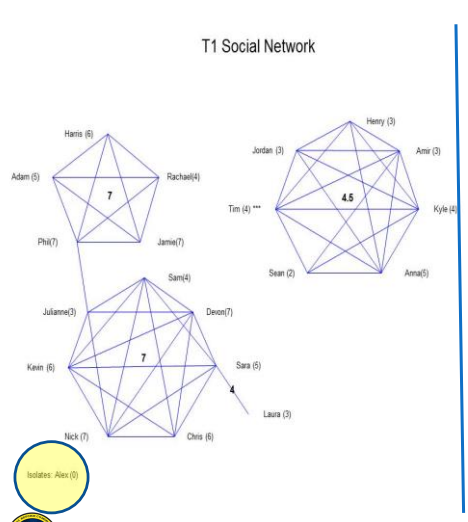
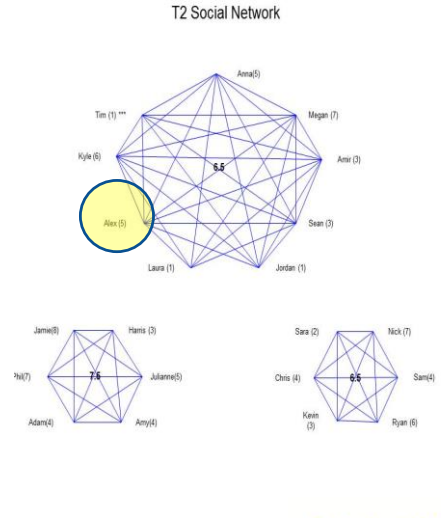
Social networks





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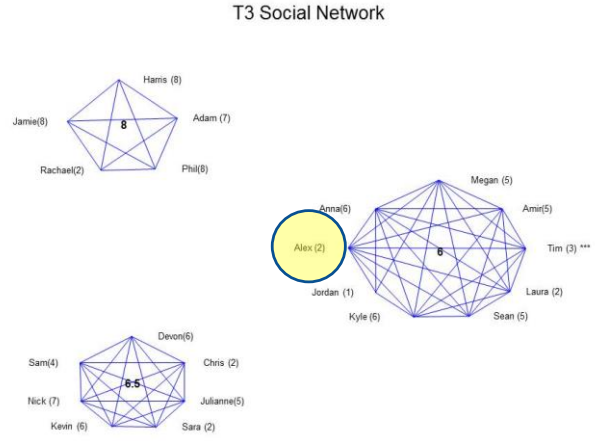
Social networks



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Questions?

THANK YOU

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