

SUPPORTING EFFECTIVE ACADEMIC INSTRUCTIONAL PRACTICES IN SCHOOL SETTINGS

Presenter: Tonya Artus
Eastern Lancaster County School District
Autistic Support Special Education Consultant

SCHOOL DEMOGRAPHICS

- Student population: 3,174
- Special education students (district only): 378
- Supervisor of pupil services: 2
- Special education consultants: 4
- School psychologists: 3.6
- Behavior specialists: 2
- Special education teachers: 34
- Support staff: 81

AUTISTIC SUPPORT DEMOGRAPHICS

School Year	Classrooms
2009	1 elementary
2010	1 elementary, 1 high school
2011	2 elementary, 1 middle school, 1 high school
2012	4 elementary, 1 middle school, 1 high school
2013*	5 elementary, 1 middle school, 2 high school
2014	5 elementary, 2 middle school, 2 high school
2015	5 elementary, 2 middle school, 2 high school

AUTISTIC SUPPORT DEMOGRAPHICS

- Students:
 - 40 elementary
 - 14 middle school
 - 15 high school
- Levels of student support:
 - Full time: 86%
 - Supplemental: 14%
- Level of staff support:
 - Behavior specialist
 - Academic consultant

ROLES OF THE CONSULTANTS

Behavior Specialist:

- Serving as an IEP team member
- Conducting Functional Behavior Analysis (FBA)
- Preparing Positive Behavior Support Plans (PBSP)
- Providing on-going behavior support
- Conducting treatment fidelity of PBSP
- Analyzing behavior data
- Collaborating with contracting districts and BHRS services
- Providing professional development
 - Quality Behavioral Solutions (QBS)
 - Parent trainings (monthly)
- Communicating with families

ROLES OF THE CONSULTANTS

Special Education Consultant:

- Providing professional development throughout the district
- Providing on-going classroom support
- Serving as Local Education Agency (LEA) at ELANCO IEP meetings
 - Serving as consultant for all autistic support contract student IEP meetings
- Establishing class rosters
- Evaluating program strengths and needs
- Monitoring assessments and student progress
- Conducting treatment fidelity of instructional methods
- Collaborating with related service team members
- Communicating with families

PROFESSIONAL DEVELOPMENT

Training is essential:

- New autistic support teachers
- Returning autistic support teachers
- Support staff
- Related service team members
- District staff
- Peers
- Parents

PROFESSIONAL DEVELOPMENT: NEW DISTRICT EMPLOYEES

30-40 hours of induction training occurs prior to the start of the school year

- Technology training
- District orientation
- Instructional technology
- Curriculum
- CHAMPS (Classwide Positive Behavior Support)
 - Autistic support teachers do not participate in CHAMPS training

PROFESSIONAL DEVELOPMENT: NEW AUTISTIC SUPPORT TEACHERS

20-30 additional hours of autistic support induction training occurs prior to the start of the school year

- Pairing, motivation, and reinforcement
- Manding
- Verbal operants
- Errorless teaching and error correction procedures
- A-B-Cs of Behavior
- Quality Behavioral Solutions (QBS) certification
- First days of school: classroom environment, scheduling, routines, procedures

PROFESSIONAL DEVELOPMENT: NEW AUTISTIC SUPPORT TEACHERS

15 hours of induction training occurs throughout the school year (1.5 hours a month)

- IEP writing
- Lesson planning (E.A.T.S. model)
- VBMAPP Guide review
- PASA preparation and planning
- Site reviews
- ESY preparation
- End of the year procedures

Quarterly observation of other district programs (30 minutes per quarter)

PROFESSIONAL DEVELOPMENT: AUTISTIC SUPPORT TEACHERS

Annual data review:

- IEP progress monitoring reviewed to ensure treatment integrity

In-service day training:

- Procedures, assessments, and IEPs
- Class rosters, scheduling, and planning
- Data collection and graphing
- Intermediate and advanced verbal programming
- Quality Behavioral Solutions (QBS)
- PASA Requirements
- Extended school year preparation and planning
- Technology: See, Touch, Learn App
- Collaboration

PROFESSIONAL DEVELOPMENT: AUTISTIC SUPPORT TEACHERS

Bi-weekly team consultation (15 minutes):

- Teacher questions and concerns
- Review of upcoming procedures and expectations
- Timelines established

Bi-weekly support team meetings:

- Team members include: special education supervisor, building principal, behavior specialist, and academic consultant
- Building questions and concerns
- Report teacher questions and concerns
- Establish new procedures

PROFESSIONAL DEVELOPMENT: SUPPORT STAFF

20 hours of support staff training occurs prior to the start of the school year

- Training topics are selected based on years of experience as a PCA
 - All PCAs:
 - Agency policies (annual)
 - Medical Access billing procedures (annual)
 - First Aid / CPR (every 2 years)
 - Act 126 (every 5 years)

PROFESSIONAL DEVELOPMENT: SUPPORT STAFF

20 hours of support staff training occurs prior to the start of the school year

- Training topics are selected based on years of experience as a PCA
 - First year PCAs:
 - Pairing, motivation, and reinforcement
 - Manding
 - Verbal operants
 - Errorless teaching and error correction procedures
 - Behavior scenarios

PROFESSIONAL DEVELOPMENT: SUPPORT STAFF

20 hours of support staff training occurs prior to the start of the school year

- Training topics are selected based on years of experience as a PCA:
 - Returning PCAs:
 - Intermediate and advanced verbal programming
 - Intermediate and advanced manding
 - Quality Behavioral Solutions (QBS): training by invitation only

PROFESSIONAL DEVELOPMENT: RELATED SERVICE TEAM MEMBERS

Monthly professional development with speech and language therapists

Topics:

- Speech and language assessments
- Target selection
- Augmentative devices

Quarterly professional development with occupational therapists and physical therapists

Topics:

- Using sensory stimulation as reinforcement
- Activities to incorporate into daily instruction in the classroom
 - Handwriting curriculums
 - Exercise plans

PROFESSIONAL DEVELOPMENT: DISTRICT STAFF

3 hours of training prior to the start of the school year

Topics:

Pairing, Motivation, and Reinforcement

Verbal Operants

- Participants:
 - Specialists: Art teachers, Music teachers, PE teachers, STEM teachers, Librarians
 - Emotional support teachers and support staff
 - Life Skills support teachers and support staff
 - MDS teachers and support staff
 - Related service team members: speech & language therapist, occupational therapist
 - School psychologists
 - Transportation departments

PROFESSIONAL DEVELOPMENT: DISTRICT STAFF

30 minutes of training prior to the start of the school year

Topic: What is autism?

- Participants:
 - Garden Spot Middle School teaching staff

PROFESSIONAL DEVELOPMENT: PEERS

Elementary school:

- Classroom meetings
- Assembly: A Language of Friendship—Autism Awareness
- Volunteering:
 - Transportation safety
 - Peer buddies

Middle school:

- Autism Awareness Week
- TED talks
- School-wide activities

High school:

- Autism Awareness Week
- Daily presentation on morning announcements
- Mii
- Volunteers

PROFESSIONAL DEVELOPMENT: PARENTS

Monthly opportunities for parent training

Our parent trainings are held during the evening hours with child care provided by our autistic support teachers for all children, including siblings.

Topics:

- Introduction to applied behavior analysis & verbal behavior
- Determining functions of behavior & implementing behavior interventions
- Motivation and preference assessments
- Understanding your child's IEP
- Toilet training
- Parent resources

CONSULTATION PROCESS

Consultants office locations:

- Behavior specialist: Elementary school
- Academic consultant: Secondary complex

Consultant schedules:

- Behavior specialist
 - Elementary school support: Monday, Wednesday
 - Secondary support: Tuesday, Thursday
 - Office work & planning: Friday
- Academic Consultant
 - Elementary school support: Tuesday, Thursday
 - Secondary support: Monday, Wednesday
 - Office work & planning: Friday

CONSULTATION PROCESS

3-5 hours a week of consultation from academic consultant and/or behavior specialist

Prioritizing Consultation:

- Attending scheduled IEP meetings
- Reviewing assessment data and IEP writing for upcoming IEP meetings
- Reviewing student programming
- Reviewing data collection and graphs
- Completing treatment fidelity checklists and transcription
- Discussing treatment fidelity checklists and transcriptions
- Preparing for next consultation

CONSULTATION PROCESS

Managing Consultation:

- Online calendar
- Email
- Google doc notes
- Expandable envelope

PROGRAM RESOURCES

Protocols for consistent autistic support programming throughout the school district.

- IEP treatment fidelity checklist [IEP treatment fidelity checklist.pdf](#)

PROGRAM RESOURCES

Protocols for consistent autistic support programming throughout the school district.

- IEP treatment fidelity checklist
- Site review score card [SITE REVIEW DATA - Fall 2014.pdf](#)

PROGRAM RESOURCES

Protocols for consistent autistic support programming throughout the school district.

- IEP treatment fidelity checklist
- Site review score card
- VBMAPP score card [VB MAPP score card.pdf](#)

PROGRAM RESOURCES

Protocols for consistent autistic support programming throughout the school district.

- IEP treatment fidelity checklist
- Site review score card
- VBMAPP score card
- Progress monitoring monthly data sheet [Cold Probe monthly data sheet.pdf](#)

IN SUMMARY:

You can make a significant difference to academic programming by increasing professional development, providing more consultation time, and establishing program protocols.

Thank you for your time, dedication, and commitment to support autistic support classroom programming.

If you have any additional questions or comments, please feel free to contact me at: tonya_artus@elanco.org