

Systems Support for CLM Implementation: A Model Program

BLaST Intermediate Unit 17
PaTTAN

2008 National Autism
Conference

Session Objectives

Participants will be able to:

1. Identify key components to sustaining successful CLM implementation and expansion within a system.
2. Identify challenges to implementation and expansion of a system-wide CLM Model.
3. Identify strategies to support a successful system implementation and expansion of the CLM Model.

Background Information

E.A. Vargas (Skinner Foundation) states:
"To teach effectively requires an overhaul along three lines:

1. Relevant science that reflects and encapsulates an accurate understanding of behavior.
2. A contingency-based technology of instruction that directly derives its practices upon proper scientific principles.
3. A suitable organization based on teaching teams that operate the new instructional technology.

A suitable organization based
on teaching teams that
operate the new
instructional technology.

Guidelines to Success in Learning Environments

Learners are provided:

- Frequent opportunities per day to be successful.
- Teachers who respond to each student's behavior in a timely fashion
- Learning situation that promote the development of desirable social behaviors.
- Instructors who motivate students to participate in instructional conditions
- Caring and supportive interactions

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Guidelines to Success in Learning Environments (cont.)

Educators are provided:

- Training and resources to acquire and maintain mastery of supportive educational practices
- Support and resources to use most effective and efficient educational practices to develop learners' repertoires
- Caring and supportive interactions
- Administrators who motivate instructors to adopt and use the most effective and efficient educational practices.

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Intro of IU team members

- Bill Martens, Assistant Executive Director for Intermediate Unit 17
- Martin Pish, Supervisor of Classroom Programs for IU 17--South
- Kelly Swartwood—IU 17 Technical Assistance Consultant for Autism/CLM Internal Coach
- Terrie Hagaman-Johnson—IU 17 Autistic Support Classroom Teacher
- Stacy Stabryla—IU 17 Autistic Support Classroom Teacher
- Trisha Noviello—IU 17 Autistic Support Classroom Teacher

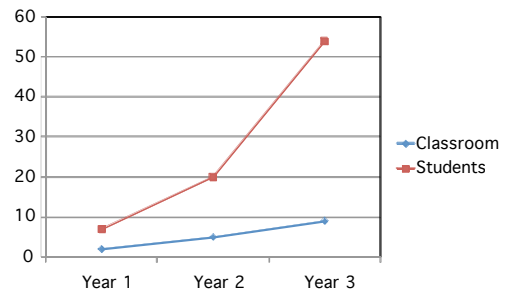
Overview of IU 17 CLM Organization

- Overview of CLM participation
 - Year 2 Classrooms:
 - Loyalsock Middle School in Loyalsock Township School District
 - J. Andrew Morrow Elementary in Towanda Area School District
 - Year 1 Classrooms:
 - BSI/Nesbit Elementary Partial Hospitalization Program
 - Central Elementary in South Williamsport School District
 - 2 classrooms (k-2, and 1 intensive class with one student)
- Collaboration with PaTTAN

08-09 New IU #17 CLM Classrooms

- Continuation
 - Year 2 Classrooms:
 - Loyalsock Township MS in Loyalsock Township School District
 - J. Andrew Morrow Elementary in Towanda
 - Year 1 Classrooms:
 - Nesbit Elementary/Behavior Specialist Inc. Partial Hospitalization Program
 - Central Elementary in South Williamsport School Dist.
 - 2 classrooms (k-2, and 1 intensive class with one student)
- New
 - Classrooms:
 - Wellsboro High School- Secondary Autistic Support Program
 - Monroe Franklin Early Intervention Program, Bradford County
 - SWUM Early Intervention Program, Lycoming County
 - Towanda Elementary School- Middle Elementary Autistic Support Program

CLM IU #17 Growth



CLM participation: Year 2 classrooms

- Loyalsock Township Middle School
 - Classroom makeup
 - Coaches
 - Teacher
 - Paraprofessionals
 - Outside agency staff
 - Related services staff

CLM participation: Year 2 classrooms

- J. Andrew Morrow Elementary School
 - Classroom makeup
 - Coaches
 - Teacher
 - Paraprofessionals
 - Outside agency staff
 - Related services staff

**CLM Participation: Year 1
Classrooms**

**–BSI/Nesbit Elementary Partial
Hospitalization Program**

- Classroom makeup
- Coaches
- Teacher
- Paraprofessionals
- Outside agency staff
- Related services staff

**CLM Participation: Year 1
Classrooms**

**–Central Elementary in South
Williamsport School Dist. (2)**

- Classroom makeup
- Coaches
- Teacher
- Paraprofessionals
- Outside agency staff
- Related services staff

**CLM Participation: New
Classrooms**

–SWUM Early Intervention

- Classroom(s) makeup
- Coaches
- Teachers
- Paraprofessionals
- Outside agency staff
- Related services staff

**CLM Participation: New
Classrooms**

**–Monroe Franklin Early Intervention
Program**

- Classroom(s) makeup
- Coaches
- Teachers
- Paraprofessionals
- Outside agency staff
- Related services staff

**CLM Participation: New
Classrooms**

–Towanda Secondary Program

- Classroom(s) makeup
- Coaches
- Teachers
- Paraprofessionals
- Outside agency staff
- Related services staff

**CLM Participation: New
Classrooms**

**–Wellsboro High School Partial
Hospitalization Program**

- Classroom(s) makeup
- Coaches
- Teachers
- Paraprofessionals
- Outside agency staff
- Related services staff

Collaboration with PaTTAN: Services and Products

- Trainings and coaching from PaTTAN CLM certified coaches during 07-08 school year
- On site coaching and guided practice from a PaTTAN CLM certified coach for up to 1 day per month during 07-08 school year
- Assistance for developing a classroom extension plan for 08-09
- One Competent Learner Model deluxe standard kit
 - The deluxe standard kit has been designed to provide all the key components to implementation of the CLM in the classroom
- Act 48, ASHA, Psych, BACB CEU's provided for independent study and quarterly trainings

CLM Participant Commitments

- Participating consultants becoming CLM coaches agree to:
 - attend 4 CLM coaches training/networking days at PaTTAN offices during 07-08
 - spend at least 2 days per month in the existing class and/or 1 day a week in the extension class during the 07-08 school year
 - partner with assigned PaTTAN or Tucci coach for up to 2 of the above days per month
 - develop a roll out plan for extending CLM implementation during the 08-09 school year
 - prepare sites for CLM accreditation by end of 07-08

CLM Participant Commitments

- Participating sites agree:
 - to utilize the CLM staff training package (the Course of Study) with all classroom team members
 - conduct regularly scheduled team meetings
 - to allow para-educators time during the work day to complete the staff training activities
 - to utilize the CLM curriculum and accompanying resources with fidelity

Different roles and perspectives as team members

Bill Martens: Assistant Executive Director for Intermediate Unit 17

Bill Martens: Assistant Executive Director for Intermediate Unit 17

- ▶ Recognition of Need:
 - Historically students in our districts were placed in a variety of programs and mixed with students with various disability categories
 - This resulted in inconsistent "direct instruction" intervention for ASD students
 - What the student "brought to the table" as far as level of functioning dictated their progress educationally

Bill Martens: *Assistant Executive Director for Intermediate Unit 17*

- Key components:
 - Recognition that “something different” needed to be done in our classes
 - CLM is a contingency-based instructional model that provided an opportunity for great consistency and ensures a baseline of teaching performance
 - Built-in progress monitoring opportunities. This data is then used to evaluate student and program outcomes
 - Afforded consistent support from a “coach” to guide implementation of the program therefore insuring treatment integrity
 - Very “team” oriented approach to teaching
 - No role ambiguity

Bill Martens: *Assistant Executive Director for Intermediate Unit 17*

- Challenges:
 - Staff intensive: cost is always a factor in delivering services to schools
 - Crossing “boundaries”
 - Interagency roles and responsibilities
 - District staff in IU programs working with more than “just my student”
 - Training needs
 - Mandated training for staff not employed by the IU
 - Finding time for teachers to be trained
 - Scheduling
 - Unit “check out” times
 - Debriefing times for teams

Bill Martens: *Assistant Executive Director for Intermediate Unit 17*

- Administrative Support:
 - Selecting “the right players”
 - Trusting staff decisions
 - Allowing staff to commit the time to properly implement the program
 - Reallocating time and resources
 - Making the time to observe the program

Bill Martens: *Assistant Executive Director for Intermediate Unit 17*

- Benefits:
 - “Seeing” the benefit to the students
 - The implementation of a “cohesive” curriculum to assure instructional integrity
 - Staff morale
 - Better, more open relationships with providers/partners
 - Increased parent communication and program satisfaction

Bill Martens: *Assistant Executive Director for Intermediate Unit 17*

- Lessons Learned and Future Direction:
 - *The earlier the better.* The IU will create 2 additional CLM classrooms in the Early Intervention Program
 - *Fidelity is why this works.* There are no “shortcuts” to student success in this model and this must be consistently reinforced with staff
 - *Communication is critical.* In order to foster understanding of the program on the part of parents and school districts

*Supervisor
Martin Pish – South Office*

Marty Pish: *Special Education Supervisor for Intermediate Unit 17*

• Key Components

- Very "team" oriented approach to teaching
- All staff need to become familiar with the various repertoires, practice, and implement them with fidelity
- Staff Support
- Highly individualized and sequential curriculum
- Through consistent implementation of the curriculum, use of reinforcers and various reinforcement schedules, students behaviors are shaped to maximize student engagement across various people and settings

Marty Pish: *Special Education Supervisor for Intermediate Unit 17*

➤ Challenges:

- Staffing – Need individuals who are receptive to trying new approaches (IU and Other Agency Personnel)
- All staff (IU and Other Agency Personnel) need to commit to being trained in and implementing the curriculum
- Time needs to be built into the school day to provide the staff with an opportunity to progress in the Units of Study as well as to review previous and future lessons
- Communicating program goals and objectives need to be frequently conveyed to parents and district personnel

Marty Pish: *Special Education Supervisor for Intermediate Unit 17*

➤ Challenges:

- Parents need to be encouraged to take an active role in learning about and implementing parts of the curriculum at home
- Cost Considerations
- Implementing and sustaining an IU operated CLM Program

Marty Pish: *Special Education Supervisor for Intermediate Unit 17*

➤ Administrative Role

- **To provide a clear understanding of expectation for all involved in the implementation of the curriculum**
- **To deal with problem issues as they arise stressing positive outcomes for the students**
- **To promote staff and program to program collaborative situations to ensure program understanding and fidelity**
- **To empower staff the latitude to set their own meeting agendas and meeting times**

Marty Pish: *Special Education Supervisor for Intermediate Unit 17*

➤ Administrative Role

- **To promote creativity and flexibility in meeting student and program needs**
- **Celebrate SUCCESSES**

Terrie Hagaman: *Autistic Support Classroom Teacher*

Autistic Support Program

Host School: Loyalsock Middle School
Background Information:

- Staff to student ratio
- Second Year Implementation of CLM
- What's changed since last year?
- What's not changed since last year?

“The great man is he that does not lose his child-heart.”

~Mencius

Key Components: CLM Monthly Teacher Meetings

- Teacher-directed or a Team Collaboration Approach
- Supervisory approval and Inservice Credit
- Monthly agenda of CLM related topics

CLM Teacher Meetings

- Review and distribution of Professional literature
- Review of CLM Training meetings in Harrisburg
- Review of Course of Study Unit concepts and/or forms
- Review of creative use of classroom materials towards lesson formats
- Review and distribution of monthly themed crafts imbedded in lesson formats

CLM Teacher Meeting Goal for 2009

IEP Goals

- Written to reflect the PA standards and Pre-academic to academic skills

Verses

CLM terminology or curriculum-specific

“Teaching kids to count is fine, but teaching them what counts is best.”

~Bob Talbert

Team Collaboration: Occupational Therapy

Team Collaboration: Visiting CLM Support Teacher

“Happiness lies in the joy of achievement
and the thrill of creative effort.”

~ Franklin D. Roosevelt

Team Collaboration: Program Staff

Crossing Environments

- Lesson Format skills
- Parent Testimonials

Lesson Format Repertoire: Problem Solver

- 0.201 Problem Solver or asking behaviors for preferred items or teacher actions
- 0.203 Problem Solver or using motor behaviors to say “no” to an offer of a non-preferred item; tolerates a 10 second delay of removing it

Parent Testimonials

“Every new day begins with possibilities. It’s
up to you to fill it with the things that move
us toward progress and peace.”

~ Ronald Reagan

Barriers

- High 'Trained' Staff to student ratio in regards to Therapeutic Support Staff
- Change

Summary

"What lies behind us and what lies before us
are small matter compared to what lies
within us."

~Ralph Waldo Emerson

*Stacy Stabryla: Autistic
Support Classroom Teacher*

Our Class

- Teacher
- 3 paraeducators
- 2 health aides
- 2 internal coaches
- Speech therapist
- Occupational Therapist
- Physical Therapist
- IU Supervisor
- PaTTAN coach

Key Components

Team Work

Collaboration and communication with

- PaTTAN coach
- Internal coaches
- IU Supervisor
- Other classrooms using the model
 - » Sharing ideas for activities
 - » Sharing materials (puzzles, worksheets, etc.)

Key Components

• Collaboration and Communication

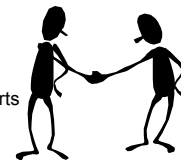
- School Districts

» Home

- Overview of the model
- Classroom visitation
- Quarterly progress reports

» Host

- Overview of the model
- Successful mainstreaming



Key Components

- Parents
 - » Overview of the model
 - » Daily communication log
- Preferred items, necessary prompts, reinforcers used, and rate of reinforcement
- Quarterly progress reports
 - » Open house
 - » Community based trips

Ongoing Communication

- Speech and language therapist
 - Weekly collaboration to discuss goals and activities for each child to
 - Team teaching and data collection
- Occupational Therapist
 - Weekly collaboration to discuss ideas for activities in order to increase participation
 - Team teaching and data collection
 - Accompanies class on community based trips in order to address functional needs

Key Components

- On-Site Training
 - New team members were easily trained within the classroom
 - Practical
 - Substitutes were not needed
 - Less time from classroom
 - Materials
 - Well organized and easy to follow



Staff Accomplishment

- Rapport with students and staff was easily built and sustained
- Positive and energetic environment was created for students
- Teamwork
 - Our motto



Key Components for Learners

- Safe and secure learning environment
 - Needs were being met
 - Academic
 - Formats and reading curriculum easily integrated
 - » Direct instruction
 - » Responding on cue
 - » Building group size from 1:1 to 1:2-1:3©
 - Sensory/OT
 - Learning Styles
 - Visual
 - Kinesthetic

Key Components for Learners

Setting Expectations

- Schedule
- Teacher Response
 - Consistent across instructors
 - Reinforcement - items and schedule

Challenges

- Too many adults in the classroom
 - Difficult to “manage” all adults
 - Scheduling
 - Difficult to contrive situations
 - Planned ignoring
- Creating a routine that encompasses the wide range of student needs
 - Age difference
 - Academic
 - Life Skills

Strategies

Keep everyone on the same page

- Team meetings
 - Weekly and as needed to discuss the changing needs of the students
 - Everyone is speaking the same language
 - Key terms: participation, problem solver, listener
- Daily entry and exit communication between staff
 - Today's Goal sheet

Strategies

Keep everyone on the same page

- Open communication with host district
 - Mainstreaming
 - Frequent invites to classroom
 - » Open door policy for staff and peer interaction
- Communication with outside agencies

Strategies

Trained Staff

- We returned this year with 4 trained staff
- Easily up and running
- Staff modeling of formats for new members of the team

Strategies

Moving across environments and people

- Community based instruction
 - Allowed staff to address functional and daily living skills easily and within appropriate environments
 - Local community was welcoming to the class
 - Several invitations to local establishments
 - » Library, post office, pet store, pizza shop, Burger King, fire station, and to a local

IN OUR
COMMUNITY

Strategies

Organization

- Individual boxes
 - Included preferred activities, items, and reinforcers
- Strong and flexible daily schedule
 - Evolved and changed throughout the year to address the needs of the students

Future Strategies

- **New Schedule**
 - Stronger morning routine
 - More daily living activities
- **Staff training**
 - Continuing course of study
- **Remaining positive and energetic**
 - Celebrating daily successes of staff and students

Trisha Noviello: *Autistic Support Classroom Teacher*

Trisha Noviello - BLaST IU #17

- First year implementation of CLM
- Autistic Support Classroom at Central Elementary, South Williamsport, Pa
- Staff-to-Student Ratio is 1:1

Classroom Staff

- 1 Teacher
- 1 Full-time Paraprofessional
- 1 Part-time Paraprofessional
- 1 Internal CLM Coach, Melissa Peddigree
- 1 PaTTAN CLM Coach, Anne Katona-Linn
- 1 Part-time TSS for 1 student
- 2 Bayada Aides for 2 students
- Classroom roster changed quite a bit throughout the course of the year...6 students total, ended the year with 3 students.

Systems of Support

- Monthly CLM visits from coaches
 - Provide demonstrations of delivery of new lesson formats.
 - Answer staff questions or concerns.
 - Brainstorm new material or activity ideas for new lesson formats.
 - Discuss how to begin integrating academics.
 - Course of Study check-outs and in-class activities.

Systems of Support

- Course of Study Unit Completion
 - Check-outs and in-class activities: we were able complete some check-outs as a group, working with another teacher implementing CLM in the building.
 - Find time to complete the units: used Act 80 days.
 - Staff COS Completion up through Unit 7!

Barriers (as a 1st year teacher implementing CLM)

- Incontinuity of COS Unit Training among outside staff
 - Outside agencies willing to train their staff in the units, individual staff members not following through with the trainings.
 - Difficult for staff to complete during class time because the computer was a highly preferred item for a particular student.
 - Very high aide turn-over rate, one student had 4 different aides in about one month.
 - Difficult to train due to their short time in the classroom.

Barriers (as a 1st year teacher implementing CLM)

- Too many adults/potential to be seen as an aversive
 - At one point, the classroom consisted of 5 adults and 4 students. (As many as 8 adults during CLM visits!!!)
 - Increase in the number of adults in the room led to increase in behaviors
 - Change in schedule and large groups were aversive for students.

Key Components

- Creativity with materials
 - Can be very easy to slip into the routine of consistently using the same types of activities because we know that they will be successful or the students will enjoy them.
 - It is important to always be introducing the students to new activities and items!

Key Components

- Develop activities that involve the learner's highly preferred items.
- Pick one object & brainstorm all of the different formats you could embed into that activity.

Key Components

- Example: Go Fish Game
 - **Formats Embedded:**
 - 0.505 Participator: Selecting and using new objects in non-directed conditions.
 - 0.503 Participator: Completing one assigned task up to 20 parts.
 - 0.504 Participator: Accepts/gives objects to peers with T prompts.
 - 0.201 Problem Solver: Spontaneously asks for preferred items or T actions using motor and vocal behavior & waits for 10 seconds for item/action.
 - 0.801 Problem Solver: Manipulates an object to place it or remove it from its location, up to 10 parts.
 - 0.601 Listener: Follows series of 5-7 FIRM single-step directions across variety of situations.
 - 0.701 Observer: Imitates the modeled single-step action performed by T.
 - 0.703 Observer: Sorts 3 FIRM sets of similar objects into separate

Embedding Functional Tasks

- Collaboration with Occupational Therapist about functional tasks to teach and how to incorporate the lesson formats.

Using preferred objects (moving bugs) while incorporating motor skills (winding the toy up) to pair with a new student.

Embedding Functional Tasks

- Example: Teeth brushing
 - 0.601 Listener
 - 0.701 Observer
 - 0.002 Talker
 - 0.801 Problem Solver
 - 0.505 Participator
- Also incorporates the Big 6 + 6 Skills: Squeeze, Turn & Reach

Embedding Functional Tasks

- Setting the Table
 - 0.601 Listener
 - 0.503 Participator
 - 0.801 Problem Solver
- Sorting
 - 0.703 Sorts 3 FIRM sets of similar objects/pictures into separate piles.
 - Forks, Spoons, Knives
 - Pencils, Crayons, Markers
 - Cups, Plates, Napkins

Informal Team Collaborations

- Highlight key elements of new lesson formats, especially for one student who is working in a lesson much higher than the other students.
- Updating learner's reinforcer charts together, discuss any new items/activities.
- Developing new materials or activity ideas based on our learner's interests and needs.

Celebrations!

- Increased participation in all learners
- Independent self-care skills by incorporating the skills into lesson formats
- Huge improvements in verbal behavior: from one word manding to whole sentences.
- Finally, the staff and students were happy and had a wonderful and successful year!

Questions?????

Thank You!!!

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