# Start-Up Guidelines

## Paperwork

- Have each classroom staff member complete a video permission form.
- Complete the site demographics survey.
- Send home an ABA/VB Supports participation form, a video release form and a reinforcer checklist for each of your students' parents to fill out.  Please make sure parents understand that they can grant permission for their child to receive supports even if they disagree to the video-taping.
- Once all forms are completed, return to your consultant ASAP.

## Classroom Organization

- Follow guidelines in the classroom organization document that you will find in the classroom environment folder that is in the classroom environment folder on the resource CD.
- You should have a schedule up and running (use guidelines for developing schedules in the classroom organization folder).  Remember that assessment time can and should be reflected on your schedule at the beginning of the year.
- Make sure each student has a VB-MAPP Supplement Scoring Form Printed
- "Clean up the program books":
    - o Remove any information you are not using this school year, label a folder with the previous school year and its content, and file this for future reference if necessary.
    - o Make sure you have tabs for all operants that you have active programs for.
    - o You should have a skill tracking sheet and a graph for each active program.
    - o Again, you can refer to the program book procedures for further detail (in the program books folder under classroom organization in the materials organization folder).

## Returning Students:

- Starting with the first day of school, continue with programming that the student ended with in June.
- In most cases, the student's schedule will reflect the same allocated times they had at the end of the school year.
- Begin assessing the known skills during session times, from the first day of school, if at all possible.  If students error on a known skill, run error correction procedures and set that item aside.  Re-probe that skill the next day, if again the student errors, then you should pull that item out and consider it a "lost skill".  This will provide you with pertinent data on any skills the student was unable to retain after the summer break.
- Any skills the student did not retain will be reflected on the student' graph for that specific program.  Add a phase change line to the graph and a label that indicates "summer break".

# CumulativeTacts Acquired

**Total number of targets mastered**

summer break

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
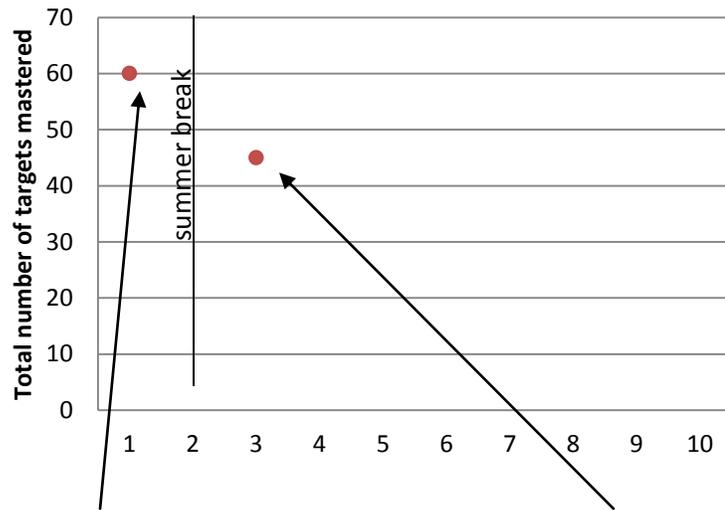
Indicates the cumulative number of targets
the student had at the end of the year

Indicates the number of targets student
has at beginning of the year.

In the above example, the student had 60 cumulative tacts mastered, and after summer break has 45.  This indicates the student was unable to retain 15 of the tacts previously mastered.

- The graphs for programs in which the student did not lose any skills will continue where you left off (without connecting data points); however you should still note the summer break on the graph.  So in the example above, if the student did not lose any skills, the graph would look like this:

# Cumulative Tacts Acquired

**Total number of targets mastered**

summer break

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
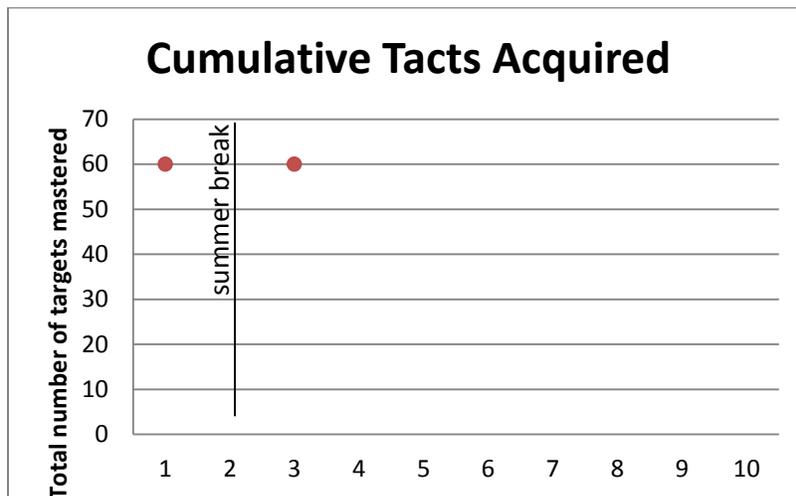
- Any of the known skills that are not retained will become your first targets for the school year. If retention is not an issue, begin with programs that you left off with at the end of the year or that extend through ESY.
- Lost items should all be placed on the weekly probe sheet (not necessarily all at once…if too many skills were lost re-target only 2-3 at a time)
- In addition, note any loss of skill on skills tracking sheet and the re-mastery date.
- Adjust programs, if necessary, once assessments are completed.

## New Students:

- Begin **pairing** the presence of staff and the classroom environment with reinforcement.  Pairing is ongoing but don't get stuck there. Also remember, that certain items on the VB-MAPP can be assessed from day one.
- Begin assessing when you have been able to establish some approach behavior.
- Begin working on existing IEP goals
- Complete assessment ASAP
- When appropriate, you may begin programming for sections completed even if you have not completed the entire assessment.
- Begin/adjust programming based on assessment

## Manding

- Mand sessions should be in place for all students.  Use items from the preference assessments for manding sessions.  The only exception should be made for students who have the entire mand section completed on the VB-MAPP and are able to mand to peers as well (in non-contrived situations).
- For students who have already developed the ability to mand for a wide variety of items and/or, consider peer to peer manding and other appropriate intermediate mand programs (mands for missing items, mand with yes/no when give a choice, mand for removal of aversives, etc.  **Make sure you do not skip over these critical mand skills!**  These should be developed prior to beginning mands for information.

## Resource CD

The resource CD is setup in the same order as the site review so that forms are easy to locate.  This should make it much easier for everyone to access forms.  We have also created a VB-MAPP supplement scoring form that will make it easier for you to collect your assessment data and will also facilitate the scoring process.  You can find this supplement in the data systems file, under "behavioral language assessments", and then clicking on the VB-MAPP folder.