

“Implementing ABA Supports In a Missouri school district: A partial replication of the PATTAN Initiative.”

Presented at the
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Our History

District Programs Prior to Implementation of CLASS

- *Learning Centers* – academic and some social/EF support but not staffed for students who need increased adult support, mainly supplemental support
- *SEB* – significant social, emotional and behavioral support but deficits are not primarily due to a lack of verbal behavior skills
- *Life skills* – functional skills support, more intense needs in the areas of adaptive skills and functional academics

Gap in services for 2 specific student populations

- Low and/or functionally nonverbal
- Higher functioning with significant skill deficits in emotional regulation and/or social skills-sometimes need a “home base”

Both populations were struggling in existing service delivery model

How We Began

- Stacey Martin, Autism/Behavior Specialist, attended VB-MAPP training by Dr. Mark Sundberg in San Antonio in January, 2010
- Lee's Summit hosted training on the VB-MAPP by Dr. Mark Sundberg, December, 2010
- Dr. Sundberg recommended we visit BACA (Behavior Analysis Center for Autism) in Indianapolis & Pennsylvania programming (PaTTAN)
- Started Email Correspondence with Mike Miklos
- Visited BACA Fall, 2011, attempted visit to Pennsylvania but nature did not cooperate!
- District developed planning team to develop new programming

District Planning Team

- Identified potential students and how to minimize school transfers
- Identified locations – maintain middle school/high school feeder system
- Determined level of adult support needed for effective implementation – *BIG issue!*
- 3 Schools, 4 Classrooms, 1 teacher per classroom, para support based on student need within each classroom, no greater than 1:2

Additional Support

- Autism/Behavior Specialists
 - Goal – 1 full day per week in respective classroom with increased support at beginning of the year
- Speech/Language, OT/PT
 - Continue individual services as well as providing group instruction and consultative support

CLASS was created!

Communication

Learning

And

Social Skills

The Training Begins!

- Abandoned the idea of travel to Pennsylvania and decided to bring Mike and Amiris to Missouri
- Mike and Amiris provided Boot Camp Training, May 2013 for 20 new CLASS staff
- Autism/Behavior Specialists provided training for remaining staff, August 2013
- CLASS opened its doors to students August, 2013

Critical Elements Year 1

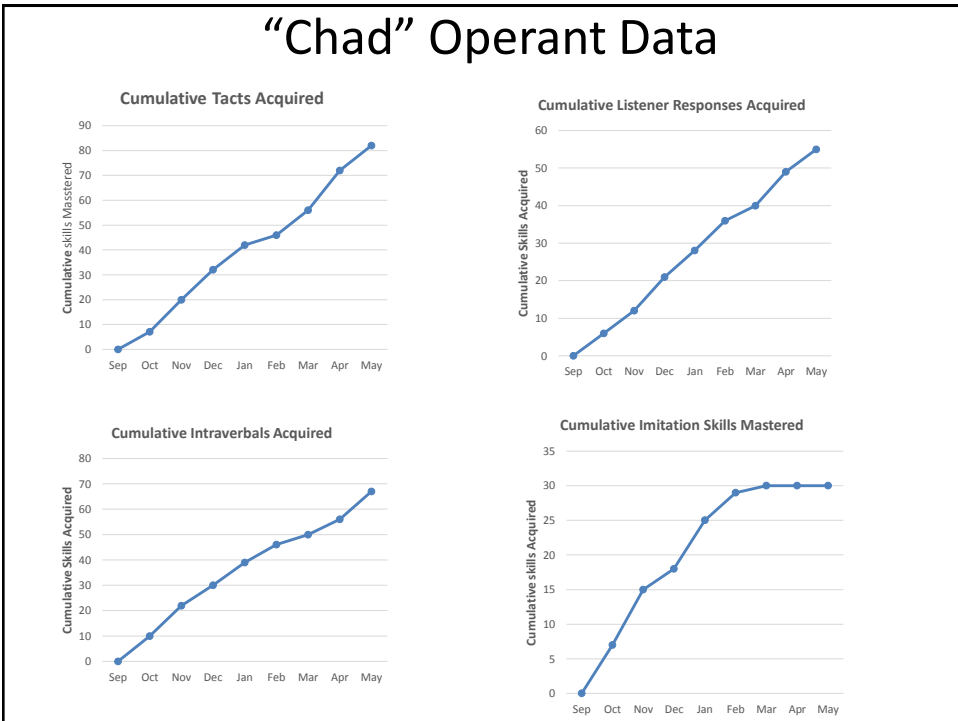
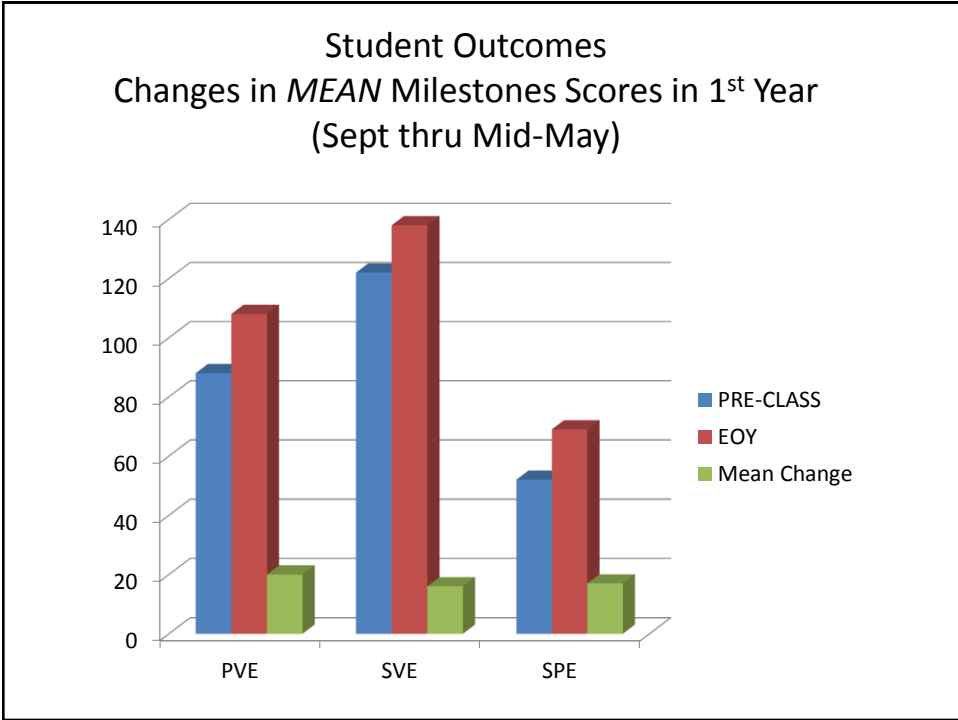
- VB-MAPP assessments
- Errorless Teaching and Error Correction
- Replication of PaTTAN's Program Notebook, Cold Probe Data System, Daily Graphing of Data and Card Sort System (vs. Mass Trial System)
- Implementation of ALL critical components with fidelity

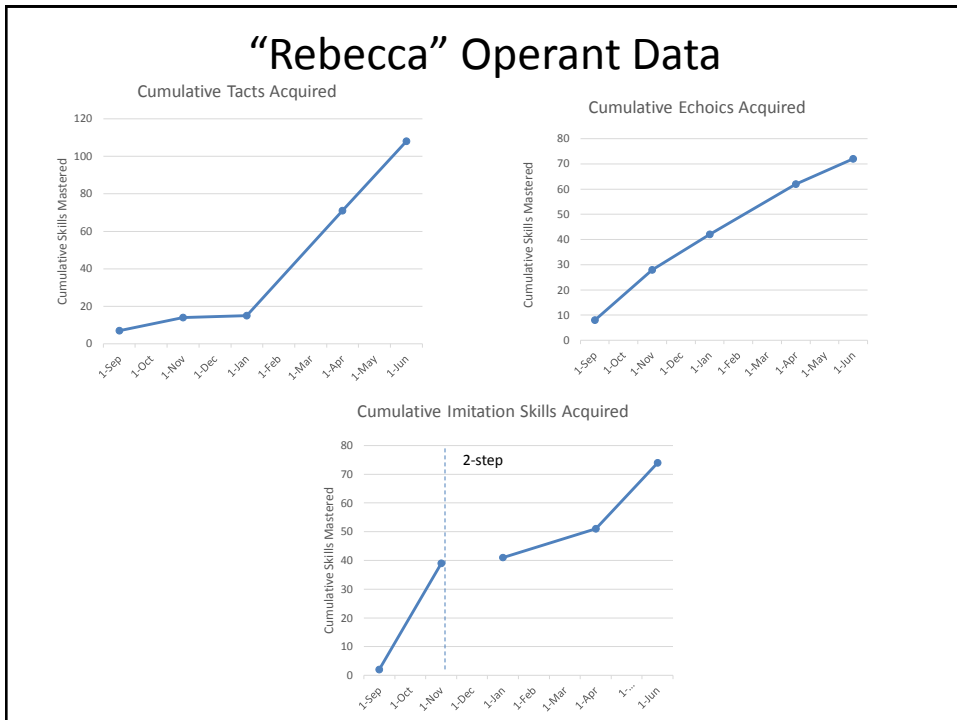
Critical Elements Year 1

- Daily schedule that allowed for frequent intensive teaching sessions
- Philosophy on Inclusion – must be meaningful and related to generalization of acquired skills
- Ongoing opportunities for continued staff training and collaboration
- Focus for all staff on fluency of skills related to Errorless Teaching, Error Correction, Card Sort and Data Systems

Follow-Up with Mike and Amiris

- Finally! We visit Pennsylvania, November 2013 and observed 3 programs
- Mike and Amiris conduct program visits in Lee's Summit, March 2013
- 2 ½ days Follow-up training for CLASS teachers, Autism/Behavior Specialists, and SLPs provided by Mike and Amiris based on observations, March 2013





“Rebecca” Operant Data

- One step gross motor imitation switched to two step on November 1 as one step had generalized
- Gross motor imitations with object generalized after three targets were mastered

“Rebecca” Case Study

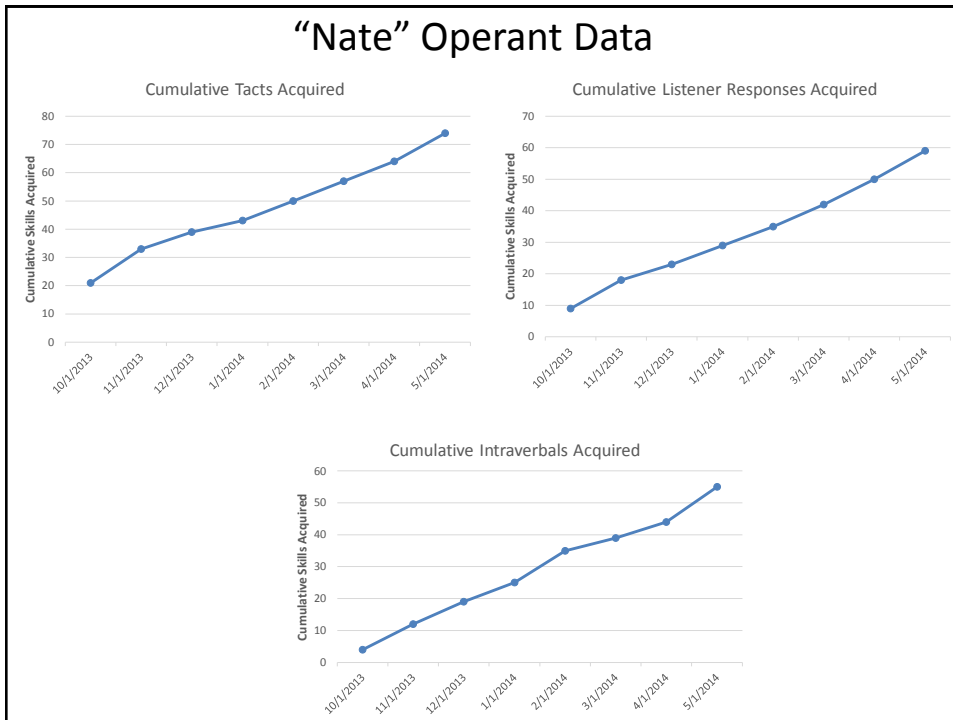
Before program

- scrolled heavily
- lacked visual attention
- strong escape/protest behaviors (loud vocalizations, eloping, disrobing, heading butting/banging)

“Rebecca” Case Study

After program

- Increased confidence
- Improved hygiene
- Weight loss
- Significant improvement in behavior
- Wants to do “cards”-asks at home
- Improvement in attention to and following directions in natural environment
- Improved instructional control at home
- Increased spontaneous tacting in natural environment
- Mands in natural environment more consistent-significant decrease in scrolling
- Parents allowing more independence (attended overnight camp twice)
- Improved group attention behavior (unsolicited touch, stealing food)



“Nate” Case Study

Before program

- Very introverted
- Lack of social initiations, would only initiate to get wants/needs met
- Required increased adult support for routine activities
- Difficulty working independently
- Function of negative behaviors was to gain escape from demands and access to preferred items/activities
- Limited interactions with peers
- Unsuccessful working outside of 1:1 situations

“Nate” Case Study

After 1 Year

- More social, outgoing
- Significant increase in social initiations (greetings, play)
- Able to work at tasks independently until completed
- Travels school building independently, able to complete routine tasks independently
- Negative behaviors are almost non-existent
- Can effectively and efficiently mand to get wants/needs met
- Significant increase in social awareness – seeks assistance for others, comments on others’ emotions

“Nate” Case Study

- Paraprofessional saw “Nate” at Wal Mart on 2 separate occasions – he approached her and said, “Hello, Mrs. Dodd!”
- Lost game against peer – stated “I don’t want to play this anymore” rather than engaging in negative behaviors
- Last day of school, greeted Autism/Behavior Specialist by name, said, “ I miss you! Tickle back please!”
- Better able to manage changes in his day, expected and unexpected
- Began using peer’s names to initiate interactions
- At end of year meeting, parent said, “I love this program! “Nate” is talking so much more and having conversations with me!”

Mistakes We Made Along the Way!

- Focused on vertical vs. horizontal growth on VB-MAPP, such as starting FFC before Tact Repertoire was adequately developed
- Started Direct Instruction too early
- Made Social Skills too much of a priority when time would have been better dedicated to ITT to develop prerequisite language skills
- Over-focus on “Mixing and Varying” and being “fast” during ITT caused lack of fidelity in errorless teaching and error correction procedures
- Did not make Instructional Control enough of a priority!

Planning for 2014-2015

Additions & Identified Needs

- 1 new additional “CLASS” classroom at PVE
- Areas of FOCUS (for teachers and specialists)
 - Behavior Protocols (Instructional Control)
 - Transcription
 - Direct Instruction
 - NET
 - Manding

Additional training from Mike & Amiris??? 😊

We would not be where we are
without Mike & Amiris, and PaTTAN!

