Ensuring Effective School Based Instruction for Students with Autism

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School District of Lancaster

Session Objectives

◦ Briefly describe School District of Lancaster’s Autistic Support Program
◦ Outline the steps to establishing effective instruction in the Autistic Support Classrooms
  ◦ Administrative Support
  ◦ Internal Coach Role
  ◦ Trainings Strategies
  ◦ Overcoming district wide issues
◦ Review the components of a well established classroom
◦ Review first year goals
◦ Review progress monitoring of a classroom’s success
To start us off

Why are we here talking about this topic?

Why are we talking about this?

◦ It is hard to do.
◦ It is not something that comes together on its own.
To start us off

◦ Why am I here talking about how to ensure effective school based instruction for students with autism?

Time to Look at the Background

◦ Background on SDoL
◦ Set up of Classrooms
◦ Starting Small: Considerations such as classroom space, materials, staffing etc.
Autistic Support Classrooms in SDoL

- Currently, all Autistic Support classrooms are run by the district
  - Prior, all were under the Intermediate Unit
- Taking back the classrooms from the IU was quite the task
  - Change in programming
  - Hiring staff
  - Support from the Autism Initiative

Autistic Support Classrooms in SDoL

- Currently, 7 Autistic Support Classrooms in SDoL
  - 5 elementary classrooms
  - 1 middle school classroom
  - 1 high school classroom
- Each classroom has 8 students
Autistic Support Classrooms in SDoL

- Total Staff
  - 7 Special Education Teachers
  - 4 Paraprofessionals per room/ 28 District Wide
  - Many Related Service Providers
  - Administration Members
  - 1 Internal Coach
  - Exceptional Student Specialists

Autistic Support Classrooms

- Apply the principles of behavior analysis
Brief Explanation

- 2 Common Goals in Autistic Support Classrooms
  - To have the students learn something new
  - To teach students to engage in socially appropriate behaviors in replace of inappropriate behaviors

Autistic Support Classrooms

- Apply the principles of Behavior Analysis
  - Principles of behavior applied to improve socially significant behavior
  - Easy to take a misunderstanding of these principles and run with it
Autistic Support Classrooms

- **Apply the principles of Behavior Analysis**
  - Principles of behavior applied to improve socially significant behavior
  - Easy to take a misunderstanding of these principles and run with it
- **Utilize the Verbal Behavior Model**

Autistic Support Classrooms

- **Verbal Behavior**
  - Language acquisition
  - Social interaction
  - Academics
  - Intelligence
  - Understanding
  - Thinking
  - Problem solving
  - Knowledge
Brief explanation of Operants

- Look at the word “ball”
  - Label (Tact)
  - Locate in the environment (Listener Response)
  - Say the word (Echoic)
  - Fill in the blank (Intraverbal)
  - Etc.

Autistic Support Classrooms

- Apply the principles of Behavior Analysis
  - Principles of behavior applied to improve socially significant behavior
  - Easy to take a misunderstanding of these principles and run with it
- Run using Verbal Behavior Programming
  - Typically brand new to most staff
  - Differs from other teaching models
  - No users manual for this
Autistic Support Programming

◦ Complex Programming
  ◦ Requires training of all staff
  ◦ Requires “big picture views”
  ◦ Requires support from Administration

Some Things to Think About

◦ Classroom size
◦ Materials Needed
◦ Staffing the classroom
◦ Behavior Needs
How did SDoL establish their classrooms?

- Administrative Support
- Internal Coach
- Autism Initiative
- Training Staff
- Overcoming district wide issues (to not interfere with instruction in the classroom)
How did SDoL establish their classrooms?

- **Administrative Support**
  - Internal Coach
  - Autism Initiative
  - Training Staff
  - Overcoming district wide issues (to not interfere with instruction in the classroom)

**Administrative Support**

- How to get Administrative Support
  - Monetary Value
  - Value for the students in the classrooms
  - An understanding of the model itself
  - Having a district run program
  - High staff morale
Administrative Support

- How to get Administrative Support
  - Financial Benefit
  - Value for the students in the classrooms
  - An understanding of the model itself
  - Having a district run program
  - High staff morale

Seeing the Financial Benefit

- By providing education to students in district, SDoL saves 30-40 thousand dollars/student
- Investing money back into the district
So the breakdown is..

- Better financially to provide effective education to the students in the district, rather than pay extra to have the students receive a similar education provided out of district

- It saves the district money
- It allows for investments back into the district

Administrative Support

- How to get Administrative Support
  - Monetary Value
  - Value for the students in the classrooms
  - An understanding of the model itself
  - Having a district run program
  - High staff morale
Seeing the value for the students

- Seeing the benefit of programming for these students
  - Providing effective instruction at individual instructional levels

Administrative Support

- How to get Administrative Support
  - Monetary Value
  - Value for the students in the classrooms
  - An understanding of the programming
  - Having a district run program
  - High staff morale
Administrative Support

- Administration involved in supporting the classrooms attend basic Verbal Behavior trainings
- Administration collaborates with Autism Initiative and Internal Coach to guide programming

How to get Administrative Support

- Monetary Value
- Value for the students in the classrooms
- An understanding of the model itself
- Having a district run program
- High staff morale
Having a district run program

- Control over the program
- No contractors – All district employees
  - If it is a contractor, there is limited control over performance changes from staff

Administrative Support

- How to get Administrative Support
  - Monetary Value
  - Value for the students in the classrooms
  - An understanding of the model itself
  - Having a district run program
  - High staff morale
High Staff Morale

- Pride in running own programming
- The feeling of support
- Seeing the benefits of working together as a team

How did SDoL establish their classrooms?

- Administrative Support
- Internal Coach
- Autism Initiative
- Training Staff
- Overcoming district wide issues (to not interfere with instruction in the classroom)
Role of Internal Coach

- Job description
- Qualifying characteristics

Internal Coach – Job Description

- Frequent consults in the AS classrooms
- In the moment training of staff
- Adequate consult notes after each visit
- Guidelines for programming
- In the moment support
Internal Coach - Qualifications

◦ Extensive experience in ABA/VB
◦ Interpersonal skills
◦ Qualified trainer of others
◦ Hands on approach
◦ Team player
◦ Approachable

Internal Coach – A few other pieces

◦ Celebrating successes
◦ See the program as a whole
Feedback from the teachers on the support of an internal coach

- The addition of Audrey to our program has been such a great asset. She is extremely knowledgeable and takes the time to develop positive relationships with both staff and, more importantly, each and every student in our program. Working in an urban setting, we don't always see a lot of support from our parents. With such a large district, teachers are not always able to work one on one with administration, as we were able to in my previous setting. Due to these reasons, it can be easy to become complacent working in a large, urban setting. Having Audrey on the ground level in the classroom with us has made me strive to be the best possible teacher and behavior analyst for my students. Having a fresh set of eyes on the behavior plans I write and on my students' problem behaviors has been hugely beneficial, as she's been able to see things I did not and offer suggestions to improve behavior plans. We are required to attend many hours of professional development. As many teachers know, professional development often covers very general material and is not always applicable to our classrooms and what we do every day. The professional development Audrey provides for us is always geared towards individual student needs, best practices in Applied Behavior Analysis, and allows time for collaboration with other teachers so we can problem solve with our colleagues as well. The School District of Lancaster is very lucky to have her support.

-An Elementary School Teacher

Feedback from the teachers on the support of an internal coach

- Having an internal coach has helped me immensely this year. We have been able to look more closely at all of the students programming and better train and support staff members. Personally, I've gained a mentor who is able to answer my questions on a daily basis, and from whom I hope to learn as much as possible so that someday I can provide support as effectively as she does.

-A High School Teacher
How does an effective relationship between an internal coach and administration benefit the program?

Internal Coach and Administration Relationship

- Getting support when needed
- Expectation of recommendations being followed from administrative levels down
- More specified feedback
Internal Coach and Administration Relationship

- Getting support when needed
- Expectation of recommendations being followed from administrative levels down
- More specified feedback
Internal Coach and Administration Relationship

- Getting support when needed
- Expectation of recommendations being followed from administrative levels down
- More specific feedback

How did SDoL establish their classrooms?

- Administrative Support
- Internal Coach
- Autism Initiative
- Training Staff
- Overcoming district wide issues (to not interfere with instruction in the classroom)
Role of Autism Initiative (PaTTAN)

- Collaborates with Internal Coach to provide more in-depth consultation
- Provides training to staff
- Guidelines for programming
- Adequate consult notes after every visit
- Schedule classroom visits with the Internal Coach

How did SDoL establish their classrooms?

- Administrative Support
- Internal Coach
- Autism Initiative
- **Training Staff**
- Overcoming district wide issues (to not interfere with instruction in the classroom)
Training Staff Effectively

- General Guidelines
  - **Have goals for trainings**
  - Train all staff

### Treatment Integrity One

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Were a variety of mand items available including target items, mastered items and non-target items?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. Was it confirmed that an MO is in place for teaching items?</td>
<td></td>
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</tr>
<tr>
<td>1. Was the instructor consistent in identifying which mand items should be run as targets?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1. On initial presentation of a target item, was a probe completed prior to teaching?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Probe for MO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. If MO &quot;yes&quot;, then probe for response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. If MO &quot;no&quot;, no probe and move on to next item</td>
<td></td>
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<tr>
<td>5. If MO was present, instructor modeled the adult form when presenting the item during pairing trials for targets and future targets?</td>
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<td></td>
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</tr>
<tr>
<td>5. During the session, did the instructor avoid reducing MO by:</td>
<td></td>
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<tr>
<td>a. Varying reinforcers and types of reinforcers?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a. Stopping use of reinforce before it loses its value?</td>
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<td></td>
</tr>
<tr>
<td>a. Varying method of delivery?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Providing mands trials on an unpredictable schedule of delivery?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Treatment Integrity Two

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is instructional area neat and sanitized?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does instructor have all materials needed for instruction organized and ready?</td>
<td></td>
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<td></td>
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<tr>
<td>Does instructor have a variety of valuable reinforcers available?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Does session begin with delivery of reinforcement or an opportunity to mand?</td>
<td></td>
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<tr>
<td>Does instructor gradually fade in the demands/tasks presented?</td>
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<td></td>
</tr>
<tr>
<td>Does instructor use fast-paced instruction (no more than 2 seconds between student’s response and your next instruction)?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Does instructor mix and vary instructional demands (no more than 3 of the same operant/task in a row)?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Are easy and difficult tasks interspersed at the appropriate ratio?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easy/hard ratio: ________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Training Staff Effectively

- **General Guidelines**
  - Have goals for trainings
  - **Train all staff**
Training Staff Effectively

- PaTTAN Boot Camp upon being hired
- Professional development throughout the school year
- Collaborative planning times

Training Staff Effectively

- PaTTAN Boot Camp upon being hired
- Professional development throughout the school year
- Collaborative planning times
- In the moment trainings
PaTTAN Boot Camp

- Overview of general behavior sequence
- Overview of simple program pieces
- Competency based training

PaTTAN Boot Camp

- Overview of general behavior sequence
- Overview of simple program pieces
- Competency based training
- Potential Issue? Finding coverage for the staff
- Benefits outweigh the potential issue
Training Staff Effectively

- PaTTAN Boot Camp upon being hired
- **Professional development throughout the school year**
- Collaborative planning times
- In the moment trainings

Professional Development Throughout the Year

- Whole AS Group
- Just Teachers
- In individual classrooms
  - Separate from the rest of the special education team
  - Able to focus on immediate needs of teams
Professional Development Throughout the Year

◦ Separate from the whole Special Education Team
◦ Able to focus on immediate needs for individual teams

Training Staff Effectively

◦ PaTTAN Boot Camp upon being hired
◦ Professional development throughout the school year
◦ Collaborative planning times
Collaborative Planning Times

- Varies by school in district
- Not always applicable to what occurs in the classrooms

Collaborative Planning Times

- Ways to make them effective
  - Have an itinerary
  - Allow for conversations
Training Staff Effectively

◦ PaTTAN Boot Camp upon being hired
◦ Professional development throughout the school year
◦ Collaborative planning times
◦ In the moment trainings

In the Moment Trainings

◦ Trainings are individualized
◦ Explicit feedback
◦ Check for understanding
◦ Follow Up during next consult
Staff making progress = Students making progress

How did SDoL establish their classrooms?

- Administrative Support
- Internal Coach
- Autism Initiative
- Training Staff
- Overcoming district wide issues (to not interfere with instruction in the classroom)
Issues Facing Inner City Districts

- Family Communication
- Low Funding Available
- Staff Turn Over

Family Communication

Why is this an issue?
How to Address this Issue

◦ Parent Trainings and Communications
  ◦ Family Handbook
  ◦ Communication Sheets Home
  ◦ Parent Trainings
<table>
<thead>
<tr>
<th>Verbal Operant</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mand</strong></td>
<td>Motivative Operation (MO, want or desire for cookie)</td>
<td>Verbal behavior (says 'cookie', signs cookie or exchanges a picture of cookie)</td>
<td>Direct reinforcement (gets a cookie)</td>
</tr>
<tr>
<td><strong>Tact</strong></td>
<td>Sensory stimuli (sees a cookie, smells cookies, tastes a cookie, hears someone eating a cookie, touches a cookie)</td>
<td>Verbal behavior (says 'cookie'; may also sign cookie)</td>
<td>Non-specific reinforcement (example: praise; 'you’re right!', 'great job!' high five, pat on back, etc.)</td>
</tr>
<tr>
<td><strong>Intraverbal</strong></td>
<td>Verbal stimulus (example: 'What do you like to eat?')</td>
<td>Verbal behavior (says 'cookies', signs cookie)</td>
<td>Non-specific reinforcement (example: praise; 'you’re right!', 'great job!' high five, pat on back, etc.)</td>
</tr>
<tr>
<td><strong>Echoic</strong></td>
<td>Verbal stimulus (someone says ‘cookie’)</td>
<td>Verbal behavior (says 'cookie)</td>
<td>Non-specific reinforcement (example: praise; 'you’re right!', 'great job!' high five, pat on back, etc.)</td>
</tr>
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Issues Facing Inner City Districts

- Parent Communication
- **Low Funding Available**
- Staff Turn Over
How to Address this Issue

◦ Make materials
◦ Donations from other sources
◦ Inventory of resources available
  ◦ Share amongst each other

Issues Facing Inner City Districts

◦ Parent Communication
◦ Low Funding Available
  ◦ Staff Turn Over
High Staff Turn Over

- Why is this an issue?

How to Address this Issue

- Part of a team
- Trainings Consistently Available
- Consistent Support from Internal Coach/Autism Initiative
How to Address this Issue

- Staff will still need to leave
  - Documentation of programming

Components of a Well Established Classroom
Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- Data Collection Materials
- Effective Instruction Established
- Wall Cues
- Team Meetings
- Sanitized Environment

Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- Data Collection Materials
- Effective Instruction Established
- Wall Cues
- Team Meetings
- Sanitized Environment
What is a paraprofessional?

- Instructor in the classroom that
  - Provides instruction to the students in all areas
  - Collects data as needed
  - Collaborates with teacher and other paraprofessionals in the classrooms
  - Assists students when needed
  - Follows behavior plans
  - Transition with students throughout the school
  - Etc.

Trained Paraprofessionals

- Probably the most important aspect of a classroom
- 4 Paraprofessionals in a full classroom
- Fully implement all instruction
- Take part in all trainings
Trained Paraprofessionals

- Probably the most important aspect of a classroom
- 4 Paraprofessionals in a full classroom
- Fully implement all instruction
- Take part in all trainings

*Without trained paraprofessionals, this would be impossible*

Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- Data Collection Materials
- Effective Instruction Established
- Wall Cues
- Team Meetings
- Sanitized Environment
Updated Assessments

- VB MAPP
  - Verbal Behavior Milestone Assessment and Placement Program
  - User friendly

VB MAPP Example
Updated Assessments

- VB MAPP
  - Verbal Behavior Milestone Assessment and Placement Program
  - User friendly
- Placement Tests
  - Language for Learning
  - Edmark
  - Connecting Math Concepts

Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- Data Collection Materials
- Effective Instruction Established
- Wall Cues
- Team Meetings
- Sanitized Environment
Classroom Schedule

- Staff assigned to students for the entire day
- Activities dictated on schedule
  - Intensive Teaching
  - Manding
  - ADLs
  - Natural Environment Teaching
  - Vocal Training
Classroom Schedule

- Data collection dictated on schedule
- No times listed as “play time”/ “leisure time” etc.
- Able to be adjusted

Adjustable Classroom Schedules

- Absence of students
- Addition or withdrawal/absence of staff
- Disruptive student behaviors
- Specific student programming needs
- Skill regression or progression
Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- Data Collection Materials
- Effective Instruction Established
- Wall Cues
- Team Meetings
- Sanitized Environment

Balance of Programming

- Appropriate balance across appropriate programs
  - IT
  - Manding
  - ADLs
  - Direct Instruction
  - NET
  - Vocal Training
  - Group
Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- **Data Collection Materials**
  - Effective Instruction Established
  - Wall Cues
  - Team Meetings
  - Sanitized Environment

Data Collection Materials

- Student specific
- Each student has a clipboard
- All staff trained on data collection
- Schedule assigns data collection times
Components of a Well Established Classroom

◦ Trained Paraprofessionals
◦ Updated Assessments
◦ Appropriate Schedule
◦ Balance of Programming
◦ Data Collection Materials
◦ **Effective Instruction Established**
◦ Wall Cues
◦ Team Meetings
◦ Sanitized Environment
Effective Instruction Materials

- Each student has an individual academic materials
  - Picture Cards
  - Manipulative Stimuli
  - Direct Instruction Materials
  - Social Skill Curriculum

Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- Data Collection Materials
- Effective Instruction Established
  - Wall Cues
- Team Meetings
- Sanitized Environment
Wall Cues

◦ What is posted?
  ◦ Protocols for Teaching Procedures
  ◦ Behavior Plans
  ◦ Targeted Items

◦ Why is it posted?
  ◦ Easy access to information
  ◦ Be sure they are user friendly.
Probe Sheets

Student Likes/Dislikes /Behavior Plan

Current Mand Targets

IT Program
Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- Data Collection Materials
- Effective Instruction Established
- Wall Cues
- Team Meetings
- Sanitized Environment

Team Meetings

- Time to meet with classroom staff as a group
- Why are these important?
  - To discuss changes in classrooms
  - To debrief on something that happened
  - Problem solve certain issues
  - To get information quickly to all staff in the room
- Can be difficult to find the time
- If the time is found, plan out what to discuss beforehand
Team Meeting Logs

- Date and Names
- Discussion Points
  - Academic Progress
  - Behavior Concerns
- Plan for moving forward
- Who is responsible for the plan
- Date to be complete by
- Outcome

Components of a Well Established Classroom

- Trained Paraprofessionals
- Updated Assessments
- Appropriate Schedule
- Balance of Programming
- Data Collection Materials
- Effective Instruction Established
- Wall Cues
- Team Meetings
- Sanitized Environment
Sanitized Environment

- So much more than just having a clean classroom
- Sanitized Environment
  - High shelves
  - Clear bins
  - Clear baggies
  - Pocket aprons
  - Rotating items
- Keeps the room neat, keeps everyone safe

Set Up Goals for First Year
Set Up Goals for First Year

- Classroom Organization
- Staff Trained in Basic Manding, Basic IT
- Problem Behavior Down
- VB MAPPs Completed
- Reinforcement Established
- Effective levels of consultation established
Classroom Organization

- Work Stations
- Individual Instruction Cards
- Manding Bins
- Schedules

Set Up Goals for First Year

- Classroom Organization
- **Staff Trained in Basic Manding, Basic IT**
- Problem Behavior Down
- VB MAPPs Completed
- Reinforcement Established
- Effective levels of consultation established
Set Up Goals for First Year

- Classroom Organization
- Staff Trained in Basic Manding, Basic IT
- **Problem Behavior Down**
- VB MAPPs Completed
- Reinforcement Established
- Effective levels of consultation established

- Sample treatment integrity
Problem Behavior Down

- Assess the severity of problem behavior in classroom
- Determine a hierarchy of need
- Review functions of behavior
- Review general guidelines for responding to problem behavior

Set Up Goals for First Year

- Classroom Organization
- Staff Trained in Basic Manding, Basic IT
- Problem Behavior Down
- VB MAPPs Completed
- Reinforcement Established
- Effective levels of consultation established
VB MAPPs Completed

- Usually one of the first tasks done in a new classroom
- The beginning step to developing appropriate programming

Set Up Goals for First Year

- Classroom Organization
- Staff Trained in Basic Manding, Basic IT
- Problem Behavior Down
- VB MAPPs Completed
- Reinforcement Established
- Effective levels of consultation established
What is reinforcement?

- A consequence that follows a behavior that will increase the future frequency of that behavior

Reinforcement Established

- Important for any behavior change
- Understanding of reinforcement
- Utilizing reinforcement
  - Isolation of reinforcers
  - Items out of reach of students
  - Delivery of reinforcers controlled by staff
Set Up Goals for First Year

- Classroom Organization
- Staff Trained in Basic Manding, Basic IT
- Problem Behavior Down
- VB MAPPs Completed
- Reinforcement Established
- **Effective levels of consultation established**

Effective Levels of Consultation Established

- Role of Internal Coach/ Autism Initiative Consultants
- Determine format of consultation
  - Will vary room to room, staff to staff
- Determine effective feedback delivery
What a district has learned

What SDoL has learned

- Staff dispersed based on needs in classrooms
- Importance of professional development for all staff
- Looking at program from K-12
- Hierarchy of support for classrooms
What SDoL has learned

◦ Staff dispersed based on needs in classrooms
  ◦ Importance of professional development for all staff
  ◦ Looking at program from K-12
  ◦ Hierarchy of support for classrooms

Staff Dispersed Based on Need

◦ In the beginning..
  ◦ Staff were assigned to classrooms based on openings
◦ Now..
  ◦ Looking at the differences in staff skill sets and the needs of the different classrooms
What SDOL has learned

- Staff dispersed based on needs in classrooms
- **Importance of professional development for all staff**
- Looking at program from K-12
- Hierarchy of support for classrooms

Importance of Professional Development for All Staff

- In the beginning..
  - Not all staff would attend all trainings
- Now..
  - Teachers and paraprofessionals receive similar trainings
  - Related Service Providers receive trainings, as well as some building level administration
What SDoL has learned

- Staff dispersed based on needs in classrooms
- Importance of professional development for all staff
- **Looking at program from K-12**
- Hierarchy of support for classrooms

Looking at Program from K-12

- In the beginning
  - Each classroom ran programming a bit differently
- Now
  - Working on getting programming consistency from Kindergarten up through the high school
What SDoL has learned

◦ Staff dispersed based on needs in classrooms
◦ Importance of professional development for all staff
◦ Looking at program from K-12
◦ **Hierarchy of support for classrooms**

Hierarchy of Support for Rooms

◦ In the beginning..
  ◦ Grabbing whoever was around to support
◦ Now..
  ◦ Have a list of “who to call” in a specific order
Effective Education in SDoL

With the support of the dedicated staff, an internal coach, the Autism Initiative and supportive administration, The Autistic Support Classrooms in the School District of Lancaster have made measurable progress as a whole.

Measure of Progress
Measure of Progress

- Site Reviews conducted by the Autism Initiative

Site Review Components

1. Classroom Organization
2. Classroom Environment
3. Arrangement of Instructional Materials and Materials Organization
4. Data Systems
5. Consultation/Training Process
6. Parent/Family Engagement
7. Inclusion
8. Instruction
9. Mand Training
10. Intensive Teaching
11. Natural Environment Teaching
12. Other Instructional Methods
13. Group Instruction
14. Social Skills Training
15. Behavior Interventions
Overall, the classrooms in the School District of Lancaster make progress year after year on their site review scores.

High School Classroom

- Classroom opened in district Fall 2014
- Starting Score = 18
- Spring 2015 Score = 85
- Fall 2015 Score = 100
- Spring 2016 Score = 100
Progress in Site Reviews

- Elementary School Classroom
  - Classroom opened in district Fall 2012
  - Fall 2014 Score – 46
  - Spring 2015 Score – 78
  - Fall 2015 Score – 91
  - Spring 2016 Score - 100

While the site review is not to be viewed as the only way to monitor effectiveness, the requirements outlined are necessary for a strong foundation of an effective classroom.

A higher score suggests the foundation is in place to deliver appropriate instruction to the students in the classroom.
What’s Next for A District

What’s Next for SDoL

- Focusing Efforts
  - Continuing to look at the big picture
  - Get program pieces up and running
In the end

- It takes a lot of hard work to get the Autistic Support classrooms established and providing effective instruction to the students
- **But it is worth it.**

Any Questions?
Resources

Contact Information

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