Establishing a New Classroom, The First Year

Muhlenberg School District

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Muhlenberg Elementary Center Fast Facts

87 Full-Time Teachers

1,272 Students

1 Principal

2 Assistant Principals

3 Guidance Counselors

1 Nurse

10 classrooms of each grade level K-4
The Administrative Side of Things

Dr. Shawn Rutt, Director of Special Education

* Rationale for classroom

* Financing
Student Demographics

5 students

3 Boys; 2 Girls

4 students were in a VB Classroom during Early Intervention

2 students learning sign language

Primary Disability: Autism, Other Health Impairment
Making Preparations

* Attending Bootcamp

* Requesting support from PATTAN Consultants through the Autism Initiative

* Visiting other districts with established VB Classrooms

* Reading the VB-MAPP Guide

* Attending NAC Conference in ‘16

* Scheduling Related Services, Adapted Specials
Tips for Staff Trainings:

* Let your staff know you appreciate them!
* Establish a common meeting time each week
* Coffee and food are always good incentives to attend meetings!
* Find a place in the classroom that staff have the opportunity to write down questions that come up throughout the day that doesn’t need an immediate answer.
* Examples: Bulletin Board, Staff Communication Folder, White Board
* Document your meetings- Staff should be responsible for the information they are receiving.
Training New Staff and Substitutes

Hiring New Staff

* Finding the right fit for your students and staff.

* Open Communication & Appreciation

* Opportunities to provide feedback to staff throughout the day

* Training, Training, Training!

Substitute Folders

* Behavior Information

* Basic Pairing and Manding Information

* Images and descriptions of Mastered Signs for students learning sign language

* List of Mastered Mands
Setting Up the Environment

3-4 Drawer Bins: Targets, Program Materials, Reinforcers, Mastered Mands

Plastic Bags or Divided Container for Edible Reinforcers

Clipboard, Program Book, VB-MAPP Protocol, Cardstock

Timer

Tally Counter

LABEL EVERYTHING!!
Program Books

* All students have individualized binders with their programs tabbed for quick reference

* Data collected during instructional sessions is recorded in the students’ program books to determine future targets
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Struggles from the First Year

* Establishing a common meeting time with Internal Coach
* Establishing a regular meeting time with Team
* Creating Roles- updating wall schedule, recording data, recording meetings
* Hiring and Training New Staff Members
* Gathering materials for VB-MAPP Assessments; Motor Imitation and Tacting Programs
Sharing Our Success!
Student #1
Sharing Our Success!
Student #2
Sharing Our Success!  
Student #3
Sharing Our Success!
Student #4
Sharing Our Success!
Student #5
Role of Internal Coach

* Observe, provide feedback, model and provide guided practice for items on the site review

* Reinforce teacher and staff behaviors and support staff where appropriate

* Coordinate and participate in group trainings (at times with the consultants) when appropriate

* Communicate with the PATTAN consultants regularly regarding classroom progress

* Guide, support and facilitate recommendations from the consultants summary notes

* Provide clear distinction between various duties of staff members

* Attend trainings to develop skills learned related to the implementation of effective instructional practices and work toward the skill sets of the PATTAN consultants
Integration with General Education

* Evaluation of individual student skills and benefits of increasing integration into general education

* Considering the social skill components of the school day when the students could benefit from being around their non-disabled peers
Planning for Next Year

* Planning the schedule with the building Principal to allow for integration
* Review program books to prepare programs and targets
* End of year meetings with families to discuss Extended School Year (ESY) and transition to the new school year
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