

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.
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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 Mand
- 

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

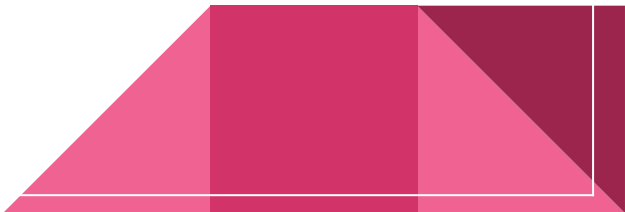


First Year Timeline

September

- * Pairing
- * Setting up the classroom
- * Finding Reinforcers
- * Establishing Schedule
- * Reviewing Teaching Procedures
- * Gathering materials
- * Site Review

October

- * VB-MAPP Assessment
 - * Manding
 - * Analyzing VB-MAPP
 - * Preparing Program Books
- 

First Year Timeline Continued...

November & December

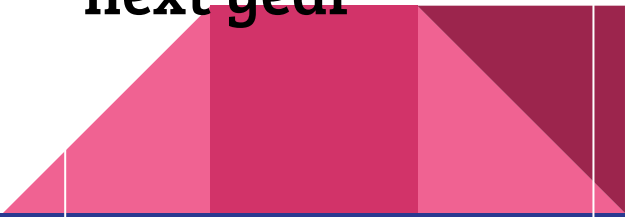
*** Starting Programs**
Tacts, Motor Imitation
with Objects, Motor
Imitation Signs, Listener
Response, Echoic,
Behavior

January- April


*** Reviewing Data**
*** Adding New**
Programs-
Tacting with Multiple
Exemplars, Tact
Actions, Tact Parts,
Echoic Phrases, Mands
for Actions, Motor
Imitation and Echoic
Fluency

May & June

*** VB-MAPP**
Assessment
*** Site Review**
*** Preparing**
Program Books
& Materials for
next year



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**
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VB-MAPP
Master Scoring Form

Child's name:	STUDENT #1			
Date of birth:				
Age at testing:	1	2	3	4

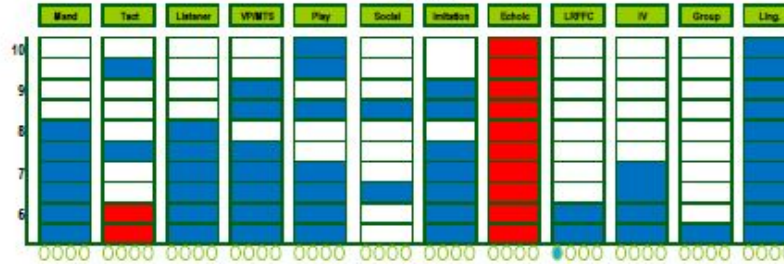
Key	Score	Date	Color	Tester
1st test:	43.5	October 2016	Red	Wilson
2nd test:	97.5	May 2017	Green	Wilson
3rd test:			Green	
4th test:			Purple	

Sharing Our Success! Student #1

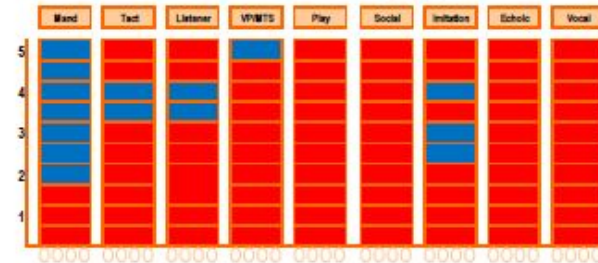
LEVEL 3



LEVEL 2



LEVEL 1



VB-MAPP
Master Scoring Form

Child's name:	Student #0			
Date of birth:				
Age at testing:	1 y, 8 mths	2 y, 3 mths	3	4

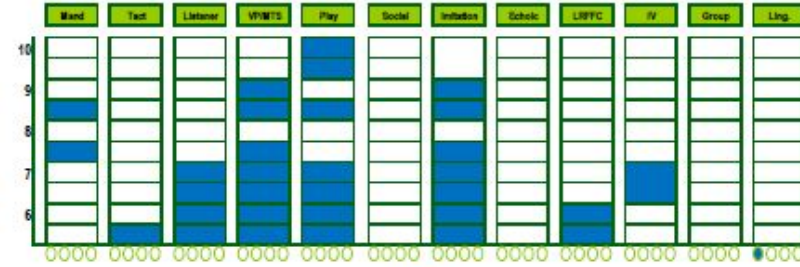
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1st test:	24	October 2016	Red	Wilson
2nd test:	60.5	May 2017	Blue	Wilson
3rd test:			Green	
4th test:			Purple	

Sharing Our Success! Student #2

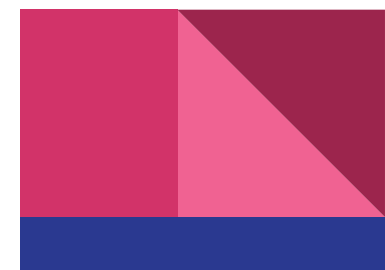
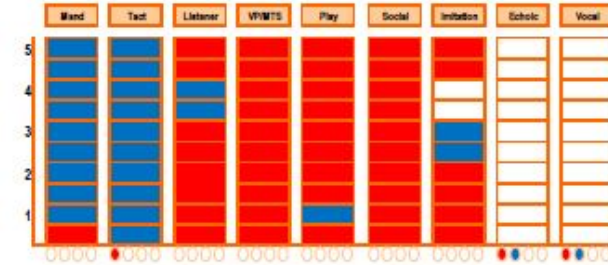
LEVEL 3



LEVEL 2



LEVEL 1



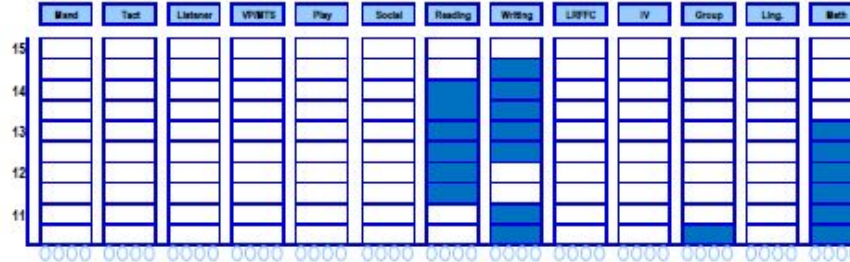
VB-MAPP
Master Scoring Form

Child's name:	Student #8
Date of birth:	
Age at testing:	1 5 yr, 7 mo; 2 6 yr, 2 mo; 3; 4

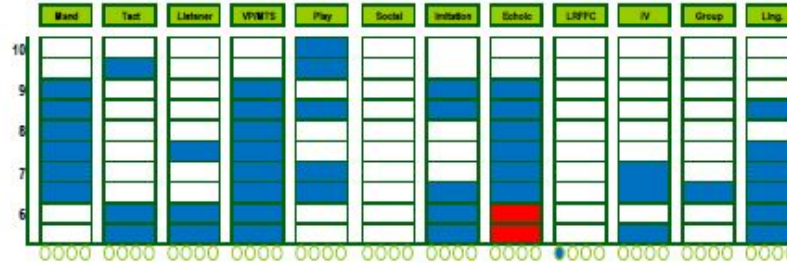
Key:	Score	Date	Color	Tester
1st test:	39.5	October 2016	Red	Wilson
2nd test:	79.0	May 2017	Blue	Wilson
3rd test:			Green	
4th test:			Purple	

Sharing Our Success! Student #3

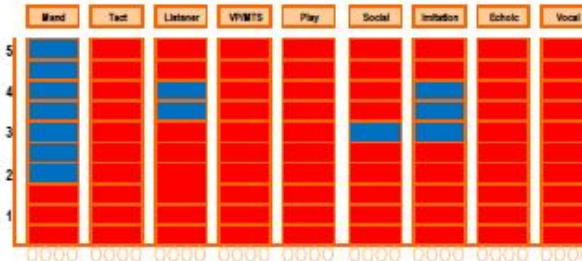
LEVEL 3



LEVEL 2



LEVEL 1



VB-MAPP
Master Scoring Form

Child's name:	Student #4			
Date of birth:				
Age at testing:	1	2	3	4

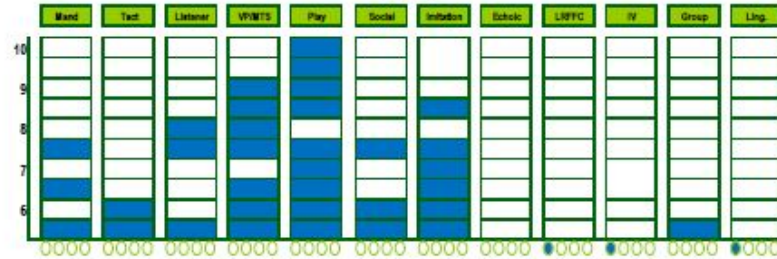
Key	Score	Date	Color	Tester
1st test:	23	October 2016	Red	Wilson
2nd test:	50.5	May 2017	Blue	Wilson
3rd test:			Green	
4th test:			Purple	

Sharing Our Success! Student #4

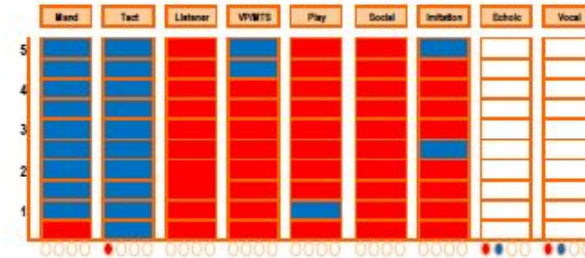
LEVEL 3



LEVEL 2



LEVEL 1



VB-MAPP
Master Scoring Form

Child's name:	Student #5
Date of birth:	
Age at testing:	1 Sy, 3mths 2 Sy, 11mths 3 4

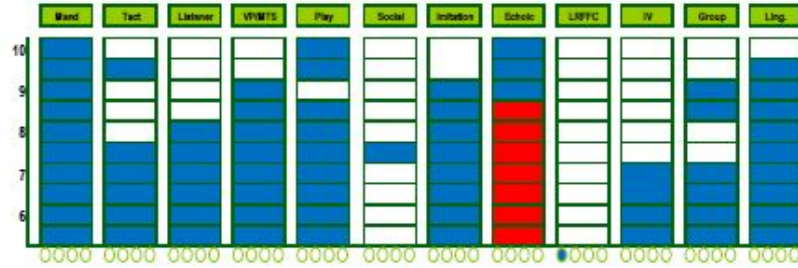
Key	Score	Date	Color	Tester
1st test:	37	October 2016	Red	Wilson
2nd test:	96.5	May 2017	Blue	Wilson
3rd test:			Green	
4th test:			Purple	

Sharing Our Success! Student #5

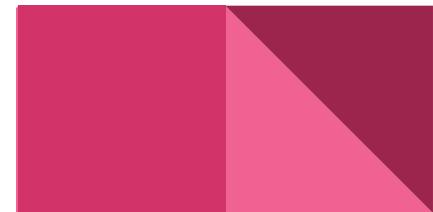
LEVEL 3



LEVEL 2



LEVEL 1



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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