

S.O.S. — Supervision for (Positive) Outcomes and (Student) Success



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NAC

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Central York School District



The mission of Central York School District is to provide educational opportunities through which ALL students strive to achieve their full potential.

Our shared values



- ALL people can learn and be successful.
- ALL people have worth, rights and responsibilities.
- ALL students will be assured of equity of access to both programs and instruction.
- ALL parents, families, staff and community members are essential to the educational process.
- ALL efforts will be focused on the students' future.



Wherever you are, be all
there!

Steven Covey, *The Speed of Trust*

Brain Dump



Fill your plate



Objectives

Participants will discuss key elements of supervising autism support educational programs, including **communication and collaboration**, establishing **clear expectations**, and **roles and responsibilities** of all stakeholders.

Participants will review the importance of **training**, **treatment fidelity**, and effective **staffing** for success.

Communication and Collaboration

Communication and Collaboration

Key Players:

- Leadership Team (superintendent, assistant superintendent, director of special education or pupil services, principals, supervisors, internal coaches, instructional advisors)
- AS Teachers & Classroom Staff (paras, PCA's, TSS's, nurses, etc.)
- General Ed Teachers, Specialists (OT/PT, SLP, BSC's), Specials teachers
- Receiving teachers (for students transitioning)
- FAMILIES!!
- Outside Agencies

Communication and Collaboration

What might we need to communicate and collaborate about?

- Clarify expectations, roles and responsibilities
- Assessments/upcoming skills / activities to pre-teach
- Consistency in language / procedures
- Teaching procedures
- Data collection procedures
- Behavior plans

Communication and Collaboration

When will we do this, too?

- **MAKE THE TIME!!!!**
- Scheduled collaboration times with staff built into the day
 - 8:00 – 8:40 elementary
 - 2:45 – 3:15 secondary
 - Before / After students
- Set monthly / weekly dates
- Set consistent time – stay true to dates

Communication and Collaboration

Where?

- In AS classroom
- In specials / specialists classroom or office
- In gen ed classroom
- Skype / Facetime / Google Hangout

Communication and Collaboration



How do you communicate and collaborate for success?

Establishing Clear Expectations

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Who are all the stakeholders?

Educate EVERYONE (NOLB)

Advocate for ALL children with autism

Establishing Clear Expectations

Do staff have a clear definition of expectations:

- Federal/state level
- District level
- Building level
- Classroom level
- Individual staff level

Roles and Responsibilities

Roles & Responsibilities

Administrators

- Chain of command
- Who will do evaluations?
 - Share look fors, rubrics and guiding questions
- How often will you do walk throughs?
- How often in classroom? Role when in?
 - Fidelity checklists
- Frequency of check ins with teacher
- Budgetary considerations

Roles & Responsibilities

Classroom Teachers

- Chain of command
- COMMUNICATE with ALL stakeholders
- Training: Autism basics and overview of basic principles for all stakeholders
- Ring Leader
 - “Organizing” all staff who work with students
 - Maintain CONSISTENCY
- Schedule check-ins with principal / internal coach

Roles & Responsibilities

Paraprofessionals / PCA's

- Expectation to attend ABA Intensive Skills Training / ABA “Boot Camp”
- Chain of command / Collaboration and communication time with teacher
- Data collection expectations in classroom
- Role when out with students in gen ed setting
 - Data collection
 - Always looking forward – skills to teach, future targets

Roles & Responsibilities

SLP's, OT, PT ,etc.

- Expectation to attend Intensive Skills Training / ABA “Boot Camp”
Work together with coach and consultants to determine roles and responsibilities together
- Help with reverse inclusion / inclusion opportunities
- Target skills suggestions
- Prerequisite skills for gen ed
- Train gen ed students to support / peer buddy

Roles & Responsibilities

Recess, lunch, building assistants, support and custodial staff

- Work together with coach and classroom teacher to determine roles and responsibilities together
- Review BIP's and special circumstances
- What to do if / when
- Prerequisites / Social skills / Routines

Establishing Clear Expectations



What can you do better when
establishing “clear expectations” in
your setting?

Training

Staff Training: Rationale

- Lack of pre-service training for teachers and other staff
- Should be based on specific needs of staff (what do they need to know to obtain good outcomes and implement with fidelity):
 - Background/conceptual knowledge
 - Teaching procedures
 - General teaching procedures
 - Error correction
 - Specific program/curriculum (e.g., mand training, procedures for specific intensive teaching programs, Direct Instruction/Group Instruction, etc...)
 - Behavior intervention procedures
- Plan ahead for time allotment

Training for Classroom Staff

- Intensive Skills Training in Applied Behavior Analysis “Boot Camp”
- QBS Safety Care training
- VB-MAPP Administration and Programming
- Group Instruction/Direct Instruction
- Using Fidelity Checklists
- Behavior Management and BIP’s
- Natural Environment Training

Training for School Staff

- Intensive Skills Training in Applied Behavior Analysis “Boot Camp”
- QBS Safety Care training
- Autism 101
- Biographies
- Basic Operants
- Link between programming and gen ed curricula/PA Core Standards
- Data Collection Overview
- Behavior Protocols & Basic ABA Principles

Training for Parents/Family Members

Meaningful family engagement will only occur if parents are well informed and are provided with the skills to be an active member of the team.

- Intensive Skills Training in Applied Behavior Analysis “Boot Camp”
- Behavior Protocols & Basic ABA Principles
- Data Collection Overview and How We Use to Make Data Based Decisions
- Programming for their Child – VB-MAPP

Training



What are your training needs and how will you meet them this year?

Treatment Fidelity

Treatment Fidelity / Fidelity Checklists

- Critical component of any program is that it is implemented with fidelity AND CONSISTENCY!!
- Individualize checklists for students
- Review with staff / discussions (daily)
- Ask questions
- Share with leadership team and anyone going in to AS classroom
- Different staff can complete, non judgmental – did you see it - Y/N (walk throughs)
- Allows for objective measure of whether things are being done as intended (with fidelity)
- Leads to specific feedback that allows staff to know what they need to change
- Makes everyone accountable!

Autism Initiative Site Review: A Helpful Classroom Fidelity Checklist

Main Content Areas:

- Classroom Organization
- Consultation/Training
- Family Engagement
- Inclusive Practices
- Instruction
- Behavior Interventions

Classroom Organization

- Classroom Schedule
- Cues for Staff
- Team Meetings
- Classroom Environment (organization, reinforcer control, appropriate seating)
- Instructional Materials
- Data Systems:
 - Program books
 - Assessments
 - Balanced programming derived from assessment
 - Behavior Data
 - Mand Training Data (acquisition and frequency)
 - Intensive Teaching data (cold probe data, skills tracking, cumulative graphs)
 - Data-based decision making
 - Data on other instruction/curricula

Consultation and Training

- Training system in place with documented evidence
- Guided practice available for classroom staff
- Set procedures for expected teaching behaviors
- Concern for treatment fidelity

Family Engagement

- Training systems in place for family/community members
- System of communication:
 - Keeps families informed about child's progress
 - Allows families to provide feedback and information to staff

Inclusive Practices

- Systematic approach to participation in general education curriculum
- Data systems to monitor student progress
- Collaboration between special Ed and gen Ed staff
- Instructional content relevant to general education setting
- Materials used similar to those used in general Ed setting (with necessary modifications)

Instruction

- Instructional Control
- Mand Training
- Intensive Teaching
- Natural Environment Training
- Vocal Training
- Direct Instruction
- Fluency Training
- Group Instruction
- Social Skills Training

Behavior Interventions

- FBA for ALL students with significant problem behavior
- Behavior interventions derived from functions identified in FBA
- Behavior intervention design that includes all components for effectively reducing problem behavior

Treatment Fidelity Checklist Examples

Classroom Fidelity Checklist

Date: _____ Staff: _____	YES	NO	N/A
Observer 1: _____ Observer 2: _____			
1. Is the schedule in a central location easily visible to all staff?			
2. Does it specify all staff members?			
3. Does the schedule include specific student assignments?			
4. Does the schedule include specific area of instruction?			
5. Are time intervals no greater than 30 minutes?			
6. Does it specify instructional programs to be taught for at least 75% of the intervals?			
Total Intervals with Instruction Specified: _____ x100= Total Intervals			
7. Does the schedule provide adequate time allotment for instructional programs for ALL students based on each individual student's needs?			
8. Is schedule being followed by staff?			
9. Does the schedule correlate with instructional programs and materials?			
<u>Total Correct</u> x 100= 9	_____ %		
Notes:			

Intensive Teaching Fidelity Checklist

Date: _____ Staff: _____	YES	NO	N/A
Observer 1: _____ Observer 2: _____			
1. Was instructional area neat and sanitized?			
2. Did instructor have all materials needed for instruction organized and ready?			
3. Did instructor have a variety of valuable reinforcers available?			
4. Did session begin with delivery of reinforcement or an opportunity to mand?			
5. Did instructor gradually fade in the demands/tasks presented?			
6. Did instructor use fast-paced instruction (no more than 2 seconds between student's response and your next instruction)?			
7. Did instructor mix and vary instructional demands (no more than 3 of the same operant/task in a row)?			
8. Were easy and difficult tasks interspersed at the appropriate ratio? Easy/hard ratio: _____			
9. Did instructor use a natural tone of voice?			
10. Did instructor reinforce at set VR schedule? VR: _____			
11. Did instructor use 0 second delay prompts for teaching targets?			
12. Did instructor re-present the instruction followed by a 0 second delay prompt when errors occurred?			
13. Did instructor prompt student if no response occurred within 2 seconds for a previously mastered item?			
14. Were prompted trials followed by a transfer trial, easy trial(s), and a check trial?			
15. Did instructor differentially reinforce (better reinforcement) target responses?			
16. Did instructor differentially reinforce (better reinforcement) quicker and more independent responding?			
17. If problem behavior occurred, did instructor not remove the demand and follow through by keeping the demand on?			
18. Did instructor deliver less reinforcement following run through's that required extinction (keeping demand on)?			
<u>Total correct</u> x100= 18	_____ %		

Staffing

Effective Staffing: Considerations

- PA School Code § 14.105 regarding Personnel states the maximum number of students allowed on a teacher's caseload is 8 and 12
- Minimum 2 paraprofessionals

Effective Staffing: Considerations

Is mandate enough?

- Safety Concerns
- Instructional / Educational Benefit
- Utilizing PCA's
- Make the most of outside agency staff
- Train student volunteers



- Families are critical to student success!
- Family trainings
- Encourage communications
- Parent Resources
- Share student targets and behavior plans

Together Everyone Achieves More



**What can you do better this year to
communicate with and involve families?**

Speaking Up for Every Child

- National PTA Standard 4 – *“...ensure that students are treated fairly and have access to learning opportunities that will support their success.”*
- Every child also needs someone who will step in and look out for him or her as an individual.

To be an **advocate** for children...

- Help the student / family set goals and plan for the future
- Provide the student with prerequisite skills / program and help the family / student select courses that match his or her goals
- Provide resources that allow families to ensure student gets assistance they need (e.g., medical attention, counseling, outside therapies)



1. What do I do currently do to Supervise for positive Outcomes and student success?
2. How can I better Supervise for positive Outcomes and student success?



Contact Information



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