

## The Connection Between Intensive Behavior Support and Instruction for Learners with Autism



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## Participant Objectives

- To define ways to integrate effective instruction with intensive behavioral supports for students with significant behavioral challenges
- To identify the types of students appropriate for a center-based, intensive behavior Autistic Support Program
- To list types of staff and facility resources which promote success in a center-based program for students with significant behavioral challenges



## Meet Our Presenter Panel

**Mary Beth Urban**, M.Ed, Supervisor of Autistic Support Program

**Carolyn Bruey**, Psy.D., BCBA, Supervisor of School Psychologists and Applied Behavior Analysis Consultants

**Rachael Kelly**, M.Ed., Special Education Consultant

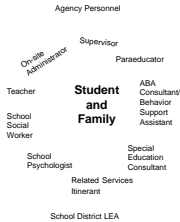
**Tammy Maher**, BCBA, Applied Behavior Analysis Consultant

**Pamela Keene**, BCBA, Applied Behavior Analysis Consultant



## Manheim Education Center





## Manheim Education Center (MEC) Evolution

- Purpose of the program
  - Provide more localized program for students whose challenging behaviors presented school personnel with needs unable to be met in the general education setting
  - Goal is always to move back to a lesser restrictive environment
- How did we get here?
- Lessons learned from the history



## Manheim Education Center Evolution

- Who was involved in initiating the center's development?
- Where did the program need to be housed?
- How were stakeholders included throughout the process?



## Manheim Education Center Evolution

- How did we determine which students could benefit from such a program?
  - Students currently being served in center-based as programs
  - Initial process to guide IEP teams in determining if MEC is an appropriate placement; students currently in more traditional AS classrooms



Manheim Education Center  
Current Process for Transitioning  
New Students Prior to Arrival

- Referral received and reviewed by Program Supervisor and MEC On-site Administrator
- Contact made with referring entity to set up initial meetings and visits
- Interviews/Information gathering about behavior across settings and other supports and services currently being accessed



Manheim Education Center  
Current Process for Transitioning  
New Students Prior to Arrival

- Behaviorally
  - Data Review
  - Observation in Current Setting
  - Participate in Meetings Prior to Entry
  - Using Gathered Information, begin to set up data sheets to take baseline data and propose immediate IEP revisions
  - Engineer the environment in anticipation of student's arrival



Manheim Education Center  
Current Process for Transitioning New  
Students Prior to Arrival

- Behaviorally
  - Preliminary staff training for classroom/building staff to prepare for student entry
  - Obtain reinforcers



Manheim Education Center  
Current Process for Transitioning  
New Students Prior to Arrival

- Behaviorally
  - ABA Consultants' Role in Initial Days
    - Reinforcer Profile
    - Standardized Assessments for Behavior and Instruction
  - Consult with Special Education Consultant and School Psychologist
  - Baseline Data Collection including Analog Analysis
  - Develop/revise a draft behavior support plan



## Manheim Education Center Current Process for Transitioning New Students Prior to Arrival

- Instructionally
  - Consult with the ABA Consultants and teacher about assessments
  - Revise the IEP
    - Goals/Objectives
    - Specially Designed Instruction
    - Transition and Vocational Planning
  - Monitoring instructional progress in relation to behavior data
  - Coach Teachers during instructional sessions



## Communication

- Administrators
- Support Team
  - On-going
  - Meetings
- Classroom Personnel
- Stakeholders
  - Weekly emails
- Agency Personnel
  - In-class
  - ABA Consultants attending physician meetings



## Facilities

- What does the space look like?
  - Classrooms
  - Evaluation Room
  - Sensory Room
  - Vocational Room
  - Cafeteria
  - Itinerant Room
  - Gym
- Access to community in walking distance

## Staff Make-up Support Team

- Program Supervisor
- On-site Administrator with BCBA
- Program Assistant
- School Nurse
- 2 ABA Consultants with BCBA's
- 1 Behavior Support Assistant
- 1 Lead Para-educator
- 1 Special Education Consultant
- 1 School Psychologist (BCBA)
- 1 School Social Worker
- Speech Therapist (Based at MEC)
- Physical Therapist
- Adaptive PE Teacher
- Occupational Therapist

## Staff Make-up-Classroom-based Capped at Four Students

- Teacher
- 2 Full-time paraeducators
- Personal Care Assistants (1:1)
- Agency staff - TSS



## Professional Development

- In addition to professional development expected for all teachers/paraeducators
  - Safe Crisis Management Training
  - On-site mini-modules
  - Weekly after-school individual behavior plan meetings
  - In-situ coaching/modeling



## What We've Learned After Year One

- *Chicken and Egg Syndrome*
- Need to take the time to prepare for student entry AND transition to lesser restrictive setting
- Exit criteria for IEP teams to consider a lesser restrictive environment is necessary from the beginning
- Safety is the most critical aspect for both students and staff; knowing the setting's limitation
- Learning to maintain the fidelity of the classroom schedule
- Need to maintain perspective of what lesser restrictive settings and programs look like and what we are striving for
- Need to provide CONSTANT support to staff



## What's Next?

- Take what we have learned and revise / enhance
  - Safety – Preventive Strategies
  - Entrance and Exit Criteria
- Continue to enhance communication among all stakeholders
- Work with other IU departments and districts on a 10-year facilities/program plan



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