

We're All in This Together: Effective Student-Centered Teaming

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Camp Hill School District

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-2nd year in Camp Hill School District

Stacey Johnson
-Speech and Language Therapist
-9th year in Camp Hill School District, 12th overall

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-Instructional Aide
-8th year in Camp Hill School District


The Pineapple Room

What is the Pineapple Room?

- Autism Support Classroom including some students with other developmental delays
- First time that our district ever has had a classroom like this – students who required these types of supports used to be educated at specialty schools outside of the district

Why the Pineapple Room?

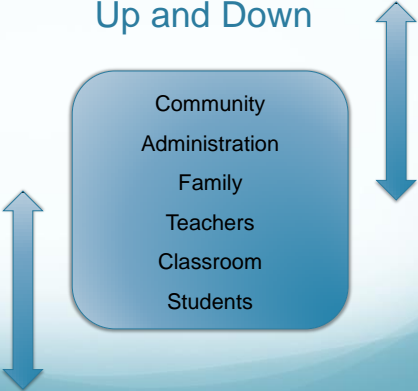
- Ms. K.'s room?
- Welcome
- Friendliness
- Visual that our students could refer to



What Makes Our Team Unique?

- PaTTAN Autism Initiative Intensive Skills Training: 3 day training that provided us with base , we attended as a team
- Approachable
- Willing and open to learn the skills that allow us to be more effective with our students
- Accepting/Supportive of each other's work
- We get along with one another
- Other teachers want to come in our room
- As teachers, we made sure to be a visible part of our school
- Extremely out of the box for our district – forced us to be open and, in a sense, re-learn everything we had known

Up and Down



Community
Administration
Family
Teachers
Classroom
Students

UP & DOWN

- Importance of school-wide knowledge
- Our PaTTAN consultants presented at an in-service for all elementary teachers in our district
 - Special Ed in-service rare in our district
- Regular education teachers were taking an interest in our new program
- Specials teachers took the initiative to create classes specifically for our students
- Parent Meetings with teacher and consultants
- Open-door Policy
 - Parental feedback and amazement from observation was a win-win scenario that allowed the parents to see their students succeed; that gave us the motivation and momentum to continue our work = true teamwork.
- Community
 - students are able to be educated in their home-school, which in turn allows them to be a part of their community – Tops Soccer, attend birthday parties of their peers, know people at Giant, have play dates with kids in their neighborhood, Jack is known as the "Mayor", etc.

Meetings with our students' general education classmates to educate and explain our students' similarities, differences, strengths, and how to be a good friend to them.

Our Classroom

Weekly Meetings

- Clear, written agenda
- True team approach

Discipline Team Meeting Agenda
9/17/13

I. Jack
Behaviors: hitting, kicking, hitting, spitting, etc.
*Other job is to PREVENT these behaviors from happening in the first place! Keep activities fun and engaging. Be flexible without such having complete control of the situation.

What to do when behavior occurs?

1. Make sure everyone is safe (other students)
2. SCHEDULE: Ignore until problem behavior is gone for at least 3 seconds. If it continues, you can spend this time talking to the other student that Jack may have tried to hit. If in Playgroup Room, simply ignore by turning away.
3. Show problem behavior then for at least 3 seconds, return to original task.
4. Do NOT talk about it. Do NOT explain why it was wrong for him to do that, etc. Simply move on!

*Please try to keep the adult attention to a minimum. For example, 2 people (Gabe and Jack) should not be hovering over Jack at all times. The more adult attention and direction he is receiving, the more he is going to act out.

Change partners: 1. Adult (Mr. White)

Handling problem behaviors: 1. Walk (Do NOT walk) - try to remain present whenever possible, use your best judgment about when it is necessary to have 2 adults present.

II. Mike

*Language needs will be given at the END of each 30 minute session.
*Mike can go on Story.com but the adult with him needs to be in charge of the device.
*Mike can turn the computer on and off ONCE.
*Mike can not interact with his before you start your session.
*Ignore all questions or comments from Mike regarding the computer.
*Mike needs a cue and should be used every time.
*If Mike has technical issues and failed on the computer (or something else), try:
 - something over your
 - ask Mike to him so you can rub his back or give him squishes while working with a separate person to help solve him.

Our Classroom, cont.

Organization

- Physical layout: created an open environment that allowed us to all be a part of students' successes (Example: group cheer as reinforcer for Jack when he signed for 'water')
- Everyone had a role and felt ownership of our classroom (library organizer, art organizer, clean environment, unwritten rule that we all pulled our weight)



Our Classroom, cont.

Communication

- "Shout-out's"
- Unspoken zero tolerance for negativity with students
- Constant communication with all team members – TSS's included
 - Sign language targets
 - Student interests ("I Like..." board)
- Openness and acceptability to say anything at any time

Classroom, cont.

- Adapted Specials
- Field Trips

Classroom, cont.

Speech

- Push-in model in our classroom, allows for collaboration and communication between team members
- Speech therapist is able to do sessions while instructional aides observe so they can carry over instruction throughout the week

Classroom, cont.

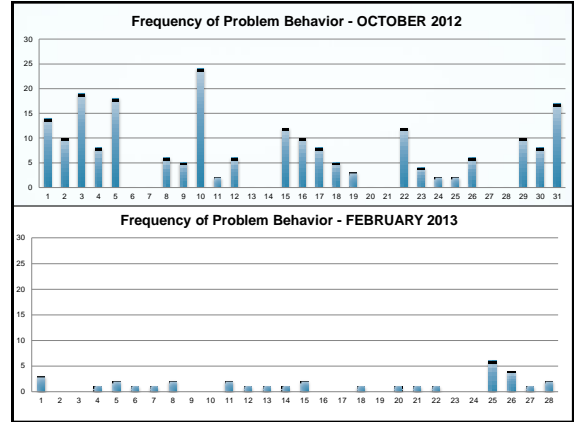
The Positive Pineapple Board: A bulletin board was created by a parent and TSS for teachers and students to write kind notes to one another, acknowledging successes and positive traits



AJ

Problem Behavior

- What do you do about problem behavior?
 - When you have instructional control and are instructing the student at the appropriate level, there should be no problem behavior.
- Daily programs
 - Specificity of programming = consistency between staff
 - Constant communication between all team members
 - Example: Extinction – support always available
 - Graphs of progress made



MIKE

TSS and Teacher Collaboration

- Regular Education teacher observed = higher expectations
- Students in Mike's class so open and accepting because of the tone set by regular education teacher
- TSS
 - Buddy System
 - [The Wheels on the Bus](#)
 - Has known Mike since he was 3 years old
 - She knows all of his interests, etc.

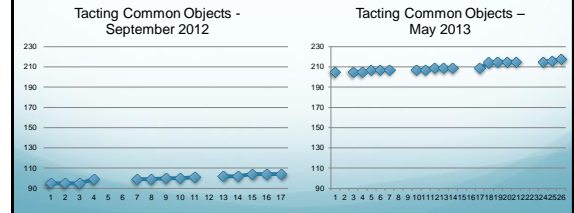
Team Collaboration

- Example: what were acceptable responses for "Show me 'waving'"

Mike's Progress

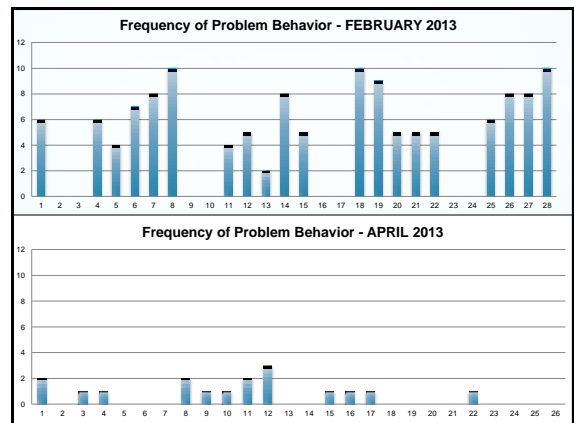
Beginning of the school year...

...End of the school year!



JACK

- Importance of using all of our classroom resources and staff
- A change in personnel and perspective helped reduce problem behavior and completely changed his instruction for the better



Jack's IEP Goals

Before:

- During structured activities, Jack will increase his prelinguistic skills by sorting objects by category (ie. colors, shapes, size, classification, function) 6 out of 10 times, with no more than 1 prompt, over 3 out of 4 consecutive trials.
- During structured activities, Jack will increase his prelinguistic skills by matching colors and shapes 7 out of 10 times, with no more than 1 adult prompt, over 3 out of 4 consecutive trials.

Current:

- When told to "Do This" and a motor movement either with or without an object is demonstrated, Jack will immediately imitate the motor movement for at least 60 imitations with 100% accuracy for 3 consecutive correct probes.
- When the motivation for an object or activity is strong, Jack will spontaneously request/mand for the object or activity using sign language for at least 40 different objects/activities for 3 consecutive occurrences across 3 days.

Closing Statements

- Our students have found a place they belong and can be successful.
- Our students are part of a positive environment in which negativity is simply not allowed.
- Each member of our team is a critical part of one common goal...Achieving great student outcomes!!!