“Implementing ABA Supports In a Missouri school district: A partial replication of the PATTAN Initiative.”

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Our History

District Programs Prior to Implementation of CLASS
• **Learning Centers** – academic and some social/EF support but not staffed for students who need increased adult support, mainly supplemental support
• **SEB** – significant social, emotional and behavioral support but deficits are not primarily due to a lack of verbal behavior skills
• **Life skills** – functional skills support, more intense needs in the areas of adaptive skills and functional academics

Gap in services for 2 specific student populations
• Low and/or functionally nonverbal
• Higher functioning with significant skill deficits in emotional regulation and/or social skills-sometimes need a “home base”

Both populations were struggling in existing service delivery model
How We Began

• Stacey Martin, Autism/Behavior Specialist, attended VB-MAPP training by Dr. Mark Sundberg in San Antonio in January, 2010

• Lee’s Summit hosted training on the VB-MAPP by Dr. Mark Sundberg, December, 2010

• Dr. Sundberg recommended we visit BACA (Behavior Analysis Center for Autism) in Indianapolis & Pennsylvania programming (PaTTAN)
• Started Email Correspondence with Mike Miklos

• Visited BACA Fall, 2011, attempted visit to Pennsylvania but nature did not cooperate!

• District developed planning team to develop new programming

District Planning Team

• Identified potential students and how to minimize school transfers
• Identified locations – maintain middle school/high school feeder system
• Determined level of adult support needed for effective implementation – BIG issue!
• 3 Schools, 4 Classrooms, 1 teacher per classroom, para support based on student need within each classroom, no greater than 1:2
Additional Support

• Autism/Behavior Specialists
  – Goal – 1 full day per week in respective classroom with increased support at beginning of the year

• Speech/Language, OT/PT
  – Continue individual services as well as providing group instruction and consultative support

CLASS was created!

Communication

Learning

And

Social Skills
The Training Begins!

- Abandoned the idea of travel to Pennsylvania and decided to bring Mike and Amiris to Missouri
- Mike and Amiris provided Boot Camp Training, May 2013 for 20 new CLASS staff
- Autism/Behavior Specialists provided training for remaining staff, August 2013
- CLASS opened its doors to students August, 2013

Critical Elements Year 1

- VB-MAPP assessments
- Errorless Teaching and Error Correction
- Replication of PaTTAN’s Program Notebook, Cold Probe Data System, Daily Graphing of Data and Card Sort System (vs. Mass Trial System)
- Implementation of ALL critical components with fidelity
Critical Elements Year 1

- Daily schedule that allowed for frequent intensive teaching sessions
- Philosophy on Inclusion – must be meaningful and related to generalization of acquired skills
- Ongoing opportunities for continued staff training and collaboration
- Focus for all staff on fluency of skills related to Errorless Teaching, Error Correction, Card Sort and Data Systems

Follow-Up with Mike and Amiris

- Finally! We visit Pennsylvania, November 2013 and observed 3 programs
- Mike and Amiris conduct program visits in Lee’s Summit, March 2013
- 2 ½ days Follow-up training for CLASS teachers, Autism/Behavior Specialists, and SLPs provided by Mike and Amiris based on observations, March 2013
Student Outcomes
Changes in MEAN Milestones Scores in 1st Year
(Sept thru Mid-May)

“Chad” Operant Data

Cumulative Tacts Acquired

Cumulative Skills Acquired

Cumulative Intraverbals Acquired

Cumulative Listener Responses Acquired

Cumulative Imitation Skills Mastered
“Rebecca” Operant Data

- One step gross motor imitation switched to two step on November 1 as one step had generalized
- Gross motor imitations with object generalized after three targets were mastered
“Rebecca” Case Study

Before program
• scrolled heavily
• lacked visual attention
• strong escape/protest behaviors (loud vocalizations, eloping, disrobing, heading butting/banging)

After program
• Increased confidence
• Improved hygiene
• Weight loss
• Significant improvement in behavior
• Wants to do “cards”-asks at home
• Improvement in attention to and following directions in natural environment
• Improved instructional control at home
• Increased spontaneous tacting in natural environment
• Mands in natural environment more consistent-significant decrease in scrolling
• Parents allowing more independence (attended overnight camp twice)
• Improved group attention behavior (unsolicited touch, stealing food)
“Nate” Case Study

Before program

- Very introverted
- Lack of social initiations, would only initiate to get wants/needs met
- Required increased adult support for routine activities
- Difficulty working independently
- Function of negative behaviors was to gain escape from demands and access to preferred items/activities
- Limited interactions with peers
- Unsuccessful working outside of 1:1 situations
“Nate” Case Study

After 1 Year
• More social, outgoing
• Significant increase in social initiations (greetings, play)
• Able to work at tasks independently until completed
• Travels school building independently, able to complete routine tasks independently
• Negative behaviors are almost non-existent
• Can effectively and efficiently mand to get wants/needs met
• Significant increase in social awareness – seeks assistance for others, comments on others’ emotions

“Nate” Case Study

• Paraprofessional saw “Nate” at Wal Mart on 2 separate occasions – he approached her and said, “Hello, Mrs. Dodd!”
• Lost game against peer – stated “I don’t want to play this anymore” rather than engaging in negative behaviors
• Last day of school, greeted Autism/Behavior Specialist by name, said, “I miss you! Tickle back please!”
• Better able to manage changes in his day, expected and unexpected
• Began using peer’s names to initiate interactions
• At end of year meeting, parent said, “I love this program! “Nate” is talking so much more and having conversations with me!”
Mistakes We Made Along the Way!

• Focused on vertical vs. horizontal growth on VB-MAPP, such as starting FFC before Tact Repertoire was adequately developed

• Started Direct Instruction too early

• Made Social Skills too much of a priority when time would have been better dedicated to ITT to develop prerequisite language skills

• Over-focus on “Mixing and Varying” and being “fast” during ITT caused lack of fidelity in errorless teaching and error correction procedures

• Did not make Instructional Control enough of a priority!

Planning for 2014-2015
Additions & Identified Needs

• 1 new additional “CLASS” classroom at PVE

• Areas of FOCUS (for teachers and specialists)
  – Behavior Protocols (Instructional Control)
  – Transcription
  – Direct Instruction
  – NET
  – Manding

Additional training from Mike & Amiris??? 😊
We would not be where we are without Mike & Amiris, and PaTTAN!