# Suffield Public Schools Consultation to Achieve Program
## *Spring 2020*

June 1, 2020

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**EASTCONN**
Where Learning Comes to Life
Psychological & Behavioral Consultation Services

# Introductions



**Ravit R. Stein, PhD, BCBA-D**
- Licensed Psychologist
- Board Certified Behavior Analyst
- Certified School Psychologist
- Director of Psychological and Behavioral Consultation Services

# Introductions



**Rose Jaffery, PhD, BCBA-D**
- Licensed Psychologist
- Nationally Certified School Psychologist
- Board Certified Behavior Analyst

# Introduction



**EASTCONN at-a-GLANCE**

**150** PROGRAMS & SERVICES **600** EMPLOYEES
**14** LOCATIONS **100+** STUDENT TRANSPORTATION VEHICLES

EASTCONN SERVES A REGION WITH:

**33** COMMUNITIES **36** SCHOOL SYSTEMS
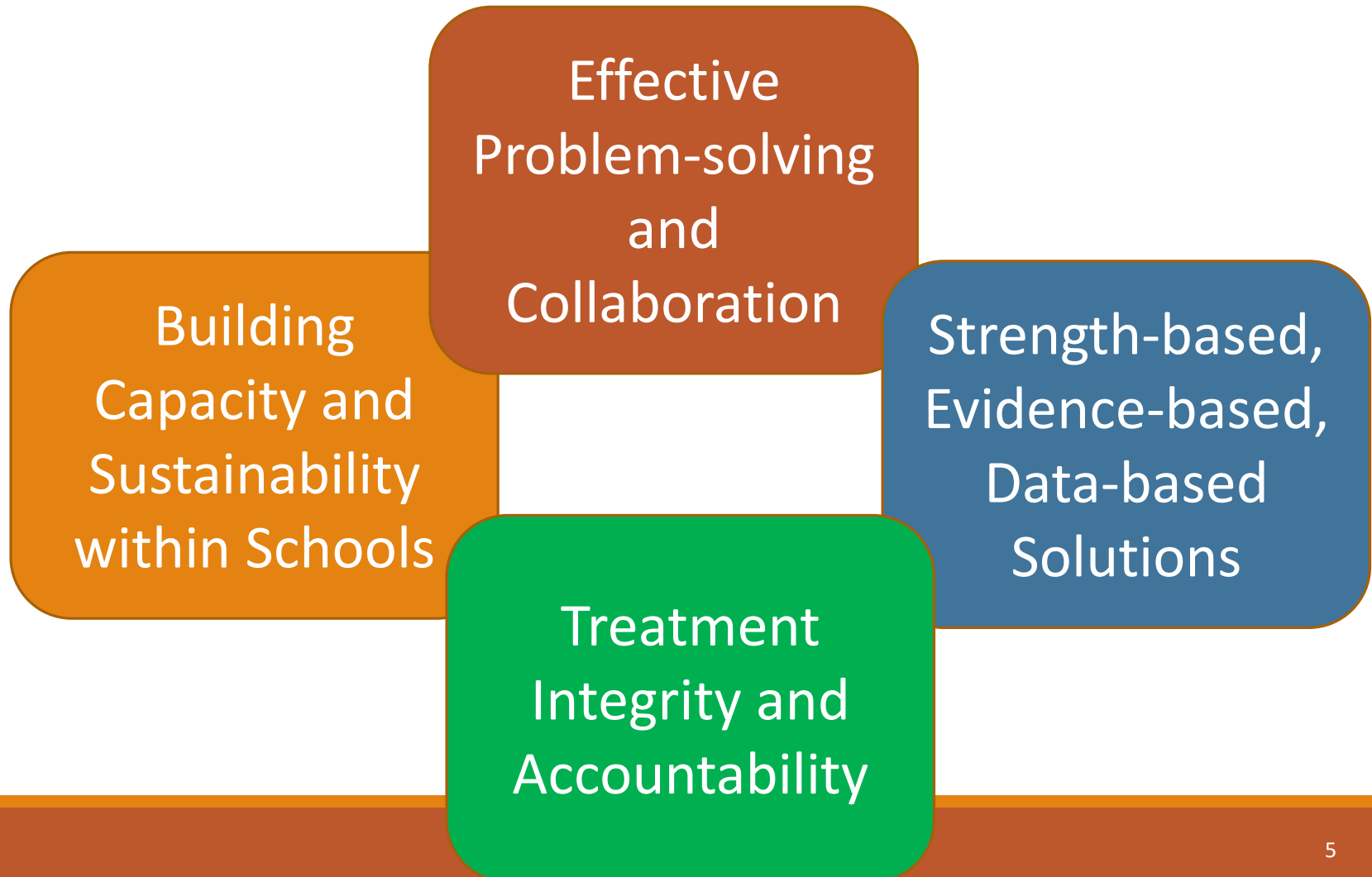**83** SCHOOLS **260** ADMINISTRATORS **2,948** TEACHERS
**38,818** PreK-12 STUDENTS **263,496** RESIDENTS

**EASTCONN's Psychological & Behavioral Consultation Services Department** offers assessment, consultation, and professional development in a variety of areas to support districts, programs, and individual student needs in maximizing student academic and behavioral outcomes.

# Our Core Values

Effective Problem-solving and Collaboration

Building Capacity and Sustainability within Schools

Strength-based, Evidence-based, Data-based Solutions

Treatment Integrity and Accountability

**Needs Assessment**

**October 2019:** elementary, intermediate, & middle school

- Interviews
- Permanent product review
- Observations
- Rating Scale:

*Adapted from APQI (2016)*

### Best Practices in Applied Behavior Analysis Programs

*Mark the extent to which each program component listed is **currently implemented** & its **priority for improvement**.*

| Implementation | | | Program Component | Priority for Improvement | | |
|---|---|---|---|---|---|---|
| In Place | Partially In Place | Not In Place | | High | Medium | Low |
| **A. Systems-Level Support:** The program has the systemic environmental, organizational, and structural supports needed to be effective. | | | | | | |
| | | | 1) **Roles & responsibilities** for those involved in the program have been clearly defined and staff have been trained in their roles (e.g., administrator, case manager, general education teachers, paraprofessionals, BCBA, school psychologist, SLP, OT, PT). | | | |
| | | | 2) The program has the **materials and resources** it needs to be successful and there is an efficient and timely process for purchasing new materials. | | | |
| | | | 3) Program includes personnel with **applied behavioral expertise** (e.g., Board Certified Behavior Analyst, school psychologist) | | | |
| | | | 4) There is adequate **staffing** to meet programmatic and student needs. | | | |

**EASTCONN**
*Where Learning Comes to Life*

# Results of ABA Rating Scale
## Oct. 2019



**ABA Rating Scale Results:** *Across Schools*

Percent Implementation

- Systems — 44%
- Evals & IEP — 92%
- Curriculum — 51%
- Progress Monitor — 71%
- Family Involvement — 75%
- Transition — 44%
- Behavior — 39%
- Teaming — 50%
- Training — 52%

Best Practice Domains for ABA Programs

**Priority Key:**
- = Low
- = Medium
- = High
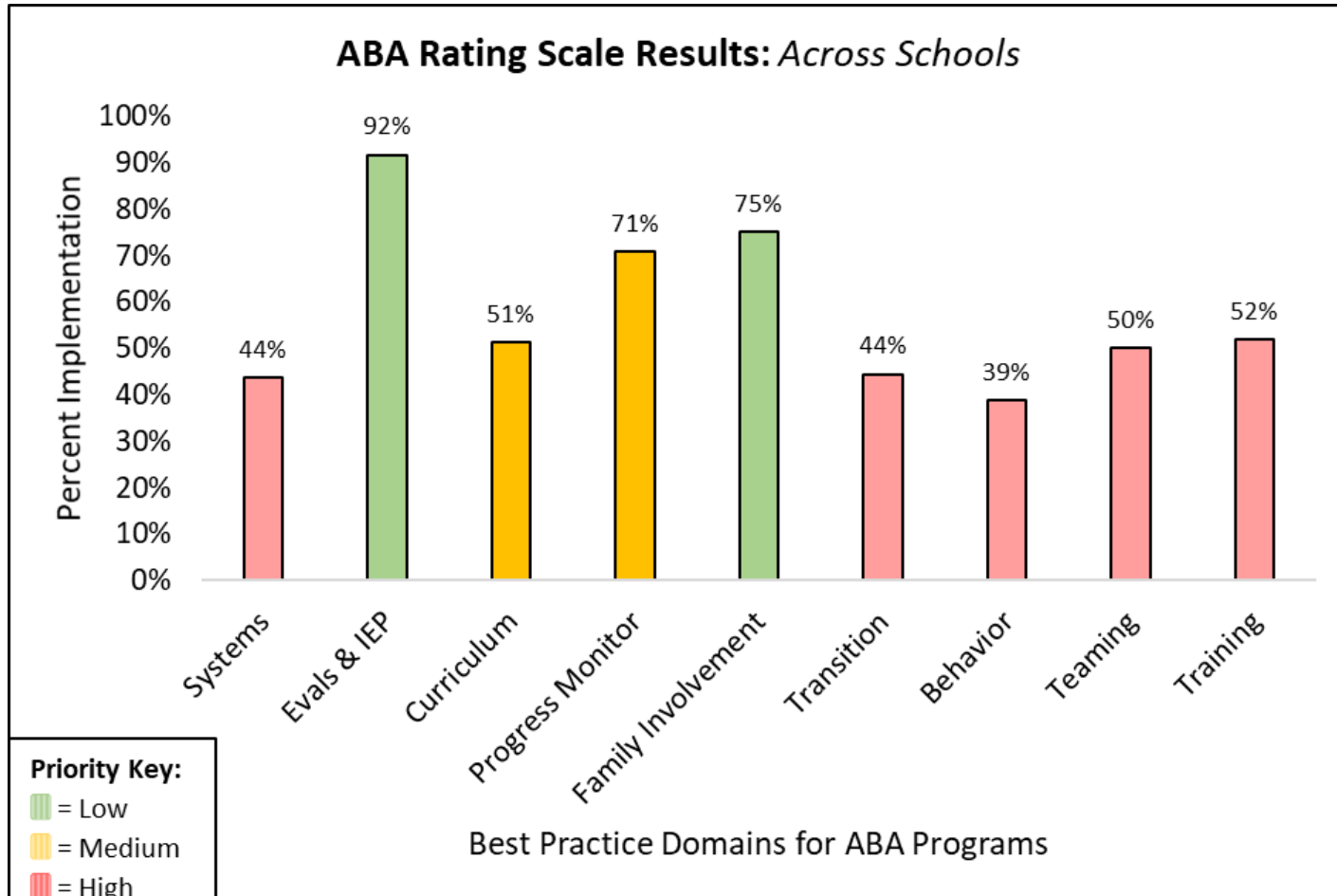
# Areas of High Priority

Systems

Transition

Behavior

Training

Teaming

# Focus Areas to Target:

## Systems:
- ❑ Clear mission statement
- ❑ Entry/Exit Process (e.g., inclusion/exclusion criteria)
- ❑ Roles & Responsibilities

## Transition:
- ❑ System of supports to facilitate transition between all schools
- ❑ Adjust supports to align with each school philosophy/structure

## Behavior:
- ❑ Program-wide behavior plan
- ❑ Outline individual behavior needs
- ❑ Target broader continuum of behavioral supports

## Teaming:
- ❑ Provide supports to ensure collaboration time is effective, efficient, and meaningful

## Training:
- ❑ Develop a flexible model of ongoing training for paraeducators, case managers, and general education teachers

# EASTCONN Consultation Timeline

**Meetings with District & Building Admins**
*(Feb-May 2020)*:
**6 meetings total**
*(every 2-3 weeks)*

**Meetings with BCBA Team**
*(Jan-May 2020)*:
**14 meetings total**
*(every 1-2 weeks)*

**Establish Goals for Spring 2020:**
- Entry & Exit Process
- Roles & Responsibilities

*Jan 2020*

**Overview of Example ABA Program Materials**

*Feb 2020*

**Admin Feedback on Example ABA Program Materials; Distance Learning**

*Mar 2020*

**Finalize Achieve Program Materials**

*May/June 2020*

**Share with Admin Team for Feedback**

*May 2020*

**Draft Materials for Achieve**

*April 2020*
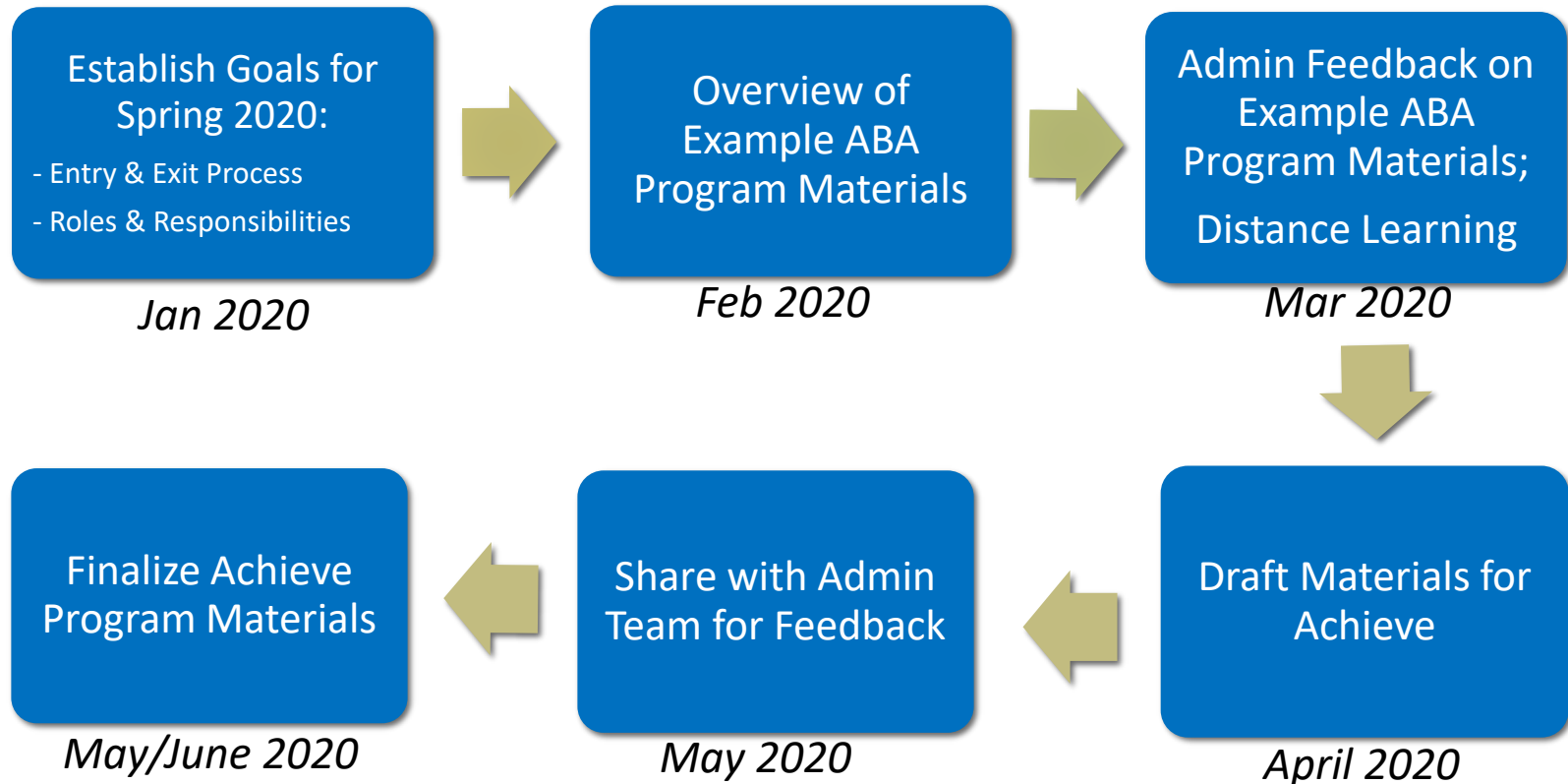
# Challenges

❖ **COVID-19**: School buildings closed unexpectedly since March 16

❖ Moved to **virtual meetings** starting March 24

❖ March consultation meetings shifted focus to provide resources to BCBA Team to help **facilitate distance learning/case management** for students in Achieve

## Systems:

### Mission Statement

To provide Suffield students who have unique learning challenges with a *high quality individualized educational experience* aligned with the principles of *applied behavior analysis* in order to maximize *learning*, promote *generalization,* and support *inclusion.*

# Deliverables

## Systems:

### Entry-Exit Process

### Roles & Responsibilities

# Transition:

## Facilitating Student Transitions Between Schools

**Suffield Public Schools**
**Achieve Transition Planning Guide**

Student: ___  Transition: From: SENDING SCHOOL To: RECEIVING SCHOOL

| Timeline | Plan of Action | Purpose/Goal | Person Responsible |
|---|---|---|---|
| October (of school year prior to transition) | • SENDING Case Manager meet with RECEIVING Case Manager<br>• SENDING SLP meet with RECEIVING SLP (or other services as appropriate) | • Consult with special ed and general ed teachers<br>• Observe classroom environments and services<br>• Meet/get to know student | • SENDING Case Manager & SLP<br>• RECEIVING Case Manager & SLP |
| November | • Case Conference/Team Meeting<br>• Begin adding to Helpful Tips for Working with Student (Google Doc) | • Identify Training Needs for staff (e.g., PD on AAC, curriculum, technology)<br>• Identify materials needed<br>• Identify environmental accommodations needed | • SENDING Case Manager & Related Services<br>• RECEIVING Case Manager & Related Services<br>• Administrator |
| TBD | • Parent Orientation at RECEIVING School | • To meet administration, tour school, review schedules<br>• Families participate in any PROGRAM large group meetings as appropriate | • Parents<br>• Administration |
| February | • Identify questions student has about the receiving school<br>• RECEIVING Sped Teacher to visit and observe SENDING School | • Observe program implementation, behavior plans, etc.<br>• Get to know student more | • SENDING SPED Teacher<br>• RECEIVING SPED Teacher<br>• BCBAs |
| February, March, April | • Conduct Assessments as Needed (e.g. AFLS, VB-MAPP, Essentials for Living Assessment) | • Update assessment and use findings to prepare goals and objectives | • SENDING Team<br>• BCBA |
| TBD | • Case Conference/Team Meeting | • Review evaluations (e.g. AT Eval) and next steps | • SENDING Team<br>• BCBA |
| May | • Case Conference with receiving team | • Review & revise proposed goals & objectives with receiving team<br>• Review any testing results<br>• Program book review | • SENDING Team<br>• RECEIVING Team<br>• BCBA |

**Helpful Tips for Working with (STUDENT)**

DATE(S) UPDATED:

| | (SENDING SCHOOL) | (RECEIVING SCHOOL) |
|---|---|---|
| CASE MANAGER: | | Insert once identified |
| STAFF: | | Insert once identified |
| RELATED SERVICES/OTHER TEAM MEMBERS: | | Insert once identified |

**PRIMARY MODE OF COMMUNICATION:**
• (CHILD) uses (gestures and verbal language/specific AAC device/etc.) to communicate

**MEDICATIONS/ALLERGIES:**
•

**STRENGTHS:**
•

**IDENTIFIED REINFORCERS:**
•

NOTE: Plan to conduct new preference assessment when student enters RECEIVING School

**IDENTIFIED SUCCESSFUL ACTIVITIES/PROGRAMS TO RUN/SUBJECTS:**
•

**IDENTIFIED DIFFICULT ACTIVITIES/PROGRAMS TO RUN/SUBJECTS:**
•

**IDENTIFIED CHALLENGING TIMES:**
•

BEHAVIOR: See Behavior Plan/Fidelity Tool for more detail
• Behaviors to be aware of:

# Deliverables

## Teaming:

### Action Planning to Facilitate Meeting Efficiency

## Achieve District Team Meeting

| Team Members Present | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Name**  Date: | 2/11/20 | 2/25 | 3/10 | 4/21 | 4/28 | 5/5 | 5/19 | | | | | |
| Diana Kelley (*Sp. Ed. Director*) | X | X | X | X | X | X | X | | | | | |
| Jennifer Maloney (*BCBA PreK-2*) | X | X | X | X | | | X | | | | | |
| Diane Juzba (*BCBA 3-12*) | X | X | X | X | X | | X | | | | | |
| Glenn McGraff (*Interim Sped Supervisor*) | X | X | | | | | | | | | | |
| Roxanne Pangallo (*Principal, Spaulding*) | X | X | X | X | | | X | | | | | |
| Jack Ferraro (*Assist. Principal, Spaulding*) | X | X | X | | | | X | | | | | |
| Kris Pryce (*Principal, McAllister*) | | X | X | X | | | X | | | | | |
| Melissa Todd (*Assist. Principal, McAllister*) | X | X | X | X | | | X | | | | | |
| Ken Smith (*Principal, Middle School*) | X | X | X | | X | | X | | | | | |
| Kimberly Munro (*Admin intern, Middle*) | | X | | | | | | | | | | |
| Dianna Kolodziey (*Assist. Principal, Middle*) | X | X | X | | X | | X | | | | | |
| Michelle Zawawi (*Assist Superintendent, Curriculum & Instruction*) | X | X | X | | | | X | | | | | |
| Gina Olearczyk (*Sped Supervisor PreK-5*) | X | X | X | X | X | | X | | | | | |
| Sharon Goulet (*Sped Supervisor, 6-12*) | | X | X | | X | | X | | | | | |
| Kelley Cashman (*MIS special ed teacher*) | | | | | X | | | | | | | |
| Morgan O'Malley (*MIS special ed teacher*) | | | | | X | | | | | | | |
| Rose Jaffery (*EASTCONN Consultant*) | X | X | X | X | X | X | X | | | | | |
| Ravit Stein (*EASTCONN Consultant*) | X | X | X | | X | X | X | | | | | |

# Deliverables

## Teaming:

### Action Planning to Facilitate Meeting Efficiency

| | Meeting Agenda & Notes | |
|---|---|---|
| **Date** | **Agenda:** Review Deliverables for This School Year | **Time** |
| 5/19 | • Review Goals from Needs Assessment (10 mins) | 11:30-11:40 |
| | • Review Deliverables: | |
| |    • Entry-Exit Process for Achieve Program (10 mins) | 11:40-11:50 |
| |    • Achieve Program Rubric (10 mins) | 11:50-12:00 |
| |    • Achieve Transition Plan Across Schools (15 mins) | 12:00-12:15 |
| |    • Behavioral Consultation Referral Form (10 mins) | 12:15-12:25 |
| | • Discuss Next Steps, any potential barriers to implementing these resources, and brainstorm solutions (30 mins) | 12:25-12:55 |
| | • Review Action Items and Meeting Evaluation (5 mins) | 12:55-1:00 |
| | **Notes:** | |
| | • Roadmap/timeline of how to roll out these documents, who to train, review the process with building-based staff<br>• Profiles of Students with Diverse Needs: do we need 2 programs to address these wide range of needs?<br>• Reviewed documents and the group shared feedback<br>• Each person will digest these materials more deeply and bring feedback for the next meeting | |

# Deliverables

## Teaming:

### Action Planning to Facilitate Meeting Efficiency

| | Action Plan | | | | |
|---|---|---|---|---|---|
| **Date** | **TASK** *(shaded items are complete)* | **WHO?** | **BY WHEN?** | 0=not started<br>1=partially<br>2=fully implem. | **Comments:** |
| 5/5 | • Finalize deliverables and send to admins | Rose, Jen, Diane | 5/15 | 2 | |
| 5/5 | • Schedule admin meetings: 5/19 (90 mins), 6/2 (60 mins) | Diana | 5/12 | 2 | |
| 5/5 | • Identify questions the Board has for us | Diana | 5/19 | 2 | |
| 5/5 | • Meet with Ken to discuss sped structure at middle school | Diane, Ravit | 5/8 | 2 | |
| 4/28 | • Finalize transition plan document<br>• Send to group to begin trialing use with students who are transitioning<br>• Continue adding to Barriers/Potential Solutions table (ongoing) | Rose, Jen, Diane | 5/5 | 2 | |
| 4/28 | • Follow up meeting to discuss structure of caseloads at the middle school | Diana, Ken | 5/12 | 2 | |
| 4/21 | • Provide feedback on sample transition plan for students across schools | Kris, Roxanne, Karen, Jack | 5/5 | 2 | |

### *Action Items Completed: 14/15 = 93%*

# Deliverables

## Teaming:

**Action Planning to Facilitate Meeting Efficiency**

| Meeting Evaluation | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Rating: 2 = Yes  1 = So-So  0 = No | | | | | | | | | |
| Date: | 2/11 | 2/25 | 3/10 | 4/21 | 4/28 | 5/19 | | | |
| Was today's meeting a **good use of our time** (did it start and end on time, did everyone arrive on time)? | 1.5 | 1.8 | 1.8 | 1 | 2 | 2 | | | |
| Overall, did we do a good job of **tracking** whether we're completing the tasks we agreed on at previous meetings? | N/A | 2 | 2 | 2 | 2 | 2 | | | |
| In general, have we done a good job of actually **completing** the tasks we agreed on at previous meetings? | N/A | 2 | 2 | 1 | 1 | 2 | | | |
| In general, are the completed tasks having the **desired effects** on student behavior? | N/A | N/A | N/A | N/A | N/A | N/A | | | |

*Meetings were a **good use of our time**: 1.7 (Yes)*
*We did a good job of **tracking** our tasks: 2 (Yes)*
*We have done a good job **completing** tasks: 1.6 (Yes)*

# Deliverables

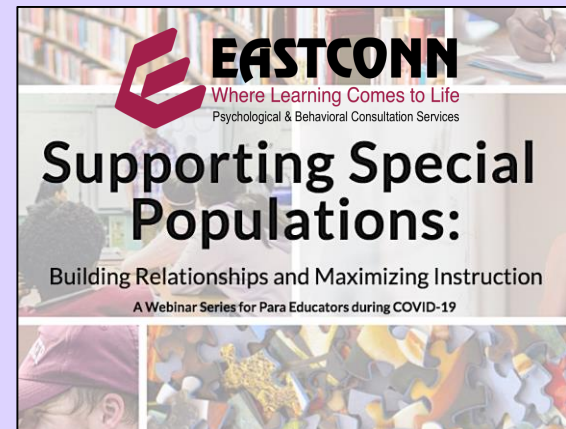## Behavior:

### BCBA Consultation Referral Form



## Training:

### Webinar Series for Paraeducators during COVID-19

Suffield BCBAs ran *virtual trainings and coordinated freely available trainings* for paras to view online, covering variety of topics:

- Overview of Autism Spectrum Disorder & ABA; Proactive Strategies for Engaging Students with ASD; Using Visual Supports; Intentional Steps to Independence; Applying a Trauma-Sensitive Lens to De-escalation; Effective Data Collection; AAC; PECS; and more!



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Supporting Special Populations:

Building Relationships and Maximizing Instruction

A Webinar Series for Para Educators during COVID-19

# Areas Targeted (Spring 2019):

✓ = Complete   ■ = In progress

**Systems:**
- ☑ Clear mission statement
- ☑ Entry/Exit Process (e.g., inclusion/exclusion criteria)
- ■ Roles & Responsibilities

**Transition:**
- ☑ System of supports to facilitate transition between all schools
- ☑ Adjust supports to align with each school philosophy/structure

**Behavior:**
- ☐ Program-wide behavior plan
- ☐ Outline individual behavior needs
- ■ Target broader continuum of behavioral supports

**Teaming:**
- ■ Provide supports to ensure collaboration time is effective, efficient, and meaningful

**Training:**
- ■ Develop a flexible model of ongoing training for paraeducators, case managers, and general education teachers

# Results of ABA Rating Scale
## Oct. 2019



**ABA Rating Scale Results:** *Across Schools (10/2019)*
*Priority Areas*

Percent Implementation

| Domain | Value |
|---|---|
| Systems | 44% |
| Transition | 44% |
| Behavior | 39% |
| Teaming | 50% |
| Training | 52% |

**Best Practice Domains for ABA Programs**

# Results of ABA Rating Scale
## Oct. 2019 – May 2020



**ABA Rating Scale Results:** *Across Schools (10/2019-05/2020)*
*Priority Areas*

Percent Implementation

| Systems | Transition | Behavior | Teaming | Training |
|---------|-----------|----------|---------|----------|
| 44% / 64% | 44% / 72% | 39% / 45% | 50% / 53% | 52% / 67% |

Best Practice Domains for ABA Programs

# Next Steps (2020-21):
## Further Development & Implementation

**Systems:**
- ❑ Roles & Responsibilities: implement training & fidelity tool; delineate for related service providers and paraeducators
- ❑ Create an orientation manual for the program

**Transition:**
- ❑ Implementation of protocol for transitions between schools
- ❑ Use transition/future planning tools with middle school students to address life skills deficits

**Behavior:**
- ❑ Program-wide behavior plan
- ❑ Outline individual behavior needs
- ❑ Target broader continuum of behavioral supports using MTSS
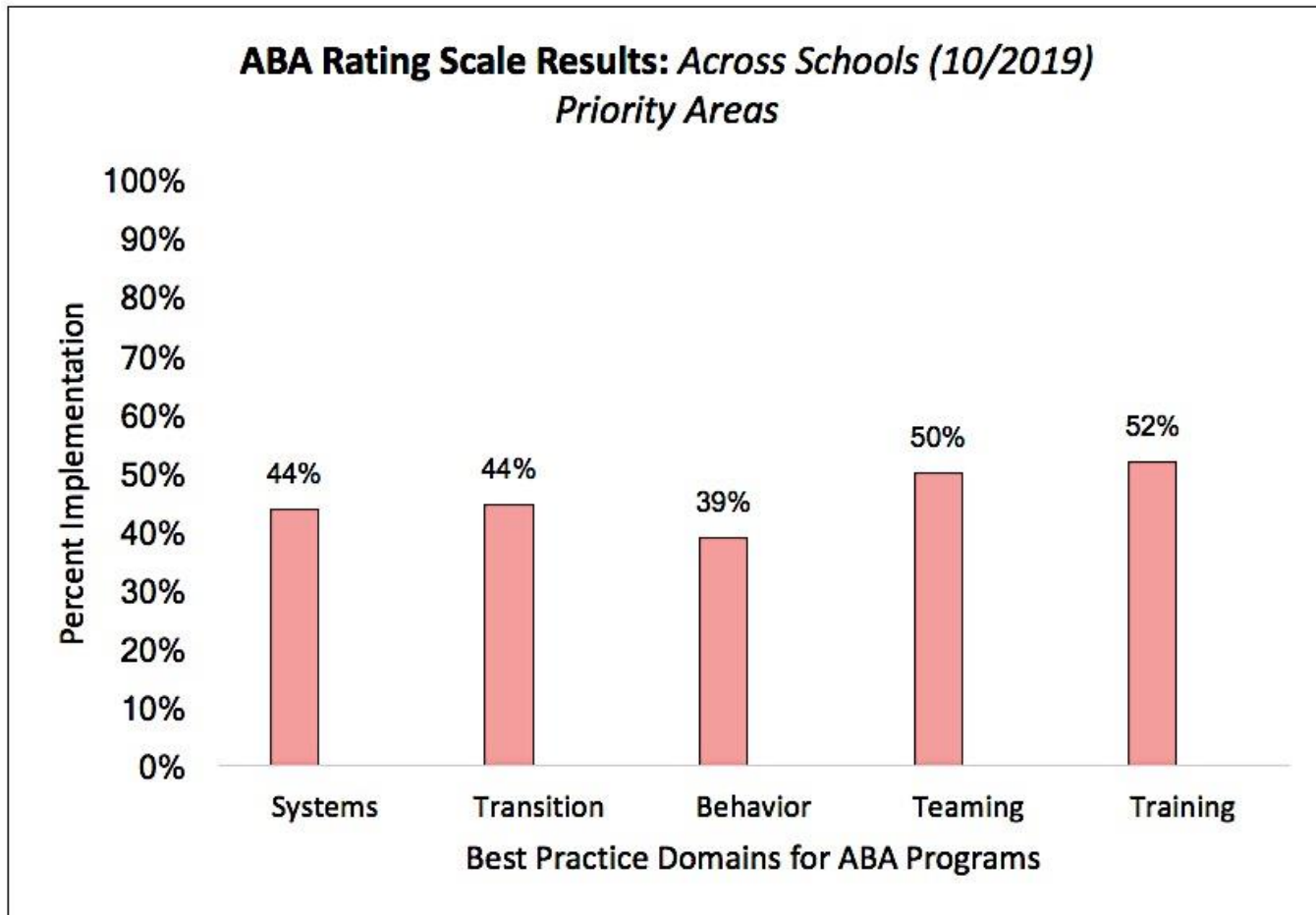
**Teaming:**
- ❑ Provide supports to ensure collaboration time is effective, efficient, and meaningful

**Training:**
- ❑ Develop a flexible model of ongoing training for paraeducators, case managers, and general education teachers
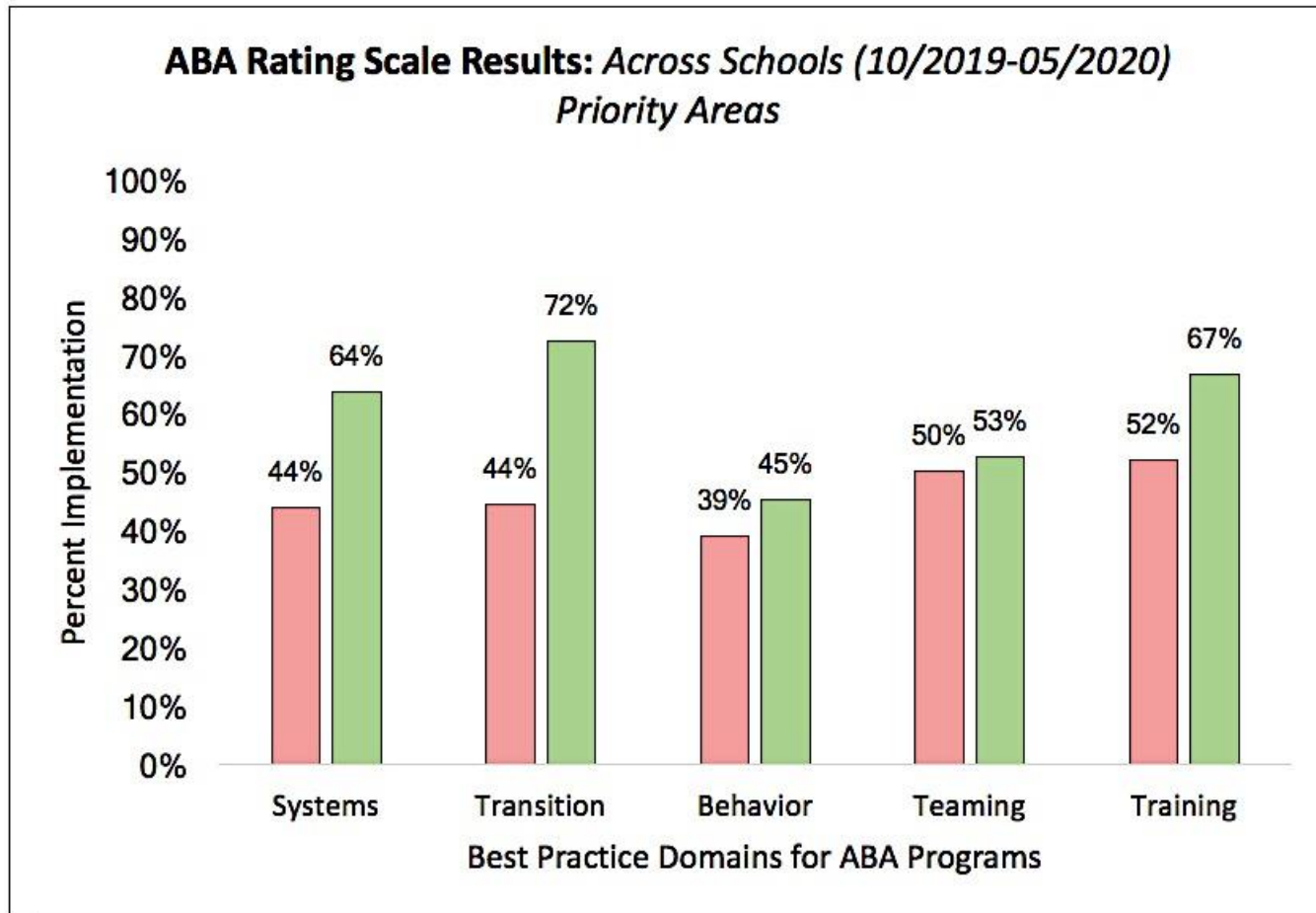
| Systems | Transition | Behavior | Training | Teaming |

# EASTCONN Consultation (2020-21)

➢ Continue teaming with BCBAs on bolstering **Achieve** in the areas of *Systems*, *Transition*, *Behavior*, *Training* & *Teaming* with a focus on **sustainability and implementation fidelity**

▪ PD for special ed and general ed teachers

➢**ABA Needs Assessment** at **high school**

➢ Support development of **Multi-Tiered Systems of Support (MTSS)** for **Behavior/Social Emotional Learning**

# Questions/Comments/Discussion

# THANK YOU!

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