



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

June 1, 2020

Rose Jaffery, PhD, BCBA-D  
Ravit Stein, PhD, BCBA-D

# 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

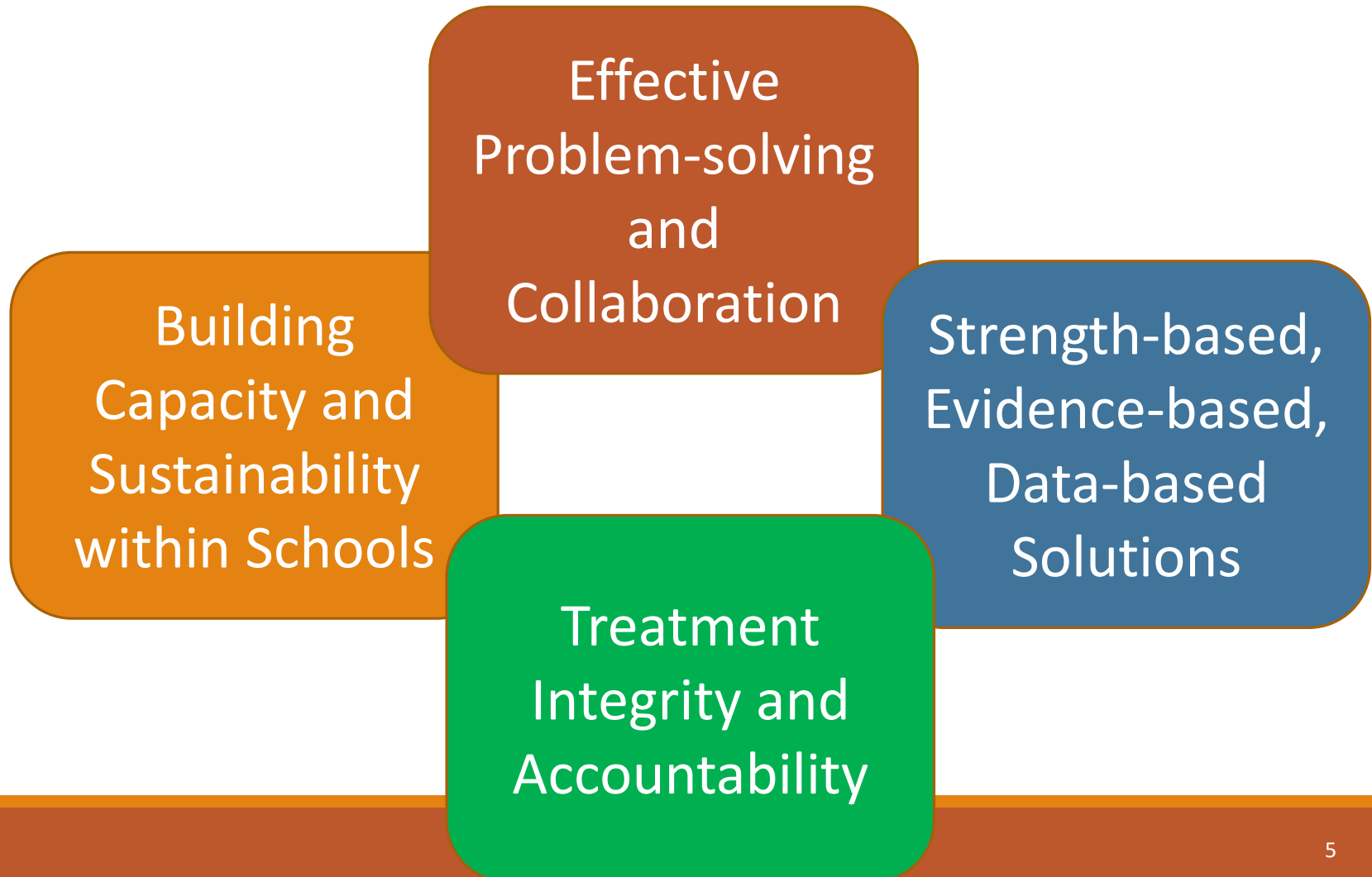
**38,818** PreK-12 STUDENTS   **263,496** RESIDENTS



**\*\*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

---



# Needs Assessment

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

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

## **Best Practices in Applied Behavior Analysis Programs**

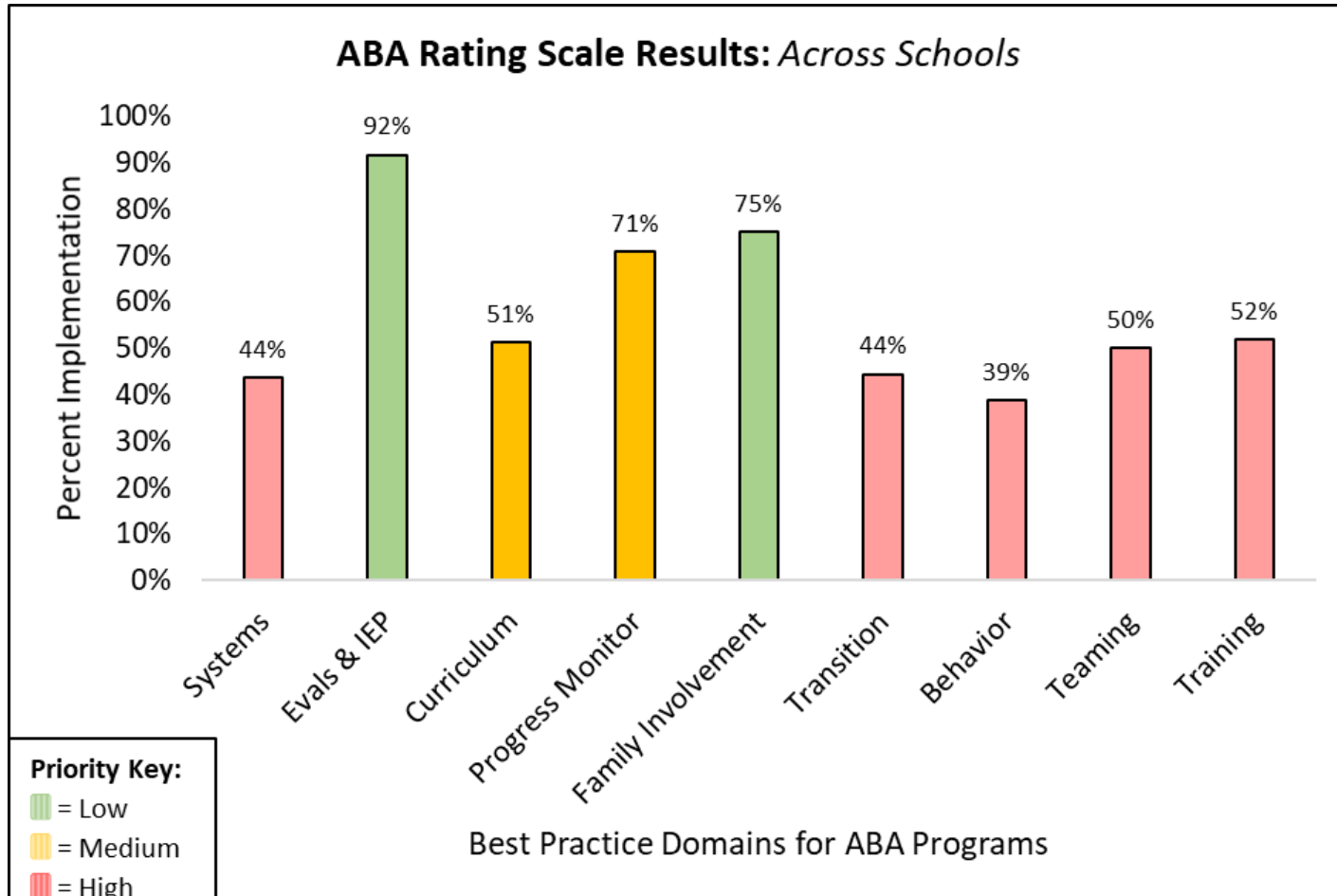
*Mark the extent to which each program component listed is **currently implemented** & its **priority for improvement**.*

Implementation			Program Component	Priority for Improvement		
In Place	Partially In Place	Not In Place		High	Medium	Low
<b>A. Systems-Level Support:</b> The program has the systemic environmental, organizational, and structural supports needed to be effective.						
			1) <b>Roles &amp; responsibilities</b> 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 <b>materials and resources</b> it needs to be successful and there is an efficient and timely process for purchasing new materials.			
			3) Program includes personnel with <b>applied behavioral expertise</b> (e.g., Board Certified Behavior Analyst, school psychologist)			
			4) There is adequate <b>staffing</b> to meet programmatic and student needs.			

*Adapted  
from APQI  
(2016)*

# Results of ABA Rating Scale

Oct. 2019



# 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

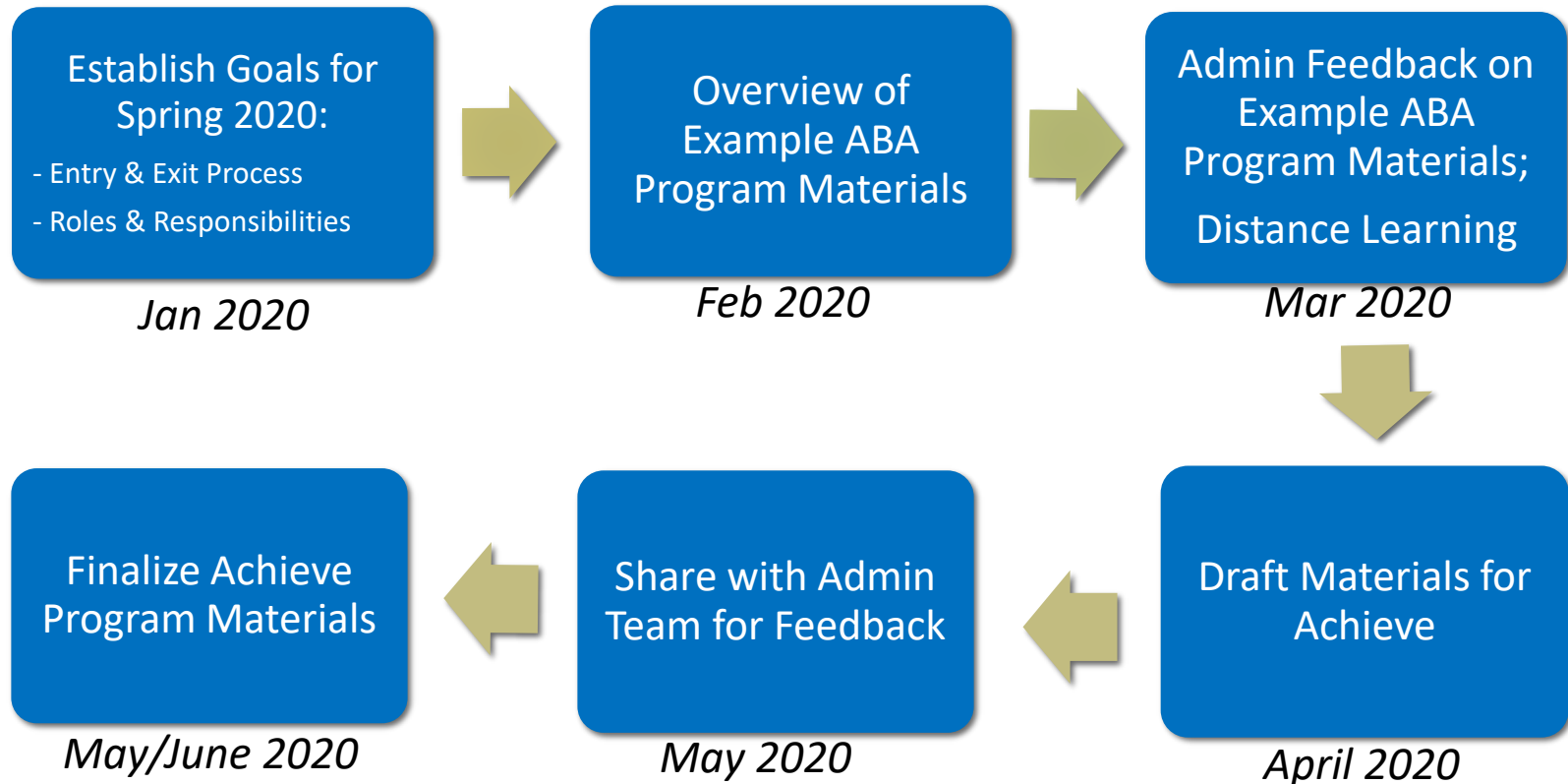
## Training:

- ☐ 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)



# 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

# Deliverables

## 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

Suffolk Public Schools
<b>Achieve Program Entry-Exit Process</b>
<b>Achieve Program Mission Statement</b>
To provide Suffolk students who have the most significant learning challenges with a high quality educational experience aligned with the principles of applied behavior analysis to maximize learning, promote generalization, and support inclusion.
<b>Who would be considered for entry into the Achieve Program?</b>
A. Diagnosis of Autism Spectrum Disorder or other disability impacting student's ability to learn incidentally, and
B. Students exhibit significant impairment requiring very substantial supports in one or more of the following areas (see rubric) as evidenced by formal assessment:
o functional communication (i.e., nonverbal/limited verbal skills, need for AAC)
o social interaction and pragmatic skills
o behavioral and emotional regulation
o adaptive daily living skills
o ability to acquire new skills incidentally
<b>Entry Process:</b>
1. Referral to the Achieve Program: Students are typically referred from Birth-to-Three, after a new diagnosis, when transferring from a similar program in another district, or upon presenting with instructional challenges aligned with the need for increased structure and predictability, discrete trial instruction, task analyses, etc. The PPT convenes and considers the Achieve Program. The following steps are conducted prior to making a decision regarding placement.
2. Record Review
o Recent evaluation data (within the last year) provides strong evidence that Autism related needs (verbal and non-verbal communication needs, pragmatic and social skills, sensory needs, stereotypical behaviors, and/or social emotional needs) or other disability impacting student's ability to learn incidentally skills are significantly interfering with the child's ability to access the general curriculum
o Data collection - may include but not be limited to:
o Parental Input
o PPT/IEP documents; Meeting minutes
o Functional Behavior Assessment (FBA)
o Behavior Intervention Plan (BIP)
o Academic performance
o Interpersonal/social skills
o Office disciplinary referrals
o Observations/Time on Task
o Frequency and intensity of classroom disruption
o Seclusion and Restraint Data
o Time out of classroom
o Current adult support required and whether student needs the adult supports

Updated 5/13/2020 1

### Roles & Responsibilities

<b>Achieve Case Manager Responsibilities</b>
<b>Overview paras</b>
o Creating and managing para and student daily schedules
o Adjusting para/student pairings based on staff and/or student absences across Achieve classrooms
o Ensure IEP goals and objectives are being worked on, accurate data is being collected and graphed, BIPs are being implemented with fidelity
o Observe and give feedback to paraprofessionals
o Modeling lesson plans/training para implementation of lesson plans
o Managing para lunch schedule
o Overseeing para professional development
<b>Cross-Disciplinary Meeting (weekly with C)</b>
o Create agenda, reach out to team members, add to agenda, take notes, action are completed in a timely manner
<b>Communicating with parents</b>
o Parent meetings (every 6-8 weeks), advance, make agenda, invite appropriate meeting, send notes out to team
o Student daily communication logs
o Daily progress or emergency updates
<b>BCBA meetings (weekly)</b>
<b>PPT</b>
o Academic, Social, Behavioral Testing
o Go to Patricia when PPT needs to be days in advance, take notes at PPT, when ready for review
o PPT report writing/Annual Reviews
<b>Program Books</b>
o Program book checks (2 per week)
o Maintain order and organization
o Ensure all academic/behavioral data is being tracked, if not, making adjustments
o Ensure graphing is updated
o Updating/Analyzing Behavior

<b>BCBA Roles and Responsibilities</b> (03/2020 Draft)
Train Special Education Teachers (Achieve Case Manager) and provide ongoing modeling, feedback and supervision on case management:
1. Scheduling Individual Student Daily Schedules, Program Reviews, weekly BCBA/STED Teacher meeting, weekly cross-disciplinary meeting, and parent meetings (every 6-8 weeks)
a. BCBA facilitates meeting with classroom teacher and Special Education Teacher to establish meaningful activities/zones of play for inclusion and individualized embedded targets. BCBA currently develops all individualized lesson plans, targets and data collection systems. Provides training for Special Education Teacher and Paraprofessionals. Ongoing supervision and feedback.
b. BCBA develops data collection system for program monitoring. Trains Special Education Teacher and Paraprofessionals. Ongoing supervision and feedback.
c. BCBA develops schedule for parent meetings every 6-8 weeks. Provides ongoing training and modeling of parent reminders, collaborating between home and school to create meeting agenda and BCBA models how to help the parent a time sensitive and productive meeting, to include follow up on any recommendations.
2. Assessment on Social, Behavior, Communication Skills (SBMAPP, AFIS)
a. Provide training for Special Education Teachers, School Psychologists and related services providers on relevant assessment.
b. Provide modeling and feedback on assessment and report writing.
c. Use this data and information to develop appropriate goals and objectives.
3. Behavior Assessment and Behavior Support Plans
a. Train building school psychologists (MMS) (psychologist in training), MS (C), SMS (L), SMS (H) on Functional Behavior Assessment and A-B-C Analysis. Provide ongoing training and feedback on a case by case basis.
b. Case by case basis, BCBA to take the lead on ABC analysis, Functional Behavior Assessment and Functional Analysis for complex learners.
c. Develop materials and visual supports for team members. Model, Assist, Observe and deliver feedback on appropriate use of the plan.
d. BCBA to develop and train school psychologists, Special Education Teachers, related services providers and paraprofessionals on data collection systems (raw data collection sheets, graphing, filing system for organization and to protect student confidentiality).

# Deliverables

## Transition:

### Facilitating Student Transitions Between Schools

Suffield Public Schools Achieve Transition Planning Guide Transition From: <b>SENDING SCHOOL</b> To: <b>RECEIVING SCHOOL</b>			
Timeline	Plan of Action	Purpose/Goal	Person Responsible
October (of school year prior to transition)	<ul style="list-style-type: none"> <li>SENDING Case Manager meet with RECEIVING Case Manager</li> <li>SENDING SLP meet with RECEIVING SLP (or other services as appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Consult with special ed and general ed teachers</li> <li>Observe classroom environments and services</li> <li>Meet/get to know student</li> </ul>	<ul style="list-style-type: none"> <li>SENDING Case Manager &amp; SLP</li> <li>RECEIVING Case Manager &amp; SLP</li> </ul>
November	<ul style="list-style-type: none"> <li>Case Conference/Team Meeting</li> <li>Begin editing to <a href="#">Helpful Tips for Working with Student</a> (Google Doc)</li> </ul>	<ul style="list-style-type: none"> <li>Identify Training Needs for staff (e.g., PD on AAC, curriculum, technology)</li> <li>Identify materials needed</li> <li>Identify environmental accommodations needed</li> </ul>	<ul style="list-style-type: none"> <li>SENDING Case Manager &amp; Related Services</li> <li>RECEIVING Case Manager &amp; Related Services</li> <li>Administrator</li> </ul>
TBD	<ul style="list-style-type: none"> <li>Parent Orientation at RECEIVING School</li> </ul>	<ul style="list-style-type: none"> <li>To meet administration, tour school, review schedules</li> <li>Families participate in any PROGRAM large group meetings as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> <li>Administration</li> </ul>
February	<ul style="list-style-type: none"> <li>Identify questions student has about the receiving school</li> <li>RECEIVING SpEd Teacher to visit and observe SENDING School</li> </ul>	<ul style="list-style-type: none"> <li>Observe program implementation, behavior plans, etc.</li> <li>Get to know student more</li> </ul>	<ul style="list-style-type: none"> <li>SENDING SPED Teacher</li> <li>RECEIVING SPED Teacher</li> <li>BCSAs</li> </ul>
February, March, April	<ul style="list-style-type: none"> <li>Conduct Assessments as Needed (e.g. AFLS, VB-MAPP, Essentials for Living Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>Update assessment and use findings to prepare goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>SENDING Team</li> <li>BCSA</li> </ul>
TBD	<ul style="list-style-type: none"> <li>Case Conference/Team Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Review evaluations (e.g. AT Eval) and next steps</li> </ul>	<ul style="list-style-type: none"> <li>SENDING Team</li> <li>BCSA</li> </ul>
May	<ul style="list-style-type: none"> <li>Case Conference with receiving team</li> </ul>	<ul style="list-style-type: none"> <li>Review &amp; revise proposed goals &amp; objectives with receiving team</li> <li>Review any testing results</li> <li>Program book review</li> </ul>	<ul style="list-style-type: none"> <li>SENDING Team</li> <li>RECEIVING Team</li> <li>BCSA</li> </ul>

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:		
<ul style="list-style-type: none"> <li>(CHILD) uses (gestures and verbal language/specific AAC device/etc.) to communicate</li> </ul>		
MEDICATIONS/ALLERGIES:		
<ul style="list-style-type: none"> <li></li> </ul>		
STRENGTHS:		
<ul style="list-style-type: none"> <li></li> </ul>		
IDENTIFIED REINFORCERS:		
<ul style="list-style-type: none"> <li></li> </ul>		
NOTE: Plan to conduct new preference assessment when student enters RECEIVING School		
IDENTIFIED SUCCESSFUL ACTIVITIES/PROGRAMS TO RUN/SUBJECTS:		
<ul style="list-style-type: none"> <li></li> </ul>		
IDENTIFIED DIFFICULT ACTIVITIES/PROGRAMS TO RUN/SUBJECTS:		
<ul style="list-style-type: none"> <li></li> </ul>		
IDENTIFIED CHALLENGING TIMES:		
<ul style="list-style-type: none"> <li></li> </ul>		
BEHAVIOR: See Behavior Plan/Fidelity Tool for more detail		
<ul style="list-style-type: none"> <li>Behaviors to be aware of:</li> </ul>		

# 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 ( <i>Sp. Ed. Director</i> )		X	X	X	X	X	X	X					
Jennifer Maloney ( <i>BCBA PreK-2</i> )		X	X	X	X			X					
Diane Juzba ( <i>BCBA 3-12</i> )		X	X	X	X	X		X					
Glenn McGraff ( <i>Interim Sped Supervisor</i> )		X	X										
Roxanne Pangallo ( <i>Principal, Spaulding</i> )		X	X	X	X			X					
Jack Ferraro ( <i>Assist. Principal, Spaulding</i> )		X	X	X				X					
Kris Pryce ( <i>Principal, McAllister</i> )			X	X	X			X					
Melissa Todd ( <i>Assist. Principal, McAllister</i> )		X	X	X	X			X					
Ken Smith ( <i>Principal, Middle School</i> )		X	X	X		X		X					
Kimberly Munro ( <i>Admin intern, Middle</i> )			X										
Dianna Kolodziey ( <i>Assist. Principal, Middle</i> )		X	X	X		X		X					
Michelle Zawawi ( <i>Assist Superintendent, Curriculum &amp; Instruction</i> )		X	X	X				X					
Gina Olearczyk ( <i>Sped Supervisor PreK-5</i> )		X	X	X	X	X		X					
Sharon Goulet ( <i>Sped Supervisor, 6-12</i> )			X	X		X		X					
Kelley Cashman ( <i>MIS special ed teacher</i> )						X							
Morgan O'Malley ( <i>MIS special ed teacher</i> )						X							
Rose Jaffery ( <i>EASTCONN Consultant</i> )		X	X	X	X	X	X	X					
Ravit Stein ( <i>EASTCONN Consultant</i> )		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:	
	• <a href="#">Entry-Exit Process for Achieve Program</a> (10 mins)	11:40-11:50
	• Achieve Program Rubric (10 mins)	11:50-12:00
	• <a href="#">Achieve Transition Plan Across Schools</a> (15 mins)	12:00-12:15
	• <a href="#">Behavioral Consultation Referral Form</a> (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
<b>Notes:</b>		
<ul style="list-style-type: none"><li>• Roadmap/timeline of how to roll out these documents, who to train, review the process with building-based staff</li><li>• Profiles of Students with Diverse Needs: do we need 2 programs to address these wide range of needs?</li><li>• Reviewed documents and the group shared feedback</li><li>• Each person will digest these materials more deeply and bring feedback for the next meeting</li></ul>		



# Deliverables

## Teaming:

### Action Planning to Facilitate Meeting Efficiency

Action Plan					
Date	TASK (shaded items are complete)	WHO?	BY WHEN?	0=not started 1=partially 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 • Send to group to begin trialing use with students who are transitioning • 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 <u>good use of our time</u> (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 <u>tracking</u> 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 <u>completing</u> the tasks we agreed on at previous meetings?	N/A	2	2	1	1	2			
In general, are the completed tasks having the <u>desired effects</u> 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

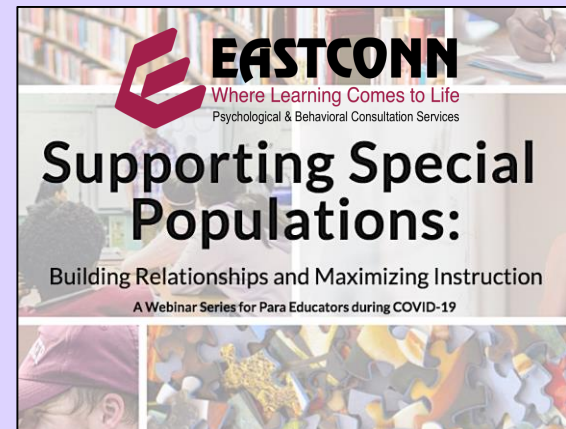
BCBA Consultation Referral Form	
Student Name: _____	Grade: _____ DOB: _____
Class Manager: _____	School: _____
Referring Individual: _____	
Check any formal support already in place for the student: IEP <input type="checkbox"/> 504 <input type="checkbox"/> Counseling <input type="checkbox"/> OT <input type="checkbox"/> PT <input type="checkbox"/> SLP <input type="checkbox"/> Social Worker <input type="checkbox"/> School Psych Other: _____	
Please note when behavioral concerns began: _____	
<b>Purpose of Referral:</b>	
<input type="checkbox"/> Development and implementation of Tier 1 Supports	<input type="checkbox"/> Development and implementation of Tier 2 Supports
<input type="checkbox"/> Observation and feedback of Tier 1 or Tier 2 supports	<input type="checkbox"/> Develop Behavior Data Collection
<input type="checkbox"/> Consultation for class wide behavior strategies	<input type="checkbox"/> Initiate FBA/BSP
<input type="checkbox"/> Development and implementation of Behavior Strategies	<input type="checkbox"/> Support to modify FBA/BSP
<input type="checkbox"/> Training on Behavioral Strategies	<input type="checkbox"/> Other _____
<b>Behavioral Concerns (Check all that Apply):</b>	
<input type="checkbox"/> Academic Progress	<input type="checkbox"/> Peer relationships
<input type="checkbox"/> Initiating tasks	<input type="checkbox"/> Emotional Regulation
<input type="checkbox"/> Organizational Skills	<input type="checkbox"/> Withdrawn
<input type="checkbox"/> Impulsivity/Hyperactivity	<input type="checkbox"/> Other _____
<input type="checkbox"/> Shout outs (taunts, unexpected comments, inappropriate language)	<input type="checkbox"/> Aggression towards people
<input type="checkbox"/> Preoccupation with items, activity, or individual	<input type="checkbox"/> Work refusal/non-compliance
<input type="checkbox"/> Leaving the area of instruction without permission	<input type="checkbox"/> Self-harm, Self-injurious behavior
<input type="checkbox"/> Off-task/distractible/impulsive	<input type="checkbox"/> Property Destruction
<input type="checkbox"/> Other: _____	

## Training:

### Webinar Series for Paraeducators during COVID-19

Suffield BCBA's 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!



# 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:

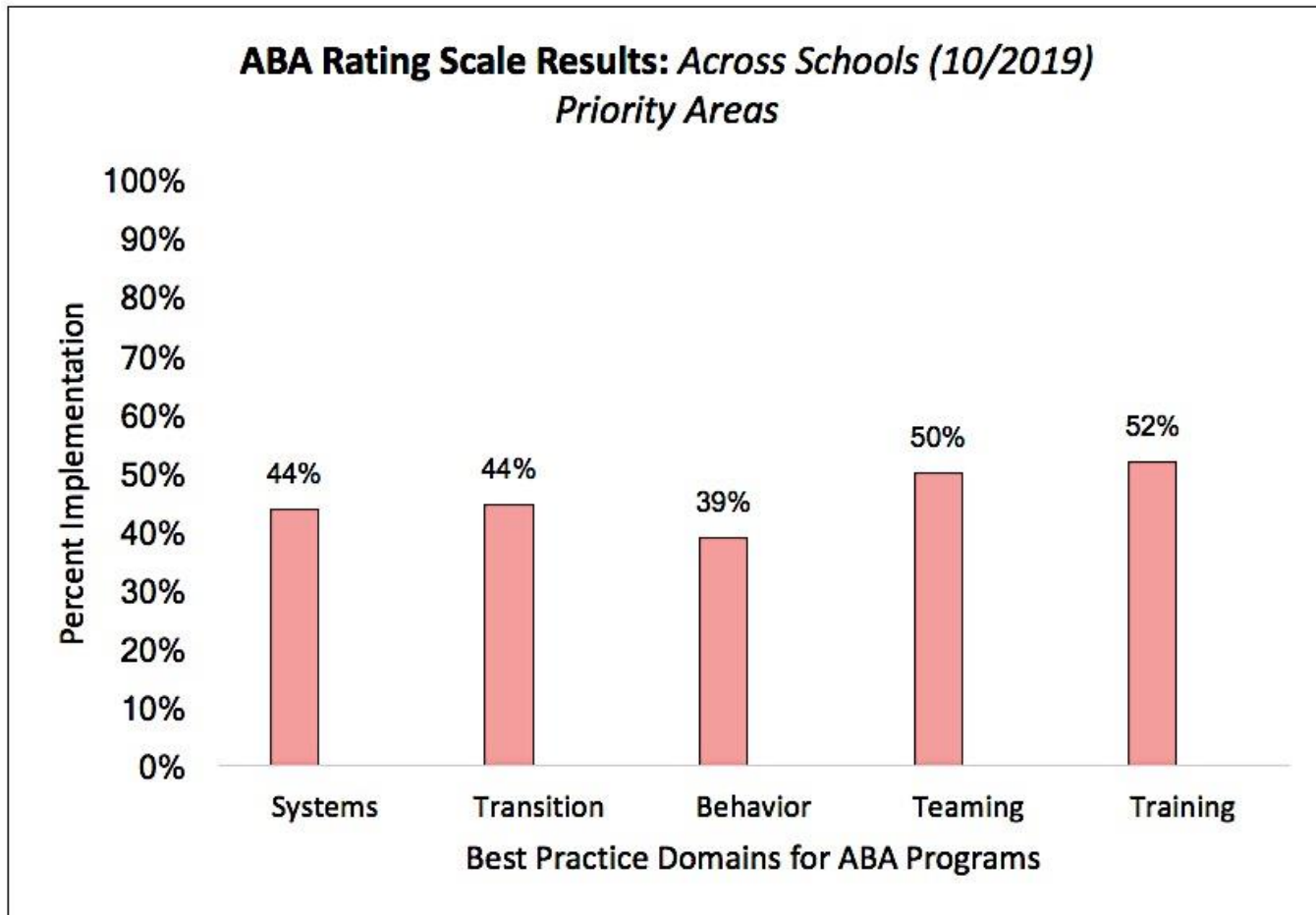
- Provide supports to ensure collaboration time is effective, efficient, and meaningful

## Training:

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

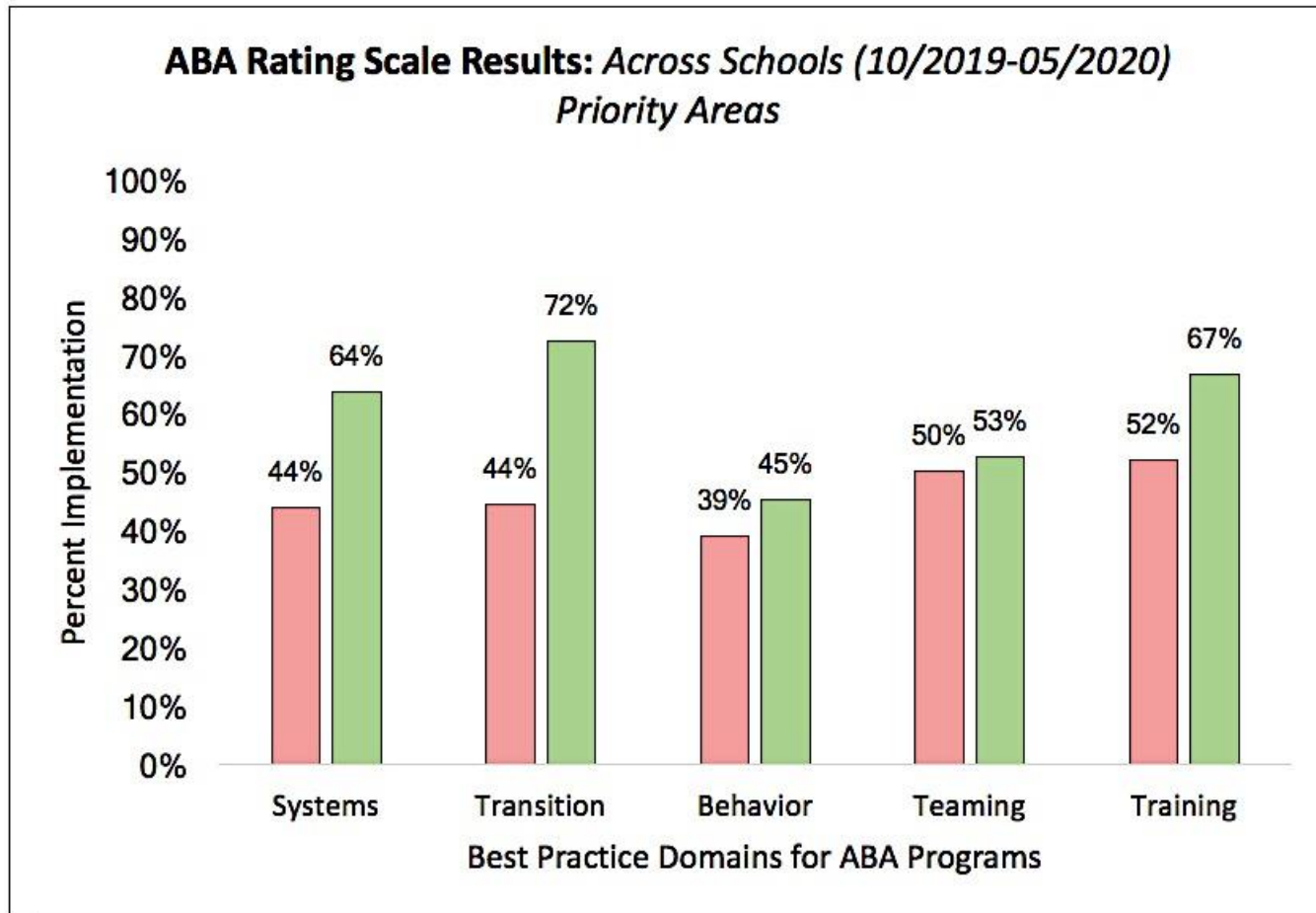
# Results of ABA Rating Scale

Oct. 2019



# Results of ABA Rating Scale

Oct. 2019 – May 2020



# 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!

Ravit R. Stein, PhD, BCBA-D & Rose Jaffery, PhD, BCBA-D  
EASTCONN Regional Education Service Center  
10 Commerce Drive, Columbia, CT 06237

Email: [rstein@eastconn.org](mailto:rstein@eastconn.org)

Website: [www.eastconn.org/pbc](http://www.eastconn.org/pbc)

