



# Dyads & Triads

November 9, 2022

# **Presenters**

**Calista Balbierer-  
Patton Autistic Support Teacher**

**Nicole Hamilton-  
Patton Life Skills Support Teacher**

**Katie Childs-  
UHS Life Skills Support Teacher**

**Rachel MacLatchie-  
Secondary Behavior Analyst**

**Shannon Brown-  
Supervisor of Secondary Special Education  
and Supervisor of Online Learning**

**Rachel Lomas-  
Elementary Supervisor of Special Education  
on Assignment**

# Dyads & Triads

At UCFSD, we are committed to growth and constantly reviewing our practices and procedures in search of better ways of supporting our students.

## Dyads & Triads Goal:

To help students develop skills that they can generalize across all settings to build independence and prepare them to succeed in the future.



# Previous Support Model

PCAs are assigned to a student at the start of the school year with the intent of the PCA and student being paired together throughout the year.

While our PCAs do an exceptional job connecting with and supporting our students, students work primarily with one PCA throughout the year which limits their ability to apply newly learned skills in novel settings.



# New Dyads & Triads Model



Students will have a team of 2 or 3 PCAs

- PCA assignments will continue to be based on a child's needs, personality, and skills.
- Team of PCAs will provide one-on-one support to students as outlined in each child's IEP on a rotating basis.
- PCA teams will have the opportunity to communicate with one another and the student's teachers regularly in order to share experiences, strategies, and levels of support that allow the students to be successful.

# Preparing Students for Life

## UCFSD Mission Statement:

To empower students to succeed in life and contribute to society.

### How does the dyads & triads model support our mission?

- Provides opportunities for generalization of skills across people
- Increases student independence within the school setting and community
- Increases student ability to self-advocate
- Increases student familiarity with more staff in the classroom in the event of absences
- Prepares students for post-secondary transition programs and adult programs where staff is regularly rotating





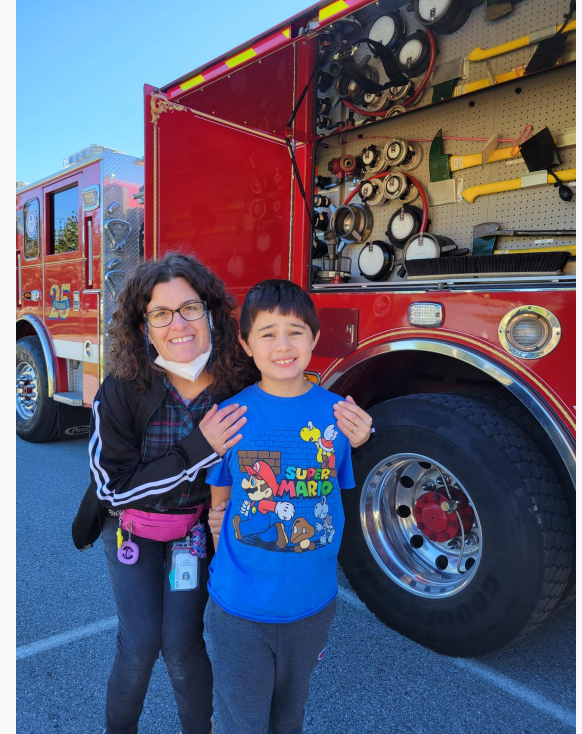
# Elementary Dyads & Triads

## Hillendale Elementary School

- Started in 2021 with Autistic Support
- Added Learning Support in 2022

## Chadds Ford Elementary School

- Started in 2022 with Life Skills Support and Learning Support



## Dyad Schedule

Dyad 1	Cycle 1
PCA 1	ACE - Student 1
	BDF - Student 2
PCA 2	ACE - Student 2
	BDF - Student 1
Dyad 1	Cycle 2
PCA 1	ACE - Student 2
	BDF - Student 1
PCA 2	ACE - Student 1
	BDF - Student 2



## Learning Support Dyad Schedule

Dyad 2	Cycle 1
PCA 1	A-F Student 1
PCA 2	A-F Student 2
Dyad 2	Cycle 2
PCA 1	A-F Student 2
PCA 2	A-F Student 1

## Triad Schedule

Triad 1	Cycle 1
PCA 1	A, D - Student 1
	B, E - Student 2
	C, F - Student 3
PCA 2	A, D - Student 2
	B, E - Student 3
	C, F - Student 1
PCA 3	A, D - Student 3
	B, E - Student 1
	C, F - Student 2



## Dyad Schedule

P	Student A
A	PCA 1
1	PCA 1
2	PCA 1
3	PCA 1
4-5	PCA 1
6-7	PCA 2
	LUNCH
9	PCA 2
10	PCA 2
H	PCA 2



## Triad Schedule

Student/Letter Day	A	B	C	D	E	F
Student A	PCA 1	PCA 1	PCA 2	PCA 2	PCA 3	PCA 3
Student B	PCA 3	PCA 3	PCA 1	PCA 1	PCA 2	PCA 2

Student/Letter Day	A	B	C	D	E	F
Student A	PCA 1	PCA 1	PCA 2	PCA 2	PCA 3	PCA 3
Student B	PCA 2	PCA 2	PCA 3	PCA 3	PCA 1	PCA 1
Student C	PCA 3	PCA 3	PCA 1	PCA 1	PCA 2	PCA 2

## Dyad Schedule

Student/Letter Day	A	B	C	D	E	F
Student A	PCA 1	PCA 2	PCA 1	PCA 2	PCA 1	PCA 2
Student B	PCA 2	PCA 1	PCA 2	PCA 1	PCA 2	PCA 1

Student/Letter Day	A	B	C	D	E	F
Student A	PCA 2	PCA 1	PCA 2	PCA 1	PCA 2	PCA 1
Student B	PCA 1	PCA 2	PCA 1	PCA 2	PCA 1	PCA 2

## You will see in the IEP

- Related Service
  - PCA or RBT frequency
- Specially Designed Instruction (SDI)
  - Outlines support to be provided
    - When, Where, What
- Present levels and progress monitoring will note student progress with generalization of skills across staff members



## You will not see in the IEP

- Dyad or Triad language for staffing
  - Student still receiving the same services outlined in his or her IEP
  - Staffing rotates
- Dyad or Triad schedule
- PCA or RBT specific names



# Research

- Giangreco, M. F., Smith, C. S., & Pinckney, E. (2006). Addressing the paraprofessional dilemma in an inclusive school: A program description. *Research & Practice for Persons with Severe Disabilities*, 31(3), 215–229.
- Giangreco, M. F., & Suter, J. C. (2015). Precarious or purposeful? Proactively building inclusive special education service delivery on solid ground. *Inclusion*, 3(32), 112–131.
- Lequia, J. L. (2018). Social acceptance and paraprofessional support for students with severe disabilities. *International Journal Of Special Education*, 33(2), 330–342.

PLAN	DATE
Informational Meeting/Training for parents and families (U-PRISE meeting)	November 9, 2022
Train Personal Care Assistants and Paraprofessional Staff	November 2022
Information for Regular Education/ Special Education Teachers	December 2022
Pilot Dyads and Triads & Collect Data	December 2022- May 2023
Review & Analyze Data/Feedback	April 2023- June 2023



Questions?