



## ***PaTTAN Autism Initiative***

# Leadership Guide for Successful Implementation of Evidence-Based Practices in Autism Support

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## Objectives

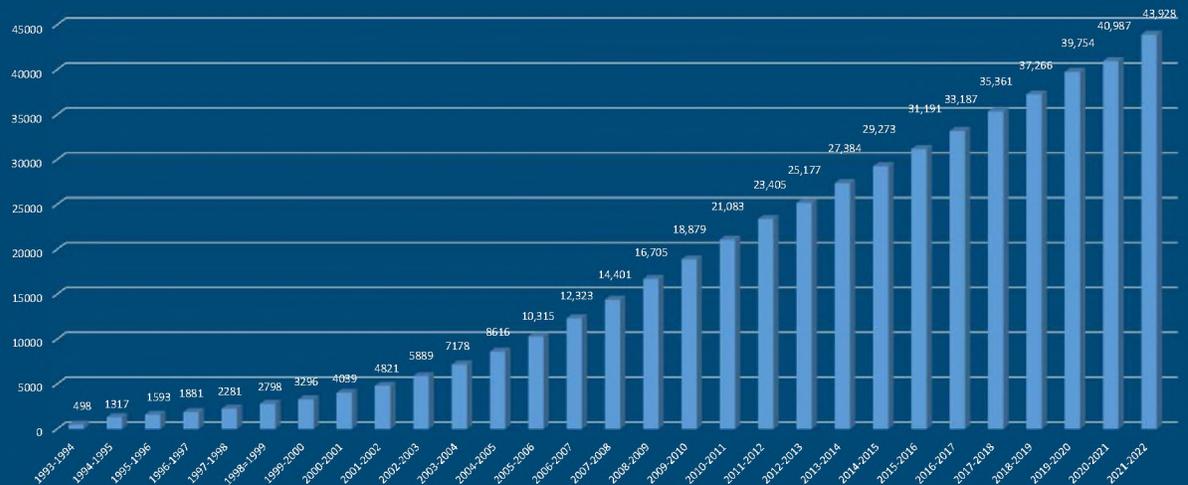


***PaTTAN Autism Initiative***

1. Discuss impact of Autism and related conditions on education and learning.
2. Review evidence based practices related to development and implementation of components of implementation across domains:
  - a. Organization
  - b. Family Engagement
  - c. Internal Coach role
  - d. LRE
  - e. Instruction
  - f. Behavior Management
3. Review specific considerations for administrators to help attract, prepare, and retain staff as well as increase likelihood of successful implementation

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## PDE Child Count Data: Students Eligible for IEPs Under Definition of Autism, Ages 3-21



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## Autism Definition

- Autism spectrum disorder (ASD) is a complex developmental condition that is characterized by:

- Social communicative deficits
- Restricted and repetitive patterns of behavior, interests, or activities
- Examples of challenges and impact on educational performance:
  - Generalization
  - Discrimination
  - Social interactions
  - Require systematic instruction
  - Problem behavior

- Other such disorders or disabilities may also present with similar deficits

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## Quality Educational Programs: Key Features



**PaTTAN Autism Initiative**

- Focus on addressing core deficits of autism
- Provide high rates of active student responding
- Build Skills: explicit instruction
- Use of positive reinforcement/skill building
- Honor student interests, personality and skills
- Data driven
- Collaborative!

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## Autism Initiative and Applied Behavior Analysis

### *Evidence for effective instructional methods for students with autism has accumulated.*

- ABA: most evidence based conceptual framework for autism interventions  
NAC Standards Project, 2009; University of North Carolina, Frank Porter Graham Center, 2018
- ABA is a conceptual model consistent with effective instruction
- Pennsylvania has recognized the importance of instructors having competencies in Applied Behavior Analysis (consistent with IDEA mandates for measurable goals and clearly defined interventions)

### *What is ABA?*

- A science devoted to the understanding and improvement of human behavior.  
Cooper, Heron & Heward
- We rely on interventions from this science to assess/analyze behavior so we can change it for the better!
- Not exclusive for students with autism

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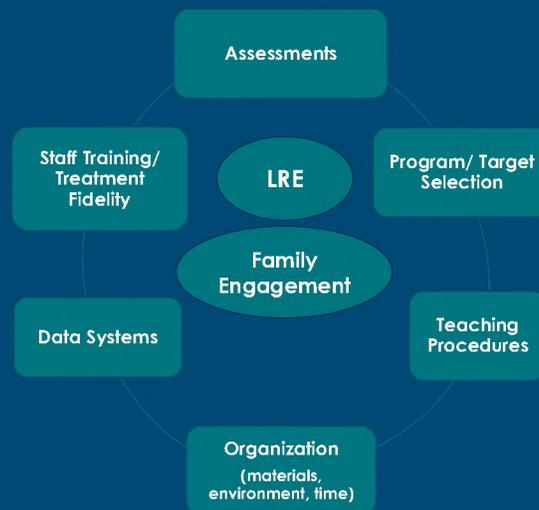
## ABA as a conceptual model

- ABA driven by how things that happen in the environment before and after behavior function to alter responding (operant analysis)
- Effective instruction is a relation between teacher behavior and student outcomes (independent and dependent variables) and is NOT dependent on any one variable, including place of instruction

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## Autism Initiative Supports

### An Integrated System of Effective Instruction



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## Site Review: Overview

- Classroom Organization
    - Schedules
    - Classroom environment
    - Materials
    - Data: student notebooks
  - Consultation/Training
  - Inclusive Practices
  - Family Engagement
- Instruction
    - Mand
    - Intensive teaching
    - Natural Environment Training
    - Vocal training
    - ADLs
    - Direct Instruction and group instruction
    - Fluency
    - Social Skills
- Behavior Interventions to reduce problem behavior
    - FBA
    - Implementation (data, treatment integrity, implemented as written, staff training, etc.)
    - Plan design (reduce motivation, teach competing response, extinction)

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## Assessment Drives Identification of Goals

- Identification of meaningful goals that are socially valid and addresses core deficits (what to teach):
  - Communication skills
  - Social Skills
  - Academic instruction (directly tied to communication)
  - Appropriate play/leisure skills
  - Self-help, completing independent activities
  - Vocational/job training

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|                                     |   |
|-------------------------------------|---|
| <p>Program and Target Selection</p> | <ul style="list-style-type: none"><li>• Derived from assessment</li><li>• Consistent with instructional level</li><li>• Consistent with component skills</li><li>• Appropriate sequence across programs</li><li>• Appropriate sequence within programs</li><li>• Focus on teaching competencies</li><li>• Focus on teaching to fluency and generalization</li></ul> |
| <p>11</p>                           |   |

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| <p>Instruction/<br/>Teaching<br/>Procedures</p> | <ul style="list-style-type: none"><li>• Evidence-based</li><li>• Result in skill acquisition</li><li>• Minimize or avoid student errors</li><br/><li>• <i>Caveat: effective teaching procedures can provide fall sense of skill acquisition.</i></li></ul> |
| <p>12</p>                                       |  |

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| <p>Instruction/<br/>Teaching<br/>Procedures:</p> <p>Intensive<br/>Teaching</p> | <ul style="list-style-type: none"> <li>• Discrete Trial Instruction – used to teach most basic skills             <ul style="list-style-type: none"> <li>• Errorless Teaching</li> <li>• Error Correction</li> </ul> </li> <li>• Prominent in many programs that address core deficits of autism, but not exclusive</li> <li>• Used primarily for early and intermediate learners</li> </ul> |
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| <p>Instruction/<br/>Teaching<br/>Procedures:</p> <p>Mand Training</p> | <ul style="list-style-type: none"> <li>• Addresses head on key issues of autism:             <ul style="list-style-type: none"> <li>• Social-communicative issues</li> <li>• Repetitive behaviors</li> </ul> </li> <li>• Teaches social initiation</li> <li>• Complex instructional issue: teachers must learn about what motivates students</li> <li>• Links to social skills and conversation skills</li> </ul> |
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| <p>Instruction/<br/>Teaching<br/>Procedures:</p> <p>Social Skills<br/>Instruction</p> | <ul style="list-style-type: none"><li>• Addresses complex social skills – “beyond the mand”<ul style="list-style-type: none"><li>• Appropriate social responses</li><li>• Rule-governed behavior</li><li>• Coping skills</li><li>• Self-management</li><li>• Problem solving</li></ul></li><li>• Tied to motivation</li><li>• Evidence-based teaching</li></ul> |
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| <p>Instruction/<br/>Teaching<br/>Procedures:</p> <p>Group<br/>Instruction</p> | <ul style="list-style-type: none"><li>• Active student responding</li><li>• Engagement</li><li>• Efficiency</li><li>• Results in skill acquisition</li></ul> |
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| <p>Instruction/<br/>Teaching<br/>Procedures:</p> <p>Fluency<br/>Training</p> | <ul style="list-style-type: none"><li>• Ensures students are able to respond accurately and quickly when needed</li><li>• Reduce likelihood of regression – fluency leads to behavior that endures over time</li></ul> |
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| <p>Instruction/<br/>Teaching<br/>Procedures:</p> <p>Academic<br/>Instruction</p> | <ul style="list-style-type: none"><li>• Establishing component skills for academic success</li><li>• Sequence of instruction</li><li>• Alternate curricula when needed</li></ul> |
| <p>18</p>  |  |

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## Instruction/ Teaching Procedures:

ADLs,  
Independent  
Skills

- Establishing component skills
- Sequence of instruction
- Task analysis (not always the answer)
- Establish independence

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## Early Mand Training



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Update on mands



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Teaching Imitation Video

**01 Teaching Early Object Imitation**

Probe

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Teaching Imitation Video (discrimination)



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Early Group



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## Group Instruction



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## Behavior Management

FBA

PBSP

Function Based

Motivation

Competing skill

Making PB ineffective and inefficient

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## Walk with me video



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## Organization

- Materials:
  - Materials for instruction available and organized
  - Exemplars allow teaching skill
- Environment:
  - Conducive to allow for learning experiences
  - Furniture is appropriate for student needs
  - Set-up allows teacher to monitor all students and staff
- Time:
  - Schedule that optimizes and focuses on instruction (focused on goals and tied to data system)
  - Minimal to no downtime
  - All students accounted for and monitored at all times

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## Data Systems

- Efficient
- Does not interfere with instruction
- Provides conservative, but accurate measure of performance
- Reliable
- Informs decision making

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Student: \_\_\_\_\_
Mastery Criteria:

### Skill Tracking Sheet

Skill: Tacts for Common Items

|    | Target  | Date introduced | Date Mastered |
|----|---------|-----------------|---------------|
| 1  | Cup     | 5-17-21         | 5-24-21       |
| 2  | Ball    | 5-17-21         | 5-20-21       |
| 3  | Book    | 5-20-21         |               |
| 4  | Chair   | Assessed        | 5-13-21       |
| 5  | Shirt   | Assessed        | 5-13-21       |
| 6  | Spoon   |                 |               |
| 7  | Table   |                 |               |
| 8  | Shoes   |                 |               |
| 9  | Bowl    |                 |               |
| 10 | Pants   |                 |               |
| 11 | Car     | Assessed        | 5-13-21       |
| 12 | Apple   |                 |               |
| 13 | Baby    |                 |               |
| 14 | iPad    |                 |               |
| 15 |         |                 |               |
| 16 | Popcorn |                 |               |
| 17 | Paint   |                 |               |
| 18 | Coat    |                 |               |
| 19 | Piano   |                 |               |
| 20 | Bed     |                 |               |

#### Cumulative Graph for: Tacts of Common Items

Student: Awesome

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Name: **Awesome** Week of: **5/24-5/26/21**

### Weekly Probe Sheet

| #  | Days | Object | Target Skill         | Probes | Mon | Tue | Wed | Thur | Fri |
|----|------|--------|----------------------|--------|-----|-----|-----|------|-----|
| 1  | 1    | Tact   | "What is it?" Book   | 0      | Y   | Y   | Y   | Y    | Y   |
| 2  | New  | Tact   | "What is it?" Banana | New    | N   | Y   | Y   | Y    | Y   |
| 3  | New  | Tact   | "What is it?" Table  | New    | Y   | Y   | N   | N    | Y   |
| 4  |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 5  |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 6  |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 7  |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 8  |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 9  |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 10 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 11 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 12 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 13 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 14 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 15 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 16 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 17 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 18 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 19 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 20 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 21 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 22 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 23 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 24 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 25 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 26 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 27 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 28 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 29 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 30 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 31 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 32 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 33 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 34 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |
| 35 |      |        |                      |        | Y   | Y   | Y   | Y    | Y   |

Criteria for mastery: 2 consecutive correct (3) days  
Date:

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Student: \_\_\_\_\_ Mastery Criteria: \_\_\_\_\_

### Skill Tracking Sheet

Skill: Tacts for Common Items

|    | Target | Date introduced | Date Mastered |
|----|--------|-----------------|---------------|
| 1  | Cup    |                 |               |
| 2  | Ball   |                 |               |
| 3  | Book   |                 |               |
| 4  | Chair  |                 |               |
| 5  | Shirt  |                 |               |
| 6  | Spoon  |                 |               |
| 7  | Table  | 5-26-21         |               |
| 8  | Shoes  |                 |               |
| 9  | Bowl   |                 |               |
| 10 | Pants  |                 |               |
| 11 | Car    | Assessed        | 5-13-21       |
| 12 | Apple  |                 |               |
| 13 |        |                 |               |
| 14 |        |                 |               |
| 15 |        |                 |               |
| 16 |        |                 |               |
| 17 |        |                 |               |
| 18 |        |                 |               |
| 19 | Piggo  |                 |               |
| 20 | Bed    |                 |               |

"book" mastered

"banana" mastered

#### Cumulative Graph for: Tacts of Common Items

Month: May 2021

"book" mastered

"banana" mastered

Student: Awesome

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## PATTAN Autism Initiative Data Systems

Site review provides systems level data: it is a measure of consultative effectiveness

Calibrated through inter-observer agreement  
Broad coverage of many components of instruction

Teacher Level Data collected through fidelity measures

Intensive Teaching Transcription  
Mand Training Transcription  
Various Treatment Integrity Checklists

Student Level Data

Assessment of Social Communicative Skills  
Program Level Data (Probe Sheet, Skill Tracking Sheet, Cumulative Graph)  
Other curricular tracking systems (Record of lessons mastered in Direct Instruction, Social Skills Checklists, Skill Streaming)

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## Staff Training and Treatment Fidelity

- Effective interventions will only yield benefits with fidelity of implementation
- Objective measures of implementation and feedback result in behavior change

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## PaTTAN Autism Initiative Training Model

### Competency Based Trainings

Intensive Skills Training in Evidence Based Practices for Classroom Teams (“Boot Camp”)

Intensive Skill Training for Establishing Early Verbal and Functional Skills for Students with Autism (“Early Learner Training”)

Intermediate and Advanced Verbal Programs for Students with Autism (“Advanced Training”)

| Number of Trainings    | Boot Camp | Advanced | Early Learner |
|------------------------|-----------|----------|---------------|
| Mean Written Pre test  | 54%       | 50%      | 42%           |
| Mean Written Post test | 93%       | 95%      | 88%           |
| Mean Oral Test         | 95%       | 97%      | 96%           |

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## Competencies

| “Boot Camp” Competencies  | Mean   |
|---|--------|
| 1 Fluency for tact of trial type by verbal operant                              | 26/m n |
| 2 States errorless procedure  | 100%   |
| 3 Demonstrates errorless procedure  | 100%   |
| 4 States error correction procedure   | 100%   |
| 5 Demonstrates error correction procedure                                       | 100%   |
| 6 Data systems, notes mastered items  | 100%   |
| 7 Data systems completes probes, enters data, introduces new skills, graphs     | 100%   |
| 8 Mand prompt transfer procedures; states and demonstrates                      | 100%   |
| 9 Mand error correction; states procedures and demonstrates                     | 100%   |
| 10 Sets up materials for intensive teaching and tacts procedure and data system | 99%    |
| 11 Demonstrates 4 Run throughs for Intensive Teaching                           | 99%    |

| “Advanced Training” Competencies                           | Mean |
|--|------|
| 1 State/demo errorless teaching of tacting actions         | 100% |
| 2 State/demo error correction of tacting actions           | 100% |
| 3 State/demo errorless of noun verb tact                   | 100% |
| 4 State/demo error correction of noun verb tact w/contrast | 100% |
| 5 State/demo errorless teaching of part/feature            | 100% |
| 6 State/demo error correction of Part/feature w/contrast   | 100% |
| 7 State/demo errorless teaching for adjectives             | 100% |

| “Early Learner” Competencies                                 | Mean |
|--|------|
| 1 Assess approach behavior                                   | 100% |
| 2 Assess contextually controlled responses                   | 100% |
| 3 Demo procedures for ‘come here’ protocol                   | 100% |
| 4 Behavior plan structure, identify function & interventions | 100% |
| 5 Demo shaping procedures for early mands training           | 100% |
| 6 Demo prompt procedures for early mands training            | 100% |
| 7 Demo sequence of context controlled trials                 | 100% |
| 8 Demo object imitation protocol                             | 100% |

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## PATTAN Autism Initiative Training Model

### 2. Videos, manuals and resources

Online resources

<https://www.pattan.net/Disabilities/Autism/Video-Resources-2>

Resource file:

<https://tinyurl.com/PAIResources>

### 3. Access to Developments in Field of Autism/ABA

National Autism Conference Partnered with Penn State University

<https://autism.outreach.psu.edu/archive/>

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## PaTTAN Autism Initiative Training Model

### 4. Site Review

#### Classroom Organization

- Schedules
- Environment
- Materials
- Data

#### Consultation/Training

Team Meetings

Inclusive Practices

Family Engagement

#### Instruction

- Mand
- Intensive Teaching
- Natural Environment Training
- Vocal Training
- ADLs
- Direct Instruction
- Group Instruction
- Fluency
- Social Skills

#### Behavior Management

- FBA
- Implementation (data, treatment fidelity, implemented as written, staff training, etc.)
- Plan design
  - Reduce MO
  - Teach competing response
  - Extinction or other consequence

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## PATTAN Autism Initiative Training Model

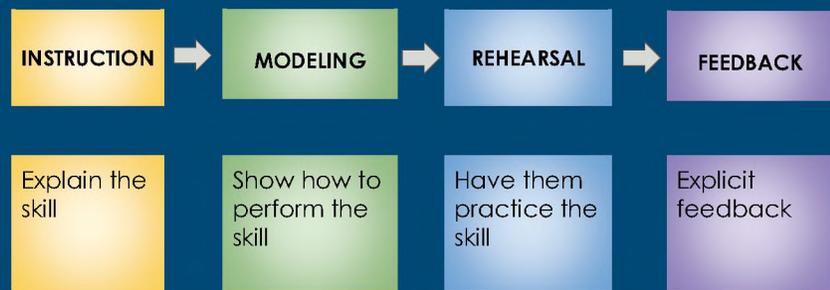
### 5. On-site consultation

- Modeling
- Guided practice with performance feedback
- Treatment fidelity with objective feedback
- Documentation of consultation
  - Observational data
  - Procedural description of recommendations

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## Behavior Skills Training Model

“a procedure consisting of instruction, modeling, behavioral rehearsal and feedback that is used to teach new behaviors or skills”  
(Miltnerberger, 2004, P. 558)



<https://bsci21.org/behavior-skills-training-in-4-steps/>

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|  |   |
|--|---|
| <p><b>INSTRUCTION</b></p> <p>Training Sequence</p> | <p>Active Adult Participation<br/>         Establishing Approach Behavior<br/>         Verbal Operants<br/>         ABC's of Behavior<br/>         Mand Background Knowledge<br/>         Mand Teaching Procedures<br/>         Mand Data Collection<br/>         Errorless Teaching Procedures<br/>         Teaching LR/Imitation Skills<br/>         Count and Mand</p> |
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|  |   |
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| <p><b>INSTRUCTION</b></p> <p>Principles of Effective Instruction</p> | <p>Frame<br/>         Rationale<br/>         Assessment<br/>             Active participant responding<br/>             Opportunities to practice skills taught<br/>         Teaching procedures<br/>         Explicit Feedback<br/>         Sequence of instruction<br/>         Review and practice of previous content</p> |
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| <p style="text-align: center;"><b>INSTRUCTION</b></p> <p style="text-align: center;">Errorless Teaching</p> | <p style="text-align: center;"><b>Prompt – Transfer – Distract - Check</b></p> <ul style="list-style-type: none"> <li>× <b>Prompt:</b> to make sure they get it correct</li> <li>× <b>Transfer:</b> how we start to fade prompts <ul style="list-style-type: none"> <li>× <i>Run it again without the prompt</i></li> </ul> </li> <li>× <b>Distract:</b> to put some other responses between transfer and last trial <ul style="list-style-type: none"> <li>× <i>Run easies</i></li> <li>× <i>Generally 2 3</i></li> <li>× <i>Can be less (early learner, hard skill, poor instructional control)</i></li> <li>× <i>Can be more (cooperative student, easier skill)</i></li> </ul> </li> <li>× <b>Check:</b> to check if student can respond correct after being distracted <ul style="list-style-type: none"> <li>× <i>Run target again without prompt</i></li> </ul> </li> </ul> <p style="text-align: center;"><b>REINFORCE!!</b></p> |
|---|--|

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|   |   |
|---|---|
| <p style="text-align: center;"><b>MODELING</b></p> <p style="text-align: center;">Demonstrate the Skill</p> | <p>All procedures were modeled prior to having staff demonstrate the skill</p> <p>Multiple exemplars</p> <p>Formats for modeling:</p> <ul style="list-style-type: none"> <li>Group trainings: <ul style="list-style-type: none"> <li>In person</li> <li>Video examples</li> </ul> </li> <li>1:1 coached modeled with the staff or another coach</li> <li>Modeling with a student</li> </ul> |
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**REHEARSAL**

Practice the Skill

Group trainings:  
staff members worked in pairs - 1 "student," 1 "instructor"  
internal coaches provided materials

In vivo rehearsal with a student

1:1 staff/coach rehearsal



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**FEEDBACK**

- Effective interventions will only yield benefits with fidelity of implementation
- Objective measures of implementation and feedback result in behavior change
- Explicit and objective based on observation and data

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## Consult Summary

| PaTTAN Autism Initiative Consultation Summary<br><small>*Please retain a copy of this</small>  |  |                 |       |  |  |
|--|--|-----------------|-------|--|--|
| Classroom District/OU & Building:  |  |                 | Date: |  |  |
| Teacher:   |  |                 | Time: |  |  |
| Consultant(s):   |  | Internal Coach: |       |  |  |
| Other Staff:   |  |                 |       |  |  |
| Staff - Students:  |  |                 |       |  |  |
| Service Delivery Model:<br>In person <input type="checkbox"/> Virtual <input type="checkbox"/> |  |                 |       |  |  |

**Recommendations Summary:** This section provides a quick summary of recommendations provided. Details on observations and specific procedures are outlined below this section (or in previous consult notes if the item was recommended during prior consultation or training).

| Task | Responsible Individual(s) | Date Discussed | Date Reviewed | Date Completed | Notes |
|------|---------------------------|----------------|---------------|----------------|-------|
|      |                           |                |               |                |       |
|      |                           |                |               |                |       |
|      |                           |                |               |                |       |

**Behavior Skills Training Model:**

|  |  |
|--|--|
| <p><b>General:</b><br/>Student present - Y/N IC present - Y/N<br/>Consultation provided to:</p> <p><b>Instruction:</b><br/>Consultant provided description/rationale - Y/N</p> <p><b>Modeling:</b><br/>Consultant demonstrated procedures/protocols - Y/N</p> <p><b>Guided practice/rehearsal:</b><br/>Consultant observed staff demonstrate procedures and/or protocols and provided feedback - Y/N</p> | <p><b>Guided practice/rehearsal:</b><br/>Consultant provided guided practice/feedback on rehearsal - Y/N</p> <p><b>Transcription/fidelity checks:</b><br/>Consultant took objective data on instruction, protocols and/or procedures - Y/N</p> <p><b>Feedback on transcription/fidelity checks:</b><br/>Consultant feedback based on data/fidelity check - Y/N</p> |
|--|--|

**Observation/Data/Procedural Recommendations:**

**Topic:**

**Data:**

- Enter observation data here (including any of your own behavior as a consultant)

**Analysis/Recommendations:**

- Enter specific recommendations here (be as explicit but concise)

**Attachments:**

-

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## Fidelity Checklist

| CLASSROOM ENVIRONMENT<br>Procedural Fidelity Checklist       |  |    |     |      |
|--|--|----|-----|------|
| Date: _____ Instructor: _____ Student: _____                 |  |    |     |      |
| Observer 1: _____ Observer 2: _____ IOA's: _____             |  |    |     |      |
|  | YES  | NO | N/A |      |
| Wall Charts  | 1. Is there a wall schedule posted (see classroom schedule fidelity checklist to answer)?  |    |     |      |
|  | <ul style="list-style-type: none"> <li>Visible to all staff at all times</li> <li>No intervals longer than 30 minutes</li> <li>Minimum of 75% of intervals directly tied to data system</li> <li>Clearly indicates what staff is to do what with whom at what time and where</li> <li>Optimal times are identified and used for staff breaks</li> <li>No test memory times are NOT scheduled during the day</li> <li>Pack-up starts no more than 15 minutes before the day ends</li> <li>Students are alerted using staff</li> </ul> |    |     |      |
| Behavioral   | 2. Are one or more legible ABA/VB wall charts posted for staff reference?  |    |     |      |
|  | <ul style="list-style-type: none"> <li>Behavior protocols</li> <li>Definition of verbal operants</li> <li>Reinforce list for each student</li> <li>Individual student moment/seat lists</li> <li>Signed topographers for all signs</li> <li>Rate correction procedures</li> </ul>  |    |     |      |
| Physical   | 3. Is the overall classroom neat, organized, & sanitized?  |    |     |      |
|  | 4. Is furniture, equipment, and space organized and provide appropriate accessibility and safety for students and staff?   |    |     |      |
| Materials  | 5. Are the room areas labeled in a way that correlates with the schedule so everyone knows exactly where they are to be?   |    |     |      |
|  | 6. Is seating appropriate for children (furniture relative to student size, feet on floor when sitting in a chair)?  |    |     |      |
| Data   | 7. Are the drawers or other storage areas for instructional materials labeled and organized?   |    |     |      |
|  | 8. Are materials readily accessible for the instructor?  |    |     |      |
| Data   | 9. Is there a card sort system in place for intensive teaching?  |    |     |      |
|  | 10. Do all students have individualized reinforcers identified that are age-appropriate?   |    |     |      |
| Data   | 11. Is access to reinforcers controlled by staff?  |    |     |      |
|  | 12. Does each student have a program binder?   |    |     |      |
| Data   | 13. Are program binders arranged systematically?   |    |     |      |
|  | 14. Is there a classroom consult binder?   |    |     |      |
| Data   | 15. Is there daily quantitative behavior data for all students who present significant problem behavior?   |    |     |      |
|  | 16. Assessments completed for all students?  |    |     |      |
| 17. Does each student have a clipboard prepared and updated? |  |    |     |      |
| Notes: _____   |  |    |     | / 17 |
| Percentage of Y's: _____                                     |  |    |     |      |

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# Transcription

## Code for IT transcription

from PaTTAN Transcription Manual

**IT Transcription**

**Main Codes:**

|                     |                            |
|---------------------|----------------------------|
| T= Tact             | LR= Listener Responding    |
| IV= Intraverbal     | I= Imitation               |
| E= Echoic           | MS= Match to Sample        |
| M= Mand             | TX= Textual                |
| TC= Task Completion | Sr= Positive reinforcement |
|                     | Sr= Negative reinforcement |

**Superscripts:**

|                    |                           |
|--------------------|---------------------------|
| P= Prompted        | - = error responses       |
| tt= Transfer Trial | ? = uncertain coding      |
| √= check trial     | nr = no response          |
| pp= Partial Prompt | ↓ = Fade to lesser prompt |
| None = easy        |                           |

**Subscripts:**

|   |                                    |
|---|------------------------------------|
| pb = problem behavior                       | fe= feature                        |
| vp= verbal praise                           | fn= function                       |
| I <sub>s</sub> = imitate actions on objects | fo= class                          |
| I <sub>m</sub> = or motor imitation         | ... = time passes between trials   |
| // = break in transcription                 | 3 or other number= number of steps |

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# Transcription Example

|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  |  |  |  |  |   |
|  |  |  |  |  | Remember to repeat your SD following the error and before you prompt.<br>Great job remembering your transfer trial and check trial!   |
|  |  |  |  |  |   |
|  |  |  |  |  |   |
|  |  |  |  |  | Need to repeat SD before prompting. Watch the number of demands. This run through would have been better split up by reinforcing Andrew a little on the first transfer trial and completing the check on the next run through. You may have been able to prevent the second error due to motivation to respond remaining higher with denser reinforcement. His VR is a 3. |

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|                         |  |
|-------------------------|--|
| <p>Internal Coaches</p> | <p>Sustainability maintained by collaboration with local professionals, manualization of training process, and systems design.</p> <p>Each participating LEA designates an Internal Coach.</p> <p>Internal Coach works with PATTAN consultant and eventually assumes consultative responsibility when site achieves model or model independent status</p> <p>Model and Model Independent status determined by Internal Coach skill level and site level of implementation as measured by site review</p> |
|-------------------------|--|

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|                          |  |
|--------------------------|--|
| <p>Family Engagement</p> | <p>Meaningful family engagement is associated with:</p> <ul style="list-style-type: none"> <li>Better School Attendance</li> <li>Higher Test Scores</li> <li>Higher Grades</li> <li>Better Social Skills</li> <li>Better adaptation to School</li> <li>Post Secondary Education more likely</li> </ul> <p>Family goals, perspectives and concerns should be considered in educational planning</p> <p>Caveat: parent preference is not always consistent with evidence base</p> <p>Parent training and communication</p> |
|--------------------------|--|

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Administration Resources

| 1b | <p>Materials are not organized or based on student need and/or age appropriate.</p> <p>Teacher cannot provide student data on goals or skill areas and fails to utilize objective data to report or monitor progress. For example, teacher reports "Student is doing a great job!"</p> <p>Teacher is unfamiliar with tests and/or activities that serve as reinforcers.</p> <p>Inclusion decisions and opportunities are not based on individual student data to ensure a free and appropriate public education in the least restrictive environment.</p> <p>Teacher has incorrect personal and/or demographic information on formal paperwork.</p> <p>An 11<sup>th</sup> grader is saying animal sounds when shown a picture of an animal (the teacher cannot explain the link between skill and general Ed curriculum and skill is not age appropriate).</p> | <p>Teacher gathers and organizes some materials based on student individualized needs but does not always include age appropriate materials/activities nor has a plan to expand students interests.</p> <p>Teacher provides objective data (percentage correct, cumulative graphs for skill acquisition, DIBELS scores, DRA scores, etc.) for some goals or skill areas for some students to report and monitor progress.</p> <p>Teacher is familiar with students' preferred tests, but does not utilize them consistently or uses a limited pool based on teacher preference.</p> <p>Teacher reviews individualized inclusion schedule and opportunities based on individual student data in order to ensure a free and appropriate public education in the least restrictive environment as determined by individual student data.</p> <p>Teacher can explain the core deficits of students with autism and the criteria for having an intellectual disability.</p> | <p>Teacher gathers and organizes all instructional materials based on student individualized needs and that are age appropriate. In addition, if and when students have limited skills or interests, teacher systematically plans on expanding students interests to more age-appropriate activities.</p> <p>Teacher provides objective data (percentage correct, cumulative graphs for skill acquisition, DIBELS scores, DRA scores, etc.) for some goals or skill areas for all students to report and monitor progress.</p> <p>Teacher reviews and documents individualized inclusion schedule and opportunities based on individual student data frequently in order to ensure a free and appropriate public education in the least restrictive environment as determined by individual student data.</p> <p>Teachers can show preference assessments administered or completed and plan based on these assessments.</p> | <p>Teacher gathers and organizes all instructional materials based on student individualized needs and that are age appropriate, including developing materials when necessary. In addition, if and when students have limited skills or interests, teacher systematically plans on expanding students interests to more age-appropriate activities.</p> <p>Teacher provides objective data (percentage correct, cumulative graphs for skill acquisition, DIBELS scores, DRA scores, etc.) for some goals or skill areas for all students to report and monitor progress. In addition, teacher uses language and supplemental resources to effectively communicate to all team members, including parents and team who will instruct student in the future (when applicable for both transition to different grade level, community setting or work-related activities). For example, teacher develops a portfolio that includes a summary of skills student has acquired, a brief video segment to show student progress and clear information related to purpose of the goals, teaching procedures, and student progress.</p> <p>Teacher reviews and documents individualized inclusion schedule and opportunities based on individual student data frequently in order to ensure a free and appropriate public education in the least restrictive environment as determined by individual student data. Teacher also elicits input from the student's team and parents when making decisions.</p> |
|----|--|--|--|--|

Administration Resources

|   |  |
|---|--|
| <p><i>1b: Demonstrating knowledge of students</i></p> | <p><b>Possible Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>How do you determine what materials should be organized and developed for each individual student?</li> <li>How do you monitor individual student progress?</li> <li>What process do you use to determine when and where students are included within the general education setting?</li> <li>How do you determine what specific items have value for each student? How do you use those items throughout the day to motivate individual students?</li> </ul> |
|---|--|

## What can you do to help with implementation?

- Visit classrooms and encourage staff
- Review consultation notes and follow up on them
- Expect implementation
- Provide behavior specific reinforcement and performance feedback
- Review data
- Present a collaborative front

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## In Closing

Do the best you can until  
you know better.  
Then when you know better,  
do better.

-Maya Angelou

- Resource files link:  
<https://tinyurl.com/PAIResources>



**PaTTAN Autism Initiative**

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**PaTTAN Autism Initiative**

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