

Monika Gylys, SELPA Program Specialist

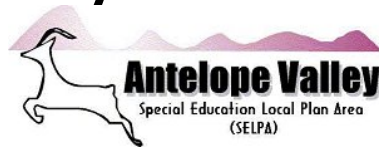
Jill Jaramillo, Palmdale School District

Rachel Holmes, Lancaster School District

Jamielly Kreger, Eastside Union School District

Benay Loftus, SELPA Program Administrator

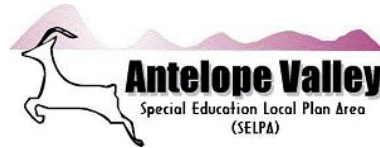
History of our TEAM!



- Original Team Started 2013-2014
- Attended CAPTAIN SUMMIT
- Our FOCUS- Tread Water, Figure this out!
- Professional Development and Some Coaching



AV SELPA CAPTAIN MISSION

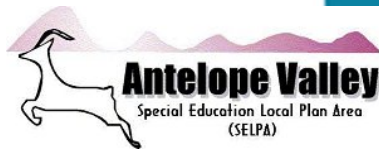


- Training professionals at the SELPA level
 - 4 trainings annually (1 overview of EBP, 3 trainings on specific EBP)
- Coaching Selected District Teams
 - Coaching Coaches
- Pay it Forward
- Collaborate with Regional Center

Getting Everyone On Board

Needed the **DIRECTORS** to **COMMIT** to the value of our Workshops and Coaching Model

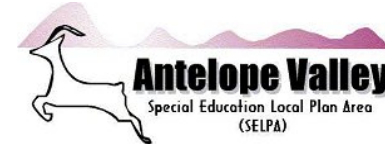
- Our SELPA program administrator for the first time **OWN** and **IDEAS** of the **CAPTAIN** project to Superintendents and District Directors
- Made it **EXCLUSIVE**, First 4 districts to respond get **OWN** team slot! Others are put on a waiting list.



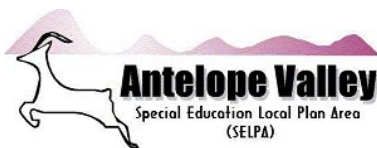


What does this mean for AV SELPA districts?

In the spring the directors fill out an application/commitment form to secure a space



- 4 teams from different districts are selected each year
- Each cadre member supports one team
- Commitment includes: some funds, subs, release time, & support!



C.A.P.T.A.I.N.

The _____ School District agrees to commit to the CAPTAIN program for the 2016-2017 school year. The district agrees to provide both the District Leadership and School Site Team to implement the CAPTAIN program. The district commits to providing the necessary supports as outlined on both the Site and District Lead Commitment and Responsibilities forms.

	Name	Contact Information
Selected District Level Lead		
Site Team		

Director, Special Education

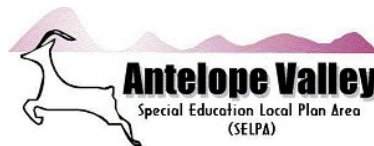
Date

Constructing the Teams!

ONE DISTRICT TEAM LEADER (Administrator, Program Specialist, Psych) that is **HIGHLY KNOWLEDGEABLE** and experienced with Autism.

- Is willing to invest **TIME AND ENERGY** in supporting the district team learning and using EBP's.
- **ACTS AS THE SITE BASED COACH AND IS LIAISON BETWEEN SELPA COACH AND TEAM**
- Ensures that the ideals and action plan is moving forward, and implements all things that are presented and discussed at monthly meetings.

Select a **site based team of 4-5** (Teacher, Psych, SLP, OT, Para's) that will learn about the EBP's and select one to focus on for the year. This should not be a team that needs "FIXING UP".



Calendar and Responsibilities

The district lead and site team lead have a commitment and responsibility guideline to plan for the year.

This is provided the district directors in May.



District CAPTAIN Lead Commitment and Responsibilities

The district lead should be a Program Specialist, Administrator, Coordinator, or someone that would have access to multiple sites and would be able to dedicate time and effort to this program. Commitment by the District CAPTAIN Lead is to foster a Trainer of Trainers model within your district.

This individual will commit and be expected to meet the **THIRD THURSDAY** of each month (unless otherwise noted) with the site team and the SELPA CAPTAIN Cadre to collaborate, troubleshoot, and learn. They must be able to dedicate at least **45 hours** throughout the year towards this project.

Date	Time Needed
August 18 th , 2016 Cohort 3 Introduction at SELPA 1-3 PM	2 hours
Select one day in September, 2016 for Classroom Observation (TBD with your District Lead, may be September 15th)	2 hours
September 8 th , 2016 Evidence Based Practices Presentation- (8-3)	FULL DAY-7 hours
September 15 th , 2016 Meet at site in AM and SELPA in PM	Half day- up to 4 hours
October 20 th , 2016 Meet at site in the AM and SELPA in PM	Half day- up to 4 hours
November 17 th , 2016 Meet at site in the AM and at SELPA in PM	Half day- up to 4 hours
December 15 th , 2016 Meet at site in the AM and at SELPA in PM	Half day- up to 4 hours
January 19 th , 2017 Meet at site in the AM and at SELPA in PM	Half day- up to 4 hours
February 16 th , 2017 Meet at site in the AM and at SELPA in PM	Half day- up to 4 hours

District Teams Yearly Expectations

- ✓ Agree to Coaching Model and Assign District LEAD and TEAM
- ✓ Attend Monthly Meetings
- ✓ Professional Development
- ✓ Classroom Observations and Self Assessment
- ✓ Select a Student in their Classroom with ASD
- ✓ Select an Evidence Based Practice (EBP) that would be appropriate in supporting them attain their IEP Goals.
- ✓ Learn in depth about the selected EBP
- ✓ Implement the EBP with the target student
- ✓ Collect data on student growth and modify as needed
- ✓ Plan to generalize to other students or select another EBP

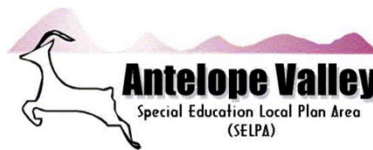


Professional Development

2016-2017 AV SELPA CAPTAIN Trainings

- 9/8/16** Autism: An Overview of Evidence Based Practices
- 10/5/16** Using Visual Supports as an Evidence Based Practice
- 11/4/16** Data Collection and Graphing 101
- 1/12/17** Reinforcement as an Evidence Based Practice
- 3/16/17** Social Narratives as an Evidence Based Practice

Register at www.avspecialled.com

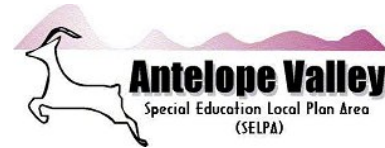




AV SELPA cadre team provides monthly coaching for up to 4 teams in implementation of EBPs

- Monthly observations and meetings
- Training
- Fidelity checks
- Coaching
 - District Lead
 - Team
- Technical assistance

Monthly Coaching



- Cadre Member schedules an observation with team typically in the morning of the scheduled CAPTAIN day
- Observes Classroom with District Lead, using classroom observation form and/or Implementation Checklist
- Provides feedback to district lead immediately after observation
- Conversation with whole team during our scheduled CAPTAIN meeting in the afternoon



Monthly Coaching Meetings

August	<p>Welcome, Introductions, Calendar, Expectations, CAPTAIN Website, Overview of our Yearly SELPA Mission</p> <ul style="list-style-type: none"> • Learn about EBP's • Selecting Focal Student, • Identify Goal for Focal Student • Implement EBP • Data Collection • Pay It Forward <p>Homework is to Create a Log In/ Password for AFRM and AIMS</p>
September	<ul style="list-style-type: none"> • Questions from last week's presentation EBP Overview • Training and Confidence Survey • Self-Assessment using Classroom Observation Form • Selection of Target Student • EBP and Rationale • Schedule a Classroom Observation with SELPA Cadre Member • Homework- <i>The information that you filled out today, as well as the reports you will receive by October 1st, will help you finalize your EBP selection. Be sure to discuss and select ONE EBP with your team prior to the 10/ 15 meeting.</i>
October	<ul style="list-style-type: none"> • Recap and questions regarding EBP and student selection • Create Action Plan <ul style="list-style-type: none"> ◦ Steps to consider: <ul style="list-style-type: none"> ◦ Complete AIM or AFRM module (or both) ◦ Ongoing data collection- BASELINE ◦ Creation of materials ◦ Implementation • Present to cohort group • Barriers to implementation • Next Steps <ul style="list-style-type: none"> ◦ Begin implementation of EBP
November	<ul style="list-style-type: none"> • Team Building Activity- DISC <ul style="list-style-type: none"> ◦ Share how you feel your personality can be asset to your team ◦ What area might you need support from other team members? ◦ How can your collective strengths to move forward with CAPTAIN? • Small Group- Reviewing the Goals and Action plan <ul style="list-style-type: none"> ◦ What has changed after having watched the modules/ implementation checklists/ etc.) ◦ Have you gathered baseline data? If so, where are you currently functioning with the Evidence Based Practice? ◦ Does your plan need revision; have you met the first team goals? ◦ What IEP goal have you targeted for your student? ◦ How/ When will you progress monitor your goal and your use of the evidence based practice? • Small Group-Implementation <ul style="list-style-type: none"> ◦ Possible Barriers (Staff collaboration time, time for material preparation, etc.)? ◦ Plan to overcome barriers? • Whole Group- Share out • GAS • What's next? <ul style="list-style-type: none"> ◦ Observation: Scheduled with Cadre member ◦ Observation in another classroom

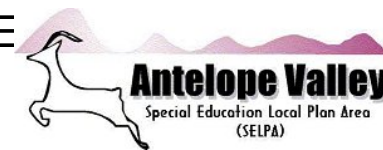
December	PAY IT FORWARD <ul style="list-style-type: none"> - District Team from previous year presents on their experiences during the CAPTAIN YEAR - Describe how they are paying it forward - Current Teams talk about their successes and barriers
January	<ul style="list-style-type: none"> - Check-In and Discussion <ul style="list-style-type: none"> o EBP, Student, and Data o Team Action Plan - Share Out with Whole Group - Updates on AFFIRM <ul style="list-style-type: none"> o New Modules- http://afirm.fpg.unc.edu/afirm-modules - Classroom Observation Form Review from September <ul style="list-style-type: none"> o Mid-Year Review - Report Review <ul style="list-style-type: none"> o From the REPORT and OBSERVATION FORM Choose 2 Areas to Improve until May - GAS Each of your Student's Goals
February	<ul style="list-style-type: none"> - Check-In and Discussion <ul style="list-style-type: none"> o Discuss Site Visits o Classroom Observation Form Review o Anything you would implement based on your observation? - Graphing using Excel
March	NO MEETING- COME TO PD INSTEAD!
April	<p>Small and Large Group Discussion</p> <p>How have you progressed toward your team action plan/ goals? What have you learned about EBPs this year? What do you still want to know? How has your student progressed toward his/ her goal with the use of the EBP? What data have you collected? How have you progressed on the classroom observation form? What has worked this year, and what has not? What do you plan to continue implementing?</p> <p>IEP Matrix Review to see where else the selected EBP can be implemented.</p> <p>Exit Classroom Observation Form- Complete and Discuss with your team</p> <p>Presentation Boards for Final Meeting</p> <ul style="list-style-type: none"> o Goal Targeted by EBP o Summary of Data o Pictures/ Drawings/ Examples o Team Reflections and Picture
May	<ol style="list-style-type: none"> 1) EAT! 2) Presentation of Posters, Outcomes, and Certificates 3) Discussion with Groups on HOW TO PAY IT FORWARD- GOALS and PLAN for next year <ol style="list-style-type: none"> a. District or Team leads are coming to December 15th, 2016 meeting to share how you have been paying it forward. 4) BOARD Meeting Recognition and Certificates 5) EXIT EVALUATION

**WE HAVE 10 DISTRICTS AND 1,587 out
of about 10,000 STUDENTS ELIGIBLE
FOR SPED UNDER AUTISM**



PAY IT FORWARD ACTION PLAN

- Each Team is responsible for paying it forward to ensure that others within their district are aware of EVIDENCE BASED PRACTICES and the resources that will support them in implementation.
- Return to a CAPTAIN meeting the following year (Dec.) to report out.
- “PAYING IT FORWARD” may include one or more the following:
 - Informal training to other sites regarding your experiences using the EBP you selected, and the resources you used
 - Coaching one specific teacher, or classroom team
 - Newsletters
 - Informal support or meetings with other teachers or support personnel
 - Support to PARENTS and COMMUNITY MEMBERS using EBP's and CAPTAIN resources
 - Educating typical peers on your campus





End of Year Celebration

- Certificates of Completion
- Invite District Directors
- Teams Present their Accomplishments on Boards

Schedule a Recognition at School Board Meeting

- Recognize the District for Supporting their Staff in Participating and Sharing the Vision
- Certificate of Appreciation and Photo of Team

End of Year Celebration COHORT 1



COHORT 2- Pay It Forward

Eastside Union School District was able to successfully implement two EBPs with a 3rd grade female student with Autism. The student was able to utilize Visual Supports and subsequently Social Narratives to increase her ability to regulate her emotions during frustrating or unfamiliar situations. As a result, she was able to participate part-time within a general education classroom setting successfully.

As part of our Pay-if-forward, EUSD has been able to meet many of our expected outcomes. EUSD is participating in another CAPTAIN Cohort. The school psychologist and the speech pathologist have been able to promote the use of EBPs within department meetings and IEPs. The special education teachers have also been able to promote the CAPTAIN website and the use of EBPs with colleagues, including intern teachers and paraprofessionals.

Jamielly Kreger, Eastside Union School District

Pay It Forward

At our district, our pay it forward plan is being implemented on two fronts. On a local level, I have made available a variety of autism resources onto a district Google Drive that any educator can have access to. These items range from curriculum, interventions and lesson plans all created with students with autism in mind. Many of these resources have come from the CAPTAIN program and can be used effectively by both general and special education. Others are encouraged to share their own resources as well.

On another front, many schoolwide professional development sessions have CAPTAIN based interventions as a major component of training. These professional developments are not just for teachers in the Autism program, but for all special education teachers who work with students who might benefit from them. So far topics have included visual supports and social narratives, two strategies that have been very effective in classrooms across the district. I have been active in trying to expand exposure to these interventions by including more and more hands on trainings, such as make and takes.

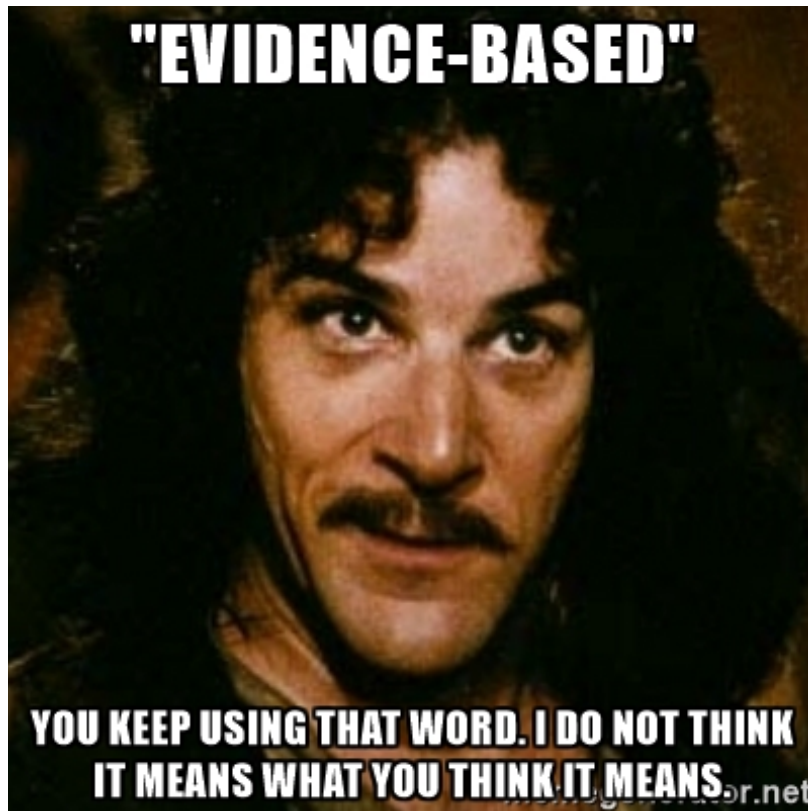
**Jonathan Janssen
Lancaster High School**

Pay It Forward

Our team focused on a student's reinforcement system then self-monitoring system. The end goal was to improve behavior and decrease student's need for prompting. The student was set up with 6 icons on his desk of rewards interested to the child: Youtube.com, drawing, coloring, video, roller coaster videos, and computer. The student was taught to give himself 5 stars as he completed his work, set the timer for 5 minutes, and when done, put the ipad face down. The focused student improved in behavior, produced more work, and reduced stress on the student. Our team also focused on a more data driven classroom that involved special education teacher and classroom staff.

How our team is paying it forward is we have been sharing information, idea solutions, and website information with the 2 new special education teachers at our site. We have discussed areas of data collection, evidence based practices, self-monitoring, reinforcements, limit prompting from aides, and much more. We have also have been working with new classroom aides on the importance of some the evidence based practices that need to be in the classroom and much more. It also has been beneficial to be able to discuss with parents and staff at IEP meetings on some of the things that we have learned in our CAPTAIN training classes, or even use what we learned to assist in a solution to a problem.

**Roberta Conklin Gordean, Jennifer Slater-Sanchez, Carry Honeycutt, and Shawnie Rodriguez
Westside Union School District**



Questions for Antelope
Valley SELPA ?

Contact Monika Gyls
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