

CAPTAIN

North State – Far North Regional Center



**SOCIAL
NARRITIVES**

**VISUAL
SUPPORTS**

**VIDEO
MODELING**

FNRC
INTRODUCTION
to
EVIDENCE BASED PRACTICES
2016

REINFORCEMENT

**SOCIAL SKILL
TRAINING**

PROMPTING



FNRC CLASSROOM STAFF TRAINING

103 service coordinators were provided with in-services trainings introducing them to CAPTAIN and Evidence Based Practices



Today, all IPPs for clients on the Autism Spectrum include the Captain website address:

Sarah and Devon will visit www.captain.ca.gov, a "multiagency network developed to support the understanding and use of Evidence Based Practices for individuals affected by Autism Spectrum Disorder across the state".



Evidenced Based Practices & Autism:

Putting Evidence Based Practice into Action



Keynote Speakers:

Evidence Based Practices Across the School Years: A Journey
Gina Grecian; Ethan Grecian; Kandis Lighthall

Breakout Topics

Academic Strategies

***Social Communication and AAC (Augmentative Alternative
Communication)***

Behavior Strategies

Social Skills

Transition Planning

Training Information

When: Tuesday September 27, 2016, 8:30 am-3:30pm

Where: Tehama County Department of Education

Who: *Professionals* who work with students with autism of all ages and *Parents*
of children or adults with autism

Register by clicking: <http://goo.gl/forms/nR1Ce3tCts>

Registration Due by September 16, 2016

Cost: \$75 for Educators \$10 for Parents

Please call (530)527-8564 for group rates of 5 or more.

Mexican Food Box Lunch is Included in the cost of the conference.

Checks & Purchase Orders made out to: Tehama County Department of
Education- Main Office.

Mailing Address: 1135 Lincoln Street Red Bluff 96080.

SPACE IS LIMITED. PLEASE REGISTER EARLY.

CAPTAIN
California Autism Professional Training and Information Network



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FREE Autism Workshop *Parent event*

School staff welcome and encouraged to attend

Monday, October 3, 2016 * 1pm-5pm

Masonic Lodge

1110 W East Ave, Chico, CA 95926

Butte County Community Advisory Committee (CAC) Presents:



Child Abuse Prevention Council
Of Butte County

In partnership with

Butte County SELPA



LATEST RESEARCH AND SCIENCE BEHIND AUTISM SPECTRUM DISORDER/Q&A

Presented by Dr. Lisa Benaron

Lisa Benaron M.D. is the Medical Director at Far Northern Regional Center. She is double board certified in internal medicine and pediatrics and is an expert in neurodevelopmental disabilities. One of her main areas of expertise is diagnosing components of autism spectrum disorders.

SELECTING EVIDENCE-BASED PRACTICES TO SUPPORT KIDS WITH AUTISM

Present by Dr. Maggie Daugherty

Maggie is a program specialist for Butte County SELPA and cadre member for the CAPTAIN (California Autism Professional training and Information Network). She has 20 years experience working with student with special needs.

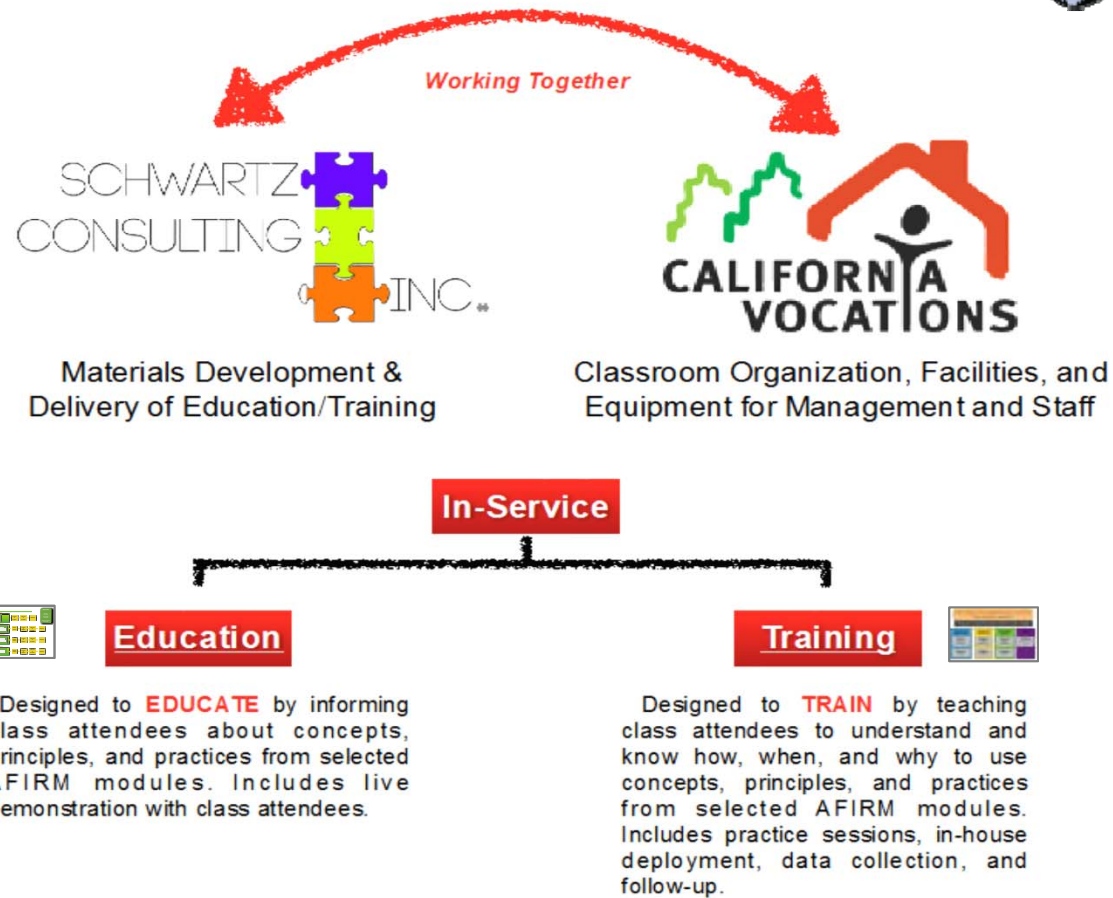
This event will also include snacks, free resources, takeaway materials, and information on other upcoming events. Butte County SELPA staff will be on hand to help answer questions.

Space is limited.

Please, RSVP by calling (530) 532-5875 or online at <https://goo.gl/forms/nFSHIUeoJy0aaHUj1>



Education & Training





AFIRM Topics



Training & Education
In Progress

California Vocations, Inc.

* Training Education

* Visual Supports	* Modeling
Antecedent-based Intervention	Prompting
Exercise	Reinforcement
* Social Narratives	Task Analysis

Time Delay	Peer-Mediated Instruction & Intervention	Training & Education <i>To be Developed</i> California Vocations, Inc.
Social Skills Training	Functional Behavior Assessment	
Self-Management	Discrete Trial Training	
Picture Exchange Communication System		

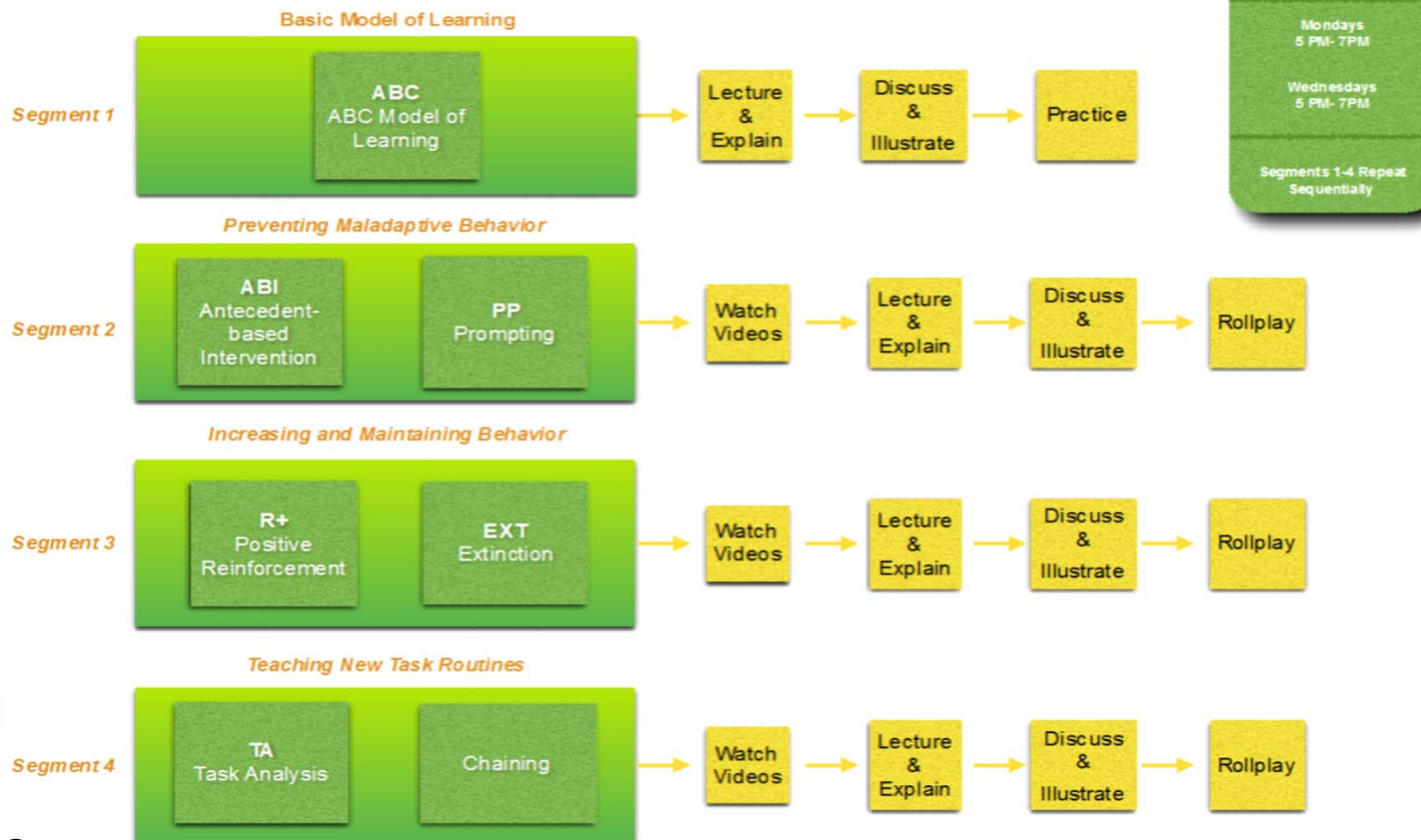


AFIRM

In-Service Education



Education for CVI Staff on AFIRM Modules





CAPTAIN

In-Service Training

Curriculum Objective: Students will understand and successfully implement 3 types of behavior modification techniques, Social Narrative, Modeling, & Visual Supports, based on evidence base procedures (EBP).

Pre-course requirements must be met prior to each workshop

Module 1 (SN) Social Narrative

Workshop 1

SN Basics
SN Planning
SN Construction

Workshop 2

SN Use
SN Monitor

Module 2 (VS) Visual Support

Workshop 3

VS Basics
VS Planning
VS Construction

Workshop 4

VS Use
VS Monitor

Module 3 (M) Modeling

Workshop 5

M Basics
M Planning
M Construction

Workshop 6

M Use
M Monitor

Results

Workshop 7

Review Results
Open Discussion of
Course



AFIRM

In-Service Education

Course Content



ABI

Antecedent Based Intervention

Concept Content by AFIRM / Education Materials by SCI



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Ch

Alter Instructions

We can alter instruction by adapting or modifying instruction as a way to encourage active participation and engagement with materials and activities. By altering how instruction is delivered, your consumer is provided with the support they need to participate in the activity.

ENVIRONMENTAL SUPPORT

- Working in a comfortable chair
- Receiving instructions from a preferred staff
- Going to a location your consumer likes

MATERIALS ADAPTATION

- Provide YES or NO visual cues
- Use visual supports in place of verbal directions

SIMPLIFICATION OF ACTIVITY

- Reduce the number of steps
- Assist with difficult steps, while ensuring your consumer completes any independent steps



Prompting

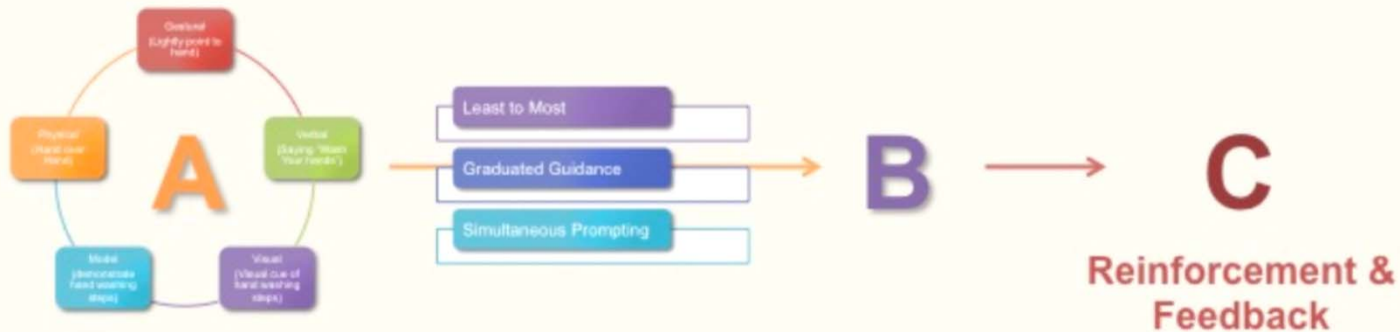
Concept Content by AFIRM / Education Materials by SCI

Far Northern Regional Center

What

Setting Event
Being Hungry
Upcoming Holiday

Prompting using a system of learning



Setting Event Being Hungry Upcoming Holiday	Antecedent Stimulus Certain Music Routine Change
--	---



CAPTAIN

In-Service Training

Course Content



Social Narratives

Concept Content by AFIRM / Training Materials by SCI



What are the Aspects of Behavior?





Visual Supports

Concept Contents by AFIRM / Training Materials by SCI



What

Visual

Boundaries

Visual su

© Schwartz Consulting, Inc.

Collecting Clean Data

TIME	HITTING	EMOTIONAL OUTBURST	SIB	TIME	HITTING	EMOTIONAL OUTBURST	SIB
3:01-3:05				3:01-3:05	○	○	○
3:06-3:10				3:06-3:10			
3:11-3:15				3:11-3:15			
3:16-3:20				3:16-3:20			
3:21-3:25				3:21-3:25			
3:26-3:30				3:26-3:30			
3:31-3:35				3:31-3:35			
3:36-3:40				3:36-3:40			
3:41-3:45				3:41-3:45			
3:46-3:50				3:46-3:50	—		
3:51-3:55				3:51-3:55			
4:01-4:05				4:01-4:05			
4:06-4:10				4:06-4:10			
4:11-4:15				4:11-4:15	○	—	
4:16-4:20				4:16-4:20			
4:21-4:25				4:21-4:25			
4:26-4:30				4:26-4:30			
4:31-4:35				4:31-4:35			
4:36-4:40				4:36-4:40			
4:41-4:45				4:41-4:45			
4:46-4:50				4:46-4:50		○	
4:51-4:55				4:51-4:55			
5:01-5:05				5:01-5:05			
5:06-5:10				5:06-5:10			
5:11-5:15				5:11-5:15			
5:16-5:20				5:16-5:20			
5:21-5:25				5:21-5:25			
5:26-5:30				5:26-5:30			
5:31-5:35				5:31-5:35			
5:36-5:40				5:36-5:40			
5:41-5:45				5:41-5:45			
5:46-5:50				5:46-5:50			
5:51-5:55				5:51-5:55			
6:01-6:05				6:01-6:05			
6:06-6:10				6:06-6:10			
6:11-6:15				6:11-6:15			
6:16-6:20				6:16-6:20			
6:21-6:25				6:21-6:25			
6:26-6:30				6:26-6:30			
6:31-6:35				6:31-6:35			
6:36-6:40				6:36-6:40	—	—	
6:41-6:45				6:41-6:45			
6:46-6:50				6:46-6:50			—
6:51-6:55				6:51-6:55			
TOTAL				TOTAL	12	2	0





Modeling

Concept Contents by AFIRM / Training Materials by SCI



How do we train staff to fill out data sheets?

Date 10/26/2016

	Step 1: Consumer will open tube of toothpaste and pick up toothbrush.	Step 2: Consumer squeezes toothpaste onto toothbrush.	Step 3: Consumer scrubs teeth with toothbrush.	Step 4: Consumer spits into sink.
Modeling Opportunity 1	Remembered X Forgot ____ Initial LB	Remembered X Forgot ____ Initial LB	Remembered ____ Forgot X Initial LB	Remembered X Forgot ____ Initial LB
Modeling Opportunity 2	Remembered ____ Forgot X Initial LB	Remembered X Forgot ____ Initial LB	Remembered ____ Forgot X Initial LB	Remembered X Forgot ____ Initial LB
Modeling Opportunity 3	Remembered ____ Forgot ____ Initial ____	Remembered ____ Forgot ____ Initial ____	Remembered ____ Forgot ____ Initial ____	Remembered ____ Forgot ____ Initial ____

DIRECTIONS:

Remembered: Consumer completed the step without prompting.

Forgot: Consumer required prompting to complete the step.

Place an "X" next to **Remembered** if the consumer completed the step without prompting, or **Forgot** if the consumer required prompting to complete the step.

Initials: Please initial each entry.

of R = 5

of F = 3



Data Collection & Results





Data Collection

Data sheets developed by SCI



J.M. DATA SHEET

TARGET BEHAVIORS:	IN SINK	Placing dirty dishes in the sink after a meal.
DIRECTIONS:	IN SINK	Please circle "YES" if Josh places his dirty dishes in the sink after a meal, or "NO" if he did not place his dirty dishes in the sink after a meal.
	PROMPTS	Please tally the number of prompts given to Josh to place his dirty dishes in the sink after a meal.
ADMINISTRATIVE INFO:	Please record your initials after each entry.	

MONDAY				
DATE:	MEAL TIME	IN SINK	PROMPTS	INITIALS
	BREAKFAST	Y N		
	LUNCH	Y N		
	DINNER	Y N		

TUESDAY				
DATE:	MEAL TIME	IN SINK	PROMPTS	INITIALS
	BREAKFAST	Y N		
	LUNCH	Y N		

WEDNESDAY				
DATE:	MEAL TIME	IN SINK	PROMPTS	INITIALS
	BREAKFAST	Y N		
	LUNCH	Y N		
	DINNER	Y N		

FRIDAY				
DATE:	MEAL TIME	IN SINK	PROMPTS	INITIALS
	BREAKFAST	Y N		
	LUNCH	Y N		
	DINNER	Y N		

SUNDAY				
DATE:	MEAL TIME	IN SINK	PROMPTS	INITIALS
	BREAKFAST	Y N		
	LUNCH	Y N		
	DINNER	Y N		

DATA FOR J.W.

Date: _____

TARGET BEHAVIORS:	SIB:	Self-injurious behavior is defined as biting her hand which occurs at meal times.
	VERBAL:	Verbal outburst is defined as yelling and crying which occurs at meal times.
	AGG:	Aggression is defined as hitting others at mealtimes.
	AOE:	Aggression toward the environment is defined as throwing, or slamming items which occurs at meal times.
DIRECTIONS:	When any instance of the behaviors above occurs, mark a tally mark for each instance of occurrence in the designated column for that behavior. If no behavior occurs at the designated meal time, record a 0.	
	INITIALS: When recording data, be sure to initial all entries.	

MONDAY						
DATE:	MEAL TIME	SIB	VERBAL	AGG	AOE	INITIALS
	BREAKFAST					
	LUNCH					
	DINNER					
	DAILY TOTAL					

FRIDAY						
DATE:	MEAL TIME	SIB	VERBAL	AGG	AOE	INITIALS
	BREAKFAST					
	LUNCH					
	SNACK					
	DINNER					
	SNACK					
	DAILY TOTAL					

SATURDAY						
DATE:	MEAL TIME	SIB	VERBAL	AGG	AOE	INITIALS
	BREAKFAST					
	LUNCH					
	SNACK					
	DINNER					
	SNACK					
	DAILY TOTAL					

SUNDAY						
DATE:	MEAL TIME	SIB	VERBAL	AGG	AOE	INITIALS
	BREAKFAST					
	LUNCH					
	SNACK					
	DINNER					
	SNACK					
	DAILY TOTAL					

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	Step 1: Consumer will open tube of toothpaste and pick up toothbrush.	Step 2: Consumer squeezes toothpaste onto toothbrush.	Step 3: Consumer scrubs teeth with toothbrush.	Step 4: Consumer spits into sink.
Modeling Opportunity 1	Remembered ___ Forgot ___ Initial _____	Remembered ___ Forgot ___ Initial _____	Remembered ___ Forgot ___ Initial _____	Remembered ___ Forgot ___ Initial _____
Modeling Opportunity 2	Remembered ___ Forgot ___ Initial _____	Remembered ___ Forgot ___ Initial _____	Remembered ___ Forgot ___ Initial _____	Remembered ___ Forgot ___ Initial _____
Modeling Opportunity 3	Remembered ___ Forgot ___ Initial _____	Remembered ___ Forgot ___ Initial _____	Remembered ___ Forgot ___ Initial _____	Remembered ___ Forgot ___ Initial _____

DIRECTIONS:
Remembered: Consumer completed the step without prompting.
Forgot: Consumer required prompting to complete the step.

Place an "X" next to **Remembered** if the consumer completed the step without prompting, or **Forgot** if the consumer required prompting to complete the step.
Initials: Please initial each entry

of R = ___ # of F = ___

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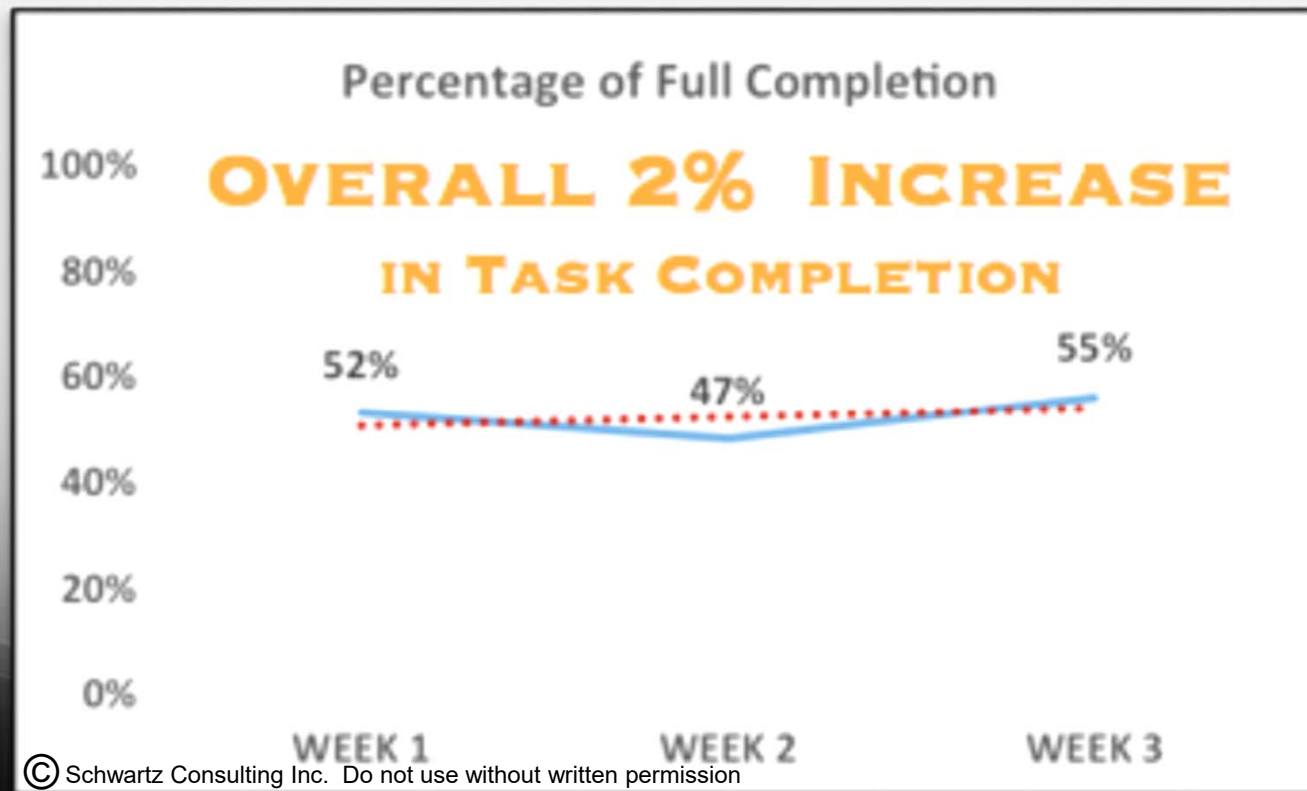
Results:

Visual Supports

Data sheets analyzed by SCI



The Efficacy of A Visual Support for B.J.
Recorded over 19 days



Target Behavior: To increase independence through completion of post meal cleanup.

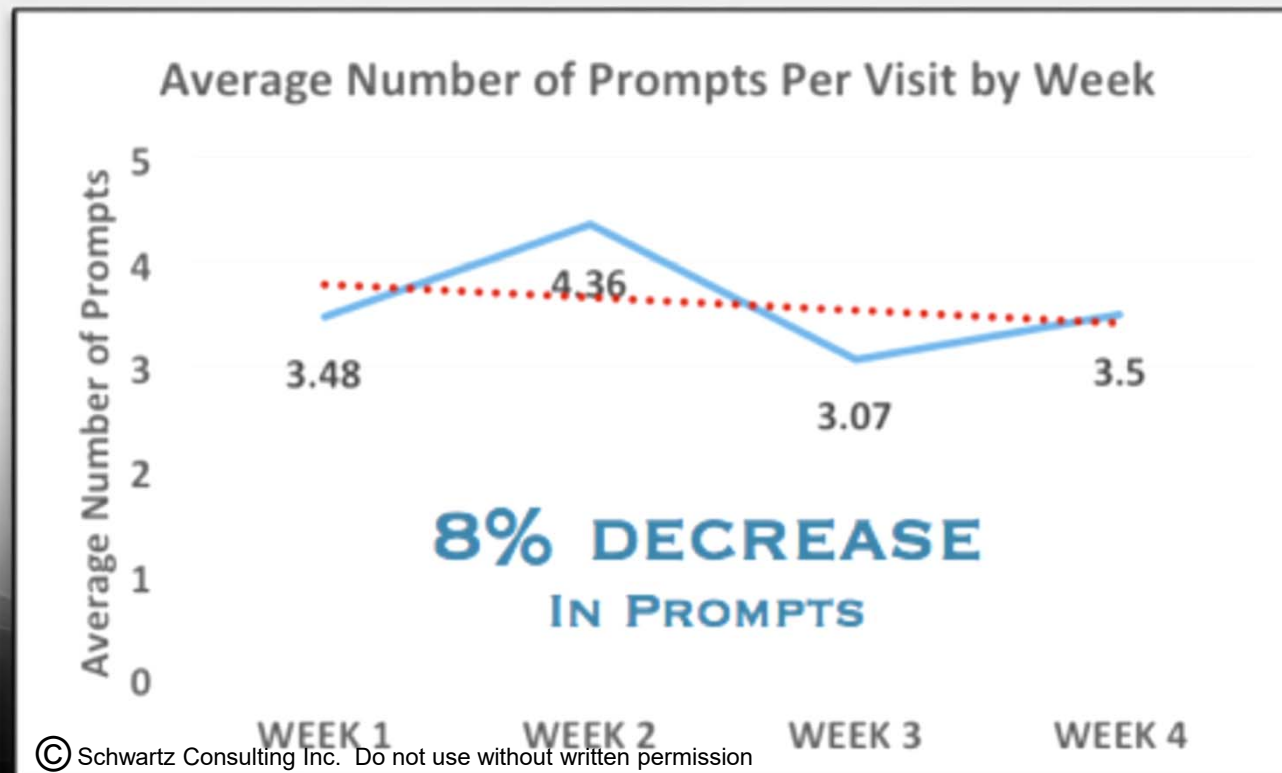


Results: Visual Supports

Data sheets analyzed by SCI



The Efficacy of A Visual
Support For W.W.
Recorded over 28 days



Target Behavior:
Increase independence
through completing
toileting tasks and
decreasing prompting.

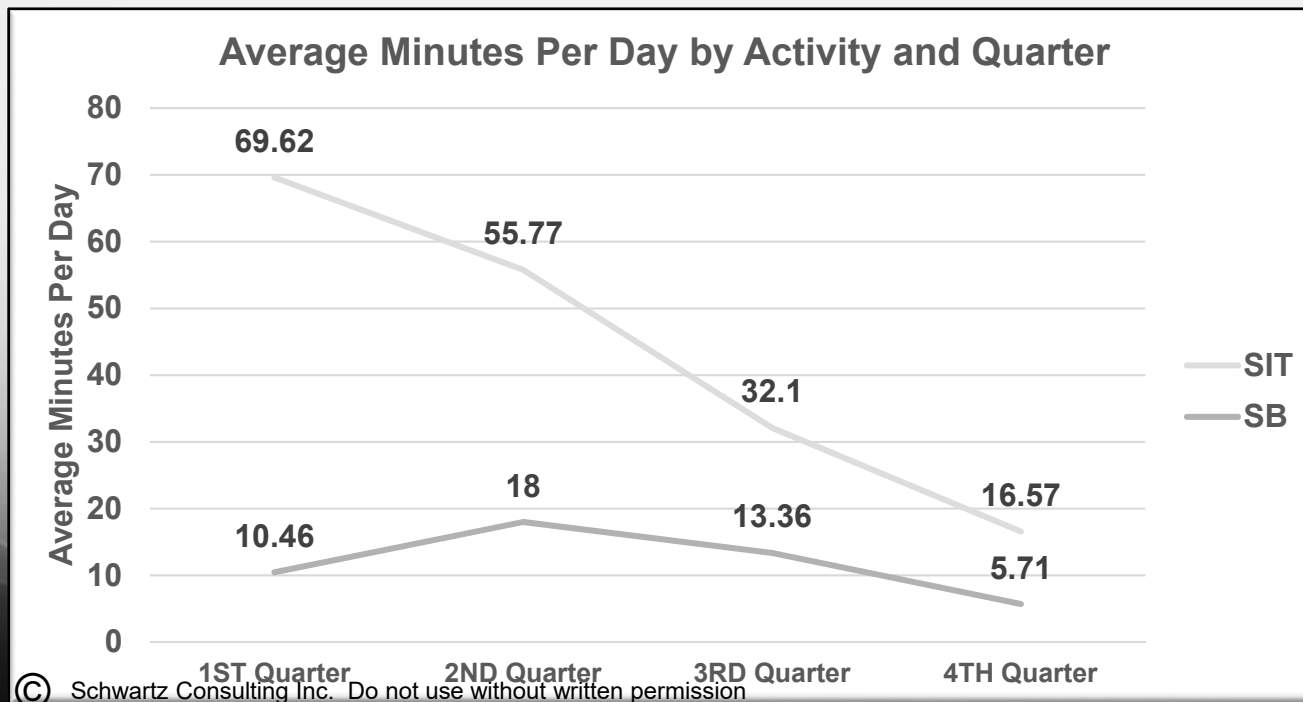


Results: Social Narratives

Data sheets analyzed by SCI



The Efficacy of A Social Narrative for J.S.
Recorded Over 54 days



Target Behavior: To decrease the wait time between tasks when getting into the car.

76% DECREASE IN SIT WAIT TIME

40% DECREASE IN SEAT BELT WAIT TIME



Far Northern
Regional Center

THANK YOU



CAPTAIN 101 NORTH



Collaboration Between:

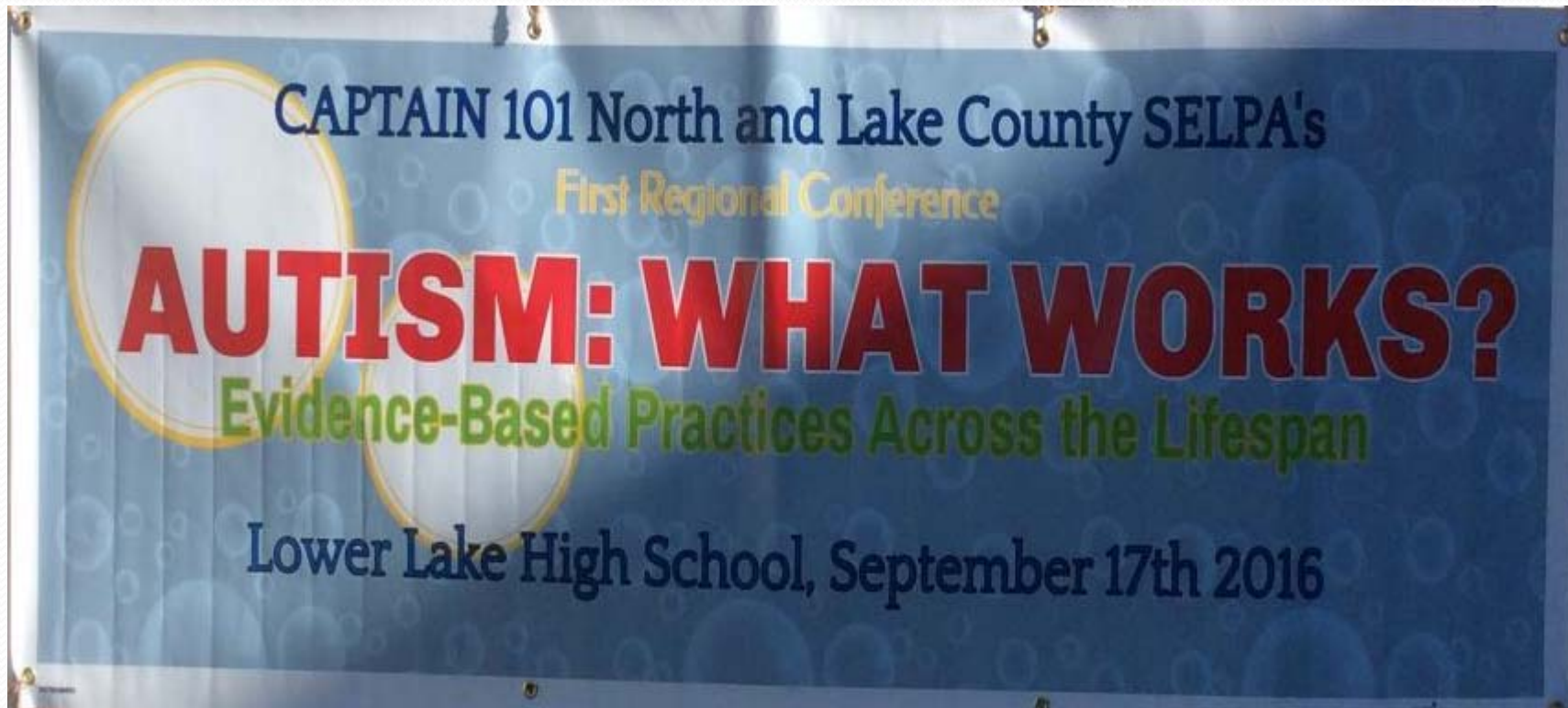
- Lake County SELPA & Konocti Unified School District
- Mendocino County SELPA
- Humboldt Del-Norte SELPA
- WarmLine Family Resource Center
- Redwood Coast Regional Center



CAPTAIN
California's Autism Partnership in Learning
and Instruction Networks



REGIONAL CONFERENCE





Highlights!

Saturday = Great Turnout! 120 People

- Teachers
- Paraprofessionals
- School Administrators
- Service Coordinators
- Parents and families
- Regional Center Vendors



Working With What We've Got

- NO START UP BUDGET!
- SCHOOLS ARE GREAT PLACES FOR CONFERENCES!
- PARENT REGISTRATIONS PAID FOR THROUGH REGIONAL CENTER
- DISTRICTS PAID FOR STAFF TO ATTEND
- REGIONAL CENTER PAID FOR STAFF TO ATTEND



CAPTAIN LEADER WAS THE KEYNOTE!



THANK YOU ANN!



CAPTAIN LEADER AND CADRE MEMBERS OFFERED WORKSHOPS!



AUTISM 101: Denise Keller & Scott Rich



Thanks Denise & Scott!



VIDEO MODELING PATTY SCHETTER



THANKS PATTY!



Picture This! Using Visual Supports with Learners with ASD

Michela Figini-Myers



Have you noticed those
T-shirts!?!?



Check out these T-shirts!





LUNCH KEYNOTE

- Hank Smith – parent advocate & music teacher!
- Kept everyone captivated while we waited for yummy local food!
- School Cafeteria's are great for a working lunch!



INFO. TABLES AT LUNCH!





SCHOOL TO WORK TRANSITION

Dr. Kim Smalley



Thanks Kim!



PHYSICAL ACTIVITY AND EXERCISE

Dr. Rick Blumberg



Thanks Rick!

Social Narratives

Jennifer Streeter



Thanks Jenny!



CLOSING PANEL





TIPS:

- Saturday – means no subs are needed = more teacher and paraprofessional turnout!
- Get the districts invested! Get administrative support and financial approval and then sign up teachers and paraprofessionals in person!
- Coordinate with Regional Center to cover parent attendance for parents of Regional Center clients.
- High school students make great volunteers – and usually need service hours to graduate!



What's Next?



WATCH FOR THE ANNUAL
CAPTAIN 101 NORTH
REGIONAL CONFERENCE IN
2017!



LOCATION TBA!

CAPTIAN.
California's Autism Partnership for Law Enforcement
and Investigators



Autism and Law Enforcement: Creating the Central Valley Connection



CAPTIAN Central Valley



C.A.P.T.A.I.N.
California Air Pollution
Abatement Network





Vulnerability





Predatory Behaviors





Elopement





Aggression: Self and Others





Suspicious Behaviors





Internet



Misinterpretation of Parental Care



DON'T TOUCH ME

C.A.P.T.A.I.N.
California Association of
Police Trainers and Instructors



Forensic Issues



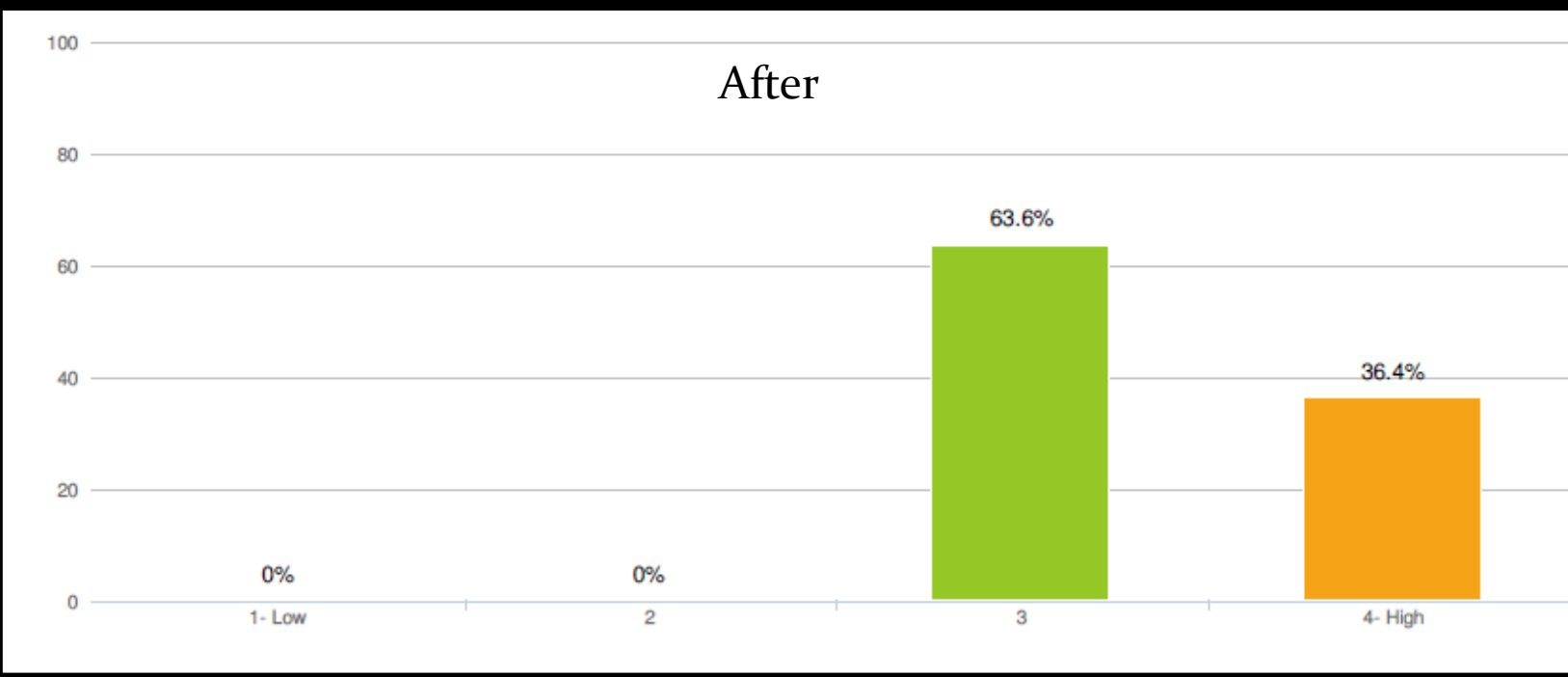
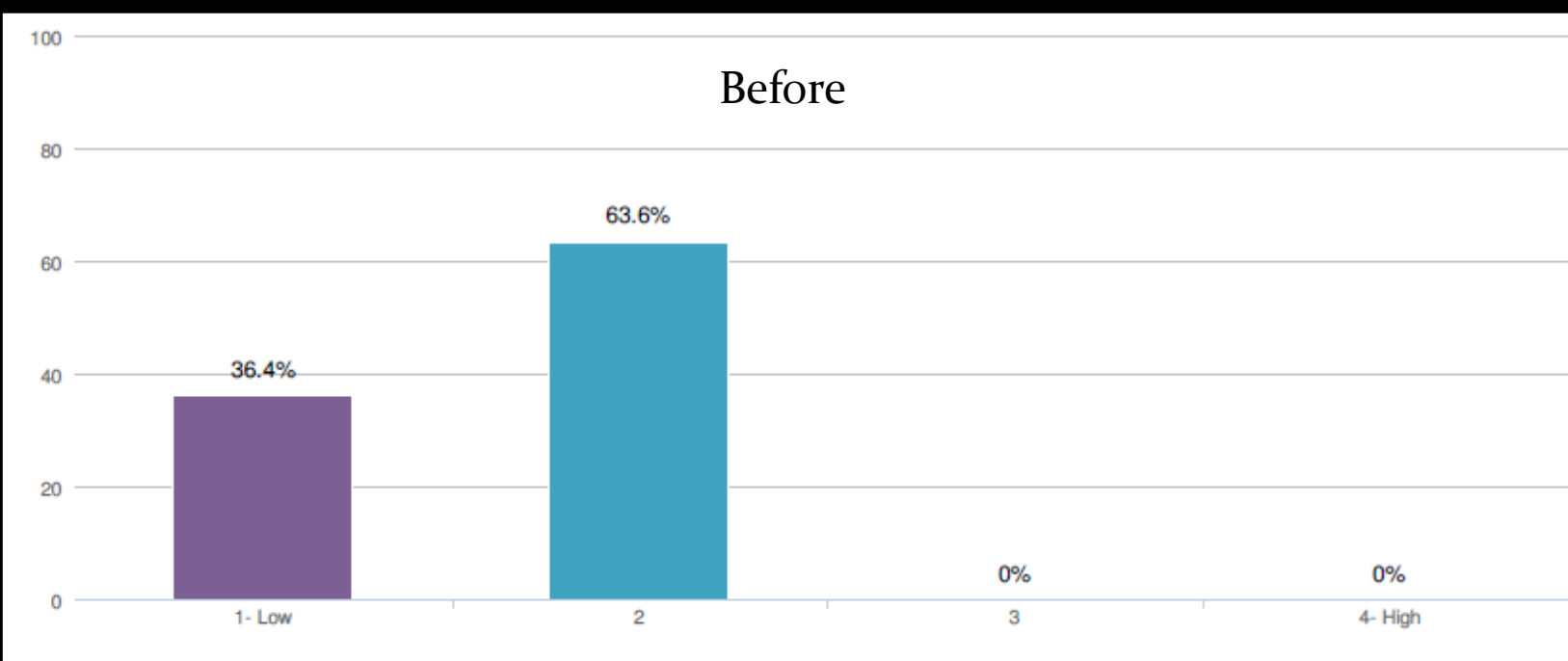






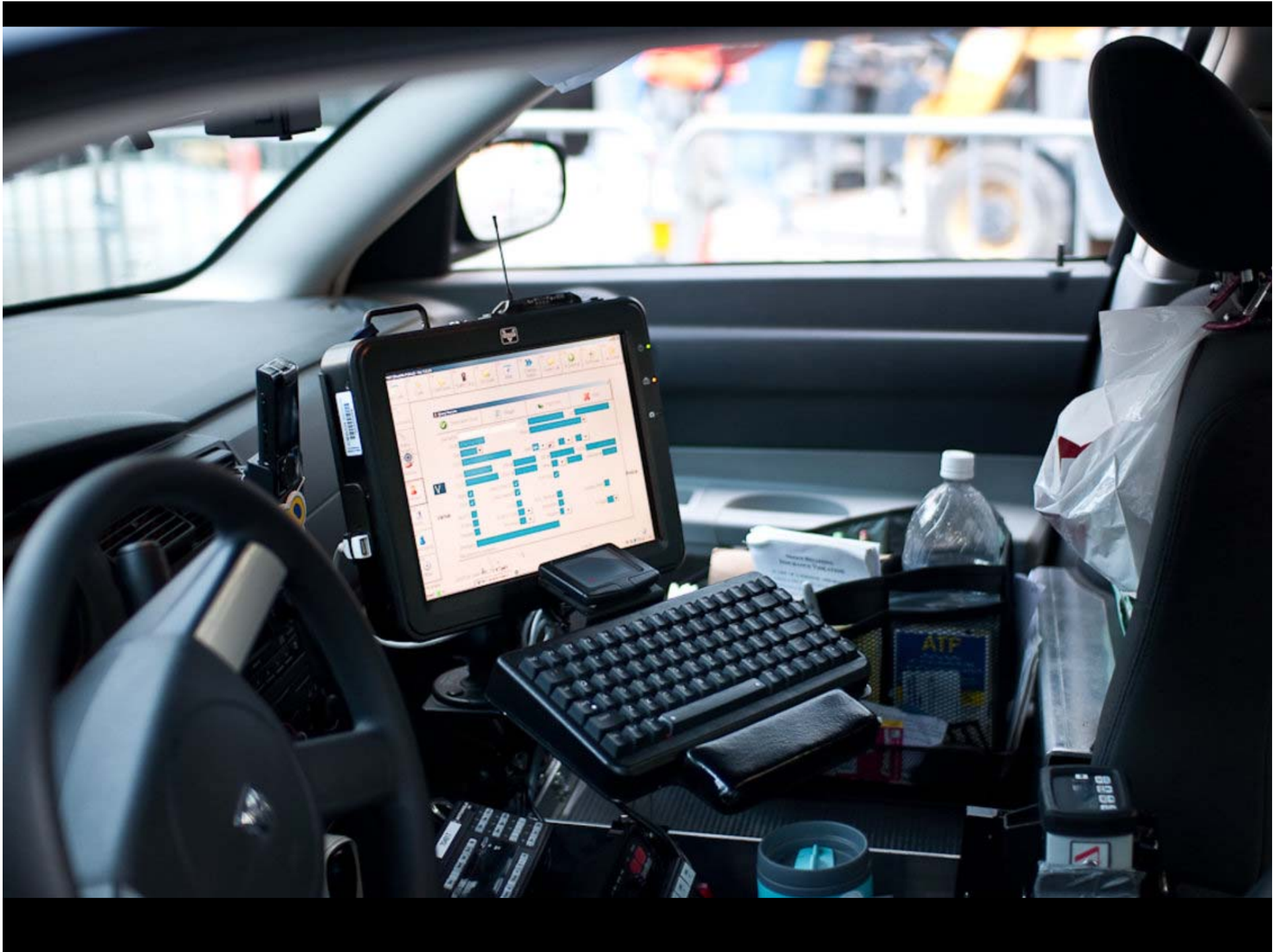


Excellent!



URED SAFETY MBX











Building a
COMMUNITY





Creative Dynamic Models Collaborative Autism Programs

CAPTAIN HOOK Regional Center
Tara Sisemore-Hester, VMRC
Melissa Claypool, VMRC
Staci Johnson, SJCOE



What is Collaboration?

Collaborations are organizational and inter-organizational structures where resources, power, and authority are shared and where people are brought together to achieve common goals that could not be accomplished by a single individual or organization independently

(“Best Practices in Inter-Organizational Collaboration” Bruner, p. 22).



Why Collaborate?

- **Solve problems** in creative ways — ways that lie beyond the scope of any single organization.
- **Address economic realities** of stakeholders, since collaboratives have the ability to share resources.
- **Prevent escalation of conflict.**



Why Collaborate?

- **Create services that are more accessible and effective** and that meet the changing needs of the consumer.
- **Achieve greater credibility** than actions by a single entity can achieve.
- Address concerns by **reducing duplication of efforts and services.**



Why Collaborate?

- Discourage fragmentation.
- Create sustained change.
- Focus on improved outcomes.
- Provide for continuity in the delivery of services and support.
- Build in guarantees that protect each party's interests.
- Adapted from Center for Collaborative Planning, *Collaboration: Concepts to Consider*; Bruner, 2005, p. 7; Mattessich, p. 3; Gray, p. 110.



Who to Collaborate with?

Collaboration begins by bringing people together — perhaps a few people, perhaps many. No two collaborations will progress in exactly the same way. Some collaboratives convene and disband over a short time period. Others may continue for years.



Steps to Organize a Collaboration

Although the steps to develop a collaborative vary, the following five-step sequence is typical of many successful collaborations.

- Step One: Decide Why to Collaborate
- Step Two: Recruit and Convene Stakeholders
- Step Three: Define Vision and Desired Outcomes
- Step Four: Establish Policies to Guide the Collaboration
- Step Five: Monitor Success



Howard G. Cohen, PhD, “Mr. Collaborator”

Howard served as the Clinical Director for Valley Mountain Regional Center where, with compassion, leadership, and an undying collaborative spirit, he led teams to provide exceptional services to consumers with developmental disabilities.

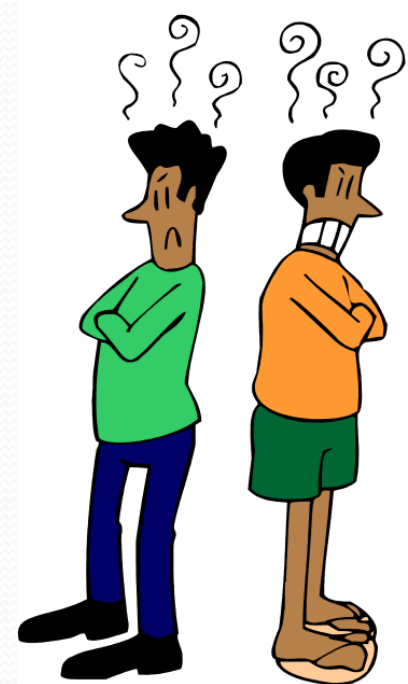
“Best Practices in Inter-Organizational Collaboration”
2008





Where We Started...

- Few Intervention Options
- Litigation
- Limited Communication
- Agencies and Parents
Working in Isolation





Where We Are...

- Multiple Intervention Options
- Cooperative Educational Planning
- Everybody is Talking!!!
- Collaboration



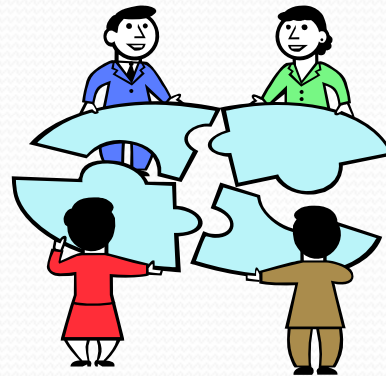


What EIBT Includes:

- 35-40 hours per week
- Typically 47 weeks per year
- Parent Training
- Community Based Intervention, as needed
- General Education Access, if/when appropriate



WORKING TOGETHER TO COMPLETE THE PUZZLE

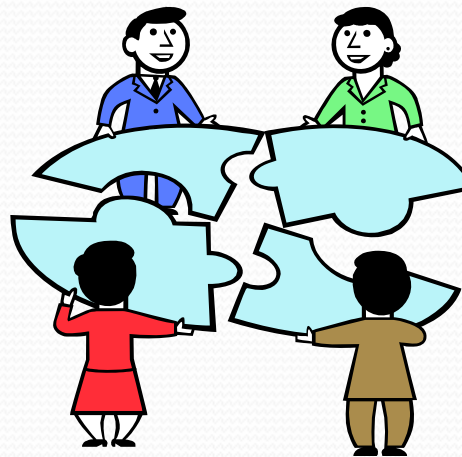


AUTISM CONNECTION



Autism Connection Goals

- **Facilitate Educational/Treatment Options**
- **Promote Collaboration and Communication**
- **Promote Best Practice**
- **Support Families and Interdisciplinary Participants**





Autism Connection Outcomes

Early Intensive Behavioral Treatment

Shared Responsibility Model

- Joint Funding
- NPA Collaboration
- EIBT Program Procedures/Guidelines
- Entrance and Continuation Guidelines
- Quarterly Monitoring
- Transition Process



Our Collaborators

- Valley Mountain Regional Center
- Districts and SELPA's in our five county catchment area
- Contracted Non-Public Agency ABA Providers
- Parents





Parent Involvement

- Parents are the key to successful EIBT Collaboration!
- NPA provides regular parent training to ensure consistent implementation across environments
- Can target specific concerns in the home or the community





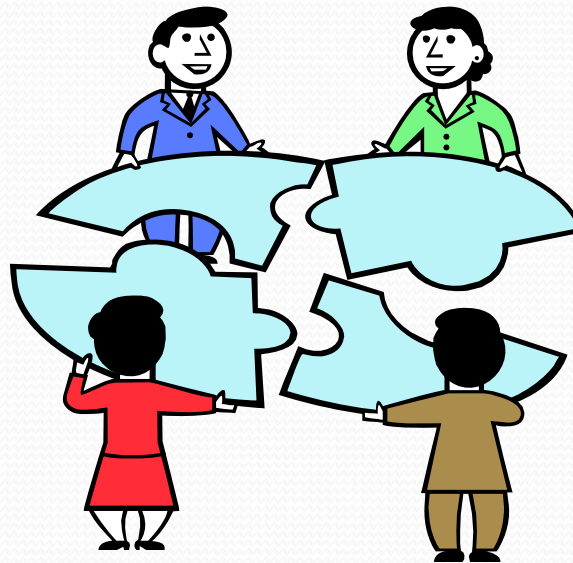
Autism and Educational Options

- Early Start Services
- After Age 3





Challenging Issues





Appropriate vs. Optimal

- Guidelines
- SELPA and VMRC Support





EIBT and Insurance

- Regional Center enters co-funding agreement with SELPA
- NPA/ABA Provider works with family to transition half of program to Insurance
- RC works with family to determine copay funding assistance, based on income guidelines
- RC continues with funding half of program, based on collaborative agreement, when insurance can not be accessed



Unity is strength...when there is teamwork and collaboration, wonderful things can be achieved. -
Mattie Stepanek



Para and Behavior Support Assistant Trainings



“Para Pro and Implementing Evidence Based Practices”

Stanislaus County Office Of Education
Presented by: Krissy Zapien, Director II
CAPTAIN HOOK Member

CAPTAIN Target Staff



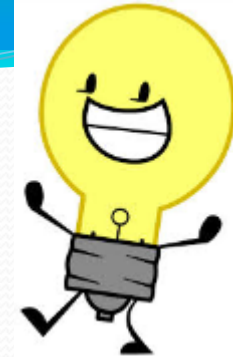
- SCOE Autism SDC Paras and BSPAs
 - 17 Classrooms
 - About 100 staff
- SCOE Inclusion BSPAs
 - 10 staff across various environments
 - 180 + students
- SCOE Program Paras
 - DHH, MH, SH, ED, Alt Ed, Preformal
- SCOE Sub Paras
- District Paras.



Instruction

- Trainings designed and Presented by Highly Qualified Staff including, BCBA's, Clinicians, Teachers & other appropriate education professionals.
- Goal is to provide wrap around support of pullout training and coaching in the field.

Why is this training so important?



- Para educators and BSPAs are our frontline staff
- They need to feel confident in their skills
- They need to feel valued
- They need the skills needed to provide excellence in the classrooms
- They need the ability to carry out plans developed by teachers and BCBA's
- Students with Autism across SPED and Gen Ed environments



PARA TRAINING SEPTEMBER 9, 2014

How to be an Effective Para PRO

Duties as an Effective Para Pro

These duties are the paras commitment to the student.

1 THE DISABILITY Understand the disability and how it affects the student	2 THE STUDENT Know student's needs preferences, skills etc.	3 CONFIDENTIALITY Maintain at all times
4 SEEK INFORMATION Be proactive	5 TEAMWORK Build and maintain a trustful relationship with all team members	6 BALANCE strive for balance in your role

To be a PARA PRO

- You foster Independence and Learning
- You use supports and services to support your student
- You have respect for self and others
- Allow for mentoring and coaching

NO EGOS
Check the ego at the schoolhouse door

Manual written by Educators, [Diane Twachtman-Cullen](#) & [David DeLorenzo](#)

Skills important across populations, including new and veteran staff.



INSTRUCTION AND ACADEMICS

- Overlap between instruction and supports
- Effective decision making is a balance between preplanned proactive strategies and on the spot reactive strategies
- Pre and Post teaching are needed for many students
- Modifications and accommodations can facilitate success
- Adjustments within the curriculum requires

SOCIAL, PLAY AND LEISURE SUPPORTS

- Generalization and maintenance of social, play and leisure skills
- Free play should be a time when the paraprofessional sets up social and play behaviors
- Use of social stories, etc. can increase social understanding and promote social expression

BEHAVIORAL SUPPORTS

- Problem behaviors are not the same as behavior problems
- Always ask yourself the question, "Which came first, the behavior or some frustrating or aversive situation that may have caused it?"
- Behavioral supports may serve a direct or indirect function
- The wise use of behavioral supports can minimize or eliminate the need for direct supports
- By being vigilant, it is possible to prevent problem behaviors from becoming more problematic
- Exercise extreme care so as not to inadvertently reinforce problem behavior
- Situations involving behavioral difficulties require team input

BLUEPRINT FOR TROUBLESHOOTING PROBLEM BEHAVIOR

- Identify the problem behavior
- Develop an action plan
- Assume an active role
- Be aware of common errors

CLERICAL AND RECORD KEEPING

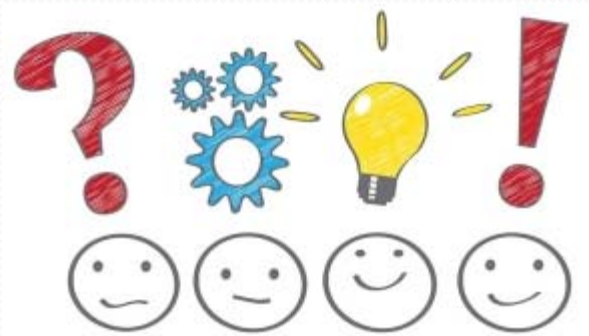
- Integral part of students programming
- Be proactive in seeking out the information you need
- Haphazard/sloppy clerical and record keeping compromises student learning
- Share information with the team at regular intervals

PARA PRO COMMITMENTS

1. To know both your student and the disability they have
2. To know your students perspective and know they have difficulty taking yours
3. Look beyond your students behavior to determine the functions they serve
4. Know your students strengths and weakness, but do not hold them to a standard they cannot meet
5. Use the most appropriate degree of support for your student's level of skill, development, and behavior
6. Be quick to fade prompts to promote confidence and independence in your student
7. Be proactive in seeking information to help your student's
8. Do not take over the teachers role, nor leave everything to them
9. Leave your egos at the school house door
10. Perform your duties mindfully, responsibly and respectfully

What do I know and what do I need to know?

- What do I do?
- What Should I do?
- I need
 - Knowledge
 - Materials
 - Resources
 - Help
- Peripheral Support
- Instructional/Academic
- Accommodations/Modifications
- Social, Play & Leisure
- Behavior support
- Clerical and Record Keeping



Getting to Know Students

- Communication & Language
- Executive Functioning Ability
- Educational Environment
- Interest and activities





Applied Behavior Analysis

- Teaching the basics
- Expanding on knowledge





Reinforcement

- Myths
- Truths
- Application





Engagement and Instruction

- Juggling engagement and instruction
 - Differential Reinforcement
 - Visuals
 - Video Modeling
 - Technology





Readiness and Prerequisite Skills

- Teaching the basics to mastery, fundamentals and readiness skills needed to take the next step.





Visual Supports

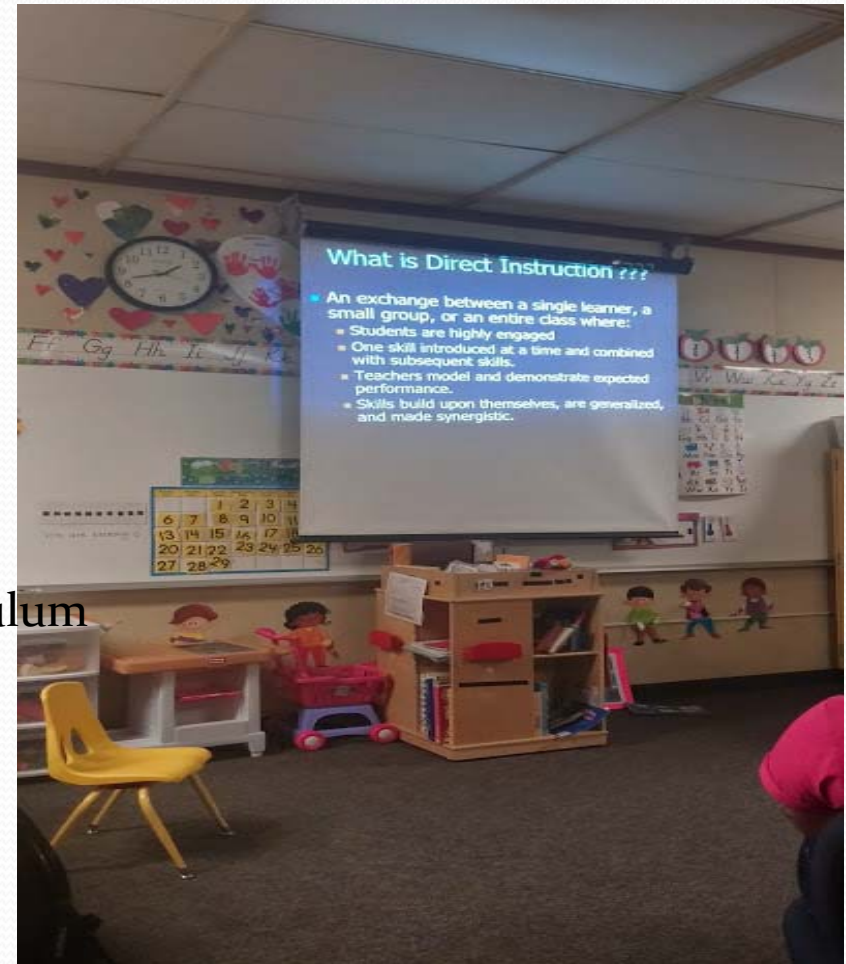
- Across skill areas and levels of instruction
 - Academics
 - Self-help
 - Communication
 - Social Skills





DTT & Direct Instruction

- Various Curriculum
 - Language for Learning
 - Thinking
 - Writing
 - Reading Mastery
 - Spelling
 - Connecting Math
 - Rocket
 - Saxon
 - Apply DI strategies to curriculum and activities
- Goal Binders
 - DTT programs
 - Data collection
 - Stimuli





Social Skills

- Coping strategies
- Hidden Curriculum
- Expected and Unexpected Behaviors
- Peer interaction
- Generalization





Shaping Behavior

- Accepting approximation
- Task analysis
- Focus on strengths
- Sensory support





Increasing independence

- Reduce Prompt dependency
 - Setting up for success
 - Using least intrusive prompts
- Increase Independence
 - Fading
 - Visuals





Coaching in the field

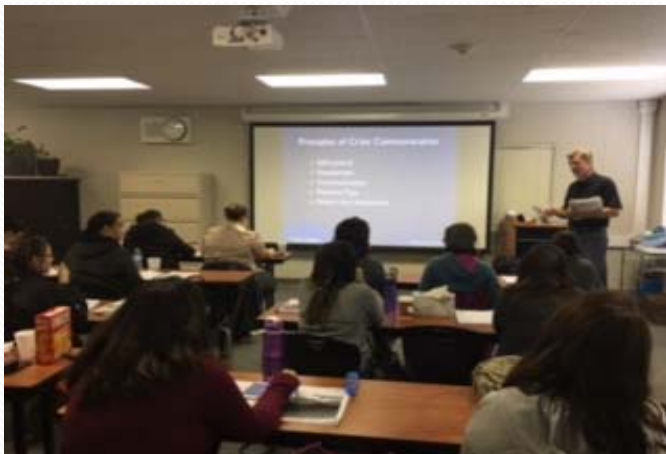
- BCBA's & Clinicians follow up and consult
- Built in reflection
- Personal goals and self-monitoring





Safety

- Provide and train how to implement appropriate safety procedures and equipment so staff can avoid injury and focus on behavior support.
- PPE
 - Spit guards
 - Kevlar
- Pro-Act training





Staff feel valued and important!

- Recently we received feedback sharing that para/BSPA specific trainings makes the staff feel valued and important.





Added benefit....

- Holding regular trainings, pulls staff together from across classrooms, programs and districts. This has inspired motivation to collaborate for community events





What's next?



DONE!

- **Continue to identify fundamental skills and EBPs our paras and BSPAs need to be trained in, refreshed and coached on in order to provide the best educational opportunities to all our students across settings.**
- **Get all staff plugged in and referencing CAPTAIN resources**