

## **Plan for Implementation of the Applied Behavior Analysis (ABA) Model for Students with Autism in FCPS Secondary Schools**

### **FCPS Philosophy**

The use of Applied Behavior Analysis (ABA) methodologies is a required standard practice for daily, ongoing instruction of students with autism, as well as for students in other low-incidence programs. Students with autism at the elementary level have had instructional programming using ABA strategies through staff development and ongoing support provided to school-based teachers by Office of Special Education (OSE) staff, including low incidence specialists, curriculum resource teachers, and autism coaches. As these students transition to middle and high school settings, it is critical to implement programming at the secondary level that supports continued growth of students' social, academic, and functional life skills. OSE secondary services staff are committed to providing effective training and on-site support and consultation for school-based staff implementation of the principles of ABA.

### **Service Delivery Options**

The full continuum of special education service delivery options is available to secondary students with autism based on needs determined by each student's Individualized Education Program (IEP) team. Appropriate school-based and itinerant staff members, including general education and special education teachers, paraprofessionals, and related service personnel, collaborate to provide special education services.

### **Secondary ABA Implementation Goals**

Office of Special Education staff members have been building capacity for ABA implementation at the secondary level by:

- Providing information on ABA methodology and requirements for implementation to secondary school-based administrators who support and supervise the overall instructional program, including service delivery to students with autism.
- Coordinating ABA Fundamentals\* Training and information sessions for teachers, paraprofessionals, related services providers, and administrators.
  - \*A one-day didactic training describing the basic strategies of ABA and how they are applied to address behavior and provide instruction in the secondary classroom.

- Coordinating ABA Hands-on\* Training for teachers and related service providers who provide direct service delivery using ABA methodologies for students with autism.
  - \*A week-long practical training where participants practice implementing ABA strategies and receive direct feedback from trainers.
- Sharing ABA program implementation information with parents of secondary students with autism.
- Providing ongoing training and site-based consultation to school-based staff to support skill acquisition in the use of ABA methodologies.
- Building the capacity of central office staff to provide training and consultation to school-based staff in the use of ABA methodologies.
- Providing training to parents on the use of ABA methodologies in the home environment.
- Developing summer school options for students with autism that support the continuity of ABA programming implemented throughout the school year.

### **Autism Partnership Consultation Plan**

Over the past few years, *Autism Partnership* consultants have collaborated with OSE staff to implement ABA at the preschool and elementary levels. In order to ensure continuity of program implementation for students transitioning to the secondary level, *Autism Partnership* consultants have also been contracted to provide training and site-based consultation for secondary teachers implementing ABA. They will provide the following:

- Site-based consultation - eight days per month (2 consultants/4 days each)
- Teacher training - one day per month
- Evening parent meetings - bimonthly
- After-school advanced training sessions for select teachers – monthly

### **Synopsis of Year 1 (2005-06) Implementation**

#### ***Background:***

- Based on participation in Applied Behavior Analysis (ABA) “Fundamentals” and “Hands-on” training, six schools received monthly support and consultation from *Autism Partnership* consultants. Schools that received this support were:
  - **Middle Schools:** Cooper, Irving, Liberty, Longfellow, Thoreau
  - **High Schools:** Centreville

- In order to provide ongoing school-based support, a curriculum resource teacher (CRT) was hired to focus on providing support for ABA implementation at the secondary level.

***Staff Development:***

- FCPS provides a comprehensive training program for autism program staff through the use of consultants and through FCPS staff members, including teachers and paraprofessionals, with specific expertise in working with children with Autism Spectrum Disorders.
- Training is ongoing in the following instructional areas: Applied Behavior Analysis (ABA), including discrete trial teaching and teaching interactions, direct instruction, data collection, augmentative communication, social skill development, leisure/life skills, work awareness and preparation.
- OSE staff provided an overview of ABA methodologies to speech and language clinicians providing services to secondary students.

***Parent Workshops:***

- Conducted three evening workshops for parents of students with autism:
  - February 1, 2006 - ABA Programming for Secondary Students
  - March 8, 2006 – Behavior Management Solutions
  - May 3, 2006 - Programming for Middle and High Students with Autism

## **Proposal for Year 2 (2006-07) Implementation**

***Background:***

- The number of schools that will implement ABA instructional programming will increase to twenty-six. The designated schools are:
    - **Middle Schools:** Carson, Cooper\*, Franklin, Hayfield, Herndon, Irving\*, Key, Lake Braddock, Liberty\*, Longfellow\*, Poe, Robinson, Sandburg, South County, Stone, Thoreau\*
    - **High Schools:** Annandale, Centreville\*, Chantilly, Langley, Lee, Madison, Oakton, Westfield, West Springfield, West Potomac
- \*Indicates Year 2 of ABA implementation

***Staff Development:***

- *Autism Partnership* consultants will provide ongoing support, approximately every six weeks, to designated teachers who participated in ABA “Fundamentals” and “Hands-on” training during the summer of 2006.

- *Autism Partnership* consultants will continue site-based consultation with teachers who were trained during the summer of 2005. Four of six teachers who received training and consultation from *Autism Partnership* and OSE staff during SY 2005-06 are continuing as teachers of students with autism during SY 2006-07; one of those teachers has changed schools.
- Prior to the beginning of SY 2006-07, Work Awareness and Transition (WAT) teachers who work with students with low incidence disabilities received disability awareness training and information on implementation of ABA methodologies and the importance of collaboration.
- All teachers implementing ABA will receive ongoing site-based training and support throughout the year from the OSE specialist and curriculum resource teachers.
- Staff development on implementation of ABA methodologies will be provided to teachers, related service providers, paraprofessionals, and school-based administrators.

***Parent Workshops:***

- Evening sessions will be provided quarterly on topics related to ABA implementation in secondary schools as well as the use of ABA strategy in the home and community.

**Long-range Plan (2007-08 and Beyond)**

- As FCPS builds capacity within the system to train and support secondary staff, support provided by *Autism Partnership* will be phased out.
- Each year, OSE staff members will determine ABA sites based on review of student projections. Staff development and additional resources, including FCPS staff and *Autism Partnership* consultative support, will be determined based on assessment of student and staff needs.
- Allocations of staff and resources will continue to be reviewed on an ongoing basis and will be based on consideration of student enrollment.

**ABA Staff Development Topics**

***ABA Teaching Techniques***

- ***Discrete Trial Techniques***
  - Giving instructions
  - Providing feedback

- Prompting strategies
- Effective Use of Reinforcement
  - Conducting an inventory of preferred reinforcers
  - Developing new reinforcement options
  - Reinforcement strategies
  - Reinforcement systems (i.e., token economies, point systems)
- Generalization
  - Expanding independence
  
- ***Teaching Interactions***
  - Capturing opportunities for instruction of social skills, content, etc.
  - Assessing skill acquisition
  - Generalizing use of skills

### ***Application of Verbal Behavior (VB) Strategies for Secondary Students***

#### ***Collaborating with School-based and Itinerant Staff***

- Related service providers
- Effective use of paraprofessionals
- Responsibility for providing turn-around training

#### ***Data Collection***

- Data collection procedures
- Types of data – Baseline, Frequency, Prompt/Prompt-fading, Event, Anecdotal, Running records, Work samples, Pre- and post-testing

#### ***Group Instruction and Observational Learning***

#### ***Implementation of ABA Curriculum***

- Embedding ABA curriculum into life skills and content instruction
- Developing Lesson Plans

#### ***Managing Challenging Behaviors***

- Reactive and proactive strategies
- Developing behavior plans

#### ***Secondary Classroom Set-up to Maximize Learning***

- Classroom structure and organization
- Student and class schedules
- Establishing classroom procedures and routines

#### ***Training for Instructional Assistants***

- Shadow teaching
- Discrete trial teaching
- Behavior management

## Communication

The Office of Special Education is expanding methods for communicating ABA information to school-based and itinerant staff, administrators, and parents through the following resources:

Resource	Proposed Date for Completion
Secondary ABA Website	September 2006
Secondary ABA Parent Information Packet	December 2006
Secondary ABA Handbook for Teachers and Administrators	June 2007

## Office of Special Education Staff Support

- Currently, the following Office of Special Education (OSE) secondary staff members support the implementation of ABA programming:
  - One Secondary Autism/Mild Retardation/Moderate to Severe Disabilities (AU/MR/ModSD) Specialist
  - Two Secondary ABA Curriculum Resource Teachers (CRT)
- The OSE specialist and CRTs provide support, site-based consultation and training, and centralized training opportunities for school-based staff.

## Instructional Resources – SY 2006-07

- Office of Special Education staff members are field-testing the use of the *SRA Direct Instruction* reading and math programs in **five** schools during SY 2006-07. The field-test includes purchasing materials, training teachers, and evaluating student achievement through pre- and post-assessments that accompany the following programs:
  - *Reading Mastery*
  - *Connecting Math Concepts*
- Students take general or special education elective classes based on needs and/or interests. Instructional resources are available to support the following special education elective classes that are offered only to students with disabilities:
  - Foundations courses provide modified curriculum in core academic content.
    - Foundations of English (High School)
    - Foundations of Biology (High School)
    - Foundations of World History (High School)
    - Foundations of US/VA History (High School)

- Reading 7/Reading 8 (Middle School)
  - Developmental Reading (High School)
  - Individual Math (High School)
  - Personal Development (Middle/High School)
  - Life Skills (Middle/High School)
  - Career and Transition Services course offerings (Middle/High School)
- Students with low incidence disabilities also have the opportunity to participate in the following:
    - Community-Based Instruction (CBI)
    - Community-Based Training (CBT)
  - Teachers receive training and site-based support from Pyramid Resource Specialist (PRS) and Inclusive Schools Resource Teacher (ISRT) staff members on Virginia Assessment System options, to include:
    - Standards of Learning (SOL) tests with or without standard or nonstandard accommodations – Grades 3 - 11
    - Virginia Grade Level Assessment (VGLA) – Grades 3 – 8
    - Virginia Substitute Evaluation Program (VSEP) – Grades 9 – 12
    - Virginia Alternate Assessment Program (VAAP) – Grades 3 - 11
  - OSE staff members are currently developing a resource manual to support instruction of Virginia Department of Education (VDOE) Aligned Standards of Learning (ASOL) objectives through a life skills curriculum.