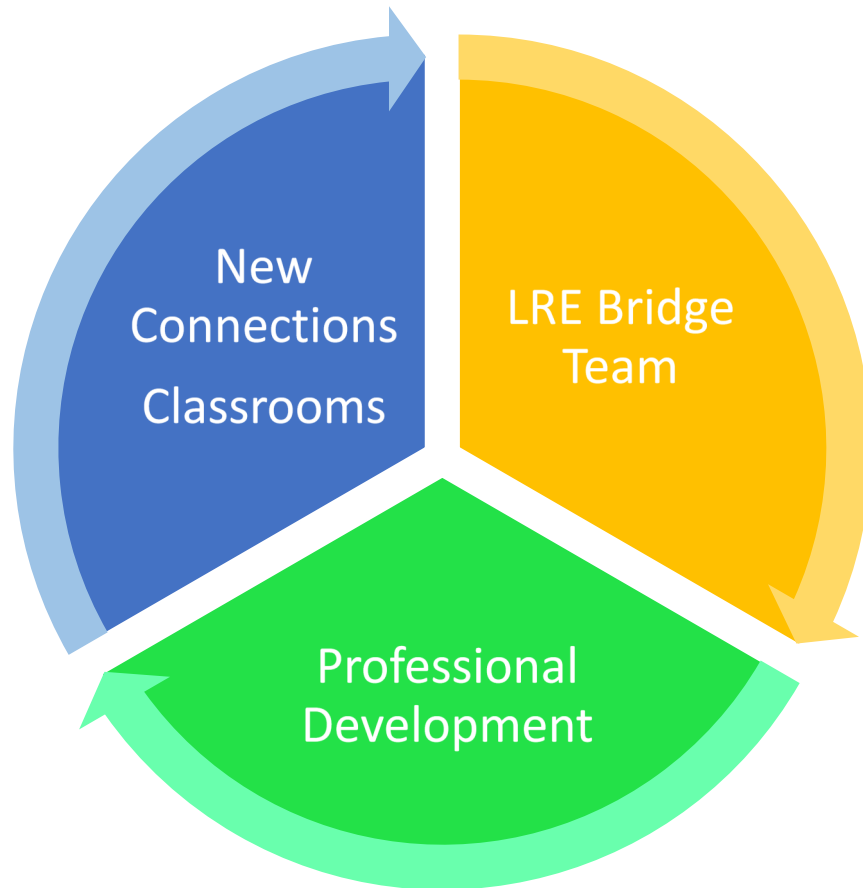




Earlywood

Educational Services

Continuum of Support & Services



Least Restrictive Environment (LRE) Bridge Team

Objective

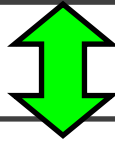
Responsible to provide support in the local district to ensure LRE by aiding in data collection and implementation of EBP before & after student is considered for NC.

Staff

[Autism Consultant](#)
School Psychologists
[Behavior Therapist](#)– BCBA
[Skills Specialists](#)– RBT

Resources

[ALSUP](#)
[MTSS Review](#)
[Professional Development](#)
[Applied Behavior Analysis](#)
[Behavior Consultation Team](#)
Skills Specialists PLC/Collaboration



New Connections

Objective: Provide a continuum of support to students who have exhausted site tiered systems of support and are at risk of more restrictive placements due to mental health or behavioral needs.

Focus/Resources:

[FBA/BIP](#)
[Personalized De-Escalation Plan](#)
[Academic:](#) Diagnostic/Intervention resulting in an Academic Support Plan
[Address Lagging Skills/](#)Developmental skill acquisition
[Executive Function Skill Development](#)
[Skillstreaming](#)
[Community Mental Health](#) Partnership for identified students
[Monthly Communication Logs](#)
[Positive Reinforcement Continuum](#)
[Home school curriculum and on line curriculum](#)
[Cognitive Behavior Therapy](#)
[Handwriting Without Tears](#)



Social Emotional (1-8)

Objective: Specifically designed to support students who's behavior demonstrates a need for therapeutic psychosocial intervention.

- Two classrooms
- Two [teachers of service](#)
- One [Social Worker](#)
- Two [Skills Specialists](#)

Additional Strategies and Evidence Based Practice (EBP):

[Self Regulation](#)– *Second Step*
[Exploring Feelings: Anxiety CBT](#)
[Exploring Feelings: Anger CBT](#)
[Resiliency Training- Why Try](#)
[Theraplay](#)®

Social Communication (1-5)

Objective: Specifically designed to support students who's behavior demonstrates a need for prosocial and functional intervention.

- One classroom
- One [teacher of service](#)
- One Behavior Therapist- [BCBA](#)
- One Skills Specialists

Additional Strategies and EBP:

[Applied Behavior Analysis](#)
[Functional Skill Acquisition/Task Analysis](#)
[Verbal Behavior](#)
[Super Flex Curriculum](#)
[Social Narratives](#)
[STAR Curriculum](#)
[Sensory Diet \(MT\)](#)
[TEACCH](#)® Model

Processes & Procedures

Behavior Collaboration Team Process and Procedure

All students are General Education students first and are entitled to the same services in the least restrictive environment. The Behavior Case Consultation Team's (BCT) purpose is to empower site based teams with evidence based strategies and interventions that will allow students to receive full educational benefit in their current placement.

What is the BCT?

The BCT is a Special Education internal process to support site-based teams with strategies and interventions to support students. BCT meetings are held weekly at Earlywood Education Center to discuss specific student needs.

When should a School Psychologist and Program Director consider a referral to BCT?

The referral should be triggered after the school site team (including the School Psychologist and Program Director) has met, defined the areas of concern, implemented strategies, collected data, evaluated the effectiveness of the strategies, and determined that the site requires additional consultation.

Who are the members on the BCT?

BCT Members:

EARLYWOOD Assistant Director
School Psychologists
Autism Coordinator
Social Worker

How are students referred to BCT?

The referral is generated by the School Psychologists

The BCT Referral includes:

Assessment of Lagging Skills & Unsolved Problems: To be completed by School Psychologist in collaboration with the site team BEFORE the meeting to determine the 3 questions of focus.

3 questions: The questions define where the school site team is "stuck" in helping their student. Questions need to be specific to the problem(s) that are to be addressed.

Appropriate Questions should use concrete terms and be focused around what variable can be manipulated within the setting for the student to be successful. (STOIC)

Inappropriate Questions are stated in a global and vague manner such as: *How do I support my student? Does this student need a change of placement?*

Current FBA/BIP with data reflecting 20 instructional days of implementation

Psych Report

Documentation of tiered support put in place and school based staffing

What can be expected at a BCT meeting?

The referring School Psychologist will review the student presenting problems, data and pertinent history. The remainder of the meeting will be spent consulting on the 3 submitted questions. The BCT recommendations will be documented on a *Behavior Consultation Team Summary Form*.

How will confidentiality be insured?

Referral on Google Drive: This file is only visible to School Psychologists and will be moved to a private confidential file once submitted.

Student Information Form: This is a confidential internal document for the BCT team use only and should NOT be attached to the IEP.

Behavior Consultation Team Summary Form: At the conclusion of the BCT meeting this document will be shared with referring School Psychologist. It is the responsibility of School Psychologist and the Program Director to share the information and recommendations with their site team. This document is not to be distributed to other members of the team or placed in the student's file.

Does the BCT determine Special Education placement?

No – Special Education program placements are a function of the Case Conference Committee. The BCT assists the site team with interventions in the student's current placement. The BCT will support the site team with strategies in the student's current placement. School Psychologist is responsible for reporting the findings to the school based team and help with implementation of the discussed strategies and measure the student's progress with the use of these strategies.

Does the BCT determine if additional services can be put into place?

Determination of services are a function of the Case Conference Committee.

Who should the referring team contact if they have any questions?

Assistant Director, Stephanie Lawless

BCT Scheduling procedures:

School Psychologist will email Nikki Rankin nrankin@earlywood.org requesting a time and date to bring student case to the BCT. The email will include the following attachments:

3 questions: The questions define where the school site team is "stuck" in helping their student.

Questions need to be specific to the problem(s) that are to be addressed.

Appropriate Questions should use concrete terms and be focused around what variable can be manipulated within the setting for the student to be successful. (STOIC)

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Current FBA/BIP with data reflecting 20 instructional days of implementation

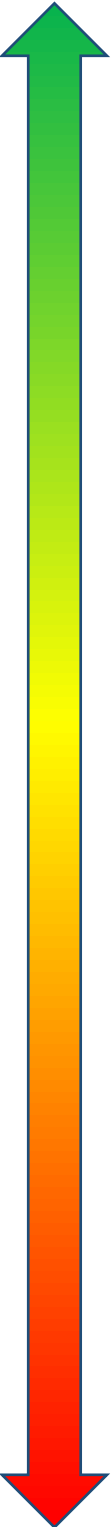
Psych Report

Documentation of tiered support put in place and school based staffing

A meeting date will be set once all required documentation has been submitted.

Continuum of supports for students with IEPs experiencing behavioral concerns:

At the onset of the first concern or suspension:

- 
- [Follow Three Tiered RtI Model for Behavior and Social/Emotional Support](#)
 - Tier 1 (85-90%): All Students- Culturally responsive environments, classroom strategies with accommodations planning
 - [PBIS](#)
 - [16 Proactive Classroom Management Strategies](#)
 - [Social Emotional Learning \(SEL\) Curriculum](#)
 - [Firm, fair, kind, consistent teaching \(Model, Safe and Civil Schools\)](#)
 - [Positive relationships with all students](#)
 - [Physiology for learning instruction](#) (diet, sleep, exercise, stress management)
 - [Tier 2](#) (7-10%): At-Risk Students- Intensified classroom and small group interventions
 - Consider **Requesting School Psychologists/Skills Specialists intervention**
 - [Self-monitoring](#)
 - [Structured adult mentor programs, \(Check in, Check out\)](#)
 - [Daily home/school communication](#)
 - Behavior contracts
 - Small group social skills or SEL training
 - Escape Card
 - [Positive peer reporting](#)
 - [Tier 3](#) (3-5%): High-risk, Individual Interventions
 - **Request School Psychologists/Skills Specialists intervention**
 - Cognitive Behavior Therapy/Counseling (CBT)
 - FBA/BIP with replacement behavior training
 - WRAP around and other parent focused assistance
 - Inter-agency services
 - **BCT**- School Psychologists referral, ALSUP [lagging skills](#) and strategy review
 - Strategy Implementation
 - **Data Collection (20 instructional days)**
 - Review data in follow up BCT
 - **CC** Consider more restrictive supports
 - Shortened day (if data supports)
 - New Connection
 - Home Bound
 - Residential
 - Addition of full time Skills Specialists support

Continuum Suggestions:

Contact School Psychologists for intervention at Tier 1 or 2, the earlier the better. Hold the MD between 5 or 7 days of suspension so you have more time to make decisions.

Before a student MD is held the school team should create an alternative support plan to provide service in current setting past the ten days. E.G. Home bound for additional suspensions.

Professional Development Opportunities

Professional development opportunities will be provided both to New Connections staff and local site teams. Trainings will be offered by Earlywood School Psychologists, Social Worker, Autism Consultant, and Assistant Director. Training topics will include best practice and evidence based practice in the areas of:

- Crisis Prevention Intervention ®
 - Autism
 - Initial
 - Refreshers
- Executive Functioning Skills
- Structured Teaching and Visual Supports
- Behavior Intervention Strategies
- FBA/BIP Process
- QPR– Question, Persuade, Refer; Suicide Prevention Training
- Trauma Informed Care
- Theraplay
- Understanding Mental Health in Schools
- Resiliency Coaching
- Social Skills Strategies

At the end of each year a course catalog will be released with the dates, topics, and objective of additional trainings being offered through EARLYWOOD.

[2017-2018 Professional Development Catalog](#)

Assessment of Lagging Skills and Unsolved Problems

From Dr. Greene's work the ALSUP process helps schools identify how to support students in addressing skills to teach rather than just behaviors to change. His site, LivesInTheBalance.org, provides the explanation and examples of the forms and procedures that we use to help improve outcomes for students.

Understanding *why* a kid is exhibiting challenging behavior is one of the most important parts of helping him or her. If you've taken the Walking Tour for [Parents](#) or [Educators](#) already, then you already know why kids are challenging: *they're lacking the skills not to be challenging*. Challenging behavior occurs when the demands of the environment exceed a kid's capacity to respond adaptively. That being the case, your first goal is to identify the skills that are lagging in the kid you're trying to understand and help. Your second goal is to identify the specific conditions (these are called "unsolved problems") in which challenging behavior is occurring. It's very hard to do Plan B without knowing the specific problems you're trying to solve. The goal of intervention is to solve those problems, and to do it in a way -- collaboratively and pro-actively -- that simultaneously teaches the child the skills he or she is lacking. There are several instruments that can help you accomplish these missions (all the instruments are available in black-and-white if the color versions are too light for your printer...click [here](#) for those):

The *Assessment of Lagging Skills and Unsolved Problems (ALSUP)* is used to identify lagging skills and unsolved problems. [Click here](#) for the new printable/editable/fillable version.

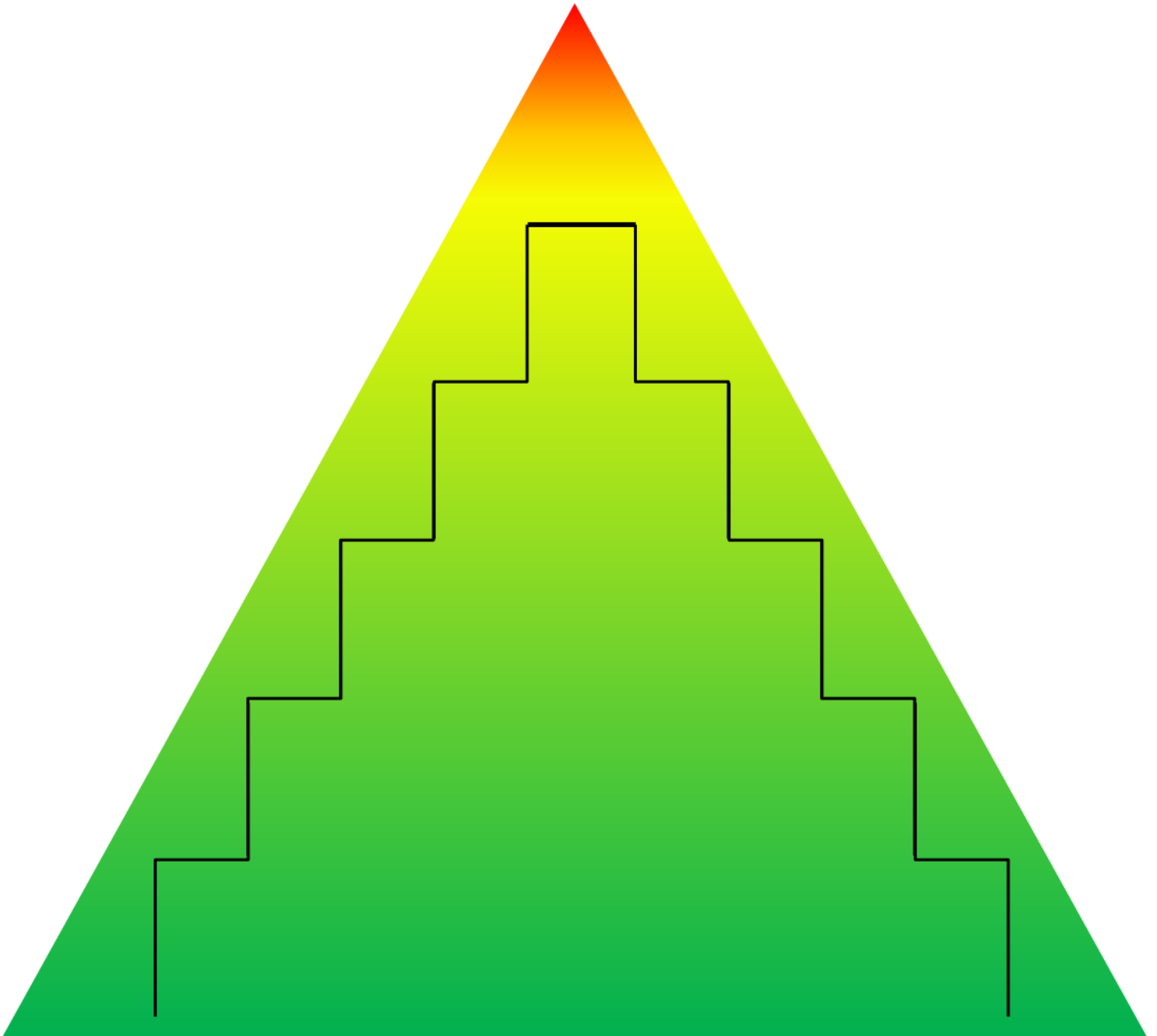
The new *ALSUP Guide* provides helpful guidelines for completing the ALSUP. ([Click here](#))

The *Problem Solving Plan* (formerly the Plan B Flowchart) was designed to help you keep track of the high-priority unsolved problems you're currently working on and the progress you're making in solving them. [Click here](#) for the new printable/editable/fillable Problem Solving Plan.

The *Drilling Cheat Sheet* provides an overview of the drilling strategies that can be used to gather information in the Empathy step of Plan B. ([Click here](#))

The *Plan B Cheat Sheet* provides a handy overview of the key components you'll want to keep in mind when you're doing Plan B. ([Click here](#))

MTSS Review Model



In this adaptation of the MTSS, “Multi-Tiered Logic” behavior is reviewed as strengths and weaknesses as identified both for academics and social emotional needs. [MTSS](#) is the framework for enhancing adoption and implementation of continuum of evidenced-based intervention to achieve academically and behaviorally important outcomes for all students.

Through professional development, school teams are taught how to utilize this MTSS review to informally assess student needs and determine plans to help the student learn the necessary skills to be successful.

Referenced:

[Positive Behavior Interventions & Supports– OSEP Technical Assistance Center](#)

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FBA/BIP Process

STEP 1: Teacher of Record is made aware of a behavior concern and reviews the current IEP. Question: Is the IEP being implemented as written?

No

TOR makes sure all relevant staff are aware of IEP. Consider using IEP at a glance.

TOR alerts director of failure to implement IEP.

Team ensures the IEP is correctly implemented.

TOR reviews student progress frequently.

Yes

Does the student have

- significant behavior that interferes with learning? (MTSS, low levels implemented)
- an open evaluation for Emotional Disturbance?
- an MD CCC determined that the behavior was a manifest of the disability?
- an interim alternative setting for weapons, drugs or serious bodily injury?

No to all

TOR leads informal FBA:
Gather existing data, analyze information, develop hypothesis of the function of the behavior. (Consider ALSUP, Pathway charting...)

IIEP BIP: CCC reviews
Information, problem solves potential interventions.

Team implements the intervention with fidelity.

TOR monitors the student's progress. Collect at least 8-10 data points.

If the student is making desired progress continue the intervention or begin fading. Continue to monitor student progress.
If student is not making progress return to step 1. Consider if behavior is significant or if BIP needs to be revised.

Yes to at least one

Conduct Formal FBA: TOR obtains parent permission to conduct FBA. (Consider using EARLYWOOD FBA from) Parental consent starts the 50 school day timeline.

Evaluation team reviews existing data and collects new information. At minimum Includes Teacher of Record and School Psychologists.

Team analyzes information and develops hypothesis of the function of the behavior.

CCC develops a BIP

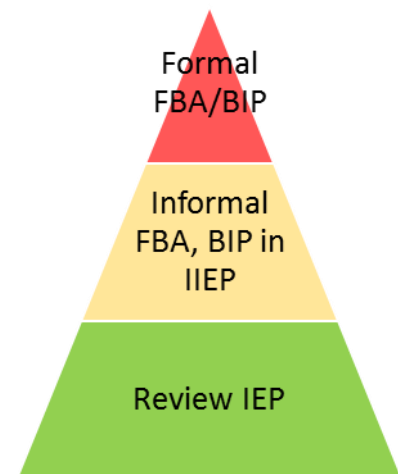
Implement the IEP, which includes the BIP and monitor student progress

Revise as needed through a CCC or IEP revision with parent permission.

Tier one Intervention:

The TOR first reviews the student's current IEP and makes sure that it is being implemented as written.

- If it is not, the TOR should disseminate the IEP or IEP at-a-glance to staff and should report the failure to implement the IEP to administration. It is the responsibility of the administrator to ensure that staff comply and implement the IEP. The TOR continues to monitor and document the student's progress and determine if the behavior improves with proper implementation of the IEP. (IEPRC)
- Review student need for additional support in the area of their identified disability or academic level.



Tier Two Intervention:

If the IEP is being implemented, the next step is to determine the impact of the student's behavior. Is the behavior significantly interfering with the student's learning or the learning of others? The TOR should consult with others in making this determination (parents, the student's teachers).

- If the answer is no or the behavior is relatively mild, the behavior may not require a formal behavior intervention plan (BIP).
- The TOR should start by gathering existing data (e.g., attendance, input from teacher, and input from parents, grades, disciplinary referrals, and visits to the nurse).
- The data should be analyzed to look for patterns and the absence of patterns, such as where the behavior does and does not occur, time of day, people present/not present, and type of environment (structured/unstructured).
- It is important for the TOR to utilize the building intervention team or behavior team to help develop a hypothesis of the function of the behavior and to then problem solve possible interventions.
- **This process is a functional behavior assessment (FBA); however, if it is a review of existing information only, no written parental permission is needed (i.e. Pathway Charting or ALSUP).**
- If the interventions selected require a change to the IEP, the TOR must schedule a case conference or may contact the parent to discuss a change to the IEP without a case conference (if local policy/procedures permit IEP revision with parent permission).
- If interventions can be implemented without a change to the IEP, interventions should be implemented with fidelity. The student's progress is monitored and documented, collect a minimum of 8 to 10 data points. If the student makes appropriate progress, the TOR should consult with others to determine whether to continue the intervention or begin to fade the intervention. Share information about the student's progress with the parent.

Tier 2 FBA/BIP/How to Document in IIEP

- The FBA and the Behavior Intervention Plan (BIP) are embedded in the IEP document on the **Special Considerations and Behavioral Concerns** screen.

- The Informal Functional Behavior Assessment information is entered into the **Behavior of Concerns** text box. This would include description of the pattern of behaviors.
- Functions of the behavior are entered into the **Functions of Behavior** text box and should include the evidence collected of factors affecting behavior (i.e. Pathway Charting or ALSUP).
- The interventions and strategies that will be implemented to support skill growth are entered in to the **Positive Strategies/Instructional** Experiences text box.
- Goals and Services supporting the Behavior Intervention Plan are entered either on the Special **Considerations and Behavioral Concerns** screen, or in the **Goals** and **Provisions** screens.
- Evidence of the Behavior Intervention Plan being tied to the Functional Behavior Assessment can be reflected in the **Goal Statement** and/or **Rubrics**.
- The **Progress Monitoring Wizard** accessed from the **Main Menu** allows for documentation of the targeted goals addressing behavioral skill development. The Teacher of Record and Team Members (as determined by the Case Conference Committee) can record data in this section.
- **Progress on Goals** can be embedded in the IEP document in the **Progress Monitoring Data** text box found on the **Existing Data** screen.
- Text boxes for note taking are located on each screen of the IIEP. By adding a heading in the text box the conference note-taker can make the documentation clearly available to anyone reviewing the IEP. These notes print on a common Notes page at the end of the IEP document.

Tier Three Intervention:

If the intervention process was unsuccessful or if the student's behavior is significantly interfering with the student's learning or the learning of others, it is advisable to do a formal, comprehensive FBA, including gathering new information.

- TOR obtains written parent permission that is required in order to gather new information as part of an FBA. This triggers the 50 school day timeline.
- The evaluation team reviews existing data and collects new information (e.g., interviews, observations, rating scales).
- The team analyzes the data to look for patterns and the absence of patterns, such as where the behavior does and does not occur, time of day, people present/not present, and type of environment (structured/unstructured).
- The team develops a hypothesis of the function of the behavior based on the data. **The data collection, analysis, and hypothesis development is the FBA.**
- A case conference is scheduled. The case conference committee (CCC) uses the information from the FBA to develop a BIP as part of the student's IEP.
- The IEP is then implemented, which includes the BIP. It is the responsibility of the TOR to disseminate information from the IEP to all relevant staff. When the IEP includes a BIP, staff may include personnel such as a recess monitor or bus driver.

- The student's progress is monitored and documented, based on the determinations in the IEP. If a change is needed, either a case conference is scheduled or the TOR may contact the parent to discuss a change to the IEP without a case conference (if local policy/procedures permit IEP revision with parent permission).

Article 7 specifically **requires** an FBA to be completed under the following circumstances:

- As part of an educational evaluation to determine eligibility for an Emotional Disability;
- When the student requires a manifestation determination, and the CCC determines that the student's conduct was a manifestation of the student's disability (unless an FBA has already been completed);
- When the student requires a manifestation determination, and the CCC determines that the student's conduct was not a manifestation of the student's disability (as deemed appropriate, along with behavior intervention services and modifications to address the behavior violation so that it does not recur);
- When the student has been removed to an interim alternative setting for weapons, drugs, or serious bodily injury (as deemed appropriate by the CCC, along with behavior intervention services and modifications to address the behavior violation so that it does not recur).

If you are planning a Functional Behavioral Assessment (FBA) that involves new data (not just a review of existing data), this requires parental consent for testing. Parental consent triggers the 50 school day timeline for evaluation. For a student with an existing IEP, this is considered a reevaluation. Consent to complete an FBA is recorded in the Pre-Conference Planning Section.

- Type of Evaluation
- Existing Data
- Referral Decision
- Eligibility Categories and assessments

The system generates the Notice of Re-evaluation from the Pre-Conference Planning section. The Assessments are documented in the Evaluation section of the Indiana IEP.

Use the embedded components of the BIP and supportive documentation from the FBA to ensure this critical information is embedded within the "four corners" of the IEP. Local practices often rely upon the upload feature in the system to attach the Behavior Plan to a student's file. This practice is only effective if the team remembers to attach the document to the student's file. Formal FBAs and BIPs should be uploaded onto IIEP as supporting documents and treated as part of the IEP.

Monthly Communication Log

EARLYWOOD: New Connections Communication Form Date: _____

Student Name:

ACR Date:

N.C. Intake Date:

Home School: **TOR:**

Participation in School Based A&C: ☐ No ☐ Yes

Participation in WRAP A&C: ☐ No ☐ Yes, WRAP Facilitator:

Probation: ☐ No ☐ Yes, Probation Officer Name:

Transition Status:

<input type="checkbox"/> None at this time	<input type="checkbox"/> Begin planning *	<input type="checkbox"/> In progress *	<input type="checkbox"/> Near Completion
	Staffing date:	Total minutes:	Date full time:

See IIEP for goals and progress monitoring data

Behavioral Performance:

The following information is subjective data to demonstrate behavioral trends while attending NC

	Baseline	Current %	Increase or Decrease from last month
Social Skills			
Inattentive Behaviors			
Depressive Behaviors			
Anxious Behaviors			
Aggressive/Disruptive Behaviors			

Significant Redirections-

Periods of time the student required staff intervention for twenty minutes or more: _____ instances

Seclusions/Restraints: _____ instances

Identified Triggers:

What activity or request is likely to trigger interfering behaviors (i.e. Academics, group work)?

Triggers:	
-----------	--

Coping/Sensory Strategies/Suggestions for School team:

What activities or techniques de-escalate interfering behaviors?

Strategies:	
-------------	--

See IIEP for goals and progress monitoring data

Academic Performance:

	Grade Level	Present Level	Attitude Towards subject
Language Arts:			
Math:			

Additional information:

Homeschool questions/concerns/comments: Please email classroom TOS

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Job Descriptions

School Based Social Worker/Counselor

Job Description

Certification: The school based social worker/counselor should hold a valid license from the Indiana Department of Education, Division of Professional Standards or the Indiana Professional Licensing Agency.

Preferred Licensing Area(s) include but are not limited to, School Social Worker, School Counselor, Licensed Social Worker, and Licensed Clinical Social Worker

Overview: The school based social worker/counselor can provide case management, group counseling to students enrolled in the EARLYWOOD New Connections program per the student's IEP(s). The school based social worker/counselor will also provide consultation to teachers working with special education students.

Professional Responsibilities:

- Support parents of New Connections students, specifically relating to educational and/or emotional concerns.
- Provide consultation to New Connections school personnel.
- Participate in multi-disciplinary case conferences.
- Provide case management to families of New Connections students to assist in coordination educational, behavioral, and emotional care.
- Provide home visits and parent meetings to families of students in New Connections programs.
- Coordinate the transition of students back to their home schools.
- Serve as the contact person for Adult & Child programs.
- Attend required meetings and school related activities.
- Adhere to policies and procedures of both Earlywood Educational Services and assigned schools.
- Attend Child Service Planning team
- Supervise New Connections Skills Specialists

Instructional Skills:

- Facilitate therapeutic and psychosocial groups for students in the Elementary, Middle and High School New Connections programs.
- In-service staff in behavioral and mental health issues pertaining to the needs of New Connections Students.
- Coordinate and facilitate service learning activities in the community.

Diagnostic Responsibilities:

- Conduct classroom observations and/or behavioral analyses of students who are currently in the New Connections programs or are transitioning back to their home school.
- Collaborate with teachers/staff on functional behavior assessments, behavioral intervention plans, and individual education plan services.
- Assist in developing appropriate behavioral strategies for students in the New Connections programs.
- Provide and prepare needs assessments for students in the New Connections programs.

Organizational Skills:

- Assist families of New Connections students in locating and securing community resources.
- Review appropriate student records.
- Obtain pertinent documents for students' records.

OTHER DUTIES AND RESPONSIBILITIES AS ASSIGNED BY SUPERVISOR

Autism Coordinator

Job Description

Certification: The Autism Coordinator should hold a valid license from the Indiana Department of Education, Division of Professional Standards.

Preferred Licensing Area(s) include but are not limited to, any special education teaching area, School Psychology, Social Worker, Speech Language Pathologist or other related field

Qualifications: Experience working with the psychosocial, behavioral, and educational aspects of PK-12 special needs students who are on the Autism Spectrum.

Overview: A consulting member of the school district's Earlywood team focusing upon educational, emotional, social and behavioral issues of students on the Autism Spectrum.

Professional Responsibilities:

- Provide on-going consultation to general and special education school personnel in the areas of behavioral/educational/classroom management.
- Support parents of students with autism, specifically relating to educational and/or behavioral concerns.
- Act as a liaison between school staff/administration, Earlywood assistant directors, and any special education personnel.
- Act as a consultant in the educational setting to promote enhanced access or benefit of services.
- Consult with personnel from other child service agencies regarding multi-needs children who may require more intensive programs, services, or transition back to their home school.
- Participate in case conferences and other meetings to provide input regarding autism.
- Act as a resource to school personnel in the area of Autism Spectrum or related disorders.
- Provide in-service training for parents, staff and community personnel.
- Participate in the coordination of services for students PK-12 on the Autism Spectrum.
- Demonstrate behavioral and instructional strategies specific to essential skills/autistic needs.
- Standing member of the Autism Support Team.

Diagnostic Responsibilities:

- Conduct classroom observations or behavioral analysis in a variety of settings.
- Collaborate with teachers/staff on determining appropriate behavioral services and individual education plan services.
- Assist in developing appropriate behavioral strategies.
- Assist in developing appropriate instructional strategies.

Organizational Skills:

- Assist families in locating and securing community resources.
- Assist families in accessing local, state, or federal funding resources.
- Coordinate school based interventions.
- Establish an effective parent communication system.
- Monitor discipline file of student.
- Review appropriate student records.

OTHER DUTIES AND RESPONSIBILITIES AS ASSIGNED BY SUPERVISOR

Behavior Therapist

Job Description

- Certification:** BCBA Certification preferred, may have School Psychology credential and/or valid teaching license from the State of Indiana.
- Qualifications:** Experience working with the psychosocial, behavioral, and educational aspects of students with special needs.
- Overview:** Behavior Therapist will provide direct services as well as perform Functional Behavior Assessments, design behavior protocols, collect data, select and evaluate evidenced-based interventions and strategies.

Professional Duties and Responsibilities:

- Observe students assigned to the class, make recommendations, assist with implementation by modeling interventions, coaching and providing instruction of intervention procedures to the school team.
- Conduct formal and informal functional behavior assessments and develop behavior intervention plans to support students throughout the school environment.
- Develop instructional strategy materials (includes reports) to support school personnel.
- Work in conjunction with New Connections Teachers and home school to address student needs/priorities.
- Develop data collection systems in collaboration with school personnel to track behavior and academic progress.
- Collaborate with outside service providers, home school personnel, and guardians on a regular basis.
- Follow the policies and procedures of Earlywood Educational Services.
- Notify Earlywood of any changes in student data or enrollment.
- Attend case conferences of students returning to the home school.
- Communicate the requirements of the student's IEP in a manner that all professionals and paraprofessionals involved with individual students understand their responsibilities.
- Attend required meetings and school related activities.

OTHER DUTIES AND RESPONSIBILITIES AS ASSIGNED BY SUPERVISOR

Teacher

Job Description

Certification: The Alternative Education Teacher must hold a valid license from the State of Indiana through the Indiana Department of Education Division of Professional Standards
Preferred Licensing Area(s) include, but are not limited to: Emotionally Disturbed, Seriously Emotionally Handicapped, Mild Interventions and/or Mild Disabilities.

Overview: The Alternative Education Teacher will coordinate with other staff daily lesson plans congruent with the student's IEP and will instruct the students according to that plan.

Professional Responsibilities:

- Attend prior staffings for students being considered for the program.
- Attend change of placement or Manifestation Determination case conferences of students being considered for the program.
- Communicate with home school personnel on a regular basis.
- Follow the policies and procedures of Earlywood Educational Services.
- Notify Earlywood of any changes in student data or enrollment.
- Participate in scheduled teacher staff development activities.
- Supervise and evaluate behavioral coaches and instructional assistants.
- Consult and collaborate with teachers appropriate for the students' IEPs.
- Update regional assistant directors, School Psychologists, and teacher of record on student progress towards returning to home school.
- Prepare for and participate in parent-teacher conferences
- Maintain a record of each student's completed work, behavioral progress, and attendance.
- Communicate with teachers from home schools when work is not received in a timely basis.
- Submit required information for local, state and federal reports.
- Attend case conferences of students returning to the home school.
- Maintain written educational and behavioral data for each student.
- Provide the home school with weekly attendance reports.
- Actively monitor and record student progress and discuss progress with students and TOR on a regular basis.
- Communicate the requirements of the student's IEP in a manner that all professionals and paraprofessionals involved with individual students understand their responsibilities.
- Attend required meetings and school related activities.
- Submit weekly schedule to appropriate offices.
- Regularly apprise parents to individual student's progress.

Instructional Skills:

Provide instruction to students, following the lessons provided by the schools.
Establish and implement an effective classroom management system.

Diagnostic Responsibilities:

Keep data regarding behavior. (Maintain ongoing data that is used to modify behavior.)
Conduct required standardized diagnostic assessments.

Organizational Skills:

Maintain a file of communications regarding students.
Maintain dated records of incoming and completed work.

OTHER DUTIES AND RESPONSIBILITIES AS ASSIGNED BY SUPERVISOR

Skills Specialists

Job Description

Under the direction of an assigned supervisor, assist in providing researched based interventions to a diverse range of identified individual or small groups of students in a classroom or in the community. Under the general guidance of certificated personnel, assist in meeting the special behavioral, educational, and social-emotional needs of students.

Qualifications

High school diploma or equivalent, with extensive experience with Developmentally Delayed or Emotionally Handicapped population or minimum of two years post secondary education in special education, psychology, social work, related field or approved by Director of Special Education.

Job Responsibilities

Employees may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.

- Collaborate with assigned School Psychologist to assist in data collection and intervention implementation. Communicate on a regular basis and report all relevant information in a timely manner.
- Assist in the development of positive behavioral and educational plans for identified students; assist in implementing lessons and preparing instructional materials to provide high level education for individual students; assist in setting up work areas as needed.
- Implement positive behavior intervention strategies for students; model identified behavioral techniques including positive behavior interventions and reinforcement strategies as identified by the teacher.
- Participate in and attend in-service, structured and other specialized trainings, related to but not limited to, strategies for working with behavioral and educational needs of students, behavior management, instructional curriculum and other areas assisting the teacher in providing high quality education to the students.
- Observe and assist in emergency situations involving escalated behavior of identified students according to approved CPI (Crisis Prevention Intervention) procedures as trained; provide input as requested following emergency behavioral incidents; report progress regarding student performance and behavior to assist students to achieve their personal best.
- Adhere to the policies and procedures of both Earlywood Education Services and assigned schools. Including but not limited to FERPA, Article 7, and Mandated Reporting.
- Follow other duties and responsibilities as assigned by supervisor.

Skills, Strategies & Interventions

Applied Behavior Analysis

Applied Behavior Analysis is widely used in many schools as a means of supporting student progress and growth. Our Behavior Therapist is a Board Certified Behavior Analyst (BCBA) and many of our Skills Specialists have received training in ABA Centers and are qualified as Registered Behavior Technicians.

ABA as defined by [Autism Speaks](#)

What is ABA?

Behavior analysis focuses on the principles that explain how learning takes place. Positive reinforcement is one such principle. When a behavior is followed by some sort of reward, the behavior is more likely to be repeated. Through decades of research, the field of behavior analysis has developed many techniques for increasing useful behaviors and reducing those that may cause harm or interfere with learning.

Applied behavior analysis (ABA) is the use of these techniques and principles to bring about meaningful and positive change in behavior.

As mentioned, behavior analysts began working with young children with autism and related disorders in the 1960s. Early techniques often involved adults directing most of the instruction. Some allowed the child to take the lead. Since that time, a wide variety of ABA techniques have been developed for building useful skills in learners with autism – from toddlers through adulthood.

These techniques can be used in structured situations such as a classroom lesson as well as in "everyday" situations such as family dinnertime or the neighborhood playground. Some ABA therapy sessions involve one-on-one interaction between the behavior analyst and the participant. Group instruction can likewise prove useful.

How Does ABA Benefit Those with Autism?

Today, ABA is widely recognized as a safe and effective treatment for autism. It has been endorsed by a number of state and federal agencies, including the U.S. Surgeon General and the New York State Department of Health. Over the last decade, the nation has seen a particularly dramatic increase in the use of ABA to help persons with autism live happy and productive lives. In particular, ABA principles and techniques can foster basic skills such as looking, listening and imitating, as well as complex skills such as reading, conversing and understanding another person's perspective.

Self Regulation

[Ready, Set, Go to School!](#) defines self regulation as “the ability to monitor and manage emotions, thoughts, and behaviors. It’s what helps children focus their attention on learning when they might be distracted by others, upset by a problem, or excited about an upcoming event. The ability to self-regulate helps children get along better with teachers and their peers. It’s a key to school readiness that supports children’s ability to be successful in both academic and social situations. ”

The [Second Step](#) program is based on [current research](#) and multiple trials. By implementing *Second Step* as an adopted curriculum we help students learn the necessary skills to improve self regulation, emotional intelligence and social strategies.

Topics include:

Skills for Learning

- Being Respectful
- Focusing Attention and Listening
- Using Self-Talk
- Being Assertive

Empathy

- Identifying Feelings
- Learning More About Feelings
- Feeling Confident
- Respecting Different Preferences
- Showing Compassion
- Predicting Feelings

Emotion Management

- Introducing Emotion Management
- Managing Embarrassment
- Handling Making Mistakes
- Managing Anxious Feelings
- Managing Anger
- Finishing Tasks

Problem Solving

- Solving Problems
- Taking Responsibility
- Responding to Playground Exclusion
- Playing Fairly on the Playground

Exploring Feelings

By [Dr. Tony Attwood](#), the Exploring Feelings series was originally created to support students with Autism. It has also been shown to be effective for students with emotional disorders, cognitive delays and behavioral needs. Through the CBT model these lessons help teachers address feelings and teach strategies in collaboration with therapists providing direct service.

Exploring Feelings: Anxiety– Cognitive Behavior Therapy to Manage Anxiety

Anxiety can be debilitating for anyone, but it can be especially confusing for a child. Learning about emotions helps children recognize connections between thinking and feeling, and helps them identify the physiological effects of anxiety on the body (sweating, increased heart rate, crying, etc.). This book provides a guide for caregivers and then the workbook section allows children to identify situations that make them anxious and learn how to perceive the situation differently.

Exploring Feelings: Anger– Cognitive Behavior Therapy to Manage Anger

Many children, especially those with developmental delays, have trouble understanding or expressing their feelings. The result can be difficulty with anger management. Listing possible responses to situations - and the likely outcome of each one - allows the child to make informed decisions about which responses to choose (walking away vs. hitting). This book provides a guide for caregivers and then the workbook portion asks children to identify situations that trigger their anger and find appropriate ways to respond.

Both Curriculums include:

- Overview of the Exploring Feelings Program
- Introduction to Cognitive Behaviour Therapy
- Modifications to Conventional Cognitive Behaviour Therapy
- Affective Education
- Cognitive Restructuring
- Comic Strip Conversations
- The Emotional Toolbox
- Additional Tools for the Toolbox
- Social Stories
- Research Evidence on the Effectiveness of Exploring Feelings

Resiliency Training

Why Try® is one of the leading programs in promoting resiliency in students. At New Connections it is the main focus for the students in grades 5 through 8 based on the wide range of teaching strategies and research based results.

[Why Try? \(www.whytry.org\)](http://www.whytry.org)

For 20 years, the WhyTry Program has been using SEL to help struggling students make positive life changes. Our engaging new Resilience for Youth Program provides strategies to help all students develop lifelong resilience.

WhyTry programs use a unique multisensory approach that allows students to see, hear, and experience the concepts being taught. Visual analogies give students achievable steps to gaining life skills and developing resilience in academic and real-world settings. For the hands-on learner, our programs use activities with relevant tie-ins, helping facilitators reinforce social emotional principles in an engaging way. With visual learners in mind, we encourage teachers to use relevant video to spark classroom discussion, and take advantage of the art and writing activities found in our journals. WhyTry music uses hip-hop and other genres to help teachers get past students' defenses and reach them in a language they understand.

WHY RESILIENCE?

There has never been a greater need to foster school environments that allow teachers and students to thrive. Studies have shown that students who score higher on resilience measures have improved social skills, higher grades, a greater love of learning, and better decision-making skills.

Imagine if resilience was a learned trait – one that could be developed and increased by both teachers and students alike, allowing everyone in a school environment to access inner motivation in and beyond the classroom. Research has shown that resilience can be fostered and increased in adolescents – that they can learn skills to help them adapt and even thrive amidst tremendous challenges. WhyTry programs help you deliver these skills using an engaging, multisensory approach, which will transform your classroom or school climate and completely change the way your students view adversity. Multiple third-party studies have proven that our approach to resilience education works.

[See Research](#)

Theraplay®

Staff trained in [Theraplay®](#) provides younger students and families with the opportunity to grow and learn together in a safe environment.

Components include:

- “[Sunshine Circles®](#) are adult-directed and structured, but rather than talking, the teacher leads playful, cooperative and nurturing activities. Sunshine Circles are 99% interactive and create an atmosphere of fun, caring, acceptance and encouragement that leads to better social, emotional and even cognitive development. Children generally embrace the three rules of Sunshine Circles... **No Hurts, Stick Together and Have Fun!**... and carry them with them throughout the day. Sunshine Circles can very quickly and dramatically improve the quality of the classroom and provide teachers with resources to maintain an emotionally positive and cognitively enriched environment.”
- “[Group Theraplay®](#) is an adaptation of the dyadic Theraplay model used with groups of children or parents and children. It was developed by Phyllis Rubin, Psy.D., in the 1980’s; the original text is ***Play With Them: Theraplay Groups in the Classroom***. Unlike other play group approaches, in a Theraplay Group learning takes place on a non-verbal level. Instead of talking about positive social behavior, the group leaders and children DO positive social interaction. Gradually, positive messages from the groups become part of the child’s internal sense of himself. When the needs of children for structure, engagement, nurture and challenge are attended to, the children begin to internalize this experience and extend it toward others spontaneously. The Theraplay Group is an adult-directed, structured play group that incorporates playful, cooperative and nurturing activities that enhance emotional well-being. The Theraplay Group fosters a child's self-esteem, the sense of belonging, the ability to care for himself and others and the opportunity to develop increased trust. The four rules of a Theraplay Group -- NO HURTS, STICK TOGETHER, HAVE FUN, and THE ADULT IS IN CHARGE -- provide the framework for group experiences. Leaders create an atmosphere of fun, caring, acceptance and encouragement which allows children to grow socially, emotionally and often intellectually.”

See more at <http://www.theraplay.org/index.php/for-educators>

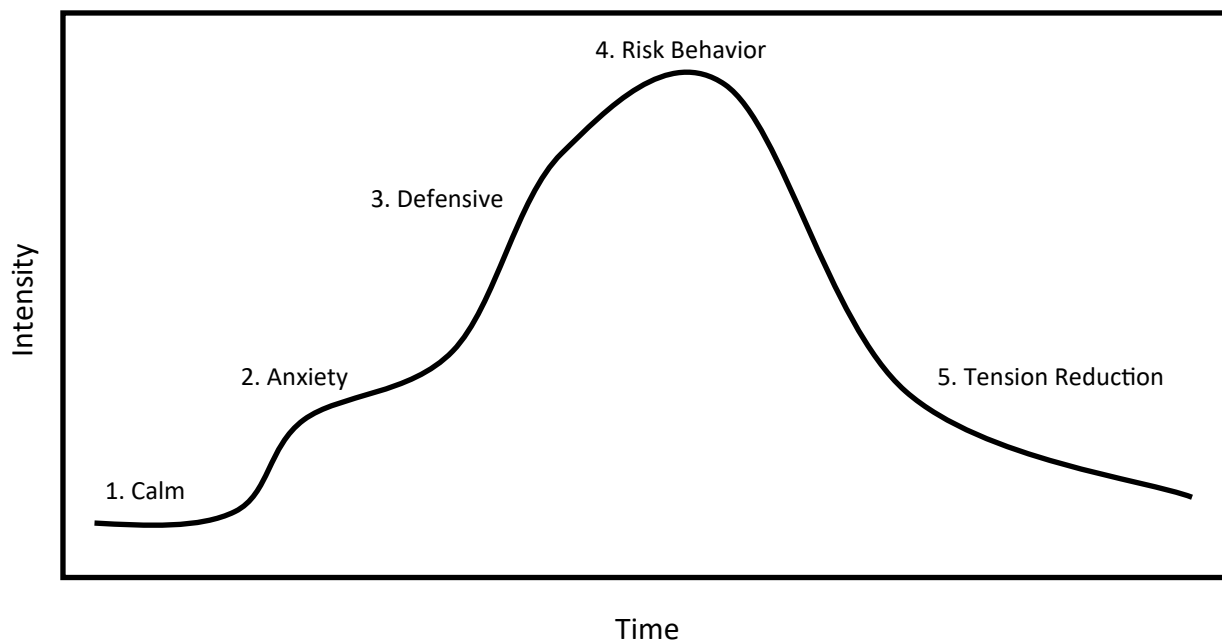
Personalized De-Escalation Plan

Adapted from PENT, Clayton R. Cook and Diana Browning Wright, the BIP at a Glance is provided to teams as an additional tool to understand the process of supporting students through the crisis escalation model. Components of this form were also adapted from CPI and supported through CPI instruction. The original form, *Personalized Prevention & De-escalation Plan for a Student with Explosive Behavior*, can be found with instructions at www.pent.ca.gov/mt/behaviorescalationplan.pdf

By providing tools like this it is our goal to make supporting students easier and increase effective strategies.

Note— *this is not a Behavior Plan and should not replace a BIP. Per PENT, stage one, overlaps with the components in a BIP related to teaching and altering environments. Stages 2-5 overlap with Reactive Strategies. This sheet is simply to help clarify and provide a visual for the process.*

Example:



Student: _____

Staff: _____

Emergency staff, if not in the classroom, to notify: (whom, under what condition, by when) _____

Law Enforcement contact to notify: (under what condition, when) _____

Incident Report filing: (under what condition, by whom, by when) _____

Student Behavior Level	Staff Approach /Action
1. Calm:	Praise:
2. Anxiety:	Supportive:
3. Defensive:	Directive:
4. Risk Behavior:	CPI:
5. Tension Reduction:	Therapeutic Report:

Informal Academic Assessment

Multiple forms of informal assessment are utilized to determine the best method to assess student academic needs. Including:

<http://dibels.uoregon.edu>.

<http://reading.uoregon.edu>.

[Phonemic Awareness](#)

[Alphabetic Principle](#)

[Accuracy and Fluency with text](#)

[Vocabulary](#)

[Comprehension](#)

[Quick Academic Assessment](#)

Staff also utilizes district level assessments and the assessments that are included in the online curriculum that all students access.

- Imagine Learning
- Moby Max
- XL Learning
- Reading A-Z
- Vocabulary A-Z
- Science A-Z
- Mystery Science

New Connections received the AEM Grant through PATINS:

"New Connections was up against school districts across the state and has the distinction of being the first alternative education program to receive the grant. This is a fantastic opportunity that has been granted to 8 school districts every year since its inception. We are excited to observe how the New Connections team, using tools for Accessible Educational Materials (AEM), can support students in New Connections in their goals and work towards transition this year.

Accessible educational materials are materials like textbooks, ebooks, videos, and other core materials that are designed or converted so all students can use them. This could include Braille, large print, audio, or digital text and other formats. While Article 7 and IDEA specifically speak to AEM and its provision within the IEP, all students can benefit from AEM. When students have the materials they can actually use, student achievement follows.

Last year NHJ was a distinguished recipient of the grant, and staff and students were highlighted by the Don Johnston company as excellent examples of promoting access to the curriculum and showcased across the country.

You can learn more about this grant [here](#)." - Jessica Conrad, PATINS Specialists

Reinforcement Continuum

All students are reinforced by different things. Through tools like the reinforcement continuum (below) and [Choosing What I Like](#), we are able to assess how to best method to reinforce students.

REINFORCEMENT	INTRINSIC <i>"How I feel about myself for earning the certificate I am awarded."</i> Examples: self-praise, self-"satisfaction"
	PRAISE <i>"What my teacher says, what my peers say, when I get a certificate."</i> Examples: from adults, parents, teachers, staff, peers
	SOCIAL STATUS AND RECOGNITION <i>"I get out of class earlier than my peers to get the certificate; I am recognized as a certificate earner."</i> Examples: peers or adults
	PRIVILEGES <i>"Whoever has earned a certificate gets first choice of free time activities."</i> Examples: choice-making, sense of "power"
	CONTINGENT ACCESS <i>"First I earn the certificate, then I can use the new computer program I want."</i> Examples: Premack Principle: (If-Then, 1st __, then __), activities, free time
	CLOSURE <i>"The certificate is earned after completing the 10 steps on my chart. I like finishing the chart."</i> Examples: completing a set, finishing a list has compulsive features
	TANGIBLES <i>"I get to choose from the tangible awards box when I get a certificate."</i> Examples: money, stickers, camera, etc.
	PRIMARY — EDIBLES, PHYSIOLOGICAL RESPONSES <i>"Going on stage to get the certificate is extremely exciting because of the elevator ride to the award room"</i> Examples: food, natural/synthetic stimulants, repetitive behaviors, massage, pacing, rocking, nail-biting, self-stimulation

Executive Function Skills

EARLYWOOD Autism Consultant provides training on helping staff improve student executive functioning skills. On the [Autism Resources](#) Page of the EARLYWOOD site, Kristen Baker, shares the following information:

Executive function skills are a set of processes or brain based abilities that involve managing oneself (behavior and resources) in order to achieve their goals (Smyth-Myles, 2016). [LD-Online](#) states that executive function is "an umbrella term for neurologically based skills involving mental control and self-regulation."

Executive Function Skills Involve:

- Organizing
 - [Presentation on Organization](#)
 - [Executive Function Skills - Organization](#) (Informative handout with hyperlinks, resources, and apps)
- Planning/Prioritizing
 - [Presentation on Planning/Prioritizing](#)
 - [Executive Function Skills - Prioritizing](#) (Informative handout with hyperlinks, resources, and apps)
- Activation and Initiation- [Executive Function Skills: Initiating/Activating](#) (Informative handout with hyperlinks, resources, and apps)
- Processing Speed
 - [Presentation on Processing Speed](#)
 - [Executive Function: Processing Speed](#) (Informative handout with hyperlinks, resources, and apps)
- Focusing, Sustaining and Shifting Attention
 - [Presentation on Focusing, Sustaining and Shifting Attention](#)
 - [Executive Function Skills: Focusing, Sustaining and Shifting Attention](#) (Informative handout with hyperlinks, resources, and apps)

Skillstreaming

A social skills curriculum developed by Dr. Arnold Goldstein, covers multiple topics to improve social skills in students. The edition utilized in New Connections is written by Ellen McGinnis.

Skillstreaming the Elementary School Child employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to elementary school students. This book provides a complete description of the Skillstreaming program, with instructions for teaching 60 prosocial skills.

Part 1: Skillstreaming Program Content and Implementation

Chapters on effective Skillstreaming arrangements, Skillstreaming teaching procedures, refining skill use, teaching for skill generalization, managing behavior problems, Skillstreaming in the school context, and more.

Part 2: Skill Outlines and Homework Reports

Skill outlines are handy one-page summaries for each skill, including skill steps, guidelines for skill instruction, and suggested situations for modeling displays. Homework reports list skill steps and guide students in practicing the skills and evaluating skill use outside the Skillstreaming group.

Skill Areas

- Classroom Survival Skills
- Friendship-Making Skills
- Skills for Dealing with Feelings
- Skill Alternatives to Aggression
- Skills for Dealing with Stress

Appendixes provide all program forms needed to ensure a successful Skillstreaming intervention, plus leader and observer checklists to ensure program integrity.

- Appendix A—Program Forms
- Appendix B—Program Integrity Checklists
- Appendix C—Behavior Management Techniques

Cognitive Behavior Therapy

The EARLYWOOD Social Worker employed at New Connections has received training in Cognitive Behavior Therapy from the Beck Institute. The [Beck Institute](#) is the leading international source for training and therapy. CBT has been shown in more than 1,000 research studies to be effective for many different disorders. According to the Beck Institute:

CBT is a psychotherapy that is based on the cognitive model: the way that individuals perceive a situation is more closely connected to their reaction than the situation itself.

One important part of CBT is helping clients change their unhelpful thinking and behavior that lead to enduring improvement in their mood and functioning.

CBT uses a variety of cognitive and behavioral techniques, but it isn't defined by its use of these strategies. We do lots of problem solving and we borrow from many psychotherapeutic modalities, including dialectical behavior therapy, acceptance and commitment therapy, Gestalt therapy, compassion focused therapy, mindfulness, solution focused therapy, motivational interviewing, positive psychology, interpersonal psychotherapy, and when it comes to personality disorders, psychodynamic psychotherapy.

Through training through Beck the Social Worker has the skills to:

(1) develop an individualized cognitive case conceptualization for youths with OCD or other anxiety disorders or Autism Spectrum Disorder, (2) create a tailored treatment plan from early treatment through relapse prevention, (3) deliver specific, empirically based CBT interventions for individuals and for families, and (4) determine whether those interventions have been effective.

Additional Resources:

[A Basic Introduction to CBT Principles](#) Bruce M. Gale, PhD
[CBT and the BIP process](#) (Presentation Format, followed by an article)

[CBI in the classroom](#)

[COGNITIVE-BEHAVIORAL INTERVENTIONS IN EDUCATIONAL SETTINGS](#)
[CBT in Grade School Can Lower Kids' Anxiety](#)

Handwriting Without Tears

In order to help decrease frustration students are being taught skills to improve their writing. Students also have access to adaptive technology to support written communication. [Handwriting without Tears](#) is used for the elementary students attending New Connections.

[Handwriting Without Tears](#) Why it Works:

Children who have mastered handwriting are better, more creative writers. The earlier we teach children to master handwriting, the more likely they are to succeed in school, and write with speed and ease in all subjects.

More than three million students benefit from the Handwriting Without Tears® program each year. We use fun, engaging, and developmentally appropriate instructional methods to enable children to master handwriting as an automatic and comfortable skill.

Our curriculum makes handwriting easy-to-teach and easy-to-learn.

Millions of students all over the world use Handwriting Without Tears. Our easy-to-teach, easy-to-learn curriculum makes handwriting mastery joyful for students and their teachers.

Research supports the active teaching of handwriting. Recent findings demonstrate that writing by hand improves creative writing skills and fine motor skills. In fact, elementary students have been found to write more and faster by hand than when keyboarding.

And with the adoption of the Common Core State Standards, the emphasis and expectations placed on classroom note-taking and expository writing in grades K–5 is greater than ever.

Verbal Behavior

Multiple methods are utilized to assess language learning and social skills. Some include:

VB Mapp- The Verbal Behavior Milestones Assessment and Placement Program

According to [*The VB-MAPP Set: The Verbal Behavior Milestone Assessment & Placement Program*](#)

The VB-MAPP is an assessment and curriculum guide by Mark Sundberg, PhD, BCBA that is based on 170 developmental milestones and research from the field of Applied Behavior Analysis. It has been field-tested with children with autism, children with other developmental disabilities, and typically developing children. It provides a clear and accurate picture of an individual child's abilities, as well as potential language and learning barriers that may be hindering progress. The overall program contains:

- Skills Assessment – Assesses 170 language and social milestones across three developmental levels
- Barriers Assessment – Assesses 24 language and learning barriers and can be used for planning interventions and tracking progress
- Skills Task Analysis and Tracking System – Contains over 1,000 skills that support the milestones, and can be used to record and track progress
- Transition Assessment – Identifies the skills needed for successful transition to less restrictive learning environments
- Placement and IEP Guide – Suggests direction for the intervention program based on the child's profiled strengths and weaknesses

ABLS® The assessment of basic language and learning skills

According to [*ABLS®-R: Assessment of Basic Language & Learning Skills*](#)

The Assessment of Basic Language and Learning Skills (ABLS®-R) is an assessment tool, curriculum guide, and skills-tracking system used to help teach language and critical learning skills for children with autism or other developmental disabilities. Facilitates the identification of skills required for children to effectively communicate and learn from everyday experiences. Provides a comprehensive review of 544 skills from 25 skill areas including language, social interaction, self-help, academic and motor skills that most typically developing children acquire prior to entering kindergarten.

AFLS The Assessment of Functional Living Skills (AFLS)

According to [*AFLS: Assessment of Functional Living Skills, Basic, Home and Community*](#)

The AFLS is an assessment, skills tracking system, and curriculum guide for the development of essential skills for achieving independence. It can be used to demonstrate a learner's current functional skill repertoire and provide tracking information for the progressive development of these skills throughout the lifespan. The AFLS contains task analyses of many of the skills essential for participation in a wide range of family, community, and work environments and can be used simultaneously with the ABLS®-R. There are currently three Protocols, and they address these different areas: Basic Living Skills, Home Skills, and Community Participation Skills.

Functional Skill Acquisition/Task Analysis

Task Analysis—

Cited by the [National Professional Development Center on ASD](#) as an EBP, Task Analysis helps students learn the steps to become more independent. By breaking down tasks into simple, achievable tasks, students are able to sequentially complete a larger behavior or skill. Teachers identify target skills they wish to teach the student. The skill is then broken down into a series of discrete steps by clearly defining and recording the individual steps. The student is then taught the skill in the discrete sequential manner according to the student's developmental level.

For a checklist to assist with the implementation of task analysis, visit the [Implementation Checklist for Task Analysis from the National Professional Development Center on ASD](#).

EFLS– Essentials for Living:

Essentials for Living is a research based assessment and curriculum blending special education, Applied Behavior Analysis (ABA) and B. F. Skinner's analysis of verbal behavior. "Essentials for Living (EFL) is designed for teachers, speech-language pathologists, behavior analysts, behavior specialists, curriculum coordinators, providers of residential and vocational services, and support coordinators who work with children and adults with moderate-to-severe disabilities. It is especially suited for individuals with limited skill repertoires, limited-to-no speaking skills, and/or severe problem behavior" (McGreevy, 2016).

Essentials for Living focuses on what are described as eight must-have skills for students to progress towards a satisfying, fulfilling and productive life. These "Essential Eight" are: making requests, waiting, accepting removals, completing required tasks, accepting no, following directions, completing daily living skills and tolerating situations (McGreevy, 2016). This assessment and curriculum is excellent for developing IEP goals for both functional skills and behavior, working with students with limited verbal skills, tracking student progress regarding specific functional skills and problematic behaviors, and progress monitoring towards IEP goals.

McGreevy, P. (2016). Essential for Living. Retrieved 11/22/2016 from:
<http://www.essentialforliving.com/efl/information-on-efl/>

Super Flex Curriculum



Created by [Social Thinking](#)

“Superflex is a superhero children hold in their minds to help them use strategies to promote self-regulation, social thinking, and related social skills. *Superflex...A Superhero Social Thinking Curriculum* was first published in 2008, and is a colorful, kid-friendly Social Thinking curriculum created for K-5 students. It’s paired with a cute comic book that introduces the concept of the Team of Unthinkables, characters that represent the different ways our brain has not-so-flexible thinking in social situations. The first comic focuses on the very common Unthinkable, Rock Brain, who gets kids stuck on just one thing and thwarts their superflexible thinking. While the curriculum was originally designed for K-5, over the years we’ve learned that the self-regulation piece requires a deeper level of thinking and processing that is better suited for third to fifth graders. So, even though K-2 kids really like to learn about the powers of their Social Detective, and about Superflex and the Unthinkables, in using the curriculum with this age range we let go of the expectation that they will self-regulate to control their Unthinkable’s power and maximize their superflexible thinking.”

Social Narratives

Social Narratives are a method of intervention that define and describe social situations by identifying appropriate cues and examples of how to respond, behave or perform (NPDC-ASD, 2014). The goal of a social narrative is to help individuals adjust to changes in schedule or routine, address behavioral struggles, teach social skills, and to encourage appropriate communication. In the research reviewed by the NPDC-ASD (2014), the following skills were targeted through social narratives: social interactions, disruptive behavior, repetitive behavior, expression of frustration, choice-making, play, on task behavior and the generalization of independent behaviors across settings and environments. Social narratives should be easily assessable, portable and adaptable so that the individual is able to be use the narrative in multiple settings and/or situations. Social narratives are to be a proactive approach to upcoming events or requirements to perform the targeted skill.

For examples of social narratives, and links to social narrative resources, visit the [Social Narrative](#) page on the EARLYWOOD website . On the EARLYWOOD website, there are social narratives to support social situations, personal space, using kind words, how to as a question, keeping hand to self, fire drills and more!

By Kristen Baker

STAR Curriculum

The STAR Program (Strategies for Teaching based on Autism Research, Arick, Loos, Falco, Krug, 2004) teaches children with autism the critical skills identified by the 2001 National Research Council and uses many of the evidence-based practices

The STAR Program is the only curriculum that has been validated by multiple independent randomized control trials ([including IES and NIH Grants](#)) on the market today.

The STAR Program includes detailed lesson plans, teaching materials, data systems and a curriculum-based assessment for teaching in the six curricular areas of receptive language, expressive language, spontaneous language, functional routines, academics, and play & social skills.

Benefits

Uses evidence-based instructional practices

Is research-validated

Is ABA-based

Provides a comprehensive curriculum-based assessment and documents progress on IEPs

Is aligned to Common Core State Standards

Is shown to be effective in public school settings

Meets the individual needs of students at various developmental levels

Comprehensive materials include program manual, lesson plans and ready to use manipulatives, photo cards and other instructional tools

Is award winning!

STAR Autism Support curricula tools meet the needs of school-based programs while implementing effective research-based strategies! The STAR Program and Links Curriculum span pre-school through post-secondary grade levels. These curricula provide districts with a comprehensive district-wide solution to ensure consistency among staff, clear student objectives, and effective student progress monitoring that translates into data-based decision making.

<http://starautismsupport.com/curriculum>

Sensory Diet (MT)

A **sensory diet** is a family centered approach of providing **sensory** integrative therapy to meet the needs of a specific child and family. **Sensory diets** are not food diets, although food may be used in them. **Sensory diets** are activities that we use to help us feel calm, alert, and in an “optimal” state of arousal.

Sensory Diet Activities for Children

Touch/Deep Pressure

Swaddle

Bear Hugs

Backscratch

Massage with/without lotion

Note: Never force a child to touch something he finds “gross.” Let him use a paintbrush, stick, gloves, or even a toy for cautious exploration. The mouth is also lined with skin - see “oral comforts.”

Movement / Proprioception

Rocking (in your arms, rocking chair)

Crawling

Walk

Run

Wall Push Up's

Notes: Generally, rhythmic movement is calming while erratic movement is arousing. Never force movement. Look out for physiological responses such as Increased distractibility, disorientation, nausea, breathing changes, unexpected tiredness, suddenly pale or flushed Skin.

<http://www.sensorysmartparent.com/sensory-diet>

TEACCH® Model

TEACCH (Treatment and Education of Autistic and Communication related handicapped CHildren) is an evidence-based service, training, and research program for individuals of all ages and skill levels with autism spectrum disorders. TEACCH was developed at University of North Carolina (UNC) Chapel Hill in the early 1970s by Eric Schopler and colleagues. There are currently 9 TEACCH centers located across North Carolina. The TEACCH method has also been adopted and implemented by teachers across the country. The TEACCH method can be implemented in any school setting, but it most often implemented in self-contained special education settings. TEACCH methods are based on the premise that people with autism are predominantly visual learners, so intervention strategies focus on physical and visual structure, schedules, work systems and task organization. Individualized systems aim to address difficulties with communication, organization, generalization, concepts, sensory processing, change and relating to others.

At the core of TEACCH is the idea of structured teaching. Structured teaching is comprised of 3 components: physical organization, scheduling, and teaching methods. The developers of the TEACCH method have based their model on the idea that to effectively teach students with autism a teacher must provide structure. This means they should set up the classroom so that students understand where to be, what to do, and how to do it, all as independently as possible.

Teaching Methods

The teaching methods used in the TEACCH method are all behaviorally based. The goal for all programs is to maximize independence. Antecedent strategies utilized include getting student attention before giving instructions, using clear and concise language, presenting materials in an organized manner, prompted only as much as necessary before a student respond incorrectly, and providing prompts which are student-specific and effective. Consequence strategies employed include giving clear feedback regarding correct and incorrect responses, clearly defining consequences/reinforcers, providing reinforcers immediately following the desired behavior, giving frequent reinforcers, and basing reinforcer selection on student preference and motivation.

<http://www.autism-community.com/what-is-teacch/>

The EARLYWOOD Autism Consultant provides trainings on strategies that support the TEACCH Model through professional development. [Autism Structure-](#) Teaching on the four elements of Structure (Physical Structure, Work systems, Structured Tasks and Visual Supports) with the follow up day to make visual supports and structured tasks.