Autism Community Training

IEPS: Why They Still Matter!

December 3 & 4, 2020

Web Streamed from Vancouver, BC

Presented by

Richard Stock, PhD, BCBA-D

Co-Sponsored by:

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Canada vancouver foundation

Event Schedule

All times are in Pacific Time

9:30 – 10:30	Session 1
10:30 – 10:45	Break
10:45 – 11:45	Session 2
11:45 – 12:30	Lunch
12:30 – 1:30	Session 3
1:30 – 1:45	Break
1:45 – 2:45	Session 4

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- Be sure your speakers or headphones are on, and the volume is up.
- Before the presentation and during breaks, the image and audio will be obscured.
- Close open 'tabs' in your browser. This will use your computer's memory and slow the connection.
- Check that your browser is up to date.
- If video is stuttering or jumpy, change the resolution by clicking on the 'gear' icon (bottom right corner of video).
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Acknowledgements

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Those who have attended ACT events over the years know that we depend on community collaboration and support to sustain our work. ACT deeply appreciates the many parents and professionals across British Columbia who volunteer their time and support, donate funds, and help spread the word - especially during these challenging times.

Free Resources from ACT

ACT's Coronavirus (COVID-19): Resources for the Autism Community - ACT has gathered resources specific to those who are neurodiverse and useful general resources to provide support to families throughout the pandemic. www.actcommunity.ca/covid-19-resources

Autism Videos @ ACT (AVA) – Over 60 quality online videos available free – without a log-in, thanks to our sponsors. www.actcommunity.ca/videos

ACT's Autism Information Database (the AID) – Like Google for Autism but better! Keyword search nearly 1,500 curated AID records for evidence-informed, practical information resources useful to families and community professionals. www.actcommunity.ca/aid

ACT's BC Community Resources Database – Search by your postal code for professionals and service providers throughout BC. www.actcommunity.ca/aid-search/community

ACT's Autism Manual for B.C - 13 chapters! www.actcommunity.ca/autism-manual-for-bc -

ACT's Monthly News Round-Up & Event Alerts - Sign-up to keep in touch with developments affecting the special needs community. www.actcommunity.ca/updates

ACT's Facebook - ACT carefully sources interesting, insightful stories to inform our 8,000 plus followers. www.facebook.com/autismcommunitytraining

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IEPs… Why They Still Matter

Dr. Richard Stock, BCBA-D
Applied Behaviour Analysis – Autism Department
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So… *Why* ABA in the Education of Students with ASD?

- "There are many anecdotes that appear to support numerous treatments. ABA stands out because of its foundation in the collection and review of direct observational data." - Buchanan & Weiss, 2010
- Research has shown behavioral treatment of ASD to be the most effective method - Klintwall et al., 2015; NAC, 2009/2015; US Surgeon General, 1999
- Demonstrated effectiveness for preschoolers (e.g., Stock, Mirenda, Smith, 2013), school-aged children (e.g., Eikeseth et al., 2002), and adults (e.g., McClananahan et al., 2002).

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So… *Why* ABA in the Education of Students with ASD?

- "ABA makes meaningful changes in people's lives through the use of procedures that have been demonstrated to work." – Buchanan & Weiss, 2010
- Behavioral treatment/education is effective, has the potential to be life-changing, and early investments may produce significant cost savings in the future.
- So… when seeking the best available education for students with ASD, why not turn to science (vs. Phenomenology) to make these important decisions. A review of the research on the best educational/treatment outcomes will lead to ABA!

3

What *IS* Applied Behavior Analysis?

- Applied Behavior Analysis (ABA) is a natural science of behavior.
- Behavior is selected by consequences.

1. Applied
2. Behavioral
3. Analytic
4. Conceptually systematic
5. Technological
6. Effective
7. Generality

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What *IS* ABA Based Treatment?

A treatment program comprised of a curriculum targeting:

- language and communication
- social interactions
- imitation and play
- fine and gross motor skills
- cognitive/academic skills
- adaptive daily living skills for independence

Using empirically validated teaching procedures for skill acquisition, while reducing problem behaviors and focusing on transitioning and generalizing skills to the natural environment (Gould et al., 2011)

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How ABA Approaches Teaching

Causes of Behavior

1. Genetics
2. The Past
3. The Present

Buchannan & Weiss, 2010

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ABCs of Behavior

Antecedent: What immediately precedes the behavior

Behavior: the desired learning outcome

Consequence: What happens immediately after that makes it more or less likely to occur again under similar circumstances

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ABC Examples - Preschool

- Teacher says, “Point to the tree” (ANTECEDENT)
- Student points to the tree (BEHAVIOR)
- Teacher says, “Great job!” (CONSEQUENCE)

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ABC Examples - Kindergarten

- Teacher says, “Which season follows winter?” (ANTECEDENT)
- Student says, “Spring!” (BEHAVIOR)
- Teacher says, “You go it!” (CONSEQUENCE)

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ABC Examples – Grade 6

- Teacher says, “Who completed their Ancient Civilizations projects last night?” (ANTECEDENT)
- 28 hands go up (BEHAVIOR)
- Teacher says, “Well done class! Those of you who did not raise your hand, see me at recess.” (CONSEQUENCE)

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ABC Examples – Grade 12

- Teacher says, "What will you do if you miss your bus stop on the way to work experience?" (ANTECEDENT)
- Student says, "Get off at the next stop and walk back." (BEHAVIOR)
- Teacher says, "Exactly. And text your boss to say you are almost there." (CONSEQUENCE)

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How Does This Benefit Me… The Teacher?

- Examine antecedents and consequences to determine how/when/why student behaviors occur (both learning and problem behaviors).
- By changing what WE do before and/or after the student's behavior we can change the student's behavior = learning!
- **This interaction is the essential component of <u>TEACHING</u>.**

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The Learn Unit - Greer, 1999

- A measure of teaching
- It explicitly describes the interaction between teachers and their students.
- It is the fundamental measure of teaching.
- **The presence and number of learn units is the strongest predictor of effective teaching.**

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Example – teacher's antecedents

CORRECT: "How many of you have finished questions 1-9 in chapter 4 of the math textbook that we reviewed last Tuesday?"

Student response = all hands go up

INCORRECT: "Oh… I almost forgot. How many of you finished that thing we talked about... Those questions from, ah, we talked about a while back?"

Student response = 2 hands go up, many blank or confused stares, most students avoid eye contact.

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The Teacher Performance Rate and Accuracy Scale (TPRA): Training as Evaluation

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Abstract: The purpose of this paper is to introduce the Teacher Performance Rate and Accuracy Scale (TPRA) which is a method of direct teacher observation used in the teacher evaluation and training component of the Comprehensive Application of Behavior Analysis to Schooling (CABAS®) model of schooling. The TPRA builds on the concept of academic engaged time (a measure frequently employed during ecobehavioral assessment) by counting the presence or absence of learn units (interlocking three-term contingencies for both students and teachers) during instruction. Implementation procedures for the TPRA, its application for identification and analysis of instructional problems, and its use for training and ongoing evaluation of teachers are presented and discussed.

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Teacher Performance Rate and Accuracy Scale

Date: 1/14/03 School: Kennedy Middle School

Teacher: L. Wilson Observer: K. Smith

Student: T. Washington Program: Reading Letters A-C

	Teacher Antecedent	Student Behavior	Teacher Consequence
1.	(√)	—	C
2.	√	—	C
3.	√	+	R
4.	√	+	R
5.	√	+	(R)
6.	√	—	C
7.	√	+	R
8.	√	+	R
9.	√	+	R
10.	√	+	R
Correct/ Incorrect:	9/1	7/3	9/1

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School Teachers & Behavior Analysts

More in common than you think!

- **Definition of ABA**: "**Applied Behavior Analysis** is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in behavior" (Cooper, Heron, & Heward, 2007)

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Teachers & Behavior Analysts

Definition of Teaching: "Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things." (Smith, 2016)

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SAME TEAM

Teaching & Behavior Analysis

SAME TEAM

- Both involve the use of ”interventions” (e.g., strategies, techniques, methods)
- Both involve student outcomes (i.e., behavior change or learning)
- Therefore the goals of teaching and behavior analysis are the same… our teaching behavior influences change in student behavior (which reflects learning)
- We are on the same team!

THE TAKE-HOME MESSAGE

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But Wait!
Don’t you just do DTT? Or problem behavior?

- Motivation, Reinforcement, Token Economies
- Shaping, Task Analysis and Chaining
- Modeling and Imitation
- Discrete Trial Teaching
- Teaching requesting
- Teaching labelling
- Teaching answering questions

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But Wait!
Don't you just do DTT? Or problem behavior?

- Rate building – fluency instruction
- Functional Assessment
- Positive Behavior Support
- Antecedent Interventions
- Generalization
- Maintenance

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But Wait!
Don't you just do DTT? Or problem behavior?

- Natural Environment Teaching and Incidental Teaching
- Picture Exchange Communication System (PECS)
- Peer modeling/tutoring
- Activity schedules and visual supports
- Transit, shopping, cooking, cleaning, vocational
- Sexual health and safety
- Etc., etc., etc., etc., etc., etc., etc.

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Top 10 Myths

- ABA is a one-sized fits all approach
- ABA teaches compliance and some basic skills but not "higher-level" skills such as play or social skills
- ABA results in similar outcomes for all kids with ASD
- There is evidence that other "treatments" or methods are just as effective
- An intensive ABA program is a guarantee that a child will be able to enter kindergarten without supports

Buchannan & Weiss, 2010

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Top 10 Myths

- Intensive ABA is no longer justified when children are past pre-school
- ABA is mostly compliance training leading to students who are resistant and escape motivated
- ABA employs a lot of punishment
- ABA is limited to a few strategies, mostly DTT
- All professionals are created equal and all explain ABA in the same way

Buchannan & Weiss, 2010

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BRINGING ABA AND AUTISM TOGETHER

In order to understand what the science of ABA has to offer the education of people with autism, we must first understand how ABA views autism…

"The Behavioral View of Autism"

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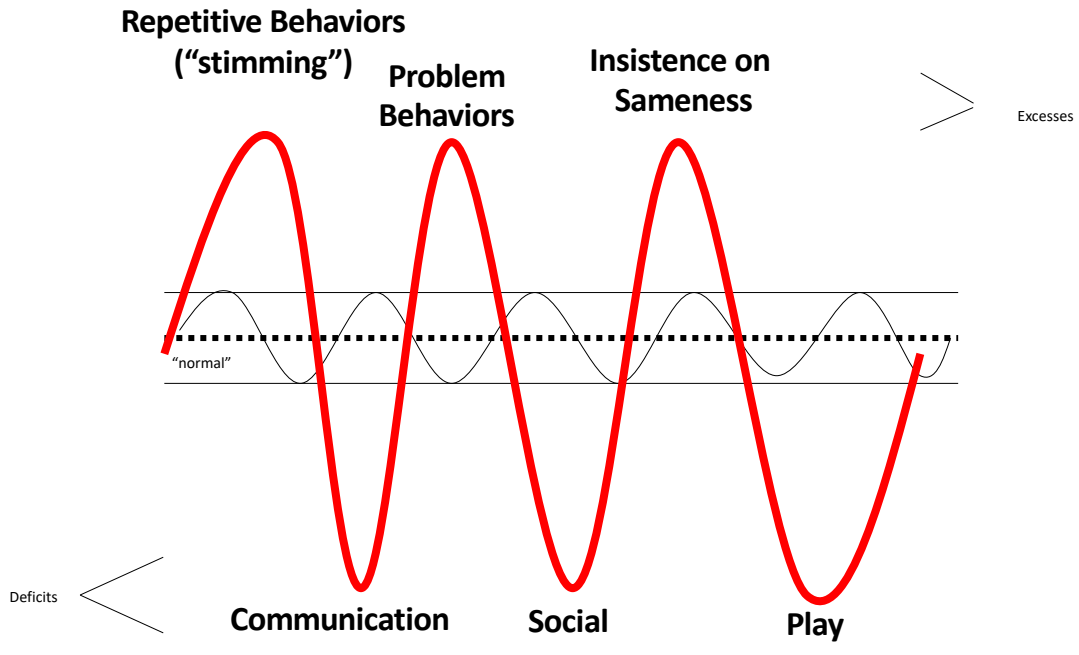

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The "goal" of behavioral education for autism is to <u>TEACH</u> skills to address the areas of *deficit*

…and <u>TEACH</u> new appropriate skills to replace *excess* behaviors (i.e., problem behavior)

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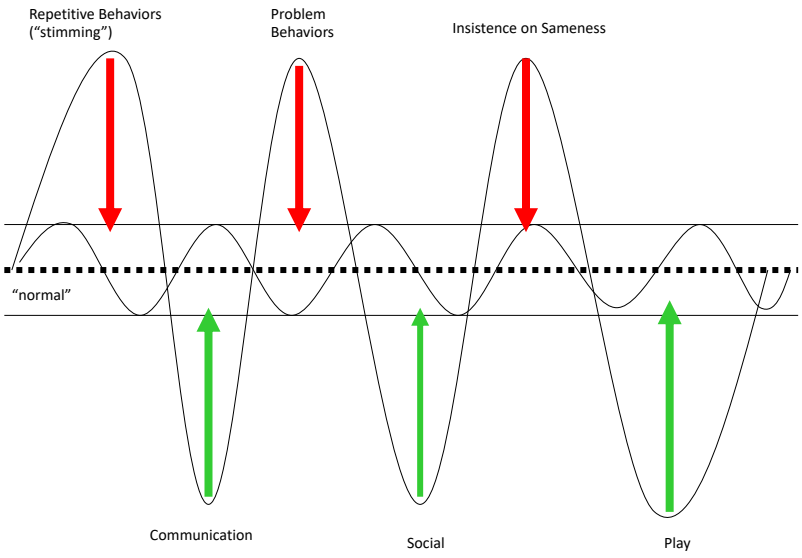

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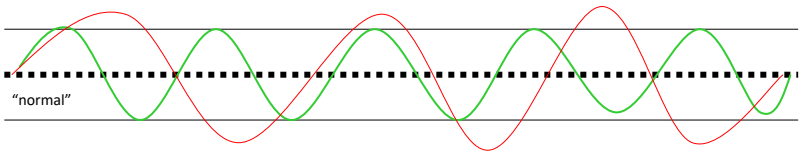
Therefore… the goal of education is to bring the areas of deficit and excess as much into the "normal" range as possible…
for the benefit of the learner.



The goal is not to change the person, or "fix" their autism, or to conform to society. It is to allow the person to achieve their greatest potential, access their desired reinforcers, and have the most dignity and highest quality of life possible.

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186 THE JOURNAL OF SPECIAL EDUCATION VOL. 36/NO. 4/2003/PP. 186–205

Ten Faulty Notions About Teaching and Learning That Hinder the Effectiveness of Special Education

William L. Heward, *The Ohio State University*

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4 Assumptions

1. Students with disabilities have the right to an effective education
2. Special education instruction should be individualized, intensive, and goal-directed
3. Research has produced a useful and reliable knowledge base for special education
4. Research-based instructional tools are under-used in special education

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1. Students With Disabilities Have The Right To An Effective Education

- "The special educator's primary responsibilities are to design, implement, and evaluate instruction that helps students with disabilities acquire, generalize, and maintain knowledge and skills to improve the quality of their lives in school, home, community, and workplace settings."
- "Special education is effective only to the extent that students with disabilities acquire and subsequently use knowledge and skills they did not have prior to instruction."

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2. Special Education Instruction Should Be Individualized, Intensive, And Goal-directed

- Goals and objectives based on assessment results with input from teachers and parents
- Teaching methods and materials are selected/adapted for each student; specialist services (e.g., BCBA, SLP, etc.) and technology
- Clear, purposeful, precise, and structured instruction with repeated practice; methods not employed in regular education

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2. Special Education Instruction Should Be Individualized, Intensive, And Goal-directed

- Both contrived and incidental/naturalistic instruction for acquisition and use of targeted skills and knowledge
- Goal is greatest possible personal self-sufficiency, competency, and success in the short and long term
- Value/effectiveness/goodness of instruction determined by student acquiring targeted skills; not all approaches are equally effective; selected based on research
- Frequent/direct measurement to monitor progress and inform instruction

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3. Research Has Produced A Useful And Reliable Knowledge Base For SPED
4. Research-based Instructional Tools Are Under-used In Special Education

- Research on effective special education instructional methods is not flawless, nor complete
- However… a significant and reliable knowledge base about effective teaching practices does exist
- Barrier: RESEARCH-TO-PRACTICE GAP
- Goal for special education training should include knowing, selecting, and expert, professional implementation of EBPs

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1. Structured Curricula Impede *True* Learning

- **Faulty Notion**: Explicit, direct, teacher-controlled teaching is BAD!
- In vogue: Discovery Based Learning
- Teacher's role: Guide By The Side vs Sage On The Stage
- Problem: students need basic knowledge and academic tools to manipulate that knowledge

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1. Structured Curricula Impede *True* Learning

The two variables that have produced the most reliable and robust correlations with student achievement:

1. Amount of curriculum content covered and students' active engagement with that content
2. How to design and deliver instruction for generalization and maintenance

Optimizing both outcomes requires teachers to control the selection and delivery of instructional content.

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1. Structured Curricula Impede *True* Learning

- No empirical evidence has shown that structured curricula and teacher-led instruction lead to any of the negative outcomes asserted by advocates of child-centered, "progressive" education.
- To the contrary, research has found that academic achievement by students enrolled in child-centered, "progressive" curricula lags behind that of students in schools with clear-cut curricular outcomes and expectations (Bennettetal., 1999; Olson, 1999; Watkins, 1997).

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2. Teaching Discrete Skills Trivializes Education and Ignores the Whole Child

- **Faulty Notion**: targeting and isolating specific skills renders them trivial. (e.g. ”copy me… touch head, touch nose, etc.”)
- “This notion also rests on the belief that teaching specific skills is a form of reductionism that ignores or disregards the “whole” child. It is said that the whole of anything (e.g., reading) is more than the sum of its parts (e.g., decoding skills), and although the component skills may be isolated for instruction, it is neither useful nor wise to do so.”

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2. Teaching Discrete Skills Trivializes Education and Ignores the Whole Child

- The goal of instruction is generalization, application, and maintenance of what is taught.
- It may be taught as a de-contextualized component (e.g., individual letter sounds in phonics)
- It may be taught as part of the composite
- *Either way* it should be taught to fluency = accurate + fast
- **PUNCHLINE**: The ultimate assessment of value is whether the skills benefits the learner’s overall repertoire

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3. Drill And Practice Limits Students' Deep Understanding And Dulls Creativity

- **Faulty Notion**: Drill and Practice is **BAD** ("Drill & Kill!")
- **Faulty Notion**: All you get is ROTE memorization
- *QUESTION*: *WHO determined that memorization is bad?!*
- "Rote, the word most frequently used to *demean the outcomes of drill and practice*, means to do something in a routine or fixed way, to respond automatically by memory alone, without thought."
- REALITY: It is GOOD to know MANY things by memory

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3. Drill And Practice Limits Students' Deep Understanding And Dulls Creativity

- Reconceptualization: memorizing foundational skills/knowledge allows the learner to apply that knowledge more effectively to more complicated problems
- Purpose of "drills" is to establish fluency = accuracy + speed
- Notice accuracy comes first. Which means first teach them to understand (e.g., 4+5=9), then teach them to be fast!
- Fluent skills make life easier for the student = competency!
- Example: fluency with basic operations in math makes solving long division easier… don't have to stop and think about each component skill

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3. Drill And Practice Limits Students' Deep Understanding And Dulls Creativity

"Today's teachers are also told that drill and practice dulls students' creativity. In fact, repeated practice leads to increased competence and confidence with the subject matter or skills being practiced, thereby providing students with the knowledge and tools with which they can be creative."

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3. Drill And Practice Limits Students' Deep Understanding And Dulls Creativity

- DESRIED OUTCOME: Active, self-directed learners
- The more solid foundational skills, the more you are preparing students to achieve this outcome
- But don't over-generalize the expectation for students to "discover" everything or "learn from themselves" = inefficient
- Drill & Practice *CAN be done poorly*, resulting in wasted time and frustrated learners, but research has shown, when properly done…

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3. Drill And Practice Limits Students' Deep Understanding And Dulls Creativity

- A meta-analysis of 85 intervention studies for students with disabilities found that regardless of the practical or theoretical orientation of the study, the largest effect sizes were obtained by interventions that included systematic drill, repetition, practice, and review.

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4. Teachers Do Not Need to Measure Student Performance

- Direct, objective, and frequent measurement of student performance is one of the hallmarks of special education (Green- wood & Maheady, 1997).

- Direct – observe the student performing the behavior
- Objective – standard unit of measurement (e.g., WPM)
- Frequent – ideally each time instruction occurs

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4. Teachers Do Not Need to Measure Student Performance

- >75% of surveyed special educators agreed it is important to frequently measure student learning towards IEP goals, BUT…
- 85% reported they, “”never” or “seldom” collected and charted student performance data to make instructional decisions” (Cooke et al., 1991).
- WHY? It is hard work! And implementation contingencies are weak.

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- “The teacher who cannot or will not pinpoint and measure the relevant behaviors of the students he or she is teaching is probably not going to be very effective.... Not to define precisely and to measure these behavioral excesses and deficiencies, then, is a fundamental error; it is akin to the malpractice of a nurse who decides not to measure vital signs (heart rate, respiration rate, temperature, blood pressure), perhaps arguing that he or she is too busy, that subjective estimates of vital signs are quite adequate, that vital signs are only superficial estimates of the patient’s health, or that vital signs do not signify the nature of the underlying pathology. The teaching profession is dedicated to the task of changing behavior-changing behavior demonstrably for the better. What can one say, then, of educational practice that does not include precise definition and reliable measurement of the behavioral change induced by the teacher’s methodology? It is indefensible. (Kauffman, 1997, p. 514)

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5. Students Must Be Internally Motivated To Really Learn

- **Faulty Notion**: External rewards (e.g., praise) are ineffective or even harmful.
- This misinformation has been widely promoted in passionate and articulate ways… despite lack of empirical support.
- Research has shown… "substantial evidence that contingent teacher praise, approval, and other forms of positive reinforcement have positive effects on student behavior and achievement" (Alber & Heward, 2000; Maag, 2001)
- And teachers know…

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5. Students Must Be Internally Motivated To Really Learn

- "In terms of the overall effects of reward, our metanalysis indicates no evidence for detrimental effects of reward on measures of intrinsic motivation.... These findings are given more importance in light of the fact that the group-design experiments on rewards and intrinsic motivation were primarily designed to detect detrimental effects. The reward contingencies examined in this literature can be viewed as a subset of the many possible arrangements of the use of reward in everyday life .... What is clear at this time is that rewards do not inevitably have pervasive negative effects on intrinsic motivation. **NONETHELESS, THE MYTH CONTINUES."** (Cameron et al., pp. 21, 27)

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6. Building Students' Self Esteem Is A Teacher's Primary Goal

Children who are high achieving and successful socially tend to have higher self-esteem.

Did their high self-esteem enable their academic/social successes?

Or did their successes build their self esteem?

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Lessons Learned
Project Follow Through

- The largest, longest, most expensive study ***in the history of the field of education***…
- Compared various curricula and instructional models
- It found… that the Direct Instruction model that focused on improving children's reading, math, and language skills produced the highest scores on measures of self concept – higher even than for programs designed to enhance self-concept (Watkins, 1997).
- Shocking, eh?!

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7. Teaching Students with Disabilities Requires Unending Patience

- **Faulty Notion:** Being an effective teacher of students with special needs requires an unusually high degree of patience.
- Potential harms
  - Slowed down instruction
  - Lowered expectations
  - Fewer opportunities to respond
  - Fewer in-class and/or homework assignments

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7. Teaching Students with Disabilities Requires Unending Patience

- "A related piece of wisdom goes like this: Students with disabilities can learn, but they learn more slowly; therefore, they should be given extra time and instruction should be conducted at a slower pace. Although this reasoning possesses a degree of logic and common sense, research has found that slowing the pace of instruction makes things worse, not better, for students with learning problems."
- This is true of both typical learners and those with special needs.

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What Does The Research Suggest?

"**Educational research is unequivocal** in its support for the positive relationship between the amount of time children spend actively responding to academic tasks and their subsequent achievement (Brophy & Good, 1986; Fisher & Berliner, 1985; Greenwood, Delquadri, & Hall, 1984; Heward, 1994).

When other key variables are held constant (e.g., quality of curriculum materials, students' prerequisite skills, motivation), a lesson in which students emit many active responses will produce more learning than will a lesson of equal duration in which students make few responses (e.g., Gardner, Heward, & Grossi, 1994; Sterling, Barbetta, Heward, & Heron, 1997)."

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Students With Disabilities Need *IMPATIENT TEACHERS!!!!*

- What do our students need?
  - High expectations
  - Frequent opportunities to respond
  - Fast paced instruction
- Students with special needs and/or problem behaviors are usually behind their peers
- **CONSEQUENCE:** They need to be taught more in less time

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8. Every Child Learns Differently

- **Faulty Notion**: Every child learns differently and requires unique instruction.
- *Partially true*… Our students *DO* learn differently, that's why they have an IEP!
- BUT… consider a world in which every teacher had to discover new methods for teaching each unique student
  - Could not have grades where students are grouped
  - There would be no shared knowledge base in education
  - Teachers would have to invent/discover new methods for all their students every year

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8. Every Child Learns Differently

"At the level of fundamental instructional strategies, the reality is that the same basic principles appear to function in the learning of all children. The most fundamental of those principles of learning is that variations in children's behavior are selected, shaped, and maintained by the consequences that immediately follow those variations (Bijou & Baer, 1978; Cooper, Heron, & Heward, 1987)."

This reflects the TECHNOLOGICAL and CONCEPTUALLY SYSTEMATIC dimensions of behavioral science

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9. Eclecticism Is Good

- **DEFINTION**: "…using a combination of principles and methods from a variety of theories or models…"
- **Partially True** – "based on the realization that no single theory or model of teaching and learning is complete and error-free. It is thought that incorporating components from a number of different models will cover the gaps or deficiencies found in any single model."

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Why is "Eclecticism Is Good" A Faulty Notion?

1. Not all theories/models are valid. The more eclectic the "mix" the greater the risk it contains ineffective or even harmful components.
2. Teachers may not select the effective components.
3. Some tactics may not be effective in isolation, without other elements of the original model.
4. Elements from one model may be incompatible with elements from another model.
5. "A little bit of everything and a lot of nothing often reduces eclecticism to a recipe for failure."
6. "The eclectic practitioner is likely to be an apprentice of many models but master of none."

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Eclectic Approaches – Punch Line

- There is no universally applicable ”right way” to teach.
- A good special educator has a broad range of knowledge and skills related to effective instruction.
- But unproven eclectic approaches should be approached with skepticism and caution.
- You should ask, “Show me the data!”

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10. A Good Teacher Is a Creative Teacher

- **Faulty Notion**: creativity is the key to effective instruction
- Partially true – Like patience is a virtue, so too is creativity.
- Example: Discovering a flaw in instructional design and devising a creative solution that benefits the learner

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Reconceptualizing "Creativity"

- **FIRST**… "the most important requisite to effective teaching is obtaining the knowledge and skills necessary to select and properly use research-based instructional tools (Lovitt, 1996).
- **THEN**… "creatively design and adapt instructional materials, examples, and procedures to add an extra degree or two of effectiveness to an already effective set of teaching skills."

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"Creativity" The Risks…

- **What we want**: The adoption of research-based curricula and instructional methods
- **What may happen**:
  - In order to demonstrate creativity, a teacher may constantly change methods and materials
  - Continuing to do the same thing may become boring for the teacher… despite it being effective

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Creativity – Punch Line

"Teacher creativity will always have an important place in the classroom, but the need and direction for that creativity should be guided and subsequently evaluated by students' achievements, not the whims of teachers."

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WHY Do These Faulty Notions Exist?

1. Each notion possess some truth and logic
2. Articulate and passionate advocates support the notions
3. The notions shift accountability for learning to the students
4. Scientific research is devalued or ignored

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RECOMMENDED PRACTICES

1. Assess each student's present levels of performance to help identify and prioritize the most important instructional targets.
2. Define and task-analyze the new knowledge or skills to be learned.
3. Design instructional materials and activities so the student has frequent opportunities for active response in the form of guided and independent practice.
4. Use mediated scaffolding (i.e., provide and then fade prompts and cues so the student can respond to naturally occurring stimuli).

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RECOMMENDED PRACTICES

5. Provide systematic consequences for student performance in the form of form of reinforcement, instructional feedback, and error correction.

6. Incorporate fluency-building activities into lessons.

7. Incorporate strategies for promoting the generalization and maintenance of newly learned skills (e.g., program common stimuli, general case strategy, indiscriminable contingencies, self-management).

8. Conduct direct and frequent measurements of student performance and use those data to inform instructional decisions.

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Transitioning from Home Program to IEP Program at School

- Here is what families are experiencing when they transition from their home-based early intensive behavioral program to the school program.

- **HOME**
  - Complete control
  - Bi-weekly or Monthly TM
  - Clear program, clear methods, clear data for accountability

- **SCHOOL**
  - Relative lack/loss of control
  - Infrequent meetings
  - Less well-defined program, unclear methods and/or implementers, no data for accountability

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In Other Words…

- Parents have made a significant investment in their child's intervention program.
- Parents are *continuing* to make a significant investment in their child's education.
- Parents want to see a smooth transition into the school program and want to see their investment continued in the school program.
- Parents have very high expectations of the IEP and implementation given their history of investment and involvement.

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IEPs… why bother talking about them?

- Quote from a local school district administrator who has a master's degree in Special Education and extensive special education classroom, autism, and IEP experience:
- "Individual Education Plans are simply not well written. The goals are too vague to be useful. So all this energy and time is spent meeting and writing them in September and October… or even November and December... And then they get filed away and people forget them until we meet again in June. And then when we meet to review it, there is absolutely no data to tell us if we've achieved anything. So we resort to anecdotes... As if that is good enough. It's very frustrating and the cycle continues again next year."

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Individual Education Plans (IEPs)

- This is the document that **SHOULD** identify which excess/deficits will be addressed through instruction.
- This is the document that **SHOULD** clearly describe the teacher/EA behavior(s) that will result in skill acquisition.
- This is the document that **SHOULD** provide accountability through measurement.

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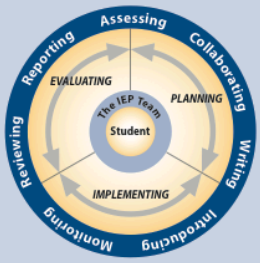
PURPOSE AND PROCESS

The Big Idea

An IEP is a documented plan developed for a student with special needs that summarizes and records the individualization of a student's education program.



BC MoEd, 2009

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Is It Legally Binding?

- The short answer… "NO"!
- But it *IS* the document meant to guide SPED services.
- DOES need to be on file
- DOES need to be reviewed annually

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IEP Domains

- The basic configuration for a student with ASD (Category "G") should include:

1. Social Skills
2. Communication Skills
3. Independence / Autonomy / Self-Determination
4. Academics
   - Literacy
   - Numeracy

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IEP Components – Core Elements

1. Student's present level
2. Measurable goals/objectives
3. Research-based instructional tactics provided to the student
4. How progress will be measured and when periodic reporting will occur

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IEP Goals – IDEA 2004

- Should include a timeline for meeting objectives that are:
  - Specific
  - Measurable
  - Observable
  - Easily connected to classroom activities
  - You may have heard of SMART objectives

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So How Are We Doing With IEPs?

- Research shows that IEPs tend to include:
  - Inadequate descriptions of present performance – Gartin & Murdick, 2005
  - Goals that are not specific or measurable – Michnowicz et al., 1995
  - Unrealistic expectations – Johns et al., 2002

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Examining the Quality of IEPs for Young Children with ASD

- Ruble, McGrew, Dalrymple, & Jung, 2010
- IEPs from 35 classrooms across urban and rural schools in 2 US states

IDEA requirements for IEPs

IDEA requirements	% Explicitly stated[a]
The student's present level of performance is described for this objective	68.6
This goal/objective is able to be measured in behavioral terms	41.0
The conditions under which the behavior is to occur is provided	39.0
The student's performance of this objective is described in a manner that links it to the general curriculum or developmental curriculum	37.2
Specially designed instruction is individualized to the goal/objective	2.9[b]
A method of goal measurement is described	1.9
The criteria and timeline for goal attainment is described specifically for objective (other than for length of IEP)	0

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Issues Arising From Poor IEPs

- Disputes arising from IEPs for students with ASD are the fastest growing, and most expensive area of educational lawsuits in the United States of Litigation – Etscheidt, 2003
- 500% increase in # of IEPs for students ASD from 1995-2005 – Saffran, 2008

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Issues Arising From Poor IEPs

(Fisher & Meyer, 2002)

- Common Concerns from Parents include:
  - Being viewed as equals in making educational decisions
  - IEP objectives being followed in the classroom
  - Being fully informed of SPED laws and their rights
  - Classroom practices such as ineffective discipline programs, inappropriate placement decisions, and support ratios/coverage

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Problems with IEPs My 2 Cents

- Meetings occur too late in the year
- Lack of pre-assessment
- Poorly defined and unmeasurable goals
- Filed away and forgotten
- Implementation fidelity
- Lack of accountability
- RESULT: they do nt do what they are designed to do.
- Who pays the price?

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Competency Based Individual Education Plans (CB-IEP)

- This is the new philosophical approach to IEPs in BC
- Principles include:
  - Supports open forms of inquiry learning
  - Aboriginal perspectives and content
  - Greater emphasis and commitment to inclusion with the premise that competencies are for everyone-therefore ALL students have profiles that are positive and strength-based

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Competency Based Individual Education Plans (CB-IEP)

- Differences you will likely see:
  - New language
    - OLD: strengths and weaknesses
    - NEW: strengths and stretches
  - "I" statements
  - Considered "strength based"

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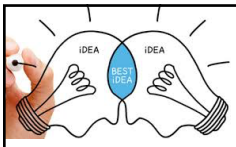

Collaboration

- Working together to solve a common problem
- Founded on clear communication and willingness to work towards a common purpose
- Schools REQUIRED to offer parents opportunity to be consulted
- Includes CONSULTATION – process of seeking expert info/advice (e.g., BCBA, SLP, etc.)
  - Requires professional humility on both sides
- Collaboration is best achieved in respectful, trusting and honest atmosphere

BC MoEd, 2009

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Who Attends The IEP Meeting?

- Parent(s)
- <student>
- Case Manager
- Teacher(s)
- Education Assistant(s)
- Principal
- Guest of parent (e.g., advocate, friend/relative)
- BCBA / SLP / OT
- Social Worker
- Psychology / Counsellor
- District specialist(s)
- Others???

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Collaborative Meeting – Features

- Use of clear, concise, and jargon free language
- Sufficient time for participants to introduce themselves and explain their role(s) and responsibilities
- Clear identification of the purpose of the meeting
- Appropriate review of the student's history
- Distribution of meeting minutes and any required follow up action

BC MoEd, 2009

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- For first time parents, orient to the process and share information re: what to expect in advance of the meeting
- Interpreter if needed
- Allow adequate time!
- SEA/EA MUST be present
- Hard copy of draft for each participant
- Manage time – adequate coverage of objectives

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- Parents:
  - Bring a large picture of your child
  - Bring a treat!
  - Give some thought to what you want your child to achieve this year
  - Prepare to contribute!

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Building Home-School Relationships

- Case Manager (Resource Teacher, LST, IST, LAT, etc.)
  - Introducing school team
  - Advising parents on how to prepare
- Parents
  - "About Me" brochure
  - High school transition PPT
  - Keep in mind response effort… people don't read multi-page reports

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Preparing For And Running The IEP Meeting

- Case Manager
  - Formal introductions and explanations – who are all these scary people and why are they here?
  - Kindergarten "Welcome to your child's first IEP"
- Parent
  - You are the expert on your child
  - Connect with EA, teacher, case manager, principal
  - Introduce private clinical team to school and what their role is

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Characteristics of Effective IEP Meetings

- Positive vibes… keep in mind WHO you are all there for
- EA attendance is mandatory
- Effective time management… nothing is worse than...
- Allowing enough time – overcoming systems-level barriers

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Writing – Practices

- Local boards/districts determine the format/template/software to be used
- The case manager (or synonym) should include:
  - A manageable number of realistic and achievable broad goals (LTGs)
  - Measurable specific objectives (STOs)
  - Meaningful and "do-able" strategies
  - Means to assess and monitor progress towards the goals

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Writing – LTGs

- Long Term Goals (LTGs) can be both intermediate and long-term
  - Intermediate may be 2-3 years, for example
  - Recommend wording that indicates WHY it is a good goal
    - "… in order to _____"

BC MoEd, 2009

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Long Term Goals - TRANSITIONS

- By grade 5 or 6 – be thinking about high school
- From the beginning of high school, be thinking about graduation
  - How will goals "matter" after grad
  - Start with crystal ball and reverse engineer

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Houston… we have a problem!

- Murray is in Grade 12, "high functioning" ASD.
- BUT... He is not university bound.
- It IS appropriate to expect him to be a tax-payer and live semi-independently.
- HOWEVER
  - IEP goals are all highly academic (e.g. Calculating circumference of a sphere; identification of possessive pronouns in literature) and do not match up adult goals.
  - He can not ride a bus.
  - There is zero work placement planned, aside from little jobs in the school.

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THE TAKE-HOME MESSAGE

- In your IEP meetings you will come up with some good LTGs
- In order to remember WHY they were good, use "…in order to…" language in your IEP document

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LTGs – NRC 2001

- Social skills development
- Receptive/Expressive Communication
- Engagement and flexibility in developmentally appropriate tasks/play
- Fine and gross motor skills
- Cognitive and Academic
- Replacement behaviors for PBs
- Independence and organization skills

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Writing – STOs

- Short Term Objectives (STOs)
  - The focused, concrete steps towards achieving the goals (LTGs)
  - Are set for the short term (e.g., term, semester, X months)
  - Specific, measurable, observable, realistic, timely

BC MoEd, 2009

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Short Term Objectives (STOs)

- Break the skill down into specific components.
- Break the skill down into measurable components.
- Break the skill down into observable components.
- Clearly describe what the student is expected to learn.
- Provide a clear basis for measuring student progress and mastery of objectives.

BC MoEd, 2009

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Short Term Objectives (STOs)

- Are what the student will do/learn, not what we will do for him (those are strategies).
- For example, "Will attend weekly group swimming" is not what the student will learn but what we will do to him. That is, he will be driven there each week by staff.

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Watch Out for Verbs that are not Measurable

In order for an objective to give maximum structure to instruction, it should be free of vague or ambiguous words or phrases. The following lists notoriously ambiguous words or phrases which should be avoided so that the intended outcome is concise and explicit.

WORDS TO AVOID	PHRASES TO AVOID
• *Believe* • *Hear* • *Realize* • *Capacity* • *Intelligence* • *Recognize* • *Comprehend* • *Know* • *See* • *Conceptualize* • *Listen* • *Self-Actualize* • *Memorize* • *Think* • *Experience* • *Perceive* • *Understand* • *Feel*	**Evidence a (n): To Become: To Reduce:** • *Appreciation for* • *Acquainted with* • *Adjusted to* • *Awareness of* • *Capable of* • *Comprehension of .* • *Cognizant of* • *Enjoyment of* • *Conscious of* • *Familiar with* • *Interest in* • *Interested in .* • *Knowledge of* • *Knowledgeable about .* • *Understanding of*

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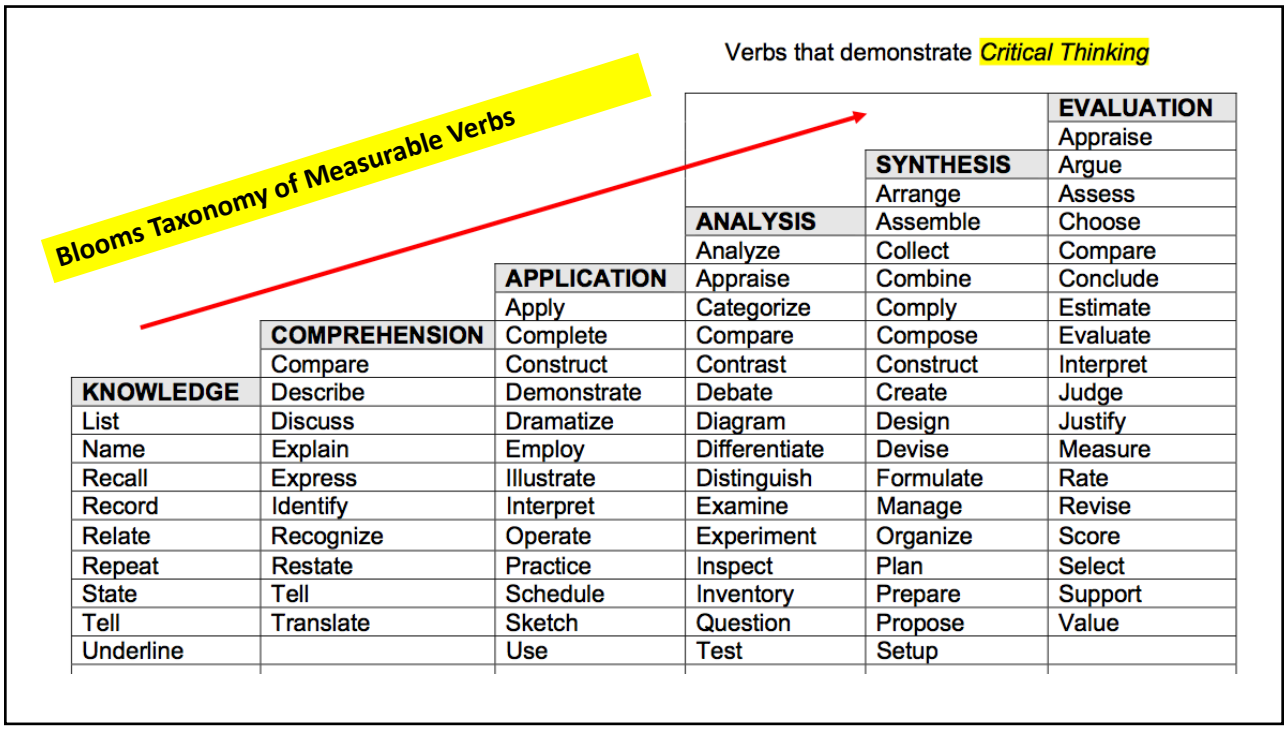

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
					Appraise
				SYNTHESIS	Argue
				Arrange	Assess
			ANALYSIS	Assemble	Choose
			Analyze	Collect	Compare
		APPLICATION	Appraise	Combine	Conclude
		Apply	Categorize	Comply	Estimate
	COMPREHENSION	Complete	Compare	Compose	Evaluate
	Compare	Construct	Contrast	Construct	Interpret
KNOWLEDGE	Describe	Demonstrate	Debate	Create	Judge
List	Discuss	Dramatize	Diagram	Design	Justify
Name	Explain	Employ	Differentiate	Devise	Measure
Recall	Express	Illustrate	Distinguish	Formulate	Rate
Record	Identify	Interpret	Examine	Manage	Revise
Relate	Recognize	Operate	Experiment	Organize	Score
Repeat	Restate	Practice	Inspect	Plan	Select
State	Tell	Schedule	Inventory	Prepare	Support
Tell	Translate	Sketch	Question	Propose	Value
Underline		Use	Test	Setup	

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STO Mastery Level

- There seems to be a convention for an 80% mastery criterion.
- Sometimes it makes sense. Not always.
- e.g., Richard will pee in the toilet 80% of the time.
- e.g., Richard will respond to teacher requests 80% of the time.
- e.g., Richard will independently complete grade 10 calculus lessons with 80% accuracy.

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STO Mastery Level

- **RULE OF THUMB:**
- Most things we learn to do, we learn to 100%... Otherwise we'd have problems.
- e.g., Richard will independently start his car 80% of the time… really?!
- e.g., Richard responds to his wife's requests 80% of the time? I don't think so!

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STO COMPONENTS

1. By <date>
2. Under which conditions
3. Will do what?
4. How well?

- By December 1, 2016, Freddy will identify 12 basic shapes with 100% accuracy on 5 trials.
- By March 1, 2017, Freddy will correctly separate 30 compound words (e.g., Cowboy = cow/boy) with 90% accuracy over 3 trials each.

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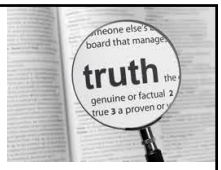
Three Systems of Truth



There have been many great gains in what we know about autism and autism intervention in recent years.

However, there is much that we still don't know… and much that sounds good but perhaps too good to be true. So, how do we evaluate and assess what is "true"?

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Three Systems of Truth

1. Phenomenological
2. Authoritarian
3. Empirical

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Phenomenological

- This is truth because it sounds good or is common sense truth. It has intuitive appeal. This is truth that is handed down culturally.
- e.g., swimming after you eat causes cramps
- e.g., New autism treatment key to teaching emotional regulation

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Authoritarian

- This is truth because someone important, knowledgeable, or in authority said so!
- e.g., 4/5 dentists recommend Crest! 

- Much of what we believe is because we trust an authoritarian source to make it true!

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Empirical

- This is truth that comes from research.
- Empirical studies have verified a practice as effective.
- But keep in mind that studies have limitations and are not always right themselves.
- But, in our society, we tend to place much more stock in phenomenological truths vs. empirical truths!

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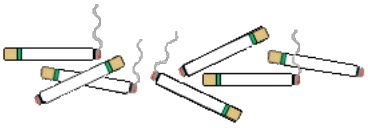
Smoking



Smoking now meets all three systems of truth.

1. We now accept it as common sense that sucking poisonous smoke into your lungs is not a good idea (phenomenological)
2. Our doctors tell us not to smoke (authoritarian)
3. Research says its bad (empirical)

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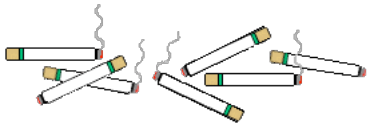
Smoking



- But not all of these systems of truth agreed in the past!
- Doctors used to recommend it for weight loss
- Many smokers lived to ripe old ages
- There was no research before the 1980s

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Autism Spectrum Disorder

- There are HUNDREDS and HUNDREDS of autism “therapies”
- Many sound good (phenomenological appeal)
- Many are recommended by “experts” (authoritarian)
- But MOST do not have empirical evidence to support them!

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How/Where To Find Evidence Based Practices (EBPs)

- The National Clearinghouse on Autism Evidence and Practice (NCAEP)
- National Autism Centre – National Standards Report (2015)
- ONT-ABA Evidence-based Practices For Individuals With Autism Spectrum Disorder: Recommendations for Caregivers, Practitioners, and Policy Makers (2017)

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The National Clearinghouse on Autism Evidence and Practice (NCAEP)

Evidence-Based Practice	Source	Research 1990-2017
Antecedent-Based Interventions	ABA	49
Augmentative and Alternative Communication	ABA / SLP	44
Behavioral Momentum	ABA	12
Cognitive Behavioral / Instructional Strategies	ABA / Psychology	50
Differential Reinforcement	ABA	58
Direct Instruction	ABA	8
Discrete Trial Teaching	ABA	38
Exercise and Movement	Other	17
Extinction	ABA	25
Functional Behavior Assessment (FBA)	ABA	21
Functional Communication Training (FCT)	ABA	31
Modelling	ABA	28
Naturalistic Intervention	ABA / Other	75
Parent-Implemented Intervention (PII)	ABA	55
Peer-Mediated Instruction (PMI)	ABA	44
Prompting	ABA	140
Reinforcement	ABA	106
Response Interruption / Redirection (RIRD)	ABA	29
Self-Management (SM)	ABA	26
Sensory Integration	Other	3
Social Narratives (SN)	ABA / Other	21
Social Skills Training (SST)	ABA / Other	74
Task Analysis	ABA	13
Technology-Aided Instruction and Intervention	ABA / SLP	40
Time Delay (TD)	ABA	31
Video Modeling VM)	ABA	97
Visual Supports (VS)	ABA	65

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Strategies & Tactics

- The STO provides the BEHAVIOR
- In order to provide instruction, we need to complete the Learn Unit
  - MOTIVATION
  - ANTECEDENTS
  - PROMPTS (and fading)
  - CONSEQUENCES

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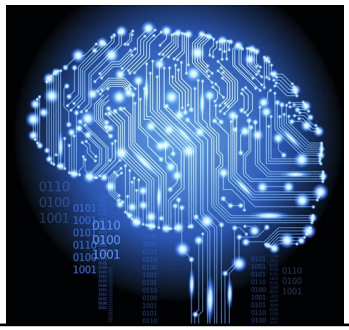
Strategies and Tactics

- **STO**: Freddy will achieve 40 wpm ORF with grade 1 materials with no more than 4 errors per minute 5 times per week.
- **Strategies**:
  - Use nonfiction books from grade 1 series
  - Warm up each reading with folding-in and model read
  - 3 x 1-minute repeated readings
  - Prompt errors at 2 seconds
  - Reinforce with token system

118

Measurement – Our Beliefs

- Anything worth teaching is worth measuring.
- Everything that is taught can be measured.



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Measurement – Our Beliefs

- Not all data/measurement is created equal
- Direct observation and quantified data is better than anecdotal data
  - Anecdotes are easy
  - But they are subjective
  - Asking a teacher a question about progress once per year can be used as anecdotal evidence.

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Measurement

- **Summative**
  - At the end – like a final exam
  - Does not let you know how you are doing in the middle and along the way!
- **Formative**
  - IEPs like formative assessment
  - Repeated measures
    - Daily – e.g., count of peer initiations, PBs
    - Weekly – e.g., typing WPM – weekly probe
    - Monthly – e.g., Toilet accidents

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How Do You Get This Data?

- Case Manager makes data sheet following IEP completion
- Kept in student binders or clipboards and SEAs took data during day
- Case Manager inputted to Excel at the end of each day
- "This made report card time easy as I had all the information I needed instead of asking EAs how they think the student is progressing."
- Graphs in IEPs reports speak from themselves and are very impressive!
- But we should simply expect them as a matter of procedure, not as an impressive anomaly!

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IEP Implementation Checklist
"Freddy" 2015-2016
Grade 9

Week of: _____

IEP Short Term Objectives	Monday	Tuesday	Wednesday	Thursday	Friday
1.1 Expected behavior break/lunch					
2.1 Math U See					
3.1 Literacy Program					
4.1 Shoe tying					

Week of: _____

IEP Short Term Objectives	Monday	Tuesday	Wednesday	Thursday	Friday
1.1 Expected behavior break/lunch					
2.1 Math U See					
3.1 Literacy Program					
4.1 Shoe tying					

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IEP Implementation Checklist 2015-2016
Debby

Date:

Goal	1st block		2nd block		Lunch		3rd block		4th block	
Participate in a conversation as the -listener -speaker	L	S	L	S	L	S	L	S	L	S
Practice replacing sanitary napkin										
Shoe tying										
Identify (label) feelings of stress in her body										
Use calming strategy										
Math U See										

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IEP Implementation Checklist 2015-16

Week of: _____

IEP Short Term Objective	M	T	W	Th	F
1.1 Follow up questions/comments (2-3)					
1.2 Appropriate volume and pronunciation					
2.1 Use self-calming strategy					
2.2 Work for 15 min before requesting break					
3.1 Recite safety rules (relating to current situations)					
3.2 Appropriate social initiations					
5.1 Read passage and write 3+ sentence summary					
Beads added for being on task/green topics	Beads removed for being off task/red topics				

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Learning objective	Trials = Independent +, PP, FP, G, M, V No -				Percent/ total	Comments
Chooses 3 things he did well and EA records in planner						
Michael will complete level 3, skills 1-3 of the uSwim Swimming lessons	Skill 1: streamline kick					
	Skill 2: beginner freestyle					
	Skill 3: pat the dog					
Shopping	Uses store aisle signs to locate items					
	Locates and goes to checkout counter					
	Waits calmly to pay and counts change					
Plays a game/activity for 5-10 minutes off of his buddy time choice board	Game:	Time:				
Asks peer to join their play or invites a peer to play	Recess:	Lunch:	Buddy time:			
Practices 2-3 self-calming strategies from zones tool box daily	Activity:	Activity:	Activity:			
Sequences 3-5 pictures and retells a story related to those pictures.	Sequences: Y N		Retells: I PP FP			Picture set:
Labels items and names the category it belongs to	Labels item:		Names category:			
	Correct:	Incorrect:	Correct:	Incorrect:		
Make associations between objects and explain why they go together	Association:		Explain:			
	Correct:	Incorrect:	Correct:	Incorrect:		
Participates in Personal	Stations:		Prompt level:			

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Independently ties shoes up to loop around	Pull laces & cross over	Wrap around		
	Tuck under and pull	Push through		
	Loop one lace	Pull to tighten		
Creates projects using Clicker 6/Power Point	Project:	Prompt level:		
Tells time to the nearest 5 minutes	Functional Time Program level: _____	See individual data sheets for trial by trial data		
Gives sufficient change, but not exact	Functional Monday Program Level: 15	See individual data sheets for trial by trial data		
Rounds numbers to the nearest 10s and 100s	Rounding to:	Prompt level:		
Emailing	Logs in	Sends message		
	Writes message	Logs out		
	Attaches file	Safeguards password		
Uses correct capitalization, punctuation, verb tenses, and pronouns	Capitals	Y N		
	Punctuation	Y N		
	Verb tenses	Y N		
	Pronouns	Y N		
Participates in printing and/or handwriting practice	Y	N		
Reading A-Z	Book: Level:	# of incorrect words _____ Total word count _____		
	Vocabulary words	Y N		
	Comprehension ?s	Y N		

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IEP Data Sheet **Date:_____**

Learning objective	Trials = Independent +, PP, FP, G, M, No -					Percent/ total	Comments
Swimming	Streamline float						
	Back float						
	Back kicking						
	Follows shower visuals						
Social play group (Ms. R/Ms. M's class)	Time:	Activity:	Prompt level:				
Initiates/returns greetings to peers in play group	Hi	Bye	Thank you				
Tooth brushing	Puts on toothpaste						
	Top front 5s						
	Bottom front 5s						
	Left and right sides 5s						
	Cleans up						
Eats from own plate only	Recess:	Lunch:					
Zips up zipper							
Follow routine to get dressed for outside	Goes to coat room						
	Changes shoes						
	Puts on jacket						
Follows Relax procedure	Prompt level:	Prompt level:					

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Answers personal questions on iPad	What's your name?		
	How old are you?		
	What's your mom's name?		
	What's your dad's name?		
	What's your brother's name?		
Receptively identifies actions with a picture prompt (iPad)			Errors:
Responds to "What do you see/hear/have?"	See		
	Hear		
	Have		
Participates in fitness stations	Stations:	Prompt level:	
Participates in Arts and crafts	Cut / Colour / Glue / Paint	Duration: / Behaviour: Y N	
iPad usage	Turns on/off		
	Puts hand in strap		
Types name	First (no prompt)		
	Last (visual prompt)		
Reading (iPad)	iPad books		
	SLP app		
Receptive numbers 1-20 with a sample			Errors:
Counts items and touches corresponding digit on iPad			Errors:

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IEP Data Sheet **Date:**_____

Learning objective	Trials = I, PP, FP, G, M		Comments
uSwim swim lessons	Skill 1: Breath control	Prompt:	
	Skill 2: Streamlined float	Prompt:	
	Skill 3: Back floating	Prompt:	
Personal fitness stations	Stations:	Prompt:	
Spelling in Mrs. S's class	Time:	Prompt:	
Plays with a peer	Recess:	Lunch:	
Independent play bins	# minutes/drawer:	# of prompts:	
Sits for varying lengths of time without engaging in target problem behaviours. Carpet 20min.	Y	N	
Table 20min.	Y	N	
Transitions between activities	# of independent:	# of prompted:	%
Practices 3 coping strategies from the zones of regulation and toolbox when calm	Strategy / Strategy / Strategy		
Participates in arts and crafts	Activity: cut paste colour paint draw Prompt:		
Processing Program – (following directions)			
Categories/Associations (word classes)			
Word Structure – (Grammar Gumballs)			
Receptively identifies numbers 1-30			% correct
Counts with 1-1 correspondence up to 50.	Counts to:	Errors:	
Prints upper and lower case letters	Letters:	Prompt:	
Prints numbers 1-20	Numbers:	Prompt:	
Uses Clicker 6 to write in 1-2 sentences in a journal	Topic:	Prompt:	
Reading A-Z	Book: Level:	#correct words: Total correct:	%
Vocabulary words	New words:	# correct:	

130

IEP Data Sheet **Date:_____**

Learning objective	Trials = I, PP, FP, G, M			Comments
uSwim swim lessons	Skill 1: Breath control	Prompt:		
	Skill 2: Streamlined float	Prompt:		
	Skill 3: Back floating	Prompt:		
Personal fitness stations	Stations:	Prompt:		
Spelling in Mrs. S's class	Time:	Prompt:		
Plays with a peer	Recess:	Lunch:		
Independent play bins	# minutes/drawer:	# of prompts:		
Sits for varying lengths of time without engaging in target problem behaviours. Carpet 20min.	Y	N		
Table 20min.	Y	N		
Transitions between activities	# of independent:	# of prompted:	%	
Practices 3 coping strategies from the zones of regulation and toolbox when calm	Strategy	Strategy	Strategy	

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Participates in arts and crafts	Activity: cut paste colour paint draw Prompt:		
Processing Program – (following directions)			
Categories/Associations (word classes)			
Word Structure – (Grammar Gumballs)			
Receptively identifies numbers 1-30			% correct
Counts with 1-1 correspondence up to 50.	Counts to:	Errors:	
Prints upper and lower case letters	Letters:	Prompt:	
Prints numbers 1-20	Numbers:	Prompt:	
Uses Clicker 6 to write in 1-2 sentences in a journal	Topic:	Prompt:	
Reading A-Z	Book: Level:	#correct words: Total correct:	%
Vocabulary words	New words:	# correct:	

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LTG - Social

- Present Level: Freddy is comfortable around peers in parallel play but does not initiate socially.
- Long Term Goal: Freddy will learn to initiate/reciprocate social interactions with peers in order to establish and maintain friendships.
- Short Term Objective: Freddy will name all classmates (N=25) in pictures with 100% accuracy in under 1 minute over 3 consecutive probe dates by December 1, 2016.
- Strategies: daily 1:1 DTT until 100% accuracy; fluency instruction
- Evaluation: Data

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Master Target List

Program: _____

Targets	Introduced	Mastered	Generalize Probe
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

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Peer Naming
Fluency Program

Date	Corrects	Errors
November “”	18	3
November “”	19	2
November “”	21	3
November “”	22	2
November “”	25	4
November “”	25	4
November “”	25	3
November “”	25	1
November “”	25	1

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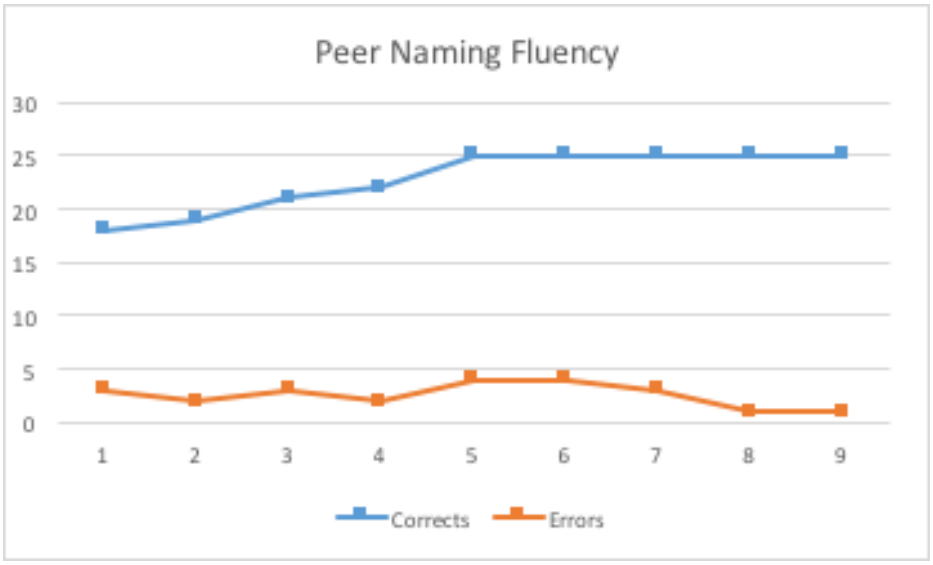

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LTG - Communication

- Present Level: Freddy has a difficult time following instructions and usually requires SEAs to prompt him.
- Long Term Goal: Freddy will learn the expressive and receptive language to function independently in school.
- Short Term Objective: Freddy will learn to independently follow specific single-step instructions (see target list) from teachers 100% of the by February 1, 2017.
- Strategies: Teach concurrent sets of 3, 5+ daily opportunities from Teacher/SEA, prompting/fade, praise and token reinforcement.
- Evaluation: Data Sheet

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Master Target List

Program: Receptive 1-step instructions

Targets	Introduced	Mastered	Generalize Probe
1. Come here			
2. Sit down			
3. Go to your desk			
4. Stand up			
5. Get work from box			
6. Look at me			
7. Line up			
8. Etc.			
9. Etc.			
10. Etc.			
11			
12			

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LTG - Independence

- Present Level: Has age appropriate hygiene skills with the exception of brushing his teeth. Brush in mouth 20-30 seconds.
- Long Term Goal: Freddy will learn self-care skills in order to be an independent and hygienic teenager.
- Short Term Objective 1: Freddy will learn to independently brush his teeth for 2 minutes, each day after lunch by December 1, 2017.
- Strategies: Daily instruction with EA, shape duration with a timer, use prompting and prompt fading, earns bonus tokens.
- Evaluation: Daily data

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Freddy's Tooth Brushing Routine
Daily Data Sheet

Date	Duration	Cooperation 1=major resistance 2=minor resistance 3=cooperative
October 1	20	1 2 **3**
October 2	25	1 **2** 3
October 3	25	1 2 **3**
October 4	25	1 2 **3**
October 5	30	**1** 2 3
October 8	30	1 **2** 3
October 9	30	1 2 **3**
October 10	30	1 2 **3**
October 11	35	1 **2** 3
October 14	35	1 2 **3**
October 15	35	1 2 **3**
October 16	40	1 2 **3**
October 17	40	1 2 **3**
October 18	50	1 **2** 3

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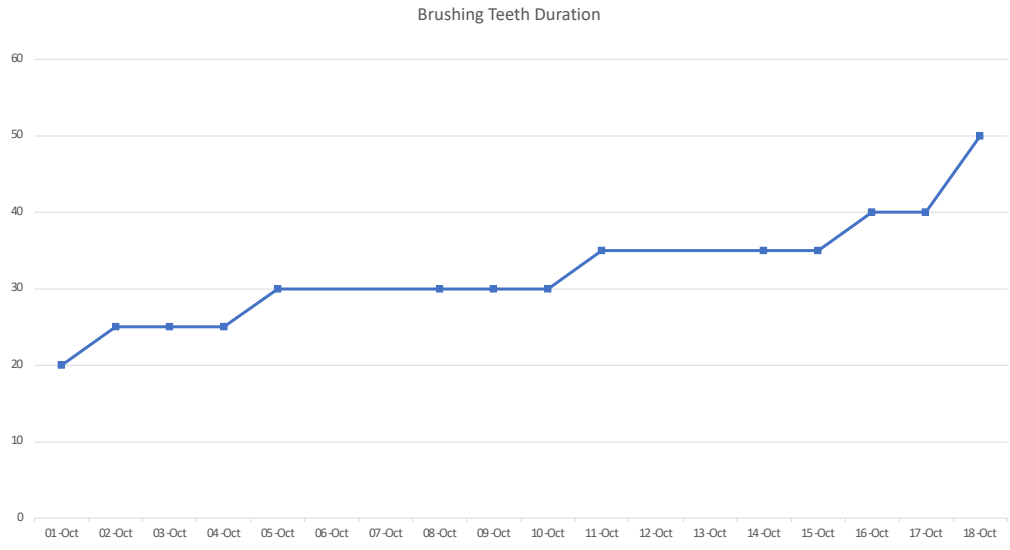

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LTG – Self-Determination

- **Present Level**: Freddy runs from the classroom several times per day in order to use the bathroom.
- **Long Term Goal**: Freddy will learn to vocally ask for items and activities in order to meet teacher and school expectations.
- **Short Term Objective:** Freddy will learn to vocally ask his teachers to use the restroom by saying, “Bathroom please” 100% of the time on a daily basis.
- **Strategies**: Verbal pre-corrects from SEA each hour, review of contingency map 3x per day, response blocking and redirecting, prompting and fading.
- **Evaluation**: Daily Data Sheet

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Freddy's Requesting Data Sheet

Date	Number of Appropriate Requests	Number of times he did not ask
October 1	1	5
October 2	1	4
October 3	2	4
October 4	2	3
October 5	4	3
October 9	4	0
October 10	3	0
October 11	2	1
October 12	3	0

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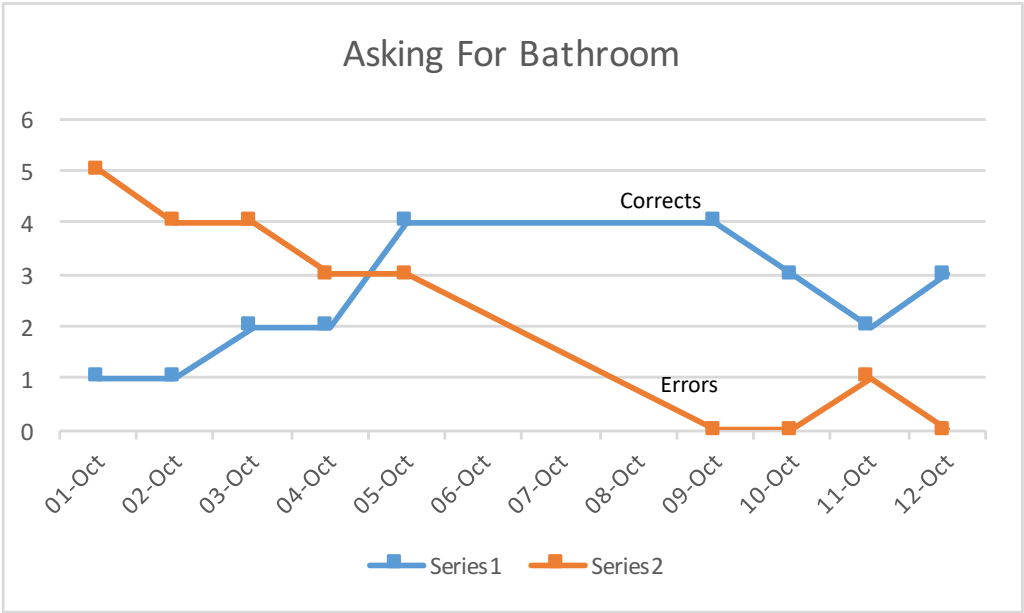

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LTG - Academic

- **Present Level**: Freddy has met DIBELS ORF benchmarks for the end of Grade 5.
- **Long Term Goal**: Freddy will learn to read and understand in order to access information in academic settings, read for leisure, and obtain employment in the future.
- **Short Term Objective**: Freddy will read at least 120 WPM with fewer than 4 errors per minute. He will pass the Grade 6 DIBELS benchmarks by June 1, 2017.
- **Strategies**: Daily 1:1 instruction for at least 20 minutes, pre-reads, folding-in, repeated reading 3x 1 minute.
- **Evaluation**:
  - DIBELS assessments in September, January, and June.
  - Daily ORF and error scores on data sheet.

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Freddy's Oral Reading Fluency Data

Date	Material/Book	ORF	Errors
Sept 6	Fiction	83	4
Sept 7	Fiction	84	2
Sept 8	Non-Fiction	75	6
Sept 9	Non-Fiction	67	8
Sept 12	Fiction	86	3
Sept 13	Fiction	87	1
Sept 14	Fiction	90	0

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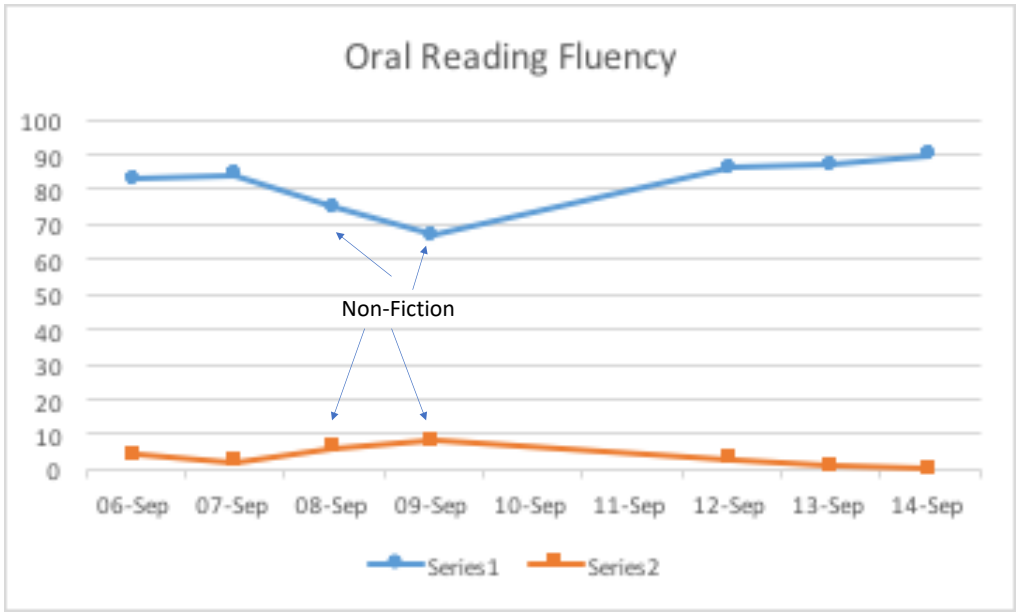

147

LTG - Academic

- **Present Level**: Freddy has completed the Math U See Alpha program (equivalent to grade 2 outcomes).
- **Long Term Goal**: Freddy will learn basic functional math skills in order to manage money and make purchases.
- **Short Term Objective**: Freddy will complete Math U See level Beta to lesson 18 by June 1, 2017.
- **Strategies**: Daily 1:1 math instruction in MUS-B with SEA; adapted instructions, prompting, fading, token reinforcement.
- **Evaluation**: Math U See data sheet – daily lesson summary data

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Math U See – Beta
Data Sheet

Lesson	Trial 1	Trial 2	Trial 3
1	Sept 7 – 76%	Sept 8 – 86%	Sept 9 – 93%
2	Sept 11 – 86%	Sept 12 – 98%	
3	Sept 13 – 92%		
4	Sept 14 – 67%	Sept 15 – 73%	Sept 18 – 90%
5	Etc.		
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			

Materials: print 3 copies of each lesson
Mastery: >90% correct first time

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Individual Education Planning for Students with Special Needs

Goals reflect area of need for this student	
Transition plans/goals when applicable (strategies to prepare the student for new settings within school, between schools and beyond school)	
Goals are broken down into objectives/steps to reach the goal	
Objectives identify a skill, context and time-frame	
Objectives are written in terms of observable student learning	

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Individual Education Planning for Students with Special Needs

Data is measurable and can be easily collected for the purpose of monitoring progress and informing evaluation of achievements	
Strategies address the skill to be taught	
Strategies are chosen to reflect the student's disability/access issues/past experience	

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Individual Education Planning for Students with Special Needs

Strategies are written to describe what the adults will do	
Team members will be able to report clearly on the student's progress and needs	
Date for review included	
Evidence that the parent(s) and student were consulted about the preparation of the IEP using the principles of meaningful consultation	

From School District 91 Nechako Lakes

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IEP Evaluation Form for Student with ASD
* Adapted from Ruble, McGrew, Dalrymple, & Jung, 2010

Student's Name: _____ Grade: ___ Gender: ____ DOB: _____

IEP Reviewer's Name: _____

Number of LTGs: _____ Number of STOs: _____

Scale:
0 = Not included / Not at all
1 = Incomplete / Somewhat
2 = Yes / Explicitly Stated

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Indicator	Scale
1. Parental concerns are included/described	NA 0 1 2
2. Includes goals/objectives to improve social skills	NA 0 1 2
3. Includes goals/objectives for expressive/receptive communication	NA 0 1 2
4. Includes goals/objectives for engagement in tasks or play which are developmentally appropriate (e.g., sitting in circle, attending, sharing, etc.)	NA 0 1 2
5. Includes goals/objectives for fine/gross motor skills	NA 0 1 2
6. Includes goals/objectives for cognitive/academic skills	NA 0 1 2
7. Includes goals/objectives for addressing problem behaviors	NA 0 1 2
8. Includes goals/objectives for independence and organizational skills	NA 0 1 2
9. Present level is described for each goal/objective.	NA 0 1 2
10. All goals are worded using, "… in order to…" language.	NA 0 1 2
11. Each objective is able to be measured in behavioral terms.	NA 0 1 2
12. The conditions under which the behavior is to occur are provided.	NA 0 1 2
13. Criterion for objective acquisition/mastery is described (e.g., frequency).	NA 0 1 2
14. Strategies are clearly described, reasonable, and likely to be effective.	NA 0 1 2

Scale:
0 = Not included / Not at all
1 = Incomplete / Somewhat
2 = Yes / Explicitly Stated

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How to Make it Happen

1. Make it easy to collect
2. Make it meaningful to collect
3. Contingencies to require quality indicators (e.g., audits)
4. Training in how to do it – more than just 1-day Pro-D!
5. Contingencies to maintain quality indicators (e.g., audits)

- REAL change requires SYSTEMS change.
- In the meantime, we try to influence individual change.

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Thank You

Email: rstock@capilanou.ca

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