

Applied Behavior Analysis Classroom **Handbook and Guidelines**

Fort Blackmore Center of Excellence

214 Big Stoney Creek Road

Fort Blackmore, VA 24250

Phone: (276) 995-2471

Fax: (276) 995-2654

Classrooms

The Applied Behavior Analysis (ABA) based classrooms will attempt to enroll no more than 10 students per classroom and each classroom will have three adults.

One-on-one assistants will not be assigned to individual students. All staff in the classroom will be trained to work with each student equally. The more individuals a student can work with, the more likely the skills that are taught will generalize to other individuals or environments that were not used in original teaching trials (i.e., parents and home).

ABA based instruction will be provided within regular school hours (8:30 am – 3:00 pm). Students are served from all areas of the county; therefore, instruction time may vary based on bus routes. Parents are encouraged to implement procedures developed for their students at home. Parent training on ABA techniques may be provided by the behavior analyst upon request. Parents are encouraged to request training on implementing ABA techniques for their child.

Scott County Public Schools has nine ABA classrooms available including two Early Childhood Special Education classrooms, a kindergarten-second grade elementary classroom, a kindergarten-second grade life skills classroom, a third-fourth grade elementary classroom, a third-fifth life skills classroom, a fifth-seventh grade secondary classroom, a sixth-twelfth grade life skills classroom, and an eighth-twelfth grade secondary classroom. Students can stay enrolled in Scott County Public Schools with an IEP until the age of 22.

Assessments

Assessments will be conducted to provide a baseline measure of the student's current performance. The following assessments will be utilized depending on the student's area of need and ability:

- **The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)**
 - The VB-MAPP is a developmental assessment that measures 170 learning and language milestones that are sequenced and balanced across three development levels (e.g. 0-18 months, 18-30 months, and 30-48 months). The skills that are outlined in each level correspond with the learning and language skills demonstrated by typically developing children within those age ranges.
 - **Essential for Living**
 - Essential for Living is a curriculum-based assessment for communication, behavior, and functional skills for children and adults with moderate-to-severe disabilities. Essential for Living is an assessment and curriculum
-

that is composed of functional skills and behaviors which are essential for effective daily living. Although no score is provided with Essential for Living, the assessment is curriculum-based and provides a current and on-going measure of a student's performance. Essential for Living outlines the following eight skills (called the Essential Eight) as crucial skills for an individual to have:

1. Making requests
2. Waiting
3. Accepting removals, making transitions, sharing, taking turns
4. Completing 10 consecutive, brief, previously acquired tasks
5. Accepting 'No'
6. Following directions related to health and safety
7. Completing daily living skills related to health and safety
8. Tolerating situations related to health and safety.

- **The Woodcock-Johnson III (WJ III) Tests of Achievement**

- The Woodcock-Johnson III Tests of Achievement is an educational assessment that measures a student's ability in each area listed below. The score provides an age equivalent and grade equivalent for each area.
 - Letter-word identification
 - Applied Problems
 - Spelling
 - Passage Comprehension
 - Calculation
 - Writing Samples
 - Reading Fluency
 - Math Fluency
 - Writing Fluency

Curriculum

Individual programs will be developed for each student based on their level of development and academic functioning. Individual programs will be developed and monitored by the Board-Certified Behavior Analyst (BCBA). The following assessments and/or curriculums will be used to develop individualized programs for each student. One or more of the curriculums listed below will be used depending on the needs of the individual student.

- **The Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP)** provides a comprehensive list of what skills a student should have depending on their developmental level is provided in the VB-MAPP. The VB-MAPP will be used to determine what areas need intensive intervention and what areas should be targeted for teaching. If a student receives a score that falls in the Level 1 range, their individual programming will be consistent with areas of

deficit in Level 1 skills rather than skills at a higher level (Level 3). The level of difficulty and intensity will increase based on the student's performance.

- **Essential for Living** provides a list of skills in each of the seven skill domains. Skills are designated as must-have, should-have, good-to-have, and nice-to-have within each domain. Skills that are listed as must-have are more functional, less difficult, and should be taught first. Skills that are designated as should-have, good-to-have and nice-to-have skills are progressively less functional and more difficult skills that will be taught following mastery of must-have skills. The level of skill that is taught to each student will depend on their current level of performance on the assessment and what is determined to be most appropriate for the functional development of the student.
 - The **Life Skills Program Planner** includes seven areas of focus including: functional academic skills, communication skills, interpersonal skills, independent living skills, leisure skills, pre-vocational skills, and vocational skills. A list of relevant skills for each of the seven components is provided as well as task analyses of each skill.
 - The **Virginia Standards of Learning or Essential Standards of Learning** will be used for students that are assessed using the Woodcock-Johnson III Tests of Achievement. The standards of learning that correspond with a student's grade-equivalent score on the WJ III will be used to develop educational programs for the student. Standards that are also considered to be more functional skills will be taught first.
 - The **Individualized Goal Selection Curriculum** contains 18 Areas of development including Maladaptive Behavior, Speech, Expressive/Receptive Language, Social Skills, Reading, Life Skills, Emotional and Self-Control Development, as well as other areas. There are approximately 2,000 individual tasks presented. The curriculum provides a guide for the selection of appropriate goals based on individual needs and areas of concern. The sequences of development presented serve as a framework to determine appropriate sequencing for each student.
-

Referral Process

Research has shown that Applied Behavior Analysis is an effective teaching method for children with autism spectrum disorders (ASD). Children with ASD or autistic characteristics will automatically be screened for the class and will receive priority for entry to the classroom. Children with other diagnoses and/or children who exhibit significant behavior problems that are interfering with their learning (and the learning of others) and that have a behavior intervention plan that is unsuccessful in the student's current education setting may also be considered for admittance to the

classroom. Recommendations from outside therapists and doctors will be considered but will not necessarily guarantee admittance to the class. The referral process is described below:

1. The responsible school will submit a referral to Fort Blackmore Center for the student in need.
2. Data will be presented to staff at Fort Blackmore Center, including all accommodations and modifications that were put into place at the student's responsible school.
3. The principal or BCBA will observe the student in his/her school environment.
4. Parent requests to view the services and program at the center will follow the SCPS board policy on classroom visitors. Permission form for such visits will also be required.
5. A meeting will be held with the parent(s), principal and/or designee from both schools, BCBA, teacher from receiving school, special education teacher, and any appropriate specialists. The most appropriate placement will be determined. A continuum of alternative options will always be considered and discussed.

The following will be discussed prior to a student being placed at Fort Blackmore Center:

1. Graduation and Diploma Status:
 - a. The following types of diplomas are available with the requirements listed for each one. The diploma status for students who attend Fort Blackmore Center may be affected depending on their placement and curriculum.
 - i. Advanced Studies Diploma: a student must earn at least 26 standard credits and 5 verified credits. Standard credits are earned by successfully completing required and elective courses; verified credits are earned by successfully completing require courses and completing end-of-course SOL tests or other assessments approved by the state Board of Education.
 - ii. Standard Diploma: a student must earn at least 22 standard credits and 5 verified credits. Standard credits are earned by successfully completing required and elective courses; verified credits are earned by successfully completing require courses and completing end-of-course SOL tests or other assessments approved by the state Board of Education.
 - iii. Applied Studies Diploma: a student identified as having a disability who completes the requirements of their individualized

education programs (IEPs) and meet certain requirements prescribed by the Board of Education pursuant to regulations, but do not meet the requirements for any named diploma.

- iv. Certificate of Program Completion: a student who completes a prescribed program of study defined by a local school board but who do not qualify for diplomas.
2. The most appropriate curriculum based on student need/performance will be discussed with the parent and determined by the IEP team.
3. All students attending Fort Blackmore Center will not have access to typically developing peers daily but will have numerous opportunities to be with typically developing peers who travel to the classroom from other schools in the county to engage in activities throughout the week for socialization.
4. CTE courses and electives will be offered to 10th-12th grade students.

If you have questions about the referral process, please contact the following:

- Brenda Robinette: 276-386-6118 or brenda.robinette@scottschools.com
- Stacy Wood: 276-995-2471 or stacy.wood@scottschools.com
- Courtney Currier: 276-995-2471 or courtney.currier@scottschools.com.

Entry Guidelines for Placement in an Applied Behavior Analysis Classroom

The following entry guidelines will be utilized when placement in one of the Applied Behavior Analysis classrooms is being considered for students aged three to 22 with autism spectrum disorders and/or students with significant behavior problems that are interfering with their learning (or the learning of others) in another setting.

- A. Students who exhibit some or all of the following skills will be considered for entry:
 - a. Student demonstrates emerging skills necessary for learning in individual and group settings such as imitating actions, completing matching to sample tasks, and following 1-step instructions. The student should demonstrate the ability to complete one of the three skills listed below.
 - i. Student can independently imitate at least one gross motor or fine motor action or imitate a spoken word or sound within ten teaching trials.

- ii. Student can independently match one object or picture to a sample within ten teaching trials.
 - iii. Student can independently follow at least one instruction related to daily routines and/or follow at least one receptive instruction to do an action or touch an item within ten teaching trials.
- b. Student demonstrates responsiveness to reinforcement by acquiring or approximating a novel skill within ten teaching trials.
- c. On the most recent multidisciplinary evaluation there is documentation of regression or arrests in one or more developmental areas with consequent communication deficits, social isolation, or indifference and behavioral noncompliance, none of which are due to sensory impairment or global cognitive limitation.
- d. Student demonstrates emerging communicative intent.
 - i. Student is observed to make speech sounds in the natural environment.
 - ii. Student demonstrates basic wants and needs (visually references, points to, stands next to, or takes an individual to reinforcers).
- e. Students with more than one year of educational experience show documented difficulties making progress on 80% of IEP goals with limited responsiveness to other strategies.
- f. Students that would benefit from repetition, prompting, reinforcement, and intensive 1:1 instruction to attain skill acquisition in areas of deficit or to reduce excessive self-stimulatory or escape or avoidance-maintained behaviors.
- g. Recommendation by the Board-Certified Behavior Analyst or Principal after an observation has been completed.

Exit Guidelines for Placement Outside of an Applied Behavior Analysis Classroom

When utilizing the exit guidelines, a student may fall into section A that references the student's skill acquisition or section B that references the student's lack of skill acquisition. The IEP team will consider either section A or section B when determining the continuation or recommendation to no longer utilize Applied Behavior Analysis Principles. Some of the guidelines below may not be applicable based on the student's placement.

A. Students should exhibit at least 80% of the following:

a. Generalization

- i. Student consistently demonstrates both stimulus and response generalization on the first or second trial.

b. Range of Items and Events that Function as Reinforcers

- i. Student engages with reinforcers that are intermittent, social, age appropriate, varied, and involve verbal information and change frequently.

c. Rate of Acquisition of New Skills

- i. Student consistently acquires new target skills daily averaging 5 trials or less.

d. Retention of New Skills

- i. Student typically retains acquired skills for at least 1 week without maintenance trials.

e. Learning from the Natural Environment

- i. Student easily and consistently learns new skills daily in the natural or group setting without intensive teaching.

f. Language

- i. Student will be able to request novel objects, actions, and/or information using short phrases and sentences in less than 5 teaching trials.
- ii. Student independently tacts at least 25 items or actions per day without being asked to label those items or actions.
- iii. Student demonstrates tact to intraverbal transfer for 10 topics or events without training.
- iv. Student demonstrates transfer daily, involving advanced parts of speech and all speaker and listener skills.

g. Adaptability to Change

- i. Student handles change in routine well and ignores or copes with other distractions and changes.

h. Social Behavior.,

- i. Student will initiate and maintain peer interactions for at least two exchanges.

- ii. Student engages in interactive toy play with peers for up to 10 minutes with at least four social contacts with peers during that period.

i. Group instruction

- i. Student learns new academic skills in a group teaching format and does not require direct instruction.
- ii. Student works independently on academic tasks for at least 10 minutes without adult prompting to stay on task.

j. Self-Help Skills

- i. Student is motivated, initiates approximations for most skills, and generalizes, but may need verbal prompts.
- ii. Student initiates or mands to use the bathroom and independently completes all steps of the toileting routine.
- iii. The student independently gets food items, eats, and uses utensils, cleans up independently, or with one verbal prompt.

k. Behavior

- i. The student no longer demonstrates high or sustained rates of problem behavior such as aggression, self-injury, and/or property destruction that interfere with their learning or the learning of others as determined by the IEP team.
- ii. The student is aware of their behavior needs and initiates coping mechanisms with minimum reminders.
- iii. The student demonstrates reduced rates of self-stimulatory or disruptive behaviors.

Glossary of Terms

The following words have been used throughout this document. Definitions have been provided for clarification.

- **Applied Behavior Analysis:** refers to the systematic application of behavior principles to change behavior. ABA procedures can be used to increase desired behaviors, decrease inappropriate behaviors, and to teach new behaviors to students of all functioning levels.
- **Exchange:** the reciprocal interaction between two or more individuals.
- **Generalization:** occurrence of a target behavior in circumstances other than the initial training environment (demonstrates skills across people, places, objects).
- **Independent:** The student responds to instruction(s) without additional prompts or cues.
- **Intraverbal:** the speaker responds to another speaker conversationally.
- **Mand:** the speaker communicates what they want or need.
- **Reinforcement:** application of a consequence following a behavior that increases the likelihood of a behavior reoccurring in the future.
- **Spontaneously:** is the demonstration of a response without instruction or prompting to perform the behavior.
- **Tact:** the speaker labels something in their environment
- **Teaching trial (discrete trial):** teaching session that consists of four parts
 1. The trainers presentation (S^D)
 - a. Appropriate prompt is provided (if needed)
 2. The student's response
 3. The consequence
 4. A short pause between the consequence and the next instruction.

References

- Baer, D.M., Wolf, M. M., & Risley, T.R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1, 91-97.
- Cooper, J.O., Heron, T.E., and Heward, W.L. (1987). *Applied Behavior Analysis*. Columbus, OH: Merrill.
- Fenske, E.C., Zolenski, S., Krantz, P.J., & McClannahan, L.E. (1985). Age at intervention and treatment outcome for autistic children in a comprehensive intervention program. *Analysis and intervention in Developmental Disabilities*, 5, 49-58.
- Lovaas, O.I., (1987). "Behavioral Treatment and Normal Educational and Intellectual Functioning in Young Autistic Children." *Journal of Consulting and Clinical Psychology*, 55(1), 3-9.
- Maurice, C., Green, G. & Luce, Stephen, C. (1996). *Behavioral Intervention for Young Children with Autism*. Austin, TX.
- McEachin, J.J., Smith, T., & Lovaas, O.I. (1993). Long-term outcome for children with autism who received early intensive behavioral treatment. *American Journal of Mental Retardation*, 4, 359-372.
- Mundy, P., & Crowson, M. (1997). Joint attention and early social communication: Implication for research on intervention with autism. *Journal of Autism and Developmental Disorders*, 27 (6), 653-676.
- National Research Council (2001). *Educating children with autism*. Committee on Educational Interventions for Children with Autism. Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.
- Powers, M.D. (1992). Early intervention for children with autism. In D.E. Berkell (Ed). *Autism: Identification, education, and treatment*. Hillsdale, NJ: Erlbaum.
- Smith, T., Groen, A.D., & Wynn, J.W. (2001). Randomized trial of intensive early intervention for children with pervasive developmental disorder. *American Journal of Mental Retardation*, 105, 269-285.

**PLACEMENT REFERRAL CHECKLIST**

Student Name: _____ Student DOB: _____ School: _____

INTERVENTION CHECKLIST

1. <input type="checkbox"/>	Reviewed recent data on IEP goals and objectives in a meeting and determined that the current school team is having difficulty meeting the goals and objectives.	Date completed:
2. <input type="checkbox"/>	School Counselor was contacted.	Date completed: By:
3. <input type="checkbox"/>	Consulted with staff members to include adapted or general curriculum, or behavior intervention services to provide additional interventions or supports.	Date(s) of consultation: By: Name(s) of staff contacted:
4. <input type="checkbox"/>	As needed, an IEP addendum/amendment was developed to update or add: <input type="checkbox"/> goals/objectives/services <input type="checkbox"/> FBA/BIP	Date completed: By:
5. <input type="checkbox"/>	A meeting was held to discuss the data and necessary next steps. List next steps below or indicate using provided options: <input type="checkbox"/> Additional support required. <input type="checkbox"/> Continued time needed with supports and strategies. <input type="checkbox"/> Consider referring to a more restrictive environment (continue with form).	Date completed: In attendance:

REFERRAL CHECKLIST

1. <input type="checkbox"/>	<i>Referral Checklist</i> completed and attached (see page 2 of this form).	Specific reason for referral, delineating the need for a more restrictive placement.
2. <input type="checkbox"/>	Most recent eligibility information included.	A current reevaluation packet and the most recent evaluation reports. Evaluations should reflect current needs.
3. <input type="checkbox"/>	Copy of current IEP/draft IEP/progress reports included.	
4. <input type="checkbox"/>	Current teacher narratives included.	
5. <input type="checkbox"/>	Functional Behavioral Assessment (FBA) included.	
6. <input type="checkbox"/>	Behavior Intervention Plan (BIP) included.	Include data from BIP or behavior system.
7. <input type="checkbox"/>	Discipline/Attendance Records/Attendance Plan	If applicable
8. <input type="checkbox"/>	Report Cards/ Transcripts/Current Schedule /Student Test History/Data collection (academic and behavioral)	Bolded items only apply to secondary students
9. <input type="checkbox"/>	Health Care Plan	If applicable
10. <input type="checkbox"/>	Other pertinent Information included.	Private reports/evaluations, etc.



REFERRAL FORM

The Intervention Checklist section of page 1 must be completed prior to this page.

Student Name: _____ ID#: _____ Grade: _____

Referring School: _____ Principal: _____

Teacher/Case Manager: _____ Parent Contact: _____

Special Education Eligibility Area(s): _____ Most Recent Eligibility Date: _____

This student is being considered for the following program:

☐ Fort Blackmore Center of Excellence: ☐ Life Skills Placement ☐ ABA Placement

Reason for Referral:

☐ Parent Request

List strategies and interventions that have been attempted in order to maintain the student's current placement.
(Include information from staff members from the serving school, including: counselor, specialist, adapted curriculum, resource teacher, behavior intervention plan, etc.)

How long have the strategies been in place? _____

Please describe the response to intervention. (Attach additional pages to include data sheets and documentation)

Signature of Director of Special Education: _____ Date: _____

Signature of BCBA: _____ Date: _____

Signature of Principal: _____ Date: _____