

# HIGH QUALITY RURAL PROGRAMS FOR STUDENTS WITH ASD AND INTELLECTUAL DISABILITIES

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University of North Carolina Charlotte



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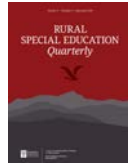
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**IT CAN BE ESPECIALLY DIFFICULT IN RURAL CONTEXTS**

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- ▶ Reduced access to supports
  - ▶ Administrative
  - ▶ Collegial
  - ▶ Professional development and training
- ▶ Limited access to resources



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It can be quite overwhelming at times

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**OUR FOCUS TODAY IS ON SUPPORTING YOU**

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### SERVING STUDENTS

- ▶ With complex needs is a tough job and requires a complex set of skills
- ▶ Unfortunately, many individuals are not adequately prepared for the challenge
- ▶ I believe that is partially on us.

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### TEACHER PREPARATION PROGRAMS

- ▶ Vary in quality
- ▶ Barnhill, Sumutka, Polloway, & Lee, 2014; Conroy, Alter, Boyd, & Bettini, 2014; Morningstar & Benitez, 2013
- ▶ Often provide training experiences that are in sharp contrast to what they will experience in the classroom

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## CONTRASTING CONTEXTS

TEACHER EDUCATION

THE CLASSROOM

DIRECT INSTRUCTION  
INSTRUCTOR FEEDBACK  
CLEAR CONTINGENCIES

SELF GUIDED LEARNING  
PEER FEEDBACK  
COMPETING NATURAL  
CONTINGENCIES

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### TEACHER PREPARATION PROGRAMS

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- ▶ Sometimes new teachers crash, often leaving unsupported students and parents in their wake
- ▶ Sometimes they fade to mediocrity in the absence of supportive environments

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### FADING . . . .

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- ▶ Teachers receive few reinforcers for teaching behavior
- ▶ They are often reinforced for engaging in practices that may be less than effective
- ▶ Sometimes led astray by less trained and more experienced colleagues

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**THE RAT IS ALWAYS  
RIGHT**



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# WHAT DO WE DO ABOUT IT?



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# WE CAN TRAIN?

PRE-SERVICE  
TRAINING PROGRAM

IN SERVICE

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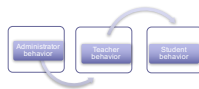
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## WE CAN COACH

- ▶ Scaling up practice
- ▶ Ongoing coaching instead of lecture style PD
- ▶ Fixsen, Blasé, Duda, Naoom, & Van Dyke, 2010; Joyce & Showers, 1995 effects of feedback on teacher performance



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### INCREASED FOCUS IN COACHING

- ▶ Effects of feedback on teacher performance
- ▶ Use of technology in coaching
- ▶ A reframing of what we know about learning to serve adults

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“

Maybe we need to invest more in teacher behavior, instead of staring hopelessly into a vacuum of student behavior”

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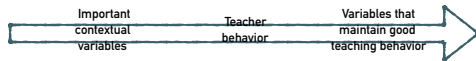
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## TEACHER AS LEARNER

A

B

C



What are some of these?

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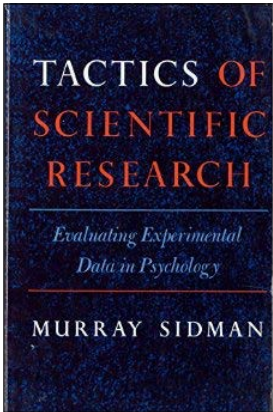
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### WE FIRST ASSESS

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- ▶ Establishing a baseline
- ▶ If we do not know where we are, we can not determine where we need to go?
- ▶ More importantly, practitioners can't contact reinforcers and celebrate success

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### WE NEED AN HONEST ASSESSMENT

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- ▶ Nobody can do everything
- ▶ "A failure is not always a mistake, it may simply be the best one can do under the circumstances. The real mistake is to stop trying." B.F. Skinner

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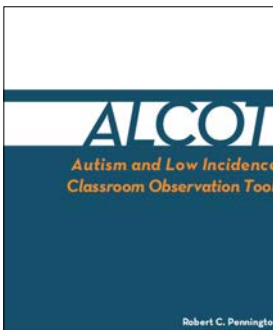
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### ENTER THE ALCOT

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- ▶ Developed through work at the Kentucky Autism Training Center
- ▶ Derived from research literature on best practices, behavioral theory, and consultative experience
- ▶ Used a measurement tool for the model classroom process
- ▶ Implemented in teacher training program
- ▶ Refined through use with State Personnel Development Grant

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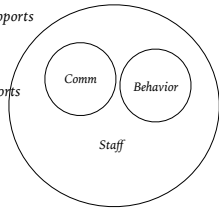
## AREAS

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Environmental supports

Instructional Supports

Instruction



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## PROGRAM AREAS (ENVIRONMENTAL SUPPORTS)

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- ▶ Big Idea: Safety, predictability, access
  - ▶ Predictability
    - ▶ Builds competence
    - ▶ Build confidence
    - ▶ Clarifies contingencies
      - ▶ For students and staff



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## PROGRAM AREAS (ENVIRONMENTAL SUPPORTS)

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- ▶ Sample items
  - ▶ Arranging classrooms so that students can be observed at all times
  - ▶ Visual Support & Tactile Cues are displayed throughout....
  - ▶ Visual Schedules
  - ▶ Assistive technology



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### PROGRAM AREAS (ENVIRONMENTAL SUPPORTS)

- ▶ You might observe that instructional areas correspond with routines and activities
- ▶ That visual supports are pervasive through programming
- ▶ That teachers warn students prior to transitions




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### PROGRAM AREAS (ENVIRONMENTAL SUPPORTS)

- ▶ You'll notice that kids have access to their peers with and without disabilities




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TARGETED INDICATOR	RATING		
ENVIRONMENTAL SUPPORTS: (SOURCE: DIRECT OBSERVATION, REPORT)	NOT EVIDENCED	PARTIALLY EVIDENCED	EVIDENCED
<input type="radio"/> R Staff can observe all areas of the classroom	NE	PE	E
<input type="radio"/> R Visual supports or tactile cues are displayed throughout the classroom	NE	PE	E
<input type="radio"/> R Use of individualized student schedules/calendars are observed	NE	PE	E
<input type="radio"/> R Signals clearly indicate when transitions are approaching	NE	PE	E
<input type="radio"/> R Students are in close proximity to their peers	NE	PE	E
<input type="radio"/> R Use of assistive technology and/or modifications is evident	NE	PE	E




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If not, score your program



## QUESTIONS?

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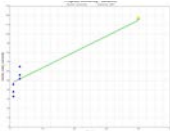
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### PROGRAM AREAS (INSTRUCTIONAL SUPPORTS)

- ▶ Big Idea: Teaching is more than lecturing
  - ▶ Sample items
    - ▶ Lesson planning
    - ▶ Systematic instruction plans
    - ▶ All staff are engaged in instructional activities when not on break
    - ▶ Data are plotted on line graphs
    - ▶ Data-based design making



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### PROGRAM AREAS (INSTRUCTIONAL SUPPORTS)

- ▶ Teaching is more than lecturing
  - ▶ It involves designing circumstances that change the way other individuals feel and behave (Vargas, 2013)
  - ▶ It involves presenting stimuli, but also encouraging student responding, and the delivering of specific consequences following particular responses.



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## PROGRAM AREAS (INSTRUCTIONAL SUPPORTS)

- ▶ Instructional supports should reflect careful design



How we present instruction



How we help a child respond



How we respond to student performance

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## PROGRAM AREAS (INSTRUCTIONAL SUPPORTS)

- ▶ Lessons Planning and systematic instruction plans
  - ▶ A written plan describing the key *circumstances* under which instruction will occur or a recipe for instruction

1. Objectives	2. Instructional materials	3. Instructional procedures	4. Assessment
5. Differentiation	6. Reflection	7. Revision	8. Evaluation
9. Resources	10. Notes	11. Date	12. Teacher

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## PROGRAM AREAS (INSTRUCTIONAL SUPPORTS)

- ▶ Use of data base decision making rules
  - ▶ Data-based decision rules 3-2-5
  - ▶ Three times a week
  - ▶ Review every two weeks
  - ▶ At least 5% change
    - ▶ (Browder, Liberty, Heller, & d'Huyvetter, 1986)
- ▶ Aim lines




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If not, score your program



# QUESTIONS?

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## PROGRAM AREAS (INSTRUCTION)

► Big Idea: Engagement in high quality instructional practices

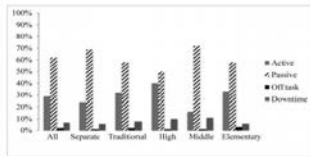


Fig. 1. Percentage of academic engagement time across classroom settings.

Pennington & Courtade, 2015

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## PROGRAM AREAS (INSTRUCTION)

► Big Idea: Engagement in high quality instructional practices

► Sample items

- No student sits for 5 minutes without instruction
- Deliver request once they prompt
- Age appropriateness
- Preference assessments
- Broad curriculum



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**PROGRAM AREAS (INSTRUCTION)**

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- Staff and students should be engaged in instruction related activities
- Children should be able to request breaks, engage in movement, have access to a range of stimulating activities but avoid The Downtime trap
  - Sensory rooms
  - Free time
  - Over use of work centers, task boxes.

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Let's  
Talk



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**PROGRAM AREAS (INSTRUCTION)**

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- Meaningful opportunities to respond for MSD
  - Involve a high probability of success
  - Frequent access to reinforcers
  - Minimize errors through prompting
  - Across a broad curriculum
  - Strategies to promote generalization

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If not, score your program



# QUESTIONS?

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## PROGRAM AREAS (COMMUNICATION)

- Big Idea: Communication instruction is priority number 1.
  - Robust representation on the IEP
  - Targets immediately functional and more complex skills
  - All staff recognize communicative attempts
  - All staff are responsive
  - The classroom team drives instruction



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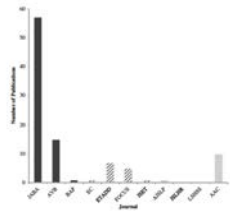
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Pennington et al., 2016

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**PROGRAM AREAS (COMMUNICATION)**

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Environmental  
Arrangement

Evidenced  
Based  
Practices

Dosage

Access to  
AAC

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**PROGRAM AREAS (COMMUNICATION)**

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- Build functional repertoire
  - Train in naturalistic settings
  - Training across partners
  - Train across PEERS
- Under a range of conditions
  - When stimuli are both present and not present
  - When presented with a question
  - When other's attention is not available
- Target a logical curriculum

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If not, score your  
program



**QUESTIONS?**

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### PROGRAM AREAS (BEHAVIOR MANAGEMENT)

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- ▶ Big idea: Understanding our role in problem behavior and adjust a climate to support effective appropriate behavior
- ▶ Sample items
  - ▶ Choice-making
  - ▶ Use a reinforcers
  - ▶ Avoid restraint and aversive
  - ▶ Promoting dignity

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### PROGRAM AREAS (BEHAVIOR MANAGEMENT)

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- ▶ A functional approach to problem behavior
- ▶ Seeking the purpose a problem behavior serves instead of categorizing as a characteristic of a particular learner or disability

WELL, THAT IS BECAUSE HE IS DEFIANT

- ▶ Dr. Phil, why does Billy refuse to do his work?



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### PROGRAM AREAS (BEHAVIOR MANAGEMENT)

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- ▶ Develop a climate that supports appropriate behavior
- ▶ Delivery high rates of reinforcer for responding
- ▶ Use pairing
- ▶ Differential reinforcement



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**PROGRAM AREAS (BEHAVIOR MANAGEMENT)**

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- Promote dignity
  - Not talking about students in their presence
  - Using person-first language and avoid describing students by their behaviors (e.g., runner, biter)
  - Avoiding the use of threats and insults
  - Limit the use of punishment-based procedures

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**PROGRAM AREAS (BEHAVIOR MANAGEMENT)**

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- Punishment can come at a price
  - Emotional and Aggressive Reactions
  - Escape and Avoidance
  - Behavioral Contrast
  - Learned helplessness
  - Negative reinforcement of the punishing agents behavior
  - Collateral effects on responding!



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**PROGRAM AREAS (BEHAVIOR MANAGEMENT)**

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- Promote dignity
  - Providing choices and opportunities to take risks
  - Using appropriate physical contact or talking about students in their presence



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If not, score your program



## QUESTIONS?

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### PROGRAM AREAS (STAFF INTERACTIONS)

- ▶ Big idea: Collaborative environments support effective programming
- ▶ Sample items
  - ▶ Regular communication with with related services & families
  - ▶ Guidance for support staff
  - ▶ Positive climate



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### PROGRAM AREAS (STAFF INTERACTIONS)

- ▶ One the most challenging parts of teaching in special education settings is the requirement to interact with a range of professionals and family members with a range of backgrounds and roles
- ▶ Consider
  - ▶ Frequency and reciprocity of interactions
  - ▶ Utility of interaction
  - ▶ Realistic expectations



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### WORKING WITH PARAPROFESSIONALS TRAINING

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➤ [https://ecampus.esc13.net/show\\_class\\_info.html?classid=36020](https://ecampus.esc13.net/show_class_info.html?classid=36020)

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If not, score your program



## QUESTIONS?

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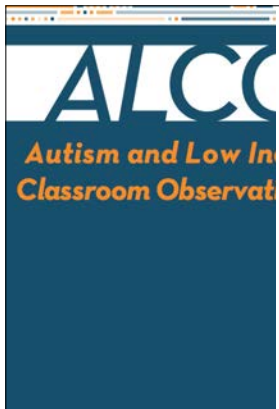
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### USING THE RESULTS

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- Select three primary areas for improvement
- Select targets within the areas
- Develop objectives
- Construct action plan
- Monitor progress

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### THREE AREAS

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- ▶ Consider your experience with the IEP process
  - ▶ You can't target everything, so you must select those targets that will have the greatest impact
  - ▶ And maybe put teachers in contact with natural reinforcers
  - ▶ Outcomes reflect broad change that will impact multiple students
  - ▶ Ask, "have I overlooked areas that might improve student safety or increase student's personal dignity?"

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### THREE AREAS

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- ▶ When considering an IEP, you select goals and objectives that are doable
- ▶ Will have all staff taking data on all student objectives by the end of the month vs. Each staff member will take data on three objectives for three students by the end of the month?
- ▶ You also might select objectives that can be met quickly to establish some momentum

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### TASK 1

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- ▶ Circle three areas in which you might need improvement

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## SET GOALS

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- Goals should be broad but measurable
  - All students will have a functional communication system and will use it to make requests
  - All students will access instruction alongside peers without disabilities in general education settings
  - All staff will reduce the use of reprimands during daily instructional activities by 75%
  - No student will sit for more than 10 minutes without instruction

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## TASK 2

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- Draft a goal for your program

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## CONSTRUCT OBJECTIVES

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- Addresses teacher behaviors that help us to reach our goals
  - Steps/Benchmarks
- Again, measurable and observable
  - Teacher will use the VB-MAPP to assess beginning communication skills for all non-vocal students
  - Teacher will increase the number of instructional trials on requesting to 100 per day for Micheal, Sam, and Missy
  - Teacher will assess student A, B, C, and start them in the ELSB program

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MEASURE PROGRESS

► The performance of these behaviors must be measured regularly

► Self recording, Fidelity observations, intermittent probes

The screenshot shows a table with columns for assessment categories and data points. The categories include:

- Communication Assessment (MCOE 1 - Communication Assessment)**
  - Staff use appropriate level of eye contact
  - Staff use appropriate level of touch
  - Staff use appropriate level of voice
  - Staff use appropriate level of facial expression
  - Staff use appropriate level of body posture
  - Staff use appropriate level of hand gestures
  - Staff use appropriate level of facial expression
  - Staff use appropriate level of body posture
  - Staff use appropriate level of hand gestures
  - Staff use appropriate level of facial expression
  - Staff use appropriate level of body posture
  - Staff use appropriate level of hand gestures
- Instructional Assessment (MCOE 2 - Instructional Assessment)**
  - Staff use appropriate level of eye contact
  - Staff use appropriate level of touch
  - Staff use appropriate level of voice
  - Staff use appropriate level of facial expression
  - Staff use appropriate level of body posture
  - Staff use appropriate level of hand gestures
  - Staff use appropriate level of facial expression
  - Staff use appropriate level of body posture
  - Staff use appropriate level of hand gestures
  - Staff use appropriate level of facial expression
  - Staff use appropriate level of body posture
  - Staff use appropriate level of hand gestures
- Assessment of Student Behavior (MCOE 3 - Assessment of Student Behavior)**
  - Staff use appropriate level of eye contact
  - Staff use appropriate level of touch
  - Staff use appropriate level of voice
  - Staff use appropriate level of facial expression
  - Staff use appropriate level of body posture
  - Staff use appropriate level of hand gestures
  - Staff use appropriate level of facial expression
  - Staff use appropriate level of body posture
  - Staff use appropriate level of hand gestures
  - Staff use appropriate level of facial expression
  - Staff use appropriate level of body posture
  - Staff use appropriate level of hand gestures
- Behavior Management Assessment (MCOE 4 - Behavior Management Assessment)**
  - Staff use appropriate level of eye contact
  - Staff use appropriate level of touch
  - Staff use appropriate level of voice
  - Staff use appropriate level of facial expression
  - Staff use appropriate level of body posture
  - Staff use appropriate level of hand gestures
  - Staff use appropriate level of facial expression
  - Staff use appropriate level of body posture
  - Staff use appropriate level of hand gestures
  - Staff use appropriate level of facial expression
  - Staff use appropriate level of body posture
  - Staff use appropriate level of hand gestures
- Self-Recording Assessment (MCOE 5 - Self-Recording Assessment)**
  - Staff use appropriate level of eye contact
  - Staff use appropriate level of touch
  - Staff use appropriate level of voice
  - Staff use appropriate level of facial expression
  - Staff use appropriate level of body posture
  - Staff use appropriate level of hand gestures
  - Staff use appropriate level of facial expression
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SAMPLE MEASURES

► Rates of positive feedback

► Intervals in which an AAC device is within close proximity of a student

► Number of teacher-related service contacts

► Percent of students using schedule

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TASK 3

► Draft the ideas around which you may build objectives

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## DOCUMENT YOUR PLAN (IEP FOR ME, PENNINGTON 2017)

**Goal: Teachers will implement a schedule in which no student will sit for a duration of 10 minutes without instruction.**

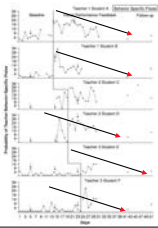
**Short term Objective:** Paraprofessionals will implement at least three small group lessons each day.

Starts 8/10	Projected End: 10/1	Record progress: Event recording
<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>
Identify areas where small group instruction can be implemented	Model small group instruction, provide opportunity for rehearsal with feedback	Implement, Group lesson 1 by 8/24 Group lesson 2 by 9/14 Group lesson 3 by 10/1
<b>By when:</b> 8/2	<b>By when:</b> See Step 3	
<b>Resources</b>	<b>Resources</b>	<b>Resources</b>
Activity matrix (schedule)	Lesson plan & materials	None
From: Teacher	From: Teacher	

**Short term Objective:** Each student will learn to complete at least three consecutive independent work tasks

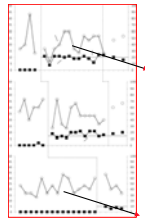
## INTERVENTION IS HARD

- Reinke, W. M., Lewis-Palmer, T., & Martin, E. (2007). The effect of visual performance feedback on teacher use of behavior-specific praise. *Behavior Modification*, 31 (3), 247-263.



## INTERVENTION IS HARD

- Duchaine, E. L., Jolivet, K., & Fredrick, L. D. (2011). The effect of teacher coaching with performance feedback on behavior-specific praise in inclusion classrooms. *Education and Treatment of Children*, 34(2), 209-227.







### INTERVENTION

- Seek quality direct instruction
- Develop teacher to teacher coaching teams
- Self management

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### AVOID COACHES WHO

- Spray and Pray
  - The consultant sits down with the team and tells them what should be done and hopes they will do it
- Bitch and Ditch
  - The consultant makes a big fuss with an indictment of a program and heads for the hills

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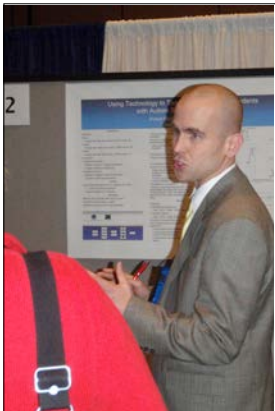
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### AVOID COACHES WHO

- Are Nerds not Heard
  - The consultant mands for data concerning relevant stimuli that may suggest a functional relation between said stimuli and an aberrant behavior
- Are Part time Lovers
  - The consultant resorts to mentalistic explanations for his/her own inability to change the behavior of others

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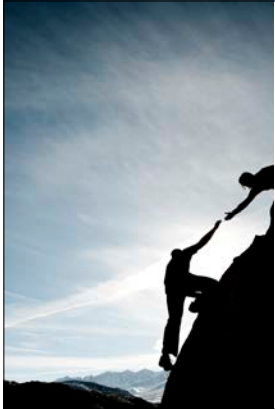
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### QUALITY DIRECT SUPPORT

- > Answers the question “why am I doing this?”
- > Build rapport through reinforcement and effective communication
- > How do we do this?

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### QUALITY DIRECT SUPPORT

- > Uses a behavior skills training protocol
  - > Written directions or script
  - > Model
- > Rehearsal with feedback until fidelity

## Guidelines for Using Behavioral Skills Training to Provide Teacher Support

Florence D. DiGennaro Reed, Abigail L. Blackman, Tyler G. Erath, Denys Brand, and Matthew D. Novak

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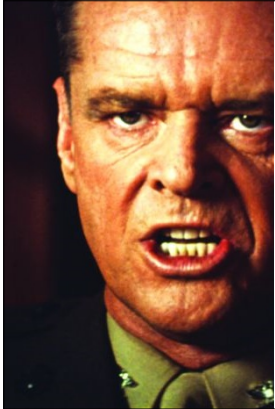
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### PROVIDE HELPFUL FEEDBACK

- > They can handle it
- > Set expectations for feedback (Kazemi, 2018)
- > Sandwich method
  - > Positive or empathetic statement
  - > Constructive feedback
  - > End with a positive or empathetic statement

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**Sample Recommendations**

Below is a list of sample recommendations that might be used to support teachers to address identified areas of program weakness. It is important that support strategies are individualized to meet the unique needs of each teacher or program team and that not just selected from the list below.

- Environmental Supports**
  - Find a daily schedule to serve as a cue for staff to normal standards of operating changes.
  - Consider displaying a digital timer on students' desks or on a smart board to indicate the duration of an activity or upcoming transitions.
  - Use the Wisconsin Science Technology Initiative Assessment to identify students at risk (STIT) through Assign individual hearing staff to assist in ready technology for particular activities.
- Instructional Supports**
  - Develop a schedule for the hearing staff that includes instructional preparation, and data collection responsibilities.
  - Train paraprofessionals to collect data during instruction.
  - Train staff for the purpose of conducting weekly reliability checks.
  - Create live graphs to accompany data charts.
  - Train staff to use self-management strategies by self-monitoring collection of data and the application of data based decision rules.
- Instruction**
  - Use behavioral skills training (BST) provide instruction model rehearsal with feedback to increase staff ability to provide instruction.
  - Implement published curricula that include explicit instructional procedures.
  - Train staff to implement pre-lesson assessments prior to instructional sessions.
  - Staff develop and train students to use structured work books.
  - Train staff to adjust mastery criteria to include performance across multiple stimuli or contexts.

**PROMOTE SUCCESS**

- > Graph progress
- > Go public
- > Set contingencies

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**SET CONTINGENCIES**

- > Dynamic fading of supports
- > Sharing data with people that matter
  - > Parent
  - > Colleagues
  - > Administration

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**AND NEVER FORGET**



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**THANK YOU**  
ROBERT.PENNINGTON@UNCC.EDU

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