

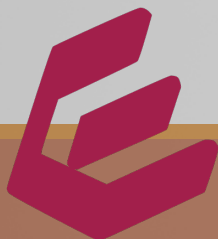


# Suffield Public Schools Achieve Needs Assessment

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Rose Jaffery, PhD, BCBA-D

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**EASTCONN**

Where Learning Comes to Life

Psychological & Behavioral Consultation Services

# Introductions

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## **Ravit R. Stein, PhD, BCBA-D**

- Licensed Psychologist
- Board Certified Behavior Analyst
- Director of Psychological and Behavioral Consultation Services

# Introductions

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## **Jennifer Connolly, PhD, BCBA-D**

- Board Certified Behavior Analyst
- Certified School Psychologist
- Senior Educational and Behavioral Consultant

# Introductions

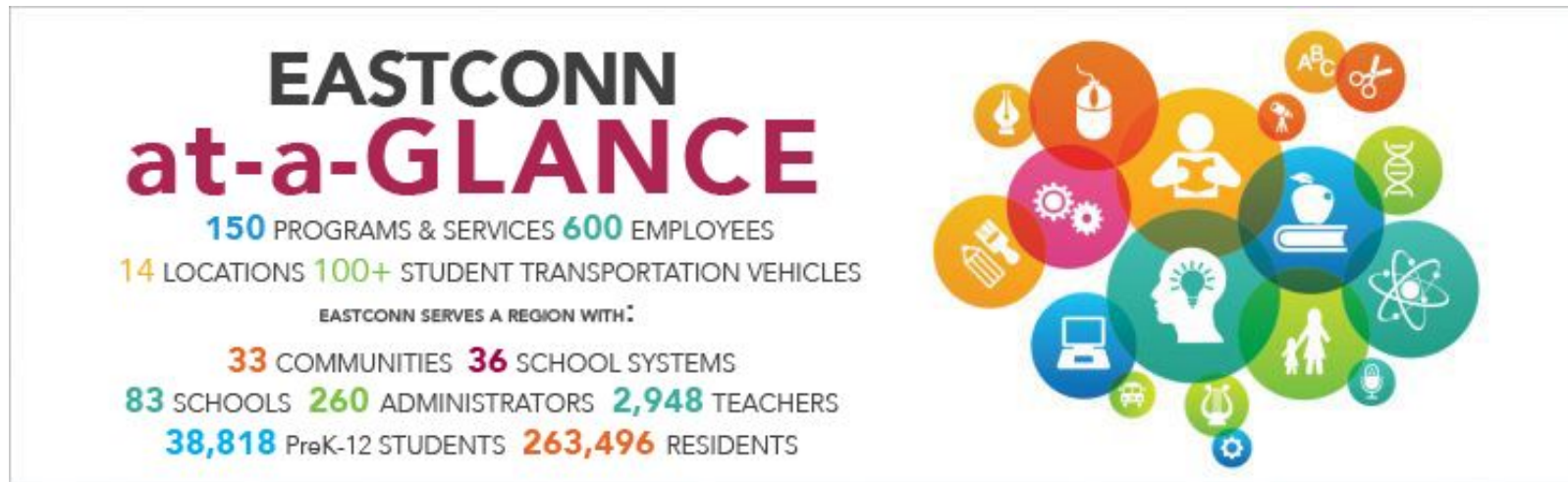
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## **Rose Jaffery, PhD, BCBA-D**

- Licensed Psychologist
- Nationally Certified School Psychologist
- Board Certified Behavior Analyst

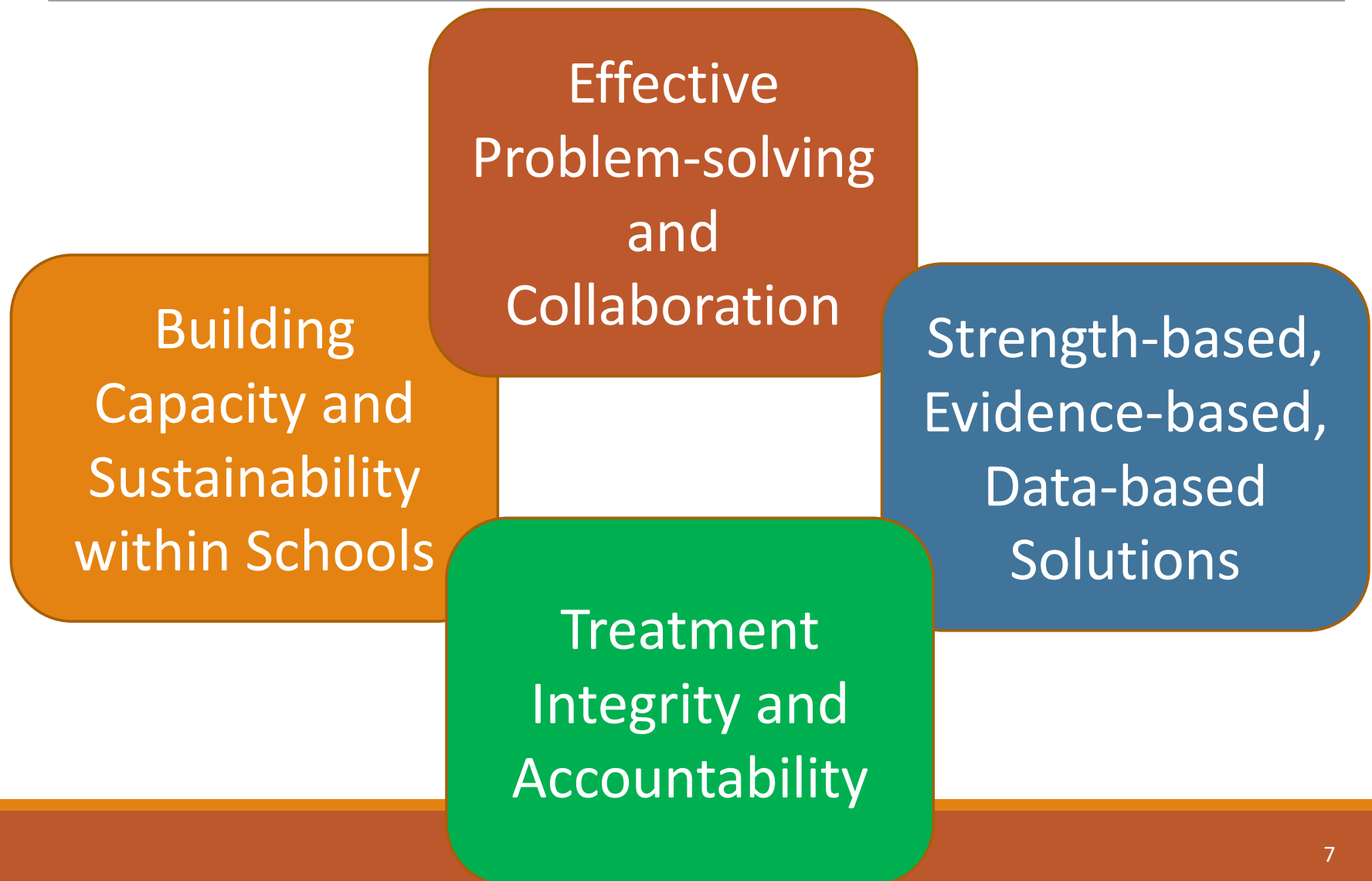
# Introduction



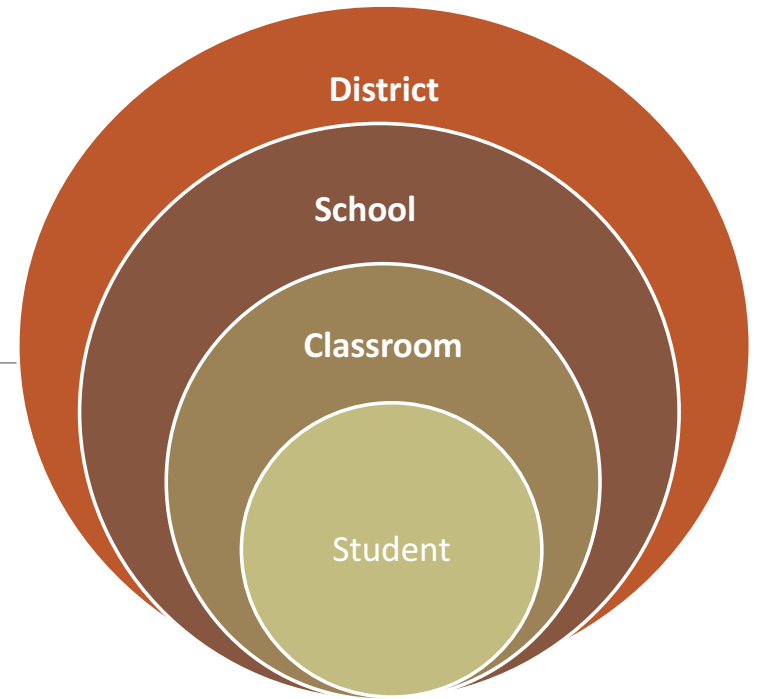
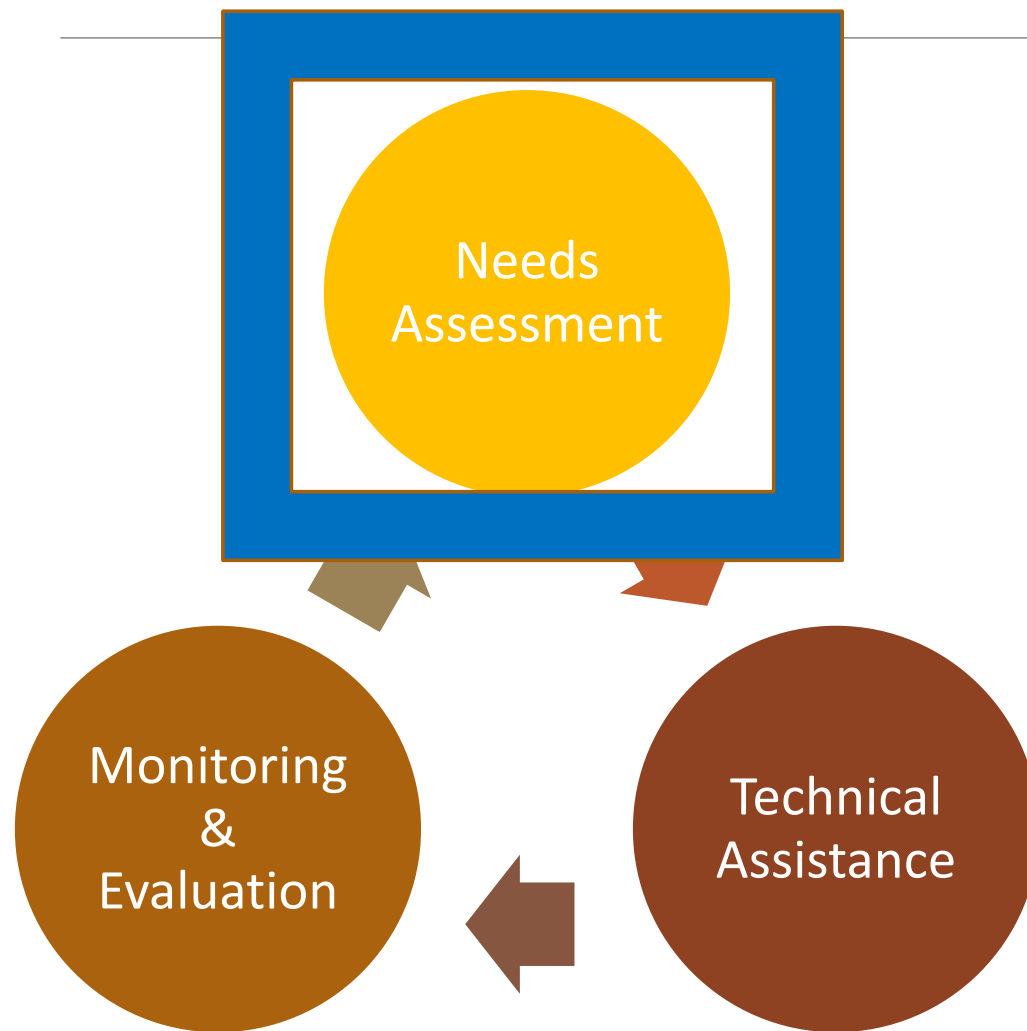
\*\*EASTCONN's Psychological & Behavioral Consultation Services Department offers assessment, consultation, and professional development in a variety of areas to support districts, programs, and individual student needs in maximizing student academic and behavioral outcomes.

# Our Core Values

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# Our Methods



- **Multi-method**
- **Multi-setting**
- **Multi-informant**



# Needs Assessment

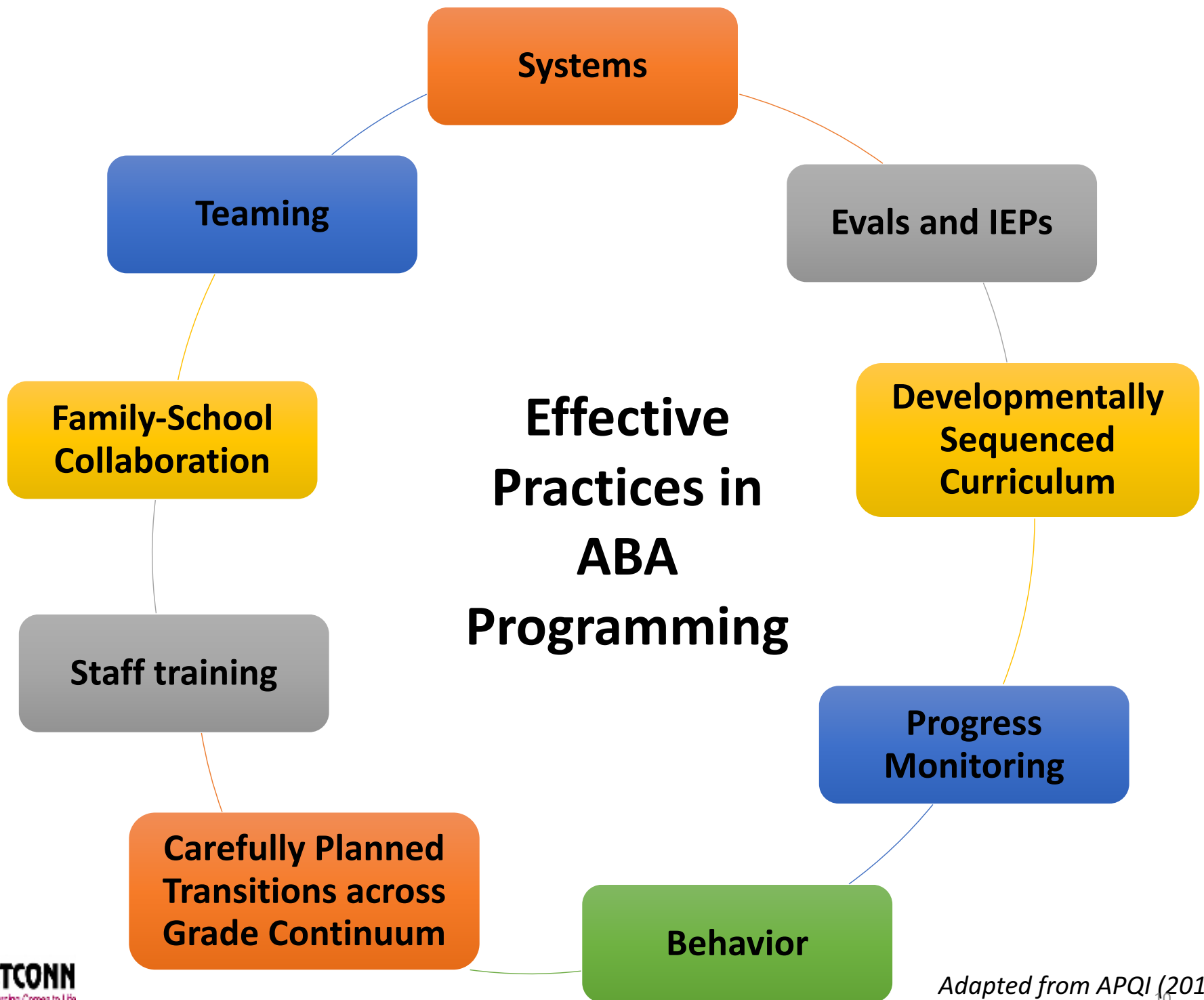
## METHODS

- Interviews across 3 schools (administration, case managers, sped supervisors, BCBAs, school psychologists, social workers, counselors, related service providers, paraprofessionals, gen. ed. teachers)
- Permanent product review
- Observations
- Rating Scale:

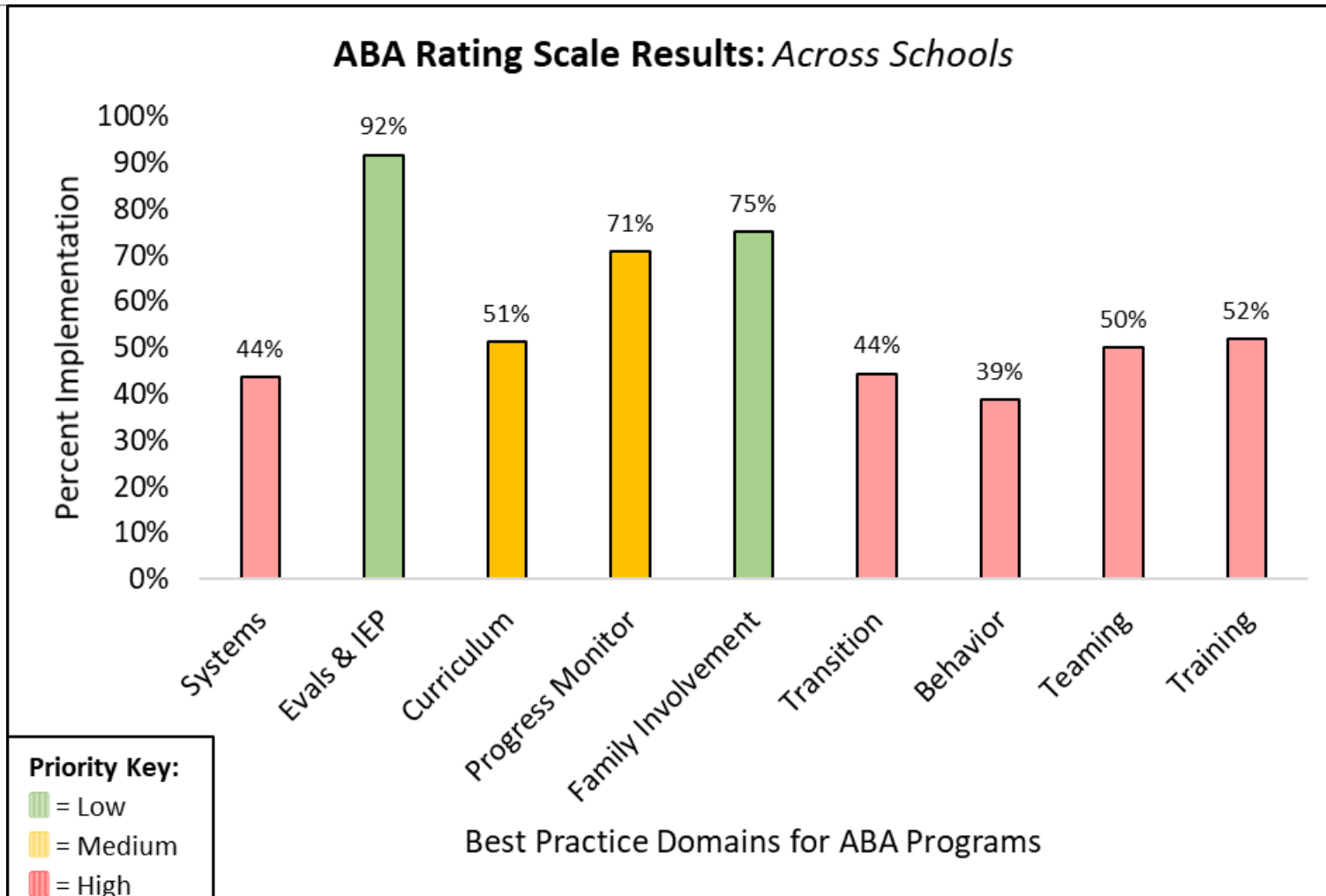
<u>Applied Behavior Analysis Program Considerations</u>						
Mark the extent to which each program component listed is <i>currently implemented</i> & its <i>priority for improvement</i>						
Implementation			Program Component	Priority		
In Place	Partially In Place	Not In Place		High	Medium	Low
<b>A. Systems-Level Support:</b> The program has the systemic environmental, organizational, and structural supports needed to be effective.						
			1) <b>Roles &amp; responsibilities</b> for those involved in the program have been clearly defined and staff have been trained in their roles (e.g., administrator, case manager, general education teachers, paraprofessionals, BCBA, school psychologist, SLP, OT, PT).			
			2) The program has the <b>materials and resources</b> it needs to be successful and there is an efficient and timely process for purchasing new materials.			
			3) Program includes personnel with <b>applied behavioral expertise</b> (e.g., Board Certified Behavior Analyst, school psychologist)			
			4) There is adequate <b>staffing</b> to meet programmatic and student			

Adapted  
from APQI  
(2016)





# Results of ABA Rating Scale



# Areas of High Priority

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Systems

Transition

Behavior

Training

Teaming

# Systems

## The Problem



*“Who do we serve? What do we offer?  
How do we function?”*

–Mr. Smith, Principal of Suffield Middle School

- ❖ Uncertainty about the **purpose, the process, and the vision** of the program
- ❖ Some students in Achieve may benefit from **less restrictive supports**; in contrast there are students not in Achieve who may benefit from the supports.
- ❖ Staff are **unclear about their roles and responsibilities** within the program
- ❖ **High case manager and administrator turnover** causes significant upheaval in program continuity and sustainability

# Systems

## Potential Solutions



- Develop a **clear vision and mission statement**, with collaboration amongst team members

### **Deliverables:**

- ☐ Inclusion/Exclusion Criteria
- ☐ Entry/Exit Process
- ☐ Clearly Delineated Roles & Responsibilities

# Transition

## The Problem



- ❖ **Little continuity** of supports between schools
- ❖ **Insufficient protected time** for relevant stakeholders to **plan for student transitions** between grades and between schools
- ❖ Students not provided with **specific supports to help cope with transitions** between schools

# Transition

## Potential Solutions



- Develop a **system of supports** to facilitate student transition between all schools to help establish **vertical alignment**.
- **Adjust supports** to align with each school philosophy/structure

### Deliverables:

- ☐ Protocol to facilitate transitions at all levels (e.g., grade to grade, school to school)



# Behavior

## The Problem



- ❖ **What behavior supports** are available for all students in the program
- ❖ Lacking **fidelity of implementation data** to ensure behavior plans are implemented as planned
- ❖ **Behavior plans** feel “cookie cutter” and not individualized enough
- ❖ **Room for growth in district-wide multi-tier behavior frameworks** to improve continuum of behavioral supports for all students

# Behavior

## Potential Solutions



- **Program-wide behavior plan** to clarify available behavioral supports for students in Achieve

### **Deliverables:**

- ☐ Program-wide behavior plan
- ☐ Implementation Fidelity Tools

### **Additional considerations:**

- ☐ Targeting broader continuum of behavioral supports

# Training

## The Problem



### Paraeducators:

- ❖ No process for **ongoing training and booster trainings** throughout year
- ❖ No opportunity to learn **advanced skills**

### Case Managers:

- ❖ **Lack of efficient framework for training new case managers**, as well as ongoing training

### General Education Teachers:

- ❖ Gen. ed. teachers **have not received training** around individual needs for students with ASD and related disorders

# Training

## Potential Solutions



- A **flexible** model of **ongoing** training for all team members, that is individualized to the needs of the participants

### Deliverables:

- ☐ Para training framework
- ☐ ABA Teacher training framework
- ☐ Gen Ed Teacher training framework

# Teaming

## The Problem



### **Lack of Teaming Time:**

- ❖ between case managers and paraprofessionals
- ❖ between case managers and general education teachers

### **Lack of Accountability System:**

- ❖ regarding implementation of decisions made during meetings

# Teaming

## Potential Solutions



- Establish **planned collaboration time** and ensure it is **effective, efficient, and meaningful** to facilitate:
  - high quality inclusion
  - cross disciplinary co-teaching, and
  - continuity for students across grade levels

### Deliverables:

- ☐ Teaming framework/Meeting norms
- ☐ Action Planning format with implementation tracking

# Long-Term Vision

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**Model program** for students on the autism spectrum that includes:

1. A clear mission statement for Tier 3 Behaviors supports that is understood and supported by all staff
2. An effective process for providing consistent individualized supports for students the moment they start in preschool to the time they graduate, with adjustment aligned with LRE.
3. A strong continuum of evidence-based behavior supports for all students
4. Confident and competent staff, along with an internal system for training new hires
5. An efficient and meaningful process of team collaboration



# Take-Home Points

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- There are good practices currently occurring that form a **solid foundation** for the work to be done
- Our goal is to create systems that **build internal capacity** within the district and to support **sustainability and accountability** of behavior supports across time
- Our process involves **collaboration, teaming, and strength-based, data-based, and evidence-based problem solving**

# Questions/Comments/Discussion

## THANK YOU!

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