MNPS AUTISM TEAM

Extreme Makeover: Classroom Edition
First Things First

Background Information

- Introduction to
  - Speaker
  - MNPS School System
  - MNPS Autism Team
  - Autism Team’s Mission
MNPS is a vast and diverse school system. It has evolved over the years into one of the most racially, ethnically, and socio-economically diverse school districts in the country serving students from more than:

- 100 different countries
- 135 different languages
- 81,033 students
MNPS continued…

- MNPS has..
  - 150 schools
  - 77 elementary schools
  - 47 middle schools
  - 23 high schools
  - 11 specialty schools
MNPS continued..

- The consolidated city-county district covers; Davidson County, an area of approximately 525 square miles.

- MNPS is the 48th largest urban school district in the nation.
Autism Spectrum Disorders (ASD)

- Approximately 12,000 students with disabilities
- 935 with an eligibility of autism
Meet the A-TEAM

- Our mission is to serve the needs of potentially 935 students with a team of 5.5 specialists.
The Challenge

How can we best meet our district’s needs when the numbers don’t add up?
Consultative Model:

- *One* consultant sent to a school to respond to written request to support *one* student using a district approved form (Interdisciplinary Consult Request).
The Remedy!!!

Let’s Build CAPACITY!

CLASSROOM EDITION
Beyond Research: Learning From Our Experiences
CLASSROOM EDITION

STEP ONE:
Meet with administrator and relevant staff

Non-negotiable
Dear [Administrator],

It is our pleasure as a team to support Ms. We take great pride in our team and its efforts to help teachers gain skills that will not only benefit students with autism but also many students with related challenges. I will be contacting members of the autism team to set a date for our makeover in February. I hope to send you these dates soon. We would prefer to have the teacher’s full involvement and input during the makeover. It is also a great coaching opportunity as she creates interventions with our team. It would be best if students are not in the classroom during our visit. We do a great deal of physical movement of furniture.

We will need the following to help us fully modify her room:

- White card-stock paper 8X11
- Velcro
- Access to a copier
- Access to a printer (color preferred but not necessary) Access to the laminator

We are very grateful that you have accepted our support. Please call me if you have any questions:
815-325-3625.

Ada Winford, M.Ed
MNPS Autism Lead
1. Set this support as a positive opportunity.
2. Arrange for observation near or after teacher planning time.

STEP TWO: Lead Teacher conducts needs assessment.
Dear Mr. or Ms. _____________________________

Congratulations! You have been selected by your school administrator to be the recipient of an "Extreme Classroom Makeover: Classroom Edition". The autism team in MNPS takes great pride in our level of support and expertise in relations to classroom environment, materials and teacher routines that benefit all students with autism or related behavioral or communication challenges. We would like to verify your complete cooperation and commitment to this process. This is a great coaching opportunity allowing us to share many skills and intervention presented in many of our professional development. The following below explains but is not limited to the extent of support we will implement during our visit:

Restructuring of classroom furniture: to include but not limited to the removal or adding of tables, desks, rugs, bookcases, and file cabinets. Creating a variety of teaching setting in accordance with current teacher evaluations.

Restructuring of instructional materials: to include but not limited to the removal of outdated or units no longer approved by MNPS, outdated student work (2/3s), outdated textbooks, or books. Creating work jobs or work systems that build independence for all students.

Restructuring, creating and or modelling of commonly accepted interventions used for students with autism and or related disorders: visual supports.

Removal of excessive or spillage of repeated items: to include several computers, damaged AT or IT devices.

Comments or Notes:

Non-negotiable??
### Needs Assessment

**Begins in Step Two**

### Extreme Makeover: Classroom Edition Needs Assessment

<table>
<thead>
<tr>
<th>Observer:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
<tr>
<td>School:</td>
<td>Setting:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administration Initiated Request:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Teacher Commitment Level:</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Signed Contract:</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Makeover:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Extreme Makeover:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher Training Needed:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Type/s of Training:</th>
</tr>
</thead>
</table>

### Material and Equipment Needs

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Furniture Items</th>
<th>Instructional Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Observations and Comments:**

<table>
<thead>
<tr>
<th>Observations and Comments:</th>
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<tbody>
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<td></td>
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</tbody>
</table>
STEP THREE: Assess Instructional Practices and Behavior Management.

If YES, then schedule makeover.

YES

Effective Instruction

NO

Provide PD or instructional coaching.

Develop materials

Develop lesson plans

Final Step: MAKEOVER
Principal tours setting with team. Send report, with "AFTER" pictures.

Effective Behavior Management

NO

Provide PD or behavioral coaching.

Develop class wide reinforcement system

Develop Individual FBA/BIP’s

Arrange for Makeover
STEP THREE: Assess Instructional Practices and Behavior Management.

If NO, then schedule onsite PD.

- **NO**
  - Effective Instruction
    - Provide PD or instructional coaching.
      - Develop materials
      - Develop lesson plans
  
  - Effective Behavior Management
    - Arrange for Physical Makeover
      - Final Step: MAKEOVER
        Principal tours setting with team. Send report, with “AFTER” pictures.
    - Develop class wide reinforcement system
      - Develop Individual FBA/BIP’s

- **YES**
# A- Team Professional Developments

<table>
<thead>
<tr>
<th>Room#</th>
<th>Projected Date</th>
<th>Title</th>
<th>Intended Audience</th>
<th>Trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/29/13</td>
<td>Putting the Pieces Together</td>
<td>General</td>
<td>Becky/Ada</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Autism Part One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/13/13</td>
<td>Implementing Eden Curriculum and Discrete Trial in the Classroom</td>
<td>Special Education Teachers, General Education Teachers, Administrators, EA'S</td>
<td>Lynette/Angela, Adrienne/Angela</td>
</tr>
<tr>
<td>5</td>
<td>4/10/13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2/14/13</td>
<td>Using Sensory Processing Strategies to Include students with Autism</td>
<td>ALL</td>
<td>Ada Winford, Heather Grinage</td>
</tr>
<tr>
<td>1</td>
<td>3/8/13</td>
<td>Putting the Pieces Together</td>
<td>ALL</td>
<td>Becky Sain &amp; Ada Winford</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Autism Part Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1/28/13</td>
<td>Managing Challenging Behaviors for Students with Autism</td>
<td>ALL</td>
<td>Lynette/Angela, Adrienne/Angela</td>
</tr>
<tr>
<td>1</td>
<td>2/20/13</td>
<td></td>
<td></td>
<td>Adrienne/Ada</td>
</tr>
<tr>
<td></td>
<td>4/17/13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2/13/13</td>
<td>Functional Communication for ALL Students</td>
<td>All</td>
<td>Gladys Henry &amp; Heather Bladlock</td>
</tr>
<tr>
<td>1</td>
<td>3/13/13</td>
<td>Understanding High Functioning Autism and Aspergers</td>
<td>All</td>
<td>Adrienne Coscia &amp; Gladys Henry</td>
</tr>
</tbody>
</table>
STEP THREE: Assess Instructional Practices and Behavior Management.

Effective Instruction

NO

Provide PD Instructional Coaching
Develop Materials
Develop Lesson Plans
Develop Engagement Schedule

YES

Arrange for Physical Makeover

Final Step:
Principal tours setting with team. Send report, with “AFTER” pictures.

Follow Up
Procedural Fidelity Checklist

Needs Assessment Indicates...

1. In a multi-level class teacher only delivers instruction using a whole group model.

2. Paraprofessionals unaware of roles and responsibilities.

3. Lesson plans are not aligned with IEP goals and CORE.
What About the Adults?
Engagement Schedules

- R.A. McWilliams stresses the importance of adult interaction with students by creating zone schedules.
- 2-person engagement schedules
- 3-person engagement schedules
- Set up boundaries and expectations
  - Student
  - Staff
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>EA One</th>
<th>EA Two</th>
<th>Teacher</th>
<th>Student’s Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45</td>
<td>Arrival/Breakfast</td>
<td>Bus Supervision</td>
<td>Bus Supervision</td>
<td>Cafeteria Supervision</td>
<td></td>
</tr>
<tr>
<td>8:15</td>
<td>Transition Circle</td>
<td>Bathroom</td>
<td>Sensory Circle</td>
<td>Set up for Morning Circle</td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td>Calendar &amp; Music &amp; Movement</td>
<td>Assist Jose and Ricky with picture symbols</td>
<td>Assit Tim and Ceceila to stay in seat</td>
<td>Run circle</td>
<td>Vicky and Julia in K-classroom</td>
</tr>
<tr>
<td>9:00</td>
<td>Transition</td>
<td>Assist groups to &quot;check schedule&quot;</td>
<td>Set up work stations 1-2</td>
<td>Set up for Language Group</td>
<td></td>
</tr>
<tr>
<td>9:05</td>
<td>Language</td>
<td>Work Station One</td>
<td>Work Station Two</td>
<td>Shared Reading Activity</td>
<td>Sheila</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:50</td>
<td>Transition Circle</td>
<td>Set up sensory items</td>
<td>Sensory group one</td>
<td>Sensory group two</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Related Arts</td>
<td>Group in Art</td>
<td>Group in P.E.</td>
<td>Group in Library</td>
<td>Krista and Deidra</td>
</tr>
<tr>
<td>11:00</td>
<td>Lunch</td>
<td>Collect picture supports for cafeteria</td>
<td>Assist in cafeteria line</td>
<td>Assist in cafeteria line</td>
<td></td>
</tr>
<tr>
<td>11:35</td>
<td>Transition Circle</td>
<td></td>
<td>Set up Eden Materials</td>
<td>Bathroom</td>
<td></td>
</tr>
<tr>
<td>11:45</td>
<td>Eden/Small Group Instruction</td>
<td></td>
<td>Eden Group One</td>
<td>Eden Group Two</td>
<td></td>
</tr>
<tr>
<td>12:15</td>
<td>Social Group</td>
<td>Set up materials</td>
<td>EA Break</td>
<td>Run circle</td>
<td></td>
</tr>
</tbody>
</table>

The students will transition to each area.
Examples of Instructional Support:

1. Create PowerPoint generated lessons.
2. Create data forms aligned with multi-level worksheet.
3. Co-teach with teacher modeling differentiated instruction.
Examples of Behavioral Support:

1. Video tape teacher during instruction
2. Train paraprofessional on prompting techniques.
3. Brainstorm ideas for class-wide reward system.
4. Draft a classroom map (individual seating, small group/centers and whole group).
Let’s Get Physical

Extreme Makeover

SEND A-TEAM EMAIL WITH ROLES AND RESPONSIBILITIES
Each available autism team member will have assigned coaching time with the classroom teacher.
Coaching time should focus on building teacher’s ownership of classroom, by developing interventions with her assistance/engagement.
Teacher must demonstrate understanding to team of all interventions with a student.
Building Capacity

A-Team and classroom teacher demonstrate interventions. Lead teacher takes after pictures sent to the principal.

Final Step: Principal Tours Classroom
1. Lead teacher sets up 3-5 follow up visits to ensure fidelity.
2. A fidelity check-list is used to complete an observation of the teacher’s effective use of Extreme Makeover :Classroom Edition’s interventions.
3. Additional coaching (video taping teacher) is provided based on teacher’s needs.
- Sections may require up to 3 follow-up visits.

- This form is also a useful tool for an administrator unfamiliar with elements of effective exceptional education interventions.

- Form should be emailed to the teacher before scheduled visits.

### Procedural Fidelity Checklist

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Description</th>
<th>Implementation rating</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism Team Recommendations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visuals</strong></td>
<td>The student/s daily schedule is easily accessible and visible</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student is redirected with a visual prompt</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lanyards with visuals available and used during observation</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student/s daily schedules are visibly manipulated and in used with consistency</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student/s daily schedule has a matching component</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student/s daily schedule has a “done” component</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student is exposed to a first/then and used appropriately</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Prompting</strong></td>
<td>The student prompts are in a hierarchy without repeating verbal</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher and paraprofessional used gestures</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher and paraprofessional used light physical prompts</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher and paraprofessional used physical prompts</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher and paraprofessionals give students choices (teacher-driven)</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prompts given in appropriate hierarchy have improved behaviors</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Social Skills</strong></td>
<td>The student is reminded of appropriate behavior prior to an activity or transition using a social story</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visuals, models or videos are used to build social skills</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student is given breaks for sensory</td>
<td>+ – N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Token Economy</strong></td>
<td>The student receives more tokens for activities that are difficult for</td>
<td>+ – N/A</td>
<td></td>
</tr>
</tbody>
</table>
### Makeover Model vs. Consultation

**Extreme Makeover Model**
- In two years, none of the classrooms that received makeover have requested additional support. After training and up to 5 follow-ups, capacity is sustained.
- Fidelity data requires more accountability of teacher and school team.

**Traditional ICR Consults**
- Often stay with same request to assist one student for a year or more with endless visits to school.
- Teacher and staff depends heavily on consultant to address daily needs.
Where’s the DATA?

Autism Team Support Comparison of 2011-2012 and 2012-2013

ICRS: 70 (2011-2012), 42 (2012-2013)
IEPS: 27 (2011-2012), 22 (2012-2013)

60% increase in ICRS.

Only initial YEARLY ICRs. Excludes ongoing ICRS.
FUTURE PLANS

During needs assessment document frequency of the following:

• Off-task behaviors (e.g. leaving area, misuse of school materials)

• On-task behaviors (e.g. raising hands & asking questions, work product completion)

• Aggression

• Non-Compliance
Extreme Makeovers;

Picture This!!
HIGH SCHOOL
BEFORE MAKEOVER
AFTER MAKEOVER
BEFORE MAKEOVER
AFTER MAKEOVER
AFTER MAKEOVER
Middle School
BEFORE MAKEOVER
AFTER MAKEOVER
BEFORE MAKEOVER
Intermediate System
BEFORE MAKEOVER
AFTER MAKEOVER
BEFORE MAKEOVER
AFTER MAKEOVER
BEYOND PHYSICAL
Instructional Materials

- Aligned to IEP goals and standards
- Modified to include visual explicitness and increase independence
- Includes embedded student interest
Embedded Interest

Work Baskets
Work folders - IEP

Visuals
LIVE COACHING
Results: HAPPY TEACHERS
# Teacher’s Report

What I have LEARNE[d}? How can we support you in the future?

I learned how to implement the proper way to use the work system from LEFT to RIGHT and visual schedules for students. I learned how successful first/then boards can be for students who have difficulty staying on task. I also learned about the concept of work jobs (and made my own signature silver boxes) so that I can help my Gen Ed teachers support our ESE kids in their classes as well as create an independent work system in my ACE room. That doesn’t even sum up this experience with them. I am so thankful. I love Ada & the Autism Team 😊

<table>
<thead>
<tr>
<th>Questions</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The support was helpful and has improved instruction and independence of students with autism and related disorders.</td>
<td>Strongly Agree</td>
<td>Somewhat Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>2. The autism team’s coaching and collaboration encouraged questions and input from the teachers and school team.</td>
<td>Strongly Agree</td>
<td>Somewhat Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>3. The support allowed me to gain new skills and information that will ultimately change my current teaching style.</td>
<td>Strongly Agree</td>
<td>Somewhat Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>4. Materials and strategies created by the autism team were modeled with feedback from the school team.</td>
<td>Strongly Agree</td>
<td>Somewhat Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>5. Prior to initial visit, the autism team’s coaching included a contact (email or phone) to set-up initial visit with input from teacher or contact person to minimize disruption to your schedule.</td>
<td>Strongly Agree</td>
<td>Somewhat Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>6. During the visit(s), the autism team’s coaching included a contact note with resources and a clear understanding of follow up visit dates.</td>
<td>Strongly Agree</td>
<td>Somewhat Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>7. The autism team’s coaching attempted collaboration with the school’s staff, related service providers and/or itinerant staff members.</td>
<td>Strongly Agree</td>
<td>Somewhat Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>8. The autism team coach clearly indicated when the case is closed.</td>
<td>Strongly Agree</td>
<td>Somewhat Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>9. I would recommend this support and coaching from the autism team to others.</td>
<td>Strongly Agree</td>
<td>Somewhat Agree</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

Comments:
SPECIAL THANKS!!

MNPS AUTISM TEAM

– Lynnette Hofmeister – B.C.B.A.
– Adrienne Coscia-B.C.B.A.
– Gladys Henry-Speech Language Pathologist
– Angela Vaughan-Consulting Special Education Teacher
– Becky Brewster-Sain-Consulting Special Education Teacher
– Denise M. Rollins- Director of Behavioral Supports
THE END!!
Resources


- McWilliams R.A. Engagement Schedules, Vanderbilt, Tn
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