

alphabee PRO

**School-Age
Senior Lead
Group Training**

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Objectives

Main Objectives

- Classroom overview
- Structure and programming
- Curriculum & target list
 - Data collection
- Classroom Rules & Reinforcement
- Challenging Behaviour
- Parent Communication
- Facilitating Learning Environment
- Report Writing

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Confidentiality Agreement

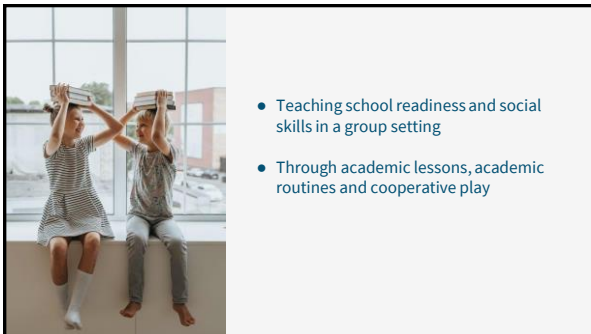
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Group Goals

- 1 To increase receptive language within a group setting (Following group instructions)
- 2 To increase following functional group routines (ex. classroom transitions)
- 3 To increase cooperative play skills in a group setting (interactive motor games with peers)
- 4 To increase academic group and independent skills (Reading, writing, math, science)
- 5 To increase functional communication (Requesting to adults and peers)
- 6 To increase social interactions
- 7 To increase self-regulation and behavioural-management in a group setting

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Classroom Structure & Programming



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Teaching Structure

- 1:1, 2:1, or 3:1 ratio
- 4-6 clients within each classroom
- 2-3 clinicians taking turns leading various lessons and activities
 - The Lead IT is the “teacher” and all other IT’s are support/back prompters



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Active Student Responding

Question #1
Which one is not a goal of the classroom?

- a) Increasing receptive language
- b) Increasing cooperative play
- c) Decreasing challenging behaviour
- d) Increasing functional communication

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Active Student Responding

Question #1
Which one is not a goal of the classroom?


- a) Increasing receptive language
- b) Increasing cooperative play
- c) Decreasing challenging behaviour
- d) increasing functional communication

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Programming

1 VBMAPP **2** EBIC **3** ON Curriculum **4** Direct Instruction Curriculums

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Class Schedule

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Class Schedule

- Welcome Routine
- Lesson Block 1
- Movement Break
- Lesson Block 2
- Movement Break
- Lesson Block 3
- Snack
- Lesson Block 4
- Gym
- Lesson Block 5
- Table-top games
- Agenda + Home time

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Class Schedule

Time	Topic	Activities/Workshop
7:45-8:00	Welcome Routine	<ul style="list-style-type: none"> • Singing • Breakfast • Attendance
8:00-8:45	Lesson 1	<ul style="list-style-type: none"> • Classroom Rules • Song • Letter I • Letter J • Letter K
8:45-9:00	Movement Break	<ul style="list-style-type: none"> • Interactive Group Songs • Hand-to-hand activities • Hand of the week (social story)
9:00-9:45	Lesson 2 (e.g., Math and kind of the house)	<ul style="list-style-type: none"> • Interactive Group Songs • Hand-to-hand activities • Hand of the week (social story)
9:45-10:00	Movement Break	<ul style="list-style-type: none"> • Letter L • Letter M • Letter N
10:00-10:45	Lesson 3 (e.g., Language for learning and writing)	<ul style="list-style-type: none"> • Interactive Group Songs • Direct instruction lesson • Movement • Hand-to-hand activities • Hand of the week (social story)
10:45-11:00	Snack	
11:00-11:45	Lesson 4 (e.g., Science and writing)	<ul style="list-style-type: none"> • Interactive Group Songs • Direct instruction lesson • Hand-to-hand activities • Hand of the week (social story)
11:45-12:00	Movement Break	<ul style="list-style-type: none"> • Letter O • Letter P • Letter Q
12:00-12:45	Agenda table-top games	<ul style="list-style-type: none"> • Interactive Group Songs • Hand-to-hand activities • Hand of the week (social story)

Lesson + corresponding worksheet


Movement Breaks

Social Play

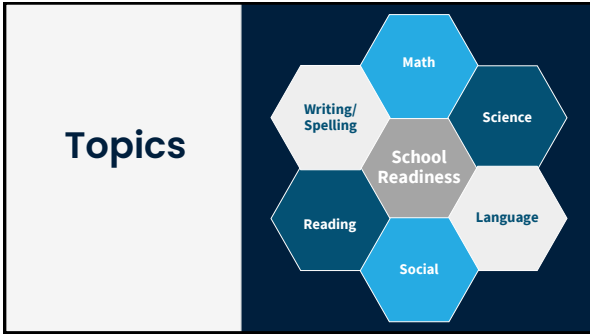
Busy Bins

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Curriculum & Target List



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Math

- Ontario math curriculum
- Instructional lesson
- Corresponding worksheet
- Busy bin

- Skip-counting stories (2-A.10)
- Skip-counting puzzles (2-A.11)
- **2.B1.5 describe what makes a number even or odd**
- Even or odd (2-A.12)
- Identify numbers as even or odd (2-A.13)
- Select even or odd numbers (2-A.14)
- Even or odd numbers on number lines (2-A.15)
- Which even or odd number comes before or after? (2-A.16)
- Fractions

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Equivalent Fractions
 Equivalent fractions have the same value, even though they use different numbers.
 Directions: Fill in the equivalent fractions below.

$\frac{2}{2} = \frac{\quad}{4}$ $\frac{4}{8} = \frac{\quad}{2}$
 $\frac{3}{4} = \frac{\quad}{8}$ $\frac{2}{3} = \frac{\quad}{6}$
 $\frac{4}{12} = \frac{\quad}{6}$ $\frac{1}{5} = \frac{\quad}{10}$

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Science

Science curriculum	Science Curriculum Overview			
Instructional lesson	Understanding Life Systems	Understanding Structures and Mechanisms	Understanding Matter and Energy	Understanding Earth and Space Systems
Corresponding worksheet	Grade 1 Needs and Characteristics of Living Things	Materials, Objects, and Everyday Structures	Energy in Our Lives	Daily and Seasonal Changes
Busy bin	Grade 2 Growth and Changes in Animals	Movement	Properties of Liquids and Solids	Air and Water in the Environment
	Grade 3 Growth and Changes in Plants	Strong and Stable Structures	Forces Causing Movement	Soils in the Environment
	Grade 4 Habitats and Communities	Pulleys and Gears	Light and Sound	Rocks and Minerals

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spring flowers

Water Hyacinth

Stigma Pistil
 Petal Stem Leaf
 Roots

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Dolch Sight Words
First Grade (41 words)

after	let
again	live
an	may
any	of
as	old
ask	once
by	open
could	over
every	put
fly	round
from	some
give	stop
going	take
had	thank
has	them
her	then
him	think
his	walk
how	were
just	when
know	

Spelling

- Words of the week
- Spelling test
- Using words in sentences

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Language for Learning

- Direct instruction
- Language acquisition
- Choral responding
- Responding to signals
- Discriminating group vs individual instruction
- Worksheet

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Language for Writing

- Direct Instruction
- Generating Sentences
- Language Acquisition
- Word of the Week
 - a) Spelling
 - b) Generating sentence



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Data Collection

- Support staff and leads are both responsible for recording data
- Lead IT's are responsible for making sure targets/graphs are up to date



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Weekly Group Lesson Data sheet

These programs produce permanent products which the instructor can base score of

1- 50-100% mastered 3- 50% demonstrated with minimal prompts

2- Failed prompts within group 4- 50% demonstrated independently

Mastery criteria: 2 consecutive sessions with score of 3 (2) 1 session with score of 4

Date						Mastery
Math (2)						100%
						100%
						100%
Writing (2)						Mastery
Specific words						100%
Depth Sight						
word formation						100%
Concept						
Word 1:						
	a) Spelling					100%
	b) Description					100%
	c) Writing					100%
	d) Sentence					100%
Word 2:						
	a) Spelling					100%
	b) Description					100%
	c) Writing					100%
	d) Sentence					100%
Science (2)						Mastery
						100%

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Active Student Responding

Question #2
Group goals/targets rotate every 2 weeks regardless of whether the client has 'mastered it'

- a) True
- b) False

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Active Student Responding

Question #2
Group goals/targets rotate every 2 weeks regardless of whether the client has 'mastered it'

- a) True
- b) False

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Active Student Responding

Question #3
Data collection for group goals is typically done using a rating scale.

- a) True
- b) False

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Active Student Responding

Question #3
Data collection for group goals is typically done using a rating scale.

- a) True
- b) False

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Individualized Topics


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Social

Social skills are taught within an interactive play environment

'Gym' or 'gross motor time'

Interactive social games with peers



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School Readiness

- Ultimate goal of school group
- Generalize skills to school setting
- VB-MAPP sub section



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Active Student Responding

Question #5
Individualized goals change once the client receives 3 yes probes in a row

- a) True
- b) False

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Active Student Responding

Question #5
Individualized goals change once the client receives 3 yes probes in a row

- a) True
- b) False

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Active Student Responding

Question #6
Data collection for individualized goals is typically done using probe data

- a) True
- b) False

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Active Student Responding	<p>Question #6 Data collection for individualized goals is typically done using probe data</p> <p>a) True b) False</p>
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Active Student Responding	<p>Question #7 Mastered individualized goals should be graphed weekly or bi-weekly</p> <p>a) True b) False</p>
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Active Student Responding	<p>Question #7 Mastered individualized goals should be graphed weekly or bi-weekly</p> <p>a) True b) False</p>
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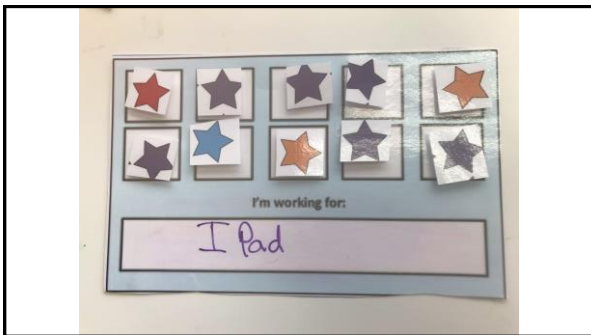
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Managing Challenging Behaviour

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Minor Behaviour

- Behaviour that is easily redirected or does not cause a safety risk to peers or other staff

Major Behaviour

- Behaviour that poses a safety risk to peers or other staff

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Minor Behaviour

- Teacher should prompt the learner/follow through with instruction while support IT back prompts as needed
- If teacher is unable to prompt learner, and bx is becoming disruptive to group support IT can prompt learner through the behaviour, or work through the behaviour outside of the classroom if the behaviour is escalating

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Active Student Responding

Question #8
If a client is engaging in minor challenging behaviour, the support staff should...

- a) Allow lead to prompt the client, and back prompt as needed
- b) If behaviour is becoming disruptive, support can prompt client through behaviour
- c) Both a) and b)
- d) Support staff should prompt client immediately

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Active Student Responding


Question #8
If a client is engaging in minor challenging behaviour, the support staff should...

- a) Allow lead to prompt the client, and back prompt as needed
- b) If behaviour is becoming disruptive, support can prompt client through behaviour
- c) Both a) and b)
- d) Support staff should prompt client immediately

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Major Behaviour

- Support IT should immediately remove client from group activity away from peers and other staff and implement appropriate safety measures (I.e., blocking, sanitizing environment, removing other clients, etc).
- Communicate with other staff!



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Active Student Responding

Question #9
If a client is engaging in major challenging behaviour, the support staff should...

- a) Support staff should wait for lead to prompt client through behaviour
- b) Support staff should immediately remove client from environment/activity and communicate with other staff
- c) If client can't be safely removed, then the other clients are
- d) Both b) and c)

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Active Student Responding

Question #9
If a client is engaging in major challenging behaviour, the support staff should...

- a) Support staff should wait for lead to prompt client through behaviour
- b) Support staff should immediately remove client from environment/activity and communicate with other staff
- c) If client can't be safely removed, then the other clients are
- d) Both b) and c)

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Reporting Challenging Behaviour

<p>Minor Behaviour</p> <ul style="list-style-type: none"> ● ABC data should be recorded depending on frequency, intensity, and duration 	<p>Major Behaviour</p> <ul style="list-style-type: none"> ● ABC data ● Incident report (IR) ● Informing parents and ST
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How do we record ABC data?

Antecedent	Behaviour	Consequence
<ul style="list-style-type: none"> Who was present? What was the client doing (i.e., what activity/task was taking place)? What were you doing? Was there an instruction given? Etc 	<ul style="list-style-type: none"> What behaviour did the client engage in? Topography Frequency Duration Describe in observable and measurable terms! 	<ul style="list-style-type: none"> What happened following the behaviour? What did you/others do? Did the behaviour increase/decreased as a result?

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www.42088.com/ABCdata_Incident_Reports

Child's Name: _____ Teacher: _____

Child: _____ Date: _____

Time	Antecedent	Behaviour	Response	Notes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Legend:
 1 = Unpleasant or negative event
 2 = Neutral or unremarkable event
 3 = Pleasant or positive event
 4 = Other (circle details on back of sheet)
 5 = Problem (circle details on back of sheet)
 6 = Problem (circle details on back of sheet)
 7 = Problem (circle details on back of sheet)
 8 = Problem (circle details on back of sheet)
 9 = Problem (circle details on back of sheet)
 10 = Problem (circle details on back of sheet)
 11 = Problem (circle details on back of sheet)
 12 = Problem (circle details on back of sheet)
 13 = Problem (circle details on back of sheet)
 14 = Problem (circle details on back of sheet)
 15 = Problem (circle details on back of sheet)
 16 = Problem (circle details on back of sheet)
 17 = Problem (circle details on back of sheet)
 18 = Problem (circle details on back of sheet)
 19 = Problem (circle details on back of sheet)
 20 = Problem (circle details on back of sheet)

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Active Student Responding	<p>Question #10 For minor behaviours...</p> <ul style="list-style-type: none">a) Both an IR and ABC data should be collectedb) Only ABC data should be collectedc) No data should be collectedd) None of the above
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Active Student Responding	<p>Question #10 For minor behaviours...</p> <ul style="list-style-type: none">a) Both an IR and ABC data should be collectedb) Only ABC data should be collectedc) No data should be collectedd) None of the above
----------------------------------	--

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Active Student Responding	<p>Question #11 For major behaviours...</p> <ul style="list-style-type: none">a) You should only report to the ST and parentsb) You should write an IR, ABC data, and report to parents and STc) You only have to write an IR and inform the ST
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Active Student Responding

Question #11
For major behaviours...

- a) You should only report to the ST and parents
- b) You should write an IR, ABC data, and report to parents and ST
- c) You only have to write an IR and inform the ST


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Incident Reports

- Must be written within 24hrs of the occurrence in Oasiis
- ST must be informed
- Parents must be informed at pickup

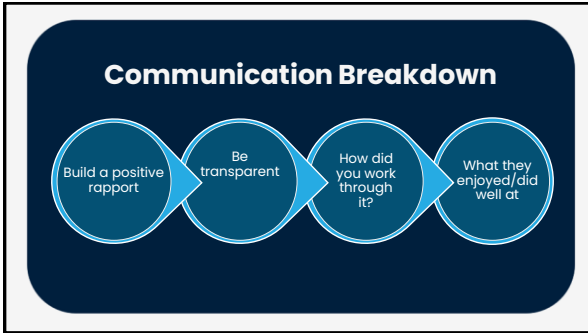


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Communication with Parents

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<p>Active Student Responding</p>	<p>Question #12</p> <p>When communicating with parents the teacher should...</p> <ul style="list-style-type: none">a) Build a positive rapportb) Be transparentc) Describe how a problem was solvedd) Describe what the client did well on/enjoyede) All of the above
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<p>Active Student Responding</p>	<p>Question #12</p> <p>When communicating with parents the teacher should...</p> <ul style="list-style-type: none">a) Build a positive rapportb) Be transparentc) Describe how a problem was solvedd) Describe what the client did well on/enjoyede) All of the above
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Facilitating a Meaningful learning environment

- Set up your environment
- Set up opportunities
- Prompt commenting when appropriate
- Model appropriate behaviour
- Make activities fun and engaging

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Active Student Responding

Question #13

You can help facilitate a meaningful teaching environment by...

- a) Manipulating the environment, contriving opportunities, modelling appropriate behaviour, making activities fun/engaging, and keeping sidebar conversations to a minimum
- b) Doing nothing.. It's the leads responsibility
- c) Both a) and b)

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Active Student Responding

Question #13

You can help facilitate a meaningful teaching environment by...

- a) Manipulating the environment, contriving opportunities, modelling appropriate behaviour, making activities fun/engaging, and keeping sidebar conversations to a minimum
- b) Doing nothing.. Its the leads responsibility
- c) Both a) and b)

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Report Writing

- 6 month intervals
- Meet with Senior Therapist
- Review old reports

- Review Client Data
- Analyze cumulative graphs

- Strengths
- Areas of need
- Strategies

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School Group Progress Report

Client		
DLAC		
Session Dates		

This School Age Group Progress Report was completed as part of the Applied Behavior Analysis services provided by AlphaBee. This report summarizes XXXX's goals, progress and clinical recommendations regarding service delivery.

Throughout the 6-month age group XXXX participated in activities that focused on teaching academic, communication, social interaction, functional routines, social interactions and self-management. Goals throughout the session were taught in oral groups, dyads and 1:1. At this time, XXXX's goals were to: *(copy and paste individualized goals)*

- to increase receptive and expressive language skills in a group setting
- to generalize previously mastered academic and language skills to a group setting
- to increase problem solving skills
- to increase social skills skills (including conversation skills and cooperative play) (add as needed or revised)

School Readiness

Strengths	Areas of needs	Strategies
XXXX was able to raise his hand before speaking, get materials, cooperate for completing task and activities, and follow group instructions.	XXXX sometimes prompts/instructions to take on task when working independently, remain seated during lessons and attend to academic based lessons.	Use gesture or model prompts to help XXXX on task and to his need.

Social

Strengths	Areas of needs	Strategies
XXXX (state mastered goals and record here)	XXXX (list working goal)	

Communication/Social

Strengths	Areas of needs	Strategies
XXXX (state mastered goals and record here)	XXXX (list working goal)	

Analysis

Strengths	Areas of needs	Strategies
XXXX (state mastered goals and record here)	XXXX (list working goal)	

XXXX showed strengths in the areas of _____ Future recommendations for XXXX is to continue working on _____ by creating opportunities in the natural environment.

Attachment: Customizing graph

XXXXX

Group Leader

XXXXX, M.Ed.

Senior Therapist

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In Summary

- Teach school readiness and social skills in a group setting
- Individualised & Group Goals
- Reinforcement
 - Classroom rules
 - Token board
- Minor vs major challenging behaviour
 - Behaviour data & incident reports
- Facilitating meaningful learning environment
- Report writing

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