

alphabee PRO

Group Services pt 2

Service pathways

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Presented by: Samantha Pardy, M.ADS, BCBA and Xena Arvanitis, M.ADS, BCBA

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Objectives

Main Objectives

- Why groups are important
- Service Pathway (continuum of service)
- When to transition client into groups
- How to talk to parents
- When to master out of group services

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Least Restrictive Environment (LRE)

- Individuals with disabilities education act (IDEA): All children with disabilities must be educated in the least restrictive environment (LRE) that is appropriate for them
- More restrictive settings may be necessary to provide appropriate education
 - Goal is to move up the continuum to least LRE where they can make progress
- Continuum of restrictiveness
 - 1:1 → full inclusion without aid

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Active Student Responding

Question #1

All children with disabilities must be educated in the least restrictive environment that is appropriate for them.

- a) True
- b) False

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Active Student Responding

Question #1

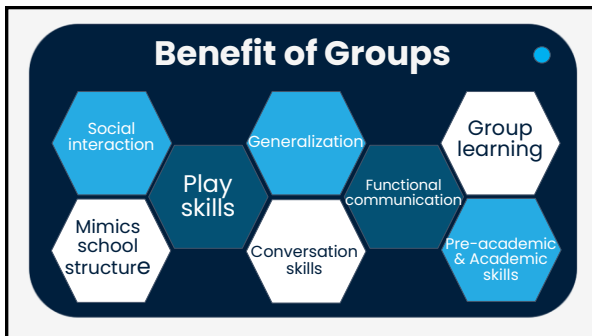
All children with disabilities must be educated in the least restrictive environment that is appropriate for them.

- a) True
- b) False

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Active Student Responding

Question #2

What are some benefits of group learning?

- a) It decreases challenging behaviour
- b) It increases social interaction, play skills, generalization, group learning
- c) It increases self-help skills
- d) It mimics 1:1 structure

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Active Student Responding

Question #2

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Service Pathway

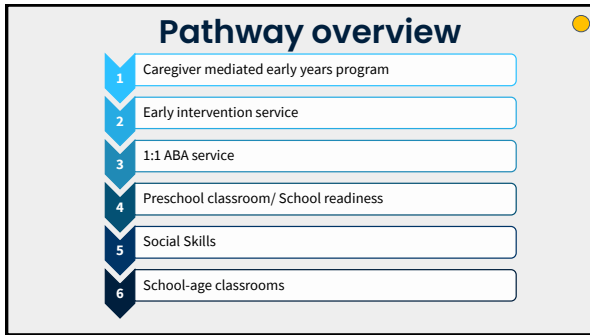
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Service Pathway

- Full service pathway meets the needs of our clients at all stages of development
- Move through pathway based on progress, learning goals and age
- BSP/re-assessment process ST, CS/consult will determine individualized treatment package that best meets the needs of our client
 - Recommendations are included on the BSP report and reviewed with families
- All clients should be moving through the pathway with the goal of increasing group time and reducing 1:1 time based on individual progress and learning goals

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Active Student Responding

Question #3

All clients should be moving through the pathway with the goal of increasing group time and reducing 1:1 time if appropriate

a) True

b) False

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Active Student Responding

Question #3

All clients should be moving through the pathway with the goal of increasing group time and reducing 1:1 time if appropriate

- a) True
- b) False

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Active Student Responding

Question #4

Moving through the pathway should occur regardless of the individuals progress and learning goals.

- a) True
- b) False

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Active Student Responding

Question #4

Moving through the pathway should occur regardless of the individuals progress and learning goals.

- a) True
- b) False

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When to transition your clients into group services



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What to look at

<p>VB-MAPP</p> <ul style="list-style-type: none"> • Sufficient language skills to access curriculum • Sufficiently lacking skills in Group and Social domain 	<p>Barriers</p> <ul style="list-style-type: none"> • Minimal barriers interfering with learning • Challenging Bx's less tolerated in LRE settings 	<p>Age/goals</p> <ul style="list-style-type: none"> • School-age clients • Transitioning out of ABA • Or going to be increasing time in school (less time in ABA)
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Active Student Responding

Question #5

What are the main assessments we look at to determine if a client is appropriate for group?

- a) Barriers, ESDM, EFL, AIM
- b) EBIC, EFL, AIM
- c) ESDM, EBIC, AIM
- d) VB-MAPP, Barriers, client age/goals

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Active Student Responding

Question #5

What are the main assessments we look at to determine if a client is appropriate for group?

- a) Barriers, ESDM, EFL, AIM
- b) EBIC, EFL, AIM
- c) ESDM, EBIC, AIM
- d) **VB-MAPP, Barriers, client age/goals**

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What to look at cont'd...

Prerequisites

- Does your client meet the groups prerequisite skills?

Transitions

- Transitions score is predominantly in the 4-5 range

Client responses

- How does your client respond in a group environment?

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If our clients are appropriate

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graph LR
    A((Clinical team consults)) --> B((Review with parents))
    B --> C((Develop transition plan))
    C --> D((Service amendment))
  
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Active Student Responding

Question #6

Sending a service amendment should occur before discussing the transition with parents

- a) True
- b) False

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Active Student Responding

Question #6

Sending a service amendment should occur before discussing the transition with parents

- a) True
- b) False

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Talking to parents

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Talking to parents

1

Long-term goals

2

Importance of Generalization

3

Pitfalls of too much ABA

4

Benefit of groups

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Generalization

- Generalize to natural sources of R+
- Responding maintained in LRE
- Learning needs to occur without formal trial presentation (DTT)
- Learning needs to occur without direct adult prompts
- Mainstreaming too early without preparation may result in what appears to be regression of skills
 - 'Reinforcement strain'



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Active Student Responding

Question #7

What are some advantages of generalization?

- a) Promote prompt dependency
- b) Strict stimulus control
- c) Transition to a natural sources of R+, learn without formal teaching (DTT), maintain level of responding in various environments with various people
- d) Learning only occurs with adult prompts

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Active Student Responding

Question #7

What are some advantages of generalization?

- a) Promote prompt dependency
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- c) Transition to a natural sources of R+, learn without formal teaching (DTT), maintain level of responding in various environments with various people**
- d) Learning only occurs with adult prompts

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Pitfalls of too much 1:1 ABA

- High rate of adult attention and R+ delivery
- Strong adult stimulus control
- Minimal learning outside of direct adult engagement
- Adult dependence
- Peer interaction may be adversely affected
- Prompt dependency

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Active Student Responding

Question #8

What are some pitfalls of too much 1:1 ABA when it's not needed?

- a) Reduces challenging behaviour
- b) Individualized programming and reduces barriers to learning
- c) Allows for fast rate of acquisition
- d) May result in prompt dependency, high rate of R+ delivery without thinning, minimal learning outside of direct adult engagement

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Active Student Responding

Question #8


What are some pitfalls of too much 1:1 ABA when it's not needed?

- a) Reduces challenging behaviour
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- c) Allows for fast rate of acquisition
- d) May result in prompt dependency, high rate of R+ delivery without thinning, minimal learning outside of direct adult engagement**

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Long-term goals

- Preparation for transition out of 1:1 should be planned at the onset of service
- 1:1 not permanent (more restrictive)
- Goal is to build skills that are necessary and required to learn in a natural setting




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Other benefits of group services

- Generalize and maintain skills taught in 1:1
- Give structured opportunities for social engagement
- Gain group learning experiences (teach the child to respond to instructions given by a teacher in a group)

& to have fun!



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Active Student Responding

Question #9

Why are long-term goals important to discuss with parents at the onset of therapy?

- a) Preparation for transition out of 1:1 should be planned at the onset of service
- b) 1:1 therapy is not a permanent solution
- c) Goal is to build skills required to learn and progress in a natural setting
- d) All of the above

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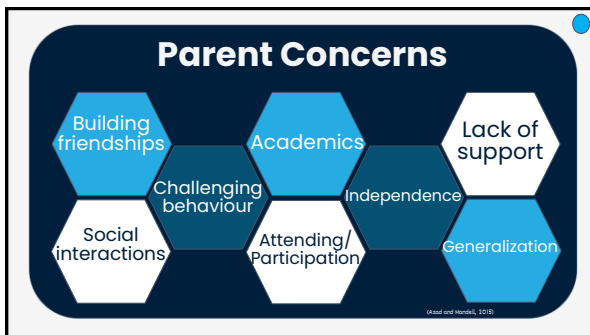
Active Student Responding

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Top 10 Reasons for Your Parent Pitch

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Group Services allows us too...

- 1 Target concerns
- 2 Promote and target social interactions
- 3 Promote the generalization of skills taught in 1:1
- 4 Mimic a typical classroom environment and structure
- 5 Development and implement strategies for LRE

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- 6 Decrease missed opportunities
- 7 Target active responding in a small group
- 8 Teach our clients to respond to group instructions
- 9 Teach active participation and behaviour management
- 10 Support a smooth transition

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Active Student Responding

Question #10

What are some parent concerns that can be addressed in group services?

- a) Building friendships and social interactions
- b) Challenging behaviour, academics, attending and participation
- c) Lack of support and generalization of skills
- d) All of the above

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Active Student Responding

Question #10

What are some parent concerns that can be addressed in group services?

- a) Building friendships and social interactions
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- c) Lack of support and generalization of skills
- d) All of the above

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When to transition clients out of groups

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In Summary

- All children with disabilities must be educated in the LRE most appropriate
- Promotes socially significant skills

- AlphaBee offers a full service pathway

- A client's responding, age, goals, prerequisites, VBMAP, barriers, and transitions score are determinants of whether a client is ready to transition in or out of group services

- Parent buy in -> long term goals, importance of generalization, pitfalls to too much 1:1 ABA, and benefits of group services

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