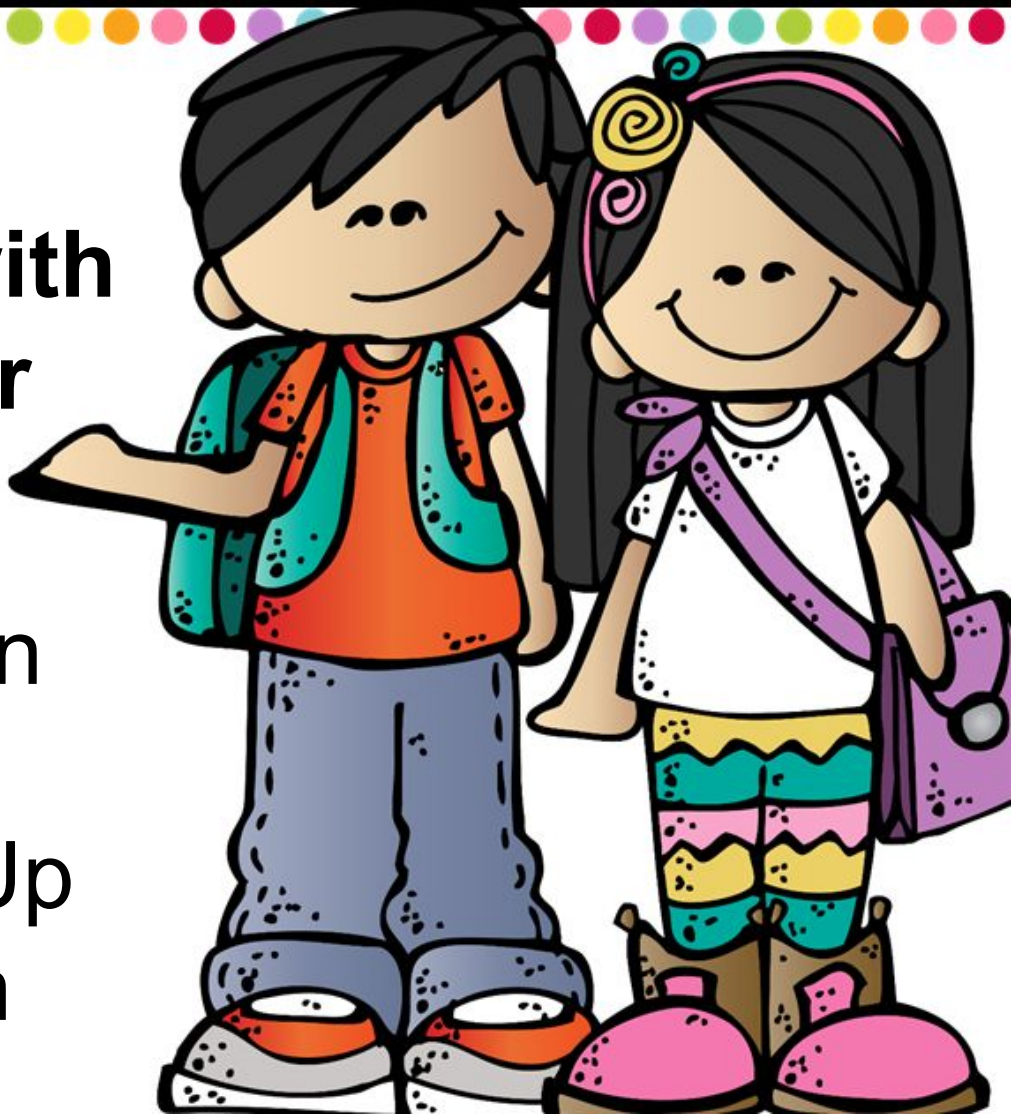
Inclusion Pre-K and Applied Behavior Analysis (ABA) Program

Allison Stevens, Special Education Director
Denise Dasinger, Preschool Coordinator
Candace Wood, 4K Inclusion Pre-K Teacher
Abbie Parker, 4K Inclusion Pre-K Teacher
Audrey Rhoades, 3K Inclusion Pre-K Teacher
Brittany Rains, 3K Inclusion Pre-K Teacher

Inclusion Pre-K

Merging Special Education Pre-K with Applied Behavior Analysis (ABA)

- Pre-K Instruction
  - RBT Training
- Classroom Set Up
- Data Collection



ABA

Kara Scheller
Video

Pre-K Instruction

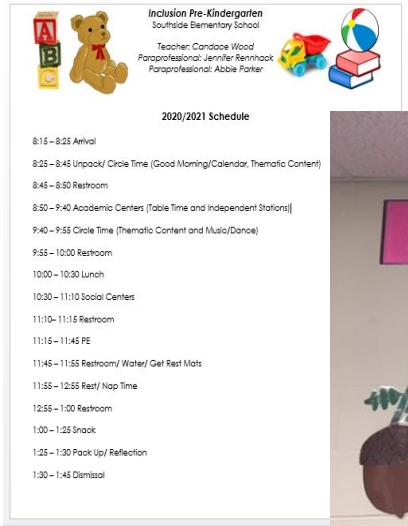
Guiding Principles

- Children are active learners.
- Development and learning are interrelated.
- Young children are capable and competent.
- There are individual differences in rates of development.
- Knowledge of child growth and development and consistent expectations are essential to maximizing educational experiences for children.
- Young children learn through active exploration for their environment through child-initiated and teacher-selected actives.
- Family involvement is necessary.
- Children's learning can be clarified, enriched, and extended.

(Alabama Developmental Standards for Preschool Children)

Pre-K Instruction 4K

Pre-K Instruction 4K

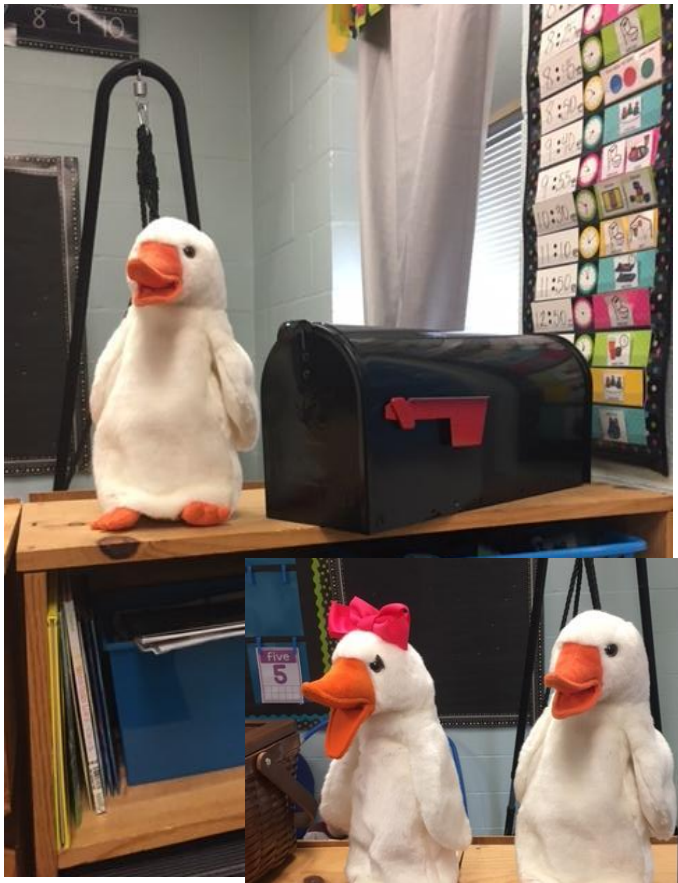


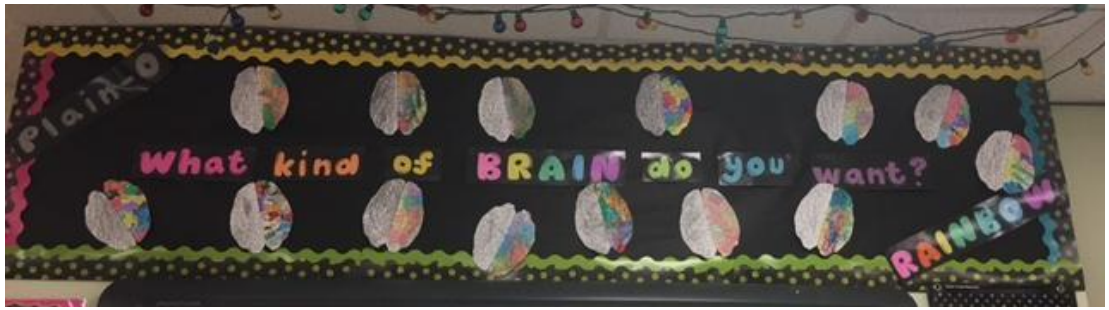
Inclusion Pre-Kindergarten
Southside Elementary School

Teacher: Candace Wood
Paraprofessional: Jennifer Rennhack
Paraprofessional: Abbie Parker

2020/2021 Schedule

8:15 – 8:25 Arrival
8:25 – 8:45 Unpack/ Circle Time (Good Morning/Calendar, Thematic Content)
8:45 – 8:50 Restroom
8:50 – 9:40 Academic Centers (Table Time and Independent Stations)
9:40 – 9:55 Circle Time (Thematic Content and Music/Dance)
9:55 – 10:00 Restroom
10:00 – 10:30 Lunch
10:30 – 11:10 Social Centers
11:10– 11:15 Restroom
11:15 – 11:45 PE
11:45 – 11:55 Restroom/ Water/ Get Rest Mats
11:55 – 12:55 Rest/ Nap Time
12:55 – 1:00 Restroom
1:00 – 1:25 Snack
1:25 – 1:30 Pack Up/ Reflection
1:30 – 1:45 Dismissal





Pre-K Instruction 4K

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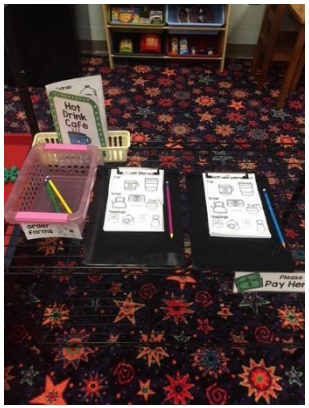
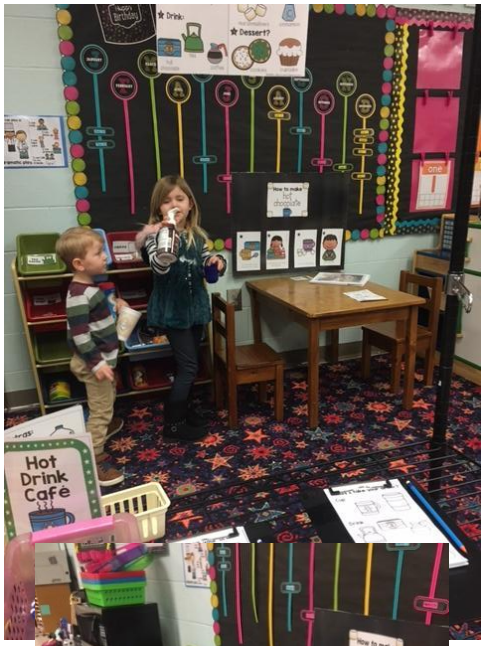
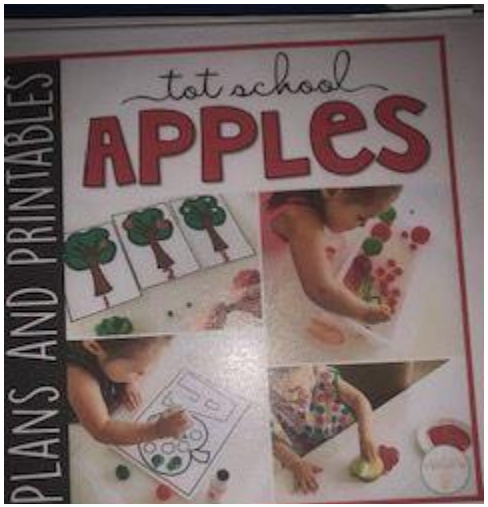
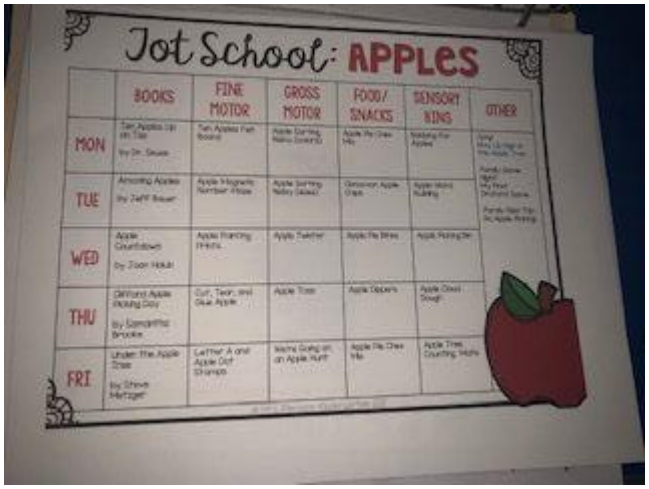




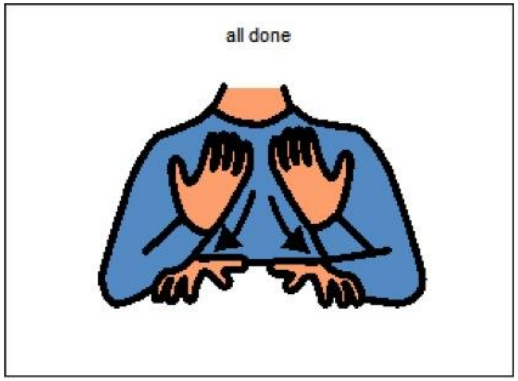
Pre-K Instruction 4K

Pre-K Instruction 3K



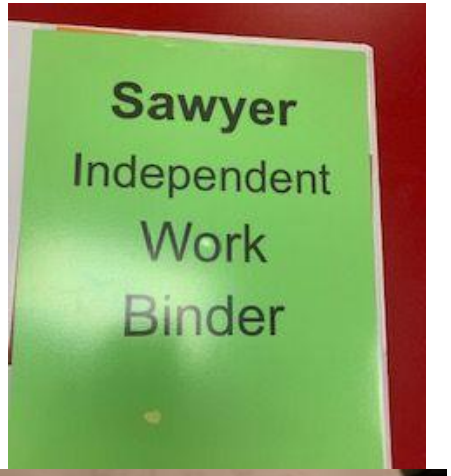


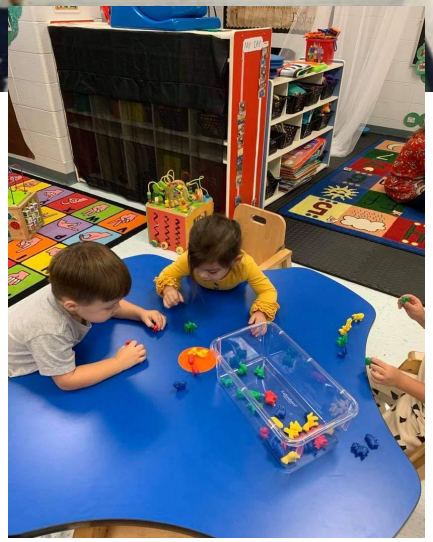
Pre-K Visuals 3K

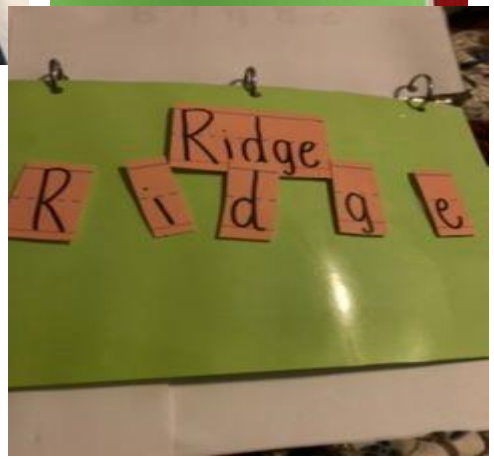


Pre-K Visuals 3K

Pre-K Instruction 3K







Pre-K Instruction Areas 3K

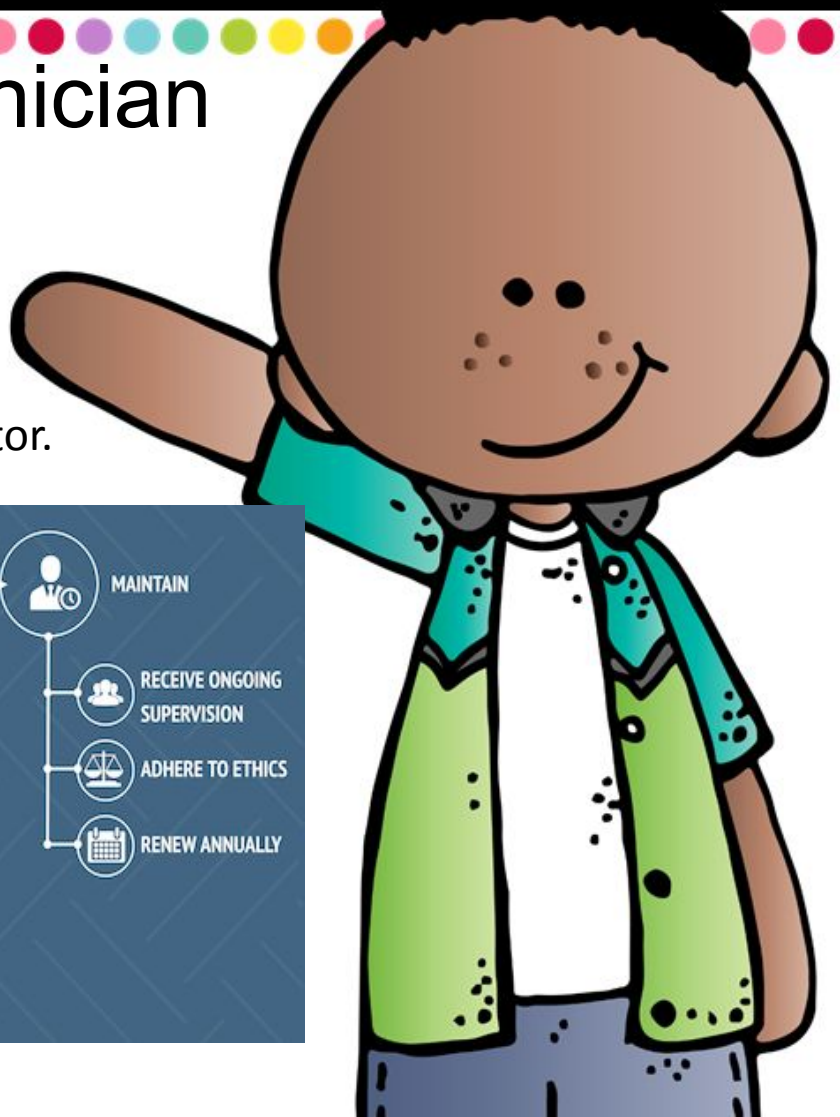
Pre-K Instruction 3K

RBT Training

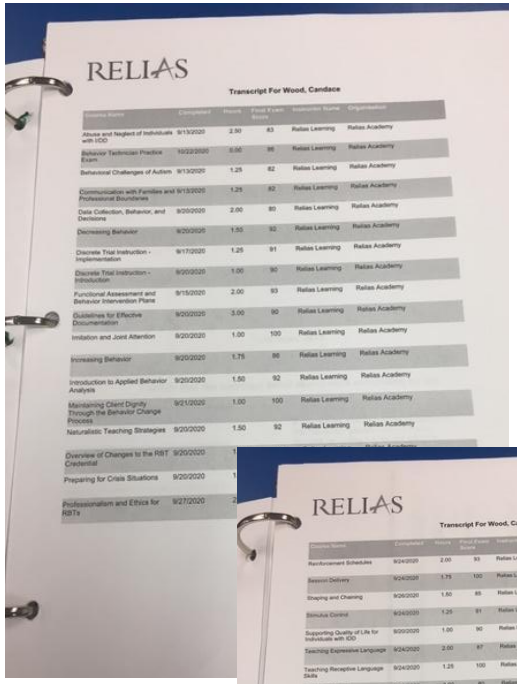
Register Behavior Technician

The Registered Behavior Technician® (RBT®)is a paraprofessional certification in behavior analysis. RBTs assist in delivering behavior analysis services and practice under the direction and supervision of an RBT Supervisor and/or an RBT Requirements Coordinator.

(Behavior Analysis Certification Board)

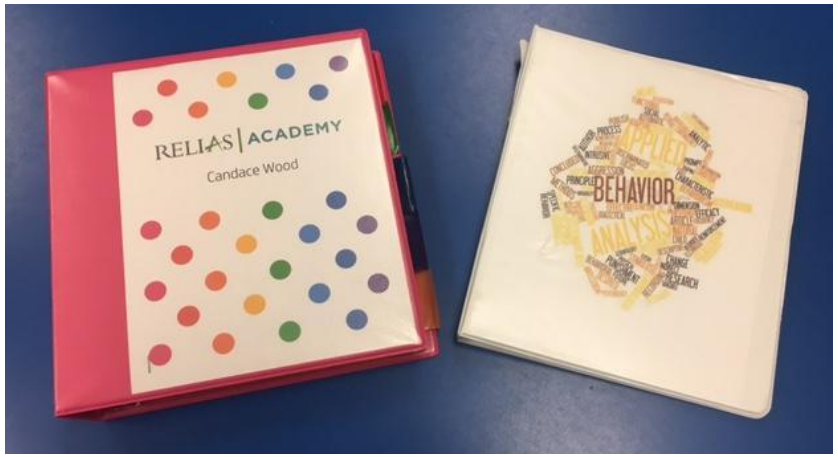


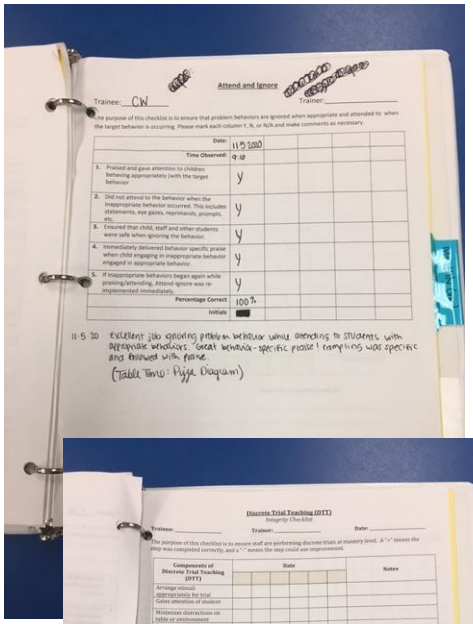
RBT Training


RELIAS

Transcript For Wood, Candace

Course Name	Completed	Hours	Final Exam Score	Instructor Name	Organization
Abuse and Neglect of Individuals with IDD	9/13/2020	2.50	83	Relias Learning	Relias Academy
Behavior Technician Practice Exam	10/22/2020	0.50	86	Relias Learning	Relias Academy
Behavioral Challenges of Autism	9/13/2020	1.25	82	Relias Learning	Relias Academy
Communication with Families and Professional Boundaries	9/13/2020	1.25	82	Relias Learning	Relias Academy
Data Collection, Behavior, and Decisions	9/20/2020	2.00	80	Relias Learning	Relias Academy
Decreasing Behavior	9/20/2020	1.50	92	Relias Learning	Relias Academy
Discrete Trial Instruction - Implementation	9/17/2020	1.25	91	Relias Learning	Relias Academy
Discrete Trial Instruction - Introduction	9/20/2020	1.00	90	Relias Learning	Relias Academy
Functional Assessment and Behavior Intervention Plans	9/15/2020	2.00	93	Relias Learning	Relias Academy
Guidelines for Effective Documentation	9/20/2020	3.00	90	Relias Learning	Relias Academy
Imitation and Joint Attention	9/20/2020	1.00	100	Relias Learning	Relias Academy
Increasing Behavior	9/20/2020	1.75	86	Relias Learning	Relias Academy
Introduction to Applied Behavior Analysis	9/20/2020	1.50	92	Relias Learning	Relias Academy
Maintaining Client Dignity Through the Behavior Change Process	9/21/2020	1.00	100	Relias Learning	Relias Academy
Naturalistic Teaching Strategies	9/20/2020	1.50	92	Relias Learning	Relias Academy
Overview of Changes to the RBT Credential	9/20/2020				
Preparing for Crisis Situations	9/20/2020				
Professionalism and Ethics for RBTs	9/27/2020				



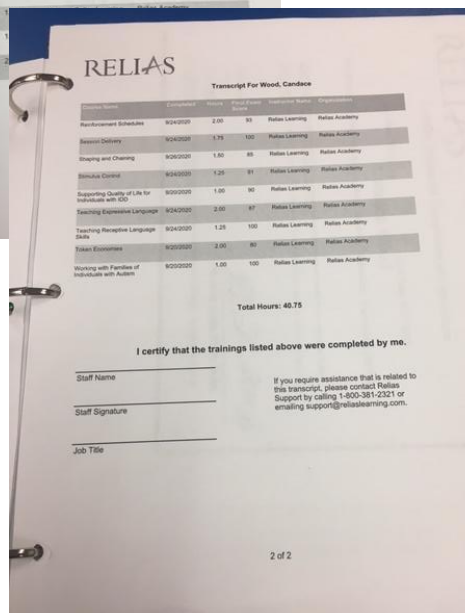

Trainee: CW

Trainer:

Attend and Ignore

	Date:	11/20				
	Time Observed:	9:10				
1.	Praised and gave attention to children behaving appropriately (with the target behavior	Y				
2.	Did not attend to the behavior when the inappropriate behavior occurred. This includes statements, eye gazes, reprimands, prompts, etc.	Y				
3.	Ensured that child, staff and other students were safe when ignoring the behavior.	Y				
4.	Immediately delivered behavior specific praise when child engaging in inappropriate behavior engaged in appropriate behavior.	Y				
5.	If inappropriate behaviors began again while praising/attending, Attend-Ignore was re-implemented immediately.	Y				
	Percentage Correct	100%				
	Initials	[redacted]				

11-5-20 Excellent job ignoring problem behavior while attending to students with appropriate behaviors. Great behavior-specific praise! Compliting was specific and followed with praise.
(Table Time: Piggy Diagram)


RELIAS

Transcript For Wood, Candace

Course Name	Completed	Hours	Final Exam Score	Instructor Name	Organization
Reinforcement Schedules	9/24/2020	2.00	93	Relias Learning	Relias Academy
Session Delivery	9/24/2020	1.75	100	Relias Learning	Relias Academy
Shaping and Chaining	9/26/2020	1.50	85	Relias Learning	Relias Academy
Stimulus Control	9/24/2020	1.25	91	Relias Learning	Relias Academy
Supporting Quality of Life for Individuals with IDD	9/20/2020	1.00	90	Relias Learning	Relias Academy
Teaching Expressive Language	9/24/2020	2.00	87	Relias Learning	Relias Academy
Teaching Receptive Language Skills	9/24/2020	1.25	100	Relias Learning	Relias Academy
Token Economies	9/20/2020	2.00	80	Relias Learning	Relias Academy
Working with Families of Individuals with Autism	9/20/2020	1.00	100	Relias Learning	Relias Academy

Total Hours: 40.75

I certify that the trainings listed above were completed by me.

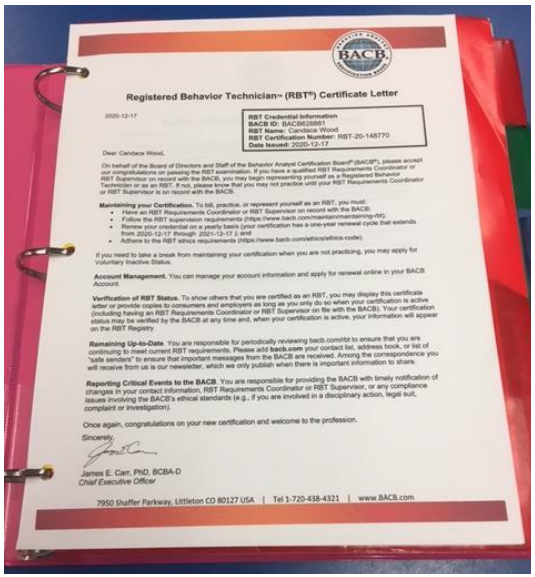
Staff Name

Staff Signature

Job Title

If you require assistance that is related to this transcript, please contact Relias Support by calling 1-800-381-2321 or emailing support@reliaslearning.com.

2 of 2


Registered Behavior Technician™ (RBT®) Certificate Letter

2020-12-17

RBT Credential Information
BACB ID: BAC8638881
RBT Name: Candace Wood
RBT Certification Number: RBT-20-148770
Date Issued: 2020-12-17

Dear Candace Wood,

On behalf of the Board of Directors and Staff of the Behavior Analyst Certification Board® (BACB®), please accept our congratulations on passing the RBT examination. If you have a qualified RBT Requirements Coordinator or RBT Supervisor on record with the BACB, you may begin representing yourself as a Registered Behavior Technician or as an RBT. If not, please know that you may not practice until your RBT Requirements Coordinator or RBT Supervisor is on record with the BACB.

Maintaining your Certification. To bill, practice, or represent yourself as an RBT, you must:
- Have an RBT Requirements Coordinator or RBT Supervisor on record with the BACB;
- Follow the RBT supervision requirements (https://www.bacb.com/maintain/maintaining-rbt);
- Renew your credential on a yearly basis (your certification has a one-year renewal cycle that extends from 2020-12-17 through 2021-12-17.); and
- Adhere to the RBT ethics requirements (https://www.bacb.com/ethics/ethics-code).

If you need to take a break from maintaining your certification when you are not practicing, you may apply for Voluntary Inactive Status.

Account Management. You can manage your account information and apply for renewal online in your BACB Account.

Verification of RBT Status. To show others that you are certified as an RBT, you may display this certificate (including having an RBT Requirements Coordinator or RBT Supervisor on file with the BACB). Your certification status may be verified by the BACB at any time and, when your certification is active, your information will appear on the RBT Registry.

Remaining Up-to-Date. You are responsible for periodically reviewing bacb.com/rbt to ensure that you are continuing to meet current RBT requirements. Please add **bacb.com** your contact list, address book, or list of "safe senders" to ensure that important messages from the BACB are received. Among the correspondence you will receive from us is our newsletter, which we only publish when there is important information to share.

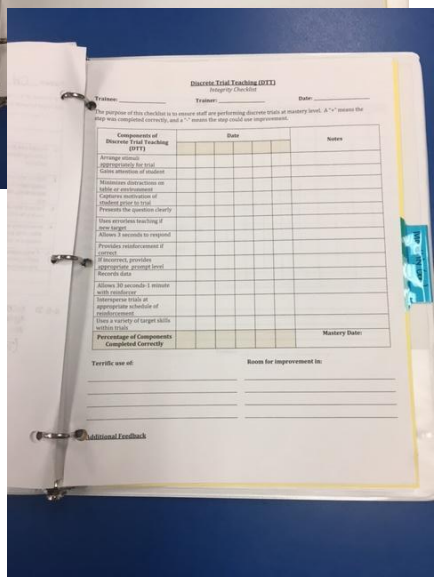
Reporting Critical Events to the BACB. You are responsible for providing the BACB with timely notification of changes in your contact information, RBT Requirements Coordinator or RBT Supervisor, or any compliance issues involving the BACB's ethical standards (e.g., if you are involved in a disciplinary action, legal suit, complaint or investigation).

Once again, congratulations on your new certification and welcome to the profession.

Sincerely,

James E. Carr, PhD, BCBA-D
Chief Executive Officer

7950 Shaffer Parkway, Littleton CO 80127 USA | Tel 1-720-438-4321 | www.BACB.com


Discrete Trial Teaching (DTT)

Integrity Checklist

Trainee: _____ Trainer: _____ Date: _____

The purpose of this checklist is to ensure staff are performing discrete trials at mastery level. A "+" means the step was completed correctly, and a "-" means the step could use improvement.

Components of Discrete Trial Teaching (DTT)	Date						Notes
Arrange stimuli appropriately for trial							
Gains attention of student							
Minimizes distractions on table or environment							
Captures motivation of student prior to trial							
Presents the question clearly							
Uses errorless teaching if new target							
Allows 3 seconds to respond							
Provides reinforcement if correct							
If incorrect, provides appropriate prompt (any)							
Records data							
Allows 30 seconds-1 minute with reinforcer							
Intersperse trials at appropriate schedule of reinforcement							
Uses a variety of target skills within trials							
Percentage of Components Completed Correctly							**Mastery Date:**

Terrific use of:

Room for improvement in:

Additional Feedback

Classroom Set Up

7 Goals of Setting Up Physical Environment

1. Create an environment with predictability and stability to enhance skill acquisition and facilitate participation in activities

2. Set up areas of the classroom based on the needs of the students and the classroom space

3. Develop clearly defined areas of an appropriate size for a given activity

4. Give clear cues to students and staff about expectations for different areas of the room

5. Allow supervision of all students within the classroom

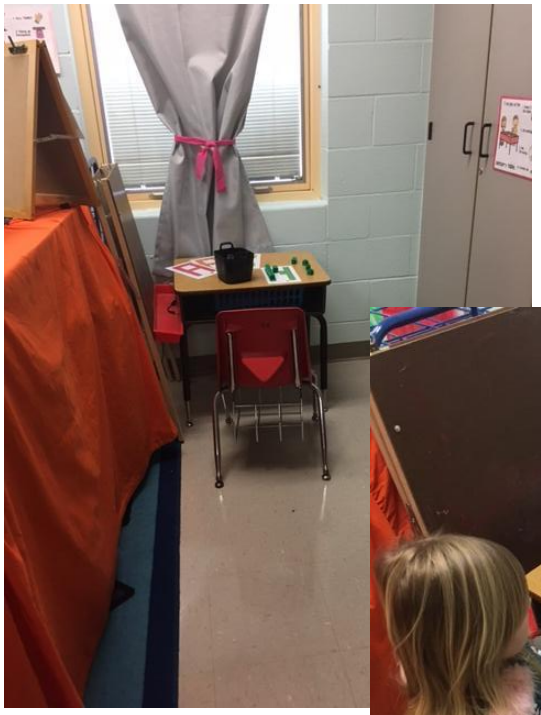
6. Create environments that increase engagement and prevent challenging behaviors

7. Foster student independence in navigating the classroom routine and everyday activities

(autismclassroomresources.com)

Classroom Set Up 4K

Classroom Set Up 4K



Classroom Set Up 3K

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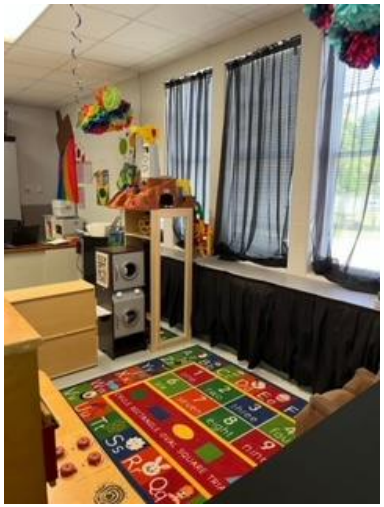

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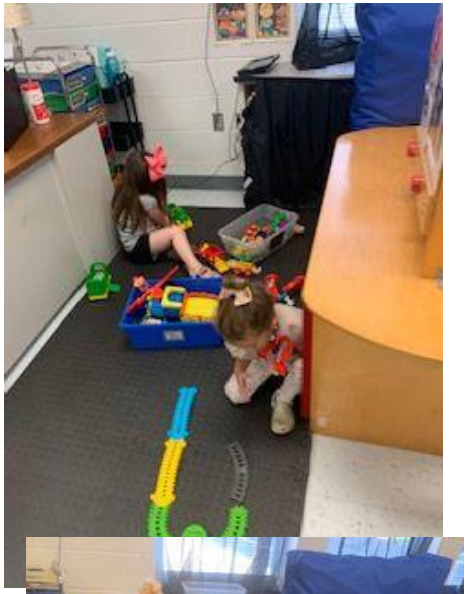


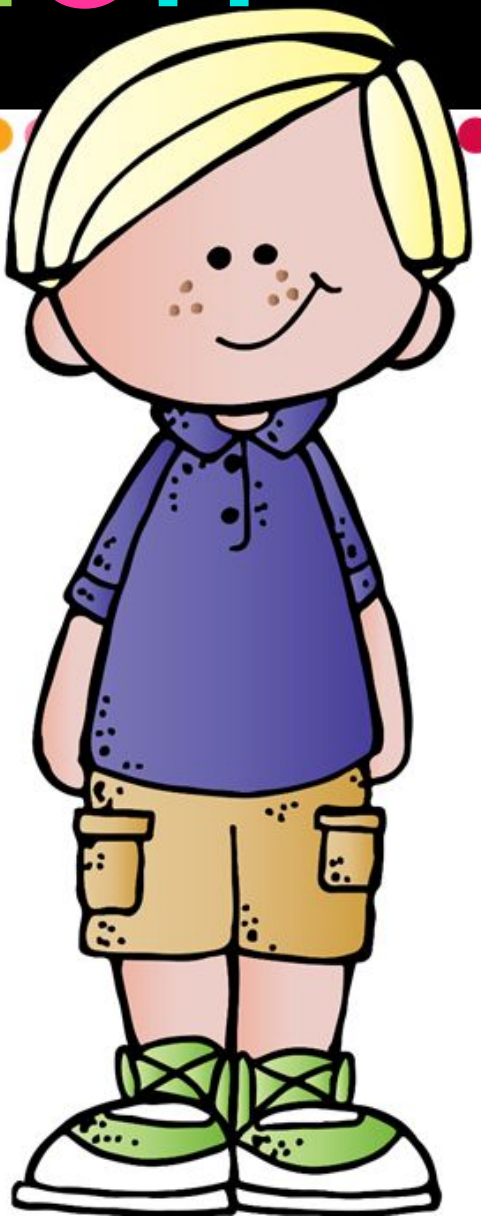
Classroom Set Up 3K

Data Collection

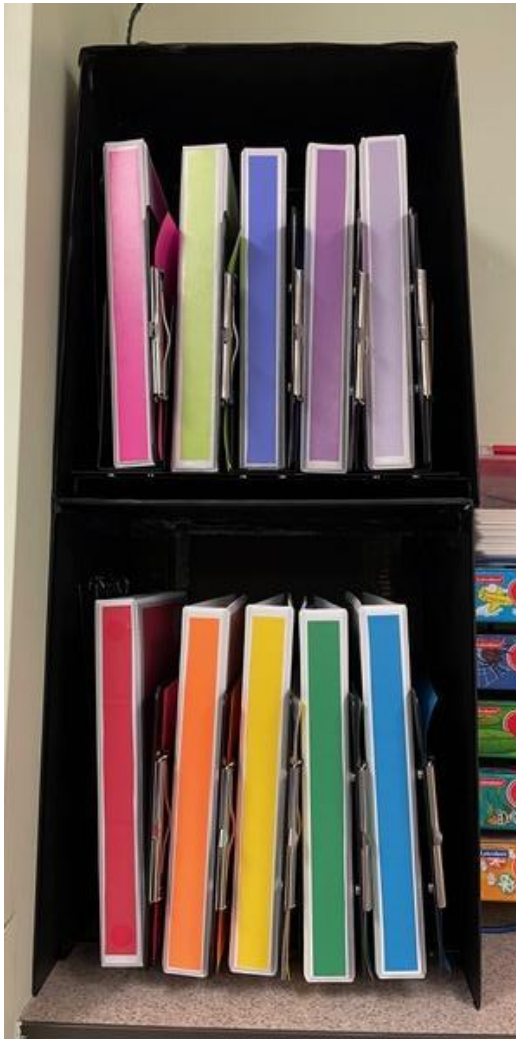
Data is defined as factual information (such as measurements or statistics) used as a basis for reasoning, discussion, or calculation (Merriam-Webster Dictionary)

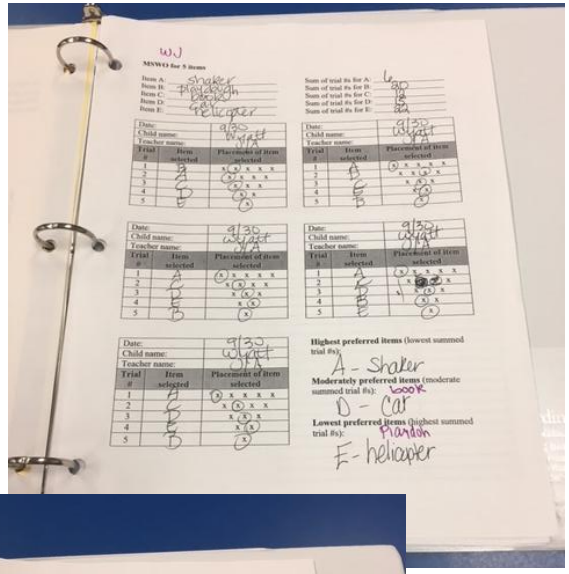
In ABA, data is used as the foundation for making decisions regarding the client or students treatment. Data is analyzed to inform the clinician whether progress is being made or not. Based on the data, the clinician will decide whether treatment should be modified in any way or continued in the same manner.

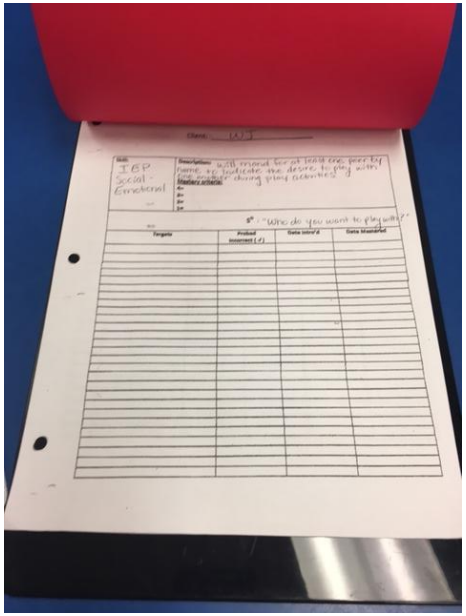
(Behavior Analysis Certification Board)

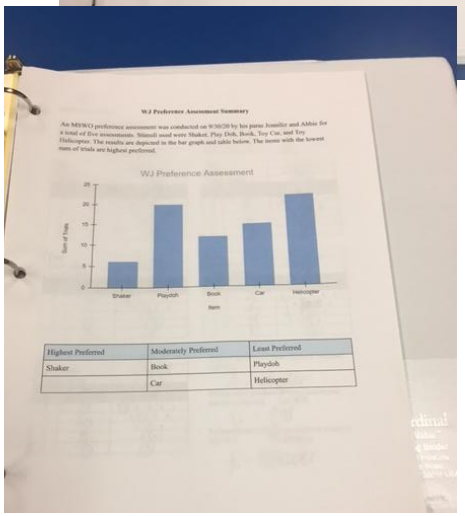


Data Collection 4K









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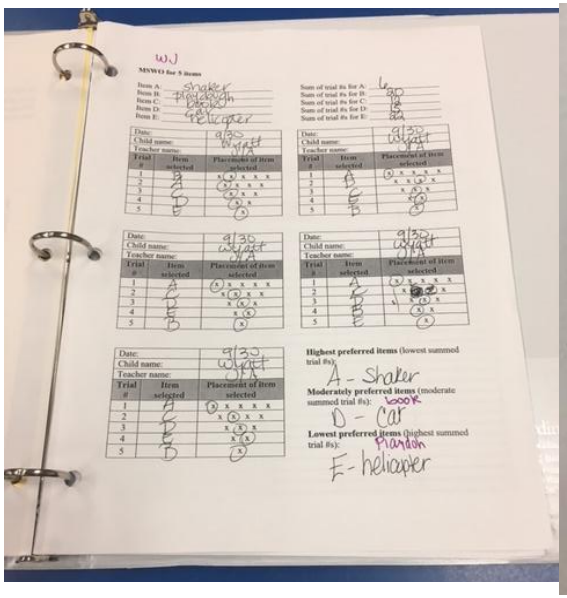

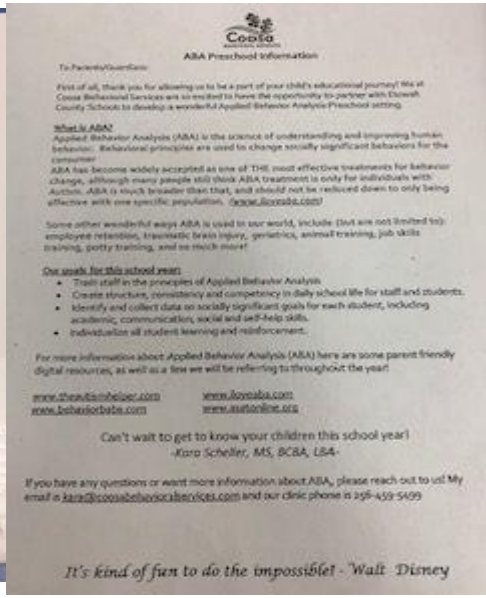

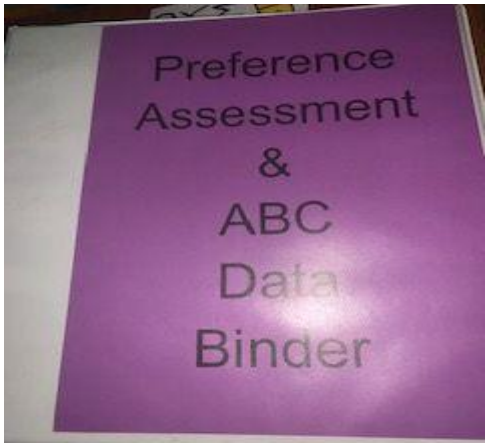

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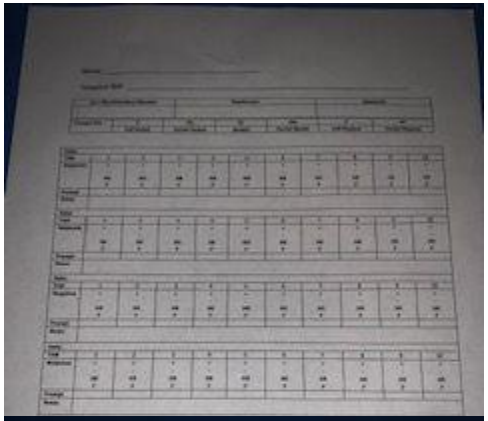
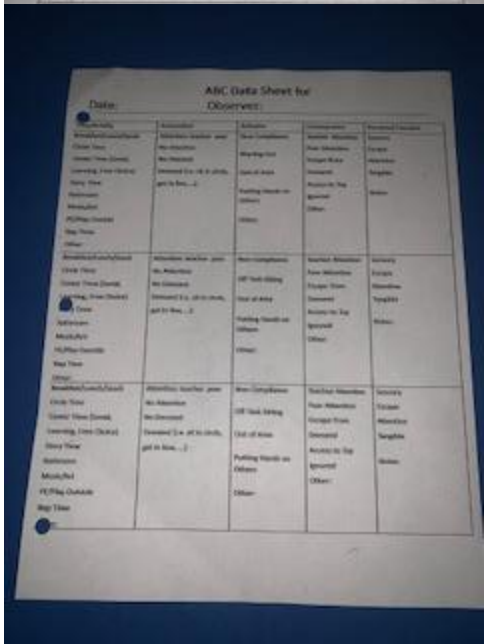
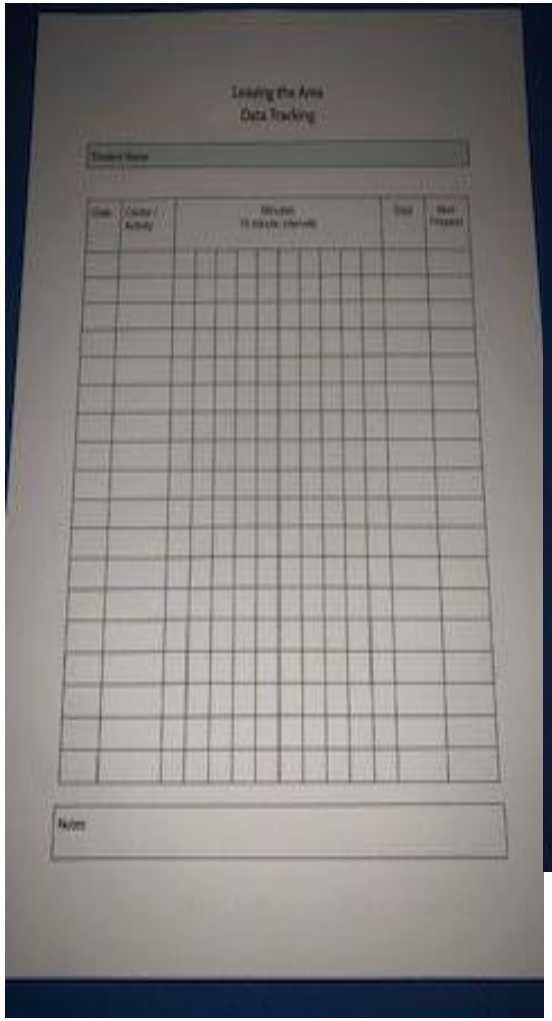
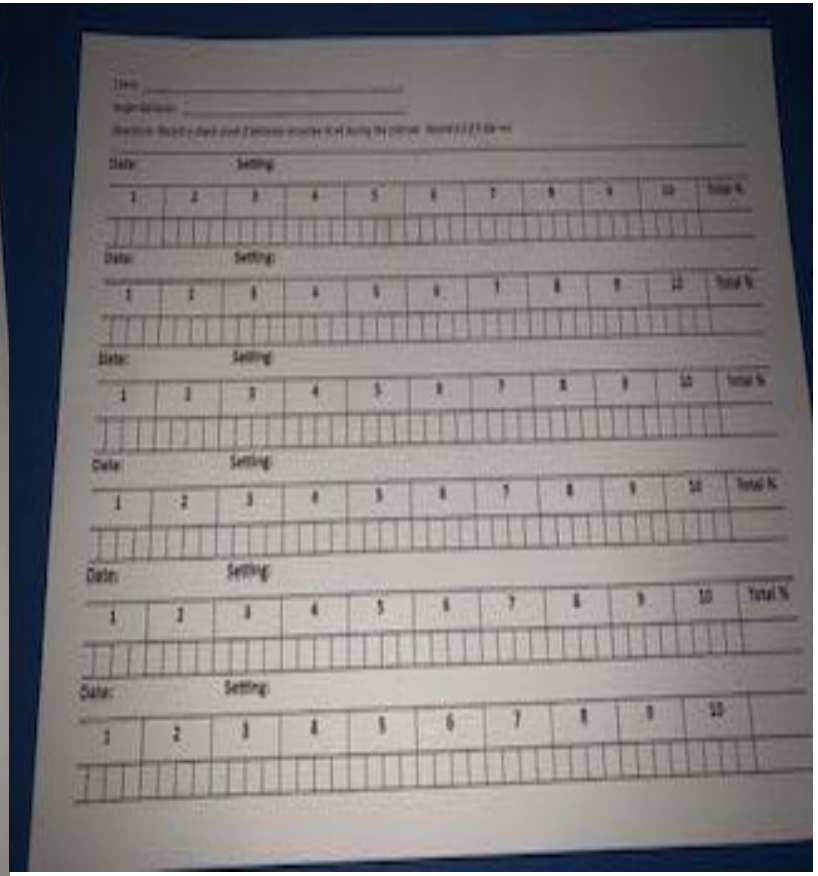






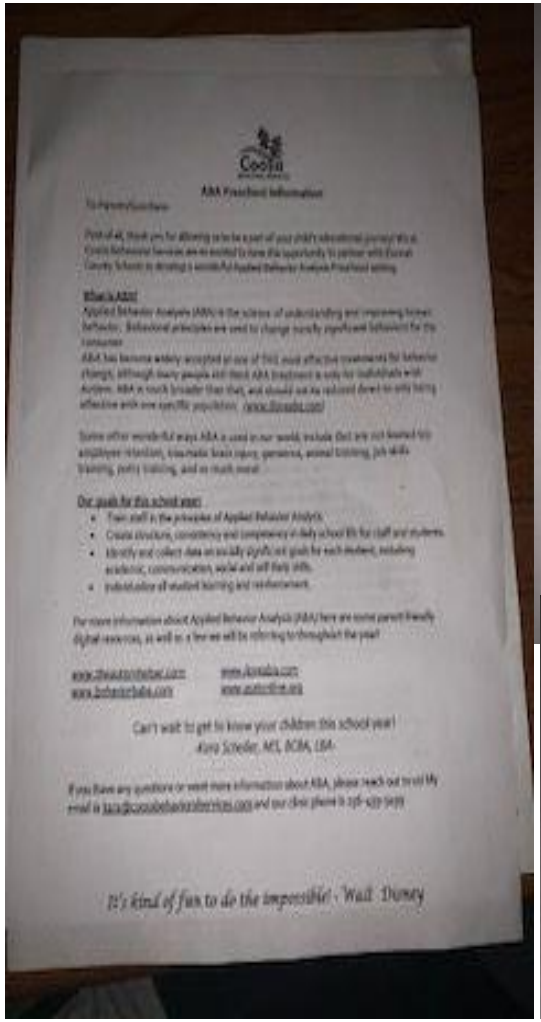


Parent Testimonials

Parent Testimonials

“Experiences there have allowed to flourish and become a more independent person.”
“All these things have improved our quality of life. This class has been so beneficial for our family.”
“I feel that the ABA curriculum has impacted this change and certainly improved interactions at home.”
“We have been able to see them sit and focus on a task far longer over the past few months than before, while certainly has matured, we believe that the methods used at school have certainly sped up ability.”
“My child has only been in the program for approximately 5 weeks and his father and I already see big, positive changes.”
“Now, thanks to Denise Dansinger at the ECBOE Learning Center and her assistance getting children into this program at Highland, we finally have some hope.”
“I am thoroughly impressed by what I have witnessed by these amazing educators.”
“I hope that the special ed program will continue to get the state funding that is necessary to expand and continue to improve their ABA program.”
“They deserve respect, love, understanding and every opportunity to achieve their best life.”
“Autism is fear of the unknown.”
“I cannot stress enough how grateful we are to Denise, Highland Elementary staff, and this 3K program and are forever in your debt for relieving some of our fears and assisting our child to be the best he can be.”
“My oldest child started ABA last year and it has helped so much that my child started telling me they love me.”
“I look forward to seeing how much this helps my little ones grow to the wonderful people they are supposed to be.”

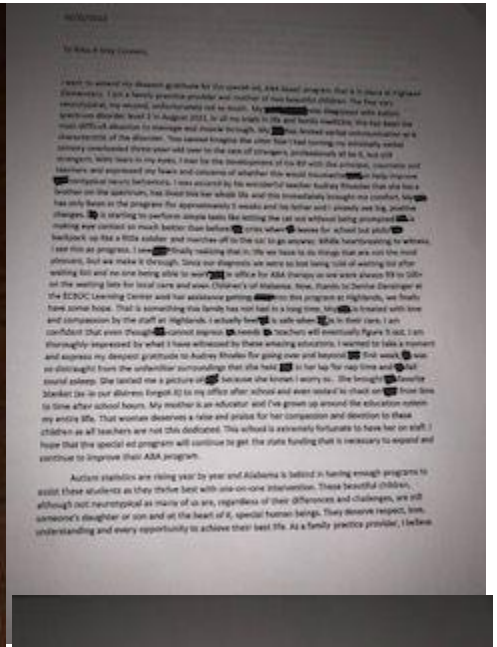
Parent Testimonials

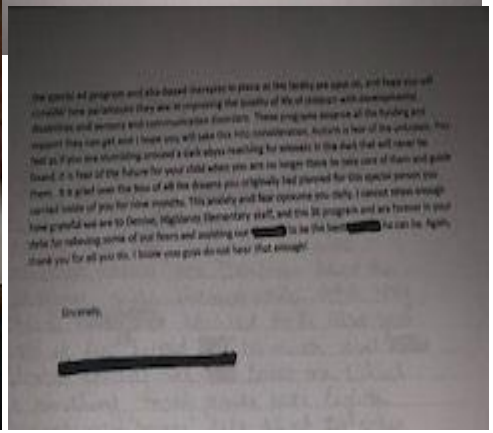


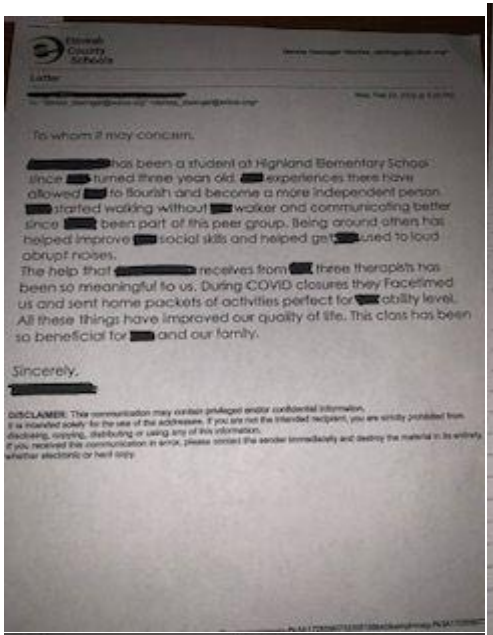
ABA Preschool Information

Can't wait to get to know your children this school year!
Kara Scheider, MS, BCBA, LBA

It's kind of fun to do the impossible! - Walt Disney



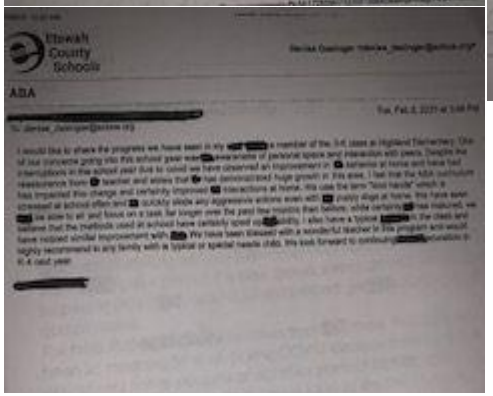




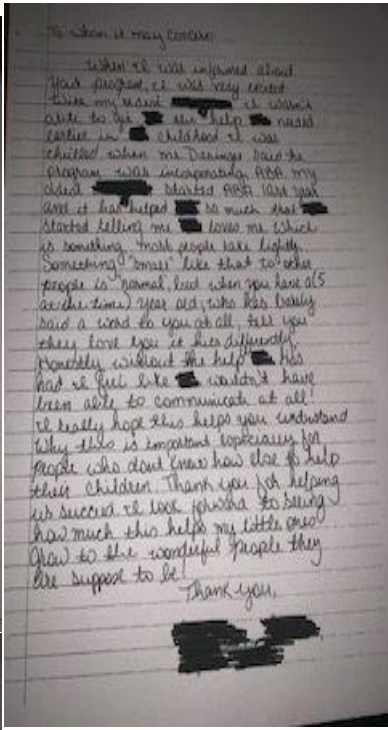
Letter

To whom it may concern,

DISCLAIMER: This communication may contain privileged and/or confidential information.



ABA



To whom it may Concern

Sincerely,

Inclusion Pre-K

Questions
Comments
and/or
Concerns