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Inclusion/Services and Family engagement: Leadership Opportunities

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Child Development Services: Data Driven Materials

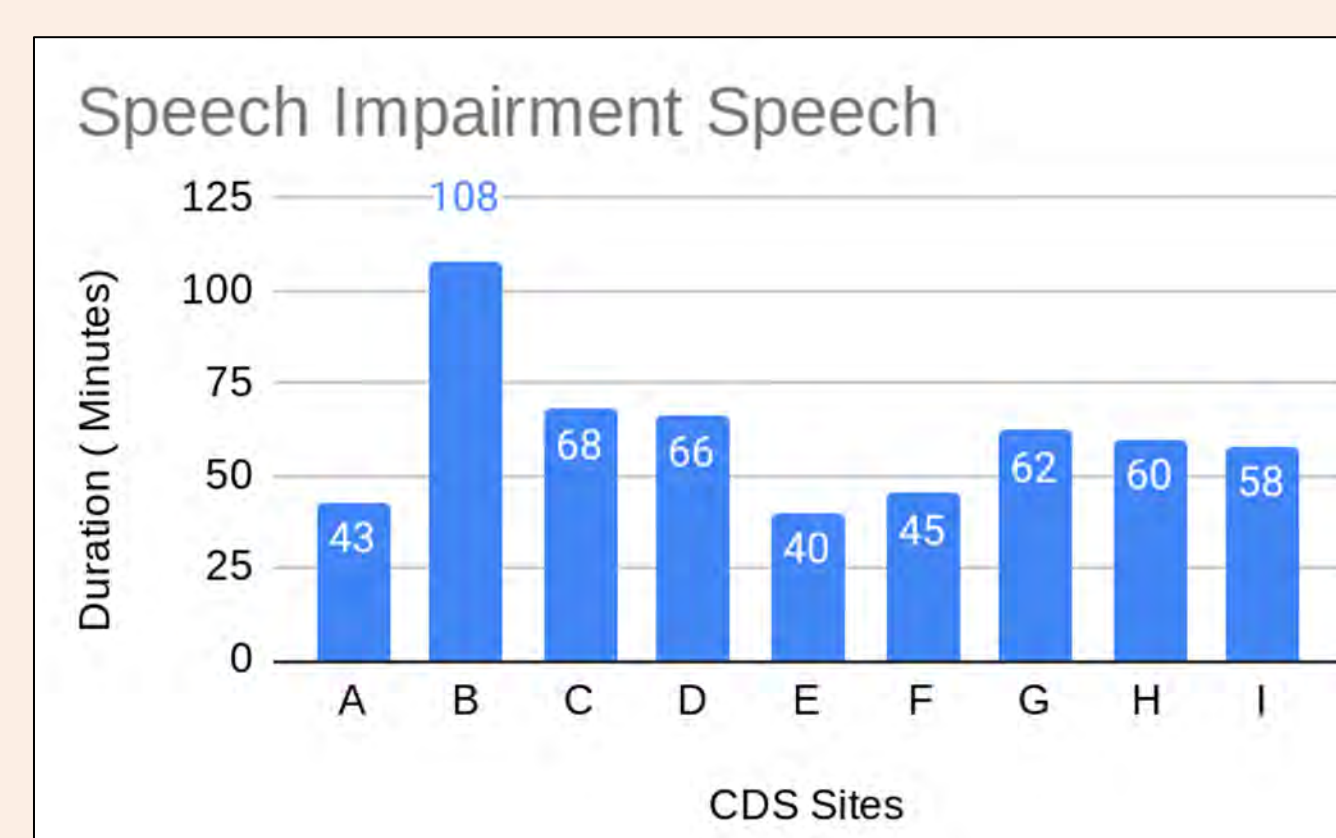
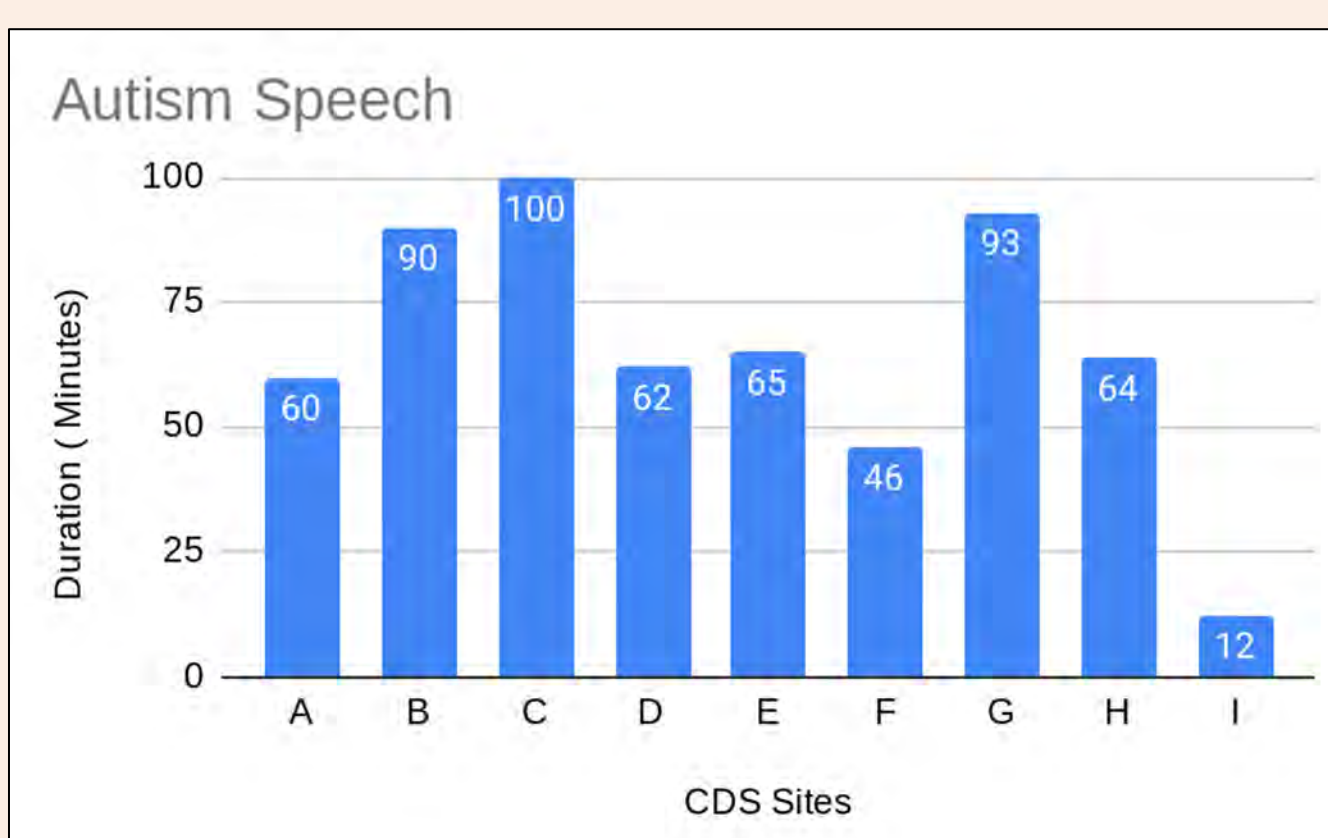
Project was created to provide

- Information to the Legislature
- Created Training Materials
- Create Continuity across the state

Process:

Analyze the frequency and intensity of services, as determined by Individual Education Plan Teams, by regional Child Developmental Services Sites and statewide.

- Identify statistical outliers at the regional CDS sites
 - 20% of children identified in each disability category
 - Exception of those categories where the number of children is so low that 20% is not feasible.
- Identify the range and average of frequency & intensity by:
 - disability category
 - discipline or therapy



Opportunity for Future Work:

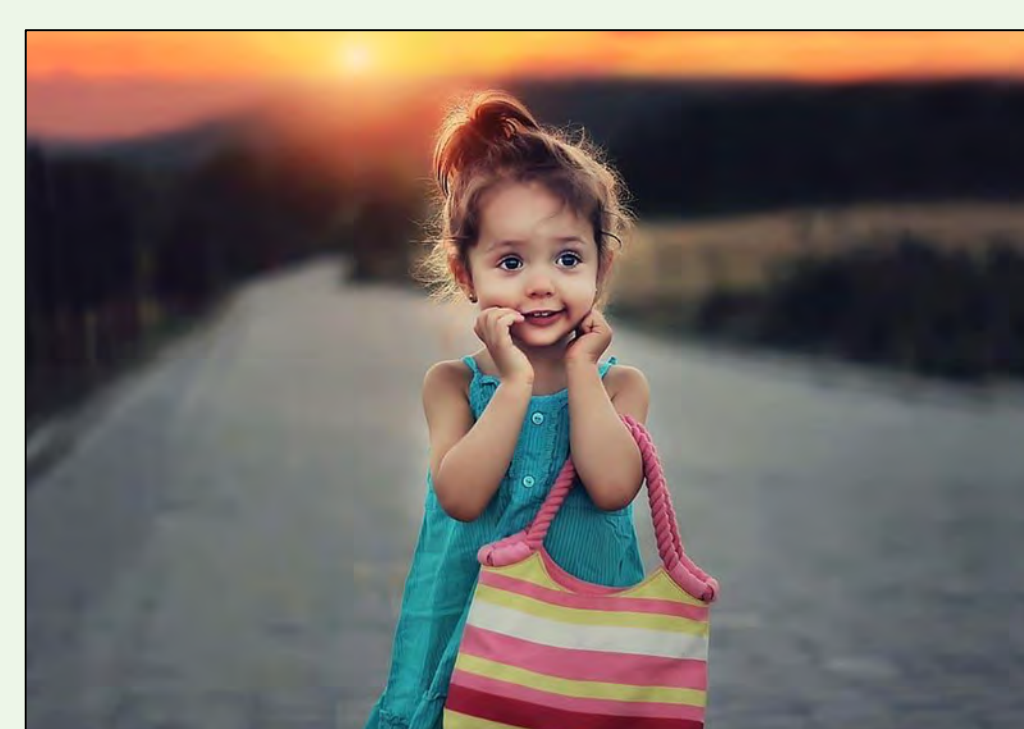
Create a Survey in order to develop:

- Training materials
- IEP documentation guidance and tools

Family: Resources and Supports

Training using a combination of positive techniques supporting parent mastery interaction and behavior reinforcement skills

- Videos-explain/demonstrate concepts and strategies
 - Key concept videos-explain "why" of the concepts and strategies
 - Strategy videos shows interactions of parents and children to demonstrate use of the strategies
- Trainer videos follows up to:
 - Ensure parent understanding
 - Talk about application of strategies and concepts
 - Role playing to observe where there is a need for further development
 - Developing plans practice skills at home and then review to adjust or fine tune skills.
 - Handouts
 - Worksheets and homework materials



Opportunity for Current/Future Work:

Read the Book "When the Spirit Catches You" by Anne Fadiman

- A Hmong Child, Her American doctors, and the collision of two cultures

Behavioral Intervention Support Learning: Exploration into Applied Behavioral Analysis

Applied behavior analysis is a multi-tiered problem solving approach that addresses behavior across all domains while emphasizing these core principles.

- Consistent formative progress monitoring
- Data - based decision making
- Instruction and prevention
- Matching intervention intensity with specific needs

Curriculum Framework Main Elements

- Assessment
- Scope and sequence
- Activities and instruction
- Progress monitoring

	What outcomes are being monitored?	For whom are data collected?	How often should performance monitoring occur?	What does performance monitoring look like?
Tier 3	Prioritized and individualized outcomes	Individual child	Minute by minute, hourly, daily, weekly	Continuous systematic data collection
Tier 2	Targeted and temporary outcomes	Some children	Repeated weekly, monthly	Targeted probes on target behaviors
Tier 1	Common outcomes	All Children	Annually, semi-annual, quarterly	Re-administering CBA

Opportunity for Future Work:

What is the DIR Floortime Program and what are the differences between DIR Floortime and ABA?