

Increase Student Independence by Fading One-on-One Aide Supports

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Roles and Responsibilities of paraprofessionals

- Acquire a basic understanding of student strengths/disabilities and how these affect learning
- Maintain confidentiality
- Implement prescribed intervention plans across areas of need (e.g., health, behavior, instruction, inclusion)
- Balance student and teacher supports

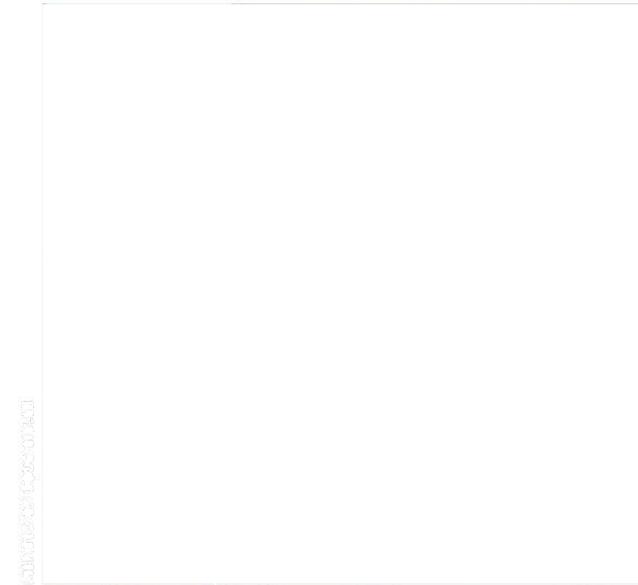
Parent's Perspective

“Will my child be accepted by the other students and the teachers?”

“How will my child be treated? What if he is bullied or neglected?”

“My child needs special supports
Who will provide these?”

“Who will care for my child?
Because she can't care for
herself yet.”



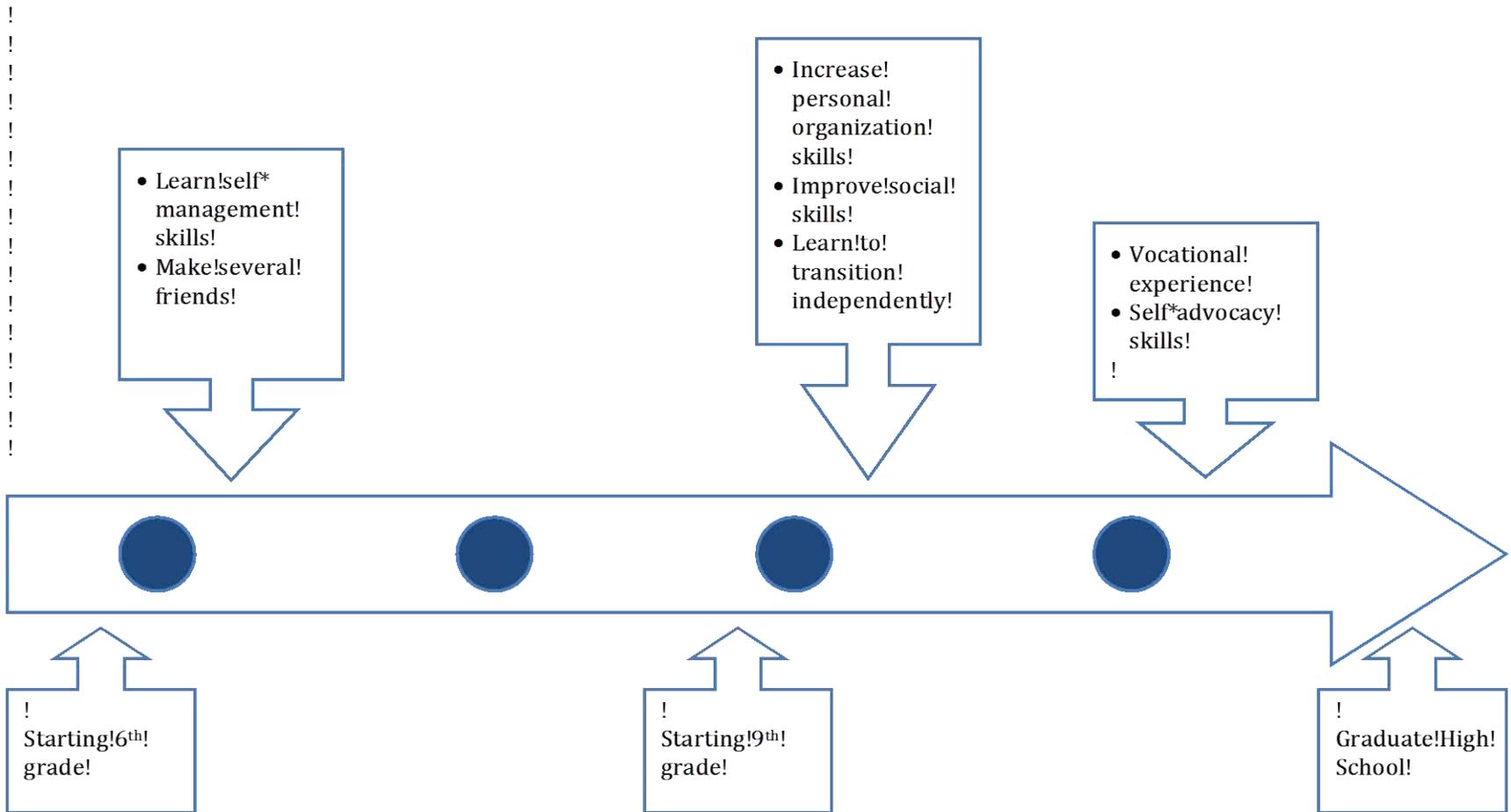
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ISLAND IN THE MAINSTREAM
MRS. JONES AND MRS. COOPER ARE
STILL TRYING TO FIGURE OUT WHY FRED
DOESN'T FEEL LIKE PART OF THE CLASS.

Helping Parents Advocate for Independence

1. Focus on goals related to future independence (short-term AND long-term)
2. Discuss pro's and con's of interventions (including 1:1 supports)
3. Identify and prioritize specific student needs and intervention supports
4. Develop a Fade Plan to increase independence and teach student to self-manage

Timeline to independence and social responsibility



Potential benefits and risks of 1:1's

Pro's

- Pre-teaching, supplemental, & follow-up instruction
- Doing clerical tasks that allow teachers more time to instruct students
- Additional supervision
- Assisting with personal care
- Facilitating social skills with peers
- Behavior management supports
- Data collection

Con's

- Least qualified/trained staff providing instruction to most complex students
- Separation and stigmatization from peers
- Creating dependency on adults
- Interferes with teacher engagement
- Loss of personal control and choice
- Increase in problem behavior



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JOEY NOTICED A MYSTERIOUS FORCE FIELD
AROUND HIS ASSISTANT THAT CHILDREN
COULD NOT BREAK THROUGH.



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AFTER ONLY TWO MONTHS AS A TEACHER ASSISTANT, GLADYS FINDS HER SPELLING HAS IMPROVED, MATH SKILLS ARE HONED, AND SHE HAS DISCOVERED SHE HAS ARTISTIC ABILITY.

Determining student needs

Health/Personal Care

- Non-medical specialized health support
- Positioning or bracing multiple times day
- Health-related interventions daily
- Direct assistance with most personal care

Behavior

- Serious problem behaviors with ongoing/daily incidents
- FBA/BIP implemented with fidelity in LRE and behaviors persist
- Data collection required

Instruction

- Constant verbal and/or physical prompting required to stay on-task, follow directions, finish tasks
- Curriculum adaptations required, under the direction of the teacher

Inclusion

- Requires an adult in constant close proximity for direct instruction
- Requires individualized assistance to transition 80 percent of the time
- Needs a proximal adult to supervise social interactions with peers at all times

Small Group Activity

Sonoma County SELPA Rubric to Determine Need for Temporary Support Assistance

TSA Form One

Student: _____ DOB: _____ Eligibility: _____ Date: _____

Teacher: _____ Program/School: _____

Completed by: _____ Title: _____

Mark the box that includes factors that best describes the student in each rubric category that is appropriate.

	Health/Personal Care	Behavior	Instruction	Inclusion
0	General Good Health. No specialized health care, or procedure, or medications taken. Independently maintains all "age appropriate" personal care. <input type="checkbox"/>	Follows adult directions without frequent prompts or class supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends. <input type="checkbox"/>	Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows directions with few to no additional prompts. <input type="checkbox"/>	Participates in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers. <input type="checkbox"/>
1	Mild or occasional health concerns. Allergies or other chronic health issues. No specialized health care procedure. Medication administration takes less than 10 minutes time. Needs reminders to complete "age appropriate" personal care activities. <input type="checkbox"/>	Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited. <input type="checkbox"/>	Participates in groups at instructional level but may require additional prompts, cues, or reinforcement. Requires reminders to stay on task, follow directions, and to remain engaged in learning. <input type="checkbox"/>	Participates with modification and accommodation. Needs occasional reminders of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately. <input type="checkbox"/>
2	Chronic health issues, generic health care procedure. Take medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents. <input type="checkbox"/>	Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior support plan, but unable to experience much success without behavior support plan implementation. <input type="checkbox"/>	Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues, or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions. Requiring signing 50-79% of the time. <input type="checkbox"/>	Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation. <input type="checkbox"/>
3	Specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (stander, walker, gait trainer, or wheelchair). Special food prep or feeding. Health or sensory interventions 15-45 min. daily. Frequent physical prompts and direction assistance for personal care. Requires toilet schedule, training, direct help, diapering. <input type="checkbox"/>	Serious behavior problems almost daily. Defiant and/or prone to physical aggression which may be harmful to self or others. Requires a Behavior Support Plan (BSP) and behavior goals and objectives on the IEP. Requires close visual supervision to implement BSP. <input type="checkbox"/>	Difficulty participating in a large group. Requires low student/staff ration, close adult proximity, and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Abilities and skills require strategies/adaptations not typical for class as a whole, such as: Discrete Trial, ABA, Structured Teaching, PECS, or Assistive Technology. Requires signing over 80% of the time. <input type="checkbox"/>	Does not participate without staff in close proximity for direct instruction, safety mobility, or behavior monitoring. Requires adult to facilitate social interaction with peers and remain in close proximity at all times. Difficulty following school routines & schedules. Needs direct support to get to and from class. <input type="checkbox"/>
4	Very specialized health care procedure requiring care by specially trained employee (G tube, tracheotomy, catheterization). Takes medication, requires positioning or bracing multiple times daily. Health or sensory related interventions 45 min. or more daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 or more minutes daily. <input type="checkbox"/>	Serious behavior problems with potential for injury to self and others, runs away or aggressive on a daily basis. FAA or FBA has been completed and the student has a well developed BIP that must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors. <input type="checkbox"/>	Does not participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodation and modification not typical for the class group. Requires signing 100% of the time. <input type="checkbox"/>	Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to and from class. Always requires modification and accommodations for class work. Rarely interacts with or is interested in peers. <input type="checkbox"/>

Evidence-based interventions to support students (para or no para)

- Peer mediated interventions and instruction
- Visual schedules and supports
- Task analysis
- Prompting
- Self-management strategies

Peer-mediated intervention & instruction

Steps for Implementation

(www.autisminternetmodules.org)

1. Select peers
2. Train peers
3. Support peers
4. Implement throughout the day
5. Extend initiations across the day





Visual Schedules and Students with Disabilities

Challenges

- Problems shifting attention
- Changes in routine
- Executive function and planning
- Stress and anxiety

Solutions

- Predicts and helps transitions
- Increased predictability
- Supports planning and preparation for what's next
- Reminder of time left, breaks, available rewards, etc.



Task Analysis: Break down the skill into small manageable steps

Steps	Target personal organization skill: Getting all materials ready for the next class; put the following materials in backpack
1	Something to write with (pen or pencil)
2	Subject binder
3	Subject text book(s)
4	Subject workbook(s)
5	Any homework due



Task Analysis: Break down the skill into small manageable steps

Steps	Target self-care skill: Washing hands
1	Open bathroom door
2	Turn on lights
3	Turn on water
4	Rinse hands
5	Put soap on hands
6	Rub soap all over both hands
7	Rinse hands
8	Turn off water
9	Dry hands
10	Turn off lights



Task Analysis: Break down the skill into small manageable steps

Steps	Target self-regulation skill: Asking to “take space” when upset
1	Raise hand to get staff attention
2	Ask to “take space”
3	Go to the “Calm Zone” or just outside the classroom door
4	Wait until I feel in control
5	Practice positive thoughts or ask staff for support if needed
6	Go back to appropriate class activity



Student	Lyle H.
Target skill	Personal organization before next class
Natural trigger	Lesson bell

<u>Step</u>	<u>Date:</u> 3/6	<u>Date:</u> 3/13	<u>Date:</u> 3/20	<u>Date:</u> 3/27	<u>Date:</u>
Something to write with (pen/pencil)	G	G	+	+	
Subject binder	VB	G	G	+	
Subject textbook	VB	VB	+	+	
Subject workbook	VB	G	P	P	
Any homework due	VB	VB	VB	P	

Prompting Strategies	+	Independent
	V	Visual
	G	Gesture
	P	Positional
	VB	Verbal
	M	Model
	PP	Partial physical
	FP	Full physical

Practical ways to increase independence by fading prompts

- Fade proximity
- Fade prompts
- Visual supports
- Waiting
- Focus on teacher
- Focus on peers



Fading Proximity



- Don't sit too long
- Stay mobile
- Work with other students

- Teach hand raising to get your attention
- Always remain vigilant and responsive



Fading Prompts: Example #1

Verbal → **Gesture**

Example

David is frustrated and wants help on his language arts activity saying, “I don’t get it!”

Verbal prompt

Usually, you respond by saying something like, “O.K. David you can do this. Let’s look at the picture the question is referring to. Do you see in the picture how . . . blah, blah, blah, blah, blah? So the answer has to do with the king’s golden robe.”

Gesture prompt

Fade the verbal prompt to a gesture prompt by quietly pointing to the king’s golden robe in the picture. This prompt requires David to think a little more about the problem. Pair the gesture prompt with a supportive facial expression.



Fading Prompts: Example #2

Verbal → Visual

Example

Laura *loves* to play outside! She used to run out the door several times a week, but a visual schedule has helped her understand when she can have recess breaks. But, she still whines and cries sometimes when she cannot go outside.

Verbal prompt

Usually, you respond to Laura's crying by giving her a hug and saying, "Sweetie, I know you want to go outside, but right now it's time for Stations. After Stations we have Music, and *then* you can go outside."

Visual prompt

Fade the verbal prompt to a visual prompt by redirecting Laura's attention to her visual schedule. Remember that this strategy will only work if the visual schedule has been pre-taught to Laura.



Fading Prompts: Example #3

Just **WAIT** a few seconds . . . (Time Delay).

Example

Sean has learned a few signs including the sign for “more.” However, he rarely uses this sign independently to request.

Constant adult prompting

Usually, you respond to Sean’s grabbing and yelping during snack by saying, “What do you want? Show me ‘more’.” Sean sometimes signs “more” and sometimes you just give him a few more pieces of snack to keep him quiet.

Fading adult prompts using Time Delay

Use a waiting strategy (i.e., time delay) by showing Sean the bag of snack, counting silently in your head for 2 – 3 seconds while waiting for him to sign “more.” If he signs independently, then give him a few pieces of snack. If he continues to whine and grab, then model the sign “more” and give him some snack after he imitates your model. Adjust your wait time as Sean begins to sign “more” without additional prompts from you.



Fading adult supports and building student independence

ADULT BEHAVIORS

- Teachers and paras communicate often
- Build your own repertoire of prompting and fading strategies
- Meet the student where they currently function, and build independence from there

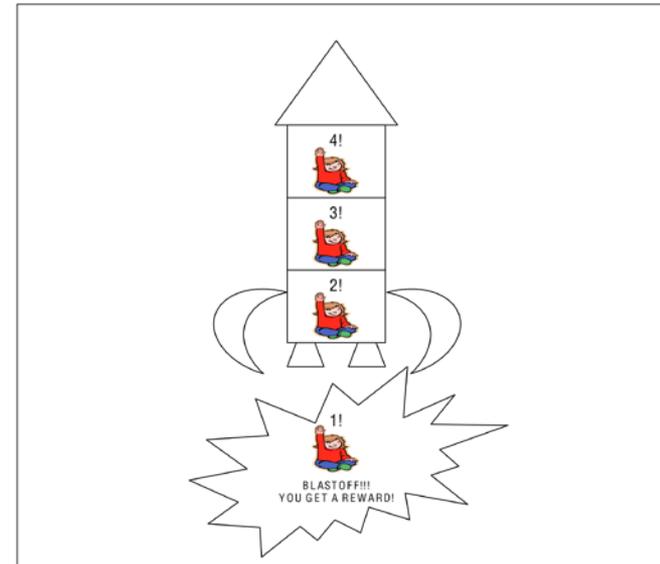
STUDENT BEHAVIORS

- Teach the student to focus on and respond to the teacher
- Teach the student to gain the teacher's attention (hand raising)
- Teach the student to reference and utilize peer supports

Self-Management Systems (SMS)

(www.autisminternetmodules.org)

1. Prepare the SMS
2. Teach the student to use the SMS
3. Implement the SMS
4. Promote independence



Example Strategy #2

5 Point Scale

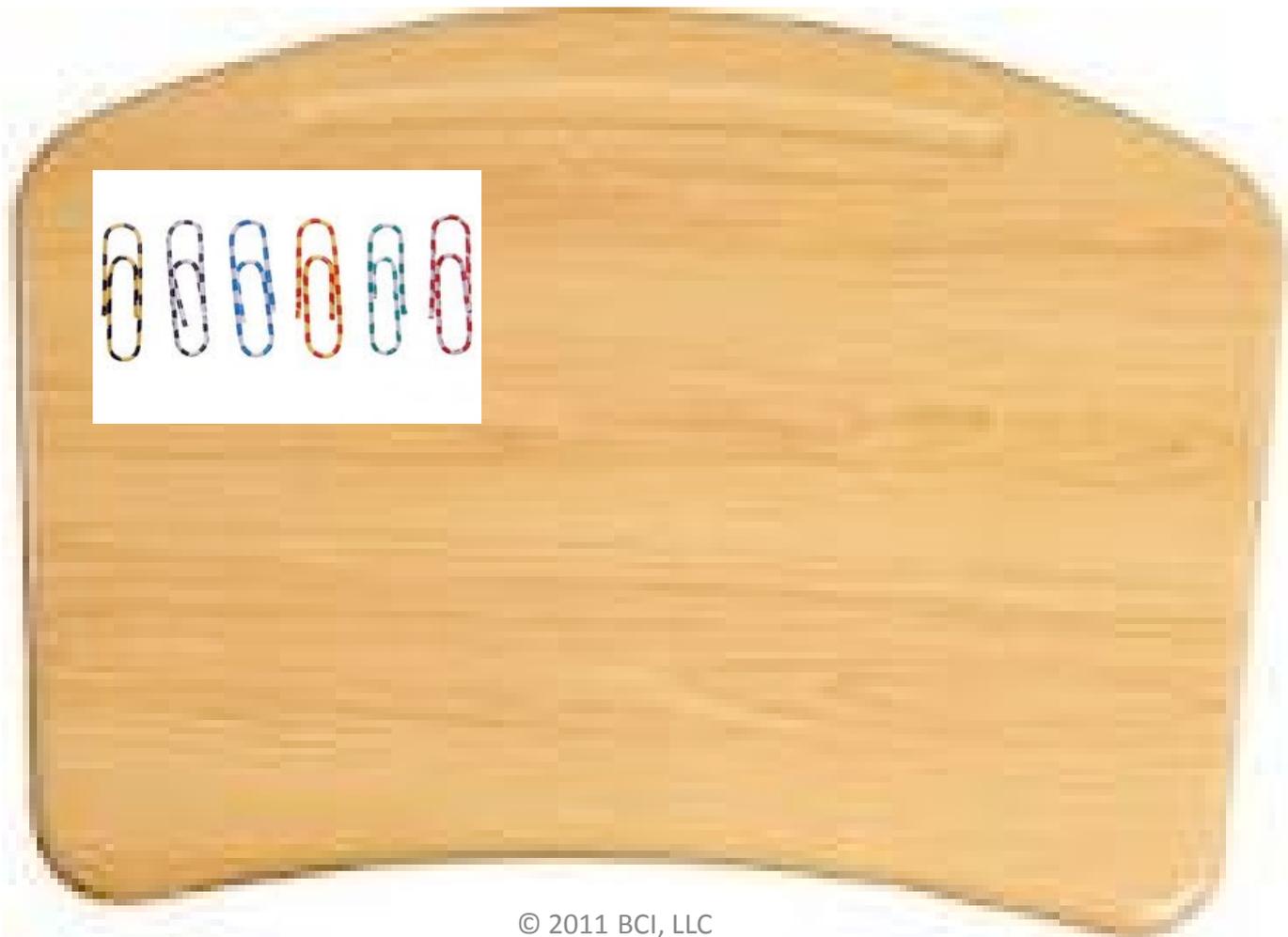
Mistakes on the Job

Rating	Looks/Sounds Like	Feels Like	How I Can Respond
5	Screaming, making unkind comments, taking materials from others	I'm going to hit someone if I don't fix the situation and do it "just right"	Ask to take a break and remove myself from the situation
4	Pacing, wringing hands	Angry	Ask to talk to the shift manager
3	Grinding of teeth, clenching of jaw	Anxious	Talk to a customer; ask to go to the front of the shop and clean or restock items
2	Whispering to self	Nervous	Repeat the following: Take a deep breath; count to 5; it's okay to make mistakes!
1	Normal	Good!	Stay in a good mood!



Example Strategy #3

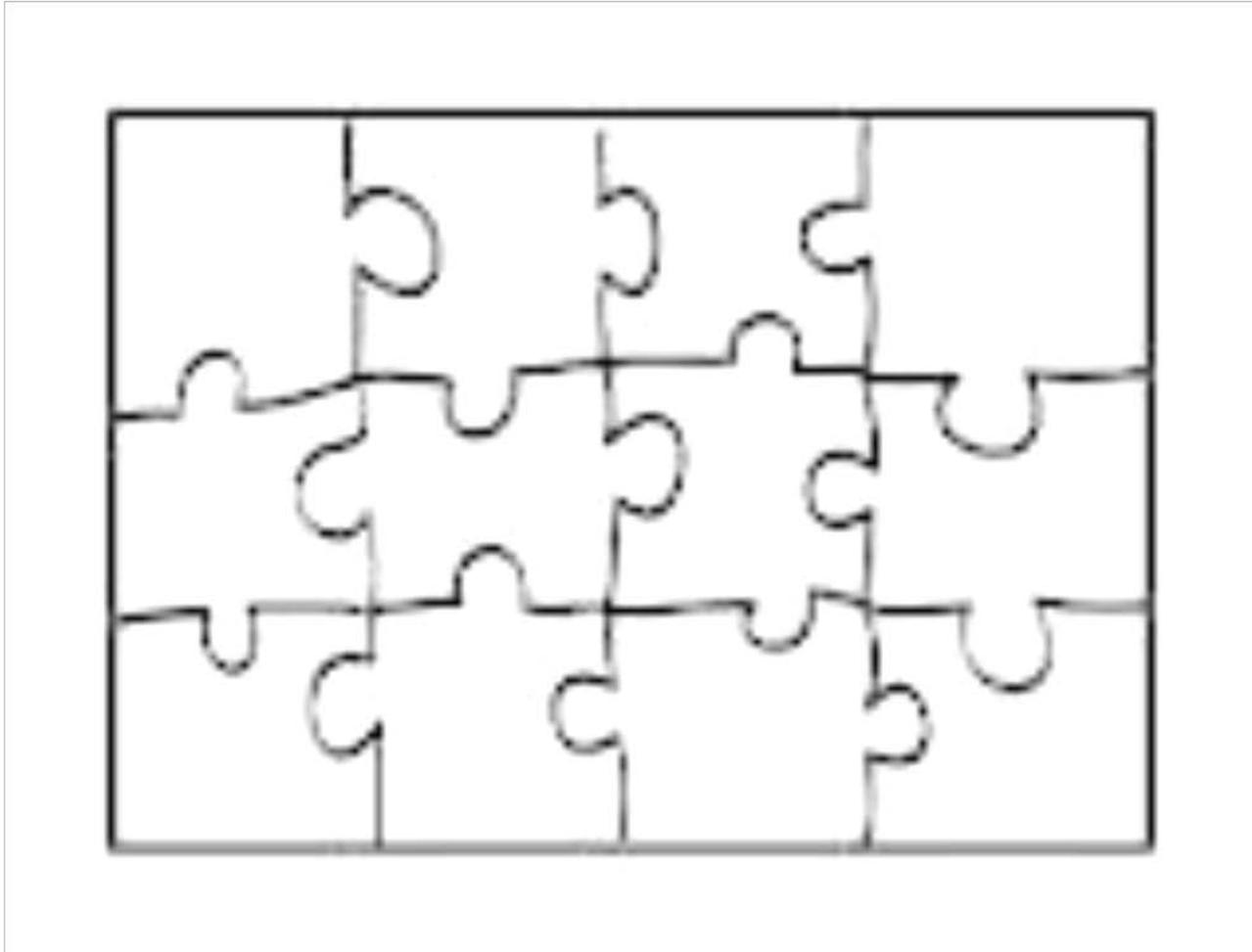
Tangible reminders for participation or blurting out





Example Strategy #4

Taking space puzzle





Using peer supports to build independence

So check this out, after spring break Ethan will officially have no support from an aid in my classroom. Ethan is now completing all of his work in every subject with the help of his peers. I've trained 4 students in my class to help Ethan stay on task and complete his work without them doing it for him. So now when Ethan completes his sticker chart his peer helper also gets a prize. If Ethan stays on task and completes his work without any help from his peers the whole class will get a prize. This system has worked so well I am using it with another student and he is responding the same as Ethan. When ever an adult in the building asks Ethan how he is earning his prizes, his response is always the same, "I finished my work and gave my best effort." I just want to thank you for for all that you do. The next time you're in town, we're going fishing!

Take care,
Mr. Rogers

Thank you very much for your attention

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