



## **School Consulting Services**

### **Introduction**

#### **Background**

The Center for Social Enrichment and Educational Development's ("The SEED Center) was established to help school districts overcome potential difficulties in meeting the educational needs of students with Autism Spectrum Disorder (ASD). We offer a wide range of services to support students with ASD and the professionals and parents who work with them.

Our multidisciplinary team is made up of top professionals in the field, from various backgrounds, who have a wealth of experience and knowledge. Our diversified team provides a broad range of comprehensive services to meet each student's individual needs. Our services include; ABA therapy, speech and language therapy, occupational therapy, special education services, transition services and comprehensive diagnostic evaluations. Our team works in conjunction with the school team to develop treatment goals that are applicable in the school setting.

The SEED Center works with several school districts throughout Connecticut, including Stamford, Bridgeport, Norwalk, and Region 14 (Woodbury and Bethlehem). We partner with each school district to develop customized programs to meet each district's needs.

While The SEED Center serves students with a wide variety of disabilities, the center specializes in autism services, and as such, is well equipped with a team of several BCBA's, ABA Therapists and a variety of specialists to meet current and future needs as they arise.

### **Services**

#### **Classroom Assessments**

It is considered best practice to conduct an assessment in order to develop effective services and programming. The SEED Center will evaluate all ASD classrooms to determine current functioning in critical areas proven necessary to run successful ASD programs. After obtaining baseline information on each classroom, the classrooms will be re-evaluated mid- year and at the end of the year to measure classroom progress.

#### **Student Assessments**

As part of the assessment, a file review of each student will be conducted. The file review will determine if there is a current assessment such as a VB-MAPP, ABLLS and/or FBA/BIP and enable a review of the previous records and IEP's. For students without a current assessment, one will be recommended and conducted by The SEED Center once approval and consent has been obtained.

In an effort to ensure the classrooms and personnel are fully prepared to meet the needs of their students, all classrooms and each students will receive a formal or informal assessment within the first 30 days of commencement of services.



The SEED Center also has the capability to conduct comprehensive multidisciplinary evaluation including Educational, Psychological, Speech and Language and Occupational Therapy. Our evaluations assess functioning levels in all relevant areas and are customized based upon each individual's needs, including comprehensive Autism Diagnostic Evaluations. After the evaluation is administered and analyzed, our consultants review the results, along with proposed goals at the PPT and/or team meeting.

For students who require a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP), our BCBA will collect and analyze functional assessment data to develop a behavior plan that is data driven. In addition, we will train and support staff to apply intervention techniques required to effectively execute the behavior plan, including training staff in Applied Behavior Analysis. We will also provide continuous feedback regarding the implementation of the behavior plan, which will assist in determining future areas of intervention. In addition, all of our consultants are certified in Nonviolent Crisis Intervention (CPI) and trained to handle crisis situations if they arise.

### **Individual Treatment Programs**

The SEED Center uses research and empirically based treatment methods when creating individualized programs for students, in order to allow them to reach their social, communicative and educational potential. Empirically based goals are developed based on assessments results, data analysis and teacher and family input. A typical program may include: Receptive and Expressive Language, Verbal Behavior and Functional Communication, Concept Formation, Fine-motor skills, Self-management, Adaptive Behavior, Social Skills, Activities of Daily Living and Academic/Pre-Academic/ Classroom Readiness Skills. Our methods of instruction include, but are not limited to: Direct instruction, Incidental Teaching, Errorless Teaching, Discrete Trial Training Natural Environment Training, and Verbal Behavior.

Each student in ASD classrooms will have a program book designed to ensure the successful implementation of their program. The program book will be clearly labeled with the student's name, grade and classroom. The program book will be divided into sections and include the student's IEP, current assessments, data sheets, and FBA/BIPs. As part of our ongoing quality assurance, each program book will be reviewed weekly to monitor and analyze data and assess progress.

### **Visual Supports**

Visual supports are a critical component of supporting students and providing high quality ASD services. Consultants will create visual supports to augment the programming for individual students and each ASD classroom as a whole. Visual supports may include: visual schedule, self-monitoring checklists, reward systems, first/then boards, communication/visual reminder cards, visual behavior systems such as the traffic light system, and social stories. Visual supports will also be created on an ongoing basis as needs evolve throughout the school year.

### **Physical Environment**

The classroom assessment will evaluate the physical and overall learning environment of each classroom. Based on the information obtained from the assessment; we will implement accommodations and modifications to reflect the following:



- Each classroom will be physically arranged into delineated centers to maximize small group and one-on-one instruction. The function of each center will be clearly posted.
- Classrooms will have a visual schedule that is clearly posted throughout the room.
- Classrooms will have multiple visual timers to assist in transitioning students from one activity to the next.
- Classrooms will have a *Classroom-wide Reward System* to ensure that students have access to tangible items to reinforce positive behaviors, until rule-governed behavior is learned.

### **Functional Skills Curriculum**

Our team develops curriculum that address the significant skill deficits of student(s) with autism. The curriculum includes a variety of developmentally and functionally appropriate activities, experiences and materials that engage students in meaningful learning. Activities are varied depending on developmental appropriateness and individual strengths and needs of the students. Our exclusive ASD curriculum includes functional reading, math and writing skills; personal hygiene skills; money management skills; social skills; community access training; daily living skills; pre-vocational skills and leisure skills.

### **Direct Support and Consultation**

Each classroom will receive direct support and consultation by a BCBA and behavior therapists to ensure consistency and effectiveness of the program. Services include:

- Hands-on staff training and modeling strategies within the classroom.
- Completing assessments (VB-MAPP, ABLLS, FBA/BIP's etc.).
- Providing consultation to teachers and educational assistants.
- Attending meetings, including PPT's.
- Working 1:1 with students including discrete trial training
- Conducting small group instruction.
- Creating materials to support instruction
- Data collection

### **Professional Development Training**

Staff training increases understanding about how Autism Spectrum Disorder significantly affects functioning within the educational and community settings. Workshops will train staff to become knowledgeable and skilled in areas specific to Autism Spectrum Disorder and enable staff to effectively facilitate learning for individuals with ASD. Staff training has been shown to have a direct impact on student test scores in the areas of mathematics, science and literacy. It is effective in increasing staff confidence and morale, which in turn, improves staff retention.

Training occurs on a monthly basis within each school during Early Release Days and Professional Development Days. Topics include: Characteristics of Autism Spectrum Disorder, Functional Behavior Assessment / Behavior Intervention Plan, Applied Behavior Analysis, Data Collection, ABLLS and VB-MAPP assessments, iPad Applications for students with ASD, Collaborative Problem Solving, Crisis Intervention, Developing IEP's for students with ASD, Effective Integration, Social Skills as well as other pertinent topics in the field.



### **Parent Training and ABA Home Programming**

Parent training enables continuity between home and school. Our parent training focuses on providing parents with the ability to support the implementation of their child's IEP goals at home. Home programs involve a combination of services including assessments, behavior intervention programs, instructional design and parent training. We conduct the assessments, design the programs, and train the family and therapists to carry out the interventions. Since the home serves as the natural environment to the individual, it is an ideal setting to teach adaptive living skills, leisure skills, functional communication skills, and behavior management skills. The home program always includes parent training to ensure that strategies are effectively executed when the therapist is not present. Our consultants will provide home ABA programming as directed and authorized by administrator. In addition, The SEED Center will provide quarterly parent training workshops so parents who do not require home programming can receive essential information to promote consistency at school and at home.

### **Re-entry Planning**

As staff becomes more confident, and effective programming is in place, returning students placed out of district can be extremely beneficial if planned out. Our team will review and analyze files of students placed out of district (out of state included) and develop a comprehensive re-entry plan. The re-entry plan will include school visit/observations and summary report with recommendations. A feedback meeting will also be conducted with staff, parents and administration and consultants will attend all PPT meetings. Finally, we will provide training and environmental accommodations necessary to facilitate a smooth transition and ensure success.

### **Communications and Meetings with Administration**

To streamline information, collaborate and prioritize cases in need of ABA/BCBA services, The SEED Center will be available for both formal and informal meetings. Formal meetings, either in person or by conference call, will be scheduled on a weekly basis with administration. The formal meetings will serve as a vehicle for ongoing communication with administration and provide regular progress updates, identify high priority cases and guide future planning and ensure that goals are clear and consistent. Center staff will also meet informally, on an as-needed basis to discuss issues as they arise.

The SEED Center has implemented an **Internet based Portal System** for up-to date, daily communications and feedback regarding students and/or classroom progress. The administrator will have a username and password to access all student and classroom consultant logs, and any assessments and/or progress reports completed by our consultants.

### **Phasing Out Services**

The SEED Center recognizes that effective consultation will result in a district having well trained staff and effective ASD programming and classrooms. With this goal in mind, the center will evaluate and monitor progress on an on-going basis, with the ultimate goal of reducing or eliminating the need for services. When it is determined that a child requires less services, data will be provided supporting the recommendation and provided to an administrator. Through this process, services can be reduced and/or phased out over a period on time.



### **Consultant's Capabilities / Specifications**

Since our inception, The SEED Center has provided Autism Consulting Services throughout Connecticut with exceptional results. Most notably, one school district receiving daily consultation from The SEED Center has recently had their administrator awarded "Autism Administrator of the Year" and is has received national and international recognition for their outstanding program.

Our consultation services are based on the most contemporary approaches to assessment, education and treatment, and are aligned with state and federal mandates and regulations. The services that we provide are tailored to the specific needs of each student, classroom, school and parent to ensure efficient and effective progress, often leading to less restrictive environments for students and fewer services necessary. All of our consultants are CPI certified and receive a minimum of 1 hour per week of supervision at no additional charge

Our state-of-the-art, internet-based portal system, allows for the constant flow of important information to all administrators and key personnel about each student or classroom. The portal allows for daily treatment note, data collection, goal progression and other critical communications at the push of a button.

Our coordinated, multi-disciplinary services, utilizing 21<sup>st</sup> century research-based treatment interventions and technology, has allowed The SEED Center to become a leader in the field of autism services in Connecticut. We look forward to the opportunity to collaborate with your district and overcome potential difficulties in meeting the educational needs of students with Autism Spectrum Disorder (ASD).

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