

## **ABA Working Group Recommendations and District Updates**

12.01.19

R1. The District should explore comparable districts in terms of students and percent of students with ASD and research their ABA program development, data tracking, monitoring and analyzing, as well as consider whether or not contracting with the New England Center for Children (“NECC”) or similar institute as some other towns do would provide any value or efficiencies.

\*\* Our current program is based upon and mirrors the NECC model. Bringing in a full time BCBA who has experience as a Lead Teacher for the NECC program enables the district to build upon this expertise and experience and incorporate the NECC best practices into our program. The BCBA support alongside an experienced special education teacher within the classroom creates a strong NECC modeled classroom.

We continuously explore other district programs, methods, and best practices for possible changes to our program to ensure we continue to maintain a strong forward thinking program.

R2. The District should adopt standards for the retention of ABA programs, i.e., a database of programs widely available to all, such that the BCBA(s) can readily access them and tailor the program to the individual student. This provides great efficiencies and ensures that all students are getting the same level of programming based on their existing and future needs.

\*\* Under the direction of our BCBA, all of the districts current ABA programs have moved to an online database via Google docs. The programs are tracked electronically, allowing authorized staff access to individual student programs. Tracking electronically allows access to a students’ history and success rate while building a database of programming.

R3. The District should evaluate the adoption of electronic standards for the tracking and monitoring of ABA data so that information can be readily accessed and analyzed by the BCBA and programs can be updated quickly to meet student needs.

**\*\*** The online version of the Assessment of Basic Language and Learning Skills (ABLLS) and the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) have been implemented this year. Having all of our plans, data, and tracking available online allows for easier monitoring of academic and behavioral data. This data can be monitored and edited quickly and is easily printable to show progress at IEP meetings.

R4. The District should continue to build hiring standards and/or job descriptions for ABA tutors consistent across all schools and should consider whether or not to mandate that all ABA tutors be Registered Behavior Technicians or be willing to become RBTs, taking into account the needs of the District, timing considerations, and grandfathering in certain highly qualified existing ABA tutors.

**\*\***The district has developed consistent standards and job descriptions for ABA tutors across all schools. Mandating that all ABA's be trained RBT's, or be willing to become RBT's will severely limit our already challenging ABA candidate pool, and is not financially sustainable over time. There is currently one RBT in the district who is working collaboratively with the full time BCBA to develop effective data collection methods, programming updates, and ongoing observation of behavior plans. We are open to providing the RBT certification to current ABA staff if there is a demonstrated need to support district programs.

R5. The District should develop a comprehensive training program for all ABA tutors. This training is three parts: (1) ABA practices and policies using the RBT task list as a guideline; (2) District-wide policies and procedures; and (3) District curriculums such as Social Thinking necessary to carry out programming. Training should be consistent throughout the academic year

as a standard for the benefit of all ABA tutors including those hired outside of the start of the academic year. This training should include reviews of basic ABA practices and policies that the District establishes are paramount for the ABA Tutor to have the most effective and positive impact on the students day to day. The training should also include an overview of the crisis management plan for the District as well as explicit instruction for what the expectation is of the ABA tutor as it pertains to de-escalation should a crisis arise. An additional component of the recommended training should include bullying prevention and review of state laws on mandated reporting as well as school district policies and procedures in place to ensure that any instances of bullying are responded to efficiently and expeditiously.

\*\* The full time BCBA holds weekly trainings for elementary school ABA's. These trainings will continue throughout the school year. The guidelines for the trainings are based upon the RBT task list and tailored to what the ABA's role looks like on a daily basis. Bullying prevention and crisis management are part of these trainings and an expectation for all staff.

R6. The District should consider best practices that would allow appropriate guidance, mentorship and oversight support for the ABA tutors from the BCBA.

\*\* The BCBA is using best practices to guide and mentor the ABA tutors. This includes but is not limited to formal and informal trainings, in class observations, and support with collecting data. The in class observation time allows the BCBA the hands-on opportunities to coach, mentor, answer questions, provide feedback, observe interactions, teach, and positively support the classroom ABA's.