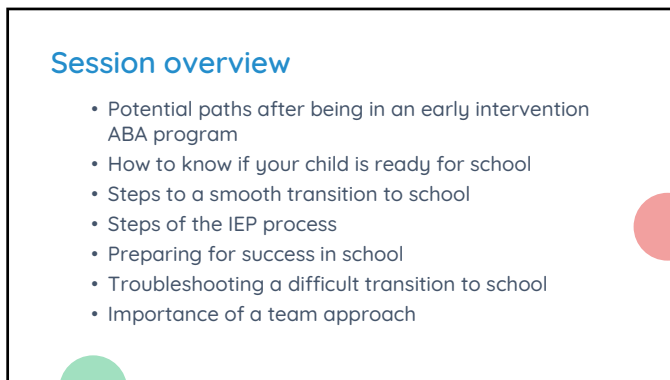


MOVING OUTSIDE THE BUBBLE: TRANSITIONING FROM A COMPREHENSIVE ABA PROGRAM

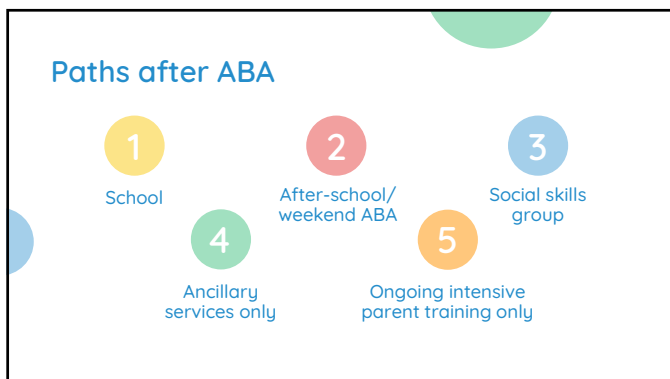
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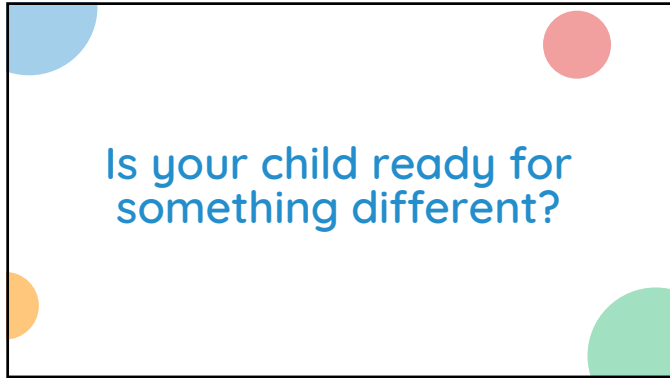
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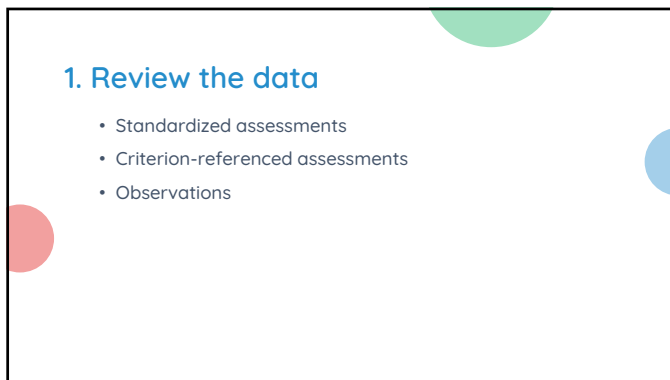
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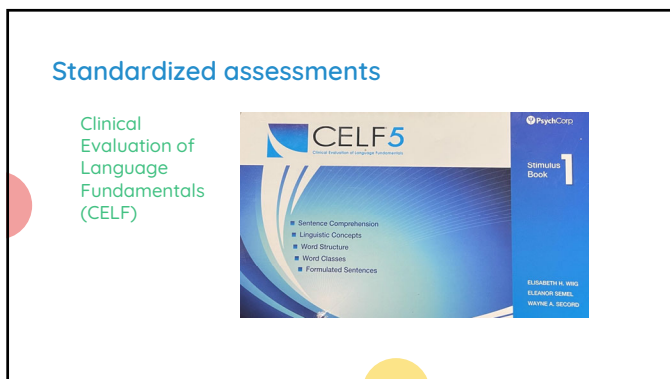
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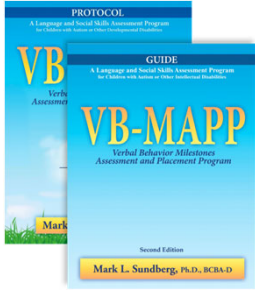
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Criterion-referenced assessments

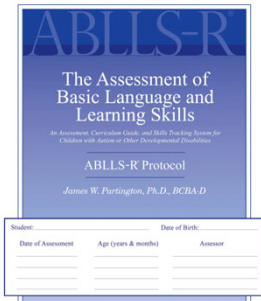
Verbal Behavior Milestones Assessment & Placement Program (VB-MAPP)



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Criterion-referenced assessments

Assessment of Basic Language & Learning Skills – Revised (ABLLS-R)



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2. Consider group readiness skills

- How long can your child sit in small-group activities? (more opportunities to respond)
- How long can your child sit in large group activities (fewer opportunities to respond)
- Does your child respond in a group when not called on directly?
- Does your child attend to the behavior of peers?

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Pre-K functional school skills & support transition planning document

Pre-K Functional School Skills and Support Transition Planning Document (circle child's score on each target area)		
Student:	Date:	Completed By:
A Pre-Academic Skills: Letters, #'s, Colors, I/L, Shapes, Basic Concepts		
1 Skills estimated to be at age level at this time.		
2 Skills are mildly delayed at this time.		
3 Academic skills require more repetition and are slow to mastery.		
4 Early academic skills are markedly delayed.		
5 Child not yet working directly on many academic skills		
B Circle/Group Time Skills:		
1 Appropriately and fully participates in all group circle activities.		
2 Sits during circle time but participation requires occasional prompting.		
3 Requires some support/adaptations to participate fully.		
4 Significant support needed to remain in a group circle situation.		
5 Child is not yet sitting for group/circle activities.		
E Early Art Project Skills		
1 Independently completes age level art project with demonstration model only.		
2 Completes age level art project with verbal prompts for steps.		
3 Completes age level art project with physical prompts and some assistance for steps.		
4 Requires moderate assistance for steps and sequence for projects.		
5 Requires maximum assist for starting, persisting and completing.		
F Free Play/Leisure Skills		
1 Plays productively, cooperatively and appropriately in all areas of the classroom.		
2 Plays in a symbolic manner with wide range of toys, but w/ limited peer interaction.		
3 Play is somewhat restricted due to limited skills or interests.		
4 Play is highly limited and requires adult facilitation.		
5 Play limited to self-stimulatory activities, low engagement.		

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Kindergarten readiness checklist

kindergarten readiness checklist	I can:
	<ul style="list-style-type: none"> recognize and name basic shapes: square, circle, triangle, and rectangle recognize and name numbers 1-10, even when they are out of order count to 20 count to objects, pointing to each one as I count say or sing the alphabet recognize the letters of the alphabet, both uppercase and lowercase (even out of order) identify colors in an 8-ct crayon pack recognize my first name write my first name sort items by size, color, or shape hold a book and turn pages tell if two words rhyme identify some letter sounds say my parents' full names and phone numbers (at least one)

page 1 Academic Skills | www.balancingautism.com

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Kindergarten readiness checklist

kindergarten readiness checklist	I can:
	<ul style="list-style-type: none"> put on my coat and zip it up tie my shoes take turns and share sit quietly and listen follow simple directions use the bathroom by myself (including zipping and buttoning pants) put on my backpack hold a pencil or crayon cut with scissors put things away hang my backpack on a hook wash my hands with soap use a tissue to wipe my nose cough into my elbow stand in line drink from a drinking fountain raise my hand and wait to be called on open any food containers in my lunch

page 2 Other Skills | www.balancingautism.com

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3. Are barriers to learning low?

- Challenging behavior
- Functional communication skills
- Social skills
- Reinforcer dependent
- Prompt dependent
- Activities of daily living (toileting)

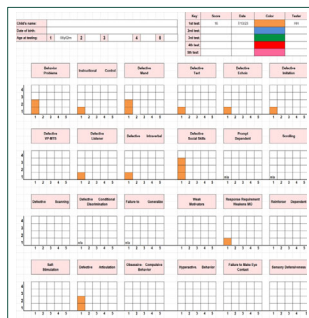
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Example 1: Barriers Assessment HIGH score



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Example 2: Barriers Assessment LOW score



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4. Is the current environment a barrier to progress?

- Is the environment too restrictive?
- Are there ample opportunities to target skills in the areas with the greatest gaps in learning
- Consider if learning from peers can take place?
- Does the environment lack structure?

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Not quite ready for school? What to do in the meantime

Talk to your ABA provider to identify ways to increase "school readiness" and possibly switch the focus of your current ABA treatment plan:

- Fade out token boards
- Try self-monitoring or another system easily implemented in a group setting
- Fade the use of edibles as reinforcers

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- Identify similar language level peers to develop small group activities
- Teach the child to independently follow and manipulate a visual schedule to increase independence across or within activities
- Increasing independent work duration (can they complete consecutive closed-ended activities on their own)
- Focus on toilet training if needed

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- Develop opportunities for small group instruction a few times a day where there are many opportunities for active engagement
- Implement reinforcement systems surrounding group time (rewarding responding in a group, remaining seated, raising their hand)
- Slowly increase the amount of time expected in group instruction based on success

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A variety of
different learners
can be successful
in school!

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Transitioning to school (identify setting)

- Identifying the school that’s the best fit for your child (private, local school district, school of choice)
- Make educated decisions and ask questions (visit schools, contact the special education department)
- Be aware of deadlines (school of choice, IEP, before/after care)

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Once you've determined the setting....

- Contact the special education department
- Initiate an IEP in writing
- **Please note:** there is a short window of time prior to having to sign the IEP and your child starting school
- Share contact information of current team members (SLPs, OTs, ABA team)

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Steps to the IEP process

- Familiarize yourself with the IEP process and your rights as a parent
- Attempt to coordinate school team observations of your child in their current environment (ABA)
- Most important part for parents is to be ready to discuss your child's strengths and difficulties and your priorities and concerns as a parent (Have visual of where this is in an IEP)
- This is something that your current ABA team should be able to help you generate

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Section 2-A Present Level of Academic Achievement and Functional Performance

FACTORS TO CONSIDER

General

The IEP team must consider each of the following:

The strengths of the student:

The concerns of the parent for enhancing the education of the student:

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Example of IEP preparation

Parent concern	Parent-preferred method to address concern	School team response (IEP goal or additional support/services)
Safety: Risk of elopement, playground not fenced	Additional support listed during recess	
Social: Child does not initiate interactions with peers and will need support developing and maintaining meaningful relationships with peers	Social goals in IEP	
Communication: Child starting to use AAC device to communicate, but needs many learning opportunities throughout the day	Communication goals from SLP	

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School preparation

- Visuals to prepare your child (social stories, calendars to count down)
- Visit the school with your child (show them playground, classroom/teacher visit, etc.)
 - ✓ Familiarize yourself with your school’s calendar
 - ✓ Meet and greet
 - ✓ Kindergarten round up
 - ✓ Curriculum night
- Possibly fade in the number of time/days your child attends school for initial weeks

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School has started... and it’s not going well

- Give it time! This is a big adjustment!
- Communication: Clarify a reasonable expectation for how often you will hear from the teacher
- Review your child’s IEP
 - ✓ Who makes the most sense to contact to get faster results
 - ✓ Social worker, SLP, teacher, etc.

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- Review supports listed in IEP and determine if any supplementary aids and services may be helpful to add
- Request a meeting with the school team

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Coordinating care

- Options for BCBA consultation with school team
- Can be written in as a support in the IEP
- Could happen monthly informally (phone calls, Zoom)
- BCBA observe in school setting and provide support with previously implemented strategies that were effective

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Overall importance of a team approach

- As a parent you are the MOST important member of your child's team
- Utilize each team member's strengths to build the most well-rounded IEP possible
- Each team member brings an area of expertise that can help both the child and other team members be more successful setting up a learning environment for the child

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Resources

- Session handout
- Guide to IEP (Autism Speaks)
- Development & milestones for pre-k children (mich.gov)
- Kindergarten readiness tips from teachers (mich.gov)
- Kindergarten readiness checklist (itsalwaysautumn.com)

Visit our website for direct links to resources



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Thank you for your time!

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