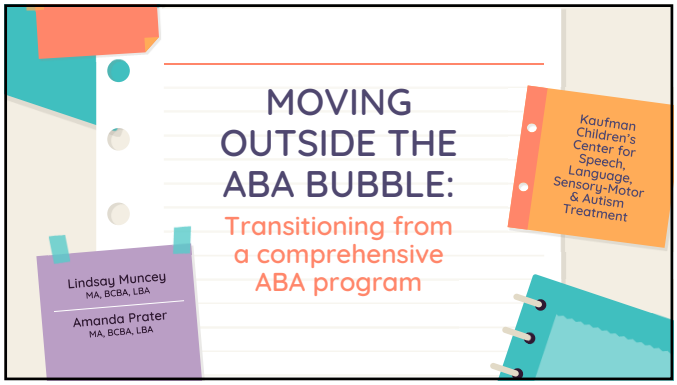
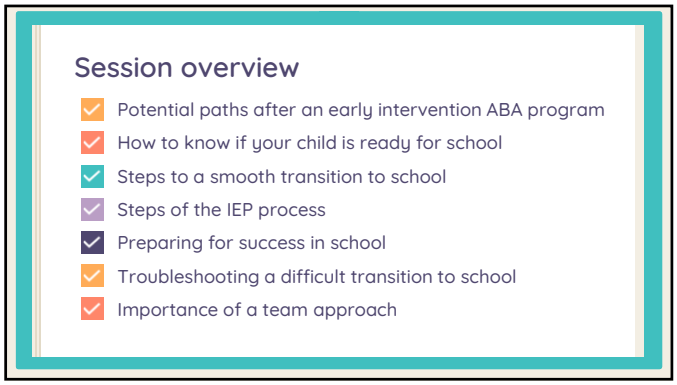

MOVING OUTSIDE THE ABA BUBBLE:
Transitioning from a comprehensive ABA program
Kaufman Children's Center for Speech, Language, Sensory-Motor & Autism Treatment
Lindsay Muncey
MA, BCBA, LBA
Amanda Prater
MA, BCBA, LBA

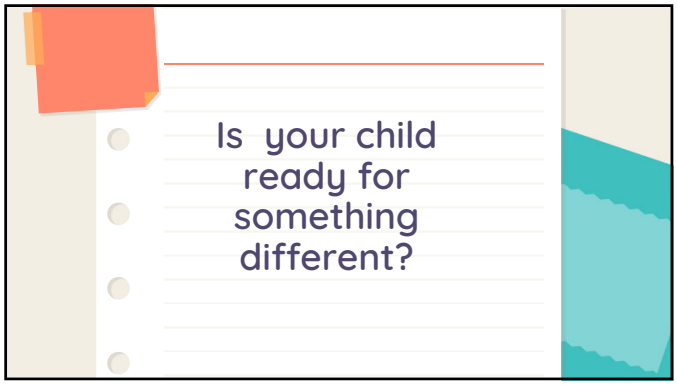
1


Session overview
Potential paths after an early intervention ABA program
How to know if your child is ready for school
Steps to a smooth transition to school
Steps of the IEP process
Preparing for success in school
Troubleshooting a difficult transition to school
Importance of a team approach

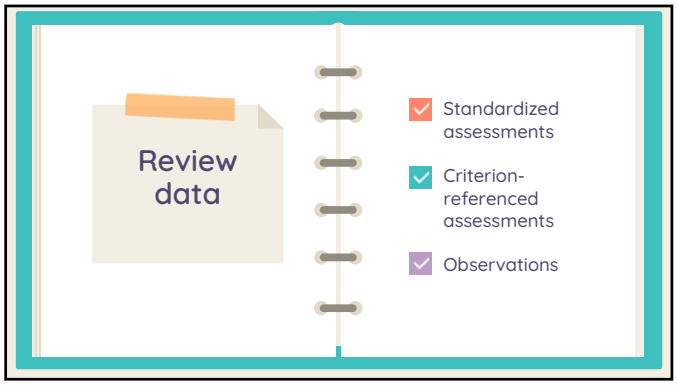
2


Paths after ABA
1 School
2 After-school/weekend ABA
3 Social skills group
4 Ancillary services only
5 Ongoing intensive parent training only

3


Is your child ready for something different?

4


Review data
Standardized assessments
Criterion-referenced assessments
Observations

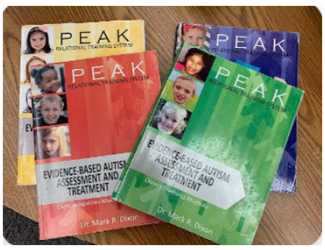
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Standardized assessment
Clinical Evaluation of Language Fundamentals
CELF5
Stimulus Book 1

6

Standardized assessment

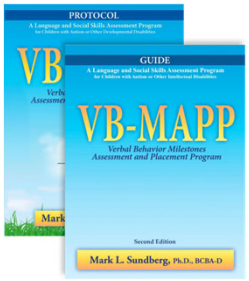
Promoting the Emergence of Advanced Knowledge (PEAK)



7

Criteron-referenced assessment

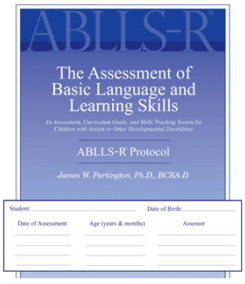
Verbal Behavior Milestones Assessment & Placement Program (VB-MAPP)



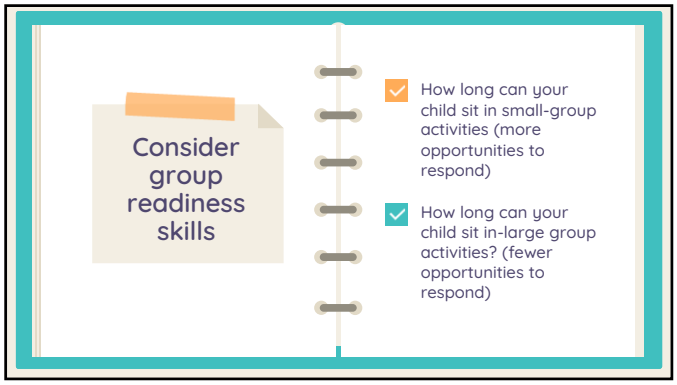
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Criteron-referenced assessment

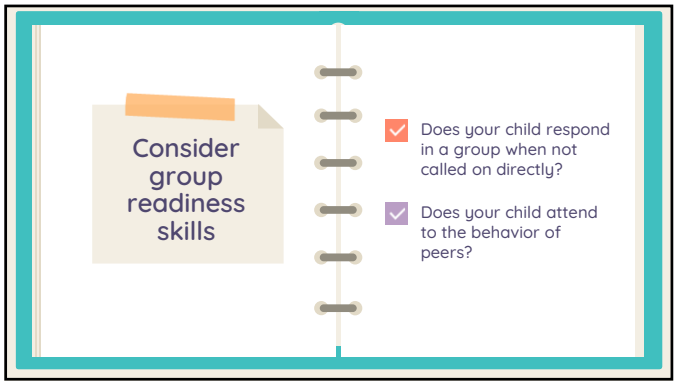
Assessment of Basic Language & Learning Skills -Revised (ABLLS-R)



9


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)

10


Consider group readiness skills
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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Preschool Readiness checklist
SOCIAL & EMOTIONAL DEVELOPMENT
Follows basic safety rules and routines
Shows responsibility for self and belongings
Able to spend time away from caregiver
Shares and takes turns
Attempts to solve problems using words
Shows respect to peers and adults
Plays well with peers
Expresses basic emotions in a developmentally appropriate way
Makes and keeps friends
Shows compassion and concern for others
Understands that play can be pretend
Adults to new situations
Displays self-confidence
Works independently on a specific task

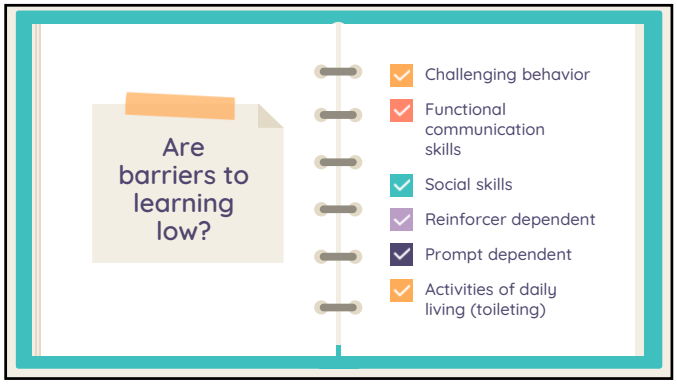
12


Kindergarten Readiness checklist
kindergarten readiness checklist
I can:
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 10 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)

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Kindergarten Readiness checklist
kindergarten readiness checklist
I can:
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

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Are barriers to learning low?
Challenging behavior
Functional communication skills
Social skills
Reinforcer dependent
Prompt dependent
Activities of daily living (toileting)

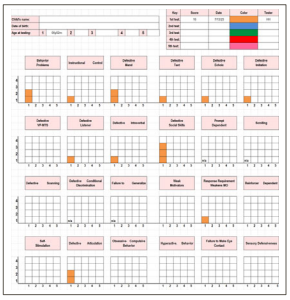
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Example 1: Barriers assessment HIGH score



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Example 2: Barriers assessment LOW score

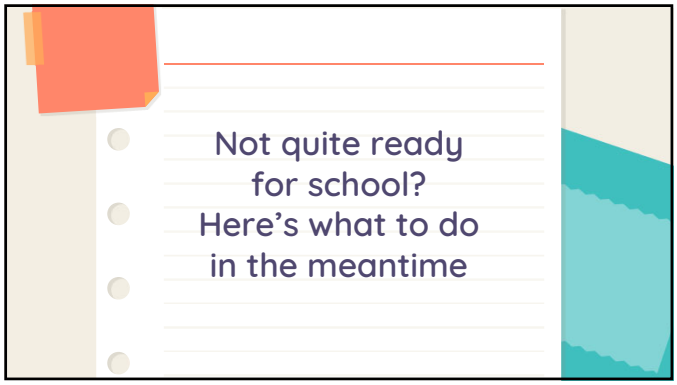


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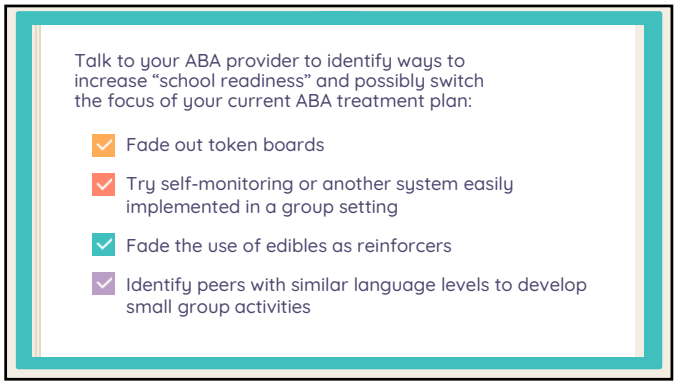
Is the current environment a barrier to progress?

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

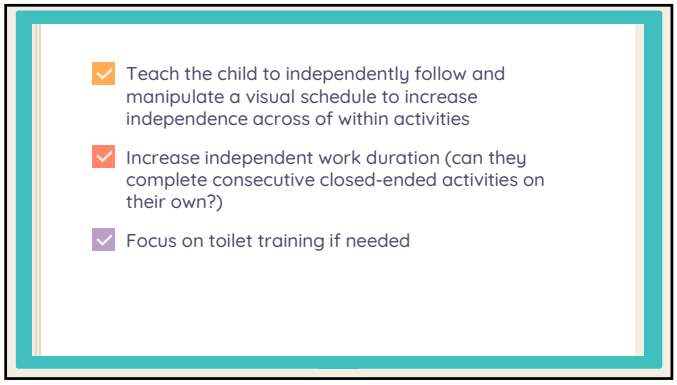
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Not quite ready for school? Here's what to do in the meantime

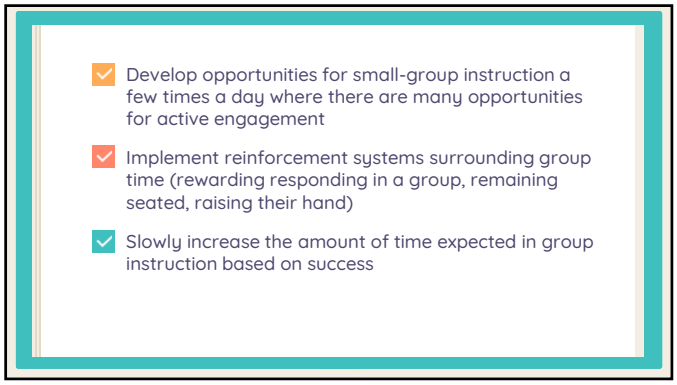
19


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
Identify peers with similar language levels to develop small group activities

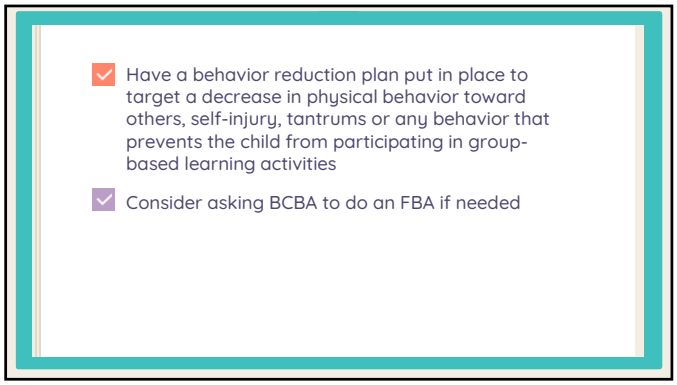
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Teach the child to independently follow and manipulate a visual schedule to increase independence across of within activities
Increase independent work duration (can they complete consecutive closed-ended activities on their own?)
Focus on toilet training if needed

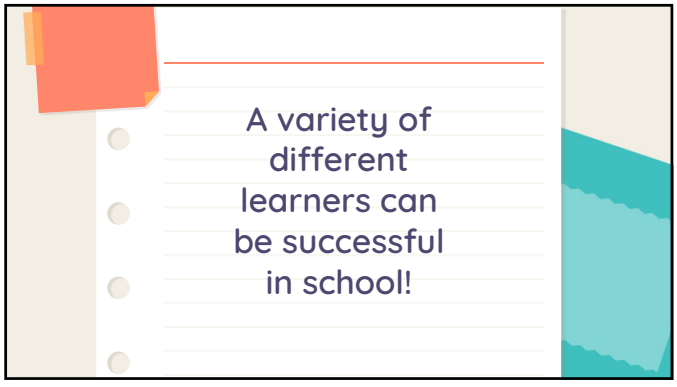
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Develop opportunities for small-group instruction a few times a day where there are many opportunities for active engagement
Implement reinforcement systems surrounding group time (rewarding responding in a group, remaining seated, raising their hand)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

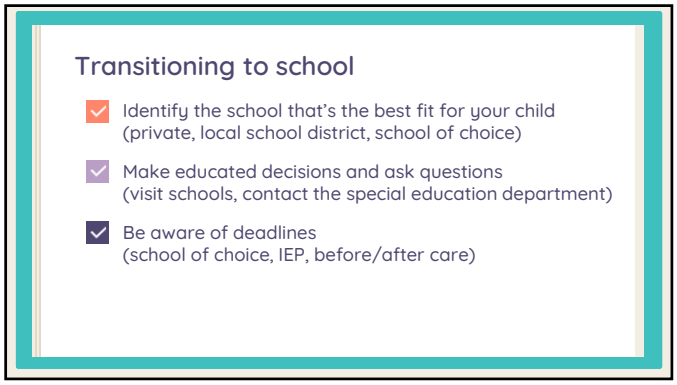
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Have a behavior reduction plan put in place to target a decrease in physical behavior toward others, self-injury, tantrums or any behavior that prevents the child from participating in group-based learning activities
Consider asking BCBA to do an FBA if needed

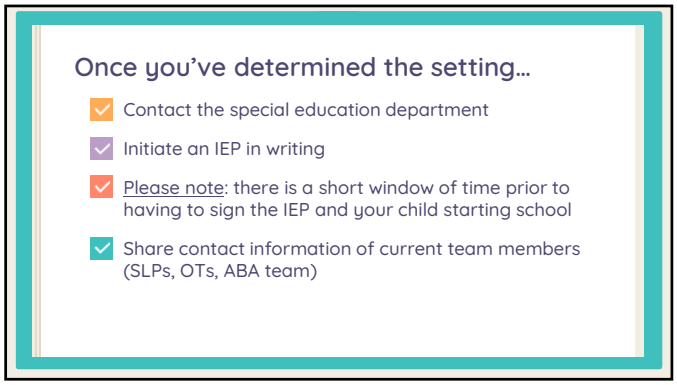
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A variety of different learners can be successful in school!

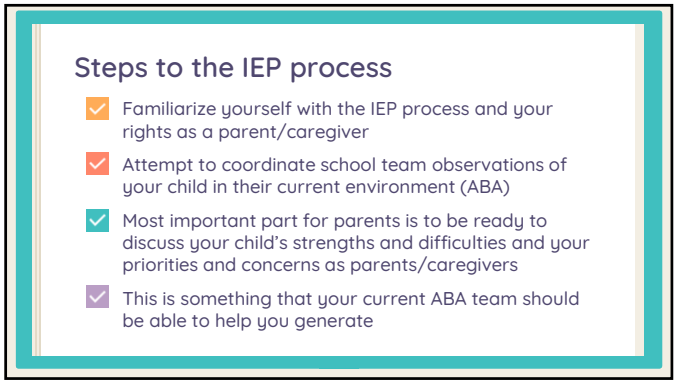
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Transitioning to school
Identify the school that's the best fit for your child (private, local school district, school of choice)
Make educated decisions and ask questions (visit schools, contact the special education department)
Be aware of deadlines (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/caregiver
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 parents/caregivers
This is something that your current ABA team should be able to help you generate

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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 (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 amount 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.

30

- 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
Visit our website for direct links to resources
• Session handout
• Development & milestones for pre-k children
• Preschool skills checklist
• Kindergarten readiness tips from teachers
• Kindergarten readiness checklist
• Pre-K transition planning
• Guide to IEP
• IEP planning form
• Michigan Alliance for Families

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Thank you for your time!
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