

Strategies for Training and Managing Support Staff: Tools for the Supervisor/Trainer

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Objectives

- Identify the changing roles in the classroom
- Identify elements of comprehensive management
- Describe job description and measureable objectives
- Identify elements of training protocol
- Identify procedures to increase motivation and identify reinforcers
- Describe on-going supervision
- Describe comprehensive evaluation and feedback
- Describe zone model of classroom management

Poll?????

Roles in the Classroom

- Why is this important?

- Role of Special Education Teacher
 - Then
 - Now

- Role of Support Staff
 - Then
 - Now

Teacher as Supervisor

- Responsibilities

- Elements of Effective Supervision

- Challenges

Components of Comprehensive System of Management

- Why?

- Who is involved?
 - Administrative support

- Major Components
 - Job Descriptions and Setting Specific Objectives
 - Training
 - Motivation
 - On-going Supervision
 - Evaluation and Feedback

Job Description and Setting Objectives

- Why?
- Components of Job Descriptions
- Strategies for Observable and Measureable Objectives
 - Clear Definitions
 - Task Analysis
- Creating Levels System

Training

- Why?
- Challenges
- What?
 - Training Protocol
 - Information Specific to Disability
 - Evidence Based Practice
 - Data Collection
 - Behavior Management

Training

- Professionalism
 - Why?
 - Elements to Include
 - Classroom Expectations
 - Professional Behavior
 - Interacting with Co-workers
 - Interacting with Students
 - Interacting with and Relaying Information to Parents
 - District Expectations
 - Professional Feedback Model

Training

- How is Training Delivered
 - Didactic Training
 - Enhancing didactic training
 - Skills Training
 - Description
 - Demonstration
 - Observation
 - Feedback
 - Giving Feedback
 - Web and E-learning Resources

Motivation

- Definition

- Why is it important?
 - Characteristic of job

- Challenges

Motivation

- Strategies
 - Environmental Arrangement
 - “non-contingent” consequences
 - Minimizing garbage
 - Choice
 - Goal setting
 - Professional objectives
 - Tied to evaluation

Motivation

- Reinforcement
 - Definition
 - Challenges
 - Consistent positive feedback
 - Preference assessment methods
 - Open-ended questions Rank order

Motivation

Possible Reinforcers

- Money
- Lottery Tickets
- Gift Cards
- Leave Time
- Preferred Parking
- Professional Development
- Formal and Information Recognition
- Lottery System
- Additional Privileges

Evaluation and On-Going Supervision

- Why?

- Elements of Evaluation

- Challenges

Evaluation and On-Going Supervision

- Methods of Direct Observation
 - Task Analysis
 - Checklists
 - Interval Recording
 - Permanent Product

Evaluation and On-Going Supervision

- Feedback Models
 - Methods of delivery
 - Advantages/Disadvantages
 - Combining with other procedures
 - Additional Elements
 - Providing description
 - Immediacy
 - Consistent and on-going
 - Ratio of positive vs. corrective

Use of Classroom Zones to Facilitate Staff Training and Use of Limited Resources

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Issues Special Education Teachers are facing . . .

- Need:
 - to use evidence based practice in special education
- Problem:
 - Barriers existing:
 - Time to train staff to implement practices
 - Varying levels of education and experience of staff
 - How to guarantee staff are implementing what you asked them to
 - Giving staff feedback and motivating them

Use of classroom zones to help organize classroom and train staff

- Use a zone model to help:
 - implement staff training on evidence based practice.
 - Organize classroom
- Provide staff with feedback and reinforcement
 - Use integrity checklists to provide
 - performance feedback
 - goal setting
 - Reinforcement
 - Ensure correct implementation of skills over time

3 Classroom Zones

- Leisure Zone
- Independent Work Zone
- Academic Work Zone

Classroom Set-up

- Can physically set-up room in zones
 - Leisure area
 - Independent Work Area
 - Academic (work with teacher) Area
- Can run room using zones without physical set-up.

How staff are trained for each zone

- Training
 - Began with Didactic Training
 - Small groups or one on one
 - In-Vivo Training
 - Model and provide feedback within the classroom environment
 - Conduct integrity checklists to provide feedback and allow for goal setting.

Leisure Zone

- What occurs here:
 - Students engages in appropriate leisure items
 - Ex. Elementary may play with toys, computer games while middle school may look at magazines, look at age appropriate things on the computer, etc.
- What staff are trained to do with students here:
 - Keep students engaged in age appropriate leisure activities (this is not social skills training)
 - Encourage students to use functional communication to gain access to desired items/activities/etc.
 - Behavior intervention strategies
 - level 1 behavior intervention
 - behavior data collection

Leisure Zone Checklists

- Sample Leisure
 - [Leisure.FCT.Schedules.doc](#)
- Sample Behavior
 - [Level 1 Behavior.doc](#)

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Level 1 Behavior Intervention
FEEDBACK FORM

Staff Name: _____ Date: _____ Reviewer: _____

YES	NO	ITEM
✓		1. Staff is providing student with scheduled breaks.
✓		2. Staff is providing students with reinforcement.
✓		3. Staff is providing students with visuals to use.
✓		4. Staff provides student with choices.
✓		5. Staff is providing minor problem behavior correctly.
✓		6. Staff is redirecting off task behavior without providing undue attention.
✓		7. Staff is physically blocking dangerous and unacceptable behavior without providing undue attention.
✓		8. Staff records data for every 15 minute interval.
✓		9. Staff told student (in student's language) what to do.
✓		10. If student compliant once told what to do, then staff reinforced student.
✓		11. If student was not compliant once told what to do, the staff then showed the student what to do.
✓		12. If student compliant once shown what to do, then staff reinforced student.
✓		13. If student was not compliant once shown what to do, the staff then physically guided the student to do.
✓		14. If excessive language was used in the procedure (such as, repeatedly telling the student what to do, trying to cause the student voluntary compliance, etc.).
✓		15. If compliance was reinforced after compliance was gained at the individual student's expected level.

Personnel Count: _____
 Signature: *Allyne Schmitts, don't give undue attention.*

Is goal being met? Yes No

Feedback: *Feedback to response instead of physical aids*
Feedback that is not about the student's behavior
Feedback that is not about the student's behavior
About the having Tyler request button

SIGNATURES:
 Monitor: _____ Trainer: _____

Independent Work Zone

- What happens in this zone?
 - Students are expected to work independently following a schedule (task analysis).
- What staff are trained to do in this zone
 - Teach students to follow independent work schedules using Task Analysis
 - Take data on task analysis

Independent Work Checklist

- [Reinforcement & Task Analysis.doc](#)

Academic Work Zone

- What students are expected to do here
 - Work on IEP goals with the teacher or a trained paraprofessional
- What paraprofessionals are expected to do
 - Work on IEP goals with student in format designed by teacher, ex. Discrete Trial Teaching
 - Take data on the goals

Academic Work Zone Checklist

- [DTT.Maint.Gen..doc](#)

Checklists

- How to use checklists
 - Start by using to train
 1. Model skill for staff
 2. Have them implement
 3. Give feedback using checklist
 4. Have them set a goal using checklist
 5. Give a percentage on steps completed correctly
- Continue this until staff maintain 90% or above for 3 consecutive in-vivo training sessions

Checklist Use Continued

- Then use checklists to ensure staff are maintaining skills
 - Conduct checklists routinely on them
 - EX: 3 more consecutive times 90% or above, then monthly, then quarterly

Reinforcement

- You can then use the checklists to reinforce staff:
 - EX: Ticket lottery system:
 - 100% = 3 tickets
 - 90% = 1 ticket
- Advance to the next training level if maintain skills in one zone area.

What happens if staff don't get high percentages?

- **Booster Sessions**
 - If a staff member consistently fell below 60% on an integrity checklist whether in training or maintenance then booster didactic and in vivo training sessions occurred
 - With checklists implemented that both you and the staff member sign you also have data collected on your staff's performance

Questions?

Thank You.

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