



# Design a **System of Scaffolded Supports**

*Supporting Students with Significant  
Learning and Behavior Needs*

# Overview of Key Components



- Behavior analysis offers school teams tools to address skill acquisition and behavior management aligned with explicit instruction and using positive, least restrictive measures (Heward, Heron, Neef, Peterson, Sainato, Cartledge, Gardner III, Peterson, Hersh & Dardig, 2005 & Vargas, 2009)

# Optimizing instructional time



- Increasing allocation of instructional time and targeting skills at the student's instructional level optimizes instruction (Archer and Hughes, 2011)



# Instructional variables and managing problems behaviors



- Several summaries identify the effectiveness of autism interventions derived from applied behavior analysis to establish, increase, maintain and generalize skills as well as to manage problem behavior. (NAC, National Standards Report 1 and, 2009 & 2015; Maine Departments of Health and Human Services, Education, Children’s Services Evidence-based Practice Advisory Committee, 2009; Missouri Autism Initiative, Missouri Department of Mental Health, 2012 & University of North Carolina, Frank Porter Graham Center, 2018)



# What



- Assessment of students to determine any skills lost, lack of gain of skills due to loss of learning opportunities and/or specific behavioral challenges
- Identify skills to be addressed through explicit instruction.
- Identify when to provide the explicit instruction opportunities
- Implement practices to increase student motivation for responding to learning opportunities
- Engage in continuous progress monitoring to inform necessary instructional adjustments
- Engage families in ways that will allow them to support the learner's education

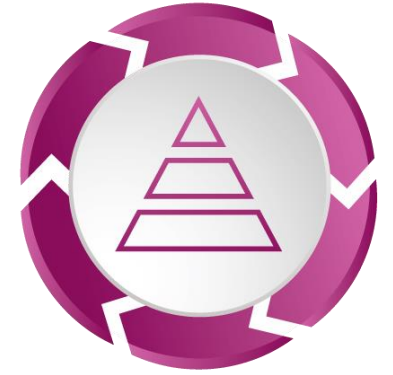
# Why

- As determined by the IEP, with input from caregivers and triangulating results of the students assessment, instruction is provided to address socially significant skills that will lead to meaningful engagement and participation in the least restrictive environment.



# When

- As determined by the IEP, instruction should be delivered to address students' needs.
  - The higher the risk levels, the higher the level of support is needed



# How



- Highly structured schedule (organization of staff times and minimizing downtime for all students)
- Staff training and team meetings
- Active student responses
- Effective use of reinforcers (more reinforcement for new skills and difficult skills)
- Antecedent strategies (proactive rather than reactive)
- Evidence-based instruction (efficient strategies for learner engagement)
- Teaching materials sequenced appropriately and based on student's instructional level.
- Behavior interventions based on function



# Questions to Consider

## Data driven strategies optimizes instruction:

- What data will your school collect and analyze to determine specific supports for students and to prioritize target skills for each student and select interventions designed to establish and/or improve those skills?
- How will your school engage in data based decision-making processes and adjust instruction to meet specific student needs?



# Questions to Consider

## Organizational strategies to optimize instructional opportunities:

- In addition to the current instructional schedule for core content/programs, what other times during and/or outside of the school day might you be able to provide targeted instruction for remediation/accelerated learning opportunities?



# Questions to Consider

## Professional development and training to optimize instruction:

- How will your school ensure professional development, training and technical support opportunities, and resources to support remediation/accelerated learning and meaningful outcomes?



# Questions to Consider

## Teaching strategies and antecedent variables:

- How will your school apply antecedent strategies such as motivation, reinforcement, and effective teaching practices to increase student cooperation and participation in active learning?



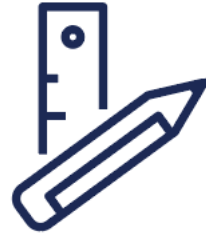
# Questions to Consider

## Building team cooperation:

- How will you engage families and caregivers with meaningful training, communication, and resources to allow them to support their learner's education?



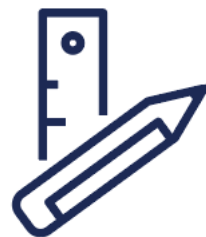
# Resources



[Success over Stress Series](#) This asynchronous offering will provide teams with brief tutorials on a variety of topics to assist teachers and classroom teams in achieving successful outcomes with students. New training videos will be available monthly.

<https://www.pattan.net/Disabilities/Autism> The Pennsylvania Training and Technical Assistance Network (PaTTAN) has many resources on its website to assist LEAs in the implementation of effective practices for students with significant learning and behavioral needs.

# Resources



[National Autism Conference Archives](#) This resource contains years of archived presentations (and handouts) available for immediate use and covers a variety of topics. While the conference has a primary audience of educators for students with autism, it offers a wide range of sessions highlighting evidence-based practices that are applicable to varying learning and behavioral needs.

## [Students with Significant Learning and Behavioral Needs - Articles and Resources](#)

This link includes articles as well as links to video sessions that are organized by topics of:

- Effective Instruction and Behavior Analysis
- Behavior Management
- Social Skills/Social Thinking

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## **Scaffolded Supports: Supporting Students with Significant Learning and Behavior Needs**

Submit your attendance for this session using this Google Form: [tinyurl.com/PDEaccelerate](https://forms.gle/KcwcPxxgT5gXguaKSA)

If you are unable to open the tinyurl link, use: <https://forms.gle/KcwcPxxgT5gXguaKSA> (case sensitive)

You may also access the attendance form by scanning this QR code with your smartphone.

Both links and the QR code direct you to the same form.

**The exit code for this session is: 7 3 4 5 9**

