The Connections Collaboration:

Improving Practice through Intentional Teaching on Early Social Connections

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Today’s Presentation

❖ WHAT?
➢ Our Early Achievements, KKI Connection
➢ Community Collaboration
■ Connections Program
■ TIES program
■ BCPS/TU Immersion and Training Program
➢ Need for Intentional Teaching
➢ What is Intentional Teaching

❖ HOW?
➢ Intentional Teaching and Continued Support Program
■ Lesson Study
■ PLCs
■ Coaching
➢ Strategies to Promote Social Engagement
➢ Building Capacity for Families
Our Premises

1. Presumption of competence
2. Relationships Matter—especially a strong partnership with families
3. Joy and Wonder are important components to teaching
4. Use of Evidence-based Practices are necessary to be an effective teacher
5. Individual targets, especially social need to be intentionally planned
6. Positive Behavior Supports—not compliance, but competence
7. Having a growth mindset makes you a better teacher
8. Social connections lead to a happy and content life---this is our ultimate goal, all strategies, plans should be building towards this important goal
9. Begin with the End in mind
10. Do What you LOVE What you do!!!
**Foundational Work**

Randomized Clinical Trial of Early Achievements Program

(Landa, Holman, O’Neil, & Stuart, 2011)

1. Importance of targeting early social communication development

2. If it is not **INTENTIONALLY PLANNED** into the lesson, it does not happen at the frequency necessary for skill acquisition and positive impact on development
COMMUNITY COLLABORATION

Infants & Toddlers-Connections Program

Department of Special Education
CONNECTIONS GROUP-BCPS Infants & Toddlers

- Group for children receiving Part C (Infants and Toddlers) services who are between the ages of 20 and 36 months
- Focus is on building social connections and communication
- Three days a week for 90 minutes
- Located in community-based settings - churches, community centers, school annex
CONNECTIONS GROUP-BCPS Infants & Toddlers

- Activity areas include:
  - TEACCH-Structured Teaching (Table Time/Independent Work)
  - Arrival Play & Sensory
  - Circle/Hello
  - Sensory Motor Social Affect
  - Play
  - One- to One Teaching
  - Book
  - Art
  - Snack
  - Music/Parent Interaction
CONNECTIONS GROUP-BCPS Infants & Toddlers

- Evidence-based procedures used:
  - TEACCH: Structured Teaching
  - Pivotal Response Training (PRT)
  - Discrete Trial Training (DTT)
  - Errorless Learning
  - Incidental Teaching
Curricular focus:
- Theme-based learning
- Developmentally appropriate practice
- Social engagement
- Interpersonal Synchrony:
  - Shared positive affect
  - Socially engaged imitation
  - Joint attention
  - Parent engagement
CONNECTIONS-TIES Parent Empowerment Program

Training

Facilitated Information and Resources:
○ Communication
○ Social engagement
○ Playing with your child
○ Community resources
○ Positive behavior supports

Information

○ Parental Rights
○ Transition process
○ Golden Nuggets
○ Family coping and well-being
Dear Connections Families,

We would like to provide you with an early holiday gift of a KFFN or "Kid Free Friday Night".

**KFFN KID FREE FRIDAY NIGHT**

**WHEN:** Friday November 30, 2018 from 5:00-8:00 p.m.

**WHERE:** Drop off and pick up in the Connections Classroom

**WHO:** Your children will be watched and engaged by Towson University special education students and supervised by Dr. Kay Holman and Mrs. Lizzie Radebaugh, faculty from the Department of Special Education

**WHY:** Because you deserve a night out—to connect, to rest, to go out to eat, to shop, to do whatever you need to do knowing your child will be in good hands and having a good time.

Please RSVP by 11/26/18 to Dr. Kay Holman at kholman@towson.edu (please put KFFN in subject line) or call or text 410-375-3968.
BCPS-TU Immersion & Training Classroom
Connections Caregivers & TU Students Service Learning
### Intentional Teaching Self-Reflection

<table>
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<tr>
<th>Intentional Teaching Component</th>
<th>Related Components</th>
<th>Identified Area of Focus</th>
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| Functional Communication System | - System is available and used across settings  
- System is consistently used  
- System is regularly evaluated and modified as needed | Area in which I think I could use some additional support | Area in which I feel I am implementing consistently well | Area I feel like I have a strength in and could coach someone |
| Assessment | - Baseline data is taken to inform individual targets  
- Preference assessments utilized | |
| Specific Targets | - Individualized targets based on baseline data  
- Identification of specific targets related to important early childhood developmental domains (specifically, social communication and interactions amongst peers)  
- New targets should be interspersed with mastered skills to promote success and build motivation | |
| Intentional, Planned and Multiple Opportunities to Respond (OTR) | - Multiple and planned and repeated OTR throughout day  
- Planned opportunities to target social communication skills between children  
- Opportunities are embedded within all teaching activities and repeat exposure to vocabulary and specific skills | | |
INTENTIONAL TEACHING COMPONENTS

Components #1-#3:
- Assessment-Baseline Data
- Individualized Targets
- Functional Communication System

Components #4-#7:
- Multiple OTR
- Evidence-Based Practices
  - ABA
  - Prompting
  - reinforcement

Components #8-#10:
- Data Collection
- Data Review
- Communication
Crosswalk of DEC Recommended Practices and the Intentional Teaching-INSTRUCTION

INS1 Practitioners, with the family, identify each child’s strengths and interests to engage the child in active learning. #1 Assessment; #7 Reinforcement

INS2 Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected and engaged and that promote learning in natural and inclusive environments. #1 Assessment; #3 Specific, Individual Targets

INS3 Practitioners gather and use data to inform decisions about individualized instruction. #8 Data Collection; #9 Data Review; #10 Data-based Decision Making and Effective Communication

INS4 Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate and learn within and across activities and routines. #2 Functional Communication System; #6 Prompting

INS5 Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities. #4 Intentional, Planned and Multiple

INS6 Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning. #5 Evidence-based Practices (EBP); #6 Prompting; #7 Reinforcement

INS7 Practitioners use explicit feedback and consequences to increase child engagement, play and skills. #7 Reinforcement

INS10 Practitioners implement the frequency, intensity, and duration of instruction needed to address the child’s phase and pace of learning or the level of support needed by the family to achieve the child’s outcomes or goals. #4 Intentional, Planned and Multiple OTR; #6 Prompting; #8 Data Collection; #9 Data Review; #10 Data-based Decision Making

INS13 Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions. ITCSP-Intentional Teaching and Continuing Support Program
Effective Professional Development
(Center for Public Education, 2013)

- Duration must be significant and ongoing
- Based on the strengths and weaknesses of current practice
- Support for teacher during the implementation stage that addresses the specific challenges of changing classroom practice
- Initial exposure to a concept should be active to help them make sense of a new practice
- Modeling is an effective way to introduce a new concept
- Content should be grounded in the age and population with whom they work
The Intentional Teaching and Continued Support Program (ITCSP)

(Holman, Sol liday & Walton, 2017)
Lesson Study Learning Cycle:

- Model
- Intentional Planning
- Role Play
- Implementation-Observation
- Guided Video Reflection, Lesson Revision
Topics Covered Included:

- Functional Communication & Functional Communication Systems
- Evidence-Based Practices
  - Pivotal Response Training
  - PECS
  - TEACCH
  - Discrete Trial Teaching
- Strategies build social connections and engagement
- Individual Goal Setting and Action Planning
Picture Exchange Communication-EBP

- PLC
  - Information/knowledge, model and practice
- In class coaching
- Fidelity video reviews
Primary Strategies for Building Social Engagement

1. Follow their lead
2. Use their interests, passions
3. Objects are the vehicle to social engagement
4. Be Unexpected!
5. Incorporate music and physical/gross motor activities--->sensory motor affect
6. Intentionally model facial expressions and shared positive affect
7. Explicitly incorporate opportunities for joint attention
8. Provide repeated opportunities to participate in socially engaged imitation
9. Create motivating activities that naturally facilitate reciprocal interactions
10. Be JOYFUL, bring the FUN!!!
Objects are our Vehicles to Social Engagement

1. Watch what they do (observe)
2. Do what they do, Imitate their actions on objects
3. Use an exaggerated pause, wait and look at them-Use expectant look
4. Once they notice you, Expand
DEC Recommended Practices-Interaction #2:

Practitioners promote the child’s social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.
DEC Recommended Practices-Interaction #3:

Practitioners promote the child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child’s requests, needs, preferences, or interests.
DEC Recommended Practices-Interaction #4:

Practitioners promote the child’s cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.
DEC Recommended Practices-Social Connections Strategies
-Capacity-Building for Caregivers

- Monthly facilitated observations of their child within the Connections group
- In home service delivery based on child and family IFSP Outcomes
DEC Recommended Practices-Social Connections - Building Capacity for Caregivers

- Model use of strategies for caregivers at the end of group
- TIES Information sessions:
  - how to engage your child in play
  - how to connect socially during routines at home
THANK YOU FOR CONNECTING WITH US!

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