Guidelines for Considering ABA-based Methodology of Instruction (DTI, NDBI, etc.)

Eligibility for ABA:

Recommendation for DTI or NDBI should be based on the severity of the student's delays. SIGNIFICANT delays in cognitive, social/emotional, communication, and/or adaptive development must be so prevalent that the child is <u>unable to benefit</u> in the educational setting and <u>is not demonstrating progress</u> in a less restrictive environment utilizing less restrictive methods of instruction and interventions. This instructional method is typically associated with students who are eligible under autism.

Process:

1. After working extensively with the child's educational team, the case manager will contact the program coordinator to share information and data regarding the student's participation and progress within the educational environment. The case manager will provide documented evidence of methodologies and interventions utilized with the student and the corresponding results.

2. After careful review of the student's data, the program coordinator will initiate an observation of the student for a minimum of one hour. The observation will be completed by the behavioral support teacher, school psychologist, or program coordinator.In rare instances and when there are special circumstances, the program coordinator may waive the need for an observation of the student. However, there must be enough data regarding the student's abilities and progress (or lack of progress) to support the need to waive the observation.

   <u>Observation of the student will include a report that considers the following</u>;

   a) Summary of the student's characteristics and eligibility information (psychological report includes significant developmental delays to be addressed).

   b) Summary of the child's demonstrated lack of progress given a variety of instructional methodologies including but not exclusive of;small group, incremental rehearsal, visual schedules, social stories, PECS, one-on-one individualized instruction, sensory integration, etc. Use of these methods must be supported with documentation and data.

   c) Summary of behavioral observations lasting a minimum of one hour that includes frequency, rate, accuracy, duration, and latency data.

   d) Documentation showing that the child has not made adequate progress on IEP goals for at least one year (IEP progress reports).

   e) Evidence of the child responding to prompting and reinforcement.

3. The case manager will communicate with the parent, informing the parents of the student's progress and explain the need to consider the need for utilizing the DTI.

4. An IEP meeting will be convened to discuss the student's current progress, data collected, and the observation information.

   a. The team will decide if ABA-based instruction is necessary and document the minutes on the educational services and placement page. Select "other" and use the label "ABA-Based Instruction (DTI, NDBI)"

   b. The team will discuss and mark the appropriate placement.

   c. The team will document any accommodations and supports that need to be provided to school staff and to parents.All strategies and accommodations must be related to the implementation of the students identified goals and objectives.

   d. The discussion will be reflected in the additional notes page and on the autism considerations form.

5. All observation reports and data collected will be uploaded into powerIEP and will be placed in the student's temporary file.

Documentation, Implementation, and Monitoring:
1. As research suggests, DTI should be implemented for a minimum of 30 minutes per day (150 minutes per week) to be effective. The 30 minutes per day may be delivered in one session or smaller segments of time throughout each day as tolerated by the student. Information regarding programs/trials will be communicated with parents/guardians, as the effectiveness of instruction increases when the student is exposed to additional practice in the home setting.
2. If formal, intense, one-on-one DTI sessions are indicated, set up, support and continuous monitoring will occur in the following manner:
   a. Any staff implementing DTI must be provided training (minimal of 2 hours) prior to providing DTI to students. Yearly refresher trainings and/or observations and consultation should occur to maintain implementation integrity.
   b. Initially, consultative support/monitoring of student and staff should occur minimally every 2 weeks via; observation, direct dialogue, phone conversation, email, video-recorded sessions.
   c. As staff become proficient in delivering Instruction, the consultative support/monitoring will decrease. The implementer will then request consultation as needed.
3. Monitoring of students receiving DTI or NDBI will continue on an individual student basis and in consultation with the program coordinator. The BCBA will conduct fidelity checks of implementation annually.

Related Service Providers as Implementers:
1. Implementing DTI/NDBI services is the responsibility of the special education teacher.
2. If a related service provider recommends (based on data) that a student would benefit from therapy delivered in an ABA-based format, the provider will communicate the number of minutes that will be provided to the case manager. Within embrace IEP, the therapist will complete the related services to be provided noting how the services will be provided; direct, indirect, consultation, ABA-based Instruction, etc..
3. All staff implementing must be provided training (minimal of 2 hours) prior to providing DTI to students. Yearly refresher trainings and/or observations and consultation should occur to maintain implementation integrity.
4. Initially, consultative support/monitoring of student and staff should occur minimally every 2 weeks via; observation, direct dialogue, phone conversation, email, video-recorded sessions.
5. As staff becomes proficient in delivering instruction, the consultative support/monitoring will decrease. The implementer will then request consultation as needed.

Discontinuing ABA-based Instructional Services:
1. Intense, formal, one-on-one ABA-based sessions will be discontinued under the following are circumstances;
   a. As determined through the IEP process/meeting and in reviewing data regarding the student's performance;
      i. The student demonstrates progress in cognitive, social/emotional, communication, and/or adaptive development,
      ii. The student can generalize these skills from the one-on-one setting back into the classroom setting, and

   iii. The student is able to learn and benefit from small or large group instruction within a less restrictive environment
  b. As determined through the IEP process/meeting and in reviewing data regarding the student's performance;
   i. The student is no longer demonstrating progress while participating in DTI/NDBI instruction,
   ii. The student is unable to generalize skills into the educational setting in the least restrictive environment, and
   iii. The IEP team determined that these forms of instruction are no longer an effective way of instructing the student.

2. An IEP meeting will be convened to discuss the student's current progress, data collected, and observation information. During the IEP meeting, the team will decide if ABA-Based Instruction is necessary. If it is no longer necessary, the following will be documented in the student's IEP;
   a. The case manager will remove ABA-based Instruction from the educational services and placement page.
   b. The team discussion will be documented in the additional notes section. The team will review the autism considerations form.
   c. The team will document any supports that are needed to be provided to the school staff and to the parents.
   d. All observation reports and data collected will be uploaded into powerIEP and well as placed within the student's temporary file.
   e. The case manager will mark "other" and type in "Student was dismissed from ABA-Based Instruction" on the Notification of Conference Recommendations Form.