

School Accountability Report Card Children's Workshop 2010-2011

I. General Information

Contact Information

School Name: Children's Workshop

School Director: Hillary Whiteside, M.S., BCBA

Address: 4055 Camino Del Rio South

San Diego, CA 92108

Phone Number: (619) 521-3990

Fax Number: (619) 521-0432

Email: hwhiteside@tiee.org

CDS Code: 37683386987960

School Description

Children's Workshop is one of The Institute for Effective Education's family of schools. Located in San Diego, California, the school building is approximately 13,000 square feet of classroom and activity space situated on 1.5 acres of land, which includes a large, fenced park-like area for student play. Children's Workshop serves approximately 50 young children with severe language, social, and behavior problems associated with autism and other developmental disabilities.

Mission Statement

"The Institute for Effective Education (TIEE) is dedicated to schooling that is unparalleled in scope of curriculum, effectiveness of instruction, and pervasiveness of positive ambience. To achieve this goal, TIEE is committed to using the principles and methods established by behavioral science research of the highest standard in order to educate children, adolescents, and young adults, whose talents span the full spectrum of ability.

TIEE accepts responsibility for a comprehensive curriculum that embraces the full range of potential for its students. It is a curriculum that fosters high

academic achievement, education of character, citizenship, friendship, self-management, and love of learning. The choice of this curriculum underscores TIEE's dual commitment to developing students who not only excel in scholarship, but who also become quality members of the community. In order to implement its curriculum, TIEE resolves to choose teaching materials that have proved successful with real students in real classrooms or to develop its own materials in accordance with well-established behavioral principles. TIEE is committed to the use of teaching methods that have the weight of scientific evidence, including the following practices:

- Frequent positive consequences for desirable student behavior;
- High rates of student responding to instructionally relevant tasks;
- Direct teaching of the skills, knowledge, and procedures that students must know to achieve at high levels; and
- Regular collection and evaluation of student performance data to make timely instructional decisions for individual students.

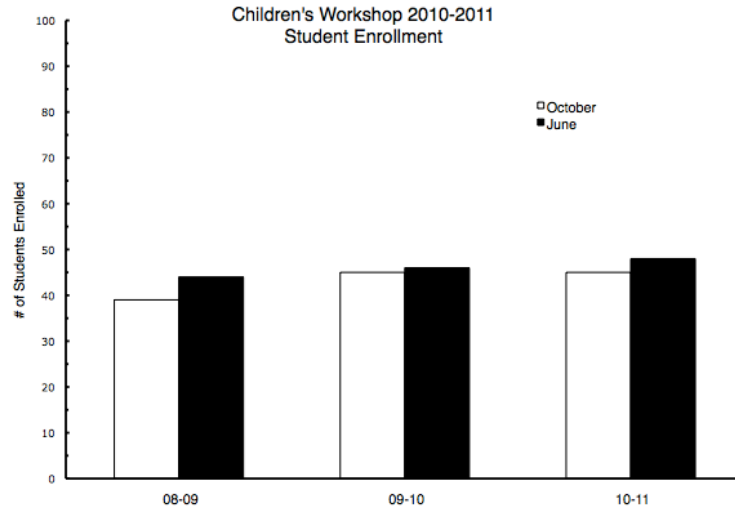
TIEE is devoted to maintaining a positive ambience that characterizes its facilities and the interaction of all individuals associated with the organization, including, most importantly, the interaction between staff members and students. To this end, TIEE is committed to teaching what is expected and to “catching ‘em being good.”

Finally, the dynamic development of TIEE and its schools is fostered by the on-going training of all teaching staff members in those methods and materials that have the weight of scientific evidence. This training is extended to all educators who share our interest as an expression of TIEE's commitment to bring positive, effective schooling to all students, everywhere.”

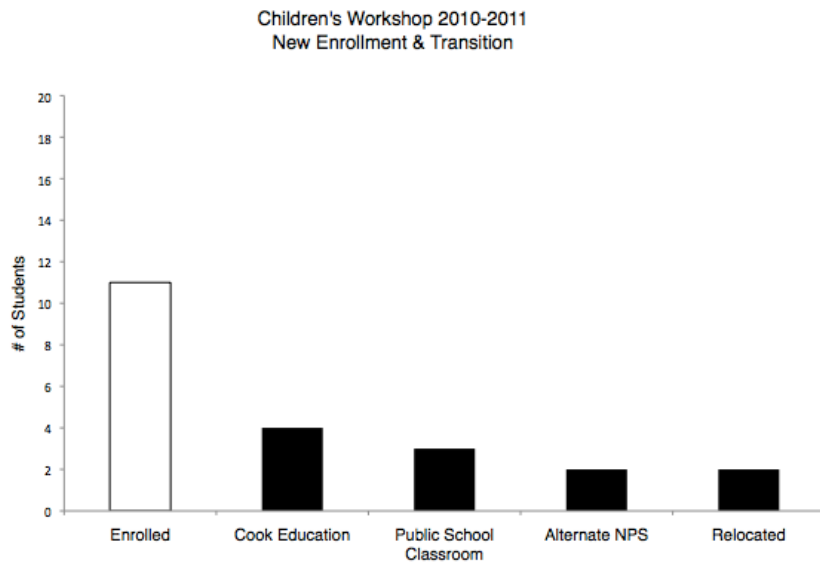
II. Demographic Information

Student Demographics

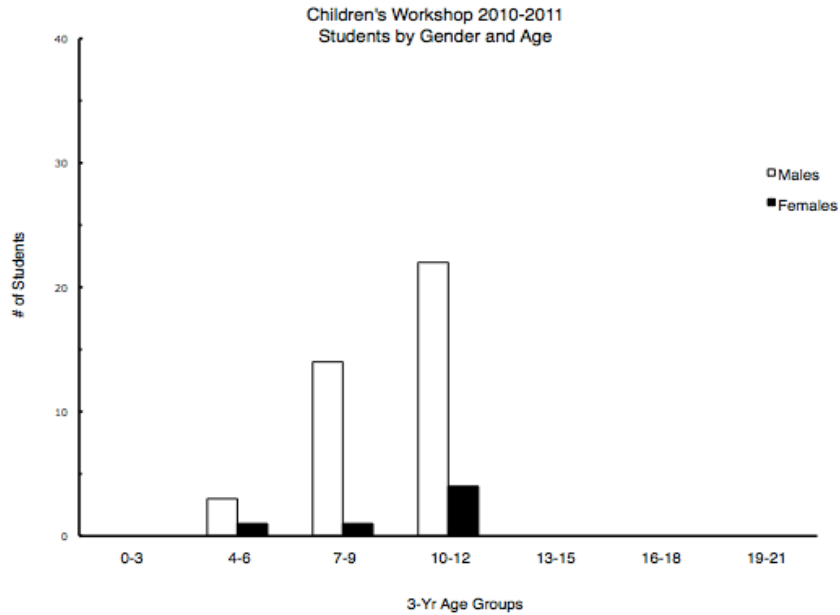
The number of students enrolled ranged between 45 and 48 students during the 2010-2011 school year, as seen in the chart below. The chart also shows that the number of students enrolled in the program has consistently increased over the last 3 school years from 39 students in October of 2008 to 48 students in June of 2011.



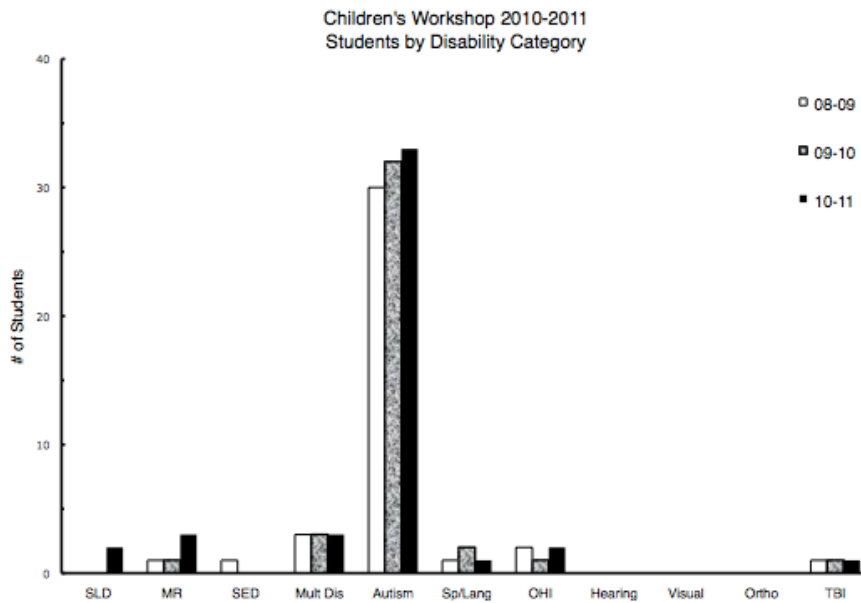
During the 2010-2011 school year, 11 new students were enrolled in the school and 11 students transitioned out of the school. Three students acquired the skills to transition back to classrooms on public school campuses, four students graduated to other programs within the Cook Education Center, two students were referred to other non-public schools and two students relocated out of state.



The chart below shows the number of boys and girls enrolled in the program on October 1 as a function of age in three-year categories. The largest amount of students enrolled ranged in age from 10-12yrs. old with the smallest amount of students ranging in age from 4-6. Within this last school year, available services have broadened from Pre-K through 8th grade. Notice that the number of boys greatly exceeds the number of girls in the program, which is approximately a 5:1 ratio.



The next chart shows the number of students enrolled in the program as of October 1 by handicapping condition. Students with Autism as their handicapping condition greatly outnumber students from all other categories



III. School Safety and Climate for Learning

School Safety Plan

TIEE has a comprehensive program of Health, Welfare, and Safety involving written policies and procedures that are updated based on actual TIEE incidents, on insurance carrier requirements, and on information concerning safe practices in schools; initial and on-going training of its staff members; information dissemination to students, parents, and staff members; site visitations by loss-control experts; a pro-active Safety Committee that meets monthly to review safety practices, to identify hazards, and to perform site evaluations; hazard reporting procedures; follow-up of incidents involving harm or potential harm to students and/or staff members; and budgeted funds for the repair or replacement of facilities or equipment that is deemed hazardous. The principal items for which safe practices have been identified in TIEE's Health, Welfare, and Safety policies and procedures are the following: Floors, walkways, play surfaces and their coverings; Stairs and ladders; Tools and equipment; Electrical power, power cords, and outlets; Kitchen appliances and equipment; Broken or malfunctioning tools and equipment; Heavy objects; Chemicals and chemical spills; Hazardous particulates; Cleaning and maintenance; Infestations, infections, and illnesses; Visitors and intruders; Miscellaneous student activities; Miscellaneous personnel activities; Immunizations; Medication administration as school; Severe problem behavior; "Safe response" as emergency intervention for severe problem behavior; Child abuse reporting; Release of students; Off-campus travel; Operating vehicles; Fire safety; Earthquake safety; Sexual harassment; Blood-borne pathogens; and Emergency medical care.

School Programs and Practices That Promote a Positive Learning Environment

TIEE's mission is to provide "positive environments in which all people learn the skills and knowledge essential to success." TIEE's motto is "catch 'em being good," which is embraced by all staff members whose goal is to maintain at least four positive consequences for desirable student behavior for each negative consequence for undesirable student behavior. Typically, TIEE staff members achieve ratios of 20:1 or higher. They are exceptionally positive.

TIEE's practices are consistent with those research-validated methods known as Positive School Support. The main practices include (a) teach students all essential classroom and school procedures; (b) provide positive consequences when students perform according to these expectations; (c) provide immediate corrective feedback for errors; (d) collect data on student performance and use the charted data to alter the program or provide special assistance for students whose behavior continues to require improvement; (e) develop Behavior Intervention Plans based on Functional Analysis Assessments for students whose problem behavior is severe. Finally, the enrollment of students whose behavior is persistently unmanageable or hazardous is terminated. Positive School Support also includes certain practices related to instruction more generally, including placement of students according to their level in a particular

skill area, providing initial instruction that permits students to respond correctly about 80 percent of opportunities, provide high rates of opportunities to respond for all students, correct errors immediately and in the manner most conducive to learning, provide praise and other positive consequences for accurate responding, and use charted student performance data to make instructional decisions. All Positive School Support practices are implemented in all of TIEE's schools and by all staff members. It is TIEE's way of inducing the most disciplined learning for all of its students.

Suspensions and Expulsions

No students were suspended or expelled from Children's Workshop during any of the past three years.

IV. School Facilities

School Facility Conditions – General Information

Health, safety, and welfare of TIEE's students, staff, and visitors is of paramount concern, and have been addressed above. TIEE provides a janitorial/custodial staff to maintain cleanliness and good repair of its facilities and budgets funds adequate to provide for the day-to-day maintenance and the repair or replacement of worn out or broken equipment. Playground equipment at two of TIEE's facilities is less than five years old and is inspected and maintained according to regulations for such equipment.

V. Academic Data

See below under Results

VI. School Completion

The item is not relevant because Children's Workshop serves only young children, who would not be eligible to graduate from school.

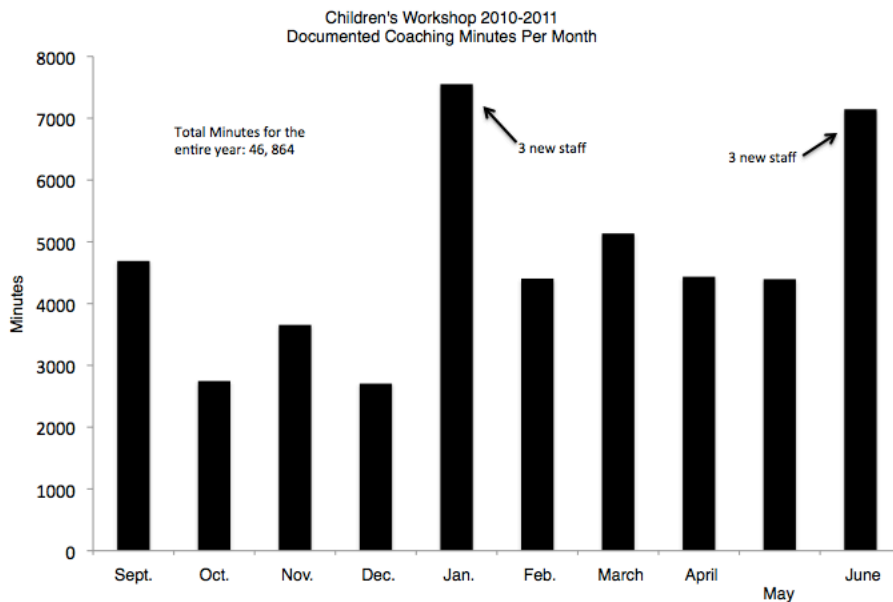
VII. Class Size

Teacher Credentials

Children’s Workshop provides one credentialed teacher for each group of eight students. The school also employs a full-time speech/language therapist and a full-time occupational therapist. Instructional assistants are retained to create a minimum of one staff member for each 1.5 students. The instructional team is coordinated by two Program Coordinators and overseen by the school’s Director, both of whom are credentialed special educators and Board Certified Behavior Analysts.

Teacher Training

TIEE maintains an intensive program of professional and paraprofessional staff training, supervision, and evaluation. All staff members are trained on effective instructional practices, behavior management strategies, research-validated “best” educational practices. Great emphasis is placed on teacher training both inside and outside of the classroom. Research has shown that hands-on-coaching yields the most positive short-term and long-term outcomes on performance as compared to other training modalities (e.g., formal trainings, workshops). The figure below shows the amount of time spent providing both planned and incidental coaching to our staff members. Slightly less than 50,000 coaching minutes were documented across 8 trainers, with the greatest amount being provided in September during the first month of the school year.



The first performance appraisal for our staff members occurs after 30 days of employment and at a minimum of six every six months thereafter for paraprofessionals and every year for professionals.

XIII Curriculum and Instruction

Children's Workshop Curriculum framework

1. Learner Skills

Educational Environment

- Classroom Structure
- Effective Instructional Practices
- Data Based Decision Making

Reinforcer Parameters

- Preferences
- Generalized Reinforcement

Observational Learning

- Awareness of Others
- Imitation Skills
- Visual Discrimination
- Auditory Discrimination

School Skills

- School Procedures
- Attending to Instruction
- Group Participation
- Independent Study Skills

2. General Motor Skills

Gross Motor

- Coordination & Balance
- Fitness, Stamina & Endurance
- Playground Activities

Fine Motor

- Manipulative Skills
- Handwriting
- Computer Skills

3. Verbal Behavior

Listener Repertoire

- Basic Directions
- Complex Directions
- Advanced Discriminations
- Naming

Speaker Repertoire

- Form of Communication
- Quality of Speech
- Echoics
- Mands
- Tacts
- Intraverbal

4. Social Development

Play Skills

- Solitary Play
- Interactive Play
- Symbolic & Sociodramatic Play

Social Skills

- Interest and Response to Others
- Basic Conversation Skills
- Advanced Conversation
- Social Manners
- Helping others

Inappropriate Behaviors**5. Daily Living Skills****Self-Help**

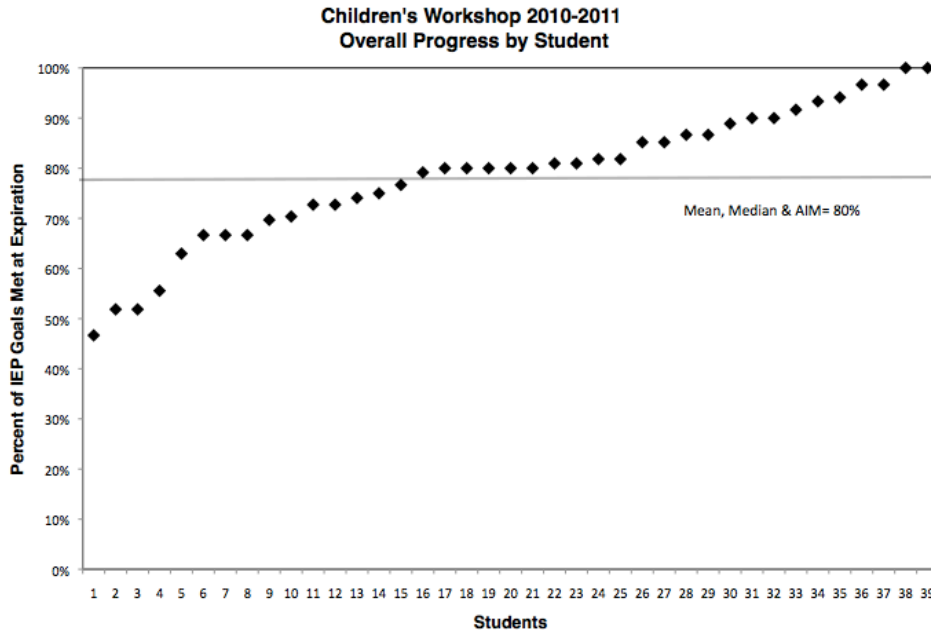
- Toileting
- Grooming
- Dressing
- Eating

Independent Living

- Domestic
- Vocational
- Community Participation

6. Academic Skills**Language Arts****Textual****Spelling****Arithmetic****Science/Social Studies****Instruction**

All students enrolled in Children's Workshop are special education students and their programs are developed annually through the Individualized Education Plan (IEP) process. The tasks that make up a student's school day depend on the resulting IEP goals and objectives, which are aligned with CA State standards and Alternative Standards. The chart below shows the progress made towards meeting those goals and objectives, with each data point representing one student. The mean and the median objectives met by student was 80% with a range of 48-100% objectives met.

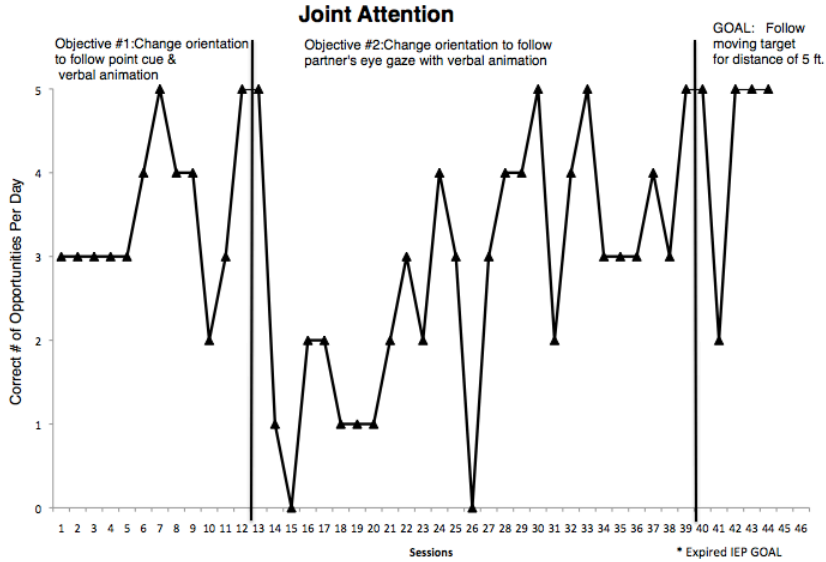


VII. Students and Student Achievement

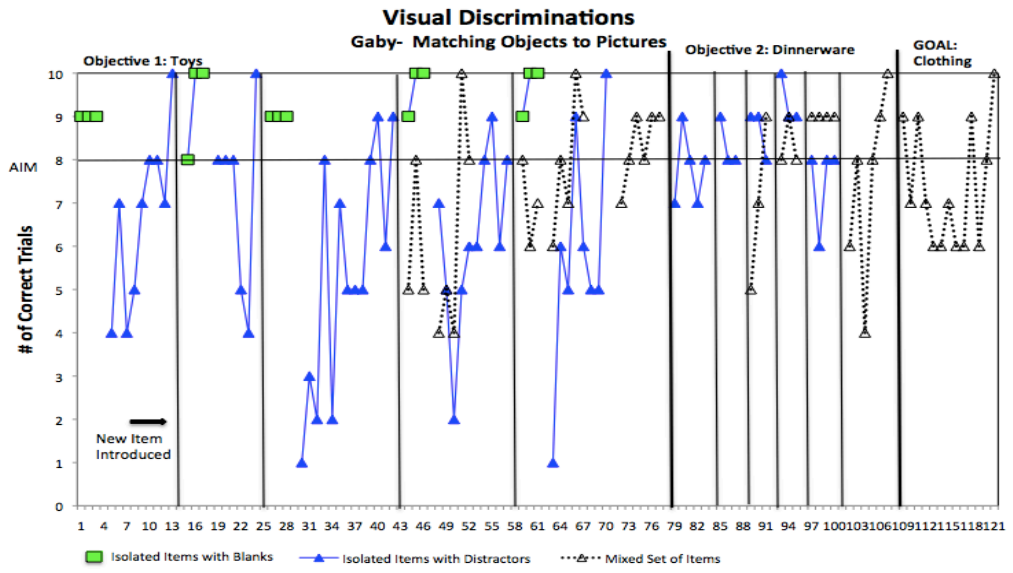
1. Learner Skills

This first section of our curriculum describes of the various environmental and instructional factors that are optimal for each student’s learning as well as identifies effective teaching practices for maximizing skill acquisition. Additionally, this section of our curriculum details the foundational skills that are required for students to benefit from instructional opportunities.

Observational Learning, addresses our student’s awareness of and response to objects, people and events. The chart below represents one student’s progress towards jointly attending to environmental occurrences when signaled by his communication partner. Initially the child was taught to change orientation when given a point prompt along with an exaggerated bid for attention. This point prompt was faded and the distance of the environmental object, person or event was increased. The IEP goal was met and the student now displays joint attention skills, critical for observation and learning.



This next chart shows a student's IEP goal related to matching functional objects to pictures, a pre-requisite to using a picture based communication system. Initially, target items were presented in isolation and demonstration trials were utilized to teach this skill. These prompts were successfully faded and criterion for the first set of materials was achieved after 79 sessions. Of great importance is that the rate of acquisition increased across the subsequent sets of materials and instructional time was reduced to 13-25 sessions.

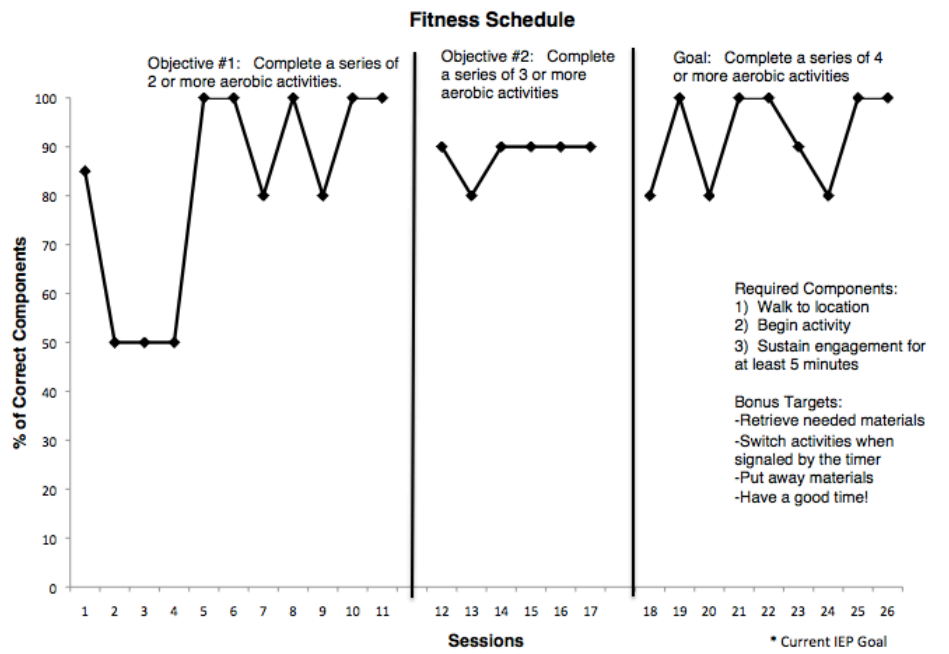


2. Generalized Motor Skills

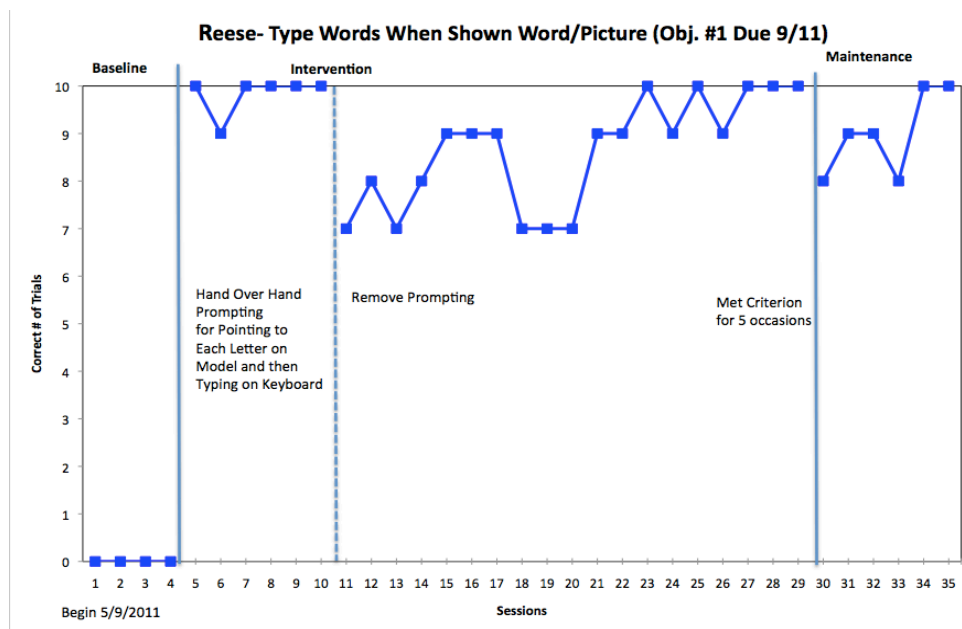
This next section of our addresses both gross and fine motor skills. Within gross motor skills functional mobility, balance and coordination, stamina and endurance, and

playground skills are addressed. Our fine motor curriculum addresses manipulative skills, handwriting, and computer skills.

This first chart below shows one student’s IEP goal to follow a fitness schedule. Without planned activities and direct prompting from adults, this student chose sedentary activities, which impeded his physical fitness. This student was taught to select 4 different activities (e.g., jump rope, walk laps, basketball, ride bikes), plan the order of his schedule, push start on the timer, continue to engage in the activity until the timer signaled and then change activities. He achieved these criteria reaching 100% of components met as stated.



The chart below represents a student’s IEP goal, Objective #1, for typing words. This non-vocal student uses a augmentative device to communicate and the team identified that the next step was to teach him to spell preferred and functional words on the keyboard to add to his tools for communication. At baseline it can be seen that the student was unable to locate letters on the keyboard to match a visual modeling. A hand over hand prompting strategy was utilized to teach the student to pointing to each letter on the model and then select the letter on the keyboard. Those prompts were faded systematically so the student could achieve independence. This chart also shows that these skills were maintained over time.

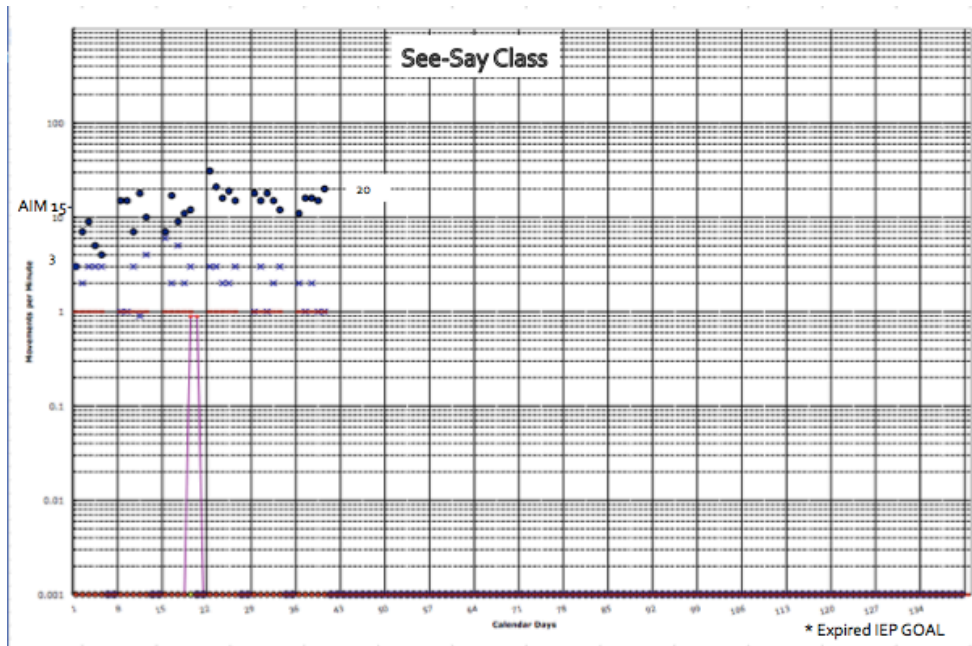
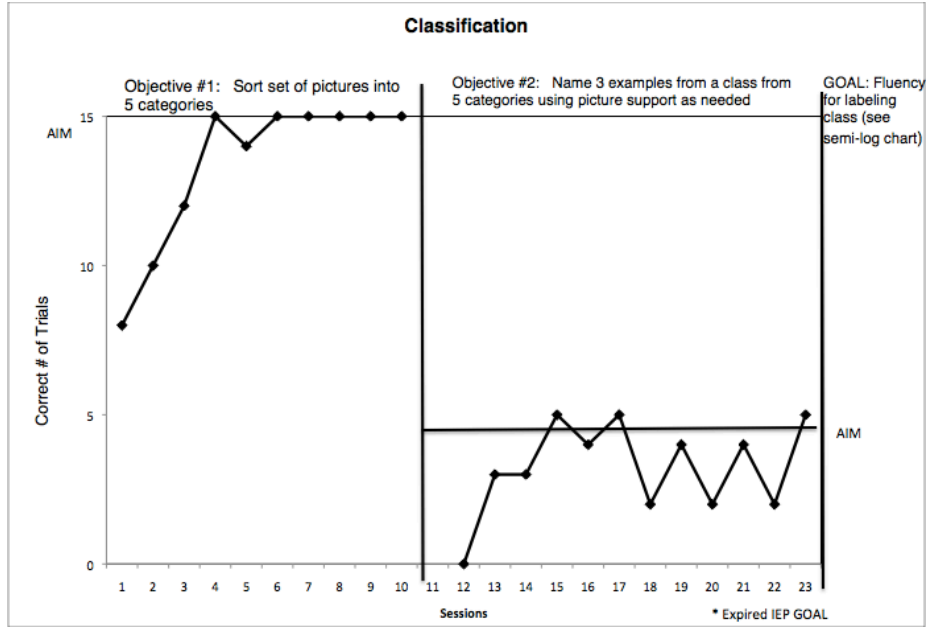


3. Verbal Behavior

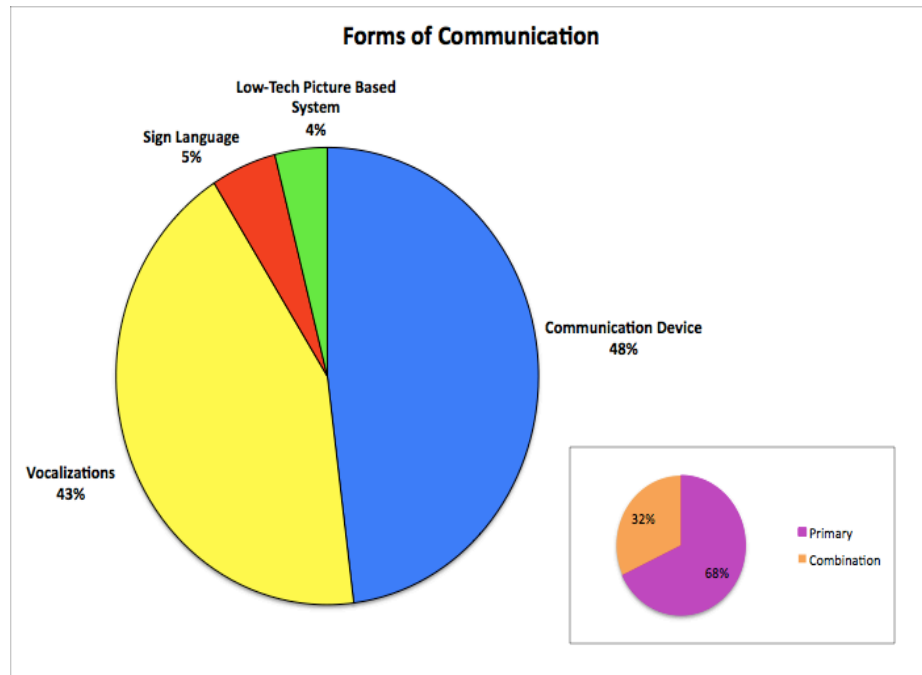
Our curriculum in the area of Verbal Behavior addresses both the listener repertoire (also referred to as receptive language) and the speaker repertoire (also referred to as expressive language).

Within listener repertoire, the curriculum addresses our student's ability to follow basic single step directions (e.g., pick up, give me, come here), advances to include multi-step complex instructions that require more attention to detail (e.g., go to the kitchen, get a paper towel, and help clean up) and extends their attention to auditory information to make conditional discriminations (e.g., find the animal that lives in the jungle, swings from trees, and eats bananas).

The next 2 charts show one student's IEP goal to sort a set of pictures into 3 different categories based on class, name multiple exemplars of a stated class while referring to sorted pictures, and labeling the class of an item when specifically asked "what class does this belong to?". The final goal included a fluency measured to label class at a rate of 15 per minute with 0-1 errors. The student exceeded this goal and reached a high of 31 correct labels per minute with an average of 18 per minute.



Our Verbal Behavior curriculum also includes the speaker repertoire. Various topographies or forms of communication are utilized by our students (e.g., sign language, pictures, communication devices, vocal speech) as seen in the chart below. Augmentative and alternative forms of communication are utilized by 57% of our students. The primary form of alternative communication use by our students is communication devices. This percentage is largely due to technological advances in the last decade.

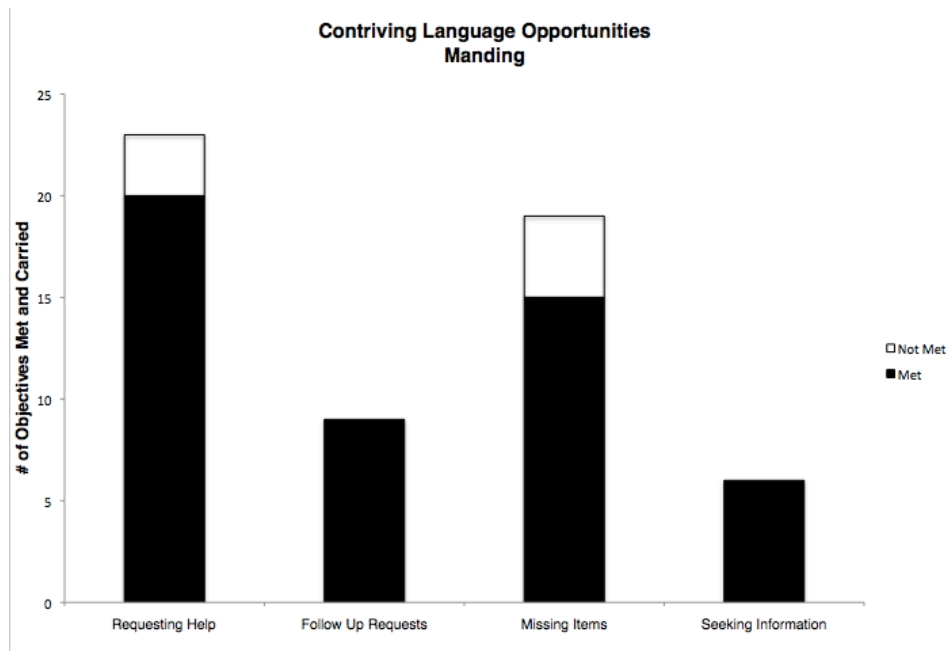


This section of our curriculum extends beyond topography of speaker behavior and emphasizes the various functions of expressive communication. Language in this case is defined by its effect on listeners. Echoics, which involve the vocal imitation of the spoken language of others, is critical to speech development. Other speaker repertoires develop from this pivotal skill. Mands is language under the control of motivating operations and functions to meet the wants and needs of the speaker (also referred to as requests). Tacts are verbal behavior that is under the control of non-verbal stimuli and function to access generalized reinforcement, often in the form of joint attention from the listener. Intraverbal behavior is under the control of the language of others and most often takes the form of reciprocal interactions (e.g., conversation).

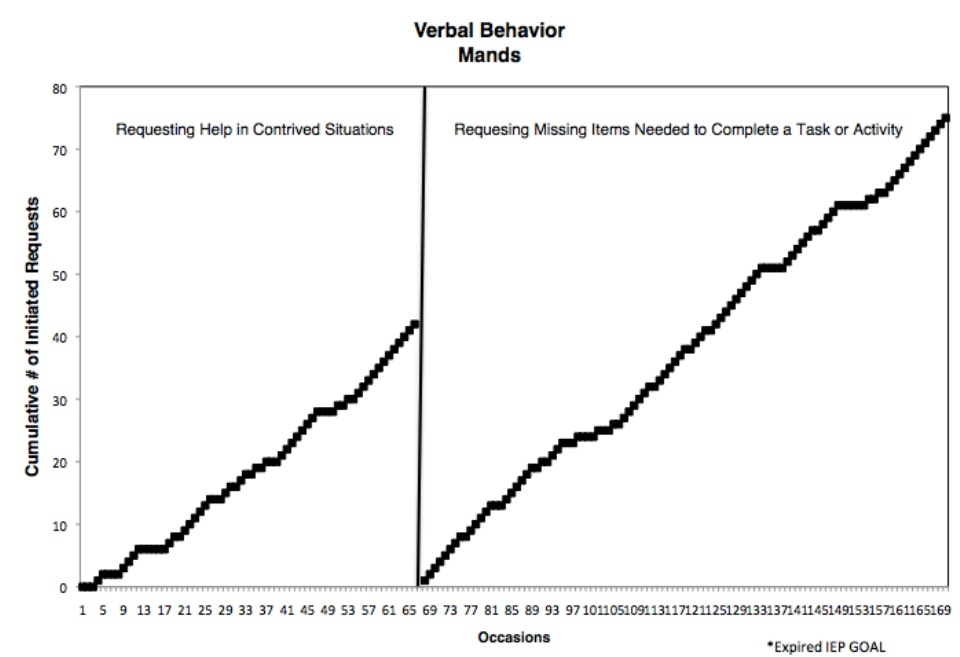
Children’s Workshop is an intensive language based program. We design environments that not only support but evoke language from our students. We provide mass opportunities for using language with regular feedback, we use shaping to enhance language, we expand on the language used by our students to model new information, and we incorporate language into all activities.

In addition to capturing language opportunities, we create these opportunities. Some strategies include limiting access to reinforcers by putting them out of reach but in sight, establishing the need for assistance by presenting a task that necessitates help, setting up

situations where items needed to perform a task or activity are missing, and crafting situations where more information is needed to perform a task or activity. This next chart shows group data for all students that had goals in the area of manding. Students carried goals related to making follow-up requests within a preferred activity, manding for help, missing items and information. As shown by the data, 88% of these goals were achieved.



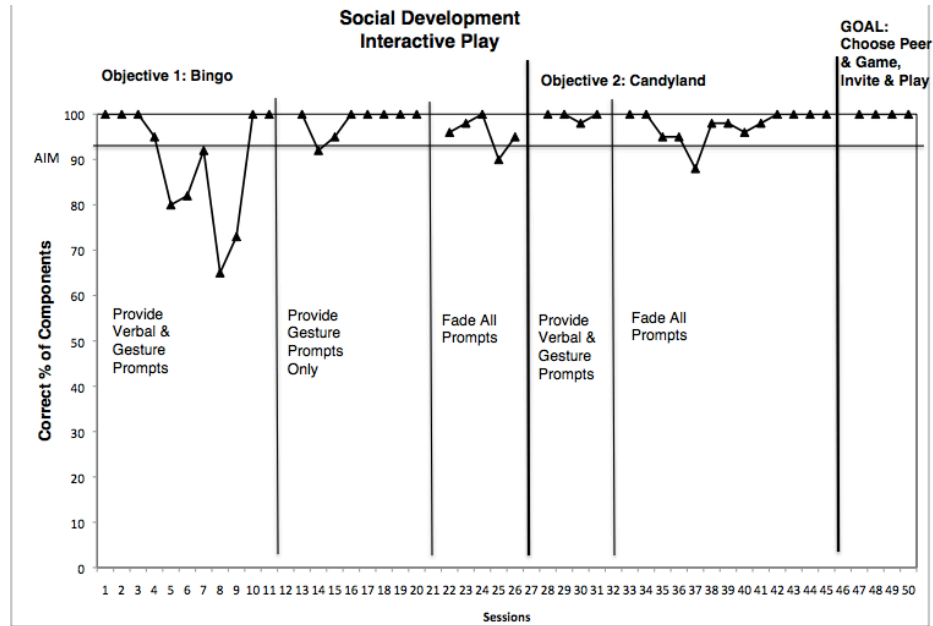
This next chart represents the cumulative number of complex mands initiated by a student during contrived situations. On 42 occasions the student was observed to mand for help and on 75 occasions the student manded for missing items needed to complete both preferred activities and teacher directed tasks.



4. Social Development

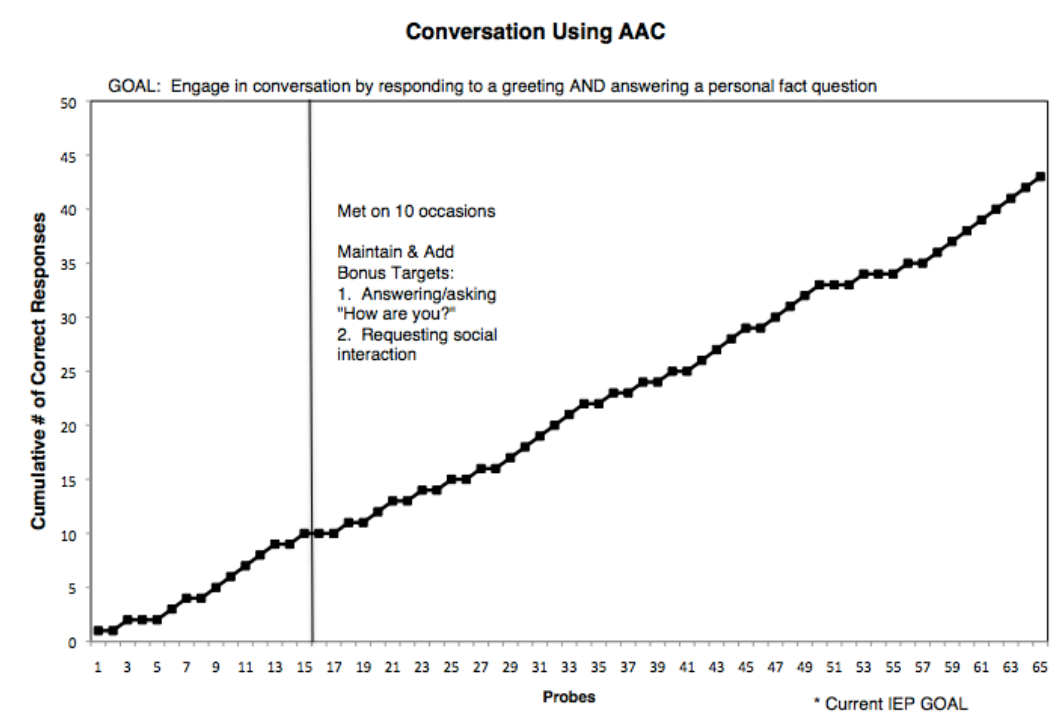
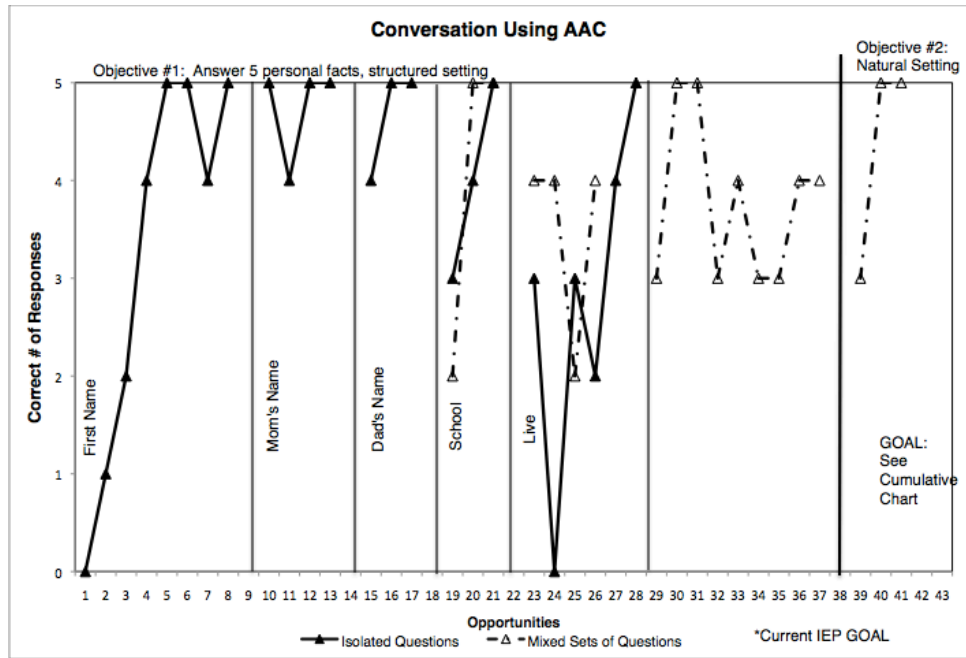
This Social Development section of our curriculum comprises a wide array of skills. In this area Play Skills, Social Skills and Inappropriate Behaviors are addressed.

Within Play Skills we attend to the array of solitary leisure skills, the appropriateness of play and the ability to play independently without the need for adult intervention. We also focus on the skills required for interactive play. Students are specifically taught to respond to play requests from others, initiate play, take turns reciprocally, wait appropriately between turns, make game related comments, and follow the rules of the game. The chart below shows the data for a student's IEP goal in this area. He acquired the skills to play 2 different table top games. Initially both verbal and gesture prompts were utilized and then systematically faded. Ultimately, this student met the goal to select a peer and a game when given a set of choices and initiate inviting a peer to play.

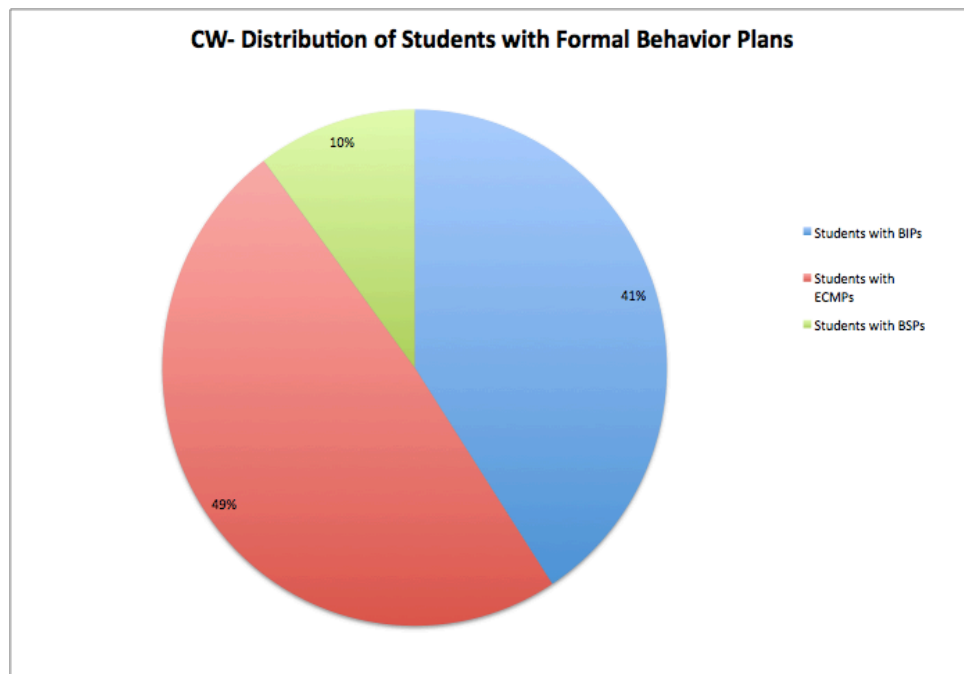


Within Social Skills we concentrate on interest and response to others, basic and advanced conversation skills and pragmatics, social manners and response to the needs of others for offering help.

This next 2 charts shows the data for a student’s IEP goal in the area of conversation. The student was first taught to respond to a series of personal fact questions using his augmentative communication device within a structured setting. He then generalized this skill to natural settings when asked by a variety of people. The subsequent chart represents the goal to engage in a conversation which involves responding to a greeting and answering a personal fact question. The student exceeded this goal and also responded to “how are you?” and followed it up by requesting a social interaction from the communication partner (e.g., “Can I have a hug/high five?”).



Many of our students require behavioral interventions to address Inappropriate Behaviors impeding learning, compromising their likeability, and deterring the development of pro-social relationships. This next chart represents the percentage of students at Children's Workshop who currently have Behavior Intervention Plans, Escalation Cycle Management Plans, Behavior Support Plans, and those students that do not require any behavior interventions. As shown, currently all of our students have a plan in place to address behavior issues.

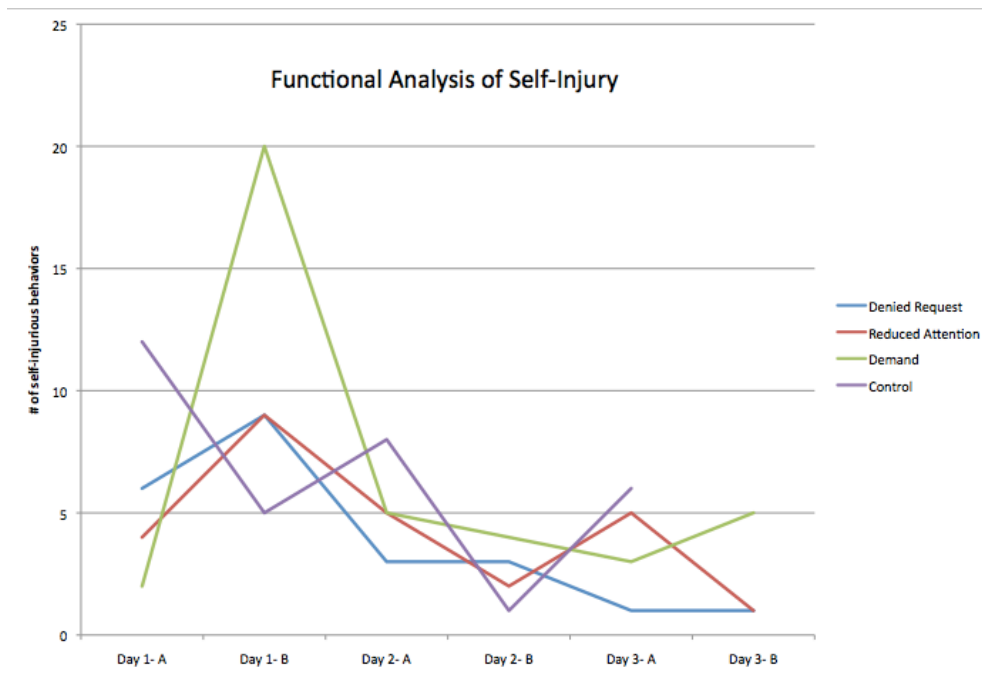


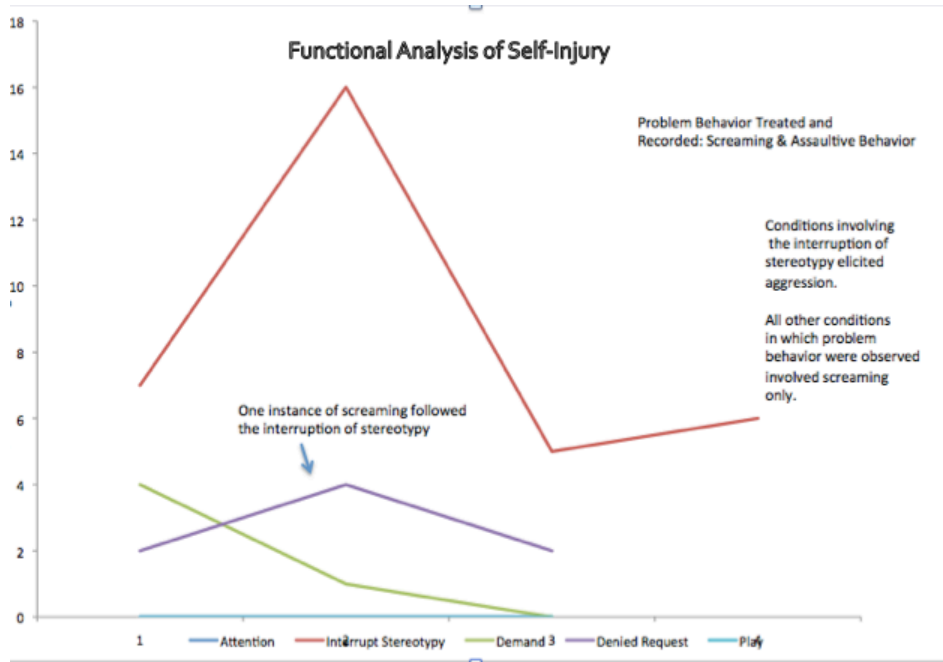
Towards the development of behavior intervention plans, we conduct functional assessments by observing the problem behavior in natural settings to record antecedents, or triggers, which occasion problem behavior as well as the consequences that follow and maintain these behaviors. This leads us to hypothesizing function of the behavior (i.e., how the behavior works) so that we may develop proactive and positive plans, designed to prevent and reduce the occurrence of problem behaviors as well as manage such escalations should they occur.

On occasion, functional assessment may not yield clear results or the plan designed to address the problem behavior based on that assessment may not decrease to an acceptable level. In such cases, we conduct functional analysis, a scientific procedure, to gather

more information. This involves manipulating various antecedents and consequences in controlled settings to produce the problem behavior, resulting in further evidence to identify a hypothesized function. Research conducted by Iwata et al (year), has provided practitioners with guidelines for setting up conditions, so that control of variables is possible and functional relationships can be yielded.

In a functional analysis conducted on self-injurious behavior for a nonverbal student with autism, minimal differential responding was observed across four basic conditions (i.e., Demand, Reduced Attention, Denied Access to Preferred Items/Activities, Control). In the first chart below, the data paths for each condition involve many overlapping data points, producing inconclusive results. Based on information provided anecdotally by the team as well as video observations an additional condition was designed in which stereotypical behavior was interrupted. As seen in the subsequent chart, this follow up functional analysis demonstrated clear differential responding between the data paths. An effective behavior intervention plan was then developed to address the hypothesis that self-injurious behavior functioned to maintain access to stereotypy.

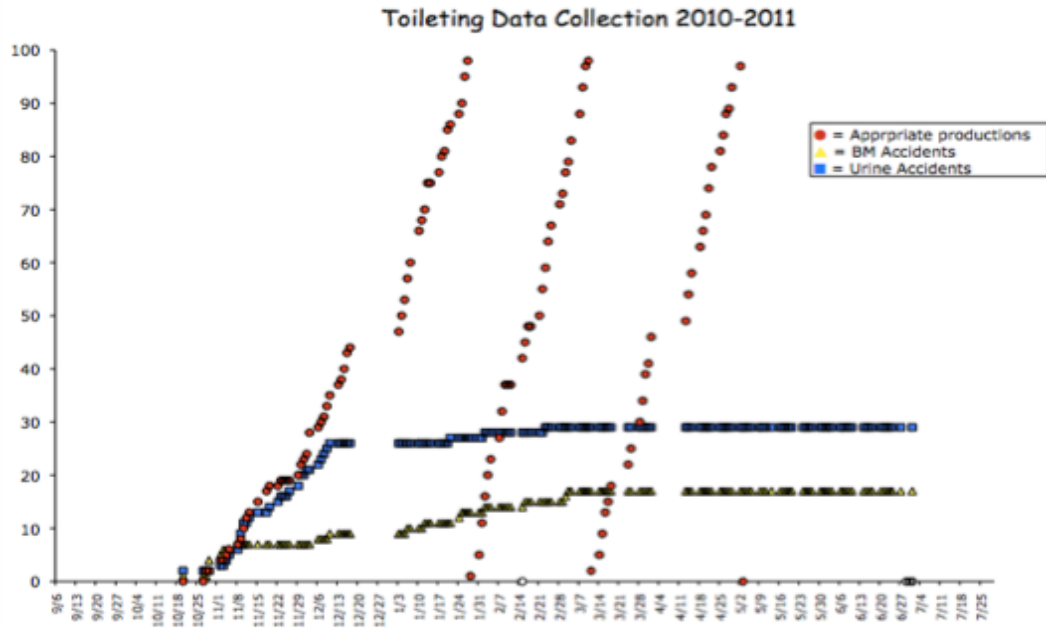




5. Daily Living Skills

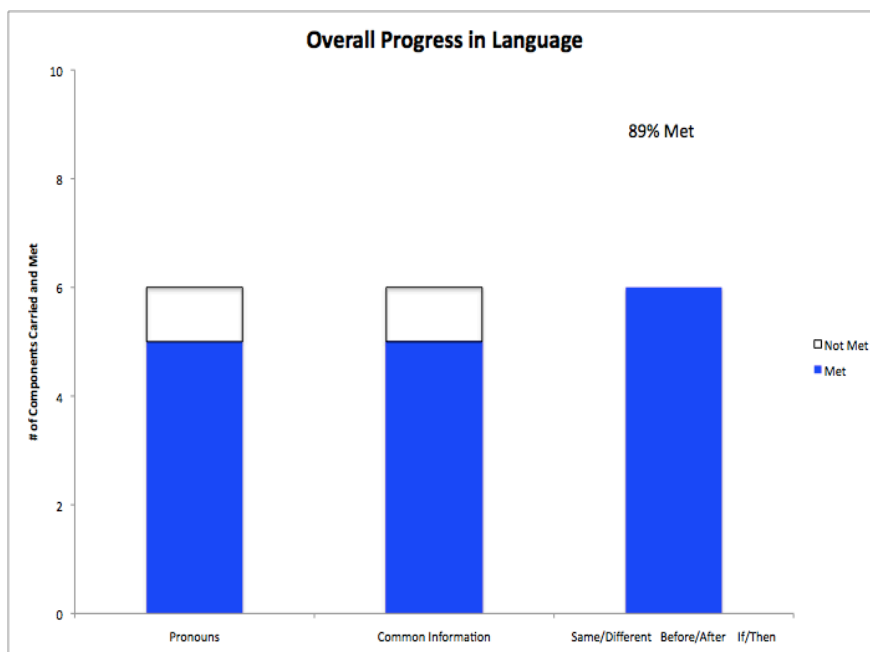
This section of our curriculum addresses a variety of skills that are beneficial to our student's caretakers, teachers and members in the community in general. In the area of Self-Help, we teach skills that will lead increased independence for self-care in the following areas: toileting, grooming, dressing and eating. In the area of Independent Living, we work towards developing our student's array of domestic and vocational skills as well as skills that will allow them greater access to the community (e.g., safety skills, mobility, purchasing).

The following chart shows a cumulative record of successful toileting productions as well as accidents for one student. Upon enrollment, successful toileting productions occurred 0-1 times per day, as did toileting accidents. Within a 4 month period, successful productions increased to 1-3 times per day, with accidents reducing to zero. This level of success was maintained throughout the remainder of the school year.

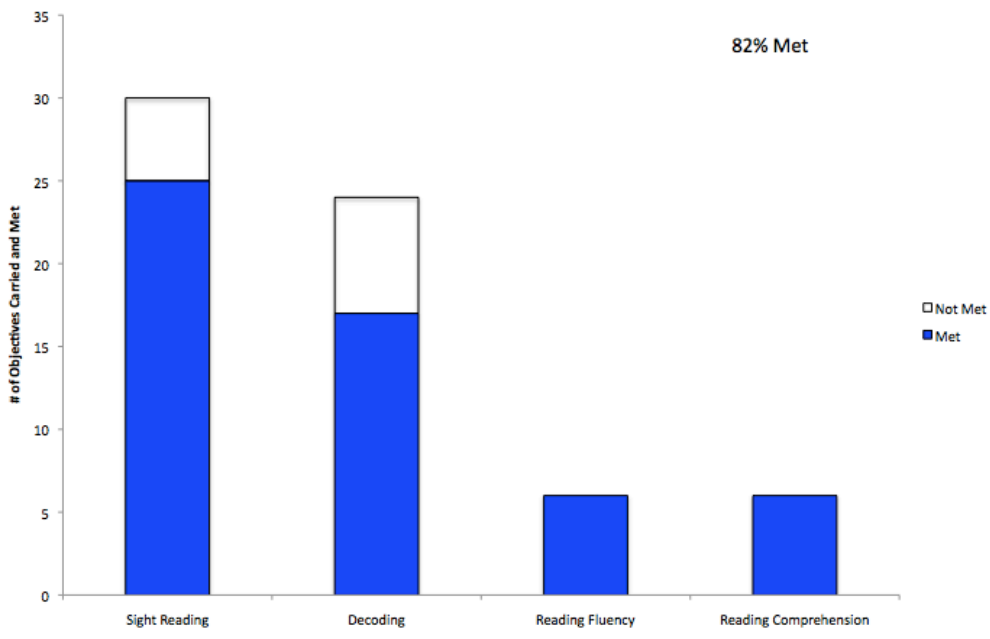


6. Academic Skills

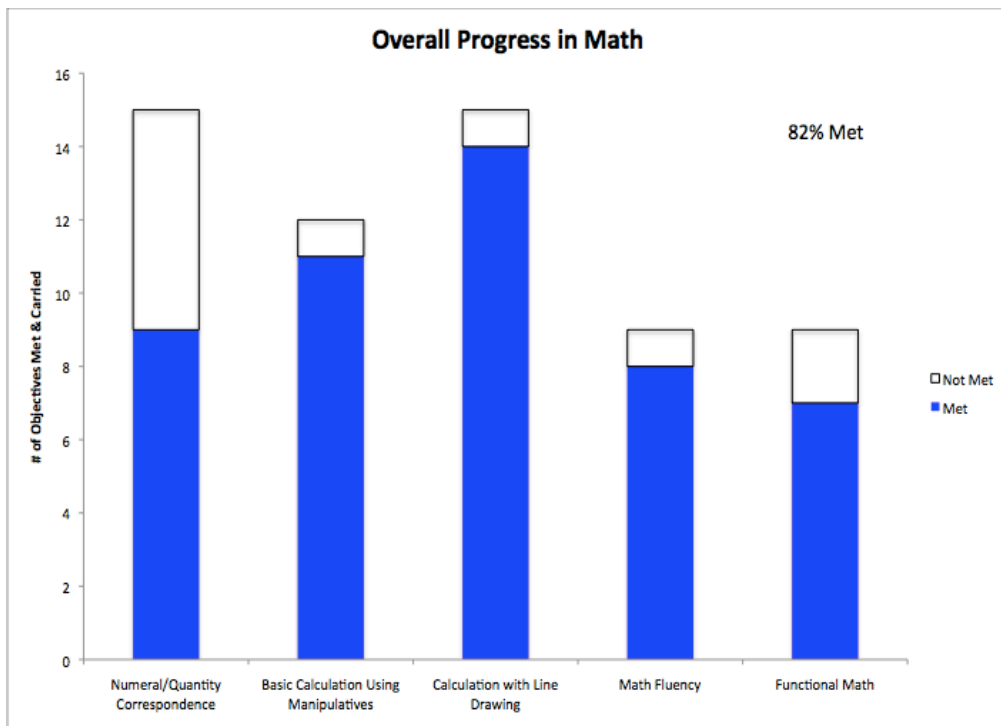
The last section of our curriculum addresses our student’s participation in traditional academic instruction. In the following 3 charts, our student’s progress towards their goals and objectives in the areas of Language (89% met), Reading (82% met), and Math (82% met) are represented.



Overall Reading Progress



Overall Progress in Math



This final chart shows one student's progress in academics over 2 school years, representing his educational benefit. When first enrolled, this student tested into the first lesson of the curriculum across Reading, Math, Spelling, and Language. By the end of this student's second year at Children's Workshop, he had made 1.5 years growth in Reading, 0.6 years in Math, 0.7 years in Spelling, and 0.9 years in Language. This chart represents the closing gap between this student's academic skills and those of his typical peer group.

