



Lyndhurst Public Schools Applied Behavior Analysis Program Manual



ABA Program Manual
Lyndhurst Public Schools
Department of Special Education



What is ABA?

The procedures employed by the Lyndhurst ABA Program are based on the principals of applied behavior analysis (ABA). “ABA is a science in which teaching procedures are derived from the principals of behavior. These procedures are systematically applied to improve socially significant behavior to a meaningful degree and to demonstrate experimentally that the procedures employed were responsible for the improvement in behavior (p. 15 *Applied Behavior Analysis*, Cooper, Heron, & Howard, 2007).” In other words, ABA is a collection of strategies that are based on the science of behavior; these strategies have been repeatedly proven to be effective in well-controlled and designed peer-reviewed research. Through these procedures, we target socially significant behaviors, using frequent objective data collection and analysis to monitor progress.

Applied behavior analytic strategies have many uses outside the scope of teaching children with developmental disabilities. ABA can be the basis of programs addressing a broad spectrum of human behavior as this science, by definition, explains all human behavior. Thus, it is important to understand that ABA is a framework for the practice of a science and not a specific program. This can be a difficult point to discern when one begins an examination of programs for children with developmental disabilities and regularly encounters tales of people who are “doing ABA.” Often these programmers are actually running a program based on discrete trial instruction, which is an important element of many ABA-based interventions, but are not the whole of ABA itself. It should be stressed that ABA is a set of principals and guidelines upon which educational programs are based.

In the Lyndhurst ABA Program, a variety of ABA teaching methods are used in order to provide an appropriate educational environment for each child. Examples of these techniques include discrete trial instruction, incidental teaching, natural environment training, shaping, chaining, modeling, prompting and prompt fading, reinforcement, and activity schedules.

Why Is ABA Important?

Some students may present with certain challenges that make a more traditional approach to teaching less effective. Examples of these challenges may be learning deficits, language disabilities, behavioral disorders, compulsive behaviors, attention deficits, emotional disabilities, social disabilities, play skills deficits, sleep disturbances, toileting deficiencies, and/or eating disabilities (Reeve & Brown, 2003). ABA breaks down behaviors into observable parts, allowing for specific targeting of goals and data collection to monitor progress and teaching efficacy. ABA allows appropriate access to education for children who struggle learning in large group and/or unstructured settings, display interfering behaviors, or require intensive teaching and significant environmental modifications to learn.



The Lyndhurst ABA Program

Based on the needs of our students, the Lyndhurst Public School District has developed a program based on the principals of ABA. This program, stressing a small student-teacher ratio, small class sizes, and the use of intensive, individualized, evidence based teaching strategies, is available to eligible Lyndhurst children from preschool through high school.

- Paraprofessionals
Paraprofessionals help facilitate classroom activities with oversight from the teacher. They work everyday with the children, run centers, prepare materials, organize transitions, collect data, and run programs.
- Speech-Language Pathologist
The speech therapist meets with students based on his or her IEP. They collaborate with the parents, teacher, other related service providers, behaviorist, and Child Study Team members to ensure consistency in teaching the children.
- Occupational Therapist
The occupational therapist meets with students based on his or her IEP. They collaborate with the parents, teachers, other related service providers, behaviorist, and Child Study Team members to ensure consistency in teaching the children.
- Physical Therapist
The physical therapist meets with students based on his or her IEP. They collaborate with the parents, teachers, other related service providers, behaviorist, and Child Study Team members to ensure consistency in teaching the children.
- Behaviorist
The behaviorist within the Lyndhurst Public School District is a Board Certified Behavior Analyst (BCBA). The behaviorist is responsible for consulting with the educational team to ensure the principles of ABA are being carried out effectively in the classroom. The behaviorist, along with the classroom teacher, is responsible for setting up skill acquisition programs, completing assessments and evaluations, designing behavioral interventions (when necessary), analyzing data, parent trainings, and providing ongoing staff training.

Staff Training

The Lyndhurst Public School District believes that a high-quality ABA program will provide comprehensive and ongoing staff training to personnel working in the ABA program. Staff plays a crucial role in a successful ABA program, and qualifications, experience, and knowledge are paramount to ensuring the high-quality of the program. The Lyndhurst ABA Program provides staff training through in-service trainings specific to the principles of behavior analysis, workshops designed to further develop knowledge and skills of staff members, and on-going consultation and hands-on training in specific programming of behavior management techniques.



Secondary ABA Programs

The ABA program at the Middle and High School provides a multi-faced educational experience which focuses on functional academics, adult life skills, vocational sampling/training to assist your students with adjusting to and thriving in their school, home, community, and future work environments.

Community Based Outings

The Lyndhurst Public School District believes that a high-quality ABA program will involve collaboration with the local community to ensure the success of each child. By enlisting support from the local community, more resources are made available to each student and opportunities to practice important life skills in the natural environment are created. Students are taught skills in the community in order to facilitate student learning, skill building, and generalization across items, settings, and people. Community-based instruction has been proven as an important variable for all students with disabilities leading to post school success (Richter, Test, Uphold & Walker, 2010).

During these outings, specific skills are targeted and data may be collected to determine the extent of programming. The classroom teacher, behaviorist, and program supervisor determine dates for the yearly community-based outings.

Related Services Consultation

A high-quality ABA program involves close collaboration between all members of a student's educational team to ensure the success of each child. Based on students IEP's, select related service providers (teacher, behaviorist, speech-language pathologist, occupational therapist, and physical therapist) will meet together at a minimum of four times per year for 30 minutes as specified in each student's IEP. It is the belief of the Lyndhurst Public School District that consultation across multiple disciplines is necessary to best teach the whole child.

- **Basic Living Skills Assessment**
The skills assessed in the Basic Living Skills Assessment protocol should be thought of as a prerequisite for any functional skills program for any learner regardless of age, setting, or disability. These essential skills, if not mastered will have a profound impact on a learner's ability to live independently, to be successful in school, and to take advantage of various social and recreational activities throughout the learner's life.
- **Home Skills Assessment**
The Home Skills Assessment protocol provides an essential review of skills required for living in any home. Basic and advanced home skills of preparing and eating meals at home, cleaning tasks around the home, dressing, laundry, leisure skills, and the day-to-day mechanics of living in a home are assessed.



- **Community Participation Skills**
The Community Participation Skills protocol covers a variety of skills for learners to learn to physically navigate safely around all the common aspects of sidewalks, streets, and signs along with people encountered while walking or while being transported. A variety of community skills are covered to include independently shopping in grocery and department stores, eating at fast food or sit-down restaurants, telling time, and using time related concepts, making and keeping appointments, using a phone, and other skills to help learners stay connected and interact with others in the community.
- **School Skills**
The School Skills protocol covers skills that are essential when striving for independence and successful functioning in different types of classrooms, in all parts of the school campus, and with peers and various staff. This assessment covers all age levels of education (elementary school, middle school, high school). It also incorporates skills that are necessary in a wide range of classroom environments (pull out classrooms, inclusion, regular education), and considers the individual's level of development (language, behavior, and cognitive abilities) (Mueller, M.M. & Partington, J.W., 2012).

Data Collection Systems

A high-quality ABA program must rely on data to guide decision-making (Buchanan & Weiss, 2006). Data are used to inform decisions on programming, both in skill acquisition and behavior reduction. Data collection allows us to establish “anchor points” (Romanczyk, 1996), or “absolute points of development,” so we can assess relative change from one point in time to the next. Those “anchor points” are used to determine the direction of programming for each individual student and monitor progress in an objective manner. By quantifying specific target behaviors based on frequency, rate, duration, or intensity, data can be analyzed to determine if any changes need to be made to ensure progress.

The Lyndhurst ABA Program uses various forms of data collection systems; all data collection systems are individualized based on each specific learner. Data may be collected in the following ways:

- Trial-by-trial data
- Probe data
- Frequency or rate
- Duration
- Intensity or magnitude
- Latency
- Trials-to-criteria
- Whole-interval and partial-interval recording
- Momentary-time sample
- Log data



Data are collected on both skill acquisition programs and behavior reduction plans and are graphed to allow the classroom teacher, behaviorist, supervisor, and parents to visually analyze progress appropriately. Each day, the children may practice opportunities to learn these skills in the classroom. The classroom teacher, behaviorist, and child study team members target specific goals that are practiced in either 1:1, dyad, or small groups in the classroom that may be carried over into the general education setting with support from classroom staff.

- ABA Elementary Program

Small group instruction is a major focus for the students in this class.

Assessments and ongoing data collection identify skills that are vital for success for learning in-group formats. The classroom teacher, behaviorist, and child study team members target specific goals that are practiced in either 1:1, dyad, or small groups in the classroom that may be carried over into the general education setting with support from classroom staff.

Intensive teaching is also a major focus for the students in this class. The low student-to-teacher ratio ensures a high number of learning opportunities (Buchanan & Weiss, 2006) for targeted skills. Multiple methods of instruction are incorporated (DTI, NET, activity schedules) to ensure wide ranges of skills are taught. Teaching procedures are targeted skills are individualized based on each specific learner.

- ABA Secondary Program

Functional skill building and intensive teaching are major focuses for the students in this class. The low student-to-teacher ratio ensures a high number of learning opportunities (Buchanan & Weiss, 2006) for targeted skills. Community based outings are regularly scheduled throughout the year at various locations in the local community, providing opportunities for students to practice important life skills in generalized setting. During these outings, specific skills are targeted and data may be collected to determine the efficacy of programming.

Parent Training

The Lyndhurst Public School District believes that a high quality ABA program will involve close collaboration between the school and the family to ensure the success of each child. As a regular ABA program component, all parents have the opportunity to receive hands on behavioral training on specific behaviors of concern from their child's classroom teacher and behaviorist. Parent trainings are conducted 4 times per year for 45 minutes.

In September the teachers will send out a list of parent training dates for September through January to each parent in the program (2 trainings).

In January the teachers will send out a list of parent training dates for February through June to each parent in the program (2 trainings).



ABA classroom teachers will be responsible for completing the Parent Training Agenda/Notes form and Parent Training Log for each parent training. Copies of both forms will be filed at Central Office at the end of the year (June).

Note:

- There will be no parent training during the month of December.
- Parent Training Agenda and Notes will be copied and distributed to parents in attendance at the meetings.

Community Outing Protocol

Students are provided with trips to various locations within both the Lyndhurst community and the larger surrounding area. Teachers send home a permission slip for each trip and get approval from administration for scheduling and coordinating various community destinations. Community trips focus on vocational and life skills goals and generalization of skills from the classroom to the community. Students enhance their leisure/hobby-type interests and experience various repertoires within the high school and middle school setting and master various skill sets in community establishments.

Preparing an ABA Classroom

Carefully preparing the classroom environment and developing daily procedures ahead of time helps to facilitate optimal instruction and decrease confusion for both instructors and students. When each instructor is aware of what his/her role is at any given time, student skill acquisition and independence will be maximized.

Items to consider when preparing the physical environment:

- Clearly defined work areas
- Furniture arrangement allows for optimal instruction and easy flow of traffic
- Use of visual cues/labels to facilitate independence and define spaces

Items to consider when developing routines:

- Where should staff members be physically located?
- What prompting procedures should staff members utilize? When?
- What signals or cues will the instructional leader use to alert and/or communicate with staff members during procedures/routines?
- What are the specific responsibilities for each staff member during each routine/procedure?
- Will there be specific procedures/routines for individual students? Which staff members will be responsible?

Consider developing procedures for daily routines such as:

- Student entry into classroom
- Unpacking/putting away items
- Lining up to exit classroom



- Fine drill procedures
- Preparing for mealtimes (washing hands/retrieving meals)
- Bathroom procedures
- Transition to/from individual and group activities
- Going to/coming back from individual therapy (Speech, OT, PT)
- Clerical procedures (attendance, lunch count, milk count, papers to office)
- Transition to/from staff lunches

ABA Classroom Data Notebook Components

- Cover Page
- ABLLS-R Graph
- AAFP Goals and Objectives
- Progress Report (Most Recent)
- Behavioral Interventions
- Incidental Trials
- Current Programs
- Visual Supports
- Notes
- Discontinued Programs

Setting Up The Master Binder

Each binder should have a tab for the school year, with the most current year on top. Within each year, there should be the following sections, in this order:

- Language (in alphabetical/numerical order from the ABLLS)
 - Example: C24, C31, G8, G19, H15, H28.....
- Fine Motor
- Readiness
- Reading
- Spelling
- Math
- Science
- Social Studies
- World Language
- Health
- Self-Help
- Play and Leisure
- Activity Schedules
- Behavior (BIP/PBS)

Take the programs from the student classroom binder and place into the master binder, only when the completed program has been mastered.



Move only the program coversheet, program tracking sheet, and graph, and paperclip them together. The raw data sheets can be discarded.

The end of the book should have a section labeled "Discontinued," where all discontinued programs will go, from year to year.



Appendix





Lyndhurst Public Schools

SPECIAL SERVICES

420 Fern Avenue ♦ Lyndhurst, NJ 07071
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ANTHONY GRIECO
Superintendent of Schools

JOSEPH A. DECORSO
*Director of Curriculum and
Instruction*

JAMIE STEVENS
*Supervisor of Special Services
and Student Support Services*

SCOTT BISIG, M.ED.
Business Administrator

NANCY DENNY
Secretary

Protocol for Support Staff

All staff members are required to follow these guidelines in order to maintain a positive and safe learning environment for all students:

1. Do not leave the classroom or building with a student without notifying classroom staff.
 - a. If you need to take a student outside to run a program or a student requests to go outside, you must communicate that to the other staff members in the classroom.
2. Always leave the bathroom door ajar when with a student in the bathroom.
 - a. This is for your protection as well as for the children. If you need help in the bathroom, call a staff member to help you.
3. Always be punctual and prepared for the day.
 - a. It is important that you arrive on time in order to effectively prepare for the day. Preparation time is necessary to gather materials, review programs, and organize the day's session.
4. Maintain confidentiality.
 - a. The children and their families have a legal right to confidentiality. Refrain from using the students' name in public, discussing the students in public, or using the students' last names with anyone. Please review the district's policy on confidentiality.
5. Monitor your student on the playground.
 - a. When on the playground, make sure the gates are closed and monitor your students. This is not a break time for staff; you should interact with the children and engage them in appropriate play and socialization.
6. Do not discuss a students' disability in their presence.
7. Be child-oriented at all times.
 - a. Avoid conversations between adults. If discussion is necessary keep it to a minimum. The topic can be addressed after the students leave for the day.

Print Name: _____

Signature: _____





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Parent Training Agenda and Notes

Date:

Time:

Facilitators:

Progress since the last training:

Topic(s) for today's training:

Plan of action prior to next training:



Lyndhurst Public Schools

REFERRAL TO SPEECH/LANGUAGE SPECIALIST

DATE OF REFERRAL _____ DATE RECEIVED BY SPEECH THERAPIST _____

STUDENT'S NAME _____ DOB _____

SCHOOL _____ GRADE _____ TEACHER _____

ADDRESS _____ PHONE _____

PARENT'S NAME _____ WORK PHONE _____

REASON (S) FOR REFERRAL _____

After observing _____ in my classroom setting, it appears that _____ may be demonstrating difficulties in the following areas:

- Articulation
- Voice
- Fluency
- Language

Signature of Referring Staff Member

Date



Referral OT/PT

Screening Checklist ★ Prior to Referral for OT/PT Evaluation ★

PLEASE PRINT

Student's Name _____ Initial Date _____

Form completed by _____ Position _____

Pre-referral checklist will assist in clarifying academic achievement and functional performance concerns. If the child has overall difficulty in one category, or shows several items posing difficulty, this may indicate the need for implementing one or more strategies from the attached instructional packet.

After 30 calendar days of using the attached strategies, complete post-assistance section. If observed skills are not emerging, then initiate OT/PT referral with the Child Study Team. .

List or attach a copy of the educational relevancy according to individualized student curriculum within the classroom setting that you feel cannot be met without the support of an Occupational and or Physical therapist(i.e., educational goal(s) and/or objectives from the student's IEP).

Pre-Assistance = Initial observation without implementation of strategies.
Post-Assistance = The implementation and utilization of instructional strategies (after 30 calendar days).

CODE	
1	75-100% assistance
2	50-75% assistance
3	25-50% assistance
4	Independent

I. WRITTEN WORK

Hand dominance: Left ____ Right ____ Alternates ____	Pre-Assistance				Post-Assistance			
Pencil grasp: Awkward/Poor	1	2	3	4	1	2	3	4
Pencil pressure: Lines too dark, lines too light	1	2	3	4	1	2	3	4
Student scribbles spontaneously: Horizontal, vertical, circular direction	1	2	3	4	1	2	3	4
Student imitates scribble: Horizontal, vertical, circular direction	1	2	3	4	1	2	3	4
Can imitate or copy a: Vertical line, horizontal line, cross (+)	1	2	3	4	1	2	3	4
Can imitate or copy a: Circle, square, right/left diagonal(/ \)	1	2	3	4	1	2	3	4
Difficulty with recall of letters/numbers	1	2	3	4	1	2	3	4
Difficulty with reversals of letters/numbers	1	2	3	4	1	2	3	4
Difficulty with omission/out of sequence of letters/numbers	1	2	3	4	1	2	3	4
Inconsistent letter/word placement on line	1	2	3	4	1	2	3	4
Inconsistent letter/word sizing and spacing	1	2	3	4	1	2	3	4
Difficulty with name: imitating, tracing, and/or copying	1	2	3	4	1	2	3	4
Written work unorganized on page	1	2	3	4	1	2	3	4
Difficulty with copying material from blackboard or textbook	1	2	3	4	1	2	3	4

II. SCISSORING

Places scissors correctly on fingers	1	2	3	4	1	2	3	4
Can they open and shut appropriately	1	2	3	4	1	2	3	4
Can snip paper	1	2	3	4	1	2	3	4
Cuts 3-4 inch strip along stimulus line	1	2	3	4	1	2	3	4
Cuts on curved paths turning paper with assistor hand (/ \ L)	1	2	3	4	1	2	3	4
Cuts on stimulus line with irregular turns (∩ U)	1	2	3	4	1	2	3	4
Cuts out simple figures (circle, square, triangle)	1	2	3	4	1	2	3	4
Cuts out complex figures (ghost, house, fish)	1	2	3	4	1	2	3	4

Cutting technique: Snip ____ Smooth cutting ____ Jagged cutting ____

Student's Name _____ Page 2 of 2



III. FUNCTIONAL MOBILITY

	Pre - Assistance				Post - Assistance			
Difficulty managing stairs, negotiating ramps or bus access (on and off bus)	1	2	3	4	1	2	3	4
Unusual walking or running patterns	1	2	3	4	1	2	3	4
Reluctant or unable to use/access playground equipment, participate in games or gym class	1	2	3	4	1	2	3	4
Can open and close all doors	1	2	3	4	1	2	3	4
Can move through doorways	1	2	3	4	1	2	3	4
Can position at all work stations	1	2	3	4	1	2	3	4
Can access all work materials	1	2	3	4	1	2	3	4
Can move between all work stations	1	2	3	4	1	2	3	4
Consistently uses poor posture (sitting at desk, floor; walking)	1	2	3	4	1	2	3	4
Can sit at lunch table	1	2	3	4	1	2	3	4
Bumps into things, falls out of chair	1	2	3	4	1	2	3	4
Falls frequently	1	2	3	4	1	2	3	4
Carry materials within and to and from classroom & lunchroom	1	2	3	4	1	2	3	4
Carry fragile objects/containers within classroom	1	2	3	4	1	2	3	4
Can maneuver in tight space, move around obstacles	1	2	3	4	1	2	3	4
Difficulty keeping up with peers, tires easily, has low endurance	1	2	3	4	1	2	3	4
Can travel required distance within school environment	1	2	3	4	1	2	3	4
Unable to organize body to complete a task or move through a sequence (clumsy, jerky, awkward)	1	2	3	4	1	2	3	4
Can move through crowded hallway, travel on variety of surfaces(indoor/outdoor)	1	2	3	4	1	2	3	4

IV. CLASSROOM BACKGROUND INFORMATION

Personal aide	1	2	3	4	1	2	3	4
Follows directions: 1 step, 2 step, and/or 3 step	1	2	3	4	1	2	3	4
Difficulty manipulating classroom objects (rubber bands, paper clips, turning pages, books, etc)	1	2	3	4	1	2	3	4
Sits independently	1	2	3	4	1	2	3	4
Writes more legibly when given more time	1	2	3	4	1	2	3	4

Adaptive equipment: If yes, please explain _____

Strategies Utilized _____

SIGNATURE _____
 Person completing form

REVIEWED BY DISTRICT LIAISON _____



“Have you tried...” Classroom Instructional Strategies

**The child has an awkward pencil grasp and the written work is not legible.
How can I help?**

- ★ Have the child play with clay frequently.
- ★ Have activities where the child pinches clay between the thumb and index finger, keeping the fingers in a round “O” shape with all the finger joints bent.
- ★ Have the child do frequent, simple, writing/drawing activities while lying on their stomach on the floor with their arms resting on the floor.
- ★ Mark the child’s pencil with a dot on each side of the pencil barrel across from one another. Place them about one inch above where the paint begins at the sharpened end. The child places the thumb on one dot and the index finger on the other end pinches the pencil, forming these fingers into an “O” shape. The middle finger rests under the pencil and the little and ring fingers are curled into the hand (they are in bed).
- ★ Have the child use different pencils grips (stereo – glob shaped grip with indentations for finger placement)
- ★ Have the child use a small pencil about 3 inches long or smaller.
- ★ Have the child place a tissue or cotton ball in the palm of their hand. The middle, the ring and little finger are to hold (hide) the object – that is their (fingers) job. This allows the index finger and the thumb to hold the pencil appropriately.
- ★ Have the child write on different media (chalkboard, sandpaper, construction paper, raised line paper).

How can I help the left-handed writer from developing an awkward grasp?

- ★ Those children who prefer left-handed writing should be encouraged to do so. They should be encouraged early in their writing to use good pencil grasp.
- ★ Have the child hold the pencil just like a right-handed person would hold a pencil, but the pencil is in the left hand.
- ★ The hand that holds the pencil should be below the writing line, not above it.
Paper positioning is important.
- ★ The teacher should demonstrate writing to the left-handed student using the left hand. Though this may be difficult for some of us.

What do I do for the child who keeps the fingers right on the pencil lead when writing?

- ★ Encourage the child to learn what it feels like to hold the pencil up on the paint, instead of near the lead: put a rubber band around the pencil about one inch above where the paint begins and prompt the child to keep his/her fingers on, or just above the rubber band.
- ★ Encourage a reward program, but make it sporadic so the child does not become dependent upon the reward.
- ★ Dots, or other marks, on the pencil barrel to cue the child as top proper finger placement will also help.

Why is it important to have children write large at first?

- ★ This encourages hand muscle control for fine motor and visual perceptual skills.
- ★ The child is more able to experiment and establish appropriate patterns for when it comes to written communication.



What can I do for the child who writes very darkly, like charcoal?

- ★ Have the child play “ghost writing.” The child writes a word lightly on the paper and then has to erase it without leaving marks. The child wins if they can do this. Talk about “lifting the pencil tip off the paper” as the child writes.
- ★ Set up a reward program. If the child writes too darkly, give points for every letter that is written lightly with more appropriate pressure on the paper. Initially, for five points you give a sticker. As the child improves, you increase the number of points needed to get a sticker to 10, 15, 20, etc. You can also increase the volume of writing needed to get a sticker or reward.

What can I do for the child who writes too lightly and doesn't press on the paper?

- ★ Have the child use a larger pencil, this will build confidence that the pencil will not slip out of their hands.
- ★ Try wrapping a rubber band about one inch up from where the pencil begins and the child can place his/her fingers on the rubber band to prevent slippage.
- ★ Pencil grips may be used, but not depended upon if you can help it.
- ★ Have the child rub a crayon hard on a piece of paper to make layers of wax or completely cover a picture so that it can't be seen.
- ★ A reward program may also be set up.

How do I help the child who doesn't leave spaces between words?

- ★ Have the child say the letter right before he/she writes them. Then when they get to a space have them say “space.”
- ★ Have the child use their finger or penny for a spacer.

How can I help the child who frequently reverses letters (writes them backwards), especially “d” and “b” or can't remember how to form letters?

- ★ Have the child learn (or relearn) how to properly start the specific letters and what the first movement is from the start point.
- ★ The letter “b” should always be started on the top of the line and then go down, forming a “baseball bat” and then the “ball.”
- ★ The “d” should always begin on the middle line of first and second grade writing paper. The child should start by writing a “c” shape, making a “dog dish,” and then go up for the “dog's leash.”
- ★ To reinforce the “d” shape by starting all similar printed letters with the ball shape (a, c, d, g, o, q), with the “c” shape starting from the middle of the line on the writing paper and in the one o'clock position, as if the circle shape they make is on a clock face moving in a counterclockwise direction.

What can I do for the child who has difficulty with scissoring tasks?

- ★ Children who are first learning to use scissors should cut card weight junk mail, because it is an activity that is easily successful.
- ★ Have the child snip the end of a piece of construction paper, making “fringe.”
- ★ Have the child cut leftover scraps of construction paper into random pieces, and then use a glue stick to glue the pieces to another paper.





Lyndhurst Special Services 2018

My Day (Example)

In Circle I:

Recognized my picture/name _____

Participated in calendar _____

Sang songs _____

Greeted my teachers & friends _____

Counted my numbers _____

Recited my ABC's _____

During Trials I was: working hard / easily distracted

Transitions for me today were: easy / difficult

Today I:

Made an art project _____

Played in block area _____

Played in sensory area _____

Specials: Today I had:

Gym with Mr. A _____

Music with Mr. B _____

Art with Mrs. C _____

Rested : yes ___/no ___

Related Services: Today I had:

Speech with Mrs. A _____

O.T. with Ms. B _____

P.T. with Mrs. C _____

Snack/ Lunch: I ate:

Independently ___/___

Prompting ___/___

Toileting:

9:00 Attempts, successes, accident

11:00: attempts, successes, accident

1:00 successes, attempts, accidents

I communicated with: words, pictures, gestures

Please send in: Tissues, Wipes, Pull-Ups, Extra Clothes

Comments:

Sign: _____



Home School Communication

(Example)

In Circle I:

Recognize my letter/name _____
Participate in calendar _____
Sang songs _____
Greeted my teacher & friends _____
Counted my numbers _____
Recited my ABC's _____
Listened during story time _____
Show & tell letter/color object for the week _____

During morning work I was: working hard / easily distracted

Transitions for me today were: easy / difficult

Today I:

Made an art project _____
Played in block area _____
Played in dramatic play area _____
Played with puzzles and manipulatives _____
Played with playdough/colored _____
Played with the sand table _____
Played outside _____
Ipads _____

Specials:

Today I had:
Art with Mrs. A _____
Gym with Mr. B _____
Music with Mr. C _____

Rested: yes / no

Related Services:

Today I had:
Speech with Miss A _____
O.T. with Miss B _____
P.T. with Miss C _____ Miss D _____

Snack/Lunch:

I ate: (**morning snack**) independently / prompting (**lunch**) independently / prompting

Toileting:

9:30- attempts / success / accident / dry
12:00- attempts / success / accident / dry
1:45- attempts / success / accident / dry

I communicated with: words / pictures / gestures

Please send in: disinfecting wipes / tissues / wipes / pull-ups / extra clothes / paper towels

Comments: _____

Sign: _____



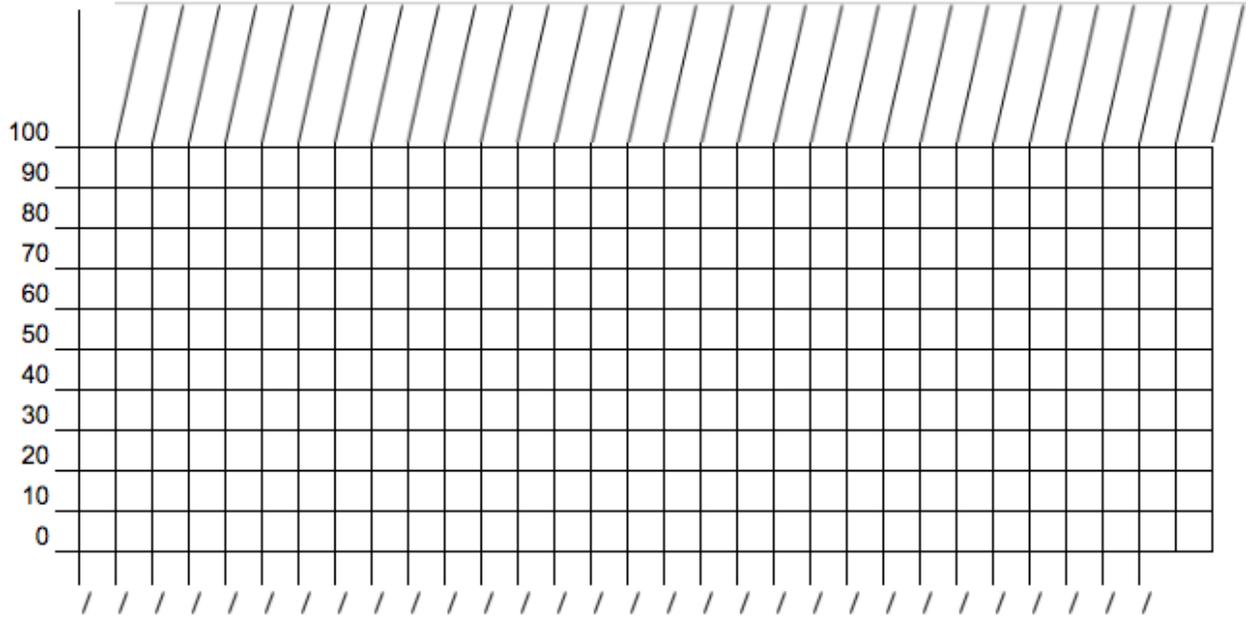
Program Graph Form

Student: _____

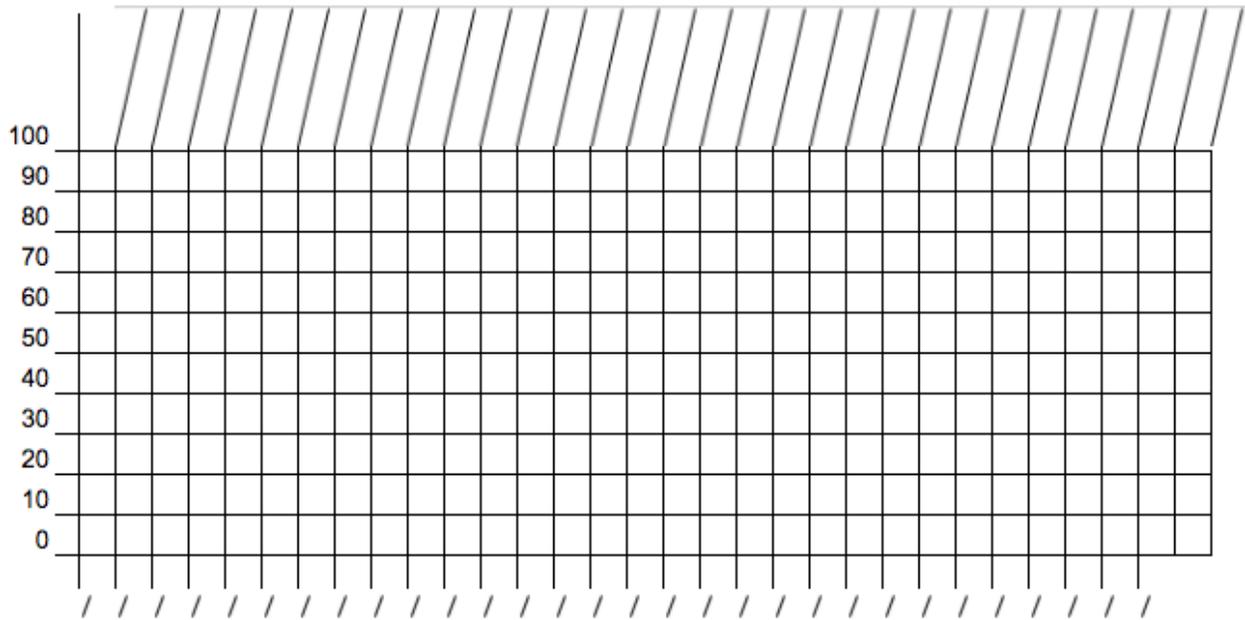
Objective: _____

Program: _____

Criteria: _____ for _____ Non / Consecutive / Trials / Sessions



Criteria: _____ for _____ Non / Consecutive / Trials / Sessions



Target List

Student: _____ Teacher: _____ IEP Date: _____

Objective #(s): _____ CCS Standard #(s): _____ CC Key Concept _____

Target #	Target	B/L Dates	Introduced	Acquired	Initials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					

80% for 3 Consecutive Sessions



Report Card Template

Key: E= Emerging

P= Progressing

M= Mastered

Name:				
Grade:				
Marking Period: 1				
Report #: 1				
Skill Area	Comments	E	P	M
<u>PRE-K READINESS SKILLS</u>				
<u>SELF HELP SKILLS</u>				
1.Dressing				
2. Hand washing				
Social Skills:				
Behavior:				



Classroom Work Rotation Schedule

**Assignments scheduled to change at any time.*

	Teacher	Aide A	Aide B	Aide C
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

All students should be monitored throughout the day.

Periods for monitoring include, but are not limited to:

Transition periods, arrival, morning meeting, breakfast, specials,
packing up, etc.



Incident Form

