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Annual Review Progress Report

Student Name: [REDACTED]

Date of Report: 1/20/13

Clinician: [REDACTED]

Birthdate: 2/20/11

IPPI Program Director: [REDACTED]

School: Early Learning Services

Classroom Teacher: [REDACTED]

Preschool at [REDACTED]

Program Summary:

[REDACTED] is a happy, energetic preschooler who attends the Early Learning Services Preschool Program at [REDACTED] Elementary School. He receives Applied Behavior Analysis (ABA) services from the Institute of Professional Practice, Inc. (IPPI). He is accompanied throughout his school day by an IPPI ABA Therapist and his program is directed by a Board Certified Behavior Analyst (BCBA) who meets the criteria set forth in the following document: Consumer Guidelines for Identifying, Selecting, and Evaluating Behavior Analysts Working with Individuals with Autism Spectrum Disorders written by the Autism Special Interest Group of the Association for Behavior Analysis International

(www.abainternational.org/Special_Interests/AutGuidelines.pdf). [REDACTED] began receiving services from IPPI in May 2012. [REDACTED] spends most of his day in the IPPI classroom and enters [REDACTED]'s self-contained classroom for portions of the day. He attends the classroom to participate in circle, proximity play and some structured activities. He also goes to the motor room and outside with this class. In addition, [REDACTED] joins [REDACTED]'s integrated classroom to work on Proximity Play in the presence of typically developing students as well as students with special needs.

For this school year, the role of [REDACTED]'s BCBA and ABA Therapist has been to provide instruction, consultation, data collection, and data analysis on the following play/interactive instruction and Social/Behavioral goals: 1-7, 9, 10, 12, and 14. In addition, the BCBA and ABA Therapists have been responsible for revising, developing, and implementing interventions necessary to manage and change problem behavior and to support the efforts of all team members to assist in ensuring [REDACTED]'s success across school settings.

Progress Summary for IEP Goals and Objectives

Please note that when scoring goals and objectives on the IEP document for any student's final marking period, only 2 codes may be used. The code of M is provided when a goal and/or objective has been mastered. The code of O is provided when a goal and/or objective has not

been mastered. For clarity in this report, goals and objectives will be scored as Mastered or Not Mastered.

Progress Related to IEP Goals and Objectives:

<p>Goal 1: [REDACTED] will demonstrate an improvement in imitation skills</p>	<p>Progress: Mastered.</p>
<p><i>Objective 1.1: When an adult models a gross motor action and says, "Do this," [REDACTED] will independently imitate the action. He will begin his response within 3 seconds of the model. [REDACTED] will imitate 10 novel gross motor actions consecutively at baseline with 4 out of 5 trials.</i></p>	<p>Mastered. This was introduced in July of 2012. Starting in October of 2013, [REDACTED] mastered 10 novel gross motor actions consecutively at baseline. This objective was mastered in November 2013. He mastered a total of 49 NVI gross motor actions though not all at baseline. Upon mastery, the skill was moved into a small group setting (one other student).</p>
<p><i>Objective 1.2: When an adult models an action with an object and says, "Do this," [REDACTED] will independently imitate the action with the same (or similar) object. He will begin his response within 3 seconds of the model. [REDACTED] will imitate 10 novel actions with objects consecutively at baseline with 4 out of 5 trials.</i></p>	<p>Mastered. This was introduced in September 2012. Starting in the beginning of October 2013, [REDACTED] mastered 10 novel actions with an object. This objective was mastered in November 2013. He mastered a total of 55 NVI with object actions though not all at baseline. Upon mastery, the skill was started in a small group setting (with one other student).</p>
<p><i>Objective 1.3: When part of a small group and presented with a one-step model and instruction, "Do this," [REDACTED] will independently imitate the action beginning within 5 seconds and with for 4 out of 5 trials across 2 consecutive probes.</i></p>	<p>Mastered. This was introduced in March of 2013. [REDACTED] has mastered 24 one-step models and instructions, "Do this," many at baseline. Last school year, this objective was targeted in the circle time in [REDACTED]'s classroom. However, this school year with the change in [REDACTED]'s schedule due to participating in speech services at the Baron Center during the morning hours, a small group was developed in the IPPI classroom in October 2013 to continue work on group imitation.</p>
<p>Goal 2: [REDACTED] will improve his visual tracking skills.</p>	<p>Not Mastered.</p>
<p><i>Objective 2.1: When a non-reinforcing item is held up in front of [REDACTED], he will look at the item and watch the item as it is moved to different locations. [REDACTED] will track the item to at least 2 different</i></p>	<p>Not Mastered. With visual tracking there are multiple steps to master before introducing a non-reinforcing item. [REDACTED] has mastered the 5 prerequisite steps. These would be, looking at a reinforcing item, reinforcer moving from center to right, reinforcer moving from center to left, reinforcer moving from center to up, reinforcer moving from center to down, and</p>

<p><i>positions (e.g., left, right). He will do so for 8 out of 10 opportunities for each target position.</i></p>	<p>reinforcer moving from center right to center left. He is currently working on tracking a non-reinforcing item from center to right.</p>
<p>Goal 3: [REDACTED] will demonstrate appropriate classroom behavior in the small group setting.</p>	<p>Not Mastered.</p>
<p><i>Objective 3.1: During small group activities (e.g., circle time), [REDACTED] will attend to the teacher and/or materials being presented to the group (e.g., song board) for at least 70% of the intervals scored for at least 3 minutes of the small group activity. Attending is defined as orienting towards the teacher and looking at the teacher and or materials presented (eye contact is not required when looking at the teacher). [REDACTED] will demonstrate attending behaviors as described above across 3 consecutive probes.</i></p>	<p>Not Mastered. This skill had been targeted during circle time in [REDACTED]'s classroom until the beginning of the school year when he was attending speech services at the Baron Center during the morning hours. A small IPP run circle was started in October for [REDACTED] and one other student. His attending has increased to between 60-70% since the start of the IPP circle.</p>
<p>Goal 4: [REDACTED] will develop pre-requisite skills necessary to begin to work on learning readiness skills.</p>	<p>Not Mastered.</p>
<p><i>Objective 4.1: [REDACTED] will increase his reinforcer repertoire by 15 new tangible items.</i></p>	<p>Mastered. [REDACTED] has increased his tangible reinforcers to over 20 different items. A preference assessment was completed in October of 2013, which identified even more tangible reinforcers such as the DVD player.</p>
<p><i>Objective 4.2: [REDACTED] will increase his reinforcer repertoire by 10 new social interaction activities and/or games.</i></p>	<p>Mastered. [REDACTED] has increased his social interaction reinforcers to over 10 different interactions.</p>
<p><i>Objective 4.3: When [REDACTED] is engaged in a preferred interaction activity with an adult and that adult briefly stops the activity and calls [REDACTED]'s name, he will independently make eye contact with the adult in order to continue the interaction activity starting his response within 3</i></p>	<p>Mastered. [REDACTED] consistently looks at the adult when his name is called. This was mastered in December of 2013.</p>

<p><i>seconds of his name being called. He will do so with the adult at varying distances up to 3 feet away from him for 9 out of 10 consecutive opportunities.</i></p>	
<p><i><u>Objective 4.4:</u> When [REDACTED] is engaged in a preferred interaction activity with an adult and that adult briefly stops the activity, calls [REDACTED]'s name and says, "Come here," he will independently look at the adult and move to the adult's location starting his response within 3 seconds of his name being called. He will do so with the adult at varying distances up to 6 feet away from him for 9 out of 10 consecutive opportunities.</i></p>	<p>Not Mastered. [REDACTED] is making progress on this skill; however prerequisite skills have been targets before this one. [REDACTED] has been working on learning to follow simple directions, such as come here, stand up, sit down, put PECS on table, and get PECS. These were targeted in a quiet non distracted room, and then moved to his classroom. Since he has recently mastered making eye contact in response to his name, and the simple directions this skill has been recently re-introduced.</p>
<p><i><u>Objective 4.5:</u> When [REDACTED] is engaged in a preferred interaction activity with an adult and that adult briefly stops the activity, calls [REDACTED]'s name and says, "Come sit down," he will independently look at the adult, move to the adult's location and sit down starting his response within 3 seconds of his name being called. He will do so with the adult at varying distances up to 6 feet away from him for 9 out of 10 consecutive opportunities.</i></p>	<p>Not Mastered. This objective was briefly put on hold while [REDACTED] worked on responding to his name and responding to "sit down." Since mastering the simple instructions and responding to his name, this skill was introduced again in December 2013.</p>
<p><i><u>Objective 4.6:</u> After following the direction "Come sit down," as described above, [REDACTED] will then follow a one step direction or imitation while seated. He will independently engage in the entire sequence for 9 out of 10 consecutive opportunities.</i></p>	<p>Not Mastered. This has not been introduced since [REDACTED] has not mastered the prerequisite skills for this task. He just recently mastered simple directions of "come here."</p>
<p>Goal 5: [REDACTED] will demonstrate socially acceptable behaviors when confronted with difficult or frustrating situations.</p>	<p>Not Mastered.</p>

<p><i>Objective 5.1: [redacted] will wait for a desired item/activity that he has requested. He will wait for at least 15 different tasks/activities and will do so for at least 5 seconds for 9 out of 10 opportunities.</i></p>	<p>Not Mastered. This skill was introduced in October 2013. The first step of waiting which is given the direction "wait," then given the item was mastered in November 2013. He is currently working on 1 second.</p>
<p><i>Objective 5.2: [redacted] will accept no when he makes a request for items/activities that are not available and will accept an equally reinforcing object/activity in its place. He will do so for at least 9 out of 10 opportunities.</i></p>	<p>Not Mastered. This skill was introduced in September of 2013. Although he has started to accept other equally reinforcing items/activities other than what he asked for, he still has a difficult time with this.</p>
<p><i>Objective 5.3: [redacted] will come away from preferred items or activities without exhibiting problem behaviors. He will do so for 9 out of 10 consecutive opportunities.</i></p>	<p>Not Mastered. As this skill was introduced in December of 2013, not enough data have been collected to report progress</p>
<p><i>Objective 5.4: [redacted] will engage in self-injurious behavior 0 times per day for 15 consecutive days.</i></p>	<p>Mastered. This skill was mastered in October of 2013. [redacted] went 39 days without any hits to head, and he has not had a strike to the body since 5.16.13. He has not engaged in head banging since 10.1.13.</p>
<p><i>Objective 5.5: [redacted] will engage in disruptions 10 times per day or less for 10 consecutive days.</i></p>	<p>Mastered. He has not engaged in disruptions since 11.15.13. He has gone 19 days in a row with zero disruptions.</p>
<p>Goal 6: [redacted] will demonstrate an improvement in social skills</p>	<p>Not Mastered.</p>
<p><i>Objective 6.1: When a peer offers [redacted] a non-reinforcing item, [redacted] will independently accept the item from a peer and make at least fleeting eye contact during the exchange for 9 out of 10 consecutive opportunities.</i></p>	<p>Not Mastered. This skill was introduced in March of 2013. [redacted] was pretty consistently accepting the toy, however not making even fleeting eye contact with the peer. When speech services started in mid September at the Baron Center, scheduling constraints made it difficult to implement teaching consistently for this skill resulting in limited progress has been reintroduced since returning full day.</p>
<p><i>Objective 6.2: When an adult rolls a ball, [redacted] will independently roll the ball with the adult for a minimum of 2 complete exchanges (i.e., one exchange is [redacted] catching the ball being rolled to him, then</i></p>	<p>Not Mastered. This skill was introduced in March of 2013. [redacted] will catch the ball and roll the ball with the adult however he doesn't always complete a minimum of two exchanges. When speech services were started at the [redacted] Center in mid September, scheduling constraints made it difficult to consistently implement teaching of this skill in an appropriate</p>

<p>rolling the ball to the adult). He will do so 4 out of 5 times, for 2 consecutive probes.</p>	<p>location resulting in limited progress. It has been reintroduced since returning full day. He is consistently scoring between 70-80% accuracy on this.</p>
<p>Goal 7: ██████████ will improve his ability to appropriately play with toys</p>	<p>Not Mastered.</p>
<p><u>Objective 7.1:</u> When in the presence of one peer and age appropriate toys, ██████████ will engage in proximity play by playing with materials for at least 2 minutes while remaining within 3 feet of the peer with at least 3 different activities, 2 different peers, and 2 different settings for 9 out of 10 consecutive opportunities.</p>	<p>Not Mastered. This skill was introduced at the end of summer school in August 2013. Teaching occurred in the integrated preschool classroom generally with at least 8 peers in the room. When speech services were started at the ██████████ Center in mid September, scheduling constraints made it difficult to consistently implement teaching of this skill in an appropriate location resulting in limited progress. It has been reintroduced since returning full day.</p>
<p><u>Objective 7.2:</u> When in the presence of age appropriate toys, ██████████ will independently play with at least 10 new toys in the way the manufacturer intended. He will play with each toy for at least 1 minute and will do so with 100% accuracy across 2 consecutive probes</p>	<p>Not Mastered. This was introduced in October of 2013. ██████████ has currently mastered 2 different toys.</p>
<p>Goal 9: ██████████ will demonstrate improvement in his receptive language skills</p>	<p>Not Mastered.</p>
<p><u>Objective 9.1:</u> Upon being presented with a simple instruction to do an engage in an action (e.g. "Wave"), ██████████ will engage in the specified action. He will begin his response within 3 seconds of the presentation of the instruction. He will do so for at least 10 different instructions, 4 out of 5 times for 2 consecutive probes.</p>	<p>Mastered. Introduced in February of 2013, ██████████ has currently mastered 11 different simple instructions. The focus this fall has been on functional safety commands, such as "Give me," "Pick up," and "Touch."</p>
<p><u>Objective 9.2:</u> When presented with</p>	<p>Not Mastered. ██████████ has currently mastered 24 different pictures.</p>

<p>3 different pictures, [redacted] will touch the appropriate picture upon hearing "(label)". He will begin his response within 3 seconds of the presentation of the instruction. He will touch the appropriate picture for at least 100 different pictures, 4 out of 5 opportunities across 2 consecutive probes.</p>	
<p>Goal 10: [redacted] will improve his ability to make requests</p>	<p>Mastered.</p>
<p><u>Objective 10.1:</u> When in the presence of highly motivating items, [redacted] will verbalize an appropriate approximation to gain access to the item 10 times in a 5 minute session. He will do so with at least 3 different items for 10 consecutive 5 minute sessions.</p>	<p>Mastered. This introduced in March of 2013. He mastered this in December 2013. This is still being worked on to continue to increase is spontaneous vocal approximations.</p>
<p>Goal 12: [redacted] will improve his verbal imitation skills</p>	<p>Not Mastered.</p>
<p><u>Objective 12.1:</u> When presented with a consonant or vowel sound, [redacted] will imitate the sound. He will do so within 3 seconds of the presentation of the model word. He will do so for 10 different sounds for 4 out of 5 opportunities across 2 consecutive probes.</p>	<p>Not Mastered. [redacted] has currently mastered 6 new sounds.</p>
<p>Goal 14: [redacted] will demonstrate an improvement in self-help skills and routines</p>	<p>Not Mastered.</p>
<p><u>Objective 14.1:</u> Upon coming into the school building in the morning, [redacted] will enter the classroom and put his belongings into his cubby. [redacted] will independently complete</p>	<p>Mastered. [redacted] mastered this in September 2013. Currently he is working on an increased morning routine including his jacket.</p>

<p><i>the routine and will do so within 3 minutes of entering the classroom. He will complete the chain with 100% accuracy across 3 consecutive days.</i></p>	
<p><i>Objective 14.2: Upon hearing the direction "Wash hands" [REDACTED] will independently engage in the hand washing routine. He will complete the chain with 100% accuracy across 3 consecutive days.</i></p>	<p>Not Mastered. Currently he independently completes the first 3 steps of an 8-step chain.</p>
<p><i>Objective 14.3: Upon the start of dismissal in the afternoon, [REDACTED] will get his belongings out of his cubby. [REDACTED] will independently complete the routine and will do so within 3 minutes of the teacher saying "it's time to go home." He will complete the chain with 100% accuracy across 3 consecutive days.</i></p>	<p>Mastered. [REDACTED] Mastered this skill in November 2013.</p>

Additional Information:

Starting in mid-September through the end of October, [REDACTED] went to [REDACTED] Therapy Services, LCC every morning and arrived at school around 11 am everyday. Due to this schedule change, there was limited time for him to receive one to one ABA programming, along with all of his school services (occupational therapy and speech and language therapy). In September, [REDACTED]'s ABA therapists were given extensive training in Pivotal Response Therapy (PRT). PRT is a research-based teaching method founded in the principals of Applied Behavior Analysis. The training was focused on the pivotal area of motivation in children as they learn language and learn to use it spontaneously and independently. Training was also given to his ABA therapists on Incidental Teaching. Incidental teaching is a researched based teaching method founded in the principals of Applied Behavior Analysis. The training focused on using [REDACTED]'s initiations towards objects or food, then the therapist models the language. Finally they wait for [REDACTED] to give successful verbal approximation before he receives the item. Requests and protests are taught before other functions of language.

In November 2013, a token board was shaped as a conditioned reinforcer. Using a token board results in a broader ability for the ABA Therapists to reinforce [REDACTED]'s appropriate behavior and the learning of new skills. He no longer required an edible reinforcer for every correct answer but now receives 5 tokens that he trades for a tangible or edible reinforcer of his choice.

Starting December 2013, potty training was implemented with [REDACTED]. He currently is at a 30 minute interval for going to the bathroom. He is doing well with this skill, since coming back from the holiday break he is has had 1 or 0 accidents per day. The time interval will be increasing as he continues to be successful with potty training.

Problem Behaviors:

Data is currently being collected on 7 targeted problem behaviors: screaming, disruptions, crying, hit to head, falling to the floor, mouthing and off task behavior. A Functional Behavior Assessment and Behavior Support Plan was completed by [REDACTED] BCBA in August of 2013. Since implementing the changes put forth in the behavior support plan [REDACTED] problem behaviors have decreased. Out of the behaviors that data is taken on the most concerning are head banging, strikes to body, and hits to head. Head banging defined as an instance of [REDACTED] forcefully directing any portion of his head against an object such as a wall or the floor. This has not occurred since the end of October 1, 2013. Hits to head is defined as using his hand to make forceful contact with any part of his head. [REDACTED] went 39 days without any hits to head. Strikes to the body is defined as any instance of forceful physical contact directed by [REDACTED] to his body. Examples include, but are not limited to: hitting or punching legs or arms, hitting his chest, pinching legs or arms. He has not had a strike to the body since 5.16.13.

Summary and Recommendations:

It is recommended that [REDACTED] continue to receive full day services with an IPPI trained ABA Therapist and program supervision by a Board Certified Behavior Analyst (BCBA). [REDACTED] should continue to spend time in the IPPI classroom, with short periods of time spent in the integrated classroom for structured group activities, to unpack and pack up. Ongoing and regular collaboration with all team members including the Occupational therapist and Speech and Language Pathologist should continue.