



Danvers Public Schools

Learning Center Program Review Pre-K through Middle
November 4th, 2024

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Constellations Behavioral Services | The Stepping Stones Group

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◆ District Wide/Program Reviews for Behavior Analytic Programming:

- Acton Boxborough Regional (MA)
- Andover Public Schools (MA)
- Danvers Public Schools (MA)
- Keene School District (NH)
- Newport School District (NH)
- Mascenic School District (NH)
- Merrimack School District (NH)
- Raymond School District (NH)
- Rochester School District (NH)
- Winchester School District (NH)

Purpose

- ❖ Danvers Public Schools partnered with Constellations Behavioral Services (CBS) for a program review to assess and define essential indicators for refining and sustaining systems within the Learning Center, ensuring alignment with evidence-based practices and establishing actionable steps to enhance support for students with intensive behavioral and educational needs.



Methods/Evaluation Tools



- ❖ The following methods and evaluative tools were utilized to support this evaluation:
 - ABA Program Evaluation Form, 2015 v.1.4 (Mark Sundberg)
 - Staff Motivation and Climate Questionnaire
 - Constellations Behavioral Services Foundational Skill Model Checklist
 - Review of Relevant Program Documents
 - Review of Past District or Program Evaluations
 - Danvers Pre-K Evaluation 23/24
 - Danvers Public Schools Special Education Audit Report- September 2024
 - Review of Student Educational and Behavioral Data
 - Interviews with Staff Members
 - Classroom Observations
 - BCBA District and LC Caseload Review

Goals

❖ These initial meetings with Special Education administration yielded the following goals:

1. Understanding of Mission and Vision
2. Understanding of Student Needs
3. Positive Student Outcomes
4. Understanding of Staff Roles and Responsibilities
5. Professional Development and Staff Training
6. Systems for Consistency, Efficiency, and Sustainability
7. Vertical Alignment Across the District
8. Progress Monitoring Systems



Findings

Checklist Findings:

- ❖ ABA Evaluation Form (Sundberg, 2015)
Score: 47%
- ❖ CBS Program Checklist Results: 49%
- ❖ Key Findings:
 - Strong need for educational and behavioral assessments.
 - Need for aligned curriculum and scope of programming.
 - Need for staff training on ABA methodologies.
 - Need for consistent progress monitoring.
 - Need for improved program systems and procedures.

Interview Findings:

- ❖ Staff are dedicated to supporting their colleagues and students accessing the program
- ❖ Staff are seeking consistency and alignment across classrooms and levels
- ❖ Staff are seeking guidance and understanding to align programming
- ❖ Staff express not having the resources they need to successfully or effectively complete their jobs

Survey Findings:

- ❖ Staff identify a strong connection within the program but not always within the larger school community
- ❖ Staff do not feel prepared to do their jobs due to lack of training
- ❖ Staff inconsistently demonstrate a shared understanding for program goals

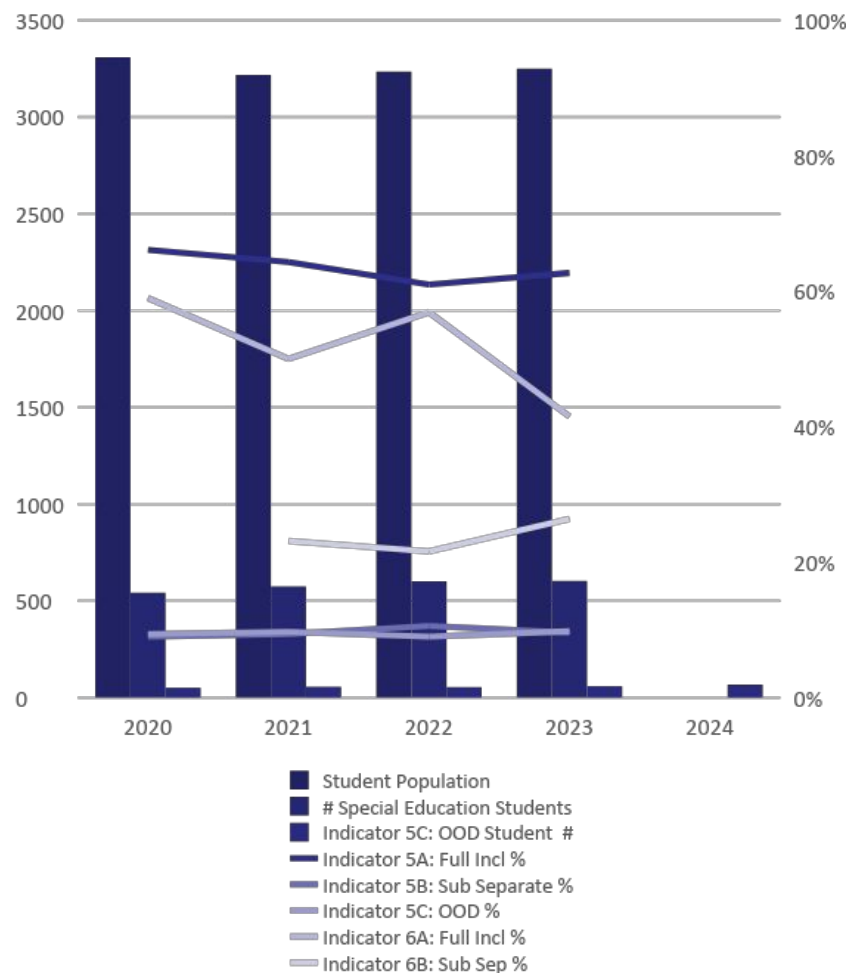
Findings

Observation and Document Review Findings

- ❖ Absence of a defined program descriptions lead to inconsistencies in staff understanding and alignment with district goals.
- ❖ Inconsistent implementation of ABA methodologies due to varying levels of staff training and knowledge impacting both teacher and BCBA time.
- ❖ Insufficient instructional assistant support limits teachers' ability to engage in essential training and curriculum development activities.
- ❖ Current lack of structured processes affects program effectiveness and student transitions.
- ❖ Challenges in student files, IEPs, and Behavior Support Plans hinder effective assessment and goal-setting practices.

Special Education and BCBA Caseload Findings

Indicator 5 and 6 Graph



Focus: Driving Philosophy and Understanding



1. Develop and Align Program Mission and Vision



2. Define “Learning Centers” and Sub Areas of “Learning Centers” Using LRE



3. Develop and Align Program Description/s



4. Create Vertical Alignment and Clear Pathways for Students Across All Levels

High Impact:

- Define Key District Programs Available at All Levels in Alignment with Learning Centers
- Create Program Descriptions for All Programs
- Create Visual of Student Pathways and LRE Models

Focus: Systems and Procedures



5. Develop and Refine Program Systems and Procedures



6. Develop and Refine Program Entry and Exit Criteria



7. Ensure Consistent Environmental Arrangement and Program Design

High Impact:

- Program Manual and Staff Manual Outlining Procedures and Templates
- Define Entry and Exit Criteria Using Assessment and Targeted Data Collection
- Identify Key Program Offerings

Focus: People and Training



8. Define Roles and Responsibilities of Staff



9. Increase Visibility and Understanding of Staffing Ratios Needs and Classroom Teacher Time and Tasks



10. Implement Competency Based Training Program for All Staff

High Impact:

- Foundational Training for All Staff regarding Essential ABA Methodologies
- Defined Training Content and Scope for All Positions
- Teacher Training in Key Assessment Tools, and Curriculum

Focus: Essential Resources



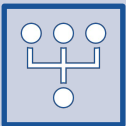
11. Identify Consistent Assessments, Curriculum and Scope of Student Programming



12. Refine Educational and Behavioral Programming



13. Review and Refine Leadership Structure



14. Ongoing Review of BCBA Consultation, Time and Allocation

High Impact:

- Multi-Tiered Systems of Support for Behavior
- Staff Training on ABA Methodologies and Preventative Strategies
- Three Tiered Training Model

Focus: Culture and Connection



15. Increased Family Involvement, and Communication



16. Foster Culture and Connection to School Community

High Impact:

School Wide Training on ABA Methodologies
and Specialized Program Goals

Parent Consults and Training

Summary

Danvers Learning Center Programs have a great “bones” for strong and effective specialized programs:

- Dedicated and committed staff
- Classroom spaces dedicated to specialized programs
- Small classroom sizes

The District should prioritize initiatives that will yield the greatest impact and will address stakeholder’s biggest concerns.

- Define Key District Specialized Programs: Align with Learning Centers at all educational levels.
- Create Detailed Program Descriptions: Ensure clarity and accessibility for all stakeholders.
- Develop Visual Pathways: Illustrate Student Pathways and Least Restrictive Environment (LRE) Models.
- Short- and Long-Term Investment in Training Initiatives: Focus on delivering Essential ABA Methodologies this year.
- Leverage Behavior Technicians: Utilize their expertise in training within Learning Center classrooms.

The District should create a strategic plan or road map to plan and prioritize key items identified for support within this program review. Plans should include:

- Measurable Objectives
- Timelines for Rollout
- Stakeholder Input
- Feedback Loops for Continuous Improvement

Thank You!

- ❖ Thank you to the Learning Center Program Staff for your exceptional care and commitment.
- ❖ Thank you to the Danvers Public Schools Special Education Administration for your collaborative spirit and partnership throughout this process.

