OUR MISSION

TO EMPOWER OUR STUDENTS, MEMBER DISTRICTS AND OTHER CLIENTS TO MEET EDUCATIONAL AND LIFE CHALLENGES IN THE CHANGING GLOBAL ENVIRONMENT BY PROVIDING COLLABORATIVE, CUSTOMIZED, COST-EFFECTIVE SOLUTIONS TO MEET IDENTIFIED NEEDS IN OUR EDUCATIONAL COMMUNITY.
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OVERVIEW

ACES Behavior Services provides a wide array of services designed to assist school districts, families, and communities in supporting students presenting complex behavioral and instructional needs. These services include staff training, program development and evaluation, staff supervision & support, classroom support, case consultation, behavior management, student assessment, instructional strategies, and Home Outreach services. For nearly three decades, ACES has successfully collaborated with school districts to enhance outcomes for students with autism, developmental delays, emotional/behavioral disorders, and learning difficulties. Services are provided by our team of richly experienced Board Certified Behavior Analysts and behavior technicians having a wide variety of knowledge and expertise in the delivery of behavior analytic services.
PROGRAM DEVELOPMENT AND EVALUATION

By its very mission, ACES mission is charged with “providing collaborative, customized, cost effective solutions to meet identified needs of our educational community” and this mandate is the center stone of ACES Behavior Services. Since its inception in 1988, ACES Behavior Services has successfully developed more than a dozen specialized programs at ACES and has creatively collaborated with numerous schools and districts to meet the unique challenges students. As this work continues, and as more districts proceed with their own creative endeavors, ACES is refining its capacity to provide schools and districts with comprehensive, objective feedback and helpful, specific programmatic recommendations.

PROGRAM AUDIT

A systematic review of special education programs centered on Autism, Developmental Delays, Life Skills, Emotional Disorders, Behavioral Disorders, Social Deficits, Cognitive Disabilities, and ABA Methodologies. The audit is designed to review the structure and methods used throughout the program including the development of IEP objectives, the scope and sequence of curriculum, pedagogic methods/activities, instructional environments, progress monitoring systems, family involvement/support, inclusion time, entrance/exit criteria, transition planning, behavior management, community collaboration, and staff training/management. Audits generally involve 10-14 site visits, observations, staff and stakeholder interviews, and documentation reviews. Audits culminate in a comprehensive report involving an objective analysis of program components and including a specific set of recommendations for actions by administration and staff.

PROGRAM DEVELOPMENT

ACES staff work with the district teams to conceptualize, plan, develop, and initiate specialized programs designed to educate students with behavioral challenges, instructional challenges, and other unique needs. This includes the development of program structure, operational systems, data collection methodologies, quality enhancement protocols, and staff training. If desired, ACES will maintain an ongoing collaborative relationship with the district for continued program support.
STAFF SUPERVISION AND SUPPORT

The area of behavior management within schools has changed significantly over the past decade. National certifications are now available to help insure that individuals are appropriately and effectively trained to work with children presenting significant behavioral and instructional difficulties. These certifications provide structured pathways for your staff to gain critical skills and serve to communicate a sense of programmatic quality and value. ACES has the capacity and is eager to provide your staff with training toward attaining the following types of certification.

SUPERVISION SERVICES OF BCBA, RBT SUPPORT OF SCHOOL-BASED BEHAVIOR ANALYSTS

Increasingly over the several years, more and more schools and districts are seeking to hire staff with certification as Board Certified Behavior Analysts (BCBAs) from the Behavior Analyst Certification Board (BACB). Individuals with BCBA’s are trained to develop, implement, and assess intervention plans for changing behaviors in socially significant ways. Increased demand for BCBAs has resulted in schools and districts hiring Behavior Analysts with little training or limited experience. To support districts in these situations, ACES can provide on-going support and supervision from BCBA’s with extensive training and experience across a wide variety of student population and educational contexts. This additional professional guidance can be invaluable to staff endeavoring to become successful professionals in the field of Behavior Analysis.
Schools and districts are also now seeking employ staff with certification as Registered Behavior Technicians (RBTs) from the Behavior Analyst Certification Board (BACB). RBTs are required by the BACB to receive supervision from a Board Certified Behavior Analyst (BCBA). The supervisory relationship must be registered with the BACB and the supervision time must equal or exceed 5% of the hours spent by the RBT providing applied behavior-analytic services per month. ACES can provide this on-going supervision from BCBA’s with significant supervision experience. This support can be essential in building clinical capacity of direct-line staff within schools and districts.

SUPERVISION OF BEHAVIOR SUPPORT STAFF

In many cases, staff providing regular behavior support within schools and districts do not have certification from the Behavior Analyst Certification Board or have little experience or training to work with students presenting significant behavioral and instructional challenges. For these individuals, on-going support can be invaluable and perhaps the difference in producing successful outcomes with students. ACES staff can provide this essential support, programmatic guidance, and feedback.
SCHOOL-BASED SERVICES

STAFFING
Today’s schools and districts are challenged with providing educational services to increasingly diverse student populations presenting a multitude of challenges. These challenges not only include the delivery of academic content but also expertise in the therapeutic, clinical, and management skills required for classroom success. ACES is prepared to help districts meet these needs by providing staff with specialized skill sets to become part of district and school educational teams. This partnership option expands the school or district’s capacity to serve a wide range of students.

Full-time Behavior Analysts (with BCBA certification)
ACES can provide schools and districts with BCBAs who work full-time in those schools and districts. This includes regular, on-site, proactive supervision by ACES Clinical Services Coordinator (a BCBA with more than 15 years of experience) and support as-needed from ACES Director of Behavior Services and Autism Programs (a doctoral-level BCBA-D with over 28 years of experience).

Full-time Registered Behavior Technicians (with RBT certification)
ACES can provide schools and districts with RBTs who work full-time in those schools and districts provided the districts also contract with ACES for BCBAs to provide the required supervision.

Full-time Behavior Technicians and Behavior Support Staff
ACES can provide schools and districts with non-certified Behavior Technicians (who service multiple students) and Behavior Support Staff (who service an individual student) who work full-time in those schools and districts provided the districts also contract with ACES for BCBAs to provide supervision.

Hourly Service
ACES can support districts on an hourly basis as well. This structure is typically used for short-term services that do not have pre-established fees.

Fee-for-service
For some services, ACES offers a fee-for-service structure in which the cost of a particular service has been published and is all-inclusive.
STUDENT ASSESSMENTS

Today’s schools and districts are challenged with providing educational services to increasingly diverse student populations presenting a multitude of challenges. These challenges not only include the delivery of academic content but also expertise in the therapeutic, clinical, and management skills required for classroom success. ACES is prepared to help districts meet these needs by providing staff with specialized skill sets to become part of district and school educational teams. This partnership option expands the school or district’s capacity to serve a wide range of students.

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

A systematic method of acquiring information about the function a problem behavior serves for a person and the conditions in which the behaviors are most likely to occur. The results of the assessment are used to guide the design of an intervention for decreasing the problem behavior and increasing appropriate behavior.

FUNCTIONAL ANALYSIS (FA)

An analysis of the function of problem behavior (i.e., the purpose it serves for the individual), wherein antecedents and consequences representing those in a person’s natural routine are arranged within an experimental design so that their separate effects on problem behavior can be observed and measured. A Functional Analysis is typically completed in conjunction with an FBA.

COMPONENT ANALYSIS

An analysis designed to identify the effective elements of an existing treatment package and the relative contributions of different variables in a treatment package. A component analysis will guide decisions regarding modifications to behavior support plans.

ECOLOGICAL ASSESSMENT

An assessment that evaluates the complex interrelationships between environment and behavior. This assessment includes but is not limited to; an evaluation of the physical aspects of the environment, social dynamics (peer and adult), rules and expectations, scope and sequence of skills to be mastered, and peer performance. This type of assessment can help to guide decisions regarding student placement, program planning, and environmental modification.

SKILL-BASED ASSESSMENTS

A district may contract with ACES to help guide their team in the implementation of the VB-MAPP, ABLLS-R, the AFLS, and other skill-based assessments. These assessment tools function as a curriculum guide and tracking system that become part of a student’s programming. If a
district contracts with ACES to conduct one of these assessments, the BCBA will not only guide the team in the initial assessment; they will also provide the training necessary to utilize them as a curriculum guide and tracking system.

**GENERALIZATION ASSESSMENT**

This type of assessment is designed to analyze behavior which may or may not be occurring in the home and community environment after initial training. They are designed to answer questions such as; “Why is this behavior happening at home but not at school?”, “Why is this behavior happening at school and not at home?” Answering such questions is critical in insuring that instructional programming has broad and meaningful impact on student’s lives.

**PROGRAM-BASED SERVICES**

Districts are often tasked with creating educational programs to support particular student populations or situations. Since this is what ACES does, we can provide a variety of design and consult services to school programs. Our experienced, knowledgeable staff will collaborate with district staff to determine relevant program objectives and assess functional outcomes. ACES can provide a range of programmatic support from complete design and development to targeted quality improvement to periodic check-in and support. Also, ACES can augment or supplement programmatic services that are desired but not currently offered.

**CLASSROOM-BASED SERVICES**

At times individual classrooms struggle with the management of students. This struggle may be due to a few particularly challenging students, a lack of experienced teaching staff, or other contributing circumstances. Regardless of the particular issues involved, ACES can provide a wide-range of classroom-based services including team building, leadership training, behavioral strategies identification, systems development, staff management, and staff training.

**STUDENT-CENTERED SERVICES**

ACES staff are well trained and prepared to address the unique educational needs of individual students within schools and districts regardless of the type and severity of need. Beginning with interviews and discussions with classroom staff, ACES will comprehensively assess the student’s needs, identify and communicate appropriate objectives, develop thorough plans for behavior change, train staff to implement the plans, and empirically assess intervention effectiveness. Plans typically involve the use of known evidence-based instructional strategies and other specialized educational programming. Their successful implementation routinely involves collaboration and input from other members of the student’s educational team and an emphasis on generalization to other settings, situations, and individuals.
HOME SERVICES AND PROGRAMS

ACES has been providing quality home services to children and families for over a decade. Our home programs are staffed by teams of skilled, caring individuals whose focus is to enhance the child’s ability to be successful in a variety of non-school settings. Directed by a Home Supervisor (a behavior analyst with BCBA certification), teams of Home Instructors conduct programs designed to increase a child’s independence, adaptive skills, and ability to generalize. Both targeted and general parent training is available to address specific behavioral issues and improve the quality of life for both the student and the family.

PARENT TRAINING

A Behavior Analyst with BCBA certification will conduct a Needs Assessment Interview to determine the direction of the consultation and parent training. The goal of the consultation can be to target a specific behavior or skill or can be general and ongoing. The consultation involves collaboration with the school team to ensure consistency across home and school and to aid in the generalization of skills across environments.

CLINICAL SERVICES

ACES Home Programs are staffed by Home Services Instructors, supervised by a Behavior Analyst with BCBA certification, and overseen by ACES Clinical Services Coordinator (with BCBA certification and over 15 years of direct clinical experience). The home programs are designed to reduce problem behaviors and to promote functional daily living, social, communication, and community skills. The frequency and duration of Home Services is determined on a case-by-case basis. This involves collaboration with the school team to ensure consistency across home and school and to aid in the generalization of skills across environments.
CERTIFICATION-BASED TRAINING

The area of behavior management within schools has changed significantly over the past decade. National certifications are now available to help insure that individuals are appropriately and effectively trained to work with children presenting significant behavioral and instructional difficulties. These certifications provide structured pathways for your staff to gain critical skills and serve to communicate a sense of programmatic quality and value. ACES has the capacity and is eager to provide your staff with training toward attaining the following types of certification. The following are basic formats available for providing training:

BOARD CERTIFIED BEHAVIOR ANALYST TRAINING (BCBA)

Board Certified Behavior Analysts are trained to focus on behaviors (of individuals or groups) that can be readily observed and measured as well as their relation to environmental contexts and events. The information is then used to develop, implement, and assess intervention plans for changing behaviors in socially significant ways. More and more, Behavior Analysts are being included as essential members of instructional teams servicing students with a wide range of behavioral and instructional challenges. In many situations, national certification by the Behavior Analyst Certification Board (BACB) is required by CT State Law. ACES can assist schools and districts in providing clinical supervision (required by the BACB) to staff in their district seeking BCBA certification.
**REGISTERED BEHAVIOR TECHNICIAN TRAINING (RBT)**

Registered Behavior Technicians are trained to provide direct support to students with a wide range of behavioral and instructional challenges. These individuals work under the direction of BCBA’s to assess student needs, implement treatment plans, and assess their effectiveness. As with BCBA’s, the BACB offers the RBT as a national certification for individuals working directly with special populations. ACES can assist schools and districts in preparing staff to apply for RBT certification. The BACB-required preparation includes over forty hours of direct instruction followed by systematic performance assessments and preparation for the national exam.

**NON-VIOLENT CRISIS INTERVENTION TRAINING (CPI)**

ACES has collaborated with Crisis Prevention Institute (CPI) to train and certify more than two dozen ACES staff as Non-Violent Crisis Intervention Instructors. With CPI’s core philosophy of “Care, Welfare, Safety, and Security” ACES can provide CPI-based training to your staff enabling them to better understand risk behavior, make better management decisions, defuse potentially dangerous behavior, and implement physical intervention options.

**ACES SYSTEMATIC SUPPORT & INTERVENTION SAFETY TRAINING (ASSIST)**

Having decades of experience safely managing children with significant emotional and behavioral challenges, ACES is in a unique position to assist schools and districts in preparing their staff to prevent and appropriately intervene in potentially unsafe situations. Offering a tiered package of support stressing relationship-building and contingency management, ACES can provide skill-based training enabling your staff to manage situations positively, avoid potential conflicts, assess situational realities, verbally de-escalate potential incidents, and provide a full-range of safe, supportive, physical management when needed. Annual and bi-annual skill practice and quality maintenance sessions would also be provided.
**BRONZE ASSIST** is appropriate for all school employees and includes training on legal aspects of student management, relationship-building, risk assessment, environmental options, verbal de-escalation techniques, self-defense, and escapes.

**SILVER ASSIST** is targeted for staff having significant interaction with students. This training extends the Bronze tier to skills including ecological modification, contingency management, advanced verbal de-escalation, escorts, use of seclusion areas, and standing holds.

**GOLD ASSIST** is reserved for staff assigned to school crisis teams or those who routinely respond to potentially dangerous student situations. This training extends the Silver tier to skills including staff support, advanced risk assessment, crisis management, floor holds, and communication/collaboration with emergency services.
INSTRUCTIONAL STRATEGIES TRAINING

Educators serving children with special needs are often confronted with difficult academic challenges which call for the use of specific evidence-based strategies or practices (refs) to be successful in meeting students’ instructional goals and objectives. ACES is committed to helping staff within schools and districts become proficient in selecting, implementing, and evaluating these strategies and practices within their classrooms. With a general understanding of science-based education and decision-making, successes are more likely, and staff confidence will increase.

- Antecedent-based Intervention (ABI)
- Behavioral Skills Training (BST)
- Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O)
- Discrete Trial Instruction (DTI)
- Functional Communication Training (FCT)
- Natural Environment Training (NET)
- Peer-mediated Instruction and Intervention (PMII)
- Pivotal Response Treatment (PRT)
- Response Interruption/Redirection (RIR)
- Social Narratives (SN)
- Social Skills Training (SST)
- Task Analysis (TA)
- Video Modeling (VM)
- Visual Supports
TARGETED SKILLS TRAINING

Many schools and districts face the problem of training staff to positively impact a broad array of skill deficits. These needs can be simple or complex, school-related or community-based, and solitary in nature or social (necessarily involving others). ACES can assist your staff in assessing students’ skill repertoires, determining skill acquisition priorities, and implementing specific interventions targeted toward improving student’s lives by teaching them new and needed skills.

• Accessing the Community
• Adaptive Living Skills
• Appropriate and Cooperative Play
• Appropriate Play
• Executive Skills
• Functional Independence
• Generalization
• Healthy Hygiene Routines
• Initiating Communication
• Instructional Pre-requisites

• Interactive Communication
• Observation and Attention
• Pre-Vocational and Vocational Skills
• Recreational Options
• Replacing Aggression with Appropriate Behavior
• Self-Help and Self-Initiation
• Social Skills
• Toileting
GENERAL TOPICS

Staff working in today’s schools need to be versed in a wide variety of academic, social, and behavioral approaches. The issues presented by students and faced in classrooms are wide-ranging and often complex. Mental health realities, educational initiatives, governmental mandates, and legal regulations are just a few of the factors confronting school and district staff. ACES can provide education and instruction in many areas relevant to the work done in schools by teachers, behavior managers, administrators, therapists, aides, and others.

- AFLS, VB-Mapp, and other Skill-based Assessments
- Assessing and Programming for Developmental Delays
- Behavior Management in Special Education Settings
- Communication and Behavior
- Considerations for Classroom Management
- Data-based Decision-making
- Educating Children with Autism Spectrum Disorder
- Efficient Scheduling and Time Management Practices
- Functional Behavior Assessment
- Legal Issues in Behavior Management
- Making Inclusion Meaningful
- Making Measurable Goals and Objectives
- Navigating Collaboration Challenges
- Principles of Behavior and Learning
- Professionalism in Practice
- Restraints, Seclusions, and the Law
- Serving Students with Social Emotional Disorders
- Structuring Effective Educational Teams
- Touch Chat, Proloquo, and other Alternative Communication Systems
- Verbal Behavior Approach
- Writing Behavior Support Plans
DATA SYSTEMS AND GRAPHING INSTRUCTION

Over the past decade, educators have been tasked with creating data teams and collecting sound, empirical information on student performance. This emphasis on collecting and using data is crucial and has been a fundamental tenet for ACES Behavior Services programs since its beginning. While the goal to be “data-based” is fairly easy to understand, the understanding and implementation of data-collection systems can be complex and require targeted instruction and practice. Some systems are good for some situations and not others; some are good for some behaviors and less so for others.

ACES can familiarize school and district staff with a variety of data collection systems, teach them to appropriately select a particular system, and help them achieve proficiency in their implementation through repeated practice and feedback.

- Discrete Trial (DTI) based Recording
- Duration-based Recording
- Fluency-based Recording
- Latency-based Recording
- Procedural Fidelity Measurement
- Rate-based Recording
- Reliability Assessment
- Excel with Excel
- Interval-based Recording
- Time-Sampling and Probe Data
- Changing Criterion Design
- User-Friendly Data Systems
ECOLOGICAL CONSIDERATIONS
When children and adults engage in behavior, they do so in particular environments or settings and they interact with others in particular ways within those settings. This is true for students and staff within schools as well. Understanding the influence of ecological variables within schools is important to understanding, planning for, and changing student’s behavior. ACES can highlight some ecological considerations to assist staff in managing student’s behavior in ways that generate long-term and sustainable outcomes.

- Changing Behavior by Changing the Classroom
- Ecological Assessment
- Ecology, Environment, and Behavior
- Establishing a Supportive School Community
- Making it Work with What You’ve Got
- Teaching Paraprofessionals to Promote Independence

SAFETY MANAGEMENT
There is nothing more important within schools than keeping both students and staff safe. However, there are times when unsafe situations with students occur, and staff must respond in the best way possible. With its vast experience servicing children with challenging cognitive, social, and emotional issues, ACES is well prepared to provide your staff with extensive safety management training focusing on preventing crises as well as managing them in safe, effective ways.

- Building Healthy and Effective Staff-Student Relationships
- Establishing and Communicating Crises Management Plans
- Establishing Safe Instructional Practices
- Precluding Crises through Tiered Responding
- Support through Surface Strategies
- Introduction to Life Space Crisis Intervention (LSCI)
- Planning for Safety, Preparing for Crises
- Post-crises De-briefing and Review
- Verbal De-escalation and Defusing Crises
- Physical Management (see “Certification-based Training”)