

GLASSBORO SCHOOL DISTRICT

Monthly Board Items

Date Submitted: 11/4/2022

Proposed Effective Date: 11/1/2022

Short description (title): Educational Services

Submitted by:
Michelle Edelstein

Building:
CST

Proposed cost/amount:
Attached

ESY:

Funded through:
District Funds

Grade(s) impacted if any:

Board Action Requested:

Consideration to approve contract with Interactive Kids Educational Services, LLC for FBA Services. Please find the pricing guide attached.

Details and ramifications:

Positives:

Concerns:

Other Comments:

FOR OFFICE USE ONLY:

Board Date: _____

Approved: Y or N

Index #: _____



November 2, 2022

Glassboro Public Schools
 Catherine Torbik
 506 Joseph Bowe Blvd
 Glassboro, NJ 08028

Dear Ms. Torbik,

Interactive Kids Educational Services, LLC would be honored to work in your school. I have included a contract for the 2022-2023 school year (July 1, 2022-June 30, 2023) that lists costs and services. The purpose of this contract would enable the Glassboro Public Schools to build capacity in your general education and special education programs by providing support services to students with developmental disabilities, behavioral, and educational challenges in their least restrictive environment.

Interactive Kids Educational Services, LLC is an approved NJDOE Clinic/Agency. Our team has been providing behavioral and clinical consultation in several public and private schools in New Jersey and Pennsylvania for the past 17 years. Our employees are well versed in ABA principles, modeling and training intervention strategies, and crisis interventions. Upon hire, Interactive Kids Educational Services, LLC conducts criminal background checks through the Office of Student Protection Unit. Our employees adhere to the ethical standards set forth by the Behavior Analyst Certification Board (BACB®). Our services have been utilized in the following school districts: Camden City, Cherry Hill, Hamilton Township, Lawnside, Runnemede, Willingboro, Lenape Regional High School District, Pems Grove-Carney's Point, Pennsville, Evesham, Margate, Maple Shade, Pemsauken, Egg Harbor Township, and Woodstown. In addition to the above-named school districts, we are a provider for Camden County Educational Services Commission and support specialized schools such as Durand Academy and Leap Academy with behavior consultations.

Our staff at Interactive Kids Educational Services, LLC includes:

- Board Certified Behavior Analysts (BCBA)
- Board Certified Assistant Behavior Analyst (BCaBA)
- Master Level Consultants (3+ years' experience in Applied Behavior Analysis)
- Certified Special Education Teachers
- New Jersey Licensed Clinical Social Workers
- Lead Trainers
- Registered Behavior Technicians (RBT)
- ABA Therapists

Our team has extensive experience in the following areas:

Autism Spectrum Disorder	Academic Programming	Behavioral/Emotional Disabilities
Functional Analysis (FA)	Pre-vocational/Vocational Training	Classroom Management Systems
Functional Behavior Assessments (FBA)	Direct Instruction	Positive Behavior Support
Reinforcement	Crisis Management	Behavior Support/Intervention Plans
Verbal Behavior	Community Integration	Social-Sexual Awareness Training
Social Skills	Daily Living Skills	Collaboration with School Personnel

Services Provided by BCBA, BCaBA, or Master Level Consultant

- Functional Behavior Assessments (FBA)
- Behavioral evaluation
- Provide on-going behavioral consultation to:
 - Individual students
 - School programs (i.e., ASD classrooms)
- Develop and model effective teaching and behavioral strategies for students with:
 - Autism Spectrum Disorder (ASD)
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Behavioral and emotional challenges
- Development of behavior support/intervention plans
- Theoretical and/or applied trainings for teachers and paraprofessionals
- Evaluation and/or implementation of Individualized Educational Program (IEP) goals and objectives
- Attend administrative/IEP meetings
- Collaborate and develop classroom structure recommendations and routine development
- Serve as a liaison to assist with transitioning students from out of district placement to home district
- Conduct new teacher trainings and follow-up consultative services on classroom management strategies
- Develop effective strategies to support academic success
- Social skills instruction
- Assist with generalization of skills from school/home and home/school
- Consult with district personnel on litigation and due process hearing decisions
- Develop/implement a crisis management protocol
- Assess, evaluate, and provide support for students during crisis situations
- Provide trainings for staff to support students with emotional regulation
- Year-to-date service analysis and summary

Services Provided by Certified Special Education Teacher

- Classroom wide behavior management development
- Develop/train effective strategies to support academic success, curriculum, and teaching practices
- Provide professional development for teachers, support staff, and child study teams
- Classroom structure and routine development
- Creating progress monitoring systems to track IEP goals and objectives
- Provide trainings for best practices for students with developmental disabilities and emotional regulation
- Conduct new teacher trainings
- Support growth and development of vocational programs
- Provide consultative services for alternative curriculum and individual educational programming needs
 - Verbal Behavior and Milestones Placement Program (VB-MAPP)
 - Edmark
 - Reading Mastery
 - Language for Learning
 - TouchMath

Services Provided by Clinical Social Workers

- Individual counseling
- Group counseling
- Social skills groups

Behavior Stabilization Specialist

- Provides temporary emergency crisis intervention for students engaging in escalated behaviors

Lead Trainers

- Train and mentor assigned ABA/RBT Therapists in behavior protocols and support plans
- Model the implementation of behavior strategies and transfer skills to school staff

- Conducts treatment integrity checks to documents correct implementation of individual behavior support plans
- Provides follow-up as requested

Direct Care Services provided by an ABA/RBT Therapist

- Provide 1:1 staffing for students at the request of the school district
- Collect behavioral data on students' individual behavioral goals
- Provide direct support to students transitioning from an out of district placement to the public school or from one classroom/school to another
- Initiate the implementation of new behavior intervention plans, provide hands on training and modeling to classroom staff and generalize the strategies to the teacher and paraprofessionals in order to fade direct support services
- Provide in-home behavioral/educational services to students at the request of the district
- A minimum of two hours per month support from an Interactive Kids Educational Services, LLC behavior consultant is required per student served by an ABA therapist/RBT
- For every Registered Behavior Technician (RBT) a minimum of 5% of hours worked must be supervised by an Interactive Kids Educational Service, LLC BCBA to maintain certification. If these supervision hours are not met within the current IEP and additional supervision hours are needed, the district may need to be responsible for this cost

Functional Behavior Assessments (FBA)

- Comprehensive Functional Behavior Assessment is 20 to 24 hours and is comprised of record review, teacher/staff interview, student interview, classroom observations, home-based assessment (if applicable), data analysis, summaries and reports, recommendations, individual behavior support plan.
- Basic Functional Behavior Assessment is 12 to 16 hours and is comprised of a record review, teacher interviews, classroom observation(s), data analysis, summaries and report, recommendations, and individual behavior support plan.
- Targeted Functional Behavior Assessment is 6 to 10 hours and is comprised of teacher interviews, classroom observations, data analysis, report, and recommendations.

In-District Social Skills Groups

- Collaboration with CST to incorporate individualized needs
- 8-to-10 week sessions
- Topics include:
 - Social-Sexual Awareness Training
 - Pccr socialization
 - Dating and consent
 - Proper use of social media
 - Peer buddies/lunch bunch
 - Appropriate play skills

Professional Development

- Interactive Kids Educational Services, LLC is an approved continuing education (ACE) provider for Type 2 continuing education events for BACB certificate holders.
- Topics include but are not limited to:
 - Applied Behavior Analysis (ABA) basics
 - Positive behavior supports
 - Classroom management
 - Antecedent based strategies
 - Functional Communication Training (FCT)
 - Incorporating social skills instruction in the classroom
 - Functional Behavior Assessments (FBA)
 - Developing a function-based Behavior Intervention Plan (BIP)
 - Preparing for transition into adulthood
 - Reinforcement strategies
 - Using direct instruction with students diagnosed with Autism
 - Verbal Behavior program development

- o Emotional regulation
- o Social-Sexual Awareness Training

Crisis Intervention Trainings

- Interactive Kids employs trainers certified in the following crisis management systems:
 - o Handle With Care
 - o Safe & Positive Approaches
 - o Crisis Prevention Institute
 - o QBS Safety Care
- Please inquire about training options

Fee for Services

<u>Provider</u>	<u>Fee for Service</u>
Board Certified Behavior Analysis (BCBA)	\$140.00 per hour
Board Certified assistant Behavior Analysis (BCaBA)	\$120.00 per hour
Master Level Consultant (3+ years' experience in Applied Behavior Analysis)	\$120.00 per hour
Certified Special Education Teacher	\$95.00-\$140.00 per hour
Clinical Social Workers	\$100.00-\$140.00 per hour
Behavior Stabilization Specialist	\$80.00 per hour
Lead Trainer	\$70.00 per hour
Registered Behavior Technician (RBT)	\$60.00 per hour
ABA Therapist	\$50.00 per hour
<u>Service</u>	<u>Fee for Service</u>
Professional Development	\$500 for 2-hour training (\$250 per hour)
FBA	\$140.00 per hour
In-District Social Skills Group	Please call for pricing
Crisis Intervention Trainings	Please call for pricing

Additional Expenses

- For travel over 20 miles from our Cherry Hill office location, a \$40/hour fee *may be* assessed.
- Interactive Kids Educational Services, LLC direct care staff shall be afforded the same Professional Development opportunities that are given to district paraprofessionals. This includes half days and full days.
- Any school district half days will be charged the full day rate (6.5 hours). During which time the district will be encouraged to utilize the staff to make materials, input data, and participate in classroom meetings. This does not include consultation services.

Payment of services may be made via check, charge or cash. Any additional services which are performed by Interactive Kids Educational Services, LLC at your request shall be charged at the hourly rate of **\$140.00** and shall be payable at the completion of said services. Should any payments not be received within sixty (60) days of the date of the bill, Interactive Kids Educational Services, LLC reserves the right to terminate this contract and to consider non-payment a breach of the contract. Interactive Kids Educational Services, LLC reserves the right to terminate this contract due to the following reasons: unethical practices, discrimination, or unprofessional behavior.

Interactive Kids Educational Services, LLC prides itself on collaboration and consistency and any new services requested by the district shall be in writing. Furthermore, all concerns or any request for change in an individual providing service, must be communicated to the Directors, Jacqueline McCue at 856-359-0312 or Kristina Peterson at 856-470-8174. Interactive Kids Educational Services, LLC shall at all times use its best, reasonable efforts to provide the requested services in a timely and professional manner. In the event of a call out/vacation for an ABA therapist, Interactive Kids Educational Services, LLC will make every effort possible to provide a substitute; however, a substitute is not guaranteed. In the event of an emergency school closing (i.e., a snow day), Glassboro Public Schools will be obligated to pay the hourly rate for the ABA Therapists/RBT's regularly scheduled time for up to ten (10) days at which time Interactive Kids Educational Services, LLC will reassess. In the

event of an emergency school closing (i.e. pandemic), in-home or virtual support may be provided. Please note, however, that the liability of Interactive Kids Educational Services, LLC, if any, arising out of or relating to this contract shall be limited to the actual amounts paid by you to Interactive Kids Educational Services, LLC, and in no event shall include any other losses, including but not limited to, any incidental, indirect or consequential damages of any kind. Interactive Kids Educational Services, LLC will not be responsible for any damage or loss to your property or person as a result of the services provided for under this contract.

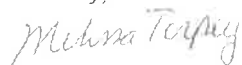
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Finally, please be advised that this contract shall constitute the entire agreement between Interactive Kids Educational Services, LLC and Glassboro Public Schools, and any modifications to this contract must be made in writing and signed by all parties. Interactive Kids Educational Services, LLC will not exceed the agreed total contracted hours. This contract shall be binding upon both parties, and shall be governed by the laws of the State of New Jersey. This contract may be terminated at any time by either party with at least fifteen (15) days written notice to the other party. In the event that the contract is terminated by you, immediate payment for all services performed shall be paid.

I request that you review this letter closely, and confirm your agreement for Interactive Kids Educational Services, LLC to provide the described services by executing below and returning to my attention at your earliest convenience. A signature on this letter shall serve as a contract for services on the above terms and confirmation that payment will be provided for the services at the payment schedule listed herein. Our business office will forward a bill to you for services provided each month. We look forward to providing these services for you.

Please do not hesitate to call me at (856) 810-7599 if you have any questions or concerns.

Sincerely,



Melissa Torpey, MEd, BCBA
Executive Director of Clinical Services

School District Signature

Date

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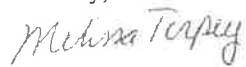
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Please do not hesitate to call me at (856) 810-7599 if you have any questions or concerns.

Sincerely,



Melissa Torpey, MEd, BCBA
Executive Director of Clinical Services

School District Signature

Date



FBA PRODUCT DESCRIPTIONS

March 2021

COMPREHENSIVE FBA = 20 – 24 hours (\$3,360)

- Review of Records
 - Includes an extensive review of the student's IEP, any recent (within 1 calendar year) and relevant evaluations (e.g., psychiatric, psychological, neuro-psychological, learning, speech and language, OT, PT, prior FBA or behavior data, and prior or existing behavior support strategies), and disciplinary action records.
- Teacher/Staff Interview
 - Includes extensive discussion (formal structured interviews) of relevant academic functioning and existing behavior challenges, existing trends in the student's behavior (e.g., associated settings, activities, staff/peers, and other conditions or variables associated with behavior challenges), and social skills deficits.
- Student Interview
 - Includes extensive discussion (formal structured and supplementary interviews) of the student's perception of his/her social skills and behavior status, as well as other perceived variables that contribute to the student's behavior.
- Classroom Observation(s)
 - Includes direct observation of the student's behavior across the equivalent of any entire school day (all school settings and activities). Data is collected on the following positive behaviors: compliance, on-task behavior, on-topic and accurate responding when called on, independent/functional requests, positive response to corrective prompts, and interaction with peers. Data is also collected on two negative behaviors identified by teaching staff that most significantly compromise the student's or others' safety, negatively impacts the student's ability to fully access the curriculum and/or others' learning, and significantly inhibits the student's ability to develop and maintain meaningful relationships with peers. Additional observation time is needed only if teaching staff report that the student's behavior during the 6-hour observation was not typical of his/her behavior on average. If additional observation time is needed, observations will specifically target only those times/areas that were reported by teaching staff as not typical of the student's behavior on average.
- Home-Based Assessment (if applicable)
 - Includes formally structured and supplementary parent interview and/or observation of the student's behavior at home.
- Data Analysis
 - Includes comparative analyses of the student's overall performance and his performance across time of day, task difficulty, task length, across target activities, expected participation, and type of instruction; comparative analyses of adult attention (i.e., demands, called on, neutral 1:1 attention, redirecting prompts, behavior correction, and positive praise/other reinforcement) delivered overall and across time of day, task difficulty, task length, across target activities, expected participation, and type of instruction; statistical analyses to identify significant positive or negative differences in the student's behavior across both environmental and attention variables; and descriptive analyses of the most frequently occurring antecedents that precede, and the most

frequently occurring consequences that follow negative behaviors. Functional Analysis: Experimental Manipulation of Variables when applicable.

- Summaries and Report
 - Includes summaries of background information/review of records/reason for referral; target behaviors with operational definitions; teacher report (Behavior Profile Form and social skills); direct observation: visually represented summaries/graphs of the student's overall performance across settings and activities, as well as visual summaries of social interaction, allocation of adult attention, and descriptive analyses (and functional analysis... if applicable). A general summary is also included, which summarizes highlighted trends in data and summary of the most significant influential variables contributing to the student's performance.
- Recommendations and/or Individualized Behavior Support Plan
 - Includes detailed recommendations and behavior support strategies that are based specifically on assessment data analyses and that are intended to guide teaching staff on how best to increase positive behaviors by replicating the conditions/variables most associated with significant increases in the student's positive performance, as well as decrease negative behaviors by removing and/or helping the student better function under the conditions/variables most associated with significant decreases in the student's positive performance.

BASIC FBA = 12-16 hours (\$2,240)

- Review of Records
 - Includes a brief review of the student's IEP, any recent (within 1 calendar year) and relevant evaluations (e.g., psychiatric, psychological, neuro-psychological, learning, speech and language, OT, PT, prior FBA or behavior data, and prior or existing behavior support strategies), and disciplinary action records. If the student does not have an IEP and/or if evaluations and disciplinary action records are not available, information related to relevant academic functioning and behavior status can be obtained via the teacher interview.
- Teacher Interview
 - Includes discussion (formal structured interview) of relevant academic functioning and existing behavior challenges, existing trends in the student's behavior (e.g., associated settings, activities, staff/peers, and other conditions or variables associated with behavior challenges), and social skills deficits.
- Classroom Observation(s)
 - Includes direct observation of the student's behavior across several settings and/or activities. Data is collected on the following positive behaviors: compliance, on-task behavior, on-topic and accurate responding when called on, independent/functional requests, positive response to corrective prompts, and interaction with peers. Data is also collected on two negative behaviors identified by teaching staff that most significantly compromise the student's or others' safety, negatively impacts the student's ability to fully access the curriculum and/or others' learning, and significantly inhibits the student's ability to develop and maintain meaningful relationships with peers.
- Data Analysis
 - Includes comparative analyses of the student's overall performance and his performance across time of day, task difficulty, task length, across target activities, expected participation, and type of instruction; comparative analyses of adult attention (i.e., demands, called on, neutral 1:1 attention, redirecting prompts, behavior correction, and positive praise/other reinforcement) delivered overall and across time of day, task difficulty, task length, across target activities, expected participation, and type of instruction; statistical analyses to identify significant positive or negative differences in the student's behavior across both environmental and attention variables; and descriptive analyses of the most frequently occurring antecedents that precede, and the most frequently occurring consequences that follow negative behaviors. Functional Analysis: Experimental Manipulation of Variables when applicable.
- Summaries and Report
 - Includes summaries of background information/review of records/reason for referral; target behaviors with operational definitions; teacher report (Behavior Profile Form and social skills); direct observation: visually

represented summaries/graphs of the student's overall performance across settings and activities, as well as visual summaries of social interaction, allocation of adult attention, and descriptive analyses (and functional analysis... if applicable). A general summary is also included, which summarizes highlighted trends in data and summary of the most significant influential variables contributing to the student's performance.

- Recommendations and/or Individualized Behavior Support Plan
 - Includes detailed recommendations and behavior support strategies that are based specifically on assessment data analyses and that are intended to guide teaching staff on how best to increase positive behaviors by replicating the conditions/variables most associated with significant increases in the student's positive performance, as well as decrease negative behaviors by removing and/or helping the student better function under the conditions/variables most associated with significant decreases in the student's positive performance.

TARGETED FBA = 6-10 hours (\$1,400)

- Teacher Interview
 - Includes discussion (formal structured interview) of relevant academic functioning and existing behavior challenges, existing trends in the student's behavior (e.g., associated settings, activities, staff/peers, and other conditions or variables associated with behavior challenges), and social skills deficits. More specifically, the teacher interview is intended to direct the consultant to conduct his/her classroom observations during a setting/activity most associated with positive behaviors and during a setting/activity most associated with negative behaviors.
- Classroom Observation(s)
 - Includes direct observation of the student's behavior during one setting/activity most associated with positive behaviors and during one setting/activity most associated with negative behaviors. Data is collected on the following positive behaviors: compliance, on-task behavior, on-topic and accurate responding when called on, independent/functional requests, positive response to corrective prompts, and interaction with peers. Data is also collected on two negative behaviors identified by teaching staff that most significantly compromise the student's or others' safety, negatively impacts the student's ability to fully access the curriculum and/or others' learning, and significantly inhibits the student's ability to develop and maintain meaningful relationships with peers.
- Data Analysis
 - Includes comparative analyses of the student's overall performance and his performance during the setting/activity most associated with positive behaviors and the setting/activity most associated with negative behaviors in order to identify the conditions or variables that most significantly positively or negatively impact the student's behavior; comparative analyses of adult attention (i.e., demands, called on, neutral 1:1 attention, redirecting prompts, behavior correction, and positive praise/other reinforcement) delivered overall and during the two settings/activities; statistical analyses to identify significant positive or negative differences in the student's behavior across both environmental and attention variables; and descriptive analyses of the most frequently occurring antecedents that precede, and the most frequently occurring consequences that follow negative behaviors. Functional Analysis: Experimental Manipulation of Variables when applicable.
- Report and Recommendations
 - Includes summaries of teacher input; target behaviors with operational definitions; direct observation: visually represented summaries of the student's overall performance across both settings and activities, as well as visual summaries of social interaction, allocation of adult attention, and descriptive analyses (and functional analysis... if applicable). A general summary is also included, which summarized highlighted trends in data and summary of the most significant influential variables contributing to the student's performance. Recommendations are provided based on assessment data and are intended to increase positive behaviors and decrease negative behaviors by replicating and/or removing significantly influential conditions/variables.