



# NEWSLETTER



## CONTRIBUTING WRITERS AND EDITORS:

Cathy Scutta, Christina Lovaas, Colleen Davis, Kristen Wood, Ruth Bromall, Vince Loforti, and Vicci Tucci

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## CLM Unit 9As Cover Lessons 1 thru 7 of the Curriculum

Vicci Tucci, BCBA

The emphasis in this series of units, CLM Unit 9As, will be placed on the delivery of the formats for the early lessons of the CLM Curriculum for naïve learners. The early lessons equip naïve learners with the repertoires necessary to eventually participate in more formal [work] instructional conditions. These early lessons provide instructors with the opportunities to build a foundation for establishing and beginning to strengthen the more complex competent learner repertoires (e.g., Talker-echoic and Observer-imitate). The acquisition of these foundational repertoires are essential to prepare naïve learners to ‘work’ [participate] in formal instructional conditions. The formats for each lesson are firmly anchored in B.F. Skinner’s (1957, 1963, 1968) Principles of Human Behavior, commonly known as ‘best practices.’

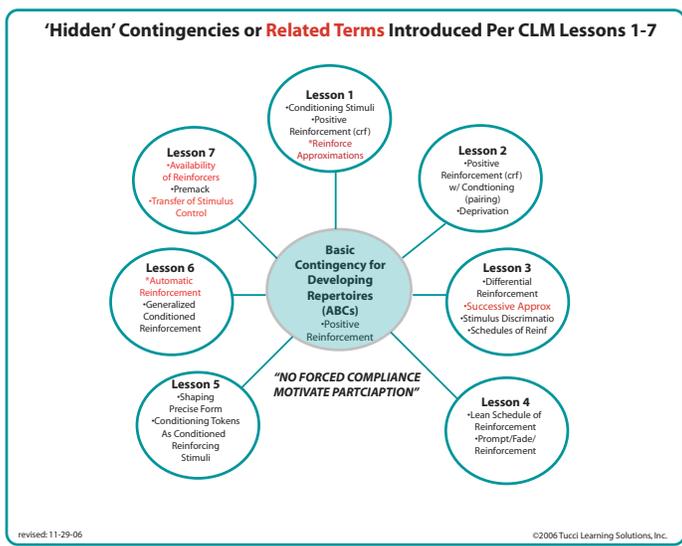
Playful [Preferred] instructional conditions provide the context to condition the instructor as a reinforcing agent that is essential for development of repertoires.

Since Unit 9A series of units is lengthy, it has been divided into three separate units: The first Unit 9AL1-3 will teach an instructor to deliver Lessons 1 -3.

The second Unit 9AL4 will cover Lesson 4 formats. The last Unit 9AL5-7 will cover Lessons 5-7. An instructor will be expected to complete a Performance Task for each of the 9A Units. Instructors are encouraged to complete the first Unit

9AL1-3 (i.e., covering Lessons 1-3) since it lays a base for ‘understanding’ the scope and sequence of the CLM Curriculum.

Upon completion of each of the CLM Unit 9As, participants will be expected to: Setup and deliver the formats (minimum of 3 different formats per unit) with their learner(s), as suggested, yet be responsive to his/her learner’s performance.



naïve learners to ‘work’ [participate] in formal instructional conditions. The formats for each lesson are firmly anchored in B.F. Skinner’s (1957, 1963, 1968) Principles of Human Behavior, commonly known as ‘best practices.’

The CLM motto for the entry-level programming is: Play Learn Achieve. We want the naïve learners to like to participate in instructional conditions with adults making minimal requirements, at



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Refer to the chart, “Hidden Contingencies or Related Terms Introduced Per CLM Lessons 1-7” as you continue to read through this article. This chart illustrates which contingencies or related terms are used or about to be used in the given CLM Curriculum Lessons. Notice that 2-4 different contingencies and/or related terms are taught in the series of the 9A Units. For example, in Unit 9AL4, the contingencies listed are Lean Schedule of Reinforcement and Prompt/Fade/Reinforce. These contingencies begin to appear most often in Lesson 4. In the earlier lessons, I have avoided having instructors rely on prompting learner behavior because they may not have learned, yet how to fade the supplemental prompts. They may not be formally trained until they complete the requirements in Unit 9AL4.

There are several reasons why some contingencies were introduced first. The most important ones to mention are: a). Positive Reinforcement: It is the ‘glue’ for establishing and strengthening repertoires (A-B-Cs) and b). This contingency is an integral part of all the contingencies to be taught in the remaining formats (e.g., Differential Reinforcement, Schedules of Reinforcement and Extinction). Conditioning Stimuli makes it possible to have an adequate number of reinforcing stimuli to affect change in your learner’s performance.

The reason that the related term, Reinforce approximations, is introduced in Lessons 1, is because reinforcing approximations of behavior is usually the first step in establishing any repertoire. Delivery of this related term is essential in getting a ‘good start’ on developing repertoires. With these contingencies and related terms in place, it is ‘highly probable’ to establish NEW repertoires (A-B-Cs). It is important to mention that each one of these contingencies or related terms will be used as you move through the lessons. Some may be referred to more than others. It is also essential to point out that some of these contingencies or related terms are ‘hidden’ within the formats. The name of the contingency may or may NOT be mentioned and some details may be provided but may NOT be enough to adequately deliver a format successfully. Fortunately all participants in the CLM Course of Study have access to their CLM Coach to help them with such matters. It is our intent in these units, to make each one of these contingencies

(A-B-Cs) more conspicuous. The instructor will be better equipped to ‘recognize’ the elements of the contingencies that are pertinent to success with their learners. The ultimate benefit for instructors will be to arrange and rearrange the contingencies to facilitate learning. As Skinner (1968) has stated, “Teaching is the arrangement and rearrangement of contingencies to facilitate learning.

## The CLM in Monterey

By Vincent Loforti

The Monterey County Weekly has an excellent article from Thursday, March 24th, 2011 about CLM implementation within Monterey County classrooms. TUCCI staff persons along with MCOE staff persons have been working in unison to make this project a success. It may appear tough at times, but hard work pays off to benefit the kids. After all, that’s why we’re all so dedicated to the CLM – because the CLM works!

The author of the article did a fantastic job pointing out the positive contribution the CLM has made to Monterey county classrooms. You can read a small excerpt below and you can find the entire article [here](#).

*About six years ago, Katie (not her real name), who is autistic, couldn’t read “Don’t Walk.” Her mom worried she’d never develop basic comprehension to keep her safe while crossing the street.*

*“She was using some of the best curricula out there, and yet she still wasn’t mastering it,” remembers Colleen Davis, a Monterey County Office of Education board-certified behavior analyst.*

*Katie’s now in high school. She’s got a date for the prom. And not only can she read and understand street signs, “she is texting up a storm,” Davis says.*

*Katie’s transformation didn’t happen overnight. It was a slow process – but a major victory and one that Davis and others say was brought about by an approach to autism education developed by a Watsonville company, Tucci Learning Solutions,*



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called the *Competent Learner Model*.

Additional quotes from the article are provided by CLM Certified Coach Patty Bloomer and Michele Saleh, MCOE Director of Special Education. Special thanks goes out to all the TUCCI and MCOE staff that have worked hard to implement the CLM. It's nice to see a little positive press and recognition for all your efforts.

## Certification Process for CLM Coaches

The CLM Coach Certification Process qualifies individual consultants or employees of programs, agencies, districts, to independently coach the implementation of the Competent Learner Model. The process is intended to maintain the integrity of programming and help certified coaches maintain high quality implementation and utilize Evidence-based Best Practices. As part of the process, if the data indicates the occurrence of programmatic drift, the Supervising Coach will collaborate with the Potential Coach to identify skills to be enhanced.

### Tasks for Initial Certification as a CLM Coach

Initial CLM Coach Certification requires the Potential Coach to perform the responsibilities of a CLM Coach across three participants who are completing the CLM Course of Study. All items listed below should be submitted to Tucci Learning Solutions, Inc. in one packet, clearly marked as a Coach Certification Application and Packet.

- Paid \$50.00 certification fee payable to Tucci Learning Solutions, Inc.
- Successfully completed the released CLM Units (e.g., Intro thru 12) and the Coaching Unit and submitted evidence of completion, e.g., PT Checklists for himself/herself.
- Distributed Participant Questionnaire for Potential Coach to the three participants being coached and assured that all three are submitted in sealed envelopes with your Packet
- Submitted signed CLM Coaches 'Performance

Checkout' Responsibilities forms for each participant being coached

Distributed three Supervising Coach's Checklist to your CLM Certified Coach and ensured that all three are submitted in a sealed envelope with your packet

Submitted a 10-minute Sample Coaching Video session to Tucci Learning Solutions Inc. for review

- Sample Coaching Video session must be limited to 10 minutes in length and formatted to Quicktime (.mov) or Windows Movie Player (.wmv)

- Within the sample coaching video we would like to observe:

- CLM Course of Study Unit Checkout
- Class Activity
- Discussion Points found in Coaches Guides including SAFMEDS

## Justin Jolley Memorial Foundation

By: Joe Potter

We want to thank the Justin Jolley Memorial Foundation for being a big resource for TUCCI families! The Justin Jolley Memorial Foundation is a non-profit organization established in Justin's memory for charitable, medical and educational purposes. The JJMF provides assistance, guidance, and sponsorship to recipients who have developmental disabilities; is a community resource for families; and provides annual scholarship funds for special educators. The JJMF has graciously granted monies to help TUCCI learners with medical challenges. These contributions have provided access to medical procedures TUCCI families were not able to access without JJMF help.

The JJMF also seeks to provide Special Olympic sponsorship, scholarship funds, materials grants



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for Special Education teachers, support and guidance to individuals with special needs and their families, as well as expand and create local sporting activities for youth with special needs.

The next JJMF event is a Card Tournament, held in Los Gatos, California. Registration includes entry into the tournament, dinner, and raffle prizes. All JJMF events are family events and any individual with special needs play and eat for free. For more information or if you would like to find out how you can help, go to:

[www.justinjolley.com/JJMF](http://www.justinjolley.com/JJMF)

## Welcome Aboard!

TUCCI Learning Solutions, Inc.

New Employee List

2010

George Mickey

Krystal Kay

Erin Trosky

Rudy Hernandez

Marcus Brown

Kelsey Brady

Kim Lawson

Maegen Ramsey

Mary Lou Kelpie

Beatriz Argueta

Erika Argueta

Latoya Weekley

Megan Crook

Chrystal Taguiran

Elsbeth Sigoumey

Sooyeon Shim

Allyson Moore

Cassandra Garcia

Suzanne Cagle

Alejandro Magana

Gricel Rodriguez

Sean Senechal

Saramae Cutts

Rodolfo Mendoza

Ryan Berry

Marisa Chang

Benjamin Tucker

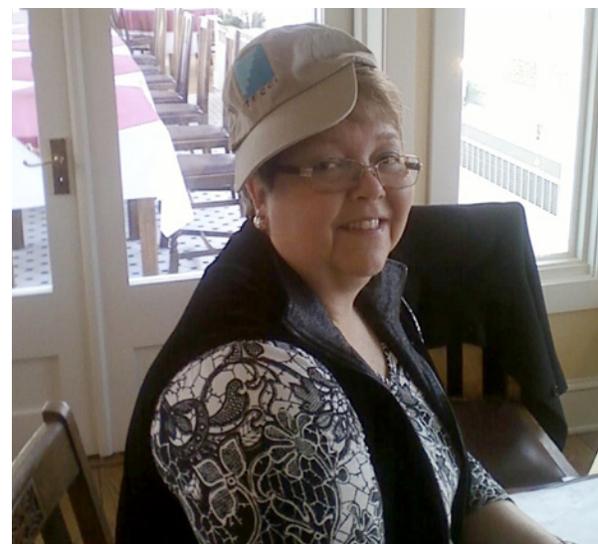
Patricia Black

John Wilson

Bill Voss

## Where in the World...?

CLM Takes Root in Virginia



Judy Sorrell, director of the Shenandoah Valley Regional Program (SVRP), is one of those women who make things happen, decisively leads her troops and navigates the politics of public education with only one thing in mind... the kids! She has spent her career striving to bring evidence based programs and practices to learners with the most significant challenges and continues on that path with the introduction of the Competent Learner Model to 5 school divisions in the Shenandoah Valley Region of Virginia.

Judy's insistence on quality programming will have an impact on learners from all around the Commonwealth of Virginia, as she generously invited directors from several other Regional Programs (which serve as consortiums for special education services for multiple school divisions) to an overview training of CLM. As a result of those invitations, the Northwestern Regional Educational Program director, Ralph Reese, also decided to begin CLM implementation during the 2010-11 school year and other regional programs are considering beginning during the 2011-2012 school year.

In partnership with Commonwealth Autism Services, Judy has embarked on a training venture that will result in the CLM Learning Solutions impacting students and staff across



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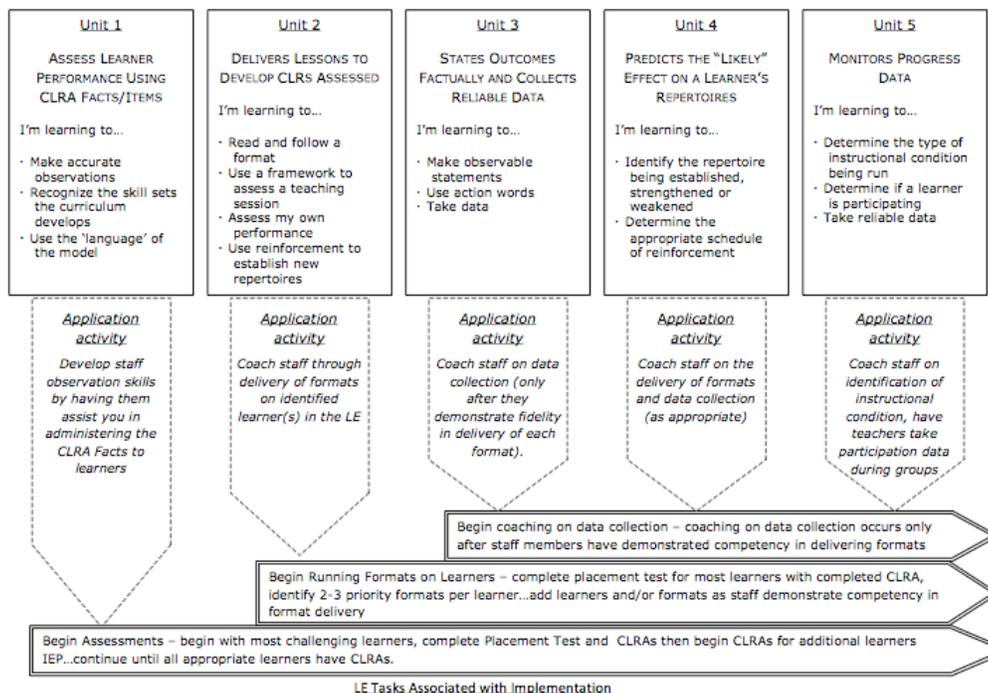
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## CLM Coach Implementation PHASE 2



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the Commonwealth of Virginia and her legacy of leadership in bringing behavior analytic instructional practices to staff and learners will be manifest for years to come.

## Tips of the Trade

By Colleen Davis

Times are tough. Expectations remain high while contract hours are getting low. Here are some suggestions to help.

### ☐ Course of Study

**Check it out!** Complete your CLM COS check-outs AND all the application activities defined in the Implementation Checklist (see below)! If you are a CLM Coach, please squeeze out time to check-out staff. The more staff learn to be self-reliant, the less time they may need from you in the future.

### ☐ Performance Assessments

**Score low and aim high!** When conducting a Placement Test, stop on your first “no”. Place the learner in an earlier lesson in the CLM Curricula and give the student and staff the opportunity to be successful from the start!

### ☐ Curriculum

**Use it!** Use the CLM Curricula or other validated curricula. When staff use placement tests and lessons, they are likely to be more independent (and reduce problem behavior). If you are looking for suggestions or assistance about additional curricula that may benefit your Learner, ask your Regional Coordinator or BCBA.

### ☐ Coaching

**Break it down!** CLM Certified Coach Patty Bloomer reminds us to break down explanations and expectations into small parts. She suggests we remember our audience. Each participant is different and comes with their own strengths and weaknesses. Break it all down and keep it simple.

### ☐ Collaborative Consultations



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**Ask the Right Questions...** Try phrasing your questions and suggestions in the positive so you assume the best about your classrooms and participants. For example, instead of asking, "Are you taking data?" try asking, "May I see your current data?"

### ☐ Action Management

**Ding! That was easy...** Use your Action Binders to help set small goals and itemize all of the team's accomplishments. The act of writing a "C" for "Complete" may reinforce your team's hard work!

## Dear ABA,

I have a student that I am having a hard time determining what is reinforcing for him. He is new to my program and I thought I understood how to condition new items to have value but it isn't working with this learner. So I'm confused about conditioning a neutral stimulus to have value, so I can begin to condition items to have value with this new guy. I guess my basic question is: How can I go about conditioning a neutral stimulus into a conditioned stimulus?

Sincerely,

*Lost, Dazed, and Confused in San Jose*

## Dear "Lost, Dazed, and Confused in San Jose",

Great question! The first thing you will need is to identify items or actions that currently have value to the learner. You can obtain this information by conducting a Reinforcer Survey. The reinforcers may be items or actions. For example, a learner may find potato chips and adult singing as highly reinforcing. Next, you will need to determine neutral items that you would like to condition to have value. These are likely to be items that have no aversive qualities. In other words, when you present it, the learner does not seek escape from the specific item. But you have to be sure to not make assumptions about categories of toys. I saw this recently with a drum. The learner did

not avoid contact with a blue drum, but did try to avoid a red drum (by pushing away and crying out). Be sure that the neutral and conditioned stimuli are incompatible. That is, choose to pair items that do not interfere with one another. The learner can't very well play with a new toy, like a drums (neutral stimulus) if his hands are busy holding and tapping on an empty water bottle (conditioned or unconditioned stimuli)! Instead, music or something that won't interrupt the engagement with the neutral stimulus should be used. After you have determined your reinforcing items (previously conditioned and/or unconditioned stimuli) and your neutral stimulus you are ready to start! First, present the neutral stimulus and then follow with the presentation of the unconditioned or conditioned stimulus immediately pairing the two. This is known as temporal contiguity. Ideally, you would want to present the conditioned stimuli ONLY when the neutral stimulus is present. The less access the learner has to the reinforcing item or action (previously conditioned and/or unconditioned stimuli), the more effective the process of conditioning will be! Likewise, it's important, especially early on, to limit the access the learner has to the neutral stimulus. Let's put that in English: Basically, if my learner only gets sung to when I pull out the drum, he is going to be glad to see the drum if he thinks it means it means I will sing. Also, I would want to be certain that my drum remains neutral and it is never paired with negative emotions like hunger, fear, or anger. If that happened, it's likely to no longer be neutral! When you repeat the pairing of your reinforcing items (conditioned and/or unconditioned stimuli) with your neutral stimulus, your neutral stimuli will be conditioned to have value. However, this higher order conditioning is still weak and will not likely be sustained without some continued reinforcement. Be careful as you lean the schedule of reinforcement and do not expect this new item to be used to condition new neutral stimuli to have value. In the drum example this means I wouldn't want to assume the drum is a reinforcer or pair it with a new toy. It's probably not as strong as the singing or potato chips.

When you start the process at the beginning again, you'll need to check all possible neutral stimuli again. After we conditioned the blue drum to have value, we found that our learner



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spontaneously approached and played with the previously aversive red drum! For more information, refer to the Designing Contingencies Booklet's: 'Conditioning Neutral Stimuli as Reinforcing Stimuli' or 'Conditioning 'Tokens' as Reinforcing Stimuli'.

## HELP WANTED:

BCBA in CA and West PA for home programs.  
Email: [positions@tuccionline.com](mailto:positions@tuccionline.com)

## Advertisements:

TUCCi merchandise (water bottles, tee-shirts, hats)

## Have Questions?

Contact: [info@tuccionline.com](mailto:info@tuccionline.com)

## UPCOMING EVENTS:

☐ July 24 - 28, 2011: Association for Direct Instruction 37th Annual Conference, Eugene, OR

☐ August 1- 5, 2011: National Autism Conference

☐ November 24 - 26, 2011: ABAI 6th International Conference, Granada, Spain

☐ November 12 - APBA Conferenece.

## Meet Us On The Corner

**Coming Soon! Updated CLM Curriculum Lessons 1-4**

You will find links to all things TUCCi on our [website](#).

Find the CLM on Facebook!!

Check out our BLOG!!!! [www.tuccionline.com/wordpress/](http://www.tuccionline.com/wordpress/)

If you are looking for specific documents related to the CLM, you will be happy about the NEW "FIND Files" feature on the

[Staff Corner](#)

[Instructors Corner](#)

[Coaches Corner](#)



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## Save the Date



# 2011 National Autism Conference

Participation is our purpose

FIFTEENTH ANNUAL

**August 1 - 4, 2011**

*Please note: This is now a four-day conference*

The Penn Stater Conference Center Hotel  
State College, Pennsylvania

### Conference Mission

This conference provides comprehensive, evidence-based information to assist all educational team members, other professionals and families in developing effective educational programming for all students with autism spectrum disorders.

### Registration

Registrations for the 2011 National Autism Conference will be accepted April 30th through July 20th, 2011. You may register online at [www.outreach.psu.edu/conference/autism](http://www.outreach.psu.edu/conference/autism) or download a complete conference program and fill out the registration and mail or fax it in. The conference website will be live on April 30, 2011.

### Registration Fee Options:

PA Education professionals: \$150.00 flat fee for entire conference

Other PA professionals: \$200.00 flat fee for entire conference

Out of state professionals: \$225.00 flat fee for entire conference

All professionals: \$75.00 daily rate

Family members or adults living with ASD: \$25.00

Continuing Education Credits offered: Act 48, ASHA, Psych., BACB, Social Work, Marriage and Family Therapist and Professional Counselors

## Some of the Invited Speakers

- Vince Carbone
- Bill Heward
- Joel Hundert
- Brian Iwata
- Bill Jensen
- Ami Klin
- Ciao Miguel
- Mark Sundberg
- Lorri Unumb
- Mary Jane Weis
- Amy Wetherby
- Susan Wilczynski

Multiple sessions available for CEU's via live webcasting

See website for PSU graduate credit opportunities



**For a complete conference agenda visit**  
[www.outreach.psu.edu/conference/autism](http://www.outreach.psu.edu/conference/autism)  
**beginning April 30, 2011**



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## BEHAVIOR WORTHY OF REINFORCEMENT:

*If you have someone you would like to thank or acknowledge in future editions, email your contribution to: [cdavis@tuccionline.com](mailto:cdavis@tuccionline.com)!*

### Pennsylvania:

I would like to sing my praises to a wonderful, compassionate, caring and knowledgeable group of co-workers who have played a critical part in providing quality programming to our preschool students over the last few years while implementing CLM at the Capital Area Intermediate Unit. Our students and their families have significantly benefited from the knowledge each of us has gained while studying and implementing the Competent Learner Model Curriculum to very naive learners.

I have always been a firm believer that as educators we leave our personal baggage at the classroom door before entering. However, recent life events have seriously tested this philosophy and my ability to fully follow my own advice. Our team has endured a considerable amount of personal tragedies that cannot, but impact on each of us on a daily basis.

In the last 18 months my team has experienced the loss of 2 loved ones due to suicide (a co-worker in our preschool department (Dec. 2010) and my husband (Oct. 2009)), a lifetime imprisonment of one of our team members (an excellent and loving teacher), significant illness of team members, threats of job security for spouses, long term illnesses of family members & new and unexpected illnesses for us that often are associated with stress. My team members have endured each of these difficulties with grace and compassion.

One constant that we have been able to depend on while enduring each of these challenges has been the knowledge in how to provide effective instruction for our children.

THANKS TO CLM! My team members

have continually kept the needs and priorities of our students as our focal point. They are our NUMBER ONE priority.

Through it all, the team (big and little people) has not only survived, WE HAVE THRIVED!!!!

Thank you, Vicci, for the wonderful knowledge gained!

### TEAM MEMBERS INCLUDE:

**Eric Bostick**; CAIU Preschool Supervisor

**Rob Weezorak**; Educational Consultant

**Courtney Jones**; CLM Coach; SLP

**Joanne Kliss**; OT

**Cheryl Adams**; CLM Coach; EPP

**JerryAnn Regl**; EPP

**Nick Miller**; EPP

**Parents, extended family members and children** identified with Autism and other related communication' disorders

*Joyce V. Shellem*

*Classroom Teacher; CAIU Preschool Department/Tri-C Classroom Harrisburg, Pa.*

Thank goodness for **Cathy Scutta!!!** We appreciate all you do!

I appreciate Tommie Moyer who is a teacher in the Autistic Support program in BLaST/IU 17 in Pennsylvania. Tommie teaches in a program which utilizes the CLM curriculum. She has been doing amazing things with her students and is very creative in providing different ways to reinforce appropriate behavior. Her lessons, of course, incorporate the CLM formats, and do so in very creative ways. Her classroom is very organized and structured but students enjoy it. She is able to respond to student needs and work at increasing their skills. Tommie has been doing a great job!



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*Alison Polly*  
Special Education Supervisor  
BLaST IU 17/ Wyalusing Area School District  
570-746-1600 or 570-673-6001

**Marta Meyers** - You do an amazing job working with me at bus duty!!! Thanks so much for your competency and positive attitude every morning! It's a pleasure having you on my bus duty staff.

*Kristen Monahan*  
Bus (rock) czar

I would like to recognize not simply one person within the Ridley School District, but the entire CLM Team! Three years ago, I selected a group of individuals to design and develop the district's first CLM class. As strangers, each individual gave up their summer break to receive a full week of training about a program they new very little about. Some staff members never even worked in special education. After spending an intense, yet informative week of training at PaTTAN, the strangers became a team and dove into the program with six new students. With great coaching, the belief in the program and in the students, along with their own individual talents, the program to this day has been very successful! I have witnessed such great knowledge about the disability and the CLM model and with a tremendous amount of dedication and love for the students with this Ridley Team. As an administrator, I could not be more proud or ask for a better CLM staff. Vicci Tucci came to visit our program once and I recall her recognizing the same about these individuals within the first hour of her stay. Please allow me to recognize and let everyone know that I appreciate: Kelly Rampson, Cathy Ash, Megan Downes, MaryJoe Brestowski, Maria Buffam, Debbie McCrea, Don Temme, Carol Lauser, Rachel Ravitch.

Thank you.

*Kelli Mullany*  
Assistant Director of Special Education  
Ridley School District

I would like to submit Kudos on behalf of Anne VanZelst at the Garnet Valley School District, Delaware County, Southeastern PA.

Anne VanZelst is our internal CLM coach for 2 classrooms this year! She has done a phenomenal job of assisting our teachers and paraprofessionals with the implementation of CLM. She is dedicated to promoting the success of her students and is one of the most talented educators that I know. Thank you, Anne, for all that you do. You are one in a million!

Thank you,

*Bev Smith*

I'd like to extend a very special thank you to Karen Potok, our CLM coach in Early Intervention in the Harrisburg area. I have seen the benefit of CLM in the birth to three population. I am very grateful to Karen for taking on the task of helping us bring CLM strategies to this young population. She has done an excellent job of training and supporting the therapists and the families we serve.

Sincerely,

*Lisa Brenneman OTR/L*

I would like to nominate Marilyn Fox for a special note of appreciation. I have had the pleasure of working with Marilyn for a number of years and find her to be extremely enthusiastic and caring about her work with the children. Her upbeat attitude and "can do" philosophy is contagious whenever she sets foot in the classroom. The whole room lights up when Marilyn enters because she exudes a warmth, confidence, and friendliness that is impossible to ignore. Marilyn doesn't care if it is in her "job description", she's always ready to lend a hand where needed. I appreciate the chance to let Marilyn know how uplifting she has been to me and think it is a great idea to recognize people that are outstanding.

*Amy Burke*



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I would like to send out a shout of appreciation to Kelsey Twedt ( CLM classroom teacher) and Cathy Patton (CLM coach) at Athens Area School District, Athens, PA. These ladies are quite a pair and the success of our program can be attributed to them. This program has made such a difference in the lives of students. Kelsey and Cathy refuse to give up on any student. They make my heart sing!!! Kudos to both of them!

*Cindy K. Davis*  
*Director of Special Services*  
*Athens Area School District*  
*Athens, PA 18810*

I would like to voice my appreciation for Judy Brooks, Autistic Support Teacher, State College Area High School. She is an extremely talented professional who shares her tremendous talents with grace, dignity and compassion. She is a joy in the lives of her students and colleagues.

*Barbara Nilsen, Speech/Language Support,*  
*State College Area School District*

I would like to send out a HUGE KUDOS to Mrs. Kelsey Twedt, Autistic Support Teacher at Athens Area School District in Athens, PA. She has done a remarkable job in creating a learning environment that has contributed to the success that is evident in her students. Her determination to be successful, paired with her charm, have turned a rocky program into a strong program that will inevitably be one to be viewed as a model classroom in the near future!

Thank you Kelsey!!!

*Cathy Patton*

I would like to send a KUDOS and "KEEP UP THE GOOD WORK!" to Joy Root, classroom aide, autistic support classroom, Athens Area School District, Athens, PA. Joy is a remarkable woman. Her compassion for the children whom

she works with is obvious any time she is interacting with them. She is not afraid to get her "hands dirty" and dives into every aspect of the dynamics of the classroom. The classroom's success is, in part, thanks to Joy's natural abilities. She is second to none!

*Cathy Patton*

I just want to add to my two "KUDOS" messages..... Joy Root and Kelsey Twedt are the "DYNAMIC DUO!" Neither can be surpassed by anyone.

If you want to put both of mine in the same "shout out!" that is fine - because they are like "TWO PEAS IN A POD" and work unbelievably TOGETHER!!!!

Thanks

*Cathy*

I would like to recognize the following autistic support teachers currently implementing CLM within their classrooms:

Trisha Patterson - IU 17 Your creativity and ability to engage students is superior! Thank you for all of your hard work and dedication to your students!

Tommie Moyer - IU 17 Thank you for working so hard to develop a positive, reinforcing, and productive environment for your students to learn in! Great job!

Thank you,

*Stacy Stabryla*  
*Autistic Support /CLM Coach*  
*BLaST IU #17*

I would like to send a giant KUDOS to Shonna Schultz and her classroom team at Spring-Ford Area School District in Montgomery County for their outstanding dedication and the work they do to support their students!! I



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look forward to spending time in their classroom each week!! Thank you for letting me share your successes.

*Jen Smith*

I would like to send a note of appreciation to Mary Benton from the Harrisburg region. She is currently helping provide training in the CLM Course of Study to Early Intervention therapists and is doing a fabulous job. She is also providing some onsite coaching for me and has been a wonderful resource. Her experience and degree of knowledge is truly appreciated. Thank you Mary!

*Karen Potok  
Special Instructor/CLM Coach  
KC&FS Early Intervention Program*

I have many people that I think do an amazing job at The Vista School in Hershey PA.

One of those individuals is Kirsten Yurich. She does an outstanding job working with the staff and trying her best to meet their needs on a daily basis. She is approachable, kind, and works hard everyday to ensure that our kids are getting exactly what they deserve from staff.

Another individual that works hard is Charlene Shaffer. She also works at The Vista School in Hershey PA as a teacher. The role she has taken on this year is the teacher in the classroom of all new students. She works hard at creating a positive classroom environment, lesson plans, and creative directions to help the kids improve in every way. Finally, Jody Muldowney is a Behavior Technician at The Vista School in Hershey PA and does outstanding work in the classroom. She is full of energy; providing the children with a valuable instructor during lessons. Jody goes above and beyond to create art projects for the children on a weekly basis allowing them to grow and build skills to be more creative.

~Tammy Mellott

I would like to thank Cristi Leahy for her time and guidance as our coach. Also Lisa Saxton, the teacher I work with, for her help and guidance in our classroom.

*Northwestern Pa, Titusville  
Jean Foth*

MY KUDOS GO TO....

*Trisha Patterson  
Autistic Support Teacher  
BLaST IU 17  
Williamsport, PA*

Trisha is a fantastic teacher and a wonderful coworker! She inspires the students as well as the adults in her classroom to make the best of every situation and to find a reason to smile in everything we do. She promotes team spirit and believes that only by working together we will accomplish our goals! She teaches with her heart and tries every day to show others that being "different" is a matter of perspective! Her students and coworkers love her! Thanks Trisha for being you and making our world a better place to be!

*Pat Doebler  
Autistic Support Paraprofessional  
BLaST IU 17*

FUTURE CENTRE FOR SPECIAL NEEDS, UAE

During the absence of our overall coach (Nipa Bhuptani) due to very important matters, RENATA PEREIRA's dedication and leadership had inspired us and motivated us to work harder for the kids in our CLM Classes.

I just wanted to let her know that she does a very good job...

Kudos!!!

Sincerely,

*Mabel Castillo-Bermudez  
CLM1, UAE*



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### California

Thank you, Sue Sheild and Joe Potter for all the recommendations, knowledgeable information, time, and effort you have given the staff of Carmel Middle School Day Class P2 and P3 of MCOE.

I'd like to give my appreciation to Liyu Chen who works in Monterey. I joined Tucci Learning Solutions recently, so everything was new and there were many things that I had to learn. She has guided me all the process in detail with patience and kindness. She has introduced me to some really good and helpful books. She has been a role model for me to become a better teacher for children with special needs. I'm inspired by her passionate work ethic and her positive attitude.

Special thank you to Barbara Pemberton, BCBA, Eden Leatherman, Kim Milward and Guillermo Reyes for their Poster presentation at CALABA, 2011 on "Correlating the Competent Learner Repertoire Assessment with Criterion-Based Developmental Assessment". Keep up the great work guys!!!

I would like to thank Colleen Davis & Joe Potter for ALL their great ideas & support given to me this past year in South County! I love working with them & am so grateful to be a part of their team!

*Darla Swift*  
Lead Coach/King City

I have to say GREAT JOB to Karrie Grama! She has been my daughter's Coordinator for our home program for over two years. We are located in Salinas, CA.

Whenever I have a problem with my Autistic daughter, I text Karrie. She always replies promptly and often comes to my home to help me resolve the many behavioral concerns I have that day. She has even come to my home @ 6 a.m. in the morning to help me! I would cry if I didn't have Karrie. She means so much to me and my family. We are truly blessed to have her

expertise.

Karrie Grama is a huge asset to TUCCI!

*Julie Gabber Hija*  
(Mother of Autistic Daughter)

"Kudos to Cassie Cole for her amazing efforts at Mission Park Elementary! The care and time that she has put into building a rapport with the staff has allowed me to walk into a situation on a brand new case where we already have value and are appreciated. I've been able to jump right into developing programming for our new kiddo thanks to the foundation that Cassie already established. You rock girl!"

Thanks,

*Karrie*

**Rachel Tololi** - You are my sunshine--Thank you for making my drive to PG worth it every time. I love working with you.

**Tara** - You are an amazing person- who brings so much to your cases- your students are lucky to have you and so are we.

**David** - Thanks for sticking around- TUCCI needs more people like you.

**Erin** - Thanks for always having a positive attitude and being so receptive to feedback!

**Colleen** - Thanks for teaching me to be a better CLM leader... you are rocking implementation!

**Joe** - When's our next presentation? Thanks for always inspiring me.

**Tara Sluyter**: Thanks for your great work and dedication to our learners

**David Peasley**: Your positive attitude and natural abilities to teach always amazes me. I would have to agree with what a parent reported to me, "He's absolutely exceptional!"

**Erin Trosky**: I am grateful to your hard work, professionalism, and dedication to our learners.



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**Angel Puga:** Thanks for all the extra time you are putting into our learner. It's a joy to watch you and our learner work together and making learning fun.

**Kelsey Brady:** You started with us not too long ago and have picked everything up very quickly. You do a great job with our kiddos.

**Tony, Logan, Joe, Liyu, and Rachel:** Thanks so much for all of your patience and wisdom. I'm lucky to work with you (and so are all the kids and staff)! You are awesome!!!

**Michele, Sue, Patty, Larae, Ezra, Everett, Amy, Tominka, All the Behavior Para-Educators, CLM Implementation Teachers, DIS, IPP staff and TUCCI Support Staff -**

Thanks to our AMAZING teams! I am grateful to work with such great CLM implementers. It's great to see the Learner (and staff) progress! --) I'm learning from all of you.

*Colleen*

I'd like to give a Pat-on-the-back to Christina Lovaas! I'm sure everyone knows who she is! I work with her in the Campbell Union School District on several cases and I can always count on her for support no matter what I'm working on! She always has the student's best interest at heart, which is often hard to do with decreasing budgets and stressful times. Thanks Christina!!

*Betsy Arthur*

I would like to express my enduring appreciation for the TUCCI staff that have worked with us at Gilroy Unified for years. They have always been so kind and helpful to everyone they work with and give so much of themselves in working with the students. I am especially grateful for the ones whom I have had the opportunity to work closely with over the last few years like Kathy Joy, Daniel Jolley, Dale Falcone, Leticia Ceja, Christina Lovas and Dr. Richard Laitinen. I thank them so very much for all I have learned from working with them and for their support and patience. I

am grateful for all the hours of training with them and to be able to be in the wonderful company of them. Thank you to all the TUCCI people I have worked closely with and not over the years! You have all been great to work with and you have made a difference in my job and in my life.

Great Appreciation for all you do and have done,

*Laura Goerlitz*

*(BSA Para Professional - Gilroy)*

I want to give KUDOS to Dale Falcone, Coordinator of Services, in Gilroy and Hollister. Dale is an inspiration because he is so thoughtful of the children's needs. He is admirably organized in the way he keeps the learner binders and other information that is easily available. I have learned a lot from working with Dale and seeing him interact with school site personnel, parents, teachers, aides, and others. He puts the needs of others first and is always going the extra mile to help in many situations. Thank you Dale!!!!

*Kathy Joy*

I'd like to acknowledge and thank Jean Bonggat for making time in her schedule to help with a case in the afternoons. Her expertise and knowledge is very appreciated. Thank you Jean!

*Kathy J.*

**Cheng:** You are an awesome team leader, professional in all communications with staff, parents, administrators, and teachers. I am always learning and developing my own knowledge by being on teams with Cheng. Cheng's knowledge of behavior analysis is incredible. Cheng is especially excellent at helping to break IEP goals down into successive approximations to meet the individual Learner's teaching style and always bases his next steps on data collection. I like how Cheng tailors the CLM to each Learner and is thorough about data type. Thank you Cheng for all your support on reports, creating IEP goals, and being the BCBA



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that you are!

**Christina:** You are the glue that keeps the Santa Clara region going. She is a wealth of knowledge. She has an understanding of each case in the region and truly cares about her staff. I have never had a better boss! Christina goes above and beyond to ensure I feel well supported, she is a resource in applying the CLM to my cases, and I have gained so much from Christina. She is responsive, always trying to find ways to be proactive and not reactive. She has calmed me when I am stressed by simply redirected me back to the CLM to find support. Thank you Christina for being so approachable, so knowledgeable, and so appreciative of what I do!

**Vanessa:** Takes initiative on all her cases. She cares about her Learner's, values her team, and she does a fabulous job at collecting data. Vanessa is organized and thorough in her data collection. I can not thank her enough for her contributions to the teams she is on, especially the REPS summaries! Vanessa is building her knowledge of the CLM and turning into a great coach! Vanessa is professional in her communications to parents, teachers, co-workers, and Learners. Thank you Vanessa for all your time and energy you put into your job!

**Ben & Patricia:** Thank you for your support when I really needed you! Your willingness to be flexible, adaptable, and reliable is much appreciated!

**Melanie:** Thank you for taking initiative on your CLM unit checkouts and applying what you have learned in your sessions. You are conscious about your prompt levels and I see you constantly looking for ways to fade your prompts. I especially want to thank you for taking consistent data and all your contributions at the team meetings!

Oh my the list is long. I love everyone.....

However, I am SOOOOO appreciative of Christina Lovaas, our Regional Coordinator in Gilroy, San Jose, and Hollister.

She is always available to answer questions, give helpful advice, give support, and smooth over any rough spots (of which there have been many). She is a fabulous leader and so intuitive when working with disruptive or potentially disruptive

situations with school staff members, parents, and students.. I rely on her a great deal and so appreciate the support and feedback she gives so that I in turn can be a more productive team member. THANK YOU Christina!!!!!!!

*Kathy Joy*

We have had the pleasure of having outstanding TUCCI people at Las Animas School in Gilroy Unified. Dr. Richard, Dale Falcone, Kathy Joy, Danielle Jolly, Christina Lovaas, Colleen Davis, and several others I can not recall. To single out just a few for reinforcement would be impossible - they are all so good!!!!!

Every person from TUCCI that the Las Animas special education staff has worked with has been totally awesome and inspiring. They have consistently provided professional service and understand classroom instruction. We Love TUCCI!!!!!

*Dr. Joseph A. Guzicki*

*School/Licensed Educational Psychologist, LEP #1159*

I appreciate how hard Danielle Jolley works. She has always been very supportive of her staff. Her talents really shine during Team Meetings. Danielle has a talent for returning the conversation to the topic at-hand when others begin to go off on a tangent and always has valuable input and suggestions to offer the team.

*Vanessa*

**Staff name:** Vanya Robles-Davidson

**Region:** Hollister/Santa Clara

Vanya goes above and beyond to help our learner's team. She willingly has picked up extra hours due to a variety of circumstances of team members. Thank you so much Vanya.

**Danielle** - You are an incredible team player and



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we are so lucky to work with you.

**Cynthia** - As always you are grace under pressure and I count myself blessed to have you as a colleague.

**Dale** - Thanks for hanging in there- through the ups and downs...The students and TUCCI are lucky to have you.

**Kathy** - The ups and downs of this year have made us better people-- Thank you for always smiling and keeping your chin up... You are amazing!

**Marisa** - You have been a great addition to the team- hope the CLM is enriching your life as you are ours :-).

**Jean** - You have a great attitude and your smile always makes me look up.

**Rae-Ann** - Thank you for always keeping me laughing, the students you work with are better citizens and "functional Competent Learners" thanks to your knowledge.

**Adam** - Glad you have hung in there- we make a great team-- keep up the great work.

**Cheng** - So glad I can call you when I have a question or a concern... Thanks for always teaching me something new and reminding me how to utilize the CLM in bigger and better ways.

**Vanessa** - Hope you are enjoying your multi-layered roles here at TUCCI, your help has been great- your organization has been life saving.

**Valerie** - Thanks for always breathing fresh life into a floundering idea. Keep up the great work.

**Gavin** - Welcome to your little one and we are so glad you are here!

**Ben** - Happy to have you..your analytic skills have been greatly appreciated.

**Patricia** - for being so new-- your case load has changed quite a bit... Thanks for hanging in! Your knowledge has been greatly welcomed.

**Melanie** - We are so glad you stayed. Glad you got the CLM bug :-)

**Leticia** - You are awesome- Thanks for rolling with the punches.

**Vanya** - It has been an interesting year- Hope that you have been enjoying your new cases.

### OFFICE

**Vicci** - Thanks for creating the amazing CLM!

**Linda, Tracy, Rocio, Kristen and Ruth & Vince** - Thanks for always keeping me on my toes... and keeping such a positive attitude when you deal with so many!

Kristen Wood is always very supportive and takes the time to listen to what I need. She always responds to my emails and phone calls in a timely manner and she consistently gets me the materials and resources that I am in need of. Kristen is a terrific asset to the company and I appreciate working with her.

Thanks to the TUCCI Office Staff for offering the support necessary to allow us to keep the 'real' work being done with the students we serve!!! We appreciate you!!!

**George, Ian, Richard and Cheng** - If you will.... Thanks for being such wonderful PCM colleagues.