Welcome to the Center for Autism and Related Disabilities Seminar
This year, we are using a program called Mentimeter to increase participation and learning through interactive surveys and activities.

To gain access to CARD’s Mentimeter you can do one of two things right now:
Download the Mentimeter app on your smartphone/tablet (available on Android and Apple at no cost)
Enter in code 52 23 32

OR
Go to www.menti.com from your phone, laptop or tablet
Enter in code 52 23 32
Objectives

• Participants will be able to recognize factors that affect successful inclusion for individuals with Autism
• Participants will be able to describe evidence-based strategies that foster independence
• Participants will be able to identify strategies to improve the culture of inclusion in their setting
Stats on Inclusion

• In the 2015-2016 school year students with ASD served by IDEA in the United States:

• In the 2015-2016 school year students with ASD served by IDEA in New York State:
  – 7,986 students aged 6-21 in regular class 80% or more of the day (U.S. Department of Education, 2016).

Stats on Inclusion

• Percentages of students with ASD placed in inclusive settings vary from state to state with 8% in Washington D.C. to 62% in Iowa.

• States trending toward more restrictive settings:

• States trending toward least restrictive settings:
  – Colorado, Connecticut, Idaho, Iowa, Minnesota, Nebraska, North Dakota, West Virginia, and Wisconsin (Kurth, 2015)
What Do You Think?
Mentimeter Activity

Skills & Abilities Essential for Successful Inclusion
Mentimeter Continuum Exercise:
Where Is this Student Now?

• Attention
• Participation
• Social Interaction
• Communication
• Following Classroom Routines
• Play & Use of Leisure Time
• Learning Academic Content
• Behavior and Emotion Regulation

Possible Cognitive Differences

• Attention
• Planning/Organization
• Memory & Learning
4 Evidenced Based Classwide Modifications

- Peer Tutoring
- Use of Response Cards
- Directed Note Taking
- Choral Responding

Smith (2012). Making Inclusion Work for Students with ASD

Strategies and Supports

Optimizing Attention, Focus & Engagement

- Use visual strategies
- Minimize distractions
- Provide appropriate reinforcement to motivate
- Explicitly tell child where to focus attention (may use specific cues)
- Get & give feedback from the child “check ins”
- Help child shift attention through warnings and expectations
- Minimize down time
- Keep student actively engaged
  - Let child demonstrate strengths
  - Incorporate special interests

Individualize……
Strategies and Supports

• Organization and Planning
  – Directly teach planning & organization
    • Ex: to use a planner; to get materials
    • May add supports such as special folder, etc.
    • 1st steps — to follow simple plans (parents can help)
  – Help Child Generalize Planning Skills
  – Teach child to ask for help
    Individualize............
Strategies and Supports

Memory and Learning
– Present info visually **AND** verbally
– Use repetition critically
– Interesting Material
– Provide external reinforcers for attending and learning *(initially, then fade out)*

*Individualize……
Quality Responding

Definition: Student works….

»Quickly
»Happily
»With minimal prompting
»Correctly responds

Universal Design

Premises: Equitability & Flexibility
• “Achieved by means of flexible curricular materials and activities for students with differing abilities … (to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember)”

Council for Exceptional Children, 1999
Adapting

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of instruction that is delivered to student.</td>
<td>Type or level of responses to the instruction that is required of the student.</td>
<td>Time allotted for learning, task completion, or testing.</td>
</tr>
<tr>
<td>See</td>
<td>Say</td>
<td>Size/Quantity</td>
</tr>
<tr>
<td>Hear</td>
<td>Match</td>
<td>Number of items the student is expected to learn or complete.</td>
</tr>
<tr>
<td>Feel</td>
<td>Select</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Imitate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fine motor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gross motor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Substitute Curriculum (individualized)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Type of alternative activity that still meets the primary instructional goals of the student.</td>
</tr>
</tbody>
</table>
Specifically Designed Instruction

“adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student’s disability; and to ensure access of the student to the general curriculum

NYSED. (2014) The Role of the Committee on Special Education in Relation to the Common Core Learning Standards. Guidance Document

Great Evidence Base

• Visual Instructions & Within Tasks
• Graphic Organizers
• Pre-Teaching
• Use of Learning Strategies (ex. signal words, mnemonics)

Partington, 2008, Capturing the Motivation of Children with Autism

There are three important things to remember about education. The first one is motivation, the second is motivation, and the third is motivation.

—Terrell Bell
(former U.S. Secretary of Education)
Mentimeter Activity

“Incentives for Change”

- Respecting the individuality of the student
- Creating an environment that will maximize his/her motivation to learn
  AND
- Support my student’s sense of personal autonomy

Delmolino & Harris
A Range of Incentive Systems for a Range of Needs

- Simple reinforcers delivered immediately.
- Delayed reinforcers for bigger goals.
- Student to manage her own system.

Fair Isn’t everyone getting the same thing.
Fair Is everyone getting what they need in order to be Successful!

EQUALITY  EQUITY
Mentimeter Activity

Using Positive Reinforcement

Things to Do

✓ Select and define a behavior to increase.
✓ Choose reinforcers.
✓ Deliver positive reinforcement.
✓ Monitor student performance.
Select & Define Behavior

- Label
- Definition
- Examples
- Non-examples

Examples

<table>
<thead>
<tr>
<th>Vague</th>
<th>Better Defined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will show more respect.</td>
<td>When given an instruction, the student will comply within 4-5 seconds.</td>
</tr>
<tr>
<td>Student will behave when standing in line for the bus.</td>
<td>Student will keep hands and feet to himself when in line for the bus.</td>
</tr>
</tbody>
</table>
"On Task"
(in reading group)
Types of Reinforcers

• Edibles
• Sensory
• Material
• Natural
• Generalized
• Social

Forced Choice Survey

1. Teacher writes “100” on your paper. (A)
   Be first to finish your work. (CM)
2. A bag of chips. (CN)
   Classmates ask you to be on their team. (P)
3. Be free to do what you like. (I)
   Teacher writes “100” on your paper. (A)
4. Classmates ask you to be on their team. (P)
   Be first to finish your work. (CM)
5. Be free to do what you like. (I)
   A bag of chips. (CN)

Forced Choice Survey

1. Teacher writes “100” on your paper. (A)
   Be first to finish your work. (CM)

2. A bag of chips. (CN)
   Classmates ask you to be on their team. (P)

3. Be free to do what you like. (I)
   Teacher writes “100” on your paper. (A)

4. Classmates ask you to be on their team. (P)
   Be first to finish your work. (CM)

5. Be free to do what you like. (I)
   A bag of chips. (CN)


Activity – Site visit

### More Ideas

- **Use Special Interests**
- **Process** (putting in, banging, spinning)
- **Match function**

#### Potential Reinforcer Prof

<table>
<thead>
<tr>
<th>Potential Reinforcers</th>
<th>Na</th>
<th>Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tangible</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having a snack in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having free time in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going to the library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having extra credit points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing puzzles or games in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having no homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing computer games in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading my favorite book or magazine in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to music in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing in the dirt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earning stickers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the internet in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing in a tent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earning a trip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using a harness or harness</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sensory-Motivated Rewards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put on chap stick</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Get hair brushed</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Organize Baseball cards</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Anime trading cards</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2 extra points on a test</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sit in a bean bag chair</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Write on the chalk board</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

#### Attention-Motivated Rewards

- **Self & Match System**

---

Salter & Croce (2017). The Self & Match System
Delivery

- Immediacy
- Frequently, esp. at first
- Vary (and small amounts)
- Link tangible with (social) intangible
- Make the effort match the outcome
- Best responses
- Reassess frequently
- Changing over time/age/abilities/interests

*Watch out for “for free” availability

What effects the power of an incentive?

- Establishing operation
- Task difficulty
- Choice
- Variety
- Effort required (inflation/free elsewhere)
- Surprise/fun (for some learners)
Building New Reinforcers

• Improves flexibility
• Use pairing process
• Establish important people

What if’s?
• Different philosophy of providers
• Overall “it doesn’t work”
• Only works once/twice
• Can’t find anything motivating (or age appropriate)
• Can’t have ___ all/throughout the day
• Can’t do it in school
• We can’t maintain this forever
• Difficulty transitioning away from
Token Economies

to Increase Effort/Performance/Endurance

Pick: Tokens, Points, Spinner, Chart move, Other

Choose Measurement: interval or frequency

Choose back up reinforcers

Create Schedule of reinforcement (and revise)

Evaluate: Is it working? (and how to improve behavior further)
Example of Rules Poster

<table>
<thead>
<tr>
<th>Classroom Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I will stay seated in my chair during English class.</td>
</tr>
<tr>
<td>2. I will not talk while the teacher is talking.</td>
</tr>
<tr>
<td>3. When the timer rings, I will get a chip.</td>
</tr>
</tbody>
</table>

I will stay in my seat for 5 minutes without talking during English class.
Mentimeter Activity
Self-Management

Words/phrases …….

Self-Management Systems

• All ages
• Many settings
• Many types of skills & behaviors
• Important part of building independence
• A life skill
• Evidenced Practice for ASD
The National Professional Development Center on Autism Spectrum Disorder

**EVIDENCE-BASED PRACTICES**

Specifies practices with newly developed content (2015-2016). Select the practice to access these modules and downloadable resources.

- Antecedent-based Intervention (ABI)*
- Cognitive Behavioral Intervention (CBI)*
- Differential Reinforcement (DR)
- Previously Differential Reinforcement of Alternative, Incompatible or Other Behavior
- Discrete Trial Teaching (DTT)*
- Exercise (ECE)*
- Extinction (EXT)
- Functional Behavior Assessment (FBA)*
- Functional Communication Training (FCT)*
- Modeling (MD)**
- Naturalistic Intervention (NI)
- Parent-implemented Intervention (PPI)
- Peer-mediated Instruction and Intervention (PMII)*
- Picture Exchange Communication System (PECS)*
- Pivotal Response Training (PRT)
- Prompting (PP)*
- Reinforcement (R)*
- Response Interception/Redirection (RR)
- Scripting (SC)**
- Social Narratives (SN)*
- Social Skills Training (SST)*
- Structured Play Group (SPG)**
- Task Analysis (TA)*
- Technology-aided Instruction and Intervention (TAII) Previously
- Time Delay (TD)*
- Visual Support (VS)*

**Self-management (SMA)**

Self-Management Implementation Checklist: A tool for staff to evaluate program

**Skills below can be implemented by a practitioner, parent, or other team member**

<table>
<thead>
<tr>
<th>Observation Date</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer's Initials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 1. Preparing the Self-Management System**

**Score**

1. To prepare the self-management system, engage in the following activities by:
   a. Identifying the target behavior to increase or decrease and
   b. Developing a clear description of the target behavior that adults agree upon and is presented in a format that learners are able to comprehend.

2. Identify reinforcers that reward the learner by:
   a. Asking family members,
   b. Asking or formally assessing the learner and

**Scoring Key:** 2 = implemented, 1 = partially implemented, 0 = did not implement, NA = not applicable

Self-Management Module
National Professional Development Center on ASD

Page 1 of 8
Self-Management Systems

Teach students with ASD to:
1) Monitor their own behavior
2) Record their performance
3) Obtain reinforcement when criterion met

Self-Management: Steps for Implementation

1) Prepare the system to be implemented
2) Teach the learner to use the system
3) Implement the system with adult support
4) Promote learner independence with the system


Preparing Self-Management

Collaborate
Identify target behavior
Clearly define!
self-talk story
I need to listen to adults when I am given a direction. When my teacher tells the class to listen, I
will myself to stop what I am doing and look at her. I wait until she is done before I raise my hand
to ask a question. When I have trouble remembering, I watch my classmates. I try to copy what
they are doing. I feel proud when I follow directions and my teacher notices me.

self-monitoring checklist

M T W T F

1. I stop what I am doing.
2. I look at adults and listen to their directions.
3. I watch how others do it.
4. If I don’t understand, I ask for help.
5. I do what is asked.
Preparing Self-Management

• Identify reinforcers
  – Variety
  – Motivating
  – Using student input
  – Will maintain or improve identified behavior(s)

• Data collection system
  – Set up for success!!
  – Interval *or* Frequency
    • choose based on behavior(s) identified

Preparing Self-Management

Interval Systems

– Student must demonstrate the behavior for ____
  number of ____second/minute intervals

– Identify starting criterion point
  – Use current rate (and move backward)
  – Consider peers

– Examples:
  • staying on task, conversing with peers, not engaging in a
    challenging/stereotyped behavior for a length of time.
Self Management Form

Student Name: Jane  Date: 9/13/09

When you hear the beep put a smiley face in the box if you working on your assignment.

How many times was I working on my assignment when I heard the bell?

My goal is: 5

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>☺</td>
<td></td>
<td></td>
<td></td>
<td>☺</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☺</td>
</tr>
</tbody>
</table>

The number of times I was working on my assignment: 6

My goal is to be working on my assignment: 5

I met my goal (yes or no): yes

I will reinforce myself when I meet my goal by: scheduling 30 minutes extra time on the computer.
Module: Self-Management

Sample Recording Sheets

Figure 1. Sample interval recording sheet

Instructions: This recording sheet is designed to be used with five time intervals. At the end of each interval, the learner circles whether he or she stayed and played with friends. After the last interval, the learner determines if he or she met the criterion to receive a reinforcer, which in this case is three of the five (60%) intervals.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>

Did I stay and play with my friends?

Did I get 3 Smileys?

YES

NO

GET A REWARD!!!

Try Again
Preparing Self-Management

• Frequency Systems
  – Student must demonstrate __ number of times or demonstrate no more than __ number of times
  – Identify starting criterion point
    – Use current rate (and move backward)
    – If it is a new skill, may need to start with reinforcing one
    – Consider peers
  – Examples: raising hand in class, asking peers questions

Teaching Self-Management System

• **Demonstrate** target behavior
  – Did it occur/not occur
    • Discriminate teaching
    • Modeling (and/or video modeling)
  – Accurately record
  – Manage Reinforcers
    • Discriminate teaching
    • Modeling
Preparing Self-Management

- Select recording device
  - Make it clear and easy to use
  - Consider Intrusiveness
    - Paper/Pen
    - Clickers
    - Token Boards
    - Paperclips/rubber bands
    - Timers, stopwatches, wristwatches

Teaching The System
My Own
Self-Monitoring
Checklist

Create your own self-management checklist. Cut and paste 4 skills you want to monitor.


NYS
Implementing Self-Management

- Provide materials or teach them to access
- Have motivation items
- Provide cues
- Teach self-record – prompt/reinforce (prompt faded until independent 80% accuracy)
- Teach to gain access to reinforcer
Self & Match

<table>
<thead>
<tr>
<th>Time</th>
<th>John</th>
<th>Staff</th>
<th>John</th>
<th>Staff</th>
<th>John</th>
<th>Staff</th>
<th>John</th>
<th>Staff</th>
<th>Points Earned</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Gurpreet Kaur, MA, BCBA, UC Davis MIND Institute - Self-monitoring and Self-management


Salter & Croce, 2017
Promoting Independence

- Intervention checks – accuracy, collect reinforcement
  - Frequent
  - 20% all sessions
- Increase criterion once using consistently
  - Increase session length while increasing criterion
  - Increase interval length as session length increases (interval based systems)

Can you think of a student who would benefit from a self-management intervention?

Are there students who would not benefit from a self-management intervention?
Mentimeter Activity

Culture and Attitudes
Mentimeter Activity

Culture Matters

• Attitudinal and social support needed
• Significant relationship between teaching personnel’s and building principals’ attitudes (O’Rourke, 1980)
• Positive teacher attitudes are determinants of success (Helps, Newsom-Davis, & Callis, 1999; Miller, 1990, Vaughn et al., 1996)
• Parents of both disabled and nondisabled students important stakeholders (Heller & Schilit, 1987, Vaughn et al., 1996)
Culture Matters

- Include stakeholders
- Nondisabled peers require info
- Address social skill needs
- Coordinated team approach
- Home-school collaboration

Attitudes Key

- Influence the expectation of their students
- Impact student self-esteem
- Impact academic performance
- Students perform better when teachers exude enthusiasm
- TD peers take inclusion cue from adults

(Natoft & Romanczyk, 2009)
Teacher Variables

- Teacher disposition and behavior
- Predictability, consistency, social development
- Protect from bullying and teasing
- Act as “social translators”
- Prompt students with ASD to engage
- Prompt TD peers to initiate
- Be knowledgeable about ASD
- Be knowledgeable of practice options & strategies that facilitate inclusion

Developing and Maintaining the Positive Attitude Toward Inclusion

Collaborative Team

Knowledge of ASD and EBP

Administrative Support

Positive Educator Attitudes
Autism Program Quality Indicators

Inclusion: Opportunities for interaction with nondisabled peers are incorporated into the educational program…


Autism Focused Intervention Resources & Modules (AFIRM)

- Modules designed as step-by-step process of planning for, using, and monitoring an EBP
- Available for download.
- No cost
Current AFIRM Modules

- Antecedent-based Intervention
- Functional Behavior Assessment
- Functional Communication Training
- Self Management
- Peer-mediated Instruction and Intervention
- Modeling
- Picture Exchange Communication System (PECS)
- Prompting
- Reinforcement
- Social Skills Training
- Task Analysis
- Visual Supports
- Time Delay

And others....

http://afirm.fpg.unc.edu/node/137
Other Training Resources

- National Professional Development Center on ASD http://afirm.fpg.unc.edu/node/137
- Autism Internet Modules http://www.autisminternetmodules.org/

Training Student Peers
Organization for Autism Research (OAR)

- “Kit for Kids”
  - Online introductory video
  - 20 “What’s Up with Nick” booklets
  - How to Use sheet https://researchautism.org/resources/kit-for-kids/
  - Lesson plan
  - Classroom poster
  - Helpful tips sheet
  - Printable activity workbooks
- Grades K-8
**Autism Collaboration Model**

- Environmental and curricular modifications, general education support, and instructional methods
- Coordinated team commitment
- Recurrent evaluation of inclusion practices
- Attitudinal and social support

**Tools for Improving Collaboration**

- Communication
- Mutual goals and objectives
- Roles and expectations
- Accountability
- Work styles
- Regular open discussion
## Meeting Minutes

- **Date of meeting:**
- **Purpose of meeting:**
- **Student Grade, Teacher:**
- **Team members present:**

### Key points

### Follow-up

<table>
<thead>
<tr>
<th>New meeting date, time, location</th>
<th>Parking lot</th>
</tr>
</thead>
</table>

## PTR Classroom Team Survey

**School**

**Name**

### Directions:
Complete this survey if the team meets regularly for planning purposes. Select the applicable number for each statement, then answer the questions that follow.

1. Our team meets for planning purposes.
   - Rarely
   - Occasionally
   - Weekly
   - Daily

2. Our team plans daily classroom activities collaboratively.
   - Rarely
   - Occasionally
   - Usually
   - Almost always

3. Our team collaborates to implement individualized education program objectives and making adaptations and modifications for the students.
   - Rarely
   - Occasionally
   - Usually
   - Almost always

4. Our team communicates well and problem solves collaboratively.
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

5. Our team interacts and works with children across developmental domains and disciplines.
   - Rarely
   - Occasionally
   - Usually
   - Almost always

6. Professional roles and responsibilities are shared across team members.
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

7. Parents play an active role on their child's team regarding the identification of goals, supports, and services, modifications and adaptations.
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

8. Our team has access to additional resources to help us work with students in the classroom.
   - None
   - Limited
   - Adequate
   - Good
   - Excellent

---

**NYS**
### PTR Teacher Work Style Survey

**Directions:** Select the number that indicates your level of agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like to supervise paraprofessionals closely</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>2. I prefer a flexible work schedule</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>3. I like paraprofessionals know exactly what is expected</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>4. I provide (or at least determine) all the materials that will be used</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>5. I provide a written work schedule</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>6. I expect the paraprofessional to think ahead of the next task</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>7. I determine the instructional methods that will be used</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>8. I encourage the paraprofessional to try new activities independently</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>9. I give explicit directions for each task</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>10. I always do several things at one time</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>11. I like combining several aspects that all fit into a single situation</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
</tbody>
</table>

### PTR Paraprofessional Work Style Survey

**Directions:** Select the number that indicates your level of agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like to be supervised closely</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>2. I like a flexible work schedule</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>3. I like to know exactly what is expected</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>4. I prefer to decide which materials to use</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>5. I like having a written work schedule</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>6. I need time to think ahead of the next task</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>7. I like to determine the instructional methods I use</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>8. I like to try new activities independently</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>9. I like to be told how to do each task</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>10. I like to do several things at one time</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>11. I like to take on challenges and new situations</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
<tr>
<td>12. I like taking care of details</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
</tr>
</tbody>
</table>

### PTR Work Style Score Comparison Sheet

**Directions:** Transfer scores from the PTR Teacher Work Style Survey (Appendix 2.2) and PTR Paraprofessional Work Style Survey (Appendix 2.3) to this form. Look for areas of agreement and disagreement. However, there are no right or wrong responses. Determine areas of concern and solutions in light of the areas of agreement and disagreement.

<table>
<thead>
<tr>
<th>Paraprofessional</th>
<th>Disagree</th>
<th>Agree</th>
<th>Item Content</th>
<th>N/A</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td>1. Closeness of supervision</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td>2. Flexibility of work schedule</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td>3. Preciseness of expectations</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td>4. Decisions on materials to use</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td>5. Written work schedule</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td>6. Time to think ahead</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td>7. Decisions on instructional methods</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td>8. Trying new activities independently</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td>9. Specifying how to do each task</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td>10. Doing several things at one time</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td>11. Taking on challenges</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td>12. Taking care of details</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td>13. Punctuality</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Developing an Effective Inclusive Education Environment

INCLUSION
I'm joining in. That makes me feel part of the group

INTEGRATION
You're helping me, but I don't feel part of the group
Features of Effective Inclusive Environment

• Individualized Supports & Services
• Systematic Instruction
• Comprehensible/structured Environment
• Specialized Curriculum Content
• Functional Approach to Problem Behavior
• Family Involvement

Ioannone, Dunlap, Huber, Kincaid, 2003

Individualized Support and Services

• No one program to meet needs
• Match specific practices, supports, services
• Assessment drives goal development which drives support and services
Systematic Instruction

• Identify goals
• Outline instructional procedures
• Implement
• Evaluate effectiveness
• Adjust

https://dwwlibrary.wested.org/resources/322
## Assessing Instruction for Students with ASD in Inclusion Settings

### Instructional Methods Checklist for Students with ASD

<table>
<thead>
<tr>
<th>Teaching Strategy</th>
<th>I do this well</th>
<th>I am making progress (e.g., resources, coaching, PD, peer support, study group, etc.)</th>
<th>My plan for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Focus on essential reading skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Limit the number of skills focused on during this lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Choose materials and activities that meet students’ instructional needs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Education Teacher/Paraprofessional Feasibility

- [ ] Body Language
  - Am student aware of and following teacher’s gaze (if appropriate)
  - Am student acknowledging my presence
  - Am student aware of body language of materials
  - Am student aware of body language of peers

- [ ] Verbal Language
  - Am student responding to teacher’s instructions
  - Am student responding to peers

### Instructional Methods Checklist for Students with ASD

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https://dwwlibrary.wested.org/resources/322
Comprehensible/Structured Environment

- Arrange to facilitate skill acquisition and goal attainment
- Allows student to
  - Predict
  - Anticipate
  - Learn and generalize

Diagram:
- Physical
  - Schedule
  - Work Systems
  - Routines & Visual Strategies
  - Visual Structure of Materials
Specialized Curriculum Content

• Systematic instruction in core deficit areas such as:
  – Social engagement skills
  – Initiating to social bids
  – Appropriate recreational and leisure skills
  – Language comprehension and communication

  Should be based on individualized assessment!

Specialized Curriculum Content

• Consider functionality of skills targeted
  – Focus on skills most likely to be useful in student’s life to control his/her environment
  – Will increase student’s independence and quality of life
  – Increase student’s competent performance
CAPS
Comprehensive Autism Planning System

Provides template for integrating EBP throughout student with ASD’s day

---

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Targeted Skills to Teach</th>
<th>Structure/Modifications</th>
<th>Reinforcement</th>
<th>Sensory Strategies</th>
<th>Communication Social Skills</th>
<th>Data Collection</th>
<th>Generalization Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-7:55</td>
<td>Homework Skills</td>
<td>- attended create</td>
<td>- following directions</td>
<td>- attending</td>
<td>- working on task</td>
<td>- need to do</td>
<td></td>
<td>- sub performance of skill for long term</td>
</tr>
</tbody>
</table>


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Functional Approach to Behavior

- Problem behavior not merely decreased or eliminated
- Focus on replacing challenging behavior with replacement and alternative behavior
- Recognizes behavior serves a purpose that is often communicative in nature
- Purpose drives teaching of skills and intervention selection
- Positive Behavior Support is an EBP for students with ASD
Family Involvement

- Include parents/guardians as active partners in developing child’s plan
- Collaborative partnership with family can contribute to overall effectiveness of interventions
- Determine optimal level of participation based on family characteristics, stressors, etc.
Table 2) Autism Spectrum Disorder Parental Participation Questionnaire (ASD-PPQ)

Parental Participation Questionnaire

Dear Parents and other Family Members:

Thank you for taking the time to read and respond to this questionnaire. We encourage you to use it as an opportunity to tell us what services you believe your child needs. It also helps us to know your family better.

We believe we can provide better services for your child if we understand your views about intervention and know more about your family. We understand that not all families like to share this information. Filling out this form is completely voluntary. If you do not feel comfortable answering any of the questions below, please leave them blank.

Student's Name: Date:

Family Characteristics:

1. Please tell us about the people currently living in the child's home.
   - Name
   - Age
   - Relationship to Child

---

ELLIE STAFFORD
AGE 4
PRE-K

Teach me to see and I will

VISION STATEMENT

We envision our daughter living a life of choices. We envision her having relationships she feels are valuable. In her future we envision her doing work that she enjoys and that makes her feel productive. We envision our daughter living a happy and meaningful life surrounded by love and support.

STRENGTHS
- Visual learner
- LOVES to read
- Knows ABCs
- Can count to 20
- Social and Kind
- Funny
- Smart
- Happy
- Loves to Dance
- Loves her Friends
- Fast Learner

WHAT WORKS FOR ME
- Patient
- Schedule and Routines
- Praise for my achievements
- Include me
- Believe in my abilities
- Positive Reinforcement
- Help me with Transitions

WHAT I'M WORKING ON
- Talking in Sentences
- Fine Motor Skills, like Writing, Cutting Paper and Coloring
- Gross Motor Skills, like Running
- Conversational Speech

I LOVE
- My Family
- My Room
- My Toys
- Mickey Mouse
- Taco Bell and Rap Music

http://www.personcenteredplanning.org

NYS

National Autism Center
Assessing your Setting

Key Components for Successful Inclusion Checklist

Mentimeter Activity
Tying it altogether…

- Inclusion more than physically educating disabled/nondisabled students together
- Culture of the school setting critical
  - Administrative support
  - Teacher attitude
  - Collaborative, supportive teaming
  - Home-school collaboration
- Teacher attitude tied to feelings of competence
  - Knowledge of ASD & evidence-based practices
- Typical peers take cues from teacher regarding inclusion

Additionally…

- Effective educational setting for students with ASD requires:
  - Individualized Supports & Services
  - Systematic Instruction
  - Comprehensible/structured Environment
  - Specialized Curriculum Content
  - Functional Approach to Problem Behavior
  - Family Involvement
- Many resources for little or no cost available online
Summary

- Factors Effecting Positive Attitudes
- Features of Effective Inclusive Environment
- Possible Cognitive Differences
- Key Skill Areas That Effect “big picture”
- Evidenced Based Practices (for ASD)

Benefits of Inclusion

Teaches all to be more accepting of others.
Teaches all how to be tolerant of differences.
Teaches all how to help others who may need assistance.
Allows students to learn from peer models.
Allows many natural opportunities to interact socially.
Inclusion is a place to start .......
CARD Albany is now on Facebook
www.facebook.com/cardalbany

Required Coursework for Special Education Professionals now online – “Responding to the Needs of Students with ASD”
http://www.albany.edu/autism/nysed_autism_training.php

LMSW Continuing Education Online Course – “Responding to the Needs of Students with ASD”
http://www.albany.edu/autism/social_work_cpe.php

Online Distance Learning Training
http://www.albany.edu/autism/33452.php
For More Information/Training

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