Setting the Stage: Creating Environments to Enhance Outcomes for Students with ASD

CENTER FOR AUTISM AND RELATED DISABILITIES
UNIVERSITY AT ALBANY State University of New York
Objectives

• Learn the proposed DSM V criteria
• Discuss contextual fit and its impact on implementing a plan in regards to:
  – Student characteristics
  – Variables of individual team members
  – Environmental variables
Public School/Community Agency

Adapted from Pierce & Tincani, 2007

Legislative Reforms

Philosophies and Values

Resources

Staff Training

Legal Mandates
Contextual Fit

- Central to team based intervention
- Addresses the compatibility of the intervention plan with variables in the environment
Variables to Consider

• 1. Characteristics of the student
• 2. Variables of individuals implementing the plan
• 3. Features of environments and systems within which the plan will be implemented
Characteristics of the Student with ASD

Center for Autism and Related Disabilities
University at Albany State University of New York
Autism Spectrum Disorders (ASD)

Lower Functioning
Below Average IQ, Mental Retardation, little or no verbal language

Rett’s Disorder

Childhood Disintegrative Disorder

Autism

PDD -NOS

Higher Functioning
Average/Above Average IQ, verbal language, etc.

Asperger’s Syndrome
Autism Spectrum Disorder
DSM-IV Criteria

• Qualitative impairment in social interaction

• Qualitative impairment in communication

• Restricted, repetitive and stereotyped patterns of behavior, interests and activities

Information obtained from http://www.dsm5.org/ProposedRevisions/Pages/proposedrevision.aspx?rid=94#
Autism Spectrum Disorder
Proposed Diagnostic Criteria
DSM-V

Watch for revisions and final criteria at:

Must meet criteria A, B, C and D:
Proposed Criteria A

Persistent deficits in social communication and interaction across contexts as manifested by ALL 3 of the following:

- deficits in social-emotional reciprocity
- deficits in nonverbal communicative behaviors used for social interaction
- deficits in developing and maintaining relationships at appropriate level
Proposed Criteria B

Restricted, repetitive patterns of behavior, interests or activities as manifested by at least 2 of the following:

- Stereotyped or repetitive speech, motor movement or use of objects
- Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change
- Highly restricted, fixated interests
- Hyper or hypo-reactivity to sensory input
Proposed Criteria C

- Symptoms must be present in early childhood but may not become fully manifest until social demands exceed limited capacities
Proposed Criteria D

• Symptoms together limit and impair everyday functioning

• (See chart for description of Severity Levels 3, 2, and 1)
<table>
<thead>
<tr>
<th>Severity Level for ASD</th>
<th>Social Communication</th>
<th>Restricted Interests and Repetitive Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 Required Support</td>
<td>Without supports in place, deficits in social communication cause noticeable impairment. Has difficulty initiating social interactions and demonstrates clear examples of atypical or unsuccessful responses to social overtures of others. May appear to have decreased interest in social interactions.</td>
<td>Rituals and repetitive behaviors (RRB’s) cause significant interference with functioning in one or more contexts. Resists attempts by others to interrupt RRB’s or be redirected from fixated interests.</td>
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</table>
## Severity Chart

### Level 2

<table>
<thead>
<tr>
<th>Severity Level for ASD</th>
<th>Social Communication</th>
<th>Restricted Interests and Repetitive Behaviors</th>
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<tr>
<td>Level 2 Requiring Substantial Support</td>
<td>Marked deficits in verbal and nonverbal social communication skills; social impairments apparent even with supports in place; limited initiation of social interactions and reduced or abnormal response to social overtures from others.</td>
<td>RRBs and/or preoccupations or fixated interests appear frequently enough to be obvious to the casual observer and interfere with functioning in a variety of contexts. Distress or frustration is apparent when RRB’s are interrupted; difficult to redirect from fixated interest.</td>
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</tbody>
</table>
# Severity Chart

## Level 3

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<tr>
<th>Severity Level for ASD</th>
<th>Social Communication</th>
<th>Restricted Interests and Repetitive Behaviors</th>
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</thead>
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<tr>
<td>Level 3 ‘Requiring very substantial support’</td>
<td>Severe deficits in verbal and nonverbal social communication skills cause severe impairments in functioning; very limited initiation of social interactions and minimal response to social overtures from others.</td>
<td>Preoccupations, fixated rituals and/or repetitive behaviors markedly interfere with functioning in all spheres. Marked distress when rituals or routines are interrupted; very difficult to redirect from fixated interest or returns to it quickly.</td>
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</tbody>
</table>
Thinking Differently

- Executive functioning – auditory processing and memory
- Visual & concrete thinking
- Seeing the big picture – attention to detail
- Adapting to change
- Special interests – different motivators
- Sensory differences
- “Social thinking”
Classroom Implication – Executive Functioning

- Difficulty with complex tasks or tasks that have multiple instructions
- “place keeping errors”
- Difficulty with tasks that require retention of a lot of verbal information
- May misunderstand what is said or respond inconsistently
- May be easily distracted/have shorter attention span
Classroom Implication – Visual and Concrete Thinking

• May miss a teacher/peers humor or sarcasm
• May take longer to process verbal information
• Confusion with verbal instructions
• Can take metaphors literally
• Difficulties with subjects that require abstract thinking—like algebra
Classroom Implications - Attention to Detail

• Appears distracted by details – difficult time with tasks that require larger picture thinking, like writing
• May be related to problem solving difficulties (only seeing the “facts” and not the whole picture)
• Difficulties generalizing from one situation to the next
• Use of logic and reasoning to process social situations
• May appear to have a greater comprehension than actually does due to strengths in decoding
Classroom Implications – Adapting to Change

• Transitions may be difficult – student may take long time transition between tasks, avoid transition, exhibit anxiety

• Challenging behaviors may be associated with small or large changes in routines

• Student may resist trying new things

• May rigidly follow rules – not understand exceptions to rules
Classroom Implications – Special Interests

• May be most motivated by their special interest – can result in a need to select different motivators from other students

• Other students may view intense and sometimes age-inappropriate interest as odd or stigmatizing

• May not share interests with peers

• May become overly preoccupied with special interest and/or distracting at times
Classroom Implications – Sensory Differences

- Aversion and/or avoidance of people or places that may be over-stimulating
- May result in meltdowns
- Safety issues
- Failure to respond
- Increased anxiety
- May be distracted
- May exhibit behaviors that appear odd to peers
Classroom Implications – Theory of Mind

• Could appear argumentative/defiant
• May not see the value of engaging in interests of others
• Social misunderstanding may be common
• Difficulty understanding perspective of characters in stories
• Teasing and bullying
Individuals with ASD often can…

- Understand concrete concepts very well
- Understand context-specific language
- Memorize rote material quickly and easily
- Recall visual images and memories easily
- Think in a visual way
- Learn chunks of info quickly
- Learn to decode written language at an early age
- Have extraordinarily good long-term memory

From CT-ASRC.ORG
Individuals with ASD often can…

• Understand and use concrete rules and sequences
• Be perfectionistic in approach to tasks
• Can be very precise and detail oriented
• Be depended upon to maintain schedules and be on time
• Have an average or even way above average intelligence
• Be honest even to a fault

From CT-ASRC.ORG
Individuals with ASD often can…

• Be extremely focused if it’s a pleasurable task
• Be charming in their innocence
• Have difficulty being devious
• Have a strong sense of integrity
• Have an excellent sense of direction
• Be very compliant when expectations are clearly understand
• Be very genuine; may not understand motive behind to impress others, and therefore don’t bother

From CT-ASRC.ORG
Methods for Understanding Your Students with ASD

Center for Autism and Related Disabilities

University at Albany State University of New York
Person-Centered Planning

- A process-oriented approach to empowering people with disability labels
- Focuses on the people and their needs; putting them in charge of defining the direction for their lives
- Focus not on the systems that may or may not be available
- Ultimately leads to greater inclusion as valued members of both community and society
- Involves the development of a "toolbox" of methods and resources that enable people with disability labels to choose their own pathways to success

http://www.ilr.cornell.edu/edi/pcp/
• PCP video Michael Smull
Examples of P-C Plans

PATH

1. North Star

2. Our Sense of the Goal

3. New
4. Who to Enroll
5. How to Grow Stronger
6. Next Steps
8. The First Step

VALUES

Relationships
Places
Valued roles
Choice
Contribution

Task 1:
Getting to Know People
Tool: The relationship

Task 2:
Finding Capacities in People
Tool: The personal profile

Task 3:
Finding Opportunities in Community Life
Tool: The community building map

Task 4:
Creating a Vision for the Future
Tool: The future’s plan

Task 5:
Supporting People Over Time to Take Action & Try Things
Tool: Follow along meetings & action plans

Task 6:
Organizational Change
Constructive System Support
Tool: designing platforms for change

What is the Story? History?
What is the Dream?
What is the Nightmare?
Who is the Person?
What is the Person’s Needs?
What are the person’s Good at?
What is a map?
What is the plan of action?

THE WORLD WITHIN REACH

CENTER FOR AUTISM AND RELATED DISABILITIES
UNIVERSITY AT ALBANY State University of New York

NEW YORK STATE REGIONAL CENTERS FOR AUTISM SPECTRUM DISORDERS
## ASD Student Characteristics Profile

<table>
<thead>
<tr>
<th>Student: ________________</th>
<th>Form 1.1: ASD Characteristics: Student Profile</th>
<th>Date: ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive Abilities</strong></td>
<td><strong>Learning Abilities</strong></td>
<td><strong>Social Interaction Skills</strong></td>
</tr>
<tr>
<td>Strengths:</td>
<td>Strengths:</td>
<td>Strengths:</td>
</tr>
<tr>
<td>Difficulties:</td>
<td>Difficulties:</td>
<td>Difficulties:</td>
</tr>
<tr>
<td><strong>Play Skills</strong></td>
<td><strong>Communication Skills</strong></td>
<td><strong>Adaptive Behavior Skills</strong></td>
</tr>
<tr>
<td>Strengths:</td>
<td>Strengths:</td>
<td>Strengths:</td>
</tr>
<tr>
<td>Difficulties:</td>
<td>Difficulties:</td>
<td>Difficulties:</td>
</tr>
</tbody>
</table>

De Boer, 2009
Contextual Assessment Inventory

- Social environment
  - What’s happening in student’s social-communicative environment that either supports or hinders success?

- Activities and routines
  - What activities or routines are established and are they preferred? Non-preferred? Supportive?

- Biological (student’s health/physical states)
  - How does health or status support or hinder student’s functioning?

McAtee, Carr, Schulte, 2004
Individuals Implementing the Plan

CENTER FOR AUTISM AND RELATED DISABILITIES
UNIVERSITY AT ALBANY State University of New York
Why have a Team?
What is a Team?

- A group of people with a full set of complementary skills required to complete a task, job or project.

- A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual.

www.businessdictionary.com
Characteristics of a Quality Team

- Team vs. group
- Shared understanding of purpose
- Commitment to the cause
- Driven by guidelines/goals
- Task vs. process
Core Team Members

- Knowledge/interest of individual child
- Knowledge of behavioral principles
- Knowledge of positive behavior supports
- Knowledge of systems/resources
Child Specific Team Members

- Primary Classroom Teacher(s)
- Parent(s)/Caregiver(s)
- Resource Teacher(s)
- Paraprofessional(s)
- Related Service Provider(s)
- Adults who interacts with child on regular basis
Team Roles and Responsibilities

- Leader
- Facilitator
- Recorder
- Time Keeper
- Child Specific Members
Characteristics of People
Implementing the Plan
Variables of People
Implementing the Plan

• Different instructors perceive the classroom environment in different ways which result in different styles of teaching
  – Lecture
  – Demonstration
  – Hands-on
  – Experimental

• How might your style impact students with ASD?
Enhancing Instructional Contexts for Students with ASD (EIC-ASD)

http://education.gsu.edu/autism/

• Reflects current understanding of best practices for students with ASD
• Can be used to validate current practices and identify elements that could be improved
# EIC-ASD: Instruction

<table>
<thead>
<tr>
<th></th>
<th>Insufficient</th>
<th>Emerging</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Auditory Information Processing</strong></td>
<td>Adults in classroom rely on verbal language without highlighting the most relevant information to students. Students are not given time to process auditory information.</td>
<td>Adults may use more words than necessary to convey relevant instructional information. Students may not be given enough time to process.</td>
<td>Adults use clear and concise verbal language paired with visual supports to convey essential instructional information and allow sufficient processing time.</td>
</tr>
<tr>
<td><strong>Explicit Teaching</strong></td>
<td>Instruction includes abstract information that may not be understood or meaningful to students. Concepts and expectations are inappropriate for student abilities.</td>
<td>Most concepts and expectations are taught using concrete materials to maximize student understanding. Most activities/tasks are presented in a clear, concrete manner.</td>
<td>All instruction and materials are presented in a concrete manner to facilitate student understanding of the concepts and expectations. Activities/tasks are structured to match the student’s abilities.</td>
</tr>
</tbody>
</table>
Example: Explicit Teaching - Insufficient

The concept of "good" is too abstract for students to understand. Specific expectations have not been explicitly taught.
Example: Explicit Teaching - Exemplary - Secondary

Photo Details

This is a work jig in the work box area. It shows that explicit teaching is taking place. The student has a set schedule of tasks to complete in this area. Ample visual supports are provided to enhance the student's independence.
Art Center

1. Trace 5 hearts - 2 big
2. Cut hearts - 1 small
3. Glue hearts
4. Take 4 coupons
5. Write out 5 coupons, 1 extra

If I Finish My 3 Centers...
I Can...

1. Read books
2. Check red folder
3. Read poems in the pocket chart
4. Free write in yellow journal
5. Listen to a book on CD or tape
6. Re-read a big book with a pointer
7. Go to starfall.com
NYS’ Autism Program Quality Indicators

• The APQI are a compilation of the best practices in educating students with autism, which were developed to serve as a means of guiding quality improvement activities for schools and programs serving children with autism in New York state
### APQI: Instructional Activities

**Instructional Activities:** The program provides a variety of developmentally and functionally appropriate activities, experiences, and materials that engage students in meaningful learning.

**Instructional activities:**

- a) enhance response opportunities,
- b) are appealing and interesting,
- c) promote active engagement of the student,
- d) focus on basic skills before more complex skills,
- e) provide multiple opportunities for practicing skills identified on the IEP,
- f) are (whenever possible) embedded within ongoing and natural routines of home, school, vocational, and community settings.

Activities use a variety of instructional formats—one-to-one instruction, small group instruction, student-initiated interactions, teacher-directed interactions, play, peer-mediated instruction—based upon the skill to be taught and the individual needs of the student.
Variable of People Implementing the Plan

• Relationship Quality
  • If a person with disabilities and their caregiver/teacher have poor rapport with one another, problem behavior is likely

• Negative Perceptions
  – “This student is out of control”
  – “This student needs help”
Building Rapport

- The extent to which students accept or “buy into” the goals the teacher has spelled out to the class,
- The student’s ability to work toward these goals,
- The teacher’s ability to care genuinely for students and to nurture their learning, and
- The student and teacher “connecting” emotionally and students’ motivation to participate actively in their education.

William Buskist and Bryan K. Saville of Auburn University
Teacher Behaviors that can Contribute to the Development of Rapport are:

- Showing a sense of humor
- Availability before, after or outside of class
- Encouraging class discussion
- Showing interest in their students
- Knowing students’ names
- Sharing personal insights and experiences with the class
- Relating course material in everyday terms and examples
- Understanding that students occasionally have problems that arise and inadvertently hinder their progress

William Buskist and Bryan K. Saville of Auburn University
Increase Ratio of Positive to Negative Responses

• Respond positively to appropriate behavior more often than responding negatively to inappropriate behavior

• USEFUL when adults responding with more negative statements for inappropriate behavior and/or when student exhibits behavior to get attention from adults

• SUGGESTION: 4 POSTIVE responses for every 1 NEGATIVE response
Use of Reinforcement and Motivation for the Student

- Critical to learning
- Differently motivated
- Observation - preferences
- What, when, how often, where
- Positive Reinforcement
- Consistency
- Generalizing and fading
How Do You Cope with Stress?

• Stop and turn to neighbor….what things do you find stressful about teaching students with ASD? How do you think this might impact those students? What do you do to relieve or cope with this stress?

Anyone willing to share?
Use of Reinforcement and Motivation for the Adult

• Just as reinforcement is critical for learning, it is also a huge piece of adults' lives.

• Take a moment to think about what reinforces you during a tough day at work or home.

• What are some motivational strategies you can implement for yourself?
Effects of Adult Stress on Student Performance

• Do you think your stress effects student performance in the classroom?

• Using Longitudinal and Momentary Analysis to Study the Impact of Middle School Teachers' Stress on Teacher Effectiveness, Student Behavior and Achievement – Teresa McIntyre, Ph.D., University of Huston
Classroom Collaboration

• Paraprofessional Role
  – Support student learning
  – Help develop social skills
  – Help expand communication skills
  – Help expand appropriate relationships
  – Increase independence
  – Functional application of curriculum
  – Valuable resource to team

http://www.autismtoday.com/articles/ParaProfessional.htm
Reasons to “Burn the Chair”

Taken from Paula Kluth, “The Inclusive Classroom, and Learning Disabilities in Children”

• Separation from Classmates
• Dependence on Adults
• Impact on Peer Interactions
• Interference of Instruction from Other Students
• Do not do for a student what they can do for themselves
Classroom Collaboration

• How do we successfully utilize the Paraprofessional?

1. PTR Teacher/Para-educator Work Style Survey


   – Helps to identify each member’s preferred communication, supervision and work style

2. Over-reliance on Paraprofessional Tool


   – A mechanism for school teams to begin exploring if they are over-reliant on paraprofessionals or are using them inappropriately
**PTR Work Style Score Comparison Sheet**

**Directions:** Transfer scores from the PTR Teacher Work Style Survey (Appendix 2.2) and PTR Paraeducator 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>Paraeducator</th>
<th>Item Content</th>
<th>Teacher</th>
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<tbody>
<tr>
<td>Disagree</td>
<td>Agree</td>
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</table>
Over-Reliance on Paraprofessionals Screening Tool

<table>
<thead>
<tr>
<th>You know there is a problem when.....</th>
<th>Happens Frequently/Too Often</th>
<th>Happens Sometimes or for Some</th>
<th>Happens Never or Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of paraprofessionals has increased, in part, because there is a general belief that one of the primary ways to support students with disabilities in general education is to assign a paraprofessional.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with disabilities are physically separated within the classroom (e.g. back or side of the room) to work with a paraprofessional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraprofessionals provide academic support in subjects where they are under- or unskilled</td>
<td></td>
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</tr>
</tbody>
</table>

Giangreco & Broer, 2007
Over-Reliance Tool

Excessive Proximity or Isolation within Classroom

Rank 1

13

12

11

10

9

8

7

6

5

4

3

2

1

Questionable Resource Allocation or Instructional Role Mismatches

Rank 4

15

14

13

12

11

10

9

8

7

6

5

4

3

2

1

Insufficient Special Educator and/or Teacher Ownership and Engagement

Rank 2

Dependence on Paraprofessionals or Inappropriate autonomy

Rank 3

16

15

14

13

12

11

10

9

8

7

6

5

4

3

2

1

Giangreco & Broer, 2007
Home-School Collaboration

http://www.iidc.indiana.edu/index.php?pageId=384

• Teacher and Parent/Guardian Communication
  – Form of communication
  – Keep communication as positive and free of blame as possible
  – Stay clear of jargon
  – Expectations
  – Discuss problems as they arise
Barriers to Positive Home-School Collaboration

• Cultural differences
• Parents’ experiences in school as students themselves
• Economic and time constraints
• Lack of technology/technology information
Overcoming Barriers with Home

• Seek to understand cultural and language differences

• Provide guidelines or checklists to structure how parents can have their concerns addressed and resolved in a more proactive manner

• Be flexible with meeting times; offer consistent time for parents to contact you

• Survey parents access to technology
Teacher and Parent/Guardian Communication Tools

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>During circle time we:</td>
<td>Therapy:</td>
</tr>
<tr>
<td>□ Listened to a story</td>
<td>□ Speech with Miss Evers</td>
</tr>
<tr>
<td>□ Sang circle time songs</td>
<td>□ OT with Miss Amy</td>
</tr>
<tr>
<td>□ Worked on vocabulary/or a concept with Sally the Camel</td>
<td>□ PT with Miss Mary Beth</td>
</tr>
<tr>
<td>□ VI with Miss Kelly</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Today I had:</th>
<th>Bathroom:</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>□ I went to the bathroom by myself.</td>
</tr>
<tr>
<td>Chocolate</td>
<td>□ I went through the motions and sat on potty.</td>
</tr>
<tr>
<td>Strawberry</td>
<td>□ My diaper/pull-up was dry/wet/BM.</td>
</tr>
</tbody>
</table>

Info:

http://www.iidc.indiana.edu/index.php?pageId=32
Teacher and Parent/Guardian Communication Tools

What I Did at School Today

Morning Work ___ on own ___ with prompts
Calendar ___ on own ___ with prompts
Morning Groups ___ on own ___ with prompts (check work in book bag)
Lunch ___ ate well ___ with prompts
Recess
Story Time and Quiet Time ___ quiet ___ rap ___
Afternoon Group ___ on own ___ with prompts (check work in book bag)
Small Groups ___ on own ___ with prompts (language, fine motor, social)
Centers ___ on own ___ with prompts
___ Art ___ Music ___ PE ___ Library ___ Speech ___ OT ___ PT

Date ______________
Teacher and Parent/Guardian Communication Tools

Students are given green (great), yellow (ok), or red (needs improvement) days.

Student ____________________________
The week of __________________________

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
</table>
| Today I was super at ____________________________.
| I need to work on ____________________________.
| Today I had a o day because ____________________________.
| I had Music, PE, Art, Library, Adaptive PE, OT, Speech, PT. | Today I was super at ____________________________.
| I need to work on ____________________________.
| Today I had a o day because ____________________________.
| I had Music, PE, Art, Library, Adaptive PE, OT, Speech, PT. | Today I was super at ____________________________.
| I need to work on ____________________________.
| Today I had a o day because ____________________________.
<p>| I had Music, PE, Art, Library, Adaptive PE, OT, Speech, PT. |</p>
<table>
<thead>
<tr>
<th>Subject</th>
<th>Assignment</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<td>□ Complete</td>
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<tr>
<td>Math</td>
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<td>SSR</td>
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<td>□ Complete</td>
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<tr>
<td>Language</td>
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<td>□ Complete</td>
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<tr>
<td>Social Studies</td>
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<td>□ Complete</td>
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<td>Science</td>
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<td>□ Complete</td>
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<tr>
<td>Spelling</td>
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<td>□ Complete</td>
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<table>
<thead>
<tr>
<th>Behavior Marks:</th>
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</table>

<table>
<thead>
<tr>
<th>Teacher Messages:</th>
<th>Parent Messages/Signature:</th>
</tr>
</thead>
</table>
Features of Environments and Systems

CENTER FOR AUTISM AND RELATED DISABILITIES
UNIVERSITY AT ALBANY State University of New York
Environments and Systems

- Classroom
- Other school settings
- School-wide systems
- Home
- Community
Features of the Classroom

• Take inventory of the environment
  – Comprehensible?
  – Structured?
  – Sensory challenges considered?
Non-Classroom Environments

Assembly Routine

- Stand in line
  - When my teacher says "get ready for assembly, it is time to stand up and get behind my friend in the line up. We all stand quietly and wait for our teacher to tell us what to do."
- Walk to gym
  - The assembly will be in the gym. We will walk there, and our teacher will show us where to sit.
- Sit in gym
  - Our class will sit quietly and wait for the assembly to begin.
- Feet
  - When we sit on the floor at the assembly we keep our hands and feet to ourselves. We listen very carefully.
- O Canada
  - We all stand up to sing O Canada. When the singing is over we all sit down and listen.
- Walk to class
  - When the assembly is over we all stand up and get ready to leave the gym. We walk quietly back to class and wait for our teacher.

Quiet Voice

Hold Hands

Stop at Door

Walk in Hall

Hallway Rules

- Stay to your right
- Be reasonably quiet
- Be polite
- Go directly to class

Your Mother is not here. Please clean your own mess.
School-Wide Systems

Bulldog Best
Be kind by being respectful and thinking of others’ feelings.
Be safe by walking and watching out for our friends.
Be ready by following directions.
Be caring by helping your friends.

Hawks
Have respect
Act responsibly
Work with honesty & integrity
Keep high expectations
Support the community

THE WORLD WITHIN REACH

CENTER FOR AUTISM AND RELATED DISABILITIES
UNIVERSITY AT ALBANY State University of New York

NEW YORK STATE REGIONAL CENTERS FOR AUTISM SPECTRUM DISORDERS
NYSRCASD
Home Environment

• Does home environment use visual schedules and rules?
• Designated area for homework or projects?
• Homework tasks and home chores broken down? Reinforcement provided?
Strategy for Completing Homework

• Child chooses order in which to complete homework assignments in each subject
• Child completes a subject’s assignment and sets timer for 5 to 10 minutes
• Child is free for those minutes to do whatever he/she wishes
• Timer rings and child returns to table and completes the next subject’s assignment
• Re-set timer between each subject’s assignments until work is complete
# Homework Contract

## Matt’s “I Survived Homework” Contract

I am working for: 10 Minutes to talk about “Survivor” with Mr. Brown on Friday.

Goal: Four out of five homework assignments completed on time.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><img src="image" alt="Complete" /></td>
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</table>

**Did I earn my reward?**

**YES!** Mr. Brown will meet with you during study hall on Friday.

**No.** Try harder next week. You can write about “Survivor” in your writing journal during 6th period if you would like.
The Big Four

- Time
- Money
- Staffing
- Administrative Support
Time

Money

Check out websites with free or low cost supplies/ideas/downloads…

www.interventioncentral.com
www.Do2learn.com
www.autisminternetmodules.org
http://mrsriley.com/home
http://room5ideas.com/
http://www.iidc.indiana.edu/index.php?pageId=32/

See your handouts for more!
Staffing

• Use para-educator optimally
  – How To Be a ParaPro by Diane Twachtman-Cullen
• Use student teachers/classroom volunteers
• Professional development...
  – Websites that offer video trainings
    • CARD Elluminate
  – Lunch time mini inservices
  – Be sure to provide training before implementation of something new
• Effective teaming
  – Define purpose, norms, roles, action steps/responsibilities, deadlines, and a method for monitoring and evaluation
# Student's Daily Plan for One to One Aide Assistance

- **Student:**
- **Grade:**
- **School:**
- **Teacher:**
- **Aide(s):**

<table>
<thead>
<tr>
<th>Time/Activity:</th>
<th>Independent Activities:</th>
<th>Assistance Required:</th>
<th>Plan for Aide:</th>
<th>Notes/Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period:</td>
<td>What behaviors/activities do not require assistance?</td>
<td>What behaviors/activities require assistance?</td>
<td>List specific tasks/strategies for aide. (How will the aide provide assistance?)</td>
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<td>Time:</td>
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</table>
Dealing with Resistance

- Divide and conquer (weakest → strongest)
- Offer reinforcers (goods, recognition, $)
- Meet them on their terms...what have you tried?
- Pilot with non-resistant staff and report results
- Coaching
Administrative Support

• **Data collection/Supporting your case**
  – Evidence based practice research
  – Collect data for yourself
  – Gather support from team members/parents

• **Well-designed cost effective plan**
  – Look at your context! A good idea that isn’t practical won’t sell!

• **Pilot projects**
  – Try something short term – collect data!
Selecting Interventions with Contextual Fit

1. Establish an evidence base for potential interventions
2. Solicit input and evaluate the compatibility of interventions with team members’ values
3. Assess the capacity of team members to support the interventions
Selecting Interventions with Contextual Fit

• 4. Assess the compatibility of the intervention with school wide programs and administrative support
• 5. Implement and evaluate the intervention
Questions?

Center for Autism and Related Disabilities
Phone: (518) 442-2574 or toll free 1+(866) 442-2574
Email: card@albany.edu
Website: http://www.albany.edu/autism
CARD Albany is now on Facebook
http://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/NYSEDpage.shtml