STAR Autism Support

STAR®
Autism Support

FREE WEBINAR

Ask Me Anything (AMA) with the STAR Autism Support Team

Resources

STAR Newsletters (available in English and Spanish):
Sign up for our Newsletter!

Learn More About our Curricula and Resources:
STAR Program | Links Curriculum | SOLER

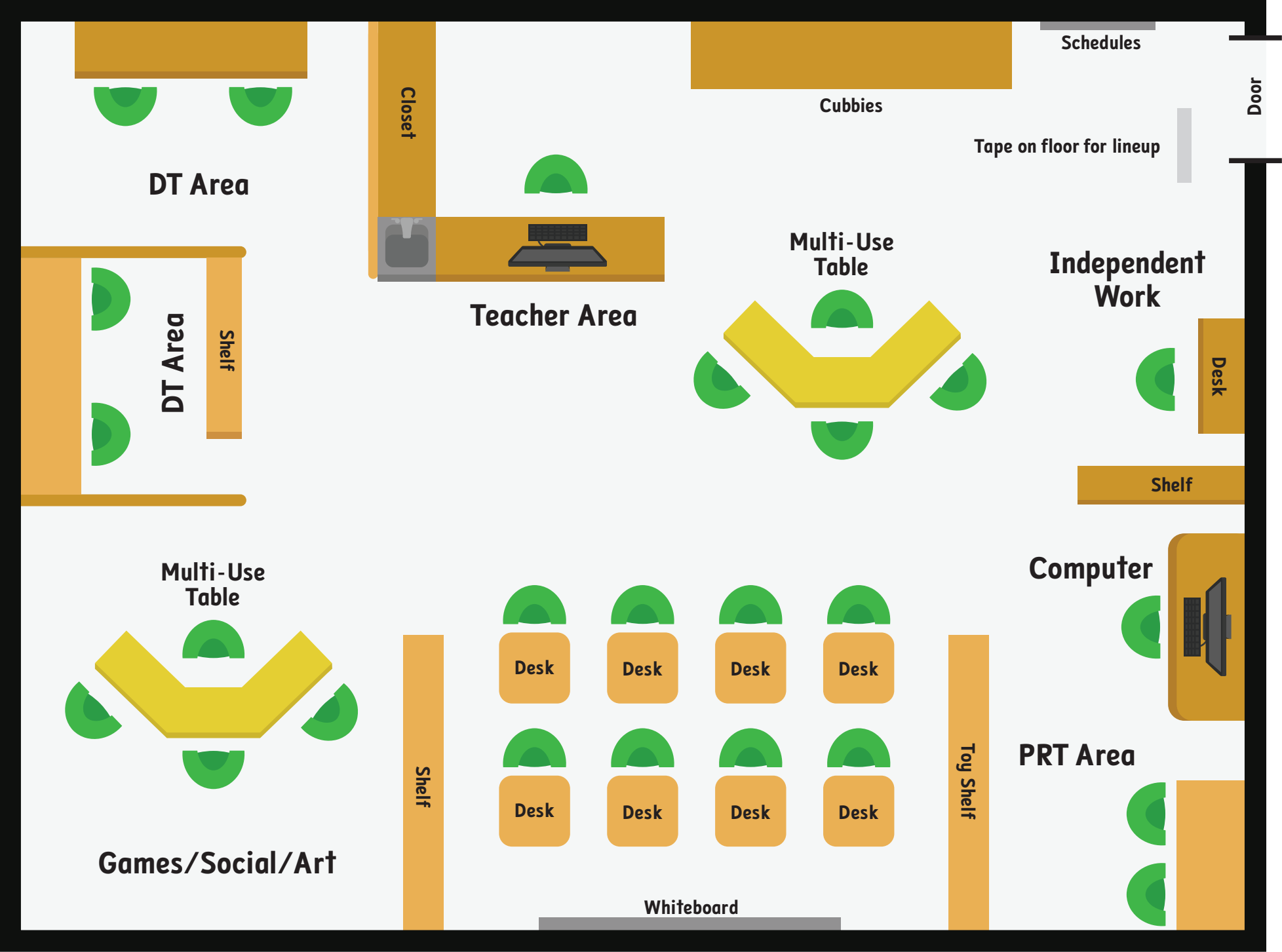**Curriculum Overview Flyers for Caregivers:**
English: STAR Program | Links Curriculum | SOLER
Spanish: STAR Program | Links Curriculum | SOLER
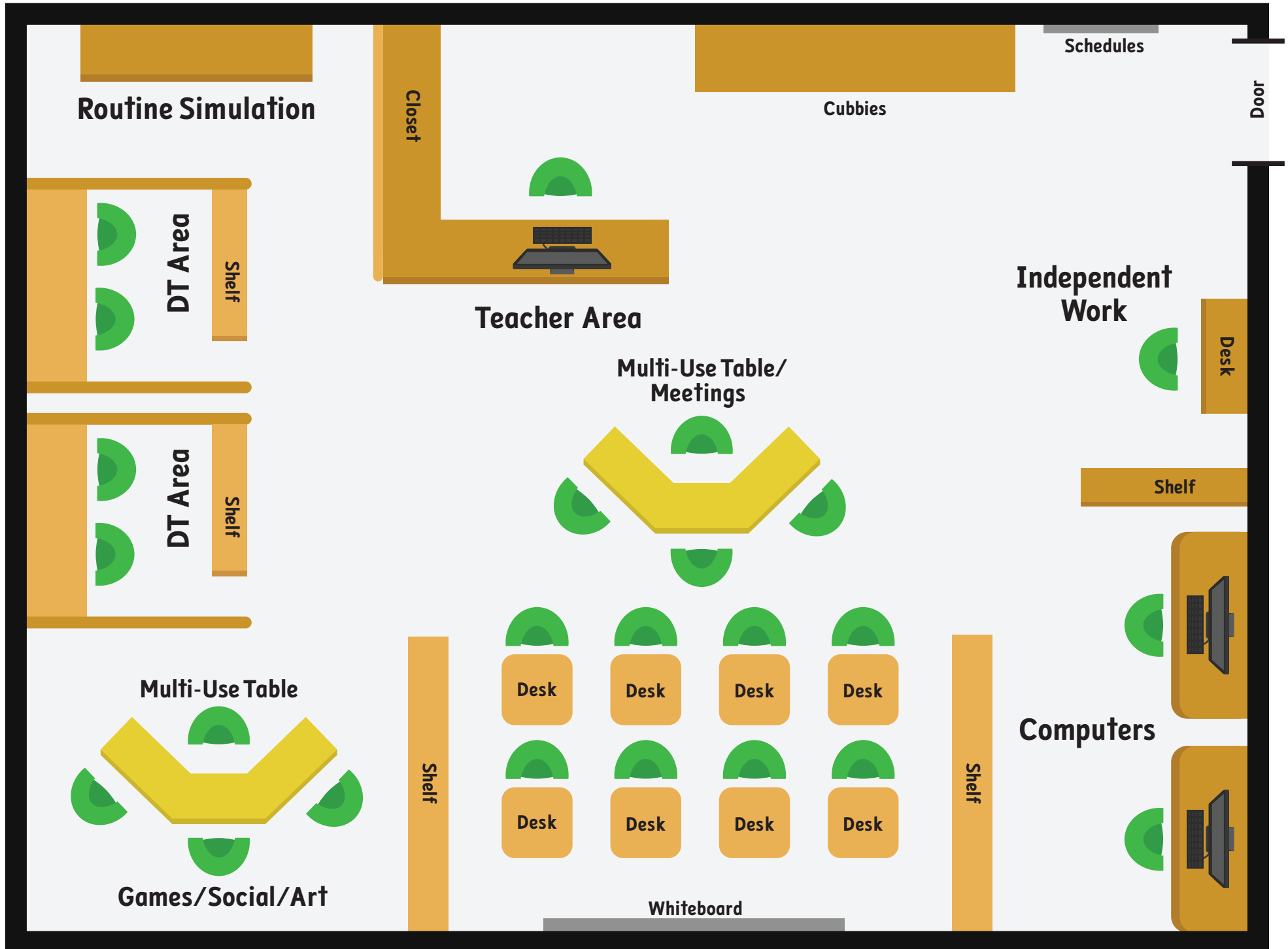
SCAN ME

Classroom – STAR Program – Primary

DT Area

Closet

Schedules

Cubbies

Door

Tape on floor for lineup

DT Area

Shelf

Teacher Area

Multi-Use Table

Independent Work

Desk

Shelf

Multi-Use Table

Computer

Desk	Desk	Desk	Desk
Desk	Desk	Desk	Desk

Shelf

Toy Shelf

PRT Area

Games/Social/Art

Whiteboard

Classroom – Links Curriculum – Secondary

Routine Simulation

Closet

Cubbies

Schedules

Door

DT Area

Shelf

Teacher Area

Independent Work

Desk

Multi-Use Table/ Meetings

DT Area

Shelf

Shelf

Multi-Use Table

Shelf

Desk

Desk

Desk

Desk

Shelf

Computers

Desk

Desk

Desk

Desk

Games/Social/Art

Whiteboard

STAR Program Quick Guide Checklist

	Activity	Completed	To-do	Action Plan
1	Complete the Student Learning Profile on identified students.			
2	Gather STAR lessons and materials for identified students and organize materials in a bin/file/notebook.			
3	Select reinforcers for each student that are only available during 1:1 times.			
4	Set up an organized classroom schedule (including time for 1:1, group and daily functional routines).			
5	Create a visual or written schedule for each student. Post student schedules in an easily accessible place for independent access.			
6	Arrange the classroom environment to provide physical space for instruction and promote student independence.			
7	Collect data, monitor progress and revise instruction based on data.			
8	Focus on fidelity of implementation through self-assessment.			
9	Communicate with families about their child's learning goals and progress.			

Links® Getting Started Checklist

LINKS
CURRICULUM

	Activity	Completed	To-do	Action Plan
1	Add students into the Links On-Line System.			
2	Select 2 priority routines per student. *Hint*: Focus on 1 classroom and 1 individual routine. If you need to select a "Custom Routine", create it before you select it for an individual student			
3	Individualize the selected routines for each student. Identify the cue for each step, and modify steps if necessary.			
4	Print off the Observed Routine Assessment (ORA) form.			
5	Collect baseline data on each routine.			
6	Complete the Lesson Assessment. Print: Lesson Plans, Instructional Data Forms, Sequential Learning Steps, and Links Lesson Summary. *Hint*: Select at least 1 lesson in each of the 5 columns.			
7	Print and/or create visuals for each routine and lesson plan.			
8	Provide staff and students a consistent daily schedule that reflects classroom and individual routines, and times for lesson instruction.			

For additional instructions on implementing the Links Curriculum please refer to:
Quickstart Guide - Custom Routine • Quickstart Guide - Instructional Process • Quickstart Guide - Online System

IEP Alignment

Teacher's Name: **Student's Name:**   **Level:** __ 1 __ 2 __ 3

IEP Goal	STAR DT, PRT, or FR Lessons or Prerequisite Lessons	Themes First Activity/ Small Group Lesson	Independent Work Task
	1. 2. 3. 4. 5.		
	1. 2. 3. 4. 5.		
	1. 2. 3. 4. 5.		
	1. 2. 3. 4. 5.		

IEP Alignment

Teacher's Name: **Student's Name:**

IEP Goal	Links Lessons/Prerequisite Lessons or Links Routine	Routine Teaching Unit Activity/ Small Group Lesson	At-Home Activity or Independent Work Task

Fidelity of Implementation Checklist - Implementer

STAR Certification

Educator: _____

STAR Consultant: _____

0 = Not yet started   1 = Support Needed   2 = Emerging   3 = Verified   N/A = Not Observed

STAR Program Implementation	Score				Comments
	Date				
Individualized student lessons, including materials and data sheets, are organized and in use.					
The staff schedule is followed (including a 1:1 rotation schedule, if needed).					
Follows positive behavioral plans and protocols developed for individual students.					

Functional Routines	Score				Comments
	Date				
Environmental supports are used effectively to increase independence during routines (e.g., visuals supports and task strips, furniture arrangement).					
Effectively implements FR teaching strategies: • Cue • Prompts/prompt fading • Reinforcement • Error correction					
Follows FR data collection procedures correctly.					
Visual or written schedules are used during transitions for identified students.					
Effectively implements FR lessons in all 3 levels.					
FR lessons are conducted daily and data is collected weekly.					
Acquired DT and PRT skills are generalized during routines throughout the day.					

Fidelity of Implementation Checklist - Implementer

0 = Not yet started   1 = Support Needed   2 = Emerging   3 = Verified   N/A = Not Observed

Discrete Trial Training	Score				Comments
	Date				
Effectively implements basic DT strategies: • Cue • Reinforcement • Error correction					
Follows Introduction Procedures for introducing new target skills.					
Follows data collection procedures for each lesson.					
Uses Reinforced Learning Trial Procedures (e.g., begins RLT at the correct time, uses prompt fading).					
DT lessons are conducted daily and data is collected daily.					
Effectively implements DT Lessons in all 3 levels.					

Pivotal Response Training	Score				Comments
	Date				
The PRT skills selected on the student learning profile are targeted frequently (prompted and reinforced) throughout the session.					
Effectively implements rules of interaction: • Student chooses activity • Cues and reinforcement are related to the activity • Control is shared					
Follows PRT data collection procedures.					
PRT lessons are conducted daily and data is collected weekly.					
Effectively implements PRT lessons at all 3 levels.					
Opportunities to engage in mastered play and language skills are provided throughout the instructional day.					

Readiness Scale – Secondary

School: _____

Teacher: _____

Completed by: _____

Date: _____

BOY ☐   MOY ☐   EOY ☐

Engaged Learning and Environment	0	1	2	3	Rating
Classroom schedule posted with a variety of student routines and learning opportunities (e.g., direct instruction, small group, independent work, etc.)	No schedule posted	Classroom schedule posted and at least one routine is included	2–3 routines are identified on the schedule	There are more than 4 routines identified on the classroom schedule	
Classroom schedule indicates clearly defined roles for all instructors	No roles are defined	Roles are defined for at least one instructor	Roles are defined for all instructors, but there is still confusion about duties and priorities	All roles are clearly defined, and the schedule is posted in an accessible location	
Overall classroom environment is setup for success (clear visual boundaries, reduced clutter, accessible areas for all students)	No visual boundaries, excess materials, or areas not accessible to all students	At least one area has clear boundaries and is accessible to all students	At least two areas have boundaries and are accessible to all students	Overall classroom environment is set-up for success (clear visual boundaries, reduced clutter, accessible areas for all students)	
Students are engaged in small group learning	No small group learning observed	At least one small group learning session observed	At least two small group learning sessions observed during the day	Instructors use rotations to provide a variety of small group learning sessions	
Total points for student engaged learning and environment					

Comments:

Supports available:
- Routine Teaching Units > Going Back to School > Student Supports
- E-scheduler on the STAR Media Center for schedule examples and templates

Classroom Routines and Supports	0	1	2	3	Rating
Differentiated instructional areas (e.g., morning meeting, individual instruction, small group, routine areas, etc.)	No areas instructional areas	At least one area arranged	At least three areas are arranged	Several areas arranged	
Independent work desks or Stations arranged and promote independence (i.e. identified space, visual supports, appropriate tasks provided etc.)	No independent desks or independent work station set-up	Desks or an IWS area has been identified	Desks or an IWS has been identified and visuals are posted	Desks or an IWS has been identified and appropriate materials are provided for several students	
Transition area arranged with student schedules	No student schedules or transition area identified	1–2 students have visual schedules posted or created	Schedules available for all students but not consistently used to promote independence	Several students have schedules and they are used consistently during each transition	
Visual supports are posted in routine areas (e.g., handwashing, arrival routine, independent work, classroom jobs, etc.)	No visual supports are posted	At least one visual support is posted	At least three visual supports are posted	Several visual supports are posted	
Total points for classroom environment and supports					

Comments:

Supports available:
- STAR Media Center Supports: Setting Up Your Classroom
- Routine Teaching Units : Applicable Unit
- Academic Teaching Units for activities and instructional supports

Positive Behavior Management Strategies	0	1	2	3	Rating
Instructors provide clear verbal requests and use consistent language to instruct students (e.g., "walk with me," "come here," "stop," "wait," etc.)	Consistent language was not used and verbal requests were not clear	Consistent language was used in at least one situation	Consistent language was used in at least three situations	Consistent language was used throughout the observation	
Instructors use least to most prompting to ensure success (give cue one time, then use visual, partial, or full physical prompting to instruct students)	Instructional prompting was not observed	Instructional prompting was observed in at least one situation	Instructional prompting was used in at least three situations	Instructional prompting was consistently used to teach students new skills	
Instructors use positive reinforcement to increase desired behaviors during activities and routines (e.g., verbal praise, highly preferred items, and/or token boards)	Positive reinforcement was not observed	Positive reinforcement was observed in at least one situation	Positive reinforcement was observed in at least three situations	Positive reinforcement was used consistently during activities and routines	
Total points for positive behavior management strategies					

Comments:

Supports available:
- Setting Up Your Classroom Information and Planning
- Routine Teaching Units
- Lesson videos for Links Lessons

Evidence-Based Practices	0	1	2	3	Rating
Communication systems (including low or high-tech) are available to provide all students with choices or response options during several routines	No communication systems were observed during routines	Communication systems were observed during at least one routine	Communication systems were observed in at least two routines	Communication systems were observed in several routines	
Instructors use evidence-based practices such as modeling, reference to visual supports, antecedent/consequent strategies, schedules, etc.	Evidence-based practices were not observed	One evidence-based practice was observed in at least one routine	More than one evidence-based practice was observed in at least three routines	A combination of evidence-based practices were used to meet student needs in several activities/routines	
				Total points for Evidence-Based Practices	

Comments:

Supports available:
- Links Instructional Units
- Links Routines for guidance on evidence-based practices across areas
- Links Lessons for individual skill instruction in communication and new skills

Comments:

Engaged Learning and Environment	
Classroom Routines and Supports	
Positive Behavior Management Strategies	
Evidence-Based Practices	
Total points	

Visuals help a wide variety of learners.

Visuals can be used across different environments and people.

Visuals help students focus on relevant information.

Visuals help students understand others' expectations.

Visuals allow time for language processing.

Visuals build independence.

Visuals help reduce anxiety.

Visuals provide permanent information.

Visuals help with transitions and change.

ROUTINE ESSENTIALS
COMMON LANGUAGE POSTER

Attending

Come here

Walk with me

Stop

Wait

Sit down / Stand up

Hands down

Look at me

Look at X [object or name]

Social / Requesting
Model if needed.

Hi, X [name] / Bye, X [name]

Want X [object, activity, or name]

I want X [object, activity, or name]

No [object, activity, or name]

Help / Help, please

Want help

Following Directions
Give direction, pause, and give the student time. If needed, provide gestural or physical prompting.

Do this (Say, "Do this," and model routine step.)

My turn / Your turn

Pick it up

Put it in

Put it here

Get X [object] and give it to X [name]

Go to X [location] and get X [object]

Give me X [object or a number of objects]

Answering Questions
Ask the question, pause, and give the student time to respond. If needed, provide visual or verbal prompting.

What is this?

Who is this?

What is X [name] doing? (Actions)

How does X [name] feel? (Emotions)

ROUTINE ESSENTIALS

REINFORCEMENT INVENTORY

CONSUMABLE REINFORCERS

Food Examples: candy (note the type), chips, pretzels, crackers, fruit, etc.	Drinks Examples: water, juice, milk

Note:

ACTIVITY REINFORCERS

Sensory stimulation Examples: scented markers, rain sounds, swinging, water play, rocking	Indoor activities Examples: coloring, watching TV, playing board games, listening to music	Outdoor activities Examples: playing at the park, going for a walk, drawing with sidewalk chalk

Note:

TOY REINFORCERS

Toys Examples: bubbles, spinners, cars, farm animals, balloons, blocks	Electronics Examples: tablets, apps, websites, video games

Note:

TANGIBLE REINFORCERS

Materials
Examples: string, bubble wrap, lotion, stickers

SOCIAL REINFORCERS

Attention Examples: excited facial expressions, listening to music together, reading a book together	Praise Examples: "Good job," "Way to go," "Awesome"	Tasks Examples: helping teachers, taking a turn as class leader, completing preferred classroom jobs

Note:

FAVORITE MEDIA REINFORCERS

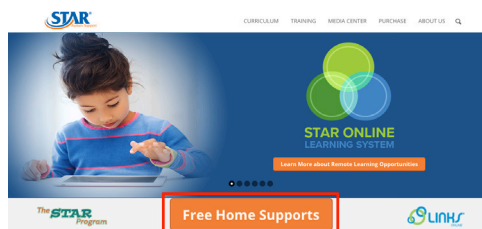| Favorite media Examples: movies, TV shows, video games	Favorite music Examples: songs, music artists, instruments	Favorite characters Examples: movie character, TV show character, video game character

Note:

FREE HOME SUPPORTS

Presented by STAR Autism Support

Go to our website and click on Free Home Supports. **It's the orange button!**

Website:
www.starautismsupport.com

SCAN ME
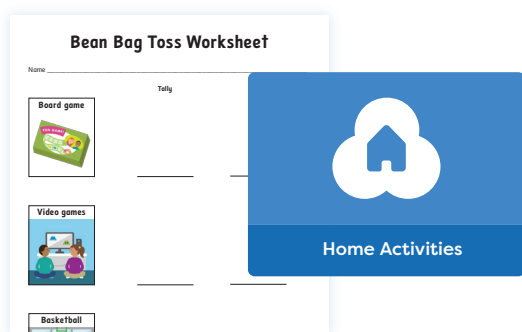
Looking for materials and resources to help your child practice skills at home? These activities and worksheets are available to download or print. REELs are interactive presentations that will guide you through appropriate activities for your child.

Home Activities

Visual supports can help your child learn what to do in social situations or help them handle transitions better at home or in the community. Click on Home Visual Supports for access to visual supports for behavior, staying safe and healthy, learning from home, social skills, family routines, community skills, and current events.

Want to learn some quick strategies for teaching your child routines or motivating them at home? Click on Home Support Webinars for access to six short informational sessions. These include information on:

Routines • Motivation • Schedules • Visual supports Prompting • and more!

Home Support Webinars

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