

# Scenario One

**You have set-up teaching rotation and want to schedule your assistant to do Discrete Trial. You have a new student who has difficulty attending, does not yet imitate actions, and does not yet match objects.**

- ★ What do you need to do to arrange the environment for success?
- ★ Are there any lessons or routines that you can use from the STAR Program?
- ★ Are there visuals you can use from the Media Center? Supports from the STAR Program?
- ★ What supports can you use to train staff?

# Scenario One Discussion



## Ideas:

- ★ What do you need to do to arrange the environment for success?
  - ★ Create a DT area
  - ★ Create a visual schedule to assist with transition
- ★ Are there any lessons or routines that you can use from the STAR Program?
  - ★ Receptive Language lessons 2, 5, 6, and 7
  - ★ Transition between activities

# Scenario One Discussion (continued)

## Ideas:

- ★ Are there visuals you can use from the Media Center? Supports from the STAR program?
  - ★ Transitions between activities (identify a visual schedule)
  - ★ DT lesson plans/folders
  - ★ Intro Procedures
  - ★ FR lesson plan and data collection sheet for Transition between activities
- ★ What supports can you use to train staff?
  - ★ Video examples of DT lessons
  - ★ Video examples of Transition between Activities



# Partner Activity

- ★ Find a partner
- ★ Log into the STAR Media Center
- ★ Read your scenario
- ★ Answer these questions:
  - ★ What do you need to do to arrange the environment for success?
  - ★ Are there any lessons or routines that you can use from the STAR Program?
  - ★ Are there visuals you can use from the STAR Program or the Media Center?
  - ★ What supports can you use to train staff?

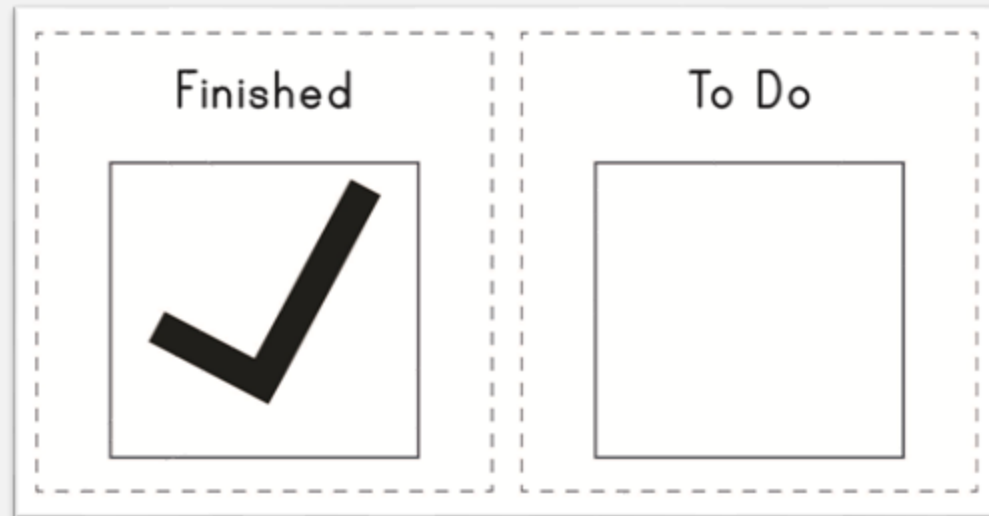
***\*\*Be prepared to share!\*\****

## Scenario Two

- ☆ Your team wants to focus on the Snack Routine. You want to give students more opportunities to communicate and create visual supports to help increase independence



# Scenario Three



- ☆ You have students on a variety of levels, but all of them have difficulty transitioning. Some need a lot of verbal reminders to clean-up, while others need physical prompts to leave preferred areas

# Scenario Four

- ☆ Arrival is a hectic time for your staff and students. It takes some students over thirty minutes to unpack and get to their desk.



# Scenario Five



- ☆ You have several who can match pictures and work independently on tasks. You want to add an Independent Work Station in your classroom



# Scenario Six

- ☆ You have eight students in your class and you want to start doing teaching rotations, but only have three staff members in the room at one time



# Scenario Seven



- ☆ You have a wide-range of students in your classroom. Some are nonverbal, some are imitating, and others use phrases to communicate. You would like to add in a PRT area in your classroom

# Scenario Eight

- ☆ One of your students has difficulty staying on the playground at recess. He tends to wander and does not really engage with other students



# Scenario Nine



- ☆ One of your students has difficulty purchasing lunch in the cafeteria. He independently completes most steps but has difficulty with money

# Scenario Ten

- ☆ A student in your class tends to have behaviors during “down time.” She enjoys helping teachers and loves tasks





# Let's Share!

