



## Philadelphia Secondary Autism Project Autism Teacher Webinar #3

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United States (toll-free): 1 (800) 832-0736

Conference Room Number: 9496696

## Philadelphia Autism Project

Classroom goals since last webinar:

- Continue working on Routines
- Create a Custom Routine
- Fill out Lesson Assessment on at least one student
- Identify lessons to teach

## Review of Webinar #2

- ❖ If you did not watch Webinar #2 email [bekah.Anderson@linkscurriculum.com](mailto:bekah.Anderson@linkscurriculum.com) to get a recorded version.
- ❖ During Webinar #2 presented in December the following was discussed:
  - Review of Links Online including the new Featured Routine Tab
  - Introduction to Links Lessons
  - Video Examples of Links Lessons
  - Details of the Philadelphia Autism Project

## Past Webinars

- ❖ Webinar # 1 and 2 are recorded and available to watch.
- ❖ You will receive an email with a link to Webinar #1, #2 and this webinar shortly
- ❖ If you are unable to access please email:
  - [Bekah.Anderson@starautismsupport.com](mailto:Bekah.Anderson@starautismsupport.com)

## Philadelphia Autism Project

- ❖ Links implementation is going great across Philadelphia!
  - All teachers are in a different place in terms of implementation
  - Discuss with your Links Consultant the next step for your classroom. Every classroom is unique and progress is different across classrooms.

## Today's Agenda

How to teach Links lessons using Discrete Trial Training (DT):

- ❖ Basic components of DT
- ❖ How to correct errors
  - Error correction procedure
- ❖ How to correct continuous errors
  - Errorless learning procedure

## Skill Instruction Through Links Lessons



## Use Skills Assessment and Routine Data to Identify Lessons to Teach



Example Observed Routine Assessment (ORA) Form for the Purchasing an Item at the School Store Routine for Ron N.

Item	Functionality	1	2	3	4	5
1. The student can use the 'What and/or How' card.	Student selects the correct item to purchase.	0	0	0	0	0
2. The student can use the 'What and/or How' card.	Student selects the correct item to purchase.	0	0	0	0	0
3. The student can use the 'What and/or How' card.	Student selects the correct item to purchase.	0	0	0	0	0
4. The student can use the 'What and/or How' card.	Student selects the correct item to purchase.	0	0	0	0	0
5. The student can use the 'What and/or How' card.	Student selects the correct item to purchase.	0	0	0	0	0
6. The student can use the 'What and/or How' card.	Student selects the correct item to purchase.	0	0	0	0	0
7. The student can use the 'What and/or How' card.	Student selects the correct item to purchase.	0	0	0	0	0
8. The student can use the 'What and/or How' card.	Student selects the correct item to purchase.	0	0	0	0	0
9. The student can use the 'What and/or How' card.	Student selects the correct item to purchase.	0	0	0	0	0
10. The student can use the 'What and/or How' card.	Student selects the correct item to purchase.	0	0	0	0	0
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13. The student can use the 'What and/or How' card.	Student selects the correct item to purchase.	0	0	0	0	0
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Table 4  
Links Curriculum Content by Area

Learning Level	Curriculum Area				
	Embedded Lessons	Responding to Language	Communicating with Others	Functional Academics	Learning How to Engage in Diverse Activities
<b>Essential</b>	<ul style="list-style-type: none"> <li>Using Reinforcement Systems</li> <li>Appropriate Behavior</li> </ul>	<ul style="list-style-type: none"> <li>Modeling Motor Skills</li> <li>Object Use</li> <li>Matching Concepts</li> <li>Following Simple Directions</li> </ul>	<ul style="list-style-type: none"> <li>Verbal and Augmentative Communication</li> <li>Making Requests</li> </ul>	<ul style="list-style-type: none"> <li>Identifying Survival Signs</li> <li>Colors and Shapes</li> <li>Numbers</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Safety Commands</li> <li>Using Visuals to Obtain Objects and Find Locations</li> <li>Following Sequences</li> </ul>
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>Using Intermediate Reinforcement Systems</li> </ul>	<ul style="list-style-type: none"> <li>Following 1 and 2 Step Directions</li> <li>Identifying Hours, Mins, and People</li> <li>Counting</li> <li>Grouping</li> <li>Understanding Intermediate Level</li> </ul>	<ul style="list-style-type: none"> <li>Describing Sequences</li> <li>Functions</li> <li>Nouns, Verbs, and Phrases</li> <li>Answering and Asking Simple Questions</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Counting and Differentiating Between Numbers</li> <li>Money</li> <li>Intermediate Level Writing</li> </ul>	<ul style="list-style-type: none"> <li>Social Interaction</li> <li>Identify Options</li> <li>Simple Projects</li> <li>Using Intermediate Level Schedules</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li>Using Advanced Reinforcement Systems</li> <li>Appropriate Behavior</li> </ul>	<ul style="list-style-type: none"> <li>Following Multiple-Step Directions</li> <li>Identifying Prepositions, Adjectives, and Possessives</li> <li>Understanding Emotions</li> <li>Understanding Advanced Level Schedules</li> </ul>	<ul style="list-style-type: none"> <li>Describing Content in a Book</li> <li>Using Prepositions and Adjectives</li> <li>Answering and Asking Personal Questions</li> <li>Describing a Plot Sequence</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Counting Groups</li> <li>Understanding the value of Money</li> <li>Advanced Level Writing</li> </ul>	<ul style="list-style-type: none"> <li>Community Activities</li> <li>Multiple-Step Projects</li> <li>Using Advanced Level Schedules</li> </ul>
<b>Traditional</b>	<ul style="list-style-type: none"> <li>Using Social Reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Intermediate Cues</li> <li>Responding to Intermediate Cues</li> <li>Understanding Complex Directions</li> </ul>	<ul style="list-style-type: none"> <li>Using Verbal Phrases to Make Requests</li> <li>Communicating in Response to Environmental Cues</li> </ul>	<ul style="list-style-type: none"> <li>Refer to General Education Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating Positive Behavior During Unplanned Events</li> <li>Solving Problems</li> <li>Creating and Using a Traditional Schedule</li> </ul>

LINKS® Lesson Assessment

Learning Level	Embedded Lessons		Skill Previously Mastered	Pre-Req. Lessons	Date Lesson Started	Date Lesson Mastered	Generalized to Routines
	1. Using a Reinforcement System	2. Basic Social Skills					
<b>Essential</b>	Yes	No	Yes	No			Yes/No
	Yes	No	Yes	No	9/26/14		Yes/No
<b>Intermediate</b>	Yes	No	Yes	No	5/1		Yes/No

Learning Level	Responding to Language		Skill Previously Mastered	Pre-Req. Lessons	Date Lesson Started	Date Lesson Mastered	Generalized to Routines
	4. Modeling Object Use	5. Matching Motor Skills					
<b>Essential</b>	Yes	No	Yes	No			Yes/No
	Yes	No	Yes	No	4/1		Yes/No
<b>Intermediate</b>	Yes	No	Yes	No	7/1		Yes/No
<b>Advanced</b>	Yes	No	Yes	No	8/1		Yes/No
<b>Traditional</b>	Yes	No	Yes	No	9/26/14		Yes/No

LINKS® Lesson Assessment  
Essential & Intermediate

Learning Level	Embedded Lessons	Responding to Language	Communicating with Others	Functional Academics	Engaging in Diverse Activities
<b>Essential</b>	1. Using a Reinforcement System	1. Modeling Object Use	1. Nonverbal Communication	1. Identifying Functional Objects	1. Responding to Basic Verbal Requests
	2. Basic Social Skills	2. Matching Motor Skills	2. Using Objects to Make Requests	2. Matching Colors and Shapes	2. Following Instructions with Pictures
	3. Social Behavior Skills	3. Matching Similar Objects	3. Responding to Verbal Requests	3. Matching Numbers	3. Using Pictures to Obtain Objects
	4. Modeling Object Use	4. Matching Similar Objects	4. Responding to Verbal Requests	4. Matching Numbers	4. Using Pictures to Obtain Objects
	5. Matching Motor Skills	5. Matching Similar Objects	5. Responding to Verbal Requests	5. Matching Numbers	5. Using Pictures to Obtain Objects
	6. Matching Similar Objects	6. Matching Similar Objects	6. Responding to Verbal Requests	6. Matching Numbers	6. Using Pictures to Obtain Objects
	7. Matching Similar Objects	7. Matching Similar Objects	7. Responding to Verbal Requests	7. Matching Numbers	7. Using Pictures to Obtain Objects
	8. Matching Similar Objects	8. Matching Similar Objects	8. Responding to Verbal Requests	8. Matching Numbers	8. Using Pictures to Obtain Objects
	9. Matching Similar Objects	9. Matching Similar Objects	9. Responding to Verbal Requests	9. Matching Numbers	9. Using Pictures to Obtain Objects
	10. Matching Similar Objects	10. Matching Similar Objects	10. Responding to Verbal Requests	10. Matching Numbers	10. Using Pictures to Obtain Objects
<b>Intermediate</b>	11. Following One-Step Directions	11. Following One-Step Directions	11. Responding to Verbal Requests	11. Matching Numbers	11. Using Pictures to Obtain Objects
	12. Following Two-Step Directions	12. Following Two-Step Directions	12. Responding to Verbal Requests	12. Matching Numbers	12. Using Pictures to Obtain Objects
	13. Identifying Functional Objects	13. Identifying Functional Objects	13. Responding to Verbal Requests	13. Matching Numbers	13. Using Pictures to Obtain Objects
	14. Identifying Functional Objects	14. Identifying Functional Objects	14. Responding to Verbal Requests	14. Matching Numbers	14. Using Pictures to Obtain Objects
	15. Identifying Functional Objects	15. Identifying Functional Objects	15. Responding to Verbal Requests	15. Matching Numbers	15. Using Pictures to Obtain Objects
	16. Identifying Functional Objects	16. Identifying Functional Objects	16. Responding to Verbal Requests	16. Matching Numbers	16. Using Pictures to Obtain Objects
	17. Identifying Functional Objects	17. Identifying Functional Objects	17. Responding to Verbal Requests	17. Matching Numbers	17. Using Pictures to Obtain Objects
	18. Identifying Functional Objects	18. Identifying Functional Objects	18. Responding to Verbal Requests	18. Matching Numbers	18. Using Pictures to Obtain Objects
	19. Identifying Functional Objects	19. Identifying Functional Objects	19. Responding to Verbal Requests	19. Matching Numbers	19. Using Pictures to Obtain Objects
	20. Identifying Functional Objects	20. Identifying Functional Objects	20. Responding to Verbal Requests	20. Matching Numbers	20. Using Pictures to Obtain Objects

## Teaching Links Lessons with Discrete Trial Training: Purpose and Research

- Effective for teaching foundational skills/concepts
- Promotes acquisition of new skills
- Teach skills identified from Links Routines
- Considered an evidence-based practice by the National Autism Center and National Professional Development Center for students ages 3 through 21.



## General Reinforcement Procedure

### ✦ For a Correct Response

- 1:1 Tangible reward or token
- 1:1 Social praise

## Sequential Learning Steps

Penny	+	+	+		3 in a row- Move on
Penny w/D					

Step	Prerequisite of New Concept	Evaluation Criteria
1	Present the "first object" to touch.	3/3 correct responses
2	Present the "first object" with "T" as a distractor (only the teacher of the objects).	2/3 correct responses
3	Present the "first object" with "T" as a distractor (only the teacher of the objects).	3/3 correct responses
4	Present the "first object" with "T" as a distractor (only the teacher of the objects).	3/3 correct responses
5	Give the teacher of the first object (D).	3/3 correct responses on the first and second objects before randomly presented by 2 consecutive days
6	Randomly present the "first and second" objects. Make both objects available to the student but ask for them one at a time in a random presentation format (only the teacher of the first and second objects each trial).	3/3 correct responses
7	Present the "first object" by itself.	3/3 correct responses
8	Give the teacher of the first object (D).	3/3 correct responses
9	Randomly present the three objects. Repeat the "first and second" object - 50% of the time and the "first" object the remaining 50% of the time. Make all three objects available to the student but ask for them one at a time (only the teacher of the objects each trial).	3/3 correct responses on the first and second objects for 2 consecutive days (only the teacher of the objects each trial)
10	Continue introducing and now third object (which has been there for at least 5 objects following steps 6, 8, 9) if objects are learned, continue to teach new objects as described in the "next" concept, starting new objects with previously learned objects in sets of 3.	3/3 correct responses on the first and second objects for 2 consecutive days (only the teacher of the objects each trial)

## Rules/Suggestions about the "Distractor"

1. It should not be overly distracting for the student
2. It is never the correct response
3. In the same classification (object or picture)
4. Not an item you are currently teaching

## DT Data Sheet

### Example Used During Money Use Lesson

Date	Task	Data	Comments
2/10/13	Penny	+	1 <sup>st</sup> item
	Penny w/d	+	
	Nickel	+	2 <sup>nd</sup> item
	Nickel w/d	+	
	Penny	+	Presented in random rotation Day 1
	Nickel	+	
2/11/13	Penny	+	Presented in random rotation Day 2
	Nickel	+	
	Dime	+	3 <sup>rd</sup> item
	Dime w/d	+	
	Dime	+	Presented in random rotation Day 1
	Penny, Nickel	+	

Date	Task	Data	Comments
2/12	Dime	+	Day 2 criteria 3 items
	Penny, Nickel	+	
	Quarter	+	
	Quarter w/d	+	4 <sup>th</sup> item
	Quarter	+	
	Penny, Nickel, Dime	+	
2/13	Quarter	+	4 <sup>th</sup> item randomly rotated with known set Day 2
	Penny, Nickel, Dime	+	
	Dollar	+	
	Dollar w/d	+	5 <sup>th</sup> item
	Dollar	+	
	Penny, Nickel, Dime, Quarter	+	

## Video Example SLS



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## If the student does not perform the skill and a correction is needed...

Correction Procedure:

- ✦ Stop and restart trial.
- ✦ Repeat the instructional cue.
- ✦ Prompt with as little assistance as possible.
- ✦ **Reinforce with social praise only**
- ✦ Repeat the instructional cue (with tangible reinforcement available to student)

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## Correction Procedure

### ✦ Identification of Money

- Teacher says "Give me X (coin)"
- Student makes incorrect response or no response
- Teacher repeats the cue and provides a corrective prompt

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## Incorrect Trial

Penny	+	+	+			
Penny w/D	+	0				Student makes error

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## Correction Procedure

Penny	+	+	+			
Penny w/D	+	0				Always provide a correction procedure (/) after an error (0)

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## General Reinforcement Procedure

### ✦ For a Correct Response

- 1:1 Tangible reward or token
- 1:1 Social praise

### ✦ For a Prompted Response

- 1:1 Social praise



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## Next Trial After Prompted Trial

Penny	+	+	+			
Penny w/D	+	∅	+	←	After prompted trial, keep position of items the same	

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## Video Example of Correction Procedure ID of Money (Lesson #63)



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## Data Collection

- + = correct response
- ∅ = incorrect/no response and then corrected with a prompt
- O = incorrect/no response and not correct even with a prompt

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## Errorless Learning Procedure

- ✧ In general, if the student needs three corrections procedures in a row, use the...
- ✧ **Errorless Learning Procedure:**
  - Add a prompt to the cue
  - Provide a R+
  - Record prompt level on data sheet

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## Example of Adding Prompt to the Cue Errorless Learning Procedure

If the student needs the correction procedure 2-3 consecutive times:

- Note change in prompt level on data sheet
- Give instructional cue
- Provide a prompt (just enough of a prompt to get correct response) just following the cue.
- **Reinforce with tangible reward and verbal praise**
- Slowly fade back amount of assistance needed after student gets 3/3 correct at current step

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## Physical Prompting Levels (Note these levels on data sheet)

No Prompt (NP)

Gesture Prompt (GP)

- Pointing in the correct direction to initiate or change direction of response

Intermittent Physical (IP)

- Student needed some physical prompting
- Student does some part of response independently

Continuous Physical Prompt (CP)

- Student requires physical prompting throughout response

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## Errorless Learning Example

Skill	Data	ELC	Comments
Penny	+ + +	NP	(No Prompt)
Penny w/D	+ / + / + /	NP	3 error corrections- go to Errorless Learning Procedure
Penny w/D	+ + +	IP	(Intermittent Physical)
Penny w/D	+ + +	GP	(Gesture Prompt)
Penny w/D	+ + +	NP	(No Prompt)

NP	GP	IP	CP
No Prompt	Gesture Prompt	Intermittent Physical	Continuous Physical
Independent	Pointing in the correct direction to initiate or change direction of response	Student needed some physical prompting. Student does some part of response independently	Student requires physical prompting throughout response

## Video

### Lesson 46 Labeling Nouns & 49 Naming People

Learning Level	Embedded Lessons	Responding to Language	Communicating With Others	Functional Academics	Engaging in Diverse Activities	
Essential	1. Using Reinforcement Systems	4. Modeling Object Use	14. Verbal Imitation of Functional Words and Other Symbols	16. Identifying Symbolic Signs and Other Symbols	22. Responding to Basic Safety Instructions	
	2. Basic Social Skills	5. Modeling Routine Actions	15. Using Sounds or Words to Make Requests	19. Identifying Colors and Shapes	23. Finding Locations with Pictures	
	3. Social Behavioral Skills	6. Initiating Routine Steps	16. Using Argumentative Communication	20. Matching Numbers	24. Using Pictures to Obtain Objects	
		7. Matching Similar Objects	17. Responding to Requests Using Argumentative Communication	21. Picking up Pencil and Learning to Mark	25. Using Task Sequence Strip	
		8. Matching Similar Pictures			26. Using Independent Work Spacers	
		9. Matching Objects to Similar Pictures			27. Using Calendar Mouse and Keyboard	
		10. Identifying Functional Objects			28. Using Picture Schedule for Transitions	
		11. Identifying Functional Pictures				
		12. Following One-Step Directions				
		13. Understanding a Person's Schedule				
	Intermediate	14. Using a Color Board	15. Following One-Step Directions (Expanded)	46. Labeling Nouns	57. Recognizing Student's First Name	66. Initiating and Responding to Social Interactions with Others
			16. Following Two-Step Directions	47. Describing Sequences of Activities	58. Matching Words to Pictures	67. Typing Words
			17. Identifying Functional Nouns	48. Describing the Title and Function of Objects	59. Copying Functional Objects	68. Identifying Activity Options
		18. Recognizing Similar People	49. Naming People	60. Differentiating Between Numbers	69. Responding to Teacher's Questions Regarding Class Activities	
		19. Identifying Functional Verbs	50. Labeling Verbs	61. Understanding Sets of Objects	70. Completing a Simple Object	

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## Video

### Example of Errorless Learning Procedure Following One Step Directions-Expanded (Lesson #35)



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## Video

### Lesson 46 Labeling Nouns



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## Video

### Lesson 49 Naming People



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Step	Instructional Step (Prerequisite)	Instructional Criteria
1	Present the "first object" to label.	30 correct responses
2	Present the "10 object" with "1" as a distractor (say the location of the objects).	30 correct responses
3	Present the "second object" to label.	30 correct responses
4	Present "second object" with "1" as a distractor (say the location of second object only).	30 correct responses
5	Randomly present the "first and second" objects. Make both objects available to the student and ask the student who is there in a question presentation format (say the location of the first and second object with trials).	30 correct responses on the first and second object labels (accuracy guaranteed by 2 consecutive days)
6	Present the "first object" to label.	30 correct responses
7	Present the "second object" to label.	30 correct responses
8	Randomly present the three objects. Remove the "first and second" object ~50% of the time and the "10" object the remaining 50% of the time. Make all three objects available to the student and ask for them all at a time.	30 correct responses on the 10th object and 30 correct responses on the rest of the first and second objects for 2 consecutive days
9	Continue alternating the two objects and items that come out at all 10th objects following steps 1-8. After 10 items are learned, continue to teach new objects as directed in the LAMP™ manual, teaching new objects with previously learned objects in pairs (1-5).	60 items for 2-3 consecutive days

  

Step	Instructional Step (Prerequisite)	Instructional Criteria
1	Present the "first concept" only.	30 correct responses
2	Present for "visual concept" only.	30 correct responses
3	Randomly present the "first and second" concepts/objects.	30 correct responses on both the first and second items for 2 consecutive days
4	Present the "third concept" only.	30 correct responses
5	Randomly present the three concepts/objects. Present the "first and second" concept only ~50% of the time and the "third" concept/objects the remaining 50% of the time.	30 correct responses on the first and second items for 2 consecutive days
6	Continue alternating the three concepts/objects with all second 3 concepts/objects as instructed in steps 1-5 above. After 10 concepts/objects are learned, continue to teach new concepts/objects as directed in the LAMP™ manual, teaching new concepts/objects with previously learned concepts/objects in groups of 3.	60 items for 2-3 consecutive days

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Video  
Lesson 81 Following Two Step Directions Expanded

LINKS  
STUDENT NAME: \_\_\_\_\_ Links Lesson Summary  
Advanced & Traditional

Instructions: Check off the boxes the student has completed. Circle the lesson numbers to teach.

Learning Level	Embedded Lessons	Responding to Language	Communicating With Others	Functional Academics	Engaging in Diverse Activities
Mixed	79. Using a Counter	81. Following Two Step Directions Expanded	86. Drawing Multiple Functional Items in a Book or Manual	111. Recognizing Initial and Last Name	121. Having Relationships with Interiors and Other Objects
	80. Responding to the Recreational Behavior of Adults and Others	82. Building Vocabulary	87. Naming Directions	112. Matching Words to Pictures (Expanded)	122. Creating a Series of Community Locations
	83. Understanding 4 Part Functional Picture Sequencing	83. Identifying the Order of Items	88. Describing the Function of Objects	113. Reading a Simple Set of Instructions (Expanded)	123. Following a Public Bus
	84. Understanding Prepositions in Context	84. Identifying the Order of Items	89. Using Adjectives to Describe Size, Shape, and Differences	114. Counting Number Groups of Functional Objects	124. Following a Simple Map
	85. Identifying the Order of Items	85. Identifying the Function of Objects	90. Using Prepositions to Describe Locations	115. Naming Number Sequels of Numbers	125. Completing a Multiple Step Project
	86. Following Multiple-Step Directions	86. Following Multiple-Step Directions	91. Describing When Actions Occurred	116. Counting Number Groups of Real-World Items	126. Understanding Social Rules
	88. Identifying Multiple-Functional Items in a Book or Manual	87. Following Multiple-Step Directions	92. Describing Prior Activities	117. Understanding the Initial of Names	127. Demonstrating Appropriate Social Behaviors
	89. Sorting Multiple Items	88. Identifying Multiple-Functional Items in a Book or Manual	93. Using Number Words to Provide Make Requests	118. Telling Time	128. Following Multiple Step Community Expectations
	90. Understanding Gender	89. Sorting Multiple Items	94. Answering Yes/No Questions	119. Writing from Dictation	129. Using Copy Work Job Schedules
	91. Understanding Adjectives in Context	90. Understanding Gender	95. Answering Personal Questions (Expanded)	120. Writing a Note	130. Creating a Student Day Schedule
	92. Using Prepositions in Context	91. Understanding Adjectives in Context	96. Asking Questions		

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Video  
Lesson 81 Following Two Step Directions



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DT: Thoughts on Behavior

- ❖ Find motivating age-appropriate reinforcers
- ❖ Limit attention for inappropriate behavior
- ❖ Reinforce for appropriate behavior
- ❖ End session with correct response sequence and appropriate behavior

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Next Steps

- ❖ Copy and organize DT lessons, data sheets, and materials for 1-2 students
- ❖ Get practice implementing Links lessons with 1-2 students
- ❖ Continue to take data on student routines and enter into Links system
- ❖ Email your Links consultant with questions

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Next Steps

- ❖ Look for communication about upcoming classroom visits from a Links consultant and upcoming webinars
- ❖ If you need assistance with your Links account or scheduling a classroom visit contact:

[bekah.anderson@starautismsupport.com](mailto:bekah.anderson@starautismsupport.com)

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Upcoming Webinar Topics

- ❖ The next webinar will be available during the February PD day
  - How to prevent and work through challenging behaviors

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**Thank you for Participating!**

<b>For more information contact:</b>	
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