

# Philadelphia Secondary Autism Project

### Autism Teacher Webinar #3

To connect to the audio portion, choose your computer microphone and select "allow" when prompted. If you are unable to connect through your computer please call:

> United States (toll-free): 1 (800) 832-0736 Conference Room Number: 9496696

# **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

# **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

# 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.

# **Review of Webinar #2**

- If you did not watch Webinar #2 email <u>bekah.Anderson@linkscurriculum.com</u> 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

# 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** 



Learning			Curriculum A	rea	
Level	Embedded Lessons	Responding to Language	Communicating with Others	Functional Academics	Learning How to Engage In Diverse Activities
Essontial	Using Reinforcement Systems Appropriate Behavior	Modeling Motor Skills     Object Use     Matching Concepts     Following Simple     Directions	Verbal and Augmenta- tive Communication     Making Requests	Identifying Survival Bigns Colors and Shapes Numbers Writing	Safety Commands     Using Visuals to Obtain Objects and Find Locations     Following Sequences
Intermediate	• Using Intermediate Reinforcement Systems	Following 1 and 2 Step Directors Stentfying Nouns, Wrote, and People Grouping Ordesstanding Intermediate Level	Describing Sequences     Functions     Functions     Nours, Verbs,     and People     Answering and Asking     Simple Questions	Pleading     Counting and     Differentiating     Between Numbers     Maney     Intermediate     Level Writing	Boolal Interaction     Identify Options     Simple Projects     Using Intermediate     Level Schedules
Advanced	Using Advanced Reinforcement Systeme - Nonverbal Behavior	Following Multiple- Step Directions     Identifying Prepositions, Adjectives, and Processives, and Processive Emotions     Understanding Emotions     Understanding Advanced Level Schedules	Describing Content in a Bock Using Prepositions and Adjectives - Answering and Asking Persons (overlame Persons) (overlame Persons) (overlame Sequences	Reading     Counting Groups     Counting Groups     Understanding     the Value of     Nonsy     Advanced Level     Writing	Community Activities     Multiple-Step Projects     Using Advanced Level Schedule
Traditional	• Using Social Reinforcement	Understanding Environmental Cues Responding to Unexpected Events - Understanding Complex Directions	Using Various Phrases to Make Requests     Communicating in Response to Environmental Cues	Befer to General Education Curriculum	Demonstrating Positive Behavio During Unexpected Events Solving Problems Creating and Using a Traditional Schedule

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



Observed Routine Assessment	Links Inde	pandanca Soc	eçicak			1
Ron IV. Punchesing an Iten al the School Store Cue Set Number: 18	- Appendix	) Testa Intel y Intel yorgi	namber () Nysa	385	an No. yes	n
Otane Roi K petening the Turbuing as ten at the Sch						
core the student using the Links Independence Looking Stati and water data for this coders. Line this data to dentify stream	t. Met you are hide to instruction and head	i doniky te	and states in the	ng die rodine, yns Ied ferster am st	naji etan 1 riti kozari	UNica
r pa	Control Marine	130	Ter.	Cer De		
Neth Tare	_	1976	- 1*	20		1
Tag The first stort	Subre dettiller im	1 3				P
The solution provides a seturation	Gales nove the	4			+	É.
The ensure to be about the poster a standard		10 A	-		-	14.1
Diam long						
* To abel doe oake say "tha wold yo he"	Evelos comunio ten dolo trapa				1	1
5 The location of the later provides constant the	Substrates to a condition to be	4			0	10,1
Tellen porder a Maralice	Cubit (Ayrical)	un 2	-			10
Parily Redunder	~					-
The sub-register provides a valueal cue	Dates noves the cash register	e 4			1	18.1
5 Ge 34 (on sigenet)"	Submittance arout simme is another and to	٤ ،				R
5. Gq., Jan - Your of Johnson La Georgese, .	Enders plus, now, add/cwB and to cather	2	$\square$			20
10 The damp provided to the mattert provides a natural core	Subri dais da	,	+†		•	14
11 AA 'snet dage?	Student under the control of the party of th	0				12.

	Embedded Lessons	Skill Previously Mastered	Pre- Requisite Lessons	Date Lesson Started	Date Lesson Mastered	Generalize in Routine
	1. Using a fieleforcement System Core the market use a taken involvement ratem for up to Stakets before includes a recent?	No No	None		_1_1	(m) No
Essential	2. Basic Social Skills Does the maker blow if social communication directions (i.e., "My tart", "Simmer Faet," Move", "Pist Rever," "MS Spir") when given a workal and genue coer from an odditi"	(B) No	None	_1_1	_1_1_	@ NO
	b. Social behavior Skills Does the number comply with 3 social behavior directions (e.g., "Look of mer," "Nands Dewer," "Str Doern," Skindully "In a univerty of antings when given a version of perture cur?	ves 😡	None	9,2914	_!!	Yes / No
ntermediate	34. Using a Dime Board Data Mu studier Law e Index referitancement system for up to Missions (e.g., 2-nickets, 1-dime) before metologica areascy(*	in (fig)	u	_!!	_11	Yan / No
	4. Modeling Object Use Data the instant instant 5 actions with an object needed during functional restricts is p. "pp	Mastered	Lessons	Started	Mastered	in Routine
	Responding to Language	Skill Previously	Pre- Requisite	Date Lesson	Date Lesson	Generalize
	coat") when piver a cue "Do this" and a reodeling cue? 5. Nodeling Motor Actions	0				0
	Does the student initials 5 motor actions needed during functional mutines (e.g. "Clap hands") when given the cue "Do this" and a modeling cue?	Page NO	None	_//		(es) No
	6. Invitating Resident Energy     Does the insident invitine 3 actions during functional insutines is g. "Hang up cost") when given     the car "Do-this" and a modeling cost"	(ng)r Ma		_!_!	_1_1	65 m
Essential	7. Matching Sirvitar Objects Can the student match 5 sets of similar objects when given the cue "Match X"?	(Ser No	None		_1_1_	6 m
	8. Matching Similar Pictures Does the student match 5 sets of similar pictures when sizen the cur 'Blach X'7	Qine	7.		_11	Geno
	<ol> <li>Matching Objects to Sireliar Pictures Does the madent match 5 objects to corresponding pictures of the objects when gives the cue Statch 37</li> </ol>	6)/ No		_/_/	_!_!	@/ No
	10. Identifying Punctional Objects Does the student select 5 objects when given the cue "Giverne X"?	(P) No		_1_1	_1_1	m/ No
	11. Identifying Functional Pictures Does the studiest select Functures when given the cue "Give me X"?	Nes (No)	10	9.120114		Sec./ No.

# 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.

Learning		Embedded		Responding to		Communicating		Functional		Enosoing in
Level		Lessons		Language		With Others		Academics		<b>Diverse Activities</b>
Essential	×	Using a Reinforcement System	×	Modeling ObjectUse	14	Verbal Invitation of Parictional Words		Identifying Survival Signs and Other Symbols	×	Responding to Basic Salety Instructions
	x	Basic Social Skills	X	Modeling Motor Actions	15.	Using Sounds or Words to Make Requests	18	Merrifying Criters and Shapes	0	Finding Locations with Pictures
	0	Social Behavior Skills	×	Imitating Routine Steps	0	Using-kugmentative Communication	20.	Matching Numbers	24.	Using Pictures to Obtain Objects
		1.12	x	Matching Similar Objects	12,	Requesting Needs Using Augmentative Communication	28.	Ricking up a Pen and Learning to Mark	25.	Using a Task Sequence Seq
			×	Matching Similar Rotures					26.	Using Independent Work Systems
			x	Matching Objects to Similar Pictures		Sachar and a first state			27.	Using a Computer Mouse and Rayboard
			×	Identifying Functional Objects					28.	Using a Picture Schedule to Transitioning
			(B)	Identifying Functional Pictures						
		2	13.	Following One-Step Directions						
_	_		12	Understanding a Picture Schedule						
Intermediate	34.	Using a Diese Bowrd	35.	Following One Step Directions (Expanded)	46.	LabelingNouns	57,	Recognizing Student's Rott Name	65	Initiating and Reporting to Social Interactions with Others
			36.	Following Two-Step Directions	0	Describing Sequenced Activities	58	Matching Words to Protunes	7.0	Typing Worth
			22	Identifying Functional Nouns	48.	Describing the Title and Function of Community Members	<b>99</b> ,	Counting Functional Objects	68.	Identifying Activity Option
			38.	Recognizing Familiar Require	45	Manning People	62	Differentiating Between Numbers	68.	Reporting to Teacher's Questions Reporting Class Activities
			39.	Identifying Functional Vields	30.	Labeling Vintes	61.	Understanding Sets of Objects	72.	Completing a Simple Project
			42	Identifying Functional Itams in a Book or Manual	51.	Describing Functional Items in a Book or Nanual	62.	Matching Objects to Numbers	71.	Reading a Simple Set of INSTRUCTIONS
			41.	Grouping Remolty Name	52	Requesting Using Phrases	63.	Identifying Woney	72.	Assisting an Adult or Peer with a Task
			42	Identifying Emotions	55.	Answering Questions About Objects, People, and Activities	64.	Tracing and Copying Name	71.	Using an Icon-Based Daily Schedule for Transitioning
			48,	Understanding Punchosal Picture Sequencing	54	Assessing Personal Questions	65.	Tracking and Copyling Words		
			44,	Understanding an Icon-Based Dolly Schedule	55.	Amovering Single Questions About Future Events				
			45,	Mantifying the Title and Function of Community Members	56.	Asking Simple Questions				

12

# **Discrete Trial Training (DT):** Definition

- Skills are taught in a logical sequence building on previously learned skills.
- ♦ Concepts taught are identified, then broken down into specific elements for instruction.
- Each session consists of a series of discrete trials, using a four-step sequence:
  - a) instructional cue b) student response
  - c) consequence
  - d) pause
- **SUNK** tifying Money Gost The studen Bagin fri
   Place m

# 15

# Example Lesson: Identification of Money (Lesson 63)

# Teaches the names of coins and bills

- Student learns to "give" the correct coins when requested from a field of 5 coins
- Purpose: Student needs to know the names of coins and bills to achieve independence on routines that require money use (e.g. Purchasing an Item routine)

# Where do I find the Links Lessons?

### Lessons & Guides Tab

### From a specific ORA (Routine)

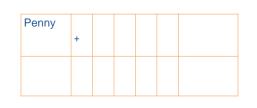


laserved Posters Assessment or N. srchasing an fam at the School Store as Set Number: 18	frame la				<b>`</b>
ena fice il performing to functioning an son ante for e the matter wang the Law independence licency from ande date for the evolution film date to dwetty respiration from	. What win are builded dos	and the statist of	through the loss	the site here t	num in later and
	Constant of the local division of the local	Trange Date	-		
is fixer					1
by built and	of the start of				7 67
No. when more provides a ranked part	Finded Occur (result	4	-	-	1 18 1
No weater to be priver now provide a rate of the	Traine and in our	4	-	-	1 18.0
No about sum labor sup "Abut south on Bo?"	International Contractor				-
	Turner Arc.in Easter in	4			
		4	-	-	1 18 1
The last associate it belows and	State April 1999	-	-		1.15
The last associate it belows and	Table Cost Intel	-	-	-	
The last another is below use to the Montamber The last register product a state of an The last register product of anyone of	Table South of the	1		-	1.15
The last another is below use to the Montamber The last register product a state of an The last register product of anyone of	And the second s	2		-	- 15 - - 15 - - 15 - - 15 -
No costo d'in los poste l'actor de No los poste l'alcor de la desposte poste l'actor de la del costa que poste poste de la del costa de la della della della della Na del costa della della della della della della Na del costa della della della della della della della della Na della	And a second sec	4			1 15 1 1 15 1 1 15 1 1 15 1

# **Typical DT Trial** (Correct Response Trial)

provides instructional cue         responds end science         verbal p tangible           Example         Teacher says, "Give me penny."         Student hands the penny to         Teacher "penny, verbal p	provides There is a praise and pause e reinforcer
"Give me hands the "penny," penny." penny to verbal p the token re	
	says Student "provides places raise and token on einforcer board and teacher pauses before next cue

# **Data Collection Correct Response Trials**



# **General Reinforcement Procedure**

### ♦ For a Correct Response

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

# **Sequential Learning Steps**





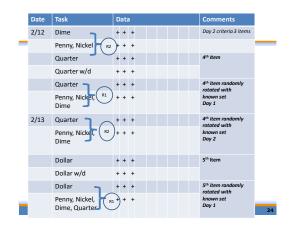
# Rules/Suggestions about the "Distractor"

- 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

21

Date	Task	Da	ta					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
	Nickel R1	+	+	+				Day 1
2/11/13	Penny	+	+	+				Presented in random rotation
	Nickel R2	+	+	+				Day 2
	Dime	+	+	+				3 <sup>rd</sup> item
	Dime w/d	+	+	+				
	Dime	)+	+	+				Presented in random rotation
	Penny, Nicke	/+	+	+				Day 1



# Video Example SLS



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

# Correction Procedure:

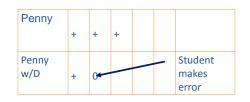
- ♦Stop and restart trial.
- ♦ Repeat the instructional cue.
- ♦Prompt with as little assistance as possible.
- **Arrow** Reinforce with social praise only
- Repeat the instructional cue (with tangible reinforcement available to student)

# **Correction Procedure**

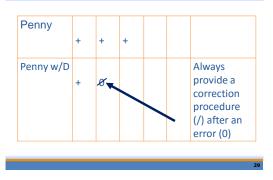
### Identification of Money

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

# **Incorrect Trial**



# **Correction Procedure**



# **General Reinforcement Procedure**

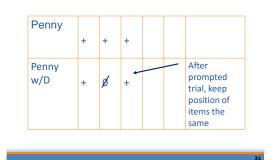
# ♦ For a Correct Response

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

### For a Prompted Response

# • 1:1 Social praise

# **Next Trial After Prompted Trial**



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



		Data Collection
+	=	correct response
ø	=	incorrect/no response and then corrected with a prompt
0	=	incorrect/no response and not correct even with a prompt

# **Errorless Learning Procedure**

In general, if the student needs three corrections procedures in a row, use the...

## **Crorless Learning Procedure:**

- Add a prompt to the cue
- Provide a R+
- Record prompt level on data sheet

# 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

# 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

# **Errorless Learning Example**

Skill		Data				ELC	Comments	
Penny		+	+	+		NP	(No Prompt)	
Penny w/D		+	ø	ø	ø	NP	3 error corrections Learning Procedur	
Penny w/D		+	+	+		IP	(Intermittent Phys	ical)
Penny w/D		+	+	+		GP	(Gesture Prompt)	
Penny w/D		+	+	+		NP	(No Prompt)	
p o Prompt	GP Gestu	ire Prom	pt			IP Intermitt	ent Physical	CP Continuous Physical
Idependent	Pointi	ing in the	e correct	direction ction of re		Student r	eeded some physical g. Student does some part of independently	Student requires physical prompting throughout response

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



Video Lesson 46 Labeling Nouns & 49 Naming People

Learning Level		Embedded Lessons		Responding to Language	Γ	Communicating With Others		Functional Academics		Engaging in Diverse Activities
Essential	1	Using a Reinforcement System	Ł	Modeling Object Use	H	Verbal Instation of Functional Words	2	identifying Survival Signs and Other Symbols	22.	Responding to Basic Safety Instructions
	2	Basic Social Skills	8	Madeling Mator Actions	12	Using Sounds or Words to Make Requests	19,	Identifying Colors and Shapes	23.	Finding Locations with Pictures
	2	Social Biltavior Skills	6	Instating Routine Steps	16.	Using Augmentative Communication	20.	Matching Numbers	24.	Using Pictures to Obtain Objects
			Ζ.,	Matching Similar Objects	17,	Requesting Needs Using Augmentative Communication	21.	Picking up a Pen and Learning to Mark	25.	Using a Task Sequence Strip
			Ł	Marching Similar Pictures					26.	Using Independent Work Systems
			9	Matching Objects to Similar Pictures					22.	Using a Computer Mouse and Repboard
			12.	Identifying Functional Objects	Г	0			28.	Using a Picture Schedule for Transitioning
			15,	Identifying Functional Pictures	-					
		12000	12	Following One-Step Directions		5		1.000		
			11.	Understanding a Picture Schedule						
letermedicte	34.	Using aClime Board	35.	Following One-Step Directions (Espanded)	46.	Labeling Nours	52.	Becognizing Student's First Name	ы.	Initiating and Responding to Social Interactions with Others
			36.	Following Two-Step Directions	47,	Describing Sequenced Activities	58	Matching Words to Fictures	62.	Typing Words
			R	Identifying Functional Nouns	48.	Describing the Title and Function of	59.	CountingFunctional Objects	68.	Identifying Activity Option
			38.	Recognizing Familiar People	4	Naming People	65.	Differentiating Between Numbers	68.	Responding to Teacher's Questions Reparking Gass Activities
			39	Identifying Functional Verts	50.	Labeling Verbs	61.	Understanding Sets of	72	Completing a Simple Project

Video Lesson 46 Labeling Nouns



Video Lesson 49 Naming People





Video Lesson 81 Following Two Step Directions Expanded

Learning		Embedded		Responding to		Communicating With Others		Functional Academics		Engaging in Diverse Activities
Advanced	73.	Using a Quarter Board	-	Following Two-Step Directions Expanded:	5	Describing Multiple Functional Items in a Book or Manual	111.	Recognizing First and Last Name	121.	Initiating&Reporting to Tock/ Interactions with Others (Dependent
	80.	Responding to the Nonverbal Behavior of Adults and Others	82.	Duilding Vocabulary	87.	Naming Errotions	112.	Matching Words to Pictures (Expanded)	122.	Structuring Steps of Constructly Roctines
			83.	Understanding 4-Part Functional Picture Sequencing	50.	Describing the Function of Objects	113.	Reading a Simple Set of Instructions (Expanded)	123.	Riding on a Public But
			84.	Understanding Prepositions in Context	99.	Naming Gender	114,	Counting Various Groups of Functional Objects	134.	Following a Sample Map
			85.	Identifying the Order of Items	105.	Using Adjectives to Describe Size, Shape, and Differences	115.	Naming Various Styles of Numbers	125.	Completing a Multiple Step Project
			86.	Identifying the Function of Objects	101.	Using Prepositions to Describe Locations	116.	Counting Various Groups of Funct. Obs. & Matching to As	136.	Understanding Social Rules
			87.	Following Multiple-Step Directions	102.	Describing When Actions Occurred	117	Understanding the Value of Money	127.	Demonstrating Appropriate Social Behaviors
			88.	Identifying Multiple Functional Items in a Book or Manual	109.	Describing Prior Activities	118	Tolling Time	128.	Following Multiple Step Directions Expanded
			852	Sorting Multiple Items	104	Using Versus Words & Physics to Nake Requests	119.	Writing from Dictation	129.	Lhing a Sight Word Daily Schedule
			90.	Understanding Gender	105.	Answering Yes/No Questions	120.	Whiting a Note	130.	Creating a Student-Dec Schedul
			91	Understanding Adjectives in Context	106	Answering Personal Questions Expanded:				
			92.	Using Possessives in Context	107.	Asking Questions				1

43

### Video Lesson 81 Following Two Step Directions



# **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

# **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

# **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

# **Upcoming Webinar Topics**

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



# Thank you for Participating!

Judy Anderson, M Ed	STAR Autism Support
Autism Coordinator: School District of Philadelphia	information@starautismsupport.com
Janderson3@philasd.org Phone: 215-400-6310	www.starautismsupport.com