

## Welcome to the Links Curriculum Overview Webinar

This webinar includes a PowerPoint Presentation and Live Demonstration of the system.

To connect to the audio portion, choose your computer microphone and select "allow" when prompted.



## Connecting Assessment and Instruction for Independence



## Philadelphia Secondary Autism Project

### Goal:

Support instructional staff to implement evidence-based practices for students with autism spectrum disorders

### How do we get there?

1. **Training!** Workshops, classroom consultation, individualized support, live and on-demand distance learning
2. **Teacher Tools!** Curriculum materials and digital resources

## Project Information

- ✧ Project training and resources are available to all grade six through grade twelve teachers of students with autism
- ✧ STAR Autism Support will be providing support and resources on the Links Curriculum, an evidence-based curriculum for working with students with autism at the secondary and post-secondary levels.

## What will be Provided?

1. Workshops
2. On-line curriculum materials for Implementation
3. On-site program implementation and hands-on training in your classroom!
4. Distance webinar training opportunities (live and on-demand)
5. Training opportunities for administrators and general education teachers

## Materials Provided

1. Links Curriculum
  1. Comprehensive assessment, lesson plans and progress monitoring
  2. All materials available on-line to implement lessons
2. Media Center
  1. On-demand video examples of lessons
  2. E-scheduler
  3. Routine Essentials(extensive visual supports)
  4. Theme units

## Focus & Content of Instruction

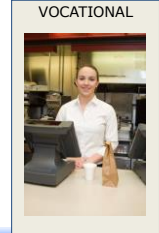
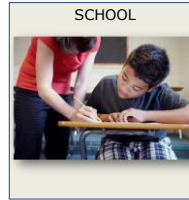


- ❖ **Themes**
  - Strength-Based Curriculum
  - Independence
  - Self-Determination
  - Functional & Generalized Skills
  - Post-Secondary Transition
- ❖ **Content**
  - Expressive/Receptive Language
  - Academics in the Context of Daily Life Routines
  - Social Communication
  - Complex Vocational Tasks

(National Research Council, 2001; Snell & Brown, 2006; Wehmeyer, 1998)

## Goal of Instruction

### Success in School & Community



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## Methods of Instruction

### Instructional Methods Supported by the Research

Principles of Applied Behavior Analysis	Discrete Trial Training
Task Analysis	Prompting Strategies
Using Visual and Environmental Supports	Peer Mediated Instruction
Antecedent-Based Strategies	Structured Work Systems
Positive Behavior Supports and Strategies	Reinforcement
Self-Management Techniques	Student Schedules
Augmentative Communication Systems	Joint Attention
Modeling/Imitation Strategies	

(National Standards Report 2009; National Professional Development Center, 2010; Snell and Brown, 2006)

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## Links Curriculum Instructional Components

### Routines

- Activities students engage in throughout the day
- Assessment of routines provides content of "what to teach"
- Instruction on/within routines teaches independence

### Lessons

- Foundational skills needed to perform routines independently
- Provides instructional plans to teach skills needed to perform routines

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## Example of Links Instruction



**Links Routine:**  
School Job Routine (#27):  
*Recycling*

**Links Lessons Taught:**  
Understanding Functional  
Picture Sequencing (#43)

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## Routines

- ❖ Have a beginning, middle and end
- ❖ Are a task analysis of the needed steps to perform the routine
- ❖ Each step of the routine always includes:
  - Cue (instructional or natural)
  - Expected student response
- ❖ Consistency of instruction can be obtained by identifying both the cues and expected student responses

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## Routine Instruction Spans a Wide Range of Learner Needs

- ❖ Students with more significant needs
  - Daily living skills, self-care/personal hygiene, social skills, academics, vocational/community routines
- ❖ Students needing supports to access the general education curriculum
  - Work completion, organizational skills, transition, social skills, generalizing academic skills during daily school activities
- ❖ Students transitioning to post-secondary settings
  - Interviewing for a job, money use, social skills, vocational skills, using public transportation

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## School Job Routine (#27)



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## Instructional Strategies Utilized

### Instructional Methods

✓ Principles of Applied Behavior Analysis	Discrete Trial Training
✓ Task Analysis	✓ Prompting Strategies
✓ Using Visual and Environmental Supports	Peer Mediated Instruction
✓ Antecedent-Based Strategies	Structured Work Systems
Positive Behavior Supports and Strategies	Reinforcement
Self-Management Techniques	✓ Student Schedules
Augmentative Communication Systems	Joint Attention
Modeling/Imitation Strategies	

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## Routine Example: School Job

Observed Routine Assessment  
 CD  
 School Job  
 Cue Set Number: 2M

Links Independence Scoring Scale				
1	2	3	4	5
Independent	Gestures, head or verbal prompt	Imminent Physical	Continuous Physical	Not Appropriate
			Does not correlate with any form of accuracy	

Observe CD performing the School Job routine in the natural environment. Cue the student with the previously selected cues and score the student using the Links Independence Scoring Scale. When you are finished observing the student performing the routine, you may return to Links online and enter data for this routine. Use this data to identify steps for instruction and teach the corresponding lessons (bolded lessons are priority lessons).

#	Cue	Expected Behavior	Date:	Date:	Date:	Date:	Cue Level	Lesson
<b>Access all Workspaces</b>								
1m	Say "Check Schedule"	Student gets clipboard and looks for recycling job					D	
2	The entrance to the location provides a natural cue	Student enters the job location					D	130, 137, 139
<b>Follows Instructions</b>								
3	The person communicating the directions provides a natural cue	Student attends to the person giving directions					D	143, 150, 145
4	The student follows cues from peers and adults regarding the directions	Student responds appropriately to the directions					D	130, 143
<b>Performs Job Tasks</b>								
5	Say "you can begin" (job activity)?"	Student initiates the job tasks					D	143, 150, 151, 139
6	Provide positive reinforcement throughout activity	Student remains engaged in the job tasks					D	130, 143, 139
7	Say "finish" (job tasks)?"	Student completes the job routine					B	35, 37, 39
<b>Cleans Work Space</b>								
8	Say "put away" (materials)?"	Student puts the materials away					B	35, 37, 39
<b>Leaves Workplace</b>								
9	The exit provides the natural cue	Student exits the job location					D	130, 137, 139

Comments:

## Lessons

- ❖ Support the student in gaining the foundational skills needed to perform the routine independently
- ❖ Uses researched-based instructional strategies
- ❖ Can occur outside the context of the routine for skill acquisition

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## Links Lesson (#43)

### Understanding Picture Sequencing



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# Instructional Strategies Utilized

Instructional Methods	
✓ Principles of Applied Behavior Analysis	✓ Discrete Trial Training
Task Analysis	Prompting Strategies
✓ Using Visual and Environmental Supports	Peer Mediated Instruction
✓ Antecedent-Based Strategies	Structured Work Systems
✓ Positive Behavior Supports and Strategies	✓ Reinforcement
Self-Management Techniques	Student Schedules
Augmentative Communication Systems	Joint Attention
Modeling/Imitation Strategies	

**LINKS** Understanding Functional Picture Sequencing Lesson 43

**Correlation Area** Responding to...  
 The student will demonstrate understanding of functional pictures by placing them in the correct order on the 1st page of the Instructional Picture Sequencing Worksheet.

Prerequisite Lessons	Related Activities	Link's Instructional Cue
Identifying Functional Pictures (L.32)	Playback of Picture Sequences (L.33)	Link's Instructional Cue: "Place the picture in the correct order."
Identifying Functional Verbs (L.35)	Playback of Picture Sequences (L.33)	Link's Instructional Cue: "Place the picture in the correct order."

**Instructional Procedures**

**Instructional Setup and Teacher Cue**

- Clear the workspace of 9 past picture sequences.
- Place a 1st picture template in the center of the 11 x 17 piece of paper and draw 1 rectangle the size of the template.
- Print the pictures on the 11 x 17 piece of paper and describe the picture in 1-2 words to the student.
- Place the 2nd card in the 2nd position and describe the picture in 1-2 words to the student.
- Place the 3rd card in the 3rd position and describe the picture in 1-2 words to the student.
- Place the 4th card in the 4th position and describe the picture in 1-2 words to the student.
- Place the 5th card in the 5th position and describe the picture in 1-2 words to the student.
- Place the 6th card in the 6th position and describe the picture in 1-2 words to the student.
- Place the 7th card in the 7th position and describe the picture in 1-2 words to the student.
- Place the 8th card in the 8th position and describe the picture in 1-2 words to the student.
- Place the 9th card in the 9th position and describe the picture in 1-2 words to the student.
- Place the 10th card in the 10th position and describe the picture in 1-2 words to the student.
- Place the 11th card in the 11th position and describe the picture in 1-2 words to the student.

**Expected Student Response**

- The student places the 2nd card in the correct location on the template.

**Reinforcement Procedures**

- Reinforce each correct response with a tangible or token reward or verbal praise.
- Simultaneously teach the student to use the appropriate token based reinforcement system.

**Example of the student**

- The student places the pictures in the correct order for 10 correct trials across 2 consecutive days during generalization.

**Example**

- In the picture sequence for "making a sandwich," the teacher places the 1st picture of "get bread" on the 1st card and says "get bread."
- Next, the teacher places the 2nd picture of "make sandwich" on the template and simultaneously says "make sandwich."
- The student places the 2nd picture of "make sandwich" in the correct order on the 1st card.
- The teacher places the 3rd picture of "get sandwich" on the 2nd card and says "get sandwich."
- The student places the 3rd picture of "get sandwich" in the correct order on the 2nd card.
- The teacher says "get sandwich" on the 3rd card and says "get sandwich."
- The student places the 3rd picture of "get sandwich" in the correct order on the 3rd card.
- The teacher removes the entire story with the student (e.g., "get bread, make sandwich, get sandwich") and says "get sandwich" on the 4th card and says "get sandwich."
- The student places the 4th picture of "get sandwich" in the correct order on the 4th card.
- The teacher continues the appropriate response with a token and verbal praise.

**LINKS** Understanding Functional Picture Sequencing Lesson 43

**Modifications**

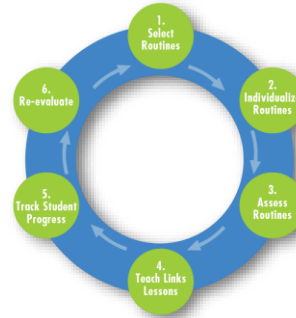
Follow the Link's Instructional Cue System on the Link's Instructional Cue Sheet and document the student's performance for each skill as well as any modifications made to the instructional procedure.

Correction Procedure	Errors/Learning Procedure	Recommendation
1. If the student does not perform the skill accurately and corrections are needed: - Repeat the Instructional Cue. - Prompt on the evidence, as possible. - Reinforce with social praise only. - Repeat the Instructional Cue with tangible reinforcement available to the student.	1. Follow the Instructional Cue System on the Link's Instructional Cue Sheet and document the student's performance for each skill as well as any modifications made to the instructional procedure. 2. If the student does not perform the skill accurately and corrections are needed: - Repeat the Instructional Cue. - Prompt on the evidence, as possible. - Reinforce with social praise only. - Repeat the Instructional Cue with tangible reinforcement available to the student.	1. If the student does not use the Reinforce Checklist Procedure from the student's page to the extent of three trials in one: 2. Once the student is able to do the task with maximum prompts from the Link's Instructional Cue, use picture sequences from the student's daily report and continue generalization. 3. If the student is having difficulty by using photographs of the student's current "Link's Routine." 4. Ask work on Social Skills with this lesson.

## Links Curriculum



## Links Curriculum Process



## Links Quick Start Guides

**LINKS** Link's Quick Start Guide for the Assessment Process

**Assessment Process**

1. Sign in to Links Online
2. Identify a Student
3. Add a Student
4. Select a Routine
5. Complete the Student Assessment Process
6. Review the Student's Assessment Results
7. Review the Student's Assessment Results
8. Review the Student's Assessment Results
9. Review the Student's Assessment Results
10. Review the Student's Assessment Results
11. Review the Student's Assessment Results
12. Review the Student's Assessment Results
13. Review the Student's Assessment Results
14. Review the Student's Assessment Results
15. Review the Student's Assessment Results
16. Review the Student's Assessment Results
17. Review the Student's Assessment Results
18. Review the Student's Assessment Results
19. Review the Student's Assessment Results
20. Review the Student's Assessment Results

**LINKS** Link's Quick Start Guide for the Instructional Process

**Instructional Process**

1. Select a Routine
2. Individualize a Routine
3. Assess a Routine
4. Teach Links Lessons
5. Track Student Progress
6. Re-evaluate

## Select Routines

**47 Standard School and Community Routines**

- ❖ **Stage 1 and 2** Links Routines focus on everyday school and community activities.
- ❖ **Stage 3** Links Routines focus on transition, group activities and community involvement.

**Unlimited number of custom School and Community/Vocational Routines**

- ❖ Revise a standard routine
- ❖ Create a new routine

## Links Standard Routines

Links™ Routines: Stage III		
Stage I	Stage II	Stage III
<b>School Routines</b> Going to School (1) Learning School (2) Changing Activities (3) Eating During Lunch (4) Using the Restroom (5) Leaving for Class (6) Individual Learning/Activity (7) Classroom Free Time Activity (8) Absending a Schedule Activity (9) Small Group Activity (10) Fire Drill (11)	<b>School Routines</b> Changing Activities Between Locations (17) Personal Hygiene (18) Dressing for Physical Education (19) Using a Computer (20) Using the Library (21) Playing a Game (22) Socializing with Friends (23) Recreational Activity (24)	<b>School Routines</b> Transferring Between Multiple Locations (30) Listening in a Group Setting (34) Observing Free Time Outside of the Classroom (35) Participating in Group-Directed Project/Activity (36)
<b>Community/Vocational Routines</b> Riding in a Vehicle (32) Parking Lot Safety (33) Buying/Makeup Purchase (14) Purchasing an Item at the School Store (15) Classroom Job (16)	<b>Community/Vocational Routines</b> Choosing the Street (25) Purchasing an Item in the Community (26) School Job (27) Making a Phone Call for Safety (28) Working in a Community Location (29) Going to the Office (School Nurses) (30) Checking Personal Classroom Spaces (31) (at the end of the day) Eating at a Fast Food Restaurant (33)	<b>Community/Vocational Routines</b> Eating at a Sit-Down Restaurant with a Peer (37) Checking an Email (38) Making a Phone Call (at to a Friend) (39) Using Public Transportation (40) Working in the Community (41) Information Interviewing (42) Job Shadowing (43) Filling out an Application (44) Creating a Resume (45) Identifying Job Opportunities (Using Resources) (46) Interviewing for a Job (47)

## Selecting Routines

### 1. Classroom Routines

- Select at least 1 routine for all students, such as:
  - Morning Meeting/small group
  - Crossing the Street
  - School Job
  - Classroom Themes

and .....

### 2. Individual Student Routines

- Select at least 1 routine for each student, such as:
  - Rest room Use
  - Transition
  - Independent Work

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## Individualize Routines (select the natural or instructional cue provided)



Individualize routines to meet the unique needs of each student. Create your own custom routine, or modify an existing routine by:

- Adding or deleting **routine steps**.
- Selecting or developing instructional/natural **cues**.
- Specifying expected student **responses**.

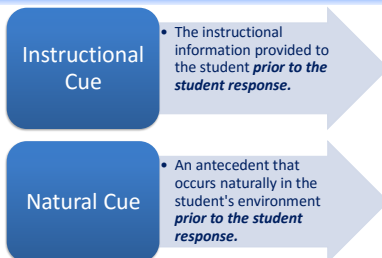
## Individualize the Routine

- Choose Cue level for each step of the routine
- Edit the routine by removing steps and adding steps

Selected Routine	Initial IPR	Initial ORA		Last ORA	
		Date	Score	Date	Score
Socializing with Friends	2.00	No ORA Data			
School Jobs	4.00	No ORA Data			
Eating During Lunch	4.00	<b>BUILD ROUTINE</b>			
mail delivery	N/A	04/24/2014	2.41		
Building	N/A				
Listening in a Group Setting	4.00	No ORA Data			

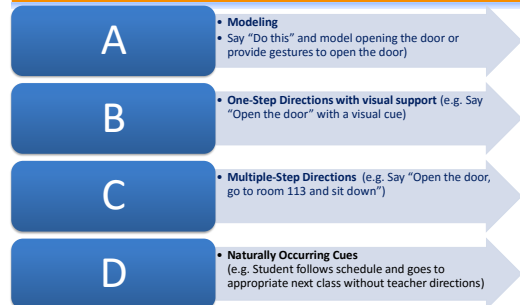
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## Links: Cues



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## Select Cue Levels (support needed to perform step)



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## Assess/Teach Routines



Collect baseline and ongoing data on the student's level of independence.

Does Not Complete with Any Form of Prompting 0 1 2 3 4 Independence

## Step 8: Assess the Student in the Natural Environment

**Observed Routine Assessment**  
**Example Student for Purchasing an Item**  
**Purchasing an Item at the School**  
**Cue Set Number: 18**

**Links Independence Scoring Scale**

Item	Behavior	1	2	3	4
1	Buy "Hot the store"	Student identifies number of the store	4	3	2
2	The school store provides a natural cue	Student finds cue	4	3	2
3	The response to the natural cue provides a natural cue	Student finds the store	4	3	2
4	"What do you want?"	Student communicates appropriate person	3	2	1
5	The location of the item provides a natural cue	Student knows correct aisle	4	3	2
6	"Get your _____"	Student knows number of items	4	3	2
7	The cash register provides a natural cue	Student knows register	4	3	2
8	"Get your _____ item of payment?"	Student knows correct amount of money	3	2	1
9	"Get your _____ item of payment to the cashier?"	Student knows correct amount of money	3	2	1
10	"Say 'I got change'"	Student obtains change	3	2	1
11	The change obtained by the student provides a natural cue	Student obtains change	3	2	1

## Step 9: Enter Data from the ORA Form into Links Online

- 8 Assess the Student in the Natural Environment
- 9 Enter Data from the ORA Form into Links™ Online
- 10 Review Links™ Reports

Blank ORA Form  
 Scored ORA Form

## Routine Instruction



## Visuals Can Support the Steps of the Routine



## Assess/Teach Lessons

- 139 lessons grounded in evidence-based practices.
- Observed Routine Assessment (ORA) Form suggests specific lesson plans to teach based on the student's unique developmental needs.
- Lesson Assessment identifies lessons to teach across areas of development



# Selecting Lessons to Teach

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

Classroom Routine Assessment  
 Name: **Ron N.**  
 Purchasing an Item at the School Store  
 Cue for Routine: **18**

Classroom Routine Assessment  
 Date: \_\_\_\_\_  
 Observed by: \_\_\_\_\_

Item	Observed	Score	Comments
1. The student follows the routine as instructed.	1	100%	
2. The student follows the routine as instructed.	1	100%	
3. The student follows the routine as instructed.	1	100%	
4. The student follows the routine as instructed.	1	100%	
5. The student follows the routine as instructed.	1	100%	
6. The student follows the routine as instructed.	1	100%	
7. The student follows the routine as instructed.	1	100%	
8. The student follows the routine as instructed.	1	100%	
9. The student follows the routine as instructed.	1	100%	
10. The student follows the routine as instructed.	1	100%	
11. The student follows the routine as instructed.	1	100%	
12. The student follows the routine as instructed.	1	100%	
13. The student follows the routine as instructed.	1	100%	
14. The student follows the routine as instructed.	1	100%	
15. The student follows the routine as instructed.	1	100%	
16. The student follows the routine as instructed.	1	100%	
17. The student follows the routine as instructed.	1	100%	
18. The student follows the routine as instructed.	1	100%	
19. The student follows the routine as instructed.	1	100%	
20. The student follows the routine as instructed.	1	100%	

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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
<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>
<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, Days, and People</li> <li>Grouping</li> <li>Understanding Intermediate Level</li> </ul>	<ul style="list-style-type: none"> <li>Describing Sequences</li> <li>Functional</li> <li>Identifying Hours, Days, and People</li> <li>Answering and Asking Simple Questions</li> <li>Understanding Intermediate Level</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>
<b>Advanced</b>	<ul style="list-style-type: none"> <li>Using Advanced Reinforcement Systems</li> <li>Nonverbal Behavior</li> </ul>	<ul style="list-style-type: none"> <li>Following Multiple-Step Directions</li> <li>Identifying Propositions, Adjectives, and Possesives</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 Propositions and Adjectives</li> <li>Answering and Asking Personal Questions</li> <li>Describing 4-Part Schedules</li> </ul>	<ul style="list-style-type: none"> <li>Reading (Groups)</li> <li>Understanding the Value of Money</li> <li>Advanced Level Writing</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 Environmental Cues</li> <li>Responding to Unrelated Events</li> <li>Understanding Complex Directions</li> </ul>	<ul style="list-style-type: none"> <li>Using Verbose Phrases to Make Requests</li> <li>Communicating in Environmental Cues</li> </ul>	<ul style="list-style-type: none"> <li>Refer to General Education Curriculum</li> <li>Demonstrating Positive Behavior During Unrelated Events</li> <li>Creating and Using a Traditional Schedule</li> </ul>

**Understanding Functional Picture Sequencing Lesson 43**

Instructional Procedures

- Obtain reflections of 3 part picture sequences.
- Make a 9 part picture sequence by cutting out 11 7 pieces of paper and draw 2 rectangles the size of 3/4 inch by 1 1/2 inch.
- Place the 10 cards in the 10 positions and describe the picture in 1-2 words to the student.
- Place the 10 cards in the 10 positions and describe the picture in 1-2 words to the student.
- Ask the student to sit and watch the 10 cards.
- Ask the student to place the card in the correct position. Review the entire story using 1-2 words to describe each picture after it is correctly placed in the sequence.
- Follow the Reverse Chaining Teaching Procedure (see table on Page 21) to teach the remaining steps in the sequence.

Expected Student Response

The student places the 10 cards in the correct location on the template.

Reinforcement Procedures

- Reinforce each correct response with a tangible or token reward and social praise.
- Reinforcement level the student to use the appropriate token based reinforcement system.

Evaluation Criteria

The student places the picture in the correct order for 10 correct trials across 2 consecutive days (daily presentation).

Comments

- In the picture sequence for "Making a Sandwich", the teacher places the 1st picture of "get bread" in the end and randomly says "Get bread".
- Ask the teacher places the 2nd picture of "make sandwich" on the template and randomly says "Make sandwich".
- The teacher gives the 3rd picture of "get sandwich" to the student and says "Put it on".
- The teacher places the picture of "get sandwich" on the first spot on the template.
- The teacher says "Get sandwich" as the student places the picture on template.
- The teacher repeats the entire story with the student (e.g., "get bread, make sandwich, and get sandwich) until the student completes the sequence.
- The teacher reinforces the appropriate response with a token and social praise.

# Video Example Simulation

# Track Student Progress



# Progress Monitoring (Overall Progress on Routine)

## Estimated Links™ Adjusted Independence Score Progress Report for Classroom Job

Student Name: Example for Classroom Job-4 scores



Cue Set Information	181*
Data Entry Sets	#1 - #4 (05/01/12-05/21/12)
Number of routine steps scored in this cue set	9

## Re-evaluate



*"The Links Process reflects the natural educational cycle of selection, assessment, instruction, assessment, evaluation of results."*

- Special Education Teacher

## Demonstration of Links [www.linkscurriculum.com](http://www.linkscurriculum.com)

- ✦ All Middle and High School ASD teachers will get a Links log-in.
- ✦ If you don't already have your log-in credentials look for an email with your username and password by Monday!

## Next Steps- Step 1

Log into Links!

- ✦ [www.linkscurriculum.com](http://www.linkscurriculum.com)
- ✦ Look for an email with your log-in credentials by Monday
- ✦ If you need assistance email:  
[bekah.anderson@starautismsupport.com](mailto:bekah.anderson@starautismsupport.com)

## Next Steps- Step 2

- ✦ Add a student
- ✦ Select 1 routine for that student
- ✦ Build the routine by choosing appropriate cues and adding/deleting steps
- ✦ Take baseline data on that routine

## Next Steps- Step 3

- ✦ Look for an email confirmation for your upcoming Links Consult visit!
- ✦ Bekah Anderson will be emailing you with a date and time frame that a Links consultant will be in your room

## Classroom Consult: What to Expect

One of the following Links consultants will arrive in your room for a part-day visit.



Lisa Kemmerer



Kara Magee-Arick



Julie St. John



Kathryn Morrow



## Typical Classroom Consult Activities

- ✧ Your Links consultant will discuss with you your individual classroom needs
- ✧ Based on your needs any of the following activities might take place:
  - Create a routine on the Links on line system
  - Take baseline data on a routine
  - Fill out the Lesson Assessment
  - Work directly with you and a student on lessons/routines

## Details about Classroom Visit

- ✧ If possible, plan ahead so you are not scheduled into the teaching rotation so you can work closely with the Links consultant
- ✧ Make sure you can log into your Links account before your consultant arrives
- ✧ Remember.....the Links consultant is just there to help you in any way you need!



**Thank you for Participating!**

**For more information Contact:**

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