



Philadelphia Secondary Autism Project Autism Teacher Webinar #5

Today's Agenda

Connecting Links Lessons and Routines to Student IEP's and Progress Monitoring:

- ✧ Importance of data and monitoring student progress
- ✧ Making it easy with Links: Online demonstration
- ✧ Examples of IEP goals and graphs for DT lessons and routines

Connecting Links Lessons & Routines to Student IEP's

- ✧ Don't reinvent the wheel!
- ✧ Many of your current student goals can be matched to a Links routine or lesson.
- ✧ New goals can be easily identified using Links
- ✧ Most of our lessons and routines are also connected to the common core
- ✧ By synthesizing Links & your IEP, it will be easier and more efficient to monitor student progress.

Show Me The Data!

- Data tells us:
 - Where our students current level of performance is
 - If student's are making progress
 - If we need to modify or change our teaching
 - What the next steps are

Steps to Monitoring Student Progress

- ✧ Step 1: Identify student skills to teach
 - Use Links Lesson Assessment
 - Use Links List of Routines
 - **Look for matching IEP goals**
- ✧ Step 3: Assess student present levels of performance (baseline data)
- ✧ Step 3: Teach lessons & routines
- ✧ Step 4: Collect data

Steps to Monitoring Student Progress

- ✧ Step 5: Enter **routine data** into Links system and **lesson data** into your IEP system or excel spreadsheet.
- ✧ Step 6: Graph student's data
- ✧ Step 7: Re-evaluate and analyze data
- ✧ Step 8: Modify teaching as needed

Skill Instruction Through Functional Routines

School and Community



Step 1: Identifying Routines to Teach

*Review Routine List

LINKS™ ROUTINES: Stage III		
Stage I	Stage II	Stage III
School Routines Going to School (1) Leaving School (2) Changing Activities (3) Putting Things Away (4) Using the Restroom (5) Drinking for Cues (6) Individualized Independence (7) Classroom Free Time Activity (8) Absenteeism at School/Community Activity (9) Social Group Activity (10) Fine Ditch (11)	School Routines Changing Activities Between Locations (17) Participating as Team in the Community (18) Cues for Physical Education (19) Using a Calendar (20) Using the Library (21) Physics or Gateway (21) Responding to the Cues (22) Pre-recreational Activity (24)	School Routines Transferring Between Multiple Locations (33) Learning to Use Grouping (34) Changing of Time Time Outside of the Classroom (35) Parking Safety in a Group Unsupervised Responsibility (36)
Community/Vocational Routines Riding in a Vehicle (39) Parking in the Garage (40) Mending Machine Purchase (41) Purchasing an Item at the Retail Store (45) Classroom Job (46)	Community/Vocational Routines Crossing the Street (55) Participating as Team in the Community (56) Without Job (57) Making a Phone Call for Safety (58) Making a Phone Call (59) Going to the Office (School Purpose) (60) Changing Personal Classroom Space (61) On the way of the day Going to a Fast Food Restaurant (62)	Community/Vocational Routines Eating at a Sit-Down Restaurant with a Peer (67) Making a Phone Call for a Friend (68) Checking an Email (69) Making a Phone Call (70) Working in the Community (71) Information Interviewing (72) Job Interviewing (73) Filling out an Application (74) Interviewing & Interviewing (75) Interviewing for a Job (76) Interviewing for a Job (77)

Identifying Routines to Teach

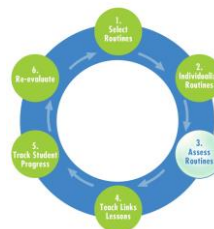
- Look at student's IEP
- Identify classroom routines that students are already doing (e.g., jobs, community activities, group activities)
- Ask parents for input
- Look at transition goals for student
- Ask your educational assistants and other staff who spend time with the student

Identify Links Routine Goals & Objectives

Links System: Online Demonstration



Step 2: Assess Student's Present Level of Performance for Routines



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



Note Baseline Data on Routine Data Sheet

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

Links Independence Scoring Guide

Observe Example Student for Purchasing an Item performing the Purchasing an Item at the School Store routine in the natural environment. Code the student with the previously defined code and record the results using the Link Independence Scoring Guide. When you are finished observing the student performing the routine, you may return to the routine and enter data for the routine. Use the data to identify steps for instruction and teach the corresponding lessons (some lessons are priority lessons).

Item	Observed Behavior	Step 1 (L)	Step 2 (U)	Step 3 (H)	Step 4 (I)	Step 5 (S)	Step 6 (C)	Step 7 (A)	Step 8 (E)	Step 9 (N)	Step 10 (T)	Step 11 (G)	Step 12 (C)	Step 13 (H)	Step 14 (A)	Step 15 (N)	Step 16 (G)	Step 17 (E)	Step 18 (S)	Step 19 (E)	Step 20 (S)	Step 21 (E)	Step 22 (S)	Step 23 (E)	Step 24 (S)	Step 25 (E)	Step 26 (S)	Step 27 (E)	Step 28 (S)	Step 29 (E)	Step 30 (S)	Step 31 (E)	Step 32 (S)	Step 33 (E)	Step 34 (S)	Step 35 (E)	Step 36 (S)	Step 37 (E)	Step 38 (S)	Step 39 (E)	Step 40 (S)	Step 41 (E)	Step 42 (S)	Step 43 (E)	Step 44 (S)	Step 45 (E)	Step 46 (S)	Step 47 (E)	Step 48 (S)	Step 49 (E)	Step 50 (S)	Step 51 (E)	Step 52 (S)	Step 53 (E)	Step 54 (S)	Step 55 (E)	Step 56 (S)	Step 57 (E)	Step 58 (S)	Step 59 (E)	Step 60 (S)	Step 61 (E)	Step 62 (S)	Step 63 (E)	Step 64 (S)	Step 65 (E)	Step 66 (S)	Step 67 (E)	Step 68 (S)	Step 69 (E)	Step 70 (S)	Step 71 (E)	Step 72 (S)	Step 73 (E)	Step 74 (S)	Step 75 (E)	Step 76 (S)	Step 77 (E)	Step 78 (S)	Step 79 (E)	Step 80 (S)	Step 81 (E)	Step 82 (S)	Step 83 (E)	Step 84 (S)	Step 85 (E)	Step 86 (S)	Step 87 (E)	Step 88 (S)	Step 89 (E)	Step 90 (S)	Step 91 (E)	Step 92 (S)	Step 93 (E)	Step 94 (S)	Step 95 (E)	Step 96 (S)	Step 97 (E)	Step 98 (S)	Step 99 (E)	Step 100 (S)
1	"See 'What the store'"	Student identifies location of the store	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

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Step 3: Teach Student Routines

- Work with student during weekly routine
- Clarify the system of prompts & use consistently (share & model for staff)
- Identify the amount of time you will provide before you go to the next prompt (be consistent!)
- Use visuals and model for staff how to use
- Use reinforcement for some or all steps of the routine. What is the criteria for receiving?

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Teaching Routines Planning Form

Teaching Routines Planning Form

Name: _____ Address: _____ City: _____ State: _____ Zip: _____

Case Set Number: _____

Observed Behavior: _____

Step 1 (L): _____ Step 2 (U): _____ Step 3 (H): _____ Step 4 (I): _____ Step 5 (S): _____ Step 6 (C): _____ Step 7 (A): _____ Step 8 (E): _____ Step 9 (N): _____ Step 10 (T): _____ Step 11 (G): _____ Step 12 (C): _____ Step 13 (H): _____ Step 14 (A): _____ Step 15 (N): _____ Step 16 (G): _____ Step 17 (E): _____ Step 18 (S): _____ Step 19 (E): _____ Step 20 (S): _____ Step 21 (E): _____ Step 22 (S): _____ Step 23 (E): _____ Step 24 (S): _____ Step 25 (E): _____ Step 26 (S): _____ Step 27 (E): _____ Step 28 (S): _____ Step 29 (E): _____ Step 30 (S): _____ Step 31 (E): _____ Step 32 (S): _____ Step 33 (E): _____ Step 34 (S): _____ Step 35 (E): _____ Step 36 (S): _____ Step 37 (E): _____ Step 38 (S): _____ Step 39 (E): _____ Step 40 (S): _____ Step 41 (E): _____ Step 42 (S): _____ Step 43 (E): _____ Step 44 (S): _____ Step 45 (E): _____ Step 46 (S): _____ Step 47 (E): _____ Step 48 (S): _____ Step 49 (E): _____ Step 50 (S): _____ Step 51 (E): _____ Step 52 (S): _____ Step 53 (E): _____ Step 54 (S): _____ Step 55 (E): _____ Step 56 (S): _____ Step 57 (E): _____ Step 58 (S): _____ Step 59 (E): _____ Step 60 (S): _____ Step 61 (E): _____ Step 62 (S): _____ Step 63 (E): _____ Step 64 (S): _____ Step 65 (E): _____ Step 66 (S): _____ Step 67 (E): _____ Step 68 (S): _____ Step 69 (E): _____ Step 70 (S): _____ Step 71 (E): _____ Step 72 (S): _____ Step 73 (E): _____ Step 74 (S): _____ Step 75 (E): _____ Step 76 (S): _____ Step 77 (E): _____ Step 78 (S): _____ Step 79 (E): _____ Step 80 (S): _____ Step 81 (E): _____ Step 82 (S): _____ Step 83 (E): _____ Step 84 (S): _____ Step 85 (E): _____ Step 86 (S): _____ Step 87 (E): _____ Step 88 (S): _____ Step 89 (E): _____ Step 90 (S): _____ Step 91 (E): _____ Step 92 (S): _____ Step 93 (E): _____ Step 94 (S): _____ Step 95 (E): _____ Step 96 (S): _____ Step 97 (E): _____ Step 98 (S): _____ Step 99 (E): _____ Step 100 (S): _____

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Step 4: Collect Weekly Routine Data

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

Links Independence Scoring Guide

Observe Example Student for Purchasing an Item performing the Purchasing an Item at the School Store routine in the natural environment. Code the student with the previously defined code and record the results using the Link Independence Scoring Guide. When you are finished observing the student performing the routine, you may return to the routine and enter data for the routine. Use the data to identify steps for instruction and teach the corresponding lessons (some lessons are priority lessons).

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1	"See 'What the store'"	Student identifies location of the store	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

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Steps 5 & 6: Enter and Graph Routine Data on Links

LINKS CURRICULUM

Teaching Routines Planning Form

Name: _____ Address: _____ City: _____ State: _____ Zip: _____

Case Set Number: _____

Observed Behavior: _____

Step 1 (L): _____ Step 2 (U): _____ Step 3 (H): _____ Step 4 (I): _____ Step 5 (S): _____ Step 6 (C): _____ Step 7 (A): _____ Step 8 (E): _____ Step 9 (N): _____ Step 10 (T): _____ Step 11 (G): _____ Step 12 (C): _____ Step 13 (H): _____ Step 14 (A): _____ Step 15 (N): _____ Step 16 (G): _____ Step 17 (E): _____ Step 18 (S): _____ Step 19 (E): _____ Step 20 (S): _____ Step 21 (E): _____ Step 22 (S): _____ Step 23 (E): _____ Step 24 (S): _____ Step 25 (E): _____ Step 26 (S): _____ Step 27 (E): _____ Step 28 (S): _____ Step 29 (E): _____ Step 30 (S): _____ Step 31 (E): _____ Step 32 (S): _____ Step 33 (E): _____ Step 34 (S): _____ Step 35 (E): _____ Step 36 (S): _____ Step 37 (E): _____ Step 38 (S): _____ Step 39 (E): _____ Step 40 (S): _____ Step 41 (E): _____ Step 42 (S): _____ Step 43 (E): _____ Step 44 (S): _____ Step 45 (E): _____ Step 46 (S): _____ Step 47 (E): _____ Step 48 (S): _____ Step 49 (E): _____ Step 50 (S): _____ Step 51 (E): _____ Step 52 (S): _____ Step 53 (E): _____ Step 54 (S): _____ Step 55 (E): _____ Step 56 (S): _____ Step 57 (E): _____ Step 58 (S): _____ Step 59 (E): _____ Step 60 (S): _____ Step 61 (E): _____ Step 62 (S): _____ Step 63 (E): _____ Step 64 (S): _____ Step 65 (E): _____ Step 66 (S): _____ Step 67 (E): _____ Step 68 (S): _____ Step 69 (E): _____ Step 70 (S): _____ Step 71 (E): _____ Step 72 (S): _____ Step 73 (E): _____ Step 74 (S): _____ Step 75 (E): _____ Step 76 (S): _____ Step 77 (E): _____ Step 78 (S): _____ Step 79 (E): _____ Step 80 (S): _____ Step 81 (E): _____ Step 82 (S): _____ Step 83 (E): _____ Step 84 (S): _____ Step 85 (E): _____ Step 86 (S): _____ Step 87 (E): _____ Step 88 (S): _____ Step 89 (E): _____ Step 90 (S): _____ Step 91 (E): _____ Step 92 (S): _____ Step 93 (E): _____ Step 94 (S): _____ Step 95 (E): _____ Step 96 (S): _____ Step 97 (E): _____ Step 98 (S): _____ Step 99 (E): _____ Step 100 (S): _____

Estimated Links™ Adjusted Independence Score Progress Report for Socializing with Friends

Progress Report

Link Independence Score: _____

Step 7: Re-evaluate and Analyze Student Progress



- How is my student doing?
- Trend in the data – increasing, decreasing, flat/stable
- Should I stay the course or make an instructional change?
 - Will the student improve with practice?
 - If yes, continue with current plan.
 - If no, identify next steps.

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Links On-Line Demonstration: Routine Graphs

Links On-Line



Links School and Community



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Step 8: Modify Teaching As Needed

- ✦ Add reinforcement for difficult steps
- ✦ Use forward or backward chaining to focus on the beginning or ending steps of the routine.
- ✦ Add visuals to help the student identify next steps or focus attention on natural cues.
- ✦ Practice difficult steps or skills outside of the routine
- ✦ Use a social story or video modeling
- ✦ Use time-delay to fade prompts

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Skill Instruction Through Links Lessons



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Step 1: Identify Skills to Teach for Lessons

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



Checklist	Date	Time	Observed		Notes
			Yes	No	
1. The student can identify the item to purchase.					
2. The student can identify the amount of money to use.					
3. The student can identify the amount of money to use.					
4. The student can identify the amount of money to use.					
5. The student can identify the amount of money to use.					
6. The student can identify the amount of money to use.					
7. The student can identify the amount of money to use.					
8. The student can identify the amount of money to use.					
9. The student can identify the amount of money to use.					
10. The student can identify the amount of money to use.					
11. The student can identify the amount of money to use.					
12. The student can identify the amount of money to use.					
13. The student can identify the amount of money to use.					
14. The student can identify the amount of money to use.					
15. The student can identify the amount of money to use.					
16. The student can identify the amount of money to use.					
17. The student can identify the amount of money to use.					
18. The student can identify the amount of money to use.					
19. The student can identify the amount of money to use.					
20. The student can identify the amount of money to use.					

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LINKS® Lesson Assessment Essential & Intermediate

	Embedded Lessons	Skill Previously Mastered	Pre- requisite Lessons	Date Lesson Started	Date Lesson Mastered	Generalized in Routines
Essential	1. Using a Reinforcement System	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
	2. Basic Social Skills	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
	3. Social Behavior Skills	<input checked="" type="checkbox"/>	None	9/28/14		<input checked="" type="checkbox"/>
	4. Using a Reinforcement System	<input checked="" type="checkbox"/>	1,3			<input checked="" type="checkbox"/>
Intermediate	Responding to Language					
	5. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
	6. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
	7. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
	8. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
	9. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
	10. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
	11. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
	12. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
	13. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
	14. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
	15. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
	16. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
	17. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
	18. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>
19. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>	
20. Responding to Language	<input checked="" type="checkbox"/>	None			<input checked="" type="checkbox"/>	

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LINKS® Lesson Assessment Essential & Intermediate

Learning Level	Embedded Lessons	Responding to Language	Communicating With Others	Functional Community	Engaging in Activities
Essential	1. Using a Reinforcement System	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	2. Basic Social Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	3. Social Behavior Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	4. Using a Reinforcement System	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	5. Responding to Language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	6. Responding to Language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	7. Responding to Language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8. Responding to Language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	9. Responding to Language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	10. Responding to Language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	11. Responding to Language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	12. Responding to Language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	13. Responding to Language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	14. Responding to Language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Intermediate	15. Responding to Language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
16. Responding to Language		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
17. Responding to Language		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
18. Responding to Language		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
19. Responding to Language		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
20. Responding to Language		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
21. Responding to Language		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
22. Responding to Language		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
23. Responding to Language		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
24. Responding to Language		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
25. Responding to Language		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
26. Responding to Language		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
27. Responding to Language		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
28. Responding to Language		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
29. Responding to Language		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
30. Responding to Language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Identify Links Lesson Goals & Objectives

LINKS Lessons: Example IEP Goals and Objectives

LINKS Lesson 10: Using Appropriate Communication

LINKS Lesson 11: Recognizing Needs Using Verbal or Augmentative Communication

LINKS Lesson 12: Identifying Colors and Shapes

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Links System: Online Demonstration



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Step 2: Assess Student Present Levels of Performance for Lessons

- ❖ Print out the lessons you would like to teach
- ❖ Print out blank data sheets
- ❖ Take baseline data to identify what skills to teach
 - Present all of the skills in each lesson 2-3 times each
 - Document student's response (+ = correct or o = incorrect)
 - Do not use error correction or additional prompts
 - It's okay to use reinforcers for correct responses

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Example of Baseline Data: Lesson 11

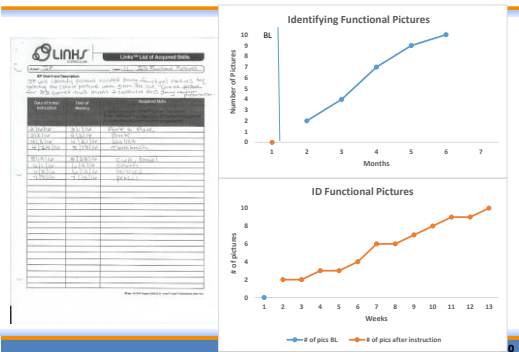
Date	Time	Student Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

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Steps 3 & 4: Teach Lessons & Collect Data

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Steps 5 & 6: Enter and Graph Data

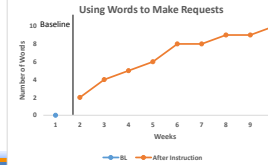
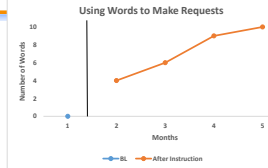


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Lesson 15: Using Sounds/Words to Make Requests

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Lesson 15: Using Words to Make Requests

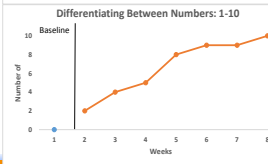
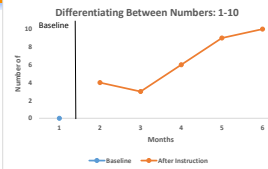


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Lesson 60: Differentiating Between Numbers

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Lesson 60: Differentiating Between Numbers



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Step 7: Re-Evaluate Student Progress

- ❖ How is my student doing?
 - ❖ What is the trend in the data? – increasing, decreasing, flat/stable
- ❖ Should I stay the course or make an instructional change?
 - Will the student improve with practice?
 - If yes, continue with current plan.
 - If no, identify next steps.

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Step 8: Make Instructional Modifications

- ❖ Make sure pre-requisite skills are met
- ❖ Identify new reinforcers
- ❖ Consider going back to 1:1 reinforcement
- ❖ Go to errorless learning
- ❖ Stay in errorless learning longer
- ❖ Consider moving student to a location with less distractions or use dividers
- ❖ Make the correct answer more obvious & fade

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Next Steps

- ✧ Look for communication about upcoming classroom visits from a Links consultant and upcoming webinars
 - Next webinar is in April
- ✧ If you need assistance with your Links account or scheduling a classroom visit contact:

bekah.anderson@starautismsupport.com

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PSAP - Philadelphia Secondary Autism Project

Thank you for Participating!

For more information Contact:

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