Strategies for Teaching based on Autism Research:

The STAR Program

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The STAR Program: Version 2
Strategies for Teaching based on Autism Research
A Comprehensive Research-Based Behavioral Program

 лечение

- Applied Behavioral Analysis (ABA) Instructional Strategies Used:
  - Discrete Trial
  - Pivotal Response Training
  - Teaching Functional Routines
  - Positive Behavior Supports

- Six Curriculum Content Areas Addressed:
  - Expressive language
  - Receptive language
  - Spontaneous language
  - Functional routines
  - Pre-academic skills
  - Play and social interaction concepts

Why use the Behavioral Strategies included in the STAR Program?

Research since the 70’s has shown that students with ASD can learn to communicate using behavioral principles.

Parents, school districts and the literature have consistently called for more intensive programs for students with ASD.

Current experts in the field consistently document the need for a behaviorally-based educational program for students with autism.
Evidence-based Practices
National Standards Report

Approximately 91% of all established treatments for children with autism were developed from the behavioral literature.

Pattern of findings suggests that treatments from the behavioral literature have the strongest research support at this time.

Comprehensive behavioral packages have the most evidence.

www.nationalautismcenter.org

National Standards Project: 11 Established Treatments

- Comprehensive Treatment Packages
  - Comprehensive Behavioral Treatment for Young Children (discrete trial)
  - Antecedent Package (ABA, positive behavior supports)
  - Behavioral Package (ABA, positive behavior supports, token systems)
- Pivotal Response Training
- Schedules
- Self-management (promoting independence)
- Peer Training Package
- Joint Attention Intervention (respond or initiate joint attention)
- Modeling (imitation of target behavior)
- Naturalistic Teaching Strategies (child-directed to teach functional skills)
- Story-based Intervention Package
Research on the STAR Program  
(Research-validated Curriculum)


  *Results of the study indicated students made clinically significant gains in classrooms where STAR was implemented with fidelity.*

- Measuring Outcomes in Early Intervention Program. (Bacon, E., Dufek, S., Schreibmann, L., Stahmer, A., Pierce, K. and Courchesne, E. 2014)  
  *Children in early intervention programs made significant skill gains. Student Learning Profile correlated highly with standardized measures.*

**Autism Outcome Study-Data Collected**  
www.orpats.org

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**Verbal Language Age:** Pre-post change after 52 months of instruction

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**ORPATS Study Results 2009-2011**

- Change scores at the 1st month interval are all statistically significant.

**Expressive Vocabulary Test (EVT-2)**  
Average Expressive Age Equivalent in Months

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**www.orpats.org**
Comprehensive Programs Include........

**How To Teach**
Evidence-based and Research-validated Instructional Strategies

**What To Teach**
Appropriate Content of Instruction

**Everything Working Together**
a. IEP Goals
b. Connection to General Education Curriculum
c. Alignment with Standards

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**STAR: Instruction and Curriculum**

✧ Three instructional: Levels I, II, and III
✧ Research-based instructional strategies and curriculum
  • Aligns to the Common Core
✧ Uses short 1:1 sessions to teach new skills
✧ Generalize skills & teach independence through daily routines and activities
STAR Program Curriculum

Students Learn to...

**Examples at Level I:**
- Use basic language concepts
- Make verbal requests
- Accomplishment simple routines independently
- Engage in beginning play/social skills
- Use pre-academic skills

**Examples at Level II:**
- Expand language concepts to include, many new nouns, people, actions, two-step commands, book use and emotions
- Use spontaneous language throughout the day
- Become independent in typical daily school routines
- Use basic math, reading and writing academic skills
- Play with others at school
Examples at Level III:

- Understand complex language concepts including, prepositions, pronouns, adjectives, commenting, conversational exchanges and recalling past events
- Academic skills including, reading a simple book, writing from memory, time telling, money use and adding/subtracting 1 digit numbers
- Generalize skills in general education settings
Curriculum-Based Assessment Example

STAR Program Provides Continuous Progress Monitoring

0: working on this lesson
X: mastered this lesson

Easily link assessment and lessons to IEP/IFSP Goals
Lesson Plan

Organizational Ideas

STAR Folders in Student “Bins”

Notebook, Reinforcers and Manipulatives in the bin-
Research-Based (ABA) Instructional Strategies Used in the STAR Program:

✧ Discrete Trial Training is used to teach new skills (acquisition)
✧ Pivotal Response Training is used to teach student to request their wants and to use skills in a more naturalistic setting
✧ Functional Routines Teaching is used to apply new skills in a variety of natural settings in context (generalization)
✧ Positive Behavior Supports throughout the day

Discrete Trial Training
Discrete Trial Training in the STAR Program Can Help Students with ASD Learn:

✧ Receptive language and academic skills
✧ To connect words to objects/people and activities
✧ Discriminate between visual stimuli and auditory stimuli

Videos: Level 2 Receptive Accelerated Labels
Level 2 Expressive Expanded Labels
Level 2 Pre-Academic Match Name to Picture

Pivotal Response Training
Pivotal Response Training in the STAR Program Can Help Students with ASD Learn:

✧ Expressive language, and play and social interaction skills
✧ To use language in naturalistic settings
✧ Joint play activities
✧ To understand the relationship between people and objects
✧ How to interact with others

Videos: Level 1 Exploring and Sharing Toys and Learning to Play
Level 2 Spontaneous Requesting

Functional Routines Throughout the Day
Teaching Functional Routines in the STAR Program Can Help Students with ASD Learn:

✧ To generalize skills taught using discrete trial training and pivotal response training

✧ Independence

✧ Activities that have a beginning, middle, and end
  • Examples: Arrival, Individual Seatwork, Eating Lunch, etc.

✧ That the functional outcome of the routine serves as the reinforcer (e.g. obtains lunch during the eating lunch routine)

Video: Level 2 Circle Routine

Positive Behavior Supports

Throughout the instructional day, students are provided continual reinforcement and positive feedback to assist them in learning appropriate behaviors and social skills.
STAR Media Center:
Scheduling, Routine and Training Supports

E-Scheduler™
Create new daily schedules. Get new ideas for
daily activities and access visual environmental
supports for those activities

Media Center Training Videos
Video examples of all STAR lesson plans and
strategies!

Circle Rules
Access environmental supports, visual supports
and other resources!

Media Center Tool Kits
Access environmental supports, visual supports
and other resources!

Current Theme Unit: CAMPING
Our current theme unit is Camping: Camping
Game: Fireflies, Telling Time, Transition, Foods and more!

starautismsupport.com

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PROGRAM OVERVIEW