



# Strategies for Teaching based-on Autism Research: *The STAR Program*

Portions of the information in this handout were taken from the STAR Program Manual, published by Pro-Ed, Austin, TX (Arick, Loos, Falco, and Krug, 2004) and should not be copied without the authors' permission. This handout is to be accompanied with a live training. It is not intended to be a stand-alone document.

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## The STAR Program: Version 2 Strategies for Teaching based on Autism Research



## A Comprehensive Research-Based Behavioral Program

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### ✧ 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
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## Why use the Behavioral Strategies included in the STAR Program?

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

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

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**Current experts** in the field consistently document the need for a behaviorally-based educational program for students with autism.

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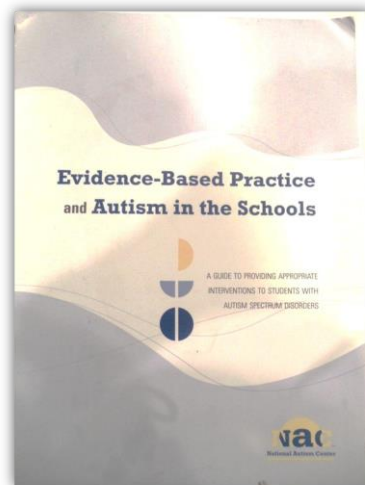
## Evidence-based Practices National Standards Report

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](http://www.nationalautismcenter.org)



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## National Standards Project: 11 Established Treatments

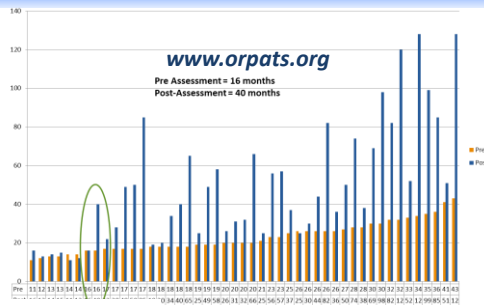
- ✧ Comprehensive Treatment Packages
  - Comprehensive Behavioral Treatment for Young Children (discrete trial)
  - Antecedent Package (ABA, positive behavior supports)
  - Behavioral Package (ABA, positive behavior supports, token systems)
- ✧ Pivotal Response Training
- ✧ Schedules
- ✧ Self-management (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

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# Research on the STAR Program (Research-validated Curriculum)

- Oregon Autism Outcome Study. (Arick, J., Young, H., Falco, R., Loos, L., Krug, D., Gense, M. and Johnson, S. 2003)
- Philadelphia Autism Instructional Methods Study (AIMS) represents an academic-public partnership designed to improve intervention quality for elementary school children with autism in the School District of Philadelphia. Mandell (2010).  
*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](http://www.orpats.org)

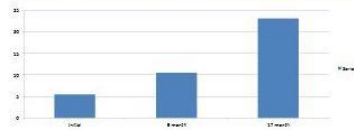


### ORPATS Study Results 2009-2011



Change scores at the 17 month interval are all statistically significant

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



## Comprehensive Programs Include.....

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### **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

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- ✧ 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
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# STAR Program Curriculum

## Students Learn to...

### Examples at Level I:

- Use basic language concepts
- Make verbal requests
- Accomplish simple routines independently
- Engage in beginning play/social skills
- Use pre-academic skills

STAR Program Guide

★ Level I

Receptive Language (DI)	Expressive Language (PRT)	Functional Routines (FR)	Preacademic (DI)	Play and Social Interaction (PRT/FR)
Lesson	Lesson	Lesson	Lesson	Lesson
1. Common Use	1. Random Labels	1. Arrival	1. Use of Token Board	1. Transition to Play (PRT)
2. Attending	1. Attending	2. Departure	2. Matching Colors	1. Sharing
3. Responsive Actions on a Work	1. Babbling	3. Transition Between Activities	3. Matching Shapes	1. Turn Taking
4. Social Communication	1. Sound Play	4. Hand Washing	4. Coloring/Scrubbing	2. Initial Play Skills (PRT)
5. Nonverbal Imitation	2. Initial Requesting	5. Snack	5. Labeling	1. Initial Intended Actions
6. Nonverbal Imitation	3. Spontaneous Words	6. Bathroom Use	6. Circle	1. Intentional Play Commands
7. Matching Object to Object	3. Phrases for Requests	7. Going on a Walk	7. Learning to Work with Partner	2. Independent Play (FR)
8. Matching Object to Picture	4. Requests using "Want x"	8. Circle	8. Center/Choice	4. Play with Adult (FR)
9. Matching Picture to Picture	4. Requests using "Want x"	9. Learning to Work with Partner	9. Work with Teacher	
10. Matching Object to Picture and "Give Me X"	5. "Yes x" for requesting	10. Learning to Work with Partner	10. Simple Art Activity	
11. Labels of Objects		11. Independent Work	11. Independent Work	
12. Labels of Pictures				
13. Identification of Body Parts				
14. Actions One Step				

Instructional Strategies: DI = Discrete Trial Training, PRT = Pivotal Response Training, FR = Functional Routines  
 \*These lessons should be conducted continuously with other lessons and do not need to be standalone lessons  
 \*\*This lesson is the only prerequisite lesson to be completed prior to lesson 8. Receptive Language lessons 1-6 are not prerequisite lessons for lessons 8-14

# STAR Program Curriculum

## Students Learn To...

### 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

STAR Program Guide

★★ Level 2

Receptive Language (DI)	Expressive Language (DI)	Spontaneous Language (PRT)	Functional Routines (FR)
Lesson	Lesson	Lesson	Lesson
1. Expanded Labels	1. Labels	1. Expanded Requesting	1. Arrival
2. Accurately Labels	2. Expanded Labels	2. Expanded Vocabulary	2. Departure
3. Identification of People	3. Accurately Labels	3. Expanded Phrases	3. Transition Between Activities
4. Actions: Picture	4. Identification of People	4. Initial Commenting	4. Transition by Working in Line
5. Actions: Two-Step Commands	5. Actions: Pictures	5. Labeling	5. Transition Between School Locations
6. Locations and Commands	6. Actions: People	6. Narration	6. Circle
7. Sorting Categories	7. Picture Sequencing	7. Exclamation	7. Snack
8. Picture Sequencing	8. Identification of Items in Books	8. Answering Questions	8. Bathroom Use
9. Identification of Items in Books	9. Expanded Book Use	9. Expressive Labels (What is this?)	9. Independent Work
10. Expanded Book Use	10. Emotions	10. Person ID (Who is that?)	10. Classroom Job
11. Emotions	11. Social Questions	11. Action ID (What is he doing?)	11. Move from Center to Center
		12. Promotions (Whose turn?)	12. Small Group Work
		13. Quantity (How many?)	

Preacademic (DI)	Play and Social Interaction (PRT/FR)
Lesson	Lesson
1. Math: One Counting 1 to 10	1. Expanded Intended Actions (PRT)
2. Math: Counting 1 to 10 Objects	1. Expanded Play Commands and Sustained Independent Play (PRT)
3. Math: Receptive Identification of Numbers 1 to 10	2. Play with Adult (FR)
4. Math: Expressive Identification of Numbers 1 to 10	4. Play with Adult and Peer (FR)
5. Math: Receptive Counting Sets of Objects	5. Play Game with Peer (FR)
6. Math: Matching Sets of Objects with Numbers 1 to 10	
7. Reading: Receptive Identification of Letters	
8. Reading: Expressive Identification of Letters	
9. Reading: Receptive Identification of First Name	
10. Reading: Receptive Identification of First Name, Match to Picture	
11. Reading: Self-Word Reading and Match to Picture	
12. Writing: Tracing Name, Letters and Numbers	
13. Writing: Copying Letters, Lines and Attention to Task	
14. Other: Cutting and Pasting	

Instructional Strategies: DI = Discrete Trial Training, PRT = Pivotal Response Training, FR = Functional Routines

# STAR Program Curriculum

## Students Learn To...

### 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

### STAR Program Guide

★★★ Level 3

Receptive Language (DT)		Expressive Language (DT)		Spontaneous Language (PRT)		Functional Routines (FR)	
Lesson	Sequence	Lesson	Sequence	Lesson	Sequence	Lesson	Sequence
1. Functions of Objects and Community Members	1	1. Functions of Objects and Community Members	1	1. Advanced Expanded Requesting	1	1. Arrival	1
2. Prepositions	1	2. Prepositions	1	2. Expanded Vocabulary	1	2. Departure	1
3. Descriptions	1	3. Descriptions	1	3. Expanded Phrases	2	3. Transition Between Activities	1
4. Opposites	2	4. Opposites	2	4. Advanced Commenting	1	4. Transition Between Locations	2
5. Gender Identification	2	5. Gender Identification	2	5. Nouns	1	5. Large Group: Opening Activities	2
6. Possessions	3	6. Possessions He and She	3	6. Asking Questions	1	6. Large Group: Story Time	3
7. First, Next, Last (Locations)	3	7. Literal Sentences with Descriptions	2	7. Advanced Commenting	1	7. Cafeteria Lunch	1
		8. Expanded Social Questioning	1	8. Recursion Use with Cleanups	1	8. Recursion Use with Cleanups	1
		9. Commenting with Questions	2	9. Academic Sitework	2	9. Academic Sitework	2
		10. Pronouns My and I	4	10. Classroom Talk with Peer	3	10. Classroom Talk with Peer	3
		11. Yes or No for Facts	3	11. Recall Past Events	2	11. Recall Past Events	2
		12. Recall Past Events	3	12. First and Last	3	12. Computer/iPad/Tablet Use	2
		13. Student Asks Wh-Question	3	13. No and No	3	13. Book Club	2
		14. First and Last (Temporal Order)	4	14. Library Class	3	14. Library Class	3
		15. Commenting Using Phrases	4	15. PE Class	3	15. PE Class	3
				16. Group Academic Instruction	3	16. Group Academic Instruction	3

Preacademic (DT)		Preacademic (continued) (DT)		Play and Social Interaction (PRT/FR)	
Lesson	Sequence	Lesson	Sequence	Lesson	Sequence
1. Math: Rate Counting	1	14. Writing: Tracing and Copying Words	1	1. Advanced Play (PRT)	1
2. Math: Receptive Identification of Numbers	1	15. Writing from Dictation	2	2. Advanced Functional Play	1
3. Math: Expressive Identification of Numbers	2	16. Writing from Memory	3	3. Symbolic Play	1
4. Math: Counting Objects Using Numbers	3	17. Other: Coloring, Cutting and Pasting	1	4. Play with Peer and Share Materials (FR)	1
5. Math: Adding One-Digit Numbers	4			5. Pretend Play with Peer (FR)	2
6. Math: Subtracting One-Digit Numbers	5			6. Recess Individual or Independent (FR)	1
7. Math: Identification of Money and Use of Money	4			7. Recess with Peer	2
8. Math: Time Telling	5				
9. Reading: Receptive Identification of Letter Sounds	1				
10. Reading: Expressive Identification of Letter Sounds	1				
11. Reading: Identification of First and Last Names	1				
12. Reading: Sight Words	1				
13. Reading: Reading a Simple Book	2				

Instructional Strategies: DT = Direct Trial Training, PRT = Pivotal Response Training, FR = Functional Routines

## Curriculum Areas are Independent

Receptive language concepts (DT)		Expressive language concepts (DT)		Spontaneous language (PRT)		Functional routines (FR)		Preacademic concepts (DT)		Play and social interaction concepts (PRT/FR)	
Lesson number	Lesson name	Lesson number	Lesson name	Lesson number	Lesson name	Lesson number	Lesson name	Lesson number	Lesson name	Lesson number	Lesson name
1	Come Here	1	Bubbling and Sound Pasting	1	Arrival	1	1 Use of Token Board	1	1 Exploring and Sharing Toys and Learning To Play (PRT)	1	1 Exploring and Sharing Toys and Learning To Play (PRT)
2	Attending	1	1 Bubbling	1	2 Departure	1	2 Matching Colors	2	2 Matching Colors	2	2 Matching Colors
3	Receptive Actions	1	2 Sound pasting	2	3 Transition Between Activities	1	3 Matching Shapes	3	3 Matching Shapes	3	3 Matching Shapes
4	Social Communication	1	3 Imitation of words for Requests	3	4 Handwashing	1	4 Coloring/Scribbling	4	4 Coloring/Scribbling	4	4 Coloring/Scribbling
5	Nonverbal Imitation: Gross Motor	1	4 Imitation of sounds and words	4	5 Snack	1				5	5 Independent Play (FR)
6	Nonverbal Imitation: Fine Motor	1	5 Spontaneous words	5	6 Rear Room Use	1				6	6 Independent Play (FR)
7	Receptive language concepts (DT)	2	6 Expanded Labels	6	7 Requesting	1	7 Math: Rate Counting to 10	7	7 Math: Rate Counting to 10	7	7 Math: Rate Counting to 10
8	Expressive language concepts (DT)	2	7 Accelerated Labels	7	8 Vocabulary (nouns, verbs, adjectives, adverbs)	1	8 Math: Counting 1 to 10	8	8 Math: Counting 1 to 10	8	8 Math: Counting 1 to 10
9	Spontaneous language (PRT)	2	8 Identification of People	8	9 Transition Between Activities	1	9 Math: Expressive Identification of Numbers 1 to 10	9	9 Math: Expressive Identification of Numbers 1 to 10	9	9 Math: Expressive Identification of Numbers 1 to 10
10	Functional routines (FR)	2	9 Actions: Pictures	9	10 Phrase length (2 to 3 words)	1	10 Math: Expressive Identification of Numbers 1 to 10	10	10 Math: Expressive Identification of Numbers 1 to 10	10	10 Math: Expressive Identification of Numbers 1 to 10
11	Preacademic concepts (DT)	2	10 Actions: Two-Step Commands	10	11 Math: Subtracting One-Digit Numbers	3	11 Math: Reciprocal Counting	11	11 Math: Reciprocal Counting	11	11 Math: Reciprocal Counting
12	Play and social interaction concepts (PRT/FR)	2	11 Actions: People	11	12 Math: Subtracting One-Digit Numbers	4	12 Math: Reciprocal Counting	12	12 Math: Reciprocal Counting	12	12 Math: Reciprocal Counting
13	Receptive language concepts (DT)	3	12 Functions of Objects and Community Members	12	13 Advanced Expanded Requesting	1	13 Math: Rate Counting to 10	13	13 Math: Rate Counting to 10	13	13 Math: Rate Counting to 10
14	Expressive language concepts (DT)	3	13 Prepositions	13	14 Expanded vocabulary	1	14 Math: Receptive Identification of Numbers	14	14 Math: Receptive Identification of Numbers	14	14 Math: Receptive Identification of Numbers
15	Spontaneous language (PRT)	3	14 Descriptions	14	15 Transition Between Locations	1	15 Math: Expressive Identification of Numbers	15	15 Math: Expressive Identification of Numbers	15	15 Math: Expressive Identification of Numbers
16	Functional routines (FR)	3	15 Opposites	15	16 Noun + action + descriptor	1	16 Math: Counting Objects Using Numbers	16	16 Math: Counting Objects Using Numbers	16	16 Math: Counting Objects Using Numbers
17	Preacademic concepts (DT)	3	16 Gender Identification	16	17 Advanced Commenting	1	17 Math: Adding One-Digit Numbers	17	17 Math: Adding One-Digit Numbers	17	17 Math: Adding One-Digit Numbers
18	Play and social interaction concepts (PRT/FR)	3	17 Possessions	17	18 Noun + action + descriptor	1	18 Math: Subtracting One-Digit Numbers	18	18 Math: Subtracting One-Digit Numbers	18	18 Math: Subtracting One-Digit Numbers
19	Receptive language concepts (DT)	4	18 First, Next, Last (Locations)	18	19 Complete simple sentence	2	19 Math: Subtracting One-Digit Numbers	19	19 Math: Subtracting One-Digit Numbers	19	19 Math: Subtracting One-Digit Numbers
20	Expressive language concepts (DT)	4	19 Expanded Social Questioning	19	20 Exclamation	2	20 Math: Identifying of Money and Use of Money	20	20 Math: Identifying of Money and Use of Money	20	20 Math: Identifying of Money and Use of Money
21	Spontaneous language (PRT)	4	20 Functions of Objects and Community Members	20	21 Advanced Concepts	1	21 Math: Identifying of Money and Use of Money	21	21 Math: Identifying of Money and Use of Money	21	21 Math: Identifying of Money and Use of Money
22	Functional routines (FR)	4	21 Prepositions	21	22 Expanded phase length	2	22 Math: Identifying of Money and Use of Money	22	22 Math: Identifying of Money and Use of Money	22	22 Math: Identifying of Money and Use of Money
23	Preacademic concepts (DT)	4	22 Descriptions	22	23 Noun + action + descriptor	1	23 Math: Identifying of Money and Use of Money	23	23 Math: Identifying of Money and Use of Money	23	23 Math: Identifying of Money and Use of Money
24	Play and social interaction concepts (PRT/FR)	4	23 Opposites	23	24 Complete simple sentence	2	24 Math: Identifying of Money and Use of Money	24	24 Math: Identifying of Money and Use of Money	24	24 Math: Identifying of Money and Use of Money
25	Receptive language concepts (DT)	5	24 Gender Identification	24	25 Exclamation	2	25 Math: Identifying of Money and Use of Money	25	25 Math: Identifying of Money and Use of Money	25	25 Math: Identifying of Money and Use of Money
26	Expressive language concepts (DT)	5	25 Possessions	25	26 Recursion Use with Cleanups	1	26 Math: Identifying of Money and Use of Money	26	26 Math: Identifying of Money and Use of Money	26	26 Math: Identifying of Money and Use of Money
27	Spontaneous language (PRT)	5	26 First, Next, Last (Locations)	26	27 Recursion Use with Peer	1	27 Math: Identifying of Money and Use of Money	27	27 Math: Identifying of Money and Use of Money	27	27 Math: Identifying of Money and Use of Money
28	Functional routines (FR)	5	27 Expanded Social Questioning	27	28 Recession Individual or Independent (FR)	1	28 Math: Identifying of Money and Use of Money	28	28 Math: Identifying of Money and Use of Money	28	28 Math: Identifying of Money and Use of Money
29	Preacademic concepts (DT)	5	28 Functions of Objects and Community Members	28	29 Recession with Peer	2	29 Math: Identifying of Money and Use of Money	29	29 Math: Identifying of Money and Use of Money	29	29 Math: Identifying of Money and Use of Money
30	Play and social interaction concepts (PRT/FR)	5	29 Prepositions	29	30 Recession with Peer	2	30 Math: Identifying of Money and Use of Money	30	30 Math: Identifying of Money and Use of Money	30	30 Math: Identifying of Money and Use of Money

# Curriculum-Based Assessment Example

## Assessment

### Receptive Language [DT]

★ Level 1

Criteria in DT items without a prompt

Lesson	Cue	Correct Response	Student Response (Date: 5/28/15)			Student Response (Date: / /)			Student Response (Date: / /)			Notes	
			0-2	3-6	7-10	0-2	3-6	7-10	0-2	3-6	7-10		
1. Come Here	"Name, come here"	Aways in class, student comes to teacher from seat area	0-2	3-6	7-10	0-2	3-6	7-10	0-2	3-6	7-10		
		In hallway, student comes to teacher from seat area	0-2	3-6	7-10	0-2	3-6	7-10	0-2	3-6	7-10		
		Outside, student comes to teacher from seat area	0-2	3-6	7-10	0-2	3-6	7-10	0-2	3-6	7-10		
2. Attending*	"Sit down"	Student sits down	No	G		No	Yes	G	No	Yes	G		
	"Hands down"	Student puts hands down	No	G		No	Yes	G	No	Yes	G		
	"Look at me"	Student looks at teacher	No	G		No	Yes	G	No	Yes	G		
3. Receptive Actions on a Desk	"Stand up"	Student stands up	No	G		No	Yes	G	No	Yes	G		
	"Walk with me"	Student walks beside teacher and holds holding hands	Yes	G		No	Yes	G	No	Yes	G		
	"Stop"	Student stops	Yes	G		No	Yes	G	No	Yes	G		
	"Wait"	Student waits (sits or stands)	Yes	G		No	Yes	G	No	Yes	G		
	"Sit down"	Student sits down	Yes	G		No	Yes	G	No	Yes	G		
	"Stand up"	Student stands up from sitting	Yes	G		No	Yes	G	No	Yes	G		
4. Social Communication*	"Name"	Student says name	No	G		No	Yes	G	No	Yes	G		
	"Bye-bye"	Student waves	No	G		No	Yes	G	No	Yes	G		
	"Break time"	Student gets up and leaves work space	No	G		No	Yes	G	No	Yes	G		
	"Share"	Student gives up item	No	G		No	Yes	G	No	Yes	G		
5. Nonverbal Imitation - Gross Motor	Model action (e.g., clap hands) and say "Do this"	Student imitates gross motor action. Note the number of actions.	0	1	2	3	4	5	6	7	8	9	10
	Model object action (e.g., push ball) and say "Do this"	Student imitates object action. Note the number of actions.	0	1	2	3	4	5	6	7	8	9	10
6. Matching - Object to Object	Place 5 objects in front of student and 1 similar object to 10 inches away. Say "Match it"	Student places the like object on or near the example. Note the number of objects.	0	1	2	3	4	5	6	7	8	9	10
	Place 5 pictures of functional objects in front of student and 1 similar picture to 10 inches away. Say "Match it"	Student places the like picture on or near the example. Note the number of pictures.	0	1	2	3	4	5	6	7	8	9	10
7. Matching - Picture to Picture	Place 5 pictures of functional objects in front of student and 1 similar picture to 10 inches away. Say "Match it"	Student places the like picture on or near the example. Note the number of pictures.	0	1	2	3	4	5	6	7	8	9	10
	Place 5 pictures and 1 corresponding picture in front of student and say "Match it"	Student picks up correct object and places it on top of picture. Note the number of objects.	0	1	2	3	4	5	6	7	8	9	10

# STAR Program Provides Continuous Progress Monitoring

## STAR Program Guide

★ Level 1

Receptive Language (DT)	Expressive Language (PRT)	Functional Routines (FR)	Preacademic (DT)	Play and Social Interaction (PRT/FR)
Lesson	Lesson	Lesson	Lesson	Lesson
1. Come Here	1. Address Skills	1. Arrival	1. Use of Ruben Board	1. Readiness for Play (PRT)
2. Attending*	2. Attending	2. Departure	2. Matching Colors	2. Sharing
3. Receptive Actions on a Desk	3. Relating	3. Permission Between Activities	3. Matching Shapes	3. Turn Taking
4. Social Communication	4. Sound Pairing	4. Hand Washing	4. Coloring/Scrubbing	4. Initial Play Skills (PRT)
5. Nonverbal Imitation - Gross Motor	5. Initial Requesting	5. Brush		5. Initial Initiated Actions
6. Nonverbal Imitation - Object	6. Initial verbal imitation	6. Routines Use		6. Initial Play Comments
7. Matching - Object to Object	7. Spontaneous Words	7. Going on a Walk		7. Independent Play (FR)
8. Matching - Picture to Picture	8. Phrases for Requests	8. Circle		8. Play with Adult (FR)
9. Matching Object to Picture	9. Requests using "Want it"	9. Learning to Work with Teacher		
10. Matching Object to Picture and "One like it"	10. Requests using "I want it"	10. Work with Teacher		
11. Labels of Objects	11. "No" for rejecting	11. Simple Art Activity		
12. Labels of Pictures		12. Independent Work		
13. Identification of Body Parts				
14. Actions One-Step				

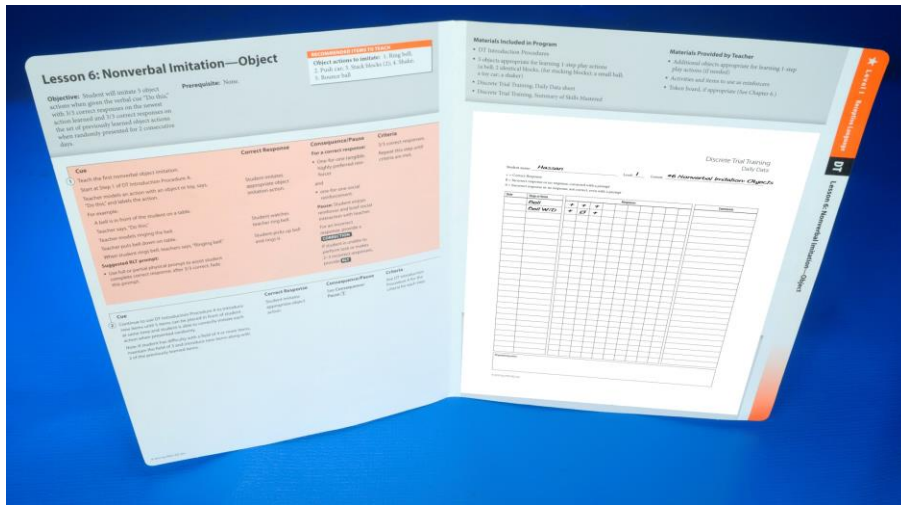
O: working on this lesson  
X: mastered this lesson

Easily link assessment and lessons to IEP/IFSP Goals

Instructional Strategies: DT = Discrete Trial Training; PRT = Pivotal Response Training; FR = Functional Routines  
\*These lessons should be conducted simultaneously with other lessons and are not meant to be stand-alone lessons.  
\*\*This lesson is the only prerequisite lesson to be completed prior to lesson 8. Receptive Language lessons 1-6 are not prerequisite lessons for lessons 8-14.



# 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:

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- ✧ **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
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## Discrete Trial Training

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

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- ✧ 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

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## Pivotal Response Training

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## 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 staffing schedules! Get new ideas for daily activities and access visual environmental supports for those activities!

Patent Pending



### Media Center Training Videos

Video Examples of all STAR Lesson Plans and strategies!



### Media Center Tool Kit

Access environmental supports, visual supports and other resources! Ideas for Circle Time, Transition, Snack and more!



### Current Theme Unit: CAMPING

Our current theme unit is Camping! Coming Soon: Friendship, Fall Fun, Winter Fun, Dinosaurs and more!

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# The STAR Program™

Strategies for Teaching Based-On Autism Research

## PROGRAM OVERVIEW

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