



Strategies for Teaching *based-on Autism Research*

CEC 2019





The STAR Program:

Strategies for Teaching Based on Autism Research
Presenter: Jesse Arick



© STAR Autism Support Inc. 2019. www.starautism.com

The STAR Program

SECOND EDITION

Strategies for Teaching Based on Autism Research



A Comprehensive Research-Based Behavioral Program

APPLIED BEHAVIORAL ANALYSIS (ABA) INSTRUCTIONAL STRATEGIES USED:

Discrete Trial Pivotal Response Training Functional Routines Positive Behavior Supports



Six Curriculum Areas

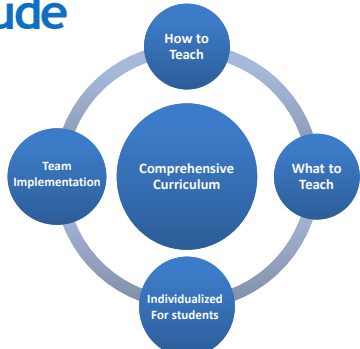
- Expressive language
- Receptive language
- Spontaneous language
- Functional routines
- Pre-academic skills
- Play and social interaction concepts

11 Established Treatments

FROM THE NATIONAL STANDARDS PROJECT

1. Comprehensive treatment packages
 - Comprehensive behavioral treatment for young children (Discrete Trial Training)
2. Antecedent package (ABA, positive behavior supports)
3. Behavioral package (ABA, positive behavior supports, token systems)
4. Pivotal Response Training
5. Schedules
6. Self-management (promoting independence)
7. Peer training package
8. Joint attention intervention (respond or initiate joint attention)
9. Modeling (imitation of target behavior)
10. Naturalistic teaching strategies (child-directed to teach functional skills)
11. Story-based Intervention Package

Comprehensive Programs Include



How to Teach
 Evidence-based instructional practices
 Focus on teaching students new skills
 Includes detailed lesson plans and teaching materials

7

Research in the last four decades has shown that students with ASD can learn to communicate using behavioral principles.

Parents, school district administrators, and leading voices in the literature have increasingly 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.

© STAR Autism Support Inc. 2018 www.starautism.com

Evidence-Based Practices

NATIONAL STANDARDS REPORT

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

The pattern of findings suggests that treatments from the behavioral literature have the **strongest research support**.

Comprehensive behavioral packages have the **most evidence**.

www.nationalautismcenter.org

What to Teach – Curriculum Areas

- Receptive Language
- Expressive Language
- Spontaneous Language
- Functional Routines at School, Home and Community
- Functional Academic Skills
- Play and Social Skills

10

STAR Level I

Students learn to . . .

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

STAR Level II


Students learn to . . .

- 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

Functional Routines

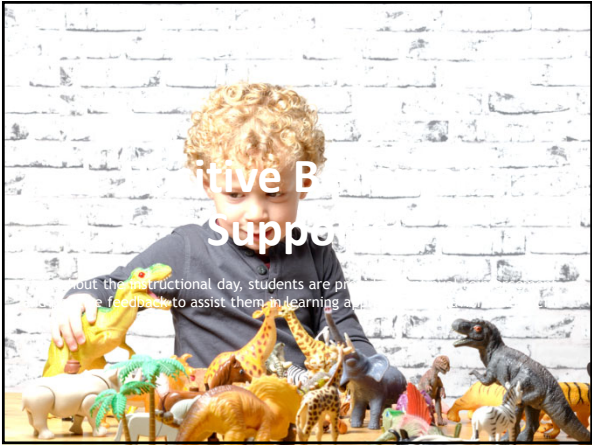
Help Students Learn . . .

- 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 (i.e. obtains lunch during the "Eating Lunch" routine)



Positive Behavior Support

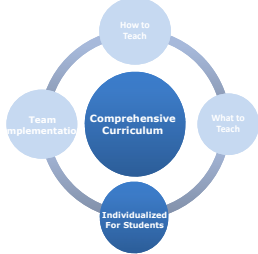

Throughout the instructional day, students are provided with positive feedback to assist them in learning and



starautismsupport.com

The STAR Program

Strategies for Teaching Based-On Autism Research

Individualized for Students

- Curriculum-based assessment
- Developmental sequence of instruction
- Data driven instruction

23

CURRICULUM AREAS ARE INDEPENDENT

★ Level I					
Receptive Language (RL)		Expressive Language (EL)		Functional Routines (FR)	
Level	Response	Level	Response	Level	Response
1. Compliance	1	1.1. Verbal Labels	1	1.1. Arrival	1
2. Attention	2	2.1. Verbal Labels	2	2.1. Individual Seatwork	2
3. Response to Name	3	3.1. Verbal Labels	3	3.1. Eating Lunch	3
4. Social Conventions	4	4.1. Verbal Labels	4	4.1. Eating Lunch	4
5. Responding to Simple Questions	5	5.1. Verbal Labels	5	5.1. Eating Lunch	5

★★ Level II					
Receptive Language (RL)		Expressive Language (EL)		Functional Routines (FR)	
Level	Response	Level	Response	Level	Response
1. Responding to Labels	1	1. Labels	1	1. Arrival	1
2. Responding to Verbal Labels	2	2. Responding to Labels	2	2. Individual Seatwork	2
3. Labels of Objects	3	3. Responding to Verbal Labels	3	3. Eating Lunch	3
4. Labels of Actions	4	4. Responding to Verbal Labels	4	4. Eating Lunch	4
5. Identification of Body Parts	5	5. Responding to Verbal Labels	5	5. Eating Lunch	5
6. Responding to Simple Questions	6	6. Responding to Verbal Labels	6	6. Eating Lunch	6

★★★ Level III					
Receptive Language (RL)		Expressive Language (EL)		Functional Routines (FR)	
Level	Response	Level	Response	Level	Response
1. Location and Commands	1	1. Labels	1	1. Arrival	1
2. Naming Objects	2	2. Labels	2	2. Individual Seatwork	2
3. Action Sequencing	3	3. Labels	3	3. Eating Lunch	3
4. Identification of Objects in Books	4	4. Labels	4	4. Eating Lunch	4
5. Responding to Simple Questions	5	5. Labels	5	5. Eating Lunch	5
6. Responding to Verbal Labels	6	6. Labels	6	6. Eating Lunch	6
7. Responding to Verbal Labels	7	7. Labels	7	7. Eating Lunch	7
8. Responding to Verbal Labels	8	8. Labels	8	8. Eating Lunch	8
9. Responding to Verbal Labels	9	9. Labels	9	9. Eating Lunch	9
10. Responding to Verbal Labels	10	10. Labels	10	10. Eating Lunch	10
11. Responding to Verbal Labels	11	11. Labels	11	11. Eating Lunch	11
12. Responding to Verbal Labels	12	12. Labels	12	12. Eating Lunch	12
13. Responding to Verbal Labels	13	13. Labels	13	13. Eating Lunch	13
14. Responding to Verbal Labels	14	14. Labels	14	14. Eating Lunch	14
15. Responding to Verbal Labels	15	15. Labels	15	15. Eating Lunch	15
16. Responding to Verbal Labels	16	16. Labels	16	16. Eating Lunch	16
17. Responding to Verbal Labels	17	17. Labels	17	17. Eating Lunch	17
18. Responding to Verbal Labels	18	18. Labels	18	18. Eating Lunch	18
19. Responding to Verbal Labels	19	19. Labels	19	19. Eating Lunch	19
20. Responding to Verbal Labels	20	20. Labels	20	20. Eating Lunch	20
21. Responding to Verbal Labels	21	21. Labels	21	21. Eating Lunch	21
22. Responding to Verbal Labels	22	22. Labels	22	22. Eating Lunch	22
23. Responding to Verbal Labels	23	23. Labels	23	23. Eating Lunch	23
24. Responding to Verbal Labels	24	24. Labels	24	24. Eating Lunch	24
25. Responding to Verbal Labels	25	25. Labels	25	25. Eating Lunch	25
26. Responding to Verbal Labels	26	26. Labels	26	26. Eating Lunch	26
27. Responding to Verbal Labels	27	27. Labels	27	27. Eating Lunch	27
28. Responding to Verbal Labels	28	28. Labels	28	28. Eating Lunch	28
29. Responding to Verbal Labels	29	29. Labels	29	29. Eating Lunch	29
30. Responding to Verbal Labels	30	30. Labels	30	30. Eating Lunch	30

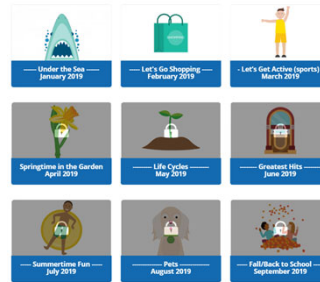
A Comprehensive Classroom Toolkit

WHAT'S INCLUDED:

Themes First! Routine Essentials E-Scheduler Training Videos



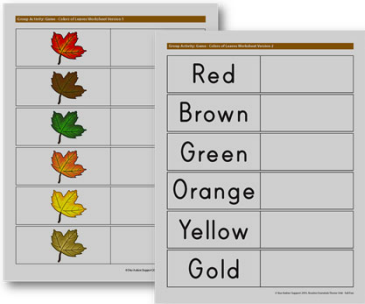
Themes First!



Monthly theme units:

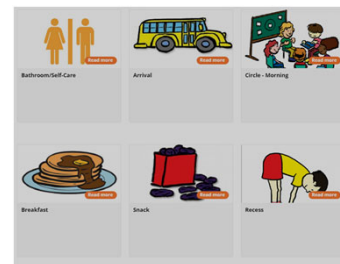
New visuals, original independent work activities, fun group activities, and more included with each unit

Themes First!



Each theme has different levels for active participation

Routine Essentials



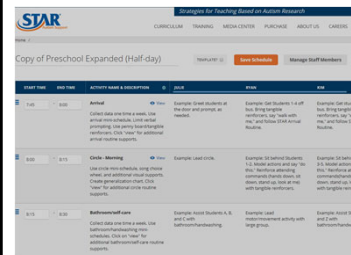
Access environmental supports, visual supports, and other resources

Ideas for circle time, transition, snack, and more

Independent Work



E-Scheduler



Create new staffing schedules

Get new ideas for daily activities and access visual supports for those activities

STAR Training Videos

STAR Autism Support Overview and Training Videos
Select a category below to view more videos. Subscribers have access to all videos for levels 1, 2 and 3.



Videos of **154** STAR Program lessons

Hundreds of example videos



The STAR Program



The STAR Program is a comprehensive, three level program based on Applied Behavioral Analysis, using Discrete Trial (DT), Pivotal Response (PRT), and Functional Routine (FR) training strategies. The STAR Program has been shown to help students with autism and other developmental disabilities master receptive, expressive, and spontaneous language, functional skills, pre-academic concepts, and play and social interaction concepts.

Now in the second edition, The STAR Program, has been improved and enhanced based on the latest research on the evidence-based practices, feedback from professionals' implementation and training on the program, and the authors' knowledge gained from experiences over the last ten years.

For more information:



(503) 297-2864

Fax: (503) 292-4173

information@starautismsupport.com

www.starautismsupport.com

"Following the STAR curriculum has made a positive difference in every one of my students' lives. Students who started the year needing full assistance to transition between activities are now able to independently check their schedule and move to the next activity. These are students who fell to the floor, cried, ran away or hid under tables in their previous classrooms. For the first time in my career as a special education teacher all of my students have either met IEP goals or are making adequate progress to meet them."

-Special Education Teacher

Student Learning Profile

Lesson 2: Departure

Objective: When daily activity schedule or adult cue indicates departure time,

See also:

Lesson 2: Accelerated Labels

Objective: Student will receptively identify new vocabulary words when presented with pictures, given the verbal cue "Give me x". Student will respond correctly 3/3 times on the newest item learned and 3/3 times on a set of previously learned items when randomly presented for 2 consecutive days.

Prerequisite: Criteria were met on Level II, Receptive Language, Lesson 1: Expanded Labels. If the student can expressively name nouns, consider using Level II, Expressive Language, Lesson 3 instead of this lesson.

RECOMMENDATION

New nouns: areas: mini-lesson for function classroom content only. Previously learned items (e.g., teach cat).

Cue	Correct Response	Consequence/For a correct response
1 Teach student to wait to receive token/reinforcement until they have identified each item in a set of 5 previously learned items. Place a set of known pictures (2-5) in front of student and say, "Give me x", until student gives you each picture in the set. Suggested RLT prompt: Use one-for-one tangible, highly preferred reinforcer (or tokens) for each picture and one-for-one social reinforcement.	Student gives teacher correct picture for each of the items in the set.	<ul style="list-style-type: none"> One-for-one to highly preferred reinforcer and one-for-one social reinforcement.

Program Guide																																																																																				
<table border="1"> <thead> <tr> <th>Receptive Language (RT)</th> <th>Expressive Language (ET)</th> <th>Discrete Trial (DT)</th> <th>Functional Routine (FR)</th> </tr> </thead> <tbody> <tr> <td>1. Expanded Labels</td> <td>1. Labels</td> <td>1. Expanded Receptive</td> <td>1. Labels</td> </tr> <tr> <td>2. Expanded Labels</td> <td>2. Expanded Labels</td> <td>2. Expanded Receptive</td> <td>2. Labels</td> </tr> <tr> <td>3. Expanded Labels</td> <td>3. Expanded Labels</td> <td>3. Expanded Receptive</td> <td>3. Labels</td> </tr> <tr> <td>4. Action-Response</td> <td>4. Action-Response</td> <td>4. Expanded Receptive</td> <td>4. Labels</td> </tr> <tr> <td>5. Action-Response</td> <td>5. Action-Response</td> <td>5. Expanded Receptive</td> <td>5. Labels</td> </tr> <tr> <td>6. Action-Response</td> <td>6. Action-Response</td> <td>6. Expanded Receptive</td> <td>6. Labels</td> </tr> <tr> <td>7. Action-Response</td> <td>7. Action-Response</td> <td>7. Expanded Receptive</td> <td>7. Labels</td> </tr> <tr> <td>8. Action-Response</td> <td>8. Action-Response</td> <td>8. Expanded Receptive</td> <td>8. Labels</td> </tr> <tr> <td>9. Action-Response</td> <td>9. Action-Response</td> <td>9. Expanded Receptive</td> <td>9. Labels</td> </tr> <tr> <td>10. Action-Response</td> <td>10. Action-Response</td> <td>10. Expanded Receptive</td> <td>10. Labels</td> </tr> <tr> <td>11. Action-Response</td> <td>11. Action-Response</td> <td>11. Expanded Receptive</td> <td>11. Labels</td> </tr> <tr> <td>12. Action-Response</td> <td>12. Action-Response</td> <td>12. Expanded Receptive</td> <td>12. Labels</td> </tr> <tr> <td>13. Action-Response</td> <td>13. Action-Response</td> <td>13. Expanded Receptive</td> <td>13. Labels</td> </tr> <tr> <td>14. Action-Response</td> <td>14. Action-Response</td> <td>14. Expanded Receptive</td> <td>14. Labels</td> </tr> <tr> <td>15. Action-Response</td> <td>15. Action-Response</td> <td>15. Expanded Receptive</td> <td>15. Labels</td> </tr> <tr> <td>16. Action-Response</td> <td>16. Action-Response</td> <td>16. Expanded Receptive</td> <td>16. Labels</td> </tr> <tr> <td>17. Action-Response</td> <td>17. Action-Response</td> <td>17. Expanded Receptive</td> <td>17. Labels</td> </tr> <tr> <td>18. Action-Response</td> <td>18. Action-Response</td> <td>18. Expanded Receptive</td> <td>18. Labels</td> </tr> <tr> <td>19. Action-Response</td> <td>19. Action-Response</td> <td>19. Expanded Receptive</td> <td>19. Labels</td> </tr> <tr> <td>20. Action-Response</td> <td>20. Action-Response</td> <td>20. Expanded Receptive</td> <td>20. Labels</td> </tr> </tbody> </table>	Receptive Language (RT)	Expressive Language (ET)	Discrete Trial (DT)	Functional Routine (FR)	1. Expanded Labels	1. Labels	1. Expanded Receptive	1. Labels	2. Expanded Labels	2. Expanded Labels	2. Expanded Receptive	2. Labels	3. Expanded Labels	3. Expanded Labels	3. Expanded Receptive	3. Labels	4. Action-Response	4. Action-Response	4. Expanded Receptive	4. Labels	5. Action-Response	5. Action-Response	5. Expanded Receptive	5. Labels	6. Action-Response	6. Action-Response	6. Expanded Receptive	6. Labels	7. Action-Response	7. Action-Response	7. Expanded Receptive	7. Labels	8. Action-Response	8. Action-Response	8. Expanded Receptive	8. Labels	9. Action-Response	9. Action-Response	9. Expanded Receptive	9. Labels	10. Action-Response	10. Action-Response	10. Expanded Receptive	10. Labels	11. Action-Response	11. Action-Response	11. Expanded Receptive	11. Labels	12. Action-Response	12. Action-Response	12. Expanded Receptive	12. Labels	13. Action-Response	13. Action-Response	13. Expanded Receptive	13. Labels	14. Action-Response	14. Action-Response	14. Expanded Receptive	14. Labels	15. Action-Response	15. Action-Response	15. Expanded Receptive	15. Labels	16. Action-Response	16. Action-Response	16. Expanded Receptive	16. Labels	17. Action-Response	17. Action-Response	17. Expanded Receptive	17. Labels	18. Action-Response	18. Action-Response	18. Expanded Receptive	18. Labels	19. Action-Response	19. Action-Response	19. Expanded Receptive	19. Labels	20. Action-Response	20. Action-Response	20. Expanded Receptive	20. Labels
Receptive Language (RT)	Expressive Language (ET)	Discrete Trial (DT)	Functional Routine (FR)																																																																																	
1. Expanded Labels	1. Labels	1. Expanded Receptive	1. Labels																																																																																	
2. Expanded Labels	2. Expanded Labels	2. Expanded Receptive	2. Labels																																																																																	
3. Expanded Labels	3. Expanded Labels	3. Expanded Receptive	3. Labels																																																																																	
4. Action-Response	4. Action-Response	4. Expanded Receptive	4. Labels																																																																																	
5. Action-Response	5. Action-Response	5. Expanded Receptive	5. Labels																																																																																	
6. Action-Response	6. Action-Response	6. Expanded Receptive	6. Labels																																																																																	
7. Action-Response	7. Action-Response	7. Expanded Receptive	7. Labels																																																																																	
8. Action-Response	8. Action-Response	8. Expanded Receptive	8. Labels																																																																																	
9. Action-Response	9. Action-Response	9. Expanded Receptive	9. Labels																																																																																	
10. Action-Response	10. Action-Response	10. Expanded Receptive	10. Labels																																																																																	
11. Action-Response	11. Action-Response	11. Expanded Receptive	11. Labels																																																																																	
12. Action-Response	12. Action-Response	12. Expanded Receptive	12. Labels																																																																																	
13. Action-Response	13. Action-Response	13. Expanded Receptive	13. Labels																																																																																	
14. Action-Response	14. Action-Response	14. Expanded Receptive	14. Labels																																																																																	
15. Action-Response	15. Action-Response	15. Expanded Receptive	15. Labels																																																																																	
16. Action-Response	16. Action-Response	16. Expanded Receptive	16. Labels																																																																																	
17. Action-Response	17. Action-Response	17. Expanded Receptive	17. Labels																																																																																	
18. Action-Response	18. Action-Response	18. Expanded Receptive	18. Labels																																																																																	
19. Action-Response	19. Action-Response	19. Expanded Receptive	19. Labels																																																																																	
20. Action-Response	20. Action-Response	20. Expanded Receptive	20. Labels																																																																																	

★ Level II Receptive Language DT Lesson 2: Accelerated Labels