



Philadelphia Secondary Autism Project Autism Teacher Webinar #2

Philadelphia Autism Project

Hopefully you have had a chance to do the following since the last webinar:

- ✓ Log into Links On-Line
- ✓ Add at least one student
- ✓ Build at least one routine
- ✓ Take baseline data

Today's Agenda

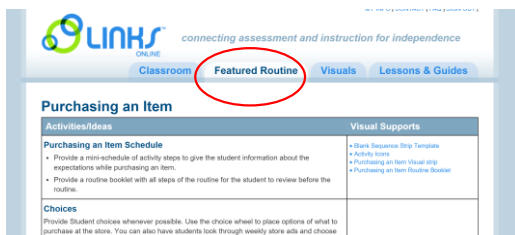
More in-depth look at Links On-Line:

- ✧ Links Featured Routine
- ✧ Creating a Custom Routine
- ✧ Navigating Links Lessons

Featured Routines

- ✧ A new *Featured Routine* will be uploaded to Links bi-monthly
- ✧ **Current Routine: *Purchasing an Item***
- ✧ Extensive Routine Supports
 - Visual Supports to support independence
 - Independent work Activities
 - Tools to Simulate the Routine
 - Small and large group activity ideas

Featured Routine Tab



Visual Supports

- ✧ Pre-made activity schedules
- ✧ Supports for students to increase independence
- ✧ Visual Supports for:
 - Purchasing an Item at the School Store
 - Purchasing an Item in the Community



Shopping List

1. _____

2. _____

3. _____

1.

2.

3.

4.

Water	Soda	Juice	Snacks

Simulations

- ❖ Simulate Grocery Shopping in your classroom
 - Pre-Teach Shopping Skills
 - Provide students with multiple practice opportunities
- ❖ A Variety of Simulations are located on the Lessons & Guides Tab
 - Going to the Movies
 - Bowling
 - Listening to Music
 - Restaurant

OPEN

Independent Work

- ❖ Money Skills
- ❖ Differentiated Levels for a variety of learners
 - Essential Level
 - Intermediate Level
 - Advanced Level


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Independent Work: Match Grocery Items


Name _____


Word _____


Draw a line to the matching picture!


Yogurt 

Apple 

Fruit Snacks 

Cereal 

Vegetables 

Milk 

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Independent Work: Adding Prices

Amount: 368622.00

Name _____

aisle 4

Fill in the price for each item on the receipt. Add the prices to find the Amount Due.

Corn  \$ 25

Pear  \$ 50

Plant  \$ 3.50

Vegetables  \$ 1.00

Jelly  \$ 2.25

Water  \$ 1.00

Amount Due _____

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Upcoming Featured Routines

- ❖ Applying for a Job
- ❖ Crossing the Street
- ❖ Socializing with Friends

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Custom Routines

- ✓ Create classroom routines
- ✓ Create an individual student routine for any instructional goal
- ✓ Span a wide range of learner needs

Selected Routine	Initial TPR	Initial ORA		Last ORA	
		Date	Score	Date	Score
Socializing with Friends	2.25	05/22/2012	2.75		
Classroom Job	1.00	05/01/2012	2.25	05/21/2012	3.00
Fire Drill	3.00	12/18/2013	3.40	03/12/2014	4.00
School Project	N/A	BUILD ROUTINE			
Using the Handcuffs	4.00	BUILD ROUTINE			
Hand Washing in public restroom	N/A	BUILD ROUTINE			
Using a Computer	2.00	09/11/2014	1.00	03/12/2014	2.80
Personal Space	N/A	BUILD ROUTINE			
Homework Completion	N/A	BUILD ROUTINE			

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Custom Routines-Classroom

Create whole class routines:

- ❑ Monthly Themes
 - Back to School (transition throughout the school)
 - Olympics (outdoor games)
- ❑ Community Skills
 - Crossing the Street
 - Purchasing an Item at the School Store
 - Leisure activities (playing pool)
- ❑ Vocational Skills
 - Classroom Jobs

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Custom Routines-Individual

- ❖ 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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District Routines

- ❖ Philadelphia district routines:
 - Socializing within a Group
 - Transitioning between Classrooms
 - Resolving a Conflict with a Peer
 - Completing Homework
 - Turning in Homework

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Demonstration: Custom Routines

Example of Types of Custom Routines:
Brushing Teeth Attending a Rock Concert
Feeding the Dog Just About Anything!
Bowling
Homework Completion



Custom Routines

Classroom Routines

ADD A CLASSROOM ROUTINE

Routine Name	Actions
Hand Washing	Edit Copy
Vending Machine Purchase	Edit Copy
Sleeping	Edit Copy
Classroom Job-dishes	Edit Copy

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Skill Instruction Through Links Lessons



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Teach Links Lessons

Continue to provide instruction on Links Routines in the:
 School and Community

ALSO

Identify skills for instruction and teach the appropriate Links Lessons that use:

- Discrete Trial Training
- Simulations
- Visual Supports
- Prompting/Shaping/Fading Techniques
- Peer Tutoring

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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	Learning How to Engage in Diverse Activities
Essential	<ul style="list-style-type: none"> • Using Reinforcement Systems • Appropriate Behavior 	<ul style="list-style-type: none"> • Modeling Motor Skills • Object Use • Matching Concepts • Following Simple Directions 	<ul style="list-style-type: none"> • Verbal and Augmentative Communication • Making Requests 	<ul style="list-style-type: none"> • Identifying Survival Signs • Colors and Shapes • Numbers • Writing 	<ul style="list-style-type: none"> • Safety Commands • Using Visuals to Organize Objects and Find Locations • Following Sequences
Intermediate	<ul style="list-style-type: none"> • Using Intermediate Reinforcement Systems 	<ul style="list-style-type: none"> • Following 1 and 2 Step Directions • Identifying Hours, Weeks, and People • Grouping • Understanding Intermediate Level 	<ul style="list-style-type: none"> • Describing Sequences • Functions • Naming Verbs and People • Answering and Asking Simple Questions 	<ul style="list-style-type: none"> • Reading • Counting Groups • Understanding the Value of Money • Intermediate Level Writing 	<ul style="list-style-type: none"> • Social Interaction • Identify Options • Simple Projects • Using Intermediate Level Schedules
Advanced	<ul style="list-style-type: none"> • Using Advanced Reinforcement Systems • Nonverbal Behavior 	<ul style="list-style-type: none"> • Following Multi-Step Directions • Identifying Prepositions, Adjectives, and Possessives • Understanding Emotions • Understanding Advanced Level Schedules 	<ul style="list-style-type: none"> • Describing Content in a Book • Using Prepositions and Adjectives • Answering and Asking Personal Questions • Describing 4-Part Sequences 	<ul style="list-style-type: none"> • Reading • Understanding the Value of Money • Advanced Level Writing 	<ul style="list-style-type: none"> • Community Activities • Multiple-Step Projects • Using Advanced Level Schedules
Traditional	<ul style="list-style-type: none"> • Using Social Reinforcement 	<ul style="list-style-type: none"> • Understanding Environmental Cues • Responding to Unexpected Events • Understanding Complex Directions 	<ul style="list-style-type: none"> • Using Verbal Phrases to Make Requests • Communicating in Response to Environmental Cues 	<ul style="list-style-type: none"> • Refer to General Education Curriculum 	<ul style="list-style-type: none"> • Demonstrating Positive Behavior During Unexpected Events • Solving Problems • Creating and Using a Traditional Schedule

Student Skill Assessment: Identify Lessons to Teach and Monitor Progress

Student Skill Assessment

- Part I: Essential/Intermediate Skills
- Part II: Advanced/Traditional Skills
- Across 5 curriculum areas
- Curriculum areas are independent
- Identify students' skill levels

Lesson Identification

- Review skill assessment information
- Consider skills needed for routines
- Identify needed prerequisite lessons
- Select at least one lesson to teach in each curriculum area
- Schedule instructional time
- Teach
- Graph progress

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Use Skills Assessment and Routine Data to Identify Lessons to Teach



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

Observed Routine Assessment	Skill	Link's Assessment				
		Essential	Intermediate	Advanced	Traditional	Other
Example Observed Routine Assessment (ORA) Form for the Purchasing an Item at the School Store Routine for Ron N.						

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LINKS Lesson Assessment Essential & Intermediate

	Embedded Lessons	Skill Previously Mastered	Pre-Routine Lesson	Date Lesson Started	Date Lesson Mastered	Generalized in Routine
Essential	1. Using a Reinforcement System Does the student use a reinforcement system to prompt or guide behavior before requesting an event?	Yes	None			Yes
	2. Basic Social Skills Does the student follow a social communication direction (e.g., "Be quiet," "Give me that," "Wait," "You're busy," "No") when given an embedded prompt cue from an adult?	Yes	None	9/29/14		Yes / No
Intermediate	3A. Using a Simple Board Does the student use a simple reinforcement system for up to 30 items (e.g., 2 items) (I don't believe mastery is present)?	Yes	1.3			Yes / No

	Responding to Language	Skill Previously Mastered	Pre-Routine Lesson	Date Lesson Started	Date Lesson Mastered	Generalized in Routine
Essential	4. Modeling Objective Does the student imitate 1 action with an object needed during functional routines (e.g., "Up over") when given the cue "Up over" and a modeling cue?	Yes	None			Yes
	5. Modeling With Action Does the student imitate 1 action when needed during functional routines (e.g., "Clap hands") when given the cue "Clap hands" and a modeling cue?	Yes	None			Yes
	6. Initiating Routine Steps Does the student initiate 1 action during functional routines (e.g., "Bring me water") when given the cue "Up over" and a modeling cue?	Yes	None	9/29/14		Yes
	7. Matching Similar Objects Can the student match 2 sets of similar objects when given the cue "Match it"?	Yes	None	9/29/14		Yes
	8. Matching Objects to Similar Pictures Can the student match 2 sets of similar pictures when given the cue "Match it"?	Yes	None	9/29/14		Yes
	9. Identifying Functional Objects Does the student match 1 object to corresponding pictures of the objects when given the cue "Match it"?	Yes	None	9/29/14		Yes
Intermediate	10. Identifying Functional Pictures Does the student match 1 picture to corresponding pictures of the objects when given the cue "Match it"?	Yes	None	9/29/14		Yes / No

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STUDENT NAME: Ron N.
STUDENT ID: 1234567890
STUDENT CHECK: [] The student has completed. Circle the lesson numbers to teach.

LINKS Lesson Assessment Essential & Intermediate

Learning Level	Embedded Lessons	Responding to Language	Responding to Language	Communicating With Others	Functional Academics	Engaging in Diverse Activities
Essential	1. Using a Reinforcement System	X	16. Identifying Similar Objects	17. Identifying Similar Pictures	18. Identifying Functional Objects	19. Identifying Functional Pictures
	2. Basic Social Skills	X	17. Identifying Similar Pictures	18. Identifying Functional Objects	19. Identifying Functional Pictures	20. Identifying Similar Objects
	3. Social-Inference Skills	X	18. Identifying Functional Objects	19. Identifying Functional Pictures	20. Identifying Similar Objects	21. Identifying Similar Pictures
		X	19. Identifying Functional Pictures	20. Identifying Similar Objects	21. Identifying Similar Pictures	22. Identifying Functional Objects
		X	20. Identifying Similar Objects	21. Identifying Similar Pictures	22. Identifying Functional Objects	23. Identifying Functional Pictures
		X	21. Identifying Similar Pictures	22. Identifying Functional Objects	23. Identifying Functional Pictures	24. Identifying Similar Objects
		X	22. Identifying Functional Objects	23. Identifying Functional Pictures	24. Identifying Similar Objects	25. Identifying Similar Pictures
		X	23. Identifying Functional Pictures	24. Identifying Similar Objects	25. Identifying Similar Pictures	26. Identifying Functional Objects
		X	24. Identifying Similar Objects	25. Identifying Similar Pictures	26. Identifying Functional Objects	27. Identifying Functional Pictures
		X	25. Identifying Similar Pictures	26. Identifying Functional Objects	27. Identifying Functional Pictures	28. Identifying Similar Objects
Intermediate	3A. Using a Simple Board	26. Following One-Step Directions (Dependent)	27. Labeling Rooms	28. Identifying Student's First Name	29. Matching Words to Pictures	30. Identifying Functional Objects
		27. Labeling Rooms	28. Identifying Student's First Name	29. Matching Words to Pictures	30. Identifying Functional Objects	31. Identifying Functional Pictures
		28. Identifying Student's First Name	29. Matching Words to Pictures	30. Identifying Functional Objects	31. Identifying Functional Pictures	32. Identifying Similar Objects
		29. Matching Words to Pictures	30. Identifying Functional Objects	31. Identifying Functional Pictures	32. Identifying Similar Objects	33. Identifying Similar Pictures
		30. Identifying Functional Objects	31. Identifying Functional Pictures	32. Identifying Similar Objects	33. Identifying Similar Pictures	34. Identifying Functional Objects
		31. Identifying Functional Pictures	32. Identifying Similar Objects	33. Identifying Similar Pictures	34. Identifying Functional Objects	35. Identifying Functional Pictures
		32. Identifying Similar Objects	33. Identifying Similar Pictures	34. Identifying Functional Objects	35. Identifying Functional Pictures	36. Identifying Similar Objects
		33. Identifying Similar Pictures	34. Identifying Functional Objects	35. Identifying Functional Pictures	36. Identifying Similar Objects	37. Identifying Similar Pictures
		34. Identifying Functional Objects	35. Identifying Functional Pictures	36. Identifying Similar Objects	37. Identifying Similar Pictures	38. Identifying Functional Objects
		35. Identifying Functional Pictures	36. Identifying Similar Objects	37. Identifying Similar Pictures	38. Identifying Functional Objects	39. Identifying Functional Pictures

Example Links Lesson: Discrete Trial Training Requesting Using Augmentative Communication (17)

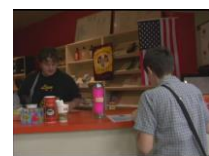


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Use Lessons to Pre-teach Routines



Identification of Money (Lesson 63)



Purchasing an Item at the School Store (Routine 15)

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Identifying Money Lesson 63 Intermediate

Functional Objectives:
 - Identify money by counting the correct coin and bills and identify when given the coin, "Name this money."
 - Identify when to use coins and bills when given the coin, "Name this money."
 - Identify when to use coins and bills when given the coin, "Name this money."

Prerequisite Content	Teacher	Materials/Tools
Identifying Functional Money (L.27)	Money (coins and bills) "Name Money" "Name Money"	LINKS™ Curriculum Segmented Learning Steps Lesson 63

Instructional Procedures

Instructional Setup and Teacher Cue

- Begin the lesson by teaching coins first and then bills.
- Place money in front of the student and say, "Name me a coin/bill."
- After the student gives the teacher the correct coin/bill, or state the name of the coin/bill.

Expected Student Response

- The student gives the requested coin/bill to the teacher.

Reinforcement Procedures

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

Exit/Checklist

- The student identifies the correct coin or bill for 30 correct trials across 2 consecutive days during random presentation.

Example

- The teacher places a penny in front of the student and says, "Show me penny."
- The student picks the penny and gives it to the teacher.
- The teacher says "Penny."
- The teacher reinforces the appropriate response with a tangible and social praise.

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Identifying Money Lesson 63

Introducing New Forms of Money

Introduce coins and bills using the Segmented Learning Steps with Director until the student is able to identify the requested coin or bill when a coin and 2 bills are presented simultaneously to the student.

After the student has learned this skill using the names of the coins in a penny, nickel, dime begin to use the word "quarter" when describing the coin. If needed repeat the instructional process using the word "quarter" and then randomly present the concept using either "quarter" or the "10¢ name."

Personalized Form of Money
Name
Value
Color
Quantity
File #11 and 811

Modifications

Follow the Data Collection Coding System on the LINKS™ Instructional Data Form and document the student's performance for each skill as well as any modifications made to the instructional procedures.

Correction Procedure

- If the student does not perform the skill accurately and corrections are needed:
 - Repeat the Instructional Cue.
 - Repeat with the assistance as needed.
 - Reinforce with social praise only.
 - Repeat the Instructional Cue with tangible reinforcement available to student.
- If the student has difficulty or needs the Correction Procedure 2-3 consecutive times, indicate to the ELL/ESL Learning Procedure table.

Errors/Learning Procedure

- Follow the ELL/ESL Learning Procedure if the student has difficulty or needs the Correction Procedure 2-3 consecutive times.
 - Add a prompt (visual, auditory, verbal or physical) to the instructional cue.
 - After the student performs 30 correct responses, fade the prompt level to a lower prompt level (e.g., reinforcement provided to demonstrate alternative).
 - Once student has met more opportunities than 20% correct at each prompt level or may need more than 3 prompt levels (e.g., 100% physical prompt, 75% physical prompt, 50% physical prompt) and is successfully learn the task. Adjust the prompt levels according to the student's needs.
- Continue fading the prompt until the student can correctly perform the skill without prompting.
- Continue teaching the student new skills following the Segmented Learning Steps.

Recommendations

- If student has difficulty identifying coins and bills, provide the student with a visual cue for showing teacher a picture of the coin/bill and say, "Show me [coin/bill]." Use the appropriate reinforcement system for giving praise or quarter prompt to encourage the student to generalize the skills learned in the program.
- Also work on Social Skills with this lesson.

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Organize Materials



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Demonstration: Links On-line

LINKS ONLINE connecting assessment and instruction for Independence

Classroom Visuals Lessons & Guides

Links' Lessons and Guides

The resources necessary to implement Links effectively can be found below. Please read the Links Quick Start Guides and Links Implementation Guide for a complete description of the Instructional Strategies and Procedures used in the Links Curriculum.

Links Implementation

Print these Guides and watch the Links Video tutorials to assist in implementation of the Links Curriculum.

- Links Quick Start Guides
- Links Implementation Guide
- Common Core Essential Elements
- Links Video Tutorials and Webinars

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Next Steps

- Continue working on Routines
 - Take baseline data
 - Add more students and more routines
- Create a Custom Routine
- Fill out Lesson Assessment on at least one student
- Identify lesson to teach

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Next Steps

- ✦ Look for communication about upcoming classroom visits from a Links consultant and upcoming webinars
- ✦ If you need assistance with your Links account or scheduling a classroom visit contact:

bekah.anderson@starautismsupport.com

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Upcoming Webinar Topics

- ✧ The next webinar will be available during the January PD day
- ✧ Links Lesson Implementation
 - Discrete Trial Training

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Thank you for Participating!

For more information Contact:

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