

Secondary Students with ASD

A Practical and Comprehensive Approach for Generating Positive Outcomes Through Evidence-Based Practices



Introductions Presenter/Participants

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Practical Solutions for Organizations to Increase Their Capacity to Implement Evidence-based Practices and Improve Student Outcomes.

1 Look to the Future

2 Use Evidence-Based Practices

3 Teachers Need Tools



1 Look to the Future



According to the U.S. Department of Labor Statistics, the unemployment rate for individuals with disabilities is 78.5%.

Reports from the National Center for Educational Statistics and the Department of Education show that only 43% of people with disabilities will graduate high school with a diploma.

March 20, 2013
Autism Society of America Newsletter

2 Use Evidence-Based Practices



Principles of ABA
Task Analysis
Discrete Trial Training
Reinforcement Systems
Peer Mediated Instruction

Schedules
Visual Supports
Aug Communication
Self Management
Modeling/Imitation Strategies

3 Teachers Need Tools



TEACHER TOOLS

Helping Educators Create the Best
and Most Successful Schools

Data-based Decision Making!
Road Map
Secondary Curricula Content
Fidelity of Implementation
Lesson Plans
Age Appropriate Materials

Visual Supports
Guides to Common Core
Relationship to IEP Goals
Instructional Strategies
Consistency Between Staff
Team Instructional Planning
Tools

IDEAS AND SUGGESTIONS

What To Teach

How To Teach

Where To Teach

What to Teach

Routines and **Skills** needed to participate in
typical student activities



How To Teach.....

- ✦ Teaching through routines using a task analysis system
- ✦ Direct Instruction Strategies including:
 - Discrete Trial Training
 - Simulations
 - Video Modeling
 - Peer Mediated Instruction

Where To Teach.....

SCHOOL



COMMUNITY

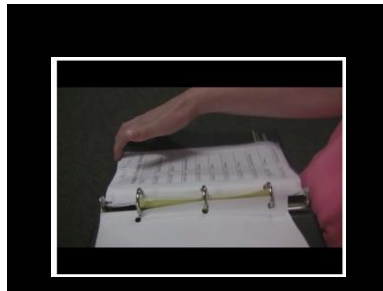


VOCATIONAL



Video Example

Transition Routine: Teaching Organizational Skills



Video Example School Job Routine: Recycling



Links Lesson Understanding Sight Words on a Daily Schedule



Routine Example: School Job

Observed Routine Assessment
CD
School Job
Cue Set Number: 2M

Links Independence Scoring Scale					
1	2	3	4	5	6
Independent	Gestures, mimes or verbal prompt	Intermittent Physical	Continuous Physical	Does not complete with any form of assistance	N/A Not Applicable

Observe CD performing the School Job routine in the natural environment. Cue the student with the previously selected cues and score the student using the Links Independence Scoring Scale. When you are finished observing the student performing the routine, you may return to Links online and enter data for this routine. Use this data to identify steps for instruction and teach the corresponding lessons (linked lessons are priority lessons).

#	Cue	Expected Behavior	Date:	Date:	Date:	Cue Level	Lesson
Arrives at Workplace							
1	Play "Check Schedule"	Student gets clipboard schedule for recycling job				D	
2	The entrance to the location provides a natural cue	Student enters the job location				D	139, 137, 138
Follows Instructions							
3	The person communicating the directions provides a natural cue	Student attends to the person giving directions				D	143, 139, 140
4	The student follows cues from peers and adults regarding the directions	Student responds appropriately to the directions				D	139, 143
Performs Job Tasks							
5	Play "You can begin ____ (job activity)"	Student initiates the job tasks				D	143, 139, 140, 138
6	Provide positive reinforcement throughout activity	Student remains engaged in the job tasks				D	139, 143, 138
7	Play "Finish ____ (job tasks)"	Student completes the job routine				B	35, 37, 39
Leaves Work Space							
8	Play "Put away ____ (materials)"	Student puts the materials away				B	35, 37, 39
Leaves Workplace							
9	The exit provides the natural cue	Student exits the job location				D	139, 137, 138

Comments:

Tools For Teachers

- ✦ Consistency across staff (teachers, paras, related service staff)
- ✦ Lesson Plans
- ✦ Visual Supports
- ✦ Progress Monitoring
- ✦ Individualized Task Analysis Development
- ✦ IEP Goal Bank and Match to Common Core

Links Curriculum

Links On-Line



Links School and Community



Links Curriculum Components

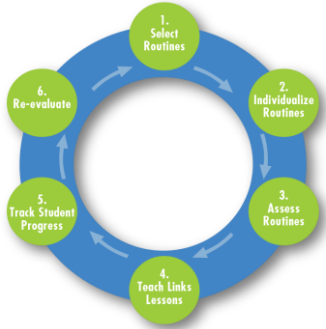
Routines

- Develop appropriate routines
- Assessment of routines provides content of "what to teach"
- Instruction on routines teaches independence

Lessons

- Provides instructional plans to teach skills needed to perform routines

Links Curriculum Process



Creating the Routine Unique Aspects

Teachers become proficient at identifying and modifying:

1. relevant natural and instructional cues
2. the steps of the routine to individualize for each student
3. expected student behavior to focus on independence
4. lessons for instruction to support success during the routine

Types of Routines

Routine instruction can span a wide range of learner needs

- ❖ Students with more significant needs
 - Daily living skills, self-care, social skills, academics
- ❖ Students needing supports to access the general education curriculum
 - Work completion, organizational skills, transitioning throughout the school, social skills, generalizing academic skills during daily school activities
- ❖ Students transitioning to post-secondary settings
 - Interviewing for a job, money use, social skills

Links On-line Demonstration



Purchasing an Item

Routine



Lessons

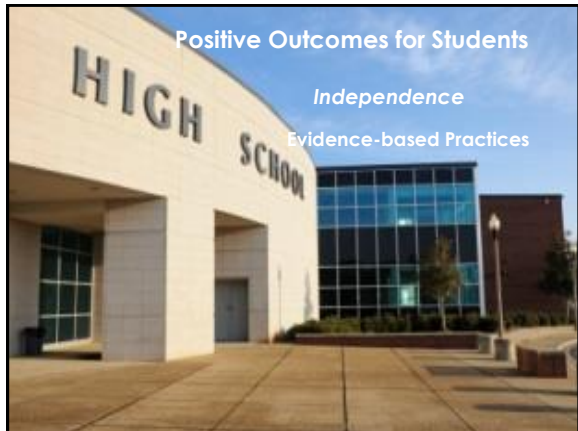


Example Links Lesson:

Simulating Steps of a Community Routine-Expanded (147)



Links Simulation Lessons and Visual Supports Examples



Free Preview of Links
www.linkscurriculum.com

Questions-Further Information?
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