

## Meaningful Inclusion Opportunities for Students with Significant Learning and Behavioral Challenges

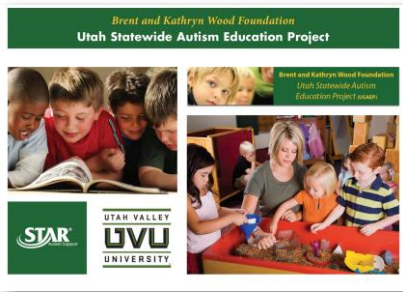


STAR Autism Support  
Kristi Porter



## Presentation Goals

- ❖ Describe the Utah Statewide Autism Education Project
- ❖ Describe evidence-based practices that promote successful inclusion opportunities for students.
- ❖ Provide examples of intervention strategies and resources that are effective for students with ASD and intellectual disabilities in inclusive settings.



This project provides educational teams with **information, training and resources** to implement evidence-based practices for students with autism spectrum disorders and other developmental disabilities.

## Participating Districts 2017-18 School Year



- Alpine
- Duchesne County
- Emery
- Jordan
- Murray City
- Nebo
- Provo
- Salt Lake City
- Sevier
- Wasatch

## Project Structure



Professional Development Workshops



Teacher Tools Including Curricula, Resources and Materials



In Class Coaching



Building Capacity through Training Sites and District Level Coaches

## 2017-2018 Activities



Evidence-based instructional strategies workshop  
78 participants



Webinars and online training modules



In-class consultation  
23 classrooms participating



Next Steps: Developing training sites and district coaches

## Research on Professional Development

- Content Focus
- Active Learning
- Coaching



- To achieve **fidelity of implementation** of behaviorally based curricula, it requires a system-wide response at the local level via in-service training that provides for on-going support (National Autism Center, 2009).
- Research has documented that when teachers are **engaged in active learning** (observation, practice and collaboration with professionals) they are more likely to improve their practice (Lieberman, 1996; Louks-Horsley, Hewson, Love, & Stiles, 1998).
- The best staff training includes **demonstration, coaching and follow-up training**. Bolton & Mayer (2008)

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## Meaningful Inclusion.....



1. Implementation of evidence-based practices (EBPs)
2. Instruction for skill acquisition in all developmental areas
3. Environmental and visual supports in general education settings
4. Positive behavior supports and interventions

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## Teachers Need Tools

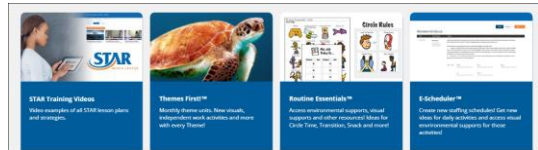
- ✓ Comprehensive Curricula
- ✓ Visual Supports
- ✓ Progress Monitoring
- ✓ IEP Goals
- ✓ Training for General Educators
- ✓ Self-Assessment on Quality Program Indicators



- ✓ Fidelity of Implementation Checklists
- ✓ Lesson Plans
- ✓ Technology
- ✓ Transition Planning Across Grade Levels
- ✓ Post-secondary

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## Classroom Resources

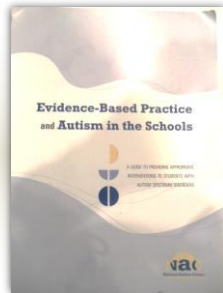


### Professional Development Opportunity for General Education Teachers



## 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
- Pivotal Response Training



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## Research into Practice: Curriculum Tools

### Preschool/Elementary



### STAR Program



### Middle School/High School



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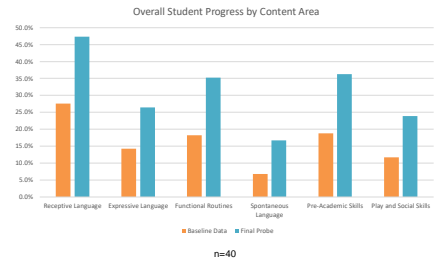
## Curriculum Content Areas

- ◆ Receptive Language Concepts
- ◆ Expressive Language Concepts
- ◆ Spontaneous Language
- ◆ Functional Routines
- ◆ Pre-academic Concepts
- ◆ Play and Social Interactions Concepts



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## Example Student Assessment and Progress Monitoring (identifies areas for skill acquisition)



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## Inclusion Survey

(Teachers identified skills their students learned that increased successful participation)

<b>Lunch, Recess, Specials</b> <ul style="list-style-type: none"> <li>• Transition by walking in a line</li> <li>• Social interaction</li> <li>• Eating, raising their hands, appropriate play</li> </ul>	<ul style="list-style-type: none"> <li>• How to hold a lunch tray, ask for food, say thank you</li> <li>• Able to follow the lunch room routine independently</li> <li>• Using pictures/schedule to increase independence</li> </ul>
<b>General Education Settings</b> <ul style="list-style-type: none"> <li>• Answering questions and describing pictures/illustrations in stories.</li> <li>• Request help</li> <li>• Following directions</li> <li>• Social interactions with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting for extended periods, working in small groups</li> <li>• How to start and complete a task quietly</li> <li>• Academic skills</li> <li>• Communication skills</li> </ul>
<b>Behavioral Skills</b> <ul style="list-style-type: none"> <li>• Following directions</li> <li>• Self-management</li> <li>• Requesting a break, advocating for themselves</li> </ul>	<ul style="list-style-type: none"> <li>• How to ask for item they need when upset or mad</li> <li>• Decrease in stinging behaviors, running and non-compliance</li> </ul>

Survey completed as part of the Arizona Statewide Autism Project

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## Instructional Lessons Skill Acquisition



Expressive Language (PRT)



Receptive Language (DT)



Routines-Arrival (FR)



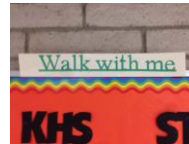
Spontaneous Language (Progress Video)

## Environmental Supports

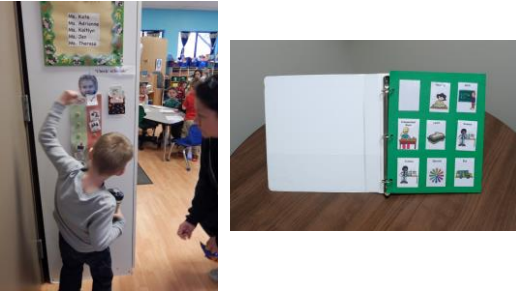


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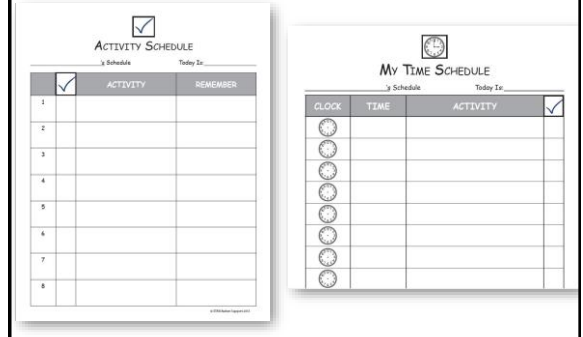
## Common Language Posted



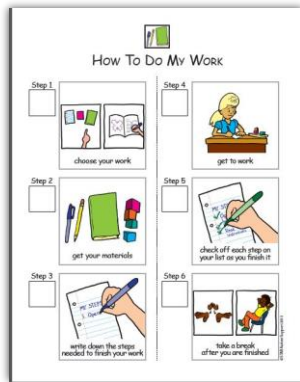
## Student Schedules



## Schedule Ideas



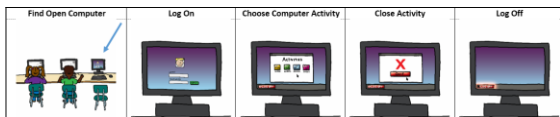
## Supports for Work Completion



## Supports for Organization



## Computer Task Strip



## Behavior Supports



## Organization and Planning



**STAR**  
Mondays/Fridays: Sakra (math) Jean (alpha) Hannah (pi)

**STAR Schedule for Tuesdays & Thursdays Q**

AM TIME	Student	Teacher	DT/PWT
9:00-9:15	Rebecca	Rebecca/Tara	PT
9:15-9:30	Laura/Joan	Hannah/Tara	PT
9:30-9:45	Rebecca/Reese*	Sakira/Tara	PT
9:45-10:00	Anna*/Joan	Sakira/Tara	PT
10:00-10:30	Isabella/Jessica	Sakira/Tara	PT
10:30-10:45	Rebecca/Joan	Sakira/Tara	PT

AM CENTERS: Hannah - Severyn Jean - Art/Math Sara - STAR/Reese \* = STAR in place

PM TIME	Student	Teacher	DT/PWT
1:00-1:15	Jane	Hannah/Tara	PT
1:15-1:30	Rebecca	Hannah/Tara	PT
1:30-1:45	Isabella	Hannah/Tara	PT
1:45-2:00	Eden*	Anna/Tara	PT
2:00-2:15	Rebecca*	Anna/Tara	PT
2:15-2:30	Rebecca	Anna/Tara	PT
2:30-2:45	Isabella	Anna/Tara	PT

PM CENTERS: Hannah - Severyn Sakra - Art/Math Sara - STAR/Reese Frankie - Eden/Isabella

## Academic Supports



**To-Do List**

Task	Completed	Notes
	<input type="checkbox"/>	
	<input type="checkbox"/>	
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## Differentiated/ Theme-Based Instruction



CURRICULUM AREA	PRINTABLE FORMS	LEARNING FOCUS
<b>READING</b> Level 1: File Folder Tasks (FF) Level 2 & 3: File Folder Tasks (FF), Activities and Worksheets (WS), and Books.	<b>Level 1</b> FF 1.1: Shooting Stars Color Matching FF 1.2: Space Station Matching FF 1.3: Space Matching FF 1.4: Space Sorting 1	Readiness: Matching Colors Theme Vocabulary: Matching Theme Vocabulary: Matching Theme Comprehension: Sorting
<b>Note:</b> Worksheets can be laminated and reused by providing students with a fine-tip dry erase marker and eraser.	<b>Level 2</b> FF 2.1: Planet Alphabet A-H FF 2.2: Planet Alphabet I-Q FF 2.3: Planet Alphabet R-Z WS 2.4: Space Vocabulary 1 WS 2.5: Space Sentences 1 Book 2: What's out There? FF 2.7: Space Sorting 2	Phonics: Letter Identification 1 Phonics: Letter Identification 2 Theme Vocabulary: Words Theme Vocabulary: Sentences Theme Comprehension: Book Theme Comprehension: Sorting
	<b>Level 3</b> WS 3.1: Beginning Sounds: l, c, m, n, sp, wh WS 3.2: Beginning Sounds: t, n, o, r, s, g, p, ll FF 3.3: Up in the Sky Rhymes WS 3.4: Space Vocabulary 2 WS 3.5: Space Sentences 2 WS 3.6: Space Sight Words Book 3: Our Solar System Book 3: Our Solar System	Phonics: Beginning Sounds 1 Phonics: Beginning Sounds 2 Phonics: Rhyming Theme Vocabulary: Words Theme Vocabulary: Sentences Sight Words Theme Comprehension: Book 1 Theme Comprehension: Book 2

## Focus on Independence Functional Routines



Thank You!



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Kristi Porter

kristi.porter@starautismsupport.com

