How do you fit it all in….

- Limited time
- Limited hands to support
- Variety of learners
- Multiple curriculums
- Multiple types of data

Teacher Preparedness

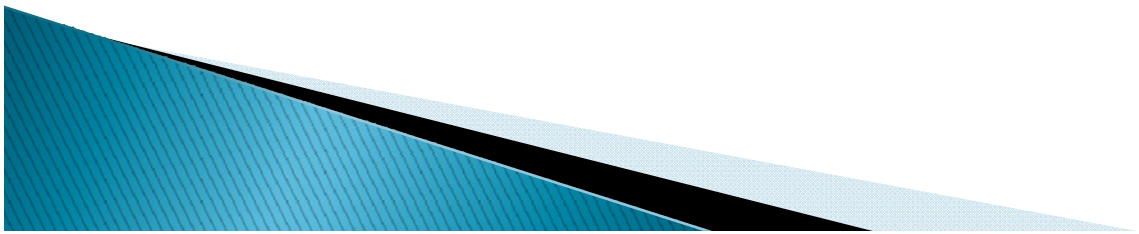
- Plan ahead!
- Lesson plans laid out for the week
  - Brainstorm activities as a team
- Assess students often to plan lessons
  - Build assessment into weekly planning
  - Share the load with the classroom team
- Make entire classroom team aware of the day's schedule
  - Some staff prefer having their own copy to follow
  - Help keep each other on track with the schedule

- Read through curriculum materials prior to the lesson
- Have a supplemental materials ready and easily accessible prior to student arrival

unique
learning system

Scheduling Academics

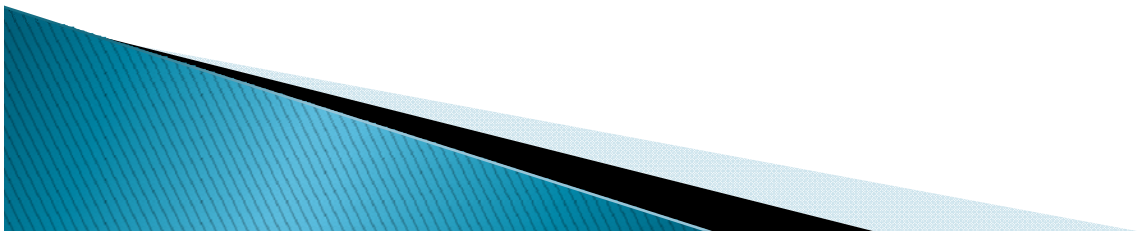
- Work smarter not harder
- ALL students need to have CORE academics 4x a week, every week.
- Be flexible around inclusion and therapy
- Heavy academics back to back will lead to behavior problems.
- Integrate brain breaks throughout long lessons (1 minute attention per year of age)



Transitions

Characteristics:

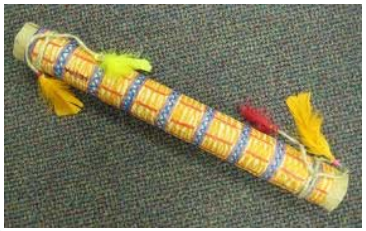
- Consistent
- Structured
- Between activities
- Visual
- Natural cue/vs. a prompt
- As independent as possible
- Interactive with schedule



Transition Strategies

- Visual / auditory timer

- Auditory / Visual cues



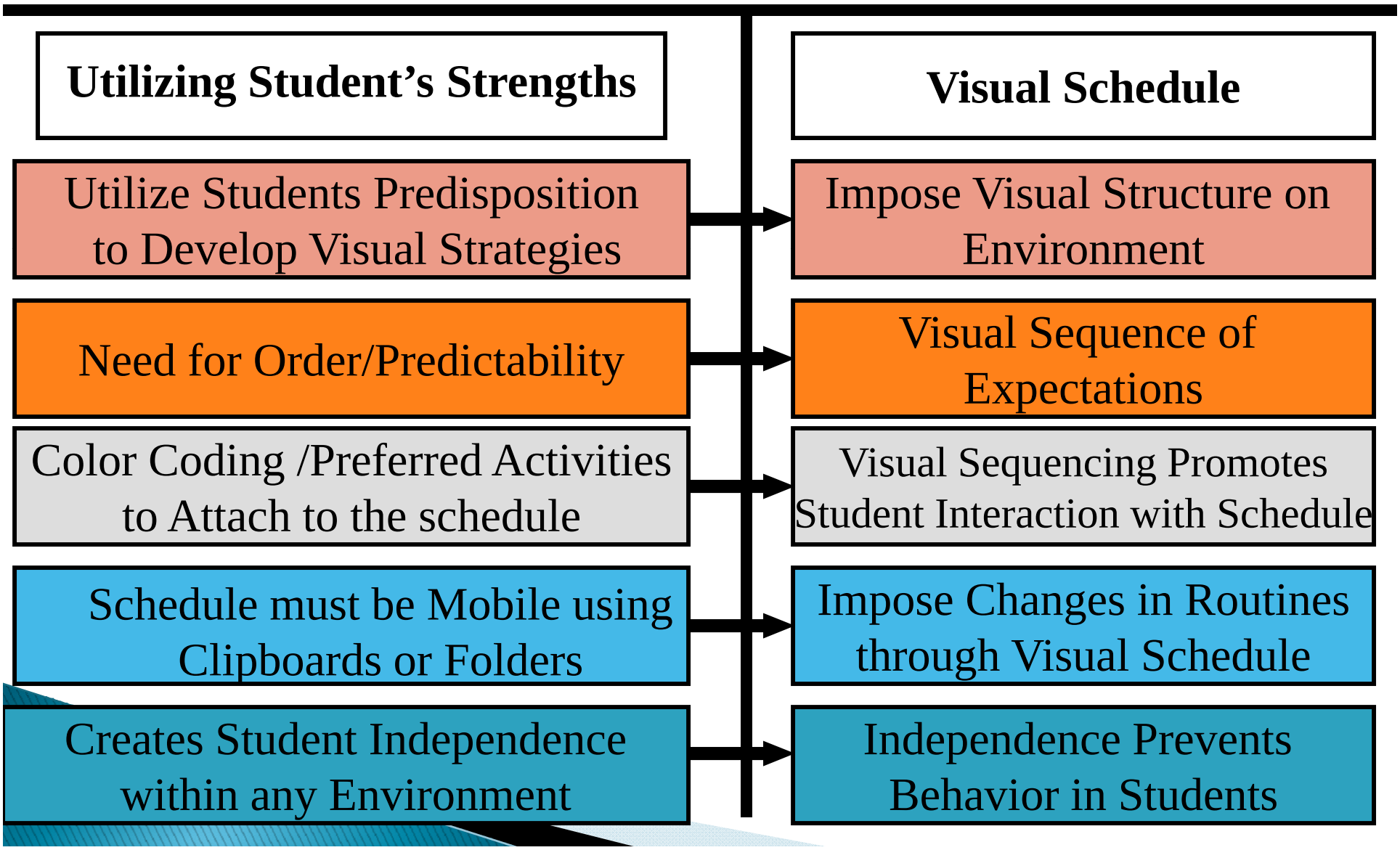
- Fidget box / wait

Transitions with Schedules

- A visual schedule is a set of pictures that communicates a series of activities or the steps of a specific activity.

- Visual Schedules show an individual what activities will occur and in what sequence.

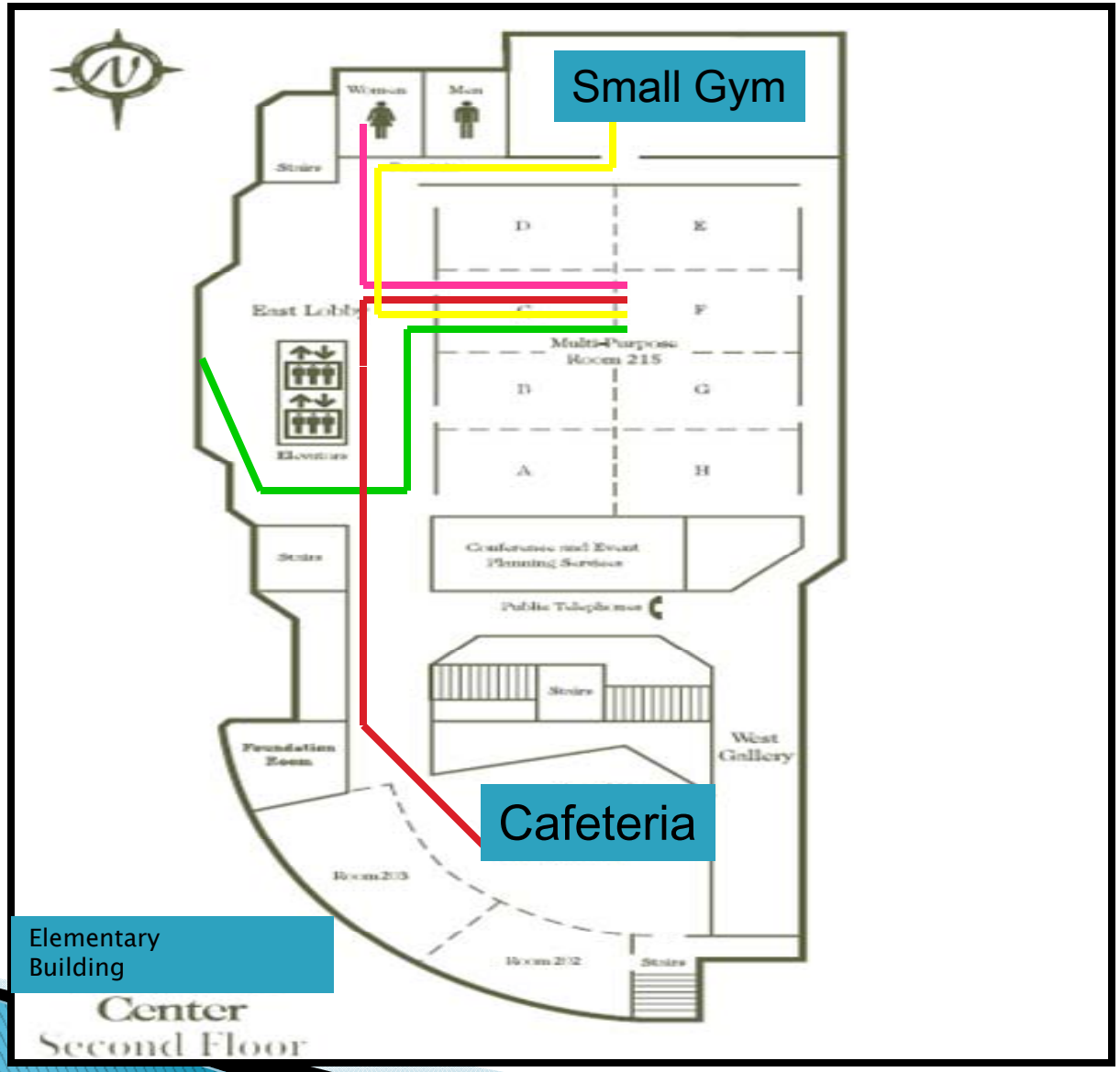
Visual Strategy Development



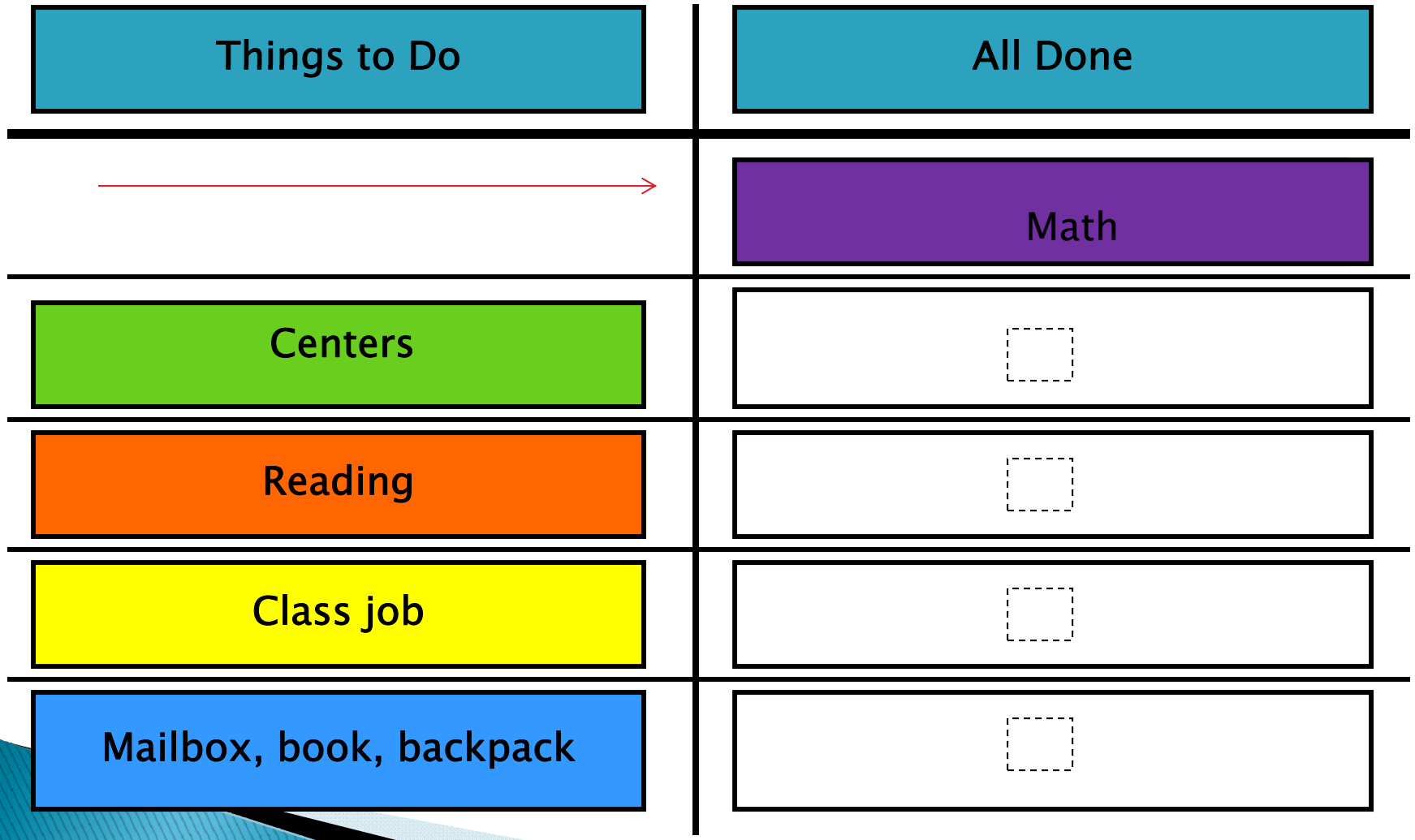
Visual Schedule for Transitions

- Red Card – Cafeteria – **Cafeteria**
  Matching Red Card – Cafeteria
- Green Card – Recess – **Recess**
  Matching Green Card – Recess
- Pink Card – Bathroom – **Bathroom**
  Matching Pink Card – Bathroom
- Yellow Card – Gymnasium – **Gymnasium**
  Matching Yellow Card – Gymnasium

Visual Schedule for Transitions- Paired with a map



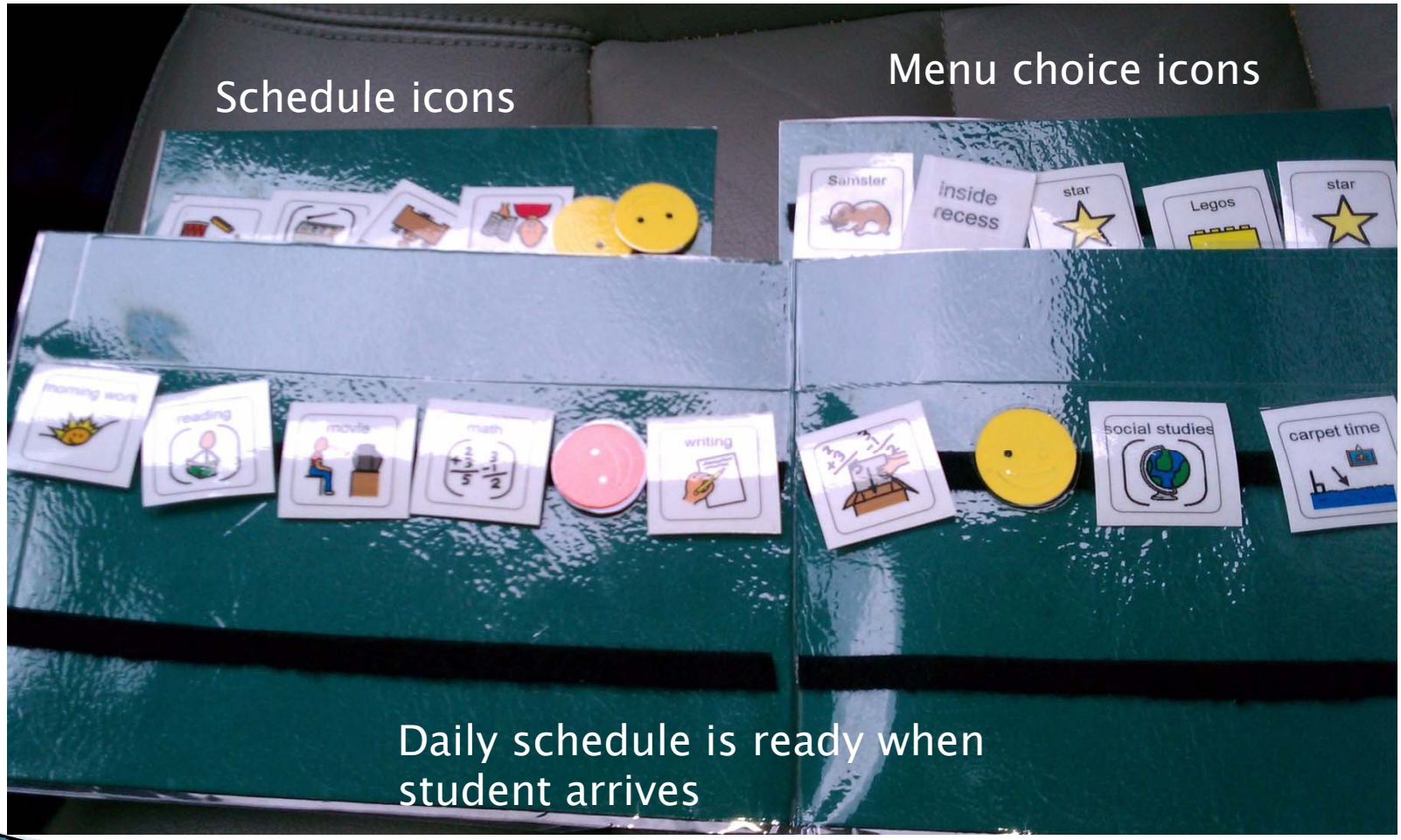
Example of a Classroom Visual Schedule



Example of a Classroom Visual Schedule

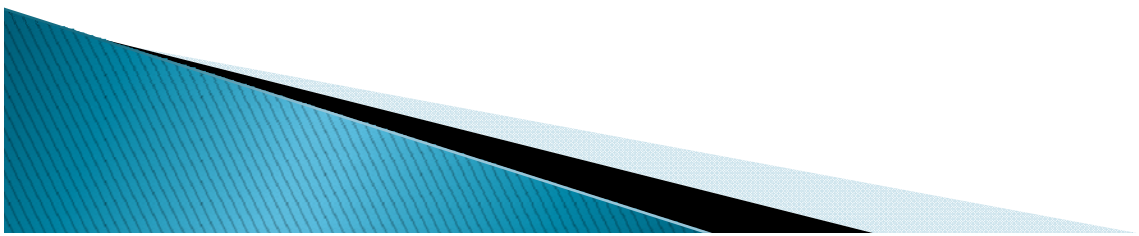
- Student moves over subject area into the “all done” column when finished
- Can be laminated and velcro used
- Pictures can be added for non-readers

Schedule that has interactive transitions



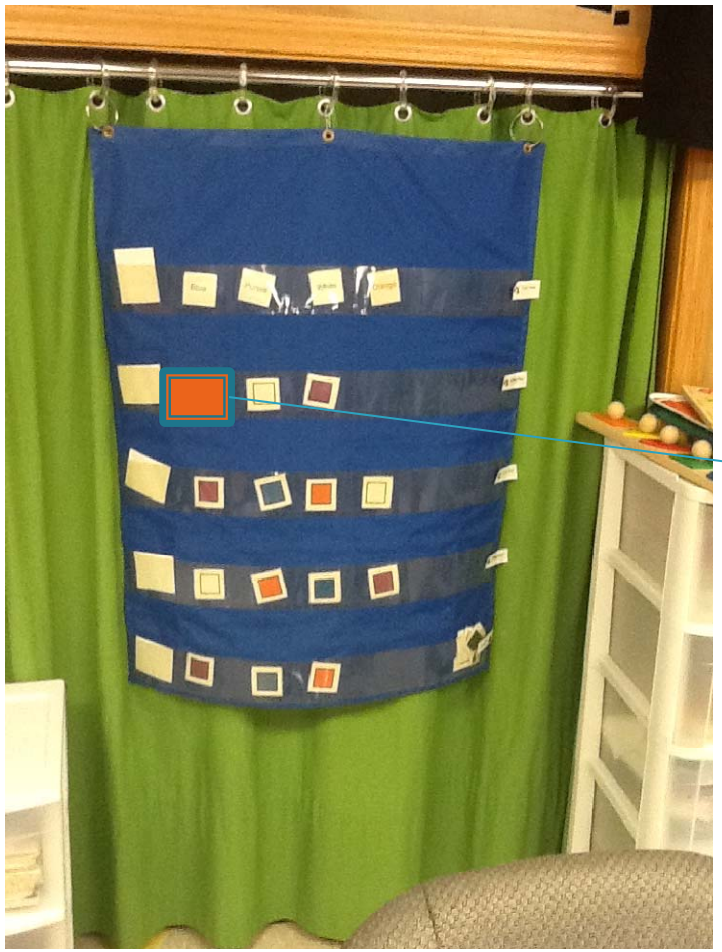
Centers/Stations

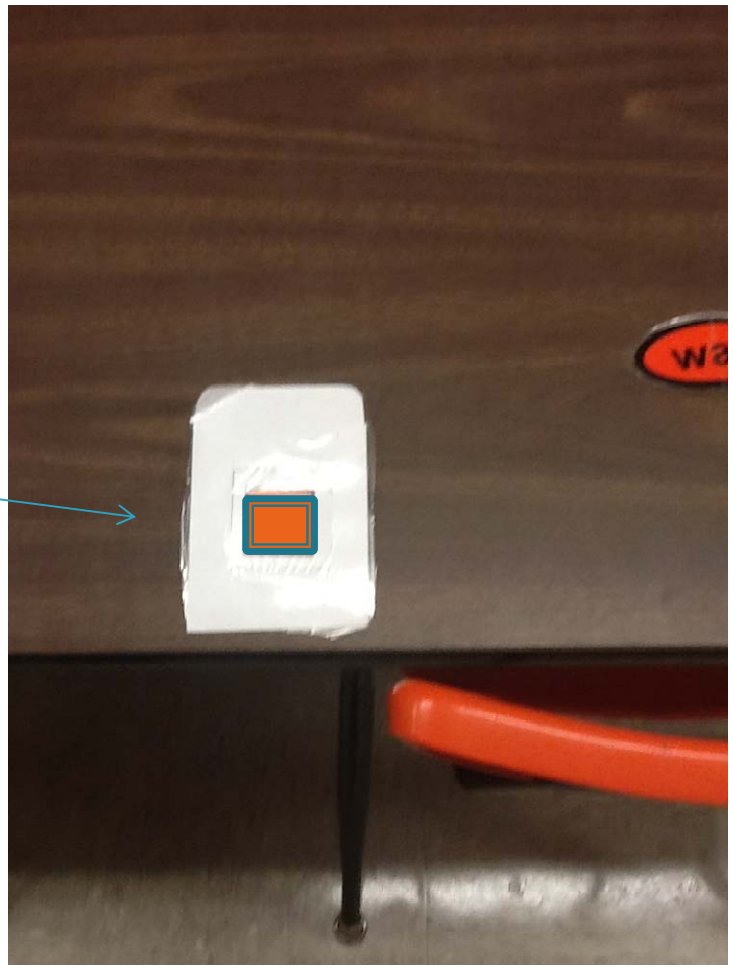
- Organized
- Structured
- Can fade in therapy personnel as a station
- **Differentiate instruction** (high/low academics)
- Teacher led or Independent
- Each Center taught (expectations)
- Timed or completion of activity



Color Coded Centers

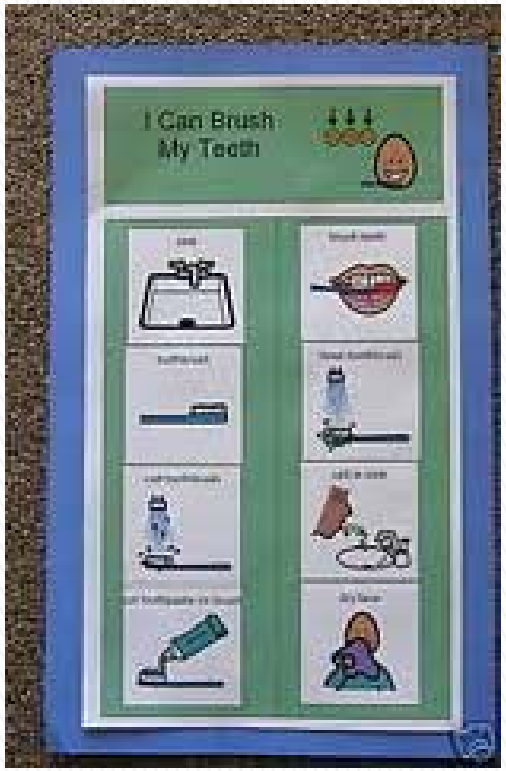
Great for non-readers!

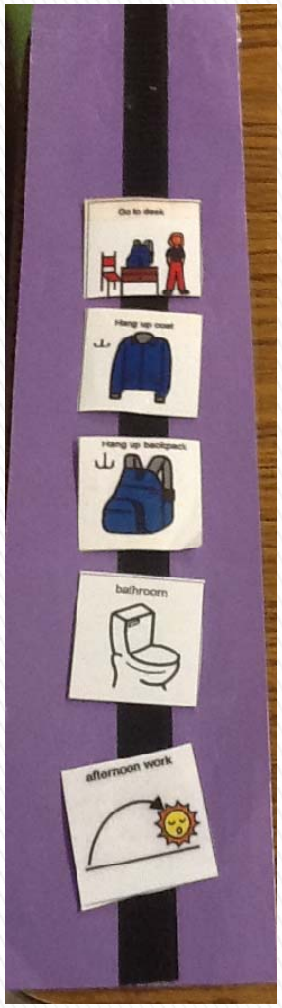




Student takes the color from his schedule and matches it to the center. Leaves color token there.

Alternate academic, hands on, interactive, therapies, and group





Task Analysis

Work Systems

Fill in any trouble spots in your schedule with *Evidence – Based Practices*

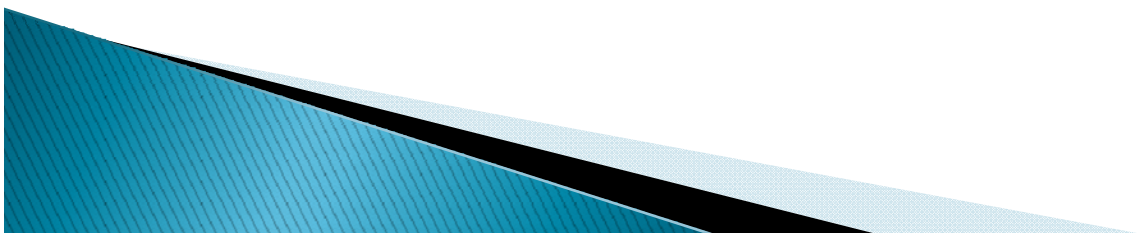
Short hands….put in an EBP

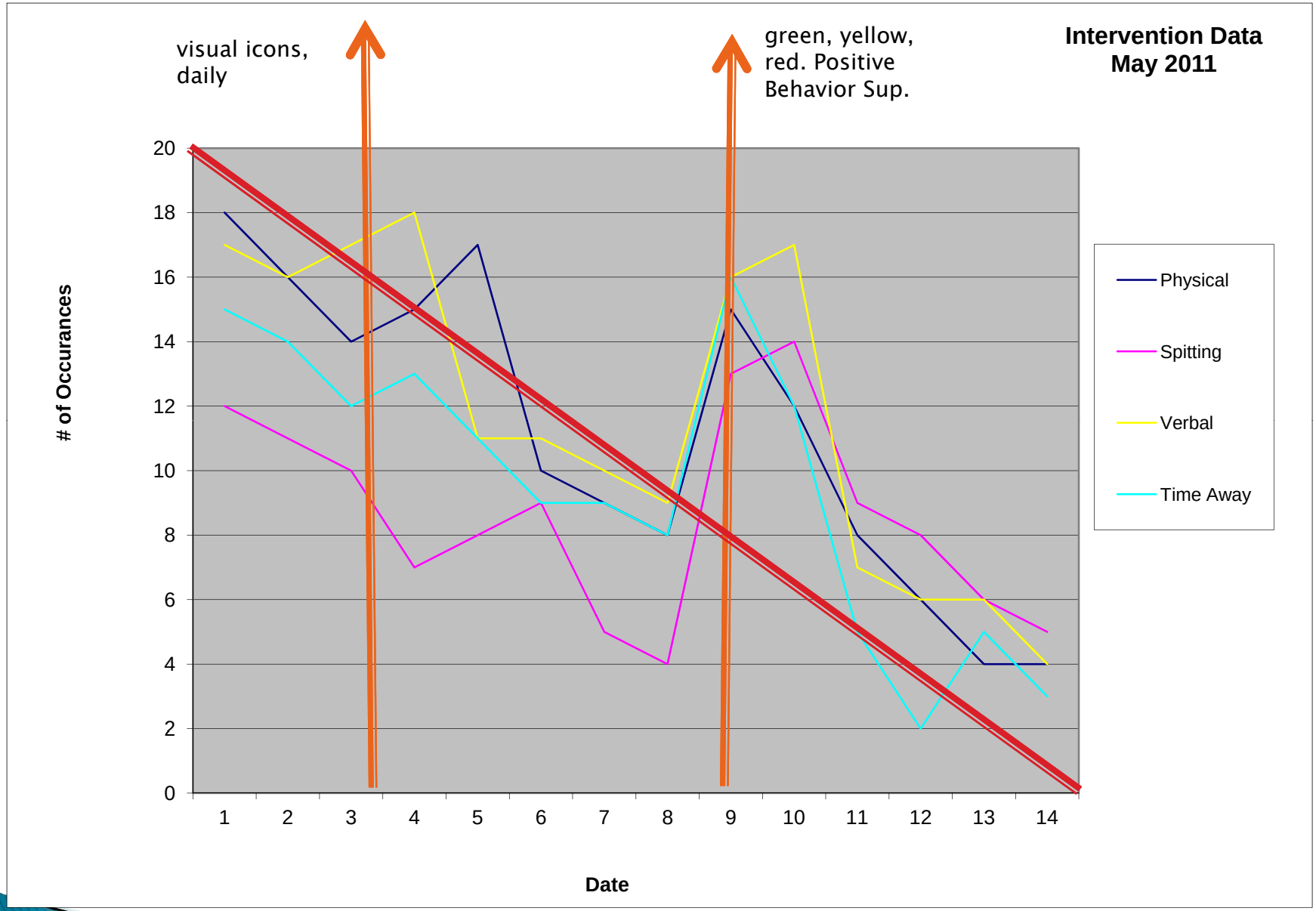
Having a behavior issue…put in an EBP

Lesson is failing…put in an EBP

Definition of Effective Practices

Effective Practices consist of documented practices and findings from evidence-based studies that can lead to greater student success. The use of effective practices involves matching a practice with student need and documenting the student response to the practice. Therefore effective practices involve knowledge of proven practices, professional judgment, and data collection.




visual icons, daily
green, yellow, red. Positive Behavior Sup.
Intervention Data May 2011
# of Occurances
20
18
16
14
12
10
8
6
4
2
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
Date
Physical
Spitting
Verbal
Time Away

Resources for EBPs in ASD

- NPDC: http://www.fpg.unc.edu/~autismpdC/
- OCALI: http://www.ocali.org/
  - Autism Internet Modules

- National Standards Project: http://www.nationalautismcenter.org
- Georgia State: EIC – ASD (Enhancing Instructional Contexts for Students with ASD)
  - http://education.gsu.edu/autism/index.htm
- Association for Science in ASD Treatment http://www.asatonline.org
  - Scroll Down and Click:
    - "How do I know if a specific treatment will work?

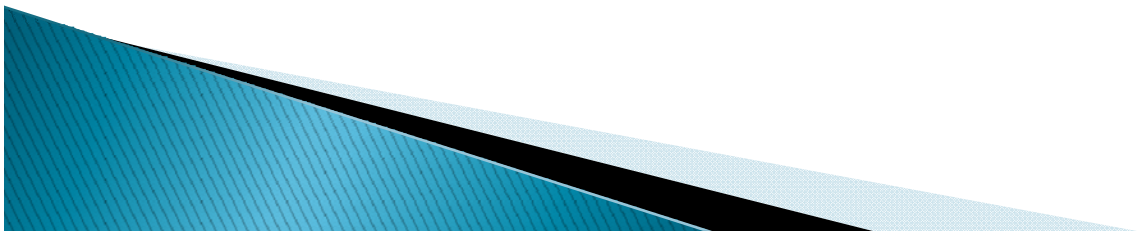
EBP – Video-Modeling

- Why it works:
- Visual processing strengths
- Slow down and repeat the action over and over
- Reduce anxiety of face-to-face role-plays
- Once videos are created, anyone can implement them and the visuals are standardized
- VM is more cost and time-efficient than in vivo modeling

-http://newsinfo.iu.edu/web/page/normal/5254.html

-Graetz, Mastropieri & Scruggs (2006)

-McCoy & Hermansen (2007)



Video Modeling Steps

- ***1.Target: Identify a target behavior to teach with VM***
- *2.Equipment: Identify equipment that can be used to: (a) create the video, and (b) show the video*
- ***3.Plan Script or Task Analysis: Create a script or task analysis of the behaviors you will show in the video***
- ***4.Baseline: Collect baseline data***
- ***5.Make the Video: Identify the viewpoint, models and record and edit the video***
- *6.Arrange Environment to Watch the Video: Identify time in the daily routine, have materials available*
- ***7.Intervention: Show the video to the student***
- *8.Monitor progress: Troubleshoot if there are problems*
- *9.Troubleshoot: Monitor problems*
- *10.Fade: Fade the video and prompts, if appropriate*

EBP – Visual Supports

- These can be put in place to increase independence and socialization
- Anything that turns verbal dialogue into a visual cue!
- Can include writing, pictures, icons, stick figures, 3D objects

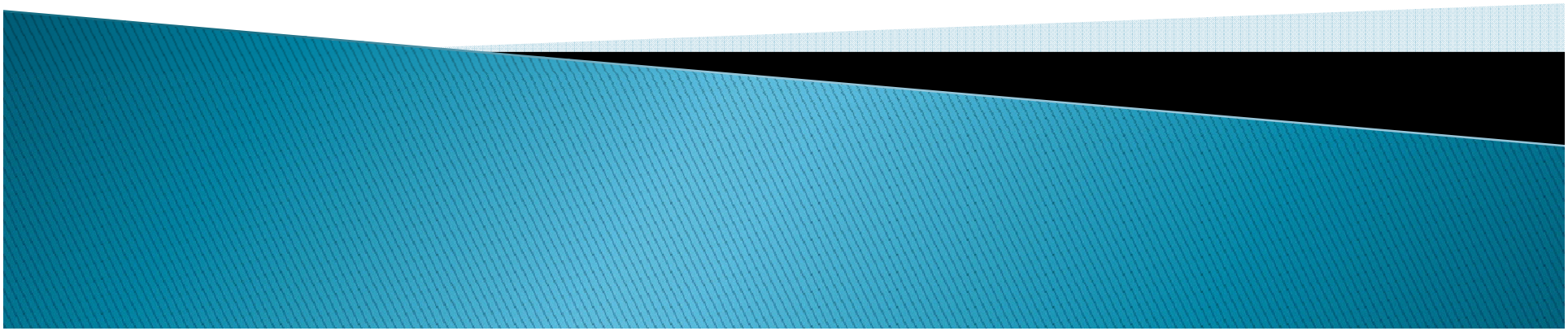
An Example of a Lunch Choice Visual System

Lunch Choice A	Lunch Choice B	Lunch Choice C
		

Student is independent in his choice

EBP- Peer mediated instruction / intervention

Kids teach other kids best!



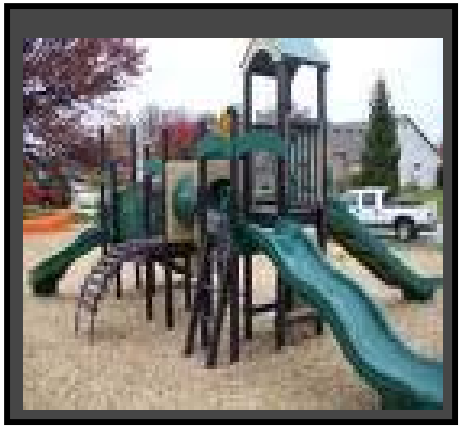
An Example of a Recess Visual Schedule

Today is Tuesday

At Recess Today I Will:

1

2



3

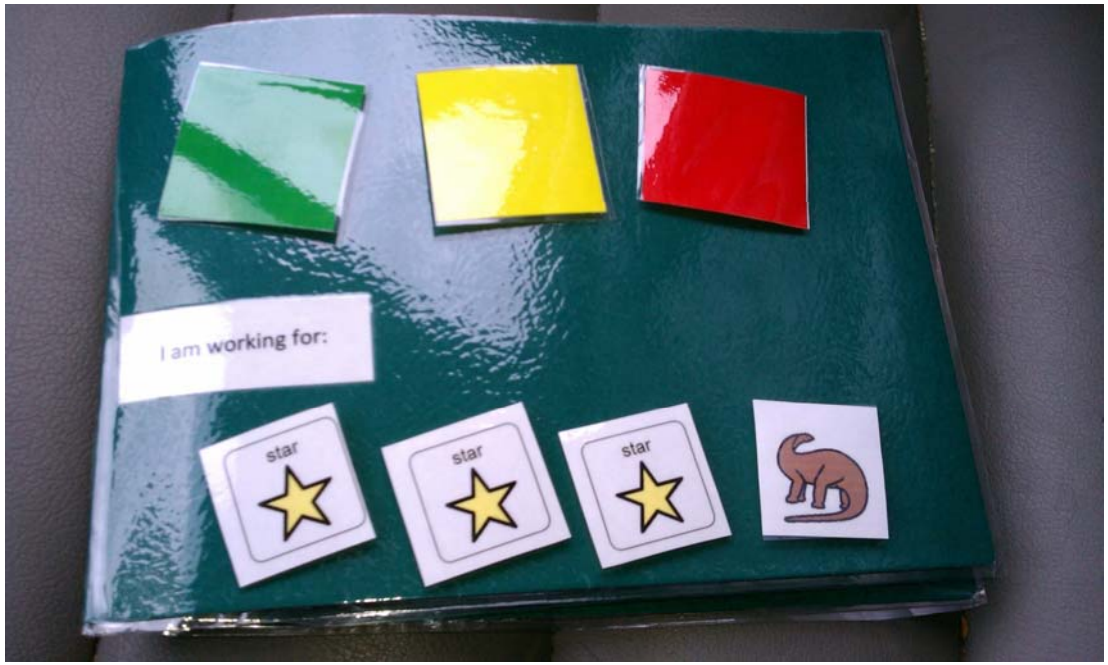
An Example of a Recess Visual Schedule

- Add peer engagement and interaction by asking a peer to play a recess activity with you.

- “Hi Tom, do you want to play on the:”

EBP- Reinforcement

- Token System
- Classroom store system
- Red, Yellow, Green



EBP- PECS
Picture Exchange Communication System

Conclusion

What new strategy have you learned

What will you change

What are you doing well