

DAY 3

TEACCH

HANDOUTS

HOW TO START STRUCTURED TEACCHing CLASSROOM

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TEACCH advanced certified trainer

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STRUCTURED TEACCHing – Where/how do we start ?

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STM – TEACCHing

- Each student is unique and requires individualized program that supports their learning styles and interest.



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MANY TIMES DUE TO AUTISM :

- *THE SITUATION IS OFTEN :* **FIGHT / FLIGHT**
-
- *DEFENSIVE MODE =* **WON'T OR CAN'T**
- **WHAT CAN WE DO ?**

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What can we do?



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Where do we start ?

1. **LOVE & TRUST (Brene Brown)**
(is the foundation)
2. *Find what they love to do and enter their world with that.*

1. **UNDERSTAND (What is going on)**
2. **FIND A SAFE PLACE (safe location, quiet)**
3. **LET GO (learn to let go)**

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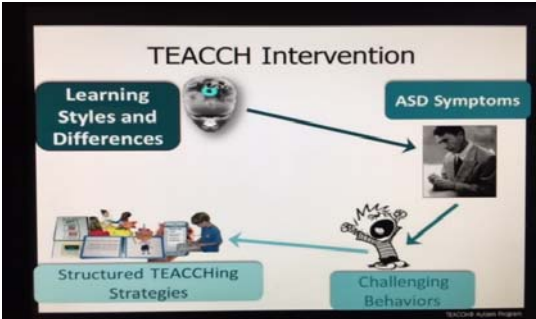
BE A SAFE PERSON – BE SUPPORTIVE



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ASD - TEACCH



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Characteristics of ASD that Influence Learning.

- 1. Implicit Learning
- 2. Differences in Attention
- 3. Visual Learner
- 4. Executive Function Difficulties
- 5. Difficulties with Multiple Perspective
- 6. Sensory Processing

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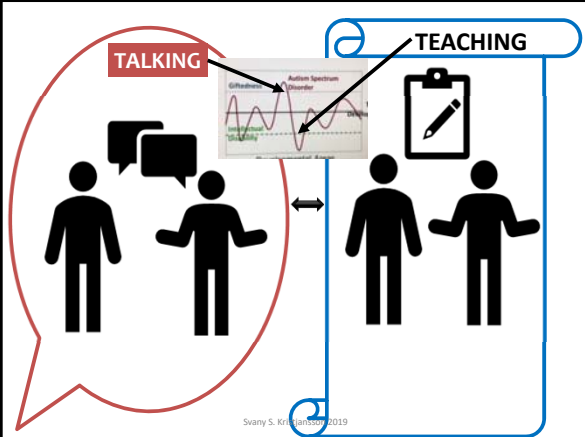
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WHAT DO WE NEED ?

- 1. STRUCTURED CLASSROOM
- 2. SCHEDULES
- 3. WORK SYSTEMS
- 4. COMMUNICATION SYSTEMS
- 5. ROUTINES – OUTSIDE – COMMUNITY
- 6. VISUAL SUPPORTS
- 7. RECIPES FOR ALL ACTIVITIES
- 8. New experiences to learn from

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GOOD ASSESSEMENTS Lead to individualized interest based IEP GOALS.

A MUST IN THE CLASSROOM :

- One on one teaching
- PLAY / LEISURE areas
- Transition – Schedule area
- Group – social - interactions
- Independent station
- OutsideSensoryComputer

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Good assessment also leads to interest based individualization:

- **HOW and WHAT to teach ?**




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TEACHING THE ACTIVITY

- **After demonstrating the activity, the trainer should guide the student through the task using the visuals, gestures and key words.**

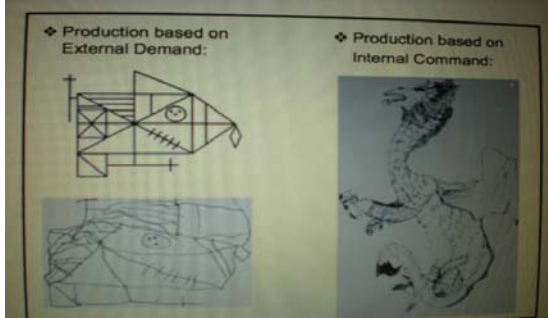
“ TEACH TO THE VISUALS”



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TEACHER driven / STUDENT driven



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TRADITIONAL VIEW **NEW VIEW**



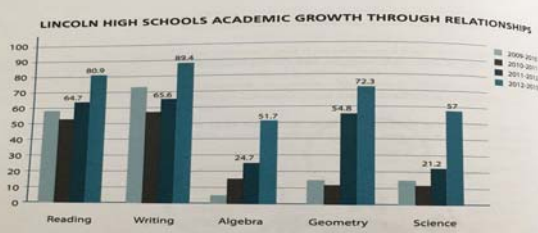
If we stay with a traditional approach, behaviors will escalate and we won't see the academic growth that could come naturally with the new approach.

The new role of the teacher is focused on relationship. This focus will merge the student and teacher into a powerful relationship with positive outcomes.

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LINCOLN HIGH SCHOOLS ACADEMIC GROWTH THROUGH RELATIONSHIPS



Subject	2009-2010	2010-2011	2011-2012	2012-2013
Reading	64.7	68.5	80.9	89.4
Writing	65.2	68.5	80.9	89.4
Algebra	24.7	24.7	51.7	51.7
Geometry	54.8	54.8	72.3	72.3
Science	21.3	21.3	57	57

“When working with trauma-impacted students, we must reach their hearts before we can reach their heads.”
- Dr. Ken Ginsburg

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START A ROUTINE

1. **STUDENTS COME IN PUT AWAY BACKPACK**
2. **GO TO TRANSITION AREA**
3. **GO TO PLAY AREA**
4. **EVERYONE IS HERE - TRANSITIONS TO GROUP TABLE – SMART BOARD – PROVIDE VISUAL INFORMATION OF THE DAY.**
5. **NEXT TRANSITION ALL TO DIFFERENT LOCATIONS**
7. **THE ONE WHO NEEDS MOST ATTENTION SIT DOWN WITH HIM/HER**

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SCHEDULE AND WORK SYSTEM

My Morning Activities before My Choice Time

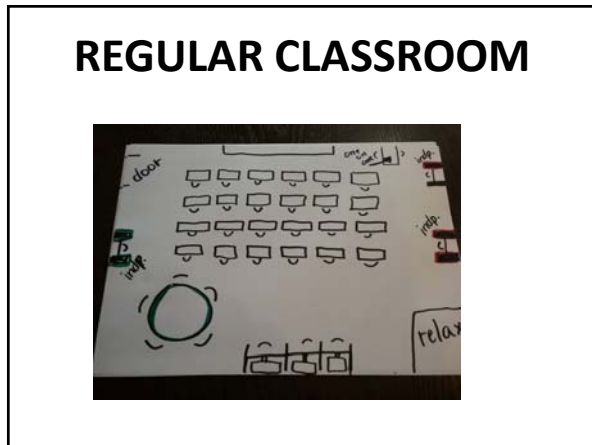
Arrival Said, "Good morning!" to everyone	Put my backpack & coat in my locker	Stood for pledge	Said "Good morning" to everyone	✓
Calendar Shared seated with group	Answered weather questions	Placed monthly & regions in order	Sung calendar	✓
Group Work Read all books in my group	Read my books to myself	Read my book for my	Looked at all books in my	✓
1:1 Work Shared stories	Did 1st activity	Did 2nd activity	Did 3rd activity	✓

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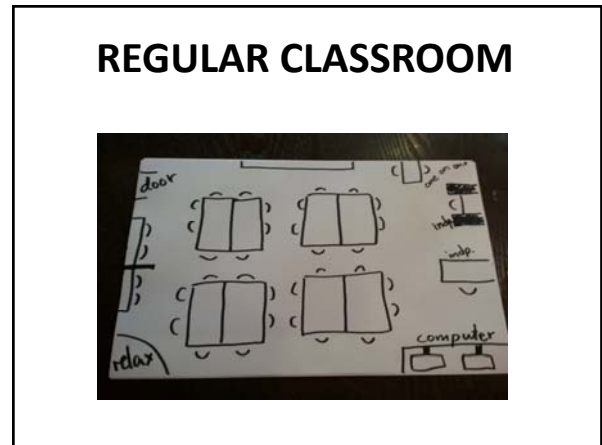
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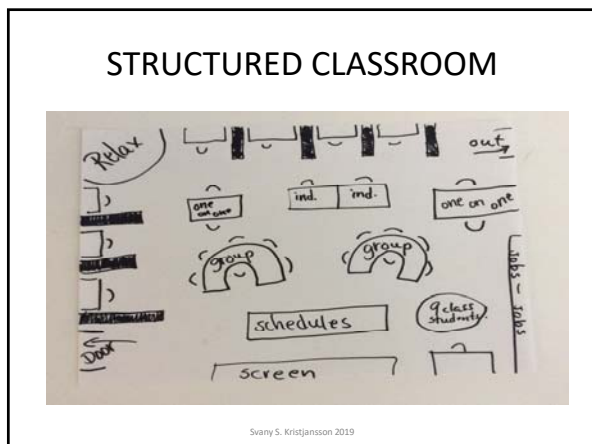
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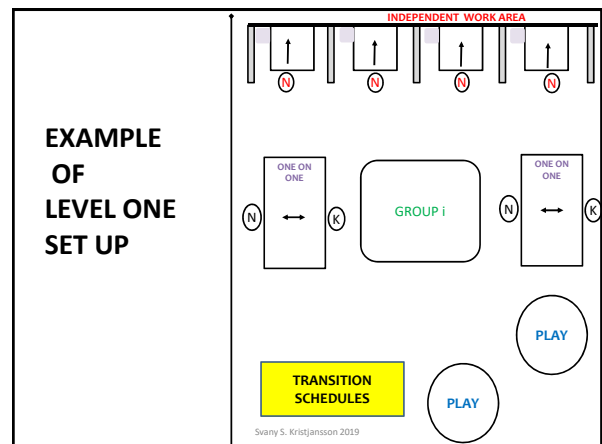
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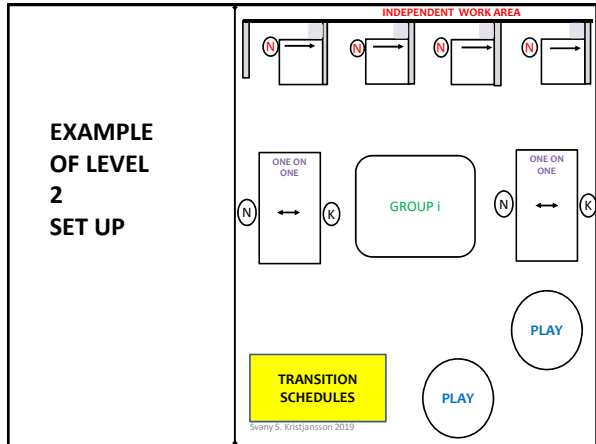
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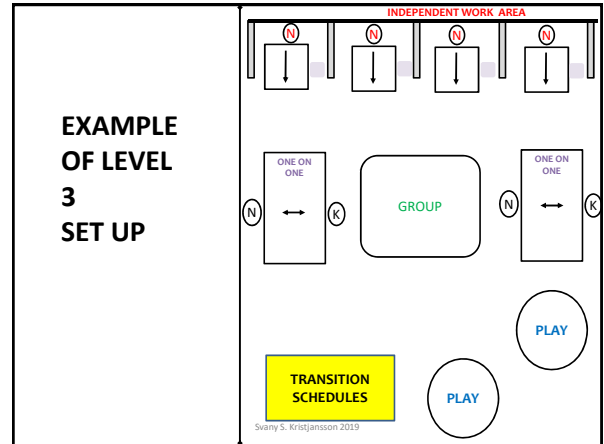
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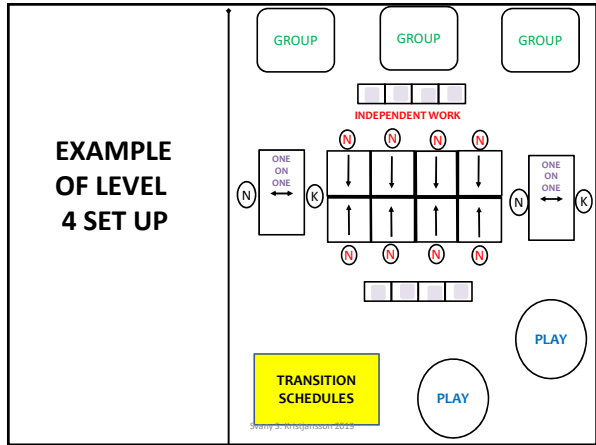
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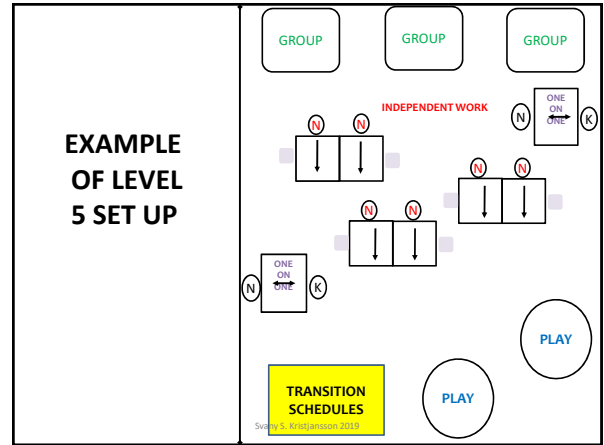
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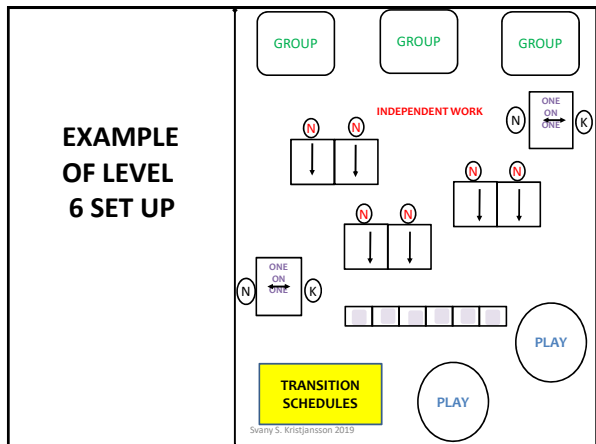
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STRUCTURED CLASSROOM



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STRUCTURED CLASSROOM



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Sample Structure in Regular Ed. Classroom



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Regular classroom INDEPENDENT AREA



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PHYSICAL STRUCTURE MIDDLE OF THE CLASSROOM



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STRUCTURED CLASSROOM



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PHYSICAL STRUCTURE



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PHYSICAL STRUCTURE- BOUNDARIES



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PHYSICAL STRUCTURE



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INDEPENDENT STATIONS



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INDEPENDENT STATIONS



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INDEPENDENT STATION/ INTEREST



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Physical Structure : Interest based Independent Station



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Physical Structure: Interest based Independent Station



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SCHEDULES TELL:

Where to go:

LOCATION - LOCATION - LOCATION

- ONE ON ONE
- GROUP – PLAY – SENSORY
- INDEPENDENT – BREAK AREA/CALM DOWN
- OUTSIDE – COMPUTER
- ART – MUSIC – P.E. - CAFETERIA – ETC.

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TRANSITION – SCHEDULES



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Schedule - Transition area



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DAILY SCHEDULE – INTEREST



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DAILY SCHEDULE – USE INTEREST



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DAILY SCHEDULE – USE INTEREST



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LEARN TO CHECK SCHEDULES



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Connecting meaning to location



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USING SCHEDULE CUE ...TO TRANSITION



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OBJECT SCHEDULE- need for separation



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SCHEDULE - INDIVIDUALISED



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SHOW CHANGE - STOP

- 1. Show **FIRST – THEN**
- 2. Show the word - **CHANGE**
- 3. Clear beginning and end
- 4. List of things to dobefore

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PREPARE STOP



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WORK SYSTEM SHOWS STUDENT:

- 1. WHAT TO DO
- 2. HOW MUCH TO DO
- 3. WHEN FINISHED
- 4. WHAT COMES NEXT

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WORK SYSTEM at Group



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WORK SYSTEM at Independent



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WORK SYSTEM – STANDING



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INDEPENDENT WORK AREA



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WORK SYSTEM CAN BE A LIST

- 1. PICK UP YOUR PACK BACK
- 2. GET OUT YOUR PENCILS
- 3. GET OUT YOUR WRITING FOLDER
- 4. PUT THE BACKPACK BACK ON THE FLOOR
- 5. OPEN YOUR BOOK
- 6. FIND PAGE 7
- 7 FILL IN 5 BLANKS .- WHEN DONE GIVE IT TO TEACHERGO TO BREAK AREA.

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WORK SYSTEM ON THE COMPUTER



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INDIVIDUAL CLASS SCHEDULE

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Determine length of Class activities:

Preschool = 3-5 years = 12 – 15 minutes

Elementary = 5-10 years= 15-30 minutes

Middle school = 10-15 years = 30 – 45 minutes

High school = 15-21 years = 30 -90 minutes

Activities include transition and what is next !

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Staff schedule

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ZONE

- Usually only implement if three or more staff
- Teacher assigned to an area within the classroom
- Teacher assigned to a type of activity or instruction

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STAFF SCHEDULES

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ZONE COVERAGE

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TEACHER A	TEACHER B	TEACHER C
1:1 ACADEMIC	INDEPENDENT	DOMESTIC
JOSHUA	DEREK WORK	SARAH LAUNDRY
	STANLEY COMPUTER	ALEX DISHES
	RICKY RELAXATION	
1:2 ACADEMIC	SOCIAL GROUP	AROBIC EXERCISE
DEREK	RICKY	Joshua
SARAH	STANLEY	ALEX

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STAFF - SCHEDULE - ROTATION

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TEACHER TO STUDENT

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9:00 - 9:30	
TEACHER A	TEACHER B
Joshua 1:1 academics	Sarah 1:2 = domestic
Stanley computer	Alex 1:2 = domestic
Derek independent	Ricky independent
9:30 - 10:00	
Ricky 1:2 social group	Derek 1:1 academic
Stanley 1:2 social group	Joshua exercise bike
Sarah relax routine	Alex independent

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FLEXIBLE GROUPS

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STUDENTS IN GROUP BASED ON :

- Skills
- Levels of independence
- Interest

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Provide balance in learning situations

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- One to one versus = independent
- **At table versus = Meaningful movement**
Preferred versus = non-preferred
- **Consider what is anxiety provoking**
- Incorporate aerobic physical exercise
- **Incorporate relaxation or calming sessions**

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TASKS STRUCTURE


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Good assessment leads to Individualization

WHAT to teach :

- Know emerging skills – ready to learn skills.
- Developmentally appropriate.

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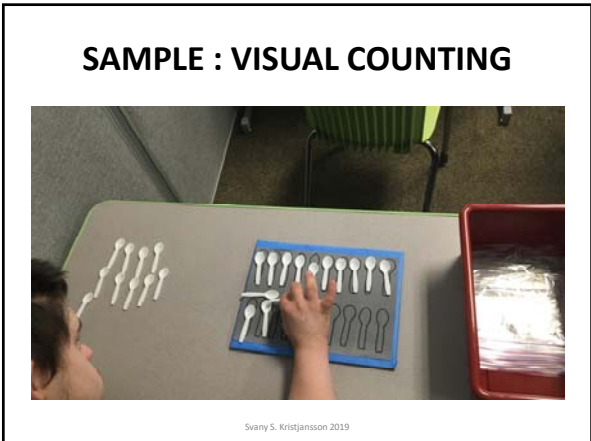
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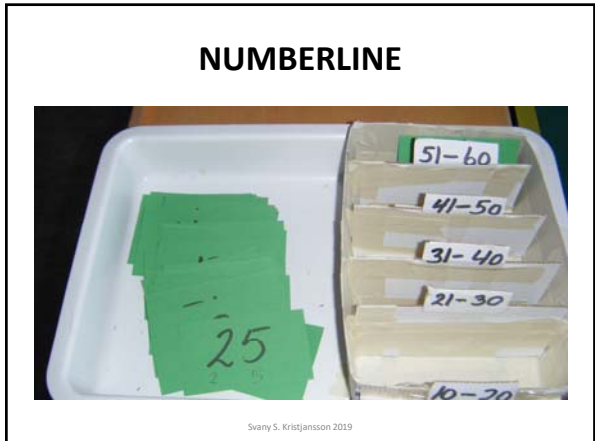
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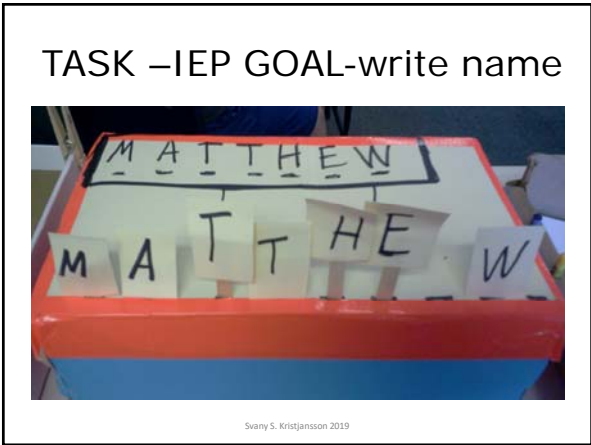
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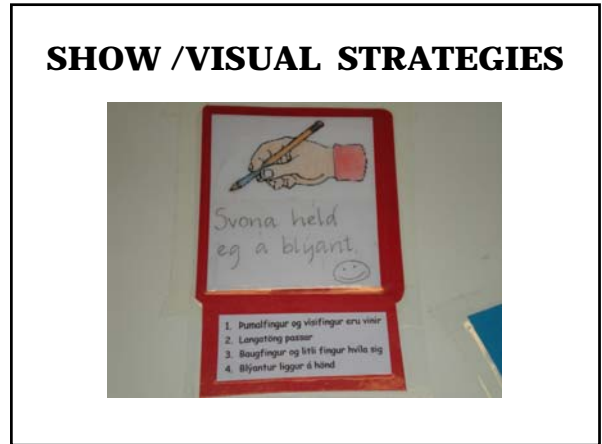
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HIGH INTEREST - SCHEDULE



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HIGH INTEREST SCHEDULE



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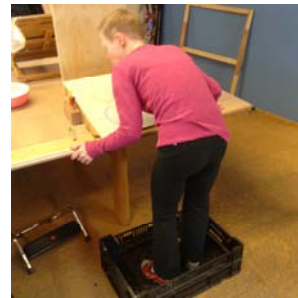
TASK STRUCTURE and WORK SYSTEM



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Structure-Approach to task



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COLORING TASK STRUCTURE -



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PUT IN - Task-STRUCTURE Clear beginning and end



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Pictures Support Communication skills



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RECIPE FOR MY VISIT TO NANA



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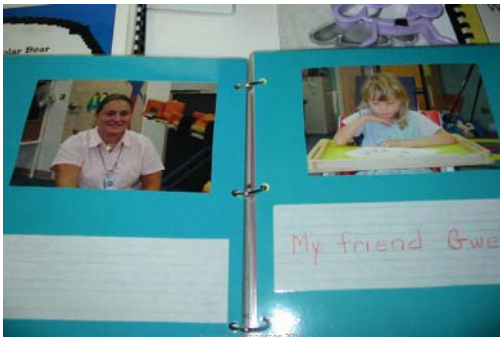
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MAKE A BOOK ABOUT ME



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COMMUNICATION SUPPORT



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WHO IS HERE TODAY ?



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VISUAL SUPPORT FOR SHAVING



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FULL INCLUSION FOCUS ON INTEREST



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PROVIDE VISUAL SUPPORT FOR RELAXATION



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NUMBERS ARE OFTEN BETTER

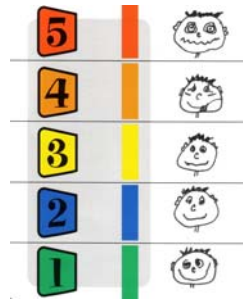


When teaching how to deal with frustrations, anxiety and anger.

Teach when student is calm.

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WHAT TO DO WHEN :



• SOLUTIONS:

- Ask for help
- Go for a walk
- Ask for food
- Computer time
- Sensory time

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CALMING ACTIVITY



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CALMING ACTIVITY



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MAKING A SALAT IS RELAXING FOR JOE



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SUPPORT LEISURE SKILLS



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LEARNING A JOB !



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CHECK OFF MY SCHEDULE



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QUALITY OF LIFE



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Communication sequence



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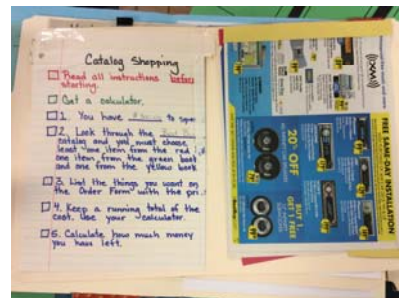
LEARN VIA CLEAR VISUAL SUPPORT



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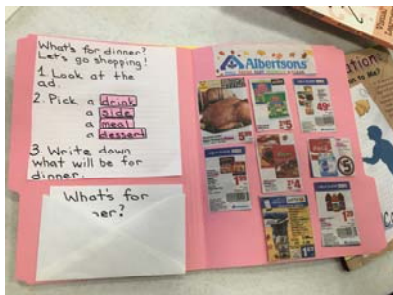
MATH ACTIVITY



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PLANNING SHOPPING



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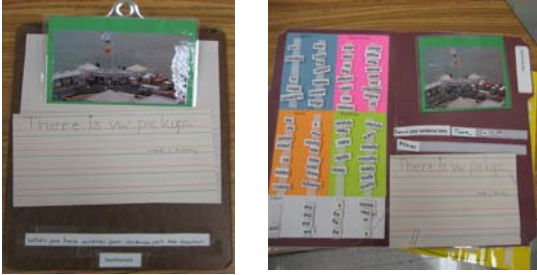
Visual Support for learning



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INCREASE INDEPENDENCE



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CAN FOLLOW VISUAL RECIPE



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STRUCTURED WORK



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COLOR SORT – FUNCTIONAL



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SIMPLE SORT – MEANINGFUL



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COLOR WORD - SORT



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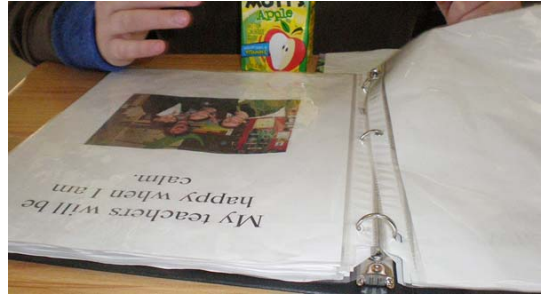
Functional tasks



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USE SOCIAL STORIES



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Curriculum and Schedule Monitoring Form

Person: _____ Date: _____
 Age: _____ Program: _____

	Communication	Social	Cognitive/ Academic/ Vocational	Motor: Fine/Gross	Independent/ Community Living	Leisure/ Play
1. group	Choose activity	Pass out materials Take turns	Read names	jitterbug routine	Take attendance report to office	
2. independent work	'check work' card		Follow directions: color words # to 10	Confine writing to lines		
3. center- art	Request needed materials	Share materials with peer		Scissors- small shapes	Clean up routine	Complete color, cut, # paste, model vehicles
4. 1-to-1 teaching	Attribute concepts: broken/ OK Answer yes/ no		Concept of 'more' with sets to 10	File shoes	Message delivery around school campus	
5. snack	Ask peers for their choices	Pass out materials		Spread with knife	Clean up routine	
6. P.E.	Request needed materials	Take turns		Throwing- ball w/ 1 hand, & aim		Throwing- 2 balls per turn, & counting pins
8. lunch & hygiene	Choices to servers	Wait in line Look to avoid bumping others		Spread with knife	Hygiene w/ mirror	

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So why are we trying ?

"Succeeding in school is one of the most therapeutic things that can happen to a child!

So do whatever it takes to help the child succeed in school."

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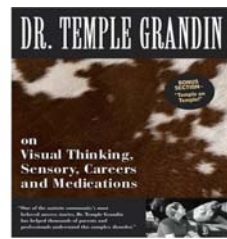
Resources.....

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Dr. Temple Grandin www.templegrandin.com

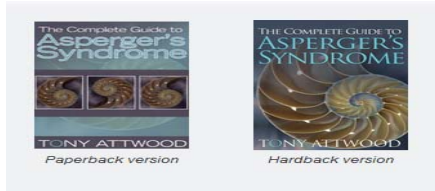


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Pretending to be Normal
by Lillian Holliday Willey.

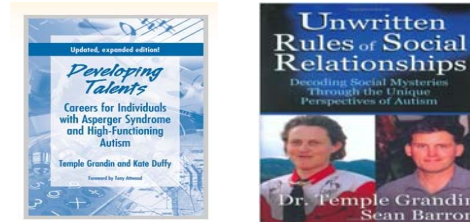


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Knott & Taylor, (2014). Life at university with Asperger syndrome: a comparison of student and staff perspectives, *International Journal of Inclusive Education, 18, (4)*, 411-426.

Macleod & Green (2009). Beyond the books: case study of a collaborative and holistic support model for university students with Asperger syndrome, *Studies in Higher Education, 34, (6)*, 631-646.

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THANK YOU !

- **We need people like you to support Students with ASD all around the world !**

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Clip from youtube.....

- Temple Grandin
http://www.youtube.com/watch?v=zzf80k5b_EM
- 5 Things Teachers Should Know About Students With Autism
https://www.youtube.com/watch?v=tx8G6_FsaU
- Me and my Autism
www.youtube.com/watch?v=ejpWWP1HNGQ

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The power of being Independent

- ***“It is not what you do for your children, but what you have taught them to do for themselves that will make them successful “***
- ***Ann Landers***

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TURNAROUND FOR CHILDREN

- <https://youtu.be/iQDKKsoKY1E>

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My Communication Bill of Rights

1. I have the right to my own thoughts and actual life.

2. I have the right to ask for what and why I want and where to get it.

3. ALWAYS have the right to say "No!"

4. I have the right to say what I feel.

5. I have the right to make my own, real, choices.

6. I have the right to say what I think.

7. I have the right to ask for, get and give information.

8. I have the right to know about the people in my life and everything happening to me.

9. I have the right to be taught to communicate and have what I need.

10. I have the right to have my communication system (and other things, to have them working and to be with people who know how to use it, like me) to help communication systems.

11. I have the right to be heard and understood, even if I don't have what I want.

12. I have the right to be part of my community.

13. I have the right to be treated with respect.

14. I have the right to be heard to and not about.

15. I have the right to be heard to and not with.

16. I have the right to be heard to and not with in a way I understand.

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STRUCTURED PLAY

FOR
CHILDREN
WITH AUTISM

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1

1

PLAY

Play will bring pleasure and is commonly accompanied by signs of positive affect.

Play involves active engagement in a freely chosen activity.

Play is intrinsically motivated, occurring without external demands or rewards.

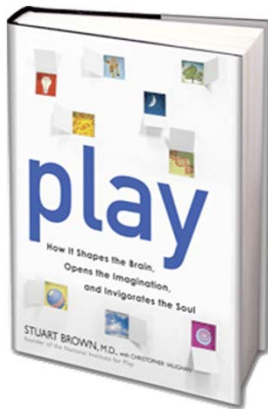
Play includes flexibility to do the unexpected change of rules and behavior. (Wolfberg '95)

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EVERYONE
SHOULD
READ
THIS BOOK !



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3

HUSKY – POLAR BEAR FRIENDSHIP?



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4

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STUART BROWN finna betra clip

https://youtu.be/xPM8C1_Cvxk

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5

EMPATHY – SYMPATHY

- <https://youtu.be/1Ewgu369Jw>

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Play teaches social skills, empathy, adaptability, cognition and problem solving skills.

(Stuart BROWN '09)

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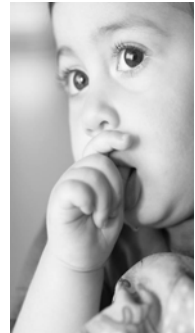
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SOCIAL INTERACTION ISSUES

in Autism:

Children with autism struggle to understand the intents, internal states and meaning behind people's social and communicative behavior.

(Frith '89)



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Children with Autism struggle with:

- *Joint attention*
- *Knowing intent*
- *Knowing internal states*
- *Knowing meaning behind facial expression*
- *Direct attention*
- *Social sharing*
- *Social engagement*

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We know that:

All learning begins with social interaction.

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- Social interactive routines are the framework for language and communication.

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SOCIAL INTERACTION ROUTINE

Joint action routines are important for all children but even more when you have child with autism.

They give opportunity to experience repeatedly, sets of events that thus become known to the child. (Bruner '82)




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JOINT ACTION ROUTINES

- These routine experiences will enhance the child's progress to establish an understanding of the adult intent.
- (Bruner '82)



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Joint Action Routine

Will support so:

THEY BEGIN TO KNOW /UNDERSTAND OTHER PEOPLES INTENT !

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Joint action routine



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SOCIAL PLAY – LEVELS

- A) Solo play = Proximity play
- A) Social enjoyment play = Proximity play
- A) Spectator play = Proximity play
- B) Parallel play
- C) Associated play – Parallel play
- D) Co-operative play – Cooperative play
- E) Simple pretend -- Sharing play
- F) Pretend – Sharing play
- G) Turn taking
- H) Complex rules

M.SHERIDAN '78, Watson, '89

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SOLO PLAY = PROXIMITY PLAY




It may look like I don't want to play with other kids, but I just don't know how to get them to like me.

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SOLO PLAY ---- PROXIMITY



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Solo play - Explore - PROXIMITY



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Social sharing - PROXIMITY



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Imitative/spectator play= PROXIMITY



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PARALLEL PLAY



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Imitative play - Parallel play



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Structured - Music PARALLEL PLAY

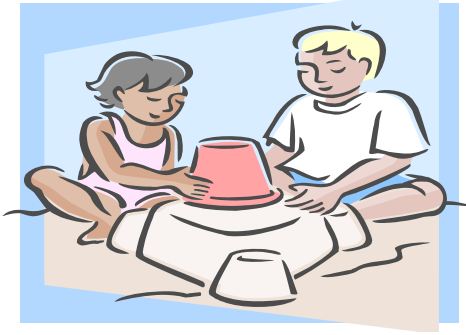


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SHARE PLAY



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SHARE PLAY



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COOPERATIVE play



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PLAYING COOPERATIVELY

Yes, it's possible.

Practice taking turns

Model empathy for them

Do chores together

Plant a garden together

Learn more ways to teach your kids empathy and cooperation!

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COOPERATIVE play



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TURN TAKING (teaching)



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Structured Turn Taking



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TURN TAKING



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STRUCTURED TURN TAKING



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Structured Game – Turn Taking

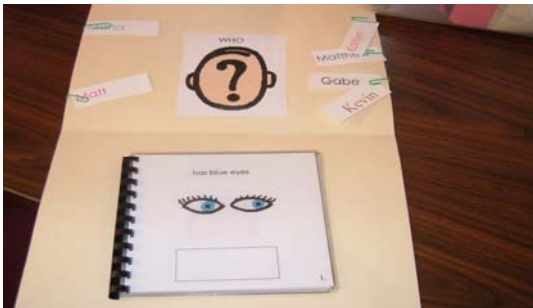


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Structured Turn Taking in PEER GROUP



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Games w/rules - TURN TAKING



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SHOW LEVELS OF PLAY:

- **PROXIMITY**
- **PARALLEL**
- **SHARING**
- **COOPERATING**
- **TURN TAKING**

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Let's OBSERVE - Level of play?



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Let's OBSERVE – level of play?



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HOW DO WE START?

Assessment:

- *Watch*
- *Listen*
- *Engage*
- *Show*
- *Have fun*



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We start with interest



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And then



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HOW DO WE START?

What is:

Important, motivating, interesting to the child?

How does he/she:

Communicate, ask, reject, comment.

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STRUCTURED Play



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STRUCTURED PLAY

- EACH STATION HAS A SPECIFIC TOY ACTIVITY
- BUILDS A ROUTINE AROUND EACH TOY ACTIVITY
- HAS A CLEAR BEGINNING AND END
- TEACHES THE CHILD PREDICTABILITY
- BUILDS IN ANTICIPATION

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STRUCTURED PLAY

Station A : plan the sequence – of interactions – games

Station B: focus on initiation and learn words during play.

Station C: Listening, fine motor activities follow directions, memory.

Station D: musical instruments, math, rhythm.

Station E: use obstacle course, follow instructions, remember what to do.

Games change as they learn more.

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STRUCTURED PLAY

- **LEVEL ONE:** Individualized, teach the child the game, the routine, then later he /she able to include additional person.
- **LEVEL TWO:** Small group, child knows the game but not the kids, focus on his level of attention
- **LEVEL THREE:** Large group, knows the game and the kids and will participate for a while...remember tolerance level.

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Structured Play



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STRUCTURED PLAY

- Collect toys for specific areas.
- Cover toys when not used, if necessary.
- Begin with the bubble gun.
- Wait for him to request more.
- Wait for him to respond back to your initiation of interaction....wait...wait..
- Introduce the toys....in a playful manner

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STRUCTURED PLAY

First with adult then with PEERS:

➤ **Model and direct the play**

- You show the peer how you have played.
- You monitor the peer's interaction

➤ **Verbal guidance**

- You ask the peer and talk him through the social process to benefit both

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STRUCTURED PLAY ROUTINE

- Set up obstacles to the desired object (out of reach)....
- First you play with the toy and then you put it away...

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STRUCTURED PLAY ROUTINE

- Set up problem solving situations, give the child a shoe instead of the puzzle/shape.



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STRUCTURED PLAY USE INTEREST



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STRUCTURED PEER PLAY W/ SUPPORT



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Structured Play



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STRUCTURED PEER PLAY



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RESEARCH SHOWS US :

CHILDREN WHO DO NOT PLAY BECOME:

- *Depressed*
- *Socially – emotionally delayed*
- *Agressive*
- *Have 30% smaller brain than other children who play a lot.*

(The American Academy of Pediatrics)

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Having fun is the goal !



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THE GOAL OF PLAY
IS TO DEVELOP
EMPATHY,
FRIENDSHIP
AND
UNDERSTANDING !



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POWER OF PLAY

- **THE OPPOSITE OF PLAY
IS NOT WORK
BUT DEPRESSION!**
- (Stuart Brown)**

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**GROUP WORK:
MAKE A PLAY ACTIVITY**

Pair up with a partner and make a play activity:

**Think of following: PROXIMITY – PARALELL PLAY
SHARING PLAY – COOPERATIVE - TURN TAKING**

-Where and how to teach
-Move to independent play
-Later include others
-How to Move to next level

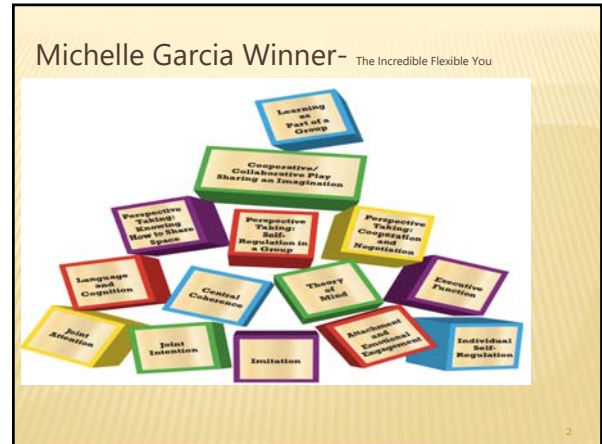
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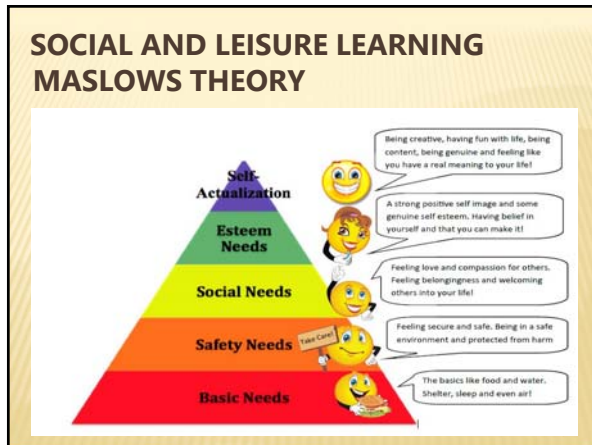
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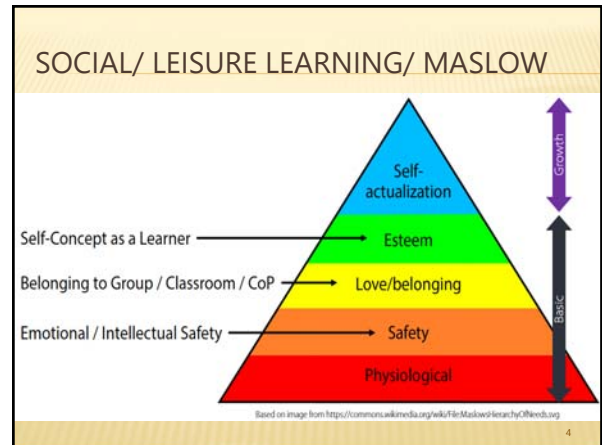
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SOCIAL LEARNING THEORY - BANDURA

× https://youtu.be/sQnDq_bVBUw

5

SOCIAL LEARNING

× <https://youtu.be/MEhSk71gUCQ>

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SOCIAL COMPETENCY MODEL
www.socialthinking.com

LEVEL 4 : SOCIAL RESPONSES

LEVEL 3 : DECISION MAKING

LEVEL 2: SOCIAL INTERPRETATION

LEVEL ONE : SOCIAL ATTENTION

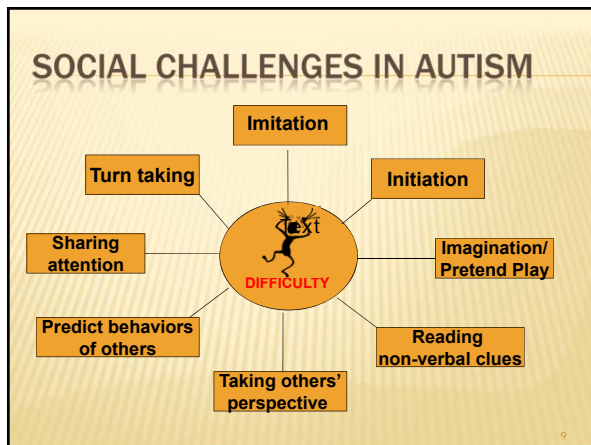
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SOCIAL LEVELS

LEVELS OF INTERACTION

- ✘ A. Proximity (**no awareness**)
- ✘ B. Parallel play (**some awareness**)
- ✘ C. Sharing (**awareness of other**)
- ✘ D. Turn taking (**perspective**)
- ✘ E. Simple rules (**perspective**)
- ✘ F. Reciprocal social interaction

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Strategies to Develop Leisure and Engagement skills.

- ✘ 1. ASSESSMENT
- ✘ 2. PROVIDE SUPPORT
- ✘ 3. FOCUS ON STRENGTHS
- ✘ 4. COMMUNICATION SUPPORT
- ✘ 5. TEACH THE SKILL

10

WHERE DO WE START???

With ASSESSMENT of course!

Social Level Social Skills Social Interest

Information from parents, caregivers, teachers

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LEISURE VS. SOCIAL ACTIVITIES

Individual Leisure Activities

↓

Things we do alone to relax and have fun

Social Activities

↓

Things we do with other people

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HOW DO WE GET TO HERE

- × We observe
- × We imitate
- × We explore
- × We play
- × We join others
- × We initiate
- × We pretend
- × We communicate
- × We relax

A black and white photograph of two young children, a girl and a boy, sitting in a wicker basket filled with colorful toys. An arrow points from the title 'HOW DO WE GET TO HERE' down to the basket.


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Social Studies and Research

- × Different from the start - Infant study with Infants - Faces vs. Shapes
- × Reading the Mind in the Eyes - Simon Baron-Cohen
- × Social Attention - Yale Study

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OUR PERSPECTIVE

A large black rectangular area covering the bottom two-thirds of the slide.

15

Neuro-Typical View Point


- × Rude
- × Self-absorbed
- × Aloof
- × Abrupt
- × Withdrawn
- × Bossy
- × Passive

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One word to describe...

17

BIG BANG THEORY – VIEW OF US..

A scene from the TV show 'The Big Bang Theory' showing characters in a clothing store.

18

ASD Perspective Of Us

- ✘ Boring
- ✘ Intrusive
- ✘ Rushing me
- ✘ Confusing
- ✘ Flip-flopping
- ✘ Not Loyal
- ✘ Surface friend
- ✘ Lies

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How do we start ?

- ✘ **Physical Structure** (*where to sit and play*)
- ✘ **Schedule** – (*when to play*)
- ✘ **Work/Activity System** (*how many times*)
- ✘ **Visual Support** (*What to say and choices*)

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STRUCTURED SOCIAL

- ✘ Being able to sit in a small group is one of the beginning steps to social learning.
- ✘ **“Attending”**



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STARTING Routines will:

- ✘ Provide meaning
- ✘ Predictability
- ✘ Skills (Manners)
- (but make them visual)**

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Start 1:1-Foster a Relationship

- ✘ People are trustworthy
- ✘ People are fun
- ✘ My (teacher, SLP, counselor, principal, mom, dad) are the most reinforcing “things” in my environment
- ✘ Build from fun into social

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Introduce Social Rules and Routines

- ✘ Teach the power of eye contact
- ✘ Value of joint attention
- ✘ Social routines (greetings, small talk, good bye)
- ✘ Manners
- ✘ Turn taking

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PEER PLAY WITH OLDER KIDS
- Michelle Garcia Winner

FOCUS ON:

- ✗ Conversation skills (interview)
- ✗ Perspective taking (ask questions)
- ✗ Emotional understanding
- ✗ Social understanding
- ✗ Friendship understanding

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PAIRED SOCIAL = PEER PLAY

1. *Watch the game from afar*
2. *Learn the game w/teacher*
3. **PLAY W/ ONE PEER**
4. **PLAY W/ FEW PEERS**



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PAIRED SOCIAL = PEER PLAY

- ✗ *Play the game with one peer*
- ✗ *Play the game with 2 peers.*



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PERSPECTIVE ...CLIP



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PEER interaction for teens

TOPICS:
or what to talk about.


- ✗ Things they both know about
- ✗ Activities they have gone through together
- ✗ Products they will make
- ✗ Places they have been.

* For support use pictures, photos or toys.

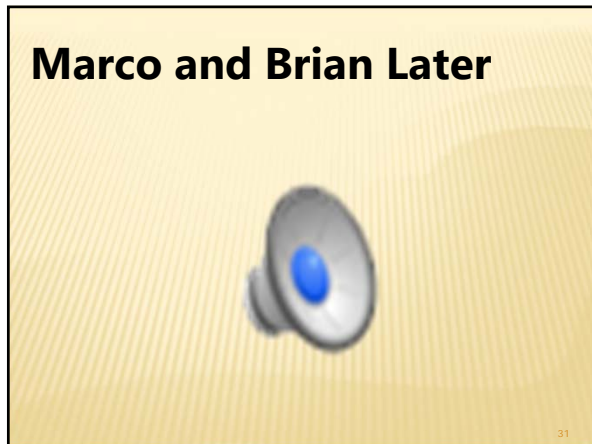
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Scripted Conversation



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ASSESS LEISURE INTERESTS

✘ An Example:

Friend's Group Interest Inventory

Name: _____
 Age: _____
 School: _____

Favorite Food: _____ Favorite Color : _____
 Favorite Restaurant: _____ Favorite School: _____
 Favorite Book: _____ Favorite Computer Game: _____
 Favorite Subject: _____ Favorite TV Show: _____
 Favorite Game: _____ Favorite Movie/video: _____

• Something you like to do with another person?
 • Something you like to do most of all?

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CREATING A SOCIAL GROUP

✘ **Considerations:**

- + Close in age
- + Shared Interests
- + Compatible social levels
- + Similar skill levels
- + Varied group size

✘ **Determined Through Assessment**

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TEACHING TIPS

- ✘ 1. Talk with family
- ✘ 2. We get input from student
- ✘ 3. We structure materials
- ✘ 4. We gradually add more complexity
- ✘ 5. We adapt and Individualize materials.
- ✘ 6. Make the activity interesting and meaningful
- ✘ 7. Use variety of different strategies

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VIDEO MODELLING IS VERY HELPFUL

✘ **Research:**

- + Videotape appropriate behavior and let the student watch
- + Change in behavior has often been drastic
- + Visual approach to teaching

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Carol Gray: Comic Strip Conversations

COMIC STRIP CONVERSATIONS

Conversation Symbols Dictionary

- everyone talking at once, or a choir/voices in unison
- listen (as part of a group)
- Interrupt (when someone is still talking)
- LOUD words
- quiet words
- LOUD or quiet words
- Interrupt (when two people are already talking)
- talk (words people say)
- listen
- thoughts

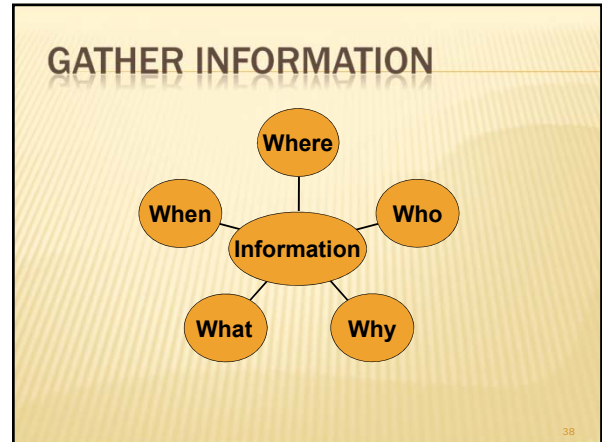
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SOCIAL STORIES by Carol Gray

The goal is to teach social understanding.

- ✦ Describe a social situation for support.
- ✦ Share accurate relevant social information
- ✦ Make abstract concepts and ideas visually clear and concrete.

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TAILOR THE TEXT

✦ The story has:

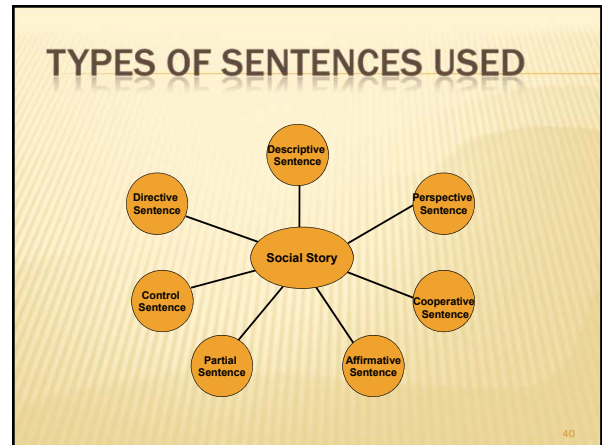
- + An introduction
- + A body
- + A conclusion



Eating at the Table

Usually people eat meals at a table.
 This makes it easier to eat neatly and safely.
 I will try to sit at the table while I am eating.
 Mom likes it when I eat at the table.

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SOCIAL STORIES SENTENCES

- ✦ **Descriptive** ✦ Truthful, opinion-and-assumption-free statements
- ✦ **Perspective** ✦ Sentences that refer to or describe a person's feelings, internal state, knowledge and thoughts, beliefs, opinions, motivation, physical condition/ health
- ✦ **Affirmative** ✦ Stresses an important point, references a rule and/or reassures
- ✦ **Cooperative** ✦ Sentence in which others who can assist is mentioned.
- ✦ **Partial** ✦ Encourages the person with ASD to make an educated guess. A portion of the sentence is left blank.

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SAMPLE STORIES : PLAY WITH ROCKS

Children like to play outside. I like to look at rocks when I am outside.

When I look at rocks, I pick them up and then put them back on the ground. It is fun to look at rocks.

My teacher and my mom are happy when I play nicely with my rocks. I am a good boy.

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SAMPLE STORIES: - GRANDPA'S PARTY

My Grandpa is having a birthday party. He wants me to come. Grandpa is happy when I go to his party.

I can have fun at the party. I can sing Happy Birthday to my Grandpa. I can say hello to people I know.

I can sit and watch. My mom and my grandpa will let me know what to do and where to sit down.

Birthday Parties are fun. My grandpa will be happy that I am there.

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SOCIAL THINKING Strategies

Michelle Garcia Winner (resources)

- × 1. Incredible Flexible You
- × 2. Social Detective
- × 3. Super Flex
- × 4. Thinking about you thinking about me.

Website for Michelle
www.socialthinking.com

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TIPS

- × Don't be afraid to draw
- × Adjust your drawing and your language to the student's receptive and developmental skills.
- × Use this whenever you feel that a student needs a visual/pictorial reminder to understand the perspective of others.

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Group Activity

WRITE A SOCIAL STORY: SAMPLE

- × 1. Describe the situation
- × 2. Tell what is going on
- × 3. Provide guidance
- × 4. Affirm good choices
- × 5. INCLUDE Perspective

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Problem Solving

Structured Teaching Model

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Bo from Sweden

- <https://youtu.be/cBOIE1KXXkU>

2

Dr. Ross Greene

- <https://youtu.be/jvzQQDfAL-Q>
- Dr. Barry Prizant
- <https://youtu.be/mlhoV-Szj0I>

3

3

We must Understand our Student's Autism!

See the world through the Autism lenses....



4

4

TEACCH



5

5

Understand The Autism

What is the REASON for the behavior?

Difficulties in :

- Communication
- Sensory – overload
- Organization
- Change
- Socialization
- Skill Mastery

6

6

Source of Stress

Uncertainty

Unexpected Events

Lack of Control


7

STM Interventions


- Emotional Regulation
- Physical Structure
- Visual Cues/Schedules
- Sensory Strategies
- First-Then Strategies

8

STM supports Emotional Regulation



Self Regulation



Mutual Regulation

9


Strategies To Recover From Dysregulation

- Provide Sensory input
- Go to Quiet area
- “Leave me alone”
- “Don’t talk”
- Scripts and visual reminders

10

Does The Student Understand Expectations:

- What am I doing, where am I going?
- How much, how long, how to?
- When am I finished?
- What happens next?



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Is it Visually Clear?

- Picture
- Demonstration
- Manipulate
- Writing
- Gesture
- Highlight

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What is in it for Me?

Meaningful for me?:

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Strategies to Help

- ✓ Be Flexible and Offer Choices
- ✓ Calm place/Develop routines when upset
- ✓ Wait Card/Place to do things
- ✓ If the child is upset stop talking and use nonverbal means to communicate.
- ✓ Prepare ahead of time for transitions and changes

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Strategies to Help

- ✓ Make the beginnings and endings very clear
- ✓ Make EXERCISE part of the daily routine
- ✓ Visual cues and schedules
- ✓ Use child's interest to motivate
- ✓ Turn down lights and, keep noise to a minimum

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15

Clip from youtube.....

- Temple Grandin
http://www.youtube.com/watch?v=zzf80k5b_EM

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BUILDING COMMUNITY ..

The Human Touch

- Classroom teachers give young people what they sometimes get nowhere else in society – a sense that they have promise, that they have talents, that they are special.
- If you are a young person who is not quite sure that you are welcome in this society, one of the most important people in your life could be a teacher who accepts you.

• Parker J. Palmer

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17

PROBLEM:	
<small>Adapted from form developed by Ruth Fuller and Sue McCarter TEACCH, North Carolina.</small>	
How autism could effect this behavior: <ul style="list-style-type: none"> •Communication •Reciprocal Social Interaction •Repetitive Behavior •Sensory Issues •Motor Planning 	Elements from structured teaching that could help:

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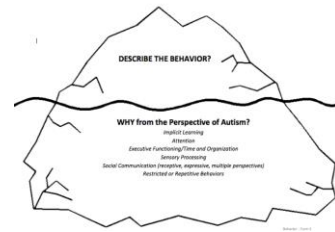
In your groups

- Share a problem and use the problem-solving sheet to identify how the Autism is impacting the behavior
- And then identify STM strategies to support.

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Behavior Problem Solving Process and Questions



STEP ONE A: DEFINE BEHAVIOR

Clearly define the behavior in concrete terms

STEP ONE B: DESCRIBE THE ACTIVITY OR EXPECTED BEHAVIOR OF THE INDIVIDUAL

- Is the expected activity at the individual's developmental level
- Are the expectations and activity age appropriate

STEP TWO: COLLECT DATA (for today, use your memory of past incidents)

- **Setting/Situation:** *where, when, with/by whom, activity, biological issues, other*
- **Antecedents** What is happening just prior to when the behavior occurs: *getting attention, not getting attention, demand placed, item or individual removed or unavailable, other*
- **Consequences** Response(s) of others after the behavior occurs: *no attention, access to attention/tangible/activity or escape from attention/tangible/activity, other*
- **Individual's Response:** *how did the individual respond to the consequences?*
- **Comments:** *when does it not occur, other*

STEP THREE: GENERATE HYPOTHESIS

Develop an understanding of the reasons underlying the behavior-develop hypotheses

A. **Iceberg concept**-the perspective of autism. Which may be relevant?

Learning Styles of ASD

- Implicit learning
 - Are there skills that you assume the individual should know or skills that need to be taught more explicitly?
 - Does the individual understand the meaning behind the activity? Why is this skill or behavior important from the individual's perspective?
 - Does a skill need to be generalized?
- Attention
 - Have we highlighted what the individual should attend to or toned down the distractions?
 - Does the individual have a warning or way to anticipate that it is time to shift his/her attention?
 - Does the task require the individual to attend to more than one thing at a time?
- Executive functioning/Time and organization
 - Is his/her organization al skills/ability to initiate or sequence events or understanding of time causing any difficulties?
 - Does the activity have a clear concept of finished?
 - Does the Individual know what to do while waiting?

Symptoms of ASD

- Communication: receptive, expressive
 - Does the individual know what is being asked?
 - Is there a concrete visual instruction for the expected behavior?
 - How does the individual communicate?
 - What might the individual be communicating with his/her behavior? What is a more expected way for he/she to communicate this need/desire?

- Social communication: multiple perspectives
 - Does the individual have the skills to appropriately engage another person?
 - Other than social motivation, why should the individual engage in the expected behavior?
 - Does the student understand other people’s perspectives?
- Restricted or repetitive behaviors or interests
 - Is the individual driven to complete a specific routine? Is this a functional routine?
 - Does he/she have a strong interest that is causing difficulty or could possibly be used to enhance engagement?
 - Does the individual learn routines quickly?
- Sensory processing
 - Are there obvious signs of sensory seeking behavior?
 - Does the individual have some sensory aversions that may be related to the area of concern?
 - Does the individual appear to get overwhelmed by certain types or amounts of sensory input?

B. Functional Behavior Assessment - Review the collected data/information (antecedents and consequences). *Thoughts on what individual was confused about or **trying to communicate**.*

STEP FOUR: DESIGN AND IMPLEMENT INTERVENTION AND PREVENTION based on hypothesis

A. DEVELOP OR MODIFY THE MEANINGFUL STRUCTURE

Strategies need to match individual’s developmental level and might need to be explicitly taught.

- a. **Physical Structure** – how will you change the environment?
 - a. **Boundaries**
 - b. **Address sensory issues** – How will you minimize distractions and reduce stimulation (visual, auditory, tactile, olfactory)
- b. **Schedule** – how will you improve the schedule to clarify expectations and balance activities? (use strengths and interests, provide choices, engage in tensions reduction activities, socialize with peers)
- c. **Work system** – how will you highlight “WHAT TO DO, clarify FINISHED, and WHAT’S NEXT
- d. **Visual Instructions** – how will you modify tasks to be more meaningful, clarify instructions, and how materials are structured?

B. TEACH NEW SKILLS TO ADDRESS THE BEHAVIOR

- a. **Teach expressive communication skills to address the function of the behavior** i.e., a replacement behavior
- b. **Teach social skills** i.e., turn taking, sharing, social rules, social perspective taking, **and** initiation of social interactions
- c. **Teach coping skills and emotional control strategies** i.e., relaxation routine, calming activity, identifying an emotion

STEP FIVE: CREATE A PLAN FOR WHEN/IF THE BEHAVIOR OCCURS

- a. How to address the behavior in the moment
- b. Reevaluate data and repeat steps three and four

Behavior Problem Solving Process Form

STEP ONE A Define the Behavior in clear concrete terms	STEP TWO Collect Data Setting/Situation Antecedent Consequence	STEP THREE Generate Hypotheses from perspective of Autism ICEBERG	STEP FOUR A Develop or Modify Meaningful Structure	STEP FOUR B Skills to be Taught Expressive Communication Social Skills Coping/Emotion Regulation
		----- ----- ----- ----- ----- ----- -----		
STEP ONE B What was the Expected Behavior or Activity of the Child (in that situation)?	<u>Response of Child:</u>			
	<u>When/Where does the behavior not occur?</u> <u>Other comments:</u>	<u>What was the Student Trying to Communicate?</u>		
STEP FIVE: Create a Plan for when/if the Behavior Occurs:				