Teaching Across the Spectrum

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Participants will be able to identify and understand possible interventions at 3 points of instruction:

PREVENT
TEACH
REINFORCE
Ages and Needs

- Early Childhood to Middle School
- Functional Skills
- Social Skills
- Emotional Regulation/Self-Management
- Executive Functioning
Across the Spectrum

AUTISM SPECTRUM DISORDER

HIGH-FUNCTIONING AUTISM

LEVEL 1
Needs support
Patient’s social and communication skills and repetitive behaviors are only noticeable without support.

AUTISM

LEVEL 2
Needs substantial support
Patient’s social and communication skills and repetitive behaviors are still obvious to the casual observer, even with support in place.

SEVERE AUTISM

LEVEL 3
Needs very substantial support
Patient’s social and communication skills and repetitive behaviors severely impair daily life.
Interventions Based on Behavior and Area of Need

Prevent
Reinforce
Teach
Prevent

Teach

Reinforce
P - Prevent
Changing the environment or the situation BEFORE the behavior happens, to help your student be successful and build positive practice.

Two ways to address this:

1. General procedures that happen before a challenging behavior to prevent that behavior and increase on task and desired behavior.
2. Specific procedures based on the student’s area of need.
General prevention procedures for students with ASD

- Environmental arrangement (clearly defined areas that provide clarity).
- Visual schedules (individualized, large group and mini-schedules, etc).
- Communication supports (pictures, choice boards, etc.).
- Having preferred items and reinforcement systems in place (first, then; point systems, etc.)
- Routines are visually clear and consistently implemented.
- Visual clarity for workload. Include activities that have a concrete start and finish and students know what is expected (using visuals or samples/models can be helpful.).
General Prevent: Environmental Arrangement
General Prevent: Visual Schedules

So calendar... in this case calendar, number patterns, clocks, numbers, and then
General Prevent: Communication Supports
General Prevent: Preferred Items and Reinforcement Systems
General Prevent: Clearly Defined Routines

Expected Behaviors

- I can raise my hand
- I can stay in my seat
- I can keep my hands to myself
- I can follow directions
- I can try my best

Literacy Schedule

- letter sounds: A B C
- high frequency words: Ab Bc Cc
- spelling: pig cow
- read aloud
- self selected reading
General Prevent: Clearly Defined Work

Research Project Checklist
1. Pick Topic
2. Make a Web
3. Online Research
4. Book Research
5. Plan—Make a Web
6. Write your rough draft
7. Edit your paper with the teacher
8. Type your paper
9. Draw a picture
10. Present to your friends

E M O T A - B O T S!
1. Draw scared
2. Draw a scared
3. Draw relaxed
4. Decorate the robot
5. Make some facts!
6. Name your robot

Journal Rules
1. Write the DATE and TOPIC on top of the paper.
2. Put a capital letter at the beginning of each sentence.
   The cat is black.
3. Put a space in between each word.
   The cat is black.
4. Stay in the lines.
   The cat is black.
5. Put punctuation at the end of your sentence.
   The cat is black.
General Prevent: Clearly Defined Work
Specific prevention interventions based on the function of behaviors - planning and availability of materials

- **Attention** (having visuals available *before* that prompt students to raise their hand, ask for help appropriately, I want to play card, etc.)
- **Escape/Avoidance** (offer breaks on schedule *before* behaviors happen, lower workload in work tasks *before* the student works, offer preferred topics for work *before* presenting tasks.
- **Sensory** (visuals available *before* - pictures of what hurts, visuals available *before* for requesting to get needs met or sensory input/materials?
- **Access to tangible** (visuals available *before* for making requests, visual schedule available *before* so they can see when they will get the tangible)
Prevent Based on Behavior: Attention

- **raise your hand**
- **I need help**
- **My turn**
Prevent Based on Behavior: Escape/Avoidance

Preferred topics for work
Prevent Based on Behavior: Access to Tangible
Prevent Based on Need:

- Access to a calculator or manipulatives
- Fill in the blank notes
- Typing vs. Writing/Voice to text
- Task list
- Timer
- Duration map

Escape/Avoidance

Access to Tangible
Prevent Based on Behavior: Sensory
Prevent Based on Behavior: Sensory

Motor Break
Teach Interventions

Prevent
TEACH
Reinforce
Turn and Talk

What is one way you are teaching a new skill based on the student’s behavior or area of need?
T - Teach

Two ways to address this:

1. Teaching skills based on student behavior or area of need.

2. Specific evidence-based teaching strategies for students with ASD. (DTT, PRT, FR, Self-Management)
Teaching skills based on function of behaviors

- **Attention** (Teach replacement behaviors. Teach students to raise their hand, ask for help appropriately, ask to play, etc.)

- **Escape/Avoidance** (Teach replacement behaviors. Teach students to ask for a break, ask for assistance, teach requesting preferred topics for work tasks.)

- **Sensory** (Teach communication strategies in order to indicate what hurts, request input/materials to get needs met, teach requesting a sensory break.)

- **Access to tangible** (Teach replacement behaviors. Teach communication skills to ask for preferred items.)
Teaching Replacement Behaviors

Attention
Teaching Replacement behaviors

Sensory

Motor Break Choice Board

- jump
- bounce
- trampoline
- jumping jacks
- go for walk
- treadmill
- wall push ups
- march

Will this fidget help me:

Focus?  
Sit in my seat?

Listen?  
Calm down?

- If you said yes, take a fidget and follow the rules below
- If you said no, don’t use a fidget right now

Fidget Rules

1. Keep your fidget in your space (in your hands, lap, or on your desk).
2. Keep your fidget and mouth quiet so you do not distract others.
3. Keep your eyes and ears on the teacher.
4. Take good care of your fidget so you don’t break it.
5. Put your fidget away when you are finished.
Teaching replacement behaviors

Access to Tangible
Teaching Replacement Behaviors

Escape based, teach asking for a break

Blog on Teachers pay Teachers

http://intheautismclassroom.blogspot.com
Teaching Replacement Behaviors

Emotional Regulation
Teaching Zones for Emotional Regulation

- Lots of pre-teaching required
- Teach when not escalated!!
Evidenced-based Interventions - DT

Discrete Trial: Gross Motor Imitation

- Skills are taught in a logical sequence
- Builds on previously learned skills
- Prompting is provided to build success.
- Errorless teaching is implemented.
- Reinforcement is provided.
Evidenced-based Interventions - PRT

Pivotal Response Training,

Example: Making requests, using names and gaining attention

PRT:

- Play and interaction based intervention
- Teaches expressive and receptive language.
- Teaches play and social skills.
- Teaches skills in natural contexts.
- Uses highly reinforcing materials, increasing motivation.
Evidenced-based Interventions - FR

Functional Routines: Checking schedule, transition to circle time

FR

- Students are taught skills within daily routines.
- Target skills are functional and meaningful.
- Skills are generalized into natural, functional settings.
Evidenced Based Intervention - FR

Snack

[Ben]: I want goldfish. [Woman]: You have goldfish. You can say I like goldfish.

[Woman]: What is our next job? We did hand-sanitizer. We ate snack.
Evidence-based Intervention -
Self-Management

Following a Schedule

Say hi to friends and give a compliment
Social Skills

- Teach skills explicitly
- Small group setting
- Allow opportunities for generalization
Executive Functioning

- Task lists
- Color coded materials
- Break down large assignments into smaller pieces
- Assignment sheets/planners
Reinforcement

Prevent
Teach
REINFORCE
R - Reinforcement

The process of encouraging or establishing a belief or pattern of behavior, especially by encouragement or reward

Key things to making your reinforcement successful:
- Individualized
- Immediacy vs. Delayed
- Make contingent on completing a task/behavior
- Use High Interests
- Restrict access- Keep high level rewards for key target behaviors
- Use a Reinforcement Inventory
Types of Reinforcement

- Edible versus inedible
- Tangible versus intangible
- Immediate versus delayed
- Natural versus imposed
- External versus internal
Reinforcement Hierarchy
Questions?

Email us with any questions!

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