



Practical and Research Based Strategies to meet the Learning and Behavioral Needs in the Early Childhood Classroom for Individuals with Developmental Disabilities and/or ASD

<http://www.raisingmallsouls.com/wp-content/themes/179/eschool012008.html>

http://specialedlaw.blogspot.com/home/2007/02/animal_school_a.html



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Objectives

- Participants will become familiar with evidence based curriculum for the early childhood classroom.
- Participants will become familiar with low tech strategies to enhance learning and behavioral expectations in the early childhood classroom
- Participants will become familiar with software options to enhance learning and behavioral expectations in the early childhood classroom.



- Once a diagnosis is given, early intervention programming becomes crucial to appropriately address the child's needs in all developmental areas and, most importantly, to develop the child's ability to function independently in all aspects of his life.



Fundamental Features of Effective Programming for Young Children with Autism

- Curriculum Content
- Highly Supportive Teaching Environments and Generalization Strategies
- Transition Planning from Early Childhood program to Elementary school
- Family Involvement
- Need for Predictability and Routine
- Functional Approach to Problem Behavior



Curriculum Content

- Attending Skills
- Imitation
- Follow Directions
- Play Skills with Toys
- Social Play/Social Relations
- Functional Communication Skills



Highly Supportive Teaching Environments and Generalization Strategies

- Physical Environment
- Visual Support Strategies
- Trained Staff



Transition Planning from Early Childhood Programming to the Elementary School

- Develop independent functioning skills
- Determine appropriate placement
- Staff training
- Peer training
- Visitation to elementary school placement



Family Involvement


- Parallel training of Parent/family and staff
- Parents as visitors or volunteers
- Frequent staffings
- Team approach



Important information to know about ASD for appropriate program development and prevention of challenging behaviors.



ASD Processing Skills

- Strength: Visual Processing 
- Weaknesses: Auditory Processing



This is how they are wired. May be able to memorize movie lines but may not comprehend the meaning.

Auditory memory is different than auditory comprehension!

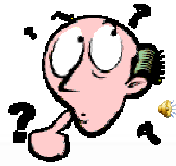


As a result... Auditory Comprehension Difficulties

- May have limited comprehension of auditory information - present across the spectrum (even if verbal!).
- Verbal skills may mask language comprehension difficulties.
- Delayed auditory processing may be present.



"Non-compliance versus Non-comprehension?"



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Different instructional methods are necessary for children with ASD so that they can learn skills in all areas.

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"Best Practices" teaching tools and support strategies"

VISUAL

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When it comes to talking...



Less is more!

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ASD Iceberg

The tip of the Iceberg is on 10%

Features/Characteristics of ASD

Learning/Thinking Processing Differences
Social Relation Differences
Social Communication Differences
Sensory Processing Differences
Restricted/Repetitive Patterns/Behaviors
Rigid Inflexible Thinking

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Prevention of Challenging Behaviors

- The supports or modifications to an environment to prevent a student from demonstrating challenging behavior/s
- 80% of challenging behaviors can be prevented by manipulation of environmental variables.

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How Early Childhood Programs can prevent/reduce behavior

- Being proactive and positive versus being reactive and punitive
- Recognize that ALL students can benefit from proactive positive behavioral supports
- Utilize evidence-based techniques, strategies, programs, and supports that are supported research and theory.
- Demonstrate sensitivity to individual and cultural differences.

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- Recognizes the importance of teaching a small number of clearly defined behavioral expectations which are taught in a planned and systematic manner using both direct and indirect methods of instruction. Concurrently appropriate behaviors are emphasized, acknowledged and reinforced.
- Place an emphasis on the importance of preventing behavior problems
- Emphasize the importance of a close teacher-student relations, student-student relations, and school-family relations.
- Establish a positive and safe school climate that promotes academic, social, and emotional development.
- Recognize the need for consistent and fair policies, rules, and strategies for correcting misbehavior. When using punitive techniques to correct misbehavior (e.g., time-out, in-school suspension), make certain they are ALWAYS combined with positive techniques for increasing appropriate behaviors.

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Overall Principles of student's behavior

- Behavior is learned and can be taught
- Behavior is predictable
- Behavior occurrences are affected by environmental factors that interact with physiological characteristics of the person.
- A thorough understanding of the problem behavior is necessary to develop appropriate interventions.
- Assessing and manipulating environmental factors can predictably affect occurrences of behavior.

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Students with Problem Behaviors

- Fail to read social cues
- Cognitive scripts reflect personal beliefs, attitudes, and values that support anti-social behavior.
- Failure to consider consequences of behavior
- Moral reasoning is self-centered based on reward and punishment as opposed to the needs and perspectives of others.
- Belief is that anti-social behavior is acceptable, justified, and results in positive, self serving outcomes.
- Failure to accept responsibility for ones actions.

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How schools can contribute to student behavior problems

- Lack of clarity and communication about rules, expectations, and policies.
- Lack of staff consistency.
- Reactive disciplinary approach.
- Few allowances for individual differences.
- Academic failure.

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My turn for time out!

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Student's who demonstrate challenging behaviors

- Increased staff Fear/Anxiety
 - When staff don't know what to expect
 - When staff don't know what to do
- Decreased staff fear/anxiety
 - When staff know what to expect
 - When staff know what to do

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Universal Components to all behavioral programming

- clearly defined expectations
- alternative replacement skills training
- procedures for encouraging behaviors
- procedures for discouraging behaviors
- data-driven decisions
- family awareness

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Preventive Approaches in the classroom

- Tend to be cost-effective. It is easier to prevent inappropriate behavior than it is to correct them
- There are no negative consequences for children who behavior appropriately

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Behavior Mantra:

“It is easier to prevent a behavior from occurring than to deal with it after it has happened.”



Defining Behavior

- ↗ Specific
- ↗ Observable
- ↗ Measurable
- ↗ Objective



Challenging Behaviors

- Defining the challenging behavior/s:
 - -What is the person doing?
 - -What is the person saying?
- Be specific, not general or vague
- Needs to be measurable & observable



Don't ever get overly focused on the "Tip of the Iceberg."

Always consider the biggest part of the iceberg - what's beneath the water line!



Preventive Approaches in the classroom

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Teaching Appropriate Behavior in the classroom

- Teach appropriate behaviors through modeling and teaching various phrases to get items/events desired



Remember the steps to teaching appropriate skills are:

- discussion
- model
- cue
- prompt
- guided practices
- reinforce
- monitor.



Preventative Methodology

- Visual versus Auditory
- Concrete versus Abstract
- Clear Versus Vague
- Structured versus unstructured



Clearly Defined Behavioral Expectations-"Classroom Rules"

- State positively and succinctly
- keep to five or fewer
- state in the positive
- Operationalize the rules
 - can I see it
 - can I count it



Rules

- Individualized to student needs
- Be Specific
- Use visual pictures as needed
- Teach the rules
- Can have specific rules for specific events (e.g. Riding in the car/van)



Ideas for Teaching and Re-teaching Rules

- Bulletin Boards
- Chants/Cheers
- Rotation through teaching stations
- in-class activities








Play Area Rules

1. Use nice words and a quiet voice. 
2. Keep hands and feet to self and only on your activity. 
3. Share with classmates. 
4. Put activity away when you are all done. 



Rules


1. Sit 
2. Quiet voice and nice words 
3. Hands and Feet to Self 
4. Follow Schedule 






Teaching Routines

- Tell
 - what is the routine being taught
- Show
 - give positive and negative examples
- Do
 - student demonstrates the routine being taught




General Considerations

- Remain CALM
- Use a quiet voice
- Physical proximics
- Quick transitions
- Use behavioral momentum
- Be a roving reinforcer
- Seating arrangements



Continued

- Classroom responsibilities
- Specific work areas
- BE PREPARED: have materials ready so there is little "down time"
- Schedule "breaks" for students to use up their energy
- Be smarter than the students
- Over teach behavioral expectations due to drift



"You can't direct the wind-
You can only adjust your sails"
-old Spanish proverb




CALVIN and HOBBS

Behavior Consequence R or P

Curriculum

- Readiness to Learning Skills Programs
- Language for Learning
- Distar Math
- Reading Mastery

Research

- Project Follow-Through began in 1967 under president Lyndon Johnson. Its express purpose was to study instructional methods that would lead to a reduction in the disparity between low- and high-performing students by improving the performance of low-performing students. It was ultimately concluded in 1995 after consuming \$1 billion and conducting research on over 20,000 students nationwide. The reading portion of this study involved over 15,000 students and was designed to test the effectiveness of three major models of reading instruction.
- www.sraonline.com

- <http://www.projectpro.com/ICR/Research/DI/Summary.htm>
- <http://www.jefflindsay.com/EducData.shtml>
- <http://ww4.fsusd.k12.ca.us/education/plc/ResearchBased-DI.html>
- <http://research.nichcy.org/MetaAnalysis.asp?ID=40>

- *Language for Learning* helps develop language skills and give young children and children with developmental disabilities a solid foundation for literacy. Not only do students learn language skills, they also learn to think. They learn to group objects in different ways, to see the logic behind rules and strategies, and to know how and when to apply these rules. *Language for Learning* provides practice in vocabulary, word and sentence variety, the development of precise word knowledge, and in hard to teach concepts such as some/all/none and same/different.

Distar® Arithmetic 1992

Distar® Arithmetic carefully teaches basic math skills so students fully understand it and provides practice, ensuring student mastery. Students are shown how to use consistent, step-by-step thinking processes so all students can solve increasingly complex problems independently and with confidence.



- Reading Mastery, with its synthetic phonics approach, helps students develop strategies for reading and understanding. Reading Mastery will provide high-quality instruction that has:
 - Proven to reduce the prevalence of reading problems.
 - Elevated reading skills of at-risk children well into the average range.
- *Explicit phonics, fluency, and comprehension are key building blocks in the Reading Mastery Program.* The benefits and features of this program are:
 - All instruction is direct and unambiguous; tasks and activities are specified in detail.
 - Reading skills and strategies are specifically taught, applied and reviewed, maximizing student achievement.
 - All stories are composed entirely of words students have decoded in isolation, enabling students to build fluency and focus on the meaning.
 - Assessment is continuous and errors corrected the instant they occur giving you confidence that students are making progress.
 - Students receive consistent daily practice in reading, writing, listening, and speaking.



Reading Milestones is an alternative, language-controlled program that is especially effective for students with hearing impairments and language delays, and is also widely used with others who have special language and reading needs, including individuals with learning disabilities and students learning English as a second language. It is designed to take readers to approximately a fifth-grade reading level with graphics, content, and presentations that are appropriate for readers of all ages.



How Does Technology Fit?

- Technology is the perfect fit for instructional support strategies, as it provides visual input for our learners with ASD.
- Low Tech – cheap, easy to make and use



Supports to Teach to the Content Standards

- Hardware Adaptations
 - Touch Window
 - Switch
 - IntelliKeys
 - Trackball
- Software Adaptations
 - Intellitools Classroom Suite
 - Accelerations The Discrete Trial Trainer
 - Soft Touch Switching on Series
 - PowerPoint
- File Folder Tasks



Why do "Low Tech" Visual Instructional Strategies work for People with ASD?

- Addresses/reduces challenging behaviors in a proactive manner
- Teaches the child to be flexible and independent.
- Decreases anxiety/increases calmness
- Increases understanding
- Increases independent functioning.



Primary Functions of Low Tech Visual Instructional Strategies

- As receptive communication tools
- To give information
- To increase comprehension
- To teach skills
- Removes power struggles - The visuals are the boss
- Visual strategies are NOT crutches that you try to wean away when things are going great. If they are, in time you will end up back at square one. For example: You can not wean a person from their glasses!



Design Decisions

- Visual Representation System – what to use
Objects, Photos, Mayer-Johnson, TOBI's, line drawings, words,
- Shiny laminate vs. dull laminate
- Velcro vs. magnetic tape
- Size of symbols
- Weight or durability – counter top samples juice can lids to make heavier.



TOBI's

• True Object Based Icons (TOBIs) can be used with individuals who have difficulty understanding two-dimensional visual symbols (i.e. photographs, line drawings).

• TOBIs can be any line drawing or picture that are cut out in the actual shape or outline of the object they represent. The individual can see the symbol and outline of the shape, which helps him/her to more readily understand two dimensional symbols.

• TOBIs are usually larger than typical two-dimensional symbols.



Software Options

- SIMtech Package of Cause and Effect [Program](#)
- Intellitools/Intellikeys [program](#)
- Accelerations [program](#)
- [Hiyah.com](#)



Classroom Organization

- <http://education.gsu.edu/autism>



Schedules

- Pull yourself out of the power struggle and put it on the schedule.

A student responds "I don't want to do that."

The teacher responds "Oh. I don't know. What does your schedule say?"



Classroom Components

- Group Area
- Individual work areas
- Play Leisure Area
- Transition Area
- "Waiting Area"
- Centers or One on One Learning Area
- Quiet area or spot.



Environmental Strategies

- Quiet spot/home base/safe area
- This is a place to escape stress of classroom; to prevent meltdowns; to regain control if meltdown occurs
- Location unimportant - should be seen as a positive environment for child.
- NOT a time-out or punishment
- May need to be scheduled at the beginning/end of day, after stressful subject/activities.


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Quiet Area



Egg Chair

Ikea egg chair, orange in colour. this chair has a cover that can pull down to create a hiding place for your child, and it also can swivel 360 so much fun!!!


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Photo Schedule




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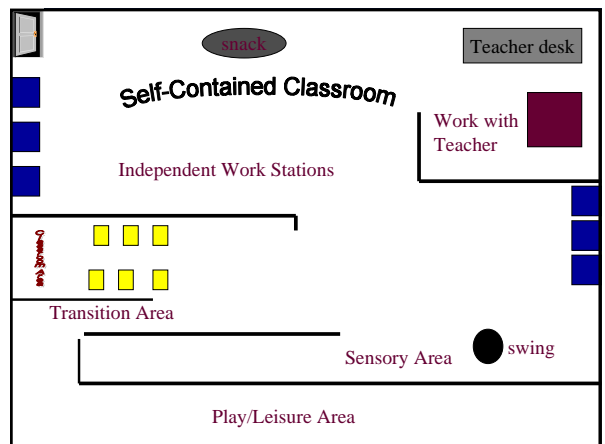


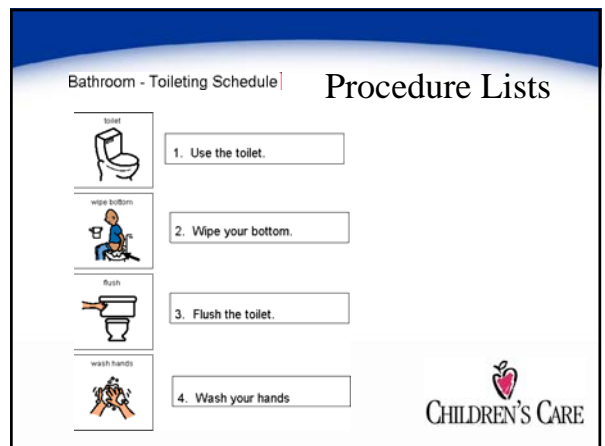
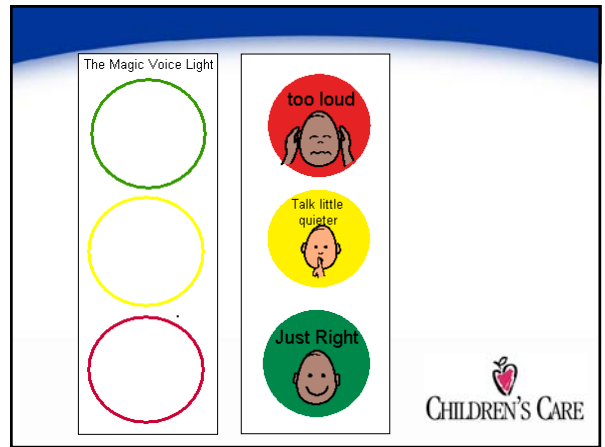
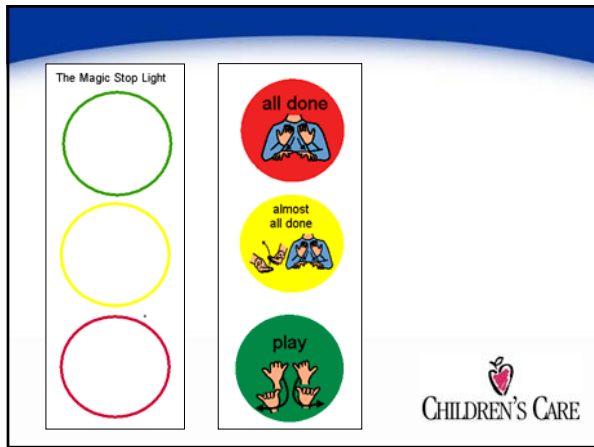
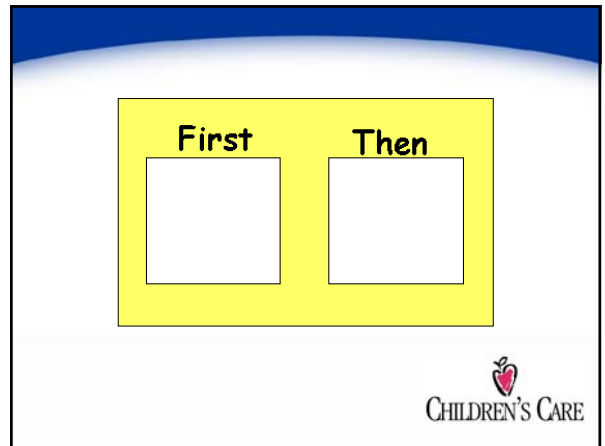
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Written Schedule


1. calendar time
2. science center
3. bathroom
4. recess
5. Story time
6. Art
7. Gym

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Arrival At School



All Done!




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Power Cards

Dale Ernhardt Jr. says

1. Sit
2. Quiet voice and nice words
3. Hands and Feet to Self
4. Nice Mouth
5. Follow Schedule

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Thomas the Train Says...

1. Sit
2. Quiet voice and nice words
3. Hands and Feet to Self
4. Follow Schedule

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Wait Folder

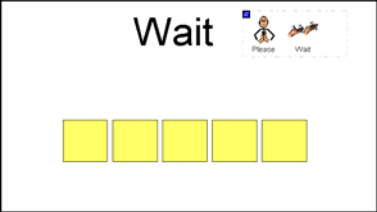
please wait



P L E A S E
W A I T

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Wait



X X X X X

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walk




NO RUN!



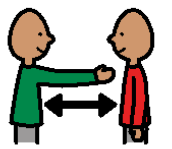
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Body Space Reminder

no hitting




Stand Back Please



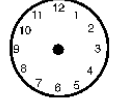



" Letting Go Cards" i

I can talk about this later.




I can talk about this later at _____






Break Card


Time




to sit




and work




I need a break




I need a break




I need a break




I need a break




I need a break




I need a break






Emergency Cards

fire alarm




Fire Alarms

1. When I hear a fire alarm, I will stand up and move towards an outside door.
2. I will stay calm.
3. People may try to stand close to me.
4. It is okay.
5. I will stay calm.
6. The fire alarm will be over in about 10 minutes.
7. When I stay calm, I am happy, my friends are happy, and we are all able to stay safe.




Classroom Behavior




Classroom Behaviors




1. Sometimes people in my classroom have a behavior.
2. When this happens, I will move out of the way and stay calm.
3. When I stay out of the way and stay calm my friends are happy and I will stay safe.




Extend A Pattern A AB Pattern

orange





How Many Dogs?

	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

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The title of our story is _____

The Boy	The Girl	The Dog	The Cat
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In our story the dog likes to _____

--	--	--	--

The main character in the story was _____

--	--	--	--

The dog, the boy and the girl were _____

--	--	--	--

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The Gingerbread Baby by Jan Brett

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Are you a boy or a girl?

<p>boy</p>	<p>girl</p>
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McHUMOR by T. McCracken

"Of course, like everything for kids, some assembly is required."

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[Resources](#)

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