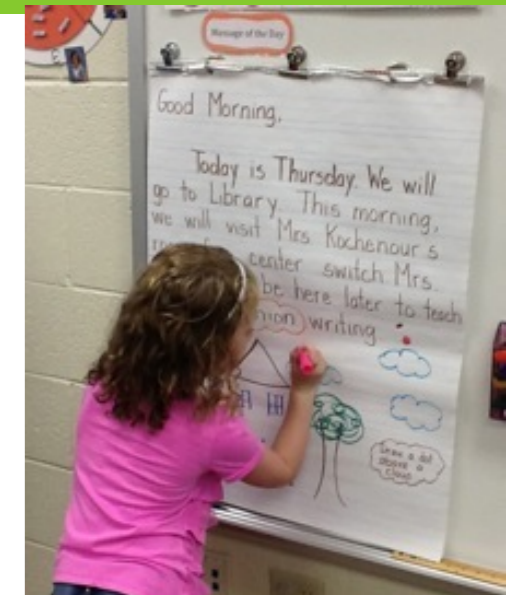




Quality That Counts:

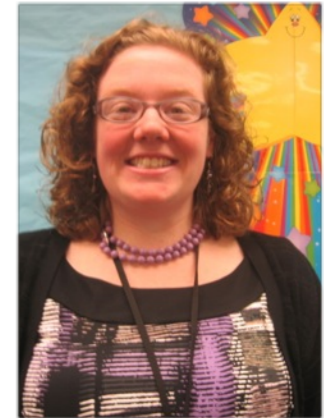
Making a Difference for Children with Autism in the General Education Setting

By: Renee Decker, Tara Smeltzer, and Andrew Stiffler
Central York School District; Roundtown Elementary



Who We Are...

- **Renee Decker:**
General Education
First Grade Teacher
8 years experience
- **Tara Smeltzer:**
General Education
Kindergarten Grade Teacher
15 years experience
- **Andrew Stiffler**
General Education
Physical Education Teacher (K-3)
16 years experience



Talking Points

- Quality Preparation
- Quality Support (On-Going Support)
- Quality Transitions (Transitioning to a New Grade Level)
- Quality Classroom Environments
- Quality Collaboration (Role of Specialists and Support Staff)
- Quality that Counts (Characteristics for Effective Instruction)
- Quality Interactions With Peers
- Quality Outcomes

Quality Preparation: Preparing for the Start of School / School Year



Preparation Prior to the Start of School / School Year

- Formal competency-based training for ALL adults working with the child: (Classroom teacher, Speech teacher, OT, PT, principal(s), PCA, Classroom aides, Autistic Support Teacher, Specialists, Special Education Representative)
- School Visit:
 - Meet child
 - Meet Parents
 - Provide tour of classroom / school
 - Provide opportunities for student to familiarize with new staff and environment

Preparation Prior to the Start of School / School Year

- Pre-planning and Front-loading Curriculum ensures successful and meaningful participation:
 - Themes / Books / Vocabulary
 - Songs / poems
 - Skills necessary to learn other more complex skills, to allow successful responses or to complete specific tasks and / or routines
- Collaborative scheduling

Quality Support:

On-Going Support Throughout the School Year



On-Going Support Throughout the School Year

- Consistency and Fidelity of Training
- Frequent TEAM meetings (every 6-8 weeks)
 - Data review
 - Allows for “trouble shooting” behaviors or academic concerns
 - Ensures that ALL team members are on the same page
 - Review of procedures and protocols for instruction as well as for addressing problem behavior
 - Provides continual parental contact
 - Front-load upcoming skills: parents, specialists, Autistic Support Teacher, etc.

On-Going Support Throughout the School Year

- Peer awareness training
- Make-Up Trainings
- PATTAN Consultations
 - Provides immediate and ongoing feedback
 - Provides specific recommendations with explicit procedural notes
 - Follow-up and Trouble shoot

Quality Transitions: Transitioning to a New Grade Level



Transitioning to a New Grade Level

- Observation of new classroom
- Observations of current teacher
- Front-loading of routines / skills
- Sharing resources and effective interventions

Observation of New Classroom

- An observation of the new classroom and new teacher's style provides ...
 - Insight into new routines that will need to be taught and learned
 - Insight into the style of the new teacher: determine how procedures will be incorporated into new classroom

Observations of Current Teacher

- Observations of the current teacher allow the new teacher to ...
 - See what to expect
 - See procedures and practices in actual application:
 - Learn prompts that work (verbal, gestural, visual)
 - See teaching and correction procedures that work
 - See reinforcement in action
 - See how the classroom provides moments of success for ALL students.

Front-Loading of Routines and Skills

- Verbal Teacher Signals to Gain Students' Attention:
There are several phrases said in order to gain students' attention in preparation for giving directions.
- Hall poem:
Each time the students enter the hall, they say this poem to help prepare their bodies for the hallway.



Front-Loading of Routines and Skills

- Word Aerobics:

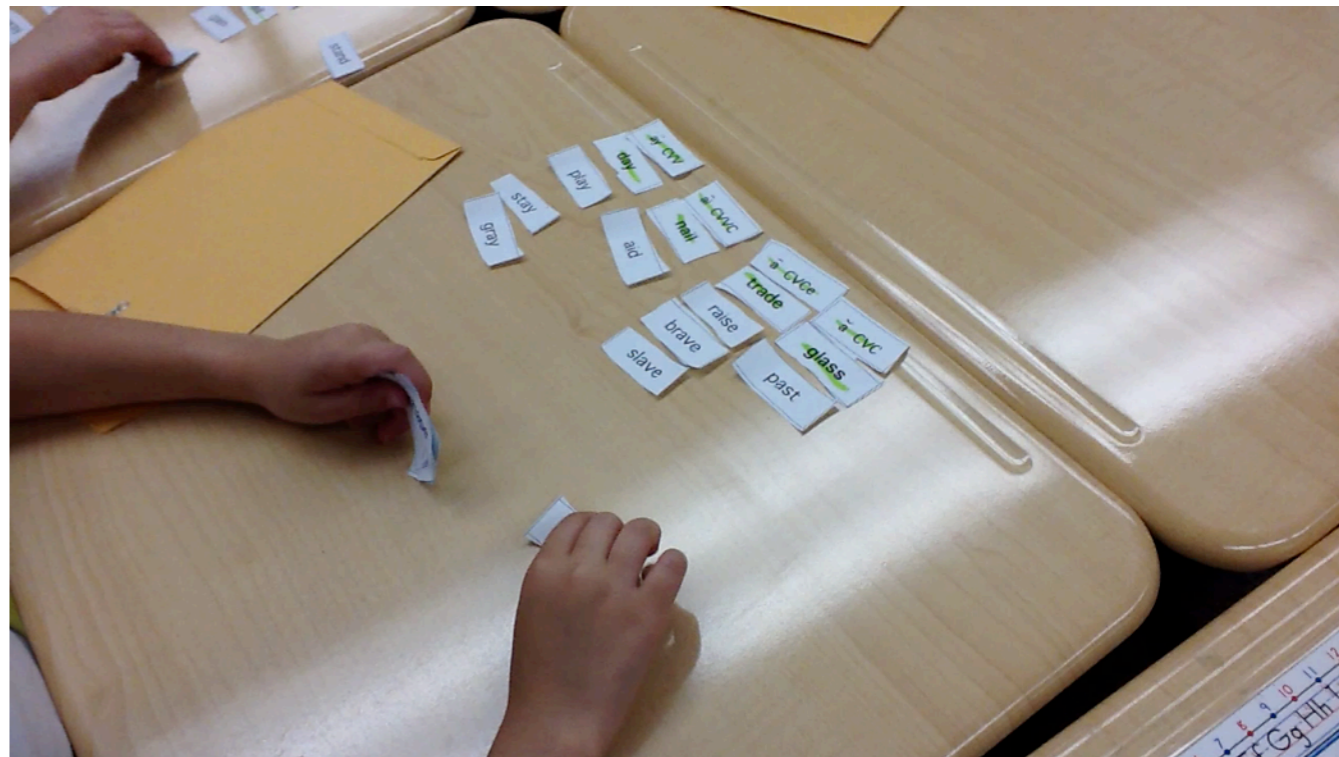
This is a routine that is completed daily to learn what the word of the day looks like and feels like, so that the word can be easily recognized when reading and writing.



Front-Loading of Routines and Skills

- Word Sorting:

There are several word sorting routines that are completed throughout the week to help students understand how words are constructed and spelled.



Sharing Resources

- Book List
- Morning Work Packets
- Center Packets
- Summary of Classroom Routines

Quality Classroom Environments

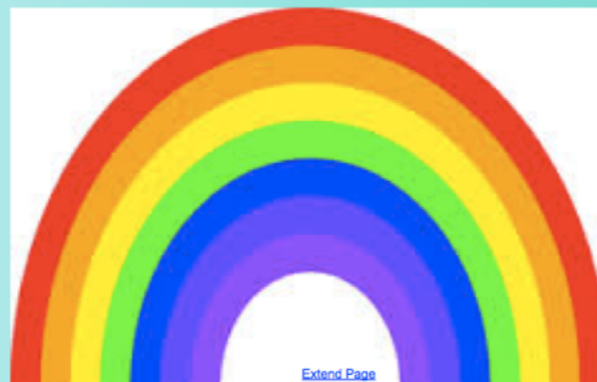


Classroom Environment: Kindergarten



Good Morning,

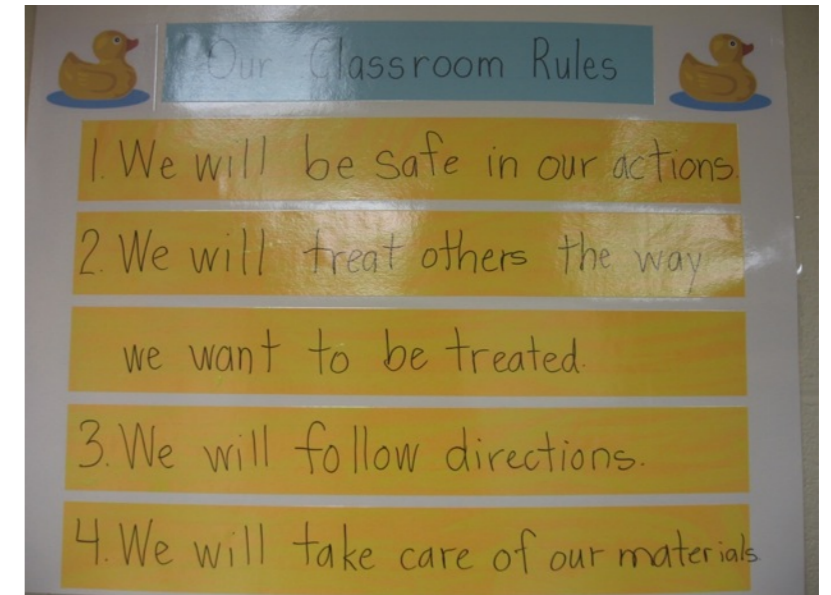
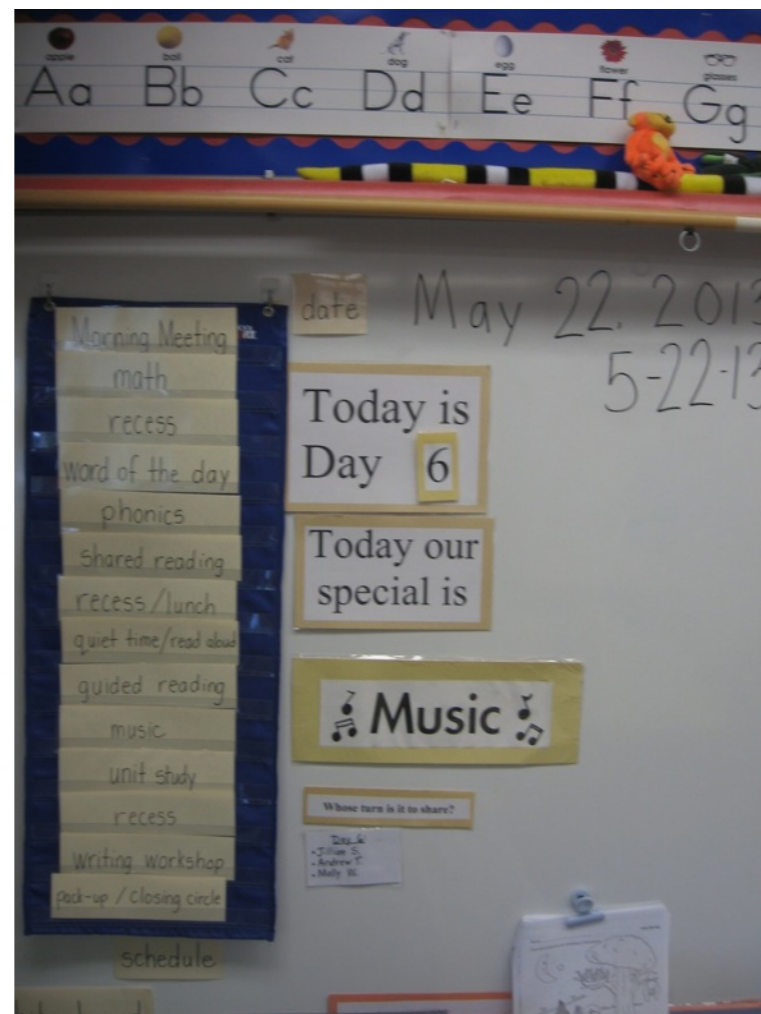
Today is Wednesday. We will go to Music. Believe it or not... we are going to plant a rainbow today!! I wonder what that will look like? Take a piece of paper and read the color word. Keep the paper safe in your tool box. We will need it later on for our rainbow project. Drag a flower over to match a stripe in the rainbow.



[Extend Page](#)



Classroom Environment: First Grade



Classroom Environment: Specialist's Room (Gymnasium)



Quality Collaboration: The Role of Specialists and Support Staff



Quality Collaboration: Role of Specialists

- Training:
 - Workshops
- Trouble shooting:
 - Parent communication
 - Collaboration with PCA
- Collaboration with general education and special education teachers:
 - Front load skills
 - Make connections of content across settings
 - Skills generalization

Quality Collaboration: Role of Specialists

- Implementing Program with fidelity
 - Consistency
 - Language
 - Prompting
 - Engagement
 - Reinforcement
 - Effective teaching components

Quality Collaboration: Role of Support Staff

- Training for staff who directly works with student
 - Personal Care Assistant
 - Substitute(s) for Personal Care Assistant
- Time daily for PCA / other staff to talk and discuss plan for day, or for trouble shooting to ensure both on the same page



Questions?

- We would be glad to try to answer any questions you may have so far at this time

Quality That Counts: Characteristics of Effective Instruction



Effective Instruction

- Rosenshine (2012) described a set of instructional variables that relate teacher behavior and classroom organization to high levels of student performance (direct instruction):
 - Highly structured with an academic focus
 - Clear goals
 - Sufficient time allocated for instruction
 - Continuous instruction with extensive content coverage
 - High rates of correct student responding
 - Immediate performance feedback
 - Materials at appropriate instructional level
 - Appropriate pacing of lesson

Effective Student-Teacher Interactions

- Active student participation
- Group / unison responding
- Signals for responding
- Pacing
- Teaching to mastery
- Clear correction procedures
- Motivation

Putting it All Together to Achieve Quality Instruction

- Quality Instruction is reached through the following methods...
 - Carefully planned / executed transitions to maximize learning and minimize unwanted behavior
 - Interactive Modeling to explicitly show what is expected
 - Actively engaging students / Active student responses: having all students respond at high rates
 - Identifying specific skills that need targeted and determine how these will be taught
 - Using clear teaching procedures
 - Students who require more support near point of instruction (allows for better observation, prompting when necessary, and reinforcing effectively)
 - Providing positive reinforcement

Transitions

- Have students repeat directions to transition
- Have students show / model expectations
- Give the students a pre-determined amount of time to complete transition
- Song



Interactive Modeling

- To complete interactive modeling...
- Set expectations
- Have a student model
(if the child can be successful, allow the student on the Spectrum to model)
- Have students share what they noticed
- Have all students try before completing



Interactive Modeling: Another Example



Student Engagement

- Keep ALL students engaged by...
 - Doing, saying, observing, etc. (responding)



Active Student Response

- All students respond as a way to...
- Show you they are engaged
- Help them remember information
- Show you they understand



Signals: A Helpful Tool for Active Student Responding

- Increase likelihood of all students responding
- Allow monitoring of all responses and easy detection of errors
 - Sample session with use of signals and error correction:



Understanding the Purpose of Signals



Understanding the Purpose of Signals



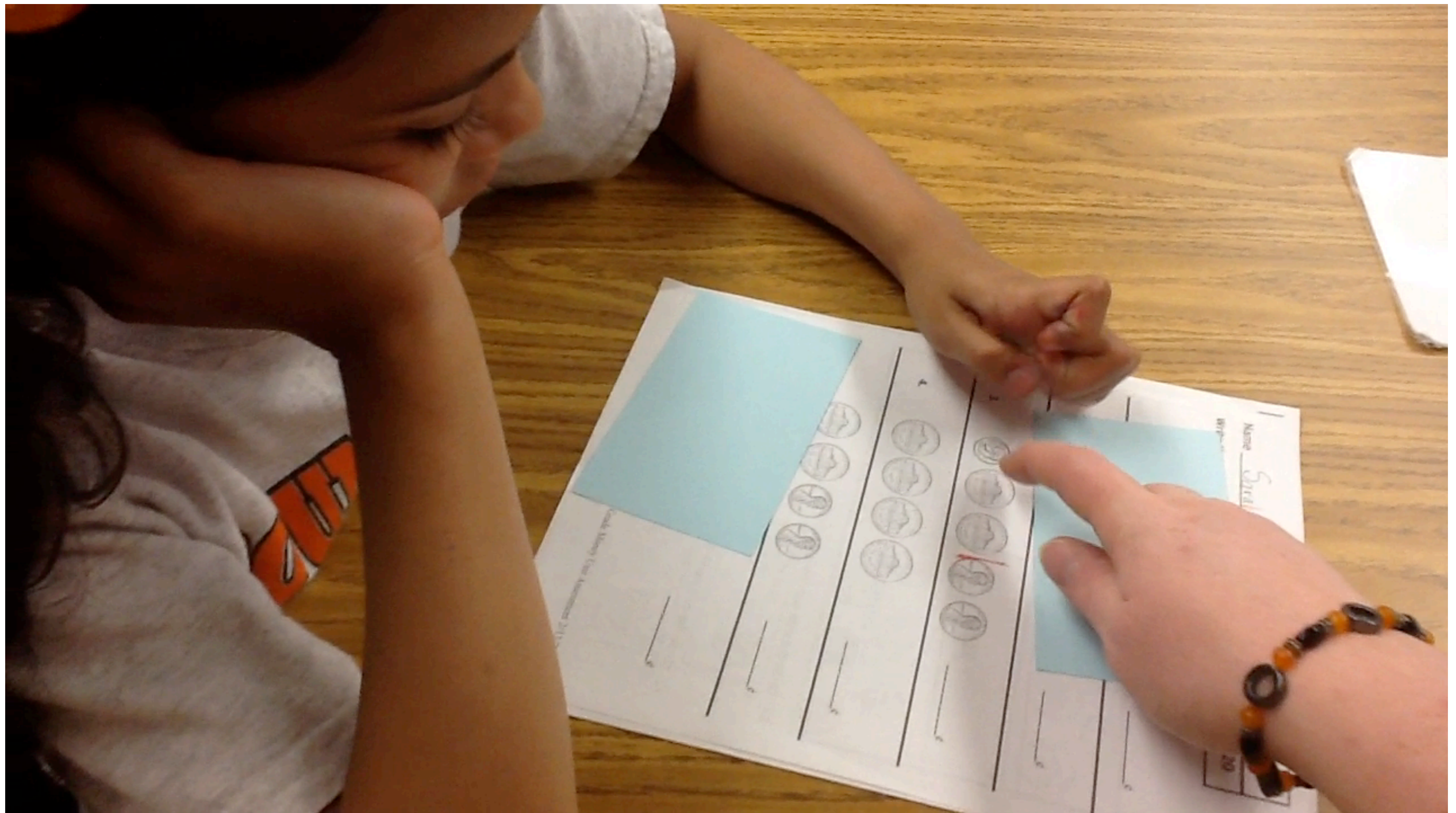
Identifying Skill Set / Making an Instructional Plan

- For new skills:
 - Identify the skills the student already possesses
 - Determine what skills are needed first to lay the foundation for acquiring the new skill
 - Devise an instructional plan
 - Carry out plan / make modifications as needed

Identifying Skill Set / Making an Instructional Plan: An Example

- Skill: (Counting mixed sets of coins):
 - Skills student had already: counting same sets of coins / skip counting
 - Skill student needed to acquire new skill: monitoring while counting to identify when the coins change so that the counting can change
- Instructional plan: Have the student use a red crayon and draw a line between the different coin sets to signal when to change style of counting and draw attention to the new coin
- Carry out plan / make modifications: After implementing plan, and trying this out through intensive teaching practices, it was clear that this was not helping to signal differences between dimes and nickels, but it was helping to signal differences between nickels and pennies
 - A new plan was developed and Touch Money was introduced through intensive teaching. Then a combination of the old and new plan was used and the student acquired the desired skill and could count mixed sets of coins

Putting It All Together: Counting Mixed Sets of Coins



Using Clear Teaching Procedures

- Few words to say a lot (less is more)
- Clear simple directives (as few as possible at one time)
- Model / guided practice / independent practice
 - Intensive teaching when necessary (if this is how the student learns best) to teach and acquire new skills

Proximity

- Proximity to the teacher is very important (within arms reach), it...
 - Allows the teacher to provide reinforcement easily and immediately to reinforce wanted behaviors
 - Furthers student engagement



Motivation

- Motivation is the root to all behavior
 - Example: Why do you go get a drink of water?
- Motivation is the key to success!
 - Motivation = What has value at the moment
- Determine what is motivating for the student (what motivates one day or time, will not motivate the next; ask the student what they want to work for)
- Motivators can be external objects (Stuffed animals) or activities (coloring / art), but they can also be people (peers / Mr. Stiffler), or rooms (gymnasium). The student will show positive behaviors and respond because he/she wants the object, to complete the activity, or remain with that person or in that space.

Reinforcement

- Reinforcement: must be valuable at the time...MOTIVATION is your best friend!
- Concrete reinforcement with specific verbal praise
- Variety is important to maintain value: Edibles / Non-edibles / social



Effective Teaching + Reinforcement = Successful Responding

- Verify what is valuable to the student prior to and during lesson
- Identifying what is valuable allows effective reinforcement to occur for targeted behaviors / skills



Effective Teaching + Reinforcement =
Successful Responding (whole class)



Effective Teaching + Reinforcement = Successful Responding (Phys. Ed.)



Quality Interactions With Peers



Verbal Peer Prompting

- Peers are very important!
- Prompting from peers can be as valuable if not more than from a teacher or PCA
- Students will prompt their peer to “match me,” “show ready hands,” “hands free,” etc.
- Verbal prompts were picked up from teacher and PCA (the students learned the language, without formal training)
- The students are very instinctive and use the prompts appropriately (sometimes we do need to step in to actually tell them to stop and allow for processing time)

Non-verbal Peer Prompting

- Peers have picked up on cues given by teacher and PCA to help child maintain engagement and to find success
- Peers mimic nonverbal prompts at appropriate times
- Prompting their peer does not take away from their own learning
- Students will prompt their peer by pointing, showing the materials that they have out, etc.



Peer Support

- Peers want child to succeed
- Are proud / excited when success is found
- Peers encourage child to continue

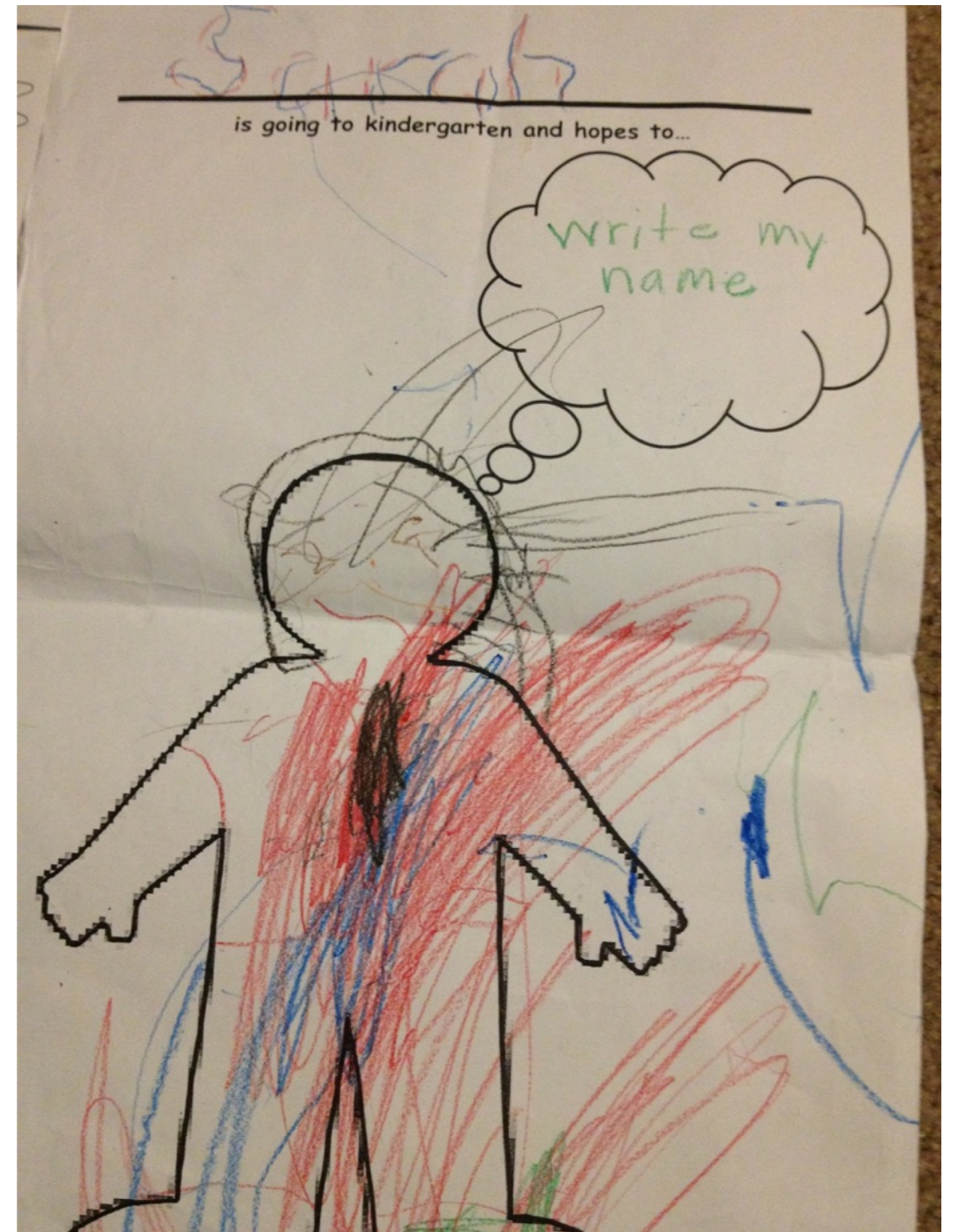


Quality Outcomes: When Everything comes together



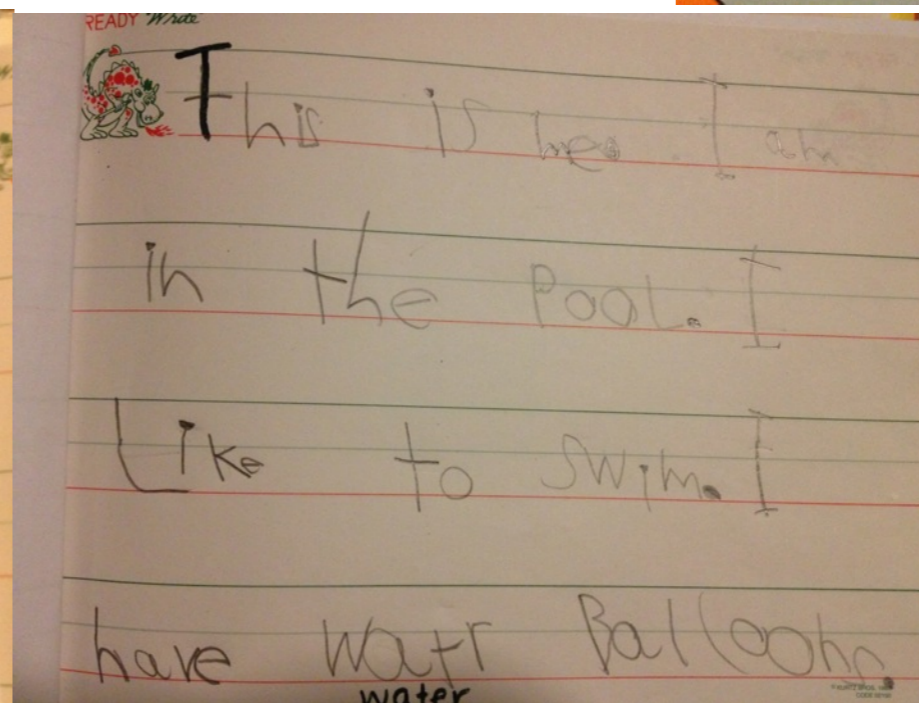
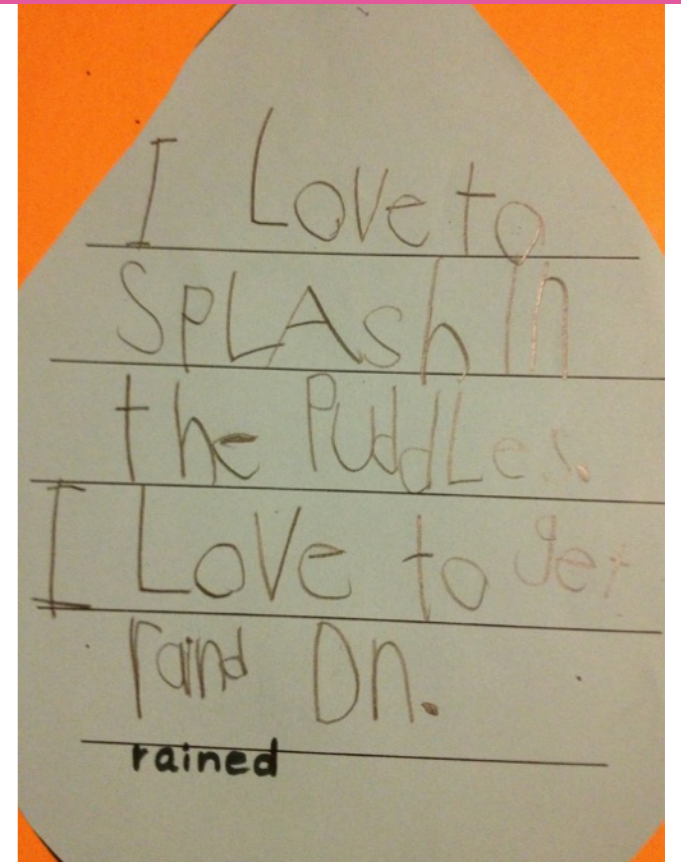
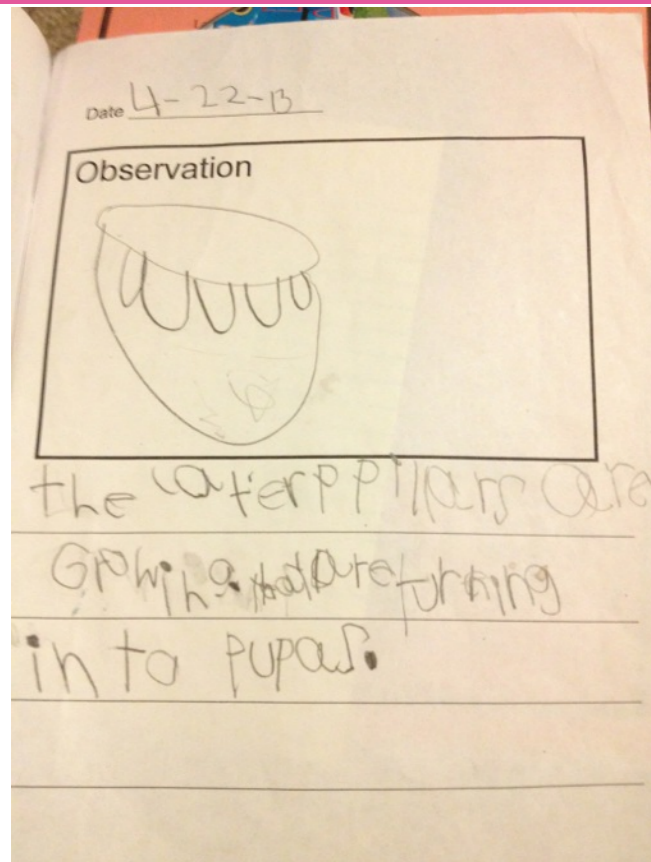
Quality Instruction Results in Great Outcomes

- Beginning of Kindergarten



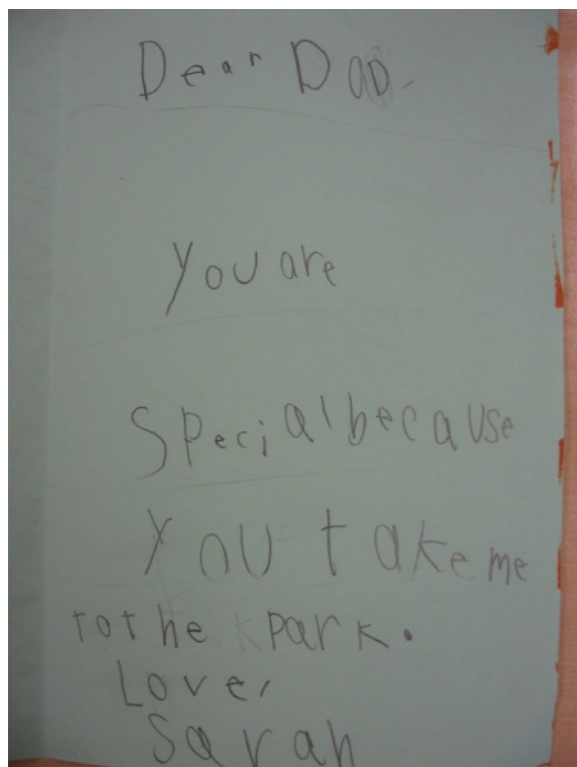
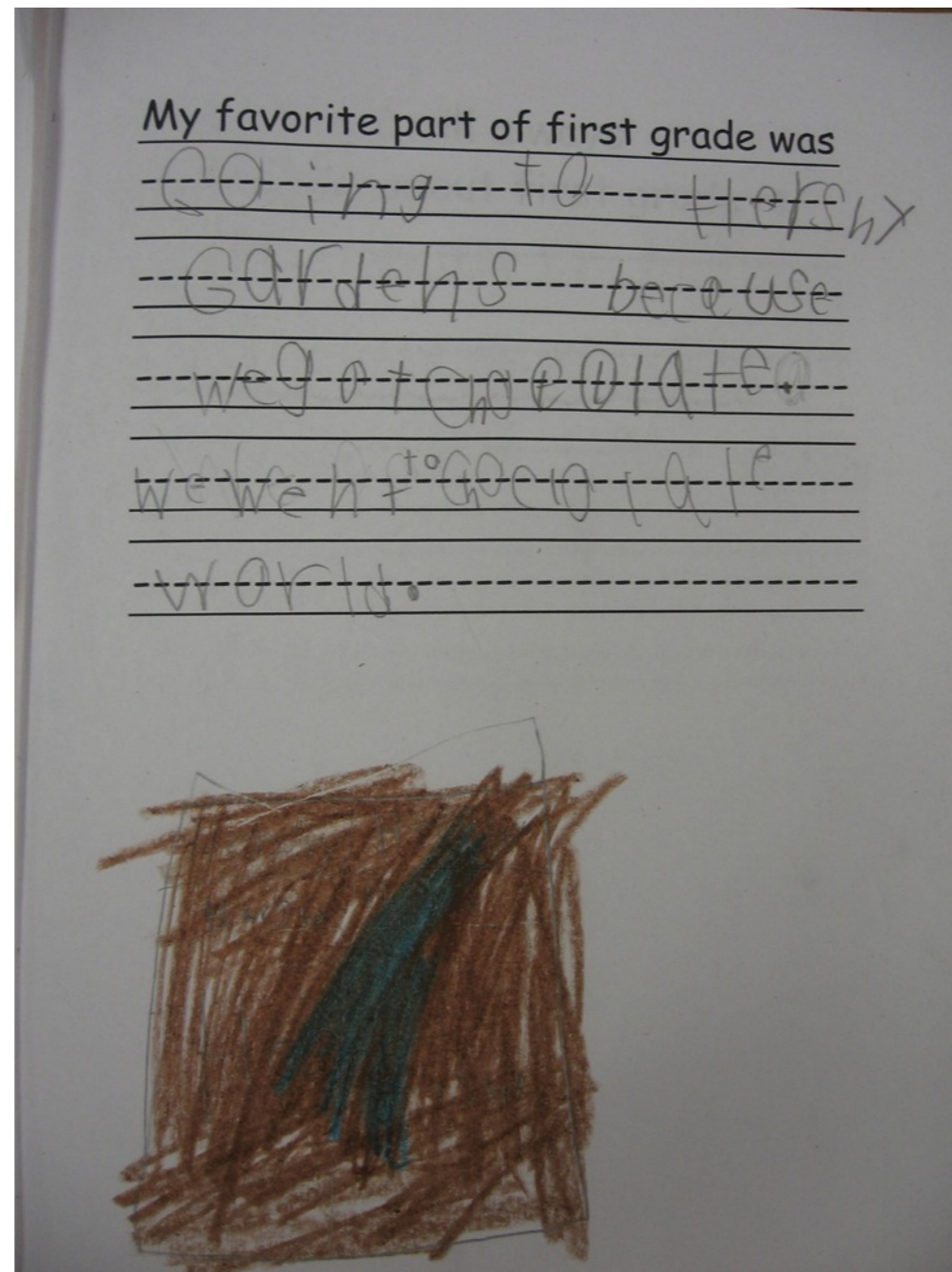
Quality Instruction Results in Great Outcomes

- End of Kindergarten



Quality Instruction Results in Great Outcomes

- End of First Grade



Questions?

- We would be glad to try to answer any questions at this time

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