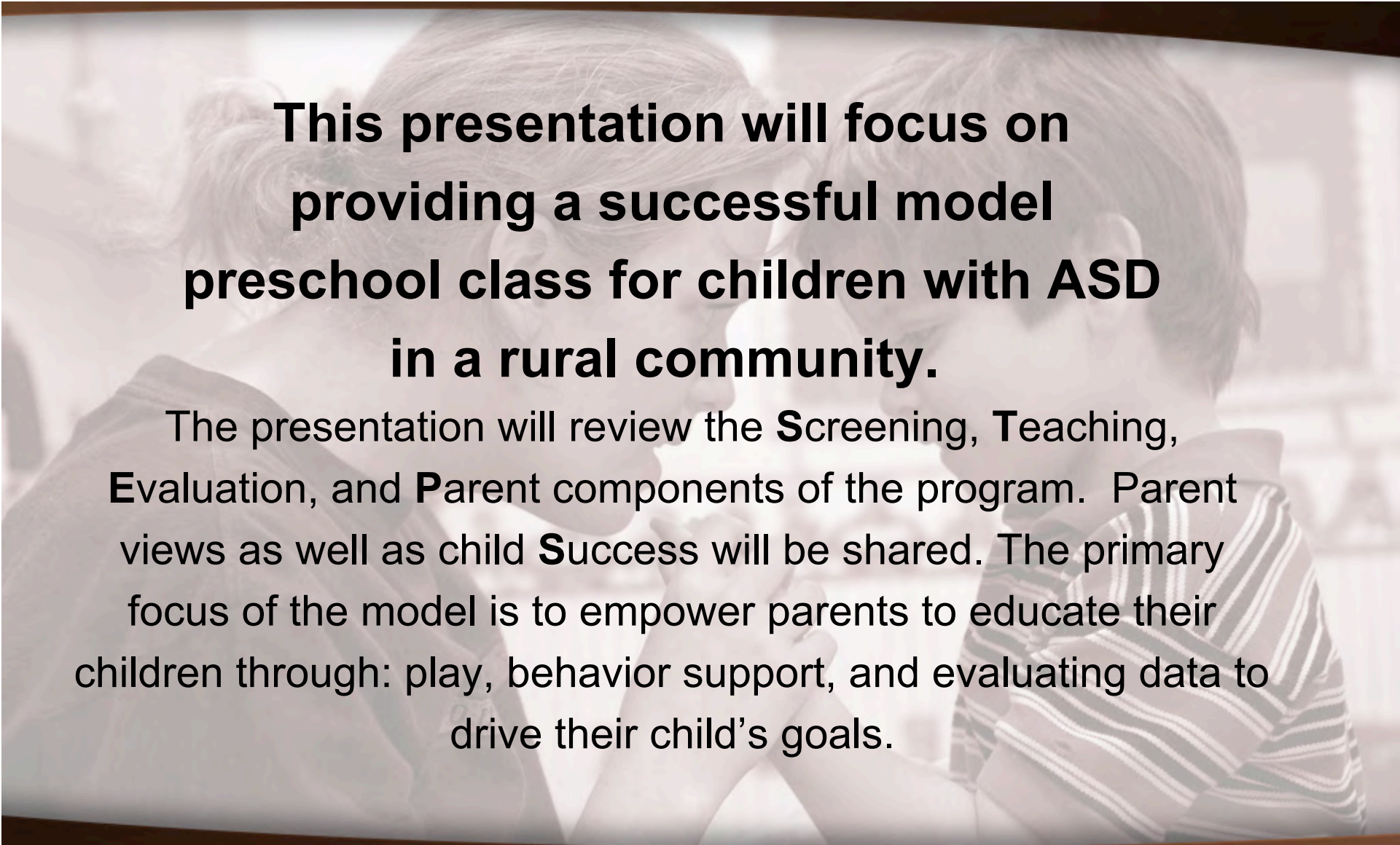




Empowering Families and Children with Autism through STEPS:

Screening, **T**eaching, **E**valuating, and **P**arenting for **S**uccess!



**This presentation will focus on
providing a successful model
preschool class for children with ASD
in a rural community.**

The presentation will review the **S**creening, **T**eaching, **E**valuation, and **P**arent components of the program. Parent views as well as child **S**uccess will be shared. The primary focus of the model is to empower parents to educate their children through: play, behavior support, and evaluating data to drive their child's goals.

Presentation Abstract

A woman with her hair in a bun is leaning towards a young boy in a striped shirt. They appear to be in a classroom or library, with bookshelves visible in the background. The woman is holding the boy's hand, and they are both looking at each other with a gentle expression.

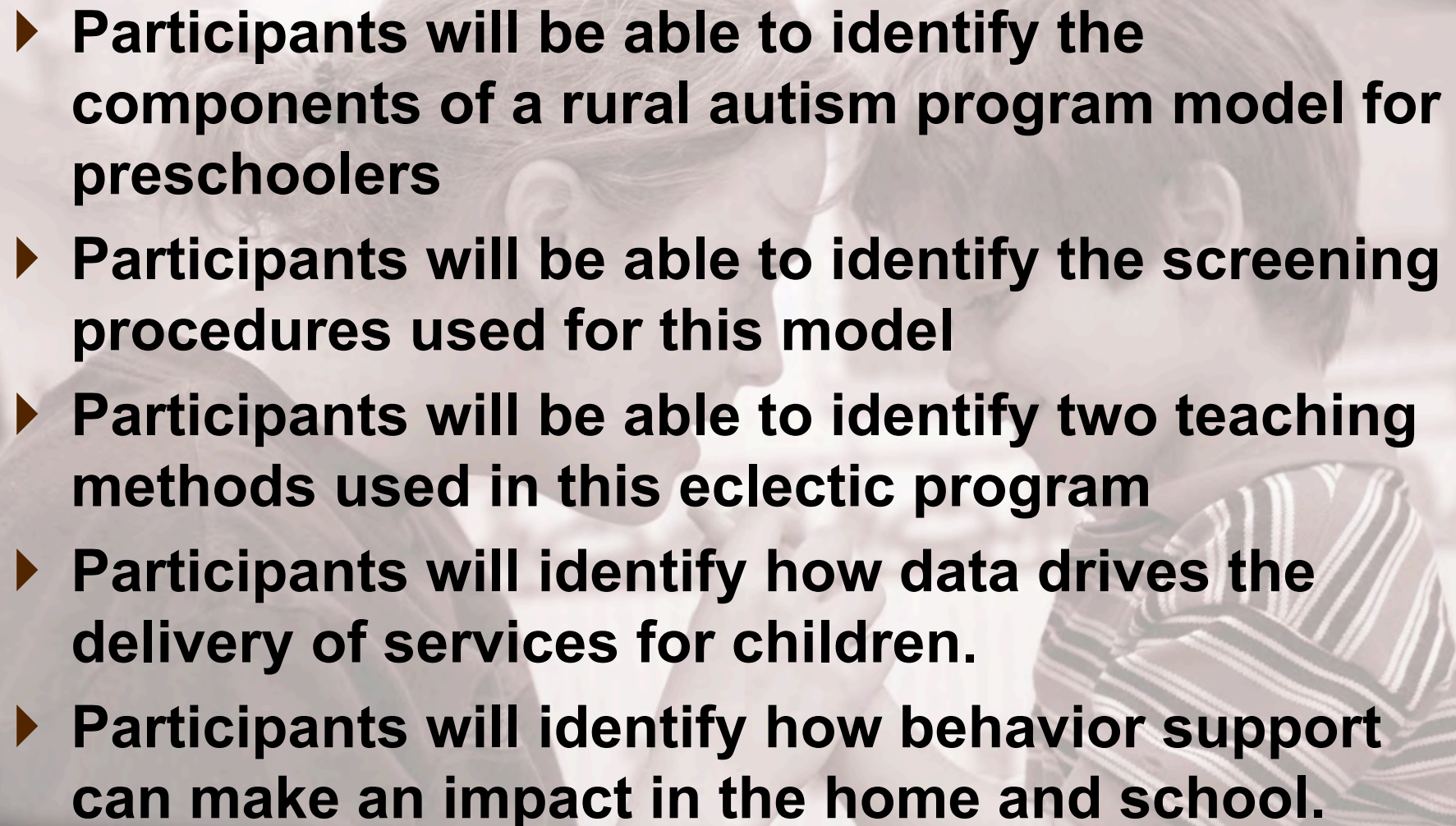
▶ **Holly J. Rine**

Coshocton County Board of MR/DD
Director of Children's Programs

▶ **Ben McCormick**

Coshocton County Board MRDD
Early Childhood Intervention Specialist

Presenters

- 
- ▶ **Participants will be able to identify the components of a rural autism program model for preschoolers**
 - ▶ **Participants will be able to identify the screening procedures used for this model**
 - ▶ **Participants will be able to identify two teaching methods used in this eclectic program**
 - ▶ **Participants will identify how data drives the delivery of services for children.**
 - ▶ **Participants will identify how behavior support can make an impact in the home and school.**

Learning Objectives



Empowering Families and Children with Autism through STEPS:

Introduction



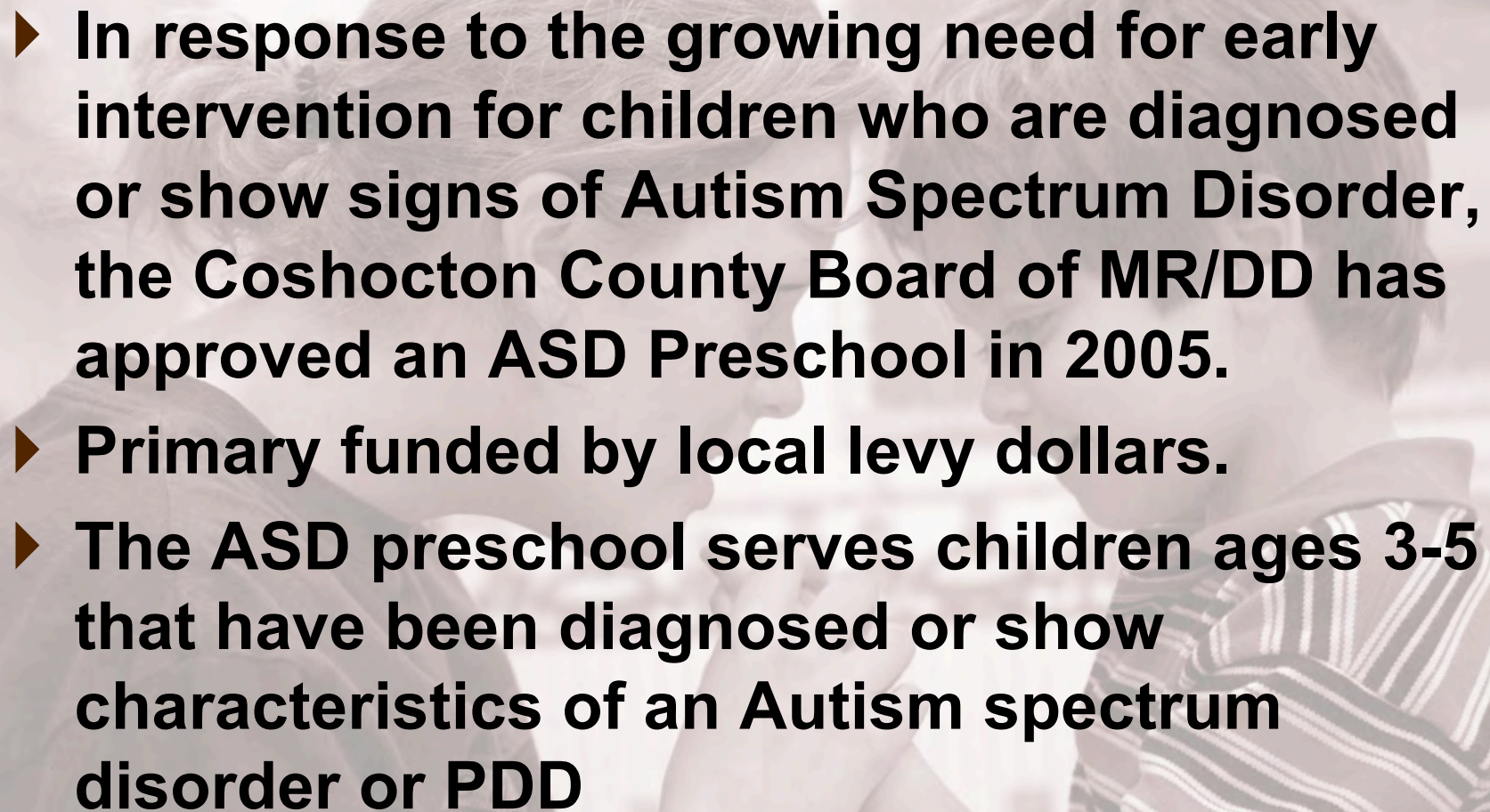
ASD Preschool

Hopewell School
Coshocton County Board MRDD

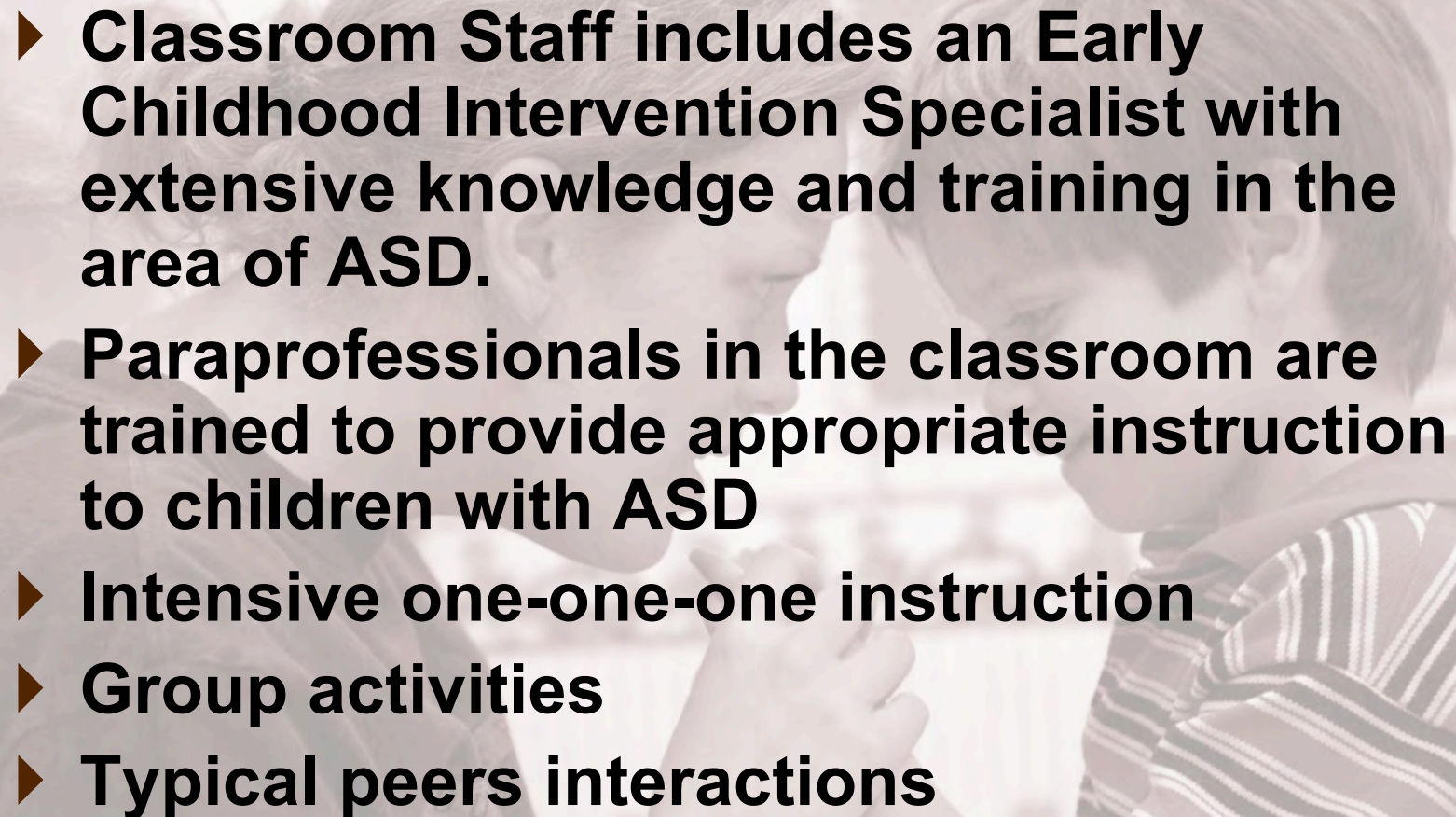
The goal of the program is for students to learn to communicate effectively, become increasingly independent, and interact appropriately with others in the community.



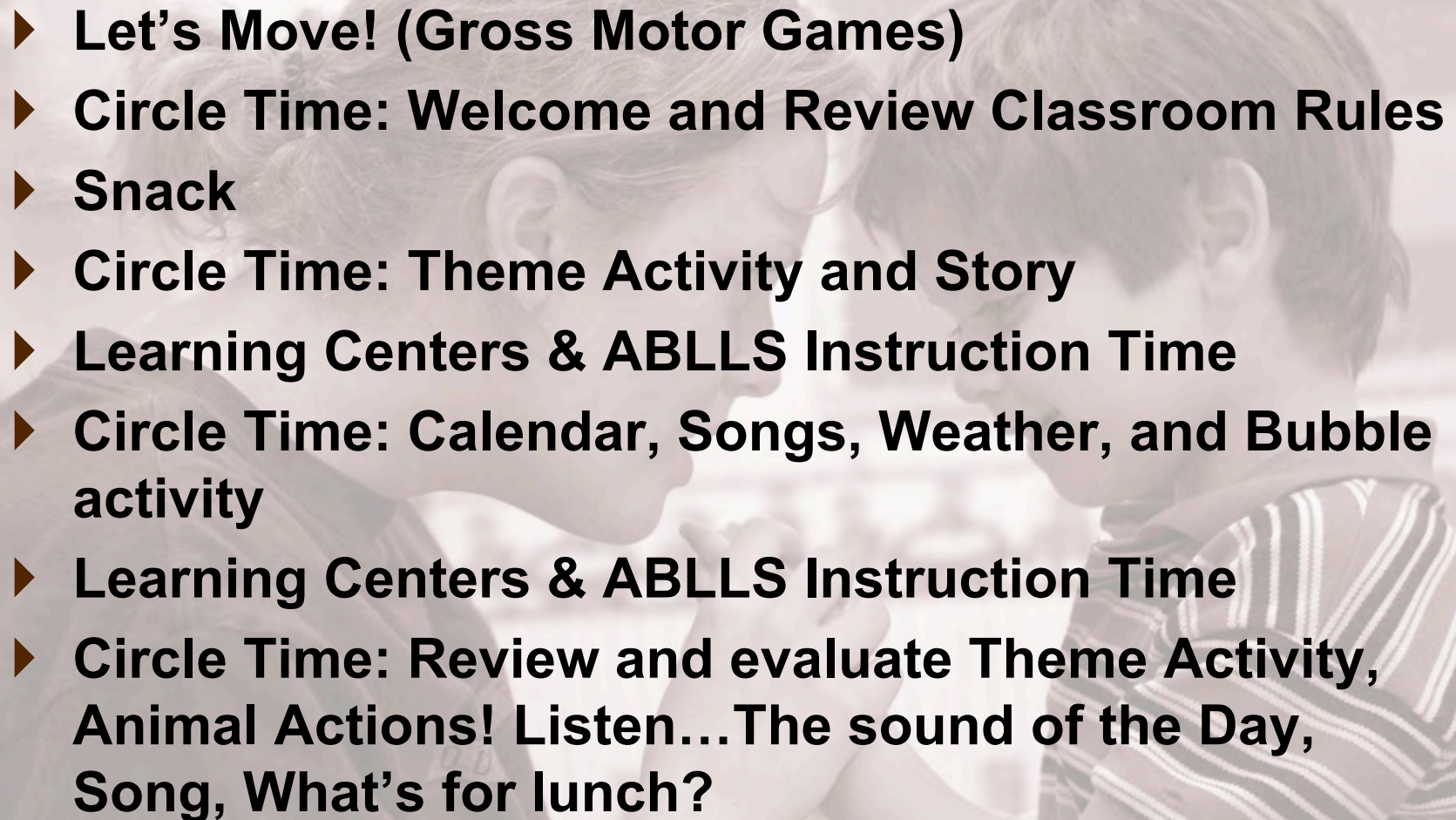
Introduction: ASD Preschool & Intervention

- 
- ▶ **In response to the growing need for early intervention for children who are diagnosed or show signs of Autism Spectrum Disorder, the Coshocton County Board of MR/DD has approved an ASD Preschool in 2005.**
 - ▶ **Primary funded by local levy dollars.**
 - ▶ **The ASD preschool serves children ages 3-5 that have been diagnosed or show characteristics of an Autism spectrum disorder or PDD**

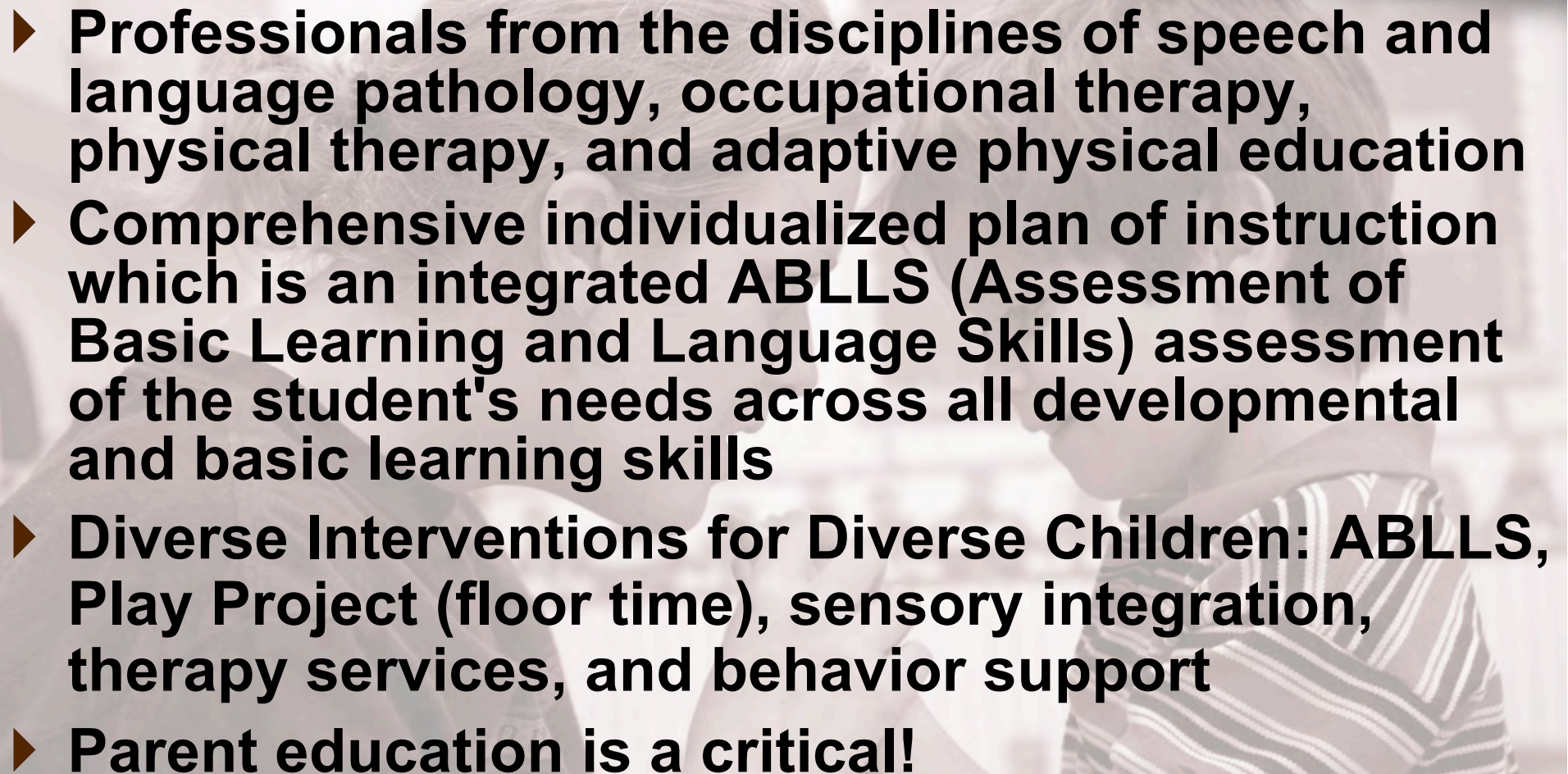
Introduction: ASD Preschool @ Hopewell School

- 
- ▶ **Classroom Staff includes an Early Childhood Intervention Specialist with extensive knowledge and training in the area of ASD.**
 - ▶ **Paraprofessionals in the classroom are trained to provide appropriate instruction to children with ASD**
 - ▶ **Intensive one-one-one instruction**
 - ▶ **Group activities**
 - ▶ **Typical peers interactions**

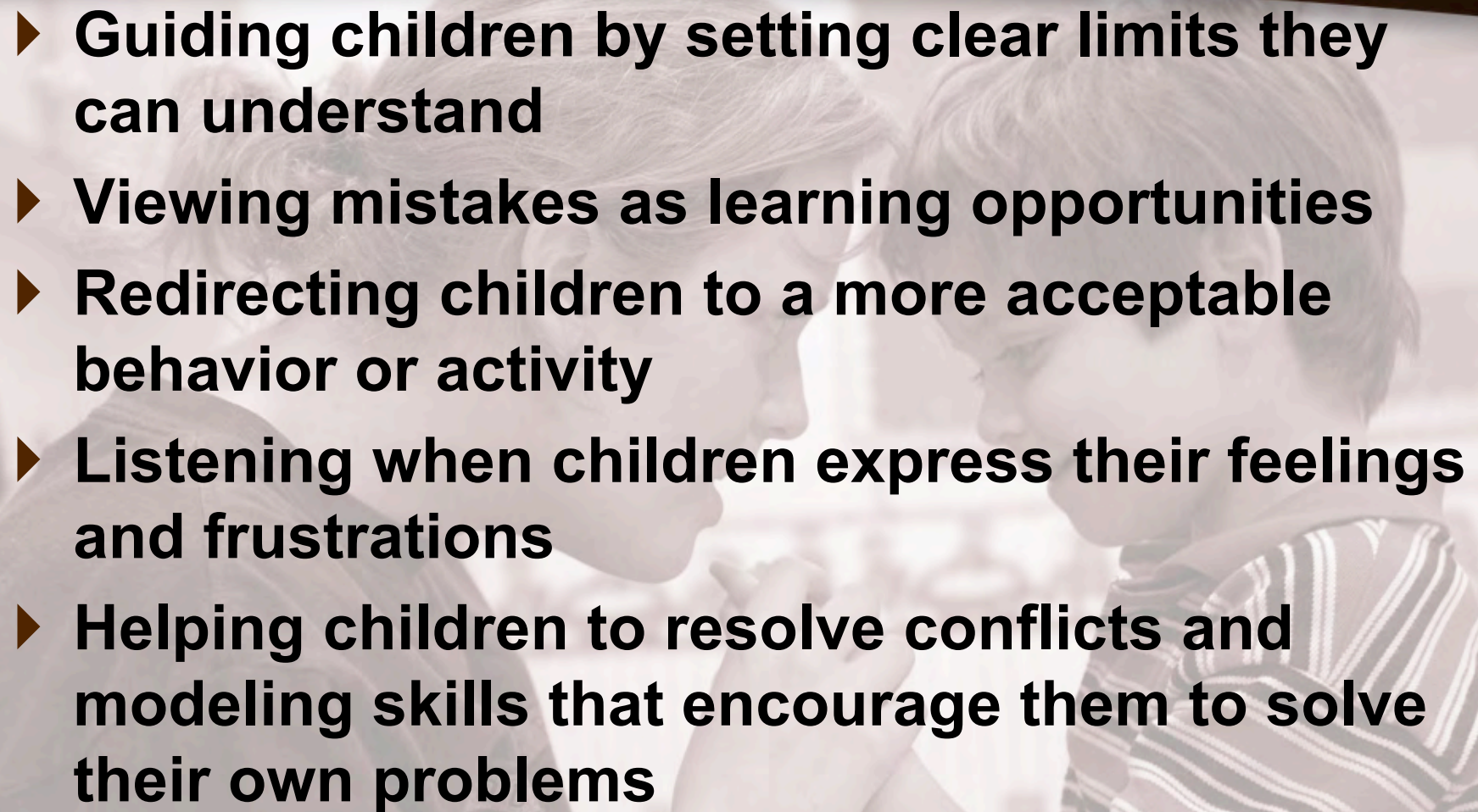
Introduction: ASD Preschool @ Hopewell School

- 
- ▶ **Let's Move! (Gross Motor Games)**
 - ▶ **Circle Time: Welcome and Review Classroom Rules**
 - ▶ **Snack**
 - ▶ **Circle Time: Theme Activity and Story**
 - ▶ **Learning Centers & ABLLS Instruction Time**
 - ▶ **Circle Time: Calendar, Songs, Weather, and Bubble activity**
 - ▶ **Learning Centers & ABLLS Instruction Time**
 - ▶ **Circle Time: Review and evaluate Theme Activity, Animal Actions! Listen...The sound of the Day, Song, What's for lunch?**

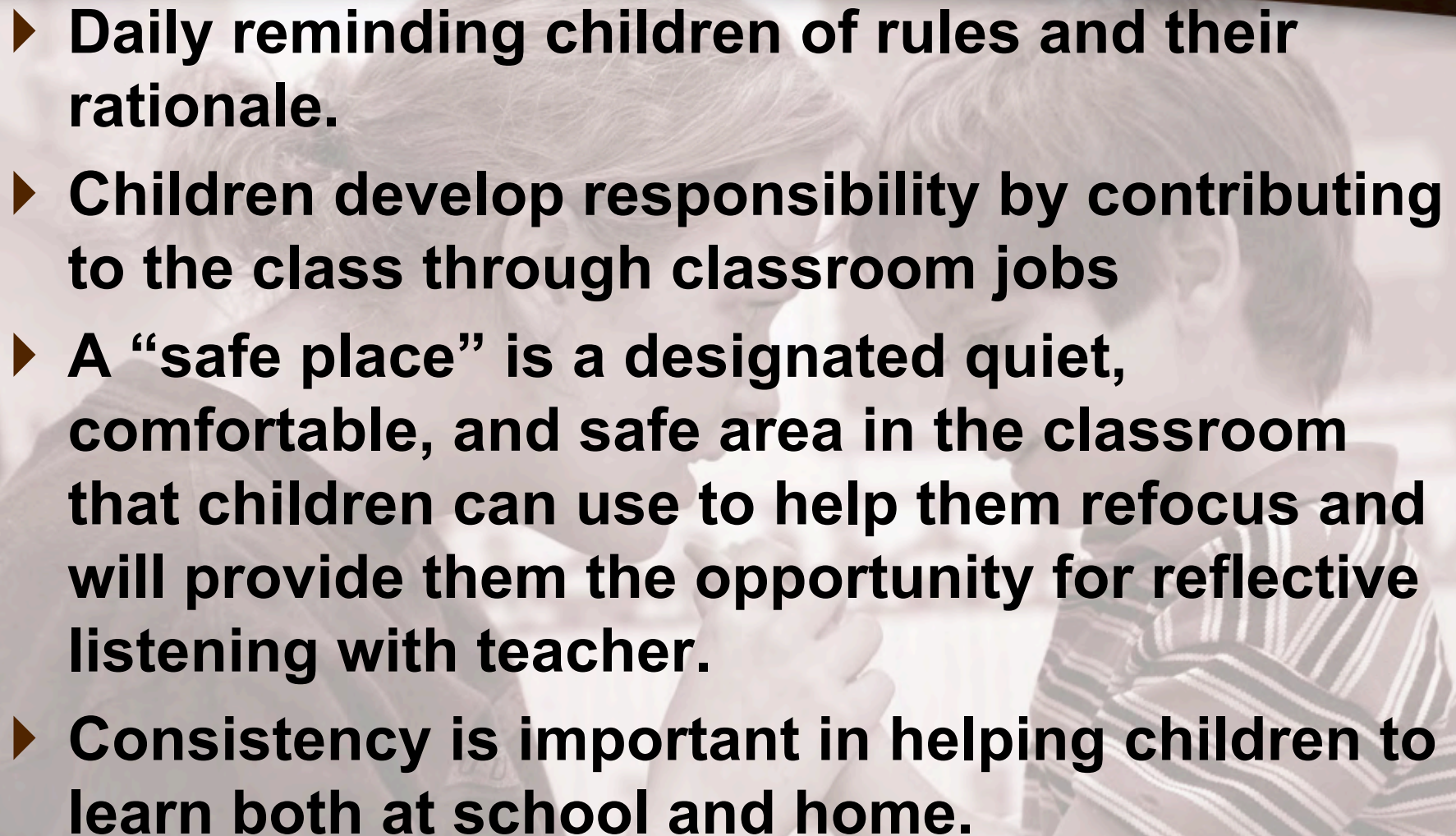
Daily Schedule

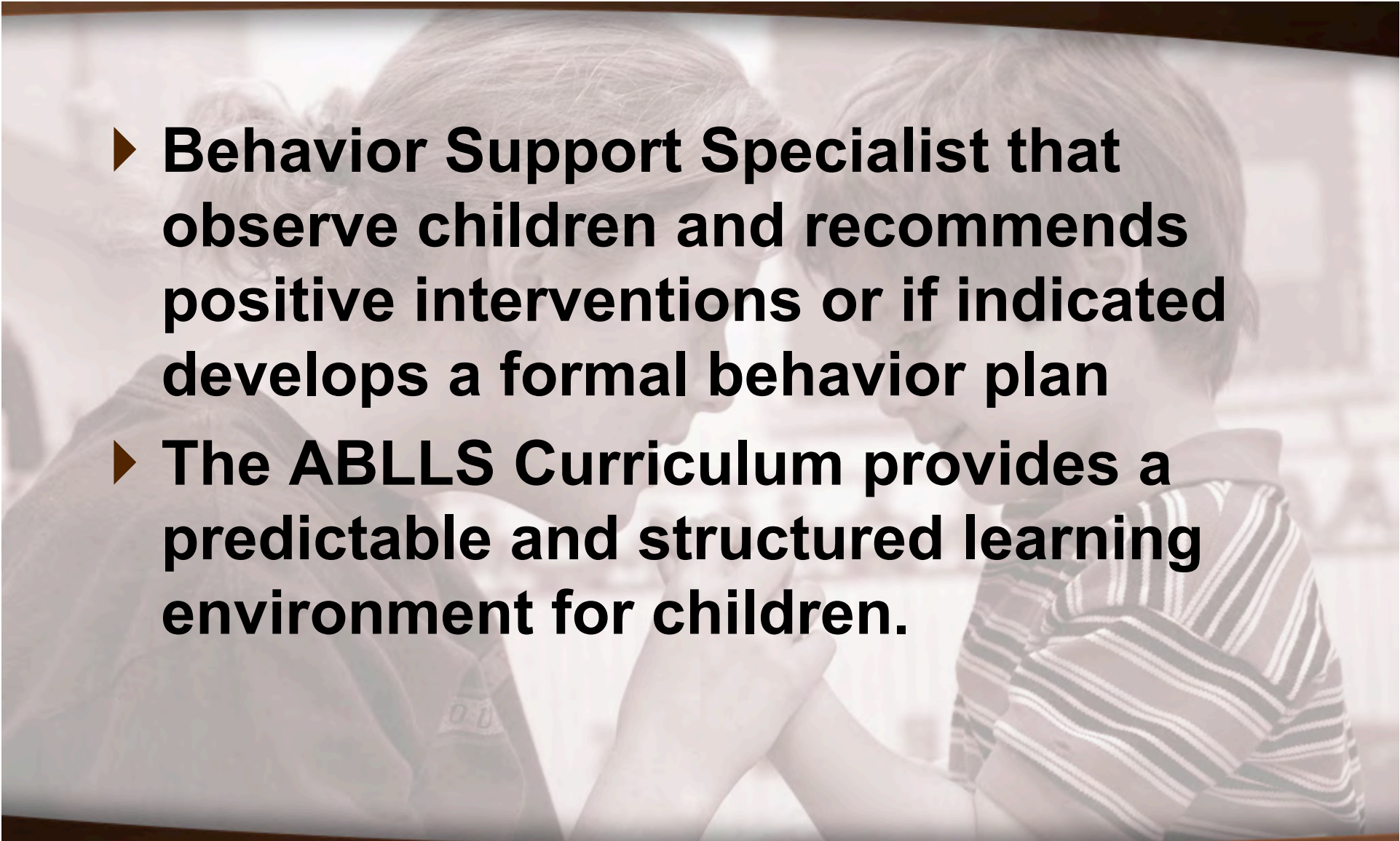
- 
- ▶ **Professionals from the disciplines of speech and language pathology, occupational therapy, physical therapy, and adaptive physical education**
 - ▶ **Comprehensive individualized plan of instruction which is an integrated ABLLS (Assessment of Basic Learning and Language Skills) assessment of the student's needs across all developmental and basic learning skills**
 - ▶ **Diverse Interventions for Diverse Children: ABLLS, Play Project (floor time), sensory integration, therapy services, and behavior support**
 - ▶ **Parent education is a critical!**

Introduction: ASD Preschool @ Hopewell School

- 
- ▶ **Guiding children by setting clear limits they can understand**
 - ▶ **Viewing mistakes as learning opportunities**
 - ▶ **Redirecting children to a more acceptable behavior or activity**
 - ▶ **Listening when children express their feelings and frustrations**
 - ▶ **Helping children to resolve conflicts and modeling skills that encourage them to solve their own problems**

Behavior Support

- 
- ▶ **Daily reminding children of rules and their rationale.**
 - ▶ **Children develop responsibility by contributing to the class through classroom jobs**
 - ▶ **A “safe place” is a designated quiet, comfortable, and safe area in the classroom that children can use to help them refocus and will provide them the opportunity for reflective listening with teacher.**
 - ▶ **Consistency is important in helping children to learn both at school and home.**

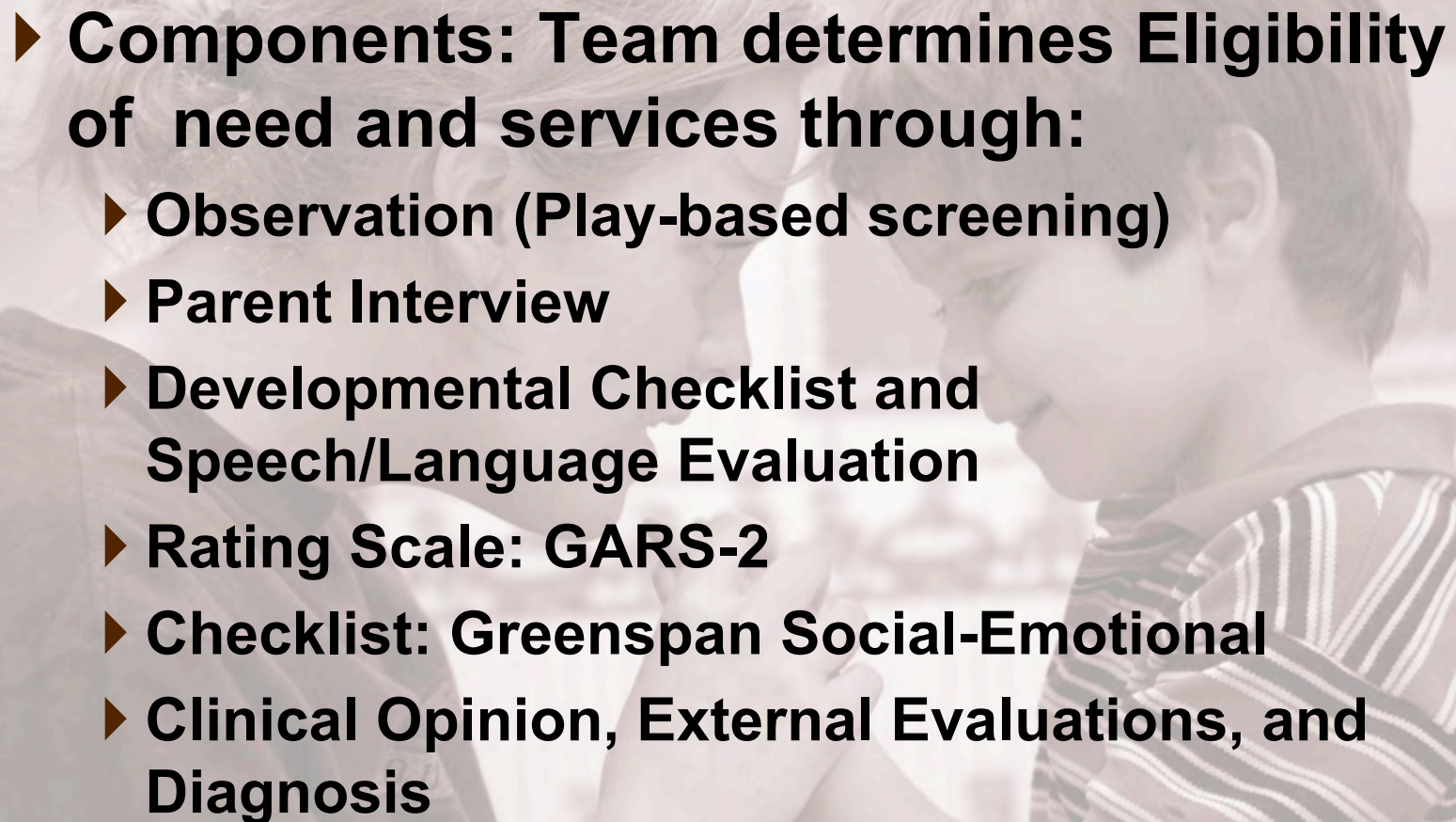
- 
- ▶ **Behavior Support Specialist that observe children and recommends positive interventions or if indicated develops a formal behavior plan**
 - ▶ **The ABLLS Curriculum provides a predictable and structured learning environment for children.**

Behavior Support



**Empowering Families and Children
with Autism through STEPS:**

Screening

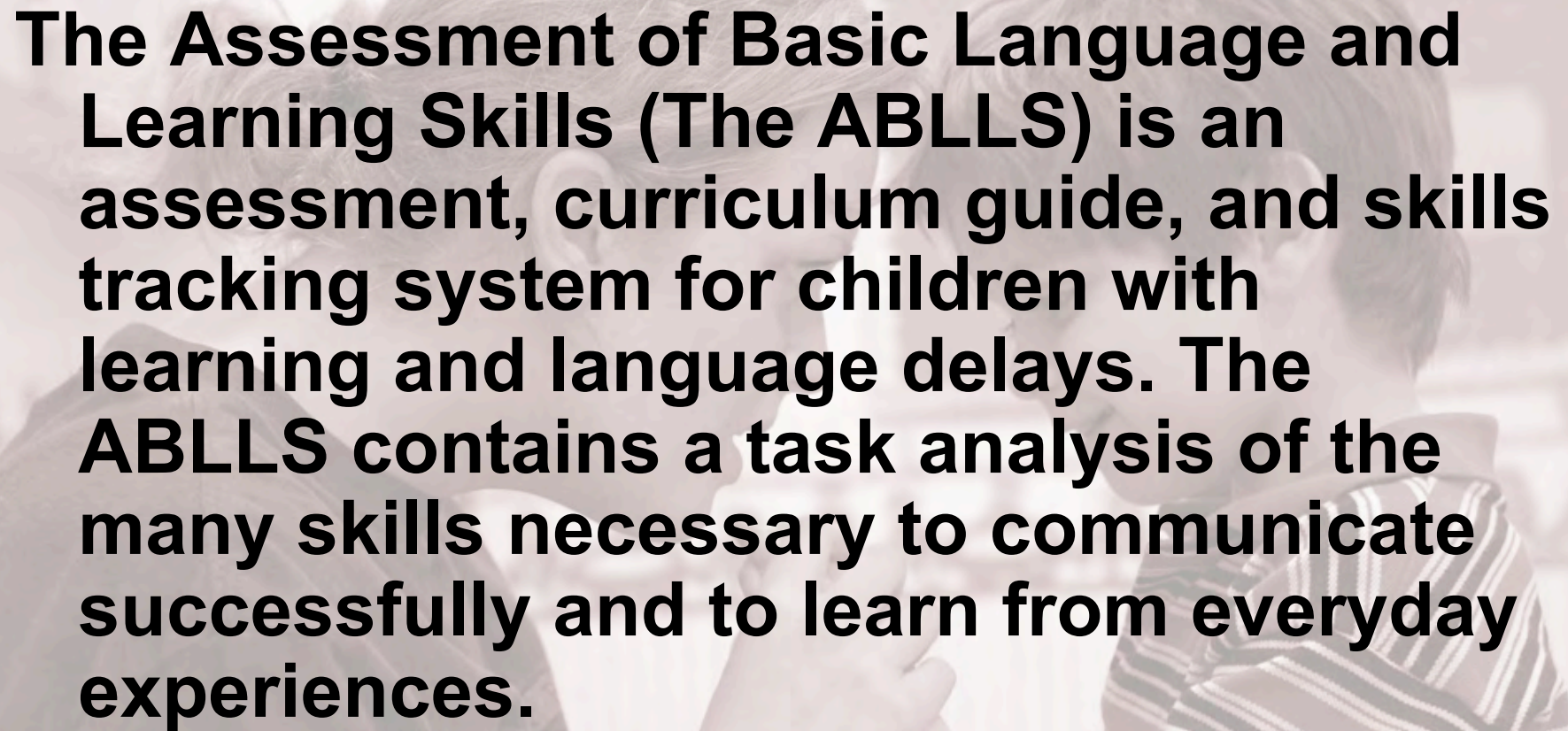
- 
- ▶ **Components: Team determines Eligibility of need and services through:**
 - ▶ **Observation (Play-based screening)**
 - ▶ **Parent Interview**
 - ▶ **Developmental Checklist and Speech/Language Evaluation**
 - ▶ **Rating Scale: GARS-2**
 - ▶ **Checklist: Greenspan Social-Emotional**
 - ▶ **Clinical Opinion, External Evaluations, and Diagnosis**

Screening



Empowering Families and Children with Autism through STEPS:

Teaching



The Assessment of Basic Language and Learning Skills (The ABLLS) is an assessment, curriculum guide, and skills tracking system for children with learning and language delays. The ABLLS contains a task analysis of the many skills necessary to communicate successfully and to learn from everyday experiences.

ASD Preschool & Assessment



Language & Social Skills (Sections A-P)

- A. Cooperation & Reinforcer Effectiveness**
- B. Visual Performance**
- C. Receptive Language**
- D. Imitation**
- E. Vocal Imitation**
- F. Requests (mands)**
- G. Labeling (tacts)**
- H. Intraverbals**
- I. Spontaneous Vocalizations**
- J. Syntax & Grammar**
- K. Play & Leisure**
- L. Social Interaction**
- M. Group Instruction**
- N. Classroom Routines**
- P. Generalized Responding**

A woman and a young boy are shown in profile, facing each other and holding hands. The woman is on the left, and the boy is on the right. They appear to be in a classroom or library setting, with bookshelves visible in the background. The image is overlaid with a semi-transparent dark brown filter.

Academic Skills

(Sections Q-T)

Q. Reading

R. Math

S. Writing

T. Spelling

ABLIS Protocol



Self-Help Skills

(Sections U-X)

U. Dressing

V. Eating

W. Grooming

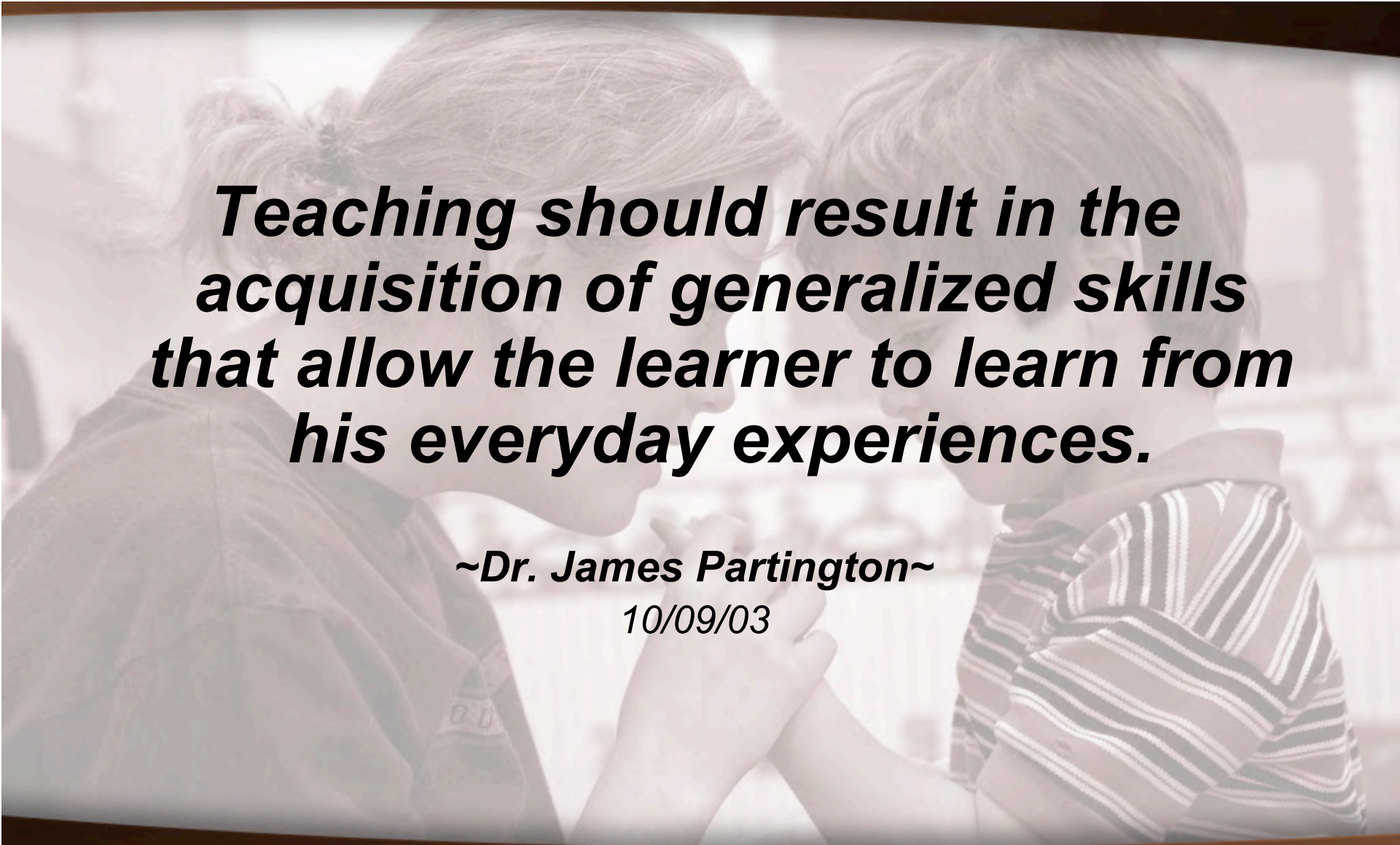
X. Toileting

Motor Skills

(Sections Y-Z)

Y. Gross Motor

Z. Fine Motor

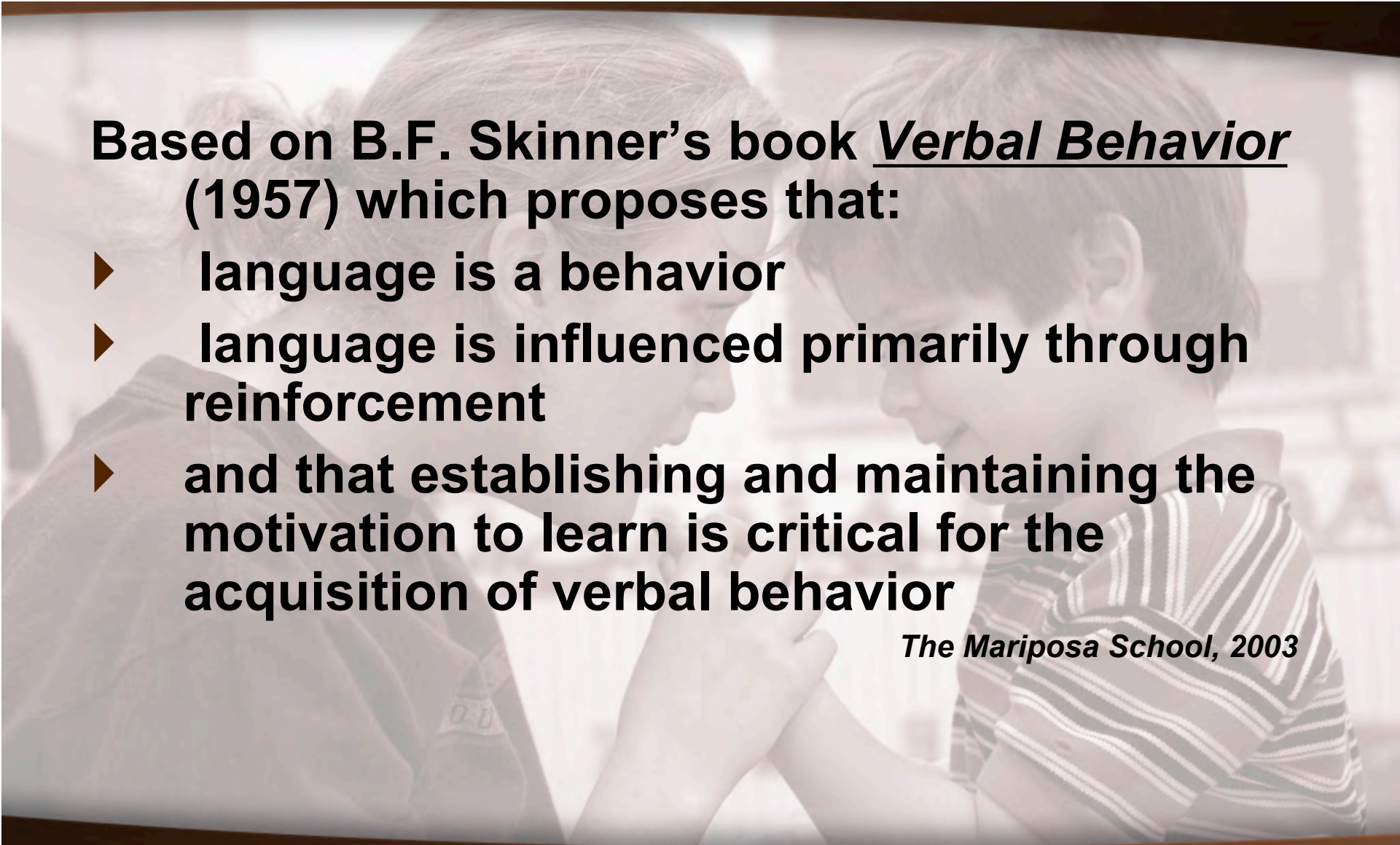


Teaching should result in the acquisition of generalized skills that allow the learner to learn from his everyday experiences.

~Dr. James Partington~

10/09/03

The Goal



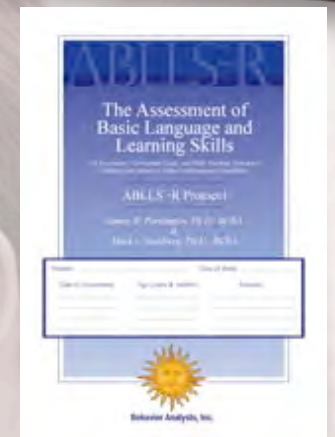
Based on B.F. Skinner's book Verbal Behavior (1957) which proposes that:

- ▶ **language is a behavior**
- ▶ **language is influenced primarily through reinforcement**
- ▶ **and that establishing and maintaining the motivation to learn is critical for the acquisition of verbal behavior**

The Mariposa School, 2003

Verbal Behavior

The ABLLS™-R Protocol and The ABLLS™-R Guide are two books in a series of publications from Behavior Analysts, Inc., that can help parents and educators with the process of identifying specific skills that should be the focus of intervention for a child with language delays.

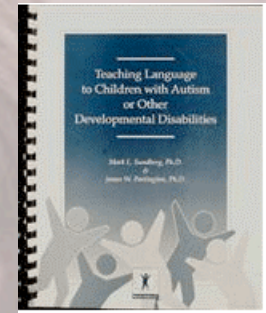


The ABLLS

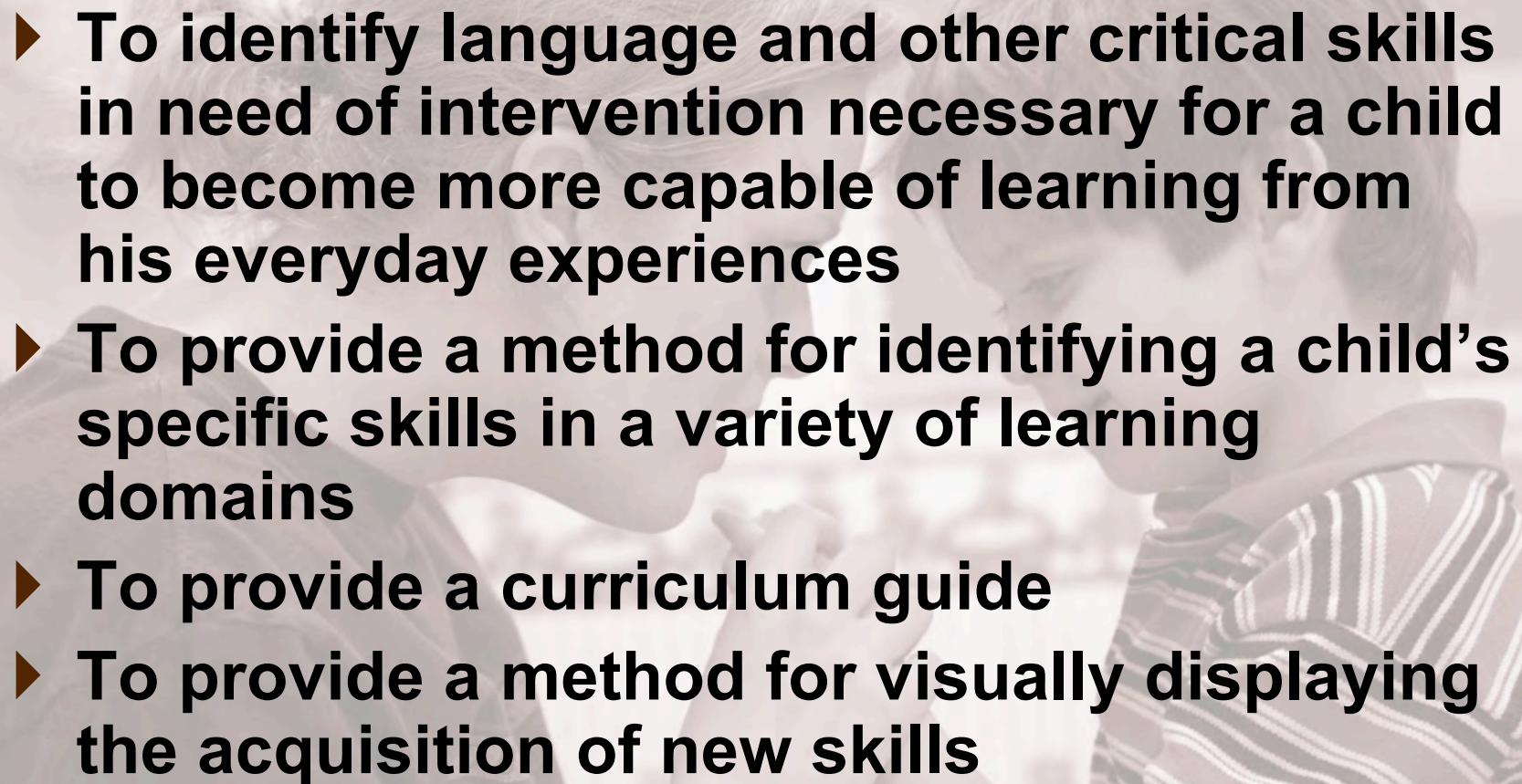
Teaching Language to Children with Autism or Other Developmental Disabilities

Most children with autism or other developmental disabilities experience severe language delays or disorders. Teaching language to these children can be quite a challenge to parents and professionals. This book presents a state-of-the-art language assessment and intervention program based on B.F. Skinner's behavioral analysis of language, and the extensive body of empirical research that supports Skinner's analysis.

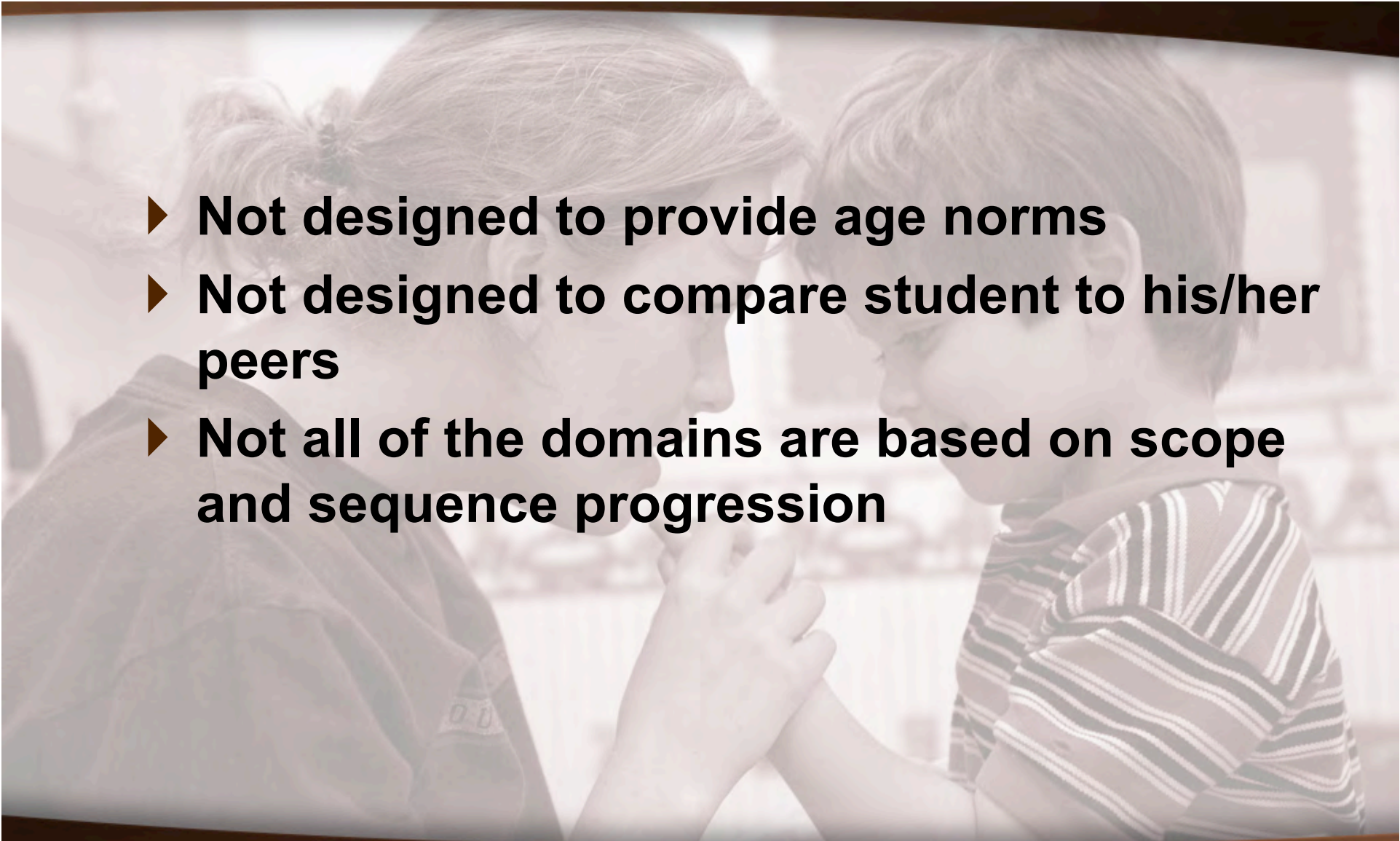
- <http://www.behavioranalysts.com/>



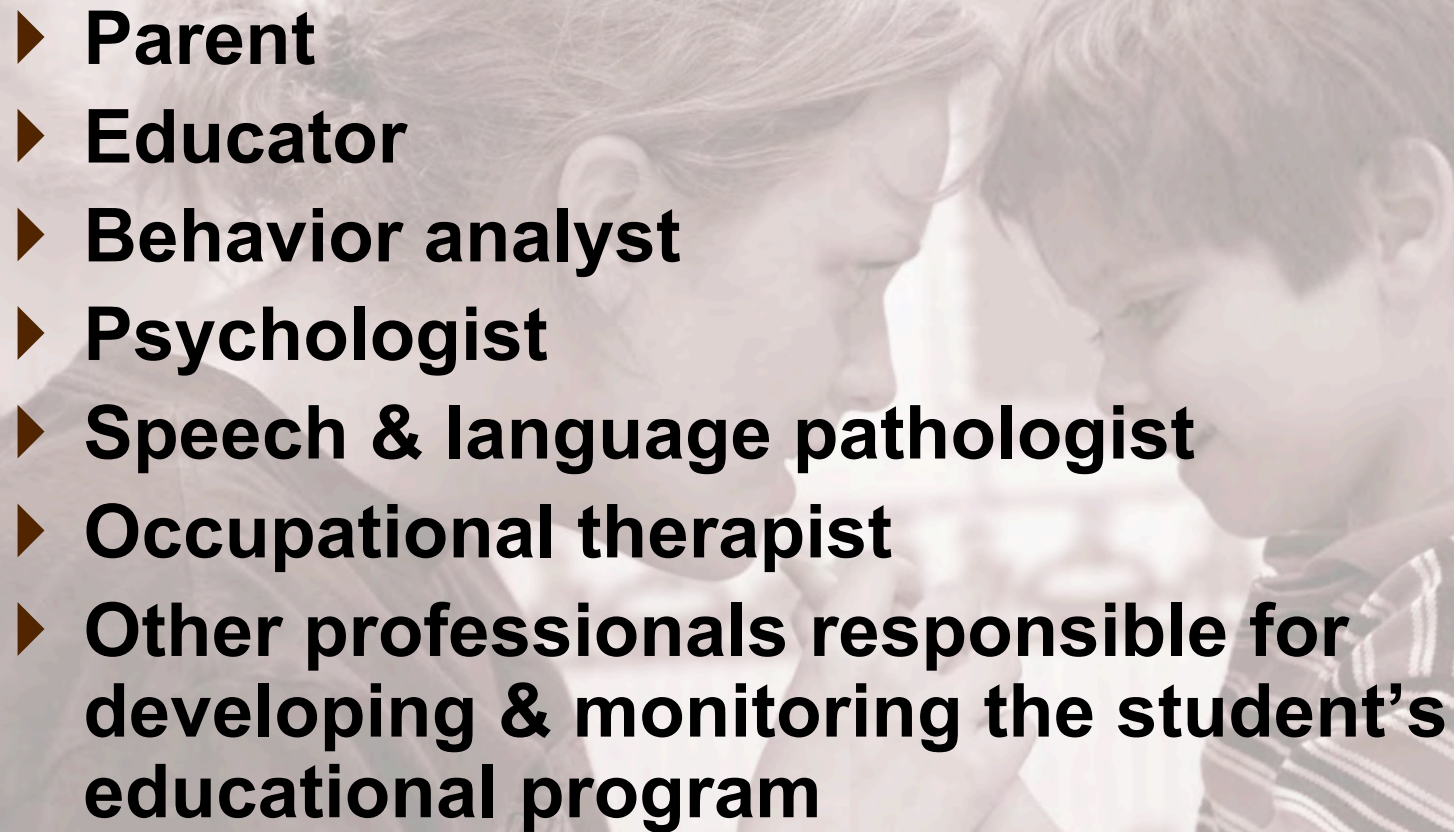
The ABLLS

- 
- ▶ **To identify language and other critical skills in need of intervention necessary for a child to become more capable of learning from his everyday experiences**
 - ▶ **To provide a method for identifying a child's specific skills in a variety of learning domains**
 - ▶ **To provide a curriculum guide**
 - ▶ **To provide a method for visually displaying the acquisition of new skills**

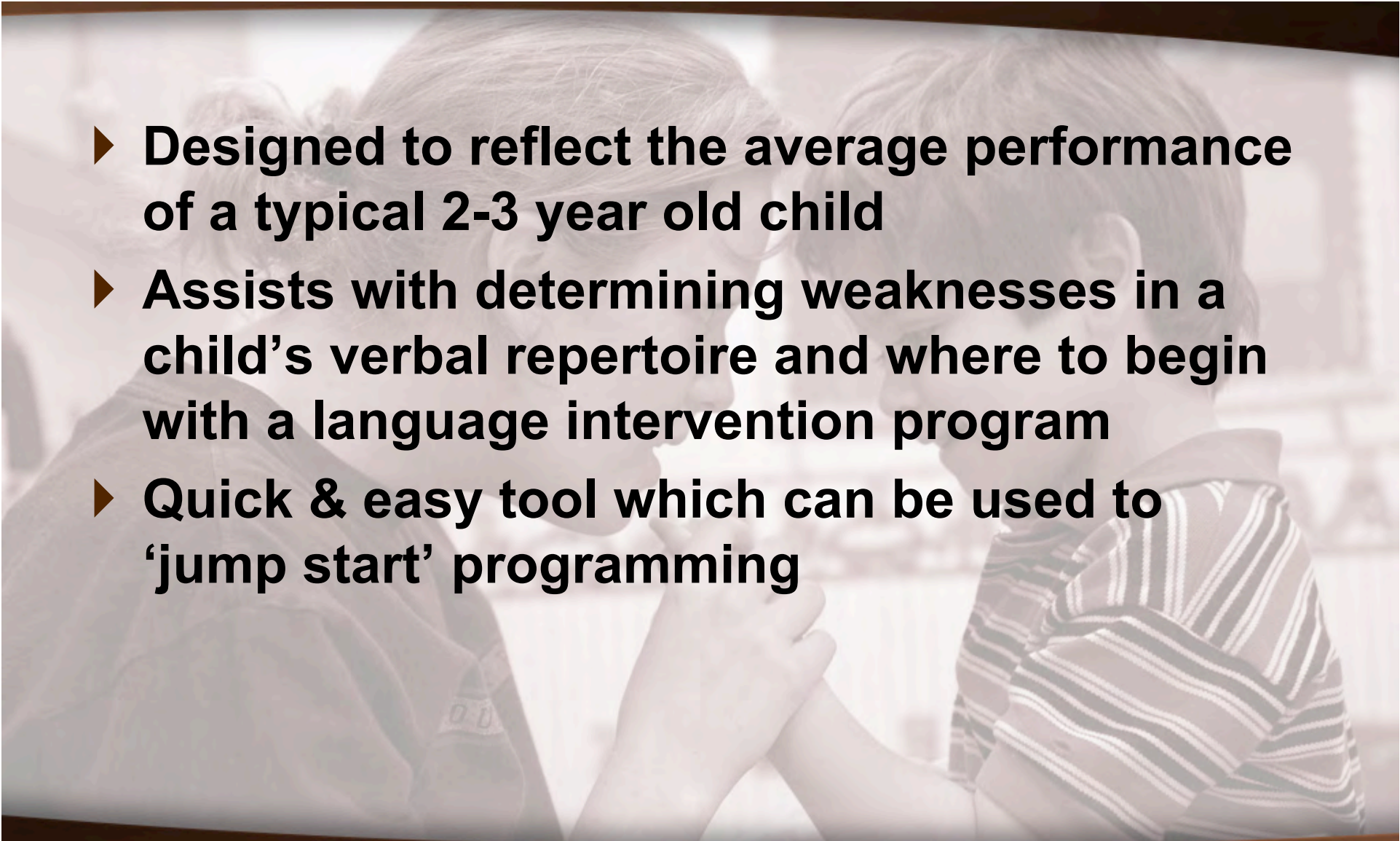
Why Should I Use the ABLLS?

- 
- ▶ **Not designed to provide age norms**
 - ▶ **Not designed to compare student to his/her peers**
 - ▶ **Not all of the domains are based on scope and sequence progression**

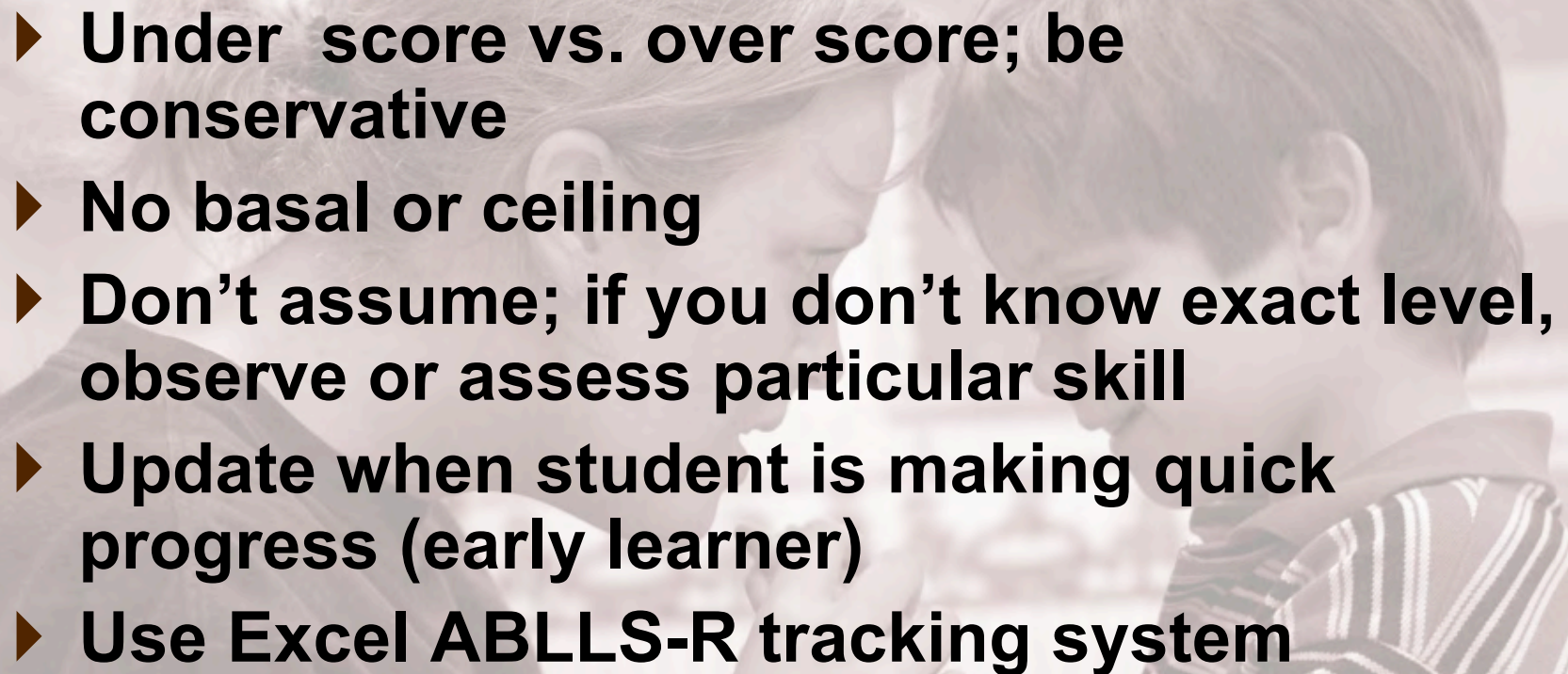
Limitations of the ABLLS

- 
- ▶ **Parent**
 - ▶ **Educator**
 - ▶ **Behavior analyst**
 - ▶ **Psychologist**
 - ▶ **Speech & language pathologist**
 - ▶ **Occupational therapist**
 - ▶ **Other professionals responsible for developing & monitoring the student's educational program**

Who Can Complete the ABLLS?

- 
- ▶ **Designed to reflect the average performance of a typical 2-3 year old child**
 - ▶ **Assists with determining weaknesses in a child's verbal repertoire and where to begin with a language intervention program**
 - ▶ **Quick & easy tool which can be used to 'jump start' programming**

**Behavioral Language Assessment
(Brief Assessment)**

- 
- ▶ **Under score vs. over score; be conservative**
 - ▶ **No basal or ceiling**
 - ▶ **Don't assume; if you don't know exact level, observe or assess particular skill**
 - ▶ **Update when student is making quick progress (early learner)**
 - ▶ **Use Excel ABLLS-R tracking system**

Scoring & Tracking



Each row of columns includes

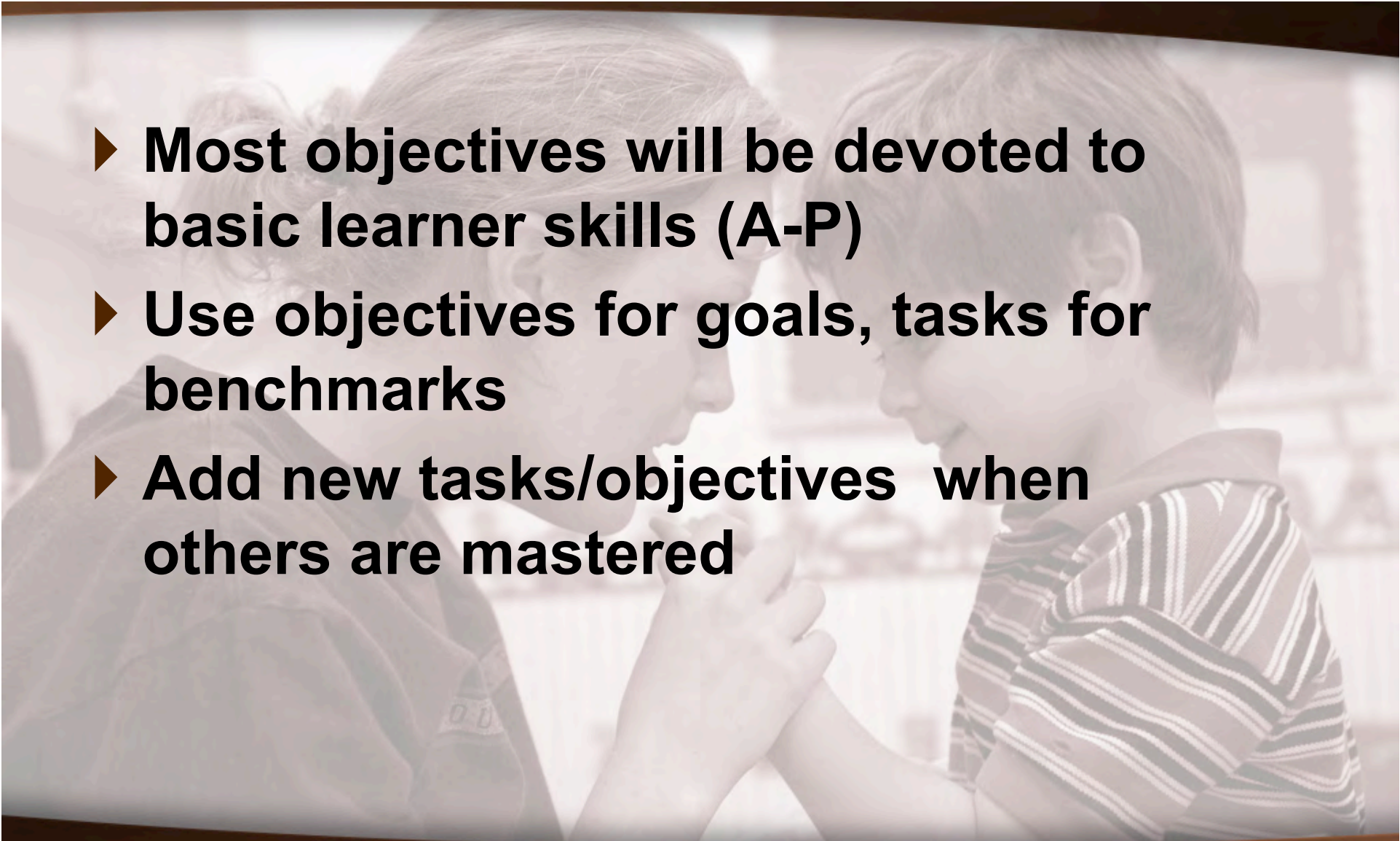
- ✓ **Task** (i.e.; A3,H7, L2)
- ✓ **Scores** (0-2, 0-4)
- ✓ **Task name** (i.e.; Look at non-reinforcing item)
- ✓ **Task objective** (i.e. student will look at a non-reinforcing item presented by an instructor)
- ✓ **Question:** (i.e. If you hold up a non-reinforcing item, will the student look at it?)
- ✓ **Examples:** (i.e. when you hold up a shoe, student will look at it)
- ✓ **Criteria:** (i.e. 2= readily finds in any position, 1= requires some prompts to respond)

**Scoring & Tracking
(continued)**

- ▶ **The ABLLS Guide provides strategies to assist parents, educators and other professionals to use the information obtained from the completed assessment protocol to develop an effective Individualized Education Program (IEP) for the child.**



IEP Development

- 
- ▶ **Most objectives will be devoted to basic learner skills (A-P)**
 - ▶ **Use objectives for goals, tasks for benchmarks**
 - ▶ **Add new tasks/objectives when others are mastered**



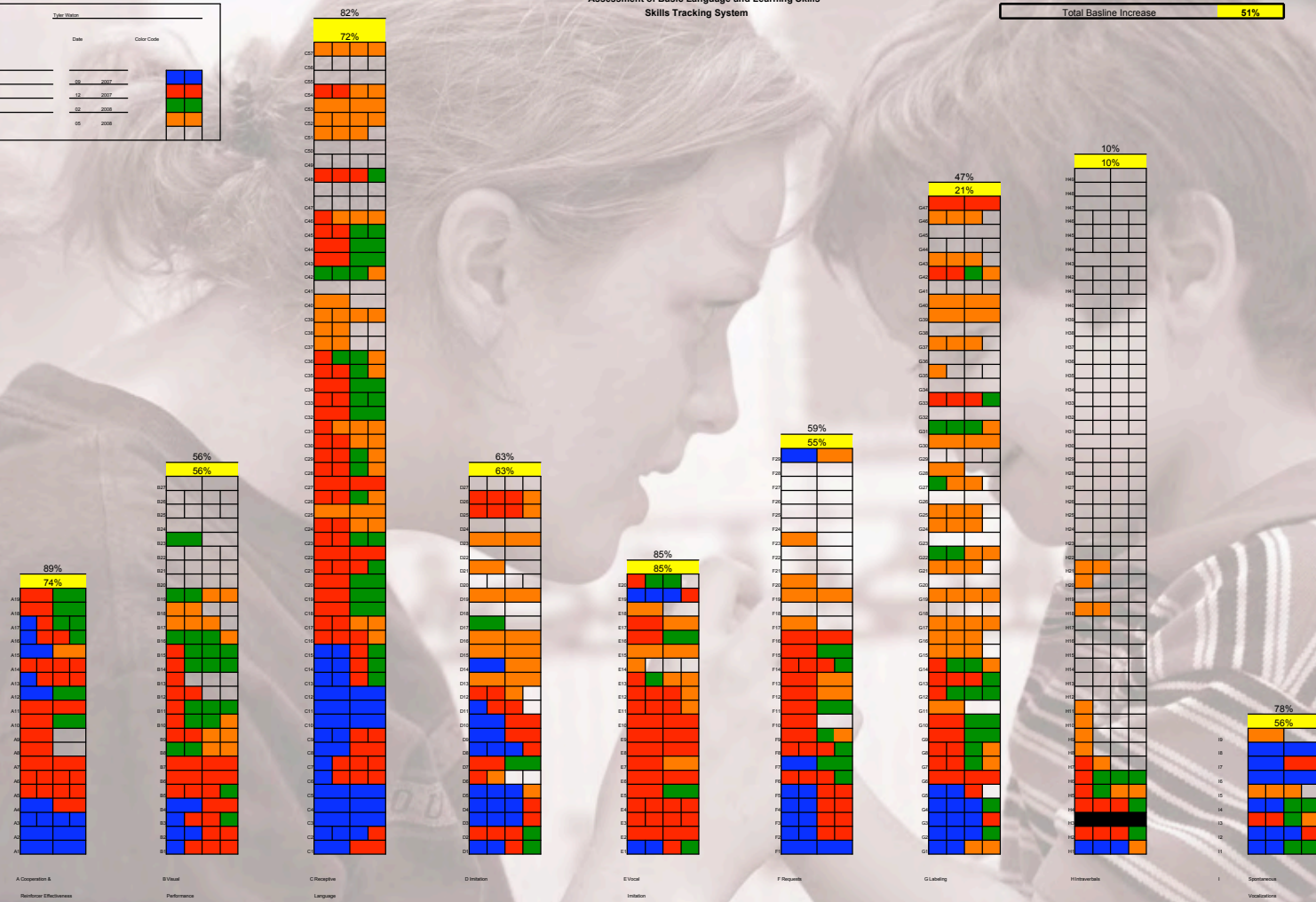
Empowering Families and Children with Autism through STEPS:

Evaluating

Student:	Tyler Wilson	
Date:		
Color Code:		
Baseline:	08	2007
	12	2007
	02	2008
	05	2008

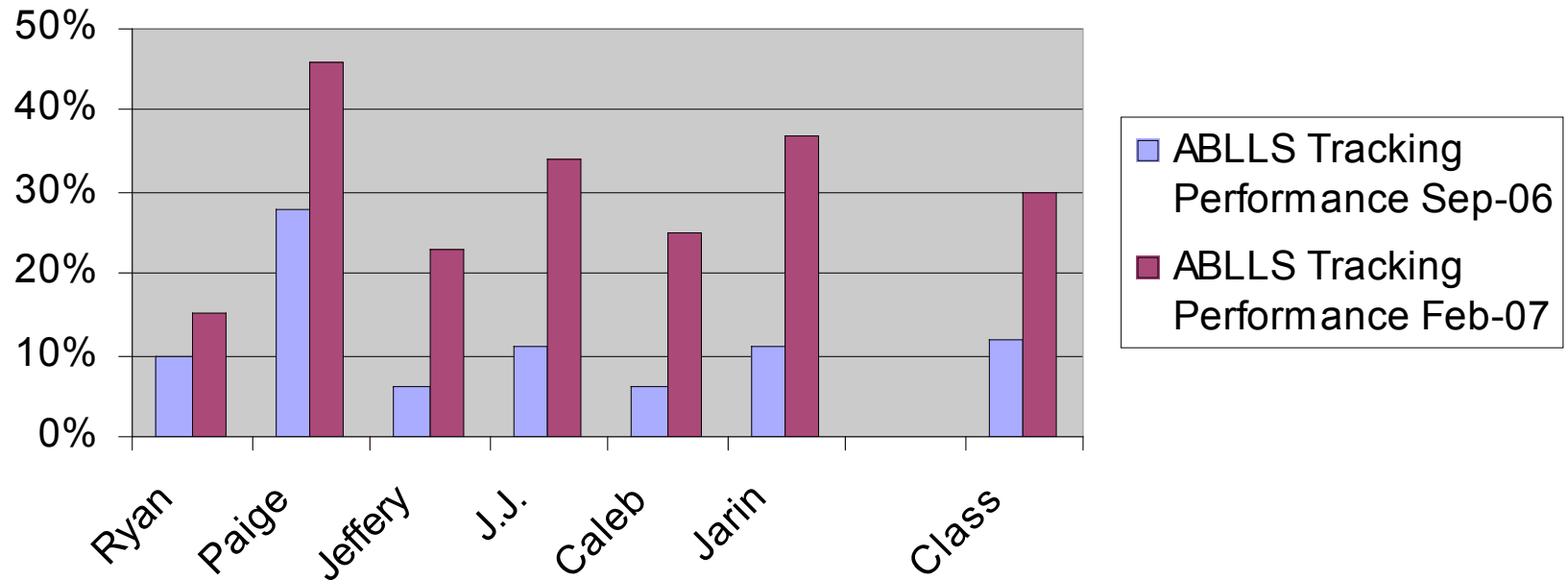
Assessment of Basic Language and Learning Skills
Skills Tracking System

Total Baseline Increase **51%**



ABLLS Tracking System

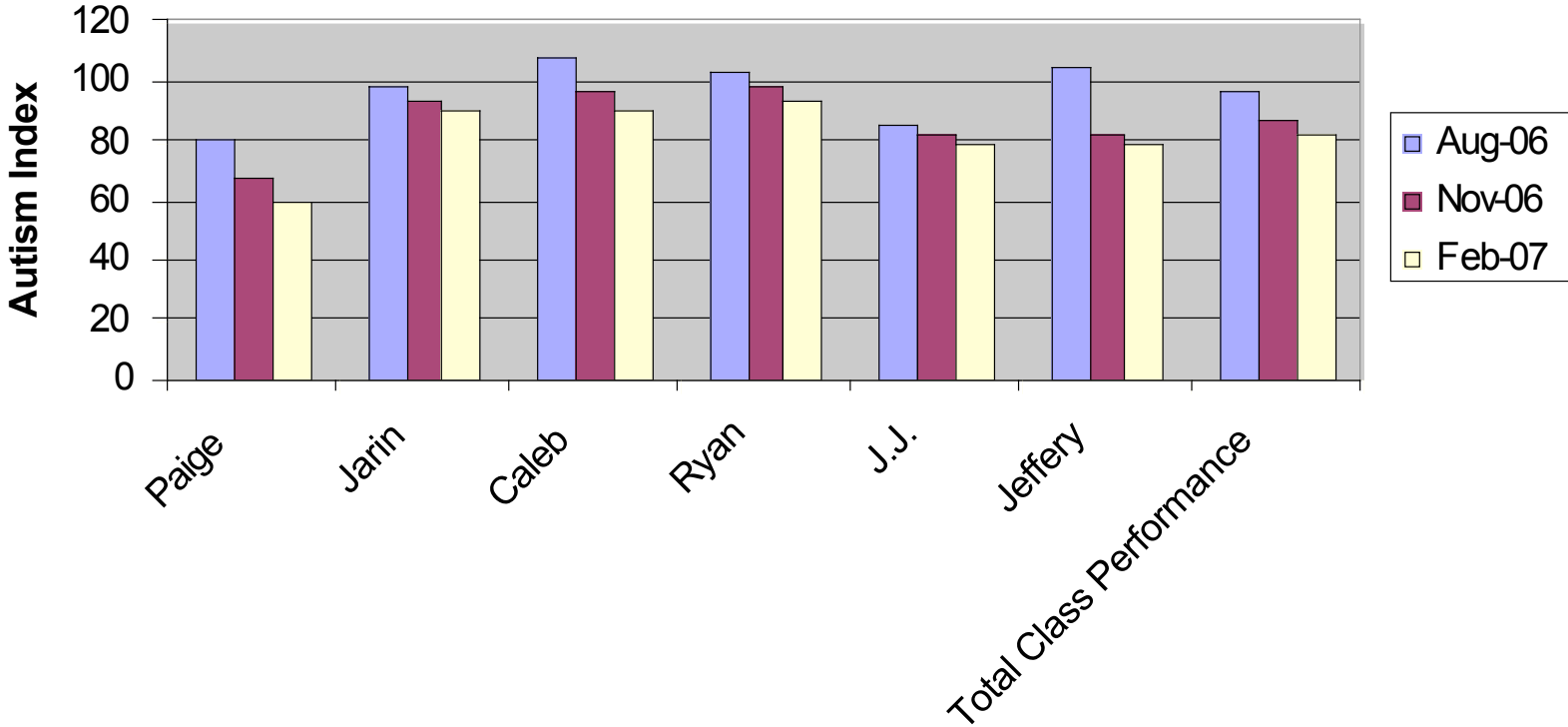
ABLIS Performance



GAR-2 Gilliam Autism Rating Scale

- ▶ **GARS-2 assists teachers, parents, and clinicians in identifying and diagnosing autism in individuals ages 3 through 22. It also helps estimate the severity of the child's disorder.**
- ▶ **The instrument consists of 42 clearly stated items describing the characteristic behaviors of persons with autism. The items are grouped into three subscales:**
 - ▶ **Stereotyped Behaviors**
 - ▶ **Communication**
 - ▶ **Social Interaction**

GARS-2 Assessment Results





Greenspan Social-Emotional Growth Chart

Stanley Greenspan

Stanley Greenspan, M.D., one of the world's leading experts in child development, has developed a screening tool to measure social-emotional milestones in young children ages 0 to 42 months. Early identification of social-emotional deficits and compromises leads to more successful interventions.

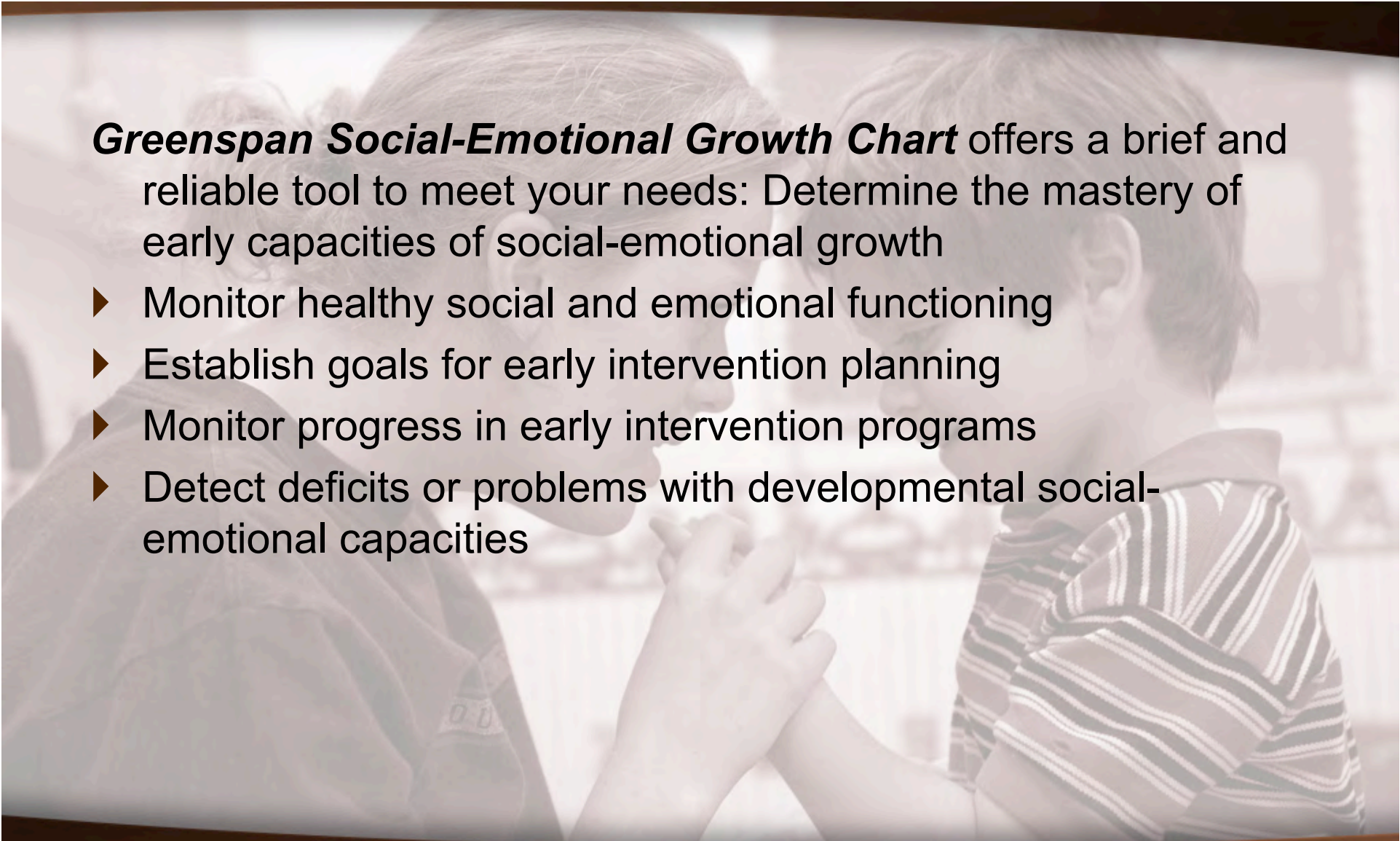
Greenspan Social-Emotional Growth Chart



Greenspan Developmental Milestones by Age Groups 0-3

- months: Exhibits growing self-regulation and interest in the world
- ▶ **4-5 months:** Engages in relationships
- ▶ **6-9 months:** Uses emotions in an interactive, purposeful manner
- ▶ **10-14 months:** Uses a series of interactive and emotional gestures to communicate
- ▶ **15-18 months:** Uses a series of interactive and emotional gestures to solve problems
- ▶ **19-30 months:** Uses ideas to convey feelings, wishes, or intentions
- ▶ **31-42 months:** Creates logical bridges between emotions and ideas

Greenspan Social-Emotional Growth Chart



Greenspan Social-Emotional Growth Chart offers a brief and reliable tool to meet your needs: Determine the mastery of early capacities of social-emotional growth

- ▶ Monitor healthy social and emotional functioning
- ▶ Establish goals for early intervention planning
- ▶ Monitor progress in early intervention programs
- ▶ Detect deficits or problems with developmental social-emotional capacities

Greenspan Social-Emotional Growth Chart

Skill or Behavior	Decreased	Stayed the Same	Increased
Using language or other means to communicate		1 14%	6 86%
Using spontaneous communication to request foods, toys, or activities			7 100%
Labeling items and pictures in response to questions		3 43%	4 57%
Understanding and responding to directions			7 100%
Imitation of other children and adults during play		4 57%	3 43%
Playing with toys in ways that are appropriate to his/her age		2 29%	5 71%
Play with other children		3 43%	4 57%
Engagement in imaginative or pretend play		4 57%	3 43%
Self-care and independence in areas such as eating, dressing, and toileting		2 29%	5 71%
Appropriate behavior		1 17%	5 83%

**ASD Preschool
Survey Results
Spring 2008**
6 surveys returned
Compiled

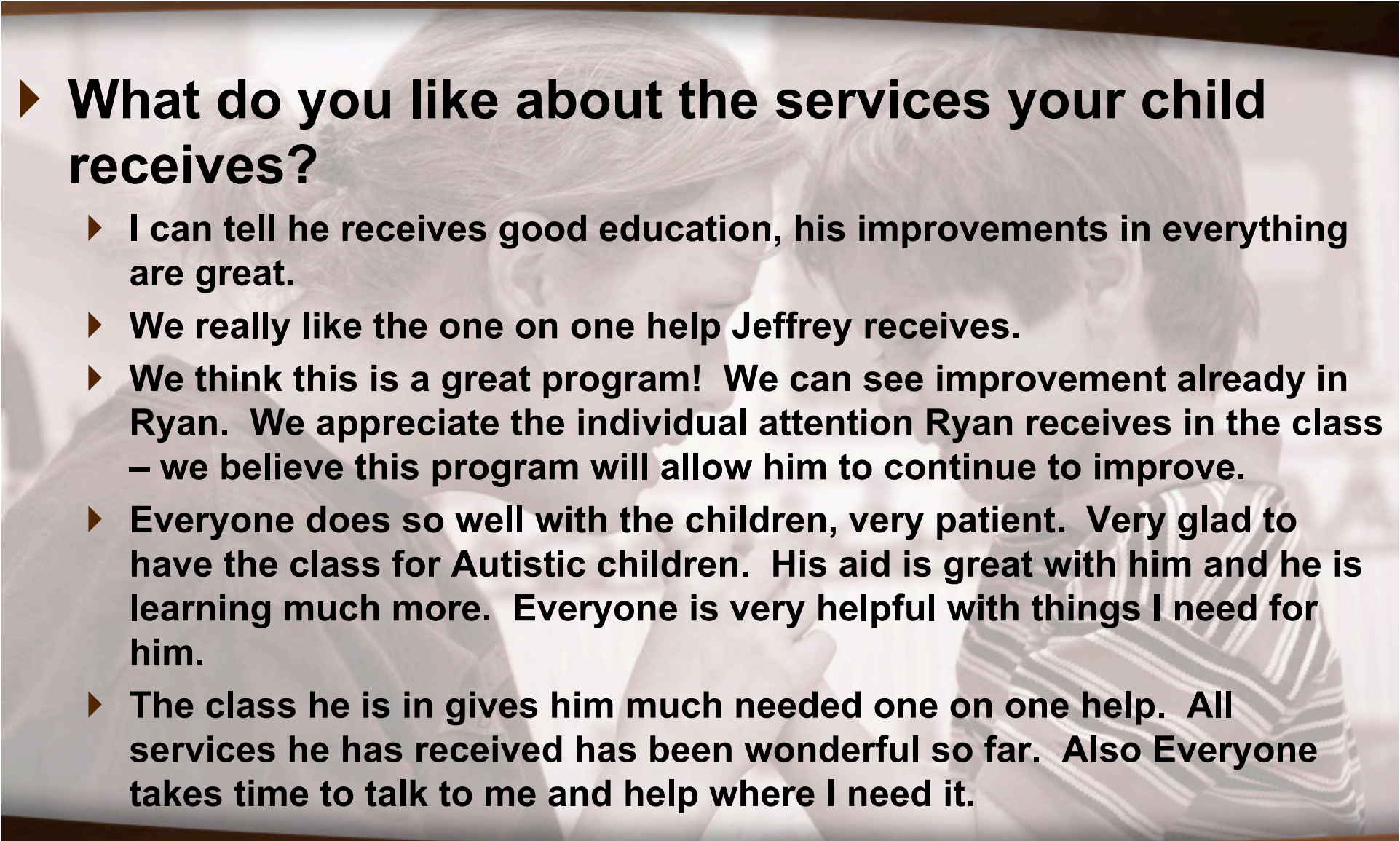
Please let us know whether these skills or behaviors in the chart below have decreased, stayed the same, or increased for your child during the school year thus far. Please check the appropriate column: Decreased, stayed the same, or increased.

Parent Survey Results



**Empowering Families and Children
with Autism through STEPS:**

Parenting for **S**uccess!



▶ **What do you like about the services your child receives?**

- ▶ **I can tell he receives good education, his improvements in everything are great.**
- ▶ **We really like the one on one help Jeffrey receives.**
- ▶ **We think this is a great program! We can see improvement already in Ryan. We appreciate the individual attention Ryan receives in the class – we believe this program will allow him to continue to improve.**
- ▶ **Everyone does so well with the children, very patient. Very glad to have the class for Autistic children. His aid is great with him and he is learning much more. Everyone is very helpful with things I need for him.**
- ▶ **The class he is in gives him much needed one on one help. All services he has received has been wonderful so far. Also Everyone takes time to talk to me and help where I need it.**

Parent Comments

- ▶ **The P.L.A.Y. Project is a community based/regional autism training and early intervention program dedicated to empowering parents and professionals to implement intensive, developmental interventions for young children with autism in the most effective and efficient way.**
- ▶ **Used in ASD Preschool and Early Intervention @ Hopewell School**

<http://www.playproject.org/>



What is the Play Project?

- **Promote early identification and early intervention**
 - **Educate community regarding National Academy of Sciences recommendations:**
 - **Begin interventions early (18 months to 5 years)**
 - **Use intensive intervention 25 hours per week**
 - **Have a teacher/play partner to child ratio of 1:1 or 1:2**
- **Use interventions that are engaging**
- **Have a strategic direction (e.g. social skills, language, etc.)**
- **Use community based approaches to promulgate Developmental, Individualized and Relationship-based interventions (DIR®)**
- **Support families in a parent-professional partnership**



Play Project Components...



- ▶ **The earlier the diagnosis is made, the earlier interventions can begin**
- ▶ **Research indicates, however, that early intervention in an appropriate educational setting for at least two years during the preschool years can result in significant improvements for many young children with Autism Spectrum Disorders**

Early Intervention is Critical

Autism

There's no "typical." No portrait to paint.

No two who are alike.

Like snow flakes, they resemble, yet remain unique.

Therein lies the challenge

for parents, patients and physicians.



Autism Information Center

Centers for Disease Control and Prevention
404-639-3534
800-311-3435
www.cdc.gov/ncbddd/dd/ddautism.htm

Autism Society of America

301-657-0881
800-328-8476
www.autism-society.org

Autism Treatment Network

503-783-2710
www.autismtreatmentnetwork.org

Cure Autism Now

323-549-0500
888-828-8476
www.cureautismnow.org

Yale Child Study Center

Yale Social Learning Disabilities Project
www.autism.fm

MAAP Services for Autism & Asperger Syndrome 219-662-1311
www.asperger.org

National Alliance for Autism Research
888-777-6227
www.naar.org/

**National Institutes of Health
Autism Research Network**
www.autismresearchnetwork.org/AN/
www.resarchautism.com

**O.A.S.I.S. Online Asperger Syndrome
Information and Support**
www.aspergersyndrome.org/

Professional Development in Autism Center
206-543-4011
<http://depts.washington.edu/pdacent/>

Autism Speaks
www.autismspeaks.org

Organizations and Resources