When Play Isn't Enough: Meeting Instructional Needs of Students with Autism Spectrum Disorders in the Early Childhood Classroom

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Today's Agenda

- Review basics of good programming in early childhood classrooms
- Investigate the use of teacher planning/organizational tools
- Explain how to incorporate student schedules
- Explore embedded (contextualized) vs. direct (decontextualized) instruction
- Introduce basic instruction, prompting, and errorless learning strategies
- Review basics of reinforcement

Programming

EFFECTIVE PROGRAMMING

Physical Environment
- visual boundaries
- labeling
- location of centers
- organization
- student placement

EFFECTIVE PROGRMAMMING

Balanced Schedule
- large group
- small group
- 1:1
- length of activities

EFFECTIVE PROGRAMMING

Pacing
- questioning
- student response materials

Downtime
- transitions
- carpet/small group

Teacher Preparation

Planning

Why it is important to PLAN!!

- Prepared for absences
- The value of each staff member is demonstrated
- Maximize adult support and adult/child interactions
- Decrease stress amongst staff members
- IEP monitoring is more than anecdotal notes

Staff Matrices

Staff Matrix

	Mrs. Smith	Mr. Jay	Miss Rita	Additional Para
Arrival				
Circle Time				
Worktime/ Centertime				
Small Group				
Outside				
Lunch				

Staff Matrix

	Mrs. Short	Mr. Jay	Miss Rita
Arrival	Communicate with bus driver and parents	Back Rita	Organize the line and lead down hallway
Transition to Circle Time	Gather materials needed for opening large group	Prompt students needing assistance	Provide instruction for next activity and support staggered transition to circle
Circle Time	Lead large group following written plans	Float and back large group	Back area of group with students needing more support
Worktime/ Centertime	Support zone 1 (dramatic play, blocks, carpet manipulatives)	Shadow/support P/J following centertime minischedule with table work built into schedule	Support zone 2 (art, library, area near teacher's desk)
Small Group	Lead one group following written plans and take data on IEP goals and curriculum standards addressed	Lead second group (same)	Support P/J (prompt each step as needed)
Outside	Shadow/support P/J and embed IEP goals-take data	Float and support students	Clean up from small group and prepare for departure
Lunch	Physically take students to lunchroom	Support transition to lunch and float during	Lead circle transition to lunch and float during
Departure	Lead large group	Support transition/ensure personal belongings	Support P/J in transition

Staff Plan for supporting one student

|		Arrival	Transition to Circle	Circle Time	Worktime/ Centertime	Small Group	Outside	Lunch	Departure
Monday		CS: Communicate with bus driver and parents BJ: Back L L: Organize the line and lead down hallway	CS: Gather materials needed for opening large group BJ: Prompt students needing assistance L: Provide instruction for next activity and support staggered transition to circle	CS: Lead large group following written plans BJ: Float and back large group L: Back area of group with students needing more support	CS: Support zone 1 (dramatic play, blocks, carpet manipulatives) BJ: Shadow/support P/J following centertime minischedule with table work built into schedule L: Support zone 2 (art, library, area near teacher's desk	CS: Lead one group following written plans and take data on IEP goals and curriculum standards addressed BJ: Lead second group (same) L: Support P/J (prompt each step as needed)	CS: Shadow/support P/J and embed IEP goals-take data BJ: Float and support students L: Clean up from small group and prepare for departure	CS: physical take students to lunchroom BJ: support transition to lunch and support P/J during L: lead circle transition to lunch and float during	CS: Lead large group BJ: Support transition/ensure personal belongings L: Support P/J in transition

Zoning

and

Teacher Talk

Zoning

- Technique used to help organize teachers and the environment

- Teachers are assigned to a specific "zone" with general responsibilities and specific duties

- Systematic way to spread teachers out in the classroom, which makes them available to more children

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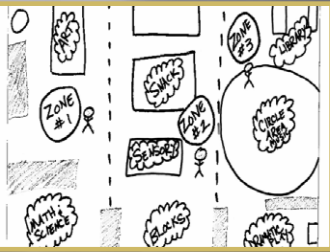
Example of a zoning map

Example of a zoning chart

Day	Teacher 1	Teacher 2	Teacher 3
Monday	Zone 1 (letter ID @ manipulatives)	Zone 2 (patterning @ art)	Zone 3 (book handling, library)
Tuesday	Zone 1 (letter ID @ manipulatives)	Zone 2(patterning @ art)	Zone 3(book handling, library)
Wednesday	Zone 2(turn taking @ sensory)	Zone 3 (multi-step instructions @ dramatic)	Zone 1 (opposites @ block)
Thursday	Zone 2(turn taking @ sensory)	Zone 3 (multi-step instructions @ dramatic)	Zone 1 (opposites @ block)

Zoning/Teacher Talk Tips

1) **Position** your body so you can see your whole zone

1) **Scan** your zone and the classroom or outside area often

1) **Talk** to the other teacher or teachers in the classroom as children move between areas

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IEP Matrices

IEP Matrices

- Efficient way to organize open student objectives

- Effective way to inform professional practice to ensure instruction & data collection are occurring

- Placed in activity areas to increase likelihood of being used

- Data collected and graphed at the end of the day/week

IEP Matrix

IEP Activity Matrix: Recess

Lee	Joy	Pat	Sam	Jen
Will demonstrate increased lower extremity strength as measured by: Pedal a trike for at least 1 minute and avoid playground obstacles. Criteria: At least 1 minute per observation for 3 consecutive weeks	Respond to greetings from peers (e.g., a friend says "hi Joy", Joy will wave) Criteria: 4/5 opportunities, across 3 peers in two weeks Will complete at least a 3 part motor sequence with minimal assistance Criteria: ¾ trials for three observation periods	Will take turns in a cooperative play with at least three peers in structured activities. Criteria: Across all naturally occurring opportunities within 1 week	Within the context of playground play or group games he will imitate bilateral motor patterns including hopping 2x on one foot, walking on tiptoes 5+ feet, and jumping dwn form a raised surface with two-footed take off and landing Criteria: At least 2 of the listed patterns observed during a 1 week long observation period	Will independently mount a tricycle, position feet on pedals, and pedal forward on a flat surface for 20 feet with assistance to gain initial momentum Criteria: 4/5 consecutive trials

University of Washington, Experimental Education Unit: Free Choice Data Matrix

IEP Matrix Not Activity Specific

Student Schedules

SCHEDULES

Whole Day Schedules
- Student Viewed (classroom job)
- left to right/length of activity
- visual
- circular

SCHEDULES

Individual
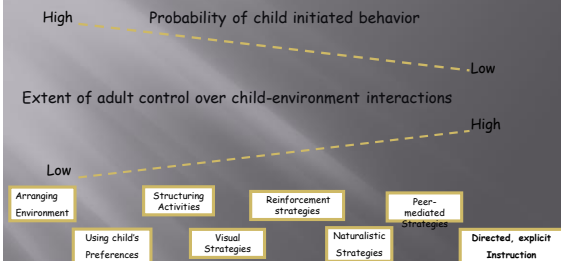
- whole day- wall vs. portable

- activity schedules

Instruction

DEC Recommended Practices:
Child-Focused Practices

1. Adults design environments to promote children's safety, active engagement, learning, participation, and membership.

2. Adults use ongoing data to individualize and adapt practices to meet each child's changing needs.

3. Adults use systematic procedures within and across environments, activities, and routines to promote children's learning and participation

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Child vs. Adult Directed Strategies

High ---------- Probability of child initiated behavior

.Low

Extent of adult control over child-environment interactions

High

Low

| Arranging Environment | | Structuring Activities | | Reinforcement strategies | | Peer-mediated Strategies | |
| Using child's Preferences | | Visual Strategies | | Naturalistic Strategies | | Directed, explicit Instruction |

Teaching strategies for students with ASD

(Adapted from Wolery & Wilbers, 1994), (Schwartz ppt., 2008)

Explicit, Child-Focused	vs.	Embedded Instructional Strategies
• More adult directed and controlled		• More "naturalistic"; less contrived
• Ability to provide multiple trials for child response		• Instruction occurring throughout the day
• More difficult for programming for generalization		• Fewer trials for instruction
• **Used when a student is not "getting" the skill through other levels of support**		• Usually includes naturally occurring reinforcers

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Explicit, Child-Focused Instructional Strategies

Criteria to Review for use:

○ Child's objective must be unique. Other children in the classroom are not learning this skill or concept.

○ The child must learn a skill or concept to take advantage of or gain access to the general early childhood curriculum (ex. establishing joint attention, imitating children, playing with toys, following simple directions)

Explicit, Child-Focused Instructional Strategies

Criteria to Review for use:

○ The child must learn a preschool survival skill, helping the student be as independent as possible (ex. age-appropriate adaptive skills, following routine, toileting, etc.)

○ The child is making very slow progress despite the teacher's or the team's use of ELOs or curriculum modification.

Explicit Child-Focused Instruction

Three-Prongs of ALL Instruction

Direction Given → Child Responds → Adult Consequence

Examples of Basic Instruction

Direction Given	Child Responds	Adult Consequence
Worksheet instructions "Match spelling word to its plural form by drawing a line between the two"	Child circles each word with different colors and then colors the page	"Tom, make sure you read the directions. You need to draw a line between the matches"
Teacher says "Touch your nose"	Child touches his nose	Teacher give Tom a high five
Teacher says, "Class, stand up"	Child stands up	Teacher says "Great job standing up Tom"

Instruction: Why it should be errorless

• In most basic form (3-parts), students can make mistake

• Students with autism do not always "learn from their mistakes"

• Students with autism may actually embed the mistakes into their response (behavior chain)

Prompting

What would have happened to you if not taught through prompts?

Crossing the street

Riding a bike

Driving a car
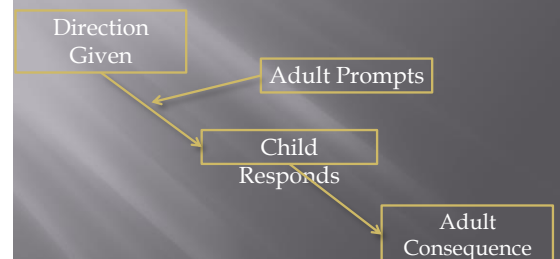
So why not PROMPT to teach a new skill?

Prompts

▫ A stimulus that is added, that helps a person make a desired response.

Examples include:

o Verbal Prompt
o Gestural Prompt
o Physical Prompt
o Modeling Prompt

o Visual Prompt
o Positional Prompt

Prompted Instruction

Direction Given

Adult Prompts

Child Responds

Adult Consequence

Errorless Learning Tips

✓ Have materials (instructional and reinforcement) prepared and available

✓ Present instruction **ONLY ONCE**

✓ Provide short wait time for the student to respond (3-5 seconds; *time delay)* **OR** prompt immediately for errorless learning (*simultaneous prompting)*

✓ **Immediately** provide consequence, behavior specific praise (BSP), BSP + tangible, BSP + high five, etc.

Errorless Learning Tips

✓ Provide a pause between trials (inter-trial interval)

✓ Fast pace of instruction; no downtime

✓ Systematically fade prompt level and amount of reinforcement (REMEMBER: 1:1 reinforcement for new skills & intermittent for mastered skills)

Examples of Prompts

▫ You place a demand for a child to move to a specified area. You use a gestural prompt to point to the desired area.

▫ You expect a student to label a color and you provide the verbal label for them to repeat.

Prompt Fading

▫ The overall goal is for individuals to not need prompts.

▫ Fade prompts quickly, so that individuals do not become dependent on prompts

▫ Fading procedures involve gradually fading out prompts to less intrusive prompts until prompts are no longer needed.

Basic Consequent Strategies: Reinforcement

REINFORCEMENT

· Positive reinforcement is anything added that follows a behavior that makes it more likely that the behavior will occur again in the future.

REINFORCMENT

Examples
· Behaviors specific verbal praise vs. "good job"
· Token economy

· Tangibles, Edibles, Social Praise

Resources

▫ Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (2005). *DEC Recommended practices: A comprehensive guide for pratical application in early intervention/early childhood special education.* Missoula, MT: Division of Early Childhood.

▫ Bailey, D. B., & Wolery, M. (1992). *Teaching infants and preschoolers with disabilities* (2nd ed.). New York: Merrill.

▫ Sandall, S. R., & Schwartz, I. S. (2002). *Building blocks for teaching preschoolers with special needs.* Baltimore: Paul H. Brookes.

Resources

- Head Start Center for Inclusion: Teacher tools
  - http://depts.washington.edu/hscenter/teacher-tools#toys

- Office of Head Start National Center: National Quality Teaching & Learning—Zoning Resources

- University of Washington, Experimental Education Unit: Free Choice Data Matrix

- Sandall, S., Schwartz, I., & Joseph, G. (2001). A building blocks model for effective instruction in inclusive early childhood settings. *Young Exceptional Children, 4*(3), 3-9. doi: 10.1177/109625060100400301

Resources

Questions???

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