TRI-STATE WEBINAR SERIES

Assessments and Curriculum Guides for Secondary Students with ASD

Presented by: Kate Loving, M.Ed., BCBA

COLORADO Department of Education

TASN Autism and Tertiary Behavior Supports www.ksdetasn.org

Tri State Webinar Series 2015-2016

Tri-State Autism Spectrum Disorder Webinar Series

This presentation is a collaborative effort between the following:

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Presenter Information

Kate Loving is an Autism Specialist with the Colorado Department of Education. She is a former special education teacher and district autism and transition specialist. As a private BCBA, she works with young adults with complex behavioral and communication needs, as they transition from school to community environments.

Programming for Secondary Students with ASD– A Four Part Series

- **Webinar 1:** Using Assessment and Curriculum Guides to Direct Programming for Middle and High School Students with ASD.

- **Webinar 2**: Developing Routines and Independence Using Task Analysis.

- **Webinar 3:** Developing and Implementing Age-Appropriate Visual Supports for School and Community Environments.

- **Webinar 4:** Developing and Implementing Visual Supports for Social, Communication and Behavioral Skills.

Learner Objectives

• Identify several assessments and curriculum guides that will assist with the development of age appropriate goals and objectives for middle and high school, and transition students with ASD.

• Identify several priorities of instruction for secondary students with ASD.

• Identify a variety of specific skills to target within in each assessment or curriculum guide.

Importance of Assessment

The failure to conduct an appropriate assessment results in one of the biggest problems that serve students with ASD….

An inappropriate curriculum!

~Dr. Mark Sundberg~
9/8/10

Rationale for Teaching Functional Skills

- Functional skills are usually age-appropriate skills that are used everyday for typical activities and routines essential for independence.
- Functional skills have immediate benefit and use for the learner.
- Functional skills can and should be taught at a very young age.
- If a student doesn't learn functional skills for himself, then someone else will have to help or do them for him.

(Mueller, M., & Partington, J., 2012)

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Assessment of Functional Living Skills (The AFLS™) (Partington & Mueller)

- The AFLS is an assessment, skills tracking system, and curriculum guide for the development of essential skills for achieving independence.
- Six modules include:
  - Basic Living Skills
  - Home Skills
  - Community Participation Skills
  - School Skills
  - Vocational Skills
  - Independent Living Skills

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The Assessment of Functional Living Skills - The AFLS™

Basic Communication

TASK	SCORE	TASK NAME	TASK OBJECTIVE	QUESTION	EXAMPLE	CRITERIA	COMMENT
BC 1	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follows instructions	Learner will follow at least 20 different instructions that involve walking to a location and performing actions such as: a) placing items in a specific location, b) getting and returning with requested items or, c) going to a specified person and deliver an item.	Can learner follow directions to go to specified places or people and retrieve or deliver requested item?	a) "Put my book on the counter" b) "Go get 5 spoons," "Go get the book from the desk and bring it to me" c) "Give the book to Mike," "Give this note to Jim"	4= follows at least 20 directions to go to locations or people and retrieve, place, and deliver specified items, 3= at least 10 directions to go to locations or people and retrieve, deliver, and place specified items, 2= at least 10 directions to go to locations or people and retrieve, deliver, or place specified items, 1= delivers or retrieves specified items from a person or location when provided with only verbal prompts to complete the task	
BC 2	0 1 2 0 1 2 0 1 2 0 1 2	Follows sequence of instructions	Learner will follow multiple known instructions in a specified sequence.	Can learner follow multiple known instructions in a specified sequence?	"Go wash your hands then put these plates and forks on the table," "Put your book away then go to the science area"	2= accurately follows 2 known instructions after hearing both instructions, 1= accurately follows 2 known instructions after hearing the instructions and hearing them repeated	
BC 3	0 1 2 0 1 2 0 1 2 0 1 2 If talks = NA	Uses communication device	Learner will use an electronic communication device or picture system to request desired items and activities and answer questions.	Can learner use an electronic communication device or picture system to request desired items and activities and answer questions?		2= uses electronic communication device or picture communication book navigating to different pages to request desired items or activities or to answer questions, 1= uses simple one page displays on electronic communication device or picture displays to request items or activities	Not Applicable if learner communicates by talking
BC 4	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Spontaneous requests for items and activities	Learner will spontaneously ask for at least 10 items using a specific response (Spoken word or with an American Sign Language sign) when the items are not present and request others to engage in at least 10 specified activities.	How many specific items or activities can learner spontaneously ask for using a specific response (Spoken word or with an American Sign Language sign) when the items are not present?	Leaner spontaneously asks to sing a specific song, play a video game, or asks for a something to eat when food is not present and without having been asked, etc.	4= 10 or more specific items and 10 or more activities when the items or activities are not present, 3= 6 specific items or activities, 2= 4 specific items or activities, 1= 2 specific items or activities	

Essential Functional Skills

- Flexibility
- Following Directions (Spoken and Contextual)
- Staying in a Designated Area/Waiting for a Caregiver
- Positive Social Interactions
- Walk and Travel with Caregivers
- Appropriate Behavior in Vehicles

- Fundamental Self-Help Skills
- Health and Grooming
- Unusual Reactions to Specific Sights and Sounds
- Independent Leisure Activities
- Following Routines
- Generalized Use of Existing Skills

TEACCH Transition Assessment Profile (TTAP) (Mezibov, Thomas, Chapman, Schopler)

Includes:

- Assessment for Transition
- Focus on Six Functional Areas
- Assessment in Three Different Environmental Contexts
- A Unique Scoring System
- Environmental Accommodations
- Establishment of Preferences for Individuals with Limited Communication Skills

TTAP Function Areas

- Vocational Skills
- Vocational Behaviors
- Independent Functioning
- Leisure Skills
- Functional Communication
- Interpersonal Behavior
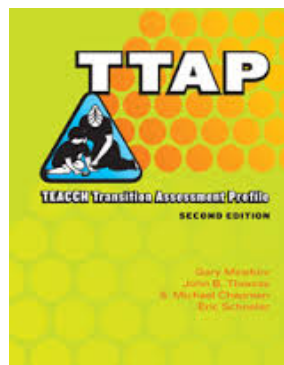
TTAP Sample Skills—Vocational

- Basic and Advanced Computer Use
- Office Skills
- Domestic Skills (cleaning, laundry, cooking)
- Warehouse and Stocking Skills
- Library Skills (shelving books, using card catalog)
- Landscaping/Gardening Skills

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TTAP Sample Skills—Vocational Behaviors

- Stamina
- Length of Workday
- On-Time
- Transitions Within and Between Tasks
- Sustaining Quality and Speed of Tasks
- Responding to Corrections
- Self-Calming Strategies

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TTAP Sample Skills — Independent Functioning

- Arriving to Appointments on Time
- Behavior During Break Time
- Manners
- Responding to Schedule Change
- Menu Planning
- Managing Finances

TTAP Sample Skills — Leisure

- Playing Games
- Hobbies
- Reading Books or Magazines
- Exercise
- Participating in Community Activities
- Pet Care

TTAP Sample Skills– Communication

- Mode of Expressive Communication (Pictures, Vocal, Device)
- Requests Help
- Communicates Needs and Pain
- Responds to Questions
- Describes Emotional Needs
- Uses Telephone

# TTAP Sample Skills—Interpersonal

- Participates Appropriately in Social Interaction
- Greets Others
- Initiates and Responds to Social Interactions
- Participates in Social Activities
- Respects Others' Personal Space
- Participates in Topics of Conversation

Essential for Living (McGreevey)

- A communication, behavior, and functional skills assessment, curriculum, and skills tracking instrument for both children and adults with **moderate** to **severe** disabilities

- Especially useful for learners with limited communication repertoires, minimal daily living skills, or severe problem behavior
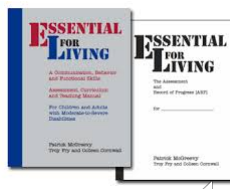
Essential for Living Skill Domains

- Requests and Related Listener Responses
- Listener Responses, Names, and Descriptions
- Answers to Questions and Conservations
- Daily Living and Related Skills
- Functional Academic Skills
- Tolerating Skills and Eggshells
- Tool Skills and Component Skills
- Problem Behavior

2/23/16

Essential for Living Essential Eight

1. Making Requests
2. Waiting
3. Accepting Removals, Making Transitions, Sharing, and Taking Turns
4. Completing 10 Consecutive, Brief, Previously Acquired Tasks
5. Accepting "No"
6. Following Directions Related to Health and Safety
7. Completing Daily Living Skills Related to Health and Safety
8. Tolerating Situations Related to Health and Safety

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ASR

True of False: Essential for Living is designed for students who have mild disabilities, and those who exhibit no challenging behaviors.
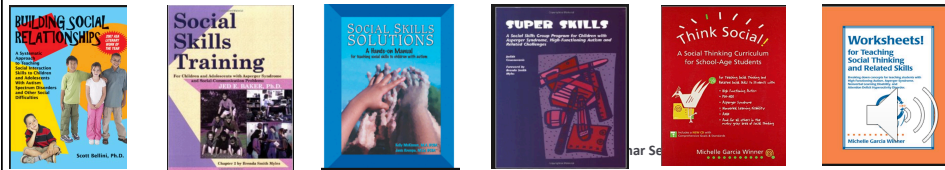
• A) True

• B) False

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Social Skills Curriculum

- **Building Social Relationships** (Bellini 2008)
- **Social Skills Training** (Baker, 2003)
- **Social Skills Solutions** (Mckinnon & Krempa, 2002)
- **Super Skills (**Coucouvanis, 2005)
- **Think Social** (Winner, 2005)
- **Worksheets for Teaching Social Thinking and Related Skills** (Winner, 2005)

Priorities of Instruction in Transition Programming (Wehman, P. 2001)

- Solicit student and family input as to desired 1 year, 5 year and 10 year outcomes
- Survey current and potential future environments based upon these outcomes
- Assess skill needs in these environments in terms of production, **social** and **navigation** skills

Priorities Continued

- Prioritize skills that occur across **multiple environments**
- Attend to safety skills
- Attend to skills that reduce dependence
- Attend to skills that you, or the student will need to provide the "NT" cohort

ASR

Priorities of Transition Instruction Include:

A. Strict compliance of verbal directions

B. Attending to skills that reduce dependence

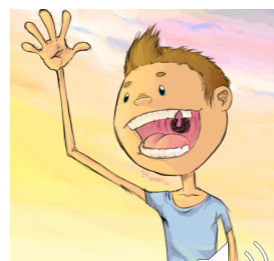**C.** Increased time in intensive or 1:1 teaching environments

Skills to Target: Personal Presentation

(Organization for Autism Research, 2006)

• Age- and job-appropriate clothing and footwear
• General cleanliness and good hygiene
• Grooming of hair, teeth, and nails
• Interpersonal greetings ranging from someone saying "Hello" to shaking hands and
  initiating an introduction
• Issues related to sexual
  orientation

Skills to Target: Communication

• Expressing preferences or likes
• Ordering their own lunch
• Excusing oneself to use the restroom
• When, and with whom, it might be appropriate to start a conversation
• Listening skills
• Obtaining help when necessary
• Level of response to others
• Eye contact during regular interaction
• Voice volume, tone, and tempo

Expressing Preferences
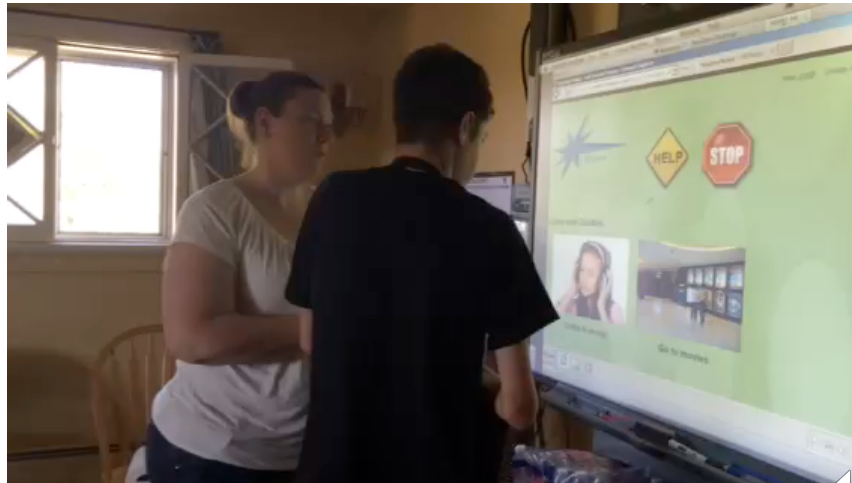
Skills to Target: Social Behavior

- General manners, including responding to greetings, not interrupting others, etc.
- Table manners, particularly if one wants to be socially included with colleagues during lunch
- Awareness of others' personal space across all work environments
- Understanding private behavior as being different from public behavior
- Recognizing when assistance is needed and obtaining that assistance

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Skills to Teach: Social Behavior

- Tolerance of unusual sounds, actions, behavior of others, and changes in schedule of activities
- Social rules regarding the appropriate touching of others
- What to do on your break
- What to talk about and what not to talk about at work

ASR

Recommended skills to target include:

A)Table manners, particularly if one wants to be socially included with colleagues during lunch

B) Expressing preferences and likes

C) What to do on your break

D) All of the above

Teaching Strategies

- In the next three webinars in this series, we will be covering the evidence based teaching strategies you will use to teach these skills.

References

- The Assessment for Functional Living Skills (AFLS)
  - www.partingtonbehavioranalysts.com
- Essential for Living
  - www.essentialforliving.com
- Ohio Center for Autism and Low Incidence Disabilities (OCALI)
  - www.autisminternetmodules.org
- Organization for Autism Research
  - www.researchautism.org
- Self Directed Futures
- http://www.usd.edu/~/media/files/medicine/center-for-disabilities/self-directed-futures-flyer.ashx?la=en
- TEACCH Transition Assessment Profile (TTAP)
  - www.teacch.com

Questions

THANK YOU!

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