




It's All About Independent
Functioning! Practical Strategies that
Foster Independence for Students
with Autism Spectrum Disorder

Susan K. Lewis Stokes, M.A., CCC-SLP
Educational Autism Consultant
ss Stokes.autismconsult@gmail.com
www.susanlewisstokes.com



See my WIKI for Additional
Resources and Photo Examples:

<http://kansastasn.pbworks.com>



1st - Let's Lay the Foundation

Important information to know about the neurological processing skills of students with ASD for appropriate program development - teaching critical life skills for independent functioning!




ASD Neurological Processing Skills

STRENGTHS: Static information = **Visual**



WEAKNESS: Transient information = **Auditory**



Research to Support!

My Soap Box Issue...
Independent Functioning!!



Primary Goal for Teaching
ALL Students with ASD
CRITICAL TO REMEMBER!

- Increase independent functioning skills
- Decrease dependence on adults


Why?

- Because the level of independence that our students achieve will ultimately determine post high school options and placements.
- Independence is the KEY to our students' successful community inclusion and future employment.
- We have to start NOW! As soon as they enter school at age 3! NOT wait until high school!



1:1 Adult Support Concerns...


- 1:1 support person's role is generally not clearly defined, often creating prompt dependency for students with ASD, due to their **gestalt learning style**.
- Miss Lowie - "I thought it was my job to sit next to Alex. If I wasn't sitting directly next to him, I was worried that others would think I was not doing my job"



EDUCATIONAL TEAM GOALS!

To Increase Independent Functioning for Students with ASD

- IEP Team Decision!
- IEP Team should define a "purpose" for each context identified for 1:1 adult support (e.g., support student for arrival/departure routine).
- Identify a plan for the 1:1 support person to TEACH the student with ASD skills so that they can learn to function independently in any context where support is identified - generally through the use of evidence-based practices.




1:1 Adult Support:

PRIMARY Goals for Supporting Students with ASD


- To teach students with ASD skills and how to use various evidence-based practice supports so that they can function independently!
- Decrease direct 1:1 adult support with increased use of EBP supports designed to increase student independent functioning.

To work themselves out of a job!
for THAT student!




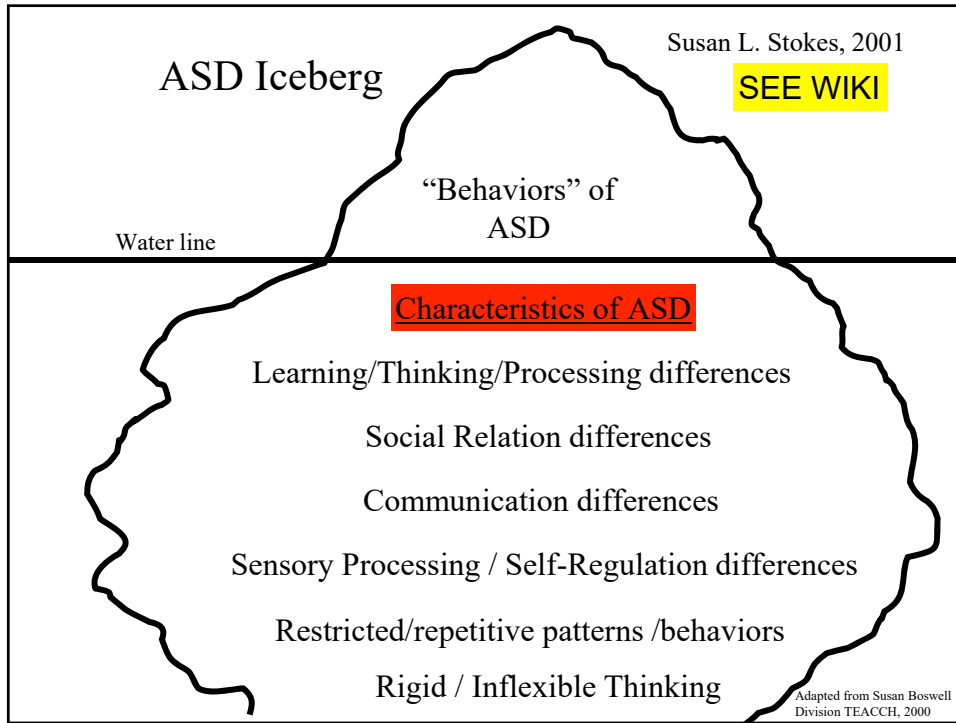
We **MUST** provide our 1:1 support people with training in **UNDERSTANDING** students with ASD so they can best support them!

- Particularly for our para-pros / assistants who often are not given opportunities for professional development.
- **WE WOULD BE REMISS NOT TO DO SO!!**



UNDERSTANDING ASD
#1 Intervention Strategy
for Programming!





Understanding ASD:
FREE and AWESOME Web-based
Resources for Professional
Development; Families; and
Peer Awareness

FYI

Always
Unique
Totally
Interesting
Sometimes
Mysterious

©



OAR: Organization for Autism Research

www.researchautism.org

FYI

- Numerous FREE resources and materials accessible online - or hard copies available to order - FREE
- Numerous ways to explore
 - "Resources" tab on top menu bar
 - "How We Help" - "Resources" on lower menu bar
 - "Education" tab on lower menu bar
 - Scroll down on home page to explore by user groups (e.g., Families; Educators; Researchers; Self-Advocates)



Autism Society

<http://www.autism-society.org/>

AWESOME Resources for professionals, families, self-advocacy, and peers:


- <http://www.autism-society.org/about-the-autism-society/publications/resource-materials/>

FYI



National Professional Development
Center on Autism Spectrum Disorders
<http://autismpdc.fpg.unc.edu/>


- A multi-university center funded by OSEP devoted to promote use of evidence-based practice for children and adolescents with autism spectrum disorders.
- Aligned with National Professional Standards criteria.
- Currently, 27 focused intervention strategies meet criteria as evidence-based practices.



The Center on Secondary Education for
Students with ASD (CSESA)
<http://csefa.fpg.unc.edu/>

- Research and development project funded by US Department of Education that focuses on developing, adapting, and studying a comprehensive school-based and community-based education program for high school students with ASD.
- AWESOME resource for supporting high school students with ASD






Autism Focused Intervention Resources and Modules

<http://afirm.fpg.unc.edu/>

- AFIRM - Developed by the NPDC-ASD as an extension website to house online modules for each of the identified 27 evidence-based practices.
- AWESOME resources for each EBP!

FYI




Autism Internet Modules

www.autisminternetmodules.org

- Modules that provide instructional information and professional development for anyone who supports a person with ASD.
- Each module provides instructional videos, examples, case studies, glossary, pre/post assessments, and much more.
- Topics include identification and assessment - recognizing ASD; infants and toddlers with ASD; and instructional strategies at home, school, workplace and community.
- 45 instructional modules available

FYI



"Independent Functioning Planning Guide"

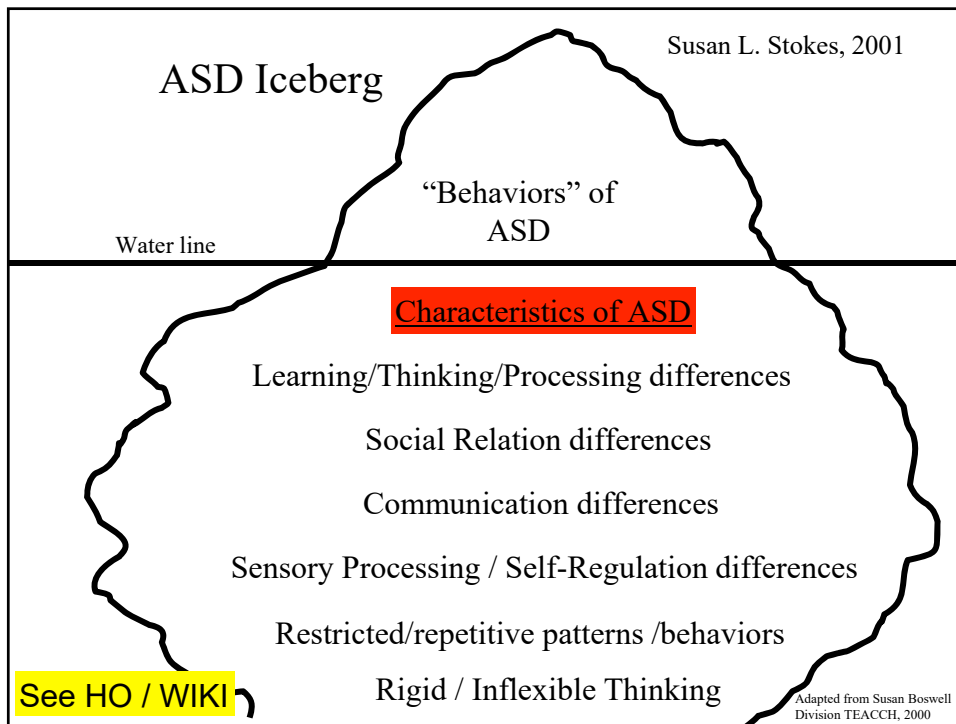
by Susan K. Lewis Stokes

- Designed to assist educational teams to define a plan to increase independent functioning for students with ASD for various environments and skills.

ASD ICEBERG INDEPENDENT FUNCTIONING PLANNING GUIDE				
Student:			Date:	
Independent Target Skill(s)	Behaviors (Iceberg Tip)	Characteristics Of ASD (under waterline)	EBP Strategies to Increase Independent Functioning	Implementation Plan

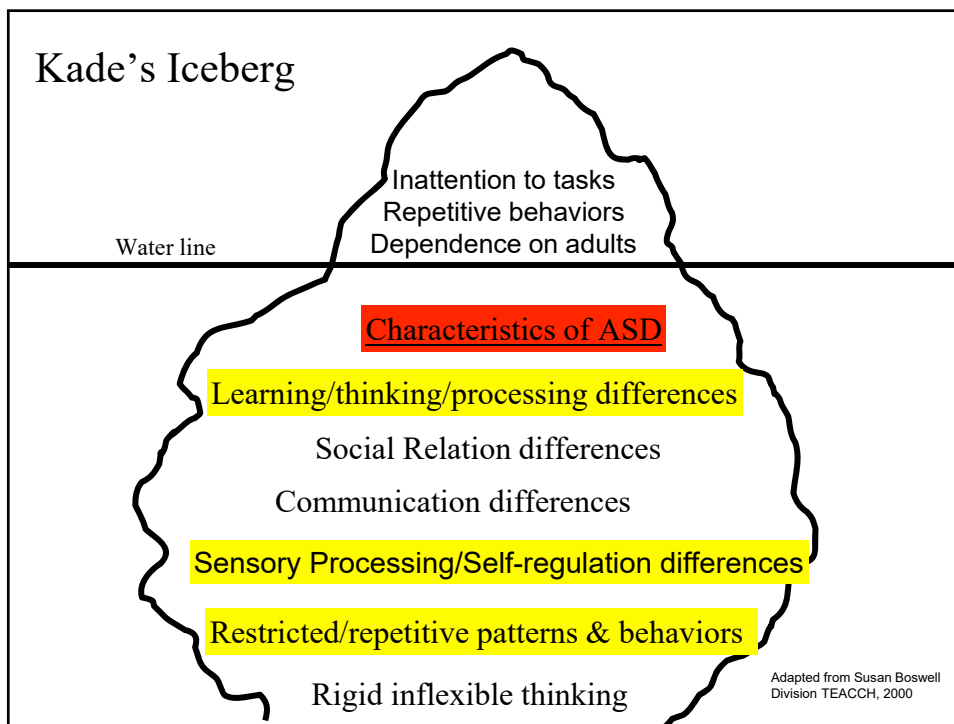
Susan L. Stokes, M.A., CCC-SLP
Educational Autism Consultant, 2010

See HO / WIKI



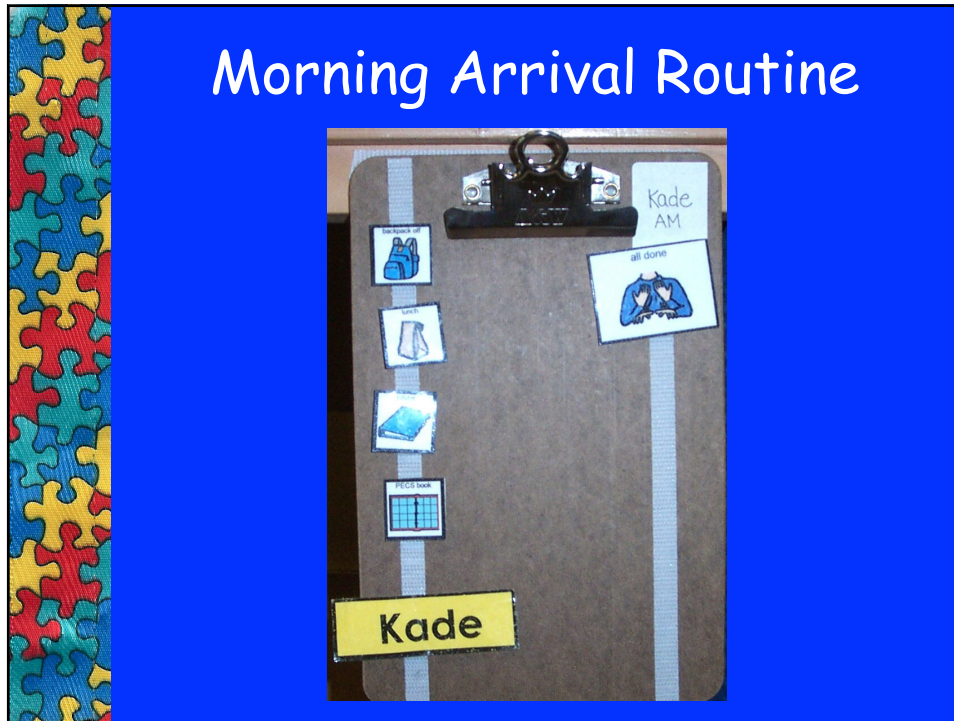
Case Study: Kade

- 5 year old, preverbal child identified with autistic disorder.
- Challenges: Engages in numerous repetitive, perseverative behaviors, resulting in decreased focused attention to tasks, decreased understanding of task expectations and limited independent functioning for most tasks and activities. Required a high level of 1:1 adult support to attend to and complete tasks.




Kade Intervention Strategies

- Evidence-based Practice: Visual support to increase focused attention and to teach independent skill for Morning Arrival Routine.
- Direct instruction in how to use visual support.




ASD ICEBERG INDEPENDENT FUNCTIONING PLANNING GUIDE				
Student: Kade			Date: 2/14/19	
Independent Target Skill(s)	Behaviors (Iceberg Tip)	Characteristics Of ASD (under waterline)	EBP Strategies to Increase Independent Functioning	Implementation Plan
Complete AM/PM routines	Repetitive Behaviors Decreased focused attention Dependent upon adults for task completion	Varied Attention - Learning/thinking/processing differences Sensory processing differences Restricted, repetitive, perseverative behaviors Prompt dependency	Visual Supports: AM/PM Routine visual strategy	SLP will make AM/PM visual support Spec Ed teacher / paras will instruct Kade in how to use - starting with H-O-H prompts and gradually fading

Susan L. Stokes, M.A., CCC-SLP
Educational Autism Consultant, 2010



FIRST Two Evidence-based Practices to Implement to Increase Independent Functioning for Students with ASD

- Visual Supports
- Video Modeling / Video Self-modeling



Visual Supports

- Visual Boundaries/Structure: How to visually and physically structure the environment to decrease stimulation and increase understanding
- Visual Schedules: Increases understanding for schedule expectations
- Visual Cues: Increases understanding for directions, task / activity expectations, etc.

Low Tech to High Tech!

A MUST HAVE!
Colored Floor Tape
to Define Boundaries



The image shows a collection of six rolls of colored floor tape. The rolls are in various colors: blue, white, green, yellow, red, and black. They are arranged in a cluster on a white background. The blue roll is the largest and is positioned at the top. The other rolls are smaller and are arranged around it. The tape has a woven texture and the word 'ADVANCE' is visible on the inner side of the rolls.

Bus



The image shows the interior of a bus. On the left, there is a brown seat with a sign attached to it. The sign has the word 'BUS' at the top and several instructions with icons: 'Keep the seats clean', 'Sit down', 'Handle & Read to yourself', and 'Signal when'. On the right, there is another brown seat with a red line drawn across it. The bus interior is visible in the background, including windows and metal panels.

Hallway - Cubby Area






EBP Visual Supports: Visual Schedules

- Individual versus classroom
- Useful in all environments or situations
- All ages!
- Across the spectrum!
- Schedules will change in appearance over time but this strategy should remain in place throughout the student's educational career and beyond


Why Use Visual Schedules with Students with ASD

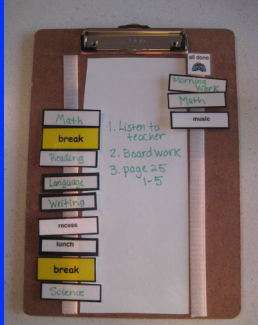
- Assists with transitions
- Provides visual organization and sequencing of events
- Teaches student to acclimate to change
- Assists with attentional shifts
- Independent navigation of the environment

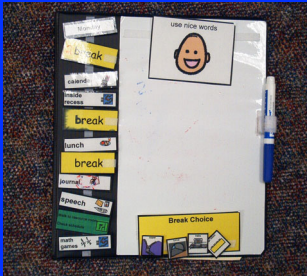
Individual Visual Schedules



Griffin's Schedule		2/26/10
✓	Music / Gym / Art	☺
✓	Reading 1. Read Story pg 92-100 2. Reading worksheet 3. Popcorn	☺
✓	Pressure Writing	☺
✓	Recess Indoors	☺
	Math 1. pg 35-36 Listen 2. pg 36 1-10 problems 3. Math game	
	Lunch	
	Science	
	Pressure Writing	
	Guidance	
	Social Studies	








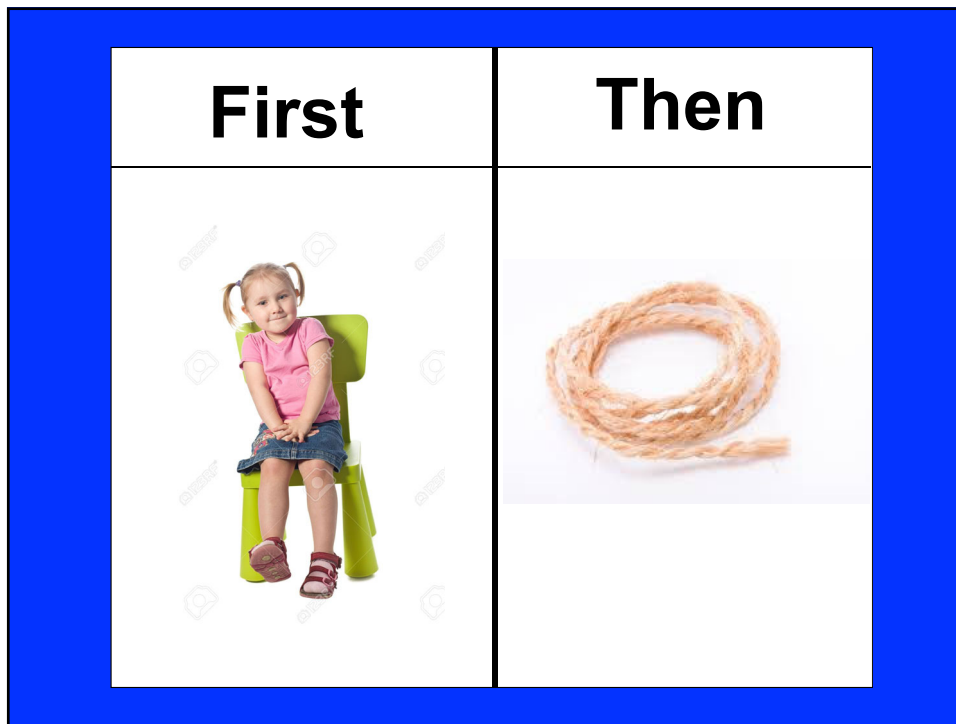
Mitch
SCHOOL SCHEDULE
 DATE: September 25, 2007


Class	Things to Remember	Assignments	Materials	Initials
Hour 1 Chemistry	-Share lab materials with partner -No blurting -Keep volume down (2 or 3 on scale)	Section 3.2 review 13-22 Use pages 62-67 for this assignment	Chemistry book Chemistry notebook	
Hour 2 Algebra	-Put personal book away -Get right to work on board problems -Keep volume down (2 or 3)	Page 47 problems 2-24 even	Algebra book Algebra notebook	
Hour 3 US History	-Come in...sit down...get out assignment or notebook -Raise hand and wait for Mr. D to call on you before speaking -DO NOT do homework or read in class → listen and try to take notes	Complete packet 4 on Civil War Use pages 73-91 (Chapter 3) to complete this assignment	US History book US History notebook	
Hour 4 Study Hall	-Get right to work – follow homework checklist -Put personal book away -Keep volume down (2 or 3) -NO ARGUING!	Chemistry Algebra US History		
Hour 5 PE	-THINK before you act -Silly behavior is not appropriate -Follow directions -DO NOT TAKE YOUR BOOK!	None		



“First - Then” Visual Support

- Best visual support to start with! Teaches students with ASD to understand school expectations via a visual support versus adult support.
- A sequence of steps - “First _____” / “Then - _____” - then reload visual support.
- “Then” should be more motivating than the “First”.
- To introduce - “First” should be a minimal expectation, followed by a motivating “Then”. Then gradually increase “First” expectations.
- Can also be used in addition to a schedule.
- Reduces power struggles - visual is the boss!






First	Then
journal	break

First	Then
English <input type="checkbox"/> Page 37 <input type="checkbox"/> Answer questions 1 - 5 <input type="checkbox"/> Partner practice	iPad 5 minutes

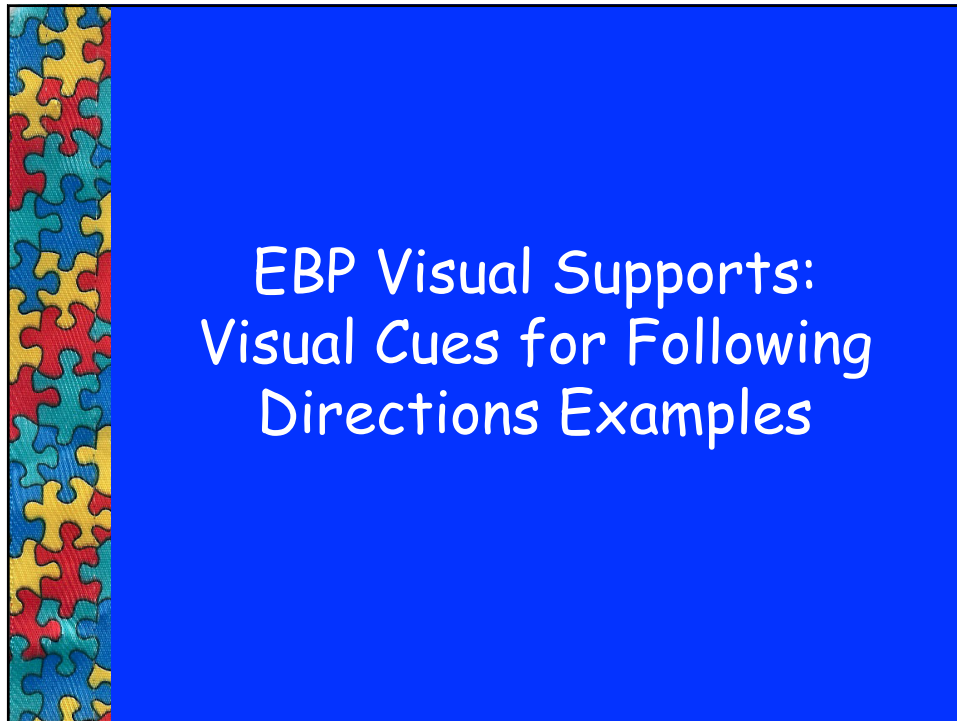
iTechnology: Visual Schedules Taking Low Tech to High Tech!



A Few Apps for Visual Schedules

- ChoiceWorks: by Bee Visual, LLC
- ChoiceWorks Calendar: by Bee Visual, LLC
- First-Then Visual Schedule HD: by Good Karma Applications
- Visual Schedule Planner: by Good Karma Applications, Inc,
- Pocket Schedule: by Appxy
- CanPlan: by CanAssist (FREE)
- Children with Autism: A Visual Schedule: by Enuma, Inc. Apple Watch app

FYI



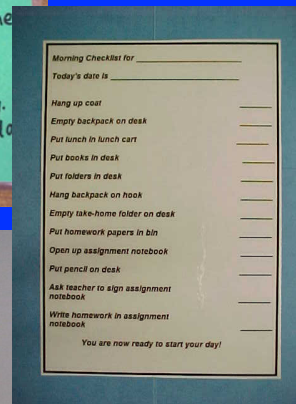
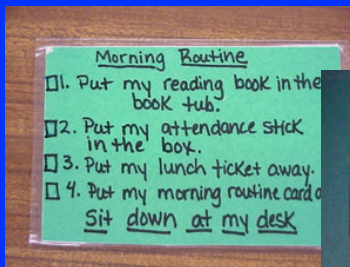
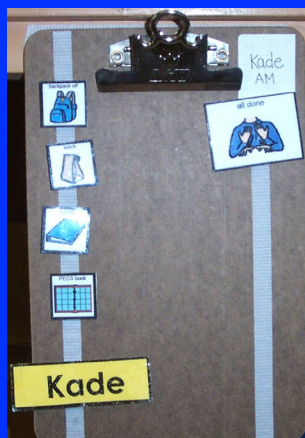
EBP Visual Supports: Visual Cues for Following Directions Examples

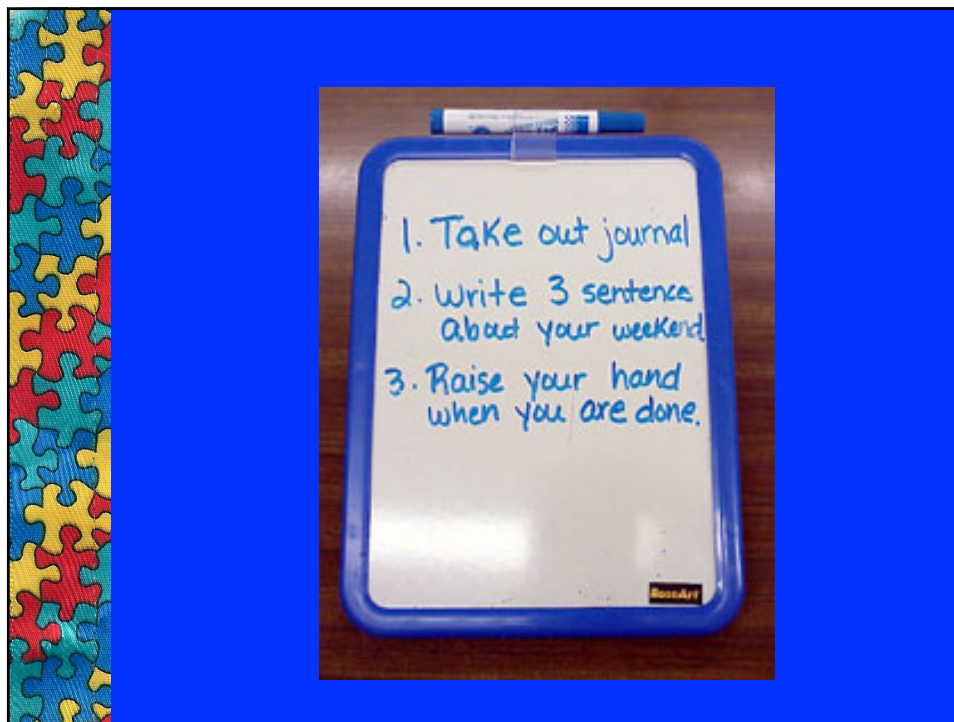


ANY Self-Help Skills Wash Hands



Morning/Afternoon Routines





Visual Directions

Study for Science test

- Complete chapter review page 73.
- Read notes 3 times.
- Re-read chapter 4 two times.

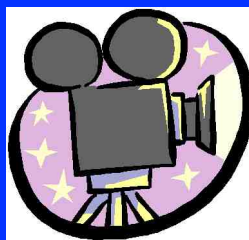
A Few Apps for Visual Directions: Functional Living Skills

- iDress for Weather: by Pebro Productions
- iDo Hygiene: by C.E.T.
- iDo Chores: by C.E.T.
- iDo Getting Dressed: by C.E.T.
- iDo Food: by C.E.T.
- LaLa Lunchbox: by LaLa Lunchbox, LLC

FYI

SECOND Evidence-based Practice to
Increase Independent Functioning in All
Areas for Students with ASD:

Video Modeling /
Video Self-modeling





Video Modeling / Video Self-Modeling"

- Video Modeling: The student watches a video of others (adults / children) modeling target behaviors (e.g., brushing teeth; getting a book from the library; playing games;).
- Video Self-Modeling: Student watches self successfully exhibiting the target behavior.
- Goal is for the student with ASD to model the behavior from repeated viewing of the video.

Video-Modeling / VSM

- Individualized: Make your own 1 - 2 minute videos to teach various skills and increase understanding, attention, and independent functioning.
- Any skills can be taught via VM / VSM
 - Self-help skills
 - Fine / gross motor skills
 - Transitions (e.g., getting on / off the bus; going to the library)
 - Social skills
 - Communication



Most Important Key to VM / VSM

Illustrate only positive skills / behaviors




A Few Video-Editing Apps

- iPad Camera: Comes with device
 - Basic editing by trimming from beginning or end of video clip
- iMovie: by Apple
 - Numerous editing tools
- iModeling™: by Autism SA
- Video in Videos: by Jacky Wu






Check out YouTube!
Video modeling for Children with Autism



The Puzzle

The puzzle is incomplete, but I do not fit. My edges are rough, my curves don't match the indentations, my colors are muted (compared to the other pieces), and my "picture" is not quite right. The puzzle is incomplete. But how do I fit? I have searched for other pieces only to find them ill-fitting.

Until...



One day, the puzzle-solver found me and smoothed my edges, enhanced my colors, rounded my curves, and put my "picture" into focus. I still don't fit every piece, but each day more and more come together for me. I may never fit every puzzle, but thanks to you, I have found my place in many.

May we all be "puzzle-solvers"

Author: unknown ASA 2003

Tri-State Autism Spectrum Disorder Webinar Series



This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

The content of this material was developed under an agreement from the Federal Department of Education to the Kansas Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Kansas Department of Education or the Federal Government.

The contents of this power point presentation were developed under a grant from the Nebraska Department of Education, IDEA parts B and C from the U.S. Department of Education. However, this content does not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government.

Tri-State Webinar Series