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Autism and Tertiary Behavior Supports  
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Better Together Best Practices Chat  
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Power Cards

Better Together Best Practices Chat



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# Objective



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Participants will:  
Use power cards, a strategy that is considered both a visual support and social narrative evidence-based practice, to promote positive student outcomes as outlined in the Kansas Vision for Education through the use of high-leverage practices.

# I could use this to teach...



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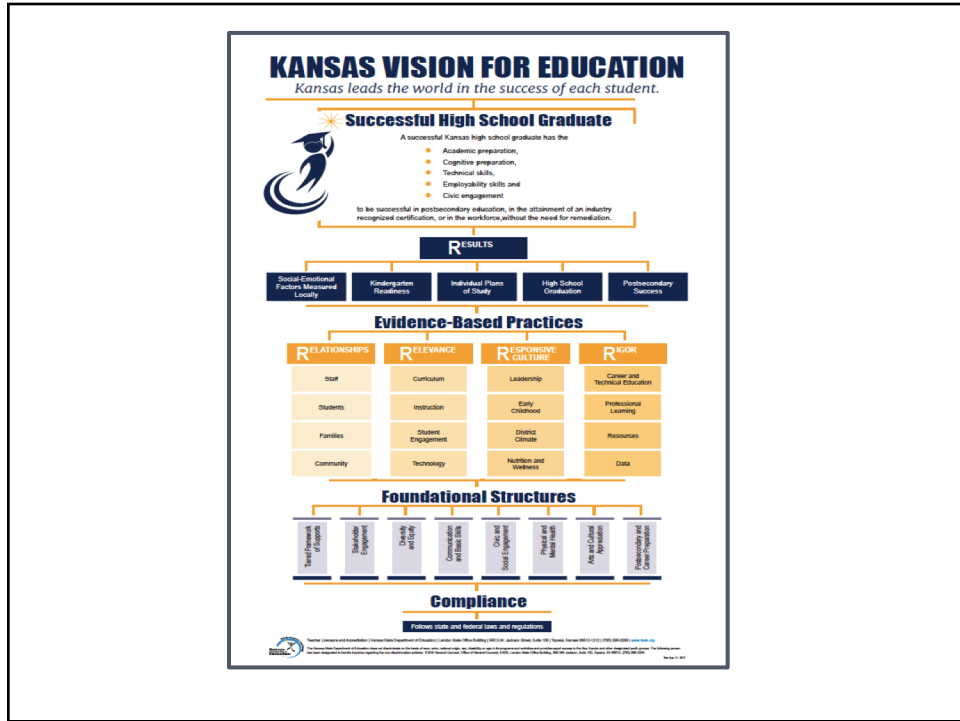
## Power Card




**Dolphin wants you to remember:**

- Share your toys
- Friends share their toys even if it is your favorite toy
- Friends share!

(Power Cards, n.d.)



## Evidence-Based Practices




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- National Professional Development Center
- National Standards Project

- Reliable support through research
- Program or practice works

## Power Cards




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Ages 5-17

- Social interactions
- Routines
- Expectations
- Hidden curriculum (Gagnon, 2016).

## Power Cards



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A visual support that incorporates “a child's special interest to help promote an understanding of social situations, hidden curriculum items, routines, organizational skills and transitions. The Power Card strategy consists of a script paired with a Power Card” (Gagnon, 2001).

## Rationale



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Increase in:

- Conversation skills
- Direction following
- Turn-taking
- Social interactions
- Engagement with peers

Decrease in:

- Time needed to transition (Gagnon, 2016)

## Power Cards



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- Short scenario
- Single sheet or small card
- Written in first person
- Incorporates special interests
- Addresses a challenge
- Provides a solution

# Example



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## Going to School

I may be nervous or scared when I go to school. Reba gets nervous sometimes, too. If I get nervous or scared at school, here is what I can do:

1. Ask for a break.
2. Take a deep breath.
3. Get a drink of water.
4. Take a quick walk.

It is okay to be nervous or scared. Even Reba gets nervous or scared. Like Reba, I will use my choices at school to feel better.



# Example



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Luke Skywalker went to school when he was young. Luke followed directions and completed his work. I will be like Luke. Here is what I need to do when I get to class.

1. Get my binder out of my backpack.
2. Get my pencil out of my backpack.
3. Take notes in class
4. Write all assignments in my planner.
5. Ask questions if I don't understand.
6. Put my binder and pencil back in my backpack when class is over.

## Example



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Just like Dora!!



Dora wants me to remember these 3 things:



1. Keep my hands down
2. Use my words with a quiet voice
3. Keep working hard.

## Special Interests



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Hobbies or areas of expertise

- Motivation to complete academic and social tasks
- Increased confidence and positivity
- Increased engagement
- Decreased anxiety
- Potential career interests

# Creating Power Cards



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- Identify challenge or situation
- Identify special interest
- Write in first person
- State how “hero” solves the problem
- Describe how student can use the same strategy for his own situation

## Let's try it!



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# Instruction



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- Student attention
- Introduce Power Card
- Read and discuss
- Point out when to reference
- Practice with student
- Reinforce
- Take data and evaluate

# Video



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## What questions do you have?



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## Next steps




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- Use this strategy
- Share results


- Student
- Skill
- Results

**Resources**



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<p><u>OCALI Resource Gallery of Interventions</u></p>	<p><u>AIMS Modules: Power Cards</u></p>
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When I think of power cards, what student behavior comes to mind that I could use this strategy for tomorrow?

## References



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Gagnon, E. (2001). *Power cards: using special interests to motivate children and youth with asperger syndrome and autism*. Shawnee Mission, KS: Autism Asperger Publishing Company.

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