

TRI-STATE WEBINAR SERIES

It's Never Too Early to Start: Transition Planning Across the Grade Levels

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COLORADO
Department of Education



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 the Educational Director at The Joshua School, which is a school that serves students with Autism Spectrum Disorder (ASD) and Developmental Disabilities (DD). For the last seven years, she worked for the Colorado Department of Education as an ASD Specialist, where she provided coaching and consultation to districts across the state. Over the past four years she has worked with districts around the state of Wyoming to implement evidence based practices for students with ASD and DD. She is a BCBA, and in her private practice she specialize in working with young adults with ASD and significant behavioral and communication needs.



Learner Objectives

Participants will be able to :

1. Name the essential skills students need to be successful in post school environments.
2. Identify a variety of functional curriculum to be used across grade levels.
3. Identify instructional strategies and supports to be utilized in preschool, elementary, middle and high school settings, that will lead to greater success in post school environments.

Major Principles of Curriculum Design

- Individualized and person-centered
- Functional or practical
- Ecologically oriented



Wehman, Paul., Kregal, John. (2004). *Functional Curriculum for Elementary, Middle, and Secondary Students with Special Needs*. Austin, Texas: Pro-Ed.

Individualized and Person-Centered

- Person-centered approaches are driven by the student, family and friends
- Student is given tools and strategies to support him or her in taking a leadership role in the assessment and curriculum planning process
- A student's current school, home and community environments are assessed
- Supports and skills needed for gaining independence in school, home and community environments are investigated

Functional or Practical

- Involves a careful analysis of a student's individual needs across home, school and community environments
- Answers the following question:
 - What activities does the student need to perform to be an effective and competent human being in the weeks and months ahead?

Ecologically Oriented

- Requires the student, teacher and family to discuss the student's high priority activities for each relevant environment (home, school, community)
- Looks at environments and sub-environments

Designing Instructional Programs: Recommendations

- Instructional goals should be determined by analyzing all environments
- Skills should be taught together whenever possible, as opposed to teaching each skill in isolation
- Instruction should focus on the generalization of skills across environments
- Community based instruction should be utilized whenever possible

Wehman, Paul., Kregal, John. (2004). *Functional Curriculum for Elementary, Middle, and Secondary Students with Special Needs*. Austin, Texas: Pro-Ed.

Curriculum

- **Assessment of Basic Language and Learning Skills (ABLLS-R)** (Partington)
- **Assessment of Functional Living Skills (AFLS)** (Partington, Mueller)
- **Essential for Living (EFL)** (McGreevy)
- **Functional Curriculum for Elementary, Middle, and Secondary Students with Special Needs** (Wehman, Kregal)
- **Functional Independent Skills Handbook (FISH)** (Killion)
- **LINKS** (Arick)

Poll #1

- True or False: Functional skills should primarily be taught in isolation, in a 1:1 intensive teaching environment.

Answer: False

ESSENTIAL SKILLS

Preschool

- Help brush teeth and hair
- Begin toilet training
- Put papers away in their backpacks
- Cooperative and independent play
- Set their own table space for snack and throw away their own trash after snack
- Start using a visual schedule
- Develop functional communication system
- Start learning self-regulation systems
- Learn name, phone number and address
- Safety Skills
- Help pick out and put on clothes



ZONES OF REGULATION



Elementary School

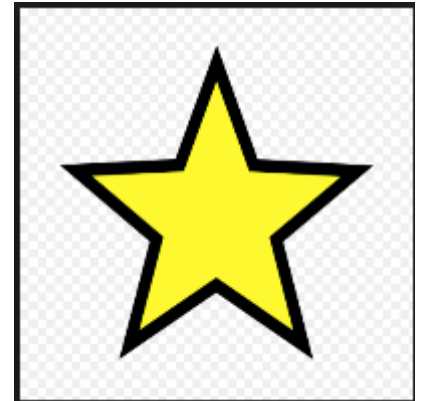
- Complete AIR Self- Determination Scale
- Read library books on various occupations
- Recognize environmental print
- Access natural supports (asking a peer for help)
- Develop schedules/calendars for home and school
- Review safety and 911 procedures
- Set goals and self-monitor
- Use work systems to complete tasks independently

Elementary School

- Money skills (do I have enough to buy what I want?)
- Complete school jobs
- Make a simple meal
- Help make a grocery list
- Count and make change
- Learn about hygiene and puberty
- Learn about internet safety
- Practice time management skills
- Develop independent leisure skills
- Practice waiting patiently
- Tolerate change/ practice flexibility

Flexibility

- Accepting changes in schedule
- Performing the same task in more than one way
- Flexible sorting
- Tolerating “no” or “later”
 - Delay and denial





Get Ready

What do I need?

- ☐ Pencil
- ☐ Paper
- ☐ Book
- ☐ Worksheet
- ☐ Journal
- ☐ Calculator
- ☐ Other:

#3:

- Think out loud and model the thought process for the first material.
- Have student complete.
- If stuck, ask leading questions.

Do

List the steps and the time each step will take:

Step: Minutes:

_____	_____
_____	_____
_____	_____
_____	_____

#2:

- Write brief 1-2 word steps on a white board.
- Model the thought process for sequencing and time required for all but the last two steps.
- Encourage student to think out loud and complete the sequencing.

Done

What will it look like?
Sketch:

#1:

- Think out loud and model the thought process for what done looks like.
- Sketch your way through.

Anna Kraty-Alexander OTD OTR/L IP20 204
Adapted from Sarah Ward



Lunch Time and Choice Time Routine

Lunch	Outside Activities	Relax Outside	Inside Activities	Relax Inside
	<input type="checkbox"/> Bike <input type="checkbox"/> Swing <input type="checkbox"/> Water <input type="checkbox"/> Chalk <input type="checkbox"/> Catch		<input type="checkbox"/> Color by # <input type="checkbox"/> Search and Find <input type="checkbox"/> Word search <input type="checkbox"/> Read book <input type="checkbox"/> Coloring book <input type="checkbox"/> Sensory bin <input type="checkbox"/> Puzzle <input type="checkbox"/> Laminate	
_____	_____	_____	_____	_____

I will stay in the backyard when I am by myself at lunch. I will not into the the parking lot or out of the gates.

End-of-Day Checklist!

I am responsible for all of the things I bring to school! Do I have my:

☒ Backpack

☐ ~~Swimming Goggles~~

☒ Binder

☒ Picture Book

☐ ~~Swimming Goggles~~

☒ lunch

☐ none

If I forget something at school, I can get it at 9:00am the next day!

Poll #2

- True or False: Students with ASD thrive on routine and so teachers should never vary or change a student's schedule.

Answer: False

Middle School

- Complete The Arc's Self-Determination Scale
- Plan and prepare meals
- Clean school and home environments
- Complete interest inventories
- Vocational exploration/internships
- Use work systems across a variety of locations
- Self-monitor

Middle School

- Develop conversation skills
- Practice safety and navigation skills
- Practice negotiation skills and self-advocacy
- Manage personal hygiene
- Increase participation in community based instruction
- Increase independence

Poll #3

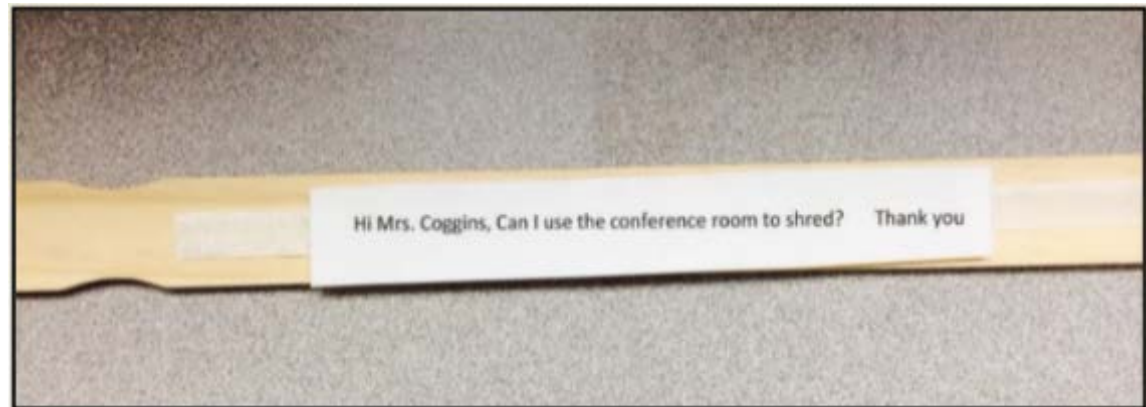
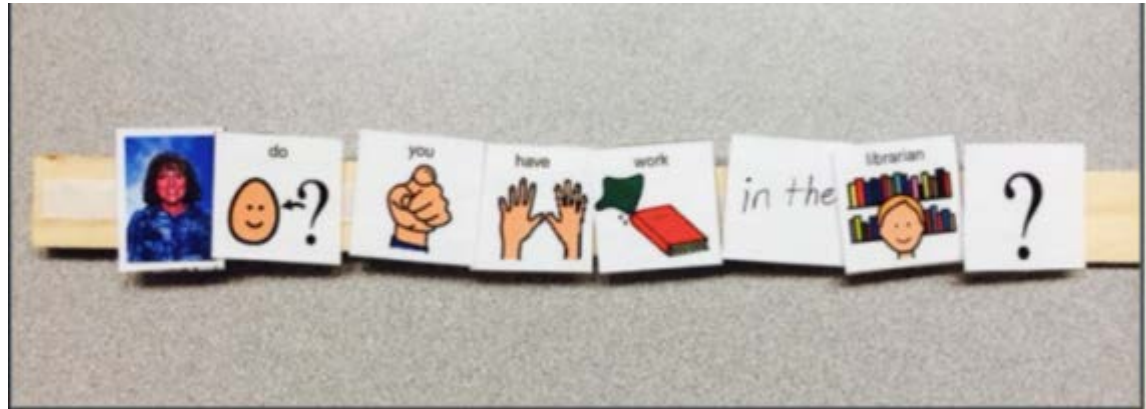
- True or False: Hygiene skills, and those related to managing puberty, should be introduced early in a student's education.

Answer: True

Taking Care Of Myself

A Healthy Hygiene,
Puberty and Personal Curriculum
For Young People With Autism

by MARY WRÖBEL



NS Daily Schedule

To Do:



Breakfast



Brush Teeth (morning & night)
Wash Face
Combed Hair
Clip nails (fingers & toes) (weekly)



Shower



Nail clipping



Emotions



Independent Schedule



Cooking

Finished:

Kantianism

Cutting

Sweeping

Vacuum

Small Balls

Bathroom

Hand Railings

Microwave

Fridge

Recycle

Rock wall

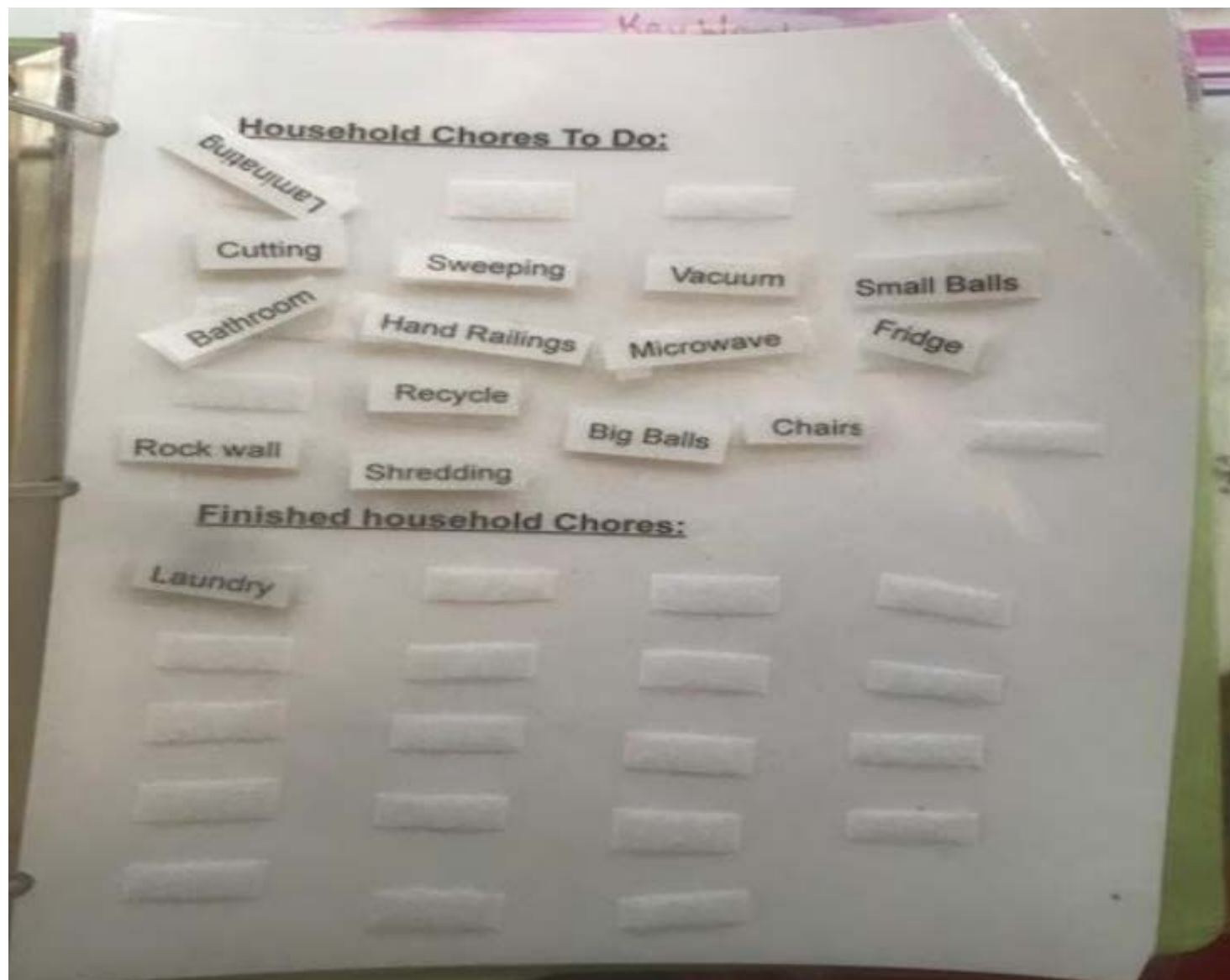
Big Balls

Chairs

Shredding

1

Laundry



Past Tense

Someone says.....	I can say....
What's up?	Not much! Nothing. I'm just _____
How's your day going?	Good! Not so good. I'm having a bad day.
What did you do today?	I went to _____
Who did you see today?	I saw _____
Where did you go today?	I went _____
Bye!	Goodbye. See you later! Have a good day!

High School

- Hone in on career path
- Practice interviewing/ go on interviews
- Develop resume or portfolio
- Research community supports
- Create and monitor own schedule
- Continued work in functional communication across communication partners
- Learn about hidden rules of job sites
- Budget money

High School

- Participate in transition and IEP meetings
- Explore and practice transportation options
- Develop independent living skills (cooking, laundry, making phone calls and doctor's appointments, etc.) using a task analysis
- Participate in person centered plans
- Complete more sophisticated self-determination assessments
- Self-monitor

GV Clarifying Questions

Where is/are the _____?

Do you have _____?

How many _____ should I do?

What should I do next?

What jobs should I do today?

Where does this go?

Do you know where Jared is?

Can you unlock the door for me?

Clean Mirror

1. Gather Materials ☐
2. Spray Top Left of Mirror 1x ☐
3. Spray Top Right of Mirror 1x ☐
4. Spray Bottom Left of Mirror 1x ☐
5. Spray Bottom Right of Mirror 1x ☐
6. Get Towel/Rag ☐
7. Wipe Top Left in Circular Motion ☐
8. Wipe Top Right in Circular Motions ☐
9. Wipe Bottom Right in Circular Motion ☐
10. Wipe Bottom Left in Circular Motion ☐
11. Wipe Streaks/Wet Areas Until Dry/Clean ☐

Cleaning the Big Green Mat

1. Bring the mat into the hallway
2. Prop it up on its side



3. Spray the rectangles 4 times.

4. Wipe it down in the middle and the 4 corners.



5. Spray the sides 2 times.

6. Wipe down the sides.



7. Repeat on the other side

The Hidden Curriculum of Getting and Keeping a Job: Navigating the Social Landscape of Employment

*A Guide for Individuals With
Autism Spectrum and
Other Social-Cognitive Challenges*

**Brenda Smith Myles, PhD,
Judy Endow, MSW,
and Malcolm Mayfield, BS Civil Eng**

Self-Determination

- Assessments
 - The AIR Self- Determination Scale
 - The Arc Self-Determination Scale
 - Employability Life Skills Checklist (ELSA)
 - Personal Preference Indicators and Child Preference Indicators
 - I'm Determined

Self-Determination

- Education of IEP and Transition process
 - Attending meetings, presenting strengths and interests
- Teach goal setting
 - Write down goals and objectives
 - Track progress, deliver reinforcement
- Teach problem solving skills
 - Consequence mapping

Poll #4

- True or False: Self-monitoring is a skill that is separate and unrelated to self-determination.

Answer: False

Questions

References

- Smith Myles, B., Endow, J., Mayfield, M. (2013). *The hidden curriculum of getting and keeping a job: navigating the social landscape of employment*. Shawnee Mission, Kansas: AAPC
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THANK YOU!

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