



Autism and Tertiary Behavior Supports
www.ksdetasn.org

Mindful Teaching at the Developmental Level of the Student

Early Childhood Case Study Snap Shot 3

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After completing the study. . .

- Participants will be able to embed developmentally appropriate and meaningful learning opportunities into the school day for at least one student with significant needs.



Meet the Student

- Natalie started attending preschool in an ECSE classroom at 3 years 5 months.
- Prior to her experience in the classroom she received Part B services in the home, for medical reasons she was unable to be in a classroom setting.
- Because of this she had very limited social experiences prior to starting school.
- She didn't know how to attend to activities, engage with peers or play with typical toddler or preschool toys.



Meet the Student

- When Natalie started preschool, she was learning how to walk with the use of a walker.
- She used a clapping motion, crying or screaming to communicate her wants and needs.
- Natalie has Trisomy 4P, a rare chromosomal disorder that greatly affects cognition and contributes to many health complications.



Natalie's Goals

GOAL 1- By the end of the IEP year, Natalie will spontaneously communicate four or more new wants/needs using multiple modes of communication (signs, object/pictures, symbols, verbalizations).



Natalie's Goals

GOAL 2- By the end of the IEP year, when presented a toy or item of interest, Natalie will be able to engage with the given item in an appropriate manner for at least 3 minutes, on 4 out of 5 opportunities.



Natalie's Goals

GOAL 3- By end of the IEP year, Natalie will increase in her strength, endurance and balance in order to perform the following developmental skills on 4 out of 5 trials: Ambulate independently for 5-10 ft., and Maintain standing balance alone for 5-10 seconds with minimal or no assist.





Learning to Learn Skills:

- In seat behavior
- Time on task
- Being a part of a group
- Following directions
- Communicating Appropriately
- Managing emotions and self-regulating



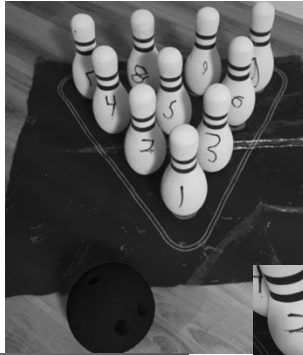
Think about what is
Developmentally Appropriate. . .



And Shape it to be
Classroom Appropriate.



Use the Skills and Interests of the Student!



Bonus: Numbers and Peer Interaction



What This Looked Like In the Beginning. . .



Strategically Increase Independence



Picture 1



Picture 2

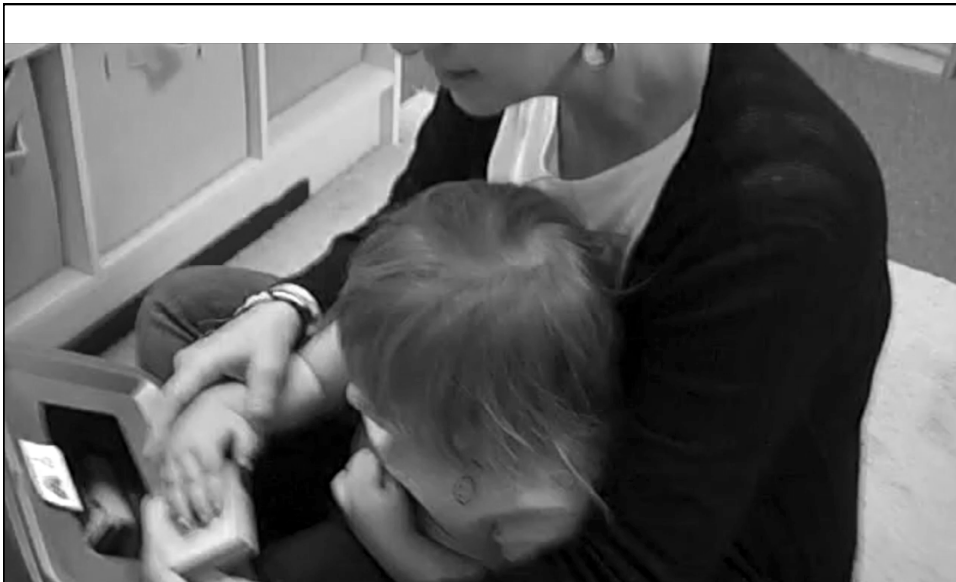


Learning to Wait



Think of ourselves as
**INDEPENDENCE
FACILIATORS**
rather than aides!

-Emily Rubin, 2015



It is all about the Baby Steps

Keep the Ultimate Goal in Mind!



3 Weeks Later: Sitting in her Seat,
and Putting Words in the Book

Connections equal Cooperation!

-Dr. Becky Bailey, 1999



Person First!

One
more
then all
done.

Try
again,
put on.

I know this
is hard, two
more then
all done.

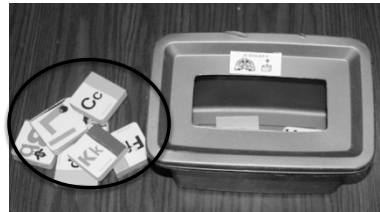


What do I say to provide empathy, set expectations, and encourage Natalie?



Why is She Making Progress?

- The team has a plan and is challenging Natalie at just the right pace.
- Natalie knows what is expected of her and how much work she needs to complete.



- What work?
- How much work?
- When is the work finished?
- What comes next?



How does Natalie know what her work is and when it will be over?



The Answer...



** For more information about this example search
Sensory on the Considerate Classroom Blog



What could the teacher do to support
Natalie in knowing how much work?



The Answer...



** For more information about this example search Art on the Considerate Classroom Blog



Giving Natalie a Voice





What it Looked Like in the Beginning

Embedding Communication





Language is not
enough, we need
social engagement.

-Emily Rubin, 2015



I want yellow block.

Me do it!

Wednesday Keynote
Social Emotional Engagement within a Universal Design for Learning in the Classroom

Emily Rubin
M.S., CCC-SLP | Educational Outreach Specialist
Marcus Autism Center, at Emory University

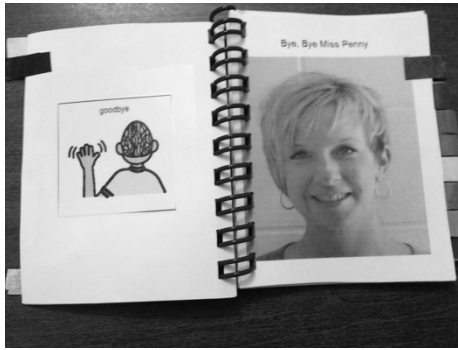
How did we put it all together?

- Natalie's schedule was embedded into the class schedule.

Morning
7:45-8:10 Arrival/Video/music-Heleas
4 centers w/ outside - 8:05/8:30/8:55/9:20/
5 centers w/out outside - 8:20/8:40/9:00/9:20/9:40
5 centers w/out outside - 8:00/8:20/8:40/9:00/9:20
4 centers w/out outside - 8:20/8:45/9:10/9:35 *
9:40 - when outside → Circle Time
10:00 - no outside → Circle Time
10:20 - when outside → Snack
10:20 - outside Time
10:40 - Group/Word Walk
10:50 - Goodbyes

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Participating in a Developmentally Appropriate Way. . .

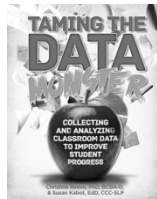


**For more information about this type goodbyes on the Considerate Classroom blog.



- Everyone on the team knew Natalie's short and long term goals.

Name:		Home Note		Date:
CIRCLE <input type="checkbox"/> We read <input type="checkbox"/> I sat next to _____ <input type="checkbox"/> I made choices with a device by PP V VS G I <input type="checkbox"/> Did my stretches My job was _____	CENTERS Today I went to <input type="checkbox"/> Art <input type="checkbox"/> Sensory <input type="checkbox"/> Pretend Play <input type="checkbox"/> Manipulatives <input type="checkbox"/> Math <input type="checkbox"/> Books/Literacy <input type="checkbox"/> Puzzles	At Centers I . . . <input type="checkbox"/> Put items in a container PP V VS G I <input type="checkbox"/> Grasp 2 small items using thumb & 1 st two fingers PP V VS G I <input type="checkbox"/> Put forms onto form board PP V VS G I <input type="checkbox"/> One finger on my iPad PP V VS G I	SNACK <input type="checkbox"/> I was snack helper today. I passed out _____ <input type="checkbox"/> Snack <input type="checkbox"/> Napkins <input type="checkbox"/> Straws <input type="checkbox"/> I requested items using a device PP V VS G I	
TODAY I HAD..... <input type="checkbox"/> OT <input type="checkbox"/> PT <input type="checkbox"/> Speech <input type="checkbox"/> iPad <input type="checkbox"/> Language	RECESS <input type="checkbox"/> Inside <input type="checkbox"/> Outside	I NEED TO BRING <input type="checkbox"/> Milk money <input type="checkbox"/> Diapers <input type="checkbox"/> Change of Clothes <input type="checkbox"/> Wipes <input type="checkbox"/> Other _____	SPECIAL ACTIVITY	
COMMENTS: Initials of staff filling out: Adapted from Christine Reeves- Teacher pay Teachers				KEY FOR PROMPTS: V=Verbal Prompt PP=Physical Prompt VS=Visual Prompt G=Gesture Prompt I=Independent



-Contributed by Deb Brobst, based on the work of Chris Reeves



All interventions
should speak to
the student
they are designed
for!



- Think about what is developmentally appropriate and work toward it being classroom appropriate.
- Use the student's strengths and interests.
- Strategically increase independence.
- Have the ultimate goal in mind.
- Give the student a voice
- Think of the student as person first and CONNECT with them!





How Does this Case Study
Apply to You, Your Classroom,
Your Students and Your Setting?



Resources

- [Case Study One: Using an Object Schedule](#)
- [Reeve and Kabot, \(2015\). Taming the Data Monster.](#)
- [Rubin, E. \(2015\) OCALI Keynote: Social Emotional Engagement](#)
- [TEACCH Autism Program.](#)



Supporting the Whole Child



Join Us for the Next Case Study
on Friday, February 5th
at Noon!



Do you have a strategy
or student that you
would like to do
a case study on?

CONTACT ME:
lindym@tasnatbs.org

