

## DIRECT INSTRUCTION AREA

### DESCRIPTION



- Students work on new learning
- Can include Discrete Trial Training, Natural Environment Teaching (NET) or Incidental Teaching
- Focus may include IEP goals (ie. left to right sequencing, following a work system or task analysis, etc). It does not have to be limited to academic skills.

### STAFF ROLES



- Interact with students and actively teach student new skills using evidence-based instructional strategies
- Use student strengths and special interests to deliver instruction
- Embed opportunities to practice communication and make choices.
- Be aware of nonverbal communication
- Collect data on student's progress

### STUDENT OUTCOMES

- Increased acquisition of targeted skills (academic, behavioral, functional, etc.)
- Increased ability to understand and manage time
- Improved organizational skills
- Increased attention to instruction and tasks
- Increased ability to access and utilize visual supports
- Improved communication skills
- Improved organizational skills
- Increased curiosity about new experiences and information

### EXAMPLE



### REFERENCES

- University of North Carolina TEACCH® Autism Program Five-Day Classroom Training
- **Setting up classroom spaces that support students with autism spectrum disorders.** Shawnee Mission, Kan.: AAPC. Kabot, S., Reeve, C. E., & Heflin, J. (2010). *Setting up classroom spaces that support students with autism spectrum disorders.* Shawnee Mission, Kan.: AAPC.
- Gaumer Erickson, A.S., Noonan, P., & Soukup, J.H. (2016). *College & Career Competency Wheel* (3<sup>rd</sup> ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21<sup>st</sup> Century.* Washington D.C.: National Academies Press.