

SMALL GROUP AREA

DESCRIPTION



- Guided practice of previously introduced skills with a small number of students
- Consists of two or three students participating together
- Focus may include therapy goals, social skills training, appropriate play skills, communication

- May lead small group activities or support as needed
- Prompt from behind but only when necessary
- Use student's individual work systems and visual supports
- Model appropriate social behaviors
- Encourage use of student's communication system
- Collect data



STAFF ROLES

STUDENT OUTCOMES

- Increased skill acquisition
- Improved communication skills
- Increased ability to focus on important details
- Increased ability to express one's self
- Increased ability to work with peers
- Increased ability to adapt to the environment
- Improved social interactions
- Increased curiosity about new experiences and information
- Improved understanding of social rules

EXAMPLE



Carla Schartz, Derby

REFERENCES

- University of North Carolina TEACCH® Autism Program Five-Day Classroom Training
- **Setting up classroom spaces that support students with autism spectrum disorders.** Shawnee MissionKabort, 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 (3rd 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 st Century*. Washington D.C.: National Academies Press.