



AUTISM SUPPORT AT THE HIGH SCHOOL LEVEL: INTEGRATING COMMUNICATION, INSTRUCTION, TRANSITION PLANNING, AND LIFE SKILLS

INTRODUCTION

- Classroom Teacher
 - Travis Young, M.Ed
- Internal Coach/Speech Language Pathologist
 - Jaime Baker, MS, CCC SLP/L
- Autism Initiative Classroom Consultant
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DEMOGRAPHICS

- With nearly 8,000 students Altoona Area School District is one of Pennsylvania's largest school districts.
- AASD has 8 elementary schools, 1 Jr. high school, 1 Sr. high school, a secondary alternative education school, and community education center
 - The Learning Express is the district's early intervention pre-school program that services over 450 students in a variety of early childhood settings.

SCHOOL DEMOGRAPHICS

- Altoona Area High School:
 - Grades 9-12
 - Total Enrollment: 1,789 students
 - 44% of students are Economically Disadvantaged
 - Over 20% of students qualify for special education services
 - 2012 U.S. News and World Report Bronze award winning school

CLASSROOM DEMOGRAPHICS

- 7 full-time autistic support students
- Ranging in age from 16-20 years
- 6 students are verbal/vocal learners
- 1 student is verbal/non-vocal

STUDENT DIAGNOSIS

Student	Diagnoses
○ 3 Students	○ Intellectual Disability (ID) and Autism
○ 1 Student	○ Intellectual Disability, Autism, and Moderate to Severe Hearing Loss
○ 3 Students	○ Autism

CLASSROOM

- Spacious Classroom
- Independent work stations
- Large Group Instruction Area
- Ample Storage
- Kitchen and bathroom areas (if possible)

CLASSROOM (CONT)



WORK STATIONS

Minimize
Distractions



Open
Station



LARGE GROUP INSTRUCTION



DAILY STAFF SCHEDULES



STUDENT MATERIAL ORGANIZATION



KITCHEN



WHERE TO START



GETTING TO KNOW YOUR CLASS...

- Obtain past history
 - Talk with previous teachers/service providers
 - Talk with parents
 - Expectations
 - Future Needs
 - Previous Assessments and Curriculum (VB-MAPP, Direct Instruction, etc..)

INDIVIDUALIZED EDUCATION PLAN (IEP)

- Read the current IEP
- Review progress reports from previous teachers and service providers
- Review all previous Evaluation Reports (ER) and Reevaluation Reports (RR)

JOB HISTORY

- Considerations:
 - Have any of the students held or are currently holding a job?
 - Have any of the students completed a job inventory? If so, obtain the results. If not have the student complete a job inventory
 - Speak with family and student to determine a post secondary goal/outcome job vs. post secondary education vs. adult training facility.

COMMUNICATION

- Assess current communication skills
 - Work closely with the Speech Language Pathologist
 - Examine strengths and needs related to speech and language skills.
 - Vocal skills
- Family preferences
 - Obtain history of communication modes with parents
 - Discuss parental expectations

COMMUNICATION MODES

- Functional Communication
 - Vocal
 - Signs
 - Augmentative Communication
 - Picture Icons/Communication Book
- Considerations in Decision Making
 - Communication assessment
 - Post secondary possibilities/goals
 - Easiest modality
 - Employment expectations

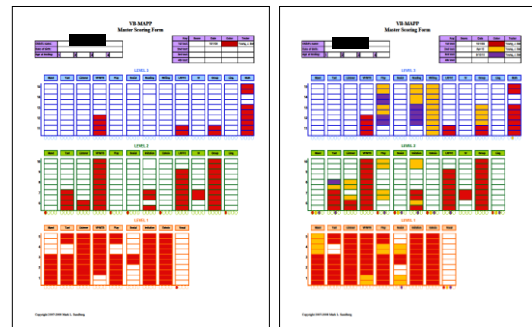
ASSESSMENT

- Language Assessment
 - Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)
 - Barriers Assessment
 - Transition Assessment
- Articulation Assessment
 - Early Echoic Skills Assessment, Barbara Esch (Subtest in VB-MAPP)

THE VERBAL BEHAVIOR MILESTONES ASSESSMENT AND PLACEMENT PROGRAM

- The VB MAPP is the current assessment used in all VB classrooms district wide
 - The VB-MAPP is a criterion-referenced assessment tool, curriculum guide, and skill tracking system that is designed for children with autism, and other individuals who demonstrate language delays (Sundberg, 2009).
 - The VB-MAPP is based on B.F. Skinner's (1957) analysis of verbal behavior, established developmental milestones, and research from the field of behavior analysis (Sundberg, 2009).

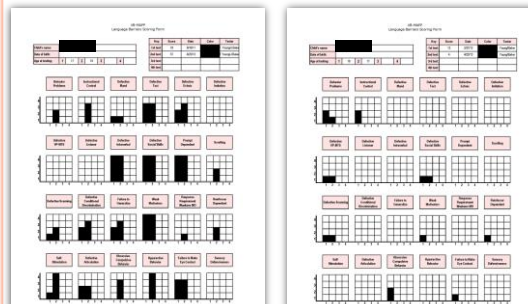
COMPLETED VB MAPPS



VB-MAPP BARRIERS ASSESSMENT

- Tool designed to identify and score twenty four language and learning acquisition barriers (Sundberg, 2008).
- Our purpose:
 - Identify possible barriers that would impede the child from learning language skills
 - Once these barriers are identified they can be addressed through a variety of ways
 - Functional analysis
 - Intervention program

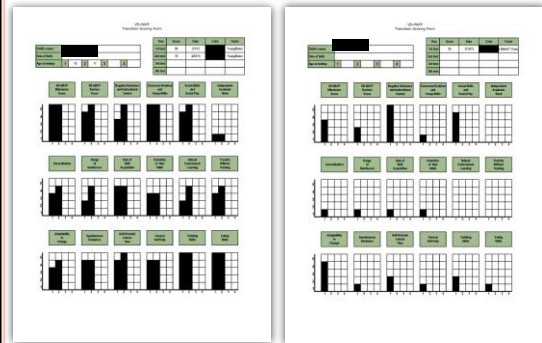
COMPLETED BARRIERS ASSESSMENTS



TRANSITION ASSESSMENT

- Objective evaluation of a child's overall skills and existing learning capabilities (Sundberg, 2008).
- Eighteen measurable areas
- Our purpose:
 - Aids the IEP team in making a decision related to the student's instructional programming.
 - Collaboration about accommodations and or modifications
 - Increases participation in activities with same aged peers

COMPLETED TRANSITION ASSESSMENTS



ARTICULATION

- Completed by the Speech Language Pathologist
- Early Echoic Skills Assessment (EESA) Subtest, Barbara Esch, Ph.D., BCBA, CCC-SLP
 - Evaluates a child ability to repeat a speech model
 - Assessment based on typical speech development between birth and 30 months.
- Other Assessments that may be beneficial
 - Goldman Fristoe Test of Articulation-2
 - Apraxia Assessment –Kaufman Speech Praxis Test

PROGRAM DEVELOPMENT KEY CONSIDERATION

Comprehensive

EDUCATIONAL PROGRAM DEVELOPMENT

- COMMUNICATION
- ACADEMIC
- COMMUNITY BASED INSTRUCTION
- JOB TRAINING

COMMUNICATION

- Speech Language Pathologist in classroom to deliver services vs. “pulling” students out of classroom.
- Goals and objectives are typically based on VB-MAPP assessment and needs.
 - Language- tacting, listener responding, intraverbals, manding, and social skills.
 - Articulation- echoes, vocal imitation, and manding.

ACADEMICS

- Reading
 - Direct Instruction (Reading mastery, other curriculums where appropriate)
 - Group Instruction- small and or large groups, grouping based on skill set.
 - Differentiate instruction with Large Groups
- Spelling
 - Spelling 360
 - K12 reader 1st-5th grade spelling program/worksheets.

ACADEMICS (CONT)

- Math
 - Connecting Math Concepts
 - Distar Math
 - Teaching Money (teach it within their program as well as in the Natural Environment)
 - Teaching measuring (cooking)
- Special Subjects

<ul style="list-style-type: none"> • Physical Education • Music 	}	Adaptive
<ul style="list-style-type: none"> • *Astronomy* 	}	Inclusive

ACADEMICS (CONT)

- Current Events
 - 15-20 minute time period
 - Opportunity for students to share weather, month, day, and year
 - Use Choral responding with students when discussing month, day, and year.
 - Have a student read the weather from the newspaper/iPad to the other students
 - Read a "Joke of the Day" to reinforce social situations/appropriate responses.

INCLUSION

- Inclusion - service not a place.
 - Accommodations/modifications may be necessary to access the environments/experiences/curriculums similar to their same age peers.
- The high school secondary level considers how the student will participate in community, work, home, school, and leisure activities.
- Educational programs and targets take into account all of these many environments.
- Planning for inclusion is critical, it will not happen by accident.
- Collaboration with general education teachers, administrators, job coaches, caretakers, etc... is critical to planning for inclusion.

INCLUSION PLANNING

- How does the student communicate?
 - Independently or with additional support?
 - How will this effect instruction or communication in other environments?
- Is there a behavior plan or critical behavior management need to be considered?
 - What environmental and/or teaching strategies are needed?
 - What is the function of the PB?
 - Are there any triggers?
 - What reinforcers maintain appropriate behavior?

INCLUSION PLANNING (CONT)

- What is the student's current skill level?
 - Strengths/challenges
- Have you identified the PA grade level standard the instruction will address?
- What will ALL students be expected to know and do?
 - What do you want your student to know and do with the instruction you are presenting?
 - Consider how the student will use this information now or in the future.
- How is information being presented in the specific environment for ALL students/individuals?
 - Will that be different for your student? How?

INCLUSION PLANNING (CONT)

- How will ALL students be asked to participate and demonstrate learning?
 - Will this be different for your student? How?
- How will ALL student progress be measured? (formative/summative)
 - Will this be different for your student? How?
- What is the mastery criteria for ALL students?
 - Will this be different for your student? How?

INCLUSION PLANNING (CONT)

- What if the student does not master the set objectives?
 - Review goals/objects/ mastery criteria, were they appropriate/relevant?
 - Were expectations too high or low?
 - Was the level of material presented to high or low?
 - Progressions too broad?
 - Were there too many goals and objectives to feasibly complete in the time frame designated?
 - Would pre-teaching enhance learning opportunities?
 - Would different/more accommodations and/or supports/ UDL planning have helped?
- Collaborate – an on-going process!

NATURAL ENVIRONMENT TEACHING (NET)

- NET refers to a teaching approach where the child's current activities and interests determine teaching strategies.
- Use the NET to generalize learned skills across people, places, settings, and/or stimuli.
- NET at the secondary level is based intensively around functional and transitional skills needed after graduation.

NET IN THE CLASSROOM

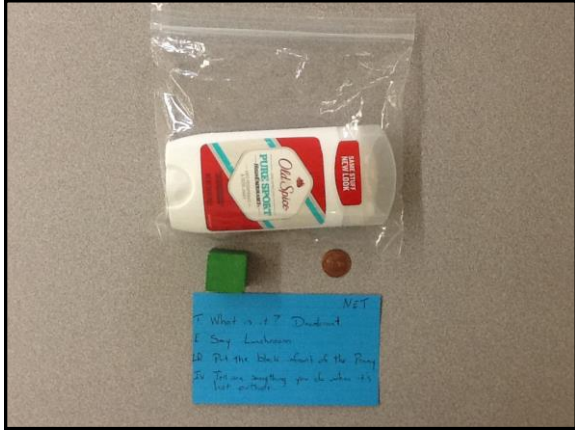
- NET targets are determined by classroom teacher, SLP, and/or internal coach
- Targets are previously mastered items from manding and intensive teaching sessions.
 - Example 1- Student manded for juice during manding sessions now probing to see if student can mand for juice at lunch in cafeteria.
 - Example 2- Student acquired target of tacting locker now when in the hall staff asks student "what is this" to see if he can tact the locker.
 - *Advanced level language skills may only be targeted in the NET (ex. teaching adverbs)*

PROCEDURES FOR NET

- Index cards with NET targets are created and taken with staff throughout the school day.
 - Targets can be practiced in cafeteria, during music, physical education...etc...ALL OPPORTUNITIES OUTSIDE OF THE CLASSROOM...
 - If student errors, run error correction procedures.
- Four to five net targets are probed at a time.
- Cold probes NET data is taken two times per week.

PROCEDURES FOR NET (CONT)

- A mastered target in the NET is three consecutive yes's on cold probe trials
- Data graphed on a total mastered items graph
- All forms are included in handout



Date: 7/25/13 Individual Student: [redacted] or Group activity: [redacted]
 Time: [redacted] to [redacted] (individual data on...) CRF: [redacted] TRPM: [redacted] YCRPM: [redacted]
 (total Resp) (total Group resp)

(+) = correct response
 (-) = incorrect response
 (P) = no response
 (O) = other response
 (E or A) = non error control procedure

Activity or Student's name	Mands	Motor Imitation A-Z	Echic - 150w	Receptive (L1)	Non-SPC C-CLAP	Intraverbal A-Z
GYM	2	UP				
MUSIC						
BATHROOM						
LUNCH						
YAN						
PROBE			+	+	+	-
GYM	2	UP				
MUSIC						
BATHROOM						
LUNCH						
YAN						
PROBE			+	-	+	+
GYM	2	UP				
MUSIC						
BATHROOM						
LUNCH						
YAN						


SOCIAL SKILLS

- Assessments
 - The Social Skills Checklist from Social Skills Solutions: A hands on Manual for Teaching Social Skills to Children with Autism (McKinnon, 2002)
 - Teacher/Staff Skillstreaming Checklist from Skillstreaming the Adolescent: A Guide for Teaching Prosocial Skills-Third Edition (McGinnis, 2012)
 - Skillsstreaming elementary version.


SOCIAL SKILLS (CONT)

- Strategies to teach Social Skills
 - Beginning Manders
 - Students who have a very limited mand repertoire consisting of a few highly reinforcing/motivating items. (Level 1 in manding section of VB-MAPP)
 - Advanced Level Manders
 - Students who can mand for a plethora of different items, missing items, actions, and information. (At least scoring in Level 2 of manding section of VB-MAPP)
 - Peer-to-Peer manding sessions
 - Group students based on manding abilities
 - Advanced level manders vs. beginning manders

SOCIAL SKILLS (CONT)

- Advanced level peer-to-peer manding sessions consist of:
 - Game playing (age appropriate)
 - Requesting pieces of the game
 - Turn taking
 - Following directions
 - Responding to peers mands
 - Peer to Peer Manding 
 - Age appropriate activities
 - Birthday Parties
 - Holidays
 - School functions

PEER TO PEER MANDING





SOCIAL SKILLS (CONT)

- Beginning level peer-to-peer manding sessions consist of:
 - Peer-to-Peer responding
 - These students have a difficult time giving up reinforcing items to their peers
 - Also have difficult time requesting items from peers
 - Peer conditioning – One peer giving another peer the other peers favorite reinforcers. (conditions peer approach as a good thing)
 - Activities typically involve requesting and giving up edible items (or other items that have numerous exchange opportunities)

ACTIVITIES FOR DAILY LIVING (ADLS)

- These activities place an emphasis on the skills necessary for life after graduation.
 - Cooking
 - Cleaning
 - Self Care

ADLS - COOKING

- Focus on age appropriate meals that motivating to the students as well as functional and transferrable to a variety of settings.
- Create task analysis forms for each meal breaking down each individual step necessary to make the meal.
- Collect pre and post cooking data as well as video to determine the percentage of independent steps mastered.

ADLS- COOKING (CONT)

- Teaching Strategies
 - Backward chaining
 - Forward chaining
 - Total Task
- } Prompt Types
- Video Modeling

Pre Video

Post Video



BASELINE –
PRIOR TO
TRAINING



POST – AFTER TRAINING



CLEANING


- Cleaning activities include:
 - Washing/drying dishes
 - Sorting/folding laundry
 - Sorting silverware
 - Sweeping floor
 - Wiping tables
 - Loading dishwasher
- Teaching Methods
 - Best -Teach students concepts related to activities (listener responding, tacting, motor skills, etc.)
 - Alternative - Teach as a routine
 - Time/place scheduled during day to practice skills
 - Teach to independence
 - Independent work station
 - Task analysis for percentage of independent steps

SELF CARE

- Self Care Activities include:
 - Brushing teeth
 - Combing hair
 - Washing face/hands
 - Applying deodorant
- Supplies
 - Each student is given a small tote with supplies
- Teaching Methods
 - Schedule station/time for student to go to bathroom to practice skills
 - Task analysis for each activity
 - Goal: 100% independent



COMMUNITY BASED INSTRUCTION

- Determining Targets
 - Age appropriate
 - Functional
- Training
 - Daily during contrived situations (classroom store)
 - Store (training) 
 - Store (NET)
 - Teacher lead lessons on skills in the community
 - Weekly in the community (Probe data)
 - Learning to access public transportation

[Student CBI Video](#)



PRACTICE
OPPORTUNITIES
WITH
MASTERED
SKILLS



GENERALIZATION OF MASTERED SKILLS IN COMMUNITY SETTING



INDEPENDENT COMMUNITY SKILLS



ORDERING A MEAL IN THE COMMUNITY



JOB TRAINING

Altoona Area SD has two positions of support:

- Transition Coordinator
 - This individual obtains information by competing job inventories, conducts interviews with the students in order to obtain and post secondary goals/placements.
- Work Experience Coordinator
 - This individual supervises, places, and locates potential job locations within the school as well as in the community for students with special needs.

POST SECONDARY EDUCATION

- Important considerations for ALL students but especially for students with a post-secondary education goal.
 - Are you teaching skills to independence?
 - Plan for prompt fading
 - Are you planning for generalization and maintenance of mastered skills?
 - Are you promoting self-advocacy skills?
 - Upon graduation, encourage the student and his/her family to know their responsibilities and those of postsecondary schools under Section 504 and Title II.

TEACHING PROCEDURES

- ❖ Intensive Teaching
- ❖ Manding (requesting)
- ❖ Explicit Instruction (Direct Instruction)
- ❖ Task Analysis

INTENSIVE TEACHING

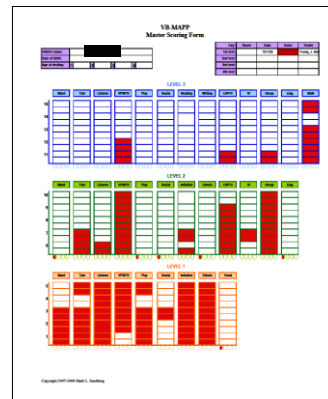
- A systematic approach to teaching and maintaining basic academic skills and is an important component of many teaching programs for children with autism.
- Uses the scientific principles of Applied Behavior Analysis and the universal best practices of instruction.
- Intensive teaching involves the use of a well-established behavioral technology referred to as discrete trial training (DTT)

INTENSIVE TEACHING (CONT)

- The primary method of teaching the verbal operants within the classroom
 - Mand
 - Tact
 - Intraverbal
 - Echoic
- As well as other important skills necessary for learning
 - Listener Responding (receptive)
 - Visual Performance
 - Motor Imitation
 - Match to Sample

INTENSIVE TEACHING (CONT)

- Targets selected based primarily on results of VB-MAPP.
- Teacher and internal coach work together to develop the programming
- A program is developed for each area of need on the VB-MAPP



Skill Tracking Sheet

Target	Date Introduced	Date Mastered
1. Obedience	3-9-10	2-16-11
2. Sharing	3-16-10	3-21-10
3. Pointing to body parts	3-23-10	4-1-10
4. Labeling	4-7-10	4-22-10
5. Simple X	4-7-10	4-22-10
6. Response	4-15-10	4-22-10
7. Pointing to objects	4-15-10	4-18-10
8. Pretending	4-15-10	4-22-10
9. Vocabulary	4-15-10	4-22-10
10. Vocabulary	4-15-10	4-22-10
11. Vocabulary	4-15-10	4-22-10
12. Vocabulary	4-15-10	4-22-10
13. Vocabulary	4-15-10	4-22-10
14. Vocabulary	4-15-10	4-22-10
15. Vocabulary	4-15-10	4-22-10
16. Vocabulary	4-15-10	4-22-10
17. Vocabulary	4-15-10	4-22-10
18. Vocabulary	4-15-10	4-22-10
19. Vocabulary	4-15-10	4-22-10
20. Vocabulary	4-15-10	4-22-10
21. Vocabulary	4-15-10	4-22-10
22. Vocabulary	4-15-10	4-22-10
23. Vocabulary	4-15-10	4-22-10
24. Vocabulary	4-15-10	4-22-10
25. Vocabulary	4-15-10	4-22-10
26. Vocabulary	4-15-10	4-22-10
27. Vocabulary	4-15-10	4-22-10
28. Vocabulary	4-15-10	4-22-10
29. Vocabulary	4-15-10	4-22-10
30. Vocabulary	4-15-10	4-22-10
31. Vocabulary	4-15-10	4-22-10
32. Vocabulary	4-15-10	4-22-10
33. Vocabulary	4-15-10	4-22-10
34. Vocabulary	4-15-10	4-22-10
35. Vocabulary	4-15-10	4-22-10
36. Vocabulary	4-15-10	4-22-10
37. Vocabulary	4-15-10	4-22-10
38. Vocabulary	4-15-10	4-22-10
39. Vocabulary	4-15-10	4-22-10
40. Vocabulary	4-15-10	4-22-10
41. Vocabulary	4-15-10	4-22-10
42. Vocabulary	4-15-10	4-22-10
43. Vocabulary	4-15-10	4-22-10
44. Vocabulary	4-15-10	4-22-10
45. Vocabulary	4-15-10	4-22-10
46. Vocabulary	4-15-10	4-22-10
47. Vocabulary	4-15-10	4-22-10
48. Vocabulary	4-15-10	4-22-10
49. Vocabulary	4-15-10	4-22-10
50. Vocabulary	4-15-10	4-22-10

INTENSIVE TEACHING (CONT)

- Teach the target by using errorless teaching procedure
 - Prompt
 - Transfer
 - Distract
 - Check

INTENSIVE TEACHING (CONT)

- If error occurs on check trial or on easy trials, use error correction procedures
 - Error
 - Prompt
 - Transfer
 - Distract
 - Check

MANDING

- What is a mand?
 - Verbal Operant

Verbal Operant	Antecedent	Behavior	Consequence
Mand	Motivative Operation (wants cookie)	Verbal Behavior (says "cookie")	Direct Reinforcement (gets cookie)

MANDING (CONT)

- How do we teach mands?
 - Manding sessions
 - Select items that students have motivation.
 - A manding session is a timed 10 minute session. (session times can vary depending on student)
 - Depending the student's manding ability, a typical session would include a variety of highly reinforcing items (leisure items, edibles, activities, etc.)
 - These items are under the control of the instructor.
 - The instructor plays and contrives situations to build motivation for the student to mand for the item.
 - When introducing new mand targets or when errors occur, a prompting procedure is followed.
 - Tally prompted, unprompted, and spontaneous mands.

[Mand Video](#)



CONTRIVING MAND FOR A NATURAL OCCURRING EVENT AND "WH" QUESTIONS



DIRECT INSTRUCTION

- Direct Instruction (DI) is an explicit teaching practices that emphasizes the use of face-to-face, small group instruction.
- Skills are broken down into small systematic steps that are to be taught.
- Direct Instruction groups are comprised of students with similar abilities.
- During DI, the teacher can administer reading, math, and/or language arts curriculums.
 - SRA Reading Mastery, SRA Distar Math, Connecting Math, etc.

TASK ANALYSIS

- A detailed method of teaching skills that require many steps to complete.
- A task analysis form breaks down the individual steps so that if and when errors occur, the instructor can quickly identify where the errors are occurring and can provide the needed prompts.
- Utilize task analysis to help teach activities for daily living as well as job skills.

DATA COLLECTION AND PROGRAM ORGANIZATION

- o Program Books
 - Copy of current VB Mapp
 - Organized according to VB Mapp sections and currently running programs
 - Currently running programs include:
 - o Total mastered items graph
 - o Skills tracking sheet
- o Color Coded System
 - Color sorted by verbal operant
 - Once a target is selected and mastered it is on a colored index card.
 - Example- listener responding target-pink index card

DATA COLLECTION AND PROGRAM ORGANIZATION (CONT)

- o Cold Probe Data
 - Cold probe data is taken once per day at the beginning of the school day.
 - It is a formal data collection procedure to track student progress
 - No prompts or cues are given
 - After three consecutive days of correct cold probe responses, a target is considered mastered.
 - A mastered target is then placed in easy box to be practiced throughout the day.
 - Data must be recorded in program book

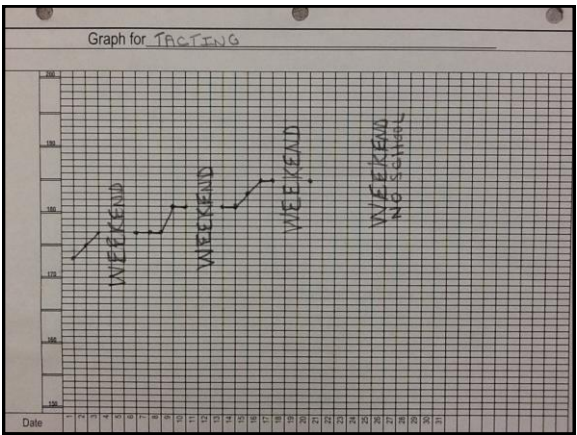
DATA COLLECTION AND PROGRAM ORGANIZATION (CONT)

- Once target is mastered, data must be recorded in program book
- A dot must be dropped on the graph on the date that a target is mastered
- The date that the target is mastered is recorded on the skills tracking sheet

daily Probe Sheet

Notes (previous week)	is days date	Operant	Target Skill	Mon 3/11	Tue 3/12	Wed 3/13	Thur 3/14	Fri 3/15
1		echo	say "a dollar ten"	Y	Y	Y	Y	Y
2		echo	say "regard next"	Y	Y	Y	Y	Y
3		LA	do not have two parts, one	Y	Y	Y	Y	Y
4		LA	do not use colored cards	Y	Y	Y	Y	Y
5	2	WRETE	what are your two	Y	Y	Y	Y	Y
6		WRETE	what are your two	Y	Y	Y	Y	Y
7	2	WRETE	something that goes your	Y	Y	Y	Y	Y
8		WRETE	two parts is (right)	Y	Y	Y	Y	Y
9	1	WRETE	two something that goes	Y	Y	Y	Y	Y
10		WRETE	two something that goes	Y	Y	Y	Y	Y
11		int	what is a type of (house)	Y	Y	Y	Y	Y
12		WRETE	which transportation	Y	Y	Y	Y	Y
13		WRETE	what are your two	Y	Y	Y	Y	Y
14		WRETE	what are your two	Y	Y	Y	Y	Y
15		WRETE	what are your two	Y	Y	Y	Y	Y
16		WRETE	what are your two	Y	Y	Y	Y	Y
17		WRETE	something you want with	Y	Y	Y	Y	Y
18		WRETE	what are your two	Y	Y	Y	Y	Y
19		WRETE	what are your two	Y	Y	Y	Y	Y
20		WRETE	what are your two	Y	Y	Y	Y	Y
21		WRETE	what are your two	Y	Y	Y	Y	Y
22		WRETE	what are your two	Y	Y	Y	Y	Y
23		WRETE	what are your two	Y	Y	Y	Y	Y
24		WRETE	what are your two	Y	Y	Y	Y	Y
25		LA	do get money, take him	Y	Y	Y	Y	Y
26		LA	do get money, take him	Y	Y	Y	Y	Y
27		LA	do get money, take him	Y	Y	Y	Y	Y
28		int	what is a hamburger	Y	Y	Y	Y	Y
29		WRETE	two are one what does	Y	Y	Y	Y	Y
30		WRETE	two are one what does	Y	Y	Y	Y	Y
31		WRETE	two are one what does	Y	Y	Y	Y	Y
32		WRETE	two are one what does	Y	Y	Y	Y	Y
33		WRETE	two are one what does	Y	Y	Y	Y	Y
34		WRETE	two are one what does	Y	Y	Y	Y	Y
35		WRETE	two are one what does	Y	Y	Y	Y	Y

Criteria for mastery: 3 consecutive yes



DATA BASED DECISION MAKING

- o We base our educational decisions from the data that we collect on each student.
- o Utilizing data helps us determine the best program and approach to teaching the student.
 - Example: Student "A" has five consecutive "no"s on his daily cold probe sheet. As a team, we identify that there is an issue and we can quickly alter our teaching procedures.

COLLABORATION

- Teacher-to-Teacher
- Building-to-Building
- Classroom staff, teacher, internal coach
- Teams/Parent
- Collaboration between transition coordinator and work experience coordinator.

TEACHER-TO-TEACHER COLLABORATION

- Outside of district mandated in-service trainings, autistic support teachers are constantly in communication with each other.
 - Email, Phone calls, trainings
- We are also in contact with regular education teachers to plan inclusive activities
 - Music Teacher
 - Physical Education Teacher

BUILDING-TO-BUILDING COLLABORATION

- This occurs each year in the fall and the spring when students are transitioning from one building to the next.
- Communication also occurs to discuss staffing changes from year to year.

CLASSROOM STAFF TO TEACHER/INTERNAL COACH COLLABORATION

- Collaboration exists daily between the staff and the teacher
 - Teaching procedures
 - Behavior interventions
 - Program questions
- Classroom staff and internal coach communication
 - Internal coach is available three hours per week.
 - Provides consultation to teacher and classroom staff
 - Provides trainings, answers questions and develops programs with the classroom teacher.

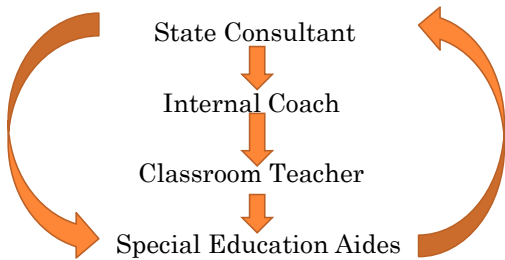
TEAMS/PARENTS COLLABORATION

- Collaboration exists at IEP meetings
- Team meetings
- Teachers and internal coaches provide a yearly parent training for the parents of the students participating in the autism initiative.
- Daily communication logs are sent home to parents details current targets and current mands.

TEACHER TO TRANSITION COORDINATOR/WORK EXPERIENCE COLLABORATION

- Individuals collaborate to set work schedules as well as to set up post secondary placement visits.
- Discuss skills needed to participate in potential job placements as well as post secondary placements.

CLASSROOM TRAINING (FLOW CHART)



TRAININGS (CONT)

- PaTTAN trainings
 - Teacher and internal coach attend
- In-services
 - Teacher and internal coach train classroom staff
 - Jeopardy game
- Classroom staff trainings
 - Monthly team meetings
- Treatment fidelity
 - Completed monthly on specific teaching procedures
- Staff observations
 - Staff portfolio to document observations of:
 - Teaching procedures
 - Paperwork completion
- Hands on training

[Staff Training Video](#)



STAFF TRAINING OBSERVATION OF INSTRUCTION WITH TRANSCRIPTION, FEEDBACK AND PRACTICE



PARENT TRAININGS

- Parent informational brochure
 - Information pertaining to all of the autism initiative classrooms throughout the Altoona Area School District.
- iPad trainings
- Parent trainings on teaching procedures

QUESTIONS?



<http://lerablog.org/wp-content/uploads/2013/05/thank-you.jpg>

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