

PROGRESSION OF INSTRUCTION FOR NATURAL ENVIRONMENT TEACHING

National Autism Conference
August 1, 2013

Presented by:

Lisa McDonnell,
Autistic Support Teacher, School District of Lancaster
Leigh O' Brien, BCBA, PaTTAN

What is Natural Environment Teaching?

- ▶ Teaching procedure that allows effective teaching and skill generalization in less structured situations and during the course of activities that occur as a part of an individual's day to day activities.
 - In certain circumstances, NET allows skills to be taught in the situation where they will be used
 - Tasks and activities can vary based on student interest
 - Utilize student motivation to create fun and engaging activities—increase student/teacher interaction

Why program for NET?

- ▶ NET allows for the development of generalization of skills and increases functional communication within the students' day to day life.
- ▶ NET can be play, reading a book, completing a craft activity or as an aspect of daily living skills.
- ▶ "Natural" does not mean without planning. While these situations can occur throughout the school day, it is important to realize that NET requires planning and a systematic approach in order to be successful and for students to get something out of each lesson.

How to begin planning for NET:

- ▶ Look at each students VB-MAPP and program books
- ▶ Look at students mastered skills
 - Select skills to be targeted for generalization through NET
 - Target skills that will be relevant in students day to day life
- ▶ Choose activities based on student motivation and consider programming based on thematic units
- ▶ Think of ways to increase functional communication and incorporate functional skills

Unit Ideas for NET Activities:


- ▶ These are designed as ONE week long lessons, depending on how many crafts or activities you can find for each theme.
- ▶ You can choose a book and print out pictures (kids can tact or answer receptively) and that can be considered NET because students are still generalizing skills from Intensive Teaching.
- ▶ OR you can choose a craft activity and this incorporates skills from intensive teaching as well as contriving mand situations (mand for items needed to complete a task, mand for missing items, peer mand, etc.)
- ▶ Units create a perfect opportunity to generalize intraverbal skills for level 2/3 learners: ex. Tell me some things you do on Christmas morning? What foods do you eat at your Thanksgiving feast? Tell me some jungle animals. Tell me some farm animals.

How to pick an activity:

- ▶ Identify a NET activity that includes many opportunities to emit functional responses across verbal and non-verbal operants.
- ▶ Select a range of targets that are relevant to the activity and within student programming.
- ▶ Skills introduced in NET should have already been mastered during Intensive Teaching.


UNITS:

- Utilize holidays/seasons:
 - Halloween, Thanksgiving, Christmas, New Years, Valentines Day, St. Patrick's Day, Easter, Fall, Winter, Spring, Summer...etc.
- Examples for Fall:
 - Back to school
 - Seasonal activities: leaves, trees, pumpkins, scare crows, etc.
 - Halloween
 - Thanksgiving
- Examples for Winter:
 - Winter Olympics
 - Christmas: trees, presents, wreaths, snowflakes, etc.
 - Super bowl




More Units:

- Under the sea
- Jungle animals
- Food groups
 - Week long lesson of each group:
 - Fruits, veggies, grains, meats/beans, dairy, fats/oils/sweets
- Farm Animals
- Use Books that your kids enjoy
 - Books that rhyme, have patterns or involve sequencing events (PERFECT INTRAVERBALS & kids love them!)
 - Ex. There was an Old Lady who Swallowed a Fly
 - The Very Hungry Caterpillar




Programming for Nakim:

- Motor Imitation
- Tact with sign language
- Beginning intraverbals with sign
- LRFFC
- Mand
- Mand for Missing Items
- Echoic



Programming for Nyeem:

- Tact actions
- Tact using full sentence
- Tact using pronouns/prepositions
- Intraverbal
- IVFFC
- LRFFC
- Peer to peer mand



GROUP NET ACTIVITY: Lesson Plan Project: Fly from "There was an Old Lady who Swallowed a Fly"

Student:	MI:	TACT:	LR:	IV:	MAND:
Elijah		Fly, Spider, Bird, Cat, Dog, Horse, Cow Features of Fly- eyes, wings, body, antenna		What is the title of the story? Fill in each animal as story is read without picture present	Wings Body Eye Scissors Pencil Stencils
Nyeem		Fly, Spider, Bird, Cat, Dog, Horse, Cow		Fill in each animal as story is read without picture present	Wings Body Eye Scissors Pencil Stencils
Jafet		Fly, Spider, Bird, Cat, Dog, Horse, Cow		Fill in Fly Fill in Spider	Wings Body Eye Scissors Pencil Stencils
Nakim	Sign spider	Bird Cat Dog	Wings Eyes	Fill in Bird as story is read	Scissors Glue Pencil
JeanCarlos	Echo-spider	Cat Horse Cow	Wings Eyes	Fill in cat Fill in cow	Scissors Glue Pencil
Jayvon		Cat Dog	Wings Eyes	Fill in dog	Scissors Glue pencil

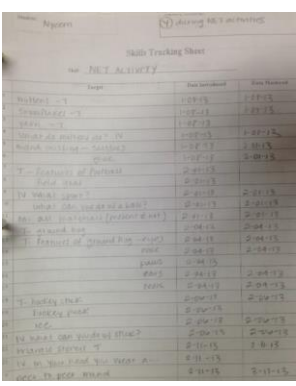
Group NET Data Sheet

How to collect data:

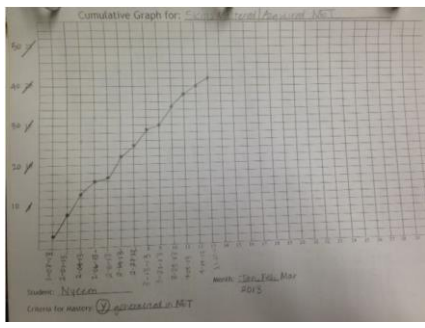
- Straight from the lesson plan template, copy targets onto probe sheet.
- Conduct cold-probe first time asked response

Student:	Target:	Probe:
Elijah	Tact: all animals from story	Y N
Elijah	Tact: features of fly wings, body, antenna	Y N
Elijah	IV: fill in each animal as story is read without picture present	Y N
Elijah	Mand: wing, pencil	Y N
Elijah	Mand: scissors	Y N
Elijah	Mand: glue	Y N
Jafet	Tact: all animals from story	Y N
Jafet	Tact: complete sentence	Y N
Jafet	fill in fly	Y N
Jafet	fill in spider	Y N
Jafet	Mand: wing, pencil	Y N
Jafet	body, pencil	Y N
Jafet	eye	Y N
Jafet	scissors	Y N
Jafet	pencil	Y N
Jafet	glue	Y N
Nyeem	Tact: all animals from story	Y N
Nyeem	IV: fill in each animal as story is read without picture present	Y N
Nyeem	Mand: wing, pencil	Y N
Nyeem	Mand: scissors	Y N
Nyeem	Mand: glue	Y N
Nakim	fill sign spider	Y N
Nakim	Tact: recognize bird	Y N
Nakim	cat	Y N
Nakim	dog	Y N
Nakim	LR: touch the wings	Y N
Nakim	touch eyes	Y N
Nakim	IV: fill in bird as story is read	Y N
Nakim	blind scissors	Y N
Nakim	glue	Y N
Nakim	pencil	Y N
JeanCarlos	fill in spider	Y N
JeanCarlos	Tact: cat	Y N
JeanCarlos	horse	Y N
JeanCarlos	cow	Y N
JeanCarlos	LR: touch wings	Y N
JeanCarlos	touch eyes	Y N
JeanCarlos	IV: fill in cat	Y N
JeanCarlos	fill in cow	Y N
JeanCarlos	blind scissors	Y N
JeanCarlos	glue	Y N
JeanCarlos	pencil	Y N
Jayvon	fill in spider	Y N
Jayvon	Tact: cat	Y N
Jayvon	dog	Y N
Jayvon	LR: wings	Y N
Jayvon	eyes	Y N
Jayvon	IV: dog	Y N
Jayvon	blind scissors	Y N
Jayvon	glue	Y N
Jayvon	pencil	Y N

- Write down skills from lesson plans onto skills tracking sheet
- Track date skill was first introduced in NET, and the date mastered.
- If student emits a correct response first time asked, skill is mastered.
- If student emits an incorrect response, use error correction procedure, and present target in a future activity until skill is mastered.

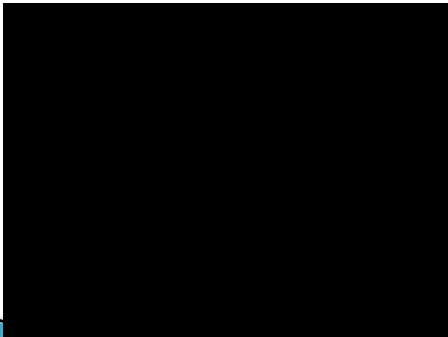


GRAPHING:



- After skills are mastered and recorded on skills tracking sheet, graph cumulative number of skills acquired.

Video Demonstration



Contact Information

www.pattan.net

Lisa McDonnelle
lnmcdonnell@lanaster.k12.pa.us

Leigh O'Brien
leighmobrien@gmail.com



Commonwealth of Pennsylvania
Tom Corbett, Governor

Pennsylvania Department of Education
William E. Harnier, Ph.D., Acting Secretary

Carolyn C. Dumaresq, Ed.D.
Executive Deputy Secretary

John J. Tommasini, Director
Bureau of Special Education