

AUTISM 101: Curriculum Considerations

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OBJECTIVES

- Identify curricula to support the needs of students with Autism Spectrum Disorder
- Review assessment practices to guide instruction and measure progress
- Identify supplemental curricula and materials that address: communication, social skills, and cognitive/behavioral challenges



Understanding the Curriculum

Curriculum is a broad term used to describe the material being taught across grade levels in specific subject areas.

Core Curriculum

- School district's general education curriculum
- Aligned with the Academic Standards and Early Childhood Indicators
- Provides the foundation for instruction for all students

General Guidelines

Begin with:

- Academic Standards
- District Curriculum
- Grade Level Benchmarks
- Individual Student Needs

Thinking about Curricula: Activity

Discuss with a partner:

What Core Curricula is currently used in:

- your district
- your grade level
- your class

- Highlight the *pros* and *cons* of each.
- Describe *favorite features* and *missing parts*.
- Share highlights



A Critical Look at Curriculum



- Universal Design for Learning
- Assessment Protocol
- Instructional Activities
- Progress Monitoring

Universal Design for Learning



Key Elements:

- **Multiple means of representation:**
 - To give learners various ways of acquiring information and knowledge
- **Multiple means of expression:**
 - To provide learners alternatives for demonstrating what they know
- **Multiple means of engagement:**
 - To tap into learners' interests, offer appropriate challenges, and increase motivation

Universal Design for Learning Guidelines

I. Representation	II. Expression	III. Engagement
<p>Use multiple means of representation</p> <ol style="list-style-type: none"> Provide options for perception <ul style="list-style-type: none"> Options that customize the display of information Options that provide alternatives for auditory information Options that provide alternatives for visual information Provide options for language and symbols <ul style="list-style-type: none"> Options that define vocabulary and symbols Options that clarify syntax and structure Options for decoding text or mathematical notation Options that promote cross-linguistic understanding Options that illustrate key concepts non-linguistically Provide options for comprehension <ul style="list-style-type: none"> Options that provide or activate background knowledge Options that highlight critical features, big ideas, and relationships Options that guide information processing Options that support memory and transfer 	<p>Use multiple means of expression</p> <ol style="list-style-type: none"> Provide options for physical action <ul style="list-style-type: none"> Options in the mode of physical response Options in the means of navigation Options for accessing tools and assistive technologies Provide options for expressive skills and fluency <ul style="list-style-type: none"> Options in the media for communication Options in the tools for composition and problem solving Options in the scaffolds for practice and performance Provide options for executive functions <ul style="list-style-type: none"> Options that guide effective goal setting Options that support planning and strategy development Options that facilitate managing information and resources Options that enhance capacity for monitoring progress 	<p>Use multiple means of engagement</p> <ol style="list-style-type: none"> Provide options for recruiting interest <ul style="list-style-type: none"> Options that increase individual choice and autonomy Options that enhance relevance, value, and authenticity Options that reduce threats and distractions Provide options for sustaining effort and persistence <ul style="list-style-type: none"> Options that heighten salience of goals and objectives Options that vary levels of challenge and support Options that foster collaboration and communication Options that increase mastery-oriented feedback Provide options for self-regulation <ul style="list-style-type: none"> Options that guide personal goal setting and expectations Options that scaffold coping skills and strategies Options that develop self-assessment and reflection

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Assessment



- **Assessment helps:**
 - Identify developmental skill levels
 - Predict how a child will perform in relation to curricular expectations
 - Establish a baseline of student performance
 - Guide the development of IEP goals/objectives, 504 plans
 - Drive instruction

Effective Instruction for Students with ASD



- Promotes active engagement of the student
- Is embedded in ongoing and natural routines
- Provides predictability and transitional cues
- Focuses students on key concepts
- Helps students relate new and previously learned skills
- Includes meaningful and functional skills

Progress Monitoring

- Scheduled and systematic process
- Helps determine the effectiveness of instruction
- Begins with baseline data



Supplemental Curricula



Supplemental Curricula

- Address core deficits specific to autism:
 - communication
 - social
 - cognition
 - behavior
 - sensory
- Consistent with specially designed instruction
- Focus on specific interventions



Challenges in Communication

- Lack of initiation skills
- Poor auditory comprehension
- Immediate or delayed echolalia
- Perseverative speech
- Incessant questioning
- Limited receptive and expressive repertoires
- Lack skill in sustaining conversation
- Literal interpretation of language

Challenges in Social Competence

- Recognizing and responding to perspective of others
- Understanding actions of others
- Interpreting nonverbal social cues
- Interpreting colloquialisms, abstraction, sarcasm
- Sharing mutual interests
- Social/emotional reciprocity

Challenges with Restricted Interests or Behaviors

Restricted Behaviors:

- Stereotyped motor mannerisms (e.g. hand-flapping, finger-flicking)
- Persistent occupation with parts of objects
- Inflexible adherence to nonfunctional routines/rituals

Restricted interests:

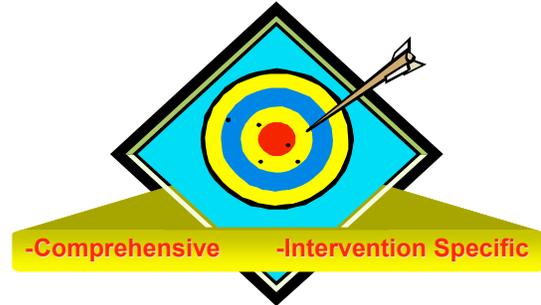
Topics or tangible items pursued with great attention and focus for long durations of time. DSM-IV 1994

- Unable to move to new topic
- Get "stuck" on topic
- Assumes that others share interest

Challenges in Sensory Processing

- **Hyper/Hyposensitive**
 - Sounds
 - Sights
 - Taste/Smells
 - Touch
 - Movement
- **Anxiety**
 - Low threshold for anxiety
 - Lack of coping mechanisms
- **Register:** Recognize when sensation occurs.
- **Modulate:** Balance the body's response to sensation based on previous experience and present states (i.e. illness, fatigue).
- **Integrate:** Organize meaningful associations for adaptive responses.

Supplemental Curricula:



Supplemental Curricula



Sample Comprehensive Supplemental Curricula

- **Individual Goal Selection - IGS**
- **Assessment of Basic Language and Learning Skills - ABLLS**
- **Verbal Behavior Milestones Assessment and Placement Program - VB-MAPP**
- **Competent Learner Model – CLM**
- **Life-Centered Career Education – LCCE**

Individualized Goal Selection – IGS

Growth, Relationships, Independence, Participation-GRIP
Raymond G. Romanczyk, Ph.D.



- An extensive reference listing task-analyzed skill sets
- Contains nineteen areas of development (e.g. speech, receptive language, concept formation, social skills, reading, arithmetic)
- Intended to be used as a guide to sequence and prioritize goals for each individual child

IGS Domain Areas

- Reduction of Maladaptive Behavior
- Attentive Skills
- Speech
- Receptive Language
- Expressive Language and Communication
- Concept Formation
- Gross Motor Skills
- Self Help Skills
- Social Skills
- Reading
- Fine Motor Skills
- Written Communication
- Arithmetic
- Cultural Skills
- General Information
- School Related Skills
- Life Relevant Skills
- Leisure Skills
- Emotional and Self-Control Development

The Assessment of Basic Language and Learning Skills - ABLLS
Partington and Sundberg



- Based on the behavioral analysis of language and fundamental skill development
- Assessment, curricular guide, and skills tracking system for children with language delays with a task analysis of the skills necessary to communicate successfully and to learn from everyday experiences.

ABLLS Domains

- **Basic Learner Skills**
 - Cooperation
 - Visual performance
 - Receptive language
 - Imitation
 - Vocal imitation
 - Requests
 - Labeling
 - Intraverbals
 - Spontaneous vocalizations
 - Syntax and grammar
 - Play and Leisure
 - Group instruction
 - Generalized responding
- **Academic Skills**
 - Reading
 - Math
 - Writing and spelling
- **Self-Help Skills**
 - Dressing
 - Eating
 - Grooming
 - toileting
- **Motor Skills**
 - Gross motor
 - Fine motor

ABLLS: Scoring

TASK	SCORE	TASK NAME	QUESTION	CRITERIA	NOTES
B 14	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Follow Instructions to Select one of two common items	If you hold up or place two common items in any positions and ask the student to select one of them, can he do it?	4= receptively identifies 50 or more pictures and can identify several different examples of most of those pictures, 3= 25 pictures of at least one example of the item, 2= 10 pictures, 1=2 pictures	See Appendix 2: Receptive & Labels

Scoring

Task	Score
B 14	0 1 2 3 4
	0 1 2 3 4
	0 1 2 3 4
	0 1 2 3 4

Annotations: 'initial score' points to the top row; 'first update' points to the second row; 'second update' points to the third row; 'third update' points to the fourth row.

The Verbal Behavior Milestones Assessment and Placement Program- VB-MAPP

Mark Sundberg, Ph.D., BCBA

- Assessment tool, curricular guide, and skill tracking system that is designed for children with autism, and other individuals who demonstrate language delays.
- Contains five components: Skills Assessment, Barriers Assessment, Task Analysis and Skills Tracking System, Transition Assessment, and Placement Guide with IEP Goals

Competent Learner Model-CLM

Vicci Tucci



A multi-component package for addressing the individual learning needs of children who have difficulty participating in typical learning environments.

The model includes a student curriculum, student assessments, effective strategies, staff training, coaching, and collaborative consultation.

Competent Learner Model

Vicci Tucci

Teaches how to:

- Learn
- Focuses on early communication skills
- Provides child centered language training
- Builds rapport
- Teaches participation

Repertoires:

- Talker
- Listener
- Observer Reader
- Problem solver
- Writer
- Participator

Competent Learner Model

Vicci Tucci

Staff training:

- Teaches use of effective instructional practices
- Lessons provided on a CD with an accompanying notebook
- Used by any individual who works with the student
- Teaches a common language for instructors
- Must demonstrate the instructional practices learned in the unit

Guided support:

- Provided by CLM certified coaches, or instructors
- Work with staff to implement the instructional practices demonstrated in each staff training unit

Life-Centered Career Education- LCCE

Council for Exceptional Children

- Prepares students to function productively as family members, citizens, and workers, and to enjoy fulfilling personal lives.
- Focuses on both paid and unpaid work to become a productive community participant, volunteer, or employee
- Designed for students who have mild cognitive disabilities, learning disabilities, or who are "at risk"
- Main Components: Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation

Supplemental Curricula



Intervention Specific Curricula

- Communication
- Social
- Behavioral
- Sensory
- Academic



Examples of Communication/Social Resources

- *Teach Me Language*
- *Do-Watch-Listen-Say*
- *Picture Exchange Communication System*
- *Think Social!*
- *Building Social Relationships*
- *Navigating the Social World*
- *Asperger's: What Does It Mean To Me?*

Teach Me Language

Freeman & Drake

- Provides exercises and drills to address common language challenges
- Organized by topical areas: Social Language, General Knowledge, Grammar and Syntax, Functional Knowledge, Written Expression, and Language-Based Academic Concepts such as sequencing, problem-solving, time, and money.
- Useful for children who:
 - Learn best visually
 - Attend fairly well and can follow simple directions
 - Assumes a basic level of communication

DO-WATCH-LISTEN-SAY

Kathleen Ann Quill

- Provides intervention guidelines for addressing social and communication skills
- Provides a framework for systematically planning interventions across multiple settings
- Includes an assessment and skill tracking guide for social and communication skills

PECS: Picture Exchange Communication System

Andy Bondy & Lori Frost

- Instructional format for an augmentative and alternative communication (AAC) approach using the exchange of a picture to initiate communication.
- There are six phases starting with a simple exchange progressing to answering questions.
- PECS requires the physical exchange of symbols. It is not just the use of pictures or symbols.
- May also be used in conjunction with a voice output communication device.

Think Social! A Social Thinking Curriculum for School-Age Students

Michelle Garcia Winner

- Explore basic aspects of working and thinking in a group
- Learn "social thinking vocabulary"
- Explore developing self-awareness through analysis
- Designed for students with verbal skills

Worksheets! For Teaching Social Thinking and Related Skills: A large set of worksheets specifically designed to explain social thinking concepts to encourage students to process more deeply what these concepts mean to them.

Building Social Relationships

Scott Bellini, Ph.D.

- Five step model for enhancing social development skills showing
 - Where to start and how to implement a social skills program
 - How to organize and make sense of social strategies and resources
 - How to synthesize them together
- Incorporates the integration of other research based strategies
 - i.e. Social Stories, Comic Strip Conversations, etc.
- Describes Video Modeling
 - More effective than live modeling
 - Directs attention to relevant stimuli
 - Eliminates irrelevant stimuli
 - Leads to better generalization
 - Use of VM may alleviate stress

Navigating the Social World

Jeanette McAfee, M.D.

- Addresses social, communication, emotional, abstract thinking and behavior management skills
- Includes "user-friendly" lessons that can be adapted to individual needs
- Lessons can be tailored for individual or group work
- Designed for students with verbal skills

***Asperger's:
What Does It Mean to Me***
Catherine Faherty

Manual designed to help children with Asperger Syndrome (AS) and high-functioning autism (HFA) learn more about their diagnosis and themselves.

- Part 1: workbook containing pages for children to fill in
- Part 2: contains related ideas and practical strategies for parents and teachers.
- Covers ways of thinking, the sensory experience, artistic talent, understanding thoughts, communication, school, friends, and emotions.

**Examples of
Behavioral Resources**

- ***Behavioral Intervention for Young Children With Autism: Manual for Parents and Professionals***
- ***A Work in Progress: Behavior Management Strategies and A Curriculum for Intensive Behavioral Treatment of Autism***

***Behavioral Intervention for Young
Children With Autism:
A Manual for Parents and Professionals***
Catherine Maurice

- Presents foundation and implementation ideas based on principles of Applied Behavior Analysis.
- Each chapter covers foundation skills and is solidly grounded in research.
- Lessons are formatted for discrete trial instruction.

***A Work in Progress:
Behavior Management Strategies &
Intensive Behavioral Treatment of Autism***
Ron Leaf & John McEachin

- Two-part manual that serves as a guide for working with children with autism.
- Includes:
 - ABA-based, discrete trial intervention strategies
 - A focus on facilitating development, independence and quality of life issues
 - Sequenced skill tracking tools

Examples of Sensory Resources

- ***How Does your Engine Run: A Leader's Guide to the Alert Program for Self-Regulation***
- ***Incredible 5 Point Scale***
- ***Building Bridges***

***How Does Your Engine Run?®
A Leader's Guide to the Alert Program®
for Self-Regulation***
Williams & Shellenberger

- Students learn what they can do to attain an optimal state of alertness for their tasks.
- Teachers learn what they can do to help students choose appropriate strategies to change or maintain states of alertness.
- Parents learn what they can do to help their child's nervous system change from a high alert state to a more appropriate state.

The Incredible 5 Point Scale

Kari Dunn Baron & Mitzi Curtis

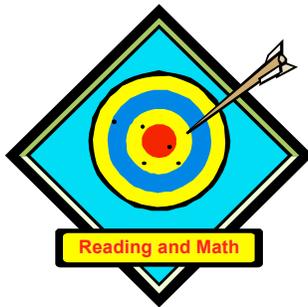
- Utilizes a simple 5 point scale to support a program for teaching social understanding.
 - Applicable for a variety of behaviors and responses to behaviors, including feelings of anxiety, obsessions, concepts of personal space and feelings of anger.
- Includes stories suitable to be read to a child, visual scales and tips on how to implement the particular scale.

Building Bridges through Sensory Integration

Ellen Yack, Shirley Sutton & Paula Aquilla

- Provides creative techniques and useful tips while offering innovative strategies and practical advice for dealing with everyday challenges, including managing behaviors, improving muscle tone, developing social skills, etc.
- Helpful checklists are included to identify concerns, to select activities for specific difficulties, and to select adaptations for a variety of settings.

Academics



Reading

▪ **Direct Instruction Examples:**

- *Language for Learning*
- *Reading Mastery*
- *Corrective Reading*

What's working for you?

Math

▪ **Direct Instruction Examples:**

- *DISTAR Math*

What's working for you?

Curriculum: Next Steps

How can you design a program that will lead to effective outcomes for students with ASD?

- Does your program include core and supplemental curricula?
- Does your curriculum include assessment measures?
- Does your curriculum include WHAT to teach and HOW?
- Does your curriculum include a means of progress monitoring?
- Does your curriculum possess the scope and sequence required to address the needs of students with autism?

References

- National Standards Project
 - www.nationalautismcenter.org
- PATTAN
 - www.pattan.net
 - Short term loan kits
- Organization for Autism Research
 - www.researchautism.org