Components of Effective Instruction for Students with ASD

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District Autism Specialist

Lake Oswego School District
LOSD: A Snapshot

- 10 Schools:
  - 6 Elementary, 2 Middle, 2 High Schools
  - Total Student Population: 6,757
  - Total Students on IEP: 575
  - Total Students on IEP with Autism: 104
Typical Model
Secondary—(HS, JH)

LC1
1.0 FTE
Caseload 35

LC2
1.0 FTE
Caseload 32

LC3
0.50 FTE
Caseload 15

SLP
OT/PT
Autism Specialist
Transition Specialist

Autism Specialist

LOSD Components of Effective Instruction for Students with ASD
Issues with ‘Typical Model’

- The Caseload gets in the way
- Teacher 1:25
- Autism Programs/IEP’s are big
- Autism Programs/IEP’s require constant monitoring and adjustments
- Scattered case-management, training, communication, staff development
- Hard to organize social communication/social cognition
The HS/JH Support Model

Certified Teacher
(Autism Specialist)

SLP          OT/PT            Autism Specialist       Transition Specialist

LOSD Components of Effective Instruction
for Students with ASD
The Support Model

- Teacher = 1:16
- Social Cognition/Communication built in
- More Cohesive system
- Better program/IEP Coordination
- Better Communication
**Instructional Schedule Structure**

Regular Class | LC | Electives | ELS
---|---|---|---
Social Cog. | PLATO | ACCESS LSC | Social Com.

HS = 1 period ea—90 min.
JH = 1 period ea—48 min.
Elementary Support Model

Certified Teacher (Autism Specialist)
K-3 Grades

Certified Teacher (Autism Specialist)
3-6 Grades

SLP    OT/PT    Autism Specialist    Transition Specialist

LSOD Components of Effective Instruction for Students with ASD
### Components of ASD Instruction

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### Instruction
- **Non-Task Completion – FBA Conducted**

### Baseline Data Collected and Function Determined

**The Determined Function is a:**
- **Behavioral Deficit**
  - Develop Behavior Intervention Plan (BIP)
    - Avoidance, Power, Attention, Stimulatory, Sensory
- **Skill / Knowledge Deficit**
  - Develop Instruction Intervention Plan (IIP)
    - Academics, Routines, Processes

### Methodology
- Scientifically Researched Based: Direct Instruction, Discrete Trial Training…
- Promising Practices: PECS, Verbal Behavior, Sign Language…

### Consequence Strategies
- Strategies to Increase or Decrease Behaviors

### Train, Model, Update & Review Intervention Plans

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### Maintenance and Generalization
- Strategies for promoting generalization

### Outcomes
- Increased: Time on Task, Task Completion & Mastery, and Level of Independence
- Generalize Skills Across Environments

**LOSD Components of Effective Instruction for Students with ASD**
COMPONENTS OF ASD INSTRUCTION

- Transition Skills Generalization
- Communication (Social & Functional)
- Executive Function Organizational Skills
- Social Development Adaptive Life Skills
- Common Core State Standards
- Disability Awareness Self-Advocacy
Non-Task Completion – FBA Conducted

Instruction

Baseline Data Collected and Function Determined

Components of ASD Instruction

- **Direct:** observations, ABC recording, scatterplot to see patterns
- **Indirect:** checklists, interviews, rating scales
- **Test hypothesis** (ABC format)
- **Develop intervention** (evidence-based practices) based on the function of problem behavior
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### Instruction

- Non-Task Completion – FBA Conducted
- Baseline Data Collected and Function Determined

### Typical Performer

- Skips indirect assessment, only uses direct (or vice versa).
- Subjective reason as to why problem behavior occurs.
- Ineffective intervention developed

### LO Model

- Intervention is developed based on function of problem behavior.
- Special Education teacher works directly with student until effective interventions are in place (15 hours).
TRAIN, MODEL, UPDATE & REVIEW INTERVENTION PLANS

- Defining target behaviors
- Developing new behavior: imitation, shaping, task analysis/chaining, prompt level
- Decreasing problem behavior: extinction, differential reinforcement (replacement behaviors), antecedent interventions

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LOSD Components of Effective Instruction
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**Instruction**

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**TRAIN, MODEL, UPDATE & REVIEW INTERVENTION PLANS**

**Typical Performer**

- Subjective interpretation of problem behavior.
- Lack of positive reinforcement schedule.
- Ineffective interventions used where no behavior change occurs.

**L O Model**

- Clear, precise definitions are defined.
- Effective interventions increase, maintain and generalize desired behaviors.
- Effective interventions decrease problem behaviors.

14 LOSD Components of Effective Instruction for Students with ASD
Evaluation & Measurement System

• Event Recording: number of times a behavior occurs
• Timing: measure duration, response latency, and inter-response time
• Time Sampling: whole-interval recording, partial-interval recording, and momentary time sampling
# Evaluation

## Typical Performer
- No data.
- Inconsistent data collected.
- Data is collected and the information does not guide future decisions.
- Problem behavior stays the same or worsens or shows up in another manner.

## L O Model
- Specific behavior goals are written in the IEP.
- Measurement systems are in place that are aligned with IEP goals and are easy to track.
- Interpretation of information is easy for all to understand.
- Socially significant behavior change is noticed in the visual analysis and in the student’s behavior.
**TRAIN, MODEL, UPDATE & REVIEW INTERVENTION PLANS**

**COMPONENTS OF ASD INSTRUCTION**

- Transition Skills: Generalization
- Executive Function: Organizational Skills
- Common Core: State Standards
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**Los Angeles Unified School District (Los Angeles, CA)**

Components of Effective Instruction for Students with ASD

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## Implementation

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<td>- Verbal explanation of the plan to support staff.</td>
<td>• Special Education teacher models the implementation of the behavior intervention plan.</td>
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<td>- Change of plan, inconsistency.</td>
<td>• Weekly meetings are held/staff development</td>
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<tr>
<td>- Review of plan and no change made to either the paperwork or during implementation.</td>
<td>• Support staff is held accountable for implementing interventions with fidelity.</td>
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<td>• Special Education teacher has scheduled time daily to observe support staff and consult.</td>
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<td>• Special Education teacher reviews the behavior intervention plan regularly and provide written changes during weekly staff meetings.</td>
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- **Maintenance and Generalization**
  - Strategies for promoting generalization

**Compensation of ASD Instruction**

1. 19 LOSD Components of Effective Instruction for Students with ASD
Generalized Behavior Change

- Teach the full range of relevant stimulus conditions and response requirements:
  - Teach sufficient stimulus examples
  - Teach sufficient response examples
  - Make the instructional setting similar to the generalization setting:
    - Program common stimuli
    - Teach loosely
    - Maximize contact with reinforcement in the generalization setting:
  - Teach the target behavior to levels of performance required by naturally existing contingencies of reinforcement

- Program indiscriminable contingencies
- Set behavior traps
- Ask people in the generalization setting to reinforce the target behavior
- Teach the learner to recruit reinforcement
- Mediate generalization:
  - Contrive a mediating stimulus
  - Teach self-management skills
  - Train to generalize:
    - Reinforce response variability
    - Instruct the learner to generalize
**Generalization**

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<td>▪ Generalization is not planned.</td>
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<td>• Generalization is taught with an increase in a positive reinforcement schedule.</td>
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<td>• Self-management is taught</td>
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<td>• Contrived situations are set up to practice generalization in an isolated setting.</td>
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OUTCOMES
- Increased: Time on Task, Task Completion & Mastery, and Level of Independence
- Generalize Skills Across Environments