

Early Intervention Makes Inclusion Possible

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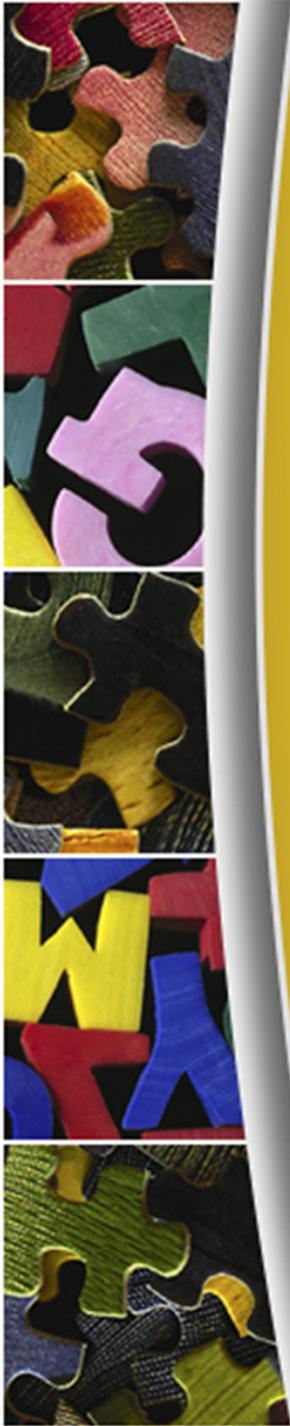


Infant Autism Services

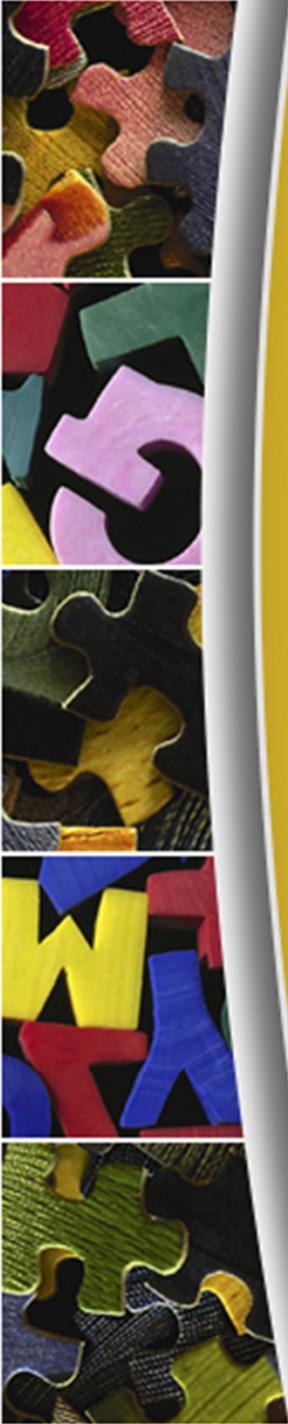
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Classroom One-On-One Instruction



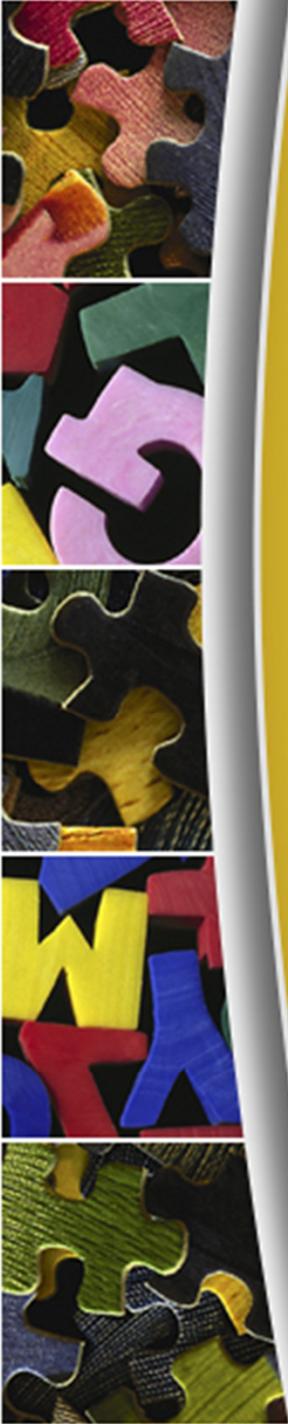
Structured Small Group Instruction



Whole Class Instruction



Mainstreaming



Inclusion is Possible





What Should You Focus On?

- Readiness Skills
- Behavior
- Language
- Social Skills
- Play Skills

Behaviors Considered for General Education Placement:

Level 1: Mainstreaming

Student should demonstrate these behaviors to the specified criterion in an MCOE Autism classroom (PDD or DT/TEACCH) to be considered appropriate for mainstreaming, in regular education or district SDC recommendation. Unless otherwise specified, a skill is considered mastered if the student can perform it independently at 80% or higher across three consecutive sessions.

Language	Social	Academic	Behavior	Self Help
Follows 2-step directions given to a group	Take turns	Imitates from a model, while in a group	Responds appropriately to prompts	Toilet-trained (at least trip-trained)
Recalls experiences	Waits quietly	Learns through observation	Responsive to delayed contingencies	Waits in line independently
Answers simple questions	Participates in circle activities	Follows class rules to gain attention (i.e. raise hand...)	Exhibits disruptive behavior at near zero levels	Can wash hands independently
Spontaneously ask s simple questions	Initiates play with peers (with or without prompt)	Learns target objectives during group instruction	Stereotypical behaviors easily redirected	
Engages in simple exchanges of conversation	Imitates peer play	Completes familiar tasks independently	Responds appropriately to reductive behavior procedures (removal from the group/cost response)	
Communicates needs and desires in pro-social manner		Completes grade level academics	Transitions compliantly +90% of opportunities, with or without the need for supports (visual strategies)	
Spontaneously responds to greetings and farewells				

Behaviors Considered for General Education Placement:

Level 2: Inclusion

Student should demonstrate these behaviors to this level of criterion in a regular education class (mainstreaming) to be considered appropriate for full inclusion recommendation in the Fall of the upcoming school year. Unless otherwise specified, a skill is considered mastered if the student can perform it independently at 80% or higher across three consecutive sessions.

Language	Social	Academic	Behavior	Self Help
Asks for help or clarification about a task; verbally or with an icon	Maintains personal space with peers and adults +95% of time samples observed	Meets receiving districts entrance requirements	Demonstrates compliance +95% of opportunities	Completely toilet trained – independently initiates and completes routines without assistance
Responds to requests to clarify (repetition/ paraphrasing/ explaining)	Engages in appropriate joined play +50% of time samples observed, with no more than 2 prompts	Demonstrates the ability to learn new behaviors/ skills during whole class instruction	Demonstrates independent on-task behavior +85% of time samples observed	
Demonstrates understanding of concepts/words related to location, space and time	Responds to peer initiations +80% of opportunities	Demonstrates task completion skills (may require organizational support)	Requires no more than 4 <i>individual</i> prompts (verbal and/ or visual) every hour. No physical prompts required	
Participates in and stays on topic during a class discussion	Initiates verbally or non-verbally with peers +50% of time samples observed	Once mastered, maintains skills without frequent review	Disruptive behaviors at near zero levels	
Spontaneously seeks information	Participates in creative, dramatic play		Follows class rules: (i.e. uses class approved signal for gaining the teachers attention)	
Spontaneously shares information			Describes rules and consequences for breaking those rules	

