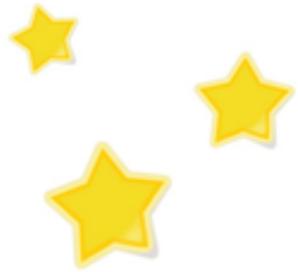




Components of an Appropriate Curriculum

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Outcomes



- Early Intervention components
- How to teach:
 - Methodologies
- What to teach:
 - Curricular Areas
 - Preschool Foundations and Kindergarten Standards
 - STAR Program



Early Intervention Components



How to Teach: Methodologies

- Applied Behavior Analysis
 - Discrete Trial Training
 - Pivotal Response Training
 - Functional Routines
 - Generalization
- Autism Interventions
 - Visual strategies and structure



Discrete Trial

- Primary method to teach the child pre-academic skills
- Most receptive language concepts and skills
- More complex expressive language discrimination skills
- A verbal cue is typically provided to elicit a receptive language response from another person.
- A verbal cue is typically given to teach a pre-academic concept to a child.





Pivotal Response Training

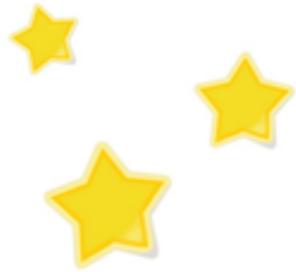
- Behavioral method that addresses the need for the child to learn to respond in a more naturalistic child-centered way.
- PRT is used to target expressive language and play skills.
- PRT more effective than discrete trial training in increasing spontaneous use of expressive language, generalization and maintenance of newly acquired behaviors.



Functional Routine



- Important to teach learned skills within a functional routine, which places behaviors under the control of natural cues in the environment.
- Functional routines are dispersed throughout the day.
- Each routine is broken down in simple steps that can be taught using the most appropriate behavioral method.

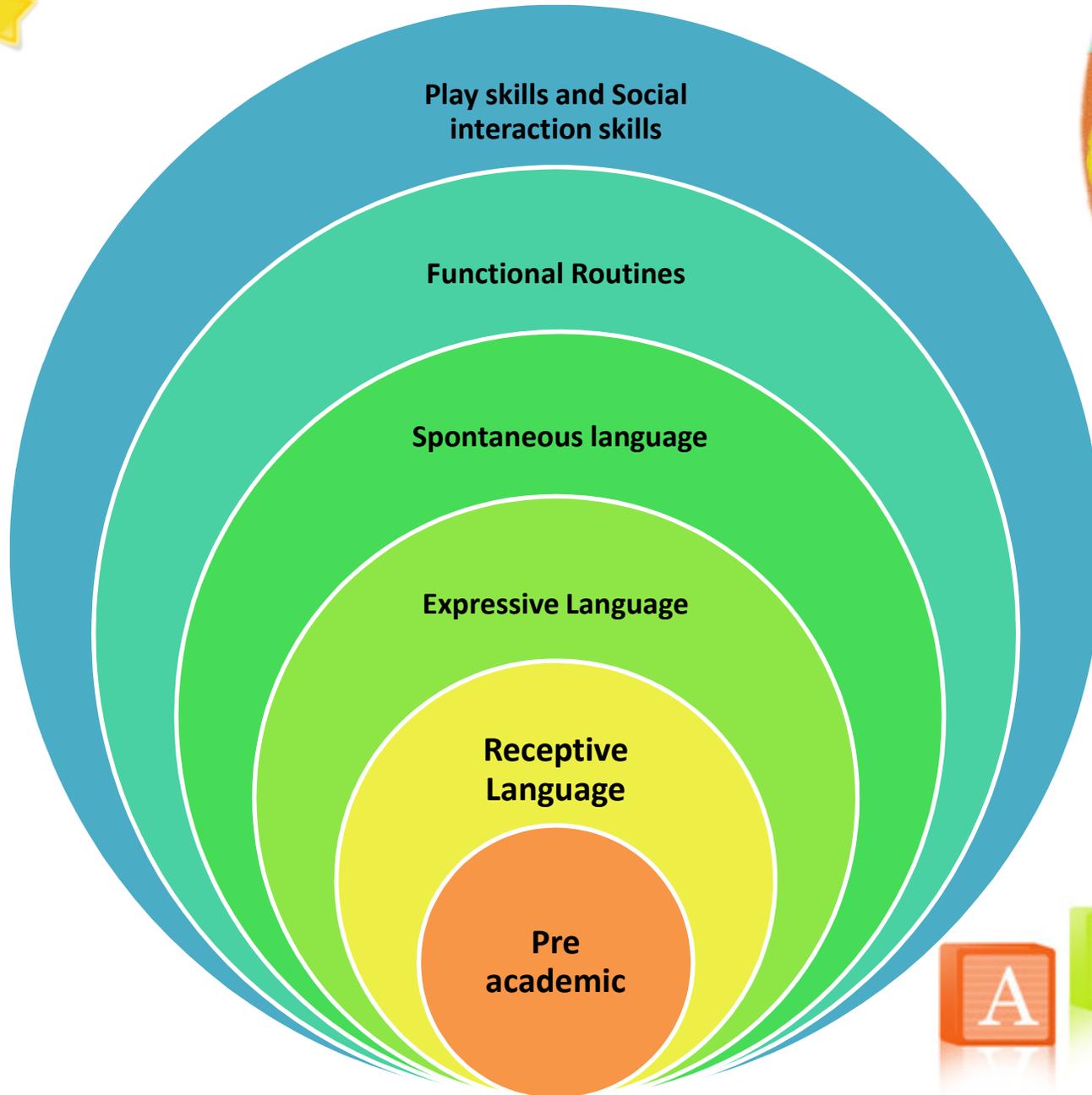


Functional Routines

- Arrival
- Departure
- Transition between activities
- Handwashing
- Snack
- Rest room use
- Going on a walk
- Circle
- Centers/choice
- Work with teacher
- Simple art activity
- Transition between locations
- Independent work
- Classroom job
- Move from center to center
- Small group work
- Large group: opening activities
- Large group: story time
- Cafeteria lunch
- Rest room use with classmates
- Classroom job with peer
- Occupy free time in classroom
- Computer use
- Music class
- Library class
- PE class
- Group academic instruction



Important Curriculum Areas



Pre -Academics

- Individualization
- Use individual strengths to assist in learning language
- Address
 - Reading
 - Math
 - Writing

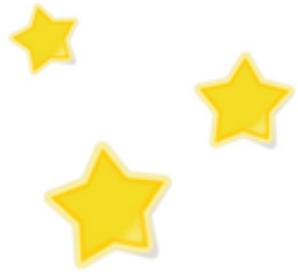




Pre-academic Reading

- Matching shapes and colors
- Identification of letters – receptive and expressive
- Identification of first name- receptive and expressive
- Identification of first names and match to picture
- Sight word reading and match to picture
- Identification of sounds – receptive and expressive
- Identificaiton of first and last name – receptive and expressive
- Reading sight words
- Reading a simple book





Pre-academic Math



- Use of a token board
- Rote counting to 10
- Counting 1 to 10 objects
- Identification of numbers 1 to 10 – receptive and expressive
- Counting sets of objects – receptive
- Matching sets of objects with numbers 1 to 10
- Rote counting to 30
- Identification of numbers 11 – 30 – receptive and expressive
- Counting objects using numbers
- Adding one digit numbers
- Subtracting one digit numbers
- Identification of money and use of money
- Time telling



Pre-academic Writing

- Coloring and scribbling
- Tracing name, letters, and numbers
- Coloring within lines and attention to task
- Cutting and pasting
- Tracing and copying words
- Writing from dictation
- Writing from memory
- Coloring, cutting and pasting





Receptive, Expressive, and Spontaneous Language

- Significant delay in the area of communication
- Do not use appropriate communication to request
- Unable to describe the activities of the world around them
- Discrepancies in communication cause behavior problems and difficulty relating to others.
- A program must focus on teaching expressive, receptive, and generalizing communication skills.



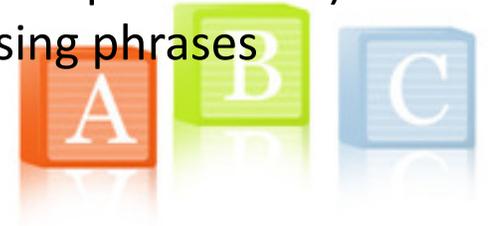
Receptive Language

- Come here
- Attending
- Receptive actions
- Social communication
- Nonverbal imitation – gross motor and object
- Matching
 - Object to object
 - Picture to picture
 - Object to picture object to picture and « Give me X »
- Labels of objects and pictures
- ID of body parts
- Actions: one and two step commands
- ID of people
- Actions: pictures
- Locations and commands
- Sorting categories
- Picture sequencing
- ID of items in books
- Expanded book use
- Emotions
- Functions of objects
- Community members
- Prepositions
- Descriptors
- Opposites
- Gender identification
- Possessives
- First, Next, Last (locations)



Expressive Language

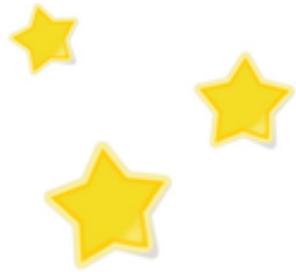
- Babbling and sound pairing
- Imitation of words for requests
- Phrases for requests
- Labels
- ID of people
- Actions: pictures
- Actions: people
- Picture sequencing
- ID of items in book
- Expanded book use
- Emotions
- Social questions
- Functions of objects
- Community members
- Prepositions
- Descriptors
- Opposites
- Gender ID
- Pronouns: He and She
- Extend sentences with descriptors
- Expanded social questions
- Discriminating *wh* – questions
- Pronouns: My and You
- Yes or No for facts
- Recall past events
- Student asks *Wh* – questions
- First and Last (temporal order)
- Commenting using phrases



Spontaneous Language

- Requesting
 - Vocab (nouns, verbs, adjectives, adverbs)
 - Phrase length (2 to 3 words)
- Initial commenting
 - Labeling nouns
 - Labeling actions
 - Noun + action
 - Noun + descriptor
 - exclamation
- Answering *wh* – questions
 - Expressive labeling
 - Person ID
 - Actions
 - possessives
- Advanced Expanded Requesting
 - Expanded vocabulary
 - Expanded phrase length
- Advanced Commenting
 - Noun + action + descriptor
 - Complete simple sentence
 - exclamation
- Advanced Concepts
 - Using prepositions
 - Gender ID
 - Pronouns
 - Recall past events
 - First and last
 - Yes/no
 - counting





Play Skills



- Demonstrate impairments in relationships to peers and in the use of symbolic or dramatic play.
- Low rates of initiation and response.
- Display less attention to other people's emotional display
- Demonstrate less imitation of other people's actions, movement, and vocalizations
- More repetitive and immature play acts
- Need to provide intervention that stimulate symbolic play development in preschoolers



Social Interaction Skills

- Direct teaching of children with autism to interact with peers is successful.
- Teaching of typical peers to interact with children diagnosed with autism is successful.
- A combination of both approaches has been most effective.

Play and Social Interaction Concepts

- Exploring and sharing toys
- Learning to play
- Playing with toys:
 - Constructive play
 - Functional play
- Independent play
- Expanded Learning to play
- Expanded playing with toys
 - Playing with toys
 - Independent constructive play
- Play with adult and peer
- Advanced play
 - Functional play
 - Symbolic play
- Play with peer and share materials
- Play game with peer
- Recess: individual or independent
- Recess with peer buddy



Preschool Foundations

- **Social-Emotional Development Domain**
 - Self
 - Social interaction
 - Relationships
- **Language and Literacy Domain**
 - Listening and speaking
 - Reading
 - Writing
- **Mathematics Domain**
 - Number sense
 - Classification and patterning
 - Measurement
 - Geometry
 - Mathematical reasoning

The STAR Program

Strategies for Teaching Based on Autism Research

- comprehensive behavioral program for young children with autism.
- Designed to give teachers many of the instructional plans and some of the materials needed to implement and individualized plan.
- The development of the STAR program has been guided by the national research on effective practices identified in the literature.

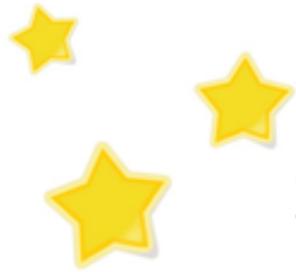
www.starautismprogram.com

The STAR Program



Consistency of Strategies

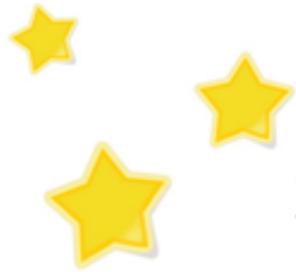
- **DISCRETE TRIAL TRAINING**
 - CORRECT RESPONSES
 - ERROR CORRECTION PROCEDURE
 - **REINFORCED LEARNING TRIALS** (WHEN STUDENT NEEDS TO LEARN STEP THROUGH SHAPING, USUALLY THE STUDENT HAS MADE 3 ERRORS IN A ROW)
 - INTRODUCTION PROCEDURES
 - DATA COLLECTION



Interaction of Instructional Strategies and Curriculum Areas

Curriculum Area	PRT	DTT	FR
Expressive Language	All lessons	Imitative sounds and words Labels most of Level II and III lessons	Develop generalization of expressive language
Receptive Language	Taught incidentally within context of other PRT lessons	All receptive Language lessons	Generalize use of receptive language within routines
Spontaneous Language	All spontaneous language lessons	Reinforce spontaneous language when it occurs	Set up situation in which the student needs to use spontaneous language





Interaction of Instructional Strategies and Curriculum Areas

Curriculum Area	PRT	DTT	FR
Functional Routines	Expand expressive language using PRT strategies within routine	Expand receptive language using DT within routine	All activities comprise a predictable chain of behaviors
Pre-academic Skills	Expand and generalize use of pre-academic skills	All pre-academic lessons	Generalize use of pre-academic skills within routines
Play and social interaction concepts	Taught with PRT play lessons, and incidentally during PRT language lessons	Social interaction and play are taught incidentally during one-on-one DT lessons	Develop appropriate play and social interaction during all appropriate routines





Relationship between Learning Environments and the Child's Instructional Level

Instructional Level Preschool - K	One-to-one learning	Small group (1 – 3)	Large Group
Level I	DT and PRT rotations	Functional routines such as circle time, snack, transition	May not be ready yet (individualized based on student behavior)
Level II	DT and PRT rotations	Functional routines such as centers, small group work	Integrated preschool (6-12 students; typically peers integrated with students with autism)
Level III	DT and PRT rotations	Functional routines such as occupy free time, classroom job with peer	Integrated preschool or typical preschool





Relationship between Learning Environments and the Child's Instructional Level

Instructional Level Kindergarten – 3rd grade	One-to-one learning	Small group (1 – 3)	Large Group
Level I	DT and PRT rotations	Functional routines such as circle time, snack, transition, restroom,	FR (with one-to-one supervision, throughout the school, and with typical peers) such as arrival, departure, lunch, recess
Level II	DT and PRT rotations	Functional routines such as small group work, independent work, centers	Inclusion in GE class for arrival, departure, lunch, and recess, and at least one group activity
Level III	DT and PRT rotations (if needed) conducted in general	Small group routines in the GE class, small group academic	 If possible, all GE class activities



The STAR program provides a public school district with the needed curriculum and methodologies to meet the individual needs of children diagnosed with autism succeed in achieving the California Preschool Foundations and K-3rd grade standards.