

Handouts to accompany

HELPING STUDENTS WITH AUTISM SUCCEED IN REGULAR CLASSROOMS

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Fresno, CA – August 5, 2014

Sponsored by California Autism Professional Training and Information Network

- 1. Evidence-Based Practice: Easier Said Than Done** – Spells out the importance of clearly defining what is meant by evidence-based practice and the necessity of monitoring instruction derived from EBP as evidence of student progress.
- 2. Good Noise! Using Choral Responding to Increase the Effectiveness of Group Instruction** – Describes how teachers can use choral responding to teach a variety of curriculum content.
- 3. Everyone Participates in This Classroom: Using Response Cards to Increase Participation and Achievement** – Explains the rationale for response cards and offers guidelines for using pre-printed and write-on response cards to teach a variety of curriculum content.
- 4. How to Get Your Own Set of Write-On Response Cards** – Explains how to obtain response cards inexpensively.
- 5. Designing a Lesson that Uses Choral Responding and/or Response Cards** – Outlines steps for developing lessons featuring choral responding and/or response cards as primary modes of active student response.
- 6. Guided Notes: Helping All Students Succeed in the General Education Curriculum** – Describes rationale and advantages of guided lecture notes and provides suggestions for creating and using them.
- 7. Self-Monitoring Helps Students Do More than Just Be On Task** – How to use the MotivAider to manage both student and teacher behaviors.
- 8. Motivate Me! 20 Tips for Using a MotivAider® to Improve Your Classroom** - The MotivAider is a small electronic device that can be set to vibrate at different times to remind people to manage their behavior. This article describes how the MotivAider can be effectively used in the classroom to manage both student and teacher behaviors.
- 9. Classwide Peer Tutoring: Collaborative Learning for Students with Disabilities in Inclusive Classrooms** – Describes elements of evidence-based CWPT models and outlines how to get started.
- 10. Teaching Students to Recruit Positive Attention** – Gives conceptual overview of recruiting, reviews research, and outlines recommended training procedures.
- 11. The Power of Teacher Praise** – Describes the importance of contingent teacher praise on student learning and suggests techniques for increasing one's effective use of praise.
- 12. References and Resources: Helping School-Age Pupils with Autism Succeed in Mainstream Classrooms** - References to peer-reviewed research and other resources related to this workshop.