A PROFESSIONAL DEVELOPMENT AND TRAINING TOOL
FOR AUTISM EVIDENCE-BASED PRACTICES:

A PROJECT BASED WEBSITE

A Project
Presented
to the Faculty of
California State University, Chico

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of the Requirements for the Degree
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in
Education

by
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Summer 2015
A PROFESSIONAL DEVELOPMENT AND TRAINING TOOL

FOR AUTISM EVIDENCE-BASED PRACTICES:

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by

Amanda R Johnson

Summer 2015

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DEDICATION

I would like to dedicate this project to my family: Robert, Halley, Kassity, and Kiernan. They were and always will be my inspiration and drive to challenge myself and others to achieve greatness. With their support I have had the opportunity to create and effect change. To them I want to say, thank you! To my three beautiful daughters, remember “never expect change, make change happen”. I love you all.
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ABSTRACT

A PROFESSIONAL DEVELOPMENT AND TRAINING TOOL
FOR AUTISM EVIDENCE-BASED PRACTICES:
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The Center of Disease Control report on autism rates, generated by the Autism and Developmental Disabilities Monitoring Network (2014) reports that 1 out of 68 children, aged 8 are identified with autism spectrum disorder. The National Professional Development Council on Autism (2014) found 27 evidence-based practices educators should use for students on the autism spectrum. The focus of this research was to identify professional development models and strategies that have proven to be effective in training educators and paraprofessionals in evidence-based practices for student with autism spectrum disorder.

Effective professional development training packages were identified as: professional development combined with coaching, performance-based feedback and technology. These findings were used to develop a training and resource website for the researcher’s district of employ, Twin Rivers Unified School District. As Twin Rivers
Unified School District shifts its professional development model to a training package of: professional development, coaching, and performance-based feedback in a naturalistic setting, the researcher found something missing, resources. Technology lends itself to flexible ways of communicating information, sharing of ideas and information, and providing resources. The researchers website does all of these things for both the coach and the coachee (teacher, paraprofessional, etc.)

The website provides supporting professional development activities that are based on autism spectrum disorder evidence-based practices, real-life practical classroom and community application. It addresses the training needs of instructional staff including teachers and paraeducators. The information and resources on the website support building capacity for districtwide implementation and sustainability of evidence-based practices.
CHAPTER I

INTRODUCTION

Background

Autism Spectrum Disorder (ASD) is on the rise. 1 out of every 68 children aged 8 are identified with autism spectrum disorder, according to the Center of Disease Control report on autism rates; generated by the Autism and Developmental Disabilities Monitoring (ADDM) Network (CDC, 2014). A lifelong developmental disorder, autism spectrum disorder is defined by a set of diagnostic criteria set forth in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). An individual must present with deficits in social interaction, social communication, and restricted/repetitive behaviors, activities or interests. As the number of children diagnosed with ASD rise, so does the number of children served in special education (Rakap, Jones & Emery, 2014).

The Individuals with Disabilities Education Improvement Act, (IDEIA, 2004) and No Child Left Behind Act (NCLB, 2002) both emphasize the use of evidence-based teaching strategies. Additionally, school districts are required to provide training to teachers on implantation of evidence-based practices. Despite these two laws stipulating the need and requirement to use evidence-based practices (EBP), Morrier, Hess, and Heflin (2011) found that only 4.89% of teachers (N=185) reported using EBP in their classrooms in regards to their students with autism spectrum disorder. Evidence-based practices are research based interventions that have had consistent positive results that were able to be replicated multiple times using one of the following research designs:
experimental, single-subject design, or quasi-experimental. The results of these studies are then published in peer-reviewed journals. IDEA explicitly states that evidence-based practices are required to instruct all students. According to the National Professional Development Council on Autism, 2014, educators of students with autism spectrum disorder have 27 evidence-based practices to employ in their instructional practice.

Professional development is a vital component of education that districts use to disseminate new information. Teachers and paraprofessionals require the necessary breadth of understanding and training needed to implement effective evidence-based practices to educate students with autism spectrum disorder (Scheuermann, Webber, Boutot, & Goodwin, 2003; Whitmer, 2013). Teachers with a special education moderate/severe credential in California are required to take foundational knowledge course work and curriculum coursework on autism spectrum disorders as a requirement of their credential. Once hired as a moderate/severe teacher there is no guarantee of any further ASD training (National Research Council [NRC], 2001). Teachers are hired with a varying breadth of autism spectrum disorder experience including knowledge of best practices ranging from the extremely minimal to the master teacher. This lack of specialized ASD training creates a deficit in the overall quality of the educational program offered to the student with autism spectrum disorder (Maddox & Marvin, 2013).

Educational staffing needs for special education students are at an all-time high; with the rise of autism spectrum disorder prevalence and the current legislation there is an immediate need for paraprofessionals to fill the staffing need (Rispoli, Neely, Lang, & Ganz, 2011). Twin Rivers Unified School District hiring policies for paraprofessionals are a high school diploma and/or community college Early Childhood Education (ECE)
units. Pre-service and in-service trainings for paraprofessionals working with students with ASD are nonexistent, ineffective or just introductory and not thorough in scope, sequence and practice (Hall, Grundon, Pope, & Romero, 2010).

Purpose of the Study

This project seeks to create a website that will support the identified evidence-based professional development models and strategies identified in the literature review. This website will have up-to-date resources on EBP strategies for instruction of students with autism spectrum disorders. Furthermore, the website will act as a collection of: PD training materials, EBP information, progress assessment, EBP implementation know-how, EBP data collection resources, fidelity checklists, and video and pictorial examples of implemented EBPs. The website is accessible to the public but is intended for the district’s coaches who train and support staff as well as the educators and support staff of students on the autism spectrum. The information and resources on the website will support building capacity for districtwide implementation and sustainability of evidence-based practices.

The focus of this research is to identify professional development models and strategies that have proven to be effective in training educators and paraprofessionals in ASD evidence-based practices by showing:

1. Positive effect of implementation of EBPs
2. Positive effect of generalizing newly acquired skills
3. Positive retention of newly acquired skills

In researching effective professional development models and strategies this researcher will also identify what is ineffective. The questions to be answered are:
1. What factors increase the ability to generalize educational professional development trainings across settings (from the training room to the classroom)?

2. What professional development method(s) are most effective when training Autism Spectrum Disorder instructional staff on ASD evidence-based practices?

Definition of Terms

**Applied Behavioral Analysis (ABA)**

Applied Behavioral Analysis (ABA) is the systematic process of applying targeted interventions to shape and improve social significant behaviors based on Learning Theory practices. Data collection and analysis drive and shape the interventions as well as targeted behaviors.

**Autism Spectrum Disorder (ASD)**

Autism Spectrum Disorder is a lifelong developmental disorder defined by a set of diagnostic criteria set forth in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). An individual must present with deficits in social interaction, social communication, and restricted/repetitive behaviors, activities or interests.

**Coach**

A coach is a designated skilled teacher (non-administrator) who observes, co-teaches or models curriculum, instruction and the use of evidence-based practices. They provide support and continued practice of the skills for generalization, retention, and fidelity with the use of performance-based feedback.

**Evidence-based Practice (EBP)**

Evidence-based practices (EBP) are practices which have sufficient empirical support to be deemed evidence-based.
Early Childhood Education (ECE)

Early Childhood Education is a branch of education specializing in the development and education of early childhood typically ages birth-eight years old.

Discrete Trial Training (DTT)

Discrete trial training or teaching (DTT) is an instructional strategy used in a systematic, controlled, one-to-one teaching approach. DTT consists of repeated, or massed, trials with a clear beginning and end. Trials consist of instruction, response and consequence (Wong, C., Odom, S. L., Hume, K. Cox, A. W., Fettig, A., Kucharczyk, S., Schultz, T. R., 2014).

Modeling

Modeling is a strategy in which the desired behavior is demonstrated to the target audience for the sole purpose of the learner imitating the desired behavior which leads to the acquisition of the identified skill (Wong, C., et. al, 2014).

Paraprofessional (Paraeducator)

A paraprofessional or paraeducator is a person who has satisfied No Child Left Behind compliance by: possessing associates degree, or 48 semester college units, or by passing the Paraeducator Proficiency Exam offered by their district or county of employee. This person is responsible to assisting the teacher with educational, clerical and student centered tasks, activities, and services.

Pivotal Response Training (PRT)

Pivotal response training (PRT) uses a learners interests to build language, communication, social skills, and play by including choice, reinforcing the learner’s attempts, contingent reinforcements, and maintaining skills (Wong, C., et. al, 2014).
**Professional Development (PD)**

Professional development (PD) is a tool to disseminate new evidence-based research in a quick and efficient manner to the masses for quick consumption with the thought that the newly shown strategies or methods would be immediately implemented and implemented with fidelity.

**Professional Learning Communities (PLC)**

A Professional Learning Community (PLC) is a way in which to organize schools, teachers, grade levels, subject matters, into collaborative working units. PLCs are based on the focus and goals of its members. All PLCs use data and standards to inform their decisions on how to focus instruction.

**TEACCH**

TEACCH (Treatment and Education of Autistic and Communication related handicapped Children) was developed by the University of North Carolina (UNC) Chapel Hill by Eric Schopler and his colleagues in the 1970’s. TEACCH is evidence-based structured teaching approach with an emphasis on physical organization, teaching methods and scheduling.
Limitations of the Study

This project was created to fill a deficit in accessing EBP training materials. And will provide evidence-based methods to create and implement professional development. Twin Rivers Unified School District has created for the first time (2014/2015), special education coaches called “Teachers On Special Assignment” (TOSA). More specifically they have created an ASD coach. This project serves as a starting point for these special education coaches as well as educators and paraprofessionals to gain the training materials, videos and forms needed to guide professional development, implementation, and fidelity checks on evidence-based practices when instructing students with autism spectrum disorder. The website created will potentially provide other districts, coaches, educators, paraprofessionals, and agencies with needed resources. Because this project was created to address a specific deficit in a specific school district there is no guarantee of applicability to all situations, districts or agencies.
CHAPTER II

LITERATURE REVIEW

Introduction

The focus of this research is to identify professional development models and strategies that have proven to be effective in training educators and paraprofessionals in ASD evidence-based practices by showing: 1. evidence of the positive effects of implemented of EBP, 2. positive effect of generalizing newly acquired skills, and 3. positive retention of newly acquired skills. In researching effective professional development models and strategies this researcher will also identify what is ineffective.

The questions to be answered are: 1. what factors increase the ability to generalize educational professional development trainings across settings (from the training room to the classroom)? And 2. What professional development method(s) are most effective when training Autism Spectrum Disorder instructional staff on ASD evidence-based practices?

Background Information

Autism spectrum disorder is a lifelong developmental disorder. The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) defines a set of diagnostic criteria that must be present for the diagnosis of Autism Spectrum Disorder. An individual must present with deficits in social interaction, social communication, and restricted/repetitive behaviors, activities or interests. As the number of children diagnosed with ASD rise so does the number of children served in special education (Rakap, Jones & Emery, 2014). The Center of Disease Control report on autism rates generated by the Autism and
Developmental Disabilities Monitoring (ADDM) Network (CDC, 2014), states that autism spectrum disorder is on the rise; 1 out of every 68 children aged 8 are identified with ASD.

The National Professional Development Center on Autism Spectrum Disorders provides extensive information on identified evidence-based intervention practices for children with ASD. Evidence-based practices are research based interventions that have had consistent positive results that were able to be replicated multiple times using one of the following research designs: experimental, single-subject design, or quasi-experimental. Furthermore, the results of studies are then published in peer-reviewed journals. In 2010, the NPDC conducted a literature review of autism spectrum disorder strategies from 1997-2007 and identified 24 EBPs (Odom, Collet-Klingenberg, et al., 2010). The National Professional Development Center on Autism Spectrum Disorders (2014) completed an expanded and updated review, which expanded the original timeframe criteria from 1997-2007 to 1990-2011 and included “a broader and more rigorous review process”. The new report yielded a total of 27 ASD evidence-based practices for educators to use in their instructional practices.

The Individuals with Disabilities Education Improvement Act, (IDEIA, 2004) and No Child Left Behind Act (NCLB, 2002) both emphasize the use of evidence-based teaching strategies. School districts are required to provide training to educators on the implantation of evidence-based practices. Despite laws requiring the use of evidence-based practices, Morrier, Hess, and Heflin (2011) found that only 4.89% of teachers (N=185) reported using EBPs in their classrooms in regards to their students with autism spectrum disorder.
Professional Development

Professional development (PD) is a facilitated learning experience in which new information; curriculum, evidence-based practices/strategies, standards, etc. are disseminated out to attendees. Professional development is often a one day didactic training or a couple day conference held in isolation (Yoon, Duncan, Lee, Scarloss & Shapley, 2007). Smith, Parker, Taubman, & Lovaas (1992), found that trainees often left trainings or conferences with a hard copy of the days training (or an online link to the PowerPoint presentation) with generally no follow-up. Furthermore, they found that without follow-up (coaching or mentoring of the newly learned skill, performance feedback, and practice in one’s naturalistic environment) trainees are showing unable to generalize PD trainings across settings, thus hindering implementation of EBP. According to Bolton and Mayer (2008), it is important that districts employ ways to promote generalization of skills and strategies learned in a professional development opportunity across settings, environments and students. Additionally, staff members need to maintain the newly learned skill over time (NRC, 2001).

Desimone, Porter, Garet, Yoon, and Birman (2002) explain that effective professional development that effects changes requires specific key components. Kretlow and Bartholomew (2010) further added to the key components that include the following:

1. The first is the collective participation of members within their working environment such as the classroom, school, their grade band, with the use of collaboration, etc. The focus of applying new skills to existing.

2. The second component is small group size. Content is able to be tailored to the small group and discourse is able to occur in smaller settings.
3. The third is the opportunity for extended learning.

4. Active learning is fourth, with the use of coaches, modeling, performance-based feedback, etc.

5. Lastly, coherent learning opportunities to grapple with how newly acquired practice or strategies fit within school, district, state, curriculum, goals, standards, laws, etc. of the staff member receiving them.

Professional development that does not incorporate follow-up support or coaching leads to minimal change and minimal implementation of new skills and strategies (Kretlow & Bartholomew, 2010).

**Professional Learning Communities**

Bolton and Mayer (2008), express the importance of school districts to employ professional development methods that promote generalization of skills and strategies learned in a PD across settings, environments and students. Additionally, staff members need to maintain the newly learned skill over time. Workshops and seminars work to improve an individual teacher’s tool box. Professional Learning Communities seek to improve the teaching quality of all engaged in that community as well as the improvement of student achievement thus fulfilling their legislative requirement of accountability.

Professional Learning Communities (PLC) are derived from the business sector; based on the principle that organizations had the ability to learn (Thompson, Gregg, & Niska, 2004). Adapted to the education sector, Professional Learning Communities came out of an era of education reform and higher accountability for teachers and school districts to perform (Vescio, Ross & Adams, 2008; Servage, 2009); a need for an
improved method of professional development in the wake of test score driven accountability.

Hord (2009) contends that learning is an inherent role of an educator, and that PLCs view learning as a cyclical, “habitual activity” in which the members learn how to learn and learn from one another. Legislation and education reform created a shift in responsibility, accountability and the expectations of teachers. Teachers now faced a paradigm of shifting views. Teaching now means embracing the concept of becoming a lifelong learner as well as a teacher (Vescio, Ross & Adams, 2008).

There are five essential elements of a professional learning community (Vescio, Ross, & Adams, 2008): group shared norms and values; clear and consistent view of student learning; continuous reflective dialogue about curriculum, lessons and student outcome; endorse teaching a public not private process; and collaborative focus. PLCs are based on the focus and goals of its members. All PLCs use data and standards to inform their decisions on how to focus instruction. Professional learning communities are effective as they elicit advancement in teaching, continual learning, innovation, collaborative work and problem solving in a culture focused on observation, data collection, analysis, and feedback of teacher and student (Annenberg Institute for School Reform, 2002).

Professional Learning Communities are a part of a democratic process that provides a platform for equitable discourse in a professional setting. By influencing peers in regards to instruction, diving into student success and issues from curriculum, lessons, assessments, etc. PLCs can work to problem solve and test solutions within the group.
PLC Stutter Steps

Despite the intended goal of PLC’s they are only as good as the foundations in which they are built (Thessin & Starr, 2011). Districts and schools must build strong foundations of collaboration, data collection, sharing and data driven lesson planning before attempting to implement a PLC model (Thessin & Starr, 2011). Stamford Connecticut Public Schools introduced professional learning communities in 2007. What they found is that every school site needed to self-assess their foundation in regards to community learning and data center instruction. Each school site needed to fill in existing gaps with professional development prior to implementing PLCs. Another failure noted was giving too much autonomy and not enough direction during year one. Stamford corrected this failure by having each PLC create math and language goals that aligned to the state standards as well as their approved school improvement goals (Annenberg Institute for School Reform, 2002, p. 52).

Teachers wanted more structure, resources, and shared procedures for consistency after year ones autonomy phase. The district created a PLC toolkit which included: protocols for each step of a PLC, articles to references regarding PLCs, instructional goals template, PLC minutes template, action plan template (planning how the community will reach their goal), and a PLC rubric (PLC self-assessment tool) (Annenberg Institute for School Reform, 2002, p. 53). Stamford found after year two of PLC implementation that school sites were still struggling despite professional development, protocols and the PLC toolkit. The next phase included a peer observation model for some school sites and targeted professional development for others (Annenberg Institute for School Reform, 2002, p. 53).
Issues with PLCs

Teachers yearn for protocols, procedures and processes to facilitate PLCs. However, research shows that this hinders the quality of the conversations regarding student achievement (Annenberg Institute for School Reform, 2002). The following of procedures and protocol leads to the completion of tasks rather than discourse focused on student achievement and a commitment to the outcome. Additionally, The Annenberg Institute (2002) noted that implementing a structural change to a professional learning community does not equate to a change in practice (Annenberg Institute for School Reform, 2002, p. 6).

Making public your teaching style, methods, and lessons results in teacher vulnerability. PLCs are centered on the idea that teaching needs to be open; open for view, discussion, dissection and scrutiny. This type of peer observation and community forum leads to strained or negative group dynamics and strained personal relationships (Dooner, Mandzuk, & Clifton, 2007; Dever & Lash, 2013). Individuality in a group format causes negativity and doubt among PLC members and other PLC groups (Dever & Lash, 2013; Dooner, Mandzuk & Clifton, 2007). The division of work, work load, shared goals, teaching methods and/or styles, personality conflicts, trust, leadership, buy-in, PLC understanding, etc are all noted as reasons for PLC group struggles (Dever & Lash, 2013; Dooner, Mandzuk & Clifton, 2007; Annenberg Institute for School Reform, 2002). Professional Learning Communities are inconsistent in their effectiveness. Unlike PLCs, professional development when provided in training packages allows for the focus to shift to naturalistic training opportunities such as performance based feedback, coaching and the use of technology.
PD Training Packages

Performance Based Feedback

Performance based feedback incorporates three important components that combat the distention and scrutiny of the PLC (Mannie, 2000). First performance based feedback gives praise to the learner for components of the observation that were positive. It also gives direction on areas needing improvement. Lastly, it provides the learner with motivation to increase his/her future performance. The National Staff Development Council (2001) continues to support a professional development training package that includes mentor or consultant feedback in regards to classroom implementation of learned materials. Performance based feedback can be given by a coach through the use of face to face interactions (Bolton & Mayer, 2008), video feedback sessions (Robinson, 2011), or online meetings through Skype (Rock, Schoenfeld, Zigmond, Gable, Gregg, Ploessi, & Salter, 2013) or Google hangouts.

Robinson (2011) conducted a study that focused on using a training package of modeling and video performance-based feedback to see if paraprofessionals can support students with ASD in their natural setting while implementing naturalistic EBP of Pivotal Response Training (PRT). This study also assessed the effects of student behavior, efficiency and satisfactoriness of the training package. All baseline data, modeling based trainings and video performance-based feedback was completed in the school setting (natural environment of the staff and students). A multiple baseline design was used. Three modeling training sessions followed baseline probes. Baseline probes ranged from two – nine probes over 1-6 weeks depending on the participant pair group. Video performance-based feedback was on-going until 80% fidelity for two consecutive probes
was met by the paraprofessional. 4-8 weeks post intervention data was collected on one probe.

Baseline results showed paraprofessionals “hovering” and unengaged with students. Post intervention the four paraprofessionals showed immediate improvement and met the fidelity criterion within 50-115 minutes of training. Appropriate replacement behaviors for the baseline behaviors noted above were innately picked up by the paraprofessionals without training. All four demonstrated generalization and maintenance of their skills across activities and time. 3 of 4 participants were able to meet the generalization criterion for generalizing across students. The fourth increased their ability. Consequently all four students increased their target behaviors. The project website incorporates performance based feedback resources such as observational implementation checklists, observational notes, and data sheets. The coach can utilize these resources to give performance based feedback during every phase of each EBP implementation as well as generalization and retention of the new practice.

Coaching

For the purpose of this research the term “coach” refers to side-by-side coaching or peer coaching (Kretlow et al., 2012) in which a teaching the teacher model is used. This also the type of coaching this researchers is currently employed as. A coach (skilled teacher, non-administrative) observes, co-teaches or models the EBP and provides support and continued practice of the skill for generalization, retention, and fidelity with the use of performance-based feedback. Kretlow and Bartholomew (2010) conducted an analysis of 13 studies that focused on the effects of coaching on the fidelity of teacher implemented EBP. Coaching improved a teacher’s fidelity of EBP.
Kretlow et al. (2012) examined generalization skills across activities given PD and coaching. The findings show that PD coupled with coaching showed a positive effect in accurately generalizing the targeted EBPs. Both of these studies noted teachers placed high value on coaching vs. a single training, single lesson feedback, questions and answers with the trainer, PD follow-up, and group training. A suggestion for improvement in regards to coaching was to increase the number of individual coaching sessions.

Coaching and Performance Based Feedback

In order to improve accuracy in implementation including implementation of the whole program and not just handpicked components (Bartholomew & Kretlow, 2010) there must be an individualized follow-up component such as the use of coaching (Filcheck, McNeil, Greco, & Bernanrd, 2004). Thus, Professional development is best viewed as a training package (Robinson, 2011).

Hall et al. (2010) utilized a multiple baseline design as part of their research to see if paraprofessionals generalized evidence-based behavioral strategies taught in a Saturday workshop across settings with the use of verbal and written performance feedback given by a supervising teacher (coach). Baseline was established prior to the Saturday workshop. Supervising teachers provided performance feedback (intervention). Inter-observers were utilized to maintain inter-observer agreement. Likert rating scales were used to assess paraprofessional satisfaction with training and acquired skills. Event recording was used as a measurement tool. Hall et al. (2010) found that with the use of performance feedback given by a supervising teacher (coach) there was an increase in
effective implementation of the EBP and a generalization of training across settings as well as a reported satisfaction of the training by the paraprofessionals.

In a response to a lack of research regarding the outcomes of EBP teacher trainings, Probst & Leppert (2008) sought to measure the effective outcomes of a teacher training of autism spectrum disorder EBP. The methods employed for this study were Pre and post questionnaires to determine baseline data and assessing post training effect on student behavior symptoms, structure learning strategies implemented and the level of teacher stress. Teacher training included introductory information of Autism Spectrum Disorders (ASD), the TEACCH Model, antecedent-behavior-consequence (ABC) model and the use of visual supports in a classroom environment. The trainings included video, slide presentations, group discussions and hands-on activities. Following the initial training teachers received one-training per month for 3 months in a school setting with 3-5 participants. In months 4-9 six individual classroom training sessions, 30 minutes each were provided to each participant.

Data revealed student behavior symptoms had an effect of 0.66 reduction of behavior, teacher stress had a reduced effect of 0.67. All but one teacher implemented at least one structured learning strategy, average being 1.8. Teachers found this training method increased their competence level which was supported by the author’s evaluations and observations. The combination of in-service PD with coaching and performance feedback exhibited positive effect in reducing student behavior, increasing EBP implementation, and reduced teacher stress.

As Twin Rivers Unified School District shifts its professional development model to a training package of professional development (dissemination of new information),
coaching, and performance based feedback in a naturalistic setting, one thing is missing -
resources. Technology lends itself to more flexible ways of communicating information,
sharing of ideas and information, and providing resources. This researcher’s website does
all of these things for both the coach and the coachee (teacher, paraprofessional, etc).

Technology

Online professional development can give instruction, video modeling, interactive
learning, and checks for understanding, (Douglas, McNaughton & Light, 2014). Online
instruction can be targeted towards particular groups or individualized per staff need. The
flexibility of time and setting is an attractive feature of online professional development.
Keengwe and Kang (2012) expressed their concern regarding generalization of online
professional development to the work environment. Their recommendation is for PD to
be presented as a training model inclusive of the dissemination of information
(professional development) via online or in-person, coupled with support during
implementation of skills and an open line of communication for questions and answers.

In a randomized control trial of face-to-face and web-based autism teacher
coaching, Ruble, McGrew, Toland, Dalrymple and Jung (2013) found there to be no
statistical significance between face-to-face ASD teacher coaching vs. web-based ASD
teacher coaching. A placebo group was utilized to measure baseline; likert scales were
used to measure fidelity of coaching and of teacher implemented lesson plans. The results
of this replication study provide evidence of the web-based autism spectrum disorder
coaching as an effective alternative to face-to-face coaching. “This is an important
implication for large and/or rural school districts who can have an evidence-based, cost
effective practice of serving teachers” (p 571).
Skype as a video conferencing tool has been shown to be an effective method of web-based or virtual coaching, increasing teachers' use of evidence-based practices in regards to behavior management in the classroom (Rock, Gregg, Gable, Zigmond, Blanks, Howard, & Bullock, 2012; Rock, Gregg, Thead, Acker, Gable, & Zigmond, 2009). Virtual Coaching can be scheduled during the natural workday, allowing observation of the natural setting to occur without observer effect. This study also incorporated blue tooth technology to allow immediate performance based feedback and collaboration between coach and participating teacher.

Summary

The review of the literature showed professional development to be most effective when implemented as a training package. From the literature it can be concluded that professional development coupled with peer-coaching, performance based feedback, and technology has shown to be effective in increasing the implementation, generalization and retention of autism spectrum disorder evidence-based practices. Professional Learning Communities yielded mixed reviews of their effectiveness to implement, maintain and extend best practices. However, training that extends to the natural environment, with modeling, repeated practice, non-threatening performance based feedback and fidelity checks has been shown to be effective in generalization and retention of autism spectrum disorder evidence-based practices. Technology allows for flexibility in coaching, performance based-feedback as well as resources to be utilized across settings and environments.
CHAPTER III

ORGANIZATION OF PROJECT

Methodology

The purpose of this project is to develop a website that supports the identified best practices for effective professional development as well as incorporating autism spectrum disorder EBPs (Appendix A). This researcher’s current district of employ, Twin Rivers unified School District can utilize the website when coaching, training and providing professional development to new and existing educational staff serving students with autism spectrum disorder. This researcher is an autism spectrum disorder Teacher On Special Assignment (TOSA or Coach) who was recently employed as a Moderate/Severe ASD Special Day Class (SDC) teacher grades 4th through 6th.

The following suggestions resulted from a meeting with the Executive Director of Special Education who was dissatisfied with the current structure of professional development: add descriptions of visual schedules along with pictures representing different ways in which to create visuals schedules (figure 6); add descriptions and pictures of independent work systems; and lastly give an explanation of social stories and video modeling with resources on how to create and use them. Additionally, this researcher compiled a training wish list from teachers and paraprofessionals employed by Twin Rivers Unified School District.

The website was organized into sections which lends to the major topic areas of the autism evidence-based practices.

- Autism
Behavior Modules
ABA
Communication
Resources

EBP topics and a portion of the training materials came from the researchers’ affiliation and participation with the California Autism Professional Training and Information Network (CAPTAIN Cadre). The CAPTAIN Cadre is a network collaboration of multiagency support for individuals with autism spectrum disorder by fostering understanding and the usage of ASD evidence-based practices ("CAPTAIN - California Autism Professional Training and Information Network," n.d.).

Materials

The website was built on a free platform from Weebly.com ("Weebly: Create a Free Website, Online Store, or Blog,” n.d.). Pictures, schedules, classroom procedure, teaching philosophy examples, and PD PowerPoints were created and added by this researcher. The pictures were taken of this researcher’s classroom and self-built materials. Autism spectrum disorder EBP resources came from the Autism Internet Modules ("Autism internet Modules,” n.d.), the National Professional Development Center for Autism (Evidence-Based Practices,” n.d.), the California Autism Professional Training and Information Network ("CAPTAIN - California Autism Professional Training and Information Network," n.d.), YouTube videos that correlated with the modules ("YouTube,” n.d.), and various internet resources placed throughout the website.
Descriptions

Home Page

The home page (figure 1) gives a brief overview of its audience and the target population served. A video description of ASD (Spicer, 2007) is included as well as a video from the viewpoint of the child with autism spectrum disorder entitled, “Ten Things Every Child With Autism Wishes You Knew” (Long, 2010). Additionally, a link to the NPDC webpage is provided where all of the autism spectrum disorder evidence-based practice briefs, research, module, implementation/ fidelity checklists, observational notes, and data sheets can be found (Evidence-Based Practices,” n.d.).
Autism

Under the “Autism” tab is videos related to sensory needs of students with autism spectrum disorder, overviews of autism spectrum disorder, signs of ASD, and sensory processing therapy ideas. A matrix (figure 2) was created for the 27 Autism spectrum disorder Evidence-based Practices identified by the National Professional Development Center ASD that includes a brief description of each EBP ("CAPTAIN - California Autism Professional Training and Information Network," n.d.). The matrix can be utilized by age band, domain and evidence-based practice.

<table>
<thead>
<tr>
<th>Evidence Based Practice and Abbreviated Definition</th>
<th>Evidence by Developmental Domain and Age (years)</th>
</tr>
</thead>
</table>


Figure 2 ASD Evidence Based Practices Matrix

Modules

IRIS Center modules and Autism Internet Modules (AIMS) links were added to the website to enhance the educators’ knowledge of autism spectrum disorder and evidence-
based practices. Dedicated to the educational improvement of all students with disabilities, The IRIS Center (“IRIS,” n.d.) is a national center funded by the U.S. Department of Education’s Office of Special Education (OSEP). The IRIS Centers objective is to create free professional development and resources about evidence-based practices.

AIMS is a free resource that requires each participant to register for a free account (“Autism Internet Modules,” n.d). Each module gives the why, what and how behind each evidence-based practice. The modules have pre and post-assessments, case studies or examples. A submission form has been added to the website so the participant can submit their pre and post assessments as proof of completing the module. This could be used for trainings and/or professional development credit. Each webpage that has AIMS or IRIS Center modules also has a submission form for accessibility ease (figure 3). These modules have been used to guide teachers instructing/ training paraprofessionals

![Figure 3 AIMS Module with YouTube Video](image-url)
on using EBP in the classroom and/or for a particular student. Additionally the modules have been used as a basis for professional development and coaching.

The Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA) is a research and development project funded by the U.S. Department of Education. CSESA provides resources for educators to provide high school age students with ASD quality instruction using evidence-based practices (CSEA, n.d.). High school age evidence-based practices information guides, EBP case studies, briefs and data samples are available in this section of the website.

Evidence-Based Practices

All of the 27 autism spectrum evidence-based practices are represented in the website in the form of links, resources, AIMS and IRIS Center modules, pictures, examples and videos. IRIS Center case studies, interactive activities as well as an interactive behavior game were also added as a professional development/ training resource (figure 4). Below is a list of tabs that include materials and/or resources related to ASD EBPs:

- Home
- Autism
- Classroom
- Social Skills
- Life Skills
- TEACCH
- Behavior Modules
- ABA
- Discrete Trial Training
- Reinforcement
- Prompting
- Generalization
- Incidental Teaching
- Communication
- Visual Supports
- P.E.C.S.
- Assistive Technology
- Resources
Under the Classroom tab are pictures of homemade circle time seats with a link to a free resource called, “Class Room Architect” (ALTEC at the University of Kansas, 2000). This resource allows a teacher to measure and build their classroom before moving any heavy furniture. Classroom structure is important when serving students with autism spectrum disorder as it can minimize behaviors, address sensory needs, and accommodate multiple modes of teaching by strategically placing furniture into task related areas (Heflin & Alberto, 2001). An effective room arrangement case study from the IRIS Center (Evertson, Poole, & the IRIS Center, 2002) is provided in addition to AIMS (“Autism Internet Modules,” n.d) and IRIS Center modules (“IRIS,” n.d.).
Schedules

Visual copies of student classroom schedules (figure 5), staff schedules, classroom philosophy and classroom procedures are posted. This page can be used in many ways. A teacher wanting to see how to structure their day or students within a day can view the student schedule. Special Education Teachers have the added task of managing paraeducators, what their tasks are, when their breaks and lunches will be and the managing of the overall function of every station throughout the school day. A separate staff schedule can be viewed to give an example of how to structure all of the staff members in the classroom, each person’s responsibilities, breaks, and lunches.

![Figure 5 Student Class Schedule Matrix](image-url)
The classroom philosophy is a self-reflective document that an educator writes explaining their teaching values. It details the why, what and how the philosophy looks within the classroom and in regards to the students. An example of classroom procedures are given as a resource. Procedures are an important piece of a Special Education classroom and can be utilized by substitutes to ease through the change for students. Because students with ASD have a high need for structure, routine and sameness creating classroom procedures are important to guide all staff members working in the classroom to use the same procedure.

**Traveling Visual Schedules**
I use traveling visual schedules with all of my students. They are made from paint sticks...compliments of Home Depot and Loves!! Add velcro and attach your icons. My students come into the classroom put away their backpacks and retrieve their schedules. They will travel with their schedules and match their activity icon with the check-in icon printed 8 1/2 x 11 with a velcro strip on the bottom. Each student checks-in and then takes their schedule to their desk where I have places a piece of velcro to hold their schedule in place.

**Object Schedules**
For students with visual impairment or those students who do not respond to 2D icons you can use an object schedule. Object options can be stored inside of the tupperware or enclosed clipboard used for the object visual schedule. It is important to use only a few items at a time so as to not create clutter for the visually impaired student. These schedules are set-up to also be traveling schedules.

*Figure 6 Student Visual and Object Schedules*

**Resources**
The “Resources” tab gives additional professional development materials and training options. Professional development materials from the Center on Secondary
Education for Students with Autism Spectrum Disorders (CSESA, n.d.) for the following topics were added to the website: training on goal attainment scaling; understanding autism: a guide for secondary school teachers; high school case studies; preparing high school students with ASD for college and careers; and secondary school success checklist. A PowerPoint on the NPDC Goal Attainment Scale (GAS) has been loaded as a training/PD resource as well as a follow-up coaching resource. This PowerPoint works in collaboration with the aforementioned professional development material on goal attainment scaling from CSESA. A “Coaching Resources” button was added that takes users to the NPDC Resources for Coaching page which includes: a coaching manual, contact form, coaching log, coaching presentation, and coaching videos.

**TEACCH**

TEACCH (Treatment and Education of Autistic and Communication related handicapped CHildren) was developed by the University of North Carolina (UNC) Chapel Hill by Eric Schopler and his colleagues in the 1970’s. TEACCH is evidence-based structured teaching approach with an emphasis on physical organization, teaching methods and scheduling. Structured Work Systems are grounded in the TEACCH method as they are explicitly taught, always run in the same manner (order) despite the introduction of new tasks, have a clear start and finish, utilize visuals and or a schedule, and students have a clear understanding of expectation (“University of North Carolina TEACCH Autism Program,” n.d.).

The structured work system pictured in figure 6 utilizes a 10-drawer bins system. Each student has a within-activity schedule that they must follow. Each picture icon represents one drawer. The student is to pull off the first icon, match it to the first drawer,
pull out the task, complete the task, and return completed task to the drawer. The student will continue the process for all ten drawers. Once complete the student will transition to the next activity on their individual student schedule.

The website is a tool that educators can use for information gathering and sharing; collaboration; a source of professional development, training, and assessment. This website seeks to be a living resource and will be continually updated as new information and resources become available and or shared.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The focus of this research was to identify professional development models and strategies that have proven to be effective in training educators and paraprofessionals in evidence-based practices for students with autism spectrum disorder. Effective professional development training packages were identified that showed evidence or positive effect of the implementation of ASD evidence-based practices, and the generalization and retention of newly acquired skills. These findings were used to develop a training and resource website for the researcher’s district of employment, Twin Rivers Unified School District. The website houses information and resources that can be used for facilitating professional development of ASD evidence-based practices, coaching, implementation and fidelity checklists, performance based feedback, learning modules, case studies, interactive activities and more.

Conclusion

The review of the literature showed professional development to be most effective when implemented as a training package. From the literature it can be concluded that professional development coupled with peer-coaching, performance based feedback, and technology has shown to be effective in increasing the implementation, generalization and retention of autism spectrum disorder evidence-based practices.

The analysis of research on the topic of effectiveness of Professional Learning Communities to implement, maintain and extend best practices resulted in mixed
reviews. However, training that extends to the natural environment, with modeling, repeated practice, non-threatening performance based feedback and fidelity checks has shown to be effective in generalization and retention of autism spectrum disorder evidence-based practices. Technology allows for flexibility in coaching, performance based-feedback as well as resources to be utilized across settings and environments.

The website incorporates the professional development best practices by providing professional development activities that are based on ASD evidence-based practices, real-life practical classroom and community application to address the training needs of instructional staff including teachers and paraeducators. The information and resources on the website support building capacity for districtwide implementation and sustainability of evidence-based practices. These provided resources can be used for facilitating professional development of ASD evidence-based practices, coaching, implementation and fidelity checklists, performance based feedback, learning modules, case studies, interactive activities and more. The website aides in on-going coaching and follow-up training.

Recommendations

Given the results of the research surrounding coaching, performance based feedback, and the use of a multimodal professional development package I believe future research should include further studies on professional developments training packages for ASD evidence-based practices. Suggestions of training packages are as follows: 1) Provide face to face professional development on autism spectrum disorder evidence-based practices coupled with peer coaching and performance based feedback vs. web-based PD on autism spectrum disorder EBP coupled with peer coaching and performance
based feedback, or 2) Implementation of web-based PD on autism spectrum disorder EBP coupled with web-based peer coaching and Bluetooth or video performance based feedback. Additionally, research into packaging professional learning communities (PLC) related to ASD evidence-based practices, PD, peer-coaching and performance based feedback should be explored. A data tracking system to accurately track, evaluate and delineate autism spectrum disorder EBP training programs, their effectiveness, and disciplines involved should be another area of research.

This project utilized technology as a streamlined tool for resources, coaching, performance based feedback, ASD evidence-based practice information, modeling, assessment, and a common link to professional development. Future research could include exploration of how district based professional development interactive websites as a one-stop-shop for the facilitator, coach, teacher, professional, etc. their efficiency and effectiveness. A cost savings analysis that provides an added financial incentive for the development of the professional development website could also be beneficial.
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SUPPORTING LEARNERS WITH ASD: A WEBSITE FOR COACHES, EDUCATORS, AND INSTRUCTIONAL SUPPORT STAFF OF STUDENTS WITH AUTISM SPECTRUM DISORDER DEDICATED TO THE USE OF EVIDENCE-BASED PRACTICES

By

Amanda Johnson

SupportingLearnersWithASD.weebly.com
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SUPPORTING LEARNERS WITH ASD

A WEBSITE FOR COACHES, EDUCATORS AND INSTRUCTIONAL SUPPORT STAFF OF STUDENTS WITH AUTISM SPECTRUM DISORDER DEDICATED TO THE USE OF EVIDENCE-BASED PRACTICES

When you're stuck in a rut, give yourself a chance to try something new.

A Way of Describing Autism

10 Things Every Child With Autism Wishes You Knew

It all comes down to three words: Patience.
## Autism Page Cont.

<table>
<thead>
<tr>
<th>Evidence-Based Practices Identified by the National Professional Development Center (NPDC) on ASD</th>
<th>Established Treatments Identified by the National Standards Project (NSP)</th>
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<td>Functional Communication</td>
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<td>Visual Supports</td>
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<tr>
<td>Social Skills</td>
<td>Social Skills</td>
</tr>
</tbody>
</table>

The NPDC on ASD did not review interventional strategies identified by the NSP. However, 24 of the strategies reviewed by the NPDC under each intervention category are also noted in the NSP. The NSP did not review interventional strategies identified by the NPDC. The NSP did not review interventional strategies identified by the NPDC.
Effective Room Arrangement
Student and Staff Schedules

The more detail and attention you give your student and staff schedules will pay off in the increased clarity that your staff will have about your expectations of the students and of them. Here are examples of my student and staff schedules. I do make schedules for each day of the week that has a service or activity that is not provided daily.

Classroom Procedures and philosophy are important to establish for your classroom and to train your staff members and students on. Having everyone working with the same set of rules for the same outcome will strengthen your classroom. Here is a sample of my classroom procedures and philosophy. I post these in my classroom and give a copy to each of my staff members.
SUPPORTING LEARNERS WITH ASD

TEACCH

- Understanding the culture of autism
- Developing an individualized learning- and family-centered plan for each student, rather than using a standardized curriculum.
- Structuring the physical environment.
- Using visual supports to make the sequence of daily activities predictable and understandable.
- Using verbal supports to make individual tasks understandable.

Independent 10 Drawer Task Bins with Corresponding Visual Schedule and Behavior Icons.

This structured work system utilizes a 10-drawer system. Each student has a visual activity schedule that they must follow. Each picture icon represents one drawer. The student is to pull out the first icon, match it to the task drawer, do the task, complete the task, and return the completed task to the drawer. The student will continue the process for all ten drawers. Once complete, the student will transition to the next activity or an individual student schedule.

example of these student task bins.
TEACCH Page Cont.

A.I.M.S MODULES

LOG INTO THE A.I.M. WEBSITE.
CLICK ON “AUTISM IN THE CLASSROOM”.
CLICK ON THE PREPARED MODULE
http://www.autisminteractivesite.org/

SUBMIT THE FOLLOWING FOR EACH
MODULE:
1. PRE-ASSESSMENT
2. POST-ASSESSMENT
3. THREE OBSERVATIONS ABOUT WHAT YOU
   LEARNED AND HOW YOU CAN APPLY IT IN YOUR
   CURRENT PROGRAM
4. LIST THREE QUESTIONS YOU HAVE ABOUT
   THE INFORMATION PRESENTED.

COMPLETE A FORM FOR EACH MODULE

NAME

First

Last

Email

 Upload File

Submit

TEACHING

Tasks Galore

Laurie Ferraro

Pat Ferraro

Kathy Streeter

TEACHING APPROACH

(http://TEACCH.COM/ABOUT-US/WHAT-IS-TEACCH/)

TEACCH developed the concept of the “Culture of Autism” as a way of thinking about the characteristic patterns of thinking and behavior seen in individuals with Autism Spectrum Disorders (ASD).

“CULTURE OF AUTISM”- Positive strengths and areas of preference for processing visual information compared to difficulties with auditory processing, particularly of language:

• Preserved attention to details but difficulty understanding the meaning of fine details.
• Difficulty with organizing ideas, tasks, and activities.
• Difficulties with attention: Some individuals are very distractible, others have difficulty shifting attention from one task to another.
• Difficulty with concepts of time, sequencing motor activity with time, or light and dark, and changes in perception of the beginning and end of activities.
• Difficulty with auditory processing, particularly language.
• Resistance to change in routines, with the result that activities may be difficult to generalize from the original teaching situation to different situations that are similar but not identical.
• Strong rights, feelings, and needs in engaging in familiar activities, with difficulty dissociating voice and actions.

Marked sensory problems and deficits.

TEACCH developed the intervention approach called “Structured TEACCHing,” which is based on understanding the learning characteristics of individuals with autism and the use of manual supports to promote meaningful and independent. TEACCH services are supported by systematic research, enriched by extensive clinical expertise, and modeled on the flexible and individualized support of individuals with Autism Spectrum Disorder (ASD) and their families.

PRINCIPLES OF STRUCTURED TEACHING: Understanding the culture of autism:

• Developing an individualized plan, and family-oriented plan for each child, student, and adult, with a focus on each individual’s strengths and needs.

Structuring the environment:

• Using visual supports to make the sequence of daily activities predictable and understandable.

Using visual supports to make individual tasks understandable.

COMMON MYTHS AND MISUNDERSTANDINGS ABOUT THE TEACCH APPROACH

MYTH: TEACCH is only for children.

FACE: TEACCH works with individuals of all ages with ASD. The extensive, calendar-supported environment and individualized cultural program for adults is highly supported with very effective applications of the principles of Structured TEACCHing. Principles and techniques for adults. On an individualized, school-based basis, we provide personal counseling, family counseling, and vocational guidance to college students, graduate students, and other individuals with ASD who have careers and independent lives.

MYTH: TEACCH is only for individuals with intellectual disabilities.

FACE: TEACCH works with individuals with ASD at all developmental levels, those individuals with significant intellectual retardation to those with superior intellectual and academic achievement.

MYTH: TEACCH is only for students in self-contained classrooms.

FACE: Structured TEACCHing can be provided in any educational setting, including regular education classrooms, “specials” such as music, art, PE, and foreign language classes, and integrated therapy classrooms, as well as in the cafeteria, cafeteria, and in the playground. It is not necessary for a student to be in a well-contained or special education setting in order to receive the visual information and organizational supports of Structured TEACCHing.
Social Narratives are created and used for a multitude of purposes. Teaching a student how to behave in certain situations such as at an assembly, while playing with peers, in the cafeteria, on the bus, when crossing a street, etc. Social stories appeal to students with ASD because they are visual and they are written in a story format. Writing social stories does not require formal training and they are inexpensive to create. Social stories can be created on a file folder, Power Point, Word documents, PDF, slide shows, with familiar icons such as board maker and from personal photos.

http://www.sensorycure.com/sensorycure.html

http://automateddisplaysolutionsautomateddisplaysolutionsclassroomsocialstories/steve_3pdf

Video modeling is an intervention based on real life examples that can be shown and used repeatedly. Videos tend to be highly desirable activities for child with ASD due to their consistency. Video modeling lends to the observational style of teaching, and ease of imitation for the student. Individuals with ASD tend to become fixated on repeating lines from television shows or videos. Repeating the video gives repeated practice of a desired skill learned from a concrete visual. Video modeling can also incorporate the use of peer mentors as models for the intervention.
Social Skills Page Cont.

### A.I.M.S Modules

**LOG INTO THE A.I.M. WEBSITE**
**CLICK ON “AUTISM IN THE CLASSROOM”**
**CLICK ON THE PREFERRED MODULE**
http://www.autisminclassroommodules.org/

**SUBMIT THE FOLLOWING FOR EACH MODULE:**
1. **PRE-ASSESSMENT**
2. **POST-ASSESSMENT**
3. **THREE OBSERVATIONS ABOUT WHAT YOU LEARNED AND HOW YOU CAN APPLY IT TO YOUR CURRENT PROGRAM**
4. **List three of the questions you have about the information presented:**

### Module List
- Video Modeling
- Peer Mediated Instruction and Intervention (PMII)
- Overviews of Social Skills, Functioning and Programming
- Social Narratives
- Social Skills Groups

---

### Evidence Based Practices Briefs

Click on the links below for resources (briefs, research, implementation guides, observation notes, data sheets):

- **Video Modeling**
- **Self-Management**
- **Social Narratives**
- **Peer-Mediated Instruction and Intervention (PMII)**
- **Social Skills Groups**
Life Skills tasks I created for our classroom. We run a mock store that includes groceries, a shopping basket and a visual based shopping list. We teach students to fold clothes, sort laundry, hand up clothing, match and fold socks, wash dishes, hygiene skills, use of tools. I also make task analysis visuals to help students complete tasks such as putting together Mr. Potato Head, building with Legos, replicating a pattern, etc. I make numbered puzzle boards to aid students in completing puzzles. I have made much more, please contact me if you would like more information.
The IRIS Center Modules:
- Click the link under the module title
- Submit the assessment and list three ways you could use the new information in your program

ADDRESSING DISRUPTIVE AND NON-COMPLIANT BEHAVIORS (PART 1: UNDERSTANDING THE ACTING-OUT CYCLE)

[Form for submitting information]

ADDRESSING DISRUPTIVE AND NON-COMPLIANT BEHAVIORS (PART 2: UNDERSTANDING THE ACTING-OUT CYCLE)

[Form for submitting information]
Behavior Modules Cont.

How well can you tell the difference between types of consequences? Play the IRIS Behavior Games to test your knowledge and learn more about positive, negative, and inappropriate consequences, as well as consequence hierarchies.
What is Applied Behavior Analysis?

Applied Behavioral Analysis (ABA) is the systematic process of applying targeted interventions to shape and improve social significant behaviors based on Learning Theory principles. Data collection and analysis drive and shape the interventions as well as targeted behaviors.

“Behavior analysts focus on the principles that explain how learning takes place. Positive reinforcement is one such principle. When a behavior is followed by some sort of reward, the behavior is more likely to be repeated. Through decades of research, the field of behavior analysis has developed many techniques for increasing useful behaviors and reducing those that may cause harm or interfere with learning.”

--AutismSpeaks.org
Discrete Trial Training Page
Reinforcement Page
Prompting Page
Incidental Teaching Page
Visual Supports Page

VISUAL SUPPORTS

LOG INTO THE ABA WEBSITE
CLICK ON “TUTORIALS IN THE CLASSROOM” FOR EACH ASSIGNMENT
CLICK ON THE ASSIGNED MODULE COMPLETE THIS MODULE, WATCH THE VIDEO BRIEF
2. POST ASSIGNMENT
3. WRITE DOWN INSIGHTS ABOUT WHAT YOU LEARNED AND HOW YOU CAN APPLY IT IN YOUR CURRENT PROGRAM
4. LIST THREE TO QUESTIONS YOU HAVE ABOUT THE INFORMATION PRESENTED

Traveling Visual Schedules
I use traveling visual schedules with all of my students. They are made from paint sticks, compliments of Home Depot and Lowe’s! Add velcro and attach your icons. My students come into the classroom put away their backpacks and retrieve their schedules. They will travel with their schedules and match their activity icon with the check-in icon printed 8 1/2 x 11 with a velcro strip on the bottom. Each student checks-in and then takes their schedule to their desk where I have places a piece of velcro to hold their schedule in place.

Object Schedules
For students with visual impairment or those students who do not respond to 2D icons you can use an object schedule. Object options can be stored inside of the tupperware or enclosed clipboard used for the object visual schedule. It is important to use only a few items at a time so as not to create clutter for the visually impaired student. These schedules are set up to also be traveling schedules.

VISUAL SUPPORTS

Name *
First
Last

Email *

Upload File *
Choose File
File chosen
Size: 0 bytes

Submit
Visual Supports Page Cont.

The National Professional Development Center on Autism Spectrum Disorder

Visual Supports EBP brief, research, module, implementation/fidelity checklist

Video Modeling EBP brief, research, module, implementation/fidelity checklist
SUPPORTING LEARNERS WITH ASD

PICTURE EXCHANGE COMMUNICATION SYSTEM

LOG INTO THE ATM WEB SITE.
CLICK ON “AUTO IN THE CLASSROOM.”
FOR EACH MODULE, COMPLETE THE MODULE. WATCH THE VIDEO;
1. PRE-ASSESSMENT
2. POST ASSESSMENT
3. THREE (3) NEW INSIGHTS ABOUT WHAT YOU LEARNED AND HOW YOU CAN APPLY IT IN YOUR CURRENT PROGRAM.
4. TEST DIRECTIONS QUESTIONS YOU HAVE ABOUT THE INFORMATION PRESENTED.

Evidence Based Practice Briefs:
Click on the links below for resources (briefs, research, implementation guide, observation notes, data sheets):

• Picture Exchange Communication System (PECS)
The IRIS Center Modules:
- Click the link under the module title
- Submit the assessment and list three ways you could use the new information in your program

ASSISTIVE TECHNOLOGY

BOOKSHARE:

BOOKSHARE:

A.I.M.
LOG INTO THE A.I.M. WEBSITE
CLICK ON “AUTISM IN THE CLASSROOM”
FOR EACH ASSIGNMENT
CLICK ON THE ASSIGNED MODULE
SUBMIT:
1. PRE-ASSESSMENT
2. POST-ASSESSMENT
3. THREE (3) NEW IDEAS ABOUT WHAT YOU LEARNED AND HOW YOU CAN APPLY IT IN YOUR CURRENT PROGRAM
4. LIST THREE (3) QUESTIONS YOU HAVE ABOUT THE INFORMATION PRESENTED.

Speech Generating Devices (SGD)

Speech Generating Devices (SGD)
Resources Page

SUPPORTING LEARNERS WITH ASD

NPDC Model

Resources

CSESA
The Center to Accompany Education for Students with Autism Spectrum Disorder

NPDC Model
Goal Attainment Scaling

Exercising Children’s IEP Goals: Goal Attainment Scale (GAS)

Competence Scale (GAS) is designed to
Scribd.

Secondary School Success Checklist
The Secondary School Success Checklist (SSSC) is an evaluation of student skills in independence and behavior, transition, social competence, and academic skills compiled by staff, teachers, and students.

High School Case Studies
The high school case studies are designed to supplement learning resources developed by the National Professional Development Center on Autism Spectrum Disorders (NPDC) and the OUCU Autism Internship.

Preparing High School Students with ASD for College and Careers
An oral presentation at the Division on Career Development and Transition (DCVT) 2014 conference in Cleveland, OH.

DCVT 2014 Preparing High School Students with ASD for College and Careers.pdf
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