

# **East Side Union High School District Day 1**

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# Evidence Based Practice

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# National Standards Project

- **Two reviews of treatment literature published between 1957 and the Fall of 2015 that targets one of the core characteristics of ASD.**
  - **Includes both group and single case studies**
  - **Phase 2 (2015) <http://www.nationalautismcenter.org/national-standards-project/phase-2/>**
  - **Phase 1 (2009) <http://www.nationalautismcenter.org/affiliates/reports.php>**
  - **Educators' Manual <http://www.nationalautismcenter.org/learning/practitioner.php>**
  - **Established, emerging, unestablished, ineffective/harmful**
  - **Important to know the study and the literature to interpret categories correctly**

# Choosing Learning Priorities

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## **Service Delivery issues:**

### **Learning Spanish – Which Method Works Best?**

- 1. Going to a Spanish class one hour per week for six weeks.**
- 2. Using Spanish tapes and practicing (e.g., say aloud) twice a week.**
- 3. Speaking Spanish with a classmate who is learning the same language.**
- 4. Watching a Spanish foreign film with subtitles.**
- 5. Visiting Mexico and using the language for basic wants and needs.**
- 6. Living in Spain and using Spanish language *daily* in a variety of contexts.**

**V** = Very Effective

**S** = Somewhat Effective

**N** = Not Effective

# Establish Learning Priorities

## Priorities for:

- Family
- Peer
- Community
- General Settings
- General Curriculum
- Job settings

**Priorities for Learning  
Final List**

Student: Jake Age: 13 Grade: 7

Date: April 3, 2006 Form Completed By: Mr. & Mrs. Jackson, Mrs. Elliott,  
Mr. Turner, Ms. Carter

**\*Please work as a team to complete this form.**

Review all priorities. Combine and list the priorities that appear **most** often. Decide which ones are the **MOST IMPORTANT**. Use these priorities to develop quality IEP goals/objectives and instructional activities.

**Priority #1:** Make requests for items/objects using AAC

**Priority #2:** Initiate communication with adults and peers

**Priority #3:** Help others upon request

**Priority #4:** Communicate his need for support or assistance with minimal prompting

**Priority #5:** Communicate choices with minimal prompting

(Please use the back of this page if needed.)

Adapted from: Ryndak, D.L., & Alper, S. (2003). *Curriculum and instruction for students with significant disabilities in inclusive settings*. Boston, MA: Pearson Education, Inc., p. 108.

# Learning Priorities

- Review all of the sample learning priorities forms
  - The *Family Priorities for Learning* (Priorities related to home chores, leisure activities, interaction with siblings, self-care needs, independence, and communication).
  - The *Peer Priorities* (Priorities related to preferred school and after-school activities, hobbies and leisure activities, favorite music, games, tv shows, and how and where kids “hang out”)
  - The *Community Priorities* (Priorities related to accessing community resources such as community centers, transportation) and activities (making purchases, choosing a movie).
  - The *School General Education Setting and Content* are completed by the education team, which may include the parent or guardian as well as peers, school staff, and paraprofessionals. These priority goals may relate to all parts of the school facility (bathrooms, football stadium, classrooms,) and how the student can access the general education curriculum content (e.g., Standards).
  - The *Job Priorities* are completed by employers or potential employers. These priority goals may relate to abilities, communication or behavior needed to be successful in job application or break times.

# Infused Skills Grid

<b>Student: Brent</b>	<b>Arrival/ Bell work</b>	<b>Lang. Arts/ Reading</b>	<b>P.E./ Music/Art</b>	<b>Lunch</b>	<b>Office Assistant</b>	<b>Math</b>	<b>Science/ Social Studies</b>
<b>Priority Goals</b>							
<b>Transition using visual schedule without disruption</b>	✓ S/T	✓ S/T/SLP	✓ P/S/T	✓ S/P Monitor	✓ S/AA	✓ S/T	✓ S/T/P
<b>Finish independent work</b>	✓ T	✓ SLP	✓ T		✓ AA	✓ S/T	✓ T
<b>Two-turns in conversation</b>	✓ S/T	✓ S/SLP		✓ S/P	✓ S/AA		✓ S/T

S=Student; T=Teacher; SLP=Speech Pathologist; AA=Administrative Assistant; P=Paraprofessional

Adapted from: Beech, M., McKay, J.P., Barnitt, V., Orlando, C. (2002). *Meaningful Participation: Planning Instruction for Students with Significant Disabilities*. Tallahassee, FL: Florida Dept. of Education.