# East Side Union High School District Day 1

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### **Evidence Based Practice**

## **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) <a href="http://www.nationalautismcenter.org/national-standards-project/phase-2/">http://www.nationalautismcenter.org/national-standards-project/phase-2/</a>
  - Phase 1 (2009)
     <a href="http://www.nationalautismcenter.org/affiliates/reports.php">http://www.nationalautismcenter.org/affiliates/reports.php</a>
  - Educators' Manual <a href="http://www.nationalautismcenter.org/learning/practitioner.php">http://www.nationalautismcenter.org/learning/practitioner.php</a>
  - Established, emerging, unestablished, ineffective/harmful
  - Important to know the study and the literature to interpret categories correctly

## **Choosing Learning Priorities**

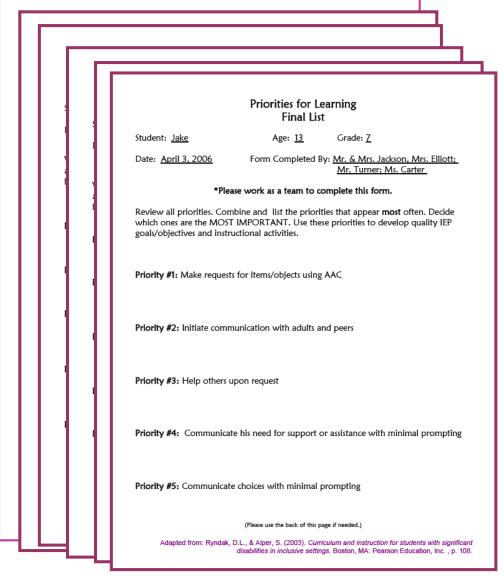
#### **Service Delivery issues: Learning Spanish – Which Method Works Best?**

- 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.

### **Establish Learning Priorities**

#### **Priorities for:**

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



## **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

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