



# Brief Overview of Educational Planning for Children with ASD

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# **HOW DO WE LEARN BEST?**

# Learning Spanish – Which Method Works?

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

# What did we conclude?

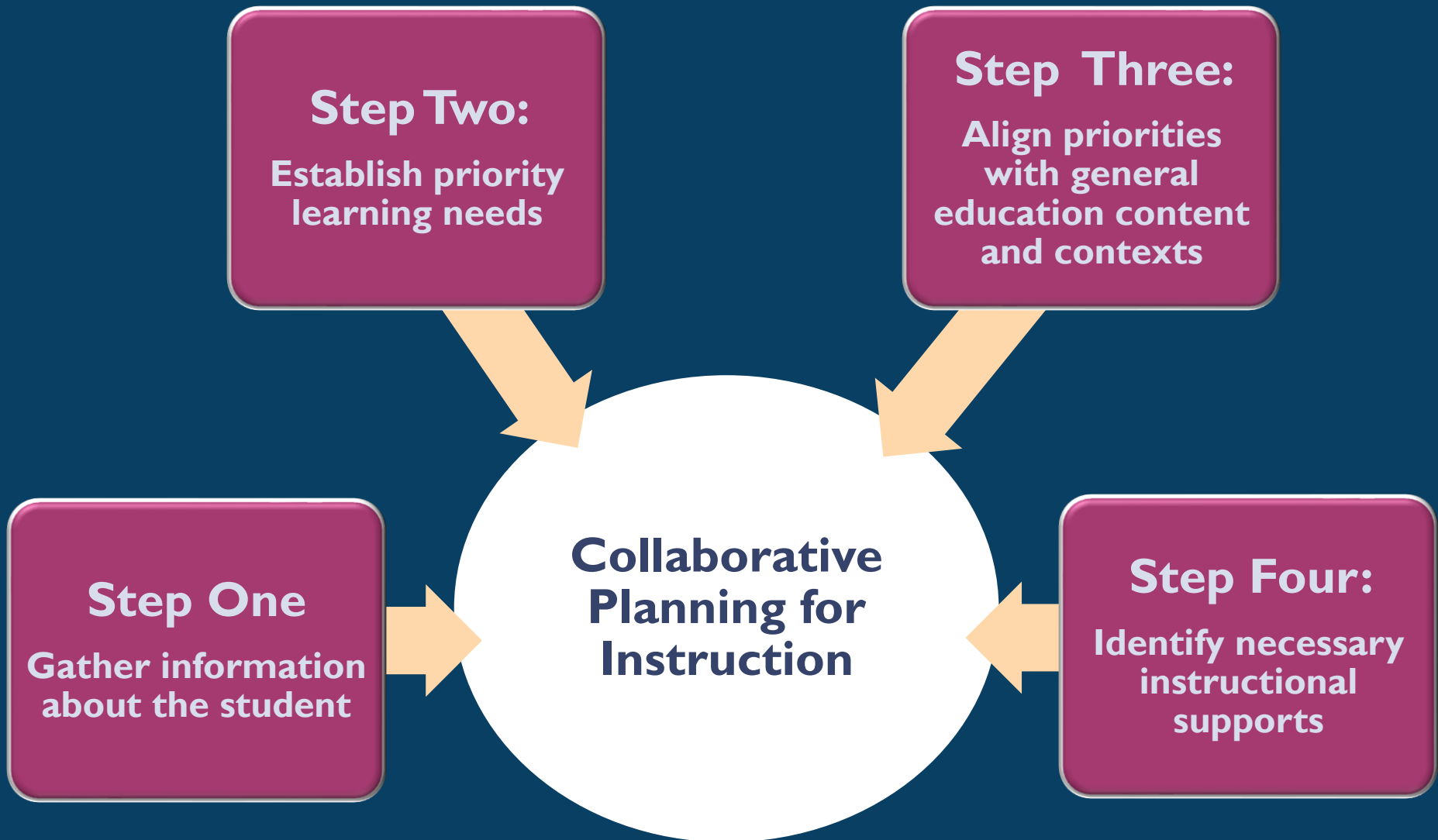
- Most of us would agree that “Living in Spain and using Spanish language *daily* in a variety of contexts” would do best
- Add the knowledge that the neurology of children with ASD that doesn’t promote generalization
- How we teach children with ASD must promote generalization across people and settings
- Restricted learning should only be used when the natural setting doesn’t provide enough repetition for the skill to be learned and then it should be functionally applied across people and settings



**HOW DO WE DO THIS**

# Collaborative Planning: 4 Step Process

Using this “standards-referenced” approach to planning, teams start with the individual needs of a specific student. Once the student has been identified, pertinent information is gathered which makes it possible to link student-specific goals and outcomes to the general education curriculum standards (Ryndak & Alper, 2003).



# Step One: Gathering Student Information

- Student Profile
- Other information:
  - IEPs
  - Family Service Plans
  - Ecological Inventories
  - Interest Inventories
  - Assessments

## Student Profile

What action(s) might cause the student to become anxious or confused? (e.g., changing the student's schedule without warning).

- Pressure to complete tasks within a designated period of time
- Being left out of activities that other students are engaged in and doing work that has little or no meaning (e.g., sorting shapes, coloring in a coloring book while others are reading)
- Being left to figure out directions without appropriate support
- Being ignored by peers or teachers.

What supports (e.g., accommodations and/or modifications, peer assistance) have worked in the past or are necessary for success?

- Visual supports (pictures, graphic organizers.)
- Peer assistance - reading buddy; social support
- Directions broken down into two-three steps with visuals
- Extra time to complete tasks; special part of the room for Jake to go when he gets tired or frustrated
- Cues and prompts for academic and other learning activities

Check any of the following supports that the student has successfully used in the past:

- ✓ visual schedule ✓ task cards ☐ school jobs ✓ reinforcement menu
- ✓ breaks ✓ work broken into smaller parts ☐ visual frames around work
- ✓ highlighters ☐ word banks ☐ calculator ☐ spell-check device
- ✓ peer supports ☐ colored folders ✓ checklists
- ✓ other (describe): adapted materials (e.g., pencil grips)

Medical concerns or medications: Allergies - takes medication in a.m. before school.

What assistive technology does the student currently use? Picture communication system, Dynavox, switches, books on tape

What one or two things would make this year successful for the student?

- For Jake to make friends and have relationships outside of school
- Jake is ready to be more independent and needs opportunities to accomplish priority goals in meaningful activities with peers.

Is there another student in the class that enjoys spending time with this student?

Jake was in 6<sup>th</sup> grade with many of the students in his 7<sup>th</sup> grade class. He has a special relationship with Samantha and Elijah.

What other information should the team know about the student? Jake has a great sense of humor, loves to be around others, and is eager to learn. He also likes to be a helper and needs to feel that he has something to offer others.

Adapted from: Fisher, D., Frey, N., & Sax, C. (1999). *Inclusive Elementary Schools: Recipes for Success*. Colorado Springs, CO: PEAK Parent Center, p. 28).

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parents. It really helps to make sure Jake has a picture schedule and verbal explanation if there is a schedule change during the day.

# Step Two: Establish Learning Priorities

# Priorities for

- Family
- Peer
- Community
- General Settings
- General Curriculum Content

### 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.



# Step 2 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).

## Step 2: Priorities

- The Final Priorities are completed by all members of the student's education team and include goals related to all five domains. Find overlapping goals.
- Establishing learning priorities in this manner helps us take the focus from “functional skills” to “foundational skills” , which are described as those skills that “provide the basis for interacting with people and information in a multicultural society, successfully navigating the tasks of living, solving problems, and making contributions.” (Ford et al., 2001).

# Step Three: Align priorities with general education contexts

Jake will listen and respond to questions (using his Dynavox) during whole and small group reading activities.

Sample Embedded Skills Grid: Jake (Grade 7)

Jake will comment on his group project participation and request help when necessary.

<p>1. Jake will request help/items/object s in all settings across campus using a voice output device.</p> <p>2. Jake will initiate communication with adults and peers.</p> <p>2. Jake will communicate choices regarding school and after school materials and activities with minimal</p>	<p>Jake will request to see the picture symbol lunch menu in order to choose his lunch for the day.</p> <p>Jake will use the computer, with peer assistance, to record his daily schedule and completed assignments from the previous day/week.</p>	<p>Jake will select new vocabulary words from a list of words generated from the class language arts textbook.</p> <p>Jake will choose the peer he would like to assist him (e.g., enter his new vocab. words into the computer).</p>	<p>Jake will listen and respond to questions (using his Dynavox) during whole and small group reading activities.</p> <p>Jake will ask a peer to assist him in class while he responds to questions from the teacher and other students using his Dynavox.</p>	<p>Jake will make choices about which landscapes, images, etc. he would like to photograph as well as which mediums he would like to use to edit and create final products.</p> <p>Jake will communicate his choice of peer to assist him in class.</p>	<p>Jake will confirm lunch choice and request assistance from a peer in obtaining utensils and items for eating and drinking.</p> <p>Jake will choose where and who he would like to sit with at lunch.</p> <p>With minimal prompting, Jake will start conversations with peers (e.g., How is your lunch?), using his Dynavox.</p>	<p>Jake will use the computer to complete create geometric forms of different sizes. Jake will request help to follow directions, obtain materials, and complete in-class assignments with peers.</p> <p>Jake will communicate his choice of peer to assist him in class.</p> <p><i>Standard: Determine how changes in dimensions affect common geometric figures.</i></p>	<p>Jake will make choices about which portion of group projects he would like to contribute to. Jake will request and select pictures from magazines or the internet that relate to the concept of "interdependence".</p> <p>Jake will communicate his choice of peer to assist him in class.</p> <p><i>Standard: Recognize examples of mutual relationships between people and other living things.</i></p>	<p>Jake will greet classroom teacher and peers.</p> <p>Jake will comment on his group project participation and request help when necessary.</p> <p>Jake will repeat directions about the order in which he will complete his project.</p> <p><i>Standard: Locate the fifty states and their capital cities in addition to the nation's capital on a map.</i></p>	<p>Jake will ask for help to choose page layouts and use the computer for the school's yearbook with assistance from peers.</p> <p>Jake will assist his peers in selecting appropriate photos for the school yearbook.</p>
<p>With minimal prompting, Jake will start conversations with peers (e.g., How is your lunch?), using his Dynavox.</p>									
<p>Who will facilitate learning and record data?</p>	<p>Teachers, teacher assistant, peers</p>	<p>Teachers, teacher assistant, peers</p>	<p>SLP, teachers, teacher assistant, peers</p>	<p>Teachers, teacher assistant, peers</p>	<p>Teachers, teacher assistant, peers</p>	<p>Teachers, teacher assistant, peers</p>	<p>Teachers, teacher assistant, peers</p>	<p>Teachers, teacher assistant, peers</p>	<p>Teachers, teacher assistant, peers</p>

With minimal prompting, Jake will start conversations with peers (e.g., How is your lunch?), using his Dynavox.

# Another Example

## Infused Skills Grid for Tanya

<b>Student: Tanya</b> <b>Grade: 3</b>  <b>Priority Goals</b>	<b>Arrival/ Bellwork</b>	<b>Lang. Arts/ Reading</b>	<b>P.E./ Music/Art</b>	<b>Lunch</b>	<b>Recess</b>	<b>Math</b>	<b>Science/ Social Studies</b>
Write a paragraph about one topically related idea with supportive example.		✓ SLP					✓ T/P
Remain on topic during discussions.	✓ T	✓ SLP	✓ T			✓ T	✓ T
Orally generate 3 related ideas when given an expository prompt.		✓ SLP					✓ T
Combine 2 written self-generated sentences into one sentence.	✓ T	✓ SLP					

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.

## Step 4: Identify Supports

- Scrutinize schedule
  - Identify accommodations and/or modifications throughout schedule
  - Identify transitional support needed
  - Solidify who provides support, opportunities for learning priorities, and take data

# Use evidence based practice to support learning

- For ASD, the established interventions are:
  - Positive Behavior Support
  - AAC/PECs
  - Priming
  - Pivotal Response Training
  - Joint Attention
  - Visual Schedules
  - Social Stories
  - Video Modeling
  - Self Management
  - Peer Supports