Strengthening Independence in Adolescents with ASD (PRISM)

STRAND: Educational Strategies and Interventions for High School Students with Autism Spectrum Disorders

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Research & Development Center

Funded by the Department of Education (IES)

Purpose: To conduct a program of research to develop & evaluate a comprehensive, school-based intervention program for secondary students with ASD. The ultimate objective of the Center is to improve the cognitive, communicative, academic, social, behavioral, functional, or transition outcomes of secondary students with ASD.”
For your subjects when they graduate:
1) Something to do
2) Somewhere to be
3) Someone to love.

Good luck!!
The Big Picture

2012-2013  
Year 1  
Development & piloting of individual model components (6 sites)

2013-2014  
Year 2  
Piloting of several components in combination (6 sites)

2014-2015  
Year 3  
Randomized control trial (RCT) of full model at 30 sites across the country (Cohort 1)

2015-2016  
Year 4  
Continue implementation at 30 Cohort 1 sites; enroll 30 more sites (Cohort 2)

2016-2017  
Year 5  
Continue implementation at 30 Cohort 2 sites, follow-up data at Cohort 1 sites
CSESA Process

ASSESSMENT
- School & Student

PLANNING
- Building a Team & Selecting Goals/Interventions

IMPLEMENTATION
- CSESA Interventions

OUTCOMES
- Improved School and Student Outcomes

PROFESSIONAL DEVELOPMENT
- Training and Coaching
CSESA Domains

- Academics
- Independence & Behavior
- Peer & Social Competence
- Transition & Families
CSESA Interventions

- SD-IEPs
- WBLE
- TT
- SCI-H
- Peer supports
- Peer networks
- AAL
- CSR-HS

- Evidence-Based Practices (EBPs)
- Transition and Families
- Peer & Social Competence
- Academic

EBPs
At the end of this strand, participants will be able identify evidence-based practices that promote independent performance of high school students with ASD.
Why the emphasis on independence?

Postsecondary Education and Employment (19-23 Year Olds)

(NLTS2 Study; Shattuck et al., 2012)

Full-Time Employment (21-25 Year Olds)

(NLTS2 Study; Roux et al., 2013)
Thinking about behavior broadly… this is what is concerning:

When young adults with ASD leave the public school system,

“nearly 80% still live at home, almost half have no jobs or postsecondary training, 40% never have contact with friends, 17% never feel hopeful about the future, 21% never engage in outside activities, and many experience a decrease in insurance coverage and therapy services” (Shattuck, 2010).
Why the emphasis on independence?

- 8 year-olds in 2002 are now 20
- We will see a 78% increase in demand for adult services in the next 6 years
For these reasons, in the CSESA model, the absence of independent behavior is viewed as much of a behavior problem and interference with success in high school and beyond as are the maladaptive behaviors.

We purposefully promote Responsibility, Independence, and Self-Management - the behavioral outcomes we are all striving for when working with adolescents on the autism spectrum (PRISM).
Why is independence challenging?

Characteristics of Students with ASD

- Organization
- Judgment
- Sequencing
- Initiating
- Prompt Dependence
- Social Demands
- Managing Emotions
Why is independence challenging?

In High Schools?

- Scheduling changes
- Reliance on paraprofessionals
- Addressing characteristics not a focus of IEPs
- Staff expectations
- Lack of knowledge about or focus on post-school goals
Why is independence challenging?

After High School?

* Staff with minimal training in employment agencies
* Support in community colleges varies
* Increased need for organizational skills
* Increased need for self-management of unstructured time
  - to organize college assignments or address
  - increased wait time for tasks
PRISM Process

PROFESSIONAL DEVELOPMENT

Training and Coaching

ASSESSMENT

School & Student

PLANNING

Building a Team & Selecting Goals/Interventions

IMPLEMENTATION

CSESA Interventions

OUTCOMES

Improved School and Student Outcomes
Why a checklist?

- Help teams consider skills in areas they may not be actively teaching
- Think about student in a number of locations
- Gather multiple perspectives
- Prioritize goals
- Guide intervention planning
- Use it to track progress
PRISM Process: Student Assessment
Secondary School Success Checklist

* PRISM BEHAVIORS:
  * **Responsibility and Independence:** Organization, Planning, Problem-solving, Personal presentation
  * **Community Engagement:** Conversation, Other communication, Recognizing emotions, Cooperation, Understanding School/community culture,
  * **Self-Management:** Self-regulation of emotion & behavior, Flexibility, Self-monitoring

Content for the Secondary School Success Checklist aligns with the [21st Century Student Outcomes](http://21stcenturystudentoutcomes.org). Skills reflected in this document are noted with an *. Content also aligns with the [Common Core & Extended Common Core State Standards](http://www.corestandards.org). Skills reflected in this document are noted with a **.
### PRISM Process: Student Assessment

#### Secondary School Success Checklist

<table>
<thead>
<tr>
<th>Skill</th>
<th>This is NOT like me.</th>
<th>This is sort of like me.</th>
<th>This is very much like me.</th>
<th>I have not had a chance to try this.</th>
<th>Not sure</th>
<th>I would NOT like to learn this.</th>
<th>I would sort of like to learn this.</th>
<th>I really want to learn this.</th>
<th>I already know how to do this.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

**Note:** Includes breaking down larger projects into smaller steps, sequencing steps, listing steps in organizational systems

<p>| O7. | Begins assigned activities within allotted time* | 0 | 1 | 2 | 3 | 4 |
| O8. | Completes assigned activities within allotted time* | 0 | 1 | 2 | 3 | 4 |
| O9. | Returns materials to correct location at the end of activities | 0 | 1 | 2 | 3 | 4 |
| O10. | Arrives at assigned location or activity on time | 0 | 1 | 2 | 3 | 4 |</p>
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School ID</strong></td>
<td>00-203</td>
<td>00-203</td>
<td>00-203</td>
</tr>
<tr>
<td><strong>Entered By</strong></td>
<td>00-203-6006</td>
<td>CHH_1c</td>
<td>CHH_1</td>
</tr>
<tr>
<td><strong>Role</strong></td>
<td>Staff</td>
<td>Caregiver</td>
<td>Student</td>
</tr>
<tr>
<td><strong>Observation Date</strong></td>
<td>10/1/2013</td>
<td>10/1/2013</td>
<td>10/1/2013</td>
</tr>
</tbody>
</table>

**DOMAIN:** Personal Responsibility & Independence

**Subdomain:** Problem Solving & Goal Setting

PS2 (3) I ask teachers for help if I need it during class.

**DOMAIN:** Personal Responsibility & Independence

**Subdomain:** Personal Presentation

PP1 Selects age & school/job appropriate clothing and footwear

PP2 Clothes: Demonstrates general cleanliness

PP3 Hygiene: Demonstrates grooming of hair, teeth, nails, and skin (e.g. shaving)

PP1 (5) I look nice when I go to school.

**DOMAIN:** Community Engagement

**Subdomain:** Conversation

CV3 Responds to questions during conversation exchange.
<table>
<thead>
<tr>
<th></th>
<th>A</th>
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<th>D</th>
<th>E</th>
<th>F</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Non-Mastered Skills Report</strong></td>
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<tr>
<td>3</td>
<td>TimePoint</td>
<td>2013-2014 (Y1_T1)</td>
<td>2013-2014 (Y1_T1)</td>
<td>2013-2014 (Y1_T1)</td>
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<tr>
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<td>Entered By</td>
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<td>6</td>
<td>Role</td>
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<td>Observation Date</td>
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<td>9</td>
<td><strong>DOMAIN:</strong></td>
<td>Personal Responsibility &amp; Independence</td>
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<td>Organization</td>
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<td>Notes/Examples:</td>
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<td><strong>DOMAIN:</strong></td>
<td>Personal Responsibility &amp; Independence</td>
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<td>14</td>
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<td><strong>Subdomain:</strong></td>
<td>Problem Solving &amp; Goal Setting</td>
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<tr>
<td>15</td>
<td>PS1</td>
<td>Identifies appropriate person to ask for assistance</td>
<td>major concern</td>
<td>PS2 Seeks help appropriately from identified person</td>
<td>major concern</td>
<td>PS3 Identifies/defines a problem in structured school/community setting</td>
<td>major concern</td>
</tr>
<tr>
<td>16</td>
<td>PS2</td>
<td>Seeks help appropriately from identified person</td>
<td>major concern</td>
<td>PS3 Identifies/defines a problem in structured school/community setting</td>
<td>major concern</td>
<td>PS4 Identifies/defines a problem in an unstructured school/community setting</td>
<td>major concern</td>
</tr>
<tr>
<td>17</td>
<td>PS3</td>
<td>Identifies/defines a problem in structured school/community setting</td>
<td>major concern</td>
<td>PS4 Identifies/defines a problem in an unstructured school/community setting</td>
<td>major concern</td>
<td>PS5 Generates possible solutions to problem</td>
<td>major concern</td>
</tr>
<tr>
<td>18</td>
<td>PS4</td>
<td>Identifies/defines a problem in an unstructured school/community setting</td>
<td>major concern</td>
<td>PS5 Generates possible solutions to problem</td>
<td>major concern</td>
<td>PS6 Selects solution after considering possible consequences</td>
<td>major concern</td>
</tr>
<tr>
<td>19</td>
<td>PS5</td>
<td>Generates possible solutions to problem</td>
<td>major concern</td>
<td>PS6 Selects solution after considering possible consequences</td>
<td>major concern</td>
<td>PS8 Identifies goals and related steps required to meet goals</td>
<td>major concern</td>
</tr>
<tr>
<td>20</td>
<td>PS6</td>
<td>Selects solution after considering possible consequences</td>
<td>major concern</td>
<td>PS8 Identifies goals and related steps required to meet goals</td>
<td>major concern</td>
<td>PS9 Identifies goals and related steps required to meet goals</td>
<td>major concern</td>
</tr>
</tbody>
</table>

**PS5 (4)** When I have a problem in class, I can figure out a solution. I would sort of like to learn this.
PRISM Process

PROFESSIONAL DEVELOPMENT

Training and Coaching

ASSESSMENT
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CSESA Interventions

OUTCOMES
Improved School and Student Outcomes
Selecting priority goal from SSSC data

Scaling goal using Goal Attainment Scaling

Then selecting an evidence-based practice to target scaled goal

http://csesa.fpg.unc.edu/resources/training-goal-attainment-scaling
Let’s Practice the Process

* Levi is a 9th grader, served primarily in a self-contained setting
* Levi avoids interactions. Rather than actively getting help, Levi will sit quietly at his desk and whisper “I need help” or will skip pieces of tasks if he doesn’t know quite what to do.
Let’s Practice the Process

- SSSC Data for Levi:
  - PS2. **Seeks help from adults when appropriate**

- Rated as “Not like student” and “major concern” across 3 staff members
Let’s Practice the Process

<table>
<thead>
<tr>
<th>Current level of performance</th>
<th>During a week of school, staff counted Levi asking for help by saying “I need help” an average of 3 times a day. He got out of his seat once during that week with prompting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Benchmark</td>
<td></td>
</tr>
<tr>
<td>Secondary Benchmark</td>
<td></td>
</tr>
<tr>
<td>Annual Goal</td>
<td></td>
</tr>
<tr>
<td>Exceeds Annual Goal</td>
<td></td>
</tr>
</tbody>
</table>
Let’s Practice the Process

*Independence and Behavior Planning Flow Chart*

Decide on the most appropriate intervention or strategy to address the selected goal using the following flowchart.

1. **GOAL**
2. Is the Goal related to an Interfering Behavior?
   - Yes
     - If an FBA has been conducted review the findings and select intervention accordingly.
     - If an FBA has not been conducted or a new one is needed, review [FBA module](#) and select FBA as intervention.
   - No
     - Review “Linking Selected Goals to EBPs”

3. Document any information about student and previous interventions (see back)
4. Choose appropriate EBPs
5. Choose which resources are relevant to selected EBPs
Let’s Practice the Process

* Resources to support staff in conducting an FBA
  * Training
  * EBP Brief

Steps of the Basic FBA

1. Identify a behavior of concern
   - Define in a way that is observable
2. Identify predictors in the environment
   - Things that happen before and after
3. Identify the function
   - Why does that happen?
4. Teach a replacement behavior
   - What is appropriate way to get same function?
5. Change the environment to prevent behavior
   - What could make the problem not happen?
   - What consequences are functional?
Let’s Practice the Process

Independence and Behavior Planning Flow Chart

Decide on the most appropriate intervention or strategy to address the selected goal using the following flowchart.

1. **GOAL**
2. **Is the Goal related to an Interfering Behavior?**
   - **Yes**
     - If an FBA has been conducted, review the findings and select intervention accordingly.
     - If an FBA has not been conducted or a new one is needed, review FBA module and select FBA as intervention.
   - **No**
     - Review “Linking Selected Goals to EBPs”
       - Document any information about student and previous interventions (see back)
       - Choose appropriate EBPs
       - Choose which resources are relevant to selected EBPs
Selecting the Evidence-Based Practice (EBP)

* Use Evidence-Based Practices
  * 27 identified by the National Professional Development Center
## Current Review: NPDC

<table>
<thead>
<tr>
<th>27 Evidence-Based Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Antecedent –Based Interventions</strong></td>
</tr>
<tr>
<td><strong>Cognitive Behavior Intervention</strong></td>
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<tr>
<td><strong>Differential Reinforcement</strong></td>
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<tr>
<td><strong>Discrete Trial Teaching</strong></td>
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<tr>
<td><strong>Exercise</strong></td>
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<tr>
<td><strong>Extinction</strong></td>
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<tr>
<td><strong>Functional Behavioral Assessment</strong></td>
</tr>
</tbody>
</table>
How do we decide which EBP to use?

* Ask: What is our goal/objective targeting?
  * Consider the specific goals and related objectives

* Ask: What are our options?
  * Look at the domain of behavior to which the specific goal relates
Let’s Practice the Process

- The **skills** being taught
- Your **program strengths/needs**
- The learner’s **interests and motivators**
- **Supports** already in place
- **History** of what has and has not worked

### CSESA Core Components
- Self-Directed IEPs
- Work-Based Learning Experiences
- Transitioning Together (families)

### Subdomain: Problem Solving & Goal Setting

#### SKILLS/BEHAVIORS
- Seeks help from peer when appropriate
- Seeks help from adults when appropriate
- Identifies/defines a problem in structured and unstructured school/community settings
- Generates possible solutions to problem, selects solution, and carries out solution
- Identifies goals related to life after high school
- Makes choices that match identified college/career goals
- Communicates goals and choices to others at appropriate time
- Tells staff about necessary accommodations/modifications
- Manages free time appropriately
- Other:

#### EVIDENCE BASED PRACTICES
- Differential reinforcement
- Prompting
- Reinforcement
- Task analysis
- Time delay
- Antecedent-based interventions
- Computer-aided instruction
- Functional communication training
- Naturalistic interventions
- Parent-implemented intervention
- Peer-mediated instruction/intervention
- Picture Exchange Communication System
- Scripting
- Self-management
- Social narratives
- Social skills groups
- Technology aided instruction and intervention
- Video modeling/Modeling
- Visual supports
Let’s Practice the Process

Optional Considerations to Assist in EBP Selection

Prior to intervention selection, it is important to consider how the student’s strengths, preferences and characteristics should influence intervention selection and implementation. Note: if not sure or need additional information check with the student if applicable.

**Communication Skills:** How does this student routinely communicate with others?

**Difficulty initiating, limited verbal skills**

**Preferences:** What are the student’s likes and dislikes? Who does the student enjoy interacting with (e.g. peers, staff, other)?

**Painting, soda (don’t disturb food routines), cooking, gym**

**Other Personality Traits or Characteristics:** What other things are important to note? What does the student do well?

**Painting, soda (don’t disturb food routines), cooking, gym**

**Program Strengths/Supports Already in Place:**

**Autism specialist has training on picture exchange communication (PECS)**

**Consider interventions or strategies that have been tried in the past to address the selected goal:** What was the intervention? What worked? What didn’t work?

**Some PECS; Will sometimes use a device but will push button over & over when staff is not nearby**
Let’s Practice the Process

**Domain: Transition**

<table>
<thead>
<tr>
<th>CSES A Core Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Self-Directed IEPs</td>
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<tr>
<td>☐ Work-Based Learning Experiences</td>
</tr>
<tr>
<td>☐ Transitioning Together (families)</td>
</tr>
</tbody>
</table>

**Subdomain: Problem Solving & Goal Setting**

**SKILLS/BEHAVIORS**
- ☐ Seeks help from peer when appropriate
- ☐ Seeks help from adults when appropriate
- ☐ Identifies/defines a problem in structured and unstructured school/community settings
- ☐ Generates possible solutions to problem, selects solution, and carries out solution
- ☐ Identifies goals related to life after high school
- ☐ Makes choices that match identified college/career goals
- ☐ Communicates goals and choices to others at appropriate time
- ☐ Tells staff about necessary accommodations/modifications
- ☐ Manages free time appropriately
- ☐ Other:

**EVIDENCE BASED PRACTICES**
- ☐ Differential reinforcement
- ☐ Prompting
- ☐ Reinforcement
- ☐ Task analysis
- ☐ Time delay
- ☐ Antecedent-based interventions
- ☐ Computer-aided instruction
- ☐ Functional communication training
- ☐ Naturalistic interventions
- ☐ Parent-implemented intervention
- ☐ Peer-mediated instruction/intervention
- ☐ Picture Exchange Communication System
- ☐ Scripting
- ☐ Self-management
- ☐ Social narratives
- ☐ Social skills groups
- ☐ Technology aided instruction and intervention
- ☐ Videomodeling/Modeling
- ☐ Visual supports
PRISM Process

PROFESSIONAL DEVELOPMENT

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CSESA Interventions

OUTCOMES

Improved School and Student Outcomes
# Full GAS Goal

<table>
<thead>
<tr>
<th>Current level of performance</th>
<th>During a week of school, staff counted Levi asking for help by saying “I need help” an average of 2 times a day. He got out of his seat once during that week with prompting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Benchmark</td>
<td>Using a visual picture with “I need help” printed and prompt from staff, Levi will ask for help when needed once a day by getting out of his seat, finding someone (any teacher, assistant, peer), and giving them the “I need help” card for 3 out of 4 consecutive days.</td>
</tr>
<tr>
<td>Secondary Benchmark</td>
<td>Using a visual picture with “I need help” printed, Levi will independently ask for help when needed once a day by getting out of his seat, finding someone (any teacher, assistant, peer), and giving them the “I need help” card for 3 out of 4 consecutive days.</td>
</tr>
<tr>
<td>Annual Goal</td>
<td>Using a visual picture with “I need help” printed, Levi will independently ask for help when needed 3 times a day by getting out of his seat, finding someone (any teacher, assistant, peer), and giving them the “I need help” card for 3 out of 4 consecutive days.</td>
</tr>
<tr>
<td>Exceeds Annual Goal</td>
<td>Using a visual picture with “I need help” printed, Levi will independently ask for help when needed 5 times a day by getting out of his seat, finding someone (any teacher, assistant, peer), and giving them the “I need help” card for 3 out of 4 consecutive days.</td>
</tr>
</tbody>
</table>
Planning & Implementing Intervention

### PHASE 2-f: Plan Implementation

The Core Team and any additional Team Members who will be a part of implementation decide on the who, when, and how of intervention implementation.

<table>
<thead>
<tr>
<th>PRIORITY Goal 1:</th>
<th>Interventions</th>
<th>How to implement</th>
<th>Who will implement</th>
<th>When/Where</th>
<th>How will data be gathered? By whom?</th>
<th>Other</th>
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</thead>
<tbody>
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<td>Fidelity</td>
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<td>Student progress</td>
<td></td>
</tr>
</tbody>
</table>

| Resources Needed (technology, visuals, etc.) | |
| Professional Development Needed: | What form (coaching, training, modules, etc.) | For Whom: |
Planning & Implementing Interventions

* Determine resources & professional development needed

Evidence Based Practice Briefs
http://csesa.fpg.unc.edu/resources

EBP Case Studies
http://csesa.fpg.unc.edu/resources
Planning & Implementing Interventions

- Determine resources & professional development needed

On-line Modules
Constructed on-line modules in collaboration with Ohio Center for Autism & Low Incidence Disabilities (OCALI) and the Autism Internet Modules (AIM); Need to set up an account

http://www.autisminternetmodules.org

EBP Trainings
Library of trainings on EBPs

Learning Objectives for Visual Supports
As a result of this presentation, practitioners will:
1. describe the evidence that supports the use of visual supports.
2. identify skills that can be promoted through the use of visual supports.
3. explain the different types of visual supports and when they might be used.
4. understand how to implement the steps of visual supports as intended.
5. discuss importance of fidelity of implementation and progress monitoring when using visual supports.
Goal 1: Using a visual picture with “I need help” printed, Levi will independently ask for help when needed 4 times a day by getting out of his seat, finding someone (any teacher, assistant, peer), and giving them the “I need help” card for 3 out of 4 consecutive days.

<table>
<thead>
<tr>
<th>Interventions</th>
<th>How to implement</th>
<th>Who will implement</th>
<th>When/Where</th>
<th>How will data be gathered? By Whom?</th>
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<td>Visual supports</td>
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<tr>
<td>Prompting</td>
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| Resources Needed (technology, visuals, etc.:) |                  |                    |            |                                  |

| Professional Development Needed: | | | | |
| What form (coaching, training, modules, etc.): | **Team to review prompting and reinforcement module with CSESA Coach; review fidelity checklists; Special Ed teacher to teach team about PECS and visual supports using module and fidelity checklists** | For Whom: | All those implementing |
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| Visual supports Prompting Reinforcement Team considering – PECS as a useful process since Levi has experience with PECS and some success although inconsistent | 1. Create “I need help” card 2. Use prompting and reinforcement to teach Levi to use visual to access assistance using “I need help” card during work & class jobs (e.g. wiping shelves) 3. Prompt Levi to get out of his seat, walk to his communication partner (the teacher, speech therapist, peer, etc.), and present the card. 4. Ms. Bernard to teach to Levi first in class until he reaches first GAS criterion 5. Create opportunities for Levi (modify environment so asking for help is required) – prompt for getting attention and prompt for handing request 6. Once first GAS criterion reached Bernard and autism consultant will prep Mr. Meeks and Mr. Brady | 1. Ms. Bernard and all paraprofessionals 2. Mr. Meeks in PE 3. Mr. Brady (job coach) 4. Ms. Bernard to talk to mom and dad who want to use same process and visuals at home | 1. In classroom 2. In PE 3. On Job 4. At home | • Fidelity: on prompting, reinforcement, & PECS- weekly by CSESA coach & Ms. Bernard  
• Student outcomes: weekly towards GAS goals by CSESA coach & all team members implementing |
| **Resources Needed (technology, visuals, etc.):** | Create visuals – ask peer buddy to help  
Lamination  
Data sheets- CSESA team member to provide | | | |
| **Professional Development Needed:** | What form (coaching, training, modules, etc.): | Team to review prompting and reinforcement module with CSESA Coach; review fidelity checklists; Special Ed teacher to teach team about PECS and visual supports using module and fidelity checklists | For Whom: All those implementing |
Implement Intervention

* After receiving necessary professional development

* Team member work with student on priority goal **30 minutes per week**
  * In classrooms
  * During advisory period
  * During academic strategies/study skills
  * During lunch/break
  * At job site
  * Anywhere!
* Teach in smaller setting first if appropriate, then generalize to larger setting

* Emphasize use of technology if appropriate
The team decided to create small cards with the same picture to represent “help” that is used in Levi’s current schedule with the words “I need help”.

I need help.
What can implementation look like?

I need the wipes.

I need a calculator.
PRISM Process

**PROFESSIONAL DEVELOPMENT**

Training and Coaching

**ASSESSMENT**

School & Student

**PLANNING**

Building a Team & Selecting Goals/Interventions

**IMPLEMENTATION**

CSESA Interventions

**OUTCOMES**

Improved School and Student Outcomes
Ongoing Monitoring

Fidelity of implementation

http://autismpdc.fpg.unc.edu/content/briefs

Helps teams know how the intervention is implemented and if it is being implemented the way it was designed (and how things may need to be modified or adjusted).

Module: Picture Exchange Communication System (PECS)

<table>
<thead>
<tr>
<th>Observation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
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<td>Observer’s Initials</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 4. Building Sentence Structure (cont.)</th>
<th>Score**</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The helper guides the learner to take the sentence strip and hand it to the communication partner.</td>
<td></td>
</tr>
<tr>
<td>4. The communication partner reads the sentence strip, points to the symbols on the strip, and gives the requested item to learner.</td>
<td></td>
</tr>
<tr>
<td>5. Replace the sentence strip in the communication book.</td>
<td></td>
</tr>
<tr>
<td>6. On repeated trials, the helper fades physical guidance until the learner is able to place the symbol next to the “I want” symbol.</td>
<td></td>
</tr>
<tr>
<td>7. After the exchange is established, the helper guides the learner to place the “I want” symbol on the sentence strip prior to placing the picture of the item requested.</td>
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</tr>
<tr>
<td>8. On repeated trials, the helper fades physical guidance for placement of the “I want” symbol.</td>
<td></td>
</tr>
<tr>
<td>9. As the learner is able to point to the symbols as the communication partner reads the words, the communication partner pauses (e.g., 3-5 seconds) after saying, “I want” and before identifying the pictured item, thus leaving time for the learner to name/verbalize the item for him or herself.</td>
<td></td>
</tr>
<tr>
<td>10. If learner verbalizes at all during the pause after the communication partner says, “I want,” the communication partner provides the requested item immediately AND provides a lot of verbal praise for vocalization.</td>
<td></td>
</tr>
</tbody>
</table>
Ongoing Monitoring

Student performance

Helps us know if student is making progress, if intervention needs to be adjusted

Chart progress on GAS goals

<table>
<thead>
<tr>
<th>Date</th>
<th>Take “I need help card”</th>
<th>Move to communication partner</th>
<th>Give the card and/or say “I need help”</th>
<th>Wait for response before moving away</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/15</td>
<td>PP VP</td>
<td>PP</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>3/15</td>
<td>PP</td>
<td>PP</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>3/15</td>
<td>PP</td>
<td>0</td>
<td>I</td>
<td>I</td>
<td>L found wipes/need to hide better</td>
</tr>
<tr>
<td>3/16</td>
<td>PP</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>😊</td>
</tr>
<tr>
<td>3/16</td>
<td>PP</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
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<tr>
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<td>3/17</td>
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<tr>
<td>3/18</td>
<td>PP</td>
<td>I</td>
<td>I</td>
<td>I</td>
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<tr>
<td>3/18</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>HOORAY! 😊</td>
</tr>
<tr>
<td>3/19</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>

1 – independent  PP – physical prompt  VP – verbal prompt  0 – error/issue
During a week of school, staff counted Levi asking for help by saying “I need help” an average of 2 times a day. He got out of his seat once during that week with prompting.

Using a visual picture with “I need help” printed and prompt from staff, Levi will ask for help when needed once a day by getting out of his seat, finding someone (any teacher, assistant, peer), and giving them the “I need help” card for 3 out of 4 consecutive days.

Using a visual picture with “I need help” printed, Levi will independently ask for help when needed once a day by getting out of his seat, finding someone (any teacher, assistant, peer), and giving them the “I need help” card for 3 out of 4 consecutive days.

Using a visual picture with “I need help” printed, Levi will independently ask for help when needed 3 times a day by getting out of his seat, finding someone (any teacher, assistant, peer), and giving them the “I need help” card for 3 out of 4 consecutive days.

Using a visual picture with “I need help” printed, Levi will independently ask for help when needed 5 times a day by getting out of his seat, finding someone (any teacher, assistant, peer), and giving them the “I need help” card for 3 out of 4 consecutive days.
Implementation Examples

* Mike: sophomore, in general education for all classes

* Mom, student, autism consultant, Gen Ed Eng II teacher completed SSSC

* SSSC Goals: 05: Steps to complete assignment, completing assignments on time
# Implementation Examples

**Domain:** Independence Behavior

**CSESA Core Components**
- Orientation to school (for student)
- Orientation to student (for staff)

**Subdomain:** Organization

**Skills/Behaviors**
- Accesses and follows daily schedule
- Uses tools to keep track of assignments/work tasks and/or scheduling
- Brings appropriate materials to assigned location
- Materials/work space are organized
- Identifies steps required to complete assigned activities; completes assigned activities
- Moves to next destination or next activity on time
- Requests/initiates meetings with work groups, staff as appropriate
- Other:

**Evidence Based Practices**
- Differential reinforcement
- Prompting
- Reinforcement
- Task analysis
- Time delay
- Parent implemented interventions
- Self-management
- Social narratives
- Technology aided instruction and intervention
- Video modeling/Modeling
- Visual supports
Met in Academic Strategies class to teach task analysis.

Used visual supports to teach concept, along with prompting, reinforcement.

Let's Practice

- What are the steps to making a call on your phone?
  - Tell me the steps
    - I will write them down
    - I will try them out
Implementation Examples

- Went to Eng II class

- Saw improvement in:
  - Writing his name & turning in assignments (they were steps in all task analyses)
  - Asking for help when stuck (in task analysis)
Questions