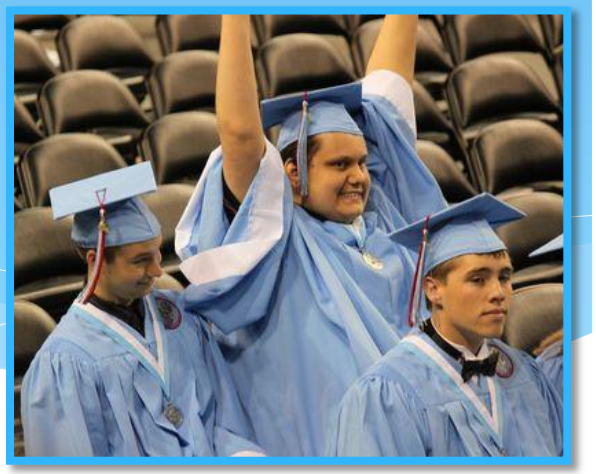
Independence and Behavior ***Promoting Responsibility, Independence, and Self-Management*- PRISM**

Center on Secondary Education for Students with Autism Spectrum Disorder



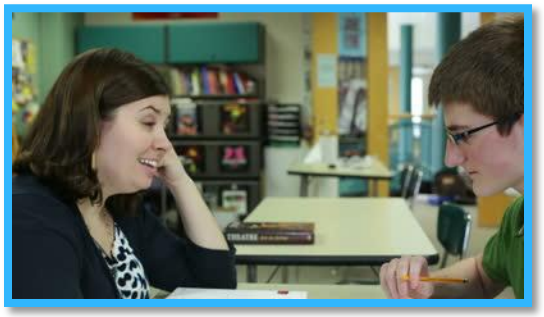
CSESA

Thank you!

* Thank you for your time and support of the CSESA project!

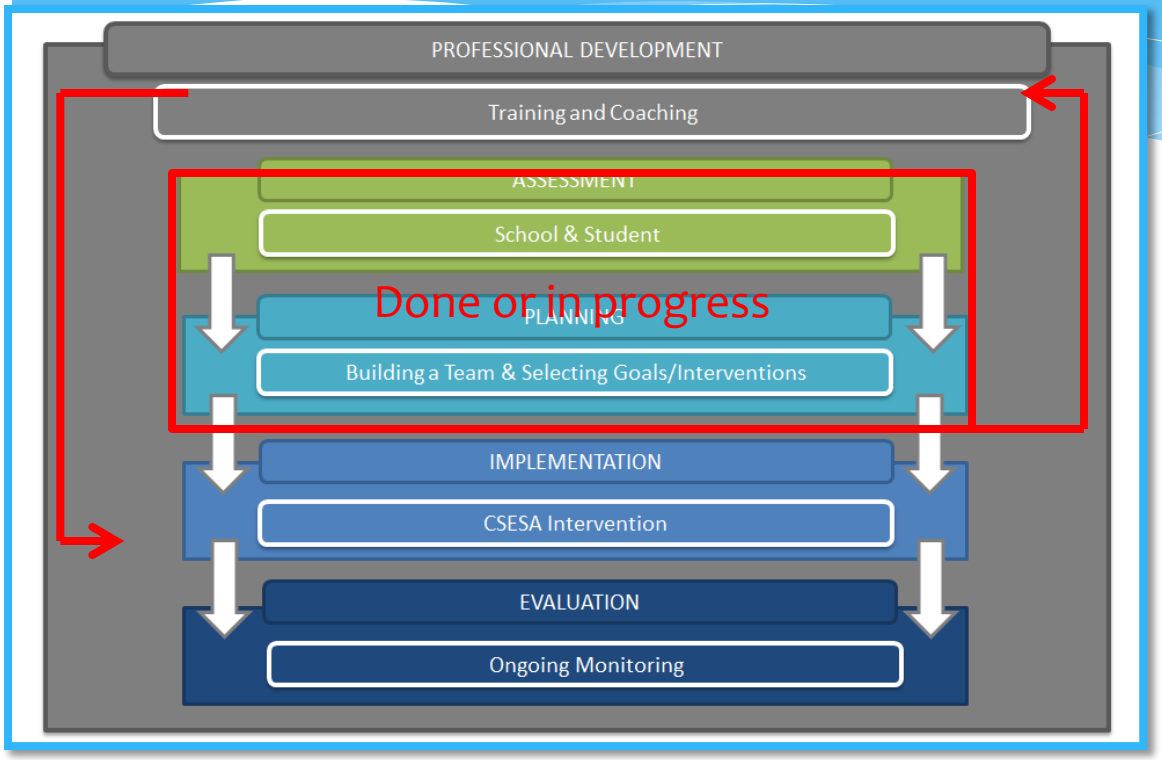
* Overview of PRISM and procedures
  * Why is it important to target independence?

* PRISM implementation at your school



CSESA

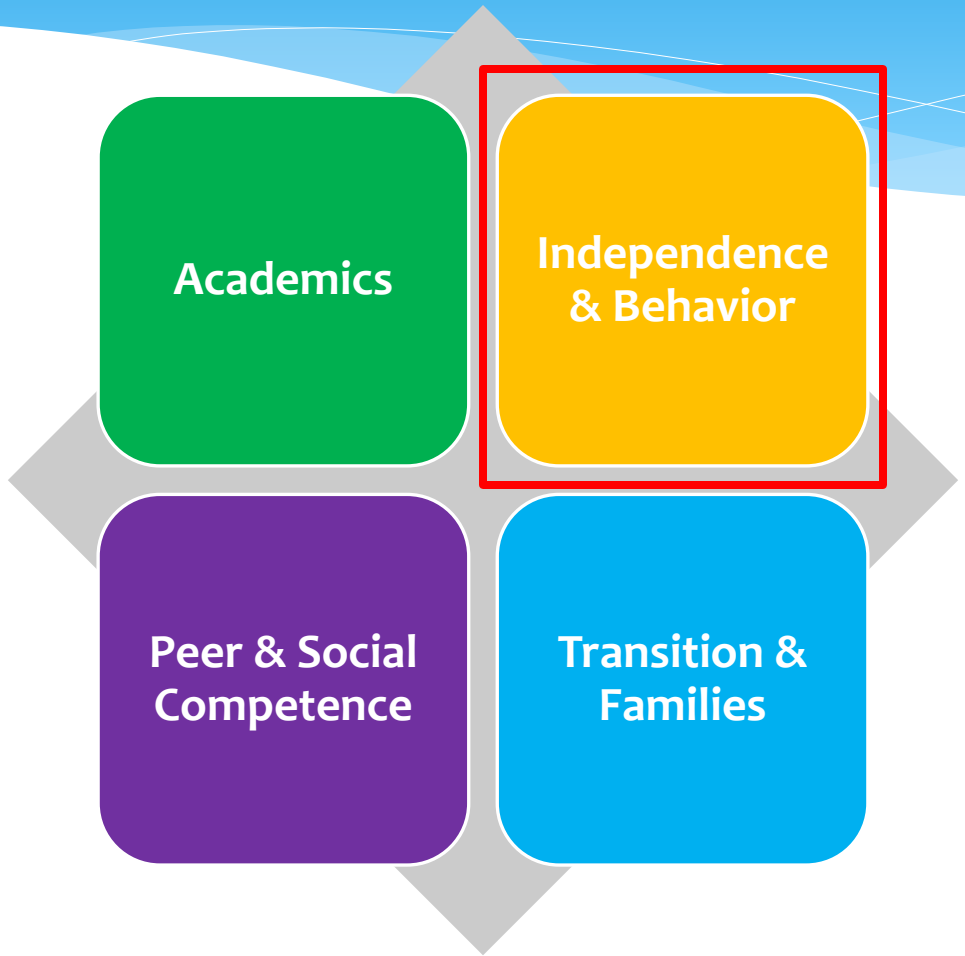
Reminder of the CSESA Process



* We've already assessed and started planning
* Now, some training related to implementing interventions to support independence

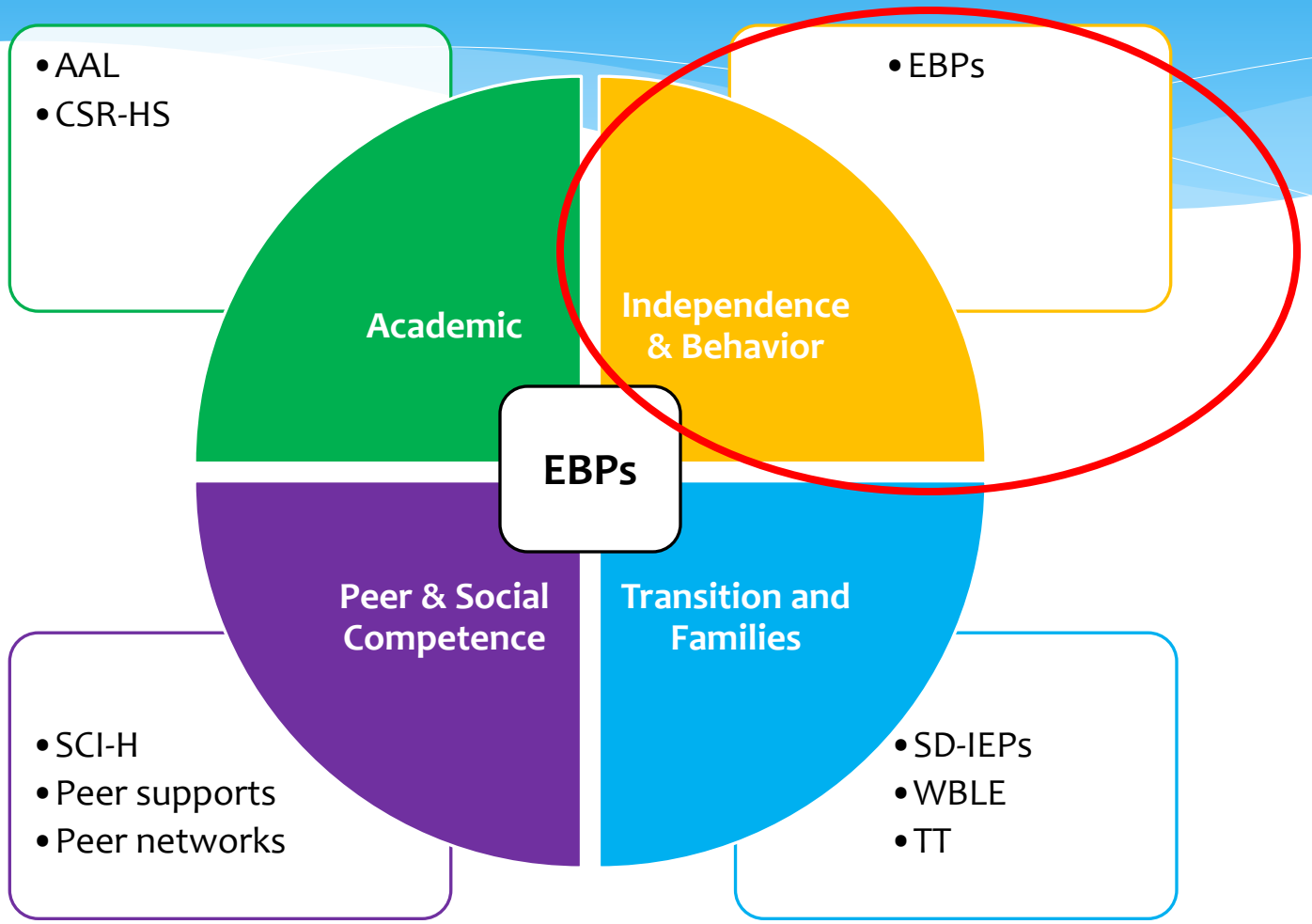
CSESA

Reminder of CSESA Domains



CSESA

CSESA Interventions



CSESA

Why the emphasis on independence?

* Independence and autonomy in adolescence

Why the emphasis on independence?

* 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).

CSESA

Why the emphasis on independence?

Identified Prevalence of Autism Spectrum Disorder
ADDM Network 2000-2010
Combining Data from All Sites

Surveillance Year	Birth Year	Number of ADDM Sites Reporting	Prevalence per 1,000 Children (Range)	This is about 1 in X children...
2000	1992	6	6.7 (4.5 – 9.9)	1 in 150
2002	1994	14	6.6 (3.3 – 10.6)	1 in 150
2004	1996	8	8.0 (4.6 – 9.8)	1 in 125
2006	1998	11	9.0 (4.2 – 12.1)	1 in 110
2008	2000	14	11.3 (4.8 – 21.2)	1 in 88
2010	2002	11	14.7 (14.3 – 15.1)	1 in 68

* 8 year-olds in 2002 are now 20
* We will see a 78% increase in demand for adult services in the next 6 years

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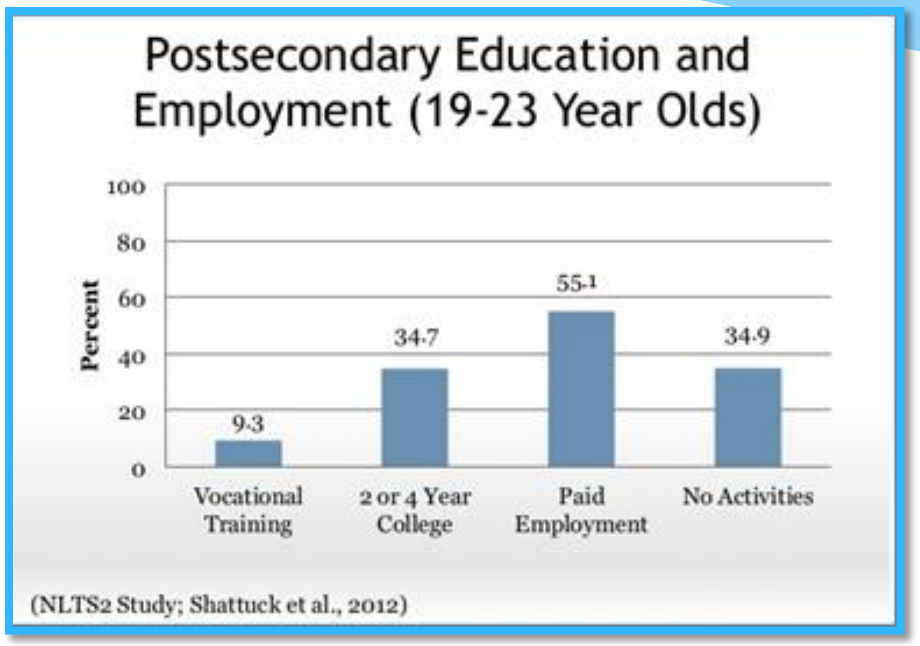
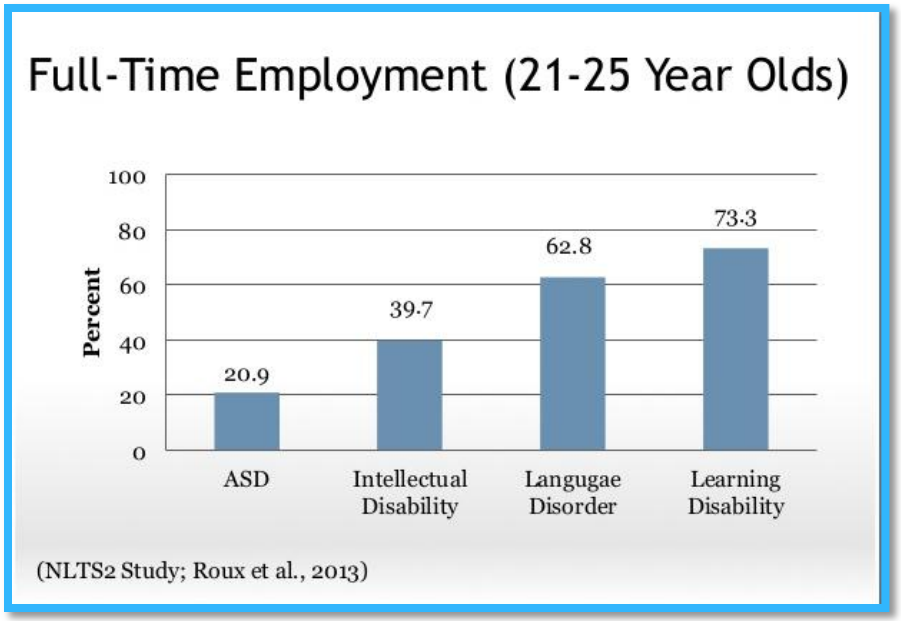
Why the emphasis on independence?





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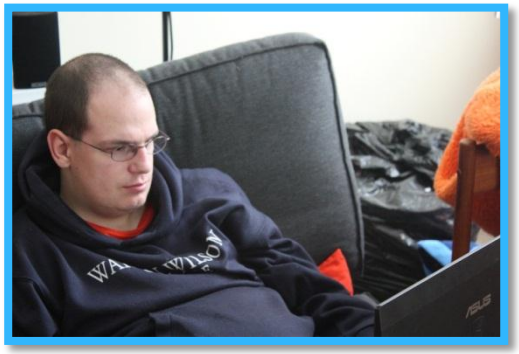
Share your experiences

* What are your former students with ASD doing now after completing high school?
  * Where are they?
  * What do they do during the day?
  * Who are they connecting with?
  * How would you describe their quality of life?



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Why the emphasis on independence?

* 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 ***p***romote ***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?

CSESA

Why is independence challenging?

* Characteristics of
  * Organization
  * Judgment
  * Sequencing
  * Initiating
  * Prompt Dependence
  * Social Demands
  * Managing Emotions

CSESA

Share your experiences

* How do some of your students with ASD struggle with these areas related to independence at your school?
  * Organization
  * Judgment
  * Sequencing
  * Initiating
  * Prompt Dependence
  * Social Demands
  * Managing Emotions

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Why is independence challenging?

* Consider teaching strategies used in the past and currently

* Does current service delivery model encourage independence?

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What students are appropriate to receive intervention related to independence?

Students in general education

Students in varied programs

Students in special education

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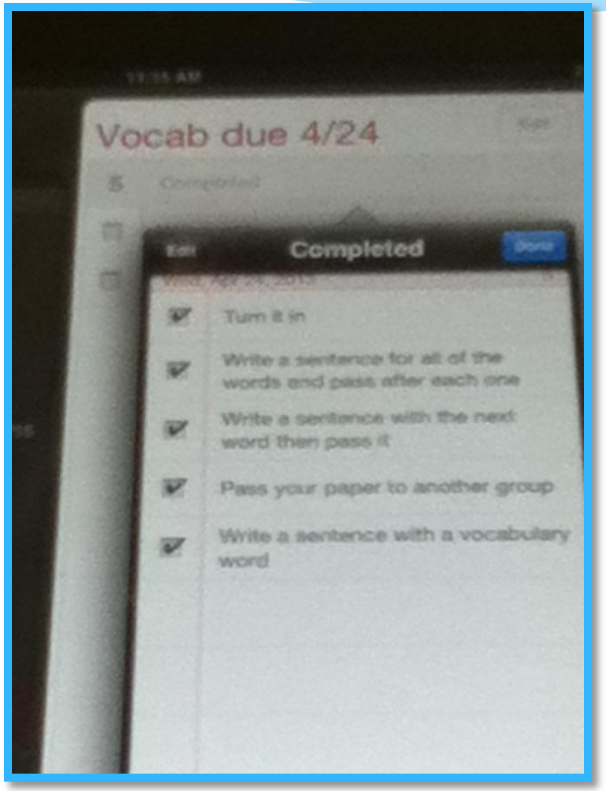
Who will benefit from intervention related to independence?

"It was exciting to see how quickly Mike learned the steps to the task analysis and how quickly he began implementing his new strategies"



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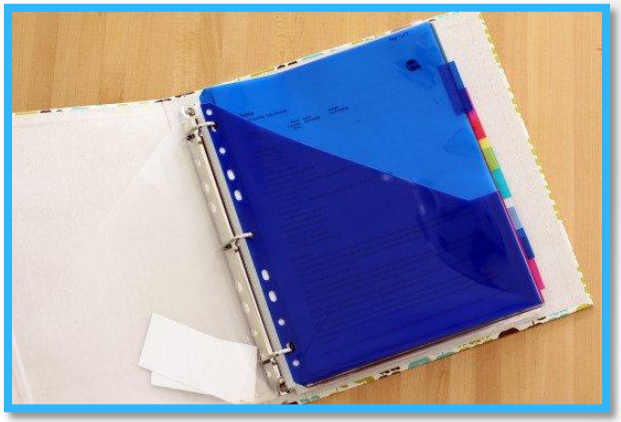
Can we really impact/teach these skills?



"My student was bringing all 6 of his binders to my class, and assignments were getting lost. It was also disruptive to have him spreading out all his stuff. His new organized binder, with just a folder for each class, has helped him be much more organized".

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Can we really impact/teach these skills?

"My student is now able to brush his teeth with very few prompts."

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Can we really impact/teach these skills?

"My student is coming to find me to ask for help."

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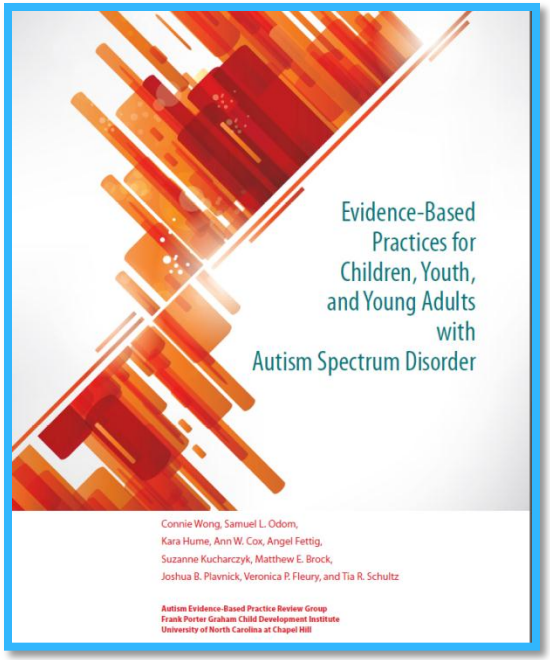
How do we teach/support independence?

* Use Evidence-Based Practices
  * 27 identified by the National Professional Development Center
    * Don't need to learn them all ☺



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Current Review: NPDC

27 Evidence-Based Practices			
Antecedent –Based Interventions	Functional Communication Training	Prompting	Structured Play Groups
Cognitive Behavior Intervention	Modeling	Reinforcement	Task Analysis
Differential Reinforcement	Naturalistic Interventions	Response Interruption/ Redirection	Technology-Aided Instruction/ Intervention
Discrete Trial Teaching	Parent-Implemented Interventions	Scripting	Time Delay
Exercise	PECS	Self-Management	Video Modeling
Extinction	Peer-Mediated Instruction/ Intervention	Social Narrative	Visual Supports
Functional Behavioral Assessment	Pivotal Response Training	Social Skills Training	

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Share your experiences

* What practices sound familiar to you?

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List of EBPs

CSESA
The Center on Secondary Education for Students with Autism

EVIDENCE BASED PRACTICES FOR ADOLECSENTS

Evidence-Based Practice	Definition of the Evidence-Based Practice
1. Antecedent-Based Interventions	*Involves the identification of factors that are reinforcing an interfering behavior and modification of the environment or activity so that the factor no longer elicits an interfering behavior* (Other terms: changing environment to prevent behavior from happening).
2. Cognitive behavioral intervention	*Instruction on management or control of cognitive processes that lead to changes in overt behavior* (Other terms: cognitive behavior therapy).
3. Differential reinforcement of other/alternative behavior	*Reinforcement is provided for desired behaviors, while inappropriate behaviors are ignored.*
4. Discrete trial training (DTT)	*A one-on-one instructional approach used to teach skills in a planned, controlled, and systematic manner. Each trial or teaching opportunity has a definite beginning and end and the use of antecedents and consequences is carefully planned and implemented.*
5. Exercise	*Increase in physical exertion as a means of reducing problem behaviors or increasing appropriate behavior.*
6. Extinction	*Involves the withdrawing or terminating the positive reinforcer that maintains an inappropriate interfering behavior* (Other term: ignoring).
7. Functional behavior assessment (FBA)	*A systematic set of strategies that is used to determine the underlying function or purpose of a behavior, so that an effective intervention plan can be developed. An FBA consists of describing the interfering or problem behavior, identifying antecedent or consequent events that control the behavior, developing a hypothesis of the behavior, and testing the hypothesis.*
8. Functional communication training (FCT)	*A systematic practice to replace inappropriate behavior or subtle communicative acts with more appropriate and effective communicative behaviors or skills.*
9. Modeling	*Demonstration of a desired target behavior that results in imitation of the behavior by the learner and that leads to the acquisition of the imitated behavior* (Other terms: role play, imitation).

Modeling Fact Sheet

Brief Description

Modeling (MD) involves the demonstration of a desired target behavior that results in imitation of the behavior by the learner and that leads to the acquisition of the imitated behavior. MD is often combined with other strategies such as prompting and reinforcement.

Qualifying Evidence

MD meets evidence-based criteria with 1 group design and 4 single case design studies.

Ages

According to the evidence-based studies, this intervention has been effective for toddlers (0-2 years) to young adults (19-22 years) with ASD.

Outcomes

MD can be used effectively to address social, communication, joint attention, play, school-readiness, academic, and vocational skills.

Research Studies Providing Evidence

Charlop-Christy, M. H., Le, L., & Freeman, K. A. (2000). A comparison of video modeling with in vivo modeling for teaching children with autism. *Journal of Autism and Developmental Disorders, 30*(6), 537-552. doi: 10.1023/A:1005635326276

Landa, R. J., Holman, K. C., O'Neill, A. H., & Stuart, E. A. (2011). Intervention targeting development of socially synchronous engagement in toddlers with autism spectrum disorder: A randomized controlled trial. *Journal of Child Psychology and Psychiatry, 52*(1), 13-21. doi: 10.1111/j.1469-7610.2010.02288.x

Matson, J. L., Box, M. L., & Francis, K. L. (1992). Treatment of elective mute behavior in two developmentally delayed children using modeling and contingency management. *Journal of Behavior Therapy and Experimental Psychiatry, 23*(3), 221-229. doi: 10.1016/0005-7916(92)90039-L

Rigsby-Eldredge, M., & McLaughlin, T. F. (1992). The effects of modeling and praise on self-initiated behavior across settings with two adolescent students with autism. *Journal of Developmental and Physical Disabilities, 4*(3), 205-218. doi: 10.1007/BF01046965

Schrandt, J. A., Townsend, D. B., & Poulson, C. L. (2009). Teaching empathy skills to children with autism. *Journal of Applied Behavior Analysis, 42*(1), 17-32. doi: 10.1901/jaba.2009.42-17

Modeling Fact Sheet—Suggested Citation

Cox, A. W. (2013) *Modeling fact sheet.* Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, The National Professional Development Center on Autism Spectrum Disorders.

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

CSESA

How do we decide which EBP to use?

Domain: **Independence Behavior**

CSESA Core Components

☐ Orientation to school (for student)

☐ Orientation to student (for staff)

Subdomain: **Organization**

SKILLS/BEHAVIORS	EVIDENCE BASED PRACTICES
☐ 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:	Foundational EBP ☐ *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

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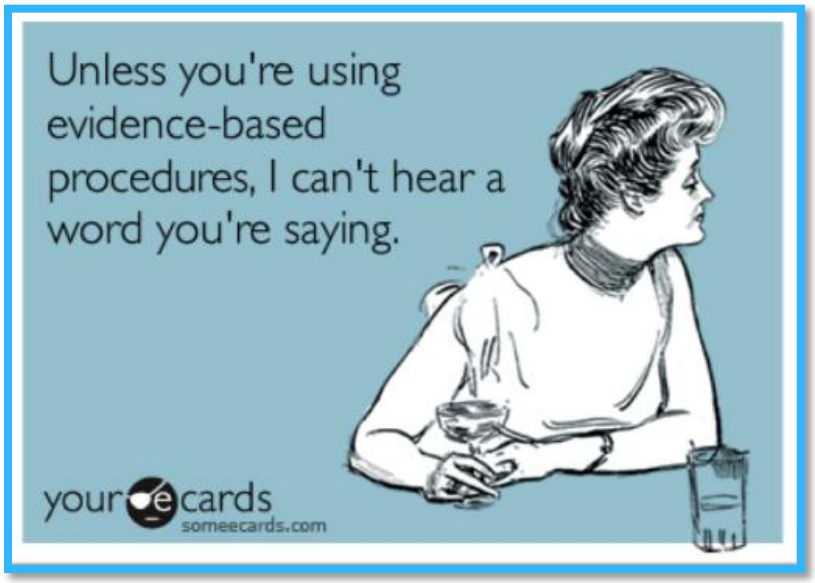
Next, make a decision based on…

* 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



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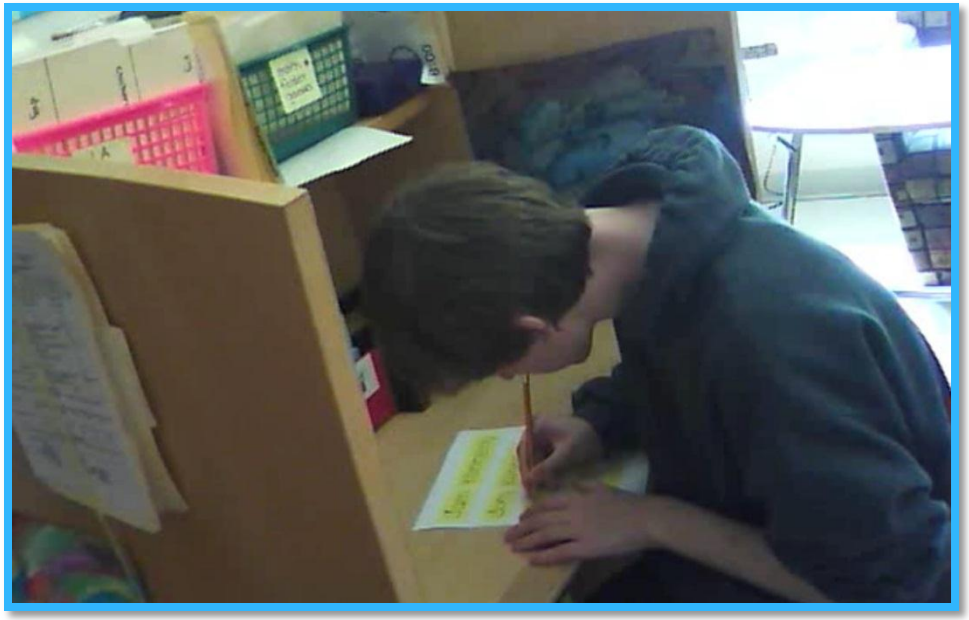
Let's practice that part- Linking GAS goal to intervention selection



* Levi is a 9th grader, served primarily in a self-contained setting
* He will go to great lengths to successfully complete tasks himself.
* Levi avoids interactions. Rather than actively getting help, Levi will sit quietly at his desk and whisper "I need help".

CSESA

Linking GAS goal to intervention selection

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

* Rated as "Not like student" and "major concern" across 3 staff members

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Linking GAS goal to intervention selection

Baseline_AskingforHelp.mp4

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GAS Goal

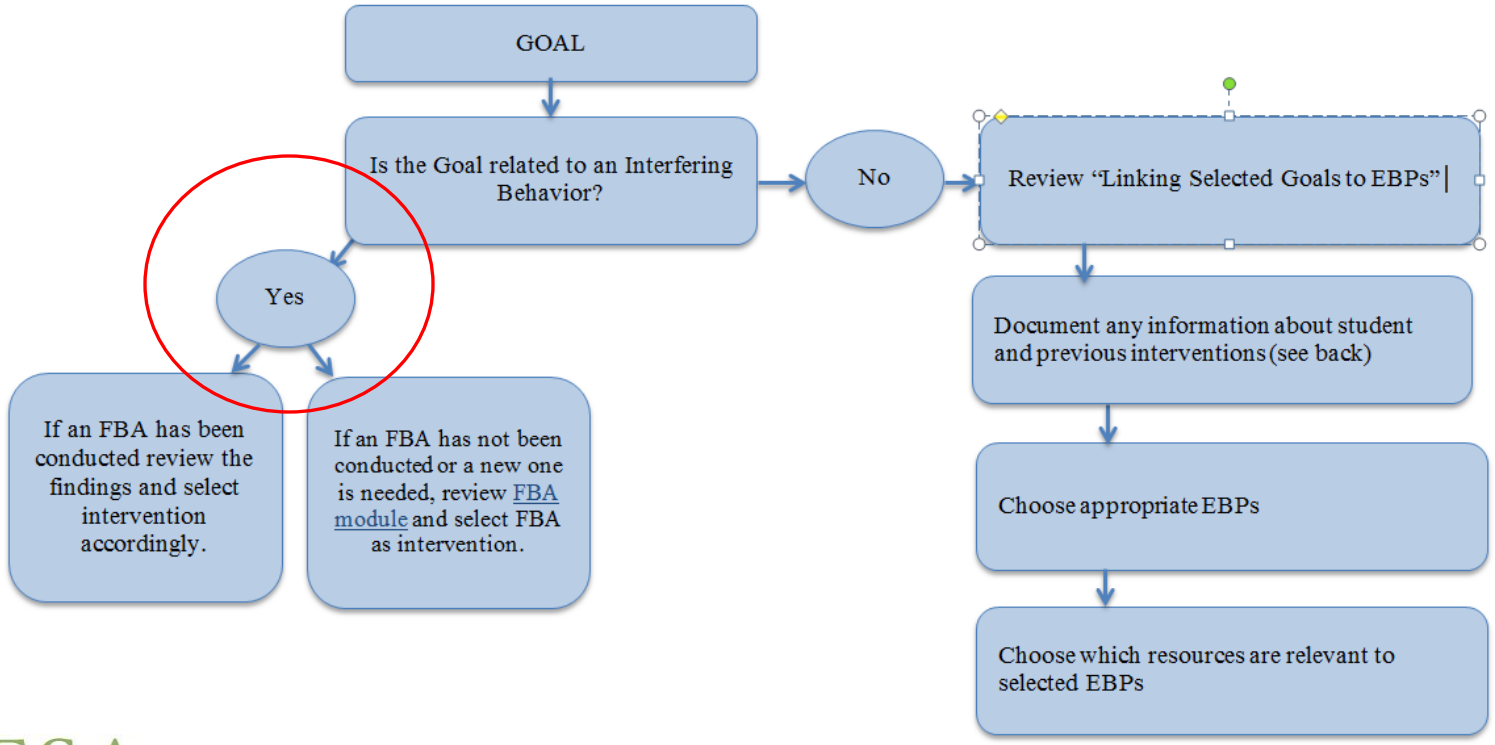
Current level of performance	During a week of school, staff counted Levi asking for help by saying "I need help" an average of 3 times a day. He got out of his seat once during that week with prompting.
Initial Benchmark	
Secondary Benchmark	
Annual Goal	
Exceeds Annual Goal	

CSESA

Linking GAS goal to intervention selection

Independence and Behavior Planning Flow Chart

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



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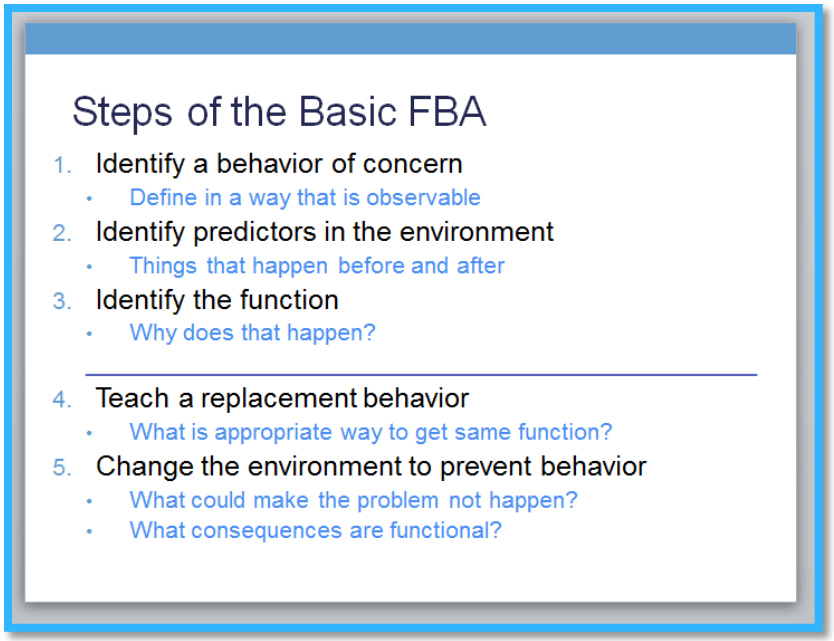
If goal is related to an interfering behavior

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



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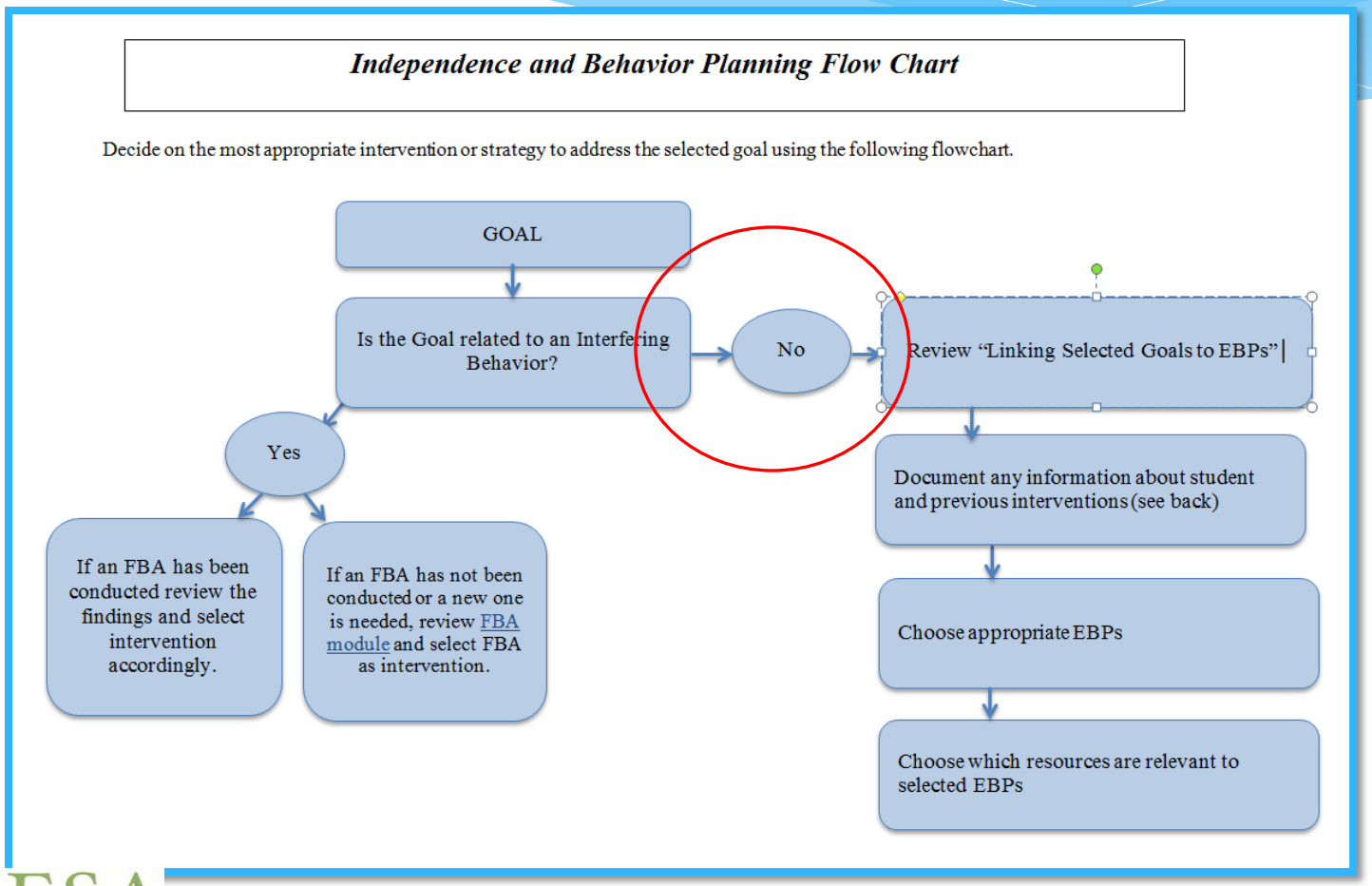
Linking GAS goal to intervention selection



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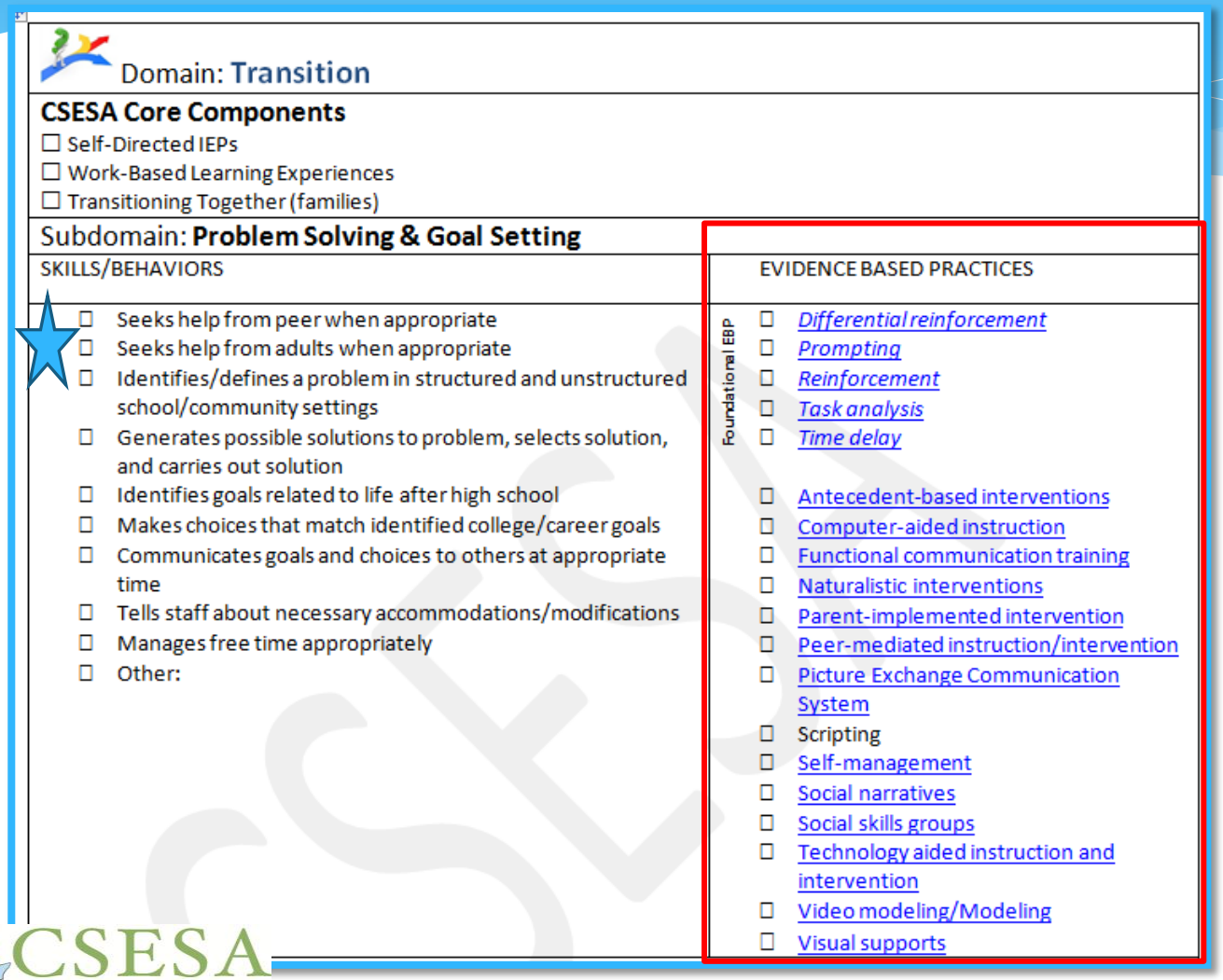
Linking GAS goal to intervention selection



Domain: **Transition**

CSESA Core Components

- ☐ Self-Directed IEPs
- ☐ Work-Based Learning Experiences
- ☐ Transitioning Together (families)

Subdomain: **Problem Solving & Goal Setting**

SKILLS/BEHAVIORS	EVIDENCE BASED PRACTICES
☐ Seeks help from peer when appropriate	Foundational EBP: ☐ *Differential reinforcement*
☐ Seeks help from adults when appropriate	☐ *Prompting*
☐ Identifies/defines a problem in structured and unstructured school/community settings	☐ *Reinforcement*
☐ Generates possible solutions to problem, selects solution, and carries out solution	☐ *Task analysis*
☐ Identifies goals related to life after high school	☐ *Time delay*
☐ Makes choices that match identified college/career goals	☐ Antecedent-based interventions
☐ Communicates goals and choices to others at appropriate time	☐ Computer-aided instruction
☐ Tells staff about necessary accommodations/modifications	☐ Functional communication training
☐ Manages free time appropriately	☐ Naturalistic interventions
☐ Other:	☐ 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

- 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

Linking GAS goal to intervention selection

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

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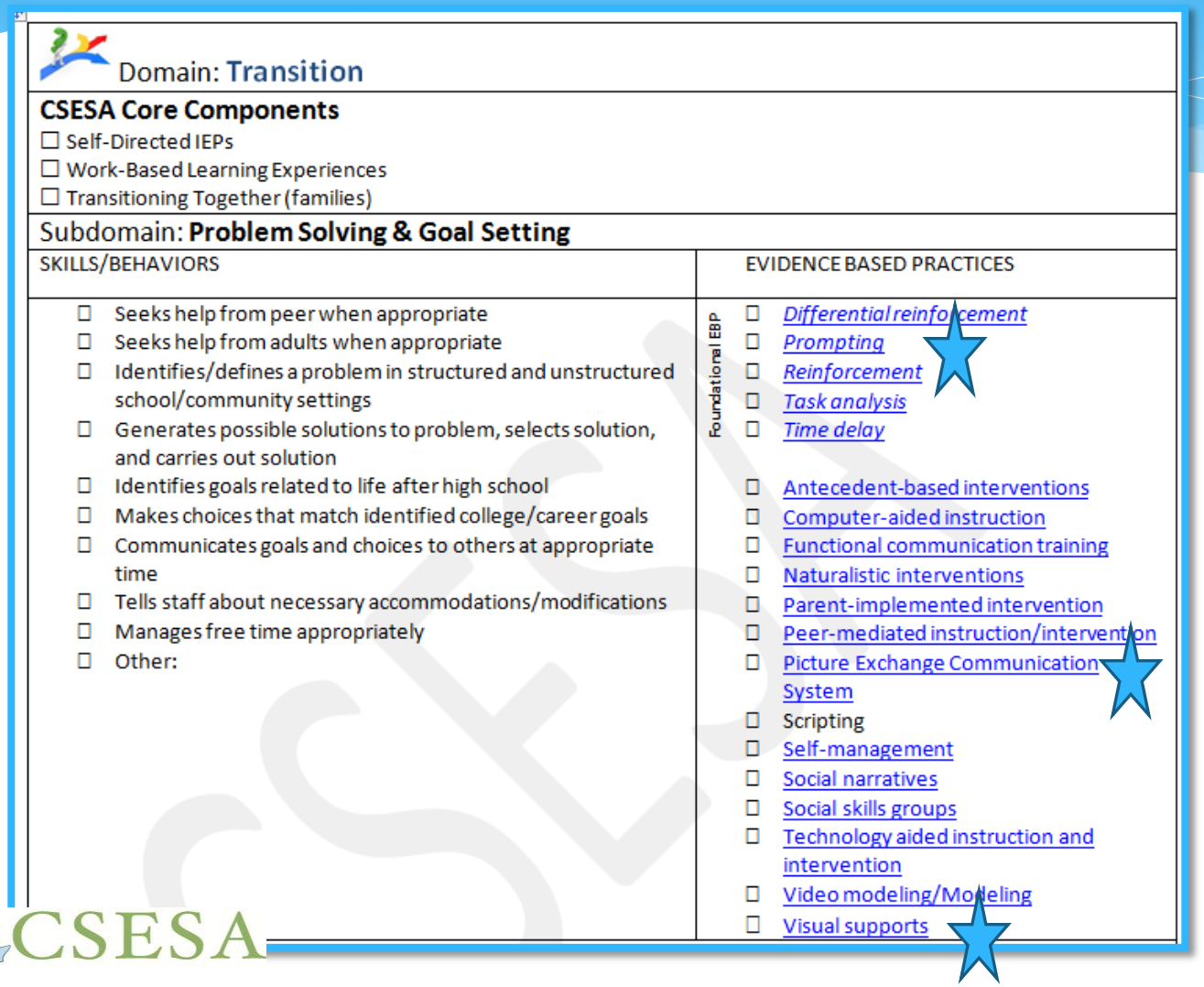
Linking GAS goal to intervention selection



Domain: **Transition**

CSESA Core Components

- ☐ Self-Directed IEPs
- ☐ Work-Based Learning Experiences
- ☐ Transitioning Together (families)

Subdomain: **Problem Solving & Goal Setting**

SKILLS/BEHAVIORS	EVIDENCE BASED PRACTICES
☐ 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:	Foundational EBP ☐ *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

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What if I don't know what the EBPs are so I can't select one?

* Your CSESA partner will help!
  * Offer mini-trainings on EBPs
  * Showing you examples of materials related to different EBPs
  * Sharing personal experiences
  * Asking questions to help the decision making process

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Full GAS Goal

Current level of performance	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.
Initial Benchmark	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.
Secondary Benchmark	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.
Annual Goal	**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.**
Exceeds Annual Goal	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.

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.

PRIORITY Goal 1:					
Interventions	**How to implement**	**Who will implement**	**When/Where**	**How will data be gathered? By whom?**	**Other**
				☐ Fidelity ☐ Student progress	
Resources Needed (technology, visuals, etc.:					
Professional Development Needed:	What form (coaching, training, modules, etc.):		For Whom:		

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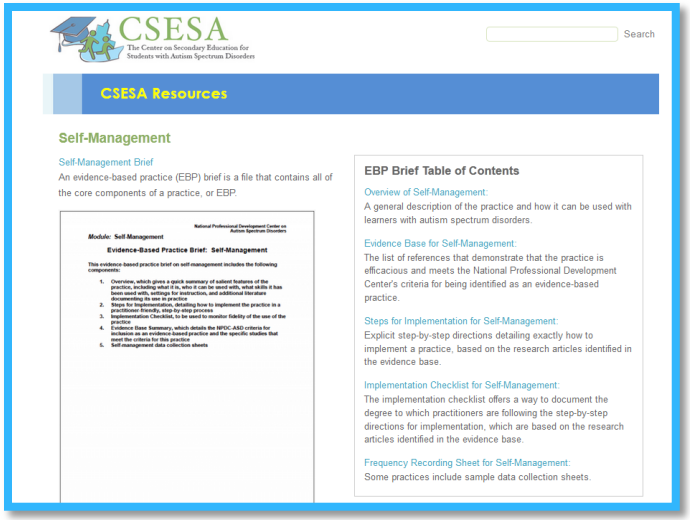
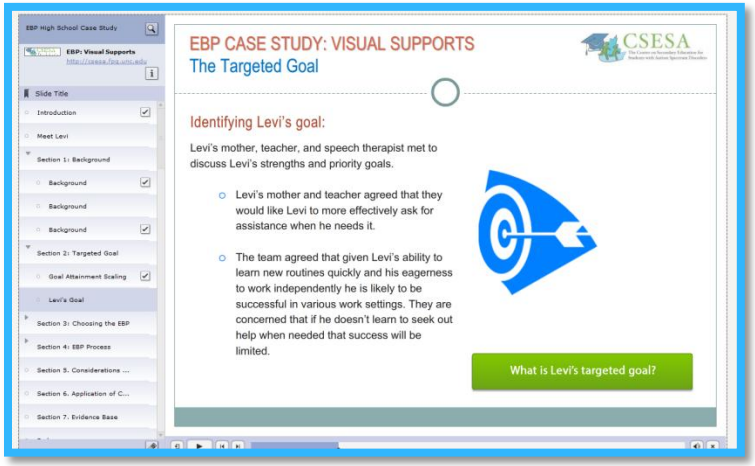
Planning & Implementing Interventions

* Determine resources & professional development needed

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



EBP Case Studies
http://csesa.fpg.unc.edu/resources



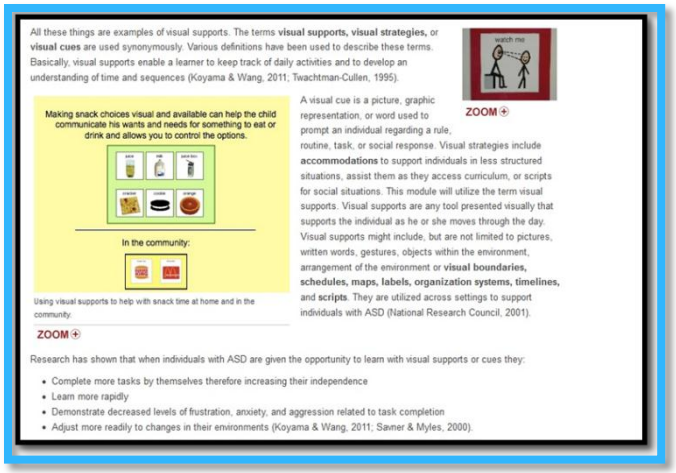
Planning & Implementing Interventions

* 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


All these things are examples of visual supports. The terms **visual supports, visual strategies,** or **visual cues** are used synonymously. Various definitions have been used to describe these terms. Basically, visual supports enable a learner to keep track of daily activities and to develop an understanding of time and sequences (Koyama & Wang, 2011; Twachtman-Cullen, 1995).

Making snack choices visual and available can help the child communicate his wants and needs for something to eat or drink and allows you to control the options.

In the community:

Using visual supports to help with snack time at home and in the community.

ZOOM

A visual cue is a picture, graphic representation, or word used to prompt an individual regarding a rule, routine, task, or social response. Visual strategies include **accommodations** to support individuals in less structured situations, assist them as they access curriculum, or scripts for social situations. This module will utilize the term visual supports. Visual supports are any tool presented visually that supports the individual as he or she moves through the day. Visual supports might include, but are not limited to pictures, written words, gestures, objects within the environment, arrangement of the environment or **visual boundaries, schedules, maps, labels, organization systems, timelines,** and **scripts**. They are utilized across settings to support individuals with ASD (National Research Council, 2001).

ZOOM

Research has shown that when individuals with ASD are given the opportunity to learn with visual supports or cues they:

- Complete more tasks by themselves therefore increasing their independence
- Learn more rapidly
- Demonstrate decreased levels of frustration, anxiety, and aggression related to task completion
- Adjust more readily to changes in their environments (Koyama & Wang, 2011; Savner & Myles, 2000).

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.***			
Interventions	How to implement	Who will implement	When/Where	How will data be gathered? By Whom?
Visual supports **Prompting** **Reinforcement** **Team considering – PECS as a useful process since Levi has experience with PECS and some success although inconsistent**				
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

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.***			
Interventions	How to implement	Who will implement	When/Where	How will data be gathered? By Whom?
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**			
Resources Needed (technology, visuals, etc.:	**Create visuals – ask peer buddy to help Lamination** **Data sheets- CSESA Coach 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

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.***			
Interventions	How to implement	Who will implement	When/Where	How will data be gathered? By Whom?
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

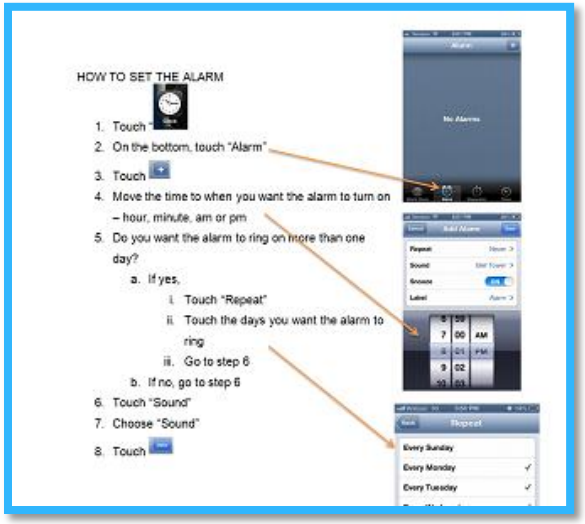
* After receiving necessary professional development

* 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!

Implement Intervention

* Teach in smaller setting first if appropriate, then generalize to larger setting

* Emphasize use of technology if appropriate



CSESA

What can implementation look like?

* 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”.

CSESA

What can implementation look like?

I need the wipes.

I need a calculator.

CSESA

What can implementation look like?

Levi walks over to teacher with visual cue & says "I need help please"

PECS_AskingforHelp.mp4

CSESA

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 the way it was designed (and how things may need to be modified or adjusted).

Module: Picture Exchange Communication System (PECS)

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Phase 4. Building Sentence Structure (cont.)		**Score****							
3. The helper guides the learner to take the sentence strip and hand it to the communication partner.									
4. The communication partner reads the sentence strip, points to the symbols on the strip, and gives the requested item to learner.									
5. Replace the sentence strip in the communication book.									
6. On repeated trials, the helper fades physical guidance until the learner is able to place the symbol next to the "I want" symbol.									
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.									
8. On repeated trials, the helper fades physical guidance for placement of the "I want" symbol.									
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.									
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.									

CSESA

Ongoing Monitoring

Student performance

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

Chart progress on GAS goals

Date	Take "I need help card"	Move to communication partner	Give the card and/or say "I need help"	Wait for response before moving away	Notes
3/15	PP VP	PP	I	I	
3/15	PP	PP	PP	I	
3/15	PP	o			L found wipes/need to hide better
3/16	PP	I	I	I	☺
3/16	PP	I	I	I	
3/16	PP	I	I	I	
3/16	PP	I	I	I	Move visual closer? Make more clear? Prompt not working?
3/17	PP	I	I	I	Implemented Time Delay / changed visual
3/17	PP	I	I	I	
3/17	PP	I	I	I	
3/18	PP	I	I	I	
3/18	I	I	I	I	HOORAY! ☺
3/18	I	I	I	I	
3/19	I	I	I	I	
I – independent PP – physical prompt VP – verbal prompt o – error/issue					

CSESA

Scored on GAS Goal

Current level of performance	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.
Initial Benchmark	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.
Secondary Benchmark	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.
Annual Goal	**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.**
Exceeds Annual Goal	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.

3/16, 3/17, 3/18

Working on this, 3/18 & 3/19

CSESA

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

CSESA

Implementation Examples

Domain: **Independence Behavior**

CSESA Core Components

☐ Orientation to school (for student)

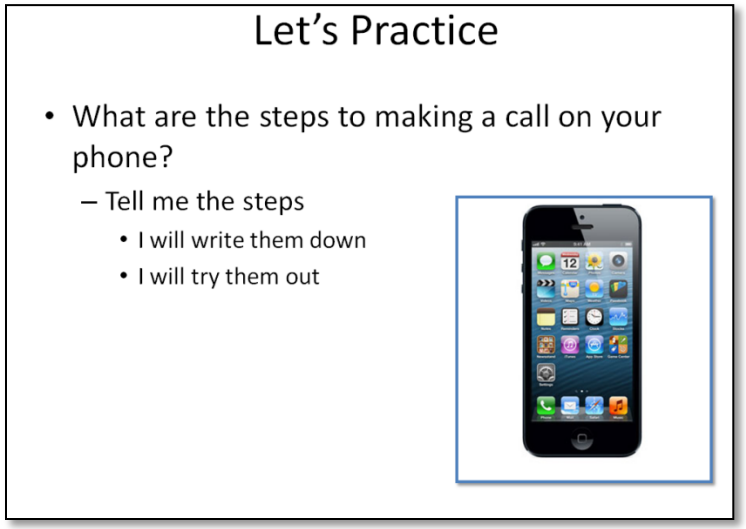
☐ Orientation to student (for staff)

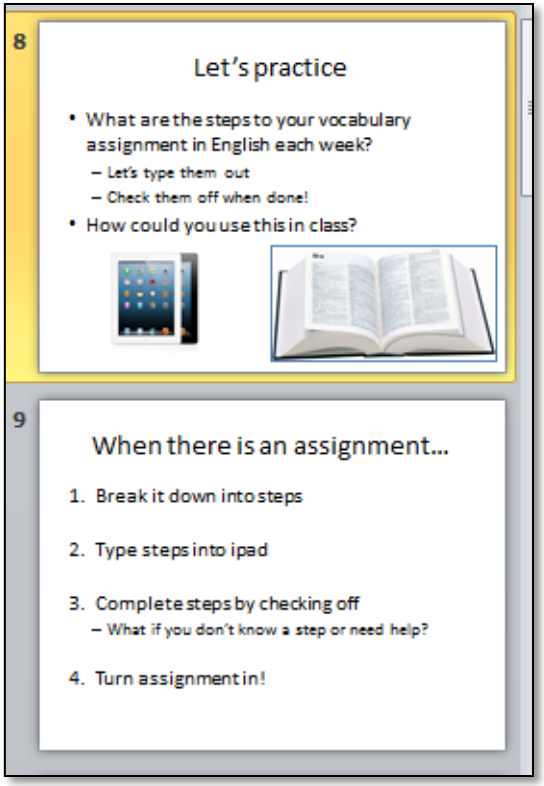
Subdomain: **Organization**

SKILLS/BEHAVIORS	EVIDENCE BASED PRACTICES
☐ 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:	Foundational EBP ☐ *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

Implementation Examples

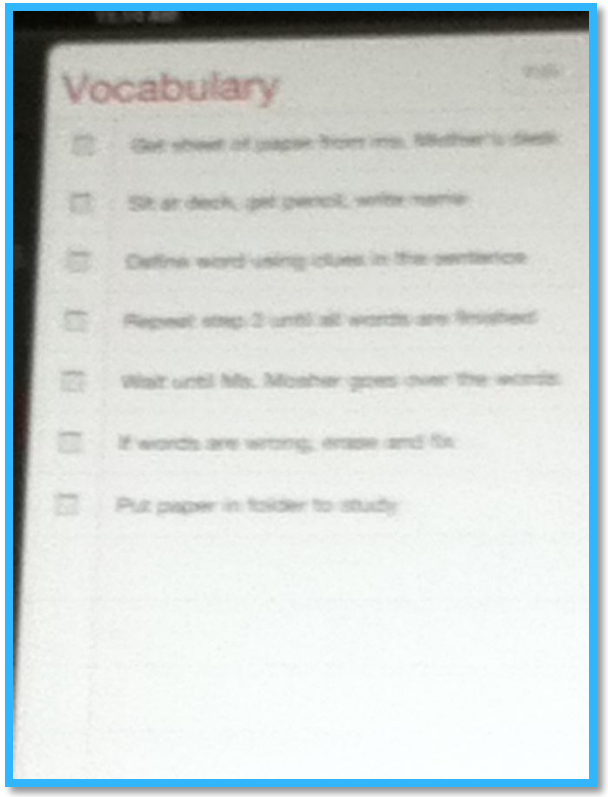
* Met in Academic Strategies class to teach task analysis-
* Used visual supports to teach concept, along with prompting, reinforcement

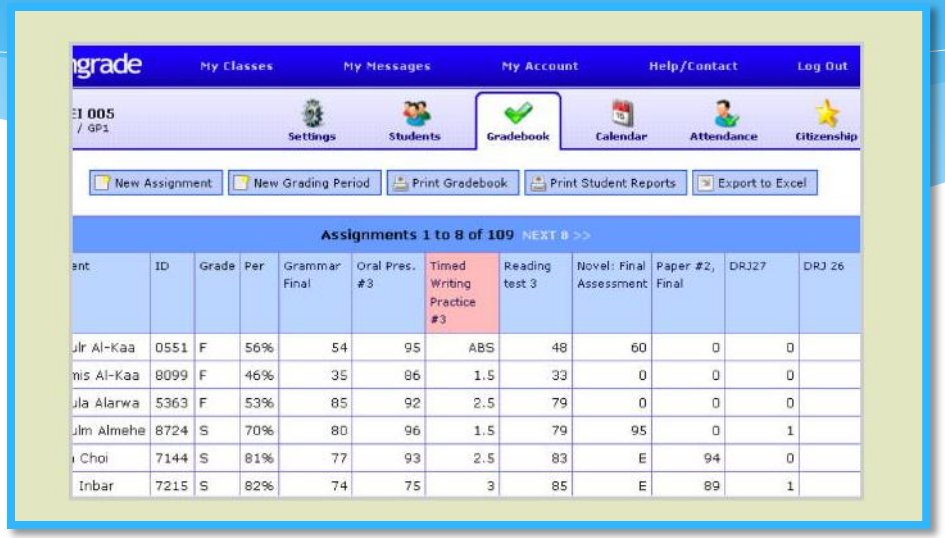




Implementation Examples

* Went to Eng II class





ent	ID	Grade	Per	Grammar Final	Oral Pres. #3	Timed Writing Practice #3	Reading test 3	Novel: Final Assessment	Paper #2, Final	DRJ27	DRJ 26
ulr Al-Kaa	0551	F	56%	54	95	ABS	48	60	0	0	
mis Al-Kaa	8099	F	46%	35	86	1.5	33	0	0	0	
ula Alarwa	5363	F	53%	85	92	2.5	79	0	0	0	
ulm Almehe	8724	S	70%	80	96	1.5	79	95	0	1	
Choi	7144	S	81%	77	93	2.5	83	E	94	0	
Inbar	7215	S	82%	74	75	3	85	E	89	1	

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

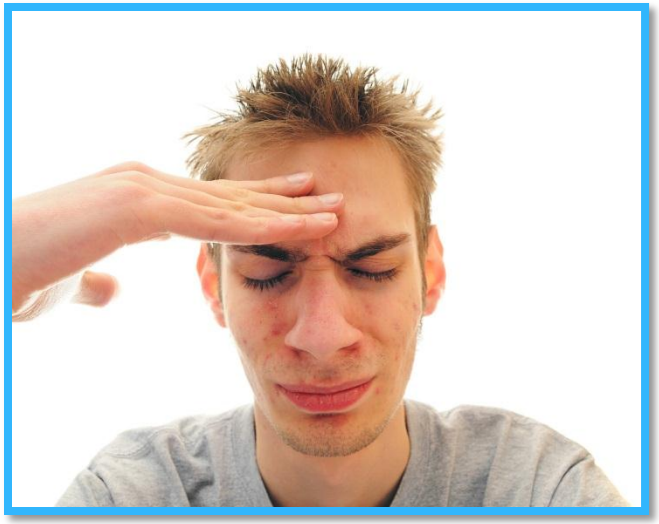
Share your experiences

* Where/When can you envision working on these skills with students?
* How can collaboration across team members occur?
  * Email?
  * Meetings?
  * Stopping by?
* How can CSESA coach be most helpful?
  * Training?
  * Coaching?
    Directing to resources?
  * Modeling practices
  * Other?

Implementation Examples

SSSC Goal: **SR1. Engages in self-calming and coping strategies when needed**

0	Present level of performance	When stressed, student has difficulty identifying proper strategies, cries and refuses to participate.
1	Initial Objective	Given instruction in using a 5 point scale for stress/frustration, student will correctly indicate where he is on the scale and select appropriate behavior to reduce stress with unlimited adult support.
2	Secondary Objective	Given instruction in using a 5 point scale for stress/frustration, student will correctly indicate where he is on the scale and select appropriate behavior to reduce stress with no more than 5 teacher prompts.
3	Annual Goal	Given instruction in using a 5 point scale for stress/frustration, student will correctly indicate where he is on the scale and select appropriate behavior to reduce stress with no more than 2 teacher prompts.
4	Exceeds Annual Goal	Given instruction in using a 5 point scale for stress/frustration, student will correctly indicate where he is on the scale and select appropriate behavior to reduce stress independently.



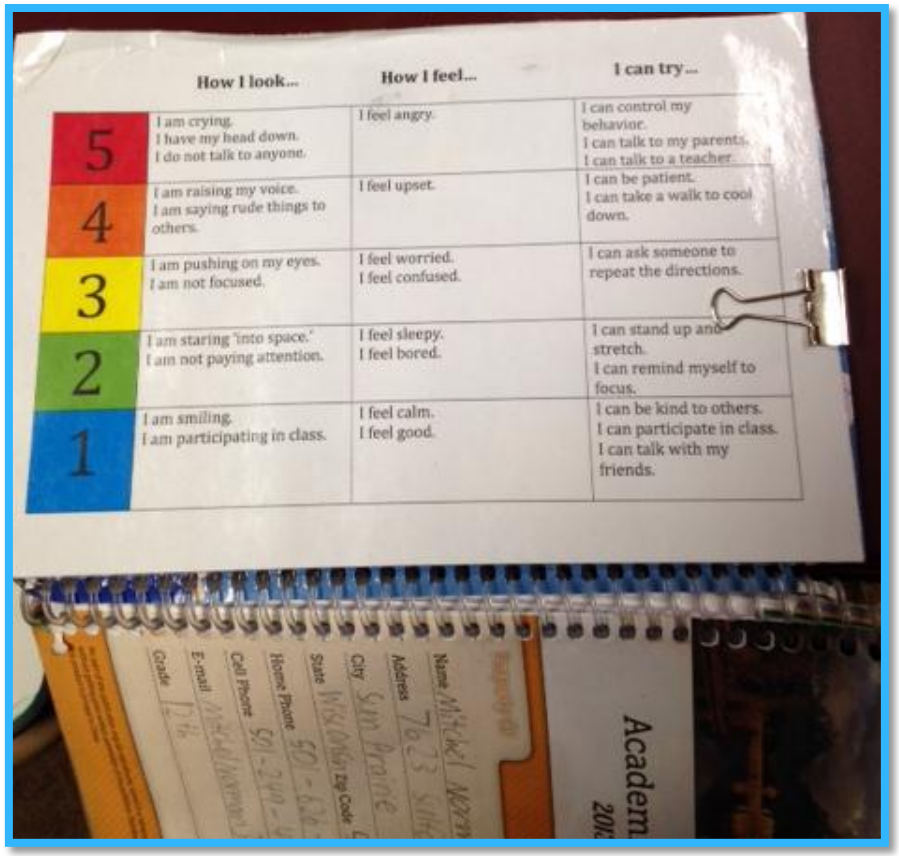
Implementation Examples

SSSC Goal: **SR1. Engages in self-calming and coping strategies when needed**

EBPs Selected:

- Self-Management
- Visual Supports

- Intervention daily during academic strategies & math
- Special Education teacher facilitated



Implementation Examples

0	Present level of performance	When stressed, student has difficulty identifying proper strategies, cries and refuses to participate.
1	Initial Objective	Given instruction in using a 5 point scale for stress/frustration, student will correctly indicate where he is on the scale and select appropriate behavior to reduce stress with unlimited adult support.
2	Secondary Objective	Given instruction in using a 5 point scale for stress/frustration, Initial Objective ectly indicate where he is on the scale and select appropriate behavior to reduce stress with no more than 5 teacher prompts.
3	Annual Goal	Given instruction in using a 5 point scale for stress/frustration, student will correctly indicate where he is on the scale and select appropriate behavior to reduce stress with no more than 2 teacher prompts.
4	Exceeds Annual Goal	Given instruction in using a 5 point scale for stress/frustration, student will correctly indicate where he is on the scale and select appropriate behavior to reduce stress independently.

Given instruction in using a 5 point scale for stress/frustration, student will correctly indicate where he is on the scale and select appropriate behavior to reduce stress with unlimited adult support.

Date	When/Where/What	Indicate correctly where he is on the scale (Y/N)	Tally prompts required	Select coping strategy (Y/N)	Tally prompts required
2/7	AM Algebra Answering homework problems	N	IIIII	N	III
2/7	PM Academic Strategies Writing down steps to project	Y	III	N	IIII
2/8	PM Academic Strategies	N	III	N	IIII
2/9	AM Algebra Working problems on the board	Y	II	Y	IIII

Skill increased across the semester,
and by the end of the year he could do both steps independently, score of 4.

Implementation Examples

SSSC Goal: **PP3. Hygiene: Demonstrates grooming of hair, teeth, nails, and skin**

GAS Datasheet to gather baseline data on independence goals– Emil

Goal 1– During daily hygiene routine, Emil will complete the steps of tooth brushing independently.

From: http://www.autismspeaks.org/sites/default/files/documents/family-services/brushing_teeth.pdf *(feel free to modify based on Emil's routine).*

Date:							
Step	Level of Prompting (circle all)						Notes
Wet brush with water	FPP	PPP	GP	VP	VIS	IND	
Put toothpaste on the brush	FPP	PPP	GP	VP	VIS	IND	
Brush teeth	FPP	PPP	GP	VP	VIS	IND	
Drink water	FPP	PPP	GP	VP	VIS	IND	

EBPs Selected:

- Antecedent Based Intervention
- Task Analysis
- Technology Assisted
- Visual Supports

- Intervention daily
- CSESA Coach & Paraprofessional facilitated

Implementation Examples

SSSC Goal: **PP3. Hygiene: Demonstrates grooming of hair, teeth, nails, and skin**

Goal Attainment Scaling Form

Student Code: 01-5004 CSESA Component: PRISM Other EBP: Select

Date developed: 11/25/13 Developed by: Pam, Suzanne, & Kara

			Date
0	Present level of performance	When washing hands completes 1/4 steps independently.	✓ 11/25/13
1	Initial Objective	2/4	
2	Secondary Objective	3/4	
3	Annual Goal	4/4	
4	Exceeds Annual Goal	Add additional step of cleaning up materials	Date

BaselineToothbrush.mp4

GAS Datasheet to gather baseline data on independence goals– Emil

Goal 1– During daily hygiene routine, Emil will complete the steps of tooth brushing independently.

From: http://www.autismspeaks.org/sites/default/files/documents/family-services/brushing_teeth.pdf *(feel free to modify based on Emil's routine).*

Date:

Step	Level of Prompting (circle all)						Notes
Wet brush with water	FPP	PPP	GP	VP	VIS	IND	
Put toothpaste on the brush	FPP	PPP	GP	VP	VIS	IND	
Brush teeth	FPP	PPP	GP	VP	VIS	IND	
Drink water	FPP	PPP	GP	VP	VIS	IND	

Implementation Examples

2.Toothbrushing_ABI.mp4

Implementation Example

Goal Attainment Scaling Form

Student Code: 01-5004 CSESA Component: PRISM Other EBP: Select
Date developed: 11/25/13 Developed by: Pam, Suzanne, & Kara

			Date
0	Present level of performance	When washing hands completes 1/4 steps independently.	✓ 11/25/13
1	Initial Objective	2/4	✓ 12/2/14
2	Secondary Objective	3/4	
3	Annual Goal	4/4	

Part3Toothbrushing.mp4

GAS Datasheet to gather baseline data on independence goals– Emil

Goal 1– During daily hygiene routine, Emil will complete the steps of tooth brushing independently.

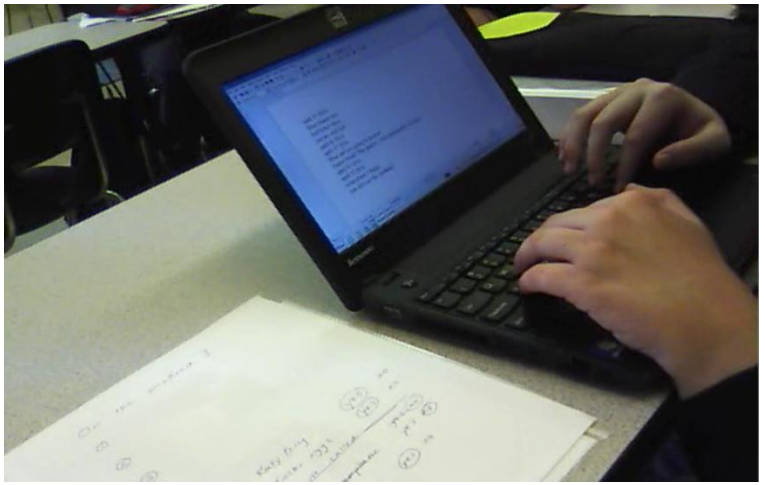
From: http://www.autismspeaks.org/sites/default/files/documents/family-services/brushing_teeth.pdf *(feel free to modify based on Emil's routine).*

Date:							
Step	Level of Prompting (circle all)						Notes
Wet brush with water	FPP	PPP	GP	VP	VIS	IND	
Put toothpaste on the brush	FPP	PPP	GP	VP	VIS	IND	
Brush teeth	FPP	PPP	GP	VP	VIS	IND	voice from ipad/ipod prompt
Drink water	FPP	PPP	GP	VP	VIS	IND	

Implementation Examples

SSSC Goal: **PP3. CV5. Responds to questions during conversation exchange**

EBPs Selected:
- Prompting
- Reinforcement
- Scripting
- Visual Supports



- Intervention weekly
- Special Education Teacher, paraprofessional, CSESA Coach

Paper says "On the weekend I":

1. Listened to Katy Perry	yes/no
2. Hunted for Easter eggs	yes/no
3. Went on an airplane	yes/no
4. Played on the computer	yes/no

Implementation Examples

SSSC Goal: **PP3. CV5. Responds to questions during conversation exchange**

EBPs Selected:

- Prompting
- Reinforcement
- Scripting
- Visual Supports

- Intervention weekly
- Special Education Teacher, paraprofessional, CSESA Coach

1.OpenEndedQuestions.mp4

2.Respondtoquestions2.mp4

Implementation Examples

GAS Datasheet for SOCIAL goals –

Goal –When B. is asked an open ended question he will **respond completely for 3/5 opportunities** during structured classroom activities **with visual supports only** (e.g. journal writing cues).

Date	Visual Cue	Was other prompting required? (circle form)	Response	Was it Complete? (e.g. a full sentence)	
				Yes (V)	No (V)
3/3	written journal cue	PHYSICAL VERBAL OTHER			
	what happy pictures w/				
	what do you like for lunch	verbal	pizza		✓
4/30					

9/30 no prompt

9/16 rather be a monkey or elephant

4/21 Her name is annie

Goal Attainment Scaling Form

Student Code: 01-5003 CSESA Component: Social Competence Other EBP: Select

Date developed: 1/1/5/14 Developed by: Laura, Suzanne, & Kara

			Date
0	Present level of performance	When Brandon was asked an open ended question he responded completely (e.g. in a full sentence) for 0/5 opportunities during structured classroom activities with visual supports/cues (journal writing cues).	✓ 12/20/13
1	Initial Objective	When Brandon is asked an open ended question he will respond completely (e.g. in a full sentence) for 1/5 opportunities during structured classroom activities with visual supports/cues (journal writing cues).	
2	Secondary Objective	When Brandon is asked an open ended question he will respond completely (e.g. in a full sentence) for 2/5 opportunities during structured classroom activities with visual supports/cues (journal writing cues). ↳no prompts & peer network -Answered what did you do this wknd, what did you buy these fav Disney movie, fav cookie	~~4/30~~
3	Annual Goal	When Brandon is asked an open ended question he will respond completely (e.g. in a full sentence) for 3/5 opportunities during structured classroom activities with visual supports/cues (journal writing cues). + fav cookie w/ no prompts	✓ 4/30 5/11
4	Exceeds Annual Goal	When Brandon is asked an open ended question he will respond completely (e.g. in a full sentence) for 4/5 opportunities during structured classroom activities with visual supports/cues (journal writing cues).	

Notes: During data collection period (12/16-12/20) Brandon was able to respond with partial responses only and with physical and verbal prompts.

Intervention: task analysis, visual supports, peer networks

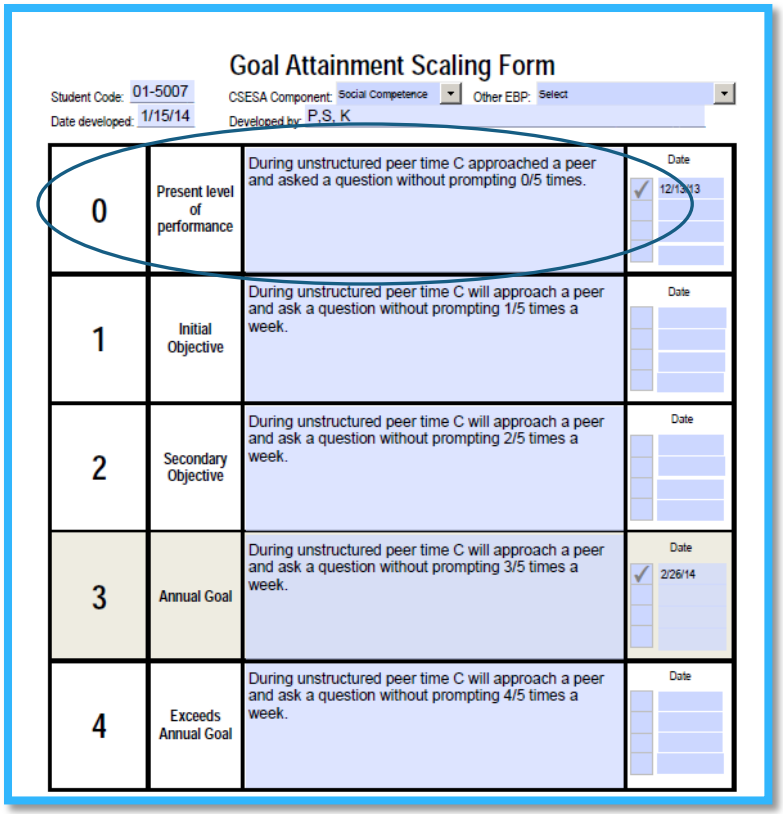
CSESA

On 4/16 he ~~answered~~ one question completely, score of 1

On 4/30 he answered 3 questions completely, score of 3

Implementation Examples

SSSC Goal: **CV2. Initiates conversation/interaction with more than 1 peer consistently**

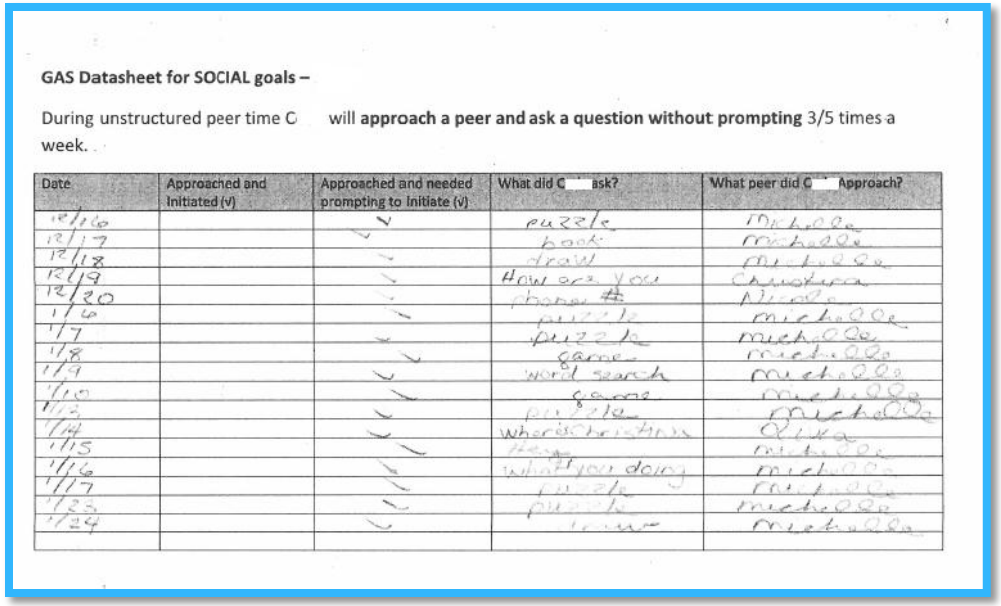


Goal Attainment Scaling Form

Student Code: 01-5007 CSESA Component: Social Competence Other EBP: Select

Date developed: 1/15/14 Developed by: P.S. K

			Date
0	Present level of performance	During unstructured peer time C approached a peer and asked a question without prompting 0/5 times.	✓ 12/13/13
1	Initial Objective	During unstructured peer time C will approach a peer and ask a question without prompting 1/5 times a week.	
2	Secondary Objective	During unstructured peer time C will approach a peer and ask a question without prompting 2/5 times a week.	
3	Annual Goal	During unstructured peer time C will approach a peer and ask a question without prompting 3/5 times a week.	✓ 2/26/14
4	Exceeds Annual Goal	During unstructured peer time C will approach a peer and ask a question without prompting 4/5 times a week.	



GAS Datasheet for SOCIAL goals –

During unstructured peer time C will **approach a peer and ask a question without prompting** 3/5 times a week.

Date	Approached and Initiated (√)	Approached and needed prompting to Initiate (√)	What did C ask?	What peer did C Approach?
12/16		√	puzzle	Michelle
12/17		√	book	Michelle
12/18		√	draw	Michelle
12/19		√	How are you	Christina
12/20		√	phone #	Nicole
1/6		√	puzzle	Michelle
1/7		√	puzzle	Michelle
1/8		√	game	Michelle
1/9		√	word search	Michelle
1/10		√	game	Michelle
1/13		√	puzzle	Michelle
1/14		√	where Christina	Olivia
1/15		√	Hey	Michelle
1/16		√	what you doing	Michelle
1/17		√	puzzle	Michelle
1/23		√	puzzle	Michelle
1/24		√	draw	Michelle

Implementation Examples

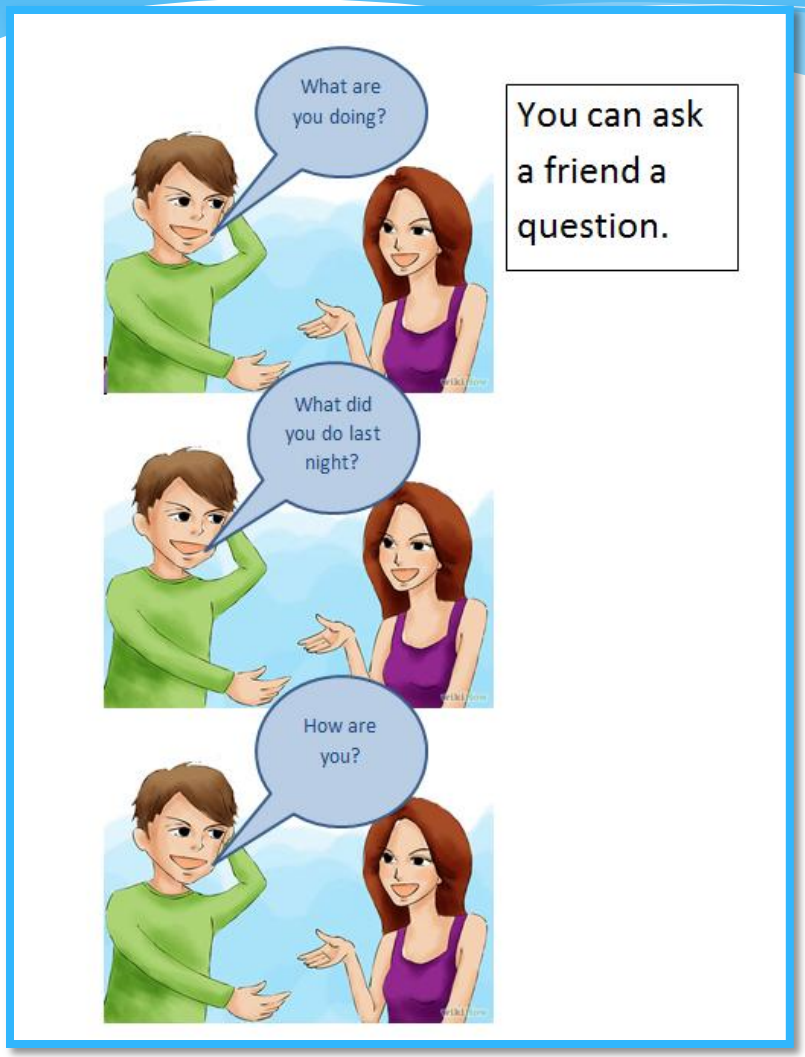
* SSSC Goal: **CV2. Initiates conversation/interaction with more than 1 peer consistently**

EBPs Selected:

- Scripting
- Visual Supports

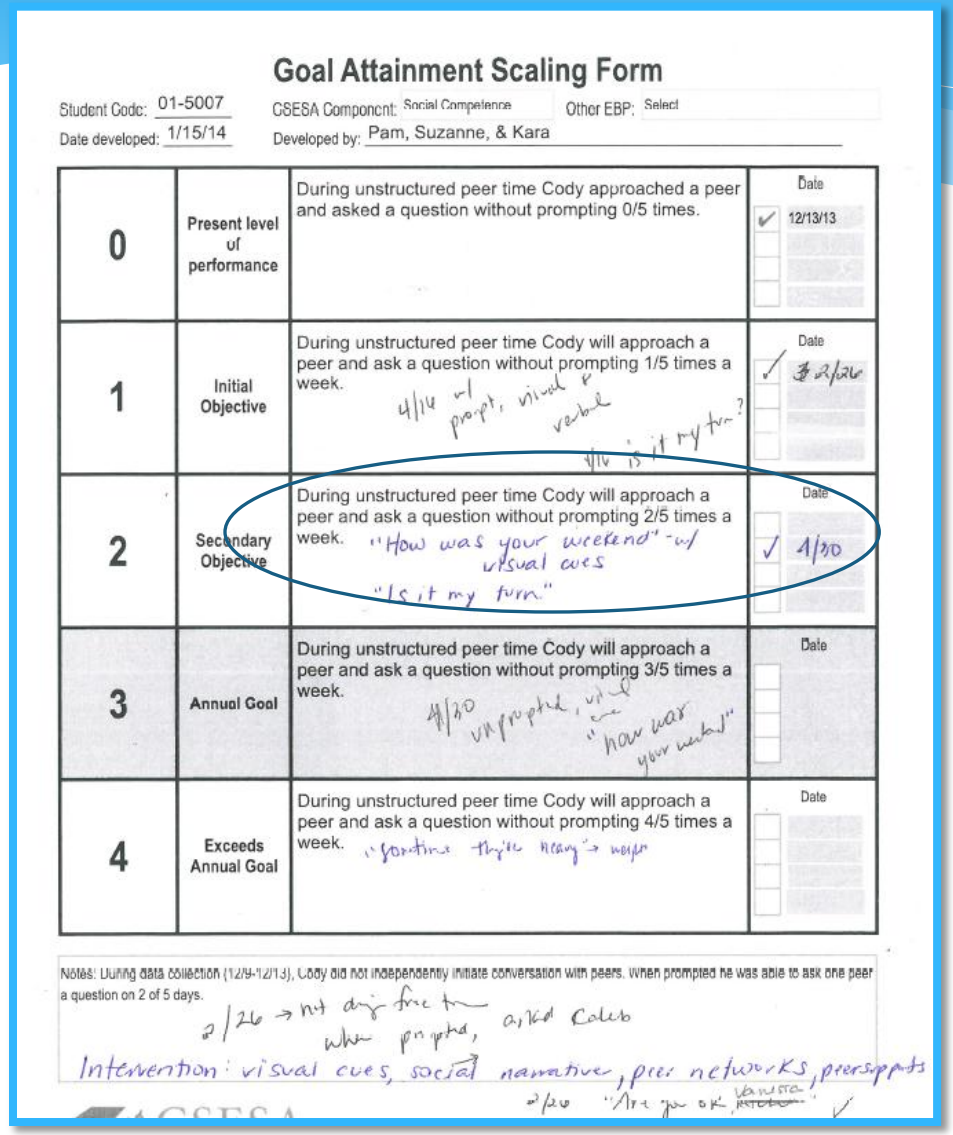
- Intervention weekly with practice during peer network
- Special Education teacher & CSESA Coach facilitated

Implementation Examples



askquestion2.mp4

Implementation Examples



Goal Attainment Scaling Form

Student Code: 01-5007 CSESA Component: Social Competence Other EBP: Select

Date developed: 1/15/14 Developed by: Pam, Suzanne, & Kara

			Date
0	Present level of performance	During unstructured peer time Cody approached a peer and asked a question without prompting 0/5 times.	✓ 12/13/13
1	Initial Objective	During unstructured peer time Cody will approach a peer and ask a question without prompting 1/5 times a week. 4/14 w/ prompt, visual & verbal 4/16 is it my turn?	✓ 2/26
2	Secondary Objective	During unstructured peer time Cody will approach a peer and ask a question without prompting 2/5 times a week. "How was your weekend" - w/ visual cues "Is it my turn"	✓ 4/30
3	Annual Goal	During unstructured peer time Cody will approach a peer and ask a question without prompting 3/5 times a week. 4/30 unprompted, visual cue "how was your weekend"	
4	Exceeds Annual Goal	During unstructured peer time Cody will approach a peer and ask a question without prompting 4/5 times a week. "sometime they're heavy" → weight	

Notes: During data collection (12/9-12/13), Cody did not independently initiate conversation with peers. When prompted he was able to ask one peer a question on 2 of 5 days.

2/26 → not during free time when prompted, asked Caleb

Intervention: visual cues, social narrative, peer networks, peersupports

2/26 "Are you ok, Vanessa" ✓

2/26, 1 unprompted comment, score of 1

4/30, 2 unprompted comments, score of 2

Working on score of 3, asked "How was your weekend" unprompted

Implementation Examples

SSSC Goal: **O5. Identifies steps required to complete assigned activities; completes assigned activities**

EBPs Selected:

- Task analysis
- Visual supports

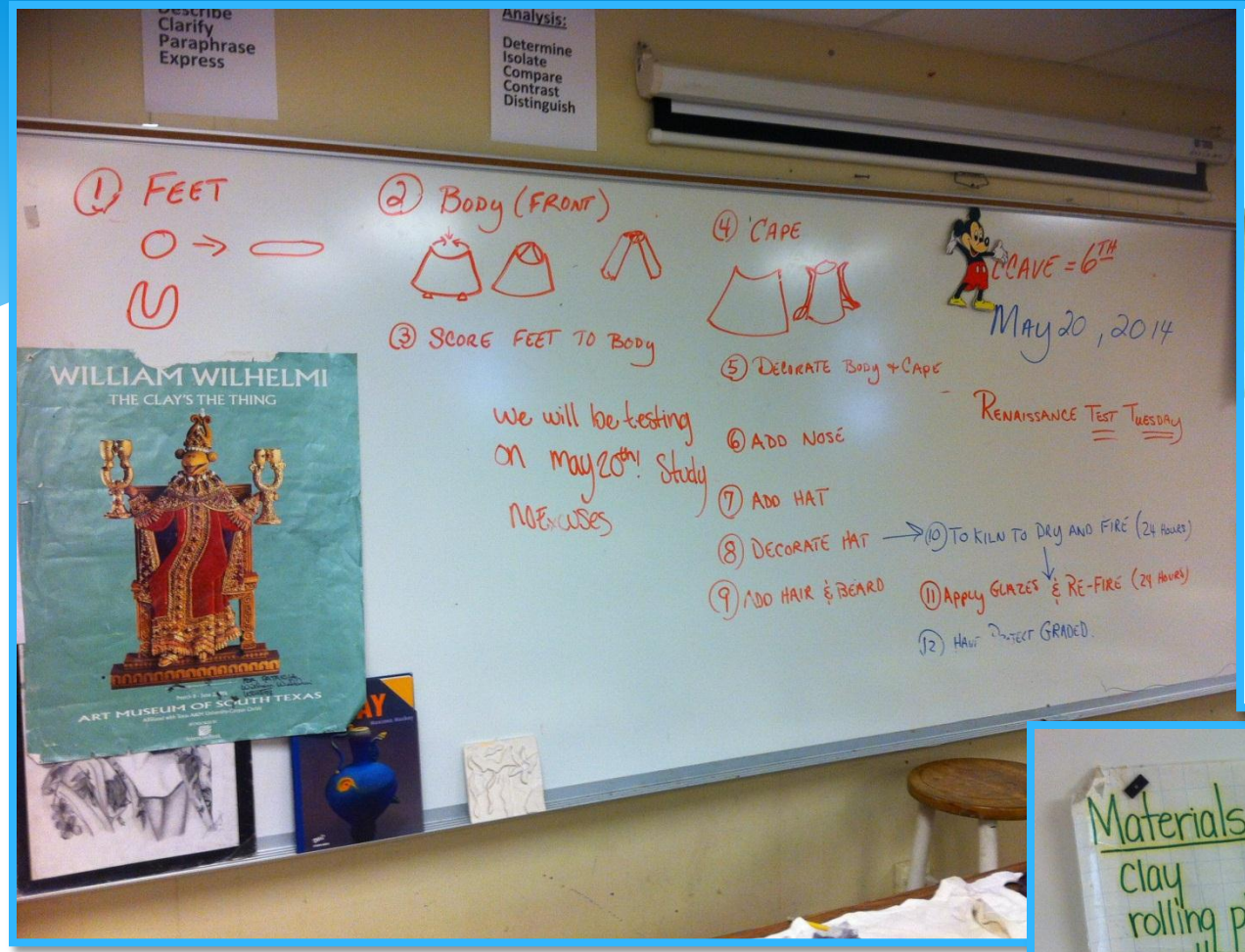
- Intervention daily in art class
- General education art teacher

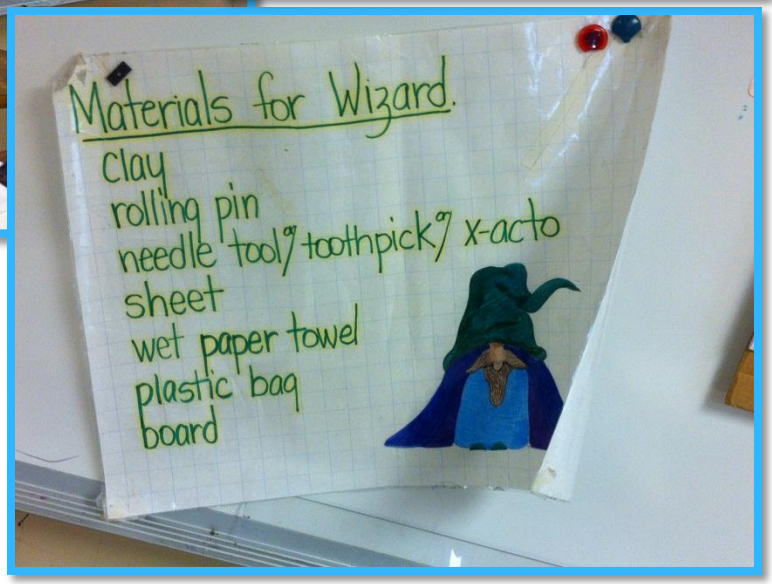
Goal Attainment Scaling Form

Student Code: 01-5004 CSESA Component: PRISM Other EBP: Select

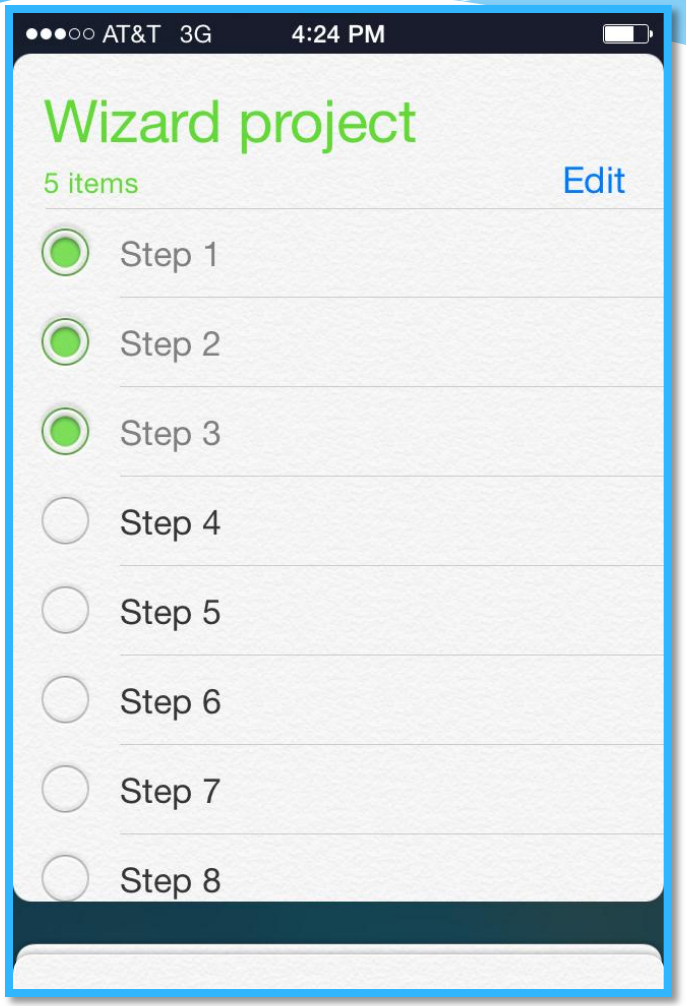
Date developed: 11/25/13 Developed by: Pam, Suzanne, & Kara

			Date
0	Present level of performance	When in art class, K completes only 20% of the steps of the art project independently and turns in completed projects 2 out of 5 opportunities.	✓ 11/25/13
1	Initial Objective	When in art class, ~~will complete 40% of the~~ steps of the art project independently and turn in completed projects 3 out of 5 opportunities.	✓ 12/12/13
2	Secondary Objective	completes 60% and turns in 4 of 5	✓ 1/14/14
3	Annual Goal	completes 80% and turns in 5 of 5	✓ 2/17/14
4	Exceeds Annual Goal	completes 90% and turns in 7 of 7	


Describe
Clarify
Paraphrase
Express
Analysis:
Determine
Isolate
Compare
Contrast
Distinguish
① FEET
② BODY (FRONT)
③ SCORE FEET TO BODY
④ CAPE
⑤ DELINEATE BODY + CAPE
⑥ ADD NOSE
⑦ ADD HAT
⑧ DECORATE HAT
⑨ ADD HAIR & BEARD
⑩ TO KILN TO DRY AND FIRE (24 HOURS)
⑪ APPLY GLAZES & RE-FIRE (24 HOURS)
⑫ HAVE PROJECT GRADED.
CAVE = 6TH
MAY 20, 2014
RENAISSANCE TEST TUESDAY
We will be testing on may 20th! Study
WILLIAM WILHELMI
THE CLAY'S THE THING
ART MUSEUM OF SOUTH TEXAS


Materials for Wizard.
clay
rolling pin
needle tool/ toothpick/ x-acto
sheet
wet paper towel
plastic bag
board

Implementation Examples



Goal Attainment Scaling Form

Student Code: 01-5004
CSESA Component: PRISM
Other EBP: Select
Date developed: 11/25/13
Developed by: Pam, Suzanne, & Kara

			Date
0	Present level of performance	When in art class, K completes only 20% of the steps of the art project independently and turns in completed projects 2 out of 5 opportunities.	✓ 11/25/13
1	Initial Objective	When in art class, will complete 40% of the steps of the art project independently and turn in completed projects 3 out of 5 opportunities.	✓ 12/12/13
2	Secondary Objective	completes 60% and turns in 4 of 5	✓ 1/14/14
3	Annual Goal	completes 80% and turns in 5 of 5	✓ 2/17/14
4	Exceeds Annual Goal	completes 90% and turns in 7 of 7	

Implementation Examples

SSSC Goal: **CV6. Participates appropriately during conversation/interaction**

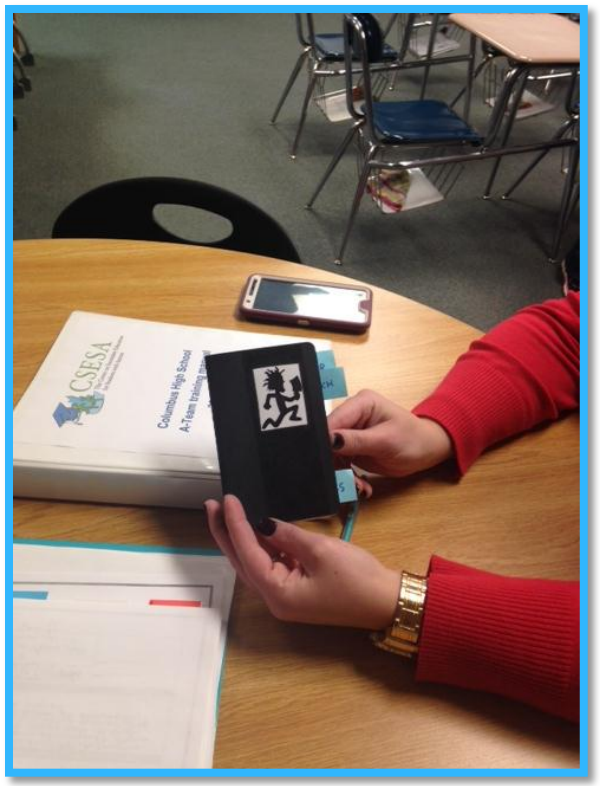
0	Present level of performance	Student engages in conversations with classroom peers but needs multiple reminders to make positive comments.
1	Initial Objective	Given a structured peer mediated intervention time, student will participate in a two minute conversation with peers with no more than 3 prompts to remind him to make positive comments.
2	Secondary Objective	Given a structured peer mediated intervention time, student will participate in a two minute conversation with peers with no more than 1 prompt to remind him to make positive comments.
3	Annual Goal	Given a structured peer mediated intervention time, student will participate in a two minute conversation with peers with no prompts to remind him to make positive comments.
4	Exceeds Annual Goal	Given a structured peer mediated intervention time, student will participate in a five minute conversation with peers with no prompts to remind him to make positive comments.

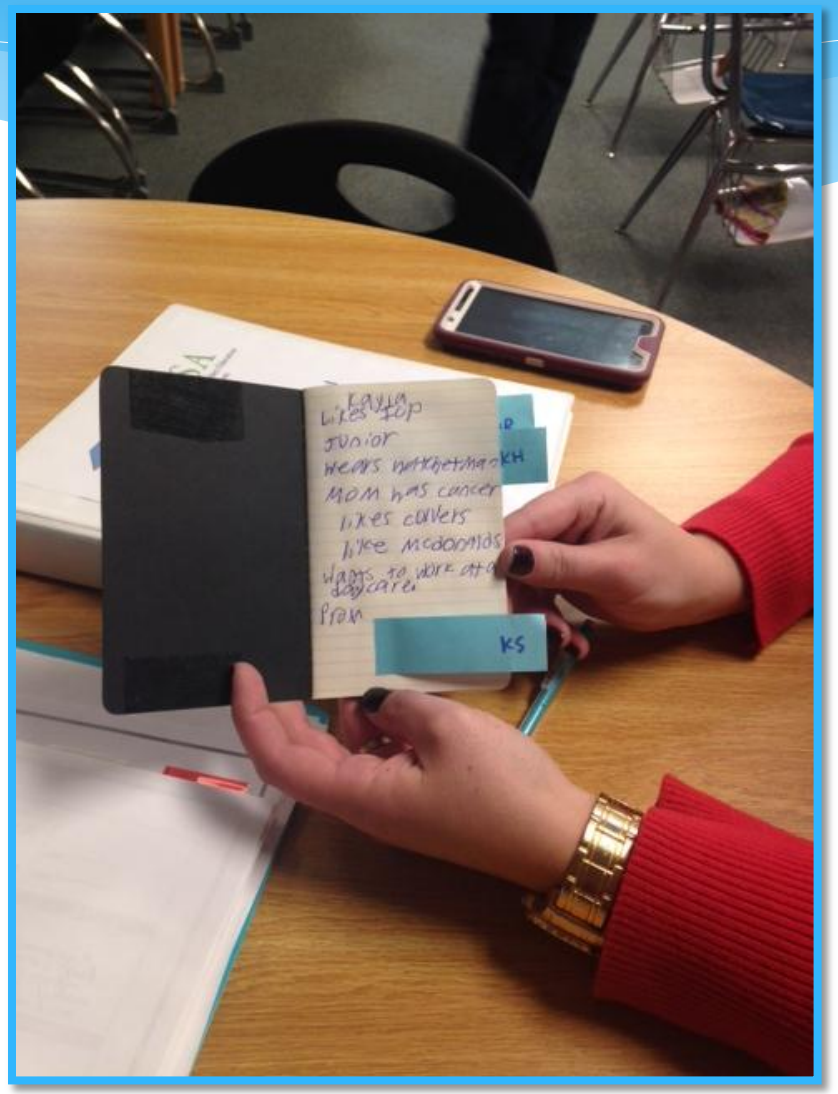
EBPs Selected:

- Peer Mediated Instruction and Intervention
- Scripting

- Intervention at Lunch 1x/week
- Paraprofessional facilitated

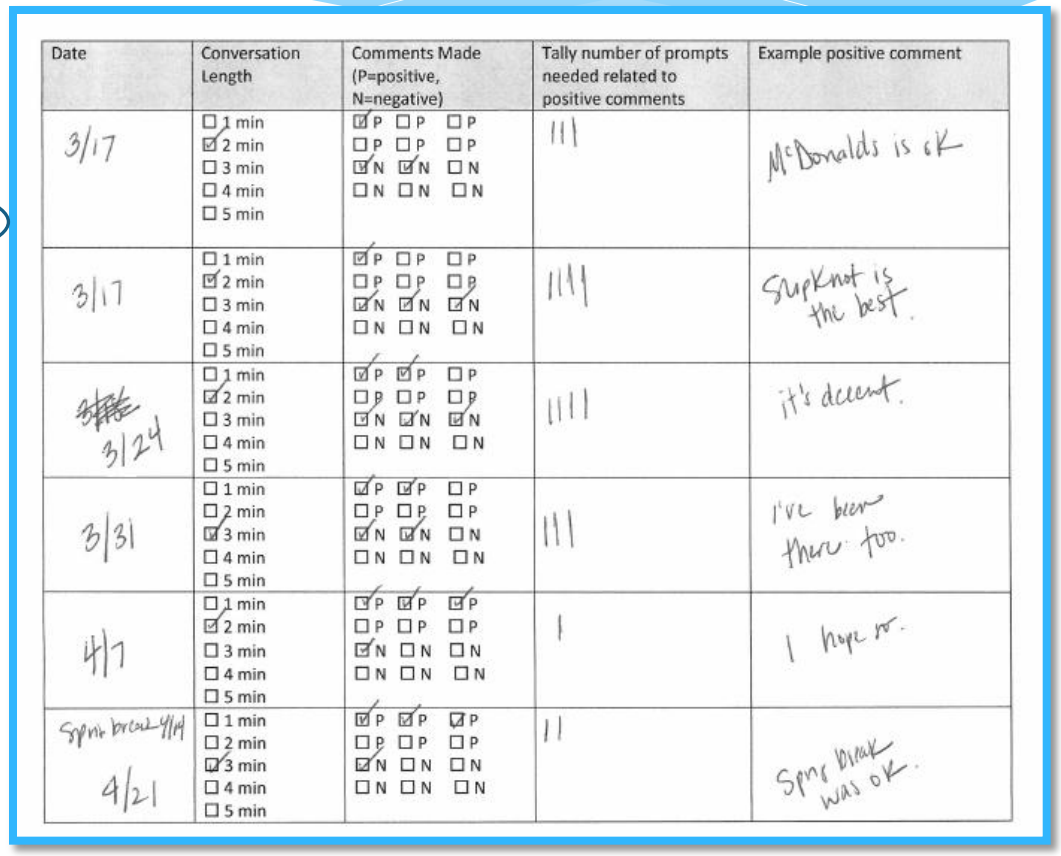
Implementation Examples





Implementation Examples

0	Present level of performance	Student engages in conversations with classroom peers but needs multiple reminders to make positive comments.
1	Initial Objective	Given a structured peer mediated intervention time, student will participate in a two minute conversation with peers with no more than 3 prompts to remind him to make positive comments.
2	Secondary Objective	Given a structured peer mediated intervention time, student will participate in a two minute conversation with peers with no more than 1 prompt to remind him to make positive comments.
3	Annual Goal	Given a structured peer mediated intervention time, student will participate in a two minute conversation with peers with no prompts to remind him to make positive comments.
4	Exceeds Annual Goal	Given a structured peer mediated intervention time, student will participate in a five minute conversation with peers with no prompts to remind him to make positive comments.



Date	Conversation Length	Comments Made (P=positive, N=negative)	Tally number of prompts needed related to positive comments	Example positive comment
3/17	☐ 1 min ☑ 2 min ☐ 3 min ☐ 4 min ☐ 5 min	☑P ☐P ☐P ☐P ☐P ☐P ☑N ☑N ☐N ☐N ☐N ☐N	III	McDonalds is ok
3/17	☐ 1 min ☑ 2 min ☐ 3 min ☐ 4 min ☐ 5 min	☑P ☐P ☐P ☐P ☐P ☐P ☑N ☑N ☑N ☐N ☐N ☐N	IIII	SlipKnot is the best.
~~3/17~~ 3/24	☐ 1 min ☑ 2 min ☐ 3 min ☐ 4 min ☐ 5 min	☑P ☑P ☐P ☐P ☐P ☐P ☑N ☑N ☑N ☐N ☐N ☐N	IIII	it's decent.
3/31	☐ 1 min ☐ 2 min ☑ 3 min ☐ 4 min ☐ 5 min	☑P ☑P ☐P ☐P ☐P ☐P ☑N ☑N ☐N ☐N ☐N ☐N	III	I've been there too.
4/7	☐ 1 min ☑ 2 min ☐ 3 min ☐ 4 min ☐ 5 min	☑P ☑P ☑P ☐P ☐P ☐P ☑N ☐N ☐N ☐N ☐N ☐N	I	I hope so.
Spring break 4/14 4/21	☐ 1 min ☐ 2 min ☑ 3 min ☐ 4 min ☐ 5 min	☑P ☑P ☑P ☐P ☐P ☐P ☑N ☐N ☐N ☐N ☐N ☐N	II	Spring Break was ok.

3/31, 3 prompts, score of 1

4/7, 1 prompt, score of 2

Implementation Reminders

* Goal is to target skill 30 minutes per week
* Training and coaching support provided by CSESA coach
  * Touch base regularly about progress towards GAS goal
* Many resources provided to the A-team
  * EBPs
  * Training Library
  * Examples
    * GAS goals
    * Data sheets
    * Implementation ideas

Discussion & Questions

* Plan timeline for beginning implementation
  * First students to launch

USE THE FOLLOWING TEMPLATE TO KEEP TRACK OF THE PROCESS OF PLANNING, IMPLEMENTING, AND MONITORING THE INTERVENTIONS.

ACTION ITEM	WHAT NEEDS TO HAPPEN?	WHO IS GOING TO DO IT?	WHEN WILL IT BE DONE?	OTHER INFORMATION	COMPLETED
					☐
					☐
					☐
					☐
					☐
					☐