

Generic Instructional Strategies

This section suggests "learner outcomes" that are related to intervention strategies needed by teacher parents and other persons working with individuals with autism. The learner's proficiency for all outcomes will be evaluated by the instructor through a variety of assignments and products.

1. Sensory Integration Strategies:

The learner will be proficient in understanding the definition of sensory integration development and delays, will understand fine and gross motor development and interventions, and will have knowledge of sensory input and how to effectively use sensory integration activities in the classroom and routines.

2. One-on-one teaching:

The learner will be proficient in child observation skills and appropriate use of professionals in the classroom. The learner will also be skilled at adapting curriculum and materials for individual children, writing individualized goals and objectives, and using effective measurement and data collection methods to document progress.

3. Information and skills to address needs

The learner will be able to access resources for maintaining and improving skills, (i.e., periodicals, workshops, conferences, internet resources, videos, etc.).

4. Functional skills imbedded within routines: teaching within natural settings: incidental teaching

The learner will be proficient in child observation skills, able to utilize the concept of teachable moments, and knowledgeable about constructing environments that are conducive to functional skills training throughout every aspect of the child's schedule.

5. Curricular adaptation and modification

The learner will be proficient in using a variety of techniques, strategies and materials to make necessary accommodations for individual children, in using assistive technology when appropriate for augmentative communication (including high- and low-tech methods), and in adapting materials as needed to meet the specific needs of children.

6. Normal development

The learner will be proficient in understanding child behavior based on knowledge of sequential patterns of development across domains (i.e. communication, motor, cognitive, social and adaptive) and knowledgeable about the interaction between domains in the development of your, children.

7. Build on strengths

The learner will be proficient in recognizing the strengths that children bring to the learning situation, utilizing these strengths to reinforce and maintain previously learned skills, and to butt on these strengths when teaching new skills.

8. Positive behavioral approaches for difficult behavior

The learner will be proficient in understanding and implementing a variety of positive behavioral approaches that represent current behavioral practices, including but not limited to functional analysis of behavior, behavior as communication, knowledge and use of prevention strategies, knowledge and use of teaching replacement behavior, incentives to encourage positive behaviors and logical and natural consequences.

9. Differential instruction to meet individual needs

The learner will demonstrate knowledge regarding the principles of differentiated instruction and how learning is impacted by variables including but not limited to: grouping practices (individual small group and whole group instruction), independence, variety of materials and resources, task analysis, frequency and degree of teacher support, learning styles and choice-making.

10. Intentional teaching to increase flexibility and independence for learners

The learner will demonstrate knowledge of a variety of strategies that encourage independence a flexibility through the use of environmental supports such as predictable and consistent routines individual student and classroom picture schedules, transition markers/objects (visual and auditory), physical structure of the classroom, and varying routines.

11. Blend best practices with behavioral intervention and standards

The learner will be familiar with behavioral/social standards and will be able to address the standards through the IEP process.

12. Employ strategies for evaluation of IEP goals and objectives

The learner will be able to design and implement a variety of strategies for evaluating IEP goals and objectives, including: a) rating scales; b) observations based on frequency, duration or amplitude of behaviors; c) observations based on correct responding, errors and adult prompts; c observations based on level of independent performance; and e) interviews with key informants (families, teachers, peers).

13. Understand issues related to identification

The learner will be aware of ethical implications and obligations of identifying a child suspected having autism. The learner will be aware of the process for helping families gain access to community resources and supports.

14. Discrete trial training

The learner will demonstrate the ability to teach discrete skills using an antecedent (what the instructor will say and/or do), behavior (the student's response) and consequence (the adult's response) format.

15. Task Analysis

The learner will demonstrate the ability to breakdown, sequence and teach (using strategies such as shaping, prompting and chaining) the component steps and skills of a task based on task demands and student performance.

16. Errorless learning

The learner will demonstrate the ability to teach a skill by using errorless learning techniques, which structure tasks for student success and reinforce successive approximations toward the target behavior (shaping).

17. Cooperative groups

The learner will demonstrate the ability to structure learning experiences using the principles of cooperative learning groups.

18. Social skills training

The learner will demonstrate the ability to assess a child's behavioral deficits and excesses that negatively influences his/her social interaction with peers. Based on this assessment information, the learner will be able to design an individualized social skills program that results in an increase in positive peer interactions, friendships and connections with other children.

19. Positive behavioral support plans

The learner will demonstrate the ability to utilize both interview and observational methods to determining the function or purpose underlying children's challenging behavior. Based upon an understanding of specific functions, the learner will be able to design an intervention strategy that permits the child to have his/her needs met through socially acceptable alternative behaviors.

20. Assistive technology and augmentative communication

The learner will demonstrate the ability to make appropriate referrals to the augmentative communication team and assist in the evaluation of students who may benefit from assistive technology. The learner will become familiar with a variety of low-tech strategies and high-tech devices and be able to incorporate the use of augmentative communication in the daily tasks of the student with autism.

21. Futures/individualized planning

The learner will demonstrate the ability to facilitate a broad group of individuals to articulate the long-range vision that describes critical outcomes in adulthood (for example, where the person lives, where and how the person will work, with whom he/she will interact, etc.)

22. Applied behavior analysis

The learner will demonstrate the ability to systematically use small, measurable units of behavior, to teach the individual with autism by employing behavior modification techniques. The learner will demonstrate the ability to collect comprehensive data collection according to specific, objective definitions and review. The learner will also demonstrate understanding of the behavioral and neurology basis for autism, and will be able to utilize a specific, carefully

programmed approach that initially focuses on constructive interactions in a one-to-one environment, and later focuses on less structured situations.

23. Facilitated play

The learner will demonstrate the ability to assess all aspects of child development through the medium of play and recognize the neurodevelopmental differences specific to autism (e.g., social-communication, attention, cognitive, imitation, sensory integration and fine and gross motor abilities) that often interfere with play activities. The learner will be able to support child with autism in the promotion of play skills.

Transition Outcomes

This section suggests "learner outcomes" related to developing and organizing a transitional program for a child with autism.

1. Workplace competencies

The learner will demonstrate the ability to infuse workplace competencies into the academic content areas and the transition planning process to develop the work-related skills of students

2. Knowledge of community resources and referral procedures

The learner will demonstrate knowledge of community agency resources and the referral procedures required to link students with community supports.

3. Vocational assessment strategies

The learner will demonstrate the ability to utilize vocational assessment strategies in the transition planning process to develop goals and strategies appropriate for the student.

4. Community-based learning experiences

The learner will demonstrate the ability to develop and utilize community-based learning experiences for students to facilitate the development of vocational and life skills.