LIFE SKILLS & STRUCTURED FOR LIFE (SFL) HANDBOOK
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Critical Elements
### Lifeskills Critical Elements

<table>
<thead>
<tr>
<th>School:</th>
<th>Teacher:</th>
<th>Date:</th>
</tr>
</thead>
</table>

#### 1. Schedules

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

Develop and post daily schedules in a format understandable by all students in the classroom (words, pictures, pecs, boardmaker, numbers, combination) that identify times and activity block periods.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

Staff schedules (All staff should work with all students during the course of the week).

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

Evidence exists that schedules are used daily.

#### 2. Individual Work Systems

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

Develop and use work system for each student to encourage independent work activity. All activities should focus on a task analysis sequence working from left to right to train consistently across work centers and classrooms.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

Evidence exists that time is allotted in the daily schedule for work systems to be used.

#### 3. Communication System

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

Ensure that every student has a way to communicate basic desires and needs (may include verbal, picture board, or assistive technology device).

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

Large group instruction is modified to allow participation of each student using the communication system most appropriate to the student.

#### 4. Room Arrangement
<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Classroom furniture is arranged in such a way to clearly define classroom instructional areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Define areas exist for:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Direct teacher instruction for individuals and small group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work Centers for independent student work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Large Groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials are labeled for easy accessibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classroom is neatly arranged so that student can assume some responsibility for materials and to allow for student independence.</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td><strong>Classroom / Behavior Management System:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rules and consequences are posted using visual representation paired with written word</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior management strategies are developmentally age appropriate.</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td><strong>Lesson Plans</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Daily Lesson Plans exist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers should incorporate the goals and objectives on the IEPs into lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers and paraprofessionals must incorporate technology whenever possible into the lessons being taught. (Smart Boards, Hatch computers, mobi's,, etc)</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td><strong>Data Collection for Student Progress Toward IEP Goals/Objectives:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher keeps data collection on the student</td>
</tr>
</tbody>
</table>
progress.

- Data Collection Sheets
- Anecdotal Notes/Records
- IEPplus Objective Worksheet
- Other
Eleven Strategies of the Autism Supplement

1. **Extended Educational Programming** - This strategy overlaps with requirements under IDEA (34CRF Part 300). Extended school year (ESY) services are programs offered during the summer break. They may also be needed during transition such as holidays. ESY services are needed if the student may be expected to lose skills during school breaks. Extended School Day (ESD) may be needed to meet the goals that are not addressed during the scheduled school day. An example of ESD services might be an after-school social skills program. Under IDEA, extended services cannot be unilaterally limited as to the type, amount or duration of service. These factors should instead be guided by individual need. ESY or ESD may address any IEP objectives needed.

2. **Daily Schedules reflecting minimal unstructured time and active engagement in learning activities** - A young child with a short attention span will likely need a schedule with short blocks of time. A high-functioning student may be able to stay on task longer. Lack of structure and engagement can contribute to unwanted behaviors. There may be a need to offer more organized arrangements during unstructured times (i.e. recess, pep rallies, lunch etc). Therefore, the daily schedule is highly dependent on the student’s individual functioning. A visitor should be able to answer these questions: That should the child be doing? Where should he be doing it? Who should be with him? Schedules should be student specific, not teacher or classroom specific.
3. **In-Home and Community-Based Training or Viable alternatives that assist the student with acquisition of social/behavioral skills** - In order to be viable, a method must be practical and workable. An example of community-based training might include goals on how to behave at the grocery store. One way to do this would be for school personnel, parent and child to meet at a store. The teaching would occur in the environment where the skill will be needed. A viable alternative might be preparing for the activity with social stories or video modeling. However, if simpler methods are being used and the student is not mastering the skills in the real world, then more support might be needed.

4. **Positive Behavior Support Strategies (PBS) based on relevant information** - It is critical to remember that a child’s behavior is communication. When children don’t behave as we expect, we need to figure out why. Many students with autism have difficulty communicating, even if they are highly verbal. When they get frustrated, they may use behaviors that have worked in the past. PBS involves modifying environments to help students learn new, appropriate behaviors. This will improve the personal and social quality of their lives. A Behavior Intervention Plan (BIP), if needed, should outline steps to prevent problem behaviors. It should also have a plan to teach and reinforce desired behavior. A Functional Behavior Analysis (FBA) should be used to:
Correctly identify the antecedent (the reason the child engages in the behavior).

Describe the behavior (how the child is communicating, even if it is in the form of a tantrum).

Figure out the consequence (the outcome the child receives)

It is important for qualified personnel to conduct the FBA. A proper FBA will help ensure an effective BIP is devised. If a child has the same BIP for too long, chances are it is flawed and should be changed. Lack of student progress should not be blamed on disabilities. New strategies are needed when progress is not sufficient.

5. Future Planning (beginning at any age) for integrated living, work, community, and educational environments that consider skills necessary to function in current and post-secondary environments (Transition Services) - Most parents think of their child's future from the moment they are born and even before. School districts often think of futures planning as transition from public school into adult life. But, futures planning do not need to wait until a student is in high school. This plan should start with the hopes and dreams of the student and the parents. It is helpful for futures planning to have the end goals in mind. Then, work backwards to the present. For instance, you may start with goals for adult life, and then go back to post-secondary, secondary, elementary - whatever age the child is at the time the plan is formed. This helps to make sure that in each grade level they are building skills to reach the long-term goals. Futures planning will be constant work in progress. It should be updated according to the changing skills and goals of the student.
6. **Parent/Family Training and Support provided by qualified personnel in autism spectrum disorders** - Parent and family training and support can come in many forms. It might include simple supports such as an interactive notebook between the school and the parents, printed materials, and websites. It might also include workshops or conferences. Mothers, fathers, and other caregivers in the home might have different training needs.

7. **Staff-to-Student Ratio (suitable) appropriate to identified activities and as needed to achieve social/behavioral progress based on the child’s developmental and learning level** - For any skill, children go through levels of learning. The level of learning refers to how well they know and use a skill. When they are first learning something new, they are in the acquisition level. As the skill improves, they progress to fluency. In the maintenance level, they know a skill well, but might not use it across settings with different people. By looking at the four levels of learning, the ARD committee can plan for the needed ratio of staff-to-student. For instance, your child might need little support at lunch, but might need 1:1 support for Math. Another student might have very different needs.

8. **Communication Interventions, including language forms and functions that enhance effective communication across settings** - Communication interventions do not just refer to the speech services the district might provide. There are many ways to improve communication. Picture-based systems are an example of a simple method. Assistive technology devices that provide voice output might be needed to replace or improve spoken
language. Sometimes more than one method may be needed. For instance, many children with autism who speak may still need picture communication or other methods. This can help when they are frustrated or have difficulty expressing an idea or emotion. Every child should have some form of communication. Inability to communicate can lead to undesired behaviors and isolation.

9. **Social Skills Supports and strategies based on social skills assessment/curriculum and provided across setting** - Social skills are behaviors used to interact and communicate with other people. While manners are important, social skills go beyond simple manners. Social skills delays are a defining feature of autism, so it is highly likely that students with autism will need this strategy. The need for social skills supports can be determined many ways. Observations in natural settings, standardized testing, and observations in structured settings are only a few examples. There is no “right” way to teach social skills. Studies have shown they should eventually be taught in context. We don’t just use social skills in controlled classrooms so these skills need to be taught in the real world. This is an area where peer supports (classmates) can be very valuable in the learning process. Remember, these peers represent the community your child will be with as an adult.

10. **Professional Educator/Staff Support** - As stated before, staff should have general training about autism and strategies to implement an IEP. They should also know strategies unique to the child. Again, the supplement does not mandate a specific degree
or credential, but does require qualified personnel and training. One important way parents can help is to provide a student portfolio. Many devices or procedures are not successful simply due to lack of training for both students and teachers.

11. Teaching Strategies based on peer reviewed, and/or research based practices for students with Autism Spectrum Disorders – Some examples of teaching strategies which might be considered are discrete trial learning, applied behavior analysis (ABA), visual supports augmentative communication, or social skills training. Although these methods are expressly mentioned in strategy 11, that does not imply endorsement of the methods or a requirement to provide them. It does mean that these methods are “on the table” for discussion. For each strategy, the ARD committee must determine whether the strategy is needed. This decision is based on whether the student needs the strategy because they are making sufficient progress. There may be other reasons for not using a strategy. For instance, a family might decline ESY services if they plan other learning activities over the summer. The decisions should be based on data collected against measurable goals and objectives, not just ARD committee’s overall impressions of the student’s progress.
When addressing the needs of a student with autism, it is important to consider the steps necessary to make progress:

*First, evaluations must be done. They should contain meaningful data to help identify priorities.
*The evaluation leads to the development of goals. Goals should be revised when needed.
*Implementation refers to the actual work of getting where you want to be.
*Assessment is the stage where it is most common to see a breakdown in the system. Is what you are doing working? Is the child making reasonable progress? Are you working on the right goals for your child? Assessment guides us back to evaluation and back through the cycle again. As you can see, this is an ongoing process likely to occur throughout a student’s school career.
In Home / Parent Training
Definitions

What is In-Home Training?

This training component is primarily intended to promote generalization of desirable skills and behaviors into the home setting. Utilizing an in-home trainer, target skills/behaviors mastered in the educational setting will be generalized to the home setting and/or community setting through use of an in-home trainer. Initially, the home trainer will be primarily responsible for implementation of the generalization activities, but the parent or primary giver must be present and must be actively involved with the child.

As generalization occurs, training should shift from the trainer to the parent (via parent training) to facilitate long-term maintenance of the target skills/behaviors. In addition to the generalization aspect, this service may also be considered appropriate for teaching priority skills/behaviors in the home setting that otherwise would be difficult or less appropriate to address in the educational setting.
What is Parent Training?

This training component is designated to “train parents as trainers”. Through participation in a variety of training activities, parents can acquire teaching and management skills at assist their child in the development and mastery of specific skills and behaviors. Parent training services can be provided in both groups and individual training formats and should incorporate a variety of training strategies based upon individual needs.

In/Home and/or Parent Training is NOT…….

- Respite care
- Baby sitting
- Counseling or therapy
- Unrelated to the student’s IEP/BIP
- A way to solve in home problems
- A way to provide training in basic parenting skills

Frequency/Duration of Services……

- Determined by ARD
- Must be specified
- Appropriate to the skills/behaviors identified
- Some parents/students may only require 1 or 2 sessions, while other parents/students may require more sessions
- Lack of parental involvement and follow-through may result in a decrease in services, as deemed appropriate by the ARD Committee
Why are In-Home and Parent Training Services Considered?

**In-Home Training**

- Generalization problems are characteristic to autism
- Generalization skills may require additional training services
- Problems in generalizing a skill or behavior may occur when:
  - there is a change in who is working with the child;
  - there is a change in the location from where the skill or behavior was initially learned; or
  - there is a change in the type of materials or supports used

**Parent Training**

- There are sometimes significant discrepancies between school and home functioning levels
- Parents are an integral part of their child’s educational success
- Children with autism frequently engage in difficult to manage behaviors that interfere with all aspects of their lives
- With training, parents can learn to effectively teach and maintain the skills necessary for progressing towards independence
Sequence of Activities for Determining In-Home and/or Parent Training Services

- School district conducts an assessment of In-Home and Parent Interview, Information from School Staff, Etc........
- ARD Committee reviews the assessment information in conjunction with other pertinent assessment data.
- ARD Committee determines whether the need for In-Home or Parent Training services exists.
- If In-Home or Parent Training services are deemed necessary, goals and objectives are developed that:
  - Accurately describe the target skill/behavior
  - Are realistic based on child's current level of functioning as determined by assessment information
  - Follow a logical sequence in skill development
  - Include clearly stated criterion levels
  - Are measurable in terms of criterion levels

Additional Considerations for the ARD Committee

✓ In-Home training typically focuses on:
  - Behavior
  - Self-care
  - Social skills
  - Communication

✓ What is the parents' ability to provide structure in the home?
✓ What is the child's ability to interact with peers?
✓ What are the curriculum areas that need continuous attention?
✓ Are the requested services an integral part of programming for the student?
✓ The ARD Committee must consider the appropriateness of in-home training; not necessary provide in-home training.
✓ Parent training is only necessary when required for the student to make IEP progress.
✓ Discontinuation, decrease or increase of either in-home or parent training can only be enacted by an ARD Committee.
✓ While the ARD Committee wishes to always consider the input from all members of the team, the school district retains the right to determine methodology, training sites and personnel.
✓ Has the In-Home trainer observed the student in the school setting?

In-Home Trainer and/or Parent Trainer Responsibilities

The Trainer will and are expected to:

• Maintain confidentiality - trainers are expected to abide by IDEA/TEA rules of confidentiality (they are not to discuss the student nor contents of the student’s disability, IEP, etc. with anyone other than the parent, the student’s teachers or other professionals involved with the education of that student). Trainers will conduct themselves in a professional, courteous manner at all times with parents,
• Remember that the parent is often the expert on their child.
• Help establish a positive parent/school personnel relationship.
• Keep all training appointments with parents/student and should give at least a 24-hour notice of cancellation when possible. Scheduled appointments that are cancelled by the trainer should be rescheduled. Trainers are paid for direct hours of service as determined by the ARD Committee through AU
supplement. Any training done during the school day should also be documented but is not billable. Extending training time can only be determined by ARD Committee Decision.

- Implement IEP goal and objectives as written and determined by ARD Committee. Trainers are not required to attend ARD meeting.
- Maintain documentation through activity logs, summary logs, progress logs, etc.
- Gather materials needed for implementation of the IEP and consulting with the student’s teacher and/or Behavior Specialist regarding IEP, interventions, materials, etc.
- Inform parents that they are required to remain in the home or training area during the In-Home training sessions. Trainers are not allowed to provide services to students under the age of 18 without the parent(s) present.
- Meet with student and student’s teacher at least one time before beginning In-Home and/or Parent Training.
- Discuss and/or report any controversial issues directly to the campus special education administrator.
Forms
# In-Home Training / Parent Training

## Needs Assessment Cover Sheet

*(To be completed by ARD teacher with parent prior to ARD)*

## Forms Completed

<table>
<thead>
<tr>
<th>Completed</th>
<th>Needs Assessment Area</th>
<th>Date of Parent Interview</th>
<th>Conducted Interview</th>
<th>Parent/Guardian Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>Self Help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>Socialization</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ARD teacher Signature:  
Date:

Parent/Guardian Signature:  
Date:

If via telephone, record parent/guardian phone number:
# In-Home Training / Parent Training

**Needs Assessment**

(To be completed by ARD teacher with parent prior to ARD)

## SELF-HELP

<table>
<thead>
<tr>
<th>Self-Help</th>
<th>Unable to do</th>
<th>Can do</th>
<th>Does consistently</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bathroom skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes physical need to use toilet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goes to the bathroom when requested</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urinates in toilet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voids in toilet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stays dry during the night</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stays dry during the day</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of restroom facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washes hands</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washes face</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Takes care of personal hygiene needs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bathes independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brushes teeth independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Help</td>
<td>Unable to do</td>
<td>Can do</td>
<td>Does consistently</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------</td>
<td>--------</td>
<td>------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Dining skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinks from a cup or a variety of cups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes a variety of tableware</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eats a variety of foods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eats all textures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In-Home Training / Parent Training
Needs Assessment
(To be completed by ARD teacher with parent prior to ARD)

Socialization/Family

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Socialization/Family</th>
<th>Unable to do</th>
<th>Can do</th>
<th>Does consistently</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stays near family (in house, community, other)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greets others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plays games</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows game rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does routine chores</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picks up toys/belongings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interacts with family members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tolerates new people in the house</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes turn during activity (with/without prompts)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows family routine</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plays with toys appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# In-Home Training / Parent Training

## Needs Assessment
(To be completed by ARD teacher with parent prior to ARD)

### Communication

<table>
<thead>
<tr>
<th>Communication</th>
<th>Unable to do</th>
<th>Can do</th>
<th>Does consistently</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows simple directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses feelings appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate voice level (increase or decrease level?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses wants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicates choices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages in meaningful conversation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates with strangers (Reduce or increase?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks for help</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Indicates when hurt or sick</td>
<td></td>
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<tr>
<td>Initiates communication</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Is understood by strangers</td>
<td></td>
<td></td>
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<tr>
<td>Indicates “no”</td>
<td></td>
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</tbody>
</table>

**Communication modes:**
- Bodily response (i.e. claps, flaps hands, jumps up and down, etc.)
- Behavioral response (i.e., tantrums, slaps pushes others away, etc.)
- Verbal response (oral language)
- Facial response (i.e. smiles, frowns looks scared, upset, etc.)
- Verbal (no language response (i.e. laughs, yells, consistent noise, etc.)
- Pictures/symbols for response (i.e. PECS, communication board, device)
- Sign language
## In-Home Training / Parent Training

**Needs Assessment** (To be completed by ARD teacher with parent prior to ARD)

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Unable to do</th>
<th>Can do</th>
<th>Does consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps others when requested</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows simple directions (stop, no, come here, with or without visual cue?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses feelings appropriately</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Appropriate use of hands and/or body</td>
<td></td>
<td></td>
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<tr>
<td>Appropriate use of language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes care of possessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remains with family when requested</td>
<td></td>
<td></td>
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<tr>
<td>Tolerates change in routine (with or without schedule)</td>
<td></td>
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<tr>
<td>Follows house rules (specify need)</td>
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<tr>
<td>Accepts corrections</td>
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<tr>
<td>Exhibits destructive behavior</td>
<td></td>
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<tr>
<td>Self-injurious behavior (hits, self, head bangs, bites, other)</td>
<td></td>
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</tbody>
</table>

**Documentation may include the following information**

- Antecedents
- Consequences
- Behavior (frequency, duration, level of severity)
- Replacement behavior
- Environmental factors
In Home / Parent Training
Documentation Log
(to be completed by In-Home/Parent Trainer)

Student’s Name: _______________ Campus: _______________

Parent(s) Guardian’s Name: _______________________________

Others in Attendance: _____________________________________

Date of visit/contact: ____________________

Time: IN________ Out: _________

Purpose of training (circle one): In-Home Training and/or
Parent Training

Goal(s)/Skills Addressed: 1.  2.  3.  4.

Summary of Visit/Activities:_________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Recommendations for Next Visit:
_________________________________________________________________

Parent’s Signature: ____________________________

Trainer’s Signature: ____________________________

Date: ________
## In Home / Parent Training

### Phone Log

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Phone Number</th>
<th>Date: Time:</th>
<th>Who did you Speak to?</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Activities and Strategies
SELF-CARE: Washing Hands and Face

SKILL AREA:

Washing hands and face

GOAL:

The Student will demonstrate washing hands and face in the home setting.

OBJECTIVES:

1. The Student will participate in all steps of the washing face and hands task analysis when provided hand over hand assistance paired with verbal prompts.
2. The student will participate in all steps of the washing hands and face task analysis when provided partial physical prompts paired with verbal prompts.
3. The student will participate in all steps of the washing hands and face task analysis when provided mode/gestural prompts paired with verbal prompts.
4. The student will participate in all steps of the washing hands and face task analysis when provided visual prompts (photos/icons) paired with verbal prompts.
5. The student will participate in all steps of the washing hands and face task analysis when provided only visual or verbal prompts.
**ACTIVITIES:**

- Develop a written task analysis using the appropriate level of language comprehension ability and with steps occurring in logical order.
- Add visual clarification for each step of the task analysis, by providing a photo/icon to match each step.
- Prior to training to the steps of the task analysis, physically guide the student through the entire skill without pausing between steps to encourage their understanding of the skill.
- Consider the individual characteristics/preferences that will facilitate participation (use of bar or pump soap dispenser, preferred scent of soap, etc.)
- Have the student participate each step of the task analysis in sequence while providing the minimal prompt level needed for error free learning to occur at each step.
- Work toward independence at each step by reducing prompt levels.

**TEACHING STRATEGIES:**

Graduated guidance
Errorless learning format
Chaining (forward/backward)
Task analysis
Visual Cueing
Positive reinforcement
MATERIAL SUGGESTED:
Soap (bar/liquid)
Washcloth
Towel
Written task analysis of steps
Photo/icon representing “washing hands and face”
Photo/icon for each step of task analysis

SAMPLE TASK SEQUENCE CHART

<table>
<thead>
<tr>
<th>Turn on Water</th>
<th>Soap</th>
<th>Wash Hands</th>
<th>Turn off Water</th>
<th>Dry Hands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Wash Hands

- Consider the individual characteristic/preferences that will facilitate participation (use of bar or pump soap dispenser, preferred scent of soap etc.)
- Have the student participate in each step of the task analysis in sequence while providing the minimal prompt level needed for error free learning to occur at each step.
- Work toward independence at each step by reducing prompt levels.
TEACHING STRATEGIES:

- Graduated guidance
- Errorless learning format
- Chaining (forward/backward)
- Task analysis
- Visual cueing
- Positive reinforcement

MATERIALS SUGGESTED:

- Soap (bar/Liquid)
- Washcloth
- Towel
- Written task analysis of steps
- Photo/icon representing “washing hands and face”
- Photo/icon for each step of task analysis
SELF-CARE: Brushing Teeth

SKILL AREA:
Brushing teeth

GOAL:
The student will demonstrate brushing teeth in the home setting.

OBJECTIVES:

1. The Student will participate in all steps of the brushing teeth task analysis when provided hand over hand assistance paired with verbal prompts.
2. The student will participate in all steps of the brushing teeth task analysis when provided model/gestural prompts paired with verbal prompts.
3. The student will participate in all steps of the brushing teeth task analysis when provided model/gestural prompts paired with verbal prompts.
4. The student will participate in all steps of the brushing teeth task analysis when provided visual prompts (photos/icons) paired with verbal prompts.
5. The student will participate in all steps of the brushing teeth task analysis when provided only visual or verbal prompts.
**ACTIVITIES:**

- Develop a written task analysis using the appropriate level of language comprehension and with steps occurring in a logical order.
- Add visual clarification for each step of the task analysis by providing a photo icon to match each step.
- Prior to training the steps of the task analysis, physically guide the student through the entire skill without pausing between steps to encourage their understanding of the skill.
- Consider individual characteristics/preferences that will facilitate participation (examples, electric or standard toothbrush, flavor of toothpaste, etc.).
- Have the student participate in each step of the task analysis in sequence while providing the minimal prompt level for error free learning to occur at each step.
- Work towards independence at each step by reducing prompt levels.
- Have the student locate/access materials needed for brushing teeth by matching a photo/icon items needed for brushing teeth designated by the same photo/icon of brushing teeth from their visual schedule to a basket of items needed for brushing teeth designated by the same photo/icon.

**TEACHING STRATEGIES SUGGESTED:**

- Graduated guidance
- Errorless learning format
- Chaining (forward/backward)
- Task Analysis
- Visual cueing
- Positive reinforcement
MATERIALS SUGGESTED:

- Toothbrush
- Toothpaste
- Cup
- Towel
- Written task analysis
- Photo/icon representing “brushing teeth”
- Photo/icon for each step of task analysis
- Basket/container for retrieving and putting away brushing items
SELF-CARE Undressing/Dressing

**SKILL AREA:**

Undressing / Dressing (requires parent attendance)

**GOAL:**

The Student will demonstrate undressing / dressing skills in the home setting.

**OBJECTIVES:**

1. TSW participate in all steps of the undressing / dressing task analysis when provided hand over hand assistance paired with verbal prompts.
2. TSW participate in all steps of the undressing / dressing task analysis when provided partial physical prompts paired with verbal prompts.
3. TSW participate in all steps of the undressing / dressing task analysis when provided model / gestural prompts paired with verbal prompts.
4. TSW participate in all steps of the undressing/dressing task analysis when provided visual prompts (photos/icons) paired with verbal prompts.
5. TSW participate in all steps of the undressing / dressing task analysis when provided only visual or verbal prompts.
**ACTIVITIES:**

- Develop a written task analysis using the appropriate level of language comprehension ability and with steps occurring in logical order.
- Add visual clarification for each step of the task analysis by providing a photo/icon to match each step.
- Prior to training to the steps of the task analysis, physically guide the student through the entire skill without pausing between steps to encourage their understanding of the skill.
- Have the student participate in each step of the task analysis in sequence while providing the minimal prompt level needed for error free learning to occur at each step.

**TEACHING STRATEGIES:**

- Graduated guidance
- Errorless learning format
- Chaining (forward/backward)
- Task analysis
- Visual Cueing
- Positive reinforcement

**MATERIAL SUGGESTED:**

- Typical clothing items: soap, socks, underwear, shirt (pull-over or button-up), pants shorts, etc...
SELF-CARE: Eating with Utensils

SKILL AREA:
Eating with utensils

GOAL:
The student will demonstrate the ability to use utensils in the home setting.

OBJECTIVES:
1. TSW use a spoon to scoop food for eating.
2. TSW use a fork to pierce food for eating.

ACTIVITIES:
- Use preferred food to encourage participation
- Use foods that will stick to a spoon so that the student obtains the built in reinforcement of getting food the mouth
- Cut food into bite size pieces for piercing with a fork (until cutting is taught).
- Utilize adaptive grips/utensil as needed (base on OT evaluation and recommendations)
- Establish a task analyzed routine that includes steps to minimize stuffing food (ex. Pick up spoon, scoop, take a bite, spoon down, hands down.)
- Physically guide the student through the entire routine without pausing between steps (except at hands down step) to encourage understanding of skill
- Have the student participate in each step of the routine while providing the minimal prompt level needed for error free learning to occur at each step.
Work towards independence at each step by reducing prompt levels.
Use a photo/icon of eating to redirect attention as needed

TEACHING STRATEGIES SUGGESTED:

- Graduated guidance
- Errorless learning format
- Chaining (forward/backward)
- Task Analysis
- Visual cueing
- Positive reinforcement

MATERIALS SUGGESTED:

- Preferred foods that will stick to a spoon
- Preferred foods that can be scooped with a spoon
- Preferred foods that can be pierced with a fork
- Spoon (adapted as needed)
- Fork (adapted as needed)
- Written task analysis
- Photo/icon representing eating with utensils
COMMUNICATION – Following Directions

SKILL AREA:
Following direction

GOAL:
The student will demonstrate verbal directions in the home setting.

OBJECTIVES:
1. TSW follows one step directions to gain access on preferred items
2. TSW follows one step directions to complete simple tasks.
3. TSW follows two to three step directions to gain access to preferred items.
4. TSW follow two to three directions to complete simple tasks.

ACTIVITIES:
- Hide items in boxes, under pillows, tell student how to gain access using one, two, and three step directions.
- Have item available to child and prompt to “Put it here”. Reinforce child for correct response.
- During natural times, give one, two and three step directions to clean up, open and close containers, open and close doors / cabinets, put grocery items away, load / unload dishwasher.

TEACHING STRATEGIES:
- Modeling
- Shaping with reinforces
- Prompts and cues
- Chaining (forward / backward)
- Photos/ icons with each of steps
MATERIAL SUGGESTED:

• Simple household objects
• Preferred items
• Simple tasks such as turn on light, radio television, DVD player, etc……..
• More complex tasks such as pouring drinks, obtaining silverware emptying dryer, etc…..
How to create a Picture Schedule for a Child with Autism

Instructions

Things You’ll Need

• Pencil and paper
• Word processing software
• Clip Art software
• Printer
• Access to a lamination device or other protective cover

• Step 1

Choose a part of your child’s day and focus your first picture schedule on this part of the day. Since the day can be broken down into many different parts, you will likely end up with several different picture schedules. Some examples of commonly used picture schedules include a before-school routine, after-school routine, a schedule for therapy days and a separate for non-school days.

• Step 2

Write down the steps of your chosen routine on a piece of paper. Try to think of every small step that may be included. For example, let’s use a before-school routine. Some items that may be included are wake up, make the bed, use the restroom, eat breakfast, get dressed (breaking this down by step may be necessary), brush teeth, brush hair, get lunch, get backpack and go to school.
• **Step 3**
  
  Open up your word processing software program and create a two-column table. In the left hand side you will be placing a clip art image that correlates to the step. On the right side, you will detail the step in text.

• **Step 4**

  Search for clip art images to place into your picture schedule after your table is set to your liking. For example, using a picture of a toilet for the restroom step and a picture of a breakfast food for the breakfast step slows the child to see what comes next.

• **Step 5**

  Laminate the picture schedule once you have printed it. An alternative is to place it in a page protector.

• **Step 6**

  Post the picture schedule up in a logical and easy-to-see place.

  **Tips & Warnings**

  • If your child is school-aged, consider asking his teacher about the classroom routines so that you can incorporate some of these into the non-school days.
How to Use

Cut out the board and glue to a piece of construction paper. Then place the board inside a plastic page protector and use an expo marker to write on it. Or, if you would rather, laminate it and use a visa-vi marker. When the child is having a hard time understanding that something else has to be done before getting to have or do something he or she wants, draw what has to be done first and what the reinforce (or reward) will be. The boxes along the top are so that you can draw smiley faces, stars, or whatever the child would like to show progress towards earning the THEN picture. This is a modified choice board that is convenient to carry around since you don't have to have also carry tokens. This works great for helping children to learn how to sit during group time or when shopping at the store.
Name to Name Matching

Materials
- Laminator
- Plastic Container
- Velcro
- Cardboard
- Construction Paper

Construction
- Name recognition
- Matching
- Errorless Learning

Construction:
Write child’s name on several pieces of construction paper. Also, write other children’s names on pieces of construction paper. Laminate and adhere to cardboard with Velcro. Attach plastic container labeled with child’s name on it and a long slit at the top.

Use:
Activity is set up for “no error”. Child pulls his name card off name board and places it in the plastic container with name.
I Can Spell

Materials
- Laminator
- File Folder
- Velcro
- Clip Art
- Scissors
- Word Processor

Construction
- Beginning Sounds
- Middle Sounds
- Ending Sounds
- Spelling

Construction:
Use computer to generate clip art for spelling words (2 sets of pictures) and word processor to type spelling words. On a separate page, type individual letters for all spelling word. Laminate all individual letters and attach velcro to them. Title one page, “I Can Spell” and include one set of pictures with spelling word beside corresponding picture. Title another page, “I Can Spell”, include other set of pictures and create individual boxes for individual letters that make up the word.

Use:
Student uses letters to finish the spelling word. The student will use one letter per blank box next to the picture.
Using Social Stories To Address Social Problems

Social stories were developed by Carol Gray. The goals of social stories are to teach social understanding over rote compliance and to describe more than direct.

Using a “social understanding approach means to assume that to teach appropriate social responses to a student that does not understand the student’s perspective, or the student does not understand what is occurring around them and why.

Social stories are short stories that describe social situations in terms of relevant social cues, perspectives, and common responses. They are used to relay social information in a reassuring manner that is easily understood by all its audience.
Steps for Writing Social Stories

1. Target and observe a situation that is difficult for the student.
   - Is dinner always at 6 pm or is it sometimes later?
   - Do children always brush their teeth before bedtime?

2. Through observation, try to determine what may be motivating the child’s current responses.
   - Does the child seem fearful?
   - Does it seem like the child is more fearful than other children?
   - What does the child say about the situation?
   - **********REMEMBER**********

   It is the child’s perspective that should guide the focus of the story.

3. Visual supports can enhance a social story.

4. Put yourself in the shoes of the person with an autism spectrum disorder (examine all the sights, smells, sounds of the location you are writing the story about).

5. Each story is written from the first person (younger children) or third person perspective (older children).
6. Each story answers “wh” questions for the student

“WH” Questions

- My name is Jeremy.
- (Who) My family
- (What) is going
- (Where) to the beach
- (Why) to play
- When today.

7. Consider the different types of sentences to use:

- Descriptive
- Perspective
- Affirmative
- Directive
- Control
- Cooperative
<table>
<thead>
<tr>
<th>Type</th>
<th>Correct</th>
<th>Incorrect Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive sentences are accurate</td>
<td>Always include Descriptive sentences are accurate are accurate</td>
<td>My mane is Susan. The teacher is funny. The book is interesting.</td>
</tr>
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<td>May include Perspective sentences describe the thoughts and feelings of other people</td>
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</tr>
<tr>
<td>Affirmative sentences express a commonly shared opinion</td>
<td>May include Affirmative sentences express a commonly shared opinion</td>
<td>People wear helmets to keep their heads safe. People wear helmets to keep their heads safe.</td>
</tr>
<tr>
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<tr>
<td>Directive Sentences identify possible responses</td>
<td>May include Directive Sentences identify possible responses</td>
<td>I will try to listen to the teacher. I will listen to the teacher and take notes.</td>
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</tr>
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<td>Control sentences are written by the student and identify strategies that the student will use to recall the story.</td>
<td>May include Control sentences are written by the student and identify strategies that the student will use to recall the story.</td>
<td>When someone says, “I changed my mind” I can think of an idea becoming better … like a caterpillar changing into a butterfly.</td>
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<td>Cooperative sentences identify what others will do to support the student as they learn the new skill.</td>
<td>May include Cooperative sentences identify what others will do to support the student as they learn the new skill.</td>
<td>My mom and dad will remain calm while I learn to use the toilet.</td>
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</table>
General Rules for Writing Social Stories

1. Write well within the student’s comprehension level, using appropriate print size and vocabulary.
2. Write in present tense as though the student is describing events as they take place.
3. A story can be written in future tense describing an event for an upcoming situation, which may reduce anxiety.
4. Consider illustrations, but be careful that they are not too distracting.
5. Avoid terms like “always“. Instead, consider terms like “usually“ or “sometimes“.
Presenting a Social Story

- Consider the student’s attention span, reading ability and comprehension skills when determining how many words go in a page.
- Display each concept on one page (consider black background).
- An accompanying audiotape might be helpful.
- Placing a story on a video tape might also be helpful.

Implementing and Monitoring a Social Story

- Involve the expertise of others.
- Prior to introducing to students, distribute copies to others involved.
- When introducing story for the first time, do so in a quiet, non-distracting location.
- Make sure the student has “direct contact” with the story.
- Have the student show others, and read aloud to them (if appropriate). This will help with consistency of roles and expectations.
- Develop a consistent review schedule.
- Keep a notebook of social stories for quick reference.
Possible Social Story Topics

• Dating
• Cafeteria behavior
• Substitute teachers
• Changes in routine
• Not getting “100”
• Other “perfection” issues
• Friendships
• Bullying
• Wanting to be first in line
• Personal space
• Private vs. Public behavior

Adapted from Susan M. Catlett, PH.D. from her presentation *Popular Approaches Used for working with Autism Spectrum Disorders*
A Social Story Example:

What is Personal Space?

I have an area around my body that is called my "personal space". This space is like an invisible bubble. Sometimes my personal space is large. When it is large, my personal space goes out to my fingertips. When my personal space is large, I do not touch other people, and they do not touch me. This helps all of us to feel comfortable.

Sometimes my personal space is small. When my personal space is small, I might touch other people, and they might touch me.

Adapted from Susan M. Catlett, PH.D. from her presentation *Popular Approaches Used for working with Autism Spectrum Disorders*
Comic Strip Conversations

Comic strip conversations were also developed by Carol Gray. They are an interaction between two or more people that incorporates the use of symbols, stick figures, and color. The drawings serve to illustrate an ongoing communication, and provide additional support to students who struggle to understand the quick exchange which occurs in a conversation. The student can “see” and gain a sense of control and competence in a conversation. Comic Strip Conversations identify what people say and do and emphasize what people might be thinking. They are a set of symbols that are used to systematically identify what people say and what they are thinking, to represent the basic abstract conversational concepts, like interrupting. Comic strip conversations also define the feelings and intentions of each speaker with color.
Comic Strip Conversations

- Red=Teasing, bad ideas, anger
- Green=Good ideas, friendly, happy
- Blue=Sad, uncomfortable
- Purple=Proud
- Yellow=Frightened
- Black=Facts, things we know
- Orange=Questions
- Combination of colors=Confused

Adapted from Susan M. Catlett, Ph.D. from her presentation Popular Approaches Used for Working with Students with Autism Spectrum Disorders
The Power Card

The concept of the power card was developed by Elisa Gagnon. The power card is a visual aid that incorporates student interests to teach inappropriate behavior in social situations, routines, interactions, behavior expectations, the meaning of language, and the hidden curriculum.

The power card begins with a reference to the hero followed by the steps to carry out the strategy or new behavior. A picture of the hero or the new behavior also appears on the card.

Components of the Power Card:

- A short scenario or script describing how the hero solves a problem similar to the one experienced by the student.
- Power Card with a picture of the hero and two or three sentences about behavioral expectations.
STRATEGIES FOR WORKING WITH CHILDREN WITH AUTISM

Difficulties with communication:

• Lack of eye contact
• Short attention span
• Lack of verbalization and spoken language
• Poor comprehension of body language
• Difficulty understanding complex language
• Difficulty following directions
• Difficulty understanding intent of words with meaning

Strategies:

• Use visual strategies
• Use simple single words
• Speak slowly
• Use simple sentences
• Provide multiple opportunities for communication practice throughout the day
• Arrange the environment to create the need to communicate
• Teach children how to seek help when confused
• Teacher rules and cues regarding turn-taking in conversation
• Pause between instructions and check for understanding
• Use videos or expression cue cards to help the student identify with nonverbal facial expressions.
Difficulties with Behavior:

- Unusual and repetitive movements
- Persistent preoccupation with parts of objects
- Distress over changes
- Unreasonable insistence on following routines
- Restricted range of interest

Strategies:

- Set up household rules and routines
- Work on gaining emotional flexibility to handle changes
- Prepare the student for potential change
- Don’t raise your voice or show emotion reaction when child uses inappropriate behavior
- Use a lot of positive reinforcement
- Be consistent—do things the same way with your child each time
- Avoid using too many words when giving instructions
- Have a child work for a reward.
Difficulties with Restricted Range of Interest:

- Tends to perseverate on one topic to the exclusion of all else

Strategies:

- Limit discussions and questions
- Set firm expectations for the household, but also provide opportunities for the child to pursue his own interests
- Incorporate and expand on household activities

Difficulties with Organizational Skills:

- Difficulty in understanding sequence
- Tends to be forgetful
- Difficulty with auditory instruction

Strategies:

- Use schedules and calendars
- Maintain lists of household chores/activities
- Help the child to use a “to do” list
- Use visuals on containers
Difficulties with Emotional Vulnerability:

- May have difficulty coping with the social and emotional demands of home
- Easily stressed due to inflexibility
- Often have low self-esteem
- May have difficulty tolerating making mistakes
- May be prone to depression
- May have rage reactions and temper tantrums

Strategies:

- Provide positive praise and tell the students what he/she does right of well
- Teach the student to ask for help
- Teach techniques for coping with difficult situations and for dealing with stress
- Use role modeling
- Provide experiences in which the person can make choices
- Help the student to understand his/her behaviors and reactions of others
Difficulties with Sensory Sensitivities:

- Most common sensitivities involve sound and touch, but may also include taste, light intensity, colors, and aromas
- Types of noises that may be perceived as extremely intense include:
  1. Telephone ringing
  2. Fire alarm
  3. High-pitched continuous noise
  4. Confusing, complex, or multiple sounds such as in a shopping mall

Strategies:

- Be aware that normal levels of auditory and visual input can be prevented by the student as too much or too little
- Keep the level of stimulation with the student’s ability to cope
- It may be necessary to avoid some sounds.
- Having the child listen to music can camouflage certain sounds.
- Minimize background noise
- Use of ear plugs if very extreme
- Teach and model relaxation strategies and diversions to reduce anxiety

Adapted from Terri McGinnis-Senior Education Specialist-Region One Education Service Center from her presentation entitled *Academic Instruction for Students with Autism*
COMMUNITY BASED INSTRUCTION (CBI)
Community Based Instruction (CBI)

What is Community Based Instruction?

Community Based Instruction (CBI) is designed for students with significant cognitive delays that need intensive instruction in functional and daily living skills. Community Based Instruction (CBI) is educational instruction that is direct, planned, and continuous instruction in naturally occurring community environments providing students “real life experiences”. The goal is to provide a variety of hands on learning opportunities at all age levels to help students acquire the skills to live in the world today.

Community is defined as the school and city community environments in the location the student lives. Students with cognitive challenges have difficulty generalizing or transferring information. When instruction is conducted with the actual materials in the natural environment where a functional skill is expected to be performed or the activity would occur, student’s progress at a greater rate. CBI provides natural opportunities for adult living skills practice that is meaningful to students. Concepts and skills that are introduced in the classroom are applied and practiced in natural environments in the community using CBI. CBI experiences allow students to see, hear, smell and do things in real life settings as opposed to simulated or artificial settings that are very abstract. Doing things in the natural environment is concrete, reinforcing, and assists in providing educational relevancy for the student.

Community-based instruction facilitates chronological age-appropriate activities that can be addressed in school or city community environments. As the student ages more emphasis should be placed on CBI as the student prepares for leaving the school support systems to adult life in the community. The community often becomes the primary educational environment as student’s age. Teaching functional skills will often be a bridge for individuals with disabilities to their communities. Instructional
procedures are determined and materials are secured prior to entering community sites. Modifications (to sites, instructional materials, instructional cues, etc.) are made, as appropriate, and opportunities are also made available for reinforcement and maintenance of mastered skills.

Community-based instruction is not a reward for "a good week" but a vital part of each student's educational programming. If a student is not allowed to participate, that student is missing out on a learning experience. Participation in CBI should be based on behavior while in the community not dependent on behavior in school or at home. Appropriate skills for success in community settings need to be taught and practiced on a consistent basis to insure generalization to a variety of settings and people; and to promote as much independence as possible.

A key to CBI is to offer experiences across settings and time periods to promote generalization. Community-Based Instruction enhances community inclusion with students without disabilities, business owners/managers, family and other community members, ultimately enhancing an individual's quality of life.

Community-based instruction should occur routinely, on a regularly scheduled basis and must be specifically related to IEP objectives.
Community Based Instruction IS.....

✓ 1-6 students learning in community settings accompanied by school staff.

✓ small group instruction that focuses on specific skills from student’s IEPs which takes place on a consistent basis.

✓ consistent instruction focused on activities students need to be more independent now and in later life (for example: crossing streets safely, placing orders, using money/carrying wallets, finding appropriate bathrooms.

✓ instruction in a variety of actual settings where students will need to have life skills (libraries, grocery stores, department stores, discount stores, discount stores, laundromats, fast food restaurants, etc.).

✓ instruction that varies slightly from time to time (teaching students to be able to generalize skills from place to place without getting locked into identical routines each time in the community)[If a routine is allowed or encouraged, it is not reasonable to expect the student to understand and to remain calm at a later date when the routine must be changed.]
Community Based Instruction Is NOT......

✓ 7 or more students going together to community settings

✓ large group/field trip type activities.

✓ inconsistent instruction that doesn't allow skills to be learned or generalized into a variety of settings; instruction in different types of settings all the time (for example: one week to a laundromat, the next week to the mall and the third week to a restaurant).

✓ instruction in community settings that are not "high frequency" sites for typical life (museums, concerts, etc.).

✓ instruction that is identical each time (same restaurant each week, same place to sit on the bus, same path to walk, etc.) [If a student's only use for money is to purchase food, will that person know money can be used to purchase other items? If a student always uses a bus pass, will he/she learn that money is okay to use also?].

✓ Community-Based Instruction is not simply exposure to environments.

Highly verbal students need to learn many of these same skills.

Generalization is very difficult. For example, if taught that this particular librarian will check out your books, many students will need to be taught that other librarians can help too...or they will wait forever for that first librarian.
Field Trips

Field trips are NOT Community-Based Instruction, and are NOT a legitimate substitute for systematic instruction in functional, age-appropriate skills in natural settings. Because they tend to be episodic, one-time activities, student needs for consistency, repeated practice, and systematic generalization are difficult to address in the context of a field trip. Students with developmental disabilities should participate in field trips with grade-level age-peers in the context of a mainstreaming activity; presumably, if this is the case, specific IEP goals relating to socialization and communication and academic skills are addressed. However, activities of this sort do NOT constitute, nor are they a substitute for, Community-Based Instruction.

CBI Field Trip

- Ongoing instruction with activity reinforcement
- Individual skills
- Vocational & pre-vocational skills
- Guided & Independent practice for transfer & generalization
- Pre-teach skills
- Part of instruction

- Isolated experience
- Supplements curriculum
- Not directly related to goals and objectives, but affords opportunity for “hidden curriculum.”
- Voluntary

Combining Skills
Communication
Decision Making
Interpersonal

Voluntary
What About Academics?

Reading, Math, Science, Social Studies, Vocational, Community, Recreation/Leisure and Communication are incorporated into functional activities. Students learn skills such as:

- money handling,
- counting change,
- how to pay for goods and services,
- banking,
- budgeting,
- time concepts,
- time management,
- planning and
- scheduling.

Reading, Math, Science, Social Studies, Vocational, Community, Recreation/Leisure and Communication are taught to enable students to use functional materials such as:

- cookbooks,
- directions,
- applications,
- maps,
- schedules,
- planners,
- environmental signs and
- work related information.

Students learn to use adaptive visual aids such as:

- schedules
- checklists,
- picture/written icons(symbols),
- social stories
- communication systems to assist them in successfully accessing
community activities and resources.  
CBI should complement the classroom instruction to provide a wide array of experiences.

Other examples of CBI activities are:

<table>
<thead>
<tr>
<th>activity</th>
<th>details</th>
</tr>
</thead>
<tbody>
<tr>
<td>street corners</td>
<td>stopping; looking left and right with eyes open; saying either &quot;car/bus/truck/van&quot; or &quot;okay&quot;; crossing quickly when it is &quot;okay&quot;</td>
</tr>
<tr>
<td>signaled corners</td>
<td>stopping; watching for walk signal; looking left and right with eyes open; crossing quickly when it says walk and is &quot;okay&quot;</td>
</tr>
<tr>
<td>walking</td>
<td>staying with the group; leaving personal space; indicating when you want to go somewhere by verbally saying &quot;I want to go&quot; and pointing; staying in designated walk areas (sidewalk, crosswalk, etc.)</td>
</tr>
<tr>
<td>social interacting</td>
<td>saying &quot;hi&quot; and &quot;bye&quot; to others in group; holding doors open for others in your group; personal space; remaining calm when there is a</td>
</tr>
<tr>
<td>Keeping track of personal belongings at all times</td>
<td>problem such as a lost wallet, not enough money or a missed bus</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Wallet use</strong></td>
<td>placing items on chairs, etc. not on floor; keeping belongings with you</td>
</tr>
<tr>
<td><strong>Outerwear</strong></td>
<td>carry in back pocket; access and put away bus pass, ID card, library card, etc. as needed; keep track of wallet including holding on to it at all times (not setting it on counters, etc.); putting change in zippered compartment of wallet or front pocket of pants</td>
</tr>
<tr>
<td><strong>Restrooms</strong></td>
<td>unzipping, zipping coat as needed; putting hat, mittens, etc. in safe place (pockets, sleeve); recognizing that mittens, hat, etc. should come off when inside buildings; carrying items as needed when inside; putting over chairs as appropriate (vs. the floor)</td>
</tr>
<tr>
<td><strong>Identifying appropriate bathrooms (men vs. women); shutting stall doors; taking personal belongings into stall (not throwing on floor); flushing, washing hands with soap, drying hands; verbally indicating the need to</strong></td>
<td></td>
</tr>
<tr>
<td><strong>bus riding</strong></td>
<td>having bus pass/transfer ready when entering bus; waiting for driver to punch bus pass or take transfer; say &quot;transfer&quot; as needed; replace bus pass in wallet once seated; maintain possession of transfer paper; sit in a variety of different seats; refrain from licking windows; identifying which bus to ride; watching bus route and pulling &quot;cord&quot; at correct time; using bus schedule to figure out routes and to get to bus stops on time</td>
</tr>
<tr>
<td><strong>lunches</strong></td>
<td>selecting a place to sit; using communication book to select restaurants and items to eat; (selecting a variety of different things to eat); carrying book to counter; presenting book to counterperson so the person can see it; getting out wallet and providing</td>
</tr>
<tr>
<td>stores</td>
<td></td>
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<td>---------</td>
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<tr>
<td>being careful about not breaking things (carrying belongings without swinging them, walking a safe distance away from shelves and others,); identifying prices on items; recognizing if you have enough money to purchase items; next dollar strategy for purchasing items (if it costs $3.67 you pay $4.00); carrying merchandise in your hands (in full view); finding check out area; purchasing materials; getting out appropriate amount of $ to purchase; carrying merchandise out of store; identifying a variety of people who can help you clerks/librarians/etc.; waiting in lines as needed</td>
<td></td>
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</tbody>
</table>

| money as needed; getting straws, napkins, etc. as needed; carrying tray to table; eating neatly (2 hands on sandwiches, chair close to table, eating over a tray so less ends up in lap, using napkin to keep face neat); disposing of food leftovers and tray appropriately; waiting for friends to finish eating; gathering personal belongings |
| grocery stores | finding aisles; reading food categories (dairy, produce, etc.); pushing cart without banging into things or other people; not eating food/opening packages before purchasing |
| escalator/elevator riding | waiting your turn; one person per step; personal space; holding railings; waiting away from elevator door to enter; pushing correct numbers |
What are the benefits of Community-Based Instruction?

- CBI promotes inclusion/integration in real environments with peers and community members.
- CBI provides a variety of experiences to practice independence.
- CBI provides opportunities to respond to natural consequences and criteria.
- CBI enhances “real life” experiences.
- CBI provides access to age-appropriate environments and materials.
- CBI provides least restrictive environment (LRE).
- CBI increases expectations.
- CBI identifies individual strengths, preferences and interests.
- CBI assists in improved self-determination skills.
- CBI provides opportunities for social and interpersonal communication.
What are the Guidelines for CBI?

1. Instruction should focus on activities not isolated skills from students’ IEPs.

   For example, shopping may include choosing a store, trying clothes on, selecting an article of clothing, and finally paying for the item.

2. Instruction should take place at the time of day at which the task is usually performed.

   For example, prepare food at mealtime instead of after lunch.

3. When possible, the student should spend the majority of time with his or her same-aged peers.

4. 1-6 students (small group) will learn in community settings accompanied by school staff.

5. Consistent instruction focused on students needing to be more independent now and in later life (for example: crossing streets safely, placing orders, using money/carrying wallets, finding appropriate bathrooms).

6. Instruction that varies slightly from time to time (teaching students to be able to generalize skills from place to place without getting locked into identical routines each time in the community)[If a routine is allowed or encouraged, it is not reasonable to expect the student to understand and to remain calm at a later date when the routine must be changed.]
Prior to CBI.....

Classroom instruction must occur first as reflected in the lesson plans.

Supports and materials need to be used routinely and ready to go on CBI.

IEP goals and objectives must reflect the need for CBI.

During CBI.....

Emergency Information

Each Supervising Staff Should Carry A Binder Or Folder Containing The Following:

• Identification and emergency information on each student who is receiving instruction in the community. Information should include:

1. The student’s name, address and phone number

2. The parent’s name and phone number

3. The name of the school/administrator and the phone number

4. Medical information.

5. The student's mode of communication.

6. A picture of the student, if one is available.

7. First-aid supplies

   • Incident Form

   • Transportation Information (bus schedule)
Each Student Should Carry The Following

• Personal identification, any necessary emergency information (i.e., medical considerations) and relevant phone numbers. Students unable to independently carry identification and emergency information should have emergency information and identification in wallet in backpack.

IEP goals and objectives must be addressed.

After CBI.....

Data/Documentation

• Teacher and/or Paraprofessional must keep on going written data related to the implementation of community IEP objectives. Student progress must be recorded each time a student receives CBI.
• Review CBI lesson with each student upon returning back to classroom.
Lesson Plan

CBI

Campus:______________ Subject:_____________

<table>
<thead>
<tr>
<th>TEKS ( Essence Statement</th>
<th>Students:</th>
<th>Adults:</th>
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IEP Goal/Objectives:

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### Materials Needed:

<table>
<thead>
<tr>
<th></th>
<th>Pre-CBI Activity</th>
<th>CBI Activity</th>
<th>Post CBI Activity</th>
</tr>
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<tbody>
<tr>
<td>WK: __________</td>
<td>WK: _________</td>
<td>WK: ________</td>
<td>WK: _________</td>
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<td>Monday:</td>
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Monday:

Tuesday:

Wednesday:

Thursday:

Friday:
Responsibilities of the ARD Teacher
RESPONSIBILITIES OF THE ARD TEACHER

Yearly Responsibilities

I. Beginning of The Year
A. Develop a Student Working Folder on each student. (see checklist)
   1. A "student working" folder contains confidential information as identified on the "checklist".

2. The word "working" implies that the ARD teacher will use each student’s folder regularly for purposes such as:
   - Documenting progress of I.E.P. goals and objectives;
   - Maintaining logs of communication with parents, regular education teachers, special education teachers, related service providers and others (as necessary);
   - Locating current information (i.e., accommodations/modifications, specific goals and objectives, data collection sheets, anecdotal notes, etc.) quickly and efficiently;
   - Using information in folders, in conjunction with formal and informal assessments, to draft I.E.P. goals and objectives;
   - Taking the folder to ARD meetings to review I.E.P. goals and objectives, review BIPs, report progress, verify demographic information, etc.

3. Purpose of a student working folder: It is a teacher resource file used to collect important data necessary in developing the student’s I.E.P. It should not be an auditable file, but is open to record requests. The file should be adapted by the teacher for their use and an ongoing document. Tabs or sections can be used in organizing the data.

4. NOTE: Every ARD teacher will maintain and monitor this “student working” folder regularly on each special education student.
B. Review student’s eligibility folders.

C. Ensure that the student has appropriate goals and objectives for all instructional and related services. If appropriate, an ARD or ARD Amendment should be held for revisions.

D. Print copies of the schedule of services for all assigned students.
   1. Check schedule with IEP
   2. If there is a discrepancy, discuss with the campus diagnostician and administrator to make changes that affect instructional arrangement, modifying course content, increasing or decreasing time spent in special education and/or assessment decisions that will require an ARD or ARD amendment.

E. Make copies of the accommodation/modification page, BIP and the IEP and deliver to each teacher working with the student.
   1. Paperwork should be given to the teachers prior to the first day of school.
   2. Keep documentation of the delivery of this paperwork in the working folder.

F. It is strongly recommended that the ARD teacher make an initial contact with parent(s) during the first two weeks of the school year in order to establish a positive relationship with the parent(s).

G. Within the first three weeks, review the student’s IEP, schedule of services, and deliberations to ensure that all services are in place.
   1. Includes related services, modifications, adaptive P.E., assistive technology support, training for staff, or any other support or service addressed in the ARD.
   2. If services have not been provided by the third week, notify the service provider, campus special education administrator, and the cluster supervisor.
   3. Confirm all information within the student file on IEPPlus.
II. During the Year
   A. Monitor each student’s progress on a regular basis.
      1. Areas to be checked:
         a. Grades
         b. Behavior
         c. Attendance
      2. Monitor student progress once each three week period.
      3. If a student is failing then monitor one time a week and collaborate with the student’s teachers and parents.
      4. Assure that Progress Reports for instructional and related services are collected and sent home every six (6) weeks.
      5. Progress must be documented for every goal and objective each grading period.
      6. Notify Lead Teacher/Department Head if IEP report cards can’t be sent home due to another teacher or related service personnel failing to turn in their progress report with copy to campus administrator.
   B. The ARD teacher is responsible for checking the ARD schedule.
      1. All annual ARDs must be held before the annual due date to comply with state and federal guidelines.
      2. The ARD teacher is responsible for inviting related/instructional services personnel at least two weeks before the ARD. Related/Instructional services personnel need enough time to plan for the ARD and prepare the IEP related to their area.
      3. The ARD teacher is responsible that all individuals involved in the preparation of the IEP have completed their area of the IEP.
      4. The ARD teacher is responsible for finalizing all ARD meetings for security.
      5. The ARD documents should be finalized immediately following the ARD and copies given to the parents. If the parent is not provided a copy at the end of the meeting, this must be noted in the deliberations with the date of delivery.
C. Be aware of the need for a BIP or to revise a BIP for any student whose behavior interferes with their learning or the learning of others.
   2. Present a draft of the FBA/BIP to the ARD Committee for revision/approval.

III. End of the Year
   1. Complete the Teacher Clearance Forms
   2. Complete all end of year clearance procedures as per assigned campus.
   3. Make sure that all ARDs and Amendments held during the year are finalized and filed in the eligibility folder.
ARD Meeting Responsibilities of the Teacher

I. Prior to an ARD Meeting

A. The ARD teacher is responsible for collecting data to determine the student’s strengths and weaknesses to write an appropriate PLAAFP (Present levels of academic achievement and functional performance). Data that may be used include, but not limited to: progress reports from previous IEP, report card, state testing reports, information from Gradespeed, work samples, test samples, information provided by the general education teacher, discipline referrals, absence reports and information provided by the parents. If appropriate, administer or update a criterion referenced test (Brigance) one month prior to the annual ARD. All the data is used to write an appropriate PLAAFP and draft IEP goals and objectives.

B. Contact related services/instructional staff who provide services two (2) weeks prior to scheduled ARD.

C. Draft goals and objectives prior to the ARD meeting.

D. Collect information that is needed to assist the ARD Committee.
   - Attendance information
   - Discipline referrals
   - Copies of report cards
   - Most recent progress reports from all regular and special education teachers.
   - Information results for last state assessment
   - Transcript (H.S. Only)

E. Determine if staffing is needed.

F. Complete all pages to the ARD document.
   1. Review and change: - PLAAFP. The PLAAFP must include all areas that student receives services i.e. speech, OT, PT, counseling, Limited English Proficient, etc.
   2. The special education teacher must contact the related services personnel at least two weeks before the ARD so they can enter the PLAAFP, goals and objectives (if appropriate), and schedule of services.
   3. “Draft” appropriate goals and objectives for all areas of need.
4. “Draft” Schedule of Services of the ARD document. It is important to receive input from all teachers working directly with the student (general education, speech, VI, AI teachers, etc.)

5. Related Services personnel are responsible for entering the frequency and duration of services on the schedule of services. Teachers must not change or delete these services. If the teacher opens an ARD, deletes the ARD due to mistakes, and re-opens a new ARD, the teacher must email the related services personnel again so they can re-enter their services.

6. Determine appropriate State and Local Assessments for all grade levels.

7. Review the results of the previous state assessments.

8. The ARDC must follow the participation requirements for STAAR, STAAR-M, STAAR ALTERNATE

G. Send home a "Draft" copy of the suggested IEP before the ARD meeting.

1. Parents should receive a copy of the proposed IEP which is clearly marked as "Draft"

2. A memo which explains that their input is being solicited and that goals and objectives may be added or deleted upon their recommendation at the ARD meeting.

3. Meet with the parent(s) if necessary.

II. ARD Meeting Responsibilities

A. Follow the ARD agenda provided in this manual or other agenda as needed.

B. Present all information collected: competencies, attendance, review IEP, current progress, discipline, referrals, and recommendations for appropriate services.

C. Teacher should be prepared for an active role during the meeting.

D. Strive to involve the parent in all decisions.

E. Decisions should be made in the best interest of the student that allow for parent and school to reach consensus.

F. ARDs should be finalized and a copy of the ARD document be provided to the parent at the end of the ARD. If the parent is not
provided a copy at the end of the meeting, this must be noted in the deliberations with the date of delivery.

G. Provide copies of the IEP goals, objectives and accommodations to all staff working with the student ASAP (within 3 days).

H. The special education teacher is responsible to turn in the original ARD forms to the diagnostician or clerk for filing in the eligibility folder. ARD documents must be filed in the eligibility folder within 5 days of the meeting.

III. Amendment to the ARD

A. Teachers, Speech Pathologist, and Diagnosticians need to review ARD documents for accuracy before the meeting is finalized.

B. If corrections are needed, the ARD teacher will need to prepare an ARD amendment, with parent consent, or hold another ARD meeting.
Resources
Unique Learning Curriculum

Unique Learning System is a complete standards-based curriculum program designed specifically for students with significant disabilities. Subscribers download monthly instructional thematic units of study. Each unit contains 30 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.

Unique’s thematic units are Science and Social Studies themed and include comprehensive activities for all five core competencies:

- Reading
- Writing
- Math
- Science
- Social Studies

Unique Learning System also integrates seamlessly with the News-2-You weekly current event newspaper. Monthly suggested activities are available to help teachers make the connection.

Lesson Plans

Each month, there are a total of 30 new lessons provided within each ELEM-HS grade band. Lesson plans encompass a consistent format of activities with varied content and skills for each monthly unit. Each plan is differentiated into three learning levels to provide teachers with the ability to teach the same material to all students of varying cognitive abilities.

Level 1: Students typically require maximum support within instructional tasks. For these students, increasing the level of participation is the main objective.

Level 2: Students require picture support and other direct support in learning and the demonstration of skills.

Level 3: Students typically are reading or have potential to learn to read text and independently demonstrate comprehension of learned information within modified content.
News-2-You

News-2-You is an online newspaper (weekly) that connects the classroom to the world. It’s a connection that spurs learning and increases communication. The stories provide stimulating new information on reader friendly themes. The standard newspaper is published with four levels of difficulty each week, so there is something to challenge every student. More than 60 worksheets accompany the newspaper every week.

Joey’s Locker

The material in Joey’s Locker targets multiple academic areas, reinforcing the weekly vocabulary from the newspaper. Joey’s Locker includes six web-based games that change weekly and use the vocabulary from the newspaper along with a bi-weekly Adaptive Storybook about the various topics and bi-weekly interactive cartoon about the places in the news.

SymbolStix

SymbolStix Online is a web based symbol search engine that gives you access to the most complete and current symbol set available anywhere.
Websites

www.cindysautisticsupport.com
www.starfall.com
www.do2learn.org
www.asperger.net
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