START Early Childhood Intensive Training

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- Orientation to START and Early Childhood (EC) Training
- Critical Components of Effective Programs

- Increasing Learning Opportunities and Engagement

- Biggest Challenges: Learning and Behavior

- Supporting Young Children with ASD: Organizational Supports

- Data collection: Independence

- Supporting Young Children with ASD: Group Instruction
  - Centers
  - Snack
1 in 68

NATIONWIDE

CDC Report: 2014
Michigan Students with an ASD Eligibility

Number of Students

1,208

17,986

Autism Spectrum Disorders: Just the Facts
Intervening early and intensively is key to skill development and avoiding behaviors before they happen.
Early Intervention

Wrightslaw

“All available research strongly suggests that intensive early intervention makes a critical difference to children with autistic spectrum disorders. Without early identification and diagnosis, children with autism are unlikely to learn the skills they need to benefit from education.”
Brain Development

- Dr. Eric Courchesne explains the underlying brain biology of autism at the International Meeting for Autism Research (IMFAR)
Brain Changes from Behavioral Interventions


“This was the first trial to demonstrate that early behavioral intervention is associated with normalized patterns of brain activity, which is associated with improvements in social behavior, in young children with autism spectrum disorder.”
Overview of START and the Intensive Training
START Primary Components

- Training & Coaching
- Evidence-Based Practices
- Resources
- Collaboration & Coordination
Team-based Intensive Training

- START Early Childhood Intensive Training
- START K-12 Intensive Training
- START Building Your Future Training
Logistics

- Location
- All trainings will run from 8:30-3:30
- Breaks in am and pm
- Lunch will be provided
- SCECHs will be offered
- Module materials and a flash drive for each participant
- Sub team binder (1 per team) – Bring to each module
  - Move each module activity to binder
You will complete a team action plan at each meeting.

And collect data using the START data tools following each training.

Get a Resource for Your Classroom.
Snow Days

START Training is canceled if...

“*insert decision here***

• Sub team leaders provide a contact phone number at home or cell to start the phone tree

• Get home/cell numbers from your team members
*Please be prepared to turn this in by the end of the day tomorrow*
Everyone is at a Different Stage of Learning

• During this training we will talk about how to teach...

  o Early Learners
  o Emerging Learners
  o Transitioning Learners
Everyone is at a Different Stage of Learning

• Evaluate what you hope to get out of this training
  
  o **Content** – I am an early learner and I just need some information to get started!

  o **Implementation** – I am an emerging learner. I know quite a bit, but I want to better implement effective practices in my classroom

  o **Specific skills** – I am a transitioning learner and I think my classroom is running pretty well; now I want to tackle some more advanced practices

  o **SCECHs** – I have to get SCECHs and this is as good as anything else
Evidence-Based Practices
AIM website (http://www.autisminternetmodules.org)
A list of intervention strategies is not enough; interventionists need to identify child needs, develop plans to address needs, and match needs to instructional strategies (Strain, Schwartz & Barton, 2011)
### Critical Program Components

<table>
<thead>
<tr>
<th>Foundational</th>
<th>Instructional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting early</td>
<td>Critical Skill Targets</td>
</tr>
<tr>
<td>Family-driven partnership</td>
<td>Multiple and varied embedded learning opportunities</td>
</tr>
<tr>
<td>High expectations</td>
<td>Practices that support active engagement</td>
</tr>
<tr>
<td>Functional approach to behavior</td>
<td>Use of effective prompting and reinforcement strategies</td>
</tr>
<tr>
<td>Integration with typical peers</td>
<td>Focus on generalization and maintenance of skills</td>
</tr>
<tr>
<td>Planning for transition</td>
<td></td>
</tr>
</tbody>
</table>

- **Individualized**
- **Service intensity based upon child and family needs**
- **Skill targets and interventions are selected based on an understanding of child strengths and needs and family values and preferences**
- **Collecting data for decision making**

**Critical Program Components**
Critical Components

Perhaps it is not unique features of model programs, but common features that result in positive outcomes (Boyd, Hume, McBee, Alessandri, Gutierrez, Johnson, Sperry & Odom, 2013)

This is not the same as “eclectic”
DEC Recommendations

INS1. Practitioners, with the family, identify each child’s strengths, preferences, and interests to engage the child in active learning.

INS2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.

INS3. Practitioners gather and use data to inform decisions about individualized instruction.

INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.

INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

INS6. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.

INS7. Practitioners use explicit feedback and consequences to increase child engagement, play, and skills.

INS8. Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning.

INS9. Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.

INS10. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child’s phase and pace of learning or the level of support needed by the family to achieve the child’s outcomes or goals.

INS11. Practitioners provide instructional support for young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language.

INS12. Practitioners use and adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities.

INS13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

http://www.dec-sped.org/recommendedpractices
All practices must align with...

- **Law**
  - IDEA

- **Literature**
  - Evidence Based Practice

- **Student Data**
  - Outcomes
Structuring the Classroom for Learning
The two biggest problems are...

1. Behaviors

2. Learning/Skill Development
Create as many **structured learning opportunities** as possible, **individualized** for students so they can become **actively engaged** in typical learning and social activities.
This will eliminate many of the issues with problem behaviors
What does a learning opportunity look like?

1. Instruction/activity/situation is presented to the child

2. Child has an opportunity to respond

3. Child is given feedback
   a) Acknowledgement that response was correct
   b) Correction/prompt to help the child give a correct response
Presenting Instruction

Request
(Stimulus)

Response

Reaction
(Consequence)

3 Rs
Counting Learning Opportunities and Engaged Time

- Let’s count learning opportunities and watch for engaged time
  - Example 1
  - Example 2

- Watch the student. When you see a learning opportunity mark it down.

- Keep track of how much time the child is engaged.
How to Increase Learning Opportunities

- Use center cards to specify goals for all instructors

- Assign staff to particular kids so there's more "ownership" for engaging the kids and providing learning opportunities

- Don't provide all necessary materials (spoon, glue, chair) to elicit and reinforce communication

- Split circle time to reduce wait time for learning opportunities

- Use peers to prompt and reinforce instead of relying solely on adults
Engaged Time

- It will not be possible to provide learning opportunities all the time, but we can increase time engaged in productive activities.

- Engaged time: Active involvement in productive activities that lead to learning.

- How we organize activities will determine engagement.
Reaching Our Ultimate Goals

Why do we work so hard to increase learning opportunities?

- Independence
- Social opportunities
- Preparation for typical school experiences
- Quality of life
Educating Young Children with ASD

Classroom Staff:
- Routine Supports
- Individual Instruction

Ancillary Staff:
- Behavior Supports
- Communication Instruction

Peers:
- Scheduling Supports
- Social/Play Instruction

Parents:
- Group Instruction
- Visual Supports
Organizational Supports

- Routine Supports (establishing classroom routines and promoting flexibility)
- Scheduling Supports (maximizing time with students, effective use of staff)
- Visual Supports (schedules and visual supports)
- Behavior Supports (expectations, positive behavior support, changing behavior patterns)
Routines and Flexibility

- Predictability and routines can increase active involvement and decrease arousal.
- Flexibility will allow the child more options and opportunities now and in the future.
Example

- Rian
  - Check schedule → movement (actually recess)
  - Upset
  - Chose to stay in

- What is adult response?
  - Looking at ASD differently
How you schedule your class time is everything!
“Teachers need to refer to the schedule frequently and consistently and use the schedule to teach the classroom routine, cue transitions, and teach children to understand changes to the routine” (Strain & Schwartz, 2009).
What’s in a Schedule?

- Predictable schedule throughout all routines and activities of the day

- A variety of age appropriate structured activities

- Balance of learner-initiated versus adult-directed activities

- Learning is always happening
Small group ~ deliberate, specific, and intentional planning

- Introduce new concepts
- Introduce new material
- Reinforce skills
- Scaffold learning
- Individual observation, documentation

Large group ~ practice and generalizations

- Revisiting previous lessons
- Stories (read a-louds)
- Songs
- Discussions
- Expansion of learned concepts
- Group observation, documentation
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45</td>
<td>Bussing  Handwriting  Table activity – patterning  Bathroom</td>
<td>Bussing  Handwriting  Book Nook  Bathroom</td>
<td>Bussing  Handwriting  Table activity – What goes together?  Bathroom</td>
<td>Bussing  Handwriting  Book Nook  Bathroom</td>
</tr>
<tr>
<td>9:05</td>
<td>Snack</td>
<td>Snack</td>
<td>Snack</td>
<td>Snack</td>
</tr>
<tr>
<td>10:25</td>
<td>Recess /Sensory room</td>
<td>Recess /Sensory room</td>
<td>Recess /Sensory room</td>
<td>Recess /Sensory room</td>
</tr>
<tr>
<td>11:00</td>
<td>Circle  Greeting  Concept ? who is has the _______________?  Story sequence  Direction following</td>
<td>Circle  Greeting  Concept ? Who has the _______________?  Story sequence  Imitation</td>
<td>Circle  Greeting  Concept ? Who do you see?  Story sequence  Direction following</td>
<td>Circle  Greeting  Concept ? Who do you see?  Story sequence  Imitation</td>
</tr>
<tr>
<td>11:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00</td>
<td>Tablework  Concepts - who  Listening center  Direction following  Handwriting w/o tears</td>
<td>Tablework  Concepts - who  Listening center  Direction following  Handwriting w/o tears</td>
<td>Tablework  Concepts - who  Listening center  Direction following  Handwriting w/o tears</td>
<td>Tablework  Concepts - who  Listening center  Direction following  Handwriting w/o tears</td>
</tr>
<tr>
<td>12:30</td>
<td>Circle  Language group</td>
<td>Circle  Language group</td>
<td>Circle  Language group</td>
<td>Circle  Language group</td>
</tr>
<tr>
<td>1:00</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>1:30</td>
<td>Games</td>
<td>Sensory table</td>
<td>Legos</td>
<td>Games</td>
</tr>
<tr>
<td>2:00</td>
<td>Movement</td>
<td>Movement</td>
<td>Movement</td>
<td>Movement</td>
</tr>
<tr>
<td>2:15</td>
<td>Snack</td>
<td>Snack</td>
<td>Snack</td>
<td>Snack</td>
</tr>
<tr>
<td>2:35</td>
<td>Book Nook  Busing</td>
<td>Table Choice  Busing</td>
<td>Book Nook  busing</td>
<td>Table Choice  Busing</td>
</tr>
</tbody>
</table>
# Schedule by Staff

<table>
<thead>
<tr>
<th>Time:</th>
<th>Linda – teacher</th>
<th>Kim – para</th>
<th>Mary – para</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40-9:00</td>
<td>Team meeting</td>
<td>Team meeting</td>
<td>Team meeting</td>
</tr>
<tr>
<td>9:00-9:10</td>
<td>Set up room/data sheets</td>
<td>Bus/bathroom</td>
<td>Bus/bathroom</td>
</tr>
<tr>
<td>9:10-9:30</td>
<td>Circle</td>
<td>Circle support</td>
<td>Circle support</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Intensive teaching – Group 1</td>
<td>Intensive teaching – Group 2</td>
<td>Intensive teaching – Group 3</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>Snack &amp; bathroom</td>
<td>Snack &amp; bathroom</td>
<td>Break</td>
</tr>
<tr>
<td>10:15-10:35</td>
<td>Recess</td>
<td>Break</td>
<td>Recess</td>
</tr>
<tr>
<td>10:35-11:25</td>
<td>Center 1</td>
<td>Center 2</td>
<td>Center 3</td>
</tr>
<tr>
<td>11:25-11:45</td>
<td>Interactive, structured play</td>
<td>Interactive, structured play</td>
<td>Interactive, structured play</td>
</tr>
<tr>
<td>11:45-12:00</td>
<td>Home notes</td>
<td>Bathroom/prep for bus</td>
<td>Bathroom/prep for bus</td>
</tr>
<tr>
<td>12:00-12:10</td>
<td>Plan for next day</td>
<td>Plan for next day</td>
<td>Plan for next day</td>
</tr>
</tbody>
</table>
Scheduling Challenges

- Students at different levels
- High number of students
- Not enough staff

Creative solutions

- Assign staff to a group of students to cycle through activities during class time
- Group students by similar abilities or by students that can work independently with students that need assistance
- Split activities up - half the class has circle time while the other half is doing work activities/centers
- Get volunteers to increase adult numbers
- Do activities that require more support on days when ancillary staff are in the room (push in)
A Good Rule

When students are there, staff is always working with students

Save clean up, material development, cutting, phone calls, etc. for later
Schedule Discussion

- How long is your program (half day, full day)?

- How much time is structured?

- Review your schedule to maximize learning time
Organizational Supports: Preparing the environment before starting to teach
Setting Up the Learning Environment

“One of the primary considerations of effective program for young children with autism is an environment designed to prevent problem behaviors, promote engagement and participation, and facilitate successful interactions with typical peers” (Strain & Schwartz, 2009).
Classroom Environment Guidelines

- Clearly define areas
- Establish traffic patterns
- Place resources near the area of use
- Position barriers so you can see over them
- Have a mix of open floor space and seated table space
- Prepare the environment before you start teaching
Establish Areas in the Room

Arrange areas for their specific purpose minimizing open areas, such as coat area or book area

(small spaces with enclosed side supports)
Position the environment around the student

- Remove or cover anything that is competing for the child’s attention
- Use bench/sided chairs to help a student stay in their chair
- Use a wall, cabinet, easel or bookcase as a block from running or visual distracters
What are the seat accommodations? Who might have a tendency to run?
Application

▪ Review your **classroom schedule** and/or **classroom environment**

▪ How could you adjust your schedule and classroom set up to increase learning opportunities throughout the day.

▪ Record on Action plan

▪ Move activity form to Sub team binder
Teaching Throwing
Visual Supports

A Foundation for Participation & Engagement
1. Teach to the Test

- Having visuals is not enough, students need to be systematically TAUGHT to use them.

- Use them consistently and predictably, at least initially; think of it as teaching a life skill. Even if the student doesn’t need the visuals at the moment, you’ve set a foundation that may be useful in future settings when they DO need them.
2. Push to the Next Level

- Once the child is communicating successfully, teach him/her to wait

- Once the child is using a schedule successfully, teach change within schedules
3. Consider (and Take Data on) the Range of Skills for Which Visuals can be used

How are you using schedules to teach:

- Independence?
- Socialization?
- Participation and behavior?

- Do you have or need data demonstrating how the child is using visuals to be successful in these areas?
Daily Schedules & Practicing Changes
Daily Schedules

- Increase predictability
- Can decrease the length of a crisis or prevent a crisis
- Increase independence
Daily Schedule
Daily Schedule

Consider the format of the schedule:

Left to right
Top to bottom
Book format
Key ring
Individualized
Introducing Change into the Schedule

- Children with ASD prefer routine.

- Although we want to increase predictability, we also want to prepare them for the unpredictable to handle new situations.
Practicing Change with Schedules

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story time</td>
<td>Reading</td>
</tr>
<tr>
<td>Seatwork</td>
<td>Writing</td>
</tr>
<tr>
<td>Library/Book time</td>
<td>Thomas the Tank Engine</td>
</tr>
<tr>
<td>Lunch</td>
<td>Math</td>
</tr>
<tr>
<td>Writing</td>
<td>Pack Up</td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
</tbody>
</table>
Practicing Change with Schedules
Supporting Families when Changes Occur

- Families experience many changes
- Write social stories/social facts (e.g. airport)
Mini Schedules

- Can increase independence and participation in activities
- Similar to a task analysis, they break down the steps in the activity
Mini Schedule for Independence

- puzzle
- coloring
- beads
- done
Mini Schedules for Independence

School Arrival

- go to locker
- hang up
- empty backpack
- carry supplies to classroom

Going to Recess

- snowpants on
- boots on
- jacket on
- hat and mittens on
- wait for teacher
- wait
Mini Schedule for Independence

Art Center

Cut       Glue       Put on       Show       Backpack

Some children will respond better to photographs, others can use line drawings or written words.
Mini Schedules for Independence

Handwashing
Mini Schedule for Independence

Playground Schedule
Another Type of Mini-Schedule: First-Then

First: Sandbox

Then: Swing
First: sit in chair, Quiet mouth
then: stand up, check schedule

First: clean up
then: check schedule
Visuals to Support Transitions
Visuals to Support Transitions

- Transitions should be built into the schedule with predictability and routine

- Provide precorrects and cues (e.g., “2 more minutes,” songs, sayings)

“My hands are at my sides. I’m looking straight ahead. My lips don’t move at all, I’m ready for the hall.”
Visually to Support Transitions

Walk

Hold hands
Visual Timers

www.timetimer.com
Visuals to Support Transitions
Countdown Cards

5 4 3 2 1

circle time
Visuals to Support Choice-Making
Visual Cues for Choice-Making
Visual Cues for Choice-Making Circle Time Songs

Circle Time Song Choices

- Wheels on the bus
- Hey Diddle Diddle
- Old McDonald
- Bingo
- Humpty Dumpty
- Hickory Dickory Dock
- Baa Baa Black Sheep
- Twinkle twinkle
- If You're Happy
Apps for Choice Making

ChoiceBoard Creator

My Choice Board

I want

- Cereals
- Strawberries
- Bread
- Bologna
- Cheese
- Milk
Visuals for Rules
When I eat I sit in my chair.
With my feet on the floor and my hands to myself. I have a quiet mouth.
I leave my placemat on the table.
I use a spoon or fork if I need one.
Visual Supports: Rules
A Picture is Worth a 1000 Words

- Make a picture
- Explain
- Teach
Visuels to Expand Language
He is __________.

I found the __________.

It is a ____________.
I want ____________________.

No, I do not want _______________
Too close ____________.

Can you stop, please?

I don’t like ____________.
Social Narratives
Social Narratives

- When I start kindergarten
- At circle time we...
- Backpack books
Application

Visual Supports for the Classroom

- Daily Schedules & Practicing Changes
- Mini Schedules
- Supporting Transitions
- Visuals for Choices & Communication
- Visuals to Teach Waiting

Record on Action plan

Move activity form to Sub team binder
Student Expectations
“Almost 30 years of research and experience has demonstrated that the education of students with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible”

The Universally Designed Classroom (2005)
Why are expectations important?

The Pygmalion Effect
(Rosenthal & Jacobson, 1968)

Later research: Expectancy Effect
Madon et al (1997) - teacher perceptions and expectations have a greater relative impact on achievement among low achievers than among high achievers.
<table>
<thead>
<tr>
<th>Influence</th>
<th>Rating (Low/Med/High?)</th>
<th>Influence</th>
<th>Rating (Low/Med/High?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Retention (holding back a year)</td>
<td>Low (-0.13)</td>
<td>6. Ability grouping/tracking</td>
<td>Low (0.12)</td>
</tr>
<tr>
<td>2. Student control over learning</td>
<td>Low (0.04)</td>
<td>7. Matching teaching w/student learning styles</td>
<td>Low (0.17)</td>
</tr>
<tr>
<td>3. Whole-language programs</td>
<td>Low (0.06)</td>
<td>8. Within-class grouping</td>
<td>Low (0.18)</td>
</tr>
<tr>
<td>4. Teacher subject matter knowledge</td>
<td>Low (0.09)</td>
<td>9. Reducing class size</td>
<td>Low (0.21)</td>
</tr>
<tr>
<td>5. Gender (male vs. female achievement)</td>
<td>Low (0.12)</td>
<td>10. Individualizing instruction</td>
<td>Low (0.22)</td>
</tr>
<tr>
<td>11. Using simulations and gaming</td>
<td>Medium (0.33)</td>
<td>11. Using simulations and gaming</td>
<td>Medium (0.33)</td>
</tr>
<tr>
<td>12. Teacher expectations</td>
<td>Medium (0.43)</td>
<td>13. PD on student achievement</td>
<td>Medium (0.51)</td>
</tr>
<tr>
<td>14. Home environment</td>
<td>Medium (0.52)</td>
<td>15. Influence of peers</td>
<td>Medium (0.53)</td>
</tr>
<tr>
<td>16. Phonics instruction</td>
<td>Medium (.54)</td>
<td>17. Providing worked examples</td>
<td>Medium (.57)</td>
</tr>
<tr>
<td>18. Direct instruction</td>
<td>Medium (.59)</td>
<td>19. Cooperative learning (vs. individualistic)</td>
<td>Medium (.59)</td>
</tr>
<tr>
<td>20. Concept mapping</td>
<td>High (.60)</td>
<td>21. Comprehension programs</td>
<td>High (.60)</td>
</tr>
<tr>
<td>22. Acceleration (e.g., skipping a year)</td>
<td>High (.67)</td>
<td>23. Vocabulary programs</td>
<td>High (.68)</td>
</tr>
<tr>
<td>24. Meta-cognitive strategy programs</td>
<td>High (.69)</td>
<td>25. Teacher-student relationships</td>
<td>High (.72)</td>
</tr>
<tr>
<td>26. Reciprocal teaching</td>
<td>High (.74)</td>
<td>27. Feedback</td>
<td>High (.75)</td>
</tr>
<tr>
<td>28. Providing formative evaluation to teachers</td>
<td>High (.90)</td>
<td>29. Teacher credibility in the eyes of students</td>
<td>High (.90)</td>
</tr>
<tr>
<td>30. Student expectations</td>
<td>High (1.44)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attending a Presentation

Expectations

- Sitting in seat
- Handout in front of you
- Attending to speaker
Expectations are Clear and Consistent

- Expectations are high
- Everyone knows them
- Everyone abides by them

What do you expect of your students?
General Expectations for Students across the School Day

- Expectations to and from the bus
- Expectations for snack time
- Expectations for circle time
- Expectations for playground/sensory room/gym
- Expectations for lunch
- Expectations for bathroom
Expectations from the Bus

- Carry own backpack
- Walk to and from classroom
- Take lunch and notebook out of backpack
- Take folder to teacher’s desk
- Hang up backpack
- Take off outer garments and hang up
Helping Students Meet Expectations Independently
Helping Students Meet Expectations Independently
Consistent expectations teaches a student how to be independent in that activity.

- Supported initially, students are patterned on the steps of an activity.
- Support is faded as the student becomes independent in the activity.
Expectations at Snack/Lunch

- Sit in a chair with feet on the floor
- Leave placemat or napkin on table
- Request desired items with words/pictures/signs when asked
- Drink from regular cup
- Clean up when asked
Expectations for Circle time

- Sit in chair
- Feet on floor
- Hands to self
- Raise hand for a turn
- Wait for your turn to be called on
- Motor imitation on request
- Greet and identify peers
- Pass items to peers on request
Circle Time Rules

- feet on floor
- look at teacher
- hands down
- quiet mouth
- sit in chair
At circle I sit in my chair
With my feet on the floor and my hands in my lap
quiet mouth
My eyes are looking at my teacher.
Important Point!!

- How often do you put on a child’s coat because you are in a hurry?

- Have you ever wanted a student to just get an art project done so it would look nice and be finished?

- Have you ever allowed children to leave their shoes off because it is too hard to keep them on?

These expectations are our goals!
Expectations = Accountability

- Clear expectations are for everyone working with students.
- Clear expectations define the parameter of the adult role in an activity.
- Clear expectations keep the focus of work on the students.
Expectations: Measuring Progress

Expectations **data sheet**
“When teachers expect students to do well and show intellectual growth, they do; when teachers do not have such expectations, performance and growth are not so encouraged and may in fact be discouraged in a variety of ways.”

James Rhem, the National Teaching and Learning Forum
START Passport

- Raising Expectations with Schools and Families
- Implementation Fidelity Check
- Passport Data Form
Passport Webpage

START Project

Resources and Tools

- Resources
- Evidence Based Practices
- USAPT 2.0
- Secondary Transition into Adulthood
- Summer Camp
- Passport

Passport

The Passport is a guide to assist families and school personnel in ensuring that typical grade-appropriate opportunities are provided for students with ASD.
Teaching Positive Patterns of Behavior
Establish Positive Patterns

What we teach kids early on, is what they will do...forever

- Why do people wash their hands after they go to the bathroom?
- How do you remember to brush your teeth every night?
- How do kids learn to say please and thank you?
- Why do kids consistently line up at recess and lunch?
- Why do some kids make their bed on a regular basis?
- Why do some kids do their homework when they first come home from school?
- Why can some kids accept “no”?
Creating Routines

- When animals or humans are in a novel environment, many of the areas of the brain are active as they are learning how to navigate the new situation. Once they learn a routine (i.e. habit), there is less brain activity and behaviors become more automatic. Decision making is not required once the brain determines what routine is needed for the situation. Routines are stored in the brain and still work even when other brain functions may not be working (Duhigg, 2012).

- This is true for both functional and non-functional routines
Positive Patterns are Habits

- **Cue, Routine, Reward Loop**
  - **Cue** tells us which habit to use
  - **Routine** or behaviors exhibited
  - **Reward** helps the brain determine if the routine is worth remembering for the future

Note: Concept of habit formation comes from neuroscience research and closely parallels research in applied behavior analysis
Positive Pattern Rules

- Know your expectation
- Use visuals
- Model--model--model
- Giving feedback
- Be consistent
- Say it once and follow through
What do we need to pattern correctly?

- Holding a writing implement
- Bathroom
- Snack clean up
- Language
- Getting dressed
- Task completion
- And much more
Steps to Presenting Positive Patterning

- Obtain student attention
- Present instruction
- Student responds
  - Student starts to make an incorrect response, block and prompt to correct response (errorless learning)
- Specifically praise target response in a neutral voice “you washed your hands”
Even more complex behaviors can be patterned
Application

- Review the student expectations handouts
- Define your own Student expectations
- Prepare to share and post these expectations (if you are missing team members, have a meeting to discuss and define expectations with them)
- Record on Action plan
- Move activity form to Sub team binder
Behavior Support

Classroom behavior support

- First have a good classroom level system in place to address behavior (universal level)

Individual student support

- Then have individual systems in place for behaviors (targeted or individualized)
- More on this at the last training
What are the two best ways to address challenging behaviors?

1. Prevent them
Antecedent Strategies to Prevent Challenging Behaviors

Universal Strategies:
- Meaningful, interesting activities with support
- Planned environmental structure
- Provide snacks
- Present easy task before hard task
- Provide transition cues
- Give movement breaks
- Give attention for appropriate behaviors
Antecedent Strategies to Prevent Challenging Behaviors

The best strategy is to match the reason for the behavior with the right prevention

- If the student can’t stay seated in one spot on the floor...
- If the student runs down the hall...
- If the student dislikes music time...
- If the student consumes wood chips at recess...
- If the student insists on the train at play time and won’t share...
- If the student screams at transitions...
- If the student hits himself when you ask him to do work...
Embrace the Two Time Rule

- Once for independence
- Second time supported through to success
Say it Once and Follow Through

- When you ask a child to do something and you don’t follow through what happens next time?

- Rule: always follow through and you will prevent many problem behaviors in the future.
Prevention: Written word is law

- Sometimes saying it isn’t enough. You need to write it down or show a picture.

- Noah is 6 years old
Behavior Support

What are the two best ways to address challenging behaviors?

2. Teach alternative behaviors
Good teaching is the best form of behavior management.

- Thomas Caffrey
Teach the Affirmative

Say:

- Walk please
- Feet on the floor
- Stop. Pick up the toys
- Use a quiet voice

Avoid Saying:

- Don’t run
- No climbing
- Don’t throw toys
- No yelling

*A good visual support for staff*
What does every child need to know?

- Ask for help
- Wait
- Ask for food or drink
- Choice making (yes/no)
- Request a break
Teaching Waiting

- Visual cues cards can help the child to understand the concept of waiting

- Waiting cues can be used:
  - Following a child’s request
  - During play - waiting for a turn with a toy
  - During circle - waiting for a turn to make a choice
  - During a game - waiting for a turn with the game pieces
Teaching Waiting

- Once the child is efficient at requesting preferred items, you can begin practicing waiting with a waiting symbol.

- Choose a symbol that makes sense for the child.
Teaching Waiting

- Present the waiting symbol when the waiting period begins, remove it when the wait period is finished
- Start with very brief waiting periods, gradually increase the amount of time
What does every child need to know?

- Ask for help
- Wait
- Ask for food or drink
- Choice making
- Request a break
Requesting a Break

I need a break!
Take Note

2/3 of behavior problems in kids with ASD are escape motivated

What is an appropriate form of escape?
Teaching Breaks

1. Teacher prompts the student to take a break
   • Pair the prompt for a break with a break card

2. Goal is for student to request a break independently
Teaching Breaks

- When a child’s behavior is escalating or interfering with learning, the staff asks the child to choose:
  1. Request help
  2. Stay at the activity
     - Staff increases positive feedback for appropriate behavior as well as reinforcing peers appropriate behavior
  3. Take a Break
     - If child makes no choice and continues with problem behavior, the staff verbalizes, “I see you are choosing to take a break.”

- When teaching children to request breaks, have a tangible icon that represents a break.
Teaching Breaks

- Have a predetermined activity or area for the child’s break
  - Walk in the hall
  - Quiet area of the room
  - Table with activity (e.g. geoboard)
Break Areas

Should not be Disneyland

Should not be punitive
Teaching Breaks

- Quietly and quickly escort the student to the break area, unless he can go on his own.

- Set a visual timer for a predetermined time (e.g. 2 minutes).

- When the timer goes off, tell the student it is time to come back. If the student is not ready, reset the timer for the same amount of time. If the students still isn’t ready to return, provide a neutral task to the child to complete and return to the classroom activity.

- Give the child the opportunity to tell you what he needs before returning to the previous activity. See chart on the next slide.
What do you need?

- Snack
- Bathroom
- Drink
- Break
- Brush
Bear Takes a Break

Bear takes a Break
Goal is to prepare students to take their own breaks
Assessing Classroom Structure and Teaching
# Early Childhood Assessment Tool

Statewide Autism Resources and Training (START)  
Effective Practices Assessment Tool  
for Young Children with Autism Spectrum Disorders

Team: ____________________________  District: ____________________  Date: ___________  ___________

<table>
<thead>
<tr>
<th>AREA 1: Critical Program Components</th>
<th>Current Status/Progress</th>
<th>Priority Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not in Place</strong></td>
<td></td>
<td>1 - 5</td>
</tr>
<tr>
<td><strong>Partially In Place</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>In Place</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CRITICAL COMPONENTS**

1. Students are actively engaged with many learning opportunities throughout the day

- Students each receive less than 5 learning opportunities (including entire request, response, reaction sequence) per hour on average. Students are actively engaged in productive activities less than 50% of the time.

- Students each receive approximately 10 learning opportunities (including entire request, response, reaction sequence) per hour on average. Students are actively engaged in productive activities more than 80% of the time.

- Students each receive more than 20 learning opportunities (including entire request, response, reaction sequence) per hour on average. Students are actively engaged in productive activities more than 80% of the time.

**Priority**
- 1
- 2
- 3
- 4
- 5

2. Programming is individualized to meet student needs

- Students receive traditional preschool instruction with minimal adjustments for individual needs.

- Programming is individualized for some students, some of the time, but not consistently enough to make rapid progress toward IEP goals.

- Instructional goals, methods, prompts and response requirements are individualized to meet the student’s abilities, needs, and developmental level.
Welcome Back
Day 2
Collecting Student Data

- Independence
- Engagement
- Social interaction

*Identify one or more students in your classroom to collect this data across the first 3 training modules*
Educating Young Children with ASD

Classroom Staff
- Routine Supports
- Individual Instruction
- Group Instruction
- Behavior Supports
- Communication Instruction

Ancillary Staff
- Visual Supports
- Social/Play Instruction

Parents
- Scheduling Supports

Peers
Instructional Considerations

- Differentiated Instruction in Group Settings
- Intensive Instruction (training #2)
- Communication Instruction (training #2)
- Social/Play Instruction (training #3)
Group Instruction: Centers
What are Centers?

- Students are divided into smaller groups
- Each group is assigned to a center
- When possible, centers are supported by an adult (some centers may be designed to be independent)
- Students rotate from one center activity to the next; staff may or may not rotate with groups of students
Benefits of Centers

- Increased adult attention
- Increased potential for learning opportunities
- Shorter, more focused activities
- Increased exposure to concepts and materials
Possible Centers

- Literacy/Academic
- Sensory/Art
- Dramatic Play

- Games
- Blocks, building toys, books
<table>
<thead>
<tr>
<th>Center</th>
<th>Staff Needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy/Academic</td>
<td>YES</td>
</tr>
<tr>
<td>Sensory/Art Center</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Dramatic Play</td>
<td>YES, initially</td>
</tr>
<tr>
<td>Games</td>
<td>YES</td>
</tr>
<tr>
<td>Blocks/building/books</td>
<td>No</td>
</tr>
</tbody>
</table>
Staffing Centers

- If you only have 2 adults in the classroom, you can:
  - Have ancillary support staff provide push-in services, they run a center
  - Seek volunteers (parents, family members) to manage a center
  - Older students (e.g., high school volunteers) run a center
  - Schedule fewer centers (2 manned centers, 1 independent)
  - Pattern routines within a repetitious center
Staffing Centers

An Example of Centers:
Red Circles = adults
Yellow Circles = students

- Literacy-Academic Center
- Book/Blocks area
- Games Center
Grouping Students for Centers

- Identify groups of students (3-5) who can be placed together
- Homogeneous vs. heterogeneous groupings
  - Peer supports
  - Imitation of behavior
- Rotating groupings
Building Independent Activities in Centers

- These activities are typically prompted and supported at the beginning of the school year, but supports are faded as students become proficient.

- The activities can be stored at center locations to be used if one center finishes earlier than others.
Building Independent Activities in Centers

Examples:
- Folder work
- Puzzles
- Push-pins
- Geoboards
Independent Centers
Discussion: Scheduling Centers and Grouping Students

- Choose a time of day when you might consider implement centers (30-45 min).

- How many paraprofessionals and ancillary support staff are available at this time? How will you maximize adult to student ratios? Can you identify parent volunteers?

- What centers would you like to implement? Remember, this can rotate (3 one day, 3 different centers the next)

- Think about the students who are in the classroom. How might you group these students to implement centers more successfully?

- Are there any independent activities that you need to teach to help students during waiting periods?

Write any tasks in your ACTION PLAN
Group Instruction Themes
Themes

Benefits for ALL Students

(http://www.pbs.org/teachers/earlychildhood/articles/integratedunits.html)

- Students can learn in-depth, factual information as well as process-based learning
- Individual student needs can be addressed
- Themes are motivating to both children and teachers (Kostelnik, Soderman & Whiren, 2004)

Additional Benefits for Students with ASD

- Themes allow teachers to expose students with ASD to new materials and activities
- Themes provide increased learning opportunities
- Themes promote generalization of skills
- Themes prepare students for general education environments
Themes

- Themes last for approximately 2-4 weeks
- Develop themes and theme boxes together with colleagues
- Start small, add later

Some resources on themes in early childhood:

Read It Once Again
http://www.readitonceagain.com/
- Last 3 -4 weeks
- Multitude of lesson options in fine motor, gross motor, cognitive, daily living, social communication and social skills
- Themes are built around common childhood books
- Materials are easily accessed on the provided CD
- Pre and post test available for every theme
- Parent letter provided
- Activities can be embedded throughout the day
- Activities are leveled
- Connected to what children are expected to learn in kindergarten

Creative Curriculum
http://teachingstrategies.com/
- Studies last for as long as the students are interested and engaged.
- Read along books based on study
- 38 objectives for development and learning
- Strength based
- Utilize outcome reports to guide instruction
- Parent newsletter provided
- Activities can be embedded throughout the day
- Activities can be leveled
- Connected to what children are expected to learn in kindergarten
Implementing Themes/Studies

- This approach is a method of integrating content learning through children’s investigation of a topic and finding answers to their questions.
- Children’s interest and potential interests are a major reason for selecting a topic.
- Exploration through children’s firsthand experiences with resources that are readily available in and near school.
- Connected to what children are expected to learn in kindergarten
Benefits to Children

Repetition

- improves vocabulary
- improves sequencing skills
- aids children in learning high frequency words and phrases
- helps in word and phrase prediction
- enhances memory skills
- enhances language development
Theme book or Read Alongs

- Re-reading and revisiting text:
  - Supports listening skills
  - Teaches comprehension
  - Practices sequencing skills with children
  - Helps children complete fill-ins: “goodnight ________”
  - Teaches children to recite or read along
  - Reinforces rhythm and rhyme
  - Deepens discussion by asking open ended questions – “where do you think brown bear found red bird?”
  - Use high frequency or high emotion words to achieve student engagement
    - “who do you see” (Brown Bear)
    - “walking backwards upside down” (Silly Sally)
    - “Oh no” (Going on a Bear Hunt)
Early Childhood Literacy

- Re-reading and revisiting text allows caregivers to:
  - Support listening skills
  - Teach comprehension
  - Practice sequencing skills with children
  - Help children complete fill-ins: “goodnight ________”
  - Teach children to recite or read along
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    - “who do you see” (Brown Bear)
    - “walking backwards upside down” (Silly Sally)
    - “Oh no” (Going on a Bear Hunt)
Five Domains

- With activities in the five primary domains the child is introduced to multi faceted learning within a theme. Because the lessons are laid out with objectives, teachers and parents can modify a lesson to fit the level of the child and still expose them to learning concepts.

- Domains: Cognitive, Gross Motor, Fine Motor, Daily Living, Socialization
Book Nook

- Books related to the theme stay in the book area for the entire time you are working on the theme book. At least one theme book is in the book area.

- Partner up for social interaction – read along, turn pages.

- Have story sequence cards in book area for children to sequence the theme story.
Group Instruction: Differentiated Instruction
Different Learners, Different Needs

Not all students have the same skills-- some students are highly verbal, some are nonverbal; some are ready to transition to a kindergarten placement, others are still learning to sit and attend.
In general, which students receive the most learning opportunities?

Which students need the greatest number of learning opportunities?
Different Learners

**Early Learner**
- May not have verbal language, has emerging sign/PECs skills
- May still be learning imitation, matching & attending skills
- Emphasis on choice-making & communication targets
- Emphasis on building a consistent communication system, participation, attending skills & social interactions with adults
- May require frequent reinforcement

**Emerging Learner**
- Emerging verbal skills (imitates single words & short phrases)
- Attends to tasks independently for a brief period of time
- Can imitate, match and sort
- Emphasis on communication, social interaction with adults or peers & building pre-academic skills
- Less frequent reinforcement is required to maintain behavior

**Kindergarten Readiness Learner**
- Speaks in short phrases or sentences
- Demonstrates fairly consistent attending skills
- Emphasis on expanding communication skills, social, play & pre-academic skills
- Preparing for transition to less restrictive placement
How do you meet the needs of different learners?

Differentiated Instruction
Differentiated Instruction

- All learners receive learning opportunities targeted to their strengths and needs
- Common practice in special education, we’re advocating a more systematic process
- The law clearly supports initiatives to ensure student access and participation in the curriculum
Differentiated Instruction in Action
Differentiated Instruction in a Story Time Activity

**Early Learner**
- Touch the (picture)
- Match the picture cue to the picture in book
- Find the red animal (prompt, as needed)
- Turn the page

**Emerging Learner**
- What’s this?
- What color?
- Count the animals
- Touch the yellow animal
- Which animal says “woof”?

**Transitioning Learner**
- Identify animal names in print
- Identify letters in book
- Predict (who will come next?)
- Connection (who do you see sitting next to you?)
- Which animal would we find in a tree?
Differentiated Instruction in a Sequencing Activity

Early Learner

Emerging Learner

Transitioning Learner
Differentiated Instruction in an Academic Activity

Early Learner

Emerging Learner

Transitioning Learner
2-minute Topic: How are you using differentiated instruction in your environment?
Group Instruction: Goal Cards
A Few Facts about Clams

- CLAMS have BIG impact
  - The largest clam ever recorded was found in Okinawa, Japan in 1956; it weighed 750 lbs

- CLAMS have longevity
  - The world’s oldest living animal, Ming, is a clam found in 2007 off the coast of Iceland; it was 405 years-old

- CLAMS are versatile
  - They have been used as food, jewelry, money, and tools
CLAMS Cards

- Have BIG impact
- Have longevity
- Are versatile
Goal cards with targets in each of the following areas

- C – Communication goals
- L – Literacy goals (letters, pre-reading skills)
- A – Academic goals (numbers, shapes, colors)
- M – Motor goals (gross, fine)
- S – Social goals
When you’re preparing an activity for your students, you can also create a CLAMS card for the activity.

CLAMS Cards in Action
### Description of Activity:

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher selects student whose turn is first by pulling student names or pictures from a box</td>
</tr>
<tr>
<td>2.</td>
<td>Chosen student pulls a card with “tiptoe,” “march,” or “hop” depicted on the card</td>
</tr>
<tr>
<td>3.</td>
<td>With prompts, as needed, student tiptoes, marches or hops to the lightswitch on the wall and turns off the lights in the classroom and returns to the circle area</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher prepares the spinning top to spin on a tray at the center of the circle</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher says, “Ready, set…______” and waits for student to fill in “go” either verbally or with sign, pictures or augmentative device. When child indicates “go”, the teacher spins the top.</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher holds out her hand as a waiting signal while saying “wait, wait…”. Then, in an animated way says “STOP”! Student catches the spinning top to stop it.</td>
</tr>
<tr>
<td>7.</td>
<td>Repeat activity with other students completing fill-ins and taking turns stopping the top</td>
</tr>
</tbody>
</table>

### Materials Needed:

- Picture cards with student names or pictures
- Pictures of various action verbs (marching, tiptoeing, hopping, crawling). If you prefer, you can show students videos of children demonstrating the actions rather than pictures.
- Spinning top with lights/music
- Tray to contain the spinning top
<table>
<thead>
<tr>
<th>CLAMS</th>
<th>Early Learner Goal</th>
<th>Transitioning Learner Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>Fill ins, “Ready, set, ____” (Linnea signs “go”, Eric says “go”)</td>
<td>John answers questions: Tell me about the top? “it’s spinning, the lights are ____”</td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
<td>Student responds to namecard or picture when teacher says “whose turn is it?” (Linnea says, “mmm”, Eric says “me”)</td>
<td>John responds by raising his hand without calling out</td>
</tr>
<tr>
<td><strong>Academic</strong></td>
<td>Following directions: “turn the light off”, “sit down”</td>
<td>John verbally labels the actions in the picture, or engages in the action with a verbal cue and no picture; John is asked to listen, remember, and follow 2 different directions (march to lightswitch, hop to seat)</td>
</tr>
<tr>
<td><strong>Motor</strong></td>
<td>Student tiptoes, marches or hops to the lightswitch (Linnea requires picture cue, live modeling, and prompting)</td>
<td>John marches and hops</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td>Practice waiting “Wait, wait… STOP”… Linnea points to peer for next turn when asked, “who’s next?”</td>
<td>Practice waiting “Wait, wait… STOP”; John says the name of peer when asked “who’s next?”</td>
</tr>
</tbody>
</table>
Which Activities can you use CLAMS cards for?

- Play-dough
- Games
- Obstacle course
- Crafts
- Sensory table
- Academic s
- Scavenger hunts
- Playground activities

- Snack
- Dramatic play
- Music time
- Story time
- Block-building
- Etc...
- Etc..
Why Use CLAMS Cards?

- So that all staff know the goals to target during the activity
  - Ancillary staff, new staff, volunteers
- To increase learning opportunities within activities
- To assure that we’re targeting skills across domains
Examples of CLAMS Cards for Brown Bear, Brown Bear Activities
Story Time Activity

- Traditional circle time story
- Students answer questions about the story
- Students help turn pages of the book and identify peer for next turn
- Students perform animal actions

Supports:
Visual cues that match story pictures
Name cards for students (with pictures, if appropriate)
Sequencing cards (if desired)
CLAMS Card for Story Time

- **C**: Communication goal
  - Identifies picture in the book, answers yes/no questions

- **L**: Literacy goal
  - Follows left to right; reads words or identifies letters and sounds

- **A**: Academic goal
  - Identifies animal colors, matches picture to picture, answers Wh-questions or prediction questions

- **M**: Motor goal
  - Uses pointer finger to identify pictures; models animal action

- **S**: Social goal
  - Points to peer for next turn, waiting
Examples of Differentiated CLAMS Cards
<table>
<thead>
<tr>
<th>Level 1: Early Learner</th>
<th>Brown Bear Story Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>CLAMS Card</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>With prompts, child points to pictures upon request, responds to yes/no by shaking or nodding head “is that a car?” (no), “is that a dog” (yes), responds by raising hand or pointing to self when asked “whose turn is it?”;</td>
</tr>
<tr>
<td><strong>L</strong></td>
<td>Child selects picture to place on visual strip given a visual strip that states: “I see a ________ looking at me”; repeats letter sounds or signs the phonics sound equivalent</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>With prompts, child matches identical pictures to book illustrations, or matches animal figurines/stuffed animals to book illustrations, child points to colors upon request, matches color to color (green dot matched to green frog)</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>Child makes finger point when identifying pictures; turns pages of book one at a time; with prompting, child demonstrates animal motions (fish swimming, duck waddling)</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>Child selects or identifies student for next turn; child shows picture to other students when told, “show ___ what you have”</td>
</tr>
<tr>
<td>Level 2: Emerging Learner</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>Brown Bear Story Time</td>
<td></td>
</tr>
<tr>
<td>CLAMS Card</td>
<td></td>
</tr>
</tbody>
</table>

**Communication**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Child points to pictures in book upon request, responds to yes/no either verbally or by shaking or nodding head “is that a car?” (no), “is that a dog” (yes), child raises hand and says “me” in response to “whose turn is it?” child labels pictures and features, “red bird” given a starter sentence: “I see a ________ looking at me”</td>
</tr>
</tbody>
</table>

**Literacy**

<p>| | |</p>
<table>
<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td>L</td>
<td>Child fills in labels and features when given a starter sentence: “I see a ________(red bird) looking at me”; child repeats letter sounds and matches sounds with letters in the book (“B” says “buh”)</td>
</tr>
</tbody>
</table>

**Academic**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Child matches non-identical pictures to the book illustration (photograph of a frog is matched to the illustration), child matches animal figurines/stuffed animals to book illustrations, child labels colors and matches color to color (green dot matched to green frog)</td>
</tr>
</tbody>
</table>

**Motor**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Child makes finger point when identifying pictures, turns pages of book one at a time, models teacher engaging in animal actions (fish swimming, duck waddling)</td>
</tr>
</tbody>
</table>

**Social**

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<tbody>
<tr>
<td>S</td>
<td>Child selects or identifies student for next turn; child shows picture to other students while labeling picture: “red bird”</td>
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<tr>
<td><strong>Level 3: Transitioning Learner</strong></td>
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<tr>
<td><strong>Brown Bear Story Time</strong></td>
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<tr>
<td><strong>CLAMS Card</strong></td>
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<tr>
<td><strong>Communication</strong></td>
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<tr>
<td><img src="image" alt="C" /></td>
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<tr>
<td>Child points to pictures in book upon request, responds to yes/no either verbally or by shaking or nodding head “is that a car?” (no), “is that a dog” (yes), child raises hand and says “me” in response to “whose turn is it?”, child labels pictures and features, “red bird” given a starter sentence: “I see a ________ looking at me”</td>
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<tr>
<td><strong>Literacy</strong></td>
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<td><img src="image" alt="L" /></td>
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<tr>
<td>Child points to words while reading and repeats letter sounds and matches sounds with letters in the book (“B” says “buh”); child practices rhymes, “which word rhymes with cat? book or hat?”</td>
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<tr>
<td><strong>Academic</strong></td>
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<td><img src="image" alt="A" /></td>
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<tr>
<td>Child matches non-identical pictures to the book illustration (photograph of a frog is matched to the illustration), child matches animal figurines/stuffed animals to book illustrations, child labels colors and matches color to color (green dot matched to green frog)</td>
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<tr>
<td><strong>Motor</strong></td>
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<td><img src="image" alt="M" /></td>
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<tr>
<td>Child makes finger point when identifying pictures, turns pages of book one at a time, models teacher engaging in animal actions (fish swimming, duck waddling)</td>
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<tr>
<td>Child selects or identifies student for next turn; child shows picture to other students while labeling picture: “Jake, I have the red bird”)</td>
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<tr>
<td>Differentiated CLAMS Card</td>
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### Communication

- Points to pictures in book on request, responds to yes/no by shaking head (with prompts); points to self when asked “whose turn?” *(John, Dana)*
- Fills in starter sentence: “I see a ______ looking at me”; predicts what comes next; says, “me” for “whose turn is it?” *(Tara, Michael)*

### Literacy

- Selects correct picture for visual strip that states: “I see a ______ looking at me”; approximates letter sounds with a model, or signs the Zoo-phonics equivalent with prompts *(John, Dana)*
- Points to words while reading and repeats letter sounds and matches sounds with letters in the book (“B” says “buh”); practices rhymes, “which word rhymes with cat? book or hat?” *(Tara, Michael)*

### Academic

- Matches identical pictures to the book illustration; matches color to color *(John, Dana)*
- Matches non-identical pictures to the book illustration, matches animal figurines/stuffed animals to book illustrations, labels colors and matches color to color (green dot matched to green frog) *(Tara, Michael)*

### Motor

- Models teacher engaging in animal actions (fish swimming, duck waddling) *(ALL STUDENTS)*

### Social

- Identifies student for next turn by pointing; taps peer and shows book page *(John, Dana)*
- Identifies student for next turn by labeling (“John’s turn”); says “John, look, I have red bird”) *(Tara, Michael)*
Sand Table Activity

- Sand table with animal figurines (dog, cat, horse, bird, bear, fish, etc.) mixed in sand/rice
- Students use tongs or sifters to find the animals and match them to picture cards
- Students count the number of animals and may graph the totals with adult support

**Supports:**
- Animal figurines
- Animal pictures
- Trays/plates
- Tongs, sifter
- Graph/chart
CLAMS Card for Sand Table

- **C: Communication goal**
  - Answers fill-ins: “you found a ____”, “is that a dog?” (yes/no); chooses tongs or sifter

- **L: Literacy goal**
  - Matches figurines found in the sand to picture with written words (horse); some students with more advanced reading skills may match figurines to the first letter (“h”) or to the written word.

- **A: Academic goal**
  - Counts animals found for each picture, graphs numbers

- **M: Motor goal**
  - Uses tongs or sifter to remove animals from the sand

- **S: Social goal**
  - Shares items with peer (tongs, sifter), says “Here you go”, responds to joint attention: “look” (staff points to animal found by peer)
Puff Painting Black Sheep Activity

- Demonstrate the activity using a mini schedule
- Fill small pie tins with 2/3 Elmer's glue to 1/3 shaving cream and add a quarter size drop of black paint.
- Students use a popsicle stick to stir mixture around. Once stirred, have students spread “paint” on the outline of the black sheep. Paint will be thick and stay puffed and rubbery as it dries.

Supports:
Mini-schedule of steps (name, stir, paint, show)
Black and white paint, shaving cream, glue
Popsicle sticks
Sheep outline drawn on paper
CLAMS Card for Puff Painting Black Sheep

- **C: Communication goal**
  - Identifies animal, requests materials (paper, popsicle stick)

- **L: Literacy goal**
  - Traces or writes name on picture, follows visual sequence

- **A: Academic goal**
  - Names colors, talks about mixing colors

- **M: Motor goal**
  - Holds popsicle stick or paintbrush to paint, stirs to mix colors, paints along line

- **S: Social goal**
  - Shows or says “look what I made”, passes materials to peer upon request
Animal Relay Activity

- Teacher identifies a student for the first turn and shows the student a picture or video demonstrating animal movement (*flap wings like a bird, swim like a fish, hop like a frog, crawl like a bear*)
- Teacher says “ready, set, ___” and turns stop/go sign.
- Student completes animal motion to run course, returns to start line and gives next student five
- All students complete first animal motion, then next animal motion is chosen

**Supports:**
- Stop & Go sign
- Pictures of animals, or pictures of child performing animal movements, or video models of children performing animal movements
CLAMS Card for Animal Relay

- **C: Communication goal**
  - Completes verbal fill-ins: “Ready, set, ____”
- **L: Literacy goal**
  - Reads “STOP” and “GO” on sign
- **A: Academic goal**
  - Uses picture to determine animal action
- **M: Motor goal**
  - Students moves across the room like the selected animal
- **S: Social goal**
  - Waiting turn, cheering for classmates; giving five at the starting line; models action on video or model provided by peers
Math Practice Worksheet
Activity

- Teacher has student select marker by pointing or labeling
- Student writes name on paper
- Student identifies blue objects by circling them or placing an X on them
- Student counts blue items
- Student indicates number of blue items on line

Supports:

- “I need help” cue card
- Mini-schedule of steps (write name, circle blue, write number on the line, show paper)
CLAMS Card for Math Practice Worksheet

- **C: Communication goal**
  - Requests marker or chooses marker from an array by pointing, says “I need help” (verbally, or with picture cue)

- **L: Literacy goal**
  - Writes name on paper, follows mini-schedule of steps

- **A: Academic goal**
  - Counts, identifies color of objects, makes circle or X on appropriate item, writes number on line

- **M: Motor goal**
  - Holds marker/pencil and writes

- **S: Social goal**
  - Hands marker to classmate, shows teacher finished worksheet
Literacy/Academic Center:
Counting Practice Worksheet

Early Learner

Emerging Learner

Transitioning Learner
Scavenger Hunt Activity

- Place animals (figurines or pictures) around the room.
- Show children the visual strip that indicates the animals they are looking for. Tell the children the animals are lost all over the room and they need to help find them.
- When the student has found several animals and matched them to the visual strip, he helps another student or sits and waits.
- Students count the number of animals and discuss features (“which animal has wings?”, “which ones have four legs?” with teacher support).

Supports:
- Visual strip with animal pictures, die cuts or pictures from the story
- Animal figurines
CLAMS Card for Scavenger Hunt

- **C: Communication goal**
  - Fills in “Ready, set, ____”: identifies animal; uses expanded language, “it’s a _____ (horse)”; answers yes/no: “is this a dog?”

- **L: Literacy goal**
  - Uses visual strip to determine which animals to find

- **A: Academic goal**
  - Matches animal to correct picture, counts animal legs

- **M: Motor goal**
  - Navigates room and collects animals; crawls or climbs to obtain animals that are out of reach (animals placed inside tunnel, under the table)

- **S: Social goal**
  - Shows peer animal he found; helps peer find an animal; cheers for peers
Putting It All Together:

Using Center Activities, Themes, Goal Cards & Differentiated Instruction
Tools

- Sequencing cards
- Mini-schedules
- Action picture cards (or videos)
- Pictures of story characters
- “Show” visual support
- “Here you go” visual support
- Name cards (with pictures)
- Stop/Go sign
- Animal figurines
Examples of CLAMS Cards

- Pirates
- Things we See in the Sky
- Green
- Bugs
- Circus
- Ice-Skating
Here is how you would make a CLAMS card

Make CLAMS cards for two different activities that you regularly implement in the classroom, or would like to implement in the classroom

Will you run this activity as a center with small groups?
Would it be beneficial to have differentiated targets for different groups of students?

Record on Action plan

Move activity form to Sub team binder
### Model for a Differentiated CLAMS Card

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## Center Schedule

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<tr>
<th>Monday</th>
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<tr>
<td>Speech Circle Krista Workbook - Mary</td>
<td>Brown Bear Bingo</td>
<td>Workbook – Mary</td>
<td>Smart board - Mary</td>
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Snack as a Center

If you run snack as a center…

- Incorporate your theme
- Create a CLAMS card
- Schedule enough time for the students to meet the goals
- Differentiate activity
Ten Little Apples

C  Request items needs for project

L  Identify name on placemat and follow recipe sequence

A  Count out the required number of apple and mix blue and yellow food coloring in icing to make green

M  Spreading icing on cracker and picking up small red hots to put on tree

S  Request peer to pass, comment on what they are eating and answer ?s
Ten Little Apples Snack

Target skills all levels – sitting in a group, attending, waiting, counting, direction following, and fine motor

- Early Learner – use tech talk to indicate what they need next (pictures of supplies on board)
- Emerging Learner – request or sign for the supplies they need to complete snack
- Kindergarten Readiness Learner- ask for the supplies they need in a simple sentence

** engage all students in answering questions about what they are doing
Isabelle Snack Video
The Placemat Game
Spohn, Timko & Sainato (1999)
Figure 1: Total verbal interaction rate per minute. Placemat Game includes teacher as facilitator of structured game with picture cards, placemats and reinforcers.
Reciprocal Conversation at Snack
Thoughts on Snack

We need to focus on providing lots of learning opportunities at snack while keeping it as natural and social as possible.

- Consider how you will increase learning opportunities in snack.
- Record on Action plan.
Big Ideas for Early Intervention

- Identify and intervene early
- Use evidence based practices
- Work as a team and include families
- Increase learning opportunities (i.e. opportunities to respond with feedback) and student engagement
- Use effective instructional delivery (3 Rs: Request, Response, Reaction)
- Focus on meaningful, functional goals and tasks (independence and socialization)
Big Ideas for Early Intervention

- Establish an effective classroom structure to ensure learning
- Establish positive patterns of behavior early
  Prevent problem behaviors with antecedent strategies
- Provide lots of meaningful integration opportunities
- Use data to confirm progress and make programming decisions
- Carefully plan for transition to elementary
Turn in the Training Questionnaire

Complete the Effective Practices Assessment Tool and Submit

Plan for Independence data collection with 1 student – Submit Summary at Next Module

Complete your Action Plan
Next Steps

- Next meeting date
  - Eaton host site – November 12 & 13
  - Macomb host site – December 3 & 4
- Bring a copy of your data collection form for one student