Autism Spectrum Disorders for Paraprofessionals: Providing Effective Instruction and Supports

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This book is to be used as a companion to the Autism Spectrum Disorders for Paraprofessionals: Providing Effective Instruction and Supports course. The activities are part of the course and will be discussed as you go through each of the presentations. The presentations will let you know which activity to use when it is time.

There are two types of activities: Think about it! And apply it! Each activity will be marked by an icon and a specified color as you can see below:

**Think about it!**

The Think about it! activities are intended for you to think about what you have learned and apply concepts to given case studies and questions posed.

**Apply it!**

The Apply it! activities are intended for you to apply the information you have learned to the classroom setting in which you work.

*As you go through this course and complete the Think about it! and Apply it! activities, you will be encouraged to share your responses with your supervisory teacher. These activities are excellent ways to foster communication and identify areas of need you may have as you support students with ASD. It may be beneficial to provide your supervisory teacher with a copy of this book as you begin the class so you both will have a copy of the activities and will be aware of the content of the course.

We hope that you enjoy the course and the activities!
Apply it!

STRENGTHS AND ABILITIES

- Think about a student you know who has ASD.
- Think about his or her strengths and abilities.
- Think about his or her interests and desires.
- Write down the name of the student: _____________________________

Answer the following questions:

1. List three strengths you have observed.

2. List any interests you have observed.

Once you have completed this activity share your responses with your supervisory teacher. Your supervisory teacher may have other items to add to your list and may be interested in the observations you’ve made.
Think about it!

View the two videos in the presentation. As you view them, pay attention to the communication abilities and characteristics of the students.

Then, answer these questions:

1. In the first video, what expressive communication characteristics did you observe? What receptive communication characteristics did you observe?

2. In the second video, what expressive communication characteristics did you observe? What receptive communication characteristics did you observe?

3. How were these students similar? How were they different?
In the first video you should have observed the student using expressive language stating that it’s okay. He was seeking reassurance from the individual sitting next to him and may have also been a method he used to self soothe. If you listen closely you can hear the instructor say his name and tell him to be quiet at which time he looks in her direction and stops speaking demonstrating receptive communication as he was able to follow a simple direction.

In the second video you will notice the student has a good command of both expressive and receptive communication as he is able to have a communication exchange with the person speaking to him in the video. He used gestures and made facial expressions as he talked and listened.
Apply it!

QUESTIONS

Identify a student with ASD with whom you work.

Write down the name of the student: ________________________________

Answer the following questions:

1. Describe the expressive communication characteristics you have observed.

2. Describe the receptive communication characteristics you have observed.

3. Describe the social skills characteristics you have observed.
4. Describe the restrictive, repetitive and stereotyped patterns of behavior you have observed.

5. List ways these characteristics have impacted the student. How has it impacted his or her learning? How has it impacted his or her ability to interact with peers?
SECONDARY CHARACTERISTICS

Identify a student with ASD with whom you work.

Write down the name of the student: ____________________________________________

Answer the following questions:

1. Describe any challenges with executive functioning you have observed.

2. Describe any challenges with imitation you have observed.

3. Describe any challenges with motor skills you have observed.

Once you have completed this “Apply it!” Activity, share your paper with your supervising teacher.
Think about it!

PERSON FIRST LANGUAGE

Let's practice using person first language!

Below you will see a list of incorrect ways to describe a student with a disability. Write down the correct way to refer to the same person using person first language.

- Wheel chair bound: ____________________________
- Autistic boy: _________________________________
- Dyslexic girl: ________________________________
- Learning disabled: ___________________________
Here are some potential answers to your “Think about it!” questions:

- Wheel chair bound: A person who uses a wheelchair
- Autistic boy: A boy with autism
- Dyslexic girl: A girl with Dyslexia
- Learning disabled: A person with a learning disability
JEROME

Jerome is a nine year old boy with autism. He is nonverbal and uses a communication device to communicate. The device has nine pictures on it. Each picture is of something he enjoys such as a cookie, slide, and computer. You are supporting Jerome while he is in the cafeteria. While in the cafeteria he has to go through the lunch line. He has to order and pay for his food. He sits with his classmates at a table in the back corner of the room.

Describe how you would presume competence in the areas of communication for Jerome.

________________________________________________________________________

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Jerome is a nine year old boy with autism. He is nonverbal and uses a communication device to communicate. The device has nine pictures on it. Each picture is of something he enjoys such as a cookie, slide, and computer. You are supporting Jerome while he is in the cafeteria. While in the cafeteria he has to go through the lunch line. He has to order and pay for his food. He sits with his classmates at a table in the back corner of the room.

Here are some potential ways you would want to presume competence in the areas of communication for Jerome.

1. Jerome could order his food using his communication device
2. Jerome could answer questions from his classmates using his communication device
3. Jerome could answer yes/no questions about what he wants to eat
4. Jerome could ask his peers a question using his communication device
5. Jerome could ask for help with opening his food containers from either an adult or his peers
6. Jerome could let people know when he was done eating
7. Others…
Apply it!

CONFIDENTIALITY

Identify a student with ASD with whom you work.

Write down the name of the student: _____________________________

Answer the following questions:

1. Who are the appropriate people in which you can discuss the student or students with ASD that you support?

2. Where in the building are confidential documents stored? Who has access to these documents?

3. Are there procedures for viewing confidential documents? If so, what are they?
Apply it!

EDUCATIONAL TEAM AND IEP:
PARTS OF THE IEP

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| 1. Find the present level of performance. Read it. Now ask yourself… | Do I have a clear picture of what this student does well?  
 Do I have a clear picture of this student’s skills?  
 Do I know any strategies that work with this student?  
 Do I know what to avoid when working with this student? |
| 2. Find the annual goals. Read each goal. Now ask yourself… | Do I have a clear picture of what the student should be able to do by the end of the year? |
| 3. Find the services. Read it. Now ask yourself… | Do I understand the supports that this student needs in regular education environments? |
| 4. Find the section on accommodations. Read it. Now ask yourself… | What specially designed instruction does this student need?  
 Where is the instruction provided?  
 If I need to provide practice or support, do I understand what to do? |
| 5. If the student has a behavior intervention plan, find it. Read it. And ask yourself… | What are the strategies and techniques that will increase the likelihood that appropriate behaviors will occur?  
 If problem behaviors begin to escalate, how can I redirect the student to more positive behaviors?  
 If the student becomes aggressive, do I know the steps in the response plan to deescalate the situation? |
| 6. Now read the rest of the individualized education plan. Ask yourself… | Do I have any questions about this student, his or her needs, or his or her support that I should share with my teaching team? |

Find the IEP of a student with ASD with whom you work. Take a look at the table you see here. Look through each part of the IEP you have and answer the corresponding questions. Write down your answers and any questions you may have in the space below.

Causton-Theoharis (2009), p. 34
1. Present level of performance: ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. Goals: ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. Services: ____________________________________________
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4. Accommodations: ____________________________________________
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5. Behavior intervention plan: ____________________________________________
   ____________________________________________
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6. IEP: ____________________________________________
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Once you have completed this “Apply it” activity, share your paper with your supervising teacher. Talk with your supervising teacher about the structure in the classroom to get his or her thoughts about the structure in the classroom.
RESPONSIBILITIES: EDUCATIONAL TEAMS

- Think about the students with whom you work and write down their names.

- Next, write down the members of the educational team(s) for each of the students.

- Once you have the team members listed, write down two ways the team collaborates well and two ways that the team could improve its collaboration.

- Write down at least one way you can improve your communication with the educational team.

Once you have completed this “Apply it” activity, share your paper with your supervising teacher. Talking with your supervising teacher about how the team functions may support better collaboration which can support better outcomes for the student with ASD. You may also get a better perspective of why decisions are made in the manner they are decided.
RESPONSIBILITIES: CATEGORIES OF RESPONSIBILITIES

Think about your role as a paraprofessional and the many tasks you perform during the course of the day. Now, list the roles you perform with students with ASD according to the categories outlined. Try to think of at least two examples for each category.

Once you have listed your roles, next to each one indicate whether you feel confident performing the task or whether you feel you need more support and/or training in performing the task.

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Once you have completed this “Apply it!” activity, share your paper with your supervising teacher. Discuss how you perform each task. Talking with your supervising teacher about the roles and responsibilities may help you gain a better understanding of what you are to perform during the day and how you may perform them effectively.
RESPONSIBILITIES: WORKING WITH YOUR SUPERVISING TEACHER

Now that we have distinguished between the roles of the teacher and the roles of the paraprofessional go back to the list of responsibilities you made earlier in this presentation.

Write down the roles of the teacher with whom you work for these same categories.

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<td>● providing behavioral/social support</td>
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<td>● supporting individual student needs, and</td>
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<td>● performing personal care tasks.</td>
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Do your roles differ significantly or is there overlap?

Once you have completed this “Apply it” activity, share your paper with your supervising teacher. Talking with your supervising teacher about these roles may help you gain a better understanding of how you can do your job effectively.
Amelia, a student with ASD, attends the general education setting with a paraprofessional for math. Amelia has severe anxiety when in large groups and often struggles during math class. She often leaves the room without teacher permission when she becomes overly anxious. The desks in the classroom are in traditional rows and Amelia’s desk is in the front row in the middle so she sits closest to the board and teacher. Posters, decorations, and student work fill the space on the walls. The board, where the teacher writes is covered with posters and student drawings. The room is often warm and there is a fan in the front of the room. There is one main entrance/exit into and out of the classroom. The teacher will sometimes have the students sit at their desks for math instruction and other times they will sit on the floor.

Based on the information in the case study, what could be done in the classroom to structure it in a way that will support Amelia? Identify at least two options.

1. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Others? ______________________________________________________
   __________________________________________________________
   __________________________________________________________
There are many options that can be considered.

- First, if Amelia has difficulty in large groups and is leaving the room without permission, seat Amelia on the end of the row so she is not in the middle of a large group and away from the door so it takes her longer to get to the door before she leaves the room.

- You might consider reducing the amount of decorations in the classroom. Amelia might be overwhelmed by the amount of items she can see in the classroom that aren’t what she should be focusing on.

- In that same manner, removing the unnecessary items from the board will allow Amelia to focus on what the teacher wants her to focus on rather than all the decorations.

- When the teacher allows students to work in their desks or on the floor, you may assign Amelia a place to sit and work so that she doesn’t have to be overwhelmed by having too many decisions. If you want to give her a choice, you can ask her if she wants to work in her desk or on the floor and then tell her where to sit on the floor if that’s her choice.

- You may want to provide Amelia with visual supports such as a break card or first/then schedule so when she feels overwhelmed, she can ask for a break more appropriately or know that she simply needs to complete her math work and then can have something more reinforcing.

- You could also provide Amelia with a study carrel to reduce the number of distractions in her environment. These are a few suggestions. You may have come up with even more suggestions to support Amelia in her classroom.
INSTRUCTIONAL STRATEGIES AND CONSIDERATIONS: CLASSROOM STRUCTURE

Think about the special or general education classroom in which you work with a student with ASD. Answer the following questions:

1. Is the furniture arranged to provide physical structure and help the student understand the environment? Yes No
2. Is the environment free of distractions? Yes No
3. Is the environment easy to move around and navigate? Yes No
4. Does the student know what to do in various places in the room? Yes No
5. Are the materials organized and accessible for the student? Yes No
6. What visual supports are used?

7. List three ways structure may be added to the environment to enhance the student’s understanding.
   1. .....................................................................................................................
   2. .....................................................................................................................
   3. .....................................................................................................................

Once you have completed this “Apply it” activity, share your paper with your supervising teacher. Talk with your supervising teacher about the structure in the classroom to get his or her thoughts about the structure in the classroom.
School is typically a predictable environment. Teachers tend to follow a regular schedule, classes happen at the same time, lunch occurs at the same time, and the same people tend to work with students. However, there are many changes that can occur during a school day.

List at least two changes that could occur during a school day for which you would want to prepare the student.

1. 

2. 

Others?


INSTRUCTIONAL STRATEGIES AND CONSIDERATIONS: PREPARING FOR CHANGES

List at least two changes that could occur during a school day for which you would want to prepare the student.

- Assemblies
- Fire drills
- Substitute teachers
- A new student
- Moving to a different classroom
- Changing seats
- Starting new content
- Using different materials
- Working with a new partner or in a new group
- Others…
INSTRUCTIONAL STRATEGIES AND CONSIDERATIONS: TASK ANALYSIS

- Find the IEP of a student with ASD with whom you work. Look at his/her goals and pick one of the goals that the student is working on.

- Think about how the goal is being taught. Think about that skill and write down all the steps needed in order to complete the skill.

  Step 1:______________________________________________________________
  Step 2:______________________________________________________________
  Step 3:______________________________________________________________
  Step 4:______________________________________________________________
  Step 5:______________________________________________________________
  Step 6:______________________________________________________________
  Step 7:______________________________________________________________
  Step 8:______________________________________________________________
  Step 9:______________________________________________________________
  Step 10:______________________________________________________________

- After you have them all written down, make sure to put the steps in order.

- Think about how you are teaching that skill.
1. How could you focus on each of the steps, rather than the entire skill?

2. Would that be beneficial for the student?

- Write down two other skills that you are working on that could be broken down in this way.
  
  1. 
  
  2. 

Once you have completed this “Apply it” activity, share your paper with your supervising teacher. Talk with your supervising teacher about the skills you chose and how you broken them down. It would be helpful to take this opportunity and discuss all of the skills you teach to the student to see if there are smaller pieces you could teach the student which would promote success for the student.
INSTRUCTIONAL STRATEGIES AND CONSIDERATIONS: PROMPTING

Find the IEP of a student with ASD with whom you work. Look at his/her goals and pick one of the goals that the student is working on.

- Think about how the goal is being taught. Think about what types of prompts are used to teach this skill. Take a moment and answer the following questions:

1. What prompts are being used to teach the skill?

2. Are there other prompts that you can use to teach the skill?

3. How can you reduce the amount of prompting you are doing to help the student learn and be more independent?

Once you have completed this “Apply it” activity, share your paper with your supervising teacher. Talk with your supervising teacher about the structure in the classroom to get his or her thoughts about the structure in the classroom.
INSTRUCTIONAL STRATEGIES AND CONSIDERATIONS: REINFORCERS

Take a moment to think about a student with ASD with whom you work.

List at least 8 items or activities that the student with ASD finds reinforcing.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________
7. ____________________________________________
8. ____________________________________________

● Do you use these items and/or activities to provide reinforcement to the student?

● Could you use these items more?
• How might you identify other items that the student finds reinforcing?

• If there are items/activities you identified that aren’t being used, how could you use these?

Once you have completed this “Apply it” activity, share your paper with your supervising teacher. Talk with your supervising teacher about the reinforcers you identified and how these can be used in the classroom to increase the amount of reinforcement the student receives.
SOCIAL SKILLS: SOCIAL OBJECTIVES

Answer the following questions.

- List at least 3 social objectives that are written in the student’s IEP.
  1. 
  2. 
  3. 

- List at least one social skill the student can work on that will help address a problem behavior the student exhibits.
  1. 
  Others?

Once you have completed this activity share your responses with your supervisory teacher. This is a good opportunity to ensure you are aware of the social objectives your students are working on.
Think about it!

SOCIAL SKILLS: TELLING A PEER ABOUT THE WEEKEND

Think about the following social situation and develop a task analysis for that skill.

Break the following skill down and outline the steps you would teach to the student:

- Telling a peer about something you did over the weekend.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
6. ____________________________________________________________
7. ____________________________________________________________
8. ____________________________________________________________
9. ____________________________________________________________
10. ____________________________________________________________
SOCIAL SKILLS: TELLING A PEER ABOUT THE WEEKEND

There are many ways that “telling a peer about something you did over the weekend” could be made into a task analysis. Here is one example:

1. Walk up to a friend
2. Say hello
3. Ask your friend “what did you do this weekend”
4. Look at your friend
5. Listen to the response
6. Say “that sounds like fun”
7. Say “I ____________ this weekend”
8. Look at your friend
9. Say “see you later”
Apply it!

SOCIAL SKILLS: TARGETING SOCIAL SKILLS THROUGHOUT THE SCHOOL DAY

Complete the following:

Write down the student’s daily schedule. You do not need to get too detailed. Simply write down the big activities the student completes (e.g. walk to class, unpack, reading, lunch, math, etc.)

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<tr>
<th>Time</th>
<th>Activity</th>
<th>Social Goal</th>
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Next to each daily activity, write down at least one social goal that should be worked on during that time period.

Once you have completed this activity share your responses with your supervisory teacher. This is a good opportunity to ensure you have outlined the social skills you are to work on throughout the entire school day.
SOCIAL SKILLS: SOCIAL SKILLS STRATEGIES

Look at the daily schedule and list of social skills you outlined in a previous “Apply it!”

For each social skill, write down the strategy or strategies that you could implement with this student to teach the skill and support its use.

Once you have completed this activity share your responses with your supervisory teacher. This is a good opportunity to ensure you have outlined the strategies you will use to work on social skills with your students with ASD.
This is an example of a communication board for an art activity. List at least 3 ways the student can use the board to communicate to others.

1. ____________________________

2. ____________________________

3. ____________________________

Other: ____________________________

________________________________

________________________________

________________________________

________________________________

________________________________

________________________________
There are many ways a student can use the communication board for an activity. Here are some possibilities:

- The student can request an item that he or she needs to complete the activity.
- The student can ask for glue, then paint, then a paint brush.
- When asking for paint or markers, the student can ask for specific colors he wants.
- The student can also request a break using the communication board.

Did you think of any other ways that a student can use the board that are not listed here?
Please refer back to the “Apply it!” activity you completed earlier in this presentation. In the activity you were asked to:

- List at least 3 communication goals that are written in the student’s IEP.

- Describe the mode or modes the student uses to communicate.

For this “Apply it!” activity, for each communication goal you listed, write down the strategy or strategies that you could implement with this student to teach the skill and support its use.

Once you have completed this “Apply it!” Activity, share your paper with your supervising teacher.
COMMUNICATION:  COMMUNICATION OBJECTIVES

Apply it!

Identify a student with ASD with whom you work.

Write down the name of the student: ____________________________________________

- List at least 3 communication objectives that are written in the student’s IEP.
  1. ____________________________________________________________
  2. ____________________________________________________________
  3. ____________________________________________________________

Others? ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________

- List the mode or modes the student uses to communicate.
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________

Once you have completed this activity share your responses with your supervisory teacher. This is a good opportunity to ensure you are aware of the communication objectives your students are working on and know the mode he or she is using to communicate.
Apply it!

**BEHAVIOR: IDENTIFYING INTERFERING BEHAVIORS**

Take a few minutes to write down some interfering behaviors that you have seen a student with ASD demonstrate.

List at least 3 behaviors.

Identify when and why each of the behaviors may have occurred.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>When did it occur?</th>
<th>Why might it have occurred?</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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<td>2.</td>
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</table>

Once you have completed this “Apply it” activity, share your paper with your supervising teacher. Talking with your supervising teacher about these behaviors may help you gain a better understanding of the behaviors and maybe even some ideas of how to prevent the interfering behaviors.
Think about it!

BEHAVIOR: BEHAVIOR IS COMMUNICATION

What is each student trying to communicate?

- Example 1) Campbell drops to the floor and refuses to move when her schedule shows her it is time to go to gym.

- Example 2) Jermaine begins to rock when the choir begins singing.

- Example 3) Shea goes to the pencil sharpener 4 times when it is time to do math work.
BEHAVIOR: BEHAVIOR IS COMMUNICATION

Here are our thoughts:

- When Campbell drops to the floor after seeing on her schedule it is time for gym she is likely trying to say that she doesn’t want to go to gym class.

- When Jermaine begins to rock when singing begins he is likely trying to say the noise is over stimulating or too loud and he wants to leave the environment.

- When Shea keeps getting up and goes to the pencil sharpener, she is likely trying to say she doesn’t want to work or that the work is too hard.
Apply it!

**BEHAVIOR: FUNCTIONS OF BEHAVIOR**

Identify a student with ASD with whom you work: ________________________________

List an interfering behavior you have seen demonstrated that fits each of the following functions:

- Access to a tangible item or activity
- Escape from a tangible item or activity
- Access to attention
- Escape from attention
- Access to sensory stimulation
- Escape from sensory stimulation

Once you have completed this “Apply it” activity, share your paper with your supervising teacher. Talking with your supervising teacher about these behaviors may help you gain a better understanding of the behaviors.
Think about it!

BEHAVIOR: MIKIAH’S STORY

Mikiah is a third grade student with autism. He attends the general education setting for Math since Math is a strong area for him and he seems to enjoy it. Math class is his second class of the day and immediately follows gym class. Lately Mikiah has been having difficulty staying focused in math and is becoming increasingly distracting to the class. When Mikiah needs the teacher’s help he will get up and find her regardless of what else she may be doing, including helping another student. The teacher always reprimands Mikiah and tells him he has to raise his hand to get her attention then she proceeds to ask him what he needs.

In the case study, can you pick out the behavior chain including the:

Behavior: 

Function: 

Setting Event: 

Antecedent: 

Consequence:
BEHAVIOR: MIKIAH’S STORY

Behavior: Out of Seat Behavior

Function: Attention Seeking

Setting event: Gym Class is Right Before Math Class

Antecedent: Presentation of a Task or Assignment

Consequence: Gains Teacher Attention
Apply it!

BEHAVIOR: PROACTIVE STRATEGIES

Please take a moment to answer the following:

- Can you think of any proactive or preventative strategies that are used in the classroom in which you work? Take a minute and write down some of the strategies that are used in your classroom or the environment in which you work.

Once you have completed this activity, share it with your supervisory teacher to help get a better understanding of the strategies that are in place.
Do you Remember Mikiah? We have already discussed his behavior chain in an earlier lesson. Let’s revisit his story for a minute and see how we may alter the setting event or antecedent to prevent his behavior.

Mikiah is a third grade student with autism. He attends the general education setting for math since math is a strong area for him and he seems to enjoy it. Math class is his second class of the day and immediately follows gym class. Lately Mikiah has been having difficulty staying focused in math and is becoming increasingly distractive to the class. When Mikiah needs the teacher’s help he will get up and find her regardless of what else she may be doing including helping another student. The teacher always reprimands Mikiah and tells him he has to raise his hand to get her attention then she proceeds to ask him what he needs.

Take a few minutes and write down possible ways that you can prevent his problem behavior from occurring. Write down at least 2 things you can do.

1.  

2.  

Others?  


Thoughts!

BEHAVIOR: MIKIAH

There are several options available to address the antecedent in Mikiah’s situation:

- Allow Mikiah to work with a peer partner
- Provide Mikiah with a help card
- Teach Mikiah to skip the problem and come back to it
- Teach Mikiah to raise his hand and ensure that someone attends to him when he does to reinforce this
- Place Mikiah near the teacher’s desk so he doesn’t have so far to walk
- Give Mikiah a visual cue of the rules including to stay in his seat and raise his hand
- Others?
Think about it!

BEHAVIOR: SAMANTHA

Behavior: Samantha frequently yells her teacher’s name to get her attention in class.

Take a minute and think about a possible replacement behavior for yelling the teacher’s name.

Possible Replacement Behavior: 

____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________

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Module 5: How do I Teach Replacement Behavior?
One idea for a replacement behavior would be teaching Samantha to raise her hand. Yelling the teacher’s name and raising her hand both achieve the same outcome which is teacher attention. When teaching a replacement behavior it is imperative that the student is reinforced for demonstrating the desired behavior.

For Samantha, when she raises her hand the teacher will immediately call on her and provide verbal praise for the hand raising behavior by saying something like “Great job raising your hand, Samantha.” The teacher specifically identifies the behavior for which she is praising Samantha which reinforces or strengthens the likelihood that the behavior will occur again.
BEHAVIOR: BEHAVIOR INTERVENTION PLAN

Do you know where the Behavior Intervention Plans for the student or students with whom you work are located? Have you read this document before?

Locate the intervention plan for a student with whom you work. Review the plan with your supervisory teacher. Take the time to ask questions of your supervisory teacher.

Write down the date you discussed the plan with the teacher and write down the answers to any questions you had.

Be sure to review this document periodically in the future and be aware of any changes that are made to it.

Date of Review: ________________________________________________________________

Answers to my questions: _______________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Date to meet again to review: ____________________________________________________