Real Life Engagement Strategies: Evidence-Based Practices and Predictors

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Predictors
- The 'What'
- Program Structure
- Components to Address

Practices
- The 'How'
- How to implement
- How to individualize

Planning
- The Map
- The Guide
- The Big Picture
Predictors
- The 'What'
- Program Structure
- Components to Address

Predictors, Practices and Planning

Practices
- The 'How'
- How to implement
- How to individualize

Planning
- The Map
- The Guide
- The Big Picture
What can we do for youth while they are still in school...?

.....that can improve success in: Adult Employment, Community Living and Participation and Adult Learning?

Evidence Based PREDICTORS of Post School Success
Evidence Based Predictors of Post School Success

Evidence Based Predictors of Post School Success:
• are activities, services and supports
• that occur during the school years
• identified by research
• associated with higher rates of success in adult employment, post secondary training and independent living
Evidence Based *Predictors*

• NSTTAC* reviewed the literature on Evidence Based Practices to include correlational research in secondary transition to identify *evidence-based predictors* that are correlated with improved post-school outcomes in education, *employment*, and/or independent living.

*NSTTAC: National Secondary Transition and Technical Assistance Center  
Now NTACT: National Technical Assistance Center on Transition  
www.transitionta.org*
1. Career Awareness
2. Occupational Courses
3. Paid Work Employment/Work Experience
4. Vocational Education
5. Work Study
6. Community Experiences
7. Exit Exam Requirements/HS Diploma
8. Inclusion in Gen Ed
9. Program of Study
10. Self Advocacy/Self Determination
11. Self – Care/Ind. Living Skills
12. Social Skills
13. Interagency Collaboration
14. Parent Expectations
15. Parental Involvement
16. Student Support
17. Transition Program

NSTTAC (NTACT) 17 Predictors of Post School Success

NTACT: National Technical Assistance Center on Transition: www.ntactta.org
Evidence Based Predictors of Post School Success

Ohio Employment First Transition Framework
Evidence Based Predictors Tool

Guidance for educational services, vocational programs, and employment supports to prepare youth to successfully transition to community.
Ohio Employment First EB Predictor Tool  Aligned with NSTTAC (NTACT)

**NSTTAC**

17 Predictor Categories

1. Career Awareness
2. Occupational Courses
3. Paid Work Employment/Work Experience
4. Vocational Education
5. Work Study
6. Community Experiences
7. Exit Exam Requirements/HS Diploma
8. Inclusion in Gen Ed
9. Program of Study
10. Self Advocacy/Self Determination
11. Self – Care/Ind. Living Skills
12. Social Skills
13. Interagency Collaboration
14. Parent Expectations
15. Parental Involvement
16. Student Support
17. Transition Program *(Includes many areas)*

**EF EB Predictors Tool**

8 Predictor Areas

1. Collaborative Networks for Student Support
2. Individualized Career Development
3. Authentic Community Based Work Experience
4. Social and Social- Emotional Instruction and Skills
5. Academic, Vocational, Occupational Education and Preparation
6. Supporting Parental Involvement and Expectations
7. Self-Determination, Independent Living Skills Instruction and Skill Building
8. Inclusive Practices and Programs.
Includes Eight Predictor Categories

→ Description
→ Findings from Research
→ Implications for Practice
→ Notes

Evidence Based Predictors for Post-School Success

Ohio Employment First Transition Framework Evidence Based Predictors Tool

Guidance for educational services, vocational programs and employment supports to prepare youth to successfully transition to community

www.ohioemploymentfirst.org
Evidence Based Predictors for Post-School Success

Descriptor

As a youth moves towards graduation, a variety of agencies, organizations and people can and should become part of the transition team. Adding agency partners and others to the team provides the youth with the support of a network of people who provide services and resources in multiple environments to prepare students to achieve their specific post school outcomes. Interagency collaboration and coordination is a clear, purposeful, and carefully designed process. It promotes cross agency, cross program, and cross-disciplinary collaborative efforts leading to tangible transition outcomes for youth.

Student support includes both formal and informal networks of people (e.g., family, friends, educators and adult service providers). Research indicates that youth success is enhanced by a network of people that provide support and resources, regardless of the formal or informal nature of that network. These networks promote individualized planning and services to prepare students to obtain their annual transition and post-secondary goals aligned with their preferences, interests, and needs.

Evidence from Research

Findings:

• Students who received assistance from 3 to 6 community-based agencies (as compared to students with assistance from 0 to 2 agencies) were more likely to be engaged in post-school employment or education.

• Interagency collaboration and coordination, which is a clear, purposeful, and carefully designed process, promotes cross agency, cross program, and cross-disciplinary collaborative efforts leading to tangible transition outcomes for youth.

• Students with support from self-family-friend network to find a job were more likely to be engaged in post-school employment.

• Students with formal or informal mentors had higher self-esteem and were more likely to be employed during high school.

• Students with informal mentors are more likely to have greater academic success.

• Students who had support from informal (family/friends) or formal (vocational rehabilitation service) were more likely to work in community based work settings.

Implications for Practice

• In-person and other ongoing communication/collaboration strategies with partners in multiple agencies are key to successful youth outcomes.

• Create outcome for each youth that is shared by all team members through the use of common data and information.

• Identify and record the name and contact information of partners in a variety of systems including:
  - Middle school and high school intervention specialists
  - Other educators, such as transition coordinators
  - County Board of Developmental Disabilities personnel such as SSAs (Service and Support Administrators)
  - Opportunities for Ohioans with Disabilities personnel such as VR (Vocational Rehabilitation)

• Create connections for youth in the community that support the youth’s preferences, interests and strengths.

• When meeting together as a cross-agency team, develop plans that expand resources and reduce duplication of effort.

• Ensure personnel from multiple agencies are familiar with each systems’ terms and vocabulary.

• Institute mentoring programs within the school and specialized for individual youth.

• Create a network of informal support for each youth, in addition to any formal (agency) support available.

• Assure that the youth’s network includes individuals that can assist youth to explore financial support/benefits for which he/she may be eligible.
Overview and Description

Predictor One:

Collaborative Networks for Student Support

Research shows that youth benefit from having a support network. Both ‘formal’ (agency based) networks and ‘informal’ (friends, family, community members) networks enhanced youth success.

Descriptor

As a youth moves towards graduation, a variety of agencies, organizations and people can and should become part of the transition team. Adding agency partners and others to the team provides the youth with the support of a network of people who provide services and resources in multiple environments to prepare students to achieve their specific post school outcomes. Interagency collaboration and coordination is a clear, purposeful, and carefully designed process. It promotes cross agency, cross program, and cross-disciplinary collaborative efforts leading to tangible transition outcomes for youth.

Student support includes both formal and informal networks of people (e.g., family, friends, educators and adult service providers). Research indicates that youth success is enhanced by a network of people that provide support and resources, regardless of the formal or informal nature of that network. These networks promote individualized planning and services to prepare students to obtain their annual transition and post-secondary goals aligned with their preferences, interests, and needs.
What Does the Research Say?

**Evidence from Research**

**Findings:**

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- Students with informal mentors are more likely to have greater academic success.

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So What Does This Suggest About the Way We Practice?

Implications for Practice

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- Ensure personnel from multiple agencies are familiar with each systems’ terms and vocabulary.
- Institute mentoring programs within the school and specialized for individual youth.
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Predictors, Practices and Planning

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Evidence Based Practices
Key Words

Shown to be effective... by research

...conscientious use of current best evidence in making decisions

... resulted in consistent, positive results...

... supported by research

...... teach a specific skill & shown to be effective

... been effective in helping students learn specific skills
EBP&P: ‘Practices’

- Specific methods
- Used to *successfully* teach or instruct specific skills/knowledge
- Under specific conditions
- To a defined group
- Proven with Research
Sources for Evidence Based Practice Information
National Technical Assistance Center on Transition (NTACT)
formally known as National Secondary Transition Technical Assistance Center (NSTTAC)
www.transitionta.org

<table>
<thead>
<tr>
<th>Level of Evidence</th>
<th>Relevant Outcome Area</th>
<th>Practice</th>
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</thead>
<tbody>
<tr>
<td>Evidence-based Practices</td>
<td>Education</td>
<td>Student-focused Planning Practices</td>
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<td></td>
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<td>• Published curricula to teach student involvement in the IEP</td>
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<td>• Student Development (Academic, Employment, and Life Skills) Practices</td>
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<td>• Student Development Practices</td>
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<td>• Constant time delay to teach food preparation and cooking skills</td>
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<td></td>
<td></td>
<td>• Response prompting to teach food preparation and cooking skills</td>
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<td></td>
<td>• Response prompting to teach home maintenance skills</td>
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<td></td>
<td></td>
<td>• Self-Determined Learning Model of Instruction (SDLM) to teach goal attainment</td>
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<td></td>
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<td>• Simulations to teach purchasing skills</td>
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<td></td>
<td></td>
<td>• System of least-to-most prompts to teach functional life skills</td>
</tr>
</tbody>
</table>

| Research-based Practices | Education | Predictors of Postsecondary Education |
|                         |           | • Inclusion in general education |
|                         |           | • Occupational courses |
|                         |           | • Paid employment/work experience |
|                         |           | • Transition program |
|                         |           | • Vocational education |
|                         |           | • Youth autonomy |
|                         |           | School Completion Practices |
|                         |           | • Accelerated Middle Schools for staying and progressing in school |
|                         |           | • Assign adult advocate for dropout prevention |
|                         |           | • Check and Connect for staying and progressing in school |

DRAFT February, 2016
National Professional Development Center on Autism

http://autismpdc.fpg.unc.edu/evidence-based-practices
National Professional Development Center on Autism

EVIDENCE-BASED PRACTICES

- Antecedent-based Intervention (ABI)
- Cognitive Behavioral Intervention (CBI)*
- Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O)
- Discrete Trial Teaching (DTT)
- Exercise (ECE)*
- Extinction (EXT)
- Functional Behavior Assessment (FBA)
- Functional Communication Training (FCT)
- Modeling (MD)*
- Naturalistic Intervention (NI)
- Parent-implemented Intervention (PII)
- Peer-mediated Instruction and Intervention (PMII)
- Picture Exchange Communication System (PECS)
- Pivotal Response Training (PRT)
- Prompting (PP)
- Reinforcement (R+)
- Response Interruption/Redirection (RIR)
- Scripting (SC)*
- Social Narratives (SN)
- Social Skills Groups
- Structured Play Group (SPG)*
- Task Analysis (TA)
- Technology-aided Instruction and Intervention (TAII)*
- Computer Aided Instruction and Speech Generating Devices
- Time Delay (TD)
- Video Modeling (VM)
- Visual Support (VS)
Can We Use These for Adults?

- While these strategies are based on the research focused on transition youth, a number of these studies did also include young adults with disabilities.
- In general, there is less research focused on adult with disabilities. However, these strategies come from a solid foundation.
- Connect the strategy, to the skill being taught, to the person’s learning style.
- Collect data and monitor progress.
- If targeted skills improve, the strategy becomes ‘data based’ for that person, regardless of the focus of the research.
Evidence Based Practices for Transition Youth

Ohio Employment First Transition Framework Evidence Based Practices Tool

Methods and strategies for teachers, job coaches and all practitioners to prepare youth to work in the community
Evidence Based Practices

- Chaining
- Community Based Instruction
- Computer Assisted Instruction
- Mnemonics
Evidence Based Practices

- Self-Monitoring and Self Management
- Video Modeling
- Prompting
- Self-Advocacy and Self Determination
Evidence Based Practices

- Visual Supports
- Mobile Technology
- Simulation
Organization of Tool

Needed to avoid pages of paragraphs.
But needed also to lay a little foundation

• Introduction
  • What?
  • Why?
  • Who?
  • How?
Organization of Tool

The organizational design was intended to be user-friendly to avoid overwhelming the reader.

Needed to have substance.

1. Large Blocks
   • EBP Name
   • EBP Description or Information

2. Information to Describe and Inform reader about the EBP. What is it?

3. Team Discussion Questions

4. Examples of How to Use. In real Environments

5. Links for More Info
Chaining Strategies

Chaining Strategies are a way to teach youth to perform a sequence of tasks or steps. The job coach, teacher, trainer or coach first analyzes the task to be performed, identifying each smaller step necessary to complete the task. This is known as ‘task analysis’. The teacher or trainer then guides the student to learn each step. The goal is to have the student successfully and accurately complete the entire activity. Variations of the Chaining Strategy are described below:

- **Backwards Chaining** - the teacher/ trainer completes all the steps or skills identified in the task analysis except for the final step in the chain. When the student accurately performs the final step or skill in the chain, reinforcement is delivered and the next step or skill is introduced.
- **Forward Chaining** - steps or skills identified in a task analysis are taught in their naturally occurring order. Initially, reinforcement is delivered when the student accurately completes the first step or skill in the sequence. Then, the next time the skill is taught, the second step becomes the one that is reinforced.
- **Task Analysis** - a variation of forward chaining in which the learner receives instruction and reinforcement on each step of the task each time it is being taught. Sometimes referred to as concurrent training.
- **Prompting** - is also used in conjunction with chaining to teach the individual skills.
- **In determining which chaining strategy to use**, consider the nature of the task and the participant's baseline performance. For example, if a task has a strong natural reinforcer at the end (e.g., cooking a preferred meal), then using backwards chaining would capitalize on the natural reinforcer lessening the meal. On the other hand, if a task is less successful with the first few steps of a task analysis, perhaps forward chaining would most likely result in higher success and motivation.

**Team Discussion Questions**

- Are task analyses of the activity/task being taught complete and then used to identify where the student may need targeted support, intervention, or instruction?
- Is every step needed to complete the task or perform the skill included in the chaining sequence (i.e., those that are small, routine or presumed to be mastered)?
- Do the chaining strategies selected match the student’s way of learning and following directions (e.g., not selected or used based on teacher/student preference)?

**Examples of How to Use Chaining Strategies**

- **Backwards Chaining, the Copyer**
  - Connie is learning to make duplicated, color copies on her job site. The task analysis identifies multiple steps that include loading paper in the correct drawer, loading staples, and shutting in a sawer to access the copier. The job coach begins by showing Connie how to do all of the steps of the task using a checklist. The coach then completes each step until the last step, which is a pushing the print button. The job coach encourages Connie to perform the task by pointing to the print button, which he demonstrates. The coach provides verbal praise for Connie’s success and demonstrates the process again. The teacher then observes, provides a definition of the term and assessment the student. The backwards chaining process continues in this manner until Connie is completing all of the steps independently, accurately and consistently.

- **Step-by-Step Off Change**
  - Crystal needs to learn to do a car oil change for her career tech course. She has no prior experience in this area and even though she watches videos and others do it, she is concerned she will make a mistake that will ruin the car. The teacher decides to use a total task forward chaining process to help Crystal succeed in this. The job coach begins by teaching Crystal through each specific step, ensuring she can complete the task. Additionally, to motivate and build confidence, the coach praises her, provides an “a” and “b” for each step, and continues to practice for each step completed. Before she realizes it, Crystal has completed the first oil change and is ready to try again with less prompts.

**Links**

- Related Reprints from NICEF
  - On the NICEF home page, click on the EBP F Payer for descriptions of chaining strategies and links to the research that provides evidence of effectiveness:
  - [http://www.nicef.org](http://www.nicef.org)
- Last Things First: The Power of Backwards Chaining
  - This article discusses the advantages of using chaining strategies to improve learning sequences of steps in workplace and educational settings. Examples are provided:
- Chaining and Task Analysis
- Example of Forward Chaining with Mobile Technology support
  - [http://www.youtube.com/watch?v=1ONmNy_gY7w](http://www.youtube.com/watch?v=1ONmNy_gY7w)
- Automation Module in Task Analysis to prepare for chaining
- Examples of several task analyses used to prepare for instruction using chaining
- Task Analysis and Chaining
  - [http://www.nicef.org/education/ed worseinvertments.html](http://www.nicef.org/education/ed worseinvertments.html)
Video Modeling

Video Modeling can be effectively implemented in home and school settings, according to the studies that serve as the foundation for the evidence base. This practice may be useful anywhere there is learner access to viewing equipment.

- Video modeling: Teaching specific behaviors or skills using a video recording to provide a visual model of the targeted behavior or skill.
- Basic video modeling: Recording someone other than the youth engaging in the target behavior or skill. The youth then views the video at a later time.
- Video self-modeling: Recording the youth displaying the target skill or behavior and reviewing it later.
- Point-of-view video modeling: Recording the target behavior or skill from the perspective of the youth.
- Video prompting: Recording each step of the targeted behavior or skill. Pauses are incorporated after each step to allow the youth to perform that step before viewing subsequent steps. Either the youth or another person acts as the model.
- Evidence-based studies found video modeling to be effective for the domains of communication, social, academic/cognition, and play. It may be useful in the behavior domain as well, however, no studies were identified to support the use of video modeling in this domain.

For more information about how to create video models, please see the links on the next page.

Team Discussion Questions

- Does the youth attend to videos, movies, etc.? If so, consider a video modeling strategy.
- What skill development in the plan could be taught via video modeling?
- Review plans for prompting and instructional methods used with the youth. Could video modeling enhance or support these strategies and goals?
- Consider pairing mobile technology with video modeling to prompt behaviors and routines.
- Has the team discussed not only what to teach via video modeling, but how to create the video and a plan for the youth to have access to the video on a regular basis?

Examples of How to Use Video Modeling

Interview By Camera

Miguel is learning how to act and respond in an interview. He practices the skills and body language that he wishes to learn.

The teacher then video-tapes Miguel being interviewed by a local store manager that he knows well. Miguel is given visual prompts or cues off camera to help him remember what to say or do. Later the coach reviews the video with Miguel and Miguel also takes it home to review and practice for an upcoming interview.

Sometimes a Pantomime Is Just Not Enough!

Sarah is trying to remember the sequence to arrange items on a display at work. Even with a planogram, she struggles. Sarah's supervisor videotapes a coworker doing the sequence from beginning to end and sends the tape home with Sarah to study.

Between this video model and the planogram, Sarah is successful in creating the display.

Links

- Related Fact Sheets from NCDAC
  On the NCDAC Home page, click on the EBPF Flyer for descriptions of video modeling and links to the research that provides evidence of effectiveness.
  [View Link]

- The National Center for Learning Disabilities
  Provides information on online resources about evidence-based practices for students with Autism Spectrum Disorders.
  [View Link]

- Spectrum Is a national nonprofit organization that fosters success in educational and community settings.
  [View Link]

- Creative Solutions for Hope
  Provides individuals with resources to benefit children and adults with a variety of disabilities.
  [View Link]

- Several Examples of Variations of Video Modeling
  [View Link]

- Autism Internet Modules on Video Modeling
  [View Link]
Self-Monitoring and Self-Management Interventions

Self-Monitoring and Self-Management Interventions provide youth the strategies to become less dependent of “in-person” assistance, such as aides and coaches. Such strategies provide the youth with skills to become aware of their own needs and level of performance.

Self-Monitoring Interventions include methods used by youth to manage, monitor, record and/or assess their behavior or academic achievement. Associated terms include:

- Self-monitoring: A multi-step process to observe and record one’s behavior.
- Self-evaluation: A process where a youth compares his progress to an established goal and is reinforced for success.
- Self-instruction: Techniques a youth uses to tell him or herself what to do and then following through.
- Goal setting: A process where a youth self-selects a target for improvement, which serves to structure the person’s effort, provide information on progress, and motivate performance.
- Strategy instruction: Teaching youth a series of steps to follow independently to solve problems or achieve outcomes.

Self-Monitoring and self-monitoring skills are closely related to Self-Advocacy and Self-Determination. Youth must have goals, make decisions and advocate for themselves. They must also know how to monitor and evaluate their own decisions and progress.

Team Discussion Questions

- Does the youth currently receive assistance from aides, teachers or job coaches to manage and monitor behavior? If so, how and where could self-monitoring and self-management practices be incorporated?
- Self-management interventions are intended to improve Self-determination. Where and how could self-management interventions be included in plans to improve self-determination?
- Are opportunities to learn and practice self-monitoring skills intentionally and systematically included in the plan?

Examples of How to use Self-Monitoring and Self-Management Interventions

Smartphones are Smart Self-Monitors

John is learning to stay on task with his job. He sets his smartphone to a silent alarm that alerts him every 15 minutes. When the alarm goes off, he stops working, observes his clock to see how much time he has worked, and sets the alarm for the next time. He gets a reminder from his phone to check his progress every 15 minutes. If he is not working, no alarm goes off (Self-monitoring). If he is working, he gets a reminder every 15 minutes (Self-evaluation).

Coaching Myself On The Job

Sasha is a fast food restaurant server who has difficulty remembering some of her job tasks. She has found that self-instruction is an effective strategy to help her remember and complete several of her tasks. For example, she notices napkins are low and she says quietly, “The napkin holder is empty.” She then thinks for a minute and states, “I’ll refill the napkin holder with napkins.” After completing the task, she quietly says, “I refilled the napkin holder.” And finally rewards herself, “It looks good! No one will run short of napkins tonight.”

Links

- InterventionCentral: Provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards. http://www.interventioncentral.org/self_management_self_monitoring
- The National Professional Development Center on Autism Spectrum Disorders: Among other services, provides Content Development and online resources that involves translating information about evidence-based practices for youths with Autism Spectrum Disorders (ASD) into resources for service providers. http://autismpds.cfr.ucd.edu/oncenter/self-management
- Don’t Forget About Self Management: http://www.indiana.edu/beck59450
- Complete as we discuss each EBP
- Consider Priorities
- Jot down ideas or questions
Self Advocacy/
Self Determination
Self Advocacy/
Self Determination

- Skills to allow you to take charge of your own lives.
- Person may call upon support from others; however, is in control of their own resources and how they are directed.
Components of Self-Advocacy and Self-Determination

Includes skills in areas such as:

• choice-making
• decision making
• problem solving
• goal setting and attainment
• independence
• risk-taking and safety
• self observation
• evaluation and reinforcement
• self-instruction
• leadership
• self-awareness and self knowledge

These become ‘targets of intervention’ to build effective self-determination and self-advocacy
<table>
<thead>
<tr>
<th><strong>Self-Determination Skills</strong></th>
<th>WHAT TO TEACH To develop the Self-Determination Skill</th>
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</thead>
<tbody>
<tr>
<td>Choice-Making</td>
<td>Involves teaching students to identify interests and preferences and to appropriately select an option based on those preferences and Interests.</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Involves teaching students to identify and define a problem and to generate potential solutions.</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Involves teaching students to use problem-solving skills and select a solution.</td>
</tr>
<tr>
<td>Goal Setting and Attainment</td>
<td>Involves teaching students to define and articulate a goal, identify current status in relation to the goal, develop an action plan, and evaluate progress toward achieving the goal.</td>
</tr>
<tr>
<td>Self-regulation</td>
<td>Includes teaching students to solve problems or employ self-management strategies (e.g., anger control).</td>
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<tr>
<td>* Self-observation</td>
<td>Involves teaching students about their basic rights and responsibilities (knowledge), how to use self-advocacy skills and how to be effective team members (at an individual and/or system level).</td>
</tr>
<tr>
<td>* Self-evaluation</td>
<td>Involves teaching students to identify common psychological and physical needs of people, recognize differences among people, and understand how one's actions influence others.</td>
</tr>
<tr>
<td>* Self-reinforcement</td>
<td>Involves teaching students to identify common psychological and physical needs of people, recognize differences among people, and understand how one's actions influence others.</td>
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</tbody>
</table>

*Promoting Student Self Determination Skills in IEP Planning* by Wood, Karvonen, Test, Browder, Algozzine
Self-Determination and Disability

• LESS SKILLED. Youth/adults with disabilities, as a whole, are less self-determined than their non-disabled peers

• CAPABLE. Do NOT assume that this means they are not capable of self–determination given the right instruction and support

• NEED a CHANCE. Opportunity is critical. People with disabilities report fewer opportunities to make choices and express preferences
A Few Self-Determination Resources

- National Center on Secondary Education and Transition
  - http://www.ncset.org
- Youthhood.org
  - https://www.youthhood.org
- Archived Webinar: Evidence-Based Practices to Promote Self-Determination by Karrie A. Shogren, Ph.D.
- Ohio Employment First: Job Seekers Guide
  - http://jobguide.ohioemploymentfirst.org
- Opening Doors to Self Determination Skills
- National Gateway to Self-Determination – Resources and Products
  - http://ngsd.org/everyone/ngsd-products
- OhioMeans Jobs -Backpack
  - https://jobseeker.k-12.ohiomeansjobs.monster.com/ExploreIt/DefaultCci.aspx#/step/1
- JobTIPS
  - https://job2learn.com/JobTIPS/

Published Curriculums

- The ChoiceMaker Curriculum (with The Self-Directed IEP materials)
  - Martin, Marshall, Maxson, & Jerman, 1993
- NEXT S.T.E.P. Curriculum
  - Halpern, Herr, Doren, & Wolf, 2000
- Self-Advocacy Strategy
  - Van Reusen, Bos, Schumaker, & Deshler, 2002
- Steps to Self-Determination (2nd Ed.)
  - Hoffman & Field, 2005
- Self-Determined Learning Model of Instruction
  - Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000
- Whose Future is it Anyway? (2nd Ed.)
  - Wehmeyer, Lawrence, Kelchner, Palmer, Garner, & Soukup, 2004
Opening Doors to Self Determination Skills

• http://www.witc.edu/stusvcscontent/docs/accommodations/Opening-Doors-self-determination.pdf
Self-Determination Tips for Parents

National Center on Secondary Education and Transition
http://www.ncset.org
http://www.ncset.org/topics/sdmhs/resources.asp?topic=30
Youthhood.org
• Self-Awareness and Knowledge, Choice Making

https://www.youthhood.org
OhioMeansJobs
K-12
‘Backpack’
• Career Planning
  • Choice Making and Decision Making
  • Self Knowledge

• https://jobseeker.k-12.ohiomeansjobs.monster.com/ExploreIt/DefaultCci.aspx#step/1
Job Tips

http://do2learn.com/JobTIPS/DeterminingInterests/SocialSkillsAssessments/Assessments.html
Self-Monitoring
Self Monitoring/Self Management

• Self-Monitoring and Self-Management Interventions provide youth the strategies to become less dependent of ‘in-person’ assistance, such as aides and coaches.

• Such strategies provide the youth with skills to become aware of their own needs and level of performance.
Self-Management Interventions
Include methods used by the person to manage, monitor, record and/or assess their progress and achievement

1. Goal setting
   • A process where a youth **self-selects a target for improvement**

2. Self-monitoring
   • A multi-step process to observe and record one’s behavior

3. Self-evaluation and Reinforcement
   • A process where a youth **compares her/his progress to an established goal and is reinforced for success**

4. Self-instruction
   • Techniques a youth uses **to tell him or herself what to do** and then following through

5. Strategy instruction
   • Teaching youth a series of **steps to follow independently** to solve problems or achieve outcomes
**Self Management Plan**

This Plan is for: Learner/Job-Seeker/Student

**Team Members**

1. What is the goal? What independent skill or action does the person want to accomplish or manage?
   This is the goal that I have selected. I will be able to:

2. What are the steps or actions needed to accomplish the goal? I will do the following:

3. What is the method to evaluate progress or success? I will keep track of how well I am doing or if I have accomplished the goal by doing the following:

4. What will reinforce the person to work for success, try harder or keep ‘raising the bar’?
   I will reward myself when I accomplish my goal by:

5. What supports or strategies will be used to help the person remember what to do?
   I will remember to follow the steps to reach my goal using these supports:

6. How will team members (teacher/job coach, paraprofessional) teach the self-management process (Steps 1-5) to the person?
   The following interventions and instructional strategies will be used in order that he/she is able to independently achieve the targeted goal: I am going to loose 15 pounds

1. Weight control class at the Natatorium
2. Discussion with my physician

---

1. Eat more veggies/Fruit for dessert
2. Stop going to fast food restaurants for lunch
3. 3 mile walks/5 times a week

---

1. Weigh myself now in the morning
2. Weigh myself every other day in the morning
3. Keep a daily journal

---

1. After the first 5 pounds I will go to lunch with my friends and get dessert
2. After the first 10 pounds, I will buy a new pair of pants
3. After 15 pounds I will buy that size 6 dress I have been eyeing and go to my high school class reunion

---

1. Read the ‘You can do it’ Blog
2. Scale
3. Reminder notes on the fridge
1. Use a Social Autopsy and “Emotion Thermometer” to help identify and understand the feelings and emotions of anger
2. Review and Help Develop 5 Point scale to know what to do when those things occur or how to avoid or manage the situations.

**I am going to control my anger.**
**I will remain calm on the outside.**

1. Understand what it feels like when I am starting to get angry and what things make me angry
2. Avoid those things
3. If I cannot avoid, use breathing techniques and self-prompting

1. Checklist at the end of each class period
2. Personal Rating
3. Compare to teacher rating

1. If I make it through the class I get a point
2. If I get “x” points I earn time in the gym shooting hoops
3. If I earn “x” points I get to leave school early the next day.
4. I feel in control

1. Make a list of the top 5 things that may make me explode and be ready for them! Put them on my smartphone wall paper
2. 5 Point scale
3. Calm App on my phone
4. Review my strategies before each class
Guidelines to Keep In Mind
when determining behaviors to address with Self Monitoring/ Self-Management

A self-regulation technique can be used if you can answer yes to each of the following questions:

Yes/No  Can the student perform the expected behavior?
Yes/No  Can the student control the problem behavior?
Yes/No  Does the behavior occur frequently?
Yes/No  Can the behavior be readily observed and recorded?
Self-Monitoring

• Teach person how to track their own behavior/work
• Develop system for tracking and teach to the individual
• Remember to reinforce progress

SELF-MONITORING:
Am I asking too many questions?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The person told me to stop asking so many questions</td>
<td>• I am making statements too</td>
</tr>
<tr>
<td>• The person said, “You already asked me that.”</td>
<td>• The person looks interested in the conversation</td>
</tr>
<tr>
<td>• Person looks annoyed or upset</td>
<td>• We are talking about equal amounts of time</td>
</tr>
<tr>
<td>• Person says “I don’t know” as the answer to every question</td>
<td></td>
</tr>
</tbody>
</table>
Detailed Checklist
Laminated Ring
Calm Counter:

Helps a Youth Self Monitor Emotional Regulation

Calm Counter is a visual and audio tool to help people calm down when they are angry or anxious.

The app includes a social story about anger, and audio/visual tools for calming down.
Self Monitoring Sheets

Craig’s Tuesday Morning

<table>
<thead>
<tr>
<th>Task</th>
<th>DONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swipe Badge</td>
<td></td>
</tr>
<tr>
<td>Put away coat and lunch</td>
<td></td>
</tr>
<tr>
<td>Collect Recycle Floor one</td>
<td></td>
</tr>
<tr>
<td>Collect Recycle Floor two</td>
<td></td>
</tr>
<tr>
<td>Dump Recycle</td>
<td></td>
</tr>
<tr>
<td>Return Cans</td>
<td></td>
</tr>
<tr>
<td>Water Plants Room 205 and 210</td>
<td></td>
</tr>
<tr>
<td>Vacuum Hallway</td>
<td></td>
</tr>
</tbody>
</table>
## Things I Want to Buy With My Paycheck

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>I worked</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>I worked</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>I worked</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>I worked</td>
<td></td>
</tr>
</tbody>
</table>

- iTunes Music
- Dinner at BW3
- OSU Tee Shirt
- Movie
What are the reinforcers? Not clear. However the numbers in the rating scale may be motivating to the student.
Self Management Tools
## Example Incredible 5-Point Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>What to try</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Hot, need to move, cannot respond, must leave the room</td>
<td>Go to break area and do calming sequence</td>
</tr>
<tr>
<td>4</td>
<td>Dizzy; can’t focus on work or class</td>
<td>Relaxation imagery, squeeze ball</td>
</tr>
<tr>
<td>3</td>
<td>Stomach starting to get tight and upset</td>
<td>Deep breaths, Water bottle</td>
</tr>
<tr>
<td>2</td>
<td>“Buzzing” in my upper arms</td>
<td>Squeeze ball, stop work for 1 minute</td>
</tr>
<tr>
<td>1</td>
<td>Paying attention; able to work; relaxed</td>
<td>Keep it going</td>
</tr>
</tbody>
</table>
A Five is Against the Law
By Kari Dunn Baron

Physically hurtful or threatening behavior. These are behaviors that are against the law. For example, hitting someone or grabbing them in a private place. You will get fired from a job, suspended from school and maybe even go to jail if you engage in these behaviors.

Scary Behavior. This could include swearing or staring. You would probably get fired from a job for this behavior or suspended from school. This behavior could also end up being against the law.

Odd Behavior. This behavior could make other people uncomfortable. It might include sitting too close to someone or putting your face too close to someone who wasn't expecting it. It could also include showing up at a party you weren't invited to. You might get fired from a job because this behavior makes other people nervous. This is not against the law.

Reasonable Behavior. This type of behavior is like going to a party you have been invited to and talking appropriately to someone you know. It might be playing a game with someone, working with someone in a group at school or eating lunch with someone. People are enjoying each other's company at this level. This is where people get to know each other better.

Very Informal Social Behavior. This is like waving to someone or smiling at someone in the hallway at school. If you just say ‘Hi’ and keep on walking it is also a 1. This is totally OK and is the way most people first notice each other.
Examples Five Point Scale

**My Control Scale**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Looks like</th>
<th>Feels like</th>
<th>I can try to</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Hitting, kicking</td>
<td>My head will explode</td>
<td>Go to my room</td>
</tr>
<tr>
<td>4</td>
<td>Screaming and Swearing</td>
<td>Nervous</td>
<td>Go for a walk</td>
</tr>
<tr>
<td>3</td>
<td>Quiet, sometimes rude talk</td>
<td>Bad mood, grumpy</td>
<td>Take deep breaths</td>
</tr>
<tr>
<td>2</td>
<td>Regular kid!</td>
<td>Good</td>
<td>Stay that way!</td>
</tr>
<tr>
<td>1</td>
<td>Playing, having a great time</td>
<td>A million bucks!</td>
<td>Enjoy!</td>
</tr>
</tbody>
</table>

**My Problem Scale**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Type of Problem</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Catastrophe Brother gets hurt</td>
<td>Might cry and yell, need immediate adult help</td>
</tr>
<tr>
<td>4</td>
<td>Big Problem I have no where to sit at lunch</td>
<td>Take a few deep breaths. Say “I can get help with this.”</td>
</tr>
<tr>
<td>3</td>
<td>Medium Problem Lost Homework</td>
<td>Take a break Say” I can get through this.”</td>
</tr>
<tr>
<td>2</td>
<td>Little Problem (Annoyance) Missing Lego</td>
<td>Take a few breaths Say” I can work it out”</td>
</tr>
<tr>
<td>1</td>
<td>Glitch Friend is late coming over</td>
<td>Say “Oh well”, It’s OK</td>
</tr>
</tbody>
</table>
Stress Thermometer

"This is what happens that stresses me out"

Tests!!

When the other guys don’t listening to me

When I’m introduced to new people

"This is what I can do to help"

Ask for a break for a drink of water

Think about the ocean.
And take 5 deep breaths

Use my scripts I learned

No Stress 😊
Individualized Support

Power Cards

Background:

Gigi loves everything about The Voice, especially the judges. **Gigi is having trouble with making mistakes.** She gets really upset and gives up on whatever she is trying to do.

Script:

Sometimes contestants on The Voice don’t do so well. They make mistakes during their performance. The judges tell the contestants they don’t have to be perfect and that it’s okay to make a mistake. The judges help the contestants learn how to stay calm and try again. The contestants think about the mistake, stay calm, and try again.

Remember, The Voice Judges say:

> You don’t have to be perfect.
> It’s okay to make a mistake.
> Just stay calm and try again.
Power Cards

Metallica Stays Calm
Lars and James are in the Band Metallica
Social Autopsy Worksheet - Work

What happened?
I kept interrupting my supervisor during an employees meeting.

What was the social error? Who was hurt by the social error?
I disrespected my supervisor by interrupting him while he was trying to share important information with the employees.

What should be done to correct the error?
I need to apologize to my supervisor.

What should be done next time?
I need to use my reminder cue cards to help me remember when it is appropriate to interject a comment or question during an employees meeting.

Adapted from Lavosie, 1994
MOBILE TECHNOLOGY
MOBILE TECHNOLOGY

• Mobile technology is technology that is portable
• Any device that you can carry with you to perform a wide variety of “tasks”.
• Most often we think of Mobile Technology in the context of Smartphones or Tablets that use Applications or APPS!
Don’t Forget Preloaded Apps or Functions

• Calendar and Reminders for alarms and prompts
• Camera for visual schedules
• Video Camera for instructional video modeling
• Maps for transitioning to locations, transportation
• Clock, timer, alarm, stopwatch for staying on task, moving through a sequence of tasks
Improvement or Adjunct to Current Supports

• Mobile Technology can be used to solve some of the current barriers that may require more invasive or less independent support
<table>
<thead>
<tr>
<th>Job Challenge</th>
<th>Current Intervention</th>
<th>Consider Mobile Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding how to start a work task, break the task into steps and adhere</td>
<td>Job coach does a task analysis, writes a sequence of steps. Provides a timeline and</td>
<td>Step-by-step video based on the task analysis. Peer as a model. Download to iPod. Set</td>
</tr>
<tr>
<td>to a deadline for completion.</td>
<td>prompts.</td>
<td>timed alarms as prompts. Trains worker how to use.</td>
</tr>
<tr>
<td>Asking too many questions or not enough about work related tasks</td>
<td>Answer a limited number of questions. Create a behavior plan to limit number. Provide</td>
<td>Type answers to commonly asked questions (like FAQ’s) into notes utility and train with</td>
</tr>
<tr>
<td></td>
<td>written instructions and prompt to use.</td>
<td>fading prompts to use. Research shows that workers are more motivated to use a device</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rather than paper.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use a reward app or a favorite game on the device during break time as a reward for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reducing or increasing the number of work questions asked.</td>
</tr>
<tr>
<td>Anxiety when there are loud noises in the workplace or when co-workers talk</td>
<td>Practice Deep Breathing to relax. If allowed wear headphones with favorite music. If</td>
<td>Use headphones and iPod with either white noise or favorite music and relaxation</td>
</tr>
<tr>
<td>too much.</td>
<td>possible take a walking break to reduce anxiety.</td>
<td>application.</td>
</tr>
<tr>
<td>Using appropriate social skills on the job, greeting customers, handling</td>
<td>Job coach models how to correctly greet customer and rehearses with worker. Prompts him</td>
<td>SLP creates social stories about greeting the customers and handling frustration on an</td>
</tr>
<tr>
<td>frustration. Worker wants to hug customers.</td>
<td>and praises him when he is able to greet correctly.</td>
<td>application for the iPhone that the worker already has. He views it at the start of every</td>
</tr>
<tr>
<td></td>
<td></td>
<td>shift and if he begins getting frustrated.</td>
</tr>
</tbody>
</table>
Jeff, 21 years old with ASD, made no eye contact, had little social awareness. When anxious he would spin slowly and hum.

**Work Challenges**

Could not work independently 10 hrs. a week as a custodian at a fast food restaurant even after 2 weeks training and a job coach. Could not transition between different tasks, remember all the steps of a task or would stay on one step endlessly. Did not refer to job checklist unless prompted. Complaints were made about his spinning, humming and stamping feet and coach thought he might lose his job.

**Technology and Results**

- Trained in use of iPod Touch
- Alarm reminders with Clock to move between tasks
- Given case and belt clip
- Notes done for each task with step by step instructions & a task list
- Voice Memo used for auditory review of notes instructions

*After one week of device use, performing tasks on his own. No outbursts.*

*A year later still on the job with device.*

*(Condensed from Gentry, 2012)*
<table>
<thead>
<tr>
<th>Individual and Employment</th>
<th>Challenges</th>
<th>Technology Used</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grace, ASD, 60 years</td>
<td>Transitioning, handling work situations, independence traveling, anxiety.</td>
<td>Used iPod Touch 2. Notes, Clock, Video Camera, Music, Simply Being (relaxation $1.99) Podcasts</td>
<td>Continues use of iPod for 6 months &amp; performs job duties successfully. Custom made videos help navigate maze of offices. Relaxation app and downloaded music help with anxiety.</td>
</tr>
<tr>
<td>Employment: Clerical at university</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lily, Down Syndrome with ASD, 20 years</td>
<td>Does not read, use a calendar independently, nor tell time. When frustrated will avoid work, make calls.</td>
<td>Camera, iCal, Photos, StoryKit (picture list, social stories, free) VoCal (voice reminder, .99) iRewards (free) Toca hair salon (game reward .99)</td>
<td>Device use resulted in improved work performance, fewer behavior problems, decreased phone calls to coach and mother. After month, device lost on bus. During week it took to replace, behavior problems increased, work performance suffered.</td>
</tr>
<tr>
<td>Employment: Housekeeping at hospital</td>
<td></td>
<td></td>
<td>(Gentry, Lau, Molinelli, Fallen &amp; Kriner, 2012)</td>
</tr>
<tr>
<td>Individual and Employment</td>
<td>Challenges</td>
<td>Technology Used</td>
<td>Results</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>-----------------</td>
<td>---------</td>
</tr>
<tr>
<td>Alex, ASD, age 22</td>
<td>Was not able to complete inventory, fill out order forms or fulfill orders.</td>
<td>Used video iPods with specifically created instructional video models for each of their tasks.</td>
<td>With the video models for each of these tasks he achieved mean scores of 99%, 87% and 88% respectively on percentage of steps correctly completed. (Kellems &amp; Morningstar, 2012)</td>
</tr>
<tr>
<td>Employment: Inventory &amp; Stocking at a vending machine business</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam, ASD, age 20</td>
<td>Could not perform bathroom cleaning, vacuuming and outside cleaning independently. Without device baseline was 34%, 47% and 12% respectively.</td>
<td>Used video iPods with specifically created instructional video models for each of their tasks.</td>
<td>With device mean scores were 96%, 95%, 93%. (Kellems &amp; Morningstar, 2012)</td>
</tr>
<tr>
<td>Employment: Custodial tasks at a bowling alley.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four Individuals: #1: DD &amp; hearing impairment, distractibility, age 47</td>
<td>All participants had severe disabilities, were from an Activity center and never worked before.</td>
<td>VICAID software on an adapted Palmtop computer with one large key. Headphones or vibrating device in a pocket used for timed prompts. Pictures of task sequences were scanned into computer. Wireless connection used to alert job coach when assistance needed.</td>
<td>All were able to learn the task correctly after a short period of intensive training. (Furniss, Lancioni, Rocha, Cunha, Seedhouse, Morato &amp; O’Reilly, 2001)</td>
</tr>
<tr>
<td>#2-4: 3 males, DD, ages 20-36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment: 26 Step valve assembly at factory</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RESOURCES

Ohio Employment First
Provider Support Webinars

www.ohioemploymentfirst.org
VIDEO MODELING
Teach Expectations with Video Modeling

- Integrate video clips of “modeled behavior”
- Allows person to see and ‘study’ desired behavior
- Growing body of evidence of effectiveness with many individuals with disabilities
• Mobile technology has most often been used as a flexible, portable method to provide instructional video modeling with prompts.
  • Smartphones
  • iPods
  • iPads
Video Self-Modeling Tutorial

Contributed by Anna Merrill, Graduate Assistant, IRCA and Joseph Roach, Special Educator, Avon Community School Corporation

Sometimes the hardest part about using video self-modeling as an evidence-based practice for individuals with ASD is sitting down and making the video. This page uses video tutorials to show you exactly how to record and edit a video recorded on your iPad or iPhone. Follow along with the written instructions below to get started!

Equipment you will need:
- iPad or iPhone
- Movie - this is a free app for your iPad or iPhone

iPad Basics and How to Take Video
- iPad has 2 microphones; top and bottom
- Front and rear camera; HD quality
- To start:
  - Open camera
  - Switch to "video"
  - Touch red button to start recording
  - Touch red button to stop recording
  - When done, go to photos, review video taken

Using Movie
- Makes video editing easy. Really.
- 3 sections:
  - Top right where all the videos show up sorted by date
  - Top left where you can preview video
  - Bottom half of screen is your project
- In all Apple products + means create something new
- Touch "Prayer" in top center of screen
- Pick Movie

Theme and adding video
- Pick theme - choose "simple"
- Top right - where video clips are stored
- Recently Added sorted by date
- Touch video you want to add first

Finishing Touches
- Touch each video clip
- Look bottom left corner - 6 options
  - Sissors - edit video - pull yellow box around clip. Drag left/right to edit video length.
  - You will be able to see your edits in the top left box
  - Gauge - speed up and slow down use for more complex clip
  - Speaker - audio adjustment; how loud or soft audio in each clip
  - 3 circles - add filter
  - Capital T - Adding text
- Adding Text
  - Pick "simple"
  - Touch the text, type what you want it to say
- Transitions between clips
  - Touch small square between video clips
  - Adjust transition: if you want smooth set to none
- Touch arrow in upper left corner as "My Movie"
- Main screen: can play or share video
- Also at this screen you can: change title, share, delete, go back to editing
- Congratulations - You did it!

Resources

How To Videos
Video #1 - How to Create a Video on your iPad, Example #1: Shoe Tying
Video #2 - Example Video Video: Shoe Tying
Video #3 - How to Create a Video on your iPad, Example #2: Addition
Video #4 - Example Video Video: Addition

Article
Implementation and Effectiveness of Using Video Self-Modeling with Students with ASD

http://www.iidc.indiana.edu/pages/video-self-modeling-how-to-and-examples
Video Modeling

This is the best way to respond when a supervisor tells you that you have made a mistake. The employee uses a calm tone of voice. He says, "I'm sorry," and he asks for help so he will do his job the right way from now on.

This is not an appropriate way to respond when a supervisor tells you that you have made a mistake. The employee’s tone of voice sounds rude and disrespectful. Even though this employee believes that he knows a better way to do things, it is not okay for him to say it in this way.

This is the wrong way to respond when a supervisor tells you that you have made a mistake. The employee’s tone of voice sounds rude. He argues with his supervisor (which is not okay) and he blames the mistake on someone else (Samantha). Even if it is Samantha’s fault, it is not okay to say it in this way.
Chaining and Prompting

Examining Two EBP that are used together to teach new skills
Chaining

- **Chaining Strategies** are a way to teach a person to perform a sequence of tasks or steps
  - Task analysis
    - Analyzes the task to be performed to identify the smaller step necessary to complete the task
  - Guide the youth to **learn each step**
  - Goal: Youth successfully/accurately completes entire activity
‘Task Analysis’

- Task analysis is the process of breaking a skill down into smaller, more manageable components.
- Used to teach learners a skill that is too challenging to teach all at once.
  - Discrete Steps
  - Together complete of the task or activity
  - Identify the amount of assistance needed
  - Can teach by ‘chaining’ the steps together
Brushing Teeth (Matson et al., 1990)

1. Obtains materials
2. Takes cap off toothpaste
3. Puts paste on brush
4. Replaces toothpaste cap
5. Wets brush
6. Brushes left outer surfaces
7. Brushes front outer surfaces
8. Brushes right outer surfaces
9. Brushes lower right chewing surfaces
10. Brushes lower left chewing surfaces
11. Brushes upper left chewing surfaces
12. Brushes upper right chewing surfaces
13. Brushes upper right inside surfaces
14. Brushes upper front inside surfaces
15. Brushes upper left inside surfaces
16. Brushes lower left inside surfaces
17. Brushes lower front inside surfaces
18. Brushes lower right inside surfaces
19. Rinses toothbrush
20. Wipes mouth and hands
21. Returns materials
Chaining Options

• Forward chaining
  • Teach only the first step of the task analysis and do all the other steps of the task analysis for the student.
  • After the student masters step 1, then only teach step 2, while maintaining step 1.
  • Reinforcement for the targeted step

• Backward chaining
  • Teach only the last step of the task analysis.
  • Do all the other steps of the task analysis for the student, until the student masters the last step.
  • Then teach the second to last step only and expect the student to continue independently completing the last step of the task analysis.
  • Reinforcement for the targeted step
Chaining Options

• Total Task Chaining
  • Student is given opportunity to perform each step every time opportunity.
  • For example: When putting on pants, the student has the opportunity to perform each step EVERY time he/she puts on pants.
  • Reinforcement as needed
Backward Chaining Example

- Connie is learning to make double-sided, color copies on her job site.
- A task analysis is completed that identifies multiple steps that include loading paper in the correct drawer, loading staples, and putting in a password to access the copier.
- The job coach begins by showing Connie how to do all the steps of the task using a checklist.
- The coach then completes each step until the last step, which is pushing the print button. The job coach prompts Connie to complete the chain by pointing to the print button, which she then pushes.
- The coach provides verbal praise for Connie’s success and then begins the process again, only this time, the coach does not do the last two steps.
- Connie successful completes both and is again reinforced. The backwards-chaining process continues in this manner until Connie is completing all of the steps independently, accurately and consistently.
When should I use Chaining?

• For tasks with an established, predictable sequence of steps. That do not change.
• For a person that learns best when presented with small chunks of information at one time to master a skill or concept.
• For a person that desires structured learning environments.
• After a Task Analysis is complete and the instructor/coach has tried it out herself.
Also Consider...

• Steps for preparation. Such as gathering materials.

• Location. Does where the task occurs change the steps?

• Prerequisites Skills. Is there a set of ‘precursor-skills/ knowledge’ that are required to be able to complete the target task/ activity?

  Example:

  • Oil Change. Do I know how to pick the correct oil?
  • Greeting co-workers. Do I know who is my co-worker?
  • Completing an Academic Assignment. Do I know how to remain focused on the assignment.
  • What if things do not go as planned? Do I know how to ask for help when I find myself unsure part of the process?

• Others???
Once you have completed the Task Analysis, and the selected the Chaining Process ......

.....You need to consider the use of Prompts
Prompting: An Instructional Strategy

Prompting

Any assistance given that supports learning or initiates the use of a specific skill
Prompting

Used by Everyone!
All the Time!
Very Effective!

However issues or concerns frequently arise.

What issue/concerns have you seen related to prompting?
Prompting Errors

• **Over prompting**... student does not try
• **Inconsistent prompting**... team not on the same page
• **Lack of fading** ..... poor planning of the level of prompts to use and how to fade
• **Lack of data** ..... collected or reviewed
Two Considerations

What TYPE of Prompt to use

HOW to use the Prompt
Types of Prompts

- **Verbal Prompts:**
  - **Spoken Statements, Questions, Options** that help a person acquire target skills (e.g. “You might need to try it a different way” “Write your name”)

- **Gestural Prompts:**
  - Coaches make **movements** that cue the person to use a particular behavior/skill (e.g. pointing to the top of the paper for the to write name)

- **Model Prompts:**
  - Coaches **perform** the target skill or behavior.

- **Physical Prompts:**
  - Coaches **touch** person to help them use the target behavior or skill (e.g. tapping a youth’s hand to cue her to begin writing her name)

- **Visual Prompts:**
  - Coaches **show pictures** of events that provide information about how to use the target skills or behavior (e.g. task analysis checklist, picture card)
What Prompt to Use and When? Consider a Prompt Hierarchy
How to Use the Prompt

**Most-to-Least**

• Prompts given to complete each step of the task correctly.

• Gradually the amount of assistance provided is reduced as the person makes progress.

**Least-to-Most**

• Person has opportunity to independently perform each step.

• Greater degrees of assistance are provided if the person is unable to perform steps correctly.

When Teaching:

- When teaching new skills.

When Gaining Independence:

- Use when person has already been taught or practices skills.
When do ‘Prompts’ become Supports/Accommodations?

**Prompts**

Assistance to support learning or to initiate the use of a specific skill.

**Instructional Tool**

**Support/Accommodation**

Ongoing Supports to learn, use a skill, complete a task, etc.

**Tool for Independence**
- **Verbal:** The Job Coach may tell the employee where he can locate the supplies (e.g., “Get the cleaning fluid, it’s in the cabinet”).

- **Physical:** The Job Coach may physically guide the employee by directing him by the shoulders or elbows in the direction of the cabinet.

- **Gestural:** The Job Coach may point in the direction of the cabinet.

- **Modeling:** The Job Coach may demonstrate for the employee by getting the cleaning supplies himself.

- **Photo or text prompts:** The Job Coach may provide the employee with a series of photos or text that will direct him where to get the supplies.
Using Chaining
Low tech example of chaining of making a hot dog
REMINDER: Use Visual Prompts (Instead of a person-prompt)

Casey’s Recycle Job

1. Please check ALL desks for Recycle Paper
2. It is OK to say “Excuse Me...Do you have Recycle?”
3. It is OK to skip a desk if you cannot find it and no one is at the desk.
4. Thank you so much!
Visual Support of the Task
Chaining the Steps

Holden making cake.

http://www.autismoutreach.ca/assets/HoldenMakingCake.pdf
Visual Supports
Visual Supports

Represent the complexity of the mental and physical world in which we live.

To help people function

EFFICIENTLY

EFFECTIVELY

INDEPENDENTLY
Visual *Supports* are Visual *Displays*

- Daily Schedules and Tasks
- Reminders of Rules or Communication
- Checklists of Steps
- Choices or Options
- Low technology
- High-technology
Visual Supports and Strategies

• Communicate information TO individuals (What is going on, will happen, or will change)
• Assist Person to Communicate to OTHERS
• Used to provide choices or communicate rules
• Help organize thinking and problem solving
• Support task/job completion... and more independently
• Assist in understanding and/or remembering academic content
Organizing Thinking

- Visual Supports to assist with visualizing concepts, connections, surroundings, and problem solving
  - graphic organizers
  - cognitive organizers
  - cognitive maps
  - structured overviews
  - tree diagrams
  - concept maps
  - templates
  - thinking maps
Graphic Organizers

1. Limited Computer Use
2. 100s of Millions Use Internet
3. Contact lense computing

Past
- 1980s
- 2010s
- 2030s

Present
- Future

- Buying too many clothes
- Can't save $100 a month
- Can't stay out for five days
- Renting older movies that can't stay out
- Watching movies on cable
- Eating in restaurants four times a week
- Cutting back to 2 times a week
- Shopping off sale racks or at discount stores

- Accessories to get more mileage out of clothes she already has

Ohio Department of Developmental Disabilities

Lifespan Transitions Center
Mapping
Visual Supports for Communication
App-etizer: Pic-Z Tag
(“Let me Introduce Myself”)

Hi, I’m Brian Green
Brown’s Fan, Metallica Fan, Stock Clerk
Works At Giant Eagle

iPod, iPhone, iPad

Hello Brian Green
Brown’s Fan, Metallica Fan, Stock Clerk
Works At Giant Eagle
Social Instruction:
Communicate Expectations

JobTIPS
www.do2learn.com/JobTIPS/
Quick and Easy: Dry Erase Boards
Photo Job Schedule

On Wednesday Adam works at

First Adam gets the purple key chain

Then Adam goes out to unlock the bin
Organizational Supports
“Jig”
Visual Supports: Foundational for TEACCH Program

• Structured Teaching
  • External organizational supports to address challenges with attention and executive function
  • Visual and/or written information to supplement verbal communication
  • Structured support for social communication
  • Physical organization
  • Individualized schedules
  • Work (Activity) systems
  • Visual structure of materials in tasks and activities
Work Schedule:
Tuesday October 5, 2010

☐ Sign In
☐ Set Timer for 45 minutes
☐ Check your email
☐ ICHAT Chris
☐ Recycle
☐ Shelve library Books
☐ Set timer to 15 minutes
☐ Take a break

Work Schedule:
Work Assignments on Velcro Schedule

Sometimes people want to know what others are doing... this provides a nice opportunity to show where or what others are doing.
Word Work Schedule

To
`Do`

Velcro

‘Done’
Simple Work Schedule with Icons
<table>
<thead>
<tr>
<th>INTRODUCE TO MELODY AND CHRIS</th>
<th>![Image of Melody and Chris]</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS</td>
<td>![Image of CDS]</td>
</tr>
<tr>
<td>BINDER</td>
<td>![Image of Binder]</td>
</tr>
<tr>
<td>BOOKLETS</td>
<td>![Image of Booklets]</td>
</tr>
<tr>
<td>SHREDDING</td>
<td>![Image of Shredding]</td>
</tr>
<tr>
<td>LIBRARY BOOKS</td>
<td>![Image of Library Books]</td>
</tr>
<tr>
<td>GIVE TOUR OF BUILDING</td>
<td>![Image of Tour of Building]</td>
</tr>
<tr>
<td>COPYING</td>
<td>![Image of Copying]</td>
</tr>
</tbody>
</table>
Written Visual Routine
Task Directions

- Step by Step
- Cross Off Directions
- Dry erase to use again
App: Visual Schedule Planner

Visual Schedule Planner is a completely customizable Audio-Visual Schedule/Calendar specifically designed for individuals who may benefit from the use of visual supports to ease transitions, anxiety or for those who may need a way to visually represent the "events" in their day.
App-etizer: Active Icons

Active Icons is a very visual way of keeping track how your day unfolds. Selecting Icons to describe what is on your schedule makes this a very visually appealing organizational tool. An Icon (picture) is better than a thousand words. Seeing what is on your schedule really makes Active Icons the go to scheduler for your daily routines and activities.
Endless Ideas!

• Visual Supports can be found everywhere and have multiple intended uses

Generic and Intended
to be used by all
(labels for grocery isles,
greeting card display
markers, store signs,
street signs, etc.)

Very specific for an
individual and a task
(communication device
programmed for a
specific task or
environment)
COMMUNITY BASED INSTRUCTION
• CBI is an effective instructional method for teaching, in real-life settings, the skills that students will need for functional daily living as adults.
TRUE

• CBI is used to prepare students for transition to adulthood, to live independently, and enhance quality of life through the use of environments which they will typically navigate as adults.

Example:
• Teach money use in setting and situation where money is naturally used such as grocery stores, restaurants, etc.
It is best to begin the use of CBI when youth turns age 14.
While this is actually not ‘false’, it is important to understand that CBI has been shown to be useful for students at very young ages. Discussions with teachers of elementary age students on the benefits of CBI may improve skills for students prior to entering the ‘transition years’.
or

TRUE

- CBI is often used in a variety of programs. One could offer many examples of CBI. One example of CBI commonly used in schools is ‘Field Trips’.

FALSE
FALSE

• Field Trips generally do not meet the definition of CBI.

• CBI is structured and planned. It occurs regularly and uses systematic instruction. CBI uses consistent teaching strategies and is at a frequency necessary for the student to develop...
or

**TRUE**

- Many educators report that student motivation is increased during CBI due to student involvement in ‘real life’ activities of personal relevance.

**FALSE**
TRUE

• Often students that struggle in a typical academic or classroom environment thrive when the educational environment is closely related to their ‘real life’.
or

**TRUE**

• CBI is used primarily to focus on daily living skills and does not generally focus on teaching specific job skills.

**FALSE**

TRUE

• While specific jobs skills are often best taught on-the-job, CBI is generally focused on the daily living skills that a person needs to successfully navigate the community. Most of the research has focused on community skills such as banking and shopping.

• However, instructional methods used in CBI can be used in on-the-job-training.
or

**TRUE**

• CBI is used to teach specific, discrete community based skills, in an authentic setting, with the goal of generalization and increased independence.

**FALSE**
While CBI can include instruction in \textit{specific} community based skills, the focuses is on a \textit{set of skills or activity} not isolated skills

Example: Shopping for clothing

- Choosing a store, navigating to the section with the type of clothing needed, selecting the right size, undressing, trying clothes on, deciding if the article is what one needs, dressing, navigating to the checkout, finally paying for the item

And Yes... it does use an authentic setting, with the goal of generalization and increased independence.
Considerations

• CBI is conducted where and when the skill naturally occurs
• It focuses on the activity (not a splinter skill)
• Generally does not refer to the actual vocational/ work/job skill but instead is the wrap around
  • Transportation or Going out to eat
• The length of time between instructional sessions will vary depending upon student needs and the task to be learned.
• Primary Goal: To teach skill sets that lead to greater independence and a higher quality of life to successfully participate in the community life.
Computer Aided Instruction
Computer Aided Instruction

Instruction or remediation presented through the computer to the student, or interactive learning through computer
Computer Aided Instruction (CAI)

- In isolation or in combination with conventional (face-to-face) methods
  - Research suggests a combination of conventional and CAI instruction is most effective
- Examples of use in employment environments:
  - Teach nurses how to perform IV injections
  - Teach jet engine mechanics maintenance tasks
  - Provide safety instruction for food service workers
- And for students with disabilities can include accommodations:
  - screen-reading programs for users with visual impairment
  - specialized interactive devices (roller balls, joysticks, and oversized keyboards)
Benefits

• Self Paced
• Self Directed
• Immediate Feedback
• Often offers ability to scaffold the difficulty
• Option for repeating information multiple times for mastery
• Multi-Sensory
• Technology Motivating for many learners
• Often gathers data for teacher progress monitoring

Concerns

• Learner may be left on own frequently or for long periods
• Can be overwhelming – Technology and Information
• Equipment Malfunction and Maintenance
• Web links fail
• Marketing – Difficult to determine what program or platform is really effective with the claims made in advertising.
Simulation
Simulation

• Uses materials and situations in instructional settings that approximate the natural conditions
• Practices the responses associated with skills and behaviors expected in community and work settings.
Simulation

• Youth engage in simulations to rehearse routines, procedures, social responses, etc.
• Provides a ‘safe’ environment as preparation for performing in community, home or work sites
• Expectation to move skill to authentic environment
Simulation and Community Based Instruction

• Combining two EBP

• [https://www.youtube.com/watch?v=qTAE-DEWmjM](https://www.youtube.com/watch?v=qTAE-DEWmjM)
Mnemonics

Remember!
Mnemonics

• Memory devices that help learners recall larger pieces of information

• Types of mnemonics include
  • Music, Name, Expression/Word, Model, Ode/Rhyme, Note Organization, Image, Connection, and Spelling Mnemonics
Let’s Look at a Few....

• **Music**
  • The ‘ABC Song’

• **Using Names** to remember information
  • **ROY G. BIV** = colors of the spectrum (**Red**, **Orange**, **Yellow**, **Green**, **Blue**, **Indigo**, **Violet**.)
  • **Pvt. Tim Hall** = Essential amino acids (**Phenylalanine**, **Valine**, **Threonine**, **Tryptophan**, **Isolucine**, **Histidine**, **Arginine**, **Leucine**, **Lysine**.
Expression or Word Mnemonic

First letter of each item in a list is arranged to form a phrase or word

• Examples:
  • **FANBOYS**
    • For, And, Nor, But, Or, Yet (7 coordinating conjunctions)
  • **Please Excuse My Dear Aunt Sally**
    • Parentheses, Exponents, Multiply, Divide, Add, and Subtract (The order of operations for math)
Rhyme and Spelling Mnemonics

Examples include:

1. 30 days hath September, April, June, and November.
   All the rest have 31
   Except February my dear son.
   It has 28 and that is fine
   But in Leap Year it has 29.

2. “I” before “E” except after “C”
   or when sounding like “A”
   in neighbor and weigh

3. How to spell ‘arithmetic’: A Rat In The House May Eat The Ice Cream

4. A principal at a school is your pal, and a principle you believe or follow is a rule.
Image Mnemonics

A picture that promotes recall of information
The sillier the Image Mnemonic is, the easier it is to recall the related information.
Example:

• For a med student to easily recall the depressant drugs (barbiturates, alcohol, and tranquilizers) think of a confused ‘BAT’ that took the drugs.
Note Organization Mnemonics

• The way textbook and lecture notes are organized can inhibit learning or recall or promote it.
• Because organization of notes can promote recall, it is a memory device or mnemonic.
• Example:
  • Notecards
  • Outlines
Group Discussion:
Who Would Respond to Mnemonics?

• What learner characteristics might you observe that would make you consider using a mnemonic strategy?

• Has anyone used a mnemonic strategy for the following:
  • Academic skill or knowledge?
  • Workplace environment?
  • Social Situation?
  • Other?
- Complete as we discuss each EBP
- Consider Priorities
- Jot down ideas or questions