

Parent & Teacher Prioritized Objectives

Updated: February 10, 2011

Parent and teacher concerns were identified and prioritized. A teaching goal was developed to address prioritized concerns for three areas that are vital for students with autism. The teaching goals described are:

#1. Communication: Given that [redacted] wants something and can't or should not get it himself, he will bring a picture and give it or bring a picture system and point and /or say word to an adult or bring adult to picture system and point or give picture 4 times a day with 2 physical prompts for 3 of 4 data collections in 36 weeks.

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| <p><u>Personal Challenges:</u></p> <ul style="list-style-type: none"> • Seldom goes through a person to get something • Climbs and runs to get himself • Independent, does himself • Darts, runs, drops to floor at times • Has trouble waiting • Minimally verbal • Short attention span • Has trouble sitting for long, needs to move • His hearing is severely impaired in his left ear • Motivation to do something difficult when he can do it himself • Picky eater • Has difficulty imitating action with objects or body movements unless in a routine, i.e. song, washing dishes | <p><u>Environmental challenges:</u></p> <ul style="list-style-type: none"> • Keeping things out of his reach and where he doesn't know where they are • Having pictures with him and near him • Having enough adults to teach PECS with prompts • Setting up enough controlled practice • Because of his challenges sometimes it is hard to figure out how to teach him something • Building in reasons to use this communicative skill (going through people) |
| <p><u>Personal supports:</u></p> <ul style="list-style-type: none"> • Is interested in a variety of things, basketball, numbers, movement, music, some foods • Understands matching pictures to objects • Can use large or small pictures • Desire things and knows what he wants | <p><u>Environmental supports:</u></p> <ul style="list-style-type: none"> • Supportive team including Mom • Structured environment at school • Teaching strategies • Visuals that are personalized to him |

Teaching Methods

| Teaching Methods | |
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| <ul style="list-style-type: none"> • Identify what he is motivated to want. • Identify how to set up the environment so that he never has access to the identified items. (He has a reason to communicate through a person) • Have pictures of the items near him or with him. Consider whether he needs his own person communication card without Velcro – if he points or with Velcro if he does not. • Set up multiple trials – discrete trial training- several times a day for short periods. These would be highly structured where he asks for something (grapes – he gets half or less for each request). He is doing this in the lunch room for small amounts of a favored food (cereal) and it may help to have the tray removed so he isn't using that as a request by pushing it towards, but rather handing the picture. • Consider in structured discrete trial teaching how to have [redacted] sitting – (across from you with his back to the wall at a kidney shaped table, for example) so the adult can control the desired item and he does not escape and grab. • Consider in which situations a second adult might be needed to physically prompt him to get and take to the other adult without verbally prompting. • Look on line at the discrete trial and PECS information • Sometimes he is getting the picture and putting it back so he is being cued to give it or bring it and give it to the adult. [redacted] is beginning to get that he needs to interact with the adult in order to communicate. He learns through routine and consistency so he knows after he is finished something to go to the choice board and make a choice. • Having [redacted] bring the picture to someone a distance away has been a good strategy for him to learn to come to a person to communicate. • In December we talked about having him have a personal communication board/book that he brings to a person and finds what he wants, and hands it to that person. This will take some time to teach him but probably is the next step. We know that making it too difficult for him may make it not worth his while, so the board/book would have to be practiced a lot. At the same time we want to continue working on this skill in the same way that is giving him success and generalize it across more situations. • Generalizing to other adults rather than just teacher. | <p>Who/ Where/ When</p> <p>Teacher and assistants in classroom Possibly Speech Clinician Mom & sitter- at home</p> |
| | <p>Materials</p> <p>Pictures Picture system Items he likes and wants.</p> |
| | <p>Data System</p> <p>Teacher has method</p> |

#2. Learning/Behavior: Given familiar tasks in structured work time [redacted] will finish 3 tasks with 1 environmental cue to start & with an adult 3 feet away, with no more than 2 redirections (gestural, verbal, physical) 2 times a day for 5 consecutive days in 36 weeks.

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| <p><u>Personal Challenges:</u></p> <ul style="list-style-type: none"> • Easily distracted • Does his own thing, not as instructed • May not understand finished as it applies to a task ~ • Active and needs to move ~ • Motivation to do as asked or required to do • Uses action to communicate feelings and negations, i.e. drop to floor, scream, kick ~ • Minimally verbal | <p><u>Environmental challenges:</u></p> <ul style="list-style-type: none"> • Distractions • Difficult to direct and redirect • Used to adult presence to stay where he is supposed to be • Lots of things he would rather do within visual sight |
| <p><u>Personal supports:</u></p> <ul style="list-style-type: none"> • Can do a variety of matching tasks • Likes praise and rewards • Loves numbers and knows large numbers and numbers in order • Likes and depends on routine • Highly visual learner • Likes to write – anywhere! | <p><u>Environmental supports:</u></p> <ul style="list-style-type: none"> • Has a workstation that he is used to and work tasks that he can do with adult present • Supportive team • Lots of visuals • Work tasks made for him |

more communicative

#3. Social: Given a structured play activity [redacted] will take turns with an object with an adult or peer through 2 exchanges with no more than 2 environmental/ visual/ physical cues 2 times a day for 5 consecutive days.

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| <p><u>Personal Challenges:</u></p> <ul style="list-style-type: none"> • Difficult for him to let go of things that he really likes - • Takes things from others even if they are not technically his and may not understand possession • Difficult time waiting - • Boundary issues: hugs and gets in laps • Minimally verbal • Does not share much now - <i>more tolerate</i> • Doesn't play much • Doesn't imitate actions with objects or body movement very much - • Short attention span • Difficult to redirect • Reacts strongly if others touch his things | <p><u>Environmental challenges:</u></p> <ul style="list-style-type: none"> • Finding things to hold his interest • Distractions • Having enough access to sociable peers who can keep him engaged and do things of interest to him |
| <p><u>Personal supports:</u></p> <ul style="list-style-type: none"> • At home has imitated mom doing dishes • Likes to play basketball, sometimes will play when another person is playing basketball. • Likes peers, seeks them out. • Does well with routines • Watches other people, i.e. playing wii | <p><u>Environmental supports:</u></p> <ul style="list-style-type: none"> • Supportive team • Teaching strategies that provide a structured way to teach him |

Teaching Methods

| Teaching Methods | |
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| <ul style="list-style-type: none"> • Sequence the event with pictures and numbers to “your turn, my turn.” Show this and teach this to him by exchanging and counting. A card with his picture and his teacher’s picture is flipped to show whose turn it is. • Use an adult to start and perhaps have two basketballs and take turns with them. Then go to one so he gets the idea of turn taking. The basketball is not working as he is too excited and distracted in that room and with the ball. A table task is being used. He is distracted by things he can manipulate so plays with those on a matching game rather than understanding turn taking. We talked about trying a game like Connect Four that has color coded disks and does not allow manipulation of the item once the turn is taken. He will need the disks controlled in some way, but placing them in a plastic container and pulling them away when he has had his turn, at least initially. • Use “My Turn, Your Turn” while pointing to self and him. Use some visual card that indicates my turn and is exchanged as the turn changes. We also talked about a wait card, but it is probably best to use one or the other and it seems that cueing him to turns may be most useful. In December it is clear he needs more practice waiting for his turn. It is very hard for him and he is doing a strategy of flapping his hands around his head. February session uses card, waiting improved, game is at table. • Generalize to other adult, then to a peer • Use visuals: May even try a videotape that shows the my turn, your turn scenario so you can teach him this. The small video camera plugs into a computer easily to show this. • Identify other activities that can be taught in a similar way and /or require turn taking as part of the structured game, i.e. <u>Connect Four</u> → <i>good concept</i> • Identify a few peers who can be taught how to be the models and keep him going, then practice with them, make a video of them and show [redacted]. Then introduce to [redacted]. See on-line information about peer models. | <p>Who/ Where/ When</p> <p>Teacher and other adults Trained peers Every day</p> |
| | <p>Materials</p> <p>Visuals Toys and things of interest to [redacted] and peer</p> |
| | <p>Data System</p> <p>Teacher has system</p> |

- Isn't understanding red/green light? Distraction? Wait card w/ red light on it