Module Home



**Outline­**

**Autism Spectrum Disorder (Part 2)**:

Evidence-Based Practices

* Module Description: This module, second in a two-part series, highlights strategies that have been shown to be effective in teaching appropriate behaviors and skills and decreasing inappropriate behaviors with children and youth with autism spectrum disorder (ASD). It next explores several strategies that are particularly effective with young children, elementary and middle school students, and high school students (est. completion time: 3 hours).
* Link: Autism Spectrum Disorder (Part 1): An Overview for Educators [IRIS Module]

Challenge

* Video: In the first module in this series...

|  |  |
| --- | --- |
| NOTES |  |

Initial Thoughts

* What do educators need to know about EBPs for children with autism?
* What specific strategies can improve outcomes for these children?

|  |  |
| --- | --- |
| NOTES |  |

Perspectives & Resources

* Module Objectives
* Know the defining characteristics of ASD
* Identify the four steps educators and practitioners can use to make an informed decision when selecting an EBP
* Be familiar with EBPs that are effective for children and youth with ASD
* Understand how and when to use the five evidence-based practices that are referred to as foundational strategies
* Distinguish between focused interventions and comprehensive treatment programs

|  |  |
| --- | --- |
| NOTES |  |

* Page 1: An Overview of Autism
* Autism spectrum disorder (ASD) is a lifelong developmental…
* The primary characteristics of ASD are… [bullet points]
  + Link: atypical responses to sensory input [definition]
* Research Shows
* Link: toddlers, children, and youth [definition]
* Social Communication/Social Interaction/Restricted, Repetitive… [table]
  + Link: functional play skills [definition]

|  |  |
| --- | --- |
| NOTES |  |

* Page 2: Evidence-Based Practices
* To improve the outcomes of children with ASD…
* Link: evidence-based practices [definition]
* For Your Information
  + Link: Every Student Succeeds Act (ESSA)
  + Link: Individuals with Disabilities Education Act [definition]
* EBP/Definition [table]
* Link: Click here to download and save a PDF version of this list.
* Identify and define the target behavior [drop-down menu]
  + Link: Defining Behavior [IRIS Case Study]
* Collect baseline data [drop-down menu]
  + Link: Measuring Behavior [IRIS Case Study]
* Establish a goal or outcome [drop-down menu]
  + Link: individualized education program (IEP) [definition]
  + Link: individualized family service plan (IFSP) [definition]
* Select an EBP [drop-down menu]
* When they select a practice to implement with a child… [bullet points]
* The National Professional Development Center on Autism Spectrum…
  + Link: National Professional Development Center on… [web page]
* Audio: Kara Hume discusses selecting an EBP…
* Audio: Kara Hume discuses implementing with fidelity…
* Audio: Ilene Schwartz discusses evaluating the effectiveness of an EBP…
* For Your Information
  + Audio: Kara Hume discusses some of the HLPs and the overlap…

|  |  |
| --- | --- |
| NOTES |  |

* Page 3: Foundational Strategies
* Many practices found effective for either teaching children with ASD…
* Research Shows
* Audio: Ilene Schwartz discusses why ABA is the most effective…
* Reinforcement [table]
  + Video: Emma has difficulty completing her mathematics work…
* Prompting [table]
  + Video: Watch as a teacher prompts Emory, age six, to spell…
* Time Delay [table]
  + Video: Watch as a teacher uses progressive time delay to…
* Modeling [table]
  + Video: In the example above, modeling was used to teach…
* Task Analysis [table]
  + Video: Watch as a teacher uses *forward chaining* to teach…
  + Video: Watch as a teacher uses *backward chaining* to teach…
* Link: Click here to view a chart that notes the age groups… [PDF]
* Audio: Kara Hume discusses the importance of these five foundational…
* For Your Information
  + Link: Autism Focused Intervention Resources and… [website]

|  |  |
| --- | --- |
| NOTES |  |

* Page 4: Early Childhood: Focused Interventions
* In addition to the foundational strategies that have been shown…
* Audio: Listen as Wendy Stone discusses this in more depth.
* Visual Supports
  + For Your Information
  + Visual boundaries [drop-down menu]
  + Visual cues [drop-down menu]
    - Link: graphic organizer [definition]
    - Link: communication board [definition]
  + Visual schedules [drop-down menu]
* Picture Exchange Communication System (PECS)
  + Link: augmentative and alternative communication [definition]
  + For Your Information
  + PECS: Six-Phase Process
  + Link: Pyramid Educational Consultants [website]
  + Audio: Ilene Schwartz discusses the importance of teaching…
  + TIPS: Engaging and Supporting Young Children

|  |  |
| --- | --- |
| NOTES |  |

* Page 5: Early Childhood: Comprehensive Interventions
* Young children sometimes participate in a *comprehensive*…
* Link: comprehensive treatment models (CTM) [definition]
* Link: Naturalistic Developmental Behavioral Interventions [definition]
* Audio: Kara Hume discusses the importance of focused interventions…
* Audio: Ilene Schwartz discusses how focused interventions and…
* Research Shows
  + Link: early intensive behavioral intervention (EIBI) [definition]
* According to the National Research Council (NRC)… [bullet points]
  + Link: functional spontaneous communication [definition]
* Audio: Listen as Ilene Schwartz, the developer of Project DATA…
* For Your Information

|  |  |
| --- | --- |
| NOTES |  |

* Page 6: Elementary and Middle School
* The challenges of providing appropriate school programs for students…
* Link: accommodations [definition]
* For Your Information
* Link: Click to view 27 Evidence-Based Practices… [drop-down table]
* Differential Reinforcement of Alternative, Incompatible, or Other Behavior
  + Differential reinforcement of alternative behavior [drop-down menu]
  + Differential reinforcement of incompatible… [drop-down menu]
  + Differential reinforcement of other behavior [drop-down menu]
* Video Modeling
  + Modeling by Another Person
    - Video: Watch the video below to see an example of…
  + Self-Modeling
    - Video: Watch the video below to see an example of…
  + Point-of-View Modeling
    - Video: Watch the video. Below to see an example of…
    - Video: The video below demonstrates Emma using a…
* TIPS: Engaging and Supporting Elementary and Middle School Students

|  |  |
| --- | --- |
| NOTES |  |

* Page 7: High School and Beyond
* When students enter high school, they typically assume a greater…
* Self-Management Strategies
  + Self-monitoring [drop-down menu]
  + Self-instruction [drop-down menu]
  + Goal-setting [drop-down menu]
  + Self-reinforcement [drop-down menu]
  + Link: SOS: Helping Students Become Independent Learners [IRIS Module]
* Technology-Aided Instruction and Intervention
  + Link: computer-assisted instruction (CAI) [definition]
  + Video: In the video below, Mia demonstrates how she uses…
  + Audio: Listen now as Mia’s mother shares her personal insights…
  + For Your Information
    - Link: The Center on Secondary Education for… [website]
    - Audio: Kara Hume, a principal investigator at CSESA…
  + TIPS: Engaging and Supporting Student Transitioning to High…
    - Link: Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings [IRIS Module]
    - Link: Secondary Transition: Interagency Collaboration [IRIS Module]

|  |  |
| --- | --- |
| NOTES |  |

* Page 8: Faces of Autism Spectrum Disorder
* As we have highlighted in this module, it is important for teachers to…
* Tyler
  + Video: Listen as Tyler’s mom Bethany tells us more about…
  + Video: Tyler and his mom demonstrate how they use this…
* Dylan and Mia
  + Video: Watch as Luz and Tim, Dylan’s parents, describe…
  + Video: In the video below, Mia’s mom shares more about Mia…
  + Video: Mia and her mom using social narratives, one of the…
* Michael
  + Video: In the video below, Michael’s mother Dana, who is also…
  + Video: Michael talks a bit more about what he likes to do when…

|  |  |
| --- | --- |
| NOTES |  |

* Page 9: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 10: Credits
* Content Experts
* Module Developers
* Content Expert Reviewers
* Module Production Team

Wrap Up

* Summary of the module
* Age Group/Select EBPs [table]
* Revisit your Initial Thoughts responses

|  |  |
| --- | --- |
| NOTES |  |

Assessment

* Take some time now to answer the following questions.

|  |  |
| --- | --- |
| NOTES |  |

You Have Completed This Module

* We Value Your Feedback
  + Link: Module Feedback Form
* Professional Development Hours
  + Link: IRIS PD Options
* Related Resources [links]