

ASD Strategies in Action

Foundations of Evidence-Based Strategies

Toddler and Preschool Age Course 10.5 Hours

Early childhood is an important time to help young children with ASD to develop critical language and learning skills. With video examples in homes and preschool classrooms, this course will introduce you to evidence-based strategies that can be used in natural environments during typical routines and activities of toddlers and preschoolers.

Prerequisite: Many Faces of Autism

Essential Elements

Supporting Young Children on the Autism Spectrum

60 minutes

Module Description:

This module is designed for those involved in the life of a young child on the autism spectrum and presents the elements that are essential in the role of direct service provider.

Learning Objectives:

Learn the fundamentals of the direct service provider role:

- Presume competence
- Develop relationships
- Build independence.
- Demonstrate professionalism.

Chapter 1: Presume Competence

Chapter 2: Develop a Relationship

Chapter 3: Build Independence

Chapter 4: Demonstrate Professionalism

Tell Me, Show Me, Share with Me

Joint Attention Strategies

60 minutes

Module Description:

Attending to the interests and actions of other people in order to share experiences is called joint attention. Joint attention can be difficult for children with ASD. Using strategies that help young children improve their joint attention skills is an important part of fostering early communication and learning. In this module, you will learn more about joint attention skills and how to teach those skills to children with ASD.

Learning Objectives:

- Define joint attention and why it is important.
- Identify and observe common types of joint attention gestures.
- Set joint attention goals and recognize teaching strategies.
- Build on current skills and evaluate progress.

Chapter 1: Definition

Chapter 2: Identify and Observe Common Types of Joint Attention Gestures

Chapter 3: Setting Goals and Recognizing Strategies

Chapter 4: Building on Current Skills and Evaluating Progress

Involved and Engaged

Shared Control Strategies

60 minutes

Module Description:

As parents and providers, we want the young children in our lives to participate in their daily routines and learning opportunities. We also want them to learn to make decisions and gain independence. Using strategies that promote shared control will ensure that young children have the opportunity to participate through making choices, taking turns and expanding their language and engagement. This module will help you understand and use strategies that promote shared control.

Learning Objectives:

- Define shared control and understand why strategies that promote shared control are important.
- Describe strategies that promote shared control.
- Understand how to use strategies that promote shared control.

Chapter 1: Definition

Chapter 2: Strategies That Promote Shared Control

Chapter 3: More Strategies That Promote Share Control

Chapter 4: How To Use Shared Control

Guiding Young Children Toward Independence

Prompting

75 minutes

Module Description:

Sometimes the young children in our lives need some hints, or assistance, to help them successfully participate and learn. Those hints are called prompts. How do we provide those prompts? How do we know what kind of prompts to provide? How do we know when not to provide prompts so a child can be independent? After completing this module, you will understand how to use different types of prompts and how to know if the prompts you are using are effective and appropriate.

Learning Objectives:

- Define prompting and identify common types of prompts.
- Consider how to select and use prompts.
- Measure the effectiveness of prompting.

- Chapter 1: Definition and Types of Prompts (Part 1)
 - Chapter 2: Definition and Types of Prompts (Part 2)
 - Chapter 3: Selecting and Using Prompts
 - Chapter 4: Considerations and Measuring Effectiveness
 - Chapter 5: Putting it All Together
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Let's Do It Again!

Reinforcement
75 minutes

Module Description:

We all participate in activities and learn new things because there is something that we enjoy about them. We are motivated by what will follow the things we do, whether it's cooking dinner, going to work, or getting a tissue after we sneeze. Over time, doing these "behaviors" has been reinforced by something—maybe it's eating the food after cooking, or maybe it's the praise from others who eat the food we make; It could be the paycheck we get after working or interactions with our co-workers when we're there; maybe using a tissue is reinforced by having a clean nose after wiping or maybe it's the feeling of the tissue on your nose. In this module, you will learn about different types of reinforcers and how to use reinforcement techniques to motivate children with ASD to participate in routines and activities.

Learning Objectives:

- Define reinforcement and understand how reinforcement increases participation and learning for young children.
- Identify common types of reinforcers.
- Create a menu of reinforcer options for a young child.

- Chapter 1: Definition
 - Chapter 2: Natural, Special Interest, Tangible, and Edible Reinforcers
 - Chapter 3: Activity and Social Reinforcers
 - Chapter 4: Finding What Works
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Keeping Motivation High and Increasing Learning

Reinforcement
60 minutes

Module Description:

Do you know when and how you use reinforcement with young children? Structured reinforcement systems provide an organized way to keep young children engaged in learning. In this module you will learn about the importance of intentionally using reinforcement within children's daily routines measuring the effectiveness of the reinforcers you are using.

Learning Objectives:

- Know when and how to use reinforcement.
- Implement a structured reinforcement system.

- Use token reinforcement.
- And measure the impact of reinforcement.

Chapter 1: When and How

Chapter 2: How it Works

Chapter 3: Token Economies

Chapter 4: Understanding the Impact of Reinforcement

What's Next? Preparing for Upcoming Activities

Priming

60 minutes

Module Description:

Before going to a meeting, we look through the agenda. Before heading to new hotel, we get online to look at the pool and see if they have continental breakfast. We like to know what's coming next and what to expect. Children with ASD are no different. Preparing for what's coming next is called priming. In this module, you will learn more about what priming is and how it can be used with young children on the autism spectrum.

Learning Objectives:

- Define priming.
- Understand why priming is important for young children with ASD.
- Understand that priming is specific to the child and to the situation.
- Observe and learn from priming in action.

Chapter 1: Definition

Chapter 2: Why it's Important

Chapter 3: How it Works

Chapter 4: Putting It All Together

Recognizing and Managing Emotions

Emotional Regulation

90 minutes

Module Description:

Emotional regulation is the ability to recognize how you feel, match your emotion to the event, and know how to calm yourself. Emotional regulation is difficult for many young children, but it can be especially difficult for children with ASD. This module, will help you understand more about emotional regulation and learn emotional regulation strategies to use with children on the autism spectrum.

Learning Objectives:

- Define emotional regulation and understand why it might be difficult for children with ASD.
- Understand the Rage Cycle and its signs.
- Describe strategies to help young children with ASD regulate emotions.

Chapter 1: Definition

Chapter 2: The Rage Cycle and its Signs

Chapter 3: Tools for Understanding Emotions

Chapter 4: Finding What Works

Who, What, When, Where, Why?

Collecting Data and Measuring Outcomes

90 minutes

Module Description:

Data are a critical part of understanding what a child is learning. While it may seem like “just one more thing to do”, data can be extremely helpful. Maybe you just aren’t sure where to start. Whether or not you like data, this module will increase your understanding of how to collect and use data to be sure that you are using strategies that keep young children making progress.

Learning Objectives:

- Define data collection and understand why it is important.
- Understand definitions of target behaviors.
- Understand how to measure behaviors.
- Know how to record and understand data.

Chapter 1: Definition

Chapter 2: Target Behaviors

Chapter 3: How to Measure Behaviors

Chapter 4: Recording and Understanding Data