

ASD Strategies in Action

Foundations of Evidence-Based Strategies

Transition Age Course 10.5 Hours

Adolescents and young adults with ASD need many critical skills as they prepare for transitioning from high school into their own, unique adult lives. This course will show you how to use evidence-based strategies to support individuals who are transition-aged and young adults through video examples at home, school, work, and in the community.

Prerequisite: Many Faces of Autism

Essential Elements

Supporting Young Adults on the Autism Spectrum

60 minutes

Module Description:

This module is designed for those involved in the life of a young adult 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

A Strategy to Help Skills and Behaviors Occur Again

Reinforcement

105 minutes

Module Description:

We all participate in activities and learn new things because there is something that we get out of 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, how to use structured reinforcement systems to motivate individuals with ASD, and how to measure the impact of the reinforcers you are using.

Learning Objectives:

- Define reinforcement and understand why it is an important strategy for students with ASD.

- Identify the various types of reinforcers.
- Create a menu of reinforcer options.
- Implement a structured reinforcement system.
- Measure the impact of reinforcement.

Chapter 1: Definition

Chapter 2: Edible, Tangible, and Activity Reinforcers

Chapter 3: Special Interest, Social, and Natural Reinforcers

Chapter 4: Creating a Menu of Options

Chapter 5: How it Works

Chapter 6: Measuring Impact

Guiding Young Adults Toward Independence

Prompting

75 minutes

Module Description:

Sometimes individuals in our lives need hints or assistance to help them fully and successfully participate. Those hints are called prompts. How do we provide prompts? How do we know what kind of prompts to provide? How do we know when not to provide prompts so an individual can be more independent? After completing this module, you will understand how to use different types of prompts and 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: Measuring Effectiveness

Chapter 5: Putting it All Together

What's Next? Preparing for Upcoming Activities

Priming

45 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. Individuals with ASD are no different. Preparing an individual 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 individuals on the autism spectrum.

Learning Objectives:

- Define priming.
- Understand why priming is important for individuals with ASD.
- Understand that priming is specific to the individual and to the situation.

- Observe and learn from priming in action.

Chapter 1: Definition

Chapter 2: Why it's Important

Chapter 3: Finding What Works

Chapter 4: Putting It All Together

Write it Out, Draw it Out

Social Narratives

75 minutes

Module Description:

Social interactions are often difficult for individuals with ASD. Visual stories that describe social situations and socially appropriate responses, behaviors or expectations are called social narratives. In this module, you will learn more about how to create and use social narratives to support an individual with ASD.

Learning Objectives:

- Define social narratives and understand why they are important for individuals with ASD.
- Understand common types of social narratives.
- Identify key elements of various social narratives.

Chapter 1: Definition

Chapter 2: Descriptive Stories and Special Interests

Chapter 3: Scripts and Conversation Starters

Chapter 4: Cartoons and T-Charts

Recognizing and Managing Emotions

Emotional Regulation

75 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 can be especially difficult for individuals on the autism spectrum. This module, will help you understand more about emotional regulation and learn emotional regulation strategies to use with young adults on the autism spectrum.

Learning Objectives:

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

Overcoming Obstacles to Learning

Modifying Tasks

90 minutes

Module Description:

Many experiences, new and routine, involve multiple steps or demands. For example, the seemingly simple act of getting a glass of water requires opening the cupboard, taking out the glass, closing the cupboard, turning on the faucet, recognizing when the glass is full, and turning off the faucet before the glass overflows. Consider how many steps are involved in things like completing a task at work, going bowling with friends, or getting ready for bed. As a parent or provider, you want the individual with ASD to participate in as many routines and learning opportunities as possible, but you know that specific parts of the activity may be difficult. In this module, we will explore ways to identify and overcome social, emotional, motor, executive functioning, and sensory obstacles so that individuals with ASD can successfully participate in routines and activities throughout the day.

Learning Objectives:

- Recognize how a single task presents multiple demands.
- Understand the importance of creating balance between the demands of a task and an student's skills.
- Identify common obstacles for individuals with ASD that upset the balance between demands and skills
- Describe a range of strategies for overcoming these obstacles.

Chapter 1: Definition

Chapter 2: Types of Obstacles

Chapter 3: How it Works: Overcoming Social-Communication and Executive Functioning Obstacles

Chapter 4: How it Works: Overcoming Sensory, Motor, and Emotional Regulation Obstacles

Chapter 5: Putting it All Together

Who, What, When Where, Why?

Collecting Data and Measuring Outcomes

90 minutes

Module Description:

Data help us understand how an individual is learning and performing. 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 individuals with ASD 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