

# **Autism Internet Modules**

## **Certificate of Completion Course Outline**

**2016/2017**

**Assessment for the Student with Autism**  
**Students with Autism and Behavior Management**  
**Building Independence and High School Transition for Students with Autism**  
**Managing Classroom Environment & Language Skills Development**  
**Instruction for the Student with Autism**  
**Building Social Skills for the Student with Autism**



The following opportunity has been provided by the Autism Focus Group in response to requests from the Contra Costa SELPA Administrative Council, Contra Costa SELPA Community Advisory Committee, and Paraprofessionals working with children with autism.

The Autism Focus Group is a collaboration of staff from:

Contra Costa SELPA  
Acalanes Union High School District  
Antioch Unified School District  
Brentwood Union School District  
Byron Union School District  
Canyon Elementary School District  
John Sweet Unified School District  
Knightsen Elementary School District  
Lafayette School District

Contra Costa County Office of Education  
Liberty Union High School District  
Martinez Unified School District  
Moraga School District  
Oakley Union Elementary School District  
Orinda Union School District  
Pittsburg Unified School District  
Walnut Creek School District

The Autism Internet Modules have been organized into a format that allows you to complete a course of study within six strands in order to receive a Certificate of Completion.

- Assessment
- Behavior
- Building Independence/High School Transition
- Classroom Environment/Language
- Instruction
- Social Skills

Upon completion of 5 modules within 1 strand a Certificate will be awarded. You will need access to a computer to view and participate in each module. Prior to completion of the module you will complete a pre-test. Upon completion of each module you will participate in a post test. Once you complete the post test please print the results for verification of completion of that module. **You must score at least 80% correct on your post test results in order to receive credit for completion of that module. Scores below 80% correct will not count as completion of that module.** Once you have completed 5 modules in a strand please submit a copy of your post-test to the Contra Costa SELPA for a Certificate of Completion of that strand.

Participants will learn about a variety of evidence based practices for working with children with autism ages 3-22, how to implement these best practices, how to collect data during implementation, and how to determine their effectiveness for your students.

The Contra SELPA believes in offering professional activities that are of the highest quality; however, should you have a complaint regarding any workshop or course that you have participated in please contact the Contra Costa SELPA 925-827-0949 X 10. Please use this telephone number to identify any special needs that you may have. The Contra Costa SELPA does not discriminate against course participants on the basis of gender, age, socioeconomic or ethnic background, sexual orientation, or disability.

Facilitated by Laraine Domenico, Coordinator, Contra Costa SELPA. In compliance with the requirements of ASHA's Continuing Education Board concerning transparency in course planning, delivery, and marketing she is an employee of the Contra Costa SELPA. She has no relevant non-financial relationship to disclose.

## Welcome to Autism Internet Modules (AIM)

The Autism Internet Modules (AIM) were developed to make comprehensive, up-to-date, and usable information on autism accessible and applicable to educators, other professionals, and families who support individuals with autism spectrum disorders (ASD). Written by experts from across the U.S., all online modules are free, and are designed to promote understanding of, respect for, and equality of persons with ASD.

**To get started please log in, or if you're a new user sign up to create an account.**  
**<http://www.autisminternetmodules.org>**

## Module Navigation

As you enter the website you will see a list of module categories with modules that relate to that topic. Modules can be completed in any order. Just pick a category and click on the module link to begin. You should confirm that this module correlates to the module required for any particular strand (see Course Outline toward Certificate Completion).

## Pre-assessment

The pre-assessment link is located on the module menu as well as at the bottom of the introductory video for each module. Click on the link to participate in the assessment, answer the questions and submit your responses. Feedback will be generated providing you with correct answers for all items. Once you have completed the pre-assessment for any particular module it will no longer show on the module menu for that module.

## Post-assessment

Similar to the pre-assessment, the post-assessment button is located on the module menu. Click on the link to participate in the assessment, answer the questions and submit your responses. Feedback will be generated providing you with correct answers for all items. In addition you will receive narrative information to explain the correct answer choice. Once you have completed the post-assessment for any particular module it will no longer show on the module menu for that module. **You must score at least 80% correct on your post test results in order to receive credit for completion of that module. Scores below 80% correct will not count as completion of that module.**

**Contact Us:** If you need additional assistance while you are navigating through the site, please access the email link at the bottom of each page.

The Interagency Work Group on Autism, convened by the Ohio Department of Developmental Disabilities, is coordinating efforts among state agency partners so that the gifts, talents, wishes, and needs of Ohioans with autism spectrum disorders are recognized, valued, and addressed. Partners in the Creation of AIM:



## Calendar of Events

### Leading Toward Certificate of Completion

| WHAT  | WHEN                     | WHERE  |
|---|--------------------------|--|
| <p><b>ORIENTATION</b></p>   | October through November | Go to the Contra Costa SELPA Website for dates:<br>ccselpa.org<br>Training Opportunities                   |
| <p><b>COMPLETING MODULES</b></p>  | October through June     | A computer of your choice  |
| <p><b>PROGRESS MEETING/GROUP MEETING</b></p> <p>Located below the module menu are resources that support the content covered in the module. These resources include a reference list containing all the sources for the information provided in the module and a resource list of additional readings, video, and websites on the module topic.</p> <p>Discussion questions and activities are also located within this section. These two resources may be used in our face-to-face Progress Meeting. Both of these resources are available at two levels, the introductory level and the advanced level providing support to learners across the continuum, addressing the needs of both pre-service and in-service learners.</p> <p>The activity section provides a response link that can be used to email responses directly to the pre-service or in-service instructor. The discussion questions are available with and without answers for flexible use in any setting.</p> | February through May     | Go to the Contra Costa SELPA Website for dates:<br><br>ccselpa.org<br>Training Opportunities               |
| <p><b>CULMINATING MEETING</b></p> <p>This face-to-face group time offers an opportunity to share how you implemented the module information in your classroom and provides for a time to reflect upon the modules you completed.</p>  | May/June                 | Go to the Contra Costa SELPA Website for dates:<br><br><b>ccselpa.org</b><br><b>Training Opportunities</b> |

## MODULE OUTLINE TOWARD CERTIFICATE of COMPLETION

| MODULE  | STRANDS    |          |  |                                    |             |               |
|---|------------|----------|--|------------------------------------|-------------|---------------|
|   | ASSESSMENT | BEHAVIOR | BUILDING INDEPENDENCE HIGH SCHOOL TRANSITION | CLASSROOM ENVIRONMENT and LANGUAGE | INSTRUCTION | SOCIAL SKILLS |
| Antecedent Based Intervention (ABI)                     |            |          |  | X                                  |             |               |
| ASD-4EI: What Early Interventionist Should Know         | X          |          |  |                                    |             |               |
| Assessment for Identification                           | X          |          |  |                                    |             |               |
| Autism & Biopsychosocial Model: Body, Mind & Community  | X          |          |  |                                    |             |               |
| Autism & Medication                                     | X          |          |  |                                    |             |               |
| Cognitive Differences                                   | X          |          |  |                                    |             |               |
| Comprehensive Program Planning for Individuals with ASD | X          |          |  |                                    |             |               |
| Computer Aided Instruction                              |            |          |  |                                    | X           |               |
| Customized Employment                                   |            |          | X  |                                    |             |               |
| Differential Reinforcement                              |            | X        |  |                                    | X           |               |
| Discrete Trial Training                                 |            |          |  |                                    | X           |               |
| Extinction  |            | X        |  |                                    |             |               |
| Functional Communication Training                       |            | X        |  |                                    |             |               |
| Home Base   |            | X        |  |                                    |             |               |
| Language/Communication                                  |            |          |  | X                                  |             |               |
| Naturalistic Intervention                               |            | X        | X  | X                                  |             |               |
| Overview Social Skills Functioning & Programming        |            |          |  |                                    |             | X             |
| Parent Implemented Intervention                         |            |          |  |                                    | X           |               |
| PECS  |            |          |  | X                                  |             | X             |
| Peer Mediated Instruction                               |            |          |  |                                    |             | X             |
| PRT   |            | X        |  |                                    |             |               |
| Preparing for Employment                                |            |          | X  |                                    |             |               |
| Prompting   |            |          |  |                                    | X           |               |
| Reinforcement   |            | X        |  |                                    |             |               |
| Restrictive Patterns of Behavior, Interests, Activities |            | X        |  |                                    |             |               |
| Response Interruption                                   |            | X        |  |                                    |             |               |
| Rules/Routines  |            |          |  | X                                  |             |               |
| Screening Across the Life Span for ASD                  | X          |          |  |                                    |             |               |
| Self-Management   |            | X        |  |                                    |             |               |
| Sensory Differences                                     |            |          |  | X                                  |             |               |
| Social Narratives                                       |            | X        |  |                                    |             | X             |
| Social Skills Groups                                    |            |          |  |                                    |             | X             |
| Social Supports for Transition-Aged Individuals         |            |          | X  |                                    |             | X             |
| Speech Generating Devices                               |            |          |  | X                                  |             |               |
| Structured Teaching                                     |            |          |  |                                    | X           |               |
| Structured Work Systems                                 |            | X        |  |                                    |             |               |
| Supporting Homework                                     |            |          | X  |                                    |             |               |
| Task Analysis   |            |          |  |                                    | X           |               |
| The Employee w/Autism                                   |            |          | X  |                                    |             |               |
| The 5 point scale                                       |            | X        | X  |                                    |             |               |
| Time Delay  |            | X        | X  |                                    |             |               |
| Transitioning Between Activities                        |            | X        |  |                                    |             |               |
| Video Modeling  |            |          | X  |                                    | X           |               |
| Visual Supports   |            |          |  |                                    | X           |               |

For each Certificate of Completion you must complete 5 modules within a strand and attend the orientation, progress and culminating meetings. Please bring a copy of your post-assessment results you received upon completion of the module from the Autism Internet Modules (AIM) website to the Culminating Meeting. Please note that many of our modules appear in more than one category; that's because the information presented is applicable to a variety of situations.

## **MODULE DESCRIPTIONS**

### **ASSESSMENT**

#### **ASD-4EI: What Early Interventionists Should Know**

In this module, we'll use this definition of Evidence Based Practices to address what early interventionists should know about Autism Spectrum Disorders (ASDs). We'll take a look at the research on red flags, causes, diagnosis, and intervention. Since new findings are published on an almost daily basis, we'll talk about websites that can help you stay up-to-date and how to distinguish credible vs. non-credible websites. We'll listen to the voices of two families who began their journey in early intervention before the diagnosis was made. We'll revisit the philosophical and research foundations/guiding principles of early intervention. And we'll look at an example of what local and state programs are doing to integrate all that information into a system of supports and services that address the needs and priorities of children with ASDs and their families.

#### **Assessment for Identification**

The diagnosis of **autism spectrum disorder (ASD)** presents a myriad of questions that can be perplexing for both parents and educators. When is the right time to seek an **assessment**? Who should conduct the assessment? What should be included in the assessment? This module will provide guidelines to help parents and educators to navigate their way through the process.

#### **Autism and Biopsychosocial Model: Body, Mind, and Community**

Autism is a developmental disorder that manifests early in life, though it may not be diagnosed until later. Briefly, a person with autism has significant impairments in social interaction and communication, along with repetitive and stereotyped patterns of behavior, interests, and activities. What may not be well known is that autism is also a whole-body disease, for example, many people on the autism spectrum have difficulty with their digestive systems, suffer from seizure disorders, sleep issues, and gastro-intestinal problems (Ohio Center for Autism and Low Incidence, n.d.), mental health issues, such as attention-deficit disorder or obsessive-compulsive disorder.

This array of co-occurring conditions is a good reason for looking at the body, the mind, and the environment together when diagnosing and treating autism. The biopsychosocial (BPS) model reminds

a doctor to think about all the factors that can affect patients, not just physical disease or injury, but also their mental and emotional state, relationships, stressors and life events.

## **Autism and Medication**

Children with ASD often experience a variety of health and behavioral symptoms in addition to social deficits and restricted and repetitive behaviors. In this module, we will focus on medications that are commonly prescribed for children with ASD to treat behavioral symptoms such as inattention, anxiety, depression, and disruptive behavior (Myers & Johnson, 2007). As teachers and family members of children with ASD, it is important to be knowledgeable about potential medications as well as their benefits and side effects. Helping teachers and family members learn to collaborate effectively with healthcare providers is an important part of providing the best care to children with ASD.

## **Cognitive Differences**

Most individuals diagnosed with an autism spectrum disorder (**ASD**) show some unevenness in their **cognitive** abilities. This is not to say that most have remarkable talents or **savantisms**. Actually, it is estimated that savant characteristics are seen in approximately 10 percent of individuals on the spectrum. However, it is accurate to say that those diagnosed with **high-functioning autism/Asperger Syndrome** (HFA/AS) often have some cognitive area in which skills have not developed to the expected level, contrasted with other areas of cognitive functioning that are at or above age level. This uneven cognitive profile often results in academic difficulties (Aspy & Grossman, 2011). On the other hand, the underlying characteristics of autism often result in areas of strength for those with ASD. This module examines these cognitive characteristics.

## **Comprehensive Program Planning for Individuals with ASD**

Students with autism spectrum disorders (ASD) have historically been among the most challenging to teach due to their unique characteristics, which vary in each individual. What is needed to ensure the best possible services for individuals with ASD is a framework that incorporates best practices that match their needs utilizing a comprehensive approach. A comprehensive approach consists of the following key components: assessment, intervention design, implementation, and progress monitoring. The purpose of this module is to introduce the process of comprehensive program planning for individuals with ASD and related disabilities utilizing the Ziggurat Model, the CAPS, and associated tools.

## Screening Across the Life Span

While early identification of ASD is important, it is also crucial that those who work with school age children and older individuals understand how to screen and detect signs of an ASD. Some individuals on the autism spectrum are not identified at an early age. For example, researchers found that the median age of identification of school aged children with special health care needs and ASD is five years of age (Pringle, Colpe, Blumberg, Avila, & Kogan, 2012).

This module will answer the following questions on screening:

- What is screening?
- Why screen for ASD and other developmental disabilities?
- What are early red flags of ASD Who should screen children?
- When should children be screened?
- Who is involved in screening?
- What screening tools are available?

## **BEHAVIOR**

### Differential Reinforcement

Differential reinforcement of other behaviors (DRO) means that reinforcement is provided for desired behaviors, while inappropriate behaviors are ignored. This module will provide information on differential reinforcement.

**Approximate time to complete module:** 2 hours

**Author(s):** Laurie Vismara, Ph.D., BCBA-D

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

### Extinction

Extinction is a procedure based on the principles of Applied Behavior Analysis (ABA) in which reinforcement of a previously reinforced behavior is discontinued. This module will provide information on extinction.

**Approximate time to complete module:** 1 1/2 hours

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

### Functional Communication Training

Functional communication training (FCT) is a practice that emerged from the research on functional behavioral assessment (FBA). This module will provide information on functional communication training.

**Approximate time to complete module:** 1 1/2 hours

**Author(s):** Ellen Franzone, M.S.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders



## Home Base

Daily life is full of stress and anxiety that requires regulation of our emotions. Individuals with ASD have difficulty regulating their emotions. This module will define Home Base, a strategy that may prove helpful. Specific examples for use across settings and age groups will be provided.

**Approximate time to complete module:** 30 minutes

**Author(s):** Amy Bixler Coffin, M.S.

## Pivotal Response Training (PRT)

Pivotal Response Training (PRT) is a research-based model with the ultimate goal "to provide individuals with autism with the social and educational proficiency to participate in enriched and meaningful lives in inclusive settings" (Koegel, Koegel, Harrower, & Carter, 1999). This module describes the framework, how it can be implemented, teaching strategies across age levels, and the evidence base for PRT.

**Approximate time to complete module:** 2 1/2 hours

**Author(s):** Laurie Vismara, Ph.D., BCBA-D

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

## Reinforcement

Reinforcement is an evidence-based practice that increases the likelihood that a learner uses a particular behavior in the future. This module will provide information on reinforcement.

**Approximate time to complete module:** 2 1/2 hours

**Author(s):** Jennifer Neitzel, Ph.D.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

## Response Interruption/Redirection

Response interruption/redirection (RIR) is an evidence-based practice used to decrease interfering behaviors, predominantly those that are repetitive, stereotypical, and/or self-injurious. This module will provide information on RIR.

**Approximate time to complete module:** 2 hours

**Author(s):** Jennifer Neitzel, Ph.D.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

## Self-Management

Self-management interventions help individuals learn to independently regulate their behaviors and act appropriately in a variety of home-, school-, and community-based situations. This module will focus on self-management interventions.

**Approximate time to complete module:** 2 hours

**Author(s):** Jennifer Neitzel, Ph.D.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

## **Social Narratives**

This module provides information on social narratives and supports, such as: Social Stories™, Power Cards, Cartooning, and Comic Strip Conversations™.

**Approximate time to complete module:** 1 hour

**Author(s):** Annette Wragge, M.S.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

## **Structured Work Systems and Activity Organization**

Environments that provide clear expectations and predictable routines promote increased engagement and on-task behavior for individuals with ASD. Work systems are often part of these environments. This module will define structured work systems and provide specific examples for use.

**Approximate time to complete module:** 1 hour

**Author(s):** Christi Carnahan, Ed.D.

## **The Incredible 5-Point Scale**

Many individuals with autism spectrum disorder struggle with social skills and knowing how their behavior affects others. This module explains The Incredible 5-Point Scale (Dunn-Buron & Curtis, 2003), a visual representation of a social behavior, an emotion, or an abstract idea, and how it can support persons with autism.

**Approximate time to complete module:** 30 minutes

**Author(s):** Amy Bixler Coffin, M.S., Sheila M. Smith, Ph.D.

**Contributor(s):** Autism Asperger Publishing Company

## **Transitioning Between Activities**

Transitions are a part of everyday life. They occur frequently, requiring individuals to stop an activity, move from one location to another, and begin something new. This process is difficult for individuals with ASD. This module will define transition strategies and provide specific examples that can be used as models.

**Approximate time to complete module:** 1 hour

**Author(s):** Kara Hume, Ph.D.

**Contributor(s):** Indiana Resource Center for Autism

## **BUILDING INDEPENDENCE and HIGH SCHOOL TRANSITION**

### **Customized Employment**

Customized employment is not a program, but a set of principles and strategies that seek positive community employment outcomes for people with complex challenges. This module will provide in-depth information on customized employment.

**Approximate time to complete module:** 1 1/2 hours

## Naturalistic Intervention

Naturalistic intervention is a collection of practices including environmental arrangement, interaction techniques, and strategies based on applied behavior analysis principles. This module will provide information on naturalistic intervention.

**Approximate time to complete module:** 2 hours

**Author(s):** Ellen Franzone, M.S.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

## Preparing Individuals for Employment

Research has shown poor employment outcomes for individuals with autism. This module explains strategies to support persons with autism in the transition process from school to employment so they have an opportunity for a better outcome.

**Approximate time to complete module:** 1 hour

**Author(s):** Madeline Rosenshein, M.Ed.

## Social Supports for Transition-Aged Individuals

This module will explore social program models designed to address the specific needs of transition-aged individuals with ASD and their families. It will highlight some examples available in Ohio.

**Approximate time to complete module:** 1 hour

**Author(s):** Tom Fish, Ph.D.

**Contributor(s):** The Ohio State University Nisonger Center

## Supporting Successful Completion of Homework

This module discusses challenges that individuals with ASD face with regard to homework. It provides some strategies and tools to address unique challenges with organization, sensory needs, and academic differences. Tools are provided.

**Approximate time to complete module:** 1 hour

## The Employee with Autism

This module provides a basic introduction to autism for vocational rehabilitation staff and others providing disability employment services. It covers the basic features of autism in adults that are relevant to the workplace and to the provision of employment services.

**Approximate time to complete module:** 1 1/2 hours

**Author(s):** Scott Standifer, Ph.D.

**Contributor(s):** Ohio Department of Developmental Disabilities (DODD)

## **Time Delay**

Time delay is a response-prompting procedure that focuses on fading the use of prompts during instructional activities. This module will provide information on time delay.

**Approximate time to complete module:** 2 hours

**Author(s):** Jennifer Neitzel, Ph.D.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

## **Video Modeling**

Video modeling is a teaching method that uses assistive technology (computers, digital cameras, etc.) as the core component of instruction. Video modeling is a growing evidence-based practice for teaching individuals with ASD and other disabilities over the last decade. Video modeling has been used to teach a wide range of behaviors, including social/emotional skills, adaptive behavior, life skills, academics, and play skills. Video modeling can be applied in several formats, but each involves the following basic components: (a) the individual being taught or other models are videotaped performing some targeted behavior, (b) the video recording is then played back to the learner, and (c) the learner is prompted or asked to perform the behavior.

# **CLASSROOM ENVIRONMENT/LANGUAGE AND ASSISTIVE TECHNOLOGY**

## **Antecedent-Based Interventions (ABI)**

Antecedent-based interventions (ABI) comprise an evidence-based practice derived from applied behavior analysis (ABA) and are used to address both interfering (e.g., disruptive, repetitive, stereotypical) and on-task behaviors. This module will provide information on ABI.

**Approximate time to complete module:** 2 hours

**Author(s):** Jennifer Neitzel, Ph.D.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

## **Language and Communication**

Impairments in the development of social and communication skills profoundly impact every aspect of an individual's ability to learn and function. This module will address two aspects of ASD: language and communication characteristics.

**Approximate time to complete module:** 1 1/2 hours

**Author(s):** Dr. Kathleen Quill

## **Naturalistic Intervention**

Naturalistic intervention is a collection of practices including environmental arrangement, interaction techniques, and strategies based on applied behavior analysis principles. This module will provide information on naturalistic intervention.

**Approximate time to complete module:** 2 hours

**Author(s):** Ellen Franzone, M.S.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

### **Picture Exchange Communication System (PECS)**

According to the developers of PECS, it is a behaviorally based intervention that teaches the learner to use visual-graphic symbols to communicate with others (Bondy & Frost, 1994; Frost & Bondy, 2002).

This module will provide information on this augmentative and alternative communication system.

**Approximate time to complete module:** 2 1/2 hours

**Author(s):** Lana Collet-Klingenberg, Ph.D.

**Contributor(s):** Andy Bondy, Ph.D. and Lori Frost, M.S., CCC/SLP, National Professional Development Center on Autism Spectrum Disorders

### **Rules and Routines**

Defined rules and routines are important components of educational programming for all students, but particularly for individuals with ASD. This module will focus on rules and routines.

**Approximate time to complete module:** 45 minutes

**Author(s):** Christi Carnahan, Ed.D., Kate Snyder

### **Sensory Differences**

This module will provide an overview of the sensory differences that may be present in an individual with ASD and how they may impact their day-to-day behavior and performance.

**Approximate time to complete module:** 1 hour

**Author(s):** Jan Rogers, MS, OTR/L, ATP, Julie Short

**Contributor(s):** Easter Seals, Wendy Szakacs, M.S.

### **Speech Generating Devices (SGD)**

A Speech Generating Device (SGD) is an aide assistive/augmentative communication system that produces speech when activated by a learner. This module will provide information on speech generating devices.

**Approximate time to complete module:** 1 1/2 hours

**Author(s):** Ellen Franzone, M.S., Lana Collet-Klingenberg, Ph.D.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

## **INSTRUCTION**

### **Computer-Aided Instruction**

Computer-aided instruction (CAI) is focused on the use of computers to teach academic skills as well as to promote communication and language development and skills. This module will provide information on computer-aided instruction.

**Approximate time to complete module:** 2 hours

**Author(s):** Lana Collet-Klingenberg, Ph.D.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

### **Differential Reinforcement**

Differential reinforcement of other behaviors (DRO) means that reinforcement is provided for desired behaviors, while inappropriate behaviors are ignored. This module will provide information on differential reinforcement.

**Approximate time to complete module:** 2 hours

**Author(s):** Laurie Vismara, Ph.D., BCBA-D

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

### **Differential Reinforcement**

Differential reinforcement of other behaviors (DRO) means that reinforcement is provided for desired behaviors, while inappropriate behaviors are ignored. This module will provide information on differential reinforcement.

**Approximate time to complete module:** 2 hours

**Author(s):** Laurie Vismara, Ph.D., BCBA-D

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

### **Discrete Trial Training**

DTT is a method based on the principle of breaking behavior down into small (discrete) steps that have a clear beginning, middle and end. This module will provide information on the evidence-based intervention discrete trial training (DTT).

**Approximate time to complete module:** 1 1/2 hours

**Author(s):** Jennifer Bogin, BCBA, Lisa Sullivan, Ph.D., Sally Rogers, Ph.D.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

### **Peer-Mediated Instruction and Intervention (PMII)**

Social impairment is one of the most predominant features of autism spectrum disorders (ASD). Peer-mediated instructional approaches can address social concerns. This module will explain **Peer-Mediated Instruction and Intervention (PMII)** and provide concrete examples and steps for implementation.

**Approximate time to complete module:** 1 1/2 hours

**Author(s):** Jennifer Neitzel, Ph.D.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

## Picture Exchange Communication System (PECS)

According to the developers of PECS, it is a behaviorally based intervention that teaches the learner to use visual-graphic symbols to communicate with others (Bondy & Frost, 1994; Frost & Bondy, 2002). This module will provide information on this augmentative and alternative communication system.

**Approximate time to complete module:** 2 1/2 hours

**Author(s):** Lana Collet-Klingenberg, Ph.D.

**Contributor(s):** Andy Bondy, Ph.D. and Lori Frost, M.S., CCC/SLP, National Professional Development Center on Autism Spectrum Disorders

## Prompting

Prompting procedures include any help given to learners with autism spectrum disorders (ASD) that assist them in using a specific skill. This module provides information on three types of prompting and can be completed in chunks to make it more manageable.

**Approximate time to complete module:** 2 1/2 hours

**Author(s):** Jennifer Neitzel, Ph.D.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

## Structured Teaching

This module will define and describe structured teaching, which is a visually based approach to creating highly structured environments that support individuals with autism. Structured teaching can be used across environments, such as home, school, or work.

**Approximate time to complete module:** 1 hour

**Author(s):** Christi Carnahan, Ed.D.

**Contributor(s):** Wendy Szakacs, M.S.

## Task Analysis

Task analysis is the process of breaking a skill into smaller, more manageable steps in order to teach the skill. As the smaller steps are mastered, the learner becomes increasingly independent in his or her ability to perform the larger skill. This module will provide information on task analysis.

**Approximate time to complete module:** 1 hour

**Author(s):** Ellen Franzone, M.S., Kate Szidon, M.S.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

## Visual Supports

Research has shown that individuals with ASD demonstrate strength in visual learning. Visual supports organize a sequence of events, enhancing the student's ability to understand, anticipate, and participate in those events. This module will define visual supports and provide specific examples of their use.

**Approximate time to complete module:** 1 1/2 hours

**Author(s):** Sheila M. Smith, Ph.D.

## **SOCIAL SKILLS**

### **Overview of Social Skills Functioning and Programming**

This module provides an overview of common social skill deficits in individuals with autism spectrum disorders (ASD) and the importance of distinguishing between skill acquisition deficits and performance deficits. The module also discusses methods for assessing social skills and social competence. Finally, it provides a summary of social skill strategies that have been empirically examined.

**Approximate time to complete module:** 1 1/2 hours

**Author(s):** Scott Bellini, Ph.D.

**Contributor(s):** Easter Seals, Wendy Szakacs, M.S.

### **Picture Exchange Communication System (PECS)**

According to the developers of PECS, it is a behaviorally based intervention that teaches the learner to use visual-graphic symbols to communicate with others (Bondy & Frost, 1994; Frost & Bondy, 2002). This module will provide information on this augmentative and alternative communication system.

**Approximate time to complete module:** 2 1/2 hours

**Author(s):** Lana Collet-Klingenberg, Ph.D.

**Contributor(s):** Andy Bondy, Ph.D. and Lori Frost, M.S., CCC/SLP, National Professional Development Center on Autism Spectrum Disorders

### **Social Narratives**

This module provides information on social narratives and supports, such as: Social Stories™, Power Cards, Cartooning, and Comic Strip Conversations™.

**Approximate time to complete module:** 1 hour

**Author(s):** Annette Wragge, M.S.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders

### **Social Skills Groups**

Social skills groups (SSG) are used to teach individuals with autism spectrum disorders (ASD) ways to appropriately interact with typically developing peers. Most SSG meetings include instruction, role-playing or practice, and feedback to help learners with ASD acquire and practice skills to promote positive social interactions with peers. This module will provide information on social skills groups (SSG).

**Approximate time to complete module:** 1 1/2 hours

**Author(s):** Kate Szidon, M.S., Lana Collet-Klingenberg, Ph.D.

**Contributor(s):** National Professional Development Center on Autism Spectrum Disorders



## **Social Supports for Transition-Aged Individuals**

This module will explore social program models designed to address the specific needs of transition-aged individuals with ASD and their families. It will highlight some examples available in Ohio.

**Approximate time to complete module:** 1 hour

**Author(s):** Tom Fish, Ph.D.

**Contributor(s):** The Ohio State University Nisonger Center