

COLAISTE MHIURE GAN SMÁL
MARY IMMACULATE COLLEGE
UNIVERSITY OF DUBLIN

INTO Conference on Special Education 2019

Effective Teaching Strategies to Promote Successful Learning for Children with ASD

Dr Margaret Egan
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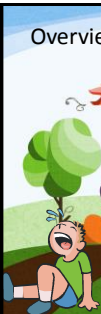




Overview

At the end of this session you will have a **Framework for Action**

1. to assess
2. to meet the needs
3. to monitor progress of all pupils, including pupils with ASD

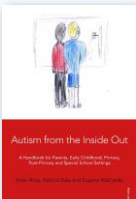
It's a Teachers' Toolkit

Key Resource: *Autism from the Inside Out*

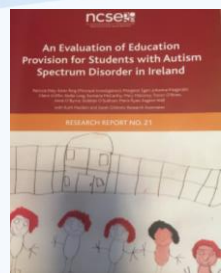
Autism from the Inside Out is the first book to focus on providing Irish parents, early childhood, primary, post-primary and special school teachers with effective strategies for supporting children with autism spectrum difference at home and in educational settings. Presenting contributions from a range of national and international experts in education and psychology, the volume emerged from an **Evaluation of Education Provision** commissioned by Ireland's National Council for Special Education, which clearly identified a need for additional guidance, advice and support for teachers and parents.

https://www.amazon.co.uk/Autism-Inside-Out-Childhood-Post-Primary/dp/1906165823/ref=asr_1_1?ie=UTF8&qid=1551725281&sr=8-1&keywords=autism+from+the+inside+out



The Book emerged from Irish Research...What teachers said

Dr. Patricia Daly,
Prof. Emer Ring, (PI)



Triad of Impairment → Tetrad of Difference

The book rejects «disorder» in favour of «difference», emphasising the importance of a child-centred approach and the dangers of over-generalisation.

It includes chapters on ...




Chapters



- effective teaching strategies to promote learning;
- responding to children's strengths and needs through individualised planning;
- assessment practices;
- the role of the Special Needs Assistant/Inclusion Support Assistant;
- managing transitions;
- the environment as the third teacher;
- promoting children's wellbeing; and
- effective leadership for inclusion and more.....

Child with...

...a neurodevelopmental difference characterised, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication, social imagination and sensory processing



Effective Teaching Strategies to Promote Successful Learning (Egan, 2018)

Keynote Signposts:

- Autism spectrum difference embraces a tetrad of differences in social interaction, social communication, social imagination and sensory processing.
- Each child presents his/her own unique learning profile of strengths and needs and an experience of working with one child with ASD cannot be equated with an experience of working with every child with ASD.
- Effective teaching strategies to promote successful learning across early years', primary, post-primary and special school settings require
- an understanding of how children with ASD think and feel.**

What we do know is
Less Stress – More Success



Scared

Happy

Predictability

Control

Keynote Signposts:
Three theories to better understand autism spectrum difference.

Theory of Mind explains that children with ASD find it challenging to mind-read. They may find it difficult to make sense of the social behaviour of others and the social world generally. Some will need to access mental images of themselves in such situations. Teachers need to note that this thinking in pictures is slower and therefore, may need greater 'wait-time', allowing the child to self-process at his/her own pace.

Theory 2 to better understand autism spectrum difference.

Central Coherence is the ability to form coherence over a wide range of stimuli. It is theorised that children with ASD have a bias towards the processing of detail as opposed to the whole. Detail processing can lead to sensory overload, which has implications for sensory rich classrooms.

What is FBA

- FBA is an assessment of the *'functions'* of the student's behaviour
- Information gathered is used to plan and implement interventions that teach or promote appropriate replacement behaviours that serve the same *'function'* as the inappropriate –
- i.e. teaching Patrick more acceptable ways to gain adult/peer attention

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Function of Behaviour



1. To get something desirable e.g. attention, something tangible
2. To escape or avoid something undesirable
3. To communicate a need
4. Self-Regulation
5. Play/Entertainment

Handout – How to conduct FBA

Step 1:	Define the 'Problem' Behaviour <ul style="list-style-type: none"> Define Level of Priority Destructive, (this is a health and safety issue and warrants priority) Disruptive, Distracting.
Step 2	Information Gathering Interviews with key stakeholders Case History and Student Profile Target Behaviour Analysis – Time Interval Sampling/ABC Recording
Step 3	Develop an Hypothesis of the Function of the Behaviour
Step 4	Design a Plan for Positive Behaviour Support (PBS)
Step 5	Implement the PBS Plan
Step 6	Evaluate the Plan by consistently recording observation data and reviewing it and adapting and adjusting the intervention plan.

ABA

Key Resource

- NEPS (2010)**
Behavioural, Emotional and Social Difficulties - A Continuum of Support: Guidelines for Teachers,
Stationery Office: Dublin.



https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_besd_continuum_teacher_guide.pdf

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Definition of targets/skills

Specific**Measurable****Attainable****Realistic****Timed****Agreed/Adjustable**

SMARTA

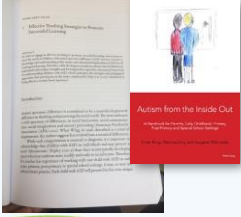
Teaching the Skill

- Define the skill to be taught
- Model the skill Teacher/peer/puppets
- Imitation and rehearsal - Practice
- Feedback
- Generalisation of skill in naturalistic setting
- Intermittent Reinforcement: CBG and give descriptive praise based on the precise skill



• (Westwood 2015 p.91)

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Effective Teaching Strategies to Promote Successful Learning ... return to the text....




Evidence-based Interventions/Strategies – Irish Teachers are using


Keynote Signposts: The TEACCH Approach

TEACCH is recognised as a whole-life approach to scaffold children/persons to realise their functional potential. It recommends key adaptations to the physical environment and aims to provide visual information in a structured and predictable manner, in the recognition that children with ASD are primarily, visual learners.



The TEACCH Approach


Structured teaching that maximises visual presentation and minimises verbal instruction benefits many children in classrooms but such an approach maximises the strengths of children with ASD in order to minimise the potential difficulties.



Types of Structure

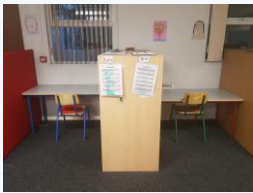
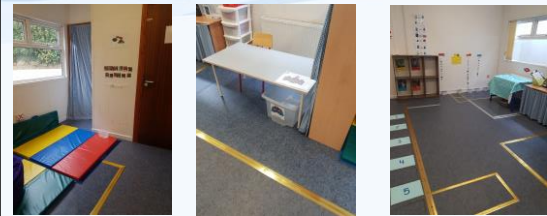
- Physical Structure
- Work 'Activity' System
- Visual Structure
- Individualised Daily Schedule

What we do know is Less Stress – More Success



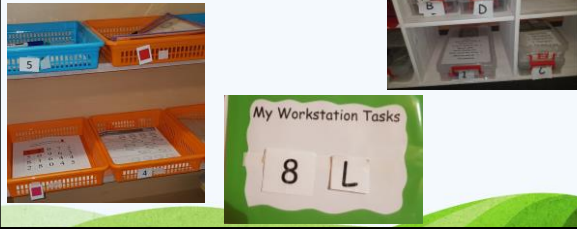
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Physical Structure



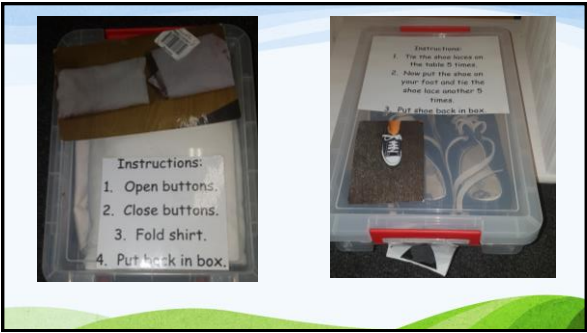
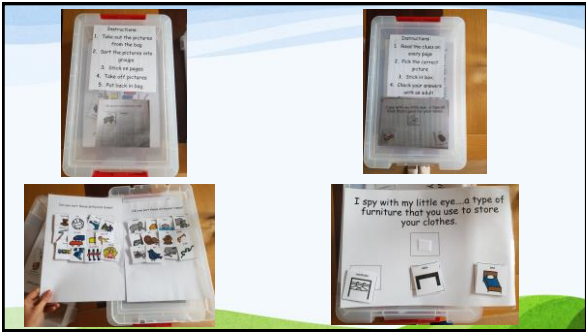
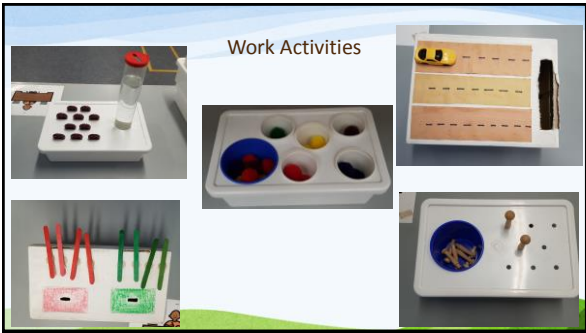
Work System & Visual Structure

Matching Systems

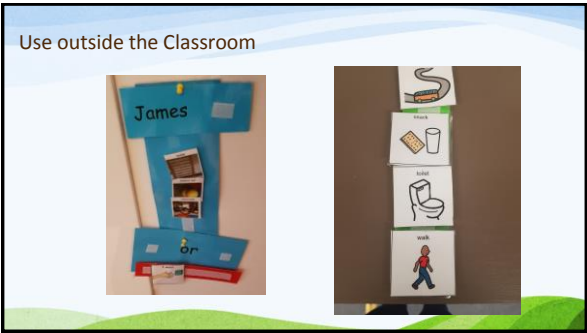
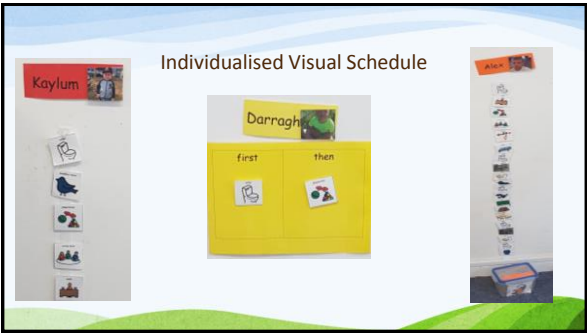


Left to Right Systems

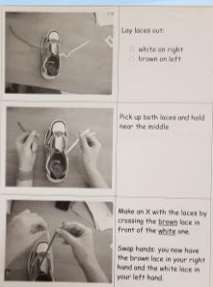




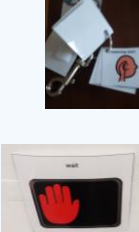
Visual Supports – Good teaching support for all	
Example of Visual	Purpose of Visual
Visual Schedule: Visual of whole day activities/Morning session/Next activity	Make the day predictable/prompt transitions
First/Next Visual	As above Prompt what to do now, which may be followed by a more preferred activity.
Task (Analysis) Visual	Indicating the steps to be taken to begin and complete task
Cue Card	Non-verbal, visual instruction e.g. STOP sign to end time on computer
Reward Card/Token Economy Visual	Support appropriate behaviour
Choice Board	Encourage self-directed action and scaffold choice making skills



Task Analysis Visual



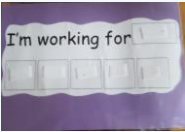
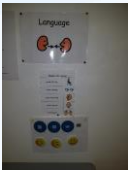
Cue Cards



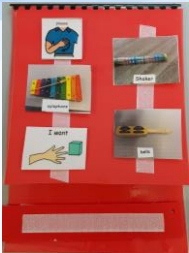
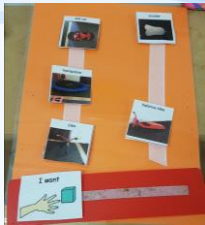
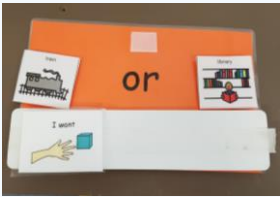
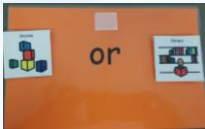
Have you remembered to close the door?



Reward/Token Economy



Choice Board





Structured Classrooms/TEACCH and Visual Supports

- <http://best-practice.middletownautism.com/approaches-of-intervention/the-teacch-autism-programme/>

Keynote Signposts: Attention Autism

Attention Autism aims to develop communication through the use of visually based, highly motivating activities, which offer motivation to the child with ASD.

The approach acknowledges that joint attention must be led by the child initially, before guiding the child to share the interest of the adult.

Attention Autism

Keynote Signposts: Attention Autism

Attention Autism is in keeping with Sólta, (CECDE 2006) and Aistear, (NCCA 2009) emphasising that the adult who knows the child well, are sensitive to his/her current level of understanding, who knows their interests and intentions, and who pitches activities and experiences, which are just beyond what the child can currently do and understand, develop *all* children holistically.

Attention Autism is now one of the main interventions used by the Middletown Centre to develop social skills in post-primary schools.

Attention Autism

Attention Autism – Gina Davis

Attention Autism' was developed by specialist speech and language therapist, Gina Davies.

The approach is based on:

- **An understanding of the 'typical' attention levels and development of infants.**

This enables us to think about where the child is at with their attention and communication development and what to work on next.

- **The common strengths of people with autism**

We know that people with autism have good visual skills, therefore, we should use visuals and pictures to share a message, reduce anxiety and add structure. We must also ensure we demonstrate an activity first, as well as modelling how to take part in an activity. This aids the children's understanding of what they need to do.

Attention Autism – Gina Davis

- **The characteristics of autism**

Including difficulty with social communication, interaction, rigidity of thought and sensory processing differences.

- **The knowledge that successful communication is dynamic, motivating and fun!**

As Gina says, we must "offer an irresistible invitation to learn"

The Attention Autism activity structure is divided into 4 parts:

- Stage 1: Attention bucket (to focus attention)
- Stage 2: Attention builder (to sustain attention)
- Stage 3: Interactive game (to shift attention)
- Stage 4: Individual activities (to focus and sustain attention in a group, then transition shifting attention to individual activity and then refocus on the group)

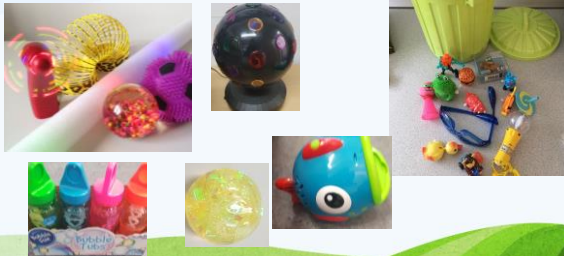
Gina Davies Autism Centre



Gina Davies
AUTISM CENTRE

<http://ginadavies.co.uk/>

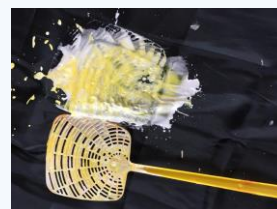
Stage 1: Attention Bucket



Stage 2: Attention Builder e.g. Colour Theme-Colour Mountain



Stage 3: Interactive Game-Colour Splat!



Stage 4: Individual/Small group Activities-Rainbow Bags



Gina Davis – Attention Autism

- <https://www.youtube.com/watch?v=nFYnc4xcZ6k>

<https://www.youtube.com/watch?v=NMEhkDOW5Z8>

<http://bestpractice.middletownautism.com/approaches-of-intervention/attention-autism/>

Keynote Signposts: Social Skills Coaching and Social Stories

Effective Social Skills Coaching:

- Assess to identify present levels of performance
- Define and target the precise skills to be taught
- Plan intervention that is intensive and long-term in nature to teach the skill(s)
- Promote maintenance and generalisation and transfer of new skills into functional daily living
- Monitor progress of such maintenance and generalisation

(Westwood 2015; Quill and Stansberry Brunsanah 2017).

Social Skills Coaching and Social Stories

What can Teachers do ...

Teachers are in a key position to provide the three conditions that Westwood (2015) considers critical for social interaction and skill development, generally, i.e.

1. Opportunity
2. Continuity and consistency of social milieu
3. Support from safe others.



Social Skills Coaching and Social Stories

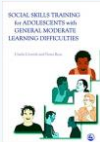
Social Skills Assessment

Direct Observation across multiple environments e.g. Time Interval Sampling and Response Ratio

Interviews e.g. Parents, Pupils, SNAs, Mainstream class teacher



Teacher checklists e.g. Social Skills Checklist (Cornish and Ross 2004) Observation Profile (Cumine et al. 1998)



Observation Profile (Cumine, Leach & Stevenson, 1998)

Colour Coded – presents a clear picture of Strengths and Needs

Observation Profile

Areas coloured **Orange** and **Red** are Priority Learning Needs and form the basis for TARGETS in the IEP

[illegible]

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Dr. Margaret Egan

Teaching Social Skills

- Define the skill to be taught
- Model the skill Teacher/peer/puppets
- Imitation and rehearsal - Practice
- Feedback
- Generalisation of skill in naturalistic setting
- Intermittent Reinforcement: CBG and give descriptive praise based on the precise skill

- (Westwood 2015 p.91)

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Dr. Margaret Egan, Dept. EPSE

Sample Interventions

Video Modelling

Pupil observes and subsequently records the occurrence or non-occurrence of target behaviours (Mace et al. 2001).



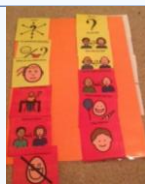
Video Modelling

- During this technique the individual develops skills through observations of themselves, or others, engaging in target behaviours (Bellini 2003).
- Capitalises on children's strong visual skills
- Increased generalisation effects
- Can demonstrate both appropriate and inappropriate use of target behaviour/skill

Video Clips from the classroom

Visual Scripts

Visual scripts are textual or pictorial cues which support individuals with ASD during conversations (McClannahan and Krantz 2005). Scripts can range from a single word, picture or phrase, to a collection of phrases (Ganz et al. 2007).



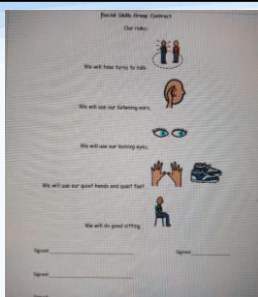
Social Skills Groups

Aims to teach and develop social skills through peer interactions, using a semi-structured format, with adult support (White et al. 2010).

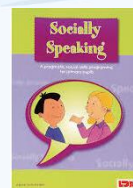
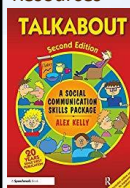
Provides opportunities to practice skills within a natural environment (Rogers 2000; Schoen and Bullard 2002).

The use of peers in Social Skills Groups offers authentic social interaction opportunities, thereby increasing the likelihood of generalisation (Leaf et al. 2012a).

Experience social success within the group, thereby improving motivation and confidence levels.



Resources



<https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/Social-Skills-Groups/Social-Skills-Group.pdf>

Maintenance and Generalisation

- Transfer of learned skills across settings is difficult for children with ASD (Church et al. 2015).
- Interventions require a plan for maintenance and generalisation
- The following factors increase generalisation effects:
 - ✓ involvement of parents (Sawyer 2015)
 - ✓ setting of homework (Cornish and Ross 2004)
 - ✓ selection of natural contexts and **conversational** partners (Watkins 2015)

Social Stories

Sometimes, children with ASD, need more explicit coaching.

Social Stories are used by many teachers to directly teach such skills.

Social Stories are individualised and consider the child's strengths, needs and interests.

There are Irish publications based on the concept of the social story that clarify social situations through the use of story and attractive visuals.

Social Skills
Coaching and
Social Stories

Social Stories

<https://www.youtube.com/watch?v=vJlYbVlrI>



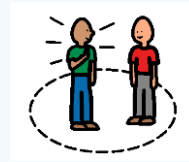
Good ways to touch other people at school	
	I can tap someone lightly on the shoulder to say "Hi" or "Hello".
	I can give a high 5 to say "Hi" or "Hello".
	I can shake hands to say "It's nice to see you".



<https://www.youtube.com/watch?v=NfjKnRBC71c>

Sample Digital Social Story:

'Waiting my turn in conversations'



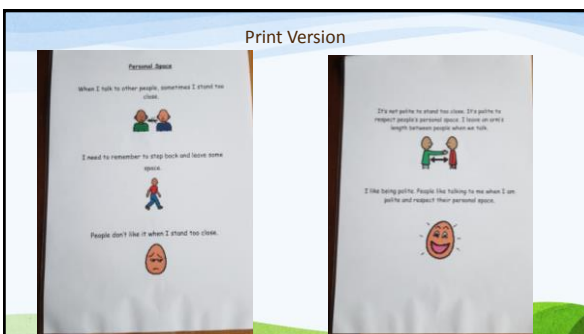
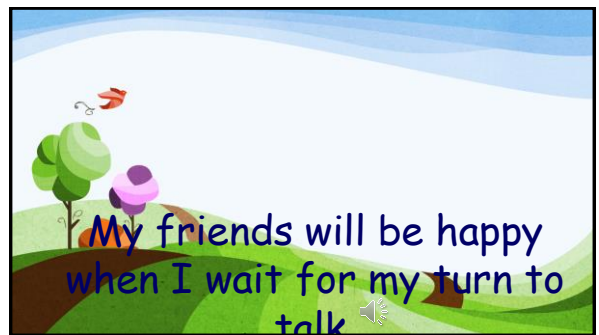
Story without the visuals

My name is
David.

I go to school in ...

I like talking to my
friends.

When my friends are talking,
they like to finish what they
are saying.



Communication and Language Strategies

Communication and Language Strategies

Difficulties in language and communication cover a wide range, from the functional communication of basic needs to problems with social communication, e.g., conversation skills, and/or acknowledging the needs of others (Owens 2014).

Therefore, communication and language development is a priority learning need for many children with ASD.

Communication and Language Strategies

Communication and Language Strategies

Communication differences affect a whole skill range, from poorly integrated verbal and nonverbal communication, through to differences in understanding and use of nonverbal communication, to total lack of facial expression or gestures.

Communication and Language

Verbal skills may or may not be delayed but can often be very different, affecting language meaning, which impacts on central coherence.

These differences may present as

- showing no communicative intent,
- to not understanding other people's communication, or,
- not having a verbal means to communicate,

through to subtle differences, which may manifest in literal interpretation of language, including idioms (Owens 2014).

...too straight for his own good...

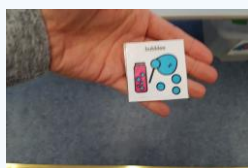
Communication and Language Strategies

Communication and Language Strategies

The Picture Exchange Communication System is an augmentative/alternative communication (AAC) system that teaches the child to give a picture to a 'communication partner' who immediately reinforces this behaviour with a reward of significance to the student.

PECS is internationally recognised as an intervention that can be used with adolescents and adults who have a full spectrum of abilities and needs in relation to communication, cognition, socio-emotional and physical development.

Phase 1 Objective: Upon seeing a preferred item, the child will pick up a picture card of item, reach toward the trainer and release into their hand



Phase 2 Objective: The child takes the picture off a board and takes it to the trainer to request item



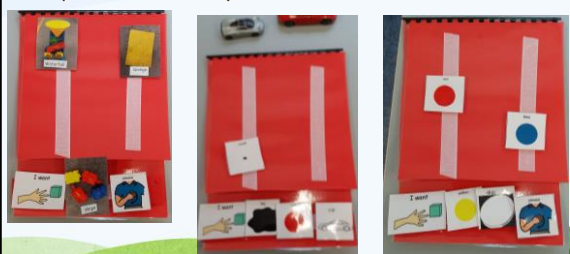
Phase 3 Objective: The child selects one picture card from a choice



Phase 4 Objective: The child forms sentences using pictures starting with 'I want' followed by 'I see' and 'I hear'



Phase 5 Objective: The child responds to the question 'What do you want?'



Phase 6 Objective: The child uses sentences; 'I want', 'I see', 'I hear', 'I have' and 'It is'



Communication and Language Strategies

Communication and Language Strategies


Proloquo2Go is a symbol-supported communication app to promote language development and communication skills. Collaboration with parents and the multidisciplinary team working with the child is critical to monitor the use of such technologies, to ensure that the device and/or software is being appropriately accessed by the child and that he/she is benefitting from its use in a multi-functional and socially communicative manner.



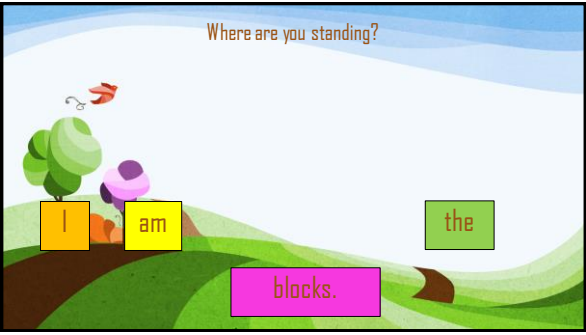
Proloquo2Go

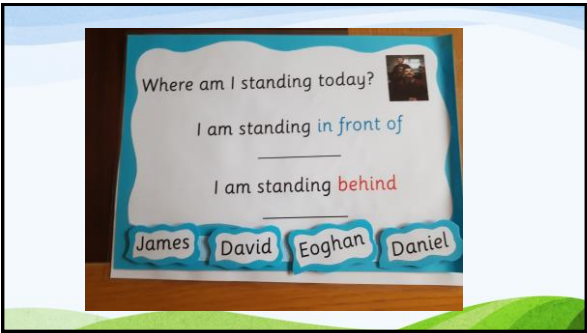
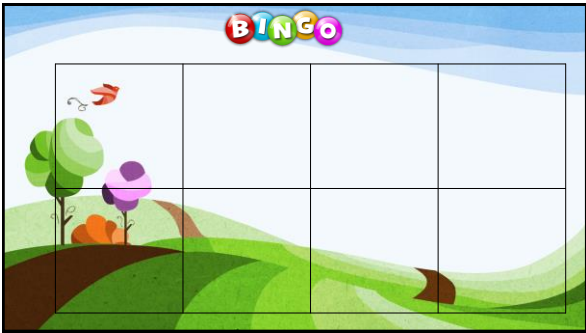


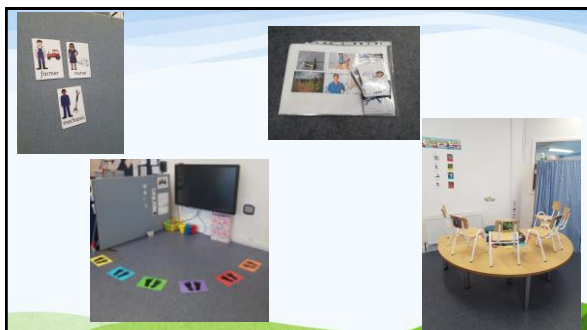
<https://youtube.be/nBicGXCEaTw>



- Approximately €280 for App on i-tunes store
- Evolves with student's communication skills as they grow and develop (beginners to advanced communication formats)
- Variety of authentic children's voices to choose from
- Teachers need to build on vocabulary as needed as well as providing the pupil with opportunities to implement and practice







7 SEN Pathways – Ask yourself these questions to assess skill

1. Experiencing
 2. Attending
 3. Responding
 4. Initiating
 5. Acquiring
 6. Becoming Fluent
 7. Generalising
- http://ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Primary-Education/SEN-and-the-Primary-Language-Curriculum/Special-Educational-Needs-Pathways.pdf
- Curriculum is for all

Where on this learning continuum, with this skill is your pupil?

Keynote Signposts: Applied Behaviour Analysis

Applied Behaviour Analysis is a systematic approach to observing behaviour, measuring it, analysing the target behaviour and the function that it serves.

A **Functional Behaviour Assessment** is central to ABA and it involves systematic analysis of the antecedents (A), or what comes before this Behaviour (B) and its reinforcer, recorded as the Consequence (C), of the B. Specific initial and continuous professional development in such an approach.

Step 1 How can I identify Need? – Provide Handout

Steps to Conduct an FBA and Develop Positive Behaviour Support

- Step 1: Identify the Problem Behavior
- Step 2: Conduct a Functional Behavior Assessment
- Step 3: Develop a Positive Behavior Support Plan
- Step 4: Implement the Plan
- Step 5: Monitor and Evaluate the Plan
- Step 6: Revise the Plan as Needed

Positive Behaviour Support Strategies

Peer modelling	Use of praise/reward-reinforcement
Opportunities for choice	Reduce demands/expectations
Self-management	Use of safe/calming area
Modify environment/routine	Use of areas of interest
Errorless learning	Implicit teaching
Cut lessons short if needed	Allow time to process
Clear expectations and boundaries	Rehearsal of routines etc.
Behaviour Contracts	Transition Supports

Behaviour Contract

Use of Positive Reinforcement

- Reward student's effort immediately relating it directly to the appropriate behaviour
- Use descriptive praise – 'I like the way you walked quietly to your desk' / 'Good, Mark you put up your hand and waited to be asked'
- Agree a menu of rewards
- Token Reinforcement: Can earn during the day, contingent on appropriate (target) behaviour and can trade later for a mutually agreed reward
- Give choices – encourage the student to take responsibility for behaviour

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Consequences

- Keep reprimands brief and directly related to the 'consequence' of an inappropriate 'choice' made by the student
- May need time in the thinking chair/place with an activity to consider a more appropriate choice
- Use logical consequences – if he knocks over the drink, he cleans it up
- At all times be fair and respectful – it is the behaviour that impacts on you negatively not the child
- Resolve conflicts quietly and privately

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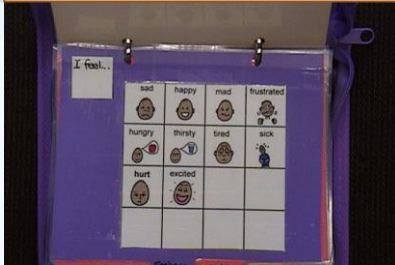
ASD Positive Behaviour Support

- <http://best-practice.middletownautism.com/approaches-of-intervention/positive-behavioural-strategies/>

Use of Calming Area and Strategies

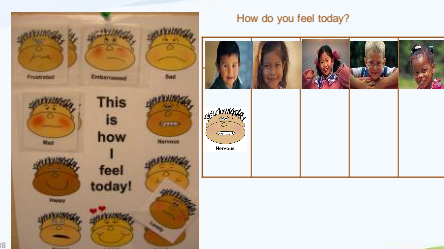


Feelings Choice Chart



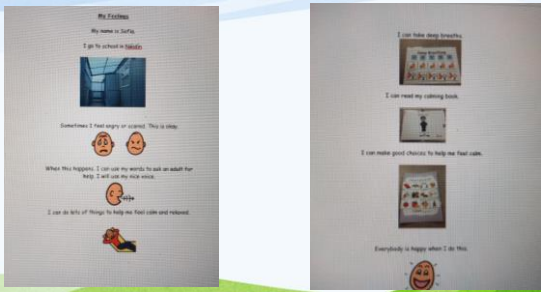
137

Feeling Check-In Board



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Social Story-Direct Teaching - Feelings



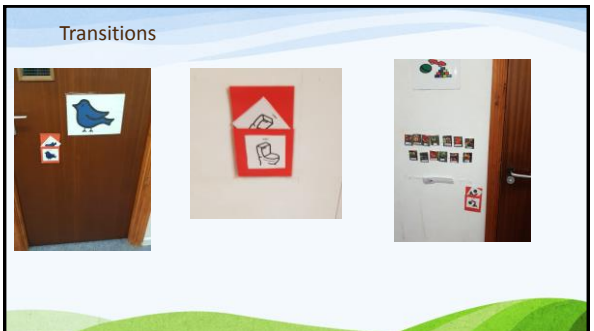
Choice – gives agency and control



Choice of Activity



Transitions



Conclusion Six Musts for Teaching and Learning

1. Intervention programmes must be of sufficient duration and intensity to ensure maintenance and generalisation.
2. Intervention must begin from where the child is at and must be cumulative in nature building and reviewing concepts and skills.
3. Instructional language must be clear, sequential and visually supported.
4. Teaching must make explicit links with previous teaching and learning and that which is current. Such teaching and learning must be of functional value to the child and real life connections must be made to this teaching and learning.
5. The teacher must scaffold the child through the learning process, in keeping with Vygotsky's theory on guiding students to their zone of proximal development (ZPD).
6. Teaching and learning must integrate foundation skills, such as attention, with higher order processes of a more metacognitive nature concurrently, to ensure that children reach this ZPD and be able to apply and generalise such teaching and learning.

Universal Design for Learning embraces the concept of Differentiation.

- What is the key guideline for teachers in terms of *how much differentiation* they should do for a child?

- 'Only as special as is necessary'
rule/guideline'.

Adaptations and modifications of curricular content and/or instructional approaches should only be used when necessary. The aim of such adaptations and modifications is to augment and enhance classroom-based teaching and learning.

It's good teaching for all.....

- Students with learning difficulties have the same worries (about school) greatly magnified. Anything you can do to purposefully provide experiences that will help students feel welcome and cared about in your classroom will go a long way towards providing a supportive learning environment for all kids. (Winebrenner, 2012)

If a man does not keep pace
with his companions
Perhaps it is because he hears
a different drummer
Let him step to the music
which he hears
However measured or far
away

"To a Different Drum Beat"
Henry David Thoreau

Tune into the Individual

The challenge for us as teachers is to tune into the music which each individual student hears

'However measured or far away'

As Teachers, we know that it's not this simple.....

- <https://www.youtube.com/watch?v=rSdrMbpwyLU>

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It's not easy..... It's much more complex.....

- <https://www.youtube.com/watch?v=tN1UQuu2e4>

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Websites

- **Centre for Autism Middletown** <http://best-practice.middletownautism.com/approaches-of-intervention/positive-behavioural-strategies/>.
- **National Council for Curriculum & Assessment:** www.ncca.ie
- **National Council for Special Education:** www.ncse.ie
- **SEN Teacher:** www.senteacher.org
- **Special Needs Information Press:** <http://www.snip-newsletter.co.uk/downloads.php>

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Questions?

