Today’s Goals

• Describe instructional strategies across content areas
  – No tech, low tech, and high tech examples
• Promote peer relationships
Core Strategies
Systematic Instruction

- Plan for the wait time and amount of help needed to correctly complete the task
- Errorless learning or limited errors
- Consistent instruction

Types of Systematic Instruction
- Constant time delay
- System of least prompts
• Don’t forget to fade prompts!
Task Analysis

1. Gather the window cleaner and paper towels.

2. Spray window cleaner on window or mirror.

3. Wipe clean with paper towel.
Video Modeling v. Video Prompting

• **Video Modeling**
  – Student watches the entire task and then completes the task

• **Video Prompting**
  – Task is broken down into separate steps
  – Student watches the video of the first step and then completes step 1
  – Student watches the second step and completes step 2, and so on
UNIVERSAL DESIGN FOR LEARNING (UDL Principles)

Multiple means of representation
• to give learners various ways of acquiring information and knowledge
• the “what” of learning

Multiple means of expression
• to provide learners alternatives for demonstrating what they know
• the “how” of learning

Multiple means of engagement
• to tap into learners' interests, offer appropriate challenges, and increase motivation
• the “why” of learning
Academic Supports
As you read the text, select a few phrases that you find meaningful or interesting. Write each phrase in the first column below, then write your reaction (a comment, question, connection made, or analysis) each quote in the second column.

<table>
<thead>
<tr>
<th>Page #</th>
<th>From the text</th>
<th>My thoughts</th>
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<tbody>
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Group Work

Seed Discussion
—After writing ideas, discuss

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<tr>
<th>Leader</th>
<th>Manager</th>
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<tr>
<td>The Leader is responsible for calling on each person in the group to share his discussion “seeds.”</td>
<td>The Manager makes sure that everyone has all of their materials for their discussion (books, journals, cards, etc.).</td>
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<thead>
<tr>
<th>Checker</th>
<th>Communicator</th>
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<tr>
<td>The Checker makes sure that every team member has a chance to talk about his/her “seeds.” Everyone in the group comments on the seeds before the next person presents his “seed” for discussion.</td>
<td>The Communicator is the only person to leave the group. The communicator lets the teacher know when the discussion is complete.</td>
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Partners

Prediction Relay strategy allows each student to
(1) make predictions about the assigned text,
(2) take turns reading for 5 minutes,
(3) check their predictions, and
(4) summarize the main points.

—“coach” and “player”
Partners

Reciprocal Teaching - share the role of teacher by leading the discussion about a given reading.

- predicting
- question generating
- clarifying
- summarizing
Adapt Reading Materials (Hudson et al. 2013)

- Shorten the text
- Augment the text
  - audio, pictures, repeated line, links to definitions
- Use predictable structure
- Provide options for students to
  - demonstrate comprehension
  - express new vocabulary
  - write
Apps

• See Touch Learn Pro- $39.99
• Splashtop-free
• iAnnotate-$9.99
• Notability-$7.99
• Quizlet-free
• JotNot Pro- $4.99
• Show Me Interactive Whiteboard-free
• Dragon Dictation-free
• myHomework-free
Apps for Students with Autism Spectrum Disorders

When looking for apps for students on the autism spectrum (ASD), it is important to look at all educational apps and not just those that are tagged as autism apps. They have many of the same learning needs that other students have. This list was developed to provide apps based on common learning characteristics and traits that are typical for students with ASD. It is important to remember that all students learn differently and selecting apps should be based on the unique learning needs of the student.

This list is only a sampling of apps available for each skill area. This is not, nor is it meant to be a definitive list. This list is intended to give you a starting place and a rationale for picking certain apps.

- Common Learning Characteristics
- Common Learning Traits
- App Categories
- Apps

Developed by Mark Coppin
October 2012

"Design based on the Pedagogy Wheel designed by Allan Carrington and modified by Cherie Pickering"
Math Strategies

Ways I Can Solve a Math Problem...

- I Can Use My Fingers (5+2=7)
- I Can Count On (think 5, and add 2 more)
- I Can Use a Ten Frame (5+2=7)
- I Can Use Tally Marks (5+2=7)
- I Can Use Mental Math
- I Can Draw a Picture (5+2=7)
- I Can Write a Number Sentence (5+2=7)

Math Strategies

- draw a picture
- find a pattern
- write a number sentence
- make a chart, table, or graph
- work backwards
- act it out
Problem Solving Strategies

1. Read the question
   Make sure that you read all of the information carefully!

2. What are the important facts?
   Which words and numbers do you need to know to answer the question?

3. What kind of calculation is it?
   Do you need to add, take, times or divide to find the answer?

4. Estimate
   Work out a rough estimate of your answer

5. Write down your calculation
   Remember to put the numbers in the right order!

6. Work out the answer
   Do the calculation! You might need to use a calculator or other methods.

7. Answer the problem
   Make sure you answer the problem. Does it ask for numbers, names or something else?

8. Check your answer!
   Have you answered the question and does your answer make sense?

Math Strategies

C: circle key numbers

U: Underline the questions

B: box any math action words

E: Evaluate (what steps do I take?)

S: solve & check
<table>
<thead>
<tr>
<th>Cognitive process</th>
<th>Meta-cognitive strategies</th>
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<tbody>
<tr>
<td>Read (for understanding)</td>
<td>Say: Read the problem. If I don’t understand, read it again.</td>
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<td></td>
<td>Ask: Have I read and understood the problem?</td>
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<td>Check: For understanding as I solve the problem.</td>
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<td>Paraphrase (your own words)</td>
<td>Say: Underline the important information. Put the problem in your own words.</td>
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<td>Ask: Have I underlined the important information? What is the question? What am I looking for?</td>
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<td>Check: That the information goes with the question.</td>
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<tr>
<td>Visualize (a picture of a diagram)</td>
<td>Say: Make a drawing or a diagram.</td>
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<td>Ask: Does the picture fit the problem?</td>
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<td>Check: The picture against the problem information.</td>
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<td>Hypothesize (a plan to solve the problem)</td>
<td>Say: Decide how many steps and operations are needed. Write the operation symbols (+, −, ×, and ÷)</td>
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<td>Ask: If I do ____ , what will I get? If I do ____ , then what do I need to do next? How many steps are needed?</td>
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<td>Check: That the plan makes sense.</td>
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<td>Estimate (predict the answer)</td>
<td>Say: Round the numbers, do the problem in my head, and write the estimate.</td>
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<td>Ask: Did I round up or down? Did I write the estimate?</td>
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<td>Check: That I used the important information.</td>
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<tr>
<td>Compute (do the arithmetic)</td>
<td>Say: Do the operations in the right side.</td>
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<td>Ask: How does my answer compare with my estimate? Does my answer make sense? Are the decimals or money signs in the right places?</td>
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<tr>
<td></td>
<td>Check: That all of the operations were done in the right order.</td>
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<tr>
<td>Check (make sure everything is right)</td>
<td>Say: Check the computation.</td>
</tr>
<tr>
<td></td>
<td>Ask: Have I checked every step? Have I checked the computation? Is my answer right?</td>
</tr>
<tr>
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<td>Check: That everything is right. If not, go back. Then ask for help if I need it.</td>
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Peer Relationships
Social Interactions Require:

- Proximity
- Opportunity
- Skills of students with and without disabilities
Proximity

• When are your students and their peers without disabilities in the same setting?
• Close proximity?
• Same activity?
Joey noticed a mysterious force field around his assistant that children could not break through.
Opportunity

• What can students and peers talk about?
  • Social-related conversations
    – Mutual interests
    – School and community events
  • Task-related conversations
    – Ask/answer questions
    – Discuss a topic
• What are peers talking about?
Skills of Students with Disabilities

• Communication skills
  – Verbal and nonverbal communication (device, pictures, gesture, sign language)
  – Initiate, maintain, & end conversations
  – Age-appropriate vocabulary
• Social skills
  – Knowing when and how to interact appropriately with different people
  – Use and recognize social cues (e.g., body language, facial expression)
  – Good hygiene
Skills of Peers

• Ability awareness
• Allow time
Social Stories

• Describe a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses
  – To teach social understanding
  – To help with the “unknown”
  – Help prepare for changes in routine or schedule
  – Describe educational goals
  – Describe appropriate behavior responses
  – To teach a new skill
Social Stories (cont’d)

• Ways to present social stories:
  – In a *Word Document*
  – On a decorated poster to hang on the wall
  – In *Power Point*
  – Using *Photo Story*
  – In the format of a book
  – Role-plays
  – Make a video

Example
Power Cards

• Using special interests of students with ASD has been effective in classroom

• Power Card:
  – visual aid that utilizes a child’s special interest, hero, favorite character, or their favorite celebrity
  – Motivating
  – Non-threatening
  – Relies on relationship between student and their special interest
Shania Twain meets hundreds of people each year. After her concerts, she spends time with her fans, greeting them and autographing pictures. She used to hug all the people she met and then realized that this is not the only way, or the best way, to greet somebody she is meeting for the first time. Some people do not like to be hugged, especially by someone they are meeting for the first time. Just like Shania, it is important for everybody to learn to greet appropriately.
Shania is anxious to share these three points that she had learned about greeting people:

1. Smile and put out your right hand and shake the other person’s right hand.
2. Introduce yourself and ask how they are.
3. Practice greetings with your friends and teachers. Following these steps will help you greet people just like Shania!!
Real Relationships with Peers

- It’s the best gift you can give to your students
5 Essential Support Strategies

1. Priming
2. Academic modifications
3. Home base
4. Visual Supports
5. Reinforcement

From OAR – Organization for Autism Research
Resources

- National Professional Development Center on Autism Spectrum Disorders
- The Center on Secondary Education for Students with Autism Spectrum Disorder
  - [http://csesa.fpg.unc.edu/](http://csesa.fpg.unc.edu/)
- Autism Internet Modules
  - [http://www.autisminternetmodules.org/](http://www.autisminternetmodules.org/)
- Adolescent Literacy
  - [http://www.adlit.org/strategy_library/](http://www.adlit.org/strategy_library/)
- Organization for Autism Research
- UDL
  - [http://www.udlcenter.org](http://www.udlcenter.org)
  - [http://www.cast.org](http://www.cast.org)
Resources

- **Systematic Instruction for Students with Moderate and Severe Disabilities** by Belva Collins

- **Power cards: Using special interests to motivate children and youth with asperger syndrome and autism** by E. Gagnon

- **The new social story book** by Carol Gray
  
Questions?

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