

OICAL

A Framework and Tools for Comprehensive Program Planning Assessment

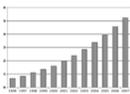


Ohio Center for Autism and Low Incidence
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www.oacall.org

A PROJECT OF THE
educational service center
of central ohio
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Prevalence of Individuals with ASD

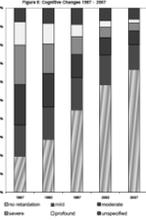
- 1 in 91 (US)
- 1 in 58 boys
- 1 in 64 (UK)



Brenda Smith Mykes, AUCO 2009

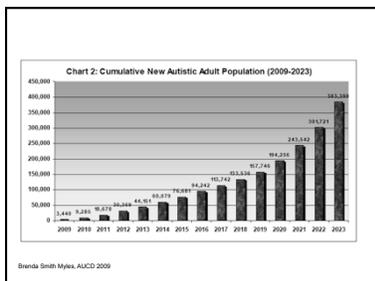
Autistic Spectrum Disorders

Figure 1: Spectrum Changes 1987 - 2007



Diversity of Individuals with ASD

Brenda Smith Mykes, AUCO 2009



OUTCOMES

Dr. Paul Shattuck's presentation on October 29, 2009 at Monarch Center for Autism

His research deals with analyzing the data from the National Longitudinal Transition Study 2 (NLTS2) with emphasis on persons on the autism spectrum.

Chris Filmer, 2009

- Shattuck's grant is to analyze the data from the NLTS2
- 10 year study – 1999 to 2009
- 922 of the 12,000 participants were in the ASD category



Chris Filmer, 2009

Engagement in Work and Education after High School

- 6% in competitive employment
- 32% postsecondary education (2-4 year college, technical school)
- 14% employed and in post HS education
- 48% in neither (not in competitive employment nor education)

Chris Filmer, 2009

More from Dr. Shattuck

- Phone calls from friends in the last 12 months:
 - 15% daily
 - 12% weekly
 - 17% 1-2 a month
 - 40% NEVER

- Meet friends on their own in the last 12 months:
 - 19% 4+ weekly
 - 26% 1-3/ week
 - 17% sometimes, but not weekly
 - 39% NEVER

Chris Filmer, 2009

The Purpose of Special Education (IDEA)

... all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their **unique** need and **prepare** them for **further education**, **employment**, and **independent living**.

§300.1 (emphasis added)

Brenda Smith Mykle, AUCO 2009

4 Steps to Designing a Comprehensive Plan



1

This will help you to see the autism



2

This will show you an individual's strengths and skills



3

This will show you how to design interventions using evidenced-based strategies



4

This will show you how to implement them across the school day

Overview of Presentation

- The importance of proactive programming
- A quick look at **your** program
- A quick look at **your student's** day
- Overview of a comprehensive program framework and tools



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Program Indicators - Group Work

- Fill out the Program Indicators checklist assessing the current status in the following areas:
 - School-wide
 - Non-classroom settings
 - Classroom settings
 - Individual student systems

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Ginny's Day

Baseline of Student's Day

Time	Activity	Frequency	Location	Staff	Materials	Notes
8:00-8:30	Breakfast	1x	Cafeteria	Teacher	None	
8:30-9:00	Classroom	1x	Classroom	Teacher	None	
9:00-9:30	Classroom	1x	Classroom	Teacher	None	
9:30-10:00	Classroom	1x	Classroom	Teacher	None	
10:00-10:30	Classroom	1x	Classroom	Teacher	None	
10:30-11:00	Classroom	1x	Classroom	Teacher	None	
11:00-11:30	Classroom	1x	Classroom	Teacher	None	
11:30-12:00	Classroom	1x	Classroom	Teacher	None	
12:00-12:30	Lunch	1x	Cafeteria	Teacher	None	
12:30-1:00	Classroom	1x	Classroom	Teacher	None	
1:00-1:30	Classroom	1x	Classroom	Teacher	None	
1:30-2:00	Classroom	1x	Classroom	Teacher	None	
2:00-2:30	Classroom	1x	Classroom	Teacher	None	
2:30-3:00	Classroom	1x	Classroom	Teacher	None	
3:00-3:30	Classroom	1x	Classroom	Teacher	None	
3:30-4:00	Classroom	1x	Classroom	Teacher	None	

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Ginny's Day Baseline of Student's Day

↓

Time	Activity	Support Skills to Teach	Behavioral Modifications	Behavioral Plan	Severe Strategies	Communication Skills (SBC)	Other Cues	Intervention Plan
8:00-8:30am	Group Activity (AP)	Independent Participation Following directions Responding to questions	Observation on behavior Behavioral Plan Behavioral Plan Behavioral Plan	Total point				
8:30-10:00am	Small Group Reading/ Writing	Active Content Reading/ Writing Listening/ Speaking	Observation on behavior Behavioral Plan Behavioral Plan Behavioral Plan	Total point				
10:00-10:30am	Math - Counting	Counting objects Understanding number names Identifying shapes	Observation on behavior Behavioral Plan Behavioral Plan Behavioral Plan	Total point				

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Ginny's Day Baseline of Student's Day

↓

Time	Activity	Support Skills to Teach	Behavioral Modifications	Behavioral Plan	Severe Strategies	Communication Skills (SBC)	Other Cues	Intervention Plan
8:00-8:30am	Group Activity (AP)	Independent Participation Following directions Responding to questions	Observation on behavior Behavioral Plan Behavioral Plan Behavioral Plan	Total point				
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Ginny's Day Baseline of Student's Day

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Ginny's Day Baseline of Student's Day

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Ginny's Day Baseline of Student's Day

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Ginny's Day Baseline of Student's Day

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Group Work... A Quick Look at *A Student's Day*

Time	Activity	Support Skills to Teach	Behavioral Modifications	Behavioral Plan	Severe Strategies	Communication Skills (SBC)	Other Cues	Intervention Plan

- Think – Pair – Share
- What are some of the common things that are in daily schedules with the individuals with ASD with whom you may work?
- Talk about what is CURRENTLY IN PLACE – what YOU have observed...

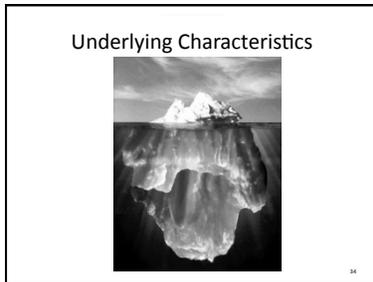
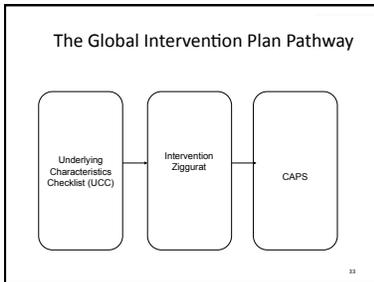
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A Quick Look at Your Student's Environment

- Instructional style
- Materials
- Environments
- Personnel/Family



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- ### The Underlying Characteristics Checklist (UCC)
- Provides a "snapshot" of how autism is expressed for an individual
 - Can be completed by multiple respondents
 - Provides a tool for assessing progress/change

- ### The UCC Areas
- Social
 - Restricted Patterns of Behavior, Interests, and Activities
 - Communication
 - Sensory Differences
 - Cognitive Differences
 - Motor Differences
 - Emotional Vulnerability
 - Known Medical or other Biological Factors
-

Underlying Characteristics-Social

Item	Item	Item	Item
1. The individual is able to establish and maintain relationships with others.	2. The individual is able to share interests and activities with others.	3. The individual is able to play cooperatively with others.	4. The individual is able to take turns in play.
5. The individual is able to understand and respond to social cues.	6. The individual is able to understand and respond to non-verbal cues.	7. The individual is able to understand and respond to facial expressions.	8. The individual is able to understand and respond to body language.
9. The individual is able to understand and respond to tone of voice.	10. The individual is able to understand and respond to context.	11. The individual is able to understand and respond to social norms.	12. The individual is able to understand and respond to social roles.
13. The individual is able to understand and respond to social expectations.	14. The individual is able to understand and respond to social boundaries.	15. The individual is able to understand and respond to social cues.	16. The individual is able to understand and respond to social cues.
17. The individual is able to understand and respond to social cues.	18. The individual is able to understand and respond to social cues.	19. The individual is able to understand and respond to social cues.	20. The individual is able to understand and respond to social cues.

Underlying Characteristics-Restricted Patterns

Item	Item	Item	Item
1. The individual has restricted patterns of behavior, interests, and activities.	2. The individual has restricted patterns of behavior, interests, and activities.	3. The individual has restricted patterns of behavior, interests, and activities.	4. The individual has restricted patterns of behavior, interests, and activities.
5. The individual has restricted patterns of behavior, interests, and activities.	6. The individual has restricted patterns of behavior, interests, and activities.	7. The individual has restricted patterns of behavior, interests, and activities.	8. The individual has restricted patterns of behavior, interests, and activities.
9. The individual has restricted patterns of behavior, interests, and activities.	10. The individual has restricted patterns of behavior, interests, and activities.	11. The individual has restricted patterns of behavior, interests, and activities.	12. The individual has restricted patterns of behavior, interests, and activities.
13. The individual has restricted patterns of behavior, interests, and activities.	14. The individual has restricted patterns of behavior, interests, and activities.	15. The individual has restricted patterns of behavior, interests, and activities.	16. The individual has restricted patterns of behavior, interests, and activities.
17. The individual has restricted patterns of behavior, interests, and activities.	18. The individual has restricted patterns of behavior, interests, and activities.	19. The individual has restricted patterns of behavior, interests, and activities.	20. The individual has restricted patterns of behavior, interests, and activities.

Underlying Characteristics-Communication

Item	Item	Item	Item
1. The individual has restricted patterns of communication.	2. The individual has restricted patterns of communication.	3. The individual has restricted patterns of communication.	4. The individual has restricted patterns of communication.
5. The individual has restricted patterns of communication.	6. The individual has restricted patterns of communication.	7. The individual has restricted patterns of communication.	8. The individual has restricted patterns of communication.
9. The individual has restricted patterns of communication.	10. The individual has restricted patterns of communication.	11. The individual has restricted patterns of communication.	12. The individual has restricted patterns of communication.
13. The individual has restricted patterns of communication.	14. The individual has restricted patterns of communication.	15. The individual has restricted patterns of communication.	16. The individual has restricted patterns of communication.
17. The individual has restricted patterns of communication.	18. The individual has restricted patterns of communication.	19. The individual has restricted patterns of communication.	20. The individual has restricted patterns of communication.

Underlying Characteristics-Sensory

Item	Item	Item	Item
1. The individual has restricted patterns of sensory processing.	2. The individual has restricted patterns of sensory processing.	3. The individual has restricted patterns of sensory processing.	4. The individual has restricted patterns of sensory processing.
5. The individual has restricted patterns of sensory processing.	6. The individual has restricted patterns of sensory processing.	7. The individual has restricted patterns of sensory processing.	8. The individual has restricted patterns of sensory processing.
9. The individual has restricted patterns of sensory processing.	10. The individual has restricted patterns of sensory processing.	11. The individual has restricted patterns of sensory processing.	12. The individual has restricted patterns of sensory processing.
13. The individual has restricted patterns of sensory processing.	14. The individual has restricted patterns of sensory processing.	15. The individual has restricted patterns of sensory processing.	16. The individual has restricted patterns of sensory processing.
17. The individual has restricted patterns of sensory processing.	18. The individual has restricted patterns of sensory processing.	19. The individual has restricted patterns of sensory processing.	20. The individual has restricted patterns of sensory processing.

Underlying Characteristics-Cognitive

Item	Item	Item	Item
1. The individual has restricted patterns of cognitive processing.	2. The individual has restricted patterns of cognitive processing.	3. The individual has restricted patterns of cognitive processing.	4. The individual has restricted patterns of cognitive processing.
5. The individual has restricted patterns of cognitive processing.	6. The individual has restricted patterns of cognitive processing.	7. The individual has restricted patterns of cognitive processing.	8. The individual has restricted patterns of cognitive processing.
9. The individual has restricted patterns of cognitive processing.	10. The individual has restricted patterns of cognitive processing.	11. The individual has restricted patterns of cognitive processing.	12. The individual has restricted patterns of cognitive processing.
13. The individual has restricted patterns of cognitive processing.	14. The individual has restricted patterns of cognitive processing.	15. The individual has restricted patterns of cognitive processing.	16. The individual has restricted patterns of cognitive processing.
17. The individual has restricted patterns of cognitive processing.	18. The individual has restricted patterns of cognitive processing.	19. The individual has restricted patterns of cognitive processing.	20. The individual has restricted patterns of cognitive processing.

Underlying Characteristics-Motor

Item	Item	V	Notes	Follow up
101	Handedness			
102	Handwriting			
103	Handwriting			
104	Handwriting			
105	Handwriting			
106	Handwriting			
107	Handwriting			
108	Handwriting			
109	Handwriting			
110	Handwriting			
111	Handwriting			
112	Handwriting			
113	Handwriting			
114	Handwriting			
115	Handwriting			
116	Handwriting			
117	Handwriting			
118	Handwriting			
119	Handwriting			
120	Handwriting			

Underlying Characteristics-Emotional Vulnerability

Item	Item	V	Notes	Follow up
121	Emotional Vulnerability			
122	Emotional Vulnerability			
123	Emotional Vulnerability			
124	Emotional Vulnerability			
125	Emotional Vulnerability			
126	Emotional Vulnerability			
127	Emotional Vulnerability			
128	Emotional Vulnerability			
129	Emotional Vulnerability			
130	Emotional Vulnerability			
131	Emotional Vulnerability			
132	Emotional Vulnerability			
133	Emotional Vulnerability			
134	Emotional Vulnerability			
135	Emotional Vulnerability			
136	Emotional Vulnerability			
137	Emotional Vulnerability			
138	Emotional Vulnerability			
139	Emotional Vulnerability			
140	Emotional Vulnerability			

Underlying Characteristics-Medical/Biological

Item	Item	V	Notes	Follow up
141	Medical/Biological			
142	Medical/Biological			
143	Medical/Biological			
144	Medical/Biological			
145	Medical/Biological			
146	Medical/Biological			
147	Medical/Biological			
148	Medical/Biological			
149	Medical/Biological			
150	Medical/Biological			
151	Medical/Biological			
152	Medical/Biological			
153	Medical/Biological			
154	Medical/Biological			
155	Medical/Biological			
156	Medical/Biological			
157	Medical/Biological			
158	Medical/Biological			
159	Medical/Biological			
160	Medical/Biological			

Assessing Ginny's Characteristics

- About Ginny
 - Age 8
 - Grade 2
 - Very few social interactions
 - Tested in the "below average" range
 - Uses PECS, limited generalization with staff, none with peers
- About her past program
 - Full day resource in K and 1st grade
 - Inclusion was only "specials"



Ginny's Underlying Characteristics



Assessing Characteristics

- Think – Pair – Share
- Pick a section of the Underlying Characteristics Checklist
- Discuss some of the individuals you are working with...
- What are the benefits of this instrument? How can it help with programming?



Individual Strengths and Skills

- Focus on the positive traits of the individual with ASD
- One tool: The Individual Strengths and Skills Inventory (ISSI)
- Identify strengths in all areas
 - Social
 - Restricted patterns of behavior, interests, and activities
 - Communication
 - Sensory differences
 - Cognitive differences
 - Motor differences
 - Emotional vulnerabilities
 - Medical/Biological differences

Ginny's Strengths and Skills

Individual Strengths and Skills Inventory

Developed by: [Name], [Title], [Institution]

Intended for use by: [Name], [Title], [Institution]

Version: [Number]

Date: [Date]

Client Name: [Name]

Client ID: [ID]

Client Age: [Age]

Client Grade: [Grade]

Client Sex: [Sex]

Client Race: [Race]

Client Religion: [Religion]

Client Ethnicity: [Ethnicity]

Client Language: [Language]

Client Primary Language: [Language]

Client Secondary Language: [Language]

Client Tertiary Language: [Language]

Client Quaternary Language: [Language]

Client Quinary Language: [Language]

Client Sexuality: [Sexuality]

Client Orientation: [Orientation]

Client Interests: [Interests]

Client Hobbies: [Hobbies]

Client Talents: [Talents]

Client Skills: [Skills]

Client Strengths: [Strengths]

Client Weaknesses: [Weaknesses]

Client Challenges: [Challenges]

Client Needs: [Needs]

Client Goals: [Goals]

Client Outcomes: [Outcomes]

Client Progress: [Progress]

Client Satisfaction: [Satisfaction]

Client Quality of Life: [Quality of Life]

Client Well-being: [Well-being]

Client Health: [Health]

Client Mental Health: [Mental Health]

Client Physical Health: [Physical Health]

Client Emotional Health: [Emotional Health]

Client Social Health: [Social Health]

Client Financial Health: [Financial Health]

Client Environmental Health: [Environmental Health]

Client Cultural Health: [Cultural Health]

Client Spiritual Health: [Spiritual Health]

Client Intellectual Health: [Intellectual Health]

Client Creative Health: [Creative Health]

Client Artistic Health: [Artistic Health]

Client Athletic Health: [Athletic Health]

Client Academic Health: [Academic Health]

Client Professional Health: [Professional Health]

Client Personal Health: [Personal Health]

Client Family Health: [Family Health]

Client Community Health: [Community Health]

Client Society Health: [Society Health]

Client World Health: [World Health]

Client Universe Health: [Universe Health]

Client Everything Health: [Everything Health]

Strengths and Skills

- Think – Pair – Share
- Pick a section of the Underlying Characteristics Checklist
- Discuss some of the individuals you are working with...
- What are the benefits of this instrument? How can it help with programming?



Selecting Items from UCC and ISSI

- What is the vision for the child's future - the long term plan?



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Selecting Items from UCC and ISSI

- What environmental factors need to be considered for change to achieve vision?
- What can we do now to work towards that vision?
- Use the information from environmental factors to align to UCC and ISSI



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Selecting Items from UCC and ISSI



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Ginny's Priorities

UCC	ISSI	Priority
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
17	17	17
18	18	18
19	19	19
20	20	20
21	21	21
22	22	22
23	23	23
24	24	24
25	25	25
26	26	26
27	27	27
28	28	28
29	29	29
30	30	30
31	31	31
32	32	32
33	33	33
34	34	34
35	35	35
36	36	36
37	37	37
38	38	38
39	39	39
40	40	40
41	41	41
42	42	42
43	43	43
44	44	44
45	45	45
46	46	46
47	47	47
48	48	48
49	49	49
50	50	50

- UCC
- Major area of focus - Social
- Priorities identified - # 6, 10, 11

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Ginny - Prioritized Areas

- What is the vision for the child's future (long-term vision)?
 - Making and keeping friends
 - Involvement in social groups or activities
 - Independence
- What can we do NOW (short-term vision)?
 - Increase communication skills
 - Improve social skills

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Ginny - Prioritized Areas

- In what settings does the individual function/participate?
 - Home/neighborhood
 - Classroom/school environments

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Ginny - Prioritized Areas

- Which UCC areas have the greatest impact on the ability to function in multiple settings?
 - Social
 - Communication
 - Restricted Patterns
 - Motor

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Ginny - Prioritized Areas

- What is most important to the individual? What provides a sense of well-being?
 - Having friends
 - Communicating her desires, needs, preferences, etc.
- Which UCC areas would have the greatest impact on his/her quality of life?
 - Social
 - Communication

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Ginny's Prioritized Characteristics

UCC	ISSI	Priority
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
17	17	17
18	18	18
19	19	19
20	20	20
21	21	21
22	22	22
23	23	23
24	24	24
25	25	25
26	26	26
27	27	27
28	28	28
29	29	29
30	30	30
31	31	31
32	32	32
33	33	33
34	34	34
35	35	35
36	36	36
37	37	37
38	38	38
39	39	39
40	40	40
41	41	41
42	42	42
43	43	43
44	44	44
45	45	45
46	46	46
47	47	47
48	48	48
49	49	49
50	50	50

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Ginny's Priorities

- Restricted Patterns
- Communication
- Social
- Motor



UCC Instrument Plan - Underlying Characteristics Checklist

1. Social

2. Communication

3. Restricted Patterns

4. Motor

Ginny's Priorities



ZIGGURAT WORKSHEET

SELECTED UCC ITEMS

- Move prioritized areas to Ziggurat Worksheet

Ginny's Selected UCC Items



ZIGGURAT WORKSHEET

SELECTED UCC ITEMS

- Move selected UCC items to Ziggurat Worksheet

Prioritize Areas

- Think – Pair – Share
- Pick a section of the Underlying Characteristics Checklist
- Discuss some of the individuals you are working with...
- What are the benefits of this instrument? How can it help with programming?



UCC Instrument Plan - Underlying Characteristics Checklist