Slide 1

OCALI

A Framework and Tools for Comprehensive Program Planning Assessment
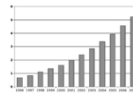
Ohio Center for Autism and Low Incidence
470 Glenmont Ave. Columbus, Ohio 43214
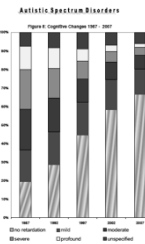Phone: 866-886-2254   Fax: 614-262-1070
www.ocali.org

A PROJECT OF THE
educational service center
of Central Ohio

Funded by the Ohio Department of Education, Office for Exceptional Children

Slide 2

Prevalence of Individuals with ASD

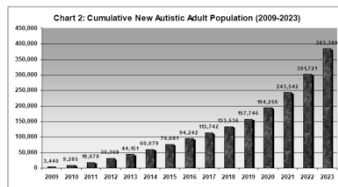- 1 in 91 (US)
  - 1 in 58 boys
- 1 in 64 (UK)

Brenda Smith Myles, AUCD 2009

Slide 3

Autistic Spectrum Disorders
Figure 9: Cognitive Changes 1987 - 2007

Diversity of Individuals with ASD

Brenda Smith Myles, AUCD 2009

Slide 4

Chart 2: Cumulative New Autistic Adult Population (2009-2023)

Brenda Smith Myles, AUCD 2009

Slide 5

OUTCOMES

Slide 6

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 Filler, 2009

Slide 7

- 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 Filler, 2009

Slide 8

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 Filler, 2009

Slide 9

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 Filler, 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 Myles, AUCD 2009

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4 Steps to Designing a Comprehensive Plan

UCC   ISSI   Ziggurat   CAPS

1	2	3	4
Assessment		Design	Implementation

UCC

1

This will help you to see the autism

ISSI

2

This will show you an individual's strengths and skills

Ziggurat

3

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

---

CAPS

4

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

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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

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Ginny's Day
Baseline of Student's Day

Child/Student: Ginny

Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforce-ment	Sensory Strategies	Communication/ Social Skills	Data Collection	Generalization Plan
9:00-9:30am	Group Activity (art)							
9:30-10:00am	Small Group Reading Spelling							
10:00-10:30am	Math – Counting							

Ginny's Day
Baseline of Student's Day

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Ginny's Day
Baseline of Student's Day

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9:30-10:00am	Small Group Reading Spelling	Active Listening Identify letters, words Answering questions	One-to-one assistant Physical prompts Label cards Point Prompts Seat near wall					
10:00-10:30am	Math – Counting	One-to-one correspondence, Number identification	Counting objects Two-to-one assistant Small group math activity Visual Support for Counting Point prompts					

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Baseline of Student's Day

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9:30-10:00am	Small Group Reading Spelling	Active Listening Identify letters, words Answering questions	One-to-one assistant Physical prompts Label cards Point Prompts Seat near wall	Verbal praise		Follow general education class-room rules		
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Ginny's Day
Baseline of Student's Day

Child/Student: Ginny

Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforce-ment	Sensory Strategies	Communication/ Social Skills	Data Collection	Generalization Plan
9:00-9:30am	Group Activity (art)	Independence Fine motor skills Reciprocal interaction with peers	One-on-one except Hand-over-hand assistance Modified project Seat at end of table	Verbal praise		Follow general education class-room rules	Completed project	Several ideas list at class
9:30-10:00am	Small Group Reading Spelling	Active Listening Identify letters, words Answering questions	One-to-one assistant Physical prompts Label cards Point Prompts Seat near wall	Verbal praise		Follow general education class-room rules		
10:00-10:30am	Math – Counting	One-to-one correspondence, Number identification	Counting objects Two-to-one assistant Small group math activity Visual Support for Counting Point prompts	Verbal praise				Counting objects in other environments

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

Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication/ Social Skills	Data Collection	Generalization 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?
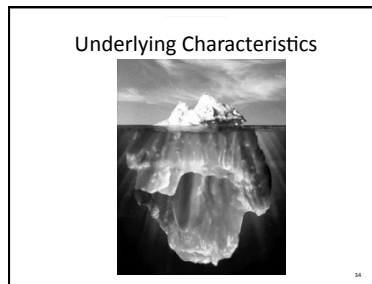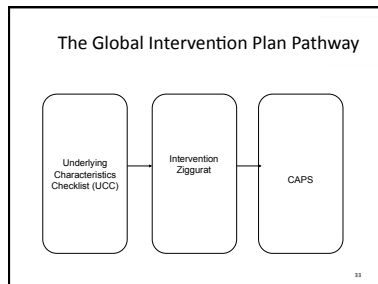- Talk about what is CURRENTLY IN PLACE – what YOU have observed…

A Quick Look at Your Student's Environment

- Instructional style
- Materials
- Environments
- Personnel/Family

The Global Intervention Plan Pathway

Underlying Characteristics Checklist (UCC) → Intervention Ziggurat → CAPS

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Underlying Characteristics

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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

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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

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Underlying Characteristics-Social

Underlying Characteristics-Restricted Patterns

Underlying Characteristics-Communication

Underlying Characteristics-Sensory

Underlying Characteristics-Cognitive

Underlying Characteristics-Motor

Underlying Characteristics- Emotional Vulnerability

Underlying Characteristics- Medical/Biological

DIRECTIONS: Summarize medical/biological factors (e.g., seizures, sleep disturbance, fatigue, allergies)

Description	Notes:	Follow-up:

(row header: KNOWN MEDICAL OR OTHER BIOLOGICAL FACTORS)

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"

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Ginny's Underlying Characteristics

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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?

58

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

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Ginny's Strengths and Skills

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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?

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Selecting Items from UCC and ISSI

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

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

Selecting Items from UCC and ISSI

Ginny's Priorities

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

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

Ginny - Prioritized Areas

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

Ginny - Prioritized Areas

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

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

Ginny's Prioritized Characteristics

Ginny's Priorities

- Restricted Patterns
- Communication
- Social
- Motor

Ginny's Priorities

- Move prioritized areas to Ziggurat Worksheet

Ginny's 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?