


**OACALI**

A Framework and Tools for Comprehensive Program Planning Assessment

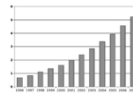


Ohio Center for Autism and Low Incidence  
470 Cleveland Ave., Columbus, Ohio 43214  
Phone: 614-265-2264 Fax: 614-265-1070  
[www.oacali.org](http://www.oacali.org)

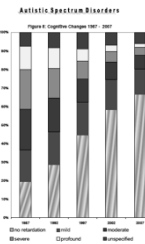
A PROJECT OF THE  
educational service center  
of central ohio  
Funded by the Ohio Department of Education, Office for Exceptional Children

## Prevalence of Individuals with ASD

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

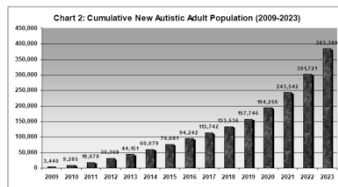


Brenda Smith Myles, AUCD 2009



Diversity of  
Individuals  
with ASD

Brenda Smith Myles, AUCD 2009



Brenda Smith Myles, AUCD 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 Filer, 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 Filer, 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 Filer, 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 Filer, 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 Myrnes, 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

The form is a checklist titled 'Program Indicators - Group Work' with columns for 'Indicator', 'Current Status', and 'Target Status'. It lists various indicators related to program implementation, such as 'Program is based on evidence-based practices', 'Program is implemented in a structured manner', and 'Program is implemented in a consistent manner'. The form is designed to be filled out by a group of professionals to assess the current status of a program and identify areas for improvement.

- 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	Duration	Location	Staff	Notes
8:00-8:30	Arrival	1x	30 min	Classroom	Teacher	
8:30-9:00	Breakfast	1x	30 min	Classroom	Teacher	
9:00-9:30	Instruction	1x	30 min	Classroom	Teacher	
9:30-10:00	Recess	1x	30 min	Classroom	Teacher	
10:00-10:30	Instruction	1x	30 min	Classroom	Teacher	
10:30-11:00	Recess	1x	30 min	Classroom	Teacher	
11:00-11:30	Instruction	1x	30 min	Classroom	Teacher	
11:30-12:00	Recess	1x	30 min	Classroom	Teacher	
12:00-12:30	Lunch	1x	30 min	Classroom	Teacher	
12:30-1:00	Instruction	1x	30 min	Classroom	Teacher	
1:00-1:30	Recess	1x	30 min	Classroom	Teacher	
1:30-2:00	Instruction	1x	30 min	Classroom	Teacher	
2:00-2:30	Recess	1x	30 min	Classroom	Teacher	
2:30-3:00	Instruction	1x	30 min	Classroom	Teacher	
3:00-3:30	Recess	1x	30 min	Classroom	Teacher	
3:30-4:00	Instruction	1x	30 min	Classroom	Teacher	
4:00-4:30	Recess	1x	30 min	Classroom	Teacher	
4:30-5:00	Instruction	1x	30 min	Classroom	Teacher	

Form 1.1 - Baseline of Student's Day (Revised 10/2018)

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<div>  <div> <h1>Ginn's Day</h1> <h2>Baseline of Student's Day</h2> </div> </div>							
Time	Activity	Support Skills to Teach	Strategic Relationships	Activities	Student Strategies	Communication Skill Sets	Other Comments
8:30-9:00 A.M.	Class Activity #1						
9:30-10:00 A.M.	Small Group Learning						
10:30-11:00 A.M.	Math - Counting						

# Ginny's Day

## Baseline of Student's Day

**CNA Student Class**

Time	Activity	Student Identification	Randomizer	Assess Progress	Communication Hand-Offs	Site Activities	Globalization Plan
8:00-8:15 AM	Class Meeting and	Introduction of all students Review of the day's activities Handwritten notes on work					
8:15-8:30 AM	Head-Strong the Self-Reflection	Active Listening The 4-Step Process Active Listening Active Listening					
8:30-8:45 AM	Head-Strong the Self-Reflection	Active Listening The 4-Step Process Active Listening Active Listening					

# Ginny's Day

Based on Student's Day

**Child/Student Name:**

Time	Activity	Target Skills to Teach	Relevant Instructional Strategies	Reinforce with	Generalization	Communication Skills Goal	Data Collection	Observation
9:00-10:00 AM	Circle Time Story: <i>Where's Spot?</i>	Identify colors Identify shapes Identify objects Identify people Identify animals	Discussion on the story Color and shape Sorting by color and shape					
10:00-11:00 AM	Small Group Drawing Drawing: <i>My Family</i>	Identify family members Identify family relationships Identify family members Identify family relationships	Discussion on family members Drawing family members Drawing family relationships					
11:00-12:00 PM	Math: Counting	Counting Numbers Number names	Counting objects Counting numbers Counting names Counting names Counting names					

**Ginny's Day**


Baseline of Ginny's Day

↓

Date	Activity	Supervision/Restrictions	Evidence type	Service frequency	Communication	Support Tools	Date of Completion
6/10/14 (Sat)	Client Activity and	Supervision by CASA staff, 10:00am-12:00pm, 1:00pm-3:00pm, 4:00pm-6:00pm, 7:00pm-9:00pm	Document and photo evidence	1x/week	1x/week	1x/week	6/10/14
6/20/14 (Sat)	Client Activity and	Supervision by CASA staff, 10:00am-12:00pm, 1:00pm-3:00pm, 4:00pm-6:00pm, 7:00pm-9:00pm	Document and photo evidence	1x/week	1x/week	1x/week	6/20/14
6/26/14 (Sat)	Client Activity and	Supervision by CASA staff, 10:00am-12:00pm, 1:00pm-3:00pm, 4:00pm-6:00pm, 7:00pm-9:00pm	Document and photo evidence	1x/week	1x/week	1x/week	6/26/14

# Ginny's Day


## Baseline of Student's Day



Date	Activity	Expected Results to Meet	Document or Materials	Exhibition Area	Activity Strategy	Communication Tools Used	Time Constraints	Grade/Level
10/10/10 (Date)	Class Meeting (all)	Suppression of the 1918-1919 influenza pandemic, which is highlighted in the exhibit and was the cause of the 1918-1919 pandemic.	Document on the 1918-1919 influenza pandemic, which is highlighted in the exhibit and was the cause of the 1918-1919 pandemic.	Exhibit area		Exhibit panel, exhibit area, and exhibit area	1	
10/10/10 (Date)	High School Reading (all)	Document on the 1918-1919 influenza pandemic, which is highlighted in the exhibit and was the cause of the 1918-1919 pandemic.	Exhibit area	Exhibit area		Exhibit panel, exhibit area, and exhibit area		
10/10/10 (Date)	Class Meeting (all)	Document on the 1918-1919 influenza pandemic, which is highlighted in the exhibit and was the cause of the 1918-1919 pandemic.	Exhibit area	Exhibit area		Exhibit panel, exhibit area, and exhibit area		

## Ginny's Day

### Baseline of Student's Day




Time	Activity	Target Skills to Teach	Relevant Instructional Strategies	Baseline Data	Communication with Parent	Observation Day	Observation Day
8:00-8:30am	Class Meeting	Classroom rules Participate in classroom rules	Classroom rules Classroom rules Classroom rules Classroom rules Classroom rules	Video data	Video data	Video data	Video data
8:30-9:00am	Small Group Reading	Reading skills Reading skills Reading skills Reading skills Reading skills	Reading skills Reading skills Reading skills Reading skills Reading skills	Video data	Video data	Video data	Video data
9:00-9:30am	Math - Counting	Counting skills Counting skills Counting skills Counting skills Counting skills	Counting skills Counting skills Counting skills Counting skills Counting skills	Video data	Video data	Video data	Video data

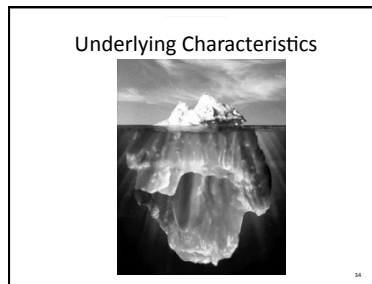
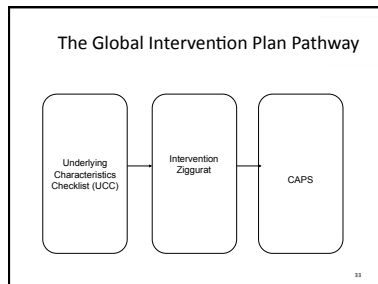
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[illegible][illegible]


## A Quick Look at Your Student's Environment

- Instructional style
- Materials
- Environments
- Personnel/Family

A black and white line drawing of a video camera mounted on a tripod. The camera is positioned on the right side of the slide, facing left. It has a large lens, a viewfinder, and various buttons and controls. The tripod is a standard three-legged stand with a central column.



- ## 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
- 
- A black and white photograph showing a group of people standing in a circle, holding hands. They are silhouetted against a very bright, circular light source in the center of the frame, which could be the sun or the moon. The people are arranged in a ring, and their arms are extended to hold each other's hands. The background is dark, making the light source and the silhouettes stand out.

[illegible]

## Underlying Characteristics- Restricted Patterns

Item	Key	Underlying Characteristics	Restricted Patterns
101. "The house is a mess."	✓	Underlying characteristics: "The house is a mess."	
102. "The house is a mess."		Underlying characteristics: "The house is a mess."	
103. "The house is a mess."		Underlying characteristics: "The house is a mess."	
104. "The house is a mess."		Underlying characteristics: "The house is a mess."	
105. "The house is a mess."		Underlying characteristics: "The house is a mess."	
106. "The house is a mess."		Underlying characteristics: "The house is a mess."	
107. "The house is a mess."		Underlying characteristics: "The house is a mess."	
108. "The house is a mess."		Underlying characteristics: "The house is a mess."	
109. "The house is a mess."		Underlying characteristics: "The house is a mess."	
110. "The house is a mess."		Underlying characteristics: "The house is a mess."	
111. "The house is a mess."		Underlying characteristics: "The house is a mess."	
112. "The house is a mess."		Underlying characteristics: "The house is a mess."	
113. "The house is a mess."		Underlying characteristics: "The house is a mess."	
114. "The house is a mess."		Underlying characteristics: "The house is a mess."	
115. "The house is a mess."		Underlying characteristics: "The house is a mess."	
116. "The house is a mess."		Underlying characteristics: "The house is a mess."	
117. "The house is a mess."		Underlying characteristics: "The house is a mess."	
118. "The house is a mess."		Underlying characteristics: "The house is a mess."	
119. "The house is a mess."		Underlying characteristics: "The house is a mess."	
120. "The house is a mess."		Underlying characteristics: "The house is a mess."	

[illegible]

# Underlying Characteristics-Sensory

[illegible]

## Underlying Characteristics-Motor

Item	Item	Y	Item	Item Y
101	Has the child ever been injured or hurt?			
102	Has the child ever been in a fight?			
103	Has the child ever been in a car accident?			
104	Has the child ever been in a fire?			
105	Has the child ever been in a flood?			
106	Has the child ever been in a storm?			
107	Has the child ever been in a crash?			
108	Has the child ever been in a fall?			
109	Has the child ever been in a burn?			
110	Has the child ever been in a cut?			
111	Has the child ever been in a bruise?			
112	Has the child ever been in a scratch?			
113	Has the child ever been in a bite?			
114	Has the child ever been in a sting?			
115	Has the child ever been in a burn?			
116	Has the child ever been in a cut?			
117	Has the child ever been in a bruise?			
118	Has the child ever been in a scratch?			
119	Has the child ever been in a bite?			
120	Has the child ever been in a sting?			

## Underlying Characteristics-Emotional Vulnerability

Item	Item	Y	Item	Item Y
121	Has the child ever been in a fight?			
122	Has the child ever been in a car accident?			
123	Has the child ever been in a fire?			
124	Has the child ever been in a flood?			
125	Has the child ever been in a storm?			
126	Has the child ever been in a crash?			
127	Has the child ever been in a fall?			
128	Has the child ever been in a burn?			
129	Has the child ever been in a cut?			
130	Has the child ever been in a bruise?			
131	Has the child ever been in a scratch?			
132	Has the child ever been in a bite?			
133	Has the child ever been in a sting?			
134	Has the child ever been in a burn?			
135	Has the child ever been in a cut?			
136	Has the child ever been in a bruise?			
137	Has the child ever been in a scratch?			
138	Has the child ever been in a bite?			
139	Has the child ever been in a sting?			
140	Has the child ever been in a burn?			

## Underlying Characteristics-Medical/Biological

Item	Item	Y	Item	Item Y
141	Has the child ever been in a fight?			
142	Has the child ever been in a car accident?			
143	Has the child ever been in a fire?			
144	Has the child ever been in a flood?			
145	Has the child ever been in a storm?			
146	Has the child ever been in a crash?			
147	Has the child ever been in a fall?			
148	Has the child ever been in a burn?			
149	Has the child ever been in a cut?			
150	Has the child ever been in a bruise?			
151	Has the child ever been in a scratch?			
152	Has the child ever been in a bite?			
153	Has the child ever been in a sting?			
154	Has the child ever been in a burn?			
155	Has the child ever been in a cut?			
156	Has the child ever been in a bruise?			
157	Has the child ever been in a scratch?			
158	Has the child ever been in a bite?			
159	Has the child ever been in a sting?			
160	Has the child ever been in a burn?			

## 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 1<sup>st</sup> 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?



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## 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

Item	Item	Y	Item	Item Y
161	Has the child ever been in a fight?			
162	Has the child ever been in a car accident?			
163	Has the child ever been in a fire?			
164	Has the child ever been in a flood?			
165	Has the child ever been in a storm?			
166	Has the child ever been in a crash?			
167	Has the child ever been in a fall?			
168	Has the child ever been in a burn?			
169	Has the child ever been in a cut?			
170	Has the child ever been in a bruise?			
171	Has the child ever been in a scratch?			
172	Has the child ever been in a bite?			
173	Has the child ever been in a sting?			
174	Has the child ever been in a burn?			
175	Has the child ever been in a cut?			
176	Has the child ever been in a bruise?			
177	Has the child ever been in a scratch?			
178	Has the child ever been in a bite?			
179	Has the child ever been in a sting?			
180	Has the child ever been in a burn?			

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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?



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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

Item	UCC	ISSI
1. Communication		
2. Social		
3. Restricted Patterns		
4. Motor		
5. Self-Concept		
6. Self-Regulation		
7. Self-Expression		
8. Self-Management		
9. Self-Advocacy		
10. Self-Reflection		
11. Self-Improvement		
12. Self-Direction		
13. Self-Initiation		
14. Self-Motivation		
15. Self-Organization		
16. Self-Regulation		
17. Self-Expression		
18. Self-Management		
19. Self-Advocacy		
20. Self-Reflection		
21. Self-Improvement		
22. Self-Direction		
23. Self-Initiation		
24. Self-Motivation		
25. Self-Organization		

- 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

Item	UCC	ISSI
1. Communication		
2. Social		
3. Restricted Patterns		
4. Motor		
5. Self-Concept		
6. Self-Regulation		
7. Self-Expression		
8. Self-Management		
9. Self-Advocacy		
10. Self-Reflection		
11. Self-Improvement		
12. Self-Direction		
13. Self-Initiation		
14. Self-Motivation		
15. Self-Organization		
16. Self-Regulation		
17. Self-Expression		
18. Self-Management		
19. Self-Advocacy		
20. Self-Reflection		
21. Self-Improvement		
22. Self-Direction		
23. Self-Initiation		
24. Self-Motivation		
25. Self-Organization		

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### Ginny's Priorities

- Restricted Patterns
- Communication
- Social
- Motor

Global Repetitive Plan - Skills in Developing Priorities

Underlying Characteristics

Social

### Ginny's Priorities

ZIGGURAT WORKSHEET

Underlying Characteristics

Social

- 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?

Global Repetitive Plan - Skills in Developing Priorities

Underlying Characteristics

Social