Teaching in the Community

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LASARD Summer Institute
June 8, 2011
Who am I?

- Connecticut Native
- Master of Arts in Special Education
- Universal Design for Learning & STAAR
- Postsecondary Education for All Collaborative (PEAC) Project Coordinator
Advanced Organizer

- Review the research
- Review using Systematic Instruction to teach functional skills in the community
- Activity
- Wrap-up
The term “transition services” means a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;

- Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and

- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

[34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]
Simulated instruction combined with community instruction is the most effective method for teaching functional skills (Bates, Cuvo, Miner, & Korabek, 2001).

Systematic Instruction has been proven an evidence-based method for teaching students with intellectual disabilities and autism spectrum disorder (Browder, Spooner, Ahlgrim-Delzell, Harris, Wakeman, 2008).

Direct Instruction has been shown to increase participation in recreational activities (Schloss, Alper, Young, Aylward, & Dudenhoeffer, 1995).

Community-based instruction increases student independence in functional skills (Walker, Uphold, Richter, & Test, 2010).
Explicitly planned instruction based around clearly articulated objectives and driven by continuous assessment

- Advanced Organizer
- Model
- Guided Practice
- Independent Practice
- Assessment
- Generalization

(Rosenshine & Meister, 1992)
How do we know what students need to know?

<table>
<thead>
<tr>
<th>Ecological Inventory</th>
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<tbody>
<tr>
<td>Environment:</td>
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<tr>
<td>Sub-environment:</td>
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<tr>
<td>Student:</td>
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<td></td>
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</tbody>
</table>

- [ ] Current environment
- [ ] Future environments

<table>
<thead>
<tr>
<th>Cue</th>
<th>Performance of peer/person without disabilities</th>
<th>Performance of student with disability (+) Performed Correct (-) Performed Incorrect- indicate WHAT student did instead</th>
<th>Instructional Decision Teach (T) Adapt (A) Support (S)</th>
</tr>
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<tbody>
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</table>
Identify what skill must be taught

<table>
<thead>
<tr>
<th>Cue</th>
<th>Performance of peer/person without disabilities</th>
<th>Performance of student with disability</th>
<th>Instructional Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee tells customer the total price</strong></td>
<td>Customer pays cashier:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Take money from wallet and hand appropriate amount to cashier</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Take debit card from wallet and hand to cashier</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Price is displayed on cash register</strong></td>
<td>- Student looked at evaluator for assistance.</td>
<td>- Verbal prompt of “give the cashier the money” was given</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Verbal prompt of “give the cashier the money” was given</td>
<td>- Student gave the cashier money</td>
<td></td>
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</tbody>
</table>
“Remember when we went to McDonalds last week? You did great! One thing we did need to work on is paying for what you would like to buy. Today we will be learning how to pay cashiers when we buy things.”
• Peer Supports
  ○ Model, Think aloud, Role play

• Video Modeling
  ○ Self-model, peer model, other model
  ○ [http://denali.cedu.niu.edu/groups/videosupportsipods/](http://denali.cedu.niu.edu/groups/videosupportsipods/)
    - Toni Van Laarhoven, 2011
  ○ Prompting
    ▫ Fading

(Hammond, Whatley, Ayres, & Gast, 2010)
Guided Practice

- In the community or simulated setting
- Peer or teacher supports
- Guide student through the process
  - Fade prompts
- Document all prompts and cues that are provided
- Collect and analyze data!
Independent Practice

- Allow student to practice skill in community
- Review video modeling prior to activity
  - Fade prompts
- Observe and collect data!!
**Student:**
- **Skill:** Paying cashier

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**Training Prompt:**
- Most to least prompting
  - P= Physical Guidance
  - VP= Verbal Prompt
  - M=Model
  - G= Gesture
  - I=independent
  - - = error on previous step

**Probe score:**
- + = correct
- - = incorrect

**Mastery of program:**
- 2 probe sessions at 100%

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<table>
<thead>
<tr>
<th>Date: 4/20/11</th>
<th>Staff: J.Parlin</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Take wallet out of pocket.</td>
<td>I</td>
</tr>
<tr>
<td>2 Take money out of wallet.</td>
<td>I</td>
</tr>
<tr>
<td>3 Count correct amount of money.</td>
<td>VP</td>
</tr>
<tr>
<td>4 Give money to cashier.</td>
<td>I</td>
</tr>
<tr>
<td>5 Take change from cashier.</td>
<td>G</td>
</tr>
<tr>
<td>6 Put in wallet.</td>
<td>I</td>
</tr>
</tbody>
</table>

**Independent/ Steps = 4/6**
Generalization

- Travel to other settings in which the skills is necessary
- Collect data!!
Thinking About Our Students...

• With your colleagues, identify one student who may benefit from systematic instruction in the community.

• How will you identify:
  - The skills the student needs to learn?
  - The setting in which these skills are needed?

• Begin outlining the steps your team will take to accomplish meeting the community needs of this student (i.e. advanced organizer, type of model, guided practice, independent practice, generalization, DATA collection 😊)
Wrap Up

- Big ideas
  - Simulated AND community-based instruction
  - Advanced organizer, model, guided practice, independent practice, assessment, generalization
  - Data, data, data! 😊
Resources

- [www.nsttac.org](http://www.nsttac.org) National Secondary Transition Technical Center
- [www.naset.org](http://www.naset.org) National Association for Special Education Teachers
- [www.ncset.org](http://www.ncset.org) National Center on Secondary Education and Transition
- [www.thinkcollege.net](http://www.thinkcollege.net)
Additional Questions or Comments?

Thank you!

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