



# LOOK BEFORE YOU LEAP!



Environment Lab  
Donna Hammons  
November 15, 2010



# OBJECTIVES

## The learner will:

- Learn evidence based practices that support planned implementation of the students' Environment and Transitions (across and within settings).
- Identify Environment and Transitions for a typical student.
- Identify instructional methods including visual supports and work systems to support the learner with ASD
- Identify an activity schedule for targeted student to identify need for improvement related to Environment and Transitions that will support the student



# Evidence-Based Practices

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**“Educational Practices that have been demonstrated effective based on quality research.”**

p. 116

[ Odom, Brantlinger, Gersten, Horner, Thompson, and Harris (2005) in Test, D.W., Richter, S.M., White, J., Mazzotti, V., Walker, A.R., Kohler, P., and Kortering, L. (2009)]



**HOW DOES OUR ENVIRONMENT**



**AFFECT OUR PERFORMANCE?**





## **ENVIRONMENT**

the  
circumstances,  
objects, or  
conditions by  
which one is  
surrounded.



***Why is the environment an important consideration when discussing autism spectrum disorders and related disabilities?***

**Students with autism are specifically challenged to varying degrees in the areas of:**

- **Social**
- **Communication**
- **Repetitive Behaviors**

**These challenges can often be greatly impacted (reduced or intensified) by their Environment .**

**(NAC, 2009).**



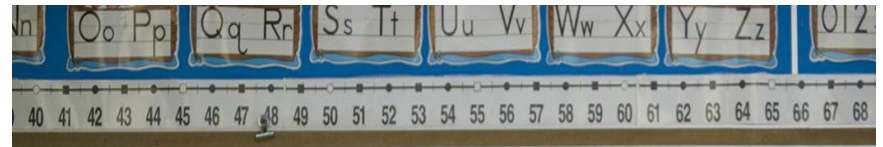


# VISUALLY DEFINED AREAS





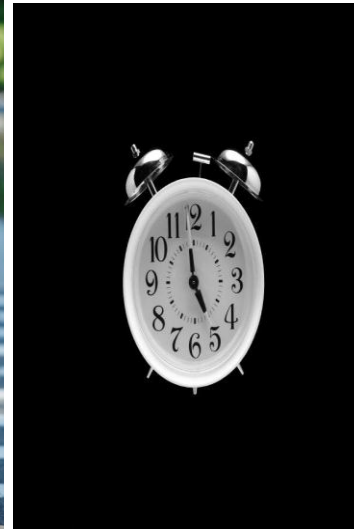
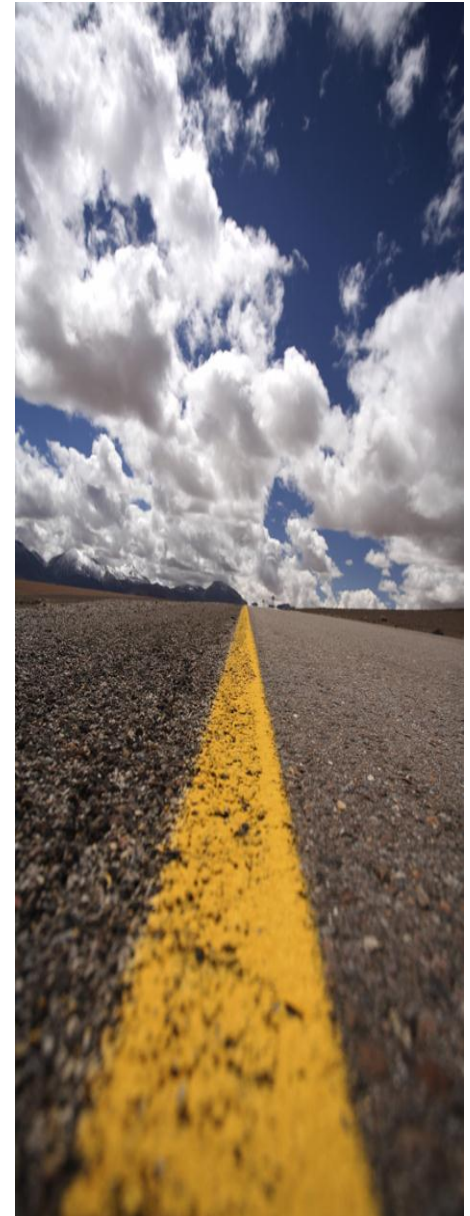
# CLEAR EXPECTATIONS





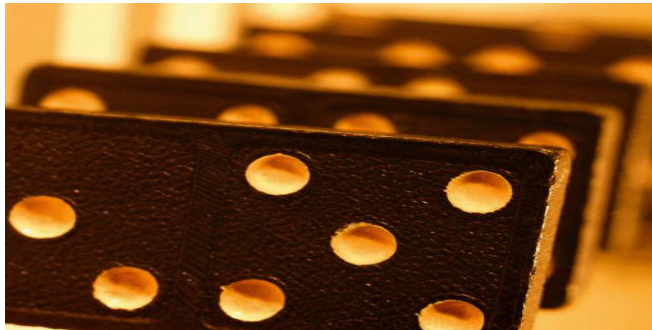
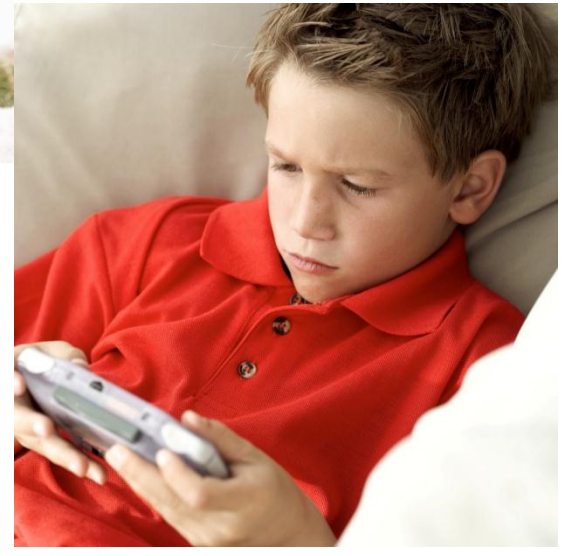
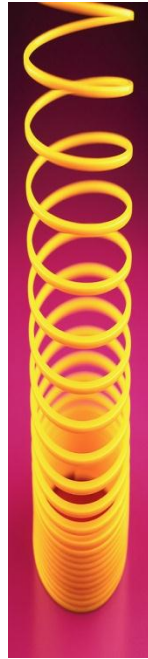


# MATERIALS (PROMPTS)





# CHOICES & REINFORCEMENT





# PEER SUPPORT





# I DON'T WANNA GO!



**“Difficulty with transitions can significantly limit A students ability to independently complete activities across environments throughout the school day.”**

Banda, Grimmert, Hart (2008).





# TRANSITION

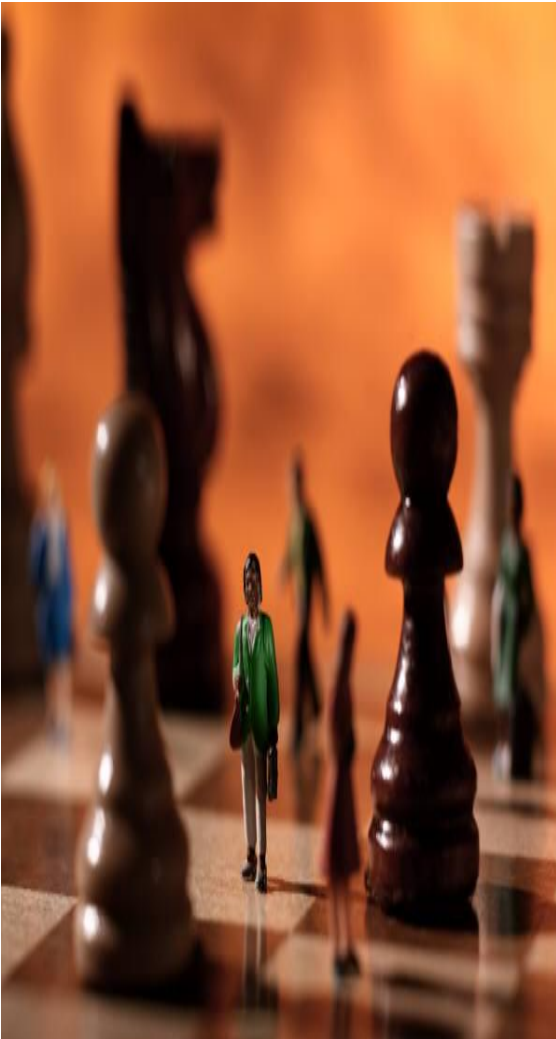


**All Transitions Must Be Planned .**

- **Activity To Activity**
- **Environment To Environment**

**Where/What Are Staff Doing?**

- **Prepare Student For Change**
- **Prepare Environment for Change**





# WHY?

## Prepare the Environment for Change

### Students

- Children may lack skills to transition independently.
- May have difficulty ending a preferred activity
- Transitions are usually times of unpredictability

Kern, Vondran(2000).






### Teachers/Staff

- Tasks may need to happen simultaneously
- Increased opportunities for challenging behaviors to occur

Doyle(1986).

Bender, Mathes(1995).

## Fill in your own Stress Scale

Level	Person, place or thing	Makes me feel like this:
5		This could make me lose control!!!! 
4		This can really upset me. 
3		This can make me feel nervous. 
2		This sometimes bothers me. 
1		This never bothers me. 

## Calm Down



Sit on chair



Feet on floor



Fold hands



Take 3 deep breaths



Count to 10



Good work



Planned interventions to the **Environment** and considerations for expected **Transitions** within the environment promotes success for students with autism.

- Engagement
- Independence
- Initiation and Response
- Generalization
- Decreases Challenging Behavior

Olive(2004).



# The **BIG** Picture Transitions



- Grade to Grade
- School to School
- School to Community

- Do you have a written school plan for major transitions?
- Does the plan consider individualized students' needs for success?
- What environment supports are used in your school building?
- Do all teachers and staff encourage students to use these school wide supports?
- How is school staff trained for these specific needs?



## Transition Plan to 3<sup>rd</sup> Grade “Student’s Name”

- Team will meet to decide which 3<sup>rd</sup> grade teacher “student” should have.
- Pictures will be taken of the teacher and classroom.
- A social narrative will be written to explain the transition to a new 3<sup>rd</sup> grade teacher.
- Beginning the first week in May, “student” will visit his new 3<sup>rd</sup> Grade classroom once a week.
- “Student” will be videotaped walking from current classroom to his new 3<sup>rd</sup> grade classroom. This will be played for “student” before he walks to his new classroom.
- “I am Working for” card will be sent with “student” to classroom. Upon completion of card (after visit to 3<sup>rd</sup> grade) “student” will get his preferred activity.
- Video will be sent home on a USB drive to be downloaded on his home computer to be able to access it over the summer. Social Narrative will also be sent home.
- “Student’s” parents will be notified of the transition plan during IEP meeting in April.





# ENVIRONMENT ...WHAT TO CONSIDER?






## VISUAL SUPPORTS




Visual supports are any tool presented visually that supports an individual. Visual Supports can be used as he or she moves through the day.




- Pictures
- Written words
- Objects within the environment
- Design of the environment
- Visual Rules/Boundaries


# Today at School

Date: \_\_\_\_\_

<p>calendar</p> 	<p>art</p> 	<p>centres</p> 
---	--	--

<p>music</p> 	<p>gym</p> 	<p>story</p> 
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<p>I ate my snack</p> 		<p>I went to the bathroom</p> 	
			















 Important news:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20





















yes

no



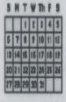







I want...




<p>pencil</p> 	<p>crayons</p> 	<p>glue</p> 	<p>scissors</p> 	<p>bathroom</p> 			
							
orange	black	yellow	green	red	blue	brown	purple

# What is my job?


<p>line leader</p> 		<p>paper passer</p> 	
<p>trash man</p> 		<p>light helper</p> 	
<p>messenger</p> 		<p>basket holder</p> 	
<p>song chooser</p> 		<p>paper gatherer</p> 	
<p>weather man</p> 		<p>table wiper</p> 	

### Morning Group

Today 	is —		
The month 	is —		
The date 	is —		
The year 200_	is —		
The weather 	is —		

	went →	to	
	went →	with	
	had	a	

Being angry  
at a friend



What are the rules?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_




# USE YOUR WORDS

If Jonathan hits others

A simple line drawing showing one person on the left reaching out with their right hand to touch or hit the arm of another person on the right.


no one knows what he wants.

A line drawing of a person with a wide-eyed, questioning expression and their hands held out to the sides, palms up.

If Jonathan says, "I want to be alone."

A line drawing of two people. The person on the left has their mouth open as if speaking, with three curved lines indicating sound or breath directed towards the person on the right.


people understand

A line drawing of a person's head and shoulders, with their right hand raised and index finger pointing upwards.

that Jonathan wants to be alone.

A line drawing of two people. The person on the left is gesturing with their right hand towards the person on the right.

The rule is:  
USE YOUR WORDS!

A line drawing of a hand with the index finger pointing up, and a small ribbon tied around the tip of the finger.

I need to Keep My Hands To Myself

When I feel upset, I sometimes put my hands on other people.



When I put my hands on other people, I need to stop.



I need to keep my hands to myself.



I can take 5 big breaths. This will help me to stay calm.



My teacher is happy when I keep my hands to myself.





# Highlighting Text

**2 Presidential Succession and the Vice Presidency**

**Find Out!**

- What are the constitutional provisions for succession to the presidency?
- How is presidential disability determined and dealt with?
- What is the status of the vice presidency, in history and today?

**Presidential Succession**

- 1 Vice President
- 2 Speaker of the House
- 3 President pro tempore of the Senate
- 4 Secretary of State
- 5 Secretary of the Treasury
- 6 Secretary of Defense
- 7 Attorney General
- 8 Secretary of the Interior
- 9 Secretary of Agriculture
- 10 Secretary of Commerce
- 11 Secretary of Labor
- 12 Secretary of Health and Human Services
- 13 Secretary of Housing and Urban Development
- 14 Secretary of Transportation
- 15 Secretary of Energy
- 16 Secretary of Education
- 17 Secretary of Veterans Affairs

Consider these facts: Forty-five men have served in the vice presidency. Nine of them, one in five, became President by succession. Altogether, 14 Vice Presidents, none one in five, reached the White House—most during the Bush. Indeed, five of our last six Vice Presidents have served at some point in their own presidencies.

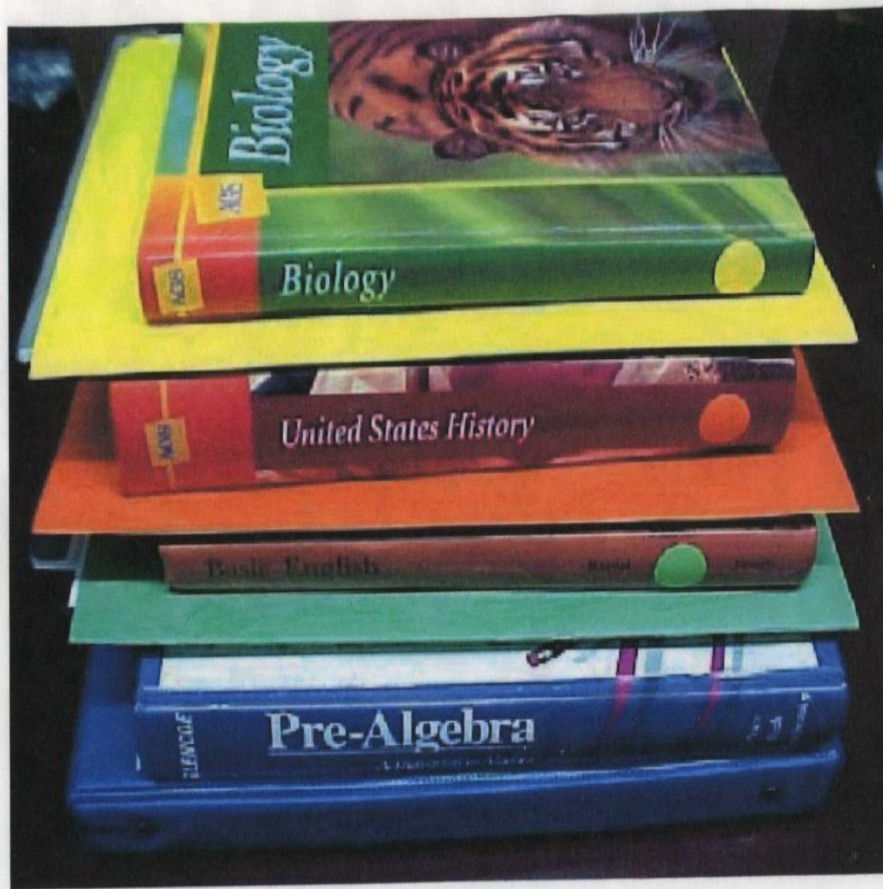
It tells a very significant story—the history of the vice presidency.

in 1841, had been that should the office become vacant, the Vice President succeeded to it. That informal precedent became a part of the written Constitution with the adoption of the 25th Amendment in 1967. Section 1 of the present amendment provides:

“In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.”

Congress fixes the order of succession following the Vice President. The present law on the matter is the Presidential Succession Act of 1947.

**Highlighter Tape**



Colored-coded books and folders to help organize a middle school or high school student.





# Other Strategies for Visual Support

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- **Video Modeling**
- **Social Stories**
- **Assistive Technology**
- **Picture Exchange Communication System (PECS)**





# Environment supports... **WHAT TO CONSIDER?**

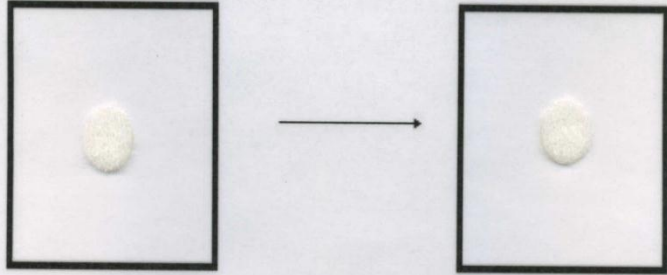
## **STRUCTURED WORK SYSTEM**

TEACCH(Treatment and Education of Autistic and related Communication handicapped CHildren).


- **Provides visual support**
- **Aims to increase the students' independence**
- **Decreases need for teacher correction/reprimand.**

First	I will
Then	I will
	<p>finished</p> 


FIRST → THEN



story time



Gummi Bears



# How Does the Work System Support a Student?

A work system visually communicates at least four pieces of information to the learner:

- **What work?**
- **How much work?**
- **Am I finished?**
- **What next?**







# STUDENTS NEED TO KNOW EXPECTATIONS....



**ALL AGES; & ACROSS ALL ENVIRONMENTS**





**“Activity schedules provide predictability throughout the student’s day and allow a student to anticipate changes in the daily routine.”**

**Banda, Grimmert, and Hart (2009).**

# Daily Schedule



**Ready to work**

take out pencil

take out crayons

take out scissors

take out glue

## Schedule for the day

Date: \_\_\_\_\_

**Arrival:** Come in front door. Walk to classroom. Sit quietly at desk.  
Hang up coat. Put away backpack.



Morning:



After Recess:



After Lunch:

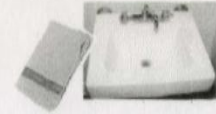


Going Home:



# Morning Schedule

1. **Wash face.**



2. **Brush teeth.**



3. **Comb hair.**



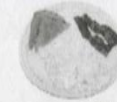
4. **Put on deodorant.**



5. **Get dressed.**



6. **Eat breakfast.**



7. **Get back pack and coat.**



8. **Wait for bus.**








calendar 


reading class 

math class 

library 

computer 

writing 

lunch time 

# ACTIVITY SCHEDULES:

## Where do I start?

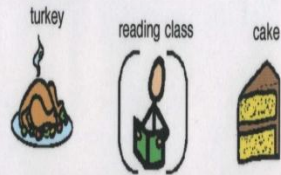
- Identify/Define Transition Target
- Collect Baseline Data
- Choose Schedule Type  
(Activity-Activity/within Activity)
- Choose Mode of Presentation
- Choose Medium
- Choose Location
- Train to Student to Use

In the kitchen the pilgrims ate turkey for dinner.  
dinner.

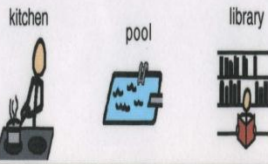
Who?



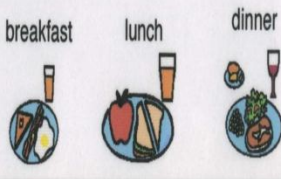
What?



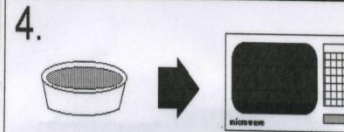
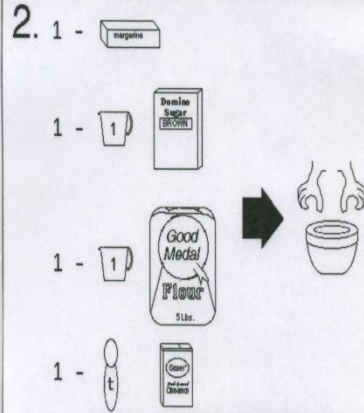
Where?



When?



## Applesauce Crunch





**Let's  
REVIEW**





# DO YOUR PLANS INCLUDE...

## Some Basic Environment Supports?

<b>All Environments Provide Visual Supports</b>	<b>All Environments Provide Structure/Clarify Student Expectations</b>	<b>All Environments Include Supports To Incorporate Peer Involvement</b>	<b>All Environments Include Positive Behavior Support Systems</b>
<b>Posted Expectations Individual Schedules Activity Schedules Class Schedules Social Stories Video/Modeling Assistive Technology</b>	<b>Labeled Supplies Organized Timers Material Supports Shared Access</b>	<b>Age Appropriate Conversation Interaction Participation Play</b>	<b>Student Preference Age Appropriate High Interest Planned Reinforcement</b>



**Take a moment to consider?**



## **LAB ACTIVITY**

**(15 minute activity/5m-team-share results)**



## LAQI KEY AREA:ENVIRONMENT CHECKLIST

- Evidence of classroom behavior expectations is visible in the classroom.
- Students perform behaviorally as directed OR can explain what they have done incorrectly.
- The environment is arranged to allow students to access shared classroom materials and supplies\* independently.
- Each student's immediate environment is arranged to allow access to their individualized materials
- ACCESS to individualized materials in ALL settings
- Visual supports are observed in the classroom
- Students use individualized visual supports in the classroom independently .





# LASARD MODEL SCHOOL

*Louisiana Autism Spectrum and  
Related Disabilities Project  
(LASARD)*

KEY AREA: **ENVIRONMENT**

MODEL SCHOOL SITE: North Desoto  
Elementary 3-5

CONTACT INFO: P.O. Box 410 Stonewall,  
La.71078 318-925-1610

CONTACT PERSON:

[bridgette.crooks@desotopsb.com](mailto:bridgette.crooks@desotopsb.com)



# REFERENCES

Franzone, E. (2009). Overview of naturalistic Intervention. Madison, WI: National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin.

Neitzel, J. (2008). Overview of peer-mediated instruction and intervention for children and youth with autism spectrum disorders. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

Hume, K. (2008). *Overview of visual supports*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

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Olive, M. L. (2004) Transitioning Children Between Activities: Effective Strategies for Decreasing Challenging Behavior. *Beyond Behavior*, Fall 2004.

Banda, Grimmert, & Hart. (2004). Activity Schedules: Helping Children with Autism Spectrum Disorders in General Education Classrooms Manage Transition Issues. *Teaching Exceptional Children*, Volume 41(4) pp 16-21.

<http://www.TEACCH.com>

<http://www.hcd.lsuhsu.edu>. Louisiana State University-Health Sciences Center/LASARD.

<http://autismpdc.fpg.unc.edu> –National Professional Development Center on Autism Spectrum Disorders.

