



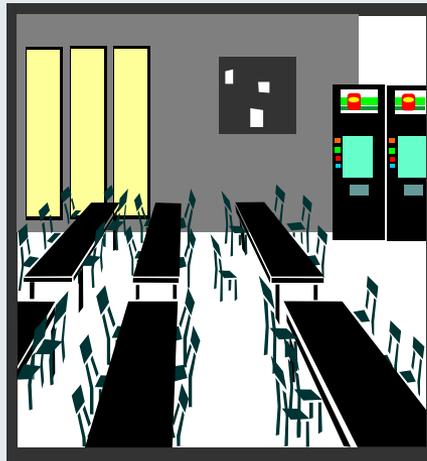
Success at Recess and Other Unstructured Times

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LSUHSC Human Development Center
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Unstructured times are...



Times where there are no specific instructions to follow or tasks to complete.





What are unstructured times during the school day?



- Recess
- Lunchtime
- Bus and car line
- Moving from class to class, activity to activity
- Going to the locker
- Classroom parties
- Bus ride
- Bathroom break
- Free time when work is completed



We all experience unstructured times on our daily life!



Most people are unaware of the amount of time spent engaging in unstructured activities, which are primarily made up of TRANSITIONS, such as waiting in line and moving from one activity to another.

Can you think of some examples of unstructured times during your daily routines?

What does the research say?



About inclusive practices:

Every student should be included as an active member of school community with regular opportunities to interact with peers in a variety of settings, activities, and school-wide routines. Opportunities to educate, collaborate with, and learn from peers and multiple staff provides options for active participation.



LAQI 9: Students participate with their typical peers in classroom/school-wide routines, such as pledge of Allegiance, recess, library, eating in lunchroom, having/using locker, and performing jobs and errands.

LAQI 10: Students participate with their typical peers in school wide activities, including assemblies, fieldtrips, plays, extracurricular activities, and school-wide positive behavior support activities.

What does the research say?



About the environment...

If designed effectively, the environment can help the student understand expectations, minimize disruptive behaviors, handle transitions, and increase independence.

LAQI 16: Evidence of behavior expectations are visible .

- In highly visual locations for all learners
- Presented in variety of formats easily understood by all students (written, pictorial, etc.)
- Includes all settings (general, special, and open access)

LAQI 17: Visual supports are observed.

LAQI 24: Students use individualized visual supports independently or with least restrictive supports.



What does the research say?

About communication...

Communication skills should be taught across settings and with a variety of peers and adults to promote generalization and maintenance. Students with ASD and related disabilities should have multiple opportunities to communicate in natural settings.

Peers and adults should have consistent responses to students' communicative attempts.



LAQI 40: Students have the opportunity to communicate in natural settings with more than 1 person.

LAQI 41: Instructional documentation includes plan for social inclusion to access multiple settings to increase opportunity to communicate with peers.

LAQI 49-50: Staff and peers foster students' communicative attempts by responding consistently, with regard to purpose or motivation, and at the students' communicative level.

What does the research say?



About social interaction...

Social interaction skills must be addressed systematically with typical peers in multiple context.



LAQI 60: Specific social skill goals are identified on student IEPs for intervention (linked to peer interactions rather than compliant behavior).

LAQI 62: Social skill instructional plans include peer supported strategies.

LAQI 63, 66: Social skill instruction is observed and implemented in natural settings.

LAQI 65: School routines for students include unstructured opportunities for social interaction with typical peers in social and academic contexts.



Challenges of unstructured times for the student with ASD

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Navigating through periods of less structure require:

- Sequencing skills
- Some understanding of the “hidden curriculum”
- Making responsible choices
- Ability to generalize
- Understand consequences of actions
- Flexibility
- Coping with change

Less structured time generally involves less supervision and may result in

- Retreating into socially unacceptable special interest and/or repetitive behaviors in an attempt to inject some structure
- Teasing and/or bullying
- Isolation from peers



Students with ASD are at their best when...

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- There are concrete, specific rules to follow.
- Clear expectations are defined.
- Multiple opportunities have been provided to practice and rehearse choice-making and social interaction skills (which must be taught explicitly).
- Channels for involving special interests are provided.
 - ✦ Example: If Ben is fascinated with pencil sharpeners, he could be given the job of sharpening classmates' pencils during arrival time in order to have something to do, be focused on an activity, and have a reason to interact with peers.

Disabilities and Friendships



- Studies have concluded:
 - Individuals with ASD experience more loneliness than nondisabled peers. Bauminger & Kasari (2000)
 - Students with ASD would like more satisfying social peer interactions, but do not know how to do so. Bauminger, Shulman, & Agam (2003)



First step: Identify the need

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To determine areas of the school day where the student has trouble managing unstructured time, we must...



Do a little detective work!

- Make chart of student's day divided up by time or class schedule and settings, including hallway before class, recess, gym, lunch, etc.
- Plot targeted behaviors on a chart to determine when, where, how often, under what circumstances these behaviors occur.
- Conduct interviews with teachers, staff, family, and student to get a clear picture of the student in a variety of settings.
- Involve the student in decision-making, directly or indirectly, using a variety of methods and tools.
- Have someone take notes regarding environment and how student engages in the environment.
- Conduct a team meeting to review collected information and develop plan.
- Decide who will be accountable for teaching specific skills, strategy, and in what settings.

Tool: Ecological Inventory

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- Not one standard form that should be used for every ecological inventory.
- Select the format that best meets the need of the student and the environment/sub environment/activity/ skill.
- Can be performed as a team or through other strategies, such as videotaping.



Benefits of Using the Ecological Approach

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- Determine expectations in the natural environment.
- Determine critical skills needed in current and future environments.
- Emphasis a person-centered team approach.
- Promote instruction in natural environments.
- Promote the generalization of skills within and across environments.

Example of ecological inventory during unstructured time



Ecological Inventory

Student:	<i>Jane Doe</i>	Date:	<i>Sept. 15, 2003</i>
Teacher:	<i>Mr. Johnson</i>	Environment:	<i>School snack bar</i>

Activity Inventory	Skill Inventory	Discrepancies	Instructional Strategies/ Adaptations
Planned Activity: <i>Purchasing snack</i>			
Steps:			
1. Gather items (\$, wallet, purse)	-	Got purse, but not wallet	Teach skill
2. Go from class to snack bar	-	Turned down wrong hall	Use electric wheelchair with adapted switch, teach school layout
3. Wait in line appropriately	+		
4. Scan snack items	-	Needed prompting to scan shelves	Preselect items in class, teach locating skills
5. Request desired item	-	Needed point prompt	Voice output device with pictures
6. Hand money to student worker	-	Needed physical prompt	Use precounted \$ placed in envelope
7. Wait/receive change	-	Needed physical prompt	Teach skill
8. Wait/receive item	+		
9. Say "thanks"	-	Needed point prompt	Voice output device with pictures
10. Go back to class	-	Turned down wrong	Use electric wheelchair with

Tool: Social Skill Assessments



Skills are learned in a sequence.

- ❖ For example: Before learning how to sustain a conversation, a student must know how to greet someone, or initiate a conversation.



We need to know what foundation skills the student may be missing before deciding what new skills to teach.

TRIAD Social Skill Assessment



1	2	3	4
Not very well			Very well

How well does this child...

- | | | | | |
|---|---|---|---|---|
| 20) Join a group of children who are already playing? | 1 | 2 | 3 | 4 |
| 21) Ask others in a direct manner for something he/she wants? | 1 | 2 | 3 | 4 |
| 22) Ask others for help when he/she needs it? | 1 | 2 | 3 | 4 |
| 23) Start conversations with others? | 1 | 2 | 3 | 4 |
| 24) Get the attention of others before talking to them? | 1 | 2 | 3 | 4 |
| 25) Offer to assist others when they need help? | 1 | 2 | 3 | 4 |
| 26) Offer comfort to others when they are upset or hurt? | 1 | 2 | 3 | 4 |

What can be learned from a social skill assessment?



Social interaction	One student acknowledging another using verbal or nonverbal communicative behaviors
Conversation initiations	New comments preceded by at least 5 seconds without an interaction or reflecting a change in conversation topic
Interaction partners	People with whom the student is interaction, such as peers, teachers, paraeducators, etc.
Peers contacted	Number of different peers involved in social contacts
Peer proximity	Sitting directly next to or within 3 feet of a classmate
Social contacts	Interactions with peers without disabilities within the context of an activity lasting x minutes or longer

The Need for Facilitation

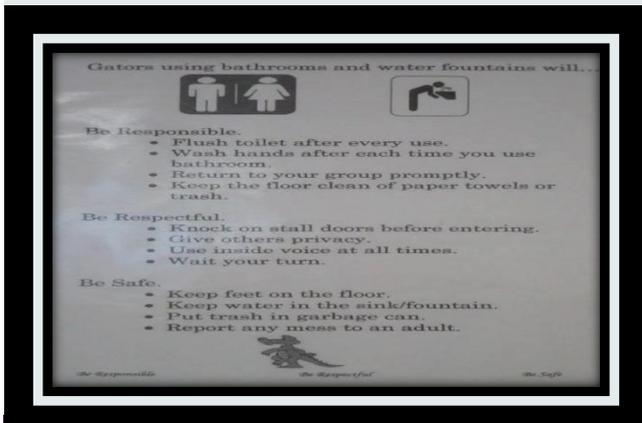
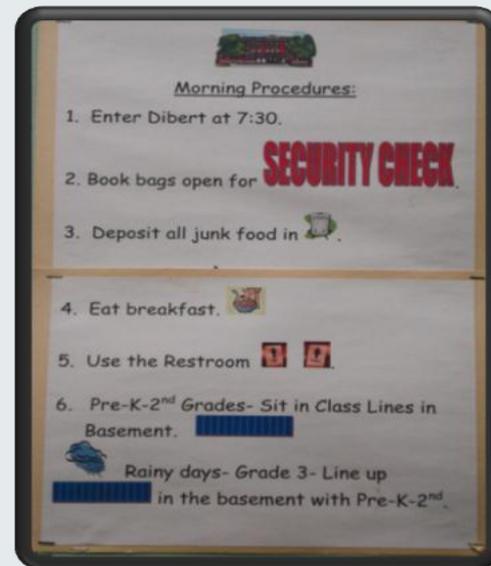


- Students with ASD need specific, systematic instruction on the attainment of social interaction skills and the performance of these skills.
- Opportunities for instruction and interaction need to be planned for and encouraged.



Bellini & Hopf (2007) & Wang & Spillane (2009)

Visual supports help the student see that an end is coming and that it will be time to make a change.



Social Narratives

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written not to change behavior, but to facilitate the understanding of social situations and the perspectives of others.



Gray (2004)



- Picture/Set the goal: Share accurate social information; Create narrative(in first person) of social situation; describe rather than direct.
- Begin with the students' perspective of situation and expand. Give choices and show positive outcomes.
- Use 2-5 descriptive, perspective statements for each directive statement.
- Use language and communication relevant to student.
- Read frequently(3-5xdaily)and “PREP” prior to target situation.



Sample Social Narrative

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Billy's Snack Book

When I am at school, we take a break called snack time. At snack time all of the kids usually go outside. I usually go outside too! There are lots of kids outside at snack time. Some of the kids are standing. Some of the kids are sitting, but they are talking to each other. The kids like to talk to each other at snack time. I will try to talk to the other kids too!

There are many things I can talk to the other kids about. I can ask them what kinds of things they like to do after school, or I can talk about what Disney movies I like.

The kids will like me if I talk to them. They will want to be my friend!

Adapted from Scattone, Tingstrom, & Wilczynski (2006)



Video Modeling

Video modeling is a mode of teaching that uses video recording and display equipment to provide a visual model of the targeted behavior or skill. Types of video modeling include basic video modeling, video self-modeling, point-of-view video modeling, and video prompting.



Video Modeling

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- Involves a child watching videotapes of positive examples of adults, peers, or him- or herself engaging in a behavior that is being taught.
- Can refer to interventions that use the self as model (video self-modeling, or VSM) and interventions that use another as model (e.g., peer or adult).
- May be created for a wide array of skills (e.g., social, communication, functional) and in a variety of settings (e.g., home, school, community).



Delano, M. (2007). Video Modeling Interventions or Individuals with Autism. *Remedial and Special Education*, 28(1), 33-42.

Benefits of Video Modeling



- Promotes acquisition of new skills
- Enhances skill performance (increases fluency and decreases anxiety)
- May be combined with other strategies
- Allows for the use of natural supports and prompt fading
- Increases self-confidence through viewing of successful interactions
- Promotes self awareness

Steps for Video Modeling

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Step 1. Target a behavior for teaching.

Step 2. Have the correct equipment.

Step 3. Plan for the video recording.

Step 4. Collect baseline data.

Step 5. Make the video.

Step 6. Arrange the environment for watching the video.

Step 7. Show the video.

Step 8. Monitor progress.

Step 9. Troubleshoot if the student is not making progress.

Step 10. Fade the video and prompting.



Peer Mediated Instruction and Intervention

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Peer-Mediated Instruction and Intervention is an evidence-based strategy in which students take an instructional role with classmates or other students.

Key points:

- students act as instructors
- social skills and academics are emphasized
- students work in pairs or groups
- teachers train peer tutors
- teachers facilitate and monitor progress

Action Step 1

State the target Key Area: **Social Interaction**

Describe the issue that supports the need for team action in this area:

We continue to have students who have inappropriate interactions in the classroom/specials/open access areas.

State the objective to be addressed in the action plan related to this key area: **For children with social interaction deficits to communicate appropriately (with peer mediation instruction when needed) at recess.**

Baseline data collection strategy: **Social Interactions checklist (see attached).**

Progress monitoring strategy: **Social Interactions checklist (see attached). Review weekly. Adjust plan as needed based on data.**

Action Plan: State the strategies and activities to be implemented that support the objectives.

Evidence-based Strategy: **Peer Mediation Interventions/Video Modeling**

Tasks/ Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>(Time/ people/ materials)</i>	Timeline <i>By when? (Day/Month)</i>
<ol style="list-style-type: none"> 1. Select Target Students (B, K, D, A, I, H, S, and N) 2. Select peer buddies. 3. Get parental permission for PMI for target students and peers. 4. Train Peers. 5. Collect baseline data. 6. Two week period of controlled environment with adult supervision. (i.e.-recess in activity room with just peers and peer buddies.) Support will be provided on an as needed basis utilizing direct instruction, video modeling, role playing, etc. 7. Implement in open access area. Adult support as needed and faded. 8. Collect data. Review data weekly. Adjust plan and interventions as needed based on data. 	<p style="text-align: center;">LASARD TEAM</p> <p>Administrator, Paraeducator, Related Service (SLPs & OT), Special Ed Teachers, General Ed Teacher, and Family</p>	<p style="text-align: center;">Recess, Target students and peers, activity room, materials for activities as needed</p>	<ol style="list-style-type: none"> 1. 10/1/12 2. 10/5/12 3. 10/9/12 4. 10/17/12 5. 10/19/12 6. 11/02/12- 11/16/12 7. 11/19/12 8. 11/19/12- skills maintained and generalized

- **Self-Management**
 - ✦ Self-management interventions help students learn to independently regulate their own behaviors and act appropriately in a variety of home, school, and community-based situations.
- **Functional Communication Training**
 - ✦ FCT is a systematic practice to replace inappropriate behavior or subtle communicative acts with more appropriate and effective communicative behaviors or skills
- **Social Skills Groups**
 - ✦ Social skills groups are used to teach ways to appropriately interact with typically developing peers.



Next Steps for Your Practice



- **Assess the needs of your student or child.**
 - Ask: What skills does he need to manage during less structured times?
- **Determine an instructional plan.**
 - Ask: What evidence-based practices and/or instructional strategies do I need to implement?
- **Find opportunities.**
 - Ask: What are the interests of the student? Is there a time of day or certain period of unstructured time that I can embed shared interests with peers, such as Anime Club, 4-H, or recess?

Next Steps for Your Practice



- **Implement the intervention.**
 - Ask: How will I know if this is working? What evidence should I look for and measure?
- **Generalize the skills of the student or child.**
 - Ask: Can he navigate through unstructured times with multiple people in different settings and contexts? Can elements be transferred to other settings?
- **Monitor progress.**
 - Ask: Is he successful with less and less structure over time? Does he better understand the hidden curriculum of what is expected in less structured environments, such as being courteous by sharing a ball at recess? Does a different strategy need to be implemented?

SAVE THE DATE!

**LASARD Winter Institute
February 26, 2013**

**LIFE IS A HIGHWAY:
TRAVELING THROUGH TRANSITION**



Region 8 Service Ctr
Monroe, LA



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