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

p. 116

HOW DOES OUR ENVIRONMENT AFFECT OUR PERFORMANCE?
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
MATERIALS
(PROMPTS)
CHOICES & REINFORCEMENT
PEER SUPPORT
“Difficulty with transitions can significantly limit a student’s ability to independently complete activities across environments throughout the school day.”

All Transitions Must Be Planned.

- Activity To Activity
- Environment To Environment

Where/What Are Staff Doing?

- Prepare Student For Change
- Prepare Environment for Change
Students

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


Teachers/Staff

- Tasks may need to happen simultaneously
  - Doyle (1986).
- Increased opportunities for challenging behaviors to occur
  - Bender, Mathes (1995).
Fill in your own Stress Scale

<table>
<thead>
<tr>
<th>Level</th>
<th>Person, place or thing</th>
<th>Makes me feel like this:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td>This could make me lose control!!!!</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>This can really upset me.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>This can make me feel nervous.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>This sometimes bothers me.</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>This never bothers me.</td>
</tr>
</tbody>
</table>

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

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 3rd Grade
“Student’s Name”

- Team will meet to decide which 3rd 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 3rd grade teacher.
- Beginning the first week in May, “student” will visit his new 3rd Grade classroom once a week.
- “Student” will be videotaped walking from current classroom to his new 3rd 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 3rd 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.
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
Morning Group

Today and is

The month is

The date is

The year is

The weather is

Being angry at a friend

What are the rules?

1. 

2. 

3. 

went to with had a
USE YOUR WORDS

If Jonathan hits others
no one knows what he wants.

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

that Jonathan wants to be alone.

The rule is:
USE YOUR WORDS!

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:
1. What are the constitutional provisions for succession to the presidency?
2. How is presidential disability determined and dealt with?
3. What is the status of the vice presidency in history and today?

Consider these facts: Forty-one men have served in the vice presidency. Nine of them, one in five, became President by succession. The last one to reach the White House was in 1994. Indeed, five of our last presidents came to office at some point in their life.

In 1841, it had been that despite his career in politics, the Vice President succeeded to the office of President. This informal arrangement became part of the unwritten Constitution with the adoption of the 25th Amendment in 1967. Section 1 of the amendment provides:

Colored-coded books and folders to help organize a middle school or high school student.
Other Strategies for Visual Support

- 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

FIRST → THEN

finished

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.”

Daily Schedule

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.
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.

Who?
- girl
- baker
- pilgrims

What?
- turkey
- reading class
- cake

Where?
- kitchen
- pool
- library

When?
- breakfast
- lunch
- dinner

Applesauce Crunch

1. 1 -
   - Stir
   - Heat

2. 1 -
   - 1 cup sugar
   - 1 cup flour

3. 1 -
   - 1 egg

4. 1 -
   - Bake a pie
   - Use a timer
Let’s REVIEW
<table>
<thead>
<tr>
<th>All Environments Provide Visual Supports</th>
<th>All Environments Provide Structure/Clarify Student Expectations</th>
<th>All Environments Include Supports To Incorporate Peer Involvement</th>
<th>All Environments Include Positive Behavior Support Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posted Expectations</td>
<td>Labeled Supplies</td>
<td>Age Appropriate</td>
<td>Student Preference</td>
</tr>
<tr>
<td>Individual Schedules</td>
<td>Organized Timers</td>
<td>Conversation</td>
<td>Age Appropriate</td>
</tr>
<tr>
<td>Activity Schedules</td>
<td>Material Supports</td>
<td>Interaction</td>
<td>High Interest</td>
</tr>
<tr>
<td>Class Schedules</td>
<td>Shared Access</td>
<td>Participation</td>
<td>Planned Reinforcement</td>
</tr>
<tr>
<td>Social Stories</td>
<td></td>
<td>Play</td>
<td></td>
</tr>
<tr>
<td>Video/Modeling</td>
<td></td>
<td></td>
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<tr>
<td>Assistive Technology</td>
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</tbody>
</table>
Take a moment to consider?

LAB ACTIVITY
(15 minute activity/5m-team-share results)
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
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CONTACT PERSON: bridgette.crooks@desotopsb.com


http:www.TEACCH.com
http:www.hcd.lsuhs.edu. Louisiana State University-Health Sciences Center/LASARD.