

Overview of STAR

- Definition of Instructional Strategies

Discrete trial training (DT)

Pivotal response training (PRT)

Functional routines instruction (FR)

Overview of STAR Curriculum Areas

- Expressive Language
- Receptive Language
- Spontaneous Language
- Functional Routines
- Preacademic and Academic Concepts
- Play and Social Interaction Skills

Curriculum Area Color Coding System of STAR

- **Orange**- Receptive Language Concepts
- **Green** – Expressive Language Concepts
- **Dark Blue** – Spontaneous Language Concepts (PRT)
- **Light Blue** – Functional Routines
- **Yellow** – Preacademic Concepts
- **Purple** – Play and Social Interaction Skills

Organizing programs in Crate



THE STAR PROGRAM

Strategies for Teaching Based on Autism Research

Discrete Trial Training Procedural Guidelines

(Portions of this information were taken from the STAR Program Manual, published by Pro-Ed, Austin, TX (Arick, Loos, Falco and Krug, 2004) and are not to be copied without the authors' permission. This handout is to be accompanied with a live training. It is not intended to be a stand-alone document.)

STAR Autism Workshop Handout

The 10 Components of DT

1. Identify appropriate program(s) for the child's current level
2. Review the elements of the written discrete trial program
3. Apply the basic discrete trial teaching paradigm
4. Identify and use appropriate reinforcers to motivate the child
5. Use appropriate prompting/shaping/fading techniques when teaching new skills

The 10 Components of DT (con.)

6. Use the DT Intro procedures to introduce each new skill
7. Work on appropriate behavior while teaching
8. Collect data to monitor progress on each step of a program
9. Use the Pass/revise criteria to determine which step to be teaching
10. Generalize each new skill learned into the natural environment

Discrete trial training (DT)

Skills are taught in a logical sequence building on previously learned skills. Concepts taught are identified, then broken down into specific elements for instruction. Each session consists of a series of discrete trials, using a four-step sequence:

(a) instructional cue, (b) child response,
(c) consequence and (d) pause.

ABA Instructional Sequence

1. Instructional Cue
2. Student Response
3. Consequence
(generally a
reinforcer)
4. Pause (inter-trial
interval)

This teaching sequence is used with a curriculum that has scope and sequence with developmental levels of functional skills.

Typical DT Trial

(Correct Response Trial)

1. Cue – “Do X”
2. Response – Student does correct response
3. Prompt – None needed
4. Consequence – Reinforcer (primary + verbal praise)

Discrete Trial training (DT)

Strategy	Cue	Response	Consequence	Pause
Application	Teacher provides instructional cue	Student responds	Teacher praises and gives child a positive reinforcer	There is a pause

Discrete Trial training (DT)

Strategy	Cue	Response	Consequence	Pause
Example	Teacher says, "Do this" and rings the bell	Student rings bell	Teacher says "Ringing bell," praises student and gives student a reinforcer	Student uses R + and teacher pauses before next cue

Data Collection

+ = Correct Response

Correct Response Trials

Ring Bell	+	+	+			3 in a row-Move on
Ring Bell w/ distracter						

DT Scenarios

- Correct Response:

Reinforce Student

In general...

3 in a row correct? Then move on to next step following program plan.

- Incorrect Response:

Use Error Correction Procedure

Error and Correction Procedure Trial Example

1. Cue – “Do X”
2. Response – Nothing, or incorrect response
*****Use Error Correction Procedure*****
3. Prompt – a) Represent Cue
(b) Teacher prompts correct response
4. Consequence – Reinforce with social praise only
(No tangible reinforcer given unless needed to maintain responding)

If the student makes an error....

(Error Correction Procedure)

- Stop and restart trial
- Repeat cue
- Prompt with just enough assistance to get correct response
- R+ with social praise only or very little reinforcer, (not the big R+)
- Repeat trial (with big R+ available)

General Reinforcement Procedure

For a Correct Response

1:1 Tangible reward or token (BIG R+ for this student)
and 1:1 social praise

For a Prompted Response

1:1 Social praise and (only if needed with this student)
1:1 little reward (not big R+)

Data Collection

- + = Correct Response
- ~~0~~ = Needed extra prompt (more than instructional cue to respond correctly)
- 0 = Did not respond or incorrect response (even though a prompt was attempted)

Correct Response Trials

Ring Bell	+	+	+			
Ring Bell w/ distracter	+					

Incorrect Trial

Ring Bell	+	+	+			
Ring Bell w/ distracter	+	0 ←				Student makes error

Error Correction Procedure

Ring Bell	+	+	+			
Ring Bell w/distracter	+	∅				Always provide a correction procedure (/) after an error (0)

Next Trial After Prompted Trial

Ring Bell	+	+	+			
Ring Bell w/ distracter	+	∅	+	←		After prompted trial, keep position of items the same

If the student makes an error....

(Error Correction Procedure)

- Stop and restart trial.
- Repeat cue.
- Prompt with just enough assistance to get correct response.
- R+ with social praise only or very little reinforcer, (not the big R+)
- Repeat trial (with big R+ available)

DT Scenarios

- Correct Response Trial (Tangible R+ Available)
- Error/Correction Procedure Trial (verbal R+)

In general, if the student needs three error corrections in a row, use the...

- Reinforced Learning Procedure (add a prompt to the cue, provide a R+, and record prompt level on data sheet)

Example of Adding Prompt to the Cue (Reinforced Learning Procedure)

After 3 errors in a row

- Note change in prompt level on data sheet
- Give instructional cue
- Provide a slight prompt (or just enough of a prompt to get correct response) just following the cue.
- Reinforce with tangible and verbal reward
- When student gets 3/3 move back to “less or no” prompt.

Physical Prompting Levels

(Note these levels on data sheet)

- Tap Prompt (touching lightly to initiate or change direction of response)
- Partial Physical Prompt (more than a touch/tap, not a full physical prompt, student does some part of response by themselves)
- Full Physical Prompt (Student requires physical prompting throughout response)

Reinforced Learning Trials

Example Sequence

Ring Bell w/ D	+	∅	∅	∅		3 error corrections – go to Reinforced Learning Trial (RLT)
Ring Bell w/ D	+	+	+			RLT – Partial Physical Prompt.
Ring Bell w/ D	+	+	+			RLT – Tap Prompt
Ring Bell w/ D	+	+	+			No Prompt

Data Collection Tips

- Enter data while student is using/consuming reinforcer (pause)
- Try and remember 3 trials and enter the data for all three at one time
- Utilize good tempo – most important
- Criteria – The “Three in a row rule”
- Generalize skills by teaching the “when” and the “where” of the new concepts within daily routines.

DISCRETE TRIAL INTRO PROCEDURES (PROCEDURES FOR INTRODUCING NEW CONCEPTS)

A. USE THE FOLLOWING MODEL TO INTRODUCE ANY NEW CONCEPT THAT REQUIRES THE STUDENT TO DISCRIMINATE BETWEEN 2 OR MORE ITEMS THAT CAN BE DISPLAYED AS OBJECTS, PICTURES OR OTHER SUCH ITEMS AT THE SAME POINT IN TIME.

STEP	PRESENTAION OF STIMULI (where X, Y & Z – objects/concepts & D=distractor)	CRITERIA
1.	Present “X” only	3 consecutive correct
2.	Present “X” with “D” as a distractor (vary location of X and D)	3 consecutive correct
3.	Present “Y” only	3 consecutive correct
4.	Present “Y” with “D” as a distractor (vary location of Y and D)	3 consecutive correct
5.	Present “X and Y” TOGETHER but request the use of items randomly (vary location of X and Y)	2 consecutive correct on both X and Y for 2 days in a row
6.	Present “Z” only	3 consecutive correct
7.	Present “Z” with “D” as a distractor (vary location of Z and D)	3 consecutive correct
8.	Present “Z”, “X” and “Y” TOGETHER but request the use of items randomly (vary location of items)	3 consecutive correct on Z and 3 consecutive correct on the set of X and Y for 2 days.
9.	Continue adding one new item until at least 5 items are taught using steps 6-8. After 5 items are taught, continue to teach new items as directed in the program, rotating in the new items with old items into sets of 5.	Same as shown for steps 6-8.

DISCRETE TRIAL INTRO PROCEDURES (PROCEDURES FOR INTRODUCING NEW CONCEPTS)

- B. USE THE FOLLOWING MODEL TO INTRODUCE ANY NEW CONCEPT THAT REQUIRES THE STUDENT TO DISCRIMINATE BETWEEN 2 OR MORE CONCEPTS THAT CANNOT BE DISPLAYED/DEMONSTRATED AT THE SAME POINT IN TIME (student demonstrating expressive language concepts such as prepositions, actions etc.).

STEP	PRESENTATION OF STIMULI (where X, Y & Z = objects/concepts & D=distractor)	CRITERIA
1.	Present "X" only	3 consecutive correct
2.	Present "Y" only	3 consecutive correct
3.	Randomly Present "X or Y"	3 consecutive correct on both X and Y for 2 days in a row
4.	Present "Z" only	3 consecutive correct
5.	Randomly present "x" "Y" and "Z"	3 consecutive correct on Z and 3 consecutive correct on the set of X and Y for 2 days.
6.	Continue adding one new concept until at least 5 concepts are taught using steps 4-5 above. After 5 items are taught, continue to teach new items as directed in the program, rotating in the new items with old items into sets of 5.	Same as shown for steps 4-5.

Note: Steps taught to criteria at the end of a session, should be repeated the next sessions and criteria obtained again before moving on to the next step.

Intro Procedures used with Programs

- Programs that use objects or pictures generally use Intro Procedures with distracter steps (Section A)
- Programs that do not use objects or pictures use simple Intro Procedures (Section B)

Initial Level Receptive Language

Receptive Labels (“Give Me” Program)

- Receptive Labels teaches receptive language for nouns: child can “give” object requested from field of 5 objects
- Review and practice Receptive Labels of Objects
- Review Receptive Labels with Pictures

Initial Level Receptive Language

Receptive ID of Body Parts & One Step Commands

- Receptive ID of Body Parts expands on the non-verbal motor imitation program
- One Step Commands expands on the Non-Verbal Object Imitation Program

Initial Level Pre-Academic Programs:

- Use of the token board (begin to attempt when student has completed random rotation)
- Matching Colors
- Matching Shapes
- Coloring/Scribbling

Setting up your master schedule

- Know when specials are
- Know when service providers are going to see your students
- Know when student lunches/recesses will be
- Try to lay out your schedule in 30 minute increments
- Be sure to accept input from your paras. They are part of your team and together you can come up with good solutions!

Example of a master schedule

Time						
8:50 to 9:00	bus arrival	Tom	Nate	Steve, Stan	Fred, Joe	
9:00 to 9:10	sensory/duties	Tom	Steve	Stan, Nate	Fred, Joe	
9:10 to 9:35	morning meeting	Stan	Steve	Nate, Fred	Tom, Joe	
9:35 to 9:45	snack					
9:45 to 10:15	DT's/specials/seat work	Tom (DT)	Joe (specials)	Nate (DT) plus Stan	Fred (DT) plus Steve	
10:15 to 10:25	BREAK		Joe			
10:25 to 11:00		Steve (DT)	Nate, Fred game	Tom, Stan Math		Joe 10:30 to 11:00
11:00 to 11:15	Literacy Table/DT	Literacy Table	Joe (DT)	Literacy Table		Stan 11:00 to 11:45
11:15 to 11:30	Recess/DT	Recess	Joe (DT)	Recess		Stan 11:00 to 11:45
11:30 to 12:00		YOUR LUNCH	YOUR LUNCH	Fred, Steve, Tom lunch	Nate lunch/Stan game	Stan 11:00 to 11:45
12:00 to 12:30	Computers/Independent Work			YOUR LUNCH		
12:30 to 1:00	Play and Social				YOUR LUNCH	Joe 12:30 to 1:30
1:00 to 1:30	CENTERS					Joe 12:30 to 1:30
1:30 to 2:00	CENTERS					
2:00 to 2:30	specials/DT	Tom	Stan	2:15 take Fred outside on Kinder playground	Nate, Joe	Steve specials
2:30 to 3:00	Recess/Snack					
3:00 to 3:30	GROUP					
3:30 to 4:00	Jobs/Clean up/Bus					

Centers	read	Read Naturally	sensory	handwriting
1:00 to 1:15		Tom	Fred	Nate, Steve
1:15 to 1:30		Stan	Fred	Nate, Joe, Tom
1:30 to 1:45	Tom	Joe	Nate, Stan	Fred
1:45 to 2:00	Joe		Nate, Stan, Tom	Fred

Discrete Trials (DT's)

- Do not do DT's longer than 30 minutes in one setting.
- Make sure more than one person is comfortable working with each student.
- Have a quiet area to work in individually with the student.
- Have the student's penny board ready and have a work first then card available to write down what the student is working for.
- Have the student crate along with reinforcers that the student will work for.

Choosing student reinforcers

- Ask the student what they like to do
- Ask the parents/guardians what their child likes to do
- Introduce items to the child to see if they like it.
- Have 5-6 items in your reinforcer tub for each student

What to do with other students while you are doing DT's

- Since DT's are individual, other students can be doing one of the following:
 - Individual work (towers)
 - Group work
 - Play and social
 - Academic work
 - Sunshine kit
 - Centers
 - Computer

Sunshine Literacy Kit

- Encourages cooperative learning between students
- Encourages turn taking
- Helps students generalize skills learned in 1:1 settings
- Uses games and activities
- to engage students



Using Proactive Behavior Management During DT Sessions

- R+ student sitting in chair
- R+ student's hands in lap
- Present cue in timely manner
- Reinforce correct program response
- Reinforce frequently for sitting
- Reinforce frequently for hands in lap

Ideas For Decreasing Crying and Tantrum Behavior

- Find extremely motivating reinforcers
- Talk about the reinforcers
- End sessions with correct response sequence and good behavior
- Withdraw and ignore tantrum behavior
- Present a simple trial when tantrum stops
- Redirect with a series of simple trials from an easier program
- Conduct a Functional Behavioral Assessment

Safety Issues

- Teach the “Come Here” Program to teach the child to come instead of run away.
- Teach the “Receptive Actions on a Walk” Program to teach the child to walk beside the teacher while walking, to stop when asked and to wait.

Teaching Sharing and Waiting

- Allow time for student to enjoy reinforcer
- Use “My turn” or “your name turn” and hold out your hand
- May need physical prompt at first
- Place reinforcer in plain view, start right away, reinforce for correct response
- A timer can help with sharing issues
- Use token reinforcement system to teach delayed gratification

Proactive Behavior Tips for Level 2

- Continue to work on attending skills
- Lengthen sessions, up the ante
- Reduce physical prompts for attending behaviors, verbal only
- Begin the Token Reinforcement system instead of primary reinforcement
- Implement a reinforcement system for appropriate behavior
- If behavior issues continue, conduct FBA

Proactive Behavior Tips for Level 3

- Extended token system
- Pennies trades for nickels, dimes, quarters
- Develop “store” for exchanging tokens
- Use the reinforcement system for appropriate behavior in other settings, including the regular education classroom
- Incorporate social and behavioral skills into the student’s daily routines.

THE STAR PROGRAM

Strategies for Teaching Based on Autism Research

Introduction to Pivotal Response Training

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STAR Autism Workshop Handout

What is Pivotal Response Training?

- Behavioral Intervention
- Teaches Language and Play Skills
- Addresses Weaknesses of DT
- Creates Teachable Moments in Context
- Follows ABA format
- One Component of an Individualized Program

Advantages of Pivotal Response Training

- You *can* take it with you
- Can be used by parents/peers/siblings
- Increases motivation
- Decreases frustration
- Increased generalization and maintenance of intervention gains

PRT: Some Illustration (from initial level I)

Cue/Opportunity to Respond	Response	Consequences	Pause
<ul style="list-style-type: none">-Child reaches for a toy car held by a teacher-Teacher holding car says "car" (<i>attempting to elicit a verbal imitation</i>).	<ul style="list-style-type: none">-Child says "car."	<ul style="list-style-type: none">-Teacher lets the child hold car.	<ul style="list-style-type: none">-Child continues to play with car for 5-10 seconds.-Teacher observes level of play to <i>prepare for the next trial</i>.

Expressive
Language
Trial

PRT-LI.1

PRT: Some Illustration (from initial level I)

Cue/Opportunity to Respond	Response	Consequences	Pause
<p>-Child reaches for a toy car on a track to spin the wheels.</p> <p>-Teacher holding car says “<i>do this</i>” and pushes the car</p>	<p>-Child imitates the teacher’s action and <i>pushes the car</i></p>	<p>-Teacher lets the child hold the car and spin the wheels as a reward for pushing it appropriately</p>	<p>-Child continues to play with car for 5-10 seconds</p> <p>-Teacher observes level of play to <i>prepare for the next trial.</i></p>

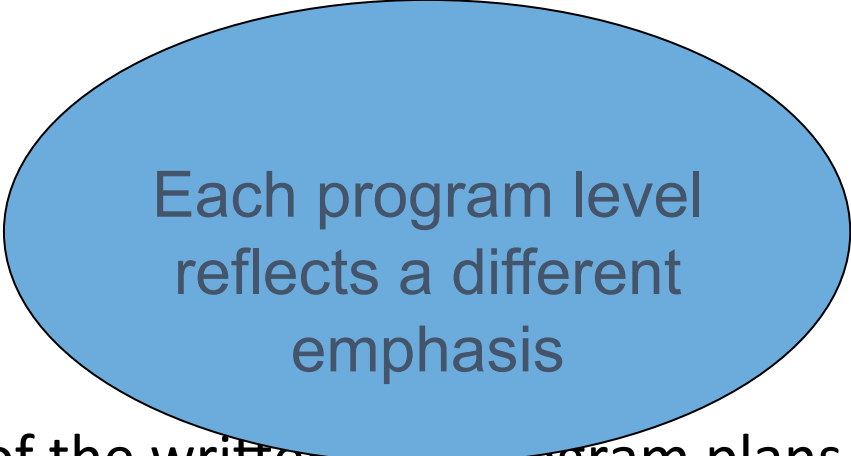
Play Trial
PRT-PI.1

The 10 Components of PRT

1. Identify the Appropriate Program
2. Review the Elements of the Written PRT Program
3. Review and Practice PRT Rules of Interaction
4. Implement PRT
5. Building and Maintaining Rapport
6. Work on Appropriate Behavior Throughout the Session
7. Use PRT Strategy Throughout the Child's Day, Across People and Environments
8. Collect Data
9. Assess Progress Regularly
10. Modify Level of Demand and Difficulty

Components 1 and 2

- Component 1: Using the Learning Profile, identify the appropriate program for the student's current level of language and play
 - Initial Level (1)
 - Mid Level (2)
 - Advanced Level (3)
- Component 2: Review the elements of the written program plans (see sample plans)



Each program level
reflects a different
emphasis

Component 3 (rules of interaction)

CUE

Example of CUE

Set-up: student reaches for a toy car
Cue: Teacher holding the car says “car”

The CUE component incorporates 3 of the Rules of interaction

Rule 1: Control is Shared

- Child chooses activity or object
- Teacher takes turns with the activity

Rule 2: Cue is Clear and Related to the Chosen Activity

- The cue/instruction should be related to the student's chosen activity
- The cue/instruction should be clear and uninterrupted
- The student must attend to the cue

Rule 3: Intersperse Maintenance Tasks

- Maintenance Tasks are those tasks that offer a high probability of student success
- 50% of cues should be intended to elicit maintenance tasks

Component 3 (rules of interaction) Response

Example of RESPONSE
The student says “car” or “go”

The RESPONSE component incorporates 2 of the Rules of interaction

Rule 4: Response may be verbal or non-verbal

-The student's response may be expressive language or an action

Rule 5: Response is related to the activity

-The students response must have something to do with the chosen activity

Component 3 (rules of Interaction Consequence)

Example of CONSEQUENCE
Teacher let the child push the car on the track as
a reward for requesting appropriately

The CONSEQUENCE component incorporates 3 of the Rules of interaction

Rule 6: Reinforcement is clear

- Reinforcement is immediate*
- Reinforcement is clearly given to the child*
- Reinforcement only follows an appropriate response*

Rule 7: Reinforce Attempts

- Any response appropriate within the context of the activity should be reinforced*
- Was the response a good try?*

Rule 8: Reinforcement is direct

- The reinforcer is a natural consequence to the behavior being rewarded*

Component 3 (rules of interaction) Pause

Example of PAUSE

- Child continues to play with car for 5-10 seconds.
- Teacher observes level of play to prepare for the next trial.

The PAUSE component incorporates 1 of the Rules of interaction

Rule 9: Child is observed and evaluated

-Observe:

Level of motivation

Behavior

Level of language/play skills exhibited

Component 4 (Implement PRT)

Structuring the Session

1. The student chooses the toy.
2. The teacher restricts access to the toy.
3. The cue/opportunity to respond is presented.
4. The child responds.
5. The teacher evaluates the response.
6. The teacher allows access to the activity.
7. The teacher observes the student and prepares for the next trial.

Component 4 (Implement PRT)

Interspersing Attending Skills

- Eye contact
- Orient to name
- Sitting down (either on the floor or in chair)
- Keeping hands in lap (appropriate)

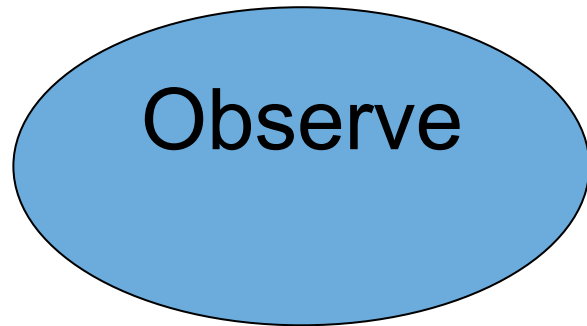
Component 4 (Implement PRT) Setting

- Define physical boundaries
- Define time parameters
- Pay attention to position
- Provide wide selection of motivating activities
- Minimize disruptive auditory stimuli
- Consider sensory needs

Introduction to Initial Level PRT Language Steps

- Babbling (R+ of general babbling sounds)
- Sound Pairing (student makes any sound within 5 seconds of cue)
- Imitation of Sounds and Words
- Spontaneous Words for Requests
- Phrases to Make Requests

Component 5: Build and Maintain Rapport

A blue oval shape with a black outline, containing the text "Observe".

Observe

A blue octagon shape with a black outline, containing the text "Play and Interact".

Play and
Interact

A blue rectangle shape with a black outline, containing the text "Attend".

Attend

Component 6: Work on Behavior Throughout the Session

Common challenging behaviors include:

- Grabbing toys and activities
- Throwing objects
- Crying
- Refusal to sit in the chair
- Lack of appropriate responding
- Redirection of the *teacher* by the student
- Aggression (e.g. pinching and hitting)

Component 6: Work on Behavior Throughout the Session

- Avoid trigger events
 - Excessive auditory stimulation
 - Failure to secure student attention prior to presenting cue
 - Cues that are not clear
 - Infrequent/inadequate reinforcement
 - Lack of motivating activities
 - Environmental factors

Component 7: Use PRT Strategy Throughout the Day

Across Environments and People to Promote Generalization

Example: *Going Outside*

Student: Goes to door and begins to open

Teacher: Stops the student from opening the door and gives a cue “go outside”

Student: Says “outside”

Teacher: Allows the child to open the door and go outside

Component 7: Use PRT Strategy Throughout the Day

Example: *Snack*

- Student: Reaches for the pretzels in the middle of the snack table.
- Teacher: Blocks student access to the pretzels and waits for a spontaneous request.
- Student: Says “eat please.”
- Teacher: Allows the child to take a pretzel.

Component 7: Use PRT Strategy Throughout the Day

Example: Recess

- Student: Stands at the bottom of the slide prepared to climb the ladder to the top.
- Teacher: Prevents the student from climbing and cues “go...”
- Student: Says, “go up.”
- Teacher: Allows the student to climb up the ladder to the top of the slide.

Component 7: Use PRT Strategy Throughout the Day

Example: Recess (cont.)

Teacher: Prevents the child from sliding down and cues, “go...”

Student: Says, “go down.”

Teacher: Allows the student to slide down the slide.

Component 7: Use PRT Strategy Throughout the Day

Example: Lunch

Student: Begins to open his lunch box

Teacher: Stops the student from opening it and cues “oooopen” (emphasis on the O sound)

Student: Says, “oba.”

Teacher: Allows the child to open the lunch box.

Component 7: Use PRT Strategy Throughout the Day

Example: Circle Time

Teacher: Holds up a board with pictures representing songs for the children to see.

Student: Says, "I want animal song."

Teacher: Pulls off the picture representing animal song and begins to sing..

Student: Happily participates in the song.

Component 8: Collect Data

1. Key for PRT data sheet: Language and Play

*****Once the Instructor chooses the specific skill to be elicited, use the following scoring codes:**

O: Opportunity but no response (student would not respond)

FP: Response with full prompt

PRT – language = full verbal imitation prompt

PRT – play=full physical prompt

PP: Response with partial prompt

PRT – language=partial verbal imitation prompt

PRT – play=partial physical prompt

Component 8: Collect Data

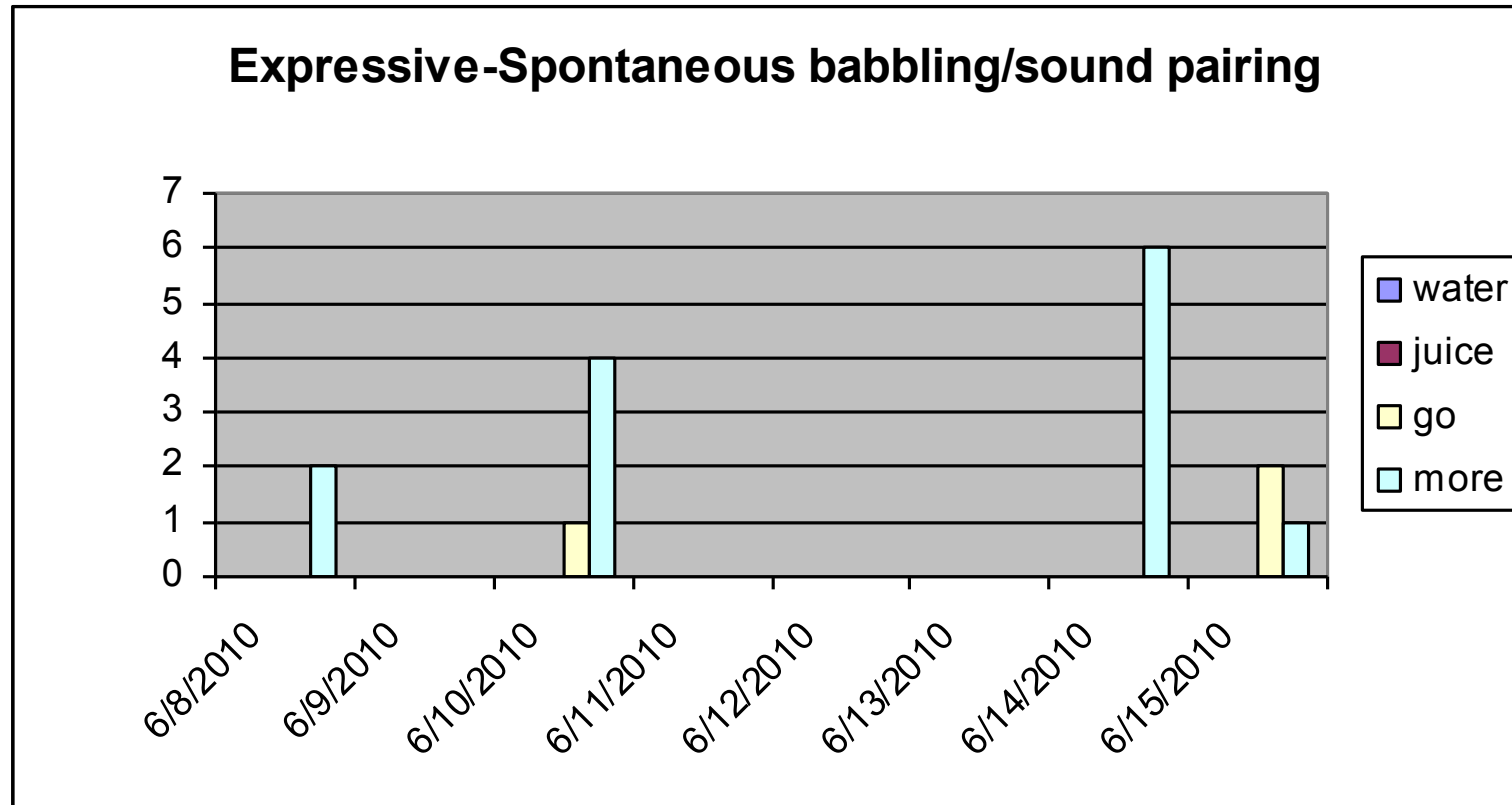
1. Key for PRT data sheet: Language and Play

*****Once the Instructor chooses the specific skill to be elicited, use the following scoring codes:**

S/I: Spontaneous/independent: based on targeted skills

(e.g. If student is working on imitation of words and the student imitates the word with one verbal cue, the response is scored S/I. If the response takes a second verbal cue this response would be scored as either FP or PP. If the student is working on spontaneous words and the student does not need any verbal prompting to request the item then the response would be scored as S/I for spontaneous words.)

Collect Data



Component 8: Collect Data

2. Record of Student Responses

-Record specific Language/play/responses on this form (e.g. language sample)

Component 9

Assess Progress Regularly

- Moving between levels in PRT is a flexible process due to day to day variability in:
 - student motivation
 - ability to perform tasks
 - student stress level
- Students typically move back and forth from one level to the next before finally settling in at the higher level

Component 10: Modifying the Level of Demand and Difficulty During PRT Language and Play

- STAR PRT Program Plans identify increasingly more difficult target skills
- Move to next STAR Program Level when 80% of the trials are spontaneous and/or independent over 4 scoring sessions
- 50% of PRT trials maintenance
- 50% of PRT trials on a more demanding skill level

THE STAR PROGRAM

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Introduction to Functional Routines

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STAR Autism Workshop Handout

Overview

- What are functional routines and why teach routines to children with autism?
- Typically developing children find comfort and confidence in routines
- Opportunity to generalize skills learned in other STAR DT/PRT lessons through natural and embedded cues
- Use routine “independence” data to monitor progress
- Children with autism learn more easily, express more interest, have fewer behavior problems, and demonstrate increasing independence within consistent routines

STAR Program Routines

- Routines are taught at each level of the STAR program
- Routines become increasingly more complex at each level
 - Example: Arrival Routine
 - Level I: Child walks within 2 feet of adult, adult says “walk with me”
 - Level II: Child walks slightly ahead of adult and finds their own way to class, child says “hi” to adult and child during the arrival routine
 - Level III: Child walks to classroom with other children, child goes to desk in mainstream/inclusion class and gets out work

STAR Program Routines (cont.)

- Routines are provided in each of the following areas
 - *Transition routines
 - *Self-care routines
 - *Work routines
 - *Inclusion routines
 - *Group routines
 - *Free-time routines
 - *Play/social interaction routines
 - *Academic routines
- Identify functional routines at the child's current level using the Student Learning Profile:
- **Review Learning Profile Guide: Level I**

Natural Cue Example of Cue/Response/Consequence/Pause for the Arrival Routine

Cue (Natural Cue)	Response	Consequence	Pause
Classroom door <i>(adult moves behind child)</i>	Child opens classroom door and enters	Able to enter classroom	Child focuses on next environmental cue <i>(adult determines need to prompt attention to natural cue)</i>

Embedded Cue Example of Cue/Response/Consequence/Pause for the Arrival Routine

Cue (Embedded Cue)	Response	Consequence	Pause
<i>(after child enters classroom)</i> Adult stands face-to-face with child and says, "Hi"	Child looks at adult and communicates "Hi"	Adult smiles and moves out of child's way	Child focuses on next environmental cue <i>(adult determines need to prompt attention to natural cue)</i>

During Routine Instruction

- Organize the student's day for success/independence:
 - Organize the environment
 - Organize tasks
 - Organize time

and

- Provide just enough help (prompts) so student is able to be successful at the routine

and

- Use the routine independence data to measure success

Organize the Environment to Support Independence

- Organization of space to support independence
 - Classroom design should have clear boundaries
 - Avoid sensory overload
 - Define personal space and space of others
 - Materials should have predictable locations

Tips to Support Functional Routines

Stash of Extra Pennies

Keep primary reinforcers with you, in a pocket or apron

Keep mini visual schedules to help jump start stalling of routines

Tips to Support Functional Routines

- Mini schedules
 - Use to remind students of steps of routine
 - Use to cue children throughout the routine
 - Provide consistent instruction
- Job charts
- Choice wheels
- Task strips

Tips to Support Functional Routines

Mini Schedules and Drop Downs

- Mini Schedule for Library
- Mini Schedule for Music
- Mini Schedule for PE
- Mini Schedule for Recess

Tips to Support Functional Routines

Organization of Events in Time

- Provide a Daily Activity Schedule
 - Select appropriate level of representation
 - Design a format for the schedule at appropriate level for child
 - If needed use an icon to indicate “check your schedule”
 - Provide easy access to the schedule
- Provide mini-schedules as needed for specific routines
- Develop and use a staff schedule

Generalization Strategies

- Use visuals throughout the day to work on target skills
- Set up opportunities to practice skills learned in DT
- Wall/poster charts to remind staff:
 - Provide opportunities to practice learned skills
 - Reinforce target skills

Teach Routines through Prompting

- Use least-to-Most Prompting
 - Allow the child to do the skill independently (child uses natural/embedded cue)
 - If needed:
 - Use verbal/visual/gesture prompting
 - Use partial physical prompting
 - Use full physical prompting

USING PROMPTS

- Facilitate attention to cues when providing prompts
- When adult is not a relevant part of cues,
- Prompt from behind the child
- Provide time delay, to give child time to initiate
- Fade prompts as rapidly as possible

ROUTINE DATA

Independence Measurement Scale

4 = No added prompts (independent)

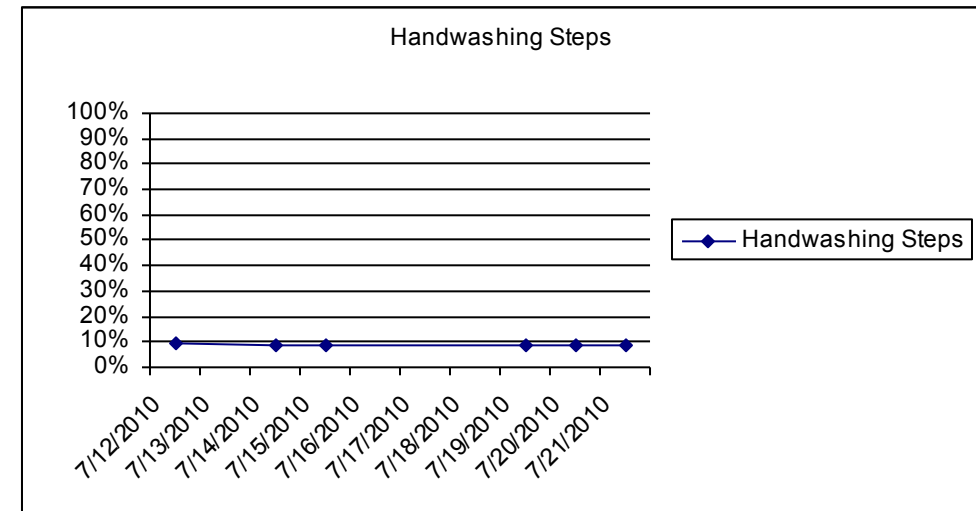
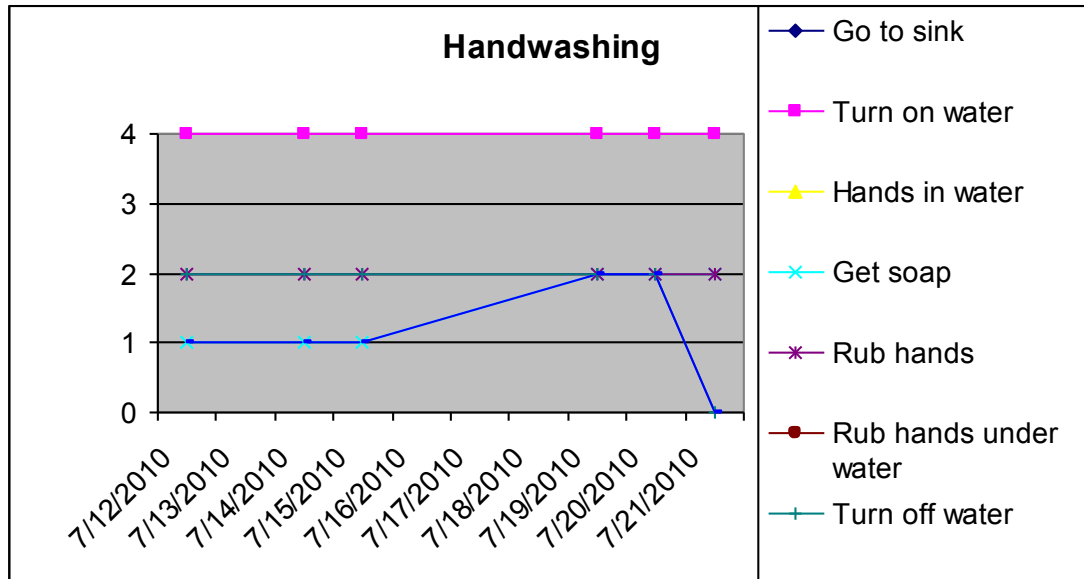
3 = Verbal, visual or gesture prompts

2 = Physical prompt for part

1 = Physical prompt for all or most

0 = No response

Functional Routine Graphing



Tips for Routine Data Collection

- Assign a staff member to take routine data one time per week
- Put routine data sheets on a clipboard and post near where the activity takes place (circle time, inside door where students arrive)

Correct Errors Effectively and Avoid Development of Error Patterns

- If children with autism practice errors they will learn error pattern as part of routine
- Use a four-step correction procedure
 - Stop the child as soon as he starts to make error
 - Put cues back in place for segment of routine
 - Have child try again with sufficient prompts and give mild reinforcement
 - If possible, have child try segment or whole routine again soon with less directive prompts and reinforce improvement

Using reinforcement and shaping

- Embed currently effective reinforcement within the routine
- Arrange daily schedule to reinforce completion of new routine with preferred activity/routine
- Use token reinforcement, if needed and if effective
- Use primary, sensory, or activity reinforcement, if needed
- Pair age-appropriate social attention and praise with other reinforcement
- Face added reinforcement

Using Effective Supports for Appropriate Behavior During Routines

- Prevention of challenging behavior within routines
 - Clear and consistent cues
 - Effective prompts
 - Adequate reinforcement
 - Adjust difficulty of responses and use shaping
- Teach skills to reduce challenging behavior
 - Communication skills
 - Social skills
 - Flexibility and problem-solving
- React to prevent a cycle of escalating behavior