

District Autism PD

Day 1

Cognitive Differences 3 hours

Most individuals with autism spectrum disorders (ASD) have some unevenness in cognitive abilities - some cognitive areas in which skills have not developed to the expected level, contrasted with other areas of cognitive functioning that are at or above age level. Indeed, atypical cognitive processing often underlies the challenges experienced by individuals with ASD. This professional development will describe these cognitive differences and discuss their impact on behavior and learning.

https://autisminternetmodules.org/mod_intro.php?mod_id=26

Visual Supports 2 hours

Individuals with autism spectrum disorders (ASD) learn in a variety of different ways, but research has shown that they demonstrate strength in visual learning. To play on this strength, parents and professionals have developed visual supports for individuals with ASD. Visual supports organize a sequence of events, enhancing the student's ability to understand, anticipate, and participate in those events. This module will define visual supports, discuss how they might be used across settings, and provide specific examples that can be used to accommodate individuals with ASD.

https://autisminternetmodules.org/mod_intro.php?mod_id=2

Day 2

Structured Teaching 2 hours

Structured teaching is a visually based approach to creating highly structured environments that support individuals with autism spectrum disorders (ASD) in a variety of educational, community, and home/living settings. Structured teaching is associated with the Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH). The goal is to create an environment that promotes independence. This module will define and describe the evidence-based practice structured teaching.

https://autisminternetmodules.org/mod_intro.php?mod_id=20

Structured Work Systems and Task Organization 2 hours

Individuals with autism spectrum disorders (ASD) thrive in well-organized classrooms. Environments that provide clear expectations and predictable routines promote increased engagement and on-task behavior. Creating such environments often involves the use of individual work systems. Structured work systems are primary components of structured teaching and are visually structured sequences that provide opportunities to practice previously taught skills, concepts, or activities. This module defines the evidence-based practice of structured work systems and provides specific examples for use.

https://autisminternetmodules.org/mod_intro.php?mod_id=6

Social Narratives 1 hour

are visually represented stories that describe social situations and socially appropriate responses or behaviors to help individuals with autism spectrum disorder (ASD) acquire and use appropriate social skills. There are several narrative strategies that have been developed to address the social skill deficits of individuals with ASD. Social narratives are written, descriptive accounts of appropriate social behaviors or responses to common social situations. This module describes the evidence-based strategy of social narratives.

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Day 3

Antecedent-based interventions 2

(ABI) comprise an evidence-based practice derived from applied behavior analysis (ABA) and are used to address both interfering (e.g., disruptive, repetitive, stereotypical) and on-task behaviors. By definition, the principle of ABI describes a relationship between a behavior and an antecedent stimulus; that is, an event or condition that occurs before or as a behavior appears. This module will provide information on ABI strategies.

https://autisminternetmodules.org/mod_intro.php?mod_id=83

Reinforcement 3 hours

Reinforcement describes a relationship between learner behavior and a consequence that follows the behavior. This relationship is only considered reinforcement if the consequence increases the probability that a given behavior will occur in the future. In this module, three reinforcement procedures will be discussed: (a) positive reinforcement, (b) negative reinforcement, and (c) token economy programs. Steps for implementing each of these evidence-based procedures is provided as well as information on how reinforcement can be used with individuals with autism spectrum disorders (ASD).

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Day 4

Language and Communication 1 and ½ hours

Autism spectrum disorders (ASD) are complex disorders characterized by three core symptoms: social impairments, communication impairments, and repetitive behaviors. Impairments in the development of social and communication skills profoundly impact every aspect of an individual's ability to learn and function. This module will address two aspects of ASD: language and communication characteristics, focusing on the development and differences, and providing some guidance on solutions to improve functioning at home, and in school and in the community.

https://autisminternetmodules.org/mod_intro.php?mod_id=9

Using Special Interest Areas in the Classroom 1 hour

One common characteristic of individuals with autism spectrum disorder (ASD) is the frequent engagement in repetitive and restricted patterns, or special interests. Although these special interests may appear to prevent new learning opportunities for people with ASD, recent research has proved that incorporating special interests into daily activities may increase both social and academic behaviors. This module will present several examples of how to embed special interests into interventions to increase desired behaviors.

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Day 5

Functional Communication Training 1 and ½ hour

Functional communication training (FCT) is a practice that emerged from the research on functional behavioral assessment (FBA). Once the FBA has determined the *function* of a single interfering behavior, or a group of behaviors that all serve the same function, FCT is used to teach a new, communicative behavior that replaces the interfering behavior (i.e., the communicative behavior serves the same purpose as the interfering/target behavior). This module will provide information on the evidence-based practice, FCT.

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Video Modeling 1 and ½ hour

Video modeling is a teaching method that uses assistive technology (computers, digital cameras, etc.) as the core component of instruction. Video modeling is a growing evidence-based practice for teaching individuals with ASD and other disabilities over the last decade. It has been used to teach a wide range of behaviors, including social/emotional skills, adaptive behavior, life skills, academics, and play skills. This module provides information on the evidence-based practice of video modeling.

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Day 6

Functional Behavior Assessment 1 and ½ hour

Functional Behavior Assessment (FBA) is a process for determining the purpose a challenging behavior serves for an individual. Through this process, teachers, parents and interventionists can identify environmental variables that control and maintain challenging behavior. Subsequently, they can use FBA data to design effective interventions that reduce challenging behaviors simultaneously increasing behaviors that facilitate self-determination. In this module, we will help the reader understand the relationship between the environment and challenging behavior. Furthermore, we will describe the steps for engaging in the evidence-based FBA process, the tools available for gathering information, and guidelines for implementation of the process.

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Transitioning Between Activities 1 hour

Transitions are a part of everyday life. They occur frequently, requiring individuals to stop an activity, move from one location to another, or begin something new. Transitions can be challenging for individuals with autism spectrum disorders (ASD). This module will provide promising practices in transition strategies with specific examples that may be used as models for developing transition interventions for your learner with ASD.
https://autisminternetmodules.org/mod_intro.php?mod_id=12

Day 7

Prompting 2 and ½ hours

Prompting procedures include any assistance given to individuals with autism spectrum disorder (ASD) that assist them in using a specific skill. Prompting can be used to teach a variety of skills, including seeking information, pointing to objects, initiating and responding to greetings, and remaining "on task." The use of prompting procedures increases the probability that individuals with ASD use target skills correctly. This module will provide information on the various types of prompts, the steps required for least-to-most prompting and guidance on implementing prompting with fidelity.
https://autisminternetmodules.org/mod_intro.php?mod_id=43

Day 8

Self Management 2 and ½ hours

Self-management interventions help children and youth with autism spectrum disorders (ASD) learn to independently regulate their behaviors and act appropriately in a variety of home-, school-, and community-based situations. Self-management interventions can be used to target skills in all domains, including language/communication, social, behavioral, and adaptive. Self-management is not only an evidence-based intervention, but also a foundational skill that can make it easier to teach learners with ASD a variety of other skills. This module will provide information on these interventions.
https://autisminternetmodules.org/mod_intro.php?mod_id=76

For TAs who did some of the modules for snow day credit. Here are other modules for additional hours.

Picture Exchange Communication System (PECS) 2 and ½ hours

The Picture Exchange Communication System (PECS) has been used to help children and youth with ASD develop a system for communicating with teachers, parents, and peers across multiple environments. PECS was initially developed as an alternative communication system and has since been demonstrated in the research literature to promote speech development and production. This module will define PECS, outline the steps to effectively implement this evidence-based practice, and provide specific examples for its use across settings and age groups.
https://autisminternetmodules.org/mod_intro.php?mod_id=33

Home Base 30 minutes

It is common for individuals to experience anxiety and stress when dealing with daily life. However, for individuals with autism spectrum disorders (ASD), daily situations can

result in significant stress and anxiety. In addition, individuals with ASD have difficulty self-regulating emotions and stress levels. Therefore, they need specific, tailored strategies to help them cope and regulate their emotional state. Home base is one such strategy or, more specifically, an environmental structure that provides support. This module will provide information on the self-regulating strategy Home Base.

https://autisminternetmodules.org/mod_intro.php?mod_id=7

Rules and Routines 1 hour

Defined rules and routines are important components of educational programming for all students, but particularly for individuals with autism spectrum disorder (ASD), whose learning differences may present challenges in understanding expectations. This module presents strategies for designing and implementing rules and routines to support students with ASD and promote success in school, home, work, and the community.

https://autisminternetmodules.org/mod_intro.php?mod_id=64

Discrete Trial Training 1 and ½ hours

Discrete trial training (DTT) is a method based on the principle of breaking behavior down into small (discrete) steps that have a clear beginning, middle and end. This is called a "single teaching unit." Trials are often repeated several times and the child is rewarded for answering correctly. DTT can be done in classrooms or homes. It can even be done in the community. When DTT is implemented in multiple environments, generalization is more likely to occur. This module will provide information on the evidence-based intervention, DTT.

https://autisminternetmodules.org/mod_intro.php?mod_id=38

Social Supports for Transition Aged Individuals 1 hour

Transitioning from school to adult life is a time of significant change and heightened stress. However, because resistance to change and delayed social development are common characteristics of individuals with autism spectrum disorders (ASD), transition can be particularly frustrating. This module will explore social program models designed to address the specific needs of transition-aged individuals with ASD and their families. It will highlight some examples available in Ohio.

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