

Autism Spectrum Disorder (Part 2): Evidence-Based Practices

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** This module, second in a two-part series, highlights strategies that have been shown to be effective in teaching appropriate behaviors and skills and decreasing inappropriate behaviors with children and youth with autism spectrum disorder (ASD). It next explores several strategies that are particularly effective with young children, elementary and middle school students, and high school students (est. completion time: 3 hours).
- *STAR Legacy Cycle*
- **Related to This Module**
 - Link: [Module Outline](#)
 - Video: [Navigating an IRIS STAR Legacy Module](#)
 - Link: [IRIS and Adult Learning Theory](#)
 - [Wrap-Around Content Map](#)

Challenge

- **Video:** In the first Module in this series, we introduced you to four young people: Drew, Jaquese, David, and Michelle. Each has different strengths and faces different challenges. Let's look in again now to see how each of them is doing.

Notes

Initial Thoughts

- What do educators need to know about EBPs for children with autism?
- What specific strategies can improve outcomes for children with ASD?

Notes

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, the learner will:
 - Know the defining characteristics of ASD
 - Identify the four steps educators and practitioners can use to make an informed decision when selecting an EBP
 - Be familiar with EBPs that are effective for children and youth with ASD
 - Understand how and when to use the five evidence-based practices that are referred to as *foundational strategies*
 - Distinguish between focused interventions and comprehensive treatment programs
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: An Overview of Autism

- Definition of autism spectrum disorder (ASD)
 - The primary characteristics of ASD [bullet points]
 - Link: atypical responses to sensory input [definition]
- Research Shows
- ASD is referred to as a “spectrum disorder”
- Link: clarification of “toddlers, children, and youth”
The Children from the Challenge Video [table]
 - Link: functional play skills [definition]

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❖ Page 2: Evidence-Based Practices

- Link: evidence-based practices [definition]
- Link: 27 evidence-based practices for students with ASD
- Link: 27 evidence-based practices for students with ASD [PDF]
- For Your Information
 - Link: Every Student Succeeds Act (ESSA)
 - Individuals with Disabilities Education Act (IDEA '04)
- Four steps to select an EBP [drop-down menus]
 - Link: Defining Behavior [IRIS Case Study Unit]
 - Link: Measuring Behavior [IRIS Case Study Unit]
 - Link: individualized education program (IEP) [definition]
 - Link: individualized family service plan (IFSP) [definition]
- When they select a practice to implement with a child or student, educators should... [bullet points]
- Link: The National Professional Development Center on Autism Spectrum Disorder
- Definition of "fidelity"
- Audio: Kara Hume discusses selecting an EBP
- Audio: Kara Hume talks about implementing a practice with fidelity
- Audio: Ilene Schwartz discusses evaluating whether an EBP is effective for a student
- Links: The IRIS Evidence-Based Practices Module series (Parts 1, 2, and 3)
- For Your Information
 - Audio: Kara Hume discusses the overlap between EBPs for students with autism and HLPs

Notes

❖ Page 3: Foundational Strategies

- Definition of "applied behavior analysis (ABA)"
- When working with students with ASD...
- Research Shows
- Audio: Ilene Schwartz discusses why ABA is the most effective treatment for children with autism and provides examples of how it can be used to increase positive behaviors
- Definition of "focused interventions"
- Definition of "foundational strategies"
- Reinforcement
 - Description

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- Definition of “positive reinforcement”
- Definition of “negative reinforcement”
- Goal
- Examples
 - Recall that David has a tendency to avoid food with textures that he does not like
 - Video: A teacher uses negative reinforcement to encourage Emma to complete her mathematics classwork
- Prompting
 - Description
 - The five types of prompts [bullet points]
 - Goal
 - Tips
 - Examples
 - When he plays with cars, Drew lines them up instead of playing with them in a traditional manner
 - Video: A teacher prompts Emory, age six, to spell the word “dog” using a word puzzle
- Time Delay
 - Description
 - Definition of “constant time delay”
 - Definition of “progressive time delay”
 - Goal
 - Examples
 - When asked to roll a car on the floor, Drew continues to line up cars instead of pushing them around
 - Video: A teacher uses progressive time delay to help Emory learn sight words
- Modeling
 - Description
 - Goal
 - Tips
 - Examples
 - Jaquese has a difficult time interacting with peers
 - Video: A teacher models for Emory how to build a tower with a pattern
- Task Analysis
 - Description
 - Definition of “forward chaining”
 - Definition of “backward chaining”
 - Goal

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- Examples
 - Video: A teacher uses forward chaining to teach Emory how to tie her shoes
 - Video: A teacher uses backward chaining to teach Emory how to tie her shoes
- View the task analysis that the teacher used for this task [numbered list]
- Link: View a chart that notes the age groups and domains for which these practices have been found effective [PDF]
- Audio: Kara Hume discusses the importance of the five foundational strategies
- Audio: Kara Hume highlights how the same EBP can be implemented across age groups but in different contexts
- For Your Information

Notes

❖ Page 4: Early Childhood: Focused Interventions

- A number of other focused strategies targeting discrete skills or behaviors have also proven effective among young children
- Audio: Wendy Stone discusses the importance of services being implemented as soon as the team suspects that the child has ASD
- Many young children with ASD have delays in acquiring...
- Visual Supports
 - Description of visual supports
 - Visual supports can be used to improve a number of outcomes
 - Types of visual supports [drop-down menus]
 - Link: graphic organizer [definition]
 - Link: communication board [definition]
 - Definition of “first-then board”
- Picture Exchange Communication System (PECS)
 - Definition of PECS
 - Link: augmentative and alternative communication (ACC) [definition]
 - For Your Information
 - PECS six-phase process [drop-down menus]
 - Link: For more information, visit Pyramid Educational Consultants, Inc.
- Audio: Ilene Schwartz discusses the importance of teaching children effective communication skills
- TIPS: Engaging and Supporting Young Children

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Notes

❖ Page 5: Early Childhood: Comprehensive Interventions

- Definition of “comprehensive treatment program (CTP)”
- Link: comprehensive treatment models (CTM) [definition]
- Link: Naturalistic Developmental Behavioral Interventions (NDBI) [definition]
- Audio: Kara Hume discusses the importance of focused interventions even when implementing a comprehensive intervention
- Audio: Ilene Schwartz discusses how focused interventions and comprehensive interventions work together
- Research Shows
 - Link: early intensive behavioral intervention (EIBI) [definition]
- There are a number of established comprehensive treatment programs, such as...
- A high-quality comprehensive treatment program for young children with ASD should include... [bullet points]
 - Link: functional spontaneous communication [definition]
- Audio: Ilene Schwartz, the developer of Project DATA, discusses the components of this program and how they benefit children with autism
- For Your Information

Notes

❖ Page 6: Elementary and Middle School

- The challenges of providing appropriate school programs for students with ASD change when students make the transition from preschool to elementary school
- For Your Information
- Link: accommodations [definition]
- Differential Reinforcement of Alternative, Incompatible, or Other Behavior
 - Three types of differential reinforcement [drop-down menus]

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- Video Modeling
 - Modeling by Another Person
 - Video: See an example of modeling by another person
 - Self-Modeling
 - Video: See an example of self-modeling
 - Point-of-View Modeling
 - Video: See an example of point-of-view modeling
 - Video: Watch Emma use a tablet to watch herself model transitioning procedures
- TIPS: Engaging and Supporting Elementary and Middle School Students
 - Create a Safe and Structured Classroom and Learning Environment [bullet points]
 - Create Opportunities for Peer Interactions [bullet points]
 - Promote Generalization of Skills [bullet point]

Notes

❖ Page 7: High School and Beyond

- When students enter high school, they typically...
- Self-Management Strategies
 - Definition of “self-management”
 - Four self-management strategies [drop-down menus]
 - Michelle’s Recording Sheet
- Technology-Aided Instruction and Intervention
 - Definition of “technology-aided instruction and intervention (TAII)”
 - Link: computer-assisted instruction (CAI) [definition]
 - Examples of TAII [bullet points]
 - The Center on Secondary Education for Students with ASD (CSESA) recommends considering the following variables [bullet points]
 - Video: Mia demonstrates how she uses TAII to help prepare for dinner time
 - Audio: Mia’s mother shares her personal insights into some of the positives and drawbacks of technology use
- For Your Information
 - Link: The Center on Secondary Education for Students with Autism Spectrum Disorder (CSESA)
 - Audio: Kara Hume, a principal investigator at CSESA, discusses one of the primary objectives of the center
- TIPS: Engaging and Supporting Student Transitioning to High School and Beyond

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- Link: Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings [IRIS Module]
- Link: Secondary Transition: Interagency Collaboration [IRIS Module]

Notes

❖ Page 8: Faces of Autism Spectrum Disorder

- The importance of building strong relationships with the families of young people with ASD
- Tyler
 - Video: Tyler's mom Bethany tells us more about her son
 - Video: Tyler's mom discusses how they use this form of communication throughout their daily routines. Next, Tyler and his mom demonstrate how they use this picture communication system during play
- Dylan and Mia
 - Video: Luz and Tim, Dylan's parents, describe their son in more detail
 - Video: Mia's mom shares more about Mia
 - Video: Dylan shares his perspective on what teachers can do to better help students with ASD. Next, Mia and her mom use social narratives, one of the 27 evidence-based practices for students with autism
- Michael
 - Video: Michael's mother Dana tells us more about Michael and offers some tips for teachers who work with students with ASD
 - Video: Michael talks about what he likes to do when he is at home and at school

Notes

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❖ Page 9: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 10: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
 - EBPs for each age group [table]
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

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Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]