

Overview of Developing a Preschool Program for Students with Autism Spectrum Disorder

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History

- The Learning Tree is a private, non-profit, residential school for children with developmental disabilities who experience significant behavioral challenges
- Established in 1983 in Mobile, Alabama
- Currently we have three residential campuses for school aged children.....two of our schools serve adults as well



The Mobile Campus



The Tallassee Campus



The Jacksonville Campus



The Little Tree Preschools

We currently have three inclusive preschools. Children range from 2 ½-6 years. Ratio 50/50

The Little Tree Preschool- Auburn



Opened in 2005

The Little Tree Preschool- Mobile



Opened in 2007 in Cooperation with MCPSS

Jacksonville Preschool



Opened in 2008

Woody's Song



Day program for children with Autism. Opened in 2009

What the Little Tree Preschools are all about.....

- We provide integrated programs to special needs children
- We use Applied Behavior Analysis to teach systematically
- We focus heavily on language and social skills development but work on all academic areas
- Follow pre-school curriculum as dictated by the Alabama State Department of Education

What the Little Tree Preschools are all about.....

- Jacksonville and Auburn programs are licensed by Alabama Department of Human Resources
- The Mobile program functions in coordination with Mobile County Public Schools
- Helping families know how to effectively manage their children' behaviors and develop acquisition skills at home through parent training
- Provides a training site for psychology, education and speech students from our area colleges (AUBURN, USA, JSU)
- Making learning fun and reinforcing
- Giving special needs students a head start so they might begin Kindergarten along with their non-disabled peers.

CURRICULUM

Popular Curriculum's

- **BRIGANCE Early Childhood Complete System-
Curriculum Associates**
- Developmental *Standards for Preschool Children with Disabilities- Alabama State Department of Education*
- Handwriting without Tears
- Alabama State Standards for Kindergarten
- MCPSS preschool standards for Literacy and Math

ABLIS-R

Assessment of Basic Language and Learning
Skills-Revised (2006)

ABLLS-R

- Assessment
- Curriculum Guide
- Skill Tracking System
 - Published by Behavior Analysts, Inc.
 - Developed by Dr. Jim Partington
 - Visit www.behavioranalysts.com to order
- **ABLLS-R protocol**- used to record scores for each child
- **ABLLS-R scoring instructions and curriculum guide**-provides scoring instructions & strategies to assist in using the information obtained to develop an effective IEP.

ABLLS-R

- Contains a task analysis of many skill areas
- Arranged in developmental sequence
- Based on a criterion-referenced set of skills that demonstrates the student's current repertoire and provides tracking of its progress.
- Task items within each section have been arranged in an order such that the lowest numbered items are generally acquired prior to those that follow.
- However, targeting the missing skills in the ABLLS-R grid for your client is quite intuitive, always consider other options and consult with your supervisor or mentor if you are unsure.

Who can administer the ABLLS-R?

Anyone can administer the assessment, **IF** they have thoroughly studied the Protocol and frequently have direct contact with the child.

- Parents
- Teachers
- Therapists
- Observations of the child in different environments
- Formal presentation of tasks in 1:1 sessions

Standards

- Developmental Standards for Preschool Children with Disabilities
 - Daily Living
 - Social Emotional
 - Language and Literacy
 - Math
 - Science
 - Creative Arts
 - Physical Development

ABLLS-R

- Cooperation and Reinforcer Effectiveness
- Visual Performance
- Receptive Language
- Motor Imitation
- Vocal Imitation
- Requests
- Labeling
- Intraverbals
- Spontaneous Vocalizations
- Syntax and Grammar
- Play and Leisure
- Social Interaction
- Group Instruction
- Classroom Routines
- Generalized Responding
- Reading
- Math
- Writing
- Spelling
- Dressing
- Eating
- Grooming
- Toileting
- Gross Motor
- Fine Motor

Grooming Standards (Hand Washing)

- GOAL- Student will be able to wash and dry his hands first with assistance and then without assistance on 4 out of 5 trials. (DL.P.1)
- Daily Living (Standards)
 - DL.P.1 Wash and dry hands without assistance
- Grooming Skills (ABLLS-R)
 - ABLLS-R W1- Wash Hands- Student will be able to wash his hands without assistance.
 - ABLLS-R W2- Student will be able to dry his hands without assistance
 - Criteria1= with only verbal or gestural prompts
 - Criteria 2= Independently

Grooming Standards (Toileting)

- GOAL- The student will be able to independently use the restroom by indicating a need to use the restroom (DL.P.2), pulling clothing up and down, and voiding in the toilet on 4 out of 5 trials (DL.P.3)
- Daily Living (Standards)
 - DL.P.2- Indicate the need to toilet independently
 - Objective DL.P.2.1- Get on potty by self; may need help with clothing
 - Objective DL.P.2.2- Begin to anticipate and communicate toileting needs
 - Objective DL.P.2.3- Indicate Wet or soiled clothing
 - DL.P.3- Toilet Independently
 - Objective DL.P.3.1- Flush toilet
 - Objective DL.P.3.2- Wipe self independently
 - Objective DL.P.3.3- Attempt to wipe self
 - Objective DL.P.3.4- Usually have bladder control, occasional accidents
 - Objective DL.P.3.5- Usually attain bowel control, occasional accidents
- Toileting Skills (ABLLS-R)
 - ABLLS-R X1- Urinate in the toilet
 - ABLLS-R X2- Remain dry (urine) on a toileting schedule
 - ABLLS-R X3- Independently use familiar restroom
 - ABLLS-R X4- Requests to use toilet when needed
 - ABLLS-R X5- Wipe self after urinating (Females only)
 - ABLLS-R X6- Defecate in toilet
 - ABLLS-R X7- Remain clean (bowel movement) on a toileting schedule
 - ABLLS-R X8- Wipe self after bowel movement
 - ABLLS-R X9- Independently use familiar restroom for bowel movements
 - ABLLS-R X10- Use restroom without assistance

Language and Literacy- Receptive Language

- GOAL- The student will be able to provide answers to question regarding personal information such as first and last name, age, and sex on 5 out of 5 trials. (LL.P.1.1)
- Language and Literacy (Standards)
 - LL.P.1 Follow two-step directions (L.A.K,15, SS.K.6)
 - Objective LL.P.1.1 Respond verbally to a one-step direction such as “tell me your name”
 - Objective LL.P.1.2 Point to/choose picture of object when directed
 - Objective LL.P.1.3 Point to Body part or object when directed
 - Objective LL.P. 4 Sustain eye contact when directed “look at me”
 - ABLLS-R H5 (Intraverbal) Answers questions regarding personal information
 - ABLLS-R C14 (Receptive) Select one of two picture of common items.
 - ABLLS-R C15 (Receptive) Touch own body parts
 - ABLLS-R C1 (Receptive) Responds to own name

Language and Literacy (Expressive)

- GOAL- The student will spontaneously ask for at least 10 items that he wants using a specific response when the items are present on 4 out of 5 trials (LL.P.3.1)
- Standards
 - LL.P.3 Express wants and needs (LA.K.17, R.k.4, SS.K.5)
 - Objective LL.P.3.1 Verbally request drink/food/activity
 - Objective LL.P.3.2 Verbally express need to potty
 - Objective LL.P.3.3 Verbally respond to simple yes/no questions related to wants and needs
 - Objective LL.P.3.4 Nod head appropriately to answer simple yes/no questions related to wants and needs
 - Objective LL.P.3.5 Make selection from choice board by pointing
 - Objective LL.P.3.6 Select picture to express a want/need
 - Look at desired object when given a choice.
- ABLLS-R
 - ABLLS-R F5 and F6- Spontaneous requests with items present and NOT present
 - ABLLS-R X4- Request to use the toilet when needed
 - ABLLS-R F10- Requests with head movements or by saying Yes/No

Math

- GOAL- The student will be able to continue counting to 10 when the counting sequence is started for him on 4 out of 5 trials (M.P.1.5)
- Math (Standards)
 - M.P.1. Demonstrate the use of number concepts, such as one to one correspondence (M.K.1)
 - Objective M.P.1.1- Name numbers 1-4
 - Objective M.P.1.2- Identify different size groups of objects up to 4
 - Objective M.P.1.3- Point to numbers 1-4
 - Objective M.P.1.4- Count by rote 1-4
 - Objective M.P.1.5- Imitate counting 1-4
 - Objective M.P.1.6- Identify “just one” object or toy
- ABLLS-R
 - ABLLS-R R7- Names numbers
 - ABLLS-R R8- Match numbers with same amount of objects
 - ABLLS-R R6- Name numerals in sequence
 - ABLLS-R R2- Rote Counting
 - ABLLS-R R1- Rote counting with prompts
 - ABLLS-R4- Count given objects

LITTLE TREE SAMPLE LESSON PLANS

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15 Arrival	Allow Children to play upon arrival, and toileting. Cooperative Play	*	*	*	
8:15-8:45 Table Activities	Writing, coloring, fine motor activity *Fine motor at Table	*	*	*	*
8:45-9:15 Circle	Daily living, calendar, counting, days, months, ABC's, music, movement Read "Fresh Fall Leaves"	* Read "Fall Leaves Fall"	*	* Read "When the Leaf Blew In"	* Read "Red Leaf, Yellow Leaf"
9:15-9:45 Learning Centers	-Tissue paper feathers on small turkey -Squirrel/Acorn counting game -Books	-Handprint turkey placemat -sensory table - Puzzles		- pine cone turkey - Small wooden blocks - sensory table	-black cat for color book - Leaf counting - Dramatic play
9:45-10:00 Transition	Transition to Cafeteria	*	*	*	*
10:00-10:30 Lunch	Eat lunch in cafeteria	*	*	*	*
10:30-10:50 Transition/ Hygiene	Transition to building for toileting	*	*	*	*
10:50-11:40 Gross Motor	Large motor development outside or indoor playroom	*	*	*	*
11:40-12:00 Transition/ Hygiene	Transition to building Toileting	*	*	*	*
12:00-12:20 Snack	Children provide own snack	*	*	*	*
12:20-2:00 Quiet/Rest Time	Rest Time	*	*	*	*
2:00-2:30 Hygiene/Free play	Wake/ free play / bathroom	*	*		*
2:30-2:40 Music/ Movement/Story Time	End of day music	*	*	*	*
2:40 Prepare for dismissal	Line up, get backpacks	*		*	*
2:45-3:00 Dismissal	Dismiss at carpool	*	*	*	*

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15 Arrival	P Q	P Q	P Q	P Q	P Q
8:15-8:45 Table Activities	G H	G H	G H	G H	G H
8:45-9:15 Circle	A B E I J L N	A B E I J L N	A B E I J L N	A B E I J L N	A B E I J L N
9:15-9:45 Learning Centers	A B C D G K P Q	A B D H O P Q	A B C D H M O P Q	C D H M O P Q	A B C D O P Q
9:45-10:00 Transition	R	R	R	R	R
10:00-10:30 Lunch	Eat w/ utensils Carry own tray	Eat with utensils Carry own tray	Eat with utensils Carry own tray	Eat with utensils Carry own tray	Eat with utensils Carry own tray
10:30-10:50 Transition	R	R	R	R	R
10:50-11:40 Gross Motor	H	H	H	H	H
11:40-12:00 Transition/ Hygiene	R	R	R	R	R
12:00-12:20 Snack	Open/Close Use sentence	Open/ Close Use full sentence	Open / Close Use full sentence	Open / Close Use full sentence	Open / Close Use full sentence
12:20-2:00 Quiet/Rest Time					
2:00-2:30 Hygiene/Free play	P Q R	P Q R	P Q R	P Q R	P Q R
2:30-2:40 Music/ Movement/Story Time	E H M N O	N O Q	N O Q	N O Q	N O Q
2:40 Prepare for dismissal	R	R	R	R	R
2:45-3:00 Dismissal	R	R	R	R	R

Objectives: Circle letter if he does skill independently, put a slash through letter if he does not perform independently

Math:	<ul style="list-style-type: none"> A) Recognize and name numerals 0-5 (M-PK-1) B) Count forward in a sequence from at least 1-10 (M-PK-1) C) Count using 1-1 correspondence from 1-5 using manipulatives (M-PK-1) D) Identify the first object in a group (M-PK-1)
Language Arts:	<ul style="list-style-type: none"> E) Repeat rhymes, poems and finger play (L-PK-1) F) Copy or traces letters using a variety of writing tools and materials (L-PK-1) G) Explore with writing tools and materials (L-PK-1) H) Develop gross/fine motor skills and hand eye coordination (L-PK-1)
Reading:	<ul style="list-style-type: none"> I) Demonstrate rote knowledge of the alphabet by reciting in order (L-PK-1) J) Identify 5-13 letters of the alphabet including first letter of name K) Demonstrate an interest in books or stories by choosing to look at books independently (L-PK-2) L) Answer questions about stories, poems and rhymes (L-PK-1)
Science:	<ul style="list-style-type: none"> M) Explore sound making material (L-PK-1) N) Explore and identify common environmental sounds (PK-1) O) Recognizes and names 2 colors (L-PK-1)
Social :	<ul style="list-style-type: none"> P) Use language to express ideas or needs (PK-1) Q) Initiate Play with other children (S/E P.6) R) Demonstrate the ability to move from place to place with group (S/E P.10)

Class Weekly Activity Plan

Week of: January 17-21, 2011

Theme of the Week: Winter

Vocabulary Words: Easy, next to, in, on

Letter of the Week: "Q" and "q"

Social Goal: "What school do you go to?"

Hard: below, between, above

Color of the Week: white

	Monday	Tuesday	Wednesday	Thursday	Friday
Circle	Months, Days of the Week, Seasons, Colors, Shapes, Numbers, Geography and Letters				
Story	<u>Winter is Here</u>	<u>The Snowy Day</u>	<u>Curious George: Snowy Day</u>	<u>Snow Lion</u>	<u>Clifford's First Snow Day</u>
Language	Letter of the Week	Phonics and Phonemes	Letter of the Week Rhyme	Alphabet Bingo and Picture Word Bingo	Clap Word/Sentence Parts
Art	Shape Snowman	Glistening Snowflake	Paint with Ice Cubes	Winter Scene	Glittering Snowballs
Snack	Whole Wheat Crackers and Cheese	Popcorn and Yogurt	Whole Wheat Crackers and Peanut Butter	Graham Crackers and Dried Blueberries	Whole Wheat Crackers and Pudding/Jello
Handwriting	Letter of the Week (upper and lowercase)	First/Last Name	Letters	Date	Numbers (1-10, 11-15)
Math/Science	How Many Are There?	Melts in Your Hand	Match it to the Number	Making Ice Cream	Number Bingo
Games/Music	Sing Along	Candyland and Twister	Sing Along with Instruments	Cars Toss and Simon Says	Active Songs
Centers	Puzzles, Play-doh, Computers	Sorting Kit, Shaving Cream, Computers	File Folders, Season Theme Box, Computers	Floor Puzzle, Free Art, Computers	Season Theme Box, Logs, Computers
Outside	Kickball	Racing	Follow the Leader	Simon Says	Hala Hoops
Afternoon Story	<u>The Quiet Quail</u>	<u>Frog on a Log</u>	<u>Sam Sheep Can't Sleep</u>	<u>Geraldine's Big Snow</u>	<u>Think Before You Act</u>
Reading Mastery	No Lesson	Lesson w/ Ms. Leigh Ann	Lesson w/ Ms. Leigh Ann	Lesson w/ Ms. Leigh Ann	Lesson w/ Ms. Leigh Ann
Afternoon Snack	Granola Bars	Whole Wheat Crackers	Cheerios (or Froot Loops)	Whole Wheat Crackers	Froot Loops

CIRCLE

Please see Circle Time Task Analysis.

Teach to individual goals and all students are using the white cards with black writing for color sight words. Vary the order of activities and make it fun! Watch for students getting off task, gain a good response then move to something else.

Do one song, teach, move to the next song. If each child doesn't get a chance, get them on the next one.

STORY

Name	Winter is Here
Standard	LA.K.5, 6, S.K.9
Materials	book
Directions	Lead into the activity by holding up the book and asking individual students what they think the story will be about. Discuss the roles of the author/illustrator and ask individual students about these roles. Provide opportunities for students to identify parts of the book and their functions: title, title page, pages, page numbers, front cover, back cover, author/illustrator. Advanced students should select high frequency sight words and identify punctuation marks.
Teach to	Demonstrate listening comprehension of passages, including retelling stories and answering questions. Identify various forms of narrative texts, including nursery rhymes, poetry, and stories. Easy: state what story is about by cover, identify book parts Advanced: identify sight words in print, identify punctuation marks, identify function of book parts Identify seasons of the year.
Assessment	Individual assessment

LANGUAGE	
Name	Letter of the Week (Q and q)
Standard	LA.K.2, 3
Materials	Letter of the week, pictures that start with the letter of the week, tape (letters and pictures are in the file cabinet in office: 3 rd drawer in folder labeled "letters of the week")
Directions	Lead into the activity with discussion of the alphabet and how it is made of 26 letters. Explain that each letter has an important part. Hold up the letter of the week and have students label the letter of the week and what sound it makes, Once done, have them name items that start with the letter of the week (show pictures if needed). Tape the pictures and letter on side of cabinet in circle area for reference each day.
Teach to	identify upper and lowercase letters, Demonstrate letter-sound association, including matching letters to corresponding spoken sounds and blending letter sounds into one-syllable words, using printed materials, recognize beginning phonemes
Assessment	Individual test: each child will have the letter presented at least 3 times during language with other letters interspersed to test for acquisition. Any error will result in correction, then letter represented for independent opportunity. Differential reinforcement provided for independent correct responses.

ART

Name	Shape Snowmen
Standard	AE.K.1
Materials	Construction paper (blue, white), small white paper circle, black rectangle
Directions	Tell the students we are going to make snowmen today. Provide children with paper that has circles and have them cut out the circles. Once they have finished cutting, have the children glue them on the blue paper to form a snowman. Then have them glue on the rectangle for the hat. Next have the children draw stick arms. Next have them draw on carrot for nose, eyes, smile, buttons on stomach, scarf, etc.
Teach to	Use selected materials to produce works of art.
Assessment	Permanent product: Each student will have a completed activity as their assessment of learning objectives

HANDWRITING

Name	Letter of the Week
Standard	LA.K.8, 9
Materials	Writing paper, writing utensils, pencil sharpener, letter of the week, student folder
Directions	<p>Begin activity by having the students sing the ABCs (while having individual children sharpen their pencil). Ask the students what the letter of the week is (Q and q) then have students label the letter of the week and what sound it makes. Ask the students what items begin with the letter Q, Once all pencils are sharp, instruct students to write their name on the top of the paper first, then the letter of the week (both capital and lowercase Q/q). Allow an independent opportunity and provide a model, if necessary to obtain correct response.</p> <p>***Teacher should write the date on the top and have student file in their folder.</p>
Teach to	<p>Easy: demonstrate holding writing utensil correctly, print uppercase and lowercase letters, use brainstorming, drawing, and discussion as elements of prewriting in the writing process.</p> <p>Advanced: Print upper and lower-case letters using proper formation, spacing, and letter-line placement.</p>
Assessment	Work sample

SCIENCE/MATH

Name	How Many Are There?
Standard	M.K.1, 2
Materials	Assorted items, number flashcards 1-30 (items are in the plastic cabinet in classroom)
Directions	Introduce lesson by having students count to 30, then provide each student with bells (approximately 30 each) and explain that we are going to look at numbers and count out that many bells. Mix up the numbers and provide each student the opportunity to label numbers. Prompt as needed to obtain correct responses.
Teach to	<p>Count in sequence by ones from 1 to 30 and backwards from 10 to 0.</p> <ul style="list-style-type: none">• Identify the quantity of a given set of objects from 0 to 20• Identify the numeral that represents a given set of objects• Identify numerals 0 through 20 in sequential and non-sequential order <p>Demonstrate concepts of number sense by using one-to-one correspondence; comparing sets of objects up to 10 using vocabulary terms, including more than, less than, most, or least; and recognizing that the quantity remains the same when the spatial arrangement changes.</p>
Assessment	Individual assessment

GAMES/MUSIC

Name	Sing Along with Instruments
Standard	AE.K.1, 3, 13, 14
Materials	CD player or computer, kiddos
Directions	Have students sit on carpet in semicircle. Provide instruments, place CD in the player and begin the fun! ***Have students complete actions for each song and sing along. May require 3-step guided compliance.***
Teach to	All: Sing simple songs alone and with others following the contour of melody; imitate a steady beat while playing various rhythm instruments; recognize holiday songs and simple songs from other cultures and countries; identify various rhythm instruments by sight
Assessment	Observation and individual test: Each student will have the opportunity to label the instrument chosen and the instruments used by their friends.

CENTERS

Name	Puzzles, Play-doh, Computers
Standard	M.K.2, 9
Materials	Puzzles for each student (in plastic cabinet in classroom) and play-doh (located in art room)
Directions	State to the students what our centers are: puzzles, play-doh, and computers. Break students into groups. 4 go to puzzles on one table, 4 go to play-doh on other table, 3 go to computers. Promote engagement with each activity and at the end of 10 minutes, rotate groups. **Rotation: table under window goes to table, table by door goes to computers, and computer to table.
Teach to	Easy: demonstrate visual performance skills (assemble structures), demonstrate taking turns, practice computer skills Advanced: estimate the number of objects in sets that contain up to 20 objects; describe spatial relationships of objects using positional terms. DG should use single-inset type puzzles. All others are doing 24-48 piece jigsaw.
Assessment	Direct observation

STORY

Name	The Quiet Quail
Standard	LA.K.5, 6
Materials	book
Directions	Lead into the activity by holding up the book and asking individual students what they think the story will be about. Discuss the roles of the author/illustrator and ask individual students about these roles. Provide opportunities for students to identify parts of the book and their functions: title, title page, pages, page numbers, front cover, back cover, author/illustrator. Advanced students should select high frequency sight words and identify punctuation marks.
Teach to	Demonstrate listening comprehension of passages, including retelling stories and answering questions. Identify various forms of narrative texts, including nursery rhymes, poetry, and stories. Easy: state what story is about by cover, identify book parts Advanced: identify sight words in print, identify punctuation marks, identify function of book parts
Assessment	Individual assessment

General Procedures Used at The Little Tree

- Attend and Ignore
- 3-Step Prompting Procedure
- Engagement
- Incidental Teaching

Attend & Ignore – What does it mean?

- Attend means to pay attention to a behavior we want to see more of
- Ignore means that we do not say anything about a behavior that we want to see less of— it doesn't mean that we don't do anything about the behavior

Why does Attend & Ignore Work?

- We are reinforcing the behaviors that we want to see more of by giving the student attention.
- We are decreasing the rates of problem behaviors by making sure that we don't give them a lot of attention.

SDD Procedure (3-Step Prompt)

- **Say (Verbal)**- “You need to...”
- **Show (Model)**- Model or Gesture w/NO verbal prompts
- **Do (Physical)**- Provide GENTLE hand over hand assistance w/NO verbal prompts.

Provide APPROPRIATE praise when task is completed!!!!

Engagement

- When children are engaged they do not have time to exhibit inappropriate behavior
- Children should never be left Idle!
- Keep the children BUSY!!
- Make sure all children are participating in activities.
 - Get all of your children involved
- Proper Engagement is hard work that requires effort on behalf of the teachers and parent.

Incidental Teaching

- Using the natural environment to teach.
- This is in contrast to Discrete Trial (1:1 teaching)

QUESTIONS?