

# Empowering Classroom Team Members to Implement Strategies for Students with Autism



## Learning Objectives

Participants will be able to

- Use interpersonal communication approaches to gain insight on their teammates perspectives of working with students with Autism Spectrum Disorders
- Use tools that organize the roles and responsibilities of educational team members
- Identify tactile, visual strategies to assist in team implementation of student behavior and academic interventions

## Identifying Team Membership

## ACTIVITY

What is your personality?

When is comes to:

- Teaching
- Learning
- Communicating

## Shared Purpose Among Team Members

- Support students in achieving meaningful life outcomes.
  - to achieve this the team must engage in dialogue to express and learn about one another's perspectives and create common understanding
- Support our team members
  - **Resource support** (materials, funding, literature, people)
  - **Moral support** (listening, encouraging)
  - **Technical support** (specific-individualized strategies, instructional methods, adaptations)

## Implementing a supportive Environment

- Principles to guide teaching-learning interactions among team members
  1. Be approachable and supportive
  2. Communicate clearly and watch for signs of understanding
  3. Use experiential learning
  4. Increase and build from an awareness of teacher and learner body movement
  5. Affirm and provide meaningful reinforcement

## Team Responsibilities

- Classroom organization
- Management of documentation
- Development of student interventions
- Data collection
- Implementation of student interventions
- Incidental teaching

## The Classroom

- Environmental set up of identified areas
- Visual strategies posted and accessible
- Individual student materials availability during scheduled activities
- Instructional, sensory, and recreational materials organized and available for students to use
- Preparation of documentation needed daily

## Documentation

- Student and class scheduling/Lesson plans
- Individualized Education Plan (IEP) goals identified for instruction
- IEP progress monitoring
- Academic and behavior data collection
- Access of documentation for all team members
- Home/school communication notebooks

## Interventions

- Collaboration and design of individual interventions for skill acquisition.
- Creation and maintenance of intervention materials
- Consistent monitoring of intervention
- Consistent reinforcement of intervention
- Team awareness of their responses to students
- Opportunities to debrief and revise interventions

## Instruction

- In class accommodations made for student participation in class activities, assignments and testing
- Student organization
- Self management tools
- Awareness of adult proximity to student
- Monitoring of students' signals displaying attentiveness and/or understanding of the lesson
- Pre and Post teaching of concepts

- The four previous slides are simply guidelines for a participant discussion on team responsibilities specific to their concerns.
- Strategy materials, handouts, examples and resource bibliographies will be available to participants during the workshop.

## Incidental Teaching

- Incidental teaching provides structured learning opportunities in the natural environment by using the child's interests and natural motivation.
- Incidental teaching was developed to increase language and social responses by maximizing the power of reinforcement and encouraging generalization
- Incidental teaching is unique in its focus on child directed teaching, in other words, following the child's lead regarding interests with in naturally occurring daily activities.

Midland County Education Service agency (MCESA)

## Teachable Moment

- Incidental teaching involves being intentional and plan for those “teachable moments” that are initiated by the child. Almost any situation throughout the day can be made into a “teachable moment.”
- Start small and set a goal. “Today I will establish or identify 3 “teachable moments” and use them.”

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## Contact CARD-USF

Center for Autism & Related Disabilities  
University of South Florida  
1-800-333-4530

<http://card-usf.fmhi.usf.edu>

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## References

- Rainforth, B. & York-Barr, J. (1997). *Collaborative teams for students with severe disabilities*, (2<sup>nd</sup> ed.). Baltimore, MD: Paul H Brookes Publishing Co., Inc.
- Snell, M.E. & Janney, R. (2005). *Teachers' guides to inclusive practices: Collaborative teaming*, (2<sup>nd</sup> ed.). Baltimore, MD: Paul H Brookes Publishing Co., Inc.
- Twachtman-Cullen, D. (2000). *How to be a para pro: A comprehensive training manual for paraprofessionals*. Higganum, CT: Starfish Specialty Press, LLC.

## References

- Incidental teaching tip sheet; Midland County Education Service agency (MCESA)  
[www.mcesa.k12.mi.us/.../Incidental%20teaching%20tip%20sheet.pdf](http://www.mcesa.k12.mi.us/.../Incidental%20teaching%20tip%20sheet.pdf)
- Fact Sheet: Incidental Teaching; The center for Autism and Related Disabilities at Florida Atlantic University.  
[www.coe.fau.edu/.../CARD/documents%5CIncidentalTeaching.pdf](http://www.coe.fau.edu/.../CARD/documents%5CIncidentalTeaching.pdf)