In-Home / Parent Training

In-Home / Parent Training
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In-Home Training Guidelines

In-Home Training is defined as a related service which is intended to promote the transfer of learned skills and behaviors from the school environment to the home. The goal of In-Home Training is to train the student to generalize learned skills identified in the Individual Education Plan (IEP).

In-Home Training is a service provided to students following In-Home Training Needs Assessment (designed to determining specific needs).

In-Home Training may occur in the home and/or community. The frequency, duration of services, mastery criteria and method by which In-home Training will be provided, must be developed and approved by the ARD/IEP Committee. In-Home Training can be provided by a certified teacher or supervised by a certified teacher.

Parents work along with the In-Home Trainer so that practice may occur in the home with parents guiding or supervising activities.

PARENT TRAINING

Parent Training is designed to aid parents through participation in any array of activities to become "Trained" to provide specific positive interventions for their child with special needs.

This training might occur through a variety of interventions to include but not be limited to:

- Literature review and copies of journal articles with discussion with district representative.

- In class observation of successful interventions implemented by the classroom teacher.

- Consultation with the social worker, psychologist, or teacher.

- Parent Meetings offered by WISD, Educational Service Center (www.esc11.net) or other local workshops/trainings related to their child's specific needs.

- Behavior Management Training.

- Loan of videotapes and other reading materials from the professional library through Special Programs.

In-Home Training vs. Parent Training*

In-Home	Parent Training
Works directly with student	Works directly with parent
Generalization of skills from the classroom to home or community	Provides skills/information for parent to work with student
Individual	Group or individual
Determined in ARD meeting	Determined in ARD meeting

*ESC Region 20 & ESC Region 11 workshop, Jan 2007, "In-Home Training: Developing District Guidelines"

Suggested Time Frame Related to Needs Identified/In-Home Training Goal(s)

Content/Area	Suggested Time/Sessions	Content/Area	Suggested Time/Sessions
Communication	5 -30 min. sessions	Toilet Training	5 - 30 min. sessions
Behavior	5 - 30 min. sessions	Schedules	3 - 30 min. sessions
Social Skills	3 - 30 min. sessions		

Getting Started

Scheduling your home visits:

There are several things to consider before scheduling a home visit.
- ✓ Determine your scheduling needs
- ✓ Schedule sessions during a time of day that will allow you to have adequate travel time and will not conflict with other responsibilities
- ✓ Make certain that the focus of the training has been identified
- ✓ Have appropriate documentation forms readily available

Scheduling the first visit:
- ✓ Contact the parent (complete a brief phone interview – see initial contact information & identify the student's reinforcers/preferred activities)
- ✓ Determine appointment time
- ✓ Emphasize the importance of the parent's involvement – remaining in the home and near by during the session

Initial Contact:
- ✓ Complete the parent questionnaire over the phone prior to the first home visit (see Parent Interview ASD/parent questionnaire)
- ✓ $25.00 P.O. per child for start up supplies/reinforcers/activities
- ✓ Visit your new student in his/her current educational program or contact their special education teacher to gather more information about your student and establish communication between you and the teacher.
- ✓ Review & have parent sign Agreement for In-home/Parent training – keep one copy in your files, one copy to the students school diagnostician and one copy to the Special Program's Office
- ✓ Complete and sign the staff agreement for you and give copy to Special Programs for student's in-home file
- ✓ Develop a "student box & student file" – filed with student's reinforcers, materials for the session, communication strategies, pens, paper, and documentation forms (IEP, Documentation of Session form, In-home training lesson plans & IHT)

Working in Someone's Home:
Privacy issues:
- ✓ Information related to students is confidential under the provisions of the Family Educational Rights and Privacy Act of 1974, also known as "FERPA" or the "Buckley Amendment."
- ✓ If information of a personal nature is shared, it is important to remember one's professional role in maintaining the confidentiality of this information.
- ✓ It is important to maintain a professional role when working with families. Caution against becoming to familiar or comfortable with families – it can lead to poor judgment and lack of objectivity.

Punctuality:
- ✓ Please arrive on time and leave on time, or call to alter the schedule.
- ✓ In-home/Parent training sessions are appointments and need to be treated accordingly.
- ✓ Let the parents know approximately how long each session will be and do not be afraid to set and adhere to these timelines.
- ✓ Please seek assistance from the **in-home trainer coordinator when problems arise.**

Meeting the family:
- ✓ Follow the parent's lead and let them set the tone for the visit.
- ✓ In-home climates may vary from informal to formal, and the trainer is responsible for recognizing the climate and adjusts accordingly.
- ✓ Be respectful of the family's priorities, routines and expectations.
- ✓ It is important to support the child's goals and objectives, providing a service that complements the family's lifestyle.
- ✓ It is important to understand the family dynamics and culture (for example, some cultures consider it unacceptable to have male family members performing household chores).
- ✓ Some families may feel their home is inadequate and may be uncomfortable having an in-home trainer come into the home. They may worry about such things as cleanliness, furnishing and state of repair. Be aware that this is a common concern and request the parent's direction regarding where within the home the training is to occur.
- ✓ **Parent reviews and signs Agreement for In-home/Parent Training (send copy to In-home Coordinator)**

Person-First Language:
- ✓ It is important to use language that is respectful of individuals with disabilities.
- ✓ **Person first language** helps do this by stating the individual first and disability last – for example, a child with autism spectrum disorder or a child with autism instead of an autistic child.

Agreement for
_____In-home Training
_____Parent Training

School District Services:

The school district/shared service arrangement agrees to:

- Comply with the requirements set in the IEP related to In-home and/or Parent Training.
- Contact parent <u>at least two hours</u> before the session if there is a need to cancel the session.
- Provide staff to deliver the services at no expense to the parent(s).
- Maintain appropriate documentation of services/progress.
- Other: _____

Parental Support:

The parent/guardian agrees to:

- Be available during scheduled training appointments.
- Parents work along with the In-Home Trainer so that practice may occur in the home with parents guiding or supervising activities.
- Provide an environment conducive to in-home or parent training
- Notify In-home/Parent Trainer of the need to cancel/reschedule session <u>at least 2 hours</u> in advance
- Calling the In-home/Parent Trainer to cancel the session on the days when the student is absent from school.
- Attempt to implement suggestions/strategies of the In-home/Parent Trainer.
- Other: _____

_____   _____
Special Education Staff   Parent

_____   _____
In-Home/Parent Trainer   Parent

_____
Date

Parent/In-Home Training Contract

Thank you for agreeing to be the Parent/In-Home Trainer for the student identified below. Notice of this assignment has been sent to the student's Special Education Contact Teacher. This family will be expecting to hear from you within the next two weeks. Please remember to complete a progress report and send it to the contact teacher for inclusion with the student's report card for each reporting period in which Parent/In-Home Training services have been provided.

Student Name _____   DOB _____

School _____   Teacher/Program _____

ARD Date _____   Trainer Assignment Date_____

In-Home Trainer _____   Parent Trainer _____

Parent(s) Name _____   _____

Address _____   Phone No(s) _____

_____   _____

_____   Total Hr. Assigned _____

Trainer Copy

Parent/In-Home Training Contract

A Parent/In-Home Trainer has been assigned to the student identified below. If the family has not been contacted within two weeks of your receipt of this information, please follow-up by contacting the Special Programs Office (ext. 2844). You will receive a progress report from the trainer, which should go home with the IEP report card. At the completion of the recommended hours, you will receive a report from the Parent/In-home Trainer. This report should be filed in the student's special education folder.

Student Name _____   DOB _____

School _____

Sp Ed Contact Teacher _____

ARD Date _____   Total Hours Assigned _____

_____

Parent Trainer _____   Contact Phone _____

In-Home Trainer _____   Contact Phone _____

School copy

Parent/In-Home Training Supervision Log

Student Name _____ Date_____

School _____ Trainer Name _____

Parent(s) Name _____ Teacher/Program _____

Date	Time	Total Time Spent	Activity/Comments/Suggestions	Initials

Activity Key: **Parent Training**
P=Phone conference with parent
F=Face to face meeting with parent
NS=Parent did not show up for meeting
GT=Parent attended group training/workshop
* =Provided print material
**=Provided DVD/Video material

Activity Key: **In-Home Training**
H=Services provided in the home
C=Services provided in the community
NS=Parent did not show up for meeting
S= Student unable to participate due to illness/other

_____
In-home Trainer Supervisor Signature

_____
In-Home/Parent Trainer Signature

_____
Parent Signature

File Copy -
Special Programs – In-Home Training File

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Special Programs
Parent/In-Home Training

Service Sheet

Name_____ Month_____

Student Name	Service Date/Time								Comments/ IEP Goals Addressed
			PT			ARD Hrs. / Billed			
			IHT			ARD Hrs/ Unbilled			
			CBT			Non- ARD Hrs./ Billed**			
			Other						
		Total							
Student Name	Service Date/Time		PT			ARD Hrs. / Billed			Comments/ IEP Goals Addressed
			IHT			ARD Hrs/ Unbilled			
			CBT			Non- ARD Hrs./ Billed**			
			Other						
		Total							
Student Name	Service Date/Time		PT			ARD Hrs. / Billed			Comments/ IEP Goals Addressed
			IHT			ARD Hrs/ Unbilled			
			CBT			Non- ARD Hrs./ Billed**			
			Other						
		Total							
Student Name	Service Date/Time		PT			ARD Hrs. / Billed			Comments/ IEP Goals Addressed
			IHT			ARD Hrs/ Unbilled			
			CBT			Non- ARD Hrs./ Billed**			
			Other						
		Total							
Student Name	Service Date/Time		PT			ARD Hrs. / Billed			Comments/ IEP Goals Addressed
			IHT			ARD Hrs/ Unbilled			
			CBT			Non- ARD Hrs./ Billed**			
			Other						
		Total							

ARD Hrs/ Billed- Hours required by the IEP that occur outside the normal working day.
ARD hrs. non-billed- - Hours required by the IEP that occur during the normal working day.
***Non-ARD Hours billed- Requires prior approval from Special Education In Home. May include assessment, staff training etc. that occur outside the normal working hours. Please include a description.

Please fill out once per month for Donna for all students combined

Total billable hours worked _____
Add .20 for planning   _____
=   _____

Behavior Intervention Plan

Student _____ Date _____ School _____

Completed by/Team members _____

Antecedent: Describe context, group size, activity, and environment before the behavior occurs

_____

_____

Behavior*: _____

_____

(*Should be observable, measurable, specific in order to define target behavior for intervention plan)

Consequence** _____

_____

(**What happens after the behavior occurs – reaction of others – consider the function of this behavior for the student – i.e., escape, avoidance, attention, tangible, power, sensory, communication, etc. – there may be more than one function of the behavior. Remember – behavior that continues is being reinforced by something. Please access http://www.monacoassociates.com/mas/aboutmas.html to assist in determining the function of this behavior – free tool for Parents and Teachers.

Hypothesis Statement: (When this occurs...the student does.....in order to.......)

_____

_____

Information from Data Analysis – Frequency & Rate of this defined behavior: _____

_____

Plan

(Update reinforcement assessment*** the reinforcers *will need to be more powerful & efficient* than whatever is currently sustaining the target behavior)

Classroom/Home Modifications:	Current Preferred Reinforcers***:
1.	1.
2.	2.
3.	3.

Replacement and/or Alternative Skills

Identify One Social Skill, One Stress Reduction Skill & One Communication Skill

1.

2.

3.

Reactive Program

In the event the target (maladaptive behavior) occurs, describe the specific reactive strategies to be implemented (be sure that all necessary staff/ members are familiarized with this behavior plan).

1.

2.

3.

Scoring and Interpretation of Motivation Assessment Scale Results

By **V. Mark Durand, Ph.D., and Daniel B. Crimmins, Ph.D.**
Reprinted from The Motivation Assessment Scale Administration Guide

Scoring

"If one category (e.g., Escape) has clearly received the highest score, then it is assumed that this is the most important influence on the behavior. We are less interested in the total score (e.g., total score = 20) or the mean score (e.g., mean score = 5.00) than we are in the relative rank (e.g., relative ranking = 1)..."

Score Interpretation: Ties

"If more than two categories are given high scores, it may be that the MAS wasn't completed properly...take another look at the behavior being assessed and at the setting selected. Remember that if the behavior you selected includes several different behaviors...or if you try to include too many settings (e.g., looking at the whole school day versus individual seatwork) then you may get confusing results.

"If there is a tie for the highest score or if the means of the top two categories are within .25 to .50 points (and you have clearly specified the behavior and setting), then both are considered as influences that may be causing the problem behavior to continue..."

Designing a Treatment

"The information from the MAS may indicate problems in the home, school, or work setting. If someone is scoring high on the Escape category, things may be too demanding (i.e., the work may be too difficult) or too sterile (boring) and, therefore, uninteresting. To develop an effective treatment for escape-motivated behavior, start by considering what it is that the person is trying to escape from. High scores on the Attention category may indicate that too little attention is available. You will want to consider what can be done to make attention more readily and appropriately available. High scores on the Tangible category could mean that reasonable requests (e.g., wanting snacks, or a change in activities) are being ignored. You will find yourself asking "What can be done so that these requests do not go unnoticed?" Since high scores on the Sensory category could indicate that the environment itself is not stimulating enough, you will want to determine what can be done to enrich the environment...

"Problem behavior can be reduced and very often eliminated by teaching alternative behaviors to replace the problem behavior...If an individual is frequently disruptive to get "things" (e.g., scores on the MAS are highest for the Tangible category), then one approach to treatment would be to teach the individual a more appropriate way to request those things he or she seems to want. Similarly, individuals engaging in attention-getting, escape-maintained, or sensory-maintained behavior could be taught to request attention, escape or assistance, or more stimulating sensory consequences, respectively...

"The results obtained from the MAS can also be used, indirectly, to provide information on things that may serve as effective reinforcers...For example, if an individual is spending a large part of the day trying to escape from tasks, then one reinforcer that can be used with this individual is escape from work! In other words, because the individual is working so hard to escape (by their problem behavior), you know that escape is something he or she really wants. You can then use escape (e.g., in the form of a break from work) as a reinforcer for working. Other options include using tangibles (e.g., activities, foods) as reinforcers for individuals who frequently engage in problem behavior for tangibles, and sensory feedback as a reinforcer for individuals with frequent self-stimulatory behavior...

"...individuals with escape-motivated problem behaviors will not respond favorably to procedures such as time-out from positive reinforcement because time-out involves the removal of attention and the removal of unpleasant demands that the individual is trying to escape--an individual doesn't have to continue to work if he or she is in the corner. As a result, we actually see an increase in the frequency of the problem behavior when time-out is used as a response to an escape-motivated behavior..."

A Final Note from the Authors

"As you do assessments for behavior problems, keep this issue in mind. Do not assume that you have to respond to a behavior problem in the same way in every setting. It is possible that the person you work with is disruptive for several reasons. Come up with a strategy for each setting that is important, and be consistent with your strategies."

Reinforcement Hierarchy
(Completed & Updated every semester or when new FBA is completed)

Student Name: _____ Date: _____

List of reinforcement from most preferred (powerful) to least preferred.

Examples:	
Specific videos	Specific snacks
Games (chase, tickle, etc)	Sports
Special Rules (Line up 1st)	Small Toys
Activities – puzzles, art	Computer time

A-List Reinforcers

Food/Edibles	Activities	Toys
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

B-List Reinforcers

Food/Edibles	Activities	Toys
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

C-List Reinforcers

Food/Edibles	Activities	Toys
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

Rules of Reinforcement:
-Should be reinforcing
-**Should be contingent**
-Early target behaviors should be labeled
-Reinforcers should be paired with social reinforcers (praise)
-Can be used with "token economy" to teach "cause/effects"

"Each of us guards a gate of change that can only be opened from the inside."-- Marilyn Ferguson
"Reinforcement can open the gate to change/ We can get anyone's gate opened with the right reinforcers." (Lori Ernsperger, Problem Behavior Conference – January 2007)

Behavior Intervention Plan

Student: _Ima Sample Student_   Date: Jan. 12, 2007   School: Early Elementary
Completed by/Team members: _Mr./Mrs. Sample, Ms. In-Home Trainer_
        The Problem:

Antecedent: Describe context, group size, activity, environment before the behavior occurs
        Asked to stop playing & put away toys& get ready for bed

Behavior*:
        Biting or attempts to bite parent
(*Should be observable, measurable, specific in order to define target behavior for intervention plan)

Consequence**
    Parent current reaction – Tells child "No" & put in time-out
    Supposed function of behavior – Communicative, avoiding a change of activity – may
not want to stop playing.
(**What happens after the behavior occurs – reaction of others – consider the function of this behavior for the
student – i.e., escape, avoidance, attention, tangible, power, sensory, communication, etc. – there may be more than
one function of the behavior. Remember – behavior that continues is being reinforced by something.)

Hypothesis Statement: (When this occurs…the student does…..in order to…….)
   _When told to stop a preferred activity, Ima Sample yells/attempts to bite or will bite in order
to continue activity._
Information from Data Analysis – Frequency & Rate of this defined behavior:
Tracked by parent over four days –_Under same condition -behavior occurred 4 out of 4 times_

Plan

Classroom/Home Modifications: Current Preferred Reinforcers:

1. Develop/implement evening schedule   1. Loves Fisher Price doll house figures
2. Use time timer   2. Pretzels
3. Develop work system for evening   3. Trains (books, toys, Thomas, etc)

Replacement and/or Alternative Skills
Identify One Social Skill, One Stress Reduction Skill & One Communication Skill
1. Use transition object & evening schedule
2. Use words "No", "I don't want" to reject/protest
3.

Reactive Program
In the event the target (maladaptive behavior) occurs, describe the specific reactive strategies to be
implemented (be sure that all necessary staff/ members are familiarized with this behavior plan).
1. Point to work system icons/pictures – "toys finished, time for _____"
2. Calmly keep the demand on
3.

Parent/In-Home Training Feedback

We want to insure that our In-Home/Parent Training continues to be beneficial and high quality for you and your child. Please complete the following feedback form and mail in the attached stamped envelope. Thank you

	Strongly Agree	Agree	No feelings	Disagree	Strongly Disagree
I was contacted within two weeks of my child's ARD by the trainer.					
The trainer followed our agreed upon schedule.					
If the trainer could not make the scheduled visit, I was called and a new date/time was established.					
The trainer was knowledgeable about autism spectrum disorders and how to work with my child.					
The trainer was professional and courteous with both me and/or my child.					
The goal(s) established for training were met.					
I was satisfied with my training experience.					

Additional Comments:

_____I would like to be contacted by the In-Home Trainer Supervisor
Phone _____ Best time to contact me _____

_____   _____
Signature (Optional)   **Phone Number (Optional)**

File Copy –
Special Programs – In-Home Training File

Parent/In-Home Training Summary Report
For the Annual Review or Consideration of Additional Hours

Student Name _____ Date_____ Prepared for ARD Date _____

School _____ Teacher/Program _____

The following services were provided during the past year:

_____Parent Training   Total Hours Assigned: _____

Individual Training Hours Completed: _____ Group Training Hours Offered/Completed_____

_____In-Home Training‡

Total Hours Assigned: _____ Total Hours Completed _____*

(*If different – explain, _____
_____)

   ‡ Attach Updated In-home Training IEP/Goals

Feedback from Parent(s):

Feedback from Trainer(s):

Additional Comments:

_____
In-Home Trainer Signature

Recommendations:

_____   Parent Training/In-Home Training goals have been met. No additional training is   needed for these goals at this time.

_____   Parent Training/In-Home Training goals have not been met. ARD team recommends _____ additional hours.

_____   ARD Team recommends a new In-Home Training Needs Assessment

---

_____
In-Home Trainer Signature

File Copy –
Special Programs – In-Home Training File

In-Home Training Assessment

Student: _____ Age: _____

Parent(s) Name: _____

Address: _____

Home Phone: _____ Work Phone: _____

School District: _____ Campus: _____ Phone: _____

Instructional Placement: _____ Teacher's Name: _____ Grade: _____

Assessment Date: _____

Additional Information: _____

_____

Weatherford ISD
Special Programs

In-Home Training Assessment

Communication Skills	Skills at School	Skills at Home
Level: Tantrums (gestures/vocalizes) Gestures (informal) Objects Photographs Color Line Drawings Black and White Drawings Sign Language (SEE) Sign Language (ASL) Written Word Spoken Word Phrases		
Functions: Express Wants/Needs Getting Attention Answer Yes/No Commenting Questioning Social Routines Express Feelings		
Communication Content: Food Activities People		
Communication Context: At Meals/Snack With Adults With Peers		

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In-Home Training Assessment

	Skills at School	Skills at Home
Socialization **Play** Plays Alone Plays next to (but not with) peers Participates in cooperative play Participates in make believe play Plays appropriately w/ age appropriate toys Participates in a variety of play activities **Interaction** Attends to speaker Interacts with familiar adults Interacts with familiar peers Interacts with peers Tolerates new people Responds to "What's your name?" Uses/Responds to social greetings Talks on telephone		
Self-Help Eating Feeds self – finger foods Feeds self – uses utensils Drinks from cups with no spilling Eats a variety of foods Sits at table/ eats with group/ family Serves self (family style serving) Chews with mouth closed Uses a napkin to wipe mouth		
Toileting Uses when taken by adult Initiates toileting for urination Initiates for bowel movement Wipes self Washes hands and dries Remains dry during the night		

Community	Skills at school	Skills at home

Community
Demonstrates appropriate behavior:
Grocery shopping
Mall shopping
Dining out:
    Restaurants
    Fast Foods
Doctor visits
Dentist visits
Driving in car
Hair cuts
Visits to parks
Visits to amusement parks
Associated Behaviors:
Remains with adult/sibling
Waits in line appropriately
Accepts changes in schedule
Utilizes communication systems
Cooperates when time to leave
Interacts with strangers appropriately		

Misc Aggressive behavior Self abusive behavior Self-stimulatory behavior		
Reinforcers:		
Food –		
Toys/Objects		
Activities:		

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Bathing Tolerate being bathed Bathed self Tolerates hair shampooed Shampoos own hair **Hygiene** Applies deodorant Tolerates tooth brushing Brushes own teeth Shaves self Manages menstrual cycle **Dressing** Cooperates with dressing Dresses self Leaves clothing on Undresses self (when appropriate) Zips, buttons, snaps Dresses appropriately for weather **Goals/Needs – priorities –** 1. 2. 3.			

Visual Supports/Visual Cues aid in understanding:

Receptive language (i.e., comprehension of spoken language)
Understanding what they are suppose to do
Knowing what is happening in their day
Understand what needs to be done and when they are finished
Moving from one activity to the next
Where they are suppose to go
Where to stand or sit

Tools (include, but not exclusive list)

Boardmaker (Mayer-Johnson http://www.mayer-johnson.com/MainBoardmaker.aspx?MainCategoryID=5419)

Social Stories (Carol Gray - http://www.thegraycenter.org/)

Do2Learn.com (http://www.do2learn.com/)

Visually highlighting – colored tape, "X" marks the spot, footprints
   (can be used to aid in understanding where to put toys, where to wait, etc)
TASK GALORE Books (three separate books targeting - independent tasks, group activities & real world tasks)

Use of schedules (Tells you where to go) can be photographs, colored/black white icons (Boardmaker) or written. It can be a velcro system or a written check off system. Schedules should be individualized to your student. The goal is student independence by using the schedule that is right for your student. If a student is independently using a pull-off Velcro system then that may be the "highest level" of schedule a student needs.

Use of work systems (Tells you what to do when you get there)

Transition objects (Takes you back to your schedule)

Choice Boards (this is one example – it provides the student a variety of choices for reinforcements and a way to communicate!)

Applying Structured Teaching Principles to Toilet Training

Many children with autism are difficult to toilet train. Parents and teachers have tried many approaches to teaching the children to use the toilet independently. Not all children respond to the same teaching techniques. A method that is helpful in one child's situation may not be useful in another case. TEACCH consultants are often asked for suggestions for successful toilet training. This article is the compilation of several experienced teachers' and consultants' suggestions about this area of programming.

In thinking about setting up a program to help a child learn to toilet independently, the first TEACCH recommendation would be to try to look at the problem from the perspective of the student with autism. Another TEACCH recommendation would be to build in many elements of visual structure to help the child understand exactly what is expected. Look at each element of Structured Teaching to decide how visual supports can be added to build positive routines, clarify expectations, and reduce confrontational situations.

The child's perspective

Even in typically-developing children, toilet training is often a difficult skill to master. While the child may have good awareness and control of his body, there are other factors... social factors... that determine how easily toileting skills are learned. Small children do not feel an intrinsic desire to become toilet trained. Rather, they acquire this skill in order to please their parents and to gain the social status of " big boy" or "big girl". This social motivation is a critical factor in determining "readiness" for toilet training.

How might the characteristics of autism contribute to a child's difficulty in learning to independently use the toilet?

1. The child's difficulty with understanding and enjoying reciprocal social relationships would certainly interfere with this process. While other 2- or 3-year-olds might be proud of their "big boy pants" and might be happy to please their parents, this type of motivation is rare in a child with autism.

2. Given the characteristic difficulties in understanding language or imitating models, a child with autism may not understand what is being expected of him in the toilet.

3. A child with autism typically has significant difficulty organizing and sequencing information and with attending to relevant information consistently. Therefore following all the steps required in toileting and staying focused on what the task is all about are

big challenges.

4. Further, the child's difficulty in accepting changes in his routines also makes toileting a difficult skill to master. From the child's point of view, where is the pressing need to change the familiar routine of wearing and changing a diaper? After 3, or 4, or 6 years of going in the diaper, this routine is very strongly established.

5. A child with autism may also have difficulty integrating sensory information and establishing the relationship between body sensations and everyday functional activities. Therefore he may not know how to "read" the body cues that tell him he needs to use the toilet. He may also be overly involved in the sensory stimulation of the "product"-- smearing feces is not uncommon in young children with autism. The child may also be overwhelmed by the sensory environment of the toilet, with loud flushing noises, echoes, rushing water, and a chair with a big hole in it right over this water! A further consideration is that the removal of clothing for toileting may trigger exaggerated responses to the change in temperature and the tactile feeling of clothes on versus clothes off.

Elements of structured teaching

Structured Teaching is the term given to a set of teaching/support tools designed by Division TEACCH for people with autism. These tools are responsive to the characteristics of autism using their strong learning modalities (visual and motor skills and enjoyment of routine) to build bridges over some of the gaps in learning caused by their characteristic deficits. Structured Teaching not only increases the learning of new skills but also serves to increase independence and self-esteem, reducing behavior problems that result from confusion, anxiety, and over-stimulation. Structured Teaching combines the use of individualized assessment, establishment of proactive and adaptive routines, and the systematic use of visual supports to support learning.

I. Beginning step: Assessment

When hoping to toilet train a child with autism, one of the first things we must do is define a realistic goal, realizing that independent toileting may be many, many steps down the road. Each of the steps toward independent toileting is a goal itself. It is necessary to observe and assess the child's understanding of the toileting process in order to choose the correct starting point.

We should begin with establishing a positive and meaningful routine around toileting and collecting data about the child's readiness for

schedule training or for independent toileting.

A simple chart can be used to collect the data needed about the child's readiness. On a routine basis, the child is taken to the bathroom for a "quick check" every 30 minutes and data is recorded on each occasion. A sample of one format for collecting this basic information is shown below.

Elimination Record

Child's Name: _____ Date Begun: _____

	Day 1		Day 2		Day 3		Day 4		Day 5		Day 6		
Time	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants	Toilet	Pants
7:00													
8:00													
9:00													
10:00													
11:00													

Pants column -- In the column marked PANTS you will record every hour either:

D	if he is dry	U	if he has urinated in pants	BM	if he had a bowel movement	U / BM	if he had both

Of course, you don't have to wait an entire hour. Anytime you think he is wet, check him, write in the time on the chart, and record the results.

Over a period of 1 or 2 weeks, patterns of data begin to emerge.
     Is the child dry for significant periods of time?
     Is there some regularity in his wetting/soiling?
     Does he show any indication that he is aware of being wet or soiled?
     Does he pause while wetting or soiling?
A child for whom the answers to all of these questions is "no" is probably not ready for a goal of independent toileting, although a goal of establishing a positive bathroom routine may still be very appropriate.

During the charting phase, we should also be assessing other aspects of the process of toilet training. As the data is being collected,
     Is the child beginning to pick up on the routine involved?
     How are the child's dressing skills?
     Does he show any particular fears or interests related to the bathroom
     (reaction to flushing, water, toilet paper roll, or other bathroom

fixtures)?

What is his attention span?

At the end of this assessment period, we will have the data needed to establish an appropriate goal to be working toward.

A task analysis of the steps of toileting can give a picture of all the skills needed. Assessing the child's current skills on each step of a task analysis will help us to choose a realistic goal and remind us not to try to work on several new skills at once. Task analyses can be global or very specific. Each step of a task analysis can be further detailed to determine teaching steps. Examples of a global task analysis and a more detailed analysis of one step are illustrated below.

TASK ANALYSIS FURTHER TASK ANALYSIS

1. Enter the bathroom

(Does not do fasteners)

2. Pull clothes down

    a. Allows Adult to pull

    b. Pull from calves

    c. Pull from knees

    d. Pull from thighs

    e. Pull from hips

    f. Pull from waist

3. Sit on toilet

4. Get toilet tissue

5. Wipe with tissue

6. Stand up

7. Throw tissue in toilet

8. Pull clothes up

9. Flush toilet

II. Physical Structure

One of the principles of Structured Teaching involves structuring the physical environment for success. Our goal is to create a meaningful context for an activity to take place. We accomplish this through the creation of clear boundaries and the reduction of distractions.

When beginning the toilet training of a child with autism, we want to help the child learn that this set of behaviors (elimination) is associated with a particular place (the toilet). Moving all diapering,

cleaning, and toileting-related dressing to this setting helps the child realize the purpose of this room. Another way to say this is that we are trying to "isolate the concept" of where toileting-related behaviors take place. Some families assign a half-bath in their homes to toilet-training, since the full bathroom has many objects that are associated with other activities and may be very distracting or confusing (bathtubs and showers, bathing toys, toothbrushes, makeup, laundry hampers, scales, etc.)

A second goal for creating clear physical structure to assist in toilet training is to create an environment that is secure and not over-stimulating. The child will be calmer and more responsive with good physical support for his body. Think about adding foot support, side rails, opening reducers, or other physical supports. Think also about the plumbing noises and echoes of many bathrooms. Many children appreciate soft music playing or the addition of sound-absorbent materials.

III. Establish a Visually Supported Routine

After establishing an appropriate goal for the child, it is important that we teach using visual supports for each step toward this goal. We must create a visual system to let the child know the step or sequence of steps to completing the goal.

At the most basic level, a transition object may be used to let the child know that the toilet routine is beginning. An object that is associated with toileting may be given to the child to serve as the transition object that takes the child to the correct location. Or, this object may be placed in a zip-lock bag that is glued shut. Or, this object may be glued to a card. In any case, it serves to initiate the bathroom routine, helping the child know what is to occur and where. At a more abstract level, a photograph or drawing of the toilet or the printed word on a card may given to the child or placed on his schedule to accomplish this goal.

Once the transition to the toilet area has been made, it is important to continue to visually support each step of the toileting routine. We need to let the child know each step he is to accomplish, when the sequence will be finished, and what will happen when the sequence is finished. Again, using an object sequence, a picture sequence, or a written list are all ways to communicate this information to the child. It is important that the child sees the information, manipulates the system so that he recognizes it's connection to his behavior, and has a clear

way to recognize when each step -- and the entire process -- is finished.
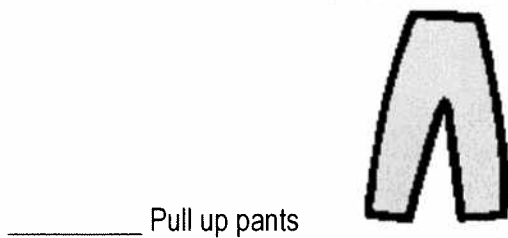Examples of visual systems a variety of children follow:
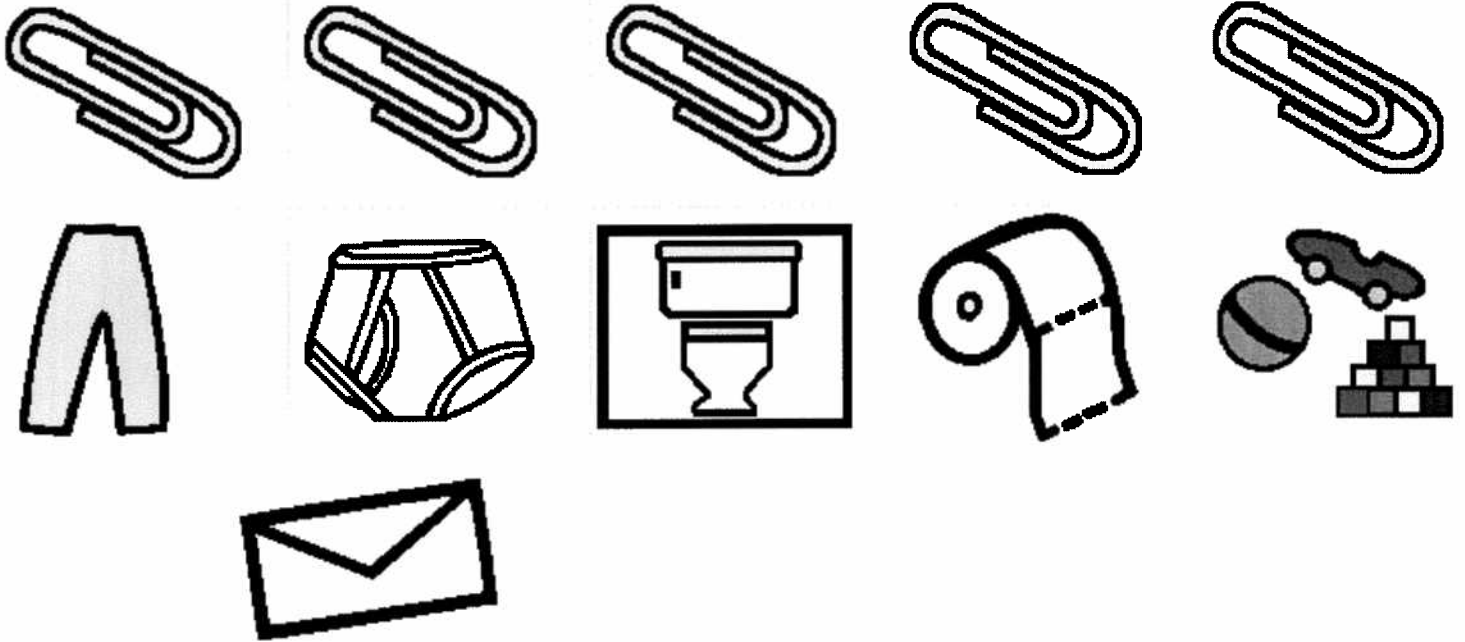
Finished Pocket

_____ Pull down pants

_____ Pull down underwear

_____ Sit on toilet

_____ Use toilet paper

_____ Pull up underwear

_____ Pull up pants

_____ Flush toilet

_____ Go play

The inclusion of a concrete, visual "what happens when I'm finished" piece of information is an important part of this system. For some children this may be looked at as a motivator or even a reward. For many children with autism, it is equally or more important as a clear indication of closure. Task completion is a powerful motivator for most people with autism.

IV. Trouble-shooting specific problems

Once a visually supported transition and sequencing system has been established, we continue to use a problem-solving approach to troubleshooting details. Whenever the child has a problem with any

step of the process, we think about (1) what his perspective might be and (2) how we can simplify and/or clarify through visual structure. Examples follow:

Resists sitting on the toilet

- allow to sit without removing clothes
- allow to sit with toilet covered
  (cardboard under the seat, gradually cutting larger hole, or towel under the seat, gradually removed)
- use potty seat on the floor rather than up high
- if strategies are helpful for sitting in other places, use in this setting also
  (timers, screens, picture cues, etc.)
- take turns sitting, or use doll for model
- sit together
- add physical support
- help him understand how long to sit (sing potty song, length of 1 song on tape player, set timer 1 minute, etc.)
- as he gradually begins to tolerate sitting, provide with entertainment

Afraid of flushing

- don't flush until there is something to flush
- start flush with child away from toilet, perhaps standing at the door
  (might mark the spot with a carpetsquare and gradually get closer to the toilet)
- give advance warning of flush, setting up flushing cue system, such as "ready, set, go"
- allow him to flush

Overly interested in flushing

- physically cover toilet handle to remove from sight
- give something else to hold and manipulate
- use visual sequence to show when to flush
  (after replacing clothing, for example)
- when time to flush, give child a sticker that matches to a sticker on toilet handle

Playing in water

- give him a toy with a water feature as distraction, such as a tornado tube, glitter tube, etc.
- use a padded lap desk while seated
- cover the seat until ready to use
- put a visual cue of where to stand

Playing with toilet paper

- remove it if a big problem, use Kleenex instead
- roll out amount ahead of time
- give visual cue for how much, such as putting a clothespin on where to tear, or making a tape line on the wall for where to stop

Resists being cleaned

- try different materials
  (wet wipes, cloth, sponge)
- consider temperature of above material
- take turns with doll

Bad aim

- supply a "target" in the water, such as a Cheerio
- larger target as toilet insert
  (contact papered or laminated cardboard with target drawn on it),
  gradually moved down
- add food coloring in the water to draw attention

Retaining when diaper is removed

- cut out bottom of diapers gradually, while allowing child to wear altered diaper to sit on the toilet
- use doll to provide visual model
- increase fluids and fiber in diet
- may need to enlist doctor if serious bowel withholding, may give stool softener

These ideas are not intended to be an inclusive list of steps to take to teach a child to use the toilet. They are, however, illustrative of the problem-solving approach needed and the effort to provide visual cues to increase understanding, cooperation, and motivation.

V. Communication System

Another important step in teaching independent toileting is to plan for a way for the child to initiate the toilet sequence. At first trips to the bathroom may be initiated by an adult directing the child to a transition object or schedule. However, eventually the child will need a way to independently communicate his need to go. Even though he may begin to spontaneously go into a familiar and available bathroom, he needs to learn a concrete way to communicate this need so that he will be able to request when a toilet is not immediately available.

As always, the first step in designing a goal is assessment. Is the child currently signaling in any way that he needs to go to the bathroom, or is he totally reliant on an adult initiating the sequence? If there are behavioral signals that you as an adult observer can "read", these signals can show you the "teachable moments" when you can help the child learn to use a systematic communication tool. Is he able to use objects, pictures, or words to communicate in other settings?

Many children first learn to use expressively the same tool that the adult has used to teach him about going to the toilet. For example, if Mom has been giving him an empty "baby-wipe" box to mean it is time to transition into the bathroom to be changed, the child might begin to use this same box to let Mom know he needs to be changed. Or, if a photograph of the toilet has been used on the child's schedule to tell him when it is time to sit on the toilet, the same photograph will make a meaningful expressive communication tool.

A child who is sometimes able to verbally say "bathroom" may not always able to pull this word up at the appropriate time. When he is tired, in a new place, with a new person, with too many people, catching a cold, upset for any reason -- his higher-level verbal skills may fail him. A child who shows this inconsistency will also be helped by a visual support that (1) helps cue the word he is looking for and (2) serves as a back-up system when he cannot use verbal language.

Susan Boswell
TEACCH Preschool

Debbie Gray
Chapel Hill TEACCH Center

Books to Read to Children About Potty Training

Going to the Potty
    by Fred Rogers, Jim Judkis (Photographer), Jim Judkins
(Photographer)
Your New Potty
    by Joanna Cole and Margaret Miller (Illustrator)
The Toddler's Potty Book
    by Alida Allison, Henri Parmentier (Illustrator)
Potty Time
    by Bettina Paterson (Illustrator)
No More Diapers (Personalized Edition)
    by Tina Dorman
Once Upon a Potty (Boy)
    by Alona Frankel
Once Upon a Potty (Girl)
    by Alona Frankel
Bye Bye Diapers (Muppet Babies Big Steps)
    by Ellen Weiss, Tom Cooke (Illustrator), W. Weiss
Sam's Potty
    by Barbo Lindgren, Eva Eriksson (Illustrator), Barbro Lindgrin
What Do You Do With Potty? : An Important Pop-Up Book
    by Marianne Borgardt, Maxie Chambliss (Illustrator)
Have to Go (Sesame Street Toddler Books)
    by Anna Ross, Norman Gorbaty (Illustrator)
On Your Potty
    by Virginia Miller
Everyone Poops
    by Taro Gomi, Amanda Mayer Stinchecum (Translator)
Toilet Training in Less Than a Day
    by Nathan H. Azrin, Richard M. Foxx

Susan Boswell and Debbie Gray
Division TEACCH
Susan_Boswell@med.unc.edu

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"I Can Do It Myself!" Using Work Systems to Build Independence in Students with Autism Spectrum Disorders

Contributed by Kara Hume

Why is Independence Important?

The desire for, and movement towards independence, is a typical developmental milestone for children. The feeling of accomplishment and competence is meaningful and motivating to children as they begin to complete tasks with minimal adult prompting or guidance. This desire for independence is certainly present in children with Autism Spectrum Disorders (ASD). Reaching the maximum level of independence, however, has proved more difficult. The goal of independence is a priority for all children, yet when working with children with ASD, independence is the key to successful community inclusion and future employment.

A variety of sources in the autism community are raising concerns about issues related to independence. The National Research Council recently recommended eight areas of focus for educational development in their book, *Educating Children with Autism* (2001). Independent organizational skills, which included completing tasks independently and following instructions in a group setting without adult assistance, were highlighted as essential educational objectives. In an article describing an ideal curriculum for students with ASD, Gregory Olley, a psychologist at the University of North Carolina, wrote "The goals of all curricula and methods are to assist students to work independently, to manage their own behavior, and to be motivated by learning and the natural consequences of learning, rather than by artificial reinforcers (1999)." John Kregel, a contributing author to *The Forgotten Generation*, cites an unemployment rate for individuals with mild cognitive disabilities at a rate of 70-80%, and notes difficulty in demonstrating independent job skills as a contributing factor (2001).

Why is Independence Challenging
for Students with ASD?

Establishing independence as a curricular goal is vital, as is gaining an understanding of the possible barriers to independence that students with ASD face. Gary Mesibov, Director of Division TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children), explains that students with autism may face several unique challenges when learning. The following difficulties may be an obstacle to the development of independent skills:

Organization is often difficult for students, and the challenge of understanding demands and developing a plan of action may overwhelm or immobilize a student with ASD. Collecting all of the needed materials to complete an assignment may be a complicated organizational demand for a student with ASD.

- **Distractibility** caused by internal or external factors may also hamper a student's ability to complete work on his/her own. Students with ASD may have difficulty prioritizing the visual and auditory information in their environment, which may interfere with their independence.
- **Sequencing** can hinder a student's ability to become independent, as the relationships between tasks or steps may not be meaningful and may be disregarded by a student with autism. Remembering the exact order of tasks, or steps within a task, may be challenging for students.

- **Generalization** difficulties are also discussed by Mesibov as a potential impediment to independence. Students with ASD may perform a task independently in one situation or setting, yet may not apply what they have learned in a novel situation. Students may miss the central principles of an activity, instead focusing on the specific details.
- **Independent initiation** is also difficult for students with ASD, especially during lengthy sequences of activities. A student may have learned to complete the routine in the cafeteria, yet still require prompts to initiate each part of the routine (i.e. get the tray, select the drink, pick up utensils). Individuals with ASD often learn to wait for others to prompt their every move, which results in a lack of independence.

Monitoring the balance between 1:1 instruction and assistance with the awareness that the development of over-reliance may occur is essential when instructing students with ASD. Several studies have shown that students with ASD are not able to continue productive and appropriate responding with the removal of close adult supervision (Dunlap & Johnson, 1985; Dunlap, Koegel, & Johnson, 1987; Stahmer & Shreibman, 1992). Further research indicates that without the reinforcers or contingencies provided by adults, students with ASD have difficulty maintaining independent on-task behavior (Dunlap & Johnson, 1985; Dunlap, Koegel, & Johnson, 1987).

Work Systems to Increase Independence

A work system is a strategy that addresses independence as an essential outcome for students with ASD. A work system, an element of structured teaching, is defined by Division TEACCH as a systematic and organized presentation of tasks and materials that visually communicates at least four pieces of information to the student (Schopler, Mesibov, & Hearsey, 1995):

1. **The tasks/steps the student is supposed to do.** What is the nature of the task? Does it involve sorting by shape, writing an address, making popcorn, or recycling cans?
2. **How many tasks/steps there are to be completed.** Visually represent how much work is to be done. If a student is to cut 10 coupons, give only 10 coupons so he/she can visualize completion. Steps may be represented by more abstract cues such as numbers, shapes, poker chips, or pictures of high interest items, such as Thomas the Train cars.
3. **How the student knows he/she is finished.** The student should independently recognize the end of the activity through the structure within the task, use of a finished box, timer, or other visual cue such as a stop sign.
4. **What to do when he/she is finished.** Indicate next scheduled activity. May need to use a highly desired item/activity to increase motivation, though often being "finished" is motivating enough.

While a picture schedule directs a student **WHERE** TO GO, a work system instructs a student on **WHAT** TO DO once they arrive in the scheduled area. In our own lives, a daily planner may direct us to the grocery store (our schedule), while our grocery list informs us what to do/buy while at the store (our work system). A work system provides all of the required information without adult prompting and teaches the student to attend to visual cues (rather than verbal directives) when completing a task. A work system assists in organizing a student with ASD by providing a systematic work routine—working from left-to-right or top-to-bottom. Students do not have to plan where to begin or how to proceed. Work systems can be used with any type of task or activity (e.g., academic, self-help, leisure), across settings (e.g., independent work area, cafeteria, place of employment), and for individuals at all functioning levels (e.g., systems can range from concrete to abstract).

For example:

Activity: Practice mastered academic tasks (e.g., filing by letter, sorting by color, answering math problems)
Setting: Independent Work Area
Functioning Level: Concrete (using objects)

For a student that has several academic activities to practice independently, the teacher will arrange them in baskets/folders on a shelf to the student's left. At the end of the row of baskets is a computer CD box, indicating that the computer is the next scheduled activity. The student will complete the first activity and put it in a box/shelf for finished work on the right, then move to the second activity. When all that is left on the shelf is the CD box, the student will transition with the CD box to the computer. (See photo 1)
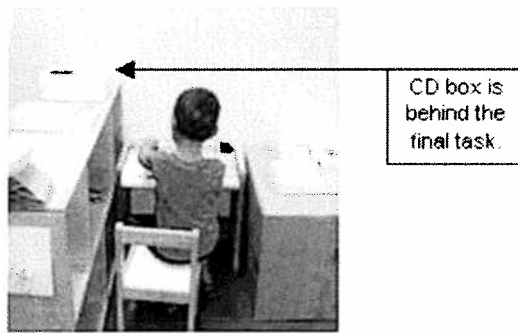
Photo 1- Left to Right Work System

This system may be adapted for a student with higher level work skills by indicating that the work tasks should be completed in a sequential order. For example, the student has a strip of shapes velcroed to his work space. He has multiple work tasks located on a shelf to his left. To complete tasks in his matching work system, he takes off the square and matches it to the square located on one of the work jobs. This is the task he must complete first. He continues matching shapes to tasks in order to complete the activities in a specified sequential order. When the shapes are matched and the tasks are completed, he takes the photo cue directing him to the next activity (snack). (See photo 2)
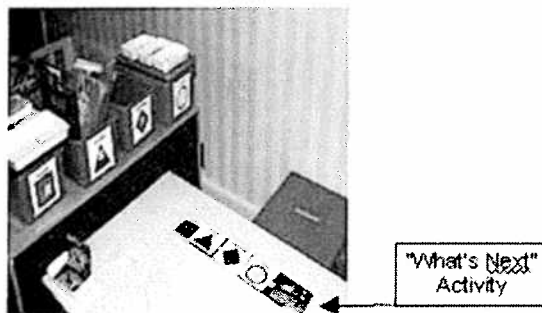
Photo 2- Matching Picture Work System

Activity: Hand washing
Setting: Bathroom

Functioning Level: More abstract (using icons)

For a student that requires prompting and assistance with the hand washing sequence, a work system can be created for use in the bathroom. Each step of the routine is indicated visually, and as the student completes each step, the icon is placed in the "Finished Pocket." When the steps are completed and all of the icons are in the pocket, the student knows that hand washing is finished, and is directed to the next activity (e.g., go to the table). (See photo 3)
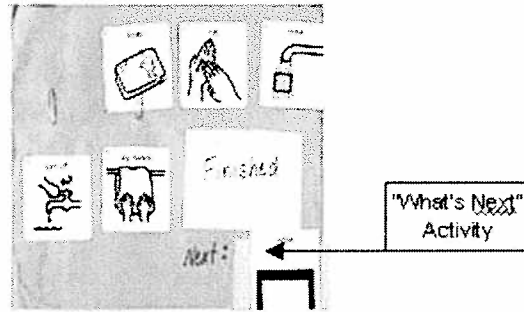
Photo 3- Hand washing icon work system

Activity: Art
Setting: Group Area
Functioning Level: Abstract (following written directions)

For a student that has difficulty following group directions, and sequencing steps to a complex project, a written work system can be used. A written list of the steps required in sequential order, as well as an explicit notion of finished and the next activity, increases independence and task completion. (See photo 4)
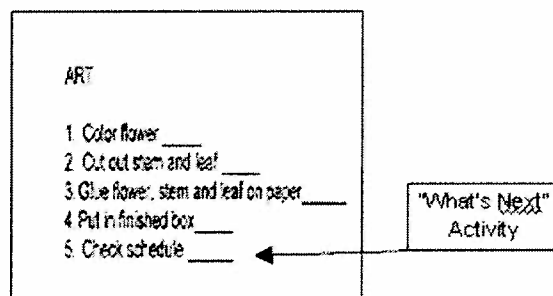
Photo 4- Written work system

Experience with the use of work systems has shown that a student's overall productivity increases when he/she understands how much work there is to do, as well as when it is finished, and what activity is upcoming. Use of work systems help students with ASD become more organized, more attentive, and more capable in carrying their skills across settings independently. Work systems reduce the number of adult prompts and the use of contingencies and reinforcers, as the structure of the system provides motivation and meaning to the students.

Tips for Implementing Work Systems

- Provide only the materials the student will need for the specific task/activity to decrease confusion.
- Use work systems in a variety of settings (e.g., circle time, social groups, playground, home, doctor visits) to increase generalization across location and adults.
- Teach the work system with minimally invasive prompts so the adult/prompts do not become part of the work routine (e.g., prompt nonverbally, direct students to visual cues, prompt from behind so adult is not part of the student's visual field, fade prompts as quickly as possible to maximize independence).
- Create smaller, more portable work systems (e.g. in a notebook, file box) for students who travel to different settings throughout the school day.
- Incorporate student's interests in the visual cues used in the works system (e.g., students can match pictures of SpongeBob on their work system).

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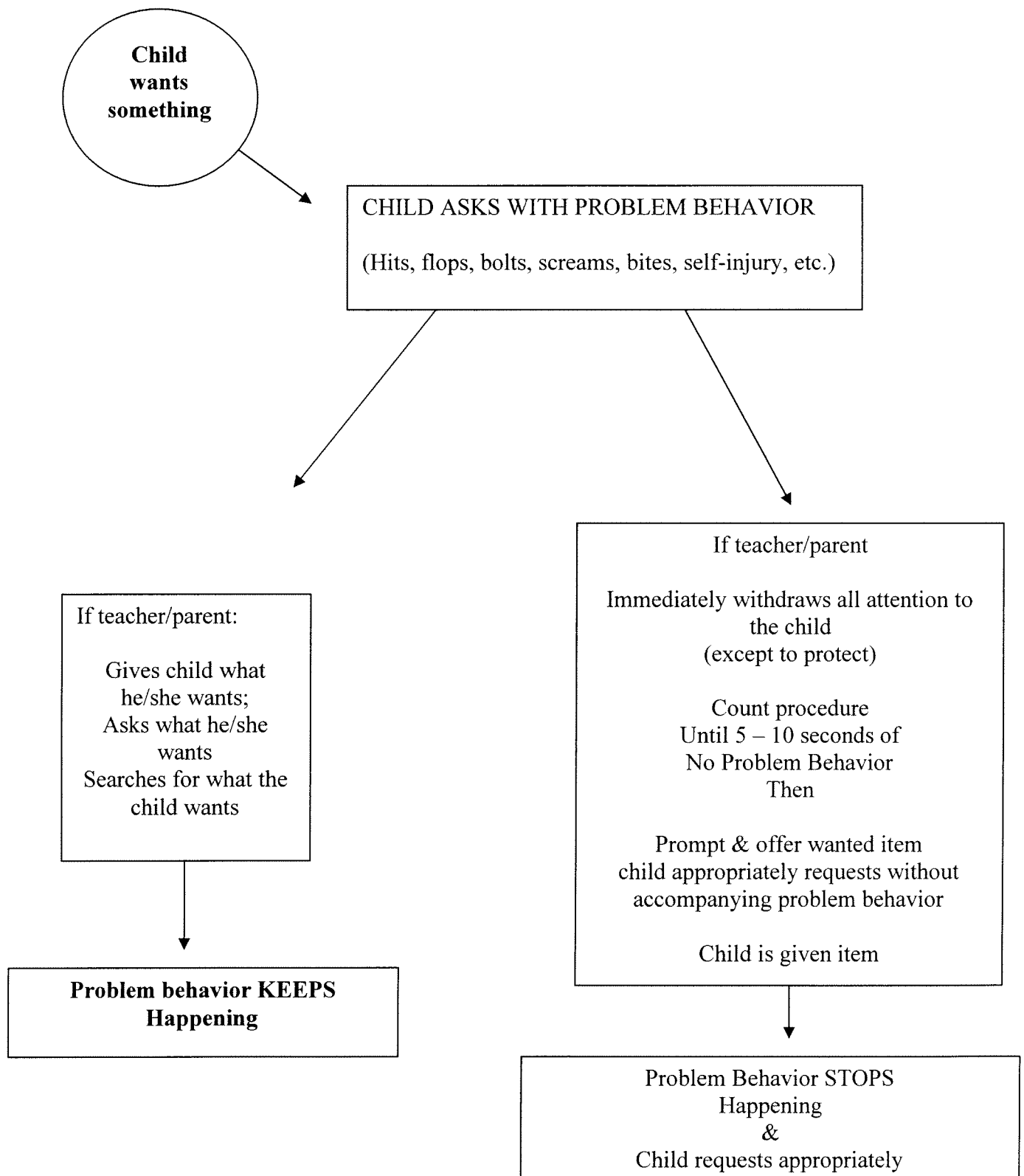
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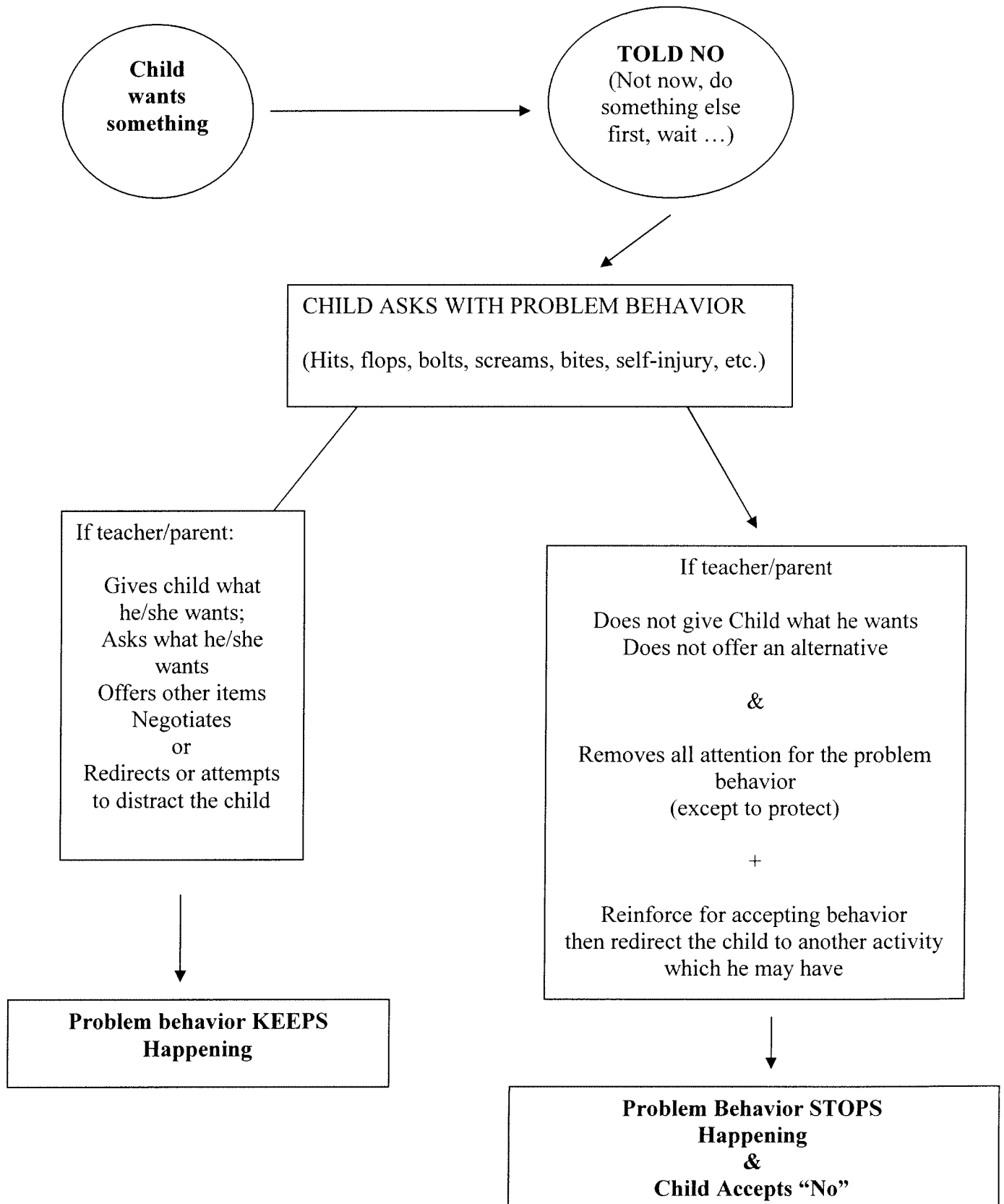
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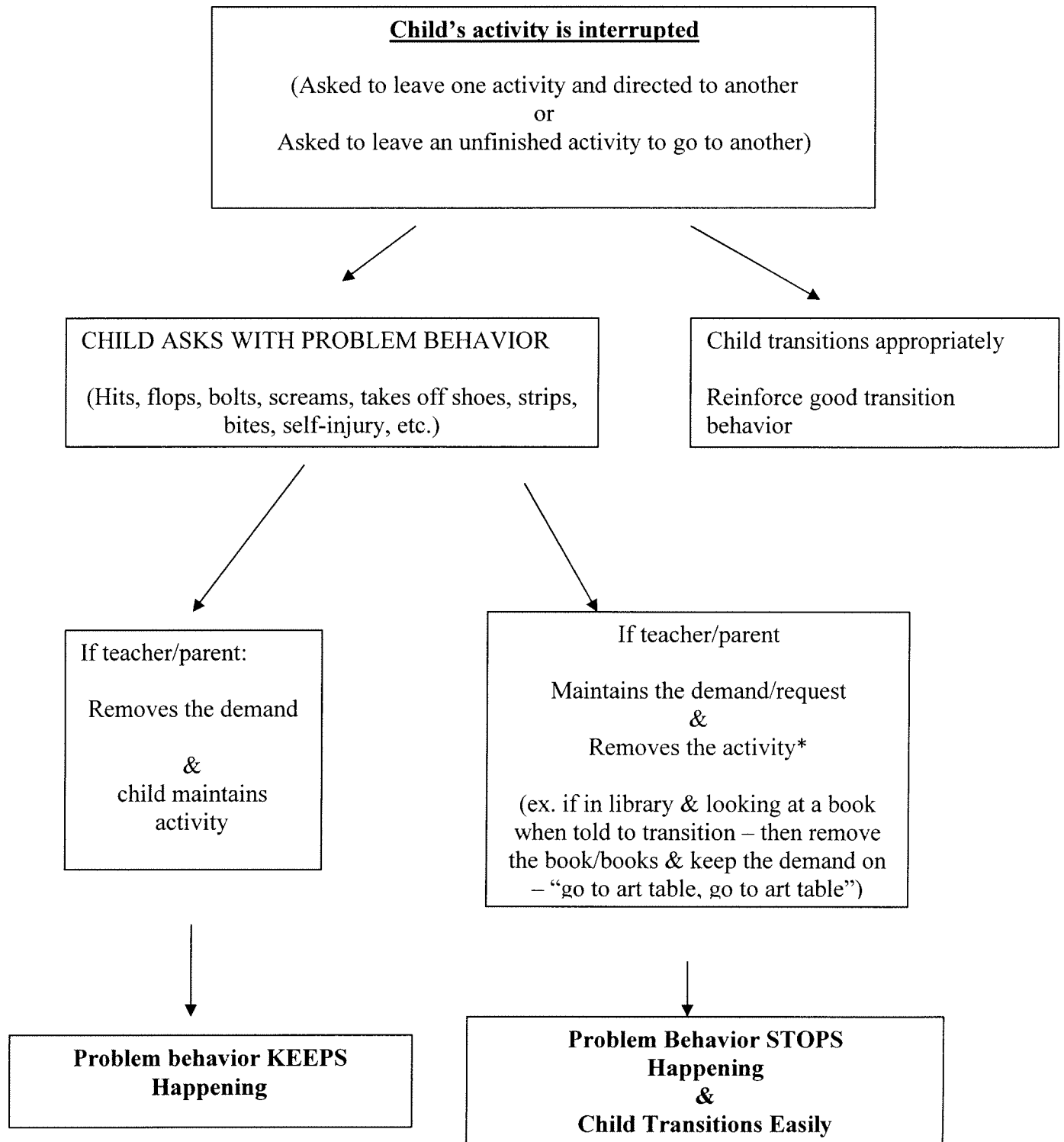
PROBLEM BEHAVIOR OCCURING WHEN THE STUDENT ASKS FOR OR WANTS SOMETHING

Child wants something

CHILD ASKS WITH PROBLEM BEHAVIOR

(Hits, flops, bolts, screams, bites, self-injury, etc.)

If teacher/parent:

Gives child what he/she wants;
Asks what he/she wants
Searches for what the child wants

Problem behavior KEEPS Happening

If teacher/parent

Immediately withdraws all attention to the child
(except to protect)

Count procedure
Until 5 – 10 seconds of
No Problem Behavior
Then

Prompt & offer wanted item
child appropriately requests without accompanying problem behavior

Child is given item

Problem Behavior STOPS
Happening
&
Child requests appropriately

PROBLEM BEHAVIOR OCCURING WHEN THE STUDENT IS TOLD "NO"
ACCEPTING NO

Child wants something

TOLD NO
(Not now, do something else first, wait ...)

CHILD ASKS WITH PROBLEM BEHAVIOR

(Hits, flops, bolts, screams, bites, self-injury, etc.)

If teacher/parent:

Gives child what he/she wants;
Asks what he/she wants
Offers other items
Negotiates
or
Redirects or attempts to distract the child

If teacher/parent

Does not give Child what he wants
Does not offer an alternative

&

Removes all attention for the problem behavior
(except to protect)

+

Reinforce for accepting behavior
then redirect the child to another activity which he may have

Problem behavior KEEPS Happening

Problem Behavior STOPS Happening
&
Child Accepts "No"

PROBLEM BEHAVIOR OCCURING WHEN THE STUDENT IS TRANSITIONED OR INTERRUPTED

Child's activity is interrupted

(Asked to leave one activity and directed to another
or
Asked to leave an unfinished activity to go to another)

CHILD ASKS WITH PROBLEM BEHAVIOR

(Hits, flops, bolts, screams, takes off shoes, strips, bites, self-injury, etc.)

Child transitions appropriately

Reinforce good transition behavior

If teacher/parent:

Removes the demand

&

child maintains activity

If teacher/parent

Maintains the demand/request
&
Removes the activity*

(ex. if in library & looking at a book when told to transition – then remove the book/books & keep the demand on – "go to art table, go to art table")

Problem behavior KEEPS Happening

**Problem Behavior STOPS Happening
&
Child Transitions Easily**

Sample Social Stories

Going to the Dentist

It is time for me to go the dentist.

I will wait in the waiting room for them to call my name.

I will go back and sit in a special chair that might look like this...
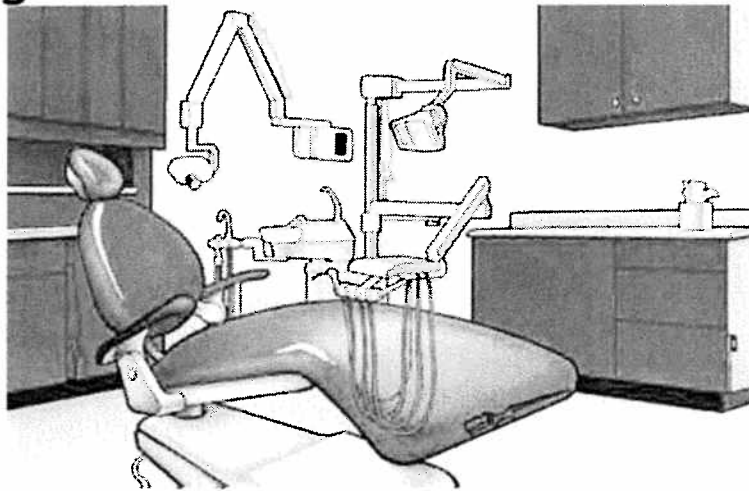
There may be other children sitting in special chairs, too.
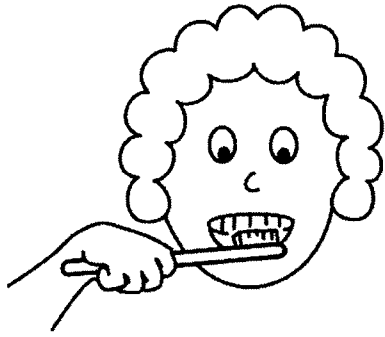
Then I will learn about Teeth Brushing. I will learn how to brush all of the teeth in my mouth and how to hold the toothbrush just right.
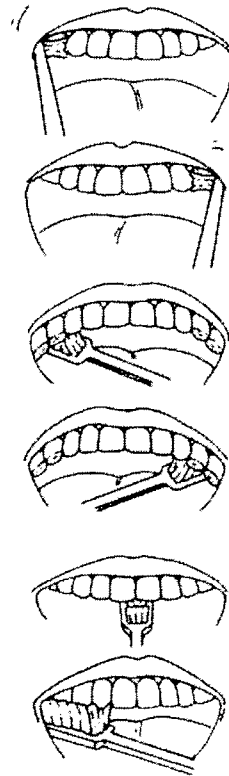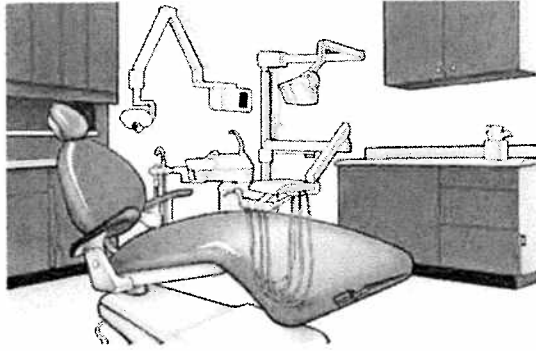
Next, I will have a special picture taken of my teeth just like this young girl.

It will be important for me to sit very still and hold the bitewing cardboard between my teeth, just like they tell me to.

When the dentist is finished taking the special pictures, I will be able to take a break and play.

I can play with some of the dentist's toys or I can play with some of the toys that I bring.

First	Then
Special Picture	Break

Then I will get back into the special chair so I can have my teeth counted.

1, 2, 3, ...
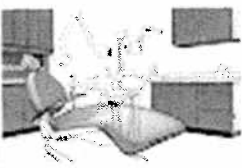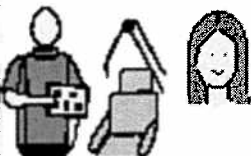
First, we will practice by counting the fingers on my hands.

Then, I will open up my mouth so the dentist and count my teeth.

Finally, the dentist will talk to mommy.

Then when mommy says we are finished then we will leave.

It is important for the dentist to check my teeth. Mommy will be happy when the dentist checks my teeth.

	Sit in special dentist chair
	Then learn about brushing my teeth.
	Then sit very still and hold the bitewing between my teeth.
First Special Picture	**Then** **Break**
1, 2, 3, ...	Then have my teeth counted.

	finished	then leave

Dress Rehearsal

Monday evening my dance class will have a dress rehearsal. That means we will practice our dances on the stage.

First, Mommy will help me put on my dress rehearsal makeup and put my hair up in a bun.

Then I will go to Will Rogers Auditorium.
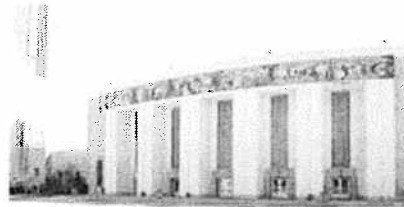
When my teacher and her helpers tell me to, I will go backstage with them and they will help me put on my dance recital outfits.

Then the teacher and helpers will show me where to stand on the stage.

I will have to be very quiet and still and listen to the teacher.

The stage curtain will open and I will wait for the music to start.

I may see some people sitting in the audience or standing near by. It will be important for me to watch and listen to my teacher.

Sometimes there are problems with the music, the curtain or other things. The dance may stop and start over. My class may practice the dance two or three times.

My class may practice the ballet and the tap dance two or three times.

That's okay. It is important for my teacher to see my class practice the dance.

Some of the Moms will be taking pictures and some of the moms will be sitting in the audience watching my class practice. My mom will be sitting in the audience watching my class dance and she may take some pictures.

When the dance in finished, some of the people watching us may clap their hands and say, "Good job".

When my teacher will tell us when we are finished, then I can go with my mom. Then I can wipe some of the makeup off with a paper towel or damp cloth or wait until I get home and wash my makeup off.

finished

Clean Up Time

My name is _____ and I like to play at home and at school.

I do many different things when I am at school.

Sometimes I play at Table Time or Center Time.

When Table Time or Center Time is finished it is important to clean up.

Cleaning up means putting away the toys. That means....

-Putting the kitchen toys back in the kitchen center
-Puzzle pieces into the puzzle and putting the puzzles on top of the shelf
-Putting the dress up clothes into the dress up tub
-Putting away other toys that I got out

I can also help other children put away their toys, too.

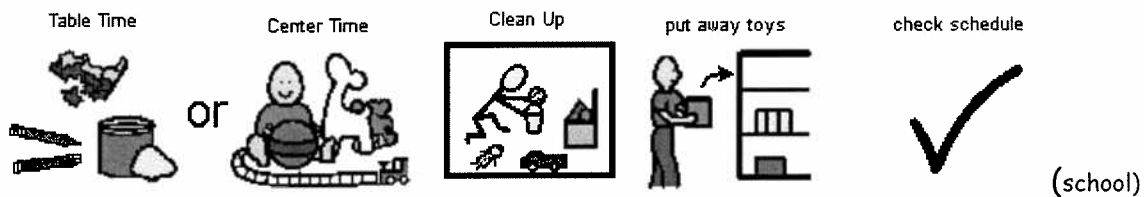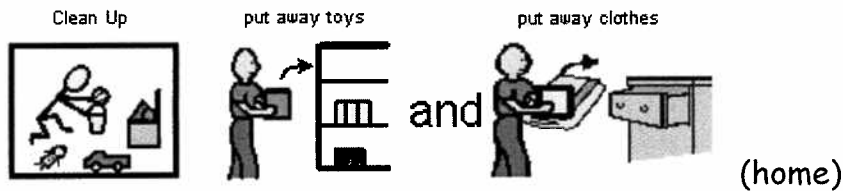So when I play with toys, I will remember to help clean up.

Table Time		Center Time	Clean Up	put away toys	check schedule
	or				

Remember part of playing with toys includes cleaning up.

Read social story about cleaning up right before "clean up" time.

Then use the traveling strip with the "clean up" icons.

Singing the Barney "Clean up" song is appropriate for young children and helps them transition from play to clean up.

Give instructions using very simple language – ex. "Clean up", "Put toys on shelf" or "Put clothes in drawer" - or something like – "First clean up, then _____"
Keeping verbal instructions at a minimum.

Initially, help the child clean up and remove the icons as each task is completed. This helps the child what steps have been completed.

As the child gets more proficient in this self-help skills begin to fade your assistance and verbal prompts.
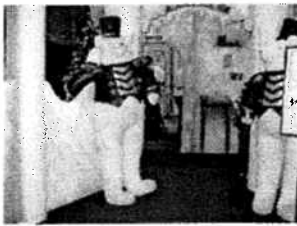
Teaching self help skills – clean up

Visiting Santa

At Christmas time the malls get decorated with lights and a Santa Village.

Many children like to see Santa, sit on his lap and get their picture taken with Santa.

 First, we stand in line.

 I can look at the decorations when I am standing in line.

When it's my turn, I will sit on Santa's lap, look at the camera and smile.

My Mom and Dad will like my picture with Santa.