




TN-TAN
TENNESSEE TECHNICAL ASSISTANCE NETWORK

Transition TN
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1




ACADEMICS
ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS
TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS
TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL


2



Tennessee Technical Assistance Network (TN-TAN)
provides school districts, administrators, educators, and families access to high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22.

<p>Intensive Behavior</p> <p>TRiAD at Vanderbilt University Medical Center provides technical assistance for complex behavior support needs and associated training. Supports include direct instruction for staff on behavior assessment and intervention implementation, as well as ongoing coaching to help students engage within their least restrictive environment.</p>	<p>Preschool</p> <p>TRiAD assists in building capacity and systems to support meaningful access to preschool for students with disabilities. Supports include strategic action planning, professional development, leadership coaching, program evaluation and support implementing evidence-based practices in inclusive settings.</p>
<p>RTI²-A+RTI²-B</p> <p>Tennessee Tiered Supports Center assists districts and schools as they build and implement an aligned student support system. The center provides training, coaching, and resources for building an aligned framework for tiered academic and behavioral supports.</p>	<p>Autism</p> <p>TRiAD at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop school and system-wide supports to address needs specific to students with autism spectrum disorder (ASD).</p>
<p>Assistive Technology</p> <p>The Assistive Technology Project (ATP) assists districts and staff in building capacity to provide assistive technology supports for students with disabilities. Supports include strategic action planning, professional development, direct coaching for staff, and access to AT equipment and libraries for assessment trials.</p>	<p>Secondary Transition</p> <p>Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-22) with disabilities. Supports include tiered technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.</p>

3



Objectives

- Name the two characteristics of autism.
- Identify how educators and/or job coaches can assist students with more significant behavior needs in accessing community worksites.
- Describe a number of evidence-based strategies and proven interventions for increasing inclusion in community settings.

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4

TRIAD Vision

We empower students with autism and other disabilities by honoring their identities across all endeavors. We accomplish this through strengthening direct service and education for all people with disabilities, and by bolstering the support and advocacy of their caregivers, communities, and the professionals who serve them.



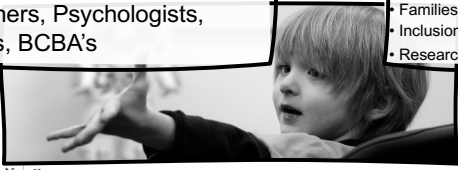



5

Background

- Beginning our 25th consecutive year of partnership w/ TN DOE
- Teachers, Psychologists, SLP's, BCBA's

- VUMC: VKC, Pediatrics/DDM
- Diagnostic Center
- CDC Autism Surveillance
- Early Intervention
- Families First
- Inclusion Network
- Research





6

Use Resources to determine **evidence-based practices** that are appropriate for your students

<http://www.nationalautismcenter.org> <http://autismpdc.fpg.unc.edu/>

Autocadent Package		Behavioral Package	
Behavioral Package			
Naturalistic Teaching	Self-Management	Story Based Instruction	Modeling
Parent Implemented Intervention	Social Skills Training	Exercise	Technology-aided Instruction and Intervention
	Scripting	Structured Play Group	Cognitive Behavioral Intervention
			Picture Exchange Communication
			Peer Training Package

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Funded by the U.S. Department of Education, Office of Special Education Programs

7

Four Factors to Consider

<p>Research Findings</p> <p>Established Emerging</p> <p>Unestablished Ineffective</p>	<p>Professional Judgment</p>
<p>Values and Preferences</p>	<p>Capacity</p> <p>Proper Training</p> <p>Adequate Resources</p> <p>Ongoing Feedback</p>

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Funded by the U.S. Department of Education, Office of Special Education Programs

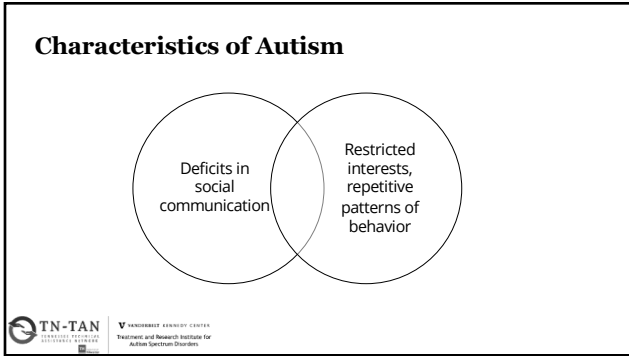
8

Employment Statistics

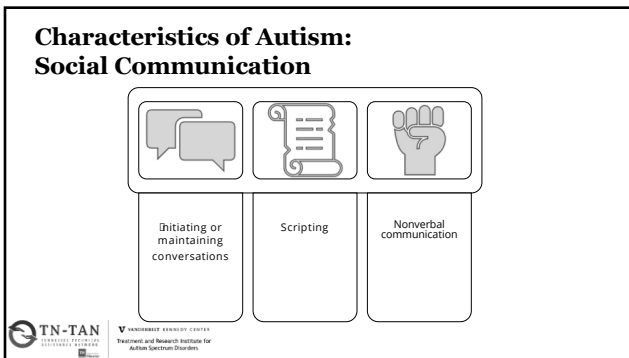
<p><i>Soft Skills</i></p> <p>https://rb.gy/1ova8g</p>	<p>50-75% of autistic adults are under or unemployed (Forbes, 2021).</p> <p>New researchers have taken time to focus on supports for employment after individuals with autism transition from high school to the workforce</p>	<p><i>Transition - Employment</i></p> <p>https://rb.gy/uw8ddz</p>
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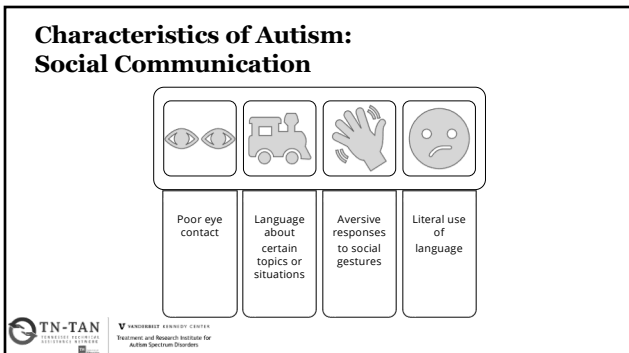
9



10




11



12

Characteristics of Autism: Restricted Interests/Repetitive Patterns of Behavior


- Transitions and change
- Rigidity around items/activities
- Repetitive movements or speech
- Differences in sensory responses
- Intense focus on specific topics



13


Characteristics of Autism: Inclusion & Neurodiversity


- Brain differences are normal
- Embracing differences vs. focusing on a cure
- Variation increases creativity




Focus on student's strengths as well as needs

Reduce stigma around differences



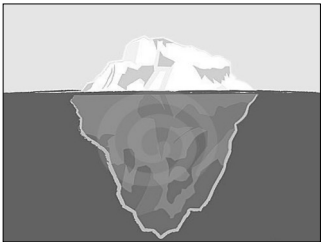



Allow students to be active in their schools and classrooms



14

Characteristics of Autism & Other Disabilities

15

Guiding Principles for Autistic Learners

Make abstract concepts concrete

Make verbal cues visual

Add structure

Increase predictability

Be consistent

Promote independence, Increase engagement

Decrease interfering behaviors

Allows students to better access curriculum, standards, and goals.

16

Evidence-Based Practices

- Job reinforcement opportunities: <http://tinyurl.com/39uulbcu>
- Video modeling (no module at this time, but stay tuned)
- Task analysis/job chunking <http://tinyurl.com/vc8xz84w>
- *Visual supports: <https://rb.gy/helymo>
- Environmental arrangement: <https://rb.gy/4r2up9>
- *Preference assessment: <https://rb.gy/lfm97z>

Learn more about online learning here: <https://triad.vclearing.org/en-us/FAQ>

17

Video Modeling

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18

Video Modeling

"A video-recorded demonstration of the targeted behavior or skill shown to the learner to assist learning in or engaging in a desired behavior or skill."
- EBP Report 2020

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Battistoni, J. R., Hume, K., Odum, S. L., Morin, K. L., Nowell, S. M., Tomaszewski, B. (2012). Video modeling. In S. M. Shore, N. S. Vidyva, C. A. S. & S. W. (Eds.). (2012). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Wood Center Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

19

Four Types of Video Modeling

Basic Video Modeling	Video Self-Modeling
Point-of-View Video	Video Prompting

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20

How to Implement a Video Model

1. Identify the target behavior or skill
2. Secure the correct equipment
3. Create a script or task analysis to be used during filming
4. Collect baseline data of the current skill
5. Select which type of video modeling approach is most appropriate
6. Make the video model
7. Identify the most appropriate environment for watching the video
8. Show the video model (and incorporate reinforcement)
9. Monitor progress of the skill

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21




Task Analysis






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22

Task Analysis

- Take a moment to look at your Task Analysis handout.
- Under "definition" and "quick facts," circle anything that you did not already know about a task analysis.
- Within those same sections, highlight anything that surprised you about a task analysis.
- Within the same sections, place a question mark next to anything you have a question about.









23

Task Analysis

- Take a moment to look at your Task Analysis handout.
- What did you circle? What was new to you?
- What did you highlight? What surprised you?
- What did you have a question about?



24

Task Analysis	
1. Identify the activity.	How could you use this for job chunking?
2. Choose which type of task analysis you will use.	
3. Break it down.	Give an example of a place where this could be useful for increasing engagement.
4. Make it easily accessible.	
5. Teach.	How could you format it in such a way that it does not draw attention to the individual?

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25