



Providing community-based lifespan services for children and adults with autism and their families



COGNITIVE

PE/RECREATION & LEISURE

SELF-CARE/DOMESTICS

SPEECH & LANGUAGE

VOCATIONAL

CURRICULUM

FOR TEACHERS, PROFESSIONALS & OTHERS

A comprehensive curriculum assessment, teaching protocol and programmatic planning guide for the benefit of students with Autism Spectrum Disorders.

Swimming

TARGET BEHAVIOR:

Student will independently swim.

 PRIMARY

 SECONDARY

PREREQUISITE SKILLS	<ul style="list-style-type: none"> ● Student is able to <i>follow one and two-step directions</i> ● Student is able to <i>attend to task for 15 minutes</i> ● Student <i>has motor skills needed</i> to complete activity ● Student is able to <i>tread water/use doggie paddle to remain afloat for 1 minute</i>
CRITERION	<p>No prompts for each step for three consecutive sessions</p>
MEASUREMENT	<p>Number and type of prompts</p>
MATERIALS	<ul style="list-style-type: none"> ● Life vest (For students who experience seizures)
PROCEDURE <i>STUDENT MUST MASTER EACH STEP, BEFORE PROCEEDING TO THE NEXT.</i>	<p><i>When presented with the S^D "Swim," student will...</i></p> <ol style="list-style-type: none"> 1. enter pool in shallow end using steps and submerge entire body, including head. 2. float on back, assisted by therapist for 10 seconds. 3. float on back, unassisted for 10 seconds. 4. float on stomach, assisted by therapist for 5 seconds. 5. float on stomach, unassisted for 5 seconds. 6. hold onto front end of kickboard, arms extended and perform flutter kick for 10 seconds. 7. repeat step 6, traveling across entire length of shallow end of pool. 8. repeat step 7 while holding base of kickboard. 9. push off wall, lie prone in water with arms extended and glide a distance twice his/her body length. 10. push off wall, lie prone in water with arms extended and perform flutter kick, traveling a distance twice his/her body length. 11. stand in waist deep water, bend at the waist and perform crawl stroke for 10 seconds. 12. repeat step 11 in waist to chest deep water while placing face flat in water and blowing bubbles, turning head to dominant side as needed to take additional breaths. 13. perform crawl stroke across entire length of shallow end of pool, supported in mid-section by kickboard or therapist. 14. repeat step 13, adding flutter kick. 15. repeat step 14, unassisted. 16. perform crawl stroke and flutter kick, traveling from shallow end, halfway across to deep end. 17. repeat step 16, traveling from shallow end to deep end. 18. jump into pool at deep end, go from vertical to horizontal position and swim entire length of pool.

Sight-Word Identification (Receptive)

TARGET BEHAVIOR

Student will identify sight words.

PRIMARY INTERMEDIATE SECONDARY

PREREQUISITE SKILLS	<ul style="list-style-type: none"> • Student is able to <i>attend to task or at least five minutes</i> • Student is able to <i>receptively identify letters</i> • Student is able to <i>receptively identify objects and actions in pictures</i>
CRITERION	<p>90% correct responding for step 1 for one session; 90% correct responding for all other steps for three consecutive sessions</p>
MEASUREMENT	<p>Trial by trial data</p>
MATERIALS	<ul style="list-style-type: none"> • Sight-word flash cards
PROCEDURE <i>STUDENT MUST MASTER EACH STEP, BEFORE PROCEEDING TO THE NEXT.</i>	<p><i>When presented with a word card and given the S^D “Touch _____,” student will...</i></p> <ol style="list-style-type: none"> 1. respond correctly. 2. repeat step 1, with a distracter word card. 3. repeat step 1, with two distracter word cards. 4. repeat steps 1-3 for a second word card. 5. randomize first and second words, with two distracters. 6. repeat steps 1-3 for next targeted word. 7. randomize all learned words. 8. repeat steps 6 and 7 for all additional words. 9. generalize to various materials, therapists, settings and S^D's.
PROMPTING TECHNIQUES	<p><i>Full physical prompt:</i> manipulate student’s hands to perform correct response <i>Faded physical prompt:</i> manipulate student’s hands to begin correct response <i>Gestural prompt:</i> point to indicate correct response <i>Probe:</i> offer no prompts</p>
TEACHING TIPS	<ul style="list-style-type: none"> • Use words that are familiar, motivating and interesting for student. • When selecting the order of words to be taught, ensure that the letter configuration of the words are varied and distinct. • Use standard printed cards with sight words in lower-case fashion.

Packing a Box

TARGET BEHAVIOR

Student will independently pack a 12-section box.

PRIMARY

INTERMEDIATE

SECONDARY

PREREQUISITE SKILLS	<ul style="list-style-type: none"> • Student is able to <i>follow one-step directions</i> • Student is able to <i>attend to task for at least 5 minutes</i> • Student <i>has motor skills needed</i> to complete task
CRITERION	No prompts for each step for three consecutive sessions
MEASUREMENT	Number and type of prompts
MATERIALS	<ul style="list-style-type: none"> • Sectioned boxes/cartons • Items to be placed in boxes/cartons (i.e., soda bottles, milk cartons)
PROCEDURE <i>STUDENT MUST MASTER EACH STEP, BEFORE PROCEEDING TO THE NEXT.</i>	<p><i>When given one item and a sectioned box with only one available space and the S^D “Pack,” student will...</i></p> <ol style="list-style-type: none"> 1. pick up the item. 2. place item into sectioned box. <p><i>When given two items and a sectioned box with appropriate available spaces and the S^D “Pack,” student will...</i></p> <ol style="list-style-type: none"> 3. pick up one item at a time, and place each into an available section of the box. 4. repeat step 3, increasing the amount of items presented until student can fill a box with 12 items. 5. generalize skill to various materials, therapists, settings and S^D's.
PROMPTING TECHNIQUES	<p><i>Full physical prompt:</i> manipulate student’s hands to perform correct response <i>Faded physical prompt:</i> manipulate student’s hands to begin correct response <i>Gestural prompt:</i> point to indicate correct response <i>Probe:</i> offer no prompts</p>
TEACHING TIPS	<ul style="list-style-type: none"> • For many students, it helps if they stand to complete the task. • Be sure to use sturdy boxes. • Bottles/containers to be packed should be in a large bin to prevent them from falling or rolling.

Toilet Training: Urination

TARGET BEHAVIOR

Student will urinate in toilet on a 2-hour schedule, with no accidents.

■ PRIMARY

□ INTERMEDIATE

□ SECONDARY

PREREQUISITE SKILLS	<ul style="list-style-type: none"> • Student is able to <i>follow simple one-step directions</i> • Student is able to <i>attend to task for at least 5 minutes</i> • Student is at least <i>3 years of age</i> 								
CRITERION	<ul style="list-style-type: none"> • Successful performance on the toilet and no accidents for 4 days for each time schedule • Successful performance on the toilet and no accidents for 3 weeks for target behavior 								
MEASUREMENT	<p>Trips to the bathroom should be recorded in the following manner:</p> <table border="1" data-bbox="508 856 821 932"> <thead> <tr> <th>Time</th> <th>C</th> <th>I</th> <th>A</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p> <i>C = CORRECT: URINATION ON TOILET</i> <i>I = INCORRECT: NO URINATION ON TOILET</i> <i>A = ACCIDENT</i> </p>	Time	C	I	A				
Time	C	I	A						
MATERIALS	<ul style="list-style-type: none"> • Timer • Toilet or potty seat • Toilet paper • Variety of liquids for student to drink 								
PROCEDURE <i>STUDENT MUST MASTER EACH STEP, BEFORE PROCEEDING TO THE NEXT.</i>	<p><i>When given the S^D "Time for bathroom," student will...</i></p> <ol style="list-style-type: none"> 1. walk to bathroom/potty seat. 2. pull down pants. 3. sit on potty seat/toilet for approximately 2 minutes, no longer, to urinate. 4. retrieve toilet paper. 5. wipe and dispose of toilet paper in toilet/potty. 6. pull up pants. 7. flush toilet, if applicable. 8. repeat steps 1-7 every 10 minutes until no accidents occur. 9. increase time interval 10 minutes at a time until criterion is met. 10. generalize to various materials, therapists, settings and S^D's. 								
PROMPTING TECHNIQUES	<p><i>Full physical prompt:</i> manipulate student's hands to perform correct response <i>Faded physical prompt:</i> manipulate student's hands to begin correct response <i>Gestural prompt:</i> point to indicate correct response <i>Probe:</i> offer no prompts</p>								

Action Identification in People (Expressive)

TARGET BEHAVIOR

Student will expressively identify actions in people.

PRIMARY INTERMEDIATE SECONDARY

PREREQUISITE SKILLS	<ul style="list-style-type: none"> • Student is able to <i>receptively identify actions</i> • Student is able to <i>receptively and expressively identify objects</i> • Student is able to <i>follow simple one step directions</i> • Student is able to <i>imitate single words</i> 												
CRITERION	90% correct responding for each step for three consecutive sessions												
MEASUREMENT	Trial by trial data												
MATERIALS	<ul style="list-style-type: none"> • Action cards <p><i>SUGGESTED ACTIONS:</i></p> <table border="0"> <tr> <td>Eat</td> <td>Drink</td> <td>Color</td> <td>Wash</td> </tr> <tr> <td>Sleep</td> <td>Stand</td> <td>Sit</td> <td>Run</td> </tr> <tr> <td>Clap</td> <td>Cut</td> <td>Brush</td> <td>Read</td> </tr> </table>	Eat	Drink	Color	Wash	Sleep	Stand	Sit	Run	Clap	Cut	Brush	Read
Eat	Drink	Color	Wash										
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PROCEDURE <i>STUDENT MUST MASTER EACH STEP, BEFORE PROCEEDING TO THE NEXT.</i>	<p><i>When presented with a demonstrated action and given the S^D “What is [NAME] doing?” student will...</i></p> <ol style="list-style-type: none"> 1. appropriately label the action. 2. repeat step 1 for second targeted action. 3. randomize steps 1 and 2. 4. repeat step 1 for next targeted action. 5. randomize all learned actions. 6. repeat steps 4 and 5 for all targeted actions. 7. generalize to various materials, therapists, settings and S^D's. 												
PROMPTING TECHNIQUES	<p><i>Full verbal prompt:</i> state the correct response <i>Faded verbal prompt:</i> state beginning sound(s) of correct response <i>Probe:</i> offer no prompt</p>												
TEACHING TIPS	<ul style="list-style-type: none"> • Teach actions that are functional to student. • Use actions that are familiar to student. • Photos or videotape of familiar people engaging in activities can be used. • The program can be expanded to include two/three word utterances. 												

Comprehension of “Who”

TARGET BEHAVIOR

Student will expressively answer who questions.

PRIMARY INTERMEDIATE SECONDARY

PREREQUISITE SKILLS	<ul style="list-style-type: none"> • Student is able to <i>use subject/verb/object sentence construction</i> • Student is able to <i>identify boy, girl, mom, lady and baby</i>
CRITERION	90% correct responding for each step for three consecutive sessions
MEASUREMENT	Trial by trial data
MATERIALS	None
PROCEDURE <i>STUDENT MUST MASTER EACH STEP, BEFORE PROCEEDING TO THE NEXT.</i>	<p><i>When presented with familiar action pictures and given the S^D “Who is [ACTION]ing?” student will...</i></p> <ol style="list-style-type: none"> 1. respond “boy.” 2. repeat step 1 for “girl.” 3. randomize steps 1 and 2. 4. repeat step 1 for “man.” 5. randomize steps 1, 2 and 4. 6. repeat step 1 for “lady.” 7. randomize steps 1, 2, 4 and 6. 8. repeat step 1 for “baby.” 9. randomize steps 1, 2, 4, 6 and 8. 10. generalize to various materials, therapists, settings and S^D's.
PROMPTING TECHNIQUES	<p><i>Full verbal prompt:</i> state the correct response <i>Faded verbal prompt:</i> state beginning sound(s) of correct response <i>Probe:</i> offer no prompt</p>
TEACHING TIPS	<ul style="list-style-type: none"> • Therapist can vary the SD given to generalize the concept (e.g., Who do you see?). • Program can be expanded to include a wide variety of subjects (i.e., animals, community helpers, relatives). • One-word responses can be expanded upon. • Once mastered, comprehension of who should be randomized with comprehension of what and where. • Generalization should include actual events that the student encounters throughout the day