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# continueD ™

ONLINE CONTINUING EDUCATION FOR THE LIFE OF YOUR CAREER

Build and Generalize: Strategies for Systematic Language Instruction for Early Learners with Autism and Other Complex Communication Disorders

Rosemarie Griffin CCC/SLP BCBA

Moderated by:
Amy Natho, MS, CCC-SLP, CEU Administrator, SpeechPathology.com

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# Build and Generalize

Strategies for Systematic Language Instruction for Early Learners
with Autism and Other Complex Communication Disorders

Rosemarie Griffin CCC/SLP BCBA

8

continuED

# Financial Disclaimer

- Rosemarie Griffin is the creator of The Action Builder Cards. They are shown in this webinar but are not the main focus of this webinar. She receives payment from the sales of this product. She is also the founder of ABA SPEECH LLC. She is paid an honorarium for this webinar development and presentation.

9

# A little about me

- SLP/BCBA

- Work 3 days a week in a public middle school and high school

- Work 1 day a week in a private school for students with autism with elementary to high school students

- Work 1 day a week on projects related to ABA SPEECH LLC (this webinar ☺)

10

**continuED**

# Learner Objectives

- Participants will be able to list the steps needed to assure systematic language instruction has been established.

- Participants will be able to define the term generalization and describe how to plan for this during treatment.

- Participants will be able to list 3 examples of modified leisure skills for this group of students.

11

# Our Focus

- Early learners (not always young in age)

- Students who can request on some level, follow some simple directions, have a response form (sign, pecs, verbal, aac) established

- We will discuss where do we go next, once a student has a way to communicate with the world- what else do we work on and how

12

continueD

# The Facts

- American Speech-Language-Hearing Association (ASHA, 2012) reported that 90% of school based speech-language pathologists (SLPs) reported serving students with ASD in 2012

- The prevalence of ASD continues to rise (one in 68 children and one in 42 boys; Centers for Disease Control and Prevention [CDC], 2014

- We need to feel prepared to effectively serve students with ASD

13

# Collaboration is Key

14

CONTINUED

# The Need for Collaborative Services

- Intervention selection is complicated. It should be made by a **team** of individuals who can consider the unique needs and history of the individual with Autism Spectrum Disorder (ASD) along with the environments in which he or she lives.

(National Standards Report 2015)

15

# Collaboration is key

- The pervasive nature of the disorder across all areas of development (communication, social, cognitive, play, motor, adaptive skills) means that multiple disciplines are necessarily involved in effective intervention (Donaldson, Stahmer 2014)

- Collaborate with the intervention specialist, board certified behavior analyst, occupational therapist, parent, other providers to create shared goals that the team believes are important and functional for the student

- Team work is key to student progress!

16

# Build and Generalize Model
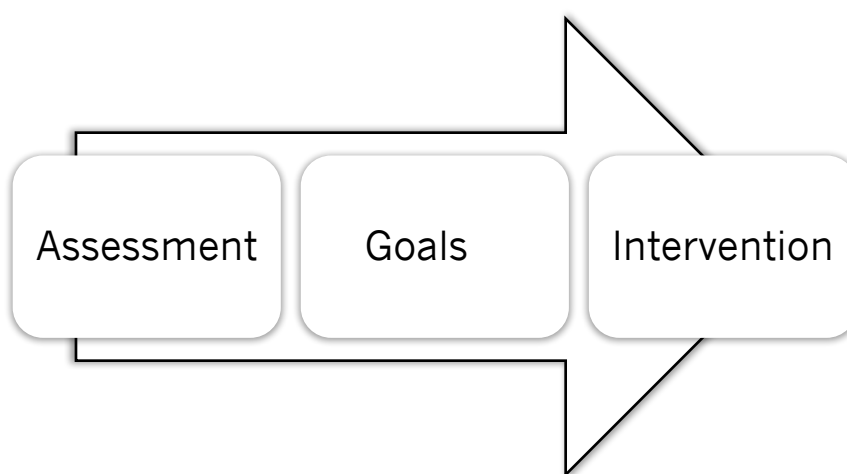
Plan · Embed · Generalize · Share

17

# Plan

Assessment · Goals · Intervention

18

**CONTINUED**
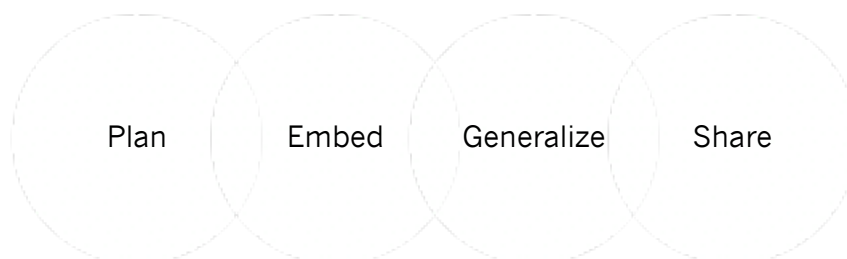
# Assessment

- We need to complete a robust assessment
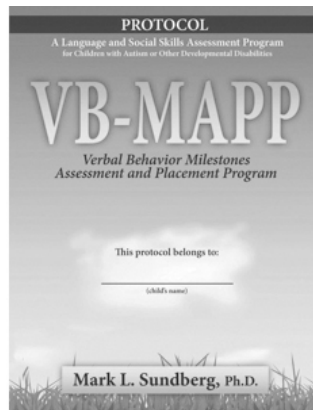
19

# VB-MAPP

- Created by Dr. Mark Sundberg
  ¤ Based on Skinner's (1957) analysis of verbal behavior

- ¤ Criterion referenced evaluation

- *PURPOSE*: To determine a child's skills and barriers in order to design an individual program that best fits the child ~Mark Sundberg

- Can give useful information for all members of the team! www.avbpress.com

- I have a free webinar about this assessment for email subscribers at www.abaspeech.org

20

**continued**

# VB-MAPP

- Helps us develop a functional scope and sequence
  - Mand
  - Tact
  - Listener Responding
  - Match to Sample
  - Echoic
  - Play
  - Social Behavior
  - Intraverbal
  - Group Skills

21

# Importance of Manding

- Mands are first in the language repertoire learned by all children, and are very important for the early development of language and for day-to-day verbal interactions of children and adults ( Cooper, Heron & Heward 2007)

22

continuED

# Develop/ Plan Shared Goals

- Shared goals will help the student make more progress with communication based targets

- SLPs can guide the team in determining the types of social and communication goals for a child with ASD to ensure they are developmentally appropriate ( Donaldson and Stahmer 2014)

- Goals need to be very specific, as this helps us demonstrate progress that is being made during intervention

23

# Do this/Not that

- Mallory will label 25 items when shown a picture with 100% accuracy, over 2 consecutive sessions.

- Mallory will increase her labeling skills by labeling pictures with 80% accuracy.

24

**continu**ED

# Do this/not that!

- Violet will fill in the blank for 10 different fill in the blank phrases with 100% accuracy, over 2 consecutive sessions.

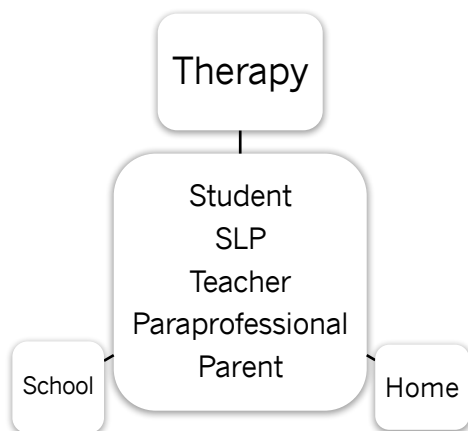- Violet will answer "wh" questions with 80% accuracy.

25

# Plan Intervention

- ASHA has a practice portal for Autism with good information (http://bit.ly/2wv7cbD)
  - Services should be collaborative in nature ( involve parents)
  - Dosage ( how often treatment will occur)
  - Setting ( where will treatment will occur)
  - Provider ( who will provide treatment)

26

**continuED**

# Real World Application

Therapy

Student
SLP
Teacher
Paraprofessional
Parent

School

Home

27

# Next Step

Embed Language Instruction

28

**CONTINU**ED

# Daily/Weekly Shared Data Sheet

- We have our shared communication goals

- We have our intervention planned with our team "in the loop" on treatment

- Sharing common methods of data collection and assessment of goal mastery can help lead to more effective IEP planning and enhance our understanding of child progress ( Donaldson & Stahmer 2014)

- Guides instruction for the student's day

29

30

| | is visually showing an emotion say, "how are you feeling?" | Target: "I feel silly." | + -- P( FP PP VS G POS VB) |
|---|---|---|---|
| 8.1 Labeling food | When presented with a picture (items, places, people, or actions) and say, "what/who/where is this?" | ___ will correctly label the item, place, people, and action. Target: bread | + -- P (FP PP G POS VS VB) |
| 8.1 Labeling actions | When presented with a picture (items, places, people, or actions) and say, "what/who/where is this?" | ___ will correctly label the item, place, people, and action. Target: crying | + -- P (FP PP G POS VS VB) |
| 8.1 Labeling vehicles | When presented with a picture (items, places, people, or actions) and say, "what/who/where is this?" | ___ will correctly label the item, place, people, and action. Target: Fire truck | + -- P (FP PP G POS VS VB) |
| 8.2 Phrases | Present ___ with a | ___ will create a phrase about the | + -- P (FP PP G POS VS VB) |

31

# Model Language Instruction

- Ideas for modeling language instruction
  - Have paraprofessionals stay with you during portion of session
  - We can model how to work on language
  - Co-treat with other therapies so they understand language facilitation as well
  - Reinforce staff for working on language away from teaching sessions
  - We all like a pat on the back ☺

32

continueD

# How to find the time?

- Other ideas to try
  - Training by video
  - Do you have access to a webcam with your work computer or an ipad?
  - Film a short video clip going over the communication goals for your student
  - Provide examples of how you would work on these goals
  - What materials staff can use
  - Knowledge is power!

33

# What is generalization?

- Generalization is defined as the occurrence of a target behavior in a non-training situation after training ( Barbera and Rasmussen, 2007).

- What does that really mean?

- If I only show a student the same picture of eating to work on labeling eating, they may not be able to label novel pictures of a eating. Or when they see someone doing this in real life, they may not be able to label the action independently.

- So let's plan for generalization!

34

# Generalization

| People | Materials | Environment |
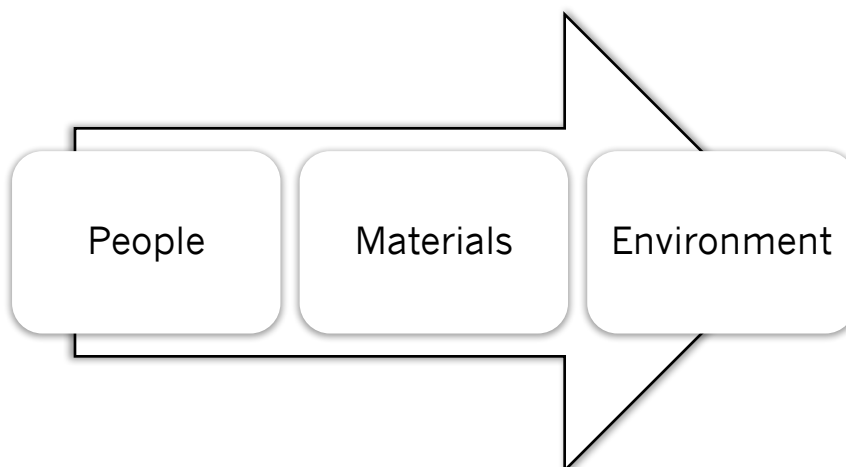
35

# Examples

- Generalization to other people
  - Pax can label cookie with the SLP and with his teacher

- Generalization to other materials
  - Pax can label a variety of different pictures of eating and can label it when he sees this action in a book

- Generalization to other environments
  - Pax can label a picture of eating when discussing it at school and when discussing it at home

36

continueD

# Generalization in action

37

# Intervention Specifics

- The scope and sequence of skills I will address is from the VB-MAPP ( Sundberg 2014)

- Tacting
  - Working on labeling
  - Rule of thumb is to have more than one example for the student to label
  - Multiple exemplar training
  - Instead of teaching a student to label one picture of ipad, show many to help plan for generalization

38

continuED

# Tacting

- Start work on items that are reinforcing or preferred by the student

- Very individualized

- After some preferred items are mastered, fade in more functional items

- Tacting is important for students at various ages

- Younger students may tact family members, cartoons

- Older students may tact vocational items, leisure items

39

# Real World Application
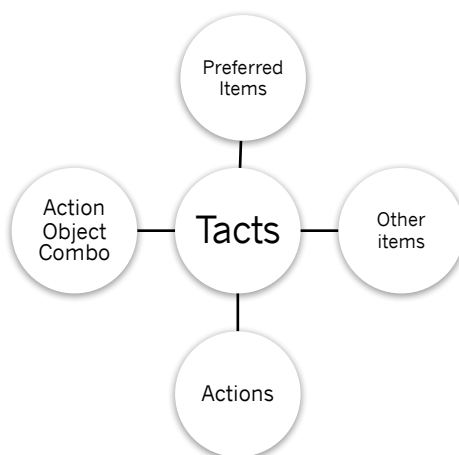
40

# Therapy in Action

- Video Tacting Vocational Items/ Actions

41

# Therapy in Action

- Tacting Actions ( action builder)

42

**continu∈D**

# Therapy in Action

- Tacting action object phrases ( action builder)

43

# Listener Responding

- We usually refer to these skills as receptive language skills
- Identifying items out of an array of 3-4 objects or pictures
  - Start with pictures of preferred or familiar items, actions, people
  - Set out an array of 3 cards and give a direction to "touch" "give me" "point to" targeted item ( i.e. Elmo)
  - Teach loosely ( Cooper, Heron & Heward 2007)
    - We don't always want to say the same thing as a direction or the learner may not **generalize** this receptive skill to other directions

44

# Listener Responding

- Examples for younger students could include:
  - Take this crayon to the craft center
  - Take this book to the reading rug
  - Take this folder to my desk

- For older students examples could include:
  - Take this tray to the lunch room
  - Take this book to Mr. Smith's room
  - Take this paper to the office
  - Take this dish to the sink

45

# Visual Perceptual Skills and Matching To Sample

- Skill: Sorting items into the correct category

- This allows our students to gain a deeper understanding of how words go together and are categorized.
  - Students will also work on naming members of a category
  - Students will also work on being told a vocabulary target and be able to list what category it belongs to
  - Has functional applications to real life: vocational tasks

46

# More advanced listener responding

- LRFFC

- By Feature ( i.e. which one has a tail, which one is hot)

- By Function ( i.e. which one do you write with, which one do you read)

- By Class ( i.e. which one is a food, which one is an animal)

- More in depth receptive language skill

47

# Identifying by feature- which one has wheels?

48

Identifying by function-
which one do you drink?

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49



Identifying by class- which
one is a vehicle?

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50

# Visual Perceptual Skills

- Visual Perceptual
  - Attends to a toy or book
  - This is so important for shared reading at home with parents
  - Generalizes to the community
  - Story time at preschool when the teacher reads a book
  - Story time at the library
  - If a student does not have this skill, the above activities may be very difficult for them.
  - Try a variety of books to see what they prefer
  - My kids love Pete the Cat, Chicka Chicka Boom Boom, Llama Llama

51

# Matching

- Matches any 10 identical items
  - Can use functional items or objects
  - What level is your student at? Do you need to start with matching objects or can the student attend to pictures
  - We call this a "learning readiness" skill – learning how to learn
  - What might this look like?
    - Put out 3 cards, hand one card to the student and say "match" "put with" and the targeted vocabulary word
    - "Don't just say match" Students need to hear the vocabulary word as well

52

# Real World Application
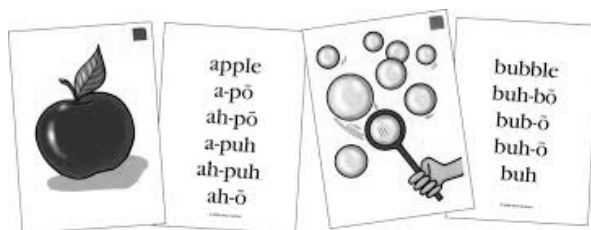
53

# Echoic skills

- Echoic
  - Important to work on for early learners
  - The VB MAPP has an echoic assessment, which can help you determine where to start with early learners
  - My favorite resource for working on verbal imitation skills are the Kaufman cards

54

**CONTINU℮D**

# Echoic skills continued

- If you do not have access to this set of cards or a resource to help with this skill, think about working with syllable shapes

- Starting with one syllable words and systematically adding words to a list of words you work on daily

55

# Importance of modified leisure skills

- Leisure skills are so very important for learners of all ages. Often times leisure skills can be impaired for students who have a variety of developmental disabilities.

- Children with ASD often do not independently engage in appropriate behaviors during unstructured periods such as recess (McClannahan & Krantz, 2010).

- Difficulty in leisure skills can cause a decrease in opportunities to engage with peers or to engage in the community

- If this is the case, direct instruction is warranted

56

## Independent Play/Leisure

- Independent Play ( try to make age appropriate for older learners)
  - Engages with different objects
    - Does student need exposure to a variety of toys or do they engage with a variety of items?
  - Engages in movement play
    - Swinging, Dancing, Jumping
    - My students love www.gonoodle.com
  - Cause and effect play
    - Great to work on this wind up toys
    - Pulling toys ( dog that you pull, etc....)

57

# Real World Application/ Good For All Ages

58

**continu**ed™

## Social behavior and social play

- Social Behavior and Social Play
  - Opportunities to be around other peers

  - At this stage we want them to enjoy being a part of a group for small increments of time

  - Take a baseline and work from there

59

# Cooperative/ Social Play

- Skills taken from the VB- MAPP ( Sundberg, 2014)

- Skills to think about at this age include but are not limited to
  - Engaging in parallel play
  - Mands to peers
  - Engages in sustained social play
  - Sits in a small group for 5 minutes without disruptive behavior
  - Attends to the teacher or material for 50% of the time

60

continueD

# Modified Leisure

- Very important life skill that can help student's increase their communication skills

- Need to make sure that all team members are aware of how the activities are being taught, so they can reinforce and generalize in other environments

- Next I will discuss specific activities that I have used in therapy with younger and older early learners

61

# Musical Chairs

- Ideas on how to modify

  - The chairs stay put- no one takes a chair away

  - Tell students the rules and show a video model if possible.

  - When the music is on we walk, when the music stops we sit down.

  - Play often, Train other staff how to play this game so that they do it more than just when the SLP is around

62

# Memory

- So many varieties out there – pick one that will engage your student

- I start by keeping all pictures up and taking turns giving students a picture card to match- this makes this cooperative activity more errorless in nature- not as difficult

- What this might look like?

63

# Real World Application

- Modified Memory

64

CONTINUED

# Modified Simon Says

- I recently introduced this to a group of students I work with and they loved it!

- Can be introduced in an individual session and generalized to a group setting

- It is always Simon Says. This makes this task more of a gross motor imitation task than a listening task. This built in prompt allows this game to be easier for students.

65

# Therapy Snippet

- I was having a phone conference with a parent and I was talking about working on this game in a small group with her son. She said that she had read my notes and used this game while they were traveling and waiting at the airport – her son did great, enjoyed the game and was able to play with his brother too!

- Planning for generalization is key!!!

66

continueD

# Video Model of Uno

67

# Modified Uno

68

**continu**ed

# Intraverbal

- Examples are filling in the blank or answering questions

- They are the basis for reciprocal conversation

- Building blocks for engaging verbally with others

| Antecedent | Behavior | Consequence |
|---|---|---|
| Someone's verbal behavior | Verbal Behavior ( does not match other learner) | Social |

69

# Intraverbal Examples

- Hearing "ready, set"     Saying "go"

- Hearing "one, two"         Saying "three"

- "When is your birthday?"     "June 30th"

- "What store do you like?"     "Target"

- "Favorite sport?"         "Golf"

70

# To think about…..

- Often times we may go right to answering questions- which may too difficult for our learners

- Ask yourself can they complete simple fill in the blanks?

- If not intraverbals may be a good place to start intervention

- Interverbals for early learners may include the following examples:

71

# Intraverbal Examples

- Ready, Set, _____

- You sleep on a _____

- Twinkle, Twinkle Little _____

- What is your name?

- You eat_____

- You put on socks and _____

72

# Real World Application

73

# Next Step



SHARE

74

# Share The Specifics

- Data not only inform teaching, but also determine effectiveness of intervention ( Olswang & Bain, 1994; Dollaghan 2007).

- Sharing specific data is vital to assuring we are implementing collaborative and systematic language instruction

- Progress reports should share specific data so that they pass the "stranger test"

75

# Do this/Not that

- Mallory is able to label ipad, cookie, ball and bubbles with 100% accuracy over 2 consecutive sessions.

- Mallory has increased her labeling skills.

76

**continuED**

# Do this/Not that

- Zach is able to play modified uno ( all cards are facing up and he is required to pick a card and match it to the identical color) for 5 minutes with an average of 1 prompt.
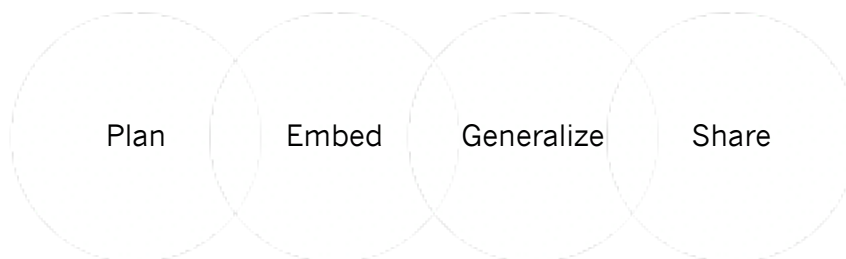
- Zach is able to play uno with peers in this class with minimal prompting.

77

# Take Home Points

Plan     Embed     Generalize     Share

78

# Case Study 1

- Paul is an early learner and in first grade. He is working on labeling ipad. The SLP is working on this in therapy. She has a picture of an ipad from google images. Paul is able to label this picture with 100% accuracy. The teacher reports that when she works on this skill in the classroom with the picture she has ( of his own ipad), he is not able to label the picture correctly. What might be the problem?

79

# Possible solutions

- Sounds like Paul is having a problem with generalizing his skills. It is great that both the teacher and SLP are both working on the same skill – shared goals! ☺ I would show Paul multiple pictures of ipad to help plan for generalization.

80

# Case Study 2

- Tanner is a second grade student who is fully included in classes with paraprofessional support. He has been having some problem behavior on days when there is indoor recess. During this time the kids choose partners and games to play with these small groups. When it is time to play a game ( Memory, Uno) he starts to have a tantrum. What might be a possible solution to this problem?

81

# Possible Solutions

- Tanner may be having trouble because he does not know how to play these games. The staff should analyze what might be going on during this time. If it is a skill deficit, the team could work on teaching a modified version of these games or the real version using video models and practice in a smaller setting. Once mastery is achieved, generalize to playing with peers.

82

# Case Study 3

- Josie is an early learner with autism. She loves listening to music, Pete the Cat and going down the slide at the playground. She is able to verbalize to request wanted items. She is making great progress and is going to start working on labeling pictures. The teacher and SLP have started working on her labeling toothbrush. They show here a picture of a toothbrush and ask her what is it? She has been working on the same target for a month but can only label it with 50% accuracy. What might be a troubleshooting step to include here?

83

# Remember the chart
# Analyze student motivation
# What might be a more motivating target?

84

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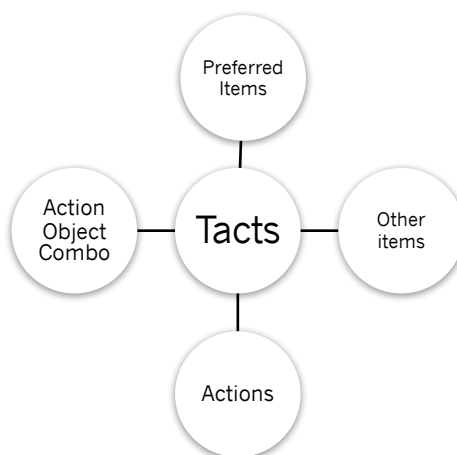
# Thanks for listening

- Have a question feel free to email me at abaspeech@yahoo.com

- Other ways to contact me:

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- Teachers pay teachers: aba speech

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- Blog: www.abaspeech.blogspot.com

85

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86

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88

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