Peer Mentoring Program Trainer Manual

Written by Moira Cray, LMSW
NYCA Charter School
Guide

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INTRODUCTION

Welcome to the Peer Mentoring program! This collaborative effort brings typically developing students together with children with autism. Through this effort it is hoped that students will gain an understanding of autism and what children with autism need in order to learn, and some basic skills that will allow them to interact, teach and play with children with autism. This handbook will be your guide.

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Lesson One
Meet & Greet

Goals – Peers will get to know facilitator and each other

Objective – Peers will become familiar with each other and facilitator. Rules of participation are reviewed

Materials – Student handbook
  Pencils
  White board
  Dry erase markers

Lesson Description – Peers are given opportunity to share and interact with each other and facilitator. They may voice their thoughts and feelings about their participation in the program. Rules regarding participation are reviewed.

Lesson Procedure – Pair the peers in groups of two. Direct peers to interview questionnaire in handbook and instruct them to interview each other. Assign them a ten-minute time limit. The group that finishes first may then interview the facilitator. When all questionnaires have been completed peers should introduce their partner to the group.

Review rules. Generate list of rules with peers and describe rationale for each rule. Be sure that the following rules are included on list:

- Peers will come directly to training room at start of each and every training session – participation involves privilege and responsibility; students depend on them to teach and befriend them
- At end of training session peers will immediately return to their next classroom
- Peers will exhibit their best behavior at all times – because student with autism are taught to imitate they must be good role models and behave in an appropriate manner at all times
- Peers will only enter autism classroom(s) with facilitator
- If at any time a student is having a challenging behavior peers are to calmly return to training room

Assessment/ Evaluation – Go around the room and ask each peer to remember one thing about another peer and at least one rule.
LESSON ONE
Meet & Greet

Interview

What is your name?

How old are you?

What grade are you in?

What is your favorite subject in school?

What is your least favorite subject in school?

What, if any, clubs/groups/organizations do you belong to?

What do you like to do outside of school?

What is something special about you?

Why do you want to be a peer mentor?

Additional information
Lesson Two
What is Autism?

Goal: Student will appreciate the nature of autism.

Objective: Student will be able to explain what autism is and understand and value differences amongst all of us.

Materials: Pretest
            Student handbook
            White board
            Dry erase markers

Lesson Description: This lesson assesses peers current knowledge of autism and stresses the importance of valuing differences amongst all of us. It is laid out to give a general overview of how autism affects the brain. An exercise is included to help peers understand why children with autism face difficulties.

Lesson Procedure: Distribute and administer pretest. Inform peers to answer to the best of their ability. The scores are not distributed to anyone. The pretest is used as a baseline. Generate discussion about autism by assessing peers current knowledge by asking them what they think autism is, if they know anyone who has autism, if they know how people get autism, etc. Guide them to understand that autism affects the brain. Do the fingertip exercise in the handbook. Point out that each of them did not match up their fingertips in exactly the same way. Due to this, people with autism are all affected in different degrees and because of this no two people with autism are exactly alike - just like us! Use white board and generate a list of ways that we are different. As ways are identified, check in with peers and ask if looking different, having different fears, or abilities makes anyone better or less than anyone else. Stress how boring the world would be if we all were the same. Differences are what make us unique and special. Discuss empathy and what it may be like to walk in someone else's shoes. The best thing to do when people look or act different from you is to try to understand and accept them. This can be achieved by learning more about them and being kind to them.

Assessment/Evaluation: Review and answer questions
LESSON TWO
WHAT IS AUTISM?

Autism is a condition that affects the _________________.

(BRAIN)

Let’s try a simple exercise. Everyone touch the fingertips of your right hand to the fingertips of your left hand. Your hands should look like the picture below:

Very basically, the brain operates by receiving and sending messages. These messages are clearly received and sent when the connections are strong like between the fingertips in the picture or how you are holding your fingertips now.

A way to think about autism is to think about the brain being wired differently or the connections not meeting.

Again, let’s try that exercise EXCEPT this time do not let your fingertips match up. It may look like this:

Because of this ‘different wiring’, messages are not always clearly sent nor received. This faulty wiring does not allow the brain to develop typically in the areas that control communication and social interaction.

As a result, people with autism might not act or behave like everyone else all the time. They are not dumb or wrong, they are just different in some ways - being different is OK!
Lesson Three
Communication

Goal: Peers will gain a basic understanding of communication and begin to value its importance.

Objective: Peers will be able to define communication and identify 2 different kinds of communication.

Materials: Student handbook

Lesson Description: Discussion and exercise provide opportunity to further empathize with the challenges people with autism often experience due to communication difficulties.

Lesson Procedure: Discuss communication with peers. Have peers participate in communication exercise in handbook.

Assessment/Evaluation: Review and answer questions.
What is communication:

__________________________________________________________

__________________________________________________________

(the exchange of information between individuals, for example, by means of speaking, writing, or using a common system of signs of behavior)

2 kinds of Communication:

__________________________________________________________

Verbal & Nonverbal

Examples of Verbal Communication

________________________________________________________________________

Speaking

________________________________________________________________________

Yelling

________________________________________________________________________

Singing

Examples of Nonverbal Communication

________________________________________________________________________

Pointing

________________________________________________________________________

Facial Expression

________________________________________________________________________

Gestures

Again, because their brains are wired differently, people with autism often find it very difficult to communicate. It can be challenging for them to understand what other people are saying. They may also find it hard to talk. Some people may not be able to speak at all.

Let's try an exercise. Imagine you are a child with autism and you cannot speak. How do you let someone know that you:

1. don't feel well ____________________ hold body part which is hurting/uncomfortable
2. want to eat chocolate ice cream ____________________ push it away/keep mouth closed
3. have to go to the bathroom ____________________ cross legs and/or move legs around
Lesson Four
Social Interaction & Stereotypy

Goal: Peers will gain insight as to how autism affects one's ability to form and maintain social relationships.

Objective: Peers will identify ways that people with autism act differently. They will be able to identify and give examples of stereotypy.

Materials: Student handbook

Lesson Description: Discussion and exercises provide opportunity to further empathize with the challenges people with autism often experience due to socialization difficulties.

Lesson Procedure: Discuss with peers how they know how to interact with who and the subtle differences of interacting with different people. Be specific and give a variety of examples. For example, explain how you know that it is okay to hug your family members but not the supermarket checkout person, how you know how to play with a toy car or look through the pages of a book. Discuss stereotypy and do exercises in handbook.

Assessment/Evaluation: Review and answer questions.
LESSON FOUR
Social Interaction & Stereotypy

You interact with people all day long - friends, family members, teachers. You know how to do that naturally - how to get your point across, what’s OK to do with certain people and not others. Children with autism don’t naturally know how to interact with others. Making friends can be challenging. They have a hard time playing games, and having fun with other people. In addition, they are often interested in doing things that may seem odd or uninteresting to us. Many children with autism engage in what we call stereotypy. This term refers to repetitive body movements, repetitive movements with objects, or, for those that can speak, repetitive use of language (saying the same words, phrases, or sounds over and over, or only talking about certain topics).

Some ways that people with autism may act differently:

- play with toys differently
- talk about the same thing repeatedly

Stereotypy often involves any one or all of the senses.

What are the 5 Senses:

1. ________________________ sight
2. ________________________ hearing
3. ________________________ touch
4. ________________________ smell
5. ________________________ taste
Let's look at some of these behaviors which children with autism may do:

<table>
<thead>
<tr>
<th>Sense</th>
<th>Stereotypic Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>staring at lights, repetitive blinking, moving fingers in front of the eyes, hand-flapping</td>
</tr>
<tr>
<td>Auditory</td>
<td>tapping ears, snapping fingers, making vocal sounds</td>
</tr>
<tr>
<td>Tactile</td>
<td>rubbing the skin with one's hands or with another object, scratching</td>
</tr>
<tr>
<td>Vestibular</td>
<td>rocking front to back, rocking side-to-side</td>
</tr>
<tr>
<td>Taste</td>
<td>placing body parts or objects in one's mouth, licking objects</td>
</tr>
<tr>
<td>Smell</td>
<td>smelling objects, sniffing people</td>
</tr>
</tbody>
</table>

Why do people with autism do these things?

Scientists have a couple of suggestions

Some theories suggest their sensory systems function differently. One theory states that these movements bring them pleasure and make them feel good. Another theory says that people with autism do these repetitive movements because it helps calm them.

Either way, these movements may interfere with children paying attention and learning. Therefore, we try to limit the amount of time that children with autism do these movements, or try to make the movements more acceptable. For example, if a child likes to wave objects back and forth, we can teach him to use that movement to play a musical instrument, like a drum or xylophone.

Let's think of other ways to help with these movements:

1. hand flapping  
2. making vocal sounds  
3. scratching  
4. licking objects  
5. smelling objects  

   keep hands in pockets  
   have child sing a song/listen to headphones  
   scratch & sniff stickers  
   keep mouth closed  
   scratch & sniff stickers

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Lesson Five
Being a Peer Mentor

Goal: Peers will understand their role as mentors.

Objective: Peers will know how to help and how they are expected to behave.

Materials: Student handbook

Lesson Description: Interactive lesson providing a framework for who the mentors are in relation to students with autism and how they are expected to behave.

Lesson Procedure: With peers generate a list of synonyms for mentor. Identify with peers ways that they will help students with autism and clearly delineate the manner in which they are to behave.

Assessment/Evaluation: Review and answer questions.
LESSON FIVE
BEING A PEER MENTOR?

Mentors are

Teachers

Friends

Helpers

Mentors help

Children with autism do things on their own

children with autism learn

children with autism communicate

children with autism learn to play

Mentors are expected to

Show respect and understanding

set a good example

be on their best behavior

A mentor's role involves privilege and responsibility. Students with autism depend on mentors to teach and help them so it is important that you attend every session. Students with autism imitate -- so mentors need to be good role models and behave in an appropriate manner at all times.

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Lesson Six
Classroom Observation

Goal: Peers become familiar with classroom environment, students, and teaching methodology.

Objective: Peers will be able to identify and provide rationales for similarities and differences between their classrooms and ABA classrooms.

Materials: Student handbook

Lesson Description: Peers will observe teaching interactions in classroom.

Lesson Procedure: Prior to entering classroom review the rules and explain that you want peers to notice similarities and differences between their own classroom and the ABA classroom. Spend at least ten minutes in classroom (if possible visit all ABA classrooms). Upon returning to training room have peers fill out same and different form in handbook. Discuss similarities, differences and rationales for each.

Assessment/Evaluation: Review and answer questions.
LESSON SIX
Classroom Observation

Now it’s time to go into the classrooms! YEAH!

A few simple rules:
1. Stay with staff member at all times - in classrooms and hallways
2. Stand off to the side in classroom or where teacher directs you
3. Keep voices low
4. Save questions until there is a break in the teaching interaction you are observing

Write down differences between your classroom and the autism classrooms:

1. 
2. 
3. 
4. 
5. 

Write down similarities between your classrooms and the autism classrooms:

1. 
2. 
3. 
4. 
5. 

Write down differences between each of the autism classrooms you observe:

1. 
2. 
3. 
4. 
5. 

Discuss similarities and differences and reasons for each.
Lesson Seven
What is ABA & Discrete Trial Teaching?

Goal: Peers will be introduced to Applied Behavior Analysis (ABA) and discrete trial teaching methodology.

Objective: Peers will know the importance of breaking skills down into small components and notice specific teacher behavior during teaching interaction.

Materials: Student handbook

Lesson Description: Didactic lesson paired with classroom observation to introduce peers to discrete trial teaching.

Lesson Procedure: Give a brief explanation of ABA, including the introduction of the concept of reinforcement and breaking down complex skills into small components that may be practiced over and over until mastery. Have peers do exercise in handbook and then share their answers with the group. Review with group and discuss. Tell peers that they will be going back into the classroom for ten minutes of observation. Instruct them to pay close attention to the teachers in the classroom. They should be prepared to return to the training room and fill out teacher observation form in handbook. Discuss, and if necessary be sure that attending behavior, clear instruction delivery, and reinforcement are each listed.

Assessment/Evaluation: Questions and review.
LESSON SEVEN
WHAT IS ABA?

ABA stands for Applied Behavior Analysis. Basically, ABA can be defined as a way for us to understand how we all learn and why we behave the way we do. It involves looking closely at what people (in this case children with autism) do and don’t do, and developing ways to teach new skills and help with challenges. Usually there is a very specific goal: for instance we might want to teach the child to raise his/her hand to get the teacher’s attention. While this may seem relatively simple, for many students it isn’t.

Reinforcement
Reinforcement is a very important part of ABA and teaching children with autism. It helps us let children know they are learning and keeps them motivated.

Discrete Trial Teaching
Discrete Trial teaching is a way of teaching based on applied behavior analysis. It involves breaking skills down into small components and teaching these smaller skills individually with lots of help and practice, until the student can demonstrate the skill on his/her own. Correct responses are followed by reinforcement to facilitate the learning process.

Let’s talk about breaking skills down into small pieces. Look at the picture below:

If I said to you “Tell me about this picture.” What would you say?

______________________________________________________________

The girl is jumping rope
What are all the pieces you need to know before you can tell me the full description of the picture.

______________________________________________________________

Who is doing and What action is being done

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Before we can teach children to describe a picture, we need to make sure that they know **who** is in the picture and **what** they are doing. We would then teach the child to identify the action (jumping) in the picture. When they are able to reliably do this we would then teach the child to identify who (boy or girl) is doing the action. When they have learned all of the small pieces, we would then teach them to put it all together and respond “The girl is jumping rope” when asked Tell me about this picture.

Let’s go back in the classroom and observe the teachers.

Write down some things you noticed:

1. __________________ensures attending
2. __________________clear instruction delivery
3. __________________reinforcement
4. __________________
5. __________________
Lesson Eight
Attending Behavior

Goal: Peers will understand significance of attending behavior.

Objective: Peers will be able to identify 4 components of attending behavior.

Materials: Student handbook

Lesson Description: Didactic lesson paired with classroom observation.

Lesson Procedure: Have peers provide their own definition of 'paying attention'. Ask them how they know someone is 'paying attention'. Generate a list and make sure it includes key components of attending behavior. Have peers observe in classroom for 10 minutes. Upon return to the training room, inquire about what happened when attending behavior was displayed and what happened when attending behavior was not displayed. Discuss importance of establishing and maintaining attending behavior. Have peers do exercise in handbook.

Assessment/Evaluation: Review and answer questions.
LESSON EIGHT
ATTENDING BEHAVIOR

The teacher makes sure the student is paying attention before giving instruction.

What lets you know that someone is paying attention?

1. __________________________ student is looking at teacher
2. __________________________ student is quiet
3. __________________________ student is sitting up tall
4. __________________________ student’s hands & feet are still

Circle the pictures in which the students are displaying attending behavior

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Lesson Nine
Giving Instruction

**Goal**: Peers are able to identify best manner to deliver instructions to students with autism.

**Objective**: Peers become practiced at delivering instructions in a clear concise manner.

**Materials**: Student handbook

**Lesson Description**: An interactive lesson in which peers are encouraged to practice using a variety of vocal tones to identify the one which is best to use when delivering instruction to children with autism.

**Lesson Procedure**: Complete exercises in handbook.

**Assessment/Evaluation**: Review and answer questions.
LESSON NINE
GIVING INSTRUCTION

Think of different ways to tell someone that you want them to ‘walk over to
the table and get a tissue’

1. _____________________________(will you bring me a tissue please)
2. _____________________________(I need a tissue)
3. _____________________________(go over to the table and get me a
tissue please)

What would be the best way to tell someone who has autism?
1. _____________________________(Get a tissue while pointing to tissues)

Let’s practice using different tones of voice.
Say “Get a tissue” using a silly voice
Say “Get a tissue” using a bored voice
Say “Get a tissue” using an angry voice
Say “Get a tissue” using a mumbling voice
Say “Get a tissue” using a scared voice
Say “Get a tissue” using an excited voice
Say “Get a tissue” using a clear firm voice

Which is the best tone of voice to give instructions to kids with autism?
___________________________(clear firm voice)
Lesson Ten
Reinforcement

Goal: Peers will understand the importance of reinforcement and the pivotal role it plays in learning

Objective: Peers will become practiced and fluent in delivering proper reinforcement

Materials: Student Handbook
          Video camera

Lesson Description: Discussion, exercises and role-plays provide opportunity for peers to practice the most important tool in the ABA toolbox - reinforcement.

Lesson Procedure: Begin lesson with 10 minutes of classroom observation time. Impress upon the peers that you want them to pay close attention to what the teachers say and do after the student responds to the instruction. Return to training room. Have peers do praise exercises in handbook. Discuss reinforcing tone of voice. Pair peers up and role-play, emphasizing reinforcement delivery. Make sure peers are practicing using behavior specific praise in a happy, excited tone of voice.

Assessment/Evaluation: Review of videotaped role-plays
LESSON TEN
REINFORCEMENT

The teacher praises the student for responding correctly.

Praise
What were some of the things you heard teachers saying to kids to praise them?
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

What are some other ways to praise kids?
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________

The teachers used behavior specific praise. What is that?
__________________________

Give an example of behavior specific praise _________________________

What tone of voice were they using? _________________________

Let’s practice!

Why do you think they were praising the kids?
__________________________

To let the student know they answered correctly or behaving in an appropriate manner and to motivate the student to do it again.

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Think of praise as being a consequence. Consequences are events that immediately follow a behavior and only occur if the behavior occurs. The consequence of studying hard is getting an A. The consequence of doing all of your chores is getting an allowance.

In addition to praise what were other consequences for the kids responding correctly or paying attention?
1. ___________________ sticker or penny put on boar
2. ___________________ smiles
3. ___________________ tickles
4. ___________________ hugs
5. ___________________ high fives
Lesson Eleven
Motivational Systems

Goal: Peers will grasp the value of using motivational systems.

Objective: Peers will learn to effectively use a token board.

Materials: Student Handbook
             Token Board
             Video Camera

Lesson Description: Classroom observation and role-plays serve to teach peers to become comfortable managing a token board while instructing students.

Lesson Procedure: Observe 10 minutes in classroom. Direct peers to pay attention to the teacher’s use of a motivational system. Return to training room and discuss what tokens are given for and when they are delivered. Model using a token board. Have peers practice using token board with trainer. Be sure that peers know that token board should be in visual range and facing learner at all times. Have peers practice reminding the student how many more tokens are needed before access to tangible reinforcement. Pair students up and have them practice with each other. Videotape these role-plays.

Assessment/Evaluation: Review of videotaped role-plays.
LESSON ELEVEN
MOTIVATIONAL SYSTEMS

Token Boards

The token board helps kids stay motivated and engaged while learning. It's a visual reward system which allows a student to clearly see what he will receive after completing a certain amount of work. Remember people with autism need to spend a lot of time and energy working hard to do things that might come easily to you and other people.

Time for practice!

Role Play giving instructions

Observe discrete trial teaching in classroom.
Goal: Peers will integrate and apply all skills they have learned up to this point.

Objective: Peers will become comfortable establishing attending behavior, delivering instructions and providing reinforcement.

Materials: Student handbook
- White Board
- Token board
- Video camera

Lesson Description: This is the first opportunity for the peers to 'be in the chair' and instruct students.

Lesson Procedure: Have list of instructions to be given & correct responses written on white board so that peers may reference it when working. Be sure that all instructions have been mastered and are reliably in student’s repertoire. Assign peers a set of 3 – 5 instructions. Pair up peers and have them practice with each other using their assigned instructions. Bring learner into training room. Model giving instructions and providing reinforcement. Be sure to model providing tokens for both correct responding and attending behavior. Peers will then take turns delivering their set of instructions and providing reinforcement to student. This lesson should be repeated that peers have opportunity to become comfortable.

Assessment/Evaluation: Feedback provided based upon review of videotape.
LESSON TWELVE
Giving Instruction & Reinforcement

Remember:

When giving direction use a _________________ (clear, firm) voice tone.

When giving reinforcement use a _________________ (happy, upbeat) voice tone and to use _________________ (behavior specific) praise.

Given tokens for _________________ (correct responding) and _________________ (attending) behavior.

Have Fun!
Lesson Thirteen
Teaching & Using Prompting Strategies

Goal: Peers become familiar with errorless teaching and prompting strategies.

Objective: Peers will be able to articulate why errorless teaching is employed and to identify 6 kinds of prompts that may be used.

Materials: Student Handbook
Hat/bowl

Lesson Description: Discussion and exercises assist in furthering the peers understanding of why ABA is effective in teaching students with autism.

Lesson Procedure: Provide didactic lesson on errorless teaching. Emphasize the importance of employing this technique when teaching a new skill. Provide didactic lesson on prompting strategies. Have peers go into classroom(s) and identify prompts used to teach skills. Do exercises in handbook.

Assessment/Evaluation: Compose a list of skills to be taught and the appropriate prompting strategy used to teach each skill. Write each skill on a piece of paper and place them in a hat. Have each peer pick out a piece of paper. Peer will then have a few minutes to identify the prompting strategy they would use to teach the skill they picked. They such be ready to explain why this would be the appropriate prompting strategy. Go around the room and have peers read aloud their skill and provide rationale for their chosen prompting strategy.
LESSON THIRTEEN
TEACHING & PROMPTING

As you know by now children with autism can and do learn. Since it often requires such hard work on their part we try to make it as positive as possible. To make and keep learning positive we use errorless teaching.

What do you think errorless teaching is? ____________________________

__________________________________________________________________

What do think the advantages of errorless teaching are?
1. __________________________________________________________________
2. __________________________________________________________________
3. __________________________________________________________________

How do we teach errorlessly? We use prompts. Prompts are ways of helping to make sure the student gets the answer correct.

There are different kinds of prompts we may use to help kids learn. They are:
1. Verbal
2. Modeling
3. Physical
4. Gestural
5. Positional
6. Visual/text

**Verbal prompting** is giving a verbal instruction, cue, or model, or overemphasizing the correct word in an array of choices. A full verbal prompt might involve saying the entire word or phrase that the teacher is trying to get the child to say, whereas a partial verbal prompt might be providing only the first sound or syllable to cue the child to proceed.

**Modeling** is acting out of an action by the teacher so that the child will imitate the action.

**Physical prompting** involves actually touching the child. A full physical prompt might involve moving the child through the response (for example, guiding his hand to select the right card from a display, and then guiding it further to hand the card to the adult). A partial physical prompt might be just touching a hand or shoulder to get the child started on the behavior.

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**Gestural prompting** includes pointing to, looking at, moving, or touching an item or area to indicate a correct response.

**Positional prompting** involves arranging the materials so that the correct item is in a position closest to the child. For example, if you are teaching picking a picture of a named object from a group of three pictures, you might first arrange the pictures so that the correct choice is directly in front of the child, while the two incorrect choices are on the other side of the table. As the child progresses, the other cards can be gradually moved closer until they are even with the correct choice.

**Visual/text prompting** provides a picture or text cue to assist the child in responding correctly.

The important thing to **ALWAYS REMEMBER** when using prompts is to be sure to fade the prompts as soon as possible. We do not want to teach the child to just wait for us to help them!

**What kind of prompt would you use?**

To teach a child their phone number?

**Visual/text prompt**

To teach a child to imitate an action?

**Model prompt**

To teach a child to brush their teeth?

**Physical prompt**

To teach a child to identify things in the classroom?

**Gestural prompt**

To teach a child to sort category cards?

**Positional prompt**
In classrooms, identify types of prompts being used

Skill being taught__________________________
Type of prompt used________________________

Skill being taught__________________________
Type of prompt used________________________

Skill being taught__________________________
Type of prompt used________________________

Skill being taught__________________________
Type of prompt used________________________

Skill being taught__________________________
Type of prompt used________________________
Lesson Fourteen
Hands on Teaching
Prompting Strategies

Goal: Peers will identify and teach a skill.

Objective: Peers will teach a student a new skill or skill component.

Materials: Student handbook
          Token board
          Materials necessary (if any) to teach skill
          Video camera

Lesson Description: Peers will teach a student a new skill.

Lesson Procedure: Work with peers to identify appropriate skill or skill component to teach. Have peers gather materials necessary for teaching and identify prompting strategy to be used. Role-play with peers to allow them practice. Finally, bring student into training room and videotape peer teaching. More that one teaching session is recommended.

Assessment/Evaluation: Feedback based upon videotape review.
LESSON FOURTEEN
HANDS ON TEACHING

Identify a skill you want to teach.

________________________________________

Is this an appropriate skill for a child to learn?
Yes_____ No_____ 

Can the skill be broken down to teachable components?
Yes_____ No_____ 

It's probably not realistic to think that you can teach a child to tie his shoe, but we might be able to teach him/her to identify their shoelaces as a first step towards learning to tie shoes.
Lesson Fifteen
Data Collection

Goal: Peers become familiar with data collection.

Objective: Peers grasp the importance and reasons for data collection.

Materials: Student handbook
            Video tapes of teaching sessions

Lesson Description: Didactic lesson and role-plays allow for peers to practice
to collect data and decide when a skill is mastered.

Lesson Procedure: Provide peers with rationale for data collection. Do data
collection exercise in handbook. Watch videotapes of peer teaching sessions
and have students collect data while viewing. Examine data with peers.
Instruct as needed based upon results. Have peers go into classroom(s) and
take data while observing teaching interactions. Return to training room and
compare results. Instruct as needed.

Assessment/Evaluation: Review of comparative data and answer questions.
LESSON FIFTEEN
DATA COLLECTION

Data is information. This information lets us know when children have really learned what we are teaching them. How do your teachers know when you have learned what they are teaching you?

Data is taken every time we present an instruction.

What are the 4 things that can happen after we present an instruction?
1. __________ student responds correctly
2. __________ student responds incorrectly
3. __________ student does not respond
4. __________ teacher prompts response

Scoring data

+ = responds correctly
- = responds incorrectly or does not respond
P = prompt/ we helped the student to make sure they responded correctly

Go into classroom and practice taking data while observing teaching interactions.

Identify skill to be taught and child who will learn it.

Skill to be taught

Prompt to be used

Student to be taught

Let’s role-play teaching this skill.

Teach skill.
Data Collection of skill being taught:

Student: _______________________
Program: _______________________
Sd: ___________________________
Response: _______________________

Current Target:

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Lesson Sixteen
Final Presentation

Goal: Peers will compose and present to classmates a final presentation.

Objective: Peers will compile all they have learned into a presentation.

Materials:

Lesson Description: Assist peers in formatting presentation.

Lesson Procedure: Peers will prepare a presentation to give to their classmates. It must include what they learned about autism, what they learned about teaching students with autism and what they learned about themselves.

Assessment/Evaluation: Feedback from presenters and classmates.
LESSON SIXTEEN
FINAL PRESENTATION

Now it is your turn to teach your classmates what you have learned!

You must create a presentation that includes what you learned about autism, what method is best for teaching children with autism, and finally what you learned about yourself.
Congratulations! You have completed the training program. You have learned a lot about autism, and what children with autism need in order to learn. The skills of making sure the child is attending, using clear instructions and providing reinforcement are tools you may always use. I hope you now feel capable and motivated to continue to interact with children with autism.