



# Fostering Independence...

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## What does it mean?

...students participating in the life and activity of the school, classroom, and community as independently as possible.

# Agenda

- Why independence so important for students with exceptional learning needs
- How Burnaby is providing professional development for Learning Support Teachers and EAs to foster independence
- Assessment of Independence – School Routines
- Parents supporting at home and at school
- Transition from grade to grade – a key area to focus on

# Quotes...

- “Foster independence and Self Esteem will grow.”
- “The greatest gifts you can give your children are the roots of responsibility and the wings of independence.”

Denis Waitley

**“Provide safe situations for little kids to flex their independent muscles *now*, and when they’re older, they’ll know how to use those muscles when it really counts.”**

# Personalized education, opportunities to participate in community same as peers

- Towards Independence – A young person with autism on work experience

[http://www.youtube.com/watch?v=VnPPbAWzUuU&feature=player\\_detailpage](http://www.youtube.com/watch?v=VnPPbAWzUuU&feature=player_detailpage)

# What does your child do well independently?

...activity, routine, learning or social skill, subject area, meal time, play skills



# Strategies shared by teachers and EAs...How to move from teacher telling to student thinking, problem solving on own

- Asking vs. telling “What do you need to do?”
- Playing the “I don’t know game.”
- Friendly Sabotage – put things just out of reach, misplace pencil
- Constantly looking at what your student is doing and asking, what adjustment(s) can I make so that he can do this on his own?
- Letting them make mistakes...small ones, not big ones
- Once you have provided instruction, stand back - make sure they do the work, DON’T do it for them. Sit on your hands if you need to!
- Peers – authentic interaction, natural prompts and support

# Asking Questions

- <https://www.youtube.com/watch?v=jMwaruBi3M4>

# Let's Talk About Prompting!

# Definition of a Prompt

- Prompt – to assist a person to perform a behavior that would otherwise not occur
  
- Common terms used for prompt:  
cue, response cue, response stimulus
  
- Can be given before or during a behavior or action.

# Miltenberger (1997)

A prompt is used to increase the likelihood that an individual will engage in the correct behavior at the correct time [and place].

# You are prompting when...

- Using checklists for chores
- Using a home (visual) schedule
- Showing/modeling how to make a snack
- Showing a finished product; at school, showing completed work
- Positioning a toy train beside the tracks



# A Few Things to Think About...

- Avoid accidental prompts, such as positioning of materials, voice inflection, facial expressions and not changing the order of concepts or instructions.
  
- **Reinforce unprompted responses** more than prompted responses.

# THE FAMILY CIRCUS®

sometimes diffi  
don't need to le  
college st  
learni

2.

r



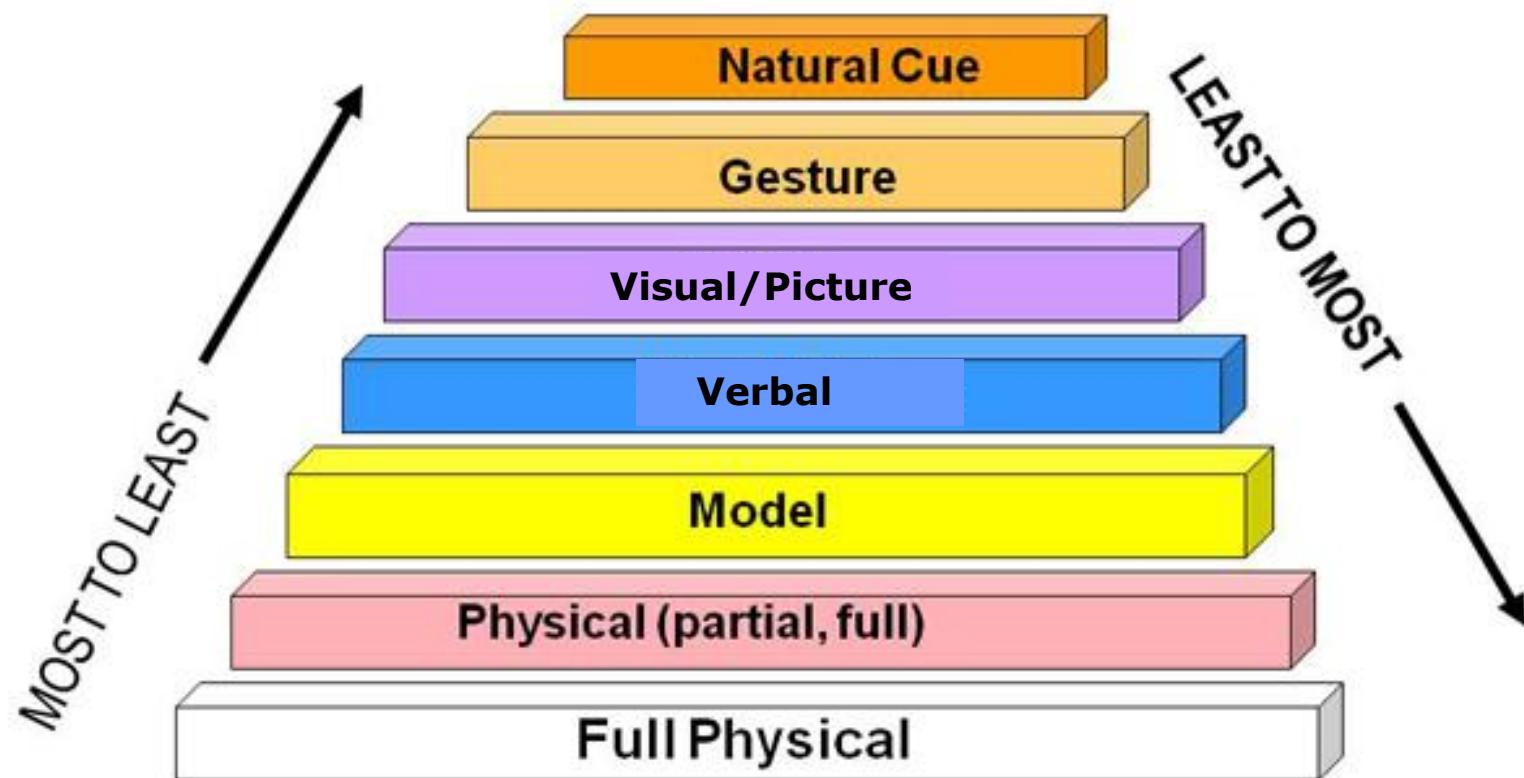
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Bill Keane

"When somebody gives you something, you wait for them to say, 'And what do you say?' Then you say 'Thank you.'"

## Prompting Hierarchy





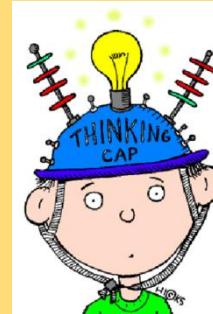
## SORT -- Levels of Prompts

Prompt	Definition	Example
Natural Cue		
Gesture		
Visual/ Picture		
Verbal		
Model		
Partial Physical		
Full Physical		

## Prompting Hierarchy - Definitions, Examples

Prompt	Definition	Example
<b>Natural Cue</b>	The student performs the behavior without any assistance. The behavior independently occurs as a result of a <b>natural cue</b> to a stimulus in the environment.	Student stands up to sing in music class when he sees his friend stand up.
<b>Gesture</b>	A point or other gesture (shaking head, brushing hands together, etc.) to prompt the expected response.	Teacher/EA Points to the item student needs. Puts finger on lips to signal quiet. Opens arm to door when student should leave.
<b>Visual/ Picture</b>	<u>Object Prompts</u> The object acts as a stimulus for the response.  <u>Pictorial (two-dimensional) prompts</u> A picture or other two dimensional representation (words, symbols, etc.) acts as a stimulus for the response.	Teacher /EA Holds a ball and the student lines up for gym.  Symbol/picture of person with finger on lips to indicate "quiet." Script of 5 pictures with steps involved in hand washing routine.
<b>Verbal</b>	<u>Direct</u> Tell student exactly what to do.  <u>Indirect</u> Ask a question that makes student think and formulate a personal response.	Teacher/EA says Stand up now.                    You need to... First...Then...                    Line up.  What do you need to do? What is next?
<b>Model</b>	Show student how to do task by doing the task yourself as the student watches.	Teacher /EA Wipe off the counter and then stand aside to let student try it.
<b>Partial Physical</b>	A light touch or a gentle nudge to support student to accomplish the task.	Teacher /EA Touch or slightly lift the student's elbow to get her to unzip backpack.
<b>Full Physical</b>	Hold/support a part of the student's body and fully guide them to accomplish a task.	Hand over hand to print the student's name.

# How and When



- The type of prompt used will depend on the skill being taught and the child
- All prompts need to be faded over time or when your student is successful to prevent prompt dependency (always needing you to say, "Say hi")
- If prompts are faded too quickly, errors may occur

# Fading Prompts

- Fade prompts gradually.
- Make the prompts less intrusive (e.g. move from full physical to partial physical, and onward down the scale).
- As prompts are faded, remember to **reinforce more independent responses.**

Which Prompt is the most difficult  
to Fade?

Verbal

# Generalizing Skills

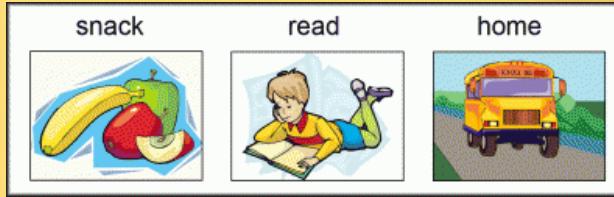


- The process of taking a skill learned in one setting (e.g. home) and applying it in other settings (e.g. daycare/school)

OR

- The process of taking one skill and applying it in a different way (e.g. zip coat up and zip up backpack)

# Why Use Visual Supports?

AUDITORY MESSAGE	VISUAL MESSAGE
	
<b>Transient</b> ...words disappear	<b>Static</b> ...message is fixed
Comprehension depends on complexity of language	Visuals convey simple, universally understood message
Processing and retention depends upon length of message	Processing and retention of 1 step at a time

# EA, LS Teacher Inquiry

- Think of a skill, task, activity that you feel your student could be more independent at \*FOCUS ON ROUTINES!
- Create a question for your inquiry, e.g.
  - How can I help my student to complete entry tasks in the morning (hang up coat, back pack, give work to teacher, etc.)
  - If I teach my student how to set up his journal page, will she be able to do it independently?
  - How can I teach my student to begin work without me saying, "Take out your math book and pencil."
  - If I spend time teaching the hand washing routine, will I be able to wait outside of the washroom for my student to complete this task independently.

## Developing Student Independence – Assessment, School Routines

- Place a dot to indicate the highest level of prompting required for each school routine.
- If student is fully independent, NO prompts at all, check *natural cue*.
- Start small, focus on 1 - 2 skills/areas at time!

<b>Assess 3x</b>	
Fall	Green
Mid- Year	Blue
End Year	Red

Student: \_\_\_\_\_ Dates of Assessment: ● ● ●

School Routines	Skills	Level of Prompting ● ● ●							Notes...  What did you notice? Are there specific skills or steps that need to be taught?
		Full Physical	Partial Physical	Model	Verbal	Visual Picture	Gesture	Natural Cue	
Transitions in and out of building	Entry								
	Recess								
	Lunch								
	Exit								
Transitions within classroom or school	Moving from activity to activity within the class								
	Going to places outside the classroom - music, gym								
	Lining up								
	Walking in hallway								
Work/ Academics	Following teacher instructions								
	Starting work								
	Continuing to work								
	Finishing work								
	Handing in work								
	Cleaning up work space								
	Staying on task								
Lunch/ snack	Getting food								
	Setting up to eat, opening food								
	Cleaning up								
	Engaging/conversing with peers while eating								
Schedules	Reading schedule(either class schedule or individual schedule)								
	Continually referring to schedule for next activity								
	Making choices								
Organization	Keeping desk tidy								
	Having supplies/materials ready								
	Organizing binders, notebooks								
Safety	Walking (vs running)								
	Stopping when asked								
	Staying with group/peers								
Social Skills and Comm.	Greeting teachers, peers								
	Joining in play or work								
	Asking for help								
	Participating in circle/group activities								
	Making choices								

# Sample of progress from initial assessment to Term 2

Developing Student Independence -- Assessment								Assess 3x
<ul style="list-style-type: none"> <li>Place a checkmark to indicate the highest level of prompting required for each school routine.</li> <li>If student is fully independent, NO prompts at all, check natural cue.</li> </ul>								Fall <span style="color: green;">Green</span> Mid-Year <span style="color: blue;">Blue</span> End of Year <span style="color: red;">Red</span>
Student: _____ Date(s) of Assessment: _____								
School Routines	Skills	Level of Prompting <input checked="" type="checkbox"/>						Notes... What did you notice? Are there specific skills or areas that need to be taught?
		Full Physical	Partial Physical	Model	Verbal	Visual Picture	Gesture	
Transitions in and out of building	Entry		<span style="color: green;">●</span>			<span style="color: blue;">●</span>		
	Recess		<span style="color: green;">●</span>		<span style="color: blue;">●</span>			
	Lunch		<span style="color: green;">●</span>		<span style="color: blue;">●</span>			
	Exit	<span style="color: green;">●</span>			<span style="color: blue;">●</span>			
Transitions within classroom or school	Moving from activity to activity within the class		<span style="color: green;">●</span>		<span style="color: blue;">●</span>			
	Going to places outside the classroom - music, gym		<span style="color: green;">●</span>			<span style="color: blue;">●</span>		
	Lining up			<span style="color: green;">●</span>				
	Walking in hallway				<span style="color: green;">●</span>		<span style="color: blue;">●</span>	
Work/Academics	Following teacher instructions			<span style="color: green;">●</span>	<span style="color: blue;">●</span>			
	Starting work		<span style="color: green;">●</span>			<span style="color: blue;">●</span>		
	Continuing work		<span style="color: green;">●</span>			<span style="color: blue;">●</span>		
	Finishing work		<span style="color: green;">●</span>		<span style="color: blue;">●</span>			
	Handling in work		<span style="color: green;">●</span>		<span style="color: blue;">●</span>			
	Cleaning up workspace		<span style="color: green;">●</span>	<span style="color: blue;">●</span>		<span style="color: blue;">●</span>		
	Staying on task		<span style="color: green;">●</span>				<span style="color: blue;">●</span>	
Lunch/snack	Getting food							
	Setting up to eat, opening food							
	Cleaning up							
	Engaging/conversing with peers while eating							
Schedules	Reading schedule (either class schedule or individual schedule)							
	Continually referring to schedule for next activity							
	Making choices							
Organization	Keeping desk tidy							
	Having supplies/materials ready							
	Organizing binders, notebooks							
Safety	Walking (vs running)							
	Stopping when asked							
	Staying with group/peers							
Social Skills and Comm.	Greeting teachers, peers							
	Joining in play or work							
	Asking for help							
	Participating in circle/group activities							
	Making choices							

# Focus on Routines

- Skill deficits



- Performance deficits



# Executive Functioning

...a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for neurologically-based skills involving mental control and self-regulation.

- Inhibition
- Shift
- Emotional Control
- Initiation
- Working Memory
- Planning/Organization
- Organization of Materials
- Self-Monitoring

When our Executive Functioning  
is not working efficiently, it's  
like...

taking a road trip without a  
map

# Your Personal Inquiry – Quiet Write



## Inquiry Project – Student Independence

Name: \_\_\_\_\_

My question: \_\_\_\_\_  
\_\_\_\_\_

Student's Strengths:

Areas of need in relation to independency:

What did you try?	What happened?	What next?

# Task Analysis



A process in which a task is broken down into small parts so that those parts can be taught through the use of chaining.

# How to Develop a Task Analysis



- Complete the task yourself or watch someone else and record the steps
- Determine the starting point based on the child's ability
- Identify small steps so that the child can succeed
- Go through steps with another person
- If the person can perform the skill being taught, then the skill has been successfully broken down
- Monitor the child's performance

# Why do we Write Down the Steps of a Task?



- When teaching a new task, smaller steps can be overlooked. Listing the steps prior to teaching can be helpful to determine which steps to start with, ensuring successful progress towards the goal.
  
- A task analysis is an easy way to determine the child's current level of ability, and the degree to which each step needs to be a focus.

# How Many Steps are there to Brushing your Teeth?



3  
10  
7  
26  
5  
54  
18



1. Get your toothbrush case.
2. Unzip the case.
3. Take out toothpaste.
4. Unscrew toothpaste cap.
5. Lay cap on countertop.
6. Turn on cold water.
7. Take out your toothbrush.
8. Wet bristles of toothbrush.
9. Put toothpaste on toothbrush.
10. Lay toothpaste tube on countertop.
11. Bring toothbrush with paste up to mouth.
12. Begin brushing teeth.
  13. Left back: top – outside then inside
  14. Left back: bottom – outside then inside
  15. Then front: top – outside then inside
  16. Then front: bottom – outside then inside
17. Then right back: top – outside then inside
18. Then right back: bottom – outside then inside
19. Spit toothpaste into sink
20. Rinse toothbrush under water stream.
21. Shake water out of brush.
22. Put toothbrush in toothbrush case.
23. Get drinking cup from case.
24. Fill cup with cold water.
25. Rinse mouth with water.
26. Spit water into sink.
27. Rinse cup with water.
28. Wipe cup dry.
29. Put cup back into toothbrush case.
30. Put toothpaste cap on tube.
31. Put toothpaste into toothbrush case.

8.

## Asking for Help

⇒ Create situations where students must ask for help i.e. doing up zipper

1. Hand-over-hand
2. Verbal/Physical Prompts
3. Physical Prompt (to be faded)
4. Independently

1    2    3    4

1. Receives task
2. Rephrases the expectations
3. Waits for confirmation from the teacher
4. Attempts the expectations (unsuccessful)
5. Calls the adult's name.
6. Waits for the response
7. Requests "Help, please!" (Signed, verbal, picture symbols)

## Task Analysis: Clean Table

Score each step as independent or prompted (needed assistance).



## Task Analysis: Wash Hands

Score each step as independent or prompted (needed assistance).

## Printing First Name

Q: How can I help improve my student's attentive listening?

<b>Task Analysis: Attentive Listening</b>	
1	Look at speaker
2	Body facing speaker
3	Body still (standing=feet still, sitting= arms still)
4	Able to repeat instructions or information
5	Might ask questions

# Possible Visual for Teaching Attentive Listening

## Explicit Teaching How

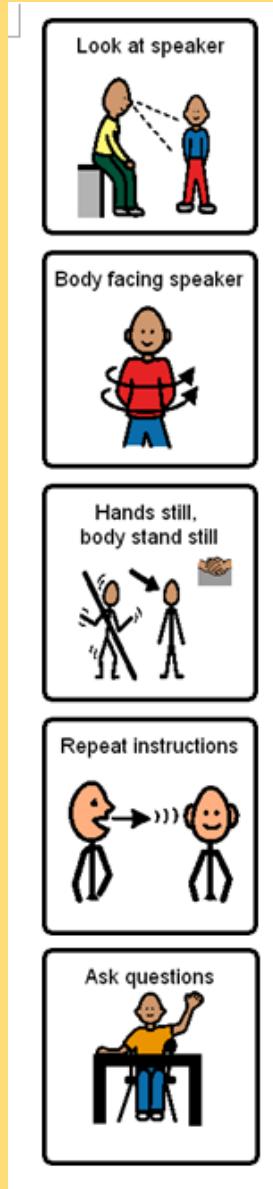
- Model, Practice, Role Play

## When

- Everyday - 5- 10 minutes... for how long?
- Prior to the time when student is required to "listen attentively."

## Who ?

## Where ?



Activity:	Storytime					
Length:	5 minutes					
	Date	January 9	January 10			
1	Looking at speaker	VB VB V	VB V V			
2	Body facing speaker	M M	M			
3	Body Still	VB				
4	Able to repeat instructions or information	V	G			
5	Might ask questions	VB				
	Daily Total	8	5			
Prompt Key	M = Model      VB=Verbal      V= Visual      G= Gesture					

# Data Collection

# Data Collection

By recording what we observe about a specific skill or behaviour, we can decide what needs to be taught and what goals/targets should be set.



# How Do We Decide? ...To Collect or Not Collect?

Data do not have to be collected on every behavior or skill.  
Common reasons to take data include:

- determine causes of current challenges
- track progress of current challenge that is being addressed
- track progress of specific skill where performance fluctuates or progress is gradual

# Why Do We Do Take Data?

On one hand, data needs to be collected in order to track a child's progress.

On the other hand, data collection cannot be so overwhelming as to interfere with teaching a child.

# Things We Might Measure

- Frequency/Rate, how many correct in a specific time
  - Correct/incorrect response
  - Duration of time that a skill is demonstrated
- \* Prompt level is critical to data collection. Since independence for any skill is a goal, it is necessary to measure how much prompting is being used in skill development.

# When Is Data Is Collected?

- Before teaching: To establish a baseline of skill development
- During teaching: To probe the effectiveness of teaching strategies and materials and the progress of skill acquisition
- After teaching: To assess the acquisition of skills/concepts and the maintenance of the skill. Can the student demonstrate the skill months after it has been taught?

# Presenting Information

Everyone will have 4-5 minutes to do the following:

1. Remind us of your Inquiry Question
2. Tell us the skill that you were focusing on (show your task analysis if you sent it in)
3. Explain your data collection tool and your data– what is it telling you?
4. Is this what you expected? ... would you do things differently next time?
5. Questions comments from audience.

# What can parents do to support our work towards independence?

- What is your child able to do independently at home?
  - Why? ...how did you teach that routine?
- Is there a routine that you can establish at home and work with the school team to move to the school setting?
  - Snack time
  - Getting ready to work (homework)
- IEP – suggest a goal area focused on developing independence.



# Transitioning Students to Next Grade



Transitions from one grade to the next can be stressful for all children, but are especially challenging for students with exceptional learning needs, and often their parents.

Students are expected to adjust to changes in teachers, classmates, schedules, buildings, and routines.



# Transition Planning Should begin in the Spring

Transition plan – WHO, WHEN...

- Gather relevant information and materials
- Start talking about it early, prepare the student and family

Receiving teacher

- How/when can he/she gain information about the student's current level of functioning
- Ensure they are involved in all transition meetings
- Observe student in current classroom
- Exchange relevant information
  - Strategies that have worked in the past
  - Learning style
  - Visual supports

# Transition Box

Prepare box which includes:

- One-page Transition Information Form
- Materials
- Resources
- Work samples
- Flash Drive
- EA Sub Binder

Presented box to a child's new team in September during a Transition Meeting

# Things to add to Transition Box...

## Social Interaction

- Social stories, visual scripts; activities/games;
- Information about integrated play groups and the activities they participated in

## Communication

- PCS –communication pack; SLP activities and materials

## Behaviour/Emotional Functioning

- Behaviour Plans; Reinforcers; Individualized routines – e.g. scripts for recess/lunch breaks; 5-
- Point-Scale/self-regulation strategies

## Self Determination & Independent Living

- Visual Schedule; Scripts: eating/toileting/dressing; information regarding community activities (e.g. bus, swimming program)

## Cognition

- Teaching strategies; table-top activities; ABA materials; task analysis

## Other Health Factors

- Info regarding allergies, medications; sensory accommodations/materials; motor development/ physical needs; exercise routines; medical emergency plans

## Academics/Functional Academics

- Work samples; adapted/modified materials for each subject area; functional signs; money activities

# Prior to New School Year

- Teacher to establish communication between home and school
- Plan visits to new classroom to meet new teacher, visit new room & begin to establish routines
- Practice going to different washroom, using different entrance door, practicing different lunchtime routine, etc.

# Transition Meeting

- Early in September, teacher/LS teacher schedule a Transition Meeting
- Include all members of the student's previous team to provide information for student's new team. (LS Teacher, Classroom Teacher, EAs)
- Provide information regarding student's program
- Systematically show items/materials/resources from the Transition Box

Transition Information for \_\_\_\_\_

Date Completed: \_\_\_\_\_

Video available

Team Members for \_\_\_\_\_ School Year: \_\_\_\_\_

### Key Understandings



### Daily Proactive Strategies



### Motivators, Likes/Loves



Dislikes:

Friends:

### Safety

This student has a safety

- Allergies
- Medication
- Equipment



### Visual Supports



### Academic/Learning



### Self Care

#### Toileting

- Independent
- Support \_\_\_\_\_

Will ask to go  
Dressing

- Independent
- Support \_\_\_\_\_

#### Eating

- Independent
- Support \_\_\_\_\_

Transition Information for \_\_\_\_\_

Date Completed: \_\_\_\_\_

Video available

Team Members for \_\_\_\_\_ School Year: \_\_\_\_\_

### Strengths and Key Understandings



For example:

- Start with 1-2 strengths
- Indicate student's general demeanor
- Indicate how student communicates
- wants and needs
- What you will see and how to respond if student is upset or anxious
- Indicate key phrases or objects or strategies that are essential to student's success.
- If there is a safety plan, you will indicate that below, but also write a sentence here with key strategy and/or a reminder to find the plan and read it.

### Daily Proactive Strategies



For Example:

- How you/teacher check in with the student at start of the day, after lunch, recess
- Home-School Communication
- Schedule...individual, classroom and how you support use of the schedule
- Visual supports, stories, token boards, incentives, strategies you use daily
- How you encourage independence, and cueing to teacher

### Motivators, Likes/Loves



Dislikes:

Friends:

### Safety

This student has a safety plan



- Allergies
- Medication
- Equipment

### Visual Supports



- Listed all visuals and where to find them

### Academic/Learning



- Indicate where to find IEP and learning materials related to individual program
- Indicate curricular areas that student works on that are same as peers/typical learners

### Self Care Self Care

Toileting

- Independent
- Support\_\_\_\_\_

Dressing

- Independent
- Support

Eating

- Independent
- Support

# What can parents do?

You know your child best!

- Work with the team to begin thinking and planning for the transition before the current school year ends.
- Over the summer
  - Talk about the new grade and teacher (if you know who it is)
  - Visit the playground, school grounds and go into the school if it is open
  - Establish routines 2-3 weeks before school starts
    - Waking up early
    - Getting ready for school (backpack)

# Eric Duquette – Graduation Speech

- [https://www.youtube.com/watch?v=gSactvpsla0&feature=player\\_detailpage](https://www.youtube.com/watch?v=gSactvpsla0&feature=player_detailpage)

My child is **NOT** a statistic,  
**NOT** a number, **NOT** a  
diagnosis, but a person  
with **different abilities**  
taking on a difficult world.  
He **proves** everyday that he  
is a **miracle** and that he will  
never ever give up.

♥ I am his voice  
and he is my heart. ♥



[twitter.com/SingleAutismMom](https://twitter.com/SingleAutismMom)



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