STAR®
Autism Support

A Practical and Comprehensive Approach:

Generating Positive Outcomes Through Evidence-based Practices

Workshop Handout

Information in this handout should not be copied without permission from Star Autism Support. This handout is to be accompanied with a live training; it is not intended to be a stand-alone document.

Welcome and Introduction

Presenters

Agenda

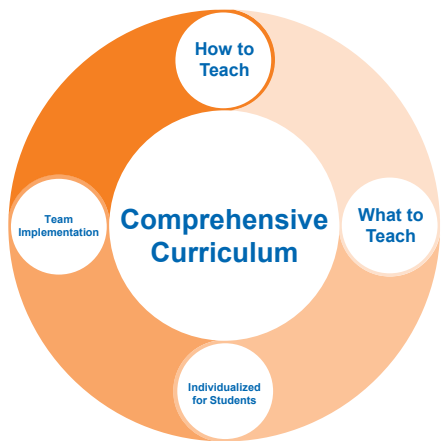**Organizers**

Handouts

Workshop Objectives

Participants will learn to:

The components needed for effective instruction for students with significant learning needs, intellectual disabilities and autism spectrum disorders.

1. Evidence-based instructional strategies
2. Instructional content individualized to student needs
3. Teacher tools and resources to ensure implementation
4. Data-based instructional decisions
5. Addressing challenging behavior through appropriate instructional practices

Comprehensive Curriculum

How to Teach

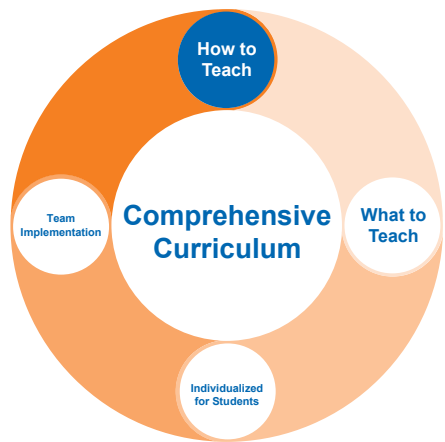Team Implementation

Comprehensive Curriculum

What to Teach

Individualized for Students

How to Teach

☆ Evidence-based instructional practices
☆ Focus on teaching students new skills
☆ Includes detailed lesson plans and teaching materials

How to Teach

Team Implementation

Comprehensive Curriculum

What to Teach

Individualized for Students
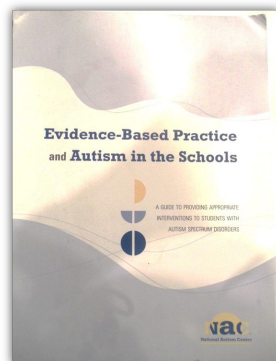
Evidence-Based Practices
National Standards Report: Phase 1 and 2

Pattern of findings suggest that treatments from the behavioral literature have the strongest research support at this time

Identified 14 established treatments

Comprehensive behavioral packages have the most evidence

www.nationalautismcenter.org

Evidence-Based Practice and Autism in the Schools

A GUIDE TO PROVIDING APPROPRIATE INTERVENTIONS TO STUDENTS WITH AUTISM SPECTRUM DISORDERS

National Autism Center

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National Standards Project: Phase 2
Established Treatments

- Comprehensive behavioral treatment for young children (Discrete Trial Training)
- Behavioral interventions (ABA methods)
- Pivotal Response Training (PRT)
- Schedules (student schedules)
- Language training (e.g. modeling verbalizations for the student to imitate)
- Self-management (promoting independence)
- Modeling (imitation of target behavior)
- Naturalistic teaching strategies (child-directed to teach functional skills)
- Scripting
  - Peer training package
  - Parent training
  - Cognitive behavioral intervention
  - Story-based intervention package
  - Social skills package

- **Used in the STAR Program**

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The STAR Program
Strategies for Teaching Based on Autism Research
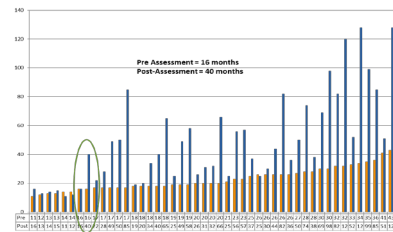
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Research on the STAR Program

- The Autism Instructional Methods Study (AIMS)
- Designing an Outcome Study to Monitor the Progress of Students with Autism Spectrum Disorders
- Measuring Outcomes in Early Intervention Programs for Toddlers with Autism Spectrum Disorders
- Randomized, Controlled Trial of a Comprehensive Program for Young Students with Autism Spectrum Disorder
- Training Teachers to Use Evidence-Based Practices for Autism: Examining Procedural Implementation Fidelity

Additional information on research can be found in the Resource Section of this handout
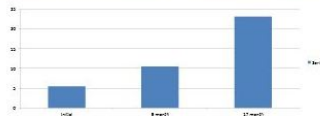
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Autism Outcome Study: Data Collected

ORPATS Study Results 2009-2011

Pre Assessment = 16 months
Post-Assessment = 40 months

Verbal language age: Pre-post change after 52 months of instruction

Peabody Vocabulary Test (PPVT)

- Change scores at the 17 month interval are all statistically significant

**Expressive Vocabulary Test (EVT-2)
Average Expressive Age Equivalent in Months**

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What to Teach

- ☆ Receptive language
- ☆ Expressive language
- ☆ Spontaneous language
- ☆ Functional routines at school, home, and community
- ☆ Functional academic skills
- ☆ Play and social skills

How to Teach

Team Implementation

Comprehensive Curriculum

What to Teach

Individualized for Students
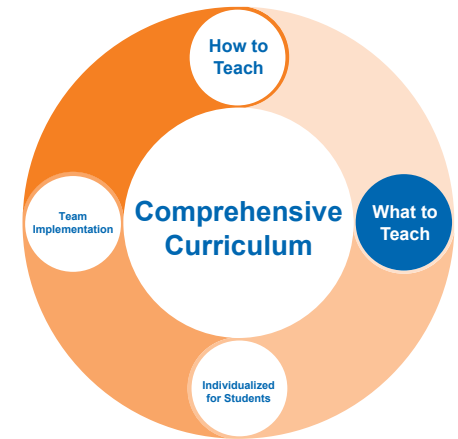
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STAR Program Students Learn to . . .

Level 1
- Use basic language concepts
- Make verbal requests
- Accomplish simple routines independently
- Engage in beginning play/social skills
- Use pre-academic skills

Level 2
- Expand language concepts to include new nouns, people, and actions
- Use spontaneous language throughout the day
- Become independent in typical daily school routines
- Use basic math, reading, and writing academic skills
- Play with others at school

Level 3
- Understand complex language concepts
- Academic skills including: reading a simple book, writing from memory, time-telling, money use, and adding/subtracting
- Generalize skills in general education settings

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Individualized for Students

- ☆ Curriculum-based assessment
- ☆ Developmental sequence of instruction
- ☆ Data-driven instruction

How to Teach

Team Implementation

Comprehensive Curriculum

What to Teach

Individualized for Students
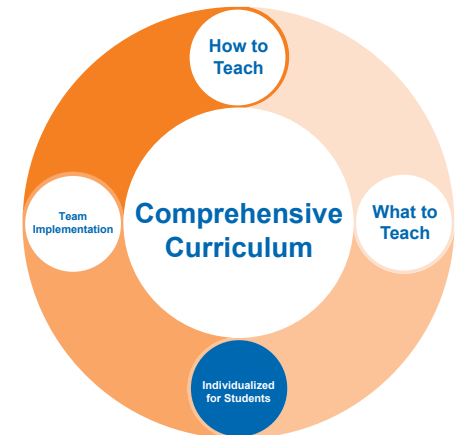
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Team Implementation

- ☆ IEP goals
- ☆ Connection to the general education curriculum
- ☆ Alignment to standards
- ☆ Consistency of instruction across classroom, school, and grade levels

How to Teach

Team Implementation

Comprehensive Curriculum

What to Teach

Individualized for Students

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What is Applied Behavior Analysis (ABA)?

ABA is an umbrella term for methods that change behavior in systematic and measurable ways

Teach new skills

Reduce challenging behaviors

Maintain skills across a variety of domains

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Using ABA in Schools

A — B — A

Applied
Applied interventions teach behaviors that are socially significant to the learners

Behavior
Observable and objectively defined behaviors are targeted for change

Analysis
Demonstration that procedures used caused the change (data driven)

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ABA Methods Used in STAR Program

Discrete Trial Training (DT)

Pivotal Response Training (PRT)

Teaching Functional Routines (FR)

Positive Behavior Supports



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Instructional Sessions:
Recommendations

1. 1:1 sessions for skill acquisition
   - ★ Length of 1:1 instruction is a decision based on individual student levels
   - ★ At a minimum, try and provide at least one hour per day of 1:1 instruction in short sessions
   - ★ Use teaching rotations to effectively schedule 1:1 instruction
2. Routines throughout the day with a focus on independence
3. Large group and inclusion with supports

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Student Learning Profile: A Curriculum Based Assessment
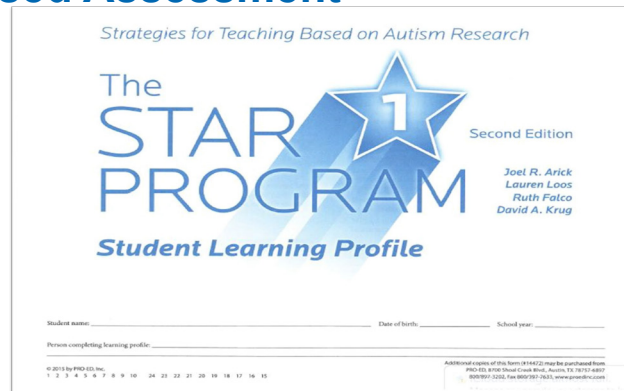
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Teachers Use Program Guides to Identify Lessons to Teach

STAR Program Guide ★ **Level I**

Receptive Language (DT)	S	Expressive Language (PRT)	S	Functional Routines (FR)	S	Preacademic (DT)	S	Play and Social Interaction (PRT/FR)	S
Lesson		**Lesson**		**Lesson**		**Lesson**		**Lesson**	
1. Come Here	1	1. Readiness Skills:		1. Arrival	1	1. Use of Token Board	1*	1. Readiness for Play (PRT)	1
2. Attending	1*	Attending	1	2. Departure	1	2. Matching Colors	1	Sharing	1
3. Receptive Actions on a Walk	1	Babbling		3. Transition Between Activities	1	3. Matching Shapes	1	Turn Taking	2
4. Social Communication	1*	Sound Pairing	2			4. Coloring/Scribbling	1	2. Initial Play Skills (PRT)	1
5. Nonverbal Imitation: Gross Motor	1	2. Initial Requesting:		4. Hand Washing	1			Initial Imitated Actions	3
6. Nonverbal Imitation: Object	1	Initial Verbal Imitation	3	5. Snack	1			Initial Play Commands	4
7. Matching: Object to Object	1**	Spontaneous Words	4	6. Restroom Use	1			3. Independent Play (FR)	3
8. Matching: Picture to Picture	2	3. Phrases for Requests:		7. Going on a Walk	1			4. Play with Adult (FR)	4
9. Matching: Object to Picture	3	Requests using "Want x."	5	8. Circle	1				
10. Matching: Object to Picture and "Give Me X"	4	Requests using "I want x."	6	9. Centers/Choice	2				
		"More x"	6	10. Learning to Work with Teacher	1				
11. Labels of Objects	5	"No x" for rejecting	6	11. Work with Teacher	2				
12. Labels of Pictures	6			12. Simple Art Activity	2				
13. Identification of Body Parts	5			13. Independent Work	2				
14. Actions: One-Step	5								

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Assessment for Receptive Language:
Example

Receptive Language (DT)

Lesson	Sequence
1. Expanded Labels	1
2. Accelerated Labels	2
3. Identification of People	1
4. Actions: Pictures	2
5. Actions: Two-Step Commands	2
6. Locations and Commands	3
7. Sorting Categories	2
8. Picture Sequencing	3
9. Identification of Items in Books	4
10. Expanded Book Use	5
11. Emotions	3

Expressive Language (DT)

Lesson	Sequence
1. Labels	1
2. Expanded Labels	2
3. Accelerated Labels	2
4. Identification of People	2
5. Actions: Pictures	3
6. Actions: People	4
7. Identification of Items in Books	6
8. Picture Sequencing	5
9. Expanded Book Use	7
10. Emotions	4
11. Social Questions	4

Spontaneous Language (PRT)

Lesson	Sequence
1. Expanded Requesting	
Expanded Vocabulary	1
Expanded Phrases	1
2. Initial Commenting	
Labeling	1
Narration	2
Exclamation	2
3. Answering Questions	
Expressive Labels (What is this?)	2
Person ID (Who is this?)	2
Action ID (What is he doing?)	3
Pronouns (Whose turn?)	4
Quantity (How many?)	3

Functional Routines (FR)

Lesson	Sequence
1. Arrival	1
2. Departure	1
3. Transition Between Activities	1
4. Transition by Walking in Line	2
5. Transition between School Locations	3
6. Circle	1
7. Snack	1
8. Restroom Use	1
9. Independent Work	1
10. Classroom Job	2
11. Move from Center to Center	2
12. Small-Group Work	2

Preacademic (DT)

Lesson	Sequence
1. Math: Rote Counting 1-10	1
2. Math: Counting 1 to 10 Objects	1
3. Math: Receptive Identification of Numbers 1 to 10	2
4. Math: Expressive Identification of Numbers 1 to 10	3
5. Math: Receptive Counting Sets of Objects	3
6. Math: Matching Sets of Objects with Numbers 1 to 10	4
7. Reading: Receptive Identification of Letters	1
8. Reading: Expressive Identification of Letters	2
9. Reading: Receptive Identification of First Name	1
10. Reading: Receptive Identification of First Name, Match to Picture	2
11. Reading: Sight Word Reading and Match to Picture	3
12. Writing: Tracing Name, Letters and Numbers	1
13. Writing: Coloring Within Lines and Attention to Task	1
14. Other: Cutting and Pasting	1

Play and Social Interaction (PRT/FR)

Lesson	Sequence
1. Expanded Imitated Actions (PRT)	1
2. Expanded Play Commands and Sustained Independent Play (PRT)	2
3. Play with Adult (FR)	1
4. Play with Adult and Peer (FR)	2
5. Play Game with Peer (FR)	1

Instructional Strategies: DT = Discrete Trial Training, PRT = Pivotal Response Training, FR = Functional Routines

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Receptive Language (DT)

Lesson	Sequence
1. Functions of Objects and Community Members	1
2. Prepositions	1
3. Descriptors	1
4. Opposites	2
5. Gender Identification	2
6. Possessives	3
7. First, Next, Last (Location)	3

Expressive Language (DT)

Lesson	Sequence
1. Functions of Objects and Community Members	1
2. Prepositions	1
3. Descriptors	1
4. Opposites	2
5. Gender Identification	2
6. Pronouns: He and She	3
7. Extend Sentences with Descriptors	2
8. Expanded Social Questions	3
9. Discriminating Wh- Questions	2
10. Pronouns: My and Your	4
11. Yes or No for Facts	3
12. Recall Past Events	3
13. Student Asks Wh- Question	3
14. First and Last (Temporal Order)	4
15. Commenting Using Phrases	4

Spontaneous Language (PRT)

Lesson	Sequence
1. Advanced Expanded Requesting	
Expanded Vocabulary	1
Expanded Phrases	2
2. Advanced Commenting	
Narration	1
Asking Questions	1
3. Advanced Concepts	
Using Prepositions	1
Gender Identification	1
Pronouns	2
Recall Past Events	2
First and Last	3
Yes and No	3

Functional Routines (FR)

Lesson	Sequence
1. Arrival	1
2. Departure	1
3. Transition Between Activities	1
4. Transition Between Locations	2
5. Large-Group: Opening Activities	2
6. Large-Group: Story Time	3
7. Cafeteria Lunch	1
8. Restroom Use with Classmates	1
9. Academic Seatwork	1
10. Classroom Job with Peer	3
11. Occupy Free Time in Classroom	1
12. Computer/iPad/Tablet Use	2
13. Music Class	2
14. Library Class	3
15. PE Class	2
16. Group Academic Instruction	3

Preacademic (DT)

Lesson	Sequence
1. Math: Rote Counting	
2. Math: Receptive Identification of Numbers	1
3. Math: Expressive Identification of Numbers	2
4. Math: Counting Objects Using Numbers	3
5. Math: Adding One-Digit Numbers	4
6. Math: Subtracting One-Digit Numbers	5
7. Math: Identification of Money and Use of Money	4
8. Math: Time Telling	5
9. Reading: Receptive Identification of Letter Sounds	1
10. Reading: Expressive Identification of Letter Sounds	1
11. Reading: Identification of First and Last Names	1
12. Reading: Sight Words	1
13. Reading: Reading a Simple Book	2

Preacademic (continued) (DT)

Lesson	Sequence
14. Writing: Tracing and Copying Words	1
15. Writing from Dictation	2
16. Writing from Memory	3
17. Other: Coloring, Cutting and Pasting	1

Play and Social Interaction (PRT/FR)

Lesson	Sequence
1. Advanced Play (PRT)	
Advanced Functional Play	
Symbolic Play	
2. Play with Peer and Share Materials (FR)	1
3. Pretend Play with Peer (FR)	2
4. Recess: Individual or Independent (FR)	1
5. Recess with Peer (FR)	2

Instructional Strategies: DT = Discrete Trial Training, PRT = Pivotal Response Training, FR = Functional Routines

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Tools for Teachers

- ☆ Data-based Decision Making
- ☆ Road Map
- ☆ Appropriate Curricula Content
- ☆ Fidelity of Implementation
- ☆ Lesson Plans
- ☆ Age Appropriate Materials
- ☆ Visual Supports
- ☆ Guides to Common Core
- ☆ Relationship to IEP Goals
- ☆ Instructional Strategies Consistency Between Staff
- ☆ Team Instructional Planning Tools

Administrator Checklist
Student Engaged Learning

- ☆ Classroom schedule posted
- ☆ Adult schedules are posted
  - ★ Reflect roles and responsibilities
- ☆ Classroom staff are teaching and students are engaged in learning

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Overall Daily Schedule
DT/PRT are Done During Rotations

Example Classroom Schedule

Time	Mon.	Tues.	Wed.	Thu.	Fri.
7:20–8:10	Morning Work/Early Birds/ Edmark	Morning Work/Early Birds/ Edmark	Morning Work/Early Birds/ Edmark	Morning Work/Early Birds/ Edmark	Morning Work/Early Birds/ Edmark
8:10–8:45	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
8:45–9:20	PE	Music/Computer Lab	PE	Library	Music/Computer
9:20–10:20	Rotation #1	Rotation #1	Rotation #1	Rotation #1	Rotation #1
10:20–10:40	Recess	Recess	Recess	Recess	Recess
10:40–11:00	Writing/Language Group	Writing/Language Group	OT Group	Writing/Language Group	Writing/Language Group
11:00–12:00	Rotation #2	Rotation #2	Rotation #2	Rotation #2	Rotation #2
12:20–12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20–1:00	Recess	Recess	Recess	Recess	Recess
1:00–1:20	Literacy Circle	Literacy Circle	Literacy Circle	Literacy Circle	Literacy Circle
1:20–1:45	Reading Groups	Reading Groups	Reading Groups	Reading Groups	Reading Groups
1:45–2:10	Jobs/Games with Peers	Science with Peers	Jobs/Games with Peers	Jobs/Games with Peers	Science with Peers
2:10–2:20	Goodbye Circle	Goodbye Circle	Goodbye Circle	Goodbye Circle	Goodbye Circle
2:20	Departure Routine	Departure Routine	Departure Routine	Departure Routine	Departure Routine

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E-Scheduler
STAR Media Center

Elementary Expanded (3 staff, 10 students)

Time	Activity/Goal	Details	Staff		
7:45 am - 8:00 am	ARRIVAL	Collect data one time a week. Use mini-schedule. Limit verbal prompting. Use penny board/tangible reinforcers. Click on "view" for additional arrival routine supports.	Staff 1 Example: Greet students at the door and prompt, as needed.	Staff 2 Example: Get students 1-5 off bus. Bring tangible reinforcers, say "walk with me," and follow STAR Arrival Routine.	Staff 3 Example: Get students 6-10 off bus. Bring tangible reinforcers, say "walk with me," and follow STAR Arrival Routine.
8:00 am - 8:15 am	CIRCLE - MORNING	Use Circle mini-schedule, song choice wheel, and additional visual supports. Create generalization chart. Click on "view" for additional circle routine supports.	Staff 1 Example: Lead circle.	Staff 2 Example: Sit behind Students 1-2. Model actions and say "do this." Reinforce attending commands (hands down, sit down, stand up, look at me) with tangible reinforcers.	Staff 3 Example: Sit behind Students 3-5. Model actions and say "do this." Reinforce attending commands (hands down, sit down, stand up, look at me) with tangible reinforcers.
8:15 am - 8:30 am	SNACK	Students divided into two small groups. Snack tubs prepared for each group (including snacks, placemats, wipes, and visual supports). Create generalization chart. Click on "view" for additional snack routine supports.	Staff 1 Example: Lead snack (Yellow table).	Staff 2 Example: Lead snack (Green table).	Staff 3 Example: Sit behind Student X. Physically prompt, when needed, to request with visual supports.
8:30 am - 9:50 am	ROTATIONS	Students rotate every 20 minutes using visual schedules to transition. Option 1: One DT station, one PRT station, and one small group station. Option 2: Add an Independent Work Station or computer station for those who are independent.			

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Administrator Checklist
Classroom Environment and Supports

- ☆ Environment provides structure and well-defined spaces
- ☆ Individual student schedules posted and used by students
- ☆ Visual supports available for students and teachers
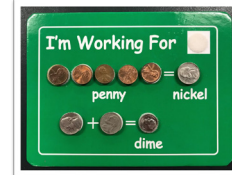

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Administrator Checklist
Tools for Administrators

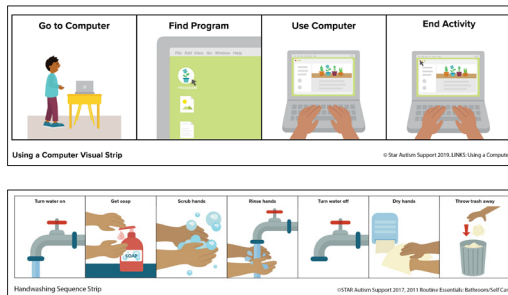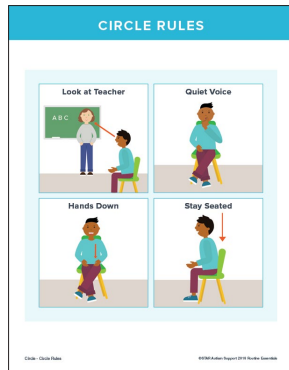# Environmental Supports

Help children understand adult expectations:

☆ What am I supposed to do?
☆ Where should I go?
☆ When will I be done?
☆ What happens next?
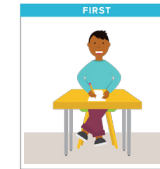
Arranging the Environment
Visual Supports for Routines

Arranging the Environment
Visual Supports for Routines – Arrival and Transition

Arranging the Environment
**Visual Supports - Independent Work Stations**

Arranging the Environment
Generalization Charts Posted in Common Areas

Routine Essentials: *Snack*
Generalization Board

Student	Language Skill	Academic Skill	Social Skill
Donovan	Label foods and peers	Count objects	Answer social questions
Allison	"I want X" with device	ID colors and shapes	- "Hands down" - Turn taking
Evan	Imitate 1 word	ID name	Respond to name
Eliza	Sound pair	Follow attending commands	Make choice with visuals
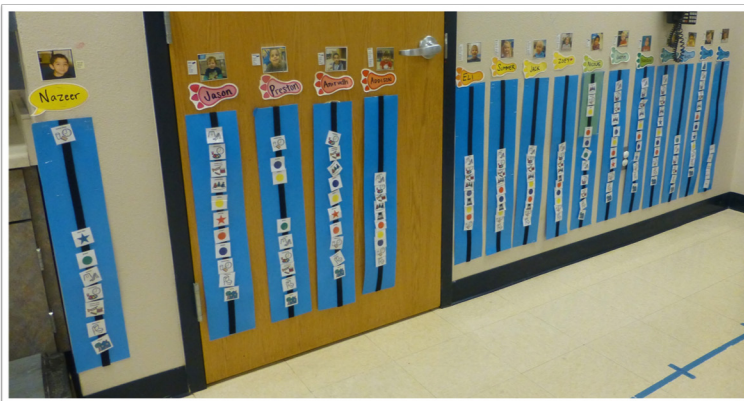
Wall Schedules

Increasing the Complexity of the Schedule

☆ Appropriate for students who are independently transitioning using a check schedule icon and "landing station"

☆ Introduce written schedules with a self-checkmark and/or time schedule

Written Schedule

Writes in choices

Copies words from back of clipboard

Notebook Schedule

Written Schedules

Administrator Checklist
Instructional Strategies-Discrete Trial Training (DT)

Slide 42: Discrete Trial Training Lesson Plan

Lesson 6: Nonverbal Imitation—Object

Objective: Student will imitate 5 object actions when given the verbal cue "Do this," with 3/3 correct responses on the newest action learned and 3/3 correct responses on the set of previously learned object actions when randomly presented for 2 consecutive days.

Prerequisite: None.

RECOMMENDED ITEMS TO TEACH

Object actions to imitate: 1. Ring bell; 2. Push car; 3. Stack blocks (2); 4. Shake; 5. Bounce ball

Cue	Correct Response	Consequence/Pause	Criteria
① Teach the first nonverbal object imitation. Start at Step 1 of DT Introduction Procedure A. Teacher models an action with an object or toy, says, "Do this," and labels the action. For example: A bell is in front of the student on a table. Teacher says, "Do this." Teacher models ringing the bell. Teacher puts bell down on table. When student rings bell, teachers says, "Ringing bell." **Suggested RLT prompts:** • Use full or partial physical prompt to assist student complete correct response; after 3/3 correct, fade this prompt.	Student imitates appropriate object imitation action. Student watches teacher ring bell. Student picks up bell and rings it.	**For a correct response:** • One-for-one tangible, highly preferred reinforcer and • one-for-one social reinforcement. **Pause:** Student enjoys reinforcer and brief social interaction with teacher. For an incorrect response, provide a **CORRECTION** If student is unable to perform task or makes 2–3 incorrect responses, provide **RLT**.	3/3 correct responses. Repeat this step until criteria are met.

Slide 43: Administrator Checklist
Instructional Strategies-Pivotal Response Training (PRT)

Slide 44: Pivotal Response Training Lesson Plan

Lesson 1: Readiness Skills

Objective: Student will attain readiness for verbal imitation by attending, babbling, and sound pairing a verbal cue while playing or engaging in other motivating activity with 80% correct responses for 2 consecutive weekly probes in presence of motivator and no prompts.

Prerequisite: None. Teach appropriate play and social interaction lessons simultaneously. (No PRT prerequisite lessons; teach simultaneously with Level 1, Play and Social Interaction, Lesson 1: Readiness for Play.)

TARGET SKILLS TAUGHT IN THIS LESSON
• Attending: Student responds to requests "Look at me," "Hands down," "Sit down" simultaneously with Babbling or Sound Pairing.
• Babbling: Student increases frequency and variety of spontaneous vocalizations of those productive sounds that can be written phonetically ("da," "eee," "wa").
• Sound Pairing: Student produces vocalizations in response to teacher's verbal cue ("ball").

PRT rules of interaction for cue (opportunity to respond): Control is shared. Student chooses activity or object (motivator). Turn taking occurs. Cue is clear and related to chosen activity. Maintenance tasks are interspersed in lesson.

① Student Chooses Motivator	Teacher provides selection of appropriate and highly desirable motivators that have potential for immediate reinforcement. Observe student's interest to identify motivator. Motivators provide student with incentive to respond.	**Examples of motivators:** • items that stimulate senses, such as bubbles, lights, stretchy objects, or tiny bits of favorite foods • Toys with buttons that result in immediate action or sounds • Recess activities with potential for immediate reinforcement, such as being pushed on a swing • Opening a door or cupboard, thereby allowing access to something highly desired
② Teacher Minimally Interrupts	Briefly restrict access to motivator. Provide ready access to motivator while preventing student from freely accessing it.	**Examples of minimal interruption:** • Holding a desired edible, toy, or bubble wand in front of student • Teacher covers the button that creates action in toy
③ Teacher Presents Cue or Prompt	Cues for Attending are verbal. (Attending is taught simultaneously with Bubbling and Sound Pairing.) **Examples:** "Look at me," "Hands down," "Sit down"	Cues for Bubbling are nonverbal. **Examples:** Tickling, free play, swinging, microphone, toys

Materials Included in Program
• PRT Lesson Focus and Weekly Data Probe form
• Pivotal Response Training (PRT) Lesson Reminders poster
• Pivotal Response Training (PRT) Level I Reminders poster

Materials Provided by Teacher
• Items and activities of increasing functionality and complexity that are highly motivating for student

PRT rules of interaction for consequence: Reinforcement is clear. Attempts are reinforced.

| ⑤ Teacher Evaluates Response | Although Babbling is reinforced, Sound Pairing is ultimate goal. Therefore, reinforce every good attempt at Sound Pairing. |
| ⑥ Teacher Allows Access to Motivator | If a good attempt: Give full access to motivator for 5–10 seconds.
If not a good attempt: Continue to restrict access to motivator and go back to cue in ③ |

PRT rules of interaction for pause: Student is consistently observed and evaluated during pause.

| ⑦ Teacher Pauses, Observes Student, and Prepares for Next Trial | Student enjoys motivator. Record responses on the PRT Lesson Focus and Weekly Data Probe, and decide next cue or prompt based on student's current level of responding, energy level of student, and time already engaged with teacher. | **Questions to consider:**
• Are you reinforcing every attempt at Sound Pairing?
• Is student motivated?
• Are you taking turns in activity to model play and language in order to entice student?
• Are you interspersing maintenance tasks?
• Is it time for a break or to go back to maintenance tasks? Make every attempt to end session with success! |

Level 1 Expressive Language • PRT • Lesson 1: Readiness Skills

Slide 45: Administrator Checklist
Instructional Strategies-Functional Routines (FR)

Functional Routine Lesson Plan

Administrator Checklist
Fidelity of Implementation

Administrator Checklist
Positive Behavior Supports

☆ Reinforcement strategies

☆ Understanding and using behavioral principles to increase skills and decrease challenging behavior

Administrator Checklist
Data Driven Instructional Decisions and Progress Reporting

The Student Learning Profile
Update to Show Mastery

Increasing Capacity
Coach/Training Site Development

STAR Autism Support Training

Replicate Training Site · STAR Certified Coach · Initial Training Site · STAR Certified Coach · Replicate Training Site · Replicate Training Site · Replicate Training Site
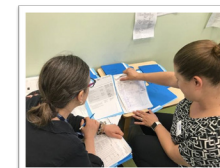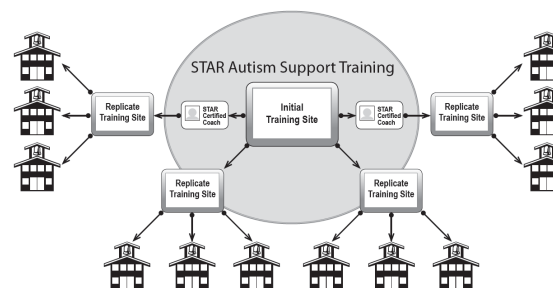
Teacher Supports: STAR Media Center
Scheduling, Routine and Training Supports

E-Scheduler™
Create new staffing schedules! Get new ideas for daily activities and access visual environmental supports for those activities!

Patent Pending

Media Center Training Videos
Video Examples of all STAR Lesson Plans and strategies!

Media Center Tool Kit
Access environmental supports, visual supports and other resources! Ideas for Circle Time, Transition, Snack and more!

Current Theme Unit: CAMPING
Our current theme unit is Camping! Coming Soon: Friendship, Fall Fun, Winter Fun, Dinosaurs and more!

Progress!

Look to the Future

Research

Research on the STAR Program

☆ Oregon Autism Outcome Study. (Arick, J., Young, H., Falco, R., Loos, L., Krug, D., Gense, M. and Johnson, S., 2003).

Students made significant progress in the areas of expressive language, receptive language, social skills, academics, and independence on functional routines.

☆ Philadelphia Autism Instructional Methods Study (AIMS) represents an academic-public partnership designed to improve intervention quality for elementary school children with autism in the School District of Philadelphia. Mandell (2010).

Results of the study indicated students made clinically significant gains in classrooms where STAR was implemented with fidelity.

☆ Randomized, Controlled Trial of a Comprehensive Program for Young Students with Autism Spectrum Disorder (Young, Falco and Makato, 2015).

The Comprehensive Autism Program "had a positive statistically significant impact on students' outcomes for receptive language and social skills at school compared to students' outcomes in the control group schools." The comprehensive program included the STAR Program.

☆ Measuring Outcomes in Early Intervention Program. (Bacon, E., Dufek, S., Schreibmann, L., Stahmer, A., Pierce, K. and Courchesne, E. 2014)

Children in early intervention programs made significant skill gains.

Student Learning Profile correlated highly with standardized measures.

For more information, visit www.starautismsupport.com/curriculum/research

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☆ Ingersoll, B., & Dvortcsak, A. (2010). *Teaching social communication to children with autism: a practitioner's guide to parent training*. New York: Guilford Press.

☆ Koegel, R. L., Koegel, L. K., & Kuriakose, S. (2012). *The PRT pocket guide: Pivotal response treatment for autism spectrum disorders*. Baltimore, MD: Paul H. Brookes Publishing.

☆ National Autism Center (2015). *National Standards Project findings and conclusions: Addressing the need for evidence-based practice guidelines for autism spectrum disorders*. Randolph, MA: National Autism Center.

☆ Stahmer, A. C., Suhrheinrich, J., Reed, S., Schreibman, L., & Bolduc, C. (2001). *Classroom pivotal response teaching for children with autism*. New York: Guilford Press.

☆ Young, H., Falco, R. and Makoto, H. (2015). Randomized, controlled trial of a comprehensive program for young students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 46, 544-560.

Note: The Outcome Study article and full report is available on the OrPATS.org website