

### Topics for General Education Teachers



#### Inclusion

🕒 1:15

In this intermediate-level Workshop, you'll learn why and how the concept of inclusion is fostered in many schools, along with strategies to overcome common problems related to group instruction, curriculum, and social integration into an inclusive classroom.

##### Learning Objectives

- Explain the concept and value of inclusion for special education students
- Use strategies to overcome barriers in group instruction, curriculum gaps, and social skills when students with disabilities are present in an inclusive classroom environment



#### Understanding and Responding to Behavior in the General Education Environment

🕒 1:20

This Workshop walks you through the five steps of behavior analysis: identifying problem behaviors, taking data, developing hypotheses, determining probable function/s, and creating a behavioral plan, with the ultimate goal of decreasing problem behaviors.

##### Learning Objectives

- Use five steps of behavior analysis to assess problem behaviors in a student with disabilities
- Record antecedent-behavior-consequence data on problem behaviors
- Develop hypotheses on antecedents and triggers that precede problem behaviors, and determine their probable behavioral functions
- Create a behavioral plan to address problem behaviors, based on analysis



#### Accommodations and Adaptations for Classrooms

🕒 1:10

In this Workshop, you'll focus on four areas often considered for adaptations and accommodations for a student with disabilities in a general education classroom. You'll look at ways to address the physical environment, to provide relief for a student's sensory needs, to offer support by way of visual strategies, and to deal with behavioral issues.

##### Learning Objectives

- Plan for and implement adaptations and accommodations for a student with disabilities in a general education class with respect to four issues: physical environment, sensory needs, visual strategies, and behavior management



## Classroom Strategies for Addressing Social Challenges

🕒 1:55

In this Workshop, you'll learn what social skills are, why they're important in the context of a classroom, and how a general education teacher can address deficits in a student with disabilities, using both teaching and support strategies.

### Learning Objectives

- Explain what social skills are and how they impact a general education classroom
- Teach social skills to a student with disabilities
- Implement support strategies to help a student with disabilities develop stronger social skills



## Classroom Strategies for Addressing Communication Challenges

🕒 0:55

This Workshop will focus on communication issues for a student with disabilities in a general education classroom. First, you'll review typical communication-skill development to provide a frame of reference. Next, you'll see how a student with disabilities is affected in his communication ability. Finally, you'll learn some useful support strategies to help and how to implement them.

### Learning Objectives

- Explain how a typically developing student gains communication skills
- Explain how, in contrast, a student with disabilities can be challenged by communication
- Plan and implement support strategies to help a student with disabilities deal with communication challenges



## Classroom Strategies for Addressing Independence Challenges

🕒 0:35

In this Workshop, you'll begin by understanding what "independence" means to a student with disabilities. Then you'll investigate three types of support strategies that can significantly help: activity routines, activity schedules, and transition routines.

### Learning Objectives

- Explain the meaning of "independence" in the context of a student with disabilities in a general education class
- Use support strategies of activity routines, activity schedules, and transition routines to help a student with disabilities cope successfully in the classroom



## Classroom Strategies for Addressing Ritual Challenges

🕒 0:30

Students with disabilities frequently engage in ritual behaviors that can be disturbing to those unacquainted with the tendency. In this Workshop, you'll gain a perspective on what ritual behaviors are and how they can be triggered. Finally, you'll learn how to teach a student to replace the objectionable behavior with another that's more acceptable.

### Learning Objectives

- Explain what ritual behaviors are for a student with disabilities
- Analyze behavior to determine patterns and likely triggers for the ritual behavior
- Teach a student how to replace the ritual with a less problematic behavior



## Classroom Strategies for Addressing Sensory Challenges

🕒 0:55

In this Workshop, you'll delve into the issue of sensory challenges for students with disabilities. You'll also learn current thinking on why these issues probably arise. Finally, you'll learn about a number of strategies that can help a student with disabilities in the general education classroom cope with his sensory challenges.

### Learning Objectives

- Explain common challenges in sensory behaviors for a student with disabilities
- Implement strategies to help a student with disabilities cope with his sensory issues in the general education classroom



## Introduction to Data Collection

🕒 0:25

This Workshop addresses the importance of taking and using data when working with students diagnosed with disabilities. You'll review the meaning, in this context, of "systematic, quantitative data" and learn easy ways to record it. You'll also learn about the four dimensions of behavior – duration, intensity, frequency, and latency. And finally, you'll see ways to display your results in easy-to-understand form.

### Learning Objectives

- Explain the meaning and importance of the term "systematic, quantitative data" in the context of working with a student with disabilities
- Record behavioral information using the four dimensions of behavior
- Use a graphical format to report findings based on the recorded data

## Improving Learning and Independence



## Learning and Independence Skills

🕒 1:05

In this Workshop, you'll explore six common learning delays among students with disabilities, gaining an understanding of typical strengths and weaknesses in topics ranging from language literacy to general knowledge to personal independence.

### Learning Objectives

- Identify common types of learning delays in six skills areas: visual concepts, literacy, math, general knowledge, receptive language, and personal independence



## Learning and Independence Support Strategies

🕒 1:15

This Workshop focuses on five kinds of strategies to support learning and independence in students with disabilities. These five specific strategies prepare you to implement changes tomorrow to help your struggling students.

### Learning Objectives

- Explain and implement five types of supporting strategies for learning and independence: activity routines, activity organizers, activity schedules, adaptive materials, and closed-ended activities



## Learning Styles with Autism

🕒 1:10

In this Workshop, you'll focus on the learning styles of most students with disabilities. You'll learn about both their common weaknesses and some strengths, and by the end of this Workshop, you'll have a foundation of best practices that leverage their strengths to overcome their weaknesses.

### Learning Objectives

- Identify typical learning weaknesses for a student with autism
- Identify typical learning strengths for a student with autism
- Employ best practices for teaching students with autism, so as to build on strengths and minimize weaknesses



## The Impact of Learning with Autism

🕒 0:50

This Workshop addresses the daily impact, in an empathetic and respectful manner that a diagnosis of autism brings. Starting with a focus on the students themselves, you'll ultimately see how these challenges affect you and your classroom.

### Learning Objectives

- Describe the learning skills students with autism lack
- Explain the challenges an autism diagnosis brings to learning
- Tell why these learning challenges exist
- Explain how these learning challenges impact your classroom



## Case Studies in Learning

🕒 1:10

The final Workshop in this Course uses the stories of six students – Melissa, Greg, Ryan, Mitchell, Tim, and Toby – to bring the challenges for a student on the autism spectrum to life. Focused on learning and independence skills, the Workshop shows how six talented and committed teachers can help these students.

### Learning Objectives

- Use specific questions to identify current learning abilities and prescribe strategies to strengthen learning skills
- Tailor support strategies for strengthening learning skills to individual students



## Using Shaping and Chaining to Teach: From Simple Skills to Complex Sequences

🕒 0:40

This workshop will show you how to use shaping and chaining to build functional skills that allow learners to be more independent in caring for themselves.



## Facilitating Learning through Prompts and Prompt Fading

🕒 1:30

Prompting is a method that enhances the effectiveness of teaching. You can use prompts to increase correct responses and prompt fading to increase a student's independence. You will learn about the different types of prompts that can be used to enhance learning and how to use and effectively fade prompts to increase independence.



## What Is Autism Spectrum Disorder?

🕒 1:15

In this Workshop, you'll gain a good understanding of what the term Autism Spectrum Disorder (ASD) means, including its history and the prevalence of this type of disorder. You'll also explore the most common areas of difficulty for those diagnosed with autism and learn how families are affected when a child is diagnosed with autism or one of its related disorders.

### Learning Objectives

- Discuss the current prevalence and future trends regarding autism diagnoses in the United States
- Explain how our current understanding of autism is shaped by past researchers
- Describe the range of diagnoses on the autism spectrum
- List and describe the primary areas of difficulty for those diagnosed with autism
- Tell how family members cope with ASD-related disorders
- Explain the opportunities available to adults with ASD



## Possible Causes of Autism Spectrum Disorder

🕒 0:46

In this second Workshop within the Introduction to Autism Spectrum Disorder, you'll look at the possible causes under investigation by researchers. While no conclusive answer has yet been found, science is looking hard at areas including biological, medical, and environmental.

### Learning Objectives

- Discuss current scientific investigation and thought concerning possible cause/s of autism, including the areas of behavioral science, genetics, medicine, and environmental factors



## Core Deficits in Students with Autism

🕒 0:36

This Workshop will give you a foundational understanding of the major areas of developmental delays and other challenges faced by students with autism. These include social interaction, communication and behavioral issues.

### Learning Objectives

- Describe the social challenges for a student with autism
- Explain the problems with communication commonly experienced by a student with autism
- Clarify the impact of behavioral challenges on a student with autism and those around him



## U. S. Federal Law

🕒 0:56

This final Workshop of the Introduction to Autism Spectrum Disorder Course presents a comprehensive overview of U.S. federal legislation that ensures that all students qualifying for special education receive appropriate services, including a free, appropriate public education (FAPE), in the least restrictive environment (LRE). You'll also explore the process that qualifies a student for special education and learn about the required components of an individual educational program (IEP).

### Learning Objectives

- Define and describe the application of the Individuals with Disabilities Educational Improvement Act of 2004 (IDEA) in the educational setting
- Identify how the regulations of Section 504 of the Rehabilitation Act of 1973 apply to special education services
- Explain the process for finding a student eligible for special education
- Describe the components of an Individualized Education Program

## Introduction to Behavior Management



## Introduction to the Principles and Functions of Behavior

🕒 1:55

In this Workshop, you'll gain a good understanding of how science views behavior and the basics of behavior management. In addition, you'll learn about the four primary functions, or purposes, of human behavior and how behavior can be analyzed using a three-term-contingency approach. Finally, you'll explore the four behavioral contingencies that can change behavior.

### Learning Objectives

- Define key elements of "behavior" from a scientific standpoint
- Identify the main characteristics of behavior
- Categorize behavior based on the four primary functions
- Identify the relationship between behavior and the environment through analysis of three-term contingencies
- Identify examples of behavior change using descriptions of four behavioral contingencies



## Proactive Crisis Management

🕒 1:22

In this second Workshop in Introduction to Behavior Management, you'll focus on a behavior crisis, learning what it is, how it develops, and most important, ways to short-circuit or lessen a blow-up. In addition, you'll learn seven steps for managing a crisis effectively. You'll also learn when it's appropriate to use physical restraint – and when it isn't.

### Learning Objectives

- Select methods to reduce crises in your environment
- Define a crisis, the reason it occurs, and its basic steps
- Identify early-intervention and calming strategies to deescalate a crisis
- Sequence the seven steps to take in a behavioral emergency
- List the dangers of physical restraint
- Identify additional training opportunities regarding crisis management and physical intervention



## Working with Oppositional Students

🕒 1:20

This Workshop focuses on students with Oppositional and Defiant Disorder (ODD), especially those who also have a diagnosis of disabilities. You'll learn what ODD is and common causes; how to control learning environments and behavior to minimize outbursts; and how to help students with ODD – and disabilities – replace behaviors with other, more acceptable ones.

### Learning Objectives

- Identify common characteristics and possible causes of ODD
- Arrange learning environments and your own behavior in ways that discourage oppositional behavior
- Recognize which responses can escalate conflict and actually encourage oppositional behavior
- Identify strategies that help oppositional students replace inappropriate behaviors with more desirable ones
- Explain how issues related to ODD are complicated when the student also has disabilities



## Introduction to Applied Behavior Analysis

🕒 0:40

This workshop will introduce you to the basics of applied behavior analysis, and how it is used to teach new skills, decrease challenging behavior, and help people lead a more fulfilling life.



## Introduction to Positive Behavior Support Plans

🕒 1:20

This final Workshop of the Introduction to Behavior Management Course addresses the creation of positive behavior support plans, explaining the purpose and use of these plans, how to incorporate proactive and reactive strategies and how to target replacement behaviors. Finally, you will learn why and how data is used to review and update behavior support plans.

### Learning Objectives

- Describe the purpose of positive behavior support plans
- Explain the purpose of a functional behavioral assessment and specify its value in creating a behavior support plan
- Define the meaning and purpose of proactive strategies, replacement behaviors, and reactive strategies
- Give the reasons data should be taken and behavior support plans reviewed and revised.



## Proactive Behavior Management

🕒 1:50

In this intermediate-level Workshop, you'll learn about setting events, antecedents, and functions of behavior – all concepts that behavior analysts use as they look at a student's actions scientifically. You'll also see how understanding the function of behavior can help you proactively prevent the occurrence of behavioral issues.

### Learning Objectives

- Reduce setting events and antecedents that lead to difficult behavior
- Modify the learning environment to match the function of a student's difficult behavior
- Modify the delivery of instruction to match the function of a student's difficult behavior



## Defining and Teaching Replacement Behaviors

🕒 1:55

This Workshop introduces two key concepts – “functionally equivalent behaviors” and “desired other behaviors” – and shows you how to use each one to address inappropriate behavior in the classroom.

### Learning Objectives

- Define functionally equivalent behaviors and explain how to teach them as replacements for inappropriate behaviors
- Define desired other behaviors and explain how to teach them as replacements for inappropriate behaviors



## Reactive Behavior Management

🕒 1:40

In this Workshop, you'll focus on the reactive side of behavior management – what to do after a particular behavior occurs. Using the principle of positive reinforcement, you'll learn how to use “extinction” to decrease problem behavior. You'll also learn about differential reinforcement as a strategy. Finally, you'll weigh the value of punishment as a behavioral change agent.

### Learning Objectives

- Use positive reinforcement to address problem behavior
- Consider the pros and cons of the use of punishment and extinction to address problem behaviors
- Employ differential reinforcement to increase positive behavior while eliminating inappropriate behaviors





### Types of Social Skills

🕒 0:55

In the first Workshop in the Course entitled Improving Social Skills, you'll investigate social skill deficits that affect individuals diagnosed of disabilities and discover useful strategies to teach social skills.

#### Learning Objectives

- Identify characteristics commonly associated with deficits in six social skills: Joint Attention, Motor Imitation, Solitary Play, Social Play, Group Skills, and Social Understanding



### Activities to Develop Social Skills

🕒 1:30

This Workshop focuses on activities that can be used to teach social skills to students with disabilities. You'll see how the five-step teaching process works to teach activities for each of the six social skills

#### Learning Objectives

- Explain the five-step process for teaching a social skill
- Use activities to build and increase basic social skills – joint attention and motor imitation
- Use activities to build and increase intermediate level social skills – solitary play and social play
- Use activities to build and increase advanced level social skills – group skills and social understand



### Support Strategies for Social Skills, Part I

🕒 1:05

This Workshop is Part I of two. In this part, you'll learn how to use five types of support strategies to build a student's social skills – predictable interactions, interactive games, unison activities, structured activities, and peer modeling. Part II presents two more strategies.

#### Learning Objectives

- Use predictable interactions to support social skill development
- Incorporate interactive games to support social skill development
- Conduct unison activities to support social skill development
- Use structured activities to support social skill development
- Implement peer modeling to support social skill development



### Support Strategies for Social Skills, Part II

🕒 0:38

Following Part I, this Workshop completes the two parts dealing with support strategies for social skill development. In this Workshop, two more strategies are covered – choice boards and social narratives.

#### Learning Objectives

- Use choice boards to support students in the development of social skills
- Incorporate social narratives to support students with disabilities at all three developmental levels of social skills



## Teaching Social Skills

🕒 1:15

In this Workshop, you'll see how much of the content presented in other Workshops in this Course comes together as six skilled and experienced teachers use a range of teaching strategies to help their students with disabilities. Using the five steps of a solid teaching process, you'll follow each of them as they address one of the social skills with a student who might be a lot like one of yours.

### Learning Objectives

- Use the five steps of teaching to develop the social skills of: joint attention, motor imitation, solitary play, social play, group skills, and social understanding



## The Impact of Social Challenges

🕒 1:15

This Workshop will show you the day-to-day impacts of a diagnosis of autism on an individual. Starting with an understanding of how the six foundational social skills normally develop in typical children, you'll see the challenges of the three degrees of impairment on a student with autism and learn how both school performance and personal development are affected.

### Learning Objectives

- List the sequence in which the six key social skills normally develop in neuro-typical children
- Describe how the three degrees of impairment in autism – defined as mild, moderate, and significant – are related to social skill development
- Explain how social skill deficits impact the daily life of a student with autism

## Special Topics Series



## Teaching Appropriate Attention-Getting

🕒 1:10

In this intermediate-level Workshop, you'll learn how to determine if a student with disabilities needs structured teaching of the specific skill of attention-getting. And if so, you'll leave this Workshop knowing how to teach him this skill, using visual explanations, modeling, and role-playing. In addition, you'll see how to help him generalize this skill beyond your classroom.

### Learning Objectives

- Determine if a specific student with disabilities requires a structured-teaching approach to improve his skill of getting attention
- Using three methods – visual explanation, modeling, and role-playing – teach attention-getting
- Generalize a student's new attention-getting skill to new environments and people



## Teaching an Individual to Ask for Breaks and Delays

🕒 1:00

Knowing how to ask for a break can help a student with disabilities cope with sensory, academic, social, and other challenges when they threaten to overwhelm him. In this Workshop, you'll see how to use data to determine if a particular student needs help in this area and if so, how to teach this skill.

### Learning Objectives

- Determine if teaching to request breaks is appropriate, based on data
- Prepare for and implement teaching a student with disabilities to request a break



## Toilet Training

🕒 1:30

Few teachers are prepared to deal with toilet training in a school environment, but in some cases, this sensitive issue must be addressed. This Workshop shows you how, in a matter-of-fact and very useful manner. You'll learn the specific steps to teach, how to prepare for a successful teaching session, and best practices for making a success of the effort.

### Learning Objectives

- List the specific steps for toileting
- Prepare the environment for teaching
- Actively teach a student with disabilities the steps for successful toileting
- Incorporate best practices in the teaching of this sensitive subject



## Visual Supports

🕒 1:00

In this Workshop, you'll address visual supports for learning – what they are, why they're used, and how to use them. You'll also learn simple ways to create your own inexpensive and effective visual supports.

### Learning Objectives

- Explain what visual supports are and the advantages of using them
- Teach using visual supports
- Create your own visual supports, using best practices



## Token Economies and Other Creative Reinforcement Systems

🕒 1:10

What is a “token economy”? This Workshop will introduce you to the term and show you how the use of this kind of system can enhance your classroom. In addition, you'll be introduced to several other reinforcement systems that can be used with token economies or on their own.

### Learning Objectives

- Explain the meaning of the term “token economy” and how it can be used in a classroom
- Create and implement your own token economy system in your classroom for an individual student or an entire class
- List and describe a number of other creative systems to reinforce appropriate behavior in the classroom