

Module 4 Walk Through

Successful Completion of Module 4 Includes

DUE DATE:

Completion of the Autism Internet Modules and Flipgrid Assignment is due by Sunday **July 26th at 11:59pm**

1. Readings for this Module are from the required books and one article. **Please note that due to our distance learning module I have changed the required readings, reducing them to what is most important in this module.**

ASD Theory to Practice:

- **Chapter 6:** pay special attention to the section on all of the theoretical basis' for the approaches to **intervention** including the cultural model and what is written in box 6.1 and box 6.2 (pgs 124-130), skim the following sections to develop a familiarity with the different models (from pgs 130-158) including **PRT, JASPER, SCERTS, & Responsive Teaching and Hanen.** Remember just skim these sections to be familiar with it and do not focus on RDI. Focus the most on **TEACCH**; The structured teaching approach from 150-158.

ASD in the Inclusive Classroom: Chapters 3, 11 and pages 227-234

2) Go to the Autism Internet Modules (AIM) and complete the following training modules (the link is below). I included a quick video (below the link) to help explain how to navigate to the **AIM modules**. You will upload proof of your pre-assessment and post-assessments as proof of completion. To do this go to the Assignments tab on the left side of the screen and click on the Module 4 Attendance and Participation points and upload your pre-post test results.

- Structured Teaching
- Structured work systems and activity organization

https://autisminternetmodules.org/user_login.php

(https://autisminternetmodules.org/user_login.php)

3) Watch all video links attached

The purpose of the first three videos is to show you that structured work tasks can be created in a variety of ways depending on your learner(s). Keep in mind, you must always match the task and how you structure it to the developmental functioning of the child in order to make it accessible. The purpose is to begin to create independence at it's very beginning with put in tasks, and matching tasks but they can be developed with a student who is capable of more "academic" work but just needs guidance.

[Matching Work Systems](https://www.youtube.com/watch?v=MwBHCPbo5C8) [_ \(https://www.youtube.com/watch?v=MwBHCPbo5C8\)](https://www.youtube.com/watch?v=MwBHCPbo5C8)



[_ \(https://www.youtube.com/watch?v=MwBHCPbo5C8\)](https://www.youtube.com/watch?v=MwBHCPbo5C8)

[Independent Work Quick Video Explanation](https://www.youtube.com/watch?v=uLIFiOHGvEE) [_ \(https://www.youtube.com/watch?v=uLIFiOHGvEE\)](https://www.youtube.com/watch?v=uLIFiOHGvEE)



[_ \(https://www.youtube.com/watch?v=uLIFiOHGvEE\)](https://www.youtube.com/watch?v=uLIFiOHGvEE)

[Centers Setup For Children with Autism Video Tutorial](https://www.youtube.com/watch?v=YpDgSujppl8) [_ \(https://www.youtube.com/watch?v=YpDgSujppl8\)](https://www.youtube.com/watch?v=YpDgSujppl8)



[_ \(https://www.youtube.com/watch?v=YpDgSujppl8\)](https://www.youtube.com/watch?v=YpDgSujppl8)

The purpose of viewing the vocational workshop video below is to give you a more visual understanding of structured teaching and all the ways in which simple and more complex tasks can be broken down within functional concepts. While it might not seem to apply to more academic learning, it can be translated into academic tasks that involve many more complex steps. I am asking you to think critically here and not dismiss it because what is being viewed doesn't appear "academic" in nature.

[Inside Our Vocational Workshop - Part 1](https://www.youtube.com/watch?v=JchS7SwsFGA) [_ \(https://www.youtube.com/watch?v=JchS7SwsFGA\)](https://www.youtube.com/watch?v=JchS7SwsFGA)



<https://www.youtube.com/watch?v=JchS7SwsFGA>

The chaining/task analysis video is not the best example to explain this concept, but it does help to reference it visually for you in as brief an example as possible to help with the Flipgrid assignment.

Link [_https://www.youtube.com/watch?v=wMVZQICUhAk](https://www.youtube.com/watch?v=wMVZQICUhAk)



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

4) Flipgrid Assignment:

<https://flipgrid.com/425f8c44> [_https://flipgrid.com/425f8c44](https://flipgrid.com/425f8c44)

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After completing your readings, the Autism Internet Modules and viewing the youtube videos complete ONLY 1 of the 2 activities (either task A or task B).

TASK A

Design your autism focused special day class and at least 2 activity centers that focus on structured teaching as taught in the resources provided within the Module 4 walkthrough. What you will present on Flipgrid will be a walkthrough of your classroom (e.g., structure/set up) and a brief discussion of each center with the structured teaching component in mind. To get the credit allotted for this task, you MUST:

- have a visual representation of your classroom set up (design your classroom with student work areas, large group and small group teaching areas), whether it be a hand-drawn picture or something more formally designed using technology (3 points),
- have a visual representation of both structured work tasks (1.5 points each for a total of 3 points) whether it be you showing each structured work task you designed or hand-drawn pictures,
- there must be a good amount of your presentation that references what you learned in your readings/AIM modules that substantiate your structured work tasks (4 points)

TASK B

In your general education classroom, provide a visual representation of your class with one aspect of the structure that is known to benefit a student with autism in your classroom. Similar to task A I am

looking for the design of your class, large group instruction and any area(s) for small group work. Using 2 different assignments how can you embed the principals of structured teaching to provide a way for your fully included student with autism to access the task. To get the credit allotted for this task, you MUST:

- have a visual representation of your classroom set up (design your classroom with student work areas, large group, and small group teaching areas), whether it be a hand-drawn picture or something more formally designed using technology (3 points),
- have a visual representation of how you embedded structured teaching into the academic tasks (1.5 points each for a total of 3 points) whether it be you showing each structured work task you designed or hand-drawn pictures (the youtube video on chaining/task analysis might help you with this part for higher-level academic tasks like secondary math)
- there must be a good amount of your presentation that references what you learned in your readings/AIM modules that substantiate your structured academic tasks (4 points)

(note: no response to peers is required, but it might be nice to see what each of your peers chose to do and how they designed it (see pineapple charts below). This task I asked of you to do is for me to see if you truly understand the concepts based on the readings, AIMS modules, and youtube videos) and how you implemented the concepts. It's the basics of implementation science. Remember implementation science???)

Attendance (10 points) and Participation (5 points) Breakdown for Module 4 will be comprised of the following:

2.5 points for the completion of the Structured Teaching Module (submit pre/post test scores on canvas under Attendance and Participation for Module 4)

2.5 points for the completion of the Structured work systems and activity organization module (submit pre/post test scores on canvas under Attendance and Participation for Module 4)

10 points for Flipgrid post and meeting rubric of that Flipgrid assignment (See above)

Pineapple Charts

If you have read through all of the following and are wondering what the Pineapple Charts article is for, the answer is nothing related to this assignment. I came across this in my own professional development and love the idea of what makes PD more relevant to educators. This is purely for your own individual professional growth. Even in the midst of remote education, I could see this being implemented as it is possible to "pop" into someone's virtual class to see how s/he is implementing a

particular technology or strategy. I love learning from others and sharing. So this is purely for sharing and an opportunity to get a peek at what others are doing and maybe walk away with new ideas.

[_ \(https://flipgrid.com/c16d1b80\)](https://flipgrid.com/c16d1b80)