

Autism Internet Modules- Linking research to real life.

For questions or help related to these modules, please contact: aim_info@ocali.org

These modules are designed for Structured Learning Classrooms, however, supervising teachers from other classroom types may find a few of the topics applicable in your situations.

How to Access Modules:

1. Google Autism Internet Modules in your web browser.
 - o Link: <https://autisminternetmodules.org/>
2. In the upper left-hand corner click “Create an Account”
3. Once you have created an account, look at the dashboard.
4. Under “Module Navigator,” you will see the different modules available to you.
5. Click on “Autism in the Classroom.” (There is a red apple next to it.)
6. Under the “Autism in the Classroom” you will find the following modules.

Autism in the Classroom Modules with Summaries:

- Antecedent-Based Interventions (ABI)
 - o Antecedent-based interventions (ABI) comprise an evidence-based practice derived from applied behavior analysis (ABA) and are used to address both interfering (e.g., disruptive, repetitive, stereotypical) and on-task behaviors. By definition, the principle of ABI describes a relationship between a behavior and an antecedent stimulus; that is, an event or condition that occurs before or as a behavior appears. This module will provide information on ABI strategies.
 - Approximate time to complete module: 2 hours
- Assessment for Identification
 - o Determining eligibility for special education services under the categorical label of "autism" can be a challenge for school teams and their parent partners. Terms like "diagnosis" and "educational identification" have been used interchangeably by some teams, and they are very different terms. This module provides foundational information for understanding diagnosis, assessment for

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identification, and eligibility for special education services under the label of "autism".

- Approximate time to complete module: 1 hour
- Autism and Medication
 - Some children with autism spectrum disorder (ASD) may be placed on medications by their healthcare provider to manage symptoms. While there are no medications that can treat or cure autism spectrum disorder, there may be medications that can alleviate some behavioral symptoms often seen in children with ASD. This module will help family members and teachers understand what medications are available to treat these symptoms, and the best way to collaborate and communicate with health care professionals.
 - Approximate time to complete module: 1 hour
- Behavior Intervention Plans
 - Working to improve the life of individuals with ASD is the ultimate goal of families and professionals. Part of this improvement may involve addressing challenging behaviors. This module will discuss development of effective behavior intervention plans, and provide resources and guides for use.
 - Approximate time to complete module: 1 hour
- Comprehensive Program Planning for Individuals with Autism Spectrum Disorder
 - Comprehensive Program Planning (CPP) is a process that encourages parents and professionals to work collaboratively to address the multi-faceted needs of children with an autism spectrum disorder (ASD). The process empowers a team to develop an individualized intervention plan based upon underlying deficits and student strengths, which is then implemented throughout the school day, and across all school settings. This module will provide an overview of the CPP process and some tools that can be used as teams work to complete the development of a comprehensive plan for a student with ASD.
 - Approximate time to complete module: 3 hours
- Computer-Aided Instruction

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- Computer-aided instruction (CAI) is the use of computers to teach academic skills, promote communication and language development, and teach learners with autism spectrum disorders (ASD) to recognize and predict others' emotions. Due to ever-changing computer technology and the rapid introduction of computer software into the educational market, this module will focus on the salient aspects of CAI and how to choose computer software that has been shown to be effective with learners with ASD.
 - Approximate time to complete module: 2 hours
- Differential Reinforcement
 - Differential reinforcement of other behaviors (DRO) means that reinforcement is provided for desired behaviors, while inappropriate behaviors are ignored. This module will provide information on differential reinforcement.
 - Approximate time to complete module: 2 hours
- Discrete Trail Training
 - Discrete trial training (DTT) is a method based on the principle of breaking behavior down into small (discrete) steps that have a clear beginning, middle and end. This is called a "single teaching unit." Trials are often repeated several times and the child is rewarded for answering correctly. DTT can be done in classrooms or homes. It can even be done in the community. When DTT is implemented in multiple environments, generalization is more likely to occur. This module will provide information on the evidence-based intervention, DTT.
 - Approximate time to complete module: 1.5 hours
- Extinction
 - Extinction is a procedure based on the principles of Applied Behavior Analysis (ABA) in which reinforcement of a previously reinforced behavior is discontinued. Extinction is therefore, withholding or minimizing, to the greatest extent possible, the delivery of the consequence that maintains the interfering behavior. Extinction can be used with behaviors previously maintained by positive or negative reinforcement and by naturally occurring sensory

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consequences. This module will provide information on the evidence-based practice of extinction.

- Approximate time to complete module: 1.5 hours

- Functional Behavior Assessment (FBA)

- Functional behavior assessment (FBA) is a process for determining the purpose a challenging behavior serves for an individual. Through this process, teacher, parents, and interventionists can identify environmental variables that control and maintain challenging behavior. Subsequently, they can use FBA data to design effective interventions that reduce challenging behaviors while simultaneously increasing behaviors that facilitate self-determination. In this module, we will help the reader understand the relationship between the environment and challenging behavior. Furthermore, we will describe the steps for engaging in the evidence-based FBA process, the tools available for gathering information, and guidelines for implementation of the process.

- Approximate time to complete module: 1.5 hours

- Functional Communication Training

- Functional communication training (FCT) is a practice that emerged from the research on functional behavioral assessment (FBA). Once the FBA has determined the function of a single interfering behavior, or a group of behaviors that all serve the same function, FCT is used to teach a new, communicative behavior that replaces the interfering behavior (i.e., the communicative behavior serves the same purpose as the interfering/target behavior). This module will provide information on the evidence-based practice, FCT.

- Approximate time to complete module: 1.5 hours

- Home Base

- It is common for individuals to experience anxiety and stress when dealing with daily life. However, for individuals with autism spectrum disorders (ASD), daily situations can result in significant stress and anxiety. In addition, individuals with ASD have difficulty self-regulating emotions and stress levels. Therefore, they

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need specific, tailored strategies to help them cope and regulate their emotional state. Home base is one such strategy or, more specifically, an environmental structure that provides support. This module will provide information on the self-regulating strategy Home Base.

- Approximate time to complete module: 30 minutes

- Language and Communication

- Autism spectrum disorders (ASD) are complex disorders characterized by three core symptoms: social impairments, communication impairments, and repetitive behaviors. Impairments in the development of social and communication skills profoundly impact every aspect of an individual's ability to learn and function. This module will address two aspects of ASD: language and communication characteristics, focusing on the development and differences, and providing some guidance on solutions to improve functioning at home, and in school and in the community.

- Approximate time to complete module: 1.5 hours

- Naturalistic Intervention

- Naturalistic intervention is a collection of practices including environmental arrangement, interaction techniques, and strategies based on applied behavior analysis (ABA) principles. These practices are designed to encourage specific target behaviors based on learners' interests by building more complex skills that are naturally reinforcing and appropriate to the interaction. This module will provide information on the evidence-based strategy of naturalistic intervention.

- Approximate time to complete module: 2 hours

- Overview of Social Function and Programming

- Social skills have been defined as "socially acceptable learned behaviors that enable a person to interact with others in ways that elicit positive responses and assist in avoiding negative responses". Effective social skills allow individuals to elicit positive reactions and evaluations from peers as they perform socially approved behaviors. Adequate social competence ensures effective social

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engagement and reciprocity in the social environment. This module provides information on social skills in individuals with ASD and provides evidence-based strategies for acquiring social competence.

- Approximate time to complete module: 1.5 hours

- Peer-Mediated Instruction and Intervention (PMII)

- Social impairment is one of the most predominant features of autism spectrum disorders (ASD). Individuals with ASD may have fewer opportunities to engage in social interactions to practice and acquire social and play skills. Peer-mediated instructional approaches can address these concerns by teaching children and youth with ASD new social skills and increasing social opportunities within natural environments, often a primary goal of families. This module explains the evidence-based intervention, Peer-Mediated Instruction and Intervention (PMII).

- Approximate time to complete module: 2 hours

- Picture Exchange Communication System (PECS)

- The Picture Exchange Communication System (PECS) has been used to help children and youth with ASD develop a system for communicating with teachers, parents, and peers across multiple environments. PECS was initially developed as an alternative communication system and has since been demonstrated in the research literature to promote speech development and production. This module will define PECS, outline the steps to effectively implement this evidence-based practice, and provide specific examples for its use across settings and age groups.

- Approximate time to complete module: 2.5 hours

- Pivotal Response Training

- Pivotal Response Training (PRT) is a method of systematically applying the scientific principles of applied behavior analysis (ABA) to teach learners with autism spectrum disorders (ASD). PRT builds on learner initiative and interests, and it is particularly effective for developing communication, language, play, and social behaviors. This module will describe the fundamental principles of PRT, its

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conceptual framework, and how it can be implemented in a variety of settings with learners who display a range of ability levels and who have differing needs.

- Approximate time to complete module: 3 hours
- Preparing Individuals for Employment
 - Work is a key element of adult life. Often individuals with autism spectrum disorders (ASD) have limited opportunities for career development and work experience. Transition planning and services in high school can provide a foundation for successful adult outcomes including employment. This module will describe and examine the different types of supports that may be needed in the work setting for individuals with ASD and the role of the team in identifying how and when to use these supports.
 - Approximate time to complete module: 1 hour
- Prompting
 - Prompting procedures include any assistance given to individuals with autism spectrum disorder (ASD) that assist them in using a specific skill. Prompting can be used to teach a variety of skills, including seeking information, pointing to objects, initiating and responding to greetings, and remaining "on task." The use of prompting procedures increases the probability that individuals with ASD use target skills correctly. This module will provide information on the various types of prompts, the steps required for least-to-most prompting and guidance on implementing prompting with fidelity.
 - Approximate time to complete module: 2.5 hours
- Reinforcement
 - Reinforcement describes a relationship between learner behavior and a consequence that follows the behavior. This relationship is only considered reinforcement if the consequence increases the probability that a given behavior will occur in the future. In this module, three reinforcement procedures will be discussed: (a) positive reinforcement, (b) negative reinforcement, and (c) token economy programs. Steps for implementing each of these evidence-based

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procedures is provided as well as information on how reinforcement can be used with individuals with autism spectrum disorders (ASD).

- Approximate time to complete module: 3 hours
- Response Interruption/Redirection
 - Response interruption/redirection (RIR) is used to decrease interfering behaviors, predominantly those that are repetitive, stereotypical, and/or self-injurious. RIR is often implemented after a functional behavior assessment (FBA) has been conducted to identify the potential cause(s) of an interfering behavior. RIR is particularly useful with persistent, interfering behaviors that occur in the absence of other people, in different settings, and during a variety of tasks. This module will provide information on RIR and the steps needed to implement this evidence-based intervention.
 - Approximate time to complete module: 2 hours
- Rules and Routines
 - Defined rules and routines are important components of educational programming for all students, but particularly for individuals with autism spectrum disorder (ASD), whose learning differences may present challenges in understanding expectations. This module presents strategies for designing and implementing rules and routines to support students with ASD and promote success in school, home, work, and the community.
 - Approximate time to complete module: 1 hour
- Self-Management
 - Self-management interventions help children and youth with autism spectrum disorders (ASD) learn to independently regulate their behaviors and act appropriately in a variety of home-, school-, and community-based situations. Self-management interventions can be used to target skills in all domains, including language/communication, social, behavioral, and adaptive. Self-management is not only an evidence-based intervention, but also a

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foundational skill that can make it easier to teach learners with ASD a variety of other skills. This module will provide information on these interventions.

- Approximate time to complete module: 2 hours
- Social Narratives
 - Social narratives are visually represented stories that describe social situations and socially appropriate responses or behaviors to help individuals with autism spectrum disorder (ASD) acquire and use appropriate social skills. There are several narrative strategies that have been developed to address the social skill deficits of individuals with ASD. Social narratives are written, descriptive accounts of appropriate social behaviors or responses to common social situations. This module describes the evidence-based strategy of social narratives.
 - Approximate time to complete module: 1 hour
- Social Skills Groups
 - Social skills groups (SSG) are used to teach individuals with autism spectrum disorders (ASD) ways to appropriately interact with typically developing peers. Most SSG meetings include instruction, role-playing or practice, and feedback to help learners with ASD acquire and practice skills to promote positive social interactions with peers. This module will provide information on the evidence-based intervention social skills groups (SSG).
 - Approximate time to complete module: 1.5 hours
- Speech Generating Devices (SGD)
 - Many individuals with autism spectrum disorders (ASD) have difficulty developing and using verbal speech to communicate with others. Augmentative and alternative communication (AAC) is a set of procedures and processes that can maximize communication. AAC systems include those that are unaided such as sign language, and those that are aided. Speech generating devices (SGD) are considered an aided technique. SGDs, an evidence-based intervention, offer the advantage of spoken language for individuals who use them. This module will provide information on SGDs.

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- Approximate time to complete module: 1.5 hours
- Structured Teaching
 - Structured teaching is a visually based approach to creating highly structured environments that support individuals with autism spectrum disorders (ASD) in a variety of educational, community, and home/living settings. Structured teaching is associated with the Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH). The goal is to create an environment that promotes independence. This module will define and describe the evidence-based practice structured teaching.
 - Approximate time to complete module: 1 hour
- Structured Work Systems and Activity Organization
 - Individuals with autism spectrum disorders (ASD) thrive in well-organized classrooms. Environments that provide clear expectations and predictable routines promote increased engagement and on-task behavior. Creating such environments often involves the use of individual work systems. Structured work systems are primary components of structured teaching and are visually structured sequences that provide opportunities to practice previously taught skills, concepts, or activities. This module defines the evidence-based practice of structured work systems and provides specific examples for use.
 - Approximate time to complete module: 1 hour
- Supporting Successful Completion of Homework
 - The purpose of this module is to assist parents and teachers in finding the right balance for a successful homework experience for a particular learner with autism spectrum disorders (ASD). Attention will be given to the study environment, scheduling, strategies, the building of documentation, and home-to-school/school-to-home communication. Some strategies and tools to address unique challenges of learners with ASD in the areas of organization, sensory needs, and academic differences are provided.
 - Approximate time to complete module: 1 hour

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- Task Analysis
 - Task analysis is the process of breaking a skill into smaller, more manageable steps in order to teach the skill. As the smaller steps are mastered, the learner becomes increasingly independent in his or her ability to perform the larger skill. This module will provide information on task analysis.
 - Approximate time to complete module: 2 hours
- The Incredible 5-Point Scale
 - Individuals with autism spectrum disorders (ASD) often have difficulties with social competence and understanding how their behavior impacts themselves and others. In addition, they frequently battle with anxiety and have difficulty regulating their emotions and stress levels. As a result, they repeatedly struggle in social situations. The behavioral support known as the Incredible 5-Point Scale provides a visual representation of social behaviors, emotions, and abstract ideas. It is a simple scale used to teach social understanding. This module provides information on this promising practice.
 - Approximate time to complete module: 30 minutes
- Time Delay
 - Many individuals with autism spectrum disorders (ASD) become dependent on prompts from adults. Prompt dependence limits a learner's ability to generalize the use of skills to new situations, activities, and with a variety of individuals. Time delay, an evidence-based intervention, is particularly effective at preventing prompt dependence. Time delay is a response-prompting procedure that focuses on fading the use of prompts during instructional activities. This module provides information on time delay.
 - Approximate time to complete module: 2 hours
- Transitioning Between Actives
 - Transitions are a part of everyday life. They occur frequently, requiring individuals to stop an activity, move from one location to another, or begin something new. Transitions can be challenging for individuals with autism

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spectrum disorders (ASD). This module will provide promising practices in transition strategies with specific examples that may be used as models for developing transition interventions for your learner with ASD.

- Approximate time to complete module: 1 hour

- Using Special Interests in the Classroom

- One common characteristic of individuals with autism spectrum disorder (ASD) is the frequent engagement in repetitive and restricted patterns, or special interests. Although these special interests may appear to prevent new learning opportunities for people with ASD, recent research has proved that incorporating special interests into daily activities may increase both social and academic behaviors. This module will present several examples of how to embed special interests into interventions to increase desired behaviors.

- Approximate time to complete module: 1 hour

- Video Modeling

- Video modeling is a teaching method that uses assistive technology (computers, digital cameras, etc.) as the core component of instruction. Video modeling is a growing evidence-based practice for teaching individuals with ASD and other disabilities over the last decade. It has been used to teach a wide range of behaviors, including social/emotional skills, adaptive behavior, life skills, academics, and play skills. This module provides information on the evidence-based practice, video modeling.

- Approximate time to complete module: 1.5 hours

- Visual Supports

- Individuals with autism spectrum disorders (ASD) learn in a variety of different ways, but research has shown that they demonstrate strength in visual learning. To play on this strength, parents and professionals have developed visual supports for individuals with ASD. Visual supports organize a sequence of events, enhancing the student's ability to understand, anticipate, and participate in those events. This module will define visual supports, discuss how they might be used across

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settings, and provide specific examples that can be used to accommodate individuals with ASD.

- Approximate time to complete module: 1.5 hours