LEARNING FOR TEACHING

BEHAVIOURAL TOOLS FOR TEACHING LEARNERS WITH ASD

An advanced training program designed specifically for Education Support Teachers (Resource or Autism) who develop and implement educational programming for learners with ASD. The training includes online modules, workshops, and on-the-job coaching.

Component 1, Teaching Cognitive, Social, and Communication Skills, provides a framework for planning and implementing interventions for students with ASD to support learning-to-learn, social interaction, and communication skills. It provides information and instructional practices aimed at helping participants plan and implement meaningful learning opportunities in the areas of need commonly associated with ASD in the contexts where students are expected to use the skills they learn. .

Component 2, Teaching Positive Behaviour, focuses on knowledge and skills for addressing challenging behaviour in school settings, including functional behavioural assessment (FBA), function-based intervention, and the teaching of socially significant skills.

New Nouveau
Brunswick

MODULES

MODULE 1: INTRODUCTION

Provides an overview of the Provincial Autism Training Framework, the proposed training, and the rationale for the educational planning framework suggested in the course.

MODULE 2: IDENTIFYING STRENGTHS, CHALLENGES, AND INTERESTS

Emphasizes the importance of getting to know each student and covers the process for developing a profile of a student's strengths, needs, and interests.

MODULE 3: ASSESSING SKILLS USING THE CALI-BSL

Introduces this important assessment tool. Participants will learn to administer and interpret the CALI-BSL to support educational planning.

MODULE 4: IDENTIFYING THE BEHAVIOURAL LOCK AND ESTABLISHING A LEARNING FOCUS

Details the "nuts and bolts" of using assessment results, behavioural lock, and a student's profile of strengths, needs, and interests to identify priorities.

MODULE 5: REVIEWING TEACHING METHODS AND SELECTING THE RIGHT APPROACH, AND MODULE 6: UNDERSTANDING AND PRACTISING THE CHOSEN TEACHING METHOD

Provide an overview of five evidence-based strategies for individualizing instruction and cover how to select and apply these strategies across grade levels to teach a variety of skills.

TEACHING COGNITIVE, SOCIAL AND COMMUNICATION SKILLS

LEVEL 2 – COMPONENT 1

FEATURES
LEVEL 2

- Materials and resources developed through consultation with leading experts in the field
- Training in research-based practices and interventions that allows participants to build skills and gain confidence in developing and implementing effective programs for learners with ASD
- Training focused on helping participants provide support and coaching for school-based staff working with learners with ASD and other diverse needs
- Access to the *Comprehensive Assessment for Learning and Independence – Basic Skills for Learning* (CALI-BSL)
- Access to the *Comprehensive Curriculum for Learning and Independence* (CCLI) for teaching the skills that represent the greatest challenges for learners with ASD
- Data collection and progress monitoring tools
- Learning guides that highlight key concepts in each online module
- Support of a learning specialist throughout the training
- Downloadable audio versions of online content
- Access to the *Learning for Teaching Resource Centre*, which includes tools available in the course as well as additional resources for professional learning

MODULES

MODULE 7: WRITING, PROBING, AND IMPLEMENTING A LEARNING PLAN

Equips participants to create a well-written teaching plan that outlines what intervention the staff will deliver and how.

MODULE 8: INDIVIDUALIZED PLP GOALS

Covers the process and criteria for writing quality PLP goals. The content of this module is based on the provincial criteria for individualized PLPs.

MODULE 9: TRAINING STAFF, AND IMPLEMENTING INTERVENTION

Covers the skills required for putting intervention in place, including staff training, data collection, and other activities and processes.

MODULE 10: EVALUATING LEARNING AND SUPPORTING ONGOING LEARNING

Details how to provide responsive and efficient implementation support. This means evaluating student progress and fidelity of implementation by staff members to make data-based decisions about the effectiveness of the intervention and ongoing learning.

STRUCTURE

- 6 months
- 40 hours (approximately) of online learning
- 3 days of onsite coaching
- 2-day professional learning workshop

TEACHING COGNITIVE, SOCIAL AND COMMUNICATION SKILLS

LEVEL 2 – COMPONENT 1

ESSENTIAL SKILLS

FOR DEVELOPING HIGH QUALITY EDUCATIONAL PROGRAMMING AND INDIVIDUALIZED BEHAVIOUR SUPPORT PLANS FOR LEARNERS WITH ASD AND SUPPORTING EFFECTIVE IMPLEMENTATION OF THESE PLANS IN INCLUSIVE SCHOOL SETTINGS.

MODULES

MODULE 1: UNDERSTANDING WHY CHALLENGING BEHAVIOUR OCCURS

Introduces Component 2 and provides a review of the principles of behaviour related to the occurrence of challenging behaviour.

MODULE 2: PRIORITIZING CHALLENGING BEHAVIOUR

Stresses the importance of defining and prioritizing behaviour for intervention, and collecting baseline data.

MODULE 3: FUNCTIONAL BEHAVIOURAL ASSESSMENT (FBA)

Provides a research-based systematic process to assess challenging behaviour and identify the variables that are maintaining (reinforcing) it.

MODULE 4: FUNCTION-BASED INTERVENTION

Introduces the concept of function-based intervention and evidence-based strategies for addressing and reducing challenging behaviour while teaching socially significant behaviour to support the learner's independence and quality of life.

MODULE 5: DEVELOPING THE PLP-IBSP

Has participants develop and implement a PLP-IBSP for a learner engaging in challenging behaviour, in accordance with provincial guidelines and standards.

MODULE 6: SUPPORTING IMPLEMENTATION AND PROGRESS MONITORING

Details how to provide responsive and efficient implementation support, and evaluate student progress and fidelity of implementation to make data-based decisions about the effectiveness of the PLP-IBSP.

STRUCTURE

- 4 months
- 20 hours (approximately) of online learning
- 1 ½ days of onsite coaching
- 2-day professional learning workshop

TEACHING POSITIVE BEHAVIOURS
LEVEL 2 – COMPONENT 2

CONTACT

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