



LINKS Curriculum

Administrator Checklist

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Administrator Checklist

| | Date: | Date: | Date: |
|---|--------------------------|--------------------------|--------------------------|
| | Observed | Observed | Observed |
| Student Engaged Learning <ol style="list-style-type: none"> 1. Classroom schedule posted 2. Adult schedules are posted 3. Classroom staff are observed to be teaching throughout the day focusing on independence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Classroom Environment and Supports <ol style="list-style-type: none"> 1. Classroom environment visually organized 2. Individual student schedules posted 3. Visual supports are available for students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Functional Routines Implemented with Fidelity Data is collected and used for instructional decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Links Lessons Implemented with Fidelity <ol style="list-style-type: none"> 1. The Links Lesson Assessment completed for each student 2. Lesson plans followed with fidelity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Positive Behavior Management Strategies Staff manage behaviors and teach new skills through positive behavior supports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Student Engaged Learning

Students with significant learning needs should have both individual and group instruction opportunities. Instruction should focus on school, community and vocational routines. Either the classroom schedule and/or the student specific schedule should be available to staff and students to provide structure throughout the day and ensure adequate instructional opportunities.

Classroom schedule posted and includes:

- Direct instructional sessions (using Links lessons)
- Independent Work
- Vocational / Community Routines
- Inclusion opportunities
- Other daily routines (grooming, bathroom, etc.)

Adult schedules are posted:

- Reflect roles and are clearly defined.
- Decisions about roles pre-determined and not made during the instructional day.

Classroom staff are providing instruction during identified teaching blocks.

- Instruction happens throughout the day focusing on independence.

| Time | Activity | Routine Focus | Lesson Focus |
|-------------|---|---|--|
| 8:30-8:45 | Arrival | | |
| 8:45-9:00 | Grooming/Restroom | Individual Routine: <ul style="list-style-type: none"> • Personal Hygiene (#18) | |
| 9:00-9:30 | Home Room with peer buddy support | Individual Routine: <ul style="list-style-type: none"> • Morning Meeting (Custom Routine) | |
| 9:30-9:40 | Passing Time | Individual Routine: <ul style="list-style-type: none"> • Changing Activities between Locations (#17) | |
| 9:40-10:40 | Direct Instruction In the Resource Room | | <ol style="list-style-type: none"> 1. Requesting Using Phrases (52) 2. Understanding Functional Picture Sequencing (43) 3. Functional Academics Literacy (58,64,65) |
| 10:40-11:10 | Break/Choice Time | | |
| 11:10-11:30 | Small Group | | <p>Monday/Thursday: Simulating Steps of a Community Routine: Going to the Movies (122)</p> <p>Tuesday/Wednesday/Friday: Science Activity adapted from General Education Curriculum</p> |
| 11:30-12:15 | Lunch | | |
| 12:15-1:00 | Elective with peer buddy support | Individual Routine: <ul style="list-style-type: none"> • Using a Computer (20) | |
| 1:00-1:10 | Passing Time | Individual Routine: <ul style="list-style-type: none"> • Changing Activities between Locations (#17) | |
| 1:10-1:45 | Direct Instruction In the Resource Room | | <ol style="list-style-type: none"> 1. Using an Independent Work System (26) 2. Functional Academics Math (59, 60,61) |
| 1:45-2:45 | School Wide Job | Classroom Routine: <ul style="list-style-type: none"> • School Job: Recycling (Custom Routine) | |
| 2:45-3:00 | Departure | | |



Classroom Environment and Supports

Many students with ASD have difficulty understanding their daily schedule and adult directions. Visual and environmental supports are critical to help students understand what is expected and the requests from adults in their environment.

Classroom environment visually organized (provides structure to students with well-defined boundaries for specific activities):

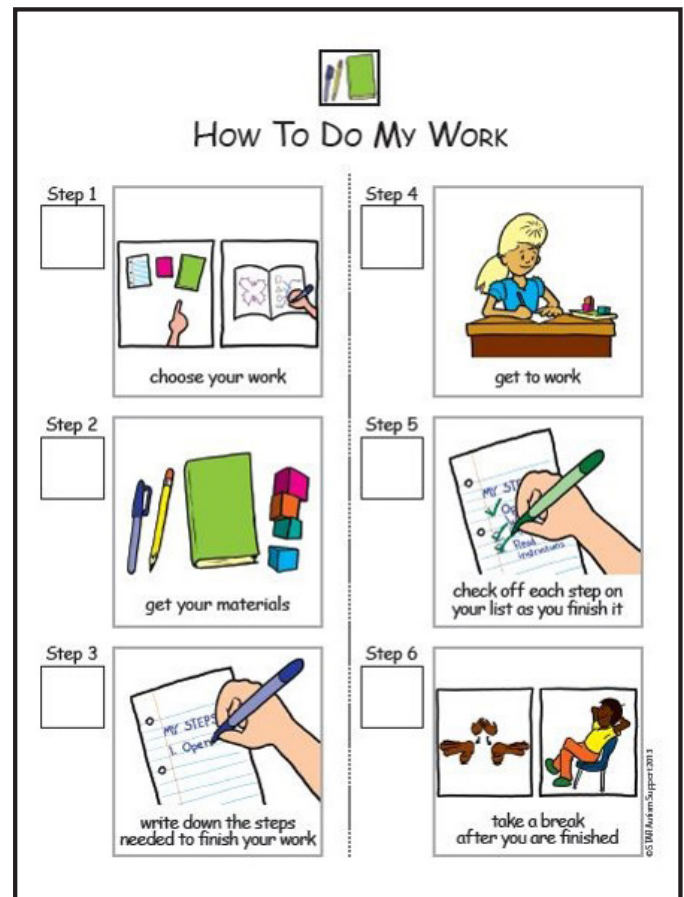
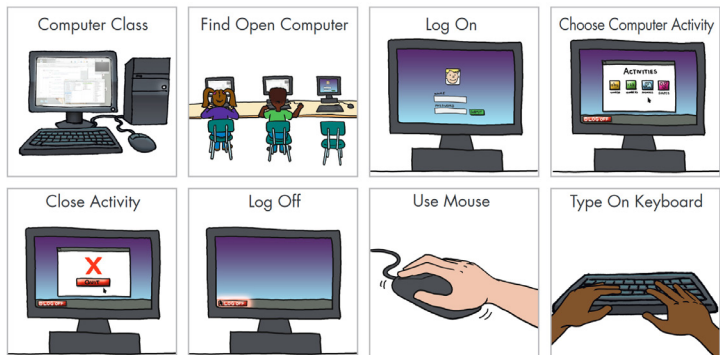
- Instructional work areas
- Independent work area
- Group area(s)
- Daily living skill area

Individual student schedules posted and:

- Students are using their schedule between each activity
- Students are prompted from behind as needed

Visual supports are available to provide information to students about:

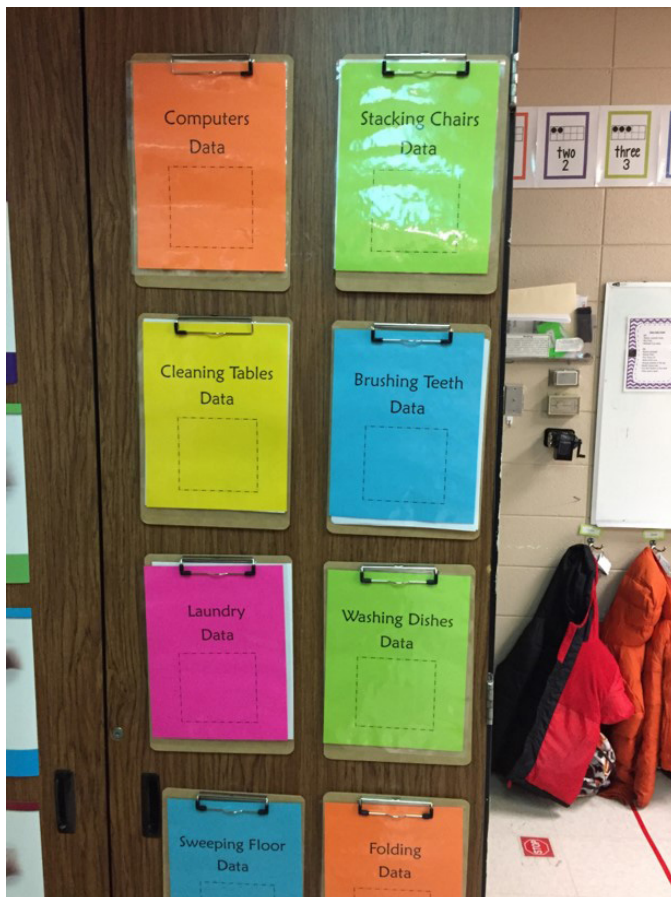
- The sequence of activity
- When will the activity be over
- What is expected during the activity
- What positive reinforcement will happen when the activity is completed



Links Routines (FR)

Daily functional routines are taught throughout the day. Routines focus on teaching independence and life skills.

- Each student should be working on 1-3 routines throughout the day.
- A task analysis of the routine steps identified using the Links system.
- The Observed Routine Assessment form (ORA) is completed on each student or classroom routine selected.
- Simulations are conducted to pre-teach routines.
- Routine data is taken weekly using the ORA form.
- Staff review routine data in order to make decisions about environmental supports/ prompting strategies.



| Observed Routine Assessment | | Links Independence Scoring | |
|-----------------------------|--|----------------------------|-------------------------------------|
| Ron N. | | 4 Independent | 3 Gesture, visual, or verbal prompt |
| Crossing the Street | | | 2 Interoception |
| Cue Set Number: 1M | | | |

Observe Ron N. performing the Crossing the Street routine in the natural environment. Cue the student using the Links Independence Scoring Scale. When you are finished observing the student performing the routine, use this data to identify steps for instruction and teach the corresponding lessons (bolded).

| # | Cue | Expected Behavior | Date: |
|-------------------------------|---|--|-------|
| Finds Crosswalk | | | |
| 1 | Say "go to the crosswalk and wait for the 'walk' signal" | Student identifies location of the crosswalk | 3 |
| 2 | Part of previous cue | Student moves toward the crosswalk | 4 |
| 3 | The entrance to the crosswalk provides a natural cue | Student stops at the crosswalk | 4 |
| Reads Crosswalk Signal | | | |
| 4 | The crosswalk signal provides a natural cue | Student reads the signal | 3 |
| 5 | The crosswalk signal (and previous verbal cue) provides a natural cue | Student waits for the signal to turn to walk | 4 |
| Looks for Traffic | | | |
| 6 | The crosswalk signal changes to "walk" and provides a natural cue | Student looks to the right for traffic | 2 |



Links Lesson Assessment is completed and skills are identified for instruction. Links Lessons are used to teach student skills.

- A Links Lesson Assessment is completed on each student.
- Several Links lessons are selected to teach and used during instructional sessions.
- Data reflects lesson procedures (error correction, correct response, introduction of new items to teach).
- Links lesson data forms are used to track student progress.
- Reinforcement system available (students earn tokens or check marks that can be traded in for a reward).
- Lesson should end on a positive note (correct responding by student).

ASSESSMENT DATE 07/27/2018
Lesson Assessment: Barney (#32082) [Back to Previous Phase](#) | [Cancel Assessment](#) [SAVE ASSESSMENT](#)

ANSWER ASSESSMENT QUESTIONS FOR EACH CURRICULUM AREA BELOW:

| EMBEDDED | RESPONDING TO LANGUAGE | COMMUNICATING WITH OTHERS | FUNCTIONAL ACADEMICS | ENGAGING IN DIVERSE ACTIVITIES |
|--|------------------------|---------------------------|----------------------|---|
| <p>136. Using Social Reinforcement to Acquire Skills</p> <p>Is the student able to acquire at least 3 new skills/routine steps with the use of social reinforcement only during instructional sessions and daily routines?</p> <p><input type="radio"/> Yes <input checked="" type="radio"/> No</p> <p><input checked="" type="checkbox"/> Student mastered the lesson</p> <p><small>A student has mastered a lesson if they have successfully completed the lesson across 2 people in 2 routines. They receive 1 extra point if they have mastered the lesson (e.g. 5+ items plus 1 point for Mastered = 6 points total)</small></p> <p>ENTER A LIST OF NEW SKILLS LEARNED (OPTIONAL)</p> <div></div> <p>PREVIOUS QUESTION NEXT QUESTION</p> | | | | |
| <p>ESSENTIAL LEVEL LEARNING (OUTSIDE OF CURRENT LEVEL) 19 / 19 SKILLS ACQUIRED</p> <p>1. Using a Reinforcement System for 5 Tokens ★</p> <p>2. Basic Social Skills ★</p> <p>3. Social Behavior Skills ★</p> <p>INTERMEDIATE LEVEL LEARNING (OUTSIDE OF CURRENT LEVEL) 11 / 11 SKILLS ACQUIRED</p> <p>34. Using a Reinforcement System for 10 Tokens ★</p> <p>ADVANCED LEVEL LEARNING (OUTSIDE OF CURRENT LEVEL) 32 / 32 SKILLS ACQUIRED</p> <p>79. Using a Reinforcement System for 25 Tokens ★</p> <p>80. Responding to the Nonverbal Behavior of Adults and Others ★</p> <p>TRADITIONAL LEVEL LEARNING (CURRENT LEVEL) 4 / 4 SKILLS ACQUIRED</p> <p>136. Using Social Reinforcement to Acquire Skills ★</p> <p>CURRENT SCORE 66 / 109</p> | | | | <p>Back to Previous Phase Cancel Assessment SAVE ASSESSMENT</p> |

Identifying Money Lesson 63 **Intermediate**

Curriculum Area **Functional Academics-Math**

Goal: The student will identify money by presenting the correct coin or bill when given the cue "Give me X (coin/bill)" for 3/3 correct trials across 2 consecutive days of data for 4 coins and 2 bills during random presentation.

| Prerequisite Lessons | Teacher | Materials Provided By: |
|---|--|--|
| <ul style="list-style-type: none"> Identifying Functional Nouns (L.37) | <ul style="list-style-type: none"> Money (coins and bills) Token Board Reinforcer | <ul style="list-style-type: none"> Links™ Curriculum Links™ Instructional Data Form Sequential Learning Steps with Distractor |

Instructional Procedures

Instructional Set-up and Teacher Cue

- Begin this lesson by teaching coins first and then bills.
- Place money in front of the student and say, "Give me X (coin/bill)."
- After the student gives the teacher the correct coin/bill, re-state the name of the coin/bill.

Expected Student Response

- The student gives the requested coin/bill to the teacher.

Reinforcement Procedure

- Reinforce each correct response with a tangible or token reward and social praise.
- Simultaneously teach the student to use the appropriate token board reinforcement system.

Evaluation Criteria

- The student identifies the correct coin or bill for 3/3 correct trials across 2 consecutive days during random presentation.

Example

- The teacher places a penny in front of the student and says, "Give me penny."
- The student selects the penny and gives it to the teacher.
- The teacher says "Penny."
- The teacher reinforces the appropriate response with a penny and social praise.

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Links Curriculum Implemented with Fidelity

The Links Curriculum is a comprehensive behavioral curriculum based on the principles of applied behavior analysis. Research on the use of evidence-based strategies has shown that if a curriculum is implemented with fidelity, students will make measurable progress. Implementing a program with fidelity is essential for positive student outcomes.

- At least one routine and 3-4 lessons should be identified for each student.

- Instructors implement Links routines with fidelity.

- Instructors implement Links lessons with fidelity.

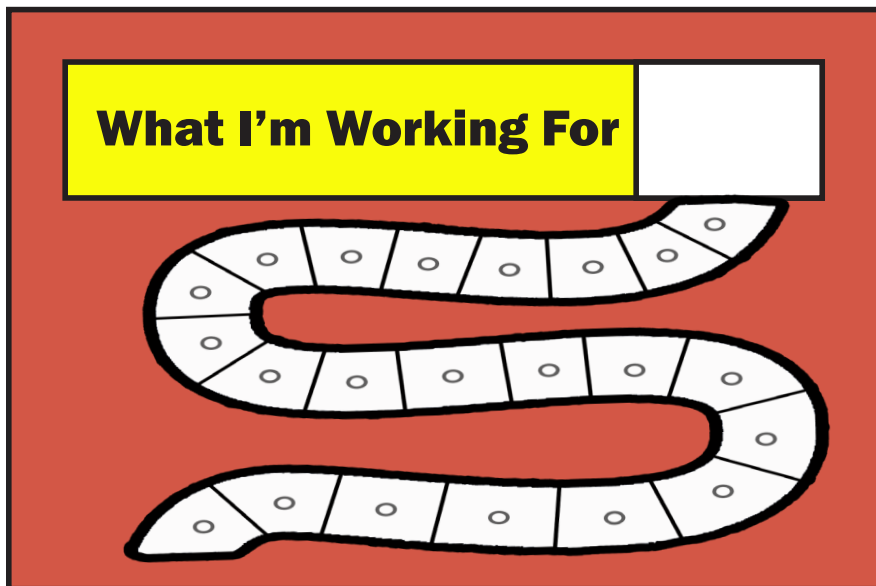
|  | |
|---|---|
| LINKS® COMPETENCY RATING SCALE - IMPLEMENTER / PROGRAM | |
| NAME: _____ | |
| DATE: _____ | |
| Links Implementer / Program Manager | 1 |
| Can complete the teacher perception rating using the Links Independence Scale. | |
| Can conduct Observed Routine Assessments (ORA) using the Links routines in the natural environment (e.g. lunch, transition, crossing the street routine). | |
| Can identify appropriate steps to teach based on the Observed Routine Assessment (ORA) data. | |
| Can Complete the Student Lesson Assessment and explain it to others. | |
| Can identify appropriate Links Lessons to teach individual routine steps (i.e. using the "Non-verbal Imitation Lesson" to teach the student to imitate waving). | |
| Can identify appropriate instructional strategies needed to implement "during routine teaching" for individual routine steps (i.e. can identify possible strategies such as using a mini visual schedule to prompt a sequence of skills). | |
| Can complete the Routine Planning Form for "during routine" teaching of individual routine steps. | |
| Can produce Links Reports and use the report data to evaluate student progress towards independence. | |



Positive Behavior Management

Students with ASD learn by “getting it right” and positive feedback from adults should be provided throughout the day. Effective reinforcement strategies are essential for student learning.

- Students should receive some type of positive outcome or reward when they complete a routine.
- When teaching difficult steps of a routine a reinforcement system (e.g. token system) should be used.
- When teaching Links lessons a reinforcement system should be used.



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| Activity Choice | | | | | |

Data Driven Instructional Decision Making and Progress Reporting

The Links Curriculum has extensive data collection systems to guide instructional decision making and track student progress.

- Links Routine data is collected on at least one classroom routine weekly.
- Links Routine data is collected on individual students as needed weekly.
- Links Lesson data collected daily.
- Links Lesson data is summarized and recorded on summary forms.
- Links Routine data is entered into the Links system and graphed weekly.
- Links Assessment is updated as lessons are mastered.

