



*“Leveraging Technology to Meet the Growing Demand for Autism Services”*

**Jamie Pagliaro**

Co-Creator & EVP of Rethink Autism, Inc.



## The Current Stats...

- ✓ Autism = 1 in 110 (2009)
- ✓ ~ 730,000 children from 0-21 in U.S. (2010)
- ✓ >70% increase from prior estimate in 2002
- ✓ 35,000 newly diagnosed cases each year

## What the research is telling us...

**NRC** | The National Research Council

- United States Dept. of Ed
- Convened experts
- Determined best practices in education

## What the research is telling us...

**NRC** | The National Research Council

### Findings & Recommendations:

- ✓ Begin early
- ✓ Individualize
- ✓ 25 hours of instruction
- ✓ Repeated opportunities to learn
- ✓ Low student /teacher ratios
- ✓ On-going measurement
- ✓ Family involvement

# What the research is telling us...

**NRC** | The National Research Council

## Curriculum Areas:

- Functional communication
- Social instruction
- Play and leisure
- Cognitive and academic skills
- Challenging behavior
- Generalization and maintenance

## What the research is telling us...



- Expert panel
- Comprehensive analysis of autism treatments
- *National Standards Report* findings:
  - 1. Established** treatments
  - 2. Emerging** treatments
  - 3. Unestablished** treatments

## What the research is telling us...



### Established treatments – beneficial outcomes

- 11 treatments identified
- Majority developed in the behavioral literature (e.g., Applied Behavior Analysis)
- Examples:
  - Comprehensive behavioral treatment
  - Joint attention intervention
  - Antecedent interventions



# The Challenges faced by Schools & Service Providers...

1. How to standardize the delivery of research-based educational services for all children with autism?
2. How to provide training & support across multiple staff and geographic locations?
3. How to cost-effectively manage the increased demand for autism services?





## Who We Are...

### **Mission**

*To make research-based educational treatment tools **accessible, affordable and easy-to-use** for parents and professionals.*



# Scientific Advisory Board

Bridget Taylor, Psy.D., BCBA-D, **Chair**

- Rethink Autism - Senior Clinical Advisor

Peter Gerhardt, Ed.D.

- Organization for Autism Research

Patricia Wright, Ph.D.

- Easter Seals, National Autism Director

Michael Alessandri, Ph.D.

- Director, University of Miami - CARD

Bill Jenson, Ph.D.

- Professor, University of Utah

Fred Volkmar, M.D.

- Director, Yale Child Study Center

Catherine Lord, Ph.D.

- University of MI – Autism Center Director

Louis Vismara, M.D.

- Co-Founder, M.I.N.D. Institute, UC-Davis

James Carr, Ph.D.

- Professor, Auburn University

Nicolette Bainbridge Brigham, Ph.D.

- Director at TRIAD, Vanderbilt University



# Web-based Educational Treatment Platform

- *Parents/Individuals*
  - ✓ Nationwide
  - ✓ Worldwide – 26 countries
- *Professionals*
  - ✓ 100's of school districts nationwide
  - ✓ Health Net - behavioral health subsidiary (MHN)
  - ✓ Department of Defense – military base schools worldwide
  - ✓ Medicaid coverage through waiver program in two states

# Web-based Educational Treatment Platform

- *Key Components*
  - ✓ Comprehensive curriculum
  - ✓ Individualized assessment tool
  - ✓ Staff & parent training modules
  - ✓ Data tracking & progress reporting
  - ✓ Ongoing professional support

# Comprehensive Video-Based Autism Curriculum

- 1200+ video-based ABA exercises
- *Research-based* WITHOUT the jargon
- Featuring children with autism

Provides the **TOOLS** to teach!

# Comprehensive Video-Based Autism Curriculum

- ✓ Early intervention through high school
- ✓ Covers the full spectrum
- ✓ Benefits children with other disabilities

Based on INDIVIDUALIZED needs!

# Comprehensive Video-Based Autism Curriculum



The *FIRST & ONLY*  
Autism Curriculum aligned with the  
**Common Core State Standards**

([www.corestandards.org](http://www.corestandards.org))

# Comprehensive Video-Based Autism Curriculum

- ★ WINNER of the 2011 Education Innovation Summit  
Best in Class Curriculum Award



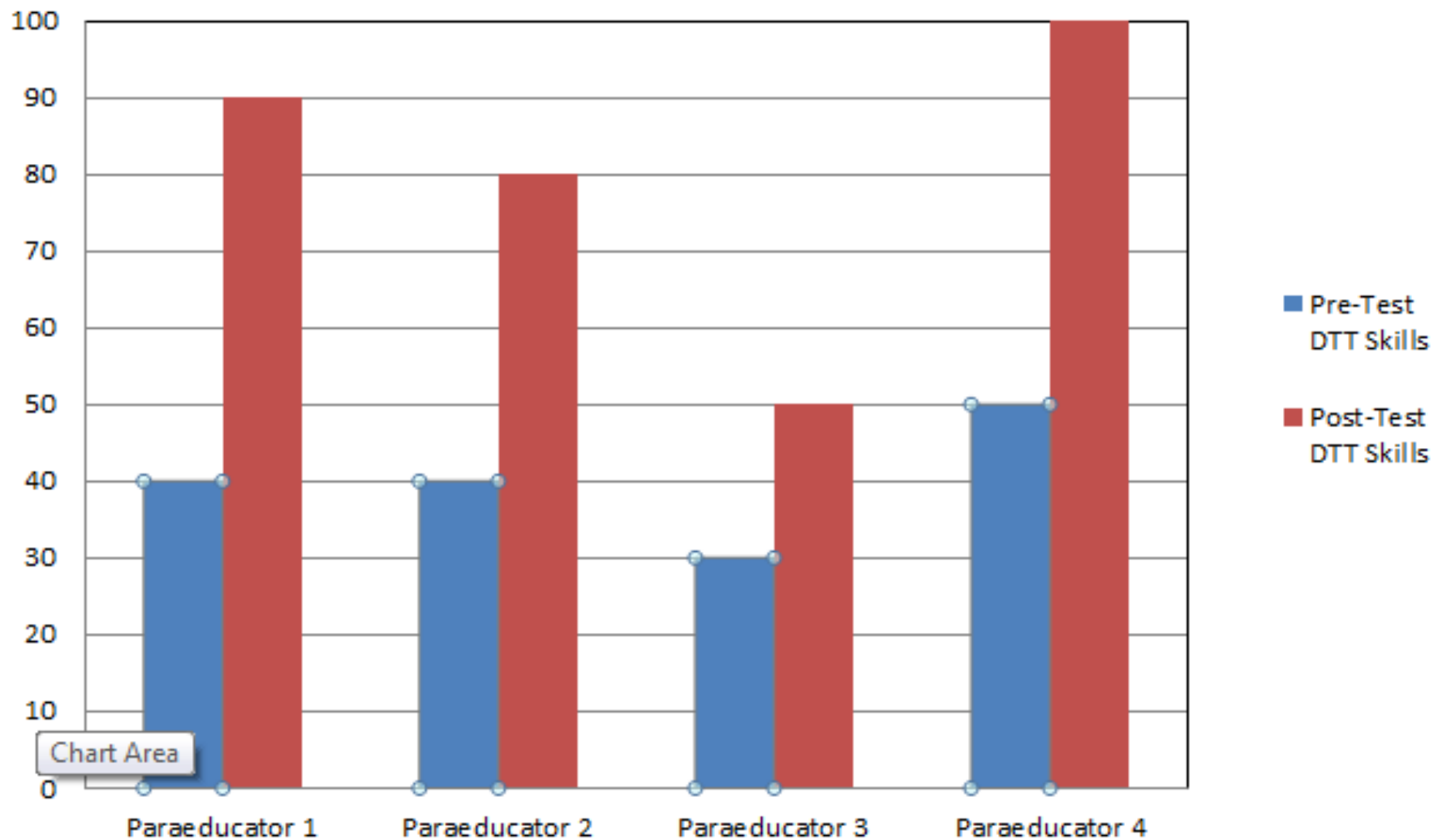
Education Innovation  
Summit

- ★ WINNER of the 2011 Codie Award  
Best Instructional Solution for  
Special Needs Students



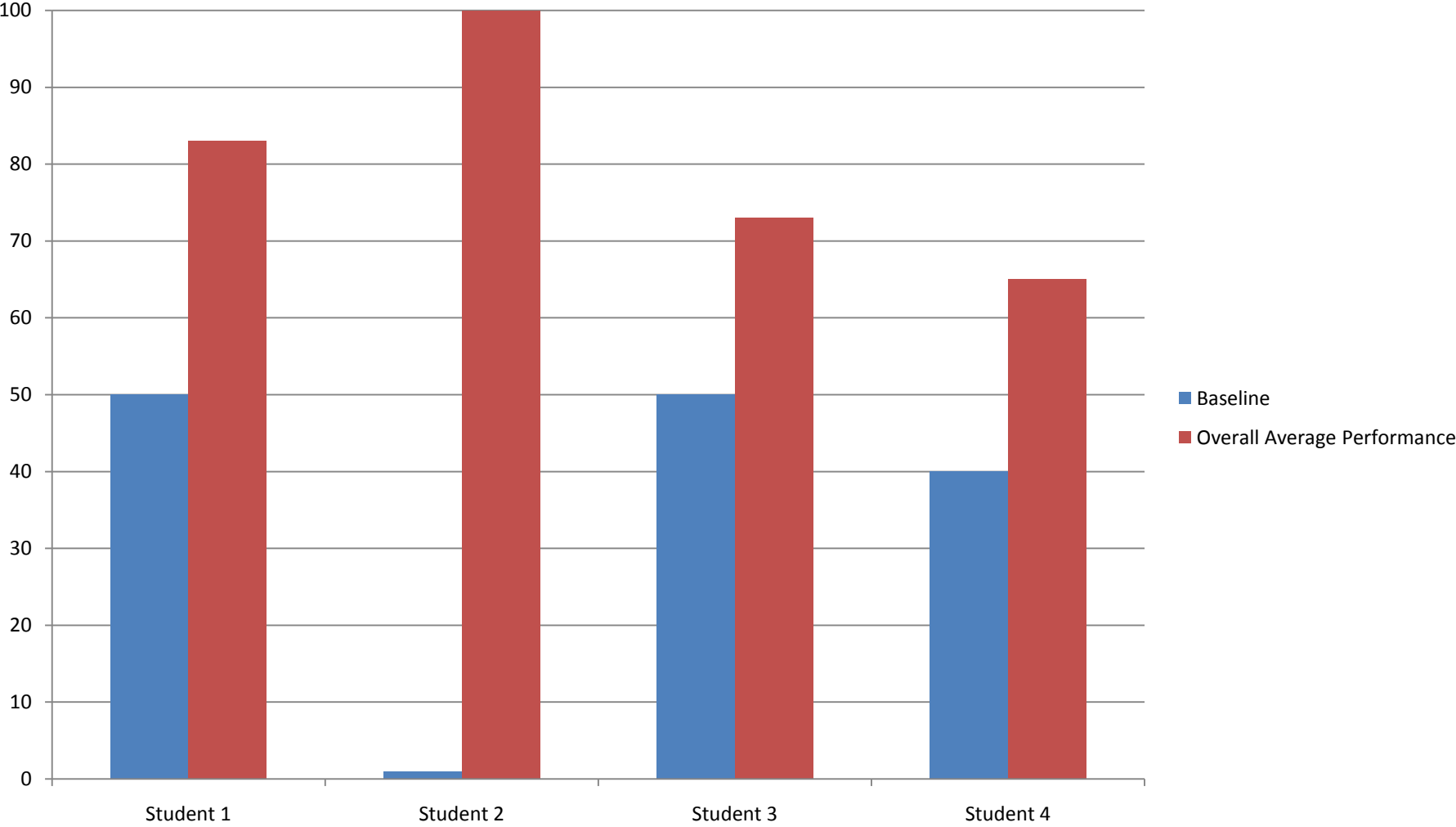


# Performance Generalization



(Cardinal & Jenson, 2011)

# Student Skill Acquisition



(Cardinal & Jenson, 2011)

# Paraprofessional Feedback

*“I noticed something different every time I watched it. It **helped me change my teaching.**”*

*“Once I was trained through video, **I saw a noticeable change.** I liked the positive reinforcement, and responses that would help teach.”*

*“It was very helpful to me to have the video modeling training. I was able to **focus on what the best approach was** in helping these kids.”*

*“If everyone could have some of the video modeling training it would **greatly benefit our students.**”*

*“**I like that it’s visual.** I’m a visual learner.”*

(Cardinal & Jenson, 2011)



# Here's how it works...

1. *Assess: Brief Skills Checklist*

**Assessment****Assessment for Sam**

Please answer the following questions as accurately as possible to build your customized curriculum.



1. Does your child match identical objects and pictures?
2. Does your child remain seated in a chair when asked?
3. Does your child use words, pictures, or any other kind of communication to make requests?
4. Does your child imitate simple body movements, such as clapping hands, and actions with objects, such as putting a block in a bucket?
5. Does your child engage in age-appropriate play activities on his own for a period of time?
6. Does your child make eye contact when his name is called, and respond to the instruction, "Look at me"?
7. Does your child follow simple instructions such as "clap your hands" and identify common objects?
8. Does your child wait patiently when asked?
9. Does your child wait patiently for something he can't have right away, like a favorite toy, food, or attention?
10. Does your child imitate sounds and words?

Hardly Ever   Sometimes   Frequently

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Save your child's information and complete assessment later

[Exit](#)

Continue to the next section of Sam's Assessment

[Continue](#)

## Here's how it works...

1. *Assess: Brief Skills Checklist*
2. *Plan: Recommended Lessons*

### Sam's Current Lessons









 [How to Use This Page](#)

#### Recommended List:

\*Note: you can add new lessons by clicking on the Lesson Library section at any time. Account administrators can add custom lessons at any time by clicking on "Preferences" on the Account page.

Lesson reports: Basic

[Print](#)

Priority	category	lesson name / description	view lesson	delete
1		<b>Getting Objects from a Distance</b> <b>Kindergarten standard</b> manually added Teach the student to go increasing distances to get objects	<a href="#">Go to Lesson</a>	 remove lesson
1		<b>Imitating Gross Motor Movements-Older</b> Teach student to imitate simple actions	<a href="#">Go to Lesson</a>	 remove lesson
1		<b>Completing Activities with a Beginning and End - Older</b> Teach the student to complete simple play/leisure activities	<a href="#">Go to Lesson</a>	 remove lesson
1		<b>Making Eye Contact to Start an Activity</b> <b>Kindergarten standard</b> Teach the student to use eye contact to start an activity	<a href="#">Go to Lesson</a>	 remove lesson

Show Recommended Lessons



[Search for Lessons](#)



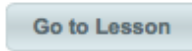



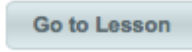



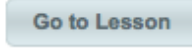



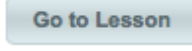

### Sam's Current Lessons

 [How to Use This Page](#)

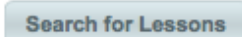
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1 	 ●●●	<b>Making Eye Contact to Start an Activity</b> <b>Kindergarten standard</b> Teach the student to use eye contact to start an activity		 remove lesson

Show Recommended Lessons







## Receptive Language

### Getting Objects from a Distance

○○○ **Kindergarten standard** (tell me more)

**Objective:** Teach the student to go increasing distances to get objects

**Teaching Materials:** Various objects

[Back To Current Lesson List >](#)



[How to Use This Page](#)

#### Choose your Next Lesson:

Getting Objects from a Distance 

## Step 1 Red Car

**Mastery Criteria:** min 5 trials; 90% over 2 consecutive sessions [edit](#)

[Print Lesson Plan](#)

[Watch Lesson](#)

[Record Results](#)

[Lesson Updates](#)



[Print Data Sheet](#)



Receptive Language

Getting Objects from a Distance

○○○ Kindergarten standard (tell me more)

**Objective:** Teach the student to go increasing distances to get objects

**Teaching Materials:** Various objects

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[How to Use This Page](#)

**Choose your Next Lesson:**

Getting Objects from a Distance

Step 1 Red Car

**Mastery Criteria:** min 5 trials; 90% over 2 consecutive sessions [edit](#)

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[Watch Lesson](#)

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[Lesson Updates](#)



[Print Data Sheet](#)



Receptive Language

Getting Objects from a Distance

○○○ Kindergarten standard (tell me more)

**Objective:** Teach the student to go increasing distances to get objects

**Teaching Materials:**

[Back To Current Lessons](#)

Step 1 Red Car

**Mastery Criteria:** min

 [How to Use This Page](#)

Common Core State Standards - [www.corestandards.org](http://www.corestandards.org)

**Getting Objects from a Distance** is aligned with the **Kindergarten** standard

**Curriculum Area:** Speaking and Listening

**Standard:** 1a

**Standard Description:** Follow agreed upon rules for discussion (e.g., listening to others).

**Rationale:** Getting objects by listening to information from others follows "agreed upon rules for discussions" (i.e., listening to others).

[Print Lesson Plan](#)

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Receptive Language  
**Getting Objects from a Distance**

○○○ Kindergarten standard (tell me more)

**Objective:** Teach the student to go increasing distances to get objects

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**Choose your Next Lesson:**

Getting Objects from a Distance 

**Step 1 Red Car**

**Mastery Criteria:** min 5 trials; 90% over 2 consecutive sessions [edit](#)

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## Receptive Language

# Getting Objects from a Distance

## Objective

Teach the student to go increasing distances to get objects.

## Supplies

Various objects

## Teaching Steps

**Step 1:** Teach the student to get a variety of objects that are next to him.

**Step 2:** Teach the student to get a variety of objects from three feet away.

**Step 3:** Continue to increase the distance the student must travel to get objects.

## Next Steps

Teach the student each step in the list of Sample Skills to Teach.

## Generalization

- While building with blocks, have the student get blocks placed at various distances from the activity.
- At school, ask the student to get a book from the shelf for story time.
- Have another person ask the student to get an object from a distance.

## Exercise

1. Sit or stand with the student at a table or in a play area.
2. Give the instruction, "Go get the (object)."
3. To help the student respond correctly, prompt by guiding the student to get the object and to bring it back to you.
4. When the student responds correctly, provide verbal praise (e.g., "Good job! You got the book!"), and offer a reward such as a toy, snack, or token. In addition, play with the object with the student (e.g., read the book to him).

5. Gradually remove prompts until the student is able to respond independently (i.e., without your help).
6. Provide more/better rewards when the student responds correctly with less guidance, and the best rewards when the student responds correctly without guidance.
7. Gradually increase the distance between the starting location and the object until the student is able to get objects from anywhere in the room, and from another room.

## Error correction

- While saying, "This is getting (object)," physically guide the student to get the object.
- Point toward the item.

## Other Prompting Procedures

- Initially position the student close to the objects; then fade the distance across trials.
- Use a photo of the object that the student can carry when getting the object.

## Troubleshooting

**Problem:** At longer distances, the student forgets what he is looking for.

**Solution:** After you instruct the student to get the object, prompt him to repeat the item's name (e.g., "What are you going to get?").

**Problem:** The student engages in inappropriate behavior (e.g., hand flapping) while going toward the object.

**Solution:** Return the student to the original location and repeat the instruction, providing prompts to interrupt the behavior, if necessary, until the student repeats the trial without assistance.

## Helpful Hints

- Have the student get objects that are useful in the natural context (e.g., something you need to complete a task, such as a crayon). After the student



**Receptive Language**  
**Getting Objects from a Distance**

○○○ **Kindergarten standard** (tell me more)


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**Choose your Next Lesson:**

Getting Objects from a Distance 

**Step 1 Red Car**

**Mastery Criteria:** min 5 trials; 90% over 2 consecutive sessions [edit](#)

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Receptive Language  
**Getting Objects from a Distance**

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**Kindergarten standard** (tell me more)

**Objective:** Teach the student to go increasing distances to get objects

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**Choose your Next Lesson:**

Getting Objects from a Distance

**Step 1 Red Car**

**Mastery Criteria:** min 5 trials; 90% over 2 consecutive sessions [edit](#)

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Getting Objects from a Distance: Step 1

**Watch Lesson**

Click to view chapters

[Overview](#)

[Step 1](#)

[Step 2](#)

[Step 3](#)

[back to lessons](#)

**Teaching Materials**

[buy](#)

[Print Data Sheet](#)

[Print Lesson Plan](#)



Getting Objects from a Distance  
Teach the student to go increasing distances to get objects

[Close Video](#)



Receptive Language  
**Getting Objects from a Distance**



[How to Use This Page](#)

○○○ **Kindergarten standard** [\(tell me more\)](#)

**Objective:** Teach the student to go increasing distances to get objects

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[Back To Current Lesson List >](#)

**Choose your Next Lesson:**

Getting Objects from a Distance

**Step 1 Red Car**

**Mastery Criteria:** min 5 trials; 90% over 2 consecutive sessions [edit](#)

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[Watch Lesson](#)

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[Lesson Updates](#)



[Print Data Sheet](#)



## Step 1 Red Car

Mastery Criteria: min 5 trials; 90% over 2 consecutive sessions [edit](#)

Print Lesson Plan

Watch Lesson

Record Results

Lesson Updates

Print Data Sheet

5/25/2011

Have you mastered this lesson?  
[click here to move on to the next lesson >](#)

### Step 1

Description Red Car [edit](#)  
150 character  
limit

Select correct or incorrect for each trial:

	1	2	3	4	5	6	7	8	9	10
correct	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
incorrect	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

83%  
correct

notes  
40 Out Of 150  
Characters

Red car placed on the table next to Sam.

+  
add more  
results

-  
clear  
results

Save Results

Close without Saving

# Step 1

Mastery Criteria: min 5 trials; 90% over 2 consecutive sessions [edit](#)

Print Lesson Plan

Watch Lesson

Record Results

Lesson Updates

Print Data Sheet

5/25/2011

Have you mastered this lesson?



## Data Recorded for: Getting Objects from a Distance Step 1

Thank you, your data has been saved. Please continue to work on step 1.

Continue Working

correct



0% correct

incorrect

notes  
150 character  
limit

clear  
results

Save Results

Step 1: Set 7 Red Car

Set result: 83% correct



notes Red car placed on the table next to Sam.

delete set

Close without Saving



Receptive Language

## Getting Objects from a Distance

○○○ Kindergarten standard (tell me more)

**Objective:** Teach the student to go increasing distances to get objects

**Teaching Materials:** Various objects

[Back To Current Lesson List >](#)



[How to Use This Page](#)

### Choose your Next Lesson:

Getting Objects from a Distance



## Step 1 Red Car

**Mastery Criteria:** min 5 trials; 90% over 2 consecutive sessions [edit](#)

[Print Lesson Plan](#)

[Watch Lesson](#)

[Record Results](#)

[Lesson Updates](#)



[Print Data Sheet](#)



Receptive Language  
**Getting Objects from a Distance**

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
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[Back To Current Lesson List >](#)

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Getting Objects from a Distance 

Step 1 Red Car

**Mastery Criteria:** min 5 trials; 90% over 2 consecutive sessions [edit](#)

[Print Lesson Plan](#)

[Watch Lesson](#)

[Record Results](#)

[Lesson Updates](#)

 [Print Data Sheet](#)



Getting Objects from a Distance




**Priority**

5/25/2011 4:01:37 PM

Mario

Have Sam get food items from the Kitchen.

Normal 

Please add your note.

[Add Lesson Note](#)

## Here's how it works...

1. Assess: *Brief Skills Checklist*
2. Plan: *Recommended Lessons*
3. Modify: *Manage Curriculum*



Hello, Mario

- 
- [Current Lessons](#)
  - [Lesson Library](#)
  - [Schedule Sessions](#)
  - [View Progress](#)
  - [Training Videos](#)
  - [File Cabinet](#)
  - [Professional Support](#)
- 

## rethink autism Curriculum

 [How to Use This Page](#)

This section allows you to review the full curriculum and add lessons to your recommended list. Account administrators can add custom lessons at any time by clicking on "Preferences" on the Account page.

Step 1: Select a category to view lesson.

 pre-academic	 academic	 social / emotional	 daily living	 motor skills	 play / leisure	 expressive language	 receptive language
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Hello, Mario

[Current Lessons](#) [Lesson Library](#) [Schedule Sessions](#) [View Progress](#) [Training Videos](#) [File Cabinet](#) [Professional Support](#)

### rethink autism Curriculum

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--------------	----------	--------------------	--------------	--------------	----------------	---------------------	--------------------



rethink autism Curriculum

 How to Use This Page

Select a category and browse the lesson library  
Check all lessons you would like to manually add to your Current Lesson list

Search for Lessons

pre-academic academic social / emotional daily living motor skills play / leisure expressive language receptive language

Select the Common Core Standards you wish to highlight:  
(It might take a few seconds for your page to refresh)

Kindergarten

Only show Recommended Curriculum

Core Lessons

- Matching Identical Objects-Younger
- Matching Identical Objects-Older
- Matching Identical Pictures

Attending

- Keeping Hands Appropriate while Sitting - Younger
- Keeping Hands Appropriate while Sitting - Older
- Keeping Hands Appropriate while Standing
- Making Eye Contact when Name is Called from a Distance
- Waiting for Preferred Items
- Waiting to Begin an Activity
- Visually Tracking an Object
- Visually Tracking a Person
- Sustaining Eye Contact when Speaking

Imitation

- Imitating Sounds
- Imitating Sounds & Words
- Imitating Fine Motor Movements
- Imitating Oral Motor Movements
- Imitating Actions with Objects Paired with Sounds
- Imitating Sequenced Actions with Objects
- Imitating Block Structures

Matching

- Matching Shapes
- Matching Objects to Pictures
- Completing a Matching Book
- Matching Non-Identical Objects
- Matching Non-Identical Pictures
- Matching Letters
- Matching Numbers
- Matching Words
- Matching Categories
- Matching Words to Objects
- Matching Words to Pictures

Custom Curriculum

key: ★ = mastered lesson  = recommended curriculum  = customized curriculum

Add Lessons to Current Lessons





rethink autism Curriculum

 How to Use This Page

Select a category and browse the lesson library  
Check all lessons you would like to manually add to your Current Lesson list

**Search for Lessons**

 pre-academic	 academic	 social / emotional	 daily living	 motor skills	 play / leisure	 expressive language	 receptive language
--	--	--	--	---	--	---	--

Select the Common Core Standards you wish to highlight:  
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Kindergarten

Only show Recommended Curriculum

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Matching Identical Objects-Younger

Matching Identical Objects-Older

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Custom Curriculum

key: ★ = mastered lesson  = recommended curriculum  = customized curriculum

**Add Lessons to Current Lessons**



Hello, Mario

Current Lessons Lesson Library Schedule Sessions View Progress Training Videos File Cabinet Professional Support

rethink autism Curriculum

How to Use This Page

This section allows you to review the full curriculum and add lessons to your recommended list. Account administrators can add custom lessons at any time by clicking on "Preferences" on the Account page.

Step 1: Select a category to view lesson.

**search for a lesson:**

mand Search

Your search returned 33 result(s)

category	lesson name	select lesson
	<b>Making Requests by Pointing</b> Teach student to make requests by pointing	<input checked="" type="checkbox"/>
	<b>Making Requests by Using Word or Sound Approximations</b> Teach the student to make verbal requests	<input type="checkbox"/>
	<b>Making Requests By Giving a Picture Card</b> Teach the student to make requests by giving a picture card	<input type="checkbox"/>
	<b>Labeling Prepositions</b> Teach the student to name the location of an object	<input type="checkbox"/>

Add Lessons to Current Curriculum

Step 2: Check all lessons

key: ★ = mastered lesson

Core Lessons:

Matching Identical Objects

Attending

Keeping Hands Appropriate - Younger

Keeping Hands Appropriate - Older

Keeping Hands Appropriate - Standing

Making Eye Contact - Called from a Distance

Imitating Sequenced Actions with Objects

Matching Numbers

Waiting for Preferred Items

## Here's how it works...

1. *Assess: Brief Skills Checklist*
2. *Plan: Recommended Lessons*
3. *Modify: Manage Curriculum*
4. *Data: View Progress & Reports*

## Sam's Progress


 [How to Use This Page](#)

Click in the areas below to get detailed information about your progress:

**categories**

	 20%	 7%	 2%	 3%	 5%	 9%	 1%	 5%	<a href="#">View Graph</a>
---	--	---	---	---	---	---	---	---	----------------------------

**data**

 Select a lesson:  [View Graph](#)

**time**

	Current week Mar, 20-26 <b>1</b> hours	Current month to date Mar, 2011 <b>22</b> hours	Total time to date <b>22</b> hours	<a href="#">View Graph</a>
--	---	--	--	----------------------------

**report**


 Select an existing report:  [edit](#) [delete](#) [Create New](#)

## Sam's Progress


 [How to Use This Page](#)

Click in the areas below to get detailed information about your progress:

**categories**

	 20%	 7%	 2%	 3%	 5%	 9%	 1%	 5%	<a href="#">View Graph</a>
---	---	--	--	--	--	--	--	--	----------------------------

**data**

 Select a lesson:  [View Graph](#)

**time**

	Current week Mar, 20-26 <b>1</b> hours	Current month to date Mar, 2011 <b>22</b> hours	Total time to date <b>22</b> hours	<a href="#">View Graph</a>
--	---	--	--	----------------------------

**report**

 Select an existing report:  [edit](#) [delete](#) [Create New](#)



Hello, Mario

- Current Lessons
- Lesson Library
- Schedule Sessions
- View Progress**
- Training Videos
- File Cabinet
- Professional Support

### Sam's progress as of Thu 7 Apr

How to Use This Page

[Back To View Progress >](#)

To further define this view, click on a category icon of lessons completed

Print



[Save to File Cabinet](#)



Hello, Mario

Current Lessons Lesson Library Schedule Sessions **View Progress** Training Videos File Cabinet Professional Support

How to Use This Page

Print

Pre-Academic

8% completed in your current curriculum.

Keeping Hands Appropriate while Sitting - Younger  
Matching Shapes





Save to File Cabinet

### Sam's Progress


 [How to Use This Page](#)

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**categories**

	 20%	 7%	 2%	 3%	 5%	 9%	 1%	 5%	<a href="#">View Graph</a>
---	---	--	--	--	--	--	--	--	----------------------------


**data**

Select a lesson:   [View Graph](#)

**time**

	Current week Mar, 20-26 <b>1</b> hours	Current month to date Mar, 2011 <b>22</b> hours	Total time to date <b>22</b> hours	<a href="#">View Graph</a>
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**report**

Select an existing report:   [edit](#) [delete](#) [Create New](#)





Hello, Mario

Current Lessons Lesson Library Schedule Sessions **View Progress** Training Videos File Cabinet Professional Support

### Sam's progress as of Thu 7 Apr

How to Use This Page



Getting Objects from a Distance

Lesson Updates

Choose your Next Lesson:

Getting Objects from a Distance

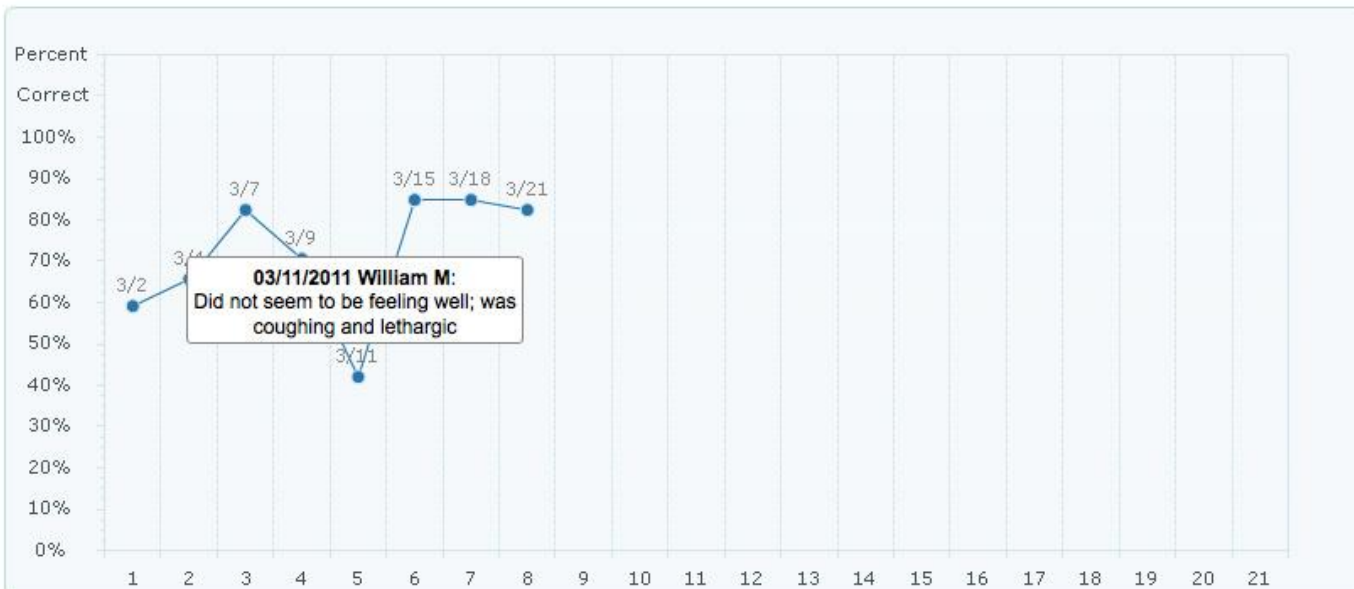
Back To View Progress >

### Step 1: Red car

Mastery Criteria: 5 trials, 90%, 2 consecutive sessions

<< Prev step Next step >>

Print



To view session notes, hover over the data points on the graph.



Save to File Cabinet

## Sam's Progress



 [How to Use This Page](#)

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**categories**

	 20%	 7%	 2%	 3%	 5%	 9%	 1%	 5%	<a href="#">View Graph</a>
---	--	---	---	---	---	---	---	---	----------------------------

**data**


 Select a lesson:  

[View Graph](#)

**time**

	Current week Mar, 20-26 <b>1</b> hours	Current month to date Mar, 2011 <b>22</b> hours	Total time to date <b>22</b> hours	<a href="#">View Graph</a>
--	---	--	--	----------------------------

**report**

 Select an existing report:   [edit](#) [delete](#) [Create New](#)



Hello, Mario

Current Lessons Lesson Library Schedule Sessions **View Progress** Training Videos File Cabinet Professional Support

### Sam's Scheduled Therapy Hours

How to Use This Page

[Back To View Progress >](#)

Print

Week **Month** Year

◀ Apr 2011 ▶

Total hours this month: **40**

hours per week

50 hrs  
45 hrs  
40 hrs  
35 hrs  
30 hrs  
25 hrs\*  
20 hrs  
15 hrs  
10 hrs  
0 hrs



\* Minimum # of weekly hours recommended by the American Academy of Pediatrics (2007)






Save to File Cabinet

### Sam's Progress



 [How to Use This Page](#)

Click in the areas below to get detailed information about your progress:

**categories**

	 20%	 7%	 2%	 3%	 5%	 9%	 1%	 5%	<a href="#">View Graph</a>
---	--	---	---	---	---	---	---	---	----------------------------

**data**


 Select a lesson:  

[View Graph](#)

**time**

	<b>Current week</b> Mar, 20-26 <b>1</b> hours	<b>Current month to date</b> Mar, 2011 <b>22</b> hours	<b>Total time to date</b> <b>22</b> hours	<a href="#">View Graph</a>
--	--	---	---	----------------------------

**report**

 Select an existing report:   [edit](#) [delete](#) [Create New](#)

[Current Lessons](#)[Lesson Library](#)[Schedule Sessions](#)[View Progress](#)[Training Videos](#)[File Cabinet](#)[Professional Support](#)

## Sam's Progress

[How to Use This Page](#)

Click in the areas below to get detailed information about your progress:

### categories



8%



16%



16%



19%



22%



11%



2%



2%

[View Graph](#)

### data

Select a lesson: [View Graph](#)

### time

Current week  
Apr, 3-911  
hours11  
hours34  
hours[View Graph](#)

### report

Select an existing report: [edit](#)[delete](#)[Create New](#)

Select a date range for this report:

From:

To:

  [Submit](#)

## Jackie's Progress Report



categories



data



time



How to Use This Page

From:

02/01/2010

To:

02/19/2010

Report Name:

Bi-Weekly Progress Report

Report Date:

2/19/2010 12:00:00 AM

### Current Lessons



Gross Motor

#### Lesson Name:

Kicking a Ball

#### Objective:

Teach the student to kick a ball

#### Mastery Criteria:

Student will kick into a goal and to another person from up to 10 feet away with 90% accuracy for 2 consecutive days across two different teachers.

Lesson Start Date: 01/19/2010

Steps Mastered During Date Range: 2

Current Step: 3

Current Step Start Date: 02/09/2010

Mean Performance (%) on Current Step: 75%

#### Responses Mastered:

Kicking ball to other people up to 10 feet away.

Kicking ball into a goal from up to 3 feet away.

#### Current Status:

Student is doing well and getting practice during weekly soccer games in gym class. He has mastered kicking the ball to different people up to 10 feet away. We are now working on expanding the distance between him and the goal.

## Here's how it works...

1. Assess: *Brief Skills Checklist*
2. Plan: *Recommended Lessons*
3. Modify: *Manage Curriculum*
4. Data: *Progress Tracking & Reporting*
5. Train: *Principles of ABA – eLearning Series*

## Training Videos

Click on the video icon to watch a training video.



### support and training



#### Discrete Trial Teaching

An effective way to teach new skills by breaking them down into simple responses



#### Prompting

Anything you do that helps the student respond correctly to an instruction



#### Reinforcers

Anything you give the student after he responds, that makes him more likely to respond correctly again



#### Incidental Teaching

An effective way to teach by capturing the student's interest



#### Generalization

Teach the student to apply skills in daily life beyond the teaching environment



#### Maintenance

Help the student continue to use learned skills



#### Recording Results [Print Testing Guidelines](#)

Record results on your student's progress to determine when it's time to teach new skills



#### Problem Behavior [Print Behavior Log Sheet](#)

Reduce or prevent any behavior that is disruptive, interferes with learning, or is socially stigmatizing



#### Incidental Teaching for Elaborating Language

Expand your student's language by capturing his interest.



#### Teaching Complex Tasks **(new)**

Teach the student to complete complex tasks by linking small steps together into a long chain





[< Back to Training Center](#)

## Problem Behavior


[Start Learning](#)[Start Test](#)LAST SCORE: **N/A**

Reduce or prevent any behavior that is disruptive, interferes with learning, or is socially stigmatizing


### Step 1: Print the Guided Notes

The Guided Notes highlight the main points of the training. As you watch the video you may take notes. [Click here to print.](#)

### Step 2: Watch the Training Video


 **Problem Behavior**

Introduction	0:00
Step 1	0:43
Step 2	1:24
Step 3	2:11
<b>Step 4</b>	<b>2:55</b>



**Avoid or escape a task** • Teach to request help or a break.

[www.rethinkautism.com](http://www.rethinkautism.com)

 [Print Guided Notes](#)

## Problem Behavior

27:12

## Test Questions:



What is a possible reason for the problem behavior seen in the following video?

- He wants to escape the current activity
- He wants your attention
- He is trying to get access to the reward he is working for
- He enjoys the behavior



Finish

&lt;&lt; First

&lt; Previous

Next &gt;

Last &gt;&gt;



## What users are saying...

*“It is a **standard curriculum** that can be **easily tailored to individual students...** By having Rethink, **I am able to focus my energy on actually teaching my students, as opposed to developing the lessons/curriculum...**”*

*...It creates a **standard method of measurement and data presentation...** Having a centralized method is **great for teacher collaboration as well as beneficial for parents.**”*

**Ms. Jessica Ghai, Teacher  
Cambridge Public Schools (MA)**



## What users are saying...

*“We are thrilled with the Rethink Autism program. Who would have thought that our **paraprofessionals** would **have improved so much** in their implementation of the programs **from watching your instructors and the videos!** The site is so **user friendly** I have not had any technical assistance issues...*

*...Although we are **in our most dismal budget** time in education, I can't imagine us not spending the dollars necessary to **continue with Rethink Autism**. Your **support to our district has been awesome!**”*

**Ms. Laura McGill, Program Specialist**  
**School District of Indian River County (FL)**



## What users are saying...

*"Rethink Autism is an innovative program that has helped us put the essential **components of an evidence-based program** for individuals with autism at the fingertips of educators across the state...*

*...The Rethink Autism program reinforces the teaching components we cover during our trainings. It's been **tremendously beneficial** to provide this resource to educators who are committed to providing **quality educational services** to individuals with autism spectrum disorders."*

**Annette Wragge, State Coordinator**  
**The Nebraska ASD Network**



## What users are saying...

*"[Our team] has had the opportunity to work with Rethink Autism through trial memberships. We are both convinced that it can be a big help to DDESS/DODEA in our efforts to **improve the quality of our ABA-based services** to students with autism..."*

*...This product is simply excellent and unique to anything I've seen on the market."*

**Mr. Terry Dutton, Instructional Systems Specialist - ASD  
Department of Defense Educational Agency**

\*From review submitted to David Cantrell, Chief of Special Education and Student Services Branch for DoDEA – shared with permission from Mr. Dutton.

## What users are saying...

*“No other program that we have investigated, in print or on line, has offered an intervention option that **within a day of initiating the service has a plan to implement and a promise for a path to continue following**. It allows for a true team effort to assess the best fit for the program, the skills of the child and the environment that supports the child...*

*...The **video gives a fabulous and consistent training tool** to ensure that all staff get to view the program in action.”*

**Suzanne Sterrett, Program Coordinator  
Child Development Center (Montana Medicaid Provider)**



## What users are saying...

*“This website is a **pretty amazing tool to get access to ABA therapies without all of the usual cost.** My experience with it has been great, because the website really helps devise an individual plan for each child. As you pick goals through the website there is an ability to **track data, follow progress, make schedules, and communicate with other members of a child's team.**”*

**Abbey Hood, Director  
Easter Seals Metropolitan Chicago**





For More Information:

**[www.rethinkautism.com](http://www.rethinkautism.com)**

Contact:

**Jamie Pagliaro, EVP**

**[jamie@rethinkautism.com](mailto:jamie@rethinkautism.com)**

**646-257-2919 ext. 205**