











Comprehensive Teaching Model Adapted from Kara Hume's "Get Engaged!"

Six Areas of Consideration	Tips and Tools
<p style="text-align: center;"><i>Visual Considerations</i></p> <p style="text-align: center;"></p>	<p style="text-align: center;"><i>Visual Strategies</i></p> <p style="text-align: center;"></p>
<p><input type="checkbox"/> Will the student know where to begin the task?</p> <p><input type="checkbox"/> Will the student be able to understand the sequence of steps needed to complete the activity?</p> <p>(Hume, 2007)</p>	<p>-Use a product sample (example of finished work)</p> <p>-Instruction list with pictures</p> <p>-Written list of instructions</p> <p>-Left to Right tray</p>
<p style="text-align: center;"><i>Clarity Considerations</i></p> <p style="text-align: center;"></p>	<p style="text-align: center;"><i>Clarity Strategies</i></p> <p style="text-align: center;"></p>
<p><input type="checkbox"/> Is attention drawn to the important information in the activity?</p> <p><input type="checkbox"/> How will you provide additional visual clarity?</p> <p><input type="checkbox"/> Is relevant information highlighted?</p> <p>(Hume, 2007)</p>	<p>-Use numbers to order the steps</p> <p>-Use pictures to label what goes where in an activity or routine</p> <p>-Color Coding to assist matching</p> <p>-Parts can be colored or highlighted to show where they belong</p>
<p style="text-align: center;"><i>Organizational Considerations</i></p> <p style="text-align: center;"></p>	<p style="text-align: center;"><i>Organizational Strategies</i></p> <p style="text-align: center;"></p>
<p><input type="checkbox"/> Do all parts of the activity have a home?</p> <p><input type="checkbox"/> Does the activity have easy set-up?</p> <p><input type="checkbox"/> Is the activity stabilized (won't fall off the table easily)?</p> <p><input type="checkbox"/> Are the materials limited in number and in space?</p> <p><input type="checkbox"/> Is extraneous information left out?</p> <p><input type="checkbox"/> Is the work space defined?</p> <p>(Hume, 2007)</p>	<p>-Use a shoe-box, folder, cafeteria tray or board to house the activity</p> <p>-Define work space by creating a work mat to hold materials</p> <p>-Use a cookie tray, or cupcake tray when working with magnetic items.</p> <p>-Instead of the entire alphabet, sort or alphabetize only letters A-E</p> <p>-Limit the number of problems on a Math page</p>

<p style="text-align: center;"><i>Material Considerations</i></p> 	<p style="text-align: center;"><i>Material Strategies</i></p> 
<p><input type="checkbox"/> Do the materials meet the needs of the student's sensory profile?</p> <p><input type="checkbox"/> Do the materials incorporate sensory integration?</p> <p><input type="checkbox"/> Are the materials grade appropriate?</p> <p><input type="checkbox"/> Are different materials being used to teach the same skill?</p> <p><input type="checkbox"/> Are the materials gone when the activity is over?</p> <p>(Hume, 2007)</p>	<p>-Create several varying activities to practice the same skill</p> <p>-Instead of books try adapted books (books with pictures and words attached), magazines, comic books, advertisements, audio books, movies (Kluth, 2003)</p> <p>-Allow students to write with a computer, typewriter, rubber stamps, magnetic letters (Kluth, 2003)</p> <p>-Use coarse/Kosher salt in a Tupperware container for writing</p> <p>- Put sandpaper on the back of pieces when sorting</p>
<p style="text-align: center;"><i>Objectives/Data and Related Skills</i></p> 	<p style="text-align: center;"><i>Objectives and Related Skills Strategies</i></p> 
<p><input type="checkbox"/> Are the objectives of the lesson clear?</p> <p><input type="checkbox"/> Are the objectives gathered from the student's IEP, grade level standards, or curriculum/pacing guide?</p> <p><input type="checkbox"/> Can you verbalize what it is you want the student to be able to do?</p> <p><input type="checkbox"/> Are there skills from areas such as PT, OT, Music, Speech Therapy that could be incorporated into the activity?</p> <p><input type="checkbox"/> Are there social skills that could be practiced during the activity?</p> <p><input type="checkbox"/> Do you have a checklist or data sheet to record information about how the child is doing with this particular skill? (Hume, 2007)</p>	<p>- Create activities that allow for 2 students to practice an academic skill together, in tandem with a social skill, such as turn-taking</p> <p>- Use the checklist from "How Do I Teach This Kid?" to verify the appropriateness of the activity and the objective</p> <p>-Include directions for a physical activity to precede and conclude the academic activity (wall push ups, chair sit ups, finger walking, etc.)</p>

<p style="text-align: center;"><i>Embedded Reinforcement</i></p> <p style="text-align: center;">☆</p>	<p style="text-align: center;"><i>Embedded Reinforcement Strategies</i></p> <p style="text-align: center;">☆</p>
<p><input type="checkbox"/> Is your student motivated to complete the activity?</p> <p><input type="checkbox"/> Did you incorporate the student's unique interests into the topic or design of the activity?</p> <p>(Hume, 2007)</p>	<ul style="list-style-type: none"> <li>-Use a paper background of a favorite character that is revealed as pieces are used.</li> <li>-Word Sort using words from a topic the student enjoys</li> <li>-Reading comprehension using books related to a preferred topic of the student</li> <li>-Fine motor task incorporating a theme your student enjoys</li> <li>-Measuring objects that relate to the student's interests</li> <li>-Complete the activity on the floor or on a beanbag</li> </ul>

Hume, K. (2007, July). *Get engaged! Designing instructional activities to increase involvement, skill development and generalization*. Presentation at the meeting of the Autism Society of America National Conference, Scottsdale, Arizona.

Kluth, P. (2003). *You're going to love this kid*. Baltimore: Brookes Publishing.