



# The Star Program

Strategies for Teaching  
Based on Autism Research

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# Program

- Comprehensive behavior program for young children with Autism
- Designed to give teachers instructional plans to implement program.
- Instructional Strategies used
  - Discrete trial training
  - Pivotal response training
  - Functional routine instruction

# Purpose of Program

- Provide 1:1 Intensive Instruction in:
  - Expressive Language
  - Receptive Language
  - Spontaneous Communication
  - Pre-Academics
  - Play skills/Social Interaction
  - Pre-Teach Functional Routines
    - Generalize the skills taught into the school day  
an at home

# Benefits

- Uses evidence-based instructional practices
- Is research-validated
- Is ABA-based
- Provides a comprehensive curriculum-based assessment and documents progress on IEPs
- Is aligned to Common Core State Standards
- Is shown to be effective in public school settings
- Meets the individual needs of students at various developmental levels
- Comprehensive materials include program manual, lesson plans and ready to use manipulative, photo cards and other instructional tools

# Curriculum and Instructional Methods

- STAR program Comprehensive Curriculum using the Research based:
  - ABA Instructional Methods of Discrete Trial Training
  - Pivotal Response training
  - Functional routines

# Assessment

- Review Students Learning Profile: Level 1
- Complete a profile for each student
- May be in two different levels
- Can be done from observations or from actual direct assessments
- Asked to determine if skills are generalized(student uses skills across two settings and two people)

# Level 1:

- Select this level if your student has difficulty following simple commands, has no or very little language, has behavior issues when asked to do a simple task, and may not interact with other children.
- Understand basic language concepts
- Start to use verbal language to request desires
- Follow simple routines such as arrival to an activity area, departure from an activity area, circle time, or snack time.
- Begin to participate in independent constructive play.

# Level 2

- ◉ Select this level if your student often follows some simple commands, but has difficulty with 2-step commands or more complex requests. Additionally, if your student uses only one word (or picture) to request desires, understands only simple nouns, plays only in isolation, and follows simple routines this level would be appropriate.
- ◉ Follow 2-step commands
- ◉ Use multiple words to make requests
- ◉ Use simple verbs such as "sleeping, eating or crying"
- ◉ Learn the names of other children
- ◉ Play interactively
- ◉ Identify numbers, letters, and a few sight words
- ◉ Answer "wh" questions



# Level 3

- Select this level if your student can use two or more words (or pictures) to communicate. Additionally, your student should be able to label objects, identify numbers and letters, identify a few words by sight reading, and follow most classroom routines with verbal directions or picture schedule.
- Expand vocabulary and phrase length
- Use prepositions and pronouns
- Read more functional sight words
- Write with dictation and from memory
- Read a simple story in a book, identify and use memory
- Tell time and use this skill with their classroom schedule
- Add and subtract one-digit numbers
- Follow more complex routines such as computer use, transitioning between locations and large group activities in and out of the classroom
- Participate in school routines such as music, PE, lunch, and recess
- Play interactively with peers

# Discrete Trial Training(DTT)

- Breaks tasks down into to their simplest teaching components.
- Components are taught by presenting a specific cue to student.
- When student gives specific correct response a reward is given.
- Short pause precedes presenting next cue.
- If incorrect response cue is presented again and student is given prompt that ensures they can answer correctly
- DTT is effective in teaching many skills and is the best current method for teaching academic and receptive language skills but the student can become dependent on the teacher and other cues presented.

# Discrete Trial Training

- <https://www.youtube.com/watch?v=7pN6ydLE4EQ>

# Pivotal Response Training(PRT)

- Four-step sequence: cue, child response, consequence, and pause.
- Child chooses activity and the reinforcement is the natural consequence to the behavior being rewarded.
- This strategy makes it possible to engage the student through all activities and locations in their day.
- Effective method for teaching functional and symbolic play skills and sociodramatic play.

# Pivotal Response Training(PRT)

- <https://www.youtube.com/watch?v=9VdPL8GhPfY>

# Functional Routines Instruction(FR)

- Predictable events that involve a chain of behaviors.
- Routines that are immersed in the daily schedule(arrival, transition, mealtime, bathroom, outside)
- Each routine is broken down into simple steps that are taught using the most appropriate behavioral methods.
- Used to increase independent participation in each routine.

# Putting it all together

- Assess the student
- Identify the students program
- Organize the day
- Generalize the ideas throughout the day
- Generalize the ideas for circle time
- Use routines/visual schedules
- Have a variety of rein forcers available

# Examples of Teaching Routines

- Five Priority Rotations
- 1. Circle, Centers, and other group activities
- 2. Discrete Trial Rotations(15 mins)
- 3. PRT Rotations(15 mins)
- 4. 2<sup>nd</sup> Discrete Trial Rotations(15 mins)
- 5. Focused Child Specific Routine
- (bathroom, hand-washing, independent work, table time activity)