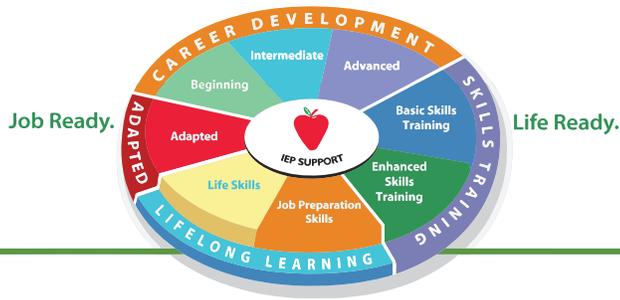


Project Discovery



October Newsletter

CAREER READINESS NEWS & VIEWS

Outstanding Test Results for Students with Autism and Other Developmental Disabilities with Video Modeling and Evidence-Based Practices



Dr. Amy Spriggs

Assistant Professor
Department of Early Childhood
Special Education and Rehabilitation Counseling
University of Kentucky

Recent research study by Dr. Amy Spriggs, University of Kentucky, finds that hands-on career education with video modeling significantly improves career learning for students with autism and other developmental disabilities. According to Dr. Spriggs who spearheaded the research.

“Video Modeling is a critical component to teaching students with autism to stay focused on a job or task and to retain that information rather than being distracted.”

WHERE TO BE IN OCTOBER

Nevada Transition Conference, Sparks, NV - October 14-15

ALA CASE Fall Conference, Orange Beach, AL - October 16-19

National DCDT, Riding the Tide of Transition, Myrtle Beach, SC - October 20-21

Closing the Gap, Practical, Practitioner Driven AT Conference, Minneapolis, MN - October 19-21

Workshop: How to Effectively Teach Career and Life Skills to Students with Autism and Other Developmental Disabilities, Woodbury, MN - November 3

7 Tips for Success for Teaching Career and Life Education to Students with Autism and Other Developmental Disabilities

1. Establish a routine. Create an environment of known expectations and routines. The students thrive on routine.
2. Provide a variety of communication opportunities for students to choose from: When communication is encouraged, inappropriate behaviors tend to decrease and social communication skills increase.
3. Provide real life visual supports: Many students can understand with video better than with audio or spoken words.
4. Connect activities to real life experiences: Teach the way it is taught on a job.
5. Incorporate role-playing, games and situation scenarios to practice situations found on a job.
6. Provide opportunities to positively reinforce learned skills when each step of a task is completed (with systematic instruction).
7. Integrate activities into the school community. Look for ways to set up school-based micro-businesses like snack shops, courier services, pet washes, educator or athletics' office filing support, etc. where students can continue to practice their job skills. These can be ongoing businesses, monthly or a one-day event.



Share your tips with us! Together, we can achieve great things.

Simply email us at info@iLoveProjectDiscovery.com

Temple Grandin on Helping Students with Autism Soar!

"They need to learn work skills before they graduate from high school and college."

(Autism Parenting Magazine, October 2015)

Temple Grandin, a researcher and advocate for individuals with autism offers these observations and suggestions for getting students job ready:

1. "Young people with autism are not gaining the marketable job skills they need."
2. It is in the best interest of children (students) to help them find something they can excel at and then focus on that skill.
3. "You need to stretch these kids, you cannot overprotect and coddle. And whatever they are good at (whether it's math, writing or art), you turn it into a career."

<http://www.autismparentingmagazine.com/special-education-benefits/>



SPECIAL OFFER!

Request a preview packet and be entered in our drawing to win a **FREE** kit.