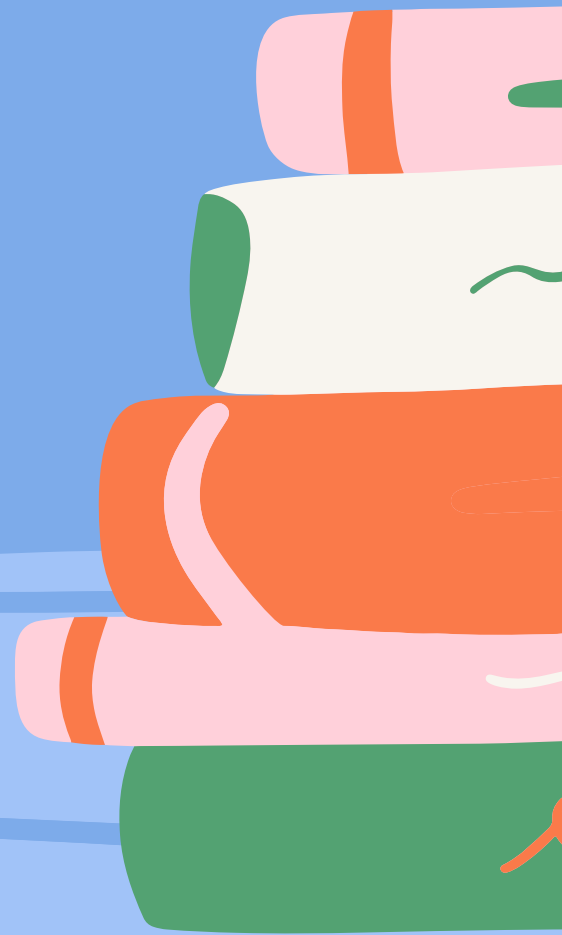


Embedding Exit Skills in the School Day

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School Professional Development Specialist



LEARNING OBJECTIVES

- Review our 15 Exit Skills
- Discuss how each Exit Skill can be embedded into what we already do at Elim
- Determine how we can meet students at their current level and work on these skills

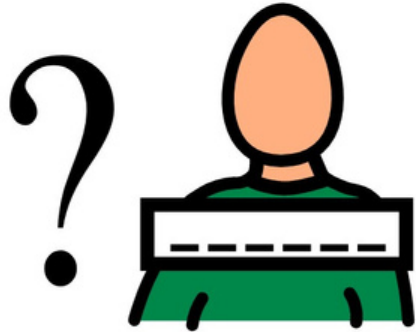
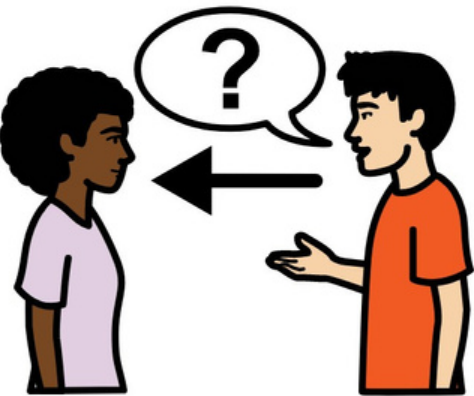
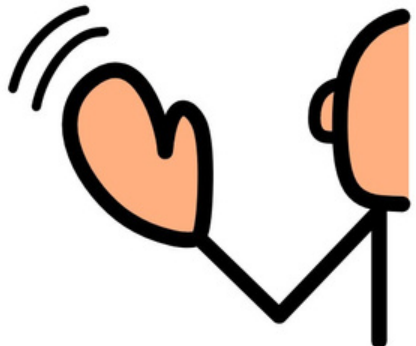
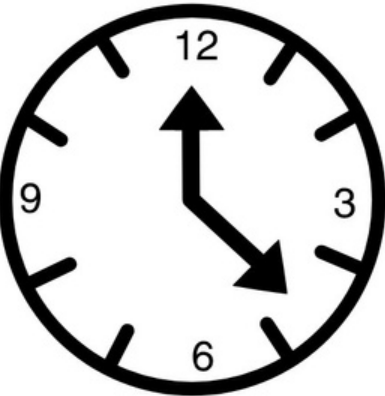
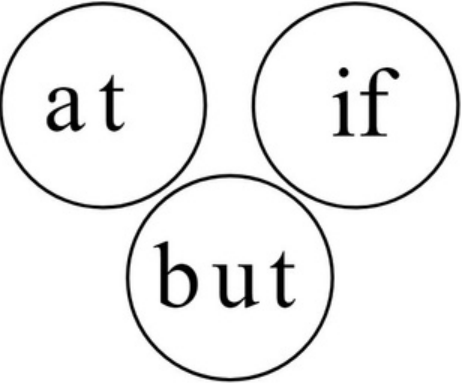
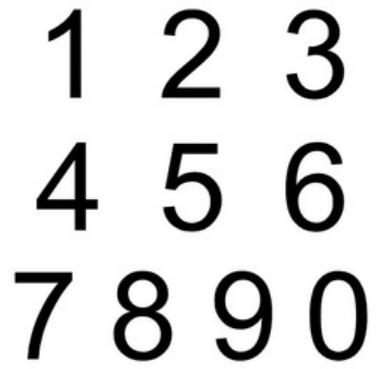
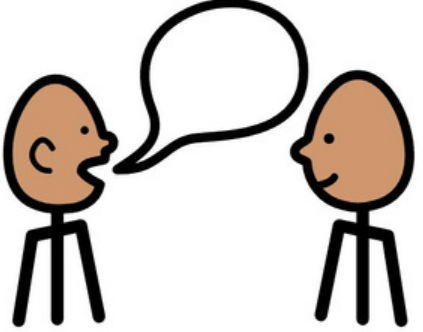
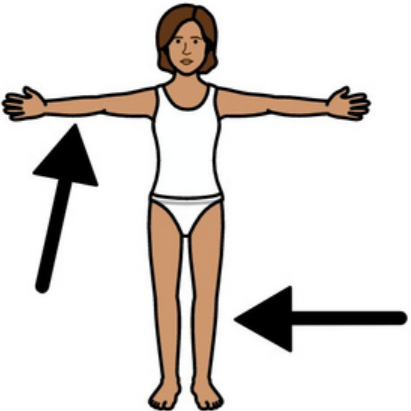


WHAT ARE THE EXIT SKILLS?



Exit Skills



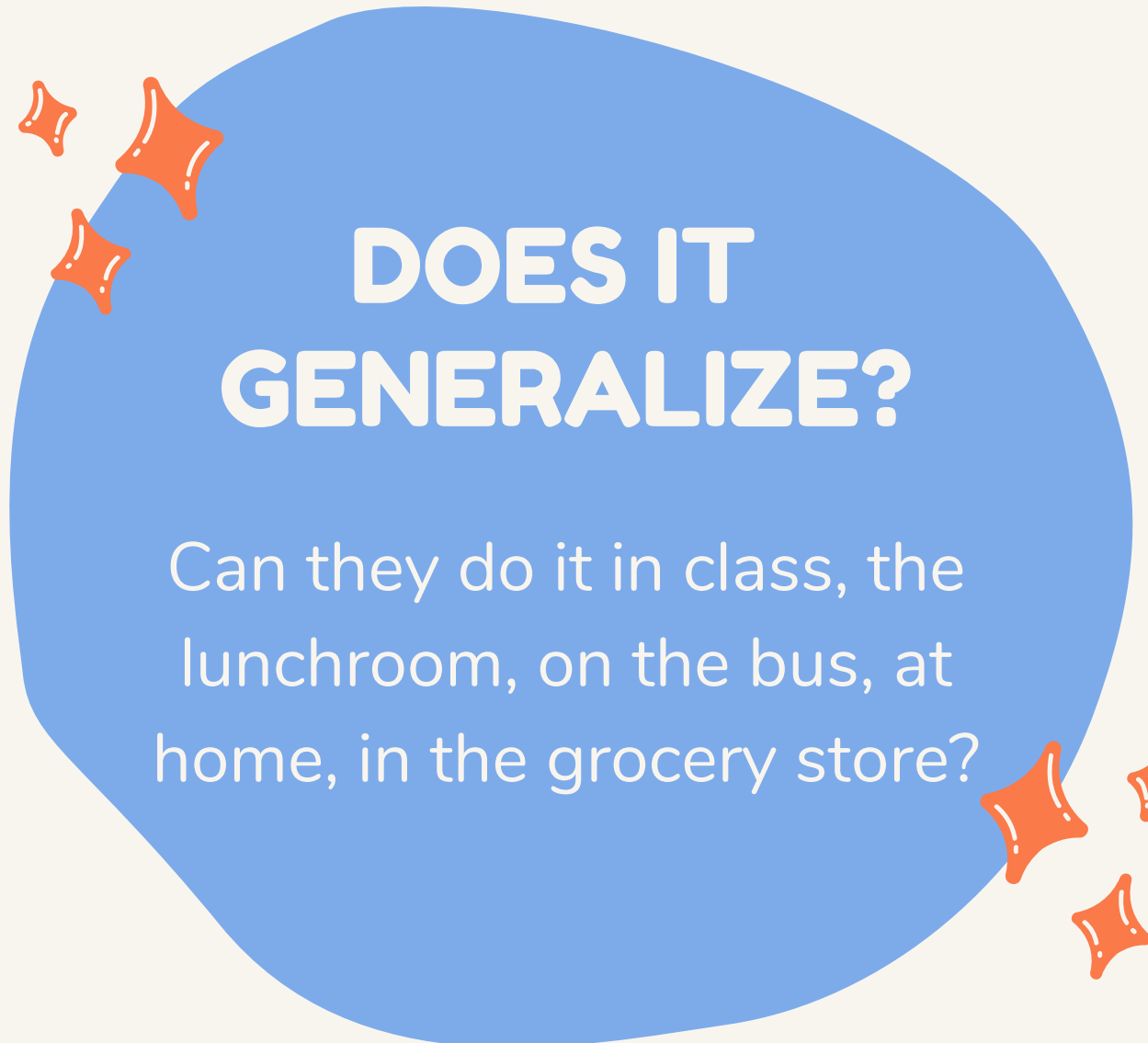
 personal information	 ask for help	 make requests	 ask for a break	 indicate preference
 greetings and farewells	 acknowledge name	 tell time	 identify community signs	 identify sight words
 identify numbers	 pay for priced items	 follow verbal directions	 don/doff jacket	 identify body parts

Two most important questions:



ARE THEY INDEPENDENT?

Can they do it by themselves, every time?



DOES IT GENERALIZE?

Can they do it in class, the lunchroom, on the bus, at home, in the grocery store?

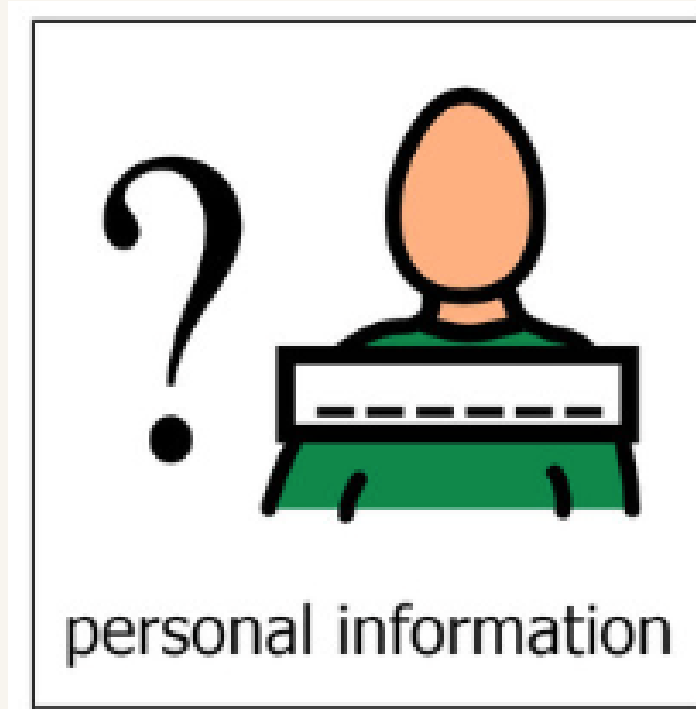
MEET STUDENTS WHERE THEY ARE

Consider a student's current skill set before asking them to do something they may not be ready for.

Work on the smallest part of the skill first.

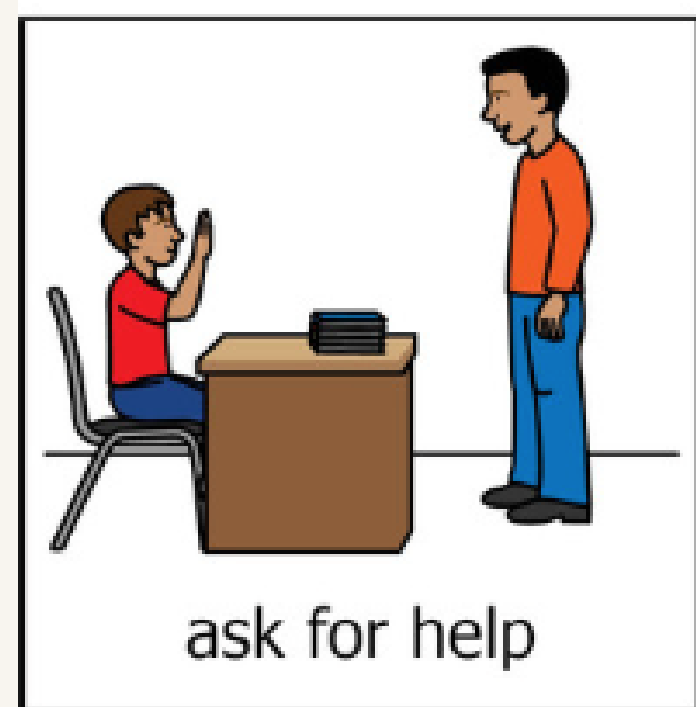


Personal Info



How do/can your
students work on
this skill at Elim?

Ask for Help



How do/can your students work on this skill at Elim?

Make requests



How do/can your students work on this skill at Elim?

Ask for a break



How do/can your
students work on
this skill at Elim?

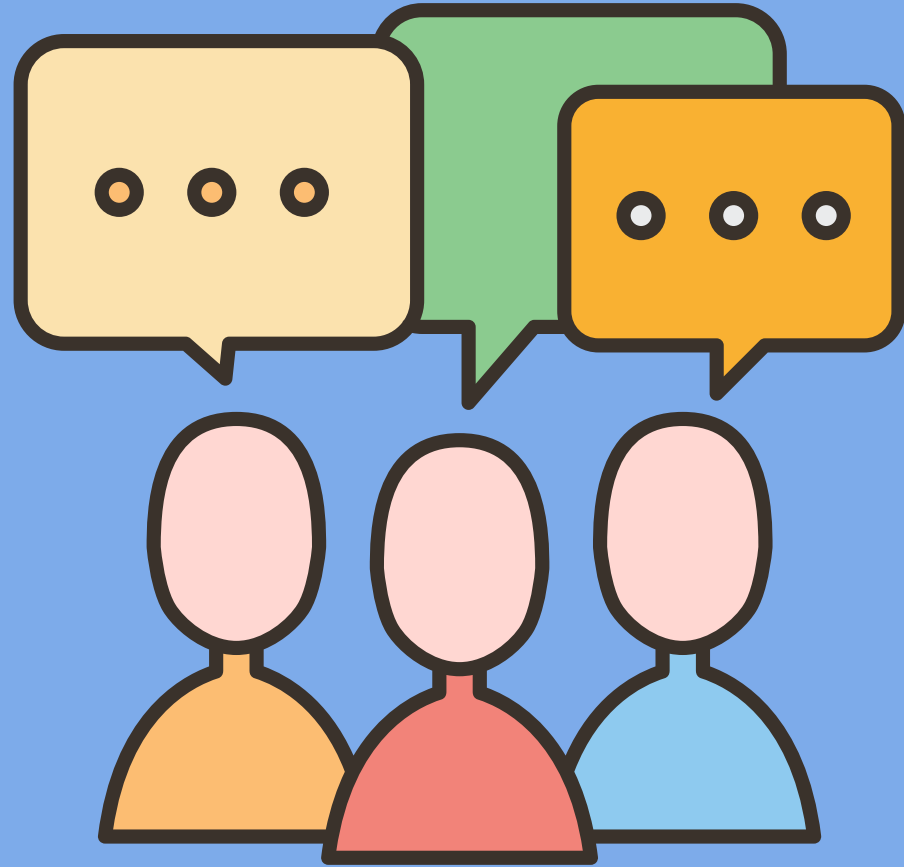
Indicate preferences



indicate preference

How do/can your
students work on
this skill at Elim?

DISCUSS WITH YOUR TABLE



Look at the skills we haven't talked about already.

- How do/can your students work on these skills at Elim?
- How do you know they are independent with the skill?
- How can you make sure the skill generalizes?

**I'M WORKING WITH A HIGH SCHOOL
STUDENT ON COMMUNITY SKILLS.
HE CAN COUNT MONEY UP TO \$20.
WE'RE GOING ON A COMMUNITY
OUTING TO TARGET.**



**WHAT EXIT SKILL(S) CAN WE WORK
ON?**



I'M TEACHING A MATH
LESSON TO AN
ELEMENTARY CLASS.

WHAT EXIT SKILL(S) CAN
WE WORK ON?

An illustration of a school locker. The locker is light green with a silver handle and a combination lock. Inside, there are four shelves. The top shelf has a blue water bottle, a red apple, and a purple box with a white 'X'. The second shelf has a stack of books. The third shelf has a stack of books, including a spiral notebook. The bottom shelf has a brown football and a pair of orange sneakers. On the left side of the locker, there are two shelves. The top shelf has a red folder and a yellow sticky note. The bottom shelf has a yellow folder, a pair of scissors, and a red folder with a white 'X'.



MY STUDENT SWIPES
MATERIALS OFF HIS
DESK AND SCREAMS
WHEN HE IS
PRESENTED WITH A
NEW TASK.

WHAT EXIT SKILL(S) CAN
WE WORK ON?

**A STUDENT RELIES ON STAFF
MODELING AND PROMPTING
TO USE THEIR
COMMUNICATION DEVICE.
STAFF AREN'T SURE WHAT
MOTIVATES THIS STUDENT.**



**WHAT EXIT SKILL(S) CAN YOU
WORK ON?**

LET'S REVIEW!

The background of the Kahoot! logo is a square divided into four quadrants of different colors: red (top-left), blue (top-right), yellow (bottom-left), and green (bottom-right). Each quadrant contains a faint, stylized map of a world region. The word "Kahoot!" is written in a large, white, bold, sans-serif font across the center of the logo.

Kahoot!

THANK YOU!

**PLEASE LEAVE
ME SOME
FEEDBACK!**

Embedding Exit Skills in the School
Day

