

*Tri-State Autism Spectrum Disorder Webinar Series*



Welcome to the Tri-State Autism Spectrum Disorder Webinar Series  
2014-2015



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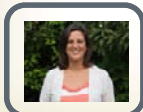
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**Administrators and ASD**  
What you Need to Know



Katharine Barnes, M.Ed.



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**Learner Objectives**

Participants will:

- Learn about the varying characteristics and degrees of autism.
- Understand their role and responsibilities as they relate to developing an inclusive ASD program.
- Know what to look for in a quality ASD program.



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Free and Appropriate Public Education (FAPE)  
IDEA

The Section 504 regulation requires a school district to provide a “free appropriate public education” (FAPE) to each qualified person with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the person’s disability.

<http://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>



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Least Restrictive Environment (LRE)  
20 U.S.C § 1412(a)(5)(A).

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.



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Questions to Ask: 9th Circuit Court created these questions to help clarify this process

1. What is the educational benefit of a general education classroom to the child;
2. What are the non-academic benefits (social, emotional, etc.) of a general education classroom to the child;
3. What is the effect on the teacher and other students; and
4. What is the cost of mainstreaming the child



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**Statistics**

- Prevalence is estimated at 1 in 68 births. (CDC 2014)
- ASD is the fastest-growing developmental disability
- More than 3.5 Million Americans live with an autism spectrum disorder

CDC  
Autism Society of America



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**Statistics**

- Services constitute \$236 to \$262 billion annually
- Approximately 75% of these costs are in adult services.
- The cost of lifelong care can be reduced by 2/3 with early diagnosis and intervention.



CDC  
Autism Society of America



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**Statistics**

- Only 56% of students with autism finish high school.
- 35% of young adults (ages 19-23) with autism have not had a job or received postgraduate education after leaving high school.



CDC  
Autism Society of America



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### Definition of Autism according to ECEA

A child with an Autism Spectrum Disorder (ASD) has a developmental disability significantly affecting verbal and nonverbal **social communication, social interaction**, engagement in **repetitive activities** and **stereotyped movements**, and **resistance to environmental changes** or changes in daily routines which prevents the child from receiving reasonable educational benefit from general education. **ECEA 2.08(1)**



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### A Spectrum Disorder

“Autism is a **spectrum** disorder. In other words, the symptoms and characteristics of Autism can present themselves in a wide variety of combinations, **from mild to severe**. Although autism is defined by a certain set of behaviors, children and adults can exhibit any combination of the behaviors in **any degree of severity**. Two children, both with the same diagnosis, can act **very differently** from one another and have varying skills. Therefore there is no standard "type" or "typical" person with autism.”

(Autism Society of Delaware)



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An Autism Spectrum Disorder prevents the child from receiving reasonable educational benefit from general education as evidenced by **at least one characteristic in each of the following three areas:**

- Social**
- Communication**
- Repetitive Interests and Restricted Activities**

ECEA 2.08(1)(a)(i – iii)



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3 Levels of Severity

- Level 1 • Requires Support
- Level 2 • Requires Substantial Support
- Level 3 • Requires Very Substantial Support



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Your Role and Responsibilities

- Creating an ASD team and an inclusive program
- Knowing what a quality program entails
  - Autism Quality Indicators (AQI)
  - ASD Classroom Observation



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Hiring ASD Team Members

- Experience with students with autism
- A good fit for the existing team
- Choose motivation and willingness to learn over knowledge
- It is a strenuous, stressful job. Make sure people are aware of what they are signing up for.



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### Interview Questions to Ask

- Why do you want to work for our school/in this program? What is your dream job?
- Tell me about a time . . .
  - Conflict with co-worker
  - Challenging behavior
  - Miscommunication with parent



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### Creating an Inclusive Environment

- 1 school, not 2 programs
- Staff development for ALL
- Open-minded or experienced general educators
- Mediate and problem solve
- Time to collaborate



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### Knowing What a Good Program Entails

Autism Quality Indicators

Autism Spectrum Disorders Classroom Observation



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## AUTISM PROGRAM QUALITY INDICATORS

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Administrative Unit \_\_\_\_\_
School Year \_\_\_\_\_
Evaluation Site/Student \_\_\_\_\_

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### Autism Quality Indicators Rubric for Evaluation

Score	Domain	Indicator	Component
FI	Fully implemented - Every indicator in the domain is implemented at the fully implemented level.	Every component of the indicator is fully implemented.	Every aspect of the component is fully implemented (in all settings within all curricula, with all staff members, and for all students).
PI	Partially implemented - Every indicator is addressed with at least one indicator less at the PI level and no more than one indicator at the EI level. If more than one indicator is at the EI level, score EI.	Every component is addressed with at least one component not at the FI level and no more than one at the EI level. If more than one component is at the EI level, score EI.	Every aspect is addressed, with at least one aspect not at the FI level and no more than one item at the EI level. If more than one aspect is at the EI level, score EI.
EI	Emerging implementation - Not all indicators are addressed but at least one indicator is at the PI or FI level, AND no more than half of items are at EI; IF ALL ITEMS ARE EI, SCORE EI.	Not all components are addressed but at least one is at the PI or FI level AND no more than half of items are at EI; IF ALL ITEMS ARE EI, SCORE EI.	Not all aspects are addressed but at least one is at the PI or FI level. AND no more than half of items are at EI; IF ALL ITEMS ARE EI, SCORE EI.
NI	Not implemented - No evidence of domain being implemented. OR more than half of items are NI.	No evidence of indicator being implemented OR more than half of items are NI.	No evidence of component being implemented. OR more than half of items are NI.

Domain = Six domains  
 1. Individual Evaluation and Individualized Education Program  
 2. Curriculum, Instruction and Methodology  
 3. Review and Monitoring of Progress and Outcomes  
 4. Family Involvement and Support  
 5. Transition Planning  
 6. Behavior

Indicators = each numbered item under the domain  
 Components = each lettered item under the indicator

**INSTRUCTIONS:**  
 Read each section, and begin scoring from the component level, then move on to indicator level, and finishing with the domain. Mark each box with a check mark to indicate the level of proficiency. Write NA if a section is not applicable. In the gray box, indicate with an X whether you observed (O) the item or the item was reported (R) to you by team members.

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### Autism Spectrum Disorders Classroom Observation

Teacher Name:							Program:						
Instructional Content: (indicate date observed)	Date:	Date:	Date:	Date:	Date:	Date:	Instructional Content: (indicate date observed)	Date:	Date:	Date:	Date:	Date:	
Reading Small Group							Math Small Group						
Writing Small Group							Individual Intervention						
Other:													
Domain: Curriculum, Instruction & Methodology	Emerging	On Target	Exceeds	Dates observed & Comments:									
Domain: Review & Monitoring of Progress & Outcomes	Emerging	On Target	Exceeds	Dates observed & Comments:									
Domain: Behavior	Emerging	On Target	Exceeds	Dates observed & Comments:									

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### Curriculum, Instruction, and Methodology

- Environment
- General Instruction and Engagement
- Communication
- Social Skills



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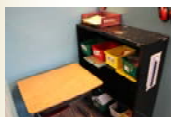
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### Environment: Physical Structure



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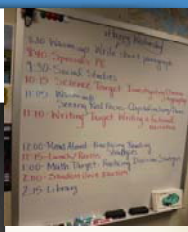
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### Environment: Schedules



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### Environment: Work Structure



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### Environment: Visual Supports



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### General Instruction and Engagement

- Meaningful engagement
- Appropriately paced
- Variety of instructional formats
- Instruction in general education whenever possible/appropriate
- Academic skills



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### Communication



Devices

PECS  
Picture Exchange Communication System



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### Communication



My name is \_\_\_\_\_

What do you like to do?

Will you read me a story?

Hi guys! Can I play too?

Scripts



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### Social Skills

- Direct instruction followed by practice
- Self-regulation and self-monitoring
- Symbolic play, imagination & creativity



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Review and Monitoring of Progress and Outcomes

Staff should be collecting data and work samples on:

- Academic growth
- Social growth
- Behavioral growth



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Behavior

- Self-injurious behavior
- Aggression (biting, kicking, punching)
- Darting/elopement
- Non-compliance
- Tantruming, screaming
- "Meltdown"



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Behavior

- Use proactive strategies
- Environmental accommodations
- Teach replacement behaviors
- Reinforce and use positive supports



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### Challenging Behavior: Manifestation Determination

Before determining whether a behavior was a result of a student's behavior we need to know:

1. Was a functional behavior assessment conducted prior to the date of this incident?
2. Does student have an existing behavior intervention plan?

[http://www.cde.state.co.us/cdesped/IEP\\_Forms.asp](http://www.cde.state.co.us/cdesped/IEP_Forms.asp)



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### Challenging Behavior: Manifestation Questions to Answer

1. Was the behavior in question caused by or did it have a direct and substantial relationship to the student's disability?
1. Was the behavior in question the direct result of the AU's failure to implement the IEP and/or BIP?

[http://www.cde.state.co.us/cdesped/IEP\\_Forms.asp](http://www.cde.state.co.us/cdesped/IEP_Forms.asp)



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So ...



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### Where do you begin?

- Learn all you can about autism
- Use your ASD Classroom Observation Tool
- Start small move slowly



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### Thank you

Karla Hankins  
Principal  
Mortensen Elementary  
Jefferson County School District



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### Resources for You

The Colorado Department of Education  
<http://www.cde.state.co.us/cdesped/sd-autism>

Kansas Technical Assistance System Network  
<http://www.ksdetasn.org/cms/>

Nebraska Autism Spectrum Disorders Network  
<http://www.unl.edu/asdnetwork/>



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### Resources for You

OCALI Autism Internet Modules  
<http://www.autisminternetmodules.org>

Evidence-Based Practices for Children, Youth, and Young Adults with ASD  
<http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/2014-EBP-Report.pdf>



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### Resources for You

Kansas Administrator's Guide to Autism Spectrum Disorders  
[http://kansasasd.com/news\\_attach/TASNAdminGuide.pdf](http://kansasasd.com/news_attach/TASNAdminGuide.pdf)

Schillinger, Mary. (2010). *The Administrator's Guide to Building and Maintaining a Comprehensive Autism Program.*



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### Resources for You

Video examples of what each level of ASD might look like:

Level 1  
<https://www.youtube.com/watch?v=ZfzqBCC30as>

Level 2  
<https://www.youtube.com/watch?v=J8Zzgr6dnBA>

Level 3  
<https://www.youtube.com/watch?v=9KC2uoULkiw>



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## References

Autism Society of America  
<http://www.autism-society.org/about-autism/facts-and-statistics/>

Autism Society of Delaware  
<http://www.delautism.org>

Centers for Disease Control  
<http://www.cdc.gov/ncbddd/autism/data.html>

Colorado Department of Education  
<http://www.cde.state.co.us/cdesped/sd-autism>

National Center for Learning Disabilities  
<http://www.nclld.org>



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