

STAR
Autism Support

Developing a Districtwide Program
A Model for Serving Students with ASD and Intellectual Disabilities



www.starautismsupport.com

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Research Guides Practice
National Professional Development Center on ASD
and National Standards Report

Comparison of NPDC and NRP Practices

Practice	NPDC	NRP	NPDC	NRP	NPDC	NRP	NPDC	NRP	NPDC	NRP	NPDC	NRP	NPDC	NRP	NPDC	NRP	NPDC	NRP
Assessment	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Instruction	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Measurement	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Professional Development	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Research	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Systemic Change	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

NPDC 2017

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Building Sustainable Systems of Support for Schools

Consistency:

- Utilizing curriculum and professional development network to ensure consistent programming from one classroom to the next and across all grade bands
 - Assessment guides instruction and follows students from one program to the next

Evidence-Based Instruction:

- Instructional lesson plans validated and grounded in the evidence-based practices to ensure that programming is appropriate and that teachers are empowered to manage the student's program.

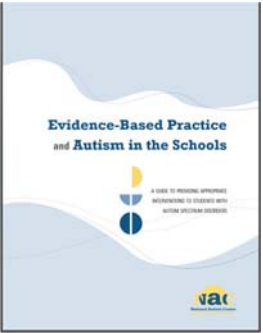
Environment:

- Create successful implementation of evidence-based practices in all environments (self-contained, inclusive, etc).
- Ensure that students are able to access the resources that are currently available to them.

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Use Evidence-Based Practices

- Principles of ABA
- Task Analysis
- Discrete Trial Training
- Reinforcement Systems
- Peer Mediated Instruction
- Schedules
- Visual Supports
- Aug Communication
- Self-Management
- Modeling/Imitation
- Pivotal Response Training



Building Sustainable Systems of Support for Schools

What:


- Focus on positive outcomes for:
 - Students, Staff and Parents

Why:

- Research guides us:
 - Effective practices for students
 - Effective staff development

How:


- Empower schooldistricts:
 - Implementation and training sites throughout the state/district
 - Practical solutions for teachers
 - District level coaches for sustainability



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Research on Professional Development

- Content Focus
- Active Learning
- Coaching



- To achieve **fidelity of implementation** of behaviorally based curricula, it requires a system-wide response at the local level via in-service training that provides for on-going support (National Autism Center, 2009).
- Research has documented that when teachers are **engaged in active learning** (observation, practice and collaboration with professionals) they are more likely to improve their practice (Lieberman, 1996; Louks-Horsley, Hewson, Love, & Stiles, 1998).
- The best staff training includes **demonstration, coaching and follow-up training**. Bolton & Mayer (2008)

Capacity Building Components



Teacher Tools Including Curricula and Classroom Visual Supports



Professional Development



Building Capacity through Training Sites and District Level Coaches

STAR Program Guide

★ Level 1

Table with 5 columns: Receptive Language (DL), Expressive Language (DL), Functional Routines (FR), Spontaneous Language (PST), and Play and Social Interaction (PST/FR). Each column lists various skills and their corresponding lesson numbers.

Intervention Strategies: DL - Direct Test Training, FR - Pivotal Response Training, PST - Functional Routines. *This lesson is the only prerequisite lesson to be completed prior to Lesson 8. Receptive Language lessons 1-6 are prerequisite lessons for lessons 8-14.

Teachers Need Tools

- ✓ Comprehensive Curricula for students with ASD
✓ Visual Supports
✓ Progress Monitoring
✓ IEP Goals
✓ Training for General Educators
✓ Self-Assessment on Quality Program Indicators



- ✓ Fidelity of Implementation Checklists
✓ Lesson Plans
✓ Technology
✓ Guides to the Common Core
✓ Transition Planning Across Grade Levels
✓ Post-secondary

STAR Program Guide

★★ Level 2

Table with 5 columns: Receptive Language (DL), Expressive Language (DL), Spontaneous Language (PST), Functional Routines (FR), and Play and Social Interaction (PST/FR). Each column lists various skills and their corresponding lesson numbers.

Intervention Strategies: DL - Direct Test Training, FR - Pivotal Response Training, PST - Functional Routines

STAR Program Preschool-Elementary



- Curriculum-based Assessment
Lesson Plans
Data Collection Tools



STAR Program Guide table for Level 1, showing Receptive Language (DL), Expressive Language (DL), Functional Routines (FR), Spontaneous Language (PST), and Play and Social Interaction (PST/FR) columns with lesson numbers.

STAR Program Guide

★★★ Level 3

Table with 5 columns: Receptive Language (DL), Expressive Language (DL), Spontaneous Language (PST), Functional Routines (FR), and Play and Social Interaction (PST/FR). Each column lists various skills and their corresponding lesson numbers.

Intervention Strategies: DL - Direct Test Training, FR - Pivotal Response Training, PST - Functional Routines

Curriculum-based Assessment

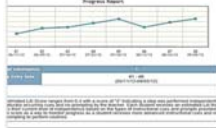
Lesson Plans

Data Collection Tools



Example Observed Routine Assessment (ORA) Form for the Purchasing an Item at the School Store Routine for 8th N.

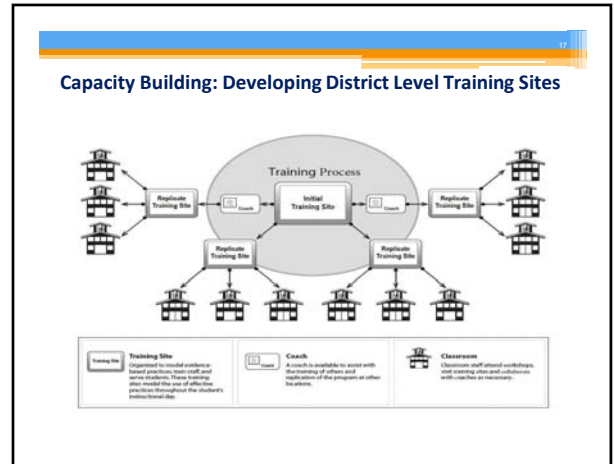
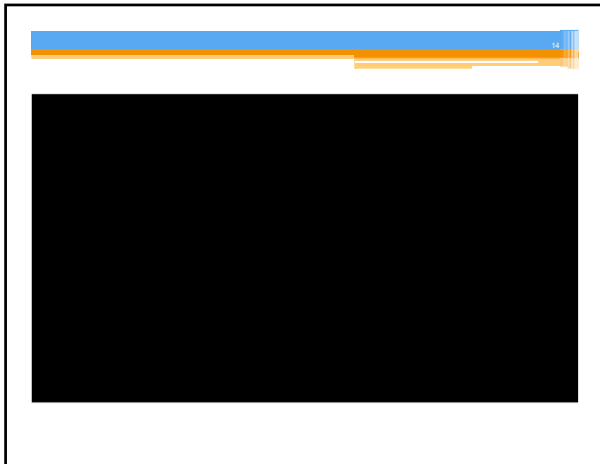
Item	Observed	Assessed	Score
1. Student identifies the item to be purchased.			
2. Student asks the cashier for the item.			
3. Student provides the correct amount of money.			
4. Student receives the item and change.			
5. Student returns the item to the cashier.			
6. Student identifies the cashier.			
7. Student identifies the cashier's name.			
8. Student identifies the cashier's position.			
9. Student identifies the cashier's role.			
10. Student identifies the cashier's responsibilities.			

Linked Lists™ Adjusted Independence Score Progress Report for 8th N.



Building Capacity

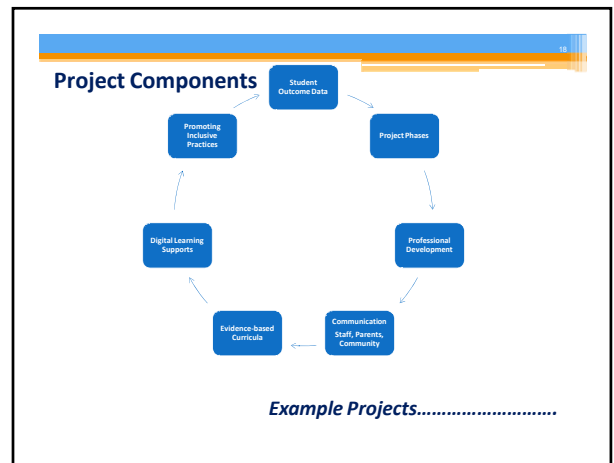
- Initial Workshop on Implementation of Evidence-Based Practices 
- Onsite Coaching with a Focus on Fidelity of Implementation 
- Developing Training Sites and Coaches to Support New Implementers 
- Training New Implementers Through Local Coaches 





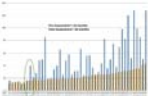
Professional Development and Classroom Supports



- Scholarship**: A program that provides financial support for students to attend college.
- STAR Training Values**: Values associated with STAR (Student Training and Assessment Report).
- Class Rules**: Guidelines for student behavior in the classroom.
- Currents Theme Unit: Spring Things**: A unit of study focusing on spring-themed topics.
- Assessment Exemplars**: Examples of student work demonstrating proficiency.
- Currents Theme Unit: Spring Things**: A unit of study focusing on spring-themed topics.



ORPATS Oregon Regional Program Autism Training Sites

Training Sites
42 training sites throughout the state at preschool, elementary and secondary levels.

Implementation Teams
Over 500 school teams receive support each year.

Student Outcome Data
On-going student outcome data collected and reported bi-annually.

AzSAP Arizona Statewide Autism Project








Participating Districts
Over 50 participating districts.
16 training sites developed.

PreK/Elementary Secondary
AzSAP Project started with preK and has scaled up to include elementary and secondary implementation and training sites.

Coaches
Coaches trained to sustain practices within their district.

SPAR Proyecto de Autismo de Puerto Rico

Curriculum Localization
Curriculum localization and translation of resources and training materials.

Implementation and Training Sites
105 implementation classrooms and 20 training sites.

Local Coaches
Focus on building local and regional coaches.

Project Prepare Preparing Arkansas Schools for Special Education Sustainability





Statewide Planning
Comprehensive in-statewide planning to support districts in building capacity to implement evidence-based practices.

Coaching
Establishment of an in-state coaching team (Easter Seals Outreach) to develop implementation and training sites.

Student Outcome Data
Student outcome data and fidelity of instructional practices collected.

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Autism Centers
Opening new centers in Beijing, Shanghai, Guangzhou and Shenzhen.

Professional Development
Training speech therapists, teachers and assistant teachers to implement evidence-based practices.

Localized Curriculum Resources
Curriculum and training materials translated and localized for appropriate content.

Burlison BUSD Independent School District





Positive Outcomes for Students
Student gains noted in many areas

Fidelity of Instruction
Teachers and coaches reached fidelity of instruction using checklists and supports.

Increase in Inclusion
Students were able to access more inclusive settings when provided appropriate instruction.

Burelson Independent School District

- Developed district level coaches.
- Focused on fidelity of instruction using best practices.
- Instructional content included social and communication skills.
 - Students have made gains in self-management, engagement and attention.
- Once students made growth in social and communication areas, students were able to learn academic skills in general education settings.
- Consultants and district coaches worked together to develop consistent programs across the district.

Positive Student Outcomes Through Comprehensive Districtwide Solutions

