IMPROVING OUTCOMES FOR STUDENTS WITH DISABILITIES:

THE KEY TO DEFENSIBLE DISTRICTWIDE PROGRAMS

STAR® Autism Support

CEC 2020

STAR Autism Support · 503.716.8203 · www.starautismsupport.com

Free Appropriate Public Education

☆ Educational needs must be addressed based on individual student learning characteristics

☆ Meaningful opportunities for students should be provided to meet challenging learning objectives (U.S. Supreme Court Case Decision Endrew F. v. Douglas County School District Re-1)

☆ How will a child's progress toward meeting annual goals be measured and reported to ensure the standard is met for each student?

Implementation Matters

Assessment ● Standard-based Instruction ● Evidence-Based Practices ● IEPs ● Annual Goals ● Post-Secondary Outcomes

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Case Study: Urban School District

Challenges

☆ Teachers had limited knowledge of evidence-based practices for students with ASD and other developmental disabilities

☆ Teachers were unable to effectively communicate to parents student specific needs and interventions to address those needs

☆ Curriculum previously purchased was not implemented with fidelity

☆ Although centralized district programs were in place, no specific curriculum met all students' unique communication and social needs

☆ Parents requested ABA and evidence-based practices, however, no systematic approach was currently in place to address these concerns within the district.

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Case Study: Urban School District

Changes

☆ District level coaches were identified and trained

☆ Focus of professional development was on fidelity of instruction using best practices

☆ Instructional content included social and communication skills

☆ Students 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

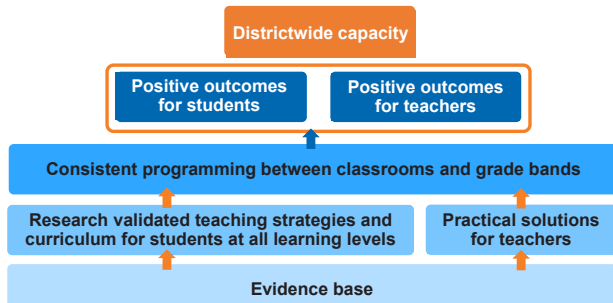☆ Consultants and district coaches worked together to develop consistent programs across the district

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Case Study: Urban School District

Benefits

☆ When used with fidelity, teachers are using an ABA program within the district

☆ Centralized programs are able to meet the needs of FAPE for students with limited communication skills

☆ Communication with parents regarding student progress and needs have improved

☆ Evidence-based practices are used with fidelity

☆ Ongoing coaching and training provides monitoring of practices within the district

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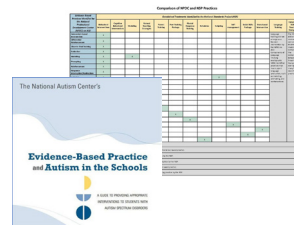
Building Sustainable Systems of Support for Schools

Districtwide capacity

Positive outcomes for students | **Positive outcomes for teachers**

Consistent programming between classrooms and grade bands

Research validated teaching strategies and curriculum for students at all learning levels | **Practical solutions for teachers**

Evidence base

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Research guides….

Practice
to ensure positive outcomes for students

The National Autism Center's

Evidence-Based Practice and Autism in the Schools

Professional Development
to ensure consistent, high-quality teaching practices

Content Focus

Coaching   Active Learning

☆ 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).

☆ The best staff training includes demonstration, coaching and follow-up training. Bolton & Mayer (2008)

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Capacity Building Components

- Teacher Tools Including Curricula and Classroom Visual Supports
- Professional Development
- Building Capacity through Training Sites and District Level Coaches

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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

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STAR Program
Preschool-Elementary

Curriculum-based Assessment

Lesson Plans

Data Collection Tools

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Example of Comprehensive Evidence-Based Program: Preschool/Elementary Students

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The Links Curriculum
Secondary

VISUAL SUPPORTS

ASSESSMENT

INSTRUCTION

PROGRESS MONITORING

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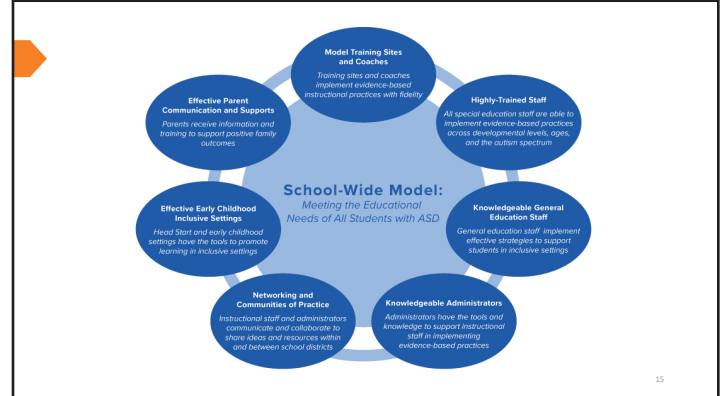## The Links Curriculum

LINKS Curriculum

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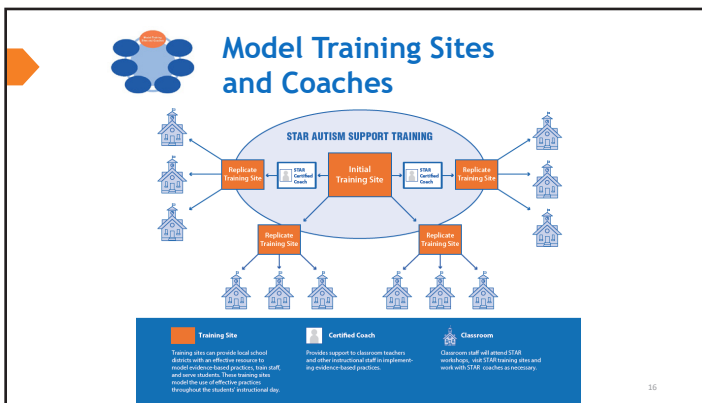
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Slide 14 — Building Capacity through PD

- 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

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Slide 15

School-Wide Model: *Meeting the Educational Needs of All Students with ASD*

Model Training Sites and Coaches — *Training sites and coaches implement evidence-based instructional practices with fidelity*

Highly-Trained Staff — *All special education staff are able to implement evidence-based practices across developmental levels, ages, and the autism spectrum*

Knowledgeable General Education Staff — *General education staff implement effective strategies to support students in inclusive settings*

Knowledgeable Administrators — *Administrators have the tools and knowledge to support instructional staff in implementing evidence-based practices*

Networking and Communities of Practice — *Instructional staff and administrators communicate and collaborate to share ideas and resources within and between school districts*

Effective Early Childhood Inclusive Settings — *Head Start and early childhood settings have the tools to promote learning in inclusive settings*

Effective Parent Communication and Supports — *Parents receive information and training to support positive family outcomes*

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Slide 16 — Model Training Sites and Coaches

STAR AUTISM SUPPORT TRAINING

Replicate Training Site — STAR Certified Coach — Initial Training Site — STAR Certified Coach — Replicate Training Site
Replicate Training Site — Replicate Training Site

Training Site
Training sites can provide local school districts with an effective resource to model evidence-based practices, train staff, and serve students. These training sites model the use of effective practices throughout the students' instructional day.

Certified Coach
Provides support to classroom teachers and other instructional staff implementing evidence-based practices.

Classroom
Classroom staff will attend STAR workshops, visit STAR training sites and work with STAR coaches as necessary.

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Slide 17 — Collaborative Autism Project

Student Outcome Data
n = 57
Baseline, Midyear, Final
(Receptive Language, Expressive Language, Functional Routines, Spontaneous Language, Pre-Academics, Play and Social Skills)

- **Receptive Language**
  Baseline: 77/241
  Midyear: 122/241
  Final: 144/241
- **Spontaneous Language**
  Baseline: 4/42
  Midyear: 9/42
  Final: 14/42
- **Expressive Language**
  Baseline: 46/224
  Midyear: 74/224
  Final: 95/224
- **Pre-Academics**
  Baseline: 33/104
  Midyear: 49/104
  Final: 58/104
- **Functional Routines**
  Baseline: 23/76
  Midyear: 35/76
  Final: 43/76
- **Play and Social**
  Baseline: 6/34
  Midyear: 11/34
  Final: 16/34

Staff Fidelity of Implementation of Instructional Strategies
n = 18
Baseline, Final
(STAR Program Implementation, Discrete Trial, Pivotal Response Training, Functional Routines)

0 = Beginning Implementation   1 = Implementing Periodically
2 = Implementing with Consistency   3 = Meeting Fidelity

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Slide 18 — Highly Trained Staff

- Workshops
- Training in assessment and program development
- Classroom consultation
- Individual student supports and planning

Highly Trained Staff

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Slide 19 — Knowledgeable General Education Staff

Course Series 1: A Comprehensive Guide for Autism Spectrum Disorders

COURSE PROGRESS

Module 1: Serving Students in General Education Settings
A Comprehensive Guide for Autism Spectrum Disorders
NOT STARTED

Module 2: Understanding Behavioral Principles
Understanding Behavioral Principles and Interventions for Students with ASD
IN PROGRESS

Module 3: Tools for the Elementary Classroom (Part 1)
Create a Successful Classroom Environment
NOT STARTED

Module 3: Tools for the Elementary Classroom (Part 2)
Learn Evidence-Based Strategies for the Elementary Classroom
NOT STARTED

Module 1: Serving Students in General Education Settings
This module defines some of the common characteristics observed in students with Autism Spectrum Disorder (ASD). We set the stage by describing several definitions of autism and provide some additional resources where more information can be found. Several interactions, examples, and videos are provided to give you a sense of the challenges that some students with ASD might face in your classroom.

Knowledgeable General Education Staff

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Slide 20 — Knowledgeable Administrators

Administrator Checklist

		Date:	Date:	Date:
		Observed	Observed	Observed
1	**Student Engaged Learning** a. Classroom schedule posted b. Adult schedules posted c. Instructors are actively teaching throughout the day d. Instructors consistently focus on students completing tasks independently	☐	☐	☐
2	**Classroom Environment and Supports** a. Visually organized classroom environment b. Individual student schedules posted c. Visual supports readily available	☐	☐	☐
3	**Discrete Trial Training Implemented with Fidelity**	☐	☐	☐

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Slide 21 — Networking and Communities of Practice

Welcome to the Texas Collaborative Autism Project!

TEXAS COLLABORATIVE AUTISM PROJECT

Fall Newsletter

STARTING YOUR FIRST DRAFT

Getting Started

PRIZES!

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Slide 22 — Effective Early Childhood Inclusive Settings

Supporting Children with Autism and Other Developmental Delays in Childcare and Preschool Settings

Presented by Texas Collaborative Autism Project
Hosted by Plano ISD

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Slide 23 — Effective Parent Communication and Supports

- **S1** Session 1: First Stop: Identifying Strategies that Work
- **S2** Session 2: Why Does My Kid Do That? Answering the Whys with Behavioral
- **S3** Session 3: Teaching and Reinforcing Receptive Language Skills
- **S4** Session 4: Teaching Kids Appropriate Communication and Language Skills
- **S5** Session 5: Same Stuff, Different Day: Teaching Skills Through Functional Routines
- **S6** Session 6: Visualize It: Using Supports Effectively
- **S7** Session 7: Challenging Behavior: Taming the Tantrum
- **S8** Session 8: Map it Out: Writing Effective Behavior Support Plans
- **S9** Session 9: The Fun Part: Fostering Play and Social Skills
- **S10** Session 10: Overcoming Mealtime Challenges
- **S11** Session 11: The Small Stuff: Mastering Fine Motor Skills
- **S12** Session 12: Bathroom Break: Tools for Toilet Training

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Slide 24 — Effective Parent Communication and Supports

Links Routines: Example IEP Goal and Objective

Links Going to School Routine (1) Example IEP Goal & Short-term Objectives

Essential Level

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Slide 25 — Developing a Districtwide Program

Developing a Districtwide Program

A Model for Serving Students with ASD and Intellectual Disabilities

STAR® Autism Support

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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

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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

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東方啟音 言語治療
ORIENT SPEECH THERAPY LIMITED

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

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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

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Australia: State of Victoria Autism Projects

ABA Pilot Project
☆ Evidence-based curricula, training and supplementary resources are implemented in schools in the state of Victoria. Elementary and secondary specialist and mainstream schools are participating. Coaches are trained to provide on-going support.

PBS Pilot Project
☆ This project aligns with the Schoolwide Behavior Support project and includes Functional Behavior Assessments and Support Plans for those students who need this level of support.

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Additional Resources

Learn more about IDEA compliance and the STAR Program with our IDEA Tipsheet

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Positive Student Outcomes Through Comprehensive Districtwide Solutions

Learn more:
www.starautismsupport.com
www.linkscurriculum.com

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STAR®
Autism Support

BUILDING CAPACITY FOR YOUR DISTRICT

CAPACITY BUILDING WORKS

STAR Autism Support has developed a proven approach to building capacity to serve all of your students with autism. Taking a system-wide approach improves student outcomes, increases efficiency and improves staff satisfaction.

★ Implement evidence-based practices

★ Customize solutions for your district

★ Develop sustainable programs

★ Ensure fidelity of implementation

★ Empower staff

★ Improve collaboration between staff and parent

WAYS WE BUILD CAPACITY

★ The training site model/coach development

★ Building educational teams

★ Professional development workshops

★ In-class consultation

★ Virtual learning

★ Curriculum tools

STATE, DISTRICT-WIDE AND INTERNATIONAL PROJECTS

★ Oregon Program Autism Training Sites and Support (OR)

★ Philadelphia Secondary Autism Project (PA)

★ Arizona Statewide Autism Project (AZ)

★ Arkansas Statewide Capacity Project (AR)

★ Minnesota Evidence-Based Practices Project (MN)

★ Utah Statewide Autism Education Project (UT)

★ Puerto Rico Project (PR)

★ Victoria ABA Pilot Program and BCBA Project (AU)

★ OST-STAR Centers (China)

Thousands of Districts, Tens of Thousands of Educators
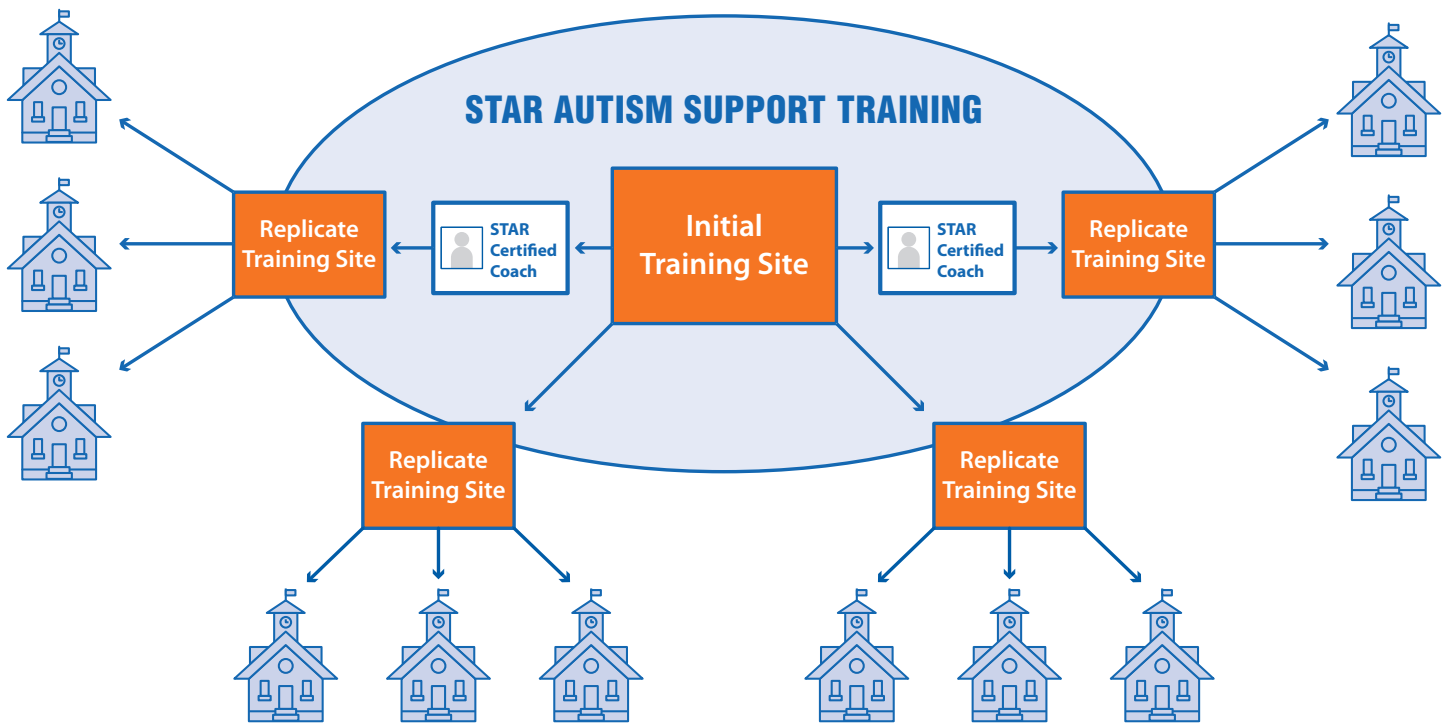
STAR AUTISM SUPPORT TRAINING

Training Site	**Certified Coach**	**Classroom**
Training sites can provide local school districts with an effective resource to model evidence-based practices, train staff, and serve students. These training sites model the use of effective practices throughout the students' instructional day.	Provides support to classroom teachers and other instructional staff in implementing evidence-based practices.	Classroom staff will attend STAR workshops, visit STAR training sites and work with STAR coaches as necessary.

RESEARCH-BASED CURRICULA AND INSTRUCTIONAL TOOLS

Research-based curricula and instructional tools provide the foundation for all staff to replicate effective practices.

★ Instruction in a variety of settings
★ Data-based decision making
★ Fidelity of implementation

★ Consistency of instruction
★ Self-sufficient professional development

METHODOLOGY

STAR Autism Support takes a comprehensive approach that addresses the unique needs of your organization. Recommended services may include a variety of deliverables:

★ Needs assessment
★ Comprehensive workshops
★ Program setup
★ In-class hands-on training

★ Coach training
★ Fidelity checklist and other resources
★ Distance learning
★ Certification

The first special education case brought to the Supreme Court defined "appropriate education" through the lens of the *Education for All Handicapped Children Act* in order to prohibit discrimination against students with disabilities (*Board of Education v. Rowley*, 1982; Education for All Handicapped Children Act of 1975). In the decades following this landmark ruling, the definition and interpretation of appropriate education has undergone a transformation. Where initially it was "enough" to simply open the door for children with disabilities, more recent rulings—such as *Endrew v. Douglas County School District*—have clarified that states are responsible for providing an education program that supports **meaningful** and **measurable** skill acquisition for students receiving special education services (*Endrew v. Douglas Co. School District*, 2016).

Instruction Must Be Informed by Peer-Reviewed Research

When the Individuals with Disabilities Education Act (IDEA) was reauthorized in 2004, a new emphasis was placed on applying *proven* methods of teaching in special education settings. Instruction should be based on peer-reviewed research and address students' unique needs while preparing them for further education, employment, and independent living. To this end, IEPs **must** include a statement of the peer-reviewed research-based special education services provided to the student.

Services and Goals Are Outcome-Oriented Rather Than Process-Oriented

The reauthorization of IDEA in 2004 also shifted special education services from a process-oriented approach where participation in special education was the measure of success to an outcome-oriented approach that requires measurable progress. Goals must be both aligned to learning standards and, at the same time, functional for the student and valued by the family. A lack of forward planning and focus on functional outcomes is what led to the decision in Dracut Massachusetts to award a student two additional years of education services post-graduation so that he could acquire skills that would allow him to succeed after transitioning from high school (*Student v. Dracut*, 2009).

Individualized Education Plans (IEPs) Are Based on Data

An IEP is the foundation of the education that a student in special education receives ("A guide to the IEP", 2000). As a collaborative document co-created by administrators, teachers, families and students, the goals that are identified within the IEP must take into consideration the student's strengths and needs as they relate to a typical developmental trajectory. The IEP is driven by data-based decisions and should consider the student's present levels of development as well as the typical developmental trajectory for that set of skills.

The Classroom Meets the Needs of the Individual

Students receiving special education services should be educated in the Least Restrictive Environment. For some individuals, that may be a general education setting. For others, placement in a typical classroom would result in a lack of meaningful participation in the learning environment. For these children, consider a setting with fewer students that is intentionally designed to work with their unique learning styles. The classroom teacher(s) and paraprofessionals should have the resources they need to work with the population in their classroom. Curriculum designed specifically with special populations in mind can improve student learning outcomes. However, simply having the curriculum available isn't enough. Teachers and other professionals must also have access to professional development opportunities in order to use specialized curriculum with fidelity.

References

A guide to the Individualized Education Program. (2000). Washington, DC: Office of Special Education and Rehabilitative Services, U.S. Dept. of Education.

Education for All Handicapped Children Act of 1975, Pub. L. 94-142, 89 Stat. 773, codified as amended at 20 U.S.C. §§ 1401.

Endrew F. v. Douglas County School District, 136 S.Ct. 2405 (2016).

Gollub, J. P., & Bertenthal, M. (2002). Designing Curriculum, Instruction, Assessment, and Professional Development. In *Learning and understanding: Improving advanced study of mathematics and science in U.S. high schools*. Washington, DC: National Academy Press.

Hendrick Hudson District Board of Education v. Rowley, 458 U.S. 176 (1982).

Hessler, T., & Konrad, M. (2008). Using curriculum-based measurement to drive IEPs and instruction in written expression. Teaching Exceptional Children, 41(2), 28-37.

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004).

Student v. Dracut Public Schools, BSEA 08-5330, 15 MSER 78 (2009).

Key Considerations	Compliance	STAR/Links Curriculum

Instruction Must Be Informed by Peer-Reviewed Research

IEPs must include a statement of the special education services based on peer-reviewed research and provided to the child.

IDEA reauthorization: 2004

The STAR/LINKS curricula use peer-reviewed and empirically validated methods to teach students with Autism Spectrum Disorder and other developmental disabilities. STAR and LINKS use ABA principles delivered through Discrete Trial Training, Pivotal Response Training and Task Analysis practices to ensure a learning environment that suits the behavioral and educational needs of students with ASD and other developmental disabilities.

Meaningful and Measurable Progress

Schools must offer students with disabilities an education "reasonably calculated" to enable them to make progress.

Supreme court ruling: Endrew F v. Douglas County School District

The STAR/LINKS developmentally sequenced student assessment and program guides support practitioners in determining appropriate goals for students that are attainable based on current skills.

Services and Goals Are Outcome-Oriented Rather Than Process-Oriented

IEPs must confer meaningful educational benefit while ensuring that students learn skills that will allow them to be successful beyond the school environment.

Dracut Public School Decision (BSEA No. 08-5330)

STAR and LINKS lessons are aligned to learning standards. Additionally, both curricula include intentional opportunities to generalize skills, promote independence in routines, and develop life skills.

IEPs Are Based on Data

Annual goals should be established based on the correlation between the PLAAFP and the student needs. This is accomplished through a curriculum-based assessment.

(Hessler & Konrad, 2008)

The STAR and LINKS programs use a curriculum-based assessment to identify students' present levels of functioning and determine appropriate goals. Data is collected daily to ensure skill acquisition. Progress monitoring is frequent, practical, and leads directly to data-based decision-making to guide instruction.

The Classroom Meets the Needs of the Individual

"The classroom" is a blend of the curriculum and the teaching staff. The successful combination of these two resources promotes student progress.

(Gollub, 2002, p. 134)

STAR Autism Support provides workshops and in-class coaching for teachers implementing the STAR and LINKS curriculum. Teachers learn both the basics of ABA and how to implement the specific curriculum with fidelity.