STAR
Autism Support

STAR AUTISM SUPPORT

Developing a Districtwide Autism Program

ROOM L007/L008

Thursday March 2nd, 2023
9:15 AM – 10:15 AM

PRESENTED BY

STAR Autism Support

STAR Autism Support
Developing an Effective Districtwide Autism Program

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Who Is STAR Autism Support?

Over 40 years of experience in the field of autism research	Conducted training in over 2,500 districts and agencies in the United States, Canada, China, and Australia	Expertise in implementing evidence-based instructional strategies including Applied Behavior Analysis (ABA)
Team of 30 certified STAR trainers providing support around the world	Curriculum available in English, Spanish, and Mandarin	Building capacity for districts and regional programs of all sizes to effectively serve students with special needs

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Historical Challenges for Districts

Content
- Inconsistent programming from one classroom to another
- Aligning research-based strategies and functional skills to state standards

Professional development
- Lack of experience with ABA and other instructional strategies
- Staff resistant to new techniques

Communication
- Effective communication with caregivers and community members
- Ability to demonstrate and report progress

Recent Challenges for Districts

Staffing
- ★ Substitute shortages and lack of highly qualified staff
- ★ Turnover and limited PD time for new staff

Professional development
- ★ Lack of district level coaches and expertise in specific areas (i.e., behavior, low incidence, etc.)

Behavior challenges
- ★ SEL needs due to student learning loss
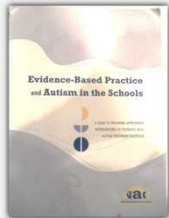- ★ Missing inclusion opportunities

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SAS Districtwide Model

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Research Guides

Practice
Ensures positive outcomes for students

Evidence-Based Practice and Autism in the Schools

Professional development
Ensures consistent, high-quality teaching practices

- ★ Achieving fidelity of implementation of behaviorally based curricula requires a system-wide response at the local level via in-service training that provides for ongoing support (National Autism Center, 2009).
- ★ The best staff training includes demonstration, coaching and follow-up training (Bolton & Mayer, 2008).

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Our Expertise

Research validation

★ The role of treatment fidelity on outcomes during a randomized field trial of an autism intervention (Mandell, Stahmer, Shin, Xie, Reisinger, and Marcus, 2013).
★ The Oregon Statewide Outcome Study (Arick, Willis, Nakada, 2011).
★ Measuring Outcome in Early Intervention Program for Toddlers with Autism Spectrum Disorder. (Bacon, Dufek, Schreibman, Stahmer, Pierce and Courchesne, 2014).
★ Boon or Burden: The Effect of Implementing Evidence-Based Practices on Teachers' Emotional Exhaustion (Ouellette, Pellecchia, Beidas, Wideman, Xie, and Mandell, 2019).

Building system capacity

★ District-level coaches
★ Schoolwide and districtwide programming
★ Consistency across all programs
★ Effective communication
★ Sustainability

Our Commitment to
Diversity, Equity, and Inclusion (DEI)

★ SAS continually evaluates our curricula, materials, and resources to ensure diverse and inclusive representation.
★ Our goal is to represent diversity as a strength and ensure that all students and educators can identify with our materials.
★ The SAS DEI committee meets regularly for ongoing learning with opportunities for action planning.
★ Our focus groups include teachers and neurodivergent adults who meet quarterly to provide feedback on content.

Visit our www.starautismsupport.com to view our mission statement and DEI initiatives

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Teachers Need Tools
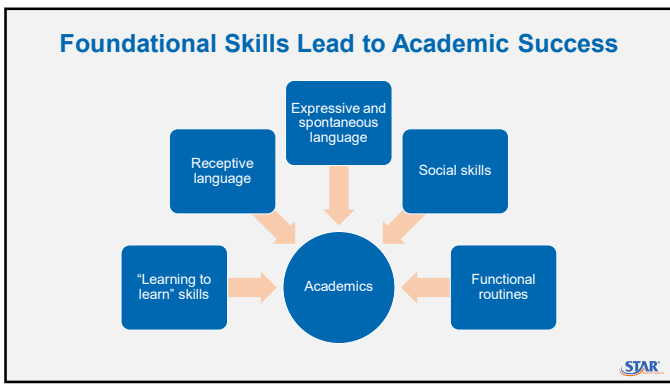
★ Evidence-based practices to ensure success
  ★ Tied to a comprehensive curriculum
★ Assessment tools and ongoing progress monitoring
★ Engaging experiences for students to acquire skills related to current IEP goals and objectives
★ Lessons in core curricular areas:
  ★ Language and social communication
  ★ Academics
  ★ Social skills
  ★ Functional Routines

Tools for instruction: Evidence-based practices, Assessment, Progress monitoring, Engaging experience, Skill acquisition, Core curricular areas

Effective Programs Are Comprehensive

The "What"
- ★ Evidence-based practices to teach foundational skills
- ★ Instructional content across core curricular areas

The "How"
- ★ Teach skills in a logical, developmental sequence
- ★ Foundational skills integrated in everyday life routines

The "Why"
- ★ Provide an instructional framework to teach all learners
- ★ Student independence in academic, school, and community settings

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Foundational Skills Lead to Academic Success

- Expressive and spontaneous language
- Receptive language
- Social skills
- "Learning to learn" skills
- Academics
- Functional routines

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STAR Autism Support Curriculum

- ★ Evidence-based practice
- ★ Applied behavior analysis
- ★ Pivotal response training
- ★ Students with ASD and DD
- ★ Appropriate for a range of strengths and needs
- ★ Teacher training and coaching
- ★ Caregiver support
- ★ District and state level implementation

PRIMARY		SECONDARY	

Blend Curriculum

STAR Program
Individualized assessment
Foundation curriculum
Data collection and progress reporting

STAR Online Learning System (SOLS)
Individualized assessment
Foundation curriculum
Data collection and progress reporting
Monthly content
Aligned to Common Core Standards

Links Curriculum
Individualized assessment
Foundation curriculum
Data collection and progress reporting

Online Teacher-Facing Materials

Printable Materials

Theme's First and Routine Essentials
Engaging themed monthly classroom activities
Aligned to Common Core Standards

Fully online curriculum
Can be used in remote setting or in-person via a smartboard

Routine Teaching Units
Monthly classroom activities focused on mastering routines
Aligned to Common Core Standards

Printable Materials

STAR Autism Support Curricula Rubric

Scan the QR code to access a web version of this rubric:

STAR Program
Preschool–Elementary Students

Curriculum-based assessment • Lesson plans • Data collection tools

Curricula rubric:
Developmental sequence

Comprehensive Evidence-Based Program
Preschool/Elementary Students

Curricula rubric:
Example lesson plans can be found in multiple sections of the rubric

Links Curriculum
Middle School, High School, and Post-Secondary

ASSESSMENT **INSTRUCTION** **PROGRESS MONITORING** **VISUAL SUPPORTS**

Curricula rubric:
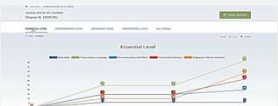Developmental sequence

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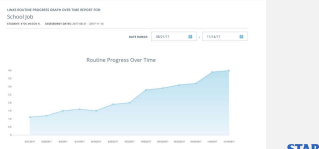## Data-Driven Instruction
Assessment and Progress Monitoring

Scoring Summary

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The Links Curriculum

LINKS Curriculum

Curricula rubric:
Example lesson plans can be found in multiple sections of the rubric

Academic Supports and Group Instruction

In addition to functional skill acquisition:

★ Additional academic Links lessons
★ Academic units for ELA, math, science, social studies, life skills, and more!
  ★ Independent work
  ★ Small group activities
★ Leveled materials for differentiated instruction
★ Meaningful skill practice and generalization

Independent Work - Preparation Instructions and Templates | Learning Focus and Academic Standards Alignment Chart | Independent Work - English Language Arts | Independent Work - Math | Games | Life Skills | Science | Social Studies

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Foundational Skills: Explicit Academic Instruction

★ **Functional math**   ★ **Functional ELA**

Curricula rubric:
Functional reading and math content

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Synchronizing Curricula

Can I use STAR/Links with other curricula?

★ YES! The STAR and Links systems complement other special education curricula
★ STAR/Links content teaches essential skills students need so they can meaningfully engage with other curricula and access traditional academic instruction (i.e., Edmark, PCI, ULS, TouchMath)

How do I synchronize STAR/Links with other curricula?

★ Consider prerequisites and the developmental scope and sequence of foundational skills
  ★ Students with high support needs
★ Teaching rotations
  ★ 1:1 instruction and small group
★ Focus on the Small Group functional routine to increase participation and independence

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Social Learning and Emotional Regulation (SOLER)

Digital teaching materials • Visual supports • Data collection tools • Generalization supports

Social Learning and Emotional Regulation (SOLER)

Digital and interactive lessons • Visual supports • Data collection • Generalization supports

SOLER

A short overview of the SOLER curriculum

STAR Online Learning System (SOLS)

★ Meaningful implementation of technology for in-person and remote instruction

★ Synchronous remote learning curriculum founded in evidence-based practices and designed for students with autism and other developmental needs from early childhood to post-secondary

★ Offers real-time teaching from a trained instructor while maintaining an IEP-driven curriculum

★ Conducted individually or in small groups

★ Caregiver supports for seamless instruction
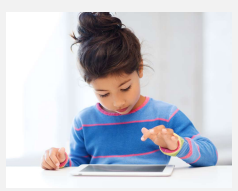
Curricula rubric:
Summative assessment

Preparing for Seamless Instruction

In-Person Learning — STAR/Themes First™

Remote Learning — SOLS Primary

Supports for Caregivers — Home Supports

Digital Tools for the Classroom

★ Remote Learning   ★ In-person Group   ★ In-Person One-to-One

STAR Media Center
Motivating Group Activities and Thematic Instruction

STAR Media Center
Meaningful Independent Work Activities

Links Teaching Units
Simulations, Visual Supports, Small Group Activities

Links Academic Supports
Independent Work and Academic Units

**Application of Skills to
School, Home, and Community Settings**

★ Small group activity:
Labels and sorting

★ Classroom simulation:
Movie theater

Creating Meaningful Inclusion Opportunities

★ Peer buddy guides
★ Lessons and activities specific to peer interaction and SEL
★ Workshops for general education and early childhood providers
★ Inclusion rubric
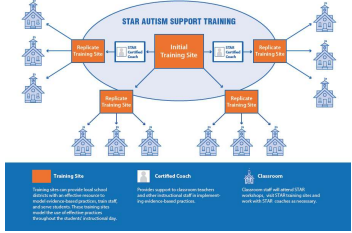★ Inclusion support checklist

Curricula rubric:
Inclusion

Caregiver Collaboration

★ Develop partnerships with families:
  ★ Shared goals and expertise
  ★ Establish rapport
  ★ Communication
★ Tools for coaching caregivers
★ FREE home supports for caregivers
★ "Working Together" caregiver training series

**Curricula rubric:**
Caregiver/family collaboration

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 | 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.

Building Capacity Through Effective 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

Example Statewide Networks

- ★ Minnesota Evidence-Based Practices Project
- ★ Oregon Regional Program Autism Training Sites
- ★ Utah Statewide Autism Project
- ★ Arizona Statewide Autism Project
- ★ TEA (Texas) Innovative Projects for Students with Autism
- ★ Victoria Department of Education ABA Pilot Project (Australia)
- ★ Orient Speech Therapy (China)
- ★ + More!

Thousands of Districts, Tens of Thousands of Educators

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Example Districtwide Networks

- ★ Philadelphia school district (PA)
- ★ Santa Clara County office of education (CA)
- ★ Durham district school board (Canada)
- ★ Rockford public schools (IL)
- ★ Richardson ISD (TX)
- ★ Mesquite ISD (TX)
- ★ Anchorage school district (AK)
- ★ Puerto Rico department of education
- ★ Many more!

Thousands of Districts, Tens of Thousands of Educators

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Highly Trained Staff

How does SAS support the implementation of evidence-based practices?

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

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Knowledgeable General Education Staff

Course Series 1: A Comprehensive Guide for Autism Spectrum Disorders

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 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.

COURSE PROGRESS

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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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Networking and Communities of Practice

Welcome to the Texas Collaborative Autism Project!

The Texas Collaborative Autism Project is an innovative project focusing on the educational needs of students with significant learning challenges, including autism spectrum disorders (ASD). Districts participating in the project will receive professional development and curriculum materials to assist with implementation of evidence-based practices. Additionally, capacity to promote new initiatives and new practices will be increased through training sites and professional development infrastructure.

Fall Newsletter

TEXAS COLLABORATIVE AUTISM PROJECT

STARTING YOUR FIRST DRAFT

Getting Started

PRIZES!

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

Caregiver Training and Coaching Sessions

Session 1 – Identifying Strategies That Work

Session 2 – Behavior: Increasing Desired Behaviors at Home and in Your Community

Session 3 – Visualize It: Using Environmental Supports Effectively

Session 4 – Understanding: Caregiver Supports for Increasing Receptive Language

Session 5 – Communication: Caregiver Supports for Teaching Expressive Language

Session 6 – Do With, Not For: Teaching Skills Through Functional Routines

Session 7 – I Can Do It Myself! Toilet Training and Adaptive Skills

Session 8 – The Fun Part: Fostering Play and Social Skills

Session 9 – Making the Most Out of Mealtime

Session 10 – Thriving in a Social World

Caregiver Communication and IEP Supports

Outcomes and Reporting

Focus on Quality (and Quantity) of Inclusion

ESSER Funding and Budget Sources

ESSER II Information

ESSER II Fact Sheet

ESSER FAQs

ESSER State Allocations

U.S. Department of Education COVID-19 Resources

STAR IDEA Compliance Flyer

STAR Same Building, Different School Flyer

STAR CARES Act Information Flyer

Positive Student Outcomes Through Comprehensive Districtwide Solutions

Click the links to learn more:
www.starautismsupport.com
www.linkscurriculum.com