

Developing a Districtwide Program

LRP 2018





Developing a Districtwide Program

A Model for Serving Students with ASD and Intellectual Disabilities



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 Endrew F. standard is met for each student?

FAPE

Implementation Matters

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

Burleson Independent 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.

Burleson Independent 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 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

Burleson Independent 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

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.

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



Research Guides Practice

National Professional Development Center on ASD and National Standards Report

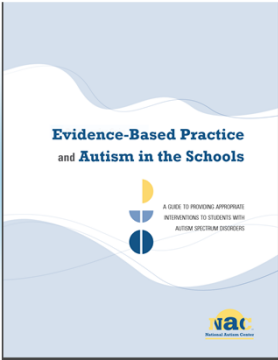
Comparison of NPDC and NRP Practices

Standard	NPDC	NRP	Notes
1.1	+		
1.2	+		
1.3	+		
1.4	+		
1.5	+		
1.6	+		
1.7	+		
1.8	+		
1.9	+		
1.10	+		
1.11	+		
1.12	+		
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1.37	+		
1.38	+		
1.39	+		
1.40	+		
1.41	+		
1.42	+		
1.43	+		
1.44	+		
1.45	+		
1.46	+		
1.47	+		
1.48	+		
1.49	+		
1.50	+		

NPDC 2017


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



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


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



TEACHER TOOLS
General Education Tools for Students with Autism Spectrum Disorder

STAR Program Preschool-Elementary



Curriculum-based Assessment
Lesson Plans
Data Collection Tools

STAR Program	STAR Program	STAR Program	STAR Program	STAR Program
1. Expressive Language (EL)	2. Functional Language (FL)	3. Nonverbal Language (NVL)	4. Functional Language (FL)	5. Functional Language (FL)
6. Play and Social Interaction (PSI)	7. Play and Social Interaction (PSI)	8. Play and Social Interaction (PSI)	9. Play and Social Interaction (PSI)	10. Play and Social Interaction (PSI)

STAR Program Guide
Level 1

STAR Program Guide

Level 1

Receptive Language (RL)	Expressive Language (EL)	Functional Language (FL)	Nonverbal Language (NVL)	Play and Social Interaction (PSI)
1. Expressive Language (EL)	2. Functional Language (FL)	3. Nonverbal Language (NVL)	4. Functional Language (FL)	5. Functional Language (FL)
6. Play and Social Interaction (PSI)	7. Play and Social Interaction (PSI)	8. Play and Social Interaction (PSI)	9. Play and Social Interaction (PSI)	10. Play and Social Interaction (PSI)

STAR Program Guide
Level 2

STAR Program Guide

Level 2

Receptive Language (RL)	Expressive Language (EL)	Nonverbal Language (NVL)	Functional Language (FL)
1. Expressive Language (EL)	2. Functional Language (FL)	3. Nonverbal Language (NVL)	4. Functional Language (FL)
5. Functional Language (FL)	6. Play and Social Interaction (PSI)	7. Play and Social Interaction (PSI)	8. Play and Social Interaction (PSI)


STAR Program Guide
Level 3

STAR Program Guide

Level 3

Receptive Language (RL)	Expressive Language (EL)	Nonverbal Language (NVL)	Functional Language (FL)
1. Expressive Language (EL)	2. Functional Language (FL)	3. Nonverbal Language (NVL)	4. Functional Language (FL)
5. Functional Language (FL)	6. Play and Social Interaction (PSI)	7. Play and Social Interaction (PSI)	8. Play and Social Interaction (PSI)


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



Expressive Language (PRT):
Initial Requesting

LINKS CURRICULUM

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



Focus on Secondary students
Curriculum-based Assessment
Lesson Plans
Data Collection Tools

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Example of Evidence-based Program for Secondary Students: Links Curriculum

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Professional Development and Classroom Supports

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
[The STAR Program: Fidelity of Implementation Checklist](#)
- Training New Implementers Through Local Coaches

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Capacity Building: Developing District Level Training Sites

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Project Components

Example Projects.....

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.

STAR
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.

東方啟音
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.

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.

Australia: State of Victoria
Autism Projects

Australia Projects in the News





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.

BCBA Pilot Project
This project aligns with the Schoolwide Behavior Support project to train staff to implement Functional Behavior Assessments and Support Plans for those students who need this level of support.

Project Prepare
Preparing Arkansas Schools for Special Education Sustainability





Statewide Planning
Comprehensive 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.

Positive Student Outcomes Through Comprehensive Districtwide Solutions



www.starautismsupport.com
www.linkscurriculum.com



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.

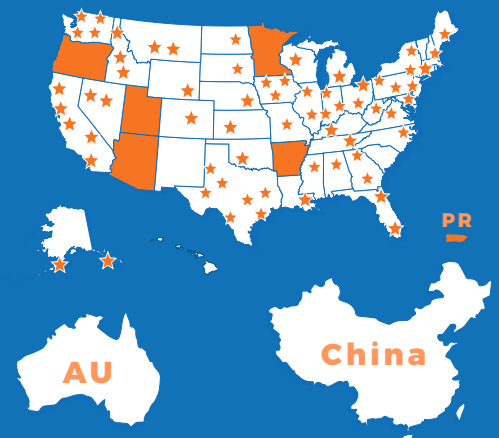
- ★ Implement evidence-based practices
- ★ Ensure fidelity of implementation
- ★ Customize solutions for your district
- ★ Empower staff
- ★ Develop sustainable programs
- ★ Improve collaboration between staff and parent

WAYS WE BUILD CAPACITY

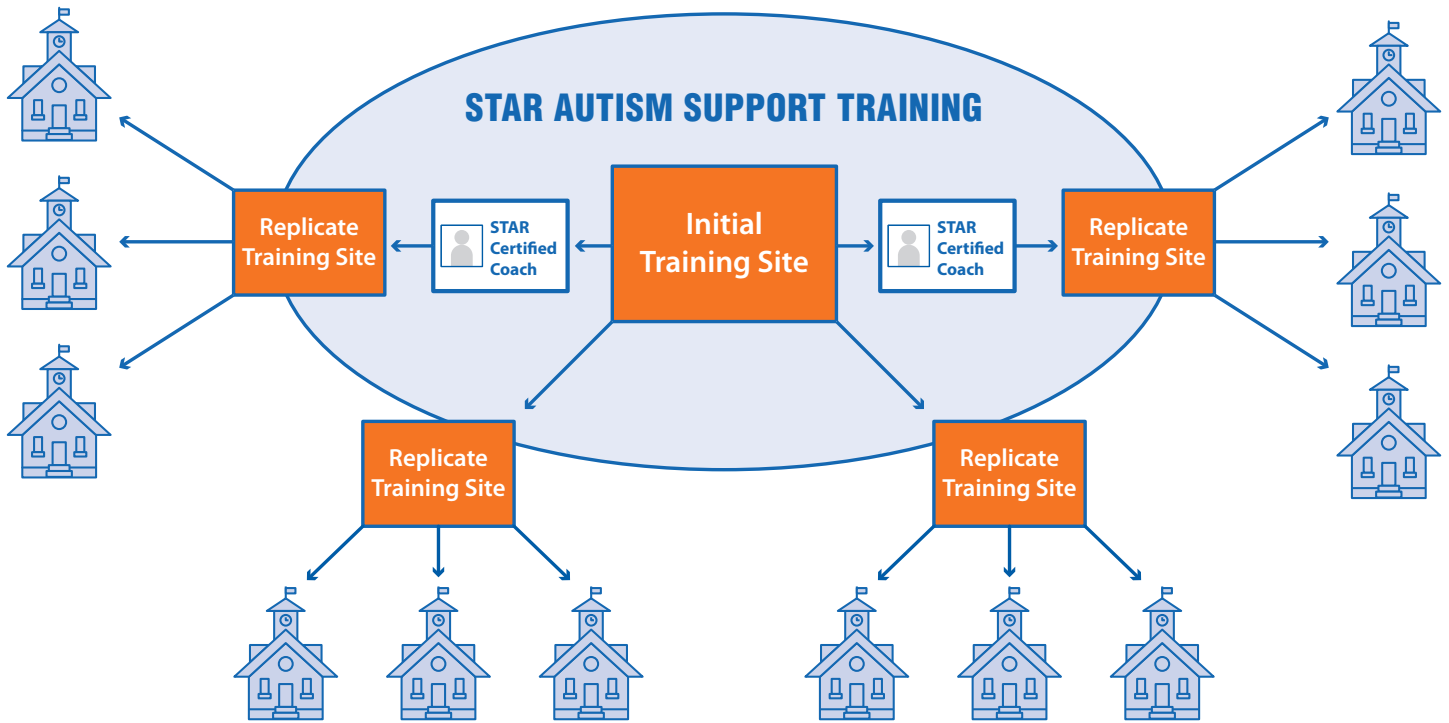
- ★ The training site model/coach development
- ★ In-class consultation
- ★ Building educational teams
- ★ Virtual learning
- ★ Professional development workshops
- ★ Curriculum tools

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



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 in implementing evidence-based practices.



Classroom

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