

## Meaningful Inclusion Opportunities for Students with Significant Learning and Behavioral Challenges



STAR Autism Support  
Jennie Willis



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## Presentation Goals

- ❖ Describe evidence-based practices that promote successful inclusion opportunities for students.
- ❖ Provide examples of intervention strategies and resources that are effective for students with ASD and intellectual disabilities in inclusive settings.
- ❖ Describe the capacity building initiatives occurring across Minnesota

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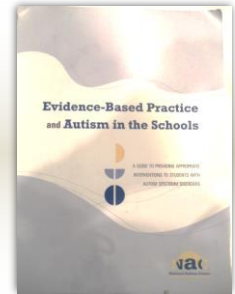
## Meaningful Inclusion Evidence-based Practices



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## Evidence-Based Practices

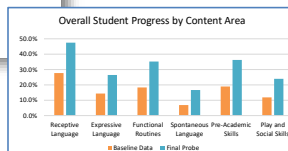
- Principles of ABA
- Task Analysis
- Discrete Trial Training
- Reinforcement Systems
- Peer Mediated Instruction
- Schedules
- Visual Supports
- Aug Communication
- Self-Management
- Modeling/Imitation
- Pivotal Response Training



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## Student Assessment and Progress Monitoring (identifies areas for skill acquisition)

2008 Progress Goals	2009 Progress Goals	2010 Progress Goals	2011 Progress Goals	2012 Progress Goals
...	...	...	...	...



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## Instruction Teachers Need Tools

- ✓ Comprehensive Curricula
- ✓ Visual Supports
- ✓ Progress Monitoring
- ✓ IEP Goals
- ✓ Training for General Educators
- ✓ Self-Assessment on Quality Program Indicators
- ✓ Fidelity of Implementation Checklists
- ✓ Lesson Plans
- ✓ Technology
- ✓ Transition Planning Across Grade Levels
- ✓ Post-secondary



**TEACHER TOOLS**  
General Education Tools for Students with Autism Spectrum Disorder

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## Instruction for Skill Acquisition

### Preschool/Elementary



### STAR Program



### Middle School/High School



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## Inclusion Survey

(Teachers identified skills their students learned that increased successful participation)

### Lunch, Recess, Specials

- Transition by walking in a line
- Social interaction
- Eating, raising their hands, appropriate play

- How to hold a lunch tray, ask for food, say thank you
- Able to follow the lunch room routine independently
- Using pictures/schedule to increase independence

### General Education Settings

- Answering questions and describing pictures/illustrations in stories.
- Request help
- Following directions
- Social interactions with peers

- Sitting for extended periods, working in small groups
- How to start and complete a task quietly
- Academic skills
- Communication skills

### Behavioral Skills

- Following directions
- Self-management
- Requesting a break, advocating for themselves

- How to ask for item they need when upset or mad
- Decrease in stinging behaviors, running and non-compliance

Survey completed as part of the Arizona Statewide Autism Project

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## Curriculum Content Areas

- ◆ Receptive Language Concepts
- ◆ Expressive Language Concepts
- ◆ Spontaneous Language
- ◆ Functional Routines
- ◆ Pre-academic Concepts
- ◆ Play and Social Interactions Concepts



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## Instructional Lessons Skill Acquisition



Expressive Language (PRT)



Receptive Language (DT)



Spontaneous Language (Progress Video)



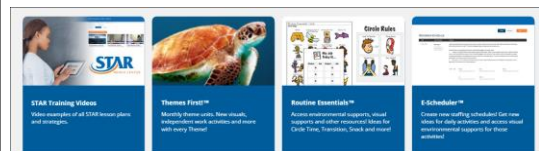
Routines-Arrival (FR)

## Environmental and Visual Supports in General Education Classrooms



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## Resources for Teachers



Professional Development Opportunity for General Education Teachers



## Example Supports Student Schedules



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## Schedule Ideas

ACTIVITY SCHEDULE  
Schedule Today To

	ACTIVITY	REMEMBER
1		
2		
3		
4		
5		
6		
7		
8		

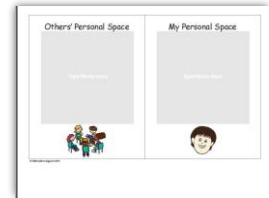
My TIME SCHEDULE  
Schedule Today To

CLOCK	TIME	ACTIVITY

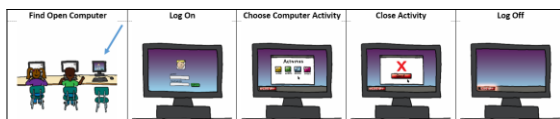
## Supports for Work Completion

**How To Do My Work**

## Supports for Organization

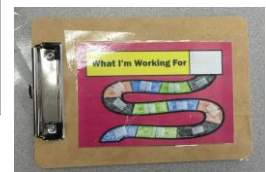
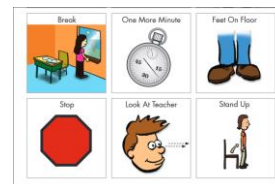


## Computer Task Strip



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## Behavior Supports



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## 2017-2018 Activities

Region 10 – 11 districts Year 2 - working towards training sites with regional coaches

Region 9 - 5 districts Year 1 - working towards fidelity of implementation and future training sites

Region 4 – Establishing additional coaches and maintenance of existing sites

Region 11 – 6 districts developing implementation sites with 3 regional coaches identified

## 2017-2018 Activities

Region 3 – Maintenance of coaches supporting rural implementation teams

Regions 5 & 7 – workshops for new implementers and existing support staff

Regions 1 & 2 – workshops for new implementers

Regions 6 & 8 – Beginning capacity development 2018 - 2019

## 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)

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## Thank You!



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