

# Developing a Districtwide Program

*CEC 2019*





# Developing a Districtwide Program

A Model for Serving Students with ASD and Intellectual Disabilities



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## 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

## Building Sustainable Systems of Support for Schools

- Consistency**
  - Utilizing curriculum and professional development network to ensure consistent programing 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 programing 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

Comparison of NPOC and NSF Practices

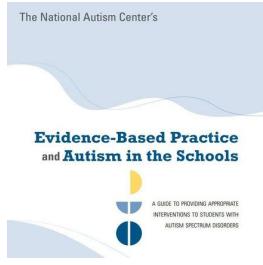
| Practice                 | NSF | NPOC | Other | Other | Other | Other | Other | Other | Other | Other | Other | Other | Other | Other | Other | Other | Other | Other | Other | Other |  |
|--------------------------|-----|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--|
| Assessment               |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Instruction              |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Environment              |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Professional Development |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Leadership               |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Family Engagement        |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Community Partnerships   |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Research                 |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Implementation           |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Measurement              |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Communication            |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Collaboration            |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Advocacy                 |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Policy                   |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Legal                    |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Technology               |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Transportation           |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Food Services            |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Physical Education       |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Arts                     |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Health Services          |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Special Services         |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |
| Other                    |     |      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |  |

NPOC 2017

NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON ASD AND NATIONAL STANDARDS REPORT

## 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



The National Autism Center's  
**Evidence-Based Practice and Autism in the Schools**  
 A GUIDE TO PROMOTING APPROPRIATE INTERVENTIONS TO STUDENTS WITH AUTISM SPECTRUM DISORDERS

## 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

## The STAR Program

SECOND EDITION

Curriculum-based Assessment | Lesson Plans | Data Collection Tools



## STAR Level I

Students learn to . . .

- Use basic language concepts
- Make verbal requests
- Accomplish simple routines independently
- Engage in beginning play/social skills
- Use pre-academic skills

| STAR Program Guide            |                               |                               |                               |                                    | ★ Level I |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|------------------------------------|-----------|
| Receptive Language (RL)       | Expressive Language (EL)      | Functional Abilities (FA)     | Prerequisites (PT)            | Pre and Basic Prerequisite (PB/PL) |           |
| Identify and label objects    | Identify and label objects    | Identify and label objects    | Identify and label objects    | Identify and label objects         | 1         |
| Identify and label pictures   | Identify and label pictures   | Identify and label pictures   | Identify and label pictures   | Identify and label pictures        | 2         |
| Identify and label actions    | Identify and label actions    | Identify and label actions    | Identify and label actions    | Identify and label actions         | 3         |
| Identify and label colors     | Identify and label colors     | Identify and label colors     | Identify and label colors     | Identify and label colors          | 4         |
| Identify and label shapes     | Identify and label shapes     | Identify and label shapes     | Identify and label shapes     | Identify and label shapes          | 5         |
| Identify and label numbers    | Identify and label numbers    | Identify and label numbers    | Identify and label numbers    | Identify and label numbers         | 6         |
| Identify and label letters    | Identify and label letters    | Identify and label letters    | Identify and label letters    | Identify and label letters         | 7         |
| Identify and label words      | Identify and label words      | Identify and label words      | Identify and label words      | Identify and label words           | 8         |
| Identify and label sentences  | Identify and label sentences  | Identify and label sentences  | Identify and label sentences  | Identify and label sentences       | 9         |
| Identify and label paragraphs | Identify and label paragraphs | Identify and label paragraphs | Identify and label paragraphs | Identify and label paragraphs      | 10        |

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## STAR Level II

Students learn to . . .

- Expand language concepts to include many new nouns, people, actions, two-step commands, book use, and emotions
- Use spontaneous language throughout the day
- Become independent in typical daily school routines
- Use basic math, reading, and writing academic skills
- Play with others at school

| STAR Program Guide            |                               |                               |                               |                                    | ★ Level II |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|------------------------------------|------------|
| Receptive Language (RL)       | Expressive Language (EL)      | Functional Abilities (FA)     | Prerequisites (PT)            | Pre and Basic Prerequisite (PB/PL) |            |
| Identify and label objects    | Identify and label objects    | Identify and label objects    | Identify and label objects    | Identify and label objects         | 1          |
| Identify and label pictures   | Identify and label pictures   | Identify and label pictures   | Identify and label pictures   | Identify and label pictures        | 2          |
| Identify and label actions    | Identify and label actions    | Identify and label actions    | Identify and label actions    | Identify and label actions         | 3          |
| Identify and label colors     | Identify and label colors     | Identify and label colors     | Identify and label colors     | Identify and label colors          | 4          |
| Identify and label shapes     | Identify and label shapes     | Identify and label shapes     | Identify and label shapes     | Identify and label shapes          | 5          |
| Identify and label numbers    | Identify and label numbers    | Identify and label numbers    | Identify and label numbers    | Identify and label numbers         | 6          |
| Identify and label letters    | Identify and label letters    | Identify and label letters    | Identify and label letters    | Identify and label letters         | 7          |
| Identify and label words      | Identify and label words      | Identify and label words      | Identify and label words      | Identify and label words           | 8          |
| Identify and label sentences  | Identify and label sentences  | Identify and label sentences  | Identify and label sentences  | Identify and label sentences       | 9          |
| Identify and label paragraphs | Identify and label paragraphs | Identify and label paragraphs | Identify and label paragraphs | Identify and label paragraphs      | 10         |

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## STAR Level III

Students learn to . . .

- Understand complex language concepts including prepositions, pronouns, adjectives, commenting, conversational exchanges, and recalling past events
- Academic skills including reading a simple book, writing from memory, time telling, money use and adding/subtracting one-digit numbers
- Generalize skills in general education settings

**STAR Program Guide** ★★ ★ Level 3

| Receptive Language                                      | Expressive Language           | Nonverbal Language   | Functional Skills                       |
|---|-------------------------------|--|---|
| 1. Understands and follows simple directions            | 1. Produces simple words      | 1. Responds to simple requests                                     | 1. Follows simple one-step directions   |
| 2. Understands and follows simple two-step directions   | 2. Produces simple phrases    | 2. Responds to simple requests with gestures                       | 2. Follows simple two-step directions   |
| 3. Understands and follows simple three-step directions | 3. Produces simple sentences  | 3. Responds to simple requests with simple words or phrases        | 3. Follows simple three-step directions |
| 4. Understands and follows simple four-step directions  | 4. Produces simple paragraphs | 4. Responds to simple requests with simple sentences or paragraphs | 4. Follows simple four-step directions  |
| 5. Understands and follows simple five-step directions  | 5. Produces simple essays     | 5. Responds to simple requests with simple essays or paragraphs    | 5. Follows simple five-step directions  |

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

starautismsupport.com

## The STAR Program

Strategies for Teaching Based-On Autism Research



## The Links Curriculum

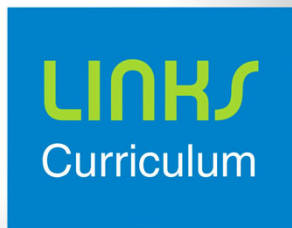
Secondary



EXAMPLE OF EVIDENCE-BASED PROGRAM FOR SECONDARY STUDENTS:  
LINKS CURRICULUM



## The Links Curriculum



## Professional Development and Classroom Supports




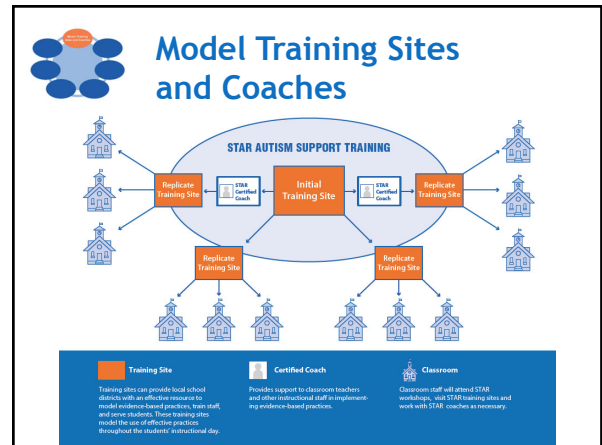
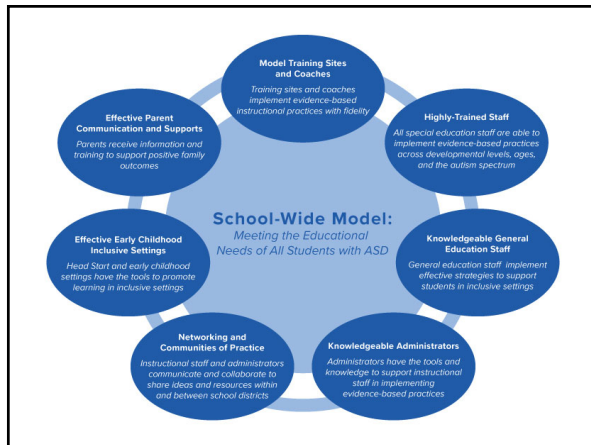
A Comprehensive Guide for Autism Spectrum Disorders for General Education Teachers

|   |   |
|---|---|
| <p><b>E-Scheduler™</b><br/>Create new staffing schedules! Get new ideas for daily process and access dual environmental supports for those with autism!</p>   | <p><b>STAR Training Videos</b><br/>Watch Examples of all STAR Lesson Plans and strategies!</p>  |
| <p><b>Baseline Essentials™</b><br/>Access environmental supports, visual supports and other resources! Share the Circle Time, Transition, Story and more!</p> | <p><b>Current Theme Unit</b><br/><b>Spring Things</b><br/>Current Theme Unit: Spring Things! Our current theme unit is Spring Things! Covering Sport, Olympics, Community Helpers and more!</p> |



## 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



## Statewide Networks

Example Projects

- Minnesota Evidence Based Practices Project
- Oregon Regional Program Autism Training Sites
- Victoria Department of Education ABA Pilot Project (Australia)
- Orient Speech Therapy (China)
- Puerto Rico Autism Project
- Arizona Statewide Autism Project
- Utah Statewide Autism Project

+ Many More...

## Districtwide Networks

Example Districts

- Durham District School Board (Canada)
- Philadelphia Secondary Autism Project
- Texas Capacity Project: Richardson, Frisco, Plano, Wylie, Sherman
- Toronto District School Board (Canada)
- Brookville Center (NY)
- Fresno USD

+ Many More....



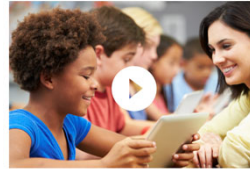
## Highly Trained Staff

- ☆ Workshops
- ☆ Training in assessment and program development
- ☆ Classroom consultation
- ☆ Individual Student Supports and Planning



## 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), the set the stage by describing several additional of autism and provides some additional resources where more information can be found. Research, strategies, and other are presented to give you a sense of the challenges that some students with ASD might face in your classroom.

### COURSE PROGRESS

**Week 1: Welcome to the Course**

A Comprehensive Guide for Autism Spectrum Disorders

001-000000

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## Knowledgeable Administrators

### Administrator Checklist

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



## 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). Through participation in the project will receive professional development and curriculum materials to assist in the implementation of evidence-based practices. Additionally, quality to promote best practices and best practices will be increased through training sites and professional development opportunities.



### Fall Newsletter



### STARTING YOUR FIRST DRAFT

Welcome to the Texas Collaborative Autism Project! We are excited to have you as a participant in this exciting project. This document is intended to provide you with information and resources to help you get started. Please contact us if you have any questions or need additional support.

### Getting Started

Interested in the Texas Collaborative Autism Project? Please contact us for more information. We are currently accepting applications for participants. Please contact us if you have any questions or need additional support.



## 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



## 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 Principles
- 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





# Effective Parent Communication and Supports

## Links Routines: Example EP Goal and Objective

Use the following as an example EP Goal & Short-term Objectives for Linking Routines. Templates for developing individual EP Goal & Objectives can be found in the Appendix. Customize the objectives for the individual student's current program and modify the goal and objective to meet the needs of your student.

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

**EP Goal:** The student will perform all activities in the Going to School Routine (enter vehicle, sit in vehicle, adjust seat, buckle up, hold steering wheel, and check and adjust mirrors) 100% of the time when going to school.

- Short-term Objectives:**
- 1. By October when given 10 seconds to enter the vehicle the student will complete the routine that includes entering the vehicle 100% of the time.
  - 2. By December when given 10 seconds to enter the vehicle the student will complete the routine that includes entering the vehicle and adjusting the seat 100% of the time.
  - 3. By February when given 10 seconds to enter the vehicle the student will complete the routine that includes entering the vehicle, adjusting the seat, and buckling up 100% of the time.
  - 4. By April when given 10 seconds to enter the vehicle the student will complete the routine that includes entering the vehicle, adjusting the seat, buckling up, and checking and adjusting the mirrors 100% of the time.



Positive Student Outcomes Through Comprehensive Districtwide Solutions

Learn more:  
[www.starautismsupport.com](http://www.starautismsupport.com)  
[www.linkscurriculum.com](http://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.

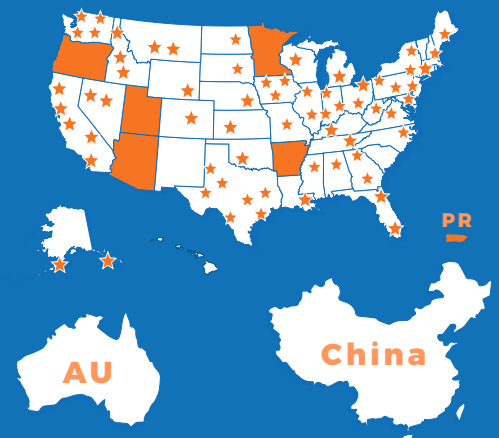
- ★ Implement evidence-based practices
- ★ Ensure fidelity of implementation
- ★ Customize solutions for your district
- ★ Empower staff
- ★ Develop sustainable programs
- ★ Improve collaboration between staff and parent

## WAYS WE BUILD CAPACITY

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

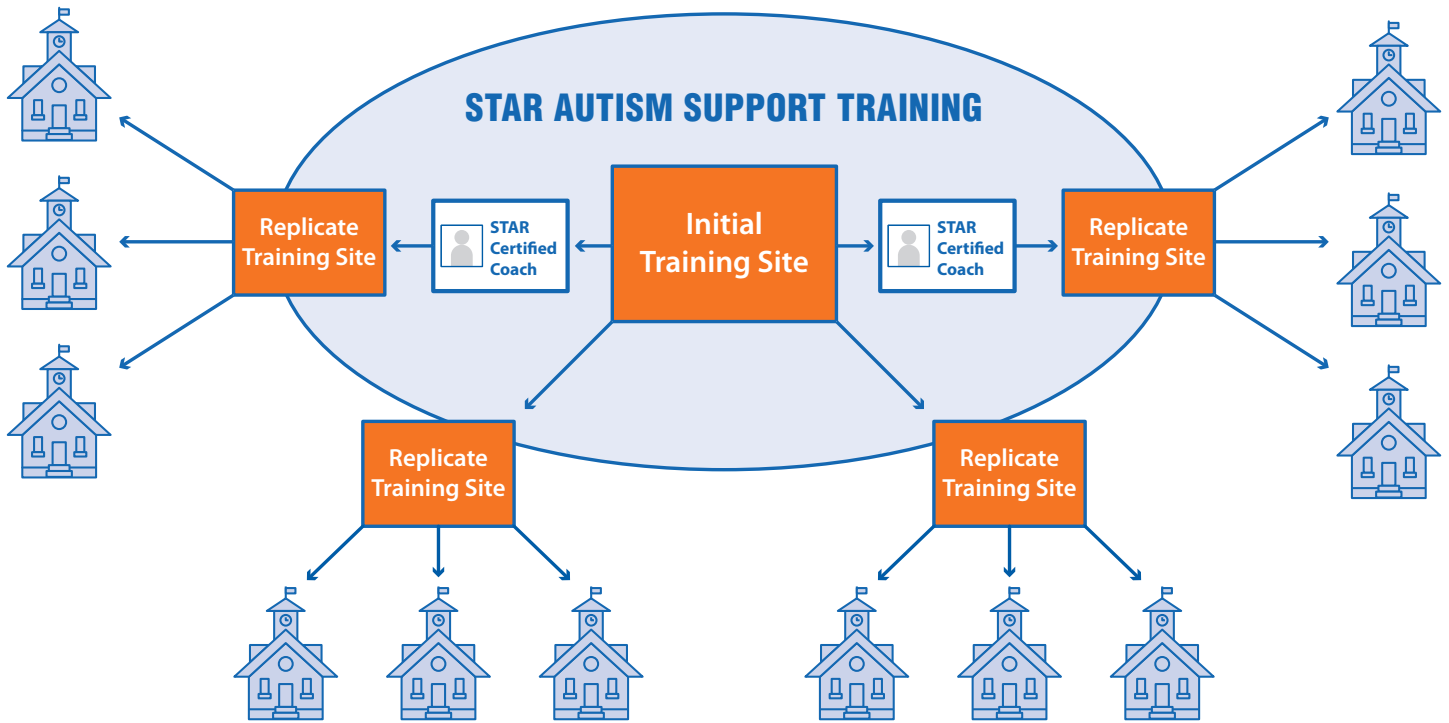
## STATE, DISTRICT-WIDE AND INTERNATIONAL PROJECTS

- ★ 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