Developing a Districtwide Program

CEC 2019
Developing a Districtwide Program
A Model for Serving Students with ASD and Intellectual Disabilities

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 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

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 ongoing 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).

**TEACHERS NEED TOOLS**

- Comprehensive Curricula for students with ASD
- Visual Supports
- Progress Monitoring
- IEP Goals
- Training for General Educators
- Self-Assessment for 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 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 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

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

The STAR Program

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

The Links Curriculum

Secondary

Visual Supports

Assessment

Progress Monitoring

Instruction

Professional Development and Classroom Supports
STAR Media Center

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

Building Capacity

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

Networking and Communities of Practice

Effective Parent Communication and Supports

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First Stop: Identifying Strategies that Work</td>
</tr>
<tr>
<td>2</td>
<td>Why Does My Kid Do That? Answering the Whys with Behavioral Principles</td>
</tr>
<tr>
<td>3</td>
<td>Teaching and Reinforcing Receptive Language Skills</td>
</tr>
<tr>
<td>4</td>
<td>Teaching Kids Appropriate Communication and Language Skills</td>
</tr>
<tr>
<td>5</td>
<td>Same Stuff, Different Day: Teaching Skills Through Functional Routines</td>
</tr>
<tr>
<td>6</td>
<td>Visualize It: Using Supports Effectively</td>
</tr>
<tr>
<td>7</td>
<td>Challenging Behavior: Taming the Tantrum</td>
</tr>
<tr>
<td>8</td>
<td>Map it Out: Writing Effective Behavior Support Plans</td>
</tr>
<tr>
<td>9</td>
<td>The Fun Part: Fostering Play and Social Skills</td>
</tr>
<tr>
<td>10</td>
<td>Overcoming Mealtime Challenges</td>
</tr>
<tr>
<td>11</td>
<td>The Small Stuff: Mastering Fine Motor Skills</td>
</tr>
<tr>
<td>12</td>
<td>Bathroom Break: Tools for Toilet Training</td>
</tr>
</tbody>
</table>
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
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