

Developing a Districtwide Autism Program: A Training Model for Serving Students with ASD



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Building Sustainable Systems of Support Within Local School Districts

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



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Research Guides Practice National Professional Development Center on ASD and National Standards Center

Overlap Between Evidence-Based Practices Identified by the National Professional Development Center (NPDC) on ASD and the National Standards Project (NSP)

Evidence-Based Practice Identified by the National Professional Development Center (NPDC) on ASD	Autism Package	Substantive Package	Early Based Substantive Package	Modeling	Behavioral Feeding Strategies	Peer Modeling	Visual Treatment	Schedules	Self-Management	Comprehensiveness (Number of Young Children)	Just-Maintain (Number of Young Children)
Discrete Trial Training	X			X						100%	100%
Task Analysis	X									100%	100%
Peer-Mediated Instruction	X									100%	100%
Visual Supports	X									100%	100%
Self-Management	X									100%	100%
Modeling	X									100%	100%
Behavioral Feeding Strategies	X									100%	100%
Peer Modeling	X									100%	100%
Visual Treatment	X									100%	100%
Schedules	X									100%	100%
Self-Management	X									100%	100%
Comprehensiveness (Number of Young Children)	X									100%	100%
Just-Maintain (Number of Young Children)	X									100%	100%

The NPDC did not consider parent-implemented interventions as a category of evidence-based practice. However, 24 of the studies reviewed by the NPDC under this intervention category involve parents implementing the intervention.

Small cells: Yellow (Small) Small cells (yellow) are identified as an emerging practice by the NPDC.

Speech Generating Devices, Augmentative and Alternative Communication: Several are identified as an emerging practice by the NPDC.

Computer-Aided Instruction: Computer-Aided Instruction was identified as an emerging practice by the NPDC.

Picture Exchange Communication System: Picture Exchange Communication System was identified as an emerging practice by the NPDC.

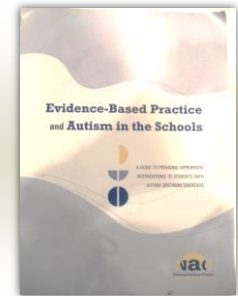
Intensive Behavioral Treatment: Intensive Behavioral Treatment was identified as an emerging practice by the NPDC.

<http://autismpdc.fpg.unc.edu/>
www.nationalautismcenter.org

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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



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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-Harshley, Hewson, Love, & Stiles, 1998).
- The best staff training includes **demonstration, coaching and follow-up training**. Bolton & Mayer (2008)

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How do we get there? Science into practice..... It's Hard!!

Use the National Standards Report and NPDC Reports as a guide:

- Effective practices for students

Create practical solutions:

- Programs and services that are comprehensive, aligned with state and district goals
- Provide continuity among service-providers across all grade levels and classrooms within the district

Build capacity:

- Establish Implementation Sites, Training Sites and District Coaches

Replicate effective practices:

- Use tools that can be replicated

We must make the transfer from "ideas" into practice to make a difference in schools

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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

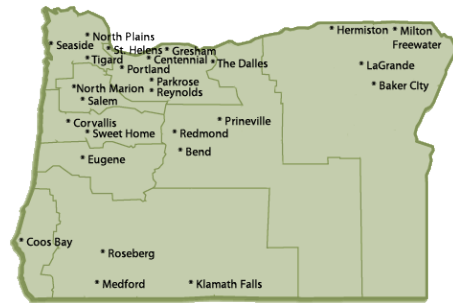


- ✓ Fidelity of Implementation Checklists
- ✓ Lesson Plans
- ✓ Technology
- ✓ Guides to the Common Core
- ✓ Transition Planning Across Grade Levels
- ✓ Post-secondary

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ORPATS

Oregon Regional Program Autism Training Sites

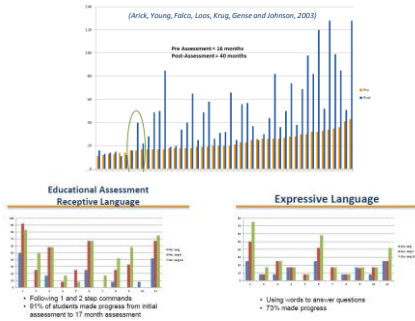


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ORPATS: Statewide Training Network

Established 42 School District Training Sites modeling research-based methods and established a cadre of school district coaches

Outcome data on student progress collected



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Curricula for EI/ECSE and Elementary Level Children

Developmental curricula across all domains

- STAR Program (Strategies for Teaching based-on Autism Research, Arick, Loos, Falco and Krug, 2004)
- Parent training component at the EI/ECSE sites (Ingersoll and Dvortsck, Guilford Press, 2009)
- Inclusion and mainstreaming
- Peer tutoring and peer buddies
- PECS (Pyramid Educational Consultants, 2005)
- Additional Augmentative Communication Systems
- Structured Teaching
- Incidental Teaching
- Commercial academic programs

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The STAR Program



STAR Program (Arick, Loos, Falco and Krug, 2004)

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How, What, Where.....

Receptive language concepts (RT)		Expressive language concepts (ET)		Functional concepts (FC)		Preacademic concepts (PT)		Play and social interaction concepts (PSI)	
Lesson number	Lesson name	Lesson number	Lesson name	Lesson number	Lesson name	Lesson number	Lesson name	Lesson number	Lesson name
1	Color Blue	1	Building and Shared Play	1	Object	1	One of Many Boxes	1	Exploring and Sharing
2	Matching	2	Building	2	Operation	2	Matching Game	2	Hand and Feet
3	Response Action	3	Shared play	3	Transition Between	3	Matching Stage	3	Tricycle (PSI)
4	Sound/Consonants	4	Structure of Words in Sentences	4	Activity	4	Counting/Sorting	4	Play with Toys
5	Nominal Nouns (Object/Place)	5	Isolation of words and syllables	5	Play	5	Counting/Sorting	5	Counting and Functional (PSI)
6	Verbs	6	Phonological awareness	6	Play	6	Counting/Sorting	6	Counting and Functional (PSI)
7	Adjectives	7	Phonological awareness	7	Play	7	Counting/Sorting	7	Counting and Functional (PSI)
8	Prepositions	8	Phonological awareness	8	Play	8	Counting/Sorting	8	Counting and Functional (PSI)
9	Quantifiers	9	Phonological awareness	9	Play	9	Counting/Sorting	9	Counting and Functional (PSI)
10	Conjunctions	10	Phonological awareness	10	Play	10	Counting/Sorting	10	Counting and Functional (PSI)
11	Interjections	11	Phonological awareness	11	Play	11	Counting/Sorting	11	Counting and Functional (PSI)
12	Exclamations	12	Phonological awareness	12	Play	12	Counting/Sorting	12	Counting and Functional (PSI)
13	Particles	13	Phonological awareness	13	Play	13	Counting/Sorting	13	Counting and Functional (PSI)
14	Conjunctions	14	Phonological awareness	14	Play	14	Counting/Sorting	14	Counting and Functional (PSI)
15	Interjections	15	Phonological awareness	15	Play	15	Counting/Sorting	15	Counting and Functional (PSI)
16	Exclamations	16	Phonological awareness	16	Play	16	Counting/Sorting	16	Counting and Functional (PSI)
17	Particles	17	Phonological awareness	17	Play	17	Counting/Sorting	17	Counting and Functional (PSI)
18	Conjunctions	18	Phonological awareness	18	Play	18	Counting/Sorting	18	Counting and Functional (PSI)
19	Interjections	19	Phonological awareness	19	Play	19	Counting/Sorting	19	Counting and Functional (PSI)
20	Exclamations	20	Phonological awareness	20	Play	20	Counting/Sorting	20	Counting and Functional (PSI)
21	Particles	21	Phonological awareness	21	Play	21	Counting/Sorting	21	Counting and Functional (PSI)
22	Conjunctions	22	Phonological awareness	22	Play	22	Counting/Sorting	22	Counting and Functional (PSI)
23	Interjections	23	Phonological awareness	23	Play	23	Counting/Sorting	23	Counting and Functional (PSI)
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25	Particles	25	Phonological awareness	25	Play	25	Counting/Sorting	25	Counting and Functional (PSI)
26	Conjunctions	26	Phonological awareness	26	Play	26	Counting/Sorting	26	Counting and Functional (PSI)
27	Interjections	27	Phonological awareness	27	Play	27	Counting/Sorting	27	Counting and Functional (PSI)
28	Exclamations	28	Phonological awareness	28	Play	28	Counting/Sorting	28	Counting and Functional (PSI)
29	Particles	29	Phonological awareness	29	Play	29	Counting/Sorting	29	Counting and Functional (PSI)
30	Conjunctions	30	Phonological awareness	30	Play	30	Counting/Sorting	30	Counting and Functional (PSI)
31	Interjections	31	Phonological awareness	31	Play	31	Counting/Sorting	31	Counting and Functional (PSI)
32	Exclamations	32	Phonological awareness	32	Play	32	Counting/Sorting	32	Counting and Functional (PSI)
33	Particles	33	Phonological awareness	33	Play	33	Counting/Sorting	33	Counting and Functional (PSI)
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44	Exclamations	44	Phonological awareness	44	Play	44	Counting/Sorting	44	Counting and Functional (PSI)
45	Particles	45	Phonological awareness	45	Play	45	Counting/Sorting	45	Counting and Functional (PSI)
46	Conjunctions	46	Phonological awareness	46	Play	46	Counting/Sorting	46	Counting and Functional (PSI)
47	Interjections	47	Phonological awareness	47	Play	47	Counting/Sorting	47	Counting and Functional (PSI)
48	Exclamations	48	Phonological awareness	48	Play	48	Counting/Sorting	48	Counting and Functional (PSI)
49	Particles	49	Phonological awareness	49	Play	49	Counting/Sorting	49	Counting and Functional (PSI)
50	Conjunctions	50	Phonological awareness	50	Play	50	Counting/Sorting	50	Counting and Functional (PSI)

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Expressive Language (PRT)



Receptive Language (DT)

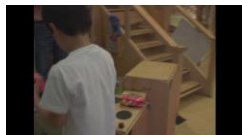


Routines-Arrival (FR)

PROGRESS VIDEO



Routines-Handwashing (FR)

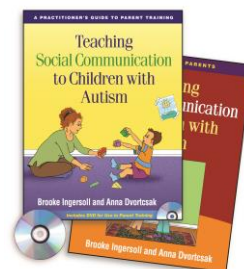


Spontaneous Language (Progress Video)

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Parent Component

Parent Training for
Preschool and Elementary



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Middle and High School Students



Themes:

- Independence and Self-Determination
- Functional and Generalized Skills
- Strength-Based Curriculum
- Post-Secondary Transition and Employability

Content:

- Expressive/Receptive Language
- Academics in the Context of Daily Life Routines
- Social Communication
- Complex Vocational Tasks
- Functional Daily Routines

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Assessment and Instruction for Secondary Students



Example Observed Routine Assessment (ORA) Form for Ron N.

Observed Routine Assessment

Ron N.
Purchasing an Item at the School Store
Cue Set Number: 1M

Links Independence Scoring Scale	
4	Independent
3	Minimal (visual or verbal prompt)
2	Handwritten Physical
1	Continuous Physical
0	Does not complete with the form of prompting
	Not Applicable

Observe Ron N. performing the Purchasing an Item at the School Store routine in the natural environment. Cue the student with the previously selected cues and score the student using the Links Independence Scoring Scale. When you are finished observing the student performing the routine, you may return to Links online and enter the data for this routine. Use this data to identify steps for instruction and teach the corresponding lessons (boxed lessons are prioritized).

#	Cue	Expected Behavior	Date	Date	Date	Date	Cue	Lesson
		12/23/12	1/2	1/3	1/4	1/5		
1	"See the store"	Student identifies location of the store	3				0	140, 141, 142
2	"The school store provides a natural cue"	Student moves toward the store	4				0	140, 137, 138
3	"The cashier at the school store provides a natural cue"	Student enters the store	4				0	140, 138
4	"The school store cashier says 'What would you like?'"	Student communicates item choice to appropriate person	3				0	140, 144
5	"The location of the item provides a natural cue"	Student moves toward correct item location in store	4				0	140, 138
6	"The item provides a natural cue"	Student physically obtains item	2				0	140, 137, 138
Steps for Instruction:								
7	"The cash register provides a natural cue"	Student moves toward cash register	4				0	140, 137, 138
8	"Say 'get ____ (form of payment)'"	Student obtains correct amount of money (or debit/credit card) for item	3				B	36, 37, 38, 63
9	"Say 'give ____ (form of payment) to the cashier'"	Student gives money (or debit/credit card) to cashier	2				B	36, 37, 38, 63
10	"The change provided to the student provides a natural cue"	Student obtains change	3				0	140, 137, 138
11	"Ask 'correct change?'"	Student verifies the correct change is received	0				B	36, 37, 38, 63

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Monitor Progress

Estimated Links™ Adjusted Independence Score Progress Report for Parking Lot Safety

Student Name: Ron N.



Cue Set Information

Data Entry Sets

1

#1 - #8

(06/11/12-09/05/12)

The Estimated LAI Score ranges from 0-4 with a score of "4" indicating a step was performed independently with naturally occurring cues and no prompting by the teacher. Each student receives an estimated LAI that reflects their current level of independence based on the types of instructional cues and prompts provided. Use the LAI score as a way to monitor progress as a student receives more advanced instructional cues and needs less prompting to perform routines.

School Job Routine (#27) Recycling



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Individual Student Supports and Planning



Team members work together to develop student programs and schedules

Training Process

- ◆ Workshops
- ◆ Training in assessment and program development
- ◆ Classroom consultation
- ◆ Fidelity of implementation checklists



Variety of Research-based Tools Provided



Example Fidelity Checklists: Preschool/Elem

Staff Standards	ORPATS Implementation Checklist						Comments If you need additional space, please use back of this form.		
	Teacher			At least one Intervention Assistant		At least one Specialist			
	1	2	3	1	2	3	1	2	3
ABA Program Planning and Implementation									
Can demonstrate the three behavioral methods (DT, PRT, PE)		X		X	X		X		
Can manage student behavior using the basic behavioral principles		X		X	X		X		
Can manage student behavior using appropriate consequences		X		X	X		X		
Can observe antecedents in order to change behavior		X		X	X		X		
Can use data to modify DT, PRT, PE programs and report progress		X		X	X		X		
Can get child's attention and provide appropriate cue		X		X	X		X		
Can describe the use of a functional assessment, behavior plans, and data collection for making decisions to change behavior		X		X	X		X		
Can complete the student learning profile and explain it to parents and others		X		X	X		X		
Can select appropriate DT/PRT/PE programs for each student based on the student learning profile or other curriculum based assessments		X		X	X		X		
Readiness: child at appropriate times to increase appropriate behavior		X		X	X		X		
Can teach parents to help their child learn to generalize skills at home		X		X	X		X		
Can modify his/her behavior in order to accommodate the student's behavioral needs (e.g., student makes noise when needed, provide needed conditions to prevent behavior issues, write programs as needed)		X		X	X		X		
Using ABA programs, can teach 1) receptive language, 2) expressive language, 3) spontaneous language, 4) social interaction and play, 5) functional routines, and 6) preacademic skills. <i>NOTE: If help is needed to teach any of these 6 skill areas, please list the skill where teaching help is needed in the comments section.</i>		X		X	X		X		
Discrete Trial (DT)									
Can demonstrate DT basic teaching strategies (e.g., contingent/consequence, correction procedures, and data collection)		X		X	X		X		
Can demonstrate DT introduction procedures for introducing new target skills during instruction		X		X	X		X		
Can demonstrate DT advanced strategies (e.g., programming, generalizing skills, fading)		X		X	X		X		
Can demonstrate how to implement DT initial level programs (e.g., object imitation, matching, receptive labels)		X		X	X		X		
Can demonstrate how to implement DT mid level programs (e.g., accelerated labels, identifying people, movement)		X		X	X		X		
Can demonstrate how to implement DT advanced level programs (e.g., functions of objects, opposites, academics)		X		X	X		X		

OrPATS Consumer Survey: Spring 2012

- **Did you receive on-site support in your classroom?**
 - Yes 97.9%
 - No 2.1%
- **Was the support helpful?**
 - Strongly Agree 77.8%
 - Agree 22.2%
 - Disagree 0%
 - Strongly Disagree 0%
- **Given the level of support you received, were you able to implement some of the strategies suggested?**
 - Yes 95.6%
 - No 4.4%

The complete survey results are available at www.orpats.org

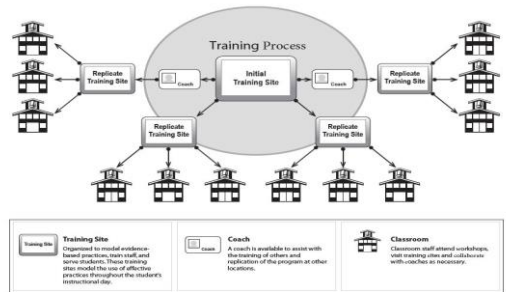
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OrPATS Training Site Fidelity of Implementation Data: Spring 2012
(Average Rating of 42 Training Sites)

Fidelity Area	Teacher	Instructional Assistant	Autism Specialist
ABA Program Planning	2.90	2.75	2.94
Discrete Trial Training	2.91	2.80	2.92
Pivotal Response Area	2.77	2.62	2.85
Functional Routines	2.82	2.76	2.93
Classroom Environment	2.91	n/a	n/a
Student Programs	2.64	n/a	n/a
Overall Average	2.84	2.74	2.92

Key:
 1.0= Needs help with this; 2.0= Can implement; 3.0 Proficient level
 A rating of 2.5 or above is expected for ORPATS Training Sites

Empower School Districts
Administration, Instructional Staff, Parents, Students
Training Site Development Process

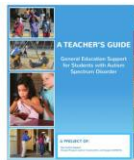


Additional Components of a District Wide Model

❖ **ASD Program Self-Assessment**



Obtain further information on the Self-Assessment at: sa.orpats.org



❖ **General Education Training**

- ❖ An On-line resource to train General Educators

OrPATS Website:
www.orpats.org



Easter Seals Arkansas

Outreach Program

Support school districts throughout the state of Arkansas in implementing evidence-based instructional practices for students with ASD across the grade range (preschool through secondary)

- ❖ Summer weekly "Basic Training" and now a new and improved version called "CONNECT"
- ❖ Workshops and in-classroom coaching throughout the school year
- ❖ Coordinate with local school districts, state education department and Arkansas Autism Commission

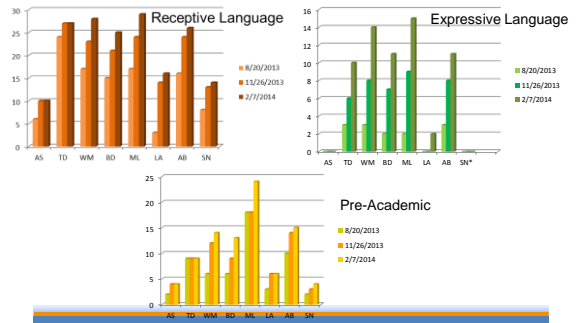
Easter Seals Presentation:

Saturday April 11th 9:15 AM – 10:15 AM
 SUSTAINABLE STAFF DEVELOPMENT by
 Debbie Ware

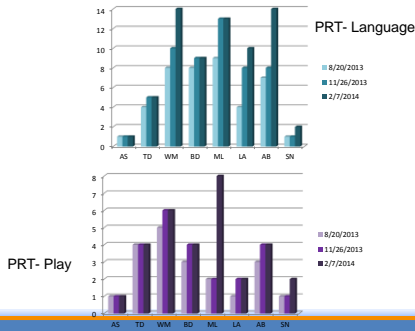
Outcome Data Easter Seals Preschool



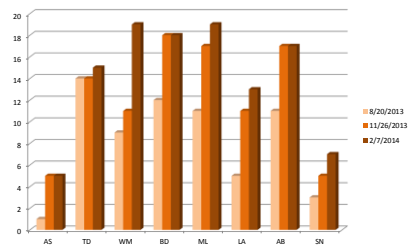
2013-2014 Results: Discrete Trial



2013-2014 Results: Pivotal Response Training



2013-2014 Results: Functional Routines



The Philadelphia AIMS Project

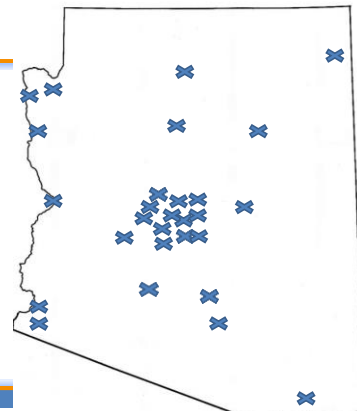
The Philadelphia Autism Instructional Methods Study (AIMS) represents an academic-public partnership designed to improve intervention quality for elementary school children with autism in the School District of Philadelphia.

AIMS continues to support more than 120 classroom teams in kindergarten-through-5th-grade autism support classrooms across the School District of Philadelphia.

The Philly Aims Project conducted a randomized control trial study of the STAR Program directed by Dr. David Mandell. In a presentation at the 2014 National Council for Exceptional Children's Conference, Dr. David Mandell stated that students in the K-3 classrooms that implemented the STAR Program with fidelity made significantly greater IQ gains than students in the control group.

Philly AIMS

**Arizona
Autism
Project**



Arizona Early Childhood Autism Project Goals

2012-2014

Provided training and curriculum materials to 27 early childhood teams throughout the state in evidence-based practices for students with ASD.

2014-2015

- Expanded project to include elementary teams.
- Address program specific needs to assist in implementation of curriculum.
- Assist teams when transitioning students from preschool to school age.

2015-2017

- Expand project to include secondary teams.
- Establish regional Training Sites

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How Will These Goals Be Accomplished?

- Comprehensive Workshop (3 days)
 - Knowledge:
 - ASD
 - Evidence-based strategies
 - Behavioral Principles
 - Strategies
 - DT, PRT, Functional Routines, PBIS
 - Programming for individual student needs and team planning for implementation
- Materials for Implementation
 - Fidelity of implementation
 - Consistency between staff
- On site program implementation and hands-on training
 - 4 days per school team
 - 1 day workshop/collaboration meeting at end of year

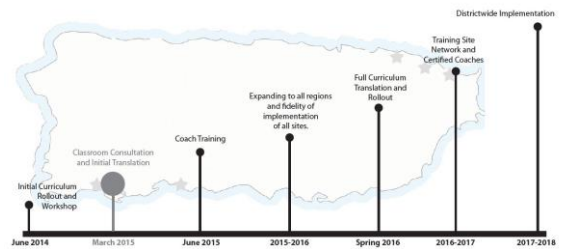
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Puerto Rico Project



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Phase 2 Progress Progreso Fase 2



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Puerto Rico Autism Project Web Page Página cibernética: Proyecto de Autismo de PR



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Spring 2015 Plan

- Develop Implementation and Training Sites
- Evaluate Student and Fidelity of Implementation
- Needs Analysis, Feasibility Study and Bilingual Programs (localized curriculum)



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Positive Student Outcomes Through Comprehensive Districtwide Solutions



www.starautismsupport.com
www.linkscurriculum.com