
Administrators and ASD
What you Need to Know

Katharine Barnes, M.Ed.

Learner Objectives

Participants will:
- Learn about the varying characteristics and degrees of autism.
- Understand their role and responsibilities as they relate to developing an inclusive ASD program.
- Know what to look for in a quality ASD program.
The Section 504 regulation requires a school district to provide a “free appropriate public education” (FAPE) to each qualified person with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the person’s disability.

http://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html

**Free and Appropriate Public Education (FAPE)**

**IDEA**

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**Least Restrictive Environment (LRE)**

20 U.S.C § 1412(a)(5)(A).

Questions to Ask: 9th Circuit Court created these questions to help clarify this process

1. What is the educational benefit of a general education classroom to the child;
2. What are the non-academic benefits (social, emotional, etc.) of a general education classroom to the child;
3. What is the effect on the teacher and other students; and
4. What is the cost of mainstreaming the child
Prevalence is estimated at 1 in 68 births. (CDC 2014)
ASD is the fastest-growing developmental disability
More than 3.5 Million Americans live with an autism spectrum disorder

Services constitute $236 to $262 billion annually
Approximately 75% of these costs are in adult services.
The cost of lifelong care can be reduced by 2/3 with early diagnosis and intervention.

Only 56% of students with autism finish high school.
35% of young adults (ages 19-23) with autism have not had a job or received postgraduate education after leaving high school.
A child with an Autism Spectrum Disorder (ASD) has a developmental disability significantly affecting verbal and nonverbal social communication, social interaction, engagement in repetitive activities and stereotyped movements, and resistance to environmental changes or changes in daily routines which prevents the child from receiving reasonable educational benefit from general education. ECEA 2.08(1)

Definition of Autism according to ECEA

A Spectrum Disorder

“Autism is a spectrum disorder. In other words, the symptoms and characteristics of Autism can present themselves in a wide variety of combinations, from mild to severe. Although autism is defined by a certain set of behaviors, children and adults can exhibit any combination of the behaviors in any degree of severity. Two children, both with the same diagnosis, can act very differently from one another and have varying skills. Therefore there is no standard "type" or "typical" person with autism.”

(Autism Society of Delaware)

An Autism Spectrum Disorder prevents the child from receiving reasonable educational benefit from general education as evidenced by at least one characteristic in each of the following three areas:

Social Communication
Repetitive Interests and Restricted Activities

ECEA 2.08(1)(a)(i – iii)
3 Levels of Severity

- **Level 1**: Requires Support
- **Level 2**: Requires Substantial Support
- **Level 3**: Requires Very Substantial Support

Your Role and Responsibilities

- Creating an ASD team and an inclusive program
- Knowing what a quality program entails
  - Autism Quality Indicators (AQI)
  - ASD Classroom Observation

Hiring ASD Team Members

- Experience with students with autism
- A good fit for the existing team
- Choose motivation and willingness to learn over knowledge
- It is a strenuous, stressful job. Make sure people are aware of what they are signing up for.
Interview Questions to Ask

• Why do you want to work for our school/in this program? What is your dream job?
• Tell me about a time. . . .
  ▪ Conflict with co-worker
  ▪ Challenging behavior
  ▪ Miscommunication with parent

Creating an Inclusive Environment

• 1 school, not 2 programs
• Staff development for ALL
• Open-minded or experienced general educators
• Mediate and problem solve
• Time to collaborate

Knowing What a Good Program Entails

Autism Quality Indicators

Autism Spectrum Disorders Classroom Observation
### Autism Program Quality Indicators

#### Rubric for Evaluation

<table>
<thead>
<tr>
<th>Domain</th>
<th>Quality</th>
<th>Indicators</th>
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<tbody>
<tr>
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<td>N/A</td>
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<tr>
<td>II</td>
<td>N/A</td>
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<tr>
<td>IV</td>
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#### Autism Spectrum Disorders Classroom Observation

<table>
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<tr>
<th>Teacher Name</th>
<th>Program</th>
<th>Date</th>
<th>Date</th>
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#### Domain: Curriculum, Instruction, and Methodology

- Emerging
- In Progress
- Satisfactory
- Excellent

#### Domain: Behavior

- Emerging
- In Progress
- Satisfactory
- Excellent
Curriculum, Instruction, and Methodology

- Environment
- General Instruction and Engagement
- Communication
- Social Skills

Environment: Physical Structure

Environment: Schedules
Environment: Work Structure

- Meaningful engagement
- Appropriately paced
- Variety of instructional formats
- Instruction in general education whenever possible/appropriate
- Academic skills

Environment: Visual Supports

General Instruction and Engagement

- Meaningful engagement
- Appropriately paced
- Variety of instructional formats
- Instruction in general education whenever possible/appropriate
- Academic skills
Hi guys! Can I play too?

Communication

- Direct instruction followed by practice
- Self-regulation and self-monitoring
- Symbolic play, imagination & creativity

Social Skills
Staff should be collecting data and work samples on:
- Academic growth
- Social growth
- Behavioral growth

Review and Monitoring of Progress and Outcomes

Behavior
- Self-injurious behavior
- Aggression (biting, kicking, punching)
- Darting/elopement
- Non-compliance
- Tantruming, screaming
- “Meltdown”

Behavior
- Use proactive strategies
- Environmental accommodations
- Teach replacement behaviors
- Reinforce and use positive supports
Before determining whether a behavior was a result of a student’s behavior we need to know:
1. Was a functional behavior assessment conducted prior to the date of this incident?
2. Does student have an existing behavior intervention plan?

http://www.cde.state.co.us/cdesped/IEP_Forms.asp

Challenging Behavior: Manifestation Questions to Answer

1. Was the behavior in question caused by or did it have a direct and substantial relationship to the student’s disability?
2. Was the behavior in question the direct result of the AU’s failure to implement the IEP and/or BIP?

http://www.cde.state.co.us/cdesped/IEP_Forms.asp

So...
Where do you begin?

- Learn all you can about autism
- Use your ASD Classroom Observation Tool
- Start small move slowly

Thank you

Karla Hankins
Principal
Mortensen Elementary
Jefferson County School District

Resources for You

The Colorado Department of Education
http://www.cde.state.co.us/cdesped/sd-autism

Kansas Technical Assistance System Network
http://www.ksdetasn.org/cms/

Nebraska Autism Spectrum Disorders Network
http://www.unl.edu/asdnetwork/
OCALI Autism Internet Modules
http://www.autisminternetmodules.org

Evidence-Based Practices for Children, Youth, and Young Adults with ASD

Kansas Administrator’s Guide to Autism Spectrum Disorders


Video examples of what each level of ASD might look like:
Level 1
https://www.youtube.com/watch?v=ZfzqBCC30as
Level 2
https://www.youtube.com/watch?v=J6Zzgr6dnBA
Level 3
https://www.youtube.com/watch?v=9KCluoUliw
References

Autism Society of America

Autism Society of Delaware
http://www.delautism.org

Centers for Disease Control
http://www.cdc.gov/ncbddd/autism/data.html

Colorado Department of Education
http://www.cde.state.co.us/cdesped/sd-autism

National Center for Learning Disabilities
http://www.ncld.org