TRI-STATE WEBINAR SERIES
Autism Spectrum Disorder for Administrators

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This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

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Polling Questions

- Questions will be asked throughout the webinar

- When the poll opens on your screen respond by clicking on or filling in your answer
Learner Objectives

• Develop an awareness of topics to be considered by leaders of programs educating students who have an Autism Spectrum Disability.
• Gain a deeper understanding of the components of the Colorado Department of Education’s Autism Quality Indicators
  • Family Involvement
  • Transition (at all ages)
  • Behavior

Presentation Summary

• There is a broad range of needs that we as an educational system have to adapt for.
• In order to be successful, we need to partner with families.
• Our end game is to have individuals who are productive, happy and successful throughout their lives.
• Behavior = Communication
Tri State On Demand Webinars

Colorado Department of Education

AUTISM PROGRAM QUALITY INDICATORS
CDE Autism Program Quality Indicators

1. Individual Evaluation and Individualized Education Program
2. Curriculum, Instruction and Methodology
3. Review and Monitoring of Progress and Outcomes
4. Family Involvement and Support
5. Transition Planning
6. Behavior

Every Child is an Individual

Endrew F. vs Douglas County School District
“A school must offer and Individualized Education Program reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.”
Poll Question

Students who receive a medical diagnosis of Autism Spectrum Disorder automatically qualify for an IEP.

1. True
2. False

False

- Not all students who receive a medical diagnosis will show a need for and qualify for special education
  - Educational Identification requires documentation of educational impact.
- 504 vs IEP
  - Need for accommodations only vs need for specialized instruction.
Family Involvement and Support

- Parents as active participants
- Communication
- Coordination of home and school efforts

Parents as Active Participants

Parents are the experts on their own child
- Listen to their ideas and suggestions of what works for them. Use what is appropriate in the educational setting.
- Listen to their hopes and dreams for their child.
- Honor their journey
Communication

- Daily
  - What did the student do
  - How was their behavior
  - Share any relevant medical information
    - Toileting
    - Eating
    - Seizures
- Ensure that parents receive all information going out to all students!

Daily Communication Examples
Coordinating school & home efforts

- Release of Information for school providers and home providers to share information and collaborate.
- Consider a standardized practice of what is expected when outside providers ask to come into the school setting.
  - Confidentiality
  - Liability issues
  - Schools responsibility to provide FAPE

Preparing for life in 2039

The planning and preparation for transitioning to adulthood begins in:

A. Preschool
B. Elementary
C. Middle School
D. High School
Transition to 2039

Transition preparation starts in Preschool and continues through graduation.

• Academics
• Social Skills
• Independence
• Self-Determination

Transition to 2039: Fading Adult Support

Paraprofessional Fade plans

• Identify the skills that the student does not currently have that relate to the need for a para.
• Design interventions and instruction to teach the student those skills.
• Monitor progress and decrease the support of an adult as the student gains the skills and is able to successfully and safely be without an adult shadow.
Behavior

Functional Behavioral Assessment – A process of collecting data and information to determine why a student is exhibiting mal-adaptive behaviors.

NEWSFLASH: it is not because they just choose to be naughty.

- Escape or Avoid tasks or situations
- Gain Attention or preferred items or activities.

Behavior Must be Taught

- Direct explicit instruction on a consistent basis.
- Teach replacement behaviors.
Behaviors to teach

• How to appropriately request
• How to wait
• That they gain what they want after they do what they must.
• How to appropriately refuse
• How to get attention
• How to ask a peer to play

What am I supposed to do with all of this information?
## Curriculum Instruction and Methodology

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<tr>
<th>Curriculum, Instruction and Methodology</th>
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<tr>
<td>Instruction in Academic skills towards the grade level standards and expanded benchmarks</td>
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<td>Instruction areas include academic, social, language, communication, self-regulation</td>
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<td>Variety of instructional formats utilized (independent work, large group, small group… )</td>
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<td>Instructional activities are appropriately paced to eliminate unnecessary &quot;break time or free time&quot;. Students are actively engaged</td>
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<td>Functional communication systems are utilized during instruction for those students who are nonverbal or have emerging verbal skills</td>
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<td>Activities, materials, instruction, and reinforcement are age appropriate and incorporate student’s areas of interest</td>
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<td>Every student has an individualized schedule (object, picture, or text) that the student manipulates and uses across activities and environments</td>
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<td>Additional environmental supports are utilized in instruction</td>
<td>Visual Timers</td>
<td>Token economy</td>
<td>First/Then instructions</td>
<td>Graphic organizers</td>
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<td>Classroom is well organized, has clear visual boundaries for specific activities and is free from clutter and distractions</td>
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Visual Timer

First Then Instructions

Token Economy

Staff are observed collecting data – academic and behavioral

Staff utilize data to make instructional decisions

Progress Monitoring
## Family Involvement and Support

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<td>Family receives information on overall family activities occurring in the building and district.</td>
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<td>Families receive regular (daily or at least weekly) communication regarding their child’s educational experiences (especially for non-verbal students)</td>
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<td>Parents are active participants in the IEP process and development.</td>
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<td>School Service Providers communicate and collaborate with outside providers if family has given a release of information.</td>
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## Transition

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<td>Instruction is provided related to student’s learning to adapt to new environments</td>
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<td>Instruction includes skills relative to building independence</td>
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<td>Planning occurs related to transitioning between grade levels and buildings</td>
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<td>Starting at the age of 15 or before the end of 9th grade, post-school goals are identified and the IEP is developed based on supporting the student in achieving those goals.</td>
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<td>IEP teams support families in connecting with outside agencies including adult service agencies when appropriate.</td>
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Behavior

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<td>All students participate in the school wide-positive behavior support system.</td>
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<td>If a student’s behavior is impacting their ability to access learning and social experiences, a Functional Behavioral Assessments is conducted and utilized to develop Behavior Intervention Plan.</td>
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<td>Relevant staff working with students who have Behavior Intervention Plans, have copies of the plans and understand the plans.</td>
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<td>Behavior Intervention plans are followed and implemented across all school settings.</td>
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<td>Behavior goals focus on increasing positive behaviors.</td>
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<td>Environmental accommodations and adaptations are utilized to prevent or minimize problem behaviors.</td>
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<td>Direct instruction is provided for replacement behaviors.</td>
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<td>Reinforcement is based on individual student needs and preferences.</td>
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Conclusion

- Individualize
- Partner
- 2039
- Behavior = Communication
References

• CDE Tri-State Webinars On-Demand
  • https://www.cde.state.co.us/cdesped/sd-autism_tod

• CDE Autism Program Quality Indicators
  • https://www.cde.state.co.us/cdesped/autismqualityindicators_pdf

THANK YOU!

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