Autism Overview

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Effective Practice Specialist, Autism

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Like me!

What? Opener, energizer, inclusion activity.

Why? Builds community, learn about colleagues, brings oxygen to the brain.

How? Each time you hear a statement that pertains to you:
- Raise your hand.
- Look around, make a connection!

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Purpose

The purpose of this presentation is to provide an overview of autism and effective practices for programming and supporting students with autism while ensuring inclusion in the school community.

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Outcome

By the end of this presentation, 100% of administration will be able to have an increased understanding of autism and the resources available to increase effective practices in their school as measured by developing at least one commitment and the action steps needed for its successful implementation.

Agenda

- What is Autism?

- Quality Inclusion

- The Role of the AU EPS

- Setting the Stage for Inclusive Leaders

- Question and Answer

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What is Autism?

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What is Autism?

Autism is a lifelong developmental disability that significantly affects verbal and/or nonverbal communication and social interaction, which adversely affects a child's educational performance.

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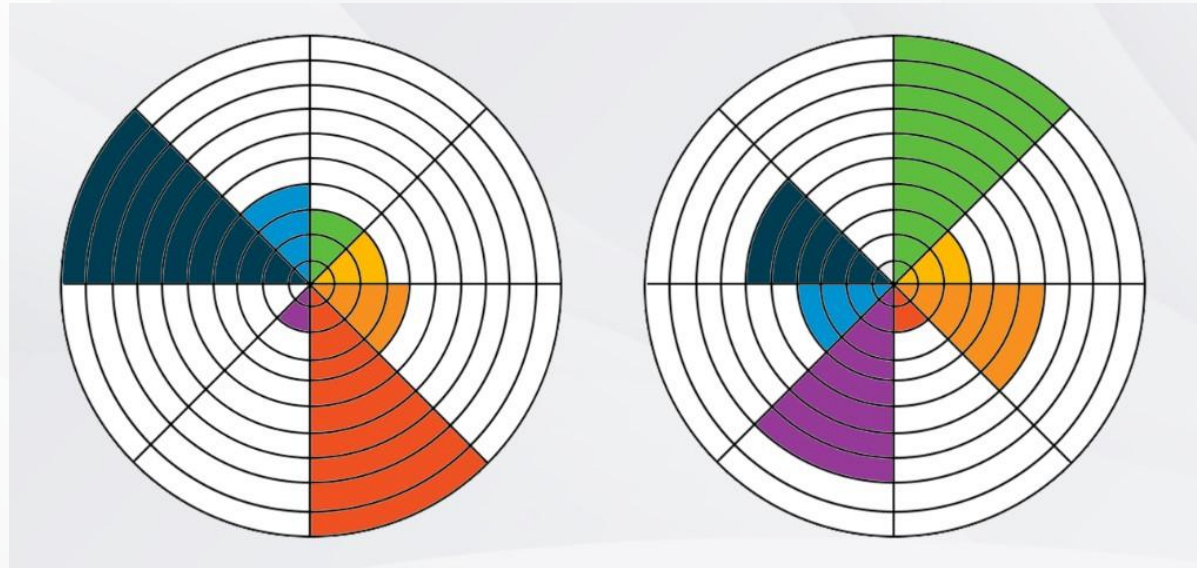
Autism is not…

- A mental/emotional illness or conduct disorder
- Curable
- Diagnosable by any type of medical procedure
- Simply a behavior disorder
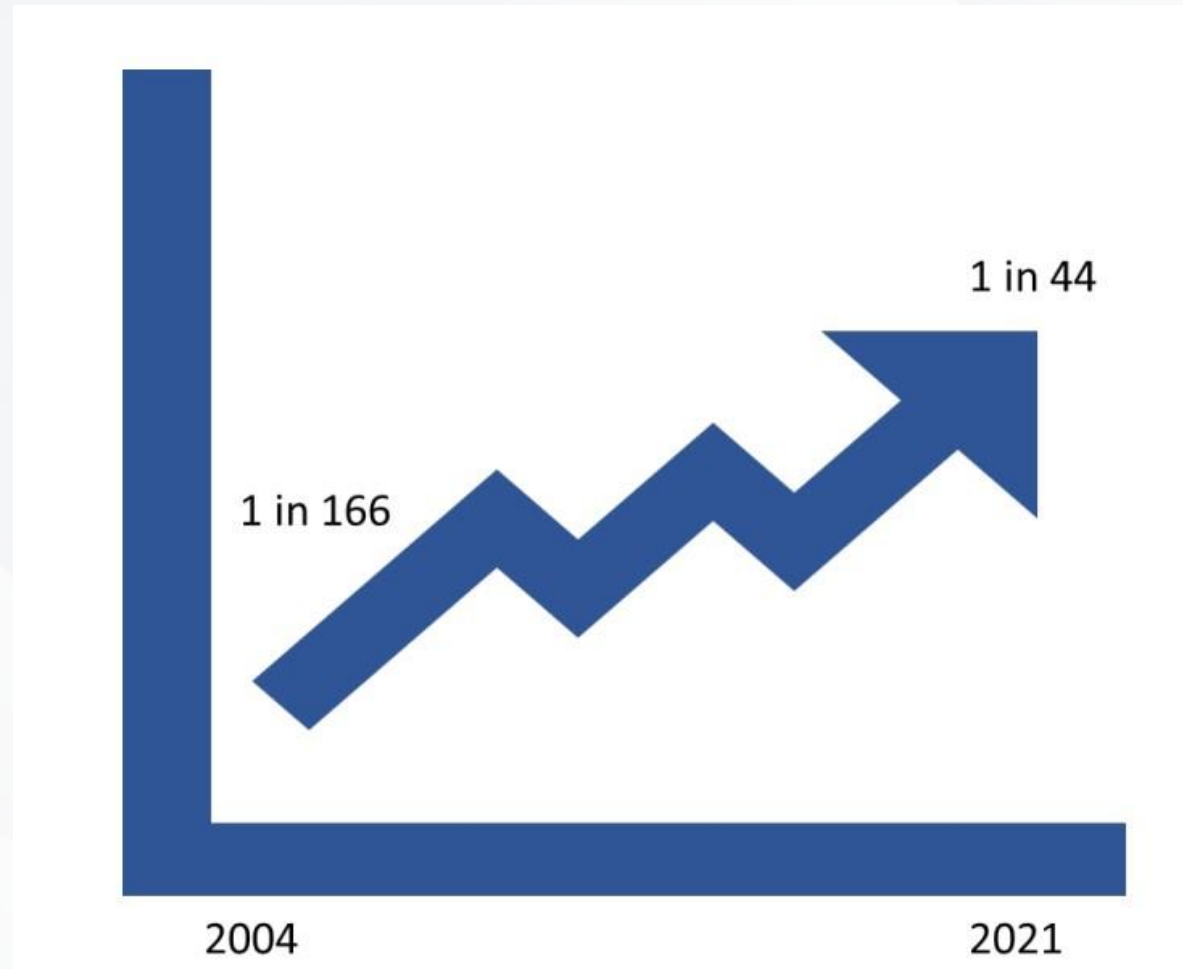- The same set of behaviors in all individuals

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Autism is...

- A neurobiological disorder
- A spectrum disorder
- Treatable, *not curable*
- A communication disorder, *not* a behavior disorder
- Is 4 times more common in males than females
- Knows no racial, ethnic, or socio-economic boundaries

Autism Prevalence

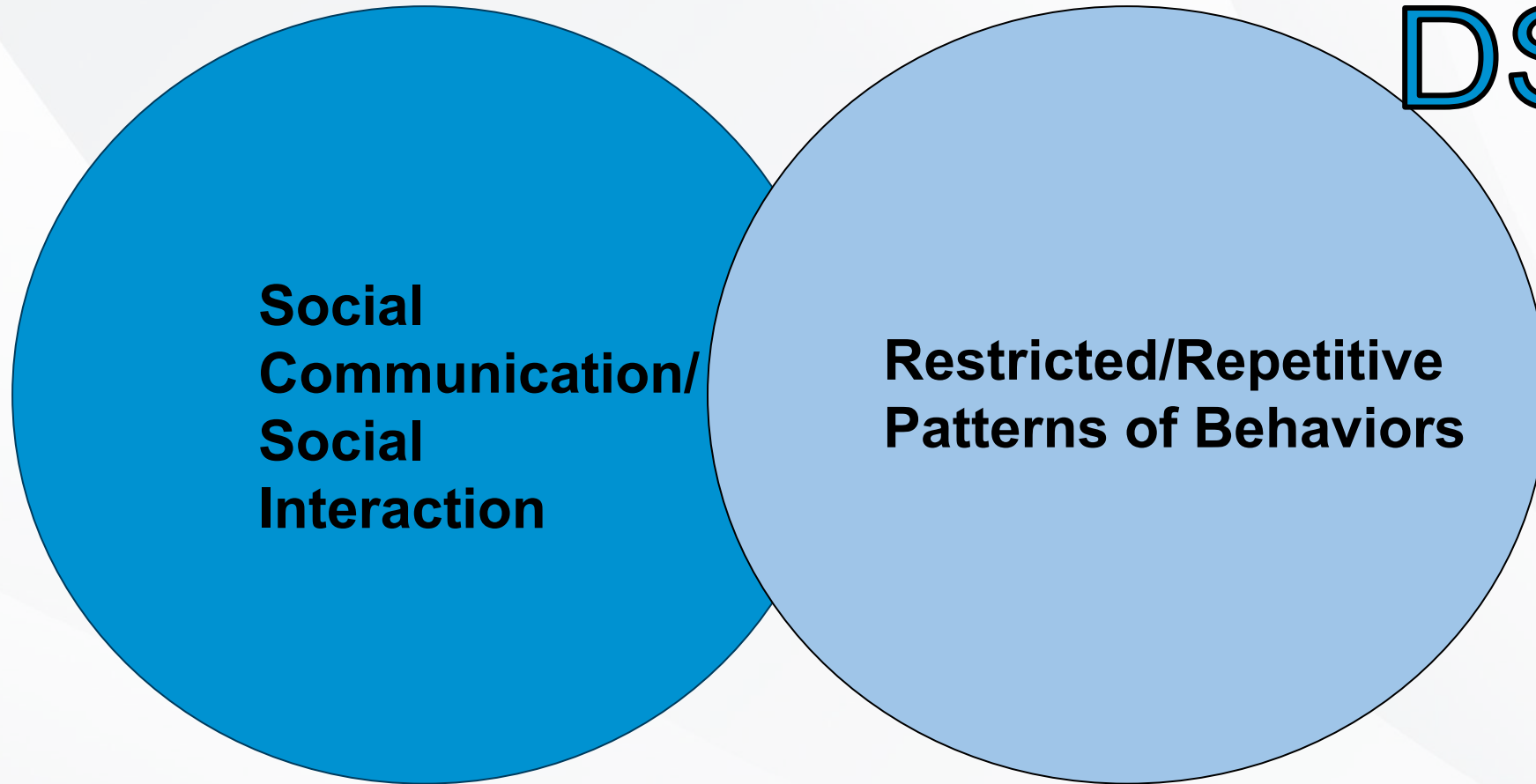# Identification

Medical

Diagnosis

Educational

Eligibility

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Diagnosis of Autism Spectrum Disorder

DSM-5

Social Communication/ Social Interaction

Restricted/Repetitive Patterns of Behaviors

Severity Level: 1, 2, or 3

-Diagnostic and Statistical Manual of Mental Disorders – Fifth Edition

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Educational Eligibility for Autism

DESE

Communication/Language

Disturbances of speech, language-cognition, and non-verbal communication

Social Skills

Disturbances in the capacity to relate appropriately to people, events, or objects

Patterns of Behaviors

Cognition/Learning
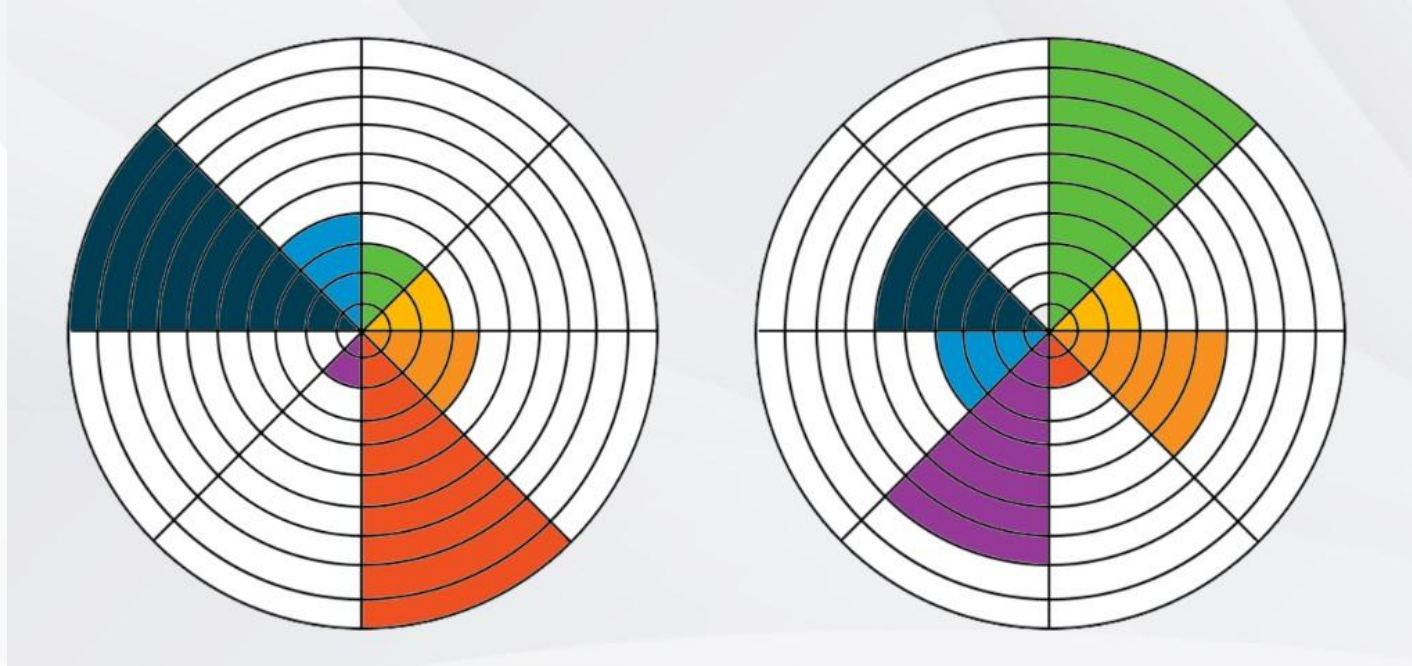
Disturbances in developmental rates and sequences

Sensory Processing

Disturbances of responses to sensory stimuli

…and Adversely Affects Educational Performance

No Two individuals with Autism are alike

Each Individual is Unique in the Way Autism Impacts Them

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Quality Inclusion

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Continuum of Alternative Placements

Least Restrictive ⟵⟶ Most Restrictive

General Education Classroom — Special Education Classroom — Special School — Homebound — Hospital, Residential Facility

IDEA requires that districts create a continuum of alternative placement options

The continuum represents the range of educational placements in which an IEP can be implemented to meet the individualized needs of students with disabilities

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The Role of the AU EPS

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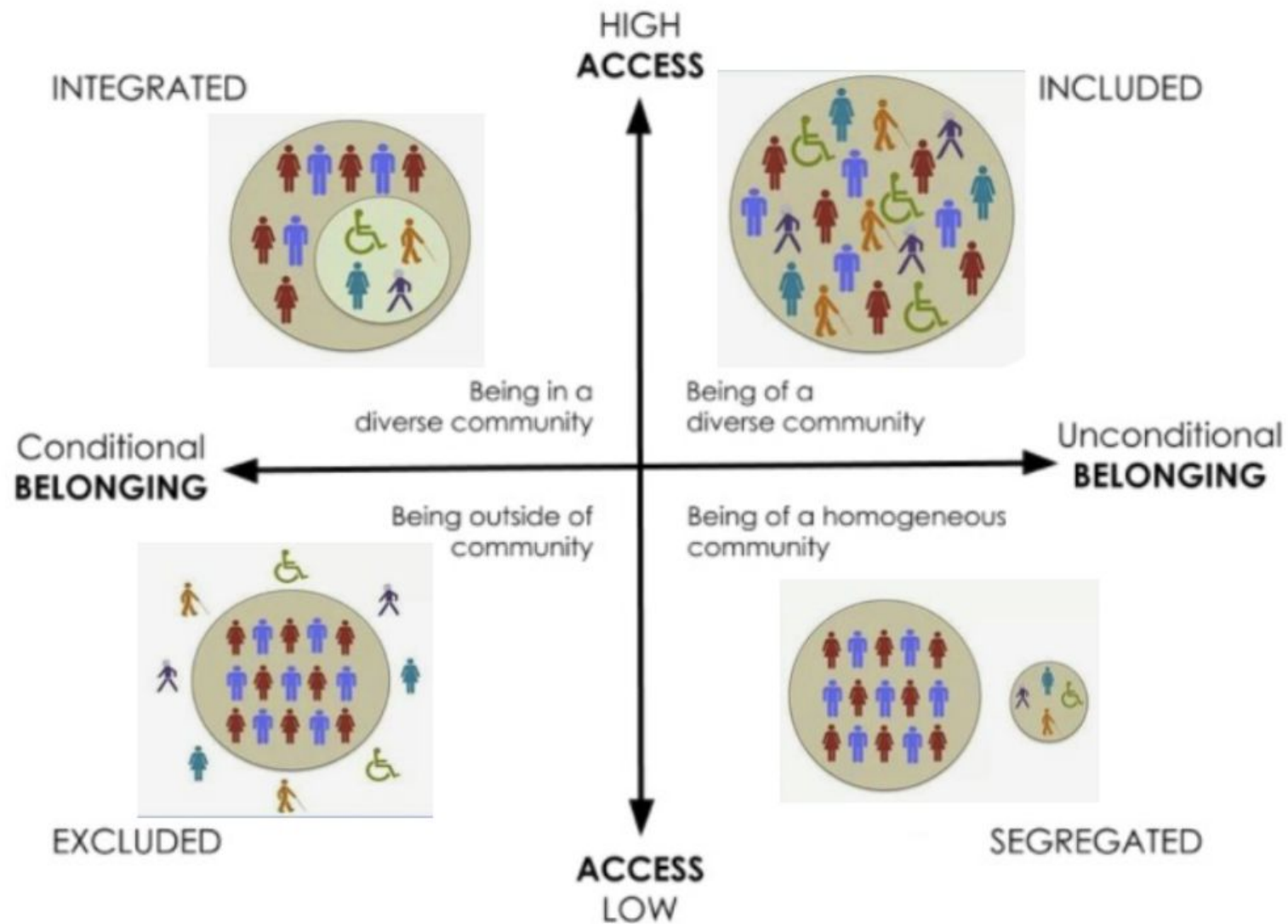
Mission

With a commitment to student success through evidence-based practices and continuous improvement, the Autism Leadership Team is dedicated to ensuring quality practices, building capacity, and providing equitable access to evidence-based resources and support.

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Scope of our Role

- Instructional Support
    - Classroom observations around quality programming
    - Teacher observations
    - Modeling lessons
- Behavior Support
    - Consult around student data
    - Support classroom management
    - Collaborating with administrators to address student needs
- Professional Learning

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Equitable Access to Quality Programming

Domain 1: **E**ducational Environment

Domain 2: **I**nstructional and Planning Design

Domain 3: **B**ehavioral Principles

Domain 4: **C**ollaboration

Domain 5: **I**nclusive Practices

Domain 6: **P**ersonnel

Domain 7: **P**rogram Evaluation

Domain 8: **D**evelopment of the IEP

Special School District Autism Quality Indicators Observation and Reflection Tool

Autism Quality Indicators Observation and Reflection Tool
Special School District

District/School: _____   Teacher:_____

Form Completed by: _____ School Year: _____

The *Special School District Autism Quality Indicators Observation and Reflection Tool* was designed as a way to measure the implementation of best-practices in educational programs serving school-aged students with autism and related disabilities across St. Louis County. The tool is based on the Special School District Autism Quality Indicators, developed in 2005 as well as other nationally recognized quality indicators from Illinois, Colorado, New York, New Jersey and Pennsylvania. This tool is designed for teams as a formative measure to guide best-practice programming and as a summative measure for program evaluation. Teams can utilize this document as a self-improvement tool in objectively identifying areas of strength as well as areas of opportunity for growth. Administrators may utilize this tool in evaluating staff performance related to effectively supporting students with autism and other significant disabilities. The document may also be utilized as a training tool to guide Professional Development for program development for students with autism. References and research for this tool are available upon request.

Instructions: Utilize the rubric below to rate each indicator. Utilize the notes column to highlight evidence or absence of indicators.

Rating	Description of indicator
3	Fully Implemented (FI): There is evidence that every component of the indicator is implemented with fidelity across environments and people.
2	Evidence of Implementation (EI): There is evidence of implementation of the indicator consistently with fidelity.
1	Partially Implemented (PI): There is some evidence of the indicator.
0	Not implemented (NI): There is no evidence of the indicator being implemented.
N/A	Not applicable.

Revised by the Autism EPS Team; 2020

Setting the Stage for Inclusive Leaders

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Considerations for Administrators

- Staffing, Planning, and Training

- Addressing Individual Student Needs

- Including All Students

- Understanding Behavior as Communication

- Problems and Incidents

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Staffing, Planning, and Training

- Where and how will you address student's unique needs?
- Provide introductory and ongoing staff training and awareness.
- Promote collaboration.
- Make opportunities for regular team meetings and open communication.
- Be proactive - support teams in developing positive behavior plans.
- Encourage staff to think creatively and develop opportunities engagement and inclusion with peers.

Addressing Individual Student Needs

- Prepare the environment to have predictability, routine, and structure.
- Notify teachers about changes in building schedules (fire drills, field trips. etc.).
- Get to know the students.
- Create personal connections and provide behavior or task specific praise.
- Focus on students' communication skills.
- Proactively plan for generalization

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Including all Students

- Proactively build an inclusive school culture
- Ensure that students with autism are informed and included.
- Promote opportunities for social interaction and development.
- Provide peer supports training and knowledge.
- Ask students with autism and families what they need and expect.

Understanding Behavior as Communication

- Be familiar with the student's proactive, positive behavior supports.
- Remain calm.
- Limit verbal directions. Less can be more.
- Reduce excessive talking and remove agitated adults
- Use established guidelines for communication and wait for a response.
- Give choices to help engage the student and de-escalate

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Problems and Incidents

- Use visuals to investigate the student's perspective, feelings and interpretation.
- Use visuals to teach why the actions were unacceptable.
- The goal is to halt the behavior and prevent it from occurring in the future.
- Obtain the facts relating to the situation from a variety of sources.
- Problem-solve after.
- Be mindful of the student's perspective, communicative message and future plan for promoting effective replacement behavior.

Activity

Please reflect on these considerations and capture them on your handout.
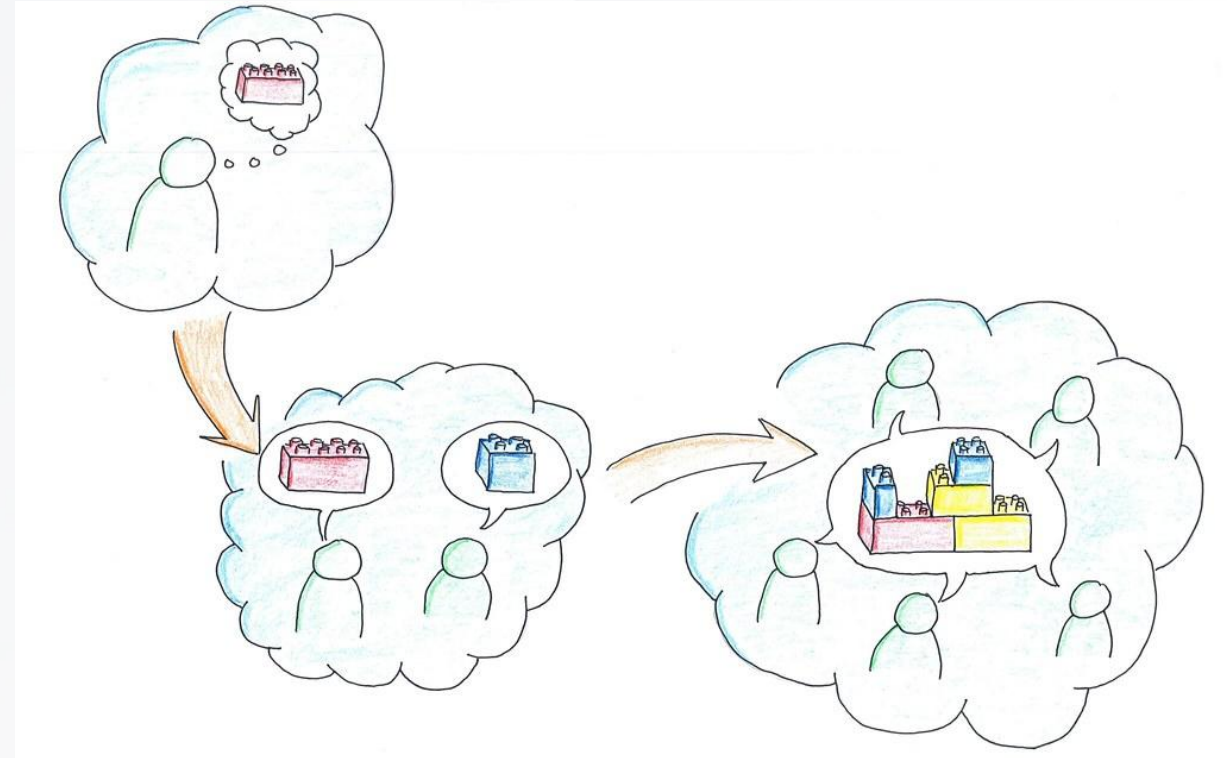
What…
3 things you are doing well
2 things you want to improve
1 commitment you will make

Turn to a partner and share.

Please be prepared to share out with the big group what you had in common.

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Review of Outcome

By the end of today we were hoping…

that 100% of administration would be able to have an increased understanding of autism and the resources available to increase effective practices in their school as measured by developing at least one commitment and the action steps needed for its successful implementation.

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Your Feedback is Valuable and Essential!

Your feedback will help us to:
- **provide tailored supports and to ensure that professional learning opportunities are always a valuable and enriching use of your time.**
- **make specific, timely and constructive changes to our instruction**

Your Feedback is displayed Anonymously in the Feedback Report. Email information is collected so that you/individuals are able to maintain a record of their completed Evaluations.

1. Link: https://kickup.co
2. Complete the Feedback Form
3. Confirm Attendance:

INSERT CODE

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Any questions? Contact your AU EPS

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