HISTORY OF THE PROJECT
HOW DID WE GET HERE?

EXCEPTIONAL STUDENTS

- Whitley County Consolidated Schools (WCCS) currently serves approximately 474 students from the age of 3 through 22 in one or more exceptionality areas.

- Of the 474 identified students, 39 are on the Autism Spectrum.
A FOCUS ON A NEED

- Several years ago a need was identified for professional development for staff working with students on the Autism Spectrum.
- In addition, support for families was something we wanted to be able to provide.

NEWEST NATIONAL NUMBERS

The Center for Disease Control and Prevention estimates that 1 in 88 children has been identified with an autism spectrum disorder (2008).

Interpretation:
- Confirms that the estimated prevalence of ASDs identified in 14 monitoring sites in the U.S. continues to increase.
- It is not known if the increase reflects increased awareness and access to services or a true increase in the prevalence of ASD symptoms.

HISTORICAL NUMBERS OF ASD INCIDENCE

Historically, WCCS had no students identified with ASD in 1991, to 11 in 2001, to 37 in 2011, and currently 39 thus far this year. This is a 95% increase in the last five years.
DISTRICT LEVEL SUPPORT

- Autism Resource Team
  - Six days of intensive team training in Bloomington, IN through the Indiana Resource Center for Autism (IRCA)
  - Mission: To provide an interdisciplinary team of trained professionals and parent representation to aid in the development of resources and training for staff who provide services for students on the autism spectrum.
  - Representation from administration, special education, general education, and parents across all levels.

BUILDING LEVEL SUPPORT

- A need was identified to build building level teams for support
- An opportunity presented itself to participate in professional development training through the Indiana Resource Center for Autism

INDIANA RESOURCE CENTER FOR AUTISM

- Part of the Indiana Institute on Disability and Community through Indiana University
- The Indiana Resource Center for Autism staff:
  - Conduct outreach training
  - Engage in individual consultations with the goal of facilitating an understanding of issues, promoting collaboration among team members, and recommending programming and resources.
  - Train, model, coach, and provide ongoing support to school teams to enhance programs and build local capacity to better educate individuals across the autism spectrum,
  - Engage in research, and
  - Develop and disseminate information for professionals and families on autism spectrum through e-newsletter, brochures, Facebook, Twitter, website, and print.
In general coaching improves the extent to which teachers are able to implement evidenced-based practices with fidelity. In addition, initial training that is highly engaging and provided in a small group, followed by multiple observations, feedback, and modeling is essential for successful implementation (Kretlow, A. & Bartholomew, C., 2010).

The IRCA was part of a project with the National Professional Development Center (NPDC) on Autism Spectrum Disorders. Funded by The Office of Special Education Programs (OSEP). Began on July 1, 2007. Indiana was one of the first three states to be a part of the project.

Goal of project is to work in collaboration with schools and/or districts to create sustainable change using coaching and training strategies. Schools receive support in implementing evidence based practices (EBP) with fidelity and with a focus on student outcomes. Provide sustainable, outcome based professional development and technical assistance that optimize existing resources for effective delivery of services. Establishes model sites showcasing EBP. Evaluates/measures child, family, practitioner and system level outcomes.
24 EVIDENCED BASED PRACTICES FOR ASD
HTTP://AUTISMPDC.FPG.UNC.EDU/CONTENT/BRIEFS

- Antecedent Based Interventions (ABI)
- Computer Aided Instruction
- Differential Reinforcement
- Discrete Trial Training
- Extinction
- Functional Behavior Assessment
- Functional Communication Training
- Naturalistic Intervention
- Parent Implemented Interventions
- Peer Mediated Instruction and Intervention
- Picture Exchange Communication (PECS)
- Pivotal Response Training
- Prompting
- Reinforcement
- Response interruption/Redirection
- Self Management
- Social Narratives
- Social Skills Training Groups
- Speech Generated Devices (SGD)/VOCA
- Structured Work Systems
- Task Analysis
- Time Delay
- Video Modeling
- Visual Supports

Source: The National Professional Development Center on Autism Spectrum Disorders
MEASURING PROGRESS

✓ Autism Program Environment Rating Scale (APERS)*
  ▶ Learning Environment
  ▶ Positive Learning Climate
  ▶ Assessment
  ▶ Social Competence
  ▶ Personal Independence/Competence
  ▶ Promoting Appropriate Behavior
  ▶ Family Involvement
  ▶ Teamwork
  ▶ Transition Planning

AUTISM PROGRAM ENVIRONMENT RATING SCALE (APERS)

Two versions:
- APERS-Preschool/Elementary
- APERS-Middle/High School

Given three ways:
- Pre-assessment
- Post-assessment
- Teacher self-assessment
MEASURING PROGRESS: TEACHER SELF ASSESSMENT (ELECTRONIC)

Learning Environments

<table>
<thead>
<tr>
<th>Item</th>
<th>This is a challenge in our program.</th>
<th>This area is consistently improving, but we still have some work to do.</th>
<th>This is a real strength in our program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Requires maintaining individualized least significant educational goals and progress monitoring.</td>
<td>This emphasis on constant learning and feedback is proving effective in the classroom.</td>
<td>This is a challenge in our program.</td>
</tr>
<tr>
<td>2</td>
<td>Students do not have their own space to work in a personal manner.</td>
<td>There is a sufficient number of spaces in the school. These spaces are designed to accommodate the needs of all students.</td>
<td>The learning environment is designed so that all students are provided with an individualized learning space (e.g., desks, chairs, etc.) and materials (e.g., computers, reading materials, etc.).</td>
</tr>
</tbody>
</table>

MEASURING PROGRESS: EVIDENCE BASED PRACTICE INVENTORY

<table>
<thead>
<tr>
<th>Evidence-Based Practice</th>
<th>Early Childhood (0-5 yrs)</th>
<th>Elementary (6-11 yrs)</th>
<th>Middle School (12-18 yrs)</th>
<th>High School (19-21 yrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Shading indicates the studies making the evidence for the practice included in this section and data from these age groups.

Disclaimer: The reviews completed by the AEDC on ASAP are not exhaustive. It is possible that unidentifiable evidence exists for practices and age groups not described.

MEASURING PROGRESS: FIDELITY IMPLEMENTATION CHECKLISTS

- Individualized for each Evidenced Based Practice (EBP)
- Developed as part of online modules and EBP briefs
- Used to measure how well practitioners implement practices
- Also used to provide onsite coaching and technical assistance to professionals in model sites
TRAINING SUPPORT

Source: http://www.autisminternetmodules.org

MEASURING PROGRESS:
GOAL ATTAINMENT SCALING

<table>
<thead>
<tr>
<th>Level Of Attainment</th>
<th>Goal 1: Goal questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much less than expected -2</td>
<td>Whose given a model and prompted, and ask questions of adults.</td>
</tr>
<tr>
<td>Somewhat less than expected -1</td>
<td>Whose prompted, will ask questions of adults during 80% of opportunities.</td>
</tr>
<tr>
<td>Expected level of outcome 0</td>
<td>Independently asks questions of adults during 100% of opportunities.</td>
</tr>
<tr>
<td>Somewhat more than expected +1</td>
<td>Independently asks questions of adults, 80% of opportunities.</td>
</tr>
<tr>
<td>Much more than expected +2</td>
<td>Independently asks questions of adults, 100% of opportunities.</td>
</tr>
</tbody>
</table>

MEASURING PROGRESS:
FAMILY PROGRAM QUESTIONNAIRE

To review responses please and implementation:

1. How effective is the introduction into the target goals?
2. How do interaction opportunities in strengths and interests of students?
3. What kinds of opportunities are there to practice skills in different environments and with different people?
4. How are the different skills related to learning and learning styles?
5. How do the needs and limitations of learners with autism or related conditions?
6. How do you feel about meeting the needs of communication goals?
7. How are communication skills and strategies selected?
8. How often do communication skills stay?
EVIDENCED BASED PRACTICES FOR ASD IN WHITLEY COUNTY CONSOLIDATED SCHOOLS

IRCA-WCCS PROJECT GOALS

- Work in collaboration with districts to create sustainable change using coaching and training strategies
- Provide schools support in implementing evidence based practices (EBP) with fidelity and with a focus on student outcomes
- An unintended outcome of this project has been that practices focused on students on the autism spectrum have been universally adopted in some places to benefit all students

HOW DO YOU BEGIN THE PROCESS

- Identify and rationalize the need
- Buy-in and support is key
  - Central office (superintendent) administration . . . .
    - Including school board if necessary
  - Building administration
ADDITIONAL RESOURCES

- Financial support (consultant, substitutes, materials)
- Time commitment
  - Set work dates in the summer for the upcoming school year (meet on a monthly basis)
  - Incorporate make-up days in case of cancellations due to inclement weather

SUMMER BUILDING PREP WORK

- Choose Building Team Members
  - Typically 6-8 staff members across a variety of disciplines (general education, special education, guidance, administration, related arts/specials, etc)
- Identify the focus students and obtain parent permissions
  - Typically three students per building
  - Parent permission to be in the project, release of information, release for videotaping/picture
- Gather/copy IEPs, behavior plans, and other documents

ELECTRONIC FOLDERS

- Created electronic folders to store files in throughout the year
  - Organized by year, school, and student
  - All documents, work, files, artifacts, etc. are stored electronically for future reference
WORK DAY NOTES

- Template created to aide in consistency and convenience

**School:**

**Date:**

**Participants:**

**Notes of general discussions:**

**Student’s Name (first name only):**

**Notes:**

**Action Plan:**

- Include what needs to be done, by whom, and a time frame if applicable

**Agenda for next work day:**

- Include staff who will be participating and if a substitute is needed

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YEAR ONE OF THE PROJECT (2010-2011)

- Began the IRCA-WCCS Evidenced Based Practices for ASD Project at Coesse Elementary

- Focused on three students and a select few evidenced-based practices

- Success was documented for the student, teachers, and school environment in general

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TYPICAL DAY AGENDA - YEAR ONE

- Team collaborates on one student **guided by the Coach**
  - Identify areas of need based on APERS
  - Establish interventions matched to IEP goals
  - Use EBP checklist to guide the work
  - Create Materials / Model intervention in classroom
- Lunch – Check in time for teachers of other students in the program
- Afternoon is a repeat of morning process (same or different student)
- Plan for the next EBP day in the building
- NOTES TAKEN THROUGHOUT THE DAY
YEAR ONE HIGHLIGHTS (2010-2011)
DAKOTA'S SCHEDULE

Arrival:
- Check in with Miss Johnson
- Go over daily schedule
- Go to Mrs. Tomas' classroom and go to my cupboard

When I get to Mrs. Thomas' room:
- If I am late:
  - Give Mrs. Thomas my tardy slip
  - Go to cupboard and check my list
- Cupboard Checklist:
  - Hang up coat
  - Take out binder guided reading bag, and take-home folder of my book bag
  - Give Mrs. Thomas my schedule so she can show me where I need to be

YEAR ONE HIGHLIGHTS (2010-2011)
DAKOTA'S SCHEDULE (CONT.)

7:50-8:20
- Welcome Task
- High Five
- Board Work
- Meet with teacher to go over homework
- Computer

8:20-8:25
- Listen to Mrs. Thomas about what my seatwork will be during Guided Reading

YEAR ONE HIGHLIGHTS (2010-2011)
DAKOTA'S SCHEDULE (CONT.)

8:25-9:00
- Read AR/RC book
- Take AR/RC quiz
- Worksheet
- Put finished work in trays
- Skills book in binder
- When I am finished I can
YEAR TWO OF THE PROJECT (2011-2012)

- Expanded the IRCA-WCCS Project to three schools in the district:
  - Coesse Elementary….a second year
  - Little Turtle Elementary….year one
  - Indian Spring Middle School….year one
    - We had a student with ASD transition from CES last year to ISMS this year in 6th grade
  - A total of nine students are a focus in the project

TYPICAL DAY AGENDA - YEAR TWO

- Team collaborates on one student **facilitated by staff**
  + Identify areas of need based on APERS
  + Establish interventions matched to IEP goals
  + Use EBP checklist to guide the work
  + Create Materials / Model intervention in classroom
- Lunch – Check in time for teachers of other students in the program
- Afternoon is a repeat of morning process (same or different student)
- Plan for the next EBP day in the building
- NOTES TAKEN THROUGHOUT THE DAY
TYLER AND THE "THINK TANK"

- Tyler...
- "Think Tank" (time out with a purpose)
  - What got you here?
  - How did that work for you?
  - What will you choose to do next time?

TYLER - COMIC STRIP: ELEMENTARY SCHOOL
REMINDER TO WRITE LAST APOLOGY LETTER

YEAR TWO HIGHLIGHTS (2011-2012)

Hanging Out With Friends Between Classes
YEAR THREE OF THE PROJECT (2012-2013)

- Expanded the project district-wide
  - Coesse Elementary – Year three, school-wide
  - Little Turtle Elementary – Year two
  - Indian Springs Middle School – Year two, but moved to a new grade level
  - Northern Heights Elementary, Mary Raber Elementary, and Columbia City High School – Year one
- The project is focusing on 21 students
- Supported by central office administration and school board to move district-wide

TYPICAL DAY AGENDA - YEAR THREE

- Team collaborates on one student led by the staff
- Identify areas of need based on APERS
  - Establish interventions matched to IEP goals
  - Use EBP checklist to guide the work
  - Create Materials / Model intervention in classroom
- Lunch – Check in time for teachers of other students in the program
- Afternoon is a repeat of morning process (same or different student)
- Plan for the next EBP day in the building
- NOTES TAKEN THROUGHOUT THE DAY

IMPACTING GLOBALLY
INTERNATIONAL VISITORS
INTERNATIONAL VISITORS

International visitors from Bangladesh and Saudi Arabia visited Little Turtle Elementary School and other schools in the United States in February 2012 to see the project in place.

INTERNATIONAL IMPACT

These visitors had come halfway around the world to learn about the project so they could implement the model in their own countries, which includes:
- Implementing evidenced based practices with students on the autism spectrum disorder
- Understanding the intent and purpose of the coaching model
- Measuring program quality

In addition, many of the international visitors are the authors writing policy surrounding disability advocacy and services in their countries.

THE FUTURE OF THE PROJECT
WHERE DO WE GO FROM HERE?
FUTURE OF THE PROJECT

- Sustain the project to all buildings within the district
- Continuation of support within all buildings, learning and implementing additional evidence based practices
- Continuation of parent education and addition of parent support groups

SUSTAINABILITY

Research shows that “... an educational innovation is more likely to be implemented and sustained with fidelity if it (a) has support from an administrator who encourages communication about the core features of the innovation and (b) uses data to plan and make changes” (Coffey & Horner, 2012, p. 407).

RESOURCES - UPDATE


