Developing a Districtwide Approach
Serving Students with Developmental Disabilities, Autism and Significant Learning Challenges

STAR Autism Support
www.starautismsupport.com

Building Sustainable Systems of Support Within Local School Districts

 Professional Development Workshops

 Teacher Tools Including Curricula and Classroom Visual Supports

 In Class Coaching

 Building Capacity through Training Sites and District Level Coaches

Research Guides Practice

National Professional Development Center on ASD and National Standards Report

Overlap Between Evidence-Based Practices Identified by the National Professional Development Center (NPDC) on ASD and the National Standards Project (NSP)											
Evidence-Based Practices Identified by the National Professional Development Center (NPDC) on ASD	**Established Treatments Identified by the National Standards Project (NSP)**										
	Antecedent Package	**Behavioral Package**	**Story-based Intervention Package**	**Modeling**	**Naturalistic Teaching Strategies**	**Peer Training Package**	**Pivotal Response Treatment**	**Schedules**	**Self-Management**	**Comprehensive Behavioral Treatment for Young Children**	**Joint Attention Intervention**
Prompting	X			X						The NPDC on ASD did not review comprehensive treatment models. Components of The Comprehensive Behavioral Treatment of Young Children overlap with many NPDC-identified practices.	The NPDC on ASD considers joint attention to be an outcome rather than an intervention. Components of joint attention interventions overlap with many NPDC-identified practices.
Antecedent-Based Intervention	X										
Time delay	X										
Reinforcement		X									
Task analysis		X									
Discrete Trial Training		X									
Functional Behavior Analysis		X									
Functional Communication Training		X									
Response Interruption/Redirection		X									
Differential Reinforcement		X									
Social Narratives			X								
Video Modeling				X							
Naturalistic Interventions					X						
Peer Mediated Intervention						X					
Pivotal Response Training							X				
Visual Supports								X			
Structured Work Systems								X			
Self-Management									X		
Parent Implemented Intervention	The NSP did not consider parent-implemented intervention as a category of evidence-based practice. However, 24 of the studies reviewed by the NSP under other intervention categories involve parents implementing the intervention.										
Social Skills Training Groups	Social Skills Training Groups (Social Skills Package) was identified as an emerging practice by the NSP.										
Speech Generating Devices	Speech Generating Devices (Augmentative and Alternative Communication Device) was identified as an emerging practice by the NSP.										
Computer Aided Instruction	Computer Aided Instruction (Technology-based Treatment) was identified as an emerging practice by the NSP.										
Picture Exchange Communication	Picture Exchange Communication System was identified as an emerging practice by the NSP.										
Extinction	Extinction (Reductive Package) was identified as an emerging practice by the NSP.										

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

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-Horsley, Hewson, Love, & Stiles, 1998).*

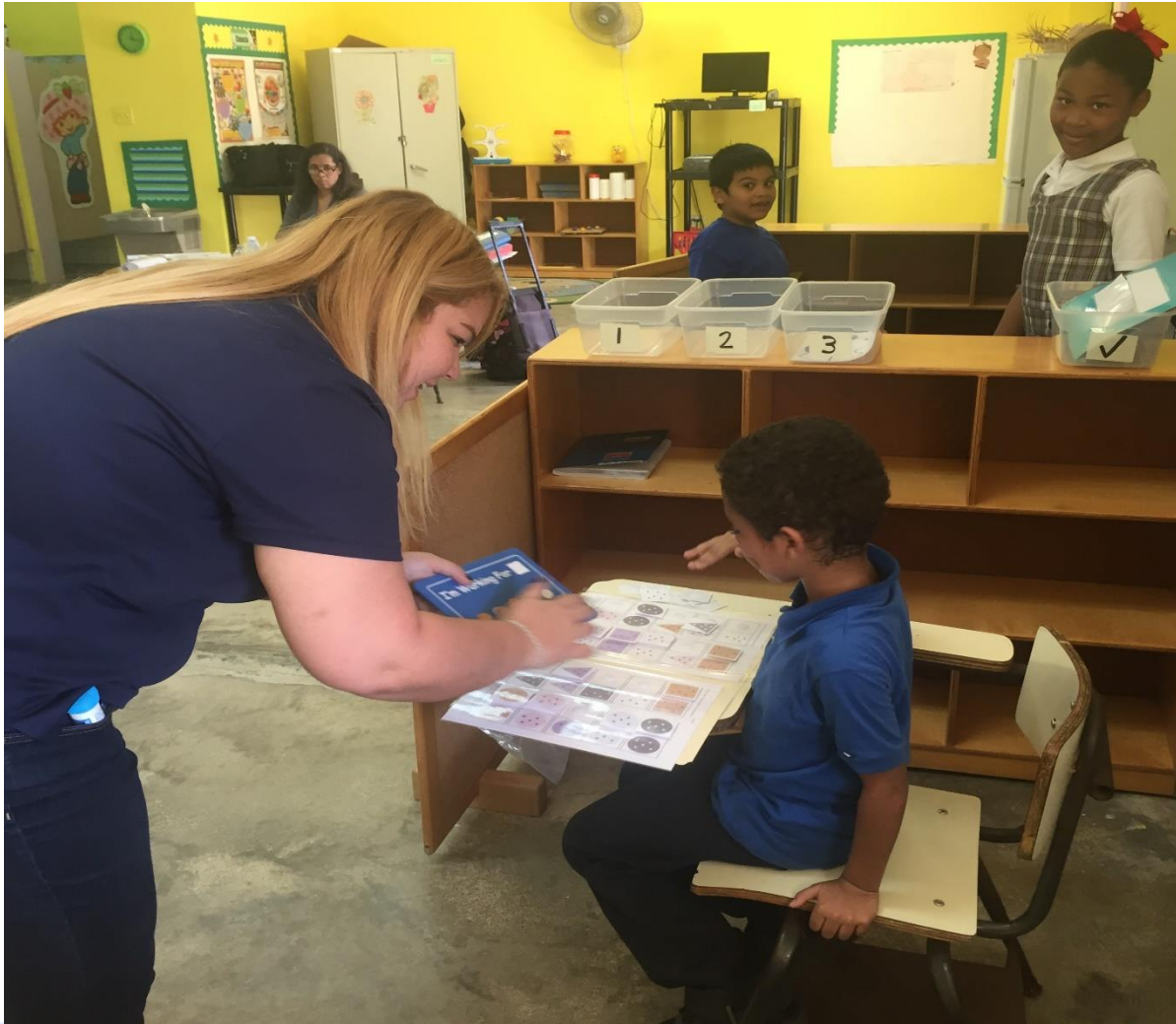- *The best staff training includes **demonstration, coaching and follow-up training**. Bolton & Mayer (2008)*

Districtwide Training Process
Workshops: Active Training Process

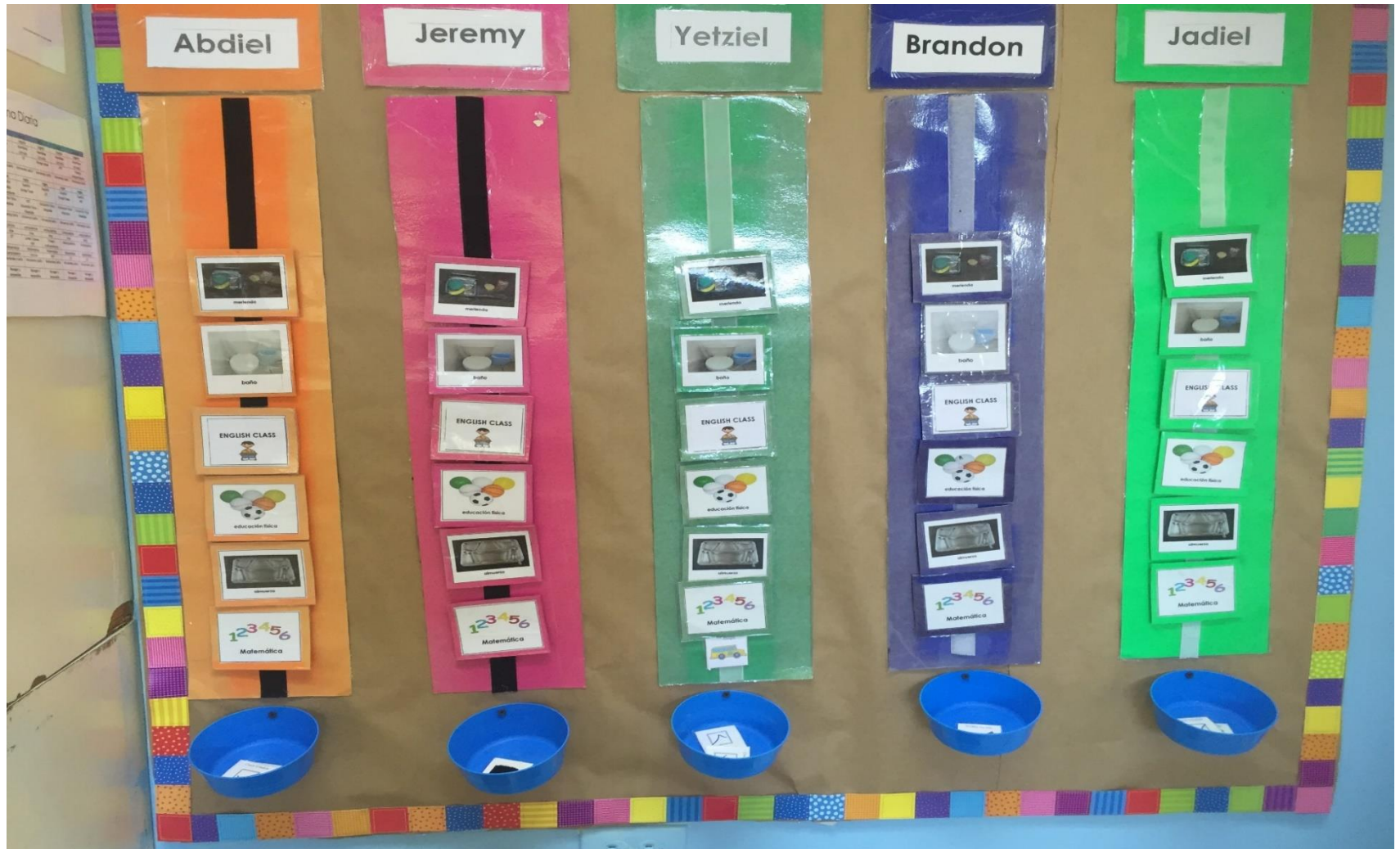# Classroom Coaching
Modeling Instruction

Classroom Coaching
Modeling Data Collection

Classroom Coaching
Setting up Visuals and Environmental Supports
Student Schedules

Parent Training and Information

Professional Development Opportunities for General Education Teachers
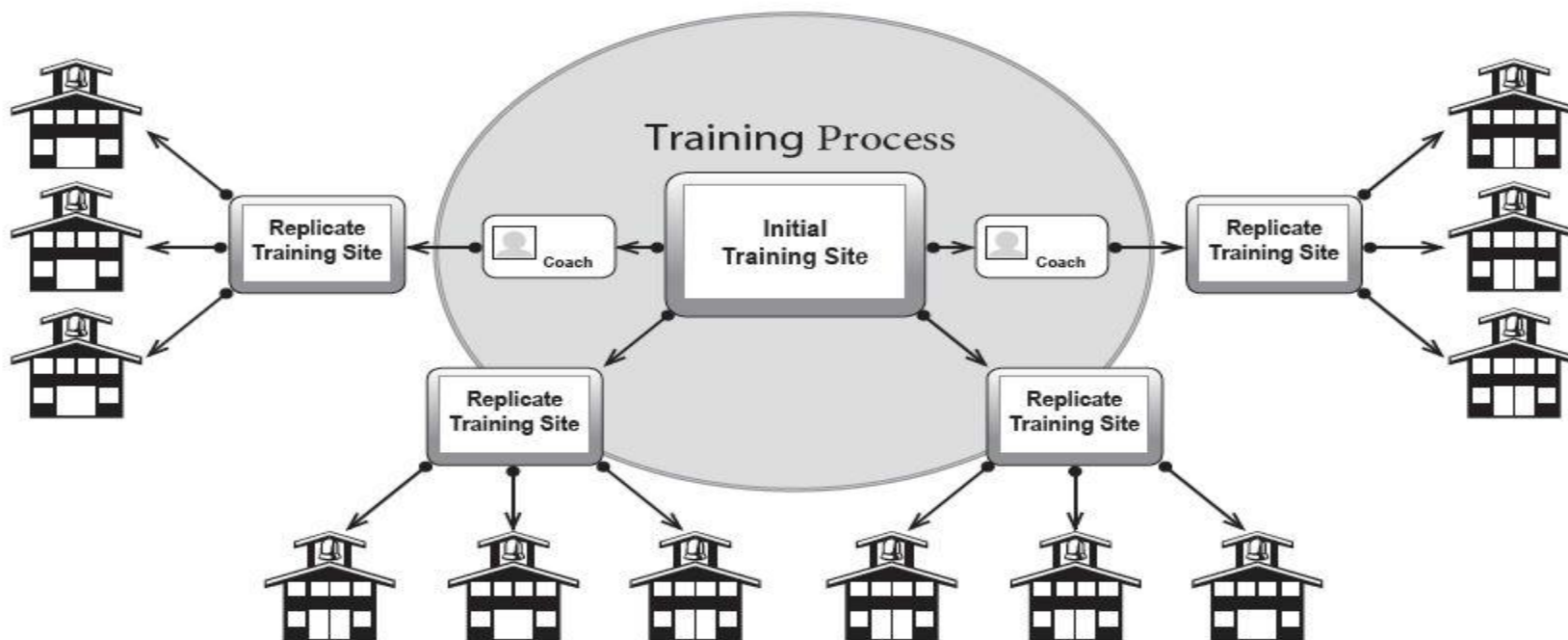
Promoting Inclusive Practices

A Comprehensive Guide for Autism Spectrum Disorders for General Education Teachers

Practical, web-based on demand professional development modules

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

Training Site
Organized to model evidence-based practices, train staff, and serve students. These training sites model the use of effective practices throughout the student's instructional day.
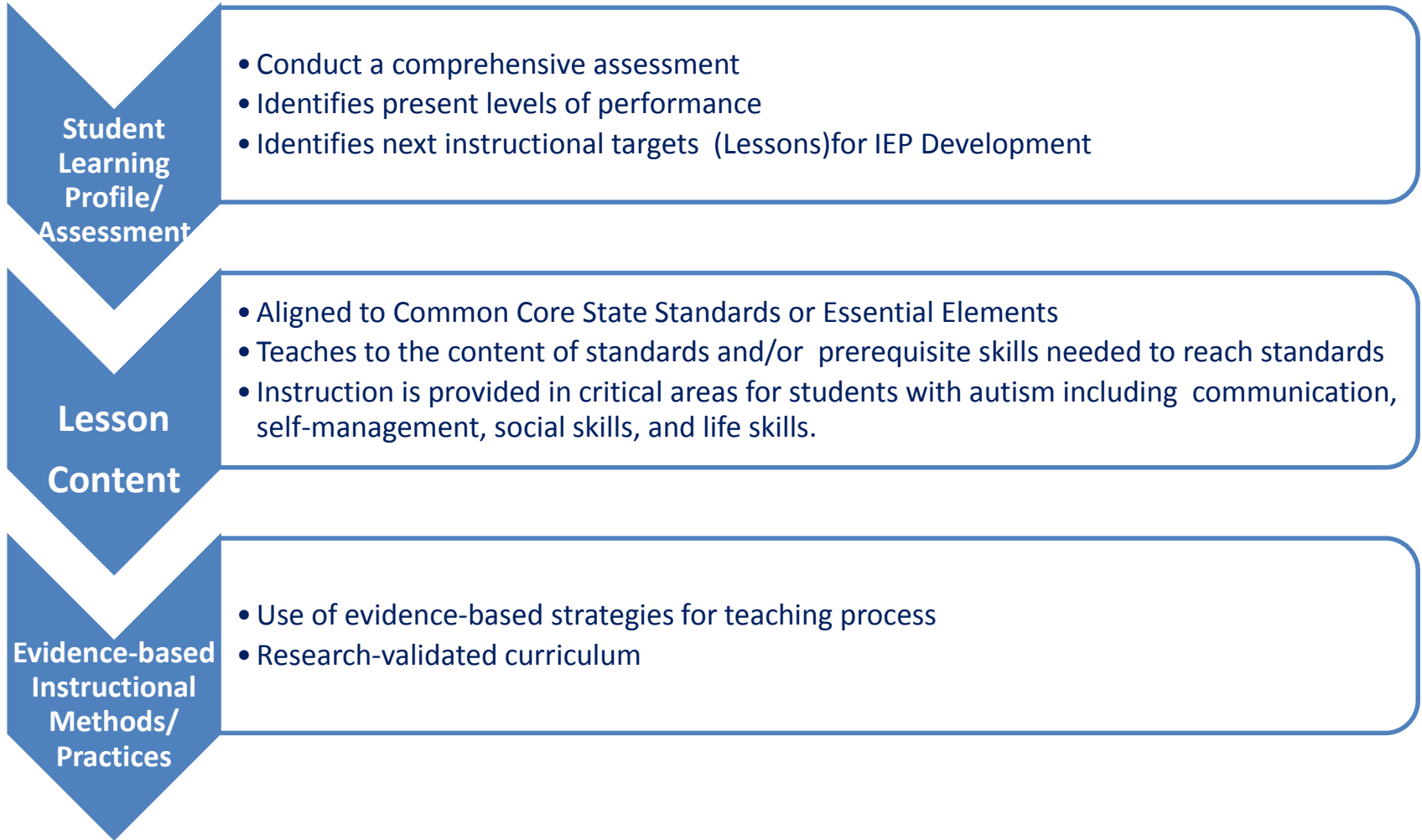
Coach
A coach is available to assist with the training of others and replication of the program at other locations.

Classroom
Classroom staff attend workshops, visit training sites and collaborate with coaches as necessary.

Curriculum, IEP Goals, State Standards, Evidence-based Practices, Instructional Content should work together…..

Student Learning Profile/ Assessment

- Conduct a comprehensive assessment
- Identifies present levels of performance
- Identifies next instructional targets (Lessons)for IEP Development

Lesson Content

- Aligned to Common Core State Standards or Essential Elements
- Teaches to the content of standards and/or prerequisite skills needed to reach standards
- Instruction is provided in critical areas for students with autism including communication, self-management, social skills, and life skills.

Evidence-based Instructional Methods/ Practices

- Use of evidence-based strategies for teaching process
- Research-validated curriculum

Teachers Need Tools

- ✓ Comprehensive Curricula

- ✓ Visual Supports

- ✓ Progress Monitoring

- ✓ IEP Goals

- ✓ Training for General Educators

- ✓ Self-Assessment on Quality Program Indicators

TEACHER TOOLS
General Education Tools for Students
with Autism Spectrum Disorder

- ✓ Fidelity of Implementation Checklists

- ✓ Lesson Plans

- ✓ Technology

- ✓ Guides to the Common Core

- ✓ Transition Planning Across Grade Levels

- ✓ Post-secondary

Curriculum Tools From STAR Autism Support

Preschool/Elementary

STAR Program

Middle School/High School

LINKS™ CURRICULUM

STAR (Preschool/Elementary)
Links (Secondary-Post Secondary)

◇ Applied Behavioral Analysis (ABA) Instructional Strategies Used:

- Discrete Trial
- Pivotal Response Training
- Teaching Functional Routines
- Positive Behavior Supports

◇ Curriculum Content Areas Addressed:

- Expressive language
- Receptive language
- Spontaneous language
- Functional routines
- Pre-academic skills
- Play and social interaction concepts

STAR Program Curriculum
Students Learn to…

Level 1

- Use basic language concepts
- Make verbal requests
- Accomplish simple routines independently
- Engage in beginning play/social skills
- Use pre-academic skills

Level 2

- Expand language concepts to include, many new nouns, people, actions
- Use spontaneous language throughout the day
- Become independent in typical daily school routines
- Use basic math, reading and writing academic skills
- Play with others at school

Level 3

- Understand complex language concepts including,
- Academic skills including, reading a simple book, writing from memory, time telling, money use and adding/subtracting
- Generalize skills in general education settings

Student Learning Profile
Research-validated Assessment and Progress Monitoring

Table 1

Receptive language concepts (DT)		Seq	Expressive language concepts (PRT)		Seq	Functional routines (FR)		Seq	Preacademic concepts (DT)		Seq	Play and social interaction concepts (PRT/FR)		Seq
Lesson number	Lesson name		Lesson number	Lesson name		Lesson number	Lesson name		Lesson number	Lesson name		Lesson number	Lesson name	
1	Come Here			Babbling and Sound Pairing		1	Arrival	1	1	Use of Token Board	1	1	Exploring and Sharing Toys and Learning To Play (PRT)	1
2	Attending		1	Babbling	1	2	Departure	1	2	Matching Colors	2			
3	Receptive Actions			Sound pairing	2	3	Transition Between Activities	1	3	Matching Shapes	3	2	Playing with Toys: Constructive and Functional (PRT)	2
4	Social Communication			Imitation of Words for Requests		4	Handwashing	1	4	Coloring/Scribbling	3			
5	Nonverbal Imitation: Gross Motor		2	Imitation of sounds and words	3	5	Snack	1				3	Independent Play (FR)	2

Table 2

Receptive language concepts (DT)		Seq	Expressive language concepts (DT)		Seq	Spontaneous language (PRT)		Seq	Functional routines (FR)		Seq	Preacademic concepts (DT)		Seq	Play and social interaction concepts (PRT/FR)		Seq
Lesson number	Lesson name		Lesson number	Lesson name		Lesson number	Lesson name		Lesson number	Lesson name		Lesson number	Lesson name		Lesson number	Lesson name	
1	Expanded Labels	1	1	Labels	1		Requesting		1	Arrival	1	1	Math: Rote Counting to 10	1	1	Expanded Learning To Play (PRT)	1
2	Accelerated Labels	2	2	Expanded Labels	2		Vocabulary (nouns, verbs, adjectives, adverbs)	1	2	Departure	1	2	Math: Counting 1 to 10 Objects	2		Expanded Playing with Toys (PRT)	
3	Identification of People	1	3	Accelerated Labels	2	1			3	Transition Between Activities	1	3	Math: Receptive Identification of Numbers 1 to 10	2			
4	Actions: Pictures	2	4	Identification of People	2		Phrase length (2 to 3 words)	1	4	Transition Between Locations	3	4	Math: Expressive Identification of Numbers 1 to 10	3	2	Playing with toys	2
5	Actions: Two-Step Commands	2	5	Actions: Pictures	2		Initial Commenting					5	Math: Receptive Counting	3		Independent constructive play	3
			6	Actions: People	3												

Table 3

Receptive language concepts (DT)		Seq	Expressive language concepts (DT)		Seq	Spontaneous language concepts (PRT)		Seq	Functional routines (FR)		Seq	Preacademic concepts (DT)		Seq	Play and social interaction concepts (PRT/FR)		Seq
Lesson number	Lesson name		Lesson number	Lesson name		Lesson number	Lesson name		Lesson number	Lesson name		Lesson number	Lesson name		Lesson number	Lesson name	
1	Functions of Objects and Community Members	1	1	Functions of Objects and Community Members	1		Advanced Expanded Requesting		1	Arrival	1	1	Math: Rote Counting	1		Advanced Play (PRT)	
						1	Expanded vocabulary	1	2	Departure	1	2	Math: Receptive Identification of Numbers	1	1	Functional play	1
2	Prepositions	1	2	Prepositions	1		Expanded phrase length	2	3	Transition Between Activities	1	3	Math: Expressive Identification of Numbers	2		Symbolic play	2
3	Descriptors	1	3	Descriptors	1		Advanced Commenting		4	Transition Between Locations	2	4	Math: Counting Objects Using Numbers	3	2	Play with Peer and Share Materials (FR)	1
4	Opposites	2	4	Opposites	2		Noun + action + descriptor	1	5	Large Group: Opening Activities	2	5	Math: Adding One-Digit Numbers	4	3	Play Game with Peer (FR)	2
5	Gender Identification	2	5	Gender Identification	2	2	Complete simple sentence	2	6	Large Group: Story Time	3	6	Math: Subtracting One-Digit Numbers	5	4	Pretend Play with Peer (FR)	3
6	Possessives	3	6	Pronouns: He and She	3		Exclamation	2	7	Cafeteria Lunch	1	7	Math: Identification of Money and Use of Money	4	5	Recess: Individual or Independent (FR)	1
7	First, Next, Last (Location)	3	7	Extend Sentences with Descriptors	2		Advanced Concepts		8	Rest Room Use with	2				6	Recess with Peer	2
			8	Expanded Social Questions	1												

National Research on the STAR Program
(*Research-validated Curriculum*)

- Oregon Autism Outcome Study. (Arick, J., Young, H., Falco, R., Loos, L., Krug, D., Gense, M. and Johnson, S. 2003). Published in journal Focus on Autism and Other Developmental Disabilitites.

  > *Sixty seven students made statistically significant progress in expressive language, receptive language, pre-academic skills, social/play skills and independence on functional routines.*

- 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. Mandell (2010).

  > *Results of the randomized control trial study indicated students made clinically significant gains in classrooms where STAR was implemented with fidelity.*

- Measuring Outcomes in Early Intervention Program. (Bacon, E., Dufek, S., Schreibmann, L., Stahmer, A., Pierce, K. and Courchesne, E. 2014)

  > *Children in early intervention programs made significant skill gains.*

  > *Student Learning Profile correlated highly with standardized measures.*

- ✧ Randomized, Controlled Trial of a Comprehensive Program for Young Students with Autism Spectrum Disorder. (Young, H.; Falco, R. and Makoto, H. 2015) Journal of Autism and Developmental Disorders.

  > *The STAR Program was used as the classroom curriculum. Following the 6-8 month implementation period the Comprehensive Autism Program "had a positive statistically significant impact on students' outcomes for receptive language and social skills at school compared to students' outcomes in Business as Usual schools."*

PROGRESS VIDEO

Expressive Language (PRT)

Receptive Language (DT)
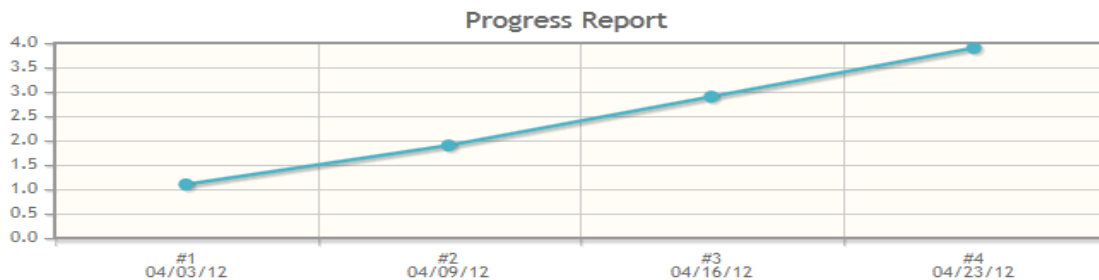

Routines-*Arriva*l (FR)

Spontaneous Language (Progress Video)

Links Curriculum:
On-line Progress Monitoring

Estimated Links™ Adjusted Independence Score Progress Report for Socializing with Friends

Student Name: D.J.

Progress Report

Cue Set Information	1
Data Entry Sets	#1 - #4 (04/03/12-04/23/12)

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.

Example of Other Curricula/Materials Used at Training Sites Based on Individual Student Needs

- ❖ General Education On-line Resource Modules
- ❖ PECS: Picture Exchange Communication System
- ❖ Edmark Reading Program
- ❖ Early Literacy Skill Builders
- ❖ PCI Reading Program
- ❖ Touch Math
- ❖ Handwriting without Tears
- ❖ Structured TEACCH (independent work systems)
- ❖ STAR Media Center
  - ❖ Video examples of all 167 STAR Lessons
  - ❖ Monthly theme units
  - ❖ Visuals for Routines
  - ❖ E-Scheduler
- ❖ Teaching Social Communication to Students with Autism: Parent Training Program
- ❖ General Education Curriculum
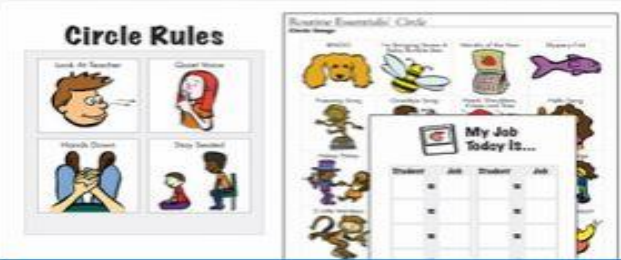
STAR Media Center:
Scheduling, Routine and Training Supports

E-Scheduler™
Create new staffing schedules! Get new ideas for
daily activities and access visual environmental
supports for those activities!

Patent Pending

Media Center Training Videos
Video Examples of all STAR Lesson Plans and
strategies!

Media Center Tool Kit
Access environmental supports, visual supports
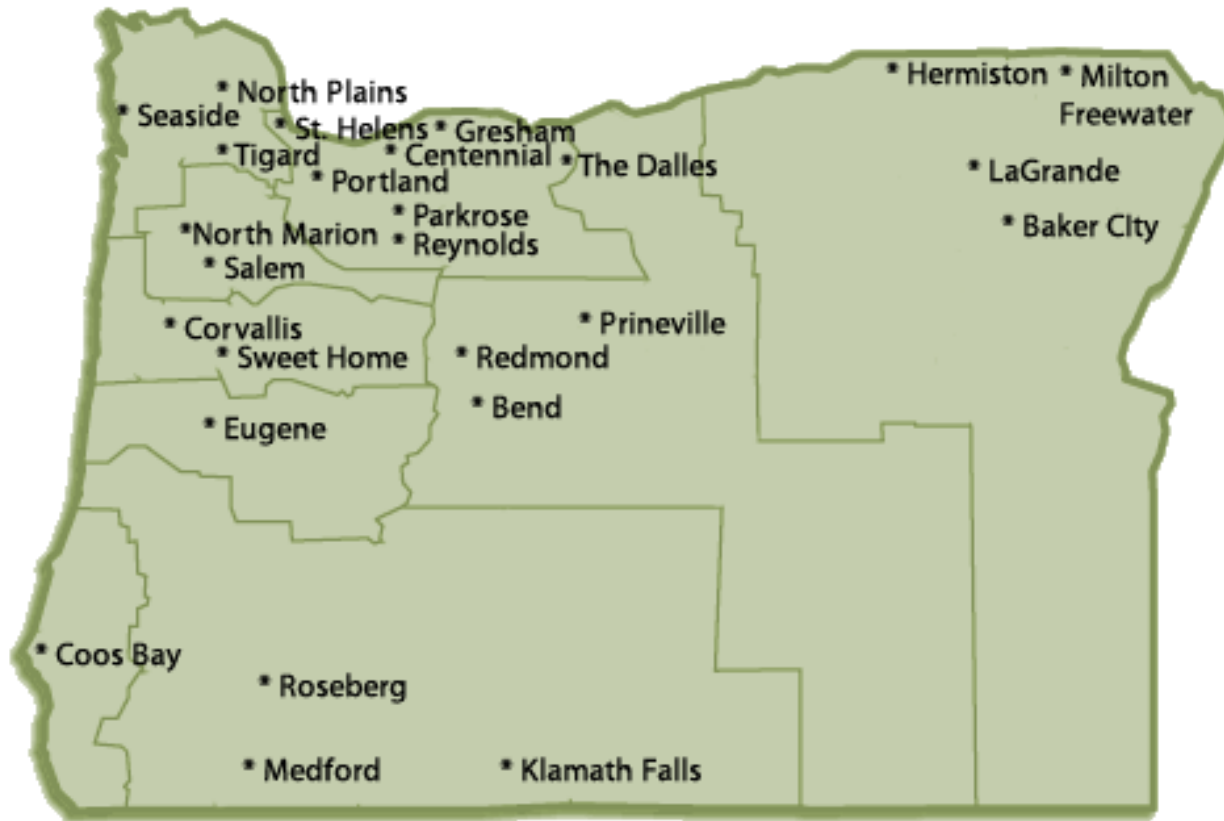and other resources! Ideas for Circle Time,
Transition, Snack and more!

Current Theme Unit: CAMPING
Our current theme unit is Camping! Coming
Soon: Friendship, Fall Fun, Winter Fun, Dinosaurs
and more!

Example State and Districtwide Projects

ORPATS

Oregon Regional Program Autism Training Sites

42 Training Sites

www. Orpats.org

Arizona Autism State-wide Project

Arizona Department of Education in collaboration with STAR Autism Support.
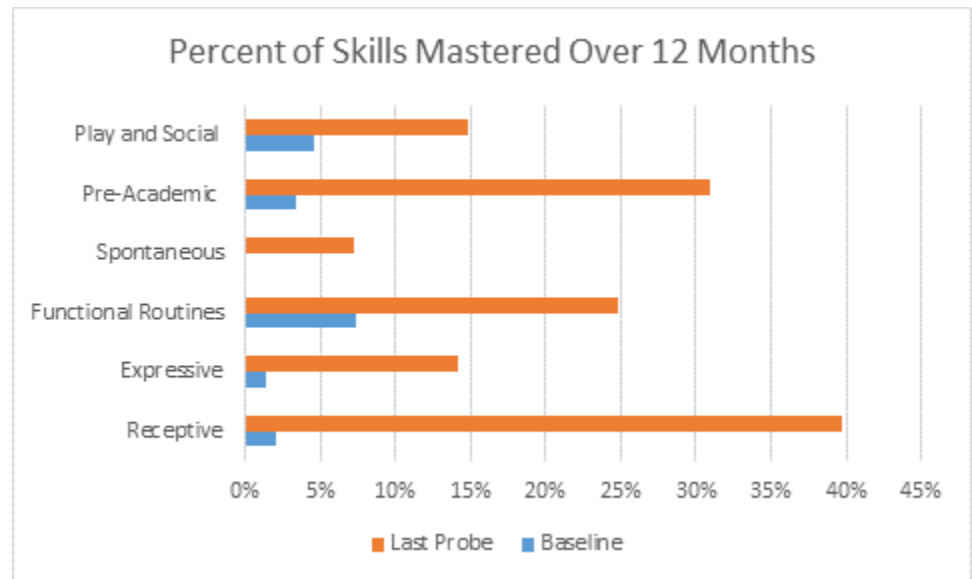
40 School Districts throughout the state

Arizona Autism Project: Progress

State-wide Implementation
of Evidence-based Practices

Example Student Outcomes

❖ Seven Pre-school and/or
  Elementary Training sites

❖ Thirty Seven Districts with Pre-
  school or Elementary
  Implementation sites

❖ Eleven Districts with
  Secondary Implementation
  sites

Percent of Skills Mastered Over 12 Months

| Skill	Last Probe	Baseline
Play and Social	15%	4%
Pre-Academic	31%	3%
Spontaneous	7%	
Functional Routines	25%	7%
Expressive	14%	1%
Receptive	40%	2%

■ Last Probe ■ Baseline

The Philadelphia School District
Districtwide Implementation K-21

- *District-wide implementation of the STAR Program*
  - *All Elementary Autism Support Classrooms (185 classrooms)*
  - *Support is also provided to General Education Teachers*

- *District-wide implementation of the Links Curriculum*
  - *All Secondary Autism Support Classrooms (110 classrooms)*
  - *Support is also provided to students included in General Education Classrooms*

- *Annual Activities:*
  - *District-wide workshops and webinars*
  - *Classroom Consultation in all classrooms throughout the school district*
  - *Administrator Training*
  - *General Education Techer Training*

Puerto Rico Autism Project
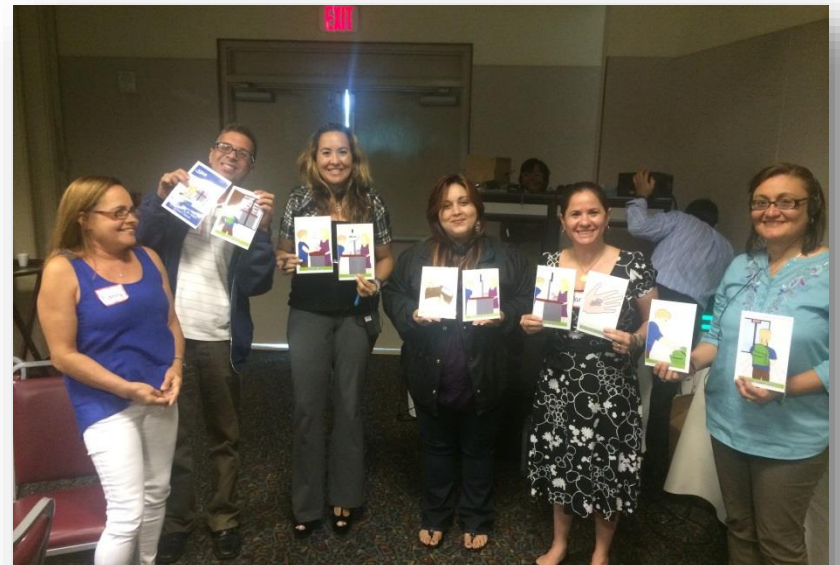
Progress To Date

Participating Classrooms: 76

Educators Participating in Training: 250+

Training Sites in Development: 20

Implementation Sites: 56

District Coaches: 3

Students Supported   300+

Easter Seals Arkansas
Outreach

Participating Districts
2009-2012

✧ **Pulaski County Special School District: 3 schools**

✧ **Greenwood School District: 2 schools**

✧ **Forrest City School District: 2 schools**

✧ **Benton School District: 1 school**

✧ **North Little Rock School District: 2 schools**

Two Day STAR Workshop

CONNECT
Training
one week
with students
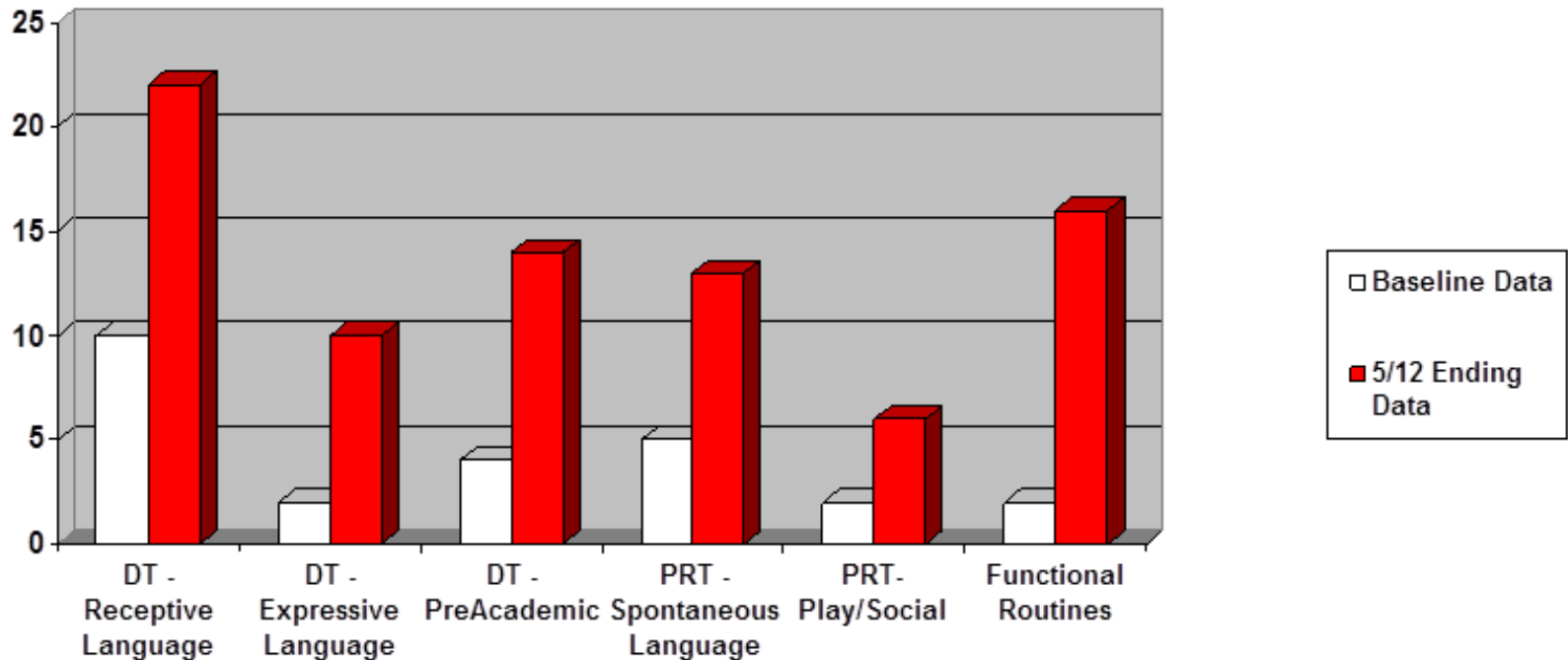
"Together we can make a difference"

Coaching

Average Number of Lessons Mastered
(34 students across 4 districts)

Structured **T**eaching using **E**vidence-based **P**ractices
STEP

Opened 9/4/2012

Arkansas Schools from 2012 to 2016

2012-2013	2013-2014
New Schools	**New Schools**
STEP Preschool Easter Seals	Forrest City – Review
Benton Secondary	
Greenwood Secondary	**Maintenance Schools**
	STEP Easter Seals
Maintenance Schools	Benton
Benton	North Little Rock
North Little Rock	PCSSD
Pulaski County Special School District (PCSSD)	

2014-2015	2015-2016
New Schools	**New Schools**
Fountain Lake	Marion
	Ft. Smith
Maintenance Schools	Forrest City – Secondary
North Little Rock	PCSSD - Secondary
PCSSD	

Positive Student Outcomes Through Comprehensive Districtwide Solutions

www.starautismsupport.com
www.linkscurriculum.com