

## AUTISM

New Special Education Directors  
March 29, 2017

### AUTISM DSM-V

- Impairment in social communication and interaction. Characteristics may include the following:
  - Deficits in reciprocity
  - Deficits in nonverbal communication
  - Difficulty developing peer relationships
- Presence of restricted or repetitive patterns of behavior. Characteristics may include the following:
  - Preoccupation with objects or topics of interest
  - Inflexibility
  - Repetitive movements or speech
  - Hyper- or hypo-reactivity to sensory stimulation
- Education criteria unchanged

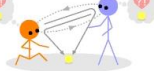
### ELIGIBILITY

- developmental disability significantly affecting **verbal and nonverbal communication and social interaction**, generally evident before age three, **that adversely affects a child's educational performance**. Other characteristics often associated with autism are **engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences**.
- Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in this definition are satisfied.

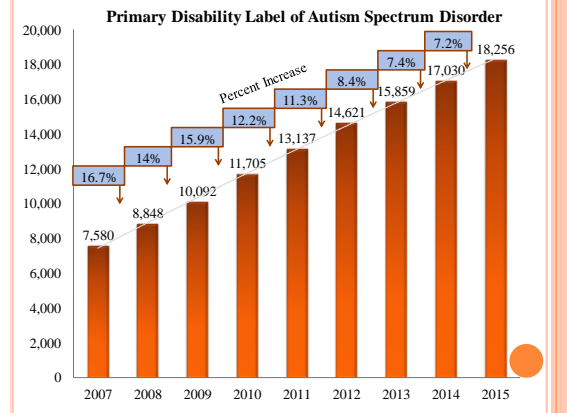
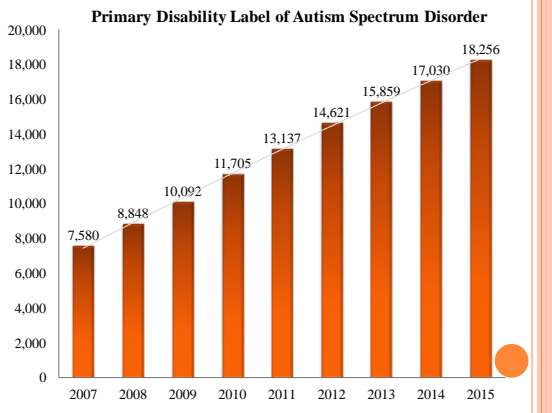
### RESTRICTED, REPETITIVE, AND STEREOTYPED PATTERNS OF BEHAVIOR, INTERESTS, AND ACTIVITIES

- Restricted, repetitive, and stereotyped patterns of behavior, interests, and activities such as encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus, apparently inflexible adherence to specific, nonfunctional routines or rituals, (i.e., difficulties adjusting behavior to suit various social contexts), stereotyped and repetitive motor mannerisms, persistent preoccupation with parts of objects

- Impairments in social interaction, such as marked **impairment in the use of multiple nonverbal behaviors** such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction; **failure to develop peer relationships appropriate to developmental level** (i.e., such as greeting and sharing information in a manner that is appropriate for the social context); **a lack of spontaneous seeking to share enjoyment, interests, or achievements with other people** (i.e., by a lack of showing, bringing, or pointing out objects of interest); or **lack of reciprocity are noted** (i.e. abnormal failure of normal back and forth co-



- Impairments in communication, such as delay in, or total lack of, the development of spoken language (not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime). In individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others, stilted, stereotyped and repetitive use of language or idiosyncratic language (i.e., difficulties with understanding what is not explicitly stated, utilizing communication for social purposes, changing communication to match situational context, or following conversational rules), or lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level is noted.



### IEP CHECKLIST

- When developing IEPs for students with ASD, teachers should ensure that the PLOP includes
  - Communication
  - Language
  - Social
  - Peer interaction
  - Play / Recreation
  - Interfering behaviors
  - Adaptive behavior
  - Work habits including attention span, distractibility and organization

**VDOE GUIDANCE**

VIRGINIA DEPARTMENT OF EDUCATION

**SPECIFIC DISABILITIES**

**AUTISM SPECTRUM DISORDERS**

News & Announcements

Checklist for Educators

Handbook of Best Practices in the Education of Students with Autism Spectrum Disorders

Autism Spectrum Disorders

### VCU-ACE MODEL



**TECHNICAL ASSISTANCE**

## VCU-ACE TECHNICAL ASSISTANCE

### Project Overview

- 3 year technical assistance grant to divisions

Cohort 1 2011-2014	Cohort 2 2014-2017	Cohort 3
Arlington	Alexandria	Buchanan
Botetourt	Bedford	Campbell
Greensville	Chesapeake	Culpeper
Hampton	Franklin	Frederick
Henrico	Spotsylvania	Loudoun
Newport News	Warren	York
Northern Neck Regional Program		
Richmond City		
Wise County		

## TECHNICAL ASSISTANCE HIGHLIGHTS

- Franklin - All Kids Accepted Academy
- Chesapeake - EBP Academy
- Spotsylvania - FBA Workbook
- Bedford - Coaching Initiative
- Warren – Building Capacity by Braiding Initiatives
- Alexandria – Integrated Therapy



## VCU-ACE TRAINING

- Online Courses – 4-6 weeks
  - Paraprofessional
  - EBPs to teach students with ASD
  - Foundations of ASD
  - Strategies for Supporting Positive Behaviors (Self paced)
  - My Child was Just Identified (Self paced)
  - Improving Goal Mastery through Data-Based Decision Making (self paced)

## TRAINING

- Webcasts
  - 45-60 Minutes
  - Live and Archived
- How-To Video Series
  - 5 minutes
  - Prompting strategies, reinforcement, teaching requesting, schedules, etc

## UPCOMING COURSES

Title	Date
Autism Spectrum Disorders for Paraprofessionals: Providing Effective Instruction and Support	May 1, 2017
Evidence-based Practices to Teach Students with ASD	May 8, 2017
Foundations of Autism Spectrum Disorder	July 10, 2017
Using Positive Behavior Supports to Promote the Functional Behavior Assessment Process	September 11, 2017
Improving Goal Mastery through Data-Based Decision Making	Ongoing/ Self-paced
The Parent Playbook	Ongoing/ Self-paced

## MY ACE DASHBOARD


- Self-Directed, customizable portal
- Badging System to track progress/ certificates for CEU
- 5 hours/badge
- Prompting
- Reinforcement
- Overview of ASD
- CAPS
- Communication
- Behavior
- Transportation
- Visual Supports
- Environmental Structure

### BEHAVIOR

This module contains strategies and information for supporting positive behavior. 5 total hours

Activities

- VCU-ACE Fact Sheet on Positive Behavior Supports (09 min)
- Function Matters: How to Determine Why a Student Demonstrates Problem Behavior (45 min)
- No More Meltdowns: Managing and Preventing Challenging Behaviors (45 min)
- Prevention, Intervention, Post-vention: What to do After the Meltdowns... Part 1 (45 min)
- Practical Management Strategies: What to do After the Meltdowns... Part 2 (45 min)
- Understanding Challenging Behaviors and the Need for Social Skills Training (45 min)
- Sensory Needs, Sensory Integration and Self-Regulation in Individuals with Autism Spectrum Disorder (45 min)



Behavior

With Honors Course for Autistics



## VCU-ACE STATEWIDE GOALS

- Administrator Support
- Communication
- Transition
- Evidence Based Practices
- CoLA

## ADMINISTRATOR SUPPORT

- VCU-ACE will develop performance standards and evaluation criteria for teachers who support students with Autism Spectrum Disorder (ASD) in alignment with the Virginia Department of Education's Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents.

## ADMINISTRATOR SUPPORT

- Performance Standards and Eval Criteria
  - Aligns directly with Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers
- Rubric
- Administrator training

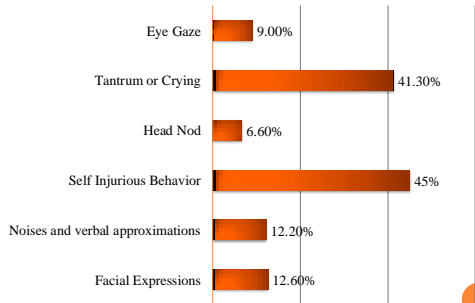
RUBRIC SAMPLE

Category	Exemplary	Proficient	Developing/Needs Improvement
Demonstrates understanding of functions of behavior and is knowledgeable of interventions matched to each	Teacher understands the functions of behavior and is able to consistently match interventions to each. Teacher is able to teach other professionals about functions of behavior and how to effectively match interventions.	Teacher understands and is consistently able to identify functions of behavior and implement interventions that are matched to each function.	Teacher may understand the functions of behavior, but inconsistently demonstrates that knowledge. May have difficulty matching interventions to behavioral function.
Demonstrates accurate knowledge of evidence-based teaching practices (reinforcement, prompting, visual schedules, antecedent based interventions, etc)	Teacher is consistently able to demonstrate knowledge of a variety of evidence-based practices specific to students and consistently implements these practices in the classroom setting. Teacher is able to provide accurate information to other professionals on evidence-based practices for students.	Teacher has knowledge and is consistently able to implement at least five evidence based practices for students in the classroom setting. Teacher is able to individualize these practices based on students needs.	Teacher may have knowledge of evidence-based practices for students but inconsistently implements these practices in the classroom setting.
Demonstrates knowledge of content curriculum and matches appropriate evidence-based practices	Teacher consistently demonstrates knowledge of a variety of evidence-based curriculum and learning materials that are aligned with state standards. Teacher is able to share this information with other professionals.	Teacher consistently demonstrates knowledge of a variety of evidence-based curriculum and learning materials that are aligned with state standards.	Teacher consistently demonstrates knowledge of at least one evidence-based curriculum and/or learning materials that are aligned with state standards.

COMMUNICATION

- Data collected from across Virginia
- 555 respondents
- Main categories
  - Demographics
  - Training and Experience
  - Supporting Students
  - Supports for Providers
- SLPs 39.8 %
- SPED Teacher 29.2%
- Administrator 9.7%
- AT Specialist 4.7%
- >75% had 1 or more students who were unable to communicate verbally

“Not Alternative Forms of Communication”



SIX PRINCIPLES OF COMMUNICATION

1. Communication instruction is individualized to meet the short term and long term communication needs of the individual
2. Designed to help a student communicate for a wide range of purposes with a wide range of partners
3. Each student has a communication system that allows him or her to communicate effectively and efficiently
4. Communication is addressed by an educational team using evidence-based practices which are implemented across the entire school day
5. Communication instruction targets generalization in the home and community
6. Each student has a long term communication plan that fosters growth year after year

COMMUNICATION SUPPORT

- [Communication Inventory for Emerging Language Learners](#)
- Identifying communication goals with formal and informal assessments
- Expanding communicative functions
- Individualized, long term mode of communication
- Implementing evidence based practices and supports
- Developing a systematic plan for enhancing communication capabilities

THE STUDENT:	Uses gestures and/or point	Uses sign language	Uses AAC picture icons	Uses AAC speech generating device	Uses voiceless and/or work approximation	Uses speech words	Uses sentences	Uses extended utterances
Chooses an item when presented with 2 items								
Chooses an item when presented with 3 or more items								
Asks for an object/action when it is being offered								
Asks for an object/action when it is being held by another person								
Asks for an object/action when it is in sight								
Asks for an object/action when asked, "What do you want?"								
Asks for an object/action when it is out of sight								
Asks for help								
Identifies an object/action when it's being used by another person								
Identifies an object/action when it is in sight								
Identifies an object/action when it is out of sight								
Greets or says good-bye to a person								
Gets a person's attention								
Stops an activity								
Asks to continue an activity								
Shows an item to a person								
Projects an item or action								
*Asks for information								
*Asposes "wh" questions in the environment								
*Asposes "wh" questions about a story								
*Tells a familiar story								
*Comments or asks questions about someone else's story or information								

COMMUNICATION INVENTORY

THE STUDENT:	When given social instructions	When given a model cue	When given a picture cue	When given written instruction	When presented 1:1 to the student	When presented in a small group	When presented in a large group	When instruction is part of a routine	When instruction is not part of a routine
Shows an activity when asked									
Attends to another person when asked									
Accepts an item									
Refuses an item									
Identifies items that are presented									
Obtains objects when requested that are visible									
Obtains objects when requested that are not visible									
Identifies actions									
Follows one step directions									
Follows two step directions									
Follows instructions containing spatial concepts (e.g. in, on, under, over, etc.)									
Follows instructions containing sequencing concepts (e.g. first, next, last, etc.)									
Listens while another person shows an item/action									
Sits for _____ minutes while a story is being read about									

COMMUNICATION INVENTORY PART II

EVIDENCE-BASED PRACTICES

\*Indicates practices with newly developed content (2015). Select the practice to access these modules and downloadable resources.

Antecedent-based Intervention (ABI)	Naturalistic Intervention (NI)	Self-management (SM)
Cognitive Behavioral Intervention (CBI)**	Parent-implemented Intervention (PII)	<b>Social Narratives (SN)*</b>
Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O)	<b>Peer-mediated Instruction and Intervention (PMII)*</b>	<b>Social Skills Training (SST)*</b>
Discrete Trial Teaching (DTT)	<b>Picture Exchange Communication System (PECS)*</b>	Previously Social Skills Groups
<b>Exercise (ECE)*</b>	Pivotal Response Training (PRT)	Structured Play Group (SPG)**
Extinction (EXT)	<b>Prompting (PP)*</b>	<b>Task Analysis (TA)*</b>
<b>Functional Behavior Assessment (FBA)*</b>	<b>Reinforcement (R+)*</b>	Technology-aided Instruction and Intervention (TAII)**
Functional Communication Training (FCT)	Response Interruption/Redirection (RII)	Previously Computer Aided Instruction and Speech Generating Devices
<b>Modeling (MD)*</b>	Scripting (SC)**	<b>Time Delay (TD)*</b>
		Video Modeling (VM)
		<b>Visual Support (VS)*</b>

EVIDENCE BASED PRACTICES

EVIDENCE BASED PRACTICES

- Foundational 5
  - Antecedent- Based Instruction (ABI) [NPDC AIM](#)
  - Differential Reinforcement
  - Systematic Instruction (behavior approach to teaching shaping, chaining, prompting, task analysis)
  - Visual Supports
  - Communication Instruction (Functional Communication Training [FCT], Augmentative and Alternative Communication [AAC], systematic instruction, natural environment teaching )

ANTECEDENT BASED INTERVENTION

- Used to address interfering and on-task behavior
- Reduction of repetitive, self-stimulatory, and self injurious behaviors
- How-to Series: Visual Supports, physical structure, using preferences,
- [Evidence-Based Practices to Teach Students with ASD](#)  
The next course starts May 8, 2016.

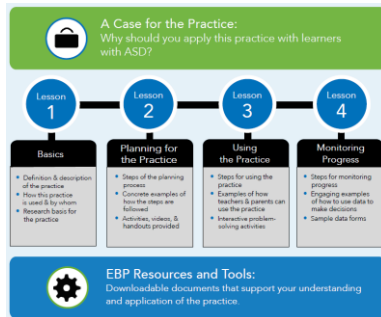
DIFFERENTIAL REINFORCEMENT

- Helping teachers understand what reinforcement is
- reinforcement is provided for desired behaviors, while inappropriate behaviors are ignored
  - (a) when the learner is not engaging in the interfering behavior,
  - (b) when the learner is engaging in a specific desired behavior other than the inappropriate behavior, or
  - (c) when the learner is engaging in a behavior that is physically impossible to do while exhibiting the inappropriate behavior.

SYSTEMATIC INSTRUCTION

- Behavioral approach to teaching that includes
  - shaping,
  - chaining,
  - prompting,
  - task analysis

## VISUAL SUPPORTS & AFIRM MODULES



## TRANSPORTATION

- Designed to meet the unique needs of transportation staff
- Give perspectives and strategies for working with students with ASD and supporting communication and behavioral needs
- 2 hours of Online Video Modules
  - Intro, Characteristics, PBS, Restraint & Seclusion, Bullying, Unexpected Changes, Strategies, Collaboration
- Discussion and Activities – facilitated by division SPED and transportation staff
  - [Facilitator Guide](#)

## COMMUNITY OF LEADERS IN AUTISM

- VCU-ACE in collaboration with T/TAC will create an interconnected and responsive network of influential division based professionals devoted to sharing practices and dissemination research-based strategies and tools for system wide improvement initiatives to improve outcomes for students with autism.

## COMMUNITY OF LEADERS

- **Community** – 2x/year regional meetings, Summer institute
  - Members share a common interest in the improvement of service delivery and use of evidence-based practice for students with ASD.
  - Members create a strong community that fosters trust and encourages collaboration and sharing.
  - Members develop a core of knowledge through skill development, problem solving, information and resource acquisition, and skill integration using both collaborative and self-directed learning activities.

## COMMUNITY OF LEADERS

- People with some experience and knowledge to attend regional and summer state-wide CoLAs
  - Teachers, autism specialists, admin, lead teachers
  - Represent their division
  - Take information back and offer PD and other training opportunities

SUMMER CoLA

Save the Date for the... **June 28-29, 2017**



Communities of Leaders in Autism (CoLA) 2017 Summer Institute  
PARTNERS NETWORKING FOR SUCCESS

Doubletree by Hilton; Midlothian, VA

WHO Should Attend? ...  
 • Regional CoLA participants and identified autism specialists and leaders in divisions  
 • Educators knowledgeable in autism, who can actively participate with the goal of taking back the information to their division through training and resource sharing  
 Two representatives per division to start. A waiting list for additional attendees will be established and individuals will be contacted if space becomes available.

This certificate was developed under a contract with the Virginia Department of Education, contract #001-14-17-0000000000. Virginia Commonwealth University, School of Education and Department of Professional Studies and Rehabilitation is an equal opportunity institution. Any individual who is disabled, including those with physical, mental, or emotional disabilities, is invited to apply. If you are an individual with a disability and need special accommodations in attending, please contact your local or state office. VCU's office is located at 2004 GCH 1001 VCU, at 804-924-3000.

HOSTED BY: VCU-Autism Center for Excellence (VCU-ACE) & Virginia Department of Education (VADE)

MORE INFORMATION WILL BE AVAILABLE SOON!

SUMMER CoLA TRACKS

- Embedded Data Collection
- Supporting Behavior
- Building Capacity

TAKING IT BACK TO YOUR DIVISION

- Come up with uses/opportunities for Leaders
- Thinking about the statewide goals
  - Specific to your division
  - PD days, coaching/mentoring, etc

REGIONAL TA REPRESENTATIVES

Region	ACE Contact	Email
1	Sue Palko Taryn Traylor	palkosm@vcu.edu tmgoodwin@vcu.edu
2	Charlene Wentland Selena Layden	Chwentland@vcu.edu smjoy@vcu.edu
3	Noel Woolard Selena Layden	wollardn@vcu.edu smjoy@vcu.edu
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6	Cyndi Pitonyak Staci Carr Teresa Cogar	cpitonyak@vcu.edu secarr@vcu.edu tlcogar@vcu.edu
7	Cyndi Pitonyak Staci Carr Teresa Cogar	cpitonyak@vcu.edu secarr@vcu.edu tlcogar@vcu.edu
8	Sue Palko Taryn Traylor	palkosm@vcu.edu tmgoodwin@vcu.edu

AUTISM CERTIFICATE

SEDP 532	Understanding Autism Spectrum Disorder	3
SEDP 634	Assessment, Curriculum and Teaching Methods for Autism Spectrum Disorder	3
SEDP 635	Supporting Behavior and Social Skills for Autism Spectrum Disorder	3
SEDP 638	Instructional Design and Field Experience for Autism Spectrum Disorder	3
<b>Total Hours</b>		<b>12</b>

Contact: Selena Layden  
[smjoy@vcu.edu](mailto:smjoy@vcu.edu)

BCBA/BCABA/RBT/LBA/LABA





## BCBAs/ LBAs

- BCBA/ BCaBA
  - Board Certified Behavior Analysts/ Board Certified Assistant Behavior Analysts
  - Needed to be a licensed behavior analyst or assistant
  - Behavior Analysts Certification Board
  - Not real: BCBA-E
- LBA
  - Licensed Behavior Analyst
  - Needed to practice in VA
  - Board of Medicine

## APPLIED BEHAVIOR ANALYSIS

- What is ABA?
  - Applied Behavior Analysis is the process of systematically applying interventions based upon the principles of behavior to improve socially significant behaviors to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in behavior

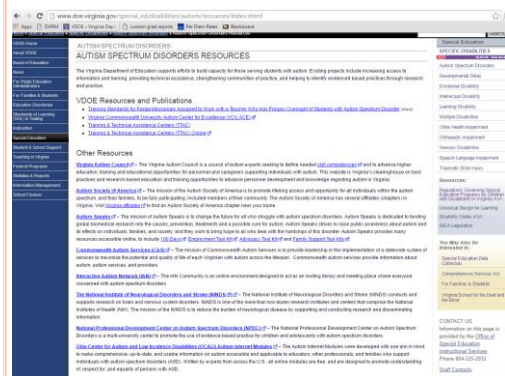
WHEN PARENTS SAY, “I WANT ABA”, WHAT DO THEY MEAN?



## RESOURCES

- [National Professional Development Center for Autism](#)
  - AFIRM modules FREE!
- [VCU-ACE](#)
  - Webcasts, How-to, FREE!
- VDOE
  - [Guidelines for Educating Students with ASD](#)
  - [Models of Best Practice](#)
  - [ASD and the Transition to Adulthood](#)

## MORE RESOURCES





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