

Building Arizona Educator Capacity to Serve Students with Autism: Effective Approaches to Achieve Improved Outcomes



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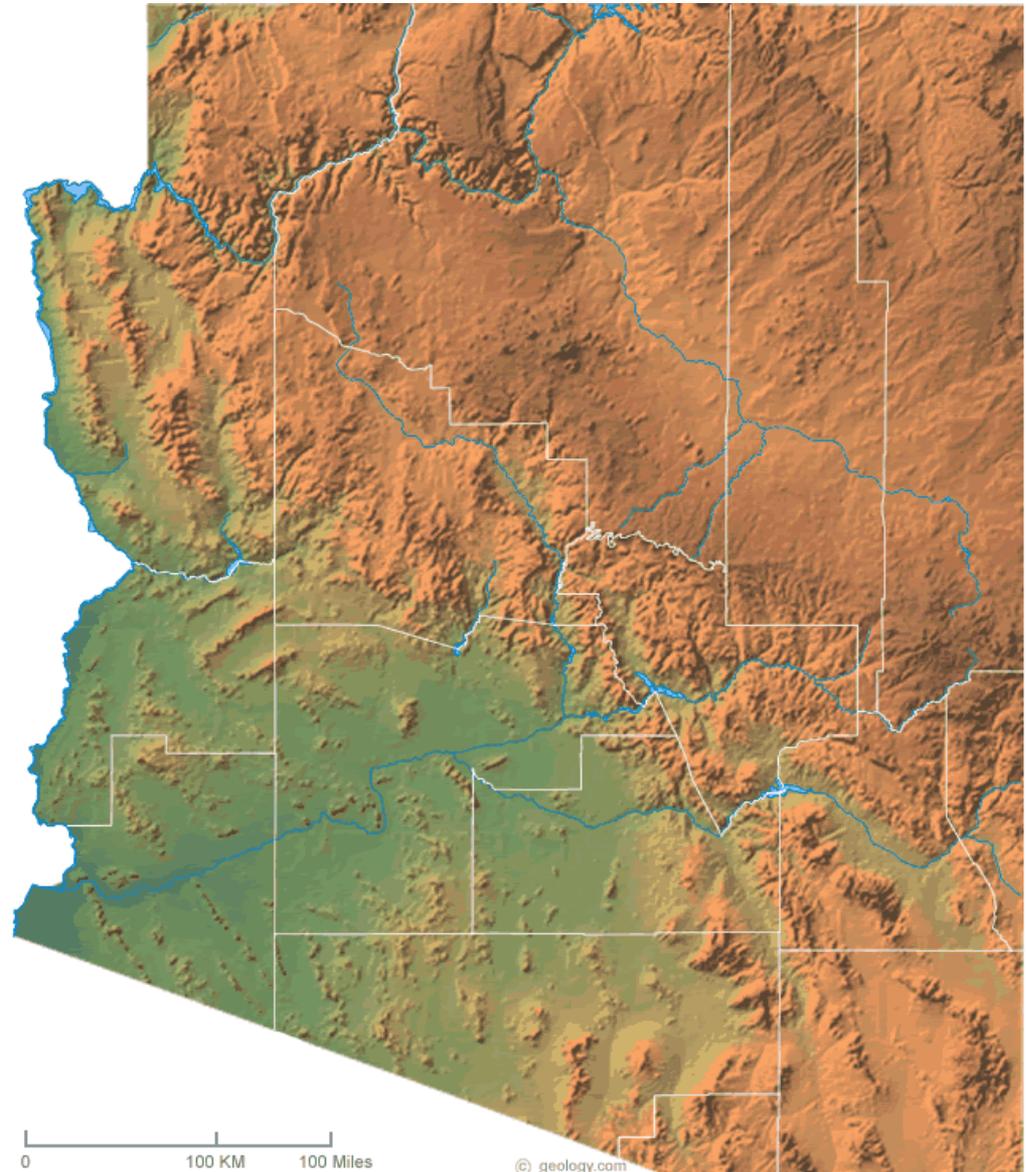
Goals of the Presentation

- Build awareness of the characteristics of autism
- Share data about its prevalence
- Provide experiences representing the characteristics of autism
- Describe state challenges and strategies for supporting educators working with children with autism and other developmental disabilities
- Get feedback from participants about strategies for furthering educator capacity around the state

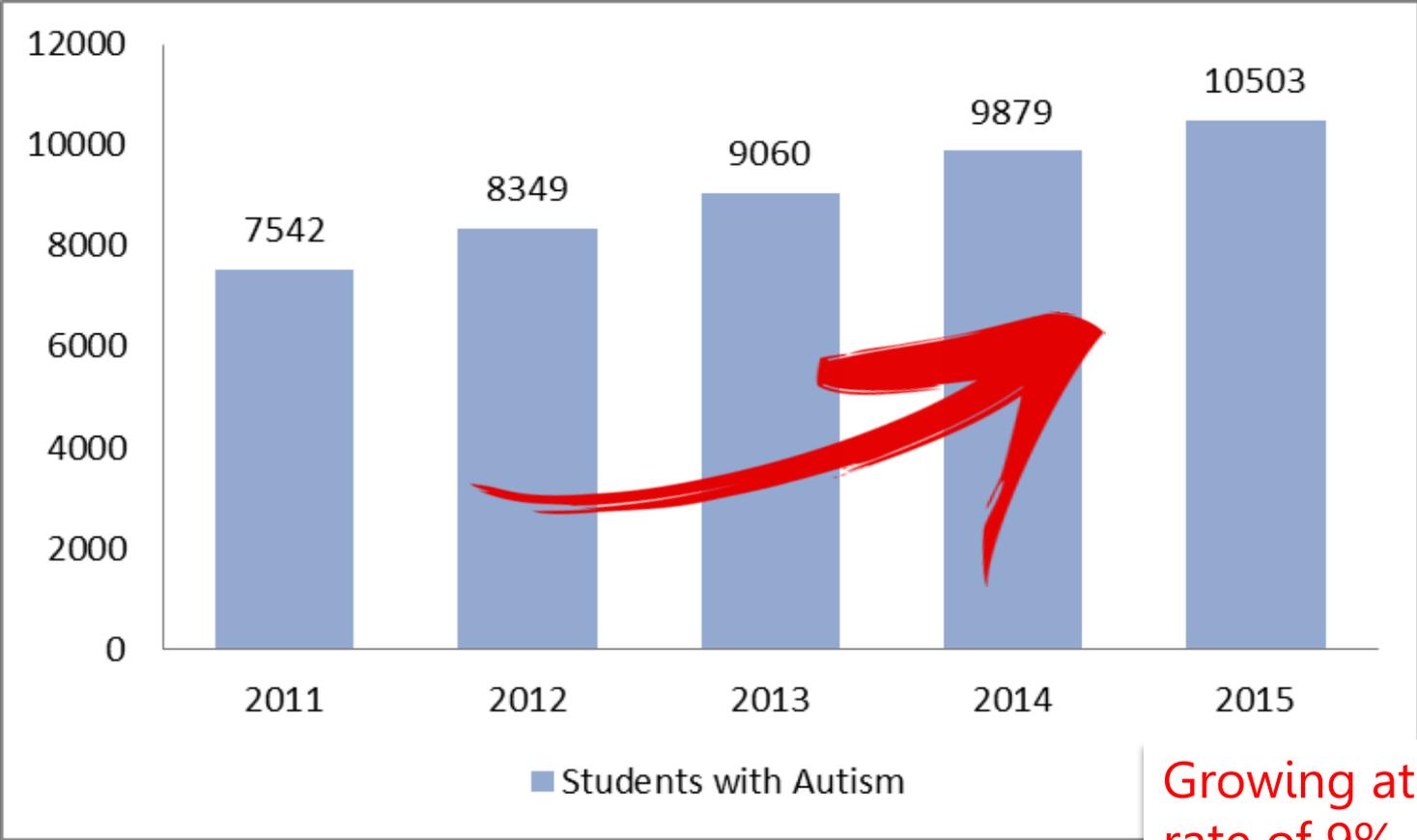
Arizona is a huge state with currently more than **10,000** children with **autism** with IEP's. Incidence is now:

1:68 acc. to CDC

Challenge #1



Number of Students with Autism is on the Rise



Growing at a rate of 9% per year

Challenge #2

Autism



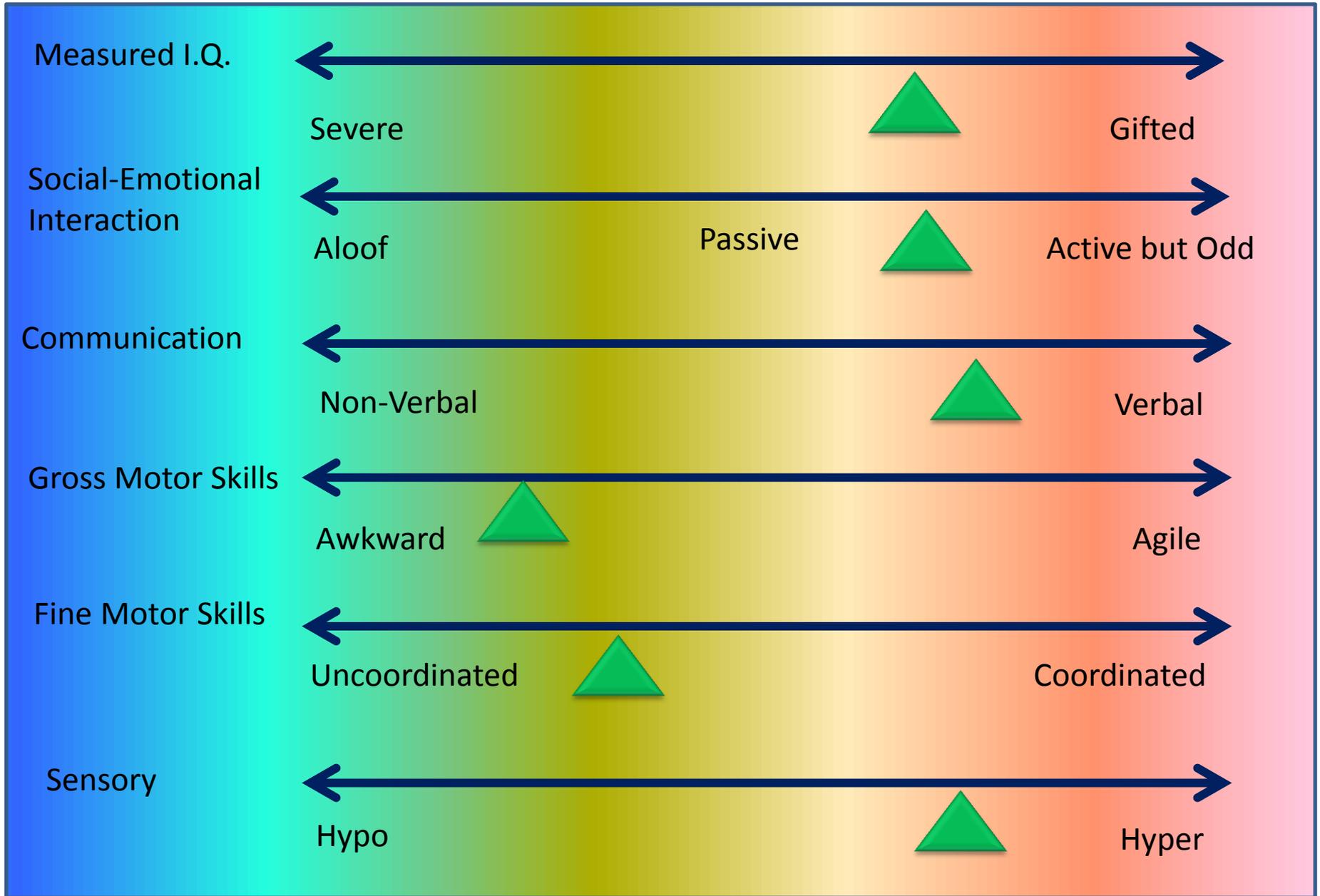
“If you’ve met one person with autism, you’ve met one person with autism,”-

- [Dr. Stephen Shore](#), person with autism and Professor at Adelphi University

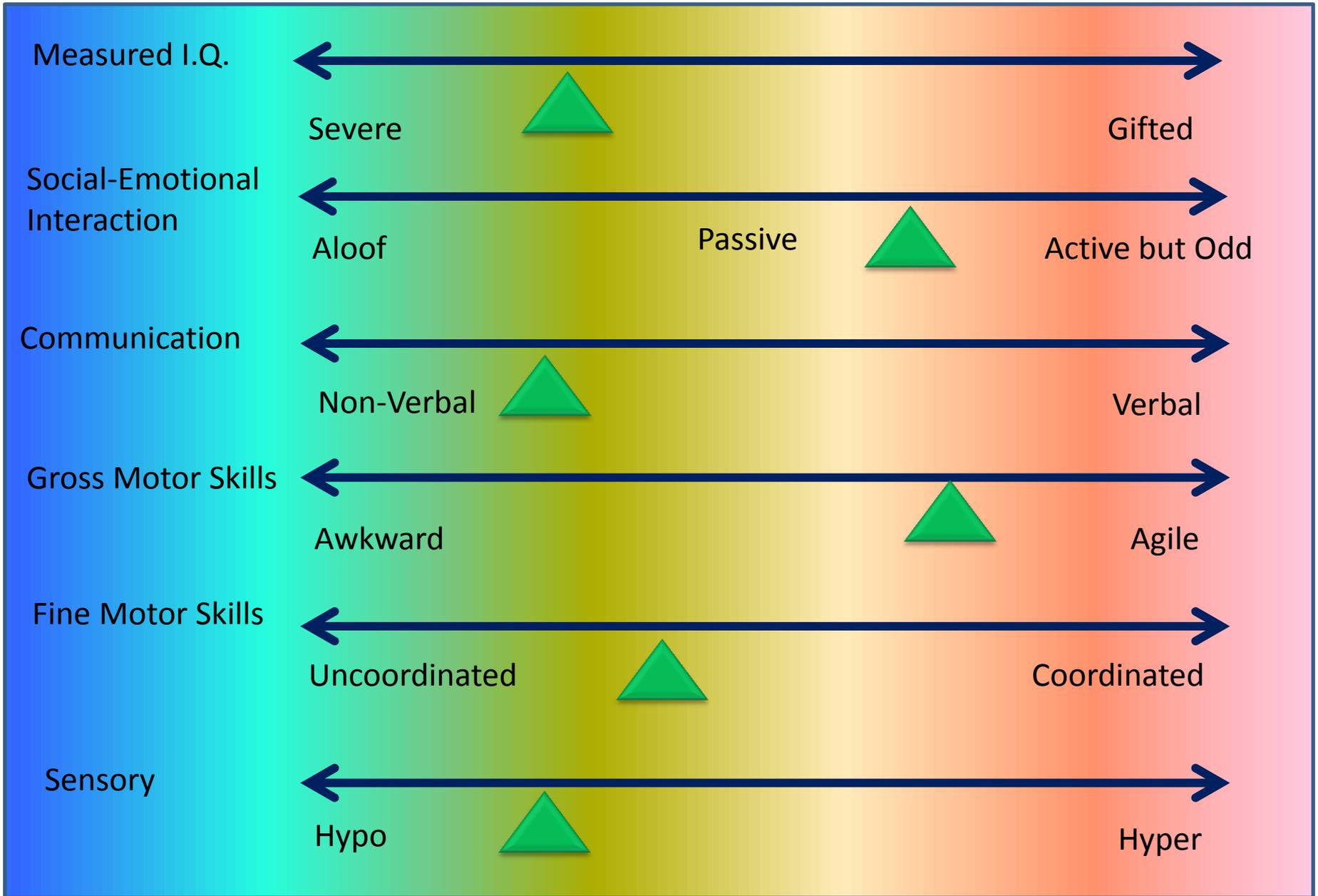
Challenge #3

<https://www.youtube.com/watch?v=YtvP5A50HpU>

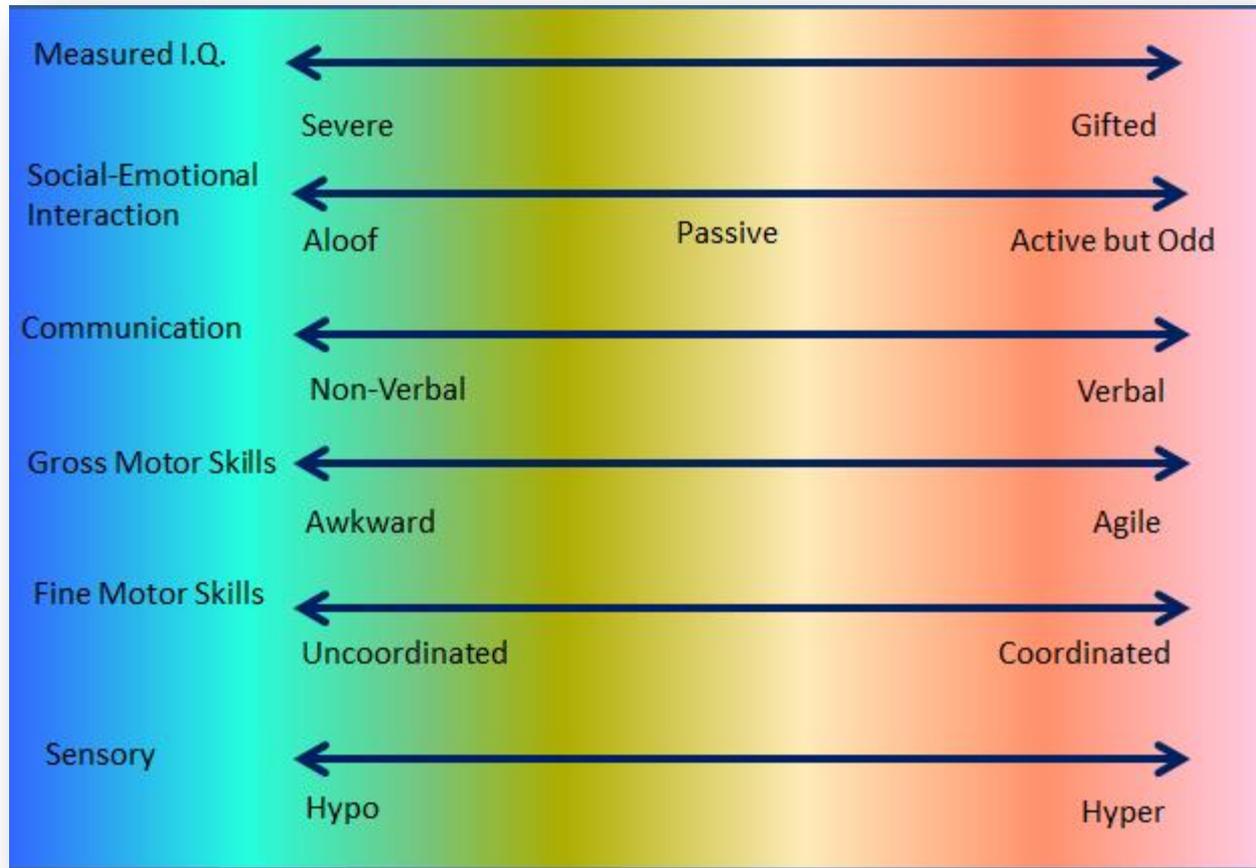
Autism Spectrum



Autism Spectrum

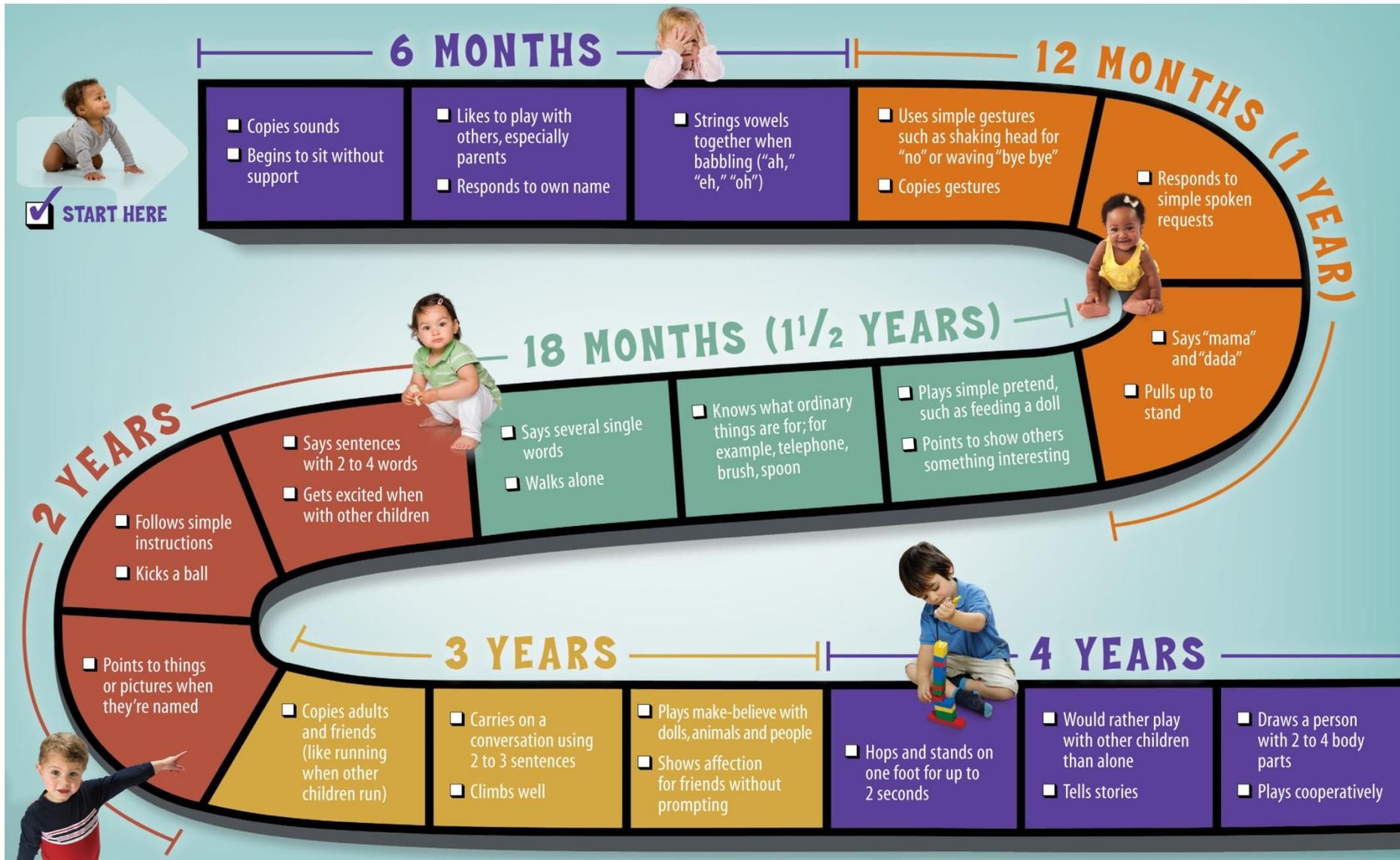


Your Turn...Where might you place your markers?



**How might differences impact teachers? Families?
What are some ways you might use this chart?**

Developmental Milestones to Monitor



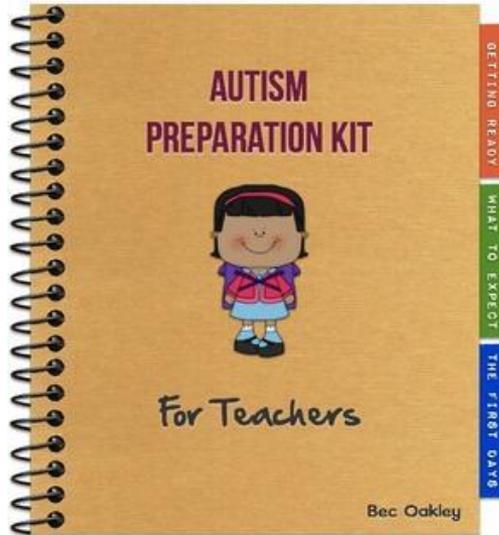


Clues for Possible Autism

- Delay or absence of spoken language
- Looks through people; not aware of others
- Not responsive to other people's facial expressions/feelings
- Lack of pretend play; little or no imagination
- Does not show typical interest in, or play near peers purposefully
- Lack of turn taking
- Unable to share pleasure
- Qualitative impairment in nonverbal communication
- Not pointing at an object to direct another person to look at it
- Lack of gaze monitoring
- Lack of initiation of activity or social play
- Unusual or repetitive hand and finger mannerisms
- Unusual reactions, or lack of reaction, to sensory stimuli

Adapted from Table III-5, Evidence-based Clinical Clues of Possible Autism, New York State Department of Health, Early Intervention Program, 1999. Report of the Recommendations: Autism/Pervasive Developmental Disorders, Assessment and Intervention for Young Children (Age 0-3 Years), pp 58-60. See Appendix B of this protocol for this table.

Teacher Preparation



“Although it is highly probable that both general and special educators will encounter students with ASD in their classrooms, consistent with the findings from the state analysis above and of the National Research Council [NRC] (2001), **most teacher graduates receive minimal to no preparation in evidence-based practices for students diagnosed with ASD.**”

-Morrier, Hess, & Heflin, 2011

Challenge #4

Training Results

Sunday December 21, 1997



<http://dilbert.com/strip/1997-12-21>

Training was not resulting in changes to practice

Challenge #5

DILBERT
by SCOTT ADAMS

State Level Data for Students with Autism

- SY 2012-13
- Schools that reported students with Autism
- 8902 took the AIMS test
- 4210 passed
- Average 48% pass rate



Challenge #6

So, What Do We Know?

- We know that there are practices that work:
- [National Professional Development Center for Autism Spectrum Disorders](#)
- [National Autism Center](#)
- We know that **free** training is available:
- [Vanderbilt Iris Center](#)
- [Ohio Center for Autism and Low Incidence](#)
- [UNC North Carolina AFIRM modules](#)



Top 10 for our Classrooms

- In pairs, using Evidence-Based Practices, circled in red, use the program to determine if you will use or do not use the program.
- One person will be responsible for the EBP and the other will be responsible for the program.
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Table 7. Working Definitions for EBPs

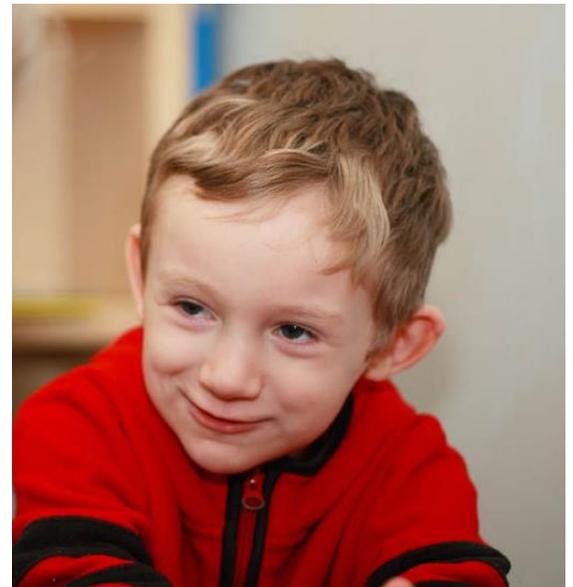
Evidence-Based Practice	Definition	Empirical Support	
		Group (n)	Single Case (n)
Antecedent-based intervention (ABI)	Arrangement of events or circumstances that precede the occurrence of an interfering behavior and designed to lead to the reduction of the behavior.	0	32
Cognitive behavioral intervention (CBI)	Instruction on management or control of cognitive processes that lead to changes in overt behavior.	3	1
Differential reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O)	Provision of positive/desirable consequences for behaviors or their absence that reduce the occurrence of an undesirable behavior. Reinforcement provided: a) when the learner is engaging in a specific desired behavior other than the inappropriate behavior (DRA), b) when the learner is engaging in a behavior that is physically impossible to do while exhibiting the inappropriate behavior (DRI), or c) when the learner is not engaging in the interfering behavior (DRO).	0	26
Discrete trial teaching (DTT)	Instructional process usually involving one teacher/service provider and one student/client and designed to teach appropriate behavior or skills. Instruction usually involves massed trials. Each trial consists of the teacher's instruction/presentation, the child's response, a carefully planned consequence, and a pause prior to presenting the next instruction.	0	13
Exercise (ECE)	Increase in physical exertion as a means of reducing problem behaviors or increasing appropriate behavior.	3	3
Extinction (EXT)	Withdrawal or removal of reinforcers of interfering behavior in order to reduce the occurrence of that behavior. Although sometimes used as a single intervention practice, extinction often occurs in combination with functional behavior assessment, functional communication training, and differential reinforcement.	0	11
Functional behavior assessment (FBA)	Systematic collection of information about an interfering behavior designed to identify functional contingencies that support the behavior. FBA consists of describing the interfering or problem behavior, identifying antecedent or consequent events that control the behavior, developing a hypothesis of the function of the behavior, and/or testing the hypothesis.	0	10
Functional communication training (FCT)	Replacement of interfering behavior that has a communication function with more appropriate communication that accomplishes the same function. FCT usually includes FBA, DRA, and/or EX.	0	12
Modeling (MD)	Demonstration of a desired target behavior that results in imitation of the behavior by the learner and that leads to the acquisition of the imitated behavior. This EBP is often combined with other strategies such as prompting and reinforcement.	1	4
Naturalistic intervention (NI)	Intervention strategies that occur within the typical setting/activities/routines in which the learner participates. Teachers/service providers establish the learner's interest in a learning event through arrangement of the setting/activity/routine, provide necessary support for the learner to engage in the targeted behavior, elaborate on the behavior when it occurs, and/or arrange natural consequences for the targeted behavior or skills.	0	10
Parent-implemented intervention (PII)	Parents provide individualized intervention to their child to improve/increase a wide variety of skills and/or to reduce interfering behaviors. Parents learn to deliver interventions in their home and/or community through a structured parent training program.	8	12



Challenges identified 

Evidence Based Practices identified 

**How do we get
educators to use
EBP's (for students
with autism and other
Developmental
Disabilities)
effectively?**



Implementation Science

National Implementation Research Network

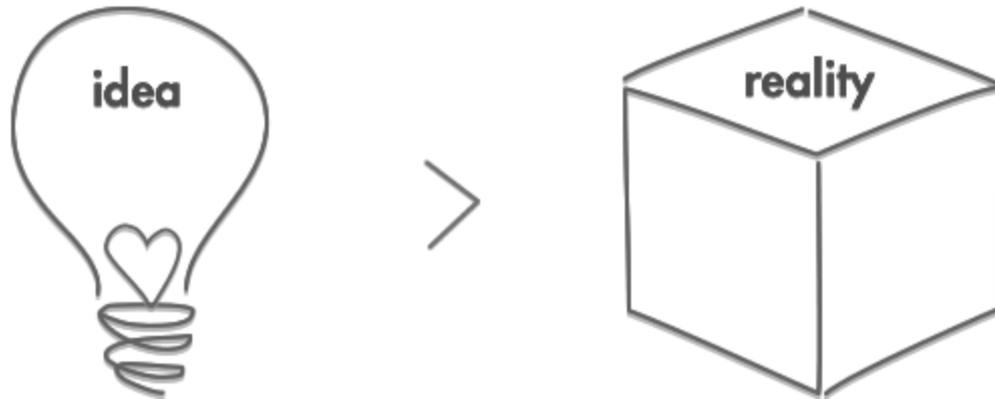
- Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions.

Formula For Success

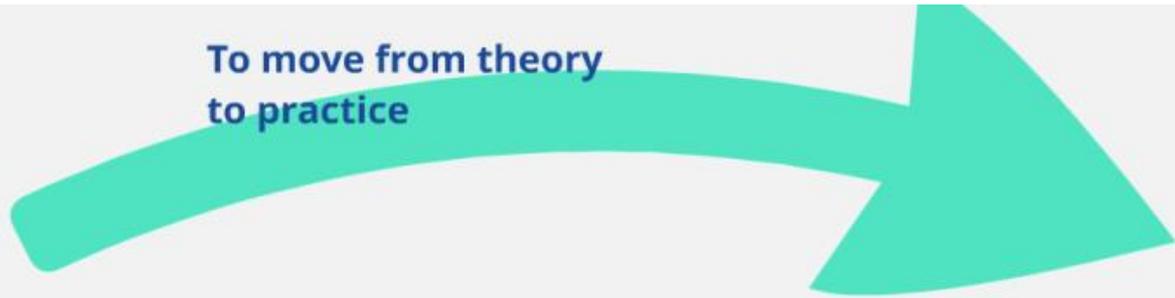


Implementation Successes?

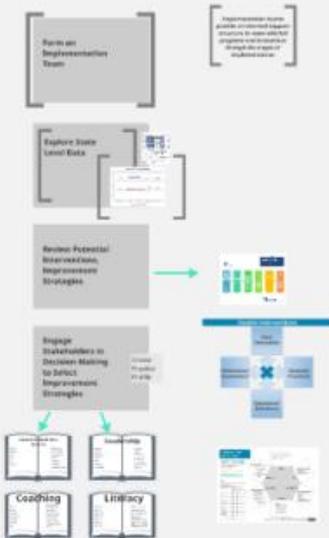
- Talk to your table partners about conditions that enabled you to take one idea and make it a reality.



To move from theory to practice



Exploration State Systemic Improvement Plan (SSIP) Phase I



"We *should* do this!"

Installation of Improvement Strategies



"Work to do it right!"

Initial Implementation of Improvement Strategies



"Get going and get better!"

Full Implementation of Improvement Strategies



"Work to do it better!"

"Anything worth doing is worth doing poorly at first" - Karen Blase

Arizona Statewide Autism Plan

AZ-SAP

Activities

- **EBP's:** Discrete Trial Training, Pivotal Response Training, Functional Routines, Reinforcement (**ABA**) all included in the Autism Grant Training
- **Coaching:** 10 coaching visits per district/year
- **Leadership:** Director/Principal included in all trainings, supported to look for implementation
- **Environment:** Key members of team are included in training, includes instructional resources, coaching and modeling and hands on support

What is ABA?

Applied Behavior Analysis

- Package of treatments that include
 - discrete trial teaching,
 - incidental teaching,
 - errorless learning,
 - behavioral momentum,
 - and shaping

Video of ABA

- <http://starautismsupport.com/video/star-program-overview>



AzSAP Project Participating Elementary School Districts

Northeast Arizona

Tuba City Unified School District
 Window Rock Unified School District
 Holbrook Unified School District
 Flagstaff Unified School District
 St. Johns Unified School District

East Central

Miami Unified School District
 Florence Unified School District

Southern Arizona

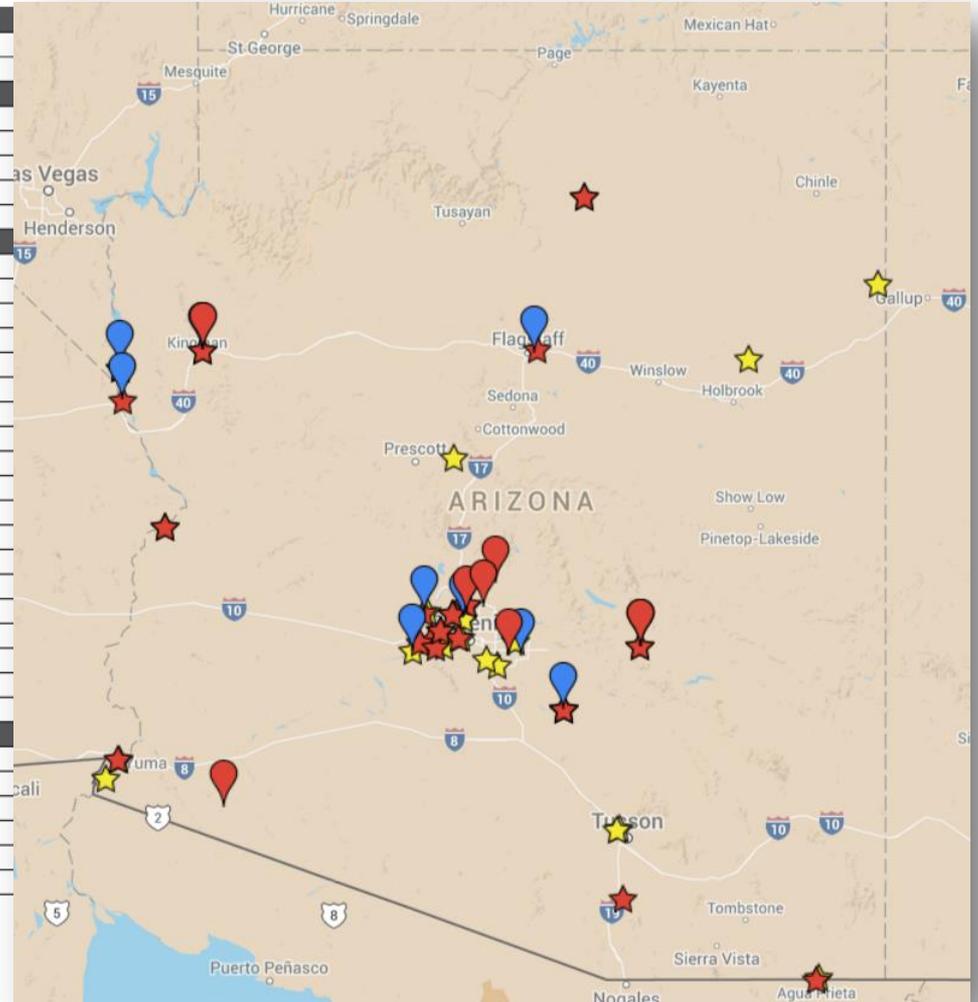
Douglas Unified School District
 Amphitheater Unified School District
 Flowing Wells Unified School District
 Continental Elementary School District
 Vale Unified School District

Maricopa County

Deer Valley Unified School District
 Isaac Elementary School District
 Peoria Unified School District
 Mesa Unified School District
 Liberty Elementary School District
 Chandler Unified School District
 Washington Elementary School District
 Pendergast Elementary School District
 Dysart Unified School District
 Avondale Elementary School District
 Union Elementary School District
 Kyrene Elementary School District
 Littleton Elementary School District
 Desert Mirage Elementary School District
 Gilbert Unified School District
 Paradise Valley Unified School District
 Madison Elementary School District
 Cave Creek Unified School District
 Tolleson Elementary School District

West Central

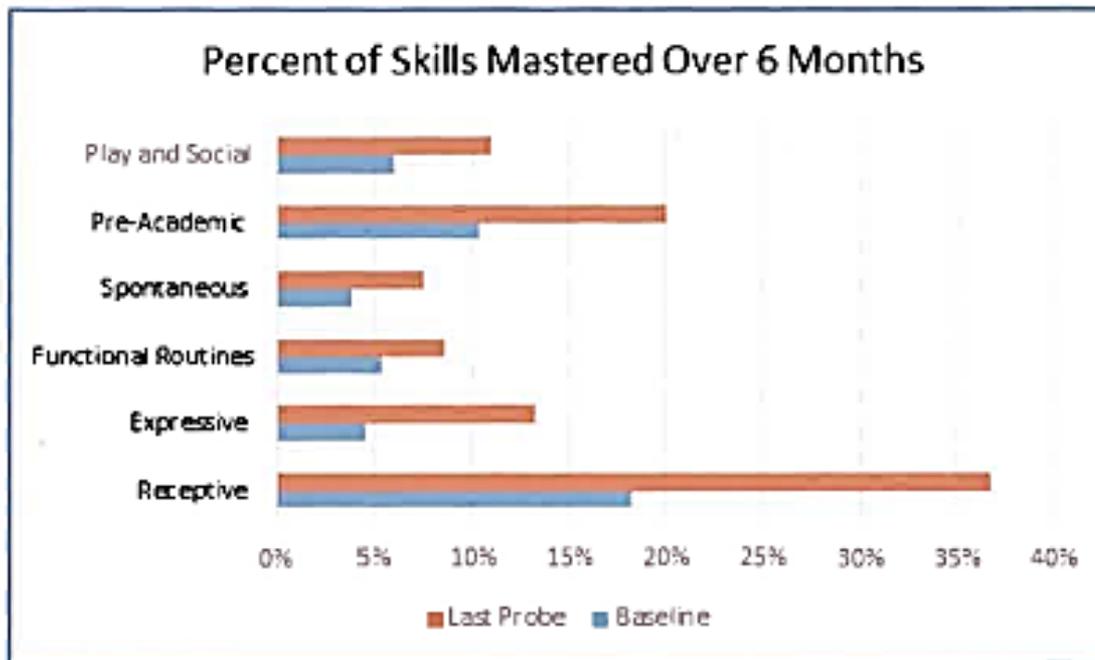
Kingman Unified School District
 Parker Unified School District
 Bullhead City Unified School District
 Yuma Elementary School District
 Gadsden Elementary School District
 Humboldt Unified School District
 Mohave Elementary School District



<https://www.google.com/maps/d/u/0/viewer?mid=zGpFoL8DqyaY.kMuHfEluQr8c>

STAR Early Childhood Results

Preschool/Elementary Progress Data



- Substantial positive outcomes were seen in all developmental areas in a 6 month instructional period of time
- All students started instruction with less than 20% of all language and academic skills
- Represents 10 students across 2 implementation sites

- Three Years 2012-2016
- 38 Districts
- ~380 Educators

- Links Program for Middle High School



Connecting **Assessment** and **Instruction** for Independence

- One Year (2015-16)
- 11 Districts
- ~ 100 Educators



After Initial Training Teams Can Become Training Sites

- **Pre-K / Elementary Implementation Teams** – Designed for districts looking to support initial implementers of evidence-based strategies at the Preschool and Elementary levels.
- **Pre-K / Elementary Training Site Teams** – Designed for districts that have previously participated in the AzSAP Project and are looking to build capacity to train and support others on implementation of evidence-based strategies at the Preschool and Elementary levels.
- **Secondary Implementation Teams** – Designed for districts looking to support initial implementers of evidence-based strategies at the Secondary level.
- **Secondary Training Site Teams** – Designed for districts that have previously participated in the AzSAP Project with a Secondary Implementation Team and are looking to build capacity to train and support others on implementation of evidence-based strategies at the Secondary level.

Next Challenge: Scaling Up

How do we go from “pockets of success to broad impact?”

Issues, variables

- If your district had a few classrooms that had developed some capacity teaching students with autism, what might be some next steps to spread that capacity among other educators?

**Publish your
Thoughts/Solutions/Ideas Here:**

- <http://bit.ly/1RyY1yj>

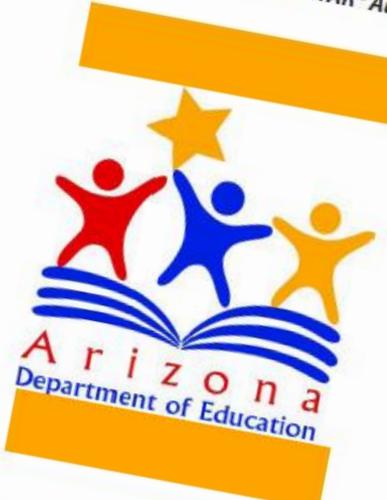


...“widespread, effective, and sustained implementation across a wide range of contexts.”
A. Fixen , 2009

AzSAP
Autism
Grant
Application
coming
soon!

**Announcement of Opportunity for Participation in
Arizona Statewide Autism Project
(AzSAP)**

An Innovative Project in Cooperation with
Arizona Department of Education, Early Childhood Education Unit
Exceptional Student Services & STAR® Autism Support



Pre-K / Elementary

To meet the needs of students with developmental disabilities, including autism spectrum disorder (ASD)

- LEARN EVIDENCE-BASED STRATEGIES**
- GAIN** valuable resources for implementing a **COMPREHENSIVE CURRICULUM**
- INTEGRATE** inclusive practices with **PROVEN EFFECTIVE INSTRUCTIONAL STRATEGIES**

Thank you for your participation!

Contact:

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