Autism Support and Intervention Program

Audrey Bivens and Sally Schwartzel, Katy ISD
Autism Support and Intervention Program
Katy Independent School District
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What is Autism?
A complex neurological developmental disorder
It affects the brain creating deficits in:
• social relatedness
• communication & language
• and restricted, repetitive patterns of behavior, activities or interests.

Autism is a lifetime condition
It is the most common and defining condition of the Autism Spectrum Disorders (ASDs)
May accompany other disabilities

Prevalence of ASD
• CDC currently cites 1 in 68 births (up from 1:110 in 2009)
• Gender ratio is 4 males:1 female
• Occurs across all racial, ethnic, socio-economic boundaries
• Symptoms generally observed in first 3 years of life
• No specific causes of ASD are known
• There is no known cure for ASD
• Costs expected to increase to 200-400 billion in 10 years
Autism Spectrum Disorders

- Katy ISD Students receiving SPED Services with Autism - 1376
- CDC tracking data show a 13-15% annual increase in ASD rates
- In one decade (2000-2010) the prevalence of ASD increased by 120%

Autism Spectrum Disorders

- Estimated prevalence of ASD in 3 year olds for 2015 is 1 in 20
- Projected rate of ASD for 3 year olds in 2020 is 1 in 11
- More than 50% of individuals with ASD also have an intellectual disability

Triad of Impairment

- Communication
  - Language deficits
  - Echolalia
- Behavior
  - Repetitive
  - Restricted interests
- Social
  - Deficits in social interaction
  - Difficulty understanding social rules
Triad of Impairment

**Communication**
- Non-verbal - echolalia - pragmatic impairment - fluent but peculiar

**Social Interaction**
- Aloof - avoids social interaction - passive - seeks interaction but odd-immature

**Restricted Behavior**
- Nonfunctional preoccupation - hoarding/collection objects - topic fact gathering
Sensory Integration and Regulation

May be hypersensitive or hyposensitive to:

- Visual/Sight
- Olfactory/Smell
- Gustatory/Taste
- Auditory/Sound
- Tactile/Touch
- Vestibular/Movement & Gravity
- Proprioceptive/Body Spatial Awareness

Seeks out sensory to alert or calm self
Difficulty regulating sensory and emotions

Educational Implications of Autism

Academic performance
Organizational skills
Communication functioning
Adaptive/daily living skills
Pragmatic language
Generalizing skills across settings/people
Social/emotional functioning
Group work skills
Problem solving skills
Behavior

Cognitive Skills and Adaptive Behavior

- Variability within cognitive profiles
  - Index scores
  - Individual subtest scores
- Gap between IQ and adaptive functioning widens with age
- Research is showing higher functioning are not achieving independence
- Adaptive behavior stronger predictor of positive outcome (communication, socialization, self-help skills, motor, maladaptive behavior)
High Functioning?

- Overall IQ score above 70
- Above 70 may have areas of cognitive deficit
- IQ scores between 70 & 80
  - May overshoot individual’s true level of functioning
- Adaptive behavior profile important to target functional skills

Writing prompt: Why is it important to help the community?

Answer: “I don’t know why. I don’t help the community.”
Increase of Students with ASD

- Proactive vs. Reactive Response
- Litigious
- Private placements
- Specialized instruction
- Specialized behavior supports
- Various programming requests

Methodology

- Evidence based practices
- ABA
  - All encompassing methodology
  - Systematic and individualized
- National Research Council
- TARGET
  - http://www.txautism.net/target-texas-autism-resource-guide-for-effective-teaching

What is an Appropriate Program?

- Educational benefit?
- Expertise and training of teachers and staff
- LRE considerations
  - Placement decisions based on thorough assessment
  - Removal from general education classrooms when determined cannot receive educational benefit
  - Consideration of the student’s impact on the general education classroom
    - Behavior and need for significant curricular modifications
Least Restrictive Environment

• Deciding where a student should be placed is not a simple decision. Put simply, placement should be based upon which class will provide the child with the best educational opportunity for meeting their needs balanced against the social benefits that may be available through inclusion. However, this is rarely a clear choice. It is a complex decision based on multiple factors.

• It’s Time for School! Building Quality ABA Educational Programs for Students with Autism Spectrum Disorders

Continuum of Services

• General education
• General education with accommodations/modifications
• General education with ICS and or IEP
• Pull out specialized instruction-Resource
• Piems coding
• LIFE skills with or without inclusion
• Specialized autism programs with or without inclusion

So What Does Quality Autism Programming Include?
Effective Instructional Methods

• Identification and use of scientifically based and effective practice methods
• Objectively verified efficacy
• Successful outcomes
• Appropriately matched to needs of the student
• Method is correctly applied

Effective Instructional Methods

• Treatment fidelity
  – Methods are correctly and consistently implemented using all procedures, practices, and steps required for results

• Evidence Based Practices and Students with Autism Spectrum Disorders, Focus on Autism and other developmental disabilities, vol 20, number 3, Fall 2005

What is Best?

• Social skill instruction
• Communication skills
• Fine and gross motor skills
• Cognitive / academic skills
• Replacement skills for problem behaviors
• Organizational skills
It is increasingly evident that there is no single best-suited and universally effective method for all children and youth with ASD. The best programs appear to be those that incorporate a variety of objectively verified practices and that are designed to address and support the needs of individual students.

### National Standards Report

- Antecedent Package
- Behavioral Package
- Comprehensive behavioral treatment for Young Children
- Joint attention intervention
- Modeling
- Naturalistic teaching strategies

### National Standards Report

- Peer training package
- Pivotal response treatment
- Schedules
- Self-management
- Story-based intervention package
General Characteristics, NRC

• Early intervention
• Active engagement
• Intensive instructional programming
• Full school day
• Planned teaching opportunities
• Sufficient adult attention in 1:1 or very small group to meet individualized goals

Quality Educational Programs

• Family involvement
• Comprehensive assessment of skills and deficits
• Plan development of clearly defined goals and objectives
• Effective teaching strategies
• Assessment of the intervention

Quality Educational Programs

• Structuring the environment
• Applying functional behavior assessment to problem behavior
• Transition
• Opportunities with peers
• Comprehensive team approach
• Early intervention
• Intensive (Hours per week)
Specialized Autism Programs

- ECAP
- YCAP
- JCAP
- Campus based High School Autism Program/HCAP
- Super HCAP
- ASIP

Criteria for Consideration for Specialized Autism Program

- Primary diagnosis of autism
- Communication deficits, behavioral features, and learning style significantly interfere with the acquisition of skills in a typical setting
- Require intensive instruction vs. opportunities for inclusion

Autism Program Structure and Design

- Room arrangement
- Visual supports
- Schedules
- Instructional strategies
- Classroom management
Benefits of Schedules

• Organize and sequence the day
• Provide predictability
• Allow for negotiation and choice
• Increase independence
• Decrease problem behavior
• Increase flexibility
• Teach staying in designated area

Using the Schedule

• The student will match one of the following and begin the activity
  – The first picture on his schedule with the label in the classroom
  – The first color on his strip with the color of his zone

Physical Structure

• Physical layout clearly organized
• Visually clear areas and boundaries
• Designate specific areas for major activities
• Minimize visual and auditory distractions
Room Arrangement

- Minimize larger areas that might encourage running
- Minimize distractions – visual boundaries
- Clear the clutter
- Expectations at each area are clear
- Teaching rotation areas
- Color coding by students
- Color code each area

What is Zone Teaching?

- Distributing students among adults
- Zone area for each adult
- Arrange furniture to create zone areas
- Students receive instruction in zones twice per day
- Each adult teaches two different content areas per day

Zone Teaching

- Teach students to remain in area
- Adult positioned to monitor 2-3 students in each zone
- Students work one to one with adult in zone
- Students participate in one or more independent activities within each zone
Zone Teaching

- Timer used to signal rotation and zone changes
- Once all learners have received one to one instruction, a zone change occurs
- At least two complete rotations through zones take place daily

Zones

- Teaching areas within the classroom
- Color coded
- One to one
- Independent activities
- Break area

Elements of A Zone

- A zone defines a section in the classroom.
- Each zone includes:
  - Specific area for one to one instruction.
  - Two or more designated areas for independent activities.
- A zone is assigned to each adult working in the classroom.
- Zones are directed by teachers, paraprofessionals, therapists, and other providers.
Rotation Strips

- Guides the learner in the order of activities within any zone
- Includes one to one time and other activities
- All students within the zone receive one to one instruction
- The number of activities within the zone is individualized (more activities than students based in individual need)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity/Zone</th>
<th>Location</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Arrival/bathrooming</td>
<td>YCAP Classroom 48</td>
<td>All adults</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Recess/Bathrooming</td>
<td>Outside/5th grade bathrooms</td>
<td>All adults</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Recess/Bathrooming</td>
<td>Classroom Zones</td>
<td>All adults</td>
</tr>
<tr>
<td>9:30-12:00</td>
<td>Bathrooms/Lunch</td>
<td>Hall bathrooms/room</td>
<td>11:35 1st adult lunch</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Quiet time</td>
<td>Classroom</td>
<td>12:05 2nd adult lunch</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Motor Lab</td>
<td>T1</td>
<td>12:35 3rd adult lunch</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Recess</td>
<td>Classroom 48</td>
<td>All adults</td>
</tr>
<tr>
<td>1:00-3:00</td>
<td>Snack</td>
<td>Classroom</td>
<td>All adults</td>
</tr>
<tr>
<td>3:00-3:20</td>
<td>Walk/bathrooming</td>
<td>Hall bathrooms</td>
<td>All adults</td>
</tr>
</tbody>
</table>

Work Systems

- Teaching “First Work, Then Play”
- Teach routines with flexibility incorporated. Systematically introduce variation in tasks, while retaining the task “system”.
- Tasks are presented left to right with clear structural components
  - Plan, set up, work, finished, put away
- Finished box
Work Sequence

• Visual way of telling the student what to do
• Complete tasks independently
• Tasks should be varied, while retaining the system
• Tasks should match level of understanding of each student

Teaching a Work Sequence

• The matching labels on the color coded strip are the student’s work sequence.
  – The last item on the work sequence is a reinforcing item or activity.
  – This teaches the student “first work, then play”.
• Place the task boxes at a designated space for the student.
  – Some students need the work boxes placed nearby
• Others are able to retrieve the boxes one at a time themselves

Ok So Now What?
History

- Campus representative
- Training series
- Autism Library
- Home base

Home Base

- Regain control
- Check in check out
- Breaks during the day
- Positive environment
- Safe person

Criteria for Consideration for Specialized Autism Program

- Primary diagnosis of autism
- Communication deficits, behavioral features, and learning style significantly interfere with the acquisition of skills in a typical setting
- Require intensive instruction vs. opportunities for inclusion
BEHAVIOR!!!!

- Rage
- Meltdowns
- Aggression

Autism Support and Intervention
Program Design

- Classroom environment
- Teaching strategies – instructional emphasis
  – Behavior
  – Social
  – Organization
- Behavioral strategies
- Teaching competencies
  – Expectations across district
  – Consistency
Classroom Environment

- Physical arrangement
  - Areas are clearly defined
  - Individual and small group areas
  - Visually supported – color coded

Areas of the Classroom

- Group work area
  - Social skills instruction
  - Group academic instruction
  - Small group
  - Lunch
- Independent work area
  - Study carrels
  - Individual work/binder systems for academics

Areas of the Classroom

- Teaching areas
  - Study carrels or small tables
  - One on one direct specialized instruction
- Launch pad
  - Located near door
  - Student specific areas to organize student materials and information needed between environments
- Independent stations
Independent Stations

- Fine motor
  - Puzzles
  - Drawing materials
  - Handwriting practice
- Video
  - Social skills instruction
  - Academic
  - “Video report”
- Cool down/Sensory area
- Gross motor area

Independent Stations

- Listening center
  - Card reader
  - Tag reader
  - Books on tape
- Computer
  - Instructional
  - Reinforcement

Independent Stations

- Cool down/Sensory area
  - Rocker chairs
  - Sensory items
- Gross motor area
  - Mini trampoline
  - Weighted work
  - Individual gross motor activities
Instructional Emphasis

• Reduction of interfering behaviors
• Acquisition, maintenance, and refinement of social skills
• Organizational skills
• Self management skills - Independence
• Data collection and data based decisions

Behavioral Strategies

• Positive reinforcement strategies
• Differential reinforcement procedures
• BIP developed from FBA
• Ensures BIP is implemented consistently across the day, in all location, and by all adults
• Build in schedule breaks in day
• Teach appropriate replacement behaviors that serve same function

Behavioral Strategies

• Reinforcement systems
  – Individualized
  – Token systems - contracts
• Prevention techniques
  – Scheduled breaks – sensory breaks
  – Frequent reinforcement
  – Use of behavioral momentum
• Students are taught to self monitor
• Bus behavior reinforcement system
Social Skill Strategies

• Direct instruction
• Assessment
• Curriculum
• Tied to reinforcement
• Self monitoring
• Visual supports
  – Five point scale
  – Scripts
  – Social stories
  – Power cards

Organizational Skills

• Individual student schedules
• Visual supports
  – To do lists
  – Work systems
• Assignment binder
• Accommodations
  – Graphic organizers
  – Alternate modes of responding
  – Outlines

ASIP Teacher Responsibilities
Self Contained

• One to one instruction
• Priming for general education
• Obtain grade level materials from general education classroom and modify as needed
• Establish positive behavior intervention strategies
• Differential reinforcement procedures
ASIP Teaching Responsibilities
Transcending to General Education
• Provides activities to promote active engagement
• Written schedules
• Work systems
• Organizational systems between settings
• Student is completing general education assignments – accommodations/modifications
• Increased reinforcement for time in general ed

Example Progression of Student to General Education Environment
• Student completes same work done in GE class
• Student has desk in GE class
• Student obtains work from GE class
• Student returns completed work to GE class
• Student joins GE class following priming, preparation, one or more classes at a time
• Student accesses ASIP as home base

ASIP Teacher Responsibilities – Student Support
• Minimum weekly communication with general education
• Training and monitoring of reinforcement systems
• Provides assistance and support for academic accommodations and modifications
• Student accesses ASIP as home base
ASIP as Home Base

- Social skills instruction
- Sensory breaks
- Problem solving
- Assistance with difficult assignments/tests
- Reinforcement time
- Double R+ for returning to class

ASIP Schedule

- Check in check out
- Social skills instruction
- Advisory in ASIP
- Tutoring
- Complete classwork
- Homework
- Organizational strategies and support

What Works

- Student success
- Building capacity at ASIP campuses
- Proactive approach
- Decreased discipline referrals
- Supports carry over to other educational environments
Challenges

- Resistant teachers and staff
- Providing instruction across all grade levels
- Students with below level academic skills
- Staff training and support
- Dilemma of specialized programs

Autism Programs 2014-15

- 12 ECAP
- 12 YCAP
- 3 Elementary ASIP
- 5 JCAP
- 2 Junior High ASIP
- 2 Super HCAP
- 1 High School ASIP

Autism Programs 2015-16

- Additional 2 ECAP classes
- Additional 5 ASIP classes
Resources

• *Time for School*, Leaf, Taubman, McEachin
• *Educating Students with Autism*, National Academy Press
• *Asperger Syndrome and Adolescence*, Myles and Adreon

Questions? Contact
Audrey Bivens audreylbivens@katyisd.org or
Sally Schwartzel sallyaschwartzel@katyisd.org