



**SUBCOMMITTEE RECOMMENDATION REPORT TO  
OREGON COMMISSION ON AUTISM SPECTRUM DISORDER**

**Subcommittee: REDESIGN OF ASD EDUCATION SERVICES**

**Report Date: JUNE 2010**

**ISSUE:** *Access to quality ASD services is not consistent across the state. Access to trainings, specialized services and technical assistance varies.*

- *There is frequently not sufficient utilization of current best practice information to design implement programs across the range of learners.*
- *Services and access to personnel training and support may be different depending on the capacity, role and expectation of Regional ASD Services, the ESD, and local school districts.*
- *The current model of Regional ASD Services no longer meets the needs of school districts that have a rapidly growing population of children and youth with ASD.*
- *Current levels of service, particularly for young children are not significant to impact adequate progress. Funding to support programs, particularly for younger students is inadequate.*
- *Many individuals with ASD do not make a successful transition to permanent employment or continuing education.*
- *Based on research, the earlier we intervene with appropriate intensive interventions the greater success for the individual learner with ASD.*

**RECOMMENDATION: #1 STATEWIDE COMPREHENSIVE EDUCATIONAL SYSTEM**

**Statewide Comprehensive System of Educational Services for Students with ASD:**

**A statewide framework is in place for the delivery of service and instruction for learners with ASD for the purpose of 1) disseminating consistent evidence-based practices, 2) providing consistent training and coaching, 3) offering coordinated, collaborative services 4) proving sufficient instruction to meet the needs of the individual learner. Reference diagram.**



**1A:** A Network of Leadership and Excellence in ASD, consists of high level experts with the responsibility to review, coordinate, develop policy, disseminate, train and coach on information related to the Components of a Comprehensive System and Oregon Guidelines for Effective Programming for Learners with ASD.

**1B:** A systematic format for training and coaching, including technology, will be used across the state to provide consistency for professional development on evidence-based interventions.

**1C:** The manual *Oregon Guidelines for Effective Programming for Learners with ASD* assists local districts and EI/ECSE programs throughout the state to implement the components of a comprehensive system based on best practice evidence.

**1D:** Annual self assessment for each district and EI/ECSE Program to address the implementation of the Oregon Guidelines for Effective Programming for Learners with ASD.

**1E:** Annual written plan for each district and EI/ECSE Program to address the implementation of the Oregon Guidelines for Effective Programming for Learners with ASD.

**1F:** Under the direction of the Network of Leadership and Excellence in ASD, provide a web-based clearinghouse of expanded core curriculum materials, evidence-based books, training materials, assessments, and related resources available for short term loan to Oregon parents, educators, agencies and community.



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### **RECOMMENDATION: #2 IDENTIFICATION**

**Appropriate identification and a thorough assessment to determine the need for specially designed instruction is available in a timely manner for all individuals birth-21 referred for an evaluation for an ASD.**



**2A:** Identification of an ASD can be determined by the ASD Education Team or ASD Clinical Team. *Reference flowchart and SIA Subcommittee Recommendations*

**2B:** Network of Leadership and Excellence in ASD and Outreach Expertise personnel with the combined expertise in ASD and differential diagnosis to provide, training, coaching and problem solving support addressing the identification and assessment of learners suspected of having an Autism Spectrum Disorder.

**2C:** ASD Outreach Expertise and local team collaborate on the comprehensive assessment to address the Expanded Core Curriculum for learners with ASD as well as to determine the educational impact of the characteristics the learner with ASD displays, and the need for specially designed instruction.



### **RECOMMENDATION: #3 EXPANDED CORE CURRICULUM**

**For each individual learner, program planning addresses the Expanded Core Curriculum for ASD: communication development, social development, cognitive development, sensory and motor development, adaptive skills development, problem behaviors, organization, and career and life goals.**



**3A:** Addressing the needs determined by the comprehensive assessment, instruction is designed to implement evidence-based intervention strategies known to be effective for learners with ASD and matches individual strengths and weaknesses.

**3B:** Focused / Engaged Time: Each individual learner is engaged in systematically planned, developmentally appropriate and functionally relevant educational activities aimed toward identified objectives. The learner must receive sufficient adult attention on a daily basis so the individual makes adequate progress toward his/her goals. Instruction should include direct one-to-one and small group teaching, maximizing planned teaching opportunities.

**3C:** For each individual learner, a carefully planned sequence of instruction, incorporating evidence-based instructional strategies, is provided, progress data collected and analyzed, and instruction modified as needed.





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### **RECOMMENDATION: #4 QUALIFIED STAFF**

**Licensed educators, specialists, paraprofessionals, ASD educational outreach personnel, child care providers, preschool providers and other community providers have a level of competence to ensure implementation of the Oregon Guidelines for Effective Programming for Learners with ASD.**



**4A:** Competency-based, endorsed experts in ASD available statewide to provide Outreach support as part of the Comprehensive System of Educational Services. *Reference ASD Endorsement Subcommittee Recommendations.*

**4B:** Ongoing professional development opportunities coordinated with the Components of a Comprehensive System and Oregon Guidelines for Effective Programming for Learners with ASD are available statewide. | Outreach Personnel with expertise in ASD to provide support to districts, EI/ECSE program, and families in evidence-based interventions: systematic didactic training in evidence-based interventions; set up materials, setting; on site coaching of evidence-based interventions; and follow up support.

**4C:** The competency needed for Outreach Expertise in ASD is matched to the role in which they serve: Identification and Assessment; EI/ECSE program support; District (School Age) program support; Transition Support; Family Support; and Community Support. *Reference Educational Endorsement Subcommittee Recommendations.*

**4D:** All staff, building administrators, general education teachers, special education teachers, and paraprofessionals participate in basic training regarding the needs of learners with ASD.

**4E:** Staff working directly with learners with ASD in the classroom (general and special education) is involved in systematic training and onsite coaching specific to the evidence-based interventions used by individual learners.

**4F:** Sufficient pool of local coaches in schools and buildings (EI/ECSE and School Age) to sustain fidelity of implementation of ASD evidence-based interventions.





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### **RECOMMENDATION: #5 CONTINUUM OF PLACEMENT**

**Pliable, moveable, fluid placement options are available to meet each student's needs, providing the greatest appropriate interactions with typical peers along with access to instruction on the Core Curriculum ( all learners) and the Expanded Core Curriculum (for learners ASD).**



**5A:** Educational placements support the implementation of individualized goals for the learner and family. Placements promote continuity, cohesion and consistency across all environments to meet individual needs and enhance the learners' independence.

**5B:** Each learner with ASD shall have culturally appropriate opportunities for successful and meaningful interactions with similar aged peers. The activity and frequency of the activity should consider the preferences of the learner with ASD, and the family as appropriate.

**5C:** Placement options are sufficient to address the implement the Oregon Guidelines for Effective Programming for Learners with ASD.

**5D:** Early involvement of adult agencies in planning transition services and supports. *Reference Transition Subcommittee Recommendations.*



### **RECOMMENDATION: #6 FAMILY PARTICIPATION**

**Effective family involvement includes participation in training, decision making and implementation of home supports.**



**6A:** A member of the Network of Leadership and Excellence in ASD team has expertise in supporting families in the areas of training, coaching and problem solving.

**6B:** One component of ASD Outreach Expertise provide local provide training, coaching and problem solving to families, in partnership with local staff.

**6C:** Parent trainings are available in local communities on a regularly scheduled basis.

**6D:** Clearinghouse for materials and FAQ is available to all families, included as part of Recommendation 1F.





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### **RECOMMENDATION: #7 STUDENT PARTICIPATION**

**Learners' with ASD shall have opportunities for involvement in the community, based on preferences of the learner and the family as appropriate.**



**7A:** A member of the Network of Leadership and Excellence in ASD team has expertise in transition to adult life, community outreach and training community partners.

**7B:** One component of ASD Outreach Expertise provide local provide training, coaching and follow up to school teams, community agencies, and families to support the Transition of the learner to adult life. *Reference Transition Subcommittee Recommendations.*

**7C:** One component of the Network of Leadership and Excellence in ASD team and ASD Outreach Expertise to offer training to community agencies and services to enhance understanding of the range of learners with ASD.



### **RECOMMENDATION: #8 EARLY INTERVENTION**

Sufficient funding to maintain all the components of Statewide Comprehensive System of Educational Services for Learners with ASD.



**8A:** Funding of actual cost of early, appropriate, intensive intervention to meet the needs of learners with ASD from birth-5.

**8B:** Fund the Network of Leadership and Excellence in ASD.

**8C:** Fund the Outreach Expertise in ASD, through the Low Incidence Regional Program budget.

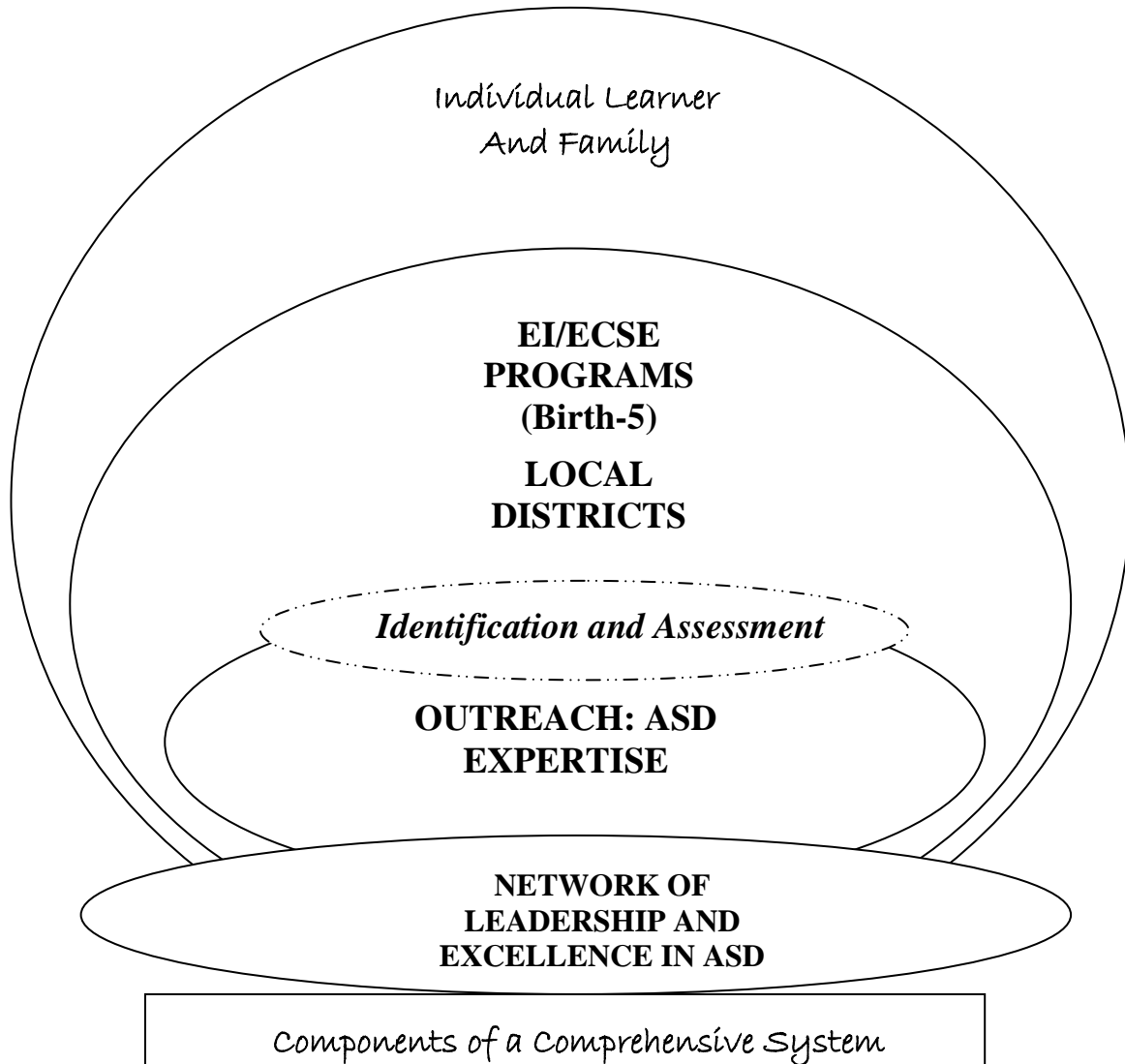
**8D:** Provide funding for incentive grants to develop local coaches.



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**Statewide Comprehensive System of Educational Services  
Supporting Learners with an ASD**





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## **Levels of Learning Model:**

Provide statewide for staff, families, and community to support appropriate, consistent instruction for all learners with ASD. Note: As the training and coaching moves toward the point of the model, the more specific to the school, and individual learner.

