TEACHING STUDENTS WITH ASD: IEP CONSIDERATIONS

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HISTORICAL INFORMATION

1980’s- First Autism Supplement
1990’s- Continued Use of Supplement with some minor revisions
2007- Significant revisions based on “new knowledge” or evidence
2007 IMPLICATIONS

• No specific intervention strategies are mandated.

• Personnel must be qualified and trained in both general knowledge of autism and the child’s unique needs.

• Strategies must be considered for ALL students eligible for services.
IEP CONSIDERATIONS

1) Extended educational programming (including extended day and/or extended school year)

2) Daily schedules reflecting minimal unstructured time

3) In-home and Community-based training

4) Positive behavior supports

5) Futures planning (beginning at any age)

6) Parent/family training and support

7) Suitable staff-to-student ratio

8) Communication intervention

9) Social skills supports and strategies

10) Professional educator/staff support

11) Teaching based on research-based practices
CONSIDERATIONS

The ARD Committee is not responsible for providing all services on the list.

The ARD Committee must consider and determine which services are appropriate for the individual student.

Services deemed appropriate must be provided as specified in the IEP.

A statement addressing the basis for determination of inappropriate or unnecessary services must be included in the IEP.
(e) For students with autism spectrum disorders (ASD), the strategies described in paragraphs (1)–(11) of this subsection shall be considered, based on peer-reviewed and/or research-based educational programming practices, and addressed in the IEP:
Extended educational programming, including extended day and/or extended school year services, that considers the duration of programs/settings based on assessment of behavior, social skills, communication, academics, and self-help skills;

- Instructional
- Directly related to current IEP objectives
- Determined by ARD committee based on date
- Addresses the educational needs of the student
Extended Educational Programming

Extended School Day

Data must support the need

- Progress on objectives
- Formal and informal evaluation
- Grades, benchmarks
- Levels of self-sufficiency
- Information from parents

Data must be collected on an on-going basis to document student’s performance on each objective.

Analysis of IEP and progress is critical to determining the need for extended school day.

May be needed to meet goals not addressed during the scheduled school day (e.g. social skills)
**EXTENDED EDUCATIONAL PROGRAMMING**

**Extended School Year (ESY)**

- Maintain identified critical skills; not disability specific
- Need for ESY must be documented from formal and/or informal evaluations by the district or parents
- Students need a significant amount of time to recoup acquired critical skills and/or loss of acquired critical skill would be severe
- Loss of skill would result in harm to the student or others
(2) Daily schedules reflecting minimal unstructured time and active engagement in learning activities, including lunch, snack, and recess, and providing flexibility within routines that are adaptable to individual skill levels and assist with schedule changes, such as field trips, substitute teachers, and pep rallies;

• IEP goals/objectives are addressed throughout the day across settings
• Must begin the minute the student arrives; ends the minute he/she leaves
• Small time increments
• Student specific vs. teacher/classroom specific
• Visual communication of what will occur throughout the day
IN-HOME AND COMMUNITY-BASED TRAINING

(3) In-home and community-based training or viable alternatives that assist the student with acquisition of social/behavioral skills, including strategies that facilitate maintenance and generalization of such skills from home to school, school to home, home to community, and school to community.
PURPOSE OF IN-HOME AND COMMUNITY-BASED TRAINING

- Assist the student with acquisition of skills/behavior that can only be acquired if they are taught simultaneously in multiple environments;
  - Including strategies that facilitate maintenance and generalization of skills from home to school, school to home, home to community and school to community;

- Targets skills necessary for a child to succeed in the home/community setting;

- Includes strategies for behavior management, adaptive skills (toilet training), develops structured home environments and/or communication training so that parents are active participants in promoting the continuity of interventions across all settings.
Research-based strategies designed to enhance the capacity of schools to educate ALL students, especially students with challenging behaviors, by adopting a sustained, positive, preventative instructional approach to school-wide discipline and behavior management.
89.1055 (e) (5) beginning at any age, futures planning for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments;

89.1055 (g) - Transition Planning
For each student with a disability, beginning at age 14 (prior to the date on which a student turns 14 years of age) or younger, if determined appropriate by the ARD committee, the following issues must be considered in the development of the IEP, and if appropriate integrated into the IEP.
PARENT/FAMILY TRAINING

(6) parent/family training and support, provided by qualified personnel with experience in ASD, that:

(A) provides a family with skills necessary for a child to succeed in the home/community setting;

(B) includes information regarding resources and materials designed to increase parent knowledge of specific teaching/management techniques related to the child's curriculum; and

(C) facilitates parental carryover of in-home training and includes strategies for behavior management and developing structured home environments and/or communication training so that parents are active participants in promoting the continuity of interventions across all settings;
RATIONALE

In-Home and Community-Based Training

A change in who is working with the child

A change in the location from where the skill was initially learned

A change in the types of materials or supports used

Addresses critical skills across settings

Parent Training

Significant discrepancies between school and home functioning levels

Parents are integral part of child’s educational success

Parents can effectively teach and maintain skills necessary for progressing toward independence
Suitable staff-to-student ratio appropriate to identified activities and as needed to achieve social/behavioral progress based on the child's developmental and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence as determined by:

(A) adaptive behavior evaluation;
(B) behavioral accommodation needs across settings; and
(C) transitions within the school day;
ACQUISITION LEVEL

Beginning of learning process

Introduction of new skills and behaviors

Significant assistance provided

High rate of reinforcement necessary

Goal is to initially establish a desired response
**FLUENCY LEVEL**

Refers to rate at which a response occurs

Assistance begins to decrease

Reinforcement given only for demonstrating response within designated period of time

Goal is to establish a normative rate
MAINTENANCE LEVEL

Response occurs in absence of teaching

Adding reinforcement no longer necessary

Necessary for achieving independence

Goal is to maintain behaviors over time
GENERALIZATION LEVEL

• Response/Behavior occurs:
  • With different people
  • Using different materials
  • In a variety of locations
  • Using different directions

• Goal is Independence
COMMUNICATION INTERVENTIONS

(8) Communication interventions, including language forms and functions that enhance effective communication across settings, such as augmentative, incidental, and naturalistic teaching;
COMMUNICATION FUNCTIONS

Expressive Skills
- Request
- Reject
- Label/name
- Get attention
- Comment
- Give information
- Seek information
- Express feelings

Receptive Skills
- Respond
- Understand
- Identify
COMMUNICATION INTERVENTIONS

**Augmentative**-voice output, picture choices

**Incidental teaching**-structuring and sequencing objectives within ongoing typical activities to take advantage of interest and motivation (snack out of reach)

**Naturalistic teaching**- using communication interaction between adult and student in the naturally occurring activities of the child’s environment to promote more complex language in natural and relevant situations (expanding communication at snack table)
(9) Social skills supports and strategies based on social skills assessment/curriculum and provided across settings, such as trained peer facilitators (e.g., circle of friends), video modeling, social stories, and role playing;
TEACHING SOCIAL SKILLS

- There is not one approved or accepted social skills curriculum

- Social skills must be learned like academic skills for students with an ASD; explicitly taught

- Need to teach skills in context; the settings where the skill will be used

- Memorizing rules does not always translate into social behaviors; requires repeated opportunities to learn the skills and repeated opportunities to practice
PROFESSIONAL EDUCATOR AND STAFF SUPPORT

(10) Professional educator/staff support, such as training provided to personnel who work with the student to assure the correct implementation of techniques and strategies described in the IEP; and
(11) Teaching strategies based on peer reviewed and/or research-based practices for students with ASD, such as those associated with discrete-trial training, visual supports, applied behavior analysis, structured learning, augmentative communication, or social skills training.
Increased evidence—no single best-suited, universally effective method for all students with ASD.

Effective programs appear to incorporate a variety of objectively verified practices, designed to address/support the needs of individual students and their families.

(National Research Council, 2001; Olley, 1999)
6 CORE ELEMENTS OF EFFECTIVE EDUCATIONAL PROGRAMMING

Individualized supports and services for students and their families;

Systematic instruction;

Comprehensible structured learning environments;

Specialized curriculum contents;

Functional approach to interfering behavior; and

Family involvement.

Iovannone, Dunlap, & Huber (2003)
IDENTIFIED EVIDENCE-BASED PRACTICES

Sources:

• National Research Council (2001); *Educating Children with Autism*

• National Autism Center; *National Standards Report* (2009); [www.nationalautismcenter.org](http://www.nationalautismcenter.org)

• National Professional Development Center on ASD; [http://autismmpdc.fpg.unc.edu](http://autismmpdc.fpg.unc.edu) (27 EBP)

  (online training modules)
f) If the ARD committee determines that services are not needed in one or more of the areas specified in subsection (e)(1 – 11) of this section, the IEP must include a statement to that effect and the basis upon which the determination was made.
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