

Implementing a Quality Autism Program in a Public School Environment

Autism: Moving from
Science and Research to Practice

Santa Ynez Valley Marriott

Thursday, April 15, 2010

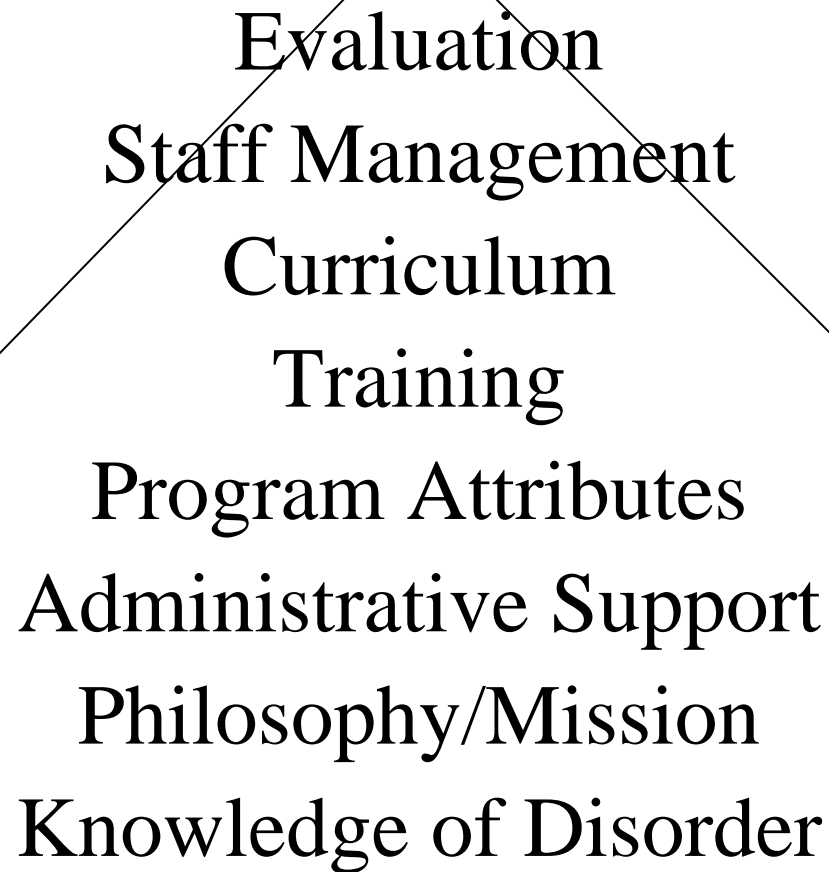
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Components of a Quality Autism Program



Evaluation
Staff Management
Curriculum
Training
Program Attributes
Administrative Support
Philosophy/Mission
Knowledge of Disorder



I. Knowledge of Disorder

A. Autism

1. Diagnostic criteria
2. Learning characteristics
3. Language characteristics
4. Social characteristics
5. Behavioral characteristics



II. Philosophy/Mission

- A. Needs Drive Service
 - 1. Philosophy of program
 - 2. Philosophy of treatment methodology
- B. Mission
 - 1. Goal of program
- C. Vision for Future



III. Administrative Support

A. Philosophical Support

1. Rationale for program
2. Commitment to treatment methodology
3. Commitment to model program

B. Monetary Support

1. Staffing
2. Consulting
3. Supplies

C. Written Plan of Program Implementation

D. School Board Support



IV. Program Attributes

A. Level of Service

1. Full day
2. Extended year
3. Student/teacher ratio

B. Environmental Structure

1. Physical structure
2. Visual support
3. Materials
4. Schedule



c. **Related Disciplines**

1. Special education
2. Speech pathology
3. Occupational therapy
4. Physical therapy

D. **Technical Skills**

1. Formal discrete trial instruction
2. Teaching in a group
3. Incidental teaching
4. Implementation of behavior reduction programs



E. Inclusion

1. Public school setting
2. Good peer models
3. Reverse mainstreaming
4. Part-time mainstreaming
5. Inclusion in general education class

F. Parental involvement

1. Parent training
2. School/home communication
3. Home program



G. Clinical Support

1. Internal Expertise
2. Consultation
 - a. Assessment
 - b. Troubleshooting
 - c. Evaluation
 - d. Ongoing training



V. Training

A. Content

1. Learning characteristics
2. Applied behavior analysis
 - a. Discrete trial teaching
 - b. Principles of reinforcement
 - c. Functional analysis of behavior
 - d. Shaping and chaining
 - e. Accountability and data collection
 - f. Generalization and maintenance
3. Working with families
4. Professionalism and communication



B. Practicum: Hands-On

C. Protocols

1. Written material
2. Workshops and lectures
3. Videotapes
4. Outside workshops

D. Ongoing training

1. Staff meetings
2. Inservices
3. Outside workshops



VI. Curriculum

A. Curriculum Philosophy

1. Value judgments
2. Functionality
3. Age appropriateness
4. Community based

B. Task Analysis



c. Domains

1. Learning readiness
2. Cognitive
3. Language
4. Communication
5. Academic
6. Vocational
7. Domestic
8. Self-care



VII. Staff Management

A. Job Descriptions

- Teacher
- Instructional assistants

B. Hiring Process

- A. Unique interview questions
- B. Teacher input



c. Teacher's Role

- A. Ensuring IEP implementation
- B. Supervision of instructional assistants
 - A. Training/modeling
 - B. Meetings
 - C. Clinical observations
 - D. Feedback
 - E. Follow up



D. Administrative Support

1. Principal's role
2. Child Study Team's role

E. Dealing with Parents (Consumers)

1. Troubleshooting



VIII. Evaluation

A. Measurement of Success

1. Progress of students: data
2. Parent satisfaction: survey and discussion
3. Staff satisfaction: survey and discussion

B. Identification of Goals for Program