Supports and Services for Students with Autism in LCPS

Where We Are Now and Next Steps

Jamilah Anderson
Autism Program Specialist
April 6, 2016
SEAC
General Facts and Figures
Autism Spectrum Disorder (ASD) now includes several conditions that used to be diagnosed separately: autistic disorder, pervasive developmental disorder not otherwise specified (PDD-NOS), and Asperger Syndrome.
• CDC estimates that about 1 in 68 children has been identified with autism spectrum disorder (ASD)
• Almost five times more common among boys than among girls- Boys (1 in 42) Girls (1 in 189)
• The increase in ASD diagnosis is likely due to a combination of broader definition of ASD, better efforts in diagnosis and an increase in the number of people with ASD
Statistics at the State and Local Levels

A Quick Comparison
Virginia - A Look at the Past 5 Years

Percentage of Special Education Students with Autism
(Based on December 1 Child Count)

- 2011-2012: 8%
- 2012-2013: 9%
- 2013-2014: 9.80%
- 2014-2015: 10%

Not yet Available
Locally - A Look at the Past 5 Years

Percentage of Special Education Students with Autism in LCPS (Based on December 1 Child Count)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>11.50%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>12.20%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>13%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>13.40%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>14.20%</td>
</tr>
</tbody>
</table>
LCPS- A Look at the Past 10 Years

Number of Students with a Primary Disability of Autism in LCPS
Conclusions and Next Steps

• Rapid growth in Loudoun exceeds overall growth in the state
• Need for additional specialized programs
• Increased focus on professional development for ALL staff
• Continued training and implementation of evidence based-practices
• Exploration of innovative supports and resources
Continuum of Services

Services available at all grade levels

- Monitor/Consultation Only
- Support Facilitation (Behind the Scene Support)
- Co Teaching / In-class Support
- Pull Out Support
- Self Contained Setting
Current Elementary Programs - 21 Schools

36 Elementary Programs

3 Early Childhood Special Education Autism (ECSE-A)

17 K-2

14 3-5

2 K-5 Intensive Programs
Current Secondary Programs - Programs and Supports in All Schools

- Middle Schools:
  - ALL: 15

- High Schools:
  - ALL: 15
  - 6-8 Intensive Program: 1
  - 9-12 Intensive Programs: 2
Potential Programs 2016-2017
23 Schools

42
Elementary Programs

3
Early Childhood Special Education Autism (ECSE-A)

19
K-2

17
3-5

3
K-5 Intensive Programs
Secondary Programs 2016-2017
Potential New Intensive Programs

15 Middle Schools
ALL

2 6-8 Intensive Program

15 High Schools
ALL

3 9-12 Intensive Programs
Additional Supports, Interventions and Resources

- In School resources
- Pupil Services Student Support Team Meetings
- Related Service providers
- Assistive Technology
- Autism Consulting Teachers (teacher resource)
Current Training and Professional Development

- Paraprofessional Training
  - To date 792 Paraprofessionals have been trained in the VCU Autism Center for Excellence Training
- Mandt Training
- School-based, student specific ongoing service delivery training
Current Training and Professional Development

- Teacher Training
  - 3- Day Summer Institute
  - Mandt Training
  - Behavior Supports (i.e. FBAs, BIPs, Crisis Plans)
  - Data Collection
  - Unique Learning System
  - Program-specific training (as requested or deemed necessary)
- ABA Cohort (George Mason University)
Current Training and Professional Development

- Parent Workshops
  - Executive Functioning Skills
  - Message of Behavior
  - Promoting Independence
  - Positive Mealtime Strategies
- Upcoming Workshops - Leisure Skills (4/13), Communication & Play (5/11) and Successful Toileting (TBD)
Training and Professional Development - Next Phase

- Social Skills - a multi-tiered approach
  - CEC Social Skills Curriculum K-12, Social Thinking, Needs-based instruction
- Classroom Management
- Behavior Management
- Instructional Programming
- Assessments (diagnostic, formative, summative)
- Communication (Picture Exchange, Core, AAC Devices, etc.)
- “What You Need to Know” training sessions geared towards administrators, general education teachers, classified staff
Closing Remarks

- Continued focus on the effectiveness and efficacy programs; targeting structure and consistency
- Exploration of additional supports and interventions to keep students in the least restrictive environment
- Offering professional development for ALL staff at all levels
- Collaboration is key between all internal and external stakeholders
April is Autism Awareness Month

Shine a Light on Autism

Light It Up Blue
Contact Information

Jamilah Anderson
Autism Program Specialist

Jamilah.Anderson@lcps.org
Office of Special Education
571-252-1011
Resources

• Centers for Disease Control and Prevention- http://www.cdc.gov/ncbddd/autism/data.html