

Services for Students with Autism Spectrum Disorders

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**PREVALENCE, PROJECTED
GROWTH, AND THE ROLE OF
THE AUTISM PROGRAM
SPECIALIST**

The Centers for Disease Control and Prevention (CDC) released a study in March 2012 stating that autism now affects 1 in every 88 American children and is 5 times more common in boys.



Identified Prevalence of Autism Spectrum Disorders

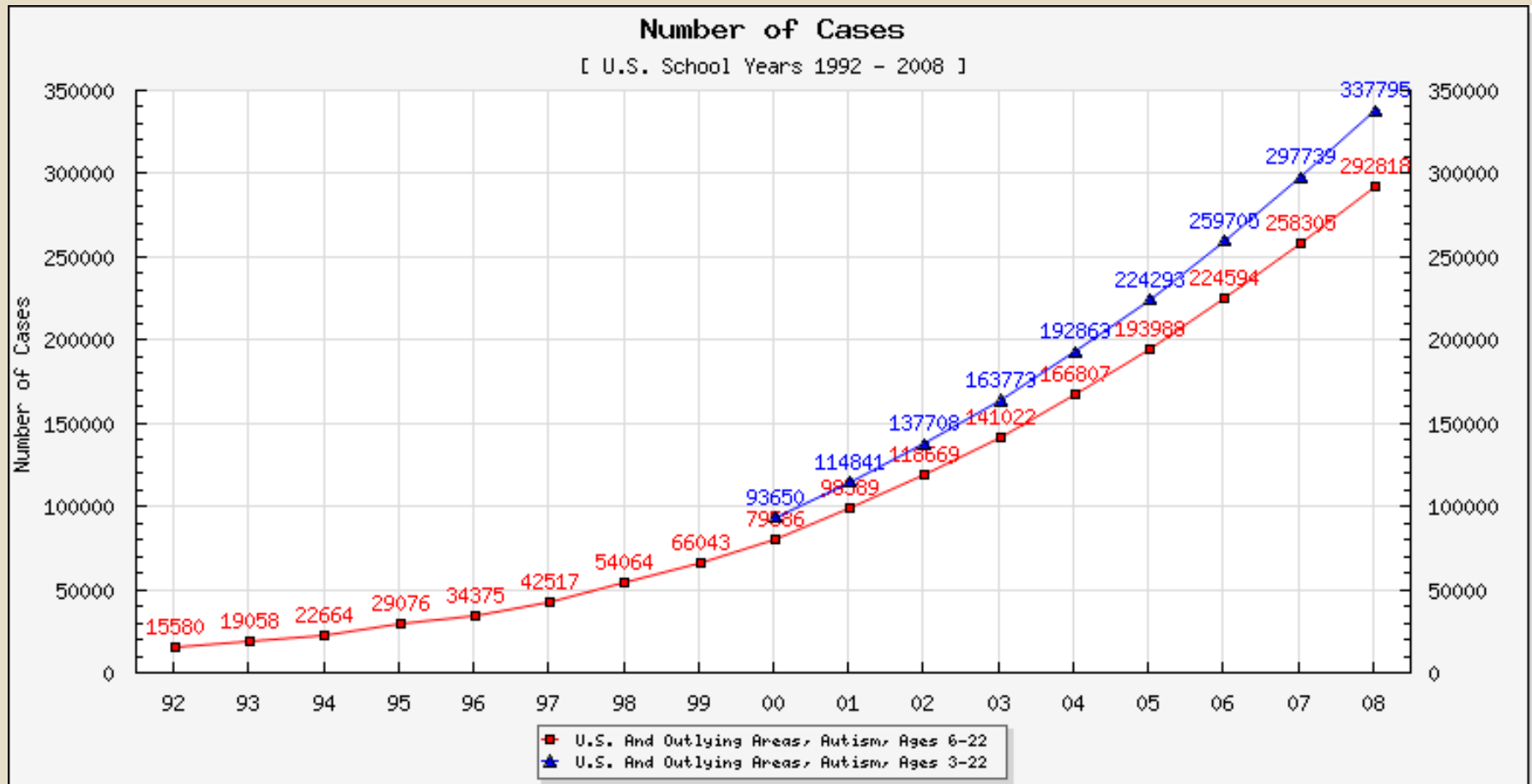
ADDM Network 2000-2008

Combining Data from All Sites

Surveillance Year	Birth Year	Number of ADDM Sites Reporting	Prevalence per 1,000 Children (Range)	This is about 1 in X children...
2000	1992	6	6.7 (4.5-9.9)	1 in 150
2002	1994	14	6.6 (3.3-10.6)	1 in 150
2004	1996	8	8.0 (4.6-9.8)	1 in 125
2006	1998	11	9.0 (4.2-12.1)	1 in 110
2008	2000	14	11.3 (4.8-21.2)	1 in 88

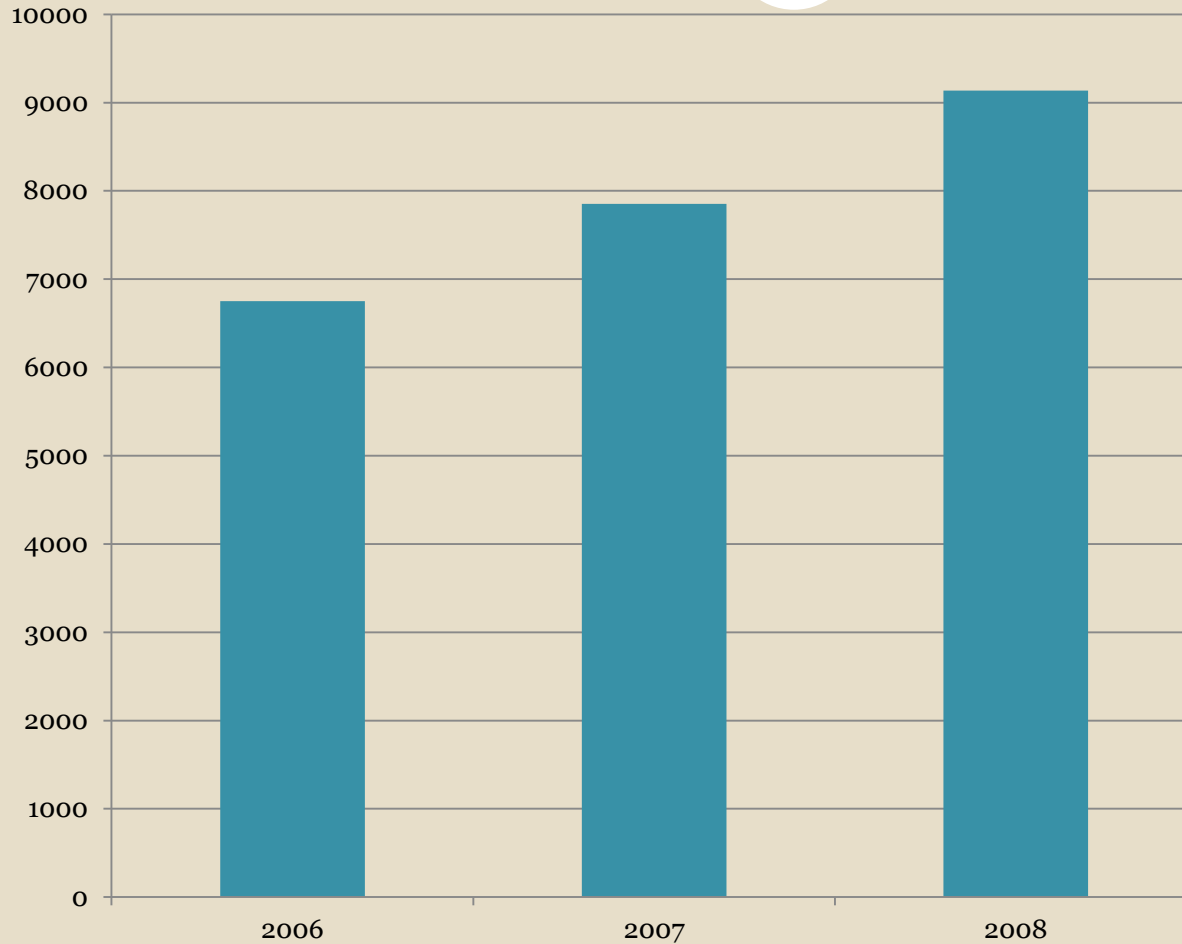
National – 1992 - 2008

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Growth of Services to Students with Autism in Virginia – 2006 - 2008

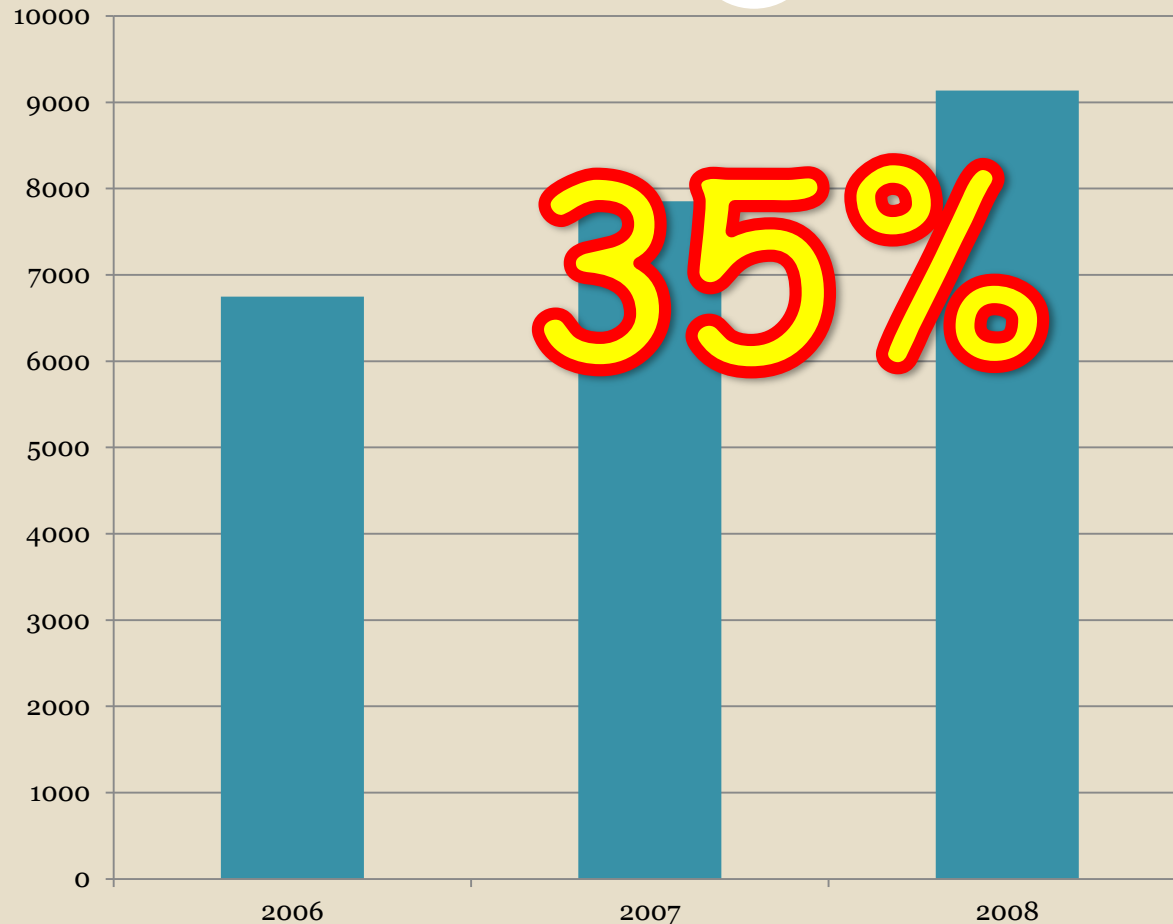
5



<u>Year</u>	<u>Number</u>
2006	6,749
2007	7,854
2008	9,136

Growth of Services to Students with Autism in Virginia

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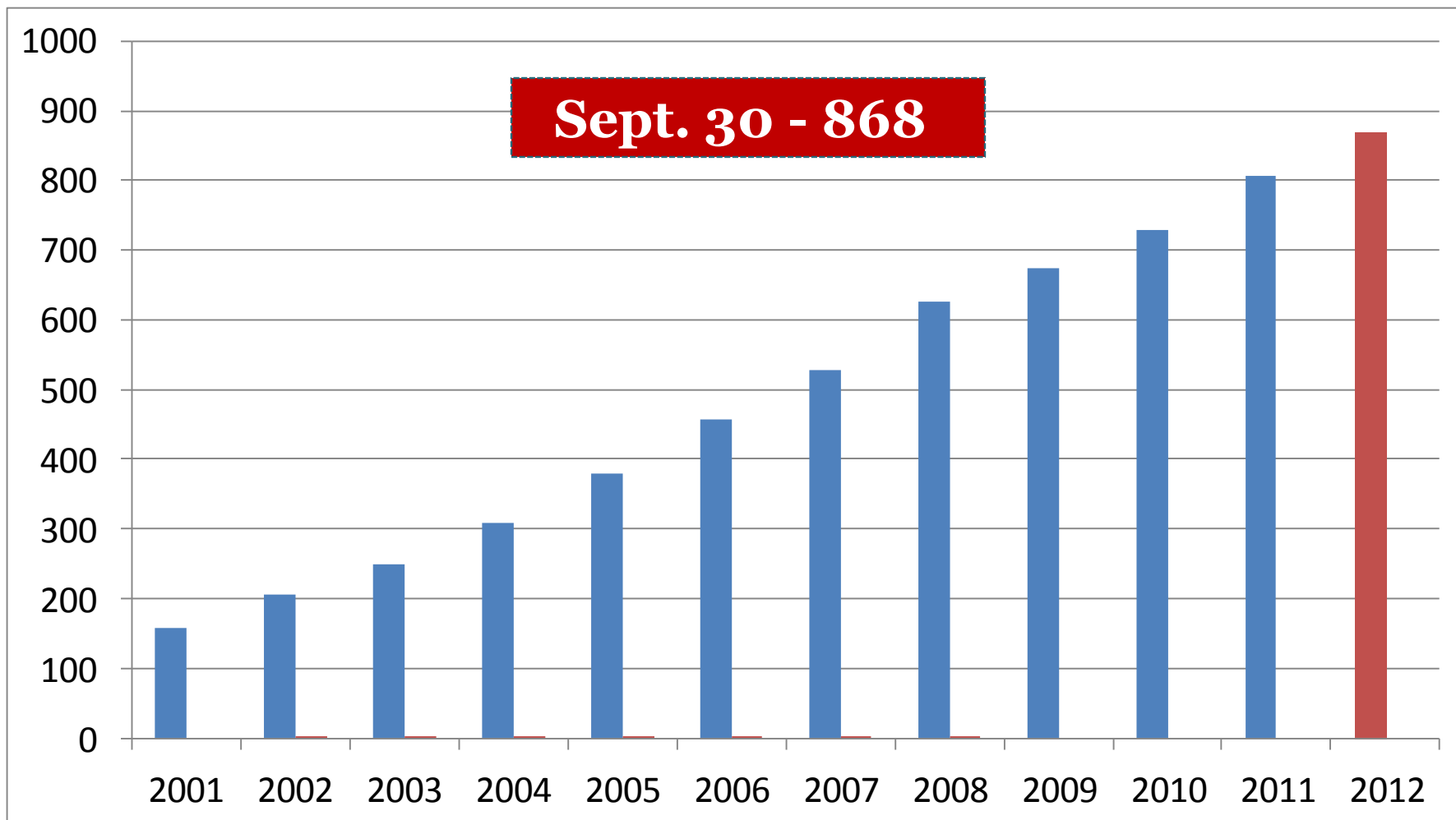


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**How does LCPS
compare to the
National prevalence
of ASD?**

Growth of Services to Students with Autism in Loudoun County Public Schools

2001 - 2011



Autism Program Specialist...

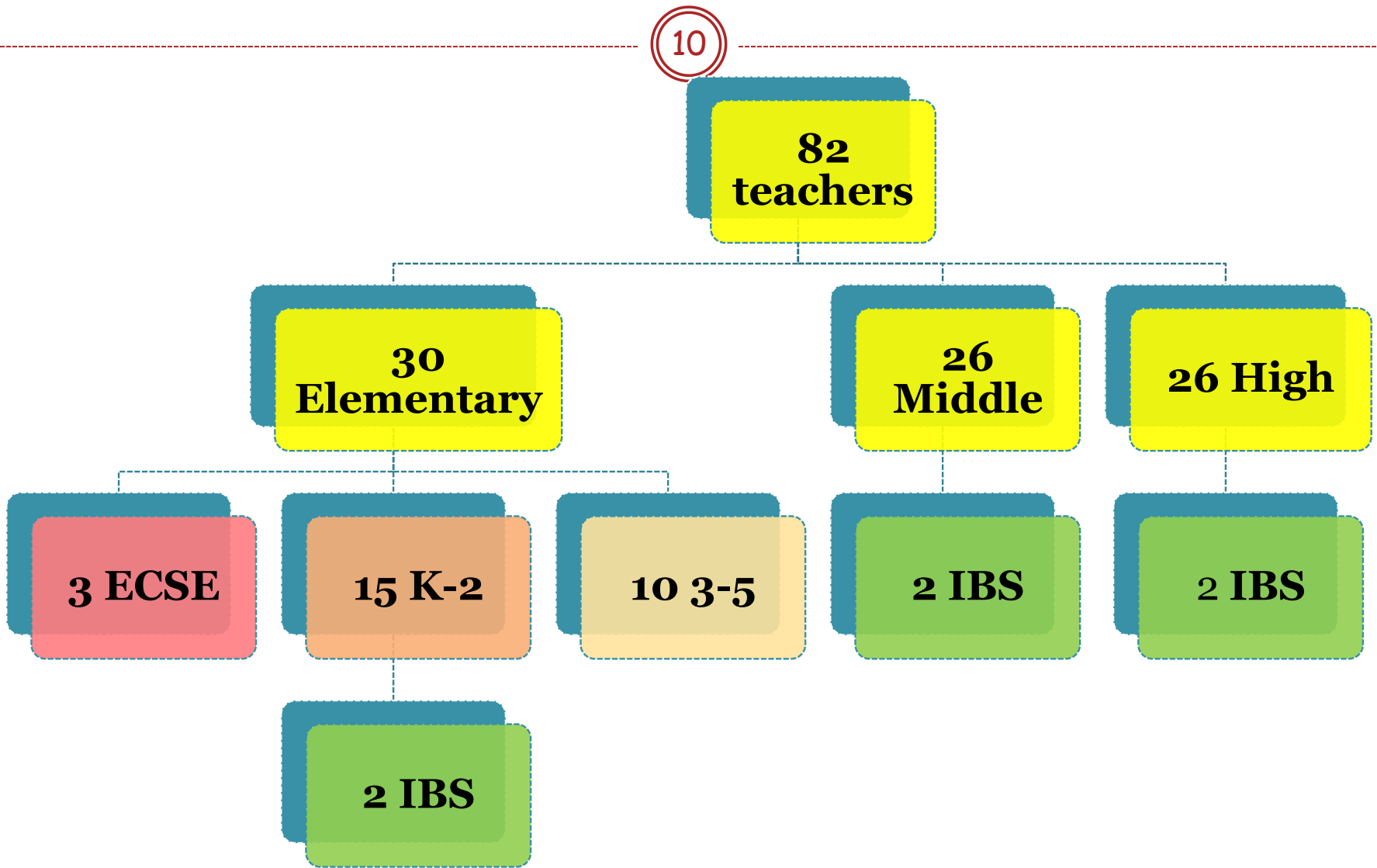


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- Program oversight for students with ASD
- Develop & deliver staff development and training to
 - school-based staff on autism, including the implementation of a coaching model
 - central office and school-based staff on evidence-based strategies for working with students with ASD
- Assist in the development, implementation, supervision, & evaluation of autism programs, PreK-12
- Develop, disseminate & implement instructional programs /materials to school staff for use with students identified with ASD

This Year we have . . .

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What Does This Rapid Growth Mean?

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The need for:

- Strategic, long range planning
- Expanded programs and services
- Teacher preparation and on-going training

Strategic Planning

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- Establish division-wide goals and priorities
- Develop comprehensive service delivery models
- Focus on evidence-based practices

Service Delivery

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Preschool

Developmental skills, social skills, communication, “learning to learn” behaviors

Elementary

School behaviors, academic skills, social skills, communication, generalization of behavior across settings

Middle School

Academic skills, social skills, communication, independent and daily living skills

High School

Academic skills, social skills, communication, independent and daily living skills, career and transition

Special Education

General Education

Service Delivery

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Inclusive Opportunities

Special Education

General Education

Comprehensive Service Delivery Models

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Collaboration

Families

Staff
Members

Providers

Agencies and
Universities

Training

Understanding
the Disability

Assessment
Progress
Monitoring

Curriculum

Established and
Emerging Practices

Behavior
Management

Resources

Instructional
Materials

Staff Resource
Materials

System-wide
Guidelines and
Procedures

Local, State, and
National
Information

Support

Resource
Staff

Local
Administration

Central
Administration

Focus of Instruction for Students

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- Literacy and numeracy
- Social and communication skills
- Inclusive opportunities
- Application of skills into daily living activities
- Increasing independence



2012 – 2013: Focus on Staff Development

Understanding the Disability	Assessment and Progress Monitoring	Evidence-based Practices	Curriculum	Behavior Management
Characteristics of Students with Autism	Assessment and Documentation / Data Collection	Instructional Practices to Improve Outcomes for Students with ASD	Functional Literacy and Numeracy	Classroom Organization and Structure
Addressing the Needs of Students with Autism and Asperger's Syndrome	Functional Behavior Assessment	Strategies to Support Students with ASD at School, Home, and Community	Functional Communication	Systematic Teaching: Practices in Applied Behavioral Analysis and Discrete Trial Teaching
Impact of the Core Deficits on Autism	Behavior Intervention Plans	Best Practices in Transitioning Students	A Framework for Teaching / Practicing Social Skills	Structured Teaching: Principles and Applications
The Impact of Deficits in Executive Functioning	Fidelity of Implementation of Behavior Intervention Plans	Strategies to Promote Social/Flexible Thinking and Behavior	Life Skills and Post-Secondary Employment Opportunities and Education	Mandt Relational and Technical Training

Professional Development Focus for Teachers

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- Social Skills
- Self-management
- Functional Communication
- Structured Work Systems
- Task Analysis
- Prompting



Parent Resource Trainings

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Parent Resource Center 2012-2013 Autism Workshop Schedule

<u>Date</u>		<u>Time</u>	<u>Admin Bldg</u>
November			
Nov 13 (Tues)	Positive Mealtimes	9:00 AM	105
January			
Jan. 31 (Thurs)	Message of Behavior	9:00 AM	100 A
February			
Feb 14 (Thurs)	Promoting Independence	9:00 AM	102 A, B
March			
March 7 (Thurs)	Fostering Friendships	7:00 PM	102 A, B
March 21 (Thurs)	Toileting	9:00 AM	102 A, B
April			
April 4 (Thurs)	Aspergers	7:00 PM	102 A, B
April 11 (Thurs)	Functional and Social Communication	9:00 AM	102 A, B
May			
May 9 (Thurs)	Play	9:00 AM	102 A, B

Contact Information

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