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

<table>
<thead>
<tr>
<th>Surveillance Year</th>
<th>Birth Year</th>
<th>Number of ADDM Sites Reporting</th>
<th>Prevalence per 1,000 Children (Range)</th>
<th>This is about 1 in X children...</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>1992</td>
<td>6</td>
<td>6.7 (4.5-9.9)</td>
<td>1 in 150</td>
</tr>
<tr>
<td>2002</td>
<td>1994</td>
<td>14</td>
<td>6.6 (3.3-10.6)</td>
<td>1 in 150</td>
</tr>
<tr>
<td>2004</td>
<td>1996</td>
<td>8</td>
<td>8.0 (4.6-9.8)</td>
<td>1 in 125</td>
</tr>
<tr>
<td>2006</td>
<td>1998</td>
<td>11</td>
<td>9.0 (4.2-12.1)</td>
<td>1 in 110</td>
</tr>
<tr>
<td>2008</td>
<td>2000</td>
<td>14</td>
<td>11.3 (4.8-21.2)</td>
<td>1 in 88</td>
</tr>
</tbody>
</table>
Growth of Services to Students with Autism in Virginia – 2006 - 2008

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
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<tbody>
<tr>
<td>2006</td>
<td>6,749</td>
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<tr>
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<td>7,854</td>
</tr>
<tr>
<td>2008</td>
<td>9,136</td>
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Growth of Services to Students with Autism in Virginia

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</table>

35%
How does LCPS compare to the National prevalence of ASD?
Growth of Services to Students with Autism in Loudoun County Public Schools

2001 - 2011

Sept. 30 - 868

Autism Program Specialist...

- 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 . . .

82 teachers

30 Elementary
- 3 ECSE
- 15 K-2
- 10 3-5

26 Middle
- 2 IBS

26 High
- 2 IBS
What Does This Rapid Growth Mean?

The need for:

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

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

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

Inclusive Opportunities

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
## Comprehensive Service Delivery Models

### 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

- Literacy and numeracy
- Social and communication skills
- Inclusive opportunities
- Application of skills into daily living activities
- Increasing independence
<table>
<thead>
<tr>
<th>Understanding the Disability</th>
<th>Assessment and Progress Monitoring</th>
<th>Evidence-based Practices</th>
<th>Curriculum</th>
<th>Behavior Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics of Students with Autism</td>
<td>Assessment and Documentation / Data Collection</td>
<td>Instructional Practices to Improve Outcomes for Students with ASD</td>
<td>Functional Literacy and Numeracy</td>
<td>Classroom Organization and Structure</td>
</tr>
<tr>
<td>Impact of the Core Deficits on Autism</td>
<td>Behavior Intervention Plans</td>
<td>Best Practices in Transitioning Students</td>
<td>A Framework for Teaching / Practicing Social Skills</td>
<td>Structured Teaching: Principles and Applications</td>
</tr>
<tr>
<td>The Impact of Deficits in Executive Functioning</td>
<td>Fidelity of Implementation of Behavior Intervention Plans</td>
<td>Strategies to Promote Social/Flexible Thinking and Behavior</td>
<td>Life Skills and Post-Secondary Employment Opportunities and Education</td>
<td>Mandt Relational and Technical Training</td>
</tr>
</tbody>
</table>
Professional Development Focus for Teachers

- Social Skills
- Self-management
- Functional Communication
- Structured Work Systems
- Task Analysis
- Prompting
## Parent Resource Center 2012-2013
### Autism Workshop Schedule

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

Katherine.Burns@lcps.org
Office of Special Education
571-252-1011