OREGON EDUCATION GUIDELINES FOR AUTISM SPECTRUM DISORDERS: COMPONENTS OF A COMPREHENSIVE PROGRAM

<u>ASD PROGRAM SELF-ASSESSMENT:</u> EI/ECSE/DISTRICT/ESD

1. Participants in the ASD Program Self-Assessment:

Name/Title/Date: _____

Name/Title/Date: _____

Name/Title/Date: _____

Name/Title/Date: _____

Name/Title/Date: _____

2. The ASD Program Self-Assessment was filled out:

☐ District-Wide
☐ School-Wide
☐ ESD-Wide
☐ Other: _____

3. Within the district-wide/school-wide the ASD Program Self-Assessment applies to:

☐ EI/ECSE
☐ Elementary
☐ Middle
☐ High School
☐ Post high school

4. The name of the school or program is: _____

ASD PROGRAM SELF-ASSESSMENT	Level of Implementation:				Priority of Need:	
I. Component: Provide Appropriate Identification & Assessment	**1**	**2**	**3**	**4**	**1**	**2**
A. The setting has a screening and referral process.						
1. The team demonstrates knowledge sufficient to recognize red flags regarding ASD indicating the need for referral.						
2. Training for education staff on characteristics of an ASD across age span, severity, and impact on learning is provided.						
B. The team conducting the ASD Identification demonstrates established experience and competencies to conduct the evaluation.						
1. The team identifies the milestones of typical child development.						
2. The team identifies atypical child development.						
3. The team identifies psychopathology appropriate to the age of the person being evaluated. The team uses DSM to differentiate ASD from other conditions such as intellectual disabilities, anxiety, OCD, RAD, ADHD, and bipolar.						
4. The team conducts formal (structured) and informal (observation/interview) assessment processes.						
5. The team identifies characteristics of ASD appropriate to the age of the person being evaluated.						
6. The team interprets results of ASD assessments sufficient to determine whether further evaluation is needed (e.g. medical).						
7. The team recognizes and interprets family and environmental dynamics/systems (e.g. maternal depression, abuse, culture).						

Level of Implementation
1: component not in place
2: a plan has been developed to implement the component, but is not in place
3: component is partially implemented (percentage of programs/settings)
4: component is fully implemented

Priority of Need   2
1: low/not a priority
2: high/top priority

ASD PROGRAM SELF-ASSESSMENT	Level of Implementation:				Priority of Need:	
I. Component: Provide Appropriate Identification & Assessment	**1**	**2**	**3**	**4**	**1**	**2**
C. The team, (see III. A.) uses the DSM criteria to identify individuals with ASD using the required identification process. Evidence based ASD assessments are conducted and interpreted by appropriately trained and qualified staff.						
1. Conduct diagnostic interview; includes family surveys, interviews, and developmental history.						
2. Conduct observation using evidence-based, autism specific standardized observation tools: ADOS, ASIEP-3, CARS-2.						
3. Conduct observations of individual during unstructured activity (at least one observation outside of the team evaluation setting).						
4. Developmental Assessment: cognition, adaptive functioning, sensory responses, social emotional development.						
5. Functional Communication: For both verbal and nonverbal students, speech and language evaluations include standardized measures, parent report, observations, and spontaneous language samples to assess:						
a. Receptive language						
b. Expressive language						
c. Speech production,						
d. Communicative intent						
e. Pragmatics						
6. Other: Health Assessment.						
D. Assessments are conducted to address all components of the expanded functional core curriculum and to determine eligibility for special education. Reference the *Individual Student Assessment of Expanded Functional Core Skills for ASD*						
1. The *Individual Student Assessment of Expanded Functional Core Skills for ASD* is completed for each student being evaluated for ASD.						
2. The *Individual Student Assessment of Expanded Functional Core Skills for ASD* is completed/updated for each student identified with an ASD at least yearly.						

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Priority of Need
1: low/not a priority
2: high/top priority

ASD PROGRAM SELF-ASSESSMENT	Level of Implementation:				Priority of Need:	
II. Component: Provide Systematic Program Development and Implementation	**1**	**2**	**3**	**4**	**1**	**2**
A. The expanded functional core curriculum addresses the skill areas needed by students with ASD. Nationally established evidence-based practices are used to implement the expanded functional core curriculum and to provide appropriate access to the academic core curriculum. Evidence classification systems for ASD are documented at the National Professional Development Center for ASD and in the National Standards Report. Reference the *Individual Student Assessment of Expanded Functional Core Skills for ASD*.						
1. Evidence-based strategies to address Communication Development are:						
a. Implemented across the age span						
b. For a range of learners with ASD						
c. Applied/modified according to each setting						
2. Evidence-based strategies to address Social Development are:						
a. Implemented across the age span						
b. For a range of learners with ASD						
c. Applied/modified according to each setting						
3. Evidence-based strategies to address Cognitive Development are:						
a. Implemented across the age span						
b. For a range of learners with ASD						
c. Applied/modified according to each setting						
4. Evidence-based strategies to address Sensory Processing Skills are:						
a. Implemented across the age span						
b. For a range of learners with ASD						
c. Applied/modified according to each setting						
5. Evidence-based strategies to address Organization Skills are:						
a. Implemented across the age span						
b. For a range of learners with ASD						
c. Applied/modified according to each setting						

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4: component is fully implemented

Priority of Need
1: low/not a priority
2: high/top priority

4

ASD PROGRAM SELF-ASSESSMENT	Level of Implementation:				Priority of Need:	
II. Component: Provide Systematic Program Development and Implementation	1	2	3	4	1	2
A. Continued …						
6. Evidence-based strategies to address <u>Self Advocacy</u> are:						
a. Implemented across the age span						
b. For a range of learners with ASD						
c. Applied/modified according to each setting						
7. Evidence-based strategies to address <u>Adaptive Life Skills</u> are:						
a. Implemented across the age span						
b. For a range of learners with ASD						
c. Applied/modified according to each setting						
8. Evidence-based strategies to address <u>Transition Skills</u> (school to adult) are:						
a. Implemented across the age span						
b. For a range of learners with ASD						
c. Applied/modified according to each setting						

Level of Implementation
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Priority of Need   5
1: low/not a priority
2: high/top priority

ASD PROGRAM SELF-ASSESSMENT	Level of Implementation:				Priority of Need:	
II. Component: Provide Systematic Program Development and Implementation	**1**	**2**	**3**	**4**	**1**	**2**
B. The program integrates a variety of functionally appropriate activities, experiences, and materials for students to engage in meaningful learning in all settings. Focused, engaged activities refers to the time in which the learner is engaged in systematically planned and developmentally appropriate educational activities, used to address identified goals and objectives in both the academic and expanded functional core curriculum.						
1. Evidence-based instruction is matched to the individual student learning style and identified needs.						
2. Instruction of the evidence-based practices is implemented to fidelity.						
3. Instruction uses a variety of formats (one-on-one, small group, whole group).						
4. Sufficient opportunities to practice are available to acquire new skills.						
5. Skills learned are generalized in all environments (fluency).						
6. Skills learned are probed to assure maintenance.						
7. Sufficient individualized attention is provided on a daily basis to facilitate effective implementation and progress on IFSP/IEP goals.						
8. Data collection and analysis are used for decision-making.						
9. Opportunities are available for meaningful interactions with typically developing peers.						

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Priority of Need
1: low/not a priority
2: high/top priority

ASD PROGRAM SELF-ASSESSMENT	Level of Implementation:				Priority of Need:	
II. Component: Provide Systematic Program Development and Implementation	1	2	3	4	1	2
C. Environmental, concrete/visual supports include aspects of the physical and learning environment, which are needed for learning to take place in generalized, specialized and community settings.						
1. Individual accommodations (technology included) are used and modified, as the student's needs change.						
2. Individual modifications, across all settings, are used and modified, as the student's needs change.						
3. Individual communication systems are in place and travel with the student throughout their school day.						
4. Individual support systems (from behavior support plans) travel with the student throughout their school day.						
5. Individual systems are in place to support the student's ability to understand what is expected of him or her in each learning environment.						
6. Individual environmental supports are in place to assist the student in predicting events and activities related to his or her learning environment.						
7. Students are able to anticipate change and understand how the change impacts their behavior in the learning environment.						
8. Transitions for moving between current and future activities and environments are carefully planned.						
9. Skills needed for new activities and environments are pre-taught or reviewed prior to entering those environments.						
10. Data collection and analysis are used for decision-making.						

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Priority of Need   7
1: low/not a priority
2: high/top priority

ASD PROGRAM SELF-ASSESSMENT	Level of Implementation:				Priority of Need:	
II. Component: Provide Systematic Program Development and Implementation	**1**	**2**	**3**	**4**	**1**	**2**
D. Challenging behaviors are addressed through the use of functional behavior assessments (FBA) linked to behavior support plans (BSP). The implementation of behavior plans aligns with the district/program Positive Behavioral and Interventions Support (PBIS) system.						
1. Staff implements school-wide/classroom-wide systems for all students.						
2. The FBA uses multiple methods to collect data (interviews, rating scales, and direct observations).						
3. The FBA identifies both triggers and setting events that impact challenging behaviors.						
4. Individual BSP's include: a. Alignment with the FBA b. Evidence-based intervention strategies c. Skills taught to replace target behaviors d. Age-appropriate, individualized motivation and reinforcement strategies e. Strategies for crisis intervention f. Generalization instruction to non-classroom settings (home included) g. Data collection and analysis for decision making with ongoing BSP review and adjustment						
5. Training and coaching for staff to implement the behavior plan is provided.						

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Priority of Need
1: low/not a priority
2: high/top priority

ASD PROGRAM SELF-ASSESSMENT	Level of Implementation:				Priority of Need:	
III. Component: Provide Qualified Staff	**1**	**2**	**3**	**4**	**1**	**2**
A. The Program/District has access to staff qualified (who meet ASD specialized competencies or specialized licensure) to implement the comprehensive ASD program framework and the *Oregon Education Guidelines for Autism Spectrum Disorders.*						
1. ASD Identification Team is identified and meets established competencies.						
2. ASD Licensed Specialist is identified and meets TSPC qualifications.						
3. ASD Transition Specialist is identified and meets established competencies.						
4. Related Service Staff: Speech and Language Pathologists implementing the ASD Comprehensive Program meet established competencies.						
5. Related Service Staff: Occupational and Physical Therapists implementing the ASD Comprehensive Program meet established competencies.						
B. ASD Licensed Specialists provide training to administrators, teachers, paraprofessionals/educational assistants, and related service staff. Training applicable to each educator includes: ASD learning characteristics, implementation of ASD evidence-based strategies for the academic and expanded functional core curriculum, use of the *ASD Program Self-Assessment*, and use of the *Individual Student Assessment of Expanded Functional Core Skills for ASD*. The goal of training and coaching by ASD Specialists is to build capacity to implement the components of the comprehensive program to fidelity.						
1. Staff Training needs addressing learners with ASD are determined by a needs assessment (including the use of the ASD Program Self Assessment).						
2. Administrator Training: ASD learning characteristics, implementation of ASD evidence-based strategies for the academic core curriculum & expanded functional core curriculum.						
3. Administrator Training: Role in implementation of the *ASD Program Self-Assessment* and *Individual Student Assessment of Expanded Functional Core Skills for ASD*.						
4. Special education teacher & EI/ECSE specialist Training: ASD learning characteristics, implementation of ASD evidence-based strategies for the academic core curriculum & expanded functional core curriculum.						

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Priority of Need
1: low/not a priority
2: high/top priority

ASD PROGRAM SELF-ASSESSMENT	Level of Implementation:				Priority of Need:	
III. Component: Provide Qualified Staff	**1**	**2**	**3**	**4**	**1**	**2**
B. Continued …						
5. Special education teacher & EI/ECSE specialist training: Role in the implementation of the *ASD Program Self-Assessment* and *Individual Student Assessment of Expanded Functional Core Skills for ASD.*						
6. Special education teacher & EI/ECSE specialist training: Assessment and implementation of functional behavior assessments and behavior plans.						
7. Related service staff training: ASD learning characteristics, implementation of ASD evidence-based strategies for the academic core curriculum & expanded functional core curriculum.						
8. General education teacher training: ASD learning characteristics, implementation of ASD evidence-based strategies for the academic core curriculum & expanded functional core curriculum.						
9. Paraprofessional/EA training: ASD Learning characteristics, implementation of ASD evidence-based strategies for the academic core curriculum & expanded functional core curriculum.						
10. Paraprofessional/EA training: Assessment and implementation of functional behavior assessments and behavior plans.						
C. ASD Specialists coach teachers, paraprofessionals/educational assistants, and related-service staff regarding the above-mentioned trainings. Coaching will include follow up and related professional development activities regarding learners with an ASD. The goal of training and coaching by ASD Specialists is to building capacity to implement the components of the comprehensive program to fidelity.						
1. ASD Licensed Specialists coach special education teachers, EI/ECSE specialists, and general education teachers.						
2. ASD Licensed Specialists coach paraprofessionals/education assistants.						
3. ASD Licensed Specialists coach related service staff.						
4. Local district/program coaches, working with ASD Licensed Specialists, are: identified, assigned, and available to staff to work with on a timely basis to assist with fidelity of implementation.						

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Priority of Need
1: low/not a priority
2: high/top priority

ASD PROGRAM SELF-ASSESSMENT	Level of Implementation:				Priority of Need:	
	1	2	3	4	1	2
IV. Component: Provide Appropriate Development and Implementation of IFSP/IEP/Transition Plan						
A. Effective programming for learners with ASD requires a concerted team approach between EI/ECSE, Districts, ESDs, agencies, and families. The design of the IFSP/IEP should focus on needs related to development, access to the academic core curriculum, and the expanded functional core curriculum.						
1. The goals and objectives are matched to the assessment results of the academic core curriculum and the expanded functional core curriculum (reference the *Individual Student Assessment of Expanded Functional Core Skills for ASD*).						
2. The goals and objectives are functional and measurable.						
3. The goals and objectives provide generalization into multiple environments (school, community, and family life).						
4. A plan is in place to determine if acquired skills are maintained and monitored.						
5. Data collection and analysis are used for decision-making.						
B. Placement options should be adequately assessed to determine if the curricula, instruction, activities, and setting are the best fit for each individual learner with ASD. The key is to provide flexible options to meet each learner's needs. The student should have access to a continuum of placement options (throughout preschool, school-age, and transition to adulthood).						
1. The length of the school day for the student should be the same as typical peers, unless individual needs dictate a shorter day as determined by the assessment.						
2. Students are offered a variety of placements structures: an intensive setting, mixed setting, and community setting.						
3. Opportunities exist for social interactions with typically developing peers.						
C. Students with ASD and their families are involved early and frequently during transitions planned.						
1. There is a transition plan for each learner with ASD from EI/ECSE to school age services.						
2. There is a transition plan for each learner with ASD from level to another level (e.g. class to class, building to building).						
3. There is a transition plan in place for each learner with ASD as they move from school age services to adulthood.						

Level of Implementation
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4: component is fully implemented

Priority of Need   11
1: low/not a priority
2: high/top priority

ASD PROGRAM SELF-ASSESSMENT	Level of Implementation:				Priority of Need:	
	1	2	3	4	1	2
IV. Component: Provide Appropriate Development and Implementation of IFSP/IEP/Transition Plan	1	2	3	4	1	2
C. Continued …						
4. Students will develop a "Transition Portfolio" beginning in 5th grade.						
5. Transition Portfolio" is maintained each subsequent year until graduation.						
6. The IEP for transition age students addresses areas of transition identified in IDEA.						

Level of Implementation
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4: component is fully implemented

Priority of Need
1: low/not a priority
2: high/top priority

12

ASD PROGRAM SELF-ASSESSMENT	Level of Implementation:				Priority of Need:	
V. Component: Provide Appropriate Family & Community Training and Supports	**1**	**2**	**3**	**4**	**1**	**2**
A. The program takes into consideration cultural values, language, and parenting styles when the school team and family select skills and behaviors to teach.						
1. Family dynamics, systems and needs are considered and valued when goals for students are developed.						
2. Communication with the family is in their native language.						
B. Families and professionals display mutual respect, keeping the focus on the individual and his or her strengths and needs. Educational and awareness opportunities are essential for professional and family/community members that provide support and education to individuals with ASD. Up-to-date information for families and community partners is essential in order to collaborate more effectively.						
1. Families and staff engage collaboratively in the education planning process including the development of the IFSP and IEP.						
2. Families and professionals communicate often in agreed upon formats.						
3. The district/program considers family availability when scheduling team meetings.						
4. Parents participate in the referral, assessment, eligibility determination, and individual program development on behalf of their child.						
5. Families are informed about the range of educational and service options.						
6. Information is provided about child development, understanding the needs of their child, and fostering coordination of efforts between school and home.						
7. Families are provided with opportunities to meet with other families and professionals.						
8. Parents' have access to research based information on characteristics, assessment, eligibility, and instructional strategies.						
9. Parents are offered training regarding addressing challenging behaviors, teaching new skills, and reinforcing the use of acquired skills.						
10. If applicable, home visits occur. Parents are recognized as the child's first teacher.						

Level of Implementation
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4: component is fully implemented

Priority of Need   13
1: low/not a priority
2: high/top priority

ASD PROGRAM SELF-ASSESSMENT	Level of Implementation:				Priority of Need:	
V. Component: Provide Appropriate Family & Community Training and Supports	**1**	**2**	**3**	**4**	**1**	**2**
C. Information is provided to families regarding curriculum, effective strategies, and services via other community agencies. Comprehensive ASD Programs link with community agencies to assist families in accessing supports and services needed. Comprehensive ASD Programs take into account the school community and enlist community support to maximize use of all resources available to address student needs. Students with ASD, their families, and current and future staff are updated on plans for transition.						
1. The program informs family members about accessing services such as respite, in-home behavior support, health care, transportation.						
2. The program develops links with different community agencies that provide the comprehensive services often needed by students with ASD.						

Level of Implementation
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Priority of Need   14
1: low/not a priority
2: high/top priority