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# **ASD Quality Program Strategic Plan Committee**

— 5.9.17 —

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# Jeffco 2020 Vision

## The Vision

In order for  
students  
to pursue  
their life goals,  
by 2020  
all Jeffco graduates  
will be able to  
successfully apply  
the following  
competencies:



**JEFFCO**  
2020 Vision

Content Mastery | Civic & Global Engagement | Communication  
Critical Thinking & Creativity | Self-Direction & Personal Responsibility

# We believe:

**In schools that show *high performance for students with disabilities*, special education serves more as a *support for general education* than as a separate program.**

*International Center for Leadership in Education*



***The purpose of the Jeffco ASD Quality Program Strategic Plan Committee is to prioritize the work needed to achieve our district initiative: To have all center programs serving students with Autism be recognized as model CDE Autism Quality Programs by 2020.***

# Agenda

- I. Introductions
- II. Norms
- III. Outcomes
- IV. Review of District Spring Initiative Strategies & Outcomes
- V. Continuous Improvement Planning-Improvement Strategies
- VI. Closing



# Introductions



- Take your cell phone
  - Find a picture from your photos
  - Tell the person next to you how this picture represents success
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# Group Norms

- Start and end on time
- Positive presuppositions
- 1 person talks at a time
- Focus on our purpose
- Consensus model for decision-making



# Outcomes



## → Long-Term Target:

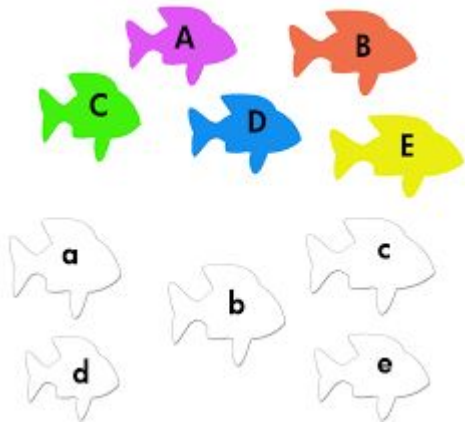
- ◆ To ensure that we have aligned improvement strategies and interim measures identified for the ASD Quality Program initiative

## → Today's Targets:

- ◆ To develop improvement strategies in the Instruction, Curriculum, & Methodology Domain



# Success criteria match-up



In groups-

- Match the success criteria to the appropriate Non-Negotiable

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# Identified Priorities



# 3 Non-Negotiables of Autism Quality Programming

CDE ASD Quality Program Indicators: Domain 2: Indicator 2) Curriculum emphasizes (when applicable for pre-k-12) the development of skills across multiple domains, including:

1. Every center-based student with Autism will have an appropriate **visual schedule**.
2. Every center-based student with Autism will have daily **social skills instruction**.
3. Every center-based student with Autism will have appropriate **functional communication instruction**.

# Update:

## Spring 2017 Trainings Completed-

1. Using OCALI to Support Implementation of the 3 Non-Negotiables
2. Data Collection & Social Skills Instruction
3. Functional Communication Instruction Revised

## Self Assessment-Post

## Partner Walk Thrus-Post

## ASD Strategic Plan Work

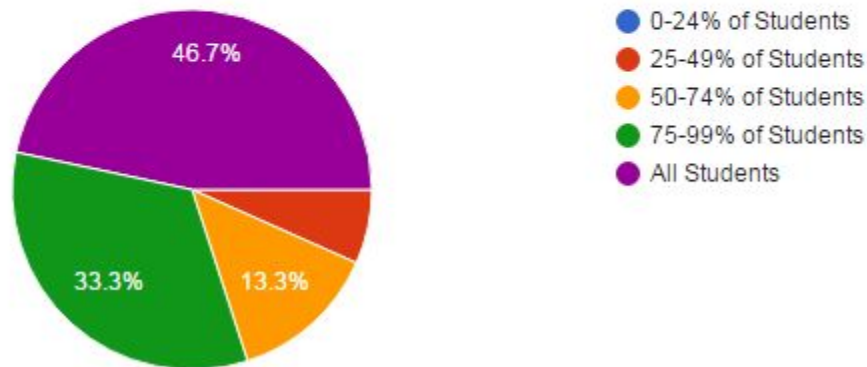


© Can Stock Photo

# FCI Self-Assessment:

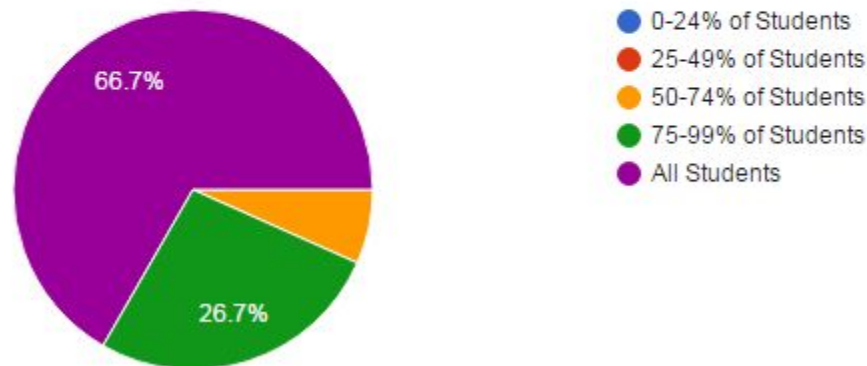
Step 3.1: Each student has a meaningful communication system (i.e., verbal/AAAC/sign/pictures) that is efficient, effective, functional, and understandable across a variety of people and environments

15 responses



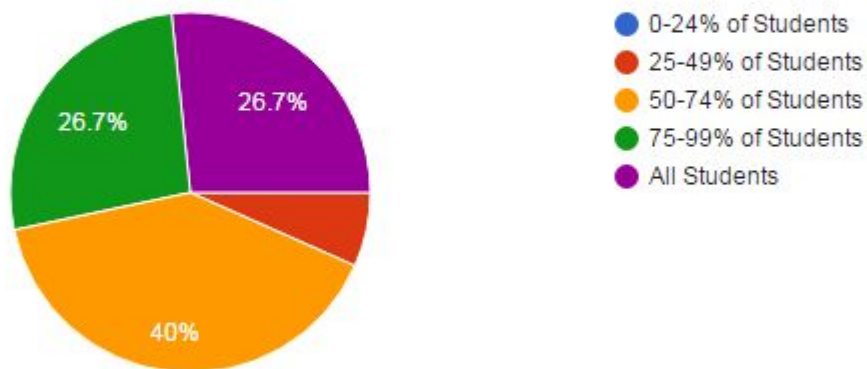
Step 3.2: The communication system is student centered, chronologically age appropriate and in a format that meets the sensory needs of the student (i.e., large print, picture symbols, real objects, sign language).

15 responses



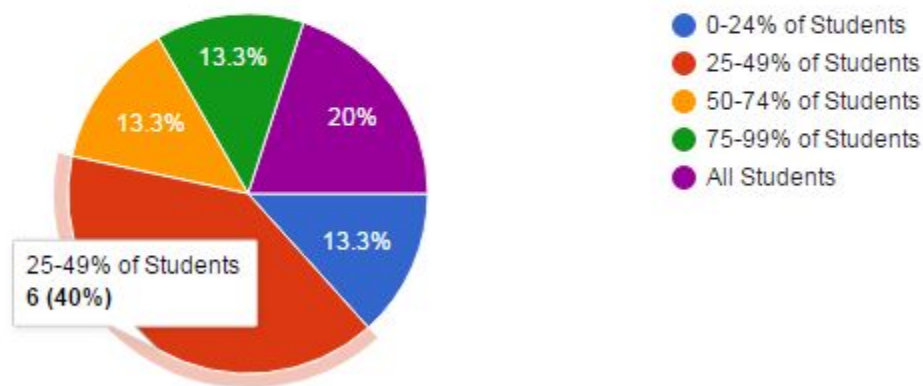
Step 3.3: The communication system (verbal/AAC/sign/pictures) is used consistently throughout the day and in all school environments.

15 responses



Step 3.4: Data collection procedures are implemented that are functional, meaningful, and available to team members responsible for data collection and used to make implementation changes.

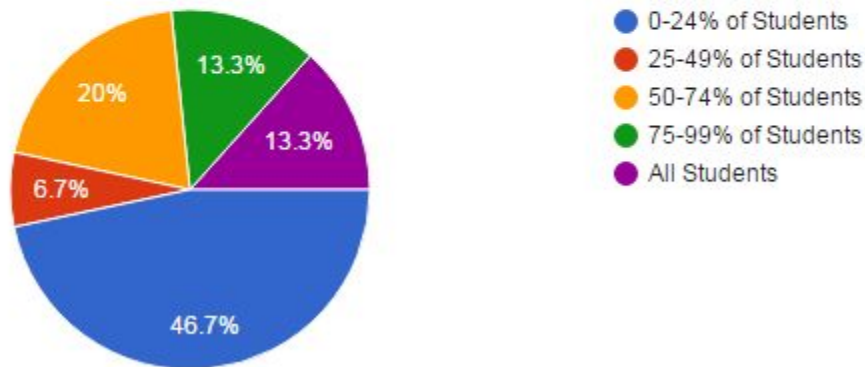
15 responses





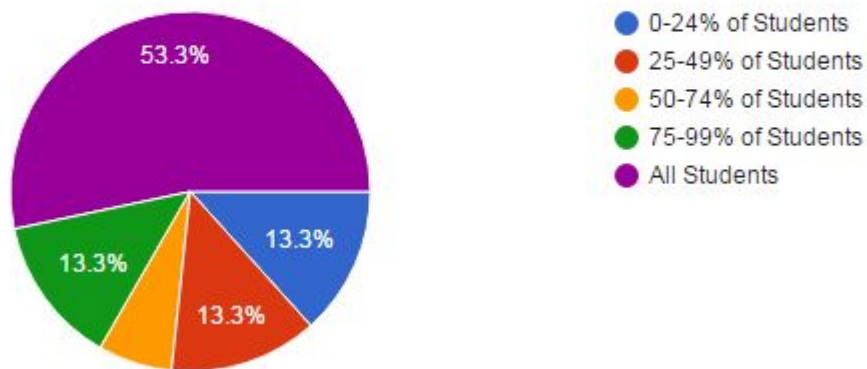
Step 3.5: Consistent weekly data collection is used to monitor effective interventions for functional communication (for example - the student is using communication across the school day, varying functions of communication - comments, initiating conversation, etc.)

15 responses



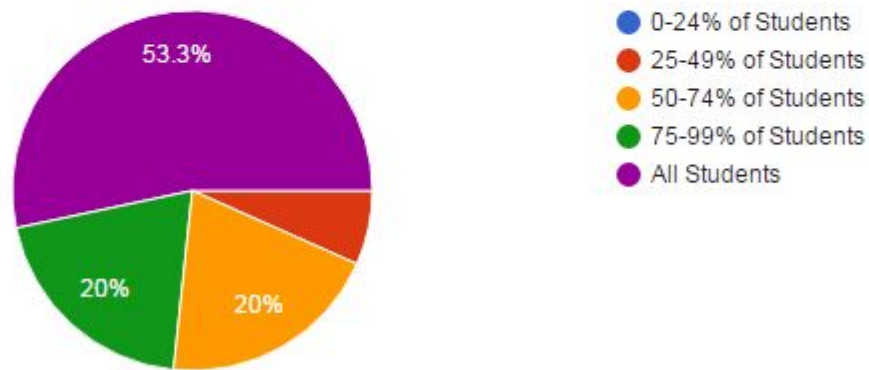
Step 3.6: The interfering behaviors are identified in order to replace with functional communication (as identified by the FBA).

15 responses



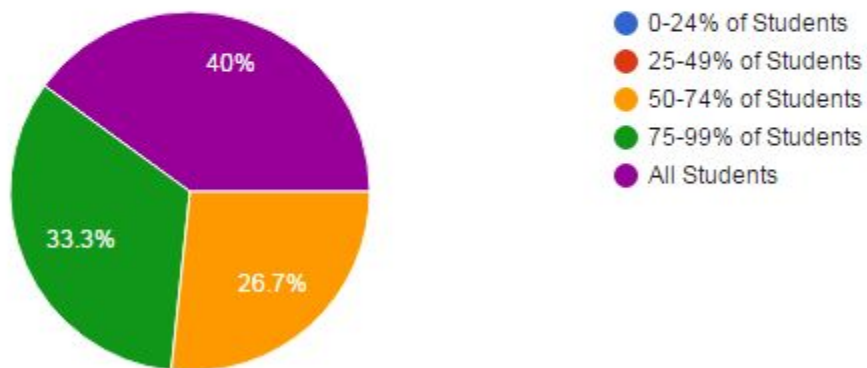
Step 3.7: Identify replacement communication behaviors (ie: phrase "look at me" to gain attention) that are acceptable and appropriate (form that requires the lowest effort from the student - picture symbol, Big Mac) for the environment and the student.

15 responses



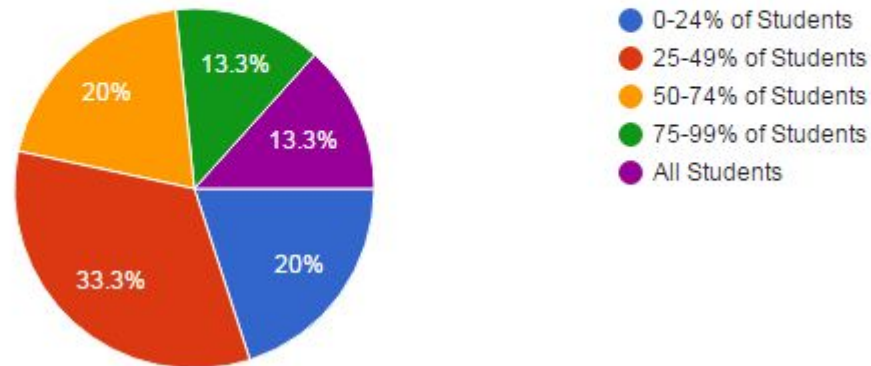
Step 3.8: Replacement behaviors are chosen that can be taught in a short amount of time and allows students to quickly learn the behavior to gain access to the reinforcement.

15 responses



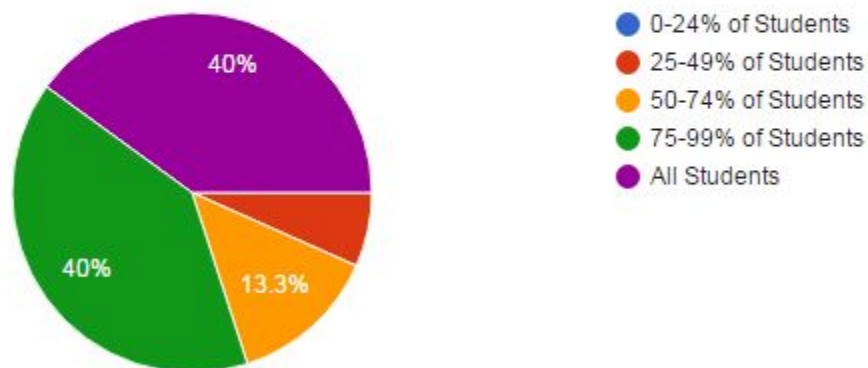
Step 3.9: Data is used to monitor the effectiveness of FCT and whether aspects of FCT need adjustment.

15 responses



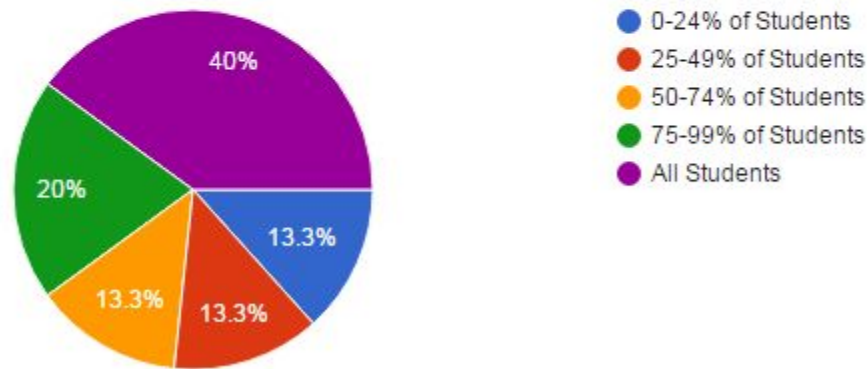
Step 3.10: Materials or activities are manipulated in order to provide opportunities for repeated practice of their placement behaviors (sabotage, engineering the environment)

15 responses



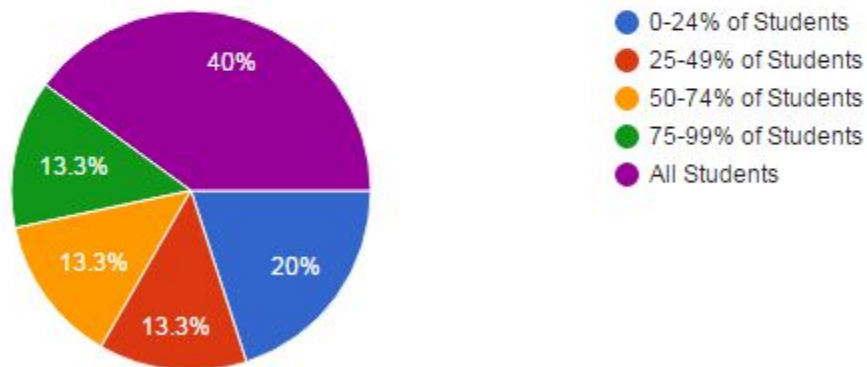
Step 3.11: Communicative partners in multiple environments are trained to respond to the students' use of replacement behaviors and provide immediate reinforcement through natural consequence (ie request a break) or other identified reinforcement.

15 responses



Step 3.12: A prompting hierarchy is used to teach students how to use the replacement behavior, beginning with a prompt that ensures errorless learning.

15 responses





# Curriculum, Instruction, & Methodology

## Target Data 3.17



# Curriculum, Instruction, & Methodology Priorities:

5/17/16 Priorities Identified in Curriculum, Instruction, & Methodology from CDE Autism Quality Program Indicators:

1. 2)e) Curriculum emphasizes the development of skills across multiple domains including: academic skills to meet the content standards and address the expanded benchmarks
2. 8) A variety of instructional formats are utilized such as direct instruction, small group instruction, student-initiated interactions, teacher-directed interactions, independent work, play, and peer-mediated instruction.
3. 9) Meaningful instruction takes place in the general education environment with typical peers to the extent appropriate.



# Curriculum, Instruction, & Methodology

## Targets:

1. Each student in the center program has at least one task analysis for an identified academic skill deficit.
2. Each student in my program has at least one task analysis for an identified access/readiness skill deficit.
3. Each student in the center program has visual evidence of data collection for the skills task analyzed.
4. Each student has an academic goal identified that clearly aligns with grade level or Extended Evidence Outcomes standards as appropriate.
5. Each student has an access/readiness skill identified and receives individualized instruction in that area.

# March to April

Curriculum, Instruction, & Methodology-

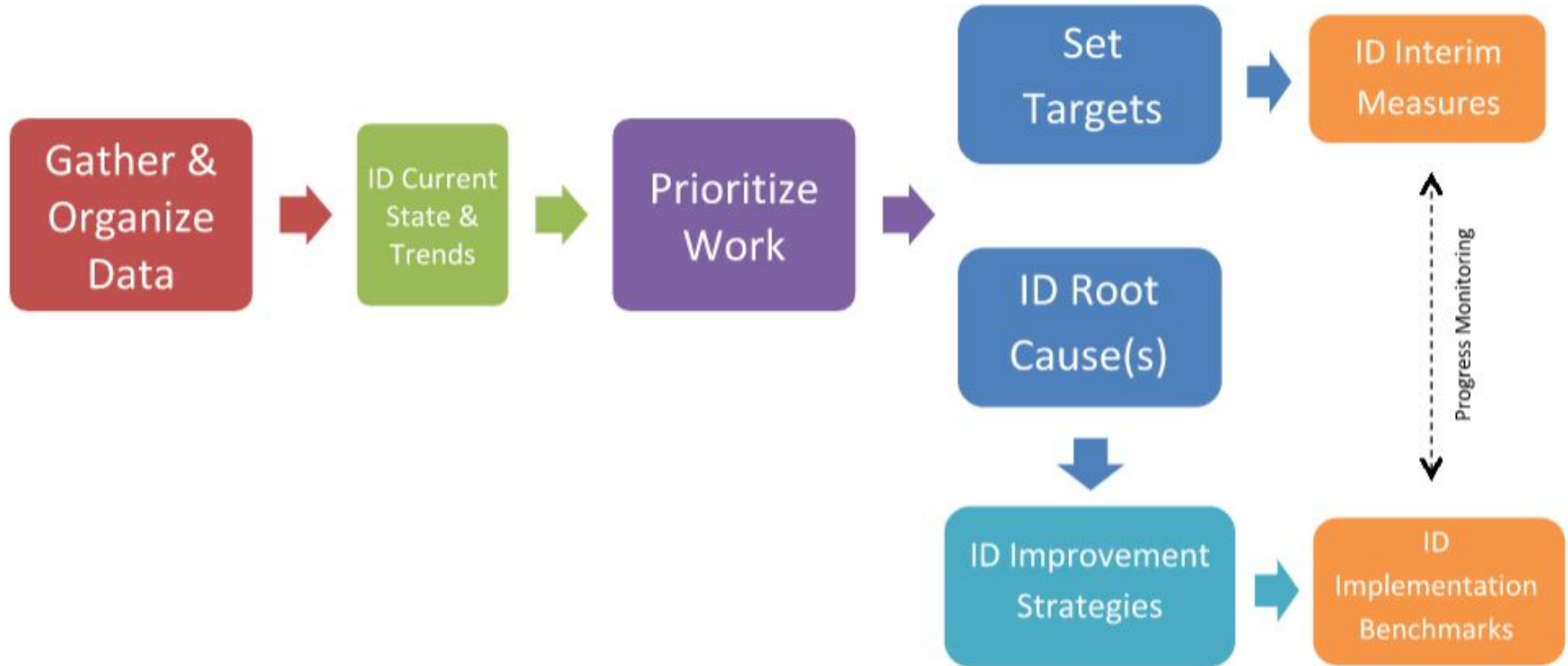
Internal/external evaluation update



# Continuous Improvement Planning



# HOW? Improvement Planning Process



# Improvement Strategy Ideas:



- Create a Mission statement
- Expand the use of OCALI resource to target Curriculum, Instruction, & Methodology Domain
- Create an internal ASD Center Page
- Create an ASD Quality Program Initiative page for the public
- Increase educator accountability with the Educator Effectiveness Rubric Look-fors
- Utilize the walk thrus and self-assessments for program evaluation
- Develop an individual case study in each center classroom to demonstrate implementation

# Focus

Walk Thrus

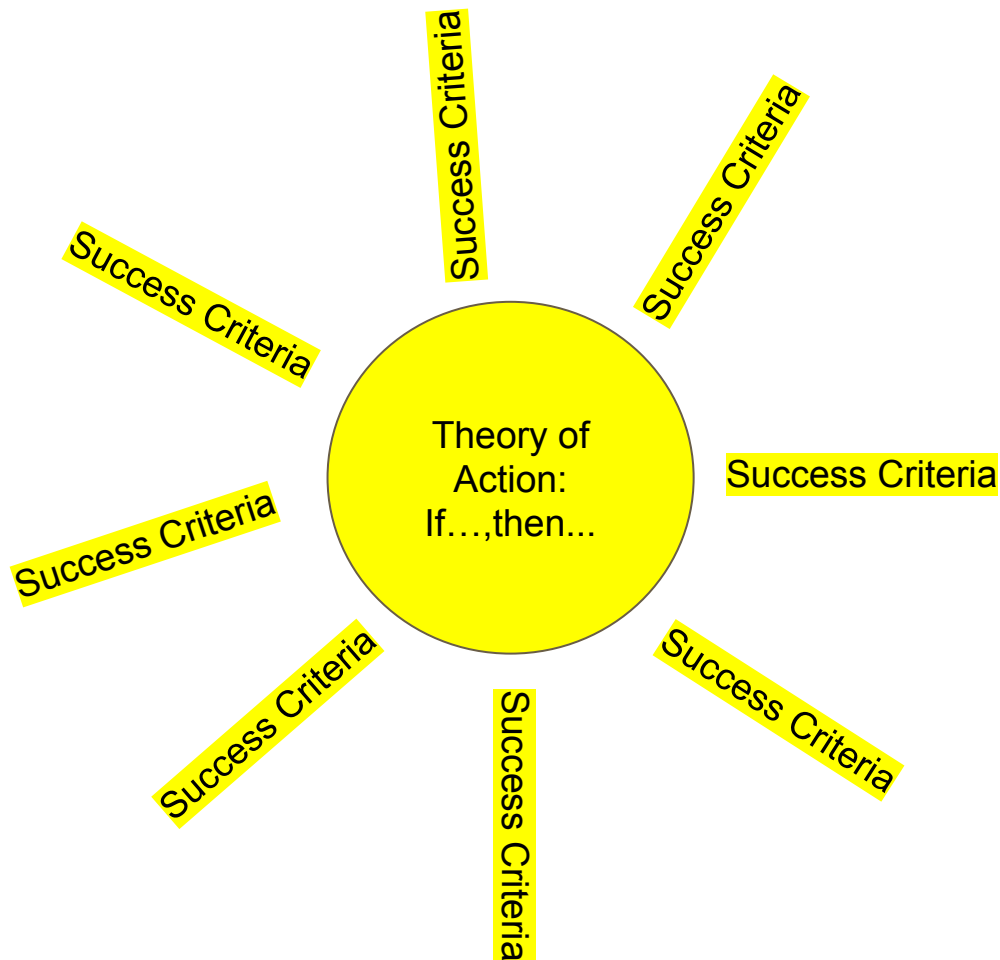
Individual Student Case Study

Educator Effectiveness





**PLAN,** do, study, act



# PLAN Example:

## Walk Thru

(August-January)

Data-driven district training plan targeting the ASD initiative.

Semester 1 Implementation Survey is completed by January for all programs with no less than a 76% implementation rate in any program.

If expectations are defined (quality indicators & non-negotiables), with an accountability system in place, then alignment and performance of ASD center programs in Jeffco will improve student outcomes.

Baseline data is collected for all ASD center programs using Implementation Survey, both internal/external.

Development of a data-driven action plan in each center classroom.

# Improvement Strategy: Instruction, Curriculum, & Methodology



Create an Improvement Sun:

- Brainstorm Theory of Action
- Brainstorm Success Criteria
- Collect any important ideas that may not fit at the bottom.

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# Closure

Learning without  
reflection is a  
waste. Reflection  
without learning is  
dangerous.

*Confucius*

meetville.com

- What happened?
- So what does it mean?
- Now what are we going to do?

# Outcomes



## → Long-Term Target:

To ensure that we have aligned improvement strategies and interim measures identified for the ASD Quality Program Initiative

## → Today's Targets:

- ◆ Develop improvement strategies in the Instruction, Curriculum, & Methodology Domain

Next Meeting:  
June 13, 2017  
4:30-6:30pm  
Ed Center 3A



Committee Members,  
Agendas, and Outcomes  
now posted on:



**The Jeffco Schools Home Page-Schools and  
Special Programs-View Special Schools and  
Programs-Special Education-Autism-ASD  
Quality Program Strategic Plan Committee**