

ASD Quality Program

Strategic Plan Committee

10.10.17

Agenda

- I. Outcomes
- II. Introductions
- III. Norms
- IV. Review Identified Priorities
- V. Continuous Improvement Planning - PDSA Cycles
- VI. TASK
- VII. Closing



Outcomes



→ Long-Term Target:

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

→ Current Targets:

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

Introductions



- Name, connection
 - One anecdote about the 3 non-negotiables
-

Group Norms

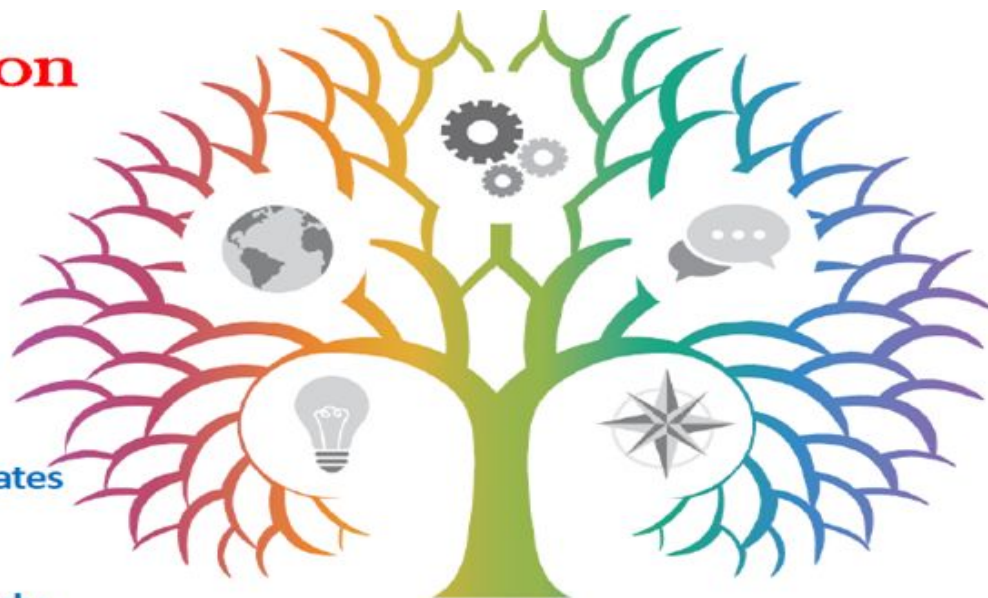
- Start and end on time
- Positive presuppositions
- 1 person talks at a time
- Focus on our purpose
- Consensus model for decision-making



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.

Open and Transparent Communication



Building Bright Futures.



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Special Education

Jeffco Public Schools / Programs / Special Education / ASD Strategic Plan Committee

ASD Strategic Plan Committee

Birth to Age 5 Services

Family Engagement & Support

Schools & Programs

Transition Services

ASD Strategic Plan Committee

The ASD (Autism Spectrum Disorder) Strategic Plan Committee's focus is on developing the existing centers serving students with Autism into model Colorado Department of Education Quality Programs. It is comprised of 20 members, including special education service providers, school administration, central leadership, parents, and community members.

2017 COMMITTEE MEMBERS

NAME	ROLE
Karen Brass	Parent (MS, SSN)

DOCUMENTS AND RESOURCES

- CDE Autism Program Quality Indicators
- Parent Resources and Events - Summer 2016

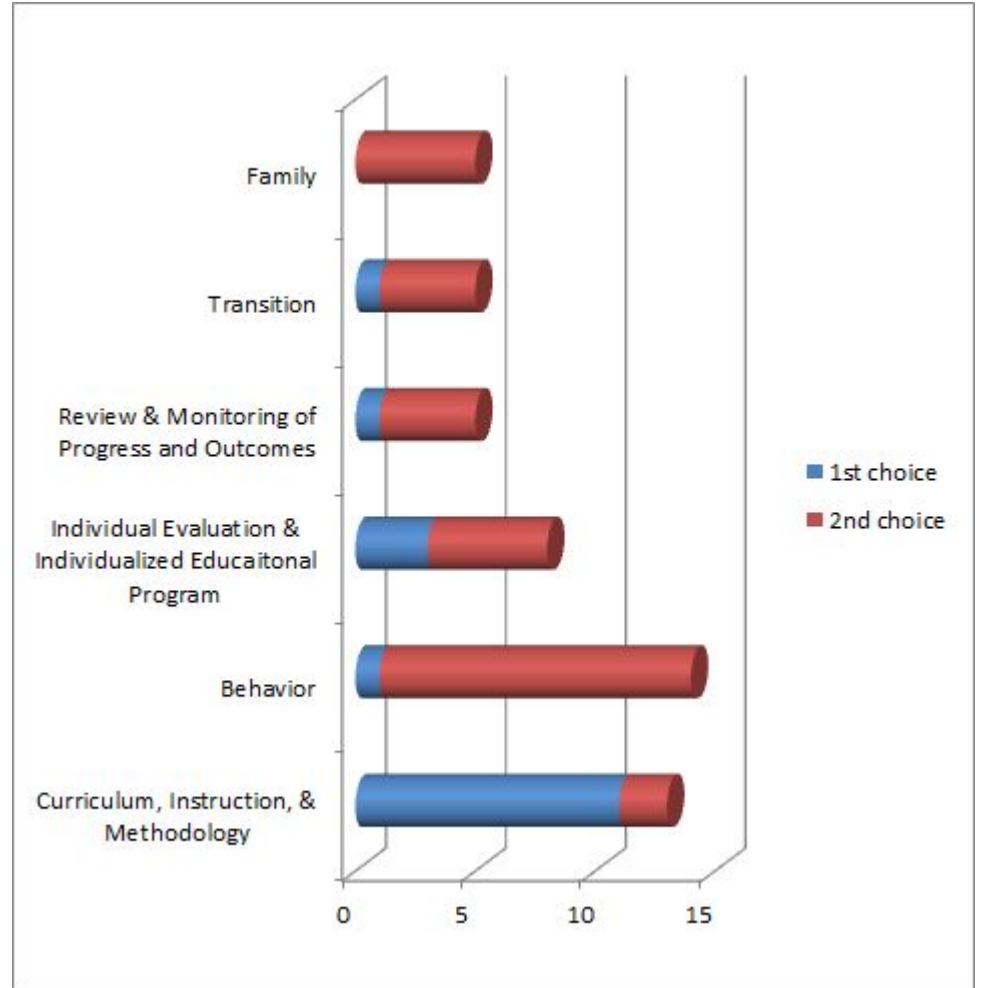
Why Change what we are doing?

- We know that students with autism are capable of learning
- **All** students can and should reach their maximum potential
- Jeffco 2020's vision is to prepare all students to pursue their lifelong goals
- Assures equitable education opportunities
- Research-based approach of what supports students with ASD
- Best practices used to support students with ASD are identified in the CDE ASD Quality Indicators



Review of Priorities

March 2016




Identified Domains/Priorities

AUTISM PROGRAM QUALITY INDICATORS

Administrative Unit

School Year

Evaluation Site/Student



COLORADO
Department of Education

Importance of CDE Autism Quality Indicators

- CDE Autism Quality Indicators (evidence-based) are best practice for students with Autism.
- CDE Autism Quality Indicators address the core deficits related to Autism.
- Students with ASD benefit from environmental supports such as the use of visual schedules.
- Students with ASD benefit from direct instruction in functional communication.
- Students with ASD benefit from daily direct instruction in social skills.

Autism Program Quality Indicators

- guide provider evaluation of individual and classroom based programming
- guide school leaders in evaluation of center programming
- guide district leaders in the evaluation of strategic systems/resources of high quality programming

AUTISM PROGRAM QUALITY INDICATORS

Administrative Unit

School Year

Evaluation Site/Student



COLORADO
Department of Education

Six Domains

- Individual Evaluation & Individualized Education Program
- Curriculum, Instruction and Methodology
- Review & Monitoring of Progress & Outcomes
- Family Involvement & Support
- Transition Planning
- Behavior

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**.

Curriculum, Instruction, & Methodology



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.



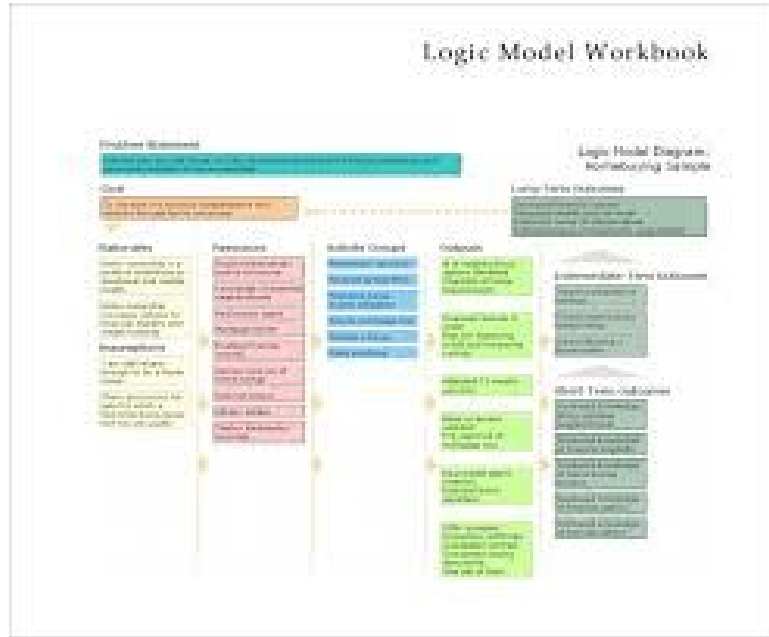
Continuous Improvement

PDSA Cycles



PDSA Cycles

Strategic Planning Committee



9) Meaningful instruction takes place in the general ed environment with typical peers to the extent appropriate.

SPC
9/12/17

- Change physical environment of room

- Breaks built in for self-regulation in room & out of room

- Using tech to ↑ indep. (ie watch alarm to prompt instruction, too)

- Schedules & point cards & visuals

- Common vocab / generalization

- Collaborate w/ Gen Ed team to integrate & gen ed a "style" in center-based

What does it look like? → Implementation to impact students?

PDSA Cycles - Continued

8) A variety of instructional formats are utilized - direct instruction, small group, student-initiated interactions, teacher-directed interactions, independent work, play, and peer-mediated instruction

* Classroom design w/ designated space for each instructional format

* Schedule w/in a schedule - individualized

* Peer-mediated instruction - peer mentors trained and coached by MEd, SLP, ASD/SSN teacher, classroom teachers

* Communication supports - all trained

* Intentional planning obvious

* Don't forget play instruction - teachers involved

* Consider how this looks a different levels PK-12

SPC
9/12/17

2e) Curriculum emphasizes the development of skills across multiple domains, including: academic skills to meet the content standards and address the expanded benchmarks

- Similarities b/w what the student who is in a center and the non-center gen ed student is working on w/ regards to academic content

- Recognizable accommodations / scaffolds * Look like part of the class - look like everyone else

- Evidence of differentiation
- access of content
- demonstration
- form of assessment

- Access to appropriate technology to increase participation

- seamless transition when accessing support

- opportunities for independent practice w/ curriculum

* Student choice

- Self-monitoring

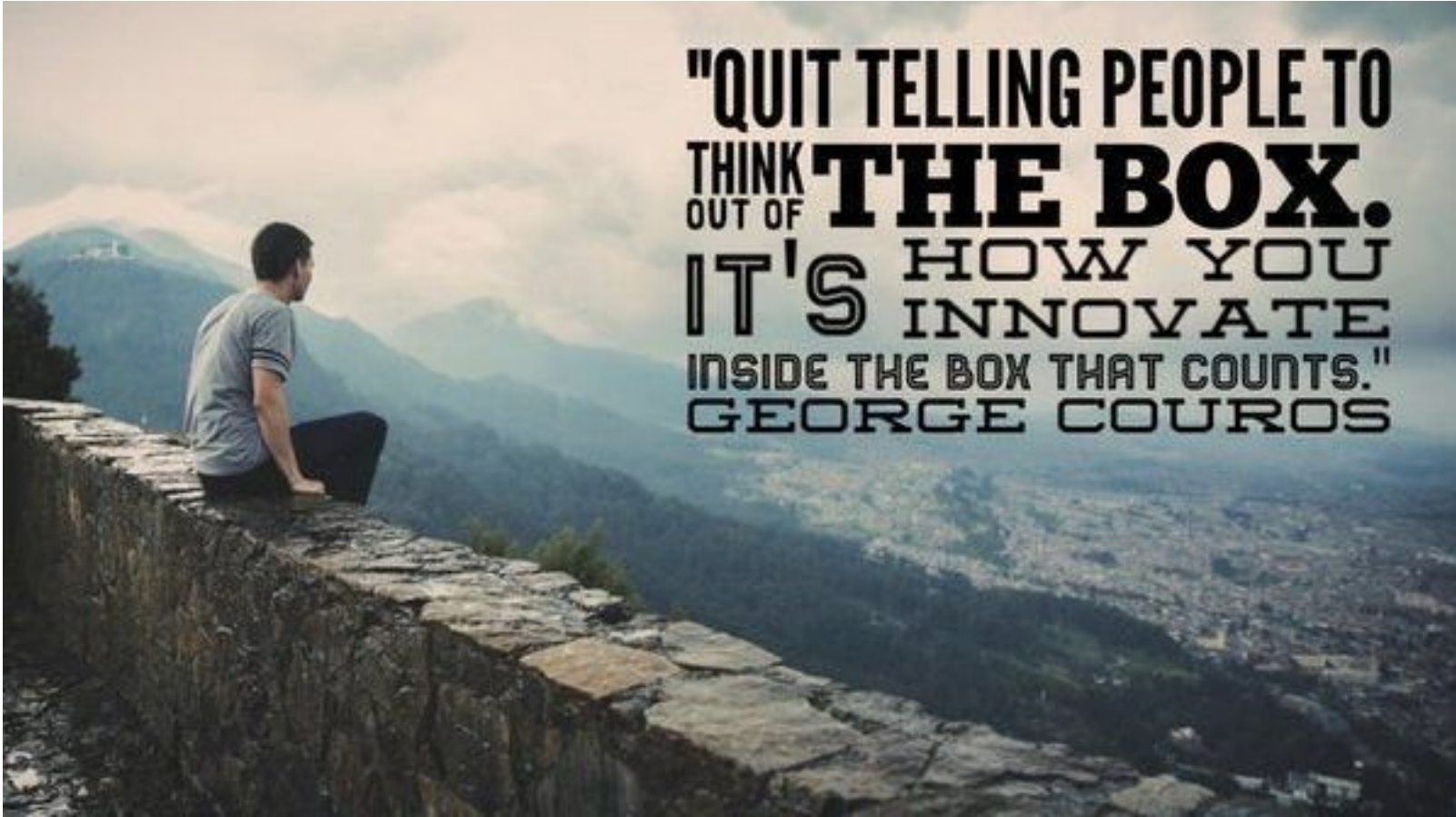
SPC
9/12/17

Jeffco Vision & TASK





We need to be **Aggressively Authentic** about
changing the student learning
experience" - Dr. Jason Glass, July 20, 2017

A man in a grey t-shirt and dark pants is sitting on a low stone wall, looking out over a vast valley. In the distance, there are rolling green hills and mountains under a cloudy sky. A small town or village is visible in the valley below. The overall mood is contemplative and inspiring.

"QUIT TELLING PEOPLE TO
THINK OUT OF **THE BOX.**
IT'S HOW YOU INNOVATE
INSIDE THE BOX THAT COUNTS."
GEORGE COUROS



How?



DO WE MOVE FROM THIS...



To this!

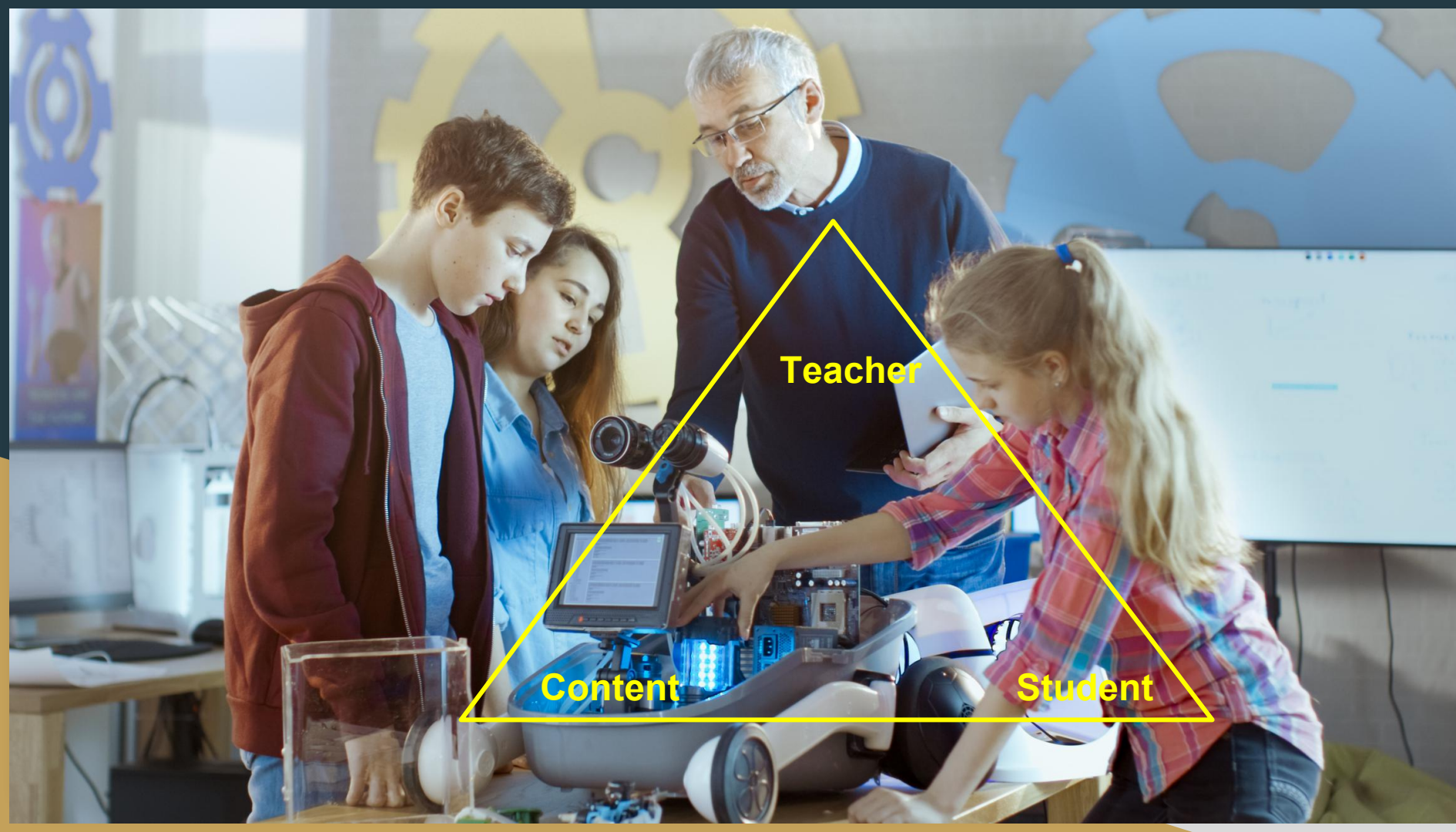


START



“If it’s not happening in the classroom, it’s not happening.”





Teacher

Content

Student



“Survey Says”

How do we relate tasks to everyday learning?

Interview two people at another table ask them the following questions

1. What do you think a TASK is and how does it relate to education?
2. What could be an example of how educational task can be utilized in an ASD Center program?

Next Steps : Identifying Domain #5

Transition Priorities



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Next Meeting:
November 14, 2017
4:30-6:30pm
Ed Center 2A



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**