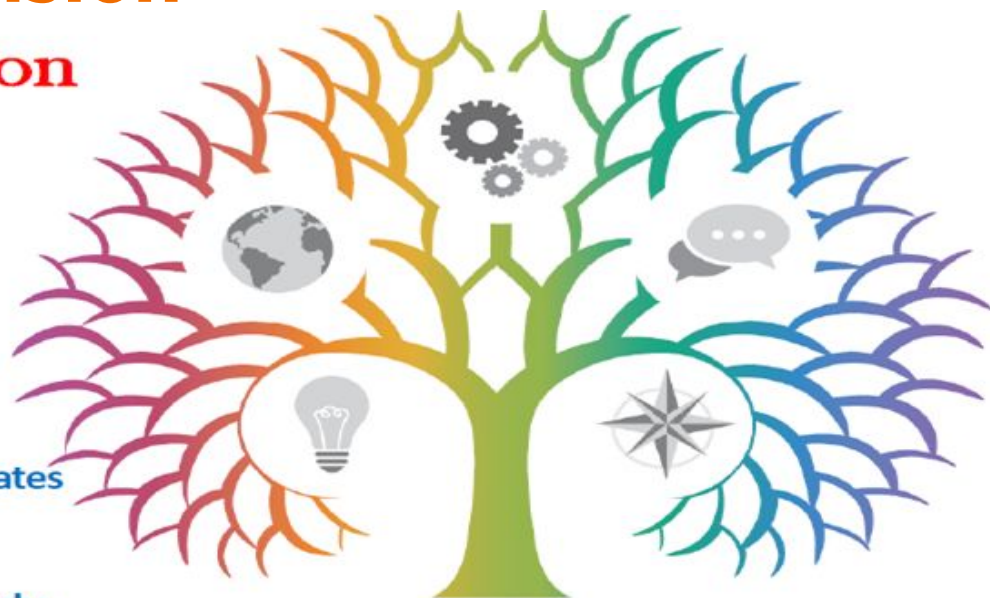# ASD Quality Program Strategic Plan Committee

2.7.17

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 Identified Priorities

V. Overview of District Spring Initiative Strategies

VI. Continuous Improvement Planning

VII. Closing

Introductions

- Name
- Connection to this work
- A strength of someone you know who has ASD

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 explore root causes around the Instruction, Curriculum, & Methodology Domain**

Survey Says...

Interview 2 people that you do not know...Ask:

- What is standards based instruction?

- What might be an example of a topic of small group instruction in a center program for students with ASD?

- What is an example of an access skill that is important for students with ASD to demonstrate in order to participate in general education?

- What is an example of individual student data that a center based team might collect?

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**.
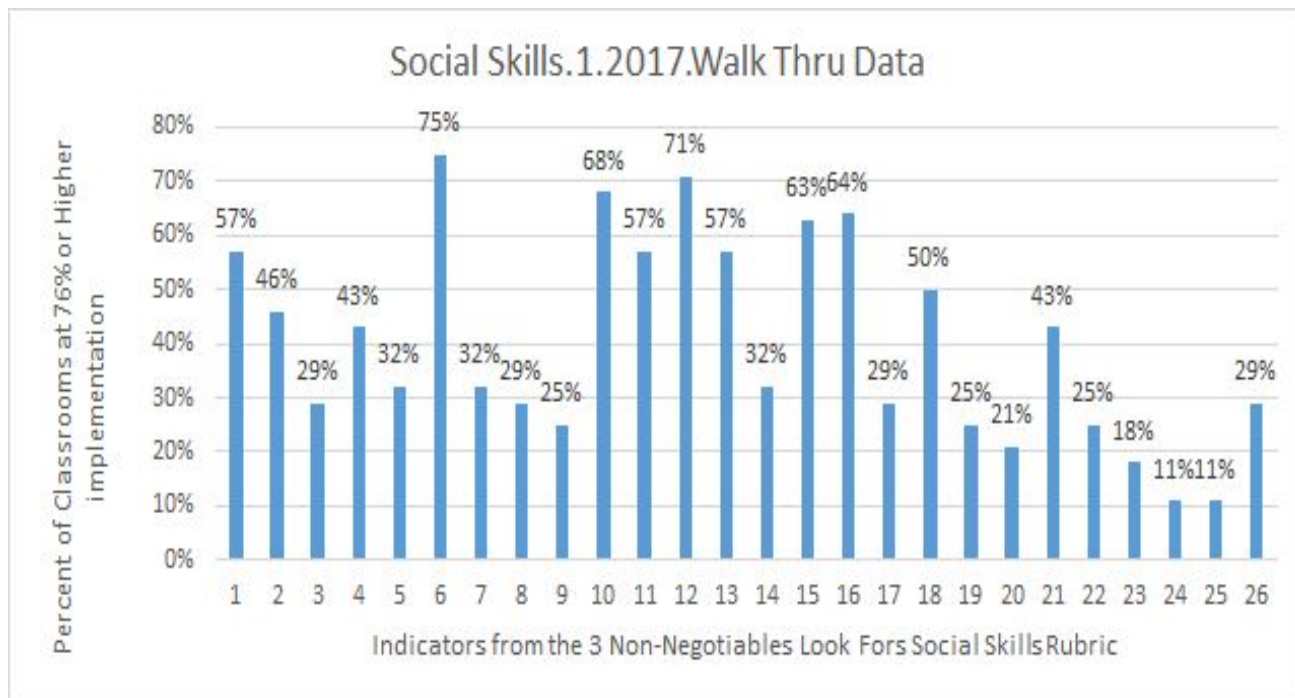
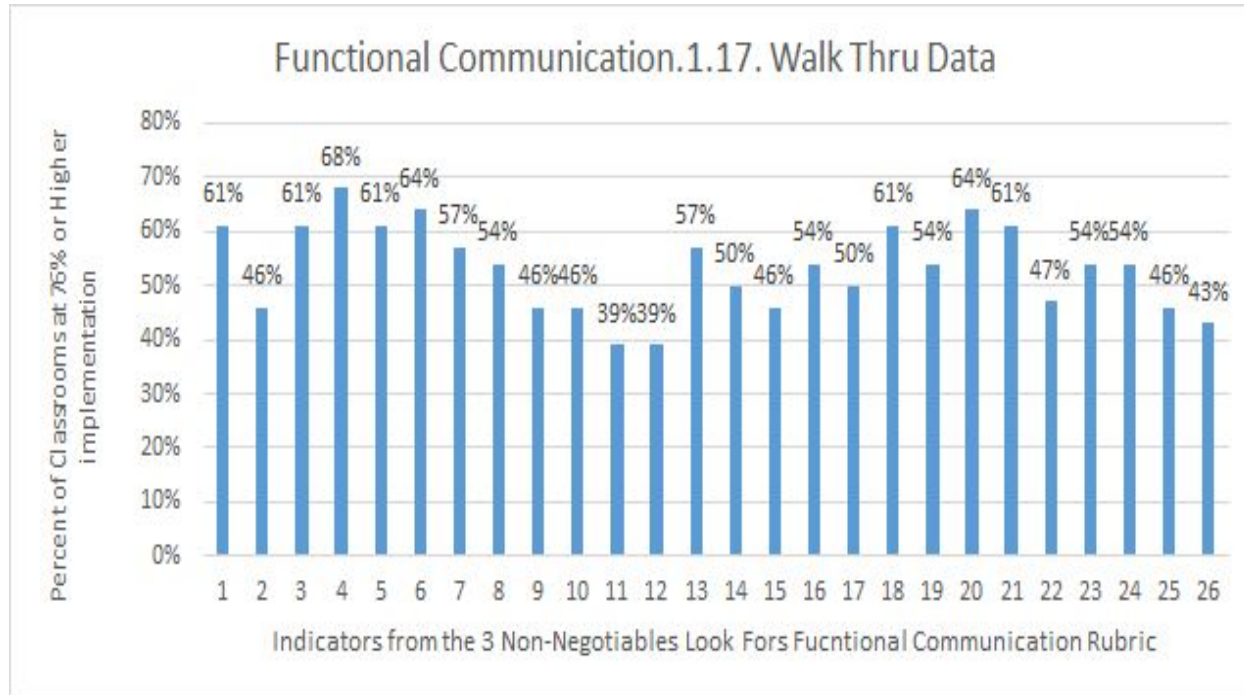# Implementation of the 3 Non-Negotiables:

ASD 3 Non-Negotiables 1.2017 Walk Thru Data
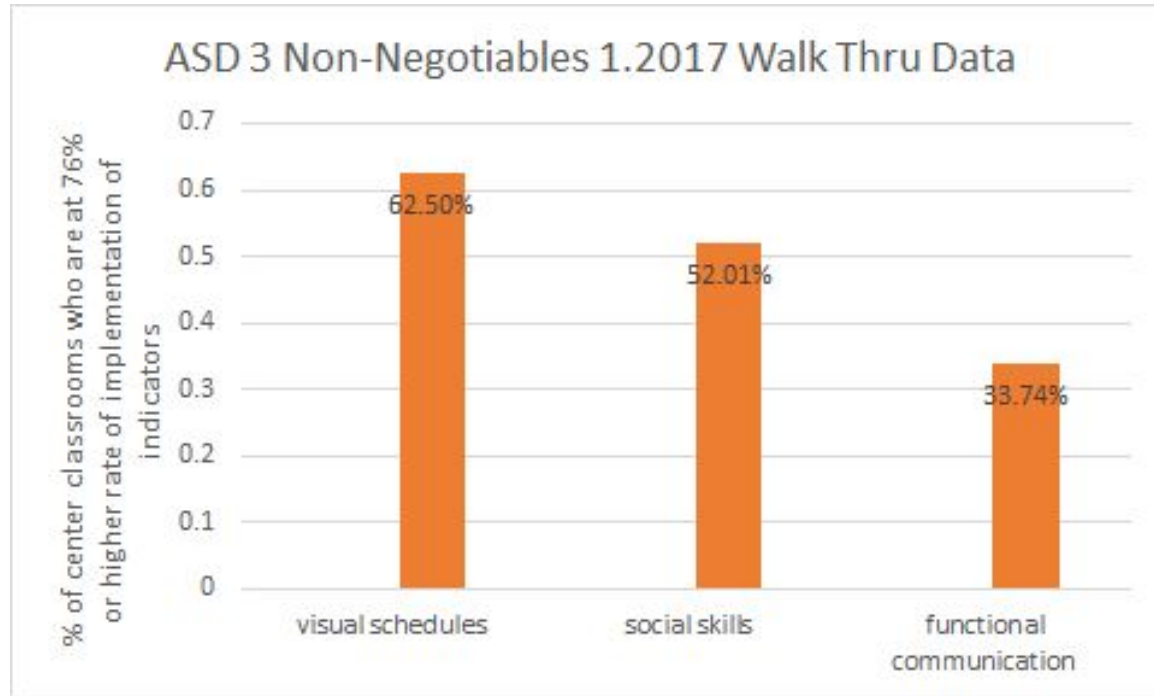
Visual Schedules

Social Skills Instruction:

Social Skills.1.2017.Walk Thru Data
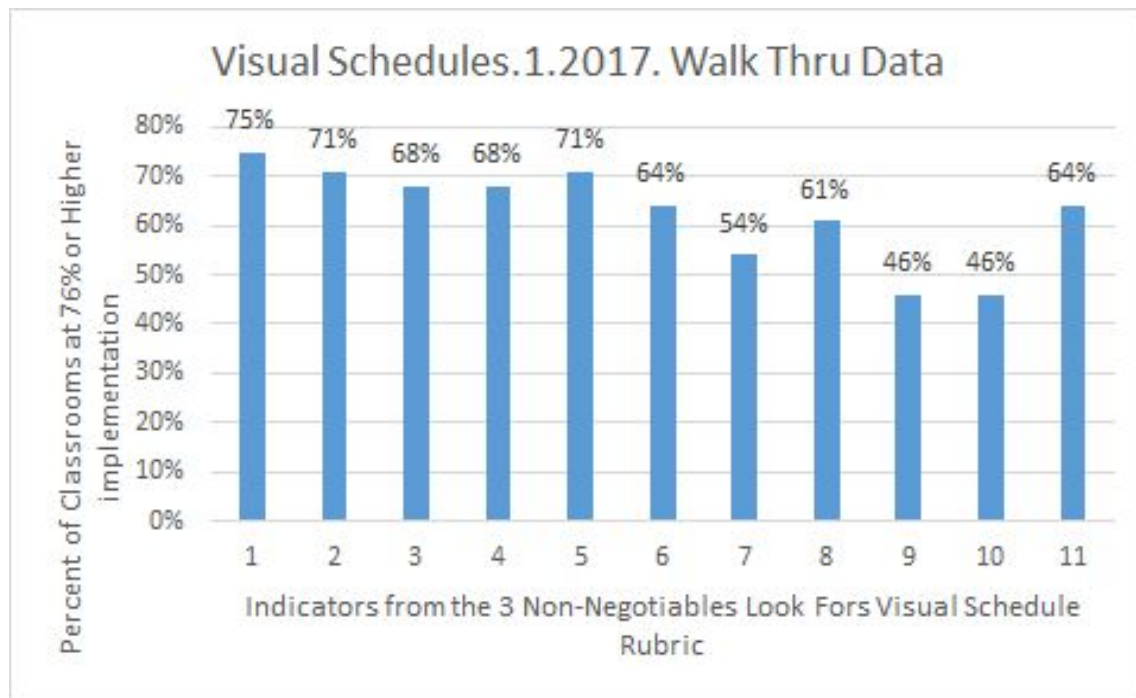
Functional Communication Instruction:

Functional Communication.1.17. Walk Thru Data

Plan: Adjust & Adapt for the 3 Non-Negotiables

Plan Worksheet

- Review: What are we trying to accomplish?
- Add ideas
- Review: How we will measure the success of this effort?
- Add ideas

Suggestions for 3 Non-Negotiables:

- Additional Training for Teachers and Para
- Para Academy
- Breaking down the visual schedule
- Define appropriate visual schedule
- More info about social skills instruction

Trends for What are We Trying to Accomplish:

- Para Academy around Non-Negotiables
- Include SSN in ASD work
- Training
- Monitor with fidelity
- General Education
- Including RBT Training
- Closing the gap between internal and external measures
- Management skills for teachers in order to support para roles

How We Will Measure Success:

- Indicator Self-Assessment and Walk Thrus
- Progress on IEP Goals
- Teacher Evaluation and Para Evaluation
- Para Learning Journal
- BCBA Support
- 1-2 times a semester

Next Steps:

Spring 2017 Trainings-

1. Using OCALI to Support Implementation of the 3 Non-Negotiables
2. Using Data to Promote Generalization
3. Functional Communication Instruction Expanded

Self Assessment-Post

Partner Walk Thrus-Post

Continuous Improvement Planning

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.

HOW?   Improvement Planning Process
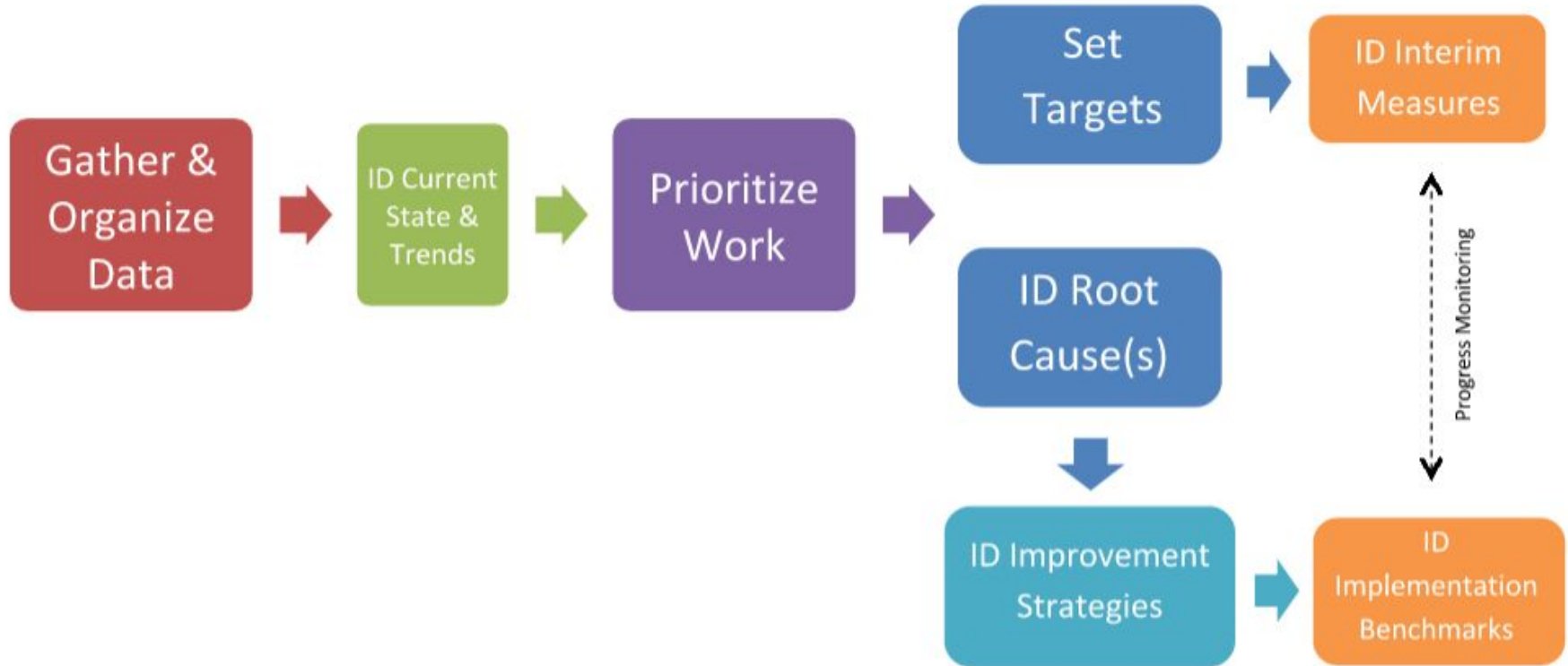
Curriculum, Instruction, & Methodology

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.

Root Cause Activity: Instruction, Curriculum, & Methodology

Brainstorm

3 minutes per rotation

Consider-

- Audiences
- Data points
- Perceptions
- Demographics
- Barriers within a school

___

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 explore root causes around the Instruction, Curriculum, & Methodology Domain**

Next Meeting:
March 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