

Seven Things Administrators Can Do Transcript

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Welcome to the Brief Administrator Training for Autism Spectrum Disorders. This is the second of three webcasts planned in the Brief Administrator Training for ASDs series. This webcast covers Seven Things Administrators Can Do to Support Staff and Children with ASDs.

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The objective of this section is to understand the top seven things facilitative administrators can do to support building staff and children with ASDs.

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1. It is not a choice to serve this population; it is federal law applicable to those with a disability.

A good Understanding of Free Appropriate Public Education (FAPE) information:

- Means understanding special education and related services,
- that meet the standards of the State Education Agency (SEA),
- include an appropriate preschool, elementary school, or secondary school education; and are
- provided in conformity with an individualized education program (IEP).

Additional descriptive resources about this Federal Legislation (No Child Left Behind and Students with ASD) will be shared in the expanded version of the Administrator's Training.

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2. It is everyone's responsibility for teaching social emotional learning

- This includes addressing students with disabilities
 - and those on the autism spectrum, whether in general education, special education or in combination.
- Social emotional learning teaches skills we all need to handle ourselves, our relationships, and our work

For those with Autism Spectrum Disorders social skills may include: recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations.

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3. The third of our top seven things to know is to Support co-teaching roles.

- This includes supporting general education and special education teacher's needs in staff development and time to collaborate with others. This also means supporting the role of the special education teacher co-teaching with general education and providing time to collaborate on topics like important key concepts. It means having access to new curriculum or strategies to learn and implement this model effectively. You can connect teaching staff to the staff development offered by the AEA Autism Resource Team. Topics include improving knowledge in certain strategies, training in specific skills, use of data, all to promote achievement in reading, math, behavior, and social skills of ASD learners. The expanded Administrator's Training will give you professional websites to share with staff that address preventative strategies, the specifics of a communication system, and a host of other strategies they can learn about at their choosing.
- This supportive role also applies to paraprofessionals serving the classroom

The expanded version of the Administrator's Training will provide more descriptive information about the paraprofessionals responsibilities for supporting the ASD learner, including a listing of specific strategies they can implement with appropriate training, support, and supervision.

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Number 4 in our top seven list is everybody benefits from inclusion.

- It is important that supports and strategies to keep students engaged are identified and in place before class starts.
- Recognize and offer awareness and support that students with ASD can be motivated by their peers.
- Students must get meaning out of their experiences.
- This meaning comes from pre-planning access to curriculum and supports to understand.

Teach typical peer learners about diversity, human relationships, development of positive attitudes and perceptions of persons with disabilities; these things reinforce the enhancement of social status with nondisabled peers.

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5. Have high expectations for the ASD learner

- This includes the access to language skills and experiences, curriculum content to apply learning, and monitoring progress in general education.
- There may be a balance of high expectation, individualized support provided in general education or specialized curriculum, and progress.

Having high expectations for the ASD learner suggests there is more to understanding achievement and achievement gaps than simply academic achievement. Learners with ASD can participate in learning, can conform to behavioral expectations, and can contribute to classroom growth with the right supports and instruction. There are effective instructional practices to support learning and behavior of all students with ASD. These may be specific kinds of supports, individualized interventions matched to their learning profile, accommodations to general education, or modifications to general education content.

The expanded Administrative Training shares documents to guide these effective educational practices for teachers, support staff, and others.

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Next in the top seven is about teamwork.

6. It takes teamwork and communication with others including AEA, community providers, and parents to be successful.

- Principals can support the teacher when an Autism Resource Team person/challenging behavior specialist sends them a report, they can garner the building representative support around that report.
- The goal is to support the local teacher - regarding implementation of new strategies, goal writing, or other recommendations.

Iowa has problem solving processes in place; we have trained specialty teams like the Autism Resource Team and/or Challenging Behavior teams to provide guidance. These staff, through Technical Assistance, provides interventions, inservices, and/or an action plan to be consistently used for targeted behaviors or learning new skills. A team uses data to develop interventions and systematic follow-up procedures to determine the effectiveness of interventions. The expanded Administrator Training will talk more about a coaching model to support the teacher in implementing new strategies.

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To round out our top seven list, tips about behavior must be included.

7. Behaviors must be taught and plans should be designed and in place. Behavior Intervention Plans (BIPs) prevent behavior.

Students benefit from:

- planned breaks from instruction throughout the day.
- they benefit from instruction to teach them to self-regulate or determine when they need a break.
- directly being taught how to think about consequences.

Suspension may not be the way to achieve the desired results of improved behavior

- Administrator should be informed of the Behavior Intervention Plan skill building plan.
- Being isolated from peers may not be motivating change.

Recognize that time away from instruction is not likely to have the same effect on students who do not have brain processing problems like autism as it may for those with typical brains. Being isolated from instruction or peers may not be effective in changing behaviors for those with ASD. Individuals with ASD may not learn from typical consequences (sitting in the office for example). They need to be directly taught how to think about consequences and make better decisions for the outcome they want.

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This concludes the webcast on Seven Things Administrators Can Do to Support Staff and Children with Autism Spectrum Disorders.

If you have questions or concerns, please contact Sue Baker using the contact information on this slide.

The Iowa Department of Education appreciates the work that you do on behalf of students with Autism Spectrum Disorders. Thank you!