

Contents

**Part I Overview of Autism Spectrum Disorders, Intervention
Research, and Considerations in Developing
an ASD Program**

1 Autism Spectrum Disorders in Children and Youth	3
The Autism Spectrum.....	3
What Causes Autism?.....	4
Characteristics of ASD.....	5
Core Features.....	6
Social Interaction.....	6
Communication.....	8
Stereotyped, Repetitive, and Ritualistic Behaviors and Interests.....	9
Associated and Related Features	10
Cognitive and Neurocognitive Impairments	10
Mental Health, Behavior Disorders, and Adaptive Skills	12
Seizures, Sleep and Feeding Difficulties.....	13
Implications for Developing ASD Programs	14
References.....	15
 2 Educational Programming for Students with Autism Spectrum Disorders: A Review of the Literature and a Program Development Protocol	 19
Factors Affecting Educational Programming for Students with ASD	19
A Brief Review of the ASD Intervention Literature	20
Comprehensive Treatment Programs	21
Specific Intervention Methods	23
Summary of the Evidence Base in ASD Intervention.....	31
Evaluating the Evidence of Effective Practice in ASD Intervention.....	32
Tip Box.....	34
Elements of Effective Practice in ASD Intervention.....	34

The ASD Program Development and Evaluation Protocol	36
Description of the Protocol.....	36
Objective 1: ASD Program Model: Appropriate Educational and Behavioral Support for Students with ASD	37
Objective 2: Improve Student Achievement	37
ASD Program Model: Components Described	38
ASD Program Evaluation Protocol	38
ASD Classroom Development System.....	38
ASD Staff Training Model.....	38
ASD Student Support Team: Collaborative Planning and Problem Solving.....	39
ASD Family-School Collaborative Model.....	39
Considerations in Applying the ASD Program Development and Evaluation Protocol	39
References.....	40
 3 Program Evaluation in Special Education: A Framework for the ASD Program Evaluation Protocol.....	 43
Overview of Program Evaluation.....	43
Planning a Program Evaluation.....	44
Purpose of the Evaluation.....	46
Describe the Program Components and Context	46
Model of Evaluation	47
Stakeholder Groups	48
Evaluation Methods.....	48
Qualitative Methods.....	49
Observation.....	49
Interviews.....	49
Quantitative Methods	49
Criteria and Standards for Program Components	50
Data Collection Plan	50
Data Analysis Plan.....	52
Report & Disseminate Findings	52
Action Planning	53
The Role of Program Evaluation in Developing/Improving Educational Programs for Students with ASD	54
References.....	54

Part II The ASD Program Development and Evaluation Protocol

4 Conducting the Needs Assessment	57
ASD Program Evaluation Protocol: The Needs Assessment.....	57
Methods Described	58
Measures Described	59

District/Special Education Program Infrastructure	59
Program Quality	63
Classroom Instructional Quality	63
Personnel Performance	65
Social Validity and Satisfaction	66
Interviews	67
Student Characteristics	68
Conducting the Needs Assessment	68
Pre-assessment Phase	68
Assessment Phase	70
Data Analysis Phase	73
Report and Disseminate Findings	78
Post Assessment Phase: Action Planning	78
Appendix 4.1	80
Appendix 4.2	85
Appendix 4.3	87
Appendix 4.4	88
Appendix 4.5	91
Appendix 4.6	92
Appendix 4.7	93
Appendix 4.8	94
Appendix 4.9	95
Appendix 4.10	96
References	97
5 ASD Program Development Action Planning	99
Action Planning for the ASD Program	99
Step 1: Establish an ASD Program Team	100
Step 2: Develop a Vision Statement	103
Step 3: Setting Goals & Identifying Activities	104
Implementing the Action Plan	108
Evaluating the ASD Program Development Initiative	109
Developing the ASD Program	109
References	110
6 ASD Staff Training Model	111
Autism Spectrum Disorders Staff Training Model	111
Training Curriculum	113
Content	113
Training Format and Methods	116
Foundations Training	116
In-Services	116
Train-the-Trainer	117
Technical Manual	119
Evaluation of Personnel Performance	119

Developing an ASD Staff Training Model	120
Considerations in Establishing a Supportive Infrastructure	120
Fiscal Resources.....	121
Personnel Resources.....	122
Policy and Procedures for Staff Training	122
Considerations in Developing a Staff Training Curriculum	123
Identifying Content.....	123
Selecting Format and Methods.....	124
Selecting Performance Evaluation	125
Final Considerations in Maintaining the ASD Training Model.....	125
Sample In-Service.....	126
Appendix 6.1	127
References.....	129
 7 ASD Classroom Development System: Designing	
an ASD Classroom	131
Elements of the Learning Context.....	132
Environmental Supports: Structuring the Learning Context.....	132
Curriculum and Instruction Element	139
Procedural Element: Personnel Practices	144
Developing the ASD Classroom.....	147
Classroom Development Procedure.....	147
Considerations in Developing an ASD Classroom	151
Appendix 7.1	153
Appendix 7.2	154
References.....	155
 8 Student Evaluation	159
Purpose of Psychoeducational Assessment in the	
ASD Classroom Model	159
Student Evaluation Protocol	160
Assessment Methods	161
Norm-Referenced Assessment	161
Criterion-Referenced Testing	161
Curriculum-Based Assessment.....	163
Functional Behavior Assessment.....	164
Interview	165
Observation	165
Linking Student Evaluation Data to Program Planning	166
Describing Student Learning Characteristics.....	166
Autism Symptoms	167
Developmental and Cognitive Ability.....	167
Social Communication.....	168

Prosocial and Adaptive Behavior	169
Academic and Learning Difficulties	171
Emotional and Behavioral Disorders	171
Evaluating the Instructional Context	172
Monitoring Student Progress and Evaluating Outcomes	173
Problem-Solving Student Learning and Behavior Problems	174
Considerations in the Assessment of Students with ASD	175
References	177
 9 ASD Student Support Teams: Collaborative Teaming and Problem Solving	 181
ASD Student Support Team Structure Described	181
ASD Classroom Team	182
ASD Inclusion Team	182
ASD School Team	183
Roles and Responsibilities of Team Members	183
Administrator	183
Special Education Teacher	185
Speech-Language Pathologist	185
Other Related Service Personnel	186
General Education Classroom Teacher	186
Paraprofessional	186
Parent	187
ASD Consultant	187
Team Meetings	187
Team Meeting	187
Teacher Meeting	188
Parent-Team Meeting	188
Administrator Meeting	189
Consultant Meeting	189
Format of Team Meetings	190
Collaborative Team Process	190
Collaborative Planning	191
Collaborative Problem Solving	192
Communication Procedure	193
Consultation and Training	194
Considerations in Establishing an ASD Interdisciplinary Student Support Team	194
References	195
 10 The ASD Family–School Collaborative Model	 197
Description of the ASD Family–School Collaborative Model	197
Components of the ASD Family–School Collaborative Model	198

Parent Education In-Services	198
Parent-Team Meetings	201
Home-School Communication.....	202
Home Consultation.....	202
Community Information and Referral	203
Evaluation of the ASD Family-School Collaborative Model.....	203
Considerations in Developing an Effective Family-School Partnership	204
Considerations in Applying the ASD Family-School Collaborative Model	205
School Level Support	205
Targeted Level	206
Individual Level.....	206
Considerations in Maintaining an Effective Family-School Collaboration.....	207
References.....	207
 11 The ASD Program Evaluation Protocol for Continuous Program Improvement.....	 209
Purpose of Continuous Program Evaluation.....	209
ASD Program Evaluation Protocol	210
Overview of Methods and Measures	210
Assessment of ASD Program Quality: School and Classroom Level.....	214
Assessment of Personnel Performance.....	215
Assessment of the Interdisciplinary Collaborative Team.....	215
Assessment of Student Instructional Needs, Progress Monitoring and Outcome.....	216
Assessment of Social Validity	217
Assessment of ASD Program Model Implementation.....	217
Data Collection and Decision Making.....	218
Data Collection.....	218
Data Analysis and Decision Making.....	219
ASD Program Level.....	220
Instructional Context and Personnel Practices	221
Social Validity.....	221
Student Performance	222
ASD Classroom/Inclusion Model Level	223
Social Validity and Acceptability	224
Student.....	224
Individual Personnel Level.....	225
Applying Data to Inform Program Activities.....	225
Appendix 11.1.....	227
Appendix 11.2.....	229
References.....	231

Part III Applications of the ASD Program Development and Evaluation Protocol: A Selection of Case Examples

12 Case Example: Inclusion Program Development	235
ASD Program Development: ASD Inclusion Model	235
Case Description	236
The School District.....	236
Technical Assistance	236
The ASD Inclusion Team	236
The Students.....	237
Outcomes of Needs Assessment and ASD Program Development	
Action Plan.....	237
Action Planning and Program Development.....	238
Program Evaluation Data	240
Program Level Data	241
Personnel Performance Data	241
Student Outcome Data	242
Satisfaction and Acceptability Data.....	243
Summary and Discussion	244
References.....	245
 13 Case Example: Redesigning a Specialized School	 247
ASD Program Development: School Redesign	247
Case Description: The School Program	248
The School Program.....	248
Needs Assessment.....	248
Program Level Findings.....	249
Personnel Performance	250
Student Characteristics	250
Parent-School Communication.....	251
Instructional Context	251
ASD Program Development Action Plan.....	252
Year 1 Objectives and Activities: Establishing an ASD	
Program Model.....	255
Defining the ASD Program Model: Establishing School	
Readiness	255
Building Programmatic Infrastructure	256
Program Evaluation: Planning for Year 2	259
Year 2 Program Development Activities	260
Expanding the Classroom Continuum	261
Developing the Student Curriculum and Performance	
Data System	261
Developing the ASD Staff Training Model.....	262

Developing a Program Evaluation Protocol	263
Program Evaluation: Planning for Year 3	263
Year 3 Program Development Activities	263
Developing Student Curriculums and Performance Data System	264
Developing the Staff Training Model.....	264
Expanding the Classroom Continuum	265
Program Evaluation: Summative Data Review and Planning for Sustainability	265
Program Level Outcomes	265
Personnel Performance	266
Satisfaction and Acceptability	268
Student Outcomes	268
Cost-Benefit	269
Discussion	270
14 Building Regional Capacity: Select Case Examples	273
Determining Community Need	273
Establishing Community Infrastructure	274
Community Education Infrastructure	276
Technical Assistance Infrastructure.....	276
Description of Select Case Examples and Replications of the ASD Program Model.....	277
Developing and Applying the ASD Program Development & Evaluation Protocol	278
Case Example 1: Developing a Continuum of Self-Contained Classrooms	278
Case Example 2: Developing an ASD Inclusion Continuum.....	280
Case Example 3: Developing an ASD Inclusion Program	284
Discussion.....	287
References.....	289
Index.....	291

Developing and Evaluating Educational Programs for
Students with Autism

Magyar, C.I.

2011, XXV, 297 p., Hardcover

ISBN: 978-1-4419-6302-4