

## Administrative Module



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## START on Steroids Today's Agenda

- Introduction to the START Project
- Guiding Principles
- Effective Practices
  - Looking at ASD Differently



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## Michigan Department of Education: Autism Initiatives and Activities

- START (Statewide Autism Resources and Training)
- ACE
  - Autism Collaborative Endorsement
    - Teacher endorsement program
  - Collaborative among 6 universities
  - Online classes
- Interdisciplinary Certificate
  - Professional certificate in autism
- Change to Autism Definition in Sept 2004



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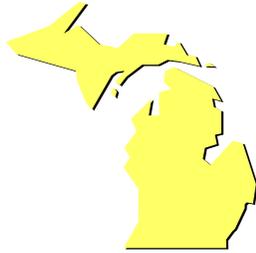






## Purpose of START

START serves as a coordinating and supporting entity for schools across the state of Michigan to increase access to local resources, training and support for students with Autism Spectrum Disorders.



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## Systems Change

- Is providing information about Autism Spectrum Disorders enough? 
- Schools need common principles for supporting students with ASD and a systematic structure and approach for doing so
  - Positive Behavioral Interventions & Supports
  - Integration of students and peer support
  - Team approach for planning, development, and implementation
  - Training and coaching for change
- Can school systems work together across the state through networking and sharing? 

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## Administrative Support



Participants in IT often say:

“If only my administrator understood this!”  
“If only I had administrative support!”



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## What does that mean?

- **Resistance - Why the Resistance?**
  - Religious Experience
- **Common Language (Mantras)**
  - The Autism always wins!
  - Independence & Socialization
- **Benefits to Student Outcome**
  - Access to General Education



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## Administration: A Changing Responsibility

- **Focus on One Curriculum**
  - General Education WITH Special Education Support—NOT A PLACE
- **80 / 80 Statement**



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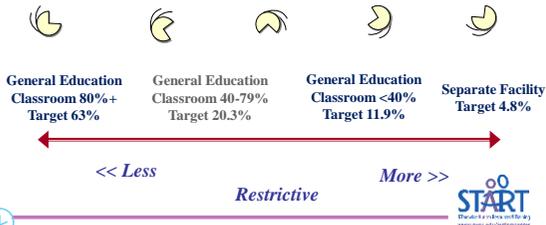
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### Continuum of Services

MI CIMS Thresholds for Restriction  
SPP Indicator 5: *Educational Environments*  
2012-13 Targets



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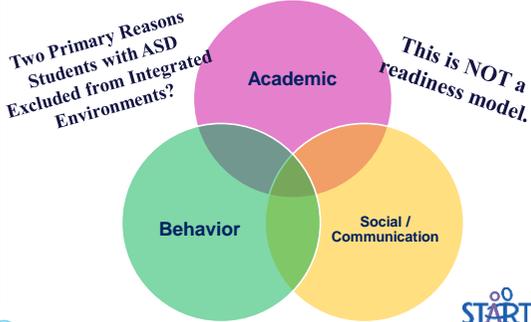
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Skills do not develop without opportunities!  
Learning is directly related to ENGAGED TIME!!



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A key aspect of individualization for students with ASD involves approaches for supporting high rates of engagement.

Engagement – The amount of time that the student is attending to and actively interacting in his or her social and nonsocial environments, has been cited as one of the best predictors of positive student outcomes.

Iovannone, Dunlap, Huber, Kincaid (2003)



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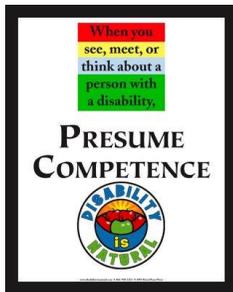
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## Guiding Principle: PRESUME COMPETENCE



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## Theory of Mind

(ToM) means the ability to recognize and understand thoughts, beliefs, desires and intentions of other people in order to make sense of their behavior and predict what they are going to do.

(Atwood, The Complete Guide to Aspergers Syndrome, 2007)



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## Theory of Mind: Perspective Taking and Reciprocity

- “Mind reading” ability is located in the orbito-frontal cortex-superior temporal sulcus-amygdala area of the brain.
- Winning/losing concept difficult
- Difficult to engage in manipulation
- Difficult to engage in lying



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## Jarrod—Facial Hair



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## Facial Hair



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## Administration: A Changing Responsibility

- **Focus on One Curriculum**
  - General Education WITH Special Education Support—NOT A PLACE
- **80 / 80 Statement**
- **NCLB / IDEA Revisions**
  - Universal Design for Learning
  - Multi-Tiered Systems of Support



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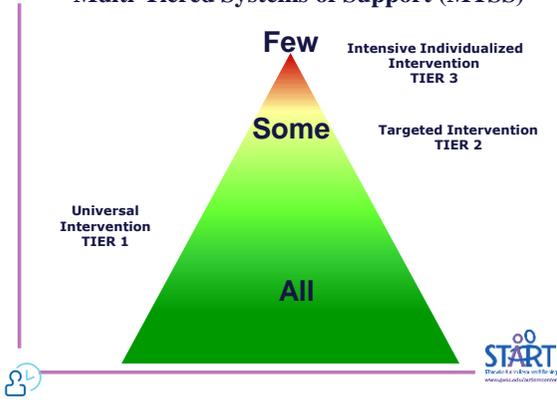
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## Multi-Tiered Systems of Support (MTSS)




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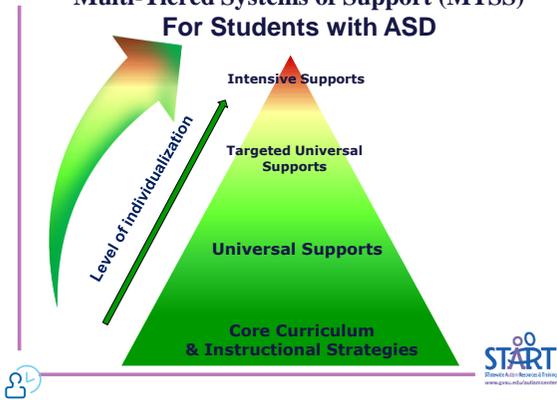
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## Multi-Tiered Systems of Support (MTSS) For Students with ASD




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## The Non-Negotiables

- **Assessments:**
  - Building, Classroom, Student
- **The Universal Supports:**
  - Guiding Principles
  - Team Process
  - Parent & Family Involvement
  - Visual and Organizational Supports
  - Functional Communication Systems
  - Peer to Peer Support
  - Accommodations / Differentiation
  - Appropriate Adult Support & Interactions
  - Positive Behavioral Interventions & Supports




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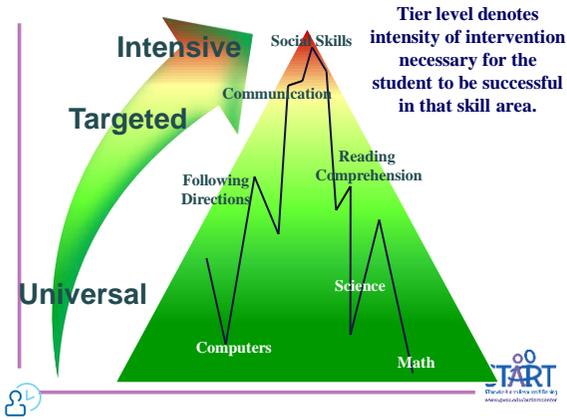
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**Summary of START Project:**

**Think Different about Autism Spectrum Disorders, Professional Development, and Statewide Support**




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**Awareness**

- This information is an overview of what your staff learned in START Training.
- *Looking at Autism Spectrum Disorder Differently*





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## Fighting Human Nature



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## Looking at ASD Differently

- Respect for what has happened in the past...
- While implementing what must happen in the future!



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**How To Use The  
ASD with the  
Student and Not  
Against Them?**



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# ADAM



YOU DO HAVE GYM TODAY

YOU WILL HAVE TO WEAR THE GYM SHIRT



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## Environmental Issues TEACCH - Awakenings

- Visual Organization System
- Provide Patterns for Organization
- Environmental Organization Based on Student Needs
- Staff Assumptions/Student Behavior



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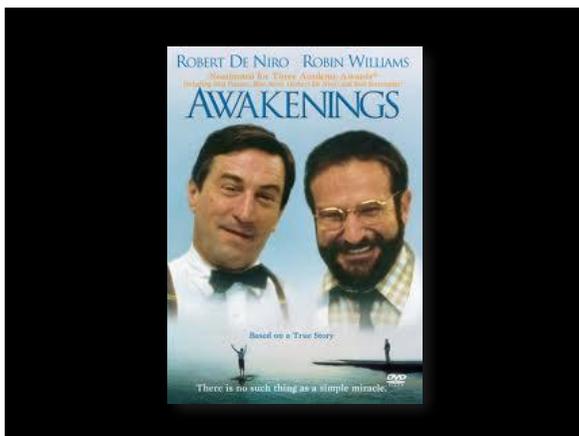
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## The Importance of Guiding Principles: Opinions; Opinions; Opinions!!!



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## Herding Cats



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## Guiding Principle

- NO OPINIONS



- ALL DECISIONS INFORMED BY....
  - THE LAW
  - THE RESEARCH
  - THE DATA



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## Weather Channel - Anthony

- Weather Station in Classroom
- Timer
- Transition Component




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## Anthony's Visual Schedule

Things To Do	All Done
Attendance/ Bellwork	<input type="checkbox"/>
Music	<input type="checkbox"/>
Weather Station	<input type="checkbox"/>
Math	<input type="checkbox"/>
Weather Station	<input type="checkbox"/>

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We have a young man in our middle school who has autism (we actually have many young people with autism...however this story just focuses on one specific young man) and has been rather challenging so far this year. Well, today he decided that he didn't want to participate in class....after losing all his tokens he was taken to "time-away". Of course, this didn't go as planned and MK had to assist the parapero in moving him to his designated timeout area. Once he was safely escorted to his time-away...he served his "time", completed his compliance task and immediately bolted for the bathroom. Of course, all the individuals working with him at this time were female and thus could not enter the bathroom.....so I was called. I entered the bathroom to find him just standing there....really doing nothing. The moment I enter...he runs into one of the stalls and attempts to slam the door shut. I quickly grab the door and walk in. At this point...he backs himself into a corner and in his deepest most convincing **pirate** voice....says " "You'll never get anything out of me...you lousy no good scum-sucker".

I start laughing...tell him that is a great line and ask him what class he needs to be in?

He says "room 104"

At this point, we walk out of the bathroom, I hand him over to his parapero and they head down the hall to room 104. When they arrive...they walk into Mrs. Redker's class as she is teaching sex ed. The young man hears the topic.....takes one look at his para and yells "I'm not ready for this" and bolts out of the room!!!

Hey..Mr. Caine, do you think this is a "pragmatic" issue?

Gotta love our jobs! Hope each of you are having a great day!

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## Dan and WRIF



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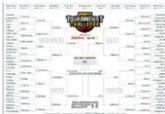
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## Conclusion of the Interview



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## Verbal Fascinations Duck Pond Rain Man

- Mismatches in Communication
- Non-Interactive
- Find the Connection with the Person and Make it Work Toward the Goal



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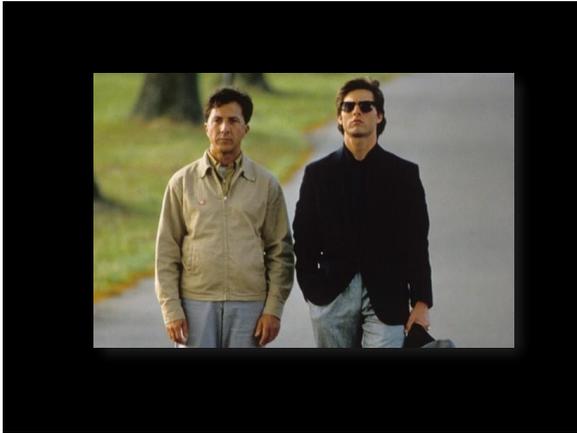
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### Preferred Activities

- Patra – Door Handles



- Trevor – Commercial String



- Flight Plan

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### Example of Preferred Activity

THINGS TO DO	ALL DONE
<input type="checkbox"/>	BELL WORK
<input type="checkbox"/>	DOOR HANDLES
SCIENCE	<input type="checkbox"/>
DOOR HANDLES	<input type="checkbox"/>
MATH	<input type="checkbox"/>
DOOR HANDLES	<input type="checkbox"/>
MUSIC	<input type="checkbox"/>
DOOR HANDLES	<input type="checkbox"/>

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# Not No....

## Where and When



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### Trevor – Commercial String

- Respect for Preferred Activity
- Manage Student Drive



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#### FLIGHT PLAN TRAVELING TO AND FROM HANGARS - HALLWAY FLIGHT PLAN



- When departing the HANGAR, do a CHECK SIX (take a look around you to see what is happening!)
- Maintain your AIR SPACE at all times!
- While in flight, JINK to avoid any BOGEYS (water bottles, pencils, erasers or people) in the hall
- Colliding with BOGEYS could cause a MID-AIR COLLISION
- If there is TRAFFIC, attempt to maintain your AIRSPACE, THROTTLE BACK and CHECK SIX
- THROTTLE BACK whenever you need to – slow down and take a breath!
- Along the way, you may encounter an IFF - if so, you may establish RADIO CONTACT while maintaining your AIRSPACE
- Violating others AIRSPACE could cause you to SWAP PAINT and crash
- When you are CLEARED TO LAND, you may approach your HANGAR
- If you are in a MAYDAY SITUATION, RETURN TO BASE and ask for Mr. Newhouse or Mrs. Hayes – use your strategies to get back in control



#### FLIGHT PLAN DESTINATION: CAFETERIA HANGAR

- When departing for the CAFETERIA HANGAR, do a CHECK SIX (take a look around you to see what is happening!)
- Maintain your AIR SPACE at all times!
- Before entering the lunch line THROTTLE BACK
- Purchase your lunch
- Go directly to lunch table - do not SWAP PAINT while walking to table
- IFF at your table
- Find your WINGMAN and eat your lunch
- After you are finished eating, take care of your lunch tray
- Return to HANGAR (next class) when bell rings
- While in flight, JINK to avoid all BOGEYS in the halls
- If you are in a MAYDAY SITUATION, RETURN TO BASE and ask for Mr. Newhouse or Mrs. Hayes – use your strategies to get back in control



Consult HALLWAY FLIGHT PLAN for departure from CAFETERIA HANGAR

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## Administrative Response

<p><b>1. PREVENT</b> challenging behavior from occurring in the first place....</p>	<p><b>2. TEACH</b></p> <p>a. Establish effective learning environments;</p> <p>b. TEACH new Behaviors and Skills</p>	<p><b>3. RESPOND</b> in ways that:</p> <p>a. Do not reinforce challenging behavior;</p> <p>b. Prevent further escalation</p>

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## NOT PUNISHMENT

**WARNING:** Content may be inappropriate for young children or those easily offended....




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## Avoid Assumptions / Attributions

- Manipulative
- Defiant / Non-compliant
- Stubborn
- Lazy
- Argumentative
- Has Sensory Issues
- Disrespectful
- Attention-Getting
- Own Worst Enemy
- Not Motivated
- Uncooperative
- Selfish

### Fundamental Attribution Error



• "He can do it if he WANTS to"




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## This is hard!!!

- As an administrative group...you must know that making fundamental changes in response to behavior is difficult.
- Expect this to be challenging!



**SUPPORT YOUR STAFF MEMBERS WHO HAVE LEARNED HOW TO DO THIS!**




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## Guiding Principle

Two Primary Goals for Students with ASD:



**What about ACADEMICS?**




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## Student with ASD Output...

**Can Derail Anytime Within the Process of Learning**




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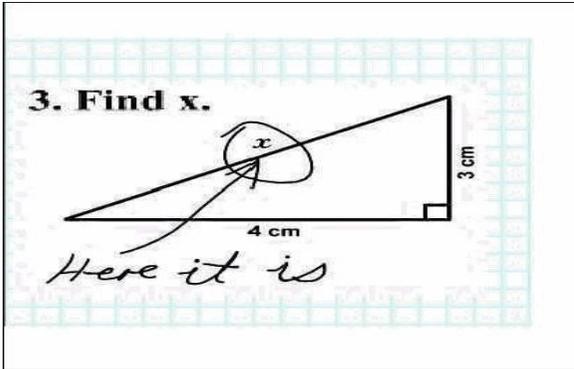
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**Making Associations – Right or Wrong**




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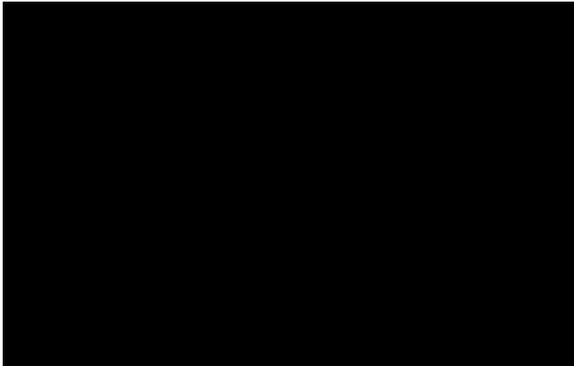
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**Using prior wrong association – Creates additional wrong associations – Cumulative**




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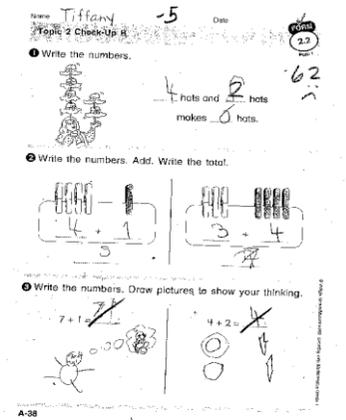
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**Reliance on their Own Understanding of the Instruction or Environment**




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## Why are expectations important?



*The Pygmalion Effect*  
(Rosenthal & Jacobson, 1968)

Later research:  
*Expectancy Effect*  
Madon et al (1997) - teacher perceptions and expectations have a greater relative impact on achievement among low achievers than among high achievers.



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## High Expectations – Keith Jones



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## IDEA '04

“Almost 30 years of research and experience had demonstrated that the education of students with disabilities can be made more effective by having high expectations for such children and ensuring their *access to the general education curriculum in the regular classroom, to the maximum extent possible*”

The Universally Designed Classroom (2005)



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## Guiding Principle

Two Primary Goals for Students with ASD:



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## Social Competency and ASD

Research summarized by Rogers (2000) indicate a shift in the field of ASD, from:

**Adult-Directed Instructional Strategies**  
TO  
**Peer-Mediated Interventions**

Numerous studies have demonstrated the effectiveness of peer-mediated strategies to facilitate social interactions.



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## Social Competency and ASD

- The National Research Council report (2001) recommended that students with ASD be taught skills in natural contexts.
- One suggestion is the use of multiple peers in various settings to improve generalization (Kamps et al., 1997; Kamps et al., 2002).



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## Social Competency and ASD

Another suggestion is providing more time for instruction and social interaction with typically developing peers a strategy that will likely result in both quicker skill acquisition and better maintenance of improvements (Strain, Kohler, Storey, & Danko, 1994).

**NOT COOL**



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## Evidence Based Practices: Social Skills and Peer Mediated Instruction and Intervention

“Peer mediated instruction and intervention has been shown to have positive effects on academic, interpersonal and personal-social development and may be the largest and most empirically supported type of social intervention for learners with ASD”



(Bass & Mulick, 2007; Maheady, Harper & Maillette, 2001; McConnell, 2002)



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## New Pupil Accounting Rules for Peer to Peer Support



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Michigan Department of Education Pupil  
Accounting Manual  
November 2012 6B - 1

6B - PEER TO PEER ELECTIVE COURSE CREDIT PROGRAM

A) Definition:



Peer to peer Course Credit Programs represent one model of 21st Century instructional design that incorporates applied (experiential) learning in a non-traditional manner.



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Peer to Peer Elective Course  
Credit Program, cont.



- A peer to peer program is a strategy for providing ongoing support and modeling from one non-disabled pupil to a pupil with an individualized education program (IEP). It encompasses both the academic and social domains. benefits are derived by both pupils.



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Peer to Peer Elective Course  
Credit Program, cont.

Certified teachers at appropriate grade levels MUST be teachers assigned to an elective peer to peer course/credit program. Depending on the optional model(s) implemented, the teachers may be in special education or general education programs.

Enrollment and pupil eligibility requirements



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**B) Models of Implementation of Peer to Peer Support Elective Courses**



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**Model 1:**

**Implementation of Peer to Peer Support**

***General education elective*** taught by special education teacher who is general education certified in the grade level of the elective.

**Educational Environment Status:**



**Special Education**



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**Model 1:**

**Implementation of Peer to Peer Support**

a. A pupil with an IEP is enrolled in a special education program.



b. A general education peer to peer pupil is enrolled in a general education elective course and is receiving an elective course grade.



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**Model 1:**

**Implementation of Peer to Peer Support**

c. The general education peer to peer pupil attends a special education program with the pupil with an IEP and is under the direction of a special education teacher for the class period. The general education peer to peer pupil reports to the special education peer to peer teacher for attendance and is graded as a peer to peer pupil by the peer to peer special education teacher.



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**Model 1:**

**Implementation of Peer to Peer Support**

d. If there is more than one special education teacher, the peer to peer special education teacher will grade the peer to peer pupil in collaboration with the other special education teachers to whom the peer to peer pupil is assigned for that class period.



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**Model 1:**

**Implementation of Peer to Peer Support**

e. The special education teacher (general education certified for the grade(s) the elective is offered) teaches a general education course called "peer to peer," and serves as the teacher of record, provides training, facilitates case conferences, and gives the grade for the general education pupil in the elective course. Additional training and or case conferences between the peer to peer pupil and special education teacher may take place outside of the special education class to which the peer to peer pupil is assigned.

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November 2012 6B - 2



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## Model 2:

### Implementation of Peer to Peer Support

*General education elective* for pupils with an IEP is taught by a peer to peer teacher certified in general education in the grade the elective is offered.

#### Educational Environment Status:

General Education Pupil with an IEP is enrolled in a general education content course (e.g. pre-algebra) and receiving instruction and a grade in the course.



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## Model 2:

### Implementation of Peer to Peer Support

a. The general education peer to peer pupil is enrolled in a general education elective course and is receiving an elective course grade.

b. The general education peer to peer pupil reports to the elective peer to peer teacher for attendance but then attends the general education content course with the pupil with an IEP.



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## Model 2:

### Implementation of Peer to Peer Support

c. The peer to peer teacher teaches a general education course called "peer to peer," and serves as the teacher of record, provides training, facilitates case conferences, and gives the grade for the general education pupils in the elective course. Supervision of the peer to peer pupil will be ongoing by the peer to peer teacher and in coordination with the general education teachers to whom the peer to peer pupil is assigned for that class period.

d. Additional training and or case conferences between the peer to peer pupil and elective teacher may take place outside of the general education class to which the peer to peer pupil is assigned.



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### Model 3:



#### Implementation of Peer to Peer Support

*General education elective* for pupils with an IEP taught by general education teacher who is also teaching a general education content course.

**Exception:** A general education teacher will instruct, assess and assign grades for two separate inter-related courses at the same time. One is a general education content course in which the pupil with an IEP is enrolled and the other is the general education peer to peer elective that the general education pupil is taking.

**Educational Environment Status:** General Education Pupil with an IEP is enrolled in a general education content course (e.g. pre-algebra) and receiving instruction and a grade in the course.



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### Model 3:

#### Implementation of Peer to Peer Support

- a. The general education peer to peer pupil is enrolled in a general education elective course and is receiving an elective course grade.
- b. The general education peer to peer pupil reports to the general teacher who is both the peer to peer teacher and general education teacher for attendance in the general education content course with the pupil with an IEP.



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### Model 3:

#### Implementation of Peer to Peer Support

c. The general education teacher teaches a general education course called "peer to peer," and serves as the teacher of record, provides training, facilitates case conferences, and gives the grade for the general education pupil in the elective course. At the same time, the general education teacher is teaching the content course in which the pupil with an IEP is enrolled. Additional training and or case conferences between the peer to peer pupil and general education teacher may take place outside of the general education class to which the peer to peer pupil is assigned.

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### Model 4:

#### Implementation of Peer to Peer Support

General education elective for pupils with an IEP taught by special education teacher who is also teaching a special education program.

**Exception:** Required -- A special education teacher will instruct, assess and assign grades for two separate inter-related courses at the same time. One is the special education program in which the pupil with an IEP is enrolled and the other is the general education peer to peer elective that the general education pupil is taking.

**Educational Environment Status:** Special Education



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### Model 4:

#### Implementation of Peer to Peer Support

- a. The pupil with an IEP is enrolled in a special education program and receives instruction in that program.
- b. The general education peer to peer pupil is enrolled in a general education elective course and is receiving elective course grade.
- c. The general education peer to peer pupil reports to the special education teacher for attendance and attends the special education program with the pupil with an IEP.



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### Model 4:

#### Implementation of Peer to Peer Support

d. Special education teacher teaches a general education course called "peer to peer," and serves as the teacher of record, provides training, facilitates case conferences, and gives the grade for the general education pupil in the elective course, which is delivered in the special education class. The special education teacher is teaching the special education program at the same time. Additional training and or case conferences between the peer to peer pupil and special education teacher may take place outside of the general education class to which the peer to peer pupil is assigned.



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**C) Requirement for Counting in Membership**

- Pupil must be enrolled in grades 6-12
- Curriculum is approved by the local board of education
- Instructional objectives are established by the approved peer-to-peer support curricular content
- Pupil is provided a course syllabus



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**C) Requirement for Counting in Membership**



- The peer to peer teacher must provide lesson plans and the grading criteria for each peer to peer course/credit
- Daily attendance for participating pupils is recorded by the teacher
- Pupil assessment and grading is completed by the teacher of record
- Pupil meets all other enrollment and pupil eligibility requirements



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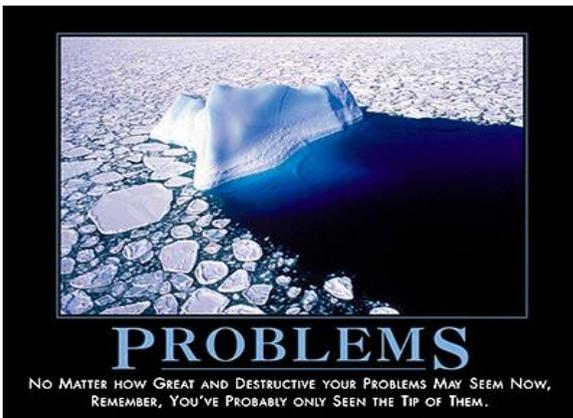
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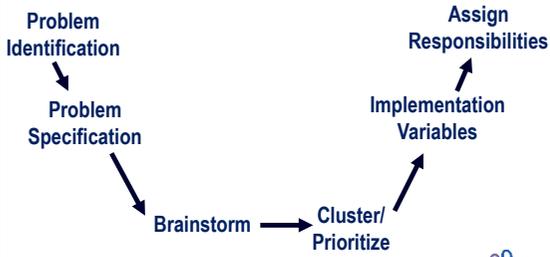
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## MEETING MECHANICS A Problem – Solving Process




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## Collaborative Team Approach




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## Strategies for Addressing Resistance to Change

- Design
- Default
- Defiant



ROY HAS BEEN SITTING ON THE FENCE FOR SO LONG THAT HE'S FORGOTTEN HOW TO FORM HIS OWN OPINION.

– Karl Schoemer




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# Critical Mass



31%



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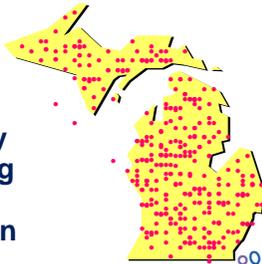
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Information is not enough....  
Implementation Support is Required

START Goal:

A coach in every building serving students with ASD in Michigan



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# Supporting Trainer/Coaches

- GOAL: Build Capacity
- Release time:
  - Organizing / Planning
  - A “give to get” system—COST?
- Reward Design Behavior: Trainers are working beyond their regular job responsibilities!



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**Don't let the barriers paralyze you...**



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