

Watertown Public Schools Autism Services

March 2009

Vision for Autism Services in Watertown

- Watertown will provide a continuum of high quality intervention strategies to students on the Autism Spectrum
- Faculty working with students on the Spectrum will be trained to implement a variety of approaches. Examples include traditional, discrete trial approaches to more contemporary behavioral approaches that use naturalistic language teaching techniques to developmentally oriented approaches
- Data will be collected and graphed on the effectiveness of the interventions used
- Data will be tracked and information used for service development and instruction

Goals for Student Services

- To refine and revise assessment process to include greater connection between assessment results and development of measurable IEP goals and benchmarks
- To increase use of data based reporting on student's progress notes on targeted IEP objectives
- To continually analyze individual student data to inform decisions on effective strategies, program planning, and placement

Goals for Family Services

- To provide on-going seminars for parents on effective strategies for supporting their children at home and in the community
- To provide home-based services based on guidelines developed by Watertown using best practice standards from the National Research Institute
- Formalize the Autism Subcommittee of the Special Education Parent Advisory Council in order to develop an effective working relationship and on-going system of regular communication

Goals for Faculty Services

- To increase staff expertise in running programs and collecting data on IEP objectives
- To establish the use of staff feedback tools, initially implemented by Melmark, in order to develop training goals and inform consultation
- To increase professional development through on-going seminars provided by Melmark regarding state of the art interventions and best practice

Goals for Professional Development 2009-2010

All Staff with experience working with students on the Spectrum will be provided with training and coaching in:

- Using assessment systems, including the ABLLS (Assessment of Basic Language and Learning Skills) and writing goals based on assessment data
- Applying behavioral strategies in inclusive settings

All staff new to working with students on the Spectrum will be provided with training and coaching in:

- An introduction to Applied Behavioral Analysis
- Support in using Applied Behavioral Analysis (on-going follow-up during professional development days, plus in classroom coaching)

Specialized Professional Development 2009-2010

Support five faculty members in obtaining Board Certified Behavior Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCABA) certifications

- 2009-2010 - Identify five faculty to enroll in U Mass Boston program (5 courses over the academic year) with practicum supervised by Melmark
- 2010-2011 - Provide training and supervision competencies for identified faculty including training on feedback tools developed by Melmark

Home-based service providers

New faculty

- Provide week long training during the summer
- Monthly seminars during the school year

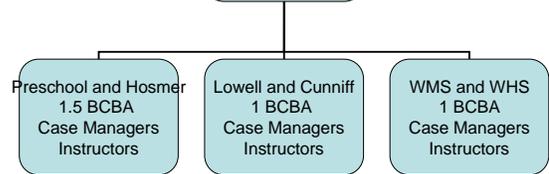
Experienced faculty

- Provide 2 to 3 days training during the summer
- Monthly seminars during the school year

Proposed Infrastructure

Melmark is currently working in all five schools. They will gradually replace themselves by supporting the preparation of Board Certified Behavior Analysts.

One BCBA will be placed in central office to oversee the on-going training, supervision of home-based services, and program development.



Proposed Model of Service Delivery

- Continuum of services based on the individual needs of students
- Continuum district-wide includes substantially separate programs at preschool, elementary, and middle school levels
- Continuum in each school includes partial to full inclusion
- Continuum of services includes discrete as well as embedded interventions

Role of Board Certified Behavior Analysts (BCBAs)

- Regular consultation with faculty and parents on individual cases
- Support case managers in developing programs that adhere to best practices for individuals on the Spectrum
- On-going technical assistance in data collection and analysis, development of skill building programs, and development of positive behavioral supports
- Support for parent training and home-based programming

Case Managers

- Licensed special educators
- Training in Applied Behavioral Analysis and in creating programs, collecting, and analyzing data
- Experience working with students on the Spectrum, implementing programs, and collecting data under the supervision of a BCBA
- Five case managers will be selected to enroll in BCBA training program at U Mass Boston, with practicum supervised by Melmark

Role of Case Managers

- Student Assessment
- Development of objectives for IEPs
- Writing and implementing programs
- Meeting with instructors / parents to review programs
- Ongoing feedback to instructors
- Data monitoring and analysis

Instructors

- Complete training with Melmark on the use of instruction based on the principals of applied behavioral analysis (ABA)
- Experience working with students on the Spectrum, implementing programs, and collecting data under the supervision of a BCBA

Role of Instructors

- Implement services and collect data under the supervision of a BCBA
- Provide home-based services
- Attend school-based professional development

Plan for Program Evaluation

Individual Students

- IEPs goals are based on assessment data
- IEP goals are measurable and progress reports include specific data on meeting those goals

Families

- Evaluations of parent seminars for their effectiveness in providing strategies that support their children at home and in the community
- The Autism Subcommittee is formalized and minutes document the outcomes of the Subcommittee's work

Faculty

- All faculty working with students on the Spectrum participate in scheduled professional development and coaching by a BCBA
- Professional development plans, based on Melmark feedback tools, in 2009-2010 and 2010-2011 reflect increased levels of faculty expertise