FROM START TO FINISH...

Expectations, Implementation, Consistency for Individuals with ASD

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Oregon Education Guidelines for ASD

Based on:
Oregon Commission on ASD
REPORT TO THE GOVERNOR December 2010
GOALS FOR GUIDELINES

- Design a plan to identify and provide appropriate service intensity and expanded core service components for:
  EI/ECSE
  School age
  Transition age

- Design a plan for the ongoing consistent review and dissemination of interventions based on best available evidence, addressing needs across the spectrum

- Design a plan to build and maintain consistent statewide training for all levels of service

- Develop a plan for collaborating with families
Get the Right People on the Team

Refer to Component III: **Qualified Staff**

Get the Right People on the Team

- **ASD Licensed Specialist:**
  - Alternate Pathway pilot
  - Approved University Programs: alternate pathway
  - Approved University Programs coursework

- Appropriate Training for all
IDENTIFY APPROPRIATELY

Refer to Component I:
Provide Appropriate Identification and Assessment

Consistent Identification Process

- DSM
- Criteria for Team
- Criteria for Evaluation
- Training to Build Capacity
Design an Appropriate Program

- Best Evidence Available
- Consistency across state and programs
- Relevant to range of learners

Refer to Component II" Provide Systematic Program Development and Implementation

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Design an Appropriate Program

- Get the Right People on the Team
- Identify Appropriately
- Maintain and Improve
- Implement with Fidelity
Implement with Fidelity

Refer to Components II, III
- Systematic Program Development and Implementation
- Appropriate Development and Implementation of IFSP/IEP/Transition Plan

Get the Right People on the Team
Maintain and Improve
Identify Appropriately
Design an Appropriate Program
Implement with Fidelity

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Implement with Fidelity
- Program Self Assessment
- Individual Student Assessment of Expanded Functional Core Skills for ASD
- Availability and Access to Highly Qualified - ASD Licensed Specialist
Maintain and Improve

Refer to:
Program Self Assessment

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Get the Right People on the Team

Identify Appropriately

Design an Appropriate Program

Implement with Fidelity

Maintain and Improve

District and Program Commitment

Regular Review

System to Keep All Components Updated Statewide:
- ASD Leadership Network
- Ongoing State System for Training and Coaching
Collaboration, Consistency, Continuation

Comments/Concerns/Ideas:
- Next Steps - for continued implementation

Contact Us:
- Marilyn Nersesian, chair Redesign of ASD Services subcommittee, Oregon Commission on Autism Spectrum Disorders