SUPPORTING EDUCATORS WHO SERVE
STUDENTS WITH AUTISM AND OTHER
COMPLEX NEEDS

Presenters: Lee Stickle, Nichole Hitchcock, Mary Pat Brun

02-26-2019
The content of this presentation was developed under an agreement from the Federal Department of Education to the Kansas Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Kansas Department of Education or the Federal Government.

TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie, KS 66070, 785-876-2214.
Brainstorm

- What do I hope to learn?
- What tools would I need to take with me to implement right away?
- What resources would guide this process?
Welcome

- Thank you for your commitment
- Why do we need to support educators?
- How might we systematically support him/her?
- Think about that teacher...
Quality Teacher Support

To increase-
- Teacher Retention
- Student Performance
- Family Engagement
Who leaves the field?

- 50% of all special educators leave the field within the first 5 years.
- 75% within the first 10 years.
  - This and extremely low rates of participation in education programs at the university level have depleted the number of educators. In an effort to identify potential educators, states continue to find alternate ways to fill the void.

- One of those ways is through alternate paths to certification and licensure.
  - Teachers on alternate paths to certification had an 83% likelihood to leave the profession.

Attrition

- lack of support from principals
- difficulty balancing competing priorities from various supervisors
- ignorance (and sometimes disrespect) of the job from peers
- a workload that takes special educators away from what they really want to do: teach children.

Why Teachers Leave the Classroom

2/5/19
How is teaching students with ASD and other complex needs different?

- The complexity of needs
  - Communication
  - Social interaction
  - Behavioral differences

- Minimal training specific to the complexity of need

- Pervasively low expectations of good outcomes

- Informed/Mis-informed caregivers
Teacher Competency Materials

- Implementation Guide
  https://www.ksdetasrn.org/resources/2150

- Planning and Action Form
  https://www.ksdetasrn.org/resources/2151

- Self-Assessment & Professional Development Resources
  https://www.ksdetasrn.org/resources/2149

- Coaching Conversations Visual Support
  https://www.ksdetasrn.org/resources/1730
Agenda

- Overview the Teacher Competency Self-Assessment & Implementation Guide
- Explore with a teacher in mind
- Overview national & state resources
- Map local resources
- Consider barriers
- Review “take-homes”
Teacher Competency Plan Implementation Guide

Step 1: Identify strengths and emerging skills
Step 2: Identify measurable goal
Step 3: Develop plan for professional development
Step 4: Develop plan for daily implementation
Step 5: Reflect with peer support

Evaluate
Assess
Teach
Assess: Step 1: Identify strengths and emerging skills

- Administration meets with teachers to discuss available support
- Teacher completes Teacher Competency Self-Assessment
- Record skills on Teacher Competency Planning and Action Form
Assess: Step 2: Identify measurable goal

- Administration and teacher meet to review results and develop goal
- Use Teacher Competency Self-Assessment results
- Record goal on Teacher Competency Planning and Action Form
Teach: Step 3: Develop plan for professional development

- Administration and teacher meet to develop plan
- Use recommendations on Teacher Competency Self-Assessment
- Record plan on Teacher Competency Planning and Action Form
- Teacher engages in professional development

2/5/19
Teach: Step 4: Develop plan for daily implementation

- Teacher and peer support develop plan
- Record plan on Teacher Competency Planning and Action Form
- Teacher implements new skills into daily practice

***Use TASN’s Visual Support for Coaching as a guide for the discussion of each step.***

2/5/19
Evaluate: Step 5: Reflect with peer support

- Teacher and peer support meet to reflect on implementation
- Record reflection on Teacher Competency Planning and Action Form
- Teacher reassesses skills using Teacher Competency Self-Assessment
- Revise plan according to assessment results
Teacher Competency Self-Assessment Components

- Self-Care
- Environmental Supports
- Instructional Supports
- Behavioral Supports
- Staff Interaction
- Family Engagement
- District Priorities
- Total Score Line Graph
- Recommended Professional Development Resources (National, State, Local)

2/5/19
Thinking about your teacher...

- Choose 1-2 emerging skills

- Share your thinking for choosing these skills with a colleague

- Share one reflection with the group
Recommended Resources

- National
- State
- Local

Resources organized by area of need within the self-assessment
Local Resources
Barrier Walk
Review
References

- Autism (& Low Incidence) Classroom Observation Tool (ACOT)

- Classroom Family Engagement Rubric
  http://flamboyanfoundation.org/

- Tool: Personal Assessment and Reflection- SEL Competencies for School Leaders, Staff, and Adults
  https://casel.org/

- Professional Quality of Life Scale (PROQOL): Compassion Satisfaction and Fatigue
  www.proqol.org.