



Autism and Tertiary Behavior Supports
www.ksdetasn.org

SUPPORTING EDUCATORS WHO SERVE STUDENTS WITH AUTISM AND OTHER COMPLEX NEEDS

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Brainstorm

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- 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?



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Welcome



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

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Quality Teacher Support



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To increase-

- Teacher Retention
- Student Performance
- Family Engagement

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Who leaves the field?



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- 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.

Redding, C & Smith, T. American Educational Research Journal August 2016, Vol. 53, No. 4, pp. 1086–1125

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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](#)

How is teaching students with ASD and other complex needs different?



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- 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



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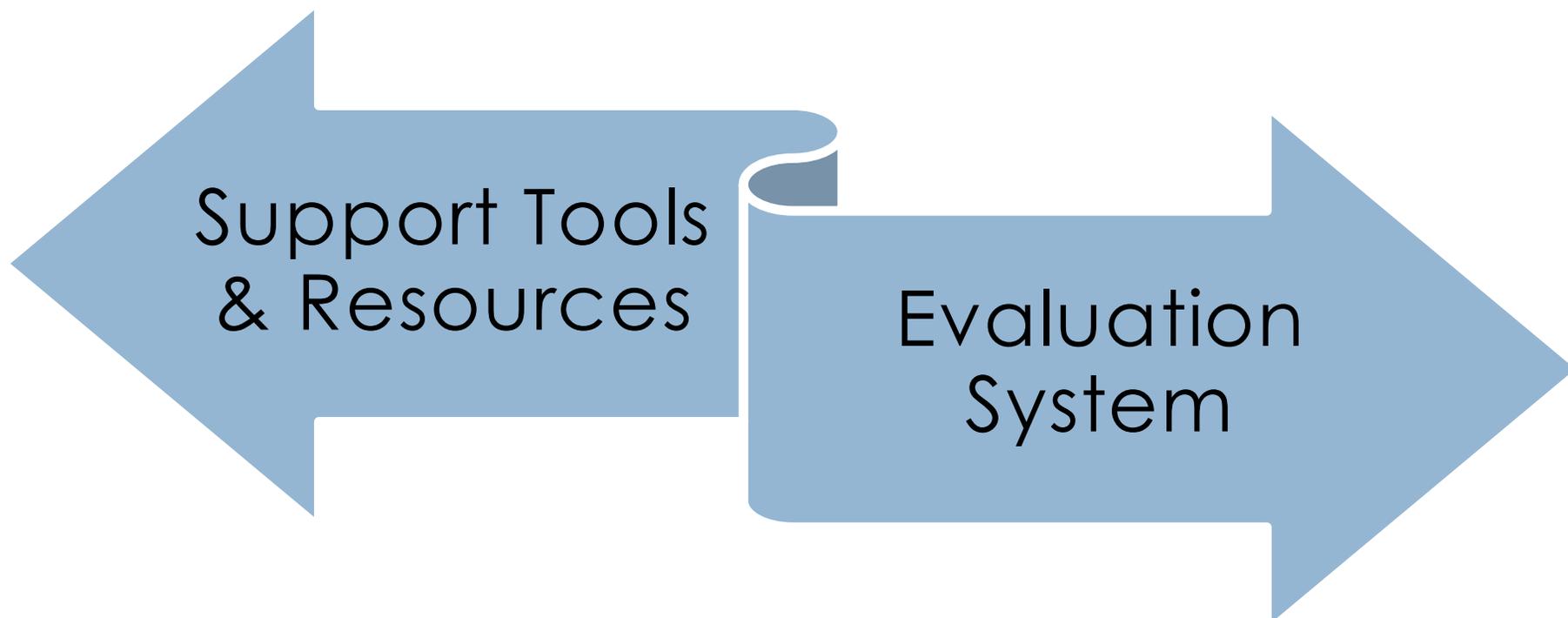
- Implementation Guide
<https://www.ksdetasn.org/resources/2150>

- Planning and Action Form
<https://www.ksdetasn.org/resources/2151>

- Self-Assessment & Professional Development Resources
<https://www.ksdetasn.org/resources/2149>

- Coaching Conversations Visual Support
<https://www.ksdetasn.org/resources/1730>

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Agenda



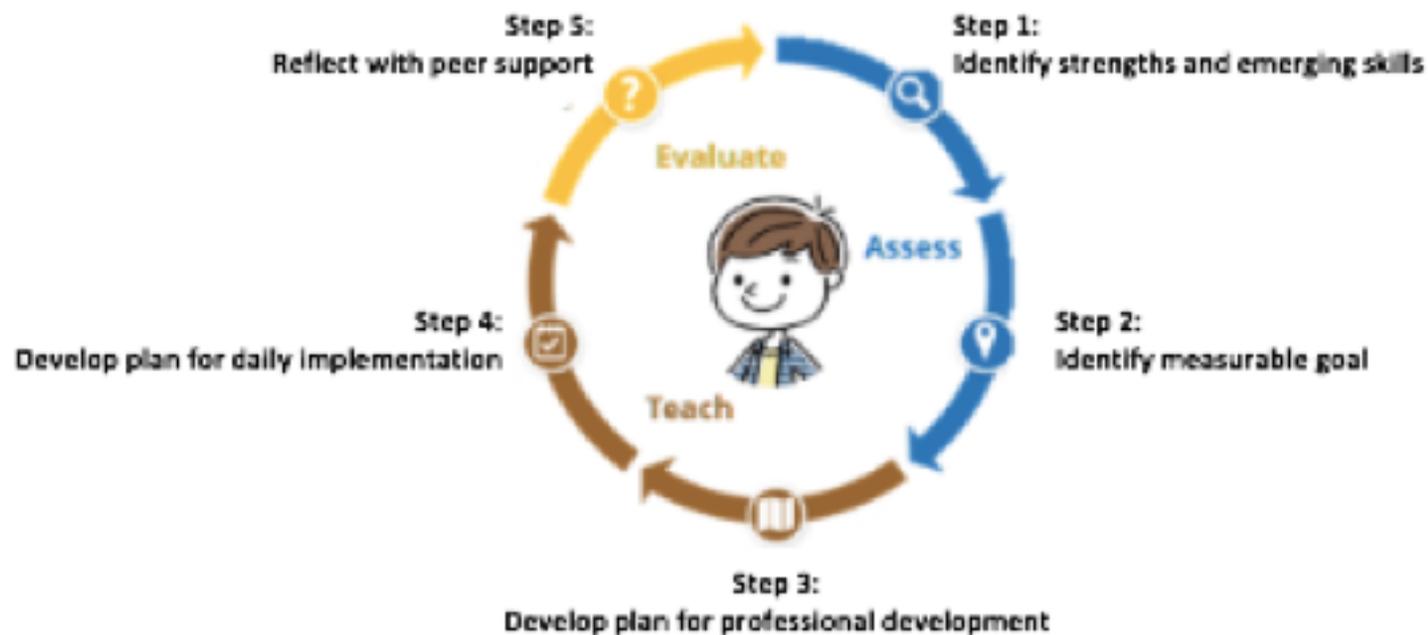
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- Overview the Teacher Competency Self-Assessment & Implementation Guide
- Explore with a teacher in mind
- Overview national & state resources
- Map local resources
- Consider barriers
- Review “take-homes”

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Teacher Competency Plan Implementation Guide



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

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Use TASN's [Visual Support for Coaching](#) as a guide for the discussion of each step.

- 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

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Teach: Step 3: Develop plan for professional development

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Use TASN's [Visual Support for Coaching](#) as a guide for the discussion of each step.

- 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

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



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



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- 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)

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Thinking about your teacher...



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- Choose 1-2 emerging skills
- Share your thinking for choosing these skills with a colleague
- Share one reflection with the group

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Recommended Resources

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- National

- State

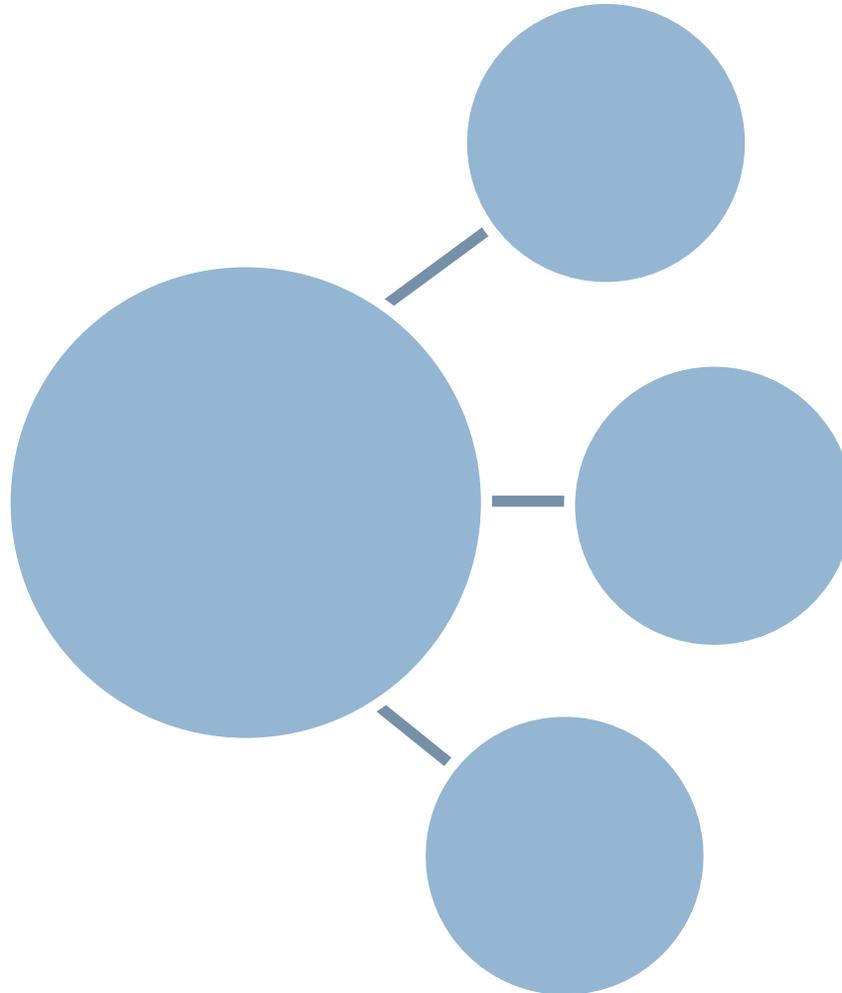
- Local

Resources organized by area of need within the self-assessment

Local Resources



Barrier Walk



Review



References



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- Autism (& Low Incidence) Classroom Observation Tool (ACOT)
<http://louisville.edu/education/alt-cert/forms/A-COT-2014-for-Alt-cert.pdf>

- Classroom Family Engagement Rubric
<http://flambovanfoundation.org/>

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

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

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