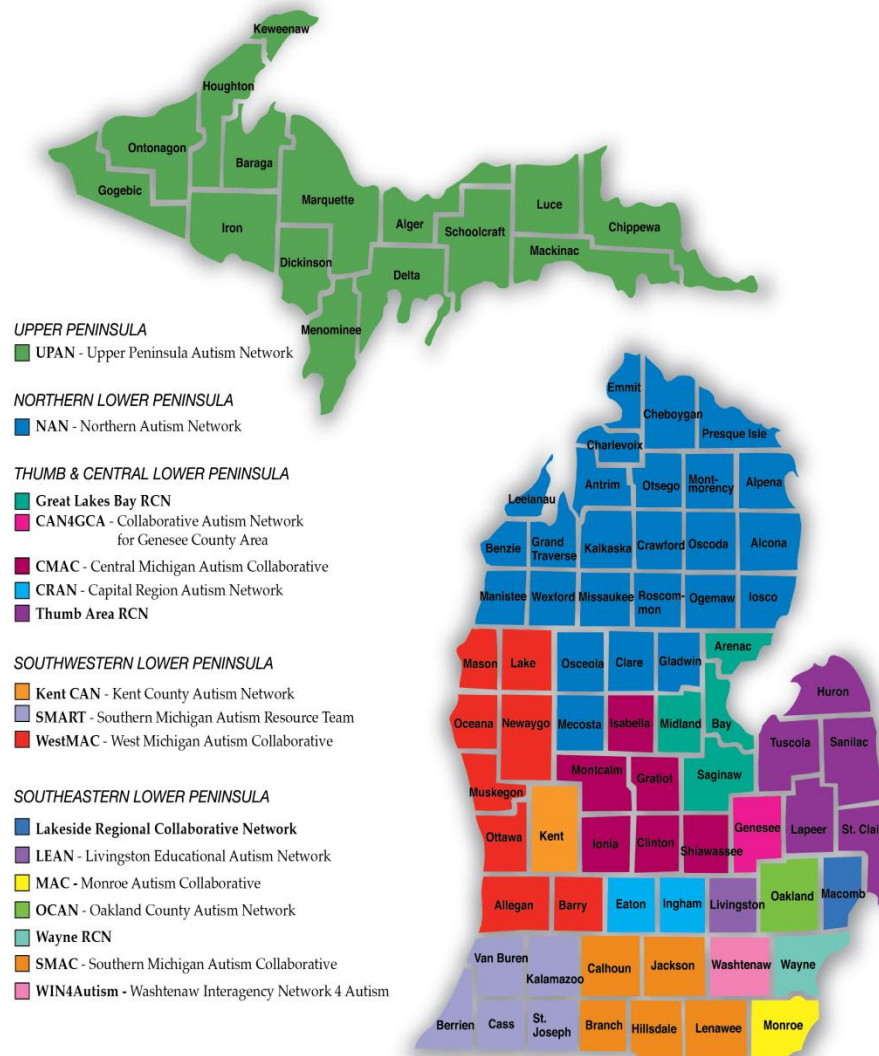


UPDATE

Regional Collaborative Networks

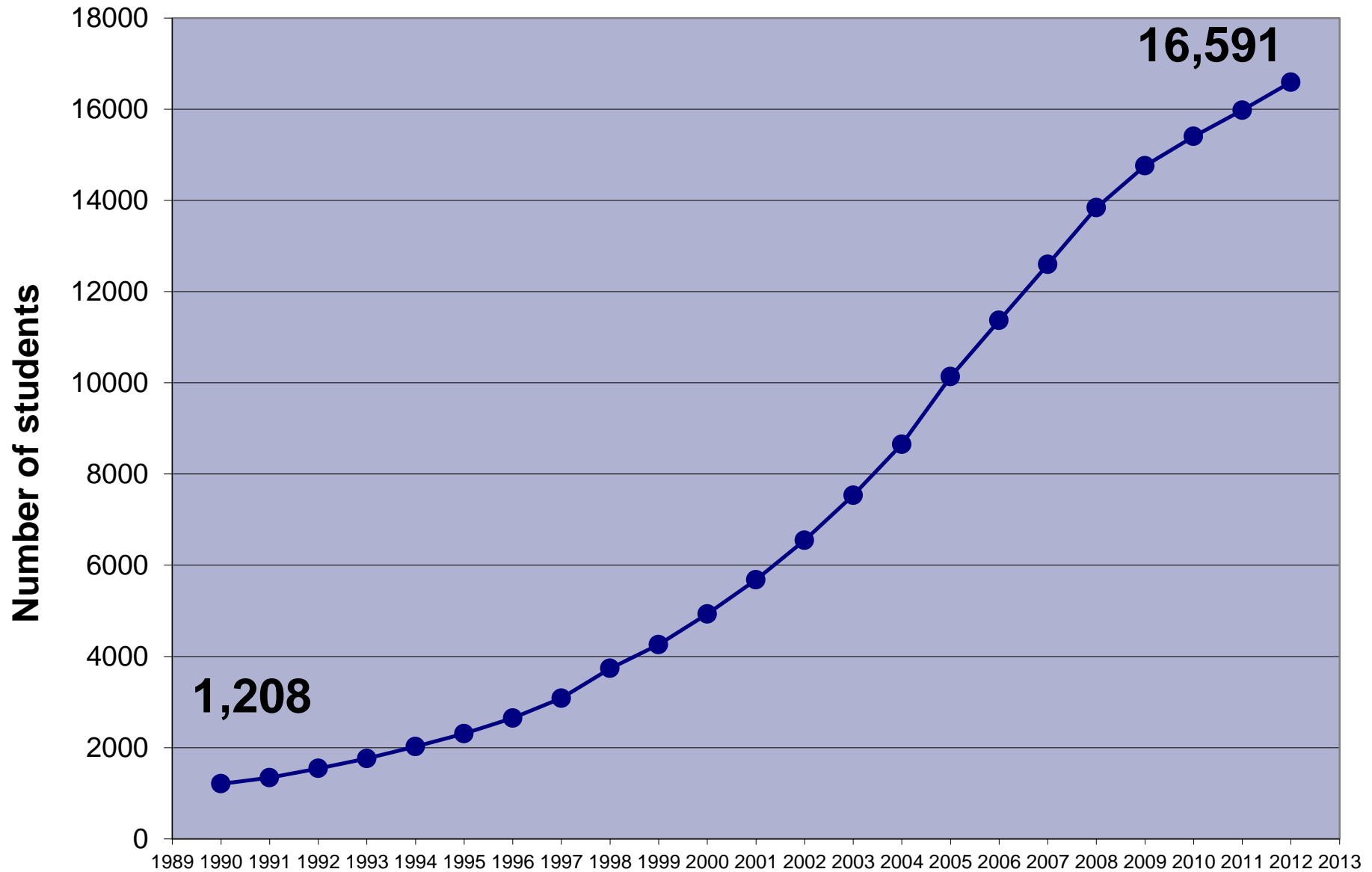
UPDATE

Fall 2013



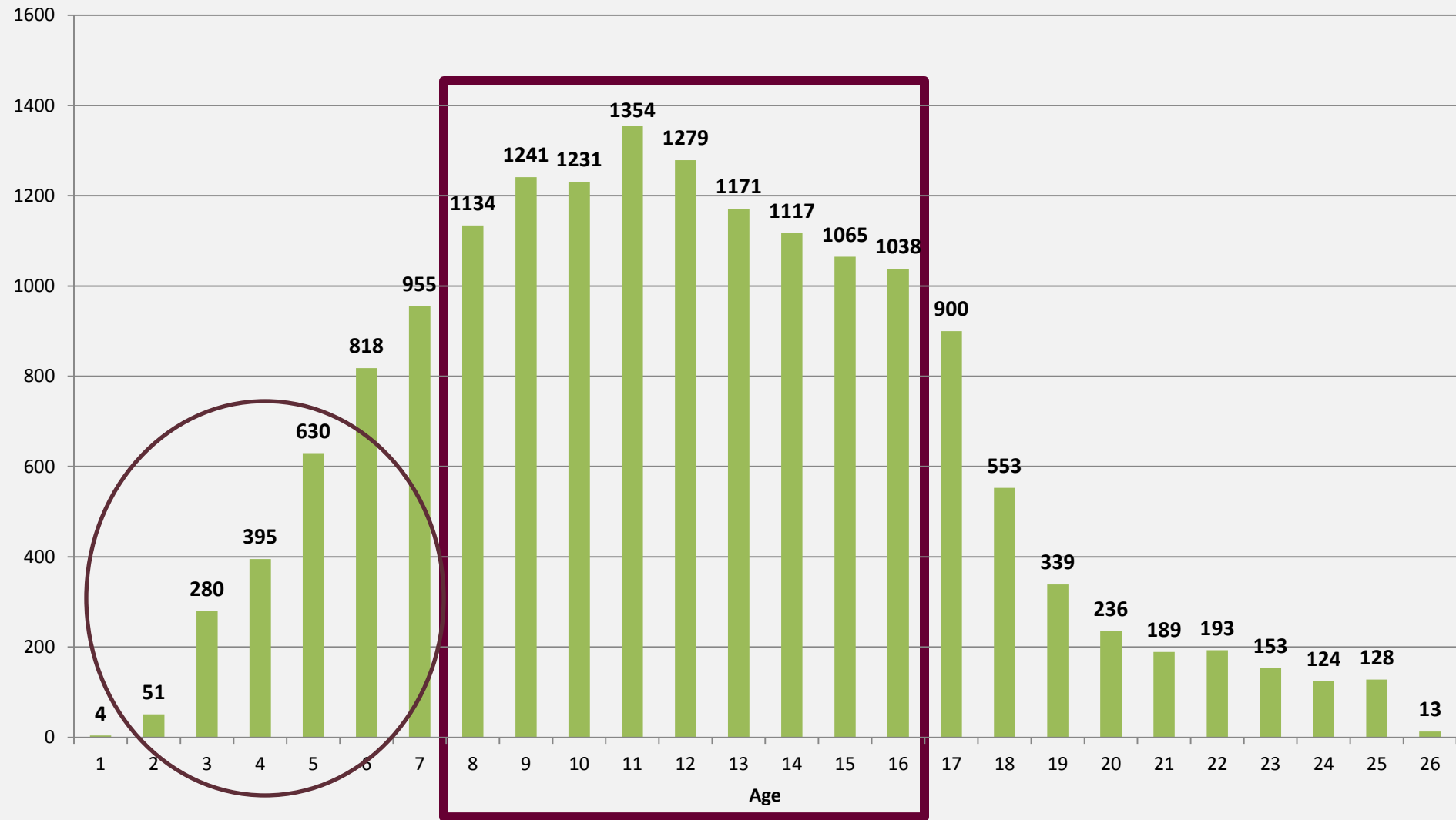
Number of Michigan Students with ASD

***Based on 2012 MDE, OSE Eligibility Count**



Number of Michigan Students with ASD by Age

* Based on 2012 MDE, OSE Eligibility Count





www.gvsu.edu/autismcenter



State Updates



- Autism Insurance in Michigan
 - <http://www.michigan.gov/autism>
 - <http://autismallianceofmichigan.org/news-info/autism-legislation/>



Acronym Deciphering Tool

- **SE** = Special Education
- **ASD** = Autism Spectrum Disorder
- **MARSE** = Michigan Administrative Rules for Special Education
- **REED** = Review of Existing Evaluation Data
- **MET** = Multidisciplinary Evaluation Team
- **IFSP** = Individual Family Service Plan
- **IEP** = Individualized Educational Program
- **SAS** = Supplementary Aids and Services
- **P&S** = Programs & Services
- **FAPE** = Free and Appropriate Public Education
- **LRE** = Least Restrictive Environment
- **AIB** = Autism Insurance Benefit
- **DSM** = Diagnostic and Statistical Manual of Mental Disorders
- **PDD-NOS** = Pervasive Developmental Disorder – Not Otherwise Specified
- **ADOS** = Autism Diagnostic Observation Schedule
- **ADI** = Autism Diagnostic Interview
- **CMHP** = Child Mental Health Professional
- **PCP** = Person-Centered Plan
- **IPOS** = Individual Plan of Service
- **ABA** = Applied Behavioral Analysis
- **EIBI** = Early Intensive Behavioral Intervention
- **ABI** = Applied Behavioral Intervention
- **ABLLS** = Assessment of Basic Language and Learning Skills
- **VB-MAPP** = Verbal Behavioral Milestones Assessment and Placement Program

SE, New Players, Comparative Components

	Special Education	AIB	
		Private Insurance	Medicaid / MICHild
Criteria	ASD / MARSE	ASD = DSM disorders of autistic disorder, Asperger's or PDD-NOS	ASD =DSM disorders of autistic disorder, Asperger's or PDD-NOS
Plan for Evaluation	REED	-----	-----
Who Evaluates	MET	Licensed psych or physician	CMHP
Using What Tools	Prescriptive for Child / Purpose	“autism diagnostic observation schedule” (e.g. ADOS-2)	Must include ADOS-2 Developmental Family History (e.g. ADI-R)
Determination of Impairment / Diagnosis	IFSP / IEP Team Determines Impairment	Diagnosis of Condition	Diagnosis of Condition
Eligibility for Services	IFSP / IEP Team	Treatment prescribed or ordered by evaluator	CMHP + Medicaid Agency final approval
Service Plan	IFSP / IEP	Treatment Plan developed by board certified or licensed provider	IPOS developed through PCP process
Types of Services	IFSP=Early Intervention services; IEP=SAS & P&S	Behavioral Health, Pharmacy, Psychiatric, Psychological, Therapeutic	ABA (EIBI and ABI)

Impact on Evaluation & the IEP

COLLABORATION OPPORTUNITIES



Collaboration in Evaluation

- **Ensure high quality evaluations!!!!**
 - **TEAM Process and Report**
 - **Understand the criteria (RESOURCES)**
 - **OBSERVATION / OBSERVATION / OBSERVATION**
 - **Appropriate use of tools**
- **Use “Gap Analysis”:**
 - **What information do we have?**
 - **Developmental History**
 - **Diagnostic Information: ADOS / ADI-R**
 - **What additional information do we need to determine special education eligibility and needed services?**
 - **What does the student look like across educational settings**
 - **What is the impact on social, behavioral and academic progress**
 - **Additional information within the triad**
 - **More information from the evaluator**



What if there is disagreement?

(e.g. one says “yes” and one says “no”)

- **Remember, different purposes (diagnosis versus special education eligibility and IEP development)**
- **Adherence to strong evaluation process, report is defensible**
- **Commitment to communication**
- **Make sure to meet student needs**
 - **Implementation of Universal Supports**
 - **Use of SW-PBIS practices**



Challenges & Solutions



- **Expect Requests for School Observation**
 - **Context of the Request:**
 - Part of AIB evaluation to develop a treatment plan / IPOS
 - To identify potential generalization opportunities
 - To monitor progress
- **Potential Challenges:**
 - Moves from observer to participant (e.g. intrusion into the instructional process for the individual child or the whole classroom)
 - Liability Issues
- **Administrative Considerations to Remember:**
 - Requests should be processed per the school visitation policy
 - Observers need to be cognizant of privacy rights of other children and remember that this is an observation of the child, not the teacher!
 - Observers are non-participants

IEP Challenges & Solutions



- **Expect more input on PLAAFP & Goals:**
 - **Remember---PURPOSE of the IEP: Determine impact of ASD on access and progress in general education**
 - **Behavioral Health Treatment Plan / IPOS may focus on developing discrete skills identified from an alternative curriculum or ABLLS-R / VB-MAPP**
 - **COLLABORATE; COLLABORATE; COLLABORATE**
 - **Where there is agreement, embed in the IEP**
 - **Where there is disagreement, focus on the PURPOSE of the IEP**

IEP Challenges & Solutions

- **Expect more input on Programs / Services:**
 - The IEP must always offer FAPE in the LRE
 - **Methodology Request**
 - All requests **MUST** be “considered”
 - Generally, methodology is at the discretion of the special education service provider
 - Determine if the methodology is needed for the child to receive FAPE
 - **AIB services may supplement but not supplant FAPE**
- **MSA:** “These supports may serve to reinforce skills or lessons taught in school, therapy or other settings, but are not intended to supplant services provided in the school or other settings or to be provided when the child would typically be in school but for the parent’s choice to home-school the child.”



Request for Push-in AIB Services

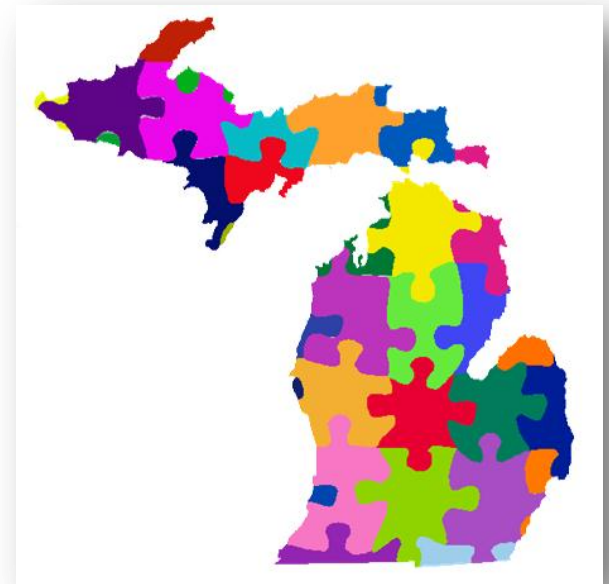
Parent / Therapists' Reasons	Special/General Education Issues Raised	IDEA / MMSEA/Gen Ed Considerations
<ul style="list-style-type: none"> Parent's inability to get the child to the outside therapist's location; 	<ul style="list-style-type: none"> 1:1 Therapy (EIBI) = defacto request for a reduced school day (geography issue: classroom is therapist's office) 	<ul style="list-style-type: none"> District's obligation is to provide FAPE in the LRE (can't bargain away FAPE or LRE); Reduced school day would rarely constitute FAPE;
<ul style="list-style-type: none"> Desire on the part of the therapist to generalize skills learned in 1:1 treatment / intervention; Push in therapist could build capacity of school staff and save \$ on 1:1 parapro 	<ul style="list-style-type: none"> ABI—supporting generalization of skills / capacity-building: <ul style="list-style-type: none"> Potential labor law issues (e.g. supervision, subcontracting of union work) Potential FAPE issue (consider if should be in the IEP as SAS and if so, must be provided at no cost to the parent) 	<ul style="list-style-type: none"> Services included IN the IEP should be limited to those needed for FAPE. Liability issues / Who monitors implementation of the portions of the IEP provided by individuals the district does not supervise? Including AIB treatment/intervention during school day risks insurance co. challenge that district should be payor. What happens when child no longer eligible for AIB service OR state funding of AIB reimbursement ends?

Requests for Pull-Out AIB Services

Parent / Therapists' Reasons / Request	Special / General Education Issues Raised	IDEA / MMSEA / Gen Ed Considerations
<ul style="list-style-type: none"> • Therapist does not offer after school or evening hours; • Request IEP team to develop a reduced day IEP or write the AIB therapy in the IEP so the child will not be marked absent 	<ul style="list-style-type: none"> • Developing a reduced day IEP; • Refusal to develop a reduced day IEP or write the therapy in the IEP may result in potential truancy issues • Temptation is to write the service in the IEP to avoid truancy issues 	<ul style="list-style-type: none"> • Same as for Push-In AIB Services • IEP Team must offer FAPE: Is the therapy (e.g. ABA) needed for FAPE? Or methodology that is generally left to the discretion of the district if the student is progressing? • Legal Alternatives that parents may want to explore: <ul style="list-style-type: none"> • Home-school • Register as home-school; parents provide core instruction and Ss receive auxiliary services (ISP), but not FAPE; • Register as home school & explore shared-time for non-core classes • Online classes

Michigan Autism Council

- **Purpose: Implementation of the Autism State Plan**
 - **Autism State Plan:**
<http://michigan.gov/autism>
- **Subcommittee Work**
 - Early identification and intervention
 - Adults services and supports
 - Education
- **Subcommittee Application:**
<http://www.michigan.gov/autism/0,4848,7-294-63678---,00.html>



Family Transition Outcomes Group

“Parents Raising Taxpayers”

Top Priority:
Employment First



Other Topics:
**Folded into Autism Council Transition
and Adults Services Subcommittee**



START Calendar

Intensive Training (IT) Sites AY2013-14

- Early Childhood (preschool and toddler):
 - Ottawa—host site
- K-12:
 - Saginaw Public Schools
- Building Your Future (BYF) / Transition
 - Macomb—host site
 - Mini IT: CMH in Lansing started this summer



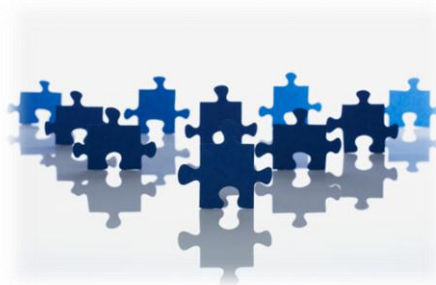
START Calendar

2013-14 Leadership Meetings

FALL: Monday, November 4, 2013

Peer to Peer Support
Disproportionality
RCN Data
And more

**Send RCN
participant names to
Melissa Adair
(adairm@gvsu.edu)**



START Conference 2014

April 28, 2014 @ Crowne Plaza

KEYNOTE:

Dr. Peter Gerhardt, Ed.D.
Transition to Adulthood



Afternoon:

2 Breakouts



4-6 options per breakout

START Calendar

2013-14 Leadership Meetings

SPRING: Tuesday, April 29, 2014



Statewide Trainings

- **AS: November 12 & 13, 2013**
 - **Crowne Plaza Lansing West** (formerly: Lexington Lansing Hotel)
- **CET: November 25, 2013**
 - **Mid Michigan College (Harrison)**
- **Peer to Peer: December 4 & 5, 2013**
 - **GVSU Eberhard Center**



- **PBIS: January 23 & 24, 2014**
 - **Winding Brook Conference Center**
(8240 South Genuine Road; Shepherd)
- **Ed SS: February 4 & 5, 2014**
 - **Gratiot-Isabella RESD**
(1131 East Center; Ithaca , MI 48847)

Visit the START website for further details and registration information



Summer Institute 2014

HOLD THE DATES

June 17 & 18, 2014

TOPIC: To be announced



EPLI Updates and Changes

- **Systematic Review of Current Trainers**
 - Complete form for your RCN (see next slide)
- **EPLI Trainer Process** document and forms
- The EPLI materials are available on the START website under EPLI - <http://www.gvsu.edu/autismcenter/epli-effective-practices-leadership-initiative-166.htm>
- **Level 1 vs. Level 2 Trainers**
- **Level 1 Trainers:**
 - **Removed from database after 1 years of no activity:**
 - No reported trainings on the RCN reports
 - No contact indicating extenuating circumstances for no reported trainings
- **Offering Trainer Prep at least once per year**

Example

[illegible]



RCN Priorities 2013-14

- **Professional Development (PD) with Impact**
 - Intensive Training series similar to START's team based Intensive Training (i.e. Mini IT)
 - Training series focused on a specific group such as paraprofessionals, general education teachers, or building coaches
 - Intensive focus on an evidence-based practice such as peer to peer or meeting mechanics
 - Peer to Peer Program Support training and peer program demonstrations
 - Connecting ASD PD with school improvement PD
 - Implementing brief, targeted trainings at building team meetings, staff meetings, or grade level meetings

Reporting Requirements

- EPLI Level 1 Trainer Report (individual)
- EPLI Level 2 Trainer Report (RCN)
- Mini IT Training Report
- Participant Roster



NOTE: Participant evaluations may be requested if consistently low or problems are reported.



RCN Priorities 2013-14

- **PD (Professional Development) with Impact Outcomes may include:**
 - Increased number of people trained in effective practices
 - Increased involvement of parents in training
 - Adoption of meeting mechanics across district buildings
 - Increased number of peer to peer support programs operating in districts
 - ASD support integrated into school improvement plans (e.g. intensive supports within a multi-tier system)
 - Improved paraprofessional knowledge and implementation of effective practices
 - Expansion of district and building involvement throughout the RCN region (e.g. those not previously involved)



RCN Priorities 2013-14

Coaching for Implementation of EBPs

Requirements for this goal area include:

- Utilizing the USAPT to assess use of practices, developing goals for improvement, and entering the data into the online USAPT system
- Establishing a coaching structure at the district and ISD level
- Increasing knowledge and use of evidence-based practices

TARGET STUDENTS using the COACHING CHECKLIST

Benefits of Using the Coaching Checklist

- **Increase use of the USAPT**
- **Increase capacity for implementing universal supports**
- **Improve focus on student needs related to adult outcomes (ex. engagement, independence, socialization)**
- **Improve writing measurable IEP goals**
- **Improve understanding and implementation of evidence-based practices**
- **Increase student outcomes**





RCN Priorities 2013-14

Coaching for Implementation of EBPs

Outcomes may include:

- Increase number of Coach(es)
- Regular meetings with building coaches
- An ISD coaching resource website and/or library
- Completion of the USAPT in X# of buildings
- Action plans and follow up on USAPT improvement goals
- Broad implementation of meeting mechanics across districts
- Integration of ASD support into building meetings and school improvement plans
- Direct coaching at the building, classroom, and student level
- Increased implementation of specific EBP (e.g. video modeling)
- Improved outcomes for students as measured through specific data



RCN Priorities 2013-14

Secondary Transition

Review the BYF “Improving Employment Outcomes for Individuals with ASD” Document:

<http://www.gvsu.edu/autismcenter/building-your-future-project-139.htm>

Key Components of the Secondary Transition Priority:

- Identify at least 4 transition age target students
- Use the V3 Discovery Process Checklist
- Establish an implementation plan for employment or post-secondary education based on the discovery process for target students and collect baseline and student progress data
- Connect with community partners (see *Building the Bridge with Businesses, Schools, and Community* presentation example on the START website under BYF Project)
- Develop natural supports as part of work experiences

Benefits to Using V3 Discovery

- V3 Discovery is an age-appropriate transition assessment
- THREE Outcomes:
 - **Vision** aligned with principles of self-determination / person-centered planning
 - **Vocational Profile**: Establishes the conditions and contribution of employment
 - **Visual Resume**: Demonstrating the skills, contributions, etc. to an employer
- NOTE: In your RCN budget under “Discovery and Customized Employment” – START has allocated 12-15 “Creating Community Careers” courses for your RCN. Send participants names and email addresses to Melissa Adair - adairm@gvsu.edu



Erik Carter Conference Additions

- Resource Mapping
- Community Conversations



Individuals with Disabilities Education Improvement Act (2004)

...to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living...

Our Charge

"Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities."

Individuals with Disabilities Education Improvement Act (2004)

Transition is a "coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including...

- post-secondary education
- continuing and adult education
- vocational education
- adult services
- integrated employment (including supported employment)
- independent living
- or community participation"

How Far We've Come...
How Far Still to Go...

Postsecondary Educational Opportunities





RCN Priorities 2013-14

Secondary Transition

Outcomes may include:

- Use the V3 discovery process for students with ASD starting at age 14 (or earlier)
- Transition staff and community partners are trained in the components of BYF
- Regular meetings are scheduled with MRS and CMH to create a plan to work with students earlier and blend funding and practices
- Youth/young adults with ASD obtain after school and/or summer employment before graduation
- Natural supports strategies are used in work settings for students with ASD
- Presentations focused on ASD and employment are provided to the Chamber of Commerce, local businesses, or other community groups
- Members of the school-based transition team meet with the Office of Disability Services at the local college to coordinate efforts to improve access to and success in college
- High school counselors have information about supporting students with ASD to successfully enter college or technical school.



RCN Priorities 2012-13

- **Peer to Peer Support**

Key Components of Peer to Peer Support Programs:

- Identify and log all peer to peer support programs in RCN using the START database
- Attend START peer to peer support training as needed
- Provide training to building and district personnel on peer to peer support as an evidence-based practice
- Provide technical assistance to buildings and districts to establish peer to peer support programs
- Expand peer to peer support programs to include at risk students as peers
- Use the START peer to peer logo and other resources from START to create a regional and statewide community of peer mentors

Peer to Peer Data Details Needed

AY 13-14 Peer to Peer (P2P) within Districts/ Buildings								
P2P Program Name:	P2P Program Leader Name(s):	Email:	# of PEER students in program	# of ASD students in program	Grades involved in program	Yr program was established	Is the program offered for credit	
Grand Valley State University								
DeVos Middle School								
CMH Middle School								
Allendale High School								
Eberhard Elementary								
Yashborn								
Bendt High School								
Beatbox Middle School								
Dalley Elementary								
Candy Elementary								
Brady								
S. Brady Elementary								
W. Brady Elementary								
Brady Middle School								
Brady High School								
The above are "EXAMPLE District / Buildings"								

Peer to Peer Pupil Accounting Cheat Sheet

Peer to Peer Programs can be Implemented with any Student with an IEP

Below are 4 Models of how to implement your Peer to Peer Support Program as a General Education Elective.

Model 1: General Education Elective

Special Education Teacher - General Education Certified in the Grade Level of the Elective

Educational Environment: Special Education

TEACHER OF RECORD – SPECIAL ED TEACHER

- Attendance
- Provides Training
- Facilitates Case Conferences
- Gives Grades for Peer to Peer Student

STUDENT WITH IEP – SPECIAL ED CLASS

PEER TO PEER STUDENT – GENERAL ED ELECTIVE

- Supports Student with IEP in the Special Ed Classroom
- Reports to Special Ed Teacher for Attendance

Model 2: General Education Elective

Peer to Peer Support Teacher – Certified in the Grade Level of the Elective

Educational Environment: General Education

TEACHER OF RECORD – PEER TO PEER TEACHER

- Attendance
- Provides Training
- Facilitates Case Conferences
- Gives Grades for the Peer to Peer Student
- Supervision – Coordinated with General Ed Teacher of Pupil with the IEP

STUDENT WITH IEP – GENERAL ED CONTENT COURSE

PEER TO PEER STUDENT – GENERAL ED ELECTIVE

- Supports Student with IEP in the General Education Classroom
- Reports to Peer to Peer Teacher for Attendance

Model 3: General Education Elective – General Ed Teacher – Also Teaching General Ed Content Course	
Educational Environment: General Education	
Exception: General Ed Teacher will Instruct, Assess, and Assign Grades for Two Separate Inter-related Courses at the Same Time	
<u>TEACHER OF RECORD – GENERAL ED TEACHER</u> <ul style="list-style-type: none"> • Attendance • Provides Training • Facilitates Case Conferences • Gives Grades for the Peer to Peer Student <p>General Ed Teacher is also teaching the content course</p>	<u>STUDENT WITH IEP – GENERAL ED CONTENT COURSE</u>
	<u>PEER TO PEER STUDENT – GENERAL ED ELECTIVE</u> <ul style="list-style-type: none"> • Supports Student with IEP in the General Education Classroom • Reports to General Ed Teacher for Attendance

Model 4: General Education Elective Special Ed Teacher – Also Teaching Special Education Program	
Educational Environment: Special Education	
Exception: Special Ed Teacher will Instruct, Assess, and Assign Grades for Two Separate Inter-related Courses at the Same Time	
<u>TEACHER OF RECORD – SPECIAL ED TEACHER</u> <ul style="list-style-type: none"> Attendance Provides Training Facilitates Case Conferences Gives Grades for the Peer to Peer Student <p>Special Ed Teacher is also teaching the special education program</p>	<u>STUDENT WITH IEP – SPECIAL EDUCATION PROGRAM RECEIVING INSTRUCTION</u>
	<u>PEER TO PEER STUDENT – GENERAL ED ELECTIVE</u> <ul style="list-style-type: none"> Support Student with IEP in the Special Education Program Reports to Special Ed Teacher for Attendance

Additional Training between the peer to peer student and teacher of record may take place outside of the peer to peer elective class to which the peer to peer student is assigned

Additional Case Conferences between the peer to peer student, student with an IEP and teacher of record may take place outside of the peer to peer elective class the peer to peer student is assigned

Requirements for Counting in Membership

Student is enrolled in Grades 6-12

- Curriculum approved by Local Board of Education
- Instructional Objectives are established by the Approved Peer to Peer Support Curricular Content
- Student is provided a course syllabus
- The Peer to Peer Teacher must provide Lesson Plans and the Grading Criteria for each Peer to Peer Course/Credit
- Daily Attendance for Participating Students is Recorded by the Teacher of Record
- Student Assessment and Grading is Completed by the Teacher of Record
- Student Meets all Other Enrollment and Pupil Eligibility Requirements



RCN Priorities 2012-13

- **Peer to Peer Support**

Outcomes may include:

- Higher number of peer support programs established within each RCN
- Peer to peer programs established at all levels in a district from elementary through high school
- Increased participation of students with ASD in general education through systematic peer support
- At risk peers participating in peer support programs demonstrate benefits such as improved attendance and grades and fewer behavior referrals
- Current peer to peer support programs are expanded to extracurricular activities
- Parent and community involvement in peer support programs

RCN Reporting



- Peer to Peer Data Review
- Mid Year Report due: **February 1**
- End of Year Report due: **July 15**
- **COMING: Student Data**



RCN Communication Plan and 2013-14 Calendar



RCN Structure / Meetings Review

- **Meetings: Target for Specific Purposes**
 - Business Meetings focus on action items related to the grant, financial status, etc.
 - EPLI Meetings focus on training and coaching priorities / issues.
 - Community Partner Meetings focus on transition and/or parent/family collaboration.
 - **CONSIDER INCLUDING PRIVATE / CMH WORKERS INVOLVED IN PROVIDING ABA SERVICES**
- **Agenda Considerations:**
 - Report on RCN goals w/ action items
 - PD with Impact
 - Coaching for Implementation of EBP
 - Secondary Transition / V3 Discovery
 - Peer to Peer Support
 - Who will attend upcoming conferences / workshops
 - Report out plan for conferences / workshops



LET'S HAVE A GREAT
SCHOOL YEAR

