

INTERAGENCY AUTISM COORDINATING COUNCIL

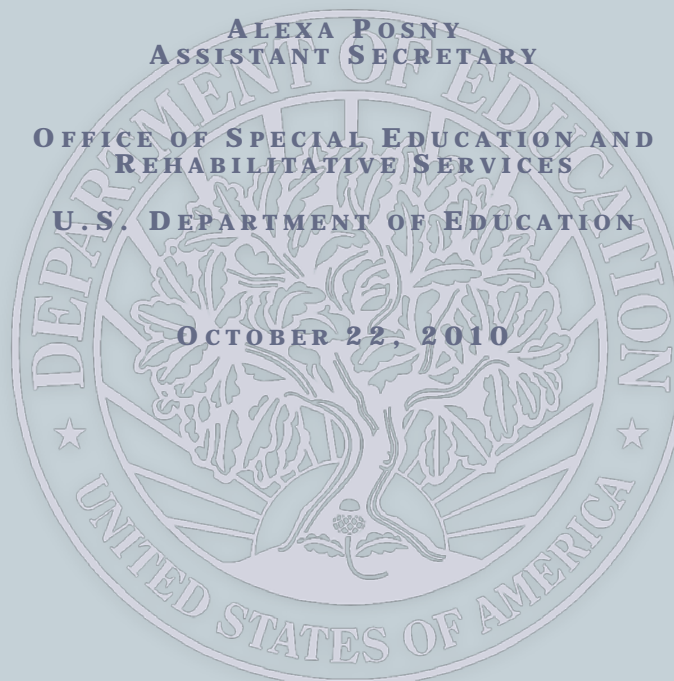


ALEXA POSNY
ASSISTANT SECRETARY

OFFICE OF SPECIAL EDUCATION AND
REHABILITATIVE SERVICES

U.S. DEPARTMENT OF EDUCATION

OCTOBER 22, 2010



USDE

mission

To promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access

USDE

mission

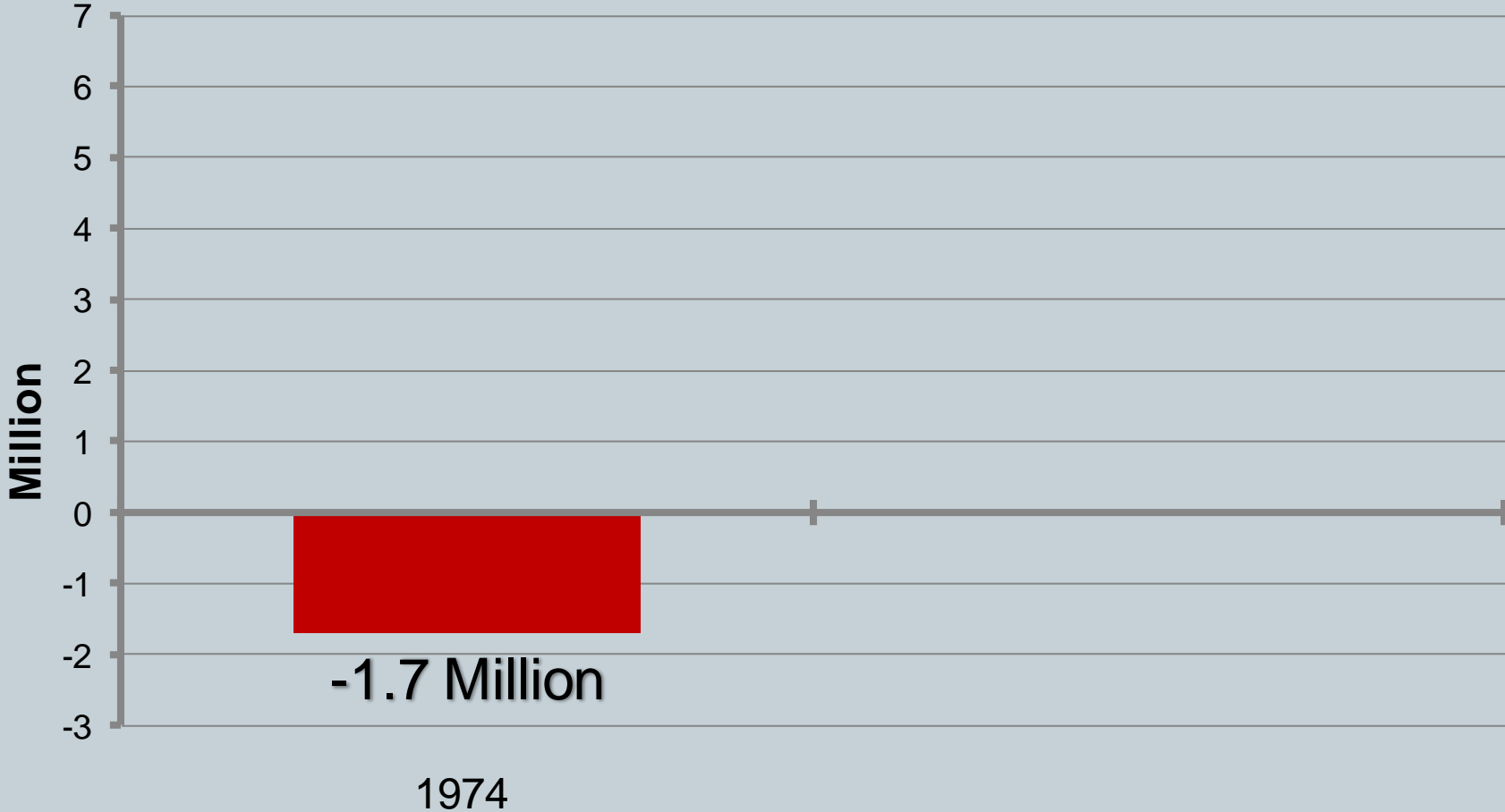
To provide leadership to achieve full integration and participation in society of people with disabilities by ensuring equal opportunity and access to, and excellence in, education, employment and community living

WHAT WE KNOW...

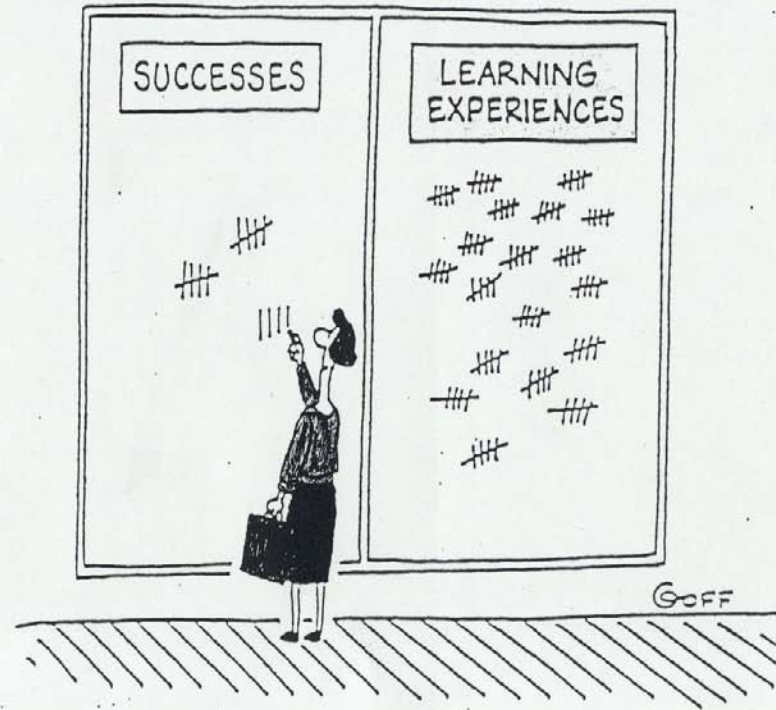


“There is a greater tragedy than being labeled as a slow learner—and that is being treated as one.”

EXCLUDING STUDENTS WITH DISABILITIES



A
LEARNING
EXPERIENCE



1975: The Education for All Handicapped Children Act of 1975 (PL 94-142)






“A free, appropriate public education for every child between the ages of 3 and 21 (unless state law does not provide free, public education to children 3 to 5 or 18 to 21 years of age) regardless of how seriously, he may be handicapped.”

“BILDING
ME A
FEWCHR”

bilding me a fewchr

Dear Teacher,
Today, Mommy cried. Mommy asked me
Jody do you really know why you are
going to school. i said i dont know why?
She said it is caus we are going to be
bilding me a fewchr. i said what is a
fewchr wats one look /like? Mommy said i
dont kno Jody, no one can really see all your
fewchr jest you. Dont worry caus you see
you see. tats when she cryed and sed oh Jody
Jody i love you so.
Mommy says every one need to work really
hard for us kids to make our fewchrz the
nicest ones the world can ofer.
Teacher can we start today to bild me a
fewchr? Can you try espeshly hard to make it
a nice prity one jest for Mommy and for me?
I love you teacher.

Love,
Jody
XxOoXx



1991–92: AUTISM AS A REPORTING CATEGORY



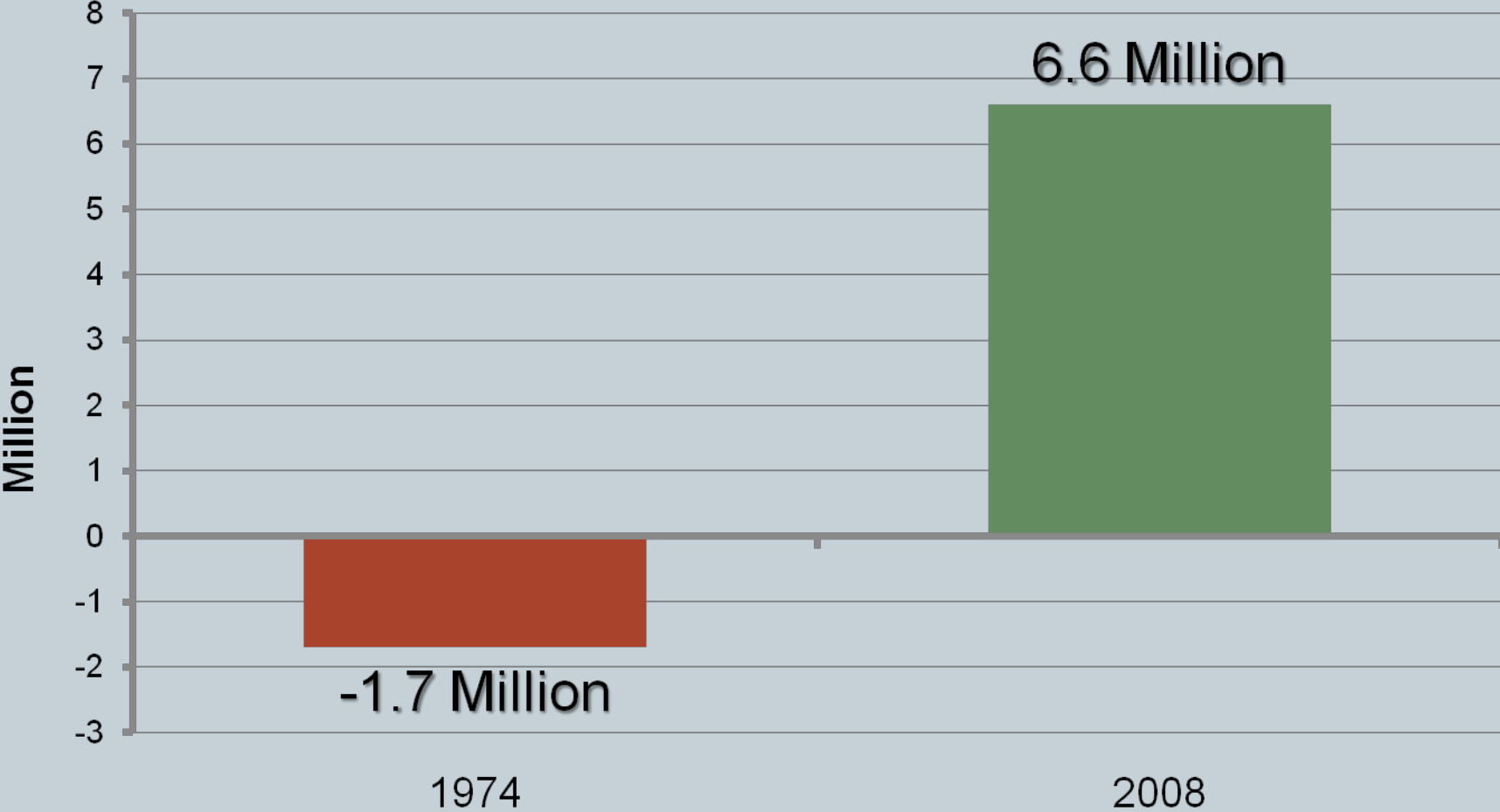
- Prior to the 1990 IDEA amendments children with autism received services under any of the disability categories—OHI, MR/ID, LD or any other disability category.
 - Autism was added as an optional reporting category in 1991.
 - Autism was added as a required category beginning in 1992.

IDEA AMENDMENTS OF 1997 (PL 105-17)



- The focus of the law relating to FAPE changed from one that merely provided disabled children with access to an education to a focus that was directed at:
 - Improving results for all children in our education system, including children with disabilities, and
 - Providing meaningful access for disabled children to the general education curriculum.
- The 1997 amendments required states to:
 - Ensure that children with disabilities would be included in state- and district-wide assessment programs for all children

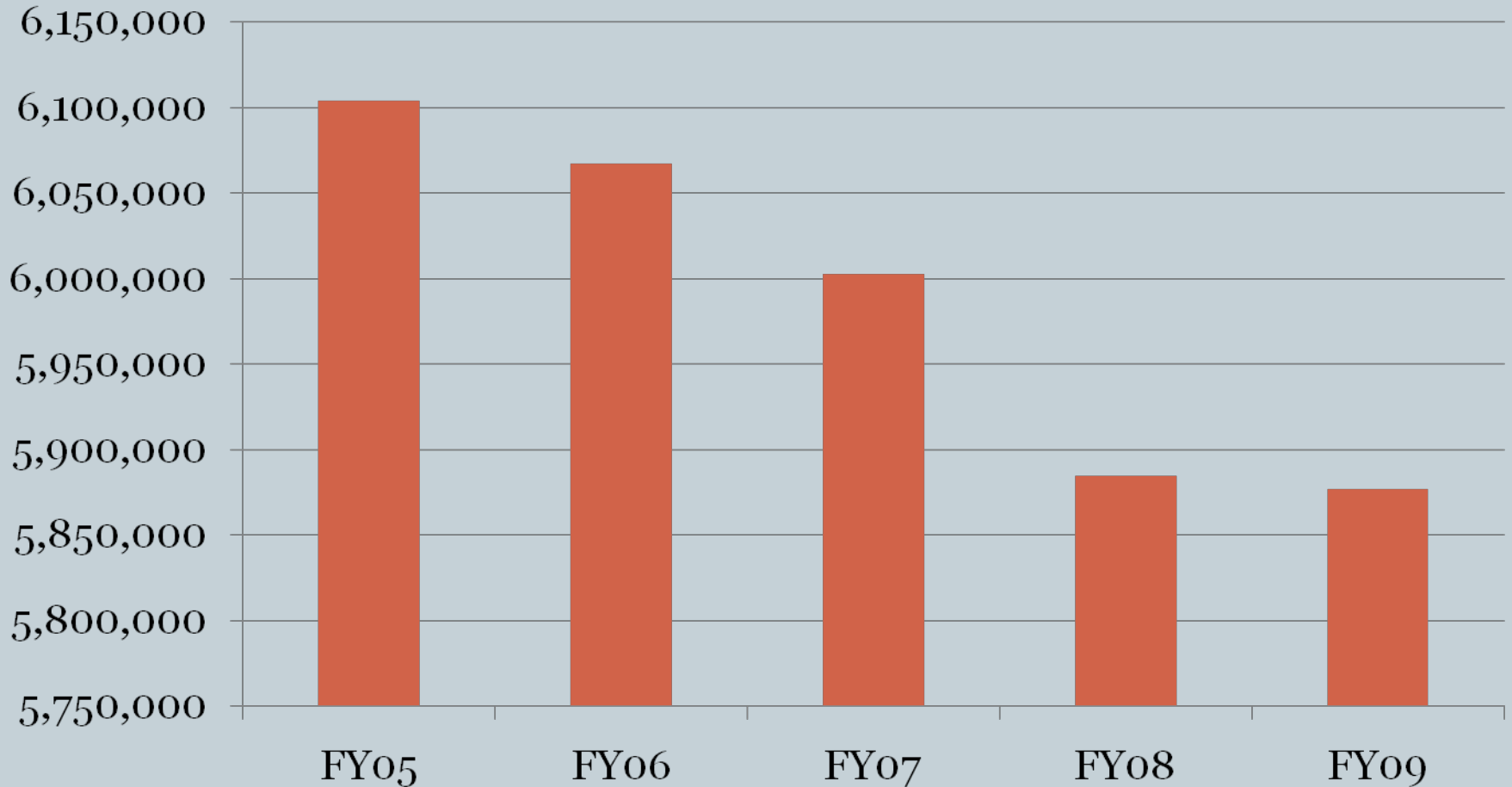
INCLUDING STUDENTS WITH DISABILITIES



REALITY CHECK



ALL DISABILITIES UNDER IDEA, AGES 6-21

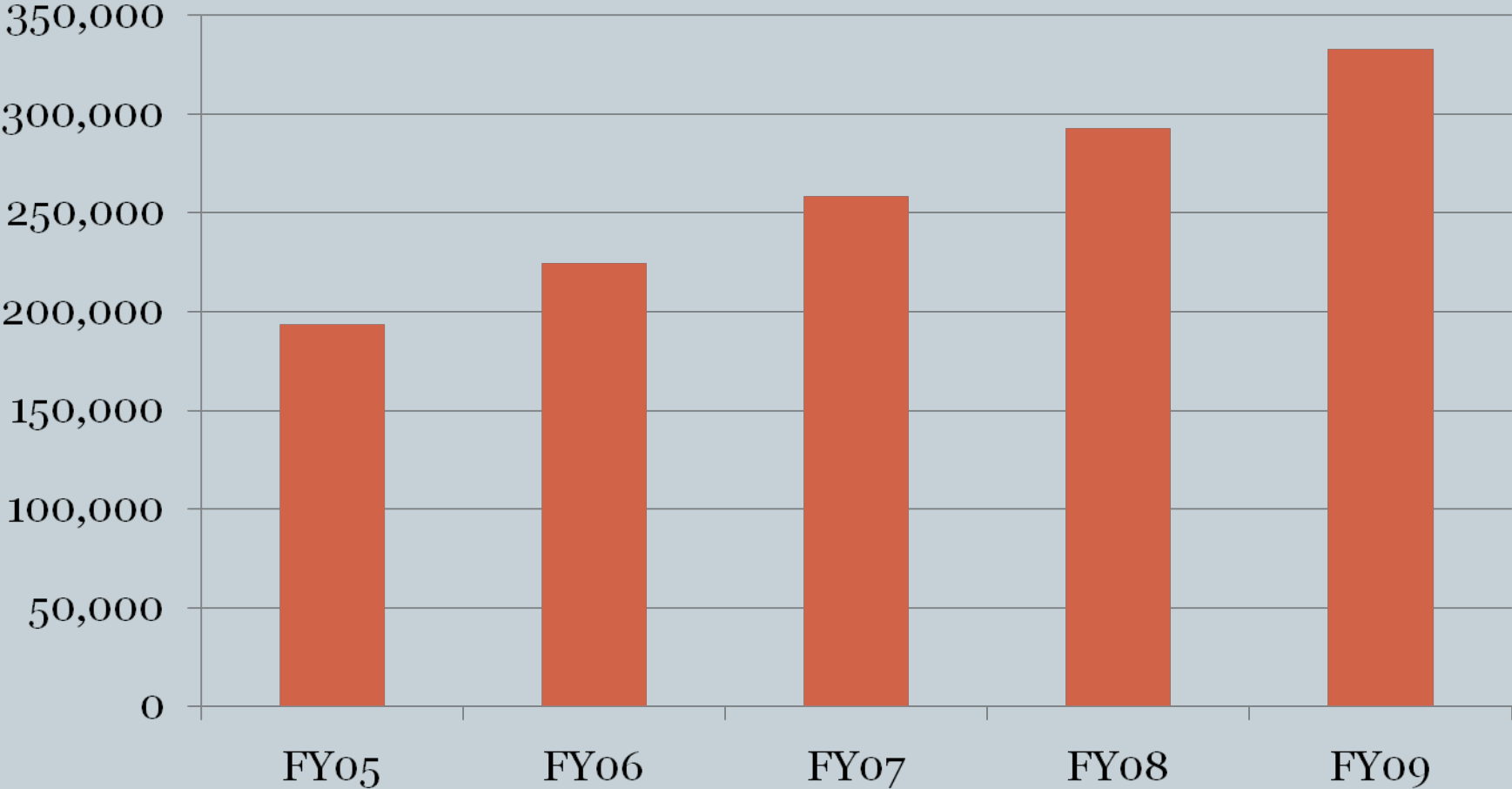


STUDENTS WITH AUTISM UNDER IDEA, AGES 6-21



- In 2009, 5,877,196 million kids were identified as having a disability ages 6-21.
- 333,022 of these kids were identified as having autism.
 - This equates to just over 5 percent of students (5.66 percent) with disabilities served under Part B of IDEA.
 - This equates to approximately 0.50 percent of all students in the United States.

STUDENTS WITH AUTISM UNDER IDEA, AGES 6-21



IDEA PERSONNEL



- Of 3 million teachers in the U.S., **426,001** are special education teachers
 - 387,845 are fully certified
 - 38,156 are not fully certified
- There are **412,498** special education paraeducators employed in the U.S.
- There are **214,186** other professionals employed in special education in the U.S.

IDEA PART B & C FUNDING



- **IDEA Part B and Part C provide formula-based grants**
 - Serves infants, toddlers, children and youth with disabilities
 - Ages birth through 21
- **The Institute of Education Sciences funds research projects to:**
 - Develop or test the effectiveness of comprehensive pre-school and school-based interventions
 - Improve the cognitive, communication, academic, social and behavioral outcomes of children with autism

IDEA PART D FUNDING



- In 2010, OSEP provided approximately \$10 million in discretionary grant funds
 - Targeted Pervasive Developmental Disorder, ASD and Asperger Syndrome
- OSEP continues to assume a leadership role in identifying and disseminating effective interventions that improve outcomes for children with ASD and their families.



IACC STRATEGIC PLAN



1. When should I be concerned?
2. How can I understand what is happening?
3. What caused this to happen and can this be prevented?
4. Which treatments and interventions will help?
5. Where can I turn for services?
6. What does the future hold, particularly for adults?
7. What other infrastructure and surveillance needs must be met?

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OSEP-Funded Projects



Addressing the Needs of Children With Autism

OSEP's MISSION



*The Office of Special Education Programs is dedicated to **improving results** for infants, toddlers, children and youths with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.*

PTIs & CPRCs



- Parent Training and Information centers (70 PTIs)
- Community Parent Resource Centers (30 CPRCs)
 - In every state and many communities
 - To provide information and advocacy for families of children with disabilities, including children with ASD
 - To address children's complex developmental and educational needs

Technical Assistance for Parent Centers www.taalliance.org

- 1 National, 1 Military, 1 Native American, 6 Regional TA Centers

HOW DOES THE ALLIANCE HELP PARENT CENTERS?



- Offers innovative technical assistance, up-to-date information and high-quality resources;
- Supports parents through standardized publications, unified data collection, national conferences and other outreach activities; and
- Conducts annual regional conferences and facilitates individualized center assistance plans.

PERSONNEL PREP PROJECTS



- OSEP funds Personnel Preparation grants to Universities to train teachers and other school personnel to work specifically with children with ASD.
 - Doctorate: 5 awards
 - Masters: 29 awards
 - Certificate: 2 awards

PERSONNEL PREP PROJECTS



- A few examples are:
 - “Project Data”
University of Washington
 - “New Mexico Preparing Autism Spectrum Specialists”
(NM PASS)
New Mexico State
 - “Facilitating Education and Empowerment of Adolescents with Autism for a Smooth Transition”
San Diego State University
 - “Technical Assistance and Training Center for Improving Professional Development in Serving Children with ASD”
University of North Carolina

PERSONNEL PREP PROJECTS



- OSEP funds grants that provide technical assistance in the implementation of IDEA services for children with disabilities, including children with ASD.
- Technical assistance providers working nationally include:
 - The Dissemination Center for Children with Disabilities (formerly NICHCY), *Academy for Educational Development*.
 - The Center for Positive Behavioral Interventions and Supports, *University of Oregon*

NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON AUTISM SPECTRUM DISORDERS



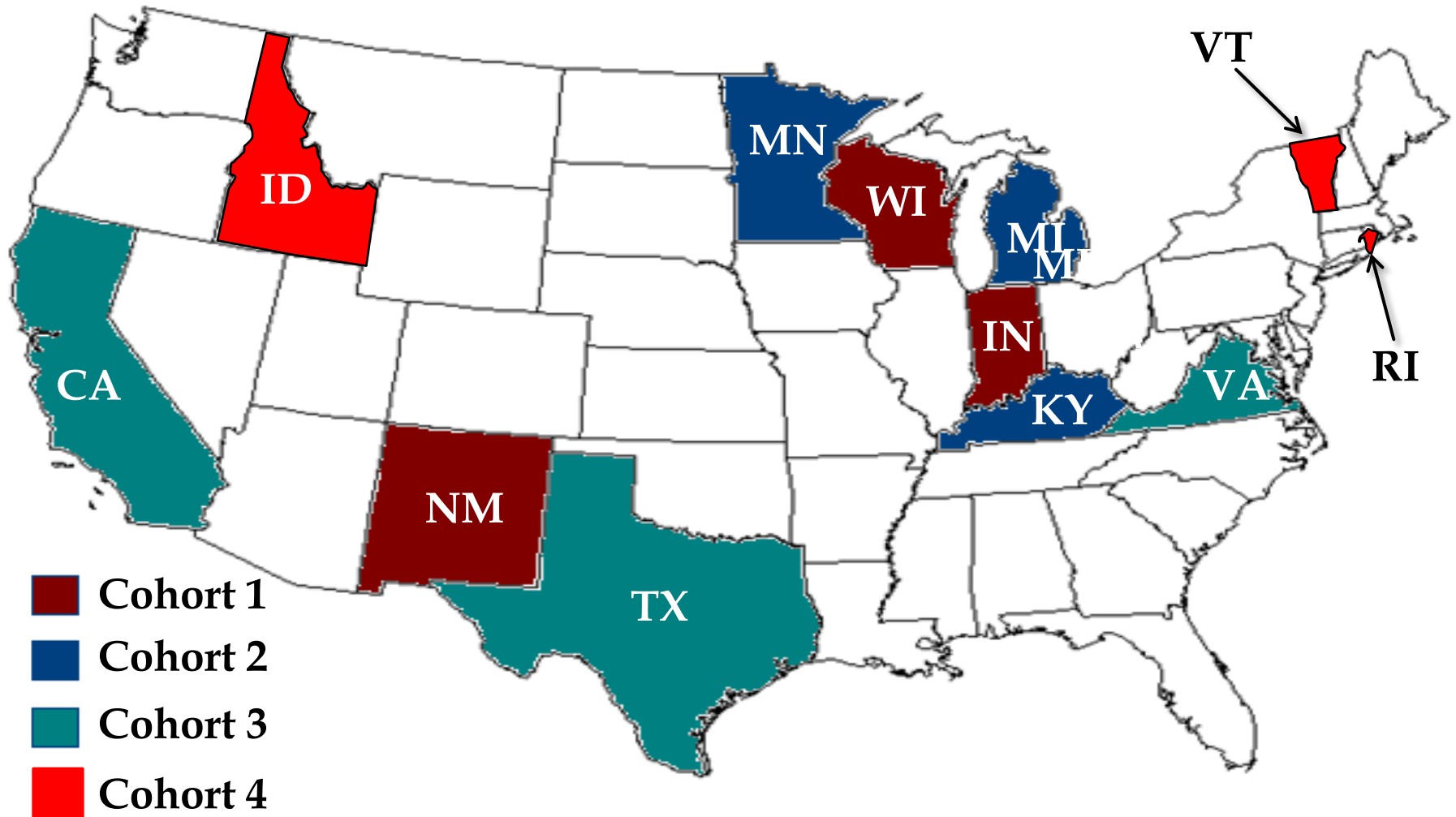
- The purpose of the Center is to promote use of evidence-based practice for children and adolescents with autism spectrum disorders.
- The NPDC on ASD works at the state and classroom level to:
 - Increase state capacity to implement evidence-based practices;
 - Increase the number of highly qualified personnel serving children with ASD; and
 - Promote development, learning and achievement of children with ASD and support families through use of evidence-based practices.

NPDC ON ASD: SUMMARY



- 5-year grant funded by OSEP that began in 2007
- \$1 million per year
- The NPDC on ASD is a multi-university center:
 1. FPG Child Development Institute
University of North Carolina at Chapel Hill
 2. M.I.N.D. Institute
University of California at Davis Medical Center
 3. Waisman Center
University of Wisconsin at Madison
- Currently working in 12 states

State Involvement to Date



GOALS OF THE NATIONAL CENTER



- To promote development, learning and achievement of children with ASD and support families through use of evidence-based practices.
- To increase state capacity to implement evidence-based practices.
- To increase the number of highly qualified personnel serving children with ASD.

PRODUCTS & RESOURCES



- Evidence-based practices briefs (available on NPDC website: <http://autismpdc.fpg.unc.edu>)
- Online modules on evidence-based practices (available on www.autisminternetmodules.org)
 - Autism Program Environment Rating Scale (APERS)
 - Goal Attainment Scaling Process
 - NPDC Online Course
 - Coaching Manual

NIDRR-Funded Projects



Addressing the Needs of Individuals With Autism

NIDRR's MISSION



- *To generate new knowledge and to promote its effective use to improve the abilities of individuals with disabilities to perform activities of their choice in the community; and*
- *To expand society's capacity to provide full opportunities and accommodations for its citizens with disabilities.*

NIDRR ACTIVITIES: A FEW EXAMPLES



- “Combining Technologies to Maximize Outcomes: Telemedicine and Online Training Program for Parents of Children with Autism”
University of Kansas
- “Experimental Evaluation of the Online and Applied System for Intervention Skills (OASIS) Training Program Using Video-Conferencing for Parents of Children with an Autism Spectrum Disorder”
University of Kansas Medical Center

NIDRR ACTIVITIES: A FEW EXAMPLES



- “Do Animations Facilitate Symbol Understanding in Children with Autism?”
Northeastern University
- “The Effects of a Bicycle Training Intervention on Health, Physical Activity, Sleep, and Community Participation in Youth with Down Syndrome and Autism Spectrum Disorders”
University of Michigan
- “Daily Living and Community Skills Video Game for Children with Developmental Disabilities”
The Sandbox Learning Company

NIDRR ACTIVITIES: A FEW EXAMPLES



- “SEDL’s Vocational Rehabilitation Service Models for Individuals with Autism Spectrum Disorders”
SEDL
- “Vocational Rehabilitation Service Models for Individuals with Autism Spectrum Disorders (VCU ASD Career Links)”
Virginia Commonwealth University

RSA-Funded Projects



Addressing the Needs of Individuals With Autism

RSA's MISSION



The Rehabilitation Services Administration's mission is to provide leadership and resources to assist state and other agencies in providing vocational rehabilitation, independent living and other services to individuals with disabilities to maximize their employment, independence and integration into the community and the competitive labor market.

VOCATIONAL REHABILITATION DATA

41

- In 2009, 6,434 individuals with autism were served in all status (application, eligibility, plan services or closure)
 - This is 1.09 percent of all individuals served that year, an increase from 0.57 percent in FY 2006
- The VR program assisted 2,314 individuals with autism to achieve an employment outcome
 - This is 1.28 percent of all individuals who exited the program with an employment outcome, an increase from 1,436, or 0.70 percent in FY 2006

RSA ACTIVITIES: A FEW EXAMPLES



- ***South Carolina***—Conducts training with an autism focus related to transition and functional living skills.
- ***Ohio***—Conducts trainings related to working with individuals with autism from an assistive technology (AT) perspective.
- ***Illinois***—Produced a DVD entitled “Safety and Autism Spectrum Disorder—Empowering Children and Adults with Devices and Technology.”
 - The DVD provides practical information about using simple devices to keep people with autism safe.

RSA ACTIVITIES: A FEW EXAMPLES



- **Missouri**—Developed training materials regarding autism and assistive technology.
- **Vermont**—Works through the Autism Puzzle Foundation to provide facilitated communication (FC) equipment, other augmentative and alternative communication (AAC) devices and boards and toys
 - Purpose is to help with sensory integration, fine motor skills, gross motor skills, tactile skills and cognition skills.

RCEP/TACE ACTIVITIES RELATED TO ASD & EMPLOYMENT



- 2003. Courses on “Introduction to Autism” for VR
- 2005. Autism entry in Handbook of Disabilities
- 2007. 32nd Institute on Rehabilitation Issues report “Rehabilitation of Individuals with Autism Spectrum Disorders”
- 2007. Course on “Autism and Transition”
- 2008. Course on “Autism and Job Development”
- 2009. Autism “Employment Guide”

ONGOING ACTIVITIES RELATED TO ASD & EMPLOYMENT



- **New VR service model**
- **Demonstration employment project**
- **Autism & employment trainings**
- **Outreach to National Autism Advocacy Group**
- **Analysis of unpublished RSA 911 data on clients with autism**
- **Short, on-demand multimedia lessons**
- **Scripts and support documents for the VR process**

Next
Steps?





THE ULTIMATE GOAL...



- **All students** will acquire the same essential knowledge and skills
- **All students'** learning will be carefully monitored, and will be given multiple opportunities to demonstrate their learning
- **All students** will promptly receive extra time and support if they experience difficulty in learning
- **All students'** teachers will clarify the standards they will use in assessing the quality of student work
- **All students** will be the beneficiaries of educators who have promised to work together collaboratively to use the practices that have a positive impact on their achievement



THEIR
MINDS
ARE IN
OUR
HANDS





*“If you want to go fast, go alone;
But if you want to go far, go
together.”*