

## CT GUIDE TO INTERVENTION MODELS FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS IN INCLUSIVE SCHOOL SETTINGS

The purpose of this tool is to help district teams evaluate model options and make decisions about interventions for young children with Autism Spectrum Disorders (ASD) in their district. This form has five parts:

- Establishing the team
- Describing how services for children with ASD are currently being provided in your district
- Determining priorities for services in your district
- Guidelines for evaluating different service models, Models, curricula for children with ASD to determine the fit with your district priorities
- Decision making and planning

### THE OBJECTIVE

*District teams should complete the first two parts of this form before reviewing or evaluating the different service models described in the **CT Guide to Intervention Models for Children with Autism Spectrum Disorders in Inclusive School Settings**.*

Understanding your district's goals and priorities will influence the evaluation of these models. Finally, after the models have been evaluated, the team should reconvene to make a decision about what model to choose and the steps needed to work toward full implementation of the model.

### Logistics

Before you begin

Who is currently on our Early Childhood Special Education (ECSE) ASD Team?	
How many young children with ASD are we currently serving?	

## Part 1: Establishing the Team

Use the following question to help determine your team members.  
If we were going to adopt a comprehensive autism model, who would need to be on the team to support decision-making, training, and implementation?

District's ECSE ASD Team members:	
Team Member	Role

## Part 2: Current Service Provision

How are we currently providing services for all young children in our district?  
What is our Mission/Vision/Philosophy?  
How do ECSE and ASD services fit into that Mission/Vision/Philosophy?

Description of current ASD services and its connection to the District's Mission/Vision/Philosophy:

Current services for preschool children with ASD in our district		
Current Services	Level of Satisfaction	Areas in Need of Growth
<p>What services are we currently offering to children with ASD?</p> <p><i>(check all that apply)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developmental preschool (segregated)</li> <li><input type="checkbox"/> Inclusive preschool</li> <li><input type="checkbox"/> ASD specific curricula (which one)</li> <li><input type="checkbox"/> Home visiting</li> <li><input type="checkbox"/> Contracting with external providers</li> </ul>		
Quality Considerations	Level of Satisfaction	Areas in Need of Growth
How are the ECSE services aligned with services for older children? (e.g., philosophically, location, etc.)		
Do your current services meet the requirements of FAPE?		
Are there concerns that you have about issues of LRE or determinations made primarily based on diagnosis?		
Are you using data-based decision rules to determine when and where instruction is taking place?		
Implementation	Level of Satisfaction	Areas in Need of Growth
Do you measure satisfaction with your with current offerings with staff and families? What are the results?		
Are you satisfied with the preschool to kindergarten		

transition for your students with ASD?		
<p>What data do you collect about the effectiveness of your current programming?</p> <p><i>Data sources:</i></p> <p>What does this effectiveness data tell you?</p>		

### Part 3: Determining priorities

Determining priorities for services for children with ASD in your district.

Based on the information from Parts 1 and 2, what are the main goals that you want to achieve through the provision of ASD specific services for young children in your district?

- ☐ Improve child outcomes
- ☐ Increase parent satisfaction
- ☐ Decrease litigation
- ☐ Increase inclusive education
- ☐ Improve instructional practice
- ☐ Improve equitable access to evidence based practices
- ☐ Other: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

## Part 4: Evaluating the Models

Review the models described in the Handbook. After reviewing the models, you are encouraged you to compare those that seem most interesting in more detail. Use these questions to guide your review.

Questions	Model 1	Model 2	Model 3
1. How do the goals of the model fit with district philosophy?			
2. Does the instructional model (e.g., inclusive, hybrid, segregated) fit with the models and philosophy in our district?			
3. How are IEP goals and objectives developed in this model? Does it include a specialized curriculum?			
4. How is assessment conducted? Does the model include specialized assessment?			
5. Does the model address development across all developmental domains or is it limited to ASD core deficit areas?			

6. How does the model define intensity and quality? Does this fit with our district philosophy?			
7. How does the model provide support/education/coaching to families?			
8. How does the model address the needs of diverse families?			
9. Does the model incorporate a functional approach to challenging behaviors?			
10. In this model, how much time do children spend engaged in age appropriate activities with typically developing peers?			
12. What are the costs associated with this model? Do you have local resources available for training and coaching? Are the costs sustainable?			

## Part 5: Deciding and Planning for Implementation

After multiple members of your team have reviewed models, the team should meet to decide what model you want to adopt. Do you need to get input from other members of your community before you begin adoption? If so, do that before a decision is made. Once that decision is made, the team should address the following steps:

1. Develop the team who will oversee the implementation, include a person who will be the “primary worrier” or champion/lead for the project. Include people who have the authority to make personnel and fiscal decisions.
2. Identify the resources associated with adoption (e.g., materials, coaching, training, personnel, space, release time for staff and compensation for training days).
3. Develop a timeline for training and implementation. Consider the following:
  - a. Are we going to implement district-wide or start with a pilot? Why?
  - b. If we are starting with a pilot, how will that pilot site be selected?
  - c. How will staff and families be informed of the adoption and implementation timeline?
  - d. How will staff and family concerns be addressed?
  - e. Consider how long the training will take? How many sessions are required before implementation can begin? How easy are they to schedule? Use backwards mapping to make a training schedule.
  - f. How frequently will coaching be provided? Who is conducting the coaching? What type of coaching will you be used? How and when will feedback be provided? If the coaching is from an external consultant is there a plan to increase the coaching if necessary, based on fidelity of implementation?
  - g. Announce your plan. Have multiple ways to share the information. Have time planned to address questions and concerns.
  - h. Develop a formal system of continuous improvement. Implement, evaluate, modify accordingly.