

Highlighting Alameda Schools and Employee Spotlight:



October 29, 2019
Tanya Harris, Principal

Employee Spotlight



La Shonda Knox
Office Manager



Kara McClymont
ATAP Learning Specialist

Introduction

Otis Elementary School Mission:

To work collaboratively with students, parents, and community members to provide a caring, inclusive, safe, and engaging learning environment that promotes high achievement and personal best for all students as lifelong learners.



Autism Technical Assistance Program (ATAP)

Significant Steady Increase in Students with ASD in CA Schools

December 2010 Reporting Cycle: 69,022

December 2011 Reporting Cycle: 75,507

December 2012 Reporting Cycle: 82,855

December 2013 Reporting Cycle: 89,509

December 2014 Reporting Cycle: 96,036

December 2015 Reporting Cycle: 102,784

December 2016 Reporting Cycle: 110,486

December 2017 Reporting Cycle: 118,490

December 2018 Reporting Cycle: 126,809

15.95 Percent of
Total Students With Disabilities Population

- *Only 14 percent of people with Autism worked in the community for pay in settings that also employed people without disabilities.*
- *49 percent of people with autism lived in the home of parents/relatives. Of these, 81 percent had been living with family for more than five years.*

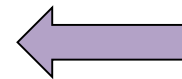
Autism Technical Assistance Program (ATAP)



Predictors by Outcome Area


Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		X	
• Goal-Setting	X	X	
• Inclusion in General Education	X	X	X
• Interagency Collaboration	X	X	
• Occupational Courses	X	X	
• Paid Employment/Work Experience	X	X	X
• Parent Expectations	X	X	X
• Parental Involvement		X	
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	X	
• Self-Care/Independent Living	X	X	X
• Social Skills	X	X	
• Student Support	X	X	X
• Transition Program	X	X	
• Travel Skills		X	
• Vocation Education	X	X	
• Work Study		X	
• Youth Autonomy/Decision-Making	X	X	

Inclusion is one of the top four predictors of post-school success!!!!



Autism Technical Assistance Program (ATAP)

Alignment with out vision

	
EBPs for Behavior*	EBPs for ASD*
Effectively design the physical environment of the classroom; maximize structure in classroom.	<ul style="list-style-type: none"> ✓ Antecedent Based Interventions ✓ Visual Supports
Develop and teach predictable classroom routines Post, teach, review, monitor, and reinforce a small number of positively stated expectations.	<ul style="list-style-type: none"> ✓ Visual Supports ✓ Task Analysis ✓ Reinforcement
Use active supervision and proximity. Prompt or remind students of expected behavior	<ul style="list-style-type: none"> ✓ Antecedent Based Interventions ✓ Prompting
Establish a continuum of strategies to acknowledge appropriate behavior.	<ul style="list-style-type: none"> ✓ Reinforcement
Make the problem behavior irrelevant with anticipation and reminders.	<ul style="list-style-type: none"> ✓ Antecedent Based Interventions ✓ Self-Management ✓ Exercise ✓ Cognitive Behavior Intervention
Establish a continuum of strategies to respond to inappropriate behavior.	<ul style="list-style-type: none"> ✓ Differential Reinforcement of Alternative, Incompatible or Other Behavior ✓ Response Interruption/Redirection ✓ Extinction
Help student learn appropriate behaviors	<ul style="list-style-type: none"> ✓ Social Skills Training ✓ Structured Play Group ✓ Functional Communication Training ✓ Discrete Trial Training ✓ Modeling ✓ PECS ✓ Pivotal Response Training ✓ Scripting ✓ Social Narratives ✓ Video Modeling ✓ Parent-Implemented Intervention
Determine the function of the behavior to select a FERB (Functional Equivalent Replacement Behavior)	<ul style="list-style-type: none"> ✓ Functional Behavior Assessment ✓ Functional Communication Training
Expectations and behavioral skills are taught and recognized in the natural context	<ul style="list-style-type: none"> ✓ Naturalistic Instruction ✓ Pivotal Response Training
Provide a range of evidence based practices that promote active engagement in the classroom	<ul style="list-style-type: none"> ✓ Technology-Aided Instruction and Intervention ✓ Peer-Mediated Instruction and Intervention ✓ Antecedent Based Interventions (e.g., Special Interests)
www.captain.ca.gov	
<p>*Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. Education and Treatment of Children, 31, 351-380.</p> <p>* Wong, C., Odom, S. L., Hume, K. A., Cox, C. W., Fettig, A., Kurcharczyk, S., et al. (2015). Evidence-based practices for children, youth, and young adults with autism spectrum disorder: A comprehensive review. Journal of Autism and Developmental Disorders.</p>	

OTIS ELEMENTARY SCHOOL

Our Owl Expectations

The 3 B's



CLASSROOM



BE SAFE	BE KIND	BE YOUR BEST
WALK	ATTENTIVE LISTENING	POSITIVE ATTITUDE
SIT WITH FEET ON THE FLOOR	BE HELPFUL	TAKE RISKS
KEEP HANDS & FEET TO SELF	BE HONEST	ACTIVE PARTICIPATION
USE INSIDE VOICE	INCLUDE EVERYONE	WORKING AT SOLVING PROBLEMS
	USE GOOD MANNERS	

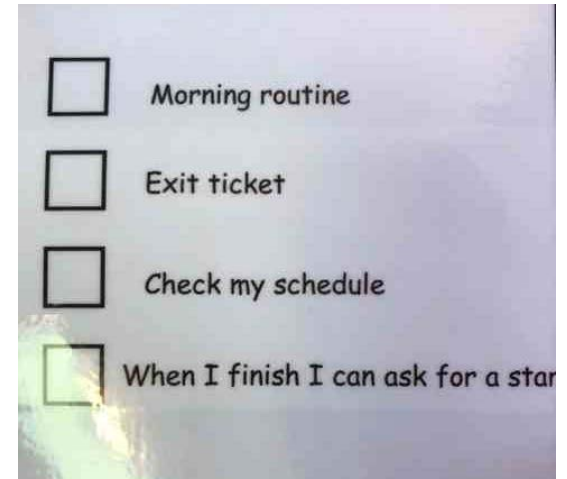
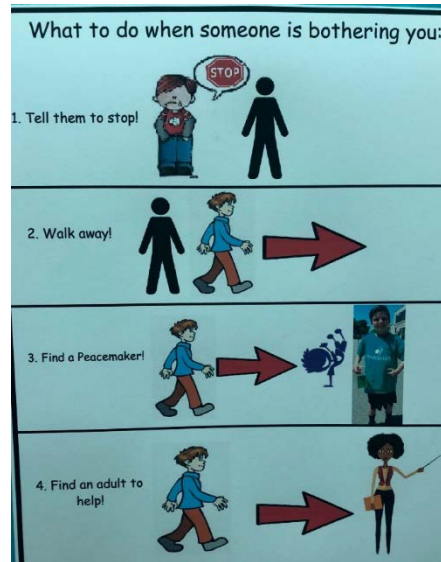
Autism Technical Assistance Program (ATAP)



What would it look like if we took the Universal Design for Learning approach?

Could we be more proactive in our efforts to reduce the barriers in learning experiences and environments for **ALL** students?

Autism Technical Assistance Program (ATAP)



Autism Technical Assistance Program (ATAP)

“Participating in ATAP has been very beneficial. I have found that the EBPs are not only good for students with Autism, but are good for all my students. For my students with Autism, what has been most powerful is watching them become empowered to independently use their tools and strategies and less reliant on a para.”

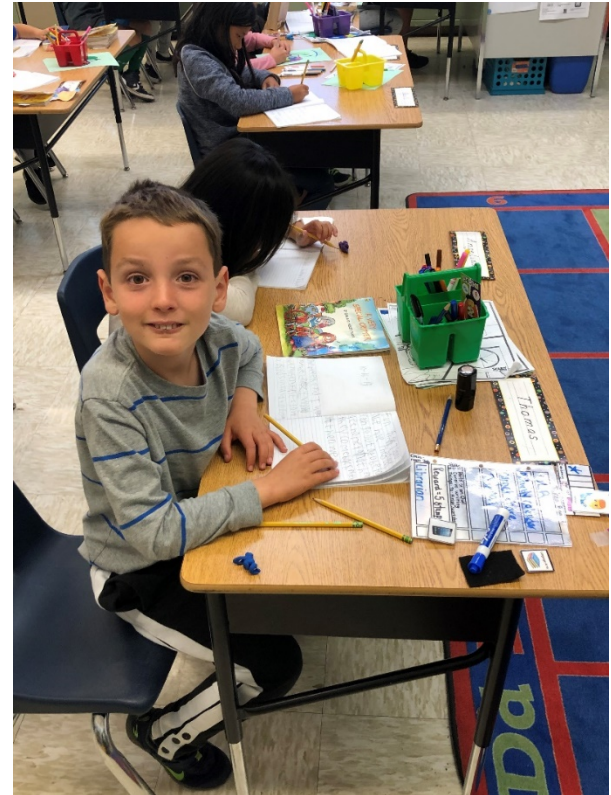
Michelle Hernandez
Kinder Teacher

“ATAP has fostered impactful partnerships between SPED students and teachers that have resulted in tremendous growth with executive functioning, social skills and cognitive development.”

Erica Harland
Para Professional

Autism Technical Assistance Program (ATAP)

“Prior to ATAP at Otis, Thomas was anxious, overwhelmed, and not accessing the curriculum. He hated school. He would often be found in one area of the room just walking in circles. One year, at Back to School Night we opened his journal and there was nothing in it, but we knew he was capable of writing. Once we started working with ATAP he had specific goals and strategies for reaching them. The goals were manageable for him. He is now participating in the curriculum that everyone else is doing and is showing independence. **It gives me comfort knowing that he feels success.**”



Colleen Paltrineri, Thomas' mother

Autism Technical Assistance Program (ATAP)

Sharing Our Story

2019 Annual Inclusion
Collaborative Conference

2019 CAPTAIN SUMMIT
California Autism
Professional Training and
Information Network



Autism Technical Assistance Program (ATAP)

