

Evaluation of Community Service Delivery Model for Kindergartners with ASD

December, 2015

This fall, 22 kindergartners with ASD attended and received their special education services at their community schools. Resources from citywide programs were shifted to provide services to these students. Because this reflected a change to how services had historically been provided, the special education department was asked to provide evaluation data on the impact of the change.

Goal 1: To improve the service delivery model for students with autism in community schools and inform the decision making process of IEP teams by obtaining and using feedback from stakeholders.

4 Essential Questions

A survey was sent out to 22 families (i.e., of kindergarten students with autism attending their community school) asking four questions. Oral translation was provided as needed. Seven out of 22 families responded to the survey.

A survey was also sent out to 12 general education teachers (8 responded), 12 special education teachers (5 responded) and 12 administrators (5 responded) who worked with the students in the community school setting.

Question	Stakeholder Group	Key Messages
What is going well?	Family Members (number of respondents = 7)	<ul style="list-style-type: none"> ● Students are enjoying school. ● Students are building relationships with peers. ● Staff are doing a good job with their child.
	General Education Staff (number of respondents = 8)	<ul style="list-style-type: none"> ● Many general education staff have experience with ASD ● Students bring academic strengths and enthusiasm ● Special education colleagues provide resources and collaboration ● SEA support ● ASD district support ● Peer interaction ● Parent involvement ● Social skills lessons have benefited all students



	<p>Special Education Staff</p> <p>(number of respondents = 5)</p>	<ul style="list-style-type: none"> ● ASD district support ● Many special education staff already have experience with ASD ● Students have many positive academic and social skills ● Social Skills Groups ● Students are making progress ● Students have many commonalities with their peers ● Students are enthusiastic and kind ● Strong special education teams at building
	<p>Administrators</p> <p>(number of respondents = 5)</p>	<ul style="list-style-type: none"> ● SEA support ● Collaboration between staff and district staff ● Opportunities and benefits of inclusion ● Cannot think of one thing to say
What challenges have been identified?	<p>Family Members</p>	<ul style="list-style-type: none"> ● Writing challenges ● Impulse control ● Disruptive behavior ● Math and reading ● Noise Issues
	<p>General Education Staff</p>	<ul style="list-style-type: none"> ● Stubbornness ● Behavior problems in specialist classes ● Wiggling around ● Fine motor issues ● Rigidity ● Sensory issues ● Communication issues ● Social skills issues
	<p>Special Education Staff</p>	<ul style="list-style-type: none"> ● Hitting other students ● Finding time to provide services ● More ASD students than expected ● Poor communication with ECSE staff ● Lack of time to provide interventions and train staff
	<p>Administrators</p>	<ul style="list-style-type: none"> ● Scheduling SEAs ● Sharing resources within building ● Poor identification of students and their needs before school started ● Surprised when additional staff was added/poor communication ● Crying in the building
What solutions were helpful?	<p>Family Members</p>	<ul style="list-style-type: none"> ● Adding a related service ● Social skills group ● Taking breaks ● Increasing service time ● Adding SEA support



		<ul style="list-style-type: none"> • Earphones
	General Education Staff	<ul style="list-style-type: none"> • Consistent messaging sent to students • Adaptive seating • Adaptive materials • Preparation for transition • Visual supports • Communication systems • Communication with parents • Small group instruction
	Special Education Staff	<ul style="list-style-type: none"> • Adjusted our staff to help with consultation and collaboration • Social stories • Adjusting schedules when providing services • ASD consultation • Special education team support • Increased SEA support • Transition rituals • Video modeling • Sensory toolkit and ideas • Visual supports • Assistive technology
	Administrators	<ul style="list-style-type: none"> • We are communicating more openly in the building. • We are involving district support staff more quickly. • Collaboration between special education staff in the building
Are there any identified needs at this time?	Family Members	<ul style="list-style-type: none"> • Visual aids at desk • Updates from teachers
	General Education Staff	<ul style="list-style-type: none"> • Student needs a dedicated ASD program • More related service support • More SEA support • More training • Lower class size
	Special Education Staff	<ul style="list-style-type: none"> • Making large classrooms sensory friendly • More training with general education staff • Lunchroom is over stimulating • Professional Development for general education led by special education team in building and district support • Collaboration time • More SEA support and training • More supports for parents • More access to sensory supplies • Space for a sensory break

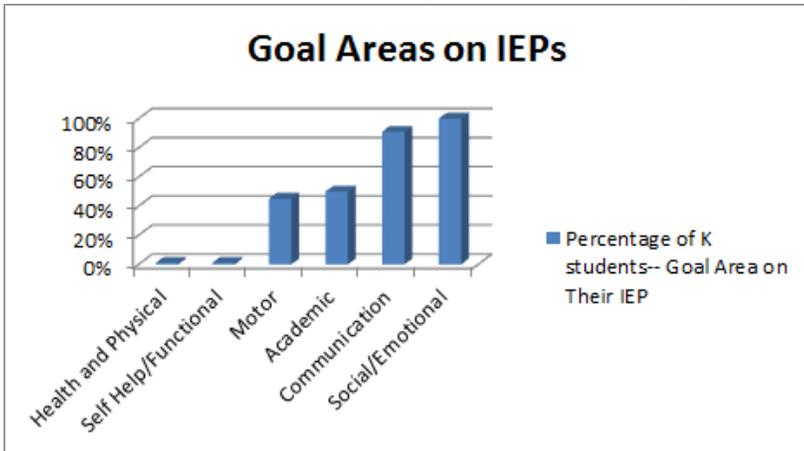


	Administrators	<ul style="list-style-type: none">● Finding time to team● Interventions● Differentiated instruction● More autonomy in budgeting and staffing● Continued understanding in placement practices● Training for special and general education teachers● Due process training
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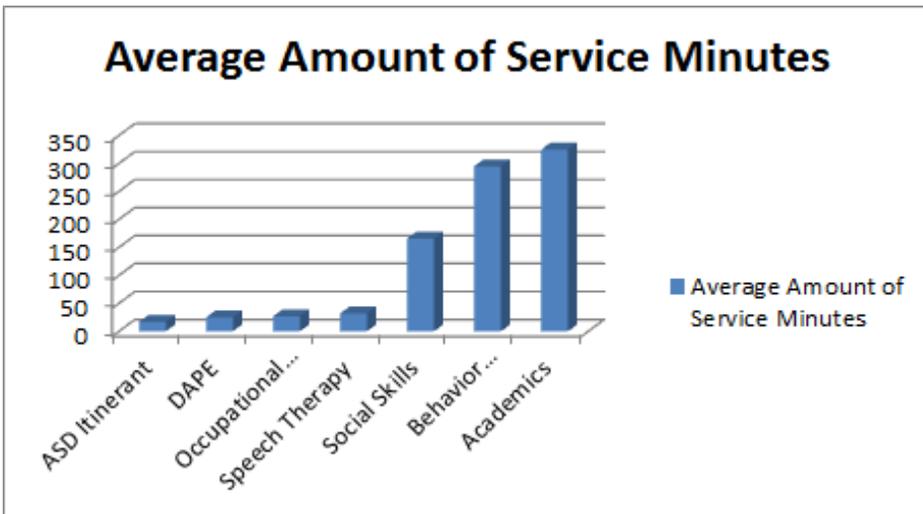
All identified needs are being addressed with individual staff and teams.

Goal 2: To make improvements to the service delivery model for students with autism, as needed, in community schools and inform the decision making process of IEP teams by assessing the progress of 23 kindergarteners with autism served in community settings.

Baseline Data on Community Service Delivery Model:

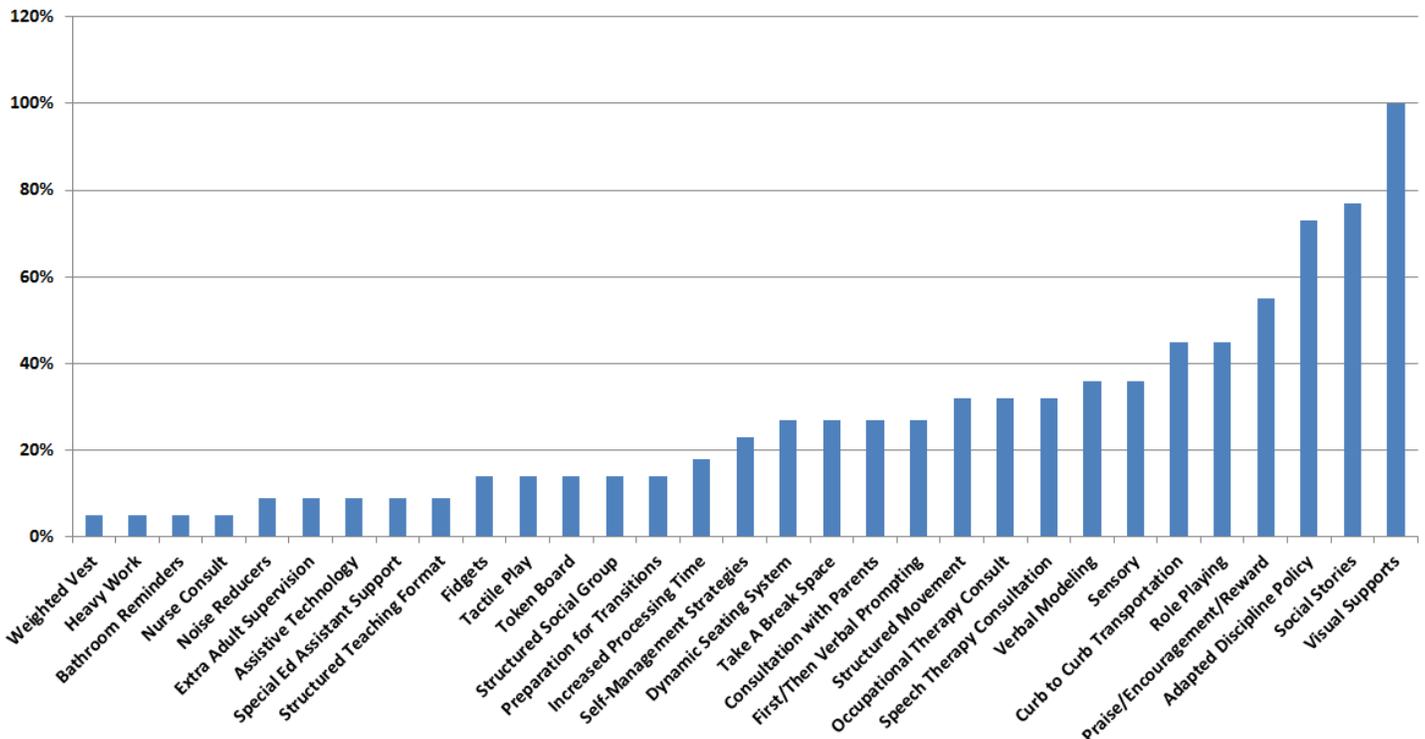


The most common goal areas of the kindergarteners are social/emotional and communication.

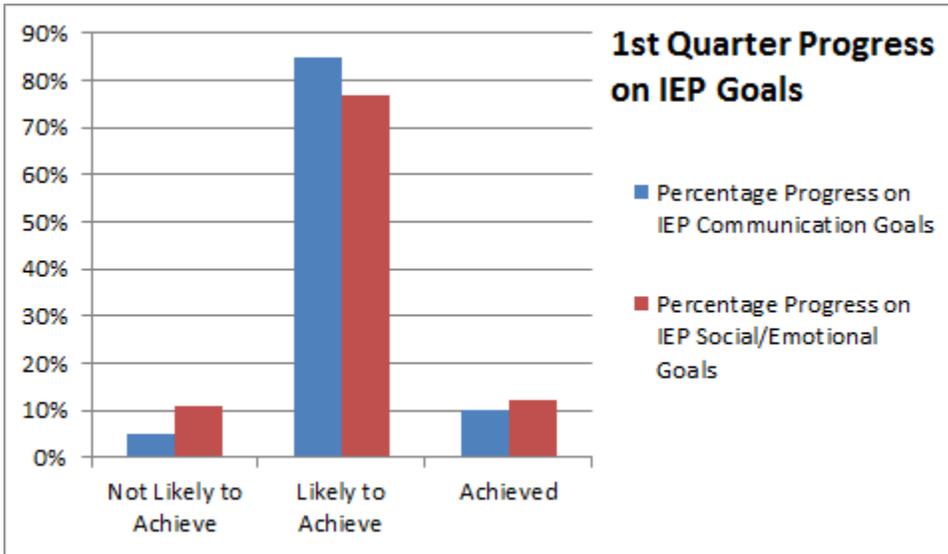


The largest amounts of service minutes, on average, are in the areas of academics and behavior.

Adaptations on IEP



There are over 31 different types of adaptations on the IEPs of the kindergartners with ASD in community schools. The above graph provides examples of the adaptations, with visual supports and social stories being the most frequently used.



Kindergartners are making progress on almost all of their goals. Motor, academic, and self-help goals are not reported due to small group size. For example, few students who had academic goals, but those that did had a large amount of minutes on their IEP for instruction. They are being monitored internally by district staff.

We also compared their progress to kindergartners who are in a general education setting most of the time, but served by the citywide autism program. While progress of kindergarten students served in the Citywide Program is not reported in the graph, due to a small group size, in general they are also making progress on all of their goals. They have fewer achieved goals as a group and also have a small percentage of social/emotional goals that they are not likely to achieve in comparison to kindergartners served in community schools.

Goal 3: To improve communication to key stakeholders about service delivery model changes in the Minneapolis Public Schools Special Education Programming.

Parent and Staff Engagement Strategies

<p>October 6th</p>	<p>Changing Landscape of Education Policy Presentation <u>What is So Special About Special Education</u> Presented by: Jean Bender from The Autism Society of the Minnesota</p> <p>The focus of the presentation was on education laws at the federal and state level. District staff presented a district perspective on Inclusive Practices.</p>
<p>October 20th</p>	<p>Panel Discussion on Special Education Policy - We held a panel discussion with AuSM, ChARM, Special Education Teachers,</p>

	Parents, and Special Education Advisory Committee members. Participants were provided with the opportunity to generate questions for the panel ahead of time as well as at the meeting.
November 14th	Advocacy Through the IEP Presentation and Discussion

Future Parent and Staff Engagement Strategies

November 19th	Family Special Education Resource Fair - There will be parent training sessions from AuSM, MDE, PACER, Upstream Arts, Bethel College, and ARC Greater Twin Cities. There will be about 25 vendors who serve families of children with disabilities to share information about the services they provide.
December 3rd	Special Education Get Together: Inclusive Practices. This event is organized by Special Education Labor Management (SELM). It is one of potentially three events that are organized by Union representatives.
December - January	ECSE parent transition nights with ECSE DPFs and Elementary DPFs
January - April	MPS is collaborating with AuSM and PACER on presentations in community schools. The topics and sites will be identified within the next few weeks.

Goal 4: To ensure that proper supports, professional development and consultation are in place for families, special education staff, and general education staff who have a role in the execution of educational services for kindergartners with autism who are receiving their services in a community school setting.

The following is a condensed description of supports and consultation provided the first two months of the school year:

Web Based Resources	<ul style="list-style-type: none"> Teachers have been guided to access the Autism Modules located at http://www.autisminternetmodules.org/. The modules are free to all educators and provide training in each of the 27 evidence based practices. Resources Increasing Student Achievement (RISA) provides resources for curriculum, research,
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	strategies, and training opportunities for students with unique needs.
Face2Face Professional Development	<ul style="list-style-type: none">• The Crisis Prevention Institute (CPI) - Autism Strand training has been offered to staff on both August 21st and October 30th. Other offerings will be available.• Inclusive Practices ProPay Class (September)• Self-Management Propay Course
Online Professional Development	<ul style="list-style-type: none">• #90994 Autism- Evidence Based Practices Online Learning: Comprehensive Program Planning is a training available to all district staff.
Itinerant Autism Teacher Professional Development	<ul style="list-style-type: none">• 67 PD contacts at community schools including consultation, modeling and coaching on evidence based practices and accommodations• Professional Learning Communities – Self Management Strategies
Special Education Assistant Training	<ul style="list-style-type: none">• Training provided by the Autism Society of Minnesota (October and January)• ASD Disability area Moodle Training