CAPTAIN
California Autism Professional Training
and Information Network

www.captain.ca.gov/handouts.html

JANUARY 29, 2019

Developed by Ann England, M.A., CCC-SLP-L
CAPTAIN Leader
October / November 2015 Summits

PRESENTERS

- **Ann England**, Assistant Director, Diagnostic Center, CDE

- **Patty Schetter**, Project Manager, UC Davis MIND Institute

- **Kristin Wright**, Director of Special Education, California Department of Education

- **Karla Estrada,** Director of Education, California Collaborative for Educational Excellence (CCEE)

- **Lauren Libero,** Autism Specialist, Department of Developmental Services

WHAT'S HOT in ASD?

HOORAY FOR CAPTAIN!!!!
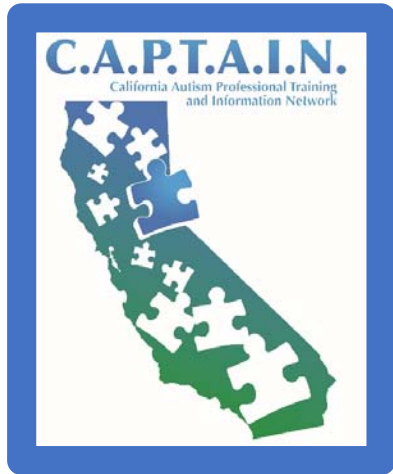
"The CDE and CCEE would like to congratulate the following special education local plan areas (SELPAs) for being chosen as SELPA Content Leads:

Marin County SELPA in partnership with **CAPTAIN**

to build SELPA Capacity to Support the use of EBPs"

California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.

LEVEL 1
SUPPORT FOR ALL
Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow gaps in performance among student groups across the LCFF priorities.
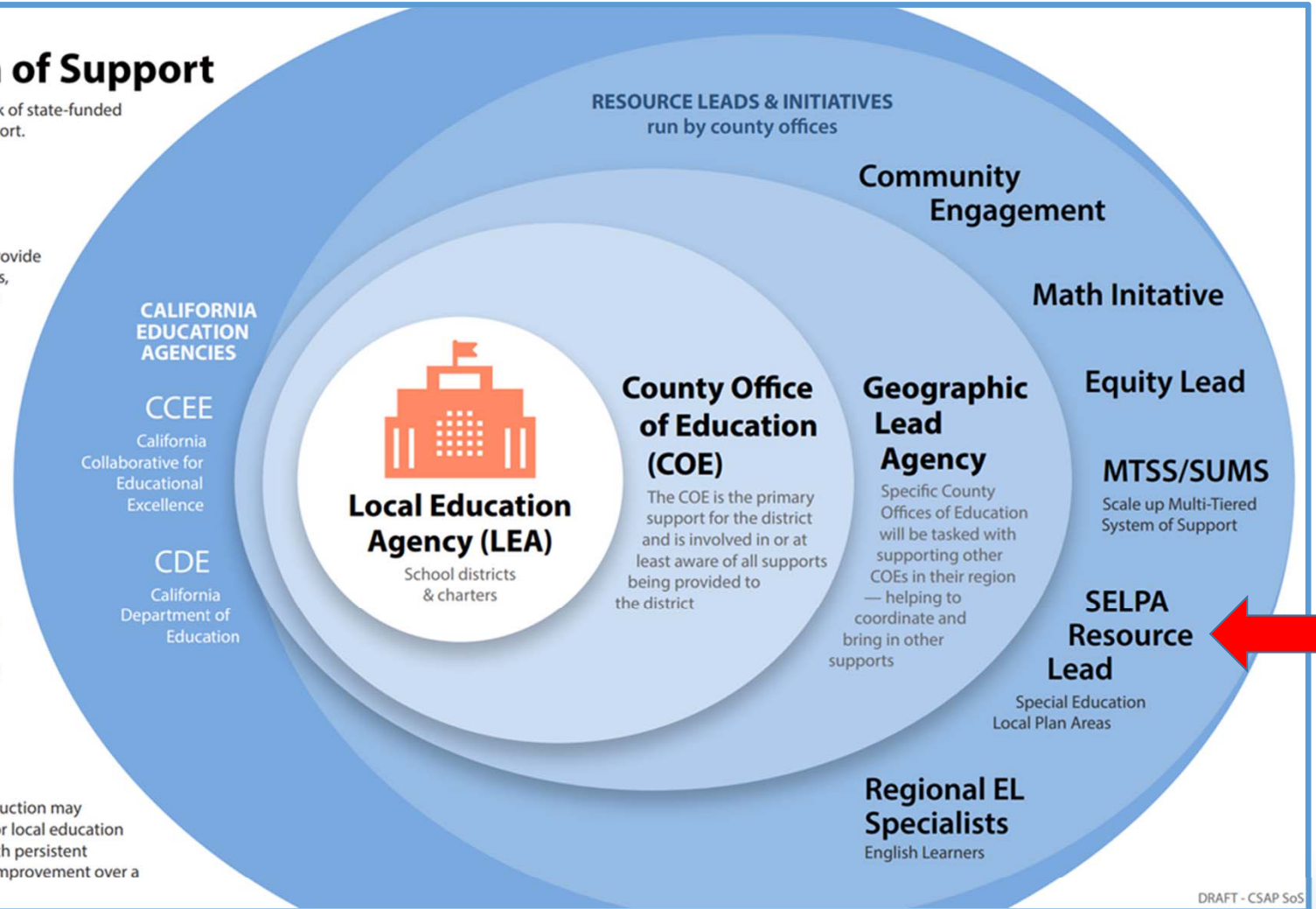
LEVEL 2
DIFFERENTIATED ASSISTANCE
County Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with school districts to address identified performance gaps among student groups.
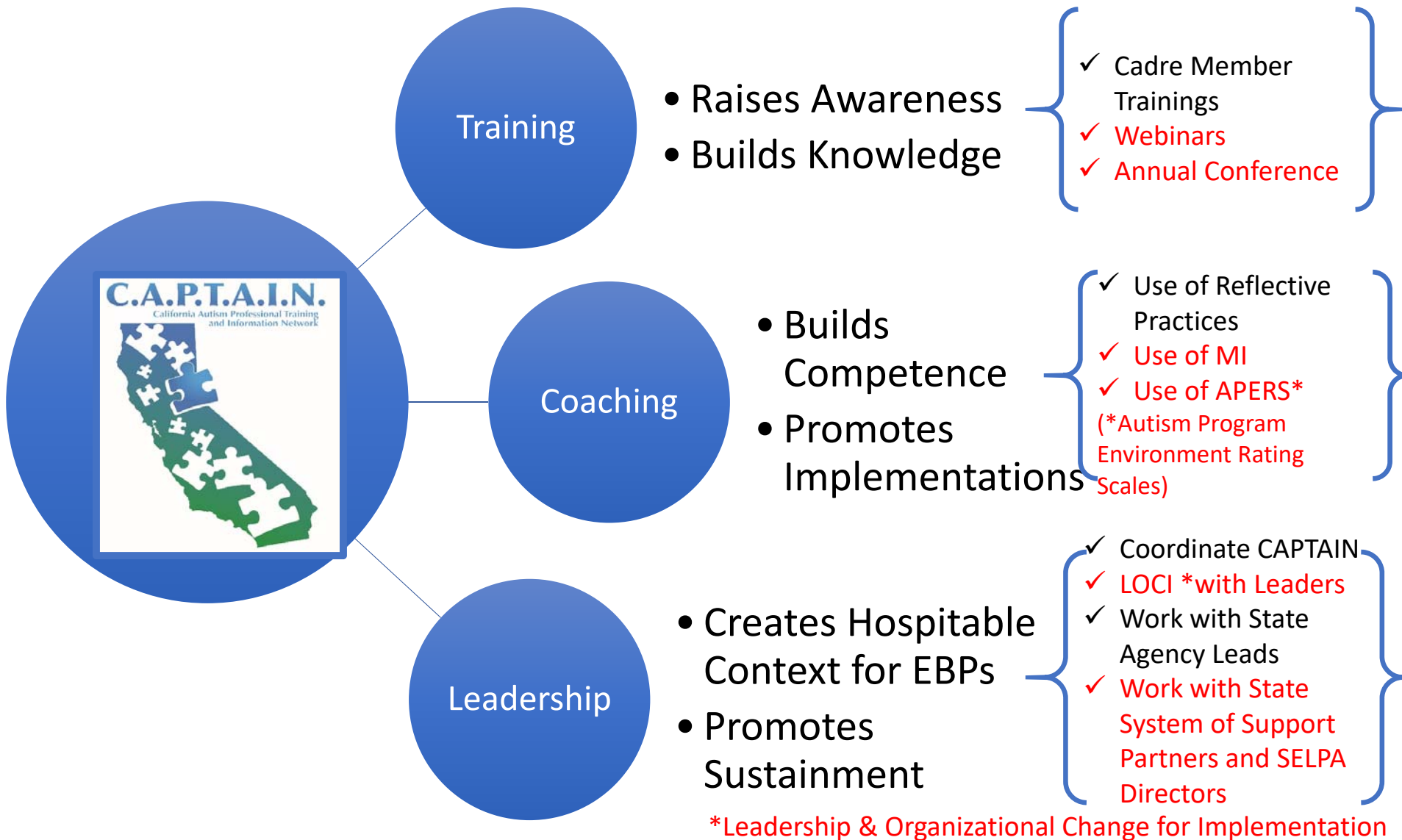
LEVEL 3
INTENSIVE INTERVENTION
The Superintendent of Public Instruction may require more intensive supports for local education agencies (LEAs) and/or schools with persistent performance issues and a lack of improvement over a specified time period.

RESOURCE LEADS & INITIATIVES
run by county offices

Community Engagement

Math Initative

Equity Lead

MTSS/SUMS
Scale up Multi-Tiered System of Support

SELPA Resource Lead
Special Education Local Plan Areas

Regional EL Specialists
English Learners

CALIFORNIA EDUCATION AGENCIES

CCEE
California Collaborative for Educational Excellence

CDE
California Department of Education

Local Education Agency (LEA)
School districts & charters

County Office of Education (COE)
The COE is the primary support for the district and is involved in or at least aware of all supports being provided to the district

Geographic Lead Agency
Specific County Offices of Education will be tasked with supporting other COEs in their region — helping to coordinate and bring in other supports

DRAFT - CSAP SoS

https://content.acsa.org/acsa-affiliate-content/sos-mapm ACSA

Training

- Raises Awareness
- Builds Knowledge

  ✓ Cadre Member Trainings
  ✓ Webinars
  ✓ Annual Conference

Coaching

- Builds Competence
- Promotes Implementations

  ✓ Use of Reflective Practices
  ✓ Use of MI
  ✓ Use of APERS*
  (*Autism Program Environment Rating Scales)

Leadership

- Creates Hospitable Context for EBPs
- Promotes Sustainment

  ✓ Coordinate CAPTAIN
  ✓ LOCI *with Leaders
  ✓ Work with State Agency Leads
  ✓ Work with State System of Support Partners and SELPA Directors

  *Leadership & Organizational Change for Implementation

WHAT'S ELSE IS HOT IN ASD?

Unestablished Interventions are those for which there is little or no evidence in the scientific literature that allows us to draw firm conclusions about their effectiveness with individuals with ASD. There is no reason to assume these interventions are effective. Further, there is no way to rule out the possibility these interventions are ineffective or harmful.

The following interventions have been identified as falling into the Unestablished level of evidence:

- Animal-assisted Therapy
- Auditory Integration Training
- Concept Mapping
- DIR/Floor Time
- Facilitated Communication
- Gluten-free/Casein-free diet
- Movement-based Intervention
- SENSE Theatre Intervention
- Sensory Intervention Package
- Shock Therapy
- Social Behavioral Learning Strategy
- Social Cognition Intervention
- Social Thinking Intervention

**13 UNESTABLISHED INTERVENTIONS
(for individuals under age 22)**

NSP Phase 2 Report

**Findings and Conclusions:
National Standards Project,**

Phase 2

ADDRESSING THE NEED FOR
EVIDENCE-BASED PRACTICE GUIDELINES
FOR AUTISM SPECTRUM DISORDER

nac.
National Autism Center
A Center of May Institute

Facilitated Communication
Not Recommended by ASHA

"It is the position of the American Speech-Language-Hearing Association that *Facilitated Communication (FC) is a discredited technique that should not be used.* There is no scientific evidence of the validity of FC, and there is extensive scientific evidence—produced over several decades and across several countries—that messages are authored by the "facilitator" rather than the person with a disability. Furthermore, there is extensive evidence of harms related to the use of FC. Information obtained through the use of FC should not be considered as the communication of the person with a disability."

https://www.asha.org/policy/ps2018-00352/

Rapid Prompting
Not Recommended by ASHA

"It is the position of the American Speech-Language-Hearing Association *that use of the Rapid Prompting Method (RPM) is not recommended* because of prompt dependency and the lack of scientific validity. Furthermore, information obtained through the use of RPM should not be assumed to be the communication of the person with a disability."

https://www.asha.org/policy/ps2018-00351/

New Law on Restraint and Seclusion (AB 2657)
Effective January 1, 2019
student's right "to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff."

- imposes limits on the use of behavioral restraints (mechanical and physical) and seclusion in schools

- *educational provider shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques*

- provides statutory definitions for behavioral restraint, mechanical restraint, physical restraint, and seclusion for the first time in the Education Code

- may use a behavioral restraint or seclusion *"only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive"*

New Law on Restraint and Seclusion (AB 2657)
Effective January 1, 2019
student's right "to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff."

- prohibits using a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm

- requires an LEA, NPS, NPA, to collect and report data on the use of restraints and seclusion to CDE annually; requires CDE to post this data on its internet website annually

TO READ LAW:

https://leginfo.legislature.ca.gov/faces/billCompareClient.xhtml?bill_id=201720180AB2657

CA ED CODE:

Article 5.2 Restraint and Seclusion Beginning with Section 49005, Chapter 6 of Part 27 of Division 4 of Title 2

WHAT'S NEW FROM CAPTAIN?

Sustainment of EBP Use:
Use of Administrator Observation Tool

ADIMINISTRATOR CHECKLIST WITH VISUALS

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

1. Engaging and Supporting All Students in Learning

1.1 Using knowledge of students to engage them in learning.
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.
1.3 Connecting subject matter to meaningful, real-life contexts.
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.
1.5 Promoting critical thinking through inquiry, problem solving and reflection.
1.6 Monitoring student learning and adjusting instruction while teaching.

2. Creating and Maintaining Effective Environments for Student Learning

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.
2.5 Developing, communicating, and maintaining high standards for individual and group behavior.
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.
2.7 Using instructional time to optimize learning.

3. Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.
3.3 Organizing curriculum to facilitate student understanding of the subject matter.
3.4 Utilizing instructional strategies that are appropriate to the subject matter.
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content.

4. Planning Instruction and Designing Learning Experiences for All Students

4.1 Using background knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.
4.2 Establishing and articulating goals for student learning.
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.

5. Assessing Students for Learning

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.
5.3 Reviewing data, both individually and with colleagues, to monitor student learning.
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.
5.5 Involving all students in self-assessment, goal setting, and monitoring progress
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.
5.7 Using assessment information to share timely and comprehensible feedback with students and their families.

6. Developing as a Professional Educator

6.1 Reflecting on teaching practice in support of student learning.
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.
6.4 Working with families to support student learning.
6.5 Engaging local communities in support of the instructional program.
6.6 Managing professional responsibilities to maintain motivation and commitment to all students.
6.7 Demonstrating professional responsibility, integrity, and ethical conduct.

From the work of the California Department of Education and the California Commission on Teacher Credentialing, October 2009

ASD Program: Administrative Walkthrough Checklist

NEW!

ASD Program- Administrative Walkthrough Checklist

Evidence Based Practices (EBPs) should be utilized to best support the needs of students with Autism. Two national projects, *The National Professional Development Center on Autism Spectrum Disorders (NPDC) and The National Standards Project (NSP)*, have reviewed substantial amounts of research and have identified Evidence Based Practices in the field of Autism. The interventions described in this checklist are among the identified evidence based practices. This checklist specifically reviews Visual Support Strategies, Functional Communication Training, Picture Exchange Communication System and Reinforcement interventions. In addition to the EBPs, lesson planning and data based decision making are also critical features in the ASD programs.

This checklist is intended to provide administrators with an overview and examples of the core instructional strategies and program components that are foundational for educational programs serving students with Autism. These specific EBPs have been targeted for implementation across the ASD programs.

Visual Support Strategies
Visual Supports are defined as: any visual display that supports the learner engaging in a desired behavior or skills independent of prompts. Examples of visual supports include pictures, written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, and timelines (NPDC 2014).

Classroom Environment and Physical Structure:

☐ The classroom environment is visually organized with clearly defined spaces/areas (some may include: Large group, Small group centers/stations, Play/Leisure, Transition area, Book/Reading, Break, Sensory)

☐ Goals for Structure
- o Increase student independence and adaptive skills for adult life
- o Increase opportunities for spontaneous communication
- o Create a visually clear and easy to understand environment
- o Capitalize on visual strengths of learners
- o Create opportunities for students to generalize learned skills
- o Helps students compensate for the challenges with organizational skills

☐ Clear Physical and Visual Boundaries identifies where each area begins and ends, as well as establishes context and segments the environment
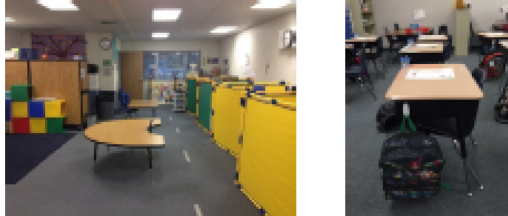
☐ Physical structure changes based on the needs and ages of the students

☐ Minimize Visual and Auditory Distractions to assist the student to focus on the important concepts and tasks

A. Used with permission from Amber Fitzgerald, M.A., BCBA, 2/2016 rev

FIND IN CAPTAIN RESOURCES

Visual Support Strategies

Visual Supports are defined as: any visual display that supports the learner engaging in a desired behavior or skills independent of prompts. Examples of visual supports include pictures, written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, and timelines (NPDC 2014).

CA Standards for the Teaching Profession 2009: Standard 2 Creating & Maintaining Effective Environments for Student Learning 2.1 to 2.7)

Classroom Environment and Physical Structure:

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Clear Physical and Visual Boundaries identifies where each area begins and ends, as well as establishes context and segments the environment

Physical structure changes based on the needs and ages of the students
Minimize Visual and Auditory Distractions to assist the student to focus on the important concepts and tasks

ASD Program- Administrative Walkthrough Checklist

Within the special education programs, a core group of systematic <u>Evidence Based Practices</u> (EBPs) are utilized to best support the needs of students diagnosed with autism. Two national projects, *The National Professional Development Center on Autism Spectrum Disorders (NPDC) and The National Standards Project (NSP)*, have reviewed substantial amounts of research and have identified Evidence Based Practices in the field of Autism. The interventions described in this checklist are among the identified evidence based practices. This checklist specifically reviews Visual Support Strategies, Functional Communication Training, Picture Exchange Communication System and Reinforcement interventions. In addition to the EBPs, lesson planning and data based decision making are also critical features in the special education programs.

This checklist is intended to provide administrators with an overview and examples of the core instructional strategies and program components that are foundational for educational programs serving students with Autism. These specific EBPs have been targeted for implementation across the special education programs.

	Evidence Based Practices aligned with the California Standards for the Teaching Profession				
	1 Engaging and supporting students in all learning	2 Creating and maintaining effective environments for student learning	3 Understanding and organizing subject matter for student learning	4 Planning instruction and designing learning experiences for all students	5 Assessing student learning
<u>Visual Support Strategies</u> (NPDC 2014) Visual Supports are defined as: any visual display that supports the learner engaging in a desired behavior or skills independent of prompts. Examples of visual supports include pictures, written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, and timelines					

Classroom Environment and Physical Structure:
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 ☐ Goals for Structure
   o Increase student independence and adaptive skills for adult life
   o Increase opportunities for spontaneous communication
   o Create a visually clear and easy to understand environment
   o Capitalize on visual strengths of learners
   o Create opportunities for students to generalize learned skills
   o Helps students compensate for the challenges with organizational skills
		2.2
		 2.3
		 2.6			

A. Fitzgerald 11/2018 rev. in partnership with Elk Grove Unified School District Autism Preschool Programs

NEW! EBP Trainings Added!

EBP Trainings

CAPTAIN	What is ASD? - September 2018 📄
CAPTAIN	Visual Supports 📄 Visual Supports - Handouts 📄
CAPTAIN	CAPTAIN Reinforcement Presentation 📄 R+ Implementation Checklist 📄
CAPTAIN	Video Modeling 📄
CAPTAIN	What are EBPs for ASD - CAPTAIN RESOURCE 2018-2019 📄
CAPTAIN	What are EBPs for ASD - En Español - CAPTAIN RESOURCE 2016-2017 Practicas Basadas en Evidencias 📄
CAPTAIN WHAT ARE EVIDENCE BASED PRACTICES AND WHY SHOULD WE USE THEM?	What Are Evidence Based Practices and Why Should We Use Them? - Brief Overview Developed for Family Support Agency Staff 📄

Google Custom Search | Search

CLICK HERE FOR ONLINE AUTISM COURSE

Quick Links

National Professional Development Center On Autism Spectrum Disorders

National Clearinghouse on Autism Evidence and Practice

AFIRM ASD Learning Modules

National Autism Center

CAPTAIN Resources

    EBP Trainings

    SHOWCASE

Autism Fact Sheets

    English/Spanish

    Other Languages

Ask a Specialist - ASD

CAPTAIN Cadre

Over half (54%) of adults with ASD had at least one mental health condition (including anxiety, mood disorder, psychotic disorder, and/or other mental illness) in addition to ASD

49% Lived in the home of parents or other relatives. Of these, 81% had been there over 5 years

	Did not receive all needed services	Received respite services	Average number of services received
DD Service Access	**25%** Reportedly did not receive all the services they felt they needed.	**51%** Received respite care if they lived in the home of a parent or relative.	**6** Was the average number of services funded by state or county agencies from a list of 13.

	Had co-occurring health conditions	Had co-occurring mental health conditions	Took medication to treat mental health conditions
Health and Mental Health	**51%** Had at least one additional health condition from a list of 11 common conditions.	**54%** Had anxiety, mood disorder, psychotic disorder, or "other mental illness/psychiatric diagnosis" in addition to ASD.	**64%** Took medication for either mood disorders, anxiety, and/or psychotic disorder, and/or behavioral challenges.

	Had a paid job in the community	Were in unpaid, activities in facilities	Had no work or activity
Employment and Other Day Activities	**14%** Worked in the community for pay in settings that also employed people without disabilities.	**42%** Participated in unpaid activities in facilities with others with disabilities (sometimes called day programs).	**27%** Had no work or activities in the previous two weeks in community or facility-based settings.

	Lived with a parent or family	Lived in a group home	No funding for services in a parent or relative's home
Living Arrangements	**49%** Lived in the home of parents or other relatives. Of these, 81% had been there over 5 years.	**27%** Lived in a group home consisting of 1 to 15 people with disabilities. 31% of these were in 1-3 person homes.	**38%** Of those who lived with parents or relatives received no paid in-home supports.

	Got out in the community	Had a friend	Chose their schedule for themselves
Social and Community Participation	**80%** Shopped, dined out, or did errands in the community at least once a month.	**72%** Of the subset of adults who could self-report answers to questions said they had a friend who was not a family member or a staff person.	**43%** Made their own choices about when to get up, when to eat, and when to go to sleep. 40% chose what to do with their spending money.

	Had a guardian (limited or full)	Had some social independence	
Independence and Rights	**53%** Had a court-appointed guardian on a limited or full basis.	**74%** Could be alone with friends or visitors in their home.	Read more about each of these indicators in the chapters that follow.

National Autism Indicators Report: Developmental Disability Services and Outcomes in Adulthood (2017) drexel.edu/AutismOutcomes | 15

Only 14% Worked in the community for pay in settings that also employed people without disabilities

27% Had no work or activities

Less than half (43%) of adults chose their daily schedule on their own in regard to when they woke up, ate, or went to sleep;

Only 40% could choose how to spend their money on their own

NEW LINK ON CAPTAIN WEBSITE

AFIRM: Professional Development Certificate

BCBA (Approved BACB Type 2 CEUs) ← **NEW!**
SLP (ASHA CCCs)

Certificate Track

- Case examples demonstrating the use of the EBP
- Multimedia presentation
- Pre-test required
- Post-assessment required
- Evaluation required

Non-Certificate Track

- Case examples demonstrating the use of the EBP
- Multimedia presentation
- Pre-test required
- Post-assessment optional
- Evaluation optional

The National Professional Development Center on ASD
Awards this Certificate of Completion to
Jane Smith
For completing the AFIRM Module
Time Delay
January 8, 2016
Time to complete: 2 hours

NEW AFIRM MODULES BEING DEVELOPED JUST FOR PARAPROFESSIONALS

"Foundational EBPs" Modules Being Developed

- Reinforcement
- Prompting
- Time Delay
- Modeling
- Visual Supports
- Facilitating Peer Engagement
- Data Collection

CALIFORNIA HAS THE MOST!

Paper Process: Disseminating Information on Evidence-based Practices for Children and Youth with Autism Spectrum Disorder: AFIRM Sam Odom, Ph.D., et.al.

Who has used the AFIRM modules and resources?

- As of December 3, 2018, AFIRM had 64,823 registered users
- 56,602 are in the United States * 8,221 are international users from 178 countries
- **In the United States the most AFIRM users are:**

  California (n=13,224)

  North Carolina (n=3,604)

  Texas (n=3,130)

  Michigan (n=2,201)

  Pennsylvania (n=2,147)

- Internationally, Canada (n=2,601), Australia (n=1,481), and the United Kingdom (n=411) have the most users.

Office of Special Education and Rehabilitative Services Blog
U.S. Department of Education

Evidence-based Practice and Autism

Note: April is National Autism Awareness Month.

CAPTAIN MENTIONED!!

It has become a major source of information about evidence-based practice for children and youth with ASD in this country and around the world. For example, over 400 teachers are part of the CAPTAIN Project in California and they are committed to incorporating these practices into their programs for children with ASD. The SOTIS program in Warsaw, Poland is using these practices in multiple autism preschool centers. Individuals from China, Italy, Saudi Arabia, Morocco, and Poland have voiced interest in translating the practices into their native language.

Knowledge about effective interventions does not stand still. In the years since the last review ended in 2011, we have located over 26,000 articles published on

**Posted by Samuel Odom, Ph.D.
April 2018**

https://sites.ed.gov/osers/2018/04/evidence-based-practice-and-autism/

Another Resource!

https://iris.peabody.vanderbilt.edu/module/asd1/#content

Learning Modules:

1. ASD Overview for Educators

2. ASD Evidence-Based Practices

Includes Videos!

ASD Specialist at DDS

Lauren Libero, PhD

Autism Specialist

Department of Developmental Services

1600 9th Street

Room 240, MS 2-13

Sacramento, CA 95814-6414

916-654-3357 (office)

Autism in the Developmental Disabilities Services System

Dr. Lauren Libero, Autism Specialist

Department of Developmental Services

Developmental Disabilities Services System

Governor's Office

California Health and Human Services Agency

Department of Developmental Services

Contracts with

21 Regional Center Boards

State Operated Services

Governance and Oversight

General Treatment Area will be closing, while the Secure Treatment Program will remain open

Porterville Developmental Center

Crisis Assessment Stabilization Teams (CAST)

Community State Staff Program (CSSP)

Canyon Springs Community Facility

STAR Acute Crisis Homes

Fairview Developmental Center (closing)

Sonoma Developmental Center (closing)

21 Regional Centers

Vendorize

Service Providers

Local Case Management

Direct Services and Supports

Individuals with a Developmental Disability

# Priorities and Initiatives

- Self-Determination

- Safety Net Planning

- Community Development

- Competitive Integrated Employment

- Disparity Funds Program

Changing Landscape of Service

- The total population of individuals of all ages increased from 230,000 in 2008, to 327,000 in 2018, a 42% increase

- 38% (106,000) of individuals served by regional centers have a diagnosis of Autism

- Of all the individuals under age 22, children with a diagnosis of Autism have increased from 23% (32,000) to 45% (85,000)
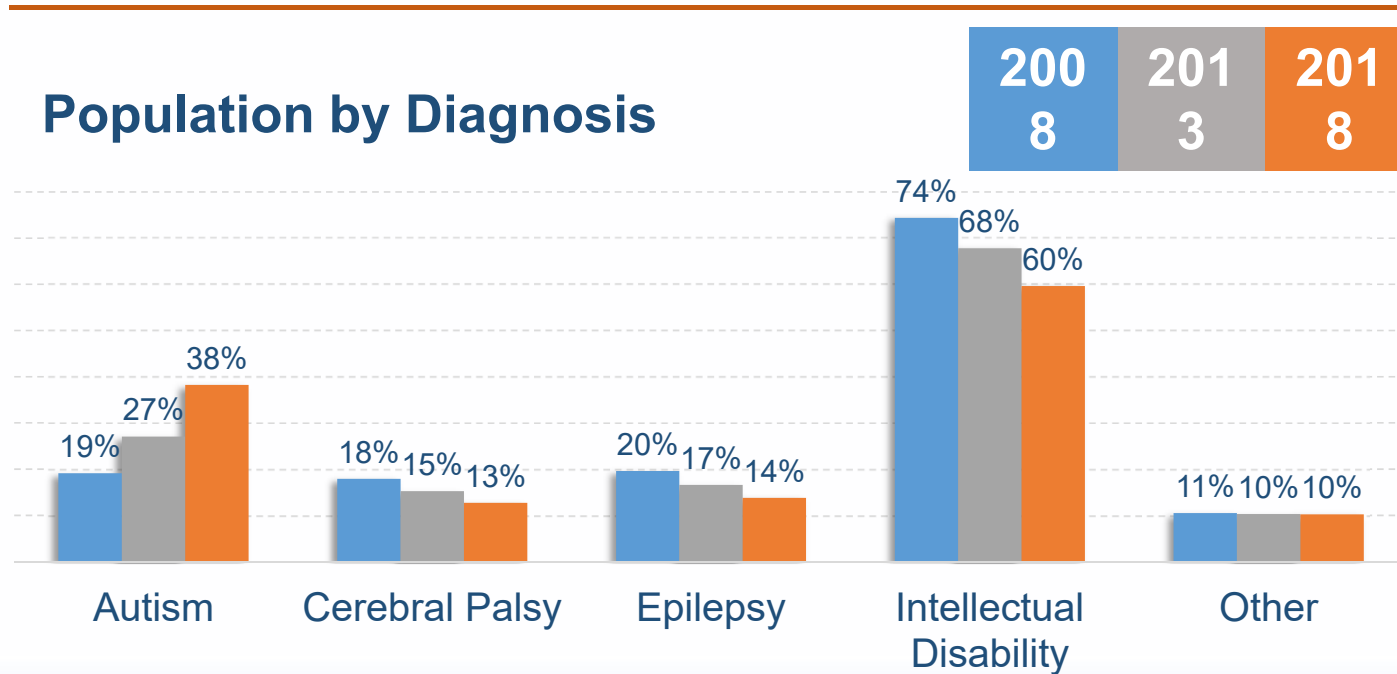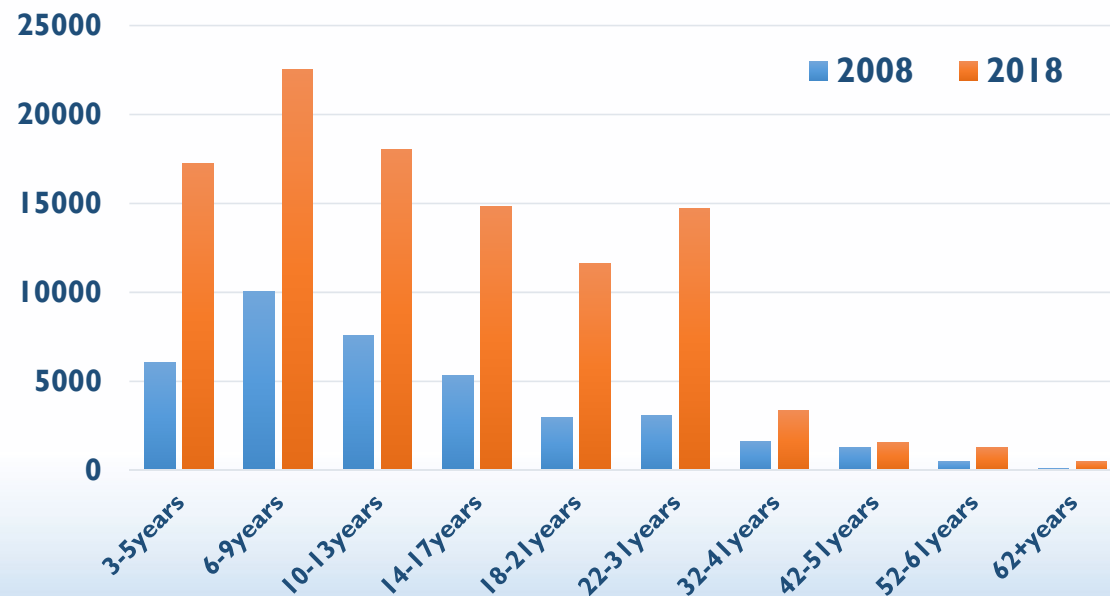
Trends Over 10 Years

- The statewide population of individuals with autism increased from 38,558 in 2008, to 105,830 in 2018, a 175% increase

Source: CDER data for Status 2 consumers as of July of each year

Trends Over 10 Years

- Children make up 80% of the total population of individuals with autism

Adults (22 years+) 20%

Children (0-21 years) 80%
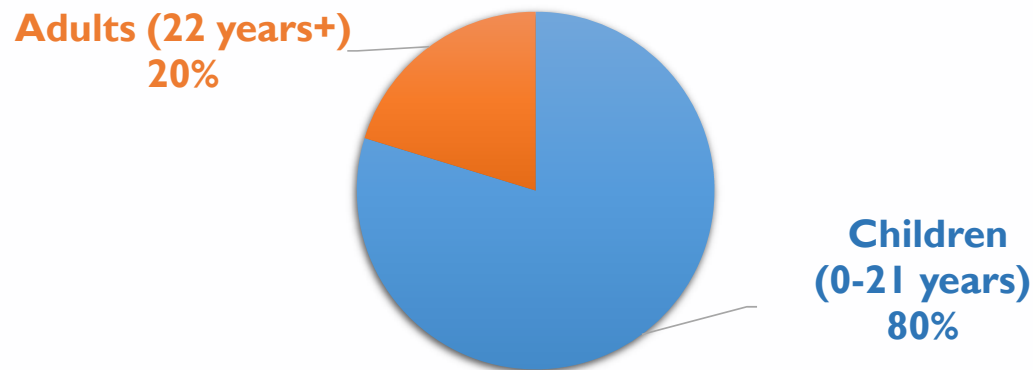
- Individuals with a diagnosis of Autism will make up the majority of our adult population in 10 to 15 years

Source: CDER data for Status 2 consumers as of July of each year

Age at Eligibility

- The average age at eligibility determination for children (3-12 years) with an ASD diagnosis has not changed from 2008 to 2018 (4.7 years). 48% of children with ASD are determined eligible at 3 years-of-age.
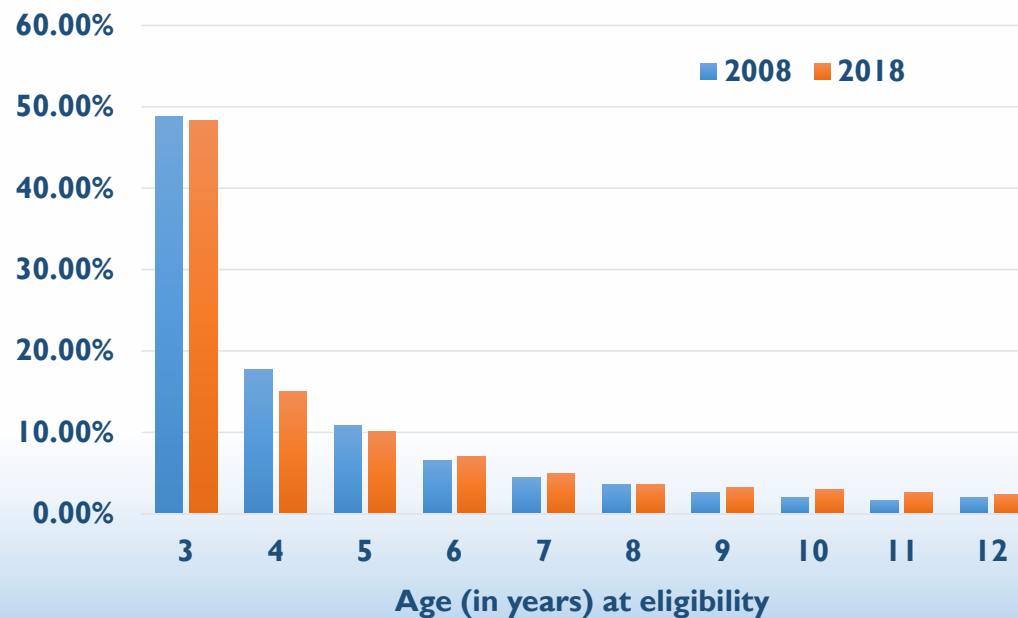
Source: CDER data for Status 2 consumers receiving eligibility within one year of July 2008 or 2018

Age at Eligibility

- The number of children with ASD who are 3 years-of-age at eligibility determination grew from 1,500 to nearly 6,000 between 2008 and 2018.
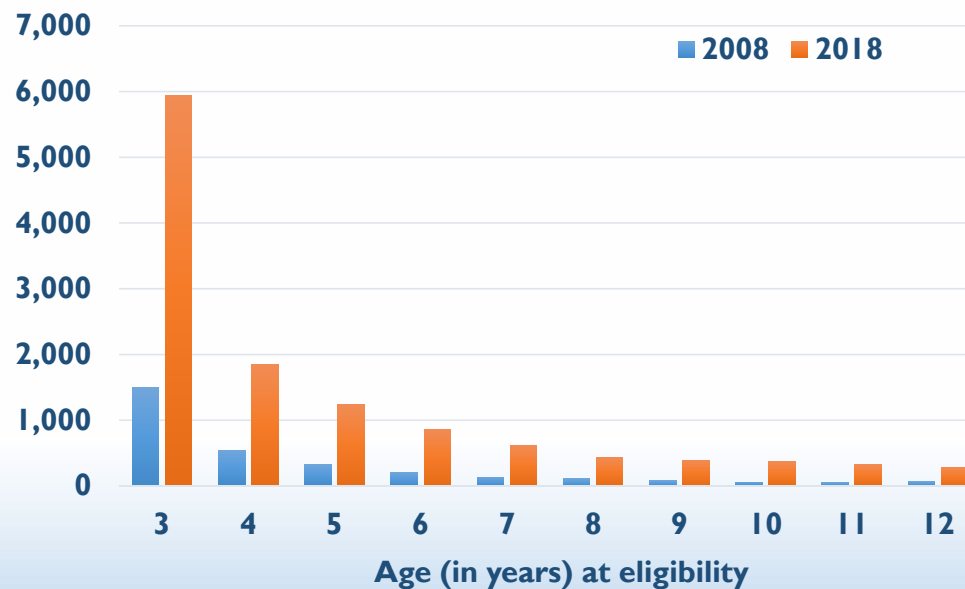
Source: CDER data for Status 2 consumers receiving eligibility within one year of July 2008 or 2018

Trends Over 10 Years

- The Hispanic ASD population has increased from 28% (10,767) to 37% (38,712), while the White ASD population has decreased from 40% (15,566) to 31% (32,688)
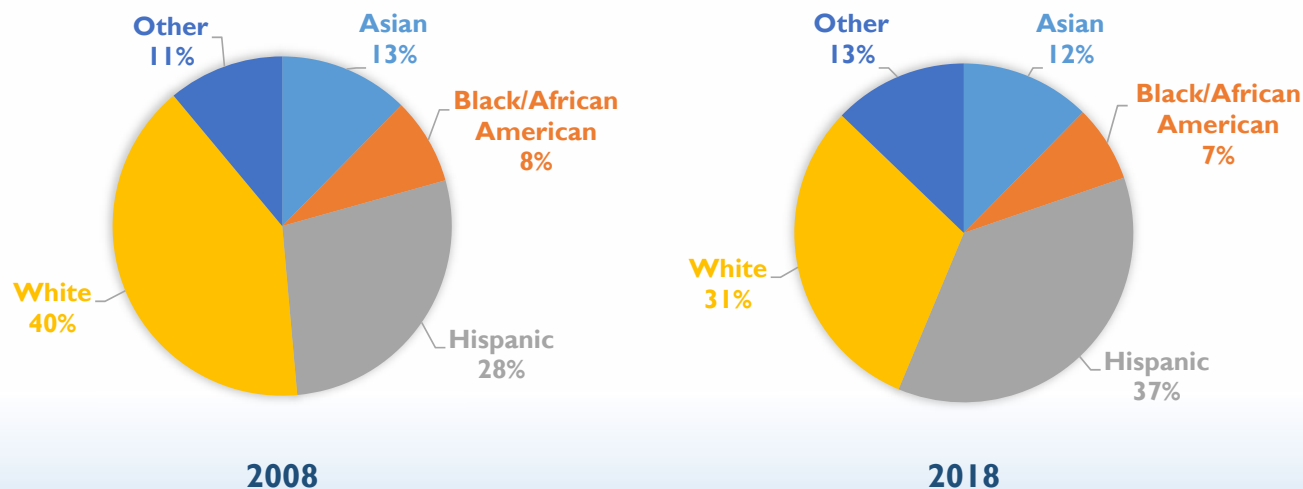
2008

2018

Trends Over 10 Years

- Residence type for the entire Autism population has remained similar from 2008 to 2018

2008

Independent Living/SLS 2%
Community Care 8%
ICF/SNF 1%
Developmental Center 1%
Parent/Guardian Home 88%

2018

Independent Living/SLS 2%
Community Care 5%
ICF/SNF 1%
Developmental Center <1%
Parent/Guardian Home 92%
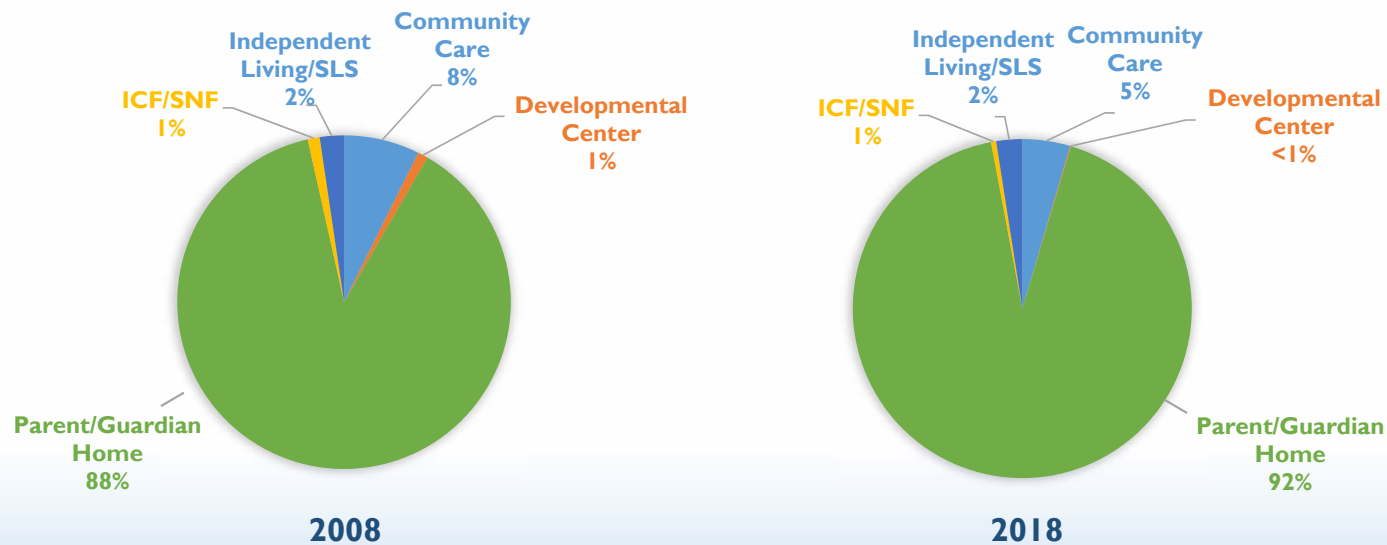
Source: CDER data for Status 2 consumers as of July of each year

Trends Over 10 Years

- Adults (22+) with autism living in the parent/guardian home has increased from 45% (2,979) to 69% (14,762)
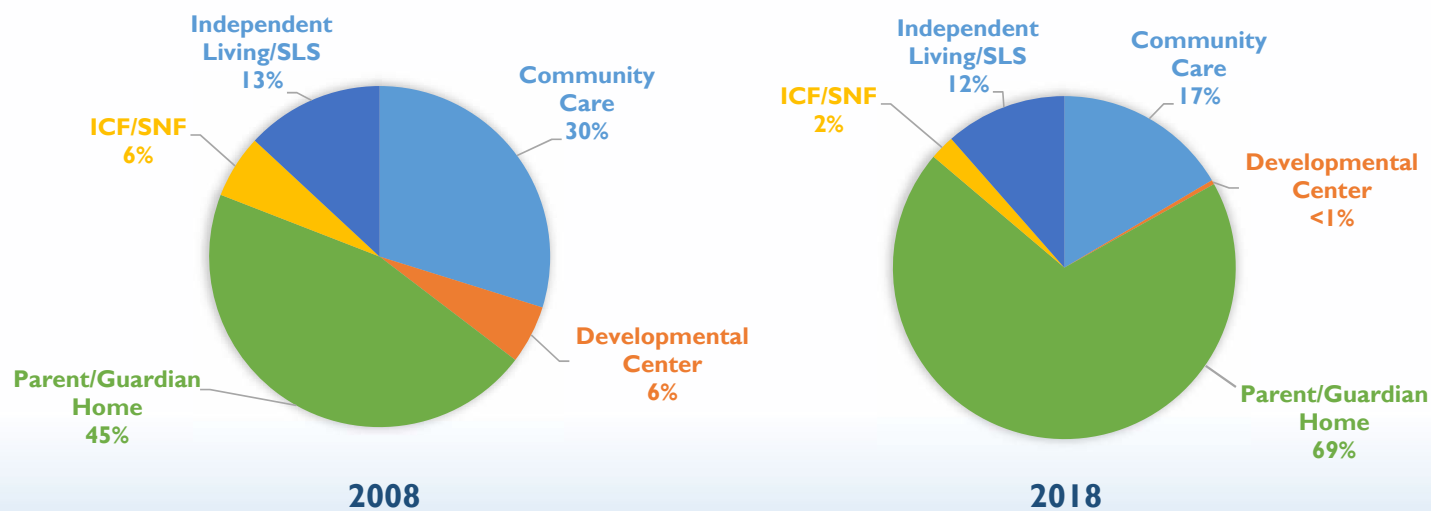
2008

Independent Living/SLS 13%
ICF/SNF 6%
Community Care 30%
Parent/Guardian Home 45%
Developmental Center 6%

2018

Independent Living/SLS 12%
ICF/SNF 2%
Community Care 17%
Developmental Center <1%
Parent/Guardian Home 69%

Source: CDER data for Status 2 consumers as of July of each year

Trends Over 10 Years

- The proportion of males and females with autism has remained the same:

  5 males / 1 female
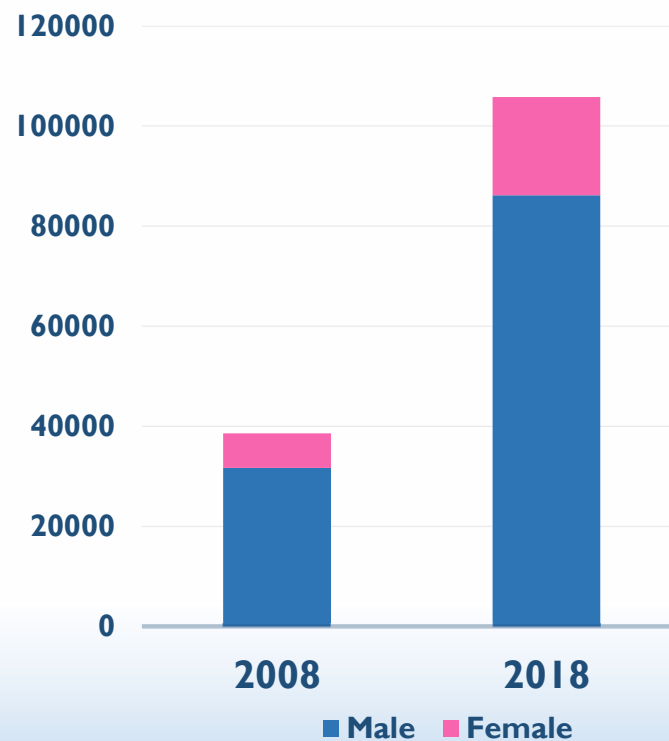
Source: CDER data for Status 2 consumers as of July of each year

Trends Over 10 Years

- The proportion of individuals with ASD and no co-occurring intellectually disability has risen from 69% in 2008 to 81% 2018.
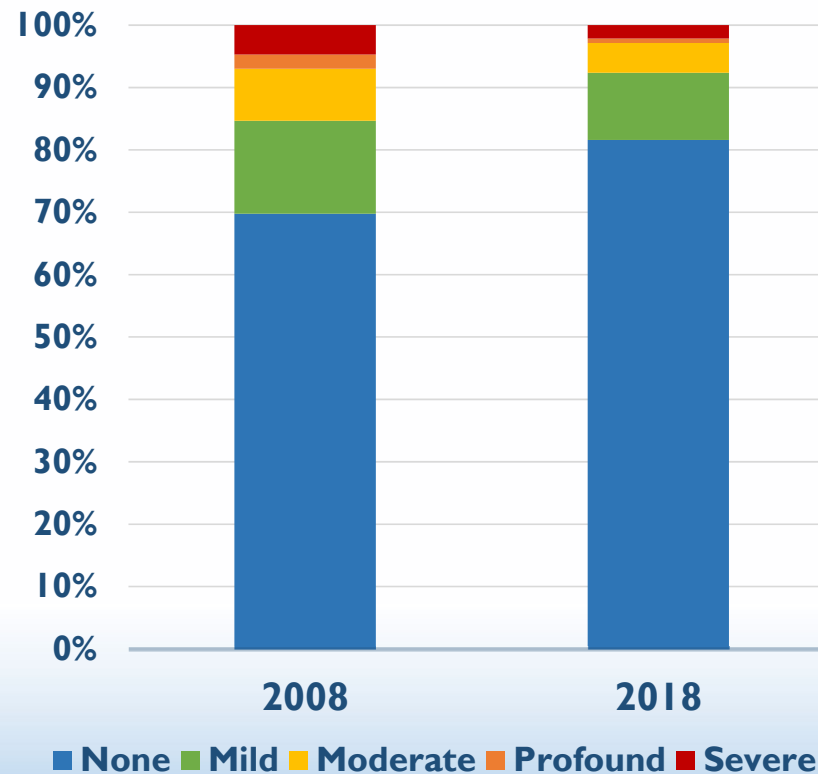
END OF

TOM TORLAKSON
CALIFORNIA DEPARTMENT OF EDUCATION
State Superintendent of Public Instruction

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Education Updates

Educating Students with Autism in California

CAPTAIN Annual Summit
December 4, 2018

Kristin Wright, Director
Special Education Division
California Department of Education

Karla Estrada, Ed.D.
Director of Education
California Collaborative for Educational Excellence

California Education Code, Section 33080, Purpose of the Educational System

"Each child is a unique person, with unique needs, and the purpose of the education system of this state is to enable each child to develop all of his or her own potential."

United States Federal Individuals with Disabilities Education Act (IDEA) - 2004

Guarantees a free appropriate public education

(FAPE) in the least restrictive environment (LRE).

"FAPE in the LRE"

……or in other words "the most inclusive environment"

IDEA says: Every child with a disability has the right to be educated with their grade-level peers without disabilities

Education's Ultimate Goal:
Prepare Future Citizens for College
and Career Leading to Employment

Mission: California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a multicultural, multilingual, and highly connected world.

STATE OF THE STATE:

STATEWIDE DATA ABOUT STUDENTS WITH AUTISM IN CALIFORNIA

California Students with Disabilities by *Primary* Disability Category

Disability	Frequency	Percent
Specific Learning Disability (SLD)	297,468	38.40%
Speech or Language Impairment (SLI)	161,485	20.85%
Autism (AUT)	112,318	14.50%
Other Health Impairment (OHI)	97,426	12.52%
Intellectual Disability (ID)	43,855	5.66%
Emotional Disturbance (ED)	24,936	3.22%
Hard of Hearing (HH)	10,633	1.37%
Orthopedic Impairment (OI)	10,453	1.35%
Multiple Disability (MD)	7,161	0.92%
Visual Impairment (VI)	3,487	0.45%
Deafness (DEAF)	3,242	0.42%
Traumatic Brain Injury (TBI)	1,618	0.21%
Established Medical Disability (EMD)	468	0.06%
Deaf Blindness (DB)	115	0.01%
TOTALS	774,665	100.00%

Students with Disabilities Total Population for Ages 0 to 22: 774,665
Source: California Special Education Management Information System (CASEMIS) December 2017

California Students with Disabilities
Whose Primary or Secondary Disability is Autism

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

NEW!

December 2017   118,490 Students

15.3 Percent of Total Special Education Population

Students with Disabilities
Total Population for Ages 0 to 22: 774,665
Source: CASEMIS December 2017

(Increase of 8,004 students or 7.25 percent from last reporting cycle)

Prevalence of Autism Spectrum Disorder in California Schools
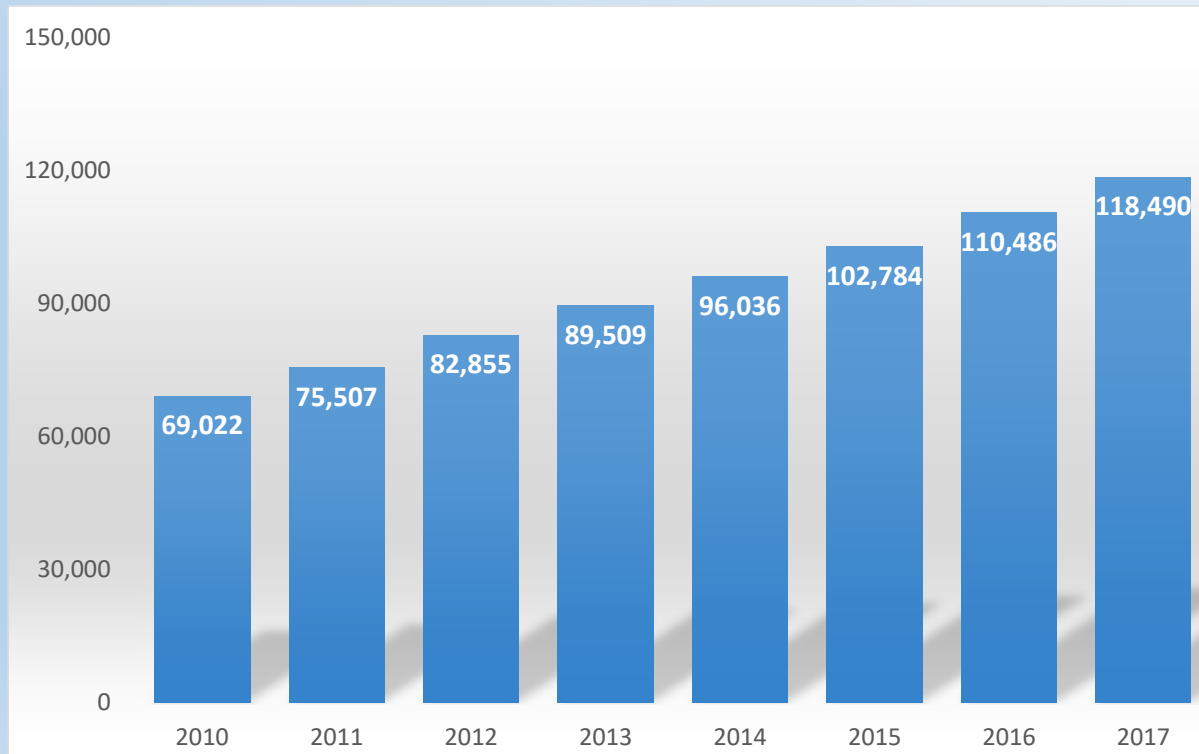
Total Students with Autism as Primary or Secondary
Disability for Ages 0 to 22: 118,490
Source: CASEMIS December 2017

California Students with Disabilities by Age
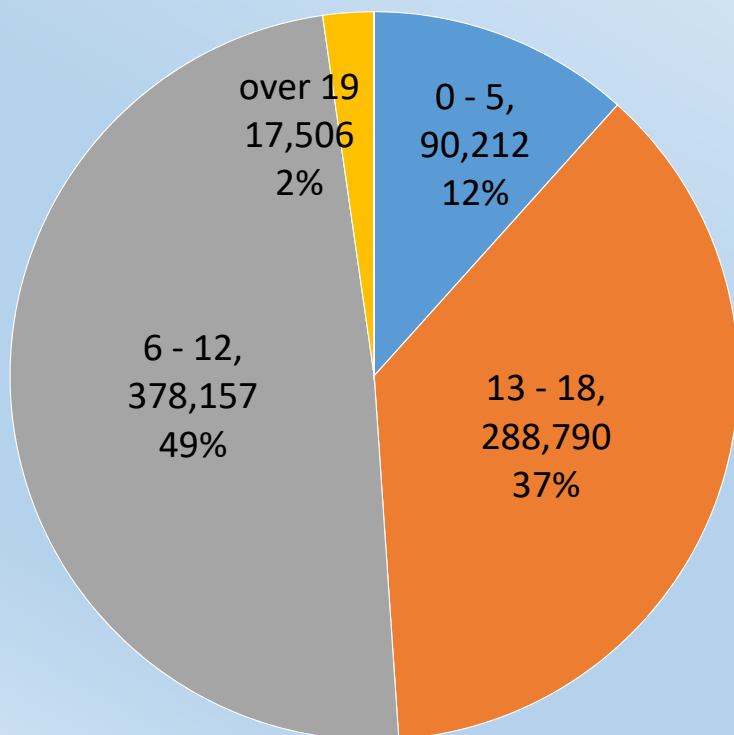
over 19
17,506
2%

0 - 5,
90,212
12%

6 - 12,
378,157
49%

13 - 18,
288,790
37%

Students with Disabilities Total
Population for Ages 0 to 22: 774,665
Source: CASEMIS December 2017

California Students with Autism by Age

Over 19
4,762
4%

0 - 5
21,279
18%

6 - 12
57,078
48%

13 - 18
35,371
30%

Total Students with Autism as Primary or Secondary
Disability for Ages 0 to 22: 118,490
Source: CASEMIS December 2017

California Students with Disabilities by Gender

Females, 250,493 32%

Males, 524,172 68%

Students with Disabilities Total Population for Ages 0 to 22: 774,665
Source: CASEMIS December 2017

California Students with Autism by Gender

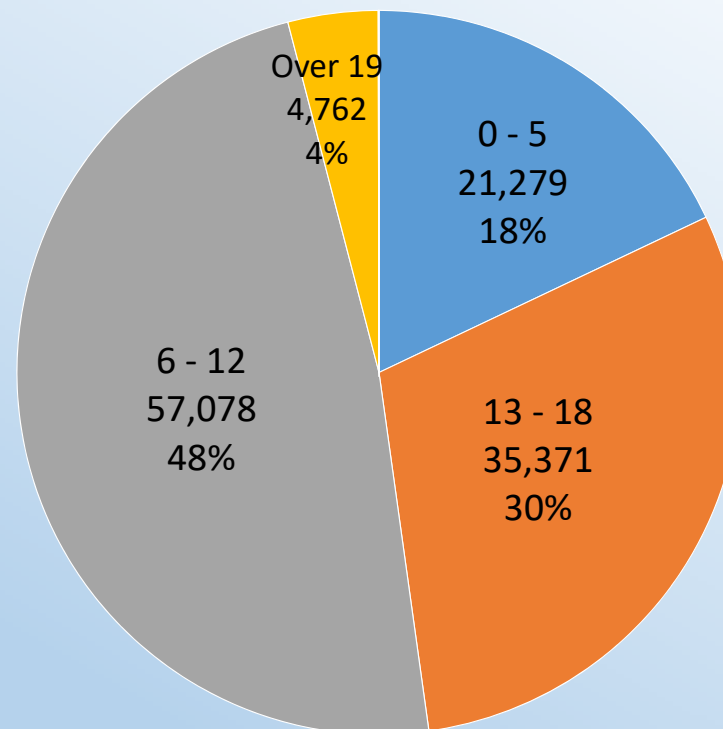Females, 20,202 17%

Males, 98,288 83%

Total Students with Autism as Primary or Secondary Disability for Ages 0 to 22: 118,490
Source: CASEMIS December 2017
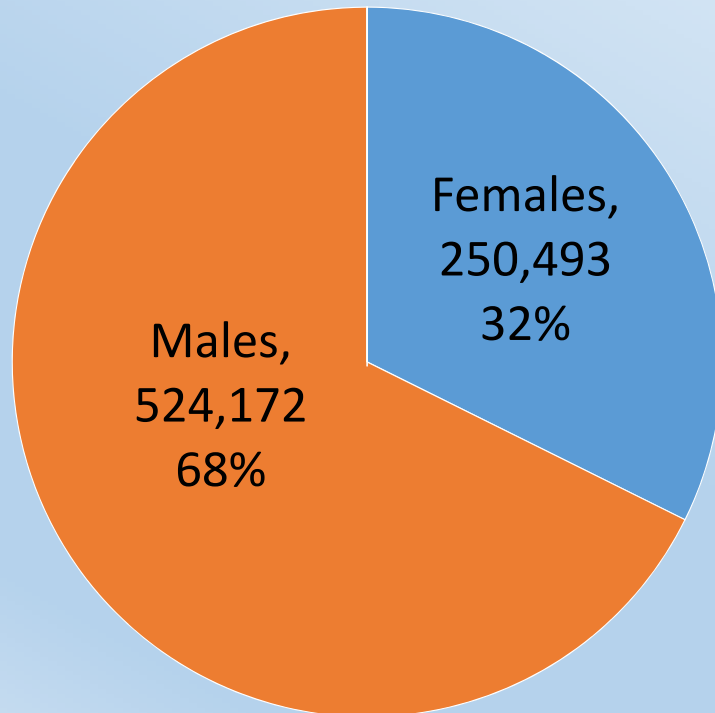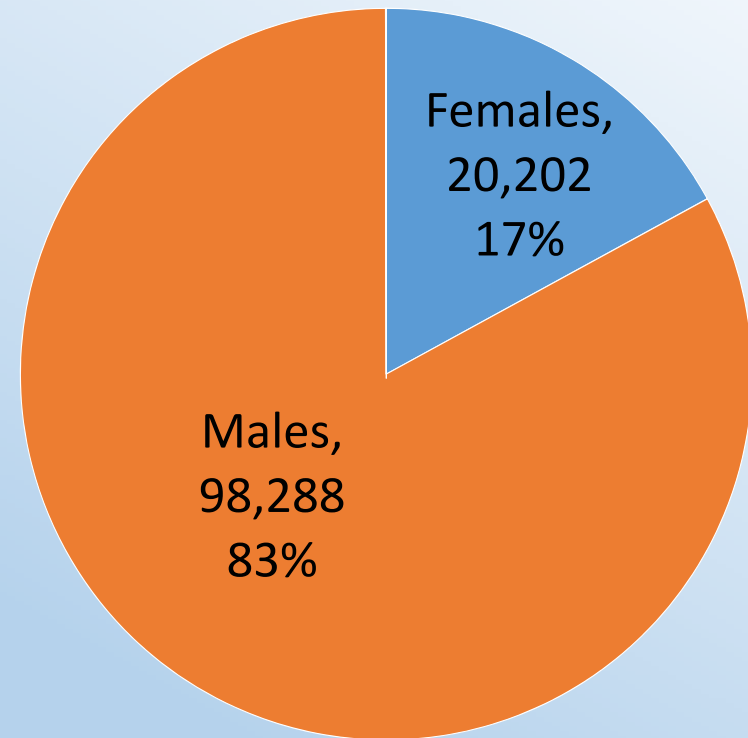
California Students with Disabilities by Race/Ethnicity

Am Indian, 5,436 .7%

Asian, 49,709 6%

African American, 62,779 8%

Pacific Islander, 2,896 .4%

White, 183,638 24%

MultiEthnic, 30,499 4%

Hispanic, 439,708 57%

Note: Percentage of Total changes from December 2016 are same, except for: Increase Hispanic 1% Decrease White 1%

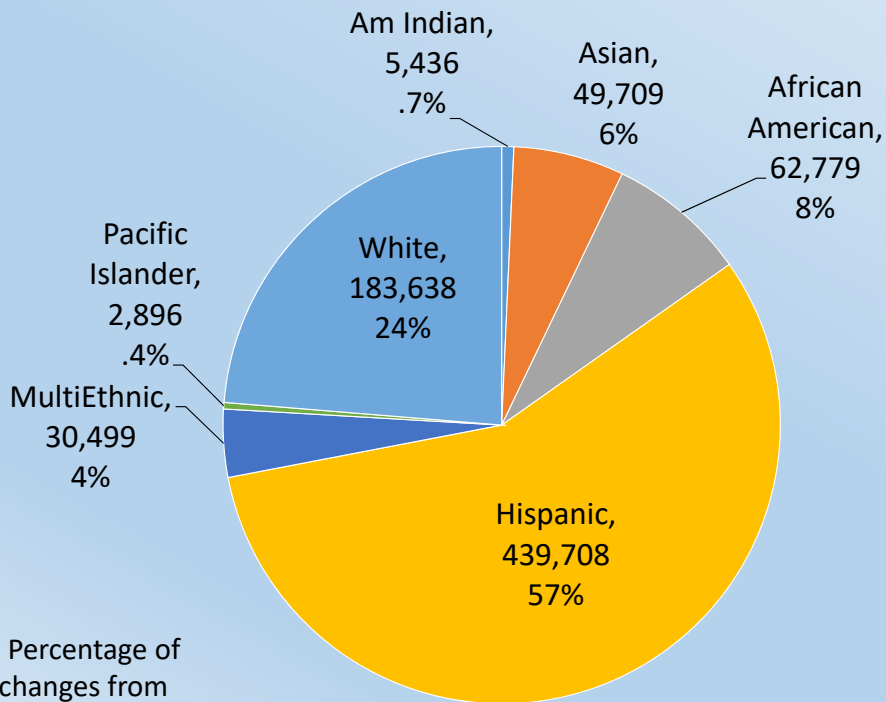Students with Disabilities Total Population for Ages 0 to 22: 774,665
Source: CASEMIS December 2017

California Students with Autism by Race/Ethnicity

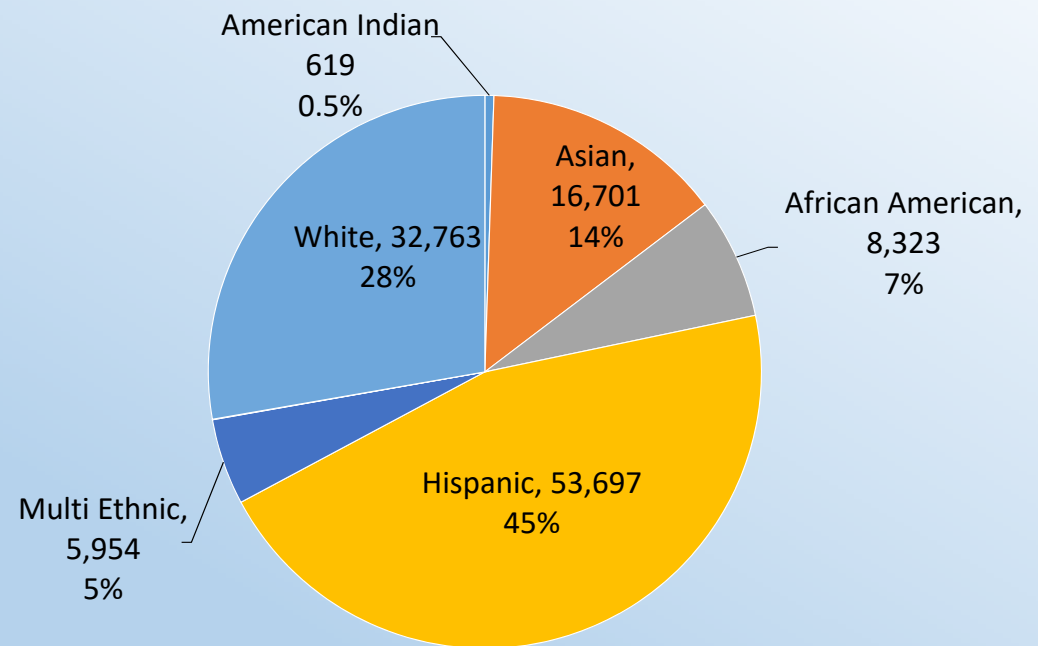American Indian 619 0.5%

Asian, 16,701 14%

African American, 8,323 7%

White, 32,763 28%

Multi Ethnic, 5,954 5%

Hispanic, 53,697 45%

Total Students with Autism as Primary or Secondary Disability for Ages 0 to 22: 118,490
Source: CASEMIS December 2017

Services Offered to Students with Disabilities

Service	Frequency
Family training, counseling, and home visits (0-2 only)	3,534
Medical services (for evaluation only) (0-2 only) and Nutrition services (0-2 only)	63
Service coordination (0-2 only)	5,773
Special instruction (0-2 only)	5,319
Special education aide in regular development class child care center or family child care home (0-2 only)	15
Respite care services (ages 0-2 only)	37
Specialized Academic Instruction	632,968
Intensive Individual Services	16,735
Individual and small group instruction (ages 3-5 only)	8,123
Language and speech	379,059
Adapted physical education	41,781
Health and nursing - specialized physical health care services	5,786
Health and nursing - other services	8,602
Assistive technology services	6,702
Occupational therapy	80,428
Physical therapy	11,116
Individual counseling	47,999
Counseling and guidance	33,682
Parent counseling	8,046
Social work services	6,718
Psychological services	19,055
Behavior intervention services	34,539
Day treatment services and residential treatment services	920
Specialized services for low incidence disabilities	6,655
Specialized deaf and hard of hearing services	12,521
Interpreter services	1,793
Audiological services	8,060
Specialized vision services	7,324
Orientation and mobility	2,649
Braille transcription, Reader services, Notetaking services, Transcription Services	448
Specialized orthopedic services	4,248
Recreation services	1,163
College awareness/preparation	118,914
Vocational assessment, counseling, guidance, and career assessment	66,784
Career awareness	129,760
Work experience education	22,280
Job coaching	2,829
Mentoring	31,906
Agency linkages	5,922
Travel training	7,960
Other transition service	59,401
Other special education/related service (must be in Local Plan)	11,565
Totals	1,859,182

Source: CASEMIS December 2017

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Services Offered to Students with Autism as Primary or Secondary Disability

Total Students with Autism as Primary or Secondary Disability
Source: CASEMIS December 2017

Services	Frequency
Family training, counseling, and home visits (0-2 only)	89
Medical services (for evaluation only) (0-2 only)	2
Nutrition services (0-2 only)	1
Service coordination (0-2 only)	200
Special instruction (0-2 only)	252
Special education aide in regular dev't class child care center or family child care home (0-2 only)	1
Specialized Academic Instruction	111,428
Intensive Individual Services	7,999
Individual and small group instruction (ages 3-5 only)	2,583
Language and speech	92,433
Adapted physical education	14,876
Health and nursing - specialized physical health care services and other services	2,000
Assistive technology services	1,901
Occupational therapy	35,317
Physical therapy	996
Individual counseling	7,849
Counseling and guidance	6,427
Parent counseling	1,346
Social work services	987
Psychological services	3,635
Behavior intervention services	17,049
Day treatment services & Residential treatment services	119
Specialized services for low incidence disabilities	142
Specialized deaf and hard of hearing services	318
Interpreter services	48
Audiological services	243
Specialized vision services	324
Orientation and mobility	120
Braille transcription, Reader Services, Notetaking services, Transcription services	16
Specialized orthopedic services	56
Recreation services	639
College awareness/preparation	12,386
Vocational assessment, counseling, guidance, and career assessment	9,634
Career awareness	15,381
Work experience education	4,433
Job coaching & Mentoring	5,990
Agency linkages	1,494
Travel training	2,850
Other transition service	10,443
Other special education/related service (must be in Local Plan)	3,350
Totals	375,279

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Educational Placement by School Type of California Students with Disabilities

No School	6,246
Public Day School	658,646
Public Residential School	214
Special Education Center or Facility	8,504
Other Public School or Facility	5,563
Continuation School	5,683
Alternative Work Education Center/Work Study Program	666
Independent Study	1,548
Juvenile Court School	1,297
Community School	2,081
Correctional Institution or Incarceration Facility	163
Home Instruction	2,121
Hospital Facility	264
Community College	226
Adult Education Program	1,848
Charter School (Operated by a LEA/District/COE)	29,699
Charter School (Operated as a LEA/District)	26,734
Head Start Program	1,516
Child Development or Child Care Facility	2,879
State Preschool Program	1,708
Private Preschool	549
Extended Day Care	176
Nonpublic Day School	11,355
Nonpublic Residential School	711
Private Day School (not certified by Special Education Division)	2,258
Private Residential School (not certified by Special Education Division)	22
Nonpublic	120
Parochial School	1,868
Total	774,665

School Type Definitions
https://www.cde.ca.gov/sp/se/ds/casemis.asp
CASEMIS Guide p.12-15

Students with Disabilities Population for
Ages 0 to 22: 774,665
Source: CASEMIS December 2017

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Educational Placement by School Type of California Students with Autism

|	
No School	385
Public Day School	100,360
Public Residential School	18
Special Education Center or Facility	2,304
Other Public School or Facility	735
Continuation School	258
Alternative Work Education Center/Work Study Program	173
Independent Study	101
Juvenile Court School	11
Community School	26
Home Instruction	171
Hospital Facility	14
Community College	59
Adult Education Program	446
Charter School (Operated by a LEA/District/COE)	3,372
Charter School (Operated as a LEA/District)	3,111
Head Start Program	161
Child Development or Child Care Facility	765
State Preschool Program	336
Private Preschool	69
Extended Day Care	15
Nonpublic Day School	4,858
Nonpublic Residential School	116
Private Day School (not certified by Special Education Division)	341
Private Residential School (not certified by Special Education Division)	4
Nonpublic	98
Parochial School	183
Total	118,490

School Type Definitions
https://www.cde.ca.gov/sp/se/ds/casemis.asp
CASEMIS Guide p.12-15

Total Students with Autism as Primary or Secondary Disability for Ages 0 to 22: 118,490
Source: CASEMIS December 2017

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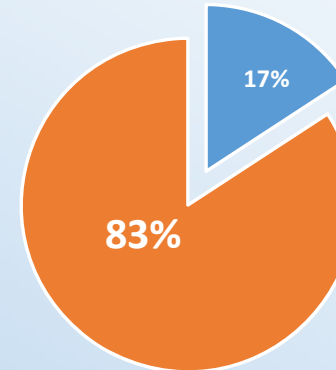# Students with Disabilities are Represented in Local Control Funding Formula (LCFF) Student Groups

Blue = Students with IEPs
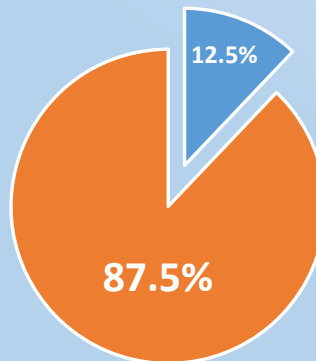Orange = Students without IEPs

All Students

89% 11%
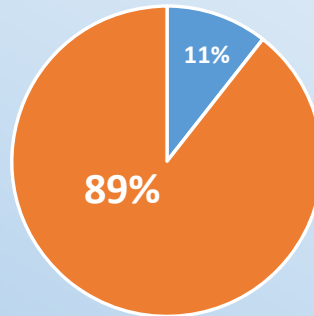
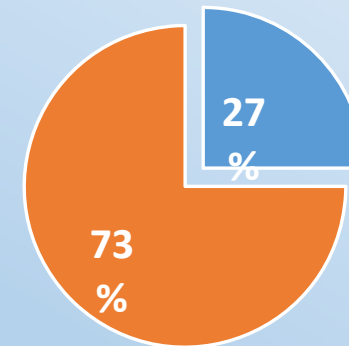Note: No overall percentage change in SWD from December 2016

English Learners

83% 17%

Note: 1 percent increase in SWD from December 2016
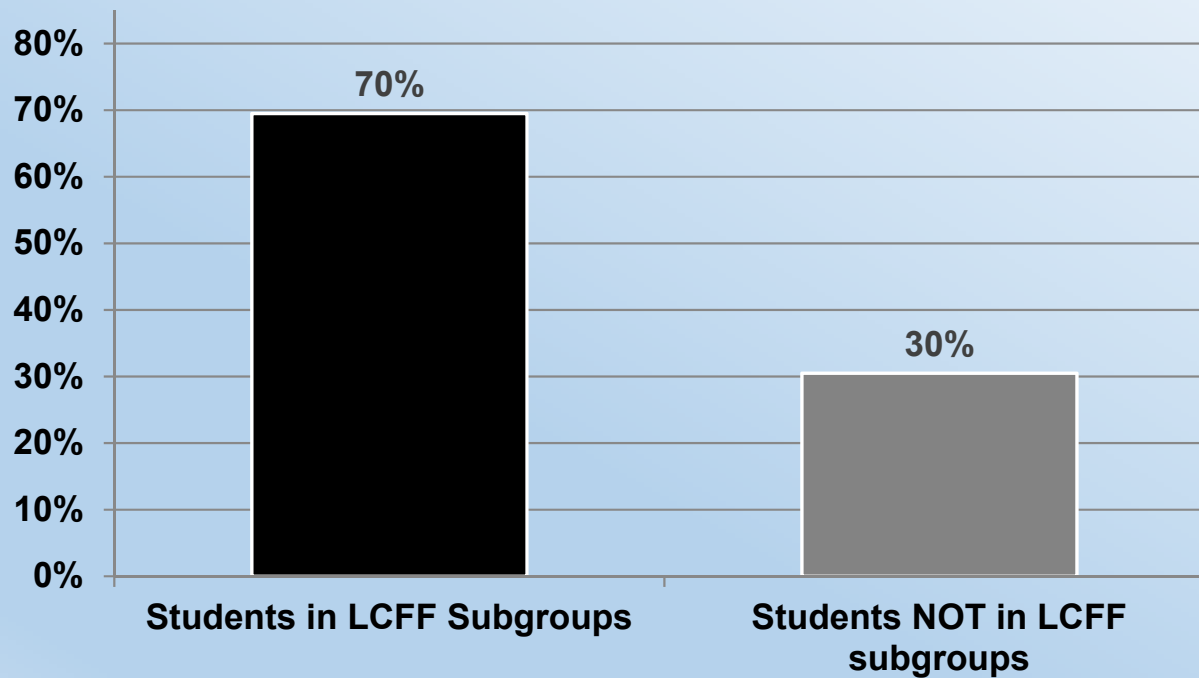
Socioeconomically Disadvantaged

87.5% 12.5%

Note: 0.5 percent change in SWD from December 2016

Foster Youth

73% 27%

Note: 2 percent increase in SWD from December 2016

Source CALPADS data 2017-18
Total Student Population = 6,238,313

Percent of Students with Disabilities in One or More of the LCFF Student Groups

Source: CALPADS data 2017-18
Total Student Population: 6,238,313

California Students with Autism by Least Restrictive Environment

	Frequency	Percentage	% Change from Dec 2016
Correctional Facilities	12	0.01	No change
Homebound/Hospital	201	0.17	No change
Parentally Placed in Private School	407	0.34	Decrease 0.11
Inside regular class less than 40% of the day	55493	46.83	No change
Inside regular class 40% to 79% of the day	18366	15.5	Decrease 0.10
Inside regular class 80% or more of the day	36304	30.64	Increase 0.53
Residential Facility	74	0.06	Decrease 0.01
Separate School	7633	6.44	Decrease 0.28

Total Students with Autism as Primary or Secondary
Disability for Ages 0 to 22: Total: 118,490
Source: CASEMIS December 2017

English Language Arts Performance Levels for Students with Autism

| LEVEL	Frequency	Percent	% Change from Dec 2016
STANDARD EXCEEDED	2,572	5.9	Increase 0.8
STANDARD MET	6,897	15.7	Increase 1.7
STANDARD NEARLY MET	9,804	22.4	Decrease 1.6
STANDARD NOT MET	24,558	56.0	No change
TOTALS	43,831	100.0	

Students with Autism as Primary Disability
Assessments: Smarter English Language Arts
(ELA), CAA ELA, CALPADS, CAASPP 2018 P3
(FY 2017-18)
Standard and Alternative Assessment

Math Performance Levels for Students with Autism

	Frequency	Percent	% Change from prior Year's Data
STANDARD EXCEEDED	2,990	6.8	Decreased 0.2
STANDARD MET	4,429	10.1	Increase 1.1
STANDARD NEARLY_MET	8,982	20.6	Increase 0.6
STANDARD NOT MET	27,303	62.5	Decrease 0.5
TOTALS	43,704	100.0	

Students with Autism as Primary Disability
Assessments: Smarter Mathematics, CAA
Mathematics
CALPADS, CAASPP 2018 P3 (FY 2017-18)
Standard and Alternative Assessment

Suspensions and Expulsions for Students with Disabilities

Incidents of Students with Autism (as Primary or Secondary) 7,000 6%

Total Incidents for Students with Autism, 118,752 94%
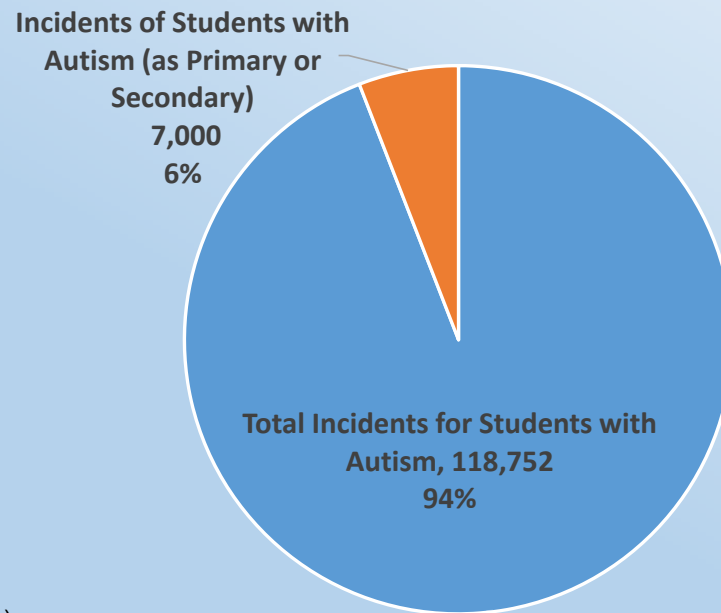
Note: No overall percentage change from Prior Year's Data

Students with Disability in Table C (Disciplinary) for Ages 0 to 22: 118,752 incidents
Source: California Longitudinal Pupil Achievement Data System (CALPADS) 2017-18 and CASEMIS June 2018

CALIFORNIA DEPARTMENT OF EDUCATION

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Post-Secondary Outcomes for Students with Autism

OUTCOMES	Frequency	Percent	% change from prior year's data
Higher Education	1,089	58	Increase 5
No Higher Ed and not Working	306	16	Decrease 4
Other Post-Secondary Education	275	15	Decrease 1
Competitively Employed	197	10	No change
Some other Employment	10	Less than 1%	No change
TOTALS	1,877	100.0	

Source: CASEMIS June 2018 Table D matched to exiters from CASEMIS June 2017 Table A

Exit Reasons for Students With Autism

EXIT REASON	Frequency	Percent	% change from last year's data
GRADUATED HIGH SCHOOL	2,427	47	Decreased 7
MOVED, KNOWN TO BE CONTINUING	1,375	26	Increased 17
RECEIVED CERTIFICATE	506	10	Decreased 5
RETURNED TO GENERAL EDUCATION	381	7	Increased 2
REACHED MAXIMUM AGE	326	6	Decreased 8
DROPOUT	183	4	Increased 1
DECEASED	8	Less than 1%	No change
TOTALS	5,206	100	

Source: EdFacts C009 exit file based on June 2018 CASEMIS file. Students with autism aged 14-21

The Stars are Aligned in California

- Alignment across policy making entities to support one coherent system of education

- Year 2 of New Accountability System

- Teacher credentialing changes from disability label driven to level of support driven

- New Governor and Legislative Support for Special Education

- Positive Fiscal Climate

- Changes at California Department of Education: A new SPI is coming

- Cross state agency collaboration and collective work via an articulated state system of support

- Employment First, Competitive Integrated Employment, Workforce Innovations and Opportunity Act (WIOA)

Presume Competence

What's currently happening?

- Bright light continues to shine on the students with disabilities population

- A renewed statewide focus on inclusive education

- A "all hands on deck" approach across state, regional and local agencies through state system of support

- Statewide continuing efforts to scale MTSS

- Curriculum and instruction that is universally designed and new frameworks with a more integrated approach to teaching all students

What's currently happening?

- Teacher preparation programs reimagining how their general and special education preparation are combined and interdependent

- $167 million dollars allocated to increasing inclusive preschool opportunities

- $100 million dollars allocated to special education residency programs and innovations in teacher preparation

- More changes in teacher credentialing coming from the CTC – Education Specialist Credential

- $10 million dollars allocated for SELPA statewide leads

Non-Negotiables

A public education system supporting and ensuring equity, access and inclusion of each and every child and student with a disability:

- Ensures children and families begin their education experience in an **inclusive**, **welcoming** and **supported environment** by **preschool**

- Sees as non-negotiables **communicative competence** and **reading literacy** to ensure children can communicate and demonstrate what they know, need and want

- Supports teachers, related service providers and school administrators in utilizing the principles of **Universal Design for Learning** through a **Multi-Tiered System of Support (MTSS)Framework** so all children may access their learning in the most inclusive environment

- Ensures individualized education programs (IEPs) as **early as preschool are person driven and backward mapped to employment and community inclusion**

What does it all mean?

What can each of us do and what can we do collectively?

Passion is energy. Feel the power that comes from focusing on what excites you. (Oprah Winfrey)

Nothing is more tragic than failure to discover one's true business in life, or to find that one has drifted or been forced by circumstance into an uncongenial calling. (John Dewey)

Never doubt that a group of thoughtful committed people can change the world, indeed it is the only thing that ever has (Margaret Mead)

Karla Estrada
Director of Education
CCEE

You represent part of the "how"

- You are part of the state system of support

- You are represented on the state Special Education Collective

- Your knowledge and expertise are valued and appreciated

- We are all on the same team

- Better alignment across programs and agencies

- Common messaging

Strands of Work

DIRECT TECHNICAL ASSISTANCE

- Direct TA & support to LEAs
- Initiatives around subject/ content expertise (e.g., LMI, CTE)
- Geo/Expert Leads

PARTNERSHIPS

- Pilot Program – management & lessons learned
- Pilot Summits
- SWD Collective

CONTINUOUS IMPROVEMENT

- PLNs/PLXs
- PD services
- Resource vetting/ development
- Data Analysis Initiative

RESEARCH

- Research
- Impact Evaluation
- Bright Spots
- New project incubation

AGENCY SUPPORT & OPERATIONS

- Community Engagement Initiative
- Advocacy/Equity Outreach
- Communications/Marketing
- Charter Outreach/Partnership

CCEE Theory of Action
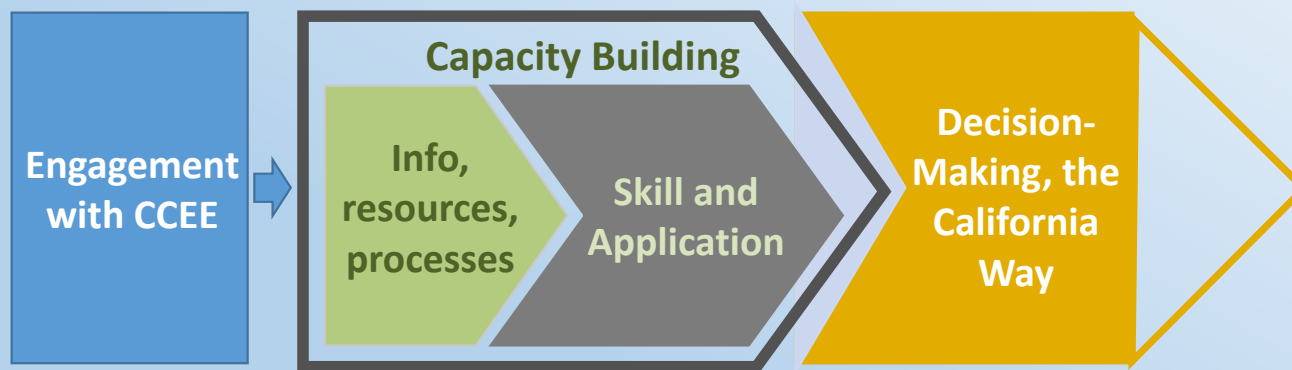
Engagement with CCEE will focus on building **capacity** (i.e., knowledge, skill, application) of participants around the **information, resources, and processes associated with LCFF** (e.g., Dashboard, template, CI cycles) and lead to **decision-making, the California Way** (i.e., equity-focused, evidence-based, increased informed engagement)
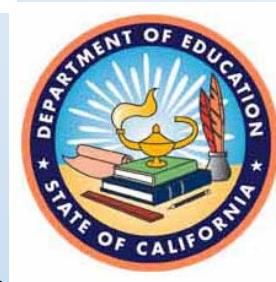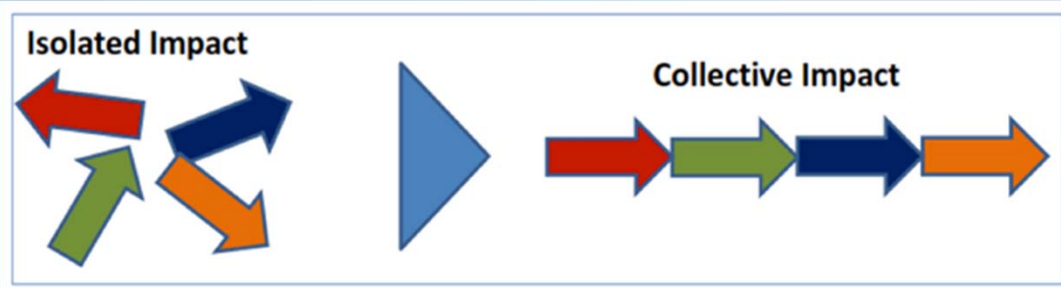
Continuous Improvement:
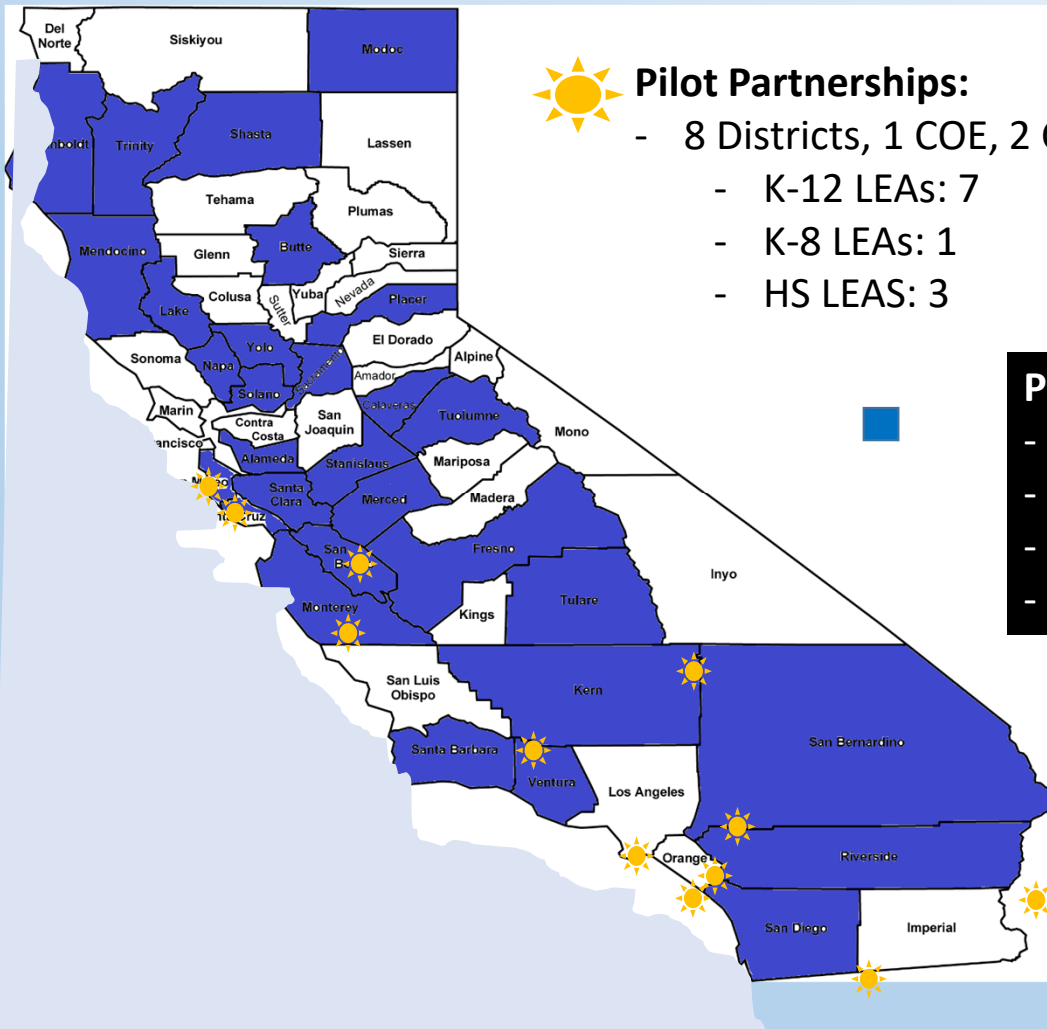
Pilot Partnerships:
- 8 Districts, 1 COE, 2 Charters
  - K-12 LEAs: 7
  - K-8 LEAs: 1
  - HS LEAS: 3

Professional Learning Networks
- 56 PLNs
- 35 County Offices
- 300+ Districts
- 750+Participants

Collective Impact Partnership:
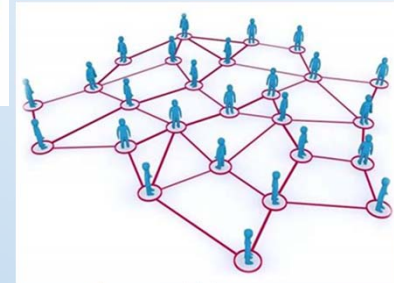
Students with Disabilities (SWD) Collective

- The work of this collective group of state agency leaders is to **share and learn from each other**, **and others,** of current practices, research, and initiatives focused on students with disabilities (SWD) throughout the state of California in order to improve outcomes for SWD.

Statewide System of Support

- Geographic Leads

- **Special Education Resource Leads (SELPA Leads)**

- Community Engagement Leads

- Title III Liaison

California School Dashboard

Landing Page: https://www.caschooldashboard.org/#/Home

State Indicators Reported in 2018 Dashboard

- Suspension Rate: Apply 3x5 grid at student group level

- Chronic Absenteeism: Reported for first time

- English Learner Progress: Transition year, report assessment results only

- Graduation Rate: 4-year & DASS graduation rate; 3x5 at student group level

- College/Career Indicator: New measures and first time color

- Academic: English and Math: Adding Grade 11 and participation rate

California Dashboard Resources: Knowledge is Power

- https://www.calstat.org/publications/pdfs/2018-WinterInsertEDgeNewsletter.pdf   (overview)

- https://www.cde.ca.gov/ta/ac/cm/ (overview, toolkits, etc.)

- https://www.cde.ca.gov/ta/ac/cm/documents/dashboardnewlook.pdf (new dashboard changes)

Contact Information:

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California Collaborative for Educational Excellence
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