

First Annual Central Valley CAPTAIN Conference
Evidence Based Practices for Autism Spectrum Disorders
Tuesday, August 05, 2014

**Common Core State Standards (CCSS)
and the Student with ASD**



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**Why are we talking about the California Common
Core State Standards (CCSS) today?**



Well.....

California will be transitioning to the
Common Core State Standards (CCSS)
this coming school year 2014-15!!!!!!



California Department of Education
 Special Education Division
 Reporting Cycle: December 1, 2013
 Prepared: 7/7/2014 6:53:32 PM

Special Education Enrollment by Age and Disability
 Statewide Report

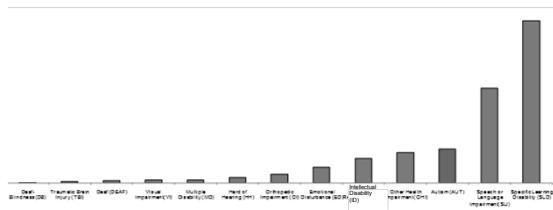
Age	Intellectual Disability (MR)	Hard of hearing (HH)	Deaf (DEAF)	Speech or Language Impairment (SLI)	Visual Impairment (VI)	Emotional Disturbance (ED)	Orthopedic Impairment (OI)	Other Health Impairment (OHI)	Specific Learning Disability (SLD)	Deaf-Blindness (DB)	Multiple Disabilities (MD)	Autism (AUT)	Traumatic Brain Injury (TBI)	Total
0	90	344	63	30	30	100	159	0	0	0	0	0	0	683
1	183	370	107	232	102	0	210	435	0	0	0	121	0	1,323
2	222	561	100	947	127	0	210	453	0	0	0	113	48	2,133
3	975	358	137	11,243	95	0	486	777	117	0	0	212	4,027	15,637
4	1,352	383	140	17,042	123	11	627	924	243	0	0	305	5,268	23,538
5	1,771	384	175	20,050	167	84	580	1,191	567	0	0	305	6,126	29,710
6	2,044	494	187	21,800	180	203	662	1,066	2,677	0	0	305	6,219	34,696
7	2,068	565	215	20,345	236	522	787	3,139	7,247	0	0	348	6,281	38,486
8	2,290	664	384	17,868	229	835	764	4,249	13,762	0	0	297	6,211	43,508
9	2,371	691	167	14,439	229	1,068	682	5,253	20,312	0	0	331	6,217	49,352
10	2,460	670	215	11,767	271	1,366	716	5,867	24,608	11	0	369	6,289	53,397
11	2,485	668	201	7,835	269	1,659	741	6,124	26,523	0	0	318	5,689	49,844
12	2,465	624	214	6,293	240	1,770	734	6,167	28,022	0	0	314	5,335	47,628
13	2,603	674	217	3,869	265	2,164	796	6,336	29,024	0	0	356	5,014	47,628
14	2,698	596	211	2,276	249	2,609	764	6,298	28,151	0	0	340	4,668	47,628
15	2,737	612	248	1,903	265	2,939	790	6,108	28,301	0	0	326	4,339	47,628
16	2,736	579	245	1,608	277	3,304	770	6,063	27,334	0	0	340	3,964	47,628
17	2,837	542	253	1,363	271	3,441	774	5,831	27,234	0	0	325	3,466	47,628
18	2,807	249	155	572	167	1,682	680	2,553	13,762	11	0	314	2,019	10,202
19	2,213	73	103	105	60	496	425	563	2,603	0	0	295	1,209	4,409
20	2,685	28	68	44	60	184	284	237	717	0	0	247	968	4,000
21	1,882	36	47	24	52	122	337	179	323	0	0	234	978	3,581
22	326	0	0	0	0	17	66	22	62	0	0	38	139	1,000

Denotes values below 11

Source: <http://dq.cde.ca.gov/dataquest/>

Autism= 84,713

CA Dept. Special Education Enrollment by Disability, Students Ages 0-22



March 27, 2014
 CDC Released New Statistics
 Estimates 1 in 68 children has been identified with ASD
 (30% increase since 2012)

- ASD is almost five times more common among boys than girls: 1 in 42 boys versus 1 in 189 girls
- White children are more likely to be identified as having ASD than are black or Hispanic children
- Levels of intellectual ability vary greatly among children with autism, ranging from severe intellectual challenges to average or above average intellectual ability. The study found that 46% of children identified with ASD have average or above average intellectual ability (an IQ above 85) compared to a third of children a decade ago
- Children with ASD are diagnosed after age 4 (53 months), even though ASD can be diagnosed as early as age 2

www.cdc.gov/autism
 Prevalence of Autism Spectrum Disorders — Autism and Developmental Disabilities Monitoring Network Report
 March 2014

Intellectual Ability CDC March 2014 Findings

- 31% of children with ASD were classified as having IQ scores in the range of intellectual disability (IQ \leq 70)
- 23% in the borderline range (IQ = 71–85)
- 46% in the average or above average range of intellectual ability (IQ >85) compared to a third of children a decade ago

Prevalence of Autism Spectrum Disorders — Autism and Developmental Disabilities Monitoring Network Report
www.cdc.gov/autism March 2014

There is a wide range of students with ASD in our schools and although each student with ASD is unique school is challenging for *most* students with ASD



We'll talk more about why school is challenging for students with an ASD in a minute but first.....



Adopted
 Not Adopted

Forty-three states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards

<http://www.corestandards.org/in-the-states>

**What are the CCSS?
(Common Core State Standards)**

- On August 2, 2010 the California State Board of Education decided on the CCSS for all students, from kindergarten through high school
- The role of the California Department of Education (CDE) is to help schools make sure that all students are meeting the standards

California Common Core State Standards

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Adopted by the California State Board of Education August 2010 and modified March 2013



Common Core State Standards:

- Internationally benchmarked
- Consistent expectations – no matter where you live
- Evidence and research-based
- Opportunity for shared resources and reduced costs



What are the CCSS? (Common Core State Standards)

OVERVIEW

The CCSS are designed:

- by teachers, parents, and education experts
- to ensure that students graduating from high school are prepared to enter credit bearing entry courses in two or four year college programs *or* enter the workforce
- to be clear and concise to ensure that parents, teachers, and students have a clear understanding of the expectations in reading, writing, speaking and listening, language and mathematics in school

What are the CCSS? (Common Core State Standards)

OVERVIEW

The standards establish what students need to learn, but they do not dictate how teachers should teach



Teachers will continue to devise lesson plans and ***tailor instruction to the individual needs of the students in their classrooms***

Benefits of CCSS

Collaboration among states on a range of tools and policies, including:



- textbooks, digital media, and other teaching materials aligned to the standards
- common comprehensive assessment systems to measure student performance annually that have replaced existing state testing systems
- changes needed to help support educators and schools in teaching to the new standards

CCSS VIDEO

<http://www.youtube.com/watch?v=9Rgdwi0vdJE>



Common Core in the Classroom: Cricket Investigation

CCSS Speaking and Listening Standard 4.1

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
 - a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
 - b) Follow agreed-upon rules for discussions and carry out assigned roles
 - c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link the remarks of others
 - d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion

**California Joins
Smarter Balanced Assessment Consortium
June 9, 2011**



<http://www.smarterbalanced.org>

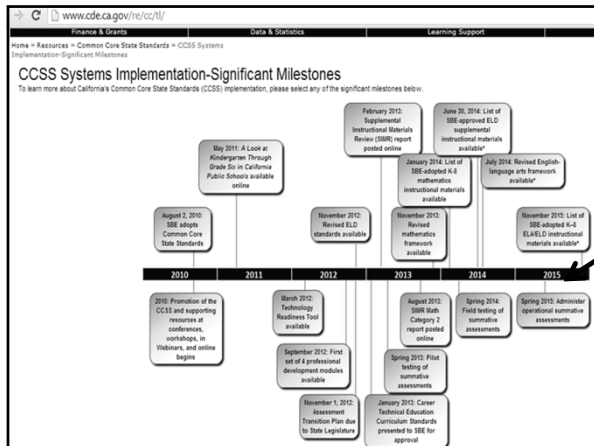
New assessments to replace current tests:

- California Assessment of Student Performance and Progress (CAASPP)
- Alternate Assessment also being developed for students with the most significant cognitive disabilities; a curriculum is also being developed

The image shows a map of the United States with state abbreviations. A legend indicates three types of membership: Governing State (dark grey), Advisory State (medium grey), and Affiliate Member (light grey). The map shows that California is a Governing State, and other states like Washington, Oregon, and Nevada are also Governing States. Other states are marked as Advisory or Affiliate members.

<http://www.cde.ca.gov/ta/tg/sa/ab484qa.asp>

The screenshot shows the California Department of Education website. The main heading is "Assembly Bill 484 Questions and Answers (About new statewide assessment systems)". Below this, there are three numbered questions and their answers regarding the new assessment system. A red arrow points to the heading. The page also includes a search bar, navigation menu, and footer information.



**California Joins
National Center and State Collaborative
(NCSC)
December 11, 2012**


National Center and State Collaborative
<http://www.ncscpartners.org>

- Alternate Assessment for students with the most significant cognitive disabilities
- Curriculum/ Instruction Resources/Professional Development Modules also developed


National Center and State Collaborative

Home About Blog Resources Multimedia News From The Field Recruitment

Partner States
Feb 21 2014 1:00 PM

Our thirteen state partners include: Arizona, Connecticut, District of Columbia, Florida, Indiana, Louisiana, Pacific Assessment Consortium (PAC-8), Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming. Note: The 6 entities (American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, Republic of the Marshall Islands) partner as one state, led by the University of Guam's Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDEERS).



*Non-partner states are dark in color and for states not in range in color

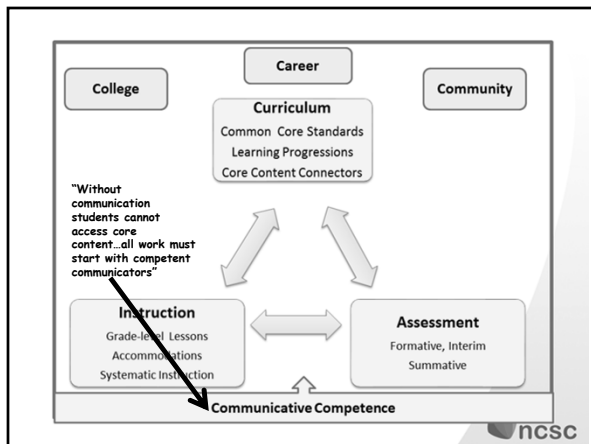
National Center and State Collaborative (NCSC)

- NCSC focuses on the essential knowledge for improved college, career, and *community* outcomes
- Given the large range of abilities of the students who take an Alternate Assessment on Alternate Achievement Standards (AA-AAS) “...*this also means ensuring that no student is excluded*”

National Center and State Collaborative (NCSC)

“The NCSC system of curriculum, instruction, and assessment is built on a foundation of *communicative competence*, so that students have a reliable way to receive information from others and to show others what they know”





NCSC's Commitment to Communicative Competence
<http://www.ncscpartners.org/resources>



NCSC's Commitment to Communicative Competence

Communication at some level is possible and identifiable for all students regardless of functional "level," and is the starting point for developing communicative competence. Communication competence is defined as the use of a communication system that allows students to gain and demonstrate knowledge. Many people with severe speech or language problems rely on alternative forms of communication, including augmentative and alternative communication (AAC) systems, to use with existing speech or replace difficult to understand speech.

All students can benefit from communication supports and services regardless of the severity of their disability.

AAC includes all forms of communication (other than oral speech) used to express thoughts, needs, wants, and ideas. We all use AAC when we make facial expressions or gestures, use symbols or pictures, or use print. Special aids, such as picture and symbol communication boards and electronic devices, are available to help people express themselves. The ultimate goal of

AAC for students in educational settings is to provide a method for communication, social interaction, a sense of self-worth and engagement in academics, and other school-related activities (e.g., extra-curricular, work-study). The students will also be prepared to communicate effectively and seek assistance for a variety of situations throughout their lives, including letting someone know that they have been harmed if they are suffering abuse and/or neglect. This reduces the risk that they will be victimized.

Students with significant cognitive disabilities should receive early intervention services and

Foundation of the NCSC Model for achieving CCCS is Communicative Competence

- Students with significant cognitive disabilities should have effective communication systems in place by kindergarten
- Communication at some level is possible and identifiable for all students regardless of functional "level"
- These systems may involve assistive technology and/or forms of communication other than oral speech



Foundation of the NCSC Model for achieving CCCS is Communicative Competence

- Students must also be able to share information, ideas, questions, and comments about daily life, the world in which they live and the academic content in their classes
- For students who have not yet developed communicative competence, this must be an immediate objective



Foundation of the NCSC Model for achieving CCCS is Communicative Competence

- Communicative competence is the basis for learning and necessary for active community participation
- It is important for students to be able to express personal needs

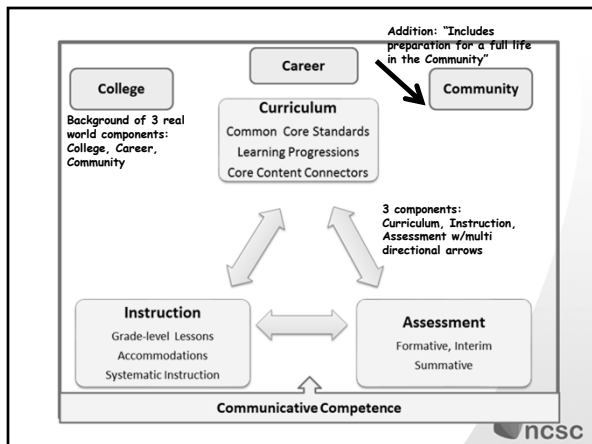


- It is essential that *school staff work with families* and students to develop a meaningful communication system for students to be used daily across settings

Foundation of the NCSC Model for achieving CCCS is Communicative Competence

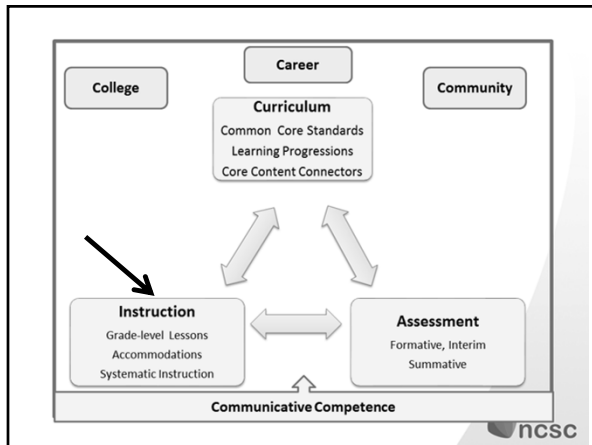
Communication needs must be addressed during the **Individualized Education Program (IEP)** process to ensure routine use of the communication system during instruction *and* assessment





- “College and career readiness in the NCSC model also includes community readiness
- Life beyond high school is more than just going to work or college
 - We learn to become responsible citizens, to vote, to participate in volunteer projects and recreational activities, we develop a network of friends, access health care, make necessary purchases, manage money, and take care of our household and personal needs”





CCSS INSTRUCTION

In order to maximize learning opportunities with their peers (classmates without disabilities) it is important for students with significant cognitive disabilities to be provided with:

- access to grade level content lessons
- needed accommodations
- systematic evidence-based instruction



**CCSS
INSTRUCTION**

It is important that students with significant cognitive disabilities use instructional materials and participate in activities that are **age-appropriate** and that allow them to progress with their peers

**CCSS
INSTRUCTION**

Shared learning experiences with same age peers provide opportunities to develop necessary social skills and to practice essential communication skills

**CCSS
INSTRUCTION**



The principles of Universal Design for Learning (UDL) provide a framework for educators to use:

- multiple ways to teach the content

- multiple ways for students to demonstrate knowledge

- multiple ways to engage ALL learners

**Multi-tiered System of Supports (MTSS):
A Comprehensive Framework for Implementing the CCSS
www.myboe.org**

“Implementing the Common Core State Standards within a framework of a Multi-Tiered System of Supports will help ensure that *all* students have an evidence-based system of instruction to assist them in achieving success”



**Multi-tiered System of Supports (MTSS):
A Comprehensive Framework for Implementing the CCSS
www.myboe.org**

“In designing instruction for *all* students, educational teams incorporate the principles of Universal Design for Learning (UDL), and provide the opportunity for differentiated learning through content, process, and product”



**CCSS
INSTRUCTION**

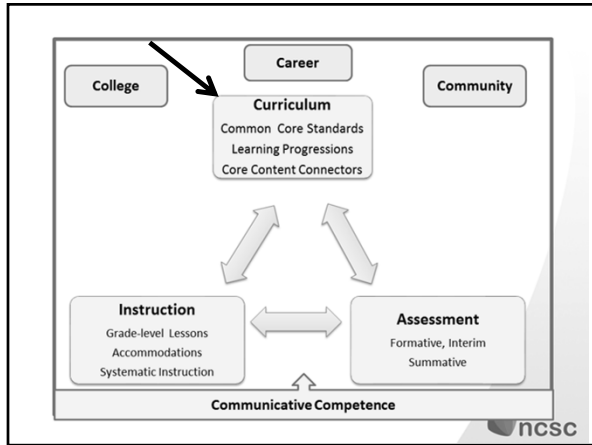
Individualization, including accommodations as needed, is built into grade-level lessons



CCSS INSTRUCTION

Systematic, evidence-based instruction ensures:

- that instruction is based on research that shows how students learn
- frequent opportunities for student responses, students are given immediate feedback on whether their responses are correct and there are ongoing checks for student understanding
- that instructional changes are based on a careful and continuous review of the student's performance



CCSS CURRICULUM



- NCSC framework for helping teachers understand and modify curriculum based on CCSS
- Part of the challenge of providing access to the general education curriculum for students with significant cognitive disabilities is determining how to make it meaningful

CCSS CURRICULUM



- Students may need reduced:
 - breadth (number of topics or objectives to learn)
 - depth (the levels of understanding expected for each topic/objective)
 - complexity (e.g., the time, steps and memory involved) compared to typical peers

CCSS CURRICULUM



- The NCSC model is based on a prioritized portion of the CCSS that supports access to the general education curriculum in each grade, at reduced depth, breadth, and complexity when necessary
- It also promotes meaningful participation in grade-level instruction with peers without disabilities
- NCSC has created two tools to assist in the planning process:
 1. Learning Progression Framework
 2. Core Content Connectors

NCSC Wiki Curriculum/Instruction Resources

<https://wiki.ncscpartners.org>



Page Discussion Read View source View history

Main Page

Welcome to the National Center and State Collaborative Wiki!

The National Center and State Collaborative (NCSC) is a project led by five centers and 24 states (13 core states and 11 Tier II states) to build an alternate assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. The goal of the NCSC project is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. Find out more about NCSC at <http://www.ncscpartners.org>.

This wiki was created by the University of Kentucky to host the curriculum and instruction materials developed by UNCC. The wiki and the materials hosted here help educators accomplish the NCSC goals and deliver instruction aligned to the Common Core State Standards (CCSS). The materials are grouped in three categories:

- Curriculum Resources - **What to Teach** (reference materials created to reinforce educators' understanding of curriculum content)
 - Instructional Resources - **How to Teach** (reference materials created to support classroom teaching)
 - Classroom Solutions (solutions or accommodations created by educators and shared here)
- All Resources - Browse all the types of resources based on category (CCCs, Element Cards, Content Modules, etc)

The graphic below presents the relationships between Curriculum and Instructional Resources developed in the NCSC grant.

- Navigation
- Main page
 - Classroom Solutions
 - Current events
 - Recent changes
 - Random page
 - Help
 - All Resources
- Toolbox
- What links here
 - Related changes
 - Special pages
 - Printable version
 - Permanent link

Excellent Article and Webinar!

Article Title:

Reconciling an Ecological Curricular Framework Focusing on Quality of Life Outcomes With the Development and Instruction of Standards-Based Academic Goals

Authors:

Pam Hunt, Ph.D., Department of Special Education, San Francisco State University
John McDonnell and Margret A. Crockett, University of Utah

Journal:

Research & Practice for Persons with Severe Disabilities, 2012, Vol. 37, No. 3, 139-152, @TASH

Webinar Title:

The Common Core State Standards and Students with Moderate/Severe Disabilities (2013)

Presenter:

Pam Hunt, Ph.D., Department of Special Education, San Francisco State University

Internet Site:

<http://idahotc.com/Webinars/tabid/218/entryid/128/Default>

California Department of EDUCATION
RESOURCE PAGE!!!
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Finance & Grants | Data & Statistics | Learning Support | Specialized Programs

Home » Resources » Common Core State Standards [Printer-friendly version](#)

Common Core State Standards

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace.

The California Department of Education helps schools make sure that all students are meeting the standards.

- Below you will find information about the standards and the CCSS-related activities taking place in California.

California Common Core State Standards

- [What are the Common Core Standards?](#)

California Department of EDUCATION
RESOURCE PAGE!!!
Search Change Text Size: A A A
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Curriculum & Instruction | Testing & Accountability | Professional Learning
Finance & Grants | Data & Statistics | Learning Support | Specialized Programs

Home » Specialized Programs » Special Education » Common Core Resources for Special Education [Printer-friendly version](#)

Common Core Resources for Special Education

Resources and guidelines on the Common Core State Standards (CCSS) for the Special Education Community.

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace. For details regarding the CCSS for all students visit the main [CCSS Web page](#).

This site offers resources and guidelines on what the CCSS and the new tests will mean for California students in the Special Education Community.

CCSS | [General Assessment](#) | [Alternate Assessment](#) | [Parents and Students](#) | [Other Resources](#)

CCSS

The Common Core State Standards (CCSS) for English and math were adopted in 2010. These standards define what students need to learn at each grade level. They provide a chance to improve access to quality content standards for students with disabilities.

Symposiums

[Common Core State Standards Symposium for Special Educators: Archived Sessions and Materials](#)

Want to keep up-to-date?



- **Visit CDE CCSS web pages:**

<http://www.cde.ca.gov/re/cc>

<http://www.cde.ca.gov/sp/se/cc>

- **Subscribe to CDE e-mail update lists:**

join-commoncore@mlist.cde.ca.gov

subscribe-sbac@mlist.cde.ca.gov

subscribe-caaspp@mlist.cde.ca.gov

- **Contact:** commoncoreteam@cde.ca.gov

Reasons Why it's Challenging for Students with ASD to be Successful in School



1. Abilities are often uneven

2. Difficulty paying attention is part of ASD and some may also have AD/HD





3. Tend to learn better visually

4. Change is not usually easily tolerated

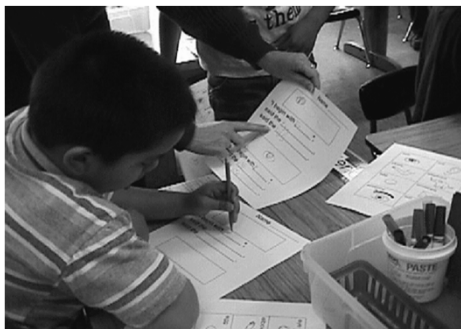


5. Extra time to process is often necessary



6. Performing upon request is often difficult

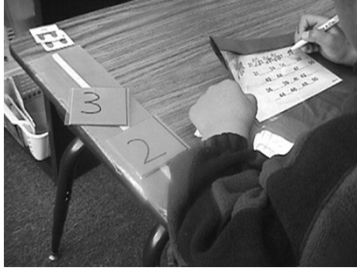




7. Generalizing is challenging



8. Transitions are usually hard



9. Remembering things rotely is typical



10. Motivation and performance can be inconsistent

11. Deficits exist in social communication and social interaction



12. Deficits in Theory of Mind (ToM)*

- Difficulty “putting oneself in another person’s shoes”; seeing things from another’s perspective
- Students with ASD often find it difficult to understand the nonverbal cues (gestures, body language, facial expressions, etc.) that indicate another’s feelings, beliefs, intentions and thoughts
- May misinterpret and respond very differently than you would expect

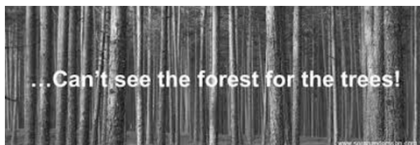
12. Deficits in Theory of Mind* (cont’d)

- Example
In CCSS English language arts standards, student may have difficulty understanding why and how a character behaves and this effects accurate text understanding and consequently how they would write a narrative related to story



13. Difficulty seeing the Big Picture* (weak central coherence)

- Students with ASD can be great at attending to detail but
 - often have difficulty perceiving and understanding the overall picture or gist of something



13. Difficulty seeing the Big Picture* (weak central coherence)

Example:

Student may be reading text about the Westward Expansion in the 1800s and the settlers traveling across country in a horse drawn covered wagon; student may have special interest in horses and only focus on the horses and not the Big Picture



13. Difficulty seeing the Big Picture* (weak central coherence)

Example:

Student may be reading a story about pirates and reacts to the sharks in the story because afraid of sharks or sharks are a special interest



14. Executive Functioning Difficulties*

May have difficulty with:

- Organization and planning
- Working memory
- Inhibition control
- Time management
- Prioritizing
- Using new strategies

14. Executive Functioning Difficulties*

May have difficulty with:

- Initiating work
- Staying on task
- Being able to organize him/herself
- Long-term assignments and projects due to required planning, prioritizing and recognizing length of project sections
- Generating and manipulating ideas

*13. and 14. adapted from Constable, S., et al. (2013) "Meeting the Common Core State Standards for Students With Autism: The Challenge for Educators, Teaching Exceptional Children, Vol. 45, No. 3, pp-6-13 Jan/Feb 2013, Council for Exceptional Children

Common Core Classrooms Will Be Different!

- Some of the changes will be good for our students with ASD
- Some of the changes will result in greater challenges for our students with ASD



Common Core Classrooms Will Be Different!*

1. Greater detail and deeper understanding
Teachers will cover fewer topics in a year, but with greater detail

Students will cover new topics at each grade level; fewer but fuller

**Common Core Classrooms
Will Be Different!***

2. Strong focus on nonfiction reading

Post-high school reading (in both college and career) is more often expository than fiction as high school grads study for college courses or receive specific job training

Examples: literary nonfiction; essays; biographies and autobiographies; charts, graphs, maps, journals and technical manuals

Students need to know how to perform the critical reading necessary to navigate through the staggering amount of print and digital information required to thrive in real-life

**Common Core Classrooms
Will Be Different!***

3. Students required to logically prove their claims with conversations and well-understood evidence-

their statements must have supporting facts that stand up under scrutiny

**Common Core Classrooms
Will Be Different!***

4. Speaking and listening will be taught in the K-12 curriculum to include guidelines for how to carry on a conversation:

Examples:

- come to a discussion prepared
- listen respectfully to others
- take turns speaking
- build on each other's conversations
- ask clarifying questions

Common Core Classrooms Will Be Different!*

5. Technology is part of most/all standards; many times, standards expect knowledge to be 'collaborated on, published and shared' through technology (e.g., pdfs, printing, publishing to blogs, Google Docs and Wikis, etc.)



Students and teachers will use the internet, online tools, software, and tech devices as vehicles for achieving educational goals

Common Core Classrooms Will Be Different!*

6. Life skills are emphasized across subject areas!

Students need to write and speak just as effectively in every subject such as, science, math, history



Critical thinking important in all subjects: students must understand cause and effect, transfer knowledge from one subject area to another throughout their educational day

That means, math and science teachers must pay attention to writing and literature teachers to cognitive processes!

*1-6 adapted with permission from: 7 Ways Common Core Will Change Your Classroom by Jacqui Murray @ www.teachhub.com

Common Core State Standards and ASD

Will enable teachers to address some of the specific needs of students with ASD in their classes:

– For example, the following two areas are typically difficult for students with ASD:

- Social Communication
- Perspective taking

Common Core State Standards and ASD

Writing Standards



- Kindergarten – 2nd Grade: participate in *shared* research and writing projects
- 5th grade: write opinion pieces on topics or texts, supporting a *point of view* with reasons and information.
- 7th grade: write arguments to support claims with clear reasons and relevant evidence.
- 9th-10th grade: students must be able to *write arguments to support claims* in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Common Core State Standards and ASD

- To address Writing standards, teachers must support students with ASD learn how to take the perspective of others in order to write effective texts
- Students with ASD require lessons that explicitly address the idea that other people have different beliefs, ideas, and from their own and several opportunities to practice applying this concept
- Working on the skill of perspective-taking will help students with ASD be better writers and more prepared to meet the Common Core State Standards in writing

Common Core State Standards and ASD

Social communication skills development needs to occur in order to participate in shared writing projects

Students can no longer only work alone to complete a project – students must be able to learn how to work with their peers to meet the writing standards of Kindergarten through 2nd grade

**Common Core State Standards
and ASD**

Speaking and Listening Standards:

Kindergarten – 2nd Grade: participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups

– follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

– continue a conversation through multiple exchanges

**Common Core State Standards
and ASD**

Speaking and Listening Standards:

3rd through 8th grade: engage effectively in a range of collaborative discussions (one-on-one and in varying group sizes) on grade level topics and texts, building on others' ideas and expressing their own clearly

**Common Core State Standards
and ASD**

Speaking and Listening Standards:

9th through 12th grade: initiate and participate with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

Common Core State Standards and ASD

- The skill of perspective taking is embedded in the Speaking and Listening Standards.
 - Helping students with ASD understand and apply this perspective taking will better prepare them in successfully meeting the Common Core State Standards

- The social communication deficits experienced by students with ASD aren't just a social challenge but effects their ability to achieve the standards
 - Difficulties in social communication need to be addressed in order to help students with ASD meet the academic expectations of the Common Core State Standards

How do we support our student with ASD in the CCSS classroom?

We Implement Evidence-Based Practices!

California Department of Developmental Services (DDS)	National Professional Development Center (NPDC)	National Autism Center (NAC)
1. ASD Guidelines for Effective Interventions	1. 27 Evidence Based Practices Briefs 2. EBPs for Young Children	1. National Standards Project Report 2. Evidence Based Practices in Schools Educator Manual 3. Parent's Guide to EBP and ASD
www.asdguidelines.org	http://autismpdc.fpg.unc.edu http://asdtoddler.fpg.unc.edu	www.nationalautismcenter.org

How many results do you think you would get if you did a Google search for:

“ASD treatment”?



Google ASD treatment

Web Images Shopping Videos News More Search tools

About 6,610,000 results (0.40 seconds)

[CDC | Treatment | Autism Spectrum Disorder \(ASD ...](#)
www.cdc.gov/...tre... - United States Centers for Disease Control and Preve... - Mar 13, 2014 - There are no medications that can cure ASD or treat the core symptoms. However, there are medications that

Results: 6,610,000 “ASD treatment” (July 8, 2014)

[Atrial Septal Defect Treatment & Management](#)
emedicine.medscape.com/article/162914-treatment - Medscape - Jan 3, 2014 - Treatment & Management: Atrial Septal Defect. Atrial septal defect (ASD) is one of the more commonly recognized congenital cardiac ...

[NIMH - A Parent's Guide to Autism Spectrum Disorder](#)
www.nimh.nih.gov/.../a-parents-guide... - National Institute of Mental Health - Symptoms of autism spectrum disorder (ASD) vary from one child to the next, but ... Treating sleep problems in children with ASD may improve the child's overall ...


3 Important ASD EBP Resources

California Department of Developmental Services (DDS)	National Professional Development Center (NPDC)	National Autism Center (NAC)
1. ASD Guidelines for Effective Interventions	1. 27 Evidence Based Practices Briefs 2. EBPs for Young Children	1. National Standards Project Report 2. Evidence Based Practices in Schools Educator Manual 3. Parent's Guide to EBP and ASD
www.asdguidelines.org	http://autismpdc.fpg.unc.edu http://asdtoddler.fpg.unc.edu	www.nationalautismcenter.org

ASD EBP Resources		
California Department of Developmental Services (DDS)	National Professional Development Center (NPDC)	National Autism Center (NAC)
1. ASD Guidelines for Effective Interventions	<ol style="list-style-type: none"> 27 Evidence Based Practices Briefs EBPs for Young Children 	<ol style="list-style-type: none"> National Standards Project Report Evidence Based Practices in Schools Educator Manual Parent's Guide to EBP and ASD
www.asdguidelines.org	http://autismpdc.fpg.unc.edu http://asdtoddler.fpg.unc.edu	www.nationalautismcenter.org

California Department of Developmental Services (DDS)
“ASD Guidelines for Effective Intervention”

- Working on the development of ASD Guidelines in collaboration with California Department of Education
- This document is designated by CA Legislative Blue Ribbon Commission and CA Superintendent’s Autism Advisory Committee for CA schools to reference**
- Projected completion date is?



ASD EBP Resources		
California Department of Developmental Services (DDS)	National Professional Development Center (NPDC)	National Autism Center (NAC)
1. ASD Guidelines for Effective Interventions	<ol style="list-style-type: none"> 27 Evidence Based Practices Briefs EBPs for Young Children 	<ol style="list-style-type: none"> National Standards Project Report Evidence Based Practices in Schools Educator Manual Parent's Guide to EBP and ASD
www.asdguidelines.org	http://autismpdc.fpg.unc.edu http://asdtoddler.fpg.unc.edu	www.nationalautismcenter.org

NPDC Criteria for EBP

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

To be considered an EBP for individuals with ASD, efficacy must be established through peer-reviewed research in scientific journals using:

- At least two high quality experimental or quasi-experimental group design articles conducted by at least two different researchers or research groups
- OR
- At least five high quality single case design articles conducted by at least three different researchers or research groups having a total of at least 20 participants across studies
- OR
- A combination of at least one high quality experimental or quasi-experimental group design article and at least three high quality single case design articles conducted by at least two different research groups

NPDC EBP Fact Sheet

Video Modeling
Fact Sheet

Brief Description

Video modeling (VM) is a method of instruction that uses video recording and digital equipment to provide a visual model of the targeted behavior or skill. The model is shown to the learner, who then has an opportunity to practice the target behavior, either in the presence or at a later point in time. Types of video modeling include basic video modeling, video self-modeling, point-of-view video modeling, and video prompting. Basic video modeling is the most common and involves recording someone besides the learner engaging in the target behavior or skill. Video self-modeling is used to record the learner displaying the target skill or behavior and may involve adding to remove adult prompts. Point-of-view video modeling is when the target behavior or skill is recorded from the perspective of what the learner will see when he or she performs the response. Video prompting involves breaking the behavior into steps and recording each step with incorporated pauses during which the learner may view and then attempt a step before viewing and attempting subsequent steps. Video prompting can be implemented with either call or point-of-view models. Video modeling strategies have been used in isolation and also in conjunction with other intervention components such as prompting and reinforcement strategies.

Qualifying Evidence

172 items evidence based criteria with 3 group designs and 31 single case design studies.

Age

According to the evidence based studies, this intervention has been effective for children (0-2 years) to young adults (19-22) years with ASD.

Outcomes

VM can be used effectively to address social, communication, behavior, joint attention, play, self skills, school readiness, academic, motor, adaptive, and recreational skills.

Research Studies Providing Evidence

Alvarado, N., & Mac Iver, E. (2011). Teaching children with autism how to respond to the tone of voice. *Autism*, 15(2), 101-121. doi: 10.1177/1063426910380088
 Allen, K. E., Wallace, D. E., Green, D. L., Roman, L. L., & Paulk, R. V. (2010). Community based reciprocal interaction using videotaped modeling for young adults with autism spectrum disorder participating in an adult research. *Journal of Autism and Other Developmental Disabilities*, 20(1), 100-102. doi: 10.1007/s10804-009-0170-9

Implementation Fidelity is Critical!

What does this mean?



“Implementing an intervention in the same manner in which it was done in the evidence-based research”

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

Implementation Fidelity is Critical!

How implementation fidelity achieved:



- Use self-learning modules on practices
- Use implementation checklists for the EBP to capture fidelity of implementation
- Use EBP Fact Sheets
- Offer training on the practice, as needed
- Coach on the practice until fidelity is attained

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AUTISM SPECTRUM DISORDERS

Autism Internet Modules (self-learning modules)

www.autisminternetmodules.org

Autism Internet Modules

www.autisminternetmodules.org

Online learning modules includes information on:

- Evidence-based practices and interventions
- Recognizing and understanding behaviors
- Assessment and identification of ASDs
- Transition to adulthood and employment

43 Autism Internet Modules so far... 26 more on the way!


<ul style="list-style-type: none"> • Antecedent-Based Interventions (ABI) • ASD-4-EI: What Early Interventionists Should Know • Assessment for Identification • Autism and the Biopsychosocial Model: Body, Mind, and Community • Cognitive Differences • Comprehensive Program Planning for Individuals With Autism Spectrum Disorders • Computer-Aided Instruction • Customized Employment • Differential Reinforcement • Discrete Trial Training • Extinction • Functional Communication Training • Home Base • Language and Communication • Naturalistic Intervention • Overview of Social Skills Functioning and Programming • Parent-Implemented Intervention • Peer-Mediated Instruction and Intervention (PMII) • Picture Exchange Communication System (PECS) • Pivotal Response Training (PRT) • Preparing Individuals for Employment 	<ul style="list-style-type: none"> • Prompting • Reinforcement • Response Interruption/Redirection • Restricted Patterns of Behavior, Interests, and Activities • Rules and Routines • Screening Across the Lifespan for Autism Spectrum Disorders • Self-Management • Sensory Differences • Social Narratives • Social Skills Groups • Social Supports for Transition-Aged Individuals • Speech Generating Devices (SGD) • Structured Teaching • Structured Work Systems and Activity Organization • Supporting Successful Completion of Homework • Task Analysis • The Employee with Autism • The Incredible 5-Point Scale • Time Delay • Transitioning Between Activities • Video Modeling • Visual Supports
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National Professional Development Center-ASD
NPDC
<http://autismpdc.fpg.unc.edu>

**Brief Packages Available For
Evidence Based Practices (EBPs)**

Brief Package Consists of:

- Overview of practice
- Evidence-base for practice
- Steps for implementation
- Implementation Checklist
- Data Collection Forms



THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

Evidence-Based Practice Briefs

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS
<http://autismpdc.fpg.unc.edu/>

A multi-university center that provides the use of evidence based practice for children and adolescents with autism spectrum disorders.

Home

About the Center

Evidence Based Practices

Additional Resources


State Applications

State Partners Login

User name:

Password:

[Need sign help?](#)



Each year, three states are selected through a competitive application process for a two-year partnership with the Professional Development Center.




[Learn more about the application process >>](#)

NEWS AND EVENTS

New York Declaration Forum

PEP Online Module Now Available

The National Professional Development Center on Autism Spectrum Disorders is a multi-university center that provides the use of evidence-based practice for children and adolescents with autism spectrum disorders. The Center operates through three sites that include the FPG Child Development Institute at the University of North Carolina at Chapel Hill, the M.I.N.D. Institute at University of California at Davis Medical School, and the Wisconsin Center at the University of Wisconsin at Madison. Each year, three states are selected through a competitive application process for a two-year partnership with the Professional Development Center. The Center works in coordination with each state's Department of Education, PEP-C agency, and Wisconsin Center for Excellence in Developmental Disabilities to provide professional development to teachers and practitioners who serve individuals from birth through twenty-two years with autism spectrum disorders.

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

Evidence-Based Practice: Video Modeling

Home

About the Center

Evidence-Based Practices

Comparison with National Standards Project

Autism Internet Modules

EBP Briefs

Updating the EBPs

Early Identification of ASD Module

Additional Resources

News and Events

Working With States

State Partners Login

User name:

Password:

[Forgot password?](#)

Overview of Video Modeling

Video modeling is a mode of teaching that uses video recording and display equipment to provide a visual model of the targeted behavior or skill. Types of video modeling include basic video modeling, video self-modeling, point-of-view video modeling, and video prompting. Basic video modeling involves recording someone (usually the learner) engaging in the target behavior or skill (i.e., model). The video is then viewed by the learner at a later time. Video self-modeling is used to record the learner displaying the target skill or behavior and is reviewed later. Point-of-view video modeling is similar to the target behavior or skill is recorded from the perspective of the learner. Video prompting involves breaking the behavior/skill into steps and recording each step with incorporated pauses during which the learner may attempt the step before viewing subsequent steps. Video prompting may be done with either the learner or someone else acting as a model.

Evidence

Video modeling meets evidence-based practice (EBP) criteria with eight single-subject studies.

With what ages is modeling effective?

The evidence-based research suggests that video modeling can be effectively implemented with learners from early childhood through middle school. This practice may prove useful with high school age learners as well, though no studies were identified to support its use at this age level.

What skills or intervention goals can be addressed by video modeling?

In the evidence-based studies, the domains of communication, social, academic/occupational, and play were represented. It may be useful in the behavior domain as well; however, no studies were identified to support the use of video modeling in this domain.

In what settings can video modeling be effectively used?

In the studies that serve as the foundation for the evidence base, video modeling was implemented in home and school settings. This practice, however, may be useful anywhere there is learner access to viewing equipment.

Brief Package:

- [VideoModeling_brief_pkg.pdf](#) [PDF, 400174KB] 10/01/2010

Brief Components


- Overview:**
 - [VideoModeling_Overview.pdf](#) [PDF, 92366KB] 10/01/2010
- Evidence base:**
 - [VideoModeling_EvidenceBase.pdf](#) [PDF, 66330KB] 10/01/2010
- Steps for Implementation:**
 - [VideoModeling_Steps.pdf](#) [PDF, 97881KB] 10/01/2010
- Implementation Checklist:**
 - [VideoModeling_Checklist.pdf](#) [PDF, 178454KB] 05/01/2011

The NPDC of ASD is a multi-university center that operates through three sites: the FPG Child Development Institute at the University of North Carolina at Chapel Hill, the M.I.N.D. Institute at University of California at Davis Medical School, and the Wisconsin Center at the University of Wisconsin at Madison.
Contact Us | Sitemap | Admin Log In

ASD EBP Resources		
California Department of Developmental Services (DDS)	National Professional Development Center (NPDC)	National Autism Center (NAC)
1. ASD Guidelines for Effective Interventions	1. 27 Evidence Based Practices Briefs 2. EBPs for Young Children	1. National Standards Project Report 2. Evidence Based Practices in Schools Educator Manual 3. Parent's Guide to EBP and ASD
www.asdguidelines.org	http://autismpdc.fpg.unc.edu http://asdtdodder.fpg.unc.edu	www.nationalautismcenter.org

3 National Autism Center Reports

www.nationalautismcenter.org




1. *National Standards Report* (Released 9/09)
2. *Evidence-Based Practice and Autism in the Schools: A guide to providing appropriate interventions to students with ASD* (Released 1/10)
3. *A Parent's Guide to Evidence-based Practice and ASD* (Released 12/11)

National Autism Center*National Standards Project

www.nationalautismcenter.org






**National Standards Report (NSP)
Released 9-09**
www.nationalautismcenter.org

vac National Autism Center

“This report provides comprehensive information about the level of scientific evidence that exists in support of the many educational and behavioral treatments currently available for individuals with Autism Spectrum Disorders (ASD) under age 22”

The National Autism Center's



National Standards Report

THE NATIONAL STANDARDS PROJECT—
ADDRESSING THE NEED FOR EVIDENCE-
BASED PRACTICE GUIDELINES FOR
AUTISM SPECTRUM DISORDERS

vac National Autism Center

National Standards Report

vac National Autism Center

- Primary Goal:** provide information about which treatments have been shown to be effective for individuals with ASD
- Cross disciplinary group of experts over several years
- Project findings based on 775 published research studies in peer reviewed scientific journals (1957-2007) about interventions for individuals below 22 years of age


Note: Literature from 2007→ is being reviewed!

The National Standards Project
(NSP)



Overall Findings

- 11 Established Treatments
- 22 Emerging Treatments
- 5 Unestablished Treatments



**11 Established Treatments-
What Does That Mean?**

- “Several well-controlled studies have shown the intervention to produce beneficial effects
- There is sufficient evidence to confidently state that each of these treatments produces beneficial effects
- The quality, quantity, and consistency of outcomes indicate that these treatments work with individuals on the autism spectrum
- Despite the fact that these Established Treatments have been shown to be effective in studies, we know that they will not be effective for *all* individuals with ASD”

11 Established Treatments

1. Antecedent Package
2. Behavioral Package
3. Comprehensive Behavioral Treatment for Young Children
4. Joint Attention Intervention
5. Modeling
6. Naturalistic Teaching Strategies
7. Peer Training Package
8. Pivotal Response Treatment
9. Schedules
10. Self-management
11. Story-based Intervention Package



Established Treatments for Younger Children with ASD

TREATMENT	AGES
Antecedent Package	0-2, 3-5
Behavioral Package	0-2, 3-5
Comprehensive Behavioral Treatment for Young Children	0-2, 3-5
Joint Attention Intervention	0-2, 3-5
Modeling	3-5
Naturalistic Teaching Strategies	0-2, 3-5
Peer Training Package	3-5
Pivotal Response Treatment	3-5
Schedules	3-5
Self-management	3-5
Story-based Intervention Package	Begins Age 6


Established Treatments for Older Individuals with ASD

TREATMENT	AGES
Antecedent Package	10-14, 15-18
Behavioral Package	10-14, 15-18, 19-21
Comprehensive Behavioral Treatment for Young Children	Up to age 9
Joint Attention Intervention	Up to age 5
Modeling	10-14, 15-18
Naturalistic Teaching Strategies	Up to age 9
Peer Training Package	10-14
Pivotal Response Treatment	Up to age 9
Schedules	10-14, 15-18
Self-management	10-14
Story-based Intervention Package	10-14

The screenshot shows the CAPTAIN website interface. At the top, there are navigation tabs for Home, About, and Contact, and the URL www.captain.ca.gov. A 'Welcome' message is displayed on the left. On the right, a 'Quick Links' sidebar contains several links, with an arrow pointing to 'National Professional Development Center on Autism Spectrum Disorders'. Other links include 'National Autism Center', 'Autism Model Toolkit', 'CAPTAIN Content Resources', 'AutismLink.com', 'English Spoken', 'Other Languages', 'Web 2.0 Support - ASD', 'CAPTAIN Cases', 'California Department of Developmental Services', and 'Aut Early'. Below the sidebar, there is a 'CAPTAIN Partners' section listing 'California Center, LLC', 'Family Resource Centers Network of California', 'Center for Excellence for Developmental Disabilities at UC Davis MCHC Institute', 'UCSD University Center for Excellence in Developmental Disabilities (UCEDD) (UCSD)', and 'CAPTAIN Futures'. At the bottom, there is a 'California Diagnostic Centers' section with a list of centers and a 'Confidentiality Privacy Policy' link.


California Department of Developmental Services (DDS)	National Professional Development Center (NPDC)	National Autism Center (NAC)
1. ASD Guidelines for Effective Interventions NOT YET AVAILABLE	1. 27 Evidence Based Practices Briefs 2. EBPs for Young Children	1. National Standards Project Report: <i>Established Treatments</i> 2. Evidence Based Practices in Schools Educator Manual 3. Parent's Guide to EBP and ASD
www.asdguidelines.org	http://autismpdc.fpg.unc.edu http://asdtoddler.fpg.unc.edu	www.nationalautismcenter.org

Why Are these EBP resources so important?



Knowing of these EBPs:

- helps us know which treatments have evidence of effectiveness and which treatments do not
- allows us to make informed decisions when we select treatments
- provides us with the opportunity to support individuals on the autism spectrum in reaching their full potential



Implementing EBPs goes right along with.....

CDE's encouragement to use the **Multi-tiered System of Support (MTSS)** as a framework for implementation of CCSS for the success of *all* students



Multi-tiered System of Supports (MTSS): A Comprehensive Framework for Implementing the CCSS www.myboe.org

"Implementing the Common Core State Standards within a framework of a Multi-Tiered System of Supports will help ensure that all students have an **evidence-based system of instruction** to assist them in achieving success"



Common Core Math Lesson 4th/5th Grade (Shorter Version) Tim Bedley

<http://www.youtube.com/watch?v=DxuMgorzZKs>



As you watch the video:



1. Note any challenges you think a student with ASD might experience in this class?
2. Write these challenges in a column down the left side of your paper

Large Group Sharing

- What challenges did you think a student with ASD might have in this class?



Partner Activity

Working with your partner:



1. Decide on one or two challenges
2. Select an EBP from the list of 27 EBPs that you might implement to support a student with ASD in this CCSS classroom activity

Large Group Sharing



Ways To Support Your Student With ASD

Classroom Challenge

- Following Directions
- Finding a peer for activity
- Sitting near other students
- Too noisy
- Multiple answers to a problem
- Negotiating with a peer
- Understanding Humor
- Making many activity transitions
- Reporting back to group

Evidence Based Practice

- Mini task schedule/Visual Support
- Peer Mediated Instruction/Intervention
- Social Story/Self-Management
- Self-Management (e.g. break card)
- Social Story
- Social Narratives/Reinforcement
- Comic Strip Conversations
- Mini task schedule/Prompting/PMII
- Video Modeling/Scripting
- Social Narrative/Naturalistic Intervention

Putting
it all
Together



CCSS: Reading Literature 2.3
Students should be able to describe how characters in a story respond to major events and challenges

Lack of Theory of Mind Results in:

- Difficulty understanding and examining a character's traits and/or how a character's actions moves the story along
- Unable to imagine how a character feels/thinks
- Unable to describe the state of mind of the characters
- May not be able to predict what a character in the story might do next and/or why they did what they did

CCSS: Reading Literature 2.3
Students should be able to describe how characters in a story respond to major events and challenges

- **Lack of Big Picture Results in:**
 - student not seeing the major events
- **Executive Function Weaknesses May Cause:**
 - students having difficulty paying attention to relevant parts of the story although they may pay attention to unimportant details

What to do? Use EBPs!

- Comic Strip Conversations
- Social Narratives/Social Stories
- Visual Supports
 - The Incredible 5-Point Scale
 - Graphic Organizers
 - Pictures of events for sequencing
- Positive Reinforcement
 - Earns time to look up information about sharks for completed work

Example of Comic Strip Conversation

The character in the text reacts when a loud voice is used. This *Comic Strip Conversation* using characters from the student's favorite TV show provides him with a visual about the text



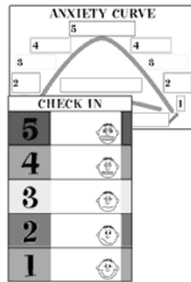
Think Bubble/Talk Bubble



The Incredible 5 Point Scale

Kari Dunn Buron and Mitzi Curtis

- Behavioral support that breaks down behaviors and social interactions into clear, visual and tangible pieces so that student can learn appropriate ways to respond and interact in difficult situations.
- A scale can be created using colors, pictures, or a rating system of 1 to 5.



www.5pointscale.com
www.autisminternetmodules.org

CCSS: Speaking and Listening K.3
“Be able to ask and answer questions to seek help, obtain information, or clarify what they do not understand”

Use EBPs!



- Naturalistic Intervention
- Peer-Mediated Instruction and Intervention
- Social Narratives
- Visual Supports (Help card) 
- Social Story (What to Do When I Need Help)
- Reinforcement
- Self-management – Incredible 5 Point Scale

Table 1. Sampling of CCSS, Classroom Behaviors, and Evidence-Based Strategies

Sampling of CCSS in ELA	Classroom Behaviors	Evidence-Based Strategy
Ask and answer questions to seek help, obtain information, or clarify something that is not understood. K.3 Speaking and Listening	Student may not be able to initiate asking for help or clarification. May sit and do nothing. May try to escape or avoid the task.	Naturalistic intervention Peer-mediated instruction and intervention
Describe how characters in a story respond to major events and challenges. 2.3 Reading Literature	Student may struggle to answer correctly in response to questions about character perspectives and responses.	Social Narratives of Social Stories and Comic Strip Conversations
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 5.3 Writing	Student may have difficulty separating fact from fantasy. Student may have difficulty initiating writing tasks or knowing what to write about and be unable to retrieve language needed to write in a sequential organized fashion.	Prompting Visual supports
Analyze how particular lines of dialogues or incidents in a story or drama propel the actions, reveal aspects of a character, or provoke a decision. 8.3 Reading: Literature	Students have difficulty determining how dialogue or incidents in a story propel a character's actions	Social Narratives of Social Stories and Comic Strip Conversations

Teaching Exceptional Children, Vol. 45, No. 3, pp-6-13 Jan/Feb 2013

Great Article!



Meeting the Common Core State Standards for Students with Autism: The Challenge for Educators

Teaching Exceptional Children, Vol. 45, No. 3, pp-6-13 Jan/Feb 2013

Council for Exceptional Children
www.cec.sped.org

IEP GOALS BANK COMING!

CARS+ :The Organization for Special Educators
www.carsplus.org

- CARS+ is working with CDE to develop a goal tool kit. This will be rolling out in September 2014
- CARS+ is also collaborating with CEC to develop a goal bank like the one available on SEIS

Robert Hamilton: president@carsplus.org
855-227-7810

Great Free Online Newsletter!
The Special Edge Volume 27, No. 2 Winter/Spring 2014
"What New Standards Mean for Students with Disabilities CCSS"
<http://www.calstat.org/publications/pdfs/2014winterSpringedge.pdf>



CCSS and Students with ASD

- To ensure that students with ASD achieve the CCSS, IEP teams must recognize how ASD affects the students' performance in school
- All teaching team members must understand Evidence-Based Practices (EBP) and implement these with fidelity to help our students with ASD meet the CCSS and be successful in school to achieve their own personal potential



Questions?



Call or email me!

Ann England

aengland@dcn-cde.ca.gov

Diagnostic Center, Northern California

39100 Gallaudet Dr., Fremont, CA

510-794-2500

www.askaspecialist.ca.gov

www.captain.ca.gov



References

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3. Autism Internet Modules <http://www.autisminternetmodules.org/>
4. California Common Core State Standards, Professional Learning Modules by Brokers of Expertise, State of California Department of Education <http://www.myboe.org/>
5. California Department of Education <http://www.cde.ca.gov/>
6. Center for Applied Special Technology (CAST) <http://www.cast.org/udl/>
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8. Hunt, P., et.al. (2012) "Reconciling an Ecological Curricular Framework Focusing on Quality of Life Outcomes With the Development and Instruction of Standards-Based Academic Goals", Research & Practice for Persons with Severe Disabilities, 2012, Vol. 37, No. 3, 139-152, ©TASH

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13. National Professional Development Center on ASD <http://autismpdc.fpg.unc.edu/>
14. Smarter Balanced Assessment Consortium <http://www.smarterbalanced.org/>
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16. "What New Standards mean for Students with Disability CCSS, The Special Edge Volume 27, No. 2 Winter/Spring 2014 <http://www.calstat.org/publications/pdfs/2014winterSpringedge.pdf>
