CARD

Center for Autism and Related Disabilities

Florida's First Choice for Autism Support

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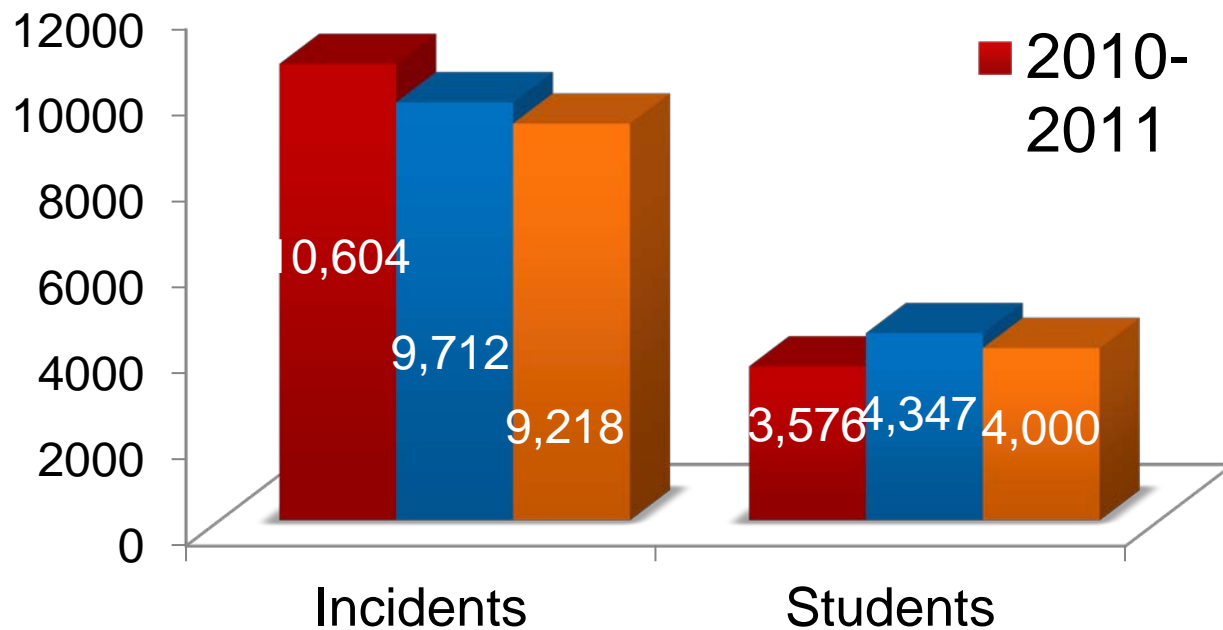# Preventing Seclusion and Restraint for Students with ASD

Part 1 – Concepts related to proactive behavior intervention

Part 2 – Setting up effective positive supports

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Florida Seclusion and Restraint Data

In 2013 :

9,218 incidents of restraint with 4,000 students!

In this section we will be reviewing four topics:

1. Behavior
2. Consequences
3. Antecedents
4. Setting Events

Objective :

In Part Two, we will look at ways to **address** the following:

1. Behavior
2. Consequences
3. Antecedents
4. Setting Events

- Collects user demographics
- Archives quiz results and gives corrective feedback
- Provides a certificate of completion when 80% criteria is met
- Can count for 1.5 hours of in-service points if district approves
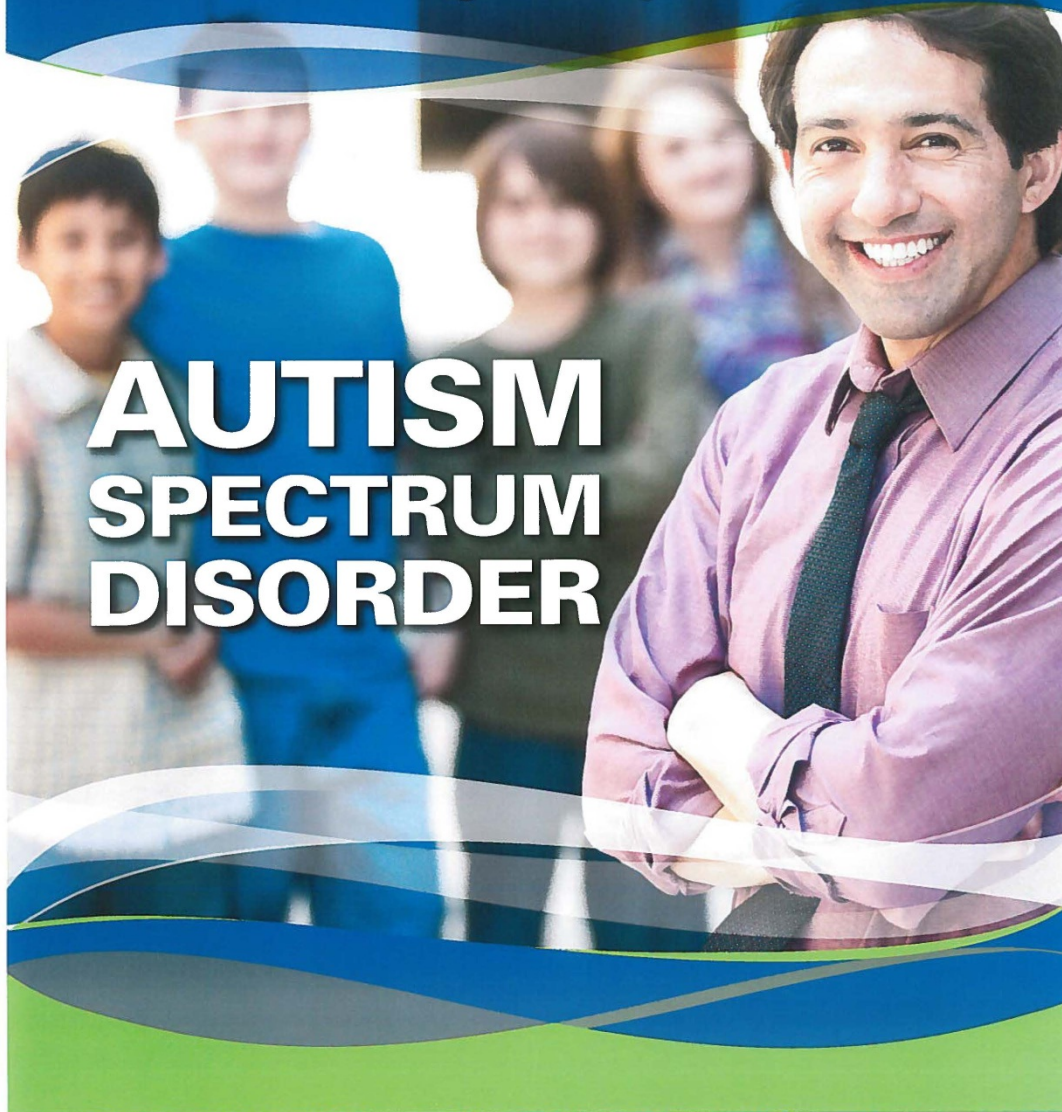- Offer resources on related topics

Administrator Guide for Educating Students with ASD

https://www.youtube.com/watch?v=hIAsSG7N2SY&feature=youtu.be

of the listener or context greatly influence a student's success in social learning experiences. Quite often students with autism spectrum disorder struggle in group learning activities because of limited social pragmatic abilities.

- **Trouble interpreting social situations,** or knowing how to anticipate, interpret and make judgments about a social situation, influences a student's ability to maintain social interactions during instructional activities. Social interest is often limited.

- **Difficulties in forming and maintaining relationships with peers.** Students with ASD often have difficulties in social or emotional reciprocity based on taking the perspective of another person. This can result in ill-timed and awkward social approaches or failure to initiate or respond to social interactions. Some students have poor play skills. Social standing among peers, the ability to influence the behavior and perceptions of peers, is also an important factor in successful learning. It's not uncommon for students with autism spectrum disorder to have difficulties with peers.

Unusual Sensory and Attentional Preferences and other Influences on Learning

- **Narrowly defined or unusual interest in materials,** often with uneven abilities or unusual skills in a few areas and limited capacity for self-regulation are common in students with ASD. Teachers may notice a student's reliance on rituals or routines and tendency to need task closure to self-regulate. Students may use materials in unusual ways, such as spinning or lining up items, or continually speak about the same topic.

- **Difficulties with transitions and changes in routine.** Students with ASD thrive on very predictable routines and may demonstrate extreme distress at seemingly small changes. Preparing students in advance can be very helpful when a transition or change in schedule is planned.

- **Students with ASD may have difficulty regulating sensory information that interferes with learning.** Students may seek out or recoil from sensory experiences. You may notice a student covering his ears when noise levels do not seem loud at all, or being distracted by a beam of sunlight on the floor. Some students will actively seek out smells, textures or visual stimulation or engage in unusual repetitive motor movements. While typically developing students are able to successfully process the auditory, visual and tactile information in a classroom and still focus their attention on the relevant aspects of the activity, it is common for students with ASD to demonstrate differences in arousal levels and sensory regulation, which play a significant role in their school success.

Many students with autism spectrum disorder are affected by additional issues that may impact their learning, including chronic health conditions, medication regimens, special diets, food sensitivities or irregular sleep patterns. Many students with ASD have poor motor planning for fine motor tasks, making handwriting and note taking areas of frustration.

ELEMENTS OF EFFECTIVE EDUCATIONAL PRACTICE

Given the diverse range of cognitive, social and behavioral needs of students with ASD, a broad perspective is necessary to address their educational priorities. However, there is an evidence base of common elements of educational programming that should be present as a foundation for successful outcomes.

- **Teaming/Collaboration.** Because of the complex educational needs of students with autism spectrum disorder, educational and clinical team members should work together to meet student goals. Families play a vital role in their child's education; evidence of their involvement should be apparent.

- **Classroom Structure.** Students with ASD have educational and learning priorities that go beyond the scope of the academic curriculum. Many of these students receive special education services, driven by an individualized plan that articulates their educational priorities. A growing body of educational research continues to demonstrate that the educational priorities of many students with autism spectrum disorder, as well as those of their peers, can be effectively addressed in the context of typical school settings and experiences. Special educational services provide a continuum of supports that adapt to the learning context indicated by the student's individualized educational plan.

- **Challenging Behavior.** Successful behavior supports are grounded utilizing Positive Behavior Supports for collaborative teaming, functional assessment and the acquisition of adaptive skills that promote meaningful life outcomes for the student. Systematically collected data provides evidence regarding the effectiveness of behavior supports and interventions. This information should be gathered and synthesized on a regular basis and used to monitor educational progress as well as modify instruction when necessary.

- **Curriculum and Instruction.** Behaviors that are characteristic of autism spectrum disorder often reflect underlying skill deficits in cognition, communication and social abilities. An effective educational program therefore incorporates systematic identification of priority skills, embeds targeted instruction into meaningful activities and promotes skill generalization into new and difference contexts. This will promote a positive instructional climate that will serve the needs of all students.

- **Classroom Environment.** Visual learning skills are often an area of relative strength for students with autism spectrum disorder. Therefore an effect educational program will provide visual information regarding routines, expectations and procedures throughout all aspects of a student's school experience.

- **Social and Peer Relationships.** Learning with and from their peers is particularly relevant for students with social interaction challenges. Because of this, frequent and consistent learning experiences shared between students of all ability levels leads to an appreciation for diversity throughout the entire school community. Acquisition of greater social competence, which involves the ability to make appropriate social judgments and decisions, in addition to successfully performing these pro-social behaviors is a goal for all students.

- **Family Involvement.** Promoting positive relationships and open communication with families of students diagnosed with ASD yields better outcomes. Parents are an integral partner in the process of educating students and can have information that will assist teachers in opening the door to learning.

9 ISSUES FOR SCHOOL ADMINISTRATORS TO ADDRESS

1. Due to the prevalence and growth in numbers of students with ASD, all teachers must be prepared to teach children with ASD. Every student and staff member at your school will come in contact with a student carrying this educational classification during their school or professional careers. Teachers of students with ASD require additional support. The educational success of students with ASD is a direct reflection of well-informed and successful teachers and staff. School team members working with these students need specialized and ongoing training, relevant materials, and administrative support for their instructional activities. Self-contained ASD classrooms require adequate staffing to provide intensive educational methodologies supported by evidence based practices.

2. Students with ASD are more similar to other typically developing students than they are different. This recognition is the foundation for building strength based educational experiences that draw all students together into their school community.

3. From an educational perspective, challenging behaviors are most often a reflection of skill deficits.

4. Support is multidimensional. Support should be provided in multiple forms, including curricular accommodations or modifications, behavioral planning, environmental cues and devices, and facilitated support from peers as well as direct supervision from an adult.

5. Students and their learning environments are both mutually adaptable. While a student with ASD disorder can be supported to adapt to the rules, routines and demands of the school setting, the school environment must in turn accommodate the differences of all the learners within it. This applies to the culture of the school as a community, as well as to the classroom environment and school facilities.

6. Instructional goals are flexible and individualized. The playing field isn't always a level place. Students with ASD may often have learning goals that are different from those of other students and require individual supports within the same learning context in order to achieve success toward those goals.

7. Every moment is a teachable moment. Students with ASD learn most efficiently when skills are taught in their natural context. Because of this, every person that interacts with them is a teacher; every moment of the school day is a natural opportunity for teaching.

8. Accountability and measurement of performance applies to all students, including those who do not participate in annual standardized academic assessments. Alternative methods for measuring progress, including data collection methods and portfolio assessments will all yield information regarding the student's progress toward his or her individual goals and should be utilized on an ongoing basis.

9. Parents are the child's first teacher. As such, they are knowledgeable about instructional priorities and their child as a learner. Establishing respectful, collaborative partnerships with the families of students with ASD is the starting point for successful learning both at school and within the larger community.

BAU Fidelity Form

Skills and Indicators Teaming	Full Implementation		Partial Implementation		Minimal /No Implementation	O	R	Observations/Evidence
1.* Collaborative team has regularly scheduled meetings with agendas	5	4	3	2	1			
2.**Systems for follow-up for decisions made at team meetings, action plans, and a problem solving process are in place	5	4	3	2	1			
3. **Team members implement programs in a consistent manner	5	4	3	2	1			
4. All team members are invited to meetings regarding important programming decisions	5	4	3	2	1			

NOTE:

*To score item #1, ask to see a copy of an agenda from a team meeting. If an agenda exists, then a score of 5 can be given. If teacher (or other team member) cannot produce an example of an agenda, the classroom/teacher cannot receive a score above 4 on this item. The rater can also probe the teacher/interviewee about the structure (e.g. who attends, how often) and function (i.e. why do you meet) of team meetings to determine the score.

** To score items #2 & #3, the rater should ask how decisions from team meetings are followed up on to ensure implementation. The teacher should be asked to provide one clear example of a time when this occurred to receive a score of 5.

Comments:

PDA
Professional Development in Autism
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Autism Observation Instrument for General Education Classrooms

School:_____   Date:_____

Administrator completing instrument: _____

SCORE CODE

0 = No evidence of this quality indicator

1 = Some evidence of this quality indicator (because it occurs sometimes though not consistently; because a "successive approximation" occurs or because it occurs for some but not all students or staff).

2 = The quality indicator is clearly evident for all students/staff.

N/A= Not applicable

	Score	Comments
CLASSROOM ENVIRONMENT and OPERATION		
A daily schedule of activities is posted in the classroom and a system for communicating the activity schedule to students is evident. Individual student schedules are evident when needed.		
The daily schedule is followed as outlined.		
Each student spends most of his/her time engaged in active learning activities, with minimal non-engagement between activities.		
Transitions between activities are handled smoothly and efficiently.		
Classroom rules are worded positively and succinctly, define observable behaviors, and are posted in the classroom.		
Students with ASD are given opportunities to make choices and further develop choice making skills.		
Teacher implements student's Behavior Intervention Plan (BIP) as indicated.		
Instructional areas of the classroom are clearly defined for students and instructional materials are readily accessible to each student.		
Classroom assistants (when present) are actively involved with students in a manner that promotes their independence and learning and social interaction with peers.		
Data on student performance is collected and reviewed weekly during collaborative planning time that involves members of the student's educational team.		
CURRICULUM & INSTRUCTION		
Instructional strategies are specific to individual students and specific goals.		
Visual and manipulative supports are used to support learning as needed.		
Direct instruction is used to teach social skills as needed.		
Skill instruction in social and communicative behaviors is embedded into naturally occurring activities and routines.		

Autism Observation Instrument for General Education Classrooms developed by the
Center for Autism and Related Disabilities (CARD).

How to Contact CARD

1-800-9-autism
http://florida-card.org/index.htm