



## Approaching the Solution to the Autism Puzzle (ASAP)

A Program in Your Local School Designed for Your Student

*ASAP is available to school-based teams based on a plan tailored to the needs of each school and focused on assessment, curriculum, behavior and instruction for students with ASD. Ultimately, it is the goal that these local school teams will be able to act as supports for other members of their school community.*

Comments from previous team members:

- “The systems we designed have been so successful and rewarding for the student.”
- “I have enjoyed watching the student’s progress and independence increase as the structured teaching was implemented.”
- “I never felt like we were given ideas and then left to figure it out and implement the plan by ourselves. ASAP staff was always available and willing to provide support.”

### **I Foundation for a Successful Program:**

- Leadership and System Support
- Training of Teachers
- Data -Based Decision Making
- Framework for Applying Structured Teaching Across the School Day

### **II Process:**

The VT-HEC will work with the school team to collaboratively develop an individualized plan that includes:

- Goals of the plan with expected outcomes
- Outline of ASAP activities: the training, modeling, practice with feedback and peer coaching and leadership coaching the district will receive
- Outline of the areas of focus, which may include: the basics of a diagnosis, environmental structure, specialized instruction, adapted curriculum, assistive technology, alternative or augmentative communication and other varied educational supports
- Monitoring and evaluation plan

### **III ASAP Training Activities:**

Training activities are based on the plan developed for each school and consist of a sequence of intensive learning experiences for a significant number of staff in areas of assessment, environmental structure, curriculum, behavior and instruction, for students with ASD that may include addressing:

- Assessment of core deficit areas in area of autism
- Analyzing the student’s environment and the demands of curriculum and its effects on the student
- Development, adaptations and modifications of curriculum and instruction
- Development, implementation, modification of behavior plans and sensory plans
- Development of data collection methods
- Utilizing assistive technology and specialized equipment
- Support training of paras/interns or provision of specific training in areas of expertise
- Planning and implementing strategies for classroom inclusion

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