

Best Practice Guidelines for Interventions

Iowa Best Practice Guidelines for Personnel Who PLAN PROGRAMS for Individuals with Autism and Related Disorders

Understanding the Characteristics of Autism and Pervasive Developmental Disorder (PDD)

COMPETENCY 1: IDEAL

IDEAL:

- Can teach others about the characteristics and diagnosis of autism as defined by the Diagnostic and Statistical Manual (currently IV edition) and Iowa Education definition/description.
 - Can teach others about:
 - The sensory problems in autism and how they affect skills and behavior
 - The communication difficulties in autism and how they affect skills and behavior
 - The social difficulties across the continuum of autism and how they affect skills and behavior
 - How initiation, maintenance, and termination of movement affect skills and behaviors
 - How restricted repertoires of interests, activities, and imagination develop and affect skills and behavior
 - Can explain to others major trends as detailed at conferences and/or found in current research literature related to autism
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Understanding the Characteristics of Autism and Pervasive Developmental Disorder (PDD)

COMPETENCY 1: ACCEPTABLE

ACCEPTABLE:

- Can list and explain the characteristics of autism as defined by the Diagnostic and Statistical Manual IV and Iowa Educational definition/description
 - Can briefly discuss the sensory problems, communication difficulties, social differences, restricted repertoires and movement differences in autism and how they affect skills and behavior
 - Can access information concerning major trends, conferences, and current research related to autism
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Understanding the Characteristics of Autism and Pervasive Developmental Disorder (PDD)

**COMPETENCY 1:
NOT
ACCEPTABLE**

NOT ACCEPTABLE:

- Unable to describe the characteristics of autism as defined by the Diagnostic and Statistical Manual IV and Iowa Educational definition/description
 - Is aware of difficulties with sensory problems, communication difficulties, social differences, and movement differences but does not know how these impact skills of the child. Uses broad stereotypes when discussing autism
 - Shows little awareness of current trends as detailed at conferences and/or found in current research literature related to autism
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Understanding Implications Which the Characteristics Have on Program Planning

**COMPETENCY 2:
IDEAL**

IDEAL:

- Independently seeks educational experiences to increase teaching and /or knowledge
 - Can explain to others knowledge that relates to the unique needs of persons with autism in their need for a comprehensive, adaptive program that can be generalized to other settings
 - Demonstrates understanding and applies outcomes from current research concerning intensity of instruction and the positive effects of early intervention on skill development
 - Recognizes that children with uneven profiles have curriculum needs that tie into developmental sequences and applies this knowledge to planning
 - Can describe a variety of strategies based on the learner's strengths and how they can be applied to learning
 - Demonstrates understanding and applies outcomes from current research that supports individualized consideration for duration and continuity in providing services. Considers both length of time and amount of services provided
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Understanding Implications Which the Characteristics Have on Program Planning

**COMPETENCY 2:
ACCEPTABLE**

ACCEPTABLE:

- Recognizes the need for assistance and accesses the Autism Resource Team or other professionals experienced in autism for support and planning as appropriate
- Has basic knowledge that relates to the unique needs of persons with autism in their need for a comprehensive, adaptive program that can be generalized to other settings
- Acknowledges and considers that persons with autism usually require an intensity of instruction and that intensive, early intervention is essential
- Has basic knowledge that children's uneven profiles exist, that curriculum needs tie to developmental sequences, and can apply this knowledge with assistance from consultants and/or autism resource team personnel
- Has basic knowledge of a variety of strategies based on the learner's strengths and how they can be applied to learning with assistance from consultants and/or autism resource team personnel.
- Considers duration and continuity of services based on learner's individual need

Understanding Implications Which the Characteristics Have on Program Planning

**COMPETENCY 2:
NOT
ACCEPTABLE**

NOT ACCEPTABLE:

- Does not recognize the need for nor accesses the Autism Resource team or other professionals experienced in autism for support and planning
 - Attempts to apply knowledge from other special education disability areas to all students, not recognizing the unique needs of persons with autism
 - There is no consideration of options for intensity of instruction beyond what is currently available in the standard program
 - Does not acknowledge that uneven profiles across domains exist, and does not make appropriate requests for consultation to modify curriculum
 - Does not recognize specific strategies for learning and does not make appropriate requests for consultation to identify individualized strategies
 - There is no consideration of options for duration and continuity beyond what is currently available in the standard program
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Developing an Educational Plan Based on Valid, Meaningful, and Current Assessment of Strengths and Weaknesses

**COMPETENCY 3:
IDEAL**

IDEAL:

- Uses assessment information to plan an adaptive curriculum for all six areas identified in the Iowa educational description of autism.
 - Uses and documents parental input at all decision-making points including developing goals and in implementing an intervention plan
 - Recognizes the diversity of needs of families and considers the information in the development of an educational plan.
 - Develops an educational plan that addresses all of the students' environments
 - Uses and shares information and parental authorization from interagency personnel
 - Develops a plan that addresses long term outcomes using a functional orientation
 - Modifies teaching techniques based on functional analysis of behavior procedures
 - Develops a plan using developmentally appropriate sequences
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Developing an Educational Plan Based on Valid, Meaningful, and Current Assessment of Strengths and Weaknesses

**COMPETENCY 3:
ACCEPTABLE**

ACCEPTABLE:

- Uses assessment information to plan an adaptive curriculum for all six areas identified in the Iowa educational description of autism
 - Uses and documents parental input in developing goals and implementing educational intervention plans
 - Recognizes the diversity of needs of families and considers the information in the development of an educational plan
 - Develops an educational plan that includes school environments and one other setting
 - Communicates with parental authorization with other agencies when problems arise
 - Develops an educational plan annually that considers functional long term outcomes
 - Recognizes that student behavior does communicate and modifies teaching techniques in an attempt to decrease problematic behaviors
 - Develops a plan using developmentally appropriate sequences
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Developing an Educational Plan Based on Valid, Meaningful, and Current Assessment of Strengths and Weaknesses

**COMPETENCY 3:
NOT
ACCEPTABLE**

NOT ACCEPTABLE:

- Uses limited assessment information which does not adequately address the six areas of Iowa's Educational description of autism
 - Does not document and/or use parental input in developing educational plans
 - Does not recognize diversity of family needs or does not incorporate parental difference in educational plan development
 - Develops an educational plan that includes the school environment
 - Does not attempt to develop an awareness of other agencies involved with the child
 - Does not develop an annual educational plan/accommodation plan
 - Does not recognize that behavior communicates meaning and does not program for behavior change
 - Does not apply information about developmental sequences
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Planning and Delivering Educational Activities to Support the Goals and Objectives of the Program Plan

**COMPETENCY 4:
IDEAL**

IDEAL:

- Educates across environments; home, community, and school
 - Monitors and modifies environments to ensure that planning and providing supplemental aids and services to meet the child's needs in sensory processing, social, and language and communication skills are addressed
 - Monitors and modifies the educational program to ensure that planning and providing supplemental aids and services to meet the child's needs in sensory processing, social, language and communication skills are addressed
 - Systematically provides appropriate positive techniques across all environments
 - Systematically applies a variety of communication strategies to augment understanding and functional communication
 - Provides planned integration, using supported settings for instruction with typical peers
 - Systematically implements one to one instruction to facilitate independent achievement of goals and implements when appropriate
 - Educates program providers including paraprofessionals and parents across all environments
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Planning and Delivering Educational Activities to Support the Goals and Objectives of the Program Plan

**COMPETENCY 4:
ACCEPTABLE**

ACCEPTABLE:

- Educates in special or regular setting and one other setting
 - Seeks assistance in monitoring and modifying the environment to ensure that planning and providing supplemental aids and services to meet the child's needs in sensory processing, social, and language and communication skills are addressed
 - Seeks assistance in monitoring and modifying the educational program to ensure that planning and providing supplemental aids and services to meet the child's needs in sensory processing, social, language and communication skills are addressed
 - Provides appropriate positive techniques as often as possible across all environments
 - Applies a variety of communication strategies to augment understanding and functional communication
 - Implements some one-to-one instruction to facilitate independent achievement of goals when appropriate
 - Educates program providers including paraprofessionals and parents across all environments
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Planning and Delivering Educational Activities to Support the Goals and Objectives of the Program Plan

**COMPETENCY 4:
NOT
ACCEPTABLE**

NOT ACCEPTABLE:

- Education is within classroom setting only
 - Environmental factors are not considered when planning or delivering services
 - Minimally aware that a variety of teaching techniques and procedures are needed
 - Uses behavior management techniques in a non-systematic way
 - Does not make needed adaptations or accommodations in communication input and output
 - Uses unplanned and unsupported integration activities or no integration for students
 - Does not utilize needed one-to-one instruction; uses group plans only
 - Educational opportunities are with one provider only
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**Using Data
Monitoring
Procedures to
Evaluate
Progress, Define
Problem Areas
and Guide
Decision Making**

**COMPETENCY 5:
IDEAL**

IDEAL:

- Data collection for assessment activities is based on relevant, alterable factors that lead to intervention, and are linked to the behavior of concern
 - A variety of relevant sources and settings are used to collect data. Procedures are selected based on the nature of the problem
 - Characteristics of data collection procedures are technically adequate, are direct measures, and can be collected in a frequent and repeated manner
 - Systematically collects data and uses results to monitor progress and make modifications to teaching procedures as necessary
 - The problem analysis component of problem solving is collaborative and involves two or more persons who have responsibility for decision making
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**Using Data
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**COMPETENCY 5:
ACCEPTABLE**

ACCEPTABLE:

- Data collection for assessment activities is based on relevant, alterable factors that lead to intervention, and are linked to the behavior of concern
 - A standard group of assessment procedures is used to collect data from a variety of relevant sources and settings. Procedures are selected based on the nature of the problem
 - Characteristics of data collection procedures are technically adequate, are direct measures, and can be collected in a frequent and repeated manner
 - Systematically collects data and uses results to monitor progress and make modifications to teaching procedures as necessary
 - The problem analysis component of problem solving involves two or more persons who have responsibility for decision making
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**Using Data
Monitoring
Procedures to
Evaluate
Progress, Define
Problem Areas
and Guide
Decision Making**

NOT ACCEPTABLE:

- Data collection assessment activities are global or have been generated through a standard battery approach, and do not sufficiently focus on relevant, alterable factors that lead to interventions
- A single source and setting is used to collect data
- Data collection procedures do not exist or do not lend themselves to frequent and repeated measurement or are technically inadequate
- Does not regularly collect or interpret data for change
- Problem analysis involves only one person who functions in an expert role and has all decision making responsibilities

**COMPETENCY 5:
NOT
ACCEPTABLE**

For more information or person-to-person contact about these documents, please contact the local AEA Autism Resource Team or the Regional Autism Services Program at the University of Iowa Hospitals and Clinics.