TRAINING FOR SUCCESS IN WARSAW COMMUNITY SCHOOLS:

AN APPLICATION OF THE HANDS IN AUTISM® MODEL
LEARNING OBJECTIVES

1. HANDS in Autism® Interdisciplinary Training & Resource Center and Model
   - Who we are
   - The Curriculum, Framework, & Process

2. The Warsaw Story
   - Historical engagements
   - Representative program/case example

3. Reflections and lessons Learned
   - School/district level context
   - District and school perspectives on collaboration

4. Q&A
ABOUT HANDS IN AUTISM®
Provide **unique learning opportunities** towards improving understanding of the process and increasing skills in working with individuals with autism and a range of other developmental and behavioral challenges through **hands-on and interactive experiences** towards effective implementation.
Build bridges of information, resources and collaboration across family, educational, medical and community systems.
VISION OF THE HANDS IN AUTISM® CENTER

Building local capacity through continuous learning and demonstrations of effective implementation of the following:

1. Evidence-based practices supporting individuals with autism spectrum disorder (ASD) and other neurodevelopmental and behavioral disorders across home, school, medical and other community settings.

2. Regional community networks composed of diverse, interdisciplinary stakeholders bridging across systems and settings with a focus on shared responsibility for positive individual and family outcomes.
O U R  C O R E  V A L U E S

- Culturally Responsive
- Strength-driven
- Collaborative & Interactive
- Process-Driven
- Scientifically-Based
- Data-Driven
- Practical & Accessible

H A N D S  I N  A U T I S M®
T E N E T S  O F  S E R V I C E  M O D E L
Our Range of Options

Level 4:
Individualized programming

Level 3:
Intensive Training/Consultations

Level 2:
General Training/Consultations

Level 1:
Dissemination

- Targeted Direct Service
- Mentoring Demonstration/Intensive Site
- Coaching Intensive Multi-Day Trainings/Consultations
- Consultation Observation/Shadowing/Rounding
- Workshops Customizable Training Events
- Traditional Instruction Traditional Lecture, Discussions, E-Learning
- Awareness Online and Print Materials & Resources

Online Learning
CUSTOMIZABLE TO NEEDS
(INFORMED AND FLEXIBLE RE: ROLES, LEVEL)
IMPACT OF OUR COLLABORATIONS

7 Demonstration Sites
300+ Downloadable Resources
15+ Online Trainings
150+ Trainings Annually
Across 92 Counties
500+ Tools Disseminated Annually

Across 92 Counties

School
Support Staff
Special Ed Teachers
General Ed Teachers
Related Staff
Administra-

Community
School Staff
State Agencies
Superintendents
Students
Students with Related DD
Students with ASD
Other Students
Families
Immediate Family
Foster Family
Other Relatives
Daycare
Service Providers
Mental Health
Healthcare
Neighbors
Employers
Other Members

District
School

HANDS IMPACT

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WHAT DOES THE RESEARCH SAY?

“When a student fails to learn, it is often because the student’s abilities and the instructional program do not match.”

(Yell, et. al, 2005)
THE HANDS MODEL (THE “HOUSE”)

TRAINING CURRICULUM (EBPs), FRAMEWORK (SYSTEMATIC & COMPREHENSIVE), & PROCESS (BST)

Fidelity of implementation towards local capacity and sustainability
FOLLOWING THE EVIDENCE

Training Curriculum
Steeped in Evidence-Based Practices

- Module-specific content
- eLearning materials for independent review and practice
- Guiding worksheets for analyses and use
- How-to videos, informational handouts, and resources
- Visuals and supports to support implementation
- Data tools for ongoing progress monitoring
Training Framework

**Comprehensive Models vs. Single Strategy Interventions**

- Fosters use of a **data-drive decision-making process**
- Increases **sustainability of practice**
  - **Integration** of EBPs and other strategies in practice
- Provides context to **assimilate with current practices**
  - Supports **successive accommodation of new learning**
FOLLOWING THE EVIDENCE

Training Process
Building on principles of adult learning through use of established Behavioral Skills Training (BST) processes

Follow-Up
- Debrief
- Biweekly web conference
- Fading out support with each successive implementation

Instruction
- eLearning (modules)
- Web-based trainings (Zoom)
- Live, onsite trainings

Coordination
- Adaptation to setting and students
- Preparation and ongoing support

Implementation
- Observation
- Modeling
- Coaching
- Practice with feedback
- Mentoring

Figure 1. Increased knowledge, skill, and use in the classroom by training style (Joyce & Showers, 2002).
HANDS in Autism® Model

3 Core Components Together:

**Comprehensive Curriculum**
- Module-specific content

**Structured Framework**
- Comprehensive training and service framework

**Hands-on Training Process**
- BST training process
PROGRAM LEVEL PROCESS

• Pre-Post-Follow up Measurements
  • District needs assessment
  • Primary measures for knowledge, application, implementation
  • Ongoing measures for satisfaction and directed feedback
  • Starting Unit/Modules Identified

• Information and Program Preview Coordination
  • Teamed logistics (times, flow)
  • Review of Pre-data
  • Roles for HANDS and District Admin and Staff
  • Consenting across families, staff, students

• Ongoing evaluation for iterative process (satisfaction, module checklists for directed feedback)

• All levels engaged—3-7 year process for systems change
Training Process

Videos, demonstrations, scheduled times during visits

Coaching implementation with added students, contexts, and modules

self-assess ongoing with HW and practice to maintain fidelity and integrity of modules

Opportunity for practice, feedback, and debrief specific to the module

Booster and refine implementation of module in practice across other contexts

Instruct

Model/Demonstrate

Practice with structured feedback

Coach

Reflect

Self-Assess

Web calls (supplemented with visit training activities)
PROPOSED ULTIMATE IMPACT

COLLABORATIVE SITE

SUCCESS ESSENTIALS

Intensive-Training by HANDS in Autism®

Coaching, modeling, & feedback by HANDS in Autism®

Peer to peer mentoring (lab site)

Generalization to related settings

System-wide adoption

IMPROVED CULTURE, EFFECTIVENESS, & SATISFACTION

Improved Quality of Life for Individuals with ASD across Lifespan

IMPROVED STUDENT & SCHOOL PERFORMANCE
CONTEXT FOR COLLABORATION: THE WARSAW STORY
TRAJECTORY IN REVIEW: WARSAW COMMUNITY SCHOOLS

*ADDED/NEW

Interactive workshops (school, medical, community)

Intensive week-long
Team (HS, MS, district) participation

Setting-based consultation
Gateway student

District needs assessment

Collaborative Classroom
Lakeview MS (Year 1 intensive students)

Collaborative Classroom:
HS (Year 2); MS (Year 3)

Intensive student consultation

Setting-Based Consultations
Intensive week-long
selected personnel (elementary)

Interactive workshops & conference
(transition/families/community/school)

Collaborative Classroom:
Warsaw HS (Year 1); MS (Year 2)

Setting-Based Consultations
Intensive week-long
selected personnel (elementary)

Interactive workshops & conference
(families/school)

Collaborative Classroom:
HS (Year 3; 2nd class-year 1); MS (Year 4)

Intensive consultation (booster)

Setting-Based Consultations
Intensive week-long
selected personnel (transition/altern ed)

In planning:

Pre-ETS Services

Local Community Cadre Summit

2011-2014

2015

2016

2017

2018

2019

2020
PROGRAM IMPACT: WARSAW COMMUNITY HIGH SCHOOL

• Program Profile
  • HS programming—3 CR
  • Multiple classrooms—focus on one
  • Ratio staff/student

• Program Challenges
  • Students inclusive of one from residential placement
  • Buy in at program, school, board levels
  • Teacher change

• Program Successes...
CONSIDERATION OF FACTORS:

- Mastery criterion
- Pre (Blue)/Post (Turq)
- Maintenance (fall follow-ups)
- Generalization (areas not yet instructed)
- Barriers (intensive student focus, teacher change)
STUDENT LEVEL IMPACT:

STUDENT PROFILE

- 16 year old with ASD within self-contained classroom
- Prior to enrollment, ABA center-based intervention only
- Multiple evaluations and placements (last 2017.18 at Damar residential)
- Target behaviors:
  - Vocal and physical aggression, property destruction, elopement
  - Limited social engagement or functional communication
  - Limited tools for self-calming and self-regulation
  - CPI involvements average 8-43 minutes/incident, multiple incidents per day
STUDENT LEVEL IMPACT:
ONGOING DATA COLLECTION

- Behavioral changes
- Skills changes
- Incident reporting
VIDEO DEMONSTRATION
A PICTURE OF GENERALIZATION
REFLECTIONS AND LESSONS LEARNED
DISTRICT, SCHOOL, TRAINER PERSPECTIVES
SCHOOL-LEVEL PERSPECTIVE

- Background/Role
- Classroom level
  - barriers
  - challenges
  - successes
- Lessons learned
DISTRICT ADMINISTRATION PERSPECTIVE

- Background/Role
- District level context (e.g., size, staffing, sped population, community)
- Data/costs relevant to students with ASD and related challenges or Sped in general (e.g., due process, costs)
- School level context (e.g., size, staffing/admin, sped classrooms, community)
- Related contextual factors (e.g., suspension/expulsion rates, HS grad rates)

- Goals for HANDS collaboration
- Schools/programs chosen for involvement (Lakeview and HS)
  - Barriers/challenges
  - Successes
- Lessons learned
TRAINER PERSPECTIVE: BENEFITS TO INVESTMENT

- Application of field and research trends and federal guidelines for evidence-based practice (EBP)
- Practical understanding and use through training of a process
- Fidelity of implementation (vs. awareness/knowledge) leads to:
  - Effective staff, student and program outcomes
  - Efficiency in programming (e.g., less staff need)
- Multiple exemplars highlight effectiveness for ALL students leading to broader application and generalization across students and settings
- Longer-term sustainability of practice through full team involvement
- “Pay me now or pay me later”—costs add up (staff needed, retention, injury; student consultation, placement)

- Added benefits:
  - Access to just in time consult when onsite
  - Ongoing access to HANDS support (email, calls)
  - Website subscriptions for added HANDS resources
  - Ongoing online teaming collaboration and sharing of resources (i.e., Canvas)
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QUESTION & ANSWER
DISTRICT, SCHOOL, TRAINER PERSPECTIVES
Obstacles should be seen as problems to be resolved to achieve high targets…

-Fullan, Cuttress, & Kilcher, 2005

...special thanks to Amy Hobbs, Maria Demopoulus and the entire Warsaw Community School team for believing in the vision.