



The **Kansas Autism and Tertiary Behavior Supports (ATBS)** project is comprised of an interdisciplinary team of master educators, behavior specialists, speech language pathologists, and social workers with the goal of supporting Kansas school districts in building local capacity to serve children with diverse learning or complex and challenging behavioral needs. In collaboration with the **Kansas State Department of Education**, the ATBS team provides on-site support; technical assistance and consultation; resources; and interrelated, evidence-based professional development on the educational

identification of autism, structured teaching, behavior interventions, communication assessment and instruction, social competencies, coaching, and skills for Kansas educators.

Personnel from 277 Kansas school districts accessed these professional development events, consultations, and/or supports. ATBS has 903 resources available on the TASN site and added 227 new resources during the 2018-19 school year. These resources, including 162 videos, 678 file uploads, and 63 external links, have been accessed 56,533 times.

903 RESOURCES
ACCESSED
56,533 TIMES

EDUCATORS EXPANDED KNOWLEDGE AND SKILLS

During the 2018-19 school year, ATBS provided 24 face-to-face professional development events, ranging in length from one to five days, with 952 attendees. Fourteen of these events were observed by a member of the TASN Evaluation team, with trainers meeting 96% of indicators regarding high-quality professional development.

EVALUATION RESULTS FROM 716 PARTICIPANTS

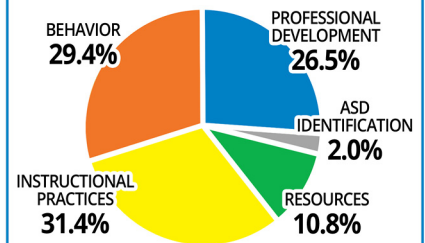
Average Ratings (1 = *Strongly Disagree*, 5 = *Strongly Agree*)

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|------|
| I understand how the content/practice is intended to improve outcomes for children and youth. | | | | | 4.55 |
| I left the training with tools or functional methods to transfer my learning to practice. | | | | | 4.50 |
| I will use the content or implement the practice(s) from this training. | | | | | 4.53 |

ATBS provided 49 online professional development webinars with 2,664 registrations, and, to date, 474 participants have completed a self-directed, 180-day online course that fulfills the Behavior Analyst Certification Board's training requirements for a Registered Behavior Technician credential.

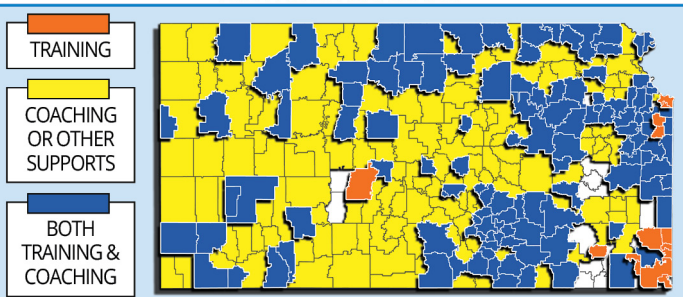
The ATBS team also responded to 102 requests for assistance from 30 public school districts and 19 special education cooperatives, with 100% of respondents indicating that the support was helpful.

FOCUS OF SUPPORT REQUESTS



DISTRICT CAPACITY INCREASED

DISTRICTS REACHED



The ATBS team supported 56 local **Autism Interdisciplinary Teams (AITs)**, covering 245 Kansas school districts throughout all regions of the state. AIT members assist their districts in meeting the needs of children and youth with diverse learning or complex behavioral needs by providing professional development events, participating in screenings, participating on IEP teams, and providing classroom-based consultations.

During the 2018-19 school year, reporting AITs provided 711 professional development sessions with 10,757 total participants across Kansas; participated in 529 screenings, with 45% resulting in the positive identification of autism; and provided 9,309 classroom-based consultations for individual students. Additionally, AIT members supported IEP teams in the educational identification of autism, resulting in 329 more students receiving needed services.

EFFECTIVE PRACTICES IMPROVED

The *Integration of Strategies and Techniques for Effective Practice: Educating Children With Autism* (InSTEP) program was initiated in June 2018 in an effort to enhance both the instruction of and educational outcomes for students. InSTEP is comprehensive professional development that includes instruction, demonstration, practice, feedback, and coaching on assessment, instruction, classroom organization and management, challenging behavior reduction and prevention, and communication skill development. The newly learned evidence-based practices are then applied through a Capstone Project.

CAPSTONE PROJECT SURVEY RESULTS: SIX PARTICIPANTS

Average Ratings (1 = *Strongly Disagree*, 5 = *Strongly Agree*)

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|------|
| Participation gave me the confidence to continue to use the strategies I learned and share these strategies with others. | | | | | 4.50 |
| The data reflected improved outcomes for my students. | | | | | 4.17 |
| Participation in the Capstone Project increased communication & collaboration with IEP Team members. | | | | | 4.17 |

IMPROVED STUDENT OUTCOMES

Of the 37 educators who provided implementation and outcome data one to three months after initial training, 81% said that they saw improvement in student performance or outcomes and 40% said that their student learned the desired behavioral/social skill. Teachers commented on how the professional development improved their skills, including their use of data analysis and evidence-based instructional strategies. One teacher said that data collection helped "*see what the problem times were. My original focus area did not end up being the greatest concern - so we switched our focus and now centers are going very well!*" And, as a result of intervention, the student "*spent more time engaging in directed activities, less time on off-task behavior.*"

"His day starts out on a more positive note and he follows directions more consistently in the classroom."

-- TEACHER

"Amazing! I saw a significant change in behavior!"

-- TEACHER