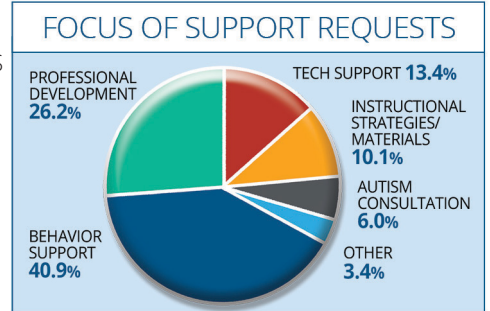


The **Kansas Autism and Tertiary Behavior Supports (ATBS)** project is comprised of an interdisciplinary team of master educators, behavior specialists, speech language pathologists, and social workers with the goal of supporting Kansas school districts in building local capacity to serve children/youth with diverse learning or complex and challenging behavioral needs. In collaboration with the **Kansas State Department of Education**, the ATBS team provides onsite support, technical assistance and consultation, resources, and professional development on evidence-based practices including structured teaching, behavior interventions, communication assessment and instruction, social competencies, transition planning, and the educational identification of autism.

EDUCATORS EXPANDED KNOWLEDGE AND SKILLS

During the 2019–20 school year, personnel from 277 Kansas school districts accessed professional development events, consultations, and/or supports. ATBS has 1,116 resources available on the TASN site and added 213 new resources in 2019–20, including 20 videos. ATBS provided 33 professional development events with 1,949 attendees, including 21 single-day events and 12 series ranging from two days to nine sessions over nine months. The extended series allowed for virtual coaching, in-depth practice, and reflection on fidelity of implementation and student outcomes. ATBS also provided an online, 22-hour paraeducator training series. Nineteen professional development events were observed by a member of the TASN Evaluation team, with trainers meeting 94% of indicators regarding high-quality professional development. Participants found the workshops to be highly beneficial.

ATBS
RESOURCES AT:
<https://ksdetasn.org/atbs>
HAVE BEEN ACCESSED
97,642 TIMES



EVALUATION RESULTS FROM 1,130 PARTICIPANTS Average Ratings (1=Strongly Disagree, 5=Strongly Agree)

Statement	1	2	3	4	5	Average Rating
I understand how the content/practice is intended to improve outcomes for children and youth.						4.43
I left the training with tools or functional methods to transfer my learning to practice.						4.38
I will use the content or implement the practice(s) from this training.						4.39
Overall, the training was of high quality.						4.39

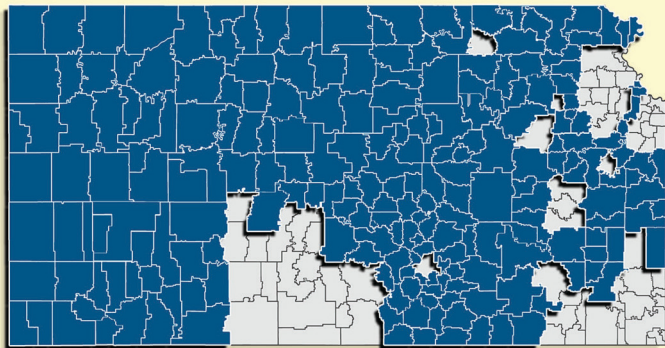
The ATBS team reported 439 contacts in the field during the 2019–20 school year, of which 64% addressed fidelity of implementation and coaching for professional development. The ATBS team also responded to 149 requests for assistance, including requests from 35 Kansas school districts and 20 special education cooperatives/interlocals, with 92% of follow-up survey respondents indicating the support was helpful.

"I will definitely work on implementing visuals more effectively and practice utilizing positive reinforcement in a manner that will increase positive outcomes."
—Paraeducator course participant

DISTRICT CAPACITY INCREASED

The InSTEP program, begun in 2018, is comprehensive professional development that includes instruction, demonstration, practice, feedback, and coaching addressing evidence-based practices including assessment techniques, classroom organization and management, challenging behavior reduction and prevention, communication skill development, and data analysis. Ten teachers completed the InSTEP program during 2019–20. As demonstrated by their Capstone Projects, all of the teachers planned instruction, explicitly taught target skills, analyzed their data, and saw improvement in students' outcomes, including increased independence in the classroom, improved social and communication skills with peers, and self-regulation.

DISTRICTS WITH ACCESS TO AN AUTISM INTERDISCIPLINARY TEAM



The ATBS team supported 55 local Autism Interdisciplinary Teams (AITs), covering 246 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, participating on IEP teams, and providing classroom-based consultations.

During the 2019–20 school year, AITs reported providing 488 professional development sessions with 6,117 total participants across Kansas; participated in 329 screenings, with 40% resulting in the positive identification of autism; and provided 7,951 classroom-based consultations for individual students. Additionally, AIT members supported IEP teams in the educational identification of autism, resulting in 160 students receiving needed services.

"It changed my teaching, to make my decisions based on data and to think differently about behavior."
—InSTEP participant

ALL InStep PARTICIPANTS SAW improved outcomes for students