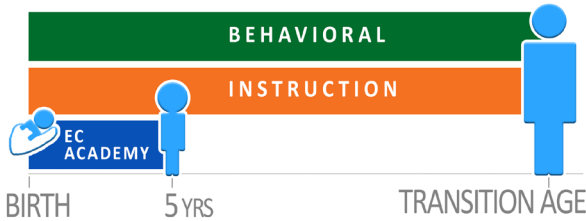


The **TASN Autism and Tertiary Behavior Supports (ATBS)** project is made up of an interdisciplinary team of educators, social workers, speech and language therapists, and behavior specialists with the goal of supporting Kansas school districts in building local capacity to serve children with diverse learning or complex and challenging behavioral needs through results-based professional development training, coaching, and technical assistance.



### SUPPORTING CHILDREN BIRTH THROUGH TRANSITION AGE

The **ATBS** project addresses the needs of children from birth through exit from high school by providing ongoing professional development, technical assistance, and webinars to educators.



*"I think it was an excellent training. The TASN staff are knowledgeable and communicate their thoughts and ideas clearly."*

-Training Participant

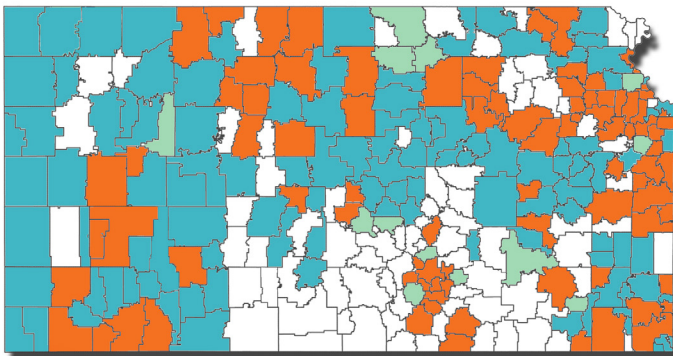
*"The training was excellent. The quality of the material and the organization from those putting on the event was great."*

-Training Participant

### A STATEWIDE SERVICE

The **ATBS** project touches all corners of Kansas by providing professional development to teams of educators on evidence-based instructional and behavioral intervention strategies, responding to requests for technical assistance from educators and parents addressing instructional and behavioral issues, and supporting diagnosis and screening of students with autism. The project initiatives provided 1,818 participants with professional development opportunities during 48 face-to-face learning events ranging in length from one to five days. More than 2,300 Kansans registered for 45 instructional webinars; 29 of these were part of the Tri-State Webinar series, a collaboration with the Colorado and Nebraska Departments of Education.

The project also responded to 146 support requests from 106 districts: 48% of the requests were for assistance with challenging behavioral needs, 32% were requests for professional development, 16% were for instructional support, and 5% were for assessment or evaluation. Of those requesting support, 48% were administrators, 42% were teachers, and 10% were parents.



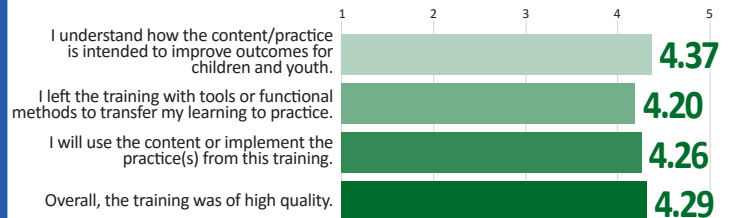
● TRAINING ● COACHING OR OTHER SUPPORTS ● BOTH TRAINING AND COACHING

### EDUCATORS' OUTCOMES

On average, participants in **ATBS** professional development improved their knowledge of the content by 20% from pre- to post-test. Follow-up surveys showed that 92% of training participants in the Early Childhood Academy indicated that training and resources had a medium or high impact on their teaching and 97% reported that they improved their practices related to intentional teaching strategies, targeted small group instruction, functional behavior assessment, and stabilization. All of the participants in Youth Mental Health trainings indicated that would highly recommend the session to others. More than 1,000 participants rated the quality of professional development events.

#### AVERAGE EVALUATION RESULTS

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



## A COMPREHENSIVE SERVICE MODEL

The **ATBS** Project:

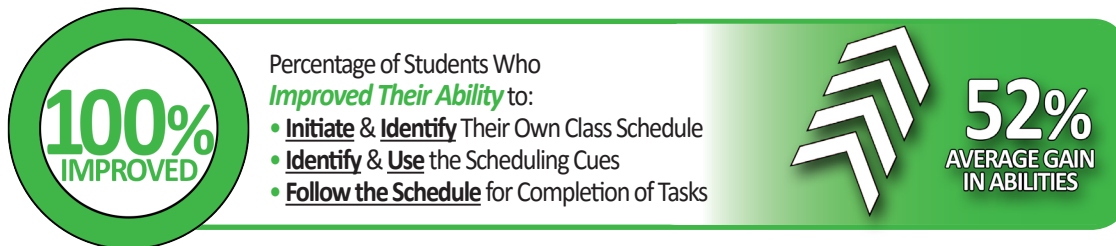
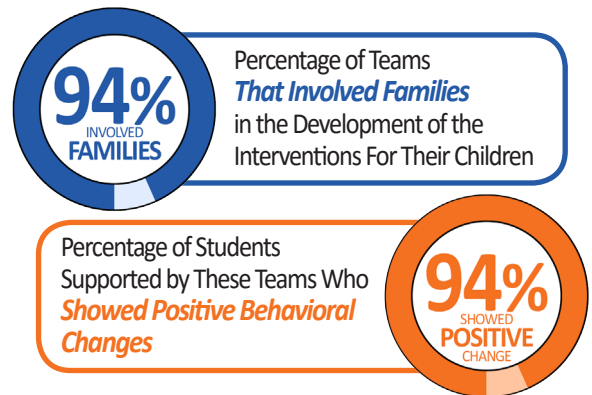
- Collaborates with KU Medical Center clinicians and doctors to provide training to district, cooperative, and interlocal **Autism Diagnostic Teams** on autism and differential diagnosis, appropriate screening tools, assessment tools, and the diagnostic process.
- Trains district, cooperative, and interlocal **Autism Interdisciplinary Teams** in order to build capacity in recognizing and screening for autism.
- Provides training and coaching to district teams on **Functional Behavior Assessment and Interventions**, a process specifically designed to address the behavioral support and emotional needs of students who require a Tier 3 level of response and intervention.
- Provides regional training sessions on **Evidence-Based Instructional Strategies** to provide instructional staff with a variety of teaching methods in order to intervene before instructional errors or problematic behaviors occur, resulting in measurable student progress.
- Conducts the **Summer Institute**, a five-day immersive training that provides hands-on application of the Structured Teaching model. This is an evidence-based instructional intervention for students with the most complex and/or challenging behavioral needs. The Institute includes follow-up coaching in the classroom to support implementation and sustain practice.
- Conducts the **Autism Specialists Summit**, an advanced two-day training for district-level consultants on emerging topics that impact the success of students with autism spectrum disorder.
- Supports **Registered Behavior Technicians** by offering free, online sessions that help fulfill credentialing requirements of the Behavior Analyst Certification Board.
- Provides training and support on the research-based **Coaching Conversation** process as applied to all ATBS project initiatives.
- Provides teachers, parents, and community members with **Youth Mental Health First Aid** training on how to help adolescents who are experiencing mental health or addiction challenges or crises.
- Provides training to school-based teams on the use of both formal and informal assessment tools in the development of IEP goals, benchmarks, or objectives for students with complex learning and/or behavioral needs as they **Transition** to adulthood settings.

## RESULTING IN REAL CHANGE

Through the work of the Autism Diagnostic Teams, the mean age for a diagnosis of autism in Kansas is three years six months while, according to the U.S. Centers for Disease Control and Prevention, most children in the U.S. are not identified until after the age of four. An early diagnosis enables students to receive specialized services at an earlier age.

During the 2015-2016 school year, school-based teams were trained in applying function-based behavioral interventions. Ninety-four percent of 16 teams involved families in the development of the interventions for their children. Ninety-four percent of the 16 students supported by these teams showed positive behavioral changes.

Teachers who participated in the Summer Institute focusing on the use of the research-based Structured Teaching model tracked the growth of their students. Of the 29 students for which data was collected, all improved (with a 52% average gain) in their ability to initiate and identify their own class schedule, identify and use the scheduling cues, and follow the schedule for completion of tasks.



TO LEARN MORE VISIT: [WWW.KSDETASN.ORG/ATBS](http://WWW.KSDETASN.ORG/ATBS)

