KANSAS STATE DEPARTMENT OF EDUCATION

TASN AUTISM AND TERTIARY BEHAVIOR SUPPORTS PROJECT 2022

The **Kansas Autism and Tertiary Behavior Supports (ATBS)** project is comprised of an interdisciplinary team of master educators, behavior specialists, speech language pathologists, school psychologists, and social workers with the goal of building the capacity of school districts 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 builds regional capacity by providing support through professional development, coaching, technical assistance, and resources on evidence-based practices. These practices include structured teaching, language assessment and instruction, behavior interventions, social competencies instruction, transition planning, early learning practices, the educational identification of autism, and practitioner self-care.

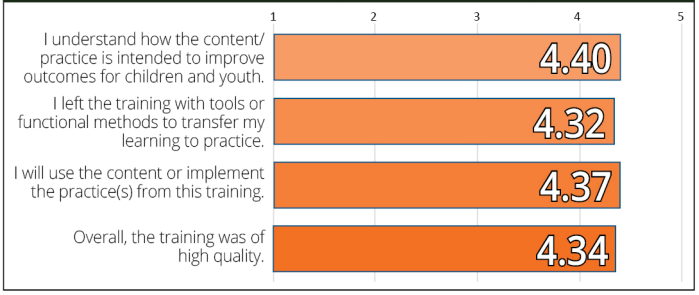
EDUCATORS EXPANDED KNOWLEDGE AND SKILL

During the 2021–22 school year, Kansas educators accessed ATBS professional development events, requested consultations and technical assistance, and downloaded resources. The ATBS team provided 128 professional development events with 2,096 attendees from 93 Kansas school districts and 45 other educational agencies, representing a high level of participation even during continued interruptions caused by COVID-19. Eighty-five of these events (66%) included multiple sessions, ranging from 4 to 10 days. The use of multiple sessions for professional development provided participants with opportunities for in-depth practice with constructive feedback, coaching, and reflection on their fidelity of implementation and attainment of student outcomes. The 21 professional development sessions observed for the inclusion of adult learning indicators contained more than 90% of the indicators in all five domains of preparing and engaging learners, contextualizing the content, reflecting on learning, and transferring learning to practice.

> *"**I thought this training was amazing** and had so much information without it being completely overwhelming. I really enjoyed **discussing an element of structured teaching and then implementing it.** This really helped all of the information stick."*
> — Training Participant

1,078 PARTICIPANTS' EVALUATION OF 92 PROFESSIONAL DEVELOPMENT EVENTS

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



The ATBS team logged 1,487 technical assistance contacts during the 2021–22 school year. Coaching was the primary support provided to educational organizations (school districts, cooperatives, interlocals), with 1,001 (67%) of the contacts resulting in individual, team, or systems coaching.

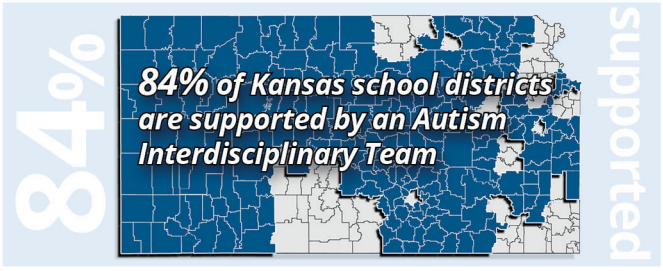
*Educators accessed the **1,318 ATBS resources** more than **51,000 times** in 2021–22.*

AITs & InSTEP INCREASED DISTRICT CAPACITY

Local Autism Interdisciplinary Teams (AITs) supported schools by providing professional development, participating on IEP teams, and providing classroom-based consultations.

AITs reported

- **653** *professional development sessions with* **8,129** *participants*
- **573** *screenings, with* **38%** *resulting in the positive identification of autism*
- **8,291** *classroom-based consultations for individual students*
- **212** *students receiving needed services through an educational identification of autism*



The InSTEP program is a comprehensive professional development program that supports district-identified educators to increase local capacity in meeting the needs of complex learners. The ATBS team supports these educators as they integrate evidence-based practices into their teaching and share strategies with their colleagues. The multi-year program includes implementing the elements of structured teaching, verbal behavior assessment and instruction, challenging behavior prevention and reduction, social competencies instruction, team training and coaching, and data analysis. Seventeen teachers participated in the program during 2021–22 and 14 completed an InSTEP Capstone project, demonstrating fidelity in implementing elements of the model.

> *"The data-collection procedures helped me guide the instruction. I saw a **decrease in problem behavior** and an **increase in instructional engagement**."*
> — InSTEP Participant

Of the InSTEP participants,

***92%** reported that participation **gave them the confidence** to continue to use the instructional strategies, and*
***82%** reported that the **data reflected improved outcomes** for their students.*

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Kansas leads the world in the success of each student.

MORE INFORMATION AT: WWW.KSDETASN.ORG/ATBS

TASN
KANSAS TECHNICAL ASSISTANCE SYSTEM NETWORK