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Domain 8: Leadership and Policy

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| **Study (APA Citation)** | **Purpose(s) of Study** | **Key Findings** |
| Hume, K., & Odom, S. (2007). Effects of an individual work system on the independent functioning of students with autism. *Journal of autism and developmental disorders*, *37*, 1166-1180. | **Competency: 8.1: Use electronic, print, and organizational resources related to ASD.**  This article discussed the positive aspects of the Individual Work System for students with ASD.  **Purpose:**  The study from this article examined the outcomes of an Individual Work System on students with autism. Since I use these in my classroom I was very interested in the results. | Findings from the study showed all students showed increases in on-task behaviors, increases in the number of tasks completed, and a reduction in teacher prompts. |
| Hume, K., Loftin, R., & Lantz, J. (2009). Increasing independence in autism spectrum disorders: A review of three focused interventions. *Journal of autism and developmental disorders*, *39*, 1329-1338. | **Competency: 8.1: Use electronic, print, and organizational resources related to ASD.**  Time is valuable when working with students with special needs. It is important that teachers make sure to evaluate practices carefully when choosing strategies.  **Purpose:**  The purpose of this study was to research 3 focused interventions to determine their effects on increasing independence in students with autism. Once of the 3 tools studied was the work system used in Structured Teaching classrooms. | Results showed the three approaches studied, self-monitoring, video modeling, and individual work systems, all remove the removal of the stimulus control from the teacher to an individual controlled one. Though all three were shown to be effective the authors believe further development of strategies to increase independence is needed. |
| Hall, L. J., Grundon, G. S., Pope, C., & Romero, A. B. (2010). Training paraprofessionals to use behavioral strategies when educating learners with autism spectrum disorders across environments. *Behavioral Interventions*, *25*, 37-51. | **Competency: 8.2 Demonstrate knowledge of how to prepare personnel and community members for interaction with individuals with ASD.**  Assistants accept positions in classrooms they believe they will be assets; however, many may not know the best practices for working with students with autism. It is important that teachers work with their assistants and help them to move toward practices that will be more successful.  **Purpose:**  The purpose of this study, using a multiple-baseline design across settings, evaluated the use of behavioral strategies with young children with autism. The researchers provided a workshop and performance feedback for their paraprofessionals. | Results determined that even though the assistants demonstrated skills in their use of behavioral strategies in the workshop, there was either no transfer or generalization to the preschool classroom or their use of skills decreased over time. Feedback, however, did help increase their correct use of strategies. |
| Brock, M. E., Huber, H. B., Carter, E. W., Juarez, A. P., & Warren, Z. E. (2014). Statewide assessment of professional development needs related to educating students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*, *29*, 67-79. | **Competency: 8.2 Demonstrate knowledge of how to prepare personnel and community members for interaction with individuals with ASD.**  Preparing teachers to implement EBPs for teaching students with ASD is vital. In order to offer the best to our students we need to use proven practices.  **Purpose:**  This study, based on a survey of 456 teachers and administrators questioned their thoughts about their confidence in teacher these students, their use of EBPs and their interest in further professional development, | The study found teacher lacked confidence in their ability to implement EBPs and other concerns that they had regarding their instruction. The surprise what that this lack of confidence did not lead them to search for further professional development opportunities. |
| Ingersoll, B., & Dvortcsak, A. (2006). Including parent training in the early childhood special education curriculum for children with autism spectrum disorders. *Journal of Positive Behavior Interventions*, *8*, 79-87. | **Competency 8.4: Demonstrate knowledge of how to provide structure, ongoing training, and support to families, professionals, and paraprofessionals.**  Helping parents by providing workshops to support them at home and in the community is an important part of being a teacher of children with autism and other special needs. I provide these throughout the year during our Family Partnership Days.  **Purpose:**  This paper describes a local project which was geared toward the support of families of preschool children with ASD. Parents were interviewed when their children entered full-time education and when they moved into Kindergarten out of the preschool program. Key findings were reported. | Results showed parents rated the support of the school staff as very useful, particularly valuing workshops on “making sense” of their child’s development and needs, strategies for facilitating language, encouraging play with others, and the support they received during play dates and/or other school related activities. |