



# PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

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August 31, 2017

**TO:** Directors, Exceptional Children Programs  
Lead Administrators, Charter Schools

**FROM:** William J. Hussey, Director *WJH*  
Exceptional Children Division

**RE:** **Autism Professional Learning**

The Exceptional Children Division is pleased to announce the following Professional Learning (PL) opportunities for the 2017–2018 school year.

### **Foundations of Autism: *Learning Styles and Visual Supports***

This three-day workshop is intended for professionals working with students with Autism Spectrum Disorder (ASD). This workshop will provide participants with an overview of the learning styles of individuals with ASD to support the planning and provisions of Specially Designed Instruction (SDI). Participants will also learn a Behavior Problem Solving Process that is designed to support teachers understanding of behavior and how SDI can be an effective behavior management tool. Attention will be given to the following Evidence-Based Strategies: Task Analysis, Reinforcement, Antecedent-Based Interventions, Visual Supports, and Functional Behavior Analysis.

After the first two days, participants will return to their classrooms to implement interventions and design a program based on an assessment of their students' learning styles, needs, and understanding of SDI techniques. There is a project component, which is optional but required to receive 2.5 CEUs.

Intended outcomes for participants are to:

- gain knowledge of learning styles of individuals with ASD.
- understand and appropriately use assessments to match Evidence-Based Strategies to individual student learning styles.
- increase knowledge and application of the following Evidence-Based Strategies: Task Analysis, Reinforcement, Antecedent-Based Interventions, Visual Supports, and Functional Behavior Analysis.
- effective application of systematic problem solving to address student behavior needs.

Intended impact on students is to:

- increase engagement with instructional tasks.
- increase independence with work, functional, and adaptive tasks.
- increase attainment of IEP goals.

Register at:

[https://docs.google.com/forms/d/e/1FAIpQLSeVXp0sV9kGGNsnN\\_nbeaXdVdJoIPnuIDUObkRm9y2Qa-xPHA/viewform](https://docs.google.com/forms/d/e/1FAIpQLSeVXp0sV9kGGNsnN_nbeaXdVdJoIPnuIDUObkRm9y2Qa-xPHA/viewform)

### **EXCEPTIONAL CHILDREN DIVISION**

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

### **Foundations of Autism: Teaching Through Engagement**

*This training is designed for participants who have completed Foundations of Autism: Learning Styles and Visual Supports (or an equivalent training).*

This two-day workshop will focus on the continued use of SDI, as well as the process of teaching strategies and restructuring activities based on understanding the student's learning styles and development. By the end of this training, participants will be able to conduct informal assessments to set learning objectives and monitor progress, describe a variety of effective teaching strategies, and implement a process for evaluating data during teaching sessions and determining the "next steps". Attention will be given to the following Evidence-Based Strategies: Task Analysis, Reinforcement, Antecedent-Based Interventions, Prompting, Time Delay, and Visual Supports. The format of this workshop will include presentations, videos, observation of a live assessment and teaching session, interactive discussions and small group activities. Participants will receive 1.4 CEU's at the conclusion of this workshop.

Intended outcomes for participants are to:

- increase understanding and use of assessments to match Evidence-Based Strategies to individual student learning styles.
- increased understanding of strategic lesson planning to support students with ASD.
- increase knowledge and effective application of the following Evidence-Based Strategies: Task Analysis, Reinforcement, Antecedent-Based Interventions, Prompting, Time Delay, and Visual Supports.
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Intended impact on students is to:

- increase engagement with instructional tasks.
- increase independence with work, functional, and adaptive tasks.
- increase attainment of IEP goals.

Register at:

<https://docs.google.com/forms/d/e/1FAIpQLSenjEETi3T6npjPUhcO7In4BmhRMAfouJDkm14jmfh4kCj38w/viewform>

### **Coaching to Support Foundations of Autism**

*This training is designed for coaches who have completed Foundations of Autism: Learning Styles and Visual Supports (or equivalent training) and Foundations of Autism: Teaching Through Engagement.*

This two-day workshop will be geared specifically to coaching within the framework of Evidenced-Based Practices as presented in Foundations of Autism. This workshop is intended for autism coaches, or those who can support and coach teachers in providing services to individuals with ASD. Participants will develop skills to implement coaching practices with teachers focusing on individualized SDI strategies based on assessment of their students' learning styles and needs. Coaching skills will also be developed around a systematic behavior problem solving framework that individualizes supports based on learning styles, Antecedent-Based Interventions, and Functional Communication. Participants will receive 1.4 CEU's at the conclusion of this workshop.

Intended outcomes for participants are to:

- increase coaching skills within the framework of Evidenced-Based Strategies for supporting students with ASD.
- support teachers' use of assessments to match Evidence-Based Strategies to individual student learning styles.

- support teachers' application of the following Evidence-Based Strategies: Task Analysis, Reinforcement, Antecedent-Based Interventions, Visual Supports, and Functional Behavior Assessment
- support teachers' use of systematic problem solving to address student behavior.

Intended impact on students is to:

- increase engagement with instructional tasks.
- increase independence with work, functional, and adaptive tasks.
- increase attainment of IEP goals.

Register at:

<https://docs.google.com/forms/d/e/1FAIpQLScqicLVqlcsrrBmv0jMoy9pXTaDSfilRjPz57pk-shi3LpjIA/viewform>

If you have any questions, please send email to [ncauteam@gmail.com](mailto:ncauteam@gmail.com).

WJH/DM/AP