



Thompson Center for Autism & Neurodevelopmental Disorders

University of Missouri

<https://missouri.box.com/v/AdvImpactASD>

Adverse Educational Impact Across the Autism Spectrum

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Training Experts in Autism for Missouri
(TEAM) Educational Program

Overview

- Overview of Autism
 - Focus on High Functioning Autism
- Adverse educational impact-IDEA and DESE
- Conceptualizing educational impact - ASD
- Common barriers
- Resources
- Objectives:
 - *Identify common state and federal guidelines for applying the IDEA concept of Adverse Educational Impact.*
 - *Identify at least two common areas of adverse educational impact for students with autism, aside from academic performance.*



Autism Spectrum Disorder

Autism

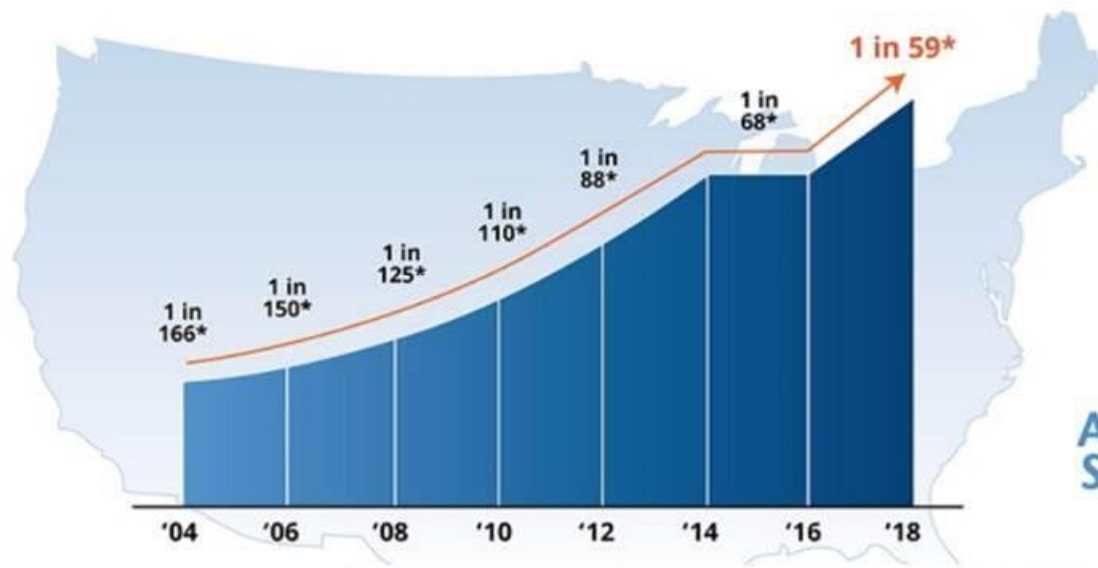
- Neurodevelopmental Disorder

- Impacts **1 in 59 children**

- Impairments of growth & development of brain or central nervous system

- Effects emotion, learning ability, self-control, memory

Estimated Autism Prevalence 2018



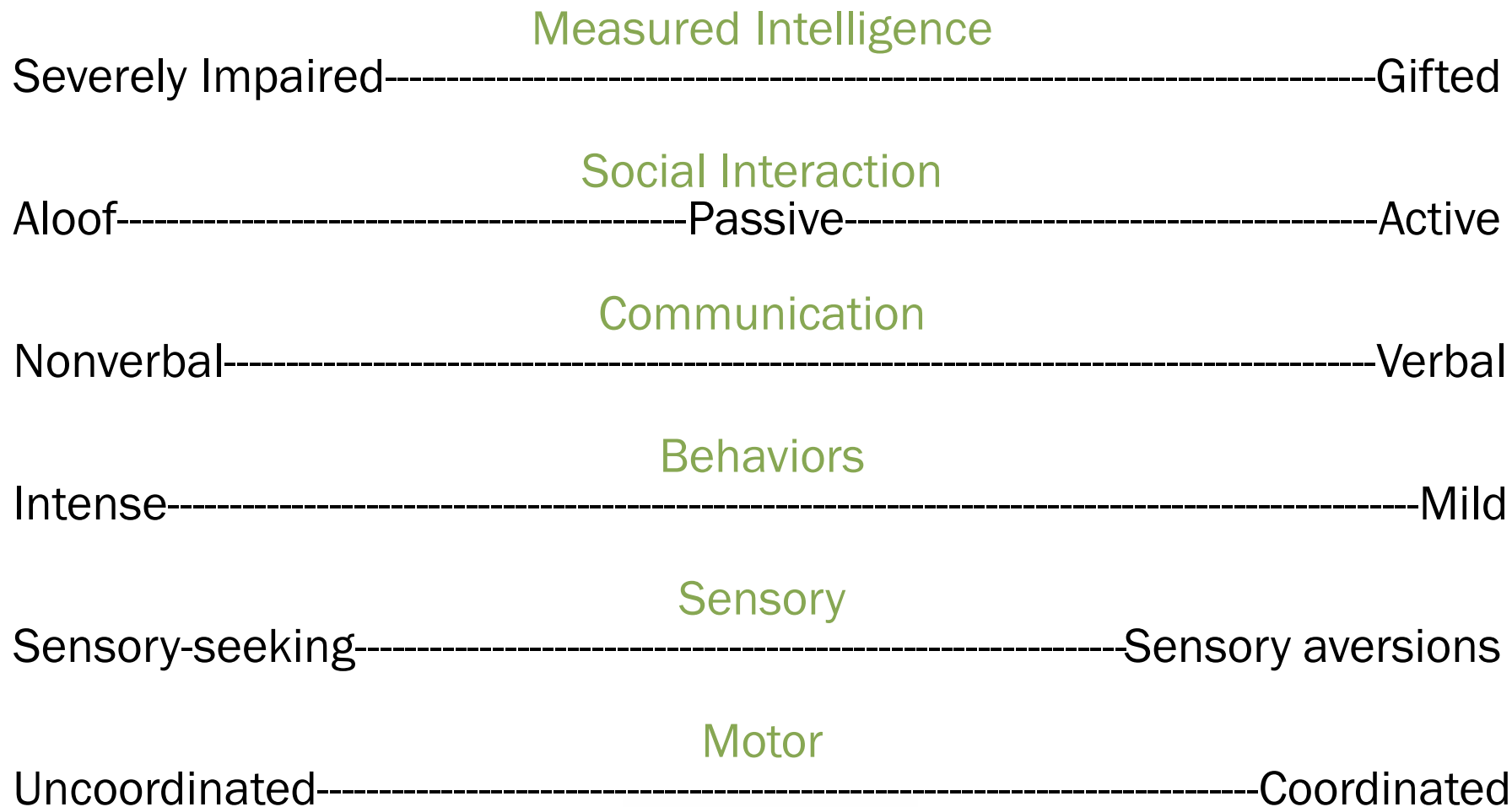
1 in 37 males

1 in 151 females



* Centers for Disease Control and Prevention (CDC) prevalence estimates are for 4 years prior to the report date (e.g. 2018 figures are from 2014)

The Spectrum of Autism



Overview of ASD Symptoms

1. Deficits in social communication and social interaction
2. Presence of restricted and repetitive patterns of behavior



Social Concerns

For example:

- Deficits in social-emotional reciprocity
- Deficits in nonverbal communication used for social interaction
 - Gestures
 - Eye contact
 - Facial expression
- Deficits in developing, maintaining, understanding relationships
- Understanding and responding appropriately to social situations
- Odd social initiations
- Difficulty with abstract language
- Unusual language or tone
- Reduced joint attention



RRBs

For example:

- Stereotyped or repetitive motor movements, use of objects, or speech
 - Lining
 - Focusing on parts of objects
 - Nonfunctional use of objects
- Insistence on sameness, rigid routines, ritualized verbal or nonverbal behavior
 - May have negative response to changes
- Highly restricted, fixated interests that are abnormal in intensity or focus
- Unusual sensory interests and/or aversions



High Functioning Autism (HFA)

- Average to above average intelligence
- Likely to have average academic abilities
- Many students with HFA also diagnosed with psychiatric concerns
 - Common for these to be diagnosed before ASD
 - Which can result in delay of appropriate interventions

Common myth: “He’s high functioning, so he’ll be ok without services.”



HFA: Possible Social Subtleties

- Can be very likable!
- Eye contact not always impaired
- Strong expressive language skills (sometimes higher than receptive)
- May desire friendships and romantic relationships
- May not be socially avoidant
 - “Socially Active but Odd” presentation



HFA: Possible Social Subtleties

- May be good at either responding OR initiating with others
- May appear socially appropriate in structured interactions (such as standardized testing)
- Can score well on standardized pragmatic language assessments
 - Know rote responses but struggle to apply
- Theory of Mind deficits can be subtle

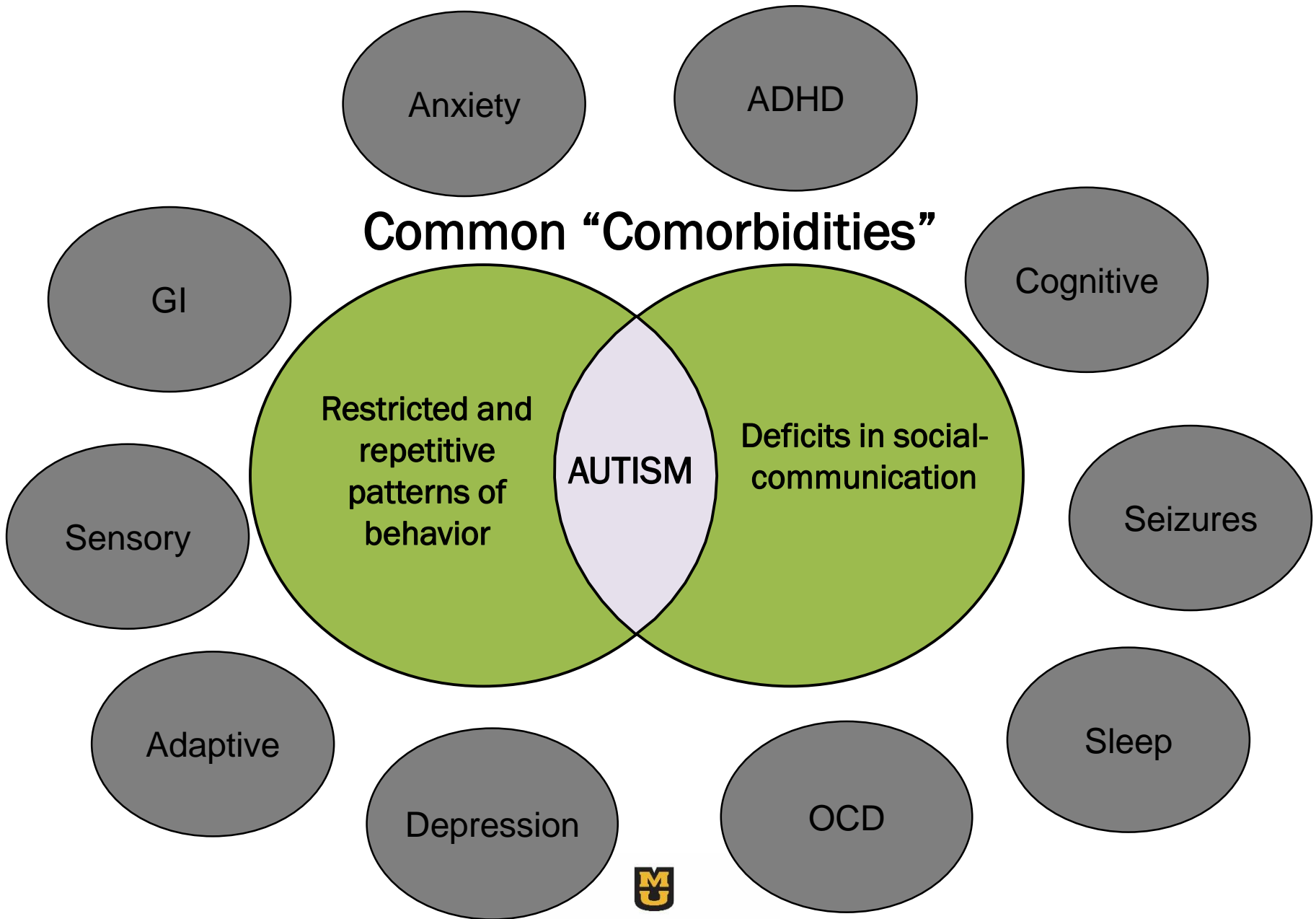


HFA: Possible RRB Subtleties

- Unusual motor behaviors can be subtle
 - Posturing (hand, fingers, body)
- Quick and discrete sensory seeking/avoidance
- Scripting can be used appropriately
- Age appropriate (intense) circumscribed interests
 - Ex: You Tube, Star Wars, Legos, video games
- Interests in fact-based information/topics



Additional Areas of Consideration



Background

- > 66% of children with autism are also diagnosed with psychiatric condition(s)
- \approx 40% have two or more comorbid conditions
- Co-morbid mental health needs can effect functioning at school
- Treatment of co-occurring emotional issues can improve overall functioning



Importance of Adaptive Behavior

- Students with Autism have poor outcomes after high school post secondary outcomes, *even those with HFA*
- 24.5% have any post-secondary training (not necessarily full-time or until completion)
- 79.5% have had some post-secondary employment
 - 26.7% were employed full-time
 - 73.3% were employed part-time
 - 19.9% held a job for more than 36 months
 - 39.3% received accommodations
- 5.8% living independently

(National Longitudinal Transition Study, 2009)




Adverse Educational Impact in the Law

Intent IDEA- Section 1400

- Individuals with Disabilities Education Improvement Act of 2004 (Reauthorization of IDEA)
- Intent of the law:
 - Ensure equal opportunity, full participation, independent living, and economic self-sufficiency for student
 - Prepare for further education, employment, independent living



Eligibility Under IDEA - Sec 1401

- Child with a disability:
 - Meets criteria for one of the IDEA disability categories AND
 - Needs special education and related services
- *Child's disability must adversely affect educational performance*
- Recall intent of IDEA : skills  independent adult



FAPE

“Free Appropriate Public Education” - special education and related services that

- A) are provided at public expense
- B) *meet standards of the state education agency*
- C) include appropriate education
- D) are provided consistent with IEP

In addition: Each State must ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.



DESE Adverse Affect

Does “adversely affect educational performance” just mean grades and test scores?

Furthermore, CFR 300.101(c) states that each state must ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade and is advancing from grade to grade. For example, some students on the higher end of the autism spectrum get good grades or score well on tests but have significant concerns with social skills that may impact their success in life. These students may have no friends, be inadvertently rude to teachers, not have the skills to interview for or keep a job, or lack functional skills that are necessary for life. Adverse educational impact must be considered in the broad sense for a student’s educational career.



DESE Adverse Affect

- Consider broadly for educational career
- Can include social skills
- Can include pre-employment skills
- Adverse affect on educational performance is NOT JUST ACADEMICS!



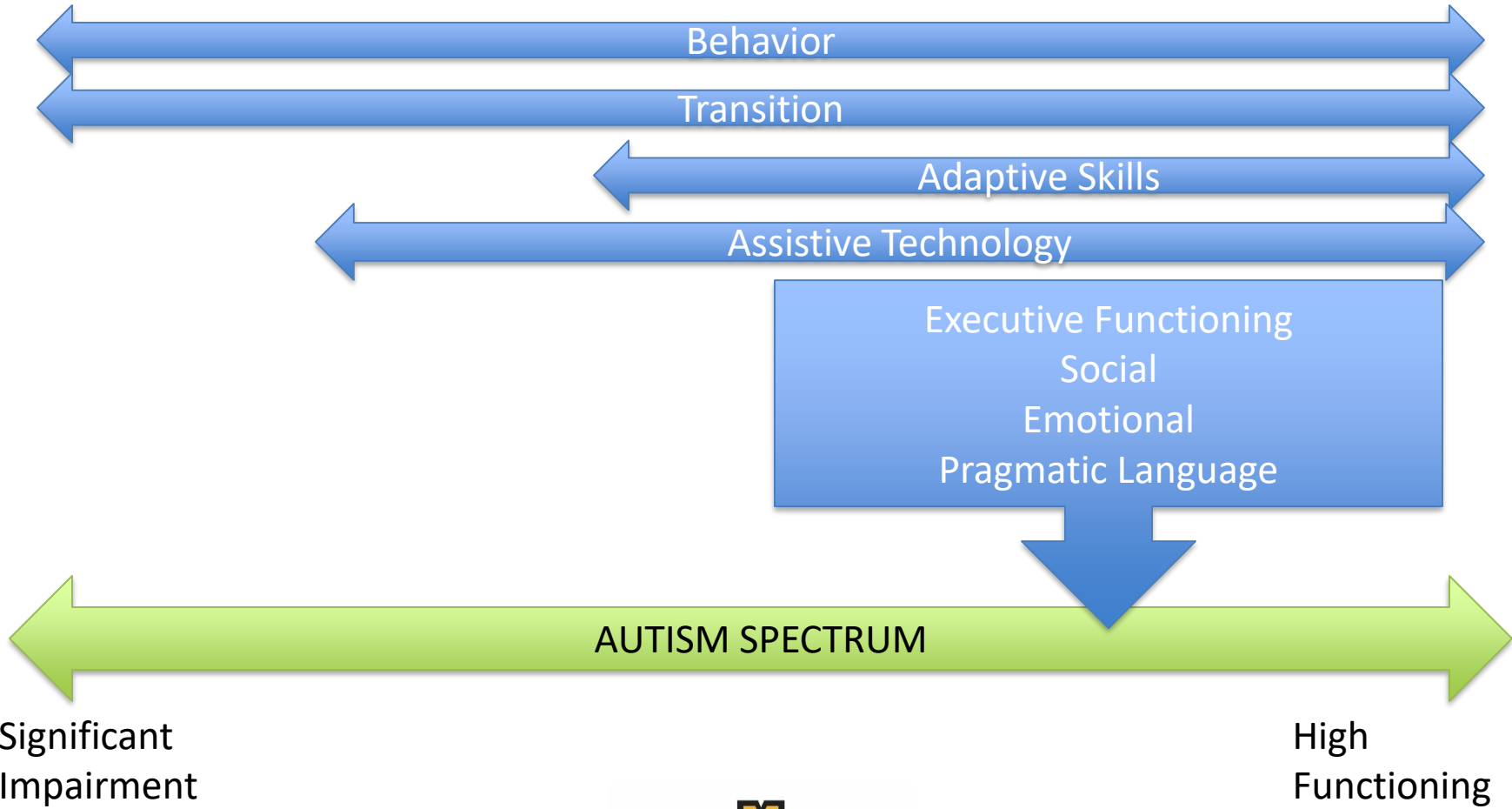
Educational Impact- Autism

Common Non-Academic Impact

- Language (especially pragmatic)
- Assistive technology – for communication and learning
- Social – relationships with peers
- Behavior – including internalizing
- Emotional functioning
- Executive functioning
- Adaptive Behavior - Focus on long term independence!



Commonly Overlooked Areas of Impact Across the Spectrum



Effect of Non-Academic Needs

- For example:
 - Being removed from class
 - Struggling to participate in group work
 - Limited peer interactions
 - Challenges forming and maintaining relationships
 - Difficulty problem solving
 - Reduced independence in daily life

These things impact lifelong outcomes, such as employment and living independently



Common Barriers For Schools

Insufficient Evaluation Info

We don't have evaluation information for that area. (IDEA Regulations 34 C.F.R. §
We don't have staff who can do autism evaluations. 300.532[f]).
We don't have those assessments.

- IDEA requires evaluations be sufficiently comprehensive:
 - To determine eligibility
 - To identify all areas of suspected need (including behavior, social, emotional, health, intelligence, academic, and communicative status)
 - To determine educational program (Link directly to interventions)
- Assessments must:
 - Be validated for the intended purpose
 - Be administered by trained personnel



Insufficient Evaluation Info

We don't have evaluation information for that area.

We don't have staff who can do autism evaluations.

We don't have those assessments.

- Consider
 - contracting out evaluation components if needed
 - purchasing appropriate instruments
 - providing staff training on assessments
 - using tools you DO have more intentionally for ASD

Don't wait (can't wait) for clinical evaluation!



Staffing/Service Issues

We don't know how to serve that area of need.

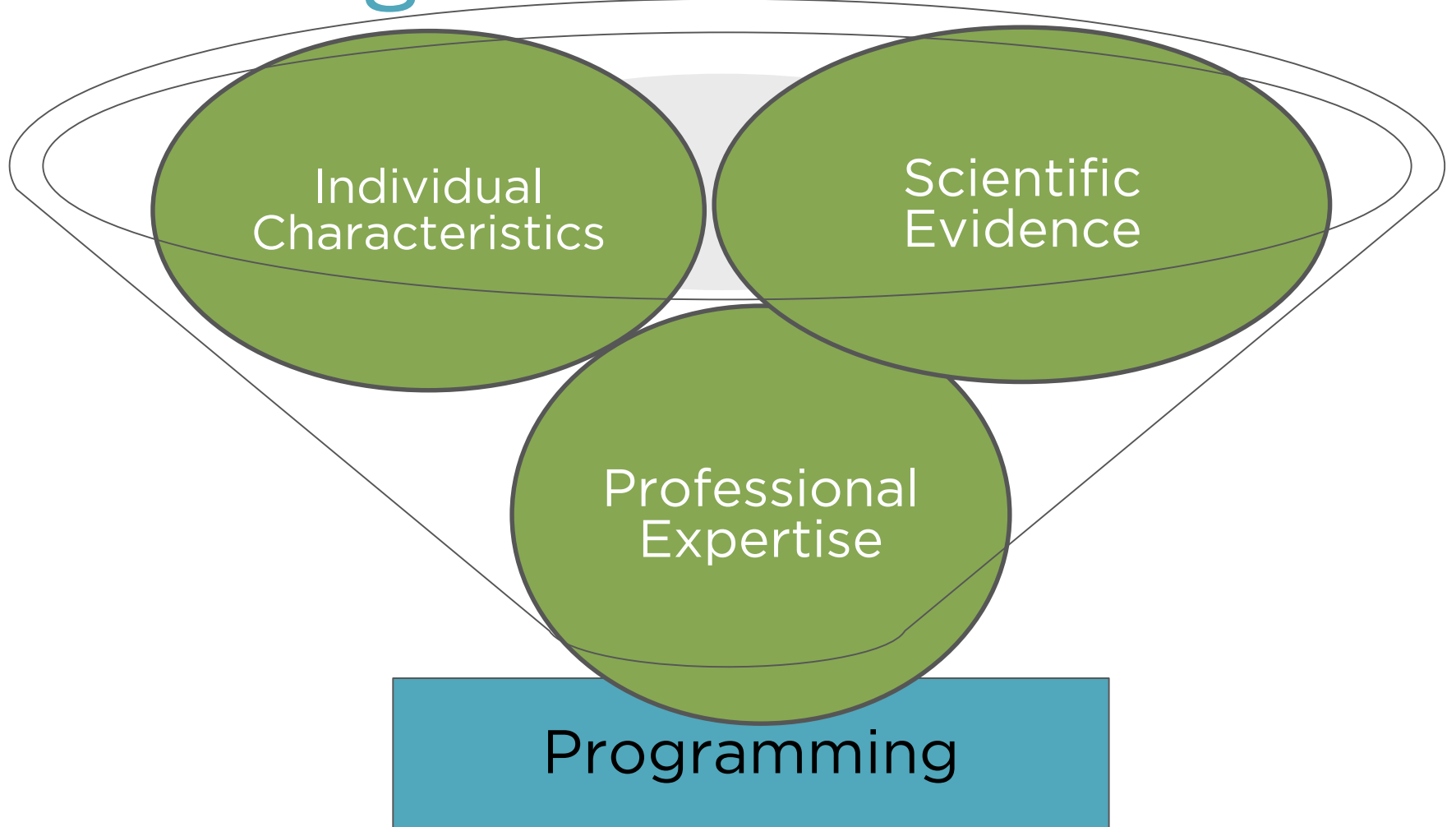
No teachers here do that intervention already.

We don't have staff trained to service that area.

- IDEA & NCLB/Elementary and Secondary Education Act both:
 - Require “highly qualified” educators
 - Require scientifically based practices
 - Support professional development
- Consider obtaining training in evidence-based interventions
 - In person training or online trainings



Selecting Interventions



ASD Evidence-Based Practices

Evidence-Based Practices	Domains																	
	Academic & Cognition			Behavior			Communication			Play			Social			Transition		
	EC	EL	MS/HS	EC	EL	MS/HS	EC	EL	MS/HS	EC	EL	MS/HS	EC	EL	MS/HS	EC	EL	MS/HS
Antecedent-based Interventions	■	■	■	■	■	■												
Cognitive Behavior Interventions					■	■		■	■					■	■			
Computer Assisted Instruction	■	■	■															
Differential Reinforcement				■	■	■	■	■	■				■	■	■			
Discrete Trial Training	■	■		■	■		■	■		■	■		■	■				
Extinction				■	■	■												
Functional Behavioral Assessment				■	■		■	■	■									
Functional Communication Training				■	■		■	■	■									
Naturalistic Interventions							■	■	■				■	■	■			
Parent Implemented Interventions				■	■		■	■	■	■	■		■	■				
Peer Mediated Instruction/Intervention				■	■	■	■	■	■				■	■	■			
Picture Exchange Communication System				■	■	■	■	■	■				■	■	■			
Pivotal Response Training	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■			
Prompting	■	■	■	■	■	■												
Reinforcement	■	■	■				■	■	■									
Response Interruption & Redirection				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Self-Management		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Social Narratives	■	■	■	■	■	■				■	■	■	■	■	■			
Social Skills Groups							■	■	■				■	■	■			
Speech Generating Devices (VOCA)							■	■	■									
Structured Work Systems	■	■	■				■	■	■	■	■	■				■	■	■
Tasks Analysis	■	■	■	■	■	■	■	■	■				■	■	■			
Time Delay		■	■							■	■		■	■				
Video Modeling	■	■	■				■	■	■	■	■	■	■	■	■			
Visual Supports	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■



ASD Intervention Resources

**University of MO Thompson Center-Training Experts in
Autism For Missouri**

<https://thompsoncenter.missouri.edu/autism-training/team/>

OCALE Autism Internet Modules

<http://www.autisminternetmodules.org/>

**National Professional Development Center on ASD-
Evidence Based Briefs and Modules**

<http://autismpdc.fpg.unc.edu>

<http://afirm.fpg.unc.edu/>

Missouri Autism Guidelines Initiative (MAGI)

<http://autismguidelines.dmh.mo.gov/>



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General Resources

Policy & Law:

Yell, M. (2019). *The Law and Special Education*, 5th ed. New York: Pearson.

Council for Exceptional Children-Policy Insider

<https://www.policyinsider.org/>

Google Scholar: case law search <https://scholar.google.com/>

Wrightslaw SPED Law: <https://www.wrightslaw.com/caselaw.htm>

Evidence Based Practices-general:

IES What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>



Contact Information

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Thank you!
Questions?