Marin County SELPA Demontration Site

MARIN COUNTY SELPA

April 2025

WHAT DOES YEAR 2 OF IMPLEMENTATION LOOK LIKE?

HAMILTON ELEMENTARY

Marin County Office of Education regionalized special day class serving students grades 3rd - 5th grade at Hamilton Elementary School.

QUALITIES OF A DEMONSTRATION SITE

HIGH QUALITY PROGRAM AND SERVICES FOR STUDENTS WITH AUTISM AND RELATED NEEDS;
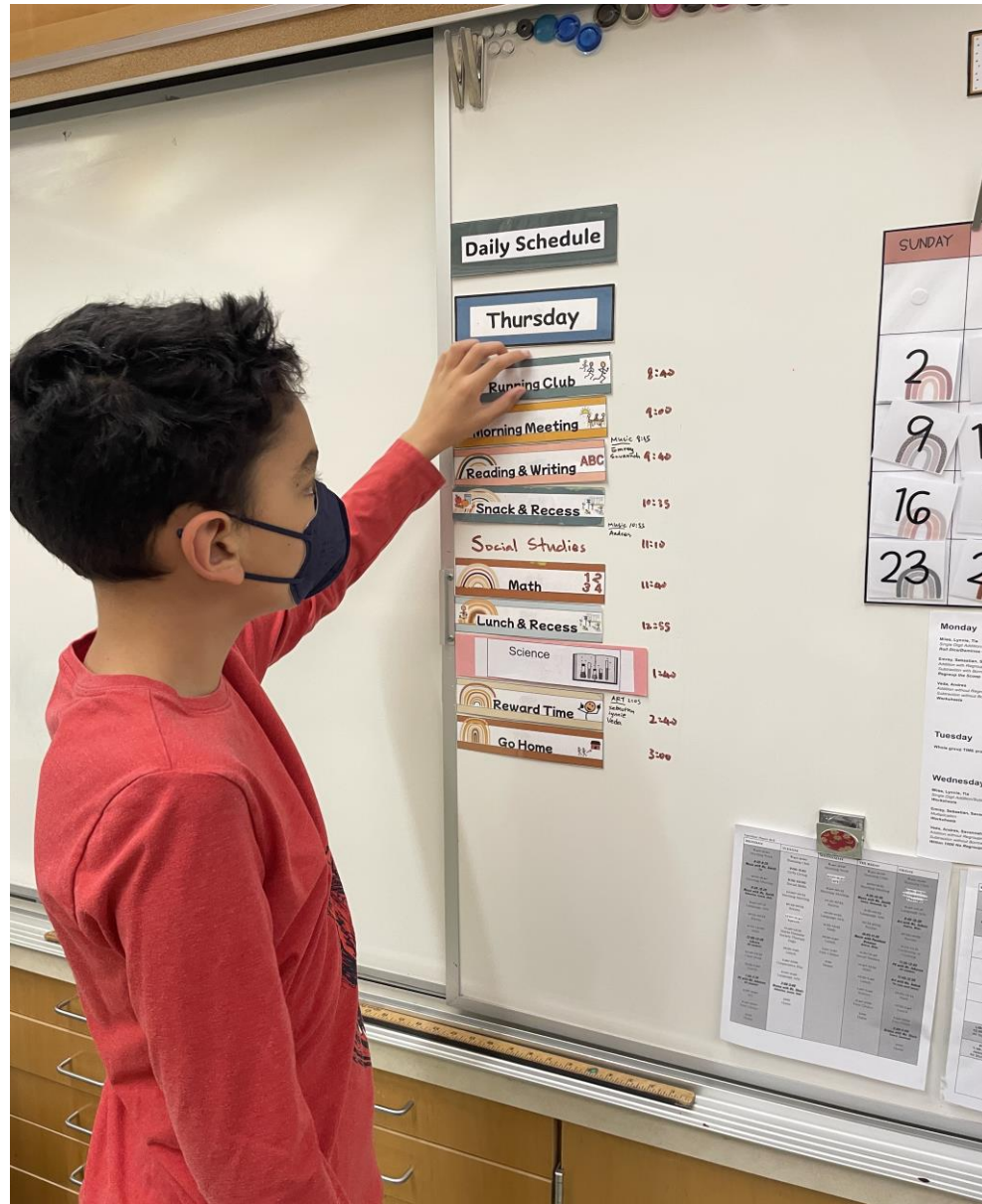
EFFECTIVE USE OF EVIDENCE BASED PRACTICES FOR STUDENTS WITH AUTISM;

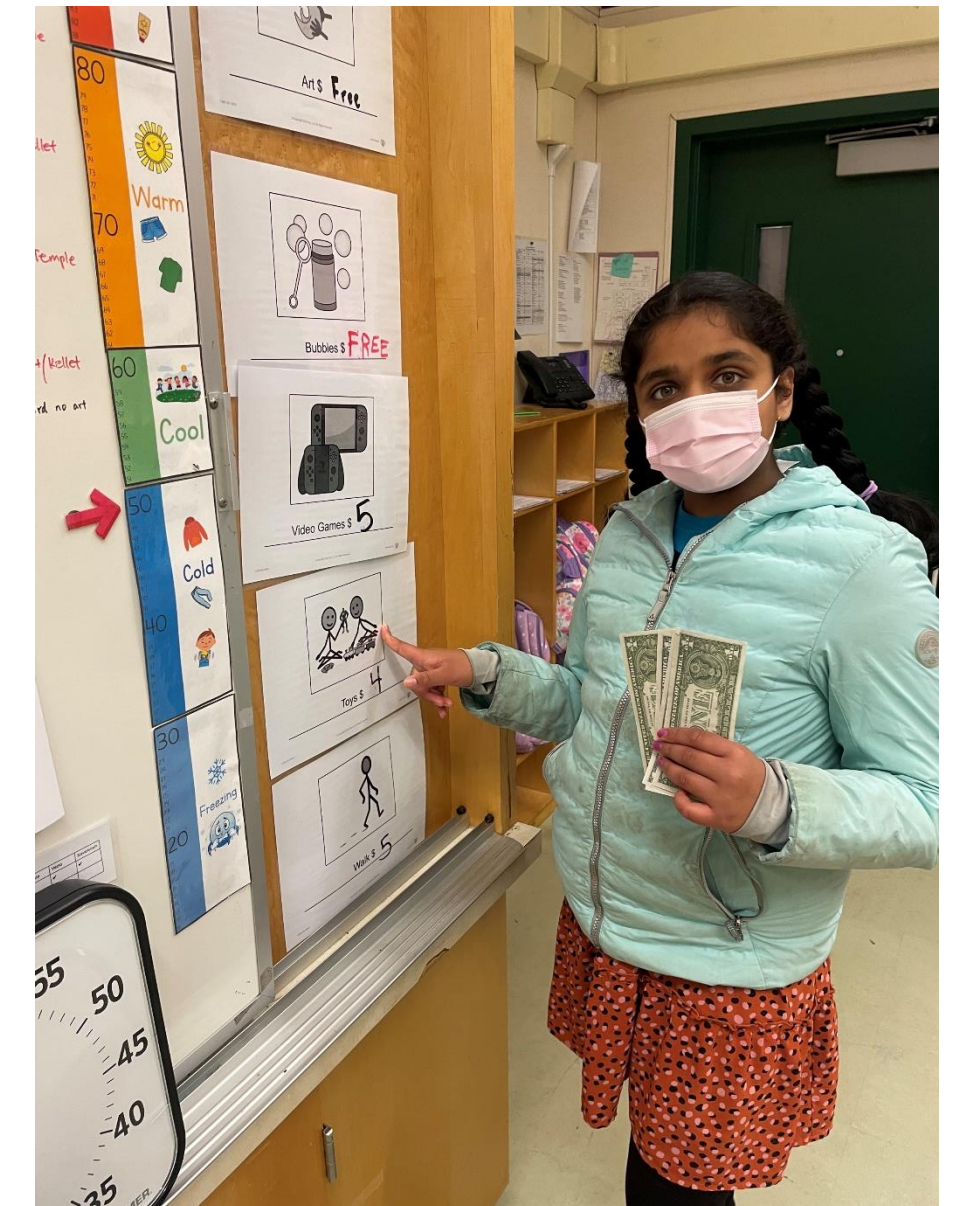ALL STUDENTS ARE BENEFITTING FROM SERVICES; and

INCLUSIVE OF NECESSARY INFRASTRUCTURE, SYSTEMS, AND SUPPORT TO SUSTAIN AND SCALE ACROSS SCHOOL SITE.

Evidence Based Practices in Action

Visual Supports

Reinforcements
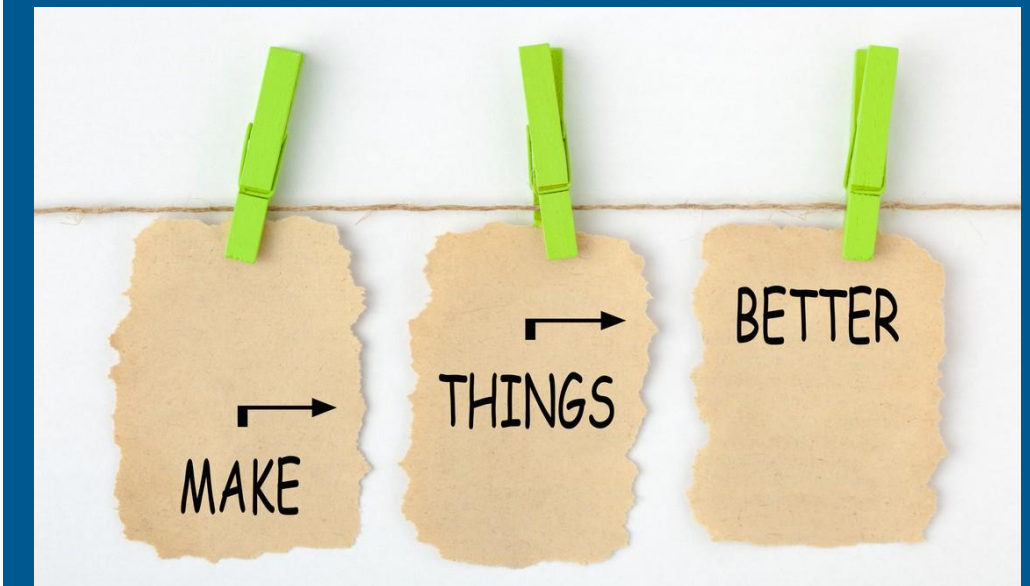

Antecedent Intervention/Reinforcements

DEMONSTRATION SITE OUTCOMES

6 EVIDENCE BASED PRACTICES IMPLEMENTED WITH FIDELITY

50+ HOURS OF COACHING & TRAINING

20 AUTISM IMPLEMENTATION MEETINGS

YEAR 2 OUTCOMES

Demonstration Site/Classroom Requirements

Pre-assessment and Identification of Training Needs

- **Pre-assessment**: Prior to the start of the school year, assess incoming staff to determine their current knowledge and experience regarding autism, behavior management, and classroom dynamics. This can be done through surveys, interviews, or questionnaires.
- **Areas of Need**: Identify gaps in knowledge about autism, behavioral interventions (such as EBPs), and special education processes (e.g., IEPs and BIPs).
- **APERS**: Administration of the APERS assessment every two years to track growth.

Training and Information Sharing

- **General Overview of the Classroom:** Ensure teachers have a strong understanding of the classroom environment and its expectations. Provide new staff with an overview of classroom layout and routines, behavioral expectations, and available resources and supports *(estimated 2 hours)*
- **Review of Student Information:** Provide staff with sufficient time to review important information about the students they will work with including Behavior Intervention Plans (BIP), BIP cheat sheet, Individualized Education Program (IEP) at a Glance, Goals, Present Levels of Performance, *(estimated 45 minutes per student)*
- **Autism and Behavior Basics**: Provide foundational training on autism, common behavioral challenges, and best practices for supporting students with autism. This may include:
  - Basics of autism spectrum disorder (ASD) *(estimated 2-3 hours)*
  - Understanding behavior as communication *(estimated 30 minutes)*
  - Principles of Applied Behavior Analysis (ABA) *(estimated 2 hours)*
- **Specific Classroom Strategies**: Focus on evidence-based practices (EBPs), including interventions like Positive Behavior Interventions and Supports (PBIS) and Functional Behavior Assessments (FBA). *(estimated 1 hour)*
- **Affirm Modules Training:** Provide staff with the opportunity to complete professional development modules, such as Affirm, which may focus on various aspects of classroom management and individualized support strategies. *(estimated 2-3 hours per module)*
- **Roles and Responsibilities:**
  - **Clear Role Definition**: Outline the specific roles of each staff member in the classroom, including who supervises whom and what their duties are (e.g., teacher, paraprofessional, therapists).

DEMONSTRATION SITE IMPLEMENTATION MANUAL

MARIN COUNTY SELPA

SELPA CADRE MEMBER

6 STAFF TRAINED IN 3+ EBPS

WHO SUPPORTS THE DEMONSTRATION SITE?

SELPA

Supports and facilitates the implementation work

REGIONAL IMPLEMENTATION LEAD

Facilitates and coaches implementation work at site as well as supports cadre with regionalized training

CAPTAIN CADRE

Two (2) CAPTAIN CADRE selected by the SELPA

COUNTY OFFICE & DISTRICT STAFF

Administrators, teachers, and staff dedicated to implementation of EBPs for students with Autism

SO, NOW WHAT?

A NEW DEMONSTRATION SITE!

MARIN COUNTY SELPA AUTISM DATA

596 Students with IEPs in Marin County have Autism

- Preschool: 55 Students

- TK – 5th: 305 Students

- 6th – 12+: 234 Students

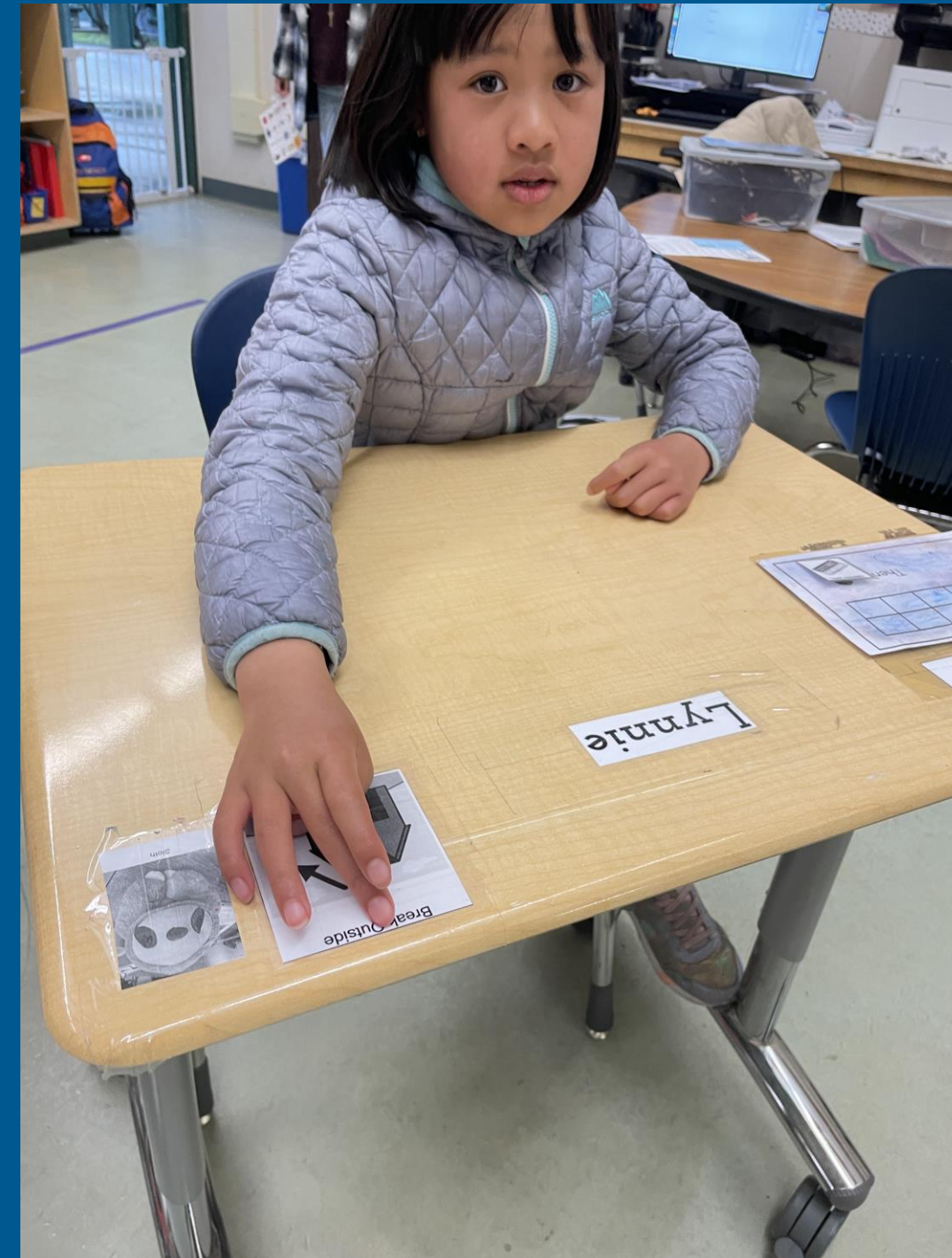- 86% of students with Autism attend public schools

DEMONSTRATION SITE DISTRICT COMMITMENTS

- Understands the purpose;

- Believes in the vision;

- Follows the guiding principles;

- Shows curiosity, commitment, and positivity;

- Advances equity and inclusivity; and

- Embraces diversity of thinking and expertise across disciplines.

WHAT IS NEXT?

- Selection of second Demonstration Site

- Administration of the APERS

- Completion of the Demonstration Site Implementation Manual

- Selection of one (1) additional CADRE member

QUESTIONS?