

## *Do you have...*

- ◇ a commitment to build the capacity of your program or school district to better support ALL students with autism spectrum disorders?
- ◇ the dedication to collect data on student behavior?
- ◇ the ability to free up staff to attend 5 days of training, at no cost?

*If you answered 'yes' to all three questions and are interested in participating in the School Consultation Project, please visit the following link to complete an application:*

[http://www.albany.edu/autism/files/SCP\\_application.pdf](http://www.albany.edu/autism/files/SCP_application.pdf)



*CARD Albany is on the web!  
Visit our website at  
[www.albany.edu/autism](http://www.albany.edu/autism)*

*Content of the training program described in this brochure has been modified from the Prevent Teach Reinforce model of behavioral support created by Glen Dunlap, Rose Iovannone, Donald Kincaid, Kelly Wilson, Kathy Christiansen, Phillip Strain and Carie English.*



**CENTER FOR AUTISM AND  
RELATED DISABILITIES**  
UNIVERSITY AT ALBANY State University of New York



1535 Western Avenue, Albany, NY 12203

Phone: (866) 442-2574; Fax: (518) 442-4834

E-mail: [card@albany.edu](mailto:card@albany.edu)



**CENTER FOR AUTISM AND  
RELATED DISABILITIES**  
UNIVERSITY AT ALBANY State University of New York

## **School Consultation Project**



An evidence-based training program designed to build the capacity of school teams throughout New York State to better support students with autism spectrum disorders.





*Teams that have participated in this program in the past report that not only are they able to better support the identified students, but also are able to apply the knowledge and skills they have developed to other students with autism spectrum disorders in their programs.*

## How Can CARD Albany's School Consultation Project Help You?

- ◇ The School Consultation Project is a series of trainings developed by educational consultants to provide instruction and resources in evidence-based practices designed to meet the needs of students with autism spectrum disorders.
- ◇ The program assists schools in developing building-wide autism resource teams and offers instruction on how to work as a team to support students with these unique challenges.
- ◇ A student-centered format is used to design meaningful strategies and interventions to build the capacity of the teams that will be supporting all students with autism spectrum disorders.

## What Makes the School Consultation Project So Successful?

### Access to Knowledgeable Education Specialists

CARD staff represent many disciplines including clinical & school psychology, education, school counseling, social work, & rehabilitation counseling – which contributes to their comprehensive understanding of autism spectrum disorders.

### Emphasis on Team Building

Each district will develop an autism resource team comprised of approximately 7-10 people. The process will involve parents or primary caregivers, at least one school administrator, along with a school psychologist or social worker, regular education teacher, special education teacher, speech and language therapist, and any other school professional who is committed to effectively supporting students on the autism spectrum.

### Student-Centered Planning Activities

School team members are asked to choose two target students and think about hopes and dreams, as well as fears or worries, they have for each student. A list is developed of the supports the student has at home, school & in the community, as well as the strategies which have been both successful and unsuccessful in modifying the student's behavior.

### Consistent and Easy Data Collection

In order to determine the effectiveness of the intervention(s) put in place, team members are taught quick and simple data collection methods. Information obtained through these methods will assist the team in making appropriate decisions when developing a plan.

### Development of a Comprehensive Behavior Intervention Plan

At the completion of five days of training, each team will have developed a comprehensive behavior intervention plan consisting of at least three components. In the **Prevent** component, changes are made in the student's activities, settings, or social circumstances. The **Teach** component involves selecting and teaching new skills that will give the student an alternative to the challenging behavior. In the **Reinforce** component, effective and appropriate motivators are selected and used to encourage desirable, pro-social behavior.

### Follow Up

Direct assistance will be offered to autism resource teams in developing one behavior plan. Support will then be systematically faded to encourage independent problem solving. Education specialists will continue to be available by phone or e-mail throughout the training process.

The **Center for Autism and Related Disabilities** at the University at Albany (CARD Albany) is a university - affiliated resource center that brings research and practice together in community settings. CARD Albany provides evidence-based training and support to families and professionals and, through ongoing research, contributes knowledge to the field of autism spectrum disorders.

