

ORPATS

Oregon Regional Program Autism Training Sites

www.orpats.org



ORPATS Student Outcome Results: 2009-2011

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What is the ORPATS Project?

- ORPATS Staff are providing comprehensive workshops and extensive on-site "hands-on" training in research based instructional strategies to training site staff and autism specialists
- ORPATS Training Sites model appropriate curriculum content using behavioral methods and provide training on these research based practices
- Trained Autism Specialists provide hands-on training to other educators in their region at the training sites

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ORPATS A Training Network

- ❖ Established 42 Oregon Regional Program Autism Training Sites (ORPATS) throughout the state.
- ❖ Training sites model research-based applied behavior analysis methods in addition to classroom curriculum
- ❖ Established a cadre of autism specialists to provide training to others at the ORPATS sites
- ❖ Maintained current sites and continue to develop new training sites throughout Oregon
- ❖ Collaborated with the Autism Teams Project to provide training to 25 Teams throughout Oregon
- ❖ Co-sponsored State-wide Conference on Educating Children with Autism in May of 2009

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ORPATS:

Oregon Regional Program Autism Training Sites

Current ORPATS STAFF:

- Joel Arick, Ph.D. John Gill, M.S.
- Jennie Willis, M.S. Misten Daniels, M.S.
- Darby Lasley, M.S.
- Brenda Nakada, M.S.
- Karen Shepherd, M.S.

Middle School Pilot Sites (Social Skills Component) Consultants:

- Phyllis Coyne, Kimberly Raines-Schmeltzer, Annette Skowron-Gooch

Parent Training Project:

- Anna Dvortcak

ODE:

- Nancy Latini, Julie York

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Oregon Regional Program Autism Training Sites



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Curriculum for EI/ECSE and Elementary Level Children

- ❖ Learning to communicate, understand language and social skills is the focus.
- ❖ Generalizing skills within functional routines at home and school is important.
- ❖ Developmental curriculum across all domains.
- ❖ Including:
 - STAR Autism Program (Strategies for Teaching based-on Autism Research, Arick, Loos, Falco and Krug, 2004)
 - Parent training component at the EI/ECSE sites (Ingersoll and Dvortcak, Guilford Press, 2009)
 - Inclusion and mainstreaming
 - Peer tutoring and peer buddies
 - PECS (Pyramid Educational Consultants, 2005)
 - Augmentative Communication Systems
 - Structured Teaching
 - Incidental Teaching
 - Commercial academic programs

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The STAR Program
 Strategies for Teaching based on Autism Research
 (Arick, Loos, Falco and Krug, 2004)

Instructional methods of:

- Discrete Trial Training
- Pivotal Response Training
- Functional Routines
- Positive Behavior Interventions and Supports



These strategies form the instructional base of this comprehensive program for children with autism.

Student Outcomes

STUDENT ASSESSMENT RESULTS
 Preschool Project
 17 month results
 2009-2011

Pre-school Age Non-verbal Students: Initial Progress Results

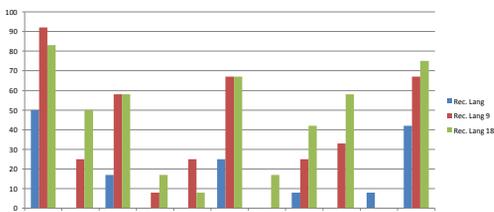
- Descriptive Study – 3 assessment periods
 - Initial assessment
 - 9 month re-assessment
 - 17 month re-assessment
- Assessments
 - ASIEP-3
 - Peabody Picture Vocabulary Test (PPVT)
 - Expressive Vocabulary Test (EVT-2)
- All students are primarily non-verbal at initial assessment period
- The data shown in this report
 - Educational Assessment (subtest of ASIEP-3)
 - Expressive Vocabulary Test (EVT-2)

Students

28 students enrolled in the study

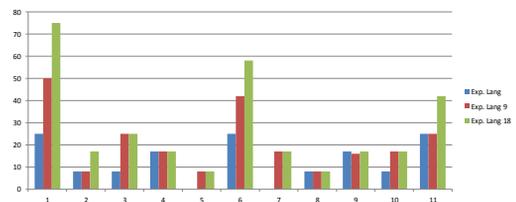
- Students were new to the curriculum components
- Students were primarily non-verbal
- Students received 4 days a week of Early Childhood Special Education services at an ORPATS training site.
- 11 students have data for the entire 17 month period (following slides report progress of these students).

Educational Assessment Receptive Language



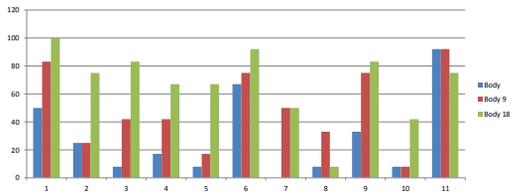
- Following 1 and 2 step commands
- 91% of students made progress from initial assessment to 17 month assessment

Expressive Language



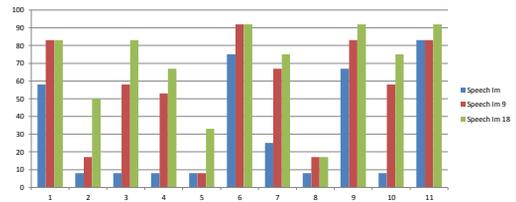
- Using words to answer questions
- 73% made progress

Body Concepts



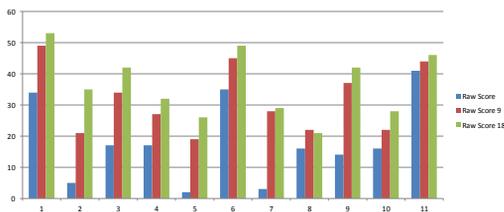
- Body Imitation
- 82% made progress

Speech Imitation



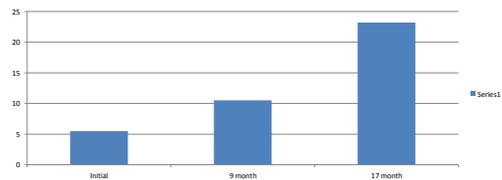
- Imitating sounds and words
- 100% made progress

Overall Scores



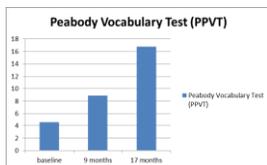
- Summary of all areas combined
- 100% of students made progress

Expressive Vocabulary Test (EVT-2) Average Expressive Age Equivalent in Months



- Initial assessment average score was 5.5 months
- 9 month assessment average score was 10.5 months
- 17 month assessment average score was 23.17 months
- This represents 17.5 months of average progress in the 17 month period, or 1 month of language gain for each month of instruction

ORPATS Study Results 2009-2011



- Change scores at the 17 month interval are all statistically significant

Additional and on-going study information can be found at www.orpats.org

How To Obtain Training For Your District

- Access** ORPATS training by contacting your Regional Autism Coordinator
- Release funds** are available for ORPATS training activities.
- Workshops** are offered through the ORPATS grant. All districts are welcome to the workshops. Workshops are scheduled throughout the year as needed. The training schedule is updated regularly and information is available on the ORPATS website.
- Autism Teams Component** is on-going throughout the 2011-13 school years.

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