

ABOUT OrPATS

The Oregon Program Autism Training Sites and Supports (OrPATS) project brings evidence-based practices to Oregon schools throughout the state. Over 40 training sites have been established in Oregon public schools in each region of the state and across all grade levels. Training sites model evidence-based practices identified by the National Autism Center and the National Professional Development Center. Each training site has an autism consultant providing coaching to visiting instructional staff. In addition to training sites, the OrPATS project has developed supports for both special and general education professionals and paraprofessionals.

OrPATS HIGHLIGHTS

Comprehensive workshops conducted in each region of the state

Follow-up webinars for workshop attendees

Training site visits and classroom consultation for workshop attendees

Extensive training and materials support Autism Teams throughout the state

Collaboration with the Oregon Autism Commission to develop and implement an on-line version of the ASD Program Self- Assessment and Action Plan

Web-based resource for general educators to promote inclusive practices for students with ASD

Assessment of Student Progress and OrPATS Evaluation

The OrPATS project has conducted pre and post assessments of student progress in selected sites.

Information collected included standardized and curriculum-based assessments and surveys.

The Project is also collecting additional evaluation data on many other aspects of the project.

Project Director

Joel Arick, PhD.
joel.arick@starautismsupport.com

OrPATS Autism Consultants

Brenda Hancock (Project Coordinator)
brenda.hancock@orpats.org

Darby Lasley (Project Coordinator)
darby.lasley@orpats.org

Karen Shepherd
karen.shepherd@orpats.org

Jennie Willis
jennie.willis@orpats.org

Katherine Procter
katherine.procter@orpats.org

Alicia Schneider
alicia.schneider@orpats.org



OrPATS Project

6663 SW Beaverton Hillsdale Hwy Box 119
Portland, OR 97225

503-297-2864 (Phone)
503-292-4173 (fax)

www.orpats.org



Oregon Program Autism Training Sites and Support



Project Collaborators

- » Oregon Department of Education
- » Local Oregon School Districts
- » Oregon Early Childhood Special Education Programs
- » Oregon Regional Autism Programs
- » Northwest Regional ESD
- » STAR Autism Support Inc

www.orpats.org

TRAINING

Training through the OrPATS project focuses on essential components of effective professional development activities including content focus, active learning and coaching through workshops and on-site coaching.

Virtual Learning

OrPATS has developed a variety of professional development opportunities for staff via web-based interactive learning opportunities.

Access Training

To request information on workshops and trainings contact the Regional Director, Regional Autism Consultant or OrPATS Consultant in your region. For information on contacts in your region access our interactive training sites map at www.orpats.org.

Substitute Release Funds Available

The Oregon Department of Education has made a small amount of funds available to reimburse participating agencies for staff substitute pay. These funds are to provide release time to staff to be involved in OrPATS training (Workshops and/or visits to OrPATS Training Sites).



Go to www.orpats.org to access current training information.

Instructional Focus at an OrPATS Training Site

Pre-School and Elementary



The following curriculum and instructional strategies are individualized to the needs of each student:

- » Expressive and receptive language, spontaneous language, academic and social skills is a major focus
- » Generalizing skills within functional routines at home and school
- » Inclusion, mainstreaming, peer tutoring and peer buddies
- » Augmentative communication systems
- » STAR Autism Support Inc. systems
- » Structured teaching
- » Use of the evidence-based applied behavior analysis strategies of:
 - Discrete Trial Training
 - Pivotal Response Training
 - Teaching Functional Routines
 - Positive Behavioral Supports

Middle and High School



The following curriculum and instructional strategies are individualized to the needs of each student:

- » Independence on routines at school, home and community
- » Academic instruction and support
- » Social skill development
- » Augmentative communication systems
- » Structured teaching
- » Inclusion, mainstreaming, peer tutoring and peer buddies
- » Continued use of evidence-based strategies to teach specific skills needed for independence on routines
- » Instruction in the natural environment including:
 - Community Experience
 - Vocational Experience
- » Ongoing data-based decision making to ensure independence on routines