



Evolve & Effect

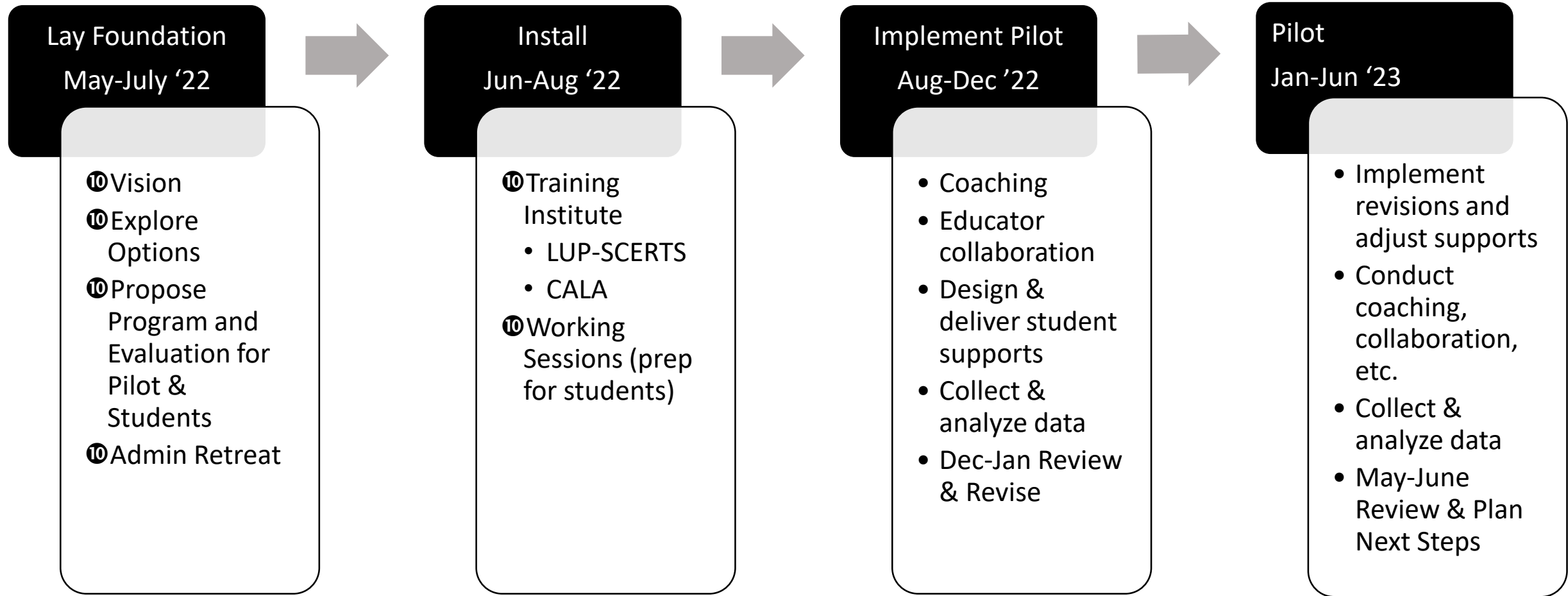


Dover School Board

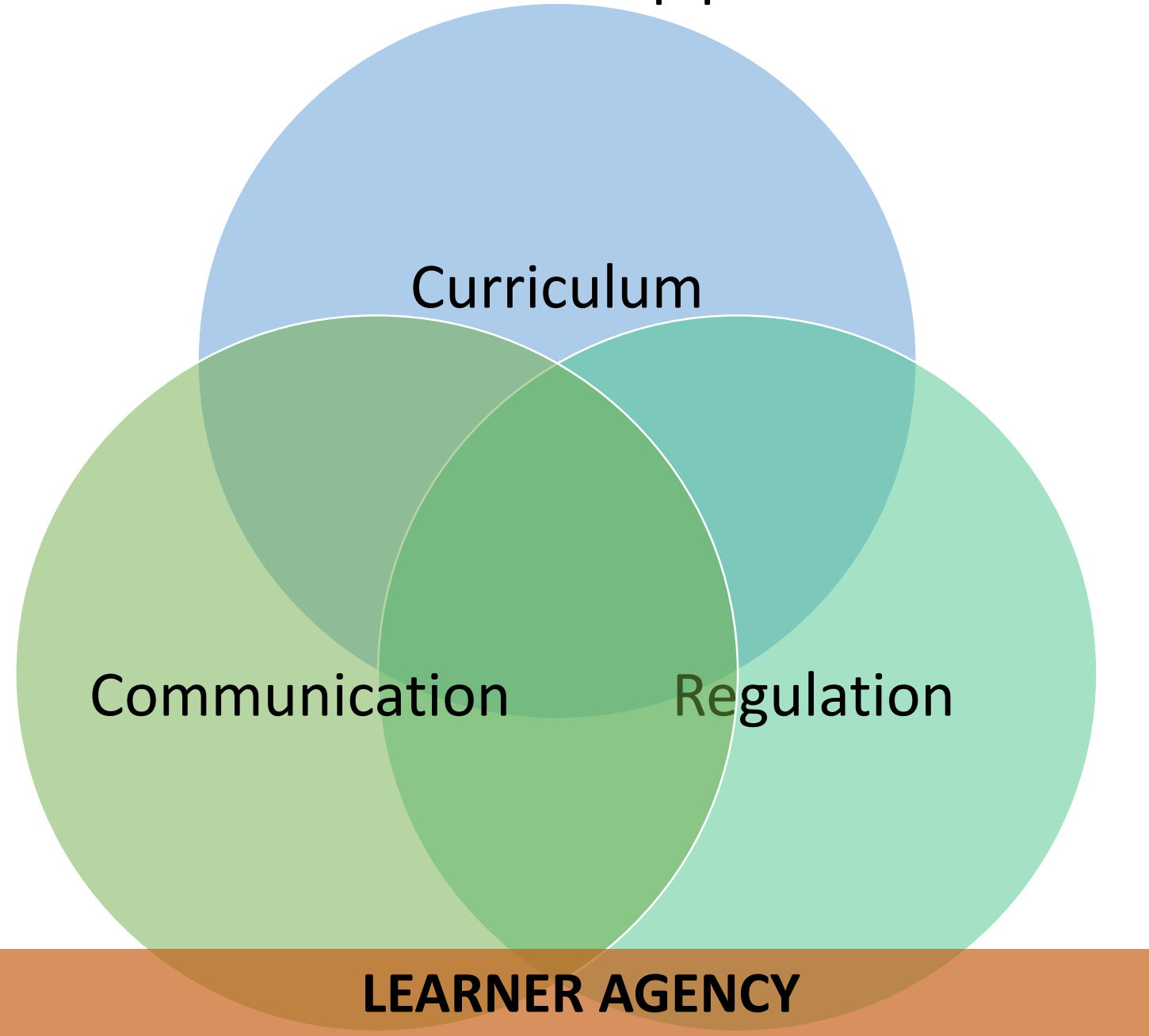
Autism Pilot Update

Mid-Year Review

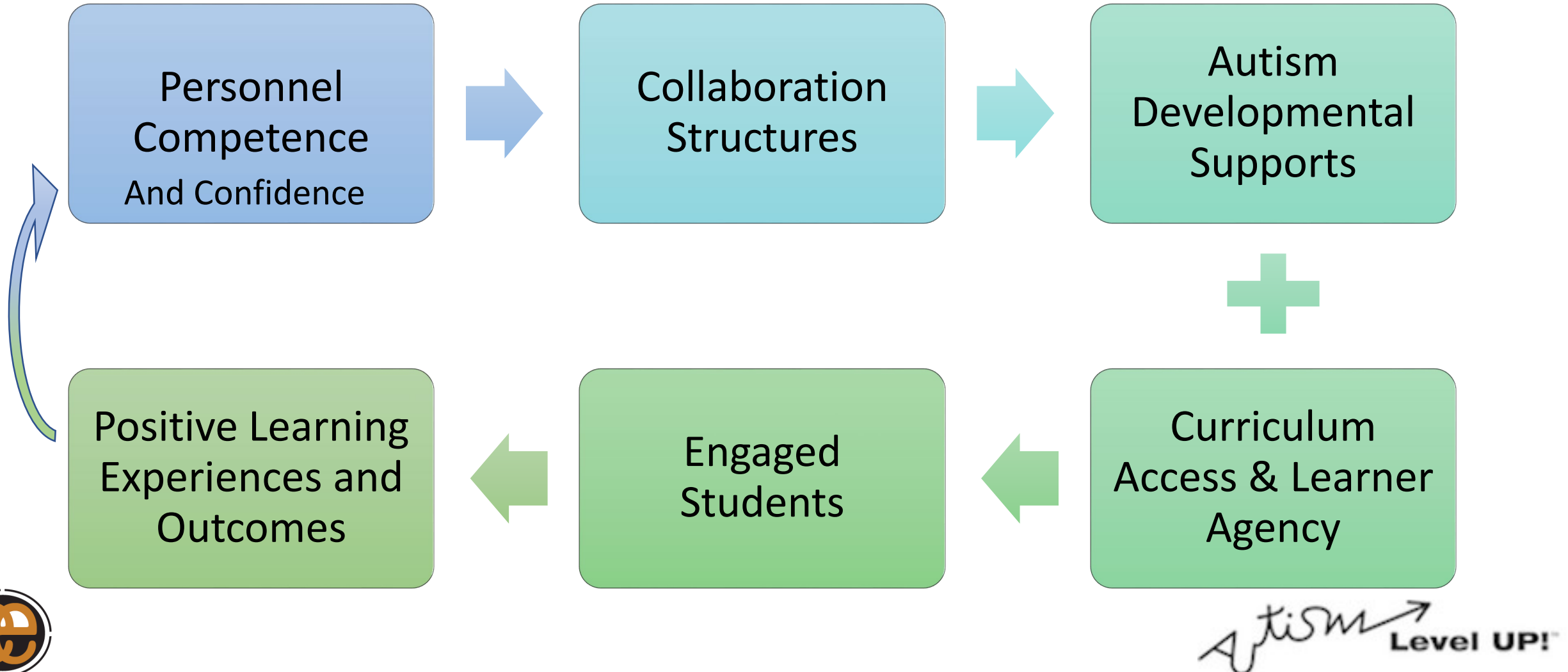
DMS Pilot Activities



Central Supports



Theory of Action: DMS Autism Pilot



VISION

- Provide individualized learning experiences
- Design, deliver, evaluate, and refine
 - effective communication and regulation supports
 - effective curriculum access
- Increase engagement, positive learning experiences, and other student & educator outcomes



Early Challenges

- Training in the new approach
 - 2 of 16 general education teachers
 - 1 of 3 special educators (Spec Ed Teacher, SLP, OT)
 - less than half of paraprofessional staff
- Staffing
 - not fully staffed until late fall
 - COVID, staff out for illness
 - staff turn over
 - impact on collaboration, communication, coordination, and advanced planning
- Incomplete, “narrowly focused” historical (student) records

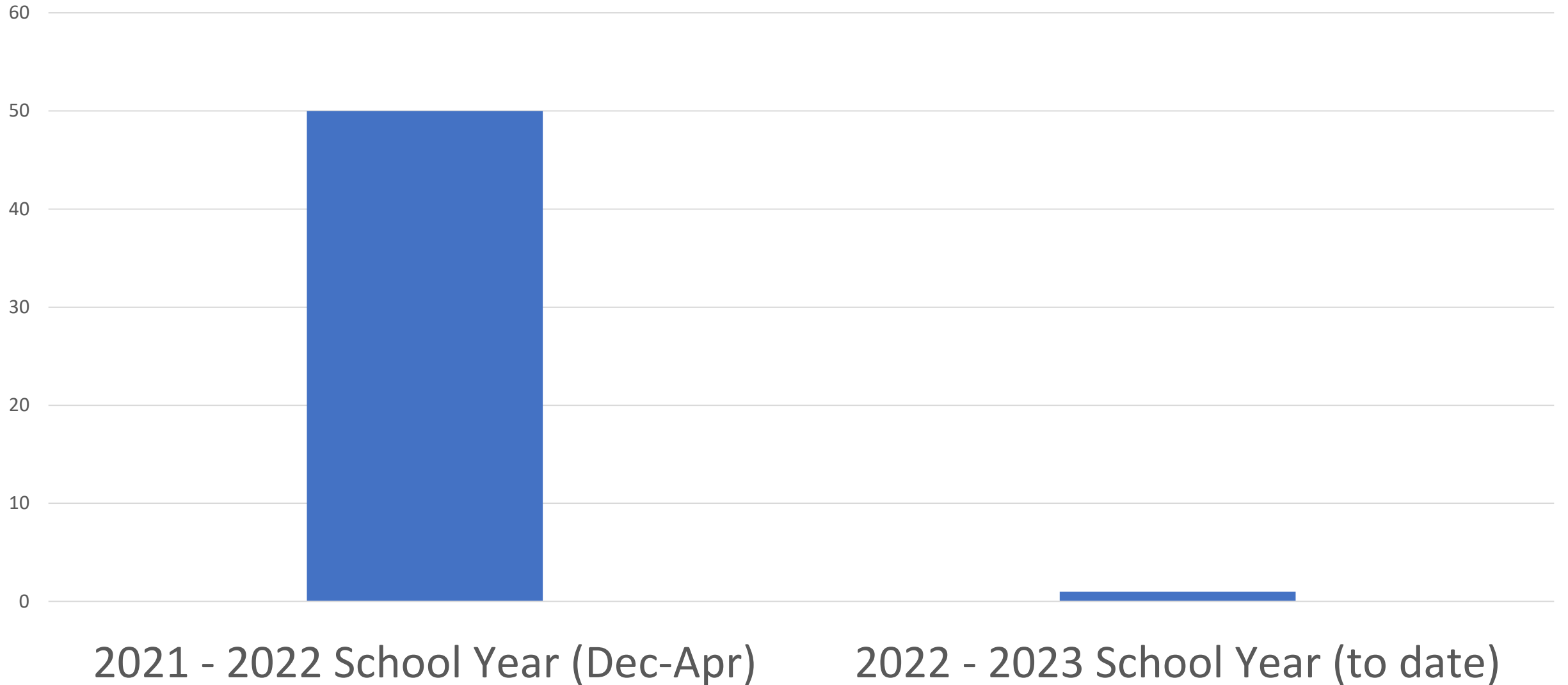


Some Successes: Personnel

- Learning and applying new practices
 - Communication
 - Regulation
 - Curriculum access
- New understandings of students' strengths and needs
- Learning how to describe and report academic progress on general curriculum
- Collaboration across general and special education is increasing
- Seeing “behavior” as a signal about an unmet need, as communication
- Less use of restraints



Monthly Average Incidents Restraint & Seclusion Documentation



■ Monthly Average Incidents



Some Successes: Students

- Exploring new communication supports
- Requesting, accessing, and using a variety of regulation tools and skills
- More time in general education
- Greater engagement with general curriculum
- Part of the school community (more so than previously)
- Increasing independence / decreasing prompt dependence



Continued Challenges

Time / Staffing for:

- Collaboration across general and special education
- Advanced planning for general education classrooms and general curriculum (adaptations)
- Professional learning

Closing Prior Documentation Gaps:

- Developing comprehensive and accurate profiles of students' strengths and needs



Different or Additional Information for End of Year?

