

AUTISM

Goals Set in 2015/16 and 2016/17 to support students with Autism:

- 1) Reduce the exemption rates for students with Autism by 10%.
- 2) Based on current EQAO results, increase achievement gap students with Autism in the assessments listed below:
 1. in Grade 3 Reading
 2. in Grade 6 Reading
 3. in the OSSLT
 4. in Grade 3 Mathematics
 5. in Grade 6 Mathematics

Strategies Implemented to support students with Autism:

- Communicate with staff the recently developed guidelines for Supporting Students with Autism to participate in EQAO and share the goals about reducing the current achievement gap.
- Share with staff a list of effective literacy resources for students with Autism that has been developed. These resources are available to board staff.
- Conduct a needs assessment to determine if JUMP math is available to all students with Autism in Intensive Support Programs (ISPs) and investigate other numeracy resources.
- Present the service delivery model of the Autism Team to administrators and communicate how students with Autism can be supported.
- Create a list of alternative IEP goals that align with the areas of deficit as reflected in the DSM-V and share with staff.
- Update the resource document, 'Supporting Students with Autism Spectrum Disorders, A Resource Guide' and devise a plan to in-service staff.

Outcomes/Observations/Learnings:

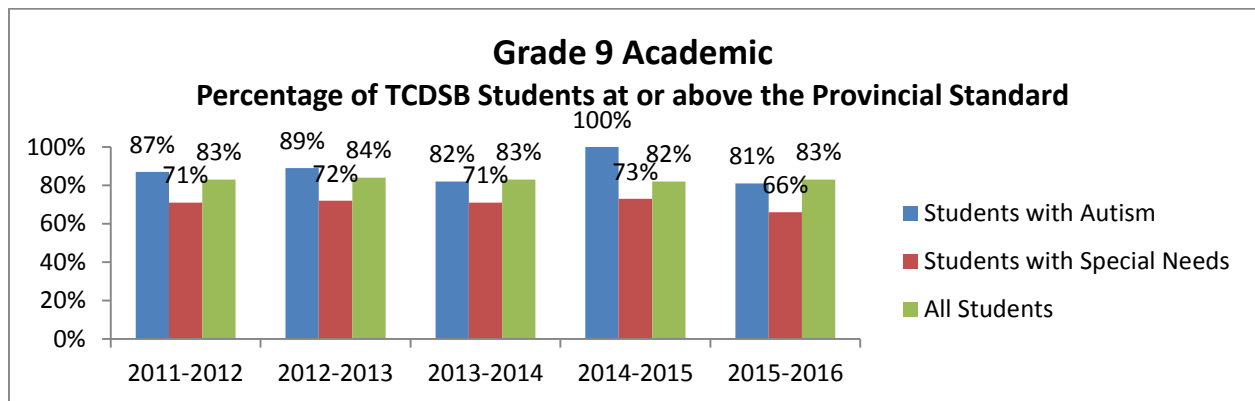
- In reviewing the exemption rates of the students from the primary and junior EQAO assessments in 2014-15, we wanted to look deeper to determine the placement of these students and if this was a deciding factor in exempting them.

- There were 71 students (37 primary, 34 junior) who were exempt. 86% (61 students – 32 primary, 29 junior) of these students had the placement **special education class with partial integration** in an ME/DD ISP.
 - An additional 3% (2 students – junior) had the placement **special education class with partial integration** in an LD ISP.
 - 11% (8 students – 5 primary, 3 junior) had a **regular class** placement.
 - For the 86% of students who were in ME/DD ISP classes, exemption from the EQAO assessment is appropriate because these students are working on alternative curriculum and are not accessing the Ontario curriculum upon which the EQAO assessment is based. In sharing a document with administrators focusing on supporting students with Autism to participate in EQAO, the exemption rates will continue to be monitored on an annual basis.
- A list of literacy resources for students with Autism has been developed and shared with the Autism Team staff to use as a resource with their schools.
 - Due to exceptional circumstances, there were no provincial results for primary and junior EQAO in 2015-16.
 - In looking at students with Autism in Intensive Support Programs (ISPs) in elementary schools, it was determined that the focus of these classes are on self-regulation, social communication and social skills. The academics (and alternative curriculum) are driven by the student Individual Education Plan. The students in these classes are working at approximately grade level therefore the JUMP Math is a resource that will not be pursued for these classes.
 - The service delivery model has been shared with principals and vice-principals at their respective meetings. The goal of the Autism Team is to continue to support the highest needs students while building capacity at the local school level.
 - Individual Education Plan alternative learning expectations have been developed and shared with the Autism Team staff to use as a resource with their schools. The alternative subject areas include communication (pre- and early skills, receptive skills and expressive skills), social communication (social interaction, imitation and play skills), self-regulation, functional academics, life-skills and self-management.

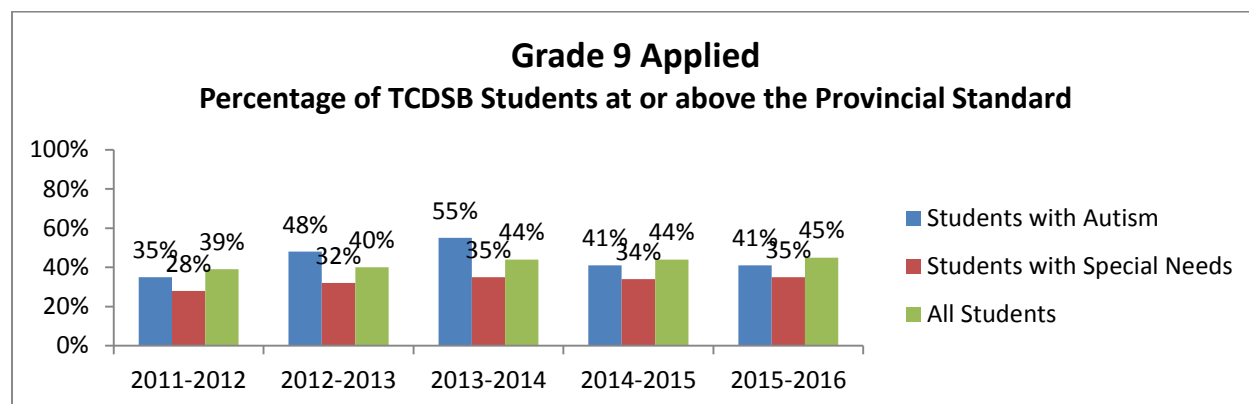
- The resource document, ‘Supporting Students with Autism Spectrum Disorders, A Resource Guide’ created in-house is in the final stages of being updated. Once this is updated, it will be printed and distributed to the schools as a resource through the 3 day Autism workshops.

Grade 9 Assessment

On the Grade 9 EQAO Mathematics assessment the results for students with Autism in the Academic stream in 2013-14 were 83% and in 2014-15 were 100% of students achieving at or above the provincial standard. In 2015-16 there was a decline to 81% which is still above the provincial average. Results should be treated with caution as numbers were very low in earlier assessments.



On the Grade 9 EQAO Mathematics assessment the results for students with Autism in the applied stream in 2013-14 were 55% and in 2014-15 were 41% of students achieving at or above the provincial standard. In 2015-16 students' achievement remained at 41%. Results should be treated with caution as the number of participating students with autism in earlier assessments were very low.

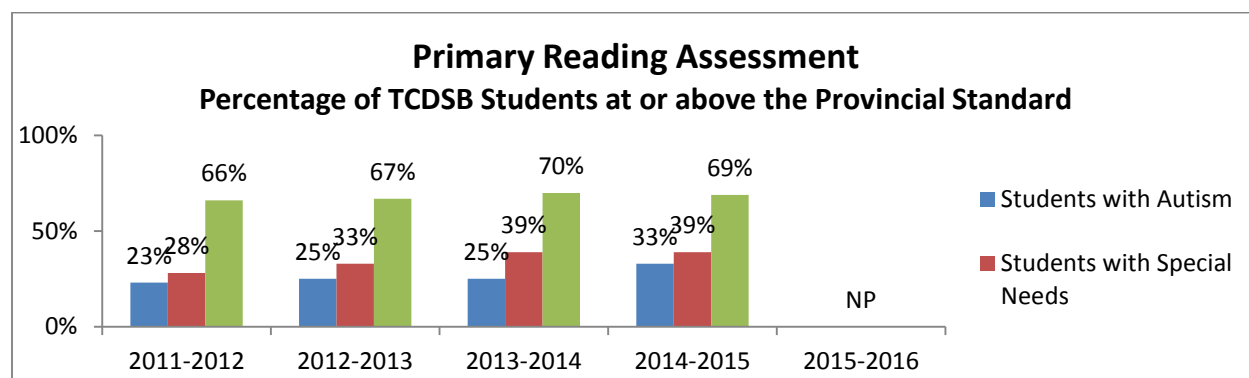


NOTE:

There are no exempted students for the **Grade 9 Assessment**. All students enrolled in a Grade 9 academic or applied mathematics course must participate in the EQAO Grade 9 mathematics assessments.

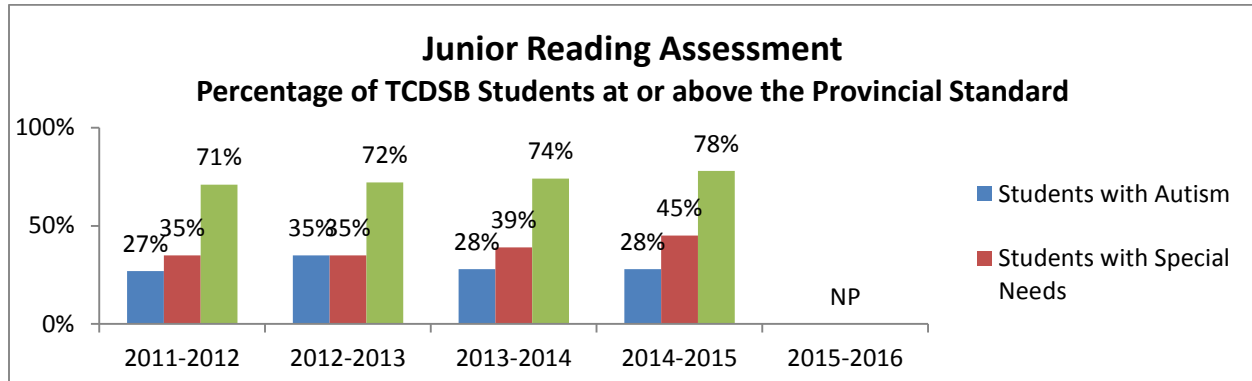
Primary Assessment

Due to exceptional circumstances, there were no provincial results for the primary reading assessment in 2015-16.



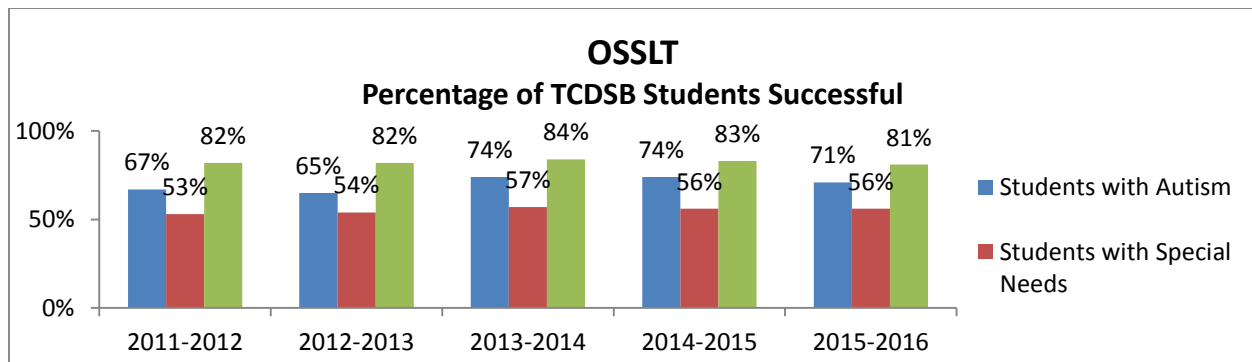
Junior Assessment

Due to exceptional circumstances, there were no provincial results for the junior reading assessment in 2015-16.



OSSLT

On the OSSLT the results for students with Autism in 2013-14 and 2014-15 results remained the same with 74% of students achieving at or above the provincial standard. In 2015-16 there was a slight decline to 71%. Results should be treated with caution as numbers were very low in earlier assessments.



Note Results for OSSLT: Exercise caution in interpreting the data for students with Autism, the “n” is small (n = 15 in 2011-12, n = 31 in 2012-13; n=38 in 2013-14; n=43 in 2014-15; and n=38 in 2015-16).

OSSLT – First-time Eligible

All Students with Special Education Needs (Excluding Gifted)	TCDSB Deferred									
	2011 - 2012 N = 1,217		2012 - 2013 N = 1,139		2013 - 2014 N = 1,147		2014 - 2015 N = 1,182		2015 - 2016 N = 1,184	
	n	%	n	%	n	%	n	%	n	%
	252	21%	242	21%	262	23%	268	23%	286	24%
Exempted	34		28		49		32		37	
Students with Special Needs identified as Autism	TCDSB Deferred									
	2011 - 2012 N = 23		2011 - 2012 N = 44		2013 - 2014 N = 51		2014 - 2015 N = 56		2015 - 2016 N = 55	
	n	%	n	%	n	%	n	%	n	%
	8	35%	13	30%	13	25%	13	23%	17	31%
Exempted	17		14		25		18		19	

NOTE:

Deferred = Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's Guide for Accommodations, Special Provisions, Deferrals and Exemptions. A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.

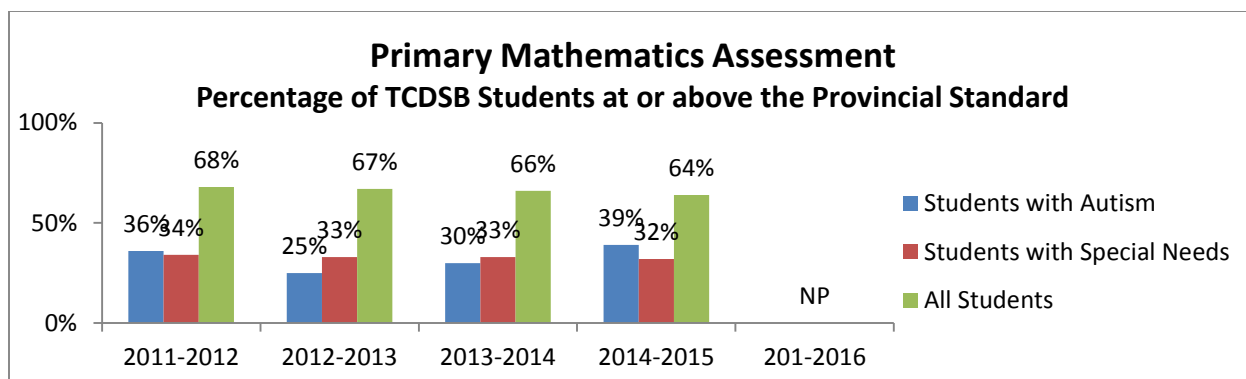
Exempted = Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.

(p. 24 of the Public Report)

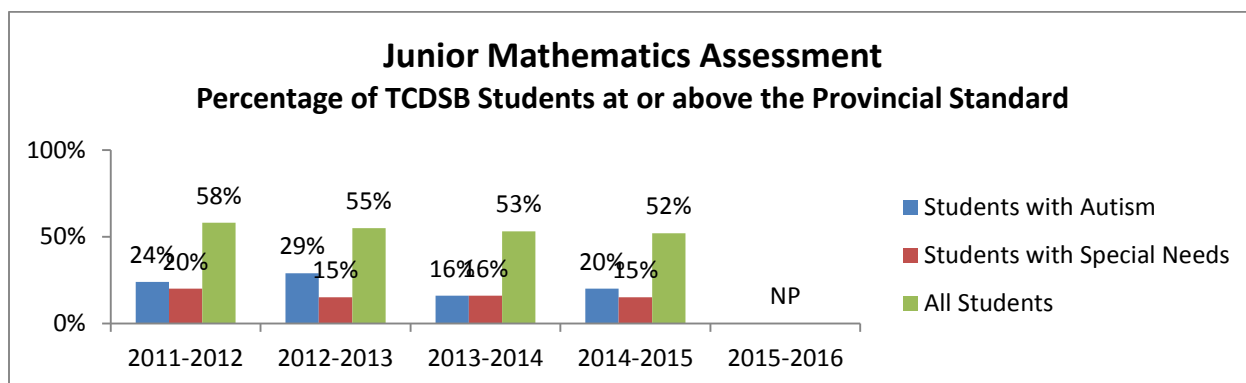
The Exempted are not included in the overall count (or percentages) for OSSLT.

Primary Mathematics Assessment

Due to exceptional circumstances, there were no provincial results for the primary mathematics assessment in 2015-16.



Due to exceptional circumstances, there were no provincial results for the junior mathematics assessment in 2015-16.



Grade 3 Reading

All Students with Special Education Needs (Excluding Gifted)	TCDSB Exempted									
	2011 - 2012 N = 967		2012 - 2013 N = 1,028		2013 - 2014 N = 1,086		2014 - 2015 N = 1,033		2015 - 2016	
	n	%	n	%	n	%	n	%	NP	NP
	113	12%	113	11%	113	12%	113	11%		
Students with Special Needs identified as Autism	TCDSB Exempted									
	2011 - 2012 N = 78		2012 - 2013 N = 65		2013 - 2014 N = 113		2014 - 2015 N = 91		2015 - 2016	
	n	%	n	%	n	%	n	%		
	32	41%	34	52%	32	41%	34	52%	NP	NP

Grade 3 Math

All Students with Special Education Needs (Excluding Gifted)	TCDSB Exempted									
	2011 - 2012 N = 972		2012 - 2013 N = 1,042		2013 - 2014 N = 1,105		2014 - 2015 N = 1,046		2015 - 2016	
	n	%	n	%	n	%	n	%		
	110	11%	104	10%	110	11%	104	10%	NP	NP
Students with Special Needs identified as Autism	TCDSB Exempted									
	2011 - 2012 N = 78		2012 - 2013 N = 65		2013 - 2014 N = 114		2014 - 2015 N = 91		2015 - 2016	
	n	%	n	%	n	%	n	%		
	31	40%	34	52%	31	40%	34	52%	NP	NP

NOTE:

Exempt = Students who were formally exempted from participation in one or more components of the assessment. (p. 38 of the Public Report)

Grade 6 Reading

All Students with Special Education Needs (Excluding Gifted)	TCDSB Exempted									
	2011 - 2012 N = 1,185		2012 - 2013 N = 1,347		2013 - 2014 N = 1,158		2014 - 2015 N = 1,230		2015 - 2016	
	n	%	n	%	n	%	n	%		
Students with Special Needs identified as Autism	TCDSB Exempted									
	2011 - 2012 N = 66		2012 - 2013 N = 78		2013 - 2014 N = 93		2014 - 2015 N = 91		2015 - 2016	
	n	%	n	%	n	%	n	%		
	27	41%	32	41%	27	41%	32	41%	NP	NP

Grade 6 Math

All Students with Special Education Needs (Excluding Gifted)	TCDSB Exempted									
	2011 - 2012 N = 1,179		2012 - 2013 N = 1,347		2013 - 2014 N = 1,160		2014 - 2015 N = 1,228		2015 - 2016	
	n	%	n	%	n	%	n	%		
	99	8%	91	7%	99	8%	91	7%	NP	NP
Students with Special Needs identified as Autism										
	2011 - 2012 N = 66		2011 - 2012 N = 78		2013 - 2014 N = 93		2014 - 2015 N = 91		2015 - 2016	
	n	%	n	%	n	%	n	%		
	27	41%	32	41%	27	41%	32	41%	NP	NP

NOTE:

Exempt = Students who were formally exempted from participation in one or more components of the assessment. (p. 38 of the Public Report)

Goals for 2016/17 till 2018/19 to support students with Autism:

In analysing the results of the annual PPM 140 survey, tracking referrals to the Autism department and feedback from staff, it has been determined that self-regulation is an area of need. The committee has decided to change the goals going forward. As self-regulation is a key to academic success and students with Autism can have difficulty with self-regulation, this will be the focus going forward. The committee will look at tracking students who demonstrate overall improvement in self-regulation. The goal is to continue to build capacity within the schools in order to support students with Autism.

For 2016/17 a sub-committee has been struck to prepare information focusing on classroom strategies for self-regulation and to develop pre- and post- measures, along with a mid-point check to track improvement.

For 2017/18 Professional Development will be delivered focusing on classroom strategies for self-regulation. We will investigate measures of its effectiveness.

For 2018/19 the results will be analysed to determine next steps in order to continue to build capacity within the system.

Strategies to be Implemented to Support students with Autism:

- To continue to build capacity in the system through targeted Professional Development.
- There is a two year Professional Development plan currently underway to deliver a 3 day Autism workshop focusing on ABA principles. The focus of the PD is one Kindergarten teacher in every elementary school and one Special Education teacher in every elementary school. The expectation is that the information from the workshop will be shared with the staff at the school in order to build capacity.
- The following Professional Development opportunities are being offered to support staff throughout the year; ABA Training for Students with Autism Spectrum Disorders; Communication and Autism: Effective Communication Strategies for the Classroom Setting; Understanding & Addressing Challenging Behaviours of Students with Autism Spectrum Disorder.
- Ministry sponsored Autism certificate courses for educators through the Geneva Centre have been offered.
- The team is developing intake kits to help determine pre-academic skills of students that will be transitioning into school.