

Conducting High Quality Professional Development Strategies for Needs Assessment Across Levels

INDIVIDUAL STUDENT LEVEL

- Review areas of need/goals outlined on IEP and match EBP to student specific needs. This can be done using:
 - **NCAEP EBP Matrix:**
<https://captain.ca.gov/documents/MATRIX%20of%20EBPs%202020%20NCAEP.pdf>
 - **NACAEP EBP Database:**
<https://ncaep.fpg.unc.edu/ebp-database>
 - **AFIRM Selecting an EBP module:**
<https://afirm.fpg.unc.edu/selecting-ebp>
- Conduct Functional Behavior Assessment and identify EBPs that will prevent, teach and reinforce appropriate or alternative behaviors.

INDIVIDUAL TEACHER/CLASSROOM

- Review aggregated student data at the classroom/teacher level to determine patterns of needs (e.g. discipline and/or behavior data, percentage of IEP goals met, types of goals across domains, classroom student progress on curriculum-based measures or standardized assessment, percentage of time in LRE).
- Have QI professional trained in the Autism Program Environment Rating Scale (APERS) conduct an APERS Assessment to look at overall strengths and areas for improvement related to quality indicators at the individual classroom level.
- Have staff complete a self-assessment that identifies overall program strengths and areas for potential improvement:
 - **APERS Self-Assessment:**
<https://www.captain.ca.gov/documents/APERS-PE%20Self%20Assessment%20Revised%202011%20Fillable.pdf>
Or
 - **CAPTAIN Classroom Observation Form:**
<https://www.captain.ca.gov/documents/classroom-observation-form.pdf>
 - **Training and Confidence Survey** can be completed by staff to determine previous training in EBPs and levels of confidence with using EBPs:
<https://www.captain.ca.gov/documents/training-and-confidence-survey.pdf>

SCHOOL SITE

- Review aggregated student data at the school site level to determine patterns of needs (e.g. discipline and/or behavior data, percentage of IEP goals met, types of goals across domains, classroom student progress on curriculum-based measures or standardized assessment, percentage of time in LRE).
- Have QI professional trained in Autism Program Environment Rating Scale (APERS) conduct APERS Assessment to look at overall strengths and areas for improvement related to quality indicators at the site level.
- Have staff complete a self-assessment that identifies overall program strengths and areas for potential improvement:
 - **APERS Self-Assessment:**
<https://www.captain.ca.gov/documents/APERS-PE%20Self%20Assessment%20Revised%202011%20Fillable.pdf>
Or
 - **CAPTAIN Classroom Observation Form:**
<https://www.captain.ca.gov/documents/classroom-observation-form.pdf>
 - **Training and Confidence Survey** can be completed by staff to determine previous training in EBPs and levels of confidence with using EBPs:
<https://www.captain.ca.gov/documents/training-and-confidence-survey.pdf>
- Establish a Site Based Autism Implementation Team to conduct a root cause analysis and conduct additional assessments of needs and capacity (e.g., Drivers Best Practices Assessment <https://nirn.fpg.unc.edu/resources/drivers-best-practices-assessment-dbpa> or APERS) and develop a blueprint for improvement in the areas of identified need. Team should use databased decision making within rapid improvement cycles to determine if changes are resulting in identified needed improvements.

DISTRICT

- Review the aggregated student data at the district level to determine patterns of needs (e.g. discipline and/or behavior data, percentage of IEP goals met, types of goals across domains, classroom student progress on curriculum-based measures or standardized assessment, percentage of time in LRE).
- Establish a district Autism Implementation team to conduct root cause analysis and do additional assessments of district's needs and capacity (e.g., District Capacity Assessment <https://nirn.fpg.unc.edu/resources/district-capacity-assessment-dca> , APERS) and develop a blueprint for improvement in the areas of identified need. Team should use databased decision making within rapid improvement cycles to determine is changes are making the needed improvements.