

ABSS School Psychologist & Colleagues Develop Professional Learning for Educators on Evidence-Based Practices for Students with Autism Spectrum Disorder

As school psychologists demonstrating leadership in the schools, it is important to partner with other school personnel to plan and provide professional development opportunities for parents, teachers, administrators, and the community to improve student academic outcomes. Within the Alamance Burlington School System, a blended series of professional development sessions concerning evidence-based practices for students with Autism Spectrum Disorder (ASD) was planned and presented by Audrey Davis, School Psychologist and other Autism Team Leaders.

AFIRM Autism Focused Intervention Resources and Modules

Visual Supports

Visual Supports (VS)

By using visual supports (VS), the learner with ASD might be able to process information easier and more quickly.

What Will I Learn?

The AFIRM model guides the learner through four lessons to facilitate:

- Learning basic knowledge about visual supports (VS).
- Applying VS in activity based scenarios that promote real-world application.

The VS module will take approximately 1.5 to 2 hours to complete. However, the module is broken into individual lessons to help guide your learning:

Lesson	Time to Complete
A Case for VS	10 minutes
Lesson 1: Basics of VS	20 minutes
Lesson 2: Planning for VS	25 minutes
Lesson 3: Using VS	25 minutes
Lesson 4: Monitoring VS	25 minutes
Applying VS	10 minutes

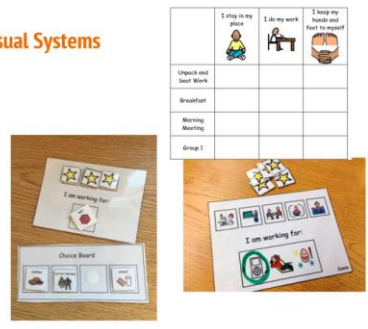
The professional development series includes in person learning sessions on classroom and school supports, visual supports, academic strategies, positive behavioral interventions, and social communication interventions. Participants also complete three on-line *Autism Focused Intervention Resources and Modules (AFIRM)* related to evidence-based practices for ASD. This professional development series contains in-person coaching sessions with the Autism Coaching Team leaders to help the school personnel problem solve solutions for challenges they are experiencing with their students with ASD.

This blended professional development series is open to any school personnel in ABSS. Current participants include general education teachers, administrators, special education teachers, and related service providers. Some of the school personnel participating in this professional development series are also parents of children with Autism Spectrum Disorders.

Visually Coded Systems



Visual Systems



For more information regarding the planning/development/delivery of this type of professional learning, please contact Audrey Davis (Audrey_Davis@abss.k12.nc.us)