

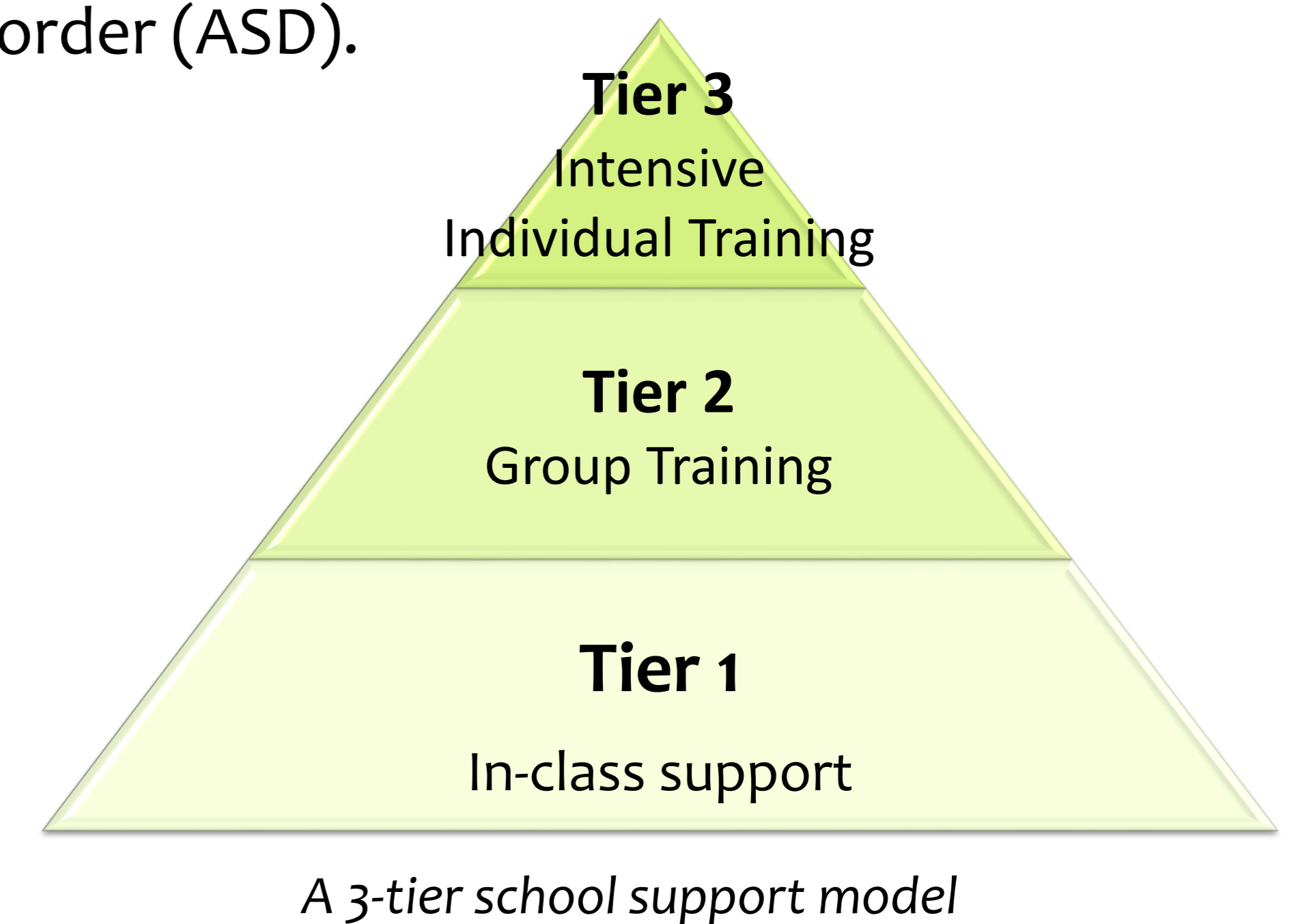


Tiered Autism Intervention Model: A comprehensive school-based intervention model for students with ASD

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The Education Bureau (EDB) has been providing additional resources, professional support and systematic training to support ordinary schools to cater for students with special educational needs, including students with autism spectrum disorder (ASD).

- To further strengthen the support for students with ASD, the EDB launched a pilot project in 2011, developing and trying out a 3-tier school support model in 82 ordinary primary and secondary schools.
- The model aims at improving the performance of students with ASD in three main domains, namely, learning adaptation, social adaptation, and emotional adaptation.
- The model comprises arrangement of ASD friendly strategies in the whole class level at tier 1, ASD specific supplemental training after class in tier 2 support and individual education plan (IEP) at tier 3 support.



| | |
|-----------------------------|---|
| Learning Adaptation | I. Sensory processing |
| | II. Class routine |
| | III. Executive functions |
| | IV. High-order thinking & study skills |
| Social Adaptation | V. Verbal & nonverbal communication |
| | VI. Conversational skills |
| | VII. Social thinking |
| | VIII. Problem solving & self advocacy |
| | IX. Friendly behaviors |
| | X. Play & leisure activities |
| | XI. Conflict resolution & bullying |
| Emotional Adaptation | XII. Emotional expression & understanding |
| | XIII. Emotional regulation |

Domains and subdomains in the teacher's rating scale

Determining what goals/skills to target for the IEP

- The essence of the model includes using methodical needs assessment to inform the formulation of personalized support plans for the students and deploying evidence-based strategies in addressing the needs of the students.

- Rating scales collecting teachers' and parents' observation on target students' performances in the three domains are developed, guiding teachers to evaluate and prioritize the needs of the students for the formulation of the IEP.

Features of IEP

- The 3-tier support in the IEP are intertwined, ensuring that students will be supported to apply the skills learnt in supplemental coaching in the whole class level whilst further consolidation of the skills in one-on-one training will take place, whenever appropriate.

- Home-school communication and cooperation are strongly encouraged in the model.

Results from the teacher's rating scale:

| VII. Social Thinking | | Always | Sometimes | Rarely | Never |
|--|---|--------|-----------|--------|-------|
| 18 Able to understand and comprehend other's thinking | | | | | |
| 18.1 | Able to understand others' points of view and feelings | 4 | 3 | 2 | 1 |
| 18.2 | Able to understand others' intentions, either good or bad | 4 | 3 | 2 | 1 |
| 18.3 | Able to understand/comprehend the meaning of pretense, humour, jokes, figure of speech, euphemisms, sarcasms etc. | 4 | 3 | 2 | 1 |
| 18.4 | Able to understand how one's behavior and appearance affect others' impression | 4 | 3 | 2 | 1 |

Social Behavior Mapping

Situation: Listening to the teacher during class

| My behavior that is expected in the situation | Others' feeling about my behavior (s) | How others treat me based on how they feel about my behavior(s) | How I feel based on how I am treated in the situation |
|---|---------------------------------------|---|---|
| Looking like I am thinking about what the teacher is saying | Pleased | Calm face | Relaxed |
| Quiet | | Calm voice | |
| Hands on desk/working on notes | | | |

UNEXPECTED

| My behavior that is expected in the situation | Others' feeling about my behavior (s) | How others treat me based on how they feel about my behavior(s) | How I feel based on how I am treated in the situation |
|--|---------------------------------------|---|---|
| Reading a book I brought from home | Frustrated | Teacher look out me | Stressed |
| Biting finger, nose picking, not working on the worksheets | Angry | Teacher look out me, unhappy face, ask me to stop | Embarrassed |

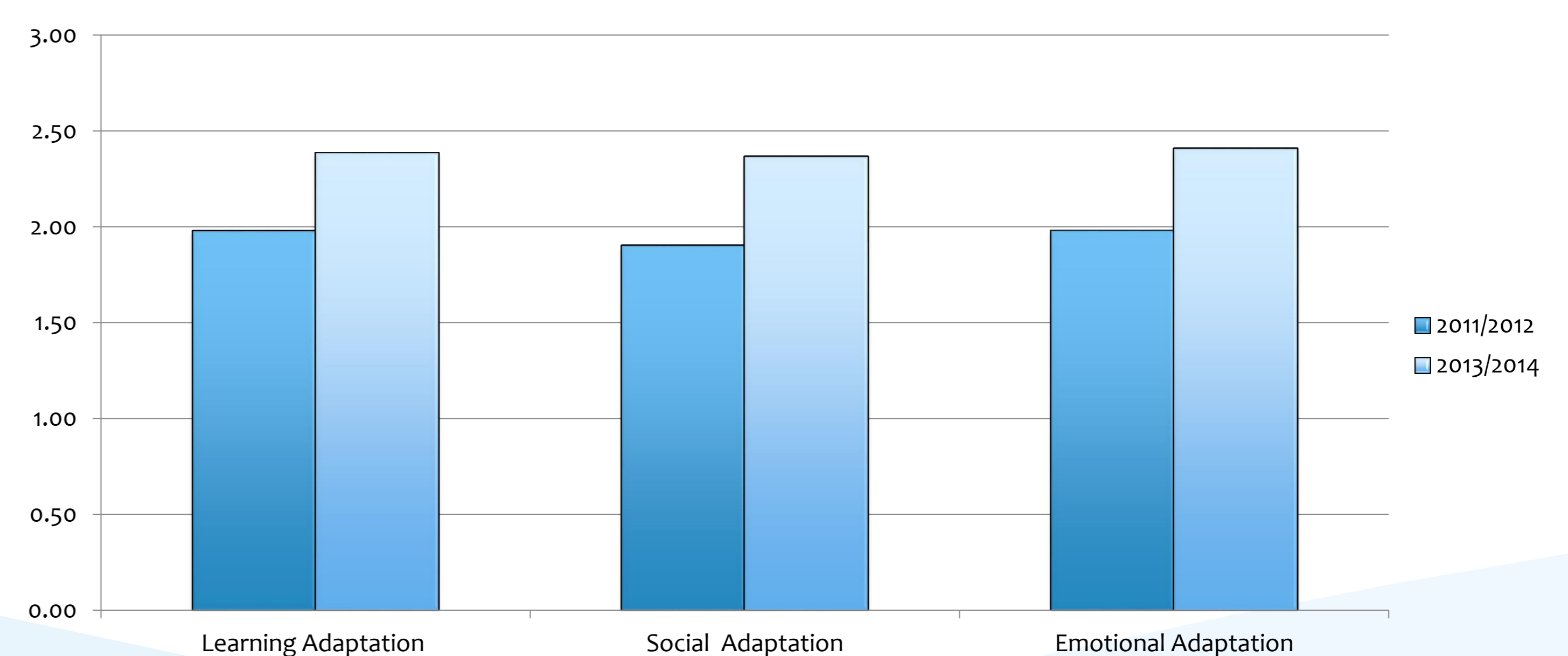
Strategies used in the sample IEP

| Domain | Short-term Goal | Methods of implementation | | | Home-School Co-operation | Index of outcome | Level of standard attained | | |
|-------------------|---|--|---|---|---|---|----------------------------|--------|---------|
| | | Tier 1 | Tier 2 | Tier 3 | | | Completed | Partly | Not yet |
| Social Adaptation | 18.4 Able to understand how one's behavior and appearance affect others' impression (biting finger, nose picking, untidy uniform) | - Teachers remind the student when he has inappropriate behaviors (e.g., biting finger, nose picking). - With the Individual Award Scheme, a Student Behavior Record Book is developed. The student gets rated for each period on his target behaviors (e.g., hands on desk/working on task). | -In the weekly social training group, the student learns how his behavior and appearance affect others' impression through social behavior mapping, modelling and role-playing with feedback. | - Using picture stories, comic strips and the strategies learnt from the T2 group, the teaching assistant further discusses with the student how his inappropriate behavior and appearance affects others' impression. - The teaching assistant reviews the student's performance under the Individual Award Scheme. The student can get "Points for getting daily privileges" based on his performance. | - The teaching assistant shares the training materials (e.g., picture stories) with parents so that they can practice with the child. - The parent communicates with school about the student's performance through the training handbook. | - According to the Student Behavior Record Book, the student is able to get 2 marks or above with 70% or more of lessons. | | | |

A sample IEP with 3-tier support

Results and Conclusion

- Systematic evaluations had been conducted to assess the efficacy of the support model.
- Findings from surveys of the views of the teachers and educational psychologists were very positive, especially in enhancing teachers with effective ASD specific strategies, improvement of home-school collaboration and advancement of the inclusive culture at school.
- The parents reported growth in their knowledge and skills in supporting their children with ASD.
- Significant improvements were also observed in the target students' learning, social and self-regulation behaviours.
- This model for supporting students with ASD will be further promoted in Hong Kong.



Children's mean scores in IEP before and after the implementation of project

For any enquiries, please contact us on (852) 2437 7270.

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