

Autism Spectrum Disorder Action Plan

Updated September 2010



'Go To' people
and national team

**All specialist
educators**

Teachers
(early childhood
and school)
of children and
young people
with ASD

**All schools and
early childhood
education
services**

**Parents and
whānau**
of children and
young people
with ASD

Autism Spectrum Disorder Action Plan: we expect ...

'Go To' people and national team

The national ASD Team consists of up to 6 highly experienced practitioners who work together to provide information and resources nationally and support districts and specialist educators regionally.

We expect them to:

- lead and manage the national ASD Action Plan;
- develop regional ASD action plans;
- coach and mentor identified specialist educators in each district;
- be skilled and experienced in using a range of up-to-date, effective interventions; and
- ensure their practice stays current by taking part in ASD-specific, relevant professional learning opportunities.

All specialist educators

All specialist educators, Resource Teachers Learning and Behaviour (RTLB) and providers of specialist services (e.g. speech-language therapists, early intervention teachers).

We expect them to:

- know who is the designated specialist(s) and regional 'Go To' person for their cluster or district and how to access them;
- put into practice specific advice and guidance from the 'Go To' people and support regional action plans;
- support class and centre teachers, the child or young person, their family and whānau to complete a profile of the young person's strengths and needs; and
- (with the permission of the young person and their team), analyse and share data about interventions, using action learning methods.

Teachers (early childhood and school) of children and young people with ASD

We expect them to:

- make contact with key education workers as soon as enrolment is planned – and maintain that relationship;
- invite the child or young person, their family and whānau to share in completing a profile of the young person's strengths and needs;
- read the Ministry of Education ASD booklet; watch the 'In my shoes' DVD (possibly with the group or class); and
- participate in professional learning and development modules (in groups) to steadily increase their repertoire of effective, evidence-based teaching strategies for young people with ASD.

All schools and early childhood education services

All teachers, principals, head teachers, early childhood education services licensees and Boards.

We expect them to:

- be aware that people with ASD can and do make valued contributions to society;
- access New Zealand accounts of effective education provision and outcomes for people with ASD; and
- know who to access for advice and information if they have a child or young person with ASD in their service or school.

Parents and whānau

of children and young
people with ASD

We expect them to:

- be offered an ASD-specific parent education programme within 6 months of diagnosis or probable diagnosis; and
- be valued and welcomed members of the child or young person's education team.

Autism Spectrum Disorder Action Plan: we provide ...

'Go To' people and national team

... **ACCESS** to funded:

evidence-based professional learning and development opportunities in:

- ASD
- coaching, facilitating and mentoring
- facilitating action learning projects

relevant, timely and accurate information;

opportunities to share knowledge and skills with peers; and

mentoring, supervision and support.

All specialist educators

... **OPPORTUNITIES** to:

access their 'Go To' person;

obtain free copies of the ASD booklet for schools and 'In my shoes' DVD;

take part in relevant, funded professional learning and development, including ASD websites, that equip them to help implement the New Zealand ASD Guideline;

participate in action learning process for sharing information about the effects of interventions in New Zealand contexts; and

use funded professional learning and development 'resource kits' (workshops and resources), initially expect to co-facilitate with selected specialists.

Teachers

(early childhood
and school)
of children and young
people with ASD

... **INFORMATION** about how
to **ACCESS**:

the key worker, or equivalent, for the young person;

funded copies of the Ministry of Education ASD booklet for schools and 'In my shoes' DVD;

funded, relevant professional learning and development, such as 'tips for autism', professional learning and development modules (one per term – including introduction to ASD, its impacts and practical strategies), and resources; and

opportunities to contribute to action learning projects and find relevant information about effective interventions in New Zealand contexts.

All schools and early childhood education services

All school principals and leaders of early childhood education services ...

INFORMATION:

about ASD in a range of media, e.g. Education Gazette, Principal Today – that focuses on the contributions that people with ASD make to society, and accounts of young people with ASD in New Zealand education contexts; and

on how to access people with knowledge and experience of ASD.

Parents and whānau

of children and young
people with ASD

... **OPPORTUNITIES** to:

access ASD-specific parent education programmes and parent support groups;

receive information such as the ASD booklet, 'In my shoes' DVD; and

contribute to a profile of their child's strengths and needs.

Autism Spectrum Disorder Action Plan: specific activities ... (2010–2012)

'Go To' people and national team

provide advice to Regional Managers to support regional 0.5 FTE 'Go To' people (mentors).

The national office ASD staff and the regional 'Go To' people will together form the National ASD team;

provide fund ASD-specific professional learning and development:

- 'tips for autism'
- SCERTS (until the end of 2010)

develop new ASD for Teachers (school and early childhood) booklets and presentations;

develop and provide opportunities to co-facilitate and trial new ASD-specific professional learning and development modules and resources;

provide opportunities to share information on the implications of the New Zealand ASD Guideline and other evidence through the ASD websites; and

develop ASD-specific tertiary qualification pathway and modules, including evidence-based professional learning and development in coaching and mentoring adults.

All specialist educators

provide funded copies of the New Zealand ASD Guideline resources and the 'In my shoes' DVD; and

provide a new ASD for Teachers booklet and accompanying presentation.

For early intervention teams:

support the Early Intervention ASD Development Project – PL & D in using the SCERTS framework.

For school sector specialists:

support their ASD-specific service provision through funding 'tips for autism', in collaboration with the Ministry of Health; at least 25 courses for 175 teams including keyworkers.

For designated specialist educators in each region:

recruit, train and induct at least four more 'tips for autism' facilitators;

provide opportunities to share information on up-to-date research and practice, through the ASD websites;

provide access to mentoring;

provide opportunities to co-facilitate or trial new ASD-specific professional learning and development modules and resources for teachers in the early childhood and school sectors; and

provide funded access to ASD-specific tertiary qualification pathway and modules.

Teachers (early childhood and school) of children and young people with ASD

Provide information on how to access:

their specialist key worker or equivalent;

funded copies of the ASD booklet and the 'In my shoes' DVD;

professional learning and development through;

(for early childhood teachers) the Early Intervention ASD Development Project (for school sector) funded opportunities for ASD-specific professional learning and development through taking part in 'tips for autism'; and

newly developed ASD-specific modules and resources.

Support to work with parents and whānau to develop a profile of the child's strengths and needs.

Provide relevant information about effective interventions in New Zealand contexts.

All schools and early childhood education services

provide information in a range of relevant media, in accordance with an awareness raising communications plan, about the perspectives and contributions of people with ASD;

provide funded copies of the ASD booklet and the 'In my shoes' DVD; and

provide information on how to access people with knowledge and experience of ASD.

Parents and whānau

of children and young
people with ASD

provide opportunities to access ASD-specific parent education programmes jointly funded with the Ministry of Health, involving at least 177 families;

provide opportunities to access 'tips for autism', jointly funded with the Ministry of Health – at least 25 courses nationally, which will reach at least 175 parents/whānau;

provide opportunities to access Hanen 'More than Words' (in some locations);

provide funded information on request, including the New Zealand ASD Guideline products and the ASD for Teachers booklet;

provide support to contribute to a profile of their child's strengths and needs; and

provide information about raised awareness of parent support groups and sources of information, including Autism New Zealand and Altogether Autism.