

House Bill 21 originated in the 85th legislative session to help address the need for specialized services for students with autism. The bill passed and amended Chapter 29 of the education code to add the Grant Program Providing Services to Student with Autism. Grants were awarded to 10 local education agencies (LEAs) based on a competitive application process. The following summary provides a high level overview of the report. The full video report is available at: [bit.ly/HB21report](http://bit.ly/HB21report).









## Innovation:

Hitchcock ISD and the Greater Gulf Coast Cooperative developed model structured classrooms and provided teachers training along with substantial weekly coaching through both the service center and a vender. They used fidelity checklists during coaching sessions to help teachers gain mastery of skills. Now they have model classrooms to use for training in years to come.

## Student Outcomes:

Student behavior checklists created and completed by teachers showed \_\_\_\_\_ in all areas.

Fidelity checklists showed \_\_\_\_\_ of teaching principles and ABA-based interventions.

\_\_\_\_\_ who were in a more restrictive of campus placements, were able to return to their home campus.

## Innovation:

Northside ISD and their SSA partners, focused on early childhood with an intensive educator training and coaching model. Teachers and paraprofessionals received training on using an ABA intervention, known as verbal behavior, to improve student's language skills. They used grant funded technology for teachers to record their live lessons with students, and expert district coaches watched with teachers to provide feedback. Use of this technology allowed for more coaching and follow up.

## Student Outcomes:

The level of prompting or adult assistance that students needed to complete tasks showed a \_\_\_\_\_.

Teacher fidelity of implementation checks showed \_\_\_\_\_ verbal behavior strategies with fidelity.

## Innovation:

Richardson ISD used a vendor-supported training package to provide intensive training, ongoing coaching, and support around ABA-based interventions. By using a vender with a strong track record of coaching experience, they were able to grow the coaching skills of their own district experts to carry on coaching in future years. They also used extended school year (ESY) settings as a training site for teachers, where they received extensive coaching.

## Student Outcomes:

Students showed an \_\_\_\_\_ in total skills across all curriculum areas.

Students increased their time in inclusive settings by \_\_\_\_\_. **93% of staf** reported they "felt better prepared to address the learning and behavioral needs of students with autism and other developmental disabilities."

Out of 234 parent training attendees, \_\_\_\_\_ reported they "felt better prepared to meet the needs of their child."