

State of Nevada Autism Task Force  
 Education Subcommittee  
 \*DRAFT Recommendations for Public School Personnel/Training\*  
 May 2008

Findings:

- Shortage of teachers with autism endorsements
- Difficulty in retaining teachers and paraprofessionals in the classroom
- Teachers report being overburdened by paperwork, especially high with students who have autism
- Rural schools have difficulty providing specific training for teachers and paraprofessionals who serve students with autism
- Teachers report that case loads/class sizes are too high to effectively meet the needs of the students with autism
- Speech/Language Pathologists report being overburdened to meet the paperwork demands and intensity of services for students with autism
- Occupational Therapists do not have a case load cap. This puts an undue burden on them when serving students with autism
- Some school personnel do not utilize positive behavior supports in general education settings
- Individuals with autism are served in a variety of school settings: general education classrooms, resource rooms, and self-contained classrooms
- Paraprofessionals need additional training to support students with autism

Recommendations

- Offer school districts incentives for licensed staff and support staff to get additional training specific to autism
  - State support two day lecture on autism-background on autism and Discrete Trial Teaching techniques
  - State support Hands-on training for Discrete Trial Teaching
- Pilot lower case load and class size so teachers can meet the paperwork demands- students with autism are in every program (general education, resource classes, and self-contained classrooms)

Type of Program	Class Size/Case Load	w/Assistant
○ Resource	10/12	12
	<b>SELF-CONTAINED</b>	
○ Autism	4/6	6
○ ECSE/Specialized	8/10	10
○ Learning Disabilities	10/12	12
○ Moderately MR	8/10	10
○ Severe MR	4/6	6

OR

## INTENSITY OF NEED

- Pilot changes to NAC and state IEP that identifies level of need rather than location. NOTE: similar to reporting to the federal government about percentage of time in general education rather than naming a location.
  - type of service needed, consult or direct
    - push in to general education classroom
    - pull out to a intensive intervention setting, no more than 6 students with disabilities or with an assistant from 7-10 students with disabilities
  - where support will be provided (push-in to general education classroom, pull-out classroom in another room, pull-out classroom at another comprehensive campus, pull-out classroom at a special school)
    - Class Sizes
      - General education classroom, same as NAC
      - Pull-out classroom at no more than 10 students with a special education teacher and an assistant
- State Department of Education support online training for teachers and paraprofessionals working with students who have autism
- State Department of Education support colleges to offer online or distance education college courses that meet the endorsement requirements for teachers
- State Department of Education support training positive behavior supports in the rural districts
- Lower case loads for Speech/Language Therapists who support students with autism, 30
- State Department of Education assist with identify case loads for Occupational Therapists, 30

\* There are members who are concerned about lowering class and case loads since school districts cannot find qualified applicants currently.