



# Education Directory for Children with Special Needs



**Military Community & Family Policy**



## The Education Directory for Children with Special Needs

The Education Directory for Children with Special Needs provides assignment personnel and families of military dependents with ASD the information they need to make informed assignment decisions. The directory consists of two components: the Early Intervention Directory focuses on early intervention services for children birth-3 years old. This directory will not be available until 2012. The School-Age Directory focuses on educational services for children who are 3-21 years old. The School-Age Directory is currently available. Both tools provide a summary of trends related to ASD at the national and state level, as well as specific descriptions of providers and school districts that serve military installations in selected states. Useful resources are also included. Currently, the directory includes information primarily related to children with ASD, but information related to additional disabilities will continue to be added. This print version of the directory is based on the online version which is available at <http://apps.mhf.dod.mil/efmp/directory>. Both versions were created using information obtained for the Education Services for Military Dependent Children with Autism project completed by the Ohio State University for the Department of Defense in January 2011. Please note that in this directory, the terms autism & ASD are used interchangeably.

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## The Education Directory for Children with Special Needs: School Age (3-21)

This directory provides useful, practical information for assignment personnel and families of military dependents with ASD considering assignment locations in California, Georgia, North Carolina, Texas, and Virginia. Information about additional disabilities and states will continue to be added. Brief summaries of national and state policies related to ASD are provided, including the latest evidence-based practices for children with ASD. Profiles and contact information for districts that serve military installations in the selected states are also included, as is a representative list of effective resources. Finally, suggestions for assisting families during the educational transition of their child with ASD are also provided.

The directory supplements the information and resources available at the MILITARY HOMEFRONT Special Needs/ Exceptional Family Member Program webpage accessible at [http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF\\_HOME\\_1?section\\_id=20.40.500.570.0.0.0.0](http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_HOME_1?section_id=20.40.500.570.0.0.0.0)

### Suggested Use of the Directory

The Individuals with Disabilities Education Act (IDEA) requires school districts in the U.S. to provide a free and appropriate public education (FAPE) in the least restrictive environment (LRE) for children with disabilities. This directory describes how individual states and districts are meeting this obligation for children with ASD. In addition to the helpful information presented here, the most useful information will be obtained by directly contacting districts and asking questions about their services.

Suggested steps for using the directory effectively are as follows:

1. Identify school districts of interest;
2. Review the state information and district profiles contained in the directory;
3. Check out the resources listed for the states in which the districts of interest are located;
4. Review the *Tips for a Smooth Transition* section for suggestions on how to talk with districts for best results and a sample list of questions to ask;
5. Use the district contact information to get more specific answers to your questions;
6. Review the *Before You Change School Districts* section for suggestions on what to do before leaving for a new assignment to help ensure a smooth transition.

## Limitations on Use of the Directory

When using the directory, keep in mind that ...

1. The information was collected from a wide range of sources, including a survey of school districts that serve military families. Although every effort has been made to obtain accurate information, as mentioned above, the most current information will come from contacting districts directly.
2. The list of interventions in each district's profile is only meant to describe the types of services they are currently providing. It does not guarantee that a particular child will receive a particular intervention or methodology, even if listed. While IDEA requires children to receive services based on their individual educational needs, it does not require specific methodologies to be used. Services are always individually determined by the IEP (individualized education program) team, including the child's parents.
3. The directory focuses on educational services for children with ASD and does not identify programs or services for special medical needs.

# ASD Definition & Diagnosis

## Autism/ASD Definition

Autism or autism spectrum disorder (ASD) is a developmental disability that typically appears early in life and is characterized by deficits in social interactions and communication, and restricted interests and repetitive behavior. Many studies, including research conducted by the Centers for Disease Control & Prevention, highlight the rapidly increasing number of children identified with ASD. No single test or method is able to diagnose ASD. Instead, diagnosticians (pediatricians, psychologists, etc.) rely on the child's developmental history, background information, observations, including questionnaires and rating scales, and tests to rule out other possible conditions (e.g., hearing deficits) to make their determinations.

## *Diagnostic & Statistical Manual of Mental Disorders (DSM)*

The *Diagnostic & Statistical Manual of Mental Disorders* (DSM) is published by the American Psychiatric Association (APA) and includes the diagnostic criteria for ASD. The current edition, DSM-IV, includes autism within the broad category of pervasive developmental disorders (PDD), along with Asperger Syndrome, Rett Syndrome, childhood disintegrative disorder, and PDD-not otherwise specified (PDD-NOS). Specific criteria for these disorders may be found at <http://www.childbrain.com/pddq3.shtml>.

The DSM is currently being revised, and a new edition, DSM-V, is scheduled for release in May 2013. The workgroup focusing on autism has proposed that PDD and its associated disorders be replaced with the single diagnostic category of ASD. It also recommends replacing the three criteria for PDD (deficits in social interactions and communication, and restricted interests and repetitive behavior) with Social Communication Deficits and Fixated Interests/Repetitive Behaviors. With the proposed changes, the diagnostic focus would shift to identifying the severity of the symptoms exhibited: less severe, moderately severe, or most severe. More information on the proposed changes is available at <http://www.dsm5.org/Pages/Default.aspx>.

## The Individuals with Disabilities Education Act (IDEA)

IDEA, as amended in 2004, includes autism as a separate eligibility category for special education services. It defines autism as *a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance*. IDEA also requires that the disability have a significantly negative effect on the child's education to be eligible for special education services. The determination is made by an eligibility team composed of parent(s) and education professionals, including such personnel as school psychologists, general and special education teachers, and speech/language therapists. The team reviews the child's data, which may include a medical report and diagnosis, and then determines the child's eligibility for special education. More information is available at <http://idea.ed.gov>.

## Medical Diagnosis vs. Special Education Eligibility

A child with a medical diagnosis of ASD does not automatically qualify for special education services. The eligibility team must also determine that the disability is having an adverse educational impact that can only be addressed by special education services. Although in practice many children diagnosed with ASD are also determined eligible for special education services, the difference between a medical diagnosis and special education eligibility has resulted in confusion and conflict among medical professionals, school staff, and families.

If parents disagree with any aspect of the special education process, they have the right under IDEA to request mediation, file a complaint, or request a due process hearing. These rights are contained in the procedural safeguards document parents receive when a child is referred for special education. They are also described at <http://www.directionservice.org/cadre/ctu/pdefmatchesB.cfm?pdef=4&ctulist>.

## National Trends & Resources

Below is a summary of national educational trends related to ASD that emerged from research conducted for the *Education Services for Military Dependent Children with Autism* project. Although the trends listed generally focus on all children with ASD, they are important to families with military dependents with ASD since DoD estimates approximately 95% of military children in the U.S. attend public schools.

### TRENDS

#### 1. Significant Increase in Number of Children with ASD Identified and Served

The number of children identified with ASD continues to increase dramatically. In 2009, the Centers for Disease Control suggested a prevalence rate of 1 child per 110 children, and other studies have noted an even higher rate. Males are much more likely to be identified than females. Children from under-represented populations (i.e. Blacks, Hispanics) are less likely to be identified than their White counterparts, and those who are identified are likely to be identified at older ages. These children are also more likely to receive another diagnosis (adjustment disorder, conduct disorder, attention deficit disorder) prior to being identified with ASD. The average age for identification is 4.5 years old, although growing research suggests that children can be reliably identified at 2 years old or perhaps younger.

The number of children with ASD receiving special education services has also risen significantly. Between the 2000-01 and the 2007-08 school years, the percentage of public school students identified with ASD increased by almost 300%. In contrast, the percentage of students identified with intellectual disabilities declined while the overall special education population remained relatively unchanged.

#### 2. Focus on Evidence-Based Educational Practices (EBPs)

IDEA stresses the importance of using research-based or evidence-based educational practices (EBPs) for children with disabilities. With the dramatic increase of children identified with ASD, identifying EBPs for ASD has become a national priority. There is no single criterion for EBPs, but widely cited lists have been disseminated by the Center for Medicare and Medicaid Services (CMMS), the National Autism Center (NAC), and the National Professional Development Center on Autism Spectrum Disorders (NPDCASD). A comparison chart containing these lists as well as descriptions of each EBP is provided in Appendix A.

**Applied Behavior Analysis (ABA).** A frequently discussed practice is Applied Behavior Analysis (ABA). Generally ABA is viewed as a category of practices that includes shaping, extinction, chaining, etc. Others equate ABA with discrete trial training. Consequently, it is important for parents to ensure their understanding of ABA is the same as the school district's. Professionals may be certified by the Behavior Analyst Certification Board (<http://www.bacb.com>) as a Board Certified Behavior Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA). However, certification is not required and ABA practices are commonly used by educational professionals. No specific amount of service time (i.e. hours/week) is mandated for ABA services, but should be based on what children require based on available data.

### **3. Professional Standards Related to ASD**

Increasing attention is being focused on the qualifications of those providing educational services to children with ASD. Currently, no state requires ASD certification for educational providers, although some offer endorsements. The Autism Society and the Council for Exceptional Children recently sponsored the development of a set of teacher competencies in ASD to provide guidelines for teacher preparation. Although everyone wants children with ASD to receive services from qualified providers, some are concerned that requiring ASD certification may further limit the number of educators available to work with children at a time of significant teacher shortages (for more information see [http://www.autism-society.org/site/News2?page=NewsArticle&id=14477&news\\_iv\\_ctrl=1882](http://www.autism-society.org/site/News2?page=NewsArticle&id=14477&news_iv_ctrl=1882)).

### **4. Placement Options**

Under IDEA, all children with disabilities should be served in the least restrictive environment (LRE), which is the setting most like the child's regular classroom in which appropriate special education services can be provided. Historically, children with disabilities such as ASD have been served in self-contained classrooms or even off-campus specialized programs. More recently, some districts have adopted an inclusive approach in which children with disabilities are served in the general education classroom with support provided by the classroom teacher and often a paraprofessional. Some professionals maintain that providing services in a more restrictive setting reduces distractions and allows the child to more quickly acquire new skills. Others believe that services provided in the regular classroom promote the child's social development and ability to generalize skills. IDEA requires that placement decisions be based on the individual needs of the child demonstrated by available data.

### **5. Dispute Resolution Processes**

IDEA 04 provides four methods for families and school districts to settle differences related to special education: 1) Mediation; 2) Procedural Complaint; 3) Resolution Process; and 4) Due Process Hearing. An overview of these rights is provided at <http://www.directionservice.org/cadre/ctu/pdefmatchesB.cfm?pdef=4&ctulist>. Effective, ongoing communication between parents and school districts is the best way to avoid conflicts that result in these processes.

## RESOURCES

A sample of ASD resource providers that are national in scope is presented below. Many have their own resource pages that provide links to additional providers. The list is organized into Support Agencies and Governmental Agencies, with short descriptions of each.

### SUPPORT AGENCIES

**Autism Society:** <http://www.autism-society.org>

Nonprofit organization that focuses on increasing public awareness, advocating for appropriate services for individuals across the lifespan, and providing information regarding treatment, education, research and advocacy. The Autism Society has state chapters in all five states contained in the study.

**Autism Speaks:** <http://www.autismspeaks.org>

Nonprofit organization that focuses on funding research into the causes, prevention, treatments, and a cure for autism; increasing awareness of autism spectrum disorders; and advocating for the needs of individuals with autism and their families.

**Council for Exceptional Children:** <http://www.cec.sped.org//AM/Template.cfm?Section=Home>

Organization that supports children with exceptionalities and their families through advocacy for appropriate policies, creating professional standards, providing professional development, advocating for individuals with exceptionalities, and supporting professionals.

**Exceptional Parent Magazine:** [http://www.eparent.com/main\\_channels\\_military/index.asp](http://www.eparent.com/main_channels_military/index.asp)

Component of the Exceptional Parent website that provides information and resources related to children with disabilities who are members of military families.

**Medical Investigation of Neurodevelopmental Disorders (MIND) Institute:**

<http://www.ucdmc.ucdavis.edu/mindinstitute>

International research center located at the University of California-Davis committed to the awareness, understanding, prevention, care, and cure of neurodevelopmental disorders.

**National Association of State Directors of Special Education (NASDSE):** <http://nasdse.org>

Nonprofit organization that supports the work of state agencies to maximize educational outcomes for individuals with disabilities. NASDSE sponsors a Community of Practice focusing on ASD.

**National Autism Center:** <http://www.nationalautismcenter.org>

Nonprofit organization serving children and adolescents through providing information, promoting best practices, and offering comprehensive resources for families, practitioners, and communities.

**National Professional Development Center for Autism Spectrum Disorders:** <http://autismpdc.fpg.unc.edu>

Multi-university center promoting the use of EBPs for children and adolescents with ASD.

**Ohio Center for Autism & Low Incidence (OCALI):** <http://www.ocali.org>

Nonprofit organization that serves as Ohio's statewide support agency for ASD and other low-incidence disabilities. Provides variety of supports, including a set of ASD modules (AIM) focusing on EBPs and other related topics.

**Organization for Autism Research (OAR):** <http://www.researchautism.org/resources/reading/index.asp>

Nonprofit organization focusing on using applied science to answer questions of parents, families, individuals with autism, teachers, and caregivers related to autism.

**Treatment and Education of Autistic and Communications Handicapped Children (TEACCH):**

<http://www.teacch.com>

Part of the University of North Carolina's School of Medicine, TEACCH provides clinical services such as diagnostic evaluations, parent training and parent support groups, social play and recreation groups, individual counseling for higher-functioning clients, and supported employment, as well as professional development activities for educators and providers.

## GOVERNMENT

**Centers for Disease Control & Prevention (CDC): Autism Information Center:**

<http://www.cdc.gov/ncbddd/autism/index.html>

The CDC is an operating component of the U.S. Dept. of Health and Social Services. The link is to the CDC's page that focuses on ASDs.

**DisabilityInfo.gov:** <http://www.disabilityinfo.gov>

Government resource that provides access to comprehensive information about disability-related programs, services, laws, and benefits.

**IDEA 2004—Building the Legacy:** <http://idea.ed.gov>

Comprehensive online resource for IDEA created and hosted by the federal Office of Special Education Programs (OSEP), U.S. Dept. of Education.

**IDEA Data:** <https://www.ideadata.org>

A resource created by the Office of Special Education Programs of the U.S. Department of Education (OSEP) that provides access to data about children and youth with disabilities served under the Individuals with Disabilities Education Act (IDEA).

**IDEA Partnership ASD Collection:**

[http://www.ideapartnership.org/index.php?option=com\\_content&view=article&id=1493](http://www.ideapartnership.org/index.php?option=com_content&view=article&id=1493)

A collaborative effort to improve outcomes for children and youth with disabilities by joining state agencies and stakeholders through shared work and learning. Provides access to a comprehensive collection of materials and resources related to ASD.

**Interagency Coordinating Council (IACC):** <http://iacc.hhs.gov>

Federal advisory committee that coordinates all efforts within the Department of Health and Human Services (HHS) concerning ASD.

**National Information Center for Children and Youth with Disabilities (NICHCY):** <http://www.nichcy.org/Disabilities/Specific/Pages/autism.aspx>

Federally funded agency that provides information regarding children with disabilities and education. The link is to their page focusing on autism.

**National Institute of Child Health and Human Development (NICHD):**

<http://www.nichd.nih.gov/health/topics/asd.cfm>

Established by Congress, the NICHD conducts and supports research on topics related to the health of children, adults, families, and populations. The listed link is to the NICHD page on ASD.

## Military-Related ASD Resources

This section provides a selection of ASD resources sponsored by DoD and agencies outside of DoD available to military families with children with ASD.

### DoD-SPONSORED

**Dept. of Defense Education Activity (DoDEA):** <http://www.dodea.edu/home>

A field activity of the Office of the Secretary of Defense, DoDEA's mission is to plan, direct, coordinate, and manage the education programs for eligible dependents of U.S. military personnel and civilian personnel of the DoD.

- ***Reaching and Teaching Children with Autism Spectrum Disorders: A Best Practices Guide.*** Published by DoDEA, it provides helpful information and resources for family members and providers working with children with ASD ([http://www.dodea.edu/curriculum/special\\_ed/pdf/AutismGuide.pdf](http://www.dodea.edu/curriculum/special_ed/pdf/AutismGuide.pdf)).

**Military Homefront:** <http://www.militaryhomefront.dod.mil>

DoD website for official Military Community and Family Policy (MC&FP) program information, policy, and guidance designed to help troops and their families, leaders, and service providers. Site contains information for navigating public school systems, as well as HOMEFRONT Connections, a social networking tool, and the *DoD Special Needs Parent Toolkit*.

**Military Interstate Children's Compact Commission:** <http://www.mic3.net>

The *Military Interstate Children's Compact Commission* was created to address educational issues faced by military families when they are reassigned. By working with member states and territories, the Compact seeks to make transition easier for the children of military families so they are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals when transferring from DoDEA or another state. Thirty-five states have joined the Compact, including California, North Carolina, Texas, and Virginia.

**Military OneSource:** <http://www.militaryonesource.com>

DoD program that provides a 24/7/365 call center for information and referral, and access to special needs specialty consultants. Military OneSource also provides information on a variety of issues related to special needs including webinars and an online library with eBooks on ASD.

**TRICARE:** <http://www.tricare.mil>

Health care program serving Uniformed Service members, retirees, and their families worldwide.

- ***TRICARE Extended Care Health Option (ECHO):***  
<http://www.tricare.mil/mybenefit/home/LifeEvents/SpecialNeeds/ECHO>  
Supplemental component to the basic TRICARE program providing support for beneficiaries experiencing cognitive delays, serious physical disability, or physical/psychological conditions that result in beneficiary being homebound.
- ***TRICARE Autism Services Demonstration Project:***  
<http://www.tricare.mil/mybenefit/home/overview/SpecialPrograms/ECHO/AutismServicesDemonstration>  
Provides information about project through which financial support for military dependents with ASD may be obtained to receive ABA services.

## MILITARY-RELATED

**Military Child Education Coalition:** <http://www.militarychild.org>

Nonprofit organization focused on ensuring quality educational opportunities for all military-connected children affected by mobility, family separation, and transition.

**Operation Autism:** <http://www.operationautismonline.org>

Online resource specifically designed and created by OAR to support military families that have children with autism.

➤ **OAR's Exceptional Family Member Program (EFMP) resource page:**

<http://208.112.123.144/autism-and-military-healthcare/dod/exceptional-family-member-program>

Provides information for military families and includes links to the *Exceptional Family Military Program* for each branch of the military.

**Specialized Training of Military Parents (STOMP):** <http://www.stompproject.org>

Federally funded Parent Training & Information (PTI) center for military families who have children with special education or health needs.

## State ASD Information

IDEA broadly defines how special education services should be provided. However, states have the flexibility under IDEA to create their own service systems as long as they comply with the federal regulations. This section provides an overview of the service systems for children with ASD in California, Georgia, North Carolina, Texas, and Virginia.



I. **Educational Definition of Autism:** According to California's state statute,

[A Pupil with Autism] is a pupil who exhibits autistic-like behaviors, including, but not limited to, any of the following behaviors, or any combination thereof:

- (1) An inability to use oral language for appropriate communication.
- (2) A history of extreme withdrawal or of relating to people inappropriately, and continued impairment in social interaction from infancy through early childhood.
- (3) An obsession to maintain sameness.
- (4) Extreme preoccupation with objects, inappropriate use of objects, or both.
- (5) Extreme resistance to controls.
- (6) A display of peculiar motoric mannerisms and motility patterns.
- (7) Self-stimulating, ritualistic behavior.

The disability must also have a significantly adverse impact upon the student's education that requires special education services.

II. **Numbers of Students with ASD Served.** Students with autism, ages 3-21, constitute the third largest component of special education eligibility. For the 2009-10 school year, 59,690 students with autism were being served or 8.8% of the total disability population of 680,164. Between the 2007-08 and 2009-10 school years, children identified with autism increased by over 29%, while the total disability population increased by only .3%. A 230% increase occurred between the 1999-2000 and 2009-2010 school years.

III. **Support Service Structure.** Special Education Local Plan Areas (SELPA) are regional consortia that provide special education support to member districts. Currently, 119 SELPAs provide services in California, with Los Angeles county alone having 16. SELPAs are required to develop a plan that ensures students within their regions receive appropriate services. They also provide a range of services typically including evaluation, interagency coordination, transition planning, and personnel development.

California also has three regional diagnostic centers that provide support to local districts and families for assessing children with autism and other disorders (<http://www.dc-cde.ca.gov>).

IV. **Task Force.** The California Superintendent of Public Instruction's Autism Advisory Committee was created in 2006. Composed of school personnel, service providers, medical personnel, and other stakeholders, the group completed a statewide review of ASD policies in California in 2007 and provided recommendations in three areas: Policy Changes, Creation of a Statewide ASD Clearinghouse, and Training & Technical Assistance (<http://www.cde.ca.gov/sp/se/as/saac.asp>).

V. **Statewide ASD Clearinghouse.** The Autism Advisory Committee recommended creating a statewide clearinghouse for ASD. Legislation establishing the California Autism Spectrum Disorder Clearinghouse was passed in 2008 but subsequently vetoed.

VI. **Credentials/Certification Related to ASD.** In July 2009, an *authorization* in ASD was approved that educators could add to their existing education specialist certification. In April 2010, the California Commission on Teacher Credentialing (CCTC) approved 11 postsecondary educational preparation programs to provide training for this authorization. In addition, some SELPAs have created their own ASD training programs.

- VII. **TRICARE-Approved ABA Providers.** According to TRICARE, as of November 2010, California had 251 supervisors (direct service providers) and 2,359 tutors (assistants requiring supervision to provide services) enrolled. This number is, by far, the highest of any of the 5 states reviewed.
- VIII. **Parent Training and Information Centers (PTI).** Under IDEA, each state has at least one PTI to provide support services to parents and families of children with disabilities. California has three sets of family support groups: 7 PTI Centers, 5 Community Parent Resource Centers (CPRCs) that provide support for parents from under-represented populations, and 14 Family Empowerment Centers (FECs), that include the 7 PTIs (<http://www.cde.ca.gov/sp/se/qa/caprntorg.asp>).
- IX. **Membership in Military Interstate Children's Compact Commission (MICCC).** California is a member of the MICCC.
- X. **Additional Resources.** A sample of more state-specific resources is presented. Many of these provide links to additional resources of interest.

**California Autism Foundation:** <http://www.calautism.org>

Nonprofit organization that offers services to help meet the needs of people with developmental disabilities.

**California Dept. of Education-Special Education:** <http://www.cde.ca.gov/sp/se>

State education agency site that provides information related to special education in California.

- **Special Education Local Plan Areas (SELPA):** <http://www.cde.ca.gov/sp/se/as/caselpas.asp>  
Describes the system of agencies that provide special education support to California's school districts.



- I. **Educational Definition of Autism:** According to Georgia state regulations, autism eligibility is “based on assessment of the five characteristic areas associated with autism. The assessments shall minimally document that each of the characteristic areas of (1) developmental rates and sequences, (2) social interaction and participation and (3) verbal and non-verbal communication are significantly affected. The adverse effect on a student’s educational performance shall be documented. The determination of deficits shall be based on the following criteria:
1. Developmental rates and sequences.
  2. Social interaction and participation.
  3. Communication (verbal and/or nonverbal).
  4. Sensory processing.
  5. Repertoire of activities and interests.

The disability must also have a significantly adverse impact upon the student’s education that requires special education services.

- II. **Numbers of Students with ASD Served.** Children with autism, ages 3-21, constitute the eighth largest component of special education eligibility in Georgia. For the 2009-10 school year, 10,312 students with autism were being served or 5.8% of the total disability population of 176,377. This represents a 371% increase since the 1999-2000 school year.
- III. **Support Service Structure.** Georgia has a network of 16 Regional Education Service Agencies (RESAs) that provide educational support services to school districts. Under the RESA service umbrella are 17 regional resource centers that comprise the Georgia Learning Resource System (GLRS). These collaborate with school districts to improve student achievement and increase responsible behavior. They also emphasize the use of effective instructional strategies for children with ASD. In addition, the CDC conducts research and provides outreach services while the Emory Autism Center (see below) provides family support, professional development, assessment, research, community outreach, and other types of ASD services. The May Institute provides a wide variety of support focusing on ABA to families and their children with ASD.
- IV. **Task Forces.** Georgia does not have a statewide ASD task force although SB 161, if approved, would create one. The Atlanta Autism Consortium focuses on ASD issues in the Atlanta metro area.
- V. **Statewide ASD Clearinghouse.** Georgia does not have an ASD statewide clearinghouse.
- VI. **Georgia Special Needs Scholarship Program.** The Georgia Special Needs Scholarship Program is a parent-choice program administered by the Georgia Department of Education that provides financial support for parents of children with disabilities who choose to have their children served by districts, special schools, or private schools other than their home district. Scholarship amounts average \$6,000 per year and range from \$2,500 to \$13,000. More information, including eligibility criteria, is available at <http://public.doe.k12.ga.us/sb10.aspx>.

- VII. **Credentials/Certification Related to ASD.** Georgia does not have an endorsement for ASD but some postsecondary preparation programs provide academic emphases in ASD.
- VIII. **TRICARE Approved ABA Providers.** According to TRICARE, as of November 2010, Georgia had 29 supervisors (direct service providers) and 62 tutors (assistants requiring supervision to provide services).
- IX. **Parent Training and Information Centers (PTI).** Georgia has one PTI center called Parent to Parent: [http://www.p2pga.org/index.php?option=com\\_content&view=frontpage&Itemid=1](http://www.p2pga.org/index.php?option=com_content&view=frontpage&Itemid=1).
- X. **Membership in Military Interstate Children's Compact Commission (MICCC).** Georgia is not a member of the MICCC.
- XI. **Additional Resources.** A sample of more state-specific resources is presented. Many of these provide links to additional resources of interest.

**Emory Autism Center:** <http://www.psychiatry.emory.edu/PROGRAMS/autism>

A component of the Department of Psychiatry and Behavioral Sciences at Emory University School of Medicine, the center provides diagnosis, family support, innovative treatment, and professional training.

**Georgia Department of Education:**

[http://www.doe.k12.ga.us/ci\\_exceptional.aspx?PageReq=CIEXCAutism](http://www.doe.k12.ga.us/ci_exceptional.aspx?PageReq=CIEXCAutism)

Component of the state department's website that provides information and resources related to autism in Georgia.

- **Georgia Special Need Scholarship Program:** <http://public.doe.k12.ga.us/sb10.aspx>  
Description of eligibility criteria for and benefits of this program.

**Georgia Learning Resource System (GLRS):** <http://www.glr.org>

Describes Georgia's network of support centers that provide training and resources to educators and parents of students with disabilities.

**Marcus Autism Center:** <http://www.marcus.org>

Nonprofit organization that provides information, services, and programs to children with autism and related disorders, their families, and those who live and work with them.

- I. **Educational Definition of Autism:** According to state statute, “Autism, sometimes called autism spectrum disorder,
- (i) means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
  - (ii) Autism does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disability, as described in paragraph (b)(5) of this section.
  - (iii) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (i) of this section are satisfied.”

The disability must also have a significantly adverse impact upon the student’s education that requires special education services.

- II. **Numbers of Students with ASD Served.** Children with autism, ages 3-21, constitute the sixth largest special education eligibility in North Carolina. For the 2008-09 school year, 10,313 children with autism were being served, or 5.4% of the total disability population of 189,266, an increase of 291% since the 1999-2000 school year. The number of students with autism has increased by 53% since the 2005-2006 school year.
- III. **Support Service Structure.** North Carolina does not utilize a regional educational support system. TEACCH (<http://www.teacch.com>) does have 9 regional centers that support school districts, typically on a contractual basis. Support is also provided by the Frank Porter Graham Center of the University of North Carolina at Chapel Hill. The North Carolina Department of Education (NCDOE) has implemented the Autism Spectrum Disorders Program to help support practices in school districts and charter schools. NCDOE is also producing 5 modules focusing on ASD that are used for onsite training with district-level ASD problem-solving teams. Eighty-two of the 115 school districts have implemented these teams. For more information, go to <http://www.ncpublicschools.org/ec/instructional/autism>.
- IV. **Task Force.** North Carolina does not have a statewide ASD taskforce.
- V. **Statewide ASD Clearinghouse.** North Carolina does not have a statewide ASD clearinghouse, although the resources mentioned above provide significant support related to ASD.
- VI. **Credentials/Certification Related to ASD.** North Carolina does not have an endorsement for ASD but some postsecondary preparation programs provide academic emphases in ASD.
- VII. **TRICARE Approved ABA Providers.** According to TRICARE, as of November 2010, North Carolina had 37 supervisors (direct service providers) and 140 tutors (assistants requiring supervision to provide services).

- VIII. ***Parent Training and Information Centers (PTI)***. North Carolina's PTI is the Exceptional Children's Assistance Center: <http://www.ecac-parentcenter.org>, F.I.R.S.T. (Families' Information Resources Support & Technology: <http://www.firstwnc.org>) and FSN/HOPE (<http://www.fsnhope.org/index.php>) provide more regionalized family support services.
- IX. ***Membership in Military Interstate Children's Compact Commission (MICCC)***. North Carolina is a member of the MICCC.
- X. ***Additional Resources***. A sample of more state-specific resources is presented. Many of these provide links to additional resources of interest.

**Frank Porter Graham Child Development Institute (FPG):** <http://www.fpg.unc.edu>  
Multidisciplinary Institute at the University of North Carolina-Chapel Hill that focuses on parent and family support, early care and education, child health and development, early identification and intervention, equity, access and inclusion, and early childhood policy.

**North Carolina Department of Education ASD pages:**

- ***Autism Instructional Information:***  
<http://www.ncpublicschools.org/ec/instructional/autism>
- ***Autism Resources:*** <http://www.ncpublicschools.org/ec/instructional/autism/resources>

**Resource Guide for Military Families (Autism Society of North Carolina)**

[http://autismsociety-nc.org/pdf/resource\\_guide\\_for\\_military\\_families.pdf](http://autismsociety-nc.org/pdf/resource_guide_for_military_families.pdf)

Publication produced by the North Carolina chapter of the Autism Society that provides information and resources related to autism for military families in North Carolina.



- I. **Educational Definition of Autism:** According to Texas state regulations, “a student with autism is one who has been determined to meet the criteria for autism as stated in 34 CFR, §300.8(c) (1) [IDEA]. Students with pervasive developmental disorders are included under this category. The team’s written report of evaluation shall include specific recommendations for behavioral interventions and strategies.” The disability must also have a significantly adverse impact upon the student’s education that requires special education services.

Special education teams in Texas are called ARDs, short for Admission, Review, and Dismissal Teams. Since 2007, ARDs must consider 11 strategies during any team meeting for students with autism including (abbreviated form):

- (1) extended educational programming ...;
- (2) daily schedules ...;
- (3) in-home and community-based training or viable alternatives ...;
- (4) positive behavior support strategies based on relevant information ...;
- (5) beginning at any age, futures planning ...;
- (6) parent/family training and support ...;
- (7) suitable staff-to-student ratio ...;
- (8) communication interventions ...;
- (9) social skills supports and strategies ...;
- (10) professional educator/staff support ; and
- (11) teaching strategies based on peer reviewed, research-based practices ...

- II. **Numbers of Students with ASD Served.** Children with autism, ages 3-21, constitute the sixth largest component of special education eligibility in Texas. For the 2009 October count, 26,003 students with autism were being served, or 5.7% of the total disability population of 455,880. This is a 265% increase since the 1999-2000 school year, even as the total number of students with disabilities in Texas has decreased by over 7% since the 1999-2000 school year.

- III. **Support Service Structure.** Texas has 20 regional educational service centers (ESCs) that provide support services for school districts. Region 13 ESC is the ASD lead agency and coordinates the Texas Statewide Leadership for Autism program and provides training and other resources for school districts, including the Texas Autism Resource Guide for Effective Teaching (TARGET). With Region II, it organizes the annual statewide autism conference for parents and school personnel. The remaining 18 ESCs each have a staff member assigned to serve as their region’s autism contact. One current initiative is the Model Sites Project. Ten regions were selected to participate in a 3-year process for developing and disseminating EBPs using financial support and research from the National Professional Development Center for ASD. The Texas Department of Assistive & Rehabilitative Services’s (DARS) Autism Program funds 6 agencies to provide ABA services to 3- to 8-year-olds. <http://www.dars.state.tx.us/announcements/20090722.shtml>).

- IV. **Task Forces.** The Texas Council on Autism and Pervasive Developmental Disorders advises state agencies and the legislature on issues pertaining to ASD, and produces an annual report focusing on ASD lifespan issues. In 2010, the council issued an action plan containing 4 goal areas: 1) Services to Children to Age 5; 2) Services to Individuals Ages 6–22; 3) Services to Individuals Age 23 and Older; and 4) Research and Statewide Infrastructure (<http://www.dads.state.tx.us/autism>).

- V. **Statewide ASD Clearinghouse.** The Texas Autism Research and Resource Center (TARRC) has recently been established as the Texas ASD clearinghouse.
- VI. **Autism Scholarship Program.** Legislation has been introduced in the past two legislative sessions to establish a scholarship program for parents of children with ASD, but has not passed.
- VII. **Credentials/Certification Related to ASD.** Texas does not have certification for ASD. Texas Tech University offers an online autism certification program, and the regional centers provide professional development opportunities.
- VIII. **TRICARE Approved ABA Providers.** According to TRICARE, as of November 2010, Texas had 59 supervisors (direct service providers) and 204 tutors (assistants requiring supervision to provide services) enrolled in TRICARE.
- IX. **Parent Training and Information Centers (PTI).** Texas has 3 PTI centers to serve its regions: PATH (Regions 5-13), PEN (Regions 14-19), and TEAM (Regions 1-4, 20). Information is available at <http://www.partnerstx.org>.
- X. **Membership in Military Interstate Children's Compact Commission (MICCC).** Texas is a member of the MICCC.
- XI. **Additional Resources.** A sample of more state-specific resources is presented. Many of these provide links to additional resources of interest.

**Texas Council on Autism & Pervasive Developmental Disorders Autism Resources:**

<http://www.dads.state.tx.us/autism/services.html>

List of autism resources in Texas created by inter-agency committee that serves as the Texas advisory council on autism.

**Texas Department of Education:** <http://ritter.tea.state.tx.us/special.ed>

Provides information and resources related to special education services in Texas.

**Texas Project First (autism resources):** <http://texasprojectfirst.org/LinksAutism.html>

Provides comprehensive list of autism resources in Texas.

**Texas Statewide Leadership for Autism:** <http://www.txautism.net>

Created by Region XIII, this site provides information on training, technical assistance, support, and resources for educators who serve students with autism.

➤ **Texas Autism Conference:** <http://autism.esc2.net>

Provides information on Texas's annual statewide conference on autism.

➤ **Texas Autism Resource Guide for Teachers:**

<http://www.txautism.net/training.html>

Manual of characteristics, assessment instruments and interventions for children and youth with ASD.

- I. **Educational Definition of Autism:** According to state regulations, autism means “a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance ...” The disability must also have a significantly adverse impact upon the student’s education that requires special education services.
- II. **Numbers of Students with ASD Served.** Students with autism, ages 3-21, constitute the seventh largest component of special education eligibility in Virginia. For the 2008-09 school year, 10,092 students with autism were being served, or 5.2% of the total disability population of 167,930. This is an increase of 353% since the 1999-2000 school year.
- III. **Support Service Structure.** The Division of Behavioral Health and Developmental Services is the lead agency for ASD in Virginia. The Virginia Department of Education (VDOE) sponsors a network of training and technical assistance centers (T-TACS) that provide regional educational support services, including support for students with ASD. VDOE has made a priority of identifying and serving children with ASD at an earlier age. The current average age is about 4.5 years, and the agency wants to lower that to 20 months. It has formed a joint partnership with Virginia’s Part C (Early Intervention) agency to help educate pediatricians and school psychologists on early identification of ASD.
- IV. **Task Force.** In 2009, the Virginia Joint Legislative Audit and Review Commission (JLARC) published the *Assessment of Services for Virginians with Autism Spectrum Disorders*. JLARC included 21 recommendations, including those stating the VDOE should:
  - Collaborate with the office of the attorney general to develop operational guidelines for schools on the provision of a free and appropriate public education;
  - Develop a model IEP for students with ASD;
  - Create transition guidelines; and,
  - Collaborate with relevant stakeholders to improve service delivery.VDOE has hired a full-time ASD specialist and provided a grant to Virginia Commonwealth University to help implement the JLARC recommendations. VDOE also received a National Professional Development Center on ASD grant, revised Virginia’s ASD eligibility criteria, and created the Autism Priority Project and the Autism Specialists Network to enhance ASD training and support services.
- V. **Statewide ASD Clearinghouse.** The VDOE has funded the Virginia Autism Council to serve as the ASD clearinghouse (<http://www.autismtrainingva.org>). Through its projects described above, Virginia Commonwealth University also provides statewide support.

- VI. ***Autism Scholarship Program.*** Virginia does not have a scholarship program. HB 1985/SB 956 were introduced in the 2009 legislative session to create a scholarship that would provide up to \$20,000 per child with ASD per year to attend a private school. Neither bill passed.
- VII. ***Credentials/Certification Related to ASD.*** Virginia does not have an ASD certification but a number of credentialing programs related to ASD have been established. This was one of the JLARC recommendations. The Virginia Autism Council provides tuition reimbursement for educators for up to 3 courses per year and \$300 per course.
- VIII. ***TRICARE-Approved ABA Providers.*** According to TRICARE, as of November 2010, Virginia had 49 supervisors (direct service providers) and 157 tutors (assistants requiring supervision to provide services).
- IX. ***Parent Training and Information Centers (PTI).*** The Parent Educational Advocacy Training Center (PEATC) is Virginia's PTI: <http://www.peatc.org>.
- X. ***Membership in Military Interstate Children's Compact Commission (MICCC).*** Virginia is a member of the MICCC.
- XI. ***Additional Resources.***  
A sample of more state-specific resources is presented. Many of these provide links to additional resources of interest.

**Commonwealth Autism Service:** <http://www.autismva.org>

Nonprofit agency that provides a variety of supports and services related to ASD.

**Joint Legislative Audit & Review Commission (JLARC) Autism Report:**

<http://jlarc.state.va.us/reports/Rpt388.pdf>

Link to JLARC report on ASD services in Virginia.

**Virginia Autism Center at Virginia Commonwealth University:**

<http://128.172.18.193/links/index.html>

State-funded support agency that provides resources for individuals with ASD.

**Virginia Autism Council:** <http://www.autismtrainingva.org>

State-supported agency that serves as Virginia's ASD clearinghouse.

**Virginia Dept. of Education/Special Education:**

[http://www.doe.virginia.gov/special\\_ed/disabilities/autism/index.shtml](http://www.doe.virginia.gov/special_ed/disabilities/autism/index.shtml)

Provides links to autism resources in Virginia.

## District Profiles

The information listed in the district profiles was obtained through a voluntary district survey. Efforts were made to ensure that the data presented are both accurate and timely. However, the needs of children with ASD change quickly, and a district's responses to these needs may also change. The best way to get timely and accurate information about a district and its educational services is to contact the district directly and ask questions related to the specific needs of an individual student. The *Tools for Making a Smooth Transition Section*, starting on page 132, includes suggestions for contacting a district and examples of questions to ask. The District Profile page also includes the educational practices school districts indicated they are currently using for children with ASD. However, this does not guarantee that a specific child will receive a specific service. Service decisions are made by the IEP team, including parents, based on a student's specific needs.



**California**

# Barstow Unified School District

551 S. Avenue H | Barstow, CA 92331

760.255.6000 (phone) | 760.255.8965 (fax) | <http://www.barstow.k12.ca.us>

Joni James, Director of Pupil Services | 760.255.6028 | [joni\\_james@busdk12.com](mailto:joni_james@busdk12.com)

Barstow Unified School District District Size: Town: Distant (32)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	6,369	38,914
Students with Disabilities	657	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	1	81
Regular Ed – NO additional support		0
Regular Ed – Additional support		45
Special settings for part of the school day		34
<b>Ages 6-21</b>	34	365
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	10	118
Special settings for part of the school day	15	172
School Staff Trained in ASD	0	230
Types of Education Intervention Services Provided	Computer Aided Instruction Functional Communication Instruction Prompting Psychotherapy Sensory Supports Social Skills Training Groups	
Resources Available to Family Members of Students with ASD	Parent Support Groups	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Central Union School District

15783 18th Ave. | Lemoore, CA 93245

559.924.3405 | <http://www.central.k12.ca.us/district>

Karla Burgos-Rodriquez, Psychologist | [krodriquez@central.k12.ca.us](mailto:krodriquez@central.k12.ca.us)

Central Union School District Size: Town: Distant (32)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	1,900	38,914
Students with Disabilities	230	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	0	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	0	34
<b>Ages 6-21</b>	14	365
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	0	118
Special settings for part of the school day	9	172
School Staff Trained in ASD	10	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Functional Behavior Analysis Picture Exchange Communication System (PECS) Social Thinking TEAACH Interventions	
Resources Available to Family Members of Students with ASD	Parent education or training	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Chula Vista School District

84 East J Street | Chula Vista, CA 91910

619.425.9600 (phone) | 619.427.0463 (fax) | <http://www.cvesd.org/Pages/home.aspx>

Pupil Instructional Services | 619.425.9600, x1700

Chula Vista School District Size: Suburb: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	27,500	38,914
Students with Disabilities	3,438	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	134	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	2	45
Special settings for part of the school day	134	34
<b>Ages 6-21</b>	268	365
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	0	118
Special settings for part of the school day	257	172
School Staff Trained in ASD	9	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Cognitive Behavioral Modifications Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Music Therapy Naturalistic Interventions Picture Exchange Communication System (PECS) Psychotherapy Prompting Self-Management Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Video Modeling	
Resources Available to Family Members of Students with ASD	Parent education or training	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Coronado Unified School District

201 Sixth Street | Coronado, CA 91910

619.522.8900 | [http://www.edline.net/pages/Coronado\\_USD](http://www.edline.net/pages/Coronado_USD)

Richard Erhard, Assistant Superintendent | [rerhard@coronado.k12.ca.us](mailto:rerhard@coronado.k12.ca.us)

<b>Coronado Unified School District</b> Size: City: Midsize (12)	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	32,355	38,914
Students with Disabilities	2,911	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>		81
Regular Ed – NO additional support		0
Regular Ed – Additional support		45
Special settings for part of the school day		34
<b>Ages 6-21</b>		365
Regular Ed – NO additional support		2
Regular Ed – Additional support		118
Special settings for part of the school day		172
School Staff Trained in ASD		230
Types of Education Intervention Services Provided		
Resources Available to Family Members of Students with ASD		

# Fallbrook Union Elementary School District

321 N. Iowa Street | Fallbrook, CA 92028

760.731.5400 | <http://www.fuesd.k12.ca.us/fuesd/site/default.asp>

Barbara Driscoll, Director of Special Education | 760.731.5412 | [bdriscoll@fuesd.k12.ca.us](mailto:bdriscoll@fuesd.k12.ca.us)

Fallbrook Union Elementary School District Size: Suburb: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	5,673	38,914
Students with Disabilities	643	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>		
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	0	34
<b>Ages 6-21</b>		
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	0	118
Special settings for part of the school day	0	172
School Staff Trained in ASD	1	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Cognitive Behavioral Modifications Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Functional Communication Training Picture Exchange Communication System (PECS) Social Skills Training Groups TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent education or training	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Fallbrook Union High School District

2234 South Stage Coach Lane | Fallbrook, CA 92028

760.723.6332 (phone) | 760.731.6192 (fax) | <http://www.fuhd.net>

Sallie Hunt, Director of Special Education | 760.723.6332 x 6298

Fallbrook Union High School Size: Town: Distant	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)												
Total Number of Students	2,829	38,914												
Students with Disabilities	300	4,781												
<b>Total Number of Students with ASD</b>														
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Special settings for part of the school day	14	172												
School Staff Trained in ASD	9	230												
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Cognitive Behavioral Modifications Computer Aided Instruction Differential Reinforcement Exercise Functional Behavior Assessment Picture Exchange Communication System (PECS) Prompting Self-Management Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Video Modeling													
Resources Available to Family Members of Students with ASD	Parent Mentors Parent education or training													

# Hueneme Elementary School District

205 N. Ventura Rd. | Port Hueneme, CA 93041

706.826.1000 | 805.488.3588

Robin Freeman, Senior Director, Pupil Support Services | 805.488.3588 x9300

Hueneme Elementary School District Size: City: Midsize	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students		38,914
Students with Disabilities		4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>		
Regular Ed – NO additional support		81
Regular Ed – Additional support		0
Special settings for part of the school day		45
		34
<b>Ages 6-21</b>		
Regular Ed – NO additional support		365
Regular Ed – Additional support		2
Special settings for part of the school day		118
		172
School Staff Trained in ASD		230
Types of Education Intervention Services Provided		
Resources Available to Family Members of Students with ASD		



# La Mesa-Spring Valley School District

4750 Date Avenue | La Mesa, CA 91942

619.668.5700 | <http://www.lmsvsd.k12.ca.us>

Mary McGinley, Special Education | 668-5700, x 6208 | Colleen Hackner, Special Education 668-5700, x 6210

La Mesa-Spring Valley School District Size: Suburb: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	12,713	38,914
Students with Disabilities	1,793	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	26	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	0	34
<b>Ages 6-21</b>	113	365
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	0	118
Special settings for part of the school day	0	172
School Staff Trained in ASD	0	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Cognitive Behavioral Modifications Differential Reinforcement Functional Behavior Assessment Functional Communication Training Joint Attention Intervention Music Therapy Picture Exchange Communication System (PECS) Psychotherapy Prompting Self-Management Sensory Supports Social Narratives Social Skills Training Groups Social Thinking TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Support Groups	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Lemoore Union High School District

5 Powell Street | Lemoore, CA 93245

559.924.6610 | <http://www.luhsd.k12.ca.us/>

Indra Kumar, Dean of Student Services | 559.924.6600 x 216 | [ikumar@luhsd.k12.ca.us](mailto:ikumar@luhsd.k12.ca.us)

<b>Lemoore Union High School District</b> Size: Town: Fringe	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)																								
Total Number of Students	1,900	38,914																								
Students with Disabilities	189	4,781																								
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Special settings for part of the school day	0	172																								
School Staff Trained in ASD	1	230																								
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Computer Aided Instruction Differential Reinforcement Functional Behavior Assessment Functional Communication Training Prompting Psychotherapy Self-Management Sensory Supports Visual Supports																									
Resources Available to Family Members of Students with ASD	Parent Support Groups Parent Interventions																									
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.																										

# Livermore Valley Joint Unified School District

685 East Jack London Blvd. | Livermore, CA 94551

925.606.3200 (phone) | 925.606.3329 | <http://www.livermoreschools.com>

Chris VanSchaack, Executive Director | 925.606.3207

Livermore Valley Joint Unified School District Size: Suburb: Small (23)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	13,225	38,914
Students with Disabilities	1,629	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>		
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	14	34
<b>Ages 6-21</b>		
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	3	118
Special settings for part of the school day	73	172
School Staff Trained in ASD	3	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Computer Aided Instruction Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Naturalistic Interventions Picture Exchange Communication System (PECS) Prompting Psychotherapy Self-Management Sensory Supports Social Skills Groups TEACCH Interventions	
Resources Available to Family Members of Students with ASD	Parent Support Groups Family Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Los Angeles Unified School District

333 South Beaudry Avenue | Los Angeles, CA 90017

213.241.1000 (phone) | 213.241.8442 (fax) | <http://www.lausd.net>

Autism Program Support Office | 213.241.6701 (phone) | 213.241.8499 (fax)

Los Angeles Unified School District Size: City: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	617,798	38,914
Students with Disabilities	82,533	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	1,658	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	1,200	45
Special settings for part of the school day	700	34
<b>Ages 6-21</b>	7,664	365
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	3,000	118
Special settings for part of the school day	3,400	172
School Staff Trained in ASD	6,032	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Cognitive Behavioral Modifications Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Naturalistic Interventions Picture Exchange Communication System (PECS) Pivotal Response Training Psychotherapy Prompting Self-Management Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Support Groups Parent education or training Family Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Monterey Peninsula Unified School District

700 Pacific | Monterey, CA 93940

831.645.1200 | <http://www.mpusd.k12.ca.us/districtsite/home>

Laurie Dubos, Director | 831.645.1207 | [ldubos@mpusd.k12.ca.us](mailto:ldubos@mpusd.k12.ca.us)

Monterey Peninsula Unified School District Size: Suburb: Midsize	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	11,000	38,914
Students with Disabilities	1,251	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	9	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	8	34
<b>Ages 6-21</b>	56	365
Regular Ed – NO additional support	1	2
Regular Ed – Additional support	2	118
Special settings for part of the school day	53	172
School Staff Trained in ASD	3	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Cognitive Behavioral Modifications Computer Aided Instruction Discrete Trial Discrimination Functional Behavior Assessment Naturalistic Interventions Picture Exchange Communication System (PECS) Pivotal Response Training Prompting Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Support Groups Parent education or training	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Morongo Unified School District

5715 Utah Trail | 29 Palms, CA 92277

760.367.9191 (phone) | 760.367.7189 (fax) | <http://www.morongo.k12.ca.us>

Special Education Department | 760.367.9191 x 4230 | [mbristow@morongo.k12.ca.us](mailto:mbristow@morongo.k12.ca.us)

<b>Morongo Unified School District</b> Size: Town: Distant	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	9,300	38,914
Students with Disabilities	1,300	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	6	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	2	45
Special settings for part of the school day	4	34
<b>Ages 6-21</b>	59	365
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	4	118
Special settings for part of the school day	56	172
School Staff Trained in ASD	6	230
Types of Education Intervention Services Provided	Cognitive Behavioral Modifications Functional Behavior Assessment Naturalistic Interventions Picture Exchange Communication System (PECS) Pivotal Response Training Prompting Psychotherapy Self-Management Social Narratives Social Skills Training Groups TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Family Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Muroc Joint Unified

17100 Foothill Avenue | North Edwards, CA 93523

760.769.4821 (phone) | 760.769.4241 (fax) | <http://www.muroc.k12.ca.us>

Jacqueline Payne, Director of Instruction and Assessment | 760.769.4821 or 661.258.4178 x 237  
jpayne@muroc.k12.ca.us

Muroc Joint Unified Size: Town: Distant	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	2,044	38,914
Students with Disabilities	220	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>		
Ages 3-5	0	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	0	34
<b>Ages 6-21</b>		
Ages 6-21	33	365
Regular Ed – NO additional support	2	2
Regular Ed – Additional support	2	118
Special settings for part of the school day	29	172
School Staff Trained in ASD	1	230
Types of Education Intervention Services Provided	Functional Behavior Assessment Picture Exchange Communication System (PECS) Prompting Social Narratives Social Thinking Visual Supports	
Resources Available to Family Members of Students with ASD	Family Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Oceanside Unified School District

2111 Mission Ave. | Oceanside, CA 30901

760.966.4000 | <http://www.oside.k12.ca.us/>

Randi Gibson, Director of Special Education | 760.966.4472 | [rgibson@oside.us](mailto:rgibson@oside.us)

Oceanside Unified School District Size: Suburb: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	19,937	38,914
Students with Disabilities	2,685	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	78	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	0	34
<b>Ages 6-21</b>	140	365
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	0	118
Special settings for part of the school day	207	172
School Staff Trained in ASD	43	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Picture Exchange Communication System (PECS) Prompting Self-Management Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Support Groups Parent education or training	



# Oxnard School District

1051 South "A" Street | Oxnard, CA 93030

805.487.3918 (phone) | 805.483.7426 (fax) | <http://www.oxnardsd.org>

Edward Thompson, Manager | 805.487.3918, x 513 (phone) | 805.487.9648 (fax)

Oxnard School District Size: City: Midsize (12)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	15,720	38,914
Students with Disabilities	1,738	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	65	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	0	34
<b>Ages 6-21</b>	186	365
Regular Ed – NO additional support	50	2
Regular Ed – Additional support	10	118
Special settings for part of the school day	50	172
School Staff Trained in ASD	22	230
Types of Education Intervention Services Provided	Augmentative Communication Device Circle of Friends Cognitive Behavioral Modifications Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Picture Exchange Communication System (PECS) Pivotal Response Training Psychotherapy Prompting Self-Management Sensory Supports Social Narratives Social Skills Training Groups Social Thinking TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Support Groups Parent education or training Library Resources	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Patterson Unified School District

510 Keystone Blvd. | Patterson, CA 95363

209.895.7700 | <http://www.patterson.k12.ca.us>

Kathy Pon, Assistant Superintendent, Education Services | [kpon@patterson.k12.ca.us](mailto:kpon@patterson.k12.ca.us)

Patterson Unified School District Size: Town: Fringe	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	6,100	38,914
Students with Disabilities	620	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>		
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	12	34
<b>Ages 6-21</b>		
Regular Ed – NO additional support	8	365
Regular Ed – Additional support		2
Special settings for part of the school day		118
Special settings for part of the school day		172
School Staff Trained in ASD	0	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Cognitive Behavioral Modifications Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Picture Exchange Communication System (PECS) Prompting Self-Management Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Support Group	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Pleasant Valley Elementary School District

600 Temple Avenue | Camarillo, CA 93010

(805) 482- 2763 | <http://www.pvsd.k12.ca.us>

Carol Bjordahl, Director of Student Services and Special Education | 805.445.8675 | [cbjordahl@pvsd.k12.ca.us](mailto:cbjordahl@pvsd.k12.ca.us)

Pleasant Valley Elementary School District Size: City: Small	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	7,381	38,914
Students with Disabilities	764	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	9	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	8	34
<b>Ages 6-21</b>	84	365
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	0	118
Special settings for part of the school day	77	172
School Staff Trained in ASD	0	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Differential Reinforcement Functional Behavior Assessment Joint Attention Intervention Music Therapy Naturalistic Interventions Picture Exchange Communication System (PECS) Pivotal Response Training Prompting Self-Management Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Education Parent Support Groups Resource Library	

# Poway Unified School System

815250 Avenue of Science | San Diego, CA 92128

858.521.2800 | <http://www.powayusd.com>

Theresa Kurtz, Director Secondary | [tkurtz@powayusd.com](mailto:tkurtz@powayusd.com)

Melanie Brown, Director Elementary | [mbrown@powayusd.com](mailto:mbrown@powayusd.com)

858.521.2800 x 2216 (phone) | 858.485.1501 (fax)

<b>Poway Unified School System</b> Size: City: Large	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	33,186	38,914
Students with Disabilities	3,557	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	110	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	0	34
<b>Ages 6-21</b>	500	365
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	0	118
Special settings for part of the school day	0	172
School Staff Trained in ASD	0	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Differential Reinforcement Functional Behavior Assessment Joint Attention Intervention Music Therapy Naturalistic Interventions Picture Exchange Communication System (PECS) Prompting Self-Management Sensory Supports Social Narratives Social Thinking Social Skills Training Groups STAR Program TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# San Antonio Union School District

67550 Lockwood Jolon Road, PO Box 5000 | Lockwood, CA 93932

831.385.3051 (phone) | 831.385.4240 (fax) | <http://schools.monterey.k12.ca.us/~santonio/index.html>

Patricia Stirling, Special Education | [divrnut1@aol.com](mailto:divrnut1@aol.com) | 831.385.3051

San Antonio Union School District Size: Rural: Remote	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	199	38,914
Students with Disabilities	21	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	0	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	0	34
<b>Ages 6-21</b>	1	365
Regular Ed – NO additional support		2
Regular Ed – Additional support		118
Special settings for part of the school day		172
School Staff Trained in ASD	1	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Cognitive Behavioral Modifications Computer Aided Instruction Differential Reinforcement Exercise Functional Behavior Assessment Functional Communication Training Joint Attention Intervention Picture Exchange Communication System (PECS) Prompting Self-Management Social Narratives Sensory Supports Social Skills Training Groups Social Thinking STAR Program Visual Supports	
Resources Available to Family Members of Students with ASD	Parent support groups Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# San Diego Unified School District

4100 Normal Street, Annex 7B | San Diego, CA 92103

619.725.5672 | <http://www.sandi.net>

Parent Helpline | 619.725.7057

San Diego Unified School District Size: City	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	136,049	38,914
Students with Disabilities	15,495	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	0	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	0	34
<b>Ages 6-21</b>	0	365
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	0	118
Special settings for part of the school day	0	172
School Staff Trained in ASD	0	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Cognitive Behavioral Modifications Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Picture Exchange Communication System (PECS) Pivotal Response Training Prompting Self-Management Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Support Groups Parent education or training Sibling Groups Other	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# San Pasqual Union School District

15305 Rockwood Road | Escondido, CA 92027

760.745.4931 (phone) | 760.745.2473 (fax) | <http://sanpasqual.schoolwires.com/sanpasqual/site/default.asp>

Linda Tyler, Director of Pupil Services | [lt Tyler@sanpasqualunion.net](mailto:lt Tyler@sanpasqualunion.net)

San Pasqual Union School District Size: Rural: Fringe	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	560	38,914
Students with Disabilities	50	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	0	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	0	34
<b>Ages 6-21</b>	4	365
Regular Ed – NO additional support		2
Regular Ed – Additional support		118
Special settings for part of the school day		172
School Staff Trained in ASD	2	230
Types of Education Intervention Services Provided	Social Skills Training Groups	
Resources Available to Family Members of Students with ASD	N/A	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Seeley Union School District

81812 W Rio Vista | Seeley, CA 92273

760.352.3571 (phone) | 760.352.1629 (fax) | <http://www.seeley.k12.ca.us>

Rubin Castro, Principal | [rcastro@seeley.k12.ca.us](mailto:rcastro@seeley.k12.ca.us)

Seeley Union School District Size: Rural: Fringe	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	414	38,914
Students with Disabilities	32	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	0	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	0	34
<b>Ages 6-21</b>	3	365
Regular Ed – NO additional support		2
Regular Ed – Additional support		118
Special settings for part of the school day		172
School Staff Trained in ASD	1	230
Types of Education Intervention Services Provided	Computer Aided Instruction Functional Behavior Assessment Prompting Self-Management Social Narratives Social Thinking	
Resources Available to Family Members of Students with ASD	Parent Support Group Parent education or training	

# Sierra Sands Unified School District

113 Felspar | Ridgecrest, CA 93555

760.499.1640 | <http://www.ssusd.org>

Michelle Acosta, Coordinator of Pupil Support Services | 760.499.1702 | [macosta@ssusd.org](mailto:macosta@ssusd.org)

Sierra Sands Unified School District Size: Town: Remote	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	5,681	38,914
Students with Disabilities	464	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	10	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	10	34
<b>Ages 6-21</b>	42	365
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	9	118
Special settings for part of the school day	34	172
School Staff Trained in ASD	0	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Cognitive Behavioral Modifications Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Naturalistic Interventions Picture Exchange Communication System (PECS) Pivotal Response Training Prompting Self-Management Sensory Supports Social Narratives Social Skills Training Groups Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Support Groups Parent education or training Sibling Groups Resource Library	



# Silver Valley Unified School District

35320 Daggett-Yermo Road | Yermo, CA 92398

760.254.2916 (phone) | 760.254.2091 | <http://www.silvervalley.k12.ca.us>

Robin Schreiner, Department Secretary | [rschreiner@silvervalley.k12.ca.us](mailto:rschreiner@silvervalley.k12.ca.us)

Silver Valley Unified School District Size: Rural: Distant	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	2,623	38,914
Students with Disabilities	328	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	4	81
Regular Ed – NO additional support		0
Regular Ed – Additional support		45
Special settings for part of the school day		34
<b>Ages 6-21</b>	15	365
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	5	118
Special settings for part of the school day	0	172
School Staff Trained in ASD	15	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Cognitive Behavioral Modifications Computer Aided Instruction Discrete Trial Discrimination Exercise Parent Implemented Intervention Picture Exchange Communication System (PECS) Pivotal Response Training Prompting Self-Management Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Support Groups Parent education or training Sibling Groups Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		



# Sweetwater School District

1130 Fifth Ave | Chula Vista, CA 91911

619.691.5500 | <http://www.suhd.k12.ca.us>

Ronald A. Lopez, Director | 619.420.2415 (phone) | 619.427.8794 (fax)

Sweetwater School District Size: Suburb: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	42,772	38,914
Students with Disabilities	5,000	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	0	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	0	34
<b>Ages 6-21</b>	280	365
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	46	118
Special settings for part of the school day	278	172
School Staff Trained in ASD	0	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Cognitive Behavioral Modifications Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Joint Attention Intervention Massage Naturalistic Interventions Parent Implemented Intervention Picture Exchange Communication System (PECS) Pivotal Response Training Self-Management Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Mentors Parent education or training Sibling Groups	

# Temecula Valley Unified School District

350 Rancho Vista Road | Temecula, CA 92592

951.676.2661 (phone) | 951.695.7121 (fax) | <http://www.tvusd.k12.ca.us>

Kimberly Velez, Director | 951.506.7981 (phone) | 951.695.7335 (fax)

Temecula Valley Unified School District Size: City: Small (13)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	30,000	38,914
Students with Disabilities	0	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	0	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	0	34
<b>Ages 6-21</b>	0	365
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	0	118
Special settings for part of the school day	0	172
School Staff Trained in ASD	0	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Parent Implemented Interventions Picture Exchange Communication System (PECS) Pivotal Response Training Psychotherapy Prompting Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions	
Resources Available to Family Members of Students with ASD	Parent education or training	

# Travis Unified School District

2751 DeRonde Drive | Fairfield, CA 94533

707.437.4604 | <http://www.travisusd.k12.ca.us>

Carol Ueckert, Director of Special Education | 707.437.4604 | [cueckert@travisusd.k12.ca.us](mailto:cueckert@travisusd.k12.ca.us)

Travis Unified School District Size: Rural: Fringe	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)												
Total Number of Students		38,914												
Students with Disabilities		4,781												
<b>Total Number of Students with ASD</b>														
<table border="0" style="width: 100%;"> <tr> <td style="width: 10%;"><b>Ages 3-5</b></td> <td style="width: 80%;"></td> <td style="width: 10%; text-align: right;">81</td> </tr> <tr> <td>Regular Ed – NO additional support</td> <td></td> <td style="text-align: right;">0</td> </tr> <tr> <td>Regular Ed – Additional support</td> <td></td> <td style="text-align: right;">45</td> </tr> <tr> <td>Special settings for part of the school day</td> <td></td> <td style="text-align: right;">34</td> </tr> </table>			<b>Ages 3-5</b>		81	Regular Ed – NO additional support		0	Regular Ed – Additional support		45	Special settings for part of the school day		34
<b>Ages 3-5</b>		81												
Regular Ed – NO additional support		0												
Regular Ed – Additional support		45												
Special settings for part of the school day		34												
<table border="0" style="width: 100%;"> <tr> <td style="width: 10%;"><b>Ages 6-21</b></td> <td style="width: 80%;"></td> <td style="width: 10%; text-align: right;">365</td> </tr> <tr> <td>Regular Ed – NO additional support</td> <td></td> <td style="text-align: right;">2</td> </tr> <tr> <td>Regular Ed – Additional support</td> <td></td> <td style="text-align: right;">118</td> </tr> <tr> <td>Special settings for part of the school day</td> <td></td> <td style="text-align: right;">172</td> </tr> </table>			<b>Ages 6-21</b>		365	Regular Ed – NO additional support		2	Regular Ed – Additional support		118	Special settings for part of the school day		172
<b>Ages 6-21</b>		365												
Regular Ed – NO additional support		2												
Regular Ed – Additional support		118												
Special settings for part of the school day		172												
School Staff Trained in ASD		230												
Types of Education Intervention Services Provided														
Resources Available to Family Members of Students with ASD														

# Two Rock Union School District

5001 Spring Hill Road | Petaluma, CA 94952

707.762.6617 (phone) | 707.762.1923 (fax) | <http://www.trusd.org>

California Department of Education | 800.926.0648 (phone) | 916.327.3704 (fax)

Two Rock Union School District Size: Rural: Fringe	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	189	38,914
Students with Disabilities	27	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	0	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	45
Special settings for part of the school day	0	34
<b>Ages 6-21</b>	3	365
Regular Ed – NO additional support		2
Regular Ed – Additional support		118
Special settings for part of the school day		172
School Staff Trained in ASD	0	230
Types of Education Intervention Services Provided	Computer-Aided Instruction Cognitive Behavioral Modifications Functional Behavior Assessment Sensory Supports Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Mentors Parent education or training Parent Support Groups	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Visalia Unified School District

5000 W. Cypress Ave | Visalia, CA 93277

559.730.7300 | <http://www.vusd.org>

Linda McKean, Coordinator Special Education/504 | 559.730.7565

<b>Visalia Unified School District</b> Size: City: Midsize	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	24,928	38,914
Students with Disabilities	2,562	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	26	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	10	45
Special settings for part of the school day	16	34
<b>Ages 6-21</b>	117	365
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	0	118
Special settings for part of the school day	117	172
School Staff Trained in ASD	0	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Differential Reinforcement Discrete Trial Discrimination Functional Behavioral Analysis Social Narratives	
Resources Available to Family Members of Students with ASD	Other	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Yuba City Unified School District

750 Palora Avenue | Yuba City, CA 95991

530.822.5200 | <http://www.ycusd.k12.ca.us>

Elizabeth Engelken, Director of Student Support | 530.822.7650 | [eengelken@ycusd.k12.ca.us](mailto:eengelken@ycusd.k12.ca.us)

Yuba City Unified School District Size: City: Small	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	12,876	38,914
Students with Disabilities	1,413	4,781
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	16	81
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	2	45
Special settings for part of the school day	9	34
<b>Ages 6-21</b>	58	365
Regular Ed – NO additional support	2	2
Regular Ed – Additional support	38	118
Special settings for part of the school day	12	172
School Staff Trained in ASD	5	230
Types of Education Intervention Services Provided	Applied Behavior Analysis Circle of Friends Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Picture Exchange Communication System (PECS) Prompting Self-Management Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Video Modeling	
Resources Available to Family Members of Students with ASD	Parent Support Groups Parent education or training Sibling Groups Resource Library	





**Georgia**

# Camden County Schools Board of Education

311 South East Street | Kingsland, GA 31548

912.729.5687 (phone) 912.729.1489 (fax) | <http://www.camden.k12.ga.us>

Dr. Tawana Tucker, Director Special Education | [ttucker@camden.k12.ga.us](mailto:ttucker@camden.k12.ga.us)

Camden County Schools Board of Education Size: Town: Distant (32)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	9,200	26,056
Students with Disabilities	970	2,614
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	3	41
Regular Ed – NO additional support		1
Regular Ed – Additional support		5
Special settings for part of the school day		14
<b>Ages 6-21</b>	50	417
Regular Ed – NO additional support	0	4
Regular Ed – Additional support	6	39
Special settings for part of the school day	28	94
School Staff Trained in ASD	0	26
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Picture Exchange Communication System (PECS) Self Management/ Social Thinking Sensory Supports Social Narratives Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Mentors Parent education or training Sibling Groups	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Chattahoochee County Schools

326 Broad St. | Cusseta, GA 31805

706.989.3774 | <http://www.chattahoochee.k12.ga.us>

Gina Cox, Special Education Contact | [gcox@chattco.org](mailto:gcox@chattco.org)

Chattahoochee County Schools Size: Rural: Distant (42)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	950	26,056
Students with Disabilities	120	2,614
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	0	41
Regular Ed – NO additional support	0	1
Regular Ed – Additional support	0	5
Special settings for part of the school day	0	14
<b>Ages 6-21</b>	7	417
Regular Ed – NO additional support	0	4
Regular Ed – Additional support	2	39
Special settings for part of the school day	0	94
School Staff Trained in ASD	0	26
Types of Education Intervention Services Provided	Augmentative Communication Device Sensory Supports Picture Exchange Communication System (PECS)	
Resources Available to Family Members of Students with ASD	Family/Parent Education	



Georgia

# City Schools of Decatur

758 Scott Blvd. | Decatur, GA 30030

404.370.4400 (phone) | 404.370.3844 (fax) | <http://www.csdecatur.net>

Exceptional Student and Pupil Services | 404.370.4400 x 940

City Schools of Decatur Size: Suburb: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	2,970	26,056
Students with Disabilities	300	2,614
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	2	41
Regular Ed – NO additional support		1
Regular Ed – Additional support		5
Special settings for part of the school day		14
<b>Ages 6-21</b>	27	417
Regular Ed – NO additional support	0	4
Regular Ed – Additional support	9	39
Special settings for part of the school day	12	94
School Staff Trained in ASD	10	26
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Prompting Self Management/ Social Thinking Social Skills Training Groups TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD		
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Clayton County Public Schools

1058 Fifth Avenue | Jonesboro, GA 30236

770.473.2700 | <http://www.clayton.k12.ga.us>

Tamera Foley, Director of Student Services | 678.817.3068 | [tfoley@clayton.k12.ga.us](mailto:tfoley@clayton.k12.ga.us)

Clayton County Public Schools Size: Suburb: Large (21)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	50,050	26,056
Students with Disabilities	4,711	2,614
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	20	41
Regular Ed – NO additional support	0	1
Regular Ed – Additional support	0	5
Special settings for part of the school day		14
<b>Ages 6-21</b>	311	417
Regular Ed – NO additional support	13	4
Regular Ed – Additional support	18	39
Special settings for part of the school day	42	94
School Staff Trained in ASD	113	26
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends/Lunch Bunches System Cognitive Behavioral Modification Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Functional Communication Training Music Therapy Naturalistic Interventions Picture Exchange Communication System (PECS) Pivotal Response Training Prompting Self Management/ Social Thinking Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Mentors Parent Support Groups Parent education or training Sibling Groups	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		



# Columbia County School System

4781 Hereford Farm Road | Evans, GA 30809

706.541.0650 | <http://www.ccboe.net>

Lisa Hill, Director Special Services | 706.541.2723 (phone) | 706.855.3865 (fax)

<b>Columbia County School System Size: Rural: Fringe (41)</b>	<b>2009-2010 School Year (Reported values are estimates)</b>	<b>State Averages (Based on data received from districts surveyed in this project)</b>
Total Number of Students	22,592	26,056
Students with Disabilities	2,143	2,614
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	15	41
Regular Ed – NO additional support	8	1
Regular Ed – Additional support	3	5
Special settings for part of the school day	4	14
<b>Ages 6-21</b>	158	417
Regular Ed – NO additional support	0	4
Regular Ed – Additional support	48	39
Special settings for part of the school day	135	94
School Staff Trained in ASD	2	26
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends/Lunch Bunches System Cognitive Behavioral Modification Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Functional Communication Training Naturalistic Interventions Picture Exchange Communication System (PECS) Prompting Self Management/ Social Thinking Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Mentors Parent Support Groups Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# DeKalb County Board of Education

1701 Mountain Industrial Blvd. | Stone Mountain, GA 30083

678.676.1200 (phone) | 678.676.0785 (fax) | <http://www.dekalb.k12.ga.us>

DeKalb Special Education Services | Karen Baron, Special Education Director

Karen\_Baron@fc.dekalb.k12.ga.us | 678.676.1878

DeKalb County Board of Education Size: Suburb: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	98,339	26,056
Students with Disabilities	9,081	2,614
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	199	41
Regular Ed – NO additional support	0	1
Regular Ed – Additional support	60	5
Special settings for part of the school day	139	14
<b>Ages 6-21</b>	729	417
Regular Ed – NO additional support	23	4
Regular Ed – Additional support	230	39
Special settings for part of the school day	470	94
School Staff Trained in ASD	0	26
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends/Lunch Bunches System Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Naturalistic Interventions Picture Exchange Communication System (PECS) Pivotal Response Training Prompting Social Skills Training Groups Social Thinking STAR Program TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Mentors Parent education or training Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		



# Houston County Schools

1100 Main Street, P.O. Box 1850 | Perry, GA 31069

478.988.6200 | <http://www.hcbe.net>

Zabrina Cannady, Director of Student Services | [Zabrina.Cannady@hcbe.net](mailto:Zabrina.Cannady@hcbe.net)

Houston County Schools Size: City	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	26,622	26,056
Students with Disabilities	2,914	2,614
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	7	41
Regular Ed – NO additional support	0	1
Regular Ed – Additional support	0	5
Special settings for part of the school day	0	14
<b>Ages 6-21</b>	173	417
Regular Ed – NO additional support	0	4
Regular Ed – Additional support	19	39
Special settings for part of the school day	108	94
School Staff Trained in ASD	0	26
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends/Lunch Bunches System Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Picture Exchange Communication System (PECS) Prompting Self Management/ Social Thinking Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Support Group Parent education or training Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Liberty County School System

200 Bradwell St. | Hinesville, GA 31313

912.876.2161 | <http://www.liberty.k12.ga.us/Administration/privacy.asp>

Mrs. Rebecca Kelly, Executive Director, Division for Exceptional Learning | 912.876.3018

Liberty County School System Size: City: Small	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	10,144	26,056
Students with Disabilities	981	2,614
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	0	41
Regular Ed – NO additional support	0	1
Regular Ed – Additional support	0	5
Special settings for part of the school day	0	14
<b>Ages 6-21</b>	65	417
Regular Ed – NO additional support	5	4
Regular Ed – Additional support	60	39
Special settings for part of the school day	51	94
School Staff Trained in ASD	0	26
Types of Education Intervention Services Provided	Applied Behavior Analysis Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Picture Exchange Communication System (PECS) Pivotal Response Training Prompting Social Narratives TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Mentors	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Lowndes County Schools

1592 Norman Drive | Valdosta, GA 31603

229.245.2250 | <http://www.lowndes.k12.ga.us/education/district>

Mindell Downing, Director of Special Education | 229.316.1855 | [mdowning@lowndes.k12.ga.us](mailto:mdowning@lowndes.k12.ga.us)

Lowndes County Schools Size: Rural: Fringe	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	10,084	26,056
Students with Disabilities	1,266	2,614
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	5	41
Regular Ed – NO additional support		1
Regular Ed – Additional support		5
Special settings for part of the school day		14
<b>Ages 6-21</b>	66	417
Regular Ed – NO additional support	0	4
Regular Ed – Additional support	0	39
Special settings for part of the school day	34	94
School Staff Trained in ASD	10	26
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Computer Aided Instruction Differential Reinforcement Functional Behavior Assessment Functional Communication Training Picture Exchange Communication System (PECS) Self Management/ Social Thinking	
Resources Available to Family Members of Students with ASD	Parent education or training Other	

# Muscogee County School District

2960 Macon Road | Columbus, GA 31906

706.748.2000 | <http://www.mcsdga.net>

Mary Lewis, Interim Director of Special Education | [mlewis@mcsdga.net](mailto:mlewis@mcsdga.net)

Muscogee County School District Size: City: Midsize	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	33,000	26,056
Students with Disabilities	3,655	2,614
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	244	41
Regular Ed – NO additional support	0	1
Regular Ed – Additional support	3	5
Special settings for part of the school day	15	14
<b>Ages 6-21</b>	3411	417
Regular Ed – NO additional support	1	4
Regular Ed – Additional support	24	39
Special settings for part of the school day	191	94
School Staff Trained in ASD	110	26
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends/Lunch Bunches System Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Music Therapy Naturalistic Interventions Parent Implemented Intervention Picture Exchange Communication System (PECS) Prompting Self Management/ Social Thinking Sensory Supports Social Narratives Social Skills Training Groups Social Thinking TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	NR	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Richmond County School System

864 Broad Street | Augusta, Georgia 30901

706.826.1000 | <http://www.rcboe.org>

Special Education and Support Services | Talithia Newsome, Director | 706.826.1132

Richmond County School System Size: City: Midsize (12)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	32,355	26,056
Students with Disabilities	2,911	2,614
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	0	41
Regular Ed – NO additional support	0	1
Regular Ed – Additional support	0	5
Special settings for part of the school day	0	14
<b>Ages 6-21</b>	150	417
Regular Ed – NO additional support	0	4
Regular Ed – Additional support	0	39
Special settings for part of the school day	0	94
School Staff Trained in ASD	75	26
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Picture Exchange Communication System (PECS) Prompting Sensory Supports Social Narratives Social Skills Training Groups STAR Program TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Mentors Parent education or training Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Savannah - Chatham County Schools

208 Bull Street | Savannah, GA 31401

912.395.5600 | <http://www.savannah.chatham.k12.ga.us/home>

Mikki Garcia, Senior Director, Department for Exceptional Children

912.395.5877 | [mikki.garcia@savannah.chatham.k12.ga.us](mailto:mikki.garcia@savannah.chatham.k12.ga.us)

Savannah - Chatham County Schools Size: City: Midsize (12)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	35,000	26,056
Students with Disabilities	3,900	2,614
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	29	41
Regular Ed – NO additional support	0	1
Regular Ed – Additional support	0	5
Special settings for part of the school day	0	14
<b>Ages 6-21</b>	233	417
Regular Ed – NO additional support	0	4
Regular Ed – Additional support	75	39
Special settings for part of the school day	65	94
School Staff Trained in ASD	0	26
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Functional Communication Training Music Therapy Naturalistic Interventions Parent Implemented Intervention Picture Exchange Communication System (PECS) Prompting Self Management/ Social Thinking Sensory Supports Social Narratives Social Thinking TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Mentors Parent education or training Parent Groups	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		



# Valdosta City Schools

1204 Williams St., PO Box 5407 | Valdosta, GA 31603

229.333.8500 (phone) | 229.247.7757 (fax) | <http://www.gocats.org>

Dr. Sharon Dodds, Director of Special Education | [sdodds@gocats.org](mailto:sdodds@gocats.org)

<b>Valdosta City Schools</b> Size: City: Small	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	7,421	26,056
Students with Disabilities	1,022	2,614
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	7	41
Regular Ed – NO additional support	0	1
Regular Ed – Additional support	0	5
Special settings for part of the school day	6	14
<b>Ages 6-21</b>	46	417
Regular Ed – NO additional support	3	4
Regular Ed – Additional support	1	39
Special settings for part of the school day	39	94
School Staff Trained in ASD	4	26
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Cognitive Behavioral Modification Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Functional Communication Training Parent Implemented Intervention Picture Exchange Communication System (PECS) Prompting Self Management/ Social Thinking Sensory Supports Social Narratives Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Resource Library	



**North Carolina**

# Camden County Schools

174 North 343 | Camden, NC 27921

252.335.0831 | <http://www.camden.k12.nc.us>

Jean Gray, Director of Special Programs | [jgray@camden.k12.nc.us](mailto:jgray@camden.k12.nc.us)

Camden County Schools Size: Rural: Fringe (41)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	1,885	17,530
Students with Disabilities	267	2,312
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	1	14
Regular Ed – NO additional support		1
Regular Ed – Additional support		2
Special settings for part of the school day		12
<b>Ages 6-21</b>	33	121
Regular Ed – NO additional support	6	17
Regular Ed – Additional support	6	7
Special settings for part of the school day	20	106
School Staff Trained in ASD	0	14
Types of Education Intervention Services Provided	Augmentative Communication Device Cognitive Behavioral Modifications Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Parent Implemented Interventions Picture Exchange Communication System (PECS) Prompting Self-Management Sensory Supports Social Skills Training Groups Social Thinking STAR Program TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent support groups Parent education or training Sibling Groups	

# Carteret County Public School System

107 Safrit Dr. | Beaufort, NC 28516

252.728.4583 (phone) | 252.728.3028 (fax) | <http://www.carteretcountyschools.org>

Pam Cheek, Autism Specialist | [pcheek@mcp.carteret.k12.nc.us](mailto:pcheek@mcp.carteret.k12.nc.us)

<b>Carteret County Public School System</b> Size: Town: Distant (32)	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	8,260	17,530
Students with Disabilities	1,164	2,312
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	6	14
Regular Ed – NO additional support		1
Regular Ed – Additional support		2
Special settings for part of the school day		12
<b>Ages 6-21</b>	69	121
Regular Ed – NO additional support		17
Regular Ed – Additional support		7
Special settings for part of the school day		106
School Staff Trained in ASD		14
Types of Education Intervention Services Provided		
Resources Available to Family Members of Students with ASD		

# Craven County Schools

3600 Trent Road | New Bern, NC 28562

252.514.6300 | <http://www.craven.k12.nc.us>

Margaret Pritchett, Director | 252.514.6355 | [Margaret.Pritchett@craven.k12.nc.us](mailto:Margaret.Pritchett@craven.k12.nc.us)

Craven County Schools Size: Town: Distant (32)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	14,672	17,530
Students with Disabilities	1,604	2,312
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	30	14
Regular Ed – NO additional support	0	1
Regular Ed – Additional support	4	2
Special settings for part of the school day	26	12
<b>Ages 6-21</b>	173	121
Regular Ed – NO additional support	85	17
Regular Ed – Additional support	4	7
Special settings for part of the school day	64	106
School Staff Trained in ASD	0	14
Types of Education Intervention Services Provided	Augmentative Communication Device Computer Aided Instruction Discrete Trial Discrimination Functional Behavior Assessment Joint Attention Intervention Massage Picture Exchange Communication System (PECS) Pivotal Response Training Prompting Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions	
Resources Available to Family Members of Students with ASD	Parent Groups Sibling Groups	

# Cumberland County Schools

2465 Gillespie Street | Fayetteville, NC 28306

910.678.2300 | <http://www.ccs.k12.nc.us>

Ruben Reyes, Executive Director | 910.678.2440

Shannon Shurko, Military Child Support Liaison | 910.678.7008

<b>Cumberland County Schools</b> Size: City: Midsize	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	56,000	17,530
Students with Disabilities	7,404	2,312
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	39	14
Regular Ed – NO additional support	0	1
Regular Ed – Additional support	2	2
Special settings for part of the school day	39	12
<b>Ages 6-21</b>	398	121
Regular Ed – NO additional support	0	17
Regular Ed – Additional support		7
Special settings for part of the school day	393	106
School Staff Trained in ASD	8	14
Types of Education Intervention Services Provided	Augmentative Communication Device Cognitive Behavioral Modifications Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Joint Attention Intervention Music Picture Exchange Communication System (PECS) Prompting Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Groups Sibling Groups	

# Currituck County Schools

2958 Carattoke Highway | Currituck, NC 27929

252.232.2223 (phone) | 252.232.3655 (fax) | <http://www.currituck.k12.nc.us>

Kim McClellan, Director of Exceptional Children | [kmcclellan@currituck.k12.nc.us](mailto:kmcclellan@currituck.k12.nc.us) | 252.232.2223 x 297

Currituck County Schools Size: Rural: Distant	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	3,985	17,530
Students with Disabilities	348	2,312
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	2	14
Regular Ed – NO additional support	0	1
Regular Ed – Additional support	0	2
Special settings for part of the school day	0	12
<b>Ages 6-21</b>	23	121
Regular Ed – NO additional support	0	17
Regular Ed – Additional support	15	7
Special settings for part of the school day	7	106
School Staff Trained in ASD	20	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Cognitive Behavioral Modifications Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Joint Attention Intervention Massage Naturalistic Interventions Parent Implemented Interventions Picture Exchange Communication System (PECS) Prompting Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Groups Parent education or training Sibling Groups	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Elizabeth City - Pasquotank County Schools

1200 Halstead Boulevard | Elizabeth City, NC 27909

252.335.2981 | <http://www.ecpps.k12.nc.us>

Dr. Holly Glenn, Director of Special Education | 252.335.2981 x118

Elizabeth City-Pasquotank Schools Size: Town: Distant	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	6,133	17,530
Students with Disabilities	913	2,312
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	1	14
Regular Ed – NO additional support		1
Regular Ed – Additional support		2
Special settings for part of the school day		12
<b>Ages 6-21</b>	62	121
Regular Ed – NO additional support	0	17
Regular Ed – Additional support	8	7
Special settings for part of the school day	54	106
School Staff Trained in ASD	20	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Cognitive Behavioral Modifications Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Joint Attention Intervention Massage Naturalistic Interventions Parent Implemented Interventions Picture Exchange Communication System (PECS) Prompting Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Resource Library Parent education or training Sibling Groups	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Harnett County Schools

P.O. Box 1029 | Lillington, NC 27546

910.893.8151 (phone) | 910.893.8839 | <http://www.harnett.k12.nc.us>

Pam Jackson, Director of Special Education | 910.893.8151 x408

<b>Harnett County Schools</b> Size: Rural: Fringe	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	18,990	17,530
Students with Disabilities	2,507	2,312
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	8	14
Regular Ed – NO additional support	0	1
Regular Ed – Additional support	0	2
Special settings for part of the school day	8	12
<b>Ages 6-21</b>	128	121
Regular Ed – NO additional support	0	17
Regular Ed – Additional support	0	7
Special settings for part of the school day	64	106
School Staff Trained in ASD	0	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Self Management Sensory Supports TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent support groups Parent education or training	

# Moore County Schools

5277 Hwy 15-501 South | Carthage, NC 28327

910.947.2976 | <http://www.mcs.k12.nc.us>

G. Kevin Allen, Director for Exceptional Education | 910.947.2342 | [gallen@ncmcs.org](mailto:gallen@ncmcs.org)

Moore County Schools Size: Rural: Distant (42)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	32,355	17,530
Students with Disabilities	2,911	2,312
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	13	14
Regular Ed – NO additional support	0	1
Regular Ed – Additional support	7	2
Special settings for part of the school day	6	12
<b>Ages 6-21</b>	150	121
Regular Ed – NO additional support	0	17
Regular Ed – Additional support	0	7
Special settings for part of the school day	104	106
School Staff Trained in ASD	75	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Picture Exchange Communication System (PECS) Prompting Sensory Supports Social Narratives Social Skills Training Groups STAR Program TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Mentors Parent education or training Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Onslow County Schools

200 Broadhurst Road | Jacksonville, NC 28540

910.455.2211 (phone) | 910.455.1965 (fax) | <http://onslowcounty.schoolinsites.com>

Mrs. Clara Talton, Exceptional Children Program Administrator | 910.455.2211

Onslow County Schools Size: City: Small (13)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	26,409	17,530
Students with Disabilities	2,548	2,312
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	13	14
Regular Ed – NO additional support	1	1
Regular Ed – Additional support	0	2
Special settings for part of the school day	11	12
<b>Ages 6-21</b>	140	121
Regular Ed – NO additional support		17
Regular Ed – Additional support	27	7
Special settings for part of the school day	112	106
School Staff Trained in ASD	8	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Cognitive Behavioral Modifications Computer Aided Instruction Discrete Trial Discrimination Exercise Functional Behavior Assessment Picture Exchange Communication System (PECS) Sensory Supports Social Narratives TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent support groups Parent education or training Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Public Schools of Robeson County

410 Caton Road | Lumberton, NC 28358

910.671.6000 (phone) | 910.671.6024 (fax) | <http://www.robeson.k12.nc.us>

Dr. Doris Hunt, Exceptional Children's Program Director | 910.735.2220 | [hunt.d.psrc@robeson.k12.nc.us](mailto:hunt.d.psrc@robeson.k12.nc.us)

Public Schools of Robeson County Size Rural: Fringe	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	25,000	17,530
Students with Disabilities	4,500	2,312
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	10	14
Regular Ed – NO additional support		1
Regular Ed – Additional support		2
Special settings for part of the school day		12
<b>Ages 6-21</b>	20	121
Regular Ed – NO additional support		17
Regular Ed – Additional support		7
Special settings for part of the school day		106
School Staff Trained in ASD		14
Types of Education Intervention Services Provided		
Resources Available to Family Members of Students with ASD		

# Wayne County Public Schools

2001 East Royall Avenue | Goldsboro, NC 27533

919.731.5900 | <http://www.waynecountyschools.org>

School Psychological Services | 919.705.6027

Wayne County Public Schools Size Rural: Fringe	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	19,214	17,530
Students with Disabilities	2,744	2,312
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	32	14
Regular Ed – NO additional support	10	1
Regular Ed – Additional support	1	2
Special settings for part of the school day	20	12
<b>Ages 6-21</b>	180	121
Regular Ed – NO additional support	48	17
Regular Ed – Additional support	2	7
Special settings for part of the school day	98	106
School Staff Trained in ASD	0	14
Types of Education Intervention Services Provided	Augmentative Communication Device Computer Aided Instruction Exercise Functional Behavior Assessment Picture Exchange Communication System (PECS) Prompting Self Management Sensory Supports Social Skills training groups TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent support groups Parent education or training Sibling Groups Resource Library	



**Texas**

# Abilene Independent School District

241 Pine Street | Abilene, TX 79601

325.677.1444 | <http://www.abileneisd.org>

Larry Davis, Executive Director of Special Education | 325.677.1444 x 7855 | [larry.davis@abileneisd.org](mailto:larry.davis@abileneisd.org)

Abilene Independent School District Size: City: Midsize (12)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	16,968	24,269
Students with Disabilities	2,469	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	30	24
Regular Ed – NO additional support		2
Regular Ed – Additional support		4
Special settings for part of the school day		12
<b>Ages 6-21</b>	100	141
Regular Ed – NO additional support		3
Regular Ed – Additional support		20
Special settings for part of the school day		80
School Staff Trained in ASD		14
Types of Education Intervention Services Provided		
Resources Available to Family Members of Students with ASD		



# Burkburnett Independent School District

416 Glendale Avenue | Burkburnett, TX 76354

940.569.3326 | <http://www.burkburnettisd.org>

Mrs. Donna Perkins, Director of Special Education | [donna.perkins@burkburnettisd.org](mailto:donna.perkins@burkburnettisd.org)

Burkburnett Independent School District Size: Town: Fringe (31)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)																								
Total Number of Students	3557	24,269																								
Students with Disabilities	394	2,564																								
<b>Total Number of Students with ASD</b>																										
<table border="0" style="width: 100%;"> <tr> <td style="width: 40%;"><b>Ages 3-5</b></td> <td style="width: 30%; text-align: center;">3</td> <td style="width: 30%; text-align: center;">24</td> </tr> <tr> <td>    Regular Ed – NO additional support</td> <td></td> <td style="text-align: center;">2</td> </tr> <tr> <td>    Regular Ed – Additional support</td> <td></td> <td style="text-align: center;">4</td> </tr> <tr> <td>    Special settings for part of the school day</td> <td></td> <td style="text-align: center;">12</td> </tr> <tr> <td><b>Ages 6-21</b></td> <td style="text-align: center;">17</td> <td style="text-align: center;">141</td> </tr> <tr> <td>    Regular Ed – NO additional support</td> <td style="text-align: center;">0</td> <td style="text-align: center;">3</td> </tr> <tr> <td>    Regular Ed – Additional support</td> <td style="text-align: center;">0</td> <td style="text-align: center;">20</td> </tr> <tr> <td>    Special settings for part of the school day</td> <td style="text-align: center;">14</td> <td style="text-align: center;">80</td> </tr> </table>			<b>Ages 3-5</b>	3	24	Regular Ed – NO additional support		2	Regular Ed – Additional support		4	Special settings for part of the school day		12	<b>Ages 6-21</b>	17	141	Regular Ed – NO additional support	0	3	Regular Ed – Additional support	0	20	Special settings for part of the school day	14	80
<b>Ages 3-5</b>	3	24																								
Regular Ed – NO additional support		2																								
Regular Ed – Additional support		4																								
Special settings for part of the school day		12																								
<b>Ages 6-21</b>	17	141																								
Regular Ed – NO additional support	0	3																								
Regular Ed – Additional support	0	20																								
Special settings for part of the school day	14	80																								
School Staff Trained in ASD	0	14																								
Types of Education Intervention Services Provided	<ul style="list-style-type: none"> <li>Augmentative Communication Device</li> <li>Computer Aided Instruction</li> <li>Differential Reinforcement</li> <li>Discrete Trial Discrimination</li> <li>Functional Behavior Assessment</li> <li>Functional Communication Training</li> <li>Joint Attention Intervention</li> <li>Prompting</li> <li>Sensory Supports</li> <li>TEACCH Interventions</li> <li>Video Modeling</li> <li>Visual Supports</li> </ul>																									
Resources Available to Family Members of Students with ASD	<ul style="list-style-type: none"> <li>Parent education or training</li> <li>Other</li> </ul>																									
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.																										

# City View Independent School District

1025 City View Drive | Wichita Falls, TX 76306

940.855.4042 | <http://www.cityview-isd.net>

Exceptional Student and Pupil Services | 940.855.4042 x 940

City View Independent School District Size: City: Midsize (12)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	937	24,269
Students with Disabilities	98	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	<b>3</b>	<b>24</b>
Regular Ed – NO additional support		2
Regular Ed – Additional support		4
Special settings for part of the school day		12
<b>Ages 6-21</b>	<b>5</b>	<b>141</b>
Regular Ed – NO additional support		3
Regular Ed – Additional support		20
Special settings for part of the school day		80
School Staff Trained in ASD	10	14
Types of Education Intervention Services Provided	Augmentative Communication Device Cognitive Behavioral Modification Computer Aided Instruction Functional Behavior Assessment Functional Communication Training Picture Exchange Communication System (PECS) Pivotal Response Training Prompting Self Management Sensory Supports Social Narratives Social Thinking TEACCH Visual Supports	
Resources Available to Family Members of Students with ASD	Parent education or training Sibling Groups Resource Library	



# Clear Creek Independent School District

2425 E. Main Street | League City, TX 77573

281.284.0000 | <http://www2.ccisd.net>

Jerry Klekotta, Executive Director | [sped@ccisd.net](mailto:sped@ccisd.net) | 281.284.0750

Clear Creek Independent School District Size: Suburb: Large (21)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	37,437	24,269
Students with Disabilities	3,629	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	78	24
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	0	4
Special settings for part of the school day	0	12
<b>Ages 6-21</b>	386	141
Regular Ed – NO additional support	0	3
Regular Ed – Additional support	0	20
Special settings for part of the school day	0	80
School Staff Trained in ASD	75	14
Types of Education Intervention Services Provided		
Resources Available to Family Members of Students with ASD		

# Copperas Cove Independent School District

703 W Avenue D. | Copperas Cove, TX 76522

254.547.1227 (phone) | 254.547.7060 (fax) | <http://www.ccisd.com>

Jean Darling, Director of Special Education | 254.547.1227

<b>Copperas Cove School District</b> Size: Suburb: Midsize (22)	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	8,050	24,269
Students with Disabilities	721	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	12	24
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	1	4
Special settings for part of the school day	11	12
<b>Ages 6-21</b>	57	141
Regular Ed – NO additional support	16	3
Regular Ed – Additional support	29	20
Special settings for part of the school day	12	80
School Staff Trained in ASD	2	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Functional Communication Training Prompting Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Groups Parent education or training Resource Library	



# Corpus Christi Independent School District

801 Leopard Street | Corpus Christi, TX 78403

361.886.9200 | <http://echalkweb.ccisd.us>

Rhonda Gayle Roberts, Executive Director | 361.696.4000 x111

Corpus Christi Independent School District Size: City: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	37,196	24,269
Students with Disabilities	4,252	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	22	24
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	2	4
Special settings for part of the school day	24	12
<b>Ages 6-21</b>	250	141
Regular Ed – NO additional support	17	3
Regular Ed – Additional support	49	20
Special settings for part of the school day	128	80
School Staff Trained in ASD	2	14
Types of Education Intervention Services Provided	Augmentative Communication Device Computer Aided Instruction Differential Reinforcement Exercise Functional Behavior Assessment Music Picture Exchange Communication System (PECS) Prompting Sensory Supports Social Skills Training Groups TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Mentors Parent education or training Resource Library	



# El Paso Independent School District

6531 Boeing Dr. | El Paso, TX 79925

915.881.2700 | <http://www.episd.org>

Kathleen Black, Director of Special Education | 915.881.2510

El Paso Independent School District Size: City: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	62,348	24,269
Students with Disabilities	5,346	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	33	24
Regular Ed – NO additional support	23	2
Regular Ed – Additional support	2	4
Special settings for part of the school day	8	12
<b>Ages 6-21</b>	327	141
Regular Ed – NO additional support		3
Regular Ed – Additional support	37	20
Special settings for part of the school day	228	80
School Staff Trained in ASD	330	14
Types of Education Intervention Services Provided	Augmentative Communication Device Circle of Friends Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Functional Communication training Joint Attention Intervention Music Picture Exchange Communication System (PECS) Prompting Self Management Sensory Supports Social Narratives Social Skills Training Groups STAR Program TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Groups Parent education or training	



# Flour Bluff Independent School District

2505 Waldron Road | Corpus Christi, TX 78418

361.694.9000 (phone) | 361.694.9800 (fax) | <http://www.flourbluffschoools.net>

Sharon Chapman, Director of Special Education | [schapman@flourbluffschoools.net](mailto:schapman@flourbluffschoools.net)

Flour Bluff Independent School District Size: City: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	5,475	24,269
Students with Disabilities	556	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	5	24
Regular Ed – NO additional support		2
Regular Ed – Additional support		4
Special settings for part of the school day		12
<b>Ages 6-21</b>	72	141
Regular Ed – NO additional support	2	3
Regular Ed – Additional support	6	20
Special settings for part of the school day	52	80
School Staff Trained in ASD	6	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Computer Aided Instruction Differential Reinforcement Exercise Functional Behavior Assessment Functional Communication Training Picture Exchange Communication System (PECS) Prompting Self Management Sensory Supports Visual Supports	
Resources Available to Family Members of Students with ASD	Parent education or training Resource Library	



# Fort Sam Houston Independent School District

1902 Winans Rd. | San Antonio, TX 78234

210.368.8700 (phone) | 210.368.8741 (fax) | <http://www.fshisd.net>

Hans Palmer, Director of Special Education | 210.368.8773

Fort Sam Houston Independent School District Size: City: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	1,455	24,269
Students with Disabilities	218	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	4	24
Regular Ed – NO additional support		2
Regular Ed – Additional support		4
Special settings for part of the school day		12
<b>Ages 6-21</b>	29	141
Regular Ed – NO additional support	5	3
Regular Ed – Additional support	3	20
Special settings for part of the school day	17	80
School Staff Trained in ASD	15	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Functional Communication Training Joint Attention Intervention Music Parent Implemented Intervention Picture Exchange Communication System (PECS) Prompting Pivotal Response Training Self Management Sensory Supports Social Narratives Social Skills Training Groups Social Thinking TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Mentors Parent education or training Resource Library	

District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.



# Gatesville Independent School District

311 South Lovers Lane | Gatesville, TX 76528

254.865.7251 (phone) | 254.865.2279 (fax) | <http://www.gatesvilleisd.org>

Ginger Barr, Special Education Supervisor | 254.865.7251

<b>Gatesville Independent School District Size: Town</b>	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	2839	24,269
Students with Disabilities	471	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	1	24
Regular Ed – NO additional support		2
Regular Ed – Additional support		4
Special settings for part of the school day		12
<b>Ages 6-21</b>	20	141
Regular Ed – NO additional support	0	3
Regular Ed – Additional support	1	20
Special settings for part of the school day	14	80
School Staff Trained in ASD	11	14
Types of Education Intervention Services Provided	Augmentative Communication Device Functional Behavior Assessment Functional Communication Training Picture Exchange Communication System (PECS) Pivotal Response training Prompting Sensory Supports Social Narratives TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Groups Parent education or training Sibling Groups	



# Gregory-Portland Independent School District

608 College Street | Portland, TX 78374

361.777.1091 (phone) | 361.777.1093 (fax) | <http://www.g-pisd.org>

Amy Mathews-Perez, Special Education Director | 361.777.1091 x1005

Gregory-Portland Independent School District ISD Size: Suburb: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	4,309	24,269
Students with Disabilities	425	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>		
Regular Ed – NO additional support	4	24
Regular Ed – Additional support		2
Special settings for part of the school day		4
		12
<b>Ages 6-21</b>		
Regular Ed – NO additional support	39	141
Regular Ed – Additional support	0	3
Special settings for part of the school day	3	20
	20	80
School Staff Trained in ASD	0	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Picture Exchange Communication System (PECS) Prompting Self Management Sensory Supports Social Narratives Social Thinking STAR Program TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD		



# Killeen Independent School District

200 N WS Young Dr. | Killeen, TX 76543

254.336.0000 | <https://www.killeenisd.org>

Debra Aiken, Special Education | 254.336.0366 | [Debra.Aiken@killeenisd.org](mailto:Debra.Aiken@killeenisd.org)

<b>Killeen Public Schools</b> Size: City: Midsize	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	39,603	24,269
Students with Disabilities	4,281	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	45	24
Regular Ed – NO additional support		2
Regular Ed – Additional support		4
Special settings for part of the school day		12
<b>Ages 6-21</b>	300	141
Regular Ed – NO additional support		3
Regular Ed – Additional support		20
Special settings for part of the school day		80
School Staff Trained in ASD		14
Types of Education Intervention Services Provided		
Resources Available to Family Members of Students with ASD	Parent Mentors Parent education or training Sibling Groups	



# Lackland Independent School District

2460 Kenly Avenue, Building 8265 | San Antonio, TX 78236

210.357.5000 | <http://www.lacklandisd.net>

Lackland Independent School District Size: Rural: Fringe	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)												
Total Number of Students		24,269												
Students with Disabilities		2,564												
<b>Total Number of Students with ASD</b>														
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>Ages 3-5</b></td> <td style="width: 80%;"></td> <td style="width: 10%; text-align: right;">24</td> </tr> <tr> <td>Regular Ed – NO additional support</td> <td></td> <td style="text-align: right;">2</td> </tr> <tr> <td>Regular Ed – Additional support</td> <td></td> <td style="text-align: right;">4</td> </tr> <tr> <td>Special settings for part of the school day</td> <td></td> <td style="text-align: right;">12</td> </tr> </table>			<b>Ages 3-5</b>		24	Regular Ed – NO additional support		2	Regular Ed – Additional support		4	Special settings for part of the school day		12
<b>Ages 3-5</b>		24												
Regular Ed – NO additional support		2												
Regular Ed – Additional support		4												
Special settings for part of the school day		12												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>Ages 6-21</b></td> <td style="width: 80%;"></td> <td style="width: 10%; text-align: right;">141</td> </tr> <tr> <td>Regular Ed – NO additional support</td> <td></td> <td style="text-align: right;">3</td> </tr> <tr> <td>Regular Ed – Additional support</td> <td></td> <td style="text-align: right;">20</td> </tr> <tr> <td>Special settings for part of the school day</td> <td></td> <td style="text-align: right;">80</td> </tr> </table>			<b>Ages 6-21</b>		141	Regular Ed – NO additional support		3	Regular Ed – Additional support		20	Special settings for part of the school day		80
<b>Ages 6-21</b>		141												
Regular Ed – NO additional support		3												
Regular Ed – Additional support		20												
Special settings for part of the school day		80												
School Staff Trained in ASD		14												
Types of Education Intervention Services Provided														
Resources Available to Family Members of Students with ASD														

# North East Independent School District

8961 Tesoro Drive | San Antonio, TX 78217

210.407.0000 | <http://www.neisd.net>

Judith Moening, Executive Director | 210.407.0185 | [jmoeni@neisd.net](mailto:jmoeni@neisd.net)

North East Independent School District Size: City: Large (11)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	66,000	24,269
Students with Disabilities	6,800	2,564
<b>Total Number of Students with ASD</b>		
Ages 3-5	0	24
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	0	4
Special settings for part of the school day	0	12
Ages 6-21	0	141
Regular Ed – NO additional support	0	3
Regular Ed – Additional support	0	20
Special settings for part of the school day	0	80
School Staff Trained in ASD	0	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Picture Exchange Communication System (PECS) Prompting Self Management Sensory Supports Social Narratives Social Skills Training Groups STAR Program TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD		
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Northside Independent School District

5900 Evers Rd.. | San Antonio, TX 78238

210.397.8500 | <http://www.nisd.net>

DeNette Krawczynski, Director of Special Education Program | [denette.krawczynski@nisd.net](mailto:denette.krawczynski@nisd.net) | 210.397.8742

Northside Independent School District Size: City: Large (11)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	93,883	24,269
Students with Disabilities	11,185	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	153	24
Regular Ed – NO additional support	17	2
Regular Ed – Additional support	51	4
Special settings for part of the school day	75	12
<b>Ages 6-21</b>	807	141
Regular Ed – NO additional support	22	3
Regular Ed – Additional support	31	20
Special settings for part of the school day	691	80
School Staff Trained in ASD	0	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Functional Communication Training Joint Attention Intervention Music Picture Exchange Communication System (PECS) Prompting Self Management Sensory Supports Social Narratives Social Skills Training Groups STAR Program TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Mentors Parent education or training Sibling Groups	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		



# Randolph Field Independent School District

P.O. Box 2217 | Universal City, TX 78148

210.357.2300 | <http://www.rfisd.net>

Elena Valdez, Special Needs Contact | 210.357.2482

<b>Randolph Field Independent School District</b> Size: Suburban: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)												
Total Number of Students		24,269												
Students with Disabilities		2,564												
<b>Total Number of Students with ASD</b>														
<table border="0" style="width: 100%;"> <tr> <td style="width: 10%;"><b>Ages 3-5</b></td> <td style="width: 80%;"></td> <td style="width: 10%; text-align: right;">24</td> </tr> <tr> <td>Regular Ed – NO additional support</td> <td></td> <td style="text-align: right;">2</td> </tr> <tr> <td>Regular Ed – Additional support</td> <td></td> <td style="text-align: right;">4</td> </tr> <tr> <td>Special settings for part of the school day</td> <td></td> <td style="text-align: right;">12</td> </tr> </table>			<b>Ages 3-5</b>		24	Regular Ed – NO additional support		2	Regular Ed – Additional support		4	Special settings for part of the school day		12
<b>Ages 3-5</b>		24												
Regular Ed – NO additional support		2												
Regular Ed – Additional support		4												
Special settings for part of the school day		12												
<table border="0" style="width: 100%;"> <tr> <td style="width: 10%;"><b>Ages 6-21</b></td> <td style="width: 80%;"></td> <td style="width: 10%; text-align: right;">141</td> </tr> <tr> <td>Regular Ed – NO additional support</td> <td></td> <td style="text-align: right;">3</td> </tr> <tr> <td>Regular Ed – Additional support</td> <td></td> <td style="text-align: right;">20</td> </tr> <tr> <td>Special settings for part of the school day</td> <td></td> <td style="text-align: right;">80</td> </tr> </table>			<b>Ages 6-21</b>		141	Regular Ed – NO additional support		3	Regular Ed – Additional support		20	Special settings for part of the school day		80
<b>Ages 6-21</b>		141												
Regular Ed – NO additional support		3												
Regular Ed – Additional support		20												
Special settings for part of the school day		80												
School Staff Trained in ASD		14												
Types of Education Intervention Services Provided														
Resources Available to Family Members of Students with ASD														



# San Angelo Independent School District

1621 University Ave. | San Angelo, TX 76904

325.947.3700 | <http://www.saisd.org>

Jana Anderson, Director | 325.657.4055, x301 (phone) | 325.657.4065 (fax) | [jana.anderson@saisd.org](mailto:jana.anderson@saisd.org)

San Angelo ISD Size: City: Small	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	13,854	24,269
Students with Disabilities	1662	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	14	24
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	0	4
Special settings for part of the school day	0	12
<b>Ages 6-21</b>	61	141
Regular Ed – NO additional support	0	3
Regular Ed – Additional support	12	20
Special settings for part of the school day	49	80
School Staff Trained in ASD	1	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Computer Aided Instruction Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Parent Implemented Intervention Picture Exchange Communication System (PECS) Prompting Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Groups Parent education or training Sibling Groups Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		



# San Antonio Independent School District

141 Lavaca | San Antonio, TX 78210

210.554.2200 | <http://www.rcboe.org>

Vangie Aguilera, Executive Director of Special Education | 210.225.2406 x103 | [Vaguilera@saisd.net](mailto:Vaguilera@saisd.net)

San Antonio Independent School District Size: City	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	54,800	24,269
Students with Disabilities	5,900	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	46	24
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	0	4
Special settings for part of the school day	46	12
<b>Ages 6-21</b>	240	141
Regular Ed – NO additional support	0	3
Regular Ed – Additional support	25	20
Special settings for part of the school day	215	80
School Staff Trained in ASD		14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Picture Exchange Communication System (PECS) Prompting Sensory Supports Social Narratives Social Skills Training Groups STAR Program TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Mentors Parent education or training Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		



# San Felipe Del Rio City Independent School District

205 Memorial Dr. | Del Rio, TX 78840

830.778.4000 | <http://www.sfdr-cisd.org>

Dr. Diana Aguirre, Director of Special Education Section 504 | 830.778.4250 | [diana.aguirre@sfdr-cisd.org](mailto:diana.aguirre@sfdr-cisd.org)

San Felipe Del Rio CISD Size: Town	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	10,147	24,269
Students with Disabilities	980	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	6	24
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	2	4
Special settings for part of the school day	4	12
<b>Ages 6-21</b>	30	141
Regular Ed – NO additional support	0	3
Regular Ed – Additional support	4	20
Special settings for part of the school day	26	80
School Staff Trained in ASD	25	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Parent Implemented Interventions Picture Exchange Communication System (PECS) Prompting Self Management Sensory Supports Social Narratives Social Skills Training Groups STAR Program TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Groups Parent education or training	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		



# Schertz Cibolo Universal City Independent School District

1060 Elbel Road | Schertz, TX 78154

210.945.6200 (phone) | 210.945.6292 (fax) | <http://www.scuc.txed.net>

## Special Information for Military Families

210.945.6232 | [rvillarreal@scuc.txed.net](mailto:rvillarreal@scuc.txed.net)

## Special Education or ASD

210.945.6426 (phone) | 210.945.6427 (fax)

Schertz Cibolo Universal City ISD Size: Suburb: Large (21)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	11,720	24,269
Students with Disabilities	1,143	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	22	24
Regular Ed – NO additional support		2
Regular Ed – Additional support	7	4
Special settings for part of the school day	15	12
<b>Ages 6-21</b>	127	141
Regular Ed – NO additional support		3
Regular Ed – Additional support	32	20
Special settings for part of the school day	81	80
School Staff Trained in ASD	19	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Parent Implemented Interventions Picture Exchange Communication System (PECS) Prompting Self Management Sensory Supports Social Narratives Social Skills Training Groups STAR Program Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Groups Parent education or training Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		



# Socorro Independent School District

12300 Eastlake Dr. | El Paso, TX 79928

915.937.1800 (phone) | 915.937.1887 (fax) | <http://www.sisd.net>

Susan Kelch, Director of Special Education | 915.937.1800 (phone) | 915.937.1887 (fax)

Socorro Independent School District Size: City	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	43,000	24,269
Students with Disabilities	3,200	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	23	24
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	1	4
Special settings for part of the school day	22	12
<b>Ages 6-21</b>	143	141
Regular Ed – NO additional support	0	3
Regular Ed – Additional support	37	20
Special settings for part of the school day	106	80
School Staff Trained in ASD	30	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Joint Attention Intervention Naturalistic Interventions Parent Implemented Interventions Picture Exchange Communication System (PECS) Music Pivotal Response Training Prompting Self Management Sensory Supports Social Narratives Social Skills Training Groups STAR Program TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Groups Parent education or training Sibling Groups Resource Library	



# Texarkana Independent School District

4241 Summerhill Road | Texarkana, TX 75503

903.794.3651 (phone) | 903.792.2632 (fax) | <http://www.txkisd.net>

Shawn Davis, Director of Special Populations | 903.794.3651 x1307

Texarkana Independent School District Size: City: Small	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	6,780	24,269
Students with Disabilities	818	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	11	24
Regular Ed – NO additional support	2	2
Regular Ed – Additional support	1	4
Special settings for part of the school day	8	12
<b>Ages 6-21</b>	25	141
Regular Ed – NO additional support	0	3
Regular Ed – Additional support	0	20
Special settings for part of the school day	19	80
School Staff Trained in ASD	0	14
Types of Education Intervention Services Provided	Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Picture Exchange Communication System (PECS) Prompting Sensory Supports TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent education or training	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		

# Wichita Falls Independent School District

1104 Broad Street, PO Box 97533 | Wichita Falls, TX 76307

940.235.1000 | <http://www.wfisd.net>

Dr. Harry Ryan, Director | 940.235.1019 | [hryan@wfisd.net](mailto:hryan@wfisd.net)

Wichita Falls Independent School District Size: City	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	14,000	24,269
Students with Disabilities	2,100	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	21	24
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	5	4
Special settings for part of the school day	16	12
<b>Ages 6-21</b>	126	141
Regular Ed – NO additional support	0	3
Regular Ed – Additional support	65	20
Special settings for part of the school day	36	80
School Staff Trained in ASD	2	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Computer Aided Instruction Discrete Trial Discrimination Exercise Functional Behavior Assessment Music Picture Exchange Communication System (PECS) Sensory Supports Social Skills Training Groups	
Resources Available to Family Members of Students with ASD	Parent education or training Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of publication.		



# Wylie Independent School District

951 South Ballard Avenue | Wylie, TX 75098

972.429.3000 | <http://www.wylieisd.net>

Shelee Duke, Director of Special Education | 972.429.2365

Wylie Independent School District Size Suburb: Large (21)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	3,276	24,269
Students with Disabilities	260	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	3	24
Regular Ed – NO additional support		2
Regular Ed – Additional support		4
Special settings for part of the school day		12
<b>Ages 6-21</b>	17	141
Regular Ed – NO additional support	0	3
Regular Ed – Additional support	3	20
Special settings for part of the school day	5	80
School Staff Trained in ASD	0	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Circle of Friends Computer Aided Instruction Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Joint Attention Intervention Picture Exchange Communication System (PECS) Prompting Sensory Supports Social Narratives STAR Program TEACCH Interventions	
Resources Available to Family Members of Students with ASD	Other	



# Ysleta Independent School District

9600 Sims Dr. | El Paso, TX 79925

915.434.0000 | <http://www.yisd.net>

Special Education Department | 915.434.0920 or 915.434.0958

Ysleta Independent School District Size City: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	44,633	24,269
Students with Disabilities	4,593	2,564
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	27	24
Regular Ed – NO additional support	0	2
Regular Ed – Additional support	20	4
Special settings for part of the school day	0	12
<b>Ages 6-21</b>	213	141
Regular Ed – NO additional support	8	3
Regular Ed – Additional support	120	20
Special settings for part of the school day	100	80
School Staff Trained in ASD	2	14
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Computer Aided Instruction Discrete Trial Discrimination Exercise Functional Behavior Assessment Functional Communication Training Music Picture Exchange Communication System (PECS) Pivotal Response Training Prompting Self Management Sensory Supports Social Narratives Social Skills Training Groups STAR Program TEACCH Interventions Video modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Groups Parent education or training Sibling Groups Resource Library	





**Virginia**

# Arlington Public Schools

1426 N Quincy St. | Arlington, VA 22207

Phone: 703.228.6000 | Fax: 703.228.7640 | <http://www.arlington.k12.va.us/aps/site/default.asp>

Dr. Julie Crawford, Director of Special Education | [jcrawfor@arlington.k12.va.us](mailto:jcrawfor@arlington.k12.va.us)

<b>Arlington Public Schools</b> Size: City	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	20,318	29,342
Students with Disabilities	3,030	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	23	27
Regular Ed – NO additional support		0
Regular Ed – Additional support		4
Special settings for part of the school day		19
<b>Ages 6-21</b>	271	270
Regular Ed – NO additional support		10
Regular Ed – Additional support		55
Special settings for part of the school day		191
School Staff Trained in ASD		46
Types of Education Intervention Services Provided		
Resources Available to Family Members of Students with ASD		

# Chesapeake Public Schools

312 Cedar Road | Chesapeake, VA 23322

757.547.0153 | <http://www.cpschools.com/>

Craig Pinello, Director of Special Education | 757.494.7600

Chesapeake Public Schools Size: Suburb: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	39,883	29,342
Students with Disabilities	7,300	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	30	27
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	4
Special settings for part of the school day	0	19
<b>Ages 6-21</b>	178	270
Regular Ed – NO additional support	0	10
Regular Ed – Additional support	171	55
Special settings for part of the school day	171	191
School Staff Trained in ASD	0	46
Types of Education Intervention Services Provided	Augmentative Communication Device Circle of Friends Cognitive Behavioral Modification Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Functional Communication training Joint Attention Intervention Picture Exchange Communication System (PECS) Prompting Self Management Sensory Supports Social Narratives Social Skills Training Groups Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD		

# Colonial Heights Public Schools

512 Boulevard | Colonial Heights, VA 23834

804.524.3400 | <http://www.colonialhts.net/>

Dr. Karen Trump, Director | [Karen\\_Trump@colonialhts.net](mailto:Karen_Trump@colonialhts.net)

Colonial Heights Public Schools Size: Suburb: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	2,800	29,342
Students with Disabilities	416	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	0	27
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	4
Special settings for part of the school day	0	19
<b>Ages 6-21</b>	15	270
Regular Ed – NO additional support	1	10
Regular Ed – Additional support	13	55
Special settings for part of the school day	15	191
School Staff Trained in ASD	0	46
Types of Education Intervention Services Provided	Computer Aided Instruction Discrete Trial Discrimination Functional Behavior Assessment Functional Communication training Picture Exchange Communication System (PECS) Self Management Sensory Supports Social Skills Training Groups STAR Program TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Resource Library	

# Fairfax County Public Schools

8115 Gatehouse Rd.. | Falls Church, VA 22042

571.423.1000 | <http://www.fcps.edu/>

Irene Meier, Director of Special Education | [Irene.Meier@fcps.edu](mailto:Irene.Meier@fcps.edu)

Phone: (571) 423-4100 | Fax: 571.423.4117

Fairfax County Public Schools Size: Suburb: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)												
Total Number of Students	172,669	29,342												
Students with Disabilities	24,173	4,067												
<b>Total Number of Students with ASD</b>														
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Ages 3-5</b></td> <td style="width: 25%; text-align: center;">190</td> <td style="width: 25%; text-align: center;">27</td> </tr> <tr> <td>    Regular Ed – NO additional support</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>    Regular Ed – Additional support</td> <td style="text-align: center;">0</td> <td style="text-align: center;">4</td> </tr> <tr> <td>    Special settings for part     of the school day</td> <td style="text-align: center;">0</td> <td style="text-align: center;">19</td> </tr> </table>			<b>Ages 3-5</b>	190	27	Regular Ed – NO additional support	0	0	Regular Ed – Additional support	0	4	Special settings for part of the school day	0	19
<b>Ages 3-5</b>	190	27												
Regular Ed – NO additional support	0	0												
Regular Ed – Additional support	0	4												
Special settings for part of the school day	0	19												
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Ages 6-21</b></td> <td style="width: 25%; text-align: center;">2,005</td> <td style="width: 25%; text-align: center;">270</td> </tr> <tr> <td>    Regular Ed – NO additional support</td> <td style="text-align: center;">50</td> <td style="text-align: center;">10</td> </tr> <tr> <td>    Regular Ed – Additional support</td> <td style="text-align: center;">300</td> <td style="text-align: center;">55</td> </tr> <tr> <td>    Special settings for part of the     school day</td> <td style="text-align: center;">1,600</td> <td style="text-align: center;">191</td> </tr> </table>			<b>Ages 6-21</b>	2,005	270	Regular Ed – NO additional support	50	10	Regular Ed – Additional support	300	55	Special settings for part of the school day	1,600	191
<b>Ages 6-21</b>	2,005	270												
Regular Ed – NO additional support	50	10												
Regular Ed – Additional support	300	55												
Special settings for part of the school day	1,600	191												
School Staff Trained in ASD	400	46												
Types of Education Intervention Services Provided	<ul style="list-style-type: none"> <li>Applied Behavior Analysis</li> <li>Augmentative Communication Device</li> <li>Circle of Friends</li> <li>Differential Reinforcement</li> <li>Discrete Trial Discrimination</li> <li>Functional Behavior Assessment</li> <li>Functional Communication training</li> <li>Picture Exchange Communication System (PECS)</li> <li>Self Management</li> <li>Social Skills Training Groups</li> <li>Visual Supports</li> </ul>													
Resources Available to Family Members of Students with ASD	<ul style="list-style-type: none"> <li>Parent Groups</li> <li>Parent education or training</li> <li>Sibling Groups</li> <li>Resources Library</li> <li>Other</li> </ul>													
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of this report.														

# Gloucester County Public Schools

6489 Main Street | Gloucester, VA 23061

Phone: 804.693.5300 | Fax: (804) 693-2802 | <http://gets.gc.k12.va.us>

Frances B. Goforth, Director of Special Education | 804.693.7880

<b>Gloucester County Public Schools</b> Size: Rural: Fringe	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	5,976	29,342
Students with Disabilities	749	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	2	27
Regular Ed – NO additional support		0
Regular Ed – Additional support		4
Special settings for part of the school day		19
<b>Ages 6-21</b>	40	270
Regular Ed – NO additional support		10
Regular Ed – Additional support		55
Special settings for part of the school day		191
School Staff Trained in ASD		46
Types of Education Intervention Services Provided		
Resources Available to Family Members of Students with ASD		

# Hampton City Schools

One Franklin Street | Hampton, VA, 23669

757.727.2000 | <http://www.sbo.hampton.k12.va.us/>

Lisa Powers, Special Education Director | 757.727.2400 | [lpowers@hampton.k12.va.us](mailto:lpowers@hampton.k12.va.us)

Hampton City Schools Size: City: Midsize	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	22,000	29,342
Students with Disabilities	2,942	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	30	27
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	2	4
Special settings for part of the school day	27	19
<b>Ages 6-21</b>	204	270
Regular Ed – NO additional support	0	10
Regular Ed – Additional support	18	55
Special settings for part of the school day	118	191
School Staff Trained in ASD	0	46
Types of Education Intervention Services Provided	Augmentative Communication Device Circle of Friends Differential Reinforcement Functional Behavior Assessment Picture Exchange Communication System (PECS) Prompting Sensory Supports Social Narratives Social Skills Training Groups STAR Program TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Groups Resource Library Sibling Groups	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of this report.		

# Hopewell Public Schools

103 N 12th Ave. | Hopewell, VA 23860

804.541.6400 | <http://www.harnett.k12.nc.us/>

Joyce C. Charity Coordinator of Disability Services | 804.541.6400 | [jcharity@hopewell.k12.va.us](mailto:jcharity@hopewell.k12.va.us)

<b>Hopewell Public Schools</b> Size: City: Midsize	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	4,190	29,342
Students with Disabilities	641	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	5	27
Regular Ed – NO additional support		0
Regular Ed – Additional support		4
Special settings for part of the school day		19
<b>Ages 6-21</b>	21	270
Regular Ed – NO additional support	0	10
Regular Ed – Additional support	5	55
Special settings for part of the school day	16	191
School Staff Trained in ASD	12	46
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Computer Aided Instruction Discrete Trial Discrimination Functional Behavior Assessment Picture Exchange Communication System (PECS)	
Resources Available to Family Members of Students with ASD	Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of this report.		

# Manassas City Public Schools

9000 Tudor Lane | Manassas, VA 20110

Phone: 571.377.6000 | Fax: 703.257.8801 | <http://www.manassas.k12.va.us/education>

Beth Dunman-Jones, Director of Special Education | 571.377.6071

<b>Manassas City Public Schools</b> Size: Suburb: Large	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	6,850	29,342
Students with Disabilities	1,025	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	6	27
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	4
Special settings for part of the school day	2	19
<b>Ages 6-21</b>	86	270
Regular Ed – NO additional support	0	10
Regular Ed – Additional support	0	55
Special settings for part of the school day	67	191
School Staff Trained in ASD	1	46
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Computer Aided Instruction Discrete Trial Discrimination Picture Exchange Communication System (PECS) Visual Supports	
Resources Available to Family Members of Students with ASD	Parent education or training	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of this report.		

# Manassas Park City Schools

One Park Center Ct., Suite A | Manassas Park, VA 20111

703.335.8850 | <http://www.mpark.net/education/district/district.php?sectionid=1>

Jennifer Braswell-Geller, Director of Special Programs | 703.335.8861 | [jennifer.braswell@mpark.net](mailto:jennifer.braswell@mpark.net)

<b>Hopewell Public Schools</b> Size: City: Midsize	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	2,750	29,342
Students with Disabilities	250	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	2	27
Regular Ed – NO additional support		0
Regular Ed – Additional support		4
Special settings for part of the school day		19
<b>Ages 6-21</b>	17	270
Regular Ed – NO additional support	0	10
Regular Ed – Additional support	9	55
Special settings for part of the school day	0	191
School Staff Trained in ASD	1	46
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Computer Aided Instruction Discrete Trial Discrimination Picture Exchange Communication System (PECS) Visual Supports	
Resources Available to Family Members of Students with ASD	Parent education or training	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of this report.		

# Newport News Public Schools

12465 Warwick Boulevard | Newport News, VA 23606

210.357.2300 | <http://sbo.nn.k12.va.us>

Michele Mitchell, Executive Director, Special Education & Assessment | 757.283.7850 x 10405

Newport News Public Schools Size: City: Midsize	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)								
Total Number of Students		29,342								
Students with Disabilities		4,067								
<b>Total Number of Students with ASD</b>										
<table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">Ages 3-5</td> <td style="width: 20%; text-align: right;">27</td> </tr> <tr> <td>    Regular Ed – NO additional support</td> <td style="text-align: right;">0</td> </tr> <tr> <td>    Regular Ed – Additional support</td> <td style="text-align: right;">4</td> </tr> <tr> <td>    Special settings for part     of the school day</td> <td style="text-align: right;">19</td> </tr> </table>			Ages 3-5	27	Regular Ed – NO additional support	0	Regular Ed – Additional support	4	Special settings for part of the school day	19
Ages 3-5	27									
Regular Ed – NO additional support	0									
Regular Ed – Additional support	4									
Special settings for part of the school day	19									
<table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">Ages 6-21</td> <td style="width: 20%; text-align: right;">270</td> </tr> <tr> <td>    Regular Ed – NO additional support</td> <td style="text-align: right;">10</td> </tr> <tr> <td>    Regular Ed – Additional support</td> <td style="text-align: right;">55</td> </tr> <tr> <td>    Special settings for part of the     school day</td> <td style="text-align: right;">191</td> </tr> </table>			Ages 6-21	270	Regular Ed – NO additional support	10	Regular Ed – Additional support	55	Special settings for part of the school day	191
Ages 6-21	270									
Regular Ed – NO additional support	10									
Regular Ed – Additional support	55									
Special settings for part of the school day	191									
School Staff Trained in ASD	0	46								
Types of Education Intervention Services Provided										
Resources Available to Family Members of Students with ASD										

# Norfolk Public Schools

800 E. City Hall Ave. | Norfolk, VA 23510

757.628.3830 | <http://www.nps.k12.va.us/>

Dr. Kathy Goodling, Senior Director | 757.628.3950

Norfolk Public Schools Size: City: Midsize (12)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	16,400	29,342
Students with Disabilities	4,687	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>		
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	4
Special settings for part of the school day	25	19
<b>Ages 6-21</b>		
Regular Ed – NO additional support	50	10
Regular Ed – Additional support	100	55
Special settings for part of the school day	120	191
School Staff Trained in ASD	30	46
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Differential Reinforcement Discrete Trial Discrimination Functional Behavior Assessment Picture Exchange Communication System (PECS) Prompting Self Management Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent groups Parent education or training Resource Library	

# Poquoson City Schools

Poquoson City School Board Office, 500 City Hall Avenue, Room 219 | Poquoson, VA 23662

757.868.3055 (phone) | 757.868.3107 (fax) | <http://www.pvsd.k12.ca.us>

Carol Bjordahl, Director of Student Services and Special Education | 805.445.8675 | [cbjordahl@pvsd.k12.ca.us](mailto:cbjordahl@pvsd.k12.ca.us)

Poquoson City Public Schools Size: Suburb: Large (21)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	2,439	29,342
Students with Disabilities	263	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	0	27
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	4
Special settings for part of the school day	0	19
<b>Ages 6-21</b>	23	270
Regular Ed – NO additional support	0	10
Regular Ed – Additional support	5	55
Special settings for part of the school day	16	191
School Staff Trained in ASD	0	46
Types of Education Intervention Services Provided	Augmentative Communication Device Computer Aided Instruction Differential Reinforcement Functional Behavior Assessment Functional Communication training Massage Picture Exchange Communication System (PECS) Prompting Sensory Supports Social Narratives Social Skills Training Groups Video Modeling	
Resources Available to Family Members of Students with ASD	Parent Groups Library Resources	

# Portsmouth Public Schools

PO Box 998 | Portsmouth, VA 23705

757.393.8751 (phone) | 757.393.5238 (fax) | <http://pps.k12.va.us>

Mrs. Ellen Giordano, Coordinator of Special Education | 757.393.8792

Portsmouth Public Schools Size: City: Midsize (12)	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	15,288	29,342
Students with Disabilities	2,013	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	6	27
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	4
Special settings for part of the school day	6	19
<b>Ages 6-21</b>	79	270
Regular Ed – NO additional support	0	10
Regular Ed – Additional support	2	55
Special settings for part of the school day	77	191
School Staff Trained in ASD	0	46
Types of Education Intervention Services Provided	Exercise Massage Naturalistic Interventions Prompting Sensory Supports TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Groups Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of this report.		

# Prince George County Public Schools

6410 Courts Drive | Prince George, VA 23875

804.733.2700 (phone) | 804.733.2737 (fax) | <http://pgs.k12.va.us>

Jim Brown, Director of Special Education | 804.733.2700 | [jbrown@pgs.k12.va.us](mailto:jbrown@pgs.k12.va.us)

Prince George County Public Schools Size: Rural: Fringe	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	6,250	29,342
Students with Disabilities	789	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	6	27
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	4
Special settings for part of the school day	6	19
<b>Ages 6-21</b>	31	270
Regular Ed – NO additional support	2	10
Regular Ed – Additional support	5	55
Special settings for part of the school day	22	191
School Staff Trained in ASD	28	46
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Computer Aided Instruction Functional Behavior Assessment Joint Attention Intervention Picture Exchange Communication System (PECS) Prompting Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions	
Resources Available to Family Members of Students with ASD	Parent Groups Parent education or training	

# Prince William County Schools

Kelly Leadership Center, 14715 Bristow Rd.. | Manassas, VA 20112

703.791.7200 | <http://www.pwcs.edu>

Morphoula P. Daoulas, Supervisor | [DAOULAMP@pwcs.edu](mailto:DAOULAMP@pwcs.edu) | 703.791.7419

Prince William County Schools Size Suburb: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	77,000	29,342
Students with Disabilities	9,200	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	100	27
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	70	4
Special settings for part of the school day	210	19
<b>Ages 6-21</b>	560	270
Regular Ed – NO additional support	60	10
Regular Ed – Additional support	100	55
Special settings for part of the school day	200	191
School Staff Trained in ASD	3	46
Types of Education Intervention Services Provided	Applied Behavior Analysis Circle of Friends Computer Aided Instruction Discrete Trial Discrimination Functional Behavior Assessment Functional Communication Training Picture Exchange Communication System (PECS) Prompting Self Management Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent education or training Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of this report.		

# Spotsylvania County Schools

8020 River Stone Drive | Fredericksburg, VA 22407

540.834.2500 | <http://www.spotsylvania.k12.va.us>

Dennis W. Martin, Ph.D., Director of Special Education | 540.834.2500 (phone) | 540.834.2552 (fax)

<b>Spotsylvania County Schools</b> Size: Rural: Fringe	<b>2009-2010 School Year</b> (Reported values are estimates)	<b>State Averages</b> (Based on data received from districts surveyed in this project)
Total Number of Students	24,200	29,342
Students with Disabilities	2,800	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	27	27
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	13	4
Special settings for part of the school day	11	19
<b>Ages 6-21</b>	210	270
Regular Ed – NO additional support	0	10
Regular Ed – Additional support	3	55
Special settings for part of the school day	207	191
School Staff Trained in ASD	60	46
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Computer Aided Instruction Differential Reinforcement Exercise Functional Behavior Assessment Functional Communication training Massage Music Parent Implemented Interventions Picture Exchange Communication System (PECS) Prompting Self Management Sensory Supports Social Narratives Social Skills Training Groups Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Mentors Parent Groups Parent education or training Resource Library	

# Stafford County Public Schools

31 Stafford Ave | Stafford, VA 22554

540.658.6000 (phone) | 540.658.5963 (fax) | <http://stafford.schoolfusion.us>

Sue Clark, Director of Special Programs | [sclark@staffordschools.net](mailto:sclark@staffordschools.net)

Stafford County Public Schools Size Rural: Fringe	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	26,458	29,342
Students with Disabilities	2,432	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	13	27
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	4
Special settings for part of the school day	0	19
<b>Ages 6-21</b>	221	270
Regular Ed – NO additional support	0	10
Regular Ed – Additional support	0	55
Special settings for part of the school day	0	191
School Staff Trained in ASD	0	46
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Functional Communication training Parent Implemented Interventions Picture Exchange Communication System (PECS) Prompting Self Management Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent education or training Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of this report.		

# Virginia Beach City Public Schools

2512 George Mason Drive, P.O. Box 6038 | Virginia Beach, VA 23456  
 757.263.1000 (phone) | 757.263.1240 TDD (fax) | <http://www.vbschools.com>

Daisy Wood | [daisy.wood@vbschools.com](mailto:daisy.wood@vbschools.com)

Virginia Beach City Public Schools Size: City: Large	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	70,125	29,342
Students with Disabilities	9,304	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	17	27
Regular Ed – NO additional support	0	0
Regular Ed – Additional support	0	4
Special settings for part of the school day	0	19
<b>Ages 6-21</b>	530	270
Regular Ed – NO additional support	0	10
Regular Ed – Additional support	150	55
Special settings for part of the school day	380	191
School Staff Trained in ASD	0	46
Types of Education Intervention Services Provided	Applied Behavior Analysis Augmentative Communication Device Circle of Friends Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Functional Communication training Joint Attention Intervention Music Picture Exchange Communication System (PECS) Prompting Self Management Sensory Supports Social Narratives Social Skills Training Groups TEACCH Interventions Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Education Resource Library	
District reported having access to Behavioral Analyst Certification Board (BACB) professionals at the time of this report.		

# York County School Division

302 Dare Road | Yorktown, VA 23692

757.898.0300 (phone) | 757.890.0771 (fax) | <http://yorkcountyschools.org>

Lisa Pennycuff, Ed.D. | 757.898.0455 | [lpennycuff@yocsd.york.va.us](mailto:lpennycuff@yocsd.york.va.us)

York County School Division Size: Suburban	2009-2010 School Year (Reported values are estimates)	State Averages (Based on data received from districts surveyed in this project)
Total Number of Students	12,560	29,342
Students with Disabilities	1,186	4,067
<b>Total Number of Students with ASD</b>		
<b>Ages 3-5</b>	5	27
Regular Ed – NO additional support		0
Regular Ed – Additional support		4
Special settings for part of the school day		19
<b>Ages 6-21</b>	99	270
Regular Ed – NO additional support	0	10
Regular Ed – Additional support	60	55
Special settings for part of the school day	29	191
School Staff Trained in ASD	8	46
Types of Education Intervention Services Provided	Augmentative Communication Device Circle of Friends Cognitive Behavioral Modification Computer Aided Instruction Differential Reinforcement Discrete Trial Discrimination Exercise Functional Behavior Assessment Functional Communication training Music Picture Exchange Communication System (PECS) Prompting Sensory Supports Social Narratives STAR Program TEACCH Interventions Video Modeling Visual Supports	
Resources Available to Family Members of Students with ASD	Parent Groups Parent education or training Library Resource	

# Tools for Making a Smooth Transition

## Before You Leave

Here are some suggestions to consider before your child leaves his/her current school. They will help make the transition to a new school easier for your child, as well as for school staff. Remember, you are your child's best support. Be courteous but also be persistent.

### Suggestions

1. Make sure that you have physical copies of your child's ...
  - a. Most recent transcripts and grade reports;
  - b. Most recent eligibility report where your child was determined eligible for special education as a student with ASD;
  - c. Current and past IEPs, including quarterly progress reports;
  - d. School assessment reports, including:
    - i. School psychology;
    - ii. Occupational or physical therapy;
    - iii. Speech-language pathology;
    - iv. Other reports contained in special education file.
  - e. Names of particular textbooks or other materials used for your child at school that were effective;
  - f. Medical reports, including any assessments of your child that focused on ASD;
  - g. Reports from any service provider not connected to school, if any, such as a private therapist, etc.
  - h. Inoculation records to ensure your child can be enrolled on arrival;
  - i. Prescriptions for medications and dosages.
2. Ask your child's classroom and/or special education teacher to write a brief narrative about your child's current educational program that you can share with the staff at your child's new school. Appendix B contains a form that you may want to use for this process.
3. Write down the name and contact information (phone, e-mail) of your child's current teacher in case you have questions after you arrive at your new school and in case your child's new teachers have questions;
4. Give the staff at your child's current school the contact information (phone, e-mail) of a school contact person at your child's new school to facilitate the transfer of information;
5. Contact the special education director or ASD service coordinator in the school district to which you are considering moving to learn specific information about the programs they provide. A list of suggested questions to ask districts is provided on page 135.

6. Contact the Educational Liaison at the military installation to which you are being assigned to find out more specific information about the school district. A list of suggested questions to ask Educational Liaisons is provided on page 136.
7. If you are moving during the summer, contact your new school district at least 2 weeks before you arrive to help ensure that preparations have been made to implement your child's program before the first day of school.
8. Review general information (*Fast Facts*) about the school district and community to which you are moving at Military HOMEFront's Installations page: <http://www.militaryinstallations.dod.mil/pls/psgprod/f?p=MI:ENTRY:3792519135909048>.
9. Review your educational rights under IDEA. You should have received a copy of your rights from your current school, but you can also request a copy at any time. A general description of these rights is available at <http://www.directionservice.org/cadre/ctu/pdefmatchesB.cfm?pdef=4&ctulist>.

## Tips for Contacting Districts & Educational Liaisons

It is strongly recommended that you contact your new school district and your new installation's Educational Liaison well before you move to help minimize the impact on your child's educational program. Below are some suggestions to keep in mind when preparing to contact your new district and the Educational Liaison.

1. Before contacting the district or liaison, take some time to prepare. Write down the questions you want to ask and the information you want to be sure to get (e.g., contact information). Sample questions to ask school districts and liaisons are provided in this section.
2. Identify the parts of your child's current educational program that you think are effective and those that are not, so that you can share them with the new district. Use the transition process as an opportunity to create an even more effective program for your child.
3. When you contact the new school district, ask to speak to the special education department. Once connected, ask to speak to the special education director or, for larger districts, the ASD service coordinator. The administrative assistants who answer the phones are usually very knowledgeable and helpful, and will help you get to the right person. Contact information for each of the districts is provided in the district profiles.
4. When you contact the district, it is helpful to document the time, date, and person to whom you spoke in your records. It is also a good idea to write down some brief notes about the conversation.
5. Communication is a human process, so a courteous but assertive approach is usually most effective. You will have many conversations with the school district staff over the course of your child's education, so maintaining effective communication should be a top priority. Phrasing suggestions as requests rather than demands and being open to the school district's input will be helpful. Try to avoid becoming overly frustrated or emotional, and instead focus on working with the district to create an effective program for your child.

## Sample Questions to Ask School Districts

Below is a set of questions you may want to ask when you contact the district to which you are moving. You may have other questions to ask that are not listed. The key is to start communicating with the new district so both you and they are prepared for when your child arrives.

1. Whom should I contact at the school when we arrive?
2. What information should I bring with me or provide to you before we arrive?
3. Could I fax/e-mail you a copy of my child's IEP to help you prepare for his/her arrival? To whom should I send it and what number/e-mail address should I use?
4. The parts of my child's IEP that worked really well were (insert information). Does your staff have experience doing this?
5. What types of evidence-based practices does your district provide students with ASD?
6. How many students with ASD attend the school my child will attend?
7. Do my child's teachers have experience and training for teaching students with ASD?
8. Would it be possible to have my child's teacher(s) e-mail me brief weekly progress updates?
9. If my child requires transportation to his/her program, how will that be provided and coordinated?
10. Does your staff have experience supporting children with ASD in an inclusive environment?
11. What elective classes (e.g., art, music, PE) are available in which my child can be enrolled?
12. Is there a local support group for families with children with ASD or children with disabilities? If yes, how do I connect with it? What other area resources are available for families that have children with disabilities?
13. Whom should I contact at the school district if I have questions about my child's program?
14. In my child's current school, his/her teachers did (fill in with examples) to help him/her make friends. Do you have a similar program? How do you help children with ASD develop social skills?
15. Sometimes my child engages in challenging or unusual behaviors. What opportunity will I have to talk with the staff about what has been successful for my child in the past?
16. If upset, my child might try to run or leave the building (or engage in some other type of response behavior). What precautions can you take to help ensure her/his safety?

## Questions to Ask Educational Liaisons/EFMP Counselors at Military Installations

The Educational Liaisons identified at each military installation are a valuable resource for information about a school district. Below are some questions to consider asking liaisons.

1. What kinds of educational support do you provide to military families?
2. What suggestions do you have for helping our child/children make a smooth transition to the district?
3. What are some positive aspects of this school district?
4. What are some challenging aspects of this school district?
5. What experiences have other families of children with ASD reported with this school district?
6. Is there a family support group for families with children with ASD at this installation?
7. Are there resources at the installation or in the community that would be helpful for families that have dependents with disabilities, especially ASD?
8. Could you provide me with the Exceptional Family Member Program contact information?

## GLOSSARY

*Asperger Syndrome*: developmental disability that affects a person's ability to socialize and communicate effectively with others.

*Autism*: developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three;

*Autism Spectrum Disorders (ASD)*: categorical term that encompasses the various syndromes related to autism. Often used interchangeably with autism and pervasive developmental disorders.

*Board Certified Behavior Analyst (BCBA)*: behavior analyst certified through the Behavior Analysts Certification Board.

*Childhood Disintegrative Disorder (CDD)*: developmental disability in which children develop normally until ages 2 to 4, but then demonstrate a severe loss of social, communication and other skills.

*Department of Defense Education Activity (DoDEA)*: a field activity of the Office of the Secretary of Defense with the mission to plan, direct, coordinate, and manage the education programs for eligible dependents of U.S. military personnel and civilian personnel of the Department of Defense.

*Diagnostic & Statistical Manual of Mental Disorders (DSM)*: publication of the American Psychiatric Association (APA) that contains the diagnostic criteria for all mental health disorders for children and adults, including autism. DSM-IV is the current edition and DSM-V is expected to be published in 2013.

*Dispute Resolution*: under the Individuals with Disabilities Education Act (IDEA), parents have the right to request mediation, file an administrative complaint, or request a due process hearing to resolve special education conflicts with school districts.

*Evidence Based Practices (EBP)*: educational practices supported by research findings and/or demonstrated as being effective through a critical examination of current and past practices.

*Exceptional Family Member Program (EFMP)*: component within the military that provides support to military families that include members with exceptional needs, including ASD. Each branch of the military administers its own EFMP for its members.

*Individuals with Disabilities Education Act (IDEA)*: federal law that requires public school districts to identify children with disabilities and provide them with a free and appropriate public education in the least restrictive environment.

*Military Interstate Children's Compact Commission (MICCC)*: created to address education transition issues faced by military families when they are reassigned so they are afforded the same opportunities for educational success as other children.

*OCONUS Directory of Special Needs*: provides information about the level of special education services available in overseas military communities.

*Pervasive Developmental Disorder*: categorical term that encompasses several developmental disorders, such as autism or Asperger syndrome, characterized by severe deficits in social interaction and communication or by the presence of repetitive, stereotyped behaviors.

*Rett Syndrome*: rare genetic disorder that affects the way the brain develops. It occurs almost exclusively in girls.

*TRICARE*: health care program serving active duty service members, National Guard and Reserve members, retirees, families and survivors worldwide.

## Appendix A: Evidence-Based Practices Comparison Chart

This chart compares the lists of evidence-based practices developed by the Centers for Medicare & Medicaid Services, the National Autism Center, and the National Professional Development Center on ASD. Brief descriptions of the practices are also included.

Intervention	Centers for Medicare and Medicaid Services (CMMS)	National Autism Center (NAC) <sup>1</sup>	National Professional Development Center on ASD (NPDC)
Antecedent Package	(0-16) (17-21) Modifications of events that typically precede the occurrence of a target behavior. These alterations are made to increase the likelihood of success or reduce the likelihood of problems occurring.	(3-18) Behavior chain interruption; behavioral momentum; choice; cueing/prompting; environmental enrichment/modification; errorless learning; habit reversal; incorporating echolalia, special interests, thematic activities, or ritualistic/obsessional activities; maintenance interspersal; noncontingent access/reinforcement; priming; stimulus variation; time delay.	<i>Antecedent-based Interventions</i> (EC-MH) Include 1) using highly preferred activities/items to increase interest level, 2) changing schedule/routine, 3) implementing preactivity interventions, 4) offering choices, 5) altering the manner in which instruction is provided, and 6) enriching the environment for access to sensory stimuli that serve the same function as the interfering behavior.
Behavioral Package	(0-16) Interventions designed to reduce problem behavior and teach functional alternative behaviors or skills through the application of basic principles of behavior change.	(0-21) Sleep package; toilet training; chaining; contingency contracting; contingency mapping; delayed contingencies; DR strategies; DTT; FCT; generalization training; mand training; noncontingent escape with fading; progressive relaxation; reinforcement; scheduled awakenings; shaping; stimulus-stimulus pairing with reinforcement; successive approximation; task analysis; token economy.	

<sup>1</sup> Reported exact age – not age or grade range.

Intervention	CMMS	NAC	NPDC
Differential Reinforcement			(EC-H) Reinforcement is provided for desired behaviors, while inappropriate behaviors are ignored.
Extinction			(EC-MH) Based on applied behavior analysis ... is used to reduce or eliminate unwanted behavior. Extinction involves withdrawing or terminating the positive reinforcer that maintains an inappropriate interfering behavior.
Prompting			(EC-MH) Any help given to learners that assist them in using a specific skill.
Reinforcement			(EC-MH) A relationship between learner behavior and a consequence that follows the behavior. This relationship is only considered reinforcement if the consequence increases the probability that a behavior will occur in the future, or at least be maintained.
Time Delay			(E) A practice that focuses on fading the use of prompts during instructional activities. With this procedure, a brief delay is provided between the initial instruction and any additional instructions or prompts.

Intervention	CMMS	NAC	NPDC
Cognitive Behavioral Intervention Package	(0-16) Interventions designed to change negative or unrealistic thought patterns/behaviors to positively influencing emotions/life functioning.		
Comprehensive Behavioral Treatment for Children	(0-16) Interventions involving a combination of instructional and behavior change strategies and a curriculum that addresses core and ancillary symptoms and behaviors of ASD.	(0-8) Using ABA strategies (e.g., DTT, incidental teaching, errorless learning, behavioral momentum, and shaping). Criteria: {a} defined ASD symptoms, {b} treatment manuals, {c} intensive treatment, and {d} measuring program effectiveness.	
Discrete Trial Training			(EC-MH) A relationship between learner behavior and a consequence that follows the behavior. This relationship is only considered reinforcement if the consequence increases the probability that a behavior will occur in the future, or at least be maintained.
Functional Behavior Assessment			(EC-MH) Systematic strategies used to determine underlying behavior function or purpose, so that an effective intervention plan can be developed.

Intervention	CMMS	NAC	NPDC
Joint Attention Intervention	(0-16) Interventions involving teaching a child to respond to the nonverbal social bids of others or to initiate joint attention interactions.	(0-5) Often taught in a DTT format; examples include pointing, showing items/activities to another person, and following eye gaze.	
Modeling	(0-16) Interventions relying on an adult or peer providing a demonstration of the target behavior that should result in an imitation by the person with ASD.	(3-18) Examples include live modeling and video modeling.	<i>See Video Modeling</i>
Multi-component Package	(0-16) These interventions involve a combination of multiple treatment procedures that are derived from different fields of interest or different theoretical orientations. They do not better fit one of the other treatment “packages” in this list nor are they associated with specific programs.		
Naturalistic Teaching Strategies	(0-16) Primarily child-directed interactions to teach functional skills in natural environment. Providing a stimulating environment, modeling how to play, encouraging conversation, providing choices and direct/natural reinforcers, and rewarding reasonable attempts.	(0-9) Different names include focused stimulation, incidental teaching, milieu teaching, embedded teaching, and responsive education and prelinguistic milieu teaching.	(EC-MH) Includes environmental arrangement, interaction techniques, behavioral strategies designed to encourage specific target behaviors. Builds more elaborate learner behaviors that are naturally reinforcing and appropriate to the interaction.

Intervention	CMMS	NAC	NPDC
Parent Implemented Interventions			(EC-E) Parent-implemented Intervention entails parents directly using individualized intervention practices with their child to increase positive learning opportunities and acquisition of important skills.
Peer Training Package	(0-16) These interventions involve teaching children without disabilities strategies to facilitate play and social interactions with children on the autism spectrum. Peers often include classmates or siblings.	(3-14) There are many different peer training programs, including Project LEAP, peer networks, circle of friends, buddy skills package, Integrated Play Groups, peer initiation training, and peer-mediated social interaction training.	(EC-MH) <i>Peer-mediated Instruction/ Intervention</i> Peers are systematically taught ways of engaging learners with ASD in social interactions in both teacher-directed and learner-initiated activities
Picture Exchange Communication System	(0-16) Involves the application of a specific AAC system based on behavioral principles that are designed to teach functional communication to children with limited verbal and/or communication skills.		(EC-E) Learners are taught to give a picture of a desired item to a communicative partner in exchange for the item.
Pivotal Response Treatment	(0-16) Focuses on targeting “pivotal” behavioral areas - such as motivation to engage in social communication, self-initiation, self-management, and responsiveness to multiple cues.	(3-9) This treatment is an expansion of Natural Language Paradigm which is also included in this category.	(EC-MH) <i>Pivotal Response Training</i> Creates a more efficient and effective intervention by enhancing four pivotal variables: motivation, responding to multiple cues, self-management, and self-initiations.

Intervention	CMMS	NAC	NPDC
Response Interruption and Redirection	(0-16) These psychosocial interventions involve targeting some combination impairments such as pragmatic communication skills, and the inability to successfully read social situations.		(EC-MH) RIR contains two main components: (1) response interruption and (2) redirection. During the response interruption component of the intervention, teachers/practitioners stop the learner from engaging in the interfering behavior. Redirection, the second component of the intervention, focuses on prompting the learner to engage in a more appropriate, alternative behavior.
Schedules	(0-16) Interventions involving the presentation of a task that communicates a series of activities or steps required to complete a specific activity.	(3-14) These interventions involve the presentation of a task list that communicates a series of activities or steps required to complete a specific activity.	<i>See Visual Supports</i>
Self-management	(0-16) These interventions involve independence by teaching individuals with ASD to regulate their behavior by recording the occurrence/non-occurrence of the target behavior, and securing reinforcement for doing so.	(3-18) These interventions involve promoting independence by teaching individuals with ASD to regulate their behavior by recording the occurrence/nonoccurrence of the target behavior, and securing reinforcement for doing so.	(EC-MH) With these interventions, learners with ASD are taught to discriminate between appropriate and inappropriate behaviors, accurately monitor and record their own behaviors, and reward themselves for behaving appropriately.

Intervention	CMMS	NAC	NPDC
Social Communication Intervention	(0-16) These psychosocial interventions involve targeting some combination impairments such as pragmatic communication skills, and the inability to successfully read social situations.		
Social Skills Groups			(EC-MH) Social skills groups are used to teach individuals with ASD ways to appropriately interact with typically developing peers. Social skills groups typically involve small groups of two to eight individuals with disabilities and a teacher or adult facilitator. Most social skill group meetings include instruction, role-playing or practice, and feedback ...
Social Skills Package	(0-16) These interventions seek to build social interaction skills by targeting basic responses (e.g., eye contact, name response) to complex social skills (e.g., how to initiate or maintain a conversation). They seek to build social interaction skills in children with ASD by targeting basic responses (e.g., eye contact, name response) to complex social skills (e.g., how to initiate or maintain a conversation).		

Intervention	CMMS	NAC	NPDC
Story-based intervention package	(0-16) These treatments involve a written description of the situations under which specific behaviors are expected to occur. Stories may be supplemented with additional components.	(6-14) Social Stories™ are the most well-known story-based interventions and they seek to answer the “who,” “what,” “when,” “where,” and “why” in order to improve perspective-taking.	
Social Narratives			(EC-MH) Social narratives describe social situations in some detail by highlighting relevant cues and offering examples of appropriate responding.
Speech Generating Devices			(EC-MH) Speech generating devices (SGD) are electronic devices that are portable in nature and can produce either synthetic or digital speech for the user. SGD may be used with graphic symbols, as well as with alphabet keys.
Structured Teaching	(0-16) This intervention involves a combination of procedures that rely on the physical organization of a setting, predictable schedules, and individualized use of teaching methods. These treatment programs may also be referred to as TEACCH.		(EC-MH) <i>Structured Work Systems</i> The individual work system is defined as a visually organized space where learners independently practice skills that have been previously mastered under the direct supervision of an adult. A work system visually communicates at least four pieces of information to the learner.

Intervention	CMMS	NAC	NPDC
Task Analysis			(EC-MH) Breaking a skill into smaller, more manageable steps to teach the skill.
Technology-based Treatment	(0-16) The presentation of instructional materials using the medium of computers or related technologies.		
Computer-aided Instruction			(E-MH) Use of computers to teach academic skills and to promote communication and language development and skills. It includes computer modeling and computer tutors
Video Modeling	<i>See Modeling</i>	<i>See Modeling</i>	(E-MH) A mode of teaching that uses video recording and display equipment to provide a visual model.
Visual Supports	<i>See Schedules</i>	<i>See Schedules</i>	(EC-MH) Any tool presented visually that supports an individual as he moves through the day. Might include, but are not limited to, pictures, written words, objects, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, timelines, and scripts.

*Note.* EC=early childhood, E=elementary, MH=middle/high school.

# APPENDIX B: CHILD'S EDUCATION PROGRAM DESCRIPTION FORM

**Child:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**School District:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*Please briefly describe the services the child receives during his/her daily schedule:*

<i>Subject Area</i>	<i>Length (mins.)</i>	<i>Provider – e.g. Reg/ Sped, Teacher, Aide</i>	<i>Accommodations</i>	<i>Curriculum Modifications</i>

*Does the student have a behavior plan?*

- Yes (if yes, please attach)
- No

*Please indicate strategies that are helpful or to be avoided when working with this child.*

(i.e. seat along “edge”, avoid unstructured group activities, provide graphic organizers)

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