

The Resource and Development sub-committee requests the support of the Commission for Autism Spectrum Disorders in the area of outside service providers of ABA intervention strategies into the school setting to allow for a continuum of services.

There is a multitude of empirical evidence that states the importance of early intervention as well as consistent evidence-based intervention services for students with special needs. These intervention services are imperative for the success of our children and young adults in Nevada. Since resources are limited in rural Nevada, the Resource Development subcommittee would like to emphasize that not only will this plan support the Nevada school districts, but ABA specialists in the school setting are also an excellent modeling and learning opportunity for staff, administration, and paraprofessionals.

The subcommittee would like to request to the **commissioners** that a separate committee be appointed, consisting of individuals from; administration from each school district, state department of education, Medicaid, and BCBA's. This new committee allows all members involved in this plan to help develop a contractual agreement for outside agencies to administer services in the school setting and to act as an additional resource to the school.

The contractual agreement may include but is not limited to:

- An outline of professional conduct guidelines mandated by the school districts to the service providers.
- Obligation of service hours.
- A collaboration model for school districts and outside service providers.
- How service providers will gain access to students on the school campus.

The plan that is being presented to the Board of Commissioners is to provide the following services to the school districts through outside BCBA BCABA, and RBT interventionist from ATAP to support our students with Autism in Nevada. The plan may include;

- BCBA's BCABA's and RBT's to provided one on one services for students with behaviors that impede with their learning in the school environment.
- The service providers implementing this support would be licensed and trained staff in the area of ABA intervention.
- The service providers would have similar goals to the Individual Education Plan (IEP) in their service provider plan. These goals would support appropriate behavioral interventions in the school setting. This continuum of goals would Increase the likelihood of consistent and evidence-based interventions in the school setting.
- The service providers would adhere to a contractual agreement set forth through the appointed committee.
- The service providers would provide services in the school setting with the student's peers to allow for social skills interventions.
- By having these service providers in the school setting this would be a learning opportunity for the providers to model evidence-based practices for staff.

- The service providers, with written parental approval, would collaborate and share documentation with staff.
- The parents of each child would have the right to invite their child's service providers to attend IEP's.