

Commission Members of the Nevada Autism Spectrum Disorder Board:

The Resource and Development Subcommittee 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 BCBAs. 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. They would adopt a statewide policy of ABA support in the school district.

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 interventionists from ATAP to support our students with Autism in Nevada. The plan may include:

- BCBAs, BCaBAs and RBTs provided one-on-one services for students with behaviors that impede with their learning in the school environment which will in turn provide better outcomes for students.
- This service would be free of charge to the districts.
- The service providers implementing this support would be licensed and trained staff in the area of ABA intervention to allow the best support and overall outcome for the students.
- 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 and provide better outcomes for the students.
- 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 IEPs.
- Children receiving in-home ABA services from a BCBA, BCaBA or RBT, those service providers would be allowed access to the school to provide a continuum of services to allow for the best outcome for the students.