

The principals' associations of Ontario are pleased to welcome you to the second webinar of three webinars in 2021 pertaining to Autism Spectrum Disorder (ASD).

CATHOLIC  
PRINCIPALS'  
LEADERSHIP  
DEVELOPMENT | ONTARIO

LEADERSHIP  
EN ACTION

PRINCIPAL  
ASSOCIATION  
PROJECTS

Welcome to the all participants, from ADFO, CPCO and OPC, to this second year of a three year series. This is the second of three webinars on supporting Students with Autism Spectrum Disorder (ASD) through a lens of explicit teaching of the executive functions. The year one webinars are available on your association websites.



# Multidisciplinary, interdisciplinary and transdisciplinary in education: The definitions, objectives, and evidence of effectiveness of such teamwork

## Land acknowledgement (for Toronto)

I acknowledge that I am on the traditional territory of nations within nations including the Anishnabe, the Ojibwe and the Michi Saagiig. This land has been and continues to be home to many diverse First Nations, Inuit and Métis peoples.

I would like to acknowledge the enduring presence of Indigenous peoples on the lands on which I gather with you today across Ontario and I thank the past, present and future caretakers of this land. I am grateful to have the opportunity to work and learn on these lands in a community of sharing.

As users of the land, we must continue to work to keep it clean and use it with care so that generations to come can also continue to benefit from the land.



# Introduction ...

Think about a student with special education needs and/or family you have worked with, where the relationship with the student and/or family was not positive and presented some challenges...

What we are offering you today is a way to revisit that situation and rethink your approach and strategy to develop, then implement a more engaging alternative approach.

Try something different ... message to leaders tried and true .

The image shows a presentation slide. On the left is a thumbnail of the cover of 'The Ontario Leadership Framework' document. The cover is yellow with a colorful geometric design at the bottom. The text on the cover includes the Ontario Education logo, the title 'THE ONTARIO LEADERSHIP FRAMEWORK', the subtitle 'A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action', and the date 'Revised: September 2012'. On the right is a white slide with the text 'Today's OLF Focus: Improving the Instructional Program'. At the bottom right of the slide are logos for 'LEADERSHIP IN ACTION' and 'PRINCIPALS ASSOCIATION OF ONTARIO'.

All of our webinars are linked to the Ontario Leadership Framework. Today's webinar, in particular, will support the Principals and Vice-Principals in **improving the instructional program**.

To ensure the best possible learning experience and engagement for this webinar, please allow 45 minutes of your time with opportunity for follow-up questions.

Help us get to know who the audience is by participating in a few polling questions.



LEADERSHIP  
BY ACTION



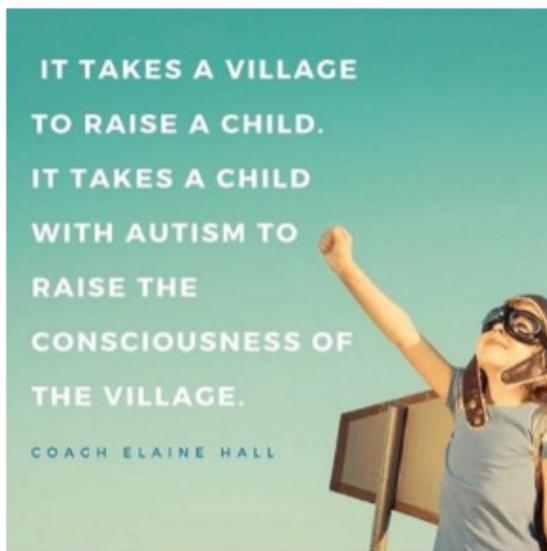


Image source: <https://www.pohc.org/it-takes-a-village>

Autism  
awareness

Autism  
acceptance

Autism  
community



LEADERSHIP  
IN ACTION



It truly takes a village to raise a child with ASD. Think of a student in your school that has ASD. Who is in the village. Is there anyone missing? Who else could bring valuable information to the table? Does every have a voice at the table? Is the village working towards the same goal? Today we are going to discuss about how to make our village bigger, where everyone is heard, where everyone is working together. How we can make our teams more inclusive, more powerful. Where we celebrate success, and come back to look at solutions when it's not working. Where it is ok to not have all the answers, and look to others for solutions. This is what a transdisciplinary approach is all about. Imagine what we can achieve when we are all working together to make our school more inclusive and safe for all of students. By the end of this webinar you will have the tools and the understanding of what a transdisciplinary approach looks like.

## Setting an inclusive tone - Part 1

### Leading the way to successful inclusion

The more you are able to draw parents and guardians into your circle of trust the more successful inclusion will be.

Pooling respective wisdom is a key way to build a truly collaborative trust (example: sending home a family questionnaire)

First step of Inclusion is building on your knowledge and understanding about your students, communities and families you serve, developing trusting relationships that embrace and honours the voices being heard and those not being heard

The inclusion of every member on the team - this will lead to inclusion of the student and build on success

Have participants reflect on different tools that could be used to gather information and build trust

## Inclusive Education, Did you know...

### FACTS

Student academic achievement in inclusive classes is comparable or superior to that of students served in self-contained classes.

The quality of instruction provided to students in inclusive classes is comparable or superior to that of students in self-contained classes

Students in inclusive classes have more access to the core curriculum than students in self-contained classes do

The academic engagement of students in inclusive classes is comparable to that of students in self-contained classes

Inclusive classes improve students' adjustment to community living

Students in inclusive classes, especially vocational classes, have improved adjustment to employment

Students in inclusive classes have more interactions with and receive more support from peers with disabilities than students in self-contained classes do

Inclusive educational programs have no adverse effect on the academic achievement of students without disabilities



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Take a moment too look at these facts about Autism. Do any surprise you?

This infographic is based on

<https://i.pinimg.com/originals/c9/14/62/c914628d252550e3514732b9a4e8a1b3.jpg>, which was created using information from *Equity and Full Participation for Individuals with Severe Disabilities: A Vision for the Future*.

## Equity and Inclusion

All parents should feel welcome in the school, be involved in school-related activities and in the life of the school;

Need to pay particular attention to the mistrust of institutions on the part of members from the Black, Indigenous, and People of Colour [BIPOC] communities; for example and work towards building more trusting relationships by consulting with parents regularly and actively seeks representation of parents from the Indigenous community.

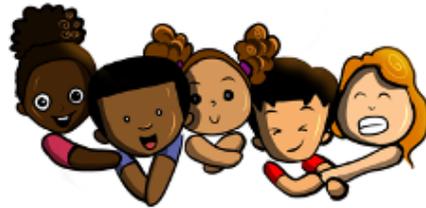


Image by [Maribon Gonal](#) from [Pixabay](#)

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Need for a clear in-school process to examine and challenge discriminatory biases in learning materials, programs or practices related to anti-oppression and equity

Like our students, our families are diverse rich in culture and experiences and we need to set the tone that value them as contributing members supporting the goal of student achievement

How do we use our school support team meeting and process as a practice for which we lead through the lens of equity and inclusion? What voices are not being heard? Why?

We also need to be "aware" of the intersectional members within these communities that may have further issues/challenges related to trust.

## Unconscious and Implicit Biases

### Why should you care?

With the best intentions, we need to be aware of the implicit biases that may be impacting the outcomes of our students and their achievement.

What do you have in place to identify and safeguard students from bias, particularly as we serve our students with ASD?



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As we are genuinely inviting families and partners to the table we have to start with our own bias

- Unconscious bias refers to bias that can result in prejudice and/or stereotyping and may influence your actions and decisions that can lead to discrimination and create barriers for our families and students
- Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner;
- Take a moment to reflect on the processes that you have in place to identify and safeguard students from our bias

With the best intentions, we need to be aware of the implicit biases that may be impacting the outcomes of our students and their achievement.



## Cultural Proficiency

A way of being represented by the set of values and behaviors in an individual or the set of policies and practices like a Transdisciplinary school support team approach, that creates the appropriate mindset and approach to effectively respond to issues caused by diversity and inclusion.

As you begin to unpack your own bias you also need to understand the families and students you serve.

Culturally proficient individuals may not know all there is to know about others who are different from them; yet are able to take advantage of teachable moments, how to ask questions without offending and how to create an environment that is welcoming to diversity and change.



## **Cultural Proficiency**

**See the differences and respond positively and affirmingly**

- Involves knowing how to learn and teach about different families;
- Having the capacity to teach and to learn about differences in ways that acknowledge and honour all the people and the groups they represent;
- Holding culture in high esteem;
- Seeking to add to the knowledge base of culturally proficient practice by conducting research, developing new approaches based on culture, and increasing the knowledge of others about culture and the dynamics of difference.

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Cultural proficiency is ideally what we want.

How do you think about these with explicit intention to students with ASD?

How do you enact the voice of your school community?



### What event(s) propelled the move to develop and initiate Transdisciplinary teams in education settings?

- Expertise for complex cases
- Mental health problems in schools
- Inclusion
- Equality
- Equity
- Social justice

Transdisciplinary team coordinates provision of services – specialists outside program, type of services, contracted services, one person on the team can substitute for another.

Leaders need to give themselves permission to be vulnerable - to not have to have all of the answers - to be open to influence from knowing others.

As a school leader you lead by example - by being vulnerable - you are modelling for others that they too do not have to have all the answers.

### **Transdisciplinary Teams: Evolution & Experience in Education**

Consultative approach – one professional retains central responsibility and consults with others as needed

Multidisciplinary – each team member implements a specialized part of an intervention plan

Consultative approach - This approach may create lots of frustration for teachers and school principals. The implementation of Program Memorandum Number 140 is a great example of this approach. Outside agencies specialized in ABA became involved with the different school boards with regards to incorporating methods of applied behaviour analysis into programs for students with ASD.

Multidisciplinary – as disciplines working in parallel, with diverse goals. And me be hard for school principals to manage everyone within this approach. This may create frustrations for teachers especially when there is a lack of consistency with the recommendations. Lack of consistency between professionals (psychologist, occupational therapist, speech-language therapist, teachers, parents, etc) when it comes to evidence-based practices.

Single Disciplinary	Multi-disciplinary	Interdisciplinary	Transdisciplinary
Highly specialized in one disciplinary.	People from different disciplines working together, each drawing on their disciplinary knowledge.	Integrating methods and knowledge from different disciplines, using a real synthesis of approaches.	Creating a unity of intellectual frameworks beyond the disciplinary frameworks.
No cooperation with other disciplines.	Not focused on problem solving but requires expert opinions.	Focused on problem framing and solving from disciplinary perspectives.	Solving problems by going beyond disciplinary perspective to involving practitioners, beneficiaries and non-academia.
Development of a new detailed discipline.	Members cooperate in their contributions but do not integrate their perspectives.	Perspectives are integrated with stronger levels of cooperation.	New knowledge is generated through the use of multi and interdisciplinary concepts.
	Disciplinary theory development.	There is a common understanding on methodological approaches, epistemological and ontological perspectives.	Considered as the highest form of integration of all actors in a participatory.

Source: Mumuni et al. (2015)

As educators, we are greatly influenced by educational trends. We look to our past and towards the future anticipating the “latest trend” and the “next big thing.” We have seen open classrooms, experiential learning, brain-based education, personalized instruction and professional learning communities, to name a few. Educators, eminently practical and resourceful, have unpacked and reconfigured these ideas to fit their unique students and contexts. Having said that, it appears that the pace of educational change has reached epic proportions. Differentiated learning has evolved into universal design, personalized learning environments have created flipped classrooms and individualized learning spaces.

When contemplating the adoption of a new innovation or program, it is important that educational leaders approach “trending” in education with caution, insight, knowledge and understanding. Choosing the best changes, for the right reasons, is an important skill for educational leaders. In my work with these leaders exploring how to apply innovations within their context, a few key strategies have become clear. For example, create a framework based on the transdisciplinary around outcomes, teacher growth, assessment practice and instructional practice. Use this framework to help guide the application of innovations and trends, rather than having trends inform the choice of framework. Too much or the wrong innovations can get in the way of being an effective educator.

## Transdisciplinary Teams: Evolution & Experience in Education

Interdisciplinary – each team members put forth their knowledge individually and collectively to the intervention plan

Transdisciplinary – members are jointly responsible for implementing an integrated plan (Case review and assignment, Case consultations and reviews, Consultation & Education Initiatives)



Interdisciplinary – is most common in literature today, each team members put forth their knowledge individually and collectively to the care/treatment plan. School principals are involved in the coordination during the entire process. Based on the need of the student, the team including the school principal will decide which professional should get involved immediately.

Transdisciplinary really promotes equality of all individuals involved in the students well-being. This Interprofessional perspective promotes everyone's participation including the family and the student. This paradigm shift is based on uniformity for integrated services. For example, the school board could identify a group of professionals to manage complex cases within their boards.

## Bringing in the Rest of the Village

### Transdisciplinary Teams: Evolution & Experience in Education

What has been your experience?

- Communication
- Cooperation (empowerment of team)
- Cohesiveness (team sticks together)
- Commitment (investing in team process)
- Collaboration (equality in team)
- Confronts problems directly
- Coordination of efforts (actions support common plan)
- Conflict management
- Consensus decision making
- Consistency (with one another)
- Contribution (I have a voice)
- Community (everyone belongs)

Based on your reflection what is one "C" you would add?

Which one of these are you looking to implement in your next team meeting?



When the transdisciplinary team and teachers collaborate successfully, everyone can benefit from the partnership. Every member should recognize his or her colleagues' expertise and vice versa. In order to be a successful member, one should "exploit other's skills and knowledge before making any decisions. This decision would be done by the school principals after reviewing all the information. There is always value in working with a colleague. It also helps to prevent professionals believing that they need to constantly reinvent the wheel. By tapping into the knowledge of their peers, it not only benefits the team but the students as well. Successful collaboration does not just have to be between professionals but also families and students.

Add curiosity to the points - to emphasize vulnerability and willingness to learn from others.

# How to Implement Transdisciplinary Team Approach

## Phase One

- School principal/vice-principal identifies team members and sets up an initial meeting with them to determine the roles and implications (common vision, timeline and objectives)

## Phase Two

- This phase can occur during the first meeting or at a subsequent meeting.
- School principal/vice-principal leads a discussion with regard to the implementation phase (or next steps) (What? Where? How? and When?)
- The intention is to develop shared expectations, building trust, share existing data and information and determine missing data)

## Phase Three

- This phase allows everyone to participate in the development of an action plan for the student with clear goals, objectives, teaching and learning strategies and assessment tools).
- Use a template (see example), to track the action plan, thus making all team members accountable.

## Phase Four

- Follow-up meeting to coordinate the implementation of the intervention plan. Team members work together to consider questions like:
  - Are we on the right track? What adjustments may be needed? This phase may involve multiple meetings.

## Decision Making Process

- The transdisciplinary approach reinforces the idea that every professional and parent/guardian is an expert. This collaboration allows everyone to contribute to the recommendations based on their theoretical background. Those recommendations are based on evidence-based practices with regards to the cognitive, emotional and behavioural development of the autistic student.

## Challenges to Implementation

- Time and scheduling can be challenging
- Finding a common vision may be difficult at first
- Working objectively might be hard for some individuals because of their emotional attachment to the student
- Respecting everyone's expertise is key but not always easy
- Success is dependent on respectful leadership and transparency



Use handout as a planning tool for the phases

This handout is designed to help you implement the transdisciplinary model with your teams and will be made available to you in the resource package.

The role of the principal is to ensure that these roles of the members of the team are defined and sets the tone and the pace of the meetings. Also, the principal must attend the meetings to promote optimal decision-making and identify the needs of the staff and the student.

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## Team work advantages

Principals set the conditions for all voices to be heard equally

- Improves efficacy by increasing coordination of services, especially complex problems
- Integrates services for wide range of problems and needs
- Empowers parents and students to be active partner in all educational decisions



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To accommodate the various perspectives and make a balanced judgement, each member of the team need to:

1. understand that there are several important disciplinary perspectives that are relevant to every educational decision, such as from a cognitive, emotional and behavioural perspective;
2. understand the perspective of each relevant discipline;
3. judge how important each perspective is for the issue at hand;
4. evaluate the evidence or reasons supporting each of the perspectives;
5. balance, weigh-up or accommodate the pressures from the different perspectives in order to reach a reasonable and creative decision or outcome;
6. make a case for why this decision or outcome is better than alternatives.

The role of the principal is to ensures that these roles of the members of the team are defined and sets the tone and the pace of the meetings. Also, the principal must attend the meetings to promote optimal decision-making and identify the needs of the staff and the student.

## Team work advantages

- Empowers parents and students to be active partner in all educational decisions
- Support cultural diversity
- Support Identity Inclusion
- Uses time more efficiently



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Teamwork can help alleviate the complexities related to student success by creating a powerful web of proficiency through parents, teachers, and community experts working together. Bringing to the table experts with a shared vision and a common goal, principals can create a powerful team that looks beyond traditional methods of problem-solving.

## Team work advantages

- Increases professional satisfaction
- Facilitates shift in emphasis from crisis care to long-term preventive care
- Enables professional to learn new skill and approaches
- Encourages innovation
- Allow school boards to focus on individual specialize expertise



LEADERSHIP  
IN ACTION

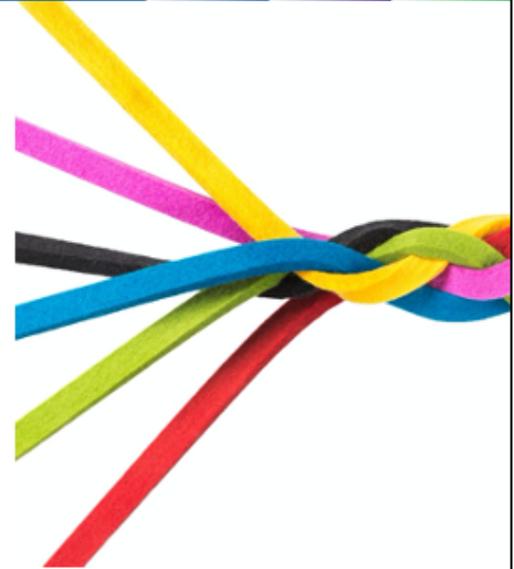
As the principal you need to pull the team together, identify the supports needed and create positive change.

Every decision you make has a direct impact on student learning and outcomes and it is important to consider all the solutions and be open to new ideas.

It is ok to not have all the answers. The team approach creates a safe environment to look for best approaches to help the student learn.

## Transdisciplinary Teams

- Parents and caregivers are team members
- Members are from at least two disciplines
- Members function as a team; decisions are made jointly
- Members share their perceptions of a child's abilities
- Consensus is formed regarding a child's abilities, concerns, and possible methods of intervention
- Consensus is formed regarding the services necessary to address desired goals and outcomes
- Members participate in "role-release"
- Members learn different perspectives of the child through the perceptions of their fellow team members



LEADERSHIP IN ACTION

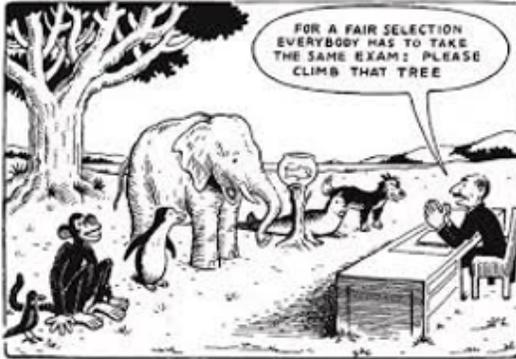
To promote inclusion, the leadership team should focus on these key elements before even thinking about the IEP. The transdisciplinary team approach should be integrated in the IPRC process. As transdisciplinary teams can help alleviate the complexities related to student success by creating a powerful partnership with parents, teachers, and community experts with a shared vision and a common goal.

Principals can create a powerful team that looks beyond traditional methods of problem-solving, and transform student outcomes.

As leaders we must be accountable and build professional cultures to ensure that every child succeeds. Every member of the team has an equal voice. It's ok to let go of your title at the table and work for the best interest of the student.

This approach is a framework that emphasizes the role of social and cultural factors in a child's learning and development. By including community and family members and giving them equal powers to contribute to the development of educational goals, educational leaders promote inclusive and sustainable culturally responsive practices for student success. This builds trust, and for many families the trust has been broken and must be rebuilt.

## Fairness is not sameness



"I treat every student the same, whether they have Autism, Down syndrome or a physical disability"

This type of approach does not provide students with what they need.

Equity = taking into account the valuable differences of students with Autism.

The dangers of being disability blind.

We cannot treat everyone the same. In order to create the best learning outcomes, each student is unique and must be treated as such.

Key that transdisciplinary is more about inclusion rather than integration.

The autistic child - adult their whole narrative has been Autism... taking their narrative into account. The transdisciplinary team approach creates an inclusive environment for the student.

GALLAGHER BASSETT  
WORK. LEADERSHIP. GO BEYOND.

# Autism: THE STRENGTHS

*Understanding, embracing and celebrating different ways of thinking is important for every organisation and team. Here are some positive attributes which can be associated with autism.*

<p><b>Attention to detail</b></p> <ul style="list-style-type: none"> <li>• Thoroughness</li> <li>• Accuracy</li> </ul>	<p><b>Deep focus</b></p> <ul style="list-style-type: none"> <li>• Concentration</li> <li>• Freedom from distraction</li> </ul>	<p><b>Observational skills</b></p> <ul style="list-style-type: none"> <li>• Listen, look, learn approach</li> <li>• Fact finding</li> </ul>
<p><b>Absorb and retain facts</b></p> <ul style="list-style-type: none"> <li>• Excellent long term memory</li> <li>• Superior recall</li> </ul>	<p><b>Visual skills</b></p> <ul style="list-style-type: none"> <li>• Visual learning and recall</li> <li>• Detail-focused</li> </ul>	<p><b>Expertise</b></p> <ul style="list-style-type: none"> <li>• In-depth knowledge</li> <li>• High level of skills</li> </ul>
<p><b>Methodical approach</b></p> <ul style="list-style-type: none"> <li>• Analytical</li> <li>• Spotting patterns, repetition</li> </ul>	<p><b>Novel approaches</b></p> <ul style="list-style-type: none"> <li>• Unique thought processes</li> <li>• Innovative solutions</li> </ul>	<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Distinctive imagination</li> <li>• Expression of ideas</li> </ul>
<p><b>Tenacity and resilience</b></p> <ul style="list-style-type: none"> <li>• Determination</li> <li>• Challenge opinions</li> </ul>	<p><b>Accepting of difference</b></p> <ul style="list-style-type: none"> <li>• Less likely to judge others</li> <li>• May question norms</li> </ul>	<p><b>Integrity</b></p> <ul style="list-style-type: none"> <li>• Honesty, loyalty</li> <li>• Commitment</li> </ul>

*Remember: Every experience of autism is unique. No one person will identify with every feature of autism. We all have individual skills, attributes and characteristics that are as unique as our personalities - this is the power of neurodiversity.*

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 IN ACTION

As you are planning a meeting, how is this helpful for you to use an asset based approach within transdisciplinary team work?

A way of being represented by the set of values and behaviors in an individual or the set of policies and practices, like a transdisciplinary school support team approach, that creates the appropriate mindset and approach to effectively respond to issues created by diversity. This includes knowing how to work with different families and adapt teaching methods to the diversity of students. This means building capacity to honour the ways people and groups learn. We must hold culture and diversity in high esteem. Seeking to add to the knowledge base of culturally proficient practice by conducting research, developing new approaches based on culture, and increasing the knowledge of others about culture and the dynamics of difference

**Diversity is a  
Fact.  
Inclusion is an  
Act.**

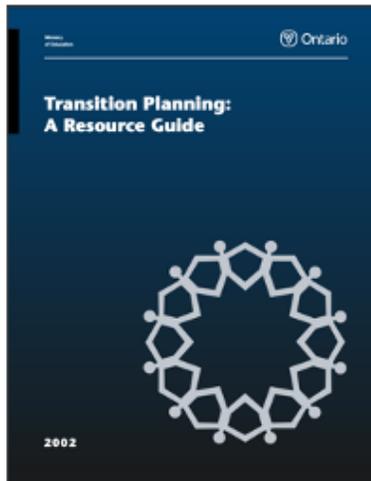
Focus on the action.

How does the Transdisciplinary approach allow for cultural proficiency, diversity and when it comes to serving our students with special education needs, including those with ASD?

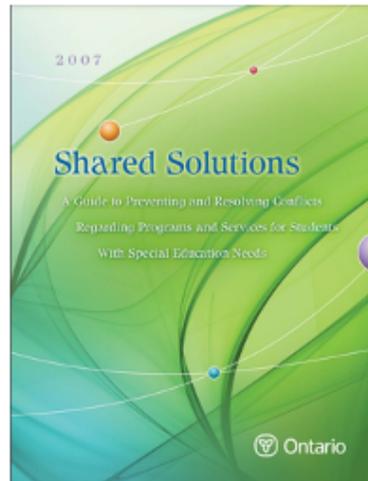
Principal influence and next move.

# Resources

## Transition guide



## Shared Solutions



The Ministry of Education has two great resources that can be very useful when working with students and families.:

[Transition guide: http://www.oafccd.com/documents/transitionguide.pdf](http://www.oafccd.com/documents/transitionguide.pdf)

[Shared Solutions: http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf](http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf)

## Final words

- Quick polls – Please respond to the following questions
- Survey – Please complete the survey at the end of this webinar. You will also receive it by email .
- Glossary, references and some resources will be made available in a PDF format and emailed to you tomorrow.

Thank you



## CONTACT US

- ADFO [www.adfo.org](http://www.adfo.org)
- CPCO [www.cpco.on.ca](http://www.cpco.on.ca)
- OPC [www.principals.ca](http://www.principals.ca)



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## Glossary

### **Applied Behaviour Analysis (ABA)**

The use of behaviour principles and methods to solve practical problems. In other words, it's the attempt to solve behaviour by providing antecedents and/or consequences that change behaviour

### **Applied Behaviour Analysis Program**

A systematic approach to analyzing and changing behaviour. It entails establishment of behavioural objectives; selection and application of valid and reliable measures; regular recording; consistent application of selected procedures based upon principles of behaviour; plus, an experimental evaluation of results.

### **Comorbid disorders**

Two or more disorders diagnosed simultaneously in an individual

### **DSM V**

Referred to as the Diagnostic and Statistical Manual of Mental Disorders (DSM–5). Contains disorder criteria that capture the experiences and symptoms of children. Rather than isolating childhood conditions, DSM-5's organization underscores how they can continue to manifest at different stages of life and may be impacted by the developmental continuum that influences many disorders.

### **Executive Functioning Skills (EF)**

Frontal lobe functions that begin to emerge shortly after birth but take a full 25 years to fully develop in neurotypical students. Adult modeling and shaping is how most children learn. Students with autism struggle to develop their skills through modeling and shaping alone and need practice and explicit teaching.

### **Interdisciplinary**

A coordinated group of experts from several different fields who work together toward a common business goal. A business might use an interdisciplinary team of professionals to work on a complex project that requires multiple skills sets or areas of expertise in order to succeed

### **Neurodevelopmental disorders**

A group of disorders that affect the development of the nervous system, leading to abnormal brain function which may affect emotion, learning ability, self-control, and memory. The effects of neurodevelopmental disorders tend to last for a person's lifetime.

### **Prevalence Rate**

The total number of cases of a disease existing in a population divided by the total population

### **Transdisciplinary**

A coordinated group of experts from several different fields members of the team come together from the beginning to jointly communicate, exchange ideas and work together to come up with solutions to problems.

### **Universal Design for Learning (UDL)**

Multidisciplinary, interdisciplinary and transdisciplinary in education: The definitions, objectives, and evidence of effectiveness of such teamwork

Year 2: Webinar 2 – February 2021

A scientifically valid framework for guiding educational practice that--(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient

## References

### Webinar 1

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Source: pages 97-99 Cultural Proficiency A Manual for School Leaders, Randall B. Lindsey, Kikanza Nuri Robins, Raymond D. Terrell

## Additional Resources

The Ministry of Education has two great resources that can be very useful when working with students and families.:

[Transition Guide](#)

[Shared Solutions](#)

## How to Implement Transdisciplinary Team Approach

### Phase One

- School principal/vice-principal identifies team members and sets up an initial meeting with them to determine the roles and implications (common vision, timeline and objectives)

### Phase Two

- This phase can occur during the first meeting or at a subsequent meeting.
- School principal/vice-principal leads a discussion with regard to the implementation phase (or next steps) (What? Where? How? and When?)
- The intention is to develop shared expectations, building trust, share existing data and information and determine missing data)

### Phase Three

- This phase allows everyone to participate in the development of an action plan for the student with clear goals, objectives, teaching and learning strategies and assessment tools).
- Use a template (see example), to track the action plan, thus making all team members accountable.

### Phase Four

- Follow-up meeting to coordinate the implementation of the intervention plan. Team members work together to consider questions like:
  - Are we on the right track? What adjustments may be needed? This phase may involve multiple meetings.

### Decision Making Process

- The transdisciplinary approach reinforces the idea that every professional and parent/guardian is an expert. This collaboration allows everyone to contribute to the recommendations based on their theoretical background. Those recommendations are based on evidence-based practices with regards to the cognitive, emotional and behavioural development of the autistic student.

### Challenges to Implementation

- Time and scheduling can be challenging
- Finding a common vision may be difficult at first
- Working objectively might be hard for some individuals because of their emotional attachment to the student
- Respecting everyone's expertise is key but not always easy
- Success is dependent on respectful leadership and transparency

# TRANSDISCIPLINARY TEAM ACTION PLAN

## Phase 1

Team Members (Name and Role)	Student Name and Profile (2 - 3 sentences)

Overall Objective:

## Phase 2

Background information	Existing Data (relevant to the objective) <i>What do we know?</i>

Additional information	Missing Data <i>What do we still need to find out?</i>

## Phase 3

Objectives	Strategies (teaching, learning, assessment)	Target Completion Date	Team member(s) Responsible

## Phase 4

What went well (for the student/team)? How do we know?	What needs to improve (for the student/team)? How do we know?

Next steps (for the student? the team?)