

ROCHESTER RESEARCH ROUNDUP

MODULAR APPROACH FOR AUTISM PROGRAMMING IN SCHOOLS (MAAPS)

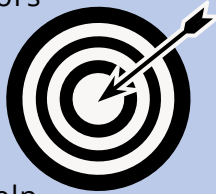
Conducted at University of Rochester, May Institute, and University of South Florida

WHAT did you study?

We studied how to best support educators who have students with autism spectrum disorder (ASD) in their classrooms to use practices that research has shown to be effective.

HOW did you study it?

We developed MAAPS to provide support around the goals that educators and parents said were most important for students. Then research team members used collaborative coaching with educators to help them create plans that would address these important goals in the classroom.



WHY does it matter?

It is important that students and educators have access to supports that let them address student needs on an individual basis. This project identified one possible way to make that happen.

WHY did you study it?



Educators, administrators, & parents

feel school teams struggle to support students with ASD. Schools may need training or other resources. We wanted to see if MAAPS would work to support educators and improve student outcomes.

WHAT did you find?

Educators found MAAPS to be "easy to understand, feasible...useful and effective." Students whose educators worked with the MAAPS program had better outcomes in terms of academic participation, social skills, and behaviors as compared to students whose educators did not use MAAPS.



WHAT'S NEXT?

This was one small study!

- Repeat this process with more students and educators to make sure it works with other groups.
- Find ways to sustain the coaching procedures without the need for research staff.



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THE FULL ARTICLE CAN BE FOUND THROUGH THE FOLLOWING CITATION:

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