

Preparation and Collaboration: Supporting Students In and Out of School

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Session Description:

This presentation has been designed for caregivers, school staff, and other providers working with students with autism in a school context. This presentation will provide information for adults to improve their support of children/students with autism with *their* preparation and collaboration with others. Increased preparation and collaboration can reduce the expenditure of resources and create more positive experiences for individuals with autism in school, at home, and in other contexts. Individuals with autism may also benefit from attending this presentation to learn how they may better prepare, collaborate with others, and advocate for themselves to increase independence and improve their experience in academic contexts.

Learning Objectives:

1. Attendees will increase their understanding of methods and reasons to collaborate with other adults to support children/students with autism.
2. Attendees will identify antecedent strategies to incorporate in their work with individuals with autism to help them have more successful experiences in a variety of contexts.
3. Attendees will reflect on antecedent strategies that have been ineffective in the past in their work with individuals with autism to determine hypotheses as to why that strategy may not have been effective to determine if that strategy should be modified and tried again or replaced with another strategy.
4. Attendees will increase their ability to advocate and support individuals with autism in the Prek-12 school context.

Ashley Collins received her Bachelor's Degree in Elementary Education with an Endorsement in Teaching English to Speakers of Other Languages in 2007. She began her teaching career in an English Language Arts classroom in a middle school in Albuquerque before getting her Master's Degree in Bilingual Deaf Education from the University of California, San Diego. She spent 14 years teaching grades K-8 and in 2019, she became a Board Certified Behavior Analyst (BCBA). After a year working in a clinic with individuals with autism spectrum disorder, she began working at the NM PED- Office of Special Education where she works to support schools in their efforts to ensure that all students, including those with low incidence disabilities, receive a free and appropriate public education. Ashley also serves as the current board secretary for the New Mexico Association of Behavior Analysts, is a member of the disability community, and is the parent of children with disabilities who have been on IEPs/504 Plans who have attended specialized schools, a charter school, and homeschool.