Training Sites

ORPATS is a system of training sites throughout the state that provide a proactive approach to training staff in research-based practices for working with students with ASD. The Project provides each region of the state with a training resource at the preschool through secondary levels while also delivering needed individualized services to students. A systematic training protocol is used to develop fidelity of implementation in evidence-based practices. An ASD specialist can be contacted to provide information and training to teachers and other staff at each of the training sites.

ORPATS Workshops and Follow-up Support

The project offers comprehensive workshops for instructional staff and specialists that work with children with autism in local districts. The workshops include training on the research-based methods of discrete trial training, pivotal response training, functional routines, positive behavioral supports, self-management and teaching to a developmentally appropriate curriculum. The workshops are the first stage of a comprehensive training process. Follow-up training is provided by a combination of ORPATS staff and local ASD specialists. The workshop schedule is available at www.orpats.org.

Parent Coaching and Parent Communication

Parent Coaching teams have been developed through the EI/ECSE ORPATS training sites. The goal of the training is to increase child/parent communication, improve social interaction and to improve the child’s behavior at home. This component is available through the EI/ECSE programs. At the elementary and secondary level, the project assists school teams to encourage on-going communication between school and home.

Assessment of Student Progress and ORPATS Evaluation

The ORPATS project is conducting pre and post assessments of student progress in selected ORPATS training sites. Information collected includes standardized assessments, curriculum-based assessments, and surveys. The Project is also collecting evaluation data on many other aspects of the project.

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The following curriculum and instructional strategies are individualized to the needs of each student:

- Expressive and receptive language, spontaneous language, academic and social skills is a major focus
- Generalizing skills within functional routines at home and school
- Inclusion, mainstreaming, peer tutoring and peer buddies
- Augmentative communication systems
- Structured teaching
- Use of the evidence-based applied behavior analysis strategies of:
  - Discrete Trial Training
  - Pivotal Response Training
  - Teaching Functional Routines
  - Positive Behavioral Supports

The following curriculum and instructional strategies are individualized to the needs of each student:

- Independence on routines at school, home and community
- Academic instruction and support
- Social skill development
- Augmentative communication systems
- Structured teaching
- Inclusion, mainstreaming, peer tutoring and peer buddies
- Continued use of evidence-based strategies to teach specific skills needed for independence on routines
- Instruction in the natural environment including
  - Community Experience
  - Vocational Experience
- Ongoing data-based decision making to ensure independence on routines