

The background of the slide is a collage. The top left shows two yellow school buses, with the one in front labeled 'SCHOOL BUS' and the number '32'. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small white tables and chairs arranged in the room.

Supporting Educational Outcomes for Children with Autism

Interim Joint Committee on Families and Children

June 17, 2026



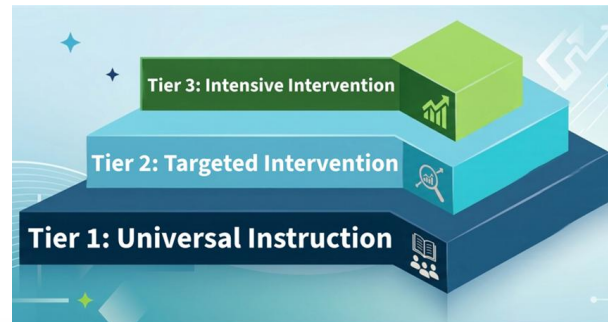
Kentucky Department of
E D U C A T I O N

Supporting All Students: Multi-tiered System of Supports (MTSS)

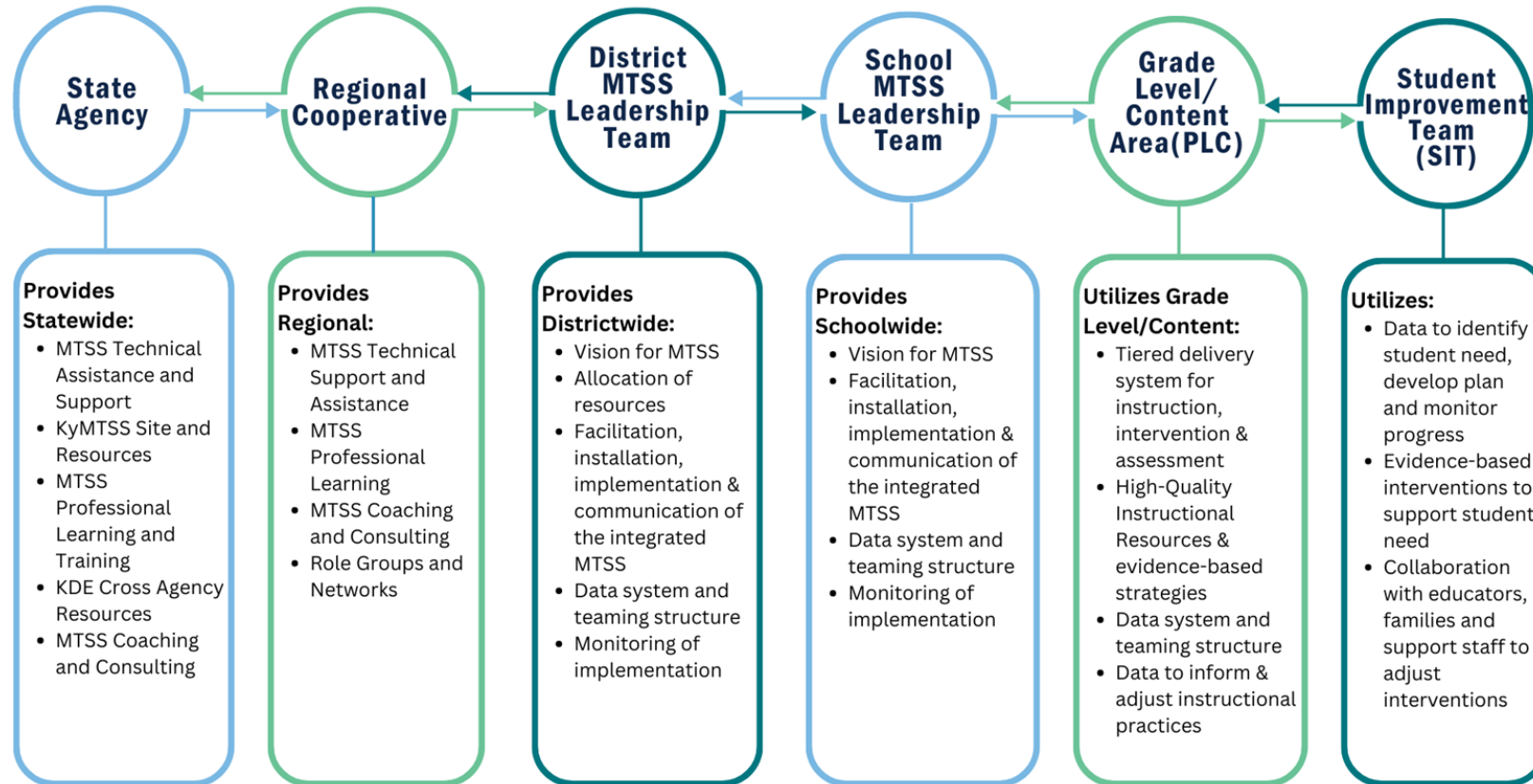
704 KAR 3:095 – The Use of a Multi-tiered System of Supports:

- Definitions and requirements for district-wide implementation for students K-12

“A multi-level prevention system designed to maximize student achievement and social and behavioral competencies through an integration of differentiated universal instruction, assessment and intervention.”



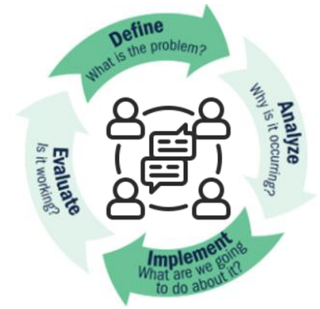
MTSS Cascading System of Support



Office of Teaching and Learning: MTSS Support

- Technical assistance and support to Regional Educational Cooperatives, District MTSS teams, MTSS coordinators and School MTSS teams.
- Website and resources to support MTSS implementation and sustainability.
- Office-level and cross agency collaboration
- Professional learning and training to support effective implementation.

Utilizing MTSS to Support Students with Autism



Tier 1:

- Built in scaffolds, visual supports, multi-sensory approaches and differentiated tasks within the HQIR
- Designated quiet spaces, clear classroom expectations and organizational routines
- Structured small group activities to support social interactions

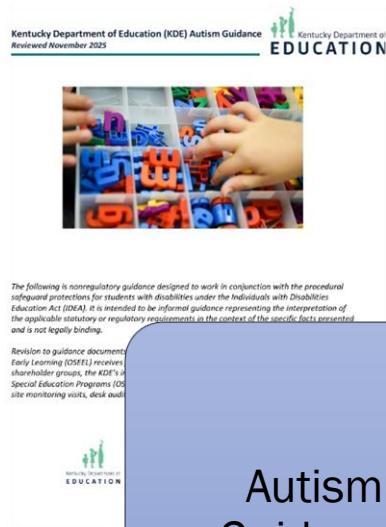
Tier 2 /Tier 3:

- Differentiation and intervention within small groups to support reading/writing and math
- Targeted social skills groups
- Self management/self-regulation
- Intensified based on data
 - Group size
 - Dosage
 - Specificity

Office of Special Education and Early Learning (OSEEL)

Supports implementation of the Individuals with Disabilities Education Act (IDEA) by providing guidance and assistance to educators and families serving students with disabilities ages 3 to 21.

OSEEL System of Support



Autism
Guidance



Behavior and
Instructional
Resources

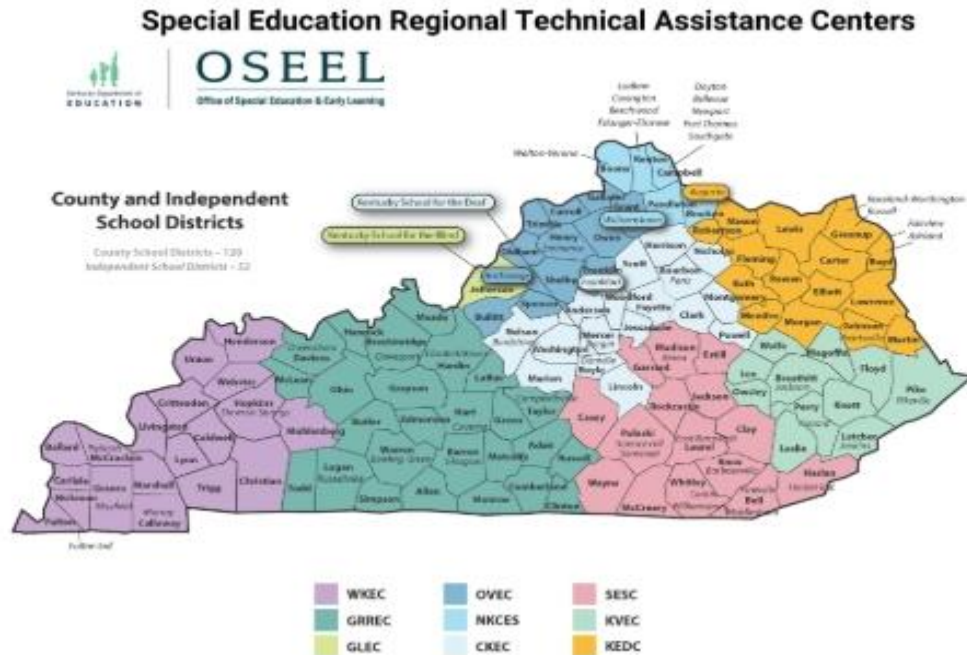


Technical
Assistance

Technical Assistance Network Funding

- Each year, under Part B of the IDEA, the U.S. Department of Education (US ED) awards federal funds to all states under Section 611 (Grants to States) and Section 619 (Preschool). Of these funds, states allocate a substantial portion to local education agencies (LEAs), and smaller amounts for administration of the grant and for what the IDEA refers to as, Other Activities.
- In Kentucky, the Office of Special Education and Early Learning (OSEEL) uses the amount it sets aside for Other Activities to fund a statewide network of technical assistance (TA) providers which support the efforts and initiatives of the OSEEL to build the capacity of LEAs to serve students who receive special education and related services.

Technical Assistance Network



All of Kentucky's local school districts are eligible to receive services to improve outcomes for students with disabilities at no cost through nine regional centers.



Five early childhood regional training centers are dedicated to promoting high-quality learning environments and continuous quality improvement in state-funded preschool settings.

Technical Assistance Network

