



# Retaining Teachers of Students with Autism in High-Needs Settings: Pitfalls and Successes



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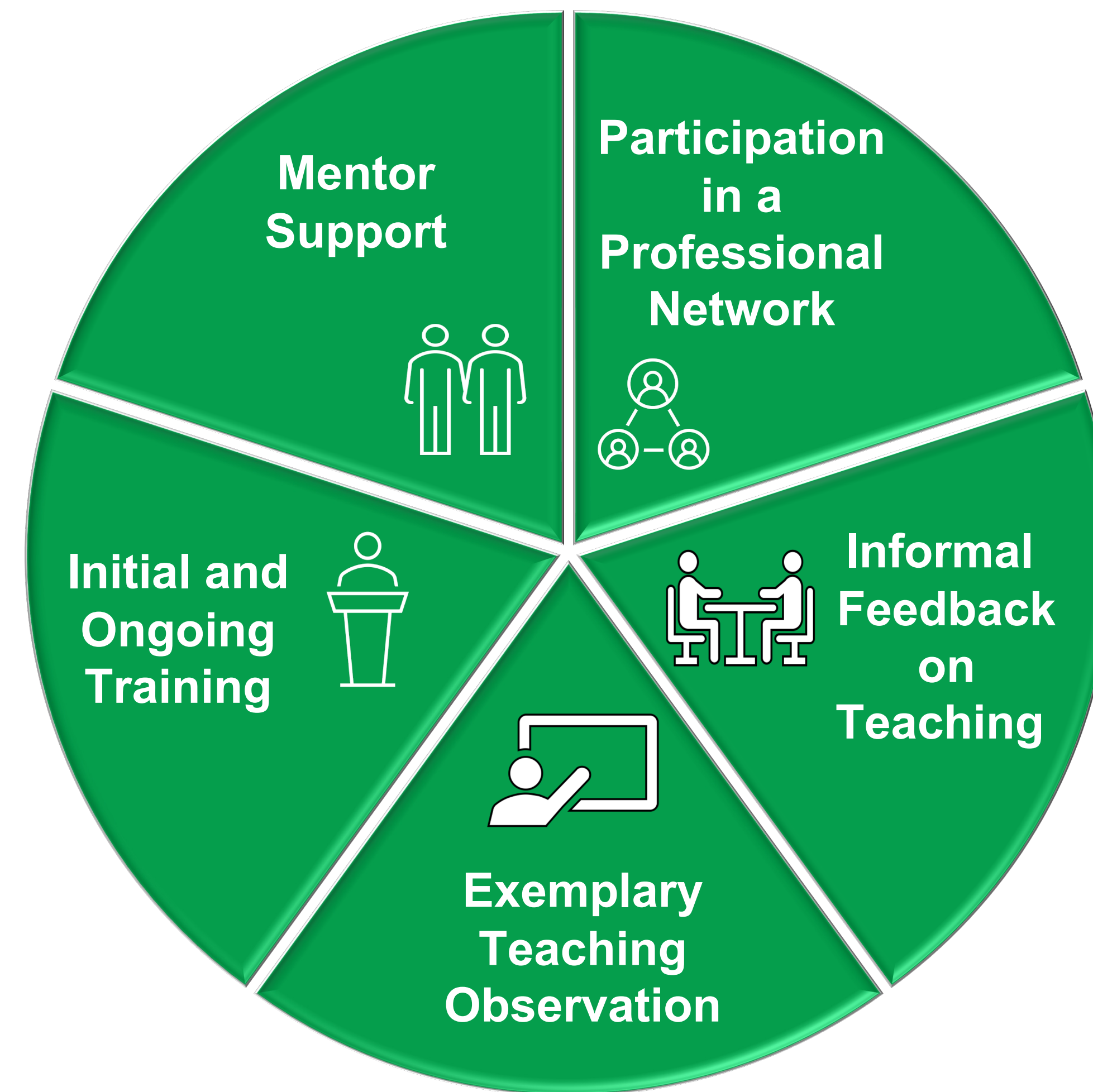
## About

Project STAY is an induction model that is specially designed to meet the needs of beginning teachers of children with autism who work in high needs schools.

### Rationale

- High needs schools have a much higher turnover rate, with less resources and support for beginning teachers.
- Beginning teachers of children with autism are less likely to feel prepared to teach and more likely to experience stress or burnout.
- An effective induction model can help beginning teachers feel supported and increase retention.

## Components



## Timeline

- 7 classroom observations
- 5 focus groups with new teachers, experienced teachers, administrators, and district specialists

Year 1:  
2021-2022

- Develop initial draft of STAY
- Feedback from advisory board
- Revise STAY based on feedback

Year 2:  
2022-2023

- Implement STAY with 5 mentor/beginning teacher dyads
- Interview teachers to determine how STAY can be improved

Year 3:  
2023-2024

- Implement STAY with 11 mentor/beginning dyad teachers
- Collect data on outcomes

Year 4:  
2024-2025

## Data Table

### Classroom Observations

	Often	Sometime	Never	N/A
<b>Behavior Management</b>				
Behavioral Expectations	1	0	6	0
Behavior- Specific Praise	3	2	2	0
General Praise	4	3	0	0
Appropriate Reinforcement	3	2	1	1
Choices	2	1	4	0
Function-Based Interventions	0	1	5	1
Punishment Procedures	0	1	6	0
Student Compliance	3	3	1	0
<b>Classroom Practices</b>				
Opportunities to Respond (OTR)	4	1	2	0
Time Delay	1	2	4	0
Prompting Hierarchy	1	0	6	0
Model Responses	1	2	4	0
Error Correction	0	1	5	1
Student Attention	3	3	1	0
Proximity	2	4	1	0
<b>Evidence-Based Practices for ASD</b>				
Visual Supports	0	3	3	1
Task Analysis	0	0	6	1
Visual Schedules	0	0	5	2
Alternative Communication	0	0	4	3
Transition Warning	3	1	3	0
<b>Data Collection</b>				
Student Behavior	6	0	1	0
Data Collection Methods	6	0	0	1
IEP Goals	6	0	0	1
<b>Classroom Environment</b>				
Positive Rapport	7	0	0	0
Classroom Climate	7	0	0	0
Student Respect	5	2	0	0
Enthusiasm	5	2	0	0
Threats/Sarcasm	0	2	5	0
<b>Relationships with Paraprofessionals</b>				
Communication	7	0	0	0
Student Progress	7	0	0	0
Leadership	5	1	0	1

## Project STAY Team



**Kristi Morin, PhD, BCBA-D**  
Principal Investigator



**Grace Murphy, M.A**  
Project Coordinator



**Lee Kern, PhD**  
Team Member



**Melina Leko, PhD**  
Team Member



**Jessica Spybrook, PhD**  
Team Member

## Quotes

### Mentor Support

"Knowing that you might get a text at 5:00 as a quick question and they're okay to answer that, that is the kind of person the mentor should be."

### Professional Network

"I'm the only grades 3-5 classroom in my building so I kind of felt like I had no one to ask, like my mentor was a grades K-2 teacher so things that she was working on was different from me."

### Resources

"So big thing for me it's just like sharing resources...I felt like everything that I found curriculum wise was something I either found or had to ask around for..."

### Observations

"I kind of felt incompetent about teaching because I wasn't sure if I was doing the right thing...When I got to her classroom and I saw like Oh my goodness she's handling the same situation in the same scenario just like I would have I kind of felt a little better about myself."

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