

**Supporting Staff to Meet the Needs of Infants/Toddlers with ASD and their Families**

Kansas Inservice Training System  
Misty Goosen, Ed.S.

Salina Infant Child Development  
Karin Clemmer, ECSE  
Emily Walker, ECSE  
Elizabeth Caselman, LSCSW

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**Agenda**

- Introduction/Background
- Salina Action Plan
- What Worked/What Could Be Improved
- Future Work/ Take-Away Ideas

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**Introduction/Background: Misty Goosen**

- Karin, Emily, Elizabeth- Part of the Salina Leadership Team
- Cohort 2 : State Plan for Improving SE Outcomes (SSIP)
- LLTs/ Local Action Plans
- Continuous Improvement: Bright Spots-KAIZEN

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Salina ICD Action Plan

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**Improved SE Outcomes: Barriers**

- Increase in children identified as ASD
- Some staff feel less confident addressing SE issues/ASD
- Staff need intervention ideas that fit within the PSP Model

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**Hypothesis: If we do X, then Y will happen**

- If staff have knowledge & skills related to interventions that support infants/toddlers with ASD and fit within the PSP Model...
- Then staff will be more willing and able to write SE IFSP outcomes and provide support to families to carry out effective interventions...
- Which will result in more intensive services for children with ASD and improved SE Outcomes overall.

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### Bright Spots: What's Working Now

- o Some staff familiar ESDM/Parent Book
- o Potential PD time in regularly scheduled meetings
- o Leadership Team fully established/ buy in from staff

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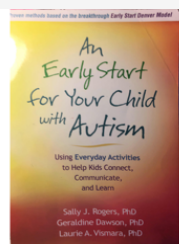
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### Nuts and Bolts

- o Planning During Cohort Meetings
- o Purchased Books
- o LLT – Shared Responsibility
- o General Format




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#### Action steps:

1. → Team survey to identify interest within the team – All team members but one answered that they would like to individually read one chapter per month and at monthly staff meetings break into small groups to discuss/reflect. (completed 11/16) \*
2. → Order books for each team member – (completed 11/16) \*
3. → Identify 3 reflective coaches – (completed 11/16) \*  
→ Karin, Emily, Elizabeth \*
4. → Identify one to three families to solicit input and participation in the planning process (reflective coaches) \*
5. → Gather data regarding Autism Statistics within ICD for the last 5 years (Karin) \*
6. → Identify reflective teams (completed 11/16) \*
7. → Order ESDM checklists (completed 11/16) \*
8. → Reflective coaches meet monthly to plan each month the week before the monthly reflective group \*
9. → Develop Pre/Post survey for staff (completed 11/16) \*
10. → Develop Reflective coaches meeting schedule (Karin, Emily, Elizabeth) (completed 12/16) \*
11. → Introduce reflective teams and plan January 2017. (completed 1/17) \*
12. → All meeting dates/topics/goals will be posted monthly on the staff meeting board. (completed 1/17) \*
13. → Reflective teams meet monthly the first Wednesday of the month for 2017 beginning in January 2017. (ongoing) \*
14. → Reflective coach will go on at least 2 home visits during the calendar year with each group member and give supportive reflective feedback. (ongoing) \*
15. → Reflective coaches will provide reflective feedback at each weekly child staffings. (ongoing) \*
16. → Reflective coaches will follow up individually regarding primary coaching opportunities presented at kid staffings. (ongoing) \*

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EVALUATION QUESTIONS	Pre	Post
I understand what my job is as a PSP	4.08	4.36
I currently feel supported with my skills as a PSP	3.91	4.05
I feel comfortable in my role as a PSP	3.83	4.29
I understand what coaching is	3.83	4.27
I feel comfortable in my role as a coach to the families I work with	3.50	4.00
I utilize primary coaching opportunities during team staffing	2.83	3.44
I feel like I have follow up support after utilizing primary coaching time at team staffing	3.16	3.67
I understand what ESDM is	2.50	4.31

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**What did you gain from the book study? (Knowledge/Skills)**

- Understanding autism & strategies for working with ASD
- Helped me break down the steps when working with children with ASD & explain what/why we do when working with families
- Ways to break down (task analyze) and improve interactions

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**What did you gain from the book study? (Knowledge/Skills)**

- Skills & knowledge to share w/families as FSC
- How to explain to parents difference between typical development/ASD
- Reminder basic development & how to teach parents small things interact w/their children and to have FUN!

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### What did you gain from the book study? (Teaming)

- Enjoyed the conversations and reflection/input from variety of disciplines/hearing from team members that don't always share
- Team work/small group work/sharing strategies//activities/social games
- Insight from other's understanding & knowledge of ESDM

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### Back to the Hypothesis

- If staff have knowledge & skills related to interventions that support infants/toddlers with ASD and fit within the PSP Model...
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### What Worked

- Topic- Relevant & Timely
- Topic aligned with PSP model- something our team has been working on
- Discussions promoted input from all team members

### To Improve

- Some were more engaged than others
- Staff may tire of book study over time-may need to change it up

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### Future Work/ Take-Away Ideas

- Book Study
  - A PD activity that can apply to all/some staff
  - Results go beyond "Learning new information"
  - Takes some planning, teaming time, evaluation
- State Support
  - Provided dedicated time to plan activities, create supporting materials
  - Provided area of focus (state goal improved SE)
  - Allowed program to build on strengths (Team meeting structure)

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### Questions

Misty Goosen, Ed.S.  
Kansas Inservice Training System  
[misty@ku.edu](mailto:misty@ku.edu)

Emily Walker, ECSE  
Salina ICD  
[ewalker@srhc.com](mailto:ewalker@srhc.com)

Elizabeth Caselman, LCSW  
Salina ICD  
[ecaselman@srhc.com](mailto:ecaselman@srhc.com)

Karin Clemmer, ECSE  
Salina ICD  
[kclemmer@srhc.com](mailto:kclemmer@srhc.com)

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