

THE EARLY CHILDHOOD AUTISM CERTIFICATE:
AN INNOVATIVE APPROACH
TO PROFESSIONAL DEVELOPMENT

Presenters

- Sarah Behrens, L.M.S.W,
TASN-Autism & Tertiary Behavior Supports
- Melanie Garrison, M.S. Ed.
Garden City Schools
- Jennifer Oborny, M.S. Ed.
Hays Area Children's Center
- Terri Cooper Swanson, Ph.D.
Pittsburg State University
TASN-Autism & Tertiary Behavior Supports

Learner Objectives

Participants will develop an understanding of the:

- Statewide need for service providers who are prepared to serve young children with autism
- Innovative approach utilized by the PSU Autism Certificate to provide professional development that is accessible from anywhere
- Knowledge and skills developed through the certificate
- How previous students are using their new knowledge and skills to support young children with autism and their families.

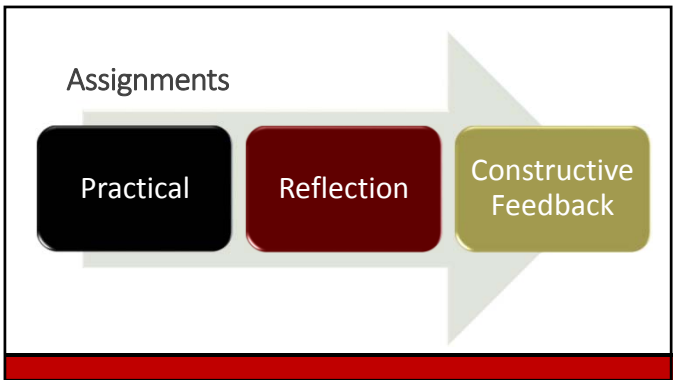
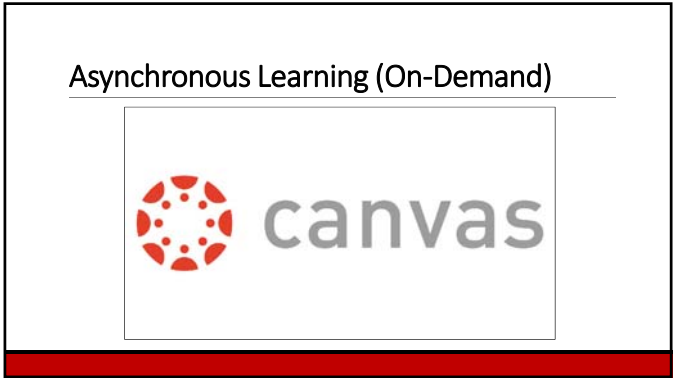
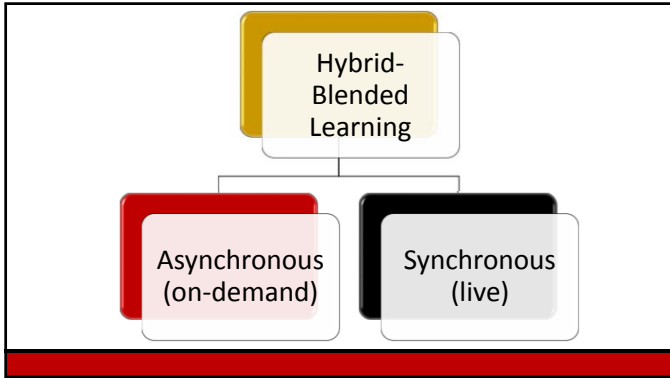
Development of the Pittsburg State University
Early Childhood Autism Certificate Coursework



The Need for Professional Development

- Nationally, 1 in 68 children are diagnosed with autism spectrum disorder (Christensen, et al., 2016)
- A diagnosis at the age of 2 can be reliable, valid and stable (Lord, et al., 2006)
- The average age of diagnosis is after 4 years of age (Christensen, at al., 2016)
- In Kansas, Early Childhood is defined for children birth through kindergarten (Kansas Early Learning Standards, 2014)
- Current services
- PSU Early Childhood Autism Certificate





Course Sequence: Early Childhood Autism	
Fall	
SPED 812	Characteristics of Students with Autism Spectrum Disorders
SPED 830	Teaching Students with ASD: Early Childhood
Spring	
SPED 814	Teaching Students with ASD: Strategies for School and Community
SLP 869	Autism Spectrum Disorders: Social-Communication Issues (FHSU)
Summer	
SPED 750	Special Education Assessment
SPED 831	Teaching Students with ASD: Family Engagement

SPED 830: Teaching Students with Autism Spectrum Disorder: Early Childhood

Focus: Teaching educators, home-based providers, parents, and community providers who serve children (ages 0-5) with autism spectrum disorders and young children with developmental delays using **evidence-based practices**

Course content is built upon:

- Kansas Early Learning Standards (KSDE)
- National Competencies for Teachers of Students with Autism Spectrum Disorders (Council for Exceptional Children)
- Evidence-based practices as recognized by the National Professional Development Center on Autism Spectrum Disorders.

SPED 830: Content Experts

Lindy McDaniel, M.S. Ed. Early Childhood Coordinator TASN Autism & Tertiary Behavior Supports	Lori Chambers, MS, CCC-SLP Regional Systems Coordinator TASN Autism & Tertiary Behavior Supports
Monica Ross, M.S., CCC-SLP Assistant Director Infant Toddler Services of Johnson County Tiny-k/Part C	Sarah Behrens, LMSW Family Service & Training Coordinator TASN Autism & Tertiary Behavior Supports
Nan Perrin, PhD, BCBA-D Rock Chalk Behavior Analysts	Lou Rinner, M.S.Ed, OTR/L Occupational Therapist KU Center for Child Health & Development
Peggy Kemp, Ph.D. Kansas Inservice Training System – Infant Toddler Specialist University of Kansas Tiny-k/Part C	Terri Cooper Swanson, Ph.D. Autism Certificate Coordinator Pittsburg State University

Course Modules

- Module 1: Screening & Diagnosis
- Module 2: Transitioning in/out of Part C and to Part B Services
- Module 3: Developing Measurable IFSP & IEPs Goals
- Module 4: Communication and Behavior
- Module 5: Environmental Supports
- Module 6: Social-Emotional Engagement
- Module 7: Play Based Approaches

Module 1: Screening & Diagnosis

To articulate an understanding of screening and diagnostics of children age birth to five with suspected of an autism spectrum disorder or developmental delay.



Sarah Behrens, LMSW
Family Service & Training Coordinator
TASN Autism & Tertiary Behavior Supports



Lou Rinner, M.S.Ed, OTR/L
Occupational Therapist
KU Center for Child Health & Development

Module 1 Agenda

Topics:

- Autism Spectrum Disorder
- Child Development
- Screening
- Talking to Parents
- Plan for Intervention
- Wrap-Up: What is all the hard work for?

Assigned Readings:

Early Start

- 2. Taking Care of Yourself and Your Family
- 3. How Your Early Efforts Can Help Your Child Engage with Others and Boost Your Child's Learning

Articles

- Autism Spectrum Disorder DSM-5 Criteria Checklist
- 2012 Policy Brief by Autistic Self-Advocacy Network
- Autism Spectrum Disorder Fact Sheet (APA)
- CDC Diagnostic Criteria
- CDC Facts about ASD

Adobe Connect Meeting

Tuesday, September 8

5:30 – 7:00 pm CST

URL: <http://psucoe.adobeconnect.com>

Guest Speakers:



Sarah Behrens, LMSW



Lou Rinner, M.S.Ed, OTR/L



Assignments:

- Modified Checklist for Autism in Toddlers – Revised (M-CHAT R/F)
- Family Transition Resource Flyer/Booklet/Presentation
- Measurable Goals
- Communication Tool
- Structured Work Task
- Enhancing Instructional Contexts for Students with Autism Spectrum Disorders (EIC-ASD)

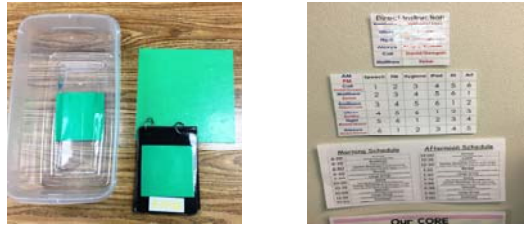
Assignment: Structured Work Task



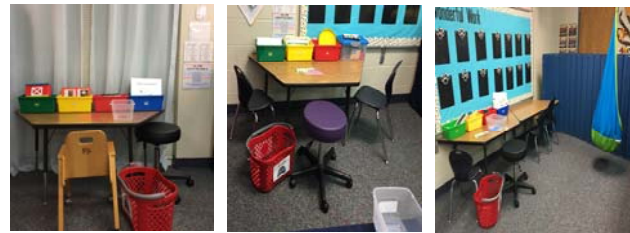
Task Analysis- Daily Jobs



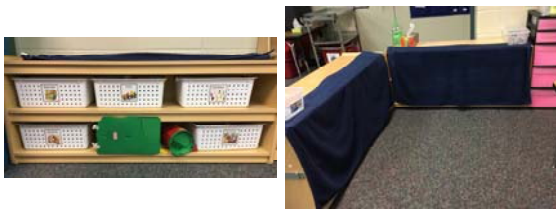
Schedules



Environmental Supports- Center Areas



Environmental Supports- Play Area



Environmental Supports- Snack Time



Environmental Supports- Large Group



Communication Supports



Communication Supports



SPED 831: Teaching Students with Autism Spectrum Disorder: Family Engagement

Focus: Building family-school-community partnerships by developing a vision, supportive strategies, and evaluative methods to engage families in their children's learning.

Course content is built upon:

- **National Standards for Family-School Partnerships** (Parent Teacher Association)
- **National Competencies for Teachers of Students with Autism Spectrum Disorders** (Council for Exceptional Children)

SPED 831: Content Experts

Lindy McDaniel, M.S. Ed. Early Childhood Coordinator TASN-ATBS	Sarah Behrens, LMSW Family Service & Training Coordinator TASN-ATBS	Cherie Blanchat LCSW Systems Coordinator TASN-ATBS
Lori Chambers, MS, CCC-SLP Regional Systems Coordinator TASN-ATBS	Jane Groff, Ph.D. Executive Director KS Parent Information Resource Center	Janelle Davey, M.S. Ed. Early Childhood Special Educator USD 362 - Prairie View Schools
Sheri Womeldorff, M.S. Ed. Early Childhood Special Educator USD 247 - Southeast <i>Parent</i>	Phyllis Young, M.S.Ed. Family Support Coordinator KU Center For Child Health and Development <i>Parent</i>	Sean Swindler, M.S. Ed. Director of Community Program Development and Evaluation for the Kansas Center for Autism Research and Training(K-CART) <i>Parent</i>
Leia Holley Parent Information Specialist Families Together, Inc. <i>Parent</i>		

Course Modules

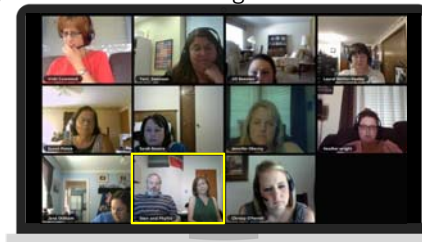
- Module 1: Current research on family engagement/Culturally responsive
- Module 2: Family Systems
- Module 3: Understand the benefits of partnering with families
- Module 4: Legal responsibilities in the area of family engagement
- Module 5: How to communicate with parents about developmental concerns
- Module 6: Team approach/two-way communication effective practices
- Module 7: Identify community supports and services

Assignments: SPED 831:

- Parent Perspectives Reflection Paper
- Family-School Partnership Resource & Reflection Paper

Online Parent Panels

Challenges & realities of raising a child with disability



Family-School Partnership Resource



Calling all Families
Everyone is WELCOME

Join us for snacks, fun
and ideas to support
communication.

WEDNESDAY
September 6 from
5:00-6:00

Graduates of the ASD Certificate program leave with the knowledge, skills, and strategies required to enhance their ability as a:

- Educator
- Service provider
- Caretaker
- Family member



References

- Christensen DL, Baio J, Braun KV, et al., (2012). Prevalence and Characteristics of Autism Spectrum Disorder Among Children Aged 8 Years — Autism and Developmental Disabilities Monitoring Network, 11 Sites, United States, 2012. *MMWR Surveill Summ* 2016;65(No. SS-3)(No. SS-3):1-23. DOI: <http://dx.doi.org/10.15585/mmwr.ss6503a1>
- Council for Exceptional Children. (2009). What every special educator must know: Standards for Preparation and Practice, 7th Ed. www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets
- Kansas State Department of Education. *Kansas Early Learning Standards*, 2014. <http://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf>
- Lord, C., Risi, S., DiLavore, PS., Shulman, C., Thurm, A., & Pickles, A. Autism from 2 to 9 years of age. *General Psychiatry*, 2006, 63: 694-701.
- National Professional Development Center on Autism Spectrum Disorder (NPDC) <http://autismpdc.fpg.unc.edu/national-professional-development-center-autism-spectrum-disorder>
- Parent Teacher Association. National Standards for Family-School Partnerships. <https://www.pta.org/home/run-your-pta/National-Standards-for-Family-School-Partnerships>

Resources

- Pittsburg State University Autism Certificate:
 - <http://www.pittstate.edu/academic-programs/autism-spectrum-disorders-certificate>
 - tswanson@pittstate.edu
- TASN-Autism & Tertiary Behavior Supports: www.ksdetasn.org