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

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, et 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

Presenters
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TASN-Autism & Tertiary Behavior Supports
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TASN-Autism & Tertiary Behavior Supports
Hybrid-Blended Learning

Asynchronous Learning (On-Demand)

Synchronous Learning (Live)

Asynchronous (on-demand)

Synchronous (live)

Asynchronous Learning (On-Demand)

Courses:

- **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

**Course Sequence: Early Childhood Autism**

**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.
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.

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:

Readings:
- 1. Family Care of Yourself and Your Family

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Role</th>
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<tbody>
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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

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

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