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kansas inservice training system

NEWSLETTER

KU THE UNIVERSITY OF KANSAS
Life Span Institute

Early Intervention Service for Children with Autism Spectrum Disorders
By 2008 KITS Summer Institute presenter, Bonnie McBride

Eric is two and a half years old and has sparkling blue eyes. He does not talk yet, but if he wants something he will pull an adult by the hand over to what he wants and then he will stand and wait. Sometimes it is easy for his mother or his teacher to guess what he wants, but lately he has started crying, screaming, and falling on the ground if the adult is not able to get him what he wants right away. He will keep screaming on the ground until the adult figures out what he wants. It is getting harder because once he starts screaming and falling on the ground it is really difficult to calm him down even if he gets what he wants. Caregivers are beginning to avoid interacting with him because they don't want to be the one that "starts" his screaming.

Jamal is three years old and can climb higher and faster than any other three year old around. He is already reading and can answer any question about team statistics or starting lineup for his local baseball team. He cannot, however, consistently answer simple questions from adults, interact with children his own age, or tolerate changes to his routine. His parents are extremely concerned because he and his mother have been asked to stop coming to music lessons at the local community center and to find a "more appropriate" placement than the local co-op preschool. His grandparents wonder if there is anything really "wrong" with him or are his parents simply overindulgent.

The children described above have autism. The diagnosis of autism spectrum disorders (ASD) is increasing at an alarming rate. In 2007 the Center for Disease Control's Autism and Developmental Disabilities Monitoring Network released data that found ASD affects 1 in 150 children and families in this country. Recent research has led to better identification of ASD early in life and early identification has resulted in the development of better early intervention and treatment programs. More importantly early intervention can make a ma-

The clay creations in this Newsletter were made by several talented participants at the 2008 KITS Summer Institute!

Part C Regional Meetings

August 25
SRS Learning Center
2nd & MacVicar
2600 SW East Circle Drive
South, Topeka

August 26
Salina Holiday Inn
1616 W. Crawford, Salina

August 27
Arrowhead West, Inc.
401 Edgemore, Dodge City

Please RSVP by August 18
to Diane Alexander at 785-
296-6135, 800-332-6262,
dalexander@kdhe.state.ks.us

Agenda

10:00 Welcome

10:15 Jim North/Database

12:00 Lunch, Updates from
Doug Bowman, Community
of Practice Topic Tables (send
suggested topics to Peggy)

1:00 Cayla Wright/Brenda
Kuder - KS Health Policy
Authority/Medicaid

2:30 Evidence Based Practice
(Local programs discuss EBP
in action)

Coordinator's Corner

KSDE Hires New 619 Coordinator

KITS welcomes Carol Ayres as she begins her new role as the State Section 619 (Part B-Preschool) Coordinator and Education Program Consultant at the Kansas State Department of Education (KSDE).

Carol's position is part of the newly established Early Childhood Unit and she will be working closely with KSDE programs such as Parents As Teachers, Four Year Old At-Risk Preschool, Pre-K Pilot Programs and other agency and state early childhood programs such as Infant Toddler Services (KDHE), State Interagency Coordinating Council, Social and Rehabilitation Services, and the Kansas Inservice Training System.

Carol comes to us from the "Show Me State" where she received her master's degree in curriculum and instruction for early childhood education from the University of Missouri-Kansas City, and most recently worked for the Independence Missouri School District as an early education learning coach. In this position Carol was able to put both her master's and bachelor's (in business administration) degrees to work as she provided direct support to nine Head Start classroom teams and worked collaboratively with other district personnel on overall program improvement, monitoring and implementation.

While Carol spends the majority of her time in Missouri (where she resides in nearby Liberty) she and her family enjoy the outdoors in Linn Valley Lakes, Kansas. She has raised a son and a daughter, who are themselves, both married and parents. If you would like welcome Carol to KSDE and/or ask her questions regarding 619 Preschool Programs in Kansas, she can be reached at 785-296-1944 or cayres@ksde.org.

Links to Other Training Calendars

- Families Together: www.familiestogetherinc.org
- KACCRRA: www.kaccrra.org
- Council for Exceptional Children: www.cec.sped.org/pd
- KSDE: ksde.org
- Capper Foundation: capper.easterseals.com
- Heartsprings: http://www.heartspring.org/resources/professionals/speakers.php
- KCCTO child care or CDA advisor trainings: www.kccto.org/training.htm
- HeadsUp Network for Head Start and early childhood: www.heads-up.org
- Children's Alliance Training: www.childally.org/training/training.html

The Collaborative Calendar of Events

View at kskits.org/training

DATE	EVENT/CITY	CONTACT
8/25-29/08	*Parents as Teachers Born to Learn Institute, Prenatal to 3 Years*, Olathe	Beccy Strohm, 785-296-2450, BStrohm@ksde.org
8/25/08	*Part C Regional Meetings*, Topeka	Diane Alexander, 785-296-6135
8/26/08	*Part C Regional Meetings*, Salina	Diane Alexander, 785-296-6135
8/27/08	*Part C Regional Meetings*, Dodge City	Diane Alexander, 785-296-6135
9/15-19/08	*PAT Born to Learn Institute, Prenatal to 3 Years*, Salina	Beccy Strohm, 785-296-2450
9/18-19/08	*Supporting Parenting of Infants Born Prematurely*, Morganton, North Carolina	Dathan Rush, 828-430-7952, dathan.rush@ncmail.net
9/25/08	*Family Service Coordination Training: Part 2*, Wichita	Robin Bayless, rbayless@ku.edu
10/1-2/08	*AT Expo 2008*, Wichita	Sheila Simmons, 620-421-8367
10/2-4/08	*KS Speech Language Hearing Assoc. Conf.*, Overland Pk	Dixie Heinrich, 800-248-5742
10/3-5/08	*Kansas Physical Therapy Association Conf.*, Hutchinson	kpta@kpta.com
10/9-10/08	*Advanced Coaching for Early Childhood Practitioners*, Morganton, North Carolina	Dathan Rush, 828-430-7952, dathan.rush@ncmail.net
10/10/08	*Technology Across the Spectrum: Considerations for the Student with Autism*, various locations	Lee Stickle, 913-588-5940, lstickle@kumc.edu
10/11/08	*KAEYC Conference*, Manhattan	Mary DeLuccie, 785-532-1475
10/13-15/08	*Evidence Based Practices in EC Institute*, location TBA	Ellen Pope, 785-216-3216
10/16/08	*Evidence Based Practices Advanced Workshop*, location TBA	Ellen Pope, 785-216-3216, epope@kumc.edu
10/16/08	*Advanced Home Visitation Training*, Salina	Becky Drews, 785-856-3132
10/16/08	*Kansas Association of School Psychologists/CEC 2008 Joint Conference*, Junction City	Jim Persinger, 620-341-5428 or Robb Scott, 785-395-5373
10/27-30/08	DEC 2008: *Renew Your Energy*, Minneapolis	http://www.dec-sped.org
11/6/08	*Writing IFSPs for Natural Learning Environments*, Morganton, North Carolina	Dathan Rush, 828-430-7952, dathan.rush@ncmail.net
11/10-14/08	*PAT Born to Learn Institute, Prenatal to 3 Years*, Olathe	Beccy Strohm, 785-296-2450
11/14/08	*Autism Workshop*, Wichita	Beth Reeder, 316-267-5437
11/14/08	*Fostering Social Competence*, various locations	Lee Stickle, 913-588-5940
2/16-20/09	*Parents as Teachers Born to Learn Institute, Prenatal to 3 Years*, Clearwater	Beccy Strohm, 785-296-2450, BStrohm@ksde.org

Early Intervention Services for Children with ASD continued

Family Service Coordination Training: Part 2

September 25, 2008
Tallgrass Country Club
Wichita

The Family Service Coordination Project will provide a follow up visit with Dr. Mary Beth Bruder on September 25, 2008. This will be a reschedule of the June 3rd training that had to be postponed.

There is no charge to attend this training. Those in attendance should include those who participated in the training on January 3-4, 2008, and who were identified as trainers in their network. The focus will be on the expanded use of FSC toolkit/website and more.

Register by email or phone to Robin Bayless, 620-421-6550 ext. 1618, rbayless@ku.edu

jor difference in helping children with autism reach their full potential.

There are a number of educational interventions for children with ASD that have demonstrated improved outcomes for children and families. The majority of both specific interventions and comprehensive programs for ASD come from the field of applied behavior analysis (ABA) (Hoyson, Jamieson, & Strain, 1984; Smith, Groen, & Wynn, 2000). However, there is a growing agreement among professionals and researchers in autism that there is no single educational strategy that is best for all children with ASD (Dunlap, 1999; NRC 2001). Perhaps the recognition that many different approaches offer specific benefit when matched appropriately to the intended outcome will end the disagreement that has characterized advocacy efforts for appropriate intervention for ASD.

Instead of focusing the debate on what are the "best" approaches or techniques for children with ASD other researchers have focused on what elements of programming need to be in place regardless of the educational or treatment approach. The key features of an effective program for young children with autism have been outlined by organizations such as the National Research Council and other professionals with extensive background in autism. The most often cited are the NRC Report (2001); Dawson and Osterling's (1997) review of programs serving children with autism, and the National Early Childhood Technical Assistance System (NECTAS) in partnership with the Office of Special Education Programs (OSEP) review of early intervention and autism (Hurth, Shaw, Izeman, Whaley & Rogers, 1999).

In addition to beginning intervention as early as possible the following are key elements in effective programs for young children with ASD:
1. Sufficient hours and intensity of services
2. Comprehensible environments with access to typical peers
3. Specialized curriculum with an appropriate scope and sequence
4. Family involvement
5. Problem solving approach to challenging behaviors

As part of Federal legislation (IDEA, 2004) states are required to provide educational services to children identified with a developmental disability or who are at risk for a developmental disability from birth and are required to provide services at no charge to the family. The increasing numbers of children identified with ASD under the age of 3 has placed pressure on early intervention systems in many states to provide services at a higher intensity than has previously been provided. In addition many of the research based models for young children with ASD use strategies and techniques that require specialized training in assessment and intervention and many early intervention service providers are not trained in these procedures.

With this in mind "Autism Partners" a group of Oklahoma state and local agencies interested in helping promote effective services for young children with ASD and their families have joined together to develop a model program for very young children diagnosed with ASD. This model program promotes the use of evidence-based

Early Intervention Services for Children with ASD continued

practices, community inclusion and the empowerment of families to feel competent and confident in parenting their child.

The Oklahoma Model Program for Toddlers with Autism has two major goals. The first goal is to provide effective services at no cost to families through state and local systems that are already mandated to provide services to children with special needs. The second goal is to help other communities in Oklahoma develop programs similar to this one and provide training and technical assistance to those communities through the Model Program. The result of both of these efforts will be an increased capacity in the state to give children with ASD a good start in preparation for their future. While the needs of children with ASD and their families do not end in early childhood we are focusing on this critical time period as a starting place to give children and families support early in the process and the research clearly suggests that the earlier children receive focused and intensive instruction the better the outcome later.

The Oklahoma model program is designed based upon a program developed at the University of Washington called Project DATA for Toddlers (Boulware, Schwartz, Sandall & McBride, 2006). The children with ASD participating in this program are between the ages of 18 and 48 months. They attend play groups with their typically developing peers at a local church as well as receive specialized intensive instruction using behavioral teaching strategies. These services are provided by a variety of professionals including edu-cators, occupational therapists, speech pathologists, and instructional assistants. In addition family members are involved in all aspects of the planning and implementation process.

References

Boulware, G., Schwartz, I. S., Sandall, S. R., & McBride, B. J., (2006). Project DATA for toddlers: An inclusive approach to very young children with ASD. *Topics in Early Childhood Special Education, 26*(2), 94-105.

Center for Disease Control and Prevention Autism and Developmental Disabilities Monitoring Network. *Autism spectrum disorders overview.* Retrieved July 16, 2008 from http://www.cdc.gov/ncbddd/autism/overview.htm

Dawson, G., & Osterling, J. (1997). Early intervention in autism: Effectiveness and common elements of current approaches. In Guralnick (Ed.) *The effectiveness of early intervention: Second generation research* (pp. 307-326). Baltimore: Brookes.

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Hoyson, M., Jamieson, B., & Strain, P. S. (1984). Individualized group instruction of normally developing and autistic-like children: The LEAP curriculum model. *Journal of the Division of Early Childhood, 8*(2). 157-172.

Hurth, J., Shaw, E., Izeman, S., Whaley, K., & Rogers, S. (1999). Areas of agreement about effective practices serving young children with autism spectrum disorders. *Infants and Young Children, 12*(2), 17-26.

National Research Council. (2001). *Educating children with autism.* Washington, DC: National Academy Press.

Schwartz, I. S., Sandall, S. R., McBride, B. J., & Boulware, G. L. (2004). Project DATA (Developmentally Appropriate Treatment for Autism): An inclusive, school-based approach to educating children with autism. *Topics in Early Childhood Special Education. 24*(3), 156-168.

Smith, T., Groen, A. D., & Wynn, J. W. (2000). Randomized trial of intensive early intervention for children with pervasive developmental disorder. *American Journal of Mental Retardation, 105*(4), 269-285.

United States Department of Education. (2004). *Individuals with Disabilities Education Act.* Retrieved July 16, 2008 from http://idea.ed.gov/

Editor's Note: Bonnie McBride is the director of Early Foundations: Autism Model and Outreach Project at the University of Oklahoma Health Sciences.

Issues in Identifying and Supporting English Language Learners in Early Childhood: Selected Resources

Web-based Resources

Barnett, S., Yarosz, D., Thomas, J., Jung, K., & Blanco, D. (2007). Two-way and monolingual English immersion in preschool education: An experimental comparison. *Early Childhood Research Quarterly, 22*(3), 277-293. "An experimental study was conducted comparing the effects of dual language, or two-way immersion (TWI) and monolingual English immersion (EI) preschool education programs on children's learning. Children in both types of classrooms experienced substantial gains in language, literacy, and mathematics. No significant differences between treatment groups were found on English language measures." Go to http://www.sciencedirect.com and enter the search information to view this article.

Catlett, C., Winton, P. J., & Hamel, S. E. (2004). *Walking the walk: A guide to diversity resources for trainers* (2nd ed.). Chapel Hill, NC: University of North Carolina, FPB Child Development Institute. http://www.fpg.unc.edu/~walkingthewalk/pdfs/wtw_guide.pdf

Early Childhood Research Institute on Culturally & Linguistically Appropriate Services (CLAS) "The CLAS Institute identifies, evaluates, and promotes effective and appropriate early intervention practices and preschool practices that are sensitive and respectful to children and families from culturally and linguistically diverse backgrounds." http://www.clas.uiuc.edu/publications.html

Espinoza, L. (2008). *Challenging common myths about young English language learners*. Foundation for Child Development Policy Brief Advancing PK-3. "A new policy brief challenges six common myths about young children who are learning English as their second language. Research evidence from a variety of disciplines is presented." http://www.fcd-us.org/resources/resources_show.htm?doc_id=669789

Hepburn, K. S. (2004). *Building culturally & linguistically competent services to support young children, their families, and school readiness*. Baltimore, MD: Annie E. Casey Foundation. http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/db/0a.pdf

National Association for the Education of Young Children. (2005). *Screening and assessment of young English-language learners: Supplement to the NAEYC position statement on early childhood curriculum, assessment, and program evaluation.* http://www.naeyc.org/about/positions/pdf/ELL_Supplement.pdf

National Clearinghouse for English Language Acquisition (NCELA) and Language Instruction Educational Programs. "Authorized under Title III of the No Child Left Behind Act of 2001 (NCLB), the NCELA supports the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) in its mission to respond to Title III educational needs, and implement NCLB as it applies to English language learners." http://www.ncela.gwu.edu/resabout/ecell/intro/ http://www.ncela.gwu.edu/resabout/ecell/biblio/

—Watch for more resources in the next issue or contact Phoebe Rinkel (prinkel@ku.edu) for a complete list.

New Items at the Early Childhood Resource Center

Cafiero, J. (2005). *Meaningful exchanges for people with autism: An introduction to augmentative & alternative communication.* Bethesda, MD: Woodbine House.

Luiselli, J. K., Russo, D. C., Christian, W. P., & Wilcyznski, S. M. (Eds.). (2008). *Effective practices for children with autism: Educational and behavioral support interventions that work.* New York: Oxford University Press.

Milbourne, S., & Campbell, P. (2007). *CARA's kit: Creating Adaptations for Routines and Activities (Teacher Guide).* Philadelphia, PA: Thomas Jefferson University.

Milbourne, S., & Campbell, P. (2007). *CARA's Kit: Creating Adaptations for Routines and Activities (Consultant Guide).* Philadelphia, PA: Thomas Jefferson University.

Thompson, T. (2007). *Making sense of autism.* Baltimore: Brookes.

Resource Spotlight from the ECRC

PATHS – Promoting Alternative Thinking Strategies

PATHS for preschool is a social and emotional development curriculum for preschoolers that increases social competency and cognitive skills and decreases risk factors associated with aggressive behavior. By using this research-based program, educators and counselors can create a preschool environment that helps children build the critical cognitive skills necessary for school readiness and academic success and develop self-control, positive self-esteem, emotional awareness, basic problem-solving skills, and social skills and friendships.

The Incredible Years

The Incredible Years: Parents and Children Training Series was designed as prevention/intervention programs for parents and teachers of children ages 3-12 years. Short-term objectives are to strengthen parent and teacher competencies by training parents in positive communication and child-directed play skills, consistent and clear limit setting, and nonviolent discipline strategies. Additional subjects are: how to teach children to problem solve, manage anger and promote positive parent-teacher partnership and collaboration. The objectives for the children are to strengthen social and academic competence, reduce behavior problems, and increase positive interactions with peers, teachers and parents. Kit includes puppet named Wally (size equivalent to a preschooler), Dina the dinosaur (approximately the same size as Wally), Tiny Turtle and Baby Dina, curriculum and DVD's.

Find these and other resources at http://kskits.org/ecrc.

—*submitted by Kim Page, ECRC Coordinator*

Contact ECRC:

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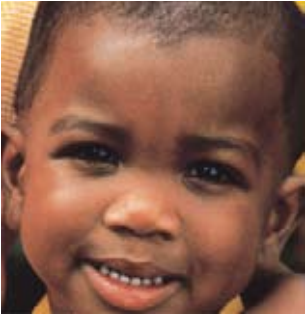
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Assistive Technology Expo 2008

**October 1 & 2, 2008
Century II Convention Center
225 W. Douglas, Wichita**

Professional Registration: $130
Consumer Registration: $60
Early Bird Registration expires on 08/31/08

Consumer scholarships available: Call Assistive Technology for Kansans at 620-421-8367

The Grand Opening is October 1, 4:30-6:30 and it's open to the public.

Register at: http://atexpo2008.eventbrite.com