

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

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Presenters

- Sarah Behrens, L.M.S.W,  
Juniper Gardens
- 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

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Autism Certificate Options

SCHOOL AGE

EARLY CHILDHOOD




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**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.

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**Development of the Pittsburg State University Early Childhood Autism Certificate Coursework**




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**The Need for Professional Development**

- Nationally in 2014, 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




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kits  
 Kansas Inservice Training System  
 KU  
 KANSAS CENTER FOR AUTISM RESEARCH & TRAINING  
 Life Span Institute  
 Kansas  
 Department of Health and Environment  
 Infant-Toddler Services  
 FAMILIES TOGETHER, INC.  
 Parents  
 TASN  
 Autism and Tertiary Behavior Supports  
 www.ksdetasn.org  
 KU MEDICAL CENTER  
 The University of Kansas  
 tiny.k  
 Infant-Toddler Services of Johnson County  
 Pittsburg State University  
 College of Education  
 Kansas Parent Information Resource Center  
 Center for Child Health and Development  
 Early Childhood Special Educators

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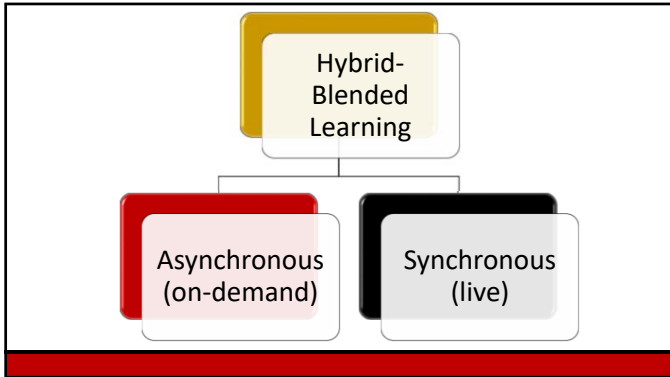
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Asynchronous Learning (On-Demand)

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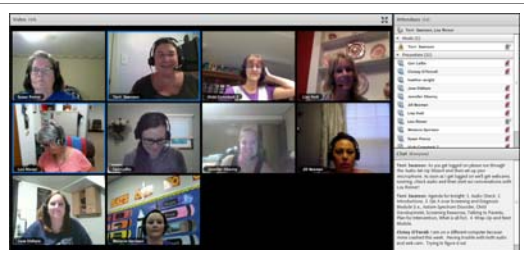
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### Synchronous Learning (Live)




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### Assignments




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### Course Sequence: Early Childhood Autism

<b>Fall</b>	
SPED 812	Characteristics of Students with Autism Spectrum Disorders
<b>SPED 830</b>	<b>Teaching Students with ASD: Early Childhood</b>
<b>Spring</b>	
SPED 814	Teaching Students with ASD: Strategies for School and Community
SLP 815	Autism Spectrum Disorders: Social-Communication Issues (FHSU)
<b>Summer</b>	
SPED 750	Special Education Assessment
<b>SPED 831</b>	<b>Teaching Students with ASD: Family Engagement</b>

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### 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.

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### SPED 830: Content Experts

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

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### 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

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### 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

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### Module 1: Screening & Diagnosis 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

See handout for details

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### 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



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### 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)

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### SPED 831: Content Experts

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

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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

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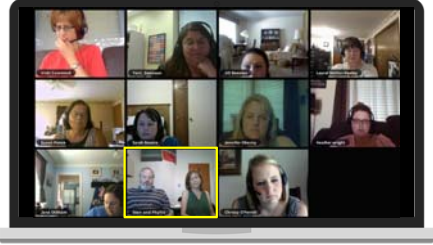
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Parent Panels  
Challenges & realities of raising a child with disability



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Part C- Early Intervention Services

- Utilize the Modified Checklist for Autism in Toddlers M-CHAT-R/F  **M-CHAT**
- Screening Tool for Toddlers ages 16-30 months to assess risk for autism spectrum disorder (ASD).  REVISED WITH FOLLOW-UP
- Users should be aware that even with the Follow-Up, a significant number of the children who fail the M-CHAT-R/F will not be diagnosed with ASD; however, these children are at risk for other developmental disorders or delays, and therefore, follow-up is warranted for any child who screens positive.
- If the child does fail the M-CHAT, with the family we discuss looking at an evaluation using the Autism Diagnostic Observation Schedule, with KU-Telemed, or other Developmental Pediatricians.

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Organizing Toy Rooms & Limiting Visual Clutter in Home Setting



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Part B  
Structured Work Task




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Task Analysis- Daily Jobs




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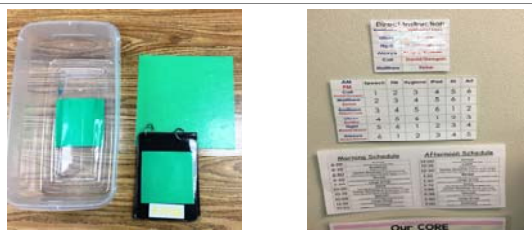
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Schedules




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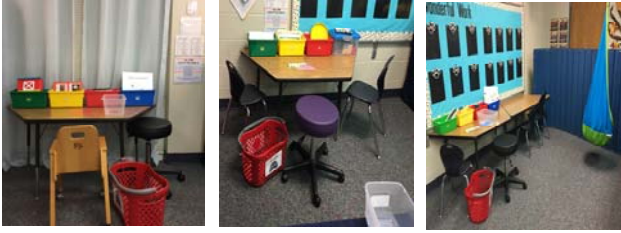
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Environmental Supports- Center Areas




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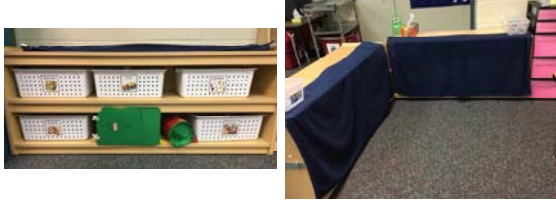
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Environmental Supports- Play Area




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Environmental Supports- Snack Time




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Environmental Supports- Large Group



Seven horizontal lines for notes.

Communication Supports



Seven horizontal lines for notes.

Communication Supports



Seven horizontal lines for notes.

### Family-School Partnership Resource




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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




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### 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](http://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, P.S., 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>

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Resources

- Pittsburg State University Autism Certificate:
  - <https://academics.pittstate.edu/academic-programs/teaching-and-leadership/autism-spectrum-disorders-certificate.html>
  - [tswanson@pittstate.edu](mailto:tswanson@pittstate.edu)
- TASN-Autism & Tertiary Behavior Supports: [www.ksdetasn.org](http://www.ksdetasn.org)

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**DEPARTMENT OF TEACHING AND LEADERSHIP  
COLLEGE OF EDUCATION  
PITTSBURG STATE UNIVERSITY**

**SYLLABUS: SPED 830  
TEACHING STUDENTS WITH AUTISM SPECTRUM DISORDERS: EARLY CHILDHOOD  
FALL 2018**

**Instructor** Dr. Terri Cooper Swanson, Ph.D. Cell: 913-522-8010  
12345 W 95<sup>th</sup> St. Email: [tswanson@pittstate.edu](mailto:tswanson@pittstate.edu)  
Suite 204 Skype: Swanson5150  
Lenexa, KS 66215 Google+ Hangouts: terri.swanson

**Office Hours** Tuesday: 11:00 – 4:00  
Thursday: 11:00 – 4:00

Appointments can be arranged outside of office hours during a mutually agreeable time. In addition to meeting at my office, I am also available to meet via phone, Skype, or Google+ Hangouts & Zoom.

For phone and email messages, I will typically respond within 24 hours during the week and 48 hours on the weekend.

You may call/text my cell phone Monday – Friday from 9am-7pm.

**Format** Hybrid (Online Using Canvas & Zoom)

This course is set-up in a series of two-week modules. Modules are generally completed on the learner's own time. At the end of each module the class will meet online through Adobe Connect.

**Adobe Connect Meetings** Live discussion will take place through Zoom on the following Tuesdays from 5:30-7:00pm CST: <https://zoom.us/j/448625115>.

- August 28
- September 25
- October 9, 23
- November 6
- December 4

## **I. COURSE DEVELOPERS AND CONTENT CREATORS**

The development of this course was funded through a partnership with [TASN Autism and Tertiary Behavior Supports](#) and the Pittsburg State University College of Education. The following individuals collaborated to develop the overall course. Individuals with an asterisk (\*) after their name, developed specific course modules and are content presenters.

**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

**Sarah Behrens, LMSW**

Family Service & Training Coordinator  
TASN Autism & Tertiary Behavior Supports

**Lee Stickle, M.S. Ed.**

Director  
TASN Autism and Tertiary Behavior Supports

**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

**Nan Perrin, PhD, BCBA-D**

Rock Chalk Behavior Analysts

**Terri Cooper Swanson, Ph.D.**

Autism Certificate Coordinator  
Pittsburg State University

## **II. COURSE DESCRIPTION**

This course will focus on 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 as recognized by the National Professional Development Center on Autism Spectrum Disorders. From implementing effective screening practices to program development with an emphasis in communication and behavior, educators will learn to develop comprehensive programs.

## **III. PURPOSE OF COURSE**

The course content is built upon the Kansas Early Learning Standards published by the Kansas State Department of Education, National Competencies for Teachers of Students with Autism Spectrum Disorders published by the Council for Exceptional Children, and the evidence-based practices as recognized by the National Professional Development Center on Autism Spectrum Disorders. The foundation of this course will support educators to develop knowledge and skills for children age birth to five with an autism spectrum disorder and developmental delays.

#### **IV. COURSE OBJECTIVES**

1. To articulate an understanding of screening and diagnostics of children age birth to five with suspected of an autism spectrum disorder or developmental delay.
2. To develop knowledge of the transition process from Part C to Part B.
3. To gain an understanding of environmental supports using structured teaching.
4. To describe effective behavior and communication strategies that will generalize across the child's environments (e.g., home, school, community).
5. To gain an understanding of social-emotional development and the impact of play based interventions with children with ASD and developmental delays in an early childhood setting (e.g., home, school, community).
6. To develop daily informal and formal assessment data and be able to link the data to Kansas Early Learning Standards and needed program changes to support progress.
7. To develop the knowledge and skills to effectively support student progress through Individual Family Service Plans (IFSP) and Individual Education Plans (IEP).

#### **V. INSTRUCTIONAL RESOURCES**

##### **Canvas**

Course materials, assignments, grading rubrics, assignment templates and class activities can be found on the course page on Canvas (<https://pittstate.instructure.com/login>). If you need tech support you can find assistance at <http://www.pittstate.edu/office/gorilla-geeks> or contact Gorilla Geeks in 109 Whitesitt, 620-235-4600 or [geeks@pittstate.edu](mailto:geeks@pittstate.edu).

##### **Adobe Connect**

Live class discussion will take place through Adobe Connect:

<https://psucoe.adobeconnect.com/sped830>. It is recommended that you have wired high speed Internet and a USB Headset to more effectively participate in the discussion.

##### **Required Equipment**

Students in SPED 830 are required to have a webcam and a microphone (preferably a USB Headset). Recommended models:

- Logitech Head Set: <https://secure.logitech.com/en-us/headsets>
- Logitech Webcam: <https://secure.logitech.com/en-us/video>

##### **Required Reading - Textbook**

Rogers, S.J., Dawson, G., & Vismara, L.A. (2012). *An early start for your child with autism: Using everyday activities to help kids connect, communicate, and learn*. New York: The Guilford Press. ISBN 9781609184704

##### **Required Reading – Articles & Webpages**

Listed on the schedule. Will be made available through Canvas.



## **VI. COURSE POLICIES**

**Evaluation of Student Performance:** Student performance in the course will be based on:

- Adobe Connect attendance and participation (approx. 20% of grade)
- Module Learning Activities (approx. 30% of grade)
- Assignments (approx. 50% of grade)

Letter grades will be assigned according to the following: A = 90%-100%, B = 80%-89%, C = 70%-79%, D = 66%-69%, and F = 65% and below.

**Completing/Submitting Work On-Time:** It is expected that all modules and assignments be completed on-time.

- Modules: Late completion/submission is not accepted. When the module closes, you will receive a 0 for all activities that are not completed.
- Assignments: Late assignments will receive a reduced grade of 10% for each day late.

**Format for Assignments:** All assignments are submitted through Canvas. Written papers must be typewritten with 12-point font, double-spaced and follow APA formatting unless otherwise noted. Feedback will be given electronically through Canvas.

**Class Discussions:** This class will be heavily discussion based; therefore, it is important that each student be prepared to contribute based upon new knowledge from assigned readings, personal experiences, and sharing of ideas. Discussions will take place when the class meets live on Adobe Connect and asynchronously through Module Activities. All students will be respectful and professional during class discussions.

**Academic Honesty** (“AKA” cite your sources)

While you may discuss your ideas with classmates, the work you submit must be your own. Refer to the Pittsburg State University policy below on academic honesty which will be followed in the coursework unless otherwise noted by the instructor

([http://catalog.pittstate.edu/contentm/blueprints/blueprint\\_display.php?bp\\_listing\\_id=162&blueprint\\_id=124&sid=1&menu\\_id=7980](http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=124&sid=1&menu_id=7980)) and

<https://www.plagiarism.org/article/what-is-plagiarism> to learn about how to avoid plagiarism.

**Syllabus Supplement**

Includes information such as important dates, dropping courses, severe weather information, academic honesty, mid-term grades, incomplete grades, final grades, grade appeals, etc...<https://www.pittstate.edu/registrar/syllabus-supplement.html>).

**VII. ASSESSMENT OF STUDENT LEARNING**

1. **Module Learning Activities (MLA) (30%):** A variety of online activities will be assigned for each learning module. Expect to spend a minimum of 6 hours completing learning activities for each module. Some of the activities will require interaction between you and peers and/or instructor. All module learning activities are required and must be completed in order. Not all activities will receive points for completion, but are required for completion of the module. \*\*Additional types of activities may be included within the modules.

Full descriptions of required activities will be found within each module when assigned.

<b>Type of Activity</b>	<b>Description</b>
Lecture Content	Narrated PowerPoint Presentations and video that address the specific module content.
Text Discussion	Online discussions have two parts: the original post and responses to peers. In a text discussion, the original post and responses are all text based.
Video Discussion	The original post is a webcam video. Responses can be video or text based.
Check-In	Short quizzes that check to make sure you understand information discussed within module. Check-Ins are set-up so that you must earn a minimum percentage to move on and can complete it multiple times.
Quiz	Quizzes assess knowledge over the course. Students have one opportunity to take quizzes.
Questions for Reflection	Reflect on specific questions asked over module content. Responses should be thoughtful and be at least 3-5 sentences in length, use correct spelling & grammar, current terminology/person-first language, and terminology learned in module and course.
Application Activity	Opportunities to try out a tool or strategy on a small scale. These may be combined with discussions so that your experiences can be discussed with peers.
Webpage Exploration	You will be provided specific Webpages to visit.
Assigned Reading	Readings will be embedded within the module.
Peer Review	View peer's projects and provide constructive feedback. Your assignment must be submitted on-time in order to be assigned peer reviews.

## 2. Assignments (50%):

Full descriptions, templates and grading rubrics will be provided through Canvas when each assignment is assigned.

- **M-CHAT R/F (25 points):** Complete an M-CHAT R/F on a current or former client/student/child who has been on your case load. In a 3-5 double spaced paper discuss what steps should be taken based upon the initial results, including how you would address any concerns with your school team and parents.
- **Family Transition Resource Flyer/Booklet/Presentation (50 points):** Develop a resource to be shared with families that help them to better understand the *transition process*. Include resources that parents can access to understand the requirements in Kansas. Write a 1-2-page description for how the resource will be introduced to families, and how it will support their understanding and participation in the transition process. Projects will be peer reviewed.
- **Communication Tool (50 points):** Select a small group activity to critically evaluate student communication needs using the Supporting Communication in the Classroom form. Include a 3 – 5 double spaced page paper that discusses the purpose of the group activity, how communication is supported and ways communication support could be improved. Create a tool to meet one of the communication needs. Projects will be peer reviewed.
- **Structured Work Task (50 points):** Based on the principles of Structured Teaching, develop a structured work task that aids the student in learning a new skill and supports their development of independence. In a PowerPoint insert image(s) of the task; describe the purpose of the task; identify the specific principles of structured teaching that were utilized to develop a task that met the student's needs; how will the task be taught to the student; if taught, what changes or adaptations were made after introducing it to the student; and over all impressions of how the student did. Projects will be peer reviewed.
- **Enhancing Instructional Contexts for Students with Autism Spectrum Disorders (50 points):** For one of the educational settings you work in (preferably your own classroom); complete the six sections of the EIC: Environmental Elements, Behavioral Change Elements, Targeting Core Deficits, Comprehensive Instructional Programming, Instruction, Data Collection and Use. Submit the results of the EIC (complete survey provided through Canvas) and a 3 to 5 double-spaced page reflection paper that discusses plan for improvement.

**VII. PROPOSED SCHEDULE**

*\*\*The assigned readings, activities & assignments may change\*\**

<p><b>August 28</b></p> <ul style="list-style-type: none"> <li>• <b>Course Overview</b></li> </ul>	
<p><b>READINGS:</b></p> <p><b><u>Early Start</u></b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• 1. Setting Up Your Child's Early Intervention Program</li> </ul> <p><b><u>Articles</u></b></p> <ul style="list-style-type: none"> <li>• Enhancing Instructional Contexts for Students with Autism Spectrum Disorders</li> <li>• USDE: Office of Special Education and Rehabilitation Services July 2015 Letter</li> </ul>	<p><b>MODULE LEARNING ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• <b>Introductory Module</b></li> <li>• <b>Introductory Discussion</b></li> </ul>

<p><b>September 11 (no online meeting) **</b></p> <ul style="list-style-type: none"> <li>• <b>Screening</b></li> <li>• <b>Diagnosis</b></li> </ul>	
<p><b>READINGS:</b></p> <p><b><u>Early Start</u></b></p> <ul style="list-style-type: none"> <li>• 2. Taking Care of Yourself and Your Family</li> <li>• 3. How Your Early Efforts Can Help Your Child Engage with Others and Boost Your Child's Learning</li> </ul> <p><b><u>Articles</u></b></p> <ul style="list-style-type: none"> <li>• Autism Spectrum Disorder DSM-5 Criteria Checklist</li> <li>• 2012 Policy Brief by Autistic Self-Advocacy Network</li> <li>• Autism Spectrum Disorder Fact Sheet (APA)</li> <li>• CDC Diagnostic Criteria</li> <li>• CDC Facts about ASD</li> </ul>	<p><b>Module Learning Activities #1</b></p> <p><b>Assignment: M-CHAT R/L</b></p> <ul style="list-style-type: none"> <li>• due 9/25</li> </ul> <p><b>**Will discuss screening, diagnosis and M-CHAT R/L on Sept 25.</b></p>

**September 25**

- **Transitioning in/out of IDEA Part C Services**
- **Transition to IDEA Part B Services**

**READINGS:**

**Early Start**

- 4. Step into the Spotlight: Capturing Your Child's Attention
- 5. Find the Smile!: Having Fun with Sensory Social Routines

**Articles**

- DEC Recommended Practices in Early Intervention/Early Childhood Special Education
- Four Important Things Research Tells Us About the Transition to School

**Module Learning Activities #2**

**Assignment: Family Transition Resource Flyer/Booklet/Presentation**

- due 10/23

**October 9**

- **Developing IFSP & IEPs**
- **Writing Measurable Goals**

**READINGS:**

**Early Start**

- 6. It Takes Two to Tango: Building Back-and-Forth Interactions
- 7. Talking Bodies: The Importance of Nonverbal Communication

**Articles**

- KITS Child and Family Rights and KITS Complaints Process
- The Donovan Family Case Study
- Early Childhood Inclusion: Revised IFSP/IEP Goals and Objectives Rating Instrument
- Kansas Early Learning Standards

**Module Learning Activities #3**

**October 23**

- **Communication**
- **Behavior**

**READINGS:**

**Early Start**

- 8. "Do What I Do!": Helping Your Child Learn by Imitating
- 9. Let's Get Technical: How Children Learn

**Articles**

- Why is Autism Associated with Aggressive and Challenging Behaviors?
- Behavior Is Communication: A Lesson from My Autistic Son
- Communication training more effective than time-out to improve behavior

**Module Learning Activities #4**

**Assignment: Communication Tool**

- due 11/6

**November 6**

- **Structured Teaching**

**READINGS:**

**Early Start**

- 10. The Joint Attention Triangle: Sharing Interests with Others
- 11. It's Playtime!

**Articles**

- Structuring for Success: Group Ideas for Preschool and Primary Classrooms Including Students with Autism

**Considerate Classroom Blog (Embedded into the Module)**

- Direct Instruction in the Early Childhood Classroom
- Tour of our Early Childhood Classroom
- Successful Large Group Sessions in an Early Childhood Classroom
- More Tips for Large Group Success
- Our ECSE Classroom's Schedule: Part One - Arrival & Daily Jobs
- Our ECSE Classroom's Schedule: Part Four - Snack Time
- Quick Prompt
- Data Collection

**Module Learning Activities #5**

**Assignment: Structured Work Task**

- due 11/20

**November 20 (no online meeting)**

- **Social Emotional Engagement (part 1)**
- **Play**

**READINGS:**

**Early Start**

- 12. Let's Pretend!
- 13. Moving into Speech

**Articles**

- Kids Helping Kids: Teaching Typical Children to Enhance the Play and Social Skills of their Friends with Autism and Other PDDs: A Manual
- Tips for Early Care and Education Providers: Simple Concepts to Embed in Everyday Routines
- The Social Motivational Theory of Autism
- TBA

**Module Learning Activities #6**

**Assignment: EIC-ASD**

- due 12/5

**December 4**

- **Social Emotional Engagement (part 2)**
- **Play**

**READINGS:**

**Early Start**

- 14. Putting It All Together

**Articles**

- Effects of a Brief Early Start Denver Model (ESDM)– Parent Based Intervention on Toddlers at Risk for Autism Spectrum Disorders: A Randomized Controlled Trial
- Of Brain Waves and Faces: The Promise of the Early Start Denver Module for Autism
- TBA

**Module Learning Activities #7**



**Pittsburg State University – Autism Certificate**  
**SPED 830: Teaching Students with ASD: Early Childhood**  
**Sample Online Learning Module - Module Learning Activities 1: Screening & Diagnosis**

**Introductory Video:** <http://youtu.be/DnfY2aDuGVY>

**Content Creators and Presenters:**

- **Sarah Behrens, LMSW**, Family Service & Training Coordinator, TASN Autism & Tertiary Behavior Supports
- **Louann Rinner, M.S.Ed, OTR/L**, Occupational Therapist, KU Center for Child Health & Development

**Module Agenda:**

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

**Course Objective:** 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 Objectives: After completing this module, students will be able to:**

- Name DSM-5 criteria and review terminology for Autism Spectrum Disorder
- Recognize social, communication, and behavioral characteristics in the young child across settings, that differ from expected development
- Review the AAP recommendations for developmental surveillance and autism specific screening
- Describe early detection and Child Find activities across settings in your community
- Recognize social determinants, adverse conditions, and under-identified populations that influence screening aims and results
- Identify developmental, behavioral, and autism specific resources for families
- Compare and contrast developmental-behavioral screening measures and autism specific screening measures
- Demonstrate administration of M-CHAT-R/F
- Practice conversations with families about your concerns
- Outline planning and possible goals from instructional screening
- Describe referral for further evaluation, measures used, and diagnostic process

**Assigned Reading:**

**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/Webpages**

- 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

**Handouts:**

- PowerPoint-2 slides per page
- PowerPoint-3 slides per page
- M-CHAT Webpage
  - M-CHAT R/F and Follow-Up Interview

**Module Learning Activities:** The following is the order on MLA#1. Start at the top of the module: Overview: Screening & Diagnosis. Read and view the video provided. Download materials and then click next at the bottom of the page. Follow the instructions on each page.

<b>Activity</b>	<b>How to Complete</b>
• Overview Screening and Diagnosis	View
• Lecture Content: Autism Spectrum Disorders Child Development (4 min)	View
○ Assigned Reading: CDC Developmental Milestones	Read
○ Check-In: Developmental Milestones – 10 questions	Complete Check-In Quiz (80%)
• Lecture Content: Core Symptom Groups (7 min)	View
○ Webpage Exploration: Autism Navigator (30 min)	View
• Lecture Content: DSM-5 (7.5 min)	View
○ Check-In: Terminology – 4 questions	Complete Check-In Quiz (75%)
• Lecture Content: Screening (13 minutes)	View
○ Resources: Screening Tools	View
○ Lecture Content: Screening Tools (24 minutes)	View
○ Text Discussion: Screening Tools	Contribute to Discussion
○ M-CHAT R/F you will want to have a copy of the screening tool on hand)	View
○ Dr. Ching: M-CHAT-RF (3.5 min)	View
○ M-CHAT R/F Scoring	View
○ Dr. Ching: M-CHAT-RF Follow-Up Interview (6 min)	View
○ Case Study	View
• Lecture Content: Talking to Parents (6.5 min)	View
○ Parent Perspective Activity: CDC Video Library (20 min)	View
○ Lecture Content: Talking to Parents in the Meantime (1 min)	View
• Questions for Reflection	Complete and Submit
• Lecture Content: Diagnostic Evaluation & Wrap-Up (7 min)	View
• Text Discussion: Take Inventory! Resources for Childhood Development	Contribute to Discussion
• Text Discussion: 3-2-1	Contribute to Discussion

Module as it appears in the Canvas Learning Management System

Module 1		Prerequisites: Course Overview	Complete All Items <input checked="" type="checkbox"/>	+	⋮
⋮	<b>Overview: Screening and Diagnostics</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Lecture Content: Autism Spectrum Disorder: Child Development</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Assigned Reading: CDC: Developmental Milestones</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Check-In: Module 1.1 Developmental Milestones</b> <small>Sep 10   5 pts   Score at least 4.0</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Lecture Content: Core Symptom Groups</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Webpage Exploration: Autism Navigator</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Lecture Content: DSM-5</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Check-In: Module 1.2: Terminology</b> <small>Sep 10   2 pts   Score at least 1.5</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Lecture Content: Screening</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Screening Tools Resources</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Lecture Content: Screening Tools</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Text Discussion: Screening Tools</b> <small>Contribute</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Lecture Content: M-CHAT R/F</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Lecture Content: Dr. Ching: M-CHAT R/F</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Lecture Content: M-CHAT-R/F Scoring</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Lecture Content: Dr. Ching: M-CHAT R/F Follow-Up Interview</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Lecture Content: M-CHAT Wrap-Up &amp; Case Study</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Lecture Content: Talking to Parents</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Webpage Exploration: Parent Perspective Activity: CDC Video Library</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Lecture Content: Talking to Parents - In the Meantime</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Questions for Reflection: Module 1</b> <small>Sep 10   9 pts   Submit</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Lecture Content: Diagnostic Evaluation &amp; Wrap-Up</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Text Discussion: Take Inventory: Resources for Childhood Development</b> <small>View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Module 1: 3-2-1 Discussion</b> <small>Sep 10   5 pts   View</small>		<input checked="" type="checkbox"/>		⋮
⋮	<b>Assignment: M-CHAT-R/F</b> <small>Sep 25   25 pts   View</small>		<input checked="" type="checkbox"/>		⋮