

CESC REGIONAL AUTISM TEAM MEETING

May 6, 2005

Present: Joyce Alford, Robert Allen, Leanne Coffman, MaryAnn Forbes, Celeste Hinton, Beth Huff, Joyce Lopez, Dana McCubbins, Debra Myers, Kelly Wanta, Debbie Walton, and Shelia Wethington.

Absent: Penney Adams, Apryl Bradford, Amy Carter, Laura Dinning, Vickie Embry, Regina Guthrie, Karin Holland, Kerry Holloman, Linda Hunt, Cindy Hurt, Shaun McPherson, Connie Poynter, Alisha Richardson, Vickie Smith, Janice Smith, & Candy Stolt, Cynthia York.

Business

Sharing of information related to Autism

- TEACCH Classroom Training Program Summer 2005. Registration information was shared.
- Autism Society of America Conference July 13-16, 2005 in Nashville. Program and registration information passed around.
- KATC Autism 2005 conference June 15-17, 2005 Louisville. Program and registration information shared.
- KATC Comprehensive System of Personnel Development (CSPD). A team from Hart Co. schools has been identified and will be participating in this pilot project next year with a preschool student identified for services.
- Shelia presented a bracelet dedicated to Autism. A student's parent purchased it as a gift for her. Available through ASA?

Regional data Shared

Handout: Identification of teachers/classrooms in region who are using any of the prominent intervention strategies for children with autism: ABA (Discrete trial teaching), Structured Teaching (TEACCH), Social Stories, Picture Exchange Communication System (PECS), and Video Self-modeling.

Handout: Numbers of children with autism for region and state.

Action Plan Review

Professional Development (Chairperson: LeAnn Coffman - Hart).

Main thrust of discussion was to continue to pursue trainings on ABLLS and Medical interventions for fall along with Sharing of Structured Teaching activities. Group would like to explore partnering with River Region Coop to bring Vince Carbone to area for training on Verbal Behavior Methodology. Add Tool Kit to Action Plan for next year.

Communication (Chairperson: Joyce Lopez- Russellville)

The committee discussed continuing to invite community service providers to a meeting to obtain an overview of their services. First Steps and Family Works Therapy were two agencies that we need to invite. Discussed inviting other professionals outside education to participate with Group. Decided to ask Kelly Autism Program, WKU Special education faculty, and private providers (e.g. Littleton, First Steps, Family Options) to

partner with us on future activities. Will need to discuss fees for professional development events.

Autism Teaching Tool Kit

The group continued discussion on the development of a Teaching Took Kit that would contain information important for a teacher who is has a student with autism for the first time. The group would like to pursue the development of a kit that could be checked out through CESC. The kit will contain four types of information:

- 1) Basic Awareness of Autism and what that means, including a copy of Autism: The Hidden Epidemic by NBC.
- 2) Instructional strategies with practical tips
- 2) Support Group information and contacts
- 3) Useful websites and resources

The group is asked to think about materials that each member has or knows about. We will be putting it together next year.

New Materials at CESC

Group viewed and discussed two videos recently purchased by CESC:

Creating a Classroom for Children with Autism by YAI/NIPD Network 460 West 34th St., NY, NY 10001-2382. The video highlighted discrete trail teaching method using a verbal behavior approach with preschool children.

The second video was Western North Carolina Autism Preschool Program TEACCH by Centering on Children, INC. Asheville, NC. This program demonstrated the use of TEACCH strategies with preschool children.

Success Stories.

Touch Math: Joyce shared her success with the Touch Math program and brought materials to share. Using different tactile surfaces for touch points on numbers. A video availbe to help train the method. Really makes math concrete.

DRL program: Several students using this method to decrease challenging behaviors with great success. Based upon rate of challenging behavior by student, student starts with picture representatives of powerful reward (e.g. train video). Each time behavior occurs, picture card removed. IF one card left at end of interval (e.g. one hour), the student gets the reward. If no card left, no reward. Number of cards or the interval may be adjusted based upon student progress. Working very well with about 4 students in region.

High school student; Graduated, passed driver's license test, and now drives to WKU at Glasgow classes for college work. Doing very well.

Next Year Meetings:

September 23, 2005 – ABLLS training & Tool kit

January 27, 2006

March 17 or April 14 (final date to be decided in September)