

Email us: autism@nwsd.org
Toll free number: 1-888-704-9633
Write us: 1601 R Avenue, Anacortes, WA 98221
Online: <http://www.nwsd.org/autism>

Autism Outreach Project
1601 R Avenue
Anacortes, WA 98221



2009-2010 Training and Services

**A State Needs Project through the Office of the
Superintendent of Public Instruction
in collaboration with the Infant Toddler
Early Intervention Program and
Northwest Educational Service District.**

Autism Outreach Project Services

Information and Referral

- Educational intervention
- Early intervention
- Current research
- School/home collaboration
- Support groups
- Associations and agencies
- Autism consultants
- Diagnostic centers

Training

- Local, regional, and statewide workshops on autism spectrum disorders, educational interventions, assessment, communication, social skills, behavior, and more.
- Interactive videoconference training to locations statewide.
- Combined Summer Institute.

Autism Special Events

- Information on autism conferences and special presentations statewide.

Lending Library

- Over 1,300 books, videos, DVDs, and curriculum materials on autism spectrum disorders for loan.
- All materials available for three weeks.

Needs Assessment

- Committed to identifying and meeting the information needs of Washington State school districts and families.

Technical Assistance

- Provided by phone consultation and referral to autism specialists.

Website with Autism Links

- Comprehensive resource for information on autism.
<http://www.nwesd.org/autism>



Registration Form

Autism Outreach Project Classes Only

Name: _____
Home Email: _____ Home Phone: _____
Home Address: _____
Work Email: _____ Work Phone: _____
Region _____ District: _____
School _____
Position: _____
Certification No. _____

Course Selections:

Course No. / Course Title / Date

K-20 Location (Required) _____

Payment Method:

Check enclosed for full amount of \$_____ (Make checks payable to NWESD)

Purchase Order number # _____ From: _____

Credit Card Charge to: Visa ~~or~~ Master Card

Name on Credit Card _____

Account number _____ - _____ - _____ Exp Date: _____ / _____

Charge full amount of \$_____ to my bank card.

Signature _____

Registration must be accompanied by a purchase order, check or credit card information.

Note: Clock hour, credit, and course material fees are to be paid separately at the first class session. Please do not include these fees with this registration payment.

Mail registration form and fee to:
NWESD, 1601 R Avenue, Anacortes, WA 98221

Fax registration form with credit card or purchase order to: (360) 299-4071

Online at www.nwesd.org, Site Shortcuts, Courses, Catalog, then follow instructions.

Cancellation Policy: A 48 hour written request is required for a refund. An administrative fee of \$20 will be charged for most cancellations. If you cannot attend but can find a replacement, please let us know. No administrative fee will be charged to change the attendee.



Registration Information

Register early... Many instructors require minimum class sizes. Walk-ins, without prior registration, cannot be guaranteed available course materials or a place in the class. Registrations are accepted on a first-come, first-served basis. No spaces will be held without payment.

Confirmations are not sent out automatically. It is NOT necessary to call and confirm your registration. If the course is full or cancelled, you will be notified.

Checks or purchase orders must be made out to NWESD for registration fees. Include one check or PO to cover registration fees for all classes.

Ways to register

Payment for Registration fees is required in advance. Your registration must be accompanied by a purchase order, check or credit card information.

Mail registration form to:
NWESD, 1601 R Avenue, Anacortes, WA 98221
Fax registration form to: (360) 299-4071
Online at www.nwesd.org, Site Shortcuts, Courses, Catalog, then follow instructions

Cancellation Policy

A 48-hour written request is required for a refund. An administrative fee of \$20 will be charged for most cancellations. If you cannot attend but can find a replacement, please let us know. No administrative fee will be charged to change the attendee.

Clock Hour Forms

Clock hour forms will be available at all classes, or contact Lana Haugen at (360) 299-4019, or lhaugen@nwesd.org to mail forms. Fees for clock hours are to be paid separately at the class session. Do not include clock hour fees with your registration.

Acceptable forms of payment: Checks, money orders, school/district purchase orders, credit card information. Cash cannot be accepted at any site.

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Lending Library

The Autism Outreach Project has a lending library containing over 1,300 books, videos, DVDs, and curriculum materials spanning the autism spectrum. The library is open to all Washington State residents and serves as a valuable resource to families, educators, and professionals who work with and care for children with autism spectrum disorders.

Resource categories include educational strategies; curriculum; assessment; behavior; children's books; family issues; personal accounts; methodologies; social and communication skills; Asperger Syndrome; sensory; transition and vocation; and current research. Materials in the Spanish and Korean language are also available.

Visit our website at <http://www.nwesd.org/autism> for a complete list of materials available for lending.

How do I request materials?

Requests for materials can be made by contacting us at 1-888-704-9633 or email to autism@nwesd.org.

Please provide the title and author of the requested resource(s); your home address; home phone number; work phone number; and email address (if any).

How many materials can I check out?

Up to five items may be borrowed at a time.

How long may I keep materials?

All materials are available for three weeks from the date that you receive them.

How much do you charge for overdue materials?

We do not charge for overdue items. If additional time is needed, materials can be renewed if no one is waiting for them. You will receive an overdue notice if materials are more than two weeks late. If no response is received, the final overdue notice will include replacement charges.

Do you pay for shipping?

We pay for postage to ship the materials to you; you provide return postage.

What do I do if the materials are lost or damaged?

If materials are lost or damaged, please contact us for replacement information.



2009-2010 Training Schedule

Thursday, Oct. 8 9 am - 3 pm Course No. 13951	Introduction to Autism Spectrum Disorders Crystal Gray, Ph.D.
Friday, Oct. 16 9 am - 3 pm Course No. 13953	A Toolkit for Changing Behavior & Promoting Independence in Young Children With Autism Spectrum Disorders Margaret Brashers, Ph.D.
Thursday, Oct. 22 9 am - 3 pm Course No. 14010	Strategies for Paraprofessionals: Supporting Students With Autism & Social Thinking Deficits Gretchen Schmidt-Mertes, M.Ed.
Thursday, Oct. 29 9 am - 3 pm Course No. 14012	Classroom Strategies for Students With Autism Spectrum Disorders - A Toolkit for Putting it All Together Ronda Schelvan, M.S.Ed.
Thursday, Nov. 5 9 am - 3 pm Course No. 14017	Structured TEACCHing for Students With Autism Spectrum Disorders Glenna Clouse, M.Ed.
Thursday, Nov. 19 9 am - 3 pm Course No. 14019	Social Communication & Autism Jim Mancini, M.S., CCC-SLP
Thursday, Dec. 10 9 am - 3 pm Course No. 14021	Schoolwide Social Thinking & Positive Behavior Support: Social Thinking Meets RTI Gretchen Schmidt-Mertes, M.Ed.
Friday, Dec. 11 9 am - 3 pm Course No. 13957	What To Do When Dealing with Challenging Behavior in Young Children With Autism Spectrum Disorders Margaret Brashers, Ph.D.
Thursday, Jan. 14 9 am - 3 pm Course No. 13959	Current Best Practices for Educating Students With Autism Spectrum Disorders Crystal Gray, Ph.D.
Friday, Jan. 22 9 am - 3 pm Course No. 13961	How To Teach So Kids Will Interact: For Young Children With Autism Spectrum Disorders Margaret Brashers, Ph.D.
Thursday, Jan. 28 9 am - 3 pm Course No. 14024	Behavior in Students With Autism Spectrum Disorders ... Challenging Authority or Communication? Ronda Schelvan, M.S.Ed.
Thursday, Feb. 11 9 am - 3 pm Course No. 14026	Addressing Challenging Behaviors in School Age Children With Autism Using Positive Behavior Support Nancy Rosenberg, Ph.D., BCBA
Thursday, Feb. 18 9 am - 3 pm Course No. 13963	Transition Planning for Success: High Functioning Autism/Aspergers Crystal Gray, Ph.D.
Thursday, Feb. 25 9 am - 3 pm Course No. 14115	Transition Planning for Success: Students With Classic Autism Ronda Schelvan, M.S.Ed. & Monica Meyer
Thursday, Mar. 25 9 am - 3 pm Course No. 14028	Visual Thinking Strategies for Individuals with Autism Spectrum Disorders: The Language of Pictures Carole Kaulitz, M.Ed., CCC-SLP

About the Presenters

Ronda L. Schelvan, M.S.Ed., is an autism consultant and special education teacher with over 30 years of experience working with students and families. She has a Master's in Special Education with an emphasis on Autism Spectrum Disorders/Asperger Syndrome from the University of Kansas. Ronda is co-chairperson and a founding member of the ESD 112 Regional Autism Consulting Cadre in Southwest Washington State. She co-authored *The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations*.



For updated information on autism conferences and special presentations statewide, see the Autism Outreach Project website at www.nwesd.org/autism.

About the Presenters

Jim Mancini, M.S., CCC-SLP, is a speech-language pathologist with over ten years of experience working with children with autism and their families. He currently splits time between the University of Washington Autism Center, Seattle Children's Hospital and private practice and previously worked at Baltimore's Kennedy Krieger Institute Center for Autism and Related Disorders. He conducts evaluations, provides treatment and co-created a parent education series designed for families who have recently received an ASD diagnosis.

Gretchen Schmidt-Mertes, M.Ed. has a combined 20 years of experience as a general and special education teacher and an autism specialist. She has received specialized training in Autism through the University of Washington Autism Center, the University of Kansas Professional Development in Autism (PDA) Center, and through the mentorship of Michelle Garcia Winner both here in the Northwest and at the Center for Social Thinking in San Jose, CA. Her understanding and passion for students with social challenges is contagious.

Monica Meyer Consulting provides training, technical assistance and consultations specializing in adults with autism and other low incidence developmental disabilities. She has provided consultation on transition to post school activities to residential facilities, schools, and employment providers. She offers assistive and adaptive technology that promotes skill development and independence. Monica is a parent of a 25 year old son with autism. She has coordinated the ESD 112 Regional Autism Consulting Cadre for 10 years and presented locally, nationally and internationally.

Nancy Rosenberg, Ph.D, BCBA is an autism specialist and the parent of a child with autism. Nancy received her doctorate in special education from the University of Washington with a primary emphasis in Positive Behavior Support. She developed and teaches a class at the University on Positive Behavior Support. She also developed and taught classes for families on how to address challenging behaviors in their children with Autism Spectrum Disorder. Nancy supervises students at the University, conducts autism research, and provides consultation and training for schools and families.



Class Information

Target Audience

Everyone is welcome. Workshops are designed for individuals working with children and adolescents with autism spectrum disorders, including general and special educators, early childhood educators, school administrators, educational support staff, related-service providers, families, transition coordinators, and other professionals.

Locations

Courses will be presented at Northwest ESD 189, Admiralty Room, 1601 R Avenue, Anacortes, WA 98221, and will be available via K-20 videoconferencing to Educational Service Districts and school districts statewide.

Distance Learning Opportunities

All courses are available on-site to any location statewide with access to K-20 videoconferencing equipment. Contact the Autism Outreach Project, pyates@nwesd.org, or 1-888-704-9633, for information on participating by videoconference.

Registration Fees

All courses are \$90 per person.

Clock Hours

5 clock hours (\$15) available at each class.

Fees for clock hours are to be paid separately at the class session.

Do not include clock hour fees with your registration.

Autism Outreach Project workshops have been designed to support districts in their efforts to improve outcomes for children with autism spectrum disorders (ASD). Training addresses the performance indicators identified in the State Performance Plan and the monitoring priority areas established by IDEA 2004, including provision of a free, appropriate public education in the least restrictive environment.

To meet your specific needs and those of your students with ASD, see course descriptions for workshop content.



Course Descriptions

Introduction to Autism Spectrum Disorders

October 8, 2009 from 9 am to 3 pm

Crystal Gray, Ph.D. Course No. 13951

With the dramatic increase in autism spectrum disorders, more children are being served in the general education classroom. This workshop is designed for the general education teachers and paraprofessionals working with these children. A detailed look into the characteristics of autism spectrum disorders will be provided, along with practical strategies for how to include these children into your elementary classroom.

A Toolkit for Changing Behavior & Promoting Independence in Young Children With Autism Spectrum Disorders

October 16, 2009 from 9 am to 3 pm

Margaret Brashers, Ph.D., Course No. 13953

(Early Childhood) This session will give you practical strategies for helping children with autism spectrum disorders participate more and depend on prompts less. Through video examples and discussion, you will find out the key skills students need for meaningful independence, how to give fewer (but better!) prompts, and tips on using paraprofessional time more effectively.

Strategies for Paraprofessionals: Supporting Students with Autism & Social Thinking Deficits

October 22, 2009 from 9 am to 3 pm

Gretchen Schmidt-Mertes, M.Ed., Course No. 14010

The morning session will focus on students with classic autism who are often enrolled in our self-contained classrooms and special programs. The afternoon will focus on higher-functioning students with social challenges who are often in our Resource Room and General Education settings. *Social Thinking Across the School Day* will introduce strategies that can be used in a variety of settings to support behavior, teach and reinforce social skills, and help students better access the world of academics.



About the Presenters

Margaret Brashers, Ph.D. is a Special Education Consultant with Project DATA (Developmentally Appropriate Treatment for Autism) at the Experimental Education Unit, University of Washington. She consults on an individual basis with public school teachers, paraprofessionals and related services staff to improve educational programs for children with autism spectrum disorders and provides workshops on topics related to ASD. In addition, Dr. Brashers is an instructor in the College of Education at the University of Washington.

Glenna Clouse, M.Ed. is an autism specialist currently in private practice at Puget Sound Autism Services. She is currently offering counseling, social skills groups, and consultation for families and school districts. In addition to spending over 30 years serving in public special education, Glenna has had many levels of training at Division TEACCH in North Carolina as well as extensive training in working with persons with social cognitive deficits. She has done many trainings and presentations throughout Washington State.

Crystal Gray, Ph.D. is a clinical psychologist and specialist in Autism Spectrum Disorders. She is the executive director of Puget Sound Psychology & Consulting, where she provides diagnostic, assessment & treatment services. She is the author of the *Educational Aspects of Autism Spectrum Disorders* manual and a researcher in responsiveness to treatment in students with autism spectrum disorders. Dr. Gray has taught hundreds of autism courses and is a dynamic and engaging instructor.

Carole Kaulitz, M.Ed., CCC-SLP, has been an educator for 36 years and is a Speech-Language Pathologist/Autism Consultant, and Deaf/Hard of Hearing Consultant. Her program emphasis is on developing a collaborative/consultative communication model for educators/parents with students on the autism spectrum, focusing on visual language strategies, social communication, and co-occurring disabilities. Carole has co-authored *Learning With a Visual Brain in an Auditory World* and *Visual Thinking Strategies for Individuals with Autism Spectrum Disorders: The Language of Pictures*.



Course Descriptions

Transition Planning for Success: High Functioning Autism & Aspergers

February 18, 2010 from 9 am to 3 pm

Crystal Gray, Ph.D., Course No. 13963

The middle and high school years pose exceptional challenges for adolescents and young adults with high functioning autism & Aspergers. This workshop will focus on specific strategies to ensure a successful transition for these students. Workshop participants will gain an understanding of the characteristics of HFA and Aspergers, as well as practical strategies for helping these students successfully plan for transition to life after high school. Academic, employment, community, social and behavioral strategies will be covered. Practical research-based interventions will be taught with engaging anecdotes, examples, and case studies.

Transition Planning for Success: Students with Classic Autism

February 25, 2010 from 9 am to 3 pm

Ronda Schelvan, M.S.Ed. & Monica Meyer, Course No. 14115

This workshop will look at transitions two-fold: both in the terms of strategies for movement within the school day and across school environments, and the impact along with the need for purposeful planning when developing transition services for students moving into the adult world. The importance of futures planning and methods to develop a transition timeline will be highlighted. Social skills training in will also be addressed.

Visual Thinking Strategies for Individuals With Autism Spectrum Disorders: The Language of Pictures

March 25, 2010 from 9 am to 3 pm

Carole Kaulitz, M.Ed., CCC-SLP, Course No. 14028

Even though it is popular to use visuals with individuals diagnosed with autism spectrum disorders, not all visuals are the same and not all pictures work the same way. By knowing the developmental levels of visuals, materials can be arranged to better meet the needs of students. This workshop will explain the language levels of visual supports that are typically used when working with individuals with autism spectrum disorders. Language, social, and cognitive developmental levels for different kinds of visuals will be provided and analyzed.



Course Descriptions

Classroom Strategies for Students With Autism Spectrum Disorders - A Toolkit for Putting it All Together

October 29, 2009 from 9 am to 3 pm

Ronda Schelvan, M.S.Ed., Course No. 14012

Trying to meet the needs of diverse learners can be an overwhelming and often unsurmountable task. This workshop will provide participants with practical, hands on, and user-friendly strategies to support and increase success in students with autism spectrum disorders. Participants will also receive a packet that will include a list of resources and ideas, as well as suggested book titles and websites for further exploration.

Structured TEACCHing for Students With Autism Spectrum Disorders

November 5, 2009 from 9 am to 3 pm

Glenna Clouse, M.Ed., Course No. 14017

Structured teaching is a methodology that was developed at Division TEACCH, University of North Carolina for program planning for students with autism. This workshop will review the principles of Structured Teaching and provide ways it can be implemented in the classroom. While these methods can be adapted to any age or skill level, the emphasis of this course will be geared toward working with students who have emerging verbal and independence skills. Integration of communication and socialization skills will also be discussed.

Social Communication & Autism

November 19, 2009 from 9 am to 3 pm

James Mancini, M.S., CCC-SLP, Course No. 14019

The focus of this training will be to define and describe social communication deficits that are commonly present in children with autism spectrum disorder. The developmental range will span from pre-intentional to verbal communicators with a focus on school-aged children. Both evaluation and treatment of social communication will be covered with a substantial amount of time devoted to providing treatment strategies for development of receptive and expressive language, nonverbal communication skills, conversational skills, and social skills.



Course Descriptions

Schoolwide Social Thinking & Positive Behavior Supports for Students With Autism Spectrum Disorders: Social Thinking Meets Response to Intervention

December 10, 2009 from 9 am to 3 pm

Gretchen Schmidt-Mertes, M.Ed., Course No. 14021

Positive Behavior Supports and Response to Intervention models are grounded in differentiated instruction and are most effectively applied at a schoolwide level. This class will explore how the models are interrelated, and how these models create the perfect opportunity to address Social Thinking deficits at all levels.

What To Do When...Dealing with Challenging Behavior in Young Children With Autism Spectrum Disorders

December 11, 2009 from 9 am to 3 pm

Margaret Brashers, Ph.D., Course No. 13957

(Early Childhood) Refusals? Shouting out? If it seems like you have tried everything but still have problem behaviors in your classroom, come to this interactive workshop and watch/discuss video clips, share examples of challenging behavior from your own students, and get some new ideas. You will leave with real tools for real situations.

Current Best Practices for Educating Students With Autism Spectrum Disorders

January 14, 2010 from 9 am to 3 pm

Crystal Gray, Ph.D., Course No. 13959

Dramatic increases in the frequency of diagnoses and special education referrals for children with autism spectrum disorders necessitate the demand for evidence-based practices. This workshop will outline the components of an effective education program for elementary students with autism spectrum disorders. Practical research-based interventions will be taught with engaging anecdotes, examples, and case studies.



Course Descriptions

How To Teach So Kids Will Interact: For Young Children With Autism Spectrum Disorders

January 22, 2010 from 9 am to 3 pm

Margaret Brashers, Ph.D., Course No. 13961

(Early Childhood) Social-communication deficits can affect all aspects of a child's life. In this session you will hear about the small changes you can make to activities to get big improvements in social interaction. You will get ideas for teaching core social skills from basic to advanced interaction as well as many examples of using motivation systems and incorporating social opportunities into everyday routines.

Behavior in Students With Autism Spectrum Disorders...Challenging Authority or Communication?

January 28, 2010 from 9 am to 3 pm

Ronda Schelvan, M.S.Ed., Course No. 14024

Understanding the purpose of behaviors can be a challenging task. Focusing on behavior as communication, this workshop will look at the "rumble, rage and recovery" cycles of behaviors. It will address ways to minimize and circumvent the often frightening circumstances that surround the rage cycle for the child with an autism spectrum disorder. The course will provide practical and user-friendly strategies that focus on understanding the triggers of behaviors and developing positive behavioral supports for managing behaviors.

Addressing Challenging Behaviors in School Age Children With Autism Using Positive Behavior Support

February 11, 2010 from 9 am to 3 pm

Nancy Rosenberg, Ph.D., BCBA, Course No. 14026

In this workshop, participants will learn a variety of proactive positive behavior support strategies to prevent challenging behaviors. They will learn why it is important to identify the function of a challenging behavior before implementing an intervention plan. They will learn how to identify appropriate replacement behaviors and how to teach them. Finally, they will learn strategies to facilitate a team approach to inappropriate behaviors, helping to ensure the success of a behavior intervention plan. Many examples of how to address common behaviors will be included to facilitate participant understanding.

