Autism *Links*

Welcome to Autism *Links*

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Program planning is always at the forefront of what we need to be doing for our students. It is challenging to make sure we are incorporating all of the things that they need. This issue will provide some tools that might be useful to including key components that are critical for students with ASD while meeting all of the academic requirements.

DON'T FORGET!

One particular website I would encourage you to explore is *The Interactive Collaborative Autism Network (ICAN)* at http://www.autismnetwork.org/ . The website provides teaching modules that cover ASD Characteristics, Assessment, Academic, Behavioral, Communication, Environmental, Sensory, and Social Interventions. It is a great resource for providing information to para-professionals, administrators and regular education teachers about ASD

PROGRAM PLANNING
Resource to assist in Program Planning:

The Comprehensive Autism Planning System (CAPS) for Individuals with Asperger Syndrome, Autism, and Related Disabilities: Integrating Best Practices Throughout the Student's Day by Shawn Henry and Brenda Smith Myles.
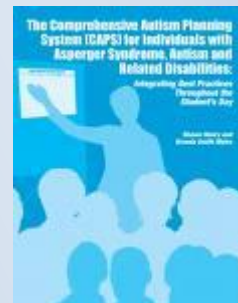
The Comprehensive Autism Planning System (CAPS) is designed to provide an overview of a student's daily schedule by time and activity as well as the supports that she needs during each period. Following the development of the student's IEP, all educational professionals who work with the student develop the CAPS. Thus, the CAPS allows professionals and parents to answer the all-important question for students with an ASD: What supports does the student need for each activity?

http://www.texasautism.com/WorkshopFiles/AdvocateZigguratCAPS.pdf

(The CAPS is similar to the routine matrix however, it asks for more specifics to meet your students needs.)

The CAPS contains the following components:

1. Time. This section indicates the clock time of each activity that the student engages in throughout the day.

2. Activity. Activities include all tasks and activities throughout the day in which the student requires support. Academic periods, nonacademic times and transitions are all considered activities.

3. Targeted Skills to Teach. This may include IEP goals, state standards and/or skills that lead to school success for a given student.

4. Structures/Modifications. Structures/modifications can consist of a wide variety of supports, including visual supports, peer networks and instructional strategies.

5. Reinforcement. Student access to specific reinforcers as well as reinforcement schedules are listed here.

6. Sensory Strategies. Sensory supports identified by an occupational therapist or others are listed in this CAPS area.

7. Communication/Social Skills. Specific communication goals or activities as well as supports are delineated in this section. Supports may encompass language boards or augmentative communication systems.

BLANK FORMS:

http://www.texasautism.com/WorkshopFiles/CAPS.pdf (intended for elementary students)

http://www.texasautism.com/WorkshopFiles/M_CAPS.pdf (intended for secondary students)

Curriculum Resources:

- **Basic skills necessary for learning.**
  http://www.polyxo.com/programs/

- **Assessment links:**
  http://www.sde.state.ok.us/Curriculum/SpecEd/Assessment_Links.html

- **Positively Autism: ideas for teaching, making accomodations and modifications.**
  http://www.positivelyautism.com/archive.html

- **Tinsnips is a special education resource that strives to share a variety of specialized teaching tools, techniques, worksheets, and activities with teachers of students who have autistic spectrum disorders and related developmental disabilities. Many of these activities may be appropriate for Pre-K and Kindergarten children.** http://tinsnips.org/

Transitioning to Adulthood:

- **ARTICLES THAT TOUCH ON ALL AREAS OF PLANNING FROM EARLY INTERVENTION TO COLLEGE**
  http://www.autism-society.org/site/PageServer?pagename=life_lifespan

- **Transition to Adulthood Guidelines for Individuals with ASD**
  http://www.ocali.org/transition/trans_guidelines.php

- **The National Secondary Transition Technical Assistance Center**
  http://www.nsttac.org/about_us/about_us.aspx
  - **Video tour of website -**
    http://www.nsttac.org/NSTTACVideos/Overview.aspx

Don't miss the next Sensory Friendly Film!

Planet 51
November 21, 2009

10 a.m. local time

Find a theatre

AMC Entertainment (AMC) and the Autism Society have teamed up to bring families affected by autism and other disabilities a special opportunity to enjoy their favorite films in a safe and accepting environment on a monthly basis with the "Sensory Friendly Films" program.

In order to provide a more accepting and comfortable setting for this unique audience, the movie auditoriums will have their lights brought up and the sound turned down, families will be able to bring in their own gluten-free, casein-free snacks, and no previews or advertisements will be shown before the movie. Additionally, audience members are welcome to get up and dance, walk, shout or sing - in other words, AMC's "Silence is Golden®" policy will not be enforced unless the safety of the audience is questioned.

Tickets are $4-6 depending on location and can be purchased on the day of the event.

Upcoming Shows December 12: *The Princess and the Frog.*

http://www.carlysvoice.com

Here is a picture of me typing by myself.

My name is **Carly Fleischmann** and as long as I can remember I've been diagnosed with autism.

I am not able to talk out of my mouth, however I have found another way to communicate by spelling on my computer. **(and yes that is me typing on the computer by myself)**

I used to think I was the only kid with autism who communicates by spelling but last year I met a group of kids that communicate the same way. In fact some are even faster at typing then I am.

Last year a story about my life was shown on ABC news, CNN and CTV here in Canada.

After my story was played I kept on getting lots of emails from moms, dads, kids and people from different countries asking me all sorts of questions about autism. I think people get a lot of their information from so-called experts but I think what happens is that experts can't give an explanation to certain questions. How can you explain something you have not lived or if you don't know what it's like to have it? If a horse is sick, you don't ask a fish what's wrong with the horse. You go right to the horse's mouth.

Click here to see her ABC interview: http://www.youtube.com/watch?v=a1uPf5O-on0&feature=player_embedded

UPCOMING TRAINING OPPORTUNITIES

AUTISM REGISTRY TRAININGS

Complete the registration form on the following website to participate.
http://www.ouhsc.edu/thecenter/projects/osetrtp.html

Oklahoma City Trainings

November 11-12 & 19-20, 2009

March 1-2 & 10-11, 2010

Tulsa Trainings

December 3-4 & 8-9, 2009

February 11-12 & 25-26, 2010

2009-2010 Oklahoma Transition Institute Workshops

Transition Assessment, IEP Transition Pages, and Transition Curriculum
For Students with Severe and Profound Disabilities
http://www.nsttac.org/capacity_building/SevProfWorkshopFlyer.pdf

Understanding and Teaching Students with Asperger Syndrome

Presented by Kelli Marshall, CCC-SLP and Megan Moore, M.Ed.
January 12, 2010 - Tulsa
9:00 - 4:00
Registration Fee:$50
http://www.oumedicine.com/body.cfm?id=1547&oTopID=1541

Para-Professional Training

November 17 -18, 2009
Asbury United Methodist
6767 South Mingo Rd
Tulsa, OK 74133
Registration fee: $100.00

http://www.oumedicine.com/body.cfm?id=1547&oTopID=1541

ASSESSING CHILDREN WITH AUTISM

This team training is an intensive 30-hour course which builds upon the foundation received in the Autism Registry training. The goal of the training is to provide school teams with the necessary skills to identify and design appropriate interventions for children with Autism Spectrum Disorders (ASD). Both formal and informal assessment methods, designed for identifying children with ASD will be covered.

Training Series Dates

January 8, 2010
January 22, 2010
February 12, 2010
March 5, 2010
Registration 8:30 am
Session 9:00 am—4:00pm

Child Study Center
Attn: Jennifer Winfrey
1100 Northeast 13th Street
Oklahoma City, OK 73117
(405) 271-6824 ext 42129
Fax: (405) 842-9992

http://www.oumedicine.com/body.cfm?id=1547&oTopID=1541

SCHOOL SUPPORT SERVICES
(WHEN YOU'RE JUST NOT SURE WHAT TO DO NEXT)

School Support Services assists local school districts in the implementation of effective programs for children with disabilities. The primary focus of the program is support for educating children with autism, ADHD and challenging behaviors. School Support Services provides teachers, related service providers, administrators and families:

- Onsite collaborative consultation
- Training
- Technical assistance
- Mentoring and coaching

The program enhances local efforts by building capacity within school districts and communities to help children reach goals of personal independence and social responsibility.

Explore these links to learn more.

- Autism Project PEAK
- Consultation Services
- Professional Development
- Resources
- Contact Us

70 O.S. § 6-194
Autism Professional Development Requirements

Seventy O.S. § 6-194, which became effective November 2008, included a new professional development requirement in, the area of autism. At least one time per year, beginning in the 2009-2010 school year, training in the area of autism shall be offered. All teachers and education support professionals of students in early childhood programs through Grade 3 shall be required to complete the autism training at least one time every three years. Additionally, all resident teachers of students in early childhood programs through Grade 3 shall be required to complete the autism training during the resident year and at least one time every three years thereafter. The autism training shall include:

* A minimum awareness of the characteristics of autistic children;
* Resources available; and
* An introduction to positive behavior supports to challenging behavior.

Autism support services for school districts are provided through Project Peak, a collaborative effort of the University of Oklahoma Health Sciences Center Child Study Center, and the Oklahoma State Department of Education. Project Peak has developed a training module to meet these new autism professional development requirements.

For more information on the autism professional development requirements, please contact: Ms. Jenny Giles, Preschool Coordinator, (405) 522-4513, or <Jenny_Giles@sde.state.ok.us>. For more information on Project Peak, please contact Ms. Dianne Mathis, Program Coordinator, (405) 271-6824, Ext. 45143, or <Dianne_Mathis@ouhsc.edu>.

If you have not had an opportunity to complete the online survey, please click on the following link: http://www.surveymonkey.com/s.aspx?sm=iEWbu3lYXqlf78FBYdjh2Q_3d_3d . The information you provide will be used to prioritize the kinds of information most needed by network members. To ensure that you receive the newsletter, please add autismlinks@gmail.com to the contact list in your address book.

General Information Websites:

www.autism-society.org

www.angelfire.com

www.child-autism-parent-cafe.com

http://www.jedbaker.com/news.htm

http://www.iidc.indiana.edu/irca/IRCAarticles/feducationarticles.html

http://www.autism-society.org/site/PageServer?pagename=homepage

http://www.autism.org/

http://www.autismtoday.com

http://www.autismnetwork.org/

http://www.autismspeaks.org/

http://www.do2learn.com/

http://www.setbc.org/pictureset/

http://www.setbc.org/curriculumset/default.aspx

http://trainland.tripod.com/pecs.htm

http://okautism.org/homepage/

http://oasis.ouhsc.edu/

http://depts.washington.edu/dataproj/forms.html

http://www.oumedicine.com/body.cfm?id=1547&oTopID=1541

http://www.behaviordoctor.org/