Autism Topics Part 2: Occupational Therapy Service Provision in an Educational Context

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Earn .6 CEU (7.5 NBCOT PDUs/6 contact hours)

Course Description

Autism Topics Part II CEonCD™ is the second in an important 3-part CE series that offers supplemental content from chapters in the AOTA Press 2010 book Autism: A Comprehensive Occupational Therapy Approach, 3rd Edition. Specifically addressing the unique aspects of occupational therapy practice within the public school systems, the course will enhance your ability to meet the needs of children with autism spectrum disorders, and their families, from early intervention through elementary years and the transition process.

Recommended Reading

Autism: A Comprehensive Occupational Therapy Approach, 3rd Edition, edited by Heather Miller Kuhaneck, MS, OTR/L, FAOTA, and Renee Watling, PhD, OTR/L, is recommended reading in order to fully benefit from the content and successfully complete the exam.

Topic 1: Principles of Family Centered Care When Working With Children With ASDs, by Heather Miller Kuhaneck, MS, OTR/L, FAOTA

Focuses on ways to promote family coping and resilience and provides instruction on using a Family Centered Care approach when working with children 0–3 years old and their families in early intervention and natural settings.

Learning Objectives: Topic 1

By completing all learning activities, participants will

- Describe the challenges faced by families dealing with a diagnosis of autism.
- Identify therapist behaviors and strategies that promote family coping and resilience.
- Identify the concepts of family-centered care (FCC).
- Apply concepts of FCC to occupational therapy evaluation and intervention in early intervention and school-based practice.
- Recognize barriers to FCC.
- Describe the evidence supporting FCC.

Topic 2: Collaboration in the School Setting for Students With an Autism Spectrum Disorder, by Patti LaVesser, PhD, OTR

Discusses the role of occupational therapy and the collaborative skills necessary for practitioners to work with others and promote success for students with autism spectrum disorders.

Learning Objectives: Topic 2

By completing all learning activities, participants will

- Recognize the changes that have occurred in school-based occupational therapy practice as related to services for children with autism with the passage of amendments to the Individuals With Disabilities Education Improvement Act of 2004 (IDEA 2004).
- Recognize the importance of school-based team collaboration and the role occupational therapists play in collaborating with others to promote success for the student with an autism spectrum disorder (ASD) in the general education setting.
- Identify the skills necessary for an occupational therapist to be an effective team member in providing services to children with autism in the school setting.
- Identify intervention strategies using team collaboration concepts for a child with an ASD in the school setting.

Topic 3: Effective Practice Strategies for Children With an Autism Spectrum Disorder in the Schools, by Yvonne Swinth, PhD, OTR/L, FAOTA

Describes a range of occupational therapy service delivery activities that support student participation in school activities, and provides three case studies to apply these concepts.

Learning Objectives: Topic 3

By completing all learning activities, participants will

- Identify key guiding principles to addressing the needs of children with an autism spectrum disorder (ASD) in the schools.
- Delineate different occupational therapy service delivery activities that support participation of children with an ASD across school environments.
- Identify specific factors in an educational setting that may influence occupational therapy services for a
**Topic 4: Transition from School to Adult Life for Youth With an Autism Spectrum Disorder**, by Laurette J. Olson, PhD, OTR/L, FAOTA, and Meira L. Orentlicher, PhD, OTR/L

Addresses best practices for client-centered assessment and intervention for adolescents with ASDs who are transitioning from high school to adult life.

**Learning Objectives: Topic 4**
By completing all learning activities, participants will

- Identify best practices for client-centered assessment and intervention for adolescents with an autism spectrum disorder (ASD) who are transitioning from high school to adult life.
- Identify at least two self-report standard assessment tools to support the collaborative identification of performance skill goals with an adolescent with an ASD who is preparing to transition from high school to adult life.
- Recognize components of an intervention plan for an adolescent with an ASD that encompass the areas of occupational participation crucial to successful transition to adult life as well as those that address key performance skill deficits most commonly associated with ASD.

**Currently Available CEonCD®:** Autism Topics Part I: Relationship Building, Evaluation Strategies, and Sensory Integration and Praxis, order #4848.

**Forthcoming CEonCD®:** Autism Topics Part III: Addressing Play and Playfulness in Evaluation and Intervention

**CEonCD™ Editor Bio**

**Dr. Renee Watling, PhD, OTR/L, FAOTA,** has been a pediatric occupational therapist in Washington State since 1992. She has worked in clinic, school, and private practice settings. Dr. Watling received her bachelor’s and master's degrees in occupational therapy from the School of Medicine at the University of Washington with an emphasis in emotional and behavioral disorders. She earned her doctoral degree from the College of Education at the University of Washington where her work focused on understanding the relationship between sensory processing and behavior in young children with autism spectrum disorders. Dr. Watling has lectured extensively at state, regional, and national conferences on the topics of sensory processing, sensory-based occupational therapy intervention, and issues related to services for children with autism spectrum disorders and emotional and behavioral disorders. Her publications include both research and theoretical papers and book chapters. She has volunteered on several projects and committees for the American Occupational Therapy Association, including serving as chair of the Sensory Integration Special Interest Section. She currently holds faculty appointments at the University of Puget Sound and the University of Washington.

**Author Disclosure Statement:** The editor is both a co-editor and author for the AOTA Press text entitled *Autism: A Comprehensive Occupational Therapy Approach*, 3rd Edition

**CEonCD™ Author Bios**

**Patti LaVesser, PhD, OTR,** is an assistant professor in the Department of Pediatrics at the University of Colorado School of Medicine, Division of JFK Partners. She serves as occupational therapy discipline director on the Leadership Education in Neurodevelopmental Disabilities (LEND), Maternal Child Health Bureau Grant; coordinates service provision for the Family Driven Autism Services and Learning (FASL) project; and serves on an interdisciplinary clinical assessment team at the Child Development Unit of The Children's Hospital Denver. Before joining the faculty at JFK Partners, LaVesser was a faculty member at the Program in Occupational Therapy, Washington University in St. Louis, for 25 years. LaVesser has a wide range of clinical pediatric experience that includes early intervention, school-based, and hospital-based practice. Her current research interests include the study of intervention models and outcomes for children with autism spectrum disorders, sensory processing problems, and other developmental difficulties.

**Author Disclosure Statement:** The author is an author for the AOTA Press text entitled *Autism: A Comprehensive Occupational Therapy Approach*, 3rd Edition.

**Heather Miller Kuhaneck, MS, OTR/L, FAOTA,** has practiced in pediatric occupational therapy for more than 20 years in settings that include rural and inner city schools, outpatient clinics specializing in Ayres Sensory Integration® intervention, early intervention, inpatient facilities, and privately in children's homes. She received her BS in occupational therapy from Boston University and her MS in occupational therapy from Ohio State University, where she was part of a training grant for school-based practice. She is working toward her doctorate in public health at the University of Connecticut.

Miller Kuhaneck is a co-editor of *Autism: A Comprehensive Occupational Therapy Approach*, published by the American Occupational Therapy Association in 2011. She has written many chapters and articles on pediatric occupational therapy practice and intervention with children with autism, including practice around family issues. She has investigated parental stress and family coping in families of children with autism using qualitative research methods and recently spent a year as a Leadership Education in Neurodevelopmental and Related Disabilities fellow focusing on family-centered care and sibling issues in families of children with autism.

**Author Disclosure Statement:** The author is both a co-editor and author for the AOTA Press text entitled *Autism: A Comprehensive Occupational Therapy Approach*, 3rd Edition.

**Laurette J. Olson, PhD, OTR/L, FAOTA,** is a professor in the Graduate Program of Occupational Therapy,
Olson has practiced as a school-based occupational therapist and has served within supervisory and administrative roles for occupational therapy departments in school-based occupational therapy practice for 20 years. She has presented and written extensively about many topics related to child and adolescent occupational therapy practice.


Meira L. Orentlicher, PhD, OTR/L, is an associate professor of occupational therapy at the Touro College School of Health Sciences in New York City, where she teaches research methods, occupational therapy theory, and a school-based seminar. She is also a faculty member of Education Resources, Inc., where she lectures nationally to related-services providers on school-based practices. Her clinical experience includes serving as a coordinator of transition from school to adult life for students with physical and cognitive disabilities at the National Center for Disability Services in Albertson, NY.

Orentlicher is the professional development coordinator of the standing committee of the American Occupational Therapy Association’s Early Intervention and School Special Interest Section (EISSIS). She is also member of the New York City Taskforce on Quality Inclusive Schooling and of the Hudson Valley Self-Determination Taskforce, which is sponsored by the WIHD in Valhalla, NY. She is an editorial board member of the *Journal of Occupational Therapy, Schools, and Early Intervention*, for which her responsibilities include editing a column on transition. Orentlicher has given many presentations and published professional articles and book chapters on issues related to transition, person-centered planning, consumer-directed funding, and occupational therapy.


Yvonne Swinth, PhD, OTR/L, FAOTA, is a professor in the School of Occupational and Physical Therapy at the University of Puget Sound. She teaches in the areas of assistive technology, pediatrics, and performance adaptations. Her primary research interests include occupational therapy services in the schools, assistive technology, and service delivery options for children with disabilities.

Swinth has worked as a pediatric occupational therapist in the public schools of Washington State for more than 20 years. Within the schools, she has provided therapy services for children from birth to age 21 and has been involved in the development of several different programs and grants that address service delivery issues to students with disabilities. She has completed several research projects and has published in professional journals, textbooks, and newsletters specific to the areas of services in the schools, assistive technology, services for children with autism, and collaboration. Swinth is the founding editor of *Occupational Therapy in Schools and Early Intervention*, a professional journal for school-based occupational therapists.


**Learning Level**
Intermediate

**Target Audience**
Occupational Therapists and Occupational Therapy Assistants

**Content**

- **Category 1**: Domain of Occupational Therapy, Performance Skills
- **Category 2**: Occupational Therapy Process, Evaluation, and Intervention

**Continuing Education Credit**

A certificate of completion for .6 AOTA CEU (7.5NBCOT PDUs/6 contact hours) will be awarded on the successful completion of this course.