



“Education, both of children, and of parents and teachers, is currently the primary form of treatment for autistic spectrum disorders. — Educating Children with Autism, p. 1

FREE ONLINE TRAINING AVAILABLE 24/7

ACCESS TRAINING ONLINE

- At home
- At school
- At the library and
- At times that are convenient for you!

AUDIENCE—Everyone!

Everyone and anyone (Moms, Dads, Teachers, Community Members) who work with a student with ASD. The courses are designed to provide you with resources and tools for use at school, at home, at work and in the community.

REGISTER IN 4 EASY STEPS!

1. Visit <https://ci.esc13.net/login.html>
2. Log into the E-campus system. If you do not have an account already set-up, please do so.
3. Once logged in with your account information, enter the Workshop ID.
4. Click the Register button.
5. Once registered, if you need help accessing the course, take look at this document :
http://www.txautism.net/docs/AccessContent_2011.pdf

ASPERGER SYNDROME 101 — #FA1019643

Need an overview of many of the issues that we see in students with Asperger Syndrome? Information related to diagnosis and the key features of Asperger Syndrome are presented including: social interaction, language, restricted interests, dealing with change, motor involvement, cognitive issues, sensory processing, emotional vulnerability and the gifts of Asperger Syndrome. (6 hours)

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION AND THE AUTISM SPECTRUM — #FA1122637

Some students on the autism spectrum have great difficulty understanding and communicating with speech. A solution for some is augmentative and alternative communication or AAC. Covered here are basic characteristics of autism, language and communication, the AAC systems, how AAC properly implemented can support evidence-based practices in Autism, and the teams that support the student in his/her use of AAC. (3 hours)

AUTISM FOR THE GENERAL EDUCATION TEACHER— #FA1019900

As more students with autism are included in general education classes, the need for basic information about autism from the perspective of a general educator has grown. This course is designed to provide an overview on autism and suggest evidence-based instructional strategies to promote independence and encourage academic, social, communication, and behavioral success for students with autism in the general education classroom setting. (6 hours)

TEXAS STATEWIDE LEADERSHIP FOR AUTISM TRAINING

ONLINE TRAINING

AUTISM 101: TOP TEN PIECES TO THE PUZZLE — #FA1019638

Need basic information on the components of autism spectrum disorders? This one is for you. Learn about the characteristics of Autism Spectrum Disorders (ASD) and the evidence-based strategies for addressing the behavioral, social and communication needs of individuals with ASD. (6 hours)

CLASSROOM ORGANIZATION: THE POWER OF STRUCTURE FOR INDIVIDUALS WITH ASD — #FA1019640

See how organizational structure can clarify expectations and reduce anxiety in many individuals with Autism Spectrum Disorders (ASD). Learn about the neurobiological basis of ASD and the power of structured learning environments. In addition, study how to organize physical space, dimensions of time and learning activities to positively impact student success. (6 hours)

COMMUNICATION: THE POWER OF COMMUNICATION FOR INDIVIDUALS WITH ASD — #FA1019641

The ability to communicate is essential. This core deficit of ASD must be addressed. Here you will learn about communication needs, strategies and interventions. Case studies are provided covering students across the autism spectrum including non-verbal, emerging verbal and verbal communicators. (6 hours)

FUTURES PLANNING FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS (ONLINE) — #FA1020214

This is an overview of how futures planning can be used to educate and support students with ASD for independent living, employment, post-secondary education and recreation. You will learn about the options that exist for students with ASD: the skills the individual with ASD must have to take advantage of the options and what can be done to prepare students with ASD for graduation and the transition to adulthood. You will gain greater knowledge about resources and tools related to the needs of individuals with Autism Spectrum Disorders for use in futures planning. (6 hours)

NAVIGATING THE SOCIAL MAZE: SUPPORTS & INTERVENTIONS FOR INDIVIDUALS WITH ASD — #FA1019642

Navigating the social maze of everyday life can be difficult for individuals with ASD, as socialization is one of ASD's core deficits. In this course, you will learn: the complexities of social interaction; play as a key developmental indicator; strategies for teaching and learning the rules of social interaction; the power of practicing with peers to learn how to follow these rules; and assessment for implementing social skills instruction. (6 hours)

SOLVING THE BEHAVIOR PUZZLE: MAKING CONNECTIONS FOR INDIVIDUALS WITH ASD — #FA1019644

Puzzling out the behavior of an individual with ASD can be challenging. This course is an overview of the concepts and strategies that develop positive behavioral skills in individuals with ASD. You will learn: the components of applied behavioral analysis, evidence-based strategies that teach and develop positive behavioral skills, planning for the prevention and intervention of specific behavioral needs. (6 hours)

EN ESPAÑOL

- AUTISMO 101: LAS 10 PIEZAS PRINCIPALES DEL ROMPECABEZAS—FA1019639
- COMUNICACIÓN: EL PODER DE COMUNICACIÓN DE LAS PERSONAS CON DESÓRDENES DEL ESPECTRO DE AUTISMO—FA1020408
- ORGANIZACIÓN DE LA CLASE: EL PODER DE LA ESTRUCTURA PARA LOS INDIVIDUOS CON DESÓRDENES DEL ESPECTRO DE AUTISMO—FA1020213
- RESOLUCIÓN DE LA CONDUCTA: CONEXIONES PARA LAS PERSONAS CON DESÓRDENES DEL ESPECTRO DE AUTISMO—FA1020232
- SÍNDROME DE ASPERGER 101—FA1019930
- TRAVESÍA POR EL LABERTION SOCIAL: APOYO E INTERVENCIONES SOCIALES PARA INDIVIDUOS CON DESÓRDENES DE AUTISMO—FA1020215





New for Fall 2012!

Strategies for Working with Students with Autism in the General Education Setting

If you only have 30 minutes for professional development, this series is for you!!!!

This twelve part series of 30-minute online courses presented by Dr. Amanda Boutot was designed to give general educators, parents, administrators, paraprofessionals and others quick, practical strategies that can be easily implemented in the general education classroom.

Workshop ID	Strategies for Working with Students with Autism in the General Education Setting
SP1223601	<p>Strategy 1: Understanding Students with Autism Spectrum Disorders Content: Understanding the primary characteristics of ASD, understanding the behavioral characteristics of ASD, and understanding the learning characteristics of ASD</p>
SP1223602	<p>Strategy 2: Get to Know the Individual Student Content: Preparing before school begins, meeting the family, and getting to know the student</p>
SU1224754	<p>Strategy 3: Create Predictability Content: Understanding an individual’s need for predictability, establishing routines (consistent schedules, activities and expectations), using visual support predictability, and preparing for changes</p>
SU1224755	<p>Strategy 4: Develop Clear Expectations, Part 1 – Social and Behavioral Content: Developing social and behavioral expectations and using visuals to support social and behavioral expectations</p>
SU1224756	<p>Strategy 5: Develop Clear Expectations, Part 2 – Academic Content: Developing academic expectations and using visual to support academic expectations including workload supports, visual accommodations and assistance supports</p>
SU1224757	<p>Strategy 6: Create a Positive Learning Community Content: Fostering a sense of community, including group activities and group interdependency and promoting awareness and acceptance, including modeling acceptance, promoting opportunities to actively and successfully participate, pull-out to special education, and the role of the paraprofessional</p>

TEXAS STATEWIDE LEADERSHIP FOR AUTISM TRAINING
ONLINE TRAINING

Workshop ID Strategies for Working with Students with Autism in the General Education Setting

- SU1224758 **Strategy 7: Promote Positive Peer Interactions**
Content: Providing opportunities for students to socialize, including sample activities, supporting socialization and peer-mediated instruction and providing opportunities for students to work together on academics, including peer groups and peer-mediated instruction
- SU1224759 **Strategy 8: Use Instructional Strategies That Promote Successful Learning**
Content: Understanding how students learn, improving attention, improving short term and long term memory, and improving output
- SU1224760 **Strategy 9: Use Behavioral Strategies That Promote Successful Learning**
Content: Understanding behavior management vs. discipline, using positive reinforcement vs. punishment, using positive behavioral supports, using group vs. individual behavior systems, using behavior contracts and self-management systems, and selecting a reinforcement system
- SU1224751 **Strategy 10: Develop a Plan to Address Challenging Behavior**
Content: Defining “challenging behaviors” AKA “contextually inappropriate behaviors”, determining what went wrong, identifying reasons for behaviors, and seeking help from the special education team
- SU1224752 **Strategy 11: Borrow from the Special Educator’s Toolbox**
Content: Working with lower functioning students, task analysis, prompting levels and prompt fading, understanding ABA, sensory issues in ASD, and controversial treatments
- SU1224753 **Strategy 12: Respect Each Student’s Dignity and Need for Autonomy**
Content: Treating students with dignity, providing choices, being flexible, and remembering student’s autism, remembering students are children/adolescents, just like everyone else





New for Fall 2012!

School-Based Applied Behavior Analysis Programs for Students with Autism Spectrum Disorders

Based on information from the National Professional Development Center on Autism Spectrum Disorders (NPDC), this six part series on ABA programs for the classroom is designed to give participants practical information and strategies for use in the classroom and the community. Everyone and anyone (Moms, Dads, Teachers, Community Members) who work with a student with autism can benefit from this series.

COURSE 1: INTRODUCTION TO AUTISM SPECTRUM DISORDERS, EVIDENCE-BASED PRACTICES, AND THE BASICS OF APPLIED BEHAVIOR ANALYSIS — #FA1225029

This name says it all! Topics covered: the importance of using evidence-based practices (EBP), characteristics of Applied Behavior Analysis (ABA), and the core components of ABA techniques. (45 minutes)

COURSE 2: REINFORCEMENT AND EXTINCTION — #FA1225039

Topics covered: Reinforcement and extinction, what they are and how to implement them. (1.5 hours)

COURSE 3: CHALLENGING BEHAVIOR ASSESSMENT AND TREATMENT — #FA1225037

Topics covered: Challenging behavior defined, nature of these behavior often associated with autism spectrum disorders (ASD), teachers role in a functional behavioral assessment (FBA) and common function-based interventions. (1 hour)

COURSE 4: COMMUNICATION AND SOCIAL SKILLS TRAINING — #FA1225040

Topics covered: Functional communication training (FCT) what it is and how it is implemented, data collection, and Picture Exchange Communication System (PECS) what it is and how it is implemented. (1 hour)

COURSE 5: INSTRUCTIONAL STRATEGIES — #FA1225035

Topics covered: Considerations of choosing instructional strategies, discrete trial training (DTT) what it is and how to implement it, motivating learners to engage in DTT, prompting and fading techniques, naturalistic teaching what it is and how to implement it, and strategies for motivating students to communicate. (4 hours)

COURSE 6: CLASSROOM AND ENVIRONMENTAL ARRANGEMENT — #FA1225033

Topics include: Rationale for providing structure in the classroom and how to structure classroom through procedures and routines, visual scheduled and visual supports. (1.5 hours)

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