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Resources for Autism in Early Intervention in Kansas

Under Part C IDEA regulations and in Kansas, early intervention programs are required to have available and provide, based on need, 17 different services to an infant or toddler with a disability and his or her family. (Kansas Infant Toddler Procedure Manual, 2015) Kansas requires programs to provide these 17 services within the conceptual framework of the Mission and Key Principles and Primary Service Provider Model. (Kansas Infant Toddler Procedure Manual, 2015) This necessitates that programs “build upon and provide supports and resources to assist family members and caregivers to enhance children’s learning and development through everyday learning opportunities.” (OSEP TA Community of Practice: Part C Settings, 2008). While this is known among our early intervention programs as simply “the way we provide services to families in Kansas”, many ask how services are determined in Kansas for children with more significant needs. Specifically, what should services look like for children with Autism or suspected to have an Autism Spectrum Disorder (ASD).

Paired with the Primary Service Provider approach to services the Mission and Key Principles must be taken into account. Two of the key principles that must be considered when IFSP teams are determining services for children with disabilities focus on recognizing the importance of the family as partners in service provision. The key principles “All families, with the necessary supports and resources, can enhance their children’s learning and development” and “Infants and toddlers learn best through every day experiences and interactions with familiar people in familiar contexts” need to be at the forefront when determining service needs (OSEP TA Community of Practice: Part C Settings, 2008) .

These principles provide insight in the services that should be considered and what those services should look like for each child and family. These principles when used in considering family priorities and concerns can help develop outcomes that reflect the level of support needed to meet those identified outcomes.

Current research suggests that social interaction is the foundation for skill development in children with ASD. According to Ami Klin, professor and chief, Division of Autism and Related Disorders at Emory University School of Medicine and its Autism Center of Excellence (ACE), the ACE supported projects at Emory all align with the premise that “the platform for brain development is reciprocal social interaction,” (Krisberg, 2018). Additionally, research demonstrates that in order to support families with children with disabilities professionals must be prepared to support and promote reciprocal social interaction.

Founded in the approach that children learn best through interactions with parents and other familiar adults, the give and take of interaction should be the basis of what interventions look like in the home. Often diagnoses such as Autism Spectrum Disorder (ASD) have fostered prescriptions from doctors for specific methods to be used with infants and toddlers, such as Applied Behavior Analysis (ABA). When determining services for a child with autism, a number of factors have to be taken into consideration as well as what strategies or methods work best for each individual child and their family. Considerations to be addressed is that each intervention should be evidenced based, individually reflect the child’s needs and family concerns and priorities, and in Kansas reflect the PSP model and be grounded in the Mission and Key Principles.

The Office of Special Education Programs (OSEP) supports an approach of weighing multiple consideration as they have stated, “We recognize that ABA therapy is just one methodology used to address the needs of children with ASD and remind States and local programs to ensure that decisions regarding services are made based on the unique needs of each individual child with a disability (and the child’s family in the case of Part C of IDEA).” (Musgrove, 2015).

This OSEP guidance supports the examination of intervention supports and strategies that will promote the development of appropriate skills by children on the autism spectrum. In Kansas many programs have looked in-depth at the Early Start Denver Model. The programs using this model report they have found the strategies within the Early Start Denver Model effective, useful, and appropriate. Another resource available is the Learning Modules from the [Frank Porter Graham Child Development Institute](#). “The learning module practices were identified from a review of the research literature conducted by staff of the National Professional Development Center on Autism Spectrum Disorder. These focused intervention practices were found to be efficacious for use with toddlers as well as with other age groups of children with ASD.” (ASD toddler initiative, 2013-2014). “Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder” published in 2014 identifies a number of strategies for providers along with the research that supports each by age level. For example, the Antecedent-Based Interventions (ABI) include a variety of modifications that are made to the environment/context in an attempt to change or shape a student’s behavior. According to Odom ABI is researched and found to be used effectively to address social, communication, behavior, play, school-readiness, academic, motor, and adaptive skills for children birth through two. (Wong, 2014). Additionally, the Division for Early Childhood has recently (January 2018) published through their *Resources within Reason*, evidence-based resources that support working with children with Autism Spectrum Disorder (ASD). One model that they identified as evidence-based was the Family Implemented TEACCH for Toddlers (FITT). “FITT is a collaborative parent education and support model designed to help families better understand and engage with their toddler with ASD.” (Catlett, 2018). This DEC resource provides information on many models that can be used with infants and toddlers along with a brief explanation, as well as where to find more material on that resource.

With many options to choose, it is important that whichever method chosen, the choice should be made as a team decision. As discussed in Sheldon

and Rush, when using the PSP approach “A multidisciplinary team where one member is selected as the primary coach, receives coaching from other team members, and uses coaching with parents and other primary care providers to support and strengthen parenting competence and confidence in promoting child learning and development and obtaining desired supports and resources.” (Sheldon, 2007). When team decision making is used effectively, interventions should be determined as a team and ensure that the team includes the family as a full member of that team. No matter which methodology or strategy that is chosen, all methods and strategies chosen by an IFSP team must be evidence-based for infants and toddlers.

“Practitioner factors taken into account when looking at Primary Service Provider include, first and foremost, the knowledge and expertise of each individual practitioner as it relates to the family and child factors.” (Sheldon, 2007) The experience and training of the provider in working with children with disabilities and their families should be considered. Therefore, both professional and personal expertise should be contemplated when determining a primary service provider. As discussed with services it is important to remember that the frequency and intensity should also reflect the level of support each child and family need to meet the IFSP outcomes as determined in the IFSP.

With the increasing visibility of children with suspected or diagnosed autism spectrum disorder, professionals need to be prepared for supporting these children and their families with the most effective methods and strategies based on the most current research. An important component in the current research is that the method or strategies chosen need to support reciprocal social interactions. Each method or strategy must be chosen by a team that includes the family and each needs to be individualized in order to support that family. For programs to effectively support these children and families they will need a wide array of methods and strategies that they can tailor to the needs of each child and their family. With a vast array of evidence-based practices in line with the Mission and Key Principles, team member support, and family

centered approaches Early Intervention programs can be ready to support all children and their families.

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Just For Families

Video: Everyday Fun with Science

Young children, from birth to age five, are naturally curious about science. In the early years, children use scientific practices like:

- Asking questions
- Describing animals and plants, and natural processes like rainstorms
- Predicting what will happen next in a process

Watch the video

<http://talkingisteaching.org/resources/lets-talk-about-stem-video-science> (English | Spanish) or download the handout (English | Spanish) with fun activities designed to support young children's growing knowledge of science from birth to five.

The Boeing Company, ZERO TO THREE and Too Small to Fail have partnered to develop a series of videos (in English and Spanish) highlighting the development of STEM skills in the first five years of life.

To find a full list of videos and other resources for families go to:

<http://talkingisteaching.org/resources>

Submitted by Kim Page. Information taken from <http://talkingisteaching.org>.



New to the ECRC

- Araújo, N. & Aghayan, C. (2006). *Easy songs for smooth transitions in the classroom*. St. Paul, MN. Redleaf Press.
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To borrow these or any other resources, contact the **KITS Early Childhood Resource Center** at (620) 421-6550 ext. 1651 or toll free in Kansas: (800) 362-0390 ext. 1651. Our email is: resourcecenter@ku.edu. Our entire catalog can be searched online at [KITS ECRC](http://kskits.org/ecrc/) or <http://kskits.org/ecrc/>.



Quotes from Stephen Hawking (1942-2018)

"People won't have time for you if you are always angry or complaining."

"Work gives you meaning and purpose and life is empty without it."

"Life would be tragic if it weren't funny."

"Intelligence is the ability to adapt to change."

"However difficult life may seem, there is always something you can do and succeed at."

Best Practice Awards Announced



Salina Regional Health Center Infant-Child Development Program

is recognized for the application of best practice in utilization of a focus book study as a strategy for staff professional development. This activity supported the development of both knowledge and skills of staff which were then transferred to practice in the implementation of the primary service provider approach. The local leadership team conducted joint visit to ensure application of new practices. This program thoughtfully implemented the book study, referenced their study to the DEC Recommended Practices, set ground rules for the implementation of the study, and developed specific plans for implementation in their practice with children and families.

Contact: Joyce Trower, Salina Regional Health Center Infant-Child Development, 155 N. Oakdale Ave., Suite 300, Salina, KS 67401. Phone: (785) 452-6044, email: jtrower@srhc.com



TARC tiny-k Program

is recognized for the application of best practice in the design, fabrication, and assembly of seating systems for children. The utilization of the Adaptive Designs approach to cardboard seating systems provides an efficient and cost effect approach to seating challenges. The thought of cardboard seating systems may seem strange, however when done appropriately is safe, strong, stable, and can be made kid friendly and attractive. This approach allows the tiny-k program to be flexible in using easily accessible materials to design and adapt seating. This also allows the adaptation of existing seating in the child's home.

Contact: Kelly Frantz-Langford, TARC tiny-k, 2701 Randolph Ave., Topeka, KS 66611.

Phone: (785) 232-0597, email: kfrantz@tarcinc.org



ASQ: SE-2 Learning Activities and More

Enhance the social-emotional development of infants and young children with learning activities, handouts, and letter to parents/families. Specially developed to complement ASQ:SE-2, this essential resource makes it a snap to share practical social-emotional strategies with parents of children from birth to age 6.

The book and CD contain social-emotional learning activities that are developmentally appropriate. These are concise, age-specific handouts that answer parents' questions about three big topics important to social-emotional development: feeding, sleeping, and calming. Also included are tip sheets on special topics such as choosing child care, establishing routines, learning to use the toilet, preparing for kindergarten, and more.

All are easy to access and share in three easy ways: photocopy sheets right from the book, print full-color copies from the included CD-ROM, or share them with parents via email or through ASQ Online.

Information was retrieved and adapted from <http://products.brookespublishing.com/ASQSE-2-Learning-Activities-More-P1028.aspx>. ASQ: SE2 Learning Activities and More is available and may be borrowed from the KITS Early Childhood Resource Center. Contact Kim Page at resourcecenter@ku.edu or (620) 421-6550, ext. 1638.

Contact the KITS

Early Childhood Resource Center

(620) 421-6550 ext. 1651

Toll free in Kansas: (800) 362-0390 ext. 1651

Email: resourcecenter@ku.edu.

Our entire catalog is searchable online at [KITS ECRC](http://kskits.org/ecrc/) or <http://kskits.org/ecrc/>

Collaborative Calendar of Events

Check the KITS Collaborative Training Calendar for information on a variety of training events for Kansas early childhood professionals!

	EVENT / LOCATION	SPONSOR / CONTACT / REGISTRATION
03-24-2018	Building Your Early Childhood Toolkit	KCCTO-KITS Infant Toddler Specialist Network http://kccto.inc@gmail.com
04-09-2018	Building Your Early Childhood Toolkit	KCCTO-KITS Infant Toddler Specialist Network http://kccto.inc@gmail.com
04-28-2018	Building Your Early Childhood Toolkit	KCCTO-KITS Infant Toddler Specialist Network http://kccto.inc@gmail.com
05-08-2018	National Early Childhood Inclusion Institute	FPG Child Development Institute Professional Development Center http://inclusioninstitute.fpg.unc.edu/
05-31-2018	2018 KAIMH Conference	Kansas Association of Infant & Early Childhood Mental Health http://www.kaimh.org/conference