

Education and Training
September 21, 2007

In attendance: Jim Wrye, Nancy Barnes, Abbey Felder, Teresa White, Melody Crane, Heather French, Abbey Felder, Tuwanna McGee, Jeff Friedland, Shirley Barnes, Mike Weeks.

Meeting called to order 1:09 by Jim Wrye. AEA ran an article in their journal recently and received a lot of feedback.

1. Review of documents supplied by State Department of Education. Abbey Felder says they have been trying to focus on these goals/objectives over the past 9 years. They are bringing them back out since there is a new emphasis on autism. She is very excited to have this opportunity to accomplish these goals. Tuwanna McGee asked about the budget and we were directed back to the goals. Nancy asked about Objective #1 and the ability to have flexibility to have more than 1 behavioral specialist depending on the size of school system. Heather French suggested we have a ratio of specialists to students. Tuwanna McGee asked about the credentialing of the behavioral specialist. She would like to see this well defined. Provide a training or certification? Nancy had examples from the University of Washington. Abbey says they would like to have our help. Mike Weeks asks if there is a federal definition. Melody says Fairfax County uses BCBA's in their schools. Jim asks how this plugs into the special education system you have now? Nancy says you need to have everyone trained by one person so all of the people are on the same page. They have to have a certain set of qualifications but have certain training. Abbey says you are talking about a set of personal skills. Jim says our professional development needs to be continual. Melody says her concerns are that they use a more multidisciplinary approach and they are contracting with over 6 systems. She feels that the most effective classrooms are those where they go in and spend time in the school teaching about how to set up a classroom, etc. Nancy says she thinks PA has a checklist of what should be happening in each room. Nancy thinks school systems can do it. Abbey sees that other states have autism resource centers. What we are talking about is not enough. Money will be an issue. Teresa has been called by teachers who are regular ed that need help. Jim says should we pay per child that is diagnosed, if we do it by ADM...Nancy says we have a lot of kids in OHI and a lot of preschoolers are considered developmentally delayed. Jim says one of the most critical things we can do is be in the classroom –Heather French says that needs to be intermittent. Going back to the week long training that Glenwood does, what happens next? Abbey says that part of that contract allows for technical assistance. Abbey says when you are going back into the schools you have to make it comprehensive for all of the teachers. Tuwanna says that it will take massive training now but later we will train the teachers that coming up now. Jim asks if we have data on how many students are in regular classes or special ed? Nancy says they are doing child count in a few weeks. You can request this from the information systems. Shirley Barnes asks how that we will be getting

the training in the schools. Those that are graduating now only get 1 course and it is a survey course. We may need to look at changing the curriculum. Abbey says USA has just gotten a grant to do this. At UA the multiple ability program has been there for 10 years.

- a. Funding Issue
- b. We need data from child count, LRE codes (01-80-100% of time in regular ed, 04's spend less than 40% of time in regular ed.
- c. We need a definition of what a behavioral specialist is (skill set needed)
Laura Klinger, Melody Crane, Shirley Barnes, Nancy Barnes

Nancy's presentation of Florida

Dr. Berkman, Director of CARD
800-333-4530

7 centers throughout the state
Function separately and as a group
Negotiate the budget from the legislature together

Each center is at a University, set up in regions for most impact

They are located within different schools/departments

Funding-all negotiate together but it is based on a formula
USF CARD center has a budget of 1.4 million
500,000 would be considered a start up budget
They also serve adults even though it is funded by education

Do all trainings, each center trains within their area, everything is free, they are neutral and therefore do not go into IEP meetings

Referrals
Support teachers-give them strategies
Home support-plan
Serves individuals of any age
Training
Regional Workshops
Annual Conference
Technical Assistance
Professional Registry
Special Projects-they are doing research studies
They can also fundraise for special projects

Indiana

Partially funded by the State, receives federal and state grants.

West Virginia

Marshall University

Autism Training Center started in 1993

-has 2 other sites now

Kentucky

Has an autism training center in Louisville

Observation: CARD does not provide services, they do not provide money-they are a clearing house. They have personnel that they send to the school. Abbey says our resource centers can then do it.

Teresa asks what we are going to do about the children that aren't going to fit in? Tuwanna says that most children can fit in with the support. Heather speaks of a child in a local district that is being checked out of school whose parents are being threatened by police. Melody speaks of their center being a support not an alternative. Teresa says we need to look at what these other centers are providing and consider if they may not need special ed long term. Shirley says she realizes that these are important issues but we need to get work on the things that we need to focus on.

The CARD centers are all in public institutions. 4 years ago we pushed all non profit orgs out of the state budget.

Money is a great unifier. With money you would put demands on people. Jim suggests they probably would have put this together thru an RFP process. What are the details within the CARD system? What about reporting?

Jim asks for the optimum amount of contact time for a teacher with no experience who has a child with autism in his/her class. Abbey suggests some sort of leveling system-the 04's will need more help.

Remember our focus is on autism but this will help every special ed child.

Melody Crane suggests that we would need 30-40 hours with the teacher initially, fade to 1-2 hours a week, then move to once a month consultant. The goal would then to set up a model classroom in each school for future training. We need sustained systematic training*. Shirley Barnes suggests if we get in on the front end you may not have them leaving if they have already been exposed.

Melody suggests that this burden shouldn't all rest on the State Department of Education. She talks about fundraising for non-profits.

CARD centers points of contact.

Jim says we are talking about this being funded by the legislature.

Observations of the budget: Heather asks where North Alabama is on the budget. Jennifer Muller suggests that Glenwood has a presence there.

Teresa White asks how the 105 teachers are selected. First come, first serve. Those who have not attended before are given some sort of priority but we aren't sure of the details of the selection process.

Questions about the Glenwood allocations-they monies allocated are for training and then follow up. Tuwana asks if there is data on the impact of the training. Abbey says we need more training for everyone.

Heather says their cost to do an evaluation is 650 but they charge 450.

Nancy asks who is doing the others. Mitchell's Place is doing some, UAB Autism Clinic, Laura Klinger at UA, USA is doing some, private practitioners.

These residential costs are the school system beds.
Abbey will be the autism person until they hire someone.

The qualifications of the new autism person: Must have taught children with autism for at least 5 years, we need someone that can help us push there recommendations forward. Heather says you look for someone who can train teachers. Master's degree in education. Administrative experience. Within the interview process ask for letters of reference from parents.

Next steps:

- 1) If we think of other qualifications we should send them to Jim.
- 2) Create the definition of behavioral specialists (see list of working group)
- 3) Obtain data on LRE from child count (use a snapshot from last year)* remember that all of the children that have autism aren't in autism category-look at OHI, SLP and DD. We can aggregate our data based on CDC % that have been pulled out of the other categories.

We need a system of training personnel to do diagnostics.

Meeting was adjourned at 3:44.

