

ECHO Autism: Early Intervention

Didactic Schedule

September 2023-May 2024

11:15 am – 12:45 pm CT



Date	Presenter/Topic	Learning Objectives
September 11, 2023	Brett Moore <i>What is Autism?</i>	<ul style="list-style-type: none"> The learner will describe the criteria for a medical diagnosis of Autism. The learner will describe the difference between the educational identification of autism and the medical diagnosis of autism spectrum disorder (ASD). The learner will identify the key diagnostic indicators of ASD.
September 25, 2023	Michelle Dampf <i>Picture Exchange Communication (PECS)</i>	<ul style="list-style-type: none"> The learner will identify criteria for introducing PECS to improve initiation of communication. The learner will identify and know how to transition through all phases of PECS. The learner will recognize how to increase generalization across environments (PECS, etc.).
October 9, 2023 Training 12-3pm	Naturalistic Teaching Strategies Training <i>*No ECHO session today</i>	<ul style="list-style-type: none"> The learner will use child-selected play materials to maximize learning engagement. The learner will gain child's attention effectively. The learner will reward the child's language efforts to encourage increased expressive language.
October 23, 2023	Brett Moore <i>Communication: Inclusive discussions with families, providers, and schools</i>	<ul style="list-style-type: none"> The learner will learn how to have engaging and positive interactions with families and providers. The learner will identify effective communication strategies to increase team cohesion. The learner will increase efficiency in communication with team members.
November 13, 2023	Laura Barnes <i>What is ABA?</i>	<ul style="list-style-type: none"> The learner will identify evidence-based assessment tools to identify and measure potential challenging behavior. The learner will describe potential functions of behavior. The learner will list evidence-based strategies for addressing challenging behavior.
November 27, 2023	Laura Barnes <i>Which is it? Behavior or sensory?</i>	<ul style="list-style-type: none"> The learner will identify evidence-based assessment tools to identify and measure potential challenging behavior. The learner will describe potential functions of behavior. The learner will list evidence-based strategies for addressing challenging behavior.
December 11, 2023	Brittney Stevenson <i>Fact or Fallacy: What is evidence-based practice?</i>	<ul style="list-style-type: none"> The learner will describe evidence-based practices in autism spectrum disorders. The learner will learn how and where to find evidence-based practices for autism spectrum disorder (ASD). The learner will identify the 3 key elements to evidence-based practices.
January 08, 2024	Michelle Haynam <i>Maximizing educational outcomes</i>	<ul style="list-style-type: none"> The learner will list similarities and differences between an IFSP and an IEP. The learner will list steps to prepare for an IEP meeting, hold an IEP meeting, and follow-up after an IEP meeting. The learner will identify how to effectively plan and develop the IFSP/IEP with all the child's current team members, including caregivers.
January 22, 2024	Michelle Dampf <i>Smart Goal Writing</i>	<ul style="list-style-type: none"> The learner will describe the 5 components for writing SMART goals. The learner will explain the connection between the child's current goals and long-term goals. The learner will improve caregiver involvement in goal development.

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February 12, 2024	Brittney Stevenson <i>Targeting Sensory Interventions and Autism Spectrum Disorder</i>	<ul style="list-style-type: none"> The learner will recall current research supporting intervention with sensory differences in autism spectrum disorder. The learner will identify sensory processing patterns in autism spectrum disorder. The learner will identify sensory differences as a continuum using Dunn's model.
February 26, 2024	Michelle Dampf <i>Speech Generating Devices</i>	<ul style="list-style-type: none"> The learner will identify various speech generating devices (SGD) and assistive technology that can be used to increase communication in children with ASD. The learner will identify criteria for transitioning from PECS to speech generating devices (SGDs). The learner will describe how to navigate funding sources for assistive technology needs for the families they serve
March 11, 2024	Brittney Stevenson <i>Feeding and ASD</i>	<ul style="list-style-type: none"> The learner will identify common mealtime behavior problems in children with ASD. The learner will describe the medical co-morbidities and GI issues that commonly impact mealtime behaviors. The learner will identify team members needed to fully address feeding concerns in ASD.
March 25, 2024	Michelle Dampf & Brittney Stevenson <i>Childhood apraxia of speech and motor apraxia in ASD</i>	<ul style="list-style-type: none"> The learner will identify the signs of childhood apraxia of speech and motor apraxia in children with ASD. The learner will identify evidence-based strategies for treating childhood apraxia of speech and motor apraxia in children with ASD. The learner will identify resources to help parents support their children who are diagnosed with childhood apraxia of speech and motor apraxia in children with ASD.
April 08, 2024	Michelle Dampf <i>Neurodiversity</i>	<ul style="list-style-type: none"> The learner will recognize the importance of social communication interventions while giving respect to neurodiversity. The learner will improve student advocacy skills. The learner will develop a plan for social communication interventions.
April 22, 2024	Michelle Dampf & Brett Moore <i>ASD and common comorbidities</i>	<ul style="list-style-type: none"> The learner will identify common co-morbidities that occur in children with ASD. The learner will describe evidence-based intervention to address co- morbidities in ASD. The learner will recognize how symptoms of co-morbidities and ASD overlap to impact performance and skill patterns.
May 13, 2024	Michelle Haynam <i>Visual Supports and Social Narratives</i>	<ul style="list-style-type: none"> The learner will identify best practice in using social narratives to support daily skills. The learner will identify best practice in using visual supports to build independence. The learner will develop individualized visual strategies to support their child/student.