



ESSO WEEKLY MEMO – DECEMBER 2, 2010

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INFORMATION AND RESOURCES

SHINE REPORTS (With 1 Attachment)

SHINE coordinators should be receiving the following:

- Monthly SHINE Reports
 - What is it? - A list of children under the age of three who have been assigned SHINE numbers.
 - What are we supposed to do with the list? – First, enter missing information in the Early Steps data system that is identified in "data integrity opportunity" column for children in bold. Also, fax a completed SHINE ID number request form (attached) with a completed [Diagnostic Hearing Evaluation Form](#) for each SHINE child not on the list to Newborn Hearing Screening at 850-245-4049.
 - What are the common items that need fixed?
 1. An ICD-9 code indicating hearing loss needs to be entered.
 2. The referral information needs to be entered to open the record.
 3. The IFSP is overdue and a date and/or barrier code needs to be entered.
 4. The child is over three and a disposition code/date needs entered.
- Quarterly SHINE Reports
 - What is it? - A list of children under the age of three who show one of the hearing loss ICD-9 codes from the attached coding handout or the eligibility code of ECDH in the Early Steps data system, but do not have SHINE numbers yet.
 - Why is a SHINE number even needed? - A SHINE number is important for two reasons. First, it enables CDM data to be entered. Without a SHINE number, CDM data cannot be entered. Secondly, the process of requesting a SHINE number notifies the Newborn Screening Program of the child with a diagnosed hearing loss. Federal data reporting of children with a hearing loss comes from the Newborn Screening Program, so it is important for the data to be accurate.
 - What are we supposed to do with the list? – SHINE Service Coordinators should explain why the child is not eligible for SHINE services OR fax to newborn hearing screening a completed SHINE ID Number Request form (attached) and a completed [Diagnostic Hearing Evaluation Form](#) from the audiologist.

SHINE UPDATE

Supplemental Security Income (SSI) benefits were recently extended to children with cochlear implants. The following information is from the Social Security Disability Programs Medical Professional Relations Blue Book, Disability Evaluation Under Social Security, 102.8.B.2 Special Senses and Speech – Childhood, “*What audiometric testing do we need when you have a cochlear implant?*”

a. If you have a cochlear implant, we will consider you to be disabled until age 5, or for 1 year after initial implantation, whichever is later.

b. After that period, we need word recognition testing performed with any age-appropriate version of the Hearing in Noise Test (HINT) or the Hearing in Noise Test for Children (HINT-C) to determine whether your impairment meets 102.11B. This testing must be conducted in quiet in a sound field. Your implant must be functioning properly and adjusted to your normal settings. The sentences should be presented at 60 dB HL (Hearing Level) and without any visual cues.”

For additional information, please check out the Social Security website at:

<http://www.socialsecurity.gov/disability/professionals/bluebook/102.00-SpecialSensesandSpeech-Childhood.htm>

INFANT-TODDLER LANGUAGE AND EARLY LITERACY ACTIVITIES: FREE AND REPRODUCIBLE

Please check out the information below from Washington Learning Systems. FREE Literacy Learning Activities available from their website are provided as attachments to this announcement. Check out their website for more great materials that can be purchased. The development of these materials was supported in part by Grant H324M020084 from the U.S. Department of Education, Office of Special Education Programs

Developed by Angela Notari-Syverson, Ph.D, and Judy Challoner, M.S., Illustrations: Don Syverson

There is a Burmese language version of the birth-to-three parent-child activities. They also have materials posted for your use in English, Spanish, Vietnamese, Korean, Tagalog/Philippino, Somali, and Russian. These materials include twenty home and community activities for adults and children birth to three that encourage early language and literacy development. They are appropriate for children with disabilities as well as children who are developing typically.

Each of the twenty activities includes an activity description, and hints for making the activity fun and developmentally appropriate. In addition to the activities, you can download an activity checklist that helps parents and caregivers notice their children's skills, and also cues adults to examine and grow their own interactions with children.

The materials are specifically designed to address the three key skills of 1) language development, 2) sounds and rhythms, and 3) general book and print awareness.

The files are in PDF format to allow easy and secure downloading.

- A brief introduction to the materials
- Activities and hints for adapting them to the child's specific needs
- Activity checklists for self-evaluation by the adult

The materials are made available by Angela Notari-Syverson and colleagues, and may be copied and distributed as long as they are not sold. To find out more go to <http://www.wlearning.com>. You will need to create a logon account using your email address and a password to download or purchase materials.

For questions please contact:

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MEDICAID HEALTH CARE ALERTS AND PROVIDER ALERTS NOVEMBER 2010

Provider Type(s): 83

Therapy Services Web Page Updates

The Medicaid Therapy Services Web page has been updated with the following additions:

- Therapy Services Utilization Management Self Training
- Therapy Services Utilization Management frequently asked questions
- Announcement for the next Therapy Services public forum
- Tentative dates for Therapy Services public forums for calendar year 2011

The Medicaid Therapy Services Web page can be viewed at the following address:
<http://ahca.myflorida.com/Medicaid/childhealthservices/therapyserv>.

STATEMENT BY THE PRESIDENT ON THE 35TH ANNIVERSARY OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

November 29, 2010

In America, we believe that every child, regardless of class, color, creed, or ability, deserves access to a world-class education. But as recently as thirty-five years ago, an American child with a disability might have attended school without the interventions and accommodations necessary for their success; or been involuntarily isolated in a state-run institution; or even received no education at all.

That was wrong – and America set out to right it. Today, across the United States, nearly 6.6 million students with disabilities rely on the provisions of the landmark Individuals with Disabilities Education Act (IDEA) to ensure that they enjoy the same educational rights as all children.

And as we mark the thirty-fifth anniversary of that law, we remember what it was all about. Equal opportunity. Equal access. Not dependence, but independence. We know that our education system must hold children with disabilities to the same high standards as those without disabilities, and hold them accountable for their success and their growth. We remember that disability rights are civil rights, too – and pledge to enforce those rights in order to live up to our founding principles and ensure the promise of opportunity for all our people. And even as we celebrate children with disabilities and their parents, teachers, advocates, and all who still strive to tear down the true barriers to success – even as we celebrate how far we've come – we commit ourselves to the ever-unfinished work of forming that more perfect union.

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NEW EARLY STEPS HOME PAGE

Check out the new Early Steps Home Page with embedded video links, courtesy of the Connecticut Birth to Three System, that demonstrate and explain Early Intervention Home Visits!

http://www.cms-kids.org/families/early_steps/early_steps.html

NECTAC NEWS

For the current issue of NECTAC eNotes go to <http://www.nectac.org/enotes/enotes.asp>

**UPCOMING TRAININGS, MEETINGS, CONFERENCES
AND OTHER OPPORTUNITIES**

ADOS TRAINING
JANUARY 13-14, 2011
ORLANDO, FLORIDA
(With 2 Attachments)

Clinical Training in Autism Diagnosis using ADOS--Jan 13-14, 2011 in Orlando, Florida

Registration Now Open!

Clinical training for the use of the ADOS to diagnose individuals with Autism Spectrum Disorders will be held January 13-14, 2011 in Lake Mary, Florida. The Autism Diagnostic Observation Schedule (ADOS) has become the standard instrument for assessing ASD across age, developmental level, and language skills. This 35-45 minute semi-structured assessment can be used to evaluate almost anyone suspected of having autism--from toddlers to adults, from children with no speech to adults who are verbally fluent. Providing Autism Links & Supports (PALS) is offering this 2-day workshop on January 13 & 14, 2011, 8:30 a.m. to 4:30 p.m. in conjunction with the CARD Statewide Annual AUTISM conference at the Orlando Lake Mary Marriott in Lake Mary, Florida.

For clinicians with a prior background in autism and formal testing this 2-day workshop is sufficient to support use of the ADOS to diagnose autism and autism spectrum disorders. Physicians, psychologists, occupational therapists, and speech-language pathologists will be better prepared to make educational placement decisions and evaluate programs after completing the workshop. Individuals with less background in testing but who provide service for individuals and families affected by autism may take the workshop for informational purposes.

Expert Clinical Trainer Dr. Catherine Rice will demonstrate administration and scoring, as well as operationalizing and clarifying DSM-IV/ICD-10 diagnostic criteria for Pervasive Developmental Disorders (also known as Autism Spectrum Disorders). A combination of lecture, live demonstration, video presentation and discussion will allow participants to practice scoring while observing the instructor administer two ADOS evaluations live. Cost for the workshop is \$280, over \$50 less than approved courses offered elsewhere. Participants must bring an ADOS Manual to the workshop or purchase one on the registration form. This 2-day workshop immediately precedes the 18th Annual Statewide CARD conference, and participants may request the CARD Conference Rate when reserving accommodations at the Marriott. CEUs will be available for psychologists and SLPs only, and will be at additional charge.

Seating is limited. Register online early by credit card or PayPal: <http://ADOS.ucf-card.org>. If you have any questions or concerns during your registration process, please call UCF CARD at 407-823-6011 or you may e-mail ucfcard@mail.ucf.edu.

2011 CARD CONFERENCE
JANUARY 15-16, 2011
RECOMMENDED EARLY INTERVENTION TRACK

The 18th annual CARD Conference, Think Autism, is scheduled for January 15-16, 2011 at the Lake Mary Marriott in Lake Mary, Florida. Registration is now open. Below are sessions recommended for early interventionists. For more information and to register, go to <http://www.ucf-card.org/>.

KEYNOTE I

Saturday, January 15, 2011 8:30am-9:30am

Dr. Susan Wilczynski, BCBA

Executive Director, National Autism Center

The National Standards Project is the most comprehensive systematic review of the autism treatment literature ever completed. This Project resulted in the identification of 11 "Established Treatments," indicating sufficient evidence was available to demonstrate their effectiveness. This presentation describes the process for identifying the strength of evidence for ASD treatments developed by the National Standards Project and highlights the 11 Established Treatments that enjoy strong research support. Finally, these results are put into the context of evidence-based practice, which requires more information than research alone can provide.

Saturday, January 15, 2011 9:45am-10:45am

Dr. Brooke Ingersoll, BCBA

Project ImPACT

This presentation will introduce Project ImPACT, a naturalistic parent training intervention for children with autism. The presentation will include research on the importance of teaching parents to be inter-vention providers, research on the intervention techniques, and an overview of the training model.

KEYNOTE II

Saturday, January 15, 2011 1:30pm-2:30pm

Dr. Mara Sapon-Shevin

Building a Community of Inclusion and Belonging

"Work like you don't need money, Love like you've never been hurt, And dance like no one's watching."

If you can talk, you can sing, if you can walk, you can dance (Ancient African Proverb) My version: Even if you cannot talk and cannot walk, you can sing and dance and have a wonderful time!

This highly interactive session will involve participants in music, movement and activities designed to build community and model the ways in which lessons and experiences can be structured so that they are cooperative, inclusive and fun!

Saturday, January 15, 2011 3:00pm-4:00pm

Dr. James Ball

"7 Evidence Based Strategies for an Effective Early Intervention Program"

This presentation will discuss 7 systematic techniques for working with children with an autism spectrum disorder. It will focus on teaching specific skills, enhancing motivation, and generalization

training. A step by step demonstration will be presented using real life examples. Modifications will be explored that allow this particular program to be effective with students significantly challenged with autism, as well as those students with Aspergers Syndrome. Because of the nature of this presentation, a question and answer period will be provided.

Saturday, January 15, 2011 3:00pm-5:15pm

Dr. Brooke Ingersoll, BCBA

Teaching Imitation Skills to Individuals with Autism in a Social Context

This presentation will introduce Reciprocal Imitation Training (RIT), a naturalistic intervention designed to teach imitation skills to children with autism in a social context. The presentation will include re-research on the importance of imitation skills in children with autism, efficacy research on the intervention, as well as an overview of the intervention techniques.

Saturday, January 15, 2011 4:15pm-5:15pm

Dr. Oliver Wendt, SLP

Augmentative and Alternative Communication (AAC) in Autism: What Does the Research Evidence Say?

This presentation will provide an introduction and overview of interventions in augmentative and alternative communication (AAC) for autism spectrum disorders (ASDs). One of the core ASD symptoms includes a "delay in, or total lack of, the development of spoken language." Approximately 25-50% of children with ASD are functionally non-verbal and will not develop sufficient natural speech or writing without ongoing and systematic AAC intervention. AAC augments or replaces spoken language through alternative means of communication. The presentation will review evidence-based AAC strategies to facilitate functional communication skills, enhance natural speech production and increase social-communicative behaviors. Strategies include unaided approaches such as manual signs and gestures, and aided approaches such as graphic symbols, picture communication exchange system, and speech-generating devices. Results from recent systematic reviews of single-subject and group experiments will be reviewed to identify empirically supported AAC interventions. Pseudoscientific treatment claims will be outlined along with guidelines for evidence-based decision making when providing AAC services for ASDs.

KEYNOTE III

Sunday, January 16, 2011

8:30am-9:30am

Dr. Patricia Wright

Living with Autism

As the prevalence of autism continues to rise, the needs of the autism community continue to grow. As one of the nation's leading service providers for individuals with autism Easter Seals provides service and support to individuals with autism across the lifespan, from the earliest age of screening and diagnosis through services to older adults. In addition, Easter Seals has engaged in two national studies to increase knowledge and awareness of the unmet needs of individuals with autism.

This session will highlight the outcomes of these two national studies and how services and supports are being developed to address these growing needs. Known disparities exist in employment, housing, education and social relationships. These disparities experienced by individuals with autism greatly affect quality of life. Through advocacy, service delivery and collaboration these disparities can be overcome.

Sunday, January 16, 2011

10:00am-11:15am

Andrew J. Houvouras IV, BCBA

Rayna Houvouras, BCaBA

A Little More Conversation, A Little More Action

There is ample applied behavior analytic research demonstrating methods to improve social skills for individuals with autism spectrum disorders. Parents and professionals have expanded upon some of the empirical work to dramatically improve perceived social deficits. In spite of the progress, social initiation remains a difficult skill to target, teach and reinforce. In this presentation, the presenters will show data suggesting why social initiation might be the most important social skill to target, different ways to approach teaching social initiation, and how social initiation may be a behavioral cusp.

KEYNOTE IV

Sunday, January 16, 2011

11:45am-12:45pm

James Williams

He is back by popular demand with a lot more information to share.

High School can be difficult for many people, but it can especially be difficult for people with ASD. In 2007, after being homeschooled for seven years James returned to a public high school and was able to successfully graduate after three years with a high school diploma and a full social life. In this presentation, James will discuss his own unique experiences with high school, what he saw and felt, his keys to his success, and advice he can give to others with ASD and to teachers, what he learned and how they can help.

TATS COMMUNITY OF PRACTICE WEBINAR

DUAL LANGUAGE LEARNERS

Date: Tuesday, December 14, 2010

Time: 3:00 - 4:00 PM EST

Presenter: Dr. Lillian Duran - Assistant Professor in the Department of Special Education and Rehabilitation at Utah State University (USU)

Purpose: Part 1 of a 4 Part series on evidence-based practice with young children who are Dual Language Learners, this presentation will focus on characteristics of these children

About the Presenter: Dr. Duran's research interest is in early bilingual language development and programs that support dual language learners. She was an early childhood special education teacher in Maryland, and served for 10 years in Minnesota as an infant home visitor and preschool teacher. She currently teaches courses at USU related to dual language learners, and recently

presented a pre-conference workshop on *Evidence-Based Practices with Dual Language Learners: Assessment and Intervention* at the DEC, 26th Annual International Conference on Young Children with Special Needs and Their Families.

Sponsored by: The Curriculum & Instruction and Evaluation & Assessment Communities of Practice of the Technical Assistance and Training System (TATS)

Audience: Families, teaching staff, and administrators

To Register: Visit <http://tats.ucf.edu/Forms/Reg/WebinarDec14.html> by Friday, December 10

Materials: Directions for connecting to the Conference call-in number and link to materials will be sent the day prior to the call.

Direct questions to Wanda Wint (407-823-3058 or 1-888-823-8287 or wwint@mail.ucf.edu)