



## Updates on Current School Practices: Implications for School-Aged Students with Autism Spectrum Disorder

Caroline I. Magyar, Ph.D.  
Associate Professor & Director  
Rochester Regional Center for Autism Spectrum Disorder  
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Webinar



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## Learning Objectives

- Participants will increase knowledge of...
  - current school practices related to student achievement.
  - current evidence-based methods in autism spectrum disorder (ASD) intervention.
  - autism spectrum disorder and effect on school participation and engagement in learning.
  - the Multi-tiered Problem-solving Model (MTPS) applied in ASD assessment and intervention planning.

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## Current School Practice

- 2009 Reform Initiatives: k-12
  - **Improve student outcomes.** \*\*\*
  - Recruit, develop & retain quality teachers and administrators.
  - Identify and replicate effective school practices.
  - **Data-driven instruction.** \*\*\*
    - Identify learning and behavior problems early.
      - Assessment
    - Link assessment to intervention.
      - Resources allocated based on student assessment data.

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### Current School Practice

- Literature shows a relationship between the **instructional context** and **student achievement**.
  - Contexts that promote student participation and engagement are associated with better student achievement.
- Two elements of an effective instructional context.
  - Effective Behavior Supports.
  - Quality Instruction.

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### EVIDENCE-BASED METHODS IN ASD

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### Evidence-Based Intervention in ASD

- Primarily derived from learning theories and developmental models.
- Methods:
  - Antecedent-based Interventions
  - Visual Supports
  - Scheduling Systems
  - Reinforcement schedules.
  - Extinction
  - Response Interruption/Redirection

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### Evidence-Based Intervention in ASD

- Methods:
  - Discrete Trial Teaching
  - Direct Instruction
  - Task Analysis
  - Prompting & Fading
  - Structured Work Systems
  - Modeling (video/peer)
  - Naturalistic Interventions
  - Pivotal Response Training

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### Evidence-Based Intervention in ASD

- Methods:
  - Cognitive-Behavioral Intervention
  - Self-Management
  - Social Skills Training
  - Social Narrative
  - Functional Communication Training
  - Picture Exchange Communication System
  - Alternative & Augmentative Communication systems

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### ASD & LEARNING

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## ASD & Learning

- ASD characteristics and related conditions can affect participation and engagement.
  - Social communication and interaction impairments.
  - Repetitive and restricted activities, interests, and behaviors.
  - Language disorders.
  - Intellectual and neurocognitive disabilities
  - Emotional and behavioral conditions.
  - Medical conditions and medication.
  - Sleep and eating problems.
  - Sensory processing problems.
  - Adaptive impairments.

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## ASD & Learning

- Student may show...
  - Functional communication impairments.
    - May not seek out and ask for assistance, instead may 'act out' when frustrated, challenged, or upset.
  - Restricted & repetitive behavior, interests & activities.
    - May prefer to engage in RRB instead of school work.
  - Academic learning problems.
    - Intellectual disability.
    - Scattered cognitive skills.
    - Specific learning disabilities.

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## ASD & Learning

- Student may show...
  - Attention and concentration problems.
    - May be off task.
    - May have difficulty initiating & completing assignments.
  - Processing speed problems.
    - Difficulty combining information efficiently so may appear to be noncompliant.

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## ASD & Learning

- Student may show...
  - Executive function problems.
    - Difficulty with planning, organizing and problem-solving.
    - Difficulty following classroom routine.
  - Working memory and other memory problems.
    - Difficulty remembering more than 1 or 2 things so may not be able to follow multi-step direction.

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## ASD & Learning

- One or more of these difficulties can lead to...
  - NON-COMPLIANCE.
    - Passive
    - Active
  - DISRUPTIVE BEHAVIORS.
    - Aggression (verbal, physical)
    - Elopement.
    - Tantrum or meltdown.
    - Property destruction.
    - Repetitive behavior.



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## ASD & Learning

*If the instructional context is designed to support participation & engagement, then the student is more likely to learn and achieve.*



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## MULTI-TIERED PROBLEM-SOLVING MODEL

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## Multi-Tiered Problem-Solving Model

- Problem-solving model used to improve participation and engagement.
  - Ecological framework.
    - Assessment data from student and context is used to inform support/intervention plan.
    - Prevention oriented.
  - Applies the problem-solving process: data-based decision making.
    - Problem Identification
    - Problem Analysis
    - Intervention Planning
    - Implementation
    - Evaluation

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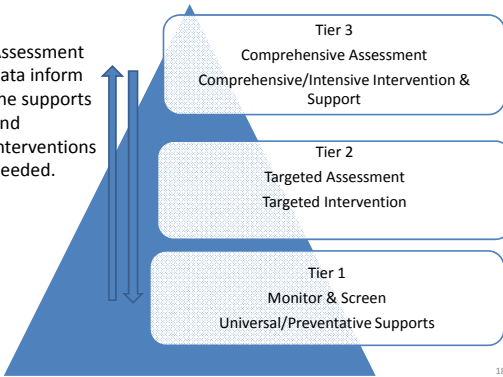
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## Multi-tiered Problem-solving Model

Assessment data inform the supports and interventions needed.



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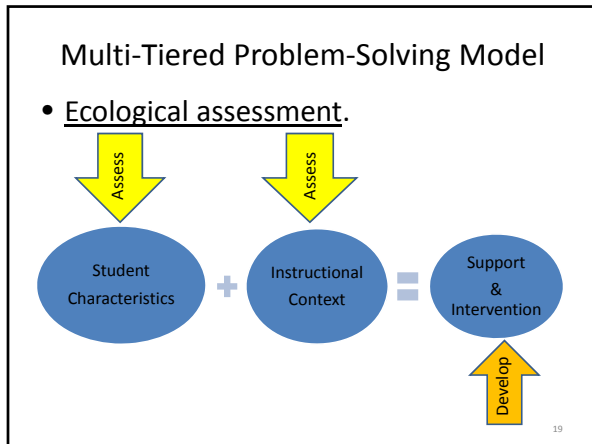
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- ### Ecological Assessment
- | <b>Student</b>   | <b>Context</b>   |
|--|--|
| <ul style="list-style-type: none"> <li>• ASD Characteristics.</li> <li>• Developmental levels.               <ul style="list-style-type: none"> <li>– Cognitive</li> <li>– Academic</li> <li>– Language</li> <li>– Social</li> <li>– Motor</li> <li>– Adaptive</li> </ul> </li> <li>• Other Conditions.               <ul style="list-style-type: none"> <li>– Emotional</li> <li>– Behavioral</li> <li>– Medical</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Behavior Support System (Classroom Management System).               <ul style="list-style-type: none"> <li>– Expectations.</li> <li>– Reinforcement System.</li> </ul> </li> <li>• Quality of Instruction.               <ul style="list-style-type: none"> <li>– Curriculums.</li> <li>– Methods, format, activities, pace.</li> <li>– Opportunities to respond (OTR)</li> <li>– Error Correction.</li> <li>– Evaluation system.</li> </ul> </li> </ul> |
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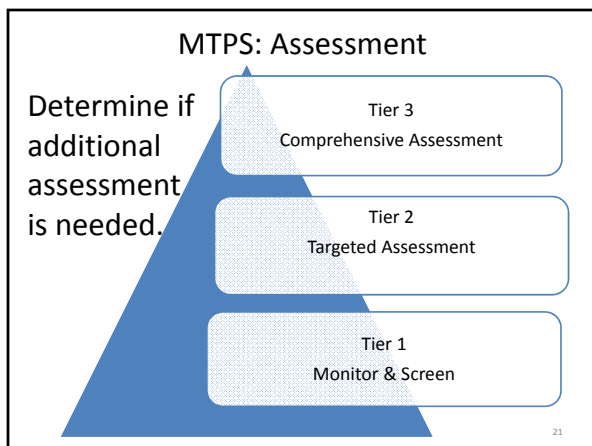
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## Links Assessment to Intervention

- Use assessment data to identify the supports and interventions needed for improving student participation and engagement.
- Assessment data can also assist in determining if additional assessment may be needed.

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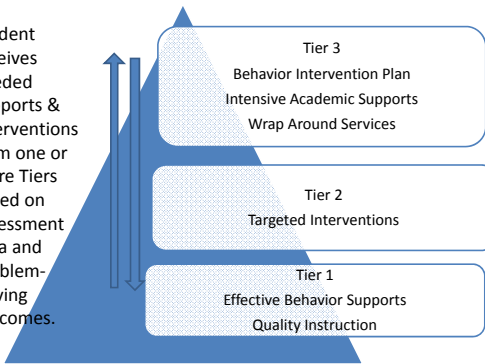
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## Link Assessment to Intervention

Student receives needed supports & interventions from one or more Tiers based on assessment data and problem-solving outcomes.



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## Evaluate Student Response to Intervention

- Establish performance benchmarks.
  - Specific: based on the specific target behavior (s).
  - Global: based on global classroom functioning .
- On-going assessment of student response to supports/interventions
  - Problem-solve/adjust plan if not making progress.
  - May need additional assessment (targeted/comprehensive).

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## TIER 1 SUPPORTS: ASD UNIVERSAL SUPPORTS

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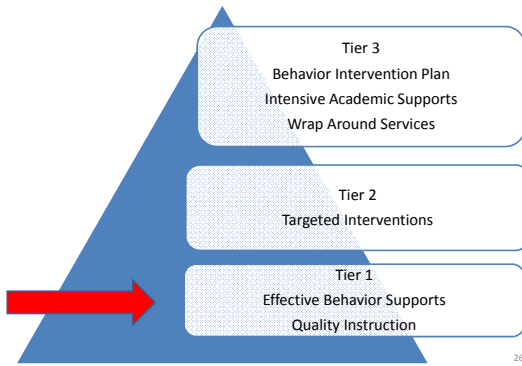
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## Multi-Tiered Problem-Solving Model



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## Effective Behavior Supports

*Classroom Management System*  
*Communication Supports*

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### Classroom Management System

- Establishes expectations for appropriate classroom participation.
- Teaches students the prosocial skills needed to meet the expectations.
- Reinforces students for displaying the prosocial skills & meeting expectations.
- Hierarchy of corrective actions to deal with disruptive behavior.

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### Classroom Management System

- Developing an effective management system:
  - Behavioral Expectations (prosocial skills).
    - Posted and taught explicitly.
    - Reviewed, retaught, and error corrected throughout the day.
  - Differential Reinforcement of Appropriate Behavior (DRA) system.
  - High rates of reinforcement for meeting expectations/displaying prosocial behavior.
  - Gradient of corrective prompts for disruptive behavior.
    - Planned ignoring, proximity, corrective prompt, corrective prompt + model skill, corrective prompt + warning, corrective prompt + 'intervention'

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### Classroom Management System

- Regularly evaluate the effectiveness of the system on student behavior.
  - *Specific: ABC Sheet or other direct observation data sheet.*
  - *Global: Classroom Survival Skills Checklist (Magyar 2006/2010).*
- Problem-solve if ineffective.
  - Modify the system; and/or
  - Consider additional intervention (e.g., Tier 2) if the performance data indicate that a student is not responding.

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### Additional Behavior Supports

- May need to consider establishing additional behavior supports.
  - Group Attending & Participation.
  - Follow similar steps....
    - Define and teach skills.
    - Establish a reinforcement system to strengthen each skill.
    - Evaluate student response.
  - Other classroom participation skills may need to be taught.
    - Tier 1 & 2

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### Communication Supports

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### Communication Supports

- Social & functional communication supports will often be needed to...
  - Improve participation and engagement.
  - Prevent disruptive behaviors.
    - Many disruptive behaviors are related to poor communication skills.
- May also require targeted intervention (Tier 2) and some may require intensive intervention and support (Tier 3).

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## Communication Supports

- Multiple strategies can be used in the classroom (Tier 1).
  - Inquiry.
  - Model prompt.
  - Communication scripts or other visual communication supports.
  - Augmentative or alternative communication system.
  - Consultation and coaching from related service personnel (e.g., speech-language, social work) for student-specific support strategies.

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## Quality Instruction

*Scheduling Systems*  
*Visual Supports*  
*Instructional Supports*

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## Quality Instruction

- Various ASD supports can enhance the effectiveness of instruction for students.
  - Use of Effective Behavior Supports.
  - Use of Scheduling Systems
  - Use of Visual Support Systems
  - Instructional Supports & Modifications.
- All can contribute to increasing student participation and engagement.

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**Schedules**  
*Scheduling Systems*

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**Schedules**

- Schedules establish routines and assist with student participation and engagement.
- Multiple types of schedules.
  - Classroom Schedule.
    - Sequence of activities in the day.
  - Student Specific Schedule.
    - Sequence of activities specific to the student's day (full or part).
  - Activity Schedule:
    - Sequence/steps to a specific routine, activity, and task.

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**Schedules**

- Steps to developing a schedule.
  - Assess student learner characteristics.
    - Developmental level, visual discrimination skills, attention, motor ability.
  - Assess prerequisite skills.
    - Matching and discrimination.
  - Task analyze the routine, activity, and task.
    - Align with student learner characteristics.

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## Schedules

- Steps to developing a schedule.
  - Determine the form of the schedule.
    - Object, picture, symbol, written, combination.
  - Determine the format of the schedule.
    - Vertical, horizontal; single, double, multiple; size.
  - Determine the location for the schedule.
    - Ease of use.

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## Schedules

- Steps to developing a schedule.
  - Evaluate the student's level of independence.
    - Assess level of assistance needed.
  - Teach the student to use the schedule independently.
    - Initial Teaching
      - Verbal instruction with prompt & fade.
    - Maintenance
      - Shadow & graduate guidance.

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## Example Daily Classroom Schedule Picture Format



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### Example Daily Classroom Schedule Picture/Word Format

Math	
Science	
Lunch	
Music	
Art	

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### Example Daily Classroom Schedule Written Format

- **9:05-9:45** PE
- **10:00-10:30** Math
- **10:30-11:30** Writing
- **11:30-12:00** Lunch
- **12:00-12:45** Science
- **12:45-2:00** Reading
- **2:05-3:00** Math
- **3:00-3:30** Recess

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### Example: Student Specific Schedule

8:45- 9:00- morning routine
9:00- 10:00- SPECIAL
10:00-10:30- B, D, F- adaptive P.E.
10:30-10:45- B, -science (Ms. Smith) D, F- social studies (Mrs. Boucher)
10:05-10:45/ A, C- science (Ms. Smith) E- social studies (Mrs. Rex)
10:45-10:55/ sensory break
10:55-11:25/ LUNCH
11:30-12:00 F/ counseling with Ms. Cole
11:30- 12:00/ C, E- word study
11:30-12:00/ A, C, E- Speech & Language
12:00-1:00/ Reader's Workshop
12:25-12:40/ break
12:40- 1:45- lunch
1:45- 2:15 RECESS & SNACK
2:15- 3:00 Writer's Workshop
3:00- 3:15 sensory BREAK
3:20- 3:35- pack up, do jobs, read aloud, listen to announcements

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### Example: Activity Schedule



- Put name on paper
- Read direction
- Answer questions
- Raise hand
- Show teacher
- Hand in assignment

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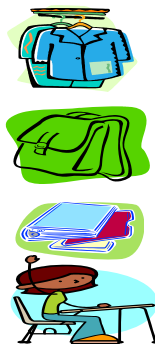
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### Example: Activity Schedule



- Hand up coat
- Empty Backpack
- Put School-Home Notebook in Bin
- Put Homework in Bin
- Go to your desk

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### Learn More!

- To view a self-guided training module on Daily Visual Schedules developed by the RRCASD and to download the training guide, visit the following website.
  - <https://www.urmc.rochester.edu/childrens-hospital/developmental-disabilities/RRCASD/Rochester-Regional-Center-for-Autism-Spectrum-Diso.aspx>

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## Visual Supports

*Organization*

*Clarity*

*Instruction*

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## Visual Supports

- Visual supports can be used to...
  - assist with independent and appropriate classroom participation.
    - Prompts specific skills or behaviors needed to complete a routine, activity, and task.
  - direct student attention to relevant stimuli or parts of a routine, activity, task, or situation to improve engagement.

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## Visual Supports

- Visual supports...
  - **Organize** the environment around specific learning objectives, routines, activities, tasks.
  - **Clarify** specific steps of a routine, activity, or task, and/or a behavior needed for participation.
  - **Instruct** the student on a routine, activity, or task by providing a model and/or task list/activity schedule.

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## Visual Supports

- Visual supports include....
  - Spatial arrangements.
    - Physical, position, arrangement of materials.
  - Objects, photographs, pictures, symbols, written text, and combination of forms (e.g., photo/word).
    - Single.
    - Sets: sequences as in scheduling systems.
  - Added stimuli...
    - Color highlight.
    - Arrows (with and without text).
    - Underlines, brackets, circle.

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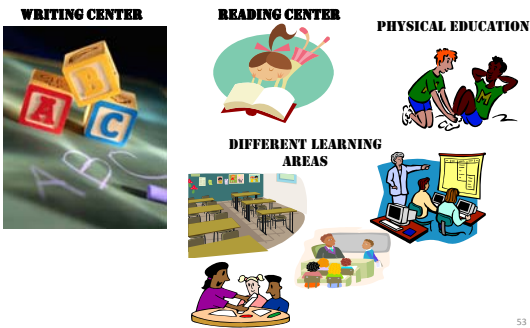
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## Example: Organizing



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## Examples: Organizing



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### Example: Clarifying

Mary had **five** apples and she gave John **2**, how many apples did Mary have **left**?

Mary had five apples and she gave John 2, how many apples did Mary have left?

Mary had **FIVE** apples and she gave John **TWO**, how many apples did Mary have **LEFT**?

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### Examples: Instructing



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### Example: Instructing

Ask for Help

Sit

Ask Question

Look

Wait Turn

Listen

Raise Hand

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## Learn More!

- To learn more about the use of visual supports in ASD, visit the Autism Speaks website and download the Visual Supports Toolkit.
  - <http://www.autismspeaks.org/science/resources-programs/autism-treatment-network/tools-you-can-use/visual-supports>

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## Instructional Supports

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## Instructional Supports

- Components of Quality Instruction.
  - Use of effective Behavior Supports.
    - Minimizes disruptive behaviors and improves participation and readiness for learning.
  - Use of instructional supports to enhance participation and engagement.
    - Schedule and visual systems.
  - Alignment of the instruction with the student's instructional level.
    - Continuous assessment.
    - Evidence-based curriculum.
    - Evidenced-based instructional methods.

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## Instructional Supports

- Components of Quality Instruction.
  - High rate of Opportunities to Respond (OTR).
    - 4-6 per min for new information/9-12 per min for rehearsal.
  - High ratio of Correct to Incorrect responding.
    - Approximately 4:1 (or 80% accuracy).
  - Effective Error Correction strategies.
    - Errorless learning.
    - Use of effective prompting methods.

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## Instructional Supports

- In addition to universal Tier 1, determine what supports are needed for specific *instructional* sessions/learning objectives.
  - Be familiar with the curriculums you are using.
  - Be familiar with the student's learner characteristics.
  - Assess the student in each of the identified curriculums to ascertain instructional levels for each.
  - Assess the student's motivational level to identify needed behavior supports.

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## Instructional Supports

- Common supports include...
  - Modifying the level of difficulty.
    - Should be at the student's instructional level.
      - Determined through curriculum-based assessment.
  - Modifying the amount of information presented.
    - Less may be more!
    - Space out the amount of work to be completed across several practice sessions.

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### Instructional Supports

- Common supports include...
  - Selecting an instructional format that maximizes engagement...Differentiating Instruction.
    - Visual, auditory, multi-sensory, technology.
    - Group (small, large, cooperative), individual, community-based, independent.
  - Selecting activities & materials that maximize student interest and therefore, engagement.
    - Spatial arrangement; hands-on activity; paper-pencil; technology.
    - Student interest.

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### Instructional Supports

- Common supports include....
  - Creating multiple opportunities for learning through linkage with other content areas and learning objectives/goals.
  - Implementing a reinforcement system to increase learning and engagement (via increasing motivation to engage).
  - Modifying the required student response.
    - Multiple response formats should be considered, depending on student learner characteristics.
      - Point, write, speak, draw, type etc.
      - Use (assistive) technology.

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### TIER 2: TARGETED INTERVENTIONS

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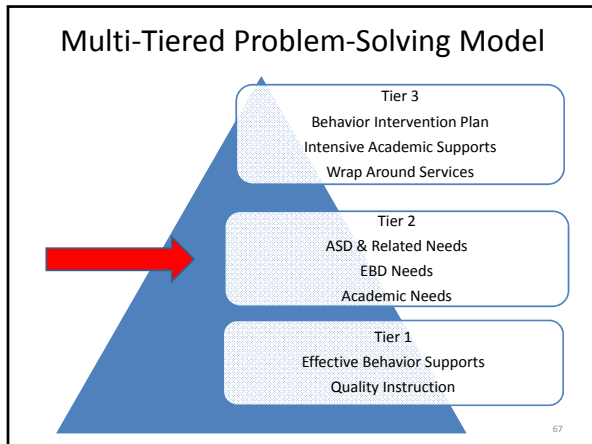
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### Tier 2 Targeted Interventions

- Common targeted interventions for students with ASD:
  - Functional Communication.
  - Social Skills.
  - Emotional & Behavioral Self-Regulation.
  - Academic Intervention for specific content areas.

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### Tier 2 Targeted Interventions

Functional Communication	Social Skills
• Direct Instruction.	• Social Skills Training: Direct Instruction.
• Discrete Trial Teaching.	• Social Narratives.
• Verbal Behavior training.	• Social Scripts.
• Naturalistic Interventions.	• Peer/Video Modeling.
• Picture Exchange Communication Systems.	• Pivotal Response Training.
• Augmentative/Alternative Communication.	• Naturalistic Interventions.

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## Tier 2 Targeted Interventions

### Emotional-Behavioral Self-Regulation

- Cognitive Behavioral Intervention
  - Coping and problem-solving.
- Self-Management Training.

### Academic Intervention

- Direct Instruction (explicit instruction).
- Discrete Trial Teaching.
- Task Analysis.
- Structured Work Systems.

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## TIER 3: INTENSIVE INTERVENTION & SUPPORTS

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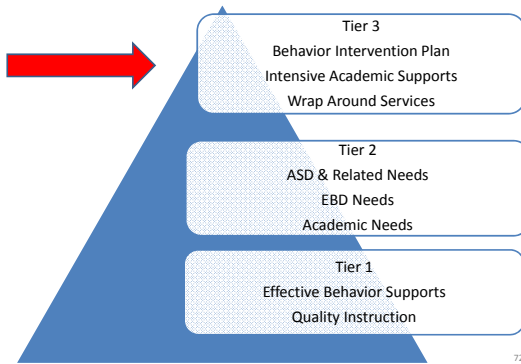
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## Multi-Tiered Problem-Solving Model



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### Tier 3: Intensive Intervention & Support

- Common interventions and supports for students with ASD:
  - Behavior Intervention Plan (BIP).
    - Based on Functional Behavioral Assessment.
  - Intensive Academic Support.
    - Parallel curriculum.
    - Individualized instruction.
    - More restrictive program placement.

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### Tier 3: Intensive Intervention & Support

- Common interventions and supports for students with ASD:
  - Wrap Around Services: Community-based interventions.
    - Psychological.
    - Psychiatric.
    - Home-based behavior support.
    - Residential Habilitation.
    - Crisis Support Services.
    - Service Coordination.
    - Parent Education.

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### Evaluating Student Response to Intervention

*Team Problem-solving*

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## Evaluation

- An interdisciplinary team approach is used in the MTPS model.
  - School-Home-Community Collaborative Model.
- Team applies a problem-solving framework to identify and solve student learning and behavioral difficulties.
  - Use ecological assessment data to guide decisions about.....
    - student support and intervention needs.
    - adjustments , modifications, and enhancements to the classroom or other instructional contexts that are needed to support student participation and engagement.
    - continuous assessment.

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## Problem Solving

- The steps to problem solving include:
  - Problem Identification.
    - Define and measurable.
  - Problem Analysis.
    - Collect data.
    - Antecedents/root cause.
    - Consequences/maintaining variables.
    - Identify possible setting events (motivation.)
  - Plan Intervention(s).
    - What resources are needed?
    - How will resources be allocated?
    - Will there need to be additional assessment?

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## Problem-Solving

- Implement Intervention(s).
  - Ensure integrity of implementation.
- Evaluate outcome.
  - Did it work?
  - Any negative collateral effects?
  - Will intervention(s) maintain improvement in the long run?
  - Complete any additional assessment that was recommended.
  - Revise intervention plan as appropriate.

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**CASE EXAMPLE**

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**Case Example**

- **Description.**
  - 12-year-old girl with ASD (dx age 9).
  - Language/Communication: verbal, poor functional communication.
  - Cognitive: average ability, but wide scatter.
  - Academic: below performance benchmarks in ELA & Math.
  - Social-Emotional: social skill impairments; disruptive behavior (occasional verbal refusal, occasional property destruction and physical aggression).
  - Placement: general education classroom-1<sup>st</sup> year in middle school. Has 504 Plan.

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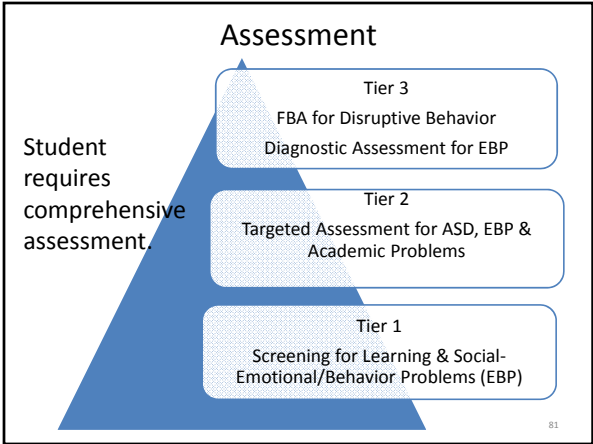
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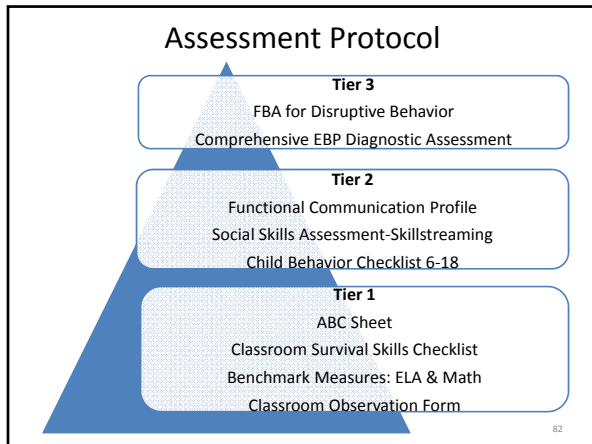
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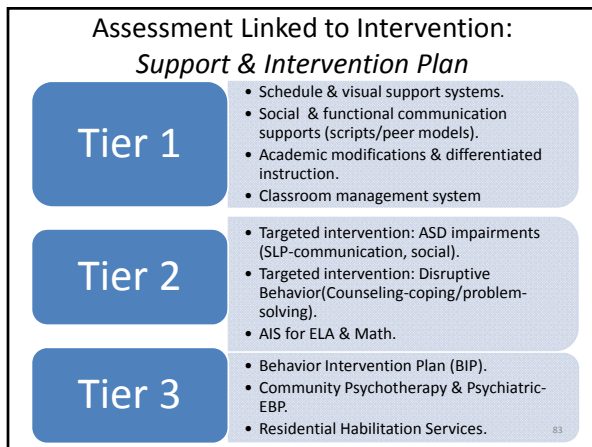
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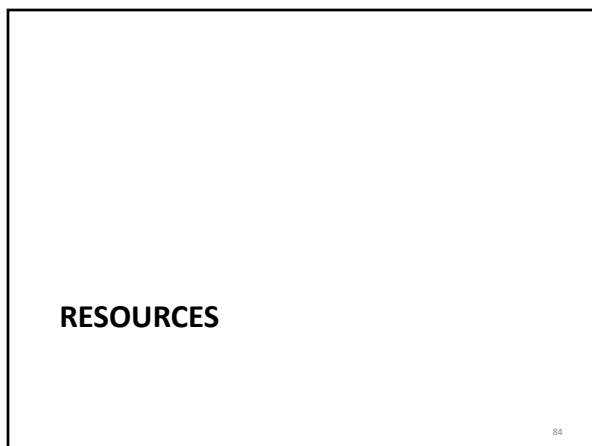
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## Resources

- **Federal Education**

- For information on national k-12 school reform visit
  - <https://www.ed.gov/k-12reforms>
- For more information about the National Common Core State Standards Initiative visit
  - <http://www.corestandards.org/>

- **State Education**

- For more information about NYS Race to the Top, visit
  - <http://www.engageny.org/>
- For more information on the NYS Common Core Learning Standards, visit
  - [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/](http://www.p12.nysed.gov/ciai/common_core_standards/).

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## Resources

- **Autism Spectrum Disorder**

- Magyar, C.I. (2011). *Developing and evaluating educational programs for students with autism*. Springer Publisher: NY.
- Magyar, C.I., & Pandolfi, V. (2012). Considerations for establishing a multi-tiered problem-solving model for students with autism and emotional-behavioral disorders. *Psychology in the Schools, Special Edition, 49*, 975-987.
- Wong, C., Odom, S. L.,... Schultz, T. R. (2013). *Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group. Available online at <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf>

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## Resources

- **Rochester Regional Center for Autism Spectrum Disorder (RRCASD).**

- On-line educational resources, webinars, Information & Referral services.
- Contact information:
  - Website: [www.golisano.urmc.edu/rrcasd-nyautism](http://www.golisano.urmc.edu/rrcasd-nyautism)
  - E-mail: [rrcasd@urmc.rochester.edu](mailto:rrcasd@urmc.rochester.edu)
  - Tele: 1-855-508-8485

- **Autism Speaks:** website: [www.autismspeaks.org](http://www.autismspeaks.org)

- This site contains various toolkits and guides for home, school, work, safety, health/medical, etc.

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## Question & Answer

A **Webinar Evaluation Survey** will be sent to your e-mail. Please complete to receive a **Certificate of Attendance**.

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