

2017 KSCA CONFERENCE

**ABC'S OF ASD:
FROM DIAGNOSIS TO
RESOURCES IN THE STATE
OF KENTUCKY**

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KENTUCKY AUTISM TRAINING CENTER

OBJECTIVES

- What is autism
- Where to get diagnosed
- Difference between medical diagnosis and educational eligibility
- Frequently recommended interventions
- Funding mechanisms in the state of Kentucky
- Resources for more information

WHY ARE WE TALKING ABOUT AUTISM?



1 in 68

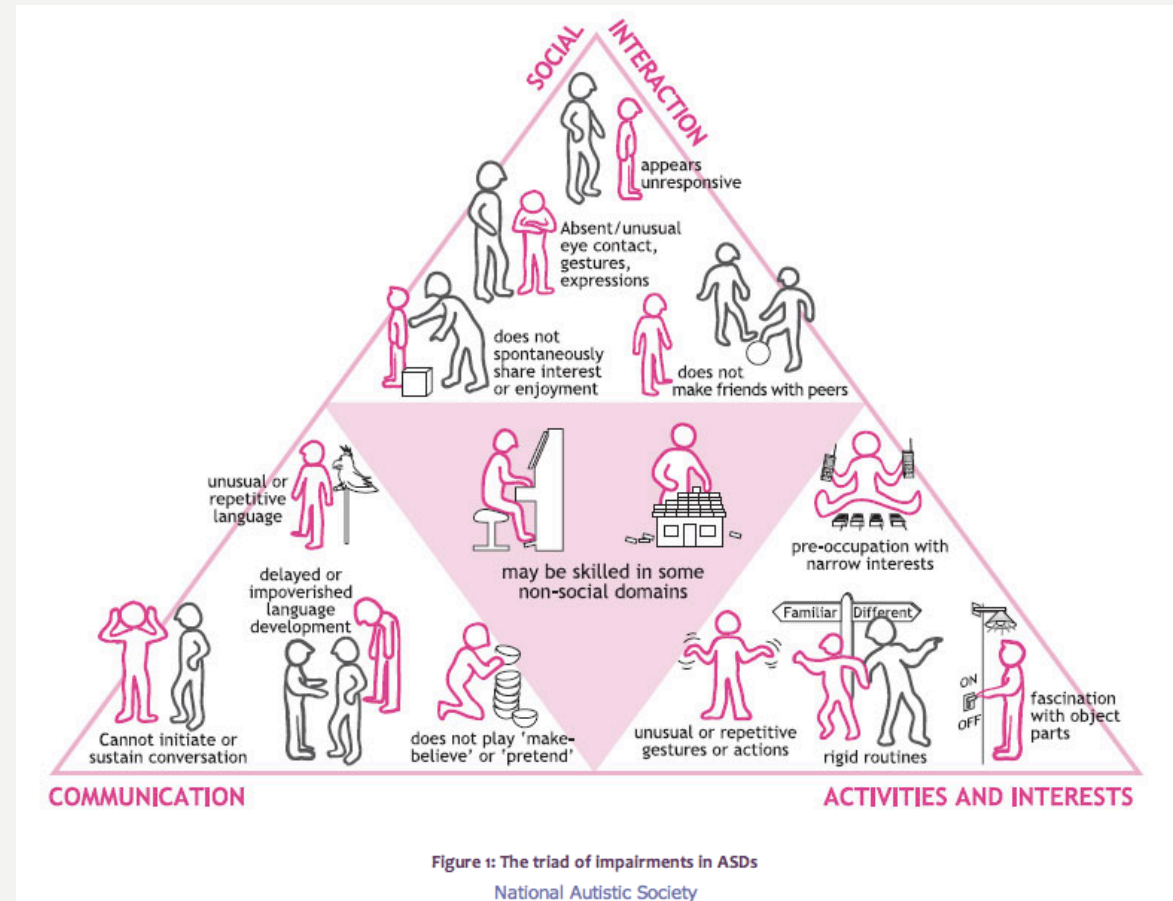
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WHAT IS AUTISM

Autism is a lifelong developmental disability, resulting from a neurological disorder that affects the brain functioning.

WHAT IS AUTISM

- Triad of characteristics
 - Social interaction
 - Communication
 - Restricted/repetitive behaviors
- Affects all aspects of an individual's life
 - Home, school, community
- If you've met one person with autism you've met ONE person with autism



WHAT IS AUTISM

- Terms you might hear
 - ASD
 - Asperger's Syndrome
 - PDD-NOS (Pervasive Developmental Disorder – Not Otherwise Specified)
 - “on the spectrum”

WHERE TO GET DIAGNOSED

- Multi-disciplinary teams (may include)
 - Psychiatrist
 - Neurologist
 - Psychologist
 - Genetics
 - Developmental pediatrician
 - Teachers
 - Speech therapist
 - Parents/guardian
 - Occupational therapist
 - Social Workers
 - Etc.

WHERE TO GET DIAGNOSED

- University of Louisville
 - Weisskopf Center – agreement with First Steps
 - University of Louisville Autism Center
- Eastern Kentucky University
 - Dr. Myra Beth Bundy
- Local psychiatrist/psychologists/developmental pediatricians

DIFFERENCE BETWEEN MEDICAL DIAGNOSIS AND EDUCATIONAL ELIGIBILITY

- Having one does not mean you automatically have the other
 - A student can have a medical diagnosis and not meet eligibility criteria for KDE's disability category of autism
 - A student may meet the eligibility criteria for KDE's disability category of autism prior to receiving a medical diagnosis

*** Strategies/EBPs (Evidence Based Practices) are the same ***

Enter District Name Here
Autism (AUT)
Eligibility Determination Form

Attachment to Admissions and Release Committee (ARC) Conference Summary/Action Form

Initial Determination of Eligibility for this Category of Disability Re-Determination of Eligibility for this Category of Disability

Student's Full Name:	_____	SSID:	_____
Date of Birth:	_____	Date of Eligibility Determination:	_____
School:	_____		

The ARC determines a student to have **Autism** and is eligible for specially designed instruction and related services when:

Complete During ARC	The ARC compared and analyzed evaluation data and documents the following interpretation:	
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1a.	The student has a developmental disability, generally evident before age 3, significantly effecting verbal and nonverbal communication (must be present for eligibility), and
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1b.	The student has a developmental disability effecting social interaction (must be present for eligibility), and
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	2.	The student's deficits are not primarily the result of an emotional-behavior disability.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	3.	Evaluation information confirms there is an adverse effect on educational performance (must be present for eligibility).
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	4.	Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	5.	Evaluation Information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

On the following page provide Supporting Documentation that demonstrates the ARC:

- Used multiple data sources that substantiate the existence of the disability (triangulation of data);
- Confirmed the progress of the child is impeded by the disability to the extent that the child's educational performance is significantly and consistently below the level of similar age peers.

Autism
Eligibility Determination Form

Student's Full Name: _____ SSID: _____

Supporting Evidence:

The ARC used the above interpretation of the evaluation data to determine:

- The student has autism which adversely impacts his/her education and is eligible for specially designed instruction and related services.
- The student does not have autism and is not eligible for specially designed instruction and related services.
- The student has autism, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data was insufficient to determine eligibility. Additional assessments and/or data in will be obtained/collected the area(s) of:

The ARC will reconvene by _____ to review and determine eligibility.

FREQUENTLY RECOMMENDED INTERVENTIONS

- Speech Therapy
 - AAC devices
- Occupational Therapy
 - Feeding Therapy
- Physical Therapy
- Counseling
- Psychiatry
- Neurology
- Developmental Pediatrician
- Behavior Supports
 - BCBA
 - Mental Health Professionals
- Community Living Supports
- First Steps
- Respite
- Case Management

EVIDENCE BASED PRACTICES

- Antecedent based intervention
- Cognitive Behavioral intervention
- Differential reinforcement
- Discrete trial training
- Exercise
- Extinction
- Functional behavior assessment
- Functional communication training
- Modeling
- Naturalistic interventions
- Parent-implemented intervention
- Peer-mediated instruction/intervention
- Picture Exchange Communication System (PECS)
- Pivotal Response Training (PRT)
- Prompting
- Reinforcement
- Response interruption/redirection
- Scripting
- Self-management
- Social narratives
- Social skills training groups
- Structured play groups
- Speech generating devices/VOCA
- Structured Play Groups
- Task analysis
- Technology-Aided Instruction and Intervention
- Time delay
- Video modeling
- Visual supports

FUNDING MECHANISMS IN THE STATE OF KENTUCKY

- Medicaid (income based)
- Michelle P Waiver – must have intellectual or developmental disability
- Home and Community Based Service Waiver (HCB) – no IQ, age, or specific disability requirement
- Supports for Community Living Waiver (SCL) – must have IQ lower than 70
- Hart Supported Living Program
- Private insurance

RESOURCES FOR MORE INFORMATION

- Kentucky Autism Training Center
 - www.kyautism.org
- Kentucky Department of Education
 - www.education.ky.gov
- Kentucky First Steps
 - <http://chfs.ky.gov/dph/firststeps/>
- 211 – specific regions (Louisville, Lexington, Northern KY, Bowling Green – expanding)
 - Website varies by area
- Office of Autism
 - <http://www.kyaca.org/about-us/kentucky-office-of-autism/>

RESOURCES FOR MORE INFORMATION

- CDC Autism Case Training
 - <http://www.cdc.gov/ncbddd/actearly/autism/case-modules/>
- CDC Act Early
 - <http://www.cdc.gov/ncbddd/actearly/>
- National Professional Development Center on Autism Spectrum Disorders
 - <http://autismpdc.fpg.unc.edu/>
- Marcus Center
 - www.marcus.org
- OCALI – Autism Internet Modules
 - www.autisminternetmodules.org



UNIVERSITY OF
LOUISVILLE

KENTUCKY AUTISM
TRAINING CENTER

THANK YOU!!!!

Please don't hesitate to reach out
for more information!

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Upcoming Training Opportunities:

- **March 15 – When the School Bus Stops – Preparing for Life After High School: Prestonsburg, KY**
- **March 17 – Western Kentucky Parent Summit: Murray, KY**
- **April 21 – Understanding Autism Spectrum Disorders and the Implementation of Evidence Based Practices: Bowling Green, KY**