Professional Development/Evidence-based Practice Group

Discussants: Deborah Bilzing, Ellen Franzone, Dana Glaser, Krysia Braun, Annete Valeo, Carol Wesley, Sue Murvich, Liz Oftedahl (facilitator), Anne Harris (notetaker), Linda Tuchman-Ginsberg, Pilar Guzman

Introductions
Pilar Guzman described the radio novella project that was just launched to educate Hispanic parents about resources and supports for families of children with special needs

Reviewed content and actions from May meeting and July phone call for this Practice Group

Definition/description of the group (revised on July, 21 2009 phone meeting):
This group will identify and address priority areas that need attention relating to professional development for those who serve individuals with ASD (and other DD). These areas will include evidence-based practices as they relate to early identification, screening, referral, assessment, and diagnosis of developmental disabilities, including ASD, as well as evidence-based therapeutic approaches that address the different and changing needs of children and young adults, and their families, as they grow and develop throughout childhood to adulthood, across service systems.

Krysia Braun - LEAs finishing a matrix of what the training needs are, don’t know what materials/curricula are available, nobody is getting a degree (in Spec Ed) in Autism per se, grateful to see the national competencies were published for IHE for preservice graduates, willing to share matrix (will send to Liz Oftedahl)

Linda T-G – learned from Minnesota that they are developing a specialization/certification for special ed in autism, not sure when it will be ready/implemented, no different from other specialized areas such as ID, LD

KB – is there a license in any other state that focuses just on autism? The need for this versus cross-categorical license could be a wonderful discussion between parents and educators,

Dana – how can you specialize for those professionals that need to cover multiple needs in any given school district? What would that job look like?

Linda – the question is whether there is a minor or endorsement specializing in autism versus a separate certificate or degree, is there a role for this group to address this need? How do we let people know what is already being done? How specialized training in ASD would be shown on a resume or school record to make prof desirable to serve those with ASD? What is introductory vs what is more specialized?
Carol – from an outside perspective, need to train others rather than teachers (such as administrators including principles, school board) to help them see how to meet the needs of those with ASD, expanded audience for Autism 101, from providers standpoint, what happens during the school day is critically important, want to make sure that what is happening at school complements/reinforces the other treatments that are being provided, wants to partner/collaborate with school services vs being separate – same focus and same direction, versus current/past fragmented services, another audience is mental health providers (see entire family units)

Krysia – conference for Spec Ed directors (Pupil services xx conference) might be a good venue to reaching administrators about approach to providing better services
- having set of core standards that all stakeholders can endorse would help get everyone on the same page

Sue Murvich – these competencies need to be included in medical school curricula, also for school nurses,

ABH – LEND program coordinate with these competencies

Pilar – as a parent, it sounds like there are courses for administrators and others, what about for regular teachers? Her daughter who can read and do math, her intensive therapies are using some strategies, not being reinforced in her classroom, how do teachers get updated?

Ellen F – how do we help teams function? Different people on the team have different functions and training, don’t all need to do everything, have all of the same skills and knowledge.

Linda – education and awareness group is dealing with what the common areas of knowledge would be, the prof dev group needs to do with what the professionals need to know

Area of professional development not addressed – is community development (some education and awareness) related to professional employers and others who don’t have a basic knowledge, need training (mention of “old” JEFA program – job training program for people with disabilities, job coach system, employers had sliding pay scale for trainee – this may be something the transition group is working on), now Laura Owen’s CEO program with national recognition, resource for transition group

Idea: Novella for employers around employing an individual with ASD

Next steps now that we have the competencies –
What universities with special ed programs and certificate programs in WI have a “minor” or specialization in serving those with ASD, are they using the competencies?
With the competencies, could also look at other programs besides special ed to see what competencies are relevant to different types of training programs.

Maybe use a portfolio system to look at what is included in an ASD specialization?

What is unique to our practice group – looking at the advanced skills needed across disciplines and agencies, how parents are included, how this works for teams.

Action step – we will look at the national competencies with the framework as stated above in the unique statement.

Did we finish our first goal/action plan? – we did find out what is out there, the new national competencies, other resources/material/curricula which will be available through the resource repository, this may be enough work on this first action plan.

Ellen – need to have a mind on cost and accessibility.