

Identifying Autism in Young Children

A Collection of Recommended Resources from Autism CARES Grantees



Created with support from the Association of Maternal and Child Health Programs (AMCHP) and a Cooperative Agreement (Grant # UA5MC11068) with HRSA's Maternal and Child Health Bureau

Preface

In 2006, Congress passed the "Combating Autism Act" (PL 109-416) that targeted and coordinated every available system in order to efficiently and effectively address the increasing rate of Autism Spectrum Disorder (ASD) among U.S. children. It focused on expanding research and coordination at the National Institutes of Health (NIH), increasing awareness and surveillance at the Centers for Disease Control and Prevention (CDC), and enabling the Health Resources and Services Administration (HRSA) to expand the interdisciplinary training of health professionals to identify and support children with ASD and their families. This law also created the Interagency Autism Coordinating Committee (IACC), responsible for strategic planning, summarizing research advances, monitoring federal activities, and providing a forum for public input. The law was reauthorized in 2011 and then again in 2014, when it was rebranded – with several content changes regarding oversight, IACC responsibilities and membership, and the inclusion of adults and transition-age youth with ASD – as the "Autism Collaboration, Accountability, Research, Education, and Support (CARES) Act".

Since 2008, HRSA has supported annual theme-based gatherings of its CARES (formerly "Combating Autism Act Initiative" or CAAI) grantees representing three areas: (1) Interdisciplinary training programs, including Leadership Education in Neurodevelopmental and Related Disabilities and Developmental Behavioral Pediatrics; (2) research programs, including Autism Intervention Research Networks in Behavior and Physical Health, the Developmental Behavioral Pediatrics Research Network, and R40 Extramural MCH Research and Secondary Data Analysis; and (3) state planning and demonstration

Grantees meet in person every other year and conduct virtual activities in between. The 2015 meeting, titled "Implementing Evidence-Based Practices in Real-World Settings," was held on July 16-17 in Bethesda, Maryland. More than 175 attendees representing all three grantee areas (along with federal officials and technical assistance providers) shared information about their work, discussed emerging trends, and explored new avenues for collaboration. The resources listed in this document were recommended by grantees during small group discussions that focused on the identification of autism in young children. Grantees were asked to briefly share a resource they've either developed or used with success; this activity led to broader conversations about best practices, challenges, possible solutions, and opportunities for future grantee collaboration.

This is not meant to be an exhaustive list of identification resources, but rather a starting point that incorporates guidance from a diverse group of national autism experts. Some items (webinars, mapping tools, brochures, etc.) can be used immediately by parents or professionals, while others are models that can be replicated and/or adapted to meet the needs of different communities.

If you have questions or are a grantee and would like to submit an additional resource for consideration, please contact Ben Kaufman (<u>bkaufman@aucd.org</u>) or Shannon Haworth (<u>shaworth@aucd.org</u>) at the Association of University Centers on Disabilities.



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Title	Autism Spectrum Disorders: Missouri Best Practice Guidelines for Screening, Diagnosis, and Assessment	
Description	This document (a product of the Missouri Autism Guidelines Initiative) includes recommendations, guidance, and information about current best practice in screening, diagnostic, and assessment services for individuals with autism spectrum disorders (ASDs). Tailored for Missouri health and education professionals and families of individuals with ASDs, the Guidelines are intended to help with informed decision making regarding identification, diagnosis, and assessment for intervention planning. Overviews for parents, clinicians, and services providers and educators are also available online.	Autism Spectrum Disorders: Missouri Best Practice Guidelines for Screening, Diagnosis, and Assessment Autor Contension Fundatione Missouri Autism Guidelines Initiative
How to Access	 <u>http://autismguidelines.dmh.mo.gov/pdf/Guidelines.pdf</u> A companion document, <i>Autism Spectrum Disorders: Guide to Evidence-Base Interventions</i>, can be accessed at: <u>http://autismguidelines.dmh.mo.gov/documents/Interventions.pdf</u> 	
Grantee Contact(s)	Micah Mazurek (<u>mazurekm@missouri.edu</u>)	Spectrum by the Theoryan Facultation for Auton and the Delanar of Developmental Deathfree, Nacur Department of Nacur Faculta

Title	"Improving Screening and Early Identification Practices for Children with Autism Spectrum Disorders in State Public Health Offices"
Description	Lessons learned and materials from a training and technical assistance program implemented in South Dakota public health / Title V to improve effective screening practices and early identification strategies for Autism Spectrum Disorder. Copies of a culturally competent developmental milestones brochure developed in partnership with tribal nations (and other related materials) are available upon request.
How to Access	http://bit.ly/ASD_ID1
Grantee Contact(s)	Eric Kurtz (<u>eric.kurtz@usd.edu</u>)



Community Practice Guidelines and Initiatives

Title	Clinical Practice Guideline for Autism / Pervasive Developmental Disorders: Report of the Recommendations	CLINICAL PRACTICE GUIDELINES
Description	This guideline, developed by the New York State Department of Health and key partners, is intended to help families, service providers, and public officials by offering recommendations based on scientific evidence and expert clinical opinion on effective practices for the following: (1) early identification of children at risk or suspected of having a disability through routine developmental surveillance and screening targeted to identify specific disabilities; (2) provision of multidisciplinary evaluations and assessments that result in reliable information about a child's developmental strengths and needs and, when possible, a diagnosis; (3) the determination of effective intervention strategies and reaching agreement on the frequency, intensity, and duration of early intervention services that will lead to positive outcomes for children and families; and (4) the measurement of outcomes achieved.	Quick Reference Guide for Parents and Professionals AUTISM/ PERVASIVE DEVELOPMENTAL DISORDERS ASSESSMENT AND INTERVENTION FOR YOUNG CHILDREN (AGE 0.3 YEARS)
How to Access	 <u>https://www.health.ny.gov/community/infants_children/early_intervention/disorders/autism/</u> For summary information, refer to the <i>Quick Reference Guide</i>: <u>http://www.health.ny.gov/publications/4216.pdf</u> 	SPONSORED BY NEW YORK STATE DEPARTMENT OF HEALTH EARLY INTERVENTION PROGRAM
Grantee Contact(s)	Patricia Towle (<u>ptowle@wihd.org</u>)	

Title	"Considering Culture in Autism Screening" Kit	Considering Culture in
Description	The Massachusetts Act Early team developed materials (available online for free download) for pediatric clinicians and community health center providers to use when screening children from families whose primary language is not English. It is designed to strengthen provider knowledge and confidence when working with families from diverse backgrounds, and to increase the likelihood that all children, regardless of cultural or linguistic barriers, can access high-quality autism screening.	Autism Screening
How to	http://www.maactearly.org/uploads/9/2/2/3/9223642/4_considering_culture_asd_scree	
Access	ning.pdf or http://bit.ly/ASD_ID2	www.MAAchany.org
Grantee Contact(s)	Alison Schonwald (alison.schonwald@childrens.harvard.edu)	1-608-CDC-INFO



Title	"Guidelines for the Educational Evaluation of Autism Spectrum Disorder" Handbook	
Description	This guidance document, collaboratively written by JFK Partners and the Colorado Department of Education, was designed to assist school district personnel and families in becoming familiar with the wide range of characteristics and abilities of their students with an autism spectrum disorder (ASD) and in applying Colorado's new eligibility category of Autism Spectrum Disorder (ASD) to identify students eligible for special education services.	Guidelines for the Educational Evaluation of Autism Spectrum Disorder Exceptional Student Services Unit The Office of Special Education February 2014
How to Access	http://www.cde.state.co.us/cdesped/guidelines_autismedid • JFK Partners also offers a free, online course called "Identification of Autism Spectrum Disorder in a School Setting" that school personnel can complete on their own time and at their own pace. It is available at: http://www.ucdenver.edu/academics/colleges/medicalschool/programs/JFKPa rtners/educationtraining/onlinecourses/Pages/onlinecourses.aspx or http://bit.ly/ASD_ID3	
Grantee Contact(s)	Sandra Friedman (sandra.friedman@childrenscolorado.org)	



Databases

Title	National Database for Autism Research	
Description	The National Database for Autism Research (NDAR) is an NIH-funded research data repository that aims to accelerate progress in autism spectrum disorders (ASD) research through data sharing, data harmonization, and the reporting of research results. NDAR also serves as a scientific community platform and portal to multiple other research	Data Distribution 127,023 ubbjects by app. 95,009 individuals Cender ⁴
How to Access	repositories, allowing for aggregation and secondary analysis of data. <u>https://ndar.nih.gov/</u>	- Units repeated an autority age
Grantee Contact(s)	David Richman (d.richman@ttu.edu)	- number reports an adject of you



Title	Current perspectives on motor functioning in infants, children, and adults with ASD	
Description	In this perspective article, the authors propose that a diverse set of motor impairments (gross motor, fine motor, postural control, and imitation / praxis impairments) are present in children and adults with ASDs. Moreover, the authors propose that early motor delays within the first two years of life may contribute to the social impairments of children with ASDs; therefore, it is important to address motor impairments through timely assessments and effective interventions. Lastly, they acknowledge the limitations of the evidence currently available and suggest clinical implications for motor assessment and interventions in children with ASDs. In terms of assessment, they believe that comprehensive motor evaluations are warranted for children with ASDs and infants at risk for ASDs.	
How to Access	http://ptjournal.apta.org/content/91/7/1116.short or http://bit.ly/ASD_ID4	
Grantee Contact(s)	Sandra Heimerl (<u>sheimerl@salud.unm.eu</u>)	



Resource Guides and Directories

Title	"Autism Connect" Resource Directory	BYU David D. Motay School of Education Autism Connect	Sourch education by a
Description	An online, topic-by-topic (e.g. early signs of autism, training programs for professionals, transition to adulthood) listing of autism resources for	About Us Research Team News Resources Login/Register These resources are provided as a community service by BYU. Inclusion of publicly available resources here does not in any way constitute a recommendation indicrement by BYU or BYUAUTISM.CONNECT. Read More	
	various stakeholders, hosted by the David O. McKay School of Education	What is Autism?	Toolkits
	at Brigham Young University.	Early Signs of Autism	Training Programs for Professionals
		Referrals	Education for Individuals with Autism
How to	http://education.byu.edu/autism?page=resources	Treatment Options	Transition to Adulthood
Access			
Grantee	Ashley Stevens (ashley.l.stevens@utah.edu)	Support and Information Resources	Vaccine Information
Contact(s)		Research	

Title	Project Connect Autism Resource Guide	PRO IFC [
Description	A collection of resources to help Arkansas families navigate service systems and make more informed decisions regarding the well-being of their child with autism. The resources gathered and identified are in accordance with the National Professional Development Center on Autism Spectrum Disorders and the National Autism Center's evidence-based practices guides for families and professionals.	
How to Access	http://www.adcpti.org/Assets/projectconnect_resourceguide_smallsize.pdf or http://bit.ly/ASD_ID5	<u>CONNEC</u> T [®]
Grantee Contact(s)	Peggy Whitby (<u>pschaefe@uark.edu</u>)	



Resource Guides and Directories

Title	"The Next Steps" Handout	
Description	A county-specific flow chart created by the Boggs Center on Developmental Disabilities and New Jersey's Statewide Parent Advocacy Network that connects families to local resources when developmental concerns are identified. These one-page documents also include tips on how to contact early intervention and preschool special education, schedule a developmental evaluation, find family support, and more.	THERE WHEN DEVELOPMENTAL DISTORT Automation WHEN DEVELOPMENTAL DISTORT Automation Understand A
How to Access	http://rwjms.rutgers.edu/boggscenter/projects/ActEarlyFlowCharts.html	Early internetion (Birblin 5 year) Discuss Concerns WID Child's WID Child's WI
Grantee Contact(s)	Jeannette Mejias (jmejias@spannj.org) Deepa Srinivasavaradan (deepas@spannj.org)	Developed by The Bogge Center with The Statewide Parent Adrucacy Network. May be reproduced or modified with permission. Please contact Centre Centre did come contribut@platen edu.

Title	Utah Parent Center Website	
Description	The Utah Parent Center is a training and information center founded by parents of children and youth with disabilities to help other parents facing similar challenges. It staffed primarily by parent-advocates who provide accurate information, peer support, and training. They have compiled several resource lists, including one specifically for the autism community that covers topics such as: clinics, diagnostic evaluations, early intervention, parent and family support, educational resources, and assistive technology.	Utah Parent Center
How to	http://www.utahparentcenter.org/	
Access	 A list of autism-specific resources, compiled by Utah Parent Center staff, is available at: <u>http://www.utahparentcenter.org/publications/autism-resource-lists/</u> 	
Grantee Contact(s)	Kristina Cottle (<u>kristina.cottle@utah.edu</u>)	



Policy, Advocacy, and Awareness

Title	"Learn the Signs. Act Early." Website	
Description	The Centers for Disease Control and Prevention's (CDC) "Learn the Signs. Act Early." program aims to improve early identification of children with autism and other developmental disabilities so children and families can get the services and support they need. Through this program, the CDC and designated state ambassadors promote awareness of healthy development during early childhood, the importance of tracking each child's development, and the importance of acting early if there are concerns. They have created free materials (in multiple languages) to help programs address the need for child development resources; programs can customize CDC materials with their own contact information and distribute them to the populations they serve.	Learn the Signs. Act Early.
How to	http://www.cdc.gov/ncbddd/actearly/index.html	
Access	All free materials can be accessed at:	
	http://www.cdc.gov/ncbddd/actearly/downloads.html	
Grantee	Dan Crimmins (<u>dcrimmins@gsu.edu</u>)	
Contact(s)	Lillie Huddleston (Ihuddleston@gsu.edu)	

Title	"Autism Motion Graphic Video"	Act Early
Description	A video created by the Nebraska Act Early State Autism Team that provides a basic overview of ASD using narration, word graphics, and pictures. It offers recommendations for how community members can support the expansion of services for people with ASD and their families, and also points them to a website that contains more information and resources.	ebraska
How to Access	http://asdinnebraska.org/	Ž
Grantee Contact(s)	Cindy Ellis (<u>cellis@unmc.edu</u>) Kellie Ellerbusch (<u>kellerbusch@unmc.edu</u>) Therese Mathews (<u>tmathews@unmc.edu</u>)	Autism Team



Policy, Advocacy, and Awareness

Title	"Act Early Alabama" Website	dependenceder
Description	Act Early Alabama is a collaborative effort, consisting of state agencies, advocacy groups, parents, and other stakeholders; this group strives to improve awareness of typical child development and appropriate action steps in identifying and treating atypical development that results in developmental disabilities and Autism Spectrum Disorder. Their website contains state-specific adaptations of CDC informational materials that are available for free download.	Image: Contract Contendor Contract Contract Contract Contract
How to Access	http://autism.alabama.gov/act_early_alabama.html	Resources for Resources for Hauthean Providers Screening & Dagrandis for Healthcare Providers Entry Childhood Educators Order a zenet CDE Insources
Grantee Contact(s)	Fred Biasini (<u>fbiasini@uab.edu</u>) Sarah O'Kelley (<u>sokelley@uab.edu</u>)	Developmental Mitestones Checklists Training/Resources Tookits Tookits are available for offices of healthcare providers who regularly see and children for developmental delays and ASD and need bols to conduct these screenings. The lookit crutarius the AAP's 'Carry's Chalten with Austim Spectrum Theorems A. Resource Tookits of Physicaline,'

Title	"Act Early Texas!" Website	Ć	PART OF THE CHILDREN'S LEARNING INSTITUTE AT UTHEALTH
Description How to Access	A website created by the Children's Learning Institute and the University of Texas Health Sciences Center that outlines the importance of developmental screening, offers four web-based training modules for early childhood professionals, connects parents and professionals to evidence-	EARLY	About Us Why Screen Training Screening Resources English Screeening the children of Texas, one by on Register Now / Log IN Act Early Toxasi provides parents and endry childhood professionals (ECP) with information designed to answer the
	based screening tools, and lists state/national resources. <u>https://actearlytexas.org/</u>		section, "Is this child's development like other children of the same age?"
Grantee Contact(s)	Pauline Filipek (Pauline.A.Filipek@uth.tmc.edu)	Learn the Signs. Act Early. Get Traine	d Start Screening Access Resources



Policy, Advocacy, and Awareness

Title	"Act Early Wisconsin" Website	
Description	Act Early Wisconsin aims to support state and regional systemic efforts to promote the early identification and intervention for children with signs of Autism Spectrum Disorders (ASD) and other Developmental Disabilities (DD). Their website contains state-specific adaptations of CDC informational materials for parents and professionals that are available for free download.	Act Early Wisconsin
How to Access	http://actearly.wisc.edu/materials.php	
Grantee Contact(s)	Anne Harris (<u>harris@waisman.wisc.edu</u>)	

Title	South Carolina Presumptive Eligibility Policy		
Description	This model policy, developed through the collaborative effort of the South Carolina Act Early team, provides for children under age 3 years to be eligible for Early Intensive Behavioral Intervention (EIBI) services through the Part C program (BabyNet) if they are found at risk of Autism Spectrum Disorder (ASD) based on a two-tiered screening system implemented by approved screeners: the Modified Checklist for Autism in Toddlers (M-CHAT) along with the Screening Tool for Autism in Toddlers (STAT). Since the policy was introduced, the number of South Carolina children eligible for EIBI under Part C has increased from 86 (2012) to 331 (2014).		
How to Access	http://bit.ly/ASD_ID6		
Grantee	Jane Charles (<u>charlesj@musc.edu</u>)		
Contact(s)	David Rotholz (david.rotholz@uscmed.sc.edu)		



Title	Autism Behavior Checklist (ABC)	
Description	The Autism Behavior Checklist (ABC) is a list of questions about a child's behaviors. The ABC was published in 1980 (Krug et al., 1980) and is part of a broader tool, the Autism Screening Instrument for Educational Planning (ASIEP). The ABC is designed to be completed independently by a parent or a teacher familiar with the child who then returns it to a trained professional for scoring and interpretation. Although it is primarily designed to identify children with autism within a population of school-age children with severe disabilities, the ABC has been used with children as young as three years of age. The ABC has 57 questions divided into five categories: (1) sensory, (2) relating, (3) body and object use, (4) language, and (5) social and self-help.	ASIEP3 Rutism
How to Access	http://www.proedinc.com/customer/productView.aspx?ID=4217 or http://bit.ly/ASD_ID7	
Grantee Contact(s)	Kris Gabrielsen (<u>kris@qsti.org</u>)	

Title	Childhood Autism Rating Scale™, Second Edition (CARS™-2)	
Description	This tool helps to identify children with autism and determine symptom severity through quantifiable ratings based on direct observation. It includes two 15-item rating scales to be completed by the clinician (each designated for a different population) and an unscored parent / caregiver questionnaire.	CARS 2 Childhood Autism Rating Scale
How to	http://www.wpspublish.com/store/p/2696/childhood-autism-rating-scale-second-edition-cars-	
Access	2 or http://bit.ly/ASD_ID8	MANUAL
		in the set of the set
Grantee	Kris Gabrielsen (<u>kris@qsti.org</u>)	wps.
Contact(s)		



Title	Autism Detection in Early Childhood (ADEC)	
Description	The Autism Detection in Early Childhood (ADEC; Young, 2007) was developed as a Level 2 clinician-administered screening tool that was time-efficient, suitable for children under 3 years of age, easy to administer, and suitable for persons with minimal training and experience with ASD. It is designed to clearly identify and detail behaviors that can indicate ASD in preverbal children. ADEC consists of a manual, a training DVD, a score sheet for each child assessed, and stimulus materials. Community-Based Autism Liaison and Treatment (CoBALT) regional teams, consisting of professionals who screen and evaluate for ASD and developmental delays across Arkansas, have been trained to use this tool.	
How to	https://shop.acer.edu.au/acer-shop/group/ADE	
Access	 Published reliability and validity data can be accessed at: <u>http://www.ncbi.nlm.nih.gov/pubmed/24490680</u> or <u>http://bit.ly/ASD_ID9</u> 	Dr Robyn Young
Grantee	David Deere (deere@uark.edu)	
Contact(s)	Jill Fussell (<u>fusselljillj@uams.edu</u>)	
	Letha Bell (<u>labell@uams.edu</u>)	

Title	Sense and Self-Regulation Checklist (SSC)	
Description	The Sense and Self-Regulation Checklist (SSC) is a measure of the frequency and severity of sensory symptoms and self-regulatory difficulties in young children with autism. The five primary senses are evaluated, with particular emphasis on responses to touch, and body areas where touch is abnormal. Difficulties with early self-regulation milestones are evaluated in the areas of sleep, digestion, self-soothing, attention and behavior.	QSTI Qigong Sensory Training Institute
How to Access	http://qsti.org/resources/assessment-evaluation-tools/sense-and-self- regulation-checklist/	W Star
Grantee Contact(s)	Kris Gabrielsen (<u>kris@qsti.org</u>)	22



Screening and Diagnostic Measures: Autism

Title	Guidelines for Early Intervention (EI) providers to introduce STAT, a Stage 2 autism screener		
Description	Through the ABCD Early Screening Project, a group of UMass-Boston researchers are attempting to reduce healt disparities in the rates and ages of autism diagnosis and service receipt; they aim to change the screening practic implemented by federally mandated EI agencies serving children ages 0-3. They have established and are using set of guidelines to train EI providers in the Screening Tool for Autism in Toddlers and Young Children (STAT), whis a play-based Stage 2 screener for children who have already been identified as "at risk" for autism and other developmental disabilities based on scores from previous questionnaires.		
How to Access	 <u>http://bit.ly/ASD_ID10</u> Guidelines and instructional materials (e.g. orientation video) are available upon request – see contact information below 		
Grantee Contact(s)	Alice Carter (<u>alices.carter@umb.edu</u>) Abbey Eisenhower (<u>abbey.eisenhower@umb.edu</u>)		



Screening and Diagnostic Measures: Development

Title	Child Health and Development Interactive System (CHADIS)			
		1-888-4-CHADIS 1-888-424-2347 Contac	tt Us 👔	About Us Parent Sign Up
Description	CHADIS is a screening, decision support and patient engagement system designed to streamline and optimize healthcare by providing	Y CHADIS	Evi	dence-based Shared Decisions
	Clinicians with evidence-based data that improves diagnosis and management of health, emotional, developmental and behavioral concerns. This system (approximately \$650/year per FTE physician) is used in pediatrician and family physician offices throughout Rhode			
	Island, where they integrate screening into the statewide immunization registry and have state coordinators link families to services.	Families and Teens Fill out online questionnaires prior to your child's appointment \$ Learn more	Clinicians Share information to provide better care for your patients.	Teachers Collaborate with families and providers.
How to	http://www.chadis.com/site/clinicians	🚨 Login 🔷 Register	🎁 Knowledge Base Login	🚨 Login 🚨 Register
Access		CHADIS is the leading scre	eening, decision support and	patient engagement system
Grantee Contact(s)	Pamela High (phigh@lifespan.org)	designed to streamlin	ne patient communication an	d optimize healthcare.

Title	Survey of Wellbeing of Young Children (SWYC)	
Description	The SWYC is a freely-available, comprehensive screening instrument for children under five years of age. It assesses three domains of child functioning: (1) developmental, (2) behavioral / emotional, and (3) family context. The SWYC was written to be simple to answer, short, and easy to read. The entire instrument requires 15 minutes or less to complete and is straightforward to score and interpret. It is translated into four languages besides English and contains supplementary forms for every age on the pediatric periodicity schedule.	Nell-being of Louing Children Nell-being of Louing Children Emotion Development Children Family Risk Factors
How to Access	http://www.theswyc.org/	
Grantee	Abbey Eisenhower (abbey.eisenhower@umb.edu)	SWAC
Contact(s)	Abboy Elocimowor (<u>abboy.olocimowor e umb.odu</u>)	



Screening and Diagnostic Measures: Parental Stress

Title	Parenting Stress Index™, Fourth Edition (PSI™-4)		
Description	The PSI-4 is commonly used as a screening and triage measure for evaluating the parenting system and identifying issues that may lead to problems in the child's or parent's behavior. This information may be used for designing a treatment plan, for setting priorities for intervention, and/or for follow-up evaluation. Other common settings for administration of the PSI-4 include medical centers where children are receiving medical care, outpatient therapy settings, pediatric practices, and treatment outcome monitoring.	Parenting Stress Index'	Such Miller
How to Access	http://www4.parinc.com/products/Product.aspx?ProductID=PSI-4 or http://bit.ly/ASD_ID11		
Grantee Contact(s)	Connie Wong (<u>connie.wong@unc.edu</u>)	Richard R. Abidin, 120	EXER.

Title	Autism Parental Stress Index (APSI)	OCTI
Description	The Autism Parenting Stress Index is a measure of parenting stress, as perceived by parents of young children with autism. It reflects the time, effort	QUI
	and actual difficulty of parenting in light of the physical, social and communication barriers imposed by the disability.	Qigong Sensory Training Institute
How to	http://gsti.org/resources/assessment-evaluation-tools/autism-parenting-stress-	
Access	index/	CARP Sand
Grantee	Kris Gabrielsen (<u>kris@qsti.org</u>)	A COP STORE
Contact(s)		



Tools for Families: Basic Information

Title	"Autism Characteristics by Age" Handout	Kennedy Krieger Institute	AUTISM CHARACTERI ¹ In some childron, signs appear as car as late as 24-30 months.	ISTICS BY AGE Ify as ago 6 months. In others, signs appear
		BEHAVIORAL FEATURES	OBSERVABLE AT 6-12 MONTHS	OBSERVABLE AT 12-30 MONTHS
Description	This one-page handout – based on Kennedy Krieger Institute research – for parents and professionals lists the observable, concrete behaviors that a child at risk for autism or related developmental disabilities might display at 6-12 months and 12-30	Response to others' social input	Paor eye contact	Poor eye contact Intrequent or dolayed response when name is called Instantive to others' pointing or eye direction cues Intrequent playful initiation of others' actions Shows Ittle instreas in other children
	months.	Social interaction	Passive Limited facial expression during social interaction Infrequent smilling at others with eye contact	Infrequent attempts to point out or show objects or events of own interest Limited facial expression during social interaction Infrequent amiling at others to show enjoyment
How to	http://issuu.com/kennedykrieger/docs/autism-characteristics-by-age-chart-			Rarely initiates social smiles to share enjoyment
Access	2013/1?e=3306856/1903445 or http://bit.ly/ASD_ID12	Communication and play	Delayed babbling Limited exploration of toys and objects	Low variety of speech sounds or gestures when trying to communicate Delayed language development Limited variety of play with toys Infrequenty coordinates rey contact with gestures and speech sounds to
Grantee Contact(s)		Sensory and motor	Tenses hands, arms, legs or mouth Low muscle tone. "toppy' Poor motor coordination or motor delay (sitting, crawling) Seeks firm pressure on body Intenso interest in shiny or moving things	communicate Tenses hands, arms, legs or mouth Peor motor coordination or motor delay Seeks firm pressure on body Intense interest in shiny or moving things
		Autom and Developmental Disorders, 3 A. Galeway C. & Landa R. (2017) Socie	e Neurology, 4 138-147, Sudivan M, Fineli J, Marvin J 187-48, Fanagan J & Landa R. (2007) American Occ	 Garrett Mayer E, Baumen M, & Landa R. (2007) J af spatiental Trenzy Asposition Annual Canternoo: Bhat refa R. Iteiman K. & Garetti Hayer E. (2007) Archives af ind Processor. 10: 229–238.

Title	Translated Autism Fact Sheets	Children's USC University of USC University of Southern California
Description	An autism fact sheet that has been competently translated into 14 different languages and made available for free download through the California Autism Professional Training and Information Network (CAPTAIN).	USC UCEDD Home Audism Fact Sheets About Us + Who We Are + What We Do + Projects + Autism Fact Sheet - Arabic Publications A theorem Autism Fact Sheet - Arabic
How to Access	http://www.uscucedd.org/publications-resources/autism-pubs/autism- fact-sheets	Autism Science Briefs Special Health Care * Carly Intervention Racial Disparities, Equity and cultural Providency
Grantee Contact(s)	Patricia Schetter (<u>patricia.schetter@ucdmc.ucdavis.edu</u>) Patrice Yasuda (<u>pyasuda@chla.usc.edu</u>) Marian Williams (<u>mwilliams@chla.usc.edu</u>)	Special Education Trainma, Abuse, Reglect and Victimization Resource Directory Interactive Services Map



Tools for Families: Basic Information

Title	"What to Do if You Suspect Your Son / Daughter Might Have an Autism Spectrum Disorder"	
Description	An article written by experts (including a parent) representing four Indiana autism organizations. Its purpose is to make getting an accurate diagnosis and knowing what to do after a diagnosis has been made less confusing and overwhelming for parents. The article clarifies options, highlights characteristics, and suggests next steps – including what parents can do while waiting for an assessment or diagnosis.	INDIANA UNIVERSITY BLOOMINGTON
How to Access	http://www.iidc.indiana.edu/pages/What-to-Do-If-You-Suspect-Your-Son- Daughter-Might-Have-an-Autism-Spectrum-Disorder or http://bit.ly/ASD_ID13	Indiana Resource Center for Autisin
700000	 Articles on other important topics can be accessed at: <u>http://www.iidc.indiana.edu/pages/articles</u> 	
Grantee Contact(s)	Angela Tomlin (<u>atomlin@iu.edu</u>)	



Title	Center for Autism Research (CAR) Autism Roadmap™	
Description	An interactive, web-based tool that helps families learn about ASD, including symptoms, diagnosis, and the impact on families and individuals; get the latest information on treatments, therapies, and how to get services; and connect with resources for children, youth, and adults.	
How to	https://www.carautismroadmap.org/	
Access		
Grantee	Judith Miller (millerj3@email.chop.edu)	
Contact(s)		

Title	"Road Map for Helping Your Child Grow!"			
Description	A simple, one-page document created by New Hampshire's Act Early Regional Summit Team that helps parents / guardians stay organized and plan next steps once concerns about their child's development have been brought forth. It also contains contact information for relevant state agencies, as well as links to helpful resources.	(dtild's name) (parent) Possible concerns were id 0 Speech :: Motor 0 Communication :: Behavior 1 Learning :: Social / Emotion More information about how yo	ing Your Child Grow! ent was discussed today by and	T
How to Access	http://www.nhvirtualautismcenter.info/RESOURCESfamily/FAMILYfiles/NH_FamilyRo adMapFollowingScreening.pdf or http://bit.ly/ASD_ID14	Contact Contact Your child's Health Care Provider Your doctor will asset with your child's overall health are and apport you child's overall and development. Other doctor visite may be highly.	Contact Community-Based Services Providers will talk with you about additional leading and passible supports and services to help your child grow.	
Grantee Contact(s)	Jenn Pineo (jsp@nhfv.org) Brian Huckins (bhuckins@communitybridgesnh.org) Betsy Humphreys (elizabeth.humphreys@unh.edu) Elizabeth Collins (ecollins@dhhs.state.nh.us)	Practice Name: Doctor: Phone: Notes:	Agency Name: Contact: Phone: Notes:	



Tools for Families: Planning

Title	South Carolina Roadmap to Developmental Screening	
Description	A resource created by the South Carolina Act Early Team that uses flowcharts to explain where to receive assistance for a child that may be at risk for an Autism Spectrum Disorder. It also provides an explanation of services, state agencies, assessments, and interventions relevant to this issue.	South Carolina Roadmap to Developmental Screening for Children Birth to 36+ Months
How to Access	http://uscm.med.sc.edu/cdrhome/Roadmap.pdf	
Grantee	David Rotholz (<u>david.rotholz@uscmed.sc.edu</u>)	
Contact(s)	Michelle Macias (maciasm@musc.edu)	

Title	Well Visit Planner	
Description	The Well Visit Planner (WVP) is a free, online tool developed by the Child and Adolescent Health Measurement Initiative (CAHMI) that improves care for young children by collecting information and concerns from parents prior to the visit. It allows each visit to be tailored to the individual family while adhering to national recommendations for the content of preventive pediatric care. The WVP tool also enables providers to establish an ongoing system of engaging parents in well- child care. Parents answer a questionnaire about their child and family, pick their priorities for what they want to talk or get information about at their child's well visit, and receive a visit guide that the family and health care provider can use to tailor the visit to meet everyone's needs.	<section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header>
How to	http://wellvisitplanner.org/	Click here and the second seco
Access		Español dichere former into
Grantee Contact(s)	Marilyn Hartzell (<u>hartzell@ohsu.edu</u>)	None Aborthis Web Ste Terris & Condition Consent From Educational Ministratis FAQ Help 8077 File Doll and Advanced Hauth Manameter index and Pager Marks of Same University



Title	Autism Intervention Research Network on Physical Health (AIR-P) Toolkits	Action Intervention Re- Intervention Re- Intervention Re- Who We Are	That You Do Get Inverted News & Events, Tools Contact a Site
Description	A set of free toolkits for both caregivers and health professionals. They provide evidence-based information and strategies for improving sleep, toilet training, managing constipation, drawing blood, dentist and optometrist visits, challenging feeding behaviors, pica, and more.	AIR-P Tool Kits	
How to Access	http://www.airpnetwork.org/site/c.7oJGLPPsFiJYG/b.9151551/k.8682/AIRP_To ol_Kits.htm or http://bit.ly/ASD_ID15	AIR P Tool Xib	The total is below any product of an ignary with the of the ATUARIA Pred formed in part to compressive agreement (2013) CTUAE through the U.L. Buyettment of Heats and Throms. Theorem. Heath Threasanes and Benevers Admonstration, Island and Attal Thread Threads. Threads ATUARIA.PL Last of Tool Kriss. A Guide to Applied Behavior Analysis: designed to provide you with a better understanding of AdA), hear your child can benefit, and where how you can seek AdA services. Download the took it to the
Grantee Contact(s)	Dan Coury (Daniel.Coury@nationwidechildrens.org)		Autism and Medication: Safe and Careful Use: created to help families work with their healthcare providers to make sure that medicine in taken safely and effectively. Dowload the tool M (best)

Title	Quality Parenting Initiative (QPI) Video Training Library	
Description	The Quality Parenting Initiative (QPI) is one of Nevada's approaches to strengthening and rebranding foster care, helping sites become better able to develop communication materials and design recruitment training and retention systems for foster parents. They offer free, web-based "Just in Time" training videos for parents and providers, including several on disability topics (e.g. special education eligibility).	Special Education Eligibility Process What is Special Education? - Specially designed instruction: adapting content, methodology or instruction - To meet the unique needs of a child with a difficure - Specially designed instruction: adapting content, methodology or instruction - Specially designed instruction: adapting - Specially designed
How to Access	 <u>http://www.qpinevada.org/traininglibrary/topicindex.shtml</u> For training videos related to disability issues, scroll down to "Systems and Advocating for Children & Youth" 	QP? Just in Time Training
Grantee Contact(s)	Erika Ryst (<u>ryst@medicine.nevada.edu</u>) Debra Vigil (<u>dvigil@medicine.nevada.edu</u>)	



Training Materials and Opportunities for Professionals: Curricula and Modules

Title	Autism Case Training (ACT) Curriculum	Contest for Disease Control and Prevention Staticity Staticity (Contest Sanguare Instaticity Press)
Description	A free curriculum from the Centers for Disease Control and Prevention (CDC) that is designed to educate future professionals on fundamental components of identifying, diagnosing, and managing autism spectrum disorder through real life scenarios. It is also available as web modules that professionals can complete to earn CME, MOC, CNE, or CEU credits.	CDCA 20002 V Learn the Signs. Act Early. Learn the Signs. Act Early. Learn the Signs. Act Early. Learning (Act) I I I I IIIIIIIIIIIIIIIIIIIIIIIIIIIII
How to Access	http://www.cdc.gov/ncbddd/actearly/act.html	Autoritad Cash Toolined Laboration Section 2011 Participated Section 2011 Description 2011 Descripting 2011 Description 2011 Description 2011 Descripting 2011
Grantee Contact(s)	Toni Whitaker (<u>twhitak1@uthsc.edu</u>)	More 3 More 3

Title	Learning Modules for Autism Screening Tools			
Description	The Vermont LEND program has developed learning modules for several Autism screening tools as well as other instructional materials in an effort support the Autism community in Vermont and beyond. These resources can help train primary health care and community providers for children (birth to 6) who use best practices in the screening and referral of children at risk for or suspected of having an ASD as well as the training and development of regional interdisciplinary, family-centered and culturally competent assessment teams who are implementing best practices in the differential diagnosis of children with ASD.	The University of VERMONT LEADERSHIP VERMONT LEADERSHIP Conservations inner Conservations for the Conservation of Conservations of Conservations Conservations		2011 2011 201 2011 20
How to Access	 <u>http://www.uvm.edu/medicine/vtlend/?Page=learning.html</u> Vermont LEND has also created videos that can help practitioners express their concerns about Autism or other developmental delays with parents, both before and after screening, as well as videos geared specifically toward Somali families. 	Connection	Local The loaded Local Link Julian R. Solatin - J Soyniki is prevent largery for loade graduation of larger showing and larger showing the loaded link - J Advance J Agentin across the reference Local Link I and Link Link Link Link Link Link Link Link	Anton Sector Auton Sector Decemperature Parate - Anton - Bonia - Bonia - Bonia - Bonia - Bonia - Bonia - Bonia
Grantee Contact(s)	Jean Beatson (jean.beatson@med.uvm.edu)			



Training Materials and Opportunities for Professionals: Literature

Title	"A Guide to Screening for Autism Spectrum Disorder" Brochure	Developmental Screening Tools	Child's Age	Level *	Brief Description	Administration Method	Time to Complete	Provider Training Required (cost)	How to Access & Cost (kit)
Description	This brochure provides a succinct overview of six research-based screening tools; three are developmental and three are specifically for ASD. It breaks down each instrument by the appropriate age, level, administration method, completion time, whether it requires provider training, and how it can be accessed.	Autism Detection in Early Childhood (ADEC)	12-36 months		16 item interactive assessment between child and provider to identity child's risk for ASD. Early papers validate ADEC as a screener for AD, more recent ASD.	Semi-structured observation by provider	15 mins	Yes; DVD provide with kit	Order online from AUS \$500
		Communication and Symbolic Behavior Scales - Developmental Profile: Intant Toddler Checklist (ITC)	6-24 months	1 or 2	24 questions about child's behavior to assess whether child will have difficulty learning to talk. Responses are assessed & scored by provider.	Parent-completed questionnaire	5-10 mins	No	Online download Free (Questionnaire, scoring form)
		Parent Observation of Early Markers Scale (POEMS)	3-36 months	2	61 items to cover problem areas including core deficits of ASD based on parents' observations. Responses assessed & scored by provider.	Parent-completed questionnaire	I 20 mins	No	Available upon request from author
		Parent Observation of Interaction (POSI)	16-36 months	1	7 item parent-rated checklist modeled from the critical items of the M-CHAT, as well as DSM-5. Items scored comparable to typical behavior. Responses are assessed & scored by provider.	Parent-completed questionnaire	1 5 mins	No	Online download Free (Ouestionnaire, scoring form)
How to Access	http://www.aucd.org/docs/lend/Blumenthal_AutismScreeningGuide.pdf or http://bit.ly/ASD_ID16	Modified CHecklist for AuTism - Revised/ Follow- up Interview (M-CHAT-R/F)	16-48 months	1	20 questions to assess child's risk level for Autism Spectrum Disorder. Responses are assessed & scored by provider. Level of medium risk determines need for required follow-up interview by provider.	Parent-completed questionnaire; If child is at-risk, provider conducts follow-up interview	5-10 mins '5-20 min follow-up interview v for at-risk child	No	Online download Free (Questionnaire, scoring form)
AUCESS		Screening Test for Autism in Two-year-olds (STAT)	24-36 months	2	12 item interactive assessment between child and provider to identify child's risk for Autism Spectrum Disorder.	Semi-structured observation by provider	L	Yes; Interactive online trainin (included in kit) Training	Order online \$500
Grantee Contact(s)	Brittany Blumenthal (<u>bmblumenthal@gmail.com</u>)	* Level 1 denotes a screene screeners are autism-spect types of early childhood dis	r intended f fic. Level 2 abilities.	for a gene t denotes a	ral population of children and intends t screener intended to detect ASD in re	o detect children at ris forred or high risk chili	ik for any disa idren. Its inten	workshop (added cost) bility, although s t is to distinguis	ome Level 1 h ASD from other

Title	The Early Identification of Autism Spectrum Disorders: A Visual Guide	Copyrighted Manorea
Description	This visual guide provides a framework for understanding the complex nature of ASD. Each chapter focuses on a different area of development and uses photographs to illustrate and enhance understanding of presenting or absent behaviors. It is written in an accessible style and covers the core aspects of ASD, giving readers what they need to be able to successfully identify behavioral indicators. This book will be valuable for early intervention professionals and students, occupational therapists, speech and language therapists, educational psychologists, pediatricians, teachers, and parents.	The Early IDENTIFICATION of AUTISM SPECTRUM DISORDERS A Visual Guide
How to Access	http://amzn.to/1IXfOtD	
Grantee Contact(s)	Patricia Towle (<u>ptowle@wihd.org</u>)	PATRICIA O'BRIEN TOWLE Companyahan Materia



Training Materials and Opportunities for Professionals: Model Initiatives

Title	Dbp2Doc.org	
Description	A project of the Oklahoma University Department of Pediatrics to help provide developmental-behavioral consultation (phone or e-mail) to primary care providers at no cost. Participating providers can access developmental-behavioral pediatricians or a nurse practitioner. It is designed to broaden the provider's knowledge of developmental- behavioral conditions. Consultants share resources and evidence-based practices that include, but are not limited to: standards of care, behavioral practices related to specific conditions, medication management strategies, implementation of recommended services, strategies for working with education and other systems, and referral assistance.	dbp2doc.org
How to Access	http://dbp2doc.org/	
Grantee Contact(s)	Mark Wolraich (mark-wolraich@ouhsc.edu)	

Title	ECHO Autism (University of Missouri)	
Description	ECHO Autism is a statewide virtual learning network of medical providers offering real- time access to autism and behavioral experts. Its purpose is to help increase professionals' confidence in identifying and treating autism symptoms, and expand their knowledge about behavioral treatments. Topics include: (1) evidence-based practices for screening, diagnosis, and treatment of autism; (2) common medical and psychiatric concerns in children with autism; and (3) successful office visits for children with autism and other behavioral concerns. ECHO Autism meets virtually for two hours, twice per month, for six months; the program offers up to 24 hours of free CME.	Project ECHO® Missouri Telehealth Network Show-Me ECHO
How to Access	http://bit.ly/ASD_ID18	
Grantee Contact(s)	Kristin Sohl (<u>sohlk@health.missouri.edu</u>)	



Training Materials and Opportunities for Professionals: Presentations and Seminars

Title	"Explore ASD" Seminar Series	
Description	A series of five free, 30-minute seminars available online. These seminars, created by Virginia Commonwealth University's Autism Center for Excellence as part of their "ASD Early Step" grant, address the importance of screening; screening recommendations; screening tools; the screening process, including what to do after the screening; and best practices for supporting families. The seminars are for any person who wishes to gain more information about the importance of and procedures for screening for ASD, including pediatric health care providers and other professionals who work with young children.	Explore ADS Memins ferms Vinati Lamma, Community Topics & Transf Vielocat Series Upcoming Vielocats Archive Vielocats Coding: Code of the following topical areas to see a loting of other seminars relevant to But area. Explore Vielocats Coding: Code of Uversaly Coding: Code of the following topical areas to see a loting of other seminars relevant to But area. Explored Vielocats New To Vieloc Series Coding: Code of the following topical areas to see a loting of other seminars relevant to But area. Explored Vielocats New To Vieloc Series Coding: Code of the following topical areas to see a loting of other seminars relevant to But area. Explored Vielocats New To Vieloc Series Coding: Code of the following topical areas to see a loting of other seminars relevant to But area. Explored Vielocats Coding: Code of the following topical areas to see a loting of other seminars relevant to But area. Explored Vielocats Coding: Code of the following topical areas to see a loting of other seminars relevant to But area. Explored Vielocats Coding: Code of the following topical areas to see a loting of other seminars relevant to But area. Explored Vielocats Code of the following topical areas to see a loting of other seminars relevant to But area. Explored Vielocats Code of the following topical areas to see a loting of other seminars relevant to But area. Code of the following topical areas to see a loting of other seminars relevant to But area. Code of the following topical areas to see a loting of other seminars relevant to But area. Code of the following topical areas to see a loting of other seminars relevant to But area. Code of the following topical areas to see a loting of other seminars relevant to But area. Code of the following topical areas to see a loting of other seminars relevant to But area. Code of the following topical areas to see a loting of other seminars relevant to But area. Code of the following topical areas to see a loting of other seminars topical areas to see a loting of other seminars topical areas
How to Access	http://vcuautismcenter.org/te/seminarsByCategory.cfm?id=6 or http://bit.ly/ASD_ID19	C CU Vie Recertification Training A Anno Vignina Vigitia Stati Competencies Restification Statistical
Grantee Contact(s)	Deana Buck (<u>dmbuck@vcu.edu</u>) Donna Gilles (<u>dlgilles@vcu.edu</u>) Tera Yoder (<u>tyoder@vcu.edu</u>)	
Title	"M-CHAT and Autism Screening" Webinar	
Description	This 50-minute webinar covers the latest statistics on age of ASD diagnosis, disparities in diagnosis among white and minority populations, and recommendations from the CDC and AAP to monitor, screen, and refer during well-child visits. It also provides training on the latest version of the M-CHAT-R, including the online version available to parents.	M-CHAT AND AUTISM SCREENING
How to Access	https://www.youtube.com/watch?v=j8Qoq5ecvlg or http://bit.ly/ASD_ID20	Nationwide Children's Hospital

Grantee Karen Ratliff-Schaub (<u>Karen.Ratliff-Schaub@nationwidechildrens.org</u>)
Contact(s) Amy Hess (<u>amy.hess@nationwidechildrens.org</u>)



Training Materials and Opportunities for Professionals: Videos

Title	"Early Signs of Autism" Video Tutorial	
Description	To improve recognition of the early signs of ASD among pediatricians, parents, and early intervention providers, Kennedy Krieger Institute has developed a free, nine-minute video tutorial on ASD behavioral signs in one-year-olds. The tutorial consists of six video clips comparing toddlers who show no signs of ASD to toddlers who show early signs of ASD. Each video is presented with voice-over explaining how the specific behaviors exhibited by the child are either indicative of ASD or typical child development.	Early Signs of Autism Video Tutorial
How to Access	http://www.kennedykrieger.org/patient-care/patient-care-centers/center-autism- and-related-disorders/outreach-training/early-signs-of-autism-video-tutorial or http://bit.ly/1Lv7YZ0	
Grantee Contact(s)	Rebecca Landa (<u>landa@kennedykrieger.org</u>)	

Title	Well Child Lens Videos	
Description	Well Child Lens features more than 500 videos of varying length where professionals can view children the same age as their patients, see side by side comparisons of typical vs. at risk behaviors, and watch parents talk about receiving a diagnosis and living with autism. Upon registration, professionals can personalize their video search based on their needs and questions, then bookmark specific videos as "favorites." They can also gain access to three CME courses, developed with grants from the National Institutes of Health, as well as interactive tools created to improve the early detection of autism during the 18 and 24 month well care visits.	Image: Segne de la construction de construction de construction de la constructinada de la construction de la construction de la const
How to	https://www.wellchildlens.com/	It started with an idea: that the power of vieles would bealpd carify the subtle any surrang agains of an autum spectrum disorder in toddiers. To transform this idea: into reside, ContexicLase bounds together the leading carpets in the early detection of autum in toddiers with a team of filmmakers, writers, editors, web programmers and developers. Together, we created Well Child Lens.
Access		With over 500 hours of videos of children ages buth to 3 years of age. Well Child Lens enables everyone concerned about autum - parents, pediatic healthcare providers, special education teachers, nesearchers, therapiant and others - to zee what there early warning signal look like and to learn about the therapient that can change a child for the
Grantee	Jamie Perry (jperry@aucd.org)	
Contact(s)		

