



Continuing Education & Extension
University of Wisconsin-La Crosse
1725 State Street
La Crosse, WI 54601 USA

**AUTISM SPECTRUM
DISORDERS
CERTIFICATE
PROGRAM**

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www.uwlax.edu/conted

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UW-La Crosse is approved by the American Psychological Association to sponsor continuing education for psychologists. UW-La Crosse maintains responsibility for this program and its content.

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AUTISM

is characterized by difficulties in communication, unusual responses to sensory stimuli, difficulty relating to people or to the environment, and developmental discrepancies. With specific approaches and teaching strategies, many individuals with Autism Spectrum Disorders may be quite successful in home, school, and community life.



WHO WILL BENEFIT:

- **School Personnel**
 - Teachers
 - Special Education Teachers
 - Paraprofessionals
 - Speech Pathologists
 - Occupational Therapists
 - School Psychologists
- **Medical Field Professionals**
 - Psychologists
 - Mental Health Counselors
- **Health and Human Services Workers**
- **Parents and Family Members of Persons with ASD**
- **Anyone** who currently provides or who will provide direct support or services to an individual with an Autism Spectrum Disorder in the home, school, work, or community setting.

COMMONLY COVERED TOPICS:

- Characteristics of autism and ways to implement proven supports and approaches.
- Communication strategies for individuals with autism.
- Strategies that help develop social skills.
- Sensory integration difficulties of individuals with autism and strategies to provide appropriate sensory input.
- Use of diet that may relieve some of the symptoms of autism.
- Needs of families of individuals with autism.
- Positive behavior supports and how to implement a "function-based" plan.
- Validity of alternative treatments and the potential for positive or negative effects ways to evaluate.



CONTACT INFORMATION

To receive additional information contact:

for **CREDIT OPTION:**

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or visit our **Web site at:** www.uwlax.edu/conted

SUMMER SEMESTER

June 20-24, 2011
All coursework due July 29, 2011
2 credits (UG/GRAD)
Tuition, plus \$160 special course fee

FALL SEMESTER

Sept. 6-Dec. 15, 2011
1 credit (UG/GRAD); Tuition TBD

Chileda in cooperation with the University of Wisconsin-La Crosse



PROGRAM

AUTISM SPECTRUM DISORDERS

Education, Nutrition, Medication, Sensory, Social and Behavior Issues



CERTIFICATE COURSE CONTENT

Autism Spectrum Disorders (ASD) Overview

3 hours (.3 CEUs)

An introductory session discussing characteristics, supports, approaches, prevalence, history, diagnosis, and research indicating possible causes of Autism that will lay the ground work for the following sessions.

Communications Strategies

3 hours (.3 CEUs)

Identify methods of communication, communication accommodations, ways to create a context for communication, and ways of being a supportive communication partner.

Complementary and Alternative Treatments

3 hours (.3 CEUs)

Explore a number of complementary and alternative treatments including ways to determine if a treatment is evidence based and its potential for positive or negative effects.

Diet and Nutrition

1.5 hours (.15 CEUs)

Learn ways to maximize nutrition intake from foods, history of common food intolerances and allergies, the contemplation of diet interventions and ways of implementing these without losing nutrition.

Evidence-Based Research Lab

1.25 hours (.125 CEUs)

Identify evidenced-based information about Autism. Create a resource of websites with valuable information about Autism to share with the class.

Family Perspectives

1.5 hours (.15 CEUs)

Explore how a diagnosis of autism can impact a family. Identify key challenges faced by families, share the joys and opportunities a child with autism can bring to a family, and explore the ways service providers and educators can work with families for the child's and family's benefit without overstepping boundaries.

Hidden Curriculum

2 hours (.2 CEUs)

The Hidden Curriculum includes indirect or unwritten social rules and expectations of behavior that most people appear to know, but have never been explicitly taught. Participants will discuss these social rules and then develop activities to teach people on the Spectrum about the rules and how to follow the hidden rules of behavior.

Positive Behavior Supports

1.5 hours (.15 CEUs)

Be proactive and set the stage for success by understanding the function of a behavior, the role of communication, accessing the situation, and implementing a "function-based" plan.

Sensory Input, Impact, and Implications for Persons with Autism

3 hours (.3 CEUs)

Learn about Sensory Integration, Sensory Integration Dysfunction and what we can do to treat Sensory Integration Dysfunction.

Social Learning Skills

3 hours (.3 CEUs)

Explore the theory and application of social learning approaches. Participants will be given instruction and be able to develop approaches such as social reviews, social stories, power cards, and comic strip conversations.

Visual Strategies

3 hours (.3 CEUs)

Help individuals diagnosed with Autism Spectrum Disorders become more independent through specific teaching strategies that include visual scheduling, modifying the environment, "learning how to learn" through use of consistent systems and by visually displaying preferred activities and reinforcement opportunities.

Summary

3 hours (.3 CEUs)

An open discussion, allowing participants to review knowledge gained and how this knowledge can be applied to actual situations. Each participant, during the course of this training, will read, and be expected to summarize, an autobiography of a person with autism.

SUMMER FACE-TO-FACE CREDIT PROGRAM REQUIREMENTS:

2 Undergraduate Credits

- Full attendance at workshops
- Application of information assignments (5-7 total)
- Presentation and discussion of teaching ideas specific to individuals with autism
- Post-workshop seminar discussion
- Written book review of a factual book(s) on autism from instructor list

2 Graduate Credits

- Completion of all undergraduate requirements listed above
 - Creation of instructional strategy implementation and services plan
 - Development of sample assessment tool
- OR
- Other project approved by instructor

FALL ONLINE CREDIT PROGRAM REQUIREMENTS

1 Undergraduate Credit

- Completion of all requirements from two credit summer face-to-face program or consent of instructor
- Application of knowledge and skills in instructional or care giving setting
- Evaluation of effectiveness of instruction based on student learning outcomes
- Book report(s) from instructor's reading list

1 Graduate Credit

- Completion of all undergraduate requirements listed above
 - Application of proposed instructional strategy implementation and services plan
 - Assessment of instruction using appropriate assessment tool
- OR
- Other project approved by instructor

CEU PROGRAM FORMAT AND REQUIREMENTS:

- CEU based, no grades
- Full attendance
- Read all handouts prior to session
- Give a final small group presentation after reading autobiography/biography of an individual with autism
- Book review on a factual book(s) from instructor list

CORE PRESENTERS

Ruth Wiseman, President and CEO, joined Chileda in 2009, and has been an advocate for children with disabilities and their families for over 20 years. Wiseman has published articles for advocacy groups, and presented to numerous audiences, including school systems, universities, and conferences. Wiseman is also the parent of a child with extraordinary needs. She discovered Chileda in 2000 while searching for services for her son, Jason, who was diagnosed with autism and had severe self-injurious behavior. Wiseman holds a master of arts degree in industrial-organizational psychology from Austin Peay State University, and a bachelor of science degree in special education from the University of South Florida. Prior to joining Chileda, Wiseman worked for the State of Tennessee's Special Education department as the Public Awareness Coordinator for the Part C program, for Vanderbilt University's Susan Gray School as a teacher and service coordinator, and as a special education teacher for Pinellas County Schools in Florida.

Shari Carlson, Chief Operating Officer, has been with Chileda since 1993 and has 22 years of experience. Carlson is responsible for guiding all areas of operations and programming at Chileda. Carlson holds a master of arts degree in education-professional development and a bachelor of science degree in psychology from the University of Wisconsin-La Crosse. Carlson also has extensive training and experience as a Crisis Prevention Institute (CPI) Master-Level Instructor in Nonviolent Crisis Intervention, in behavioral assessment, in the TEACCH program, in the use of Social Stories, and in the Ziggurat Model.

Christin Nelson, Director of Advocacy, has been with Chileda since 1994. Nelson is responsible for promoting an environment at Chileda that allows residents to advocate for their own positive change, safety and responsibility. Nelson is also charged with the ongoing education of Chileda's staff members about issues relating to protecting residents' rights. She holds a master of arts degree in school counseling from Winona (Minn.) State University, and a bachelor's degree in psychology from the UW-L. A member of the American Society for Children with Autism, Nelson has developed and taught a curriculum titled "Sex Education for Students with Cognitive Disabilities," and presents in-service workshops.

Betty DeBoer, Ph.D., is full time faculty within the School Psychology program at UW-L where she teaches graduate and undergraduate courses in the Psychology department. DeBoer teaches courses in child and adolescent psychopathology, behavior management, interviewing and consultation and provides graduate level supervision. DeBoer oversees the credit course content and serves as the university instructor of record.

Additional presenters include professionals with years of experience working with individuals with autism spectrum disorders.