

Consortium Minutes
May 11, 2007

Welcome: **DiAnne Adams** welcomed everyone along with the Autism Council people.

Mark Riding introduced **Jocelyn Taylor** and **Emilie Tanner** from the Autism Council. They shared some stories and thanked everyone for all they do for kids.

Folder Browse-by: **Mark** went through the folder. Went over the survey results.

Michael Herbert introduced the May issue of the Utah Special Educator. He shared some articles from the journal. This issue highlighted things that worked.

Emilie Tanner went through the Autism handouts and business.

Cheryl Smith, the president elect of the Autism Council, went through some of their business items. She introduced their committee members.

Judy Zimmerman. Autism Registry and Surveillance - established by Utah Department of Health & U of U in 2002 to look at potential risk factors and causes. Autism speaks: 60 per 10,000 or 1 in 166. They have seen increasing numbers of children diagnosed with autism since 1996. Now the rate of autism in Utah is 1 in 133.

Education and Health need to work together to gather the necessary data. Males are more prone to autism than females. 85% of cases are in special education. Utah has the earliest mean age of diagnosis. "Autism in 2007 feels like AIDS in 1982." (Julie Gerberding, Director CDC, Senate Testimony 2007.) There needs to be collaboration between parents, families and public and private partnerships to make a difference for our state.

Judith Miller, U of U – Autism Spectrum disorders - Autism spectrum disorders include: Autistic Disorders, Asperger disorders and PDDNOS (pervasive developmental disorders). There are not really clear cut distinctions between the disorders – only in intensity and the term may be used interchangeably.

Ronda Menlove talked about adult services for those with autism and those with other disabilities. There is a growing list of those on the waiting list. There is an increase of persons in need of and waiting for services. There is increasing costs of services. She and some of her colleagues proposed a pilot program for supported employment services (\$150,000 for services) which helped to put about 10 people to work. They are trying to get this to be an ongoing program. There is also a pilot program for family preservation services (2007) to help families on the waiting list for services. They are now proposing a pilot program for day support services to help families with adult disabled children in their families (adult day care). Good legislation takes time to pass, usually over a year. (Ronda was presented an award from the Autism Council for outstanding help for persons with disabilities.)

The following “programs that work” were highlighted:

Tom Higbee, USU ASSERT program: instructional approach – early intensive behavioral intervention preschool classroom at USU serves 8 students with ASD; they employ a variety of research-based behavior analytic teaching techniques; individual and small-group instruction depending on needs of each child; comprehensive approach that focuses on core features of autism; primary function of the USU model classroom is to serve as a training and research site. All aspects are inter-related and need to be worked on together. There is a lot of research behind what they do. Trying to help school districts provide the right kind of training for those with disabilities. They are getting good results in their programs outside of USU.

Amy Peters, Weber School District – Partners for Success: use Dr. Higbee’s program for their district (applied behavior dynamics). Just training teachers is not enough. It also tacks hands-on coaching and modeling to make it a success. Education must teach students how to survive, not only in the classroom setting, but in life in general.

Wendy Bills, Murray District: They are trying to help students work through their stress. **Kathy Longstroth** said they are using BREES, building relationships and establishing emotional self-regulation. Students are in neighborhood schools, so they need help with training. Three approaches to autism intervention: 1) Traditional ABA, 2) Contemporary or neo behavioral, and 3) Developmental relationships. Life Skills triangle: relationship development, emotional regulation and social communication. Step 1 is assessment. Step 2 is goal selection. Step 3 is quick start and Step 4 is implementing BREES in the daily routine.

Debbie Ocolot – Granite district: They are piloting a program to help autistic children in their district. They are seeing some good results, but it is a program in process.

Janet Wade – There are 15 early intervention programs (providers) throughout the state. These programs are Part C of IDEA 04 and for ages 0 to 3.

Marla Neff and JaNeal Preston - They are housed at USU and are making progress. They are using Floortime (based on Greenspan’s DIR). They help parents teach their children through play. (Parents interact with their children 92% at the preschool level). There is intense parent training that goes along with this program. They teach parents coaching techniques and developmental levels. Strategies include: Floortime, interactive play, sensory integration, social skills training, etc.

Jocelyn Taylor presented a few awards: Granite, Weber and Murray school districts were given awards for their efforts in helping students with autism and recognized for their innovations and efforts in helping kids. Award for “Up to Three” program was given for their commitment to teaching kids. An award was

given to Boulton Elementary (Davis) for their efforts. Awards were given by the Autism Council.

Meeting adjourned at 12:30 pm.