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Maine Autism Institute for Education and Research Quarterly Report, March 15, 2018

Maine Autism Institute for Education and Research

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Maine Autism Institute for Education and Research
Quarterly Report
March 15, 2018
Updates in **Blue** and **Red**

GOAL 1: The University of Maine Autism Institute for Education and Research (MAIER), in partnership with the Maine Department of Education, will ensure that Maine teachers and paraprofessionals are appropriately and adequately prepared to work with individuals with autism spectrum disorders (ASD). This includes continuing to build local capacity to establish and implement positive programming with fidelity by providing professionals and paraprofessionals with current evidence-based information through professional development and coursework relevant to working with individuals with ASD.

Objective 1.1:

During the term of this agreement MAIER will implement strategies for increasing the number of qualified professionals who serve individuals with autism and other developmental disabilities.

Strategies:

1.1.1 MAIER will continue to implement an action plan to build statewide capacity for delivering effective services to individuals age birth through twenty who have ASD and/or other developmental disabilities.

1.1.2 Provide a minimum of six professional development opportunities statewide to agency and school professionals and families.

1.1.3 Implement in-service training methodology, including:

- 1) technical assistance to schools,
- 2) professional development for families and caregivers, and
- 3) graduate level courses in ASD, which will provide varying levels of information about ASD and other developmental disabilities to a wide variety of disciplines and audiences.

Indicators:

1.1.a MAIER will deliver electronic reports to the Department's Contract/Grant Specialist on December 15, 2017, March 15, 2018, and June 15, 2018 describing the progress, barriers and status of preparing individuals to support students with ASD. A cumulative electronic Final Report will be due on September 30, 2018.

1.1.b Electronic reports will include:

Please see this link for all materials/handouts/required components to support the quarterly report: [\[Contact MAIER for more information\]](#)

- 1) MAIER's continued action plan,
- 2) MAIER services delivered during the billing period, by topic, types of service provided (webinar, consultation, workshop, etc.), types of participants (ex: parent, SAU, community organization, specific MALTs), and the dates,

- 3) Workshop/training agendas and handouts, during the reporting period,
- 4) Electronic copies of resources developed and distributed during the reporting period,
- 5) Syllabus of relevant courses offered with specific instruction regarding interventions for children with ASD, and
- 6) Number of college credits or contact hours awarded for each relevant professional development event, and the number of individuals receiving the credits or contact hours during the reporting period.

Service	Dates	Topic	Type	Participants	# of contact hours or credits
SED 528 Educational methods for students with autism	Fall 2017 semester, August 28 - December 8	Evidence-based strategies for working with students with ASD	Graduate course	14	3 credits
Maine Autism Leader Team training	September 18, 2017	Foundations of Autism Program Self-Assessment Tool	In-person	50	6 contact hours
Maine Autism Leader Team training	September 18, 2017	ASD characteristics Comprehensive autism planning	In-person	50	6 contact hours
Professional development	September 28, 2017	An OT's Guide to Sensory Processing	In-person	60	6 contact hours
Professional development	September 29, 2017	An Educator's Guide to Sensory Processing	In-person	35	6 contact hours
Maine Autism Leader Team training	October 10, 2017	Educational supports for students with ASD	In-person	50	6 contact hours
Maine Autism Leader Team training	October 11, 2017	Educational strategies for students with ASD	In-person	50	6 contact hours

		Social supports			
Maine Autism Leader Team training	November 13, 2017	Communication supports	In-person	50	6 contact hours
Maine Autism Leader Team training	November 14, 2017	Challenging behaviors	In-person	50	6 contact hours
Professional development	November 16, 2017	Using data to support decision-making (part 1)	In-person	48	6 contact hours
Family partnership event	December 3, 2017	My day to play - partnership with Maine Discovery Museum	In-person	28 families	none
Professional development	December 4, 2017	Using data to support decision-making (part 2)	In-person	57	6 contact hours
Conference presentation - Division on Autism and Developmental Disabilities	January 16-19, 2018	A comparison between provider and primary caregiver perspectives of incremental change across core autism symptom domains in very young children	In-person	15	none
Conference presentation - Council for Exceptional Children	February 6-10, 2018	A comparison between provider and primary caregiver perspectives of incremental change across core autism symptom domains in very young children	In-person	12	none

Professional development	February 15, 2018	Foundational Practices for Students with ASD (Part 1)	In-person	107	6 contact hours
SED 585	Spring semester, January 22 - May 11, 2018	Communication for students with ASD	Online	12	3 credits
Conference presentation - American Council for Rural Special Education	March 15-17, 2018	Preliminary results of a systematic statewide implementation model to improve access to evidence-based intervention for young children with ASD	In-person	15	none

Objective 1.2:

During the term of this agreement MAIER will expand the number of Maine Autism Leader Teams

(MALTs) implementing evidence-based strategies across the state. MALTs will continue to be developed using a model of training focused on teaming and building strong local leadership to support local schools, districts, and regional improvement of services to students with ASD and their families.

Strategies:

1.2.1 Develop and implement a minimum of six days (and a maximum of 12 days, depending on location of teams) of evidence-based professional development events to create teams of trained professionals to meet the educational needs of students with ASDs in schools. **Please see chart above for training dates and information.**

1.2.2 Support 10 new MALTs, providing intensive training to support them on implementing evidence-based practices. **Please note that only 5 school districts applied to participate in the 2017-2018 MALT trainings. Districts stated that lack of funding to support substitutes and an overall lack of availability of substitutes were barriers in committing to the training days.**

1.2.3 MAIER will facilitate ongoing coaching support, to develop an agency/district plan for:

- 1) delivering information about ASD,
- 2) implementing evidence-based practices, and
- 3) providing professional development to agency/district staff.

Indicators:

1.2.a MAIER will deliver electronic reports to the Department's Contract/Grant Specialist on December 15, 2017, March 15, 2018, and June 15, 2018 describing the progress, barriers and status of preparing individuals to support students with ASD. A cumulative electronic Final Report will be due on September 30, 2018.

1.2.b Electronic reports will include:

- 1) MAIER services delivered, by topic, types of service provided (webinar, consultation, workshop, etc.), types of participants (ex: parent, SAU, community organization, specific MALTs), and the dates provided during the reporting period,
- 2) Workshop/training agendas and handouts, during the reporting period,
- 3) Electronic copies of resources developed and distributed during the reporting period,
- 4) Syllabus of relevant courses offered with specific instruction regarding interventions for children with ASD, and
- 5) Number of college credits or contact hours awarded for each relevant professional development event, and the number of individuals receiving the credits or contact hours during the reporting period.

Please see this link for all materials/handouts/required components to support the quarterly report: [\[Contact MAIER for more information\]](#)

GOAL 2: Ensure that stakeholders are informed about the mission and the work of MAIER.

Objective 2.1:.

Continue to provide leadership for the MAIER Advisory Committee (MAC), a collaborative group of stakeholders in Maine supporting the work and mission of MAIER.

Strategy:

2.1.1 MAC will continue to collaborate to inform the mission and work of MAIER by reviewing the following on a semi-annual basis:

- 1) course syllabi for evidence-based practice; [SED 528 and SED 585 syllabi found in the Google Drive.](#)
- 2) survey data from professional development opportunities; [Accessed in Drive.](#)
- 3) qualitative data about coaching efforts for MALT participants; [Included in the survey data.](#)
- 4) fidelity of implementation of EBPs for MALT participants; and
- 5) priorities identified on the MAIER Program Self-Assessment tool completed by SAUs and MALT participants.

Indicators:

2.1.a MAIER will deliver electronic reports to the Department's Contract/Grant Specialist on December 15, 2017, March 15, 2018, and June 15, 2018 describing the progress of MAC to support the mission and work of MAIER. A cumulative electronic Final Report will be due on September 30, 2018.

2.1.b Electronic reports will include applicable agendas, minutes and the findings and/or reports of MAC.

Objective 2.2:

Throughout the term of this agreement MAIER will produce and disseminate current and relevant information to professionals and families about autism, resources, and evidence-based strategies.

The Maine Autism Institute for Education and Research has a robust and interactive website. The website includes information about our professional development opportunities, trainings, family partnership events, resources, and the Early Start Maine initiative. Access the MAIER website here: <https://umaine.edu/autisminstitute/>

Strategies:

2.2.1 Maintain the MAIER website, which will continue to serve as a statewide resource pertaining to ASD, including:

- 1) information about autism,
- 2) a calendar of events,
- 3) relevant news, and
- 4) evidence-based resources.

2.2.2 The website will house interactive resources, webinars, video and audio clips, and specific resources for MALTs.

2.2.3 Update the MAIER website on a weekly basis.

2.2.4 Develop and disseminate the MAIER electronic newsletter on a quarterly basis, which will contain relevant features such as current events, noteworthy news, family focus, and resources, and will serve as a resource to families and professionals. Find the Fall 2017 newsletter here: <https://umaine.edu/autisminstitute/pathways/>

Indicators:

2.1.a MAIER will deliver electronic reports to the Department's Contract/Grant Specialist on December 15, 2017, March 15, 2018, and June 15, 2018 that includes a link to the website and the electronic newsletter, with a description new resources

added and other changes made to the website. A cumulative electronic Final Report will be due on September 30, 2018.

2.1.b MAIER will include the Department's Contract/Grant Specialist on the MAIER newsletter listserv.

Objective 2.3:

MAIER will build and administer a comprehensive, annotated, and interactive online resource directory that identifies local services and supports representing Maine's service systems. **This resource, continuously updated, is divided into Family Resources and Professional Resources. Both can be found here:**

<https://umaine.edu/autisminstitute/> and then separately here:

<https://umaine.edu/autisminstitute/resources/> and here:

<https://umaine.edu/autisminstitute/resources/professional-development-and-resources/>

Click on each content box on the web page to view all interactive resources.

Strategies:

2.3.1 Develop an interactive online resource directory. The directory will be informative and family friendly and will represent the system of services available in Maine to support families experiencing ASD.

2.3.2 House the resource directory on the MAIER website.

Indicator:

2.3.a MAIER will include the link(s) to the online resource directory in electronic reports that are due on December 15, 2017, March 15, 2018, June 15, 2018 and September 30, 2018.

GOAL 3: Bridge the research to practice gap pertaining to ASD to improve the quality of services being provided to students with ASD in the state of Maine. **Not addressed during this reporting period.**

Objective 3.1:

Throughout the term of this agreement, MAIER will deliver clinical direction and support to educators who have been trained to implement evidence-based practices.

Strategies:

3.1.1 Disseminate research and resources to schools to facilitate the use of evidence-based practices pertaining to ASD in Maine schools.

3.1.2 Develop resources to evaluate current services within school districts.

3.1.3 Build out quality indicators to evaluate ASD services associated with the use of evidence based practices and data-driven decision making.

3.1.4 Create an implementation blueprint for school districts to use evidence-based decision making.

3.1.5 Create a resource library for common tools and strategies for ASD, (Visual Supports, ABC data collection etc.), which will be accessible on the MAIER website.

Indicator:

3.1.a MAIER will deliver electronic reports to the Department's Contract/Grant Specialist on December 15, 2017, March 15, 2018, and June 15, 2018 on the progress made in bridging the gap between research to practice. A cumulative electronic Final

Report will be due on September 30, 2018.

3.1.b Electronic reports will include resources developed during the reporting period.

Objective 3.2:

Throughout the term of this agreement MAIER will facilitate practitioners' use of self-assessments on the ASD related services that they provide.

Strategies:

3.2.1 Using the MAIER developed ASD Program Self-Assessment Tool, MAIER staff will create four online training modules to:

- 1) introduce the purpose of the Tool,
- 2) explain the procedures of the Tool- how, why, what,
- 3) define the quality indicators supporting the Tool, and
- 4) discuss how to use the data from the Tool to drive program decisions.

3.2.2 Establish a timeline for districts and MALT teams to participate in the pre/post-test self-assessments.

3.2.3 Use the pre-post test data to support district priorities, including planning for future professional development opportunities.

3.2.4 Collaborate with the Department's Director of Special Services to determine priorities of research and use of data.

Indicators:

3.2.a MAIER will deliver electronic reports to the Department's Contract/Grant Specialist on December 15, 2017, March 15, 2018, and June 15, 2018 depicting the status and outcomes of the self-assessments, including: 1) links to the online training modules,

2) timelines established, 3) outcomes from self-assessments, and 4) priorities for research and use of data. A cumulative electronic Final Report will be due on September 30, 2018.

Objective 3.3:

Throughout the term of this agreement MAIER will support the longevity and on-going effectiveness of the Maine Autism Leadership Teams.

Strategies:

3.3.1 Maintain continued contact and support for MALT team leaders.

3.3.2 Develop framework and expectations for ongoing MALT work.

3.3.3 Provide routine updates of current research and emerging resources.

Indicator:

3.3.a MAIER will deliver electronic reports to the Department's Contract/Grant Specialist on December 15, 2017, March 15, 2018, and June 15, 2018 depicting the status of MALTs in Maine and including updates on current research and emerging resources.

A cumulative electronic Final Report will be due on September 30, 2018.