



autism
outreach
project



Autism Outreach Project Training & Services 2014-2015 Catalog

what is autism?

Autism spectrum disorder (ASD) is a neuro-developmental disability characterized by social, communication, and behavioral challenges.

Autism affects an estimate of 1 in 68 children and is the fastest growing developmental disability in the United States. It is almost five times more common among boys than girls. (Centers for Disease Control and Prevention, 2014)

Autism diagnostic criteria is divided into two areas: difficulties with social communication and restricted and repetitive patterns of behavior.

Autism is a spectrum disorder, meaning that while all children with autism share common characteristics, they are affected in different ways, ranging from mild to severe.

Every child on the autism spectrum is different, with unique abilities, strengths, and challenges. No two children are alike!

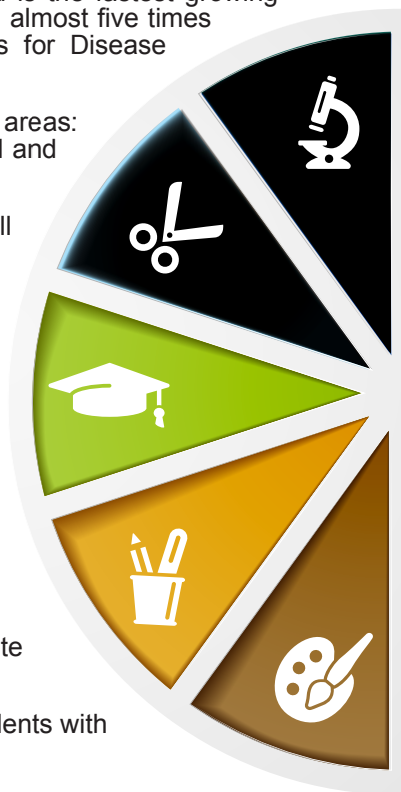
state needs projects

The Autism Outreach Project is one of six OSPI State Needs Projects.

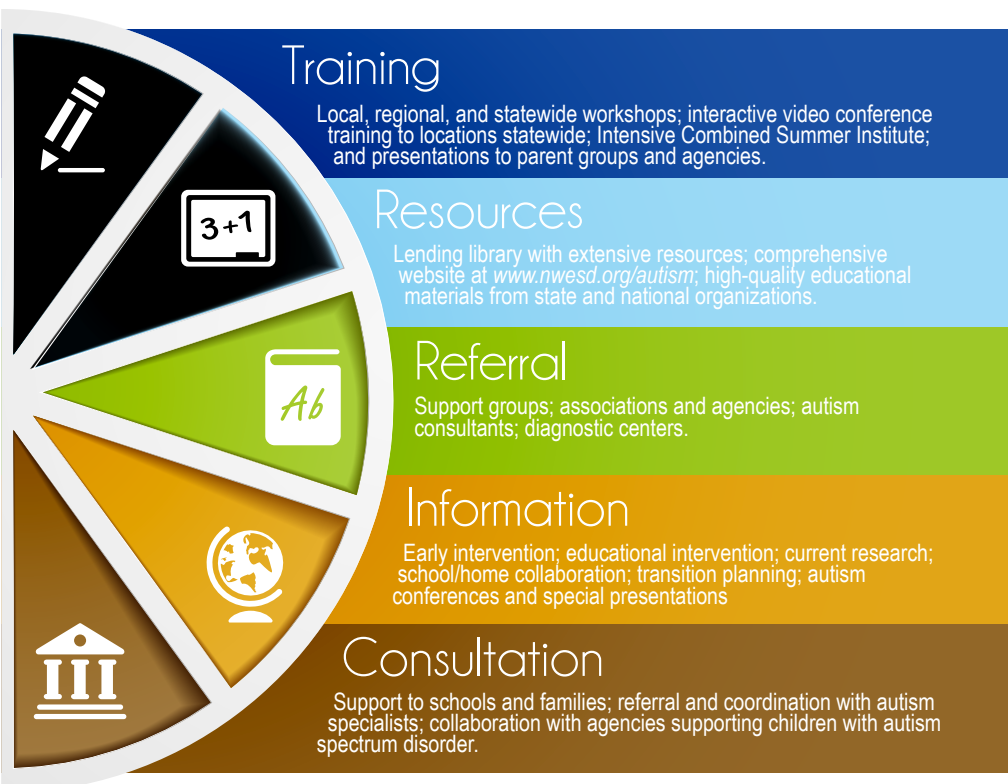
The following projects work together to support students with special needs across the state of Washington.

Autism Outreach Project
Center for Change in Transition Services
eLearning for Educators
Special Education Technology Center
Washington Sensory Disabilities Services
WEA Special Education Support Center

To learn more about the projects and the services they provide, see <http://www.k12.wa.us/SpecialEd/stateneeds.aspx>.



The Autism Outreach Project offers a wide range of services for teaching and supporting students with autism spectrum disorder. These resources are available statewide.



For assistance, please contact the Autism Outreach Project office by calling 888-704-9633 or emailing autism@nwesd.org. Information and resources can also be found at www.nwesd.org/autism.

lending library

The Autism Outreach Project maintains a lending library with an extensive collection of books, DVDs, videos, and curriculum materials spanning the autism spectrum.

Browse our Collection

Use our online search directory at <http://www.nwesi.org/autism> for a complete list of materials available for loan to Washington State residents.



Request Materials

Call toll-free 888-704-9633 or email us at autism@nwesi.org.

Include the title and author of the requested resources, your name, home address, phone number, and email.



Subject Areas

Educational strategies, curriculum, behavior, children's books, family issues, and more!

Renew Materials

Materials that have not been requested by another borrower can be renewed by phone or email.



Loan Periods

Up to five items can be borrowed at one time for a period of four weeks.



calendar at a glance

Course sessions run from 8:30 a.m. to 3:30 p.m. unless otherwise specified

Oct. 10, 2014	Effective Teacher/Paraeducator Teaming for Students with Autism Spectrum Disorder Patrick Mulick, BCBA, NBCT <i>This course will be live at the WEA Building and not available for video conference.</i>
Oct. 16, 2014	Foundations of Autism Spectrum Disorder Crystal Gray, Ph.D.
Oct. 23, 2014	Developing Meaningful IEPs for Students with Autism Spectrum Disorder Julie George, M.Ed., BCBA
Oct. 29, 2014	Structured Teaching and Visual Supports for Students with Autism Vanessa Tucker, Ph.D.
Nov. 3, 2014	Behavioral Strategies that Work! Autism in the General Education Classroom Gretchen Schmidt-Mertes, M.Ed.
Nov. 7, 2014	Introduction to Applied Behavior Analysis and Discrete Trial Training for Students with Autism Nancy Rosenberg, Ph.D., BCBA-D
Nov. 20, 2014	Emotion Regulation and Anxiety Management in Autism Crystal Gray, Ph.D.
Dec. 3, 2014	Strategies for Paraprofessionals Supporting Students on the Autism Spectrum Vanessa Tucker, Ph.D.
Dec. 8, 2014	Addressing Challenging Behaviors in Students with Autism Using Positive Behavior Support (Beginning) Nancy Rosenberg, Ph.D., BCBA-D
Dec. 12, 2014	Teaching Social Communication to Young Children with Autism Jim Mancini, M.S., CCC-SLP
Jan. 7, 2015	Access to the General Education Curriculum and Common Core for Students with Autism Spectrum Disorder Vanessa Tucker, Ph.D.
Jan. 15, 2015	Early Childhood Intervention for Children with Autism – Birth to Three Crystal Gray, Ph.D.
Jan. 21, 2015	Addressing Challenging Behaviors in Students with Autism Using Positive Behavior Support (Advanced) Nancy Rosenberg, Ph.D., BCBA-D
Jan. 26, 2015	Social Skills Interventions for Students with Autism Spectrum Disorder Gretchen Schmidt-Mertes, M.Ed.
Feb. 5, 2015	Building Executive Functioning Skills in Students with Autism Julie George, M.Ed., BCBA
Feb. 11, 2015	Teaching Literacy Skills to Students with Autism Spectrum Disorder Vanessa Tucker, Ph.D.
Feb. 24, 2015	Transition Planning for Students on the Autism Spectrum Crystal Gray, Ph.D.
Mar. 5, 2015	Sensory Processing in Autism Spectrum Disorder Kari Tanta, Ph.D., OTR/L <i>8:30 am – 2:30 pm this course only</i>
Mar. 11, 2015	Evidence-Based Practices for Children with Autism in Early Childhood and Preschool Settings Vanessa Tucker, Ph.D.
Mar. 20, 2015	Behavioral Approaches to Self-Stimulatory Behaviors in Autism Nancy Rosenberg, Ph.D., BCBA-D

workshop information

Target Audience

Everyone is welcome. Courses are designed for individuals working with children and adolescents with autism spectrum disorder. General and special educators, early childhood educators, school administrators, paraprofessionals, related-service providers, families, and other professionals are invited to attend. Courses targeted to a specific age range are identified in course descriptions.

Training Locations

Presenters are hosted at the NWESD, with interactive video conference participation available at educational service districts, school buildings, and other locations statewide. For information on participating by video conference, contact the Autism Outreach Project by calling toll-free 888-704-9633 or emailing the office at autism@nwesd.org.

Registration Fees

Single-day courses are \$90 for professionals and \$30 for parents of children with autism spectrum disorder.

Clock Hours

Up to six (6) clock hours are available for \$17 at each course. Fees for clock hours are to be paid separately. Do not include clock hour fees with your registration.

state performance indicators

Autism Outreach Project courses are designed to support districts in their efforts to improve outcomes for children with autism spectrum disorder (ASD).

Training addresses the performance indicators identified in the State Performance Plan and the priority monitoring areas established by IDEA 2004, including provision of a free, appropriate public education in the least restrictive environment.

To address your training focus and the needs of your students with ASD, see course descriptions for information on target audience and content.



workshops

Effective Teacher/Paraeducator Teaming for Students with Autism Spectrum Disorder

October 10, 2014

Course No. 30767

Patrick Mulick, BCBA, NBCT

This course will be presented at the WEA building in Federal Way and is not available for video conference.

The implementation of specific teaching strategies and use of interventions for students with autism spectrum disorder (ASD) is a continuous and essential need, yet there is often little focus on how classroom staff can effectively work together so that these interventions lead to student success. This course will provide an opportunity for teachers and paraeducators to look inward on their own practices and interactions with each other. From simple problem-solving techniques to effective communication skills, this ASD-themed day will be spent fine-tuning these working relationships. Come set the stage for student growth!

Participants will:

- Identify necessary foundational skills in working as a team to effectively teach children with ASD.
- Describe the need for consistency in prompting and reinforcement and identify ways to fade each.
- Identify the most effective use of one-on-one paraeducator supports.

Foundations of Autism Spectrum Disorder

October 16, 2014

Course No. 30780

Crystal Gray, Ph.D.

With more students than ever before being identified with autism spectrum disorder (ASD), it is essential that educators and related service providers have the knowledge to support these students in the learning environment. What exactly is ASD? In this engaging and interactive course, participants will learn the what, why and how of ASD (with a detailed review of characteristics and learning styles) and the difference between diagnostic criteria and educational eligibility. A fascinating exploration of current etiology and brain research will also be provided.

Participants will:

- Identify the major characteristics of students with ASD and how these characteristics impact learning.
- Explain the difference between diagnostic criteria and educational eligibility for these students.
- Recognize the relationship between the characteristics of ASD and current brain research.



Developing Meaningful IEPs for Students with Autism Spectrum Disorder

October 23, 2014 Course No. 30784

Julie George, M.Ed., BCBA

Building up
a weakness
just makes you
less disabled.

Building a
strength can
take you to
the top of
the world.”

John Elder Robison

To meet the educational needs of students with autism spectrum disorder (ASD), teams must create quality IEPs which address unique strengths and challenges. This course will provide participants with a deeper understanding of how to develop meaningful IEPs for students with ASD. Participants will explore the levels of learning hierarchy, what levels mean, and how to use them; data collection and using data for decision-making; and accommodations/modifications to support students while teaching skills. Creating observable, measurable IEP goals and linking services with goals will be covered, addressing the needs of students across the autism spectrum.

Participants will:

- Identify the components of a quality IEP for students with ASD.
- Describe services and accommodations/modifications appropriate for students with ASD.
- Describe the process for making data-driven decisions.

Structured Teaching and Visual Supports for Students with Autism Spectrum Disorder

October 29, 2014

Course No. 30788

Vanessa Tucker, Ph.D.

Students with autism spectrum disorder (ASD) demonstrate a deep need for structure and require much more intentional programming than their typically developing peers. This course will explore the unique learning needs of students with ASD across the spectrum. Specific strategies and techniques for creating and maintaining structure will be provided, as well as assessments which can be used for instructional planning. Participants will learn how the TEACCH system, an instructional approach providing visual and physical structure to help organize children with ASD, aligns with the learning needs of these students.

Participants will:

- Describe the unique learning needs of students with ASD as related to interpreting and interacting with their environments.
- Identify assessment strategies for determining where structural supports are required and how to imbed them within instructional activities.
- Identify visual systems designed to increase structure.
- Describe the basic aspects of the TEACCH system and provide examples of how a system could be used in their own classroom.



Behavioral Strategies that Work! Autism Spectrum Disorder in the General Education Classroom

November 3, 2014 Course No. 30766 Gretchen Schmidt-Mertes, M.Ed.

Recent data indicates that approximately 1 in 68 children have been identified with autism spectrum disorder (ASD), increasing likelihood that each educator will know and teach students with ASD during the course of their professional career. Many students with autism are bright, eager to learn, and have unique special interests, yet these students often shut down, refuse to work, and lose every assignment they start. This course will discuss ways to support these students, focusing on their strengths to promote successful learning and reduce challenging behavior. Participants will explore the function of behavior and learn proactive intervention strategies to address behavior in the classroom setting.

Participants will:

- Identify characteristics and learning styles of students with ASD.
- Describe the process of determining the function of behavior.
- Identify proactive strategies to reduce challenging behavior.

did you know. . .

The top indicators in a quality educational program for children with autism spectrum disorder are:

- Comprehensive team approach involving the family
- Comprehensive assessment of skills and deficits
- Clearly defined goals addressing the characteristics of autism spectrum disorders
- Structured environment
- Effective teaching strategies
- Application of functional behavior assessment to problem behavior
- Assessment of the intervention (data collection)
- Transition planning
- Opportunities with peers

Reference:

National Research Council, Committee on Educational Interventions for Children with Autism. (2001). C. Lord and J.P. McGee (Eds.), *Educating Children with Autism*, Washington D.C.: National Academy Press.

Learn from yesterday, live for today,
hope for tomorrow. The important
thing is to not stop questioning.

Albert Einstein



Introduction to Applied Behavior Analysis and Discrete Trial Training for Students with Autism Spectrum Disorder

November 7, 2014

Course No. 30777

Nancy Rosenberg, Ph.D., BCBA-D

Discrete trial training is an instructional approach from the field of Applied Behavior Analysis (ABA) that teaches skills in a planned, controlled, systematic manner using small repeated steps. Discrete trial training is very well-established as a research-based method for teaching children with autism spectrum disorder. It can be used with children of all ages and ability levels. This course will cover the basics of discrete trial training through video clips, modeling, and hands-on practice to help participants feel comfortable with the technique.

Participants will:

- Identify the components of a discrete trial.
- Implement a series of discrete trials to teach a variety of skills.

Emotion Regulation and Anxiety Management for Students with Autism Spectrum Disorder

November 20, 2014

Course No. 30781

Crystal Gray, Ph.D.

Individuals on the autism spectrum are at increased risk for anxiety symptoms and challenges with emotion regulation, which can interfere with their ability to actively participate in school and home activities. This course will focus on strategies for identifying and better understanding the underlying causes of these challenges, paired with practical tools and tips for interventions.

Participants will:

- Identify the characteristics of autism spectrum disorder and the related challenges with anxiety and emotion regulation.
- Identify and implement strategies for coping with anxiety and stress-response behavior in order to enhance a student's emotion regulation abilities.

Strategies for Paraprofessionals Supporting Students on the Autism Spectrum

December 3, 2014

Course No. 30789

Vanessa Tucker, Ph.D.

Paraprofessionals play an integral role in the success of students with autism spectrum disorder (ASD) in the school setting. In this course, participants will explore the role of paraprofessionals in supporting instruction. The partnership between the paraprofessional and certificated staff member, and expectations for supervision, monitoring, teamwork, and support will be discussed. Strategies for paraprofessionals who support students with ASD will be provided across academic, behavioral, social, and adaptive skill instruction.

Participants will:

- Describe the various roles assigned to paraprofessionals in supporting students with ASD, including limitations and scope of work.
- Discuss the aspects of partnership and teamwork, define the nature of delegation and supervision, and discuss ethical requirements.
- Identify strategies for behavioral, academic, social and adaptive skill supports that can be used in a variety of academic contexts.

Addressing Challenging Behaviors in Students with Autism Using Positive Behavior Support (Beginning)

December 8, 2014

Course No. 30768

Nancy Rosenberg, Ph.D., BCBA-D

Problem behaviors in children with autism can present significant challenges to educators and parents. This course will provide a wealth of strategies to use when addressing challenging behavior. A Positive Behavior Support approach will be taught, emphasizing proactive prevention strategies, the teaching of replacement behaviors, and the use of positive reinforcement.

Participants will:

- Identify a variety of strategies that may be used to address and/or prevent challenging behavior.
- Discuss the importance of identifying the function of behavior.
- Describe how to teach a replacement behavior and how to alter consequences to increase desired behavior.



Teaching Social Communication to Young Children with Autism Spectrum Disorder

December 12, 2014

Course No. 30763

Jim Mancini, M.S., CCC-SLP

Social communication difficulties are a core characteristic in children with autism spectrum disorder. In this course, social communication will be defined and described in children from birth to six years of age. Specific social communication challenges will be discussed and strategies will be presented to support social communication across contexts.

Participants will:

- Define social communication and describe how social communication challenges manifest through behavior in young children.
- Identify areas of development which influence social communication development.
- Identify specific strategies which can be utilized to support children with social communication challenges.

save the date!

Special Presentation with Valerie Paradiz, Ph.D.

April 10-11, 2015

Anacortes, WA and Seattle, WA

Dr. Paradiz designs curricula and educational programs for children and adults with autism spectrum disorder (ASD) and related conditions. Her work has been featured in the New York Times, Redbook Magazine, The Guardian, and on National Public Radio. She is the developer of Integrated Self-Advocacy ISA®, a curriculum and training series for educators, therapists, and families who wish to help individuals with ASD achieve greater self-determination and self-advocacy ability. She is the Executive Director of the Autism Research Institute Global Initiative, heads the Center for Integrated Self Advocacy and speaks and consults nationally and internationally.

Stay tuned for additional information!



Access to the General Education Curriculum and Common Core for Students with Autism Spectrum Disorder

January 7, 2015

Course No. 30790

Vanessa Tucker, Ph.D.

Children and young adults with autism spectrum disorder (ASD) should have access to the general education curriculum, but how do we successfully provide access and maintain instructional integrity? This course will explore the unique learning needs of students with ASD, legal requirements and expectations for accessing general education curriculum, and evidence-based practices that can help students with ASD meet state learning standards. Participants will learn strategies for increasing instructional access for subject areas including reading, math, and written language, and will discuss accommodations and modifications that can be implemented. Supportive software and educational curricula will be reviewed.

Participants will:

- Describe the importance of creating access to the general education curriculum for students with ASD.
- Describe instructional strategies and identify accommodations and modifications which can reduce barriers.
- Identify educational software and curricula designed to create access to the general education curriculum.

Early Childhood Intervention for Children with Autism Spectrum Disorder – Birth to Three

January 15, 2015

Course No. 30782

Crystal Gray, Ph.D.

As the prevalence of autism spectrum disorder (ASD) rapidly increases, so does our understanding of how to identify and intervene with these children at a young age. This course will discuss red flags and early identification of ASD as well as specific intervention strategies. State guidelines for birth to three services for children with autism will be discussed.

Participants will:

- Identify early indicators of ASD in young children.
- Identify effective intervention strategies for characteristics presented in young children with ASD.
- Discuss state guidelines for early intervention in ASD.

There needs
to be a lot
more emphasis
on what a
child can
do instead
of what he
cannot do.
Temple Grandin

Addressing Challenging Behaviors in Students with Autism (Advanced)

January 21, 2015 Course No. 30769
Nancy Rosenberg, Ph.D., BCBA-D

Problem behaviors in children with autism can present significant challenges to educators and parents. As a follow-up to the beginning course on addressing challenging behaviors using Positive Behavior Support, a basic understanding of behavioral function and teaching replacement behaviors will be assumed. Advanced strategies for proactively preventing behaviors as well as information on teaching new skills to reduce behaviors and altering consequences to increase desired behaviors will be covered.

Participants will:

- Identify new proactive strategies for preventing challenging behaviors.
- Describe new strategies for teaching replacement behaviors and other skills to reduce challenging behaviors.
- Describe advanced techniques to alter consequences to increase desired behaviors.

Social Skills Interventions for Students with Autism Spectrum Disorder

January 26, 2015 Course No. 30765 Gretchen Schmidt-Mertes, M.Ed.

In the past, teaching “social skills” included eye contact and scripted greetings. We now recognize that social skills are complex dynamics that have to do with thoughts, intentions, motives, beliefs, and more. With the increase in rigor and academic standards, social skills are often overlooked, yet we know that strong social skills are key to academic success. This course will explore the nuances and dynamics of social skills instruction, introduce creative ways to make teaching these skills a priority, and provide specific strategies for instruction.

Participants will:

- Describe elements of social skills and social development.
- Explain how development of social skills impacts academic learning.
- Describe ways to include instruction of social skills across the school day.
- Develop and share at least two ways to teach social skills in their school setting.

Building Executive Functioning Skills in Students with Autism Spectrum Disorder

February 5, 2015

Course No. 30779

Julie George, M.Ed., BCBA

Executive functions, the cognitive tasks involved in planning, organization, initiation, and self-regulation, are often a challenge for students with autism spectrum disorder. This course will provide an overview of executive functioning skills and how lack of these skills impacts learning. Participants will learn interventions to promote executive skills and be given examples of specific teaching routines and visual supports to use in both the classroom and home environment. A focus will be on environmental modifications which support students with executive functioning challenges.

Participants will:

- Define the 11 separate skills included in the construct of executive functioning.
- Describe intervention strategies which help support students with executive functioning challenges.
- Identify teaching routines to use with individuals and entire classes to target common problems.

Teaching Literacy Skills to Students with Autism Spectrum Disorder

February 11, 2015

Course No. 30791

Vanessa Tucker, Ph.D.

Children and young adults with autism spectrum disorder (ASD) present unique strengths and challenges in relation to acquiring literacy skills. Autism is a spectrum disorder, therefore there is no “one size fits all” approach to instruction. In this course, participants will explore the learning profiles of students with ASD and how the learning needs of this variable population can challenge educators when providing academic instruction. The research on instructional strategies for reading, written language, and mathematics will be discussed. Participants will learn strategies for increasing literacy skills, increasing access to literacy instruction, and supportive techniques for reducing challenging behaviors along the way.

Participants will:

- Identify the learning needs of children and young adults with ASD across the spectrum.
- Explain why an individualized approach is needed vs. relying upon a single curriculum or instructional approach.
- Discuss the research base on literacy instruction for students with ASD.
- Describe strategies for literacy instruction in major academic areas for students with ASD.



Transition Planning for Students on the Autism Spectrum

February 24, 2015

Course No. 30783

Crystal Gray, Ph.D.

Making the transition from school to adult life is especially challenging for adolescents and young adults with autism spectrum disorder (ASD). This course will focus on specific strategies to ensure a successful transition for these students. Course participants will gain an understanding of the characteristics of ASD, as well as practical strategies for helping these students successfully plan for transition to life after high school. Academic, employment, community, social, and behavioral strategies will be covered.

Participants will:

- Identify characteristics of ASD and how symptoms impact successful transition to adulthood.
- Identify strategies for transitioning students with ASD to adulthood.

Sensory Processing in Autism Spectrum Disorder

March 5, 2015

Course No. 30764

Kari Tanta, Ph.D., OTR/L

Students with autism spectrum disorder (ASD) often demonstrate differences in responses to environmental stimuli than their peers. Understanding the origin and manifestation of these sensory differences, and how to effectively integrate strategies related to sensory processing, is essential to the design and implementation of successful educational programs for these students. This course will provide a combination of background and practical information on sensory processing and ASD in the educational setting, along with intervention strategies to enhance engagement both at the individual and population level.

Participants will:

- Define sensory processing and describe sensory challenges faced by children with ASD.
- Identify sensory strategies to enhance participation for students with ASD in the school environment.



If you've met one child with autism, you've met one child with autism. Stephen Shore



Evidence-Based Practices for Children with Autism in Early Childhood and Preschool Settings

March 11, 2015

Course No. 30792

Vanessa Tucker, Ph.D.

Research indicates that young children diagnosed with autism spectrum disorder (ASD) require intensive and early intervention designed to address their core areas of challenge. In this course, participants will discuss the nature of typical development with infants and toddlers as compared to differences in development for children with ASD and how the differences impact the trajectory of learning. Participants will explore research-based early intervention programs for children with ASD and gain practical strategies for intervention in preschool settings. Collaboration with families will be discussed as a critical component of early intervention. Resources for further learning and exploration will be provided.

Participants will

- Compare typical infant and toddler development to differences in development seen in young children with ASD.
- Define and describe a minimum of four models of early intervention for infants and toddlers with ASD.
- Define practical intervention strategies for infants and toddlers with ASD.
- Discuss family collaboration strategies.

Behavioral Approaches to Self-Stimulatory Behaviors in Autism

March 20, 2015

Course No. 30778

Nancy Rosenberg, Ph.D., BCBA-D

Self-stimulatory behaviors seen in children with autism such as hand-flapping, finger-flicking, and vocalizing may impact a child's socialization and learning. These behaviors can also be challenging for educators and parents to address. This course will consider the question of when it is necessary and appropriate to address self-stimulatory behaviors and will cover a range of evidence-based behavioral interventions that have been shown to be effective in reducing occurrence and duration.

Participants will:

- Describe what self-stimulatory behavior is and be able to thoughtfully consider when it is appropriate and not appropriate to directly target this behavior.
- Identify a variety of evidence-based strategies demonstrating effectiveness in reducing self-stimulatory behavior.

about the presenters

Crystal Gray, Ph.D., is a clinical psychologist and specialist in autism spectrum disorders, providing diagnostic, assessment and treatment services. She is the author of the *Educational Aspects of Autism Spectrum Disorders*, a researcher in responsiveness to treatment, and a dynamic and engaging instructor.

Julie George, M.Ed., BCBA is a behavioral and educational consultant. Julie began working with students with autism spectrum disorder (ASD) and their families in 1997. Julie currently works with adolescent students with ASD on emotion regulation, social skills, and executive functioning.

James Mancini, M.S., CCC-SLP, is a speech-language pathologist currently working at the Seattle Children's Autism Center and in private practice in Seattle. Jim's areas of interest include early identification and diagnosis of autism spectrum disorder (ASD), treatment of children with ASD, social communication and language-based disorders, and development of parent education and support programs.

Patrick Mulick, BCBA, NBCT, is a Board Certified Behavior Analyst and a National Board Certified Teacher. After teaching special education for seven years on both sides of the state, from preschool to high school, he became the Autism Coordinator for the Auburn School District where he works today putting on many of his high energy and engaging workshops.

Nancy Rosenberg, Ph.D., BCBA-D, is an autism specialist, special education faculty member at the University of Washington, and the parent of a child with autism. Nancy currently directs the Applied Behavior Analysis distance education program at the UW which prepares educators wishing to become Board Certified Behavior Analysts. She also provides consultation and training for schools and families.

Gretchen Schmidt-Mertes, M.Ed., is an educational specialist in autism and a well-known presenter and consultant throughout the Pacific Northwest. She has over 20 years of experience teaching both general and special education students, and currently works as an educator, speaker, and consultant.

Kari Tanta, Ph.D., OTR/L, has over 20 years of pediatric experience. She has extensive presentation and publication credits on her vita, is president of the Early Childhood Development Association of Washington, program lead of the Children's Therapy Program at Valley Medical Center, and clinical assistant professor at the University of Washington.

Vanessa Tucker, Ph.D., is an assistant professor at Pacific Lutheran University in Tacoma, WA. She received her training at Western Washington University and taught for over 16 years in a variety of classroom settings. She spent seven years as an autism specialist and continues to run a consulting business designed to assist schools and families.

registration

Register Early!

Course sizes are limited. Off-site locations may be canceled if minimum enrollment is not met.

How to Register

Your registration must be accompanied by a purchase order, check, or credit card information. Cash cannot be accepted at any site.

Online: Register on our website
www.nwesd.org.

Mail: Mail registration form with check (payable to NWESD), purchase order, or credit card information to:

NWESD
1601 R Avenue
Anacortes, WA 98221

Fax: Fax registration form with purchase order or credit card information to
360-299-4071.

Cancellation Policy

Cancellations must be received in writing at least two business days prior to the course to receive a refund. An administrative fee of \$20 will be assessed for participant initiated cancellations.

Clock Hour Forms

Clock hour forms will be available for all courses. Payment and application for clock hours will occur at the end of the course session. Please do not include payment for clock hour fees with your registration.

Contact Us

Autism Outreach Project
1601 R Avenue, Anacortes, WA 98221
888-704-9633
autism@nwesd.org
<http://www.nwesd.org/autism>





1601 R Avenue
Anacortes, WA 98221

Ph. 888-704-9633
Fx. 360-299-4071

autism@nwesd.org
www.nwesd.org/autism



Washington State Department of
Early Learning



**Northwest Educational
Service District 189**
Together We Can

The Autism Outreach Project is a State Needs Project through the Office of the Superintendent of Public Instruction, in collaboration with Early Support for Infants and Toddlers and the Northwest Educational Service District.