



## PROJECT ACCESS

Missouri's educational  
leader in autism support

# Project ACCESS

## Professional Development Offerings

In order to meet the needs of Missouri's public schools who serve students with autism spectrum disorder, Project ACCESS has updated its catalog of workshops. Below are workshop titles and short descriptions. Please visit our website for more information including a listing of prerequisites for each training. If you would like to host or attend one of these workshops in your area, please contact our office to work out details.

**Project ACCESS**  
Missouri State University  
901 S National Ave.  
Springfield, MO

**Web:** [projectaccess.missouristate.edu](http://projectaccess.missouristate.edu)  
**Phone:** 866-481-3841  
**Fax:** 417-836-6393  
**E-mail:** [projectaccess@missouristate.edu](mailto:projectaccess@missouristate.edu)

## One Day/Partial Day Workshops (Available Online and In-person by Request)

### **ABA 101: The Key to Managing Behavior—4 hours**

You no doubt have heard a lot of talk about Applied Behavior Analysis. This one-day workshop will teach you about the teacher friendly application of principles of ABA and how to use evidence-based strategies that are the outcomes of research in this exciting field.

### **Academically Able Students with Autism—3 hours**

Students who are on or near grade-level will have social and executive functioning deficits requiring support. Learn how to best assist this sometimes underserved population.

### **A Few Simple Strategies Bring Big Results: Pivotal Response Training—3 hours**

PRT can really get kids communicating and building social skills. Learn about an Evidence Based Practice that is so much easier than you thought it was.

### **Antecedent Based Instruction: Stop Problem Behaviors—4 hours**

If you could plan your classroom in such a way that problem behaviors are not an issue, would you? Of course! This workshop offers strategies to modify the environment, identify factors reinforcing challenging behaviors, and then offers help in planning preventative strategies.

### **Autism 101: Characteristics of Autism –4 hours**

It has been said that “autism is behaviorally defined.” What that means is that it is by observing the behaviors of an individual that the diagnosis of autism is made. What we really mean is: there are no known physical characteristics that can be found that identify one as having an autism spectrum disorder. There are underlying characteristics that are difficult to define without describing behaviors. This workshop looks at several of those underlying characteristics.

### **Behavior 101 for Paraeducators— 2 hours**

This workshop is designed for Paraeducators who work with students with autism and will teach the mechanics of basic behavior management. This workshop is designed so that participants will walk away with practical strategies to effectively manage student behavior in all types of classrooms across the placement continuum. Learners will also gain an understanding of how to use evidence-based practices and implement those practices with students. Lastly, participants will gain knowledge and skills on implementing strategies to maximize the fidelity of interventions such as proximity control, choice making, and planned ignoring.

### **Building Effective Behavior Support Plans—5 hours**

Once you have completed your functional behavior assessment it is time to make a plan to teach a more appropriate behavior that serves the same function as the more challenging one. This workshop is designed to help special educators and related service providers develop behavior plans that actually work to reduce challenging behaviors.

### **Classic Autism: Educating Students with High Needs and Cognitive Delays—3 hours**

This special population requires special support. Come and see how to leverage these students' strengths and develop strategies to enhance functional skills.

### **De-escalation of Problem Behavior—2 hours**

This workshop will help you understand behavior is a form of communication, identify the specific behaviors of the 7 phases of the Acting Out cycle, and identify environmental supports that can be provided to intervene early in the acting out cycle.

### **Differential Reinforcement - 3 hours**

The Differential Reinforcement Workshop includes an overview of reinforcement in general, and the four types of differential reinforcement procedures specifically. Differential Reinforcement is useful for a variety of behaviors, especially when there is a need for behavior reduction. Active Learner Response (ASR) opportunities are interspersed throughout the workshop to ensure learning is enhanced. The workshop concludes with a final project with practical application.

### **Discrete Trial Training (DTT) - 3 hours**

Learn how to break down complex behaviors and use Discrete Trial Training in developing new skills to meet IEP goals.

### **Early Childhood Intervention: It's Never Too Early—6 hours**

Young students with ASD require early and intense support for best outcomes. This workshop offers the best in evidence-based strategies for early learners.

### **Early Intervention for Young Children with Autism (EIYCA) - 4 day seated workshop**

This four-day seated training is designed for educators who are, or will be, working with preschool students with autism. It will focus on systematic ways to address problem behavior through: assessing and altering the environment and/or curriculum, teaching new skills, choosing effective research based methodologies, determining effective intervention strategies, and discussing current trends and topics related to early intervention.

### **Extinction—1 hour**

Extinction is a powerful practice when used correctly. If this key ABA principle has intimidated you in the past, this short foundational workshop on key points of the practice will help you take the leap!

### **Functional Behavior Assessment (FBA): Behavior Change that Works –5 hours**

If you struggle with managing behavior, it may be because you use traditional methods of dealing with problem behavior that are focused on consequences, especially punishment. You can create lasting behavior change, but you will need to figure out the function of the behavior and use this information to create an effective intervention.

### **Functional Communication Training (FCT) - 3 hours**

What looks like a behavior problem is often a communication skill deficit. Our students do not have to act out if given the communication skills required to meet their needs and wants. Communication takes many forms including the use of words, pictures, signs, and augmentative and alternative communication (AAC). Help your students improve their behavior by becoming better communicators.

### **Introduction to the Education of Students with Autism (One-Day) - 4 hours**

Abbreviated version of our Two-Day workshop. This workshop focuses heavily on foundational concepts and eligibility requirements in the state of Missouri.

### **Let Natural Supports Work for You—4 hours**

Natural supports including peer-mediated and parent-implemented strategies support generalization of skills in day-to-day settings. Learn how peers and parents can become vital components of your overall programming for students with ASD.

### **Para 101: Preparing the Para-educator for the Autism Classroom - 6 hours**

Enhance your skills as a paraprofessional and become a super para. Learn how the foundational evidence based practices such as visual supports, prompting, modeling, discrete trial training, and reinforcement can work for you!

### **Project Access Autism Bootcamp for Teachers and Related Service Providers— 30 hours**

This workshop is a “meta” workshop that is comprised of 6 of our other workshops designed for teachers and other related service providers. These workshops include Autism 101: Characteristics of Autism, Introduction of Educating Students with Autism, Structured Teaching, Setting Up Classroom Spaces That Support Students With Autism Spectrum Disorder (covers classroom or treatment room design and tailoring physical spaces to best serve students including some antecedent interventions that can be realized by just altering your environment), Building Independence: How to Create and Use Structured Work Systems (this covers work systems and expands the concept to age levels and activities that you may not have thought about before), and SPED 101 (including information about basic procedures that need to be mastered by special education staff: prompting, reinforcement, modeling, video modeling, writing smart goals, and collecting data).

### **Project Access Autism Bootcamp for Paraeducators— 10 hours**

This workshop is a “meta” workshop that is comprised of 3 of our other workshops designed for paraeducators: Autism 101: Characteristics of Autism. This covers basic characteristics of learners with autism to give some insights into specific challenges and gifts that this population presents with that will help with understanding). It will take about 2 hours. PARA 101: This is a big workshop that will take about a day to complete. It includes information about basic procedures that need to be mastered by special education staff: prompting, reinforcement, modeling, video modeling, writing smart goals, and collecting data. It will take about 4 hours to complete. Behavior 101 for Paraeducators: This includes information about behavior management strategies. It will take about 2 hours. Show Me the Data (this is optional): It includes information about data collection strategies and tools. It takes about 3 hours to complete.

### **Prompting—3 hours**

This workshop builds upon the AFIRM module on Prompting from the National Professional Development Center on Autism Spectrum Disorder (NPDC) at University of North Carolina. It uses a flipped instructional model that begins with free self-study at AFIRM and then concludes with interactive learning and permanent product evidence of mastery of competency.

### **Reinforcement— 3 hours**

This workshop builds upon the AFIRM module on Reinforcement from the National Professional Development Center on Autism Spectrum Disorder (NPDC) at University of North Carolina. It uses a flipped instructional model that begins with free self-study at AFIRM and then concludes with interactive learning and permanent product evidence of mastery of competency.

### **Response Interruption and Redirection— 3 hours**

This workshop builds upon the AFIRM module on Response Interruption and Redirection from the National Professional Development Center on Autism Spectrum Disorder (NPDC) at University of North Carolina. It uses a flipped instructional model that begins with free self-study at AFIRM and then concludes with interactive learning and permanent product evidence of mastery of competency.

### **The Road to Independence: A Fresh Perspective on Transition Planning—4 hours**

This workshop will look at evidenced based practices for the skills necessary to increase success in the areas of employment, post-secondary education/training, and independent living. Let’s talk about bridging the gap and moving students effectively from Form C to the real world.

### **Scripting: Creating Social Scripts That Work—1 hour**

Scripting is a low-cost, multi-age intervention that has been proven effective for preschool aged children to age 22. It requires very limited prerequisite skills and therefore should be a commonly considered intervention in your classroom.

### **Self-management: It's an Intervention and a Skill—5 hours**

Give a man a fish and you feed him for a day; teach a man to fish and feed him for a lifetime. Self-management teaches learners with ASD to monitor their own behaviors which increases the likelihood of lasting success.

### **Show Me the Data—4 hours**

Do you struggle to decide which kind of data collection is best, streamline it to IEP goals, and actually keep up with it? Attend this workshop to learn, not only the basics on the different types of data, but also how to create IEP goals that align with your data collection. In this workshop, we will cover many different aspects of data collection, as well as, modern tools for collecting data in the classroom on a regular basis.

### **Social Narratives— 3 hours**

This workshop is an introduction to Social Narratives. It is designed for educators who want to learn the basics of writing two evidence-based types of social narratives: Social Stories and Power Cards. Participants will be introduced to the concept of using narratives to help students understand social situations as well as a guidelines for writing narratives. An 11-point checklist is provided to allow the narrative writer to determine if they have, indeed, written a Social Story.

### **Social Skills: How to plan accordingly and implement successfully—3 hours**

Research indicates the *best predictor* of positive outcomes (level of educational attainment, employment, criminal activity, substance abuse, and mental health) in young adulthood is their social functioning in Kindergarten, so how do we help?

### **Sped 101—6 hours**

Did you praxis into special education and wonder, now what? Maybe this is your first year teaching or you have been teaching for years and feel like you need a refresher, attend this workshop to learn foundational evidence based and sound professional practices that are crucial for classroom success.

### **Structured Teaching—3 hours**

This workshop is an introduction to the basic principles of Structured Teaching. Structured Teaching is an evidence-based practice developed at Division TEACCH. Participants will have the opportunity to draw a schematic of their classroom following the guidelines for physical structure, develop a task box or file folder activity for a specific student, and/or develop an individual visual schedule for a specific student in their classroom.

### **Symbol Exchange Communication System—3 hours**

The Picture Exchange Communication System (PECS) is an augmentative and alternative communication system (AAC) that requires learners to independently initiate an exchange of picture(s) to a communication partner to request, respond, comment, and ask questions. Initiation of communication is a key component of PECS. Studies show that children with ASD who initiate communication demonstrate better generalization of communication skills and overall better life outcomes. Join this workshop to learn more about this powerful evidence based practice.

### **Task Analysis—1 hour**

Do you have students who struggle with multistep skills or behaviors? Attend this one hour training to enhance your ability to break down skills into more manageable steps for your students. Learn effective implementation procedures as well as how to monitor progress through data collection.

### **Technology Aided Instruction and Intervention—6 hours**

We know many students with ASD are highly motivated by technology. Take your tech tools out of the free time and reinforcement box, and learn to use technology to enhance the skill training these students need.

### **Turn Your Paras into Para Pros—3 hours**

Do you struggle with managing your paraprofessionals effectively or do you feel like they could be more efficient but don't know where to start? Join us for this one day workshop on utilizing paraprofessionals in your classroom to increase overall classroom success and make your life easier!

### **Video Modeling: Bust a Movie and Develop Effective Behavior Interventions—5 hours**

Do you have a student who will only eat three things and you would like to see her eat a more nutritious lunch? How about a student who slams closed every door that he passes when walking down the hallway? Video Modeling (VM) is an evidence-based intervention that solved these behavior challenges and many more. It's quick and easy and fun. If you have ever taken a video with your phone then you are partway down the path of releasing your inner Spielberg in order to change behavior.

### **Visual Supports: More Than Just a Schedule—3 Hours**

Learners with Autism Spectrum Disorder often struggle with information presented verbally, however, individuals with ASD have strengths in processing visual detail and utilizing visual search skills. Come learn about the power of visual supports and leave with a make and take to use in your classroom!



To register for any of these online workshops, please navigate your web browser to this address or snap the QR above:

**<https://bit.ly/ProjACCESS>**

# Legacy Workshops (In-person only)

## **Building Effective Teacher/Paraprofessional Teams—1 day seated workshop**

This workshop assists staff to become familiar with effective practices while aiding students on the spectrum. Participants learn how to work together for the benefit of the students. Learn how to define accommodations and modifications and identify responsibilities and duties for both case managers and the paraprofessionals. Tips for dealing with behavioral issues will be specifically addressed. Participants will review and discuss examples of evidence-based practices.

## **Early Intervention for Young Children with Autism (EIYCA) - 4 day seated workshop**

This four-day seated training is designed for educators who are, or will be, working with preschool students with autism. It will focus on systematic ways to address problem behavior through: assessing and altering the environment and/or curriculum, teaching new skills, choosing effective research based methodologies, determining effective intervention strategies, and discussing current trends and topics related to early intervention.

## **Functional Behavior Assessment and Behavior Improvement Plans—1 day seated workshop**

In this one-day training, participants will: identify the steps in the process of Functional Behavior Assessment, describe and select strategies that may be used to prevent challenging behavior, identify replacement skills for challenging behavior, and learn ways to respond to challenging behavior through development of a Behavior Improvement Plan.

## **Introduction to the Education of Students with Autism—1 day seated workshop**

New to autism or need to refresh your knowledge? Take our flagship course on the basics! This course is great for teachers, related service providers, paraeducators and families. We offer it online or in-person! The online version is **FREE!**

## **Sensory Tools for your Classroom—1 day seated workshop**

Understanding sensory systems and sensory concerns, and providing help planning sensory strategies are targeted in this workshop. Students who are comfortable and have their sensory needs met are students who are available for learning!

## **Support Academically Able ASD Students in the School Setting— 1 day seated workshop**

This one-day workshop focuses on understanding the student who has average of above academic ability but still struggles with the challenges of autism. Strategies include support for students in school, at home and in their social lives.

## **Working with Students with Autism in the Schools—4 day seated training in two parts**

Bring your collaborative team and learn the basics of classroom environment, evidence based practices, interventions, and writing IEPs to develop effective programs for ASD students. This four-day, face-to-face training is split into two, two-day presentations four to six weeks apart.

## **Working with Students with Classic Autism (WSCA) - 1 day seated training**

This one-day training focuses on “how to” strategies. It is designed for students with more significant characteristics of autism to help become independent and employable through evidence-based programming in the school setting. These strategies may be implemented in any classroom setting, though the emphasis will be for the special education setting.