

AUTISM RESOURCES

This Resource Guide contains information that has been found to be helpful to individuals with autism spectrum disorders (ASD), their families and those who support them. It contains only websites that can be accessed at no cost.

Achieve

<http://www.achieve.org/common-core-state-standards>

Achieve partnered with NGA and CCSSO on the Initiative and a number of Achieve staff and consultants served on the writing and review teams. Resources include a PowerPoint presentation providing an overview of the CCSS, fact sheets about the standards, side-by-side comparisons of the CCSS and the ADP benchmarks, content comparison briefs between the CCSS and well-regarded benchmarks (including the standards for high-performing nations and states), and links to editorials supporting the CCSS. Among the resources available is *Common Core State Standards & Career and Technical Education: Bridging the Divide between College and Career Readiness*

The report lays out a blueprint for increased engagement between state education leaders and the career and technical education (CTE) community. The paper outlines a set of strategies state and district leaders can leverage to ensure the implementation of Common Core State Standards (CCSS).

Alaska Autism Resource Center

www.sesa.org

The Alaska Autism Resource Center (AARC) serves the needs of individuals with ASD, their families, caregivers, and service providers throughout the state of Alaska. They provide information, referral, training, and consultation via on-site and distance delivery. The AARC is a project of the Special Education Service Agency (SESA) located in Anchorage, Alaska.

Assessment Services Supporting ELs through Technology Systems (ASSETS)

<http://assets.wceruw.org>

WIDA is the Project Management Partner for the ASSETS Consortium, a collaboration designed to create an innovative technology-based assessment system supporting English learners. The system will be operational in 2015-16. The consortium will develop a next generation assessment system to measure English language proficiency linked to Common Core State Standards that will include K-12 assessments, be technology based, provide interim and annual assessments, and provide screeners for identification and placement. As managing partner, WIDA is working with partners at the Center for Applied Linguistics (CAL), WestEd, UCLA, MetriTech, Inc., and Data Recognition Corporation (DRC) on all aspects of project planning, test development, governance support, budget monitoring, and communications.

Asperger Syndrome

<http://www.education.com/special-edition/aspergers/>

A free and rich resource of information on Asperger Syndrome for families and educators. Edited by Brenda Smith Myles, Ph.D., a consultant with the Ziggurat Group and Chief of Programs and Development for the Autism Society, the site includes multiple articles in such areas as the characteristics of Asperger Syndrome, social interventions, advocating for your child at school; academic Interventions, post-high school options, and developing and maintaining friendships. Over 20 articles written by nationally recognized experts appear on this site.

Aspy, R., & Grossman, B. G. (2007). *The Underlying Characteristics Checklist (UCC)*. Shawnee Mission, KS: AAPC.

www.texasautism.com

Developed as a component of the Ziggurat Model, the *Underlying Characteristics Checklist (UCC)* is an informal, nonstandardized assessment tool designed to identify characteristics across a number of domains associated with ASD. Three forms exist: UCC-CL for those with a classic presentation, UCC-HF for those with high-functioning autism/Asperger Syndrome, and UCC-EI for young children with ASD. The UCC is not designed or intended for diagnosis of ASD. The UCC is especially helpful for those working with school-aged individuals as the information gathered from the UCC provides a starting point for developing an IEP. The UCC and the Ziggurat Model in tandem lead to a program that is based on individual needs and uses the best practices in the field.

Autism Center for Diagnosis and Treatment

www.semo.edu/autismcenter

Located in Cape Girardeau, Missouri this center offers articles and a library as well as consultative and assessment services.

Autism: Interventions and Strategies for Success

<http://www.specialed.us/autism/index2.htm>

This school-based publication was written by Susan Stoke. The publication contains six articles designed to assist teachers and parents in such areas as assistive technology for children with autism, characteristics/learning styles and intervention strategies for children with Asperger Syndrome, effective programming for young children with autism, structured teaching strategies for students with autism, increasing expressive communication skills for verbal children with autism and developing expressive communication skills for nonverbal children with autism.

Autism and PDD Support Network

<http://www.autism-pdd.net/autism.htm>

This website contains resources and links to useful sites on the characteristics of ASD, related services, and important school information for parents. Parents unfamiliar with special education can gain an understanding of the IEP process, programs for children with autism and respite care information.

Autism Research Institute

<http://www.autism.com/>

Established in 1967 by psychologist and renowned father of modern autism research Dr. Bernard Rimland, ARI continue to pioneer in research, outreach, and cooperative efforts with other organizations worldwide. ARI advocated for the rights of people with ASD, and operates without funding from special-interest groups. ARI produced for the IDEA Partnership the videos available for use with this presentation—"ASD Transition to Adulthood".

Autism Resources

<http://stevecory.net/autism-info/autism-info.html>

Links to Chapel Hill resources, such as TEACCH, and national organizations are listed on this website. In addition, this site contains articles on medical research, applied behavior analysis, and special education.

Autism Society

<http://www.autism-society.org/site/PageServer>

The Autism Society website includes important information for parents and educators in areas, such as research and programs, information and referral, treatment guided research, environmental health, life with autism, Section 504, IDEA 2004IEP related issues, treatment options and family issues.

Autism Speaks (2007). *ASD Video Glossary*. Retrieved September 1, 2008 from

http://www.autismspeaks.org/video/glossary.php?WT.svl=Text_Links.

This resource provides videotaped segments on the symptoms and signs of autism spectrum disorders and provides direct comparisons using videos of typically developing children. It provides an overview for individuals who are new to assessing the characteristics of ASD.

Autism Speaks (2008). The First 100 Days Kit. Retrieved September 1, 2008 from

http://www.autismspeaks.org/community/family_services/100_day_kit.php

This kit provides resources for families whose children have recently received diagnosis of ASD. Parents can download a kit from the website or can call Autism Speaks to tailor the kit for their geographical area.

Autism Web, A Parent's Guide to Autism and PDD

<http://www.autismuk.com/>

This parent resource guide provides information on diagnosis, treatment, intervention and education of children with autism and related disabilities. The site includes information on autism characteristics, early signs, and teaching methods. In addition, many resources and tips for parents and teachers are provided.

BBB Autism Online Support Network

<http://www.bbbautism.com/>

This Canadian website was designed for parents and teachers. It provides a beginner's guide to ASD, support networks, therapies and interventions, special education services, advocacy, siblings of individuals with autism, first and second hand accounts on life on the spectrum, and safety.

Behavior Assessment, Plans and Positive Supports

<http://www.nichcy.org/Pages/behavassess.aspx>

Website hosted by NICHCY which provides information on behavior assessment, plans, and positive supports.

Behavior Modification Charts

http://www.latitudes.org/behavioral_charts.html

Website hosted by the Association for Comprehensive NeuroTherapy which offers free behavior modification charts that can be opened with standard software that are appropriate for ages 4 – 10. The website also offers tips for using their materials in different ways.

Bridges 4 Kids

<http://www.bridges4kids.org>

Website offers free resources relating to building partnerships between families, schools and communities centered around the topic of positive behavior supports.

California Department of Developmental Services. (2002). Autistic spectrum disorders: Best practice guidelines for screening, diagnosis, and assessment.

<http://www.ddhealthinfo.org/documents/ASDGuidelines1.pdf>

This document was developed by the California Department of Developmental Services and provides a thorough review of assessment practices and instruments that are used with children with autism spectrum disorders. Although created in 2002, much of the information is still useful.

Career and Technical Education Resource Center

<http://www.cteresource.org/about/index.html>

The CTE Resource Center supports career and technical and occupational-technical preparation programs by providing resources for curriculum development and program design and implementation in response to the Carl D. Perkins Career and Technical Education Act. This site holds a variety of publications and documents such as the R U Ready Magazine, Career Planning Guide, and the Education Wizard.

Center for Applied Technology (CAST)

<http://www.cast.org/>

CAST is a nonprofit educational organization whose mission is to expand learning opportunities for all individuals, especially those with disabilities, through the development and use of innovative, technology-based resources. Through its applied research program, CAST investigates the needs of diverse learners and the effectiveness of UDL teaching tools and strategies in a variety of real-life contexts. Applied research informs CAST's concept development and product design.

Product development at CAST focuses on the creation of accessible curricula and software that are defining the evolving standards of Universal Design for Learning. Current CAST products include a software tool designed to support learners of all ages who may lack the skills needed to read materials independently; evaluation tools for World Wide Web accessibility; and supported learning tools and curriculum in the areas of literacy, mathematics, science, and social studies. Products are developed in-house as well as in partnership with major educational publishers and university-based researchers.

Centers for Disease Control (CDC) on Autism Spectrum Disorders

<http://www.cdc.gov/ncbddd/autism/index.html>

The CDC website contains the latest data and statistics on ASD and important information for families and people with ASD, healthcare providers, educators, partners, media and policy makers. Myriad free materials, including fact sheets, milestones checklists, posters, and growth charts are on this website.

Center for Effective Collaboration and Practice: FBA Mini Web

<http://cecp.air.org/fba/default.asp>

Three section website that includes: (1) An IEP Team's Introduction to Functional Behavioral Assessment and Behavior Intervention Plans; (2) Conducting a Functional Behavioral Assessment; and (3) Creating Positive Behavioral Intervention Plans and Supports.

Center for K–12 Assessment & Performance Management at ETS

www.k12center.org

The goal of the K–12 Center is to facilitate discussion among the best minds in the country in order to assist with the development of a new generation of assessment and performance management methodologies, technologies, policies and practices. The K–12 Center at ETS offers a variety of publications, including guides, papers, policy briefs, presentation slides and

more. These publications represent the best thinking and research on the range of measurement issues facing national, state and local decision makers. They can be used to aid discussions and support efforts to increase understanding among educators, policymakers and the public.

Center on Instruction

<http://www.centeroninstruction.org>

The Center on Instruction (COI) is a national content center, part of the Comprehensive Center network and funded by the U.S. Department of Education's Office of Elementary and Secondary Education (OESE) and Office of Special Education Programs (OSEP). COI provides support to the 16 Regional Comprehensive Centers as they support State Education Agencies to close the achievement gap and improve teaching and learning for all students. The Center focuses on the following content areas and objectives:

Content Areas

- Reading
- Math
- Science
- Special Education
- English Language

Objectives

- Synthesize research
- Identify examples of best practices
- Translate these into usable products
- Disseminate information about ESEA

Some recently added resources on the site include:

- *Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, K–2 and Grades 3–12*
- *Special Edition - COI Resources in Early Literacy (K-3) for Struggling Students and Students with Disabilities*
- *BUILDING THE FOUNDATION - A Suggested Progression of Sub-skills to Achieve the Reading Standards: Foundational Skills in the Common Core State Standards*

Choose Work Facebook Page

<http://www.facebook.com/choosework>

The new Choose Work Facebook Page

The Classroom Behavior Report Card Resource Book

<http://www.bridges4kids.org/articles/2005/5-05/Wright5-05.html#top>

The Classroom Behavior Report Card Resource Book is a free, online resource that contains pre-formatted teacher and student behavior report cards, along with customized graphs, for common types of behavioral concerns in the classroom. It was designed to give teachers and other school professionals a convenient collection of forms for rating the behaviors of students in such areas of concern as physical aggression, inattention/hyperactivity, and verbal behaviors.

Common Career Technical Core (CCTC)

<http://www.careertech.org/career-technical-education/cctc/info.html>

The Common Career Technical Core (CCTC) is a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education (CTE) that states can adopt voluntarily. The standards have been informed by state and industry standards and developed by a diverse group of teachers, business and industry experts, administrators and researchers. The initiative is being coordinated by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), which represents the state and territory heads of secondary, postsecondary and adult CTE across the nation. The CCTC includes a set of

standards for each of the 16 Career Clusters™ and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study.

Common Core Standards

<http://www.corestandards.org/>

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. Available on the website are documents, such as a Mission statement, information about the standards development, Frequently Asked Questions, English Language Arts and Mathematics Standards, and maps showing adoption of standards by states.

Common Core State Standards Initiative | PTA

<http://www.pta.org/4446.htm>

The *Parents' Guide to Student Success*, available in English and Spanish, was developed in response to the [Common Core State Standards](#) in English language arts and mathematics that more than 40 states have adopted. The National PTA® created the guides for grades K-8 and two for grades 9-12 (one for English language arts/literacy and one for mathematics). The *Guide* includes:

- Key items that children should be learning in English language arts and mathematics in each grade, once the standards are fully implemented.
- Activities that parents can do at home to support their child's learning.
- Methods for helping parents build stronger relationships with their child's teacher.
- Tips for planning for college and career (high school only).

Council of Chief State School Officers

<http://www.ccsso.org/>

CCSSO and National Governors Association Center for Best Practices (NGA Center) have released a set of state-led education standards, the Common Core State Standards. The English-language arts and mathematics standards for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, states, teachers, school administrators and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and work. CCSSO has worked in collaboration with members, partners and thought leaders to identify four areas of focus that will lead the systems change necessary for a true transformation of teaching and learning. Those areas are Next Generation Learning; Standards, Assessment, and Accountability; System of Educator Development; and Comprehensive Data Systems. The CCSSO website offers a wealth of publications, briefs, growth models, research-based practices, and other resources.

Credentialed by 26- Forum for youth Investment

<http://www.forumfyi.org/category/series/ready-21-credentialed-26>

Credentialed by 26 provides resources to insulate the education pipeline for older, vulnerable youth, by providing the supports necessary for their success. It identifies partners that need to be mobilized and policy approaches that need to be enacted in order to significantly increase completion rates and help more young people successfully transition to adulthood.

Division on Career Development and Transition

www.dcdt.org

The mission of DCDT is to promote national and international efforts to improve the quality of and access to, career/vocational and transition services, increase the participation of education in career development and transition goals and to influence policies affecting career development and transition services for persons with disabilities. The website contains numerous resources on career/vocational and transition services.

DoToLearn

<http://www.do2learn.com>

DoToLearn provides free icons, pictures and print activities designed for individuals with ASD and learning disabilities. This website also provides ideas for activities for teachers and parents.

Dynamic Learning Maps Alternate Assessment System Consortium (DLM)

<http://dynamiclearningmaps.org/>

The Dynamic Learning Maps Alternate Assessment System Consortium seeks to create an assessment system to support teachers in improving the learning of students with the most significant cognitive disabilities (SCD). The new DLM alternate assessment system will let students with significant cognitive disabilities show what they know in ways that traditional multiple-choice tests cannot. The DLM system is designed to map a student's learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction. In this way, testing happens as part of instruction, which both informs teaching and benefits students. An end of the year assessment will be created for states that want to include a summative test in addition to the instructionally embedded system. The website provides resources with links to other websites for students and parents, educators, researchers as well as Project Reports.

e-Buddies

<http://www.ebuddies.org>

e-Buddies is an email friendship program for people with and without cognitive disabilities (age 12 & up). People are matched on age, gender, and common interests.

Education Service Center 13. (2009). Texas Autism Resource Guide for Effective Teaching (TARGET). Austin, TX.

<http://www.txautism.net/manual.html>

This online manual written for educators provides information on the characteristics of ASD, assessment measures used to assess those with ASD, and interventions. With an emphasis on providing practical information, TARGET combines how-to information with an overview of research. The assessment portion of this manual addresses areas: autism screening and identification, academic achievement, adaptive behavior, cognition, development, emotion and behavior, functional behavior assessment, motor, sensory, social and relationship, speech-language, transition and vocational, and other. Over 50 interventions are described. This manual's philosophy is that the best measure of effectiveness of an intervention is whether it is effective for a particular individual. It is of utmost importance to collect and analyze data when using interventions with a student with autism. If an intervention results in positive change for a particular student and you, as an educational professional, have data to support that, then the intervention is evidence-based for that student.

English Language Proficiency Assessment for the 21st Century Consortium (ELPA21)

www.ELPA21.org

ELPA21 is an enhanced assessment system designed to measure the English language proficiency (ELP) of English language learners (ELLs) as they progress through their K–12 education and achieve college and career readiness. Designed for states by states and other assessment and content experts of English language development, ELPA21 will provide assessments for ELLs — along with strategies for test design, administration, scoring, and reporting — that provide students, parents, teachers, administrators, and communities the current and relevant information they need to best support every student as they work toward achieving ELP in support of the college- and career-ready Common Core State Standards (CCSS) in English language arts and mathematics

Families for Early Autism Treatment (FEAT)

<http://www.feat.org>

FEAT is a nonprofit organization for parents, educators, and professionals committed to education, advocacy, and support. The site includes information and links on discrete trial training and other applied behavioral analysis techniques.

Federal Disability Website

<http://www.disability.gov>

Federal site for more than 50 federal organizations that communicate, promote, and/ serve the disability communities. On September 26, 2011 OSEP updated its guidance on identifying postsecondary goals in training, education, employment, and, where appropriate, independent living.

First Signs

<http://www.firstsigns.org>

First Signs, Inc. is a US-based national non-profit organization dedicated to educating parents and pediatric professionals about the early warning signs of autism and other developmental disorders.

French-based website

<http://www.autismealsace.org/popinfo.html>

This comprehensive, French-based website lists resources by state. It also contains links to many autism resource centers. This site has resources for both parents and professionals including organizations and medical research.

French-based website

<http://www.autisme.fr/>

Autisme.fr is a French-based website that contains current research and news.

Functional Behavioral Assessment: The Link Between Problem Behavior and Effective Intervention in Schools, Miller, J. A., Tansy, M., & Hughes, T. L. (1998, November 18). Functional behavioral assessment: The link between problem behavior and effective intervention in schools. *Current Issues in Education* [On-line], 1(5).

http://cie.asu.edu/fall98/miller_tansy_hughes

The authors provide a definition of functional behavioral assessment that includes proximal, distal, physiological, and intrapsychic causes of problem behavior. Based on this definition, a multimodal, team problem-solving approach to conducting functional behavioral assessments

and developing behavior intervention plans in schools is proposed. The proposed approach distributes complex decision making across team members, includes multiple theoretical perspectives, can be readily adopted by existing child study teams.

“Functional Behavior Assessment: Preliminary Strategies”. Pages 1-9. Utah State University.

www.usu.edu/teachall/text/behavior/LRBIpdfs/Functional.pdf

The article defines functional behavior assessment and provides a checklist on how to develop and implement a plan to modify variables that maintain the problem behavior. It also provides strategies to teach appropriate replacement behaviors using positive interventions with examples.

Geneva Centre for Autism

[http://www.autism.net/](http://www.autism.net)

This comprehensive website offers information on ASD, including articles, e-learning opportunities, resources, and clinical services. Comprehensive program planning for individuals with ASD is highlighted. The Geneva Centre provides information for families, educational professionals and community providers. This website also offers information in French.

Georgia Emory Autism Resource Center

www.psychiatry.emory.edu/PROGRAMS/autism/

The Emory Autism Center is a part of the Department of Psychiatry and Behavioral Sciences at Emory University School of Medicine. The website provides information on diagnosis, family support and innovative treatment.

Henry, S. A., & Myles, B. S. (2007). *The Comprehensive Autism Planning System (CAPS) for individuals with Asperger Syndrome, autism, and related disabilities: Integrating best practices throughout the student's day.* Shawnee Mission, KS: AAPC.

www.texasautism.com

This comprehensive, yet easy-to-use system allows educators to understand how and when to implement an instructional program for students with autism spectrum disorders (ASD). The CAPS model answers the questions (a) What supports does my student/child need in each class to be successful? (b) What goals is my student/child working on? and (c) Is there a thoughtful sequence to the student's/child's day that matches his learning style. This timely resource addresses adequate yearly progress (AYP), response-to-intervention (RTI), and positive behavior supports (PBS) in a common-sense format. The CAPS process was designed to be used by the child's educational team, consisting of parents, general educators, special educators, paraprofessionals, speech-language pathologists, occupational therapists, physical therapists, administrators, psychologists, consultants, siblings, and others who are stakeholders in the student's education.

An IEP Team's Introduction To Functional Behavioral Assessment And Behavior Intervention Plans (2nd edition)

http://www.fape.org/idea/what_idea_is/osher/main.htm

Free website which provides information on IEP team roles and responsibilities; why a functional assessment of behavior is important; techniques for conducting a functional behavioral assessment; possible alternative assessment strategies; behavior intervention plans; addressing skill and performance deficits; modifying the learning environment; providing supports; and evaluating the behavior intervention plan

Illinois Autism/PDD Training & Technical Assistance Project

www.illinoisautismproject.org

This website offers myriad resources, training, and family-based support services for the state of Illinois.

Illinois Autism/PDD Training and Technical Assistance Center. (2000). Planning worksheets for evaluation and grading, promoting social interactions, supports within instructional routines, within specific routines. Adapted from University of New Hampshire Institute on Disability/University Center for Excellence in Disability.

www.illinoisautismproject.org

These worksheets assist educators in identifying typical routines and interactions and plan interventions and supports that would allow a child with ASD to be successful in an inclusive environment.

Illinois Autism/PDD Training and Technical Assistance Center. (2010). *Integrating strategies for students in the classroom*. Lombard, IL: Author.

www.illinoisautismproject.org

Designed for use in inclusion programs, this worksheet identifies (a) school activities, (b) what typical students are doing, (c) what the target student can do, (d) level of supports that are needed for the target student to participate in the activity, and (e) necessary modifications for the target student.

Illinois State Board of Education Memorandum #08-1 “Development of IEPs for Students with Autism Spectrum Disorders”.

http://www.isbe.state.il.us/spec-ed/pdfs/ASD_guidance_08-1.pdf

Developed by the state of Illinois, this concise yet comprehensive document overviews the areas that must be addressed by a team in planning a program for a student with ASD. Specifically, Memorandum #08-1, mandates that the IEP team consider all of the following factors: (a) the verbal and nonverbal communication needs of the child; (b) the need to develop social interaction skills and proficiencies; (c) the needs resulting from the child’s unusual responses to sensory experiences; (d) the needs resulting from resistance to environmental change or change in daily routines; (e) the needs resulting from engagement in repetitive activities and stereotyped movements; (f) the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and (g) the needs resulting from the child’s disability that impact progress in the general curriculum, including social and emotional development. Each of these is described using user-friendly language.

I’m Determined

<http://www.imdetermined.org>

This website contains brochures, power point presentations, video clips, lesson plans, and five strategies with templates and examples all designed to assist parents and teachers with helping youth become more self-determined. There are also several modules that were developed to help service providers gain more insight and understanding about self-determination. The site contains information for educators, parents and students.

Incorporating Positive Behavior Support (PBS) Into the IEP

by Laura A. Riffel and Ann P. Turnbull, Beach Center on Disabilities (University of Kansas) and Technical Assistance Center on Positive Behavior Support

<http://www.bridges4kids.org/parentiep.pdf>

This document includes information on advanced preparation, what to do/expect during the meeting (developing goals, determining placement, assessments, grading, etc.), and concluding the meeting.

Indiana Resource Center for Autism (IRCA)

<http://www.iidc.indiana.edu/>

This website provides a plethora of information regarding resources, strategies and supports for families and the educational community.

Individual Strengths and Skills Inventory

www.texasautism.com

The Individual Strengths and Skills Inventory consists of seven areas. The first three represent the autism spectrum triad, Social; Restricted Patterns of Behavior, Interests, and Activities; and Communication. Characteristics that are often associated with ASD are addressed in the remaining four areas: Sensory Differences; Cognitive Differences; Motor Differences; and Emotional Vulnerability. An eighth underlying factor is included on the UCC – Known Medical and Other Biological Factors. The purpose of this tool is to ensure that underlying strengths and skills are considered by a school team in the intervention design process. This tool can be downloaded at no cost.

Johnson, C.P., Myers, S.M., and the Council on Children with Disabilities. (2007). Clinical report: Identification and evaluation of children with autism spectrum disorders. *Pediatrics*, 120(5), 1183-1215.

www.texasautism.com

This document represents information for pediatricians and other individuals who are in a position to screen and diagnose autism spectrum disorders. It provides useful information about co-occurring conditions and a strategy for medical personnel to provide these services within their practices.

Kansas Instructional Support Network (KSASD)

<http://www.kansasasd.com>

Funded by the Kansas State Department of Education Student Support Services provides training opportunities, resource referral, consultation, and technical assistance to Kansas school personnel and students with autism. Local education agencies, parents, medical personnel, and others serving Kansas students with ASD

Kansas Beach Center of Families and Disability

<http://www.beachcenter.org>

Located at the University of Kansas, the Beach Center (a) conducts research, (b) carries out training and technical assistance, and (c) provides international, national, state, regional, and local service in collaboration with families who have members with disabilities, individuals with disabilities, the professionals and policy leaders who serve families and individuals, and members of the communities in which the families and individuals live, all to enhance the quality of life of families and individuals affected by disability.

The Kansas Center for Autism Research and Training (K-CART)

<http://www.kcart.ku.edu>

Housed at the University of Kansas, established in 2008 with private and public funds, is a new multidisciplinary center that promotes research and training on the causes, nature and management of ASD.

Kansas Association for Infant and Early Childhood Mental Health (KAIMH)

<http://www.kaimh.org/convaut.htm>

An affiliate of the World Association for Infant Mental Health, KAIMG is an association of professionals in Kansas who are concerned with the emotional development of infants, toddlers, preschoolers and their families.

Kentucky Autism Training Center (KATC)

<http://www.louisville.edu/education/kyautismtraining>

Located at the University of Louisville, KATC provides training and resources to families and professionals to improve the quality of life for those affected by ASD.

Kentucky Department of Education

<http://www.state.ky.us/agencies/behave/homepage.html>

State Agency's page on Behavior which includes sections on Behavior Interventions and School Safety, Academic Connection and a list of organizations for further information and professional development.

Kids Against Bullying

<http://www.pacerkidsagainstbullying.org>

This website was created for elementary school children. It is a creative and informative resource designed to educate students about bullying prevention and provides strategies on how to respond to bullying situations. The site features an animated cast of characters, information, celebrity videos, webisodes, games, animation, contests and other activities. Tips, intervention strategies, and resources for use at home or school are provided for parents and educational professionals.

LearningPort National Professional Development Library

<http://www.learningport.us>

LearningPort is a national professional development library of learning modules, tool kits, archived webinars and video resources designed by U.S. Department of Education Office of Special Education Programs (OSEP) to support the use of ARRA funds. The library was made available through a supplement to NASDSE's IDEA Partnership. Larry Wexler, Director of OSEP's Research to Practice Division expressed the intent of The LearningPort in this way: "We believe that after saving jobs, most school districts would use at least some of their ARRA funds to support the provision of professional development. As such, we wanted to develop a resource for States."

"Looking Beyond Behavior: Schoolwide Discipline and Individual Supports for Students with ASD", Kathy Gould and Cathy Pratt, Autism Advocate Third Edition, 2007, pages 26-29; www.autismsociety.org/site/DocServ/Looking_Beyond_Behavior.pdf?docID_13921

The authors focus upon schoolwide discipline and individual supports for students with ASD within a tertiary framework. Specific examples and resources on the topic are provided.

Louisiana Autism Spectrum and Related Disorders Project (LASARD)

<http://www.hdc.lsuhsce.edu/lasard>

LSARD is a collaborative effort between Human Development Center and the Louisiana Department of Education. The goals of the project are: (a) to improve educational practices and outcomes for students with ASD and related disabilities and (b) to develop statewide capacity to provide high quality educational programs for these students.

MAAP Services, Inc and Online Asperger Syndrome Information and Support Center (OASIS)

<http://www.Aspergersyndrome.org>

This website provides articles, educational resources, links to local, national and international support groups, sources of professional help, lists of camps and schools, conference information, recommended reading, and moderated support message boards.

The Medical Investigation of Neurodevelopmental Disorders (M.I.N.D.) Institute

<http://www.ucdmc.ucdavis.edu/MINDInstitute/>

The M.I.N.D. Institute (Medical Investigation of Neurodevelopmental Disorders) is an international, multidisciplinary research organization, committed to excellence, collaboration and hope, striving to understand the causes and develop better treatments for neurodevelopmental disorders.

Minneapolis Public Schools “Autism Tips”

http://speced.mpls.k12.mn.us/sites/75af2ef0-c4b1-4638-be13-62253040cbcf/uploads/SEA_Newsletter_Apr_2003.pdf

Instructional management tips on this cite include ways to highlight important concepts, alternative modes for completing assignments, and ways to prepare a student for successful social interaction.

Myles, B. S., Grossman, B. G., Aspy, R., & Henry, S. A. (2009). Comprehensive planning for young children with autism spectrum disorders. *International Journal of Early Childhood Special Education (INT-JECSE)*, 1, 164-180.

This article outlines two compatible models for planning and implementing programs for students with autism spectrum disorders (ASD). The process begins with an assessment of individual strengths and concerns related specifically to ASD and identifies interventions across five tiers that are matched to the individual’s profile: (a) sensory and biological, (b) reinforcement, (c) structure and visual/tactile supports, (d) task demands, and (e) skills to teach. Content from the aforementioned is then placed into a format to allow the child’s day to be operationalized and matched to student goals, state standards, and related benchmarks. This article overviews this process and offers a brief case study as an example.

Myles, B. S., Grossman, B. G., Aspy, R., Henry, S. A., & Coffin, A. B. (2007). Planning a comprehensive program for students with autism spectrum disorders using evidence-based practices. *Education and Training in Developmental Disabilities*, 42(4), 398-409.

The basis for a strong program for students with ASD is an individualized assessment of how autism is manifested in an individual and identification of strengths. The results of these activities are then matched to interventions. The final step in the process is ensuring that interventions are implemented across the student’s day. This article overviews this process and offers a brief case study.

National Alternate Assessment Center

<http://www.naacpartners.org/>

NAAC is a five-year project funded under the United States Department of Education, Office of Special Education Programs (OSEP). NAAC has four primary objectives: to bring together and build on high quality, technically sound alternate assessments; to demonstrate high quality design through our selected partner states; to administer all types of alternate assessments; and finally, to provide technical assistances through high quality dissemination practices. This site includes resources for parents and teachers, presentations and publications, and tools for alternate assessments.

National Career Development Association (NCDA) Career Information Resources

http://associationdatabase.com/aws/NCDA/pt/sp/interests_disabilities

The NCDA provides information and resources related to career development and counseling. This website links specifically to career-related information related to individuals with disabilities. Publications, initiatives, and organizations related to careers and disabilities are highlighted and website links provided.

National Center on Response to Intervention

<http://www.rti4success.org/>

The American Institutes for Research and researchers from Vanderbilt University and the University of Kansas -- through funding from the U.S. Department of Education's Office of Special Education Programs (OSEP) -- established the National Center on Response to Intervention. The Center's mission is to provide technical assistance to states and districts and building the capacity of states to assist districts in implementing proven models for RTI/EIS. The Center's work is organized into the following service areas:

- Knowledge production activities that include a rigorous technical review to determine which tools, practices, and implementation strategies are deemed scientifically valid and appropriate for TA&D;
- Expert trainings and follow-up activities (both face-to-face and at a distance) to drive implementation supports for RTI/EIS on a broad scale; and
- Information dissemination activities that will involve forming partnerships and reaching out to target stakeholders via ongoing communication, including web-based telecommunication

National Center and State Collaborative Partnership

<http://www.ncscpartners.org/>

The NCSC partnership is focused on alternate assessments based on alternate achievement standards (AA-AAS). The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia. Appropriately challenging alternate assessment on alternate achievement standards, based on grade-level content; with different achievement expectations for students with significant cognitive disabilities will be utilized. Curriculum, instruction, and professional development resources are being developed and will appear on the website.

National Center on Educational Outcomes (NCEO)

<http://www.cehd.umn.edu/nceo>

The National Center on Educational Outcomes (NCEO) was established in 1990 to provide national leadership in designing and building educational assessments and accountability systems that appropriately monitor educational results for all students, including students with disabilities and English Language Learners (ELLs). NCEO offers the following kinds of materials and services for state personnel, educators, parents, and others concerned with the educational outcomes of all students:

- An extensive publications list that includes technical reports, state activity updates, policy documents, and self-study guides.
- Criteria for evaluating existing policies on large-scale assessments.

- Recommendations for developing assessment policies and guidelines for participation, accommodations, reporting, and accountability that include all students.
- Current information on assessment projects and other efforts to collect data on the educational outcomes of all students.
- A national network of people who can assist states and other agencies as they consider assessment issues.

National Center on Secondary Education and Transition

<http://www.ncset.org/>

The National Center on Secondary Education and Transition (NCSET) located at University of Minnesota's Institute on Community Integration coordinates national resources, offers technical assistance and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures.

National Dissemination Center for Children with Disabilities (NICHCY)

<http://www.kidsource.com?NICHCY/autism.html>

NICHY provides general information about ASD including definition, characteristics, educational implications, and a list of resources and organizations.

National Dropout Prevention Center for Students with Disabilities

www.ndpc-sd.org

The ultimate goal the National Dropout Prevention Center for Students with Disabilities is to provide high quality, evidence-based technical assistance to help states build and implement sustainable programs and best practices that will yield positive results in dropout prevention, reentry, and school completion for students with disabilities. NDPC-SD has the following four interrelated goals, which captures its overarching purpose and supports the Center's mandate.

- Goal 1: Increase the awareness of policymakers, administrators, and practitioners about dropout prevention, reentry, and school completion.
- Goal 2: Increase the number of states that set and meet reasonable and rigorous performance targets for State Performance Plan (SPP) Indicators 1 and 2.
- Goal 3: Help State Education Agencies (SEAs) and Local Education Agencies (LEAs) develop and improve data systems to track students at risk of dropping out.
- Goal 4: Help SEAs and LEAs implement and evaluate effective, comprehensive school-completion models, practices, and systems for students with disabilities.

National Early Childhood Transition Center

<http://www.hdi.uky.edu/nectc/NECTC/Home.aspx>

The National Early Childhood Transition Center is investigating and validating practices and strategies that enhance the early childhood transition process and support positive school outcomes for children with disabilities. Information on these practices is provided on this website.

National Easter Seals Society

<http://www.easterseals.com>

Easter Seals provides services, education, outreach, and advocacy so that people living with autism and related disabilities can live, learn, work and play in their communities.

National Governors Association Center for Best Practices (NGA Center)

<http://www.nga.org>

The Common Core State Standards Initiative is a state-led effort, launched more than a year ago by state leaders, including governors and state commissioners of education from 48 states,



2 territories and the District of Columbia, through their membership in the National Governors Association Center for Best Practices (NGA Center) and Council of Chief State School Officers (CCSSO).

National High School Center

<http://www.betterhighschools.org>

The National High School Center, based at the American Institutes for Research, provides the latest research, user-friendly tools and products, and high-quality technical assistance on high school improvement issues.

National Institute of Child Health and Human Development (NICHD)

<http://www.nichd.nih.gov/autism/>

This site provides current information on research that is NICHD supported.

National Institutes of Mental Health (NIMH)

<http://nlm.nih.gov/medlineplus/autism.html>

This website has information provided by WebMD. Resources include overviews of exceptionalities, clinical trials, diagnosis/symptoms, rehabilitation, research, specific conditions/aspects, treatment, and organizations.

National Library of Medicine

<http://www.ncbi.nlm.nih.gov/PubMed>

This site contains thousands of articles related to autism that can be accessed by using their search engine.

National Post-school Outcomes Center

www.psocenter.org

The Center's mission is to help state education agencies establish practical and rigorous data collection systems that will measure and profile the post-school experiences of youth with disabilities (i.e., Indicator 14). The results of collecting I-14 data will be used for national, state, and local reporting and, most importantly, to guide and improve transition services to this population.

National Professional Development Center on Autism Spectrum Disorders (NPDC)

<http://autismpdc.fpg.unc.edu/>

The National Professional Development Center on Autism Spectrum Disorders is a multi-university center to promote the use of evidence-based practice for children and adolescents with autism spectrum disorders. The Center operates through three sites that include the FPG Child Development Institute at the University of North Carolina at Chapel Hill, the M.I.N.D. Institute at University of California at Davis Medical School, and the Waisman Center at the University of Wisconsin at Madison. Each year, three states are selected through a competitive application process for a two-year partnership with the Professional Development Center. The Center works in coordination with each state's Department of Education, Part C agency, and University Center for Excellence in Developmental Disabilities to provide professional development to teachers and practitioners who serve individuals from birth through twenty-two years with autism spectrum disorders.

National Secondary Transition Technical Assistance Center

www.nsttac.org

NSTTAC helps states build capacity to support and improve transition planning, services, and outcomes for youth with disabilities and disseminates information and provides technical



assistance on scientifically-based research practices with an emphasis on building and sustaining state-level infrastructures of support and district-level demonstrations of effective transition methods for youth with disabilities.

Nebraska Autism Spectrum Disorders Network

<http://www.unl.edu/asdnetwork>

Located at the University of Nebraska-Lincoln, this organization offers networking services, resources, education and professional development.

Nebraska Early Development Network

<http://edn.ne.gov/transition.html>

The Nebraska Early Development Network has a module on transition. Under "Tools" there is a PowerPoint, case studies, sample transition plans (one is on a child with autism), and a video clip of a family talking about their experience with the transition.

Next Generation Science Standards

<http://www.nextgenscience.org/>

A collaborative, state-led process managed by Achieve. The National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve are the lead partners in the two-part process to develop the *Next Generation K-12 Science Standards* (NGSS). As the process develops, new information is located on this website.

OCALI UDL Center

<http://www.ocali.org/center/udl>

The Universal Design for Learning Center at OCALI offers professional development, technical assistance, and resources to help design educational environments that enable all learners to gain knowledge, skills, and enthusiasm for learning.

Office of Disability Employment Policy (ODEP)

<http://www.dol.gov/odep/>

The Office of Disability Employment Policy (ODEP) was authorized by Congress in the Department of Labor's FY 2001 appropriation. ODEP's mission is to provide national leadership by developing and influencing disability employment-related policies and practices affecting an increase in the employment of people with disabilities. The site provides information on recent and ongoing research projects and technical assistance. The FAQ provides both employers and workers with a wealth of information.

Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U S Department of Education

<http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts. It supports research, demonstrations, and technical assistance and dissemination, technology and personnel development and parent-training and information centers. This website provides resources, newsletters, and research.

Ohio Center for Autism and Low Incidence (OCALI)

<http://www.ocali.org>

This website offers numerous resources relative to autism and low incidence disabilities, including the Autism Internet Modules (free access), a supports and services database and an online parent manual.

Ohio Interagency Work Group on Autism Website

www.autism.ohio.gov

This website represents a collaborative effort among 10 state agencies in Ohio. The site was launched to increase and improve communication to the public about autism and the programs, initiatives, or news from the various state agencies that have relevance for individuals with ASD and their families.

Organization for Autism Research (OAR)

<http://www.researchautism.org/>

The Organization for Autism Research (OAR) uses applied science to answer questions that parents, families, individuals with autism, teachers and caregivers confront daily. This site contains several free resources, including: (a) A Parent's Guide to Research, (b) An Educator's Guide to Autism, (c) An Educator's Guide to Asperger Syndrome, (d) A Guide for Transition to Adulthood, (e) A Parent's Guide to Assessment, and (f) Understanding Asperger Syndrome: A Professor's Guide. Some are offered in Spanish, as well. Each can be downloaded from the site.

OSEP Center on Positive Behavioral Interventions & Supports

<http://www.pbis.org>

The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

OSEP's Learning Port

<http://www.learningport.us>

A national online library of professional development resources compiled to help bridge research, policy and practice. Across states, national organizations and technical assistance investments, an extensive amount of professional development material is available. This library provides local educators with easy access to an array of resources that can be used or customized to meet their needs.

OSEP's Technical Assistance and Dissemination Network

<http://www.rrfcnetwork.org/content/view/137/192/>

The U.S. Department of Education's Office of Special Education Programs, supports projects that provide information and technical assistance to states, local schools, educational professionals and families. The projects address topics such as autism, deafness, disproportional representation, dispute resolution, learning disabilities, parenting children with special needs, positive behavior support and transition. Most information and technical assistance is available free of charge.

Partnership for 21st Century Skills

<http://www.p21.org/>

The Partnership for 21st Century Skills is a national organization that advocates for 21st century readiness for every student. As the United States continues to compete in a global economy

that demands innovation, P21 and its members provide tools and resources to help the U.S. education system keep up by fusing the three Rs and four Cs (critical thinking and problem solving, communication, collaboration, and creativity and innovation). While leading districts and schools are already doing this, P21 advocates for local, state and federal policies that support this approach for every school

Partnership for the Assessment of Readiness for College and Careers (PARCC)

<http://www.parcconline.org/>

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade up, and provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be ready for states to administer during the 2014-15 school year.

PA Transition Health Care Checklist: Transition to Adult Living in PA

www.health.state.pa/transitionchecklist

The website provides a transition health care checklist.

Pics 4 Learning

<http://pics.tech4learning.com>

Pics4Learning is a copyright-friendly image library for teachers and students. This collection consists of thousands of images that have been donated by students, teachers, and amateur photographers. Unlike many Internet sites, permission has been granted for teachers and students to use all of the images donated to the Pics4Learning collection.

Positive Interventions and Effective Strategies

www.behaviordocor.org

Laura Riffel's site is dedicated to providing proactive strategies and solutions for behaviors that adults wish to target for change in either their personal children or the students that they teach. Lots of ideas for reinforcers are provided

Ready by 21 - Forum for Youth Investment

<http://www.forumfyi.org/readyby21>

Ready by 21 is an innovative set of strategies developed by national experts at the Forum for Youth Investment with decades of youth policy experience that help communities improve the odds that all children and youth will be ready for college, work and life.

Ready by 21 is built on the Four Building Blocks for Effective Change:

- Build broader partnerships
- Set bigger goals
- Use better data and information
- Implement bolder strategies

RTI Action Network

<http://www.rtinetwork.org/>

The RTI Action Network provides an online guide to essential information about implementing Response to Intervention (RTI). The RTI Action Network is a national initiative dedicated to the responsible and effective implementation of RTI in school districts. Funded by the Cisco Foundation, led by the National Center for Learning Disabilities, and supported by our nation's

top experts in RTI, this initiative seeks to guide frontline educators and families in the large-scale adoption of RTI.

Smarter Balanced Assessment Consortium

www.smarterbalanced.org

The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college- and career-readiness. Smarter Balanced is one of two multistate consortia awarded funding from the U.S. Department of Education in 2010 to develop an assessment system aligned to the Common Core State Standards (CCSS) by the 2014-15 school year. SBAC will create required summative assessments; a retake option; optional formative, or benchmark, exams and tools, processes and practices for use in planning and implementing informal, ongoing assessment. *The Transition to the Common Core Work Group* — one of ten state-led Smarter Balanced work groups — will identify high-quality curriculum resources aligned to the CCSS, and professional development strategies that can be replicated across states. The tools and resources will be posted online and incorporated into the digital library — an on-demand resource to help teachers address learning challenges and differentiate instruction — as part of the assessment system.

Social Security Administration's (SSA) Red Book Website

<http://www.ssa.gov/redbook/eng/main.htm>

Direct link to the Social Security Administration's (SSA) Red Book (has everything a student, parent and teacher needs to know about SSA)

Social Security Publications Website

<http://www.ssa.gov/pubs/index.html#Disability>

Link to all Social Security publications; this site also has ordering information whether requesting materials by email or phone.

Social Security Ticket to Work Website

<http://www.socialsecurity.gov/work>

The Work Site, for all things Ticket to Work (TTW)

Southwest Autism Research and Resource Center (SARRC)

<http://www.autismcenter.org>

SARRC's mission is to advance research and provide a lifetime of support for individuals with autism and their families. SARRC undertakes self-directed research, serves as a satellite site for national and international projects and provides up-to-date information, training and assistance to families and professionals about autism.

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)

<http://www.challengingbehavior.org>

TACSEI is a five-year grant made possible by the U.S. Department of Education, Office of Special Education Programs. TACSEI takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates FREE products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day.

Technical Assistance Coordination Center (TACC)

<http://www.taccweb.org/desc.html>

The Technical Assistance Coordination Center (TACC) is designed to support the efforts of the Office of Special Education Programs (OSEP) to maintain and increase ongoing communication, collaboration, and coordination among the 40+ centers in OSEP's Technical Assistance and Dissemination (TA&D) Network, and to expand activities between OSEP's centers and other relevant federally funded TA&D Centers, national professional organizations, and a broad spectrum of stakeholders. The goal of their work is to ensure that States have high quality, coordinated TA focused on improving educational results and functional outcomes for infants, toddlers, children and youth with disabilities and their families. The TACC's work includes: (a) integrating in one place and on one platform the technology tools that TA&D centers use to provide data on the information and activities they make available (e.g., the Portal, the Matrix, the IDEA Web site, the Discretionary Database, and various listservs); (b) coordinating conferences and meetings; (c) managing the Proposed Product Advisory Board that collects data on products proposed within the network; and (d) encouraging communication and coordination between OSEP-funded centers through various workgroups, listservs, and the TA Communities of Practice.

Texas Statewide Leadership for Autism

<http://www.txautism.net/manual.html>

This website provides a mechanism to access training, technical assistance, support, and resources for educators who serve students with autism. It offers a comprehensive manual, the Texas Autism Resource Guide for Effective Teaching (TARGET), on interventions and assessment as well as online training modules. Information is also available for Spanish.

Tinsnips

<http://www.tinsnips.org>

Tinsnips is a special education resource that strives to share a variety of specialized teaching tools, techniques, worksheets, and activities with teachers of students who have ASD and related developmental disabilities.

UM-NSU CARD

<http://www.umcard.org/>

UM-NSU CARD is a comprehensive outreach and support program serving people with ASD and related disabilities, their families, and the professionals who work with them.

University of North Carolina Transition Modules

<http://community.fpg.unc.edu/connect-modules/learners/module-2>

The University of North Carolina has a module on transition planning that includes new ways to support children's preparation for and adjustment to new environments.

Utah Personnel Development Center: Free Progress Monitoring Program

www.updc.org/assessment

This site provides a free user-friendly Excel based program that can be used to track curriculum-based data. It is intended to be used to help identify students struggling in any of multiple academic areas, develop interventions to support them at any level of the 3-Tier PBS model, and progress monitor the effectiveness of the intervention(s) and the students' response to the intervention(s).

Virginia Autism Resource Center (VARC)

<http://www.varc.org>

The center's mission is to provide training, case consultation, and information to parents and staff serving individuals with autism and related disorders.

Virginia Career VIEW

<http://www.vaview.vt.edu/>

The Virginia Career VIEW site is designed for youth grades K-8, parents and teachers. This site helps students explore career interests. The site is interactive with many resources. There is an opportunity for children to play over 20 career exploration games, discover books about their career interest, tips and ideas to help students do better in school. Older students can begin a college search based on their interests. Teachers and parents will learn about workshops and various activities that engage youth in discovering a broad variety of careers.

West Virginia Autism Training Center

<http://www.marshall.edu/coe/atc>

The West Virginia Autism Training Center (WV ATC) is a statewide, state funded agency that provides support to individuals with autism spectrum disorders as they pursue a life of quality. The main model of direct intervention is the Family Focus Positive Behavior Support Model. The WV ATC also sponsors the College Program for Students with Asperger Syndrome. This program supports students throughout their college experience, leading them to a Bachelors and/or Masters Degree at Marshall University.

What is Functional Assessment? – Pacer Center

<http://www.pacer.org/parent/function.asp>

This is an article on FBA written specifically for parents.

Work Incentives Website

<http://www.chooseworkttw.net/wise/jsp/wise.jsp>

You can register for one of their monthly, national Work Incentives webinars

World Autism Organization (WAO)

<http://www.worldautism.org>

This site is dedicated to increasing knowledge of ASD throughout the world. It contains information on interventions and supports, available resources, current news, links, etc. Its goal is to improve quality of life for individuals with ASD and their families.

The Ziggurat Group

<http://www.texasautism.com>

This website offers numerous articles and resources for clinical and assessment services. Articles address functional behavior assessment, comprehensive planning, and evidence-based practices.