

## Priority: Training and Education for Childcare Personnel

This is a typed summary of all small groups’ comments and feedback on the draft plan to improve systems of health care and related services for children and youth with Autism Spectrum Disorders (ASD) and other developmental disabilities (DD) in Central Maryland including Anne Arundel, Baltimore, Baltimore City, Carroll, Harford, and Howard Counties as well as across the entire state. Groups’ comments and feedback are in red type. Areas highlighted in yellow indicate that there was not enough information on written group feedback forms to be sure of the meaning.

### Strategy: Train Providers

#### Comments:

- Additional training topics: developmental screening, sensitive conversations with parents/ communication skills; how to do a parent conference; behavior management ( typical vs. atypical)
- Service coordinators need to be better trained

Time Table	Now-expand
CURRENT Partners	<p>Maryland Behavioral Health Integration in Pediatric Primary Care (B-HIPP), PACT; Arcs in all counties, Karasik Family Infant and Child Care Center (KFICCC) and other programs.</p> <p>Maryland State Department of Education (MSDE), Maryland State Department of Health and Mental Hygiene (MDHMH)</p> <p>American Academy of Pediatrics, Maryland Chapter (MD AAP)- Edisa Padder; Maryland Family Network- Steve Rhodes; local nonprofit training groups that already have relationships with childcare</p> <p>Kennedy Krieger Institute – Barbara Obst; DC Behavioral Health Association; Dr. Sunil Masra (Worcester County)</p> <p>Comment: PACT lacks funding to train providers due to budget cuts</p>
POTENTIAL Partners	<p>Maryland Coalition of Families for Children’s Mental Health (MCF); Pathfinders for Autism (PFA); Leadership Education in Neurodevelopmental and Related Disabilities (LEND) , The Maryland Out</p>

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*of School Time Network (MOST), Abilities Network All Children Together (ACT) Project  
Judy Center, child care centers, CEU certificates at community colleges (Goucher College has a  
program), Office of Child Care.*

*All Local Health Departments, Arcs in every jurisdiction, Developmental Disability Administration's  
(DDA) service coordinators, Kennedy Krieger Institute, Parent Teacher Association (PTA).*

*Licensing Division of Child Care: Maryland State Department of Education approved a list of  
trainers, Childcare Choices in Frederick and Carroll Counties, Center for Autism and Related  
Disorders (CARD) at Kennedy Krieger Institute (KKI).*

*Maryland Family Network, Maryland Center for Developmental Disabilities (MCDD), Maryland  
State Department of Education (MSDE), Maryland SEFEL (Social Emotional Foundations of Early  
Learning) Partnership, Down Syndrome Society and Congress, State Health Improvement Process  
(SHIP) Annual Conference, Government Transitioning Youth Council.*

*Maryland Association of School-based Health Centers, Centers for School Mental Health*

*Caring Communities – Mona Freedman; Anne Arundel Co. Community College; Early Childhood  
Advisory Council; Arundel Child Care Connections; all disability related groups for resources;  
Howard Center for Sickle Cell/ Faces of Our Children*

*Licensing Division for Childcare- MSDE approved training; Frederick County – Childcare Choices;  
Specialized Health Needs Interagency Collaboration (SHNIC) – entire state; Center for Autism and  
Related Disorders*

*Community Colleges – existing curriculum could be expanded; Maryland Chapter of Committee on  
School Health*

### Existing Initiatives

*Goucher College has a program, Community College with Certificate programs – Anne Arundel Co.,  
Child Care Resource Centers are providing training to child care providers now.*

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*Maryland Learning Links, Developmental Disability Council currently funding Family Network to develop e-learning for childcare providers (12/13), Maryland Center for Developmental Disabilities (MCDD) Adolescent Transition Series.*

*Baltimore City Childcare Resource Center, Child Locate exists in Baltimore City and County, training for childcare providers through Race to the Top initiative to screen for autism, Maryland Family Network.*

*Maryland Race to the Top (RtT) project 7- Early Learning training to include childcare; Kennedy Krieger Institute – pediatric development clinic; Center for Autism and Related Disorders (CARD)- evidence-based practices*

*Local schools – Maryland State Department of Education (MSDE) has a specific to autism training program for teachers; MSDE’s Office of Child Care; Prince George’s Co. Health Department Infants and Toddlers program; Judy Hoyer Center; Early Head Start*

*Maggie’s Light- Community Works program; Johns Hopkins University; Abilities Network – website/brochure; Dr. Sunil Masra ( Worcester County)*

*Comment: What happens after Race to the Top funding is dried up?*

### Related Resources

*Autism Society in Howard County, Autism Society of America, Office for Genetics and People with Special Health Care Needs (OGPSHCN).*

*CMS (Centers for Medicare and Medicaid) needs to better train school system; third party billing offices*

*Online resources; Maryland Family Network online training; Mt. Washington Developmental Clinic; Infants and Toddlers Childcare Guide.*

*Centers for Disease Control and Prevention (CDC) ‘Learn the Signs. Act Early’ materials; Psychiatric Rehabilitation Program (PRP)*

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**Strategy:** Establish a statewide, universal education and training system using a tiered approach that is available to all public and private providers in Maryland serving individuals on the autism spectrum across the lifespan\*

*Comment:*

*Expand to “and other developmental disabilities” Also, how can we expand it to other developmental disabilities?*

Time Table	??
CURRENT Partners	<p><i>Local Education Agencies; Maryland State Department of Education; Local Infants and Toddlers programs; Maryland Department of Health and Mental Hygiene; PACT.</i></p> <p><i>There are best practice approaches that need to be researched.</i></p>
POTENTIAL Partners	<p><i>This was a recommendation in the Maryland Commission on Autism’s final report in Fall 2012. We don’t know if it will be acted on.</i></p> <p><i>Maryland Center for Developmental Disabilities (MCDD); Arcs; Autism Now; Pathfinders for Autism; the Parents’ Place of Maryland; University of Maryland – or some other place that designs training programs; Towson University; Rare and Expensive Medicine (REM) Case Management; adult service providers (eg, Arc); Childcare Resources Centers; Strategic Plan for Maryland State Department of Education is going to be released.</i></p> <p><i>Families, employers, universities ( University of Maryland (School of Social Work); Towson University, Johns Hopkins University)</i></p>
Existing Initiatives	<p><i>Howard County Autism Society does Autism 101 training in collaboration with the Board of Education in schools;</i></p> <p><i>Universities are trying to improve education degree programs (University of Maryland Baltimore Co., Towson University, Johns Hopkins, Stevenson University)</i></p>

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	<p><i>Maryland Learning Links; Montgomery County Community College; Towson University. The Individuals with Disabilities Education Act (IDEA); Developmental Disabilities Administration (DDA); Division of Rehabilitation Services (DORS); One World Center for Autism (OWCA); National Center for Education Services (NCES)</i></p> <p><i>Anne Arundel Co. Infants and Toddlers Program partnership with Johns Hopkins; Hanen??(communication coaching program)</i></p>
<p><b>Related Resources</b></p>	<p><i>How can school administrators get access to family trainers in the state of Maryland?</i></p> <p><i>Transition coordinators; Office for Genetics and People with Special Health Care Needs (OGPSHCN); Pathfinders for Autism (PFA); Autism Society of America; American Academy of Pediatrics, Maryland Chapter (MD AAP)</i></p> <p><i>Maryland State Department of Education (MSDE); Institute of Education Sciences (IES)</i></p>
<p><b>Strategy: Expand existing training initiatives*</b></p> <p><i>Comment:</i></p> <ul style="list-style-type: none"> <li>- <i>The existing policy within schools needs to change to be able to address behavior management;</i></li> <li>- <i>Train teachers on Intellectual Disabilities and how to work with children with special needs</i></li> </ul>	
<p><b>Time Table</b></p>	<p>??</p>
<p><b>CURRENT Partners</b></p>	<p><i>PACT; Pathfinders For Autism (PFA)</i>  <i>Abilities Network; Prince George’s County Infants and Toddlers Program</i>  <i>Maryland State Department of Education (MSDE); Howard County Introductory Packet Center for Autism and Related Disorders (CARD) at Kennedy Krieger Institute.</i></p>

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POTENTIAL Partners	<i>Board of Education; Childcare Resource Centers; Hopkins Center for Autism.</i>
Existing Initiatives	<i>Easter Seals “Make First Five Count”  Towson University – Autism Certificate; Johns Hopkins – Autism Program; Developmental Disabilities Administration (DDA) – offers training to providers?; 9-minute video from Rebecca Landa – early detection</i>
Related Resources	<i>More practical experiences; National website (for training modules?)</i>
<p><b>Strategy: Evaluate the availability and effectiveness of current training opportunities for school personnel related to ASD/DD awareness; family/professional partnerships, classroom behavioral interventions; and other related topics*</b></p> <p><i>Comment: Need to establish federal grants and how grants are distributed</i></p>	
Time Table	Dependent upon local education agencies and/or Maryland State Department of Education willingness and resources
CURRENT Partners	<i>Howard County Autism Society offers an Autism 101 course for school personnel</i>
POTENTIAL Partners	<i>Local Education Agencies; Maryland State Department of Education, Family Support Centers; The Parents’ Place of Maryland (PPMD) There is a need for sensory-based interventions; committee reviews for <b>Balancing Incentive Program (BIPs)</b>; more collective approaches to behavior management strategies; parent group/advisory; Teacher Associations; Pathfinders for Autism; Autism Society. SECAC (Special Education Citizens’ Advisory Committee); Maryland Center for Developmental</i>

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	<p><i>Disabilities (MCDD)- together with University of Maryland can design evaluation tools.</i></p> <p><i>Verbal Beginnings Target Corporation ( Target behavioral consultants??); Humanum- contact though Developmental Disabilities Administration (DDA); Arc, Kennedy Krieger Institute (KKI)</i></p>
Existing Initiatives	<p><i>The Parents' Place of Maryland (PPMD); Maggie's Light program – expand to non-public schools</i></p> <p><i>Office for Oral Health; online modules (Anne Arundel Co.); Building Bridges</i></p>
Related Resources	<p><i>The Office for Genetics and People with Special Health Care Needs (OGPSHCN); Arc; money! - LISS (low intensity support services) through DDA (Developmental Disabilities Administration)</i></p> <p><i>Autism Speaks toolkits; Pathfinders for Autism toolkits (advocacy toolkits)</i></p>
Other Strategies	<ul style="list-style-type: none"> <li>- <i>Training specifically on how to speak to families about screening results</i></li> <li>- <i>Create a help line for childcare providers with Technical Assistance on concerns that come up with implementation</i></li> <li>- <i>Create modules to offer age-appropriate trainings</i></li> <li>- <i>Tie the training to improving achievement gap in schools; offer CMEs/ CEUs</i></li> <li>- <i>More CEU mandates for family and professional training</i></li> </ul>
Comments	<ul style="list-style-type: none"> <li>- <i>Also, train school transition facilitators and social workers regarding Department of Human Resource (DHR), Developmental Disability Administration (DDA)</i></li> <li>- <i>Develop brochure regarding health transition to be distributed at IEP team meetings. Home-school info communication.</i></li> </ul>

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- *Resource coordinators need mandatory training.*
- *Concerned that a statewide mandate for providers is unrealistic due to vast number and different levels of education and knowledge.*
- *There is a need for more CEU requirements around family-professional partnerships. Teacher education needs to be overhauled.*
- *Linkages need to be made to primary care/ medical homes. Also, Department of Social Services (DSS) social workers need to be trained on information to be able to disseminate it*
- *Training is needed for family life education! There is no mandate for students on certificate track to receive sex education. The Code of Maryland Regulations (COMAR) needs to be changed!*
- *Training is (should be??) cross-discipline (for example, educators train pediatricians, parents train educators, etc). Core training for technical assistance (should be available??) across all groups in need of training. Disseminate information (for example, today is the first time we all heard about Maggie's Light).*
- *There should be (better) networking among all MANSEF (Maryland Association of Nonpublic Special Education Facilities) schools who serve individuals with autism and other related disorders.*
- *Expand the existing training initiative from Race to the Top to screen for developmental disabilities that are not on*
- *All schools should have a PBS (Positive Behavioral Support Curriculum) and classroom expectations are no in line with developmental (progress??)*
- *Core Mental Health providers at Local Health Departments can do the training*

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- *Create a program on collaboration between local school systems and local autism nonprofits*
  - *For Maryland State Department of Education (MSDE) – mentor/train schools on in-service days*
  - *Concern: Maryland is very regionalized to create a universal training system; local schools systems are very autonomous*
  - *Take current school-based programs (wherein a medical professional is assigned to a particular school) as well as any nurses who work on campus at each school and use them as facilitators and trainers for teachers. They could explain specific health conditions to teachers during in-services.*
  - *One week intensive course with college credit to cover communication and leadership*
  - *Encourage Maryland State Department of Education to recommend module training to be included in required trainings; the training should be accessible and incentivized*
  - *Disagree with the need for a universal system of training and education. There is a need for specific training for all developmental disabilities*
  - *Tools/ needs assessment within each organization/school – measures and criteria to develop module training to improve areas with needed attention*
  - *Increase availability of expertise and training to all areas, including rural areas (webinars, online modules universally distributed)*
- Questions
- *Could there be a place to access trainers in Maryland by area of expertise with outstanding track records?*
  - *Can we combine the idea of resource mapping (conducted by Kennedy Krieger Institute) with the dissemination of information?*

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