

Lunch and Learn with VCU-ACE

Alicia Hart

An Introduction to the New VCU-ACE Early
Childhood Website and Resources

Housekeeping

- For educational and quality control, we will be recording this zoom session.
- By participating, you are consenting to being recorded.
- Before this session is shared, we will edit to remove identifying information to protect your privacy.
- The Q&A section will be removed and only be shared as an anonymous transcript

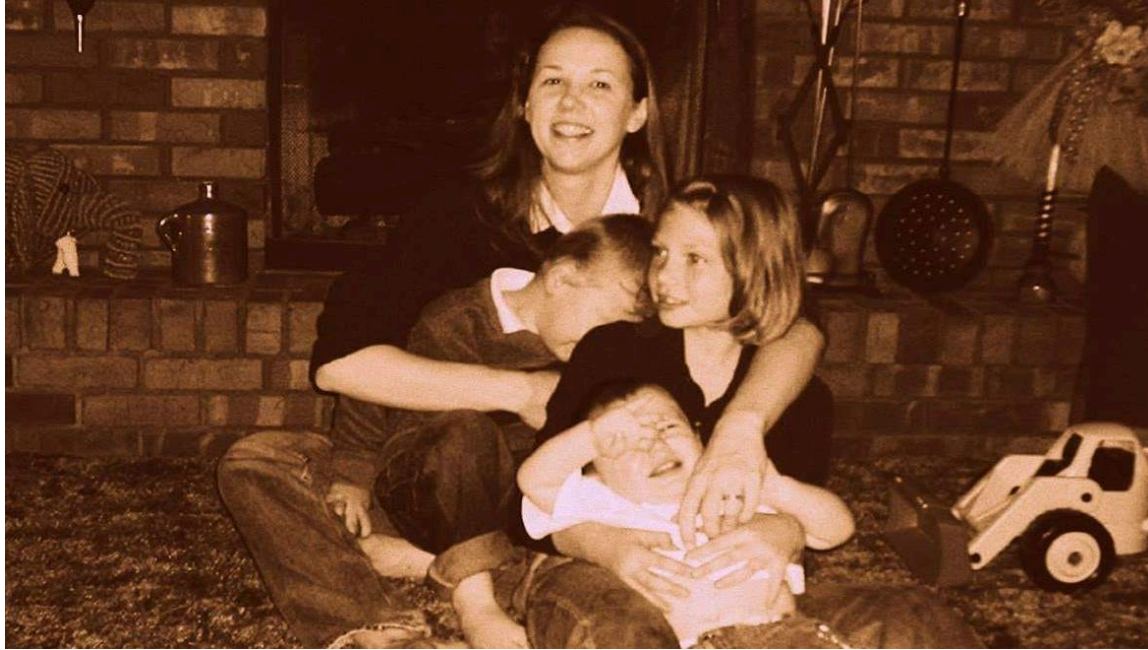
Today's Objectives

- Describe the development of new VCU-ACE early childhood training products and website
- Describe how to use the new VCU-ACE early childhood resources
- Describe future development of VCU-ACE early childhood resources for providers
- Discuss potential future topics for resources
- Questions and answer opportunities

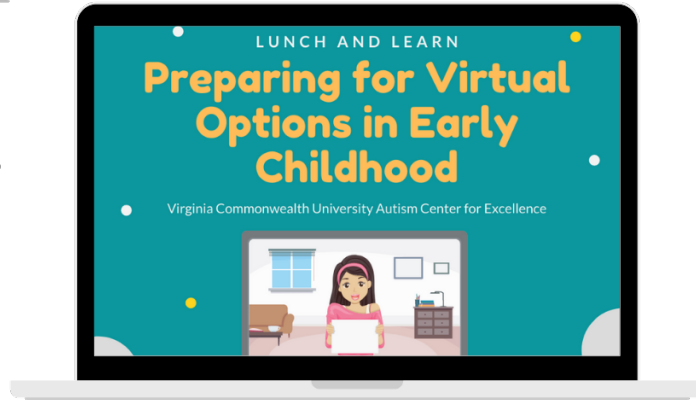
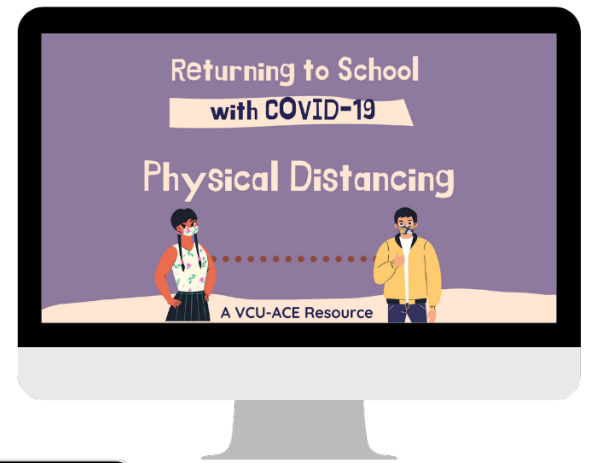
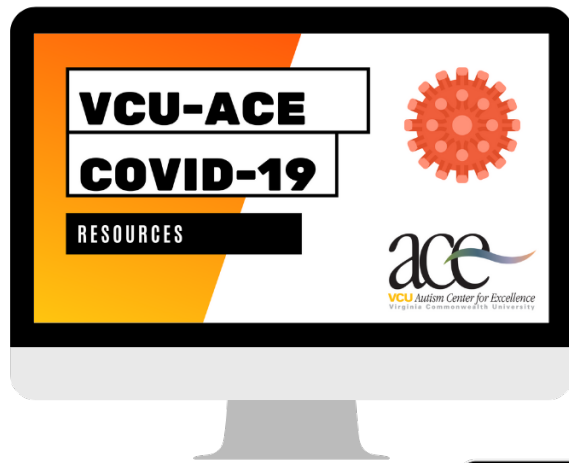
**Alicia Hart, Training
Associate at VCU-ACE**



- Foundations of ASD self-paced course
- The Parent Playbook self-paced course
- How To videos
- COVID-19 videos
- Early Childhood videos
- Project PASS
- Remote employee in Florida



Alicia Hart, Parent of Three: Skye, Ewan, and Vaughn. Ewan was diagnosed with ASD when he was 2 years old.



A lot happening
at VCU-ACE!

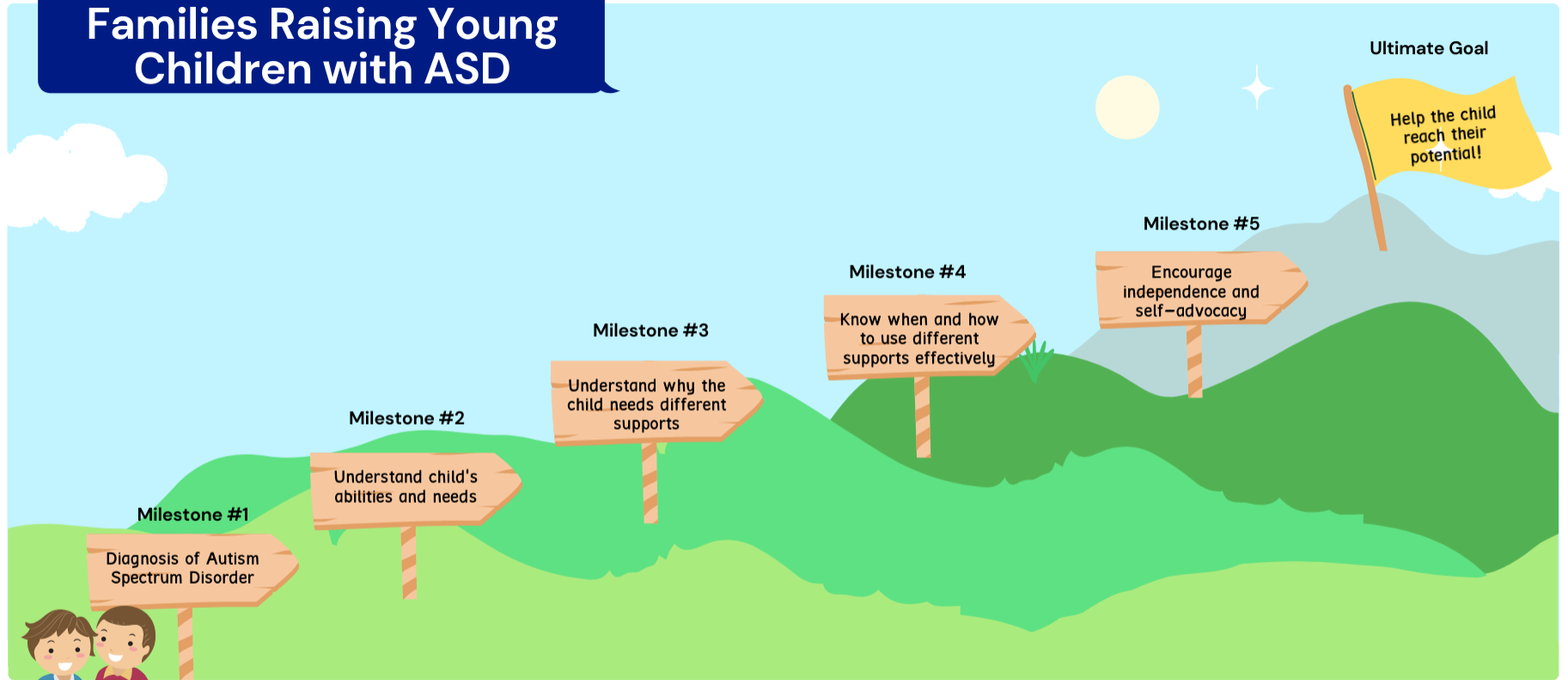


WELCOME

VCU-ACE is excited to welcome you to our new early childhood website! We have resources for families about raising and supporting young children with ASD. We also have resources for educators and providers as they learn more about ASD and how to use evidence-based practices.

[READ MORE](#)

Families Raising Young Children with ASD



1

When designing training products, the first goal is often just making sure everyone understands the diagnosis.

2

Once the basics are covered, a critical next step focuses on understanding the strengths, abilities, and interests of children with ASD.

3

Then, and only then, do we switch gears and focus on what supports are available and why they are important.

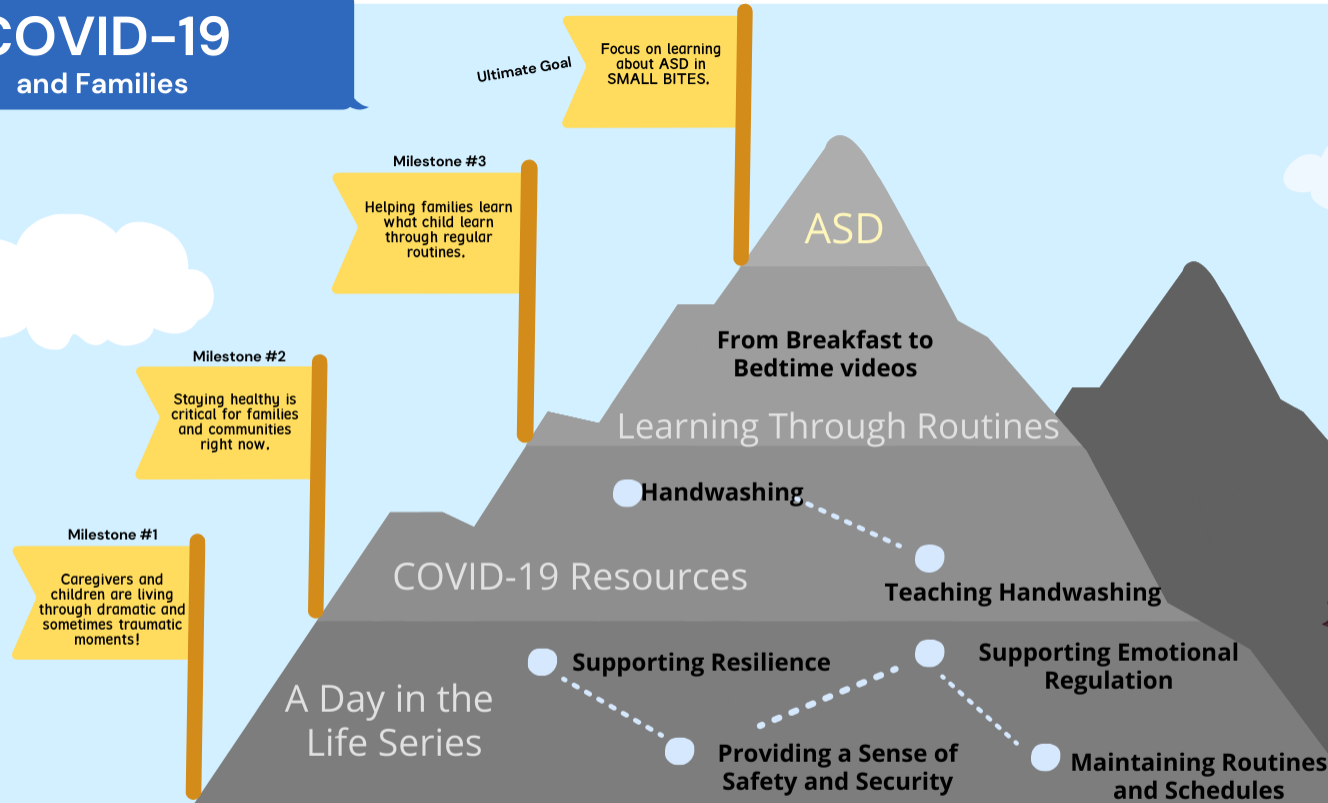
4

Once we've covered the what and the why of different evidence-based practices, then we move to knowing when and how to use them.

5

After all these critical steps are covered, then we move the focus towards encouraging independence and self-advocacy.

COVID-19 and Families



1

We can all agree that COVID-19 is an historical event. Our first goal was to support resilience in families through the Day in the Life videos.

2

Because COVID-19 requires more diligence to activities like handwashing, we wanted to make sure families were supported in teaching this skill.

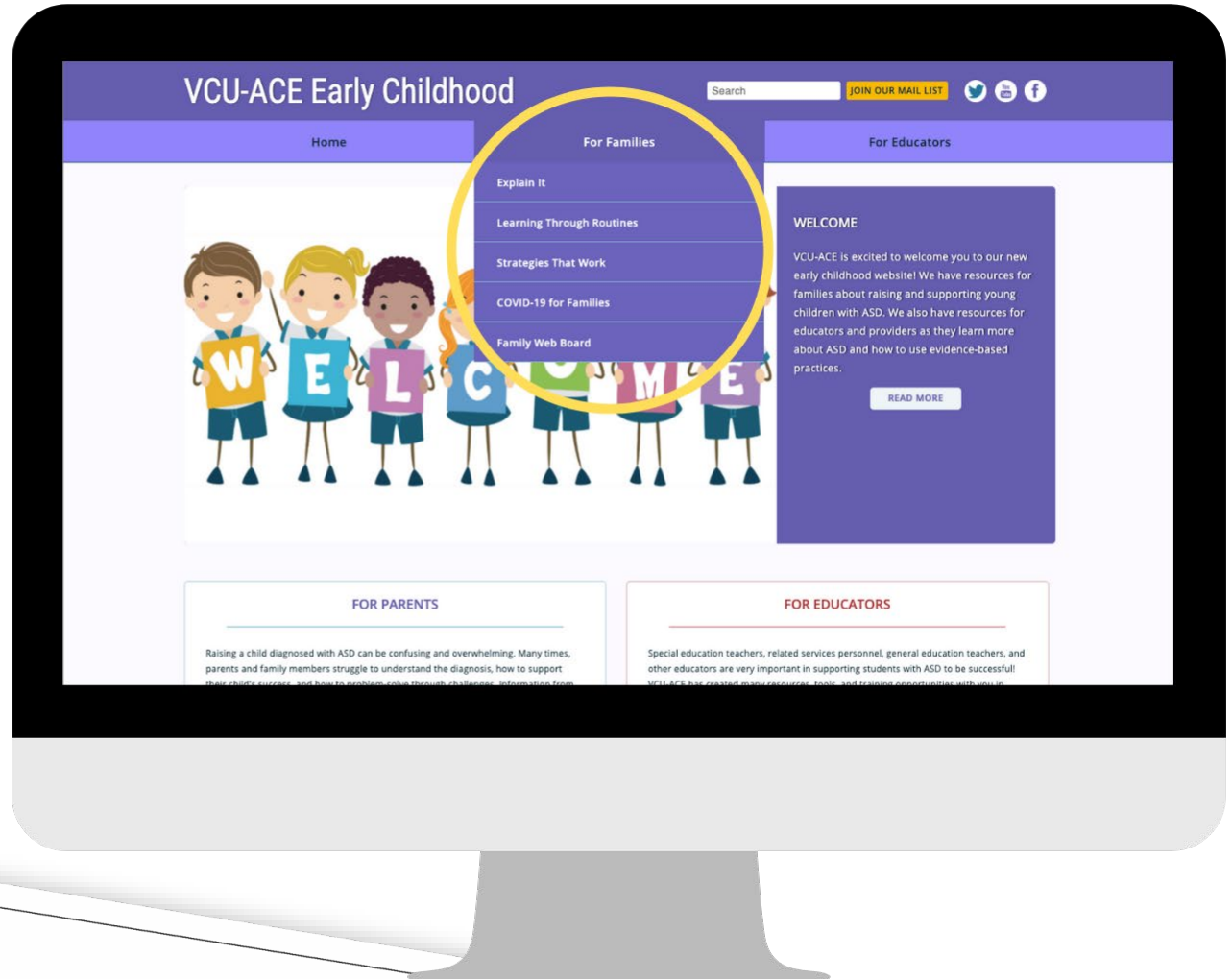
3

COVID-19 has disrupted many schedules and it's easy for families to feel like their child isn't learning when they aren't able to attend preschool. We wanted to show families how much children learn through daily routines!

4

Once we covered those three basic needs of families, then we moved toward building short, easy to digest products that help families understand more about ASD and evidence-based practices.

Resources for Families



HELP!

How am I supposed to get anything done when I'm working from home?

My child was just diagnosed with ASD!

What can I do **RIGHT NOW** to make my life easier?

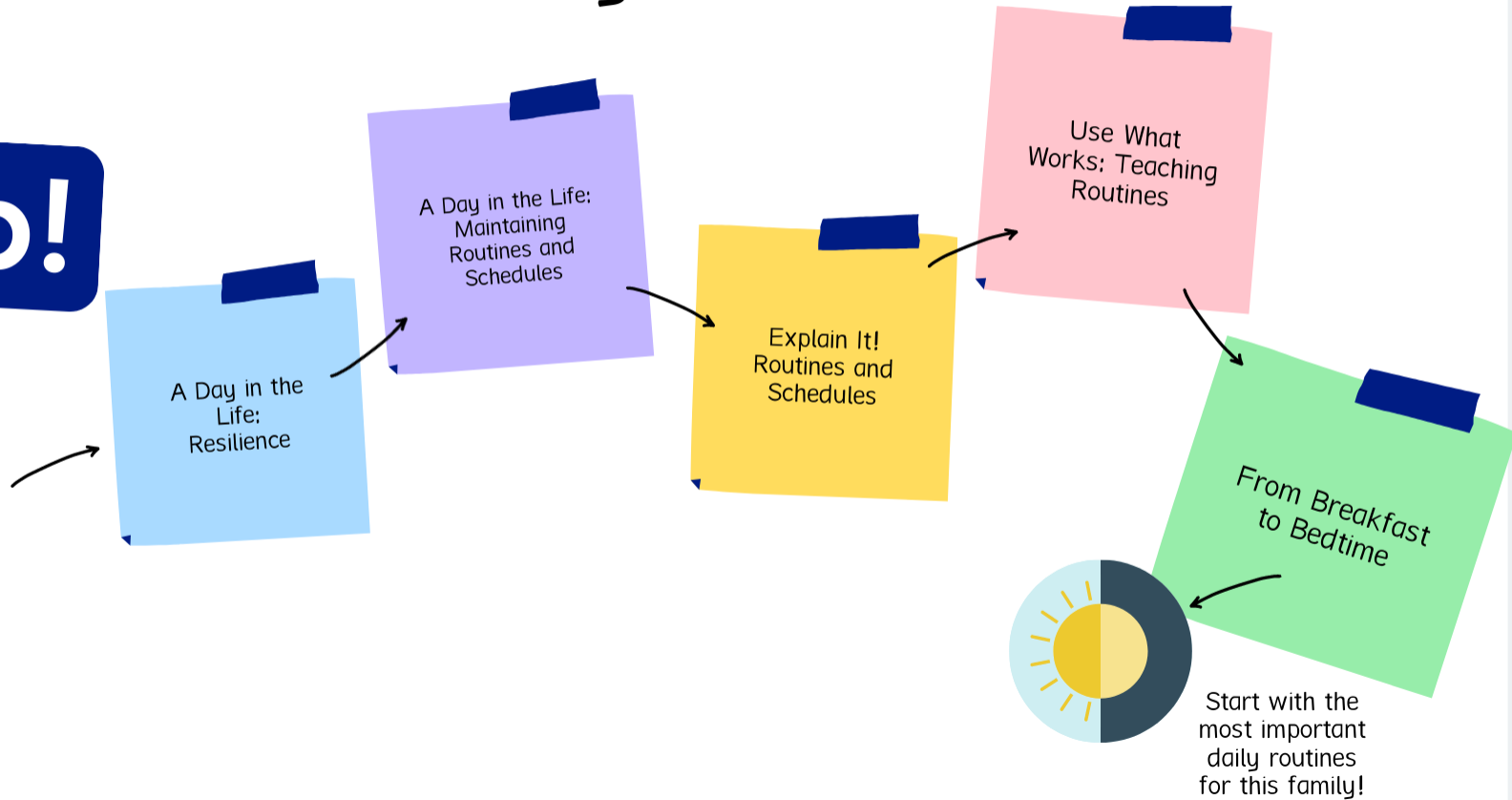
Everything is so chaotic right now!

With all this COVID stuff, I don't think I can handle a single extra thing right now!



Create a Learning Path!

Help!



HELP!

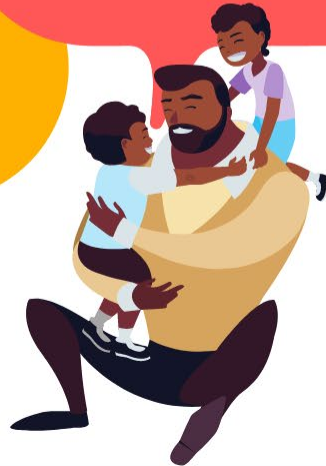
With all of *gestures
to 2020* I just don't
know how I can
focus on anything!

My child was just
diagnosed with ASD!

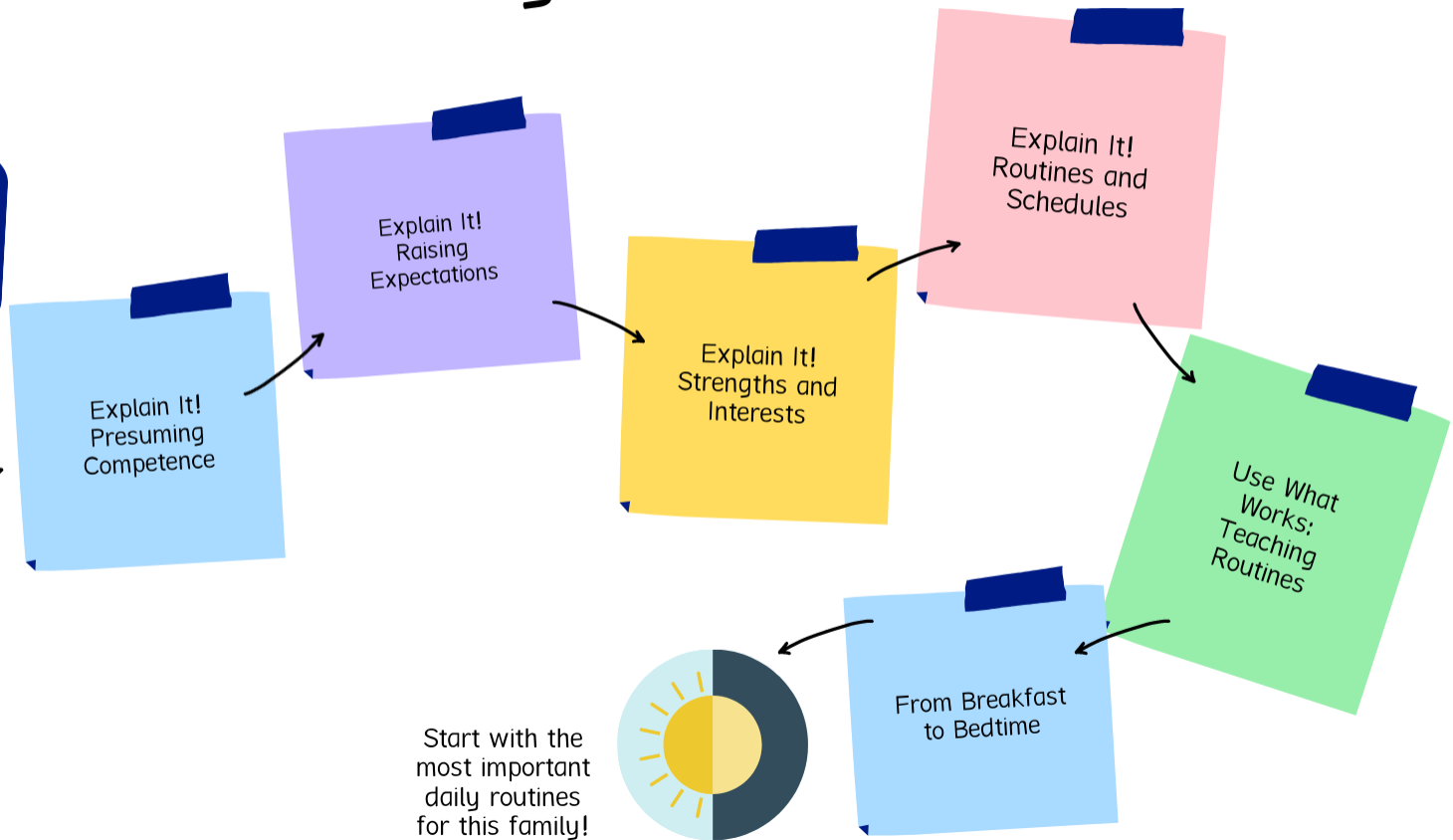
What can I expect
out of the next few
years?

I'm not really sure
what this means?

Where do I even start?



Create a Learning Path!



Project PASS

An early childhood professional development project designed to address professional growth among early childhood educators who are educating young learners with ASD and Developmental Delay.

- 1 Our first semester is spent reviewing foundational material in best practices, research in ASD intervention, and student goal development.
- 2 A critical component of the first semester is an intensive self-reflection process that helps participants understand their strengths and needs in 3 areas:



- 3 Participant then work with their VCU-ACE coach to develop an Action Plan that identifies an individualized Learning Path.
- 4 Participants then begin their learning path and are grouped with other participants who have similar strengths and needs. Coaching also begins at this point.

SETTING THE STAGE FOR LEARNING

- 1 Physical Structure
- 2 Visual Clarity
- 3 Visual Supports
- 4 Routines and Schedules
- 5 Transitioning
- 6 Providing Choices

INSTRUCTION

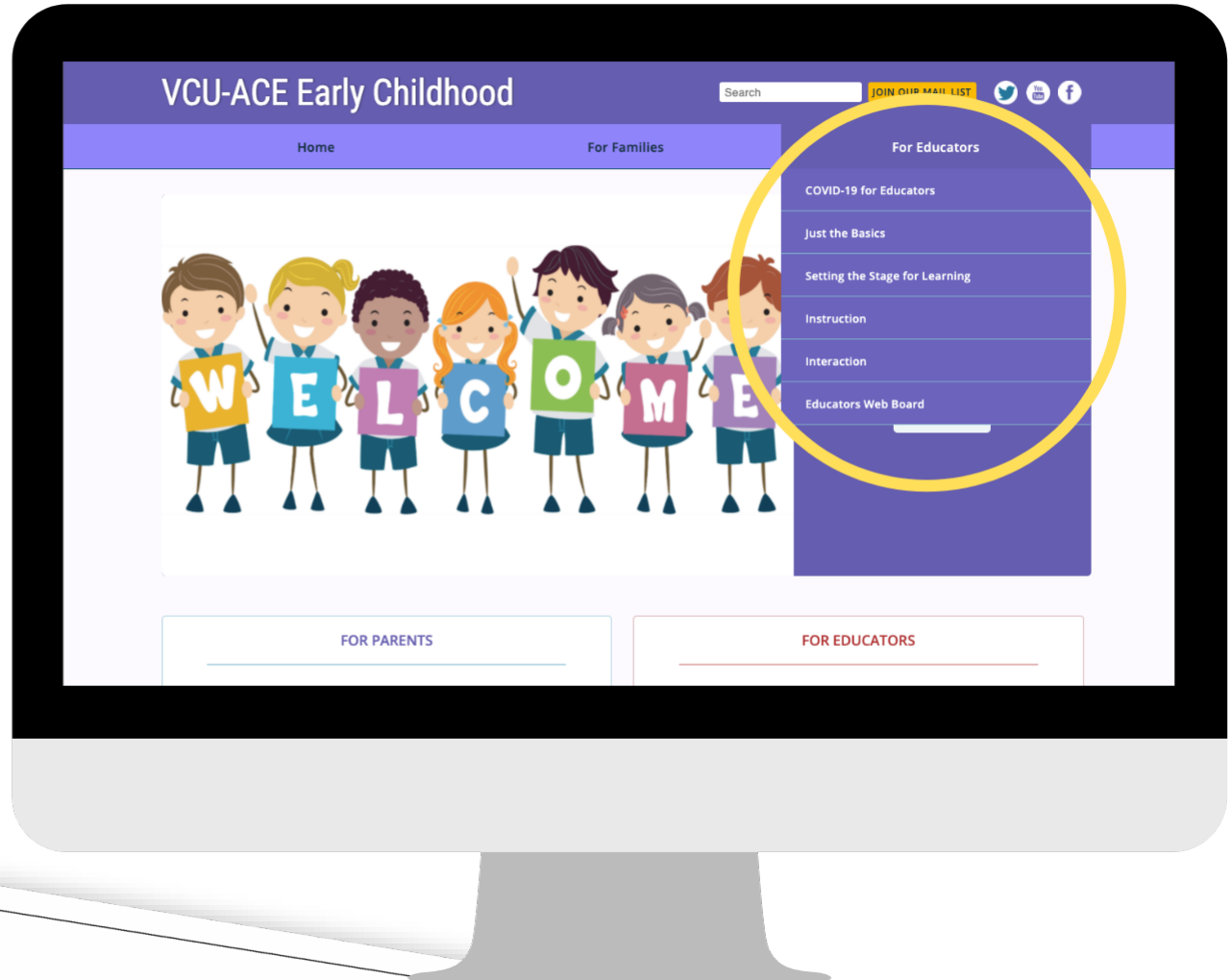
- 1 Task Analysis
- 2 Prompting
- 3 Visual Supports
- 4 Reinforcement
- 5 Learning Opportunities
- 6 Systematic Instruction

INTERACTION

- 1 Social Communication Development
- 2 Joint Attention
- 3 Augmentative and Alternative Communication
- 4 Functional Communication
- 5 Social Communication Tools
- 6 Play



Resources for Educators



Resources for
Families

Resources for
Early Childhood
Educators

WHO

WHAT

Resources that
can support
Early
Intervention

WHEN

**Autism
Spectrum
Disorder**

WHERE

Resources for
Child Care
Providers

WHY

HOW

Resources for
the Community

Resources that
Support the
Transition to
Kindergarten

Visit our websites to learn more!

www.vcuautismcenter.org/earlychildhood

www.vcuautismcenter.org

LiveChat



VIRGINIA DEPARTMENT OF
EDUCATION



Upcoming Topics

Date	Topic	Presenter
October 29, 2020	Workplace Readiness Toolkit	

Registration Link: <https://vcuautismcenter.org/te/lunchandlearn.cfm>

For questions or more information

Please visit:

www.vcuautismcenter.org/earlychildhood

Or

e-mail: autismcenter@vcu.edu