

Welcome!

Thank you for joining us! The webinar will begin shortly.



Finding and Using Online Information about ASD: Tips for Families and Professionals

Presented by Rebecca J. McCauley, Ph.D.

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Webinar Tips

- 1 Close any applications that use bandwidth or resources on your device
- 2 To submit a question, click "Questions" in the webinar panel and type in your question
- 3 To minimize the webinar panel, click the orange arrow in the upper left of the panel
- 4 If you experience computer audio issues, you can switch to "Phone call" in the "Audio" section of the webinar panel and use the dial-in information provided



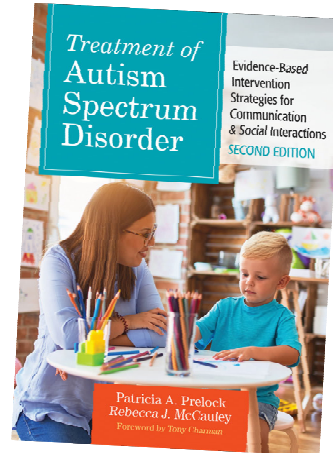
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Treatment of Autism Spectrum Disorder, Second Edition

To work effectively with individuals who have autism spectrum disorder (ASD), SLPs and other practitioners need in-depth knowledge on choosing and implementing interventions for communication and social challenges. The second edition of this bestselling textbook gives professionals the foundation they need to evaluate and compare today's widely used interventions—and determine which ones will promote the best outcomes for the people they serve.

<https://bpub.fyi/TreatmentofASD2e>

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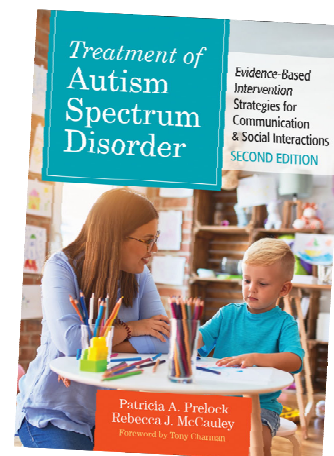
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Giveaway

We're giving away 3 FREE copies of
Treatment of Autism Spectrum Disorder, Second Edition!

Three attendees will be selected at random and emailed after the webinar. Submit your questions to increase your chances!

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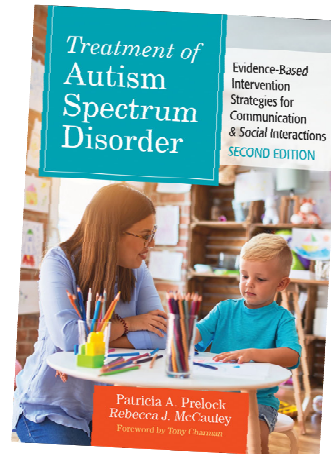


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Survey

At the end of the webinar, you'll be prompted to complete
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Finding and using online information about ASD: Tips for families and professionals

REBECCA MCCAULEY, PH.D., CCC-SLP
PROFESSOR, OSU

COFFEE CHAT – BROOKES PUBLISHING



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OBJECTIVES

At the end of our brief time today, audience members should be able to

- Evaluate websites for their likely accuracy and impartiality about ASD
- Identify reliable online resources families can use or share
- Identify additional sources for SLPs (as well as educators, OTs, PTs, and physicians)
- Develop a search plan

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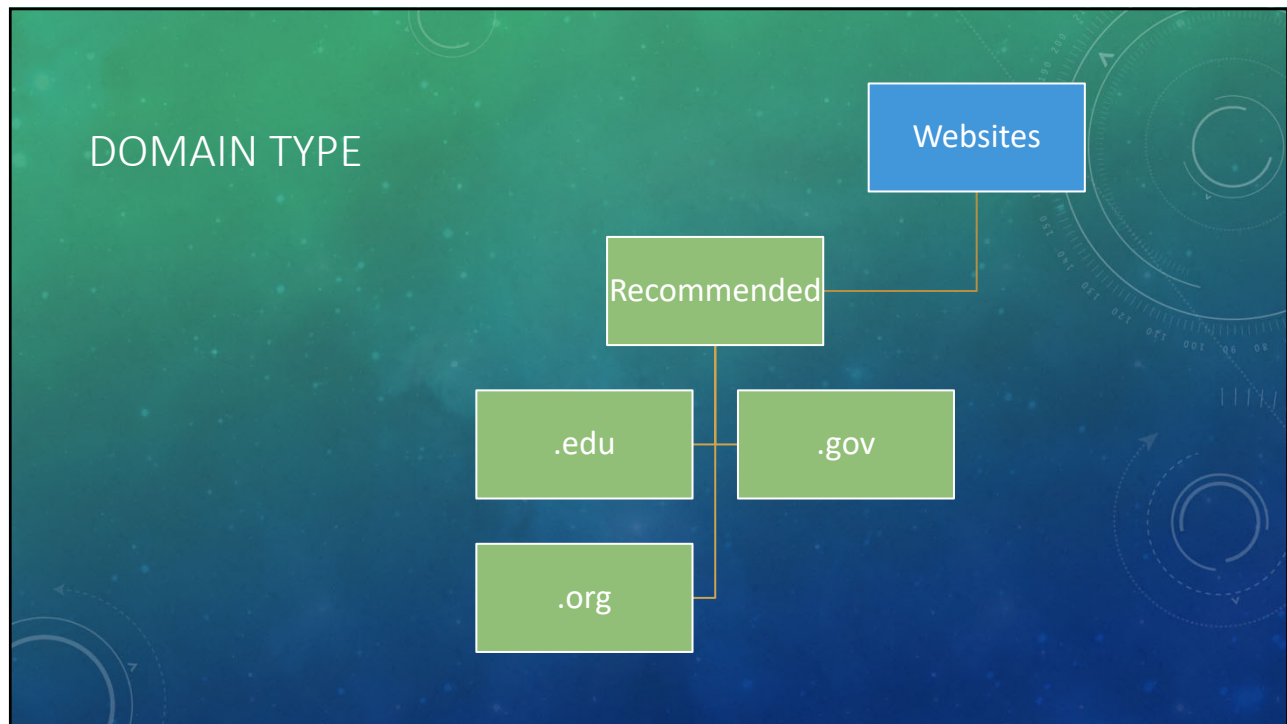


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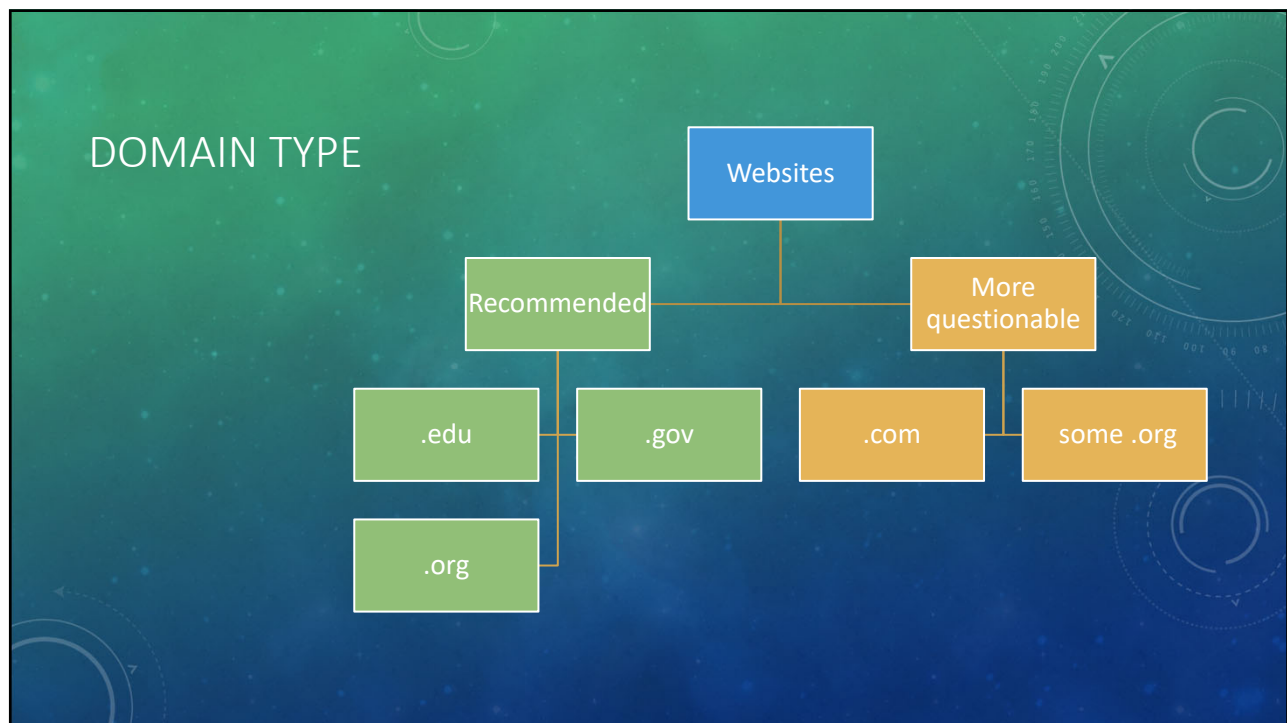
WEBSITES AS SOURCES OF INFORMATION

| Pros | Cons |
|---|--|
| <ul style="list-style-type: none"> • Presentation of wide-ranging perspectives • More easily accessible than published materials • User friendly writing | <ul style="list-style-type: none"> • Overwhelming in number • Misleading or even untruthful • Little or no way to track information over time |

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Website content should be “CUTER”

Criteria based on DISCERN developed for consumer health information (discern.org.uk), NIH (2011); Rogers, Dawson & Vismara (2012)

- Current
- Unbiased
- Trustworthy
- Evidence based
- Reasonable

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CURRENT

- Can you find dates for specific sources of information contained in the website?
- If you can, are they current?

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UNBIASED

- Does the website present multiple points of view or identify possible options rather than focus on only a single point of view?

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TRUSTWORTHY

- Was the website created and is it maintained by an individual or organization that seems likely to have the best interests of the users at heart?
- Does it contain content that seems designed primarily to sell you a product, assessment or treatment?

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EVIDENCE-BASED

- If the website claims to be evidence based, does it provide references to research so that you can review any research claims that are made?
- Does it provide more information from systematic research than from personal testimonials?

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REASONABLE

- Does the website discuss shorter- and longer-term risks as well as benefits of products and interventions?
- Are the described outcomes sensible or practical rather than grandiose?

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3 SOURCES FOR FAMILIES



- Diagnosis
- Treatment
- What they can do
- Living in the community
- Safety
- Transition to adulthood
- Sleep
- Haircuts

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First Words Project

- Based on research by Woods, Wetherby and colleagues (chapter 11)
- Includes many videos and downloadable documents about
 - milestones of children's gestural and verbal communication development and
 - interactions with objects
- Appropriate for a range of parents
 - from those who are curious about what to expect
 - to those who are seeking screening for their child, perhaps before pursuing contact with a professional.
- <https://firstwordsproject.com>
- <https://babynavigator.com> → <https://autismnavigator.com>

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Organization For Autism Research (OAR)

researchautism.org/resources

- An organization with a “singular focus on applied research and the quality and practical value of its resource materials” of interest to people with ASD, parents and professionals
- Kits for kids – Materials designed to facilitate elementary and middle school for children with ASD
- Eight Life Journey into Autism Guidebooks and some associated websites
 - Navigating the special education system (2012)
 - Transition guide to adulthood (2006)
 - A guide for military families (2019)

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National Autism Association– a parent-run advocacy group whose mission is “responding to the most urgent needs of the autism community”

Special attention to safety, abuse, crisis prevention and autism-related wandering prevention and response

- **NAA Big Red Safety box** – Designed for parents, educators, and first-responders. <https://nationalautismassociation.org/big-red-safety-box>
- **ATRIUM** – Autism Training Resources, Information and Materials – recorded webinars, training resources and materials – Mostly for parents but educators and first responders. <https://nationalautismassociation.org/family-support/programs/autism-atrium>
- **Give a Voice program** – provides communication devices for nonverbal and minimally verbal people with ASD

National Autism Association

<https://nationalautismassociation.org/>

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3 SOURCES FOR SLPS



The diagram consists of five blue hexagons arranged in a cluster. The top row contains 'Training' and 'Research'. The middle row contains 'Parent resources', 'Materials', and 'Challenging behaviors'. The bottom row contains 'Resources for colleagues'. The hexagons are interconnected, suggesting these sources are related and overlapping.

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ASHA: AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

Evidence-maps-Autism

- Structure of maps mirrors EBP components: Scientific evidence, clinical expertise and client perspectives
- Evidence is pre-evaluated, summarized, and when possible available for viewing

Practice-Portal-Autism

- Background, clinical roles, assessment, treatment in an informal style with many fewer references

Both sources require logging into asha.org

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OCALI: Ohio Center On Autism And Low Incidence Disorders

- AUTISM CENTER of OCALI - a variety of online print and video resources, primarily for educational settings but also for parents (e.g., a series of social narratives designed to support families during the 2020 COVID-19 pandemic)
- AIM (AUTISM INTERNET MODULES) – 48+ modules that include online case studies, instructional videos, pre- and post assessments and a glossary; Includes at least 24 modules associated with EB practices (Odom et al. 2013).
 - Modules available at no cost, but do require signing up
 - However, payment is required for certificates and credit options (through Ashland University)
 - CEU options are still in development
 - <https://autisminternetmodules.org/>

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NPDC: National Professional Development Center On ASD

- Steinbrenner et al. (2020) Evidence-based practices for children, youth, and young adults with autism. (140 page report).
- **Autism Focused Intervention Resources and Modules (AFFIRM)** - 1 ½- to 2-hour modules on 27 practices identified as EBP in Steinbrenner, et al., 2020.
<https://afirm.fpg.unc.edu/>

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2 SOURCES FOR EDUCATORS

NATIONAL EDUCATION ASSOCIATION

- Autism Resources for Teachers
- Links to instructional methods, activities, and materials; and links to specialty publishers.
- <https://www.nea.org/>

NATIONAL CENTER FOR PYRAMID MODEL INNOVATIONS

- Center funded to support implementation of multitiered supports supporting social-emotional competence for children from birth to age 5 at risk for or with identified developmental disabilities
- Training modules, videos, visual supports, scripted stories, forms, guides, handouts
- <https://challengingbehavior.cbcs.usf.edu/>

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WEBSITES FOR OTHER PROFESSIONALS

- **Occupational Therapists –**
 - Resources including a 2016 set of practice guidelines (the latter for sale)
 - <https://www.aota.org/Practice/Children-Youth /Autism.aspx>
- **Pediatricians –**
 - Website from the American Academy of Pediatrics – healthychildren.org
 - <https://www.healthychildren.org/English/health-issues/conditions/Autism/Pages/How-Doctors-Screen-for-Autism.aspx>
- **Physical Therapists –**
 - *Physical therapy guide to autism spectrum disorder*
 - <https://www.choosept.com/symptomsconditionsdetail/physical-therapy-guide-to-autism-spectrum-disorder>

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A POSSIBLE SEARCH STRATEGY

1. Be clear about what you are looking for –
 - Find a focus (e.g., sleep and autism, video modelling and autism)
 - Decide on how many locations you want to consider (1 really good one? 3 or 4 to be more comprehensive?)
2. Decide how to search
 - Visit websites of specific organizations, such as those discussed today (e.g., ASHA, Organization for Autism Research)
 - Use a search engine (e.g., google)
3. Keep a record of your search
 - Terms you used in your search engine
 - What came up in your search (remember don't necessarily look just at the first entries), including comments on whether the site is CUTER (current, unbiased, trustworthy, evidence based and reasonable)
 - The best part of the website, including those of interest, but not related to your current search

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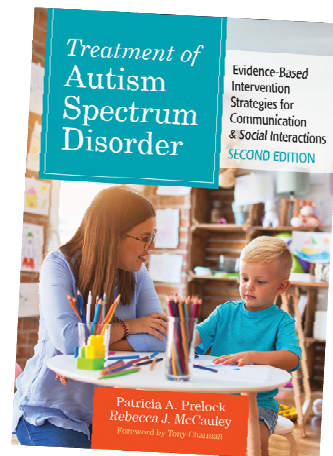
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COVID-19 Resources

- Recommended reading
- Downloadable resources
- Professional development webinars

<http://bit.ly/COVID-education>

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Get Your Certificate

<https://bpub.fyi/OnlineInfoASDcertificate>



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Thank you!

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