



Maine Autism Institute
for Education and Research

Quarterly Report of Progress Maine Autism Institute for Education and Research (MAIER) March 15, 2016

The Maine Autism Institute for Education and Research (MAIER) is a partnership of the University of Maine and the Maine Department of Education. MAIER was established at the University of Maine in 2014 to build statewide capacity to improve outcomes for individuals with autism spectrum disorder (ASD) through leadership, training, professional development, collaboration, and research.

During this academic year, MAIER will host 10 professional development opportunities, provide 6 days of training to 14 new Maine Autism Leader Teams, and offer three graduate level courses in ASD. To date, MAIER has completed 7 of the 10 PD offerings, 4 days of MALT training, and 2 course offerings. Please see our website for upcoming events and a list of graduate courses: <https://umaine.edu/autisminstitute/>

Indicators:

MAIER will deliver quarterly electronic reports to the Department describing the progress, barriers and status of preparing individuals to support students with ASD:

- Recipients of MAIER services by topic and by type of service provided and the type of participants, and the dates,
- Number of college credits or contact hours awarded for each relevant professional development event, and the number of individuals receiving the credits or contact hours during the reporting period.
- Contact MAIER to request syllabi, handouts, and presentation materials.

Date	Topic	Type	# of Participants	Contact hours or credits awarded
Fall semester 2015_August 31-December 18	SED 528: Educational Methods for Students with Autism	Graduate level course as part of the Graduate Certificate in ASD	12 students	3 credit hours to be awarded upon successful completion
September 15, 2015	MAIER PD Kickoff 2015: Functional Thinking: Behavioral Problem-Solving for Teachers	Professional development – Wells Conference Center - UMaine	59 participants with 54 completing the post survey	6 contact hours awarded



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September 17, 2015	Maine Autism Partners	Advisory group meeting – DOE Augusta	13 participants including Carole Martin as facilitator	Not applicable
September 24, 2015	MAIER Maine Autism Leader Team Training – Day 1 – North teams	Professional development – Jeff’s Catering – Brewer	62 participants across 6 MALT teams AOS 96 CDS Downeast LI – North MSAD 31 RSU 3 RSU 18	6 contact hours awarded
September 25, 2015	MAIER Maine Autism Leader Team Training – Day 2 – North teams	Professional development – Jeff’s Catering – Brewer	62 participants across 6 MALT teams	6 contact hours awarded
September 28, 2015	MAIER Maine Autism Leader Team Training – Day 1 – South teams	Professional development – Keeley’s Banquet Center – Portland	74 participants across 8 MALT teams Lisbon LI – South RSU 2 RSU 14 RSU 21 Sanford Wiscasset York	6 contact hours awarded
September 29, 2015	MAIER Maine Autism Leader Team Training – Day 2 – South teams	Professional development – Keeley’s Banquet Center – Portland	74 participants across 8 MALT teams	6 contact hours awarded
October 5, 2015	MAIER PD Autism and Literacy	Professional development – Jeff’s Catering – Brewer	62 participants with 56 completing the post survey	6 contact hours awarded
October 23, 2015	MAIER PD: Ziggung with the Ziggurat Model: Designing comprehensive	Professional development – Brunswick Hotel,	30 participants with 19 completing the post survey	6 contact hours awarded



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	interventions for high functioning individuals with ASD.	Brunswick		
October 29, 2015	MAIER Maine Autism Leader Team Training – Day 3 – North teams	Professional development – Jeff’s Catering – Brewer	62 participants across 6 MALT teams AOS 96 CDS Downeast LI – North MSAD 31 RSU 3 RSU 18	6 contact hours awarded
October 30, 2015	MAIER Maine Autism Leader Team Training – Day 4 – North teams	Professional development – Jeff’s Catering – Brewer	62 participants across 6 MALT teams AOS 96 CDS Downeast LI – North MSAD 31 RSU 3 RSU 18	6 contact hours awarded
November 1, 2015	MAIER Maine Autism Leader Team Training – Day 1 – South teams	Professional development – Keeley’s Banquet Center – Portland	74 participants across 8 MALT teams Lisbon LI – South RSU 2 RSU 14 RSU 21 Sanford Wiscasset York	6 contact hours awarded
November 2, 2015	MAIER Maine Autism Leader Team Training – Day 1 – South teams	Professional development – Keeley’s Banquet Center – Portland	74 participants across 8 MALT teams Lisbon LI – South RSU 2 RSU 14 RSU 21 Sanford	6 contact hours awarded

			Wiscasset York	
November 9, 2015	MAIER PD: Autism and Augmentative and Alternative Communication	Professional development – Bowdoin College, Brunswick	39 participants with 33 completing the post survey	6 contact hours awarded
December 7, 2015	MAIER PD Positive Behavioral Intervention and Support and ASD	Professional development – Jeff's Catering, Brewer	85 participants with 62 completing the post survey	6 contact hours awarded
February 29, 2016	MAIER PD Overview of PECS and the Pyramid Model	Professional development – Thomas College Waterville	52 participants – survey results not available at time of report	6 contact hours awarded
March 7, 2016	MAIER PD Coordinating the Medical and Educational Aspects of ASD	Professional development – Jeff's Catering Brewer	48 participants – survey results not available at time of report	6 contact hours awarded
Spring semester	SED 585: Communication in students with autism spectrum disorders	Graduate level course as part of the Graduate Certificate in ASD	15 students	3 credit hours to be awarded upon successful completion

Indicator:

MAIER will deliver quarterly electronic reports to the Department describing the pilot data and ongoing use of the program assessment tool and action plan used by schools and agencies.

Currently, 24 Maine Autism Leader Teams are piloting the ASD Program Self-Assessment tool. Teams use the tool to review their delivery of services and practices and to develop action plans for system improvements. This tool is designed to focus on five essential component areas with specific indicators. The specific indicators help teams identify, develop and implement comprehensive programming from individual IFSP/IEP/Transition plans for students with ASD. A web-based version is in process. Pilot data will be available in September 2016.



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Indicator:

MAIER will deliver quarterly electronic reports to the Department describing the progress of MAP in developing a plan for collective impact for Maine.

The Maine Autism Partners collaborative successfully identified collective tables focused on autism initiatives in Maine. The group present at the September meeting reached consensus that this document will conclude the work of the Maine Autism Partners. This work demonstrates the need to share information between and within collective tables to ensure the needs of individuals with autism and their families are being addressed, and to support conversations about potential gaps in services. As identified in September, this work also will be used to support the planning conversations for the 2016 Autism Summit.

Indicator:

MAIER will deliver quarterly electronic reports to the Department that reports on the website materials.

The MAIER website and Facebook page are updated often with relevant and current information for professionals and families. <http://umaine.edu/autisminstitute/>
Facebook: <https://www.facebook.com/maineutisminstitute>

The MAIER electronic newsletter is housed on our website under the Pathways tab.

An electronic copy of our brochures for MAIER and the MAIER Family Partnership are found on our website under the About Us tab and the Family Partnership tab.

MAIER's Maine Family Partnership (MFP) is dedicated to providing outreach to individuals and families affected by autism spectrum disorders across the state of Maine. Together, MAIER staff and families work to identify issues of concern for Maine families and collaborate on projects to promote greater awareness and understanding, develop tools and resources, address access to services, and support research efforts. In addition, the MAIER MFP hosts educational and social events to offer families valuable information and resources, strengthen community ties, and encourage family-to-family networking and support. Download the [brochure](#) (left) for more information. Individuals with autism, parents and family members, and caregivers are welcome to join the MFP. Contact us to be placed on the MFP mailing list for news, event announcements, and other information. MAIER attended the 8th annual Southern Maine Autism Conference hosted by The Pine Tree Society and Spurwink on March 12, 2016. Additional family events included My Day to Play in partnership with the Maine Discovery Museum, December 6, 2015 and also on March 22, 2015.



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MAIER's [Maine Parent Guide to Autism Spectrum Disorders](#) is now available online and in print! This parent-friendly guide, a "roadmap" of sorts, was developed to assist families as they navigate the autism journey. In three booklets, the *Parent Guide* leads families from the initial question of "Does my child have autism?" to steps for obtaining needed assessments, connecting with educational and social services, and finding resources based on their needs. It includes an in-depth description of early childhood and special education services in Maine, a guide for transitioning from high school to adult services, and a Resource Guide that includes contact information for many services and supports across the state. The *Maine Parent Guide to Autism Spectrum Disorders* is enriched with personal stories, reflections, and suggestions from our parent group, lending a personal touch that reflects their experiences and knowledge gained from their own journeys. Family photos capture the joys and challenges of raising a child with ASD. Copies of the *Maine Parent Guide to Autism Spectrum Disorders* can be downloaded from [our website](#) or contact us for a print copy. If your agency or organization would like to receive multiple copies for distribution, contact us by phone (207.581.2352) or [email us](#) to discuss your request.

Early Start Denver Model: Research and Practice

In partnership with Maine Child Development Services, MAIER works to build sustainability for the training and professional development of primary service providers to improve Maine's ability to deliver necessary and highly effective services to young children with autism spectrum disorders.

Developed by psychologists Geraldine Dawson, Ph.D. and Sally Rogers, Ph.D., the Early Start Denver Model (ESDM) is an early intervention program designed to promote language, learning, and engagement for young children 12-48 months of age with autism spectrum disorder (ASD). ESDM is supported by the principles of developmental psychology and applied behavior analysis (ABA). Teaching interventions are delivered within play-based, relationship-focused routines. The ESDM curriculum is designed to address all areas of the child's development using ABA based teaching strategies that involve interpersonal exchange and positive affect, shared engagement with real-life materials and activities, adult responsiveness and increasing parent sensitivity to child cues, and focus on developing the child's verbal and nonverbal communication skills.

The three primary goals of the ESDM include:

1. Bringing the child into social relationships,
2. Following the child's lead when socially engaging the child, and
3. Developing play activities to support a child's learning.

The Maine Autism Institute for Education and Research (MAIER) has on staff four ESDM certified providers, and is supporting the training of an additional 5 ESDM certified providers. Contact MAIER for more information about the ESDM intervention and staff training.

ESDM by the Numbers

# Children currently served	# Children exited program (aged out)	Total # children served to date	# Primary Service Providers (PSPs) trained and active	# PSPs earned Maine fidelity of implementation
43	27	70	29	18

Family satisfaction survey results

In August 2015, MAIER implemented the Family Survey. This survey focuses on a family's satisfaction with their child's participation in the Early Start Denver Model. Families have the option of an electronic or paper version of the survey. Survey results are anonymous. For families choosing the paper version of the survey, a SASE is provided for anonymity.

Of the 27 families who have exited the ESDM services, 18 were eligible to participate in the survey. The other 11 families exited the program prior to the implementation of the survey. Of those 18 families, 12 have completed the optional survey. 100% of these 12 families indicated agreement and strong agreement with the progress and developmental growth of their child when participating in ESDM intervention. Below are open-ended responses from the family surveys. Contact MAIER for more information.

Imported from the electronic survey:

Text Response
This is a wonderful model and was very beneficial to our daughters growth and development. It's almost scary to think about where she would be today if she hadn't been fortunate enough to receive these services. It truly made a difference. I wish nothing but success for this program and all the future kids you will be helping.
I wish there was more connection and communication between CDS and the school systems for when children leave the ESDM model to go to schooling programs. We were always being told new additions to information once both sides heard one anothers.
great model, very helpful
My son had many issues with social interaction and with language. In the year I was in the program he made a lot of positive progress now playtime is very enjoyable and he goes to preschool where he has made new friends.
I wish our ESDM provider would move to live with us, she made the life soooo easy.
We couldn't be more thankful. Our son has learned so much and we can see just how PROUD he is of himself with these newly acquired skills. We'd love him no matter what, but there's a new joy in his eyes that makes our hearts melt.
This helped open up my child in so many areas that weren't open to him before and they helped us learn and modify thing to help him learn. This is a wonderful program and I'm happy with the results we got from this.



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Data sources to determine child progress and developmental growth are used including entrance and exit Battelle Developmental Inventory, the ESDM curriculum assessment, and parent report. The MAIER team is currently exploring other tools that are more sensitive to the showing growth for the characteristics of autism.