



# 2020-2021 Autism Spectrum Disorder Literacy Institute, Tier 1 Virtual Training

## WHAT:

This statewide institute will be conducted by nationally recognized experts on literacy and Autism Spectrum Disorder (ASD), Dr. Christi Carnahan and Dr. Pam Williamson. The institute content will focus on a balanced approach to literacy including instruction in phonemic awareness, fluency, vocabulary, reading comprehension, and writing. Each aspect of literacy will be linked to the unique cognitive, social, and communication issues inherent in ASD. Assessment strategies will include an overall estimation of the students' literacy abilities from interactive to independent, which will help teachers determine what additional literacy assessments may be needed to inform instruction. Measures of student outcomes and teacher outcomes will be incorporated into the project, developed by the presenters. **Adapting to virtual literacy instruction and assessment will be addressed.**

## WHEN:

All sessions will be from 12:30-3:30 (MT) on the following days:

November 2, 2020 (Monday)	January 20, 2021 (Wednesday)
November 19, 2020 (Thursday)	February 4, 2021 (Thursday)
December 4, 2020 (Friday)	February 17, 2021 (Wednesday)
December 15, 2020 (Tuesday)	February 26, 2021 (Friday)

## DETAILS:

**Target Audience:** The institute is ideally designed for teams of certified school members who work directly with students with autism spectrum disorder. Teams can include general and special education teachers, speech, and language pathologists, reading interventionists or other members who design/deliver literacy instruction. We have the capacity to accept 100 participants. Due to the limited number of spaces and the need to enroll professionals who are responsible for increasing literacy instruction, this course is not open to paraeducators. All accepted participants will be asked to share implementation information with parents, paraeducators, and administrators. To ensure fair representation across the state, the number of teams accepted to attend from each district/AU may be limited.

**CDE Certificate:** Participants must complete all eight sessions to receive a certificate of attendance (24 CDE hours). Partial credit will not be given.

\* Attending all eight sessions live is highly encouraged. The training will be recorded, but participants **MUST** attend at least six sessions LIVE. There will be no exceptions.

There will be an additional option for participants to have virtual coaching from the presenters for additional clock hours for a virtual project identified during the institute.

**Cost:** The Exceptional Student Services Unit of the Colorado Department of Education provides the funding for the presenters. There will be no reimbursement provided to participants.

### **APPLICATION FOR REGISTRATION:**

[https://www.surveymonkey.com/r/Literacy\\_Tier\\_1\\_2020\\_2021](https://www.surveymonkey.com/r/Literacy_Tier_1_2020_2021)

**Registration will close on October 19, 2020 at 5pm.**



Dr. Christina R. Carnahan is an associate professor of special education in the School of Education, College of Education, Criminal Justice, and Human Services at the University of Cincinnati. Additionally, Dr. Carnahan is the director of Advancement and Transition Services (<http://cech.uc.edu/education/ats.html>) within the School of Education. Dr. Carnahan's research interests include literacy and communication interventions for individuals with autism spectrum disorder and other complex communication and behavioral support needs, and creating efficient and effective instructional practices across the lifespan. Dr. Carnahan has published in journals such as *Exceptional Children*, *Journal of Special Education*, and *Focus on Autism and Developmental Disabilities*. She is also the co-author of two books including *Quality Literacy Instruction for Learners with Autism Spectrum Disorder* and *Facilitating Evidence Based Practice for Students with ASD: A Classroom Observation Tool for Building Quality Education*.



Dr. Pamela Williamson is a professor at the University of North Florida. She has experience working with individuals with autism and their teachers in the area of reading intervention and instruction. She has published numerous peer-reviewed articles related to reading and autism in journals such as *Exceptional Children*, *Focus on Autism and Other Developmental Disabilities*, *the Journal of Special Education*, *Intervention in School and Clinic*, and *Teaching Exceptional Children*. In addition, she is the coeditor of an award winning textbook, *Quality Literacy Instruction for Students with Autism Spectrum Disorders*, and has educated in-service educators, related service personnel, and families on this topic across the U.S.

Dr.