

An Introduction to the Autism Case Training (ACT): A Case-Based Curriculum

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Included opinions are those of the authors and do not necessarily represent the official position of the Centers for Disease Control & Prevention.

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An Introduction to the Autism Case Training (ACT): A Case-Based Curriculum

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An Introduction to the Autism Case Training (ACT): A Case-Based Curriculum

Special Thanks for assistance in
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UHCMC/Rainbow Babies & Children's Hospital

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Disclosure

- We have nothing to disclose

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Today's Objectives

- Describe the Autism Case Training (ACT) curriculum
- Provide examples of how the flexibility of the Autism Case Training makes it easy to incorporate into interdisciplinary training programs

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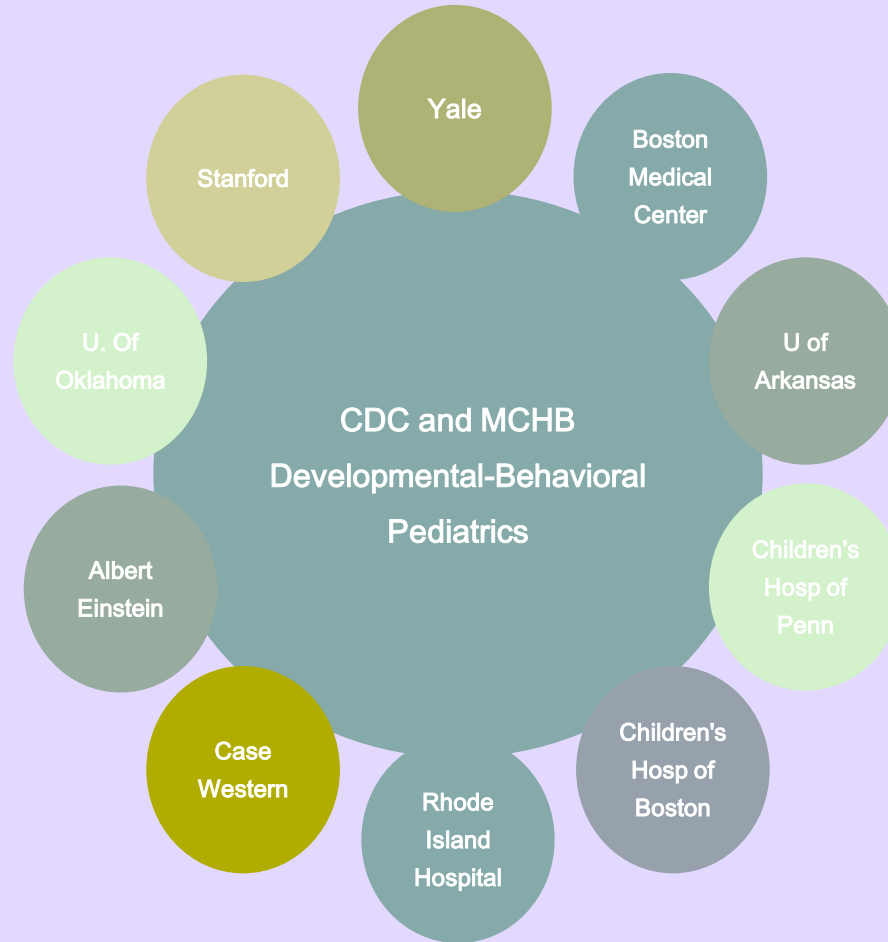
Autism Case Training:
A Developmental-Behavioral Pediatrics Curriculum

CURRICULUM BACKGROUND

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From Vision to Collaboration



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From Vision to Collaboration

- This graphic shows that multiple Universities nationwide collaborated to create the curriculum.

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Timeline



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From Vision to Collaboration

- This graphic shows the progress in curriculum creation and review over several years.

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CDC's *Learn the Signs. Act Early.*



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CDC's *Learn the Signs. Act Early.*

- This graphic shows an array of FREE materials available from the program.

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CONTENT

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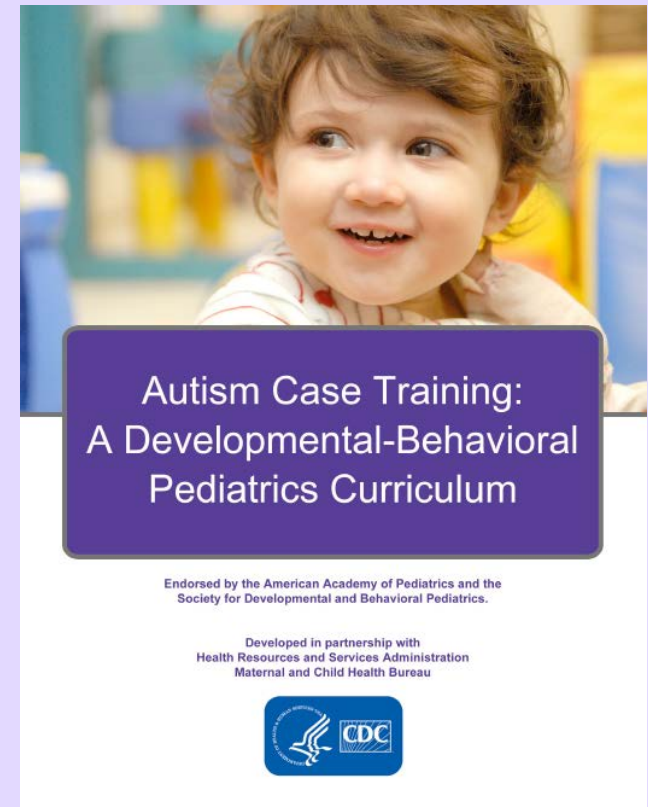
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Overview

- 7 cases
- Written by 23 authors
- Reviewed by 17 expert DB pediatricians
- Featuring:
 - 27 videos, 33 handouts
- Updated for DSM-5, M-CHAT R/F



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Curriculum Modules

Early Identification and Screening

Early Warning Signs of Autism

Screening for Autism

Diagnosis

Communicating Concerns: Screening and Diagnosis Results

Making an Autism Diagnosis

Caring for Children with ASD

Early Intervention and Education

Treatment for ASDs

Autism-Specific Anticipatory Guidance

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Curriculum Modules

- This graphic shows the 7 different modules covering 3 topic areas.

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At a Glance

	Autism Screening and Diagnosis	CAM approach	Genetics Family history	Referral	Early Intervention/ IFSP	Pre-school/ IEP	Family concerns	Medication	Behavior, Sleep, Eating Disorders
Early Warning Signs of Autism			X	X			X		
Screening for Autism	X			X			X		
Communicating Abnormal Results	X		X	X			X		
Making an Autism Diagnosis	X						X		X
Early Intervention and Education	X				X		X		
Treatments for Autism		X		X		X	X	X	X
Anticipatory Guidance				X			X	X	X

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Curriculum Modules At a Glance

- This graphic shows in which of the different modules select specific content may be found.

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Curriculum Formats

1. Classroom-based Curriculum

- Instruction downloadable from website
- Includes facilitator guides, customizable slide presentations, videos, and handouts

2. Online course completed independently

- Incorporates videos, handouts, as well as quizzes

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Sample from Facilitator Guide

Early Warning Signs of Autism

Case Study Part I

You are attending a family reunion and during a quiet moment, your cousin Elizabeth takes you aside and asks you what you think about the development of her son, Mark. She tears up as she tells you how worried she is about him. Mark will be 2 years old next month, and he seems so different from the other children on the playground. Although he is an affectionate and happy little boy, his behaviors can be so unpredictable. He is very shy and has terrible temper tantrums. It is usually impossible to reason with him. Small changes in his routine throw Mark off, and Elizabeth is worried that he won't be able to handle the crowd at this family gathering without causing a scene. You ask her what her pediatrician thinks.

Elizabeth tells you that Mark has been seen by his pediatrician, and she has expressed her concerns about his temper tantrums on a few visits. The doctor has told her to "give him some time; he is still young and will likely grow out of this phase." Mark enjoys going to the doctor's office because they have a large tropical fish tank, and he has generally been calm in that setting. Mark's doctors have all been very reassuring, and think he has a bad case of the "terrible twos."

You have been pre-occupied by your relatives, and you honestly haven't been paying too much attention to Mark. You know that your cousin is a doting and caring mother. Elizabeth and her husband, Sam, had fertility struggles, and she was thrilled to give birth to Mark after a grueling course of in-vitro fertilization treatments. You know that Mark was born full term without any complications. You heard that he was a fussy baby, but that he was otherwise healthy.

Distribute "Case Study Part I"

Slide 3

Case Study Part I: Discussion Question

After reading the case, ask participants, "What stands out to you about the mother's concerns?"

Slide 4

Case Study Part I: Potential Prompts

- 1.1 It is evident that Elizabeth is concerned about Mark's "shy" manner. What are typical social skills that most children obtain by 12 months? By 18 months? By 24 months?
- 1.2 How can you determine the difference between a child with a shy temperament and a child with an autism spectrum disorder?
- 1.3 As you begin to ask Elizabeth about her son, what other developmental milestones do you want to consider?

:30

Follow up with student responses to encourage more discussion:

- What in the case supports that?
- Why do you think that?
- What makes you say that?

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Sample from Facilitator Guide

- This graphic shows a sample of a guide for module facilitators.

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Facilitator Guide Icons

This case does not take place in a clinical setting. This unique setting and the role of the physician in addressing family medical concerns may provide an interesting line of discussion.

Distribute "Case Study Part II"

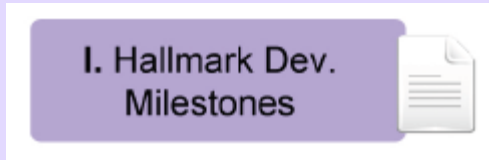
:30

- POST-IT NOTE – Tips and clarification
- CALL-OUT - Step-by-step teaching instructions
- :30 – Helps if have only 30 minutes to teach

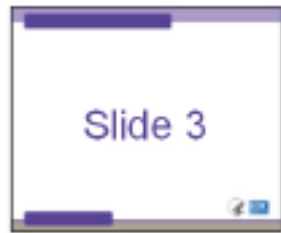
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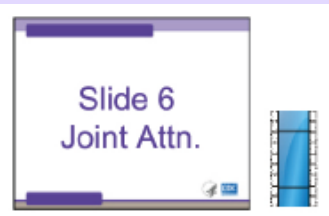
Facilitator Guide Icons



- PAPER - Handout could be introduced



- SLIDE - Optional slide presentation



- FILMSTRIP – Slide with a video

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Discussion Questions

Case Study Part I: Discussion Question

After reading the case, ask participants, “What stands out to you about the mother’s concerns?”

- Designed to spur discussion based on learners

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Potential Prompts

Case Study Part I: Potential Prompts

- 1.1 It is evident that Elizabeth is concerned about Mark's "shy" manner. What are typical social skills that most children obtain by 12 months? By 18 months? By 24 months?
- 1.2 How can you determine the difference between a child with a shy temperament and a child with an autism spectrum disorder?

- Provides questions for learners to prompt discussion

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Supporting Information for Potential Prompts

Supporting Information for Potential Prompts

1.1 *It is evident that Elizabeth is concerned about Mark's "shy" manner. What are typical social skills that most children obtain by 12 months? By 18 months? By 24 months?*

- 12 months: point and respond to name
- 18 months: joint attention (expresses an enjoyment in sharing an object or event with another person by looking back and forth between object and caregiver)
- 24 months: imitation, excitement/interest in other children, desire for attention

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Supporting Information for Potential Prompts

- This graphic shows an example of information and possible “answers” to the prompting questions for learners.

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Video Library



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Video Library

- This graphic shows an example from the extensive video library which supports the cases.
- The videos are included in the slide presentations and online cases.
- Additional videos are available.

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Video Selection Grid

Key: ● Most relevant case for video ○ Supplementary information about case in video

	Early Warning Signs of ASD	Screening for ASD	Communicating Concerns: Screening and Diagnosis Results	Making an ASD Diagnosis	Early Intervention & Education	Treatment for ASD	ASD-specific Anticipatory Guidance
Observation: Boy Drawing Bumpy	●						
Observation: Difficulty with Transitions: Joseph, 4 yrs. 4 mos.	●				○		
Observation: Dumping and Sorting, 2 yrs.	●						
Observation: Echolalia	●						
Observation: Eye Contact: Leighdonna, 2 yrs. 9 mos.	●			○	○		
Observation: Ice Cream Sequence	●						
Observation: Imitation: James, 3 yrs. and Alex, 2 yrs.	●	○					
Observation: Inability to Locate Body Parts: Sajid, 3 yrs. 1 mo.	●			○	○		
Observation: Inappropriate Play: Evan, 17 mos.	●			○	○		
Observation: Joint Attention: Noeliah, 15 mos.	●						
Observation: Lack of Response To Name: Evan, 18 mos.	●			○	○		
Observation: Looking at Book with Mom: Katalyn, 14 mos.	●						
Observation: Nathan & Ben: 1 yr. 7 mos.	●			○			
Observation: Pointing to Body Parts	●						
Observation: Reading Sequence	●						
Observation: Response To Name: Kyle, 12 mos.	●						
Observation: Shyness: Aelia, 3 yrs. 2 mos.	●						
Observation: Speech Milestones at 2 yrs.	●						
Observation: Temper Tantrum: Harrison, 3 yrs. 6 mos.	●						
Observation: Typical Play: Kyle, 13 mos.	●						
Observation: Typical Play: Richard, 2 yrs. 6 mos.	●						

Autism Case Training:

A Developmental-Behavioral Pediatrics Curriculum



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Video Selection Grid

Key: ● Most relevant case for video ○ Supplementary information about case in video

	Early Warning Signs of ASD	Screening for ASD	Communicating Concerns: Screening and Diagnosis Results	Making an ASD Diagnosis	Early Intervention & Education	Treatment for ASD	ASD-specific Anticipatory Guidance
Interview: Comments on Getting Diagnosis: Caryn, Mom of Riley		●	○	○	○		
Interview: Comments on Getting Diagnosis: Lynda and David, Parents of Wynston		●	○	○			
Interview: Mom of Gabriel, Nathan, & Ben		●	○	○	○		
Interview: Search for a Diagnosis and the Importance of Early Intervention: Mom of Ryan, Mann, & Liam		●	○	○	○		
Communicating Concerns: Screening and Diagnosis Results, Part I			●	○			
Communicating Concerns: Screening and Diagnosis Results, Part II			●	○			
Communicating Concerns: Screening and Diagnosis Results, Part IIB			●	○			
Interview: Comments on Getting Diagnosis: Raquel and Anthony, Parents of Sai, Ethan, & Evan		○	●	○			
Observation: ABA: Stephon, 2 yrs. 6 mos.					●	○	
Observation: ABA: Wells, 2 yrs. 8 mos.					●	○	
Observation: Fun with Bouncing Ball (Physical Therapy): Gabriel, 3 yrs. 7 mos.					●	○	
Observation: Working on Expressive Language: Leighdonna, 2 yrs. 9 mos.					●	○	
Observation: Working with PECS: Antonio, 3 yrs. 1 mo.					●	○	
Observation: Early Intervention: Feeding					○	○	●
Interview: Sleep Disorders: Caryn, Mom of Riley						○	●
Observation: Feeding Problems							●
Observation: Special Food Preparation					○		●

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Video Library

- This graphic illustrates the Video Selection grid available to help find appropriate supporting content.

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Handouts

Your Child at 18 Months (1½ Yrs)



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by the end of 18 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- Likes to hand things to others as play
- May have temper tantrums
- May be afraid of strangers
- Shows affection to familiar people
- Plays simple pretend, such as feeding a doll
- May cling to caregivers in new situations
- Points to show others something interesting
- Explores alone but with parent close by

Language/Communication

- Says several single words
- Says and shakes head "no"
- Points to show someone what he wants

Cognitive (learning, thinking, problem-solving)

- Knows what ordinary things are for; for example, telephone, brush, spoon
- Points to get the attention of others
- Shows interest in a doll or stuffed animal by pretending to feed
- Points to one body part
- Scribbles on his own
- Can follow 1-step verbal commands without any gestures; for example, sits when you say "sit down"

Movement/Physical Development

- Walks alone
- May walk up steps and run
- Pulls toys while walking
- Can help undress herself
- Drinks from a cup
- Eats with a spoon

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't point to show things to others
- Can't walk
- Doesn't know what familiar things are for
- Doesn't copy others
- Doesn't gain new words
- Doesn't have at least 6 words
- Doesn't notice or mind when a caregiver leaves or returns
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

The American Academy of Pediatrics recommends that children be screened for general development and autism at the 18-month visit. Ask your child's doctor about your child's developmental screening.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1996, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISORS OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

www.cdc.gov/actearly | 1-800-CDC-INFO



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Handouts

- This graphic shows an example of one of the many Handouts available with the curriculum.

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SAMPLE CASE

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Early Warning Signs of Autism Spectrum Disorder

Autism Case Training: A Developmental-Behavioral Pediatrics Curriculum

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Carol Weitzman, MD, Yale University School of Medicine
Jana Thomas, MPA, Porter Novelli

Learning Objectives

- 1. Identify key social-emotional and language milestones through 24 months of age.*
 - Describe typical social skills.
 - Identify expected language milestones.
 - Identify expected play skills by age.

Learning Objectives

2. *Recognize the major early warning signs of ASD.*
 - Identify key red flags for ASD.
 - Recognize the difference between a typical temper tantrum and one of a child with ASD.

Part I

- You are attending a family reunion, and during a quiet moment, your cousin Elizabeth takes you aside...

What stands out to you about the mother's concerns?

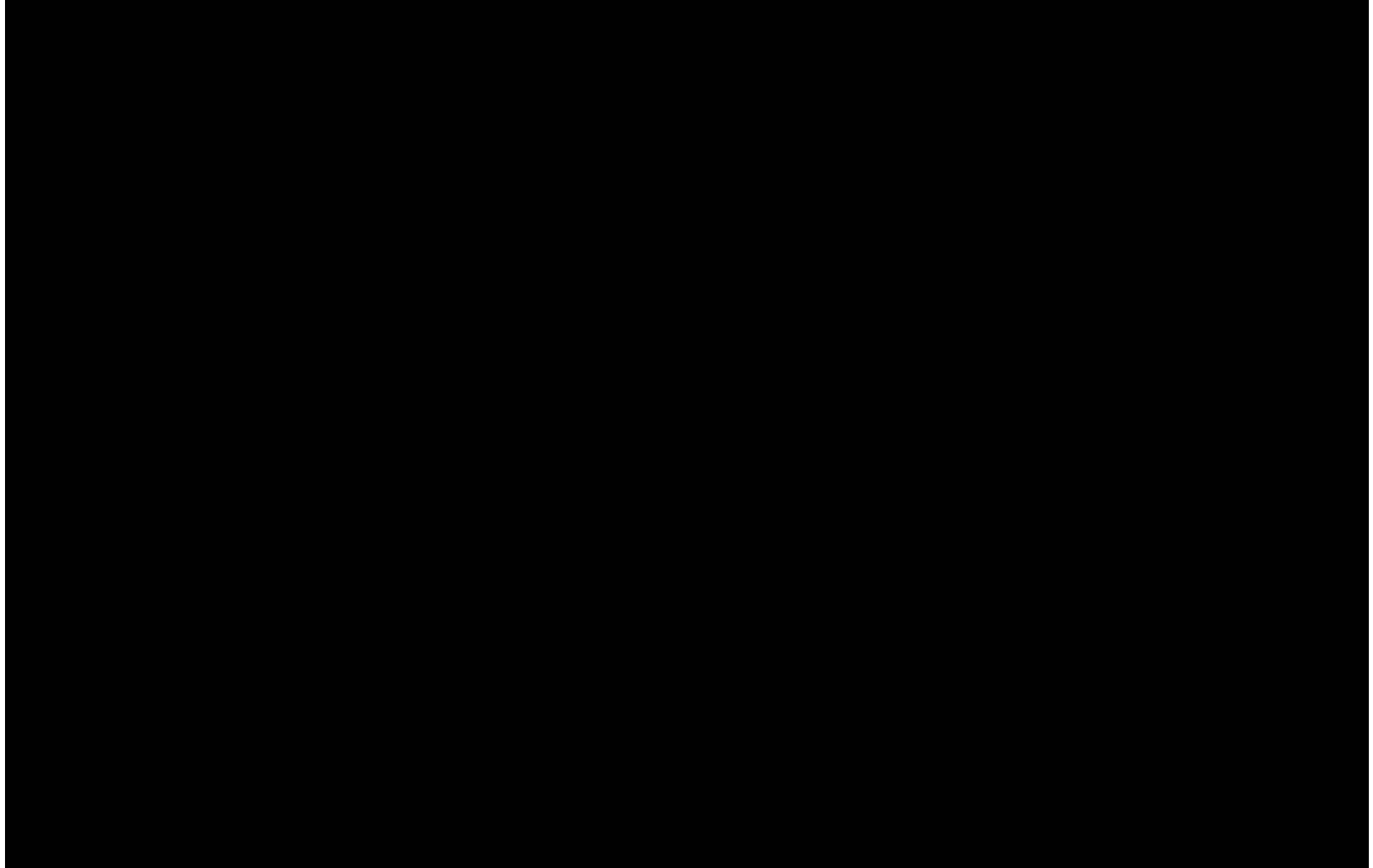
From the Video Library

- The following video clip shows twins in play scenarios with their mother.
- Watch for the differences in eye contact and visual referencing from each child to his mother.
- The first child says a few single words, but the second does not.

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Observation: Nathan & Ben, 1 yr 7 mos



From the Video Library

- These twins display different developmental skills and social interactions.
- Many of the video clips may be used to demonstrate various behaviors, both typical and atypical.

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Online Curriculum

CDC | Home | Autism Case Training | Learn the Signs. Act Early. | NCBDDD - Google Chrome

www.cdc.gov/ncbddd/actearly/autism/

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Autism Case Training Home

- About the Course
- Identifying +
- Diagnosing +
- Managing +
- Video Library
- Additional Resources
- Return to Learn the Signs Home

Information For...

- Media
- Policy Makers

Autism Case Training (Continuing Education)

[Recommend](#) [Tweet](#) [Share](#)

Language: English

Introduction

Welcome to the **Autism Case Training (ACT)** Web-based CE course. This introductory course contains three modules designed to help you better:


- identify autism spectrum disorder,
- assist a family through the diagnostic process,
- and care for patients with autism spectrum disorder.

Users will gain knowledge and skills to improve early identification of children with ASD and ensure timely and appropriate care.

You can select the modules most relevant to you – or take all three! Each module is eligible for CME, MOC, CNE, and CEU. Please see the additional steps required to obtain MOC Part 2 credit.

Each module contains two or three case studies based on real-life situations. **You may complete all cases within a module at once or at different times.** Physicians who complete **all three modules** and provide an accurate board certification number will also be credited 20 points toward Maintenance of Certification Part 2 through the American Board of Pediatrics. **The American Board of Pediatrics portfolios will be updated to reflect credit by the 10th of the month following completion of all courses. Any modules completed after December 1 will be credited for the following year. ABP will notify you by email when points have been applied. Direct any questions about this process to wv4@cdc.gov**

The following course was developed by the authors in partnership with Health Resources and Services Administration Maternal and Child Health Bureau.



video-selection-grid...pdf

Show all downloads. 43x

Online Curriculum

- This graphic shows the home page for accessing the online content for the ACT Curriculum.

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Online Curriculum: Quizzes

The screenshot shows a Google Chrome browser window with the address bar displaying www.cdc.gov/ncbddd/actearly/autism/case-modules/anticipatory-guidance/page3b.html. The page title is "Autism Case Training: Autism Spectrum Disorder-Specific Anticipatory" and there is a "Course Information" link in the top right. The main content area is titled "A Closer Look" and contains five yellow boxes, each with a question and a right-pointing arrow:

- Jack's mother started the office visit with concerns about his sleep. How does sleep impact a child with ASD and his family?
- How would you approach the child's sleeping problem?
- What type of questions would you ask parents regarding a child's sleep?
- How much sleep does a child need?
- Are there specific workups needed for sleeping issues?

At the bottom of the browser window, a taskbar shows a PDF file named "video-selection-grid...pdf" and a system tray with the text "Show all downloads" and the number "45".

Additional Info and Supporting Materials

CDC - Autism Case Training - Google Chrome

www.cdc.gov/ncbddd/actearly/autism/case-modules/anticipatory-guidance/page3b.html

A Close **Jack's mother started the office visit with concerns about his sleep. How does sleep impact a child with ASD and his family?** x


Sleep Sleep in children with ASD

Sleep in children with ASD

Successfully addressing these issues is critical because quality of sleep is known to affect a child's overall functioning.

- Lack of sleep makes it difficult to pay attention and focus and has a negative impact on one's learning capacity.
- Disrupted sleep results in irritability and mood disturbance, further aggravating an already predisposed dysregulated behavior pattern, as commonly seen in children with ASD.
- Lack of sleep affects quality of life for the family as a whole. Parents themselves experience a disrupted sleep pattern, an additional strain on their already overwhelming task as caregivers.

[Sleep Disorders](#)



*Please be sure to tab through all content.

What specific advice can you give parents of a child with ASD to enhance their child's sleep? →

video-selection-grid...pdf

Show all downloads 46x

Online Curriculum - Additional Info and Supporting Materials

- This graphic shows an example of the additional supporting materials, such as videos or resources, to aid the learner.

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Using the Curriculum: Different Teaching Scenarios

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Learners

- Interdisciplinary Faculty
- Students, Trainees
- Paraprofessionals
- Allied Health Professionals

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Teaching Settings

- Typical
 - Small group discussion
 - Large group discussion or Lecture
 - “In the moment” – using pieces of the curriculum as teaching pearls
 - Ex. Video of ABA therapy when describing it to trainee

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Using the ACT Curriculum: Factors to Consider

- Familiarity
 - Comfort level with case-based format
 - Spend time previewing material

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Using the ACT Curriculum: Factors to Consider

- Amount of time
 - 30 minute case built in
 - Pick 1-2 cases
- Very flexible
 - Content
 - Audience

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Continuing Education Credit

- Continuing Medical Education for Physicians (CME)
- American Board of Pediatrics Maintenance of Certification (MOC, through 2017)



Autism Case Training (ACT)

**Free Web-Based CE Course from CDC
Endorsed by AAP**

A free web-based CE course designed to help health care professionals gain knowledge and skills to improve early identification, diagnosis, and care of children with ASD.

Now approved for MOC Part 2!

www.cdc.gov/AutismCaseTraining

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www.cdc.gov/actearly



Continuing Education Credit

- Continuing Nursing Education (CNE)
- Intl. Association for Continuing Education and Training (IACET)
Continuing Education Units (CEU)



Autism Case Training (ACT)

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Now approved for MOC Part 2!

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Teaching Scenarios

Toni Whitaker, MD

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Teaching Scenarios

- Pediatric Residents
 - Senior Residents on monthly Developmental rotation
 - Lecture + Online Curriculum components
 - “100%” satisfaction
 - Intern introductory lecture

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Teaching Scenarios

- Varied medical audience
 - Grand Rounds: Students, residents, academic & community faculty
- Interdisciplinary trainees
 - Classroom + web-based interactive learning series

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Teaching Scenarios:

Elaine M. Gabovitch, MPA

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Teaching Scenarios

- Annual conferences
 - Early Intervention providers (MEIC Conference)

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Teaching Scenarios

- Annual didactic classroom guest lectures
 - Speech-Language Pathology graduate & doctoral students (UMass Amherst)
 - Child Life specialists & special educators (Wheelock College)
 - Family navigators (Boston Medical Center)
 - Early Intervention staff (Thom EI)

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Speech-Language Pathologists

- UMass Amherst SLP graduate & doctoral program
 - (annual 3 hour in-class lecture since 2012)
- Modules: Early Warning Signs & Screening for Autism

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Speech-Language Pathologists

- Feedback:
 - Highly rated annually (80-90%)
 - Practical application includes:
 - administering the M-CHAT, using materials when counseling families, directing families to available resources, taking parents concerns into consideration

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Speech-Language Pathologists

- Feedback:
 - Requested Modules 5-7 for future presentations (treatment, etc.)
 - Found family/parent perspective helpful (85-90%)
 - Practical resource; ACT useful for future training to SLPs
 - Posted ACT links on UMass Amherst SLP web site

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Early Intervention Providers

- Annual MEIC Conference (2012, 2014 & 2015)
- Multi-disciplinary audience (for CE credits)
- Combination CDC & MA modules (2 hour):
 - 2012: Early Warning Signs, red flags (93)
 - 2014 (Keynote): Communicating Concerns (143)
 - 2015: 2nd level screener, cultural focus (34)

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Early Intervention Providers

- Feedback:
 - Learning objectives: 72-73% well met; 24-27% met
 - Amount of learning: 4.22 avg rating; 35% great deal; 53% good bit
 - Ratings: 64-76% excellent; 24-34% good; 98% want it offered in future

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Child Life Specialists, Special Educators & Family Navigators

- Wheelock College, Boston
(Summer & Fall '14; Summer '15)
- Boston Medical Center
(Spring 2015)

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Child Life Specialists, Special Educators & Family Navigators

- Combination CDC & MA modules (3 hours)
 - Introducing LTSAE to Early Childhood Educators
 - Early Warning Signs
 - Screening for Autism
 - Considering Culture in Autism Screening (MA Act Early training)

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Child Life Specialists, Special Educators & Family Navigators

- Feedback:
 - See an important role in screening & sharing concerns
 - Plan to use LTSAE resources with families

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Teaching Scenarios:

Stephanie Weber, PsyD

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Teaching Scenarios

- LEND Trainees
 - Classroom-based & project specific
- Early Childhood Care Providers
 - Project specific & Outreach



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Teaching Scenarios

- Medical Technical Assistance and Policy Program (MEDTAPP) Healthcare Access Initiative Grant Learners
 - Classroom-based using cases
- Pediatric Residents
 - Train-the-Trainer



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Thank You

To view the curriculum, visit
www.cdc.gov/AutismCaseTraining

Telephone, 1-800-CDC-INFO (232-4636)

TTY: 1-888-232-6348

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