

REPORT

AUTISM SECONDARY CONSULTATION AND TRAINING STRATEGY (ACT-NOW)



A Monash University, Centre for Developmental Psychiatry & Psychology Project
Funded by the State Government of Victoria, Department of Human Services

JULY 2007

TABLE OF CONTENTS	PAGE NO:
Executive Summary	7
Overview	11
Background	12
The ACT-NOW Team	20
DHS Reference Group	21
Regional Autism Coordination Teams	22
ReACT Action Plans	23
Information & Training	25
Website	25
Fact sheets	25
Training	27
Training Calendar	28
Training Materials	28
Consultation	30
Autism Diagnostic Interview – Revised	30
Autism Diagnostic Observation Scale	30
Checklist for Autism in Toddlers	31
Psycho Educational Profile – Third Edition	32
Developmental Behaviour Checklist	33
Pre-Schoolers with Autism – Parent Education & Skills Training Programme	34
Preschoolers with Autism Forum	36
State wide Forum	37
Summary	38
Stage Two: ACT-NOW	38
References	42
Appendices	45

APPENDICES:

- Appendix 1. DHS Reference Group Membership
- Appendix 2. Regional Autism Coordination Team Membership
- Appendix 3. ReACT Action Plans
- Appendix 4. Regional Training
- Appendix 5. Annual State wide Training
- Appendix 6. 'Autism in the Preschool Years' Training Evaluations
- Appendix 7. 'Autism in the Preschool Years' Trained Clinicians
- Appendix 8. ADI-R and ADOS Participants
- Appendix 9. Maternal and Child Health Training Evaluations
- Appendix 10. Preschoolers with Autism Education and Skills Training Programme for Parents; Participants
- Appendix 11. Preschoolers with Autism Education and Skills Training Programme for Parents; Training Evaluations
- Appendix 12. Preschoolers with Autism Education and Skills Training Programme for Parents; Forum Feedback

ABBREVIATIONS

ACT-NOW	Autism Consultation and Training – NOW Strategy
ADI-R	Autism Diagnostic Interview - Revised
ADOS	Autism Diagnostic Observation Scale
CDPP	Centre for Developmental Psychiatry & Psychology
ChAT	Checklist for Autism in Toddlers
DHS	Department of Human Services
ECIS	Early Childhood Intervention Services
PDD	Pervasive Developmental Disorder
PEP-3	Psycho – Educational Profile (Third Edition)
ReACT	Regional Autism Coordination Team
SCS	Specialist Children’s Services

EXECUTIVE SUMMARY

In line with the goals of the Early Childhood Intervention Services vision and key priorities statement (DHS, 2003), the aim of the Autism Consultation Team: Now (ACT – NOW) program was to build skills and capacity to enable the network of regional early childhood intervention services to better identify Pervasive Developmental Disorders in at risk young children and provide a more integrated range of evidence based early interventions for these children and their families that will complement and interface with other agencies and services for young children and their families.

The aim was achieved by the development of Regional Autism Coordination Teams (ReACT); networking with their community through a comprehensive program of broadly accessible education and professional skills training workshops and multimedia resources; justified by the acquisition of specialist assessment and intervention skills; and supported and facilitated by specialist consultation.

COMMUNITY DEVELOPMENT

The key element of this program was the community development of effective Regional Autism Coordination Teams (ReACT). An early task for this program was to conduct focus group meetings hosted by each regional Specialist Children's Service to identify potential key members of the ReACT. In some regions such as Loddon/Campaspe, North East Victoria and Eastern Metropolitan, these groups were well established and the task was to facilitate their involvement and ownership of the Regional Autism Secondary Consultation and Training Program. The composition of the ReACT differed between regions given different available service and practitioner profiles but all groups included representatives from SCS, NGO Early Childhood Intervention Services, pre-schools and schools, paediatricians, CAMHS and regional autism assessment services and parents and consumer groups.

The ACT – NOW Program comprised professional development and training, provision of information and resources, community development and secondary consultation. As the expertise of the ReACT developed during the 3 year course of the ACT – NOW program, each ReACT progressively became self sustaining (See Appendix 2 for ReACT membership).

ACHIEVEMENTS:

- **A ReACT was established in each of the 9 DHS region and met a minimum of 4 times per year**
- **Each ReACT developed its own specific training calendar that reflected local needs and an action plan reflecting future training needs.**

TRAINING

1. Workshops

In concert with each ReACT and harnessing their advice and knowledge of regional service profiles and expertise, we provided 16 hours per region of workshop training sessions presented in a range of formats depending on local advice and learning outcome requirements. These workshops progressively involved the entire range of people in the region who work with young children and their families and come into contact with children with developmental delays and autism. Parents were also involved in some of the workshops. These workshops enhanced appropriate knowledge and practical skills in early childhood development and the signs of autism; screening for autism; assessment and diagnosis; developmental and biopsychosocial issues associated with autism; early intervention and management of social, communication, behavioural problems; teamwork and working together with families. The workshops included small and large group formats and multimedia presentations of material including printed and website information.

ACHIEVEMENTS:

- **7,500 total attendances at workshops across the three years of the program.**

- **812 attendances at the Understanding Autism: workshops (3 X 2 hour workshops)**

- **4,115 attendances at specific workshops for kindergarten teachers, child care staff, HACC workers and parents**

2. Professional skills training

Three further more specialised and focussed training programs were provided that also enhance community development by improving services and their integration.

(i) Parent education and skills training program.

Evidence from the literature and our own work indicates that caring for a child with autism, the most severe developmental disorder, is a significant burden and stress for parents. The "Autism in Victoria" report made it clear that parents often feel unsupported and confused and lack knowledge and skills about how to respond to and manage their child. With the support of a NH&MRC grant (Tonge and Brereton) we have developed an evidenced based, manualised but flexible 20 week parent education and skills program for parents of pre-school children with autism. The training was a process of "see one – do one". Early childhood professionals formed a group of 3-4 families of young children with autism then observed one of our team conduct the intervention program. Subsequently some of these professionals conducted groups of their own with our direct or videotape supervision. Some then proceeded to train, with our consultation if necessary, their colleagues in the conduct of the intervention.

(ii) Assessment and early diagnosis skills.

The “Autism in Victoria” report identified delays in diagnosis and access to timely early intervention in many parts of Victoria and the need for specialist children’s services and interested paediatricians to be supported to undertake screening and early diagnosis. The ACT NOW approach to assessment is multidisciplinary and has included offering training courses in the use of a standardised parent interview: The Autism Diagnostic Instrument (ADI) (Lord et al., 1994), assessment of the child (the Autism Diagnostic Observation Schedule (ADOS (Lord et al., 2000), and the Psychoeducational Profile – 3rd edition (PEP-3) (Schopler et al., 1990). Working together with the ReACT we offered ADI/ADOS training to 2 key Specialist Children’s Services staff / paediatricians in each region across the life of the project and provided further direct or video consultation and supervision of their assessments as required. We also developed training packages for Maternal and Child Health Nurses to assist them in identifying very young children at risk for autism /developmental delay. In this manner regional autism assessment services were enhanced and more routine and less complex assessments are now able to be done by paediatricians and regional Specialist Children’s Services teams supported by the existing regional autism assessment services.

(iii) Autism in the Preschool Years– A series of three workshops (Brereton, Bull and Tonge). “Train the presenter program”.

We developed teaching materials for a series of three 2 hour workshops. The training package includes speaker’s notes, a CD-Rom of the PowerPoint presentations including imported DVD footage, handouts for participants and further reading lists. We offered training in the presentation of this material to each DHS region.

ACHIEVEMENTS:

- **71 early childhood professionals completed the training in the Parent education and skills training intervention and received a Monash University School of Psychiatry, Psychology & Psychological Medicine certificate.**
- **210 parents have attended the 20 week parent education and skills training programme.**
- **Early Childhood professionals who were trained to deliver the Parent education programme have trained a further 12 colleagues.**
- **159 received training in the Psychoeducational Profile-3.**
- **20 (2 per DHS region) satisfactorily completed the ADI/ADOS accredited training and received a Monash University School of Psychiatry, Psychology & Psychological Medicine certificate.**

- **925 Maternal and Child Health Nurses were trained in the use of the DBC Early Screen and the CHaT to detect the early signs of autism.**

- **18 ECI clinicians (2 per region) completed the “train the presenter” program in the Autism in the Preschool Years workshop.**

SECONDARY CONSULTATION

The ACT - NOW team provided a hierarchy of Secondary Consultation that consolidated the progressive acquisition of knowledge and skills by early childhood services staff flowing on from our training activities and provision of information and resources. The aim was to help regional services, through the ReACT, to improve the integration of early childhood services for children with autism and develop a service that is mutually supportive and self sufficient.

Level 1 Consultation - focused on helping ReACTs to form and develop a vision and strategic plan for the coordination and integration of early childhood services for children with autism.

Level 2 Consultation - focused on the professional supervision required to enhance regional specialist skills particularly in connection with the Parent education intervention and the ADI/ADOS autism assessment training.

Level 3 Consultation - focused on individual or group supervision of specific cases or intervention issues. As each ReACT developed it acted as a clearing house and resource for agencies or individual professionals who needed advice or assistance on management or service provision. When the collective wisdom of the ReACT was unable to find solutions the coordinator involved the ACT – NOW team and consultation with the appropriate member of the team was organised. In most cases, rather than providing consultation on a 1:1 basis, individual or group case consultation opportunities were built into the regional workshop program, thus providing a wider education opportunity.

WEBSITE

A successful and popular website has been developed. It contains 30 fact sheets, regional training calendars, lists of further reading, quarterly newsletters about the ACT NOW program and links to reputable autism websites.

www.med.monash.edu.au/spppm/research/actnow

Prof Bruce Tonge, Dr Avril Brereton, Ms Kerry Bull.
July 2007

OVERVIEW

This report provides a summary of the Autism Consultation and Training Strategy - NOW (ACT – NOW), Monash University, Centre for Developmental Psychiatry and Psychology. The three year program was funded by the Department of Human Services (DHS) from July 2005 – June 2007.

AIM

In line with the goals of the Early Childhood Intervention Services vision and key priorities statement (DHS, 2003), the aim of the ACT – NOW strategy has been to build skills and capacity across each DHS region in Victoria in the area of Early Childhood (0-6 years) to enable each network of regional service providers to:

- Identify Pervasive Developmental Disorders (PDDs)
- Provide a more integrated range of evidence based early interventions for young children with autism and their families that will complement and interface with other agencies and services
- Promote understanding of PDDs in the wider community and strategies for working effectively with these children and their families
- Improve linkages between service providers & strengthen partnerships between services and families

This was achieved by the development of Regional Autism Coordination Teams (ReACTs); networking with their community through a comprehensive program of broadly accessible education and professional skills training workshops and multimedia resources; justified by the acquisition of specialist assessment and intervention skills; and supported and facilitated by specialist consultation and feedback on the outcomes of their activities.

BACKGROUND

Best practice in early intervention

It is not the intention of this report to provide an exhaustive review of the literature regarding best practice in early intervention either in general or specifically in relation to children with autism and their parents/carers. However, a summary of evidence-based best practice is pertinent.

International research increasingly supports the value of early intervention as a means of providing positive outcomes for children, families and community and it has also been demonstrated that early intervention can greatly improve a child's developmental outcome (DHS, 2005; DHS, 2003; Handleman and Harris, 2000; National Research Council, 2001).

There is no doubt that early childhood intervention practice has evolved in response to social change and service developments. Moore (2006) divides these changes into two types of "evolutionary trends in service delivery", the first being well-established trends and the second is those trends that are still emerging. Well-established trends include:

- the move from professionally-directed practice to family-centred practice that shifts the service delivery away from professionally controlled diagnosis and treatment to one where there is an active partnership between parents and professionals that gives parents the opportunity to identify needs and priorities
- the shift from a child-focused to a family-focused approach that considers the needs of the whole family rather than focusing early intervention on the child alone
- the shift away from an isolationist model of family functioning to a systemic ecological model that seeks to understand the way in which family functioning is dependent upon and influenced by the community and wide social environments
- the recognition that child-focused therapeutic and educational programmes are not all that is needed to create long-lasting changes in children, but rather, development should be seen as the result of a "dynamic reciprocal interaction

between the child's intrapersonal characteristics on the one hand and family and community factors on the other" (Moore, 2006)

- moving from a multidisciplinary to interdisciplinary teamwork breaking down the service model of specialists working with the child independently of one another, to a service model that brings specialists together to provide the child and family with a coordinated effort
- moving from segregated centre-based services to inclusive community-based services where children with disabilities have the opportunity to mix with children in mainstream early childhood and community settings
- shifting from a norm-referenced (developmental) approach to assessment to a functional approach where assessment and intervention are fused.

The Early Childhood Intervention Services (ECIS) Programme Framework document (Dept. Human Services, 2005) described the key elements of best practice identified by both international and national research. These are in line with Moore's (2006) description of trends that are well established and include: family centred practice; the use of a child and family's everyday routines, activities and places of daily life (natural environments); and effective team work using an interdisciplinary approach.

Family - Centred Practice has been described as an umbrella term for both a philosophy and a method of service delivery (Rosenbaum et. al., 1998). To date there is no agreed definition of family-centred practice. The consequence of this is that researchers have tended to develop their own models, including underlying principles and practices according to their interpretation of the term. Nevertheless, there is a general consensus among researchers and practitioners that has led to the identification of best practice principles for family-centred practice. The US Council for Exceptional Children, Division of Early Childhood (DEC) (Trivette and Dunst, 2001) has developed a statement of best practice principles. The development of practice principles is important but it is also essential to have behaviour-based practice indicators. These provide practical guidance to agencies about the way in which they can work towards becoming a service that is truly

family-centred. McBride (1999) compiled a useful list of practice indicators for family centred partnerships in early childhood education. These include the use of positive communication skills; the promotion of family choices and decision-making; affirming and building on the positive aspects and strengths of the child and family, and honouring and respecting the diversity and uniqueness of the families.

Natural Environments is the term that is now used to describe the child and family's everyday routines, activities and places of daily life. Bruder (2001) described the term as "an expanded application of inclusion for infants, toddlers and their families." There is a consensus of opinion that *how* services are delivered is just as important as *what* is delivered and that it is natural settings that provide the best opportunity to promote early childhood learning (Childress, 2004, Dunst, et. al., 2001). For example, different learning opportunities occur in natural environments that may be either pre-planned with goals and purposes or simply the result of opportunities and experiences (Bruder, 2001). Young children learn and develop in the context of their family, therefore it makes sense that intervention techniques must be transferable across the settings that the child and family participate in. Making use of natural environments also takes advantage of the learning activities that occur by being at the right place at the right time (serendipitous learning). Bruder (2001) outlines the repercussions for early childhood professionals working with children in this way:

"Not only do personnel have to understand learning theory, they have to understand basic principles such as the integration of development across domains, family-centred practices, effective evidence based intervention strategies and collaborative consultation models" (Bruder, 2001).

Transdisciplinary approach. Historically, ECI programmes offered children services in a multidisciplinary approach that involved specialists working independently of each other. This was replaced by the now well-established interdisciplinary practice where specialists coordinate their efforts to a much greater extent but still continue to be directly involved with the child and family. There is currently a newer transdisciplinary model emerging that requires several professionals working together to provide an integrated service to the child and

family with one professional acting as the key worker. Moore (2006) stated that the “rationale for adopting this approach is two-fold. First there is good evidence that parents prefer and do better with a single case worker and second ...because of increases in parent numbers, services are no longer able to provide full interdisciplinary services to all eligible families”.

This term “transdisciplinary” is often interpreted as early childhood professionals working together with common goals, integrated across settings, including natural environments and family centred practice.

The DEC document (Trivette and Dunst, 2001) describes six recommended practices in the transdisciplinary strand of recommendations. These are:

1. Families and professionals, including regular caregivers, work as team members in planning, delivering and evaluating EI/ECSE services
2. All team members participate in the EIP/IFSP process
3. Team members are knowledgeable about funding and reimbursement policies and advocate for policies that support recommended practices
4. Team members support an optimum climate for all care giving adults to ensure trust, collaboration and open communication
5. Team members make time for and use collaborative skills when consulting and communicating with other team members, including families and regular teachers and caregivers
6. Team members support paraeducators so they are treated respectfully and used most effectively

This interpretation of transdisciplinary practice takes the model beyond the simplistic view of just crossing discipline boundaries. Bruder (1997) points out that: “Interventions from specific therapeutic disciplines can result in a child learning isolated skills that have minimal relevance to the remainder of the intervention programme” (Bruder, 1997, p. 538). Importantly, team members are expected to work in harmony with one another and in partnerships with families.

AUTISM

Autism, first described by Kanner (1943) is one of a group of disorders known as Pervasive Developmental Disorder (PDDs). PDDs include Autistic Disorder, Asperger's Disorder, Rett Syndrome, Childhood Disintegrative Disorder and Pervasive Developmental Disorder- Not Otherwise Specified (PDD-NOS). More recently the term autism spectrum disorders (ASDs) has been used. ASDs include Autistic Disorder, and Asperger's Disorder and Pervasive Developmental Disorder - Not Otherwise Specified (PDD-NOS)

PDDs/ASDs are neurodevelopmental disorders that cause substantial impairments in social interaction and communication and the presence of unusual behaviours and interests. Many people with ASDs also have unusual ways of learning, paying attention, and reacting to different sensations. The thinking and learning abilities of people with ASDs can vary—from gifted to severely challenged. An ASD begins before the age of 3 and lasts throughout a person's life.

Who is affected?

ASDs occur in all racial, ethnic, and socioeconomic groups and are four times more likely to occur in boys than in girls (Muhle et al., 2004). Recent international research (Chakrabarti and Fombonne, 2005) now suggests that the best estimate for the prevalence of all autism spectrum disorders is 60 per 10,000 population. A three year study commissioned by the Australian Advisory Board on Autism Spectrum Disorders into the prevalence of autism, concluded that there is a prevalence of 62.5 per 10,000 or one in 160 Australian children aged between 6 and 12 years have an autism spectrum disorder (ASD) (Wray and Williams, 2007).

Parents

Autism is associated with burden and stress for parents (Howlin et al., 2004). Historically, parents were held responsible for their child's autism (Bettelheim, 1967) based on the psychodynamic causation theories present at the time.

Although this myth was dismissed, an unfortunate legacy has been left that continues to be distressing and hurtful for families.

It is essential that professionals work collaboratively with parents of children with autism in a non-judgmental and supportive way. The demands placed upon parents caring for a child with autism contribute to a higher overall incidence of parental stress, depression, anxiety and adversely impacts upon family functioning and marital relationships compared to parents of children with other intellectual, developmental or physical disabilities (Dunn et al., 2001; Yim et al., 1996). Mothers of children with autism are more likely to suffer from depression than mothers of children with intellectual disability (ID) without autism and mothers with typically developing children (Bristol et al., 1993; Olsson and Hwang, 2001; Yirmiya and Shaked, 2005), however they may also have a heritable vulnerability for depression (Bolton et al., 1998). A recent study of the association between parental stress and autism found that 66% of the parents with high stress indicators were those whose child recently needed special services (Schieve et al., 2007). Put in the context of parents accessing early intervention for their young children with autism, it can be expected that at this time parental stress will be high.

Best practice in autism early intervention

There is a demonstrated need for evidence-based treatment guidelines for children with autism and best practices for supporting families. There is a history of the field being plagued by differences of opinion and controversies over treatment methods since Kanner (1943) first described the condition. It is difficult for parents and practitioners to critically evaluate information about the numerous potential new treatments for autism that may be helpful or may in fact be harmful, a waste of time, money and emotional energy.

There have been a number of recent reports that have gathered empirical evidence in order to inform parents and professionals about the nature and strength of

scientific evidence surrounding treatments.¹ The current literature supports the early screening of autism and referral to programmes as soon as autism is suspected rather than waiting for formal assessment and diagnosis before beginning an early intervention programme.² The child should be referred for a full diagnostic assessment as soon as possible. Because most people with autism also meet criteria for a diagnosis of intellectual disability, it is essential that children have a thorough developmental assessment that measures both cognitive and adaptive behaviour. Comprehensive assessment of emotional and behavioural problems is also essential for intervention planning.

The National Research Council (NRC, 2001), the New York Guidelines for Sound Comprehensive Programs (NYSDH, 1999) and more recently the Australian report , Early Intervention for Children with Autism Spectrum Disorders: Guidelines for Best Practice (Roberts and Prior, 2006) have summarised the research on comprehensive model early intervention programmes documenting evidence of effectiveness, published in peer reviewed journals. Intensive educational and behavioural interventions have produced some positive outcomes for children with autism; however, there is little demonstrated evidence for most other interventions to date. Some common elements that are recommended for effective intervention include:

- beginning as soon as possible
- intensive and extensive programmes (20 hrs per week)
- that all children with a diagnosis of autism should receive an autism specific curriculum focusing on communication, attention to task, joint attention (engagement) social, play, cognitive, self–help, behaviour and motor skills
- staff should have specific knowledge of autism and how it affects children, together with skills for meeting the special needs of children with autism

¹ Children’s Mental Health Ontario (2003) has written an excellent review (“Evidence-Based Practices for Children and Adolescents with Autism Spectrum Disorders: Review of the Literature and Practice Guide”) that includes best practice guidelines for assessment, a critical review of interventions and reviews theoretical frameworks for thinking about families.

² See ACT-NOW fact sheets Early Signs of Autism; CHaT screen; DBC Early Screen

- individualized and systematically planned programmes that address specific, measurable objectives
- inclusion of family as collaborative partners in planning interventions
- highly supportive teaching environments that provide predictability and routine to help with emotional and behavioural problems such as obsessions, rituals and resistance to change
- support for children in transition (from ECI to preschool, from preschool to school)
- support for family members, access to parent education programmes, access to parent-to-parent support groups and planned respite care

Effective intervention for children with autism and their families does not only focus on the needs of the child. Successful programmes work with parents as collaborative partners to assess family and child needs and also seek to empower and support family members by offering autism specific parent education programmes, access to parent to parent support groups and planned respite care.

The training and consultation provided by ACT-NOW is based on these principles of best practice in autism early intervention. The strategy also embraces the principles of best practice in early childhood intervention outlined in the ECIS Programme Framework document (Dept. Human Services, 2005).

THE ACT-NOW TEAM

The ACT-NOW team is based at the Centre for Developmental Psychiatry and Psychology (CDPP) at Monash University which is internationally recognised for its research in the field of Pervasive Developmental Disorders. The members of the team have a combined background of over 130 years experience and expertise in specialist service provision, community and professional education, service development, support and consultation and family advocacy.

Directors:	Prof. Bruce Tonge	(Child Psychiatrist)
	Dr. Avril Brereton	(Special Educator)
Project Manager:	Ms Kerry Bull	(Special Educator) 0.8 EFT
Project Staff:	Katie Broadbent	(Occup. Ther.) 0.6 EFT 2006-7
	Mr Paul Bower	(Research Asst) 0.2 EFT 2004-07
	Dr. Daniella Vadala	(Psychologist) 0.2 EFT 2005
	Dr. Fleur Dwyer	(Psychologist) 0.6 EFT 2004-5

Other: Specialist staff from within the CDPP (including Psychologists, Speech Pathologists, and Paediatricians) were employed on a sessional basis as required.

DHS REFERENCE GROUP

Ongoing support and review of the ACT-NOW program was conducted through a Reference Group made up of professional, consumer and parent representatives (See Appendix 1).

The role of the Reference Group:

- Provide strategic advice to Monash University to support the development and implementation of the Autism Secondary Consultation and Training Strategy
- Seek input from key stakeholders to contribute to the development of the Autism Secondary Consultation and Training Strategy
- Promote the development of services for children with autism and their families as part of a comprehensive and integrated service continuum
- Promote the development and maintenance of collaborative relationships between universal, secondary and tertiary services
- Facilitate communication between stakeholders to assist the sharing of knowledge and vision

The Reference Group met quarterly throughout the project and was convened and chaired by the Department of Human Services.

REGIONAL AUTISM COORDINATION TEAMS

The aims of the project were partly achieved through the development of a Regional Autism Coordination Team (ReACT) in each DHS region in Victoria. An early task for the project was to conduct focus group meetings hosted by each regional Specialist Children's Service (SCS) to identify potential key members of the ReACT. Invitations to the initial focus groups were extended to parent groups and professionals working with young children with autism and their families. These initial forums were attended by 30-60 participants in each region. The ACT-NOW team presented information on the strategy and gathered information from the regional participants on the individual needs of the region. Those with a particular interest in the project nominated to join the ReACT.

The membership of each ReACT was determined by regional need, with a core group of representatives in each team. They included Parent Support Workers, Parents, Pre-School Field Officers, Inclusion Support Facilitators, Specialist Children's Services, Early Childhood Intervention Agencies and Maternal and Child Health Nurses. Some ReACTs also have representation from a Paediatrician, General Practitioner, Child & Adolescent Mental Health Service, Carer Support Services, Department of Education & Training, Specialist School, Private Practitioners, Local Government, Family Support Services, Community Health and Autism Assessment Services. Membership of the ReACTs remained largely stable throughout the three years of the project and relied on tremendous goodwill and commitment. Appendix 2 provides details of the membership of each ReACT.

Each ReACT met quarterly with the ACT-NOW Project Manager to:

- Form and develop a vision and plan for the coordination and integration of services for children with autism and their families
- Identify training needs of service providers working with young children with autism and their families in the region
- Develop a training program that complements and supports existing programs in each region
- Identify information needs that can be provided by ACT-NOW through newsletters, fact-sheets, publications, presentations and links to other resources through the website.
- Identify secondary consultation needs and respond within the region or refer to ACT-NOW where appropriate
- Develop linkages between sectors in the region.

Regional Action Plans

In 2006, each ReACT began to develop Regional Action Plans. These working documents aimed to address regional issues that relate to providing better outcomes for young children with autism and their families.

Each Action Plan outlined the visions and strengths of the region, relevant actions, time-frames and performance indicators. The Action Plans have been used to assist the ReACTs to recognise and mobilise their regional strengths and resources and to facilitate links both regionally and across the state.

See Appendix 3.

Whilst the issues have varied across the state, there are several that are consistent. These include the need for:

- a planned approach to training for universal Early Childhood Services

- training on early signs & screening for GPs and Maternal & Child Health Nurses
- increased liaison with Paediatricians
- clarification of referral pathways
- consistent written material for families & professionals
- appropriate support for families from cultural & linguistically diverse communities
- a planned approach to the transition from preschool to school
- post diagnosis support for families

INFORMATION & TRAINING

WEBSITE

www.med.monash.edu.au/spppm/research/devpsych/actnow

A successful and popular website was established to respond to the information needs of the regions. It contains training calendars for each region, lists of further reading, newsletters, links to reputable autism information websites and a range of simple fact sheets.

FACT SHEETS

There is a history of the autism field being plagued by differences of opinion and controversies since Kanner (1943) first described the condition. It is difficult for parents and practitioners to critically evaluate information, particularly in relation to the numerous potential new treatments for autism that may be helpful or may in fact be harmful, a waste of time, money and emotional energy. Fact sheets have been written and posted on the ACT-NOW website to provide accessible, evidence based information for parents and professionals.

Fact sheets have primarily been written by Avril Brereton in response to requests from ReACT members. They have been written with as little jargon as possible to make them accessible to a wide readership and complement training that has been provided by ACT-NOW. For example, the two fact sheets titled 'Autism: Choosing a treatment' and 'Autism: Evaluating a treatment' were written following training offered to ECI clinicians in the Loddon-Mallee region on 'Autism & Best Practice in ECI'.

The following fact sheets are available on the ACT-NOW website:

- What is Autism?
- Glossary of Terms
- Early Features of Autism
- Checklist for Autism in Toddlers (ChAT)
- Core Features of Autism: Communication
- Core Features of Autism: Social Skills
- Core Features of Autism: Play and Behaviour
- Psycho Educational Profile Revised (PEP-R)
- Psycho Educational Profile - Third Edition (PEP-3)
- Autism and Attention Deficit Hyperactivity
- Overview of the Developmental Behaviour Checklist - DBC
- Autism and Surfing the Net
- Effective Referral to GPs
- Brothers and Sisters: Issues for siblings
- MMR and Autism
- MMR Update
- Assessment and Diagnosis
- Fussy eating and dietary issues
- Preschoolers with autism: work & play
- Autism: Treatment and Management
- Autism: Choosing a treatment
- Autism: Evaluating a treatment
- Working together with parents in the preschool years: Part 1
- Working together with parents in the preschool years: Part 2
- What is Asperger's Disorder?
- Helping young children to communicate: Part 1
- Helping young children to communicate: Part 2
- Helping young children to communicate: Part 3
- Helping young children to communicate: Part 4
- Helping young children to communicate: Part 5

TRAINING

In partnership with the ReACT, and harnessing the advice, knowledge and expertise of regional service providers, the ACT-NOW team provided a range of training opportunities tailored to meet the needs of each region. Training aimed to progressively involve the entire range of people in the region who work with young children with autism and their families. Parents have also been involved in some training. In particular, there has been an increasing emphasis on providing training for parents and universal early childhood service providers in partnership. This collaborative approach to training has received positive feedback from both parents and professionals with both groups indicating that they had more confidence and ability to work in a collaborative team after the training.

There have been approximately 7,500 parent and professional attendances at ACT-NOW training sessions. See Appendices 4 & 5. All training conducted by ACT-NOW was evaluated and tabled at ReACT meetings to allow members to make informed decisions about future training needs. Evaluations gathered information about participants' knowledge, skills and confidence gained from the training. See Appendix 5.

The ReACTs focused on addressing the diverse training needs of each region with an emphasis on developing capacity within each region to provide ongoing training after the ACT-NOW strategy finished. There were significant regional variations and responses to address these needs.

For example;

1. In 2005 the Southern metropolitan region prioritised training for the universal early childhood services. A series of three consecutive evening workshops was developed and presented by the ACT-NOW team in each of the sub-regions to over 180 staff. These strategy based workshops covered the core features and early signs of autism, communication, social skills and behaviour with a focus on inclusive practices and working collaboratively with parents. This series of workshops developed into the 'Autism in the Preschool Years' training manual that

is described below and was later presented to over eight hundred parents and professionals across the state. (See Appendix 7 for collated evaluations of this training).

2. In contrast, the Gippsland region was already providing a range of training options for universal early childhood services. This region decided to pool resources and information through the ReACT to provide a more coordinated approach to autism training. ACT-NOW provided a full day conference with a target group of Paediatricians, GPs and Early Childhood Intervention specialists. The focus of this regional conference was on current research, parental mental health and child emotional and behavioural disturbance.

TRAINING CALENDAR

A primary concern of all the ReACTs was the previously uncoordinated approach to training and difficulty accessing information. This was addressed by the provision of a link to each region on the ACT-NOW website with a calendar of training events listed. These calendars outline educational training offered in the region related to young children with autism and their families. It included state-wide conferences such as those offered by Autism Victoria, regional training offered by local service providers and additional training that provided by ACT-NOW.

TRAINING MATERIALS

ACT-NOW developed teaching materials for a series of three 2-hour workshops titled '*Autism in the Preschool Years: A Series of Three Workshops*' (Brereton, Bull & Tonge, 2006). The manual includes speaker's notes, a CD-Rom of the PowerPoint presentations, including imported DVD footage, handouts and suggestions for further reading. The workshops cover the core features & early signs of autism, communication and social interaction skills and understanding and managing difficult behaviour.

The manual for these workshops was developed to provide Early Childhood Intervention Services (ECIS) with teaching material that could be used to provide

ongoing autism training (primarily to the broader early childhood sector). ACT-NOW supplied the ReACT in each DHS Region with two copies of the manual. The manuals are held by the ReACT which is responsible for its distribution to any early childhood intervention service that is using it to provide training within their region.

ACT-NOW also provided a one-day 'train-the-presenter' session for two ECIS clinicians in each region who wanted to develop their presentation skills and familiarise themselves with the workshop materials (slides and discussion notes). See Appendix 7. This one-day session was developed in response to requests from ECIS staff for further support in providing training. The training was provided to two ECIS clinicians who were selected by a ReACT subgroup after receiving written applications. The subgroups then informed ACT-NOW of the two successful applicants.

Successful applicants were required to demonstrate:

- Current employment in an Early Childhood Intervention Service
- Previous presentation/training experience
- Capacity to present workshops within 6months of receiving training
- Managerial consent to present workshops
- Certificate IV in Workplace Training
- Expertise in child development and autism

ACT-NOW strongly encouraged the clinicians using these teaching materials to attend ongoing support, consultation and mentoring.

SPECIALIST CONSULTATION & TRAINING

AUTISM DIAGNOSTIC INSTRUMENT – Revised (ADI-R) and AUTISM DIAGNOSTIC OBSERVATION SCALE (ADOS)

The 'Autism in Victoria' report identified delays in diagnosis and access to timely early intervention in many parts of Victoria and the need for clinicians to be supported to undertake screening and early diagnosis. For the last ten years staff from the Centre for Developmental Psychiatry & Psychology have been actively involved in the provision of direct clinical service, secondary consultation and training to autism assessment services. Our approach to assessment is multidisciplinary and has included offering training courses in the use of a standardised parent interview: The Autism Diagnostic Instrument (ADI-R) (Lord et al., 1994) and assessment of the child (the Autism Diagnostic Observation Schedule (ADOS (Lord et al., 2000) or the Psycho Educational Profile – Third Edition (PEP-3) (Schopler et al., 2005). The Centre for Developmental Psychiatry & Psychology is the only ADI-R/ADOS accredited training centre in Australia and a member of our team (Dr Kylie Gray) is accredited to train other ADI-R/ADOS trainers.

Training was offered by ACT-NOW through the Centre for Developmental Psychiatry and Psychology to a clinician from each region in 2005 and again in 2006. Sub-groups of each ReACT were formed to accept applications and determine who would be the successful applicant. This selection process encouraged further links and responsibility within the ReACTs. See Appendix 8.

Feedback provided by the participants to Kylie Gray indicated that:

- All participants found the course extremely useful, particularly finding the direct observation and 'real life' practice aspects of the course invaluable.
- All aspects of the course were rated highly (above average to excellent) by all participants

Feedback provided by participants to ACT-NOW 12 months after they had completed the training indicated:

- All clinicians agree or strongly agree that the training has greatly increased their skills in the recognition and diagnosis of autism and has positively influenced their practice.
- All clinicians have used the diagnostic instruments in their daily practice.

CHECKLIST FOR AUTISM IN TODDLERS (ChAT)

An early request of many ReACTs was to provide specialist training for Maternal & Child Health Nurses on the early signs of autism and the use of screening instruments. Through the regional networks, two 2-hour workshops were offered to the nurses. The initial sessions introduced them to the early signs of autism and the use of the Checklist for Autism in Toddlers (ChAT) (Baron-Cohen et al., 1992). The second session consolidated their use of the ChAT and discussed how nurses could discuss their concerns about a child's development with parents.

The CHAT is a screening instrument that can identify children at risk for autism who are 18 months old and who require further comprehensive assessment. The CHAT was developed by researchers at Guy's Hospital London, the University of Cambridge and University College London. An initial study focused on impairments in early social communication; in particular, joint attention and pretend play which are usually present in typically developing children by 18 months of age. In a later study, a large population of 16,000 children aged 18 months was screened using the CHAT (Baron-Cohen et al., 1996). This study concluded that consistent failure of the three key CHAT items (protodeclarative pointing, pretend play and gaze monitoring) at 18 months carried an 83.3% risk of autism.

Based on evaluations, further training is required for Maternal and Child Health Nurses. In particular they are interested in learning about other screening instruments that can be used for older preschool children (See Appendix 9). It

would be relevant to introduce them to the Developmental Behaviour Checklist (DBC) (Einfeld & Tonge, 1995) which reviews behaviours presented by children with developmental delay. This simple parent completed questionnaire has an autism screening algorithm and can be used as a reliable and valid autism screening tool (Brereton et al, 2002). There is also a 17-item version of the DBC that can be used as a screening tool for autism in children with developmental delay aged 18-48 months. Training for Maternal and Child Health Nurses is crucial in alerting them to the possibility of autism in a young child, but also to help refine and expedite referrals for assessment and facilitate a more efficient use of scarce regional autism assessment resources.

PSYCHO- EDUCATIONAL PROFILE – 3rd EDITION (PEP- 3)

The current best practice literature supports early screening and referral to early intervention programmes even before a formal diagnosis of autism has been made. Best practice in autism early intervention highlights the necessity of comprehensive, multidisciplinary assessment. The primary clinical reason for any kind of assessment is to provide useful information about the child to help professionals and parents understand the child better and to guide the design of intervention programmes. Assessment for a child with autism should inform programme planning and take into account the child's developmental level, strengths and needs, degree of scatter among skills, likes and dislikes, behavioural difficulties, learning style and temperament.

There has been great interest from the early childhood intervention sector in developing their skills in assessment for young children with autism. Autistic children have often been regarded as un-testable in the past, but this was primarily due to problems with types of assessments that were used. The Psycho - Educational Profile – Third Edition (Schopler et al, 2005) assesses the developmental level of young children with autism, who may be non-verbal, have limited attention skills and poor concentration, and who are not used to a formal testing situation. The PEP-3 (2004) was developed from the PEP-R (1990) and PEP (1979). Consistent with earlier versions, the PEP-3 is a standardised observational assessment based on a developmental approach. The profile

resulting for the PEP-3 graphically charts uneven and idiosyncratic learning development, emerging skills and autistic behavioural characteristics. The PEP-3 was primarily designed for planning an educational programme based on a child's identified developmental profile and behaviour.

As described in the PEP-3 Examiner's Manual (Schopler et al, 2005) examiners should have some formal training in assessment which includes knowledge of general procedures governing test administration, scoring and interpretation; testing statistics and specific information about evaluation of PDDs. The manual also recommends that examiners practicing administering the PEP-3 three times under direct supervision of an experienced user.

In line with these recommendations, ACT-NOW has developed two training sessions.

Session 1.

Sixty clinicians attended full-day training which included information on test administration, scoring and interpretation. They then viewed an ACT-NOW team member assess two young children with autism through a one-way screen. ACT-NOW has recommended that clinicians then conduct the assessment with two typically developing children before inviting an ACT-NOW team member to supervise them assess a child with autism. Only one clinician has invited ACT-NOW to observe and supervise an assessment.

Session 2.

Fifteen clinicians attended full-day training that addressed the role of standardised assessment in early childhood intervention, interpretation of PEP-3 results and how to provide appropriate feedback to parents. This training session was specifically for clinicians who had attended session one.

DEVELOPMENTAL BEHAVIOUR CHECKLIST (DBC)

Research has demonstrated higher levels of behavioural and emotional problems in children and young people with intellectual disability compared to those without. Children with autism may have high levels of anxiety and mood disturbance, disruptive and self-absorbed behaviour as well as communication disturbance and

social relating problems. The Developmental Behaviour Checklist (DBC) was designed to contribute to the understanding of such behavioural & emotional difficulties.

The DBC (Einfeld & Tonge, 2002) is a 96 item checklist that assesses a broad range of behavioural and emotional disturbances in children with intellectual or developmental disability aged between 4 and 18 years. It is completed by parents or other primary carers or teachers. There are parent/primary carer (DBC-P) and teacher report (DBC-T) versions of the DBC. The parent version has 96 items and is completed by the person fulfilling the primary carer role and who has known the young person for at least 6 months. The teacher version has 94 items and is completed by a teacher who has known the young person for at least 2 months.

ACT-NOW has trained 132 ECI clinicians across all regions in the use and interpretation of the Developmental Behaviour Checklist.

PRE-SCHOOLERS WITH AUTISM:

PARENT EDUCATION AND SKILLS TRAINING PROGRAMME

'Preschoolers with Autism' (Brereton & Tonge, 2005) is an effective, manualised parent education programme that was developed by the authors as a response to their concern that parents and carers of young children with autism can easily be left out of the learning loop right from the start. Their aim in designing this programme was to help parents/carers of young children with autism to understand what autism is and how it affects their child's development, play and behaviour, communication skills and ability to socialise with others. The authors view is that families do better when parents/carers have the opportunity to work in partnership with professionals. Meeting with other parents whose children have autism to share feelings and experiences is also important.

The 'Preschoolers with Autism' programme was designed for children with Autistic Disorder diagnosed using DSM-IV criteria, aged 3-5 years and diagnosed within the previous 12 months. It is a 20 week programme with 10 group sessions (90

minutes) and 10 individual sessions (60 minutes). The groups have a maximum of 5 families. The authors recommend that this parent education programme be delivered by an experienced clinician with a strong background in child development, experience working with children who have autism and their families, and experience in counselling or group work.

ACT-NOW provided training in this programme to 52 professionals on a 'see-one-do-one' basis in six regions; Northern, Southern, Eastern, Western, Gippsland and Grampians. Intensive two-day training was provided to 19 professionals in three remote areas; Mildura (Loddon-Mallee), Benalla (Hume) and Colac (Barwon South-West) See Appendix 10. Evaluations were collated from clinicians who completed the 'see-on-do-one' training to better understand the clinicians' confidence, skills and knowledge after completing this intensive training. See Appendix 11. All aspects of the course were rated highly ('agree' to 'strongly agree' on the 7 point scale) by all participants. Further information was collected from the clinicians at the Preschoolers with Autism forum to determine if they were implementing the programme (see below). Importantly, some clinicians are now training their colleagues on a 'see-one-do-one' basis. Whilst this will allow the regions to continue with this important programme once the ACT-NOW project is complete, it will be crucial to provide ongoing support and mentoring for all those clinicians to ensure its sustainability.

In the eastern region, Specialist Children's Services worked with Avril Brereton to translate the parent programme into Cantonese. Two clinicians (Helen Chau and Candy Lee) then provided the programme for four Chinese families from eastern and western regions. Family and child assessment measures were used to measure the effectiveness of the programme for these children and their families.

PRESCHOOLERS WITH AUTISM FORUM

Forty clinicians attended a forum in March, 2007 which aimed to provide ongoing support and mentoring for the clinicians ACT-NOW had trained in the 'Preschoolers with Autism' programme.

The forum included the following presentations:

1. *Parent Education in ECIS*
Dr. Avril Brereton

2. *Innovate approaches to delivering the "Preschoolers with autism programme"*
Helen Chau & Candy Lee (SCS, Eastern region)
Ruth Taylor & Jacinta Heskett (Djerriwarrah Health Service)
Dianne Bailey-Tribe (Manager: Irabina Childhood Services)

3. *Working with complex families*
Prof. Bruce Tonge

4. *Case study discussion and role play*
Prof. Bruce Tonge, Dr Avril Brereton and Kerry Bull

Evaluations from the forum indicated that the majority of clinicians are interested in participating in ongoing professional development and support, particularly in relation to working with complex families. See Appendix 12.

Data collected from participants at the forum:

- The parent programme has been delivered over 45 times across the state
- Over 210 parents have participated in the programme
- 71 clinicians have been trained by ACT-NOW
- A further 12 clinicians have been trained by colleagues

STATE-WIDE FORUM

ACT-NOW, in conjunction with DHS, held a state-wide forum in Melbourne in 2006. Members of the ReACTs, Reference Group and several DHS representatives were invited. Approximately 70 people attended.

Dr Jacqueline Roberts presented on '*What do we know about the most effective models of treatment and best practice in the management of young children with autism spectrum disorders and their families?*'

Representatives from five regions presented material on innovative practice in their region. The ReACT then broke into regional groups and worked on their Action Plans. Feedback from members of ReACTs was extremely positive, with many participants indicating the value of sharing regional information.

SUMMARY

The ACT-NOW strategy has successfully built skills and capacity across each DHS region in Victoria in the area of Early Childhood (0-6 years) and has increased the capacity of each network of regional service providers to:

- Identify Pervasive Developmental Disorders (PDDs)
- Provide a more integrated range of evidence based early interventions for young children with autism and their families that will complement and interface with other agencies and services
- Promote understanding of PDDs in the wider community and strategies for working effectively with these children and their families
- Improve linkages between service providers & strengthen partnerships between services and families

The innovative development of Regional Autism Coordination Teams (ReACTs) to facilitate cross-programme partnership has successfully harnessed the good will and interest of a range of early childhood professionals and parents throughout Victoria.

STAGE TWO of ACT-NOW

Hon. Lisa Neville (Minister for Children) recently allocated non-recurrent funds to continue with the ACT-NOW strategy until December 2008. This new allocation of funds enables the further consolidation of what has already been achieved. Stage two provides an opportunity to respond to the needs identified by the ReACTs over the past 12 months. In particular, the ACT NOW team will be providing support, supervision, mentoring and consultation to professionals working with young children with autism and their families.

Regional Autism Coordination Teams (ReACTs)

Now that the ReACTs are well established (minute taking, communicating across services, planning training calendars etc) they are now in a position to continue with meetings without the physical presence of the ACT-NOW Project Manager. In stage two, each ReACT will chair and run ReACT meetings themselves, with a *phone link* to the Project Manager.

Website

Due to the popularity of the fact sheets format, these will be continued monthly. There will be quarterly newsletter reporting on ACT-NOW and ReACT activities. Training calendars will continue to be updated regularly.

A new addition to the website will be a quarterly case presentation that reflects current issues arising from mentoring/supervision/training sessions that have been conducted across the state. There will also be a new menu option for information about the Preschoolers with Autism: A Parent Education and Skills Training Programme. This will include information on sites where the programme is currently offered.

Seminars/Training

Given the extensive training already provided across the state for the past three years and the provision of the “Autism in the Preschool years’ training manual, there is capacity in the sector to present ongoing basic autism information sessions. ACT-NOW will provide more specialised intra-agency training sessions to small groups of professionals. All requests for training will continue to be discussed and prioritised by the ReACT.

Topics that have already been identified include:

- Emotional and Behavioural Disturbance in young children with Autism
- Managing mental health issues in Early Childhood Intervention
- Autism: Best practice in Early Childhood Intervention
- Current research

Training materials

1. We will offer supervision to those professionals who have received training in delivering our packaged material to increase their confidence and presentation skills. This supervision will include direct observation, viewing videoed presentations and providing feedback and support.
2. We will offer our support to regional groups who are interested in developing their own teaching materials and packages that reflect specific regional needs and interests.

Professional supervision, mentoring and support

All supervision, mentoring and support will be negotiated according to each request from the ReACT. There will not be a “one size fits all” response from ACT NOW staff.

1. Preschoolers with Autism: Parent Education and Skills Training Programme
Support and supervision will be offered to clinicians who are delivering the programme based on requests from the March 2007 forum. Small group workshops will be offered throughout 2008. We will also be facilitating intra-agency support and training.
2. Psycho-Educational Profile – 3
Due to a lengthy waiting list for this training, we will offer further training across the state. We will develop this training to include information on the role of developmental and functional assessment in ECIS, interpretation of results and how to include parents in assessment and provide appropriate feedback in keeping with family centred practice.
3. Supervision, mentoring, consultation & support
We will develop this component of the project and respond to requests from the ReACTs.

Some examples of this work, based on requests in 2006-2007 include:

- * Development of regional or sub-regional autism peer discussion groups to discuss issues, share resources, discuss journal articles and foster links between early childhood services and ECIS.
- * Development of peer observation and dialogue where experienced clinicians work together with less experienced colleagues in a mentoring and support role. This is particularly relevant for the 'Preschoolers with Autism: Education & Skills Training for Parents' programme.
- * Small group training and consultation (e.g. An ECIS that has a number of staff who are new to ECIS/Autism *or* a DHS intake team that requests consultation on early signs/screening)
- * Direct mentoring/supervision for clinicians working in ECIS from ACT-NOW.

REFERENCES:

Baron-Cohen et al. (1992) Can autism be detected at 18 months? The needle, the haystack and the CHAT. *British Journal of Psychiatry*, 161: pp. 839-843.

Baron-Cohen et al. (1996) Psychological markers in the detection of autism in infancy in a large population. *British Journal of Psychiatry*, 168, pp. 158-163.

Bettelheim, B. (1967) *The empty fortress*. New York: Free Press

Bolton P, Pickles A, Murphy M, Rutter M (1998) Autism, affective and other psychiatric disorders: patterns of familial aggregation. *Psychological Medicine*, 28: 385-395.

Boyle C, Van Naarden Braun K, Yeargin-Allsopp M. (2004). The Prevalence and the Genetic Epidemiology of Developmental Disabilities. In: *Genetics of Developmental Disabilities*. Merlin Butler and John Meany eds. p. 716-717.

Brereton A, Tonge B (2005) *Pre-schoolers with autism: A parent education and skills training programme*. London: Jessica Kingsley Publishers.

Brereton, A.V. & Tonge, B. (2005). *Pre-schoolers with Autism: An Education & Skills Training Programme for Parents*. London: Jessica Kingsley Publishers.

Brereton, A.V., Bull, K.J. & Tonge, B.J. (2006) *Autism in the Pre-school Years: A series of three workshops*. Training manual, DVD, speaker notes and handout materials. Monash University, Melbourne, Australia.

Brereton, A.V., Tonge, B.J., MacKinnon, A. J., & Einfeld, S. L. (2002). Screening young people for autism using the Developmental Behaviour Checklist. *Journal of the American Academy of Child & Adolescent Psychiatry*, 41 (11), 1369-1375.

Bristol M, Gallagher J, Holt K (1993), Maternal depressive symptoms in autism: Response to psychoeducational intervention. *Rehabilitation Psychology* 38: 3-10

Bruder, M.B. (1997). The effectiveness of specific educational/developmental curricular for children with established disabilities. In M.J. Guralnick (Ed.), *The effectiveness of early intervention* (pp. 523-548). Baltimore, MD: Paul Brookes Publishing Co.

Bruder, M.B. (2001). Infants and toddlers: Outcomes and ecology. In M.J. Guralnick (Ed.), *Early childhood inclusion: Focus on change*. Baltimore, MD: Paul Brookes Publishing Co.

Chakrabarti, S., Fombonne, E. (2005). Pervasive Developmental Disorders in Pre-school aged children. Confirmation of High Prevalence. *A. J. Psychiat.* 162: 1133-1144

- Children's Mental Health Ontario (2003). *Evidence-Based Practices for Children and Adolescents with Autism Spectrum Disorders: Review of the Literature and Practice Guide*. Toronto, ON: Author
- Dunn ME, Burbine T, Bowers CA, Tantleff-Dunn S (2001), Moderators of stress in parents of children with autism. *Community Mental Health Journal* 37: 39-52
- Dunst, C., Bruder, M. Trivette, C., Raab, M. and McLean, M. (2001). Natural learning opportunities for infants, toddlers, and preschoolers. *Young Exceptional Children*, 43: 18-25
- Early Childhood Intervention Services (ECIS) Programme Framework*. Early Childhood Service Branch. Department of Human Services, Government of Victoria. March 2005
- Early Childhood Intervention Services (ECIS) Programme Framework*. Early Childhood Service Branch. Department of Human Services, Government of Victoria. March 2005
- Einfeld, Stewart, L. and Tonge, Bruce, J. (2002) Manual for the Developmental Behaviour Checklist (second edition). Monash University.
- Handleman, J.S., Harris, S., eds. (2000). *Preschool Education Programs for Children with Autism* (2nd ed). Austin, TX: Pro-Ed.
- Howlin P, Goode S, Hutton J, Rutter M (2004), Adult outcome for children with autism. *J Child Psychol and Psychiatry* 45: 212 – 229
- Kanner, L. (1943). Autistic disturbances of affective contact. *Nervous Child*, 2:217-250.
- Lord, C., et al. The autism diagnostic observation schedule-generic: a standard measure of social and communication deficits associated with the spectrum of autism. *Journal of Autism & Developmental Disorders* 2000; 30(3): 205-223.
- Lord, C., Rutter, M., et al. (1994) Autism Diagnostic Interview-Revised. *J Autism Dev Disord*, 24, 659-685.
- McBride, S.L. (1999). Research in review: Family-Centred Practices. *Young Children*, 54:62-70
- Moore, T. (2006). Evolution of Early Childhood Intervention Practice. *Early Talk*, Dec. 2006, 10-19
- National Research Council. (2001). *Educating Children with Autism*. Committee on Education and Interventions for Children with Autism. Division of behavioural and Social Sciences and Educaiton. Washington, DC: National Academy Press.
- New York State Department of health. (1999). *Autism/Pervasive developmental Disorder. Clinical practice guidelines technical report*. New York: Author

- Olsson M, Hwang C (2001). Depression in mothers and fathers of children with intellectual disability. *J Int Dis Research* 45: 535-543
- Roberts, J.M.A and Prior, M. (2006). *A review of the research to identify the most effective models of practice in early intervention of children with autism spectrum disorders*. Australian Government Department of health and Ageing, Australia
- Rosenbaum, P., King, S., Law, M., King, G and Evans, J. (1998). Family-centred service: A conceptual framework and research review. *Physical and Occupational Therapy in Pediatrics*, 18: 1-20.
- Schieve, LA, Blumberg, SJ, Rice, C, Visser, SN, Boyle, C. (2007) The relationship between autism and parenting stress. *Pediatrics*, 119: 114-121
- Schopler, E., Reichler, R., et al. (2005) *Psychoeducational Profile Revised*. Austin: Pro-ed.
- Trivette, C.M. and Dunst, C.J. (2001). In S. Sandall, M. McLean, and B.J. Smith, (2000). *DEC Recommended practices in early intervention/early childhood special education*. Longmont, Colorado: Sopris West.
- Victorian Government Department of Human Services. (2003) *Early Childhood Intervention Services vision and key priorities*. Community Care Division. Melbourne, Victorian Government Department of Human Services.
- Wray, J., Williams, K. (2007) The Prevalence of Autism in Australia. Report commissioned by the Australian Advisory Board on Autism Spectrum Disorders
- Yim SY, Moon HW, Rah UW, Lee IY (1996), Psychological characteristics of mothers of children with disabilities. *Yonsei Medical Journal*, 37: 380-400
- Yirmiya N, Shaked M (2005) Psychiatric disorders in parents of children with autism: a meta analysis. *J Child Psychol and Psychiatry*, 46: 69-83

APPENDIX ONE

DHS REFERENCE GROUP MEMBERSHIP

ACTNOW Reference Group	Contact Details
Ms Jan de Witte Parent Representative ACD	90 Wilmington Ave Hoppers Crossing 3029
Ms Liz Hughes Disability Services	DHS Disability Services Division Manager Specialist Support
Ms Evelyn Ferris (DHS rural rep)	PO Box 460 Wangaratta
Ms Kerry Bull Monash University	Project Manager, Monash University, CDPP Clayton
Prof Bruce Tonge Monash University	Head/Monash University, CDPP
Dr Avril Brereton Monash University	Monash University, CDPP
Ms Katie Broadbent Monash University Project Team	Monash University, CDPP
Ms Diane Bailey-Tribe	Manager Irabina
Mr Anthony Raitman DHS - Office for Children	Manager, Early Years Partnerships and Services Unit
Ms Lesley Hubble DHS - Office for Children - Chair	Manager, Early Years Inclusion & Innovation Unit 50 Lonsdale Street
Sue Lancaster	Senior Project Officer, Early Years Inclusion & Innovation Unit
Mr Steve Ballard DHS – Eastern Metropolitan Region	Manager. Early Years Services. Box Hill
Dr Susana Gavidia-Payne ECIA	Manager EPIC - RMIT Bundoora
Ms Heather Thewlis Pinarc – ECIS rural representative	Senior Services Manager Pinarc (Ballarat)
Mrs Amanda Golding Autism Victoria	Executive Officer Autism Victoria
Ms Meredith Ward Parent Representative/AFSA	President Autism Family Support Association
Ms Licia Kokocinski CALD	Chief Executive Officer Action on Disability within Ethnic Communities

ACTNOW Reference Group	Contact Details
Dr Richard Haslem Austin Health, CAMHS	CAMHS, Autism Health PO Box 5555, Heidelberg 3084
Dr Neil Coventry Austin Health, CAMHS	Director CAMHS, Austin Health
Ms Joanna Birdseye DHS Autism State Plan	
Dr Sian Hughes Paediatrician	Level 3, 43 Carrington Road Box Hill 3128
Ms Amanda Smith DHS - Mental Health and Drugs Policy	Manager, Mental Health & Drugs Policy Branch 50 Lonsdale Street
Kris Arcario Department of Education	Manager, Policy & Student Wellbeing GPO Box 4367
Brigid Monagle Department of Education	Policy & Student Wellbeing GPO Box 4367 Melbourne
Ms Rosalie Rogers Local Government representative	Manager, Children & Family Services City of Greater Bendigo

APPENDIX TWO

ReACT MEMBERSHIP

The ReACT Membership: Northern Region

NAME	TITLE	ORGANISATION
Georda Aldersea	Manager	Norparrin
Melinda Bruce	Parent	
Sharon Cassidy	ISF	City of Darebin
Margaret Clancy	Coordinator	ECAS
Joan Cooney	Education unit	ADEC
Paula Drum	Outreach Worker	Kalparrin
Tricia Culliney	Deputy Director	EPIC
Sally Girvan	Dietitian	SCS
Chris Kulas	Teacher/Coord	Sunbury ECIP
Val Spence	Manager	Kalparrin
Dr Theresa Lazzaro	Paediatrician	Dianella Community Health
Meg McNeil	Psychologist	SCS
Emma Meredith	M&CH	City of Darebin
Jeanette Twite	PSFO	City of Banyule/Whittlesea
Jill Nyhof	M&CH	City of Whittlesea
Libby Matenson	Psychologist	DE&T
Jeff Tyson	Manager	SCS Central Intake

The ReACT Membership: Southern Region

NAME	TITLE	ORGANISATION
Sally Bowyer	E.C. Special Educator	Working Together Project
Mary Fleming	Speech Pathologist	Alfred CAMHS
Vicki Gorman	Early Intervention Teacher	Biala- Peninsula
Maree Grover	Manager	Biala- Peninsula
Cristina Isaac	President	Southern Autism Spectrum Family Support Group
Kirsty Kerr	Psychologist, Family Counselor	Autism Victoria
Kerrie Lyons	Coordinator	MOIRA Southern Region Parent to Parent Groups
Sandra Martin	Psychologist	SCS - Cheltenham
Megan Morling	Coordinator	CAMHS - MAP Assessment Service
Beth Marrocco	Speech Pathologist	Cardinia/Casey Community Health
Bronwyn Roche	Ed. Advisor	SCS - Frankston
Helene Rogers	Maternal & Child Health	Kingston Council
Dale Sosbey	PSFO	Frankston
Lynda Turbiak	Team coordinator	Biala - Cranbourne
Lisa Mills	Assistant Principal	Southern Autistic School
Gaye McDermott	Psychologist	Aurora
Kallie Lyras	Psychologist	Frankston Community Health Service
Sarah O'Donnell	PSFO	Casey

The ReACT Membership: Eastern Region

NAME	TITLE	ORGANISATION
Dianne Bailey Tribe	Executive Director	Irabina
Helen Baker	PSFO	Connections
Steve Ballard	Manager	Child and Family Services, DHS
Chris Bowen	Inclusion Support	
Helen Chau	Psychologist	SCS
Sharon Gorton	Teacher/Coordinator	Yarra Valley ECIS
Marilyn McKeown	Senior Program Officer EMR	DE&T
Dr Sian Hughes	Paediatrician/Ax Coord.	CAMHS
Meg McNeil	Psychologist	Davey House/Maroondah Hospital
Anne Muir	Manager	St Paul's ECIP
Sharon Pretty	Speech Pathologist	Maroondah EIP
Jo Rodger	Case Manager	Uniting Care Community Options
Prue Smith	Team Leader	Anglicare
Meredith Ward	President	AFSA
Gaye McDermott	Psychologist	Early Education program for Hearing Impaired Children
Frossa Mrakas		ABIA
Alison Wilby	Psychologist	SCS – Outer East
Chris Cooper	M&CH	Monash

The ReACT Membership: Western Region

NAME	TITLE	ORGANISATION
Asuncion Baldovino	Intake Worker	ECI Intake
Karin Bashtannyk	Community Educator & Advocate	
Jenny Bott	Coordinator	Noahs Ark-West
Loreta Camerlengo	Early Years Project Officer	Western DHS
Joan Cooney	Education Unit	ADEC
Jan DeWitte	Parent	Parent Support Group
Donnalea Ellis	Speech Pathologist	SCS
Jan Hibberd	Senior Psychologist	DE&T
Dr. Catherine Marraffa	Paediatrician	RCH
Vicki Main	ISF	City of Melbourne
Michele Spreckley	Manager	Uncle Bob's CDC
Ruth Taylor	Occupational Therapist	Djerriwarrh Community Health
Marg Murphy	Autism Outreach Worker	DHS
Felicity Tregurtha	PSFO	Shire of Melton
Vicky Andrew	Manager Women's & Children's Health	Djerriwarrh Community Health

The ReACT Membership: Gippsland Region

NAME	TITLE	ORGANISATION
Elizabeth Bazel	M&CH Co-ordinator	South Gippsland Shire Council
Cate Bearsley-Smith	Psychologist	GARDAS Clinic, CAMHS
Ruth Churchill	Carer Support Coordinator	Commonwealth Carer Respite Centre Gippsland
Natalie Collings	Program and Service Adviser	Family and Community Support, DHS
Judy Farmer		WECAN
Frances Brown	PSFO	LaTrobe City
Jenny Howell	Coordinator	Noah's Ark, Gippsland
Judy Ireland	OT	Private Practice
Debra McNeil	Coordinator	GECIAN
Harvey Miller	Private Practitioner Family Therapist	Gilead Downs Family Therapy Centre
Cassandra L'Hotellier	Psychologist	DE&T
Mary Randall	Psychologist	SCS
Judy Smith	Case manager	Disability Services
Yvonne Waite	Coordinator	Parent to Parent Gippsland

The ReACT Membership: Hume Region

NAME	TITLE	ORGANISATION
Rosemary Barnett	Early Years Development Advisor	Upper Murray Family Care
Judy Bennett	Manager, Hume Region	Mansfield
Annette Churchill	Ed. Advisor/FSC	SCS
Prue Dobson	Assistant Principal	Verney Road Special School, Shepparton
Jenny Drysdale	Ed Advisor	SCS
Maggie Fanning	Parent	-
Sharon Fragomeni	CSRDO	Benalla Rural Council
Faye Guyatt	OT	Language & Devt. Clinic Goulburn Valley Health
Glenys Graham	M&CH	Benalla
Tanya Lowes	O.T. Behavioural Consultant	OT Discovery, Private Practice
Susan McLees	Coordinator	ASAT, NECAMHS
Sue Pringle	Coordinator	Cooinda Family Support Group
Dr. David Rodgers	G.P	Benalla
Barrie Scott	Psychologist	SCS
Debbie Ure	Parent	Seymour Parent Support
Tracy Dunkley	Coordinator Goulburn Valley ASAT	Goulburn Valley Health, CAMHS
Megan Hollingworth	Psychologist	SCOPE
Evelyn Ferris	Manager, SCS & Central Intake	DHS

The ReACT Membership: Loddon Mallee Region

NAME	TITLE	ORGANISATION
Jenny Balmer	M&CH	Mt Alexander Shire
Michelle Callahan	Travelling Teacher	Mansfield Autism Services
Sue Cutler	PSFO	St Lukes
Linda Ginn	Family Support Worker	Mallee Family Care
Penny Hartley	M&CH Support Worker	Mildura Rural City Council
Beck Foott	Early Intervention Consultant	Noah's Ark Murray Mallee ECI Service
Kate French	Coordinator Autism Spectrum Support & Evaluation Team	CAMHS
Kathy Reardon	Coordinator	Families of Children with a Disability Support Group
Jenny Tobin	M&CH & Parent rep.	City of Greater Bendigo
Deanna Blakely	Coordinator	Mount Alexander and Central Goldfields ECIP
Lyn Welsh	M&CH	Mildura
Fiona Williamson	Intake	SCS
Michele Totterdell	Regional Manager	NoahsArk
Julie Gillen	Autism Assessment Team Coordinator	CAMHS
Carol Brown		Dept of Ed

The ReACT Membership: Grampians Region

NAME	TITLE	ORGANISATION
Julene Barnes	Parent Support Group Leader, M&CH	North Grampians Shire Pyrenees Shire
Jennifer Crisp	OT	Noah's Ark, Horsham
Cassie Esmonde	Speech Pathologist	Wimmera Health Care Group
Sandy Facey	PSFO	PINARC
Alison Irvine	PSFO	Wimmera Uniting Care
Annette Joosten	O.T.	Ballarat Specialist School
Kathryn Richards	Kindergarten teacher	Cooinda Kindergarten, Stawell
Jenny Atkins	Manager	Specialist Children's Services
Billie McKenzie	Early Intervention Worker	SCS
Kris Schmidt		
Jan Ditchburn		PINARC
Sandra Kramer	Parent Rep	-
Sharlene Hoye	Parent Rep	-
Amanda Wynne	Parent Rep.	-
Debbie Moekerk	Parent Rep.	-
Cathie Coles	ISF	Noahs Ark Central Highlands Wimmera

The ReACT Membership: Barwon South West

NAME	POSITION	ORGANISATION
Heather Cances	Manager	Gateways Support Services
Judy Cox	Teacher	Gateways Support Services
Maree Crellin	Co-ordinator	City of Greater Geelong
Kate Fagan	PSFO	Gateways Support Services
Barb Hayes	Team Leader	SCS Geelong
Vicki Henderson	Program Advisor	DHS
Peter Hewson	Paediatrician	
Mary Lewis	M&CH Nurse	
Jen Mitchell	Team Leader	SCS, Warrnambool
Julie Pech	Early Intervention Co-ordinator	Mpower
Lorraine Reid	CSRDO	Glenelg Shire Council
Jill Rodger	E.I. Co-ordinator	Colac Early Intervention Program
Moira Walton	Speech Pathologist	Barwon Health
Yvonne Willman	Parent	-

APPENDIX THREE

ReACT ACTION PLANS

Eastern ReACT Action Plan

JUNE 2007

Aim: To provide better outcomes for young children with autism and their families

IDENTIFIED ISSUES/VISION	STRENGTHS WITHIN REGION What happens already? Skills, expertise, resources... What is available within the region?	ACTION / STEPS TO TAKE	TIME-FRAME
<p>Planned approach to P.D. for universal E.C. services is required</p>	<p>E.C.I agencies currently providing P.D. in region. (autism, visual supports, behaviour etc)</p> <p>Provision in F&SA for training provision through 'Community Development'.</p> <p>Irabina conference – early 2005</p>	<p>Representatives of this sector on ReACT (PSFO, CSRDO...)</p> <p>Establish calendar of training on website – Eastern link. All of region to contribute info.</p> <p>Flyer distributed to all universal E.C services informing of website & calendar</p> <p>Redistribute flyer to EC services to inform of REACT, fact sheets, training etc.</p> <p>Provide sub-regional series of 3 sessions for EC professionals and parents 'Understanding Autism'</p> <p>Wantirna Box Hill Lilydale</p> <p>Two copies of Autism in the Preschool Years Training Manual provided to EMR. Located: 1/ Outer: Irabina (Contact- Di Tribe) 2/ Inner: DHS Box Hill (Contact- Linda Dodimead)</p> <p>Local clinicians trained in presenting these sessions: - Melinda Gladman (SCS Inner Psychologist) - Sharon Gorton (Yarra Valley ECIS)</p> <p>Irabina provided sub-regional training for parent/professionals 'Understanding Autism'</p> <p>Diet/Fussy Eating training for parent/professionals to be held by SCS alongside sensory disturbance sessions.</p>	<p>March 2005</p> <p>March 2005</p> <p>March 2005</p> <p>Feb 2006</p> <p>July 2005 August 2005 Oct 2005</p> <p>August 2006</p> <p>4/11/18 July 2006</p> <p>July and Aug 2006 2007</p>

	(Designed for ReACT members to attend with a view to sub-committee developing own regional session to be rolled out in the future.)	<p><u>Further training to be picked up by ACT-NOW.</u></p> <p>Parent perspective/talking with parents about dev concerns Lilydale: Knox: Box Hill:</p> <p>Sensory Disturbance Lilydale: Knox: Box Hill:</p> <p>Parent perspective/talking with parents about dev concerns Box Hill.</p> <p>HFA/Asperger's: Strategies for Inclusion Box Hill Knox Yarra Ranges</p>	<p>27th April 2006 18th May. 2006 9th May. 2006</p> <p>17th July 2006 7th Sept 2006. 14th August 2006</p> <p>20th March 2007</p> <p>2007</p>
P.D. required on early signs & screening (M&CH)	Training provided by Dr. Sian Hughes in 2005.	M&CH membership on ReACT Sian to follow up whether there is need for training in 2007. Cheryl Dissanayake undertaking research project in some LGA's.	Ongoing
P.D. required on early signs & screening for G.P's		Sian to discuss with Divisions of General Practice. Offer PD (MOPP Points) ACT-NOW to develop written materials	2006 – Ongoing 2007
Directory of autism specific services in the region needs annual update and distribution	Eastern region Autism Directory already established.	Autism Directory to be updated by Sian Hughes Distribute through ReACT for changes Post directory on ACT NOW website Forward hard copies to services for distribution	2005 2006 2007

Referral pathways are not clear – document required	<ul style="list-style-type: none"> - Multiple service pathways, diversity of assessments - Plenty of choice 	To be addressed through Central Intake	
Wider family functioning – siblings, fathers...	<ul style="list-style-type: none"> - <i>Irabina has a programme which it has run many times 7-8 sessions/fortnightly 2 staff</i> \$3,000 per program, 8 in a group, 5-8 & 8-12. 	<ul style="list-style-type: none"> <i>Investigation of alternative funding source</i> DHS disability ????? Preschoolers with Autism Parent Programme. Training provided in 2005, groups being run across the region: <ul style="list-style-type: none"> - Irabina - SCS Helen Chau (Chinese speaking group) - SCS/STRIDE in 2007 	
Require a planned approach to transition to school	<ul style="list-style-type: none"> - Book from Irabina -Irabina currently provides autism specific training (Irabina clients) -Other ECI agencies provide generic transition training -Current networking groups – not all identified. (Maroondah/Monash/Upper Yarra) 	<p>SDS and Dept of Ed represented on ReACT</p> <p>Irabina to look at feasibility of running transition training to wider catchment</p> <p>Irabina providing training for Catholic Ed system on a 4yr contract. School staff who attend training then do action research on one child in their school as follow up.</p> <p>Sharon Gorton and Sian Hughes to collaborate on providing basic Autism training for local school sector through CAMHS</p> <p>Yarra Valley ECIS provided training to preschool teachers/primary teachers and additional assistants around Transition to school for children with Autism under the Best Start program</p> <p>Eastern ReACT to look at this issue in more detail at May meeting following discussion in Feb – see minutes. Marilyn McKeon to follow up with Hume region re pilot project.</p>	<p>2007</p> <p>2006</p> <p>May 2006</p> <p>May 2007</p>

Respite Care – specific training required for HACC services		<ul style="list-style-type: none"> - Respite workers could attend universal service provider training - Need to look at more specific training - Pilot project in Yarra Ranges strengthening links between ECIS and HACC. -Discuss further 	<p>2007 May 2007</p>
CALD issues		Helen Chau (SCS) ran Chinese speaking Preschoolers with Autism Parent Programme late 2006. Very successful.	October 2006
Continued PD for ECIS sector to maintain level of expertise	Current forum: Autism Education Programme at Irabina for ECIS, Paeds etc.	<p>ADI and ADOS training provided to local clinicians:</p> <ul style="list-style-type: none"> - Di Tribe - Sonia Street - Dr Sian Hughes <p>Pep 3 training provided for ECIS sector. Staff who attended from agencies are to train colleagues in the Pep 3 when return to agency.</p> <p>Autism and ADHD presented by Prof. Bruce Tonge</p>	<p>Aug/Oct 2006</p> <p>12th July 2006</p> <p>November 2006</p>

Northern ReACT Action Plan

JUNE 2007

Aim: To provide better outcomes for young children with autism and their families

IDENTIFIED ISSUES	STRENGTHS WITHIN REGION What happens already? Skills, expertise, resources... What is available within the region?	ACTION / STEPS TO TAKE	TIME-FRAME
<p>Planned approach to P.D. for universal E.C. services is provided through NR Autism Training Group. ACT-NOW to complement this training.</p>	<p>NR Autism Training Group provides comprehensive, autism specific training for E.C. sector.</p> <p>Provision in F&SA for training provision through 'Community Development'.</p> <p>Agencies from across region involved in training provision/review.</p> <p>Existing groups: DEKTA, PSFO conferences CSRDO conferences/in-services</p>	<p>Representatives of this sector on ReACT (PSFO's, CSRDO's ,Child Care sector)</p> <p>Establish calendar of training on website – Northern link</p> <p>Flyer distributed to all universal E.C services informing of website & calendar</p> <p>Distribute flyer to all universal E.C services informing of website, fact sheets & calendar</p> <p>Act-NOW training for EC services 2006: <u>Hume</u> <u>Whittlesea</u> <u>Darebin</u> <u>Yarra</u> <u>Moreland</u> <u>Banyule / Nillumbik</u> <u>Sunbury</u></p> <p>Training packages available through ACT-NOW</p> <ol style="list-style-type: none"> 1. Autism 2. Communication and interaction 3. Behaviour management 4. <p>Two copies of the manual have been provided by ACT-NOW and are located within the region: 1/ Norparrin 2/ ECAS</p>	<p>March 2005</p> <p>March 2005</p> <p>March 2006</p> <p>12th May 2006 30th Aug 2006 3rd May 2006 10th August 2006 3rd August 2006 22nd August 2006 2006</p> <p>April 2006</p> <p>May 2006</p>

		<p>Training in presenting these sessions was provided by ACT-NOW. Local clinicians who have attended this training include:</p> <ul style="list-style-type: none"> - Catherine (Norparrin) <p>Act-NOW training planned for 2007: Focus: Early Signs and Dev Concerns 1/ Yarra x2 2/ Preston x2</p>	<p>June 2006</p> <p>TBA April 26th 2007</p>
P.D. required for E.C.I. sector	<p>Full day conference (13/7/05) ECI – no conference in 2006 but access may be via 'CSIF' (ask Mangers regarding this for 2006)</p>	<p>ACT-NOW to provide P.D. for ECI sector –</p> <ul style="list-style-type: none"> • HFA/Aspergers • Current research • Preschoolers with Autism Parent Programme <p>- ECAS applying for funding to roll this out - Norparrin ran 2 grps in 2006 with 2 staff sharing the role of facilitating. Plan to continue this in 2007</p> <p>- Forum planned for 2007 for all clinicians who have completed this training as a PD follow up</p>	<p>2/8/05 Preston</p> <p>13/7/05 Whittlesea</p> <p>Feb-June 2006</p> <p>August 2006 May 2006, 2007</p> <p>March 2007</p>
P.D. required on early signs & screening (M&CH)	<p>Regional knowledge of services and referral pathways – need to include local service provider in training.</p>	<p>M&CH membership on ReACT (Emma Meredith & Jill Nyoff)</p> <p>Initial training in 2005 on understanding autism & use of CHAT</p> <p>Follow-up training in 2006 based on M&CH evaluations</p>	<p>Ongoing</p> <p>11/8/05 Coburg</p> <p>September 2006</p>
Linkages between paediatricians and ECIS		<p>Paediatrician on ReACT (Dr. Theresa Lazzaro)</p> <p>Chris Kulas to follow up with Theresa Lazzaro re developing linkages between ECI and Paeds.</p> <p>Michelle Spreckley and Cathy Maraffa organising meeting with paed in the West</p>	<p>Ongoing</p>

		Session with ECIS and Paeds has occurred but ACT-NOW have not received feedback on the progress with this. Kerry to follow up and report back at next ReACT meeting	October 2006 February 2007
Diagnosis and Assessment		<p>Explore possibility of a small working party</p> <p>Review what is already available "best practice" (Autism Vic protocols)</p> <p>ADI and ADOS training provided by Act-NOW to local clinicians:</p> <ul style="list-style-type: none"> - Teresa Lazaro - Sue Kermond (Dianella CHC Meadow Heights) 	2007 Aug/Oct 2005 Aug/Oct 2006
Access to services for CALD families	Project worker employed by ADEC - Melanie. (Stage one) Support for children with an ASD in playgroups	ADEC & VICSEG on ReACT Playgroup Victoria (Nella Arthur) have funding to run supported playgroups.	2006
Sibling support services		<p>MCM run two 7-12y.o groups fortnightly. Ongoing. Contact: Paul Boomert 9385 3212</p> <p>TRY youth and community services run a camp at Christmas time based in Melbourne for 12-17y.o. http://www.tryyouth.org.au</p> <p>South Morang has a 6 session groups</p> <p>Kalparrin recently started monthly sessions on a Sat</p>	May 2006 May 2006 May 2006 May 2006
Planned approach to transition to school required.	Child specific dialogue currently happens. Information sessions provided by individual ECI services. Training available to school sector through agencies such as Western Autistic School..	<p>DoE representation on ReACT</p> <p>Regular updates from school sector to ReACT on issues related to transition to school.</p> <p>To be discussed in detail at May 2007 ReACT meeting.</p>	May 2007
Respite Care – specific training required for HACC services		Training provided for HACC services across the region	7/9/05, Northcote

Southern ReACT Action Plan

JUNE 2007

Aim: To provide better outcomes for young children with autism and their families

IDENTIFIED ISSUES	STRENGTHS WITHIN REGION What happens already? Skills, expertise, resources... What is available within the region?	ACTION / STEPS TO TAKE	TIME-FRAME
<p>Planned approach to P.D. for universal E.C. services is required</p>	<p>Some training currently provided by regional E.C.I. services.</p> <p>Local service providers have expertise to deliver training.</p>	<p>Representatives of this sector on ReACT (PSFO, CSRDO...)</p> <p>Establish calendar of training on website - Southern link</p> <p>Flyer distributed to all universal E.C services informing of website & calendar</p> <p>Send updated flyer to E.C. services to discuss ACT-NOW website, factsheets etc.</p> <p>ACT-NOW to provide initial series of 3 consecutive sessions on 'Understanding Autism' in 3 subregions</p> <p>Representatives from regional ECIS to attend above sessions with view to providing similar on ongoing basis.</p> <p>Local ECIS to provide ongoing training on 'Understanding Autism' for universal EC services.</p> <p>Training to be provided by Act-NOW in 2006: Sensory Disturbance Sessions</p> <ul style="list-style-type: none"> • Mornington • Narre Warren • Cheltenham <p>Parent perspective/Discussing devt concerns</p> <ul style="list-style-type: none"> • Mornington, • Narre Warren [2 sessions], • Cheltenham [2 sessions] <p>Training to be provided by ActNOW in 2007:</p>	<p>March 2005</p> <p>March 2005</p> <p>March 2006</p> <p>March - May 2005</p> <p>March – May 2005</p> <p>2006 onwards</p> <p>9/8/06 25/7/06 10/10/06</p> <p>15/5/06 8/5/06 30/6/06</p>

	<p>MCHN follow-up training (ChAT and discussing developmental concerns)</p> <ul style="list-style-type: none"> • Kingston • Casey/Cardinia • Peninsula <p>Parent perspective/Discussing devt concerns</p> <ul style="list-style-type: none"> • Narre Warren <p>Training packages available through ACT-NOW: 'Autism in the Preschool Years'</p> <p>Three copies of the manual have been provided by ACT-NOW and are located within the region at SCS in each of the 3 sub-regions:</p> <ol style="list-style-type: none"> 1. DHS Frankston: Contact Bronwyn Roche 2. DHS Dandenong: Contact Chris Thompson 3. DHS Cheltenham: Contact Catherine Thompson <p>Training in presenting these sessions was provided by ACT-NOW. Local clinicians who have attended this training include:</p> <ul style="list-style-type: none"> - Natasha Anderson - Beth Morocco - Dale Soseby <p>Beth was planning to roll out these sessions with Merryn McDonald for first term 2007. Merryn is having a baby, so this will be postponed. Natasha has presented the sessions to parents at Biala Dale rolled out the sessions in Morn-Pen region</p> <p>Training to be provided by Act-NOW in 2007:</p> <p>1/ MCHN: follow-up in each of sub-regions Discussing Dev Concerns (6hrs)</p> <ul style="list-style-type: none"> - Greater Dandenong/Casey/Cardinia - Mornington Peninsula/Frankston - Kingston <p>2/ EC: Narre Warren- Early Signs and Discussing Dev Concerns (2hrs)</p>	<p>28/2/07 8/3/07 28/3/07</p> <p>23/4/07</p> <p>April 2006</p> <p>May 2006</p> <p>June 2006</p> <p>Early 2007 October 2006 October 2006</p> <p>22nd March 2007 5th March 2007 28th Feb 2007 23rd April 2007</p>
P.D. required on early signs & screening (M&CH)	<p>M&CH membership on ReACT Helene Rogers (Kingston Council) replaced by Gillian Cordell August 2006</p> <p>Initial training in 2005 on understanding autism & use of CHAT Narre Warren Noble Park</p>	<p>Ongoing</p> <p>22/6/05 29/8/05</p>

		<p>Initial training in 2006 on understanding autism & use of CHAT</p> <p>City of Kingston: City of Casey: Cardinia Shire: Glen Eira Council: Frankston and Peninsula Councils: Bayside Council Port Phillip Stonnington:</p> <p>Follow up session re CHAT and how to talk with families</p> <ul style="list-style-type: none"> • Kingston • Casey/Cardinia • Peninsula 	<p>29/3/06 2006 30/6/06 24/5/06 21/6/06 20/6/06 31/5/06 31/5/06</p> <p>28/2/07 8/3/07 28/3/07</p>
Referral pathways are not clear	<p>"Where to next?" document being prepared. Christina not able to commit to maintaining this document, so will now be referred to generic Through the Maze.</p>	<p>Through the Maze can be downloaded</p> <p>Christina to contact ACD and Autism Vic to establish if they can use and/or develop this document.</p>	<p>Feb 2007</p> <p>Feb 2007</p>
Training for G.P. on early signs and screening.		No action items yet to be established	Over next 2 years
Planned approach to transition to school required	<p>- E.I. agencies do have some processes around transition</p> <p>- Some cluster groups of childcare, kinder, prep in Casey</p> <p>- Some areas Kinder teachers have good networks with pre teachers</p> <p>- Individualised within agencies</p>	<p>'Special Meeting' on 11th April 2006 to discuss 'Autism: Transition to School'. Follow-up meeting held in July where a sub-committee was formed to address this issue</p> <p>Sub-group have decided to formulate a booklet on best practice and ideas for the transition to school period for children with autism, with each committee member taking responsibility for one chapter. To be reviewed in Feb 2007</p>	<p>2006</p> <p>April 2006</p>

Respite Care – specific training required for HACC services		No action items yet to be established	Ongoing
CALD issues		No action items yet to be established	Ongoing
Ongoing PD for ECIS sector	Clinicians who completed 'Preschoolers with Autism' training: Beth Marrocco, Irene Pilkington, Pelham Wellspring, Elspeth Baisman, Linda Davis, Vicky Gorman, Felicia Groves, Leanne Clutterbuck	ADI and ADOS training provided by Act-NOW for clinicians: - Tony Weldon - Kirsty Kerr Preschoolers with Autism Parent Programme training provided by Act-NOW: - Beth Morocco completed the training and expects to roll it out in 2007 - SCS to possibly run training in term 1 2007 - Act-NOW to provide follow-up PD forum in March 2007 for clinicians who have completed the parent programme training PEP-3 training provided by Act-NOW: - Alfred CAMHS - Other clinicians in Southern region The Pep-3 kit has been purchased by Alfred CAMHS	Aug/Oct 2005 Aug/Oct 2006 May-Sept 2006 Early 2007 Early 2007 March 2007 23 rd May 2006 5 th June 2006

Western ReACT Action Plan

JUNE 2007

Aim: To provide better outcomes for young children with autism and their families

IDENTIFIED ISSUES	STRENGTHS WITHIN REGION What happens already? Skills, expertise, resources... What is available within the region?	ACTION / STEPS TO TAKE	TIME-FRAME
<p>Planned approach to P.D. for universal E.C. services is required</p>	<p>Some training currently provided by regional E.C.I. services.</p> <p>Local service providers have expertise to deliver training.</p> <p>Provision in F&SA for training provision through 'Community Development'.</p>	<p>Representatives of this sector on ReACT (PSFO, CSRDO...) Felicity Tregurtha, PSFO Vicki Main, CSRDO</p> <p>Establish calendar of training on website – Western link</p> <p>Next calendar 2006 to be put on web</p> <p>Flyer distributed to all universal E.C services informing of website & calendar</p> <p>Update letter to inform services of ReACT, website, fact sheets etc.</p> <p>Noah's Ark West provide strategies based training in an ongoing capacity</p> <p><u>Training provided by Act-NOW in 2005:</u> Footscray series of 3 evening sessions X 2</p> <p><u>Training provided by Act-NOW in 2006:</u> Series of 3 sessions repeated in: Brimbank Melton Wyndham</p> <p>E.C.I providers attended above sessions with view to rolling out this program in 2007.</p>	<p>March 2005</p> <p>March 2006</p> <p>March 2005</p> <p>March 2006</p> <p>October 2006</p> <p>June/Sep 2005</p> <p>April 2006 July 2006 May 2006</p>

		<p>Training packages available through ACT-NOW</p> <ol style="list-style-type: none"> 5. Autism 6. Communication and interaction 7. Behaviour management <p>Two copies of the manual have been provided by ActNOW and are located within the region at:</p> <ol style="list-style-type: none"> 4. SCS 5. Noah's Ark West <p>Training in presenting these sessions was provided by ActNOW. Local clinicians who have attended this training include:</p> <ul style="list-style-type: none"> - Marg Murphy <p>Marg is rolling out these workshops in Feb 2007 in Braybrook and possible Melton early 2007</p> <p><u>Training to be provided by Act-NOW in 2007:</u></p> <ol style="list-style-type: none"> 1. EC sector: Early Signs and Discussing Dev Concerns- <ul style="list-style-type: none"> - Footscray - Bacchus Marsh 2. EC sector: Understanding Autism series of 3 workshops- <ul style="list-style-type: none"> - Caroline Springs <p><u>Local services providing training in 2007:</u> Footscray: Marg Murphy Feb 2007 Wyndham: Noahs Ark West Term 1 2007</p>	<p>April 2006</p> <p>May 2006</p> <p>Early 2007</p> <p>18th April 2007 30th April 2007</p> <p>Feb/March 2007</p>
P.D. required on early signs & screening (M&CH)		<p>M&CH membership on ReACT (Chris Gilbey)</p> <p>ACT-NOW to provide training in 2 sub-regions Footscray Melton</p> <p>Follow-up training in both sub-regions on CHAT and discussing dev concerns</p>	<p>Ongoing</p> <p>Nov 2005</p> <p>May 2006</p>
Consistent training required for HACC services		ACT-NOW to provide training	June & July 2005

Directory of autism specific services in the region needs annual update and distribution?		No resources in region to do this Connecting care should provide this.	Ongoing
Need consistent written material for families		Fact sheets provided by ACT-NOW ReACT to inform ACT-NOW of topics	Ongoing
CALD – support for families		ADEC representation on ReACT Training for ADEC workers can be provided through ACT-NOW if requested. Parent Programme application made to run a group in Vietnamese (Marg Murphy and July Barber)	Ongoing
Transition to school		Requires further discussion. Representatives from ECI and DE&T on ReACT. Need to determine what local transition networks are currently in place. Working party formed in 2006. Focusing on concerns faced by children who are not eligible for DE&T funding. WAOS to coordinate an autism-specific info evening for parents of children who did not receive funding.	2006 August 2006
Post diagnosis support for families		<u>Preschoolers with autism parent program.</u> Western clinicians' trained in 2005. Groups rolled out at the following: <ul style="list-style-type: none"> - Djerriwarah Community Health - Autism Outreach Programme - Uncle Bob's CDC Agenda each ReACT meeting to determine which clinicians are in a position to offer training to colleagues. Discussion about rolling out a grp in Vietnamese (refer to CALD section above)	2006 2006 2006

<p>Paediatricians – linkages with ECI. Training.</p>		<p>ADI & ADOS completed by Dr. Cathy Marraffa in 2005.</p> <p>Suggest: Dr. Jeanette Pine, Dr Carl Orkin, Dr. Sue Gibb, Dr. Anne Smith, and Dr. Chitra Chandram to be invited to apply for ADI & ADOS training in 2006.</p> <p>Breakfast at Travancore or Sunshine Hospital 7.30am-9.00am. in 2006. Ask Jansenn Gilag to sponsor. Postponed until 2007</p>	<p>Ongoing</p>
<p>Ongoing PD for ECI sector to ensure maintenance of expertise</p>		<p>ADI and ADOS training provided by Act-NOW. Local clinicians trained:</p> <ul style="list-style-type: none"> - Sophie Weiskop (Psych at Travencore) - Lisa Vale (OT at Sunshine Hospital) - Vicki Andrew ADOS trained <p>Preschoolers with Autism Parent Programme training provided by Act-NOW in 2005.</p> <ul style="list-style-type: none"> - Uncle Bob’s rolling out and plan to do so in 2007 - Marg has rolled these out and plans to do so in 2007 - Act-NOW have planned a forum for all clinicians who have participated in this training to provide follow-up PD 	<p>Aug/Oct 2006 Aug/Oct 2006 2006</p> <p>March 2007</p>

Barwon South-West ReACT Action Plan

JUNE 2007

Aim: To provide better outcomes for young children with autism and their families

IDENTIFIED ISSUES	STRENGTHS WITHIN REGION What happens already? Skills, expertise, resources... What is available within the region?	ACTION	TIME-FRAME
<p>Planned approach to P.D. for universal EC services is required</p>	<p>Some training currently provided by regional E.C.I. services.</p> <p>Local service providers have expertise to deliver training.</p> <p>Provision in F&SA for training provision through 'Community Development'.</p>	<p>Representatives of this sector on ReACT (Kate Fagan, Judy Cox, Lorraine Reid)</p> <p>Establish calendar of training on website – Barwon South-West link</p> <p>Flyer distributed to all universal E.C services informing of website & calendar</p> <p>Update flyer in 2006 to remind services of fact sheets, website etc.</p> <p>Training provided in 2005 Geelong Teachers Conference Warrnambool Conference Transition issues – kindergarten to prep organised with DET</p> <p>Training provided in 2006 Portland Warrnambool Hamilton Geelong</p> <p>Training planned for 2007: Regional conference in Colac "Best Practice and What's New in Autism"</p> <p>Local services training provision: Autism in the Preschool Years training manual provided by ActNOW. Local clinicians trained to present the material:</p>	<p>Ongoing</p> <p>March 2005</p> <p>March 2005</p> <p>June 2006</p> <p>25th May 2005 13th August 2005 18th August 2005</p> <p>7th June 2006 13th September 2006 16th August 2006 25th May 2006</p> <p>30th May 2007</p>

		<ul style="list-style-type: none"> - Rachel Peters (DHS). Rachel to start running groups in Feb. Parent group and groups outside of SCS and M-Power - Sonia McCall-White (Gateways). Sonia to conduct first session with ECI staff in Dec 2006 <p>Two training manuals are held within the region at: 1/ SCS. (Contact: Julia Brown 5561 9410) 2/ Gateways Support Services. (Contact: Heather Cances 5221 2984)</p>	
P.D. required on early signs & screening (M&CH)		<p>M&CH membership on ReACT (Marie Leske, Marree Crellin, Mary Lewis)</p> <p>ACT-NOW to provide training in 2 sub-regions Camperdown (Early Signs & Screening) Geelong</p> <p>Update training in 2006 (CHaT and discussing developmental concerns) Camperdown Geelong</p> <p>Local clinician Janet Torode (SCS Geelong) conducted training for MCHs and is available to provide further training if requested</p> <p>Local clinicians trained in the ADI and ADOS</p> <ul style="list-style-type: none"> - Julia Brown - Julie Pech - Rikki Bandekow <p>DHS funding ADOS kit</p>	<p>Ongoing</p> <p>24th Aug 2005 14th Sept 2005</p> <p>25th May 2006 9th August 2006</p> <p>June 2006</p> <p>Aug and Oct 2006</p>
Directory of autism specific services in the region needs annual update and distribution?	<p>Current services brochure and referral pathways documents are available through central intake.</p> <p>Through the Maze to be updated by ACD. Available soon with regional</p>	<p>Service Directories to be shared at September 14th 2006 meeting</p> <p>Kerry to investigate time-line for 'Through the Maze'</p>	<p>June 2006</p>

	<p>information.</p> <p>Gateways website has relevant info.</p>	<p>Colac Otway shire updating collection of directory</p> <p>Hamilton referral pathways a particular problem</p>	<p>June 2006</p>
<p>Require a planned approach to transition to school</p>	<p>DE&T Strategic Plan – Lynne Kidman, Gateways, M-Power</p>	<p>DE&T and Catholic Ed. representation on ReACT</p> <p>Transition training for early childhood and school sectors in 2005 and 2006 to be provided by ACT-NOW.</p> <p>Transition issues – kindergarten to prep organised with DET</p> <p>Geelong: 'HFA & AS'</p> <p>Warrnambool: 'Emotional & Behavioural Disturbance'</p>	<p>18th August 2005</p> <p>28th July 2006</p> <p>15th August 2006</p>
<p>Links between ECIS & Paediatricians</p>	<p>ECIS and Paeds have good informal links.</p>	<p>Paediatrician on React. (Dr Peter Hewson)</p> <p>Find out process for distributing information – mailing list to let them know of websites, fact sheets etc.</p> <p>Informal links established, but nothing more formal developed. Is there a need to formalise links within the region?</p> <p>Barwon Paeds have database doing DNA research on Autism in families over 3 years</p>	<p>Ongoing</p>
<p>Post Diagnosis Support for parents</p>	<p>Gateways Parent Support Programs.</p> <p>M-Power support groups – S.W.</p>	<p>Preschoolers with Autism Programme. S.W. keen to be involved. Funding concerns re – no. of hours involved and impact on Early Intervention Program – see the value in the program. Let Vicki Henderson know cost issues with a view to approaching Jan Keats – Parenting Association, for funding assistance.</p> <p>Gateways conducting 6-week programme in 2006 – 'My child and autism'.</p>	

		<p>Preschoolers with Autism Parent Programme (modified version) run at Gateways Geelong by Hayley Phelan from June 2006. Forum planned for 22nd March 2007 for further PD for all clinicians trained in this program</p> <p>Gateways interested in receiving further training for more staff in this program through the 2-day intensive course</p>	<p>March 22nd 2007</p> <p>? 7th-8th March 2007 ?</p>
Links between ECIS & G.Ps		<p>Possible strategies.</p> <ol style="list-style-type: none"> 1/ GP on ReACT (Dr. Robert Ward) 2/ Info through GP's newsletter on website, fact sheets etc 3/ Discuss with Division of G.P's 4/ Discuss with contacts through Gateways Board 	
Assessment and Diagnosis pathways		<p>Need to disseminate info on multidisciplinary assessment. Need to reach private practitioners</p>	<p>Fact sheet on this process on ActNOW website</p>

Gippsland ReACT Action Plan

JUNE2007

Aim: To provide better outcomes for young children with autism and their families

IDENTIFIED ISSUES	STRENGTHS WITHIN REGION What happens already? Skills, expertise, resources... What is available within the region?	ACTION	TIME-FRAME
<p>Planned approach to P.D. for universal EC services is required</p>	<p>Some training currently provided by regional E.C.I. services.</p> <p>Local service providers have expertise to deliver training.</p> <p>Provision in F&SA for training provision through 'Community Development'.</p> <p>Mansfield currently providing training in the region on request</p> <p>Parent Support Groups organising training across the region</p>	<p>Representatives of this sector on ReACT.</p> <p>Establish (calendar of training) on website - Gippsland link</p> <p>Flyer distributed to all universal E.C services informing of website & calendar</p> <p>Flyer distributed to all universal E.C services updating on website, fact sheets etc.</p> <p>ReACT to inform ACT-NOW of gaps in training for this sector ACT-NOW to respond to requests for training from the region</p> <p>2005 - Topic – 'Understanding Autism'</p> <p>Bass Coast Wellington Sale</p> <p>2006 – Topic – Discussing dev. concerns/parent perspective. San Remo Leongatha LaTrobe</p> <p>2007- Topic- Inclusion Strategies and Working with Parents in the Preschool Years Bairnsdale x 2 Morwell x2</p> <p>Core training manual and presentations provided by ACTNOW. Two manuals have been provided for the region. They are located:</p> <ul style="list-style-type: none"> - Library of GECIAN (Contact Cathy Stephenson at SCOPE to access resources) 	<p>Ongoing</p> <p>March 2005</p> <p>March 2005</p> <p>Feb 2006</p> <p>6/10/05 26/10/05 26/10/05</p> <p>25/7/06 26/7/06 6/6/06</p> <p>Feb 8/9 2007 May 1 2007</p> <p>April 2006</p>

		Local clinicians rolling out training in the region: <ul style="list-style-type: none"> - Mary Randall - Nicholas Fawcett Harvey Miller and Judy Farmer ran session for Grandparents on Understanding Autism.	August 2006 August 2006
P.D. required on early signs & screening (M&CH)	Harvey – monthly meeting with M&CH N	M&CH membership on ReACT Initial training in 2005 on understanding autism & use of CHAT Leongatha Follow-up training in 2006 based on M&CH evaluations Warragul	Ongoing 27/5/05 8/4/06
P.D. required for ECI sector – local, cost effective, evidence based		Conference – ‘Bringing Together Research & Practice’ ADI and ADOS training provided to local clinicians <ul style="list-style-type: none"> - Cate Beardsley Smith - Harvey Miller PEP- 3 training provided by ACT-NOW. Mary Randall has a copy of the kit	3/6/05 2005 October 2006 August 2006
P.D. required for GP’s re early signs and screening		Training in Moe (Prof. Bruce Tonge, ACT-NOW) Harvey, Mary and Yvonne as sub-group to address: <ul style="list-style-type: none"> Contact Division of GP’s Investigate accreditation Sub-group has decided to consult with the Division of GPs	2/6/05 March 2006 May 2006
Transition to school	Subgroup in GECIAN already formed: Val and Natalie both current members	ReACT (Cassandra, Yvonne, Natalie) to liaise with GECIAN sub-group to work on this area, and feedback to ReACT following mtg. “Moving To School” is in its final draft (for parents). Targeting children transitioning from kinder to school who have a developmental concern, not autism specific. Is to be brought to GECIAN meeting to be ratified on Mon 12/2 07. The booklet covers: services available, who to talk to, where to go to, questions to ask, timeline, getting help for self/child. Hoping to have completed and printed for 2007-2008 transition period.	2007

		A Services kit (for Developmental Disabilities) is also currently being developed for professionals, of which part will be the "Moving to School" brochure.	
Service directories	Service Directory for Services available – GECIAN treatment	Natalie has identified the following: ReACT page to link to DHS ECIS page which links to regions ACD "Through the Maze" to be developed for early childhood on a regional base for provisional print	
More support options for families required post diagnosis	Harvey & colleagues currently offering 6 week parent group for preschool and school age groups. ECI services SCS.	Preschoolers with autism parent program training provided for 6 clinicians in 2005. Continue to agenda above at ReACT meetings to establish when local clinicians can provide training to their colleagues. Need to work on finding funding for above to be offered to more families in Gippsland. The following clinicians have run Preschoolers with Autism Parent Programme groups in 2006: <ul style="list-style-type: none"> - Mary Randall - Samantha Brick (2007: Private Practice) - Tracey Love (Noah's Ark) Ruth Churchill is hoping to offer a group in Sale Harvey Miller has modified his existing parent program to incorporate individual sessions	2005
Assessment and Diagnosis		Idea to bring all assessors (paeds, psychs, speech, OT) together: Network peers support education – discussion of tools used Identify who is assessing and diagnosing in the region (Private Practitioners) PEP-3 training requested and provided by ACT-NOW in 2005 ADI and ADOS training provided to local clinicians <ul style="list-style-type: none"> - Cate Beardsley Smith - Harvey Miller 	

<p>Parent Support Groups</p>	<p>Parent Support Groups in each Shire Representative of each meeting</p>	<p>Encourage parent support groups to work together: arrange parent education in cooperation. This has become tricky because of geographical spread and lack of funding for convenors role. Yvonne reported that there has been 2 Gippsland-wide convenors meetings which have been well attended, but is a lot of responsibility for a volunteer parent</p> <p>Parent representation important on the ReACT. There is funding for parents to receive reimbursement for travel and child care through AFSA.</p>	
-------------------------------------	---	---	--

Grampians ReACT Action Plan

JUNE 2007

Aim: To provide better outcomes for young children with autism and their families

IDENTIFIED ISSUES	STRENGTHS WITHIN REGION What happens already? Skills, expertise, resources... What is available within the region?	ACTION	TIME-FRAME
<p>Planned approach to Professional Development for universal Early Childhood services</p>	<p>Some training currently provided by regional E.C.I. services.</p> <p>Local service providers have expertise to deliver training.</p> <p>Provision in F&SA for training provision through 'Community Development'.</p>	<p>Representatives of this sector on ReACT (Alison Irvine, Sandy Facey, Katherine Richards, Cathy Coles...)</p> <p>Establish calendar of training on website – Grampians link</p> <p>Flyer distributed to all universal E.C services informing of website & calendar Redistribute flyer to services to update information on fact sheets, calendar, website...</p> <p>E.C. training in sub-regions 2005 and 2006: Ballarat (Understanding Autism) Horsham (Understanding Autism) Stawell (Understanding Autism) Ballarat (Early signs and Discussing developmental concerns)</p> <p>Two Manuals for "Autism in the Preschool Years" provided by ACT-NOW. Clinicians trained in presenting this material within the region: - Sandy Facey - Billie McKenzie</p> <p>ActNOW will provide the following training in 2007: 1/ MCHN: Early Signs of Autism and Working with Families 2/ EC: Early Signs and What to do Next 3/ ECIS: PEP 3 follow up training in Ararat</p>	<p>March 2005 Ongoing</p> <p>March 2005</p> <p>June 2006</p> <p>May 2005 May 2005 April 2006 August 2006</p> <p>August 2006</p> <p>August 2006</p> <p>7th June, 2007 7th /8th June 2007 17th April, 2007</p>

<p>Local training for ECI sector</p>		<p>Conference; Bringing together research & practice</p> <p>PEP-3 training in Ballarat PEP-3 repeated in Ballarat PEP-3 training in Horsham PEP-3 follow up training in Ararat for ECIS</p> <p>ADI and ADOS training provided by ACT-NOW to local clinician: - Annette Joosten</p>	<p>Ararat, Aug 2005</p> <p>2005 November, 2006 April 2006 April 2007</p> <p>August/Oct 2006</p>
<p>P.D. required on early signs & screening (M&CH)</p>		<p>M&CH membership on ReACT (Julene Barnes)</p> <p>ACT-NOW to provide training: Early Signs and Screening CHaT and Discussing developmental concerns with parents CHaT and Discussing developmental concerns with parents</p>	<p>Ongoing</p> <p>May 2005 October 2006 June 2007</p>
<p>Links between G.Ps, and Early Childhood Intervention Services.</p>		<p>Possibly offer accredited training to GPs through ACT-NOW (Prof Bruce Tonge)</p> <p>Articles in GP newsletters with info on early signs and screening as well as useful websites</p> <p>Paediatric luncheons occur in Ballarat.</p>	<p>Ongoing</p>
<p>Directory of autism specific services in the region</p>		<p>Directory of Autism services local info on autism and links www.ballaratautism.com</p> <p>Sandra Kramer has developed a broad collation of services (not autism specific)</p> <p>CAMHS send out info after assessment completed</p> <p>SCS and PINARC have info collated that is given out as needed</p>	

<p>Post diagnosis support for families</p>		<p>Preschoolers with autism parent education and skills training provided by ACT-NOW: Ballarat</p> <p>Parent Programme being rolled out across the region: - PINARC and SCS to liaise in planning for these groups in 2007. Possibly Ararat/Stawell term 1, 2007</p> <p>Follow up support through a state forum to be provided by ACT-NOW in March 2007</p>	<p>Feb – June '05</p> <p>November 2006</p> <p>March 2007</p>
<p>Transition to school</p>		<p>Discussion at Feb 2007 meeting. Invitation to Department of Education & Catholic Ed to attend next meeting to discuss issues.</p>	

HUME ReACT Action Plan

JUNE 2007

Aim: To provide better outcomes for young children with autism and their families

IDENTIFIED ISSUES	STRENGTHS WITHIN REGION What happens already? Skills, expertise, resources... What is available within the region?	ACTION / STEPS TO TAKE	TIME-FRAME
<p>Planned approach to P.D. for universal EC services is required</p>	<p>Some training currently provided by regional E.C.I. services.</p> <p>Local service providers have expertise to deliver training.</p> <p>Provision in F&SA for training provision through 'Community Development'.</p>	<p>Representatives of this sector on ReACT</p> <p>Establish calendar of training on website – Hume link.</p> <p>All training to be sent to DAIS Information Tree (Sharon Fragomeni)</p> <p>Flyer distributed to all universal E.C services informing of website & calendar. Re-do info letter about ACT-NOW for 2006</p> <p>ACT-NOW to provide initial sessions on 'Understanding Autism' in 4 subregions (Seymour, Beechworth, Benalla, Shepparton) & Broadford F.D.C</p> <p>Follow-up training on AAC – Now in Seymour for everyone (SCS)</p> <p>ACT-NOW training for 2006: <i>Inclusion in Collaboration</i> Seymour: Tuesday 28th Feb Benalla: Wednesday 1st March Shepparton: Friday 26th May Beechworth: Friday 21st April. Representatives from regional ECIS to attend above sessions with view to providing similar on ongoing basis.</p> <p>ACT-Now provided manual and DVD for core training. Two manuals in the region located at: - Seymour SCS</p>	<p>March 2006</p> <p>March 2006</p> <p>March – 2005 March 2006</p> <p>March – July 2005</p> <p>Term 2 & 4 2006</p> <p>2006</p>

		<ul style="list-style-type: none"> - Benalla SCS (Contact: Barrie Scott) - <p>Local clinicians trained to roll out these sessions:</p> <ul style="list-style-type: none"> - Lyndall Mayhew - Faye Guyatt - Jenny Drysdale <p>Jenny and Lyndal rolled out this series of sessions in Nov 2006</p> <p>Training to be provided by ACT-NOW in 2007:</p> <ul style="list-style-type: none"> - Conference day : Best practice in EI - PEP-3 and DBC training at Mansfield <p>Social Stories workshops: to be rolled out across region. Completed in Benalla in 2005. Planned for 2006</p> <p>Distribute to ReACT Jacquie Roberts' website & paper for discussion.</p>	<p>Term 2. 2006</p> <p>August 2006</p> <p>2005 and 2006</p>
P.D. for ECI sector on recent research, evidence based practice.	<p>Strength Based Training - Bernadette Glass.</p> <p>ECIA Conference 2006 (March, Adelaide)</p>	<p>ADI and ADOS training provided by ACT-NOW to local clinicians:</p> <p>Kate Conroy (ADOS) Tracy Dunkley (ADI-R) Karen Speedy Tanya Lowes Karen Parker</p> <p>PEP- 3 training at Mansfield to be provided by ActNOW</p> <p>DBC training to be provided by ActNOW</p> <p>Conference Day: Best Practice in EI</p>	<p>3rd May 2007</p>

P.D. required on early signs & screening (M&CH)		<p>M&CH membership on ReACT</p> <p>Initial training in 2005 on understanding autism & use of CHAT</p> <p>Follow-up training in 2006 based on M&CH evaluations</p> <p>Questionnaire in early 2006 to establish use of CHAT following training</p>	<p>Ongoing</p> <p>18.2.05 (Benalla)</p> <p>May 2006</p> <p>March 2006</p>								
P.D. required on early signs & screening – General Practitioners		<p>G.P. membership on ReACT</p> <p>To distribute Posters & info re: Early Childhood Intervention Network. Distribute pamphlet.</p> <p>Workshop for G.P.'s in Benalla</p> <p>Further workshops within the region</p>	<p>Feb 2006</p> <p>Nov '05</p> <p>2006</p>								
Data base/directory of autism specific services in the region	Several brochures/older directories currently available.	<p>ACT-NOW to distribute proforma to ReACT to determine services in the region.</p> <p>David Rogers has developed directory. Issue is how to distribute:</p> <ul style="list-style-type: none"> - Forward to parent support group for feedback - Directory to be emailed to ReACT - Link to directory from ActNOW website 	<p>Feb 2006</p> <p>August 2006</p>								
Referral pathways are not clear	Flowchart started in Seymour.	Shepp sub-regions to illustrate the pathways	Ongoing								
Support for families post diagnosis	ASAT is seen as part of a continuum of ECI service provision	<p>Preschoolers with Autism Parent Programme training provided by ActNOW in 2-day intensive format in Benalla.</p> <p>Clinicians trained:</p> <table style="margin-left: 40px;"> <tr> <td>Una Forrester</td> <td>SCS</td> </tr> <tr> <td>Karen Speedy</td> <td>SCS</td> </tr> <tr> <td>Judy Bennet</td> <td>Mansfield</td> </tr> <tr> <td>Simone Reeves</td> <td>Mansfield</td> </tr> </table>	Una Forrester	SCS	Karen Speedy	SCS	Judy Bennet	Mansfield	Simone Reeves	Mansfield	<p>August 2006</p> <p>October 2006</p>
Una Forrester	SCS										
Karen Speedy	SCS										
Judy Bennet	Mansfield										
Simone Reeves	Mansfield										

		<p>Mandy Mcgrath SCS, Shepparton Margaret Scott DHS</p> <p>Mansfield and SCS plan on rolling out groups in 2007</p> <p>ActNOW to provide PD through a state wide forum for all clinicians who have completed the training</p>	<p>March 2007</p>
Assessment teams		<p>NECAMHS now has an ASAT team in Wodonga which utilizes the paediatric registrar.</p>	<p>2006</p>
Transition to school	<p>Pilot Project commenced through DoE and DHS. Mansfield, SCOPE...)</p>	<p>Autism transition to school manual and pilot program now developed.</p> <p>ActNOW provided full day training.</p> <p>Evaluation to be completed in 2007</p>	<p>December 2006</p> <p>December 2006</p>

Loddon Mallee ReACT Action Plan

JUNE 2007

Aim: To provide better outcomes for young children with autism and their families

IDENTIFIED ISSUES/VISION	STRENGTHS WITHIN REGION What happens already? Skills, expertise, resources... What is available within the region?	ACTION / STEPS TO TAKE	TIME-FRAME
<p>Planned approach to P.D. for universal EC services is required</p>	<p>ECI services currently providing some PD at local level.</p> <p>ECIS Mac – PD for Early Child</p> <p>Bendigo CH ECIS – CD ‘Responsiveness for Parenting a Child with Autism’</p> <p>Provision in F&SA for training provision through ‘Community Development’.</p> <p>Bendigo Autism Reference Group</p> <p>FOCDSG/BAFSG... – parent perspective?</p> <p>Private clinicians offering training across the region</p>	<p>Representatives of this sector on ReACT</p> <p>Establish calendar of training on website –Loddon Mallee link</p> <p>Flyer distributed to all universal E.C services informing of website & calendar</p> <p>Update letter to remind others’ of website, fact sheets etc.</p> <p><i>Training for E.C. 2005</i> Topic: ‘Understanding autism’ Mildura Saturday Conference Bendigo: series of 3 evening sessions</p> <p><i>Topic: ‘Developmental Concerns’ 2006</i> Bendigo Swan Hill Echuca Campaspe</p> <p>Mildura ECIS training: Preschoolers with Autism parent programme Mildura ECIS training: PEP-3</p> <p><i>Training planned for 2007 through ActNOW:</i> 1/ MCHN: Mildura 2/ EC: Central Goldfields Discussing Dev Concerns 3/ Paeds/GPs: TBC</p> <p>Training packages available through ACT-NOW</p>	<p>Ongoing</p> <p>March ‘05</p> <p>March ‘05</p> <p>March 2006</p> <p>October 2005 September 2005</p> <p>August 2006 Aug/Sep 2006 October 2006 October 2006</p> <p>October 2006 September 2006</p> <p>Feb 2007 March 2007 TBC</p> <p>April 2006</p>

		<p>'Autism in the Preschool Years'</p> <p>Training in presenting these sessions was provided by ACT-NOW. Local clinicians who have attended this training include:</p> <ul style="list-style-type: none"> - Deanna Blakeley (Cobaw) - Lisa Doherty (Cobaw) - Michelle Kenny - Louise Guseli - <p>Deanna is keen to roll out these sessions in early 2007 with Cobaw ECIS</p> <p>Two copies of the manual have been provided by ActNOW and are located within the region at DHS Bendigo</p>	<p>April 2006</p> <p>May 2006</p> <p>Early 2007</p>
P.D. required for ECI sector		<p>ECI Conference: Bringing together Research & Practice</p> <p>ADI and ADOS training provided by ActNOW. Clinicians trained:</p> <ul style="list-style-type: none"> - Kate French - Diana Antoniazzi (Autism Assessment Centre, Bendigo) <p>Mildura: Preschoolers with Autism Parent Programme 2-day intensive workshop. Deanna Blakeley is planning to roll out parent programme in 2007 with Cobaw families</p> <p>Mildura: Pep-3 training</p>	<p>2006</p> <p>Sept '05</p> <p>Aug/Oct 2005 Aug/Oct 2006</p> <p>October 2006 Early 2007</p> <p>Sept 7 2006</p>
P.D. required on early signs & screening (M&CH)	<p>Achieved</p> <p>Revisit M&CH N in region re use of CHAT screening tool.</p> <p>CHAT tool box in each centre</p>	<p>M&CH membership on ReACT</p> <p>ACT-NOW to provide training in 2 sub-regions 2005 Maryborough Swan Hill</p> <p>Follow up training in 2006 Bendigo Swan Hill</p>	<p>Ongoing</p> <p>August 2005 March 2005</p> <p>Feb 2006 Oct 2006</p>

Post diagnosis support for parents	Preschoolers with Autism: Parent Education & Skills Training Program (Trained staff: Michelle Totterdell, Kelly Powell, Prue Southey, Terrie Killen, Deanna Blakely, Cheryl Trinci, Sue Hermans. Donna Morgan, Jo Ride) CAMHS delivering groups for parents of school aged children	Training provided by Monash in 2003 (Kyneton, Bendigo, Echuca) Training provided by ACT-NOW in 2006 (Mildura)	
Consistent training required for HACC services	ReACT Training Package (3 sessions) could be rolled out by local service providers. WHO???	Contact COGB to survey HACC for this training need Suggested specific HACC training at Interchange Bendigo	Feb 06 July 2006
Directory of autism specific services in the region		Directory of Autism specific resources for the area- would be great to have something like this. Parent Support Group may be working on this in 2007 (Jenny Tobin	Ongoing
Assessment – waiting list problematic	Have Autism co-ordinator at Wallace Ave 3 trained PE & ST Program 2 see one/do one (2006)	Wait list for Autism ax is currently approx. 18mths, but capacity for ax has increased in 2007 as Dr Ken Armstrong has joined team. Three psychiatrists ceased working in the LM region in 2006	
Need consistent written material for families		Fact sheets provided by ACT-NOW ReACT to inform ACT-NOW of topics	
GP – partnerships	Division of General Practice	Talk to GP's re referral pathways and early signs – WHO???	
Links with Paediatricians	Region does have interested paed	Minutes of meetings sent to local paed Dr Ken Armstrong recently commenced in Bendigo. Mildura Paed leaving- discussion going on with paed from UK	Ongoing Ongoing
Transition to School		ReACT sub-group formed to address this issue. Training planned for prep teachers in April 2007. ACT-NOW to provide training.	April 2007

APPENDIX FOUR

REGIONAL TRAINING

ACT-NOW Northern Region Training

Early Childhood Sector

Date	Training Provided	Time	Target group	No. attending
2/8/05 Preston	<u>High Functioning Autism & Asperger's Syndrome: Parents and Professionals Working Together Through the Preschool Years</u> A 2hr workshop on the similarities and differences between the diagnostic features of HFA and AD, the strengths and difficulties commonly experienced by these children, and strategies to successfully understand and include these children in the preschool environment	2 hrs	Kindergarten & Child care staff Parents	100
31/8/05 Preston	<u>High Functioning Autism & Asperger's Syndrome: Parents and Professionals Working Together Through the Preschool Years</u>	2 hrs	Kindergarten & Child care staff & Parents	80
7/9/05 Northcote	<u>Understanding Autism</u> 3 hr session offered to DASSI HACC workers to explore autism and its associated features; developing communication in children with autism, and understanding and managing difficult behaviour.	3 hrs	HACC respite workers	10
3/5/06 Darebin	<u>Understanding Autism: Inclusive practices in the Preschool years</u> A 2hr workshop in the context of the Darebin EC conference, focusing on understanding autism and strategies to work collaboratively with families and effectively with children with autism within the preschool	2 hrs	Kindergarten & Child care staff	40
12/5/06 Hume	<u>Recognising the Early signs of autism and discussing developmental concerns</u> A 2hr session within the context of the Hume EC conference. Brief review of the core features of autism, and then an in-depth look at the early signs of autism with accompanying video footage. Case studies provided a forum for how to discuss developmental concerns with parents, with video interviews highlighting the parents perspective	2 hrs	Kindergarten & Child care staff	200
3/8/06 Moreland	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above, but in the context of the IMPACT week-long conference	2 hrs	Kindergarten & Child care staff	20

10/8/06 Yarra	<u>Understanding Autism and strategies for the preschool years</u> A 2hr workshop provided for City of Yarra EC professionals. Basic information about the core features of autism with accompanying video footage, associated features and some strategies to assist children with autism in the preschool environment	2 hrs	Kindergarten & Child care staff	15
15/8/06 Banyule/ Nillumbik	<u>High-Functioning Autism and Asperger's Disorder: Parents and Professionals working together in the preschool years.</u> . Session focused on the similarities and differences between the diagnostic features of HFA and AD, the strengths and difficulties commonly experienced by these children, and strategies to successfully understand and include these children in the preschool environment	1.5hrs	Kindergarten & Child care staff	45
26/4/07 Preston	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 X 2 hours	Kindergarten & Child care staff	60
8/5/07 Collingwood	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 X 2 hours	Kindergarten & Child care staff	60
TOTAL				730

Early Childhood Intervention Professionals

Date	Training provided	Time	Target group	No's attended
Terms 1-2 2005 Glenroy	<u>Preschoolers with Autism: An Education and Skills Training Programme</u> A 20 week see-one-do-one training program for professionals wishing to roll out the Preschoolers with Autism education program	20 weeks	ECl professionals	11
13/7/2005 Sth Morang	<u>Autism: Current research and practice</u> Bruce Tonge presented current research on autism and evidence based family centered practice within the context of the Northern EI conference	2 hrs	ECl professionals	200
3/8/05- 5/8/05	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	24hrs	Selected clinician	1
23/11/05	<u>Psychoeducational Profile- III</u> All day training for professionals in the EI sector on the use of the PEP-III developmental assessment for assessment and program planning purposes. Based on initial introduction to the assessment tool, and subsequent observation of 2 assessments being completed.	8 hrs	ECl professionals	12
21/8/06	<u>Preschoolers with Autism series of 3 workshops; Train-the-trainer</u> A one-day workshop for 2 professionals selected by the ReACT. Designed to increase knowledge of manual material and enhance presentation skills	6hrs	ECl professionals	2
Oct 2006	<u>ADI and ADOS training</u> As above	24hrs	Selected clinician	1
TOTAL				227

Maternal and Child Health Nurses

Date	Training provided	Time	Target group	No's attended
11/8/05 Coburg	<u>Understanding Autism: Towards Early Diagnosis</u> A 2hr workshop focused on understanding autism and its associated features, and understanding how to use and interpret the ChAT (with accompanying video footage)	2 hrs	MCHN	60
8/6/06	<u>Recognising the Early signs of autism and discussing developmental concerns</u> A 2hr session within the context of the scheduled Northern MCHN meeting. Brief review of the core features of autism, and then an in-depth look at the early signs of autism with accompanying video footage depicting differences between children with autism, DD and typically developing children. Information on how to discuss developmental concerns with parents, with video interviews highlighting the parents perspective	2 hrs	MCHN	60
TOTAL				120

ACT-NOW Southern Region Training

Early Childhood Sector

Date	Training Provided	Time	Target group	No's attending
2005 Narre Warren	<u>Preschoolers with Autism: A series of 3 workshops</u> Three nights of 2hr sessions were offered to explore autism and its associated features; developing communication in children with autism, and understanding and managing difficult behaviour. The sessions were promoted for parents and professionals to attend in partnership.	6 hrs	Kindergarten & Child care	50
May 2005 Mornington	<u>Preschoolers with Autism: A series of 3 workshops</u> As above	6 hrs	Kindergarten & Child care	50
May 2005 Cheltenham	<u>Preschoolers with Autism: A series of 3 workshops</u> As above	6 hrs	Kindergarten & Child care	70
8/5/06 Narre Warren	<u>Recognising the Early signs of autism and discussing developmental concerns</u> Two 2hr sessions were offered, with a focus on a brief review of the core features of autism, and then an in-depth look at the early signs of autism with accompanying video footage. Case studies provided a forum for how to discuss developmental concerns with parents, with video interviews highlighting the parents perspective	2 x 2 hrs	Kindergarten & Child care	60
15/5/06 Mornington	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 hrs	Kindergarten & Child care	30
30/5/06 Cheltenham	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 x 2 hrs	Kindergarten & Child care	60
24/7/06 Narre Warren	<u>Understanding Autism: Sensory Disturbance and Strategies</u> A 2hr session focusing on closely observing behaviour to identify if there is an underlying sensory processing problem, and associated strategies to assist children who are experiencing these difficulties	2 hrs	Parents & Profs	60
9/8/06 Mornington	<u>Understanding Autism: Sensory Disturbance and Strategies</u> As above	2 hrs	Parents & Profs	50

10/10/06 Cheltenham	<u>Understanding Autism: Sensory Disturbance and Strategies</u> As above	2 hrs	Parents and Profs	30
23.4.07 Casey	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 hrs	Kindergarten & Child care	60
TOTAL				490

Early Childhood Intervention Professionals

Date	Training provided	Time	Target group	No's attending
August/Sept 2005	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64 hrs	1 selected EI professional	1
13/9/05 Mornington	<u>ACT-NOW Preschoolers with Autism update</u> Update on the Act- NOW services and the Preschoolers with Autism programme in the context of the Biala Peninsula AGM	1 hr	EI professionals	40
21/8/06	<u>Preschoolers with Autism series of 3 workshops; Train-the-trainer</u> A one-day workshop for 2 professionals selected by the ReACT. Designed to increase knowledge of manual material and enhance presentation skills	6hrs	2 x EI professionals	2
October 2006	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64hrs	1 selected EI professional	1
Terms 3&4	<u>Preschoolers with Autism: An Education and Skills Training Programme</u> A 20 week see-one-do-one training program for professionals wishing to roll out the Preschoolers with Autism education program	20 weeks	EI professionals	10
23/5/06	<u>PEP-3</u>	6 hours	Alfred CAMHS	12
5/6/06	<u>PEP-3</u>	6 hours	ECI Profs	10
TOTAL				76

Maternal and Child Health Nurses

Date	Training provided	Time	Target group	No's attending
22/6/05 Narre Warren	<u>Understanding Autism: Towards Early Diagnosis</u> A 2hr workshop focused on understanding autism and its associated features, and understanding how to use and interpret the ChAT (with accompanying video footage)	2 hrs	MCHN	25
7/11/05 Noble Park	<u>Understanding Autism: Towards Early Diagnosis</u> As above	2 hrs	MCHN	15
29/3/06 Kingston	<u>Recognising the Early signs of autism and discussing developmental concerns</u> A 2hr session designed as a follow-up from the basic session about understanding autism and using the ChAT. Brief review of the core features of autism, and then an in-depth look at the early signs of autism with accompanying video footage depicting differences between children with autism, DD and typically developing children. How to discuss developmental concerns with parents; video interviews highlighting parents perspective	2 hrs	MCHN	30
24/5/06 Glen Eira	<u>Understanding Autism: Towards Early Diagnosis</u> As above	2 hrs	MCHN	15
31/5/06 Stonnington	<u>Understanding Autism: Towards Early Diagnosis</u> As above	2 hrs	MCHN	30
31/5/06 Port Philip	<u>Understanding Autism: Towards Early Diagnosis</u> As above	2 hrs	MCHN	15
20/6/06 Bayside	<u>Understanding Autism: Towards Early Diagnosis</u> As above	2 hrs	MCHN	15
21/6/06 Mornington/ Frankston	<u>Understanding Autism: Towards Early Diagnosis</u> As above	2 hrs	MCHN	50
30/6/06 Cardinia	<u>Understanding Autism: Towards Early Diagnosis</u> As above	2 hrs	MCHN	15
4/10/06 Casey	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 hrs	MCHN	15

8/3/07 Casey Cardinia Dandenong	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 hrs	MCHN	30
28/2/07 Kingston	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 hrs	MCHN	30
28/3/07 Peninsula	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 hrs	MCHN	50
TOTAL				325

ACT-NOW Eastern Region Training

Early Childhood Sector

Date	Training Provided	Time	Target group	No's attending
July 2005 Knox	<u>Understanding Autism: A series of 3 workshops</u> Three nights of 2hr sessions were offered to explore autism and its associated features; developing communication in children with autism, and understanding and managing difficult behaviour. The sessions were promoted for parents and professionals to attend in partnership.	6 hrs	Child care Kindergarten Parents	80
August 2005 Box Hill	<u>Understanding Autism: A series of 3 workshops</u> As above	6 hrs	Child care Kindergarten Parents	60
October 2005 Lilydale	<u>Understanding Autism: A series of 3 workshops</u> As above	6 hrs	Child care Kindergarten Parents	60
27/4/06 Lilydale	<u>Recognising the Early Signs of Autism and Discussing Developmental Concerns</u> A 2hr session briefly reviewing the core features of autism, and then an in-depth look at the early signs of autism with accompanying video footage. Case studies provided a forum for how to discuss developmental concerns with parents, with video interviews highlighting the parents perspective	2 sessions of 2 hrs =4hrs	Kindergarten Child care staff	60
9/5/06 Box Hill	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 sessions of 2hrs =4hrs	Kindergarten Child care staff	60
18/5/06 Knox	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 sessions of 2hrs =4hrs	Kindergarten Child care staff	60
17/7/06 Montrose	<u>Understanding Autism: Sensory Disturbance and Strategies</u> A 2hr session focusing on closely observing behaviour to identify if there is an underlying sensory processing problem, and associated strategies to assist children who are experiencing these difficulties	2hrs	Kindergarten Child care staff Parents ECI sector	40
14/8/06 Box Hill	<u>Understanding Autism: Sensory Disturbance and Strategies</u>	2hrs	Kindergarten Child care staff Parents ECI sector	15

7/9/06 Knox	<u>Understanding Autism: Sensory Disturbance and Strategies</u>	2hrs	Kinder staff Child care staff Parents ECI sector	25
20/3/07 Box Hill	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 sessions of 2hrs	Kindergarten Child care staff	60
9/5/07 Box Hill	<u>High Functioning Autism & Asperger's Disorder</u>	2 hours	Kindergarten Child care staff Parents ECI sector	30
22/5/07 Montrose	<u>High Functioning Autism & Asperger's Disorder</u>	2 hours	Kindergarten Child care staff Parents ECI sector	30
21/4/07 Wantirna	<u>High Functioning Autism & Asperger's Disorder</u>	2 hours	Kindergarten Child care staff Parents ECI sector	30
TOTAL				610

Early Childhood Intervention Professionals

Date	Training Provided	Time	Target group	No's attending
Aug/Sept 2005	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64 hrs	1 selected ECI professional	2
2005 Bayswater	<u>Preschoolers with Autism: An Education and Skills Training Programme</u> A 20 week see-one-do-one training program for professionals wishing to roll out the Preschoolers with Autism education program	20weeks	ECI professionals	11
12/7/06	<u>Psychoeducational Profile- III</u> All day training for professionals in the EI sector on the use of the PEP-III developmental assessment for assessment and program planning purposes. Based on initial introduction to the assessment tool, and subsequent observation of 2 assessments being completed.	6hrs	ECI professionals	10

21/8/06	<u>Preschoolers with Autism series of 3 workshops: Train-the-trainer</u> A one-day workshop for 2 professionals selected by the ReACT. Designed to increase knowledge of manual material and enhance presentation skills	6hrs	2 x ECI professionals	2
13/11/06	<u>Autism and ADHD</u> Bruce Tonge to present a 2hr workshop on the association between Autism and ADHD; current research and practice	2hrs	ECI professionals Paeds	90
October 2006	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64hrs	1 selected ECI professional	2
TOTAL				117

ACT-NOW Western Region Training

Early Childhood Sector

Date	Presentation	Time	Target group	No's
June 2005 Footscray	<u>Understanding Autism: A series of 3 workshops</u> Three nights of 2hr sessions were offered to explore autism and its associated features; developing communication in children with autism, and understanding and managing difficult behaviour.	6 hrs	Kindergarten Child care Parents	80
15/6/2005 Williamstown	<u>Understanding Autism</u> One 2hr session was offered to explore autism and its associated features; developing communication in children with autism, and understanding and managing difficult behaviour.	3 hrs	HACC services	20
27/7/05 Williamstown	<u>Understanding Autism</u> As above	3 hrs	HACC services	25
October 2005 Footscray	<u>Understanding Autism: A series of 3 workshops</u> As above	6 hrs	Kindergarten Child care Parents	60
March/April 2006 Brimbank	<u>Understanding Autism: A series of 3 workshops</u> As above	3 x 2 hrs =6 hrs	Kindergarten Child care Parents	60
May 2006 Wyndham	<u>Understanding Autism: A series of 3 workshops</u> As above	3 x 2 hrs =6 hrs	Kindergarten Child care Parents	70
July 2006 Melton	<u>Understanding Autism: A series of 3 workshops</u> As above	3 x 2 hrs =6 hrs	Kindergarten Child care Parents	70
TOTAL				385

Early Childhood Intervention Professionals

Date	Training provided	Time	Target group	No's
2004 Noah's Ark	<u>Recent research, Early Years, Assessment measures</u>	2 ½ hrs	EI professionals	
August/Sept 2005	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64 hrs	1 selected EI professional	1
Terms 3-4 Flemington	<u>Preschoolers with Autism: An Education and Skills Training Programme</u> A 20 week see-one-do-one training program for professionals wishing to roll out the Preschoolers with Autism education program	20wks	EI professionals	10
30/11/05	<u>Psycho-Educational Profile –III</u> All day training for professionals in the EI sector on the use of the PEP-III	8 hrs	EI professionals	12
21/8/06	<u>Preschoolers with Autism series of 3 workshops; Train-the-trainer</u> A one-day workshop for 2 professionals selected by the ReACT. Designed to increase knowledge of manual material and enhance presentation skills	6hrs	2 x EI professionals	2
October 2006	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64hrs	1 selected EI professional	1
11/11/06 SCS	<u>Recognising the Early signs of autism and discussing developmental concerns</u>	2 hrs	EI professionals	10
TOTAL				36

Maternal and Child Health Nurses

Date	Training provided	Time	Target group	No's
22/11/05 Moonee Valley	<u>Understanding Autism: Using the Checklist for Autism in Toddlers (ChAT)</u> A 2hr workshop focused on understanding autism and its associated features, and understanding how to use and interpret the ChAT (with accompanying video footage)	2 hrs	MCHN	30
13/2/06 South West	<u>Understanding Autism: Using the Checklist for Autism in Toddlers (ChAT)</u> As above	2 hrs	MCHN	20
8/5/06 South West	<u>Recognising the Early signs of autism and discussing developmental concerns</u> A 2hr session designed as a follow-up from the basic session about understanding autism and using the ChAT. Brief review of the core features of autism, and then an in-depth look at the early signs of autism with accompanying video footage depicting differences between children with autism, DD and typically developing children. How to discuss developmental concerns with parents; video interviews highlighting parents perspective	2 hrs	MCHN	30
16/5/06 Moonee Valley	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 hrs	MCHN	30
TOTAL				110

ACT-NOW Gippsland Region Training

Early Childhood Sector

Date	Training Provided	Time	Target group	No's attended
6/10/05 San Remo	<u>Understanding Autism</u> This workshop was designed to educate early childhood professionals on; the core features and early signs of autism, increasing communication skills using visual supports, understanding and managing difficult behaviour and increasing play skills and social interaction.	6 hrs	Kindergarten & Child care staff	30
26/10/05 Sale	<u>Understanding Autism</u> As above	2 hrs	Kindergarten & Child care staff	10
26/10/05 Sale	<u>Understanding Autism: For Extended family members</u> As above	2 hrs	Extended family members	10
6/6/06 LaTrobe	<u>Recognizing the Early signs of autism and discussing developmental concerns</u> Two 2hr sessions were offered. Brief review of the core features of autism, and then an in-depth look at the early signs of autism with accompanying video footage. Case studies provided a forum for how to discuss developmental concerns with parents, with video interviews highlighting the parents perspective	2 x 2 hrs	Kindergarten & Child care staff	50
25/7/06 Leongatha	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 hrs	Kindergarten & Child care staff	30
26/7/06 San Remo	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 hrs	Kindergarten & Child care staff	30
8/2/07 Bairnsdale	Autism: Practical strategies for Inclusion	2 X 2 hours	Kindergarten & Child care staff	60
1.5.07 Morwell	Autism: Practical strategies for Inclusion	2 X 2 hours	Kindergarten & Child care staff	90
TOTAL				310

Maternal and Child Health Nurses

Date	Training provided	Time	Target group	No's attended
27/5/05 Leongatha	<u>Understanding Autism: Towards Early Diagnosis</u> A 2hr workshop focused on understanding autism and its associated features, and understanding how to use and interpret the ChAT (with accompanying video footage)	2 hrs	MCHN	20
8/3/06	<u>Recognising the Early signs of autism and discussing developmental concerns</u> A 2hr session designed as a follow-up from the basic session about understanding autism and using the ChAT. Brief review of the core features of autism, and then an in-depth look at the early signs of autism with accompanying video footage depicting differences between children with autism, DD and typically developing children. How to discuss developmental concerns with parents; video interviews highlighting parents perspective	2 hrs	MCHN	30
TOTAL				50

Early Intervention Professionals

Date	Training provided	Time	Target group	No's attended
June 2005	<u>EI Conference: Bringing together research and practice</u> There were three workshops that were held over the duration of the day with two sessions running concurrently for each workshop. - Diet and Autism: What do we know? (Sally Girvan) - Parents as Partners in Management (Prof Bruce Tonge) - Caregiver attachment in Autism- from research to practice (Dr Cheryl Dissanayke) - Pre-Schoolers with Autism: An Education and Skills Training Programme for Parents' (Kerry Bull) - Sensory Disturbance in Autism-What Does Research Tell Us? (Judy Matulik) - Assessing Emotional and Behavioural Disturbance in Children Using the Developmental Behaviour Checklist (Prof Bruce Tonge)	6 hrs	EI professionals	200
August/ Sept 2005	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64 hrs	1 selected EI professional	1
2/6/05 Moe	<u>Understanding Autism: Towards Early Diagnosis</u> Early signs and screening	2 hrs	GPs	30
Terms 3 and 4 2005	<u>Preschoolers with Autism: An Education and Skills Training Programme</u> A 20 week see-one-do-one training program for professionals wishing to roll out the Preschoolers with Autism education program	20 weeks	EI professionals	6
4/10/05 Moe	<u>Psycho Educational Profile- III</u> All day training for professionals in the EI sector on the use of the PEP-III developmental assessment for assessment and program planning purposes. Based on initial introduction to the assessment tool, and subsequent observation of 2 assessments being completed.	8 hrs	EI professionals	10
21/8/06	<u>Preschoolers with Autism series of 3 workshops; Train-the-trainer</u> A one-day workshop for 2 professionals selected by the ReACT. Designed to increase knowledge of manual material and enhance presentation skills	6hrs	EI professionals	2
October 2006	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64hrs	1 selected EI professional	1
TOTAL				250

ACT-NOW Hume Region Training

Early Childhood Sector

Date	Training Provided	Time	Target group	No's attended
18/3/05 Seymour	<u>Understanding Autism</u> This workshop was designed to educate early childhood professionals on; the core features and early signs of autism, increasing communication skills using visual supports, understanding and managing difficult behaviour and increasing play skills and social interaction.	3 hrs	Kindergarten & Child care staff	40
29/4/05 Shepparton	<u>Understanding Autism</u> As above	3 hrs	Kindergarten & Child care staff	50
6/5/05 Benalla	<u>Understanding Autism</u> As above	3 hrs	Kindergarten & Child care staff	35
20/5/05 Beechworth	<u>Understanding Autism</u> As above	3 hrs	Kindergarten & Child care staff	85
21/7/05 Broadford	<u>Understanding Autism</u> As above	2 hrs	Kindergarten & Child care staff	20
2006 Seymour	<u>Autism: Inclusion in Partnership</u> A 2hr session focusing on understanding Autism, working effectively in a parent/professional team, and strategies for effective inclusion of children with autism into the preschool environment.	2 hrs	Kindergarten & Child care staff & Parents	30
2006 Benalla	<u>Autism: Inclusion in Partnership</u> As above	2 hrs	Kindergarten, Child care staff & Parents	30
21/4/06 Beechworth	<u>Autism: Inclusion in Partnership</u> As above	2 hrs	Kindergarten, Child care staff & Parents	40
26/5/06 Shepparton	<u>Autism: Inclusion in Partnership</u> As above	2 hrs	Kindergarten, Child care staff & Parents	40
TOTAL				330

Maternal and Child Health Nurses

Date	Training provided	Time	Target group	No's
18/2/05 Benalla	<u>Understanding Autism: Using the Checklist for Autism in Toddlers (ChAT)</u> A 2hr workshop focused on understanding autism and its associated features, and understanding how to use and interpret the ChAT (with accompanying video footage)	2 hrs	MCHN	30
19/5/06 Benalla	<u>Recognising the Early signs of autism and discussing developmental concerns</u> A 2hr session designed as a follow-up from the basic session about understanding autism and using the ChAT. Brief review of the core features of autism, and then an in-depth look at the early signs of autism with accompanying video footage depicting differences between children with autism, DD and typically developing children. How to discuss developmental concerns with parents; video interviews highlighting parents perspective	2 hrs	MCHN	20
TOTAL				50

Early Childhood Intervention Professionals

Date	Training provided	Time	Target group	No's
6/5/05 Benalla	<u>Using the Developmental Behaviour Checklist in ECI services</u>	1 hr	ECI professionals	10
August/ Sept 2005	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64 hrs	1 selected ECI professional	1
2-3/8/06 Benalla	<u>Preschoolers with Autism: An Education and Skills Training Programme</u> A 2-day intensive workshop on how to roll out the 20 week Preschoolers with Autism parent education and training program	2 days	ECI professionals	6
21/8/06	<u>Preschoolers with Autism series of 3 workshops; Train-the-trainer</u> A one-day workshop for 2 professionals selected by the ReACT. Designed to increase knowledge of manual material and enhance presentation skills	6hrs	2 x ECI professionals	2
October 2006	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64hrs	1 selected ECI professional	1
October 2006	<u>PEP-3 Training Update</u>	1 hour	ReACT members	15
3/5/07	Full day ECIS Best Practice seminar DBC	6 hours	ECI Professional	80
25/5/07	<u>PEP-3 Training</u>	6 hours	Mansfield and SCS staff	15
TOTAL				130

ACT-NOW Grampians Region Training

Early Childhood Sector

Date	Training Provided	Time	Target group	No's
13/5/05 Horsham	<u>Understanding Autism</u> Core training in understanding the diagnostic criteria for autism, associated features of autism and impact of autism on a child and their family.	2 hrs	Kindergarten Child care staff	55
17/5/05 Ballarat	<u>Understanding Autism</u> Core training in understanding the diagnostic criteria for autism, associated features of autism and impact of autism on a child and their family.	2 hrs	Kindergarten Child care staff	70
8/4/06 Stawell	<u>Understanding Autism</u> Full day workshop. Core training in understanding the diagnostic criteria for autism, associated features of autism and impact of autism on a child and their family. Strategies to enhance communication and understanding and managing difficult behaviour	All day	Kindergarten Child care staff	60
1/8/06 Ballarat	<u>Recognising the Early signs of autism and discussing developmental concerns</u> Two 2hr sessions were offered, with a focus on a brief review of the core features of autism, and then an in-depth look at the early signs of autism with accompanying video footage. Case studies provided a forum for how to discuss developmental concerns with parents, with video interviews highlighting the parents perspective	2 hrs	Kindergarten Child care staff	35
17/10/06 Ballarat	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As Above	2 hrs	Kindergarten Child care staff	20
6/6/07 Stawell	<u>Inclusion: Practical Strategies</u> As Above	2 hrs	Kindergarten Child care staff Parents	40
TOTAL				280

Maternal and Child Health Nurses

Date	Training provided	Time	Target group	No's
26/5/05 Stawell	<u>Understanding Autism: Towards Early Diagnosis</u> A 2hr workshop focused on understanding autism and its associated features, and understanding how to use and interpret the ChAT (with accompanying video footage)	2 hrs	MCHN	25
7/6/07 Stawell	<u>Recognising the Early signs of autism and discussing developmental concerns</u> A 2hr session designed as a follow-up from the basic session about understanding autism and using the ChAT. Brief review of the core features of autism, and then an in-depth look at the early signs of autism with accompanying video footage depicting differences between children with autism, DD and typically developing children. How to discuss developmental concerns with parents; video interviews highlighting parents perspective	2 hrs	MCHN	40
TOTAL				65

Early Intervention Professionals

Date	Training provided	Time	Target group	No's
Term 1-2 Ballarat	<u>Preschoolers with Autism: An Education and Skills Training Programme</u> A 20 week see-one-do-one training program for professionals wishing to roll out the Preschoolers with Autism education program	20 weeks	EI professionals	5
16/5/05 Ballarat	<u>Psychoeducational Profile- Revised</u> All day training for professionals in the EI sector on the use of the PEP-R developmental assessment for assessment and program planning purposes. Based on initial introduction to the assessment tool, and subsequent observation of 2 assessments being completed.	8 hrs	EI professionals	6
17/5/05 Ballarat	<u>Using the DBC effectively in the preschool years</u> Using the Developmental Behaviour Checklist effectively as an assessment measure in early intervention	1 hr	EI professionals	12
26/8/05	<u>EI Conference: Autism: Bringing together research and practice</u>	6 hrs	EI professionals	70

Ararat	There were three workshops that were held over the duration of the day with two sessions running concurrently for each workshop: - Diet and Autism: What do we know? (Liz Burns) - Parents as Partners in Management (Prof Bruce Tonge) - Caregiver attachment in Autism(Dr Cheryl Dissanayke) - Sensory Disturbance in Autism-Research(Katie Broadbent) - How do we know whether what we do in E.C.I. is making a difference? Useful assessment measures for child and family. (Dr Avril Brereton) - High Functioning Autism and Asperger's Disorder: Parents and professionals working together. (Dr Avril Brereton)			
Aug/Sept 2005	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64 hrs	1 selected EI professional	1
7/4/06 Horsham	<u>Psycho Educational Profile- III</u> All day training for professionals in the EI sector on the use of the PEP-III developmental assessment for assessment and program planning purposes. Based on initial introduction to the assessment tool, and subsequent observation of 2 assessments being completed.	All day	EI professionals	6
25/10/06 Ballarat	<u>Psycho Educational Profile- III</u> As above	All day	EI professionals	
October 2006	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64 hrs	1 selected ECI professional	1
21/8/06	<u>Preschoolers with Autism series of 3 workshops; Train-the-trainer</u> A one-day workshop for 2 professionals selected by the ReACT. Designed to increase knowledge of manual material and enhance presentation skills	6hrs	2 x ECI professionals	2
17/4/07	PEP-3 follow-up for clinicians who attended 2006 training	5 hours	EI Professionals	15
TOTAL				118

ACT-NOW Loddon-Mallee Region Training

Early Childhood Sector

Date	Training provided	Time	Target group	No's
Sept 2005 Bendigo	<u>Understanding Autism</u> 3 sessions across 3 nights. Core training in understanding the diagnostic criteria for autism, associated features of autism and impact of autism on a child and their family. Strategies to enhance communication and understanding and managing difficult behaviour	6 hrs	Kindergarten & Child care staff	60
15/10/05 Mildura	<u>Understanding Autism</u> Full day workshop.	6 hrs	Kindergarten & Child care staff	70
17/8/06 Bendigo	<u>Recognising the Early signs of autism and discussing developmental concerns</u> A brief review of the core features of autism, and then an in-depth look at the early signs of autism with accompanying video footage. Case studies provided a forum for how to discuss developmental concerns with parents, with video interviews highlighting the parents perspective	2 hrs	Kindergarten & Child care staff	40
28/8/06 Swan Hill	<u>Understanding Autism</u> Core training in understanding the diagnostic criteria for autism, associated features of autism and impact of autism on a child and their family	2 hrs	Kindergarten & Child care staff	40
4/9/06 Swan Hill	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 hrs	Kindergarten & Child care staff	40
6/9/06 Mildura	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 hrs	Kindergarten & Child care staff	40
20/10/06 Echuca	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 hrs	Kindergarten & Child care staff	20
24/4/07 Maryborough	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2x 2 hrs	Kindergarten & Child care staff	40
23.4.07	<u>Transition from preschool to school</u>	5 hours	Prep teachers	40
TOTAL				390

Maternal and Child Health Nurses

Date	Training provided	Time	Target group	No's
3/3/05 Swan Hill	<u>Understanding Autism: Towards Early Diagnosis</u> A 2hr workshop focused on understanding autism and its associated features, and understanding how to use and interpret the ChAT (with accompanying video footage)	2 hrs	MCHN	30
29/8/05 Maryborough	<u>Understanding Autism: Towards Early Diagnosis</u> <u>As above</u>	2 hrs	MCHN	25
22/2/06 Bendigo	<u>Recognising the Early signs of autism and discussing developmental concerns</u> A 2hr session designed as a follow-up from the basic session about understanding autism and using the ChAT. Brief review of the core features of autism, and then an in-depth look at the early signs of autism with accompanying video footage depicting differences between children with autism, DD and typically developing children. How to discuss developmental concerns with parents; video interviews highlighting parents perspective	2 hrs	MCHN	30
TOTAL				85

Early Childhood Intervention Professionals

Date	Training provided	Time	Target group	No's
3/3/05 Swan Hill	<u>Psychoeducational Profile- Revised</u> All day training for professionals in the EI sector on the use of the PEP-R developmental assessment for assessment and program planning purposes. Based on initial introduction to the assessment tool, and subsequent observation of 2 assessments being completed.	6 hrs	EI professionals	15
August/Sept 2005	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64 hrs	1 selected ECI professional	1
14/10/05 Swan Hill	<u>EI Conference: Autism- Bringing together research and practice</u> There were three workshops that were held over the duration of the day with two sessions running concurrently for each workshop: <ul style="list-style-type: none"> - Diet and Autism: What do we know? (Liz Burns) - How to effectively use the DBC in practice (Dr Avril Brereton) - Caregiver attachments in children with autism: attachment theory and research. (Dr Cheryl Dissanayke) - Parents as Partners in Management (Prof Bruce Tonge) - Sensory disturbance in autism: research, survival and skills. (Katie Broadbent) - How do we know whether what we do in E.C.I. is making a difference? Useful assessment measures for child and family. (Dr Avril Brereton) 	6 hrs	EI professionals	70
27/2/06 Bendigo	<u>Psychoeducational Profile- III</u> Update training for professionals in the EI sector on the use of the PEP-III developmental assessment for assessment and program planning purposes.	1 hr	EI professionals	15
October 2006	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64hrs	1 selected ECI professional	1
10/4/06 Bendigo	<u>The use and interpretation of the Developmental Behaviour Checklist (DBC)</u> An information session for professionals wanting to use the DBC for diagnostic and evaluation purposes	2 hrs	EI professionals	15

21/8/06	<u>Preschoolers with Autism series of 3 workshops: Train-the-trainer</u> A one-day workshop for 2 professionals selected by the ReACT. Designed to increase knowledge of manual material and enhance presentation skills	6hrs	2 x EI professionals	2
6/9/06 Mildura	<u>The use and interpretation of the Developmental Behaviour Checklist (DBC)</u>	2 hrs	EI professionals	15
7/9/06 Mildura	<u>Psychoeducational Profile- III</u> All day training for professionals in the EI sector on the use of the PEP-III developmental assessment for assessment and program planning purposes.	All day	EI professionals	6
18/9/06	<u>Autism and Best Practice in the Preschool Years</u> An update on theories of best practice for working with children with autism and their families in the preschool years	2 hrs	EI professionals	25
5-6/10/06 Mildura	<u>Preschoolers with Autism: An Education and Skills Training Programme</u> A 2-day intensive workshop on how to roll out the 20 week Preschoolers with Autism parent education and training program	2 days	EI professionals	5
TOTAL				160

ACT-NOW Barwon South-West Region Training

Early Childhood Sector

Date	Training provided	Time	Target group	No's
25/5/05 Geelong	<u>Geelong Teachers conference: Understanding Autism</u>	3 hrs	Kindergarten Child care staff	70
25/5/05 Geelong	<u>Geelong Teachers conference: Working collaboratively with parents</u> Presentation with parent panel focusing on developing collaborative relationships between parent/professional in the preschool years	1 ½ hrs	Kindergarten & Child care staff	50
13/8/05 Warrnambool	<u>Understanding Autism</u> One all-day workshop to explore autism and its associated features; developing communication in children with autism, and understanding and managing difficult behaviour.	5 hrs	Kindergarten & Child care staff	60
18/8/05 Geelong	<u>Understanding Autism: From preschool to the playground</u> Two 2 hr workshops on understanding autism and working collaboratively through the transition to school period.	4 hrs	Kindergarten Child care s School staff Parents	120
25/5/06 Geelong	<u>Recognising the Early signs of autism and discussing developmental concerns</u> A focus on the core features of autism, and the early signs of autism with accompanying video footage. Case studies provided a forum for how to discuss developmental concerns with parents.	2 x 2 hrs	Kindergarten Child care staff	30
7/6/06 Portland	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 x 2 hrs	Kindergarten & Child care staff	50
28/7/06 Geelong	<u>Understanding Autism: Transition from Preschool to School</u> A 2hr workshop focusing on the core issues for families who have a child with autism during the transition to school phase. Issues for families and strategies to assist the children in transition phase were discussed.	2 hrs	Primary school teachers	90
15/8/06 Warrnambool	<u>Understanding Autism: Emotional and Behavioural Disturbance</u> A 2hr workshop highlighting the association between autism and the experience of emotional and behavioural disturbance.	2 hrs	Kindergarten & Child care staff	80
16/8/06 Hamilton	<u>Understanding Autism and Recognising the Early Signs</u> Two 2hr workshops were presented on understanding the core features of autism and the associated features; as well as the recognition of these features in very young children in a shift toward early diagnosis	2 x 2hrs	Kindergarten & Child care staff FDC staff	80
13/9/06 Warrnambool	<u>Recognising the Early signs of autism and discussing developmental concerns</u> As above	2 x 2 hrs	Kindergarten & Child care/FDC	50
TOTAL				680

Maternal and Child Health Nurses

Date	Training provided	Time	Target group	No's
24/8/05 Camperdown	<u>Understanding Autism: Towards Early Diagnosis</u> A 2hr workshop focused on understanding autism and its associated features, and understanding how to use and interpret the ChAT (with accompanying video footage)	2 hrs	MCHN	20
14/9/05 Geelong	<u>Understanding Autism: Towards Early Diagnosis</u> As above	2 hrs	MCHN	30
25/5/06 Camperdown	<u>Understanding Autism: Towards Early Diagnosis</u> As above	2 hrs	MCHN	30
9/8/06 Geelong	<u>Recognising the Early signs of autism and discussing developmental concerns</u> A 2hr session designed as a follow-up from the basic session about understanding autism and using the ChAT. Brief review of the core features of autism, and then an in-depth look at the early signs of autism with accompanying video footage depicting differences between children with autism, DD and typically developing children. How to discuss developmental concerns with parents; video interviews highlighting parents perspective	2 hrs	MCHN	40
TOTAL				120

Early Intervention Professionals

Date	Training provided	Time	Target group
August/Sept 2005	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64 hrs	1 selected EI professional
21/8/06	<u>Preschoolers with Autism series of 3 workshops; Train-the-trainer</u> A one-day workshop for 2 professionals selected by the ReACT. Designed to increase knowledge of manual material and enhance presentation skills	6hrs	2 x EI professionals
October 2006	<u>ADI and ADOS training</u> 1 professional from the region was selected to receive intensive training in conducting the ADI and the ADOS.	64hrs	1 selected ECI professional
30/5/07	<u>Conference</u> Autism: What's New?: Prof Bruce Tonge Best Practice in ECI: Avril Brereton	6 hours	60
TOTAL			64

APPENDIX FIVE

ANNUAL STATEWIDE TRAINING

ACT-NOW Annual State Wide Training

2004

Date	Topic	Hours	ACT-NOW team	For who?	No. attended
21/5/04	Launch of ACT-NOW to DHS	3 hours	Bruce, Avril, Kerry, Fleur, Mel, Paul	Statewide DHS Team Leaders	30
16/7/04	ACT-NOW Project & Assessment		Bruce & Avril	Centre for Developmental Psychiatry & Psychology Annual Conference	200
2/8/04	Preschoolers with Autism ACT-NOW Project	1 hour	Avril	Monash Medical Centre Grand Round	40
3/8/04	ACT-NOW Project	2 hours	Avril	Monash Medical Centre Speech Pathologists Southern Health	10
3/8/04	High Functioning Autism & Asperger's	2 hours	Avril	Hailebury - Brighton	50
5/10/04	Recent Research, Early Years, Ax measures	2.5 hours	Kerry & Avril	Noah's Ark	80
11/10/04	ACT-NOW	1 hour	Kerry	Autism Victoria AGM	40
14/10/04	High Functioning Autism & Asperger's	2 hours	Avril	Haileybury	50

ACT-NOW Annual State Wide Training

2005

Date	Topic	Hours	ACT-NOW team	For who?	No. attended
5/11/05	Preschoolers with Autism	1 hour	Mel	Parents & Professionals Autism Victoria Research Forum	80
19/11/05	Preschoolers with Autism	1 hour	Mel	CAMHS	40
1/2/05	Pre-schoolers with autism	50 hours	Kerry	PINARC, SCS Grampians Region	5
2/2/05	Pre-schoolers with autism	50 hours	Avril	Irabina, SCS Eastern Region	11
2/2/05	Pre-schoolers with autism	50 hours	Kerry	Funded ECI Agencies, SCS Northern Region	11
18/2/05	Early Signs & Screening	2 hours	Fleur & Kerry	M&CH Nurses Hume Region	30
23/2/05 2/3/05 9/3/05	Understanding Autism	6 hours	Kerry	Early childhood services Southern Region Narre Warren	50
3/3/05	Psycho Educational Profile – Revised	6 hours	Fleur & Kerry	Early Childhood Intervention Loddon-Mallee Region	6
3/3/05	Early Signs & Screening	2 hours	Fleur & Kerry	M&CH Nurses Loddon-Mallee Region	30
4/3/05	HFA & Aspergers	1.5 hours	Avril	Haileybury Eastern Region	60
18/3/05	Understanding Autism	3 hours	Kerry	Early Childhood Services Hume Region - Seymour	40

27/4/05 4/4/05 11/4/05	Understanding Autism	6 hours	Kerry	Early childhood services Southern Region Mornington Peninsula	56
29/4/05	Understanding Autism	3 hours	Kerry	Early Childhood Services Hume Region - Shepparton	50
2/5/05	High Functioning Autism & Asperger's	3 hours	Avril	Narre Warren South	80
6/5/05	Developmental Behaviour Checklist	1 hour	Kerry	SCS, CAMHS, DE&T, SCOPE, ECI agencies	10
6/5/05	Understanding Autism	3 hours	Kerry	Early Childhood Services Hume Region - Benalla	35
13/5/05	Understanding Autism	2 hours	Kerry	Early Childhood Services Grampians Region – Horsham	55
16/5/05	Psycho Educational Profile – Revised	8 hours	Melissa	PINARC, SCS	6
17/5/05	Understanding Autism	2 hours	Kerry	Early Childhood Services Grampians Region Ballarat	70
17/5/05	Developmental Behaviour Checklist	1 hour	Kerry	Early Childhood Intervention Services Grampians	12
18/5/05 25/5/05 1/6/05	Understanding Autism	6 hours	Kerry	Early childhood services Southern Region - Inner Cheltenham	70
20/5/05	Understanding Autism	3 hours	Kerry	Early Childhood Services Hume Region - Beechworth	85
25/5/05	Understanding Autism	1.5 hours	Kerry	Geelong Kindergarten Teachers Conference	70
25/5/05	Working collaboratively with parents	1.5 hours	Kerry & parent panel	Geelong Kindergarten Teachers Conference	50
26/5/05	Early signs & Screening	2 hours	Kerry	Grampians M&CH (Stawell)	25

27/5/05	Early signs & Screening	2 hours	Kerry	Gippsland M&CH (Leongatha)	20
2/6/05	Early signs & Screening	2 hours	Bruce	Gippsland region – Moe	30
3/6/05	Gippsland Conference : Bringing Together Research & Practice	6 hours	Bruce, Kerry, Avril,	Gippsland Region - Traralgon	200
7/6/05 15/6/05 22/6/05	Understanding Autism	6 hours	Kerry	Western Region - Footscray	80
14/6/05	ACT-NOW project	2 hours	Kerry & Avril	Tasmania ECI	6
15/6/05	Understanding Autism	3 hours	Kerry	Western Region – Williamstown	20

ACT-NOW Annual State Wide Training : 2006

Date	Topic	Hours	ACT-NOW team	Target group	No. attended
13/2/06	Early Signs & Screening	2 hours	Kerry	Western Region Maternal & Child Health	20
22/2/06	Early Signs/Devt Concerns	2 hours	Katie	Loddon-Mallee Maternal & Child Health	30
27/2/06	PEP-3 Update	1 hour	Kerry	Loddon-Mallee E.C.I.	15
28/2/06	Inclusion in Partnership	2 hours	Kerry	Hume region : Seymour Parents & E.C.	30
28/2/06	Inclusion in Partnership	2 hours	Katie	Hume region : Benalla Parents & E.C.	30
6/3/06	Preschoolers with Autism Programme	1 hour	Kerry	ECIA Conference : Adelaide	40
6/3/06	ACT-NOW Project	1 hour	Kerry	ECIA Conference : Adelaide	40
8/3/06	Early Signs/Devt Concerns	2 hours	Katie	Gippsland Region:Warragul Maternal & Child Health	30
29/3/06	Early Signs/Devt Concerns	2 hours	Katie	Southern region : Kingston Maternal & Child Health	30
29/3/06 5/4/06 12/4/06	Understanding Autism	6 hours	Katie	Western Region; Brimbank Parents & E.C.	60
7/4/06	PEP-3	6 hours	Kerry	Grampians Region: Horsham E.C.I. (SCS)	6

8/4/06	Understanding Autism	6 hours	Kerry	Grampians Region : Stawell Parents & E.C.	60
10/4/06	DBC	1 hour	Kerry	Loddon Mallee Region : ECIS	15
12/4/06	Autism in the Preschool Years Manual	6 hours	Avril, Kerry, Katie	Statewide : ECIS	8
21/4/06	Inclusion in Partnership	2 hours	Kerry	Hume region : Beechworth Parents & E.C.	40
27/4/06	Early Signs/ Devt Concerns	4 hours	Kerry	Eastern Region : Early Childhood Services	60
3/5/06	Understanding Autism	2 hours	Katie	Northern region : Darebin Early Childhood Conference	40
8/5/06	Early Signs/Devt Concerns	2 hours	Kerry	Western Region : Maternal & Child Health	30
8/5/06	Early Signs/ Devt Concerns	4 hours	Kerry	Southern :Narre Warren Early Childhood Services	60
9/5/06	Early Signs/ Devt Concerns	4 hours	Kerry	Eastern Region: Box Hill Early Childhood Services	60
10/5/06 24/5/06 31/5/06	Understanding Autism	6 hours	Katie	Western : Wyndham E.C and Parents	70
12/5/06	1. Early Signs 2. Understanding Autism 3. Inclusion	45min 2 hours 2 hours	Kerry	Northern : Hume Conference Early Childhood	200
15/5/06	Early Signs/ Devt Concerns	4 hours	Kerry	Southern :Mornington Early Childhood Services	30
16/5/06	Early Signs/Devt Concerns	2 hours	Katie	Western: Moonee Valley Maternal & Child Health	30

16/5/06	PreSchoolers with Autism	40 hours	Avril	Southern region ECIS	10
18/5/06	Early Signs/ Devt Concerns	4 hours	Kerry	Eastern Region: Knox Early Childhood Services	60
19/5/06	Early Signs/Devt Concerns	2 hours	Kerry	Hume : Benalla Maternal & Child Health	20
23/5/06	PEP-3	6 hours	Kerry & Mel	Southern region : Alfred CAMHS	12
24/5/06	Early signs and screening	2 hours	Katie	Southern Region : Caulfield Maternal and Child Health	15
25/5/06	Parent Perspective/Devt Concerns	2 hours	Kerry (Ellen & Fiona)	Barwon South-West Geelong Kindergarten Teachers Conference	30
25/5/06	Inclusion in Partnership	2 hours	Kerry	Hume region : Shepparton Parents & E.C.	40
30/5/06	Early Signs/ Devt Concerns	4 hours	Kerry	Southern : Cheltenham Early Childhood Services	30
31/5/06	Early signs and screening	2 hours	Katie	Southern Region : Stonnington Maternal and Child Health	30
31/5/06	Early signs and screening	2 hours	Katie	Southern Region : Port Phillip Maternal and Child Health	15
5/6/06	PEP-3 training	6 hours	Kerry & Mel	Southern Region Alfred CAMHS & ECIS	10
6/6/06	Early Signs/ Devt Concerns	4 hours	Katie	Gippsland : Morwell Early Childhood Services	50
7/6/06	Early Signs/ Devt Concerns	4 hours	Kerry	Barwon : Portland Early Childhood Services	50
8/6/06	PEP-3 training	1 hour	Kerry	Barwon Region : Colac ECIS	10
20/6/06	Early signs and screening	2 hours	Katie	Southern Region : Bayside Maternal and Child Health	15

21/6/06	Early signs and screening	2 hours	Katie	Southern Region : Mornington Maternal and Child Health	50
30/6/06	Early signs and screening	2 hours	Kerry	Southern Region : Cardinia Maternal and Child Health	15
4/7/06 11/7/06 18/7/06	Understanding Autism	6 hours	Kerry	Western : Melton E.C and Parents	70
17/7/06	Sensory Disturbance	2 hours	Katie	Eastern : Lilydale Parents and Professionals	40
17/7/06	Sensory Disturbance	2 hours	Katie	Southern : Naree Warren Parents and Professionals	70
25/7/06	Early Signs/ Devt Concerns	4 hours	Kerry	Gippsland : San Remo Early Childhood Services	30
26/7/06	Early Signs/ Devt Concerns	4 hours	Kerry	Gippsland : Leongatha Early Childhood Services	30
27/7/06	Transition: HFA and Asperger's	2 hours	Avril	Barwon : Geelong Prep Teachers	90
3/8/06	Early Signs/ Devt Concerns	2 hours	Katie	Northern: Moreland Early Childhood Services	20
9/8/06	Sensory Disturbance	2 hours	Katie	Southern : Mornington Parents and Professionals	50
30/6/06	Early signs and screening	2 hours	Kerry	Barwon South West: Geelong Maternal and Child Health	40
10/8/06	Understanding Autism	2 hours	Katie	Northern: Yarra Early Childhood Services	15
14/8/06	Manual Training	6 hours	Kerry & Avril	All regions	9
14/8/06	Sensory Disturbance	2 hours	Katie	Eastern : Box Hill Parents and Professionals	15

15/8/06	HFA/Asperger's	2 hours	Katie	Northern : Banyule & Nillumbik Early Childhood Services	45
15/8/06	Transition: Emotional & Beh. Disturbance	2 hours	Kerry	Barwon South West : Warrnambool Primary	80
16/8/06	Understanding Autism	3 hours	Kerry	Barwon South West : Hamilton Early Childhood Services	80
17/8/06	Early Signs/ Devt Concerns	2 hours	Katie	Loddon Mallee : Bendigo Early Childhood Services	40
18/8/06	Pre Schoolers with Autism Programme	45 mins	Kerry	All regions : ECIA Conference	60
21/8/06	Manual Training	6 hours	Kerry & Avril	All regions	9
28/8/06	ADI	24 hours	Kylie Gray	All regions	9
28/8/06 4/9/06	Understanding Autism & Early Signs/ Devt Concerns	4 hours	Kerry	Loddon Mallee : Swan Hill Early Childhood Services	40
6/9/06	DBC	1 hour	Kerry	Loddon Mallee : Mildura	10
6/9/06	Understanding Autism & Early Signs/ Devt Concerns	2 hours	Kerry	Loddon Mallee : Mildura	40
7/9/06	Sensory	2 hours	Katie	Eastern : Knox Parents & Professionals	25
13/9/06	Early Signs/ Devt Concerns	2 hours	Kerry	Barwon : Warrnambool Early Childhood Services	50
18/9/06	Autism & Best Practice	2 hours	Avril	Loddon Mallee : Bendigo Early Childhood Intervention	25
18/9/06	Autism:What's New?	2 hours	Bruce	Statewide : Yooralla	65

4/10/06	Early signs and screening	2 hours	Katie	Southern : Casey Maternal and Child Health	20
5/10/06	Preschoolers with Autism	2 days	Avril & Kerry	Loddon Mallee ; Mildura	5
10/10/06	Sensory	2 hours	Katie	Southern : Kingston Parents & Professionals	60
17/10/06	Understanding Autism & Early Signs/ Devt Concerns	2 hours	Katie	Grampians : Ballarat Early Signs & Developmental concerns	30
19/10/06	PEP-3 training	1 hour	Kerry	Hume Region : Benalla ECIS	10
20/10/06	Understanding Autism & Early Signs/ Devt Concerns	2 hours	Kerry	Loddon Mallee : Echuca Early Signs & Developmental concerns	15
15/10/06	PEP-3 training	1 hour	Kerry	Grampians Region : Ballarat ECIS	10
6/12/06	Transition to School	6 hours	Kerry & Katie	Humr region : Benalla D&ET	30

ACT-NOW Annual State Wide Training : 2007

DATE	TOPIC	HOURS	ACT-NOW TEAM	TARGET GROUP	No. ATTENDED
8/2/07	Practical Strategies for Inclusion	2 hours	Katie	Gippsland region: Bairnsdale Early Childhood	60
28/2/07	Early Signs/ Devt Concerns	2 hours	Katie	Southern region : Narree Warren M&CH	30
27/2/07 6/3/07 13/3/07	Understanding Autism	6 hours	Katie	Western Region: Hillside Early Childhood & parents	60
8/3/07	Early Signs/ Devt Concerns	2 hours	Katie	Southern region : Dandenong M&CH	30
20/3/07	Understanding Autism & Early Signs/ Devt Concerns	4 hours	Kerry	Eastern : Box Hill Early Childhood	50
22/3/07	Preschoolers with Autism Forum	5 hours	Whole Team	Statewide	40
28/3/07	Early Signs/ Devt Concerns	2 hours	Kerry	Southern region : Mornington M&CH	50
17/4/07	Assessment in ECI	6 hours	kerry	Grampians region: Ararat ECI	15
18/4/07	Understanding Autism & Early Signs/ Devt Concerns	4 hours	Kerry	Western : Footscray Early Childhood	60
23/4/07	Transition to school	4 hours	Kerry	Loddon Mallee: Bendigo Prep teachers	40
23/4/07	Understanding Autism & Early Signs/ Devt Concerns	4 hours	Katie	Southern : Narree Warren Early Childhood	60
26/4/07	Understanding Autism & Early Signs/ Devt Concerns	4 hours	Kerry	Loddon Mallee : Maryborough Early Childhood	60

26/4/07	Understanding Autism & Early Signs/ Devt Concerns	4 hours	Katie	Northern : Preston Early Childhood	60
30/4/07	Understanding Autism & Early Signs/ Devt Concerns	4 hours	Kerry	Western : Bacchus Marsh Early Childhood	60
1/5/07	Practical Strategies for Inclusion	2 hours	Katie	Gippsland region: Morwell Early Childhood	90
3/5/07	Best Practice Conference	5 hours	Bruce, Avril, Kerry	Hume region; Benalla ECIS	80
8/5/07	Understanding Autism & Early Signs/ Devt Concerns	4 hours	Kerry	Northern : Collingwood Early Childhood	60
9/5/07	HFA/AD	2 hours	Katie	Eastern : Box Hill Early Childhood Professionals & Parents	30
21/5/07	HFA/AD	2 hours	Katie	Eastern : Knox Early Childhood Professionals & Parents	30
22/5/07	HFA/AD	2 hours	Katie	Eastern : Montrose Early Childhood Professionals & Parents	30
25/6/07	PEP-3	5 hours	Kerry	Mansfield Autism Services	10
30/5/07	Best Practice Conference	5 hours	Bruce, Avril, Kerry	Barwon South West region : ECIS	60
6/6/07	Practical Strategies for Inclusion	2 hours	Kerry	Grampians: Horsham Early Childhood	50
7/6/07	Early Signs/ Devt Concerns	2 hours	Kerry	Grampians : Ararat M&CH	40
TOTAL 2004 - 2007					7,500

APPENDIX SIX

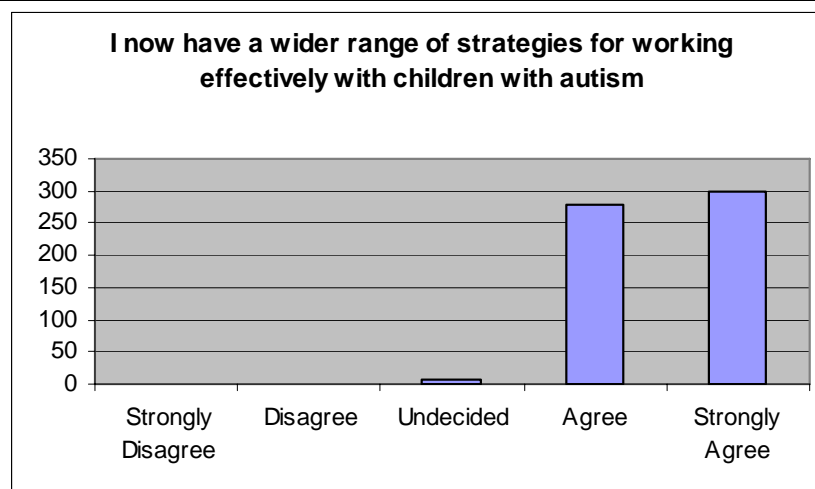
AUTISM IN THE PRE-SCHOOL YEARS

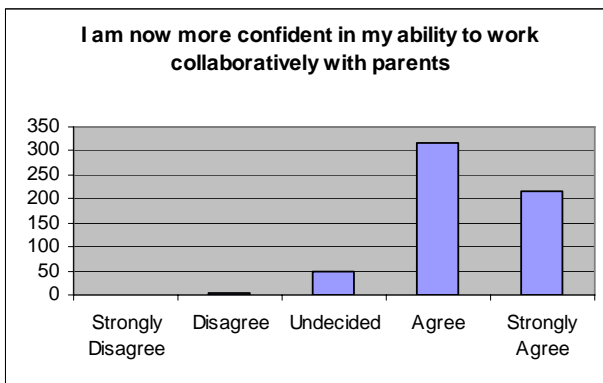
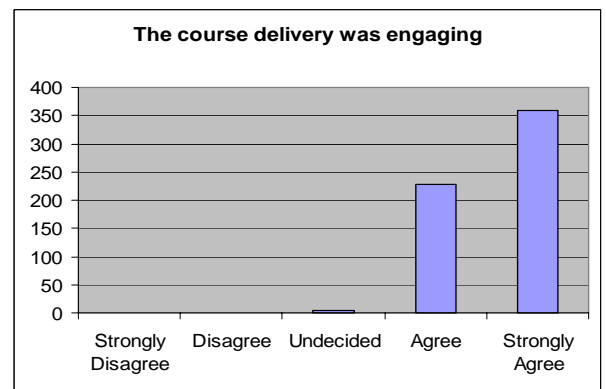
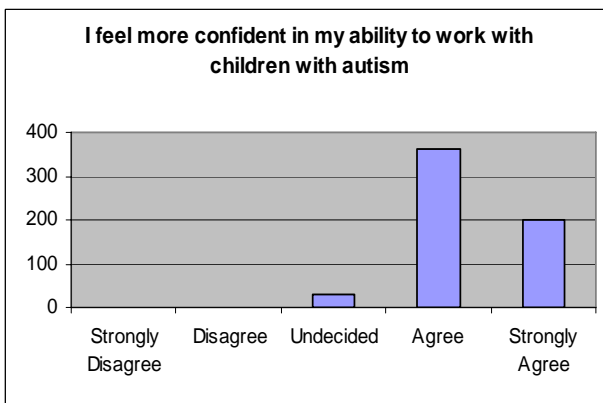
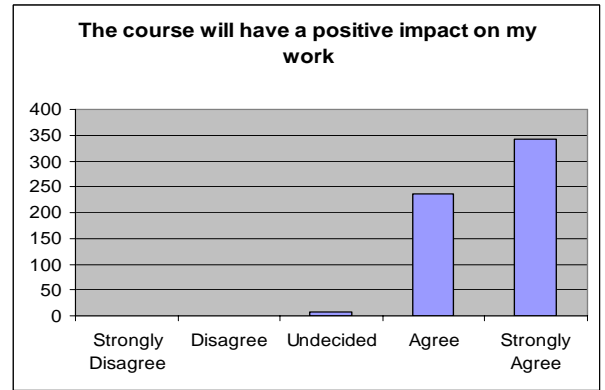
TRAINING EVALUATIONS

State-wide Collated Evaluations: “Understanding Autism in the Preschool Years”

Presentations included in this summary:

Region	Total participants	Locations
Barwon	49	Warrnambool
Eastern	114 84 professionals 30 parents	Box Hill
		Knox
		Lilydale
Gippsland	22	San Remo
Grampians	58 49 professionals 9 parents	Stawell
Hume	97	Seymour
		Shepparton
		Benalla
		Broadford
Loddon-Mallee	80	Bendigo
		Mildura
Northern	11	Collingwood
Southern	45	Mornington
		Cheltenham
Western	193 151 professionals 42 parents	Footscray
		Williamstown
		Brimbank
		Wyndham
		Melton
		Hillside





APPENDIX SEVEN

AUTISM IN THE PRESCHOOL YEARS A Series of Three Workshops Manual

TRAINED CLINICIANS

Barwon South West	
Rachel Peters	Gateways
Sonia McCall-White	
Loddon Mallee	
Louise Guseli	SCS
Michelle Kenny	Noah's Ark
Lisa Doherty	COBAW ECIP
Deanna Blakeley	Mt Alex ECIP
Hume	
Lyndal Mayhew	SCOPE
Jenny Drysdale	SCS
Faye Guyatt	SCS
Gippsland	
Nicholas Fawcett	Noahs Ark
Mary Randall	SCS
Grampians	
Billie McKenzie	SCS
Sandy Facey	PINARC ECIP
Eastern	
Sharon Gorton	Yarra Ranges ECIP
Melinda Gladman	SCS
Western	
Anne-Maree Zemancheff	Westarc ECIP
Julie Jackson	Westarc ECIP
Marg Murphy	SCS
Northern	
Jenni Salathiel	Broad Insight ECIP

Robyn Gorfine	SCS
Catherine Lowe	Norparrin ECIP
Southern	
Sarah O'Donnell	Connections
Dale Sosbey	Connections
Beth Marrocco	Community Health
Sue Hale	SCS
Natasha Anderson	SCS

MANUALS ARE KEPT WITHIN EACH REGION AT THE FOLLOWING VENUES

Grampians	Western
SCS, Ballarat PINARC	SCS Noahs Ark West
Barwon South West	Southern
Gateways SCS North West	SCS, Dandenong SCS, Cheltenham SCS, Frankston
Loddon Mallee	Northern
SCS Bendigo: both copies	ECAS Norparrin
Hume	Eastern
SCS Seymour SCS Benalla	Irabina SCS, Inner SCS, Outer East
Gippsland	
GECIAN: both copies	

APPENDIX EIGHT

AUTISM DIAGNOSTIC INTERVIEW- REVISED

**AUTISM DIAGNOSTIC OBSERVATION
SCALE**

TRAINED CLINICANS

ADI-R: 3rd August – 5th August 2005

Name	Region	Discipline	Workplace
Dr Teresa Lazzaro	Northern	Paediatrician	Dianella Community Health
Dr Anthony Weldon	Southern	Paediatrician	Private Practice
Dr Catherine Marraffa	Western	Paediatrician	Travancore
Kate Saunders	Loddon Mallee	Psychologist	Mildura Base Hospital
Dr Cate Bearsley-Smith	Gippsland	Psychologist	CAMHS
Julia Brown	Barwon South West	Psychologist	SCS
Tanya Lowes	Hume	OT	Private Practitioner
Michelle Wilson	Grampians	Psychologist	PINARC

ADI -R: 28th August – 30th August 2006

Name	Region	Discipline	Workplace
Rikki Bandekow	Barwon South-West	Psychologist	Gateways
Dianne Bailey-Tribe	Eastern	OT	Irabina
Sonia Street	Eastern	Psychologist	Eastern Access Community Health
Dr Sian Hughes	Eastern	Paediatrician	Eastern CAMHS
Harvey Miller	Gippsland	Family Counsellor	Private Practitioner
Annette Joosten	Grampians	OT	Ballarat Specialist School
Tracy Dunkley	Hume	Psychologist	CAMHS
Diana Antoniazzi	Loddon Mallee	Speech Path	Catholic Ed.
Sue Kermond	Northern	Paediatrician	Dianella Community Health
Kirsty Kerr	Southern	Psychologist	Private Practitioner
Sophie Weiskop	Western	Psychologist	Travancore

ADOS: 29th August – 2nd September 2005

Name	REGION	DISCIPLINE	Workplace
Dr Teresa Lazzaro	Northern	Paediatrician	Dianella Community Health
Dr Anthony Weldon	Southern	Paediatrician	Private Practice
Dr Cathy Marraffa	Western	Paediatrician	Travancore
Julie Brown	Barwon South West	Psychologist	SCS
Dr Cate Bearsley-Smith	Gippsland	Psychologist	GARDAS
Kate Saunders	Loddon Mallee	Psychologist	Mildura CAMHS
Tina Cocking	Grampians	Psychologist	CAMHS
Karen Speedy	Hume	Speech Path	SCS

ADOS : 9th – 13th October 2006

Name	Region	Discipline	Workplace
Rikki Bandekow	Barwon South-West	Psychologist	Gateways
Dianne Bailey-Tribe	Eastern	OT	Irabina
Sonia Street	Eastern	Psychologist	Eastern Access Community Health
Dr Sian Hughes	Eastern	Paediatrician	Eastern CAMHS
Harvey Miller	Gippsland	Family Counsellor	Private Practitioner
Annette Joosten	Grampians	OT	Ballarat Specialist School
Kate Conroy	Hume	Speech Path	SCOPE
Diana Antoniazzi	Loddon Mallee	Speech Path	Catholic Ed.
Sue Kermond	Northern	Paediatrician	Dianella Community Health
Kirsty Kerr	Southern	Psychologist	Private Practitioner
Lisa Vale	Western	OT	Sunshine Hospital
Vicki Andrew	Western	OT	Melton Health

APPENDIX NINE

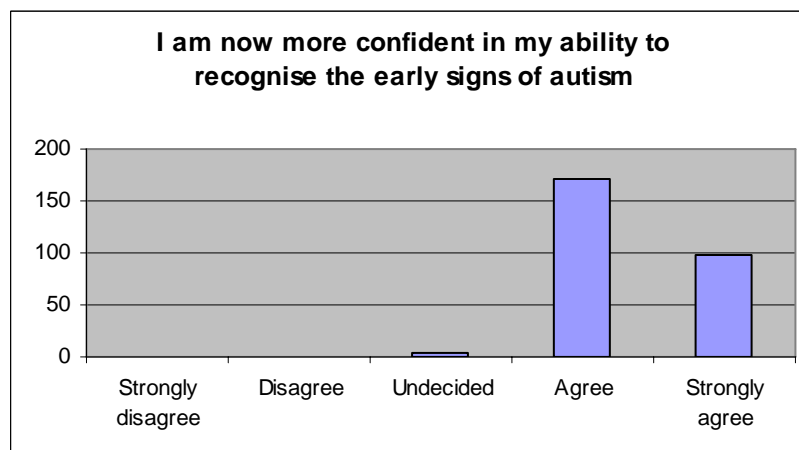
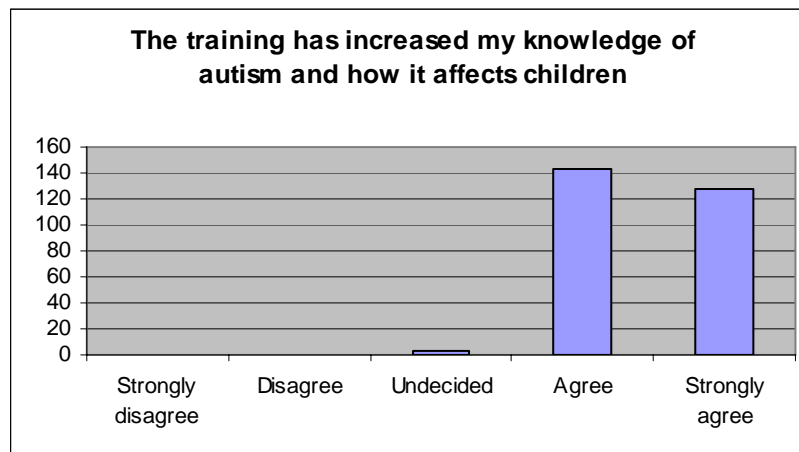
STATEWIDE MATERNAL & CHILD HEALTH NURSE TRAINING EVALUATIONS

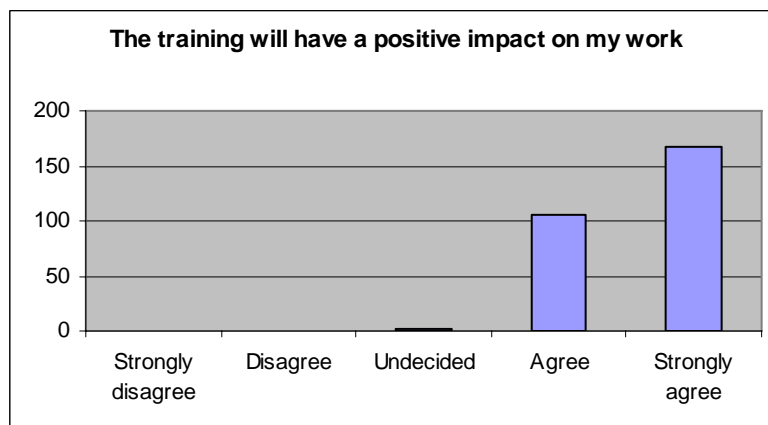
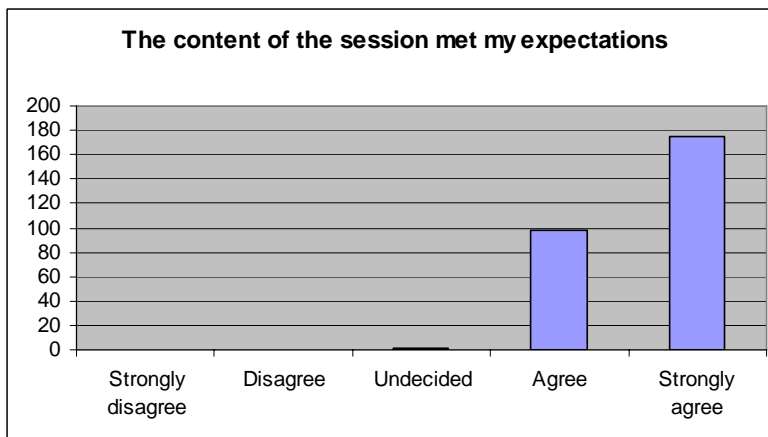
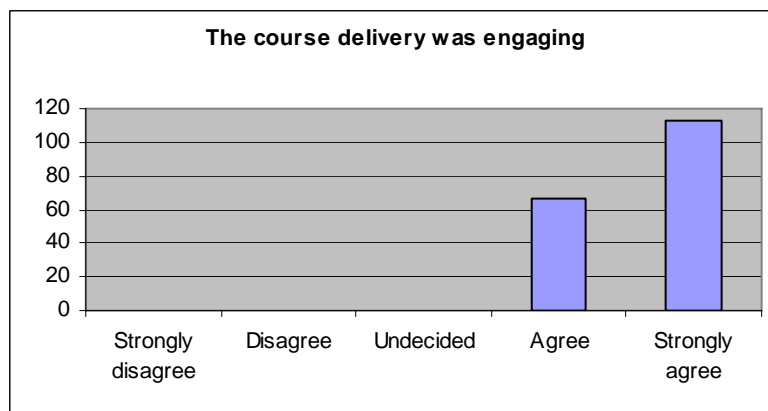
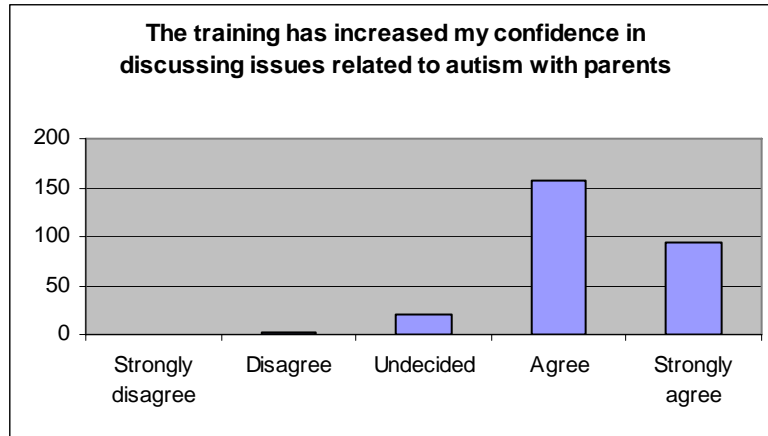
Maternal and Child Health Nurses: Session One Understanding Autism: Towards Early Diagnosis

Presentations included in this summary:

- Footscray 22nd Nov 2005
- Port Philip 31st May, 2006
- Stonnington 31st May, 2006
- Pakenham 30th June, 2006
- Glen Eira 24th May, 2006
- Narre Warren 22nd June, 2005
- Mt Martha 21st June, 2006
- Bayside 20th June, 2006
- Noble Park 7th Nov, 2005
- Coburg 11th August, 2005
- Maryborough 29th August, 2005
- Benalla 18th February, 2005
- Geelong 14th Sept 2005
- Camperdown August 25, 2005

Total evaluations included in this report: 274



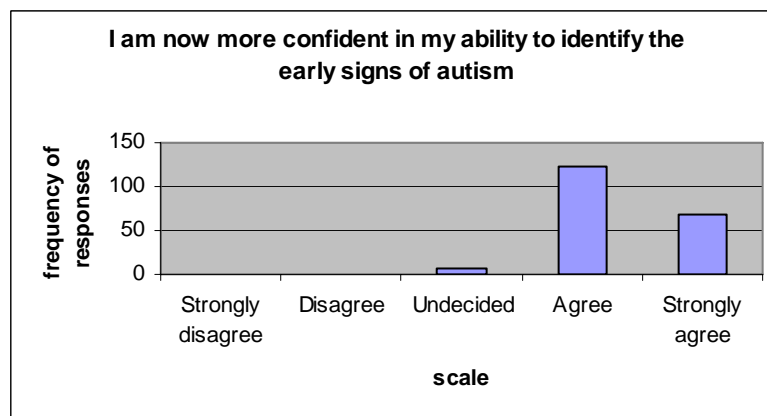
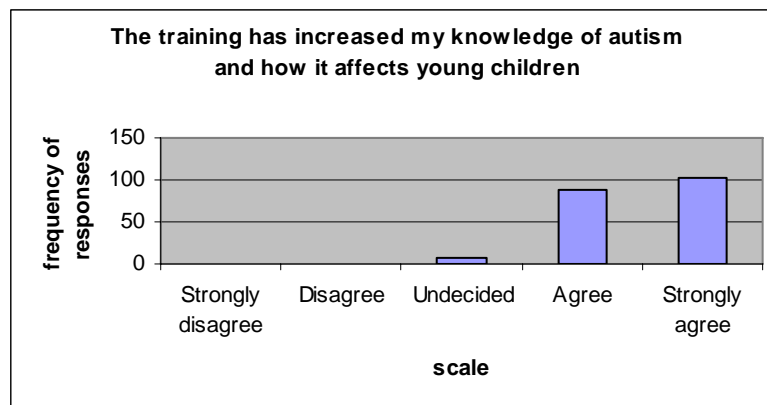


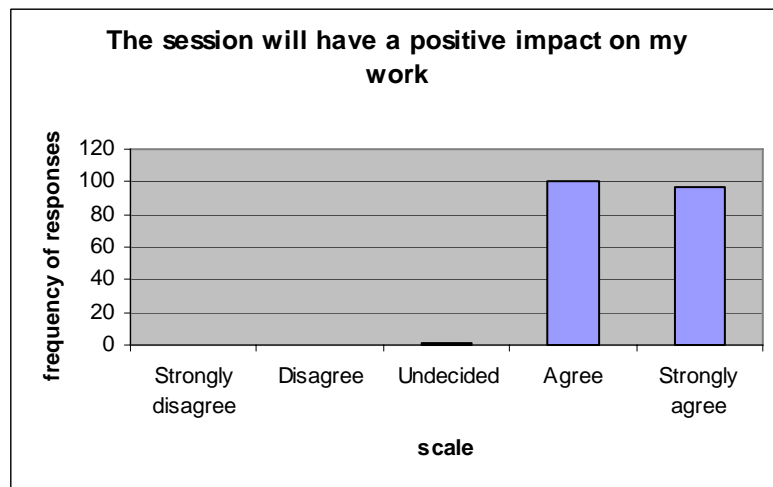
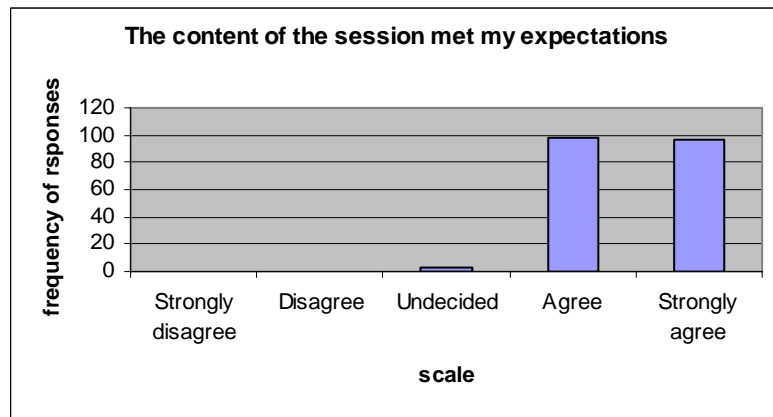
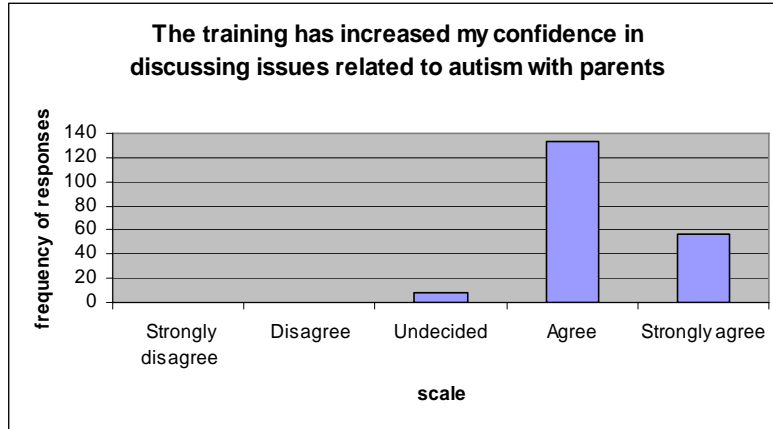
Maternal & Child Health Nurses: Session Two Recognising the Early Signs of Autism and Discussing Developmental Concerns

Presentations included in this summary:

- Geelong August 9, 2006
- Camperdown May 25, 2006
- Warragul March 3, 2006
- Benalla 19th May, 2006
- Bendigo 22nd February, 2006
- Greensborough 8th June, 2006
- Cranbourne 8th March, 2007
- Kingston 29th March, 2006
- Mornington 28th March, 2007
- Altona 8th May, 2006
- Footscray 16th May, 2006

Total evaluations included in this report: 198





APPENDIX TEN

PRE-SCHOOLERS WITH AUTISM: AN EDUCATION AND SKILLS TRAINING PROGRAMME FOR PARENTS

TRAINED CLINICIANS

NAME	DISCIPLINE	ORGANISATION
NORTHERN		
Marg Clancy	Teacher	ECAS
Seb Papadimitriou	Psychologist	Northern Outreach
Paula Drum	Teacher	Northern Outreach
Chris Kulas	Psychologist	Sunbury ECIP
Catherine Thompson		City Mission ECIP
EASTERN		
Lisa McNaughton		Irabina
Debbie Isaac		
Gaye McDermott		Irabina
Di Bailey-Tribe	Manager	Irabina
Helen Chau	Psychologist	SCS
Alison Wilby	Psychologist	SCS
Joan Ruggerio		
Candy Lee	Speech Pathologist	SCS
WESTERN		
Kath Ballard		SCOPE
Vicki Andrew	Occupational Therapist	Community Health
Julie Burns	Manager	Rusden ECIP
Jackie Simpson	Teacher	Uncle Bobs ECIP
Tracey Earith	Teacher	Uncle Bobs
Ruth Taylor	Occupational Therapist	Community Health
Jacinta Heskett	Speech Pathologist	Community Health

Sue Hymus	Psychologist	SCS
Jessica Devine	Speech Pathologist	SCS
Margaret Itsines	Teacher	Western Autistic School
SOUTHERN		
Beth Marrocco	Speech Pathologist	Community Health
Irene Pilkington	Psychologist	SCS
Pelham Wellspring	Psychologist	SCS
Elspeth Baisman	Psychologist	SCS
Linda Davis		SCOPE
Vicky Gorman	Teacher	Biala ECIP
Felicia Groves		Community Health
Leanne Clutterbuck		Windermere
BARWON SOUTH WEST		
Julie Pech		MPOWER ECIP
Julia Brown	Psychologist	SCS
Di Strachan		Gateways
GRAMPIANS		
Marg Murphy	Teacher	PINARC ECIP
Hayley Phelan	Speech Pathologist	PINARC ECIP
Alison Greene	Teacher	SCS
Jenny Atkins	Team Leader	SCS
Jill Osmomd		PINARC ECIP
Anna Dridan		PINARC ECIP
Melanie Wallis	Psychologist	SCS
Genevieve Callander	Occupational Therapist	PINARC ECIP

LODDON MALLEE		
Cheryl Trinci		Parenting Vic
Sue Hermans	Psychologist	Private Practitioner
Donna Morgan		
Deanna Blakely	Speech Pathologist	Mt Alexander ECIP
Jo Ride	Teacher	Mt Alexander ECIP
GIPPSLAND		
Harvey Miller	Family Counsellor	Private Practice
Ruth Churchill		La Trobe Community Health
Mary Randall	Psychologist	SCS
Tracey		Noah's Ark ECIP
Samantha Brick		Private Practitioner
HUME		
Una Forrester	Psychologist	SCS
Karen Speedy	Speech Pathologist	SCS
Judy Bennet	Teacher	Mansfield State wide Autism Services
Simone Reeves		Mansfield State wide Autism Services
Mandy McGrath		SCS
Margaret Scott		SCS

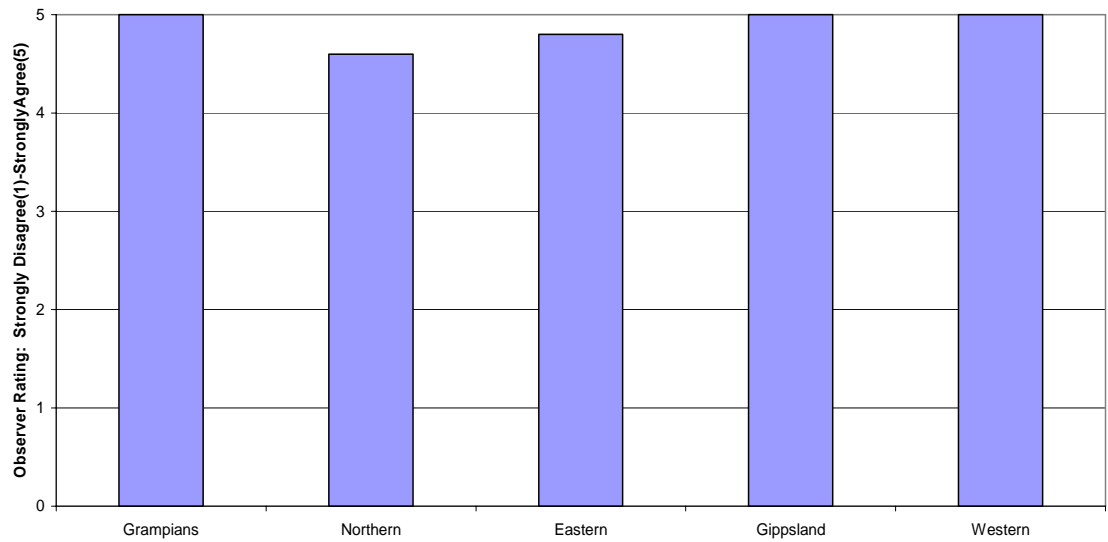
APPENDIX ELEVEN

PRE-SCHOOLERS WITH AUTISM: AN EDUCATION AND SKILLS TRAINING PROGRAMME FOR PARENTS

‘SEE-ONE-DO-ONE’ TRAINING EVALUATIONS

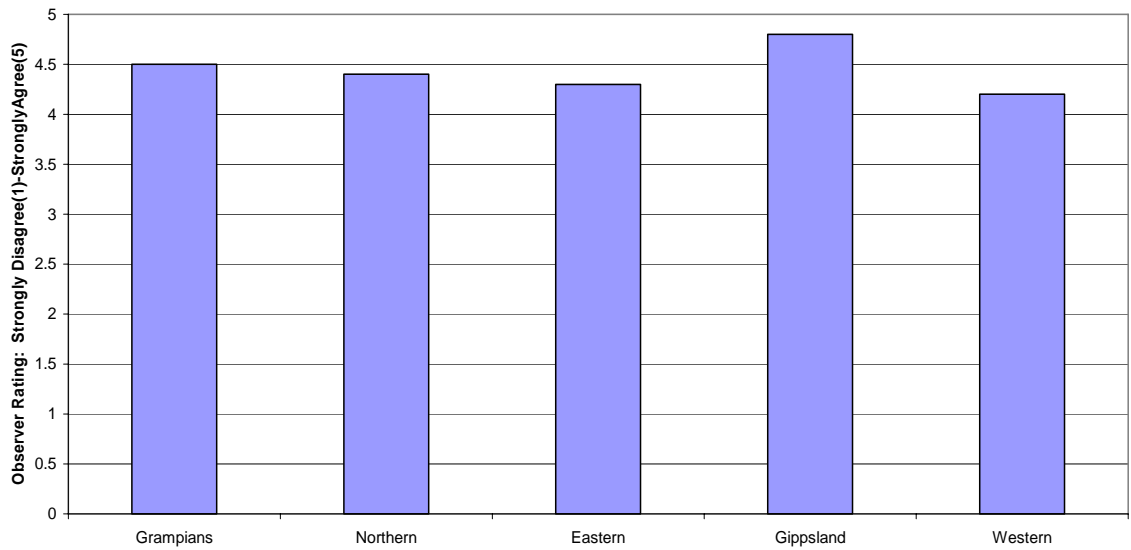
**ACT-NOW Pre-schoolers with Autism
A Parent Education & Skills Training Programme**

I would recommend this approach to other professionals who want to learn more about teaching parents to manage their child's autism more effectively

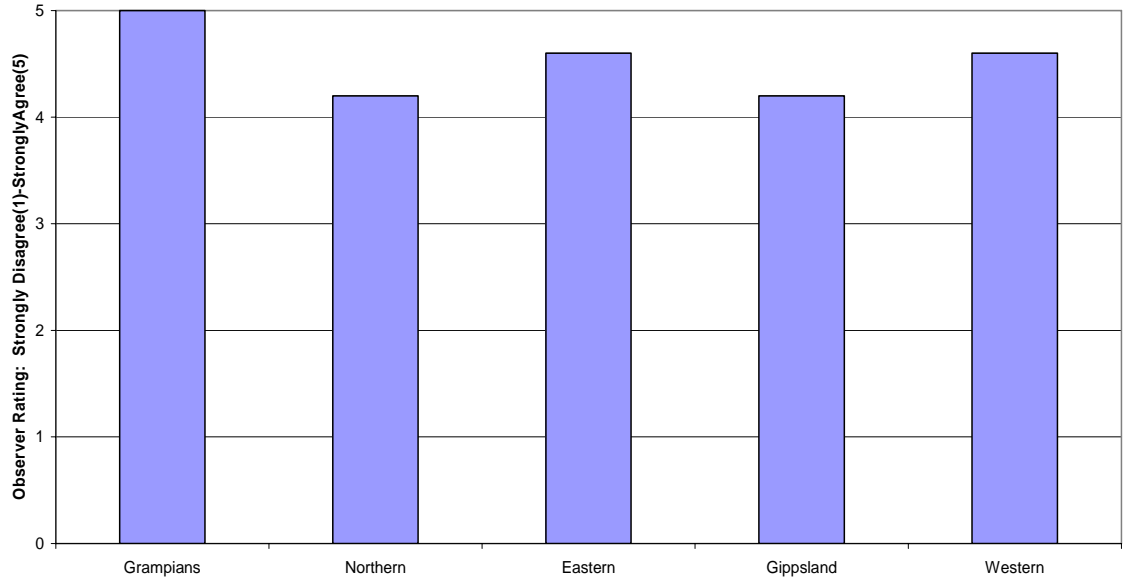


**ACT-NOW Pre-schoolers with Autism
A Parent Education & Skills Training Programme**

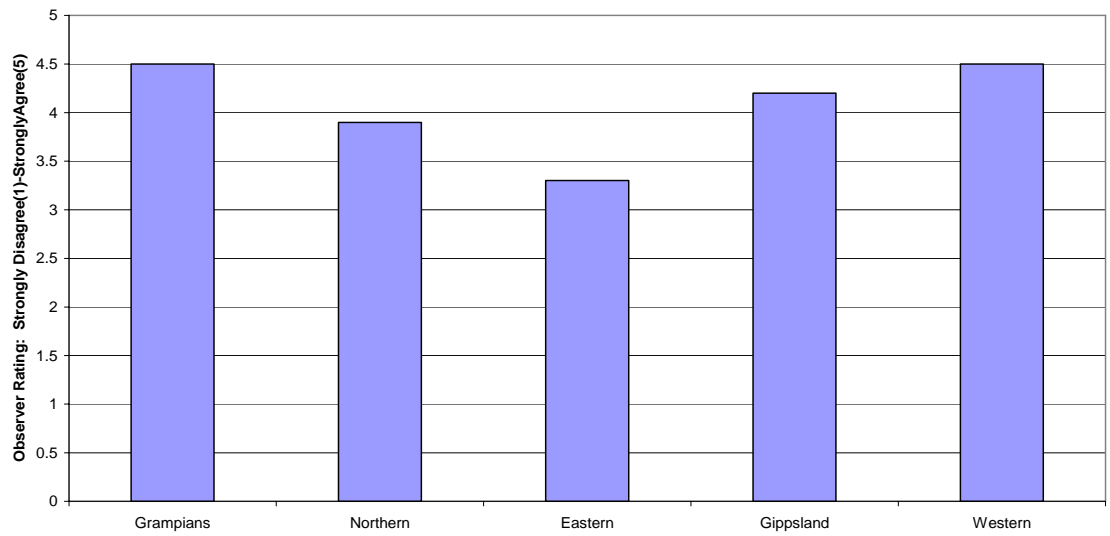
The "see one - do one" training was an effective way to learn about delivering the programme



ACT-NOW Pre-schoolers with Autism
A Parent Education & Skills Training Programme
 Programme increased my ability & confidence to work with families of autistic children.

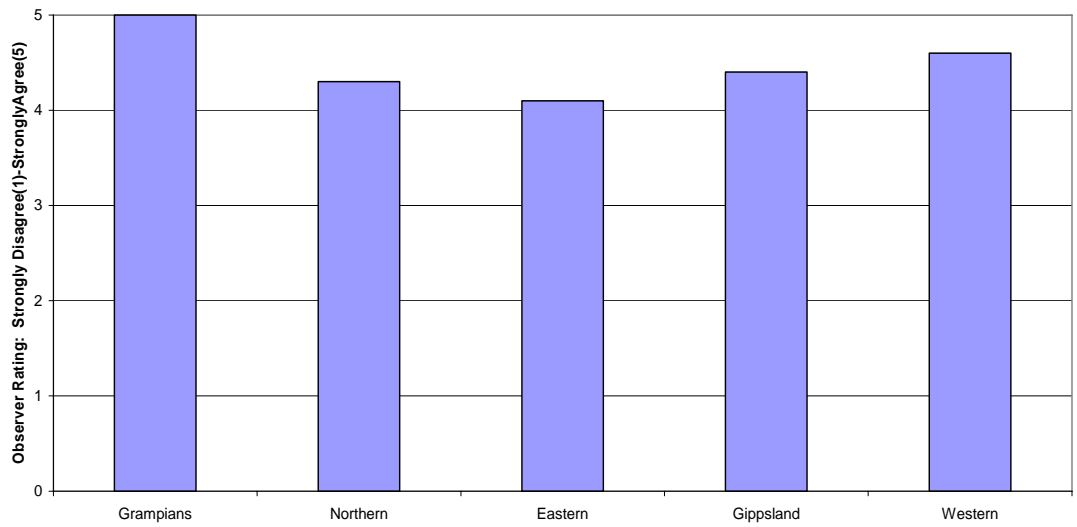


ACT-NOW Pre-schoolers with Autism
A Parent Education & Skills Training Programme
 Helped me to better understand how autism affects young children



**ACT-NOW Pre-schoolers with Autism
A Parent Education & Skills Training Programme**

Helped me to teach parents how to manage their child's emotional & behavioural difficulties,
& increase communication & social skills.



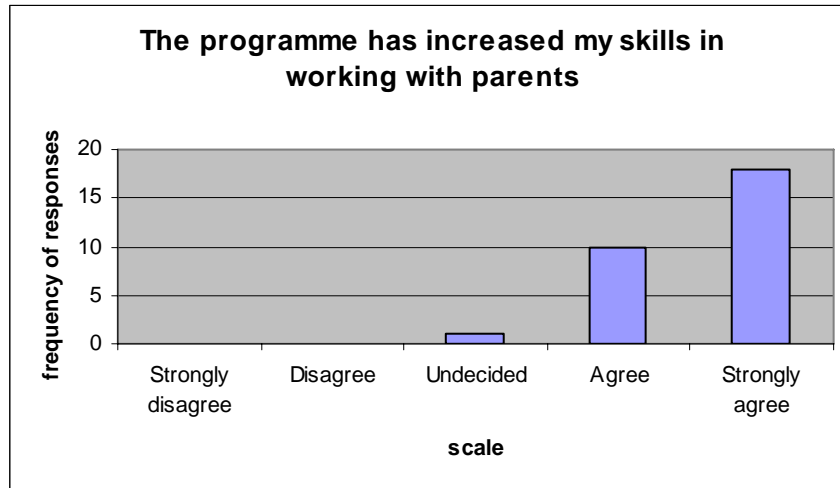
APPENDIX TWELVE

PRE-SCHOOLERS WITH AUTISM: AN EDUCATION AND SKILLS TRAINING PROGRAMME FOR PARENTS

FORUM FEEDBACK

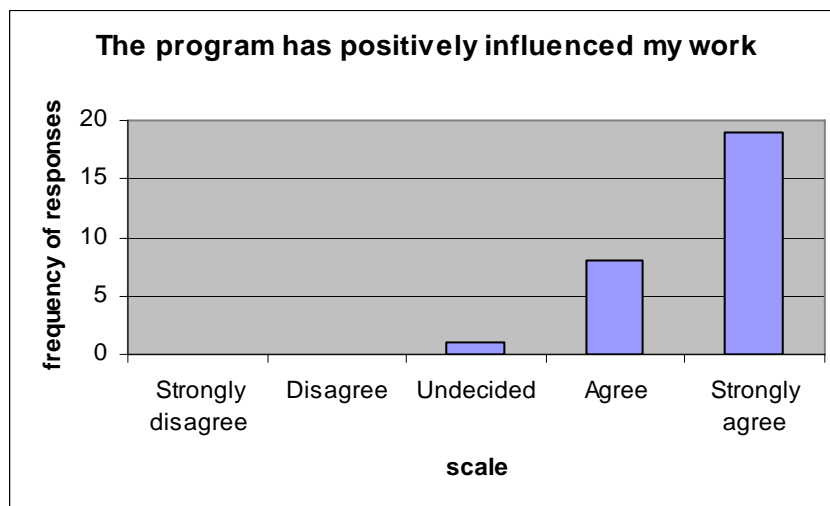
Question 1

Participants were asked if *the programme has increased their skills in working with parents*



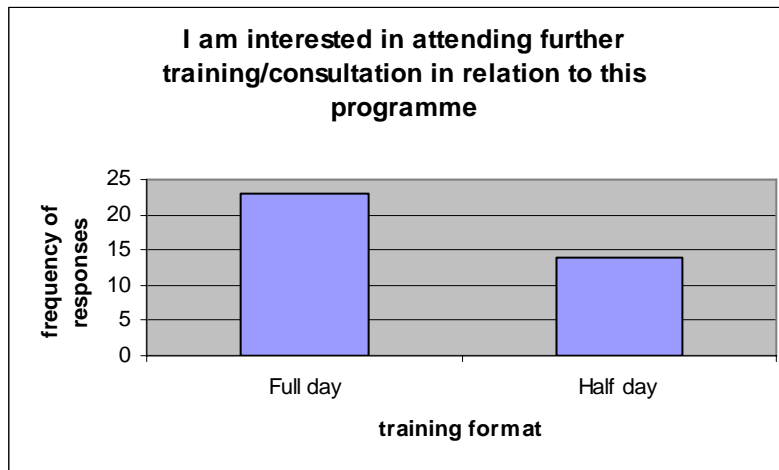
Question 2

Participants were asked if *the programme had positively influenced their work:*



Question 3

Participants were asked if they were *interested in attending more training/consultation in relation to the programme*



Suggested topics for future training
New research
Strategies for dealing with and working with complex families
Hearing more about programs already running and ways it can be incorporated into existing programs without adding to cost of service
Involving Dads in the programme
Helping parents through the grief/loss process
Encouragement to skill up on the Pep3
Discussion on appropriate tools to use with ongoing cohorts to develop a statistical base
Importance of parent programmes and its role in family dynamics
Parental mental health
What to do when parents do not complete the set homework...what else is going on for them? How do you approach this?
Assessments
Repeat training for other clinicians to be trained in the program

Question 4

Participants were asked if they were *interested in receiving any further mentoring or support*

