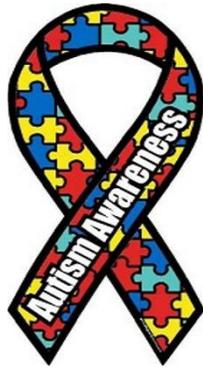


# **AUTISM CERTIFICATE PROGRAM STUDENT MANUAL**



**EASTERN KENTUCKY UNIVERSITY  
DEPARTMENTS OF COMMUNICATIONS DISORDERS,  
OCCUPATIONAL THERAPY, PSYCHOLOGY and  
SPECIAL EDUCATION**

2011-2012

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## **INTRODUCTION TO THE AUTISM CERTIFICATE PROGRAM**

The Autism Certificate Program (ACP) was approved in the Spring semester, 2009 to help meet the need for qualified service providers to work with persons with Autism Spectrum Disorder (ASD), their families, organizations that serve them, and communities in which they reside. It was jointly developed by experienced faculty members from Eastern Kentucky University departments of Communication Disorders, Occupational Therapy, Psychology, and Special Education as an interprofessional program so that students can learn not just about the needs of those with ASD, but about the contributions that other professionals make to the team addressing these needs. The program will provide a much needed specialized, multidisciplinary, and integrated training approach to this complex group of neurobiological disorders.

### **MISSION OF EKU**

For more than a decade, a mission statement approved by the Council on Postsecondary Education (formerly the Kentucky Council on Higher Education) has guided the University. During the planning process, this mission statement was refined to be more succinct and to better reflect our role for strategic planning purposes. We are not replacing the CPE mission statement, but rather, we developed a mission statement to appear in the context of the 2006-2010 University Strategic Plan, “Moving Forward Together.” The revised mission statement is:

**Eastern Kentucky University is a student-centered comprehensive public University dedicated to high-quality instruction, scholarship, and service.**

#### **Mission of the Department of Communications Disorders**

The mission of the Department of Communication Disorders is to prepare experienced and ethical professionals to engage in effective, evidence-based services, to individuals with communication and swallowing disorders

#### **Mission of the Department of Occupational Therapy**

The Department of Occupational Therapy will achieve excellence in the study of occupation as a therapy and a science. Students and faculty will be recognized for their engagement of individuals and communities in occupations support participation in life.

#### **Mission of the Psychology Department**

The mission of the Master’s Degree Program in Clinical Psychology is to prepare students for the evidenced-based practice of clinical psychology and to provide a foundation for further graduate study. The program is based on the scientist-practitioner model and offers training in basic psychological principles and theory, general clinical skills, professional ethics and standards of behavior, and research methodology. The curriculum reflects a strong commitment to experiential learning and incorporates

extensive opportunities for closely supervised clinical experience. Through coursework, and by example, the faculties encourage students to place public interest above guild and personal interests. Graduates are prepared to work with a broad range of client populations in a variety of treatment settings, to be sophisticated consumers of research, and to pursue doctoral-level training.

The mission of the Eastern Kentucky University school psychology specialist program is to educate graduates who are committed to producing demonstrable benefits to children, youth, families, and schools. The school psychology program emphasizes a scientist-practitioner model whereby the science of psychology is used as a framework within which school psychologists produce positive outcomes for all students. The vision of the program, based on the NASP Blueprint for Training and Practice III, is that all graduates will attain a high level of competence in data-based decision making and accountability, legal and ethical practice, interpersonal communications, collaboration and consultation, knowledge and appreciation of individual differences and diversity, knowledge and understanding of human development, school systems and organization, home/school/community collaboration, and information technology.

### **Vision of the Department of Special Education**

The primary commitment of the Department of Special Education is to ensure provision of quality educational and related services to individuals with disabilities. Therefore, we strive to prepare practitioners who are competent and share this commitment. We also demonstrate this commitment through our service and scholarly activities.

### **BACKGROUND AND NEED**

Individuals with Autism Spectrum Disorders (ASD) represent an increasing and heterogeneous group of consumers who require an individualized and specialized approach to assessment, treatment planning, and intervention. Currently, approximately 1 in 90 children are diagnosed with an ASD (National Institute of Mental Health, 2009). Behaviors exhibited by these children include difficulty with social interaction and communication abilities as well as restricted, repetitive behaviors. Although there is no known cure for ASD, treatment and supports have been found to be effective in teaching new skills, replacing challenging behaviors, and improving occupational functioning.

In 2005 The Best Practices Subcommittee of the Kentucky Commission on Autism Spectrum Disorders was charged with making recommendations for best practices in interventions for individuals with autism and for training service providers. To meet this objective, a survey was generated. The primary focus of this survey was to identify the knowledge, attitudes, and training needs of service providers and make recommendations relevant to agencies of service providers. A total of 164 providers from 52 Kentucky counties responded to the survey. The majority of responses were generated from individuals working in Vocational Rehabilitation and Education systems. About 75% of respondents reported most frequently that their attitude was a strength in working with individuals with ASD. However, education, knowledge, and experience

were rated as a strength by fewer than half of the respondents. Respondents rated problematic social skills and behaviors, as well as poor communication skills as characteristics that impact working with individuals with ASD.

Based on the results of the survey, several recommendations were made. These included:

*The primary mode of training should be comprised of supervised field work, direct observation, modeling, and feedback, and hands-on experiences, supplemented by other formats such as workshops, conferences and in service training opportunities.*

*The work force for adults needs to be increased and training needs to be geared toward this service provider group.*

*Training is recommended on research supported practices including behavioral intervention, applied behavior analysis, naturalistic applied behavior analysis, combined therapy approaches / communication therapies, and structured teaching.*

*Collaboration across caregivers and providers needs to increase.*

*Education, knowledge, and experience of providers are areas that need to be strengthened.*

*Training needs to emphasize strategies for dealing with interfering problem behaviors, social skills, and poor communication skills.*

*Service providers require training on specialized diagnostic, assessment, and intervention approaches for ASDs. Emphasis should be on conducting diagnostic assessments, determining communication systems, assessing problem behaviors, implementing positive behavioral supports, assessing and teaching social skills, training peers, and developing family-centered plans.*

Currently, individuals with ASD are under-served and under-represented in the community system. Current state training efforts focus largely on improving in-service training for teachers. There is an unmet, largely unrecognized and pressing need for pre-service training about ASD in other disciplines and about using evidence-based methods for assessment, teaching, intervention, and understanding challenging behaviors. Such training will provide future service providers in communication disorders, occupational therapy, psychology, and special education with the knowledge and skills needed to support those with ASD.

The state of Kentucky was recently selected by the National Professional Development Center on Autism Spectrum Disorders to be one of only three states to receive technical assistance related to autism, which affects more than 2,300 school-aged children statewide.

The National Professional Development Center on Autism Spectrum Disorders will provide professional development and technical assistance to help Kentucky promote

implementation of evidence-based practices for early identification, intervention and education for children and youth with Autism Spectrum Disorders (ASD). These practices should produce the best possible outcomes for families and students with ASD, spanning the age range from infancy to early adulthood (21 years). In addition, the center will help Kentucky establish model sites demonstrating evidence-based practices for ASD and in evaluating and measuring child, family, practitioner and system-level outcomes.

The purposes of the two-year project, which will begin in Kentucky in January 2009, are to:

- increase the number of highly qualified personnel (particularly teachers and practitioners) serving children and youth with ASD in Kentucky
- establish a sustainable system of professional development in evidence-based practices in ASD
- provide technical assistance support for early childhood practitioners, educational leaders, teachers and school-based personnel

Based on statistics from the U.S. Department of Education and other governmental agencies, autism is growing at the rate of ten to 17 percent per year. At this rate, autism could reach 4,000,000 Americans in the next decade. Each individual with autism accrues about \$3.2 million in costs to society over his or her lifetime, with lost productivity and adult care being the most expensive components, according to a report in the April 2008 issue of *Archives of Pediatrics and Adolescent Medicine*.

### **AUTISM CERTIFICATE PROGRAM DESCRIPTION AND LEARNING OUTCOMES**

The Autism Certificate Program will train a select group of current ECU graduate students in communications disorders, occupational therapy, psychology, and special education to provide services to individuals with autism spectrum disorders. This program will consist of 18 direct hours of certificate work, supported by other relevant coursework taken within the discipline. This program will prepare students to provide communication, social-emotional, behavioral, occupational, educational, and community services to individuals on the autism spectrum, their families, and their community service providers. Students will be engaged in both didactic and practicum-based learning experiences. Specifically, students successfully completing this certificate will:

1. Demonstrate knowledge and skills in effective assessment and intervention for individuals with ASD.
2. Compare and contrast a variety of evidenced-based intervention strategies used for those with ASD.
3. Effectively collaborate with parents and other professionals in the assessment and intervention process.
4. Apply knowledge and skills to consumers with ASD in schools, clinics, home, or in the workplace

5. Appreciate the need for skilled service provision to those with ASD.

Classes will be taught online and face-to-face on campus. Classes can be taken in any order but successful completion of at least two of them will be required before a student can enroll in the clinical experience courses. Each person's clinical experiences will be completed at the ECU Psychology Clinic or the ECU Speech-Language-Hearing Clinic in Richmond, Kentucky or at other locations approved by the graduate students' advisor, instructor, and/or clinical supervisor.

Admitted graduate students in each discipline will complete an additional application and admissions process for the ASD Emphasis, including an application form, 2 page purpose statement, and 3 reference letters. A faculty representative from each discipline represented in the emphasis program will sit on the admissions committee. Application for this certificate program will be open to students currently enrolled in Eastern Kentucky University graduate programs in communication disorders, occupational therapy, psychology, and special education. Students from other programs may be considered as appropriate, as well as students holding graduate degrees in one of the four core disciplines.

Two to three graduate students from each of represented disciplines will be admitted each academic year, so that the program will be comprised of a multidisciplinary group of students and taught by a multidisciplinary set of instructors.

Please see Appendix A for an application form.

## **COURSE DESCRIPTIONS**

The following courses will be required for a total of 18 credit hours:

**1. CDS 867** Advanced Language Disorders (3 credit hours)

Advanced study of formal and informal assessment and treatment approaches in child language without consideration of etiology. Emphasis on language and narrative sampling analysis techniques and use of language within the natural context.

**2. OTS 863** Occupation and Sensory Processing (3 credit hours) Understanding the impact of sensory processing disorders on occupational natures will enable students to provide appropriate intervention. Occupational adaptation and sensory integrative theories will be applied as conceptual frameworks for occupational therapy intervention.

**3. PSY 777** The Autism Spectrum. (3 credit hours)

Assessment, diagnosis, and intervention in autism spectrum disorders across the lifespan. Conduct autism spectrum applied assessment and intervention.

**4. SED 790** Applied Behavior Analysis (3 credit hours)

Behavior analysis applied to classroom and instructional management. Development of skills in data collection, intervention procedures, and evaluation of behavior change.

**5. OTS 831, or PSY 843, CDS 874 or SED 897 (3 credit hours) Clinical Experience in Autism Spectrum Disorders**

The application of knowledge and skills learned in prerequisite courses to those with ASD in a supervised clinical and/or educational setting that specializes in assessment, intervention, and/or education for those with ASD. Students will work on interdisciplinary teams to assess and provide individual and group intervention. Supervision will be provided by faculty with expertise in ASD. Students will be expected to attend an approved off-campus regional training conference/meeting on ASD either before or during their practicum experience.

**6. Capstone Experience in Autism Spectrum Disorders (3 credit hours)**

Students will complete their choice of one of the following: 3 Independent Project hours in ASDs (OTS 846, CDS 899, or PSY 887) **OR** 3 Clinical Internship/Fieldwork hours in ASDs (OTS 846, CDS 898, SED 897, **OR** PSY 898 or 899) **OR** 3 thesis hours focused on an ASD topic (CDS 899, PSY 890)

Please see Appendix B for information about the Capstone Project

Each of the courses involved in this certificate will include one learning community experience designed to facilitate interaction between faculty and students across the four certificate disciplines.

Students will also be required to receive a passing score on an Oral Comprehensive Exam, to be administered at the completion of their course requirements and before they go on internship. The Oral exam will be administered and scored as “pass” or “fail” by a team comprised of faculty from two or more of the four disciplines represented in the certificate program.

Program evaluation will be accomplished through biennial assessment of student performance on measures of the Autism Certificate Program Competencies (see Appendix C). Among these competencies are critical thinking skills such as evaluating alternative theories of etiology and intervention and appraising research on promising and best practices.

**CORE FACULTY**

Dr. Myra Beth Bundy  
Associate Professor of Psychology  
Department of Psychology  
Eastern Kentucky University  
Richmond, KY 40475 (Myrabeth.bundy@eku.edu)

Dr. Justin Cooper  
Chair, Department of Special Education  
Department of Special Education  
Eastern Kentucky University  
Richmond, KY 40475 (Justin.Cooper@eku.edu)

Dr. Charlotte Hubbard  
Assistant Professor of Communication Disorders  
Department of Special Education  
Eastern Kentucky University  
Richmond, KY 40475 (Charlotte.Hubbard @eku.edu)

Dr. Peggy Wittman  
Associate Professor of Occupational Therapy  
Department of Occupational Therapy  
Eastern Kentucky University  
Richmond, KY 40475 (Peggy.wittman@eku.edu)

For a closer look at the faculty of the Autism Spectrum Disorder Certification, please view Appendix D.

Model Curriculum for ASD Certificate Across Disciplines  
Suggested Sequence of Coursework

<u>Semester</u>	PSYCH	OT	SPEECH	SP Ed
Summer (i.e., 2009)	PSY 777	PSY 777	PSY 777	PSY 777
Semester I (fall) 2009	none	none	none	none
Semester II (spring) 2010	PSY 843 (autism Practicum)	Practicum OTS 831 and CDS 867	CDS 867 CDS 874 (autism practicum)	
Semester III (summer) 2010	none	OT 863	OT 863 CDS 874 alternative	OT 863
Semester IV (fall) 2010	SED 790	SED 790	SED 790	SED 790
Semester V (spring) 2011	CDS 867 1st Option for Capstone	Capstone	Capstone	Capstone
Semester VI (summer) 2011	OTS 863 2 <sup>nd</sup> option for Capstone (and may have to move PSY 843 here from Fall 2010)			

**UNIVERSITY POLICIES**

**Disability Statement:** If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

**Academic Integrity Statement:** Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

**Official E-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail

will be sent to this ECU e-mail address. The student must use the assigned ECU email account to correspond with instructors and to submit assignments. The instructor will only email the student at the assigned ECU email account. Autism Certificate students also need to join the certificate's Facebook and Blackboard sites.



**APPENDIX A**  
**Eastern Kentucky University**  
**Autism Certificate Program**  
**INFORMAL APPLICATION for ADMISSION**

**In order to be considered for admission to the Autism Certificate Program you must be admitted to a degree program in psychology, occupational therapy, special education, or speech and language disorders. Applicants may be interviewed as a part of the admissions process.**

- 1. You complete this *informal* application (including letters of reference sent separately) must be completed by May 1 of your application year. Please send it to the faculty member from your graduate program listed at the end of this application.**
  
- 2. To be *officially* admitted to the graduate school and to actually receive your certificate, you **MUST** also complete the “simultaneous curricula” ASD form found here: <http://gradschool.eku.edu/graduate-school-forms>**

Name: \_\_\_\_\_

Social Security Number: \_\_\_\_\_

Current Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

In which degree program are you enrolled: \_\_\_Psychology \_\_\_Occupational Therapy  
 \_\_\_Special Education \_\_\_Speech Language Disorders

**Previous degrees received**

<b>Name of Institution</b>	<b>Location (city, state, country)</b>	<b>Date Attended</b>	<b>Major/Minor</b>	<b>Date Received/expected</b>

## **Statement of Personal and Professional Objectives:**

Please submit a brief (1-2) page description of personal and professional objectives. Your statement should include your past experience working with individuals with Autism Spectrum Disorder and your plans for using knowledge and skills gained in the Autism Certificate Program in the future. Please attach your statement to this application.

## **References:**

Please submit two letters of recommendation separately. These letters should address your experience, interest, skills, and aptitudes for working with individuals with Autism Spectrum Disorders.

## **Faculty:**

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Richmond, KY 40475  
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## **Appendix B**

### **CAPSTONE PROJECT GUIDLINES**

A student enrolled in the ACP may receive 3 semester credit hours for a special project done within an established fieldwork experience arranged by his/her graduate program (communications disorders, occupational therapy, psychology, or special education). The following criteria must be met in order to receive this credit:

At least ½ of the student's caseload must include individuals with ASD and the student is responsible for assessing, treatment planning, intervention, and re-evaluation of these clients. This work will be supervised by a practitioner with qualifications as required for each discipline and with expertise and experience in ASDs.

A special project dealing with some aspect of ASD must be completed. This project will include an in-depth study of some aspect of ASD and will demonstrate an application of knowledge and skills gained through participation in the ACP. This could include a research project done in the clinical setting, an in-service or continuing education presentation done for other professionals, or another specially designed project that will enhance the student's understanding of individuals with ASD. This project must be approved in advance by both the clinical supervisor and the program's faculty representative.



## APPENDIX C

### Autism Endorsement Program Competencies Eastern Kentucky University

<b>Autism Specific Courses and Competencies</b>  <b>Each course is 3 credit hours</b>	Intro to Autism Spectrum Disorders	Advanced Topics in Language Disorders	Occupation for Persons with Autism	Practicum in Autism Spectrum Disorders	SED 790 (ABA)
Basic Information about ASD	•				
Understanding Neurobiological Theories/Aspects of ASD	•				
Positive Behavior Supports	•	•	•	•	•
Diagnosis and Assessment in Autism Spectrum Disorders	•				
Functional Behavior Assessment	•		•	•	•
Applied Behavior Analysis Methodology	•			•	•
Best Practices Interventions/Supports in ASD through lifespan	•			•	
Evaluating Alternative Therapies	•				
Person-Centered Planning			•	•	
Visual and Structural Supports	•	•		•	
Assistive Technology and Augmentative Communication		•			
Functional Communication Development		•		•	
Social Teaching and Supports	•	•		•	•
Sensory Supports			•	•	
Develop a comprehensive Positive Behavior Support plan	•			•	
Apply knowledge and skills in discipline	•	•	•	•	•
Family Concerns	•			•	
Vocational Planning and Supports in ASD	•		•		

These tables show courses in each discipline that contain content relevant to the autism endorsement program that students will take in addition to the above courses as a part of their major course of study.

## Psychology

Administering, Interpreting, Report Writing Psychological Tests				•	Psy 824
Biological Bases of Behavior				•	Psy 853
Psychological Interventions				•	Psy 850, 857, 860, 871
Psychological Diagnosis				•	Psy 841, 846, 857
Psychological Professional Ethical Practices				•	Psy 820
Program Evaluation/ Outcome Assessment				•	Psy 820, 846
Human Social-Emotional and Cognitive Development Theories and Principles				•	Psy 847, 857

## Occupational Therapy

Evaluate occupational performance using appropriate standardized and nonstandardized assessment tools			+	+	OTS 830, 831, 832
Use evaluation findings to develop occupation-based intervention plans and strategies			+	+	OTS 830, 831, 832
Provide development, remediation, and compensation for physical, cognitive, perceptual, sensory, neuromuscular, and behavioral skills			+	+	OTS 830, 831, 832
Modify environments (e.g., home, work, school, community) and adapt processes			+	+	OTS 830, 831, 832
Design, fabricate, apply, fit, and train in assistive technologies and devices used to enhance occupational performance			+	+	OTS 830, 831, 832
Monitor, and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention			+	+	OTS 830, 831, 832
Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services.			+	+	OTS 830, 831, 832
Practice ethical decision making in professional interactions, client interventions, and employment settings.			+	+	OTS 830, 831, 832

OTS 864, 865, and 866 are offered as electives to occupational therapy graduate students.

## Communication Disorders

Formal and informal assessment of communication disorders		▪		▪	CDS 863, 873, 874, 875, 876, 877, 878, 898
Oral and written communication of assessment and treatment data		▪		▪	CDS 863, 873, 874, 875, 876, 877, 878, 898
Devise and implement evidence-based treatment program for any communication disorder		▪		▪	CDS 863, 873, 874, 875, 876, 877, 898
Collaborate and co-treat with professionals and family within Scope of Practice		▪		▪	CDS 863, 873, 874, 875, 876, 877, 878, 898
Demonstrate professionalism and ethical behavior		▪		▪	CDS 863, 873, 874, 875, 876, 877, 878, 898
Utilize technology in assessment and treatment		▪		▪	CDS 720, 863, 873, 874, 875, 876, 877, 878, 898
Evaluate program effectiveness and client outcomes		▪		▪	CDS 863, 873, 874, 875, 876, 877, 898
Provide services to culturally and linguistically diverse populations		▪		▪	CDS 863, 873, 874, 875, 876, 877, 878, 898

## Special Education

Laws, policies, and ethical principles regarding behavior management, planning, and implementation				•	SED 775, 810, 778, 790, 897
Evidence-based practices validated for specific characteristics of learners and settings				•	SED 775, 856, 790, 897
Use strategies to facilitate maintenance and generalization of skills across learning environments				•	SED 790, 897
Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs				•	SED 856, 793, 897, 790
Use research-supported methods for academic and non-academic instruction of individuals with disabilities				•	SED 897, 856, 790, 778
Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities				•	SED 790, 778, 897
Modify learning environments to manage behaviors				•	SED 778, 790, 897
Use performance data and information from all stakeholders to make or suggest modifications in learning environments				•	SED 775, 793, 778, 790, 897
Use effective and varied behavior management strategies				•	SED 778, 790, 897
Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional needs				•	SED 778, 790, 897
Use functional assessments to develop intervention plans				•	SED 778, 790, 897
Use task analysis					SED 790, 897

## **Appendix D**

### Faculty Experience

Dr. Myra Beth Bundy  
Associate Professor of Psychology  
Department of Psychology  
Eastern Kentucky University  
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859-622-1105

Dr. Myra Beth Bundy is an Associate Professor of Psychology at Eastern Kentucky University and a licensed psychologist. She worked in autism spectrum disorder residential care throughout her doctoral studies in clinical-community psychology at the University of South Carolina. Her graduate and post-graduate training also specialized in autism and other developmental disabilities. She completed a doctoral internship at the University of North Carolina TEACCH program, a pioneering program in autism spectrum disorder diagnosis and intervention. Her post-doctoral training year was spent at the University of Colorado Health Sciences Center, training in the Denver Model of Autism Spectrum Disorders intervention. During these training experiences, she was fortunate enough to work with professionals who have led research efforts and shaped trends in intervention, and supportive programming in autism, such as Dr. Gary Mesibov, Dr. Lee Marcus, Dr. Loisa Bennetto, and Dr. Sally Rogers.

In her current position in the EKU Psychology Clinic, she works alongside some of the best and brightest EKU graduate students to evaluate and support individuals on the autism spectrum across the lifespan, individually and in groups. She coordinates developmental disabilities services in the EKU Psychology Clinic. Along with her psychology students and in collaboration with students and faculty in the EKU Occupational Therapy department, she writes and conducts research in the area of autism. She has presented on a wide range of autism spectrum-related topics around the Commonwealth of Kentucky as well as around the U.S.

Dr. Bundy served on the Governor-appointed Kentucky Commission on Autism Spectrum Disorders from 2005-2006. She currently serves on the Kentucky Autism Interagency Planning Group and the Kentucky Autism Training Team. As part of these roles, she will be receiving training in 2009 through Kentucky's grant-funded partnership with the National Professional Development Center on Autism Spectrum Disorders. She enjoys spending time with and learning from individuals on the autism spectrum and their families. Dr. Bundy has been working and learning in the area of autism spectrum disorders for the past 20 years.

Dr. Justin Cooper  
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Dr. Justin T. Cooper is an Associate Professor of Learning and Behavioral Disorders and Chair of the Department of Special Education at Eastern Kentucky University in Richmond, Kentucky. He received his Ed.D. in special education from the University of Kentucky, concentrating on academic and behavioral interventions for students with emotional and behavioral disorders.

Prior to moving in to higher education, Dr. Cooper was a special education teacher in Utah, Wyoming, and Florida. As a special education teacher, he worked with students with a variety of disabilities, including autism spectrum disorders, at the elementary, middle school, and high school level. Since entering the field of higher education, his focus has been on training educators to work in various settings with individuals with disabilities. He has conducted research on the use of Applied Behavior Analysis to facilitate academic and social behavioral change in students diagnosed with autism spectrum disorder. In addition, Dr. Cooper has done numerous consultations with both school systems and families of students with autism to develop behavioral intervention plans for students.

In his current position, Dr. Cooper teaches undergraduate and graduate courses on Applied Behavior Analysis, Characteristics of Emotional And Behavioral Disorders, and Behavior Management.

Dr. Charlotte Hubbard  
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Dr. Hubbard is an Assistant Professor in the Communication Disorders Program at Eastern Kentucky University. She is certified by the American Speech-Language-Hearing Association in Speech-Language Pathology and is licensed in Kentucky as a speech-language pathologist. She has lectured and presented in the area of social communication for people with autism.

Through the EKU Speech-Language-Hearing Clinic, Dr. Hubbard has worked with children and young adults diagnosed with autism and related disorders and their families for the past fourteen years to further develop their communication skills and social interactions. Dr. Hubbard has collaborated and co-treated with Dr. Bundy and her psychology students concerning clients with autism and their families. In addition Dr.

Hubbard has served as a consultant for families and professionals who have questions concerning communication skills in people with autism. She loves to share with and learn from families of people with autism and anyone interested in autism spectrum disorders.

Peggy Wittman, EdD, OT/L, FAOTA  
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Dr. Peggy Wittman is currently an associate professor of occupational science and occupational therapy at Eastern Kentucky University. She has taught occupational therapy at both the undergraduate and graduate levels for over 20 years. She has clinical experience working in a wide variety of community settings with diverse populations. For the past several years she has been engaged in a collaborative relationship with colleagues from psychology to design and lead groups for children and young adults with Autism Spectrum Disorder. She has presented and published on a variety of topics related to ASD and the programs she has developed to help those with autism attain social skills. She has also published research she has done in the areas of student growth and development, quality of life of older African Americans, and the Lifestyle Performance Model.

Dr. Wittman has extensive experience in developing, leading, and evaluating new programs in occupational therapy practice and education. Additionally her leadership background is extensive and includes service as President of the North Carolina Occupational Therapy Association for two terms, member of the American Occupational Therapy Association's Task Force to study the future of mental health OT, and the National Certification Board for OT's task force on continued competency. She has provided consultative services to a wide range of community agencies and is a Fellow of the American Occupational Therapy Association because of her excellence in practice, education, and research.

## APPENDIX E

### Some Helpful References

#### Occupational Therapy

- American Occupational Therapy Association (AOTA). (2008). Occupational therapy practice framework: Domain and process 2<sup>nd</sup> edition. *American Journal of Occupational Therapy*, 62, 625-683.
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