



**AN INTERDISCIPLINARY APPROACH TO AUTISM AND THE COVID  
19 PANDEMIC**

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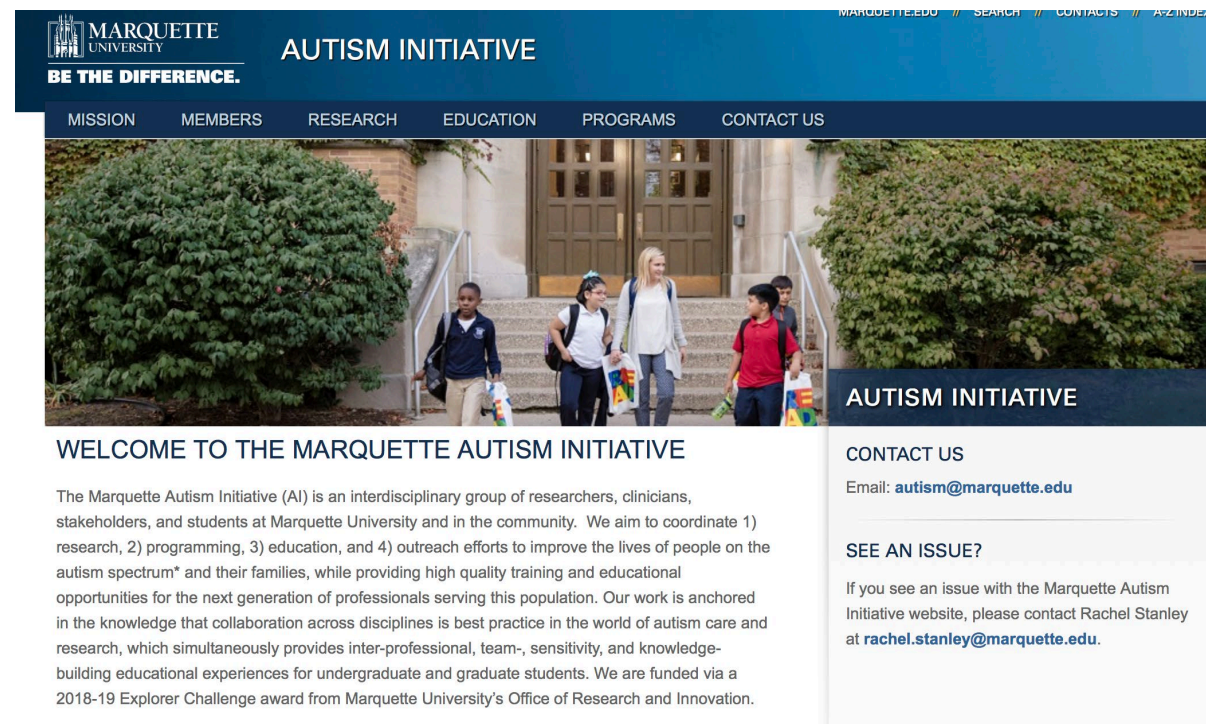
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**MODERATED BY DR. AMY VAN HECKE, PHD, PROFESSOR OF PSYCHOLOGY**

# MARQUETTE AND AUTISM: WHERE HAVE WE BEEN, WHERE ARE WE GOING?

- **Marquette Autism Initiative**
  - <https://www.marquette.edu/autism-initiative/>
  - **10 faculty, 2 staff, 1 external collaborator, chaplain**
  - **15 grad students, 11 undergrads**
  - **17-member Advisory Board**
  - **Community Programs, Education, Research**
    - **COVID-19 and international studies**
    - **PEERS, MUSCLES camp, Swimming and Exercise studies**
    - **Access for underserved populations**
    - **Technology for screening and support**
- **On Your Marq college autism support program**
- **Specialty clinics:**
  - **Dentistry**
  - **Speech Pathology**
  - **Next Step Clinic**



MARQUETTE UNIVERSITY  
BE THE DIFFERENCE. AUTISM INITIATIVE

MARQUETTE.EDU // SEARCH // CONTACTS // A-Z INDEX

MISSION MEMBERS RESEARCH EDUCATION PROGRAMS CONTACT US

AUTISM INITIATIVE

WELCOME TO THE MARQUETTE AUTISM INITIATIVE

The Marquette Autism Initiative (AI) is an interdisciplinary group of researchers, clinicians, stakeholders, and students at Marquette University and in the community. We aim to coordinate 1) research, 2) programming, 3) education, and 4) outreach efforts to improve the lives of people on the autism spectrum\* and their families, while providing high quality training and educational opportunities for the next generation of professionals serving this population. Our work is anchored in the knowledge that collaboration across disciplines is best practice in the world of autism care and research, which simultaneously provides inter-professional, team-, sensitivity, and knowledge-building educational experiences for undergraduate and graduate students. We are funded via a 2018-19 Explorer Challenge award from Marquette University's Office of Research and Innovation.

CONTACT US  
Email: [autism@marquette.edu](mailto:autism@marquette.edu)

SEE AN ISSUE?  
If you see an issue with the Marquette Autism Initiative website, please contact Rachel Stanley at [rachel.stanley@marquette.edu](mailto:rachel.stanley@marquette.edu).



# **BeyondMU**

## **Lifelong Learning**

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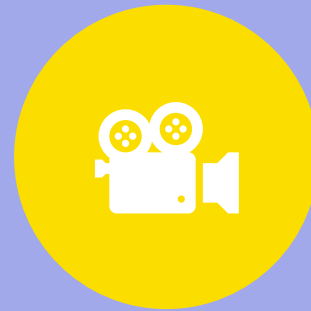
# OCCUPATIONAL THERAPY INTERVENTIONS



SOCIAL STORIES



ROUTINES



VIDEO  
MODELING



STRESS  
REDUCTION



# SCHEDULE BREAKS

- [Sensory breaks](#)
- [Brain breaks](#)
- [Movement breaks](#)

# RESOURCES

## Web

- [AFIRM-Autism Focused Intervention Resources and Modules](#)
- [Autism Little Learners](#)
- [AOTA](#)
- [Autism speaks](#)



# **BeyondMU**

## **Lifelong Learning**

**MARY CARLSON, PH. D.,**

**MARQUETTE COLLEGE OF EDUCATION**

# RESOURCES FOR PARENTS: WI DEPARTMENT OF PUBLIC INSTRUCTION (DPI); FACETS

- **WI FACETS Family Engagement Newsletter**
- The [December WI FACETS Family Engagement Newsletter can be found here](#). The newsletter's focus is to have a resource for families, schools, and agencies to provide timely and relevant information on other special education-related topics, at-home learning strategies, online resources, recent research, and statewide events.
- FACETS also provides advocacy for parents, as well as a support group.



# RESOURCES FOR PARENTS: THE IRIS CENTER

- The IRIS Center at Peabody/Vanderbilt offers the best of research and application from both academic and government sources. This interactive learning module is specifically directed at parents.
- <https://iris.peabody.vanderbilt.edu/module/c19/>
- [Parents: Supporting Learning During the COVID-19 Pandemic](#)
- This parent resource offers tools and strategies for supporting your child's learning at home during school shutdowns caused by the COVID-19 pandemic.

# RESOURCES FOR PARENTS: US DEPT OF EDUCATION, OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

- **Supporting Continuity of Learning for Students with Individualized Education Programs (IEPs): Resources to Support Families, Teachers, and Related Service Providers**
- The U.S. Department of Education, Office of Special Education Programs (OSEP) Ideas that Work web page compiled resources to support families, teachers, and related service providers on Evidence-Based and Promising Practices to Support Continuity of Learning for Students with Disabilities.
- [Practices and Resources to Support Related Service Providers](#)
- [Practices and Resources to Support Teachers](#)
- [Practices and Resources to Support Parents and Families](#)
- These documents and several other resources such as recorded webinars and links to national technical assistance centers are available on the [Ideas that Work Continuity of Learning During COVID-19 web page](#).

# PARENT PREPARATION FOR AN IEP MEETING

- <https://www.aje-dc.org/2020/09/10/preparing-for-an-iep-meeting-video-a-template-for-a-parent-agenda-other-resources/>
- Advocates for Justice and Education Inc.



[Preparing for an IEP meeting -  
video, a template for  
a parent agenda, other resources -  
Advocates for Justice and Education](https://www.aje-dc.org/2020/09/10/preparing-for-an-iep-meeting-video-a-template-for-a-parent-agenda-other-resources/)

Preparing for an IEP meeting –  
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[www.aje-dc.org](http://www.aje-dc.org)

# RESOURCES FOR SPECIAL EDUCATION TEACHERS: WI DPI (USEFUL TO PARENTS) ON LEGAL REQUIREMENTS DURING COVID

- **A Guide to Implementing Individualized Education Programs (IEPs) and Monitoring Progress of IEP Goals When Moving Between In-Person, Hybrid, or Virtual Learning Environments**
- The Department of Public Instruction special education team has published a guide to assist IEP teams with a process for reviewing IEPs when a student receiving special education services through an IEP moves from in-person to a virtual or hybrid learning environment. The guide emphasizes a thorough review of a student's disability-related needs, IEP goals, IEP services, and measures used to monitor the progress of IEP goals to ensure the student continues to receive a Free and Appropriate Public Education (FAPE). The guide also provides extensive appendix and resources related to virtual monitoring of progress on IEP goals. The guide is available on the [Special Education COVID-19 web page](#) or directly using [this link](#). A recorded training on this guide will be available in the coming weeks, along with a training slide deck.

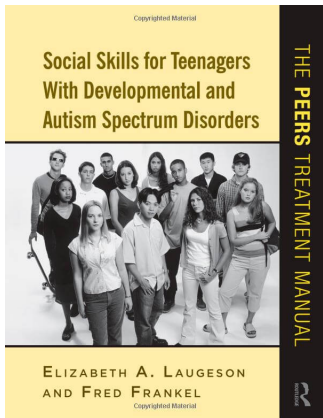
# OTHER POTENTIALLY HELPFUL SITES

- Autism Speaks <https://www.autismspeaks.org/covid-19-information-and-resources-families>
- The American Psychological Association (APA) <https://www.apa.org/topics/covid-19/autism-resources.pdf>
- Organization for Autism Research (OAR) <https://researchautism.org/covid-19/>
- Autism Society of Southeastern WI (ASSEW) <https://www.assew.org/resource-guide/>
- **Thank you—we will get through this!**  
[mary.carlson@marquette.edu](mailto:mary.carlson@marquette.edu)





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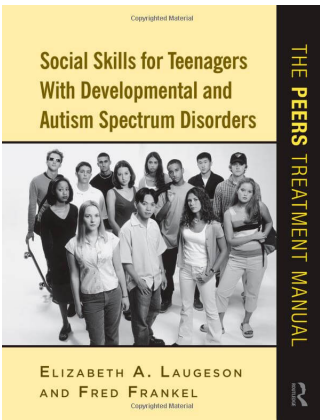


## RULES FOR TRADING INFORMATION

1. Ask the person about themselves
2. Answer your own questions
3. Find *common interests!*
  - These are the foundation of friendships
4. Share the conversation
  - Don't be a conversation hog
  - Don't be an interviewer
5. Don't get too personal at first

## DO'S AND DON'TS FOR TWO-WAY CONVERSATIONS

1. Ask open-ended questions
2. Ask follow-up questions
3. Listen to the other person
4. Use good volume control
5. Use good body boundaries
6. Use good eye contact
7. Don't be repetitive
8. Don't be brutally honest
9. Don't interrupt
10. Don't brag
11. Don't be argumentative
12. Don't police
13. Don't tease



## ELECTRONIC COMMUNICATION CAN BE DIFFERENT!

1. Don't get too personal over electronics
2. Anyone can see or read what you send
3. Only post or share what you're willing for ANYONE to see, read, or hear
4. Don't spam people
  - Give as much as you get
  - Use the TWO-MESSAGE rule!
5. Avoid cold-calling
6. Use emoji's to convey tone, but avoid too many
  - Don't only speak in emoji's

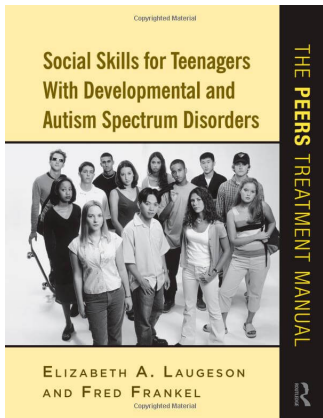
## SOCIAL MEDIA TIPS

1. Use and check privacy settings regularly!
  - Turn off GPS and don't post location in real time
  - Don't accept friend or follow requests from strangers
2. Don't overshare
3. Keep it positive
4. Delete and don't respond to negative comments
5. Un-tag yourself from negative posts or pictures
6. People may lie about who they are online
  - Be wary of turning online friends into real friends

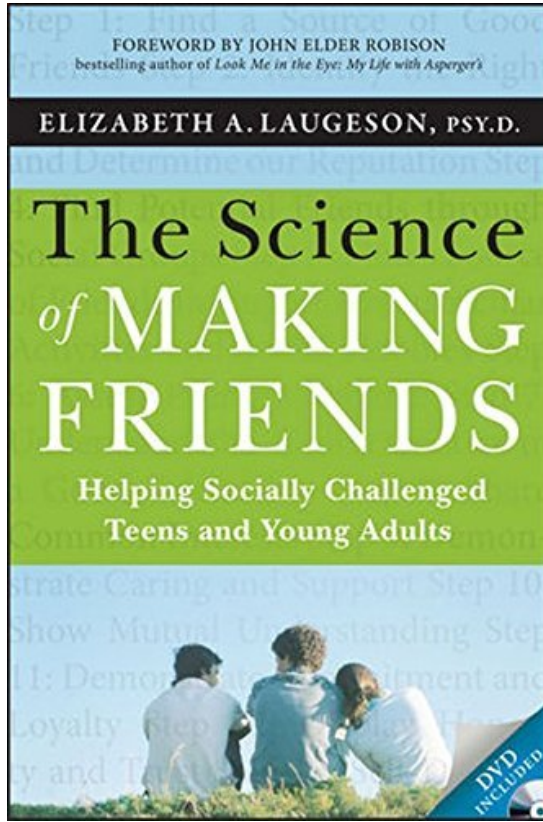
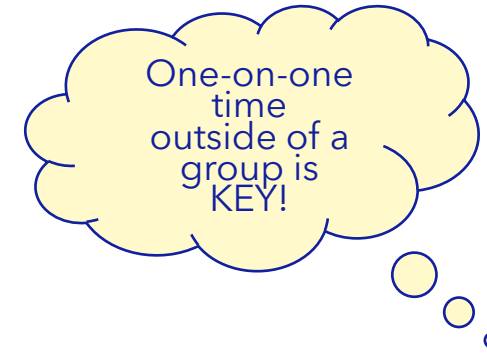


# RULES FOR HAVING AN ONLINE GET-TOGETHER

1. Greet your friend
2. Introduce them to anyone else on camera
3. Ask them what they want to do (or confirm they still want to do what you planned)
4. During the get-together:
  - Trade information at >50% of the time
  - Give compliments & be a good sport
  - Don't police or ignore your friend
  - Suggest a change if you get bored!
  - Keep it short and sweet at first!
5. To end the get-together:
  - Wait for a pause in activities
  - Give a cover story
  - Thank them & say you had a nice time
  - Say you will see them later and goodbye!



# RECOMMENDATIONS



Join a club!



Help your child transition appropriate online friendships to real life friendships



Many resources (clubs, groups, programs, research opportunities, therapies) are available online now!



Taking care of you and your child's mental health is PRIORITY #1

Remember:  
"Screen time" is not such a bad thing right now!

# THANK YOU!

- Questions?

