Anderson Center Consulting & Training

Autism Supportive Programs

Participant Handbook

Individuals, Businesses, and Organizations

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Anderson Center Consulting &Training Autism Supportive Programs
Program Operating Procedure:
Anderson Center Consulting & Training Introduction

Philosophy
Anderson Center for Autism's (ACA) philosophy is that all people deserve to live a life of quality. ACA has evolved into an organization that has the expertise, resources and technology to enable the agency to contribute much toward the optimization of the quality of life of those it serves. As our mission is optimizing Quality of Life, the Autism Supportive Programs will expand our purpose to include establishing supportive environments for autistic individuals and their families residing in local communities.
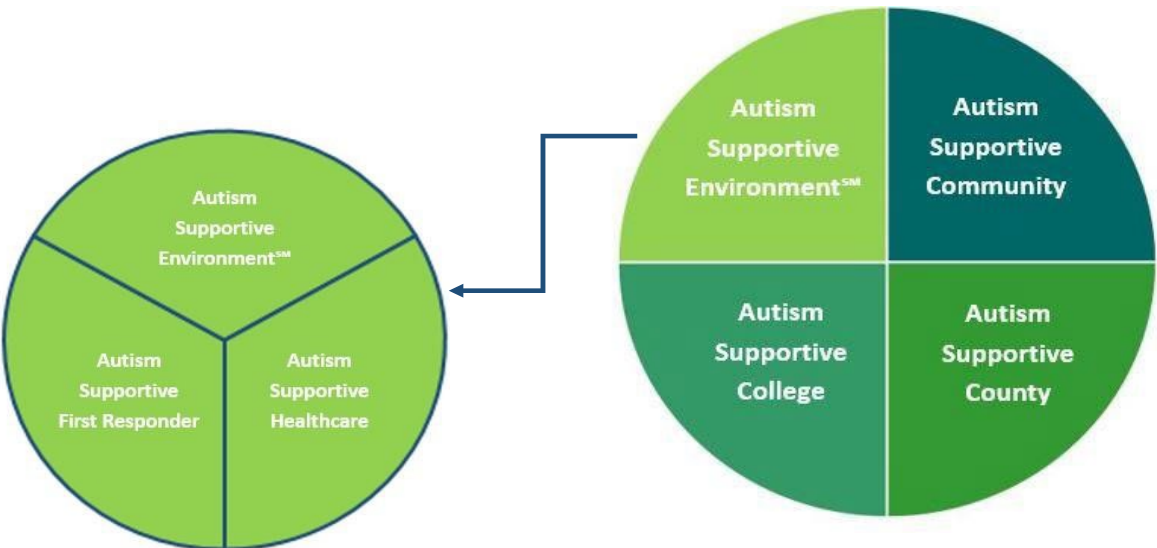
Anderson Center Consulting & Training
Anderson Center for Autism (ACA) was established in 1924 and provides educational and residential programs for children and adults with autism. Established in 2007, Anderson Center Consulting & Training* provides consultation services and programming for school districts, agencies with similar missions, and community stakeholders and families in the region to support the needs of children and adults with autism and related neurodiversities.

Autism Supportive Programs enable us to increase awareness of Autism Spectrum Disorder and provide trainings to community offices/departments, businesses, organizations, colleges, and first responders. Trainings are designed to enable participants to better understand, support, and serve individuals with autism and other neurodiversities. We have developed, and continue to develop, programs, services, and trainings under this initiative to assist community members in being more supportive of their neighbors, clients, and family members with autism and other neurodiversities as we believe education and understanding lead to inclusion.

Originally known as Anderson Center Consulting Services; the name was changed to Anderson Center Consulting and a request for a DBA in the new name of Anderson Center Consulting & Training (ACCT) was recently submitted.

Autism Supportive Programs began with the creation of the Autism Supportive Environment**SM** program in 2012 and has evolved to 6 programs at this time. The chart below shows current offerings within the Autism Supportive Programs package.

Autism Supportive Programs
Organizational Chart
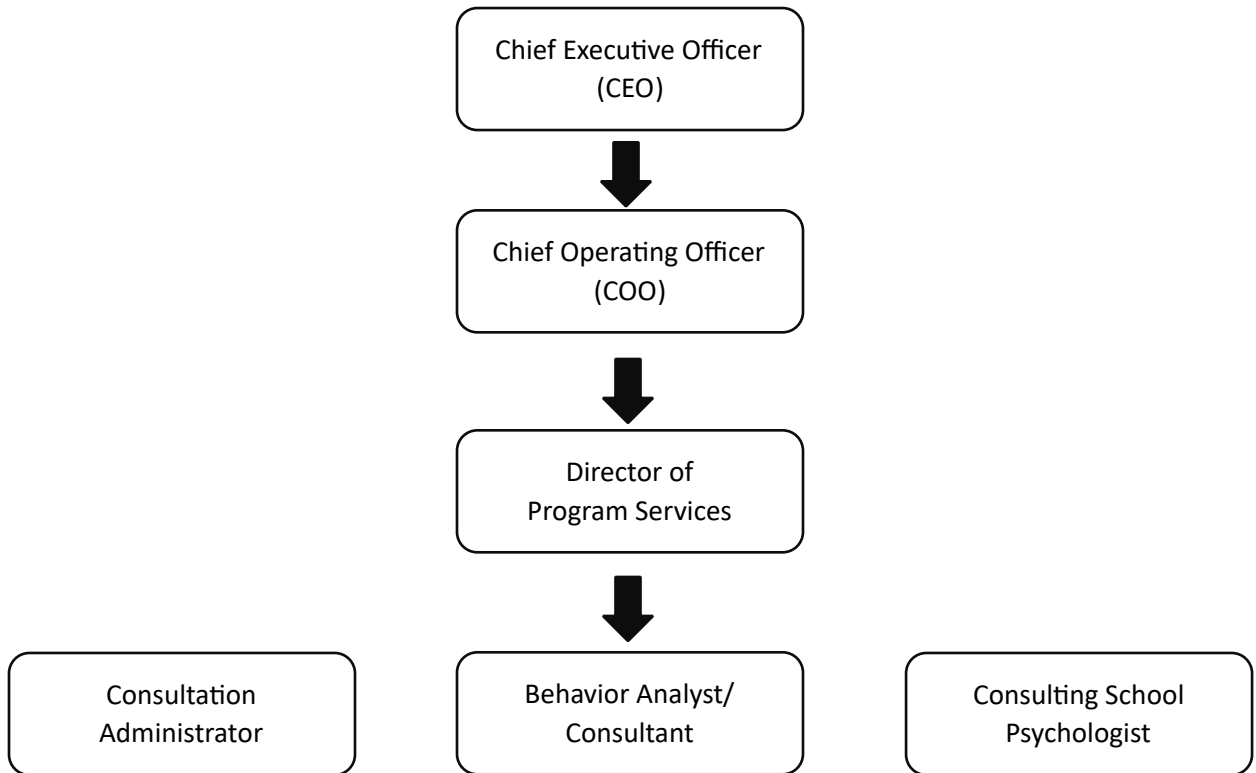
Chief Executive Officer
(CEO)

Chief Operating Officer
(COO)

Director of
Program Services

Consultation
Administrator

Behavior Analyst/
Consultant

Consulting School
Psychologist

Anderson Center Consulting & Training Autism Supportive Programs
Program Operating Procedure:
Autism Supportive Program Designation Levels

Autism Supportive Programs offer participating business/organizations and individuals the following 3 levels of designation which includes Autism Supportive Environment℠, Autism Supportive First Responder, and Autism Supportive Healthcare.

Individual Level:
    Autism *Informed* Individual
- Individual Certificate of Participation, Social Media post
- Complete refresher training every 2 years to maintain/renew certificate

Business/Organization Levels of Support:
    Autism *Informed* Environment
- (80%) Business Leadership and identified employees complete 2 ½-hour training and passes post-learning assessment with minimum score of 80%.
- Business receives Certificate of Participation, Decal, Social Media post, listing on ACA website.
- To maintain designation: (80%) leadership and employees complete standard or refresher training/post-learning assessment every 2 years

    Autism *Equipped* Environment
- (80%) Business Leadership and employees complete 2 ½-hour training and passes post-learning assessment with minimum score of 80%.
- Business offers a minimum of one support (across all business sites as indicated)
- Employees are able to speak to and implement the identified support(s)
- Business receives Certificate of Participation, Decal, Social Media post, listing on ACA website.
- To maintain designation: (80%) leadership and employees complete standard or refresher training/post-learning assessment every 2 years

    Autism *Inclusive* Environment
- (80%) Business Leadership and employees complete 2 ½-hour training and passes post-learning assessment with minimum score of 80%.
- Business offers several supports (across all business sites as indicated)
- Employees recognize opportunities to offer supports to customers
- Business receives Certificate of Participation, Decal, Social Media post, listing on ACA website.
- Business actively seeks input from customers to enhance supports offered
- Business maintains a plan to sustain and enhance its' inclusive environment that includes volunteer and employment opportunities for people with ASD/neurodiversities
- To maintain designation: (80%) leadership and employees complete standard or refresher training/post-learning assessment every 2 years

Autism Supportive Program Options:
Autism Supportive Community:
- Community leadership and designees develop and implement a plan to become a supportive community for people with Autism Spectrum Disorder (ASD) and other neurodiversities. The plan includes measurable objectives, opportunities to educate

community/business/service organization members about ASD and supports that can be put in place by individual businesses/organizations.

- (80%) Community leadership and designees complete required Autism Supportive Environment℠ training and pass post-learning assessment with minimum score of 80%.
- Community leadership and designees collect data relative to plan objectives, make adjustments to the plan accordingly, and share data with community.
- Community leadership and designees evaluate plan implementation and create a sustainability plan that includes a goal to increase inclusive opportunities for people with ASD/other neurodiversities.
- Community receives designation as Autism Supportive Community, social media posts.
- To maintain designation: Leadership, key community officials and departments complete standard or refresher training/post-learning assessment every 2 years.

Autism Supportive County:
- County leadership identifies a plan to become supportive of people with Autism Spectrum Disorder (ASD) and other neurodiversities.
- The County offers education opportunities for county residents, business owners, and service organizations to receive training; (80%) County Leadership completes required Autism Supportive Environment℠ training with minimum score of 80%; (80%) key County officials and departments complete required training with minimum score of 80%.
- The County's infrastructure includes systems, practices, procedures in areas such as education, transportation, recreation, healthcare, communication, travel, lodging and employment that increase support and opportunities for people with ASD and other neurodiversities
- The County promotes inclusion for people with ASD and other neurodiversities via social, sporting, recreation, cultural and employment events and opportunities.
- The County establishes practices that will promote sustainability of the systems and supports in place with a commitment toward enhancing such over time.
- County receives Autism Supportive Designation, Decal, Social Media posts, etc.
- To maintain designation: (80%) leadership, key county officials and departments complete standard or refresher training/post-learning assessment every 2 years.
- Sustainability and enhancement to practices and supports are evident in planning, education, infrastructure and inclusion.

Autism Supportive College
- College/University ensures key faculty and staff complete Needs Assessments/Survey and identifies a plan to become a supportive educational environment for people with Autism Spectrum Disorder (ASD) and other neurodiversities. The plan includes measurable objectives, opportunities to educate faculty and professional staff about ASD and supports that can be instituted to encourage inclusion and academic success for individuals with ASD/neurodiversities.
- The College/University ensures key faculty and staff are educated about ASD and the common challenges individuals with ASD experience when pursuing higher education. Faculty and staff complete required Autism Supportive College training.
- The College/University's infrastructure includes systems, practices, procedures that support the inclusion of students with ASD/ neurodiversities in their pursuit of

academic, social and career achievement (e.g., identified faculty/staff ASD trainers, ASD training embedded in orientation of new staff/faculty, data capturing and review, established peer-mentor program).
- The College/University ensures key faculty and staff complete the Implementation Status Assessment/Survey with Anderson Center Consulting & Training providers.
- The College/University creates a sustainability plan that includes a review of implementation data (measured objectives), feedback from students, faculty and staff and identifies subsequent steps toward a sustained inclusive program.

Autism Supportive Environment℠

The Autism Supportive Environment℠ program was developed in 2012 and piloted with Coppola's Ristorante, a restaurant in Hyde Park, NY, through grant funding. We have received funding through
Dutchess County's Think DIFFERENTLY initiative since 2015 to provide our Autism Supportive Environment program to businesses and entities located within Dutchess County. Since 2012, over 125 businesses have become Autism Supportive Environments through our program.

In 2018, we received additional funding from PCSB Foundation and Price Chopper Golub Foundation. The funding from PCSB allowed for expansion of the Autism Supportive Environment℠ program and trainings and supports to be offered to businesses, organizations, and municipalities located in Putnam County, NY. The funding from Price Chopper Golub Foundation was used to provide Autism Supportive Environment℠ training to the Human Resources staff at Price Chopper Corporate Headquarters. That training focused on supporting the recruitment of individuals with ASD from hiring through employment.

Funding was also received in 2018 from Ulster Community Grants Fund of the Community Foundations of the Hudson Valley. This funding was used to provide a training for staff of Institute for Family Health at the Kingston Family Practice and for the development the "Introduction to Autism Spectrum Disorder" PowerPoint, which was available through a link on Ulster County Governments "Ulster for Business" website from 3/2019 – 6/2021.

Autism Supportive Programs Information:
Autism Supportive Community

In 2018, we approached Mayor Gary Bassett of the Village of Rhinebeck with a proposal to collaborate in establishing the Village as the first Autism Supportive Community in the region. With Village of Rhinebeck Board approval, we applied for funding. We were awarded a grant from Thomas Thompson Foundation for the partnership with the Village of Rhinebeck. Phase I of the initiative is complete and Phase II is well underway. In 2019, Dutchess County was recognized as the first-of-its kind Autism Supportive County. The county met the standards developed to earn this recognition.

Autism Supportive College

Having received inquiries about available support and training to assist college students successfully engage in and graduate from higher education programs, Anderson Center Consulting & Training (ACCT) viewed the issue through an Autism Supportive lens. Faculty and staff training, identifying existing and necessary supportive recourse for autistic and neurodiverse students, as well as policy, procedure and systems that promote and sustain inclusive practices within the college/university setting, were among the criteria identified by ACCT when designing the Autism Supportive College program.

In the fall of 2020, Anderson Center Consulting & Training began a collaboration with Empire State College (ESC). This official working relationship is focused on assisting ESC become our first Autism
Supportive College as evidenced by training college faculty and staff; enhancing student support through a Multi-Tiered System of Support; and working directly with (Founding) Director of the Center for Inclusivity at the college.

Autism Supportive First Responder
In response to requests from local first responders for training in supporting individuals with autism and other neurodiversities during emergency situations, the Autism Supportive First Responder training program was developed.

Autism Supportive Healthcare
Through the Autism Supportive Environment^{SM} program, Emergency Department staff from 3 area hospitals received training. We designed the training and supplemental materials designed for professionals within the hospital and healthcare settings. Therefore, we created the Autism Supportive Healthcare program specifically for healthcare professionals (offered to individuals and practices)

Rationale
All Autism Supportive Programs will benefit individuals with autism and other neurodiversities with the goal of improving their quality of life by providing opportunities for inclusion, accessibility, and greater care, support and understanding (i.e., first responders, college personnel) within their communities and beyond.

Ultimately, the programs will benefit the families who are impacted by autism, as "taking an individual with autism out into the community can be a source of stress for parents…parents of children on the autism spectrum may experience a sense of isolation from their friends, relatives, and community" (Autism Society, 2014). By visiting Autism Supportive Environments, individuals with Autism Spectrum Disorder (ASD) and families will enjoy an improved customer experience in an autism-friendly environment. Additionally, this could also provide a resource for meeting and networking with other families with similar needs and sharing resources with one another.

Feedback received from a parent of a child on the spectrum underscores the impact Autism Supportive Environments can have on an individual's family. Their daughter's birthday wish was for the entire family to go out to dinner, which is something the family had not been able to do. They made reservations at a nearby restaurant that is an Autism Supportive Environment, and as a result had a long overdue, enjoyable evening out.

Autism Supportive Programs may also provide opportunities for entire families to interact and enjoy visiting establishments and attending community events together.

By providing trainings, skills, strategies, recommendations for environmental accommodations, and consultation in the implementation and development of support materials (i.e., sensory kits, adapted equipment, picture symbol rings for communication, visual schedules, social stories, etc.) community offices/departments, businesses, organizations, and first responders are now able to offer opportunities for individuals with autism and their families and friends to enjoy their communities' offerings, such as restaurants, stores, events, recreational/tourism sites, and enable them to complete necessary tasks including grocery shopping, banking, and visiting some county offices.

Trained first responders are more prepared and better able to care for individuals with autism and other neurodiversities (and perhaps caregivers) during emergency situations as they will be equipped with skills and strategies to understand, communicate with, and support their needs.

Program Description

Anderson Center developed the Autism Supportive Programs, beginning with the Autism Supportive Environment℠, in 2012 to:

- Raise public awareness of Autism Spectrum Disorders
- Train entities (businesses, community agencies, municipalities) and county personnel in understanding, serving and supporting individuals with Autism Spectrum Disorders (ASD) and their families
- Provide recommendations to support businesses in offering some modification/s to the environment/amenities (accommodations, supports)
- Support businesses in designing, developing, and implementing advanced supports for individuals with Autism Spectrum Disorders (ASD) and their families after completing the Autism Supportive Environment℠ training
- Increase opportunities for individuals with ASD and their families to enjoy visiting local establishments

Target Audience

Businesses, organizations, healthcare professionals, and first responders with an interest in becoming supportive to individuals with autism and other neurodiversities and their families and caregivers.

Program Goals:

The Autism Supportive Programs (ASP) training package, which, depending upon the particular program, may include one or more of the following: assessment, general and targeted training, material development and follow-up consult. ASP is aligned with Bloom's Taxonomy instructional design. ASP trainings and corresponding questions/discussion focus on the first three levels of the taxonomy. Building upon the first three levels, a needs assessment summary, material development and follow-up consult, engage training participants in higher level thinking and practice. Ultimately, through better education and training of training participants, the goal of each Autism Supportive Program is to positively impact the quality of life of individuals with autism and other neurodiversities and to increase inclusive community opportunities.

The goals of the program are:

- To increase awareness and knowledge of autism.
- To increase opportunities for individuals with autism and other neurodiversities to interact and enjoy offerings within their local communities and beyond.
- To provide as many businesses as possible with a better understanding of ASD and how to create a welcoming environment and positive customer experience for people with ASD and other neurodiversities.
- Encourage businesses to offer employment, volunteer, and internship opportunities to people with ASD and other neurodiversities.

Learning Outcomes

The anticipated learning outcomes for participants completing the Autism Supportive Programs (ASP) training include:

- Recognize and recall information about Autism Spectrum Disorder, including characteristics, features and general statistics
- Understand and interpret information about Autism Spectrum Disorder, including characteristics, features and general statistics

- Apply information about Autism Spectrum Disorder to personal and/or professional interactions and situations
- Analyze environments and systems to identify where autism supportive practices can be implemented
- Evaluate autism supportive practices from an internal and external perspective (e.g., employee training, consumer interactions, personal interactions)
- Create new and improve existing supportive practices over time

Autism Supportive Environment Program services include:

1) Education targeting area businesses and individuals
   Anderson Center assists any entity (businesses, community agencies, municipalities) with an interest in becoming an Autism Supportive Environment and increasing opportunities for individuals on the spectrum and their families

2) Consultation to businesses that wish to provide a supportive environment for families affected by autism
   Through individualized consultations, Anderson Center Consulting & Training will assist businesses in designing an environment that is supportive of the needs of individuals with autism and their families. Consultations may include:
   - Needs Assessment: to identify possible environmental modifications and supportive practices to promote a more inclusive environment.
   - Staff training: to provide staff with an overview of ASD and general knowledge to enable them to better understand, serve, and support individuals with autism and their family members
   - Recommendations for designing an Autism Supportive Environment: space planning, environmental design, organization, material management, downloadable resources available on the website, visual supports to create an environment that is functional, safe, supportive, and provide an enjoyable experience for individuals on the spectrum and their families when visiting their business
   - Resources for obtaining recommended supports, if needed

   Participating businesses will receive:
   a) Autism Supportive Environment Certificate of Completion;
   b) Autism Supportive Environment Decal for display in the business window;
   c) Continuous listings on our website, in marketing materials, and in our resource directory; and
   d) Opportunity to receive Advanced Support Consultation/s

3) Advanced Supports Consultations
   Anderson Center Consulting & Training provides additional consultation to entities, as needed, that have completed initial training and achieved Informed Autism Supportive Environment℠ Level. Consults assist business personnel with the implementation of the identified strategies (i.e., environmental/visual supports, virtual website tours) or to meet the specific needs for more customized supports (i.e., picture menu) to promote opportunities for individuals with ASD and their families for visiting and enjoying venues.
   Successful completion of this work will earn higher level designations (Equipped and Inclusive).

4) Public Awareness
   Anderson Center Consulting & Training implements marketing efforts to increase awareness of Autism Spectrum Disorder and available resources within the community. These efforts include email blasts, advertising the ASE program on the radio, development of literature (brochure/pamphlet) detailing the ASE program, a web page dedicated to the ASE program, press releases, and social media postings.

Service Provision
Through the program, the following services are offered:
   1. Needs Assessment (not applicable for Individual Level; Autism *Informed* Individuals)
      During the needs assessment process, the consultant meets with owner/manager and identified staff; gathers information on the services offered, staff responsibilities, and conducts an environmental assessment. The consultant may offer examples of supports other similar businesses have put in place. Training for identified employees is then scheduled.

      Consultant then develops a written Needs Assessment based upon the information obtained during the initial visit and environmental review. The Needs Assessment Report includes recommendations for environmental, accessibility, and communication supports and accommodations, and program recommendations. The Needs Assessment Report is provided to businesses following the Autism Supportive Environment^{SM} training (as applicable).

      For those businesses/organizations that are service oriented, an environmental assessment may not be warranted, and therefore, not conducted.

   2. Autism Supportive Environment^{SM} Training
      a. Training Materials:
         The consultant customizes the standardized Autism Supportive Environment^{SM} training to the business/organization.

         All trainings include Pre- and Post-Learning assessments to measure training participants' understanding and learning of Autism Spectrum Disorder and strategies for supporting individuals with autism and other neurodiversities, and their families/caregivers.

         Training participants are required to complete a Training Evaluation Form as well. The form asks participants to rate and provide feedback on the training received and provides the opportunity for testimonial statements to be received.

      b. Training Participants' Materials:
         Each participant in the Autism Supportive Program training receives the following materials:
         • Bookmark or magnet with Autism Supportive Programs contact information and web address
         • Pre-Learning Assessment
         • Training Summary
         • Training Handouts:
            o Autism Spectrum Disorders o Resources
            o Handouts specific to business/organization (if applicable)
         • Post-Learning Assessment
         • Training Evaluation Form

    c. Business/Organization Materials:
        Each business/organization receives:
- Picture Communication Keyring with identified standard icons (i.e., bathroom, help, thank you, etc.) and business specific icons (i.e., doctor for hospitals and healthcare practices, ATM for bank, book for library, etc.)
- Sensory Kit containing sensory and fidget items (i.e., mini plush animal, beaded necklace, stress ball, etc.) for offering to visitors/customers
- Business Specific Visual Supports (if applicable); examples include: instructions for using an ATM and Chip Card Reader for banks, Visual Pain Scale for hospitals and healthcare practices

Training is offered in-person or remotely via live virtual training or pre-recorded webinars and asynchronously through an online learning management system. For those receiving training through live or pre-recorded webinars, materials for participants are sent via email prior to the training.

As Anderson Center for Autism has moved to an online learning management system, asynchronous trainings are available on this platform as well and enable individuals to complete trainings at times that are convenient for their schedules. The asynchronous training platform allows accessibility features including: the use of screen readers, alt-text for images, and closed captions. Additionally, the platform allows alternative access to individuals who were unable to participate in in-person or remote training.

Individuals completing training through the online learning management system have the opportunity to download training materials (i.e., handouts, outlines, resources) directly from the system.

3. <u>Assessment of Learning: Pre- and Post-Learning Assessments</u>
Training participants are provided with a Pre-Learning Assessment, which consists of True/False and Multiple-Choice questions. This assessment is completed prior to the start of the Autism Supportive Environment℠ training. For those trainings offered remotely via video conferencing/webinars, the Pre-Learning Assessment is sent to participants via email the day of the training and participants are asked to complete and return prior to the start of training.

The Post-Learning Assessment is completed at the conclusion of the Autism Supportive Environment℠ training and consists of True/False and Multiple-Choice questions. For those training remotely, the Post-Learning Assessment is sent via email to all training participants by our Consultation Administration during the training session. At the close of training, participants are asked to retrieve the email, complete the Post-Learning Assessment, and immediately return to our Consultation Administrator via email.

The learning management system enables completion of Pre- and Post-Learning Assessments prior to and at the conclusion of all Autism Supportive Program trainings. The system provides training completion reports and generates certificates for those who successfully completed training.

4. <u>Assessments of Learning and Evaluation</u>
All Pre- and Post-Learning Assessments are graded using the appropriate Answer Key. Scores are then entered into a database.

Training Evaluation Forms are also reviewed, and the data is entered into a database. A Testimonial Statement may also be used in marketing materials, such as our Autism Supportive Programs webpage and Autism Supportive Programs brochures.

The learning management system allows access to assessment scores and evaluation results for those who complete training through the system.

<u>Unsuccessful Completion of Post-Learning Assessment</u>
As noted in the Autism Supportive Programs Designation Levels (See Page 5), the minimum passing post-learning assessment score for achieving any level of designation is 80% (responding to 8 of the 10 questions correctly). Training participants who do not achieve the minimum passing score of 80% on the post-learning assessment, will be notified in writing. In addition to the notification letter, they will receive copies of their pre- and post-learning assessments and the following options for completion of the minimum passing score (retake) of the post-learning assessment or the entire training. Participants are asked to contact the Consultation Administrator to schedule the retake, which is conducted via Zoom.

Businesses/organizations not achieving the minimum designation requirement of at least 80% of leadership and identified staff completing training and passing the post-learning assessment with a minimum score of 80% will be notified in writing. The business/organization will be provided with the following options and asked to contact the Consultation Administrator to schedule.
1. Staff who did not successfully achieve the minimum score of 80% have the option of retaking the post-learning assessment via Zoom

2. The business may schedule a second training (in-person, live virtual via Zoom, or access to the asynchronous training on the learning management system) for those staff members to retake the training

3. The business may offer training (in-person, live virtual via Zoom, or access to the asynchronous training on the learning management system) for staff who did not previously complete training in order to achieve training completion and passing of the post-learning assessment by at least 80% of leadership and staff.

5. Autism Supportive Certificates
   a. Individual Level; Autism *Informed* Individual
      Upon successful completion of the training, individuals receive a Certificate of Completion designating them as an Autism *Informed* Individual. Certificates expire 2 years from date issued.

   b. Business/Organization Levels; Autism *Informed* Environment, Autism *Equipped* Environment, Autism *Inclusive* Environment
      Upon successful completion of training each individual trained will receive a Certificate of Completion designating them as an Autism *Informed* Individual. Certificates expire 2 years from date issued. Additionally, a member of the business'/organization's management will receive the results of the Needs Assessment.

      Once training has been provided, a follow up visit will be conducted that includes a review of evidence that supports have been implemented. A successful review yields a corresponding designation at appropriate Business/Organizational Level. (See Page 2 for requirements for each Business/Organization Level designation). At that time, the business/organization receives the Certificate of Participation for the appropriate

designation (Autism *Informed* Environment, Autism *Equipped* Environment, or Autism *Inclusive* Environment), an Autism Supportive Environment℠ window decal, and listings in our marketing materials (i.e., Autism Supportive Programs webpage, Autism Supportive Programs brochures, etc.).

Certificates of Completion (Autism *Informed* Individual) for those individuals completing training through the learning management system are generated by the system and sent directly to each individual. Certificates expire 2 years from date issued.

6. Advanced Consultation Services
    All businesses/organizations that complete the Autism Supportive Environment℠ training are offered the option of receiving Advanced Consultations. Advanced Consultations may include support in creating events/special hours for individuals on the spectrum, identifying and creating a Quiet Space, developing additional visual supports (i.e., social narratives, safety supports [identification labels/badges, emergency information forms], visual checklists, picture menus, additional picture symbols, etc.).

7. Follow Up Questionnaire
    All businesses/organizations that earn a designation receive an annual Follow-Up Questionnaire. The questionnaire asks businesses/organizations to share information regarding the supports they have implemented/plan to implement to support customers/visitors with autism and other neurodiversities and their families/caregivers in various areas (i.e., Communication, Visual Supports, Environmental Supports, Employment/Volunteer Opportunities, etc.).

    The Follow-Up Questionnaire also contains a reminder that Advanced Consultation Services are available upon request.

8. Certificate Renewal
    To ensure sustainability and maintain designation, individuals and businesses/organizations are asked to complete refresher training every two years. Refresher training will be available online through the learning management system. In-person and live virtual group refresher training is also available as an option for businesses/organizations.

1. Recognition for Designation

    Businesses/organizations that have completed training and met all requirements (See Page 2) for designation as an Autism *Informed* Environment, Autism *Equipped* Environment, or Autism *Inclusive* Environment receive Certificates of Completion for the appropriate Business/Organization Level designation, the Autism Supportive Environment℠ window decal, are recognized as being Autism Supportive; again at the appropriate level of designation on the Anderson Center for Autism's Autism Supportive Programs webpage as well as in program and marketing materials.

    The Autism Supportive Programs webpage contains a directory of current and previous businesses/organizations awarded designation (certificates).

    Recognition as an Autism Supportive Program indicates that staff members of the business/organization have completed the Autism Supportive Environment℠ Training and the business/organization has currently supplied proof of supports offered to individuals with autism and other neurodiversities and their families and/or caregivers while visiting the business/organization, receiving services from the business/organization, and participating in events hosted by the business/organization.

    Certificates expire 2 years from date issued.

    Anderson Center Consulting & Training maintains the right to recall or nullify the certificate in the event any certificate holder has violated program requirements or policies. Anderson Center Consulting & Training shall maintain sole ownership of the certificate in whichever format or medium completed.

    This recognition in no way claims, states, or implies the individual or business/organization has received a professional certification.

    Certificate holders may refer to the certificate only as, "holding designation as Autism [Informed, Equipped, Inclusive] individual or community/environment/first responder/healthcare professional/college."

    Recognition as an Autism Supportive Program in no way claims, states, or implies endorsement from Anderson Center for Autism or Anderson Center Consulting & Training.

2. Change in Ownership

    Transfer of Autism Supportive Environment℠ designation to new ownership is not permitted. Should a business designated as an Autism Supportive Environment℠ be sold, recognition as an Autism Supportive Environment℠ ends. If the new owners wish to be recognized as an Autism Supportive Environment℠, they are required to complete the Business/Organization Level designation requirements in entirety.

    To ensure businesses are offering/implementing supports and providing accommodations, beginning in January 2023, staff from Anderson Center Consulting & Training will conduct site after training is complete, visits to ensure supports are being implemented. To ensure integrity of the data collected, staff will use the Autism Supportive Programs Inclusivity checklist specific to the

training provided (i.e., Autism Supportive Environment^{SM}, Autism Supportive First Responders, etc.).

Additionally, in January 2023, businesses will be asked to have cards with a link to the feedback form available on Anderson Center for Autism's Autism Supportive Programs webpage. The feedback form will include a section to indicate those supports offered to/utilized during their visit.

3. Misrepresentation
    a. Eligibility Status
        Only businesses located within grant funded areas or those who choose private pay are eligible to receive training and designation as an Autism Supportive Environment^{SM}.

        Trainings within grant-funded areas:
        If staff members from other locations attend training, they will receive an Autism Supportive Environment^{SM} Certificate of Completion; however, their business site will not receive a Certificate of Completion or window decal and will not be recognized as an Autism Supportive Environment.

        Businesses/organizations with locations within and outside of grant funded areas may arrange for private payment of services for locations outside of funded areas and can then be recognized as an Autism Supportive Environment^{SM} if all requirements for designation are met.

        If a business/organization is located outside of a grant funded area but provides services within the grant funded area and its staff members are invited to participate in an Autism Supportive Environment^{SM} training held for service providers within the grant funded area, they will be recognized as an Autism Supportive Environment^{SM} (i.e., paramedic business with staff members who provide services within multiple counties/areas).

    b. Businesses/organizations that misrepresent their identity
        Businesses/organizations found to have misrepresented their identity, will lose recognition as an Autism Supportive Environment^{SM}. As initial visits and environmental assessments typically occur at the business'/organization's site, it is unlikely misrepresentation of identity will be an issue.

    c. Unauthorized Assistance on Assessments
        Any unauthorized assistance with completing the Pre- and/or Post-Learning Assessments is considered fraudulent and will result in revocation of the Certificate of Completion for the business/organization and/or individual executing the fraudulent act.

        In instances where unauthorized assistance with completing the Pre- and/or Post-Learning Assessment is completed by the sole staff member from a business/organization completing the Autism Supportive Environment^{SM} training, the business'/organization's recognition as an Autism Supportive Environment^{SM} will be revoked and the business/organization will be removed from all listing (i.e., website, marketing materials and brochures) as an Autism Supportive Environment^{SM}.

        In instances where unauthorized assistance with completion of the Pre- and/or Post-Learning Assessment is performed/accepted by one or only a few of the training participants, those training participants' Certificates of Completion will be revoked. In these

instances, where the majority of training participants of a business/organization did not execute the fraudulent act of giving/receiving unauthorized assistance, the business'/organization's recognition as an Autism Supportive Environment^{SM} will remain active. Management/Leadership of the business/organization will be notified of those who executed the fraudulent act.

4. <u>Concerns and Complaints</u>

All concerns and complaints regarding Anderson Center Consulting & Training's Autism Supportive Environment^{SM} program will be addressed upon receipt.

Concerns should be addressed to:
>Consultation Administrator
>845-889-9616 (telephone)
>845-889-9496 (fax)
>AndersonConsulting@andersoncares.org

>Autism Supportive Environment^{SM} Program Administrator, 845-889-9533 (telephone)

Complaints should be addressed to:
>Consultation Administrator
>845-889-9616 (telephone)
>845-889-9496 (fax)
>AndersonConsulting@andersoncares.org

>Anderson Center for Autism's Corporate Compliance Hotline at 845-889-9222

Anderson Center Consulting &Training
Program Operating Procedure:
Program Evaluation

Anderson Center Consulting & Training currently uses Pre- and Post-Learning Assessments to measure participant learning. In addition to the Pre- and Post-Learning Assessments, a Training Evaluation is completed at the end of each training session. The Training Evaluation asks attendees to rate the trainer and training and provides opportunity for recommendations for future training topics, comments, and testimonial statements. Feedback is important to us, and we have made some revisions to training based upon the comments received materials (i.e., reducing the use of acronyms, removing backgrounds from PowerPoint slides to make text more visible and legible). Testimonials are used in marketing and outreach campaigns.

Training Provided:
Dutchess County, NY: Pilot Program (Anderson Foundation funding)
2012: 1 entity

Dutchess County, NY (Dutchess County Think DIFFERENTLY funding)
2015: 25 entities (99 individuals)
2016: 16 entities (220 individuals)
2017: 27 entities (181 individuals)
2018: 15 entities (128 individuals)
2019: 17 entities (114 individuals)
2020: 3 entities (18 individuals)

2021: 7 entities (198 individuals); 13 entities received standard (refresher) training (38 individuals)

Putnam County, NY (PCSB Foundation funding; 2018-2021)
2018: 5 entities
2019: 13 entities (including Putnam County Bureau of Emergency Services and 11 fired departments and ambulance corps.)
2020: *Due to NY Pause and Covid-related concerns, training was not conducted in 2020* 2021: 2 entities

Schenectady, NY (Price Chopper Golub Foundation funding, 2018)
2018: Provided Train-the-Trainer training to Human Resources at Corporate Headquarters; training to support recruitment of individuals with ASD from hiring through employment

Anderson Center Consulting & Training recognizes the importance of developing and maintaining quality training offered through its' Autism Supportive Programs. Existing training courses will be updated, and new training topics developed by:
- utilizing Bloom's Taxonomy as an instructional design framework
- remaining current in the fields of autism/developmental disabilities, education, applied behavior analysis, employment of people with neuro-diversities
- identifying common needs among children/adults with autism, parents/caregivers, school districts and the community

Procedures for development of new training:
1. Consultation staff communicate suggestions for new training via email to the Consultation Administrator and include applicable research, articles or other justification.
2. The Consultation Administrator includes the training suggestion on the next department meeting agenda and forwards supporting information to department staff.
3. Consultation staff discuss suggested training topic and determine next steps (develop training, not develop training, needs additional information).
4. If additional information is needed, the consultation staff responsible for the suggestion gathers additional information and makes it available by the next department meeting and the decisionmaking process is repeated.
5. If consultation staff agree that the training topic should be developed, a consultation staff is assigned to create a training outline. The training outline is shared with department staff for review and refinement.
6. The assigned consultation staff develops the training in keeping with department training formats and requirements and shares final draft with department. Department staff provide feedback and suggestions; assigned consultation staff make final changes and save training in designated training development folder.
7. The Consultation Administrator reviews saved training, makes any necessary edits and saves the document with the current date.

Procedures for review and maintenance of existing training:
1. The Consultation Administrator creates and manages a calendar with assigned training for review by Consultation staff.
2. Consultation staff review assigned trainings and identified recommendations for updates and revisions and forward those to the Consultation Administrator.
3. The Consultation Administrator makes identified revisions and saves the document with current date.
4. The Consultation Administrator notifies Consultation staff when training revisions are complete.

Development and Maintenance of Assessment(s)

Anderson Center Consulting & Training recognizes the importance of developing and maintaining quality training assessment(s) offered through its' Autism Supportive Programs. Existing assessments will be updated, and new assessments will be developed by:
- utilizing Bloom's Taxonomy as an instructional design and assessment framework
- using training assessment data to make informed revisions and/or changes to pre/post assessment questions including type of question, wording of question and alignment with training revisions/new training topics

Procedures for development of new assessments:
1. Consultation staff communicate suggestions for new assessments via email to the Consultation Administrator and include applicable assessment data, research, articles or other justification.
2. The Consultation Administrator includes the assessment suggestion on the next department meeting agenda and forwards supporting information to department staff.
3. Consultation staff discuss suggested assessment and determine next steps (develop new assessment, not develop new assessment, needs additional information).
4. If additional information is needed, the consultation staff responsible for the suggestion gathers additional information and makes it available by the next department meeting and the decisionmaking process is repeated.
5. If consultation staff agree that the assessment should be developed, a consultation staff is assigned to create an assessment outline that is aligned with the corresponding training topic. The assessment outline is shared with department staff for review and refinement.
6. The assigned consultation staff develops the assessment in keeping with department training/assessment formats and requirements (via use of assessment development rubric) and shares final draft with department. Department staff provide feedback and suggestions; assigned consultation staff makes final changes and saves assessment in designated training/assessment development folder.
7. The Consultation Administrator reviews saved assessment, makes any necessary edits and saves the document with the current date.

Procedures for review and maintenance of existing assessments:
1. The Consultation Administrator creates and manages a calendar with assigned training and corresponding assessments for review by Consultation staff.
2. Consultation staff review assigned trainings/assessments, applicable assessment data. Using the assessment development rubric, identifies recommendations for updates, revisions, and forwards those to the Consultation Administrator.
3. The Consultation Administrator makes identified revisions and saves the document with current date.
4. The Consultation Administrator notifies Consultation staff when assessment revisions are complete.

Anderson Center Consulting & Training Autism Supportive Programs Program
Operating Procedure:
Consultant/Trainer Competency in Delivering Trainings

Anderson Center Consulting & Training recognizes the importance of ensuring Consultants/Trainers are qualified and competent to teach training topics offered through its' Autism Supportive Programs. Consultant qualifications are identified in the *Staffing Requirements* and position *Tasks and Standards* included in Standard 3 documentation.

A competent Consultant/Trainer is one who:
1. teaches the training topic as sanctioned by the Consultation Department
2. actively engages training participants through presence, language, questions, feedback and behavior specific praise statements
3. actively engages training participants in an effort to promote their recall/understanding of information and application of information to their particular business/organization
4. actively engages training participants in analysis and evaluation of business practice and creating targeted supports for customers/employees with autism
5. completes all required training forms per department procedure
6. suggests new training topics and supports these with relevant research or other valid sources
7. develops approved training topic using department sanctioned training format
8. uses technology to record and deliver training
9. is observed (by the supervisor) conducting a training at least 1 time per year

New Consultant/New Trainer Training Preparation:
The (new) Consultant/ (new) Trainer will:
1. review and become familiar with training topics, content and material
2. demonstrate ability to utilize technology necessary to conduct training
3. co-train with competent trainer; adjust training per feedback provided
4. train topic while being observed by supervisor; adjust training per feedback provided

Anderson Center Consulting & Training Autism Supportive Programs
Program Operating Procedure:
Education/Training Methods

Anderson Center Consulting & Training recognizes the importance of utilizing evidence-based methods when teaching/training department sanctioned material. Given the instructional design framework (Bloom's taxonomy) used and the type of content/information to be taught (trained), the following education/training methods are used in the Autism Supportive Environment training:

- Didactic instruction (lecture)
- Interactive instruction (facilitated discussion and problem-solving)

The lecture format is used to impart basic information about the features of Autism Spectrum Disorder and corresponding statistics.

The discussion and problem-solving formats are used to encourage participants to share personal experiences with people on the spectrum as well as to identify and share ways that businesses and organizations can welcome and support customers and employees on the spectrum.

Anderson Center Consulting & Training Autism Supportive Programs Program Operating Procedure:
Assessment Methods

Anderson Center Consulting & Training recognizes the importance of utilizing evidence-based methods to assess training participant understanding of training material. Given the instructional design framework (Bloom's taxonomy) used and the type of content/information to be taught (trained), the following assessment methods are used in the Autism Supportive Environment training:

- Direct assessment of learning (comparison of participant learning between Pre and Post-tests)
- Formative assessment during facilitated discussion (review of information, correction of misinformation shared by participants in discussion)

Anderson Center Consulting & Training Autism Supportive Programs
Program Operating Procedure:
Record Management

Record management is the responsibility of the Consultation Administrator. Records are kept in accordance with grant funding parameters and Anderson Center for Autism record policies. Records are subject to external audits by funding sources and internal audits by Anderson Center for Autism's Corporate Compliance Office.

1. <u>Records Maintained</u>
   All records will be converted to digital format and maintained electronically and will be accessible only by staff providing Autism Supportive Programs services. Documents and materials maintained in a business's/organization's records include:
   - application Form
   - all communication; phone contact, emails, text messages
   - any documents submitted by the business/organization
   - training materials, including PowerPoint, handouts, visual supports
   - training sign-in sheets
   - completed Pre- and Post-Learning Assessments and Training Evaluation Forms
   - certificates of Completion; business/organization and training participants
   - completed Follow-Up Questionnaire/s
   - materials developed through Advanced Support Consults

2. <u>Autism Supportive Program Database</u>
   A database will be used to maintain records of all businesses/organizations receiving outreach, inquiring about the program, and completing training. Information stored in the database includes:
   - business'/organization's administrator with contact information
   - tracking of outreach and inquiries, and training
   - needs assessment completion date
   - training Summary ○ Date of training/s ○ Number of staff trained ○ Summary of assessment scores (pre- and post-learning) ○ Summary of Training Evaluation Forms
   - advanced consultation services provided; materials developed
   - date/s and results of onsite follow ups to ensure supports are being implemented

3. <u>Record Review</u>
   The Consultation Administrator and Director of Program Services will conduct an annual review of all records pertaining to the Autism Supportive Environment℠ program, regardless of funding source

   All records are also subject to internal audits conducted by Anderson Center for Autism's Corporate Compliance Office.

   Additionally, records pertaining to services provided through grant funding received from the Think DIFFERENTLY initiative in Dutchess County are subject to an annual review by the Deputy Commissioner of Special Needs.

4. <u>Record Disposal</u>
   Any confidential documents (hard copies) that are no longer required for retention, will be shredded internally or by the provider contracted by Anderson Center for Autism. Digitized copies of all records will continue to be kept electronically.

Anderson Center Consulting & Training Autism Supportive Programs
Program Operating Procedure:
HIPAA/HITECH

Anderson Center for Autism is committed to safeguarding the confidentiality and integrity of Protected Health Information (PHI) and protecting against the unauthorized access to or the release of such information and ensuring compliance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Health Information Technology for Economic and Clinical Health Act ("HITECH"). The Director of Corporate Compliance will monitor the HIPAA Privacy and Security Rule to ensure that agency systems and procedures meet compliance standards.
HIPAA/HITECH Standard Operating Procedures (SOP) apply to all employees, volunteers, contractors and agency associates hereafter referred to as workforce members of Anderson Center for Autism (ACA). Management Personnel are responsible for the implementation of this SOP within their respective departments. The Director of Information Technologies, who is designated to serve as the HIPAA Security Officer is responsible for oversight.

Assigned Security Responsibility
Director of Information Technologies monitors the HIPAA Security Rule to ensure that agency systems and procedures meet compliance standards, coordinates revisions to systems and procedures with respective Directors as needed, facilitates the investigation and suspected breach in HIPAA.

Acceptable Use
The Standard Operating Procedure outlines the acceptable use of computer systems and services defined as all equipment and devices, stand-alone or networked, used for computing, communicating, printing, transferring, or storing data and software applications in digital format. Computer services include, but are not limited to, network server applications and data storage, Internet access, e-mail services, newsgroup services, and Outlook email services.

Mobile Devices
Standard Operating Procedure applies to IT staff, consultants, contractors and vendors hereafter referred to as IT workforce members of Anderson Center for Autism (ACA). IT workforce members are responsible for the implementation of this SOP while the Director of Information Technologies is responsible for compliance. The Director of Corporate Compliance, who is designated to serve as the HIPAA Privacy Officer, is responsible for oversight. The purpose of the SOP is to protect information contained on mobile devices.

Privacy Complaints
Anderson Center for Autism is committed to ethical business operations in conformance with all federal and state laws, regulations and interpretations thereof. Furthermore, ACA is committed to safeguarding the privacy of all personal information regarding individuals served. Any discovery or identification of possible non-compliance with requirements will be promptly and fully investigated to include findings, recommendations and corrective actions for resolution.
The Director of Corporate Compliance, who is designated to serve as the HIPAA Privacy Officer, is responsible for oversight.

Standard Operating Procedures are available upon request

Anderson Center Consulting &Training Autism Supportive Programs
Program Operating Procedure:
Equal Employment Opportunity (EEO) Statement

Anderson Center for Autism, also referred to as "the agency," is committed to providing a diverse workforce by ensuring that discrimination barriers to equal employment opportunity and upward mobility do not exist here. Equal opportunity means employment, development, and promotion of individuals without consideration of race, color, creed, physical or mental disability, religion, age (18 and over), gender, national origin, sexual orientation, and domestic violence victim status, veteran status, military status, certain arrest or conviction records or citizenship status, or any other protected class or status recognized by federal, state, or local law, unless there is a legal or bona fide occupational requirement which excludes a person in one of these protected groups. The agency will review its employment policies and standard operating procedures to ensure that barriers that may unnecessarily exclude protected classes are identified and eliminated. The agency will also explore alternative approaches if any policy or standard operating procedure is found to have a negative impact on protected groups.

Anderson Center for Autism's policy of non-discrimination includes not only employment practices, but also extends to all services and programs provided by the agency.

It is considered a violation of agency policy to discriminate against an individual or group with respect to employment at Anderson Center for Autism on the basis of race, color, disability, religion, sex, marital status, national origin, sexual orientation, veteran status or citizenship status or any other characteristic protected by applicable federal, state or local law.

The Director of Human Resources is responsible for overseeing affirmative action and equal employment opportunity. All questions, concerns, and complaints regarding the employment practices of the agency should be directed to the Director of Human Resources Department at Anderson Center for Autism. In her absence, contact the Assistant Director of Human Resources.

Anderson Center Consulting & Training Autism Supportive Programs
Program Operating Procedure:
Diversity

Anderson Center for Autism is committed to fostering, cultivating and preserving a culture of diversity and inclusion. Our human capital is the most valuable asset we have. The collective sum of the individual differences, life experiences, knowledge, inventiveness, self-expression, unique capabilities and talent that our team members invest in their work represents a significant part of not only our culture, but our reputation and agency's achievement as well.

We embrace our team members' differences in age, color, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make our team members unique.

Anderson Center for Autism's diversity initiatives are applicable – but not limited – to our practices and policies on recruitment and selection; compensation and benefits; professional development and training; promotions; transfers; social and recreational programs; layoffs; terminations; and the ongoing development of a work environment build on the premise of gender and diversity equity that encourages and enforces:
- Respectful communication and cooperation between all team members.
- Teamwork and team member participation, permitting the representation of all groups and team member perspectives.
- Employer and team member contributions to the communities we serve to promote a greater understanding and respect for diversity.

All team members of Anderson Center for Autism have a responsibility to treat others with dignity and respect at all times. All team members are expected to exhibit conduct that reflects inclusion during work, at work functions on or off the work site, and at all other agency-sponsored and participative events.

Any team member found to have exhibited any inappropriate conduct or behavior against others may be subject to disciplinary action.

Any team member found to have been subjected to any kind of discrimination that conflicts with the agency's diversity polity and initiatives should seek assistance from your supervisor or Human Resources at 889-9552.

QUALITY OF LIFE EXPECTATION FOR ALL STAFF:
To actively further the agency's mission to optimize quality of life (QofL) for individuals served by monitoring and implementing systems that promote the QofL of the individuals in our care.

Anderson Center for Autism's Standard Operating Procedure, HR-10: Hiring Procedure, is followed when hiring staff any employee who will be involved with tasks associated to the Autism Supportive Programs. *Anderson Center for Autism Standard Operating Procedure - HR-10: Hiring Procedure is available upon request.*

Screening:
All ACA applicants are required to complete an online application, applications are reviewed, and applicants are interviewed. Upon hiring, the following screenings are completed for new staff:
- o   Reference checks are complete o OPWDD MHL form 152 screening for abuse o State and Federal Medicaid Fraud website screenings o Staff Exclusion List screening for abuse (NYS Justice Center) o Drug Screening through a urine test o Criminal background check (Fingerprinting)
- o   NY State Central Register screening for child abuse and maltreatment o 2 negative TB tests

Standard Operating Procedures are available upon request

Anderson Center Consulting & Training
Program Operating Procedure:
Tasks and Standards: Behavior Analyst/Consultant

TITLE: BEHAVIOR ANALYST/CONSULTANT
SERVICE AREA: CONSULTATION SERVICES
REPORTING RELATIONSHIP: DIRECTOR OF PROGRAM SERVICES
STATUS: EXEMPT

SUMMARY:
The Behavior Analyst/Consultant provides behavioral consultation, training and support to school districts, other agencies, businesses/organizations and families as requested. These duties may also include assessment, report development, data capturing, analyzing and reporting and other related or requested documentation. In addition to these duties, the Consultant assists the consultation team in the development of products and services and growth of the consultative services practice.

QUALITY OF LIFE EXPECTATION FOR ALL STAFF:
To actively further the agency's mission to optimize quality of life (QofL) for individuals served by monitoring and implementing systems that promote the QofL of the individuals in our care.

Task #1:
Maintain knowledge of Autism Spectrum Disorder and other related Developmental Disabilities.

Standards:
- Demonstrate an understanding of the characteristics of autism and other related developmental disabilities.
- Demonstrate an understanding of the impact of these disabilities in relation to home, school, work and community settings.
- Maintain a working knowledge of effective, evidence-based educational, behavioral and support strategies for individuals with ASD or other related developmental disabilities.
- Remain current on applicable research within the field, attend relevant professional development conference/trainings and share information with other agency personnel.
- Include/reference applicable research in professional and parent training development; when training, demonstrate the ability to explain the research referenced and application to the topic.

Task #2:
Provide school, work or home-based consultation in accordance with the Anderson Center Consulting & Training (ACCT) model and contract parameters.

Standards:
- Develop a collaborative working relationship with all parties in consultation contracts.
- Provide for timely scheduling of initial team meeting, observations, report development and followup as indicated within a contract.
- Working with the "team": identify the "problem", utilize problem-solving processes to develop intervention plans; provide assistance, training and feedback before and/or during implementation and share assessment results/recommendations.

- Utilize evidence-based methodologies in the assessment, development and evaluation of all intervention plans and maintain pertinent data.
- Develop training and materials necessary to provide contracted consultation services.
- Facilitate/Train professional and parent training topics as offered by Anderson Center Consulting & Training.

Task #3:
Participate in Marketing/Advertising Activities and Practices

Standards:
- Assist in the development of marketing materials (website, brochures, flyers, etc.) working collaboratively and closely with development personnel.
- Participate in outreach meetings with school districts and other agencies, as assigned.
- Participate in marketing activities such as trade shows/conferences, speaking engagements, community presentations, as assigned.

Task #4:
Adheres to departmental/institutional policies, procedures, and practices.

Standards:
- Consultants are expected to provide an average of 25 billable hours per week.
- As a representative of Anderson Center for Autism, conducts self in a responsible, professional manner at all times.
- Maintains knowledge of agency policies, procedures and practice.
- Meets all department and/or assigned deadlines and completes all assigned responsibilities.
- Maintains the ability to adjust working hours to meet the requirements of consultation contracts.

Task #5:
Participates in agency professional development and training initiatives.

Standards:
- Ensure compliance with all agency mandated trainings.
- Provide additional training and consultation throughout the organization, as requested.

Task #6; (Behavior Analyst Only)
Provides clinical supervision for Behavior Specialists pursuing certification as Behavior Analysts or licensing as a Licensed Behavior Analyst.

Standards:
- Maintain applicable certification/licensure requirements.
- Provide clinical supervision as outlined by the Behavior Analyst Certification Board.
- Provide clinical supervision as outlined by New York State Education Department.

REQUIREMENTS:
Master's in Psychology or related field, certification as Board Certified Behavior Analyst [BCBA]; or working towards credential in field of ABA; New York State Education Department [NYSED] Fingerprint Clearance required; experience in Autistic Spectrum Disorders or other Developmental Disorders preferred. This position description in no way states or implies that the responsibilities listed are the only duties to be

performed by the person filling this position. The person in the position may be required to perform other duties as necessitated by the situation or requested by his/her supervisor.

Anderson Center Consulting & Training Autism Supportive Programs
Program Operating Procedure:
Tasks and Standards: Consulting School Psychologist

TITLE: SCHOOL PSYCHOLOGIST/CONSULTANT
SERVICE AREA: CONSULTATION SERVICES
REPORTING RELATIONSHIP: DIRECTOR OF PROGRAM SERVICES
STATUS: EXEMPT

SUMMARY:
The School Psychologist/Consultant completes Psychological assessments and Social History updates per department contracts and provides consultation, training and support to school districts, other agencies, businesses/organizations and families as requested. These duties may also include observation, assessment, report development, data capturing, data analyzing and reporting and other related or requested documentation. In addition to these duties, the School Psychologist/Consultant assists the consultation team in the development of training products and services that help to grow the Consultation business.

QUALITY OF LIFE EXPECTATION FOR ALL STAFF:
To actively further the agency's mission to optimize quality of life (QofL) for individuals served by monitoring and implementing systems that promote the QofL of the individuals in our care.

Task #1:
Maintain knowledge of Autism Spectrum Disorder and other related Developmental Disabilities.

Standards:
- Demonstrate an understanding of the characteristics of autism and other related developmental disabilities.
- Demonstrate an understanding of the impact of these disabilities in relation to home, school, work and community settings.
- Maintain a working knowledge of effective, evidence-based educational, behavioral and support strategies for individuals with ASD or other related developmental disabilities.
- Remain current on applicable research within the field, attend relevant professional development conference/trainings and share information with other agency personnel.
- Include/reference applicable research in professional and parent training development; when training, demonstrate the ability to explain the research referenced and application to the topic.

Task #2:
Complete Psychological assessments and Social History updates in accordance with NYSED regulations, professional standards, and Consultation Department procedures.

Standards:
- Schedule all required components including initial meeting, observations, documentation review, student assessment, staff/caregiver interview, and report development in a timely manner.
- Work with school/residential team and parent/caregiver to ensure required information/data is collected.
- Complete assessment reports in accordance with best practice and Consultation department requirements.
- Attend school district meetings per contract request.

Task #3:
Provide school, work, or home-based consultation in accordance with the Anderson Center Consulting & Training (ACCT) model and contract parameters.

Standards:
- Develop a collaborative working relationship with all parties in consultation contracts.
- Provide for timely scheduling of initial team meeting, observations, report development and followup as indicated within a contract.
- Work with school personnel and/or parents/caregivers to identify the target issue; utilize problemsolving processes to develop intervention plans; provide assistance, training and feedback before and/or during implementation and share assessment results/recommendations.
- Utilize evidence-based methodologies in the assessment, development and evaluation of all interventions and recommendations and maintain pertinent data.
- Maintain "daily" notes for each assigned case per department procedure.
- Develop training and materials necessary to provide contracted consultation services.
- Facilitate/Train professional and parent training topics as offered by Anderson Center Consulting & Training.

Task #4:
Participate in Marketing/Advertising Activities and Practices

Standards:
- Participate in outreach meetings with school districts and other agencies, as assigned.
- Participate in marketing activities such as trade shows/conferences, speaking engagements, community presentations, as assigned.

Task #5:
Adhere to departmental/institutional policies, procedures, and practices.

Standards:
- Complete weekly billed hours as assigned.
- As a representative of Anderson Center for Autism conducts self in a responsible, professional manner at all times.
- Maintains knowledge of agency policies, procedure, and practice.
- Meets all department and/or assigned deadlines and completes all assigned responsibilities.
- Maintains the ability to adjust working hours to meet the requirements of consultation contracts.

Task #6:
Participates in agency professional development and training initiatives.

Standards:
- Ensure compliance with all agency mandated trainings.
- Provide additional training and consultation throughout the organization, as requested.

REQUIREMENTS:
Master's in Psychology or related field, certification as School Psychologist; New York State Education Department [NYSED] Fingerprint Clearance required; experience in Autistic Spectrum Disorders or other Developmental Disorders preferred.

This position description in no way states or implies that the responsibilities listed are the only duties to be performed by the person filling this position. The person in the position may be required to perform other duties as necessitated by the situation or requested by his/her supervisor.

Anderson Center Consulting & Training Autism Supportive Programs
Program Operating Procedure:
Tasks and Standards: Director of Program Services

TITLE: CONSULTANT
SERVICE AREA: CONSULTATION SERVICES
REPORTING RELATIONSHIP: DIRECTOR OF PROGRAM SERVICES
STATUS: EXEMPT

SUMMARY:
The Consultant provides behavioral consultation, training and support to school districts, other agencies, businesses/organizations and families as requested. These duties may also include assessment, report development, data capturing, analyzing and reporting and other related or requested documentation. In addition to these duties, the Consultant assists the consultation team in the development of products and services and growth of the consultative services practice.

QUALITY OF LIFE EXPECTATION FOR ALL STAFF:
To actively further the agency's mission to optimize quality of life (QofL) for individuals served by monitoring and implementing systems that promote the QofL of the individuals in our care.

Task #1:
Maintain knowledge of Autism Spectrum Disorder and other related Developmental Disabilities.

Standards:
- Demonstrate an understanding of the characteristics of autism and other related developmental disabilities.
- Demonstrate an understanding of the impact of these disabilities in relation to home, school, work and community settings.
- Maintain a working knowledge of effective, evidence-based educational, behavioral and support strategies for individuals with ASD or other related developmental disabilities.
- Remain current on applicable research within the field, attend relevant professional development conference/trainings and share information with other agency personnel.
- Include/reference applicable research in professional and parent training development; when training, demonstrate the ability to explain the research referenced and application to the topic.
-

Task #2:
Provide school, work or home-based consultation in accordance with the Anderson Center Consulting & Training (ACCT) model and contract parameters.

Standards:
- Develop a collaborative working relationship with all parties in consultation contracts.
- Provide for timely scheduling of initial team meeting, observations, report development and followup as indicated within a contract.
- Working with the "team": identify the "problem", utilize problem-solving processes to develop intervention plans; provide assistance, training and feedback before and/or during implementation and share assessment results/recommendations.
- Utilize evidence-based methodologies in the assessment, development and evaluation of all intervention plans and maintain pertinent data.
- Develop training and materials necessary to provide contracted consultation services.

- Facilitate/Train professional and parent training topics as offered by Anderson Center Consulting & Training.

Task #3:
Participate in Marketing/Advertising Activities and Practices

Standards:
- Assist in the development of marketing materials (website, brochures, flyers, etc.) working collaboratively and closely with development personnel.
- Participate in outreach meetings with school districts and other agencies, as assigned.
- Participate in marketing activities such as trade shows/conferences, speaking engagements, community presentations, as assigned.

Task #4:
Adheres to departmental/institutional policies, procedures, and practices.

Standards:
- Consultants are expected to provide an average of 25 billable hours per week.
- As a representative of Anderson Center for Autism conducts self in a responsible, professional manner at all times.
- Maintains knowledge of agency policies, procedures and practice.
- Meets all department and/or assigned deadlines and completes all assigned responsibilities.
- Maintains the ability to adjust working hours to meet the requirements of consultation contracts.

Task #5:
Participates in agency professional development and training initiatives.

Standards:
- Ensure compliance with all agency mandated trainings.
- Provide additional training and consultation throughout the organization, as requested.

Task #6; (Behavior Analyst Only)
Provides clinical supervision for Behavior Specialists pursuing certification as Behavior Analysts or licensing as a Licensed Behavior Analyst.

Standards:
- Maintain applicable certification/licensure requirements.
- Provide clinical supervision as outlined by the Behavior Analyst Certification Board.
- Provide clinical supervision as outlined by New York State Education Department.

REQUIREMENTS:
Master's in Psychology or related field, certification as Board Certified Behavior Analyst [BCBA]; or working towards credential in field of ABA; New York State Education Department [NYSED] Fingerprint Clearance required; experience in Autistic Spectrum Disorders or other Developmental Disorders preferred. This position description in no way states or implies that the responsibilities listed are the only duties to be performed by the person filling this position. The person in the position may be required to perform other duties as necessitated by the situation or requested by his/her supervisor.

TITLE: CONSULTATION ADMINISTRATOR
SERVICE AREA: CONSULTATION SERVICES
REPORTING RELATIONSHIP: DIRECTOR OF PROGRAM SERVICES
STATUS: NON-EXPEMPT/EXEMPT

SUMMARY:
The Consultation Administrator is responsible for providing confidential clerical support for Consultation Services.

QUALITY OF LIFE EXPECTATION FOR ALL STAFF:
To actively further the agency's mission to optimize quality of life (QofL) for individuals served by monitoring and implementing systems that promote the QofL of the individuals in our care.

Task #1
The Consultation Administrator is responsible for developing and producing managerial reports to assist the Director of Program Services and the Chief Program Officer with financial reporting.

Task #2
The Consultation Administrator is responsible for day-to-day office management and clerical support.

Standards:
- Type and distribute correspondence.
- Sort and distribute outgoing/incoming mail.
- Respond to telephone calls and take accurate messages.
- Order and maintain inventory of office supplies.

Task #3
The Consultation Administrator is responsible for assisting with the development of organizational systems for data and for general filing.

Standards:
- Develop and maintain electronic filing systems for school district, agency, business and family case files.
- Provide for review and oversight of contract provision by developing systems to monitor status of service provision hours and provide updates and reports regarding status as requested.

Task #4
The Consultation Administrator is responsible for marketing of services and public relations.

Standards:
- Develop and modify marketing materials including brochures, flyers, mailings, etc.
- Maintain current contact list.
- Develop a mechanism to send out regularly scheduled mailings to school districts/families regarding training opportunities, contract inquiries, etc.

Task #5

The Consultation Administrator is responsible for assisting with the preparation and distribution of contracts and confidential reports.

Standards:
- Report preparation which includes client specific as well as business reports, satisfaction surveys, trends reporting, etc.
- Contract management which may include contract preparation, ensuring timely signatures and mailing/distribution.

Task #6

The Consultation Administrator is responsible for preparing and processing billing documents for submission to the Finance Department.

Standards:
- Streamline electronic monthly billing system to include developing and modifying forms, disseminating billing sheets to consultants, ensuring timely and appropriate completion and return, preparation for review and submission to the Finance Department.
- Electronic maintenance of all billing records.
- Maintain communication with the Finance Department to monitor, review and manage consultation billing.

Task #7

The Consultation Administrator is responsible for preparing consultation materials.

Standards:
- Prepare training materials which include developing PowerPoint presentations, supplemental training materials, packets, etc.
- Maintain inventory of training supplies and reference and program materials which includes maintaining inventory, loan management and tracking, timely replenishment of supplies.

Task #8

The Consultation Administrator is responsible for assisting with projects as assigned.

Standards:
- Research assignments which include grant/funding opportunities, speaking engagements, topic specific research (i.e., a specific topic in autism).

Task #8:

The Consultation Administrator will actively recruit consultants as needed.

Standards:
- Coordinate with Principals and Education staff to recruit providers for Extended School Services/ABA Instruction, as needed.
- Coordinate with Behavioral Services Supervisors to recruit providers from Behavioral Services, as needed or requested by Behavioral Analysts/Specialists
- Coordinate with Supervisor for Related Services when related service providers are needed for consultation services (i.e., evaluations, FSS consults, contracted related services)

Task #9:
The Consultation Administrator is responsible for assigning cases/services to appropriate (recruited) consultants/related service staff.

Standards:
- If required, ensures providers have completed New York State Education Department (NYSED) Fingerprint Clearance
- If required, ensures providers have appropriate certifications/licensure
- Assign contract, FSS, Autism Supportive Environment, and other consultation services to consultants, with priority being to Consultation Team
- Ensure providers submit weekly service information either on Weekly Timesheet or in electronic system
- Ensure case documentation is received from all providers

Task #10:
The Consultation Administrator is responsible for ensuring contracted evaluations/re-evaluations are completed.
Standards:
- Assign evaluation completion to appropriate providers (i.e., Speech, OT, PT staff and Certified School Psychologists).
- Proofreads all evaluation/re-evaluation reports
- Acquires necessary signatures on evaluation/re-evaluation reports
- Sends completed evaluation/re-evaluation reports to appropriate district/agency personnel
- Ensures completed reports are sent to designated agency staff for uploading into the agency record system and distribution to CSE Team members

Task #11:
The Consultation Administrator is responsible for preparing and submitting all reports required for grant funded services.

Standards:
- Prepare and submit reports required by funding agencies/organizations (i.e., OPWDD, grantors)

Task #12:
Prepares reports as requested by the Executive Director/CEO

REQUIREMENTS:
At least 5 years of experience in office management, marketing, scheduling, contracting, billing, preparing reports and program development. Must be fluent using Microsoft Office Suite included but not limited to Word, Excel, PowerPoint and Access.

This position description in no way states or implies that the responsibilities listed are the only duties to be performed by the person filling this position. The person in the position may be required to perform other duties as necessitated by the situation or requested by his/her supervisor.