

Autism Specialist

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East Central Kansas
**Cooperative
in Education**

Support at a Glance



Autism Evidence-Based Practices

I provide teachers with resources and guidance on evidence-based practices for autism and support successful implementation through the Behavior Skills Training (BST) model.



Support Ongoing Professional Growth

Upon request, I support educational teams in implementing evidence-based practices (EBPs) through the Behavior Skills Training (BST) model. I also assist teams in learning to effectively use autism-specific screening tools to support educational identification and structuring student programming.



Ongoing Team Collaboration and Problem Solving

Upon request, I meet regularly with educational teams to collaborate, provide coaching, and support problem-solving around student concerns and programming needs.

I lead the ECKCE Autism Interdisciplinary Team (AIT), providing support to educational teams serving special education students diagnosed with or suspected of having autism. Our team works collaboratively with educators to build capacity and strengthen support for students with Autism Spectrum Disorder (ASD) through coaching, resource sharing, and collaborative problem-solving. Our goal is to empower ECKCE educators by expanding their knowledge and skills in supporting students with autism. Ultimately, this work enhances educational programming and enriches the overall learning experience and quality of life for students with ASD.

Ways I Provide Support

- Student observations
- Guidance with program planning
- Building capacity in teams using the BST model
- Support in IEP meetings as appropriate

Types of AIT Support	Team concern	Step 1	Step 2	AIT response
ASD Screenings	The student's IEP team has suspected Autism, but the student does not have a diagnosis.	The team has a collaborative discussion and decides to submit a request for screening.	The Case Manager or School Psychologist will submit a request. Parents do not need to give consent at this step since it is just observational.	AIT will reach out to provide checklist to team members and find a time to observe.
Educational Identification	Team has met and feels that evaluating for educational identification is appropriate.	If the team needs assistance and/or capacity building training on administering the CARS, the school psychologist can submit a request for educational identification.	Parents must give consent for the evaluation using the CARS. Parents will also need to agree to AIT support and sign a release of information.	AIT will reach out about scheduling a team meeting to discuss concerns, create an observation schedule, and due dates for evaluation.
Technical Assistance	The student does have a diagnosis or qualifies for an educational identification of Autism and the team has had problem solving meeting.	At the problem solving meeting, brainstorm interventions tried and share data with the team. Brainstorm other strategies that may have not been attempted yet or environmental factors that could be altered.	After the team has exhausted strategies provided by the team, they may choose to move forward with a request. The school psychologist will reach out to the parents for permission and have them sign a release of information.	After a release of information is signed, AIT will send a full referral form. Once it's complete, AIT will follow up with next steps and assist with scheduling a teaming meeting and/or observation.