## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

## Center on Disability and Development



Dear Potential Participant,

The Coach to Communicate research project (C2C) will provide a webinar for parents, caregivers, teachers, and service providers of children with autism spectrum disorder (ASD), as well as face-to-face/online individual parent training sessions at no cost. Participants will be instructed in how to improve the communication skills of their own children.

This project is intended for parents/guardians who have a child up to age 22 with ASD or similar characteristics, needing instruction in communication skills. If you and your child decide to participate in this project, you will participate in a 1-hour webinar, with the opportunity to move into individual parent training sessions to learn to implement a communication intervention with your child. Your child will receive communication/behavioral assessments and a communication intervention which will be implemented by you. The recommended parent training sessions will consist of approximately 10, 1-hour sessions over the course of 12 to 16 weeks. Shorter coaching sessions are also available, if more suited to your needs.

If you are interested in participating in this project, visit <u>autism.tamu.edu</u> for enrollment information, or contact the project coordinator, Kim Williams at <u>TAMUAuParent@tamu.edu</u>.

Thank you for your interest and I look forward to meeting you.

Sincerely, Sanikan Wattanawongwan, Ph.D. Texas A&M University



This literature was not published at Killeen ISO's expense. It should not be inferred from the distribution of this literature that either KISO or its personnel support or endorse the opinions expressed or events publicized.

This work was supported in whole or part by grants from the Texas Higher Education Coordinating Board (THECB) Autism Grant Program. Coach to Communicate (C2C): Partnering to Improve Communication for Individuals with Autism. Awards No. 17108, 20465, 22976, 27496, and 00838. The opinions and conclusions expressed in this document are those of the authors and do not necessarily represent the opinions or policy of the THECB.