

2014 Oklahoma Statewide Autism Conference

AGENDA TIMELINE

Day One	November 14, 2014		
7:30 – 8:15	Registration/Exhibit Hall		
8:15 – 8:45	Opening Remarks & Excellence in Autism Award		
8:45 – 10:15	Social Thinking: Teaching Thinking to Advance the Development of Social Skills Michelle Garcia Winner, MA, CCC-SLP		
10:15 – 10:30	Break/Exhibit Hall		
10:30 – 11:45	75 minute session	75 minute session	75 minute session
	The Impact of Autism Friendly Locations™ on Community Inclusion Jennifer Sollars Miller, BS Michelle Wilkerson, BA	If Not Now, When? Early Intervention & AAC Camber Moulton, MS, CCC-SLP, ATP	Teaching Middle School Students about People First Language Ellyn Hefner & Maleeha Shaidid, ECFMG certified, MPH
	Awareness to Action: The Importance of Followship Shelley Hendrix, MA	Helping Families Plan for HS School to College Transitions Penny Cantley, PhD Lance Doss, MEd	Update on Medications for Individuals with Autism Spectrum Disorder Debra L. Stevens, PharmD, BCPP
11:45 – 1:00	Lunch (on your own)		
1:00 – 2:30	90 minute sessions	90 minute sessions	90 minute sessions
	Social Thinking, the Social Academic Connection and Treatment Ideas: The ILAUGH Model Michelle Garcia Winner, MA, CCC-SLP	Behavioral Interventions for Severe Aggression and Self Injurious Behavior R. Nicolle Carr, PhD, BCBA-D	Case Studies in the Medical Management of Autism Spectrum Disorder Kathryn Anne Ellerbeck, MD, MPH, FAAP

	Awareness to Action: The Importance of Fellowship Shelley Hendrix, MA	Happy Mealtimes with Happy Kids Melanie Potock, MA, CCC-SLP	Building the Connection for Employers & People on the Autism Spectrum Daniel Durany, BS
2:30 – 3:00	Break/Exhibit Hall		
3:00 – 4:30	90 minute sessions	90 minute sessions	90 minute sessions
	Social Thinking, the Social Academic Connection and Treatment Ideas: The ILAUGH Model (repeat) Michelle Garcia Winner, MA, CCC-SLP	The ABCs of ABA: A basic Introduction of Applied Behavior Analysis. R. Nicolle Carr, PhD, BCBA-D	Case Studies in the Medical Management of Autism Spectrum Disorder (repeat) Kathryn Anne Ellerbeck, MD, MPH, FAAP
	Building the Connection for Employers & People on the Autism Spectrum (repeat) Daniel Durany, BS	Happy Mealtimes with Happy Kids(repeat) Melanie Potock, MA, CCC-SLP	From FBA to IEP: Making Connections for Meaningful Change Megan Moore, MEd Erika Olinger, PhD, NCSP
Day Two	November 15, 2014		
7:30 – 8:00	Sign In / Registration / Exhibit Hall		
8:00 – 8:15	Opening Remarks		
8:15 – 9:45	Shared Insight Eustacia Cutler, BA		
9:45 – 10:15	Break / Exhibit Hall		
10:15 – 11:45	Effective and Evidence-Based Methods and Learners with Autism Spectrum Disorders: Trends, Issues and Recommendations for Achieving Maximally Positive Outcomes Richard Simpson, EdD		
11:45 – 1:00	Lunch (on your own)		

1:00 – 2:30

90 minute sessions	90 minute sessions	90 minute sessions
<p>Planning and Intervention Options for Managing Children and Youth with Autism Spectrum Disorders - Part 1</p> <p>Richard Simpson, EdD</p>	<p>It's Complicated: Comorbid Psychiatric Disorders, Treatment and Support</p> <p>Traci Cook, MS</p>	<p>Partnering with Parents to Change Lives</p> <p>Rene' Daman, PT, MS Amber Theinert</p>
<p>Functional Communication for the Classroom Setting</p> <p>Tara Savedra, MS, CCC-SLP Monica McGuire, MS, CCC-SLP</p>	<p>Social Skills Group Therapy for Children and Adolescents with Autism Spectrum Disorders</p> <p>Jennifer L. Morris, PhD</p>	<p>On the Wrong Planet</p> <p>Alex Plank, BA</p>

2:30 – 3:00

Break / Exhibit Hall

3:00 – 4:30

90 minute sessions	90 minute sessions	90 minute sessions
<p>Planning and Intervention Options for Managing Children and Youth with Autism Spectrum Disorders - Part 2</p> <p>Richard Simpson, EdD</p>	<p>The Transition Assessment and Goal Generator (TAGG): A New Assessment Based Upon Student Skills and Experiences Associated with Post-Secondary Employment and Further Education</p> <p>Jim Martin, PhD Jennifer Burnes, MEd</p>	<p>Supporting Children with Challenging Behaviors in the Home and Community Settings</p> <p>Rene' Daman, PT, MS</p>
<p>Choices in Autism Treatment: Separating the Science from Pseudo-science</p> <p>Jacob Singer, MA, BCBA</p>	<p>AgVocates- An Animal Assisted Activity for Your Home and Community</p> <p>Josh Hargis, MEd & Duane Howell</p>	<p>Look Who is Talking Now!</p> <p>Camber Moulton, MS, CCC-SLP, ATP</p>

SESSIONS

The ABCs of ABA: A Basic Introduction of Applied Behavior Analysis

R. Nicolle Carr, PhD, BCBA-D

Board Certified Behavior Analyst – Doctorate

Applied Behavior Analysis (ABA) is one of the few evidence-based interventions for autism and other developmental disabilities growing rapidly in the United States. ABA uses the systematic implementation of behavior principles to improve socially significant behaviors. While prevalent in many parts of the U.S., ABA is just starting to pave its way in Oklahoma. Dr. Carr will provide an overview of the basics of ABA, how it is helpful for individuals with autism and how its reliance on science makes it different from other methods of training and intervention.

[Handout](#)

AgVocates- An Animal Assisted Activity for Your Home and Community

Josh Hargis, MEd, BS AgEo Animal Science

Founder and Program Director, AgVocates for Exceptional Individuals

Duane Howell

Director of Family Services, AgVocates for Exceptional Individuals

LEND Fellow

An informative educational session on extracurricular and school programs that draws on children's natural interest in animals and uses that connection to build skills and modify behaviors. The presenters will share their experiences and an educational model that promotes family interaction, life skill development, and constructs a new found self-esteem.

Awareness to Action: The Importance of Followship

Shelley Hendrix, MA

National Director, Grassroots Advocacy, Autism Speaks

Shelley Hendrix has been organizing political grassroots activity for over 20 years, 16 of those within the autism community through both Unlocking Autism and as the National Director of Grassroots Advocacy for Autism Speaks. In this session, she will reveal tips she has learned along the way to help you become a more successful advocate, help the state of Oklahoma become more organized and mobilized as a community and update the community on current state and federal initiatives of Autism Speaks. Mostly, she will help us all realize that as individuals we can make a difference but if we would activate 10 of our friends to help, we could do more, more quickly!

[Handout](#)

Behavioral Interventions for Severe Aggression and Self Injurious Behavior

R. Nicolle Carr, PhD, BCBA-D

Board Certified Behavior Analyst – Doctorate

Aggressive and self-injurious behaviors in kids with autism and developmental disabilities are often the elephant in the room ignored by parents and school officials in hopes they will just 'go away'. As time progresses, however, they can increase in severity and harm without the proper interventions. Dr. Carr will discuss the current evidence-based practices from a behavior-analytic perspective across setting (home and school) for severe aggression (e.g. biting, kicking, punching) and self injury (e.g. eye gouging, skin picking, bolting, finger biting).

[Handout](#)

Building the Connection for Employers & People on the Autism Spectrum

Daniel Durany, BS

Speaker, Advocate, and Mentor

Daniel will share his experience in the job world emphasizing 10 things people with Asperger's need to know about job world and 10 things employers need to know about someone with Asperger's. Daniel's presentation offers employers and people on the autism spectrum a deeper understanding of expectations, communication, and productivity in the job world.

Case Studies in the Medical Management of Autism Spectrum Disorder

Kathryn Anne Ellerbeck, MD, MPH, FAAP,

Associate Professor of Pediatrics, Center for Child Health and Development, University of Kansas School of Medicine

Dr. Ellerbeck will use 5 cases to illustrate common medical and mental health conditions that commonly co-occur with autism spectrum disorder (ASD). For each case, participants will use the DSM5 specifiers to describe co-occurring medical and mental health problems in the child with ASD and will determine the child's needs. There will be discussion of sleep disorders, eating disorders, gastrointestinal disorders, seizure disorders, and behavioral disorders. The evidence base for pharmacologic and non-pharmacologic treatment of these co-occurring medical and mental health problems will also be reviewed.

[Handout](#)

[Handout 2](#)

Choices in Autism Treatment: Separating the Science and Pseudo-Science

Jacob Singer, MA, BCBA, LBA

Lead Behavior Analyst, Oklahoma Autism Network, Tolbert Center for Developmental Disabilities and Autism, University of Oklahoma Health Sciences Center

The presenter will examine tools parents and professionals can use to evaluate the validity and scientific basis for existing and emerging treatments for individuals diagnosed with autism spectrum disorder (ASD), as well as how to look for warning signs that treatments are not empirically validated.

[Handout](#)

Effective and Evidence-Based Methods and Learners with Autism Spectrum Disorders: Trends, Issues and Recommendations for Achieving Maximally Positive Outcomes

Richard Simpson, EdD

Professor of Special Education, University of Kansas

Application of scientifically supported and evidence-based practices are essential elements of an effective educational program for children and youth with Autism Spectrum Disorders (ASD). Dr. Simpson will examine the link between use of interventions and supports that have empirically supported merit and positive school and post-school outcomes. Trends related to the wide-scale adoption of evidence-based methods with learners with ASD and recommendations for advancing effective practice initiatives will also be discussed.

[Handout](#)

From FBA to IEP: Making Connections for Meaningful Change

Megan Moore, MEd

Special Education Program Specialist, Edmond Public Schools

Erika Olinger, PhD, NCSP

School Psychologist

When addressing challenging behavior in the school setting, it is imperative that teams work together to analyze the behavior and come up with a specific plan that is directly linked to and driven by assessment data. Effective plans are

designed to prevent, teach, and respond to behavior using best practices, goal setting, and progress monitoring. In this session, the presenters will focus specifically on strategies for transferring results from a Functional Behavior Assessment (FBA) into a meaningful Behavior Intervention Plan (BIP) that is understandable and useable for all members on the team. In addition, they will highlight strategies for writing specific, measurable IEP goals/objectives related to the behavior plan and how to take data to measure progress on such objectives. Input and collaboration from all members on the student's team, including parents, is essential in the process.

Handout

Functional Communication for the Classroom Setting

Tara Savedra, MS, CCC-SLP

Speech Pathologist

Monica McGuire, MS, CCC-SLP

Speech Pathologist

The presenters will explore a variety of functional communication tools for use in the regular education classroom setting as well as special education classrooms and pull-out therapy environments. Practical information will be given on how to incorporate communication opportunities into everyday routines and existing lesson plans.

Handout

Happy Mealtimes with Happy Kids

Melanie Potock, MA, CCC-SLP

Speech Language Pathologist

Melanie will focus on the principle of "stacking" for assessment and treatment of pediatric feeding disorders. Participants will learn the four foundations for learning to eat and understand the importance of setting kids up for success as they become more adventurous eaters over time. Melanie includes basic principles of Applied Behavior Analysis (ABA) in her presentation applicable for parents and professionals.

Helping Families Plan for HS School to College Transitions

Penny Cantley, PhD

Assistant Clinical Professor of Special Education, Oklahoma State University

Lance Doss, Med

Special Education Teacher and Doctoral Student, Oklahoma State University

The transition from high school to college life can be challenging for students and their families. The presenters will discuss a recent study that examined the experiences of Oklahoma college students with autism. They will share ideas for how families can access and use resources to help plan and prepare their child for the transition to college life. Specifically, they will discuss the Me! Lessons for Teaching Self-Awareness and Self-Advocacy and other helpful free resources families can easily access online.

[Handout](#)

If Not Now, When? Early Intervention & AAC

Camber Moulton, MS, CCC-SLP, ATP

Assistive Technology Curriculum Specialist, Oklahoma Assistive Technology Center (OATC)

Training and Outreach Coordinator, Oklahoma Autism Network (OAN)

OATC and OAN are programs of the Tolbert Center for Developmental Disabilities and Autism at the University of Oklahoma Health Sciences Center

When does communication begin? When should we address communication for children with developmental disabilities? The answer should be the same for both questions. Participants will explore research on introducing augmentative and alternative communication (AAC) devices in early intervention, discuss myths of AAC devices, and review the basic procedure for AAC acquisition. This presentation will be full of information, videos, and case examples of beginning AAC users.

[Handout](#)

The Impact of Autism Friendly Locations™ on Community Inclusion

Jennifer Sollars Miller, BS Health Promotions

Co-Founder, Autism Friendly Locations

Michelle Wilkerson, BA Psychology

Co-Founder, Autism Friendly Locations

Autism is an "invisible" disability and as such it is important for children with autism to have proper identification to help both families and businesses feel more comfortable and welcome in public places. Once other people are aware of an

individual's disability, the more understanding and helpful they become. For children with autism spectrum disorders, opportunity, consistency and repetition are the keys to learning to become acclimated to a new environment. Because generalization is difficult, a child with autism will need to spend time and explore each new environment and learn how to adjust. If wearing appropriate identification helps individuals with autism and their families gain a sense of understanding and support in the community, they can become less isolated and more independent. This is a win for the families and a win for the businesses.

Handout

It's Complicated: Comorbid Psychiatric Disorders, Treatment and Support

Traci Cook, MS

Executive Director, NAMI Oklahoma

Those who have a diagnosis of autism frequently have comorbid psychiatric conditions, with rates significantly higher than would be expected from the general population. In fact, a few research studies suggest that just over two-thirds of those with autism have been diagnosed with one or more additional psychiatric disorders, including ADHD, anxiety disorders, mood disorders, depressive disorders, and schizophrenia. The presenter will explain the most common comorbid psychiatric disorders, provide information on effective treatments and offer tips on how to navigate Oklahoma's mental health system.

Handout

Look Who is Talking Now!

Camber Moulton, MS, CCC-SLP, ATP

Assistive Technology Curriculum Specialist, Oklahoma Assistive Technology Center (OATC)

Training and Outreach Coordinator, Oklahoma Autism Network (OAN)

OATC and OAN are programs of the Tolbert Center for Developmental Disabilities and Autism at the University of Oklahoma Health Sciences Center

Children with complex communication needs often rely on AAC (augmentative/alternative communication) devices to communicate. In today's technology tsunami, students are gaining access to AAC faster than ever and are seeking communicative partners. Let's explore how to teach and implement this technology language to students and imagine what they will say!

Handout

On the Wrong Planet

Alex Plank, BA

Owner, Wrong Planet; Consultant, The Bridge

Alex Plank created WrongPlanet.net at the age of 17 and now works as an autism consultant on FX's The Bridge. He will speak about his experiences portraying autism in the media and his work on "The Bridge." By sharing his own story, Alex will show one can succeed in life by focusing on his or her strengths.

Handout

Partnering with Parents to Change Lives

Rene' Daman, PT, MS

Director of the Oklahoma Autism Network, Tolbert Center for Developmental Disabilities and Autism, University of Oklahoma Health Sciences Center

Amber Theinert

Parent

Parents are the most important person in the life of a child. They are the people that have the greatest impact on the child as they grow and develop. Professionals often move in and out of a family's life but can leave a lasting impact. The approach professionals use in working with a family can either create a sense of dependence or can build family capacity and confidence with regards to supporting their child with autism. Presenters in this interactive session will discuss strategies for building family capacity versus creating a sense of dependence on professionals in supporting their child with autism to be successful in life.

Handout

Planning and Intervention Options for Managing Children and Youth with Autism Spectrum Disorders.

Richard Simpson, EdD

Professor of Special Education, University of Kansas

Management of children and youth with Autism Spectrum Disorders requires use of systematic and individualized

intervention methods and support strategies. This session discusses assessment and planning procedures and practices linked to best possible outcomes for these learners.

Handout

Update on Medications for Individuals with Autism Spectrum Disorder

Debra L. Stevens, PharmD, BCPP

Director of Pharmacy Services, Oklahoma Department of Human Services, Developmental Disabilities Services

How do you start the conversation when psychotropic medication is being considered? How do you advocate and monitor effectiveness? When is medication an appropriate choice? When should other factors be considered prior to consideration of a medication intervention? Dr. Stevens will cover the most common psychotropic medications used to treat behavioral issues associated with autism.

Handout

Shared Insight

Eustacia Cutler, BA

Yes, Your Child is Autistic, but Who is Your Child and Who Are You?

We're living today in a culture of instant access. Going on a Safari? Dr. Google will tell you what shots to get. Took the wrong turnpike to Minneola? GPS straightens you out. Need a new life partner? Virtual has the perfect mate. The internet has given us an insatiable appetite for easy answers. There is no easy answer to autism, only choices. But choices can be changed. And you will change them, and you will be changed by them. Ms. Cutler, will address the impact of today's culture on individuals with ASD and the way we view them. What's going on socially, medically, and emotionally?

Social Skills Group Therapy for Children and Adolescents with Autism Spectrum Disorders

Jennifer L. Morris, PhD

Clinical Child Psychologist

Dr. Morris will focus on the development and implementation of social skills group therapy with children and adolescents with autism spectrum disorders. She will discuss identifying topics, group selection, structuring the sessions, and

managing behavior and other issues within the group setting.

Handout

Social Thinking, the Social Academic Connection and Treatment Ideas: The ILAUGH Model

Michelle Garcia Winner, MA, CCC-SLP

Founder, Social Thinking®

Most of us know that students with social learning challenges (e.g. ASD, ADHD, NVLD, twice exceptional, etc) usually exhibit issues relating seamlessly with their peers. Less familiar to parents and professionals is how one's social learning impacts our student's ability to process and respond to socially based curriculum such as reading comprehension of literature and written language. Winner will address how a variety of learning abilities, such as "getting the big picture," "understanding perspective," and "abstracting and inferring" influence a student's ability to participate actively in their education across the school day. Practical treatment strategies for use in the mainstream classroom will be discussed along with how this information relates to students' mastery of the state educational standards.

Handout

Social Thinking: Teaching Thinking to Advance the Development of Social Skills

Michelle Garcia Winner, MA, CCC-SLP

Founder, Social Thinking®

Students with solid to strong language and academic learning abilities are expected to learn more sophisticated social skills. Social Thinking provides philosophy and a variety of strategies, based on the evidence, to foster our student's social problem solving to help them adapt their social skills in the moment of social interaction. Through strategies to promote socially based executive functioning, Theory of Mind and Central Coherence students are also learning concepts which will carry over into socially based academic curriculum lessons such as reading comprehension of literature and written expression. Winner will provide a brief introduction to core Social Thinking concepts that can be taught across different age groups.

Handout

Supporting Children with Challenging Behavior in the Home and Community Settings

Rene' Daman, PT, MS

Director of the Oklahoma Autism Network, Tolbert Center for Developmental Disabilities and Autism, University of Oklahoma Health Sciences Center

Children with autism engage in challenging behavior that can make it difficult for parents and caregivers to do things that they need to do and things they want to do. Over time challenging behavior can lead to isolation for the family and the child. Participants in this session will discuss the primary functions of behavior and learn strategies that can be implemented in the home and community setting to decrease the occurrences of challenging behavior.

Handout

Teaching Middle School Students about People First Language

Ellyn Hefner

NICU Family Support Navigator, Oklahoma Family Network

Maleeha Shaidid, ECFMG certified, MPH

Behavioral/Social Epidemiology Coordinator, SoonerSUCCESS, Department of Developmental and Behavioral Pediatrics, University of Oklahoma Health Sciences Center

Words have power. Children and adults who have intellectual disabilities have made clear that negative language leads to "harmful action, discrimination, abuse, negative stereotypes, disenfranchisement, and violence". "Retard" and "retarded" are derogatory and dehumanizing. Words used as descriptors can cause others to think that people with intellectual disabilities are not able to achieve the things that others can achieve, such as leadership, athlete, fan, classmate or friend. "People with intellectual disabilities" are the words that we use now as it puts the person first and shows respect. For years advocates have fought to rid and eliminate the use of the term "mental retardation." This term harms and de-humanizes children and adults.

People with disabilities do not want to be labeled. They do not want to be defined by their disability. Descriptors put before the person automatically separate that person from their community. Disability is natural and part of the human experience. The presenters will discuss a research project at an Oklahoma City school where middle school students talk with their peers about people first language and the resulting changes. Leaders of the class attend a workshop and learn to place the emphasis on the person rather than the disability.

Handout

The Transition Assessment and Goal Generator (TAGG): A New Assessment Based Upon Student Skills and Experiences Associated with Post-Secondary Employment and Further Education

Jim Martin, PhD

Professor and Zarrow Family Chair in Learning Enrichment and Director of the Zarrow Center, Department of Educational Psychology, University of Oklahoma

Jennifer Burnes, MEd

Doctoral student in special education, University of Oklahoma

Research assistant, Zarrow Center, University of Oklahoma

The new on-line TAGG transition assessment identifies the strengths and needs of secondary-aged students with mild to moderate disabilities to produce annual transition goals that IEP teams use to develop the IEP transition section. Professionals, students, and family members use the TAGG to evaluate non-academic behaviors research identified as associated with post-school education and employment. Iterative development, validity evidence, usage feedback, and post-school follow-up evidence will be described. Item Response Theory algorithms produce graphic profiles, lists of strengths and needs, a summary performance statement, and annual transition goals matched to common core standards. The on-line assessment will be demonstrated.

[Handout 1](#)

[Handout 2](#)

[Handout 3](#)