

2009 Agenda

Over 40 sessions by national and regional speakers to discuss a broad range of topics including medical and health, education and social skills, and families and advocacy.

AGENDA

Friday, November 6, 2009

8:00 - 4:00 pm EXHIBIT HOURS

7:00 - 8:30 am REGISTRATION

8:30 - 10:15 am OPENING SESSION and KEYNOTE

Current Research in Autism Spectrum Disorders

James McPartland, Ph.D.

Assistant Professor, Yale Child Study Center

Associate Director, Developmental Electrophysiology Laboratory

Room: Oklahoma Ballroom F

Dr. McPartland will review recent research in autism spectrum disorders, including etiology, brain basis, epidemiology, and candidate genetic mechanisms.

[McPartland Handout](#)

10:15 - 10:30 am BREAK

10:30 - 11:45 am CONCURRENT SESSIONS I

Siblings and Autism: A Lifelong Experience

Sherilyn Walton, LCSW

Family Support Coordinator, TARC

Room: Boomer

Exploring issues that affect children, adolescents, and adults who have siblings with autism, discussion will include common sibling interactions at various developmental stages and preparing typical siblings to help plan for and support their brothers and sisters through their lifespan.

"Hitches in the Get-a-Long" Transition and Its Many Issues

Jan Moss

Director Community Leadership and advocacy, OK LEND Faculty
Center for Learning and Leadership/UCEDD/OUHSC College of Medicine
Room: Sooner

Maturation is a normal function for our children, however, for individuals who struggle with affect disorders, autism, social problems, language problems and certain behaviors, it becomes a stage of change that is often hard to understand, much less plan around. It is imperative that the biological and the emotional struggles of our children be addressed appropriately with the help of health professionals who can support our children as they grow into adults. Personal experiences will be shared.

[Moss Handout 1](#)

[Moss Handout 2](#)

Assistive Technology Made Simple

Emily Boyett, MS, SLP-CCC

Assistive Technology Curriculum Specialist/ Speech Language Pathologist, University of Oklahoma Health Sciences Center, Department of Rehabilitation Sciences, Tolbert Center for Developmental Disabilities, Oklahoma Assistive Technology Center

Room: A

Various assistive technology tools and devices to help children with autism participate in family, school, and community life will be reviewed and demonstrated. The definition of assistive technology will be reviewed as well as strategies and tools targeting such issues as behavior, curriculum, and communication.

[Boyett Powerpoint Handout](#)

[Boyett Handout 2](#)

Boyett Handout 3

[Boyett Handout 4](#)

Seizure Disorders

Pam Clark, RN

State Nursing Director, Oklahoma Department of Human Services, Developmental Disabilities Services Division

Liphard D'Souza, MD

Medical Director for DDSD/DHS

Oklahoma Department of Human Services, Developmental Disabilities Services Division, DDSD Area 2

Room: B

Focuses of this presentation include recognizing when a person is having a seizure, possible reasons for the seizure disorders, recommended treatments for seizure disorders, and how to care for a person while they are having a seizure and the recovery phase. This course will be informative for family members, professionals and direct care givers who care for or who are responsible for individuals diagnosed with a seizure disorder.

It's Potty Time! Toilet Training for Children with Autism

Kim Cornman, MA

Special Project Coordinator- Early Foundations: Autism Model & Outreach Project, University of Oklahoma Health Sciences Center, Child Study Center

Room: C / D

Effective strategies for toilet training children with autism will be discussed including two different approaches and real life examples.

[Cornman Powerpoint](#)

[Cornman Powerpoint Handout](#)

Supporting Social Development in Young Adolescents with Asperger's Syndrome

Diana Mobley, PhD

Licensed Psychologist

Room: E

Early adolescence represents a critical time for helping students with Asperger's extend their social skills into age-appropriate, real-world settings. While their social interest and desire to fit in is high, their rigidity, limited social tools, and problems with perspective-taking compromise their successful integration into unstructured activities with peers. The goal of intervention needs to be the facilitation of spontaneous, peer-to-peer interactions around tasks representing mutual interest areas, while limiting artificial supports.

[Mobley Powerpoint](#)

[Mobley Powerpoint Handout](#)

Social and Non-social Perception in Autism

James McPartland, PhD

Assistant Professor, Yale Child Study Center

Associate Director, Developmental Electrophysiology Laboratory

Room: F

Visual perception in typical and atypical social development is important. Based on research findings in eye-tracking and brain electrophysiology, differences in salience and proficiency in processing social versus non-social information will be discussed.

[McPartland Handout](#)

An Introduction to Addressing Problem Behavior and Effective Behavior Intervention Plans (part 1)

Regina M. Crone, MEd, BCBA

Executive Director, Teach Me LLC

Room: G / H

The speaker will present steps for conducting an effective functional behavior assessment (FBA) by identifying problem behavior by its function (cause) and then selecting treatments or interventions which are effective in reducing behavior through teaching replacement behaviors. Participants will learn to identify functions of behavior, evaluate current behavior intervention plans (BIP) and write appropriate function-based interventions. Video examples, a sample FBA, and datasheets will be provided.

Rearing a Child with Autism: Perspectives on Parental Stress, Coping, and Resilience

Judy O. Berry, EdD

Professor and Chair, University of Tulsa, Department of Psychology

Room: I / J

Using a lifespan format to address stress experienced by families rearing a child with autism, the speaker will present what she calls "scholarship with a heart" to examine how families cope, adapt, and grow through the challenges of living with a child with autism and how family members nurture and support their child's developmental journey to adulthood. This is a journey she has personally traveled with her son with disabilities.

[Berry Powerpoint](#)

[Berry Powerpoint Handout](#)

11:45 - 1:00 pm LUNCH (on your own)

1:00 - 2:15 pm CONCURRENT SESSIONS II

Easy Classroom Data Systems and Writing Effective IEP's Using the ABLLS-R

Kelle Wood Rich, BCBA

Owner/Director, Central Texas Autism Center Austin, Texas

Room: Boomer

The speaker will review the Analysis of Verbal Behavior, the ABLLS-R assessment and curriculum tool, and how to write measurable IEP's based on this assessment tool. Easy classroom data collection systems will be presented with reproducible data sheets. Lecture and video examples are included.

[Wood Rich Powerpoint](#)

[Wood Rich Powerpoint Handout](#)

[Wood Rich Handout 2](#)

[Wood Rich Handout 3](#)

[Wood Rich Handout 4](#)

Psychiatric Issues in Autism Spectrum Disorder: Medication Management and Co-Morbidity

Marciale Ledbetter, MD

Medical Director, Riverside Behavioral Health

Room: Sooner

Dr. Ledbetter will provide an overview of medication management for symptoms of ASD and co-morbidities that may occur in patients with ASD.

Assistive Technology Made Simple (repeat)

Emily Boyett, MS, SLP-CCC

Assistive Technology Curriculum Specialist/ Speech Language Pathologist, University of Oklahoma Health Sciences Center, Department of Rehabilitation Sciences, Tolbert Center for Developmental Disabilities, Oklahoma Assistive Technology Center

Room: A

Various assistive technology tools and devices to help children with autism participate in family, school, and community life will be reviewed and demonstrated. The definition of assistive technology will be reviewed as well as strategies and tools targeting such issues as behavior, curriculum, and communication.

[Boyett Powerpoint Handout](#)

[Boyett Handout 2](#)

Boyett Handout 3

[Boyett Handout 4](#)

Early Identification and Screening for Autism Spectrum Disorders

Jennifer Moyano, OTR/L

Occupational Therapist, University of Oklahoma Health Sciences Center, Department of Rehabilitation Sciences, Oklahoma Autism Network

Room: B

Participants will learn the early warning signs for Autism Spectrum Disorders and about screening tools available including strategies for incorporating ASD screening into current practice.

[Moyano Powerpoint](#)

[Moyano Powerpoint Handout](#)

Staying Connected in a World That Tries to Tear Us Apart

Scott Roby

Project Manager/Marriage Education, Oklahoma Marriage Initiative

Room: C / D

This interactive session will provide couples with the tools to improve communication, manage expectations, and incorporate fun back into their marriage.

Engaging, Connecting, and Problem-Solving: Practical Strategies that Work at Home, and in Real Life!

Stacy Goresko, PhD, RDI® Program Certified Consultant

Founder and Director of Help Autism Center, Longmont, CO

Room: E

This fast-paced presentation, taught by a certified Relationship Development Intervention (RDI®) Certified Consultant, also the parent of a child with ASD, will give you the tools, techniques, and basic principles of RDI. You will learn how to engage, connect and problem-solve with your children in profound ways while increasing your own confidence. You will experience interactive videos of professionals and parents working with children and witness first-hand how RDI is "the missing piece" of autism treatments.

Dietary and Nutrition Intervention for Autism and Related Disorders (part 1)

Kelly M. Barnhill, MBA, CN, CCN

Clinical Nutritionist, Thoughtful House Center for Children

Room: F

The fundamentals of building a healthy diet are the basis of creating a successful dietary intervention protocol and these are explored in detail including the elimination of dietary protein such as gluten and casein as a treatment intervention for autism.

[Barnhill Handout](#)

An Introduction to Addressing Problem Behavior and Effective Behavior Intervention Plans (part 2)

Regina M. Crone, MEd, BCBA

Executive Director, Teach Me LLC

Room: G / H

The speaker will present steps for conducting an effective functional behavior assessment (FBA) by identifying problem behavior by its function (cause) and then selecting treatments or interventions which are effective in reducing behavior through teaching replacement behaviors. Participants will learn to identify functions of behavior, evaluate current behavior intervention plans (BIP) and write appropriate function-based interventions. Video examples, a sample FBA, and datasheets will be provided.

Rearing a Child with Autism: Perspectives on Parental Stress, Coping, and Resilience

Judy O. Berry, EdD

Professor and Chair, University of Tulsa, Department of Psychology

Room: I / J

Using a lifespan format to address stress experienced by families rearing a child with autism, the speaker will present what she calls "scholarship with a heart" to examine how families cope, adapt, and grow through the challenges of living with a child with autism and how family members nurture and support their child's developmental journey to adulthood. This is a journey she has personally traveled with her son with disabilities.

[Berry Powerpoint](#)

[Berry Powerpoint Handout](#)

2:15 - 2:45 pm BREAK

2:45 - 4:00 pm CONCURRENT SESSIONS III

Teaching Non-vocal Students with Autism: Where to Start Your Intervention

Kelle Wood Rich, BCBA

Owner/Director, Central Texas Autism Center Austin, Texas

Room: Boomer

The speaker will present a review of the Analysis of Verbal behavior, how to choose a response form for non-vocal learners and how to teach manding (requesting) skills. Lecture and video examples are included.

[Wood Rich Powerpoint](#)

[Wood Rich Powerpoint Handout](#)

**Psychiatric Issues in Autism Spectrum Disorder: Medication Management and Co-Morbidity
(continued)**

Marcialee Ledbetter, MD

Medical Director, Riverside Behavioral Health

Room: Sooner

Dr. Ledbetter will provide an overview of medication management for symptoms of ASD and co-morbidities that may occur in patients with ASD.

Guardianship: What Is It & Do I Really Need It?

Rebecca Palmer

Guardianship Programs Manager, Oklahoma Department of Human Services, Developmental Disabilities Services Division

Room: A

Many families struggle with the question of whether or not they need to establish guardianship of their adult family member with a developmental disability. During this session you will be provided information and resources to help you understand what guardianship is, determine if you need it, and know the alternatives to guardianship might work for you.

*No Handout Available-Session was Cancelled

Autism and Safety

Jennifer Sollars Miller, BS Health Promotion

Resource Director, Autism Center of Tulsa

Safe Kids Coalition Member, Chairman: Special Needs Committee

Room: B

Injury is the leading cause of death in children over 1 year of age. In 2003, unintentional injuries caused the deaths of 4,241 children under the age of 15 (U.S. Department of Health and Human Services). In addition, each year more than 92,000 children are permanently disabled (Safe Kids, U.S.A.). Children with developmental disabilities (such as autism) have higher than average risks for injuries and injury related deaths (Safe Kids, U.S.A.). Autism and safety contains general injury prevention information and

specific considerations for children with autism spectrum disorders. Helpful tools and strategies will be given to teach children safety rules.

Autism Service Dogs

Mary Green, CPDT-KA (Certified Professional Dog Trainer)

Owner, K9 Manners & More of Oklahoma

Trainer for Therapeutics Service Dogs of Oklahoma

Room: C / D

The presentation will include a panel discussion about service dogs partnering with people with autism. Discussion will include what a service dog does and how a person could obtain a service dog.

*No Handout Available

Engaging, Connecting and Problem-Solving: Practical Strategies That Work at School

Stacy Goresko, PhD, RDI® Program Certified Consultant

Founder and Director of Help Autism Center, Longmont, CO

Room: E

This fast-paced presentation, taught by a Relationship Development Intervention (RDI®) Certified Consultant, also the parent of a child with ASD, will give you the tools, techniques, and basic principles of RDI and how to apply them to a school setting. Teachers and other professionals will learn how to engage, connect and problem-solve with their students in ways they never thought possible. You will experience interactive videos of professionals and parents working with children and witness first-hand how RDI is "the missing piece" of autism treatments.

Dietary and Nutrition Intervention for Autism and Related Disorders (part 2)

Kelly M. Barnhill, MBA, CN, CCN

Clinical Nutritionist, Thoughtful House Center for Children

Room: F

The fundamentals of building a healthy diet are the basis of creating a successful dietary intervention protocol and these are explored in detail including the elimination of dietary protein such as gluten and casein as a treatment intervention for autism.

[Barnhill Handout](#)

Sensory Processing in a Nutshell

Elizabeth DeGrace, PhD, OTR/L

Assistant Professor, University of Oklahoma Health Sciences Center, Department of Rehabilitation Science

Room: G / H

Dr. DeGrace will provide an overview of sensory processing and strategies to promote optimal engagement in everyday life will be provided.

Building Partnerships to Support Individuals with ASD and Their Families

Rene' Daman, PT, MS

Director, University of Oklahoma Health Sciences Center, Department of Rehabilitation Sciences, Oklahoma Autism Network

Room: I / J

Parents, professionals, and community organizations can come together to expand the resources available to individuals with ASD and their families. Participants will hear examples of how several different communities have built upon existing resources to develop creative opportunities for community participation.

[Daman Powerpoint](#)

[Daman Powerpoint Handout](#)

Saturday, November 7, 2009

8:00 - 4:00 pm EXHIBIT HOURS

8:00 - 8:30 am REGISTRATION

8:30 - 9:30 am KEYNOTE

A Life Filled with Asperger Syndrome

Liane Holliday Willey, EdD

Author, Communications Consultant and Asperger Syndrome Advocate

Room: Oklahoma Ballroom F

Liane Holliday Willey will share her experiences with Asperger syndrome as a daughter of a wonderful Aspie father, a mother of a happy Aspie daughter, a professional in the field of communications and learning style differences, and perhaps most importantly, as a person who has Asperger syndrome herself. While the difficult moments of life with an ASD will be explored, they will not be left dangling

like sad teardrops on a dry crop. Liane will present the good and the fruitful side of academic, emotional, and social supports, caregivers and professionals can all use, when providing intervention and assistance for those with an ASD.

[Holliday Willey Powerpoint](#)

[Holliday Willey Powerpoint Handout](#)

9:30 - 10:00 am BREAK

10:00 - 11:30 am CONCURRENT SESSIONS IV

Introduction to DIR/Floortime

Dr. Gary Jones, PhD

Psychologist

Rachel Ottley, OTR/L

Occupational Therapist, Therapy Works

Room: Boomer

The DIR® Model (Developmental, Individual-Difference, Relationship-Based) and Floortime™ approach will be described in detail as a specific method of intervention, implemented with children who demonstrate language and communication delays and, particularly those diagnosed with autism spectrum disorders (ASD). This three part DIR model for understanding and treating autism spectrum disorders and other disorders of communicating, relating, and thinking considers the functional emotional developmental core capacities of the child along with the individual differences based on the child's sensory organization, affect regulation, and motor planning. The backdrop of all these developmental activities is the joy of social relationships which motivates these capacities and conveys the potential for flexible and creative organization and learning in the developing child.

[Jones/Ottley Powerpoint](#)

Clinical Practice Guidelines for Management of Children with Autism Spectrum Disorders: What Families Should Expect From Their PCP

Kathleen Combs, MD

Integris Canadian Valley Regional Hospital

Room: Sooner

Dr. Combs will discuss the American Academy of Pediatrics guidelines for primary care management of children with autism spectrum disorders published in 2007. Open discussion about the optimal role of a Primary Care Provider in the care of a child with an autism spectrum disorder will be encouraged.

Transition Education Fundamentals

Jim Martin, PhD

Zarrow Professor of Special Education, University of Oklahoma, Zarrow Center

Room: A

Transition education prepares students for employment, further education, and community living. This workshop will examine the four big transition education concepts and discuss the seven steps to implement transition education practices at school and at home.

[Martin Powerpoint Handout](#)

Getting an Early Start: Effective Early Intervention Practices for Children with ASD

Bonnie J. McBride, PhD, BCBA

Assistant Professor, University of Oklahoma Health Sciences Center, Developmental and Behavioral Pediatrics

Room: B

Current science supporting early intensive intervention for children with ASD and strategies for implementing these recommendations in current service delivery systems such as early childhood educational settings and home environments will be discussed.

[McBride Powerpoint](#)

[McBride Powerpoint Handout](#)

Parents & Puberty: A Survival Guide

Terry Dennison

Director of Educational Services; Adjunct Professor

Planned Parenthood of Central Oklahoma; University of Oklahoma Department of Health and Exercise Science

Room: C / D

Youth living with autism spectrum conditions are sexual people who have special needs for accurate, understandable sexuality information, and the skills with which they can make responsible choices in their daily lives. This presentation will help parents play a key role in facilitating their children's learning about sexual feelings, appropriate expression of these feelings, the changes of puberty, and lessening the fears and anxieties (for kids and their parents!) that they transitions can bring.

[Dennison Handout 1](#)

[Dennison Handout 2](#)

[Dennison Handout 3](#)

[Dennison Handout 4](#)

[Dennison Handout 5](#)

Building Successful School Inclusion Programs Through the Years: Elementary School

Sheila Wagner, MEd

Autism Educational Specialist & Consultant

Room: E

Through a series of lectures, the speaker will track inclusion programming through the years, identifying the necessary strategies and methods that can ensure success. Ms. Wagner will highlight social and behavior programming, as well as collaboration methods, anti-bullying tactics and transition issues to improve outcomes.

*No Handout Available

Understanding Asperger's

Liane Holliday Willey, EdD

Author, Communications Consultant and Asperger Syndrome Advocate

Room: Oklahoma Ballroom F

[Holliday Willey Handout](#)

[Holliday Willey Handout 2](#)

Prevent-Teach-Reinforce Model: A Tier 3 Behavior Intervention That Really Works!

Rose Iovannone, PhD

Assistant Professor in Research, Florida Mental Health Institute, Department of Child and Family Studies, Division of Applied Research and Educational Support at the University of South Florida in Tampa

Room: I / J

Although there is ample evidence showing the effectiveness of function-based support plans to address problem behaviors of students with autism spectrum disorders, they are not always developed as intended in typical school settings. This presentation will describe the *Prevent-Teach-Reinforce* model, a U.S. Department of Education behavior research project evaluated with 200 school-based teams. Participants attending the session will learn the steps of a structured yet easily replicable positive behavior intervention process, view case examples, and obtain teacher-friendly materials and tools that have been proven useful to school teams.

[Iovannone Powerpoint](#)

[Iovannone Powerpoint Handout](#)

[Iovannone Handout 2](#)

11:30 - 1:00 pm LUNCH (on your own)

1:00 - 2:15 pm CONCURRENT SESSIONS V

Anxiety and Emotional Control in Children with Autism Spectrum Disorders

Jennifer L. Morris, PhD

Clinical Child Psychologist (License Pending)

Room: Boomer

Children with Autism Spectrum Disorders often experience a number of anxiety and mood-related symptoms. This presentation will discuss common anxiety/mood symptoms, prevalence, and treatment for children with Autism Spectrum Disorders. The presentation will also address common sources of anxiety and emotional reaction for children with Autism Spectrum Disorders.

[MorrisPowerpoint](#)

[Morris Powerpoint Handout](#)

Social Dyad: How to Get the Ball Rolling!

Judy R. Curley, MS CCC

Speech Language Pathologist, Associated Speech Language Services

Room: Sooner

Participants will learn how to begin social skills with children on the autism spectrum, specifically those who cannot handle even a small group. Discussion will include how to begin with one peer, train a child to interact, build on play skills, conversation and interests in others.

[Curley Powerpoint](#)

[Curley Powerpoint Handout](#)

[Curley Handout 2](#)

Wrap Around and Systems of Care: A Transformation Model that Works in Oklahoma

Keith Pirtle, MSW

Senior State Project Director, Oklahoma Systems of Care, Oklahoma Department of Mental Health and Substance Abuse Services

Room: B

Participants will learn about partnerships available to them to assist children with emotional and behavioral issues. The presentation will include specifics about Oklahoma's Systems of Care, child serving systems integration efforts, and partnerships taking place around Oklahoma.

[Pirtle Powerpoint](#)

[Pirtle Powerpoint Handout](#)

Parent Voice- Hear From Parents

Facilitator: Dee Blöse

Executive Director, Youth & Family Services

Room: C / D

Come and hear from a panel of parents about their journey through the autism arena. They will share their stories so that others can glimpse into their world. They will offer suggestions about ways others can be helpful and well as help other parents find hope for the future.

*No Handout Available

Building Successful School Inclusion Programs Through the Years: Middle School

Sheila Wagner, MEd

Autism Educational Specialist & Consultant

Room: E

Through a series of lectures, the speaker will track inclusion programming through the years, identifying the necessary strategies and methods that can ensure success. Ms. Wagner will highlight social and behavior programming, as well as collaboration methods, anti-bullying tactics and transition issues to improve outcomes.

*No Handout Available

Autism and the Environment

Donna Ferullo

Director of Research Programs, Autism Society of America

Room: F

Autism is a complex whole body disorder of likely complex origins. It is one of many chronic conditions on the rapid rise. Environmental exposures could play a role in the inception, modulation or expression of autism. This talk explains some recent work in scientific research and government policy intended to protect the developing brain and body from neurotoxins, as well as strategies for the home and local environment that may reduce severity of symptoms in autism and other chronic conditions.

What to Expect Over Time with Autism Spectrum Disorder

Lara M. Mattox, PhD

Clinical Psychologist, Tulsa Developmental Pediatrics & Center for Family Psychology

Room: I / J

Dr. Mattox will discuss some of the common challenges facing those with Autism Spectrum Disorders at different times in life, from preschool to adulthood. This will include a discussion of some academic challenges frequently experienced by individuals with ASD, as well as difficulties in the home and community.

2:15 - 2:45 pm BREAK

2:45 - 4:00 pm CONCURRENT SESSIONS VI

Anxiety and Emotional Control in Children with Autism Spectrum Disorders (repeat)

Jennifer L. Morris, PhD

Clinical Child Psychologist (License Pending)

Room: Boomer

Children with Autism Spectrum Disorders often experience a number of anxiety and mood-related symptoms. This presentation will discuss common anxiety/mood symptoms, prevalence, and treatment for children with Autism Spectrum Disorders. The presentation will also address common sources of anxiety and emotional reaction for children with Autism Spectrum Disorders.

[MorrisPowerpoint](#)

[Morris Powerpoint Handout](#)

Social Dyad: How to Get the Ball Rolling! (repeat)

Judy R. Curley, MS CCC

Speech Language Pathologist, Associated Speech Language Services

Room: Sooner

Participants will learn how to begin social skills with children on the autism spectrum, specifically those who cannot handle even a small group. Discussion will include how to begin with one peer, train a child to interact, build on play skills, conversation and interests in others.

[Curley Powerpoint](#)

[Curley Powerpoint Handout](#)

[Curley Handout 2](#)

Social Skills Groups for Children with Autism Spectrum Disorders

Pamela Moore, MOT,OTR/L

Occupational Therapist, Able Kids Therapy

Wendy Huckeba, PhD

Developmental Neuropsychologist

Able Kids Therapy

Room: C / D

The speakers will discuss their experiences in conducting groups for children diagnosed with Autism Spectrum Disorder. They will present different activities to gain group cohesion and strategies for success in the group setting, addressing sensory integration and behavior issues.

Effective Strategies for Addressing Sleep Problems in Children with Autism

Bonnie J. McBride, Ph.D., and Thomas Lock, MD

Room: I / J

[McBride/Lock Powerpoint](#)

[McBride/Lock Powerpoint Handout](#)