

2013 Agenda – Oklahoma Statewide Autism Conference

[Wednesday, November 13, 2013](#)

9:00 am – 10:30 am Opening Session

Autism and My Sensory Based World

Temple Grandin, PhD

During this presentation Dr. Grandin will describe her experience with autism such as learning language, sensory problems, visual thinking and getting employment.

10:30 am – 10:45 am Break

10:45 am – 11:45 am Concurrent Session 1

Functional Behavior Assessment for Children with Autism

Lori Metcalf, EdS, NCSP and Ashley Kimbrell, MS Ed

Presenters will discuss functional based assessments within the home and school environment using Applied Behavioral Analysis (ABA) principles. They will explain the process of an FBA and teach data collection procedures as well as identify the different types of functions. The adaptation to home and school environments will also be examined. Presenters will also detail how information can be used to form Behavior Intervention Plans.

Handout

Motivating Students with Autism in the Classroom

Susan Howard, PhD

This presentation is an introductory course for parents and school personnel working with students on the autism spectrum to increase motivation in the classroom setting. Most students with autism, regardless at which point they may fall along the continuum of intellectual and communication abilities, have difficulty with attention and the executive functions of self-monitored organizational skills. The student's cooperation in activities which can promote learning are best motivated by using his own special interests and positive reinforcement strategies which will be explored and outlined in this presentation. Further, understanding how to utilize a Functional Behavioral Assessment and a Behavioral Intervention Plan to assist the student with learning replacement skills for undesirable behaviors will be discussed.

Handout

Family Health and Autism

Beth DeGrace, PhD, OTR/L, FAOTA

This presentation will describe a research program that has focused on family life and raising children with autism. Findings from a decade of qualitative and mixed method research will be presented and implications for practice and supporting family health will be described.

Handout not yet available

“I Can Do Things Normal People Can’t”: Parents’ and Adolescents’ Descriptions of Autism Spectrum Disorder Diagnoses

Kacey Vierling, MS

Changes in the DSM-5 are of chief concern to persons with ASD and their families. This presentation includes parent report of conversations with their children about Autism, Asperger’s, and disability. Narratives from adolescents with ASD help provide a better understanding of how such labels impact adolescent self-perception. Implications for researchers and practitioners include working collectively to encourage dialogue among parents and adolescents that promotes positive self-concept for adolescents with ASD and their parents.

Handout

11:45 am – 1:00 pm Lunch (on your own)

1:00 pm – 2:30 pm Concurrent Session 2

AgVocates: A Unique Approach to Animal Therapy

Josh Hargis & Duane Howell

AgVocates for Exceptional Individuals is a program designed to promote the cognitive, social and physical development of children on the autism spectrum. With emphasis on experiential learning in an inclusive environment, lessons are recognized to improve life skills and social concepts. With forward thinking, we enhance competencies necessary for transition beyond high school.

Handout

Self-Advocacy for Young Adults

Jenifer Randle

Young adults attending will learn about self-advocacy and ways to advocate for themselves and others. These sessions will be interactive, relying on participation from young adults. Others interested in assisting young self-advocates develop their advocacy and leadership skills are welcome to attend.

Handout not yet available

Motivating Children with Autism to Speak (Part 1)

Tamara S. Kasper MS/CCC-SLP, BCBA

Some children with autism may produce vocalizations, but struggle to speak clearly or use their vocalizations for communication. Learn research proven strategies from the fields of speech-language pathology and applied behavior analysis to assist children with autism and other disabilities in developing speech and refining articulation skills. Methods to systematically shape functional verbal communication in the context of requesting will be presented. Application of Kaufman's hierarchy of vocalizations and use of hand cues to improve speech production during verbal imitation training will also be described and illustrated via videotape. These strategies, viewed through the framework of Skinner's analysis of verbal behavior, can be implemented in a home or school based program.

[Handout](#)

Connected Kids: Training Parents to Use Developmental and Behavioral Strategies with Their Child with Autism Spectrum Disorder

Rene Daman, PT, MS, Julie Smith, MS, OTR/L, Jacob Singer, MA, BCBA, Annie Baghdayan, PhD, BCBA, and Ginger Wells, MSW

ConnectedKids is a program focused on training parents to use developmental and behavioral strategies to improve social communication for their young child with autism spectrum disorder. The training occurs in the home setting and focuses on the use of strategies within play and family routines. This presentation will provide an overview of the ConnectedKids program, including discussion of several families who have participated in the program.

[Handout](#)

Seizing the Opportunity: Building Capacity for Family Resilience

Jennifer Jones, PhD

Families of children and adults with ASD experience unique joys and stressors. Research among parents of children with ASD has found evidence of family resilience. Resilience is described as the ability to withstand hardship and rebound from an adversity, becoming stronger and more resourceful than before. Research among parents, grandparents, and siblings uncovers how their family members

provide a distinct source of joy, richness, perspective, and purpose. These stories help to paint a more complete picture of how persons with ASD and other developmental disabilities enrich our lives and increase our capacity for resilience.

Handout

Safety to Survive: A Guide to Safe Practices for Those Who Share a Moment with a Person with Autism.

Major Tracie Lewis

Participants in this presentation will view video of personal stories and best ways to respond when it relates to Law enforcement. Participants will also learn about personal safety for children and adults.

Handout

2:30 pm – 3:00 pm Break

3:00 pm – 4:30 pm Concurrent Session 3

Understanding Children's Behaviors from a Sensory Processing Perspective

Lorraine Auchter, OTR/L

The presenter will familiarize families, educators, and therapists with observing and treating signs of sensory processing disorder. The presenter will include a basic review of the nervous system and senses to help understand how sensory information is processed. Visible signs of poor sensory processing will be identified, along with video clips to reinforce observable behaviors and signs. The presenter will discuss calming and alerting strategies and provide numerous suggestions, along with information on when and how to incorporate strategies and suggestions into the home and other environments. Environmental modification ideas, resources and recommended reading materials will be provided. The presentation will include PowerPoint, videos and case study to reinforce learning.

Handout

Transition Services for Youth with Autism Spectrum Disorder:

Preparation for Employment after High School

Gary Albright & Michael Owens

With the number of individuals increasing who are diagnosed with Autism Spectrum Disorder, these young adults are limited with options to prepare for employment. Enhancing teaching strategies have shown an increase in learning and expediency. The use of assistive technology can assist these

individuals in navigating the neurotypical work world, dealing with social cues and communication language, while decreasing anxiety and the managing of sensory input. The Autism Spectrum Disorder Transitional Skills Program was developed to address these teaching strategies with an understanding of the individualistic sensory processing issues of each student.

Handout

Motivating Children with Autism to Speak (Part 2)

Tamara S. Kasper MS/CCC-SLP, BCBA

Some children with autism may produce vocalizations, but struggle to speak clearly or use their vocalizations for communication. Learn research proven strategies from the fields of speech-language pathology and applied behavior analysis to assist children with autism and other disabilities in developing speech and refining articulation skills. Methods to systematically shape functional verbal communication in the context of requesting will be presented. Application of Kaufman's hierarchy of vocalizations and use of hand cues to improve speech production during verbal imitation training will also be described and illustrated via videotape. These strategies, viewed through the framework of Skinner's analysis of verbal behavior, can be implemented in a home or school based program.

Why You Must Know How to Stop Bullying

Kayla A. Bower, JD

Ms. Bower will explain how to stop bullying and why it is important. She will also explain how to incorporate this information into an IEP or 504 Plan so that it becomes operational for a child with a disability in the school environment.

Handout

Special Needs Trust and Guardianship

Mark Holmes, JD

Planning for the long-term financial security of a loved one with special needs is an important factor that families must consider. Mark Holmes will discuss what a Special Needs Trust is and how the beneficiary with a disability will benefit from this Trust. Mark will also discuss the difference between Powers of Attorney and Guardianships and how to decide which would be best for your family.

Handout

Neurotypical

A film by Adam Larsen

Neurotypical is an unprecedented exploration of autism from the point of view of autistic people themselves. Four-year-old Violet, teenaged Nicholas and adult Paula occupy different positions on the autism spectrum, but they are all at pivotal moments in their lives. How they and the people around them work out their perceptual and behavioral differences becomes a remarkable reflection of the "neurotypical" world — the world of the non-autistic — revealing inventive adaptations on each side and an emerging critique of both what it means to be normal and what it means to be human. This event is a collaboration with POV, PBS' award-winning nonfiction film series.

<http://www.pbs.org/pov/neurotypical>

Thursday, November 14, 2013

8:15 am – 9:45 am Combined Session 1

Hidden Curriculum: Practical Solutions for Understanding Rules in Social Situations

Brenda Smith Myles, PhD

The Hidden Curriculum refers to the set of rules or guidelines that are often not directly taught but are assumed to be known (Garrett, 1984; Hemmings, 2000; Jackson, 1968; Kanpol, 1989). This curriculum contains items that impact social interactions, school performance, and sometimes health and well-being. The curriculum also includes unspoken rules, slang, metaphors, body language etc. While this information may be intuitive for neurotypical individuals, but it is not those with autism or other special needs. This session includes practical tips for teaching these hidden social needs to children and to adults and stresses the importance of making these a part of everyday life.

Handout

9:45 am – 10:15 am Break

10:15 am – 11:45 am Combined Session 2

Two Roads Diverged: Creating Enviable Lives for Individuals with Classic Autism

Ann Turnbull, EdD

Ann will share her family story of how her son, Jay, who experienced multiple disabilities, was able to move from an unenviable life in which he was expected to conform to the traditional service system to

an enviable life—living on his own working at the University of Kansas, hanging out with his friends, and having countless places in the community where “everyone knew his name.”

Handout

11:45 am – 1:00 pm Lunch (on your own)

1:00 pm – 2:30 pm Concurrent Session 4

DSM-5: Impact of Changes to ASD Criteria and Related Diagnostic Categories

Nicole R. Andrews, PhD and Kelli Marshall MS, CCC-SLP

The Diagnostic and Statistical Manual of Mental Disorders - 5th Edition includes many changes that are relevant to all diagnosticians and SLPs . This session will focus on changes to the diagnosis of Autism, the introduction of the new diagnosis of Social Communication Disorder and other changes related to developmental and speech-language disorders.

Handout

Group Action Planning as a Springboard for Envable Lives (Part 1)

Ann Turnbull, EdD

This workshop will describe a person-centered planning process, Group Action Planning, which Ann and her family used to envision an enviable life for Jay and to build the necessary supports, one component at a time. Ann will highlight strategies for creating the necessary structure, support from professionals and friends, payment options, and oversight that enabled Jay to experience the enviable life that he wanted for himself and that his family wanted for him.

Handout

Tantrums, Rage, and Meltdowns in Individuals with HFA/AS (Part 1)

Brenda Smith Myles, PhD

Stress and anxiety are common in children and youth with high functioning autism and Asperger Syndrome and is one of the most frequently observed symptoms in these individuals. The stress experienced by individuals with ASD may manifest itself in many ways, but it sometimes leads to tantrums, rage, and meltdowns. This escalating sequence seems to follow a three-stage cycle: (a) rumbling, (b) rage, and (c) recovery. This sequence can be problematic as many children and youth with ASD often endure the cycle unaware that they are under stress. This session will overview the cycle and discuss strategies that can be used at each stage. In addition, prevention strategies will be

discussed because of the combination of innate stress and anxiety and the difficulty that children and youth with ASD have in understanding how they feel, it is important that those who work and live with them understand the cycle of tantrums, rage, and meltdowns as well as interventions that can be used during this cycle.

[Handout](#)

Peers with Purpose: A Social Inclusion Program for Schools

Michelle Wilkerson and Jennifer Sollars Miller

This presentation will help you understand the importance of providing social opportunities to children with disabilities within a school setting. Peers with Purpose strive to bridge the gap between students with and without developmental disabilities by creating opportunities for them to socially interact both within and outside of the school setting.

[Handout](#)

[Handout2](#)

[Handout3](#)

Yummy Starts: Supporting Healthy Eating and Mealtime Success

Shahla Alai-Rosales, PhD, BCBA-D

This presentation will review food related challenges faced by children with autism and their families. The presentation will provide an overview of assessment and goal setting strategies and a review of the available evidence and clinical practices in addressing eating and mealtime skills. The presentation will conclude with a case description of one model of intervention employed by the UNT Easter Seals collaborative. The model is based on contextually responsive and approach based practices for young children with autism and their families.

[Handout](#)

[Handout 2](#)

Think Differently

Melinda Lauffenburger, MS, and Dee Blose, MEd

This family to family session will give families an opportunity to share ideas, link up and network regarding innovative ways to "think differently" about helping our children be successful, learn about ways to engage others in your world to celebrate our children, link up with local support group leaders and find out what is happening with Parent Groups and other statewide initiatives.

Handout not yet available

2:30 pm – 3:00 pm Break

3:00 pm – 4:30 pm Concurrent Session 5

Autism Works

Mary C. Ogle

Autism Works is a community-based vocational program for youth with Autism Spectrum Disorder and their neurotypical peers. Autism Works is a program that helps youth between the ages of 13 and 18 make the transition to adulthood, higher education and/or optimum employment by teaching social skills and exposing them to our community and work experiences at an early age. School systems, parents, and caregivers continue to state that a child with ASD needs to increase their confidence, increase independence, make friends and improve their communication skills.

Handout not yet available

Group Action Planning as a Springboard for Envable Lives (Part 2)

Ann Turnbull, EdD

This workshop will describe a person-centered planning process, Group Action Planning, which Ann and her family used to envision an enviable life for Jay and to build the necessary supports, one component at a time. Ann will highlight strategies for creating the necessary structure, support from professionals and friends, payment options, and oversight that enabled Jay to experience the enviable life that he wanted for himself and that his family wanted for him.

Tantrums, Rage, and Meltdowns in Individuals with HFA/AS (Part 2)

Brenda Smith Myles, PhD

Stress and anxiety are common in children and youth with high functioning autism and Asperger Syndrome and is one of the most frequently observed symptoms in these individuals. The stress experienced by individuals with ASD may manifest itself in many ways, but it sometimes leads to tantrums, rage, and meltdowns. This escalating sequence seems to follow a three-stage cycle: (a) rumbling, (b) rage, and (c) recovery. This sequence can be problematic as many children and youth with ASD often endure the cycle unaware that they are under stress. This session will overview the cycle and discuss strategies that can be used at each stage. In addition, prevention strategies will be discussed because of the combination of innate stress and anxiety and the difficulty that children and youth with ASD have in understanding how they feel, it is important that those who work and live with

them understand the cycle of tantrums, rage, and meltdowns as well as interventions that can be used during this cycle.

Outcomes of a Community-based Intervention Program for Toddlers with ASD

Bonnie McBride, PhD, BCBA-D, Liz Moore, MEd, Stuart Godfrey, MS, & Pam Ramming, MS

This presentation will describe the components of a community-based program for toddlers and young children with ASD that is currently being implemented in Oklahoma. Outcomes for children who have participated in the model are showing promising results with fewer hours of intervention than other more traditional models offering early intensive intervention. Implications for public policy and service systems will be discussed.

Handout not yet available

Autism and Neurofeedback

Tom Wattman

We know that autism affects brain function; now you can find out how. You can also find out how to correct brain function with neurofeedback.

Handout

Best Kept Secret

a film by Samantha Buck

At a public school in Newark, N.J., the staff answers the phone by saying, "You've reached John F. Kennedy High School, Newark's best-kept secret." JFK provides an exceptional environment for students with special-education needs. In Best Kept Secret, Janet Mino, who has taught a class of young men for four years, is on an urgent mission. She races against the clock as graduation approaches for her severely autistic minority students. Once they graduate and leave the security of this nurturing place, their options for living independently will be few. Mino must help them find the means to support themselves before they "age out" of the system.

<http://www.pbs.org/pov/bestkeptsecret>