

Oklahoma Statewide Autism Conference

AGENDA TIMELINE

Day One

November 13, 2015

7:30 – 8:15

Registration

8:15 – 8:45

Opening Remarks

8:45 – 10:15

All Kids Can Succeed: Effective Interventions for Behavioral and Social Challenges

Jed Baker, PhD

10:15 – 10:30

Break

10:30 – 11:45

Autism and Employment

Dani Bowman

11:45 – 1:00

Lunch (on your own)

1:00 – 2:30

Roots and Shoots: Building

Natural Language Development

When Life Gives You Lemons, Dance

Learning Potential

in AAC

With the Ones You're With

Shahla Ala'i-Rosales, PhD, BCBA-D

Lindsey Paden Cargill, MA, CCC-SLP

Jennifer Jones, PhD and

Kami Gallus, PhD, LMFT

A Good Support System is Key

From Couch to Capitol:

Managing and Preventing

Dani Bowman

Effective Parent Advocacy

Challenging Behavior

Erin Taylor, PhD

Jed Baker, PhD

2:30 – 3:00

Break

3:00 – 4:30

Increasing Cultural Competence:

The Six Key Components of

AAC Intervention Strategies

Starting with Meaningful

Effective Social Skills Training

and Team "Buy-In"

Conversation

Jed Baker, PhD

Lindsey Paden Cargill, MA, CCC-SLP

Shahla Ala'i-Rosales, PhD, BCBA-D

and Alicia Re Cruz, PhD

Employment of Individuals

Journey to a Good Life:

Pediatric Sleep: A Primer

with Intellectual Disability:

Equipping Families, Professionals and

Catrina C. Litzenburg, PhD and

The Mutual Benefit of

Self-Advocates for a Good Life

Marilyn L. Sampilo, PhD

Peer Support

Wanda P. Felty and Doris Erhart, BA

Amanda Cothorn, MS

Panel: Michael Brookey, Krista

Herbert, and Garrett Jones

Day Two	November 14, 2015		
7:30 – 8:00	Sign In / Registration		
8:00 – 8:15	Opening Remarks		
8:15 – 9:45	<i>Pivotal Response Treatment for Young Children with Autism Spectrum Disorders</i> Daniel Openden, PhD, BCBA-D		
9:45 – 10:15	Break		
10:15 – 11:45	<i>Transition from School to Adult Life: The Dream, Reality, Next Steps</i> Richard Rosenberg, PhD		
11:45 – 1:00	Lunch (on your own)		
	<i>Putting the Pieces Together to Provide Options for Young Children</i> Rene' Daman, PT, MS; Kathy Gary, MEd; and Robin Bailor, MEd	<i>No Stone Unturned: How Do Families Make Treatment Decisions?</i> Daniel Openden, PhD, BCBA-D	<i>Bringing Fully Integrated College Experiences to Oklahoma for Those with Developmental or Intellectual Disabilities</i> Julie Lackey and Lori Wathen
1:00 – 2:30	Behavior Intervention Strategy Teams Kim Kittelson, MS and Carolyn Cantwell, MSE	<i>How Do I Get My Child Involved In...</i> Facilitator: Jenny Moyano, OTR/L Parent Panel: Sarah Baker, MA CCC-SLP, Angela Donley, BA, Kathy Thompson, MS	<i>Autism and Nutraceuticals ... What Are Nutraceuticals and How Can They Help the Child with ASD?</i> Elizabeth Strickland, MS, RD, LD
2:30 – 3:00	Break		
	<i>A Systematic Desensitization Paradigm to Treat Hypersensitivity to Auditory Stimuli in Children with Autism</i> Daniel Openden, PhD, BCBA-D	<i>Shaping a Successful Classroom: Incorporating Applied Behavior Analysis and Other Evidence-based Methods into Daily Practice</i> Aria Dean, MEd, BCBA	<i>Highlights from the Content and Process of Transition</i> Richard Rosenberg, PhD
3:00 – 4:30		<i>Legal, Social and Financial Planning for Families which Include Someone Who has a Disability</i> Sandy Ingraham, JD, MSW	<i>Repeat: Autism and Nutraceuticals ... What Are Nutraceuticals and How Can They Help the Child with ASD?</i> Elizabeth Strickland, MS, RD, LD

SESSION LEGEND

Age



Birth through Pre-Kindergarten

Presentations include information applicable for individuals with autism who are between the ages of birth to pre-kindergarten.

Setting



Classroom

Presentations include evidence-based strategies for families, educators, and providers that can be applied in a classroom-based setting.

Topic Area



Family, Advocacy and Partnerships

Presentations include strategies to families, educators and providers for collaborating with one another to promote a meaningful life for individuals with autism.



Kindergarten through High School

Presentations include information applicable for individuals with autism who are in age groups associated with kindergarten through high school.



Community

Presentations include evidence-based strategies for families, educators, and providers that can be applied in a community setting.



Health

Presentations include strategies to target specific medical-related topics, which could include strategies to collaborate with medical professionals.



Adult

Presentations include information applicable for individuals with autism who are aged 18 years and older.



Home

Presentations include evidence-based strategies for families, educators, and providers that can be applied in a home environment.



Planning for the Future

Presentations include strategies to help individuals, families, educators, and/or providers to develop plans and implement those plans for the future.



Social Communication and Other Skill Development

Presentations include strategies for families, educators, and/or provider to help individuals with autism learn specific skills.

Note: *Age(s)*, *Setting(s)*, and *Topic(s)* of each presentation have been identified to help conference attendees develop a better understanding of what specific information presenters will discuss. Conference attendees are NOT restricted from attending any particular *Age*, *Setting*, or *Topic* area.

AAC Intervention Strategies and Team "Buy-In"

Lindsey Paden Cargill, MA, CCC-SLP

Therapy Manager of Helping Hands Center for Special Needs and Trainer for the Center for AAC and Autism

Despite growing numbers of children with autism using high-tech speech-generating devices, many teams struggle to achieve and maintain "buy-in" from other team members as well as develop an understanding of how to provide intervention with AAC. Discussion will include strategies for direct intervention as well as strategies to encourage participation in AAC intervention, providing training and set expectations for parents, therapists and teachers.

Handout



All Kids Can Succeed: Effective Interventions for Behavioral and Social Challenges

Jed Baker, PhD

Director of the Social Skills Training Project

Dr. Baker will explain the importance of caregivers managing their own emotions in order to help manage others. When caregivers are optimistic, focus on specific behaviors rather than character flaws, and do not blame others for behavior problems, more effective interventions follow. An overview of managing challenging behaviors and the key components of social skills training will be described.

Handout



Autism and Employment

Dani Bowman

Founder & Chief Creative Officer of Power Light Animation Studios

Ms. Bowman will focus her discussion on employment, employability, and responsibility in both self-advocating and building employability skills. She will address caregivers and people with ASD. For caregivers, she will explain how to build up an individual's skills and interests to reach and prepare for the future. For the individual, she will share a message that individuals can achieve nearly anything through hard work and determination, they are responsible for their future and they can work towards it.

Handout



Autism and Nutraceuticals... What Are Nutraceuticals and How Can They Help the Child with ASD?

Elizabeth Strickland, MS, RD, LD

Founder of ASD Nutrition Seminars & Consulting

Over the past several years significant advances have been made in identifying several genetic and environmental risk factors for developing ASD. Some of this new emerging research investigates the role of nutraceuticals in treating ASD. Nutraceuticals offering potential benefits include multivitamin and mineral supplementation, vitamin C, methyl-B12, vitamin B6, L-carnitine, omega-3 fatty acids, probiotics, flavonoids, and carnosine. Elizabeth will discuss each of these nutraceuticals and their potential benefits in treating ASD.

Handout



Behavior Intervention Strategy Teams

Kim Kittelson, MS

Building Principal, Jenks West Elementary

Carolyn Cantwell, MSE

Special Education Teacher, Jenks West Elementary

Behavior Intervention Strategy Team (BIST) is a process used by teachers and staff to support a wide range of student behavioral needs with interventions and materials. These regularly scheduled meetings are attended by the school principal, counselor, special education teachers, regular education teachers, and school psychologist when appropriate. Prior to the meeting, teachers complete paperwork describing student behaviors, when and where it occurs, and interventions that have been implemented. The BIST team strategizes, plans, and creates interventions and/or materials for teachers based on the individual child's needs. Each team member's responsibility is documented and clearly communicated for follow up discussions and review. The goal of the BIST process is for teachers to feel supported and encouraged in dealing with student behavior. Participants will review the paperwork used and learn strategies used by the BIST team.

Handout 1

Handout 2



Bringing Fully Integrated College Experiences to Oklahoma for those with Developmental and Intellectual Disabilities

Julie Lackey

Parent and Founder of Lead Learn Live

Lori Wathen

Region 3 Coordinator, Sooner SUCCESS, University of Oklahoma Health Sciences Center

Currently there are successful, fully integrated college programs in most other states that provide focused supports for students that have developmental or intellectual disabilities to be successful in fulfilling their desires to go to college. Oklahoma currently does not have programs that fully address supporting these students in a 4-year college or university or community college like other states. The presenters will outline the need for and components of integrated programs, as well as what is needed to bring them to Oklahoma. Students can then realize their dream of going to college within their home state, with the goal of successful independence.

Handout



Employment of Individuals with Intellectual Disability: The Mutual Benefit of Peer Support

Amanda Cothern, MS

Graduate Research Associate, Human Development & Family Science, Oklahoma State University

Panel Members: Michael Brookey, Krista Herbert, and Garrett Jones

Ms. Cothern will present a model of peer support developed at Oklahoma State University to promote bidirectional inclusion in the workplace. A panel of three young adults with intellectual disability will share their experiences in navigating the world of competitive community employment. Panelists will discuss the unique challenges faced in securing employment, as well as, how peer relationships with Oklahoma State University students help them thrive in the workplace and beyond.

Handout



From Couch to Capitol: Effective Parent Advocacy

Erin Taylor, PhD

Adult Advocacy Training Coordinator

Meaningful advocacy and transforming policy and practice begins with the relationship you have with your legislator as well as how you are perceived in your community. Advocates aren't born- they're raised and often by challenging circumstances.

Handout



A Good Support System is Key

Ms. Bowman attributes her success to her "great support system." She and her aunt Sandra Vielma will share the difference this support has made in Dani's life. She moved to live with her aunt and uncle when she was 11 years old. The only type of support she had at that time was

special education. Now she focuses on her abilities and gifts rather than autism.

Handout



Highlights from the Content and Process of Transition

Richard Rosenberg, PhD

Lead Vocational Coordinator, Career Connection, Whittier Union High School District

During the Oklahoma Statewide Autism Conference, Dr. Rosenberg will participate in sessions related to the transition from high school to adult life. He will highlight the best practices and successes shared during the conference and discuss with participants next steps in moving Oklahoma forward to support young adults with ASD.



How I Got My Child Involved In...

Facilitated by Jennifer Moyano, OTR/L

Putnam City Schools

Panel Members:

Sarah Baker, MS CCC-SLP/owner, Baker Speech Clinic

Angela Donley, Autism Family Support Partner, Oklahoma Family Network

Kathy Thompson, MS

Parents are often eager to find opportunities for their child to participate in sports and other community activities. A panel of parents of children with autism will talk about how their child became involved in community activities, including how they identified activities and strategies for success.



Increasing Cultural Competence: Starting with Meaningful Conversation

Shahla Ala'i-Rosales, PhD, BCBA-D

Associate Professor, University of Texas

Alicia Re Cruz, PhD

Professor, University of Texas

The BACB Ethical Code of Compliance requires certificants to be non-discriminatory and to obtain training regarding cultural variables and quality of services. The purpose of this workshop is to provide participants with an introduction to the elements and practice of culturally responsive parent-provider interactions. The first step is to engage in meaningful conversations.

Handout



Journey to a Good Life: Equipping Families, Professionals and Self-Advocates for a Good Life

Wanda Felty

Community Leadership & Advocacy Coordinator, The Center for Learning and Leadership, University of Oklahoma Health Sciences Center

Doris Erhart, BA

Leadership & Transition Coordinator, Oklahoma Family Network

Everyone wants a good life. The presenters will share how participants can “start now” to envision a good life. Participants will be equipped to help themselves and/or others stay on a “trajectory” to ensure that a good life is obtained. The Life Course Framework, Trajectory to a Good Life tool will be used.

Handout available at session.



Legal, Social, and Financial Planning for Families Which Include Someone Who Has a Disability

Sandy Ingraham, JD, MSW

Attorney-at-Law

Ingraham will provide an overview of the process for planning the legal, social and financial needs of a person with a disability who reaches adulthood or who is left without their caregiver. Topics include special needs trusts, guardianship avoidance, guardianship and life plans.

Handout



Managing and Preventing Challenging Behavior

Jed Baker, PhD

Director of the Social Skills Training Project

Dr. Baker will describe how to handle meltdowns and design effective behavior plans to prevent these moments and reduce frustration and anxiety. Prevention plans for 7 common categories of difficult behavior are explained.

Included in handout for All Kids Can Succeed



Natural Language Development in AAC

Lindsey Paden Cargill, MA, CCC-SLP

Therapy Manager of Helping Hands Center for Special Needs and Trainer for the Center for AAC and Autism

Using an AAC system with a robust single word vocabulary, consistent and unique icon locations and auditory feedback and by mirroring the processes that occur for typically-developing children, natural language development is achievable for children with developmental disabilities and speech disorders. Following the principles of development for typical children and the intervention strategies used with verbal children the jobs of the SLP and classroom teachers are simplified.

Handout



No Stone Unturned: How Do Families Make Treatment Decisions?

Daniel Openden, PhD, BCBA-D

President and CEO of the Southwest Autism Research & Resource Center

While many families are committed to implementing evidence-based practices with their children with autism spectrum disorders (ASDs), there often remains a strong pull towards not leaving any stone unturned when considering alternative treatments. That is, many families understandably feel that if a particular treatment won't hurt their child and could help, it may be worth trying. While this line of thinking may be at least partially due to the complexity of autism and our still somewhat limited understanding of the disorder, it is likely that other factors may be at play.

Dr. Openden will lead an interactive discussion about why families select some treatments over others. Data from a recent behavioral economics study that may provide some insight into what contingencies and establishing operations that influence treatment decisions will be presented, followed by an opportunity for participants to express their thoughts and ask questions about evidence-based practices, alternative therapies, and the process for selecting treatments for children. Finally, Dr. Openden will suggest that an understanding of these data and why parents choose some treatments over other can improve practice and the ways behavior analysts discuss ABA-based interventions with families.

Handout



Pediatric Sleep: A Primer

Catrina C. Litzenburg, PhD

Psychology Fellow

Marilyn L. Sampilo, PhD

Psychology Fellow

Dr. Litzenburg and Dr. Sampilo will provide an overview of healthy sleep in children and adolescents. They will discuss common pediatric sleep disorders including special considerations for sleep in children and adolescents with autism spectrum disorder (ASD).

Handout



Pivotal Response Treatment for Young Children with Autism Spectrum Disorders

Daniel Openden, PhD, BCBA-D

President and CEO of the Southwest Autism Research & Resource Center

Pivotal Response Treatment (PRT) is an evidence-based model for children with autism spectrum disorders (ASDs) based on the science of applied behavior analysis (ABA). PRT has been described in the literature as a family-centered approach that may be implemented throughout the day and across natural environments, such as in the home, at school, or in the community. Dr. Openden will delineate the development of PRT and the implementation of procedures for improving the pivotal response of motivation to produce generalized improvements in language, social, and academic skills as well as reductions in disruptive behaviors. Video examples will be used to illustrate how parents and professionals can implement the motivational procedures of PRT throughout the day and across settings.

Handout



Putting the Pieces Together to Provide Options for Young Children

Kathy Gary, MEd

Robin Bailor, MEd

Lead Montessori Teacher, St. Mary Children's House

Rene' Daman, MS, PT

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

The Individuals with Disabilities Education Act outlines a variety of options for young children transitioning from early intervention to school-based programs. Presenters will describe how they came together to create an opportunity for a young boy with autism to transition into a preschool program with his peers without autism. Presenters will outline the process, and discuss what worked well, challenges they encountered and what they did to overcome them.

Handout



Roots and Shoots: Building Learning Potential

Shahla Ala'i-Rosales, PhD, BCBA-D

Associate Professor, University of North Texas

A key feature of early and intensive behavioral interventions (EIBI) is the emphasis on "learn to learn" programs. Dr. Alai-Rosales will describe the concept of "Behavioral Cusps," one theory of learn to learn mechanisms. Rationales and examples for building learning potential within EIBI programs will be provided.

Handout



Aria Dean, MEd, BCBA

ABA Case Manager, Autism Treatment Program, Easter Seals North Texas

Many children with autism have the capability to learn as well as their typical peers given an encouraging instructional environment. Educators will learn about a foundation to build a successful classroom for students to learn at their fullest potential. The participants will gain knowledge in arranging the classroom environment to facilitate optimal skill acquisition. Topics include setting up the physical environment, establishing rapport with students, ensuring instructional control, and decreasing challenging behaviors by incorporating ABA into daily practice. A brief summary of ABA principles will also be covered. The target audience includes educators, practitioners, and parents of early childhood to elementary aged children.

Handout



The Six Key Components of Effective Social Skills Training

Jed Baker, PhD

Director of the Social Skills Training Project

Outcome research on social skills training and subsequent key components of effective training will be discussed. Components include: targeting relevant skills, establishing motivation to learn, choosing a teaching strategy to match the individuals language comprehension, generalizing skills to natural settings, targeting the per community to build acceptance, and measuring progress.

Included in handout for All Kids Can Succeed



A Systematic Desensitization Paradigm to Treat Hypersensitivity to Auditory Stimuli in Children with Autism

Daniel Openden, PhD, BCBA-D

President and CEO of the Southwest Autism Research & Resource Center

Many children with autism display reactions to auditory stimuli that seem as if the stimuli were painful or otherwise extremely aversive. Koegel, Openden, & Koegel (2004) describe, within the contexts of three experimental designs, how procedures of systematic desensitization can be used to treat hypersensitivity to auditory stimuli in three young children with autism. Stimuli included the sounds from a vacuum cleaner, blender, hand-mixer, toilet flushing, and specific animal sounds from musical toys. A changing criterion design was used and data were collected on (a) the number of hierarchical steps completed as comfortable with the stimulus per week and (b) the mean level of anxiety per probe. A clinical replication was implemented using a replication of the desensitization procedures for three children. In addition, systematic replication across three different stimuli is presented for one child multiple baseline. The data show that the children's responses could be modified to the point where they were comfortable with these noises. Furthermore, this level of comfort was maintained at follow-up. The discussion suggests that the extreme reactions to auditory stimuli many children with autism exhibit may be decreased with procedures that have been shown to be effective with reducing phobias, and the possibility that the reactions may be symptomatic of a phobia rather than actual pain. Finally, preliminary data from a current replication study that employs desensitization procedures for reducing sensitivity to haircuts in children with autism will be presented.

Handout



Transition from School to Adult Life: The Dream, Reality, Next Steps

Richard Rosenberg, PhD

Lead Vocational Coordinator, Career Connection, Whittier Union High School District

Dr. Rosenberg will address collaboration, partnerships and relationships from an individual's point of view as one navigates school to adult life and person centered/person driven services as the foundation for quality transition services. He will discuss transition starts before birth. Highlights include issues present at middle school, high school, 18-22 services, and collaboration with post-secondary environments including employment.

Handout



When Life Gives You Lemons, Dance with the Ones You're With

Jennifer Jones, PhD

Assistant Professor of Human Development & Family Science, Oklahoma State University

Kami Gallus, PhD, LMFT

Associate Professor of Human Development & Family Science, Oklahoma State University

Navigating transitions is challenging. Families and professionals will be introduced to a family systems approach to identify barriers in establishing sustainable networks of support, navigate the unique challenges of transitions across the lifespan, and understand the multiplied benefits of collaboration.

Handout

