

2016 Oklahoma Statewide Autism Conference

Agenda

Agenda Legend

AGE



Birth through Pre-Kindergarten

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



Kindergarten through High School

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



Adult

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

SETTING



Classroom

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



Community

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



Home

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

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.



Health

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



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.



Agenda

Legend

Room

A/B/C

OPENING SESSION: 8:15-10:15 AM

OPENING REMARKS

Rene' Daman, Director of the Oklahoma Autism Network

KEYNOTE

COMPLETING THE CIRCLE FOR CHILDREN AND YOUTH WITH ASD: FROM EVIDENCE-BASED PRACTICE TO IMPLEMENTATION TO OUTCOMES

Samuel Odom, PhD

Director, Frank Porter Graham Child Development Institute
Professor, UNC-Chapel Hill School of Education



Evidence-based practice should guide our work with children and youth who have autism spectrum disorders (ASD). In this presentation, the definition and process by which evidence-based practices are identified will be described. A set of focus intervention practices meeting the definition of evidence based will be highlighted; an approach to supporting use of the practices in school will be proposed, and the potential positive outcomes for children and youth with ASD will be discussed.

Break: 10:15-10:30 AM

Exhibits

OPENING SESSION: 10:30-12:00 PM (CONTINUED)

A/B/C

KEYNOTE

ADAPTIVE BEHAVIOR AND PROGRAMMING IN SUPPORT OF A POSITIVE QUALITY OF LIFE

Peter Gerhardt, EdD

Executive Director, EPIC School



Dr. Gerhardt will provide an overview of the role adaptive behavior skills play in promoting a positive Quality of Life (QoL) for young adults with ASD post-graduation. Particular attention will be paid to issues associated with effective intervention and support, community-based instruction and the risk/benefit assessment of independence in the community. In addition, parameters often associated with a more positive QoL will be discussed.

Legend

Room

LUNCH: 12:00-1:15 PM (ON YOUR OWN)

Session I: 1:15-2:45 PM

LESS IS MORE: THE FOUR BIG IDEAS OF EFFECTIVE CLASSROOM INSTRUCTION

A



Nancy Marchand-Martella, PhD, BCBA-D

Professor and Department Chair, Department of Educational Psychology,
Jeannine Rainbolt College of Education, University of Oklahoma

Inservice and preservice training programs tend to target too many instructional skills leaving teachers with knowledge that is “a mile wide and an inch deep.” This presentation will focus on four big ideas of effective classroom instruction and is based on our published paper in *Intervention in School and Clinic* (Marchand-Martella, Martella, & Lambert, 2015). These big ideas include (a) setting expectations, (b) increasing student engagement, (c) providing praise, and (d) conducting error correction procedures.

IMPLEMENTING EBP IN PRESCHOOL AND ELEMENTARY CLASSROOM SETTINGS

B



Samuel Odom, PhD

Director, Frank Porter Graham Child Development Institute
Professor, UNC-Chapel Hill School of Education

In this session, practical details about how to implement evidence-based practices (EBPs) in classroom settings for students with autism spectrum disorder will be discussed. This session will begin with a discussion of the need to design measurable goals.

SEXUALITY AND SEXUAL EDUCATION WITH INDIVIDUALS WITH ASD

C



Peter Gerhardt, EdD

Executive Director, EPIC School

Persons with ASD are sexual beings. Unfortunately, despite much discussion about decision making skills in the self-determination literature, there continues to be lack of evidence supporting the effectiveness of sex education and training for person with ASD, which behavior analysis can provide. Dr. Gerhardt will provide an overview of the issues related to sexuality education in ASD with an emphasis on the application of evidence-based interventions to teach sexual safety skills, social competence, and basic sexuality information.

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Room

Session I: 1:15-2:45 PM (CONTINUED)

IMPLEMENTING EVIDENCE-BASED PRACTICES FOR INDIVIDUAL STUDENTS AND SCHOOL WIDE

D/E

Cathy Pratt, PhD, BCBA-D

Director, Indiana Resource Center for Autism

With all the treatment approaches available in working with individuals on the autism spectrum, it becomes incredibly important to know how to implement evidence-based practices with fidelity. During this session, we will discuss numerous evidence-based practices and provide practical ideas on implementation for individual students and also school-wide.



COUNSELING AND THE SLP: HOW DO I SAY *THAT*?

Everest
Ballroom

Sarah Baker, MS, CCC-SLP

Owner, Baker Speech Clinic

As speech-language pathologists, we work with client and families that are experiencing a variety of emotional and challenging situations. Many SLPs do not feel they are adequately prepared to deal with the hard questions or the tough conversations that our clients and families need to realize their best outcomes in therapy. During this presentation, we will focus on building better knowledge of counseling techniques and how to become a better communicator to our clients when they need us the most.



Break: 2:45-3:15 PM

Exhibits

Legend

Room

Session II: 3:15-4:45 PM

NAVIGATING BEHAVIOR MANAGEMENT IN TODAY'S CLASSROOMS: ROADBLOCKS, DETOURS, AND DESTINATIONS

A

Ron Martella, PhD, BCBA-D

Professor, Department of Educational Psychology, Jeannine Rainbolt College of Education, University of Oklahoma



The number one issue related to teacher burnout in today's schools is the lack of behavior management skills. Yet, teacher-training programs do not adequately prepare teachers in this area. This presentation will outline issues and suggestions related to behavior management in the schools. Roadblocks such as the use of coercive control, detours such as schoolwide efforts, and destinations such as improved school climate will be addressed.

AUTISM SAFETY: WHAT PARENTS AND PROFESSIONALS SHOULD KNOW FROM A LAW ENFORCEMENT PERSPECTIVE

B

Corey Sutton, Sergeant

University of Oklahoma Police Department



The safety of our children and students is paramount, but what happens when law enforcement becomes involved? Learn about what is being taught to law enforcement across the state and give input for further training. Learn about ways to make your community safe for you and the ones you care for.

NAVIGATING HEALTH INSURANCE COVERAGE FOR AUTISM SPECTRUM DISORDERS IN OKLAHOMA

C

Judith Ursitti

Director State Government Affairs, Autism Speaks



With the passage of autism insurance legislation and changes being proposed to Medicaid, the landscape in Oklahoma is rapidly changing for families attempting to access meaningful health insurance coverage for their loved ones with autism. Learn what these changes mean and how to effectively advocate when dealing with health insurance issues.

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Session II: 3:15-4:45 PM (CONTINUED)

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CREATING A VISION FOR A GREAT LIFE

Everest
Ballroom



Wanda Felty

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

Ann Trudgeon, BA

Director, Oklahoma Developmental Disabilities Council

Oklahomans with autism have long been under-served by formal support systems available in Oklahoma. The tools and principles of the Oklahoma Community of Practice on Supporting Families is an exciting answer to this on-going concern. The presenters will introduce the concepts of "supporting families" and introduce several tools individuals and families can use to create a vision and pathway to great lives.