

2010 Agenda

FRIDAY, NOVEMBER 19, 2010

7:00 am - 5:30 pm Exhibit Hall Open

7:00 am - 8:15 am Registration

8:15 am - 10:00 am Opening Session:

We Thought You'd Never Ask: Visions From the Spectrum

Paula Kluth, PhD

In this keynote presentation, Dr. Kluth explores the gap between the dominant discourse in autism and the stories of people on the spectrum themselves. She will share excerpts from her documentary film on the voices of people with autism and discuss what the messages from people with autism and Asperger syndrome mean for our daily work in schools and communities.

10:00 am - 10:15 am Break

10:15 am - 11:45 am Concurrent Session I:

Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents on the Autism Spectrum (Part 1)

Scott Bellini, PhD

Indiana Resource Center

Dr. Bellini will provide an overview of a social skill instructional model he developed. He will integrate research on social-emotional functioning with effective strategies for teaching social skills to children and adolescents with autism spectrum disorders (ASD). The five-step model provides a systematic and comprehensive framework to guide parents and practitioners in the development and implementation of social skills programming.

Fun, Food, and Family - Mealtime Makeovers for Families with Children with Autism

Amy Puls, RD, LD, CPT

Kathy Soland, MS, CCC-SLP

Fun, Food, and Family will review the latest methods in getting children with autism to eat and help families enjoy sharing mealtimes with their children. Current methods that will be reviewed include best practices in feeding therapy, current literature review on efficacy of special diets, innovative education tactics used to teach mealtime behavior. This presentation is designed to bring current research and best practices in nutrition, therapy and education right to your kitchen table.

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

Kim Cornman, MA, BCBA

Early Foundations, University of Oklahoma Health Sciences Center

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

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

Rebecca Palmer, BS

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

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 that might work for you.

Navigating the World of Autism

Rene' Daman, PT, MS

Jennifer Moyano, OTR/L

Oklahoma Autism Network, University of Oklahoma Health Sciences Center

Parents of children diagnosed with Autism Spectrum Disorders must navigate a maze of information and services in order to meet the needs of their child and family. The presenters will introduce families of children who have recently been diagnosed to resources and tools to help them navigate the world of Autism.

[Daman-Moyano Handout](#)

Special Education Discipline, Seclusion, and Restraint

Tina Crow, MEd

Karie Crews-St. Yves, MEd

The presenters will focus on federal regulations and state policy regarding discipline procedures for students with disabilities. Additionally, the state policies for minimizing the use of seclusion and physical restraint for students with disabilities in Oklahoma will be discussed.

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

1:00 pm - 4:00 pm Extended Session: (participants in the Extended Session will not attend Concurrent Sessions II & III)

Just Give Them the Whale: Using Passions, Areas of Expertise, and Strengths to Support Students with Autism

Paula Kluth, PhD

Too often, the passions or favorites of students with autism are seen as problematic. In this presentation, Dr. Kluth will explore how honoring fascinations and using them as tools can help teachers calm, comfort, teach, inspire, and connect with their students with autism labels.

1:00 pm - 2:30 pm Concurrent Session II:

Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents on the Autism Spectrum (Part 2)

Scott Bellini, PhD

Indiana Resource Center

Dr. Bellini will provide an overview of a social skill instructional model he developed. He will integrate research on social-emotional functioning with effective strategies for teaching social skills to children and adolescents with autism spectrum disorders (ASD). The five-step model provides a systematic and comprehensive framework to guide parents and practitioners in the development and implementation of social skills programming.

Treating Challenging Behavior in the Classroom Using Behavior Analytic Methods

Suzanne Taylor, MS, BCBA

Oklahoma Autism Network, University of Oklahoma Health Sciences Center

Learning barriers often come in the form of challenging behavior. Challenging behavior can be defined as behavior that causes harm to oneself and/or others, and behavior that impedes the learning of oneself and/or others. IDEA states that before placement decisions can be made to a more restrictive

environment, the IEP team must conduct a functional behavior assessment and develop a behavior intervention plan to ameliorate the challenging behavior. This session is designed to teach professionals working with children with challenging behavior to identify the function of the behavior and to develop functionally equivalent interventions to target for acquisition alongside behavior reduction methods. Participants will label the steps in a classroom functional analysis, and correctly identify interventions to match each function. The presenter will provide additional information regarding available resources and appropriate referral procedures, when necessary.

[Taylor Handout-Challenging Behavior](#)

Expanding the diets of individuals with high functioning autism through the use of visual supports and positive reinforcement: A case study of a 10-year old with high functioning autism

Tara Warwick, MS, OTR/L

Today's Therapy Solutions

The presenter will share a case study of a ten year old with high functioning autism and feeding issues. She will discuss the strategies used to increase the overall diet. The feeding program used focused on visual supports and positive reinforcement. The participants will leave with an understanding of the feeding program and ideas on how to incorporate strategies into their environment.

How We Do What We Do: Transition at DRS

Kim Osmani, MEd

Transition Coordinator, Department of Rehabilitation Services

Transition is a focus at the national level, especially on post-school outcomes. DRS is committed to providing services to youth with disabilities as they make the transition from high school to post-school activities and has made this a focus at a state and local level. An overview of services provided by DRS, initiatives we are implementing, and our involvement in hosting the annual Oklahoma Transition Institute will be discussed. If you have youth with disabilities reaching the age of 16, this session is for you!

[Osmani Handout](#)

Essential Lifestyle Planning: Writing a Positive Ritual Story

Mary Katherine Long, Special Programs Coordinator of the Essential Lifestyle Training

Center for Learning and Leadership, University of Oklahoma Health Sciences Center

Sally Selvidge, MA, Family Outreach Coordinator

OASIS, University of Oklahoma Health Sciences Center

The presenters will provide an overview of Person-Centered Thinking tools that focus; on the the importance of being listened to; the role of daily rituals and routines; how to discover what is important to people; how to sort what is important for people from what is important to them; and how to address issues of health or safety while supporting choice.

2:30 pm - 3:00 pm Break

3:00 pm - 4:30 pm Concurrent Session III:

Video Modeling and Video Self-Modeling: Using New Approaches to Solve Old Problems

Scott Bellini, PhD

Indiana Resource Center

The complexities of autism spectrum disorders (ASD) have challenged parents, practitioners, and researchers for over a half-century. During this time, parents and practitioners have struggled to effectively address the behavioral, social, emotional, and communication needs of children with ASD. Dr. Bellini will cover two effective, research-based strategies to address these critical needs: video modeling and video self-modeling (VSM). He will examine the research on video modeling and VSM, and discuss the why these strategies are particularly beneficial to children on the spectrum. Numerous examples of how to implement these interventions with children on the autism spectrum in school, home, and community settings will be covered.

Work, Play, Relate: Skills to Thrive

Dena Pinson, PhD

Executive Director, The Huckleberry Project Foundation, Inc.

Dr. Pinson will demonstrate approaches to Storyboarding as a tool to create life opportunities actively using the interests and talents of those on the Autism Spectrum. Individuals, families, teachers, employers, and health professionals have successfully applied the words 'Storyboard it' to advocate for the unique lives of those with AS. Our goal is to present a simple tool to enhance the lives of children, adolescents and young adults to emerge with skills in the areas of work, play, relationships, education, and self-advocacy.

Connecting with your child the DIR-way - Early Intervention that Promotes Social and Emotional Development

Rachel Ottley, OTR/L

Cheryl LaFortune, MA, CCC-SLP

Lisa Fitzgibbons, PhD

Come and gain practical knowledge and experience of techniques used to facilitate the development of relating, communicating, and thinking capacities in the young child. Videos will be presented during the workshop to illustrate how supported play, through the three-part DIR Model and Floortime approach draws the child into a deeper relationship, strengthening the development of the core emotional capacities. The developmental activities will give you a first hand look at joy and how social relationships motivate and convey the potential for flexible and creative organization and learning in the developing child.

ASD and Expectations in Post-secondary Education

Mike Shuttic, MA

Student Disability Services/ADA Compliance, Oklahoma State University

Students with a diagnosis along the Autism Spectrum Disorder continuum are more commonly attending colleges/universities. It is important to identify needs, consider options, and understand the expectations in order to plan effectively. Mr. Shuttic will explore assistance options available through Disability Services at Oklahoma Universities and Colleges.

Power Up! Effective Use of Paraprofessionals

Jena Bolt, MEd, Autism Consultant

University of Oklahoma Health Sciences Center

Megan Moore, MEd, ASD Educational Consultant

Project PEAK/School Support Services, University of Oklahoma Health Sciences Center

Paraprofessionals are key members of the team when working with students with autism spectrum disorders. Yet, teams often struggle with how to communicate, train, and utilize paraprofessionals effectively throughout the school day. The presenters will offer educators the means to POWER UP paraprofessionals under their supervision through effective planning and delegation.

NOVEMBER 20, 2010 - SATURDAY

7:00 am - 5:30 pm Exhibit Hall Open

8:00 am - 8:30 am Registration

8:30 am - 10:00 am Keynote:

Evidence-based Practice and Improved Quality of Life for Adults with ASD

Peter Gerhardt, EdD

Director of Education, Upper School for the McCarton School in New York City

Despite a rapidly growing body of knowledge regarding effective, behavioral analytic intervention with school age children with autism, adult outcome studies indicate that the majority of individuals graduate to lives of limited independence and minimal community engagement. Dr. Gerhardt will provide a brief overview of some of the more relevant challenges to effective intervention with older individuals and offer recommendations toward improving outcomes leading to lives of competence, dignity, and quality.

[Gerhardt Handout ABA & EBP](#)

10:00 am - 10:30 am Break

10:30 am - 11:45 am Concurrent Session IV

Modifying ABA for Use in the Classroom

Sue Hoppe, PhD

Kyle Cunningham, Special Education Teacher

Research findings from recent research projects using ABA discrete trial teaching as part of instruction for children with autism will be presented. Discrete trial teaching is effective and compatible with other strategies implemented in classroom routines and encourages the learning of language for children with ASD. The presenters will share a powerpoint of results and videos demonstrating the process used.

[Hoppe & Cunningham Handout](#)

What Can We Learn About Autism by Studying Animals?

James Rand, PhD

Member and Program Chair, Genetic Models of Disease Research Program

J. Thomas Curtis, PhD

Assistant Professor, Department of Pharmacology & Physiology, Oklahoma State University, Center for Health Sciences

Although many areas of autism research clearly require the use of human subjects, important contributions to autism research have also been made through the study of simple model organisms. These models include mice, zebrafish, fruitflies, and nematodes (roundworms), and even though the nervous systems of these animals are such simpler than that of a human, the cellular, chemical, and electrical properties of the nerve cells from different animals and from humans are virtually identical. The use of simple animal models therefore greatly increases the efficiency with which we can investigate basic biological processes, such as the chemical communication between nerve cells, the

development of specific neural circuits, and the ways in which such circuits can be modified through the animals' experience. In this workshop the speakers will explain how the use of simple animal models has led to a better understanding of how nerve cells and nervous systems normally function, and the ways in which they can mis-function. Following the two research presentations, both speakers will participate in a discussion/Q & A session with the audience about the nature of research in general and autism related research in particular.

[Rand & Curtis Handout](#)

Children with ASD: GI Disorders and Nutrition Management, What is the Evidence? (Part 1)

George Fuchs, MD,

Professor of Pediatrics, UAMS College of Medicine; Director, Pediatric Gastroenterology, Hepatology, and Nutrition, Arkansas Children's Hospital

Dr. Fuchs will review GI disorders and nutrition issues in children with ASD.

[Fuchs Handout Part1](#)

Building a Social Skills Group for School Age Children (8-12 years) with AS or HFA

Kelli Marshall, MS, CCC-SLP

Today's Therapy Solutions

This presenter will describe the development of a social skill group for school age children (8-12 years) with Asperger Syndrome and High Functioning Autism. A variety of training strategies will be shared as well as creative ideas developed by group members themselves.

Assistance Dogs: Helping Paws for Autism Spectrum Disorders

Lisa Bycroft, President

Hi Aim Assistance Dogs

Janet Borden, BSW

Hi Aim Assistance Dogs

Mary Green, CPDT

Chris Borden

Kim Sykes, CPDT

Hi Aim Assistance Dogs, K9 Manners & More Dog Training Center

The Wilkerson Family

Assistance Dog Team

Will an assistance dog help you or your family member? Hi Aim Assistance Dogs will answer your

questions about what assistance dogs can and can't do, considerations before bringing an assistance dog into your home, and your rights as an assistance dog partner. A panel discussion with assistance dog teams and a dog trainer will give you an opportunity to have all of your questions answered.

Communication: Make it FUNctional

Camber Moulton, MS, CCC-SLP

Mary Pickett, PT, MS, PCS

Oklahoma Assistive Technology Center

The presenters will share strategies to elicit functional communication for individuals with Autism. They will introduce a range of no tech, low tech, and high tech examples to get individuals with autism communicating. Ideas for successful implementation of the technology devices, as well as the pitfalls of prompt dependency will be discussed.

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

1:00pm - 4:00 pm Extended Session: (participants in the Extended Session will not attend Concurrent Sessions V & VI)

Adaptive Behavior and Individuals on the Autism Spectrum: Notes from the Forgotten Frontier

Peter Gerhardt, EdD

Director of Education, Upper School for the McCarton School in New York City

Adaptive Behavior is defined as those skills or abilities that enable the individual to meet standards of personal independence and responsibility would be expected of his or her age and social group. But despite the fact that adult outcomes can, in no small part, be seen as a function of adaptive behavior very little clinical or research attention is paid to this critically important cohort of skills. This may be due to adaptive behavior deficits not being considered part of the triad of diagnostic characteristics (e.g. communication, social competencies, idiosyncratic behavior) in autism. Dr. Gerhardt will provide an overview of current research on adaptive behavior and discuss implications for both classroom and community-based instruction.

[Gerhardt Handout-Adaptive Behavior](#)

1:00 pm - 2:15 Concurrent Session V

Parents & Puberty: A Survival Guide

Terry Dennison

Director of Educational Services, Planned Parenthood of Central Oklahoma; Adjunct Professor, University of Oklahoma Department of Health and Exercise Science

Youth living with autism spectrum disorders are sexual people who have special needs for accurate, understandable sexual information, and the skills with which they can make responsible choices in their

daily lives. The information shared 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 these transitions can bring.

Children with ASD: GI Disorders and Nutrition Management, What is the Evidence? (Part 2)

George Fuchs, MD

Professor of Pediatrics, UAMS College of Medicine; Director, Pediatric Gastroenterology, Hepatology, and Nutrition, Arkansas Children's Hospital

Dr. Fuchs will review GI disorders and nutrition issues in children with ASD.

[Fuchs Handout Part2](#)

Meet the Beaker Kids: A Fast & Fun Approach to Diagnosing and Discussing Cumulative Sensory Capacity

Shanna Philipson, BFA

Teacher, Author, Illustrator, and Parent of a Child with Asperger's Syndrome

The Beaker Kids ask "How much is enough"? Learn to quickly identify and discuss anyone's cumulative sensory capacity using an intuitive and light-hearted cast of characters- the Beaker Kids. The Beaker Kids approach will appeal to anyone - child, parent, teacher, or therapist- who's ever had "enough".

Autism Spectrum Disorders and Sleep

Kyle Johnson, MD

Co-Director, Oregon Health & Science University

Dr. Johnson will review the prevalence of sleep problems in children with Autism Spectrum Disorders. The various types of sleep problems will be discussed as well as treatment options.

[Johnson Handout](#)

Do It Right: Ethical Considerations and Consumer Guidelines

Suzanne Taylor, MS, BCBA

Oklahoma Autism Network, University of Oklahoma Health Sciences Center

Kim Cornman, MA, BCBA

Early Foundations, University of Oklahoma Health Sciences Center

This interactive session is designed to help you achieve a better understanding of ethical practitioner

behavior. Several scenarios will be presented for the participants to gauge the appropriate action to take to achieve the best possible outcome for consumers. Participants will be able to quickly reference the guidelines to identify (via active response activities) competencies of a behavior analyst. Participants will review Consumer Guidelines for Identifying, Selecting, and Evaluating Behavior Analysts Working with Individuals with Autism Spectrum Disorders. The presenters will provide additional information regarding available resources and appropriate referral procedures, when necessary.

[Taylor & Cornman Handout](#)

2:15 pm - 2:45 pm Break

2:45 pm - 4:00 pm Concurrent Session VI

Behavioral Approach to Teach Developmental Play Skills to Children with Autism

Nancy Champlin, BCBA

Owner and President, Autism Concepts, Inc.

The presenter will focus on the developmental sequences of cognitive and social play. Participants will learn behavioral procedures to teach symbolic play skills, including the use of total task presentation, script fading, and response generalization. Participants will learn the importance of teaching play skills, how to incorporate play within daily classroom routine, and data collection procedures to monitor progress.

Social Language Groups: Supported Social Interaction for Students with Social Language Impairments

Kelly Hawkins, MS, CCC-SLP

The presenter will discuss the importance of social language groups as part of a well-balanced social language/pragmatic therapy program. Participants will learn about a variety of social language models that can be adapted for a variety of service settings.

The Lauffenburgers and Goldie: The Miracle Basenji

Joy Lauffenburger & Melinda Lauffenburger

This presentation describes how one family leveraged their child's interest in their dog, Goldie, to achieve success as a family. The program includes an overview of Joy's diagnosis as a child and where she is today, a successful high school student. Joy identifies some of the most significant challenges she has faced with autism and how her dog, Goldie, helps her overcome challenges. The presentation also includes a summary of how Joy's relationship with Goldie has matured and how it has facilitated social and relational skills.

Autism Spectrum Disorders and Sleep (repeat)

Kyle Johnson, MD

Dr. Johnson will review the prevalence of sleep problems in children with Autism Spectrum Disorders. The various types of sleep problems will be discussed as well as treatment options.

How to Set Up an ABA/VB Home Program

Annie Baghdayan, PhD Candidate, Lead Behavior Analyst

Lashanna Brunson, MS, Behavior Analyst

Suzanne Taylor, MS, BCBA, Lead Behavior Analyst

Oklahoma Autism Network, University of Oklahoma Health Sciences Center

The presenters will discuss how to set up a home-program, including the roles of the behavior consultant, the therapist/tutor, and the family and/or care providers. They will highlight important factors, such as, assessment, program development, and on-going data collection, as well as ways to implement the home-program on a limited budget and various resources to families.

[Baghdayan & Brunson Handout](#)