

PENNSTATE



National Autism Conference

August 1–4, 2011

The Penn Stater Conference Center Hotel
State College, Pennsylvania



Progress
Through
Partnership



pennsylvania
DEPARTMENT OF EDUCATION

Bureau of Special Education
Pennsylvania Training and Technical Assistance Network

Hosted by the **Pennsylvania Department of Education, Bureau of Special Education; the Pennsylvania Training and Technical Assistance Network; Penn State's College of Education, Continuing Education Office, and Office of Statewide Programs**

Conference Mission

This conference provides comprehensive, evidence-based information to assist educators, providers, and families in developing effective educational and therapeutic programming for all students with autism spectrum disorders.

Who Should Attend

Family members, physicians, speech-language pathologists, administrators, higher-education faculty, general and special education professionals, early intervention staff, related service personnel, behavioral health analysts/professionals, and anyone interested in autism spectrum disorders

Scholarships

Scholarships for students are available to support their participation in this conference. To qualify, you must show evidence that you are a recent (2011) graduate of a Pennsylvania college or university, or a planned graduate in 2011, with a major in special education or a related field. Students who intend to work as professionals in the field of autism in Pennsylvania schools should apply. For more information, visit our Web site: www.outreach.psu.edu/programs/autism. Click on the scholarship link.

Language Essentials for Teachers of Reading and Spelling Workshop (LETRS)

LETRS is a professional development program to be used primarily by literacy consultants and coaches, speech and language professionals, and teachers of reading and spelling. LETRS was developed by Louisa Moats and others to increase teachers' understanding of how students learn to read, write, and spell, and how to implement research-supported instructional strategies to increase reading success. The workshop will consist of the first module in the series of 12 possible modules. Please note that LETRS is not a reading program, but rather a workshop based on the science of reading.

LETRS Module 1: The Challenge of Learning to Read

Module 1 helps the learner understand why learning to read is so difficult for many students, how reading develops, and what is happening when the reading process does not progress as expected. (Focus: All grades)

Attendees can better understand:

- how children learn to read
- the components of instruction that must be taught
- the symptoms and causes of reading disabilities

The workshop will be held on Tuesday, August 2, 2011, from 9:00 a.m. to 4:15 p.m.

Registration is limited to 90 participants. Attendance for the entire workshop is required.

The Face of Autism

The face of autism is your five-year-old son or your ten-year-old daughter. It can be your brother or sister or the student whom you teach. The face of autism is in the cafeteria, the second-grade classroom, or walking down the aisle at the grocery store.

Please share with us your picture of a loved one who is living with an autism spectrum disorder. These photos will be displayed throughout the conference to remind us of our mission.

Pictures can be posted by you when you arrive at the conference and will be taken down on Thursday at the end of the conference.

The National Autism Conference is not responsible for any lost or misplaced photographs.

Photographs that are not picked up at the completion of the conference will be discarded.



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Art of Expression Exhibit

Is there an artist in your classroom? Is your child the next Monet or Van Gogh?

The National Autism Conference will sponsor the Art of Expression Exhibit on Tuesday, August 2, 2011, from 4:30 to 5:30 p.m., during the poster session and reception.

Artwork must be submitted on any 8 1/2" x 11" paper and can be completed in any type of medium.

Please mail artwork with the attached form to:

Kristen Parsons
PaTTAN Harrisburg
6340 Flank Road
Harrisburg PA 17112



The deadline to submit all artwork is July 22, 2011. Artwork **will not** be returned at the end of the 2011 National Autism Conference.

Artist's name _____ Age _____

Parents' names _____

School _____

Teacher _____ Teacher's e-mail _____

2011 National Autism Conference Outcomes

1. Cite specific research findings concerning autism spectrum disorders and relate them to assessment, instruction, and progress determination, including specific communication.
2. Describe appropriate interventions, materials, and progress-monitoring practices based on continuous instructional evidence in the areas of cognition, language, social skills, and motor skills.
3. Identify, analyze, and apply evidence-based practices for the treatment of students with autism spectrum disorders in cognition, communication, and social and motor skills.
4. Formulate practical and evidence-based instructional plans for students with autism spectrum disorders in order to have them progress in the general education curriculum, with specific accommodations in language, cognition, and social and motor skills.
5. Incorporate the use of instructional technology and visual-graphic organizers into the instruction of students with autism spectrum disorders in order to increase organizational skills and improve achievement.
6. Relate specific assessment and intervention procedures to the general education curriculum and academic standards and benchmarks, including specific applications to communication-based approaches.

2011 Children's Institute Information

To support family participation in the conference, a Children's Institute will be available. This institute is sponsored by the Pennsylvania Department of Education, Bureau of Special Education. Services are provided by the Central Intermediate Unit #10 using trained professional and support staff. The institute offers an on-site, structured, and fun environment for children and youth (ages 2 to 21) with autism, and their siblings, who are Pennsylvania residents. Registration is limited to 100 participants for whom we receive completed registration packets.

Since the number of applicants always exceeds our capacity, registration preference will be based objectively on a number of factors (e.g., first-time registrants, timely submission of completed registration forms). Only children who have received a confirmation will be able to participate. Drop-off care is not available. If you have any questions, please call 800-982-3375 (contact Cherie Neely at ext. 3596 or Dawn Moss at ext. 3024).

The registration process:

IMPORTANT INFORMATION

Keep in mind that a parent or guardian must be in The Penn Stater building and must be accessible (by cell phone, e.g.) during all Children's Institute hours. Also, families who have previously been accepted for enrollment but did not call to cancel when their plans changed are not eligible to participate.

Step One:

Registration will be available online at www.ciu10.org, from May 9 to June 30. It is strongly suggested that you register at this website. However, if you do not have Internet access, you can call 800-982-3375 and talk with Cherie Neely at ext. 3596

or Dawn Moss at ext. 3024 to request a registration packet. A registration packet will be sent to you by postal mail or e-mail.

Step Two:

Complete the registration packet in full for each child participating.

Step Three:

Return the completed forms by June 30, either by completing the registration online at www.ciu10.org, or by mailing the forms to the address provided in your packet. Although early registration is helpful, it does not guarantee placement in the Children's Institute. You may receive a follow-up phone call in order to clarify or obtain information.

Step Four:

Your completed registration packet will be reviewed. Once an enrollment determination is made, you will either:

1. receive a confirmation, by mail or e-mail, with a registration number OR
2. be notified of full capacity and availability on a waiting list

Please note: Your child is not officially registered until you receive the confirmation notice and registration number. No child will be admitted to the Children's Institute without a confirmed registration.

Step Five:

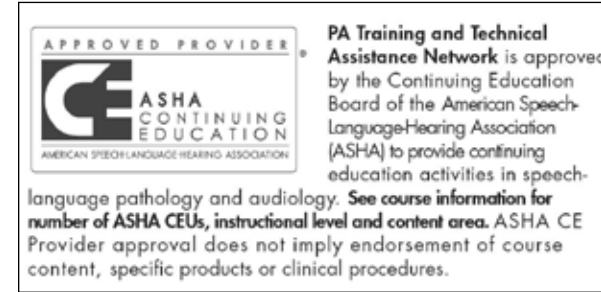
Bring your registration confirmation postcard to the Children's Institute.

IMPORTANT INFORMATION

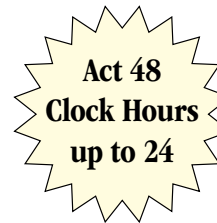
If you change your child's attendance plans in any way, please notify JoEllen at 800-982-3375, ext. 3074, by July 10 so that others can have the opportunity.

If you have questions or concerns, please call 800-982-3375, Cherie Neely at ext. 3596 or Dawn Moss at ext. 3024.

Continuing and Professional Education Credits/Hours



This course is offered for 2.2 ASHA CEUs (Intermediate level, Professional area).



The Pennsylvania Training and Technical Assistance Network is approved by the Pennsylvania State Board of Psychology to offer continuing education for psychologists. PaTTAN maintains responsibility for the program(s). This conference is offered for up to 23.75 CE hours.

Penn State is an act 48-approved provider. This conference is offered for up to 24 hours (6 hours per day) for Act 48. All sessions EXCEPT session 33, the poster session, count toward Act 48. Prior to enrolling, professional educators are encouraged to confirm that this program fits their school district's professional development plan for Act 48. To receive Act 48, you must attend all sessions for each day that you are registered.

Penn State will report Act 48 hours to the Pennsylvania Department of Education for the educator. Proper authorization is necessary and, to ensure that Act 48 hours are reportable, certain data is required. This includes the educator's last name, date of birth, and Social Security Number. Be sure to include this data on your registration form or at the conference on-site check-in desk. A \$50 administrative fee will apply for data that is provided after the program is completed.



The Pennsylvania Training and Technical Assistance Network is approved by the Behavior Analyst Certification Board to offer continuing education for certified behavior analysts. PaTTAN maintains responsibility for the program(s). This conference is offered for up to 23.25 BACB CEs.

There will be no extra charge for BACB sessions offered by PaTTAN.

Penn State is approved by the Pennsylvania State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors to provide continuing education courses and programs for these professions under sections 47.36 (a)(3), 48.36 (a)(3), and 49.36 (a)(3) of the Pennsylvania Code. To ensure that you receive your hours, be sure to provide your license number and sign the roster of attendance when you check in at the conference.

Sessions offered for Act 48

Monday: all sessions
 Tuesday: all sessions
 Wednesday: all sessions except #33
 Thursday: all sessions

Sessions offered for ASHA

Monday: all sessions except #11
 Tuesday: all sessions except #33
 Wednesday: all sessions except #56
 Thursday: all sessions

Sessions offered for BACB

Monday: #4, #5, #6, #7, #9
 Tuesday: #13/24, #14/25, #19/30, #20/31, #21/32
 Wednesday: #34/45, #35/46, #36/47, #37/48, #38/49, #39/50, #51, #41/52 Ethics Hours, #42/53, #44/55
 Thursday: #57, #58, #59, #60, #61, #62, #63, #65/77, #66/78, #68/80, #71/83, #73/85, #89

Sessions offered for Psych

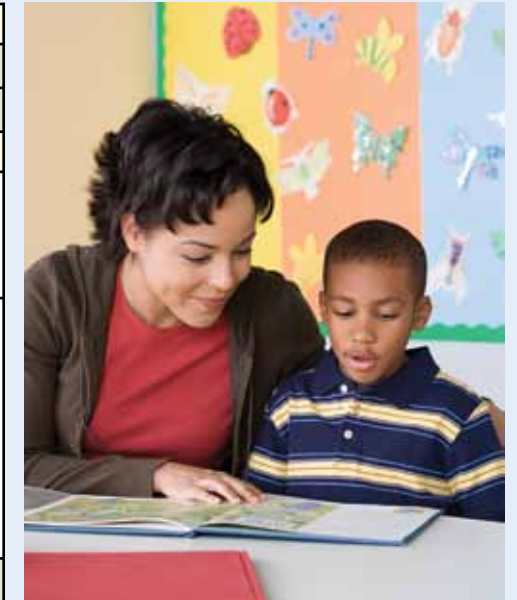
Monday: all sessions
 Tuesday: all sessions except #12/23
 Wednesday: all sessions except #56
 Thursday: all sessions

Sunday, July 31

Registration 3:00–6:00 p.m.

Monday, August 1

Registration 7:00 a.m.–5:00 p.m.		Children's Institute 8:45 a.m.–4:15 p.m.				Exhibits noon–5:00 p.m.				
9:00–10:30 a.m.	1. OPENING KEYNOTE: Let Me Hear <i>Your</i> Voice: Autism, Politics, and Law - Lorri Unumb, B/I, ACT 48, ASHA, Psych									
10:30–11:30 a.m.	2. <i>Autism Research Update 2011</i>, Alice Kau, B/I, ACT 48, ASHA, Psych									
Lunch 11:30 a.m.–1:00 p.m.										
	ASPERGER'S	ASSESSMENT/ INSTRUCTION	BEHAVIOR	COMMUNICATION/ SOCIAL	EARLY INTERVENTION		FAMILY	FUNCTIONAL	LEADERSHIP & TRAINING	SECONDARY ISSUES
RESEARCH SYMPOSIUMS 1:00–4:00 p.m.	3. Recent Research on Social Deficits in Asperger's Syndrome Ami Klin I/A, Act 48, ASHA, Psych	4. Effective Instruction: The Difference between Mediocrity and Excellence Edward Schaefer I/A, Act 48, ASHA, Psych, BACB	5. Applied Behavior Analysis Research in Autism Vince Carbone I/A, BACB, Act 48, ASHA, Psych	6. Joint Attention Intervention for Children with Autism Emily Jones I/A, BACB Act 48, ASHA, Psych	7. Evidence-Based Speech Production Training for Children with Autism Tamara Kasper I/A, Act 48, ASHA, Psych, BACB		8. Parent Advocacy Session Lorri Unumb B/I, Act 48, ASHA, Psych		9. Applying Research to Improve Daily Practice: Individually and Organizationally Patricia Wright I/A, BACB, Act 48, ASHA, Psych	10. Transition Issues for Families Lynda Geller I/A, Act 48, ASHA, Psych
4:15–5:15 p.m.	11. Introduction to the Behavior Analyst Certification Board, Jerry Shook, B/I, Act 48, BACB									



Tuesday, August 2

Registration 7:30 a.m.–4:30 p.m.		Children's Institute 8:45 a.m.–4:30 p.m.				Exhibits 8:00 a.m.–5:30 p.m.						
	ASPERGER'S	ASSESSMENT/ INSTRUCTION	BEHAVIOR	COMMUNICATION/ SOCIAL	EARLY INTERVENTION		FAMILY	FUNCTIONAL	LEADERSHIP & TRAINING	SECONDARY ISSUES	AUTISM 101	LANGUAGE ESSENTIALS FOR TEACHERS OF READING AND SPELLING
MORNING SESSIONS 9:00 a.m.–noon	12. Setting the Stage for Social Success Cindy Schneider B/I, Act 48, ASHA	13. Analyzing and Removing Barriers That Impede Language Acquisition Mark Sundberg I/A, BACB, Act 48, ASHA, Psych	14. Introduction to Relational Frame Theory Ian Stewart I/A, BACB, Act 48, ASHA, Psych	15. The Efficacy of Augmentative and Alternative Communication: Toward Evidence-Based Practice Ralf Schlosser B/I, Act 48, ASHA, Psych	16. What Are the Active Ingredients of Effective Programs for Toddlers with ASD? Amy Wetherby B/I, Act 48, ASHA, Psych		17. Bureau of Autism Services Updates Nina Wall-Cote and Lindsay Lawer B/I, Act 48, ASHA, Psych	18. Unraveling the Mysteries of Motor Planning Susan Thompson B/I, Act 48, ASHA, Psych	19. National Standards Project: Evidence-Based Practice and Autism Hanna Rue B/I, BACB, Act 48, ASHA, Psych	20. The Essential 8: An Assessment and Curriculum of Functional Skills for Children and Adults with Limited Skill Repertoires Patrick McGreevy I/A, Act 48, ASHA, Psych, BACB	21. Autism Basics Liz Maher B/I, Act 48, ASHA, Psych, BACB	22. LETRS Module 1 Workshop Part 1 All participants must attend Part 1 and 2 B/I, Act 48, ASHA, Psych,
Lunch noon–1:15 p.m.												
AFTERNOON SESSIONS 1:15–4:15 p.m.	23. Setting the Stage for Social Success Cindy Schneider B/I, Act 48, ASHA (Repeat session)	24. Analyzing and Removing Barriers That Impede Language Acquisition Mark Sundberg I/A, BACB, Act 48, ASHA, Psych (Repeat session)	25. Introduction to Relational Frame Theory Ian Stewart I/A, BACB, Act 48, ASHA, Psych (Repeat session)	26. The Efficacy of Augmentative and Alternative Communication: Toward Evidence-Based Practice Ralf Schlosser B/I, Act 48, ASHA, Psych (Repeat session)	27. What Are the Active Ingredients of Effective Programs for Toddlers with ASD? Amy Wetherby B/I, Act 48, ASHA, Psych (Repeat session)		28. Bureau of Autism Services Updates Nina Wall-Cote and Lindsay Lawer B/I, Act 48, ASHA, Psych (Repeat session)	29. Unraveling the Mysteries of Motor Planning Susan Thompson B/I, Act 48, ASHA, Psych (Repeat session)	30. National Standards Project: Evidence-Based Practice and Autism Hanna Rue B/I, BACB, Act 48, ASHA, Psych (Repeat session)	31. The Essential 8: An Assessment and Curriculum of Functional Skills for Children and Adults with Limited Skill Repertoires Patrick McGreevy I/A, Act 48, ASHA, Psych, BACB (Repeat session)	32. Effective Assessment Katie Staub B/I, Act 48, ASHA, Psych, BACB	LETRS Module 1 Workshop Part 2 All participants must attend Part 1 and 2 B/I, Act 48, ASHA, Psych
4:30–5:30 p.m.	33. Poster Session/ABA 4 Reception with Cash Bar, and The Art of Expression Exhibit											

Key: B/I—Beginning/Intermediate, I/A—Intermediate/Advanced

Registration 7:30 a.m.–4:30 p.m.		Children’s Institute 8:45 a.m.– 4:30 p.m.				Exhibits 8:00 a.m.–5:30 p.m.						
	ASPERGER’S	ASSESSMENT/ INSTRUCTION	BEHAVIOR	COMMUNICATION/ SOCIAL		EARLY INTERVENTION	FAMILY	FUNCTIONAL	LEADERSHIP & TRAINING	SECONDARY ISSUES	LEGAL ISSUES	AUTISM 101
MORNING SESSIONS 9:00 a.m.–noon	34. Bully Blockers Bill Jenson B/I, Act 48, ASHA, Psych, BACB	35. Naming Theory Caio Miguel I/A, BACB, Act 48, ASHA, Psych	36. Can We Eliminate Problem Behavior without Extinguishing it? Brian Iwata I/A, BACB, Act 48, ASHA, Psych	37. Extending Functional Communication through Relational Framing Ruth Anne Rehfeldt I/A, BACB, Act 48, ASHA, Psych		38. Web-Based System for Increasing Provider Competency to Serve Infants and Toddlers with ASD Kim Herb B/I, BACB, Act 48, ASHA, Psych	39. Assessment and Treatment of Feeding Disorders in Autism William Sharp B/I, BACB, Act 48, ASHA, Psych	40. Adapted Physical Education Garth Tymeson B/I, Act 48, ASHA, Psych	41. Ethics and Professional Behavior Jon Bailey I/A BACB, Act 48, ASHA, Psych 3 Ethics Hours	42. Transition Issues and Autism Rosemary Nilles B/I, BACB, Act 48, ASHA, Psych	43. Legal Issues for Students with Autism Perry Zirkel B/I, Act 48, ASHA, Psych	44. Instruction Basics Amiris DiPuglia B/I, Act 48, ASHA, Psych, BACB
	Lunch noon–1:15 p.m.											
AFTERNOON SESSIONS 1:15–4:15 p.m.	45. Super Heroes Bill Jenson B/I, Act 48, ASHA, Psych	46. Naming Theory Caio Miguel I/A, BACB, Act 48, ASHA, Psych (repeat session)	47. Can We Eliminate Problem Behavior without Extinguishing it? Brian Iwata I/A, BACB, Act 48, ASHA, Psych (repeat session)	48. Extending Functional Communication through Relational Framing Ruth Anne Rehfeldt I/A BACB, Act 48, ASHA, Psych (repeat session)		49. Web-Based System for Increasing Provider Competency to Serve Infants and Toddlers with ASD Kim Herb B/I, BACB, Act 48, ASHA, Psych (repeat session)	50. Assessment and Treatment of Feeding Disorders in Autism William Sharp B/I, BACB, Act 48, ASHA, Psych (repeat session)	51. How the CLM Engineers “Discovery Learning” Opportunities for Learners and Instructors Vicci Tucci I/A, BACB, Act 48, ASHA, Psych	52. Ethics and Professional Behavior Jon Bailey I/A, BACB, Act 48, ASHA, Psych 3 Ethics Hours (repeat session)	53. Transition Issues and Autism Rosemary Nilles B/I, BACB, Act 48, ASHA, Psych (repeat session)	54. Legal Issues for Students with Autism Perry Zirkel B/I, Act 48, ASHA, Psych (repeat session)	55. Behavior Management Linda Franchok B/I, Act 48, ASHA, Psych, BACB
	4:30–5:30 p.m.	56. BACB Updates and Professional Issues in Pennsylvania, Jerry Shook, B/I, ACT 48, BACB										

Key: B/I—Beginning/Intermediate, I/A—Intermediate/Advanced

Credit Courses

Again this year, a 1-credit graduate-level course will be open to teachers and other professionals attending the conference: SPLED 497C *Special Topics in Autism*. For more information about this course and SPLED 597A *Applied Behavior Analysis for Special Education: Extended Applications II* (short title—*ABA 4*), visit www.outreach.psu.edu/programs/autism.

Multiple sessions are available for CEUs via live webcasting.

PREREGISTRATION REQUIRED

Visit the “Webcasting” page on our website: www.outreach.psu.edu/programs/autism.

PaTTAN Goes Green

“Handouts” will be posted on the website at www.outreach.psu.edu/programs/autism.

You can download and print the handouts prior to attending the conference.

No paper copies will be provided.



For information about registering for the Low Incidence Institute, August 8–12, 2011, visit www.outreach.psu.edu/programs/low-incidence.

Thursday, August 4



Registration 8:00–9:00 a.m.		Children's Institute 8:45 a.m.–4:30 p.m.				Exhibits 8:00 a.m.–1:00 p.m.				
	ASPERGER'S	ASSESSMENT/ INSTRUCTION	BEHAVIOR	COMMUNICATION/ SOCIAL	EARLY INTERVENTION		FAMILY	FUNCTIONAL	LEADERSHIP & TRAINING	SECONDARY ISSUES
MORNING SESSIONS 9:00 a.m.–noon	57. Educational Interventions for Students with Asperger's Mary Jane Weiss B/I, Act 48, ASHA, Psych, BACB	58. Making Group Instruction More Effective for Students with Autism William Heward I/A, BACB, Act 48, ASHA, Psych	59. A Behavioral Analysis of Conversation David Palmer I/A, BACB, Act 48, ASHA, Psych		60. Pivotal Response Treatment for Young Children with Autism Daniel Openden B/I, BACB, Act 48, ASHA, Psych		61. Behavioral Interventions for the Family Jose Martinez-Diaz B/I, BACB, Act 48, ASHA, Psych	62. Evaluating Autism Treatments: Science and Pseudoscience Henry Schlinger Jr. I/A, BACB, Act 48, ASHA, Psych	63. ABA Interventions to Include Students with ASD in Schools Joel Hundert I/A, BACB, Act 48, ASHA, Psych	64. Estate Planning George Shadie B/I, Act 48, ASHA, Psych
	Lunch noon–1:15 p.m.									

AFTERNOON SESSIONS 1:15–2:15 p.m.	65. Social Skills Katie Ulrich and team B/I, Act 48, ASHA, Psych, BACB	66. Magnifying the Impact: Bridging the Gap from Research to Practice Rachel Kittenbrink and team B/I, BACB, Act 48, ASHA, Psych	67. The ASD College Coach and Getting Ready for College Brenda Eaton and team B/I, Act 48, ASHA, Psych	68. Facilitated Recess: Authentic Social Skills Instruction Erin Miner and team B/I, BACB, Act 48, ASHA, Psych	69. Preparing ASD Teens for Peer and Courtship Relationships—The Basics Lawrence Sutton B/I, Act 48, ASHA, Psych		70. Competent Learner Model: A Framework for Inclusion Robyn Wozniak and Anne Van Zelst B/I, Act 48, ASHA, Psych	71. Supporting a Consistent Model of Autism Support across All Grade Levels: ABA Staff and Support Amy Foor and Jaime Baker B/I, BACB, Act 48, ASHA, Psych	72. Serving Students with Autism: A Model That Makes Sense Carl Manfredi and Margaret Likasewski B/I, Act 48, ASHA, Psych	73. Using the Challenge and Competition to Capture Teacher MO to Improve the Integrity of Instruction Dona Alvino B/I, BACB, Act 48, ASHA, Psych	74. Effectively and Compassionately Integrating Individuals with Autism/ID Safely into the Community: A Cross-Systems Approach Amy Nemirow and team B/I, BACB, Act 48, ASHA, Psych	75. GYMBOP®: An Innovative Program of Physical Education Lynn Norlander and Eric Emmons B/I, Act 48, ASHA, Psych	76. Using Puppetry to Promote Autism Awareness: Acceptance Comes from Knowledge Kimberly Bennett B/I, Act 48, ASHA, Psych
	77. Social Skills Katie Ulrich and team B/I, Act 48, ASHA, Psych, BACB (Repeat session)	78. Magnifying the Impact: Bridging the Gap from Research to Practice Rachel Kittenbrink and team I/A, BACB, Act 48, ASHA, Psych (Repeat session)	79. The ASD College Coach and Getting Ready for College Brenda Eaton and team B/I, Act 48, ASHA, Psych (Repeat session)	80. Facilitated Recess: Authentic Social Skills Instruction Erin Miner and team B/I, BACB, Act 48, ASHA, Psych (Repeat session)	81. Preparing ASD Teens for Peer and Courtship Relationships—The Basics Lawrence Sutton B/I, Act 48, ASHA, Psych (Repeat session)		82. Competent Learner Model: A Framework for Inclusion Robyn Wozniak and Anne Val Zelst B/I, Act 48, ASHA, Psych (Repeat session)	83. Supporting a Consistent Model of Autism Support across All Grade Levels: ABA Staff and Support Amy Foor and Jamie Baker B/I, BACB, Act 48, ASHA, Psych (Repeat session)	84. Serving Students with Autism: A Model That Makes Sense Carl Manfredi and Margaret Likasewski B/I, Act 48, ASHA, Psych (Repeat session)	85. Using the Challenge and Competition to Capture Teacher MO to Improve the Integrity of Instruction Dona Alvino B/I, BACB, Act 48, ASHA, Psych (Repeat session)	86. Effectively and Compassionately Integrating Individuals with Autism/ID Safely into the Community: A Cross-Systems Approach Amy Nemirow and team B/I, BACB, Act 48, ASHA, Psych (Repeat session)	87. GYMBOP®: An Innovative Program of Physical Education Lynn Norlander and Eric Emmons B/I, Act 48, ASHA, Psych (Repeat session)	88. Using Puppetry to Promote Autism Awareness: Acceptance Comes from Knowledge Kimberly Bennett B/I, Act 48, ASHA, Psych (Repeat session)
3:45–5:00 p.m.	89. CLOSING KEYNOTE: Helping Students with Autism Succeed in General Education Classrooms - William Heward, B/I, ACT 48, ASHA, Psych, BACB												

Key: B/I—Beginning/Intermediate, I/A—Intermediate/Advanced

Session Descriptions

Monday, August 1

#1 OPENING KEYNOTE: LET ME HEAR YOUR VOICE: AUTISM, POLITICS, AND LAW

Lorri Unumb

This presentation will trace the history of health insurance coverage for autism, explain the new laws that make treatment affordable for average citizens, and examine the underlying legislative advocacy that resulted in their passage.

B/I, Act 48, ASHA, Psych

#2 AUTISM RESEARCH UPDATE 2011

Alice Kau

This presentation will discuss the state of the science and future activities in autism research.

B/I, Act 48, ASHA, Psych

#3 RECENT RESEARCH ON SOCIAL DEFICITS IN ASPERGER'S SYNDROME

Ami Klin

This presentation will provide an overview of clinical issues and new research on the social development of infants and toddlers with autism spectrum disorders.

I/A, Act 48, ASHA, Psych

#4 EFFECTIVE INSTRUCTION: THE DIFFERENCE BETWEEN MEDIOCRITY AND EXCELLENCE

Edward Schaefer

This presentation will consist of instructional strategies related to six observable classroom variables that will maximize student engagement and success.

I/A, Act 48, ASHA, BACB, Psych

#5 APPLIED BEHAVIOR ANALYSIS RESEARCH IN AUTISM

Vince Carbone

This presentation will provide a recent historical overview of the contribution of Applied Behavior Analysis research to the treatment and education of persons with autism.

I/A, Act 48, ASHA, BACB, Psych

#6 JOINT ATTENTION INTERVENTION FOR CHILDREN WITH AUTISM

Emily Jones

This presentation will provide an overview of joint attention intervention strategies and recent advances in our research.

I/A, Act 48, ASHA, BACB, Psych

#7 EVIDENCE-BASED SPEECH PRODUCTION TRAINING FOR CHILDREN WITH AUTISM

Tamara Kasper

Many children with autism exhibit speech sound disorders. This presentation will review available research to identify efficient and effective treatments.

I/A, Act 48, ASHA, BACB, Psych

#8 PARENT ADVOCACY SESSION

Lorri Unumb

This will be an interactive session for parents to discuss the concerns and issues related to raising a child with ASD.

B/I, Act 48, ASHA, Psych

#9 APPLYING RESEARCH TO IMPROVE DAILY PRACTICE: INDIVIDUALLY AND ORGANIZATIONALLY

Patricia Wright

Voluminous research studies are published demonstrating effective autism practices. Unfortunately, these published practices rarely reach those who provide direct support to individuals with autism. This session will discuss how one national social service agency is attempting to promote evidence-based practices in their daily work. Specific examples of strategies at the individual and organizational level will be provided.

I/A, Act 48, ASHA, BACB, Psych

#10 TRANSITION ISSUES FOR FAMILIES

Lynda Geller

This session will discuss many unanticipated challenges arising in the transition process from high school to college that parents and students need to prepare to handle.

I/A, Act 48, ASHA, Psych

#11 INTRODUCTION TO THE BEHAVIOR ANALYST CERTIFICATION BOARD

Jerry Shook

Basic information on the BACB, including eligibility criteria, application for examination, and current status, will be presented.

B/I, Act 48, BACB

Tuesday, August 2

#12 AND 23 SETTING THE STAGE FOR SOCIAL SUCCESS

Cindy Schneider

This is a very interactive workshop in which participants will be actively engaged. We will briefly review the social needs of the youngsters, students, and adults diagnosed with HFA or AS. Participants can learn strategies and techniques, through active participation in theatre games and activities, that specifically address those social issues. Group discussion about skills and adaptations will follow each activity.

B/I, Act 48, ASHA

#13 AND 24 ANALYZING AND REMOVING BARRIERS THAT IMPEDE LANGUAGE ACQUISITION

Mark Sundberg

Children with autism face many challenges when it comes to learning. Any of the basic verbal skills (mand, tact, intraverbal, echoic) can become impaired in a variety of ways. Some may demonstrate language that is dependent on prompts, or is rote, repetitive, or out of context. They may also have difficulty generalizing the skills they have learned, seem unmotivated, or emit scrolling (guessing) responses. These learning barriers can often be overcome if they are identified early, and appropriate steps are taken to ameliorate them. The VBN-MAPP Barriers Assessment is a tool that is designed to identify and score 24 different learning and language acquisition barriers that might affect an individual child. Participants can learn how to analyze a sampling of these barriers, as well as a variety of intervention strategies that can reduce or remove them.

I/A, Act 48, ASHA, BACB, Psych

#14 AND 25 INTRODUCTION TO RELATIONAL FRAME THEORY

Ian Stewart

This presentation will provide an overview of Relational Frame Theory and its application to developing novel, flexible verbal behavior at early and advanced levels of language programming.

I/A, Act 48, ASHA, BACB, Psych

#15 AND 26 THE EFFICACY OF AUGMENTATIVE AND ALTERNATIVE COMMUNICATION: TOWARD EVIDENCE-BASED PRACTICE

Ralf Schlosser

Participants can learn how to navigate evidence-based information sources to identify augmentative and alternative communication interventions that are empirically supported.

B/I, Act 48, ASHA, Psych

#16 AND 27 WHAT ARE THE ACTIVE INGREDIENTS OF EFFECTIVE PROGRAMS FOR TODDLERS WITH ASD?

Amy Wetherby

Core deficits of ASD include impairments of social communication and social interaction and restricted repetitive behaviors. Limitations of behavioral intervention strategies for promoting generalization and spontaneous communication have led to a growing body of research on developmental intervention approaches. Guidelines for targeting meaningful outcomes for children with ASD, using empirically-supported intervention strategies based on the recommendations of the National Research Council (2001), will be presented. Strategies for blending developmental approaches with evidence-based practice in everyday activities in the natural environment will be suggested and illustrated with video vignettes of toddlers with ASD and their families.

B/I, Act 48, ASHA, Psych

#17 AND 28 BUREAU OF AUTISM SERVICES UPDATES

Nina Wall-Cote and Lindsay Lawer

In order to better meet the needs of the growing number of individuals with ASD in Pennsylvania, it is important to have a deeper understanding of the extent to which current public systems are meeting the service needs of individuals with autism, and their families. This interactive session will share information about Bureau of Autism Services' current initiatives and adult programs, as well as highlight major findings from the ASERT PA Autism Needs Assessment survey in areas such as accessing services, co-morbid disorders, disciplinary actions, and education and employment for adults with ASD.

B/I, Act 48, ASHA, Psych

#18 AND 29 UNRAVELING THE MYSTERIES OF MOTOR PLANNING

Susan Thompson

This session will provide information about motor planning and how to address motor planning difficulties in children who struggle with this complex and important skill.

B/I, Act 48, ASHA, Psych

#19 AND 30 NATIONAL STANDARDS PROJECT: EVIDENCE-BASED PRACTICE AND AUTISM

Hanna Rue

This presentation will review the outcomes of the National Standards Report, the most comprehensive, systematic, evidence-based practice guideline on autism.

B/I, Act 48, ASHA, BACB, Psych

#20 AND 31 THE ESSENTIAL 8: AN ASSESSMENT AND CURRICULUM OF FUNCTIONAL SKILLS FOR CHILDREN AND ADULTS WITH LIMITED SKILL REPERTOIRES

Patrick McGreevy

This session will present the Essential 8, which is an assessment and curriculum based on B.F. Skinner's analysis of verbal behavior. The skills contained in that analysis are essential for effective daily living and are appropriate for both children and adults, especially those with limited skill repertoires.

I/A, Act 48, ASHA, BACB, Psych

#21 AUTISM BASICS

Liz Maher

This session will present an overview of ASD, including acknowledging the diversity of those who make up this group of individuals. An overview of the diagnostic criteria for autism will be provided, as well as a discussion of basic educational considerations, including individualized educational programs and the importance of providing services in the least restrictive environment. Both a parent's perspective and professional perspectives will be represented. A brief review of the importance of evidence-based practices in guiding educational programs will be presented.

B/I, Act 48, ASHA, BACB, Psych

#22 LANGUAGE ESSENTIALS FOR TEACHERS OF READING AND SPELLING (LETRS)—MODULE 1 WORKSHOP

**Laura Moran, Dan Thompson,
Pam Kastner**

This will be an all-day workshop. Module 1 can help the participants understand why learning to read is so difficult for many students, how reading develops, and what is happening when the reading process does not progress as expected.

B/I, Act 48, ASHA, Psych

#32 EFFECTIVE ASSESSMENT

Katie Staub

Effective service delivery starts with quality assessment. This session will review why assessment is important and present strategies for completing an assessment of an individual's strengths, needs, and relative performance in relation to sequences of skills, including state standards. Since individual functioning is related to how well educational programs are implemented, strategies for reviewing educational environments and programs will be included as part of the overall assessment process. Consideration of how to assess a wide range of skills will be reviewed.

B/I, Act 48, ASHA, BACB, Psych

#33 POSTER SESSION, ABA 4 RECEPTION WITH CASH BAR, AND THE ART OF EXPRESSION EXHIBIT



Wednesday, August 3

#34 BULLY BLOCKERS

Bill Jensen

This session will show teachers and other staff how to prevent and reduce all forms of bullying, from gossiping and exclusion to physical aggression and cyberbullying.

B/I, Act 48, ASHA, BACB, Psych

#35 AND 46 NAMING THEORY

Caio Miguel

Naming theory is a higher-order class of behavior that involves the learning of a bidirectional relation between speaking and listening responses. This presentation will define naming theory and suggest how, through multiple exemplar training, instructional efficiency for teaching verbal behavior with individuals with autism can be achieved.

I/A, Act 48, ASHA, BACB, Psych

#36 AND 47 CAN WE ELIMINATE PROBLEM BEHAVIOR WITHOUT EXTINGUISHING IT?

Brian Iwata

This presentation summarizes strengths and limitations of extinction and reviews research on the elimination of problem behavior with alternative procedures.

I/A, Act 48, ASHA, BACB, Psych

#37 AND 48 EXTENDING FUNCTIONAL COMMUNICATION THROUGH RELATIONAL FRAMING

Ruth Anne Rehfeldt

This presentation will focus on how the research program on Relational Frame Theory in particular, and derived relational responding more generally, can influence educational curricula for individuals with autism and other developmental disorders.

I/A, Act 48, ASHA, BACB, Psych

#38 AND 49 WEB-BASED SYSTEM FOR INCREASING PROVIDER COMPETENCY TO SERVE INFANTS AND TODDLERS WITH ASD

Kim Herb

This presentation will detail a web-based system regarding provider competency to serve infant and toddlers with ASD.

B/I, Act 48, ASHA, BACB, Psych

#39 AND 50 ASSESSMENT AND TREATMENT OF FEEDING DISORDERS IN AUTISM

William Sharp

This presentation will review the topography, assessment, and behavioral treatment of feeding problems frequently associated with autism.

B/I, Act 48, ASHA, BACB, Psych

#40 ADAPTED PHYSICAL EDUCATION

Garth Tymeson

This presentation will describe the short- and long-term benefits of physical activity for students with ASD, along with legal requirements and provision of services regulations based on IDEA 2004. Characteristics of quality and appropriate physical education services and programs will be discussed, as well as common misconceptions and best practices of physical education for students with disabilities.

B/I, Act 48, ASHA, Psych

#41 AND 52 ETHICS AND PROFESSIONAL BEHAVIOR

Jon Bailey

This session will discuss several key issues as they relate to ethics and the professional behavior of behavior analysts. Case scenarios will be used to illustrate the issues.

I/A, Act 48, ASHA, BACB, Psych, 3 Ethics Hours

#42 AND 53 TRANSITION ISSUES AND AUTISM

Rosemary Nilles

While students with autism spectrum disorders present unique needs, the process for transitioning from school to postsecondary education, employment, and independent living is the same, regardless of disability. This session will examine Pennsylvania's six-step process for transition for students ages 14 and older. Emphasis will be given to age-appropriate transition assessment; clearly identified postsecondary goals; the role of agency partnerships; transition services and activities; and measurable annual goals, all of which must be customized to the student's individual needs.

B/I, Act 48, ASHA, BACB, Psych

#43 AND 54 LEGAL ISSUES FOR STUDENTS WITH AUTISM

Perry Zirkel

This session will be a primer on special education law, including the avenues for legal dispute resolution. An overview of legislation, regulations, and case law specific to students with autism in

pre-K to grade 12, with focus on eligibility and methodology, will be presented.

B/I, Act 48, ASHA, Psych

#44 INSTRUCTION BASICS

Amiris DiPuglia

This session will provide a review of various strategies and procedures for the delivery of high-quality instruction. The focus will be on evidence-based interventions that include addressing the core issues of ASD, namely communication and social skills. The importance of instruction as team effort that involves systematic training, data-guided decision making, and team communication will be emphasized.

B/I, Act 48, ASHA, BACB, Psych

#45 SUPER HEROES

Bill Jensen

This session will talk about the program, “Super Heroes,” which teaches 17 essential social skills to master. The program combines evidenced-based instruction with fun through the use of Fast-Hands Animation, Peer Modeling, and Comics to engage kids every step of the way.

B/I, Act 48, ASHA, Psych

#51 HOW CLM ENGINEERS “DISCOVERY LEARNING” OPPORTUNITIES FOR LEARNERS AND INSTRUCTORS

Vicci Tucci and Team

Aspects of the Competent Learner Model will be illustrated to show how the foundational repertoires acquired by the learners and instructors combine to perform new behaviors without explicit instruction.

I/A, Act 48, ASHA, BACB, Psych

#55 BEHAVIOR MANAGEMENT

Linda Franchok

Positive approaches to managing common problem behaviors will be discussed. Methods of reducing the occurrence of challenging behaviors will be reviewed in relation to a wide range of factors that can influence behavior. The primary emphasis will be on a functional approach that considers the individual’s skills and abilities as well as variables in the environment that can affect behavior. The session will include an overview of strategies for addressing the relationship between effective communication skills and problem behavior, as well as the relationship between quality of educational environment and problem behavior.

B/I, Act 48, ASHA, BACB, Psych

#56 BACB UPDATE AND PROFESSIONAL ISSUES IN PENNSYLVANIA

Jerry Shook

This session will describe the current status and future directions planned for the Behavior Analyst Certification Board. The session also will explore matters related to the practice of behavior analysis in the Commonwealth.

B/I, Act 48, BACB

Thursday, August 4

#57 EDUCATIONAL INTERVENTIONS FOR STUDENTS WITH ASPERGER’S

Mary Jane Weiss

This workshop will outline the learning characteristics of students with Asperger’s, and will outline effective strategies to maximize their success.

B/I, Act 48, ASHA, BACB, Psych

#58 MAKING GROUP INSTRUCTION MORE EFFECTIVE FOR STUDENTS WITH AUTISM

William Heward

This will be a presentation of research-based interventions that help students with ASD learn five skill sets considered by autism experts to be critical for success in inclusive classrooms.

I/A, Act 48, ASHA, BACB, Psych

#59 A BEHAVIORAL ANALYSIS OF CONVERSATION

David Palmer

This presentation will discuss interlocking contingencies of speaker and listener that may be defective in children with autism.

I/A, Act 48, ASHA, BACB, Psych

#60 PIVOTAL RESPONSE TREATMENT FOR YOUNG CHILDREN WITH AUTISM

Daniel Openden

This presentation will discuss the development and implementation of Pivotal Response Treatment, an evidence-based model for teaching children with autism.

B/I, Act 48, ASHA, BACB, Psych



#61 BEHAVIORAL INTERVENTIONS FOR THE FAMILY

Jose Martinez-Diaz

The presentation will cover several of the basic ABA principles and procedures that families can use to make a difference in their child’s life. Topics include definitions and examples of behavior, antecedents, and consequences, how to pinpoint and measure behavior, the importance of data collection, skill acquisition procedures such as shaping and incidental teaching, and basic differential reinforcement procedures to replace problem behavior with appropriate behavior. Case examples will be utilized to illustrate the principles and procedures.

B/I, Act 48, ASHA, BACB, Psych

#62 EVALUATING AUTISM TREATMENTS: SCIENCE AND PSEUDOSCIENCE

Henry Schlinger Jr.

This presentation will distinguish between science and pseudoscience and describe how specific autism treatments, such as Facilitated Communication, are pseudoscientific.

I/A, Act 48, ASHA, BACB, Psych

#63 ABA INTERVENTIONS TO INCLUDE STUDENTS WITH ASD IN SCHOOLS

Joel Hundert

Applied Behavior Analytic interventions will be described to target critical areas associated with success of students with ASD in general education classrooms.

I/A, Act 48, ASHA, BACB, Psych

#64 ESTATE PLANNING

George Shadie

This session will focus on learning the pitfalls to avoid so your child doesn’t lose benefits that he/she is entitled to receive. An overview of services will be presented.

B/I, Act 48, ASHA, Psych

#65 AND 77 SOCIAL SKILLS

Katie Ulrich and team

This session will discuss the rationale and components of a social skills training approach, choosing specific social skills for training, development of a lesson, implementation of a lesson, and data collection. Lesson, data collection and video examples will be provided.

B/I, Act 48, ASHA, BACB, Psych

#66 AND 78 MAGNIFYING THE IMPACT: BRIDGING THE GAP FROM RESEARCH TO PRACTICE

Rachel Kittenbrink and team

A brief review of literature highlighting the issues frequently identified as contributing to the failed implementation of research-validated instructional and behavior strategies for students with autism will serve as an introduction and rationale for the importance of this topic. The remainder of the presentation will focus on “Magnifying the Impact,” with a discussion of a variety of strategies used by our Pace team to spread the knowledge, strategies, and processes acquired through our relationship with the Pattan Autism Initiative to both families and a larger educational community.

B/I, Act 48, ASHA, BACB, Psych

#67 AND 79 THE ASD COLLEGE COACH AND GETTING READY FOR COLLEGE

Brenda Eaton and team

More and more students with an ASD diagnosis are getting into college, but are they ready? Learn what colleges and universities will provide in the way of accommodations, what skills are necessary, and what an ASD College Coach is.

B/I, Act 48, ASHA, Psych

#68 AND 80 FACILITATED RECESS: AUTHENTIC SOCIAL SKILLS INSTRUCTION

Erin Miner and team

This session will present the concept of using recess as an instruction period for students with ASD, instead of the traditional exposure of 30 minutes daily, to create an authentic environment for social skills instruction.

B/I, Act 48, ASHA, BACB, Psych

#69 AND 81 PREPARING ASD TEENS FOR PEER AND COURTSHIP RELATIONSHIPS—THE BASICS

Lawrence Sutton

Successful teenage and courtship relationship development requires core knowledge and skills to be successful. Through the use of specific psycho-educational lessons, the presentation will walk attendees through the modular unit or skill processes.

B/I, Act 48, ASHA, Psych

To register online, with payment by credit card, visit

www.outreach.psu.edu/programs/autism

NATIONAL AUTISM CONFERENCE • AUGUST 1–4, 2011

Return to Penn State by July 18, 2011, for advanced registration. Payment in full, by check or money order, must accompany this form. Credit card payment can be accepted only with online registration at www.outreach.psu.edu/programs/autism. This form may be duplicated for additional registrations. Please print in ink or type.

Last name		First name	Middle initial
Social Security no.* or Penn State ID no.*		Date of birth (month/day/year)	
*The Social Security number (SSN) you provide for enrollment purposes, or when requesting specific services, will be used by the University to verify your identity for official record keeping and reporting. If you choose not to supply your SSN, certain services — such as transcripts, enrollment verification, tax reporting, and financial aid — may not be available to you, and Penn State cannot guarantee a complete academic record for you. Your SSN will be stored in a central system and used only as a primary source to identify you within the Penn State system; the Penn State ID will be used as the primary identifier.			
Company or organization			
<input type="checkbox"/> Male	<input type="checkbox"/> Female	E-mail address	
Summer mailing address (no. and street, or box no.)			
City	State	ZIP code	Country
Phone no.		Fax no.	
Are you a Penn State alumna/alumnus? <input type="checkbox"/> Yes <input type="checkbox"/> No			

Special dietary needs/accommodations

Occupation (please select the one that best describes your position):

<input type="checkbox"/> Administrator	<input type="checkbox"/> General educator	<input type="checkbox"/> Family member
<input type="checkbox"/> Paraprofessional	<input type="checkbox"/> Parent	<input type="checkbox"/> Physician
<input type="checkbox"/> BCBA	<input type="checkbox"/> Agency staff	<input type="checkbox"/> Clinical psychologist
<input type="checkbox"/> Occupational therapist		<input type="checkbox"/> Student
<input type="checkbox"/> School psychologist		<input type="checkbox"/> Guidance counselor
<input type="checkbox"/> Speech/language Pathologist		<input type="checkbox"/> Special education
<input type="checkbox"/> Other_____		

KEYNOTE SESSIONS

Please indicate below the keynote sessions that you plan to attend (check all that apply):

- 1. Opening Keynote, Monday, 9:00–10:30 a.m., *Let Me Hear Your Voice: Autism, Politics, and Law*
- 89. Closing Keynote, Thursday, 3:45–5:00 p.m., *Helping Students with Autism Succeed in General Education Classrooms*

GENERAL SESSIONS

Please indicate below the general sessions that you plan to attend (check all that apply):

- 2. Monday, 10:30–11:30 a.m., *Autism Research Update 2011*
- 11. Monday, 4:15–5:15 p.m., *Introduction to the Behavior Analyst Certification Board*
- 56. Wednesday, 4:30–5:30 p.m., *BACB Updates and Professional Issues in Pennsylvania*

POSTER SESSION

Please indicate below if you plan to attend the poster session:

- 33. Tuesday, 4:30–5:30 p.m., *Poster Session, Reception, and The Art of Expression Exhibit*

BREAKOUT SESSIONS

Please choose the breakout session you would like to attend during each period (by placing the number corresponding to a session on the first, second, and third choice spaces provided). Enrollment for each breakout session will be on a first-come, first-served basis only. We will make every effort to accommodate your choice of sessions. You will receive your customized agenda at the on-site conference check-in desk. The presenter(s) will be listed beside the session title. (Brief session descriptions are available on the agenda web page at www.outreach.psu.edu/programs/autism.)

MONDAY Breakout Session Choices

1:00–4:00 p.m.

- 3. *Recent Research on Social Deficits in Asperger's Syndrome* (Ami Klin)
- 4. *Effective Instruction: The Difference between Mediocrity and Excellence* (Edward Schaefer)
- 5. *Applied Behavior Analysis Research in Autism* (Vince Carbone)
- 6. *Joint Attention Intervention for Children with Autism* (Emily Jones)
- 7. *Evidence-Based Speech Production Training for Children with Autism* (Tamara Kasper)
- 8. *Parent Advocacy Session* (Lorri Unumb)
- 9. *Applying Research to Improve Daily Practice: Individually and Organizationally* (Patricia Wright)
- 10. *Transition Issues for Families* (Lynda Geller)

1st Choice _____ 2nd Choice _____ 3rd Choice _____

TUESDAY Breakout Session Choices

(Note: Many of the morning sessions repeat in the afternoon.)

9:00 a.m.–noon

- 12. *Setting the Stage for Social Success* (Cindy Schneider)
- 13. *Analyzing and Removing Barriers That Impede Language Acquisition* (Mark Sundberg)
- 14. *Introduction to Relational Frame Theory* (Ian Stewart)

#70 AND 82 COMPETENT LEARNER MODEL: A FRAMEWORK FOR INCLUSION

Robyn Wozniak and Anne Van Zelst

The session will offer a view of Competent Learner Model implementation as a framework to access the general education curriculum in a typical K–2 elementary school.

B/I, Act 48, ASHA, Psych

#71 AND 83 SUPPORTING A CONSISTENT MODEL OF AUTISM SUPPORT ACROSS ALL GRADE LEVELS: ABA STAFF AND SUPPORT

Amy Foor and Jaime Baker

Classroom teams will present information on implementing a consistent model of autistic support — from preschool through high school. Information will be presented on how using consistent language, data systems, evidence-based interventions, and ABA practices have allowed for smooth transitions and successful programming across grade levels.

B/I, Act 48, ASHA, BACB, Psych

#72 AND 84 SERVING STUDENTS WITH AUTISM: A MODEL THAT MAKES SENSE

Carl Manfredi and Margaret Likasewski

A panel consisting of school district, behavioral agency, verbal behavior, and teaching staff will provide an overview on how to utilize all stakeholders to provide an effective model for students with autism.

B/I, Act 48, ASHA, Psych

#73 AND 85 USING THE CHALLENGE AND COMPETITION TO CAPTURE TEACHER MO TO IMPROVE THE INTEGRITY OF INSTRUCTION

Dona Alvino

This session will teach professional staff and administrators how to incorporate ongoing training into the school year to continuously improve and refine teachers' instructional skills.

B/I, Act 48, ASHA, BACB, Psych

#74 AND 86 EFFECTIVELY AND COMPASSIONATELY INTEGRATING INDIVIDUALS WITH AUTISM/ID SAFELY INTO THE COMMUNITY: A CROSS-SYSTEMS APPROACH

Amy Nemirow and team

This interactive session will be presented by members of a cross-systems workgroup that is focused on answering these questions: How do we work across systems to effectively and compassionately integrate individuals with autism/ID safely into the community, and decrease interactions with the justice system? And, if preventive steps fail, how do we intervene so that everyone receives equal justice? The session will include an update of the current progress of the workgroup, provide practical strategies, and offer time for audience interaction in order to gain additional perspectives and feedback.

B/I, Act 48, ASHA, BACB, Psych

#75 AND 87 GYMBOP®: AN INNOVATIVE PROGRAM OF PHYSICAL EDUCATION

Lynn Norlander and Eric Emmons

This session will demonstrate the use of GYMBOP, a nontraditional therapeutic program developed at The Children's Institute to help students with severe disabilities. Faculty from The Day School at The Children's Institute developed GYMBOP by integrating the educational specialties of music and adapted physical education with occupational, physical, and speech/language therapies.

B/I, Act 48, ASHA, Psych

#76 AND 88 USING PUPPETRY TO PROMOTE AUTISM AWARENESS: ACCEPTANCE COMES FROM KNOWLEDGE

Kimberly Bennett

This session will demonstrate how a puppet show can be used to foster autism awareness. A puppet show will be performed, and the impact it has made in two public schools will be discussed.

B/I, Act 48, ASHA, Psych

#89 HELPING STUDENTS WITH AUTISM SUCCEED IN GENERAL EDUCATION CLASSROOMS

William Heward

Research-based interventions that help students with ASD learn five skill sets considered by autism experts to be critical for success in inclusive classrooms.

B/I, Act 48, ASHA, BACB, Psych

To register online, with payment by credit card, visit

www.outreach.psu.edu/programs/autism

- 15. *The Efficacy of Augmentative and Alternative Communication: Toward Evidence-Based Practice* (Ralf Schlosser)
- 16. *What Are the Active Ingredients of Effective Programs for Toddlers with ASD?* (Amy Wetherby)
- 17. *Bureau of Autism Services Updates* (Nina Wall-Cote and Lindsay Lawer)
- 18. *Unraveling the Mysteries of Motor Planning* (Susan Thompson)
- 19. *National Standards Project: Evidence-Based Practice and Autism* (Hanna Rue)
- 20. *The Essential 8: An Assessment and Curriculum of Functional Skills for Children and Adults with Limited Skill Repertoires* (Patrick McGreevy)
- 21. *Autism Basics* (Liz Maher)

1st Choice _____ 2nd Choice _____ 3rd Choice _____

1:15–4:15 p.m.

- 23. *Setting the Stage for Social Success* (Cindy Schneider) —repeat session
- 24. *Analyzing and Removing Barriers That Impede Language Acquisition* (Mark Sundberg) —repeat session
- 25. *Introduction to Relational Frame Theory* (Ian Stewart) —repeat session
- 26. *The Efficacy of Augmentative and Alternative Communication: Toward Evidence-Based Practice* (Ralf Schlosser) —repeat session
- 27. *What Are the Active Ingredients of Effective Programs for Toddlers with ASD?* (Amy Wetherby) —repeat session
- 28. *Bureau of Autism Services Updates* (Nina Wall-Cote and Lindsay Lawer) —repeat session
- 29. *Unraveling the Mysteries of Motor Planning* (Susan Thompson) —repeat session
- 30. *National Standards Project: Evidence-Based Practice and Autism* (Hanna Rue) —repeat session
- 31. *The Essential 8: An Assessment and Curriculum of Functional Skills for Children and Adults with Limited Skill Repertoires* (Patrick McGreevy) —repeat session
- 32. *Effective Assessment* (Katie Staub)

1st Choice _____ 2nd Choice _____ 3rd Choice _____

TUESDAY, 9:00 a.m.–3:30 p.m. Optional Workshop

- 22. *Language Essentials for Teachers of Reading and Spelling* (LETRS)—a professional development program to increase teachers’ understanding of how students learn to read. Registration is limited. Please indicate below if you are interested in this optional workshop.
- Yes, I wish to attend this optional workshop (enrollment will be on a first-come, first-served basis only). I understand I will not be attending other morning or afternoon sessions on Tuesday.

WEDNESDAY Breakout Session Choices

(Note: Many of the morning sessions repeat in the afternoon.)

9:00 a.m.–noon

- 34. *Bully Blockers* (Bill Jenson)
- 35. *Naming Theory* (Caio Miguel)
- 36. *Can We Eliminate Problem Behavior without Extinguishing It?* (Brian Iwata)
- 37. *Extending Functional Communication through Relational Framing* (Ruth Anne Rehfeldt)
- 38. *Web-Based System for Increasing Provider Competency to Serve Infants and Toddlers with ASD* (Kim Herb)
- 39. *Assessment and Treatment of Feeding Disorders in Autism* (William Sharp)
- 40. *Adapted Physical Education* (Garth Tymeson)
- 41. *Ethics and Professional Behavior* (Jon Bailey)
- 42. *Transition Issues and Autism* (Rosemary Nilles)
- 43. *Legal Issues for Students with Autism* (Perry Zirkel)
- 44. *Instruction Basics* (Amiris DiPuglia)

1st Choice _____ 2nd Choice _____ 3rd Choice _____

1:15–4:15 p.m.

- 45. *Super Heroes* (Bill Jenson)
- 46. *Naming Theory* (Caio Miguel) —repeat session
- 47. *Can We Eliminate Problem Behavior without Extinguishing It?* (Brian Iwata) —repeat session
- 48. *Extending Functional Communication through Relational Framing* (Ruth Anne Rehfeldt) —repeat session
- 49. *Web-Based System for Increasing Provider Competency to Serve Infants and Toddlers with ASD* (Kim Herb) —repeat session
- 50. *Assessment and Treatment of Feeding Disorders in Autism* (William Sharp) —repeat session
- 51. *How CLM Engineers “Discovery Learning” Opportunities for Learners and Instructors* (Vicci Tucci and team)
- 52. *Ethics and Professional Behavior* (Jon Bailey) —repeat session
- 53. *Transition Issues and Autism* (Rosemary Nilles) —repeat session
- 54. *Legal Issues for Students with Autism* (Perry Zirkel) —repeat session
- 55. *Behavior Management* (Linda Franchok)

1st Choice _____ 2nd Choice _____ 3rd Choice _____

THURSDAY Breakout Session Choices

9:00 a.m.–noon

- 57. *Educational Interventions for Students with Asperger’s* (Mary Jane Weiss)
- 58. *Making Group Instruction More Effective for Students with Autism* (William Heward)
- 59. *A Behavioral Analysis of Conversation* (David Palmer)
- 60. *Pivotal Response Treatment for Young Children with Autism* (Daniel Openden)
- 61. *Behavioral Interventions for the Family* (Jose Martinez-Diaz)
- 62. *Evaluating Autism Treatments: Science and Pseudoscience* (Henry Schlinger Jr.)
- 63. *ABA Interventions to Include Students with ASD in Schools* (Joel Hundert)
- 64. *Estate Planning* (George Shadie)

1st Choice _____ 2nd Choice _____ 3rd Choice _____

1:15–2:15 p.m. (Note: All sessions repeat at the 2:30–3:30 p.m. session.)

- 65. *Social Skills* (Katie Ulrich and Team)
- 66. *Magnifying the Impact: Bridging the Gap from Research to Practice* (Rachel Kittenbrink and team)
- 67. *The ASD College Coach and Getting Ready for College* (Brenda Eaton and team)
- 68. *Facilitated Recess: Authentic Social Skills Instruction* (Erin Miner and team)
- 69. *Preparing ASD Teens for Peer and Courtship Relationships—The Basics* (Lawrence Sutton)
- 70. *Competent Learner Model: A Framework for Inclusion* (Robyn Wozniak and Anne Van Zelst)
- 71. *Supporting a Consistent Model of Autism Support across All Grade Levels: ABA Staff and Support* (Amy Foor and Jaime Baker)
- 72. *Serving Students with Autism: A Model That Makes Sense* (Carl Manfredi and Margaret Likasewski)
- 73. *Using the Challenge and Competition to Capture Teacher MO to Improve the Integrity of Instruction* (Dona Alvino)
- 74. *Effectively and Compassionately Integrating Individuals with Autism/ID Safely into the Community: A Cross-Systems Approach* (Amy Nemirow and team)
- 75. *GYMBOP®: An Innovative Program of Physical Education* (Lynn Norlander and Eric Emmons)
- 76. *Using Puppetry to Promote Autism Awareness: Acceptance Comes from Knowledge* (Kimberly Bennett)

1st Choice _____ 2nd Choice _____ 3rd Choice _____

2:30–3:30 p.m.

- 77. *Social Skills* (Katie Ulrich and Team) —repeat
- 78. *Magnifying the Impact: Bridging the Gap from Research to Practice* (Rachel Kittenbrink and team) —repeat
- 79. *The ASD College Coach and Getting Ready for College* (Brenda Eaton and team) —repeat
- 80. *Facilitated Recess: Authentic Social Skills Instruction* (Erin Miner and team) —repeat
- 81. *Preparing ASD Teens for Peer and Courtship Relationships—The Basics* (Lawrence Sutton) —repeat
- 82. *Competent Learner Model: A Framework for Inclusion* (Robyn Wozniak and Anne Van Zelst) —repeat
- 83. *Supporting a Consistent Model of Autism Support across All Grade Levels: ABA Staff and Support* (Amy Foor and Jaime Baker) —repeat
- 84. *Serving Students with Autism: A Model That Makes Sense* (Carl Manfredi and Margaret Likasewski) —repeat
- 85. *Using the Challenge and Competition to Capture Teacher MO to Improve the Integrity of Instruction* (Dona Alvino) —repeat
- 86. *Effectively and Compassionately Integrating Individuals with Autism/ID Safely into the Community: A Cross-Systems Approach* (Amy Nemirow and Team) —repeat
- 87. *GYMBOP®: An Innovative Program of Physical Education* (Lynn Norlander and Eric Emmons) —repeat
- 88. *Using Puppetry to Promote Autism Awareness: Acceptance Comes from Knowledge* (Kimberly Bennett) —repeat

1st Choice _____ 2nd Choice _____ 3rd Choice _____

Act 48 Reporting
The data below is required for those seeking Pennsylvania Act 48 hours at this program. A \$50 administrative fee will apply for data that is provided after the program is completed.

I authorize Penn State to report my Act 48 hours earned at this program to the Pennsylvania Department of Education.

*Social Security Number _____ Signature _____

Date of birth (MM/DD/YYYY) _____ Today’s Date _____



REGISTRATION FEES:

Pennsylvania education professionals: **\$150** for entire conference

Indicate day(s) of attendance: Monday Tuesday
 Wednesday Thursday

Name of Pennsylvania school district/Pennsylvania educational institution: _____

Other Pennsylvania professionals: **\$200** for entire conference

Indicate day(s) of attendance: Monday Tuesday
 Wednesday Thursday

Out-of-state professionals: **\$225** for entire conference

Indicate day(s) of attendance: Monday Tuesday
 Wednesday Thursday

All professions: one-day fee: **\$75** (must choose one day only)

Indicate single day of attendance: Monday Tuesday
 Wednesday Thursday

Pennsylvania parent (mother or father) requesting professional credits: **\$100** for entire conference

Indicate day(s) of attendance: Monday Tuesday
 Wednesday Thursday

Pennsylvania family members or adults living with ASD: **\$25** for entire conference

Indicate day(s) of attendance: Monday Tuesday
 Wednesday Thursday

Note: Participants are ineligible to receive professional credits at this fee. To receive professional credits, you must register at the Pennsylvania parent (mother or father) requesting professional credits: **\$100** fee.

Non-Pennsylvania family members or adults living with ASD: **\$50** for entire conference

Indicate day(s) of attendance: Monday Tuesday
 Wednesday Thursday

Note: Participants are ineligible to receive professional credits at this fee. To receive professional credits, you must register at the out-of-state **\$225** professional's fee.

TOTAL DUE: \$ _____

An additional charge of **\$30** will be added to all walk-in registrations.



METHOD OF PAYMENT

Your payment, in full, must accompany your registration form. The Pennsylvania State University's federal ID number is 24-6000376. (Credit card payment can be accepted only with on-line registration at www.outreach.psu.edu/programs/autism.)

Enclosed is a check or money order for the amount indicated, signed and payable to Penn State.

Enclosed is a purchase order (made payable to Penn State) or letter of authorization from my employer or sponsoring organization.

IDCC — Penn State employees only to &CNI.
Document # _____.

(A completed registration form is required to process your registration).

BEFORE MAILING:

- Complete all information, using your summer address only.
- Indicate session choices, as described on the registration form.
- Complete Act 48 Reporting information for those seeking Act 48 hours at this program.
- Register at the appropriate fee. Note: Professional credits will not be awarded at family fee levels.
- Registration form and payment due by July 18, 2011, to Penn State for advance registration. After July 18, please call the conference planner at 814-863-5100 for information about on-site check-in; if space permits, you can register for an additional \$30.
- Sign check and make payable to Penn State.

SEND ALL REGISTRATION PAGES TO:

Conferences and Institutes Registration

The Pennsylvania State University

Box 108

State College PA 16804

Fax: 814-863-5175

Location

The program will be held at The Penn Stater Conference Center Hotel, one of the largest university-based conference center hotels of its kind in the country. The Penn Stater, part of Penn State's Innovation Park, features recently renovated rooms, extensive meeting facilities, and excellent restaurants.

For More Information

For information about registration, courses, fees, and facilities:

John Farris, Conference Planner
The Pennsylvania State University
225 The Penn Stater Conference Center Hotel
University Park PA 16802
Phone: 814-863-5100
E-mail: ConferenceInfo1@outreach.psu.edu

For information about program content:

Jill Detwiler, CCC-SLP/L
Education Consultant
Pennsylvania Training and Technical Assistance Network (PaTTAN)
6340 Flank Drive
Harrisburg PA 17112
717-541-4960
1-800-360-7282 (toll free in Pennsylvania only)
717-541-4968 (fax)
E-mail: jdetwiler@pattan.net
www.pattan.net

Accommodations

You are responsible for making your own hotel reservation and payment. Blocks of rooms will be held at the following hotels for those attending this conference. Please make your reservation by **June 30**.

The Penn Stater Conference Center Hotel
800-233-7505
\$106 single/double;
\$116 triple/ \$126 quad

The Nittany Lion Inn
800-233-7505
\$106 single/double;
\$116 triple/ \$126 quad

The Atherton Hotel
800-832-0132
\$95 single/double

Comfort Suites
814-235-1900
\$89 single/double

Courtyard by Marriott
814-238-1881
\$109 single/double/triple/quad

Days Inn State College
814-238-8454
\$82 single/double

Quality Inn
814-234-1600
\$76 single/double

Fairfield Inn & Suites
814-238-3871
\$99 single/double

Hampton Inn & Suites
814-231-1899
\$99 single/double/triple/quad

Hilton Garden Inn
814-272-1221
\$109 single; \$119 double

Holiday Inn Express at Williamsburg Square
814-867-1800
\$95 single/double

Ramada Inn
814-238-3001
\$81 single/double

Residence Inn by Marriott
814-235-6960
\$119 studio suite

Sleep Inn
814-235-1020
\$79 single/double

Best Western Plus
814-234-8393
\$99 single/double

Registration

How to register: You can register on the program website (www.outreach.psu.edu/programs/autism) or by mailing the attached registration form (with a check, money order, purchase order, or letter of authorization from your employer or sponsoring organization). Credit card payment can be accepted only with online registration.

Deadline: All registrations must be received by 5:00 p.m. EST on July 18. After this date, please call the conference planner at 814-863-5100 for information about on-site check-in; if space permits, you can register for an additional \$30.

Confirmation: Penn State Conferences will confirm your registration. You will be alerted promptly of any cancellations or changes. If some unforeseen event forces Penn State to cancel or postpone the program, you will receive a full refund of your registration fee; however, the University cannot be held responsible for any related costs, including cancellation fees assessed by airlines or travel agencies.

Refunds: If your request to withdraw is received by July 8, we can issue a partial refund. Send your written request by fax to 814-863-5190 or by e-mail to ConferenceInfo1@outreach.psu.edu. An administrative fee, up to \$50, will be charged for each withdrawal. Anyone who is registered but cannot attend may send a substitute.

Access: Penn State encourages persons with disabilities to participate in its programs and activities. If you anticipate needing special accommodations or have questions about the physical access provided, please contact the conference planner at 814-863-5100 before your visit.

Travel

By air: The State College/University Park Airport (airport code: SCE) is located near the conference site. Call 814-865-5511 or visit www.universityparkairport.com for information on flights.

By car: The University Park campus is located within driving distance of many major cities, including Harrisburg (1.5 hrs., 90 mi.), Pittsburgh (3 hrs., 137 mi.), Philadelphia (3.5 hrs., 194 mi.), Baltimore (3.5 hrs., 155 mi.), Washington D.C. (4 hrs., 190 mi.), New York City (5 hrs., 250 mi.), and Toronto (6.5 hrs., 304 mi.).

By bus: Greyhound bus service is available from major cities to State College, Pennsylvania. The Megabus service offers weekend round-trip bus transportation between New York City and State College, Pennsylvania.

Please see www.psu.edu/ur/visitors.html for detailed visitor information, including maps.

This publication is available in alternative media on request.

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Conferences and Institutes
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University Park PA 16802



www.conferences.psu.edu/autism
or use our QR code.