

Sessions Descriptions

| Monday, August 1 | |
|------------------|---|
| #1 | <p>Opening Keynote: Let Me Hear YOUR Voice: Autism, Politics, and Law Lorri Unumb</p> <p>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</p> |
| #2 | <p>Autism Research Update Alice Kau</p> <p>This presentation will discuss the state of the science and future activities in autism research. B/I, Act 48, ASHA, Psych</p> |
| #3 | <p>Recent Research on Social Deficits in Asperger Syndrome Ami Klin</p> <p>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</p> |
| #4 | <p>Effective Instruction: The Difference Between Mediocrity and Excellence Edward Schaefer</p> <p>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</p> |
| #5 | <p>Applied Behavior Analysis Research in Autism Vince Carbone</p> <p>This presentation will provide an 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</p> |
| #6 | <p>Joint Attention Intervention for Children with Autism Emily Jones</p> <p>This presentation will provide an overview of joint attention intervention strategies and recent advances in our research. I/A, Act 48, ASHA, BACB, Psych</p> |
| #7 | <p>Evidence-Based Speech Production Training for Children with Autism Tamara Kasper</p> <p>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</p> |
| #8 | <p>Parent Advocacy Session Lorri Unumb</p> <p>This session will be an interactive session for parents to be able to discuss the concerns and issues related to raising a child with ASD. B/I, Act 48, ASHA, Psych</p> |

| | |
|--------------------------|---|
| #9 | <p>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 providing direct support to individuals with autism. This session will discuss how one national social service agency is attempting to promote evidence-based practices into their daily work. Specific examples of strategies at the individual and organizational level will be provided. I/A, Act 48, ASHA, BACB, Psych</p> |
| #10 | <p>Transition Issues for Families Lynda Geller This session will discuss many unanticipated challenges that arise in the transition process from high school to college that parents and students need to be ready to handle. I/A, Act 48, ASHA, Psych</p> |
| #11 | <p>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</p> |
| <p>Tuesday, August 2</p> | |
| #12 and 23 | <p>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 students, youngster, adults diagnosed with HFA or AS. Participants will then learn strategies and techniques through active participation in theater games and activities that specifically address those social issues. Group discussion about skills and adaptations will follow each activity. B/I, Act 48, ASHA</p> |
| #13 and 24 | <p>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, 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 VB-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 will 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</p> |
| #14 and 25 | <p>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</p> |
| #15 and 26 | <p>The Efficacy of Augmentative and Alternative Communication: Toward Evidence-</p> |

| | |
|------------|---|
| | <p>Based Practice Ralf Schlosser Participants will find out how to navigate evidence-based information sources to identify augmentative and alternative communication interventions that are empirically supported. B/I, Act 48, ASHA, Psych</p> |
| #16 and 27 | <p>What are the Active Ingredients of Effective Programs for Toddlers with ASD? Amy Wetherby Core deficits of autism spectrum disorders (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</p> |
| #17 and 28 | <p>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 Autism Spectrum Disorders (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</p> |
| #18 and 29 | <p>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</p> |
| #19 and 30 | <p>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, Psych</p> |
| #20 and 31 | <p>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 therein 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</p> |
| #21 | <p>Autism Basics Liz Maher</p> |

| | |
|---------------------|--|
| | <p>This session will present an overview of Autism Spectrum Disorders 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.</p> <p>B/I, Act 48, ASHA, BACB, Psych</p> |
| #22 | <p>Language Essential for Teachers of Reading and Spelling-Module 1 Workshop Laura Moran, Dan Thompson, Pam Kastner</p> <p>This will be an all day workshop 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.</p> <p>B/I, Act 48, ASHA, Psych</p> |
| #32 | <p>Effective Assessment Katie Staub</p> <p>Effective service delivery starts with quality assessment. This session will review why assessment is important, 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.</p> <p>B/I, Act 48, ASHA, BACB, Psych</p> |
| #33 | Poster Session, ABA 4 Reception with Cash Bar, and The Art of Expression Exhibit |
| Wednesday, August 3 | |
| #34 | <p>Bully Blockers Bill Jenson</p> <p>This session will shows teachers and other staff how to prevent and reduce all forms of bullying, from gossiping and exclusion to physical aggression and cyberbullying.</p> <p>B/I, Act 48, ASHA, BACB, Psych</p> |
| #35 and 46 | <p>Naming Theory Caio Miguel</p> <p>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.</p> <p>I/A, Act 48, ASHA, BACB, Psych</p> |
| #36 and 47 | <p>Can We Eliminate Problem Behavior Without Extinguishing It? Brian Iwata</p> <p>This presentation summarizes strengths and limitations of extinction and reviews research on the elimination of problem behavior with alternative procedures.</p> <p>I/A, Act 48, ASHA, BACB, Psych</p> |
| #37 and 48 | <p>Extending Functional Communication through Relational Framing Ruth Anne Rehfeldt</p> <p>This presentation will focus upon how the research program on Relational Frame Theory in particular and derived relational responding more generally can influence educational</p> |

| | |
|------------|--|
| | <p>curricula for individuals with autism and other developmental disorders. I/A, Act 48, ASHA, BACB, Psych</p> |
| #38 and 49 | <p>Canceled — Web Based System for Increasing Provider Competency to Serve Infant and Toddlers with Autism Spectrum Disorders 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</p> |
| #39 and 50 | <p>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</p> |
| #40 | <p>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</p> |
| #41 and 52 | <p>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</p> |
| #42 and 53 | <p>Transition Issues and Autism Rosemary Nilles While students with autism spectrum disorders present unique needs, the process for transitioning from school to post-secondary 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 fourteen and older. Emphasis will be given to age appropriate transition assessment; clearly identified post-secondary 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</p> |
| #43 and 54 | <p>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</p> |
| #44 | <p>Instruction Basics Amiris DiPuglia A review of various strategies and procedures for the delivery of high quality instruction will be provided. The focus will be on evidence-based interventions that include addressing the</p> |

| | |
|---------------------------|--|
| | <p>core issues of Autism Spectrum Disorders, 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.</p> <p>B/I, Act 48, ASHA, BACB, Psych</p> |
| #45 | <p>Super Heroes Bill Jenson</p> <p>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.</p> <p>B/I, Act 48, ASHA, Psych</p> |
| #51 | <p>How CLM Engineers 'Discovery Learning' Opportunities for Learners and Instructors Vicki Tucci and Team</p> <p>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.</p> <p>I/A, Act 48, ASHA, BACB, Psych</p> |
| #55 | <p>Behavior Management Linda Franchok</p> <p>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 relation between effective communication skills and problem behavior as well as the relationship between quality of educational environment and problem behavior.</p> <p>B/I, Act 48, ASHA, BACB, Psych</p> |
| #56 | <p>BACB Update and Professional Issues in Pennsylvania Jerry Shook</p> <p>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.</p> <p>B/I, Act 48, BACB</p> |
| <p>Thursday, August 4</p> | |
| #57 | <p>Educational Interventions for Students with Asperger's Mary Jane Weiss</p> <p>This workshop will outline the learning characteristics of students with Asperger's, and will outline effective strategies to maximize their success.</p> <p>B/I, Act 48, ASHA, BACB, Psych</p> |
| #58 | <p>Making Group Instruction More Effective for Students with Autism William Heward</p> <p>Research-based interventions that help students with ASD learn five skill sets autism experts consider critical for success in inclusive classrooms.</p> <p>B/I, Act 48, ASHA, BACB, Psych</p> |
| #59 | <p>A Behavioral Analysis of Conversation David Palmer</p> |

| | |
|------------|---|
| | <p>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</p> |
| #60 | <p>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</p> |
| #61 | <p>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</p> |
| #62 | <p>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</p> |
| #63 | <p>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 Autistic Spectrum Disorders in general education classrooms. I/A, Act 48, ASHA, BACB, Psych</p> |
| #64 | <p>Estate Planning George Shadie This session will focus on learning the pitfalls to avoid so your child doesn't lose benefits they are entitled to receive. An overview of services will be presented. B/I, Act 48, ASHA, Psych</p> |
| #65 and 77 | <p>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</p> |
| #66 and 78 | <p>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." Here we will discuss 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</p> |

| | |
|------------|---|
| | families and a larger educational community. B/I, Act 48, ASHA, BACB, Psych |
| #67 and 79 | Autistic Spectrum Disorders College Coach and Getting Ready for College Brenda Eaton and Team More and more students with an ASD diagnosis are getting into college are we they but are they ready? Learn what Colleges and Universities will provide in the way of accommodations, what skills are necessary, and what is an ASD College Coach. 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 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 teenaged and courtship relationship development requires core knowledge and skills in order to be successful. Through the use of specific psycho-educational lessons, the presentation will walk attendee’s through the modular unit or skill processes. B/I, Act 48, ASHA, Psych |
| #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 (CLM) implementation as a framework to access the general education curriculum within 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 on-going training into the school year to continuously improve and refine teachers’ instructional skills. B/I, Act 48, ASHA, BACB, Psych |

| | |
|-------------------|---|
| <p>#74 and 86</p> | <p>Effectively and Compassionately Integrating Individuals with Autism/ID Safely into the Community: A Cross-Systems Approach Amy Nemirow and Team</p> <p>This interactive session will be presented by members of a cross-systems workgroup that is focused on answering the questions: How do we work across systems to effectively & compassionately integrate individuals with autism/ID safely into the community and decrease interactions with the justice system? And if preventative 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.</p> <p>B/I Act 48, ASHA, BACB, Psych</p> |
| <p>#75 and 87</p> | <p>GYMBOP: An Innovative Program of Physical Education Lynn Norlander and Eric Emmons</p> <p>This session will demonstrate the use of GYMBOP, which is a non-traditional 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.</p> <p>B/I, Act 48, ASHA, Psych</p> |
| <p>#76 and 88</p> | <p>Using Puppetry to Promote Autism Awareness: Acceptance Comes From Knowledge Kimberly Bennett</p> <p>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.</p> <p>B/I, Act 48, ASHA, Psych</p> |
| <p>#89</p> | <p>Let’s Keep Our Eyes on the Prize William Heward</p> <p>Teaching a child with autism demands extraordinary energy, technical skill, emotional commitment, and perseverance. When progress is slow, professionals and family members often experience disappointment, frustration, and fatigue. Focusing on the ultimate purpose of their efforts helps professionals and family members navigate the rough patches and renew their dedication to collaboration and evidence-based practice.</p> <p>B/I, Act 48, ASHA, BACB, Psych</p> |
| <p>#90 and 91</p> | <p>Teaching Students with ASD How to Have Healthy and Safe Relationships with Peers, including Girlfriends and Boyfriends Nancy Nowell</p> <p>High school students with disabilities want friends, girlfriends, and boyfriends just like their peers. Mike’s “Crush” videos and curriculum provide a multifaceted approach to learning social skills utilizing videos, peer modeling, interactive sessions, role playing, and video self modeling (VSM).</p> <p>B/I, Act 48, ASHA, Psych</p> |