



The Kentucky Autism Training Center
College of Education and Human Development
University of Louisville

presents...

Autism Institute 2008

June 5-7, 2008
Marriott Downtown, Louisville

Speaker Biographies, Session Descriptions and Learning Objectives



Paula Kluth, Ph.D., Consultant – Chicago, Illinois

Dr. Paula Kluth is a consultant, teacher, author, advocate, and independent scholar who works with teachers and families to provide inclusive opportunities for students with disabilities and to create more responsive and engaging schooling experiences for all learners. Her research and professional interests include differentiating instruction, and supporting students with autism and significant disabilities in inclusive classrooms.

Paula is a former special educator who has served as a classroom teacher, consulting teacher, and inclusion facilitator. She works with teachers in K-12 schools, pre-schools, and early intervention programs. She also regularly works with family organizations and disability-rights and advocacy groups.

She is the author of "You're Going to Love This Kid": Educating Students with Autism in Inclusive Classrooms ; the lead editor of *Access to Academics: Critical Approaches to Inclusive Curriculum, Instruction, and Policy*, and the co-author of four upcoming texts: *A Land We Can Share: The Literate Lives of Students with Autism*; *Joyful Learning: Active and Collaborative Structures for the Inclusive Classroom*; *You're Welcome: 30 Innovative Ideas for Inclusive Schools*, and *Just Give Him the Whale: 20 Ways to Support & Honor the Passions & Interests of Students with Autism*.

"A Land We Can Share: Teaching Literacy to Students with Autism"

Come and learn how to give all students- including those with significant disabilities- access to the literate community in this interactive workshop filled with several different active learning techniques that can be used in inclusive classrooms. Dr. Kluth will explore how many learners have been excluded from reading and writing experiences that are inclusive, rich, challenging, and meaningful. Using video clips, group activities, and real-life examples, she will also explain how teachers can respond to communication differences, sensory differences, movement differences, and learning differences during literacy lessons. Participants will also learn strategies for including and supporting students with autism in reading, writing, speaking, and listening activities. Ideas for enhancing learning and skills in comprehension, fluency, and vocabulary will be highlighted.

Participants will:

- Learn how to compare & contrast progress and trends in literacy education for students with and without disabilities
- Be able to define "literacy"
- Learn the benefits of inclusive literacy instruction
- Learn 3-5 active learning techniques appropriate for K-12 classrooms
- Learn ideas for adapting common classroom literacy activities/practices
- Take ideas away that can be used in supporting student growth in comprehension, fluency, and vocabulary acquisition.



Terry Scott, Ph.D., University of Louisville

Terrance M. Scott received his Ph.D. in Special Education (with an emphasis on emotional and behavior disorders in 1994. With an undergraduate degree in Psychology he began his special education career as a counselor in a residential treatment center adjudicated adolescent boys. After receiving his master's degree in special education he taught in self-contained classrooms for students with emotional and behavioral disorders and directed public school programs for EBD children. Currently, Dr. Scott is a Professor of Emotional and Behavioral Disorders and Director of Special Education Programs at the University of Louisville. He has over 50 published articles, book chapters, and training media on a variety of issues

in the areas of behavioral disorders and behavioral support systems and has conducted more than 300 presentations and training activities throughout the U.S. and Canada. Dr. Scott has successfully competed for more than \$3.5 million in research grant funding and, in 2004, received the Distinguished Early Career Award from the Research Division of the International Council for Exceptional Children and he currently is the. He is Editor of the professional journal *Beyond Behavior*, a partner in the federally funded National Center for Positive Behavioral Interventions and Support, and is



involved in collaborative research with Johns Hopkins University to evaluate the impact of school-wide strategies for working with students with challenging behaviors. His main research interests lie in areas associated with challenging behavior, with special focus on prevention science, effective instruction, functional behavior assessment, and effective classroom and behavior management.

“Positive Behavior Support at the School, Small-Group, and Individual Student Levels”

This session will present an overview of the conceptual foundations and research supporting 3-tiered models of prevention in school settings. Participants will be exposed to a range of examples from real schools to demonstrate effective implementation at the school-wide, small-group, and individual levels. Special emphasis will be placed on simple and realistic

OBJECTIVES:

- Participants will be exposed to the research on prevention models as applied in the school and will be able to cite specific evidence to support academic and social achievement connections.
- Participants will be fluent with the steps to implementing school-wide systems of positive behavior support and will be able to recite examples of that process from a range of schools.
- Participants will describe teacher-student relationship issues as they relate to classroom practices and student achievement and will be able to develop effective classroom prevention plans for both academic and social instruction.
- Participants will demonstrate knowledge of function, assessment via FBA, and use of function to create effective behavior intervention plans across a range of students.



(Early Childhood Track Speaker)

Phil Strain, Ph.D., University of Colorado Denver

Phil Strain, Ph.D. is a Professor of Educational Psychology and Psychiatry at the University of Colorado Denver. Dr. Strain is the author of over 250 scientific papers and he serves on the editorial boards of over a dozen professional journals. Dr. Strain has worked in the field of early intervention since 1974 and he serves as a science advisor to the Institute of Medicine, the National Institute of Mental Health and the U.S. Department of Education. His primary research interests include: a) intervention for young children with early onset conduct disorders; b) remediation of social behavior deficits in young children with autism; c) design and delivery of community-based, comprehensive early intervention for children with autism; and d) analysis of individual and systemic variables affecting the adoption and sustained use of evidence-based practices for children with severe behavior disorders.

“LEAP Preschool: An Inclusionary, Evidence-Based Program for Young Children with Autism”

This session will focus on three elements of the LEAP Model shown to produce significant changes in functional skills by children and adult family members. The elements included: 1) peer-mediated social skills instruction; 2) embedding 100s of learning opportunities into typical preschool routines; and 3) in-home skill training for adult family members.

Participants will be able to:

- Design and deliver peer-mediated social skill interventions;
- Embed functional learning objectives throughout the preschool day,
- Design and deliver parent skill training interventions



Jackie Marquette, Ph.D., The Marquette Group

Dr. Jackie Marquette is the founder of The Marquette Group which provides consultation, training, planning, organizational development, and policy analysis for agencies and families who want to create “meaningful daily living” and increased capability and independence for individuals with ASD and developmental disabilities. Jackie provides educational family consultation in adolescent and young adult transition, both ASD and DD. She has over 20 years of experience as a special educator, school consultant, and has publications in books, journals, and monthly newsletters. Jackie has a Ph.D. from the University of Louisville where she studied how youth with ASD successfully reached independent living. She developed and validated a new assessment tool, the Capability and Independence Scale (CAIS ©). The CAIS measures capability and independent levels in individuals and is a protocol for evaluating need for supports to enhance personal growth outcomes as life planning occurs. She delivers seminars on her Walking the Path Model®. Her latest book, *Becoming Remarkably Able: Walking the Path to Gifts, Interests, and Personal Growth*, is being published in summer of 2007. Jackie consulted to Hardin County Schools developing a project for students with disabilities to access paid jobs in 2000-2004. She initiated



and coordinated a statewide project in 1998-1999, Autism Community Training ACT in Kentucky through the Kentucky Autism Training Center which established employment supports for young adults with ASD. Her son, Trent, has autism, is employed at Meijer department stores, has his own art business, Trent's Studio LLC, and has lived independently for 6 years with "creative supports." He has also been designated a Kentucky Juried Artist by the Kentucky Arts Council.

Walking the Path: How Teens and Young Adults with ASD Can Transcend Their Disability and Shape Their Own Lives

At the most basic level, what is good for people *without* disabilities, is good for people *with* ASD. No one with ASD just happens to make effective life transitions, nor do they reach goals by accident. Putting together all of the pieces in the teen/young adult's life during the transition years can seem like an impossible task. Identifying new areas of involvement and participation for people with ASD requires everyone to think out of the box in order to create the positives in life. Jackie's recommendations are based upon personal and professional experiences and supported by her latest research findings on autism and independent living.

OBJECTIVES:

- Understand Dr. Marquette's latest research on autism and community living for youth and adults.
- Understand and identify the four essential components that promote the positives in life.
- Identify the broad supports to include traditional resources and those which can be negotiated and created in order that our youth reach tangible outcomes i.e. college, employment, independent living and participates in h/her own growth.
- Recognize steps to guide youth to identify a gift, strength or interest through an exploratory process that can lead to increased capability levels for the individual.
- Understand the components of the Capability and Independence Scale® as both an assessment and a planning tool.
- Understand the CAIS® evaluation tool and the contexts of "with supports" and "independently".



(Early Childhood Track Speaker)

Bobbie Vaughn, Ph.D., Center for Autism and Related Disabilities at University of South Florida

Bobbie is a Co-PI on an Office of Special Education Programs grant, "Collaboration and Family Involvement in Functional Assessment," works with the Center for Autism and Related Disabilities (CARD) at USF and is beginning a new research project with the EI-PBS project focusing on young children with disabilities entering pre-kindergarten special education. Through these projects, she provides training, individual support, and technical assistance to schools and families with children who have challenging behavior.

"Positive Beginnings — Positive Behavior Support in Early Childhood Settings: Using the Teaching Tools for Young Children with Challenging Behavior"

This session will detail the process of Positive Behavior Support (PBS) for young children with challenging behavior within preschool settings. Application of the PBS process will occur through a case study using the Teaching Tools for Young Children with Challenging Behavior (TTYC), an intervention package. All will receive a copy of the TTYC in a CD format.

OBJECTIVES:

- Session Participants will understand foundational features of PBS
- Session participants will understand the importance of functional behavior assessment
- Session participants will demonstrate the application of Teaching Tools through a case study format
- Session participants will demonstrate the application of PBS features and the development of a behavior support plan through a case study format



RinaMarie Leon-Guerrero, Ph.D., University of Washington - Project DATA

RinaMarie, Leon-Guerrero, PhD, has worked with children with disabilities and their families for over 14 years. Her background expertise is early childhood education, special education and applied behavior analysis. She received earned a Ph.D. in early childhood special education from the University of Washington and is a board certified behavior analyst. Currently, she is the project coordinator for the Professional Development in Autism (PDA) Center at the University of Washington. The PDA center is a federally funded grant which provides training and assistance to professionals who serve students with autism. In addition, she is the co-director of PEERS Play which provides services to individuals with ASD and their families. Her research focuses on evidence based interventions to promote the social and emotional development for children with ASD and related disorders.



“Show Me the DATA: Practical Applications for the classroom”

BRIEF DESCRIPTION OF SESSION(s): Progress monitoring allows practitioners to make data based instructional decisions and monitor student progress. In this session information on a variety of data collection methods, using data to make data based decisions and practical applications for the classroom will be discussed. In addition, activities are included to directly apply the information.

OBJECTIVES:

- Participants will learn a variety of data collection methods
- Participants will learn how to select a method based on the behavior to be monitored
- Participants will learn how to develop systems for data collection.



Diane Adreon, M.A., University of Miami/Nova Southeastern University Center for Autism and Related Disabilities

Ms. Adreon has served as Associate Director of the University of Miami/Nova Southeastern University Center for Autism & Related Disabilities (UM-CARD) since 1993. Ms. Adreon has worked with individuals with autism and their families for over 25 years. She received her Master of Arts degree from Teacher’s College, Columbia University (1982) where she majored in special education and applied behavior analysis. She is currently a doctoral student in special education. Prior to working in Florida, Ms. Adreon served as Program Coordinator and later Training Coordinator of the Judevine Center for Autism in St. Louis, MO.

Ms. Adreon has presented and consulted nationally and internationally on high-functioning autism and Asperger’s Disorder and has authored two books on autism spectrum disorders, Practical Strategies that Work! Helpful Hints for all Educators of Students with High-functioning Autism, Asperger Syndrome and Related Disabilities (2006) (with Myles & Gitlitz), and Asperger Syndrome and Adolescence: Practical Solutions for School Success (2001) (with Myles). In 2002 she received the Autism Society Literary Achievement Award (with Myles). Ms. Adreon was an invited guest editor of a special issue on Assessment of Children and Youth with Autism Spectrum Disorders in Assessment for Effective Intervention. In addition, Ms. Adreon is the editor of the Florida Asperger Syndrome Times (FASTimes) and has authored several articles on high-functioning autism and Asperger’s Disorder. She is on the Editorial Board of Focus on Autism and Other Developmental Disabilities and is a consulting editor for Intervention in School and Clinic, and the International Association for Special Education.

“Simple Strategies that WORK! Survival Strategies for Working/Living with Individuals with High-Functioning Autism Spectrum Disorders”

This session will address practical and simple strategies to help create successful experiences for individuals with high-functioning autism spectrum disorders at school, at home and in the community.

OBJECTIVES:

- Participants will be able to describe difficulties often experienced by individuals with high-functioning autism spectrum disorders (ASD) at home, at school and in the community.
- Participants will be able to generate several support strategies that can be used to support students with ASD during common problem times during the school day.
- Participants will be able to generate strategies to help parents get through situations that are often difficult at home and in community settings.



The Blackwell Family: Jen, Eric, Cameron, Craig, Jamie & Jordan Blackwell

The Blackwell Family, Eric, Jen, Cameron (age 16), Craig (age 13), Jamie (age 12) and Jordan (10) live in Southeastern Indiana with their two dogs and two cats. Jen and the kids began speaking at the local University on the topic of Autism Spectrum Disorders soon after Jordan was diagnosed with autism and Cameron with Asperger Syndrome. Eric and Jen co founded www.autismnotes.com as an online resource for all involved with ASD. They have spoken nationally about the use of the internet as a resource for parents and professionals. Eric, Jen, and Jordan have been guest columnists while Cameron serves as a regular writer for the

Autism Asperger Publishing Company’s Online Community of Support at www.asperger.net. The family was also the source of articles and interviews for “Autism Spectrum Disorders: A Handbook for Parents and Professionals” published by Praeger Publishing 2007.

Cameron and Jordan share their perspectives of life on the Spectrum in their presentation, ‘Autism Mythbusters’ which they



first unveiled to a national audience at the 2007 Network of Autism Training and Technical Assistance conference. Eric joined the rest of the family at that conference in presenting a family perspective, which included not only parents and siblings on the Spectrum, but other siblings as well. As Cameron states whenever he speaks, they share a message of the infinite potential of all.

Socks Don't Matter: Perspectives of A Family Living with the Spectrum"

Autism Spectrum Disorders affect different family members in different ways. Each person has a unique perspective. This session offers an opportunity to hear from many different points of view- mom, dad, brothers with AS and HFA, and two siblings. Struggles, successes, fears and dreams will all be presented in an open, honest format. There are many misunderstandings and stigmas associated with Autism Spectrum Disorders. In the second part of this session, two brothers, ages 10 and 16, share in an entertaining and upbeat format, their perspectives of life on the spectrum. They discuss 'myths' relating to: relationships, school challenges, special interests, self advocacy and goals for the future.

OBJECTIVES:

- Participants will be able to understand how ASD affects different members of a family from differing points of view.
- Participants will learn strategies for maintaining closeness and family harmony in the face of the added challenge of autism in the family
- Participants will be able to gain insight from individuals affected by autism spectrum disorders within the same family.
- Participants will be able to learn how ASD is often misunderstood, from the perspectives of young men with AS & HFA.
- Participants will gain inspiration from these courageous young men as they share their vision for their future relationships, education and employment.

Sondra Williams, Columbus Ohio

Sondra Williams, from Columbus, Ohio is a woman with an autism spectrum disorder. As a wife, mother to four children with ASD, a classroom aide, author, and a member of the Ohio Autism Task Force, Sondra is uniquely qualified to provide information and support for others dealing with an autism spectrum disorder. Her insights into autism and life are truly an inspiration for others!

"Define Me"

BRIEF DESCRIPTION OF SESSION(s): "Defining" any human being is a nearly impossible task. Each person's distinctive interests, abilities, fears, frustrations, relationships, and dreams combine to create a complex, unique individual. Some people have characteristics that lead to a diagnosis of an autism spectrum disorder (ASD). This label describes-- to some degree-- the way that they process information and interact with others, but it does not define them. Autism is a part of who Sondra is, but it does not define her. Those who look for the true "definition" of Sondra find that she is an incredible woman, with a gentle character, a strong determination to succeed, a kind and generous heart, a creative mind, a resilient faith, and an enviable ability to express herself through beautiful poetry, which she terms her "dancing words." During this presentation Sondra shares her insights and practical suggestions for understanding and supporting individuals with ASD.

OBJECTIVES:

- Participants will develop a greater understanding of the strengths and challenges that come with an Autism Spectrum Disorder
- Participants will gain suggestions/insights to working with those on the autism spectrum



(Early Childhood Track Speaker)

Terry Hancock, Ph.D. – Vanderbilt University

Terry Hancock, Ph.D., is a Research Assistant Professor at Peabody College of Vanderbilt University and a licensed developmental psychologist. She is also an investigator with the John F. Kennedy Center for Research at Vanderbilt University. Her areas of major scientific interest include families of children with special needs, families of children who are high risk for developing special needs, language and communication interventions, and mental health/behavioral issues with preschool children. She has worked with families and young children in both a clinical and research context for more than 30 years. Dr. Hancock has been an investigator on eight federally funded grants investigating language and/or behavioral intervention support for preschool children. Her current research projects include: 1) providing a parent + therapist implemented language intervention for young children who have language and cognitive issues, 2) coaching Head Start teachers to use specific strategies to support children in their classroom who exhibit language delays, and 3) implementing a comprehensive home/preschool language intervention in which parents are supported to be the child's communication team leader.



Alacia Trent Stainbrook, Ph.D. – Vanderbilt University

Alacia Trent Stainbrook, PhD, BCBA is the Project Coordinator of the Milieu Teaching Project. Dr. Stainbrook received her Masters and PhD from the Department of Special Education at Vanderbilt. She also completed her BCBA certification while at Vanderbilt. She has been working with families on the Milieu Teaching Project for approximately 5 years. On the Milieu Teaching Project, Dr. Stainbrook intervenes with young children with developmental delays and disabilities, teaches parents to use language intervention strategies, collects and analyzes data on family progress, and trains and supervises students working on the project. Dr. Stainbrook also has a younger brother with Down syndrome and has done a significant amount of work related to intervening with and supporting siblings of children with disabilities.

“Parents as Partners in Communication Interventions for Children with ASD”

This workshop will provide a framework for involving parents as partners in communication interventions for children with ASD. Part I of the presentation will include a brief description of principles for working with children with ASD, language intervention strategies implemented with this population, and challenges of intervening with children with ASD. Then, we will move to a discussion of Enhanced Milieu Teaching (EMT), research findings on the effectiveness of EMT, and use of EMT with children with ASD. The second half of the presentation will focus primarily on the role of parents of children with ASD as interventionists and co-interventionists. We will discuss collaborating with family members on assessments, goals, interventions, and supports. We will also discuss strategies for teaching parents and adapting EMT for individual families. The presentation will conclude with a summary of the importance of naturalistic language interventions for children with ASD as well as the importance of involving parents in planning and implementing interventions with their children. The workshop will include handouts, videotaped examples, demonstration, and group process activities to support participants understanding of the material.

Participants will be able to:

- Describe the basic procedures that compose EMT
- Recognize the importance of naturalistic language intervention strategies for children with ASD
- Recognize the role of parents as interventionists and co-interventionists for their children
- Identify strategies for teaching parents to use intervention strategies
- Identify strategies for adapting EMT procedures for individual families and children.

AUTISM INSTITUTE 2008
“HOW TO” SESSIONS

Kathy Meredith, M.A.

Kathy Meredith is the Complex Needs Consultant for the Big East Educational Cooperative in Ashland, Kentucky. Providing services to 22 school districts in Eastern Kentucky. She has been providing educational services for students in a variety of educational settings for over 25 years. She has been extensively trained in the areas of applied behavior analysis and structured teaching.

“How to Set Up a Classroom that Promotes Student Independence”

DATE OF SESSION:

Many students with autism do not have the capability to work and follow routine independently. The goal of this session is to provide detailed information on the necessary components of a classroom and how it works so that the student will gain the skills necessary to become independent across settings. More specific information will be provided on actual work stations that focus on independence.

OBJECTIVES:

- Participants will gain knowledge in evidence based teaching strategies in the components of a structured classroom.
- Participants will gain more detailed knowledge of how to set up a work station
- Participants will gain knowledge of how to train the student to work in a work station.

Angie Lilly, OTR/L

Angie Lilly, OTR/L is in her ninth year working as an occupational therapist for Hardin County Schools in Elizabethtown.



She has earned a Master's degree in Special Education with an emphasis in assistive technology from the University of Louisville and is certified as an Assistive Technology Practitioner (ATP). Ms. Lilly is also certified in Sensory Integration including the Sensory Integration and Praxis Test (SIPT) through Western Psychological Services.

"How to Use Writing Adaptations to Support Access to the Curriculum"

This session will be targeting non-writers and poor writers due to motor skills deficits or motivation of using a paper/pencil. It will include suggestions of modifications and assistive technology based on grade level skills — preschool through middle school. Modifications will be shown to aid the student with ASD in the portfolio process. In addition, helpful tips for teaching handwriting will be given. A CD will be provided with technology examples.

OBJECTIVES:

- Participant will gain knowledge of the challenges for writing curriculum access for students with ASD.
- Participants will identify and learn strategies for students with ASD by grade level to include the portfolio process.
- Participants will gain examples and know the use of the examples to support the writing process for students with ASD.

Carrie Jo Gabbard, M.Ed.

Carrie Gabbard taught in a self-contained classroom for the Jefferson County Public School System, she earned a Masters degree in Education from Bellarmine University, with an endorsement in Learning and Behavior disorders. In addition, she has earned a Rank I in curriculum and instruction. During her years as a classroom teacher, she worked primarily with children with autism for whom she developed communication programming, social skills instruction, and academic programs to help insure her students' success at school and home. She was named Jefferson County Exceptional Child Education Teacher of the Year 2004. During her tenure at the Kentucky Autism Training Center, Ms. Gabbard developed and implemented programming for parents and educators throughout Kentucky. She provided hands on and small group trainings to families, school employees and community resource personnel. Additionally, Ms. Gabbard assumed the responsibility of maintaining the KATC resource library. In November, Ms. Gabbard returned to the classroom teaching high school students at a school in Jefferson County.

"How To Wade Through Classroom Software Options"

Participants will be shown various software programs and their uses for classroom settings. Software includes Picture It, Simply Science, PixWriter and software from Super Duper.

OBJECTIVES:

- Participants will gain knowledge of various software and their use in a classroom setting.
- Participants will gain an understanding of how to use software to adapt and modify classroom materials.

Weisskopf Child Evaluation Center Feeding Team

The Weisskopf Child Evaluation Center (WCEC), a division of the University of Louisville School of Medicine Department of Pediatrics, was established to help children who have special needs realize their full potential. This new and innovative WCEC program provides interdisciplinary services to children with behavioral, sensory, and/or oral-motor based feeding disorders.

Jocelyn Warren, OTR/L

Jocelyn graduated from Ohio State University in 1989. She has over 15 years experience working with children. She has been a Senior Occupational Therapist at the Weisskopf Child Evaluation Center for the past 6 years. At WCEC she serves as a team member on interdisciplinary team evaluations, completes individual OT evaluations, and provides individual and group therapy services. She has lectured with the Kentucky Autism Training Center and presented at the Autism Society of America conference.

Eva Markham, Ed.D.

Eva is a licensed psychologist with over 27 years of experience serving clients of all ages. She is a faculty member in the Department of Pediatrics at the University of Louisville. Her interest include parent support, behavioral intervention, and diagnostic assessment. Dr. Markham enjoys training local, regional and national audiences.

Diana Pantalos, M.S., R.D., L.D.

Diana is a registered dietitian with more than 22 years experience in pediatric nutrition. Her practice includes nutritional evaluation of children with autism in the Feeding Clinic at the Weisskopf Center, as well as in the home through Early Intervention. She is employed by Martha Gregory and Associates Inc.



Pat Blackwell, Ph.D.

Patricia is a Speech/Language Pathologist who has been practicing for more than 22 years. She is jointly appointed to the Weisskopf Child Evaluation Center and the Department of Communicative Disorders at the University of Louisville. She has a consistent interest in children with communication and feeding problems.

“How to Assess and Treat Feeding Disorders in Children with Autism Spectrum Disorders”

Participants will review common feeding problems in autism including: medically related problems, oral-motor skill delay, sensory processing disorders, and nutritional concerns. Components of an interdisciplinary approach to assessment and treatment will be presented. Disciplines will include: dietetics, psychology, occupational therapy, and speech/language pathology. Emphasis will be placed on treatment. Videos and case studies will be used to enhance learning.

At the conclusion of this session, participants will be able to:

- Explain the impact and frequency of feeding problems upon children with autism and their families
- Identify the essential components of a thorough assessment of feeding
- Describe the goals and techniques of an effective feeding treatment program

Amy Cooper Puckett, MSSW and Rebecca Grau, MPA

Amy earned her BSW from Western Kentucky University and her MSSW from the University of Louisville. She most recently worked as a Behavioral Health Professional for IMPACT Plus in Central Office at DMHMR. She left a private practice in Bowling Green, where as an IMPACT Plus contract provider she primarily served children diagnosed with an autism spectrum disorder using an eclectic individualized approach to treatment VBA/ABA techniques, TEACHH, PECS, and social stories. Her work experience includes: DCBS as a foster care and adoption specialist; a Program Director for Community Action Of Southern KY; an inpatient therapist and mental health associate at Rivendell; and she started my career with Family Preservation and Reunification at Audubon Area in Owensboro.

Rebecca Grau graduated with a Masters degree in Public Administration at the University of Louisville. Ms. Grau is currently serving as Interim Director of the Kentucky Autism Training Center while working to increase collaboration among parents and professionals to develop an efficacious system of care for individuals with autism and their families across the Commonwealth.

“How to Access Local and Statewide Resources”

This “how to session” will focus on obtaining services and supports for affected by autism spectrum disorders. Participants will learn about services and resources offered by the Kentucky Autism Training (i.e. On-line resource directory, resource library and parent manual). Participants will be provided with an overview of some services offered by the Kentucky Cabinet for Health and Family Services.

OBJECTIVES:

- Participants will be provided with an overview of available services, resources, and supports available for families and service providers in Kentucky.
- Participants will be given practical information for accessing these services.

Bev Harp

Bev Harp is a non-traditional student at the University of Kentucky, graduating in May, 2008 with a BSW. Bev was diagnosed with Asperger syndrome at the age of 46, after struggling for years to understand and accept her social and communicative differences. A lifelong interest in issues surrounding social justice and inclusion, as well as a desire to help other adults to come to terms with ASD diagnoses, led Bev to start the advocacy blog, Asperger Square 8 early in 2007. Bev coordinates a statewide group for youth with Asperger syndrome through Kentucky Partnership for Families and Children, and presents to various groups on topics of interest to autistic adults. She plans to work in the supported employment field following graduate school.

“How to Converse: Reframing the Communication Deficit in Autism”

The communication difficulties associated with autism are often viewed as residing with the individual who has the autism label or diagnosis. This presentation will examine the possibility that this view is neither helpful nor accurate. Using the work of Dr. M. A. Gernsbacher, the issue of true reciprocity will be explored. A series of questions and examples will encourage participants to re-examine their beliefs about autistic communication styles. The work of Dr. Anne Donnellan and Martha Leary CCC-SLP will be reviewed in addressing questions of volition in speech. The presenter will offer personal



reflections on literal interpretations of language and the types of communication which often prove confusing. (Part one will be 60 minutes). The second part of the presentation (30 minutes) will address the importance of the language we use when discussing autism. Is "epidemic" an appropriate word to describe the increase in ASD diagnoses? Do comparisons to cancer and polio accurately represent the reality of autism? Might analogies comparing autism to train wrecks or toxic waste create unnecessary hardships for persons already struggling to be seen as fully human? What are some possible and actual consequences of declaring "war" on autism? These and other questions will be examined in illustrating the power and importance of language. Finally, a variety of more respectful ways to talk about autism will be explored.

OBJECTIVES:

- Participants will be able to identify three means of communication other than speech.
- Participants will gain understanding of the possibility of communicative intent in echolalia.
- Participants will engage in experiential learning relevant to speech difficulties.
- Participants will increase their awareness of the power of language to oppress or support disenfranchised persons, and will thus become better equipped to serve as allies to their loved ones on the autism spectrum.

Marsha Harper, M.A. and Sherida Gentry, M.A.

Marsha Harper is a consultant with the West Kentucky Educational Cooperative. In the past, she has served as a classroom teacher, with experience k-12, she has expertise with children with complex needs, and expertise with applied behavior analysis and autism spectrum disorders.

Sherida Gentry is a consultant with the West Kentucky Educational Cooperative. In the past, she has served as a classroom teacher, with experience k-12, she has expertise with children with complex needs and expertise with applied behavior analysis and autism spectrum disorders.

"Yes They Can Learn! How to use Low Tech to High Tech, Teaching Students Using Universal Design for Learning"

Participants will be provided with multiple examples on how to differentiate instruction for students with complex needs including demonstration of current UDL and other forms of Assistive Technology. These examples may assist teachers in guiding instruction on an individual student level for access to the general curriculum.

OBJECTIVES:

- Participants will have an overview of current software to assist them with differentiation of instruction.
- Participants will have an understanding of Universal Design for Learning and how that applies to differentiation of instruction giving all students access to the general curriculum.

Myra Beth Bundy, Ph.D.

Dr. Bundy is an Associate Professor of Psychology at Eastern Kentucky University and a licensed psychologist. Her graduate and post-graduate training specialized in developmental disabilities. She interned at the University of North Carolina TEACCH program, a pioneering program in autism intervention. Dr. Bundy coordinates the ECU Developmental Disabilities Specialty clinic, which provides opportunities for ECU graduate students to work with children, adolescents, and adults with Autism Spectrum Disorders and other developmental disabilities. She and her colleagues at ECU are developing an autism certificate program in clinical psychology, communication disorders, and occupational therapy. She enjoys spending time with individuals with autism spectrum disorders and their families.

"How to Begin a Social Skills Group"

This session will provide a brief overview of components of successful and effective social skills training from a research and professional experience perspective. Participants will then brainstorm how they could apply the key elements from this information to plan a social skills group in their communities.

After attendance, attendees will be able to apply the following to their hypothetical or actual social group.

- Three practical considerations in beginning a social group,
- Three common social challenges for individuals with autism spectrum disorders, and
- Three programming elements common to successful social skills groups.



Marty Boman, Ph.D., Western Kentucky University

Dr. Marty Boman is an Assistant Professor at Western Kentucky University and the Director of the Kelly Autism Program. KAP supports over 80 individuals with various disabilities ages 7 through adult. She wrote the first Autism Spectrum Disorders Certificate in Kentucky, which is a 15 credit post master's program.

"How to Use Authentic Assessments to Increase Learning for Individuals with ASD"

Authentic assessments are important tools for working with individuals identified with ASD particularly with the current research which indicates that IQ testing can be skewed as much as 70 points for these individuals. In order to work more comprehensively, other assessments, such as authentic assessments, must be implemented. These assessments can be easily administered in the schools and can assist teachers in making educational decisions which are more meaningful and rewarding for these individuals.

OBJECTIVES:

- The learner will be able to identify what is an authentic assessment.
- The learner will learn how to implement a number of authentic assessments.
- The learner will be able to identify how these authentic assessments can increase the educational outcomes for individuals with ASD.

Sandy Bell, CCC-SLP

Ms. Bell has been a Speech Language Pathologist in Kentucky Public School systems for thirty years. She has with every categorical area of disability providing direct therapy and support services for students with speech and language issues. For the last six years she has functioned as a consultant providing special education and speech language support services to staff in the Oldham County School System. She holds the Certification for Clinical Competence in Speech-Language Pathology from the American Speech-Language Hearing Association. Professional memberships include the American Speech-Language Association and the Kentucky Speech-Language Hearing Association.

"Pragmatic Issues with Asperger: How to Diagnose, Write IEPs and Monitor Progress for Middle and High School Students"

A detailed description of standardized assessments, informal measures and observational means for the evaluation of pragmatics will be presented. Example IEPs for middle and high school students and methods for collecting data will be provided. Procedural requirements for eligibility under IDIEA will be thoroughly discussed.

OBJECTIVES:

- Choosing standardized and informal assessment instruments for evaluating pragmatic language
- Analyzing information and choosing targets for therapy
- Developing Specially designed instruction for therapy targets
- Data collection for specially designed instruction

Sandra Duverge

Sandra Duverge is the parent of 2 adolescent boys, Gabriel, 16 and Sebastian, 14. Sebastian was diagnosed with autism at 3 years of age. Mrs. Duverge has a background in bilingual education and English as a Second Language. She worked for First Steps, Kentucky's Early Intervention System, for five years. Currently, she is the director of FIND of Louisville (Family Information Network on Disabilities) FIND is a Parent Training Center which receives funding from the U.S. Department of Education.

"How to be a Natural Advocate for Your Child"

Clear communication and effective advocacy take time, energy, effort and patience to develop. This workshop outlines the basic principles of becoming an advocate.

OBJECTIVES:

- Participants will learn some of the tools and skills needed to become an advocate for their child.
 - Participants will learn to use their knowledge and emotions about their child as source of energy to drive how they advocate for their child.
 - Participants will be able to prepare and find information to assist them in advocating for their child.
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Nathalie B. McKay

Mrs. McKay is the parent of a young man with autism and currently resides in Oldham County. She is devoted to the development of appropriate services and supports for all individuals affected by autism in our Commonwealth. She has been active in promoting legislative and awareness activities to enhance the quality of life and improve educational services for all persons affected by autism.

Mrs. McKay has been actively involved with the Kentucky Autism Training Center (KATC) since its inception in 1996 and has served on its board for over 10 years. She has been involved in various disability and education related organizations over the past 15 years: Autism Society of America, (ASA), Autism Society of Kentuckiana (ASK), Kentucky Developmental Disabilities Council (KDDC), United Partners in Kentucky (UPinKY), Autism Spectrum Disorders Advisory Consortium of Kentucky (ASDAC), and Everybody Counts, Prichard Committee/Commonwealth Institute for Parent Leadership (CIPL). Ms. McKay has attended local, state, national and international conferences on autism and is currently a member of the National Autism Training and Technical Assistance Programs (NATTAP) state team for Kentucky. As her son will soon exit the education system, her energies are shifting to adult services for people with disabilities, including supported employment and transportation.

Sandra Bell

Ms. Bell has been a Speech Language Pathologist in Kentucky Public School systems for thirty years. Her experiences include every categorical area of disability providing direct therapy and support services for students with communication disorders. She holds the Certification for Clinical Competence in Speech-Language Pathology from the American Speech-Language Hearing Association. Professional memberships include the American Speech-Language Association and the Kentucky Speech-Language- Hearing Association.

Wendy Mullins

Mrs. Mullins is a certified school psychologist. Her career experiences include school psychologist, behavior specialist and mental health consultant for 12 years in the Oldham County School System. Her credentials include a bachelor's degree in psychology and a master's degree in clinical psychology with an emphasis in hearing impairment. Her focus of work in the school system has been with students who present with autism, behavioral and mental health issues. She has conducted numerous trainings with staff and parents in these areas.

Kasey Hodges

Mrs. Hodges is a classroom teacher presently working with students with moderate to severe disabilities. She has a bachelor's degree in learning and behavior disorders and is completing a master's degree in moderate and severe disabilities summer of 2008. Her focus of teaching includes academic attainment, vocational skills for the working world and adaptive behaviors for home, school and community living.

"IEP from Scratch to Finish — How to Identify, Plan and Implement ALL Student Needs"

This is a how to session for developing an IEP. The focus will include how to identify and prioritize information for an IEP. Presenters will provide a detailed sequence for developing the Present Level of Educational Performance, choosing Goals/Benchmarks and Specially Designed Instruction and Supplemental Aides and Services. Methods for designing and collecting data will be addressed and example forms distributed. An overview of data analysis, reporting and use for progress driven IEP development will be presented. The focus will be how to coordinate all of these very important tasks with parent involvement from scratch to finish.

At the conclusion of this session, participants will be able to:

- How to review standardized, informal and observation information and turn it into a concise educational description
- How to choose goals/benchmark/specially designed instruction/supplementary aides and services that compliment the educational description
- How to focus on what you will measure for progress
- How to read progress data and use it for planning instruction

