

Conference Schedule (5/30/2013)

Tuesday, June 18, 2013 Registration 7 am to 8 am	Keynote 8:00 AM to 9:15	9:15 AM to 9:30 AM	Session 9:30 AM to 12:30 AM	12:30 PM to 2:00 PM	2:00 PM to 3:15 PM	Break 3:15 PM to 3:30 PM	3:30 PM to 4:45 PM
	Kathleen Lane <i>Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention: The Importance of Systematic Behavior Screenings</i>	Break	Kathleen Lane <i>Using Teacher-Directed Strategies to Prevent Problem Behaviors from Occurring: Refining Academic Instruction and Using Positive Behavior Supports</i>	Lunch – on your own	Kathleen Lane <i>Building Tier 2 and Tier 3 Intervention Grids: Where do we begin?</i>	Break	Terry Scott <i>Recommendations for Instructional Practice in Kentucky Classrooms: Analysis of over 4500 Classroom Observations</i>
			Ginevra Courtade, Amy Lingo and Karen Karp <i>Using literature-based mathematics lessons with students with moderate intellectual disability.</i>		Monica Delano <i>Binoculars, Teachers and Thermostats: Supporting Students with HFA in Inclusive Environments</i>		Julie Stewart and Jill Cook <i>When Play Isn't Enough, Meeting Instructional Needs of Students with ASD in the Early Childhood Classroom</i>
			Terry Scott <i>School-Wide Systems of Positive Behavior Interventions and Support: Developing Staff Buy-In and Consistent Prevention</i>		Justin Cooper <i>Promoting Successful Transitions to College for Students with Disabilities</i>		Trisha Gallagher <i>College and Career Ready: Using high school advisory to teach social skills to students with Asperger Syndrome</i>

Conference Schedule (5/30/2013)

Wednesday, June 19, 2013 Registration 7 am to 8 am	Keynote 8:00 AM to 9:15	9:15 AM to 9:30 AM	9:30 AM to 12:30 AM	Lunch 12:30 PM to 2:00 PM	2:00 PM to 3:15 PM	Break 3:15 PM to 3:30 PM	3:30 PM to 4:45 PM
	Erik Carter <i>Promoting Rigor, Relevance, and Relationships: What We Know About Helping Youth with Autism to Flourish During and After High School</i>	Break	Erik Carter <i>Evidence-Based Peer Support Strategies: Promoting Inclusion, Learning, and Relationships</i>	Lunch – on your own	Erik Carter <i>Connecting Transition-Age Youth with Autism to Meaningful Work and Community Experiences</i>	Break	Chris Sweigart <i>Antecedent Instructional Strategies to Prevent Challenging Behavior in the Classroom</i>
			Tim Landrum <i>Evidence-based practice for students with emotional and behavioral disorders (EBD)</i>		Todd Whitney <i>Effective Strategies for Students Struggling in Mathematics</i>		Laura Ferguson Debra Myers <i>Using Differential Reinforcement in the classroom</i>
			Rob Pennington <i>Promoting Communicative Competency in Children with Autism Spectrum Disorders and Intellectual Disabilities</i>		Justin Cooper and Rob Pennington <i>Functional Communication Training for Reducing Challenging Behaviors</i>		Rob Pennington <i>Teaching Written Expression to Students with Autism Spectrum Disorders and Intellectual Disabilities</i>