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11th Autism Institute Speaker and Session Information



**Putting the Pieces Together
Through Collaboration: Bridges
to a Brighter Future**

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Kevin Aldridge

Director, Center for Systems Change, Ohio Center for Autism and Low Incidence

Kevin Aldridge is the director of the Center for Systems Change. He earned his Bachelor's degree in philosophy and religion from Judson University in 1981, and a Master's degree in philosophical theology and ethics from Northern Seminary in 1984. Mr. Aldridge served four years as Assistant Deputy Director in charge of policy for the Ohio Department of Developmental Disabilities.

Prior work includes leading Dungarvin, Ohio, LLC, a subsidiary of a nationally-based developmental disabilities service provider in Ohio. Mr. Aldridge has also consulted internationally for Fortune 100 companies in the areas of change management and teaming. Mr. Aldridge teaches policy at the College of Social Work at the Ohio State University. He has also presented nationally on policy issues such as housing, employment and inclusion.

Please Pass the Butter...Ohio's Experience in Joining around the Same Table

Coming together around the same table has its challenges and opportunities. Learning how to converse, sometimes share opposing views, respect new perspectives, and even find common ground can lead to favorable results! Multiple state partners in Ohio have joined around the table to form the Ohio Interagency Work Group on Autism. The reason is autism...the purpose is to find ways the state agencies can better coordinate their efforts that serve and support individuals with autism spectrum disorders and their families across the lifespan. Participants will: learn about Ohio's experience in building infrastructure to support policy development; explore other state's autism planning efforts; and gain a global perspective to guide innovation. Find out how partnerships can move a group from "table talk" to action!

- Learn the important role interagency infrastructure plays on policy development
- Gain a global perspective of autism/disability issues based on national data trends
- Increase awareness of other state's autism planning efforts and expand appreciation for interagency partnerships to guide statewide planning and policy development

Learning Objectives for Session:

Melinda Ault Jones, Ph.D.

Assistant Professor, Department of Special Education and Rehabilitation Counseling, University of Kentucky



Melinda Jones Ault is an assistant professor in the Department of Special Education and Rehabilitation Counseling. Before coming to the university, Dr. Ault taught students with moderate and severe disabilities in rural Kentucky for 4 years. Dr. Ault served for many years as a research associate at the University of Kentucky, working on federally-funded research projects related to systematic instruction, single subject research design, early childhood special education, and assistive technology.

Dr. Ault has authored a book related to systematic instruction for students with moderate to severe disabilities, an environmental assessment instrument for early childhood K-3 classrooms, a computer program for single subject research design, an instructional material for the implementation of assistive technology in schools, and over 35 journal articles related to her work. Her current research interests are in systematic instruction, communication, and technology applications for students with significant disabilities; and inclusion and participation of persons with disabilities in their faith communities.

Disability and Spirituality

Religion and spirituality is an aspect of quality of life that has reported benefits for all individuals, however persons with disabilities are less likely to attend religious services than persons without disabilities. Persons with disabilities and their families have reported barriers to participation and their desire to have more involvement in communities of faith. This presentation will report the results of a survey and interviews of parents who have sons and daughters with disabilities about their participation and inclusion in their faith communities. Stories from families of various ethnicities and religious backgrounds will be shared. Themes that emerged from the data that will be presented include the importance of practices and supports to facilitate inclusion, the role that parent and child characteristics play in including persons with disabilities, the role of the attitudes of persons in the faith community, and the importance of knowledge and expertise of the faith community about issues related to persons with disabilities.

- To describe the results of a survey of parents of children with disabilities related to participating in faith communities.
- To describe practical recommendations related to inclusion and participation of persons with disabilities in faith communities.
- To develop an individualized plan for a person with a disability in a faith community.

Learning Objectives for Session:

Jed Baker, Ph.D.

Director of the Social Skills Training Project



Jed Baker, Ph.D. is the director of the Social Skills Training Project, an organization serving individuals with autism and social communication problems. He is on the professional advisory board of Autism Today, ASPEN, ANSWER, YAI, the Kelberman Center and several other autism organizations. In addition, he writes, lectures, and provides training internationally on the topic of social skills training and managing challenging behaviors.

He is an award winning author of five books, including *Social Skills Training for Children and Adolescents with Aspergers Syndrome and Social Communication Problems*; *Preparing for Life: The Complete Handbook for the Transition to Adulthood for Those with Autism and Aspergers Syndrome*; *The Social Skills Picture Book*; *The Social Skills Picture Book for High School and Beyond*; and *No More Meltdowns: Positive Strategies for Managing and Preventing Out-of-Control Behavior*. His work has also been featured on ABC World News, Nightline, Fox News, the CBS Early Show, and the Discovery Health Channel.

All Kids Can Succeed: Effective Interventions for Behavioral and Social Challenges

Students on the autism spectrum and those with behavioral challenges often present with difficulty regulating their feelings and interacting socially. This workshop describes how to handle meltdowns and design effective behavior plans to prevent these moments and reduce frustration and anxiety. The second part of the presentation details strategies to motivate students to learn, ways to teach social skills, how to generalize skills into the natural setting and increase acceptance and tolerance from peers. Information will be imparted through lecture, interactive exercises, and video clips.

Learning Objectives for Session

- To understand the reasons for social skill deficits and disruptive behaviors. To learn several strategies for teaching and generalizing skills.
- To learn strategies to deal effectively with meltdowns and be able to put together an effective behavior plan to prevent frustrations. To learn how to create programs for typical peers to accept students with disabilities and model positive behaviors.
- To learn ways to motivate verbal and non-verbal students to want to socialize.

Teresa Barney, MRC, CRC

Supported Employment Consultant, Community-based Rehabilitation Program Administrator

Teresa Barney received her Master's in Rehabilitation Counseling from Arkansas State University in 1988 and became a Certified Rehabilitation Counselor in 1989. She began her career working at a Substance Abuse Treatment Facility in Arkansas. She moved to Kentucky in 1989 where she began her career with the Kentucky Office of Vocational Rehabilitation. She was a Vocational Rehabilitation Counselor with the Frankfort Field Office for 11 years before she transferred into the position of Supported Employment Consultant. In 2008, she assumed duties of the Community Rehabilitation Program Administrator as well as continuing to be a Supported Employment Consultant for

the Office of Vocational Rehabilitation. She has been very active in KYAPSE where she has been on the Board and on the Program Committee. She is also very active with National Rehabilitation Association where she has served in various capacities on the state, regional and national levels.

Navigating Vocational Rehabilitation Services

This session will talk about the Vocational Rehabilitation Process in KY and how a person can successfully navigate through the "System".

Learning Objectives for Session:

- Services that are offered by Vocational Rehabilitation
- Responsibility of Consumer in the VR Process
- Responsibility of the VR Counselor

Brian Boyd, Ph.D.

Assistant Professor, Division of Occupational Science, University of North Carolina



Brian Boyd, Ph.D. is Assistant Professor in the Division of Occupational Science and Occupational Therapy at the University of North Carolina at Chapel Hill. He holds a doctorate in special education and has over 14 years of experience teaching and working with young children with ASD. Currently, he is Principal Investigator of a multi-site research study examining the efficacy of a classroom-based communication and play intervention for preschoolers with ASD.

Promoting Social-Communication and Play in Preschoolers with Autism Spectrum Disorders

This session will focus on practical strategies that can be used with preschoolers with autism spectrum disorders (ASD) to promote the development of joint attention and symbolic play skills. The presentation content will include: (a) brief information on the theoretical rationale and empirical support for promoting these skills in children with ASD, (b) easy-to-use assessment strategies to determine children's current levels of social-communication and play skills, © practical intervention strategies that can be implemented in classroom settings, and © video examples of intervention implementation. Participants in this session will become familiar with the importance of joint attention and symbolic play as well as strategies for targeting those skills in the classroom environment.

Learning Objectives for Session:

- Understand the pivotal roles that the development of symbolic play and joint attention skills play in the language and cognitive development of young children with ASD.
- Become familiar with easy-to-use assessment tools to guide the selection of intervention goals in the areas of joint attention and symbolic play.
- Become familiar with intervention strategies that can be used to target these pivotal skill areas.

Jeff Bradford, MSW

Project Director, Supported Higher Education Project of Kentucky, University of Kentucky's Human Development Institute



Jeff Bradford received his bachelor's degree in Expressive Therapy and his master's in Social Work from the University of Kentucky. He was the program director for the Postsecondary Inclusion Partnership, PIP for three years. This model demonstration project assisted students with intellectual disabilities to attend college. Jeff is currently the director for the Supported Higher Education Project (SHEP) at the Human Development Institute at the University of Kentucky. This project is assisting students with intellectual disabilities throughout the state of Kentucky to participate in college. Also, SHEP is assisting universities in Kentucky to be certified as

Comprehensive Transition Programs (CTP) so that universities can offer students with disabilities the opportunity to take courses and earn specific certificates in an area of their vocational interests.

He enjoys playing the saxophone and listening to all types of music--particularly jazz. For the past twenty years he has worked in many professional settings with most of his focus being with adults and children with disabilities. He has worked in the arenas of case management, pediatric social work and school social work. He has been an adjunct faculty in the school of social work at Eastern Kentucky University and currently teaches an undergraduate class at the University of Kentucky called "Those Of Us Disabled---Disability and Society". Jeff enjoys spending time with his wife, Carol, his son Jeremy 19 years, and his daughter, Annie, 16 years.

Supported Higher Education Project (SHEP) - Promoting inclusion of young adults with intellectual disabilities in all aspects of college life.

SHEP is grounded in the belief that all of society benefits from inclusion of persons with disabilities in socially valued roles. Long excluded from the role of college or university student, Kentuckians with intellectual disabilities have suffered poor employment outcomes and continued social isolation. We know that outcomes improve with participation in postsecondary education. Citizens with intellectual disabilities can achieve many goals when provided with the proper supports. Supported Higher Education (SHEP), with a goal of providing outcomes-based postsecondary opportunities for students with intellectual disabilities is a five year federal grant awarded to the Human Development Institute at the University of Kentucky. One of SHEP's main goals is to support 150 students with ID in inclusive higher education settings using authentic person-centered planning. SHEP plans to implement individualized certificates and meaningful academic recognition that promotes improved educational and employment outcomes. SHEP is striving to create viable funding streams to sustain project efforts beyond the project funding.

Learning Objectives for Session:

- Participants will have a better understanding of amendments of the Higher Education Act of 2008 as they pertain to supporting students with ID .
- SHEP will share local and national information, resources and data to demonstrate the effective vocational outcomes for students with ID receiving postsecondary education. This information will be useful for parents, professionals, consumers and advocates.
- Participants will have a much better understanding of the creative and personalized options that people with ID have at a postsecondary level.

Matthew Brock, M.A.

Doctoral Student, Vanderbilt University



Matt Brock is currently a doctoral student in special education at Vanderbilt University. His research interests include models of support to facilitate inclusion for students with significant disabilities and dissemination of evidence-based practice. Matt has worked with children with autism as a preschool and elementary teacher, and with adults with autism through the US Peace Corps. As a technical assistance and content specialist with the National Professional Development Center on Autism Spectrum Disorders, he worked to facilitate wide-scale implementation of evidence-based practice for students with autism.

Implementing Evidence-Based Practices through Coaching and Support

This session will focus on coaching, a form of embedded professional development that is used to refine existing teaching skills and/or to acquire new teaching skills. Effective coaching involves a professional relationship between an inviting partner, who invites a coach to provide support, and a coach, who provides the support. Coaching involves an ongoing, confidential relationship that supports a practitioner's ability to apply knowledge and skills in the classroom and focuses on content that encourages the use of data to inform practice. Key points of this presentation will include the roles and responsibilities of the inviting partner and coach, the components of the coaching process, effective communication, and quality indicators of effective coaching. Coaching will be discussed in the context of improving the implementation of evidence-based practice for students with Autism Spectrum Disorders (ASD). Participants will have opportunities to practice taking an active role in the coaching process through critique of videos and role play.

Overview of Evidence Based Practices for Young Children

Learning Objectives for Implementing Evidence-Based Practices through Coaching and Support Session:

- Participants will be able to describe their own roles and responsibilities in the coaching process.
- Participants will be able to describe the key components of the coaching process.
- Participants will be able to identify quality indicators of effective coaching.

The National Professional Development Center on Autism Spectrum Disorders (ASD) completed a systematic review of the research literature to identify evidence-based practices for individuals with autism. Twenty-four practices were identified. This presentation will focus on a handful of those practices that have strong evidence supporting their use for young children with ASD. These include basic behavioral practices such as prompting, reinforcement, and time delay; and multicomponent interventions such as structured work systems and pivotal response training. The key steps of each intervention will be described, demonstrated through video examples, and practiced through role play. The aims of this presentation are to equip participants with a basic working knowledge of these practices, help participants envision how they might use these interventions in their own practice, and point participants to resources so that they can pursue a deeper understanding of specific practices.

Learning Objectives for Overview of Evidence Based Practices for Young Children Session:

- Participants will be able to describe at least two evidence-based practices that they would like to improve or begin to use in their own practice.
- Participants will be able to explain how evidence-based practices are identified.
- Participants will be able to locate and access materials to implement evidence-based practices.

Myra Beth Bundy, Ph.D.

Licensed Psychologist, Professor Of Psychology, Eastern Kentucky University



Myra Beth Bundy received her bachelor's degree in Psychology from Transylvania University and her doctoral degree (Ph.D.) in Clinical-Community Psychology from the University of South Carolina. She completed a doctoral internship in Autism and Developmental Disabilities at the TEACCH program at the University of North Carolina at Chapel Hill and a post-doctoral fellowship in Developmental Disabilities at the University of Colorado Health Sciences Center. Dr. Bundy is a licensed psychologist in the state of Kentucky. Dr. Bundy's specialty in both clinical practice and research relates to disabilities throughout the lifespan, especially the unique developmental differences associated with the autism spectrum.

Dr. Bundy is a reviewer for the Journal of Autism and Developmental Disorders and for the Journal of Psychological Practice and a consultant to many schools and families related to autism and developmental disabilities. She is a governor appointed member of the Kentucky Commission on Autism Spectrum Disorders and has collaborated with the Kentucky Department of Education and the Kentucky Autism Training Center on autism-related grant writing and funded project consultation. Dr. Bundy enjoys working with undergraduate and graduate students in psychology, occupational therapy, communication disorders, and special education and co-directs ECU's Autism Spectrum Disorder Certificate with faculty from each of these 4 disciplines. Her combined research and clinical programs involve collaboration between psychology and occupational therapy to create social groups for both children and adults on the autism spectrum, as well as parent consultation groups. Child groups are supported by a grant from the WHAS Children's Crusade.

Dr. Bundy and her students present research annually at the Ohio Conference for Autism and Low Incidence Disabilities (OCALI) as well as at other professional conferences. Dr. Bundy and her graduate students and regularly provide peer reviewed and invited scholarly and clinical presentations in the area of autism spectrum disorders. She has published research in a variety of professional journals, including the International Journal of Human Development, Journal of the Trainers of School Psychologists and DANA.

Psychoeducational and Psychotherapeutic Support Strategies in Asperger Syndrome

This presentation will focus on two main areas of support need for individuals with Asperger Syndrome and High Functioning Autism: Psychotherapeutic and Psychoeducational. The psychotherapeutic portion of the talk will review how counselors and therapists can understand and apply basic components of cognitive behavioral intervention with this unique population. Research and ECU applications of social skills teaching and support will also be reviewed, including time set aside for participants to share how they are using social skills support and to write goals for themselves to impact their current programming or to create new programming. For the second emphasis, the presentation will focus on educational, vocational, or group participation support using principles of structured teaching and understanding autism, along with 3 basic structured teaching strategies.

Learning Objectives for Session:

- Participants will be able to describe the most common mental/behavioral health challenges co-occurring with Asperger Syndrome
- Participants will be able to describe classroom/group setting strategies for addressing specific characteristics associated with Asperger Syndrome
- Participants will be able to describe specific strategies for social skill support in ASD, including aspects of the research literature in this area.

Carol Cecil, M.Ed.

Executive Director, Partnership for Families and Children



Carol W. Cecil has a master's degree in special education from Eastern Kentucky University and taught in a variety of settings for thirteen years. Over the past twenty-one years, she has become an advocate for families that have children with emotional, behavioral and/or mental health challenges. She is currently the executive director for the Kentucky Partnership for Families and Children, Inc. (KPFC). Ms. Cecil and her husband are the proud parents of four children; their two older children were adopted twenty-one years ago from the Special Needs Adoption Program.

Establishing and Sustaining a Support Group

What qualities and characteristics should a person have to become a parent support group facilitator? What skills should this person have? This training will focus on parent leaders facilitating parent support groups. We will discuss needed facilitation skills and how to handle challenging participants. You will also learn four types of group formation and how where your group is determines how your group works. And last but not least, we will discuss the "fine line" boundary between yourself, as a parent leader, and the parents who participate in your parent support group. We will have large group learning, small group work, and lots of discussion!

Learning Objectives for Session:

- Participants will increase their knowledge for running a parent support group.
- Participants will learn the four types of group formation.
- Participants will discuss barriers and boundaries that might occur to them as a parent leader.

Karen Coulter, Ph.D., C.C.C./S.L.P., A.T.P.

Speech Therapist, Weisskopf Center for the Evaluation, University of Louisville
Senior Speech Language Pathologist for WCEC
Department of Pediatric



Karen is a 2011 graduate from the University of Louisville. She has been a speech-language pathologist for thirteen years across a variety of settings. Karen has expertise working with individuals with various diagnoses including medically fragile, mental retardation, autism spectrum disorders and global developmental delay. She has specific training and expertise within the fields of autism, augmentative and alternative communication and feeding disabilities.

Karen specializes in AAC, and provides Augmentative and Alternative Communication assessments, intervention, education/training and research within her AAC Clinic. She is currently teaching the Assistive Technology course for the University of Louisville's Education Department.

Assistive Technology and Adults with ASD

Growing up is unavoidable. We provide the best we can for our children during their educational years. Assistive technology (AT) is provided during a child's education, but will these tools be available once they are beyond the school setting? Even if these tools remain available there are no guarantees that their hard earned skills/ gains will be maintained following the transition into adulthood. Paired with this uncertainty is a lack of information on the post-school quality of life and related outcomes for individuals using assistive technology. At the same time, the available research has revealed dissatisfied with the lack of AT and other services accessible to young adults. This necessary topic needs discussion. It will be addressed following the path of adulthood with the key topics as follows: Planning, Problem Solving and Prevailing.

Learning Objectives for Assistive Technology and Adults with ASD Session:

- For participants to gain an understanding of what a plan can/ should contain along with an identification of support resources.
- For participants to gain an understanding of what can go wrong in the transition to adulthood and how to problem solve through barriers.

Collaborating with Physicians

The medical home has been proposed as the model of care for children with autism by the American Academy of Pediatrics. Such care should be accessible, continuous, comprehensive, family centered, coordinated, compassionate and culturally effective. The medical home may be especially difficult to implement for children with autism due to the complexity of the disorder, parental stress, need for multiple referrals and services, and the ever increasing alternative interventions proposed to treat autism. A recent survey of parents of children with autism and pediatricians in Kentucky indicated that both groups had concerns about adequacy of treatment of comorbid behavioral and medical problems associated with autism and ability to address treatment options for autism in the primary care office. This presentation focuses on ways to promote family/physician partnerships to more effectively address autism resources, medical problems associated with autism, behavioral problems and medication management, and complementary/alternative interventions in autism. Such an approach frequently requires a team approach with involvement of educators, speech pathologists, occupational therapists, mental health providers, social workers, and other medical professionals. The ultimate goal is to empower families in their journey toward achieving optimal outcomes for their children with autism.

Learning Objectives for Collaborating with Physicians Session:

- Participants will recognize medical and behavioral concerns frequently associated with autism.
- Participants will understand factors which promote an effective physician-patient partnership.
- Participants will identify resources and personnel who can team with the family and physician in assuring

Ginevra Courtade, Ph.D.

Assistant Professor, Special Education, College of Education and Human Development, University of Louisville



Dr. Ginevra Courtade is an assistant professor in special education at the University of Louisville in Kentucky. Ginevra has worked in the field of moderate/ severe disability for over ten years. She has been a classroom teacher, a grant funded project trainer, a research associate, and now trains teachers and conducts research at the university level. Her work focuses specifically on teaching academics to students with moderate/ severe disability and preparing teachers to instruct students using the general education curriculum. She has numerous publications, including journal articles, book chapters, the Early Literacy Skills Builder, Teaching to Standards: Science, and Aligning IEPs to Common Core State Standards for Students with Moderate and Severe Disabilities. Ginevra works

closely with the Kentucky Department of Education to provide training and support to new teachers of students with moderate/severe disability in both urban and rural settings. She also trains teachers nationally to implement academic curricula for their students.

Aligning IEPs to Common Core State Standards

Developing IEPs in compliance with current regulations for students with disabilities is an evolving process. An important way that IEPs promote learning in the general curriculum is through alignment with state standards. Since 2010, many states have adopted the Common Core State Standards (CCSS). The CCSS define the knowledge and skills that students are to learn in their K-12 education (www.corestandards.org) and will now become the basis for the academic content of many standards-based IEPs. One of the most difficult challenges educators face is determining ways to make state standards accessible to students who currently have limited academic skills. Teachers may find it difficult to provide access to the general curriculum that focuses on literary concepts in high school for a student with limited use of symbols or to create access to mathematics content like fractions for a student who is only beginning to recognize numbers. In this session, the presenter will offer four ways to generate ideas for creating access to the CCSS and creating measurable, standards-based IEP objectives that are relevant and meaningful for students with disabilities including:

- Selecting skills that promote overall English language arts and mathematic skills at symbolic levels that reflect the current symbolic levels of the students (presymbolic, emerging symbolic, symbolic)
- Focusing on self-determination skills (e.g., choice-making, problem solving, goal setting)
- Using assistive technology to increase active, independent responding
- Using real life activities to give meaning to the academic concept

To access the general curriculum requires ongoing collaboration of special educators, general educators, and parents to identify these links and priorities. Although individualization will always be required, models are also needed for general curriculum access that can demonstrate how to develop IEPs that link to state standards.

Learning Objectives for Session:

- Identify major strands of the CCSS
- Identify strategies used create relevant standards-based IEP goals and objectives for students with moderate and severe disabilities based on the CCSS
- Create standards-based IEP goals and objectives for students at differing levels of symbol use

Tal Curry, MSW

Co-Administrator for Early Childhood Mental Health Program in Kentucky

Tal Curry currently serves as the Public Health Program Coordinator for the Early Childhood Mental Health Program, Child Care Health Consultation Program for a Healthy Start in Child Care, and State Early Childhood Comprehensive Systems Grant. His previous positions include serving as the Early Childhood Coordinator in a SAMSHA System of Care Community in Northern Kentucky. In this capacity, Mr. Curry developed, implemented, and supervised two early childhood teams in two rural counties serving children with social and emotional challenges birth to five and their families.

Mr. Curry has served as an Early Childhood Mental Health Specialist offering consultation and education services to child care programs in 17 counties. During this time, he worked closely with the Healthy Start in Child Care Health Consultants building a regional Early Childhood Mental Health partnership through child care consultations and trainings with his Kentucky Early Childhood Trainer's Credential. This includes offering over 60 regional trainings on best practices in the area of

social emotional competence with child care providers, community partners, and parents. Finally, Mr. Curry has served as a clinician to young children and their families for the past seven years and has had evidenced based training and clinical experience in Parent Child Interaction Therapy, Trauma Focused Cognitive Behavioral Therapy, and the Incredible Years Parent and Small Group Models. Also, Mr. Curry has been a foster parent for 8 years through the Kentucky Department of Community Based Services and adopted three beautiful children.

Kentucky Services for Young Children with ASD

This session will provide an overview of the services available for children ages b-5 with autism spectrum disorders.

Learning Objectives for Session:

- Participants will learn what services are available and how to access those.

Monica Delano, Ph.D.

Assistant Professor, Special Education, College of Education and Human Development, University of Louisville



Dr. Delano is an assistant professor of Special Education at the University of Louisville. Prior to earning her doctorate, Dr. Delano spent over fifteen years working with individuals with disabilities as a behavioral consultant and a public school teacher.

Her research focuses on social and academic supports for individuals with ASD. Dr. Delano frequently publishes in scholarly journals and presents at national conferences. Dr. Delano serves on the editorial board of *Research and Practice for Persons with Severe Disabilities* and is currently editing a book about evidence-based practices for individuals with ASD.

Binoculars, Teachers and Thermostats: Supporting Students with HFA in Inclusive Environments

This presentation will provide general educators with an overview of how to support students with high functioning autism in inclusive classroom. Participants will gain an understanding of how autism impacts learning and classroom performance. Promising practices for providing instruction in reading, writing, math and study skills will be described. Participants will identify strategies which support positive behavior and social development.

Learning Objectives for Session:

- Participants will be able to explain how the characteristics of HFA impact learning
- Participants will identify promising practices for supporting academic success in students with HFA
- Participants will identify critical characteristics of supportive instructional environments

Sandra Duverge

Director, FIND at Kentucky Youth Advocates

Sandra M. Duverge, Project Director served as the Executive Director of FIND since October 2007, and now serves as the lead staff member for the FIND project at Kentucky Youth Advocates. Sandra's background as a teacher of nine years and as a Parent Consultant at First Steps for over four years has given her experience in working with families and children with and without disabilities. Her youngest son was diagnosed with autism at the age of 3 and 1/2 which has given her first hand experience with being a parent advocate. Sandra is a native Spanish speaker and has years of experience working with interpreters to help families with limited English Proficiency in the Louisville Metro region.

Individual Education Program (IEP) Workshop

This workshop will cover all parts of the Individualized Education Program process and the forms used to create the education plan during the meeting. Learn steps you can take to help fine tune the IEP so that it reflects your child's unique strengths. Explanation of the IEP requirements under IDEA will enable you and the team to create the goals and objectives to best meet your child's individual needs. The end result will be a positive educational outcome!

Learning Objectives for Session:

- Learn the parts of an Individualized Education Program
- Identify ways to prepare for the IEP meeting.
- Review strategies that will enhance participants' ability to be active participants in the IEP process.

Nicole Fenty, Ph.D.

Assistant Professor, Special Education, College of Education and Human Development, University of Louisville



Nicole Fenty, Ph.D., is an assistant professor in the Department of Special Education at the University of Louisville and holds a Ph.D (with a specialization in reading) from the University of Florida. Prior to beginning her doctoral studies, she worked for several years as a teacher of young children who struggle with reading and behavioral difficulties. Dr. Fenty's primary areas of interest include RtI, engaging struggling readers, and including students with special needs in general education settings.

Effective Literacy Instruction in Early Childhood Education

This session will provide effective instructional strategies in literacy for young children to promote language development, listening comprehension, vocabulary and phonological awareness ability.

Learning Objectives for Session:

- Strategies for language development
- Strategies for phonological awareness
- Strategies for read alouds

Laura Ferguson, M.Ed., BCBA

Field Training Coordinator, Kentucky Autism Training Center, University of Louisville Autism Center



Laura Ferguson received her undergraduate degree in Psychology from the University of Louisville. During her undergraduate years she began working in homes providing one on one therapy to children with Autism. She then went on to get her Master's in Education with an emphasis in Autism from the University of Louisville. She continued to work in homes providing therapy, training staff, and consulting with families. In 2010 Laura became a Board Certified Behavior Analyst (BCBA). After receiving her BCBA she moved to New York to work as an instructor at the Carbone Clinic.

Verbal Behavior

This training will look into the verbal operants and the importance of teaching across these operants when teaching communication to individuals on the autism spectrum.

Learning Objectives for Session:

- The verbal operants and why it is important to teach all units of language
- Understanding the three term contingencies and how it relates to behavior
- Is Verbal Behavior different from ABA? If so, how?

Chris Filler, RN BSN

Director, Lifespan Transitions Center, Ohio Center for Autism and Low Incidence

Chris Filler has worked in the area of Transition to Adulthood at the Ohio Center for Autism and Low Incidence (OCALI) since 2007. As a registered nurse, Chris has worked with individuals with autism and developmental disabilities and their families for over 20 years. She has served as an Early Intervention Service Coordinator, Family Resource Specialist, Autism/Behavior Consultant for Lincoln Way Special Education Center and as a private consultant for many school districts throughout the state of Ohio. She is also a past president of the Autism Society of Ohio.

Chris has presented for State and National conferences in the area of autism spectrum disorders, behavior supports, sensory processing supports, transition to adulthood and parent-professional collaboration. As the Director of the Lifespan Transitions Center at OCALI she focuses on the development of supports and resources for youth and adults with autism spectrum disorders and low incidence disabilities that are transitioning to adulthood. These efforts involve collaboration with education and adult service systems to improve delivery of services for adults with disabilities. Chris has two children, one of which is an adult with autism.

Supporting the Individual with Autism Spectrum Disorder to Succeed in the Workplace

Individuals with ASD frequently express the desire to be work and often demonstrate the skills that employers need and value. However, employment rates for individuals with ASD are surprisingly poor. Understanding how to support the individual in the workplace means including individualized motivation/reinforcement, capitalizing on special interests, continued skill building and supporting the development of social competency for the workplace. This session will quickly review the underlying characteristics of ASD as a basis for developing employment that is motivating, meaningful and the “right fit”. The session will focus on identification of the areas of need in social competency and strategies to help teach and support the use of social skills in the workplace. Discussion will include how to embed reinforcement in the workday and ideas for including co-workers and natural supports as part of a successful employment support plan.

Learning Objectives for Session:

- Participants will be able to identify the 8 areas of underlying characteristics to consider when assisting an individual with ASD to develop or identify employment. Participants will explain ways to identify and use an individual’s unique interests to motivate and reinforce for improved success in the workplace.
- Participants will identify at least 5 strategies to use in the workplace to improve social skill development and social competency with co-workers and employers
- Participants will explain how to identify and prioritize social competencies necessary for a specific work environment.

Jody Fisher, M.Ed.

Project Manager, Ohio Department of Developmental Disabilities

Jody Fisher, M.Ed, is a project manager for the Ohio Department of Developmental Disabilities. Her 29 years in the field of developmental disabilities have included direct service in multiple settings as well as policy work at the state and national level. Currently, Fisher coordinates Ohio's state Interagency Work Group on Autism, partnering with families, service providers, advocates, and state leadership for continuous improvement of the system of services and supports for individuals with autism spectrum disorders and their families.

Please Pass the Butter...Ohio's Experience in Joining around the Same Table

Coming together around the same table has its challenges and opportunities. Learning how to converse, sometimes share opposing views, respect new perspectives, and even find common ground can lead to favorable results! Multiple state partners in Ohio have joined around the table to form the Ohio Interagency Work Group on Autism. The reason is autism...the purpose is to find ways the state agencies can better coordinate their efforts that serve and support individuals with autism spectrum disorders and their families across the lifespan. Participants will learn about Ohio's experience in building infrastructure to support policy development; explore other state's autism planning efforts; and gain a global perspective to guide innovation. Find out how partnerships can move a group from "table talk" to action!

Learning Objectives for Session:

- Learn the important role interagency infrastructure plays on policy development
- Gain a global perspective of autism/disability issues based on national data trends
- Increase awareness of other state's autism planning efforts and expand appreciation for interagency partnerships to guide statewide planning and policy development

Dr. Hazel Forsythe

Dr. Hazel Forsythe conducts research in Maternal and Child Nutrition with special emphasis on children with developmental disorders including autism. Intestinal abnormalities and feeding problems are secondary to autism with unknown consequences for dietary adequacy. Additionally, multiple medications prescribed to address autistic behaviors and related medical conditions have nutritional interactions leading to irregularities in satiety and feeding. Dr. Forsythe's research centers on dietary assessment and the interventions parents choose to cope with the disorder. Additionally, Dr. Forsythe examines complications of pregnancy related to nutrition. She has presented to national and international groups on the outcomes for pregnant women who received or did not receive medical nutrition therapy during prenatal care and the effects on recovery rates after labor and delivery. The main audience for Dr. Forsythe is international. She worked with UNICEF and has published in Caribbean, Sri Lankan, Indonesian and Singaporean Journals.

In her teaching role, dietetic education holds strong interest for Dr. Forsythe who has gone through several accreditation cycles with the Commission on Accreditation for Dietetic Education. As director of the Dietetic Internship, she has developed outcomes assessment strategies for the education of dietetic interns, training modules for dietetic preceptors, and distance learning on 'Leadership and Evaluation' for interns in remote supervised practice sites.

Hazel Forsythe considers service learning an important tool in community nutrition. She creates opportunities to practice with her students and guide them on projects that provide community nutrition services to populations who would not otherwise participate in preventive community health.

Brian Freedman, Ph.D.

Director, Center for Disabilities Studies



Brian Freedman is the Director of the Transition, Education, & Employment Model (TEEM) unit at the Center for Disabilities Studies at University of Delaware, where he oversees direct service, research, and technical assistance activities for adolescents and young adults with developmental disabilities. He has worked with individuals with developmental disabilities for 15 years, previously serving as the Clinical Director for the Center for Autism and Related Disorders at Kennedy Krieger Institute (KKI) in Baltimore.

Brian has conducted research, published, and presented at national conferences on parental stress, coping, and marital relationships for families with a child with autism. His clinical work developing social skills interventions for high-functioning children with autism and his research on marriage and divorce rates among parents of children with ASD has been featured on NPR and other news outlets. Brian has a Ph.D. in Clinical Psychology and completed postdoctoral training in Applied Behavior Analysis.

The impact of autism on the family: challenges and strategies for successful coping

Families with a child with an autism spectrum disorder (ASD) face significant challenges. Research suggests that parents and siblings face significant stress and are at an increased risk for mental illness. However, additional research also points to significant resiliency among many families, despite misinformation from the media regarding an unfounded 80% divorce rate. The experience of mothers and fathers raising a child with ASD can also be quite different and these differences can lead to additional challenges. It is therefore critical to understand the experiences of each family member, as well as common, general coping strategies of males and females when working with families with a child with ASD. In addition, understanding how to incorporate the child with ASD as well as siblings into treatment can be tricky, but also promote healthier relationships within the family. This presentation will include current research on the impact of ASD on marriage and family stress, as well as insights and strategies for incorporating an understanding of all family members, assisting families in building positive coping strategies, and maintaining and enhancing marital and family relationships

Learning Objectives for Session:

- Participants will be able to discuss the current research on the impact of having a child with ASD on family members and differential coping styles.
- Participants will be able to incorporate strategies to help parents cope with the stress of raising a child with ASD while maintaining and enhancing their relationships.
- Participants will be able to apply this information to different family constellations in the community of families of children with ASD.

Paula Goff, M.Ed.

Part C Coordinator for State of Kentucky

Paula Goff is the Kentucky, Part C Coordinator/Program Administrator. She has a BS from the University of Kentucky and MS from the University of Tennessee. Paula has worked in the field of early childhood education for over 20 years. Classroom experience includes child care settings and mental health outpatient preschool programs, specializing in the early childhood service provision of the Individuals with Disabilities Education Act. She has worked at the state level developing systems for children birth to 5 years with disabilities and their families in Missouri, Louisiana, North Carolina and Kentucky. She has also provided technical assistance to over 20 states while working with the National Early Childhood Technical Assistance System. College teaching includes child development at the University of Missouri and pediatric sections of allied health courses at the Louisiana State University. She is a member of NAEYC, CEC and DEC.

Kentucky Services for Young Children with ASD

This session will provide an overview of the services available for children ages b-5 with autism spectrum disorders.

Learning Objectives for Session:

- Participants will learn what services are available and how to access those.

Penina Goldstein

Penina Goldstein is a Master's Degree student in special education with a focus on moderate and severe disabilities at the University of Kentucky. Prior to beginning graduate school, she worked for two years as a teacher of students with moderate and severe disabilities in rural North Carolina. Currently, Penina works as a research assistant at the Human Development Institute on the Low Incidence Initiative, working with school teams to increase students' abilities and opportunities to communicate using assistive and augmentative communication. Penina has a long standing interest in inclusion of people with disabilities in faith communities. She wrote her undergraduate honors thesis on students with autism in the Boston area who were preparing for bar and bat mitzvah, and is now working with her home congregation in Kentucky to increase opportunities for inclusion of children with disabilities in the religious school setting.

Disability and Spirituality

Religion and spirituality is an aspect of quality of life that has reported benefits for all individuals, however persons with disabilities are less likely to attend religious services than persons without disabilities. Persons with disabilities and their families have reported barriers to participation and their desire to have more involvement in communities of faith.

This presentation will report the results of a survey and interviews of parents who have sons and daughters with disabilities about their participation and inclusion in their faith communities. Stories from families of various ethnicities and religious backgrounds will be shared. Themes that emerged from the data that will be presented include the importance of practices and supports to facilitate inclusion, the role that parent and child characteristics play in including persons with disabilities, the role of the attitudes of persons in the faith community, and the importance of knowledge and expertise of the faith community about issues related to persons with disabilities

Anne Gregory, M.S.

Autism Advocate

Update on Autism Insurance Mandate (HB 159)

On April 14, 2010 Kentucky enacted House Bill 159 to begin the process of integrating a regulatory system for behavioral services and outlining insurance regulations for these services. Due to efforts from clinicians, parents, advocates, and lobbyists, Kentucky joined several other states in the pursuit of behavior-analytic legislation. As the result of these efforts, the Kentucky Applied Behavior Analyst Licensing Board was created to develop and oversee regulations surrounding behavioral services and licensure. The purpose of this presentation will be to explain the history of Kentucky's behavior analysis legislation, while focusing on the overall system of integrating standards and regulations for behavioral services state-wide. As part of the licensure and legislation processes, the role of insurance for behavioral services will be discussed with an emphasis placed on how this relationship impacts families and clinicians in the community. Through the analysis of these processes, updates will be provided along with future legislative directions.

Learning Objectives for Session:

- Discuss the background of HB 159
- Discuss licensure requirements for behavior analysts
- Discuss current progress since the bill went into effect January 1, 2011

Lynnette Henderson, Ph.D.

Research Assistant Professor in Pediatrics, a Vanderbilt Kennedy Center Member, and serves the Vanderbilt Kennedy Center as the IDDRRC Research Registry and Recruitment Coordinator and UCEDD Associate Director of Community Services.

Henderson holds a B.S. degree in early childhood and early elementary education from Freed-Hardeman College, a M.Ed. degree in gifted and early childhood education from Belmont University, and a Ph.D. in special education from Peabody College, Vanderbilt University, with an emphasis in gifted studies and educational neuroscience. She completed a NAAR post-doc in autism research at Vanderbilt University in 2005. She has taught 3 year-olds, kindergarten, and gifted elementary students, and supervised over 50 teacher trainees. She has taught teacher preparation courses at Peabody College of Vanderbilt University, Austin Peay State University and Lipscomb University. Henderson's research interests include giftedness and autism spectrum disorders. She is Past-President of the Autism Society of Middle Tennessee, and was recently named their Volunteer of the Year.

Bright Kids on the Spectrum: Making the Most of Academic Strengths in Students with ASD

With the identification of more high-functioning individuals with Autism Spectrum Disorders among the gifted population, teachers and parents of twice-exceptional students need to know strategies for problem-solving that include understanding of both gifted intensities or over-excitabilities and understanding of the social, communicative and flexibility issues that can complicate planning for the student with ASD. We will examine how gifted-specific and ASD-specific information can be synthesized to produce strategies, and solve problems in the classroom and in school-related issues at home.

Learning Objectives for Session:

- Participants will learn strategies to support high-functioning individuals with Autism Spectrum Disorders in gift programs
- Participants will learn strategies to support the development of social skill in

Shawn Henry, M.Ed

Executive Director, Ohio Center for Autism and Low Incidence



Shawn A. Henry, M. Ed., is executive director at the Ohio Center for Autism and Low Incidence (OCALI). In this capacity, a major focus of his work is on statewide change, specifically advancing state- and system-wide capacity to improve outcomes for people diagnosed with autism spectrum disorders and other low-incidence disabilities. As part of these efforts, Henry assumes leadership roles on national and state advisory boards, interagency workforces, and committees involving policymakers, parents, and professionals. Under his direction, OCALI received national recognition from the Autism Society of America as a 2010 Autism Champion for leadership, making significant contributions to improving the lives of all those affected by autism.

Before coming to OCALI, Henry was the program director of professional development and evaluation at the Kentucky Autism Training Center, University of Louisville, where he coordinated targeted professional development throughout the state. Earlier in his career, he served as an elementary special education teacher, primarily teaching students with autism. Henry's numerous presentations and publications reflect his wide-ranging experiences within the field of autism and low-incidence disabilities. In particular, his Comprehensive Autism Planning System (CAPS) has been adopted both at a state and national level.

Planning a Comprehensive Program for Individuals with Autism Spectrum Disorders: Using Evidenced-Based Practices Across Service Systems

This session will provide an overview of the Comprehensive Autism Planning System (CAPS). CAPS is an easy-to-use system that allows professionals and parents to understand how and when to implement an instructional program for individuals with autism spectrum disorders (ASD). The CAPS model helps all professionals develop an effective plan. The CAPS model answers the questions (a) What supports does my student/child need in each class/activity to be successful? (b) What goals is my student/child working on? and (c) Is there a thoughtful sequence to the student's/child's day for implementation of instruction?

Mr. Henry will lead participants through the CAPS process, which includes the use of natural opportunities and supports to ensure the individual's success as well as data collection to measure that success. This workshop prepares participants to apply the Comprehensive Autism Planning System (CAPS) to help individuals with autism spectrum disorders. The framework is described below.

Learning Objectives for Session:

- Identify autism spectrum disorders characteristics that impact learning
- identify interventions that match with student characteristics and needs
- Integrate interventions and modifications into the individuals daily schedule
- Facilitate the Comprehensive Autism Planning System (CAPS)

Cristina Hiten

Nutrition Specialist, Women Infant Children (WIC) program, Lexington, Kentucky

Cristina Hiten is a graduate of the University of Kentucky with a Bachelors Degree in Human Nutrition. Cristina enjoyed the subject so much that she continued her education by going to graduate school in an effort to be a Registered Dietitian. During her dietetic internship she had the opportunity to work in a clinical setting, at a dental office for her community, then at an assisted living facility for food service. Out of all of the areas of dietetics she enjoyed community the best.

While in school she worked as a Certified Pharmacy Technician, which led to the focus of her thesis work.

Ms. Hiten is now a Nutrition Specialist for the WIC program in Lexington, Kentucky working with pregnant women, infants and children up to their fifth birthday. She has gained much knowledge in the feeding aspects of infants and children and has found it to be a highly rewarding experience. Cristina enjoys her profession because there is a lot of room for growth and knowledge and she enjoys educating the community in an effort to help parents raise healthier children in which starting from birth is vital. Ms. Hiten fell into the nutrition profession unsure of where it would take her but has realized there are a vast array of opportunities.

Karen Karp, Ph.D.

Professor, Mathematics Education, Department of Teaching and Learning, College of Education and Human Development, University of Louisville
College of Education and Human Development

Karen S. Karp is a professor of mathematics education at the University of Louisville (Kentucky). Prior to entering the field of teacher education. She was an elementary school teacher in New York. Karen is a co-author of *Feisty Females: Inspiring Girls to Think Mathematically*, which is aligned with her research interests on teaching mathematics to diverse populations. With Jennifer, Karen co-edited *Growing Professionally: Readings from NCTM Publications for Grades K–8* and co-authored (along with Janet Caldwell) *Developing Essential Understanding of Addition and Subtraction for Teaching Mathematics in Pre-K–Grade 2*. She is a former member of the board of directors of the National Council of Teachers of Mathematics (NCTM) and a former president of the Association of Mathematics Teacher Educators (AMTE). She continues to work in classrooms with elementary and middle school teachers and with teachers at all levels who work with students with disabilities.

Teaching Mathematics to Students with Disabilities

Karen Karp and Amy Lingo will provide a look at approaches to successful interventions and assessments for use with elementary school students who struggle with mathematics. They share how to use diagnostic interviews to monitor students' progress through an in-depth examination of their thinking.

Learning Objectives for Session:

- To bolster and vary tools for teachers to use with children with disabilities.
- To increase innovation in mathematics.

Jacqueline (Jacqui) Farmer Kearns, Ed.D.

Dr. Kearns, from the University of Kentucky Human Development Institute, directs the KY SPDG Low Incidence Initiative Communication project with Dr. Jane Kleinert also from the University of Kentucky. In addition, she directs the professional development component of the National Center State Collaborative General Supervision Enhancement Grant Project under the direction of the University of Minnesota. Previously, Dr. Kearns served as Principal Investigator for the National Alternate Assessment Center, a collaborative effort with UNCC, NCEO, NCIEA and CAST that brought together measurement, special educators, and content specialists learning/teaching about alternate assessments. Her work in describing the population of students in alternate assessments has significantly influenced her work in the area of communication. She has completed two other OSEP funded directed research project "Including Students who are Deaf blind in Large scale assessment"; "Universal Design for Assessment: Applications of Technology", and "Validity Evaluation of Kentucky Alternate Assessment". She also is completing a multi-state GSEG Consortium on Validity Evaluation of Alternate Assessments. She co-authored two texts on alternate assessment.

Seven (and more!) Deadly Communication Sins in Programming for Students with Significant Disabilities

Students with Complex Communication Needs (CCN) and significant physical and or intellectual disabilities are often excluded from regular education classrooms/curriculum on the assumption that their lack of clear communication reflects an inability to participate in the general curriculum. In addition, many well-meaning interveners often design communication program interventions that actually impede rather than foster improve communication systems for such students. This session will discuss: how to identify and describe communication in student with significant disabilities and Complex Communication Needs; commonly used strategies that actually impede progress toward symbolic communication *and* strategies that foster the movement of such students toward function, understandable and hopefully symbolic communication systems. This interdisciplinary program is presented by a specialist in communication disorders and a specialist in education and will provide multiple taped examples of strategies described.

Learning Objectives for Session:

- Identify non-standard communication output in students with significant disabilities
- Identify at least four communication programming errors that inhibit the growth of functional communication for students with significant disabilities
- Identify at least four techniques for moving students with significant disabilities toward symbolic communication

Victoria Knight, Ph.D.

Assistant Professor in the Department of Special Education and Rehabilitation Counseling, University of Kentucky



Dr. Victoria Knight is an assistant professor in the Department of Special Education and Rehabilitation Counseling. Dr. Knight has over ten years of experience working with students with autism spectrum disorder (ASD) and students with moderate/severe disabilities. Dr. Knight's research interests include evidence-based practices for individuals with ASD and moderate/severe disabilities, applied behavior analysis, and technologies for students with autism. Dr. Knight has authored book chapters and publications pertaining to these topics, and has presented her research at state and national conferences.

Using Activity Schedules to Increase Independence for Individuals with Autism

Activity schedules have become widely used to promote independence for individuals with autism in classrooms, homes, and community settings. This session will outline current research as it relates to activity schedules and will offer suggestions for areas of continued research. Specific uses of activity schedules will be highlighted and various formats will be explored. Innovative approaches to using activity schedules will also be demonstrated. This session will offer participants some time to explore various materials and activity schedule examples to be re-created for use in their classrooms, homes, vocational settings, etc.

Learning Objectives for Session:

- Participants will gain understanding of current research involving using activity schedules for promoting independence for individuals with autism in regards to quantity, quality, and future possibilities.
- Participants will learn various uses of activity schedules to promote independence for individuals with autism during transitions and task analytic skills.
- Participants will explore various activity schedules and determine appropriate options based on individual needs (object vs. picture vs. written; high tech vs. low tech; etc.).

Grace Kuravackel, Ph.D.

Temp. Licensed Psychologist, University of Louisville Autism Center

Dr. Kuravackel has been involved in diagnosis, assessment and treatment of ASD since 2000. I have a special interest in research of clinical interventions for ASD.

Interventions for Children with Autism Spectrum Disorders with Feeding Disorders

Research reveals that up to 89% of children diagnosed with an autism spectrum disorder, have difficulties with either feeding or eating (Ledford and Gast, 2006).

Numerous studies have been completed to clarify and identify the specific feeding difficulties that these children are experiencing. Williams, Dalrymple, and Neal (2000) identified unwillingness to try new foods, eating few foods, mouthing objects, and rituals surrounding eating as commonly reported concerns.

This workshop will review the research and discuss how the themes of this evidence can be embedded into school, home, and therapy environments. Techniques to address these problematic behaviors including positive reinforcement, reinforcer assessment, prompting, systematic desensitization and other behavioral techniques will be discussed and illustrated through video methods.

Learning Objectives for Session:

- Understand the impact and frequency of feeding problems upon children with autism.
- Identify the essential components of a thorough assessment of feeding.
- Discuss goals and learn techniques for feeding therap.
- Identify the skills needed for effective parent/professional collaboration in treatment of feeding issues.

Amy Lingo, Ph.D.

Associate Professor, Special Education, College of Education and Human Development, University of Louisville



Dr. Lingo is an associate professor in the Department of Teaching and Learning at the University of Louisville and holds a Ed.D. from the University of Kentucky (2003). Prior to earning her doctorate, Dr. Lingo spent 4 years as a teacher in Fayette County public schools teaching students with learning disabilities and emotional and behavioral disorders in general education and special education settings. Her primary areas of interest involve Response to Intervention, Reading and Math interventions, and teacher preparation. Dr. Lingo has multiple published articles on a variety of issues in the areas reading and math intervention. She is currently the co-Principal Investigator of Project ABRI at the University of Louisville.

Teaching Mathematics to Students with Disabilities

Karen Karp and Amy Lingo will provide a look at approaches to successful interventions and assessments for use with elementary school students who struggle with mathematics. They share how to use diagnostic interviews to monitor students' progress through an in-depth examination of their thinking.

Learning Objectives for Session:

- To bolster and vary tools for teachers to use with children with disabilities.
- To increase innovation in mathematics.

Rhonda Logston

Consultant, KY-SPIN

Rhonda Logsdon has been with KY-SPIN most of her teenage and all of her adult life. She was a volunteer consultant, participating in Sibling Panels as a teenager. She “officially” joined the SPIN family in 2001. Rhonda has two brothers and two sisters; 3 of her siblings have disabilities.

Rhonda is a strong advocate for anyone’s child and/or any person. She doesn’t like to see any child mistreated or go without services. As a result, she has her own son, who is the apple of her eye. Rhonda travels extensively throughout the state and country gathering information that she can bring back to families in Kentucky. If she doesn’t know something, give her a few days and she will find out, that’s how dedicated she is to the children and families of Kentucky.

Is Your Child a Target of Bullying? Intervention Strategies for Parents of Children with Disabilities

Many times children with disabilities and siblings are at greater risk of Bullying. This session will explain what Bullying is and how can parents help their child when bullying is a concern. This is a curriculum was created by the PACER Center.

Learning Objectives for Session:

- Defining Bullying Behavior and common views about bullying
- Types of Bullying
- Intervention Strategies

Grant Logston

Advocate

Grant Logsdon has been advocating for himself since he was able to tell right from wrong; good from bad and acceptable from unacceptable. Grant is an independent young man with big dreams and a plan to get there. He has served on many self-advocacy boards and the State Advisory Panel. Grant is an author, an advocate, a music guru; etc. Grant can do anything he puts his mind to and he wants to share that message with other people with disabilities, their families and professionals. Grant has been a volunteer for KY-SPIN, as well as a guest speaker at several conferences throughout the state and country. Grant never meets a stranger.

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- Types of Bullying
- Intervention Strategies

David Lohr, M.D.

Assistant Professor, School of Medicine, Department of Psychiatry, Bingham Clinic, a Division of Child and Adolescent Psychiatry Clinical Co-Director of the University of Louisville Autism Center



Dr. Lohr is an outpatient psychiatrist at the Bingham Clinic, a division of Child and Adolescent Psychiatry. Dr. Lohr provides diagnostic evaluation, medication management, and psychotherapy and currently serves as the Clinical Co-Director of the University of Louisville Autism Center where he evaluates and treats children with autism spectrum disorders. He received his undergraduate degree in Chemistry from Transylvania University. Dr. Lohr obtained his medical degree from Johns Hopkins University. He completed his general psychiatry residency at Washington University and child fellowship at Western Psychiatric Institute and Clinic, University Health Center of Pittsburgh. He received his board certification in psychiatry in 1995 and in child and adolescent psychiatry in 1996. Prior to joining the faculty, Dr. Lohr was the Clinical Director for Adolescent Treatment Services at Our Lady of Peace Center.

Currently, he is president-elect of the Kentucky Chapter of the American Academy of Child and Adolescent Psychiatry. Dr. Lohr precepts and supervises medical students and child psychiatry fellows and lectures on child psychiatry, pharmacologic treatment of autism, and the evaluation and treatment of aggression. Since joining the University, he has been invited to present regionally on subjects such as bipolar disorder and aggression. Areas of interest include the identification and treatment of psychiatric comorbidity of autistic spectrum disorders.

Collaborating with Physicians

The medical home has been proposed as the model of care for children with autism by the American Academy of Pediatrics. Such care should be accessible, continuous, comprehensive, family centered, coordinated, compassionate and culturally effective. The medical home may be especially difficult to implement for children with autism due to the complexity of the disorder, parental stress, need for multiple referrals and services, and the ever increasing alternative interventions proposed to treat autism.

A recent survey of parents of children with autism and pediatricians in Kentucky indicated that both groups had concerns about adequacy of treatment of comorbid behavioral and medical problems associated with autism and ability to address treatment options for autism in the primary care office. This presentation focuses on ways to promote family/physician partnerships to more effectively address autism resources, medical problems associated with autism, behavioral problems and medication management, and complementary/alternative interventions in autism. Such an approach frequently requires a team approach with involvement of educators, speech pathologists, occupational therapists, mental health providers, social workers, and other medical professionals. The ultimate goal is to empower families in their journey toward achieving optimal outcomes for their children with autism.

Learning Objectives for Session:

- Participants will recognize medical and behavioral concerns frequently associated with autism.
- Participants will understand factors which promote an effective physician-patient partnership.
- Participants will identify resources and personnel who can team with the family and physician in assuring comprehensive care.

Brenda Mullins

Retiree, Human Development Institute, University of Kentucky

As a temporary employee through UK STEPS program, Ms. Mullins is developing materials for families and the conversion of Fundamentals of Effective Training to an online hybrid system. As project director (now retired), with the Kentucky Early Childhood Transition Project at Human Development Institute housed at the University of Kentucky, Lexington, Ms. Mullins was responsible for daily implementation of a grant funded jointly by Kentucky Department of Education (Preschool and 619) and the Cabinet for Health & Family Services, Office of Early Childhood Development: First Steps. These grants provided state, regional and local support for early childhood transition activities and allowed Ms. Mullins to provide training and technical assistance to interagency groups. In addition, she represented the project on state and regional decision-making committees to determine early childhood research based practice and provide guidance in legal requirements.

The ENGAGEMENT Training Series: Supporting Transition and School Readiness

This overview of the training series will provide families and professionals information regarding access of modules for use in their community, individual module descriptions, strategies for series implementation and alternative methods to use module information.

Learning Objectives for Session:

- Participants will describe module themes which appear useful for families and professionals in their community
- Participants can explain how to access modules for implementation or available trainers
- Participants will list five strategies for alternative methods of implementation

Jane O'Regan Kleinert, Ph.D., CCC-SLP

Associate Professor, Division of Communication Sciences and Disorders, College of Health Sciences, University of Kentucky

Jane O'Regan Kleinert, Ph.D., CCC-SLP is an Associate Professor in the Division of Communication Sciences and Disorders in the College of Health Sciences at the University of Kentucky. She is a licensed Speech/Language Pathologist with over 35 years of experience specializing in services to children with severe/multiple disabilities, use of AAC in the schools, motor speech and oral feeding disorders. Dr. Kleinert's research, teaching and grant work focus on communication via AAC for students with significant disabilities. She is currently the Co-PI for the TAALC (Teaching Age-Appropriate Learning via Communication), a state wide Low Incidence Initiative grant to improve communication services to students with the most significant disabilities in the schools. She is also involved with the National Center for Educational Outcomes GSEG -sub-grant to HDI/University of Kentucky to Dr. Jacqui Kearns, Primary Investigator. She consulted with the National Alternate Assessment Center assisting in developing the Learning Characteristic Inventory for students in the AA for which data on over 60,000 students has been collected and is currently under analysis. She has published and presents nationally in the above areas.

Seven (and more!) Deadly Communication Sins in Programming for Students with Significant Disabilities

Students with Complex Communication Needs (CCN) and significant physical and or intellectual disabilities are often excluded from regular education classrooms/curriculum on the assumption that their lack of clear communication reflects an inability to participate in the general curriculum. In addition, many well-meaning interveners often design communication program interventions that actually impede rather than foster improve communication systems for such students. This session will discuss: how to identify and describe communication in student with significant disabilities and Complex Communication Needs; commonly used strategies that actually impede progress toward symbolic communication *and* strategies that foster the movement of such students toward function, understandable and hopefully symbolic communication systems. This interdisciplinary program is presented by a specialist in communication disorders and a specialist in education and will provide multiple taped examples of strategies described.

Learning Objectives for Session:

- Identify non-standard communication output in students with significant disabilities
- Identify at least four communication programming errors that inhibit the growth of functional communication for students with significant disabilities
- Identify at least four techniques for moving students with significant disabilities toward symbolic communication

Lara Palay, Senior Fellow, Center for Systems Change

Lara Palay, a Senior Fellow at the Center for Systems Change, oversees the Mental and Emotional Health Program. Ms. Palay received her Bachelor's degree in English from the Ohio State University in 1991, and her Master's degree in clinical social work in 1998.

She is an independently licensed social worker and clinical supervisor. Ms. Palay maintains a private practice, specializing in treating families dealing with pediatric cancer. She teaches clinical social work at the College of Social Work at the Ohio State University. Prior to coming to the Center for Systems Change, Ms. Palay served as the first project manager for the Mental Illness/ Developmental Disabilities Coordinating Center of Excellence for the Ohio Department of Mental Health and the Ohio Department of Developmental Disabilities.

An internationally known speaker and trainer, Ms. Palay lectures regularly on dual diagnosis, trauma, and grief and loss. Her publications include a regular column about parenting teens for Huckleberry House, Inc.

Diana Pantalos, MS, RD, LD

Detain, Weisskopf Center for the Evaluation, University of Louisville

Diana Pantalos, MS, RD, LD has practiced as a pediatric nutritionist for many years in community, hospital, clinic, and home settings. At the Weisskopf Child Evaluation Center, she serves as the dietitian for the Feeding Disorders Program, in addition to managing metabolic diets for children with genetic disorders. Her areas of interest include feeding relationships and normalizing mealtime for children with special dietary needs.

Interventions for Children with Autism Spectrum Disorders with Feeding Disorders

Research reveals that up to 89% of children diagnosed with an autism spectrum disorder, have difficulties with either feeding or eating (Ledford and Gast, 2006). Numerous studies have been completed to clarify and identify the specific feeding difficulties that these children are experiencing. Williams, Dalrymple, and Neal (2000) identified unwillingness to try new foods, eating few foods, mouthing objects, and rituals surrounding eating as commonly reported concerns. This workshop will review the research and discuss how the themes of this evidence can be embedded into school, home, and therapy environments. Techniques to address these problematic behaviors including positive reinforcement, reinforcer assessment, prompting, systematic desensitization and other behavioral techniques will be discussed and illustrated through video methods.

Learning Objectives for Session

- Understand the impact and frequency of feeding problems upon children with autism.
- Identify the essential components of a thorough assessment of feeding.
- Discuss goals and learn techniques for feeding therapy.
- Identify the skills needed for effective parent/professional collaboration in treatment of feeding issues.

Emily Sartini

Graduate Student, Department of Special Education and Rehabilitation Counseling, University of Kentucky

Emily Sartini is a special education teacher at Harrison Elementary school in Lexington, Kentucky. She has been teaching students with a range of disabilities for the past 10 years. She is currently pursuing a doctorate in learning and behavior disorders at the University of Kentucky with a research focus on reading strategies for students with autism spectrum disorders.

Using Activity Schedules to Increase Independence for Individuals with Autism

Activity schedules have become widely used to promote independence for individuals with autism in classrooms, homes, and community settings. This session will outline current research as it relates to activity schedules and will offer suggestions for areas of continued research. Specific uses of activity schedules will be highlighted.

Learning Objectives for Session

- Participants will gain understanding of current research involving using activity schedules for promoting independence for individuals with autism in regards to quantity, quality, and future possibilities.
- Participants will learn various uses of activity schedules to promote independence for individuals with autism during transitions and task analytic skills.
- Participants will explore various activity schedules and determine appropriate options based on individual needs (object vs. picture vs. written; high tech vs. low tech; etc.).

Amy D. Spriggs, Ph.D.

Assistant Professor, University of Kentucky, Assistant Professor, University of Kentucky, Department of Special Education & Rehabilitation Counseling



Dr. Amy Spriggs is an assistant professor in the Department of Special Education and Rehabilitation Counseling. Dr. Spriggs received her Bachelor of Science, Master of Education and Doctorate Degrees in Special Education at the University of Georgia. Dr. Spriggs taught in public schools while pursuing her degrees and has over ten years of experience working with students with autism spectrum disorder (ASD) and students with moderate/severe disabilities. Dr. Spriggs secured grant monies to be used in her classrooms. Dr. Spriggs focused her research on student needs to include practical systematic instruction implementation in the classroom, strategies to increase independence, access to recreation and leisure activities, and video modeling.

Dr. Spriggs has authored book chapters and publications pertaining to these topics, and has presented her research at state and national conferences. Dr. Spriggs is currently the Program Faculty Chair for the Moderate and Severe Disabilities (MSD) program. She advises all undergraduates and teaches both undergraduate and graduate methods and practicum courses in the MSD program. Dr. Spriggs' research interests include practical systematic instructional strategies for individuals with ASD and moderate/severe disabilities, increased independence, evidence-based practices, and technology. Many times children with disabilities and siblings are at greater risk of Bullying. This session will explain what Bullying is and how can parents help their child when bullying is a concern. This is a curriculum was created by the PACER Center.

Using Activity Schedules to Increase Independence for Individuals with Autism

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Larry Taylor, M.Ed.

Executive Director, Kentucky Autism Training Center, University of Louisville Autism Center



Larry Taylor received a BS Degree from Cumberland College in the areas of learning and behavior disorders, elementary education and a Master's Degree in Special Education. Larry holds certifications from Eastern Kentucky University and the University of Kentucky in a variety of areas in education. Larry worked 23 years in local school districts serving in the role of teacher of exceptional children, school counselor, instructional supervisor, director of special education and assistant superintendent of personnel, curriculum and instruction.

In 2005, Larry was appointed as the State Director of Exceptional Children Services for the Kentucky Department of Education. While at KDE, he served in the role of Interim Associate Commissioner for the Office of Special Instruction Services and Director in the Division of Learning Services. July 2011, Larry accepted the position of Director of the Special Education Cooperative for the Ohio Valley Special Education Cooperative and Consultant for the Center for Learning Excellence at the University of Louisville. In addition to the position as the Director to the Special Education Cooperative, in January of 2012 Larry was appointed as the Executive Director of the Kentucky Autism Training Center. Larry is also a doctoral student at the University of Louisville in the College of Education.

Understanding IEPs: A Session for Families

Participants of this session will learn how to be a meaningful member of the IEP team, address conflicts in the least negative manner and to access the provisions afforded under the procedural safeguards of Kentucky Administrative Regulations for Exceptional Children

Learning Objectives for Session:

- Participants will learn the basic procedural safeguards that are afforded students who are eligible as a student with a disability under the provisions of the Individuals with Disabilities Education Act.
- Participants will understand how to constructively contribute to the development of the Individual Education Program.
- Participants will learn how to access resources regarding special education law under the Individuals with Disabilities Education Act for information that will not be presented due to time limitations of the session.

Scott Tomchek, PhD, OTR/L, FAOTA

Chief Occupational Therapist, Assistant Professor of Pediatrics, Assistant Director, Weisskopf Child Evaluation Center, University of Louisville, School of Medicine, Department of Pediatrics



Dr. Tomchek has 20 years of pediatric clinical practice experience in various settings. His current practice and research focus has centered on individuals with autism spectrum disorders, including diagnostic evaluation, clinical assessment, and therapeutic interventions. The focus of these activities are the sensorimotor aspects of development and their impact on engaging in occupations. These clinical diagnostic and treatment specializations in autism have been recognized by invited lectures, authorship and subsequent publications relating to sensory processing findings in ASDs (Tomchek, 2010), sensorimotor assessment with individuals with an ASD (Tomchek, 2000) and a collaborative model of intervention for young children with autism (Geis & Tomchek, 2000). In addition, Dr. Tomchek was recently lead author of the practice guideline (Tomchek & Case-Smith, 2009) and official statement (AOTA, 2010) of the American Occupational Therapy Association related to practice with individuals on the autism spectrum. He continues his active research agenda investigating patterns of sensorimotor performance and their relation to developmental and diagnostic aspects of individuals with autism

Evidence-Based Interventions Addressing Challenging Behaviors in Individuals with an Autism Spectrum Disorder

Participants will gain knowledge in the development and implementation of strategies to address challenging behaviors during evaluation and evidenced based interventions. Specific behavioral strategies will be discussed and illustrated through video methods. Participants will gain knowledge in the development and implementation of strategies to address challenging behaviors during evaluation and evidenced based interventions. Specific behavioral strategies will be discussed and illustrated through video methods.

Learning Objectives for Session:

- Utilize data from functional analysis of behavior to identify evidenced based strategies across contexts to address challenging behaviors
- Apply behavioral approaches to complement interventions in treatment of challenging behaviors
- Utilize data from functional analysis of behavior to identify evidenced based strategies across contexts to address challenging behavior. Apply behavioral approaches to complement interventions in treatment of challenging behaviors.

Jocelyn Warren, OTR/L

Senior Occupational Therapist, Weisskopf Center for the Evaluation, University of Louisville

Jocelyn Warren graduated from The Ohio State University in 1989 and received a Masters in Special Education from the University of Louisville in 2011. She has been a Senior Occupational Therapist at the Weisskopf Child Evaluation Center (WCEC) for the past 12 years. Jocelyn initiated the development of the Feeding Disorders Clinic at WCEC in 2003.

At WCEC she serves as a team member on interdisciplinary team diagnostic evaluations, completes individual occupational therapy evaluations, participates in feeding disorder outreach programs, and provides intervention services. She has presented at state and national conferences.

Evidence-Based interventions Addressing Challenging Behaviors in Individuals with an Autism Spectrum Disorder, Interventions for Children with Autism Spectrum Disorders with Feeding Disorders

Research reveals that up to 89% of children diagnosed with an autism spectrum disorder, have difficulties with either feeding or eating (Ledford and Gast, 2006). Numerous studies have been completed to clarify and identify the specific feeding difficulties that these children are experiencing. Williams, Dalrymple, and Neal (2000) identified unwillingness to try new foods, eating few foods, mouthing objects, and rituals surrounding eating as commonly reported concerns. This workshop will review the research and discuss how the themes of this evidence can be embedded into school, home, and therapy environments. Techniques to address these problematic behaviors including positive reinforcement, reinforcer assessment, prompting, systematic desensitization and other behavioral techniques will be discussed and illustrated through video methods.

Learning Objectives for Session:

- Understand the impact and frequency of feeding problems upon children with autism.
- Identify the essential components of a thorough assessment of feeding.
- Discuss goals and learn techniques for feeding therapy and identify the skills needed for effective parent/professional collaboration in treatment of feeding issues. Utilize data from functional analysis of behavior to identify evidenced based strategies across contexts to address challenging behaviors. Apply behavioral approaches to complement interventions in treatment of challenging behaviors.

Nicholas Weatherly, Ph.D., BCBA-D, LBA

Assistant Professor in the Behavior Analysis Program at Spalding University



Dr. Nicholas Weatherly is an assistant professor in the Behavior Analysis Program at Spalding University and a board certified behavior analyst. He is also the president of the Kentucky Association for Behavior Analysis and is the director of the Behavior Analysis Master's Program, a one-year track in which students receive behavior-analytic coursework, clinical experience, and supervision for behavior analysis certification. Dr. Weatherly received his MA and PhD from Western Michigan University's Applied Behavior Analysis Program, studying under Dr. Richard Malott. During his time at Western Michigan, Dr. Weatherly's primary areas of study included behavioral systems analysis, performance-management techniques, rule-governed behavior, and the analysis and treatment of autism and other developmental disabilities. Dr. Weatherly's research interests and practical applications center around using these behavioral principles, in conjunction with an analysis of organizational culture, to improve the quality of life of individuals diagnosed with developmental disabilities and their families.

Ethical and Professional Standards for Behavior Analysts and Other Service Providers

The purpose of this talk will be to discuss ethical and professional standards for behavior analysts and other service providers as outlined by the Behavior Analyst Certification Board (BACB) and the Kentucky Behavior Analyst Licensing Board. Ethical regulations will be discussed along with issues faced when integrating professional standards into complex systems. While troubleshooting common professional concerns, strategies and references will be discussed to better understand and integrate these solutions into various clinical systems.

Learning Objectives for Ethical and Professional Standards for Behavior Analysts and other Service Providers Session:

- Discuss ethical and professional standards as outlined by the Behavior Analyst Certification Board (BACB)
- Discuss the Kentucky Behavior Analyst Licensing Board ethical regulations, complaint process, and disciplinary standards.
- Review and troubleshoot professionalism standards across various clinical systems.

Update on Autism Insurance Mandate (HB 159)

On April 14, 2010 Kentucky enacted House Bill 159 to begin the process of integrating a regulatory system for behavioral services and outlining insurance regulations for these services. Due to efforts from clinicians, parents, advocates, and lobbyists, Kentucky joined several other states in the pursuit of behavior-analytic legislation. As the result of these efforts, the Kentucky Applied Behavior Analyst Licensing Board was created to develop and oversee regulations surrounding behavioral services and licensure. The purpose of this presentation will be to explain the history of Kentucky's behavior analysis legislation, while focusing on the overall system of integrating standards and regulations for behavioral services state-wide. As part of the licensure and legislation processes, the role of insurance for behavioral services will be discussed with an emphasis placed on how this relationship impacts families and clinicians in the community. Through the analysis of these processes, updates will be provided along with future legislative directions

Learning Objectives for Autism Insurance Mandate Session:

- Discuss the background of HB 159
- Discuss licensure requirements for behavior analysts
- Discuss current progress since the bill went into effect January 1, 2011

Gail Williams, M.D.

Associate Professor, Department of Pediatrics, University of Louisville, Clinical Co-Director of the University of Louisville Autism Center



Gail Williams, M.D. is an associate professor of pediatrics at the University of Louisville. She is a board certified developmental/behavioral pediatrician and works in a multidisciplinary setting seeing children of all ages with such concerns as autism, learning disabilities, attention deficit hyperactivity disorder, Tourette syndrome, and mental retardation. Dr. Williams is also the director of the STAR (Systematic Treatment of Autism and Related Disorders) biomedical clinic. While her primary responsibilities are clinical, she also engages in clinical research and has authored several articles on autism and other developmental topics.

Collaborating with Physicians

The medical home has been proposed as the model of care for children with autism by the American Academy of Pediatrics. Such care should be accessible, continuous, comprehensive, family centered, coordinated, compassionate and culturally effective. The medical home may be especially difficult to implement for children with autism due to the complexity of the disorder, parental stress, need for multiple referrals and services, and the ever increasing alternative interventions proposed to treat autism. A recent survey of parents of children with autism and pediatricians in Kentucky indicated that both groups had concerns about adequacy of treatment of comorbid behavioral and medical problems associated with autism and ability to address treatment options for autism in the primary care office. This presentation focuses on ways to promote family/physician partnerships to more effectively address autism resources, medical problems associated with autism, behavioral problems and medication management, and complementary/alternative interventions in autism. Such an approach frequently requires a team approach with involvement of educators, speech pathologists, occupational therapists, mental health providers, social workers, and other medical professionals. The ultimate goal is to empower families in their journey toward achieving optimal outcomes for their children with autism.

Learning Objectives for Session:

- Participants will recognize medical and behavioral concerns frequently associated with autism.
- Participants will understand factors which promote an effective physician-patient partnership.
- Participants will identify resources and personnel who can team with the family and physician in assuring comprehensive care.

Mary Worthington

Elementary Education Coordinator, NOVA (Network of Victim Assistance)

Mary Worthington is the Elementary Education Coordinator for Network of Victim Assistance (NOVA), a non-profit crime victim's service agency in Bucks County, Pennsylvania. Specializing in interpersonal violence prevention education, Mary works with children, parents, and school staff to develop and support respectful relationships, personal safety, and empowerment. Mary is co-author of NOVA's "Personal Safety for Children with ASD" curriculum. She presents at national conferences and her prevention education work has been recognized in national U.S. news reports.

Teaching Children with Autism Spectrum Disorders about Personal Safety

How do we teach children with ASDs about their personal safety? With all the responsibilities a parent of a child on the spectrum has, the possibility of a predator attempting to talk, trick, or force a child into touching or other unwanted sexual behaviors can be very disconcerting. Many people are not aware of the prevalence of sexual abuse, and most people avoid talking about it. Children, and in some situations their parents and caregivers, are trusting and do not understand the dangers that may confront children, even in familiar settings with people they know. Children with ASDs are vulnerable to abuse because individuals on the spectrum are generally taught compliance from a very young age. They also may have difficulties in communication and social understanding. Avoiding or postponing the discussion does not protect children, and while some adults may approach this topic with trepidation, it actually represents an opportunity to take a positive step towards a child's self-advocacy. This presentation is designed for families and professionals who seek to promote healthy relationships, respectful interpersonal boundaries, and personal safety awareness. NOVA, a non-profit crime victim service agency, developed a personal safety curriculum for children with ASDs, ages 7 to 12. Using this model prevention program as a guide, participants will be presented with information on addressing the topic and providing insight on ways to successfully transition this information into natural settings.

Learning Objectives for Session:

- Participants will learn about the dynamics of child sexual abuse and the need for personal safety prevention.
- Participants will be provided with signs and symptoms of abuse.
- Participants will have knowledge of ways to present personal safety information specifically to children with ASDs.