

# PEPSA *10<sup>th</sup>* ANNUAL AUTISM SUMMER INSTITUTE

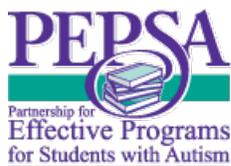


## 2-DAY AGENDA

Registration opens each day at 7:30am.

### Day 1: Tuesday, July 26, 2011

9:00–10:15am	<b>Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents on the Autism Spectrum</b> <ul style="list-style-type: none"> <li>• Overview: Social Skills Programming</li> </ul>	<i>S. Bellini</i>	<i>Auditorium</i>
Break 15 min.			
10:30am–12:00pm	<b>Building Social Relationships... (Cont.)</b> <ul style="list-style-type: none"> <li>• A Model for Teaching Social Interactions Skills to Individuals with ASD                             <ul style="list-style-type: none"> <li>• Step One: Assessing and Identifying Skills to Teach</li> <li>• Step Two: Discerning Between Skill Acquisition Deficits and Performance Deficits</li> </ul> </li> </ul>	<i>S. Bellini</i>	<i>Auditorium</i>
12:00-1:00pm	Lunch		
1:00–2:15pm	<b>Building Social Relationships... (Cont.)</b> <ul style="list-style-type: none"> <li>• A Model for Teaching Social Interactions Skills to Individuals with ASD                             <ul style="list-style-type: none"> <li>• Step Three: Selecting Intervention Strategies</li> </ul> </li> </ul>	<i>S. Bellini</i>	<i>Auditorium</i>
Break 15 min.			
2:30–3:30pm	<b>Building Social Relationships... (Cont.)</b> <ul style="list-style-type: none"> <li>• A Model for Teaching Social Interactions Skills to Individuals with ASD                             <ul style="list-style-type: none"> <li>• Step Four: Implementing the Intervention</li> <li>• Step Five: Evaluating Intervention Outcomes</li> </ul> </li> </ul>	<i>S. Bellini</i>	<i>Auditorium</i>



## Day 2: Wednesday, July 27, 2011

### AM Path 1

8:30-10:00am

How to Use the ABLLS to Assess and Make Curriculum Decisions for Individuals with Language Delays	<i>R. Cormier &amp; C. Barrett</i>	Room 503
Using the Continuous Improvement Model to Focus Instruction within the Unique Learning System Curriculum	<i>C. Rekort</i>	Room 508
Empowering Classroom Team Members to Implement Strategies for Students with Autism	<i>E. Weber</i>	Room 505
iPad and More: Hands on Workshop on the Accessibility Features of Mobile Devices for Teaching and Learning	<i>A. Barr, K. Kemker, L. Perez &amp; T. Ramos</i>	Room 507

Break 10 min.

10:10-11:40am

Peer Supports for Inclusive Schools	<i>R. Supple</i>	Room 510
Empowering Classroom Team Members to Implement Strategies for Students with Autism	<i>E. Weber</i>	Room 505
Sensory Solutions in the Classroom	<i>C. Cruse</i>	Room 512
iPad and More: Hands on Workshop on the Accessibility Features of Mobile Devices for Teaching and Learning	<i>A. Barr, K. Kemker, L. Perez &amp; T. Ramos</i>	Room 507

Lunch 11:40am-1:00pm

### AM Path 2

8:30-11:30am

Overcoming Behavioral Challenges in the Classroom	<i>M. Hieneman</i>	Chorus Room
Addressing Literacy Outcomes in Children with Autism Spectrum Disorders	<i>S. Diehl</i>	Band Room
Strategic Use of Visuals and Levity to Promote Social and Emotional Skills in Young People with Autism and Asperger's Syndrome	<i>J. Shaul</i>	Auditorium

### PM Path 1

1:00-2:30pm

Peer Supports for Inclusive Schools	<i>R. Supple</i>	Room 506
iPad and More: Hands on Workshop on the Accessibility Features of Mobile Devices for Teaching and Learning	<i>A. Barr, K. Kemker, L. Perez &amp; T. Ramos</i>	Room 507
Sensory Solutions in the Classroom	<i>C. Cruse</i>	Room 512
Circle Time: Structured Fun	<i>D. Laskey</i>	Room 514

Break 10 min.

2:40-4:10pm

How to Use the ABLLS to Assess and Make Curriculum Decisions for Individuals with Language Delays	<i>R. Cormier &amp; C. Barrett</i>	Room 503
iPad and More: Hands on Workshop on the Accessibility Features of Mobile Devices for Teaching and Learning	<i>A. Barr, K. Kemker, L. Perez &amp; T. Ramos</i>	Room 507
Circle Time: Structured Fun	<i>D. Laskey</i>	Room 514
Using the Continuous Improvement Model to Focus Instruction within the Unique Learning System Curriculum	<i>C. Rekort</i>	Room 508
Thrills and Spills: The Microenterprise Business Experience	<i>S. Marra &amp; J. Wright</i>	Room 515

### PM Path 2

1:00-4:00pm

Overcoming Behavioral Challenges in the Classroom	<i>M. Hieneman</i>	Chorus Room
Addressing Literacy Outcomes in Children with Autism Spectrum Disorders	<i>S. Diehl</i>	Band Room
Strategic Use of Visuals and Levity to Promote Reciprocal Communication Skills in Young People with Autism and Asperger's Syndrome	<i>J. Shaul</i>	Auditorium

# SESSION DESCRIPTIONS

## Day 1

### **Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents on the Autism Spectrum** (*Scott Bellini, PhD*)

The workshop will provide an overview of a social skill instructional model developed by Dr. Bellini. The workshop integrates research on social-emotional functioning with effective strategies for teaching social skills to children and adolescents with autism spectrum disorders (ASD). The five-step model provides a systematic and comprehensive framework to guide parents and practitioners in the development and implementation of social skills programming.

## Day 2 (Path 1)

### **Circle Time: Structured Fun** (*Dana Laskey*)

This session is an overview of how to set up a morning Circle Time routine for PreK - K students with Autism Spectrum Disorders and how to carry over the schedule used during "Structured Fun" into the remainder of the academic day.

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### **Empowering Classroom Team Members to Implement Strategies for Students with Autism** (*Ellen M. Weber, MEd*)

The success of students with Autism Spectrum Disorders can be a strong reflection on how a classroom team functions. The workshop facilitator will utilize activities to help teachers, para-educators, therapeutic and ancillary staff develop active communication, sensitive to one another's perspective in order to implement classroom strategies. Discussion, reference materials and examples will help members of a classroom team establish strategies to collaboratively organize the classroom, manage paperwork/documentation, implement student interventions, and collect required data. Another point of emphasis this workshop will explore is how a team shares the responsibility for creating incidental teaching opportunities to ensure teachable moments where the team members respond consistent with student goals.

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### **How to Use the ABLLS to Assess and Make Curriculum Decisions for Individuals with Language Delays**

(*Bob Cormier, BCaBA & Colby Barrett, BCaBA*)

This presentation will give an overview of the ABLLS (The Assessment of Language and Learning Skills). The ABLLS is an assessment, curriculum guide, and skills tracking system for children with language delays. It also provides strategies to develop an effective Individual Education Program (IEP).

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### **iPad and More: Hands on Workshop on the Accessibility Features of Mobile Devices for Teaching and Learning** (*Andrea Barr, Kate Kemker, Luis Perez, & Tyrone Ramos, Jr.*)

Three 30-minute sessions in one: 1) The big picture—past, present and future of ESE. 2) A hands-on intro to the iPad/ iPod Touch. 3) A demo of the Accessibility features of the devices, including best practices.

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### **Peer Supports for Inclusive Schools** (*Renee A. Supple*)

Access to the general education curriculum for students with severe physical and cognitive disabilities isn't a question of whether, but how. Through peer supports, students with disabilities can be meaningfully included members of general education academic and elective courses and develop relationships with same age, typical peers. This presentation highlights a Peer Support Program in a Florida high school and describes what is involved in facilitating such a program. Techniques in training typical peers to work with students with disabilities, supporting the general education teachers, and the duties involved in maintaining this program will be shared through testimonials, videos, and case examples.

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### **Sensory Solutions in the Classroom** (*Cecilia Cruse, MS, OTR/L*)

Children with learning differences, attention issues, along the autism spectrum and/or developmental disabilities often face multiple challenges in the classroom with the sometimes overwhelming demands on their sensory systems. Have a child that just won't sit still? Having difficulty getting that one student to stay on task? Wondering why that child has a meltdown every day? Come along on this journey and review the basics of sensory integration and how it impacts development and learning. Great teachers and therapists know that learning doesn't just start from the chin up. We need our bodies and our senses to process and learn, and collaborating with classroom teachers to come up with sensory diet solutions is imperative to many students' success. This workshop will identify typical

problems and behaviors of children with Sensory Processing Disorders (SPD) as well as provide suggestions to promote good sensory integration for all children. Practical solutions for common classroom problems will be addressed such as staying on task, sitting solutions, transition strategies, handwriting and more. Teachers, school and even clinic therapists who work with children with SPD will find this enlightening course informative, fun and classroom changing! (Approx 90min-2hrs; a 3-4 hour version is also available)

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### **Thrills and Spills** (*Sandra Marra & Johanna Wright*)

The facilitators will present on how the students with autism spectrum disorders at Hillsborough High School have participated in a microenterprise business project that has served as a motivator to build employability skills. This project opened the door of the classroom into the real business world.

The facilitators formed a partnership with Javámo Coffees and received a grant awarded by Project 10 Transition Education Network to set up a coffee kiosk within the school through which they could teach their students real world job skills. Javámo provided them with products for their kiosk, along with training in the areas of marketing, operations, and customer service.

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### **Using the Continuous Improvement Model to Focus Instruction within the Unique Learning System Curriculum** (*Cynthia Rekort, CABA*)

The workshop will address how to use the Continuous Improvement Model to assist in focusing instruction when using the Unique Learning System curriculum. This problem solving model will provide a strategy for aligning the ULS lessons to the ULS progress monitoring tool.

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## **Day 2 (Path 2)**

### **Addressing Literacy Outcomes in Children with Autism Spectrum Disorders** (*Sylvia F. Diehl, PhD, CCC-SLP*)

This workshop is intended to impart a wide range of information relating to literacy learning in children with Autism Spectrum Disorders (ASD). The participant will journey through the recent research related to neurological issues, literacy development in children with ASD, and the evidence related to joint attention and shared reading. Instructional strategies and interventions that address phonological awareness, vocabulary, fluency, reading comprehension, and writing in children with ASD will be explored through lecture, case study presentation, videos, and learning activities.

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### **Overcoming Behavioral Challenges in the Classroom** (*Meme Hieneman, PhD, BCBA*)

This presentation will guide participants to address challenging behavior more proactively and effectively at both the individual student and classroom level. The topics will include identifying patterns that precipitate and maintain behavior and addressing behavior more effectively through prevention, teaching, and management. Case studies and problem-solving activities will be used to reinforce the concepts presented.

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### **Strategic Use of Visuals and Levity to Promote Social and Emotional Skills in Young People with Autism and Asperger's Syndrome (AM Session)** (*Joel Shaul*)

Young people on the autism spectrum learn best when they are taught in a visual-based, engaging manner. This session demonstrates simple and compelling visuals, learning activities and games for promoting emotional awareness and theory-of-mind insight in young people with high functioning autism.

The session provides training in numerous visual-based techniques, including these two developed by Joel Shaul. The CBT Mind Traveler demonstrates how people deal with upsetting emotions by "traveling" into the minds of people dealing with problems. People Points is a concrete system to teach how to score "points" in other people's minds.

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### **Strategic Use of Visuals and Levity to Promote Reciprocal Communication Skills in Young People with Autism and Asperger's Syndrome (PM Session)** (*Joel Shaul*)

This session demonstrates simple and compelling visuals, learning activities and games for promoting reciprocal communication in young people with autism and Asperger's syndrome, including two devised by Joel Shaul. The Green Zone is a visual representation of common ground between one person (blue) and the other person (yellow) to create a "green zone" representing the pair's shared zone of interests in conversation. The Conversation Train employs visuals and hands-on learning activities using the various cars of a train to represent core elements of conversation.