



# 11<sup>th</sup> ANNUAL AUTISM SUMMER INSTITUTE

## 2-DAY AGENDA

Registration opens each day at 7:30am.

### Day 1: Tuesday, July 31, 2012

8:30 – 11:45am	<b>Quantum Secrets of Creating a Quality Life for Learners with Autism</b> • Functions of Behavior	<i>L. Riffel</i>	<i>Clearwater HS Auditorium</i>
11:45 – 1:00pm	Lunch		
1:00 – 4:15pm	<b>Quantum Secrets of Creating a Quality Life for Learners with Autism (Cont.)</b> • Interventions for Behavior	<i>L. Riffel</i>	<i>Clearwater HS Auditorium</i>

### Day 2: Wednesday, August 1, 2012

Registration 7:30 – 8:15am			
AM (90 Minute)		AM (Half-Day)	
8:30 – 10:00am		8:30 – 11:45am	
Making It Work: A Practical Guide to Incorporating Social Learning Concepts into the Early Education Setting	<i>K. Coppola</i> <i>M. Erhart &amp; L. Haratine</i>	SS139	Introduction to Language Acquisition Through Motor Planning (LAMP)
Using the Apple iPad to Enhance Engagement and Achievement in Speech and Language Therapy for High School Students with Autism Spectrum Disorders	<i>C. Mullins &amp; T. Shores</i>	SS103	Global Causes of Problem Behavior and Teaching Children with Special Needs
How Do We Make Specials SPECIAL: A Teacher Panel of Art, PE, and Music Strategies for Students with ASD	<i>M. Athanasulis</i> <i>K. McCullough</i> <i>L. Rouisse &amp; E. Weber</i>	NM101	TEACHH Work Systems
Autism Spectrum Disorders and Coexisting Mental Health Issues	<i>K. Berkman</i>	SS159	
Bullying and Students on the Spectrum	<i>A. Mann</i>	NM203	
Tips and Strategies for Including Students with ASD in the General Education Classroom	<i>C. Medici &amp; M. Muldoon</i>	SS101	
Break 15 min.			
10:15 – 11:45am			
Continued next page...			

An Optimistic Approach to Helping Students with Challenging Behavior	<i>M. Durand</i>	<i>SS139</i>
Organizational Flow of an Elementary Classroom for students with Autism Spectrum Disorders	<i>K. Barnum</i>	<i>SS163</i>
Teaching Academics to Students with Significant Cognitive Disabilities: Setting High Expectations and Getting Results!	<i>R. Meyers</i>	<i>NM101</i>
Cognitive Behavioral Therapy for Anxiety Among Youth with Autism Spectrum Disorders	<i>E. Storch</i>	<i>SS159</i>
Healthy Sexuality: Understanding, Managing and Responding to Sexual Behaviors in Students with Autism Spectrum Disorders	<i>L. Gallo-Lopez</i>	<i>NM203</i>
Autism in the Schools: Evidence-Based Assessment and Intervention	<i>L. Wilkinson</i>	<i>SS103</i>
Growing a Peer Support Program in Middle School	<i>C. Medici &amp; J. Shircliff</i>	<i>SS101</i>
Comprehension and Literacy for Students with Autism Spectrum Disorder	<i>J. Hutinger</i>	<i>NM205</i>

Lunch 11:45 – 1:00pm

**PM (90 Minute)**

**1:00 – 2:30pm**

An Optimistic Approach to Helping Students with Challenging Behavior	<i>M. Durand</i>	<i>SS139</i>
Using the Apple iPad to Enhance Engagement and Achievement in Speech and Language Therapy for High School Students with Autism Spectrum Disorders	<i>C. Mullins &amp; T. Shores</i>	<i>SS103</i>
How Do We Make Specials SPECIAL: A Teacher Panel of Art, PE, and Music Strategies for Students with ASD	<i>M. Athanasulis K. McCullough L. Rouisse &amp; E. Weber</i>	<i>NM101</i>
Cognitive Behavioral Therapy for Anxiety Among Youth with Autism Spectrum Disorders	<i>E. Storch</i>	<i>SS159</i>
Bullying & Students on the Spectrum	<i>A. Mann</i>	<i>NM203</i>
Tips and Strategies for Including Students with ASD in the General Education Classroom	<i>C. Medici &amp; M. Muldoon</i>	<i>SS101</i>

**Break 15 min.**

**2:45 – 4:15pm**

Making It Work: A Practical Guide to Incorporating Social Learning Concepts into the Upper Elementary and Middle School Setting	<i>K. Coppola M. Erhart &amp; L. Haratine</i>	<i>SS139</i>
Organizational Flow of an Elementary Classroom for Students with Autism Spectrum Disorders	<i>K. Barnum</i>	<i>SS163</i>
Teaching Academics to Students with Significant Cognitive Disabilities: Setting High Expectations and Getting Results!	<i>R. Meyers</i>	<i>NM101</i>
Autism Spectrum Disorders and Co-Existing Mental Health Issues	<i>K. Berkman</i>	<i>SS159</i>
Healthy Sexuality: Understanding, Managing and Responding to Sexual Behaviors in Students with Autism Spectrum Disorders	<i>L. Gallo-Lopez</i>	<i>NM203</i>
Autism in the Schools: Evidence-Based Assessment and Intervention	<i>L. Wilkinson</i>	<i>SS103</i>
Growing a Peer Support Program in Middle School	<i>C. Medici &amp; J. Shircliff</i>	<i>SS101</i>
Comprehension and Literacy for Students with Autism Spectrum Disorder	<i>J. Hutinger</i>	<i>NM205</i>

**PM (Half-Day)**

**1:00 – 4:15pm**

Introduction to Language Acquisition Through Motor Planning (LAMP)	<i>J. Adkins</i>	<i>SS104</i>
Global Causes of Problem Behavior and Teaching Children with Special Needs	<i>T. Caffrey</i>	<i>SS125</i>
TEACHH Work Systems	<i>T. Ryan</i>	<i>SS162</i>

# SESSION DESCRIPTIONS

## Day 1

### **Quantum Secrets of Creating a Quality Life for Learners with Autism** (*Laura A. Riffel, PhD*)

After 30 years of working in the field with students with autism and living with an awesome friend, Dr. Riffel will share secrets learned on how to create a quality life filled with meaningful work, friends, and leisure activities starting from preschool through adulthood. Dr. Riffel will share real examples of behaviors and interventions and give tips for keeping adults in proactive thinking mode instead of reactive mode when a child or student with autism loses their cool.

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## Day 2 (90 Minute)

### **An Optimistic Approach to Helping Students with Challenging Behaviors** (*Mark Durand, PhD*)

Challenging behaviors continue to top the list of concerns for families and teachers of persons with ASD. Although we have made impressive gains in helping reduce these problem behaviors, obstacles remain. This talk will cover new insights into these obstacles and how teachers and families can overcome them and effectively help persons with even the most severe behavioral challenges. Evidence-based approaches to replacing behavior problems will be discussed and the presenter will describe how advances in positive psychology can help caregivers and teachers be more effective in their efforts to help those with ASD and how to help themselves lead happier and less stressful lives.

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### **Autism in the Schools: Evidence-Based Assessment and Intervention** (*Lee Wilkinson*)

Schools today face the challenge of providing appropriate services to a diverse and increasingly numerous student population diagnosed with autism spectrum disorders (ASD). Epidemiological research indicates a progressively rising prevalence trend for ASD over the past decade. Recent studies indicate that the prevalence rate for autism spectrum disorders (ASD) is 78% higher than just 10 years ago. The pervasive developmental disorder (PDD) category, also commonly referred to as ASD, represents one of the fastest growing disability categories in the world. In the United States, ASD is more prevalent in the pediatric population than cancer, diabetes, spina bifida, and Down syndrome. The most recent report from U.S. Centers for Disease Control and Prevention (CDC) estimates that 1 in 88 school-age children have an autism spectrum disorder. In fact, prevalence and incidence figures suggest that over 1.5 million Americans are affected by autism.

School professionals are now expected to participate in the identification and treatment of children with ASD more than at any other time in the recent past. Practitioners must be prepared to recognize the presence of risk factors and/or early warning signs of ASD, engage in case finding, and be familiar with assessment tools and interventions in order to ensure that students are being identified and provided with the appropriate programs and services. There continues to be a pressing need for evidence-based guidance on providing intervention/treatment to children with ASD. In order to achieve this goal, evidence-based practice is essential in the schools. The objective of this workshop presentation is to provide school professionals with a best practice, evidence-based approach to assessment and intervention for school-age children with autism spectrum disorders.

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### **Autism Spectrum Disorders and Co-existing Mental Health Issues** (*Karen Berkman, PhD*)

The presenter will provide the audience with overview level information on mental health issues that may be seen within the autism population, symptom presentation and treatment options.

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### **Bullying and Students on the Spectrum** (*Angela Mann, MA, BCBA*)

This presentation will provide professionals and families with a better understanding of the bullying experiences common for kids of the spectrum. Additionally, tools for building resilience against bullying and for developing skills for coping with bullying will also be discussed.

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### **Cognitive-Behavioral Therapy for Anxiety Among Youth with Autism Spectrum Disorders** (*Eric Storch, PhD*)

This talk will discuss the frequency of anxiety among children with ASD and the nature of behavioral treatment for this cohort. Data from our research lab will be discussed and highlighted.

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## **Comprehension and Literacy for Students with Autism Spectrum Disorder** *(Jan Hutinger)*

This presentation will provide an overview of how reading comprehension is currently conceptualized, how characteristics of autism spectrum disorder affect the process of reading comprehension (e.g., theory of mind, executive functioning, central cohesion) and concludes with the identification of evidence-based instructional strategies that teachers can use to support reading comprehension instruction and literacy development.

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## **Growing a Peer Support Program in Middle School** *(Cindy Medici & Jill Shircliff-Cicero)*

Interested in starting a Peer Support Program at the Secondary Level? Join us to hear the beginning of one school's journey; how they set up and implemented the program as well as plans for next school year. You will also experience the impact so far on students with IEPs, students without IEPs, teachers and administrators. The reactions of families of all the students will also be shared.

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## **Healthy Sexuality: Understanding, Managing, and Responding to Sexual Behaviors in Students with Autism Spectrum Disorders** *(Loretta Gallo-Lopez)*

Although sexuality is understandably a difficult topic to address, it is quite simply an integral part of being human and as such, a topic that must be addressed proactively with all students – including those with Autism Spectrum Disorders. This workshop will address the connection between sexual behaviors and the social/communication challenges of children and adolescents with autism spectrum disorders and the need to consider these challenges when teaching about sexuality and responding to sexual behaviors. Topics to be addressed include the use of social teaching methods such as role play and the Circles of Comfort technique, understanding private vs. public behaviors, appropriate vs. inappropriate touch, socio-sexual topics such as attitudes and values, the basics of sexual safety and hygiene, issues related to social interaction and the stages of social relationships, as well as strategies for effectively managing and responding to sexual behaviors in the classroom.

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## **How Do We Make Specials SPECIAL: A Teacher Panel of Art, PE, and Music Strategies for Students with ASD** *(Maria Athanasulis, Kari McCullough, Linda Rouisse, & Ellie Weber)*

Students with Autism Spectrum Disorders (ASD) display a “spectrum” of abilities and behaviors when participating in school “specials”. This session will provide three brief presentations of teaching strategies and use of curriculum for students with ASD when engaged in Art, Music, and Physical Education classes. The presenters are educators who specialize in the listed ancillary classes. The presenters will then be available as panel members to answer participant questions regarding how to make specials more successful, both behaviorally and academically, for our students with ASD.

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## **Making It Work: A Practical Guide to Incorporating Social Learning Concepts into the Early Education Setting (AM Session)** *(Kim Coppola, Marisa Erhart, & Laura Haratine)*

Social Learning Concepts are a way to train your brain to help you figure out the people around you- what they may be thinking, how that compares to what you're thinking, and how to vary your actions based on what you and other people are thinking (Winner, 2008). This presentation represents work and materials that have evolved in a quest to address social skills instruction as it relates to social thinking concepts. Adaptations of current evidenced based Social Thinking curricula will be presented, identifying the key components and how to easily implement the concepts into your classroom using teacher-made adaptations, visual supports, assistive technology, and interactive whiteboards. These concepts have been used with elementary and middle school students on the autism spectrum in a classroom, small group, and summer Social Thinking program. This presentation is for teachers and other professionals who work with students with High Functioning Autism/Asperger syndrome.

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## **Making It Work: A Practical Guide to Incorporating Social Learning Concepts into the Upper Elementary and Middle School Setting (PM Session)** *(Kim Coppola, Marisa Erhart, & Laura Haratine)*

Social Learning Concepts are a way to train your brain to help you figure out the people around you- what they may be thinking, how that compares to what you're thinking, and how to vary your actions based on what you and other people are thinking (Winner, 2008). This presentation represents work and materials that have evolved in a quest to address social skills instruction as it relates to social thinking concepts. Adaptations of current evidenced based Social Thinking curricula will be presented, identifying the key components and how to easily implement the concepts into your classroom using teacher-made adaptations, visual supports, assistive technology, and interactive whiteboards. These concepts have been used with elementary and middle school students on the autism spectrum in a classroom, small group, and summer Social Thinking program. This presentation is for teachers and other professionals who work with students with High Functioning Autism/Asperger syndrome.

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## **Organizational Flow of an Elementary Classroom for Students with Autism Spectrum Disorders** *(Kourtney Barnum)*

This presentation will provide information on how staff in the classroom can work together by building a team that increases the instructional flow. Information about the use of worksystems to support reading group instruction and the use of staff to assist with small group work will be offered. Instruction will be provided on Incorporating both large and small group work into the day to make sure all needs are being met. Additionally, there will be information about how to get co-staff to buy-in to the philosophy of the classroom, how to best use staff, and most importantly how to have fun in the classroom!

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## **Teaching Academics to Students with Significant Cognitive Disabilities: Setting High Expectations and Getting Results!** *(Robin Meyers)*

Lake Hills School is the Center School the Lake County and serves 190 students with Significant Cognitive Disabilities including students with autism in grades PreK through 12th. For years we taught under the assumption that academics were not completely attainable or appropriate for students with significant cognitive disabilities (SwSCD). However, once we set high expectations and exposed our students to grade-level standards they learned much more than we ever anticipated. However the establishment of a system to teach SwSCD was not without challenges. Teaching academics as the focus for these students was a complete paradigm shift in our school.

Over the past few years our school has refined the process and components of teaching to SwSCD to a systems management. Academics have become the primary focus of our curriculum while life skills continue to be an essential component. Further, with students actively engaged in academic pursuits, behaviors have decreased dramatically. Overall, our students have demonstrated amazing learning gains and have shown us they were more capable than we had given them credit for.

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## **Tips and Strategies for Including Students with ASD in the General Education Classroom** *(Cindy Medici & Michael Muldoon)*

Do you want to build more inclusive opportunities for students at your school? We will be sharing ideas for including students with ASD gathered from inclusive schools throughout the state of Florida. We will also review a process for developing a more inclusive school with support from FIN.

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## **Using the Apple iPad to Enhance Engagement and Achievement in Speech and Language Therapy for High School Students with Autism Spectrum Disorders** *(Courtney Mullins & Tanya Shores)*

Providing activities to engage and educate high school students with Autism Spectrum Disorders (ASD) is often an overwhelming challenge to the professionals and parents who support them. Speech-Language Pathologists who work with high school students with ASD struggle with this task on top of finding ways to individualize activities in order to meet specific learning goals for multiple students within a group therapy session. This presentation highlights the use of the Apple iPad as a therapy and learning tool for high school students with ASD, providing suggestions for use in order to increase engagement in learning tasks, target multiple objectives simultaneously, and reduce challenging behaviors.

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## **Day 2 (Half-Day)**

### **Introduction to Language Acquisition Through Motor Planning (LAMP)** *(Julie Adkins, MCD, CCC-SLP, BCBA)*

Language Acquisition through Motor Planning (LAMP) is a therapeutic approach using motor learning principles and a voice output communication aid to give non-verbal individuals with autism and other developmental disabilities a method to develop independent and spontaneous communication. Strategies to teach language/communication skills within this framework will be discussed.

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### **Global Causes of Problem Behavior and Teaching Children with Special Needs** *(Thomas Caffrey)*

This workshop will help participants to better understand three major issues that relate to problem behavior and teaching children with special needs. Specifically, the presenter will demonstrate through extensive use of video how motivational variables, assessment and curriculum choices, and teaching procedures impact behavior and learning.

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### **TEACCH Overview** *(Terry Ryan)*

The TEACCH Overview is an opportunity to explore the TEACCH philosophy and how it is implemented in the classroom for students on the autism spectrum. The TEACCH method has been used for over 40 years in public school settings. TEACCH uses a structured classroom process that includes work stations, visuals, group and individual learning. The TEACCH philosophy focuses on the individual with autism more than the prescribed practices to teach individuals with autism.

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