

PEPSA



PROFESSIONAL DEVELOPMENT

Free!

Partnership for Effective Programs for Students with Autism

Jacksonville, Florida

HELPING STUDENTS WITH AUTISM SUCCEED IN REGULAR ED. CLASSROOMS

Presented by: William L. Heward, Ed.D, BCBA-D Presented by: UF/CARD, UF/FDLRS, FDLRS Crown, and Duval County Schools

June 17th, 2013

9:00 am – 4:00 pm
Registration begins at 8:30 am

Shands Charter Theater

Tower 2, Second Floor
580 West 8th Street
Jacksonville FL, 32209

Registration Information:

**REGISTRATION IS
MANDATORY**

DEADLINE: June 10, 2013
Limited to first 150 participants

Register online at

www.doepartnership.org/trainings.cfm

For more information contact:

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autumn.ohnimus@jax.ufl.edu

or 904-633-0801

Directions:

For a map from your location click [HERE](#)

or



Dining options are located in the towers and the hospital.

CEUs are being offered for SLPs.
CEUs are being offered by the First Coast
Association of Behavior Analysts.
\$10 per hour; 6 hours total. Cash or checks.

*Be sure to contact your ESE District Staff or Staff
Development Contact to determine the process for
receiving in-service.*

About the Presenter

William L. Heward, Ed.D. BCBA-D, is Professor Emeritus in the College of Education and Human Ecology at Ohio State University (OSU). Dr. Heward has given lectures and workshops around the world. He has published more than 100 journal articles and book chapters as well as nine books, including Applied Behavior Analysis, 2nd ed. (2007, co-authored with John Cooper and Tim Heron) and Exceptional Children: An Introduction to Special Education, 10th ed. (2013A Past President and Fellow of the Association for Behavior Analysis International). Dr. Heward's research interests include "low-tech" methods for increasing the effectiveness of group instruction in inclusive classrooms and adaptations of curriculum and instruction that promote the generalization and maintenance of newly learned knowledge and skills.

Training Description

The most scientifically documented outcomes of maximum benefit to children with autism have been achieved by early intensive behavioral intervention (EIBI) with children under age 6. While some children who have received EIBI make a smooth transition to public school classrooms, many others struggle mightily with the demands of a new and highly complex environment. A group of teachers, clinicians, researchers, and parents—all with extensive experience in ASD—were asked to identify the most important skills needed by students with ASD for success in general education classrooms and the instructional tactics teachers should use to help students with ASD succeed in general education classrooms. The group's responses revealed a remarkably similar set of student skills (e.g., complete tasks independently, interact with peers appropriately) and instructional practices to help students achieve them (e.g., teach self-management, use collaborative learning activities). The rationale, research base, and implementation guidelines for interventions that help students with ASD learn five skill sets needed to succeed in inclusive classrooms will be presented.

Follow-up Activities

Participants should select and carry out at least **three** of these follow-up activities that best fit their situation and interests:

1. Design and implement a lesson that uses choral responding and/or response cards to review and practice previously learned curriculum content. Evaluate the results.
2. Design and implement a lesson that uses choral responding and/or response cards to teach new curriculum content. Evaluate the results.
3. Teach a student to self-monitor his/her academic work with the goal of helping the student complete tasks more independently. Evaluate the results.
4. Teach a student to self-monitor his/her social behavior with the goal of helping the student interact more appropriately with classmates and make friends. Evaluate the results.
5. Design and implement Numbered Heads Together or a class wide peer tutoring system. Evaluate the results.
6. Teach a student to recruit teacher attention and assistance. Evaluate the results.



Regional Trainings are hosted by the Center for Autism and Related Disabilities, through the Partnership for Effective Programs for Students with Autism (PEPSA), a program funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B. www.DOEpartnership.org