

PEPSA



PROFESSIONAL DEVELOPMENT

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Partnership for Effective Programs for Students with Autism

Jupiter, Florida

THEORY OF MIND AND READING COMPREHENSION: HOW DO WE UNDERSTAND SOCIAL INFERENTIAL DEFICITS AND THEIR RELATIONSHIP TO READING IN CHILDREN ON THE AUTISM SPECTRUM?

Presented by: Dawn Holman, Ph.D. Hosted by: FAU CARD

February 3, 2017

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

FAU Jupiter MacArthur Campus

Administrative Bldg. – Auditorium
5353 Parkside Drive
Jupiter, FL 33458

About the Presenter

Dr. Dawn Holman is a doctoral level board certified behavior analyst. She received her B.A. in psychology from UCLA where she worked with Dr. Ivar Lovaas for the Young Autism Project from 1991-1993. Dr. Holman is a licensed marriage and family therapist with a master's in clinical psychology. She received her doctorate in educational psychology and instructional technology from USC in 2003 where her research in the area of reading comprehension and autism won her a dissertation of merit award. It also gave her the opportunity to give the keynote address at the graduation ceremony. Dr. Holman has worked in the field of behavioral therapy for over 20 years as a clinician and as Executive Director of Autism Spectrum Consultants, Inc. in San Diego. Dr. Holman has presented both nationally and internationally for a variety of institutions, including the Autism Society of America, the California Association of Behavior Analysts, and the International Association of Behavior Analysts, at their annual conventions. She has presented workshops and in-services for both private and non-profit organizations around the world.

Training Description

Students on the autism spectrum can often present as proficient readers, especially in the early elementary grades. By the time they reach 2nd or 3rd grade, however, deficits in reading comprehension begin to become more apparent. One possible explanation for this is actually due to a more global deficit in comprehension, especially in social inferential comprehension. The theory of mind deficit that was identified in even the highest functioning children on the spectrum in the 1980s is still the leading explanation. To have a theory of mind is to be able to attribute mental states to oneself and others. Simply put, it is the ability to take someone else's perspective. If perspective taking abilities are deficient in the "real world," they may serve to explain why there are reading comprehension deficits that often plague our students when it comes to understanding emotions, cause and effect, and predictions or inferences within a text.

Training Objectives

This presentation will offer:

- A thorough explanation of theory of mind and reading comprehension.
- Suggestions on how to teach requisite skills in order to help students become better social inferential comprehenders and readers.

Registration Information:

REGISTRATION IS MANDATORY

DEADLINE: January 31, 2017
Limited to first 250 participants

Register online at
www.doepartnership.org/trainings.html

For more information contact:
CARD@fau.edu or 561-297-2023

Directions:

For directions click [HERE](#)

Credits:

6.0 ASHA, Social Work, Mental Health, M&F, BCBA CEUs will be available (\$75 pre-registration; \$90 onsite)



The Florida Association of SLPs & Audiologists is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

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"Theory of Mind and Reading Comprehension" is offered for up to 6 ASHA CEUs (Intermediate level, Professional area)

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



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