

# PEPSA



## PROFESSIONAL DEVELOPMENT

# Free!

Partnership for Effective Programs for Students with Autism

*Online via Adobe Connect*

## NAVIGATING EVIDENCE-BASED PRACTICES FOR ASSESSMENT AND INTERVENTION IN ASD – 6 WEEK TRAINING SERIES

Presented by: Danielle Liso, Ph.D., BCBA-D & Ann-Marie Orlando, Ph.D., CCC-SLP

Hosted by: UF CARD Gainesville

October 6, 13, 20, 27 &  
November 3, 10, 2016\*

3:30 – 5:30 pm

Online

via Adobe Connect

### Registration Information:

**REGISTRATION IS MANDATORY**

**DEADLINE: October 4, 2016**  
Limited to first 50 participants per session.

Register online at  
[www.doepartnership.org/trainings.html](http://www.doepartnership.org/trainings.html)

*\*Must register for each session you plan to attend separately.*

For more information contact:  
[ufcard.training@gmail.com](mailto:ufcard.training@gmail.com)

### Viewing Access:

The viewing link and log-in information will be sent to the e-mail used to register.

### In-service Components:

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

### About the Presenters

**Dr. Danielle Liso** is an assistant director at the University of Florida Center for Autism and Related Disabilities (CARD) in Gainesville. She has been working in the fields of autism and special education for 20 years. A board certified behavior analyst, Dr. Liso received her master's in severe and profound disabilities from Johns Hopkins University and her doctorate in early childhood special education from Vanderbilt University. Some of her previous roles have included special educator, researcher for the US Department of Education, clinical director, owner of a private practice specializing in parent training, assistant professor of special education, and director of an inclusive preschool program. Dr. Liso's interest areas include parent training and support, the use of cognitive behavioral therapy (CBT) in autism, and the use of telehealth technologies to support caregivers and professionals.

**Dr. Ann-Marie Orlando** is a research assistant professor at the University of Florida Center for Autism and Related Disabilities (CARD) in Gainesville. A certified speech-language pathologist, Dr. Orlando received her master's degree in speech and hearing sciences from the University of South Alabama and her doctorate in special education with a focus on severe disabilities from the University of Florida. Her research activities focus on inclusive education, communication, and literacy for students with autism and related disabilities. She has published journal articles and book chapters, and has taught both undergraduate and graduate courses on these and related topics. Through her work at UF, Dr. Orlando has coordinated agency-funded grants focused on promoting communication for individuals with autism and related disabilities in addition to coordinating federal and state-funded grants focused on teacher preparation, doctoral/post-doctoral preparation, and research in inclusive education for students with autism and other developmental disabilities. She has also presented nationally and internationally on issues related to the literacy and communication for individuals with autism and related disabilities. Dr. Orlando is a member of the American Speech-Language-Hearing Association and TASH.



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](http://www.DOEpartnership.org)

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### *Professional Development Description*

During these six two-hour sessions, participants will engage in learning activities designed to increase knowledge of contemporary screening and diagnostic procedures in autism spectrum disorder (ASD), how evidence-based practices are defined, and how to be critical consumers of evidence-based practices (EBP).

**Participants who attend four or more sessions will receive the 2015 publication of**

*Findings and Conclusions: National Standards Project, Phase 2.*

**Week #1 - Features of Autism Spectrum Disorder** – During the first session of this six part series, participants will learn about the core deficits and common associated features of ASD. The session also addresses the impact of ASD features on learning, independent living, and quality of life.

**Week #2 - Screening and Diagnosis of ASD** – Participants will discuss the features and limitations of commonly used screening and diagnostic tools. The impact of ASD features on assessment and interpretation of results will also be addressed.

**Week #3 - Defining Evidence-based Practice** – In this session, the presenters will lead a discussion of the meaning of evidence-based practices and the processes used in determining EBPs in ASD.

**Week #4 - Defining Unestablished, Promising, and Established Practices** – Participants will learn about EBPs in ASD and have an opportunity to apply the evaluative process to a variety of research-based practices.

**Week #5 - Charting a Course for the Future** – Participants will learn about ways to incorporate EBPs into IEP goals and objectives, transition plans, and person-centered plans.

**Week #6 - Team application of EBP's to Case Studies** – During this session, participants will work in teams to develop plans for using EBPs with students with ASD who have varying ages and severity levels. This exercise will apply to their current student caseload.

*\*Must register for each session you plan to attend separately.*

### *Professional Development Objectives*

Participants will be able to:

- Explain the new diagnostic criteria for ASD.
- Compare and contrast the purpose and the application of tools used for screening and diagnosis in ASD.
- Define evidence-based practices and explain how an intervention is deemed “evidence-based.”
- Identify and describe three evidence-based practices for individuals with ASD.
- Define procedures used in person-centered planning.
- Define action steps for sharing information about and using evidence-based practices.



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