

PEPSA



PROFESSIONAL DEVELOPMENT

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Partnership for Effective Programs for Students with Autism

Jacksonville, Florida

PSEUDOSCIENCE IN ASD TREATMENT: RECOMMENDATIONS FOR PROFESSIONALS AND PARENTS & USING iPADS AND TABLETS FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION IN ASD: RESEARCH-BASED STRATEGIES FOR PRACTITIONERS AND CARETAKERS

Presented by: Dr. Oliver Wendt Hosted by: UF-J CARD and FDLRS, FDLRS-Crown, and Duval County Schools

June 16, 2015

9:00 am – 4:00 pm

Registration begins at 8:15 am

Shands Charter Theater Tower II

580 W 8th St

Jacksonville, FL 32209

Registration Information:

**REGISTRATION IS
MANDATORY**

DEADLINE: June 8, 2015

Limited to first 150 participants

Register online at

www.doepartnership.org/trainings.html

For more information contact:

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904-633-0801

Directions:

For directions click [HERE](#) or



BCBA and SLP CEUs Available!

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

About the Presenter *Oliver Wendt, Ph.D.*, is Assistant Professor of Speech, Language, and Hearing Sciences, and Educational Studies at Purdue University. He teaches courses on intervention in autism spectrum disorders, augmentative and alternative communication (AAC), assistive technology, evidence-based practice, and single-subject research designs. Dr. Wendt is director of the Purdue AAC and Autism Research Lab and has published a variety of experimental studies, systematic reviews, and meta-analyses on AAC interventions in autism, in addition to a major textbook on assistive technology, *Assistive Technology: Principles and Applications for Communication Disorders and Special Education* (Emerald Publishing).

Training Description **TARGET AUDIENCE: TEACHERS, PARENTS, AND PROFESSIONALS**

Pseudoscience in Autism Treatment (9:00 am to 11:00 am): Pseudoscientific claims about the effectiveness of various treatments are common in autism spectrum disorders (ASDs). These treatments can cause physical, mental, and financial harm. Identification of and protection from pseudoscientific practices is a critical service professionals and parents must do for children and adults who are not able to recognize such malpractice themselves. Critical scientific evaluation of proposed treatments can be the best way to determine the quality of existing research and to avoid expensive treatments with limited evidence of success. This presentation will provide practitioners and parents with the knowledge to (a) separate science from pseudoscience, (b) identify pseudoscientific treatment claims, and (c) critically appraise current research to determine truly beneficial treatments.

Evidence-based iPad-Interventions for AAC in ASD (11:00 am to 4:00 pm): Increasingly, electronic communication aids and tablet devices are being used to support communication for children and adults with ASD. This presentation will overview current trends, research, and findings for these strategies, and introduce new, evidence-based iPad applications developed in the Purdue Augmentative and Alternative Communication and Autism Research Lab. Practitioners and parents will learn how to transition from exchange-based communication to using an iPad, how to use iPad apps to facilitate natural speech and language development, how to embed these strategies into social interaction training, and how to engage in a parent-implemented iPad intervention. Dr. Wendt will discuss apps that support Reading, Math, and Science. Owners of an iPad are encouraged to download the free version of the Purdue SPEAKall! app ahead of the session: <https://itunes.apple.com/gb/app/speakall!/id478863940?mt=8>

Training Objectives

Participants will be able to:

- Identify pseudoscientific treatments and treatment claims in the field of ASD.
- Outline quality criteria for treatment efficacy research and evaluate research studies accordingly
- Designate resources to find information on evidence-based practices in ASD.
- Understand the controversy about Facilitated Communication and Rapid Prompting Method.
- Compare and contrast the pros and cons of exchange-based communication, electronic communication devices, and iPads/tablets for beginning communicators with autism spectrum disorders.
- Identify strategies for using an iPad or speech-generating device to teach an initial symbol vocabulary and facilitate natural speech and language development.
- Give examples for integrating augmentative and alternative communication into social-pragmatic language training.



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