

FAU Center for Autism and
Related Disabilities

Pathway to Higher Education: Navigating Social Interaction & Building Independence for HS Students with Disabilities

Presented by: Laura Sibbald, M.A., CCC-SLP, ASDCS, CYMHS

Hosted by: FAU CARD

About the Presenter

Laura Sibbald, M.A., CCC-SLP, ASDCS, CYMHS, is passionate about autistic advocacy and empowerment, with over ten years of experience supporting and advocating for students with learning differences and their families. She is a nationally certified speech-language pathologist, a published author, and an invited speaker on the topics of trauma-informed best practices, supporting self-advocacy and self-determination, and developing neurodiversity-affirming interventions. In advancing affirming practices for the learning differences community, she is an active member of the College Autism Network, the Neurodiversity Employment Network, and the Pennsylvania Speech-Language-Hearing Association DEI Committee. Beginning in 2020, Laura has presented at and moderated the PESI Annual Autism Symposium, where she has had the privilege of interviewing Temple Grandin as part of the keynote "Different...Not Less".

Training Description

Target Audience: (Educators, Speech and Language Therapists, Board Certified Behavior Analysts, Mental Health and Behavioral Health Therapists & providers, Other Professionals, Parents)

Participants will review data surrounding the current status of student preparedness for higher education, areas of growth for students with disabilities specifically, and typical supports available for students in higher education. In this session, evidence-based strategies to support initiation, motivation, prioritization, time management, and other executive function skills will be explored, including the use of case study examples. A variety of evidence-based methods for promoting dynamic learning, self-awareness, self-regulation, and self-advocacy strategies to build a student's personal autonomy and social interaction abilities is discussed. Attendees will be provided with strategies ready for immediate use.

Training Objectives

Participants will be able to:

- Attendees will identify differences between educational expectations in K-12 versus higher education for students who learn differently
- Attendees will explore evidence-based interventions to support transition to novel social environments, such as a college campus
- Attendees will differentiate methods to increase self-advocacy and independence in students who learn differently
- Attendees will consider thoughtful goal development to improve executive function opportunities for students who learn differently

Date:

September 1 - October 31, 2024

Location:

Online, pre-recorded, 60-minute
webinar

REGISTER [HERE](#)

Limited to first 500 participants.

Registration is REQUIRED.

For more information contact:

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