15th International Conference on Autism, Intellectual Disability & Developmental Disabilities

Research to Practice

Council for Exceptional Children Division on Autism & Developmental Disabilities

January 21 - 23, 2014
Clearwater Beach, Florida
On behalf of the Division on Autism and Developmental Disabilities, Council for Exceptional Children, I am delighted to welcome you to Clearwater Beach, Florida and the 15th International Conference on Autism, Intellectual Disability, and Other Developmental Disabilities.

This year’s “Research to Practice” conference agenda includes many innovative and informative topics, starting with two preconference training institutes. The program features more than 100 lectures and poster sessions on topics including ASD, Assistive and Adaptive Technology, Collaborative Partnerships, Intellectual Disability, Mental Health, Multiple Disabilities, Paraprofessionals, Parental Engagement, Post-Secondary Education, and Transitions. In addition, we have several noted speakers including Dr. Stephen Shore, Dr. James Coplan, Dr. Michael Wehmeyer, Dr. Diane Browder, and Dr. Howard P. Parette, Jr. We are especially excited this year to introduce Board Certified Behavior Analyst (BCBA) CEUs in addition to our Continuing Education Units available for teachers.

The DADD annual conference provides a great opportunity to engage professionally with colleagues and friends, make new friends, and meet and interact with some of our field’s nationally and internationally known leaders. We invite you to enjoy all of the special events of the conference, including the opening and closing Keynote Addresses (featuring self-advocates); and don’t forget the Wine & Cheese Poster Session—an annual favorite! The DADD conference has always been one of my personal favorites, a time to get caught up on the current trends in the field, interact with old and new friends, and recharge my professional batteries while soaking up a bit of sunshine. I encourage all of you to make the most of your conference experience here at the beautiful Sheraton Sand Key Resort.

In closing, may I extend a warm welcome to each of you and thank you for attending the 15th International Conference on Autism, Intellectual Disability, and Other Developmental Disabilities. Please take a moment to visit with me, and all of the members of the Board of Directors, and don’t hesitate to let us know if you have any questions. I hope you enjoy the conference!

With best wishes,
E. Amanda Boutot, President
CEC’s Division on Autism and Developmental Disabilities
Table of Contents

Welcome Message 2
Table of Contents 3
Conference at a Glance 4 - 5
Pre-conference Training Institutes 6 - 7
Conference Sessions & Speakers 8 - 36
Poster Presentations 15 - 27

Conference Committee

Cindy Perras, Conference Co-ordinator, CEC-DADD
Educational Consultant, Learning Disabilities Association of Ontario
Ontario, Canada

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Associate Professor of Special Education, College of Education
Texas State University

Dr. Nikki Murdick, Past President, CEC-DADD
Professor, Educational Studies
Saint Louis University

Dr. Teresa Taber Doughty, Executive Director, CEC-DADD
Associate Dean for Learning and Professor of Educational Studies
College of Education, Purdue University

Dr. Gardner Umbarger, Treasurer, CEC-DADD
Associate Professor, College of Education
Saginaw Valley State University
# Conference at a Glance

## Monday, January 20, 2014

<table>
<thead>
<tr>
<th>TIME</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>8:30 a.m. - 4:00 p.m.</td>
<td>Sand Key Room</td>
<td>CEC-DADD Board of Directors Meeting</td>
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## Tuesday, January 21, 2014

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<tr>
<td>7:30 - 8:30 a.m.</td>
<td>Island Ballroom Foyer</td>
<td>Pre-Conference Training Institute Registration</td>
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<tr>
<td>8:30 a.m. - 3:30 p.m.</td>
<td>Island I</td>
<td>Pre-Conference Training Institute: ASD &amp; Technology</td>
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<tr>
<td>8:30 a.m. - 3:30 p.m.</td>
<td>Island II</td>
<td>Pre-Conference Training Institute: ASD, Mental Health &amp; Challenging Behavior</td>
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<tr>
<td>11:30 a.m. - 12:30 p.m.</td>
<td>Palm/Bay</td>
<td>Lunch</td>
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## Wednesday, January 22, 2014

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<tr>
<th>TIME</th>
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<tr>
<td>7:00 - 8:00 a.m.</td>
<td>Island Ballroom Foyer</td>
<td>Conference Registration</td>
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<tr>
<td>8:00 - 9:15 a.m.</td>
<td>Gulf/Palm/Bay Ballroom</td>
<td>Opening Session: Dolly Gray Children’s Literature Awards, Keynote Address by Christina Judd Campbell, &quot;Just Give Me the Chance!&quot;</td>
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<tr>
<td>9:30 - 10:45 a.m.</td>
<td>Meeting Rooms</td>
<td>Session II - Concurrent Sessions</td>
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<td>Island Ballroom</td>
<td>Vendor/Exhibitor Display</td>
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<tr>
<td>11:00 a.m. - 12:15 p.m.</td>
<td>Meeting Rooms</td>
<td>Session III - Concurrent Sessions</td>
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<td>Island Ballroom</td>
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<td>12:15 - 1:15 p.m.</td>
<td>Gulf/Palm/Bay Ballroom</td>
<td>Lunch &amp; Networking</td>
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<td>1:15 - 2:30 p.m.</td>
<td>Meeting Rooms</td>
<td>Session IV - Concurrent Sessions</td>
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<td>2:45 - 4:00 p.m.</td>
<td>Meeting Rooms</td>
<td>Session V - Concurrent Sessions</td>
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<tr>
<td>4:15 - 5:30 p.m.</td>
<td>Island Ballroom</td>
<td>Poster Sessions/Wine &amp; Cheese Reception</td>
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<td>Island Ballroom</td>
<td>Poster Sessions/Continental Breakfast</td>
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<td>Session II - Concurrent Sessions</td>
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<td>Session III - Concurrent Sessions</td>
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<tr>
<td>12:15 - 1:15 p.m.</td>
<td>Gulf/Palm/Bay Ballroom</td>
<td>Luncheon/Networking</td>
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<td>4:15 - 5:00 p.m.</td>
<td>Gulf/Palm/Bay Ballroom</td>
<td>Closing Session</td>
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<td>Keynote Address by Patricia Moody, The Happy Advocate, “My Life with Down Syndrome” Book Draw</td>
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<td>7:00 p.m.</td>
<td>Island Grill (poolside)</td>
<td>Student Social</td>
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### 2014 Dolly Gray Children’s Literature Award Recipients!

CEC-DADD will present the 7th biennial Dolly Gray Children’s Literature Award at the Opening Session of the conference on January 22, 2014. The 2014 Award Recipients are *Remember Dippy* by Shirley Reva Vernick and *Memoirs of an Imaginary Friend* by Matthew Dicks. The Dolly Gray Award recognizes high quality children’s books with positive portrayals of individuals with developmental disabilities.

Please join us at this special presentation, which honors the memory of Dolly Gray and acknowledges exemplary children’s literature! Be sure to visit Dr. Tina Taylor Dyches’ poster presentation on the Dolly Gray Awards at the Wine & Cheese Reception at 4:15 p.m. on Wednesday!
Island I    Autism Spectrum Disorder, Mental Health & Challenging Behaviors

♦ Morning Session: Part I - Making Sense of Autism Spectrum Disorders; Part II - Mental Health Issues in Children with ASD. Dr. James Coplan, M.D. Neurodevelopmental Pediatrician, Clinical Associate Professor of Child Psychiatry, University of Pennsylvania School of Medicine

Part I - in order to help children with ASD achieve their full potential, it is helpful to understand the evolution of the definition of ASD, as well as the predictable changes in symptom expression over time. Placing the individual child within this broader context will facilitate optimal outcome. Learner outcomes:

- Attendees will be able to describe the core features of ASD, and the changes in the definition of ASD from the DSM-III through the DSM-V;
- Attendees will be able to define “Theory of Mind” and “Central Coherence,” and explain the relevance of these terms to ASD; and
- Attendees will be able to describe the relationship between atypicality, nonverbal IQ, and prognosis.

Part II - in order to help persons with ASD achieve their full potential, caregivers and child professionals need to be familiar with the manifestations of mental health disorders in persons with ASD. The presenter will provide an overview mental health issues in ASD, and management guidelines appropriate for non-medical child development specialists. Learner outcomes:

- Attendees will be able to define “cognitive rigidity,” and list 3 examples;
- Attendees will be able to list the common mental health co-morbidities seen in children with autism spectrum disorder; and
- Attendees will be able to “reason backwards” from maladaptive behavior to formulate a rational theory for the origin of that behavior, and a rational intervention plan.

♦ Afternoon Session – Ethical Treatment of Challenging Behavior: History and Current Best Practice. Sam DiGangi, Ph.D., BCBA-D, Arizona State University; Jason Travers, Ph.D., BCBA-D, University of Massachusetts; Amanda Boutot, Ph.D., BCBA-D, Texas State University. Note: BCBA CEUs offered for this half-day session.

Students with developmental disabilities including those with autism and intellectual disability often display excess behaviors that create a challenge for them socially, academically, or vocationally. This panel of behavior analysts and special educators, with a combined almost 60 years of experience, will present a history of the treatment of challenging behaviors and how the sometimes-poor historical treatment has lead to current ethical guidelines (CEC and BACB®) and best practices. Following this panel presentation participants will:

- Describe the history of the treatment of challenging behavior in persons with developmental disabilities and discuss the rationale for the current ethical guidelines;
- Summarize CEC and BACB® ethical guidelines for the treatment of challenging behavior; and
- List and describe the strategies that are considered best practice in the treatment of challenging behaviors in individuals with developmental disabilities.
Morning Session – TEACH IT-SOLVE IT: Including Young Children with Developmental Disabilities in Universally Designed, Technology-Supported Classroom Activities Howard P. Parette Jr., Ed.D. Professor and Director, Special Education Assistive Technology (SEAT) Center, Department of Special Education, Illinois State University.

This workshop will focus on including young children with developmental disabilities in planned universally designed classroom activities using technology and ‘flexible participation’ strategies. Participants will use a unique technology integration framework couched in universal design for learning and developed specifically for early childhood practitioners to:

- Examine features of two readily available technologies having UDL features that can be used in planned classroom activities;
- Develop a planned classroom activity using targeted readily available technologies and UDL principles;
- Identify demands presented to children participating in the planned classroom activity;
- Identify unmet planned activity demands exhibited by a young child with developmental disabilities; and
- Use a Break It Down process to problem solve and include a young child with developmental disabilities using flexible participation and assistive technology.

Afternoon Session: Part I - An iPad-Infused Classroom: Research-Based Outcomes of iPad Use in Inclusive, Inner-City Classrooms; Part II - Apps to Support Students with Autism and Other Disabilities. Kimberley Maich, Ph.D. Assistant Professor of Special Education, Brock University & Carmen Hall, M.C., CCC, BCBA, Coordinator & Professor, Autism & Behavior Sciences, Fanshawe College Note: BCBA CEUs offered for this half-day session.

Part I - the use of iPads in inclusive classrooms for young children is increasing becoming a pedagogical reality. An iPad-Infused Classroom describes the reality of iPad use in two inner-city classrooms including student perceptions, educator satisfaction, and the use of an electronic scheduler to support everyday transitions for a student with ASD. Participants will:

- Learn about the research-based outcomes of the everyday use of iPads in two inclusive, elementary, inner-city classrooms;
- Know about the outcomes of a single-subject research design that measured the change in transition success for an elementary-aged child with ASD in an elementary, inner-city classroom; and
- Following a focus group and student questionnaires, understand the perceptions of educators and the students themselves about the use of iPads in two inclusive elementary, inner-city classrooms.

Part II - the use of iPads in inclusive classrooms for young children is becoming commonplace, including their use in reinforcing skills in students with ASD. This live demonstration will show ways to find appropriate, low-cost apps and a range of apps for specific needs such as turn-taking, self-regulation, and much more. Participants will:

- Learn about the practice of iPads use for students with ASD;
- Know way to search and find appropriate, free, and/or low cost apps for students with ASD; and
- Observe a range of iPad apps appropriate for the learning needs of many students with ASD and/or other developmental disabilities.
Christina came to live in the Campbell’s home in Chesterville (Ontario, Canada) when she was 7 1/2 years old as a foster child. She was a very shy and withdrawn child but now is a confident, capable 26 year-old woman who has overcome significant challenges. Christina has represented Special Olympics Canada in England, China, USA, Greece, and Morocco.

Christina first competed in the Special Olympics World Games in Shanghai, China, in October 2007, winning 1 gold and 4 silver medals in the top division. In July 2011 she attended the Special Olympics World Summer Games in Athens, Greece, and won 4 gold and 1 silver medal including the All-Around Gold Medal in Rhythmic Gymnastics - Level 4 - the highest level.

Christina has won numerous awards for her athletic achievements as well as her advocacy for persons with disabilities. She has spoken publicly at events of corporations, law enforcement agencies, and service organizations, in addition to presentations to the Canadian House of Commons Finance committee and Senate Committee on Human Rights.

Christina has received much recognition in the last ten years and her success in Special Olympics has contributed greatly to her self-esteem and overall development. Christina has developed into a talented, tenacious, and passionate athlete, as well as a caring and inspiring young person - someone whom all can admire.

9:30 – 10:45 a.m.

**Gulf**

**Understanding Complementary and Alternative Medical (CAM) Interventions for Autism**

*Dr. Gardner T. Umbarger, Ill, Saginaw Valley State University*

Over half of all families who have children with autism report using some of complementary and alternative medical (CAM) intervention to treat their child with autism. These treatments range from benign to harmful, so it is important to understand the benefits and risks associated with these treatments. Participants will be able to:
• Identify the different classes of CAM interventions commonly requested by families who children with ASD and other developmental disabilities;
• Recognize the standards for evidence-based practices and apply them to the CAM options frequently identified by families; and
• Identify CAM interventions that are considered to be safe and those that pose potential risks.

**Bay**

**Video Self-Modeling: Why Does It Work for Children with Autism and How Can I Use It?**  
*Dr. Tom Buggey, Chair of Excellence, University of Tennessee-Chattanooga, Center for Child and Family Studies, Siskin Children’s Institute*

Video Self-Modeling (VSM) has shown excellent promise for improving self-efficacy and abilities of students with autism. The presentation, by one of the leading researchers of VSM, will include the latest research results, examples of videos, and a mini-workshop on how to make the videos.

**Learner outcomes:**
• Participants will be able to state 4 reasons why VSM (or other video modeling techniques) is especially suited for those with autism;
• Participants will gain rudimentary (yet sufficient) skills in video editing techniques; and
• Participants will learn how to use imitation, role-play, and the use of peers to create videos.

**Palm**

**What We Know About PBIS Implementation and Students with Significant Disabilities Being Served in Center-Based or Separate Schools**  
*Dr. Monica Harris, Grand Valley State University*

The school-wide Positive Behavior Interventions and Supports (PBIS) movement is making its way to center-based schools but what do we really know about implementing PBIS and programs serving students with significant disabilities? Results of a recent study will be shared including practical principles for implementing and evaluating PBIS in these settings.

**Learner outcomes:**
• Learners will be presented with and develop an understanding of the current literature base related to implementation of PBIS in schools serving students with significant disabilities;
• Learners will be presented with and gain an understanding of the results of a study and have an opportunity to engage in discussion around the implications of the study results to current practice; and
• As a result of attending this session learners will have strategies for implementing and evaluating PBIS in their own settings.

**Beach**

**The Lighter Side of Autism**  
*Dr. Elisabeth Ann Altruda, Professor, Middlesex County College*

Often overlooked in raising a person with autism: humor. Humor does exist, but it lives sometimes buried or secreted in the midst of crises, catastrophes, and desperate situations. This interactive presentation serves to remind parents, caregivers, and those who work with special persons to look for the lighter side of autism. **Learner Outcomes:**
• Participants (parents, caregivers, instructors, professionals, etc.) will develop and/or enhance a better understanding of and ability in utilizing humor to cope with autism-related crises and serious situations;
• Through humor, participants (parents, caregivers, instructors, professionals, etc.) will recognize and appreciate the important role of positive and optimistic responses in coping with stressful situations that autism often generates focusing on problem solving strategies and encouraging social interaction and communication; and
• Through game show scenarios, participants (parents, caregivers, instructors, professionals, etc.) will engage in applying their knowledge of autism and autism-related terminology to encourage and generate familiar, friendly, and humorous responses.
College & Career Readiness and Students with Intellectual/Developmental Disabilities

Dr. Dalun Zhang, Texas A&M University

College and career readiness has become important policy goals for education. It is rapidly supplanting high school graduation as a key priority for k-12 education. Schools are held accountable for preparing students for college and career. This session discusses how much this new initiative can be applied to students with intellectual/developmental disabilities. Learner Outcomes:

- Explain the new college and career readiness initiative, the common core state standards, and specific skills that students need in order to be ready for college and career;
- Discuss the supports and barriers of applying the new initiative to students with intellectual and developmental disabilities;
- Identify exemplary programs and practices that are promising in applying this new initiative to students with intellectual and developmental disabilities; and
- Come up with their own plan or basic ideas regarding how to implement the initiative in their own practices.

The Newly Revised Life-Centered Career Education (LCCE) Curriculum: A Life Skills Curriculum for students with DD and the ASD!

Dr. Robert J. Loyd & Rachel Angus, Armstrong Atlantic State University

This session overviews the Newly Revised Life-Centered Career Education (LCCE) Curriculum Program for students with DD and ASD. This functional curriculum was first published by CEC in 1997. Participants will explore reading-free and diverse materials that include lesson plans and knowledge and performance assessments that can be aligned to most standards. Learner outcomes:

- Receive a description of a recently revised and popular career development/life skills/transition program for students with developmental disabilities and ASD and how to implement it;
- Receive a list of practical LCCE teaching and assessment tips and strategies teachers can use to effectively prepare students with challenges for making the successful transition from school to adult living and working; and
- Receive a sample of LCCE instructional materials and assessment instruments that accompany the LCCE Curriculum Program for students with developmental disabilities and ASD.

Building Quality Programming for Learners with ASD through Collaborative Problem Solving: A One-Page Classroom Observation Tool

Dr. Christina Carnahan & Dr. Alisa Lowery, University of Cincinnati

Given the increasing number of students with ASD in public school settings, leaders need support to build quality program that promote positive social and academic outcomes. This session details a one-page classroom observation tool including content analysis, validity, and reliability and the role of the document in the context of other program evaluation tools. Learner outcomes:

- Describe the content analysis, validity and reliability process used in developing the classroom observation tool;
- Describe a framework for building the capacity of school leaders in using the observation tool to assess and develop quality programming for learners with ASD; and
- Discuss the correlation between the observation tool and other comprehensive planning tools, and how these tools might be used collaboratively.

College is Possible: The REACH Program. Postsecondary Education for Students with Intellectual Disabilities

Edie Cusak, Executive Director, REACH Program, College of Charleston

The REACH Program at the College of Charleston is a fully inclusive certificate program for students with mild intellectual disabilities. The program provides students with a complete college experience allowing them to explore and realize both their intellectual and personal potential.
11:00 a.m. - 12:15 p.m.

**Palm**

Naturalistic Self-Monitoring Protocol helping Adults with Intellectual Disabilities Develop, Implement, Evaluate Interventions
*Diane Clouse & Heidi Brett Mendez, University of Cincinnati*

This study presents the use of naturalistic self-monitoring protocol to increase participants with intellectual disabilities ability to develop, implement, monitor, and evaluate their own interventions. Faculty, staff, and peer tutors worked collaboratively to increase participants’ independence, self-advocacy, and self-determination skills to support their success in a post-secondary educational program. Learner Outcomes – participants will:

- Identify effective inclusive practices in post-secondary education for individuals with intellectual disabilities;
- Understand means for engaging young adults with intellectual disabilities in their own intervention design, implementation, monitoring, and evaluation; and
- Understand the perceptions of faculty, staff, peer tutors, and individuals with intellectual disabilities on protocol effectiveness.

**Gulf**

Friendship 101: Developing Social Skills among Children and Youth with Autism and Developmental Disabilities.
*Dr. Kelly Whalon, Florida State University, Dr. Juliet Hart, Arizona State University, Dr. Lynn Stansberry Brusnahan, University of St. Thomas, Dr. Mary Frances Hanline, Florida State University, Peggy Schaefer-Whitby, University of Arkansas, and Jason Travers, University of Massachusetts Amherst*

Empirically-based and practitioner-focused, the presentation will support teachers in their implementation of the most effective and practical strategies designed to enhance the social competence of students with autism spectrum disorder (ASD) and developmental disabilities (DD). The panel will address the unique needs of children spanning early childhood age through adolescence. Learner outcomes - attendees will learn:

- Important social skill targets for children and youth with ASD and DD;
- User-friendly assessment methods to determine important social skills instructional targets; and
- Instructional strategies to promote the social competence of children and youth with ASD and DD.

**Beach**

Utilizing exploratory data analysis to build a knowledge base for anxiety reduction in post-secondary settings for individuals with ASD. *Note: BCBA CEUs offered for this session.*
*Dr. Kathleen McCoy, Dr. Samuel DiGangi, BCBA-D & Dr. Stanley Zucker, Arizona State University*

The literature identifies students with ASD as an underserved population in higher education, but does not address interventions for their high rates of anxiety. Results of exploratory data analysis (EDA) on the effectiveness of biofeedback for anxiety reduction in individuals with ASD are discussed. The learner will be informed about:

- The needs of individuals with ASD attending an institution of higher education;
- A specific biofeedback technique; and
- How EDA can be used as a model to contribute to the emerging body of literature related to higher education programs, biofeedback, and anxiety reduction in individuals with ASD.

**Sand Key**

Active Engagement for Children with Severe and Multiple Disabilities: Communication, Literacy and Motor Tools
*Padmaja Sarathy, Infinite Possibilities Educational Consultants*

Engage and enable children with severe and multiple disabilities with a diversity of adapted communication, literacy and motor tools. Every participant will be energized to embark on a journey
of discovery to maximize the student’s full possibilities and help them develop increasing competence towards achieving desirable learning outcomes. Learner outcomes:

- Gain skills in enhancing instruction, increase engagement (based on Universal Design for Learning Principles) and reduce the impact of barriers imposed by significant communication, cognition and/or motor difficulties;
- Identify how to adjust the task complexity level to meet diverse learner needs; and
- Increase knowledge and skills in using a variety of cognitive, communication and motor tools including assistive technology devices to effectively address the multiple and complex learning needs.

**Sundial**

**The Effectiveness of Online Information and Support Services in the Education of Parents with Children with Intellectual Disabilities**  
*Dr. Attila Cavkaytar, Anadolu University, Department of Special Education*

Family Information and Support Education Program (e-fisep) is an online family information and support education program for parents who have children with moderate to severe intellectual disabilities (ID). e-fisep was developed according to parental needs, as identified by Project Team. Results from the study showed that e-fisep increased the knowledge of the parents and positively impacted parents’ perceptions of quality of life, self-efficacy and social support. Learner outcomes - participants will:

- Be able to define new parent training approach as online;
- Be able to explain parent needs of children with intellectual disabilities; and
- Be able to discuss effectiveness of online parent training program on parents.

**Cardita**

**Down Syndrome Through the Eyes of Parents: Family Expectations and Celebrations**  
*Dr. Diane Cavanagh, East Stroudsburg University of Pennsylvania*

The positive impact of having a child with Down syndrome is well articulated by parents when asked to share their family stories. This presentation will convey accounts from parent interviews on how families have become both resilient and devoted. Suggestions and strategies for educators will also be provided. Learner Outcomes:

- Participants will be able to analyze concerns and issues expressed by parents of children/young adults with Down syndrome in dealing with medical, education and social issues;
- Participants will be able to describe and implement strategies to work effectively with parents and families of children/young adults with Down syndrome at different ages (preschool, school aged, young adult); and
- Participants will be able to develop a plan for collaborating with parents, family members and other professionals in meeting the needs of the child or young adult with Down syndrome addressing meaningful life experiences.

12:15 – 1:15 p.m.

**Ballroom**  
**Luncheon/Networking**

1:15 – 2:30 p.m.

**Gulf**

**How to Recognize and Promote Engagement in Young Children with Autism Spectrum Disorder**  
*Dr. Robin McWilliam, Director, Siskin Center for Child and Family Research*

Research on child engagement with young children with ASD informs us about how to recognize engagement and how to promote it. We will explain a commonly used definition of engagement and how we can use classroom, home, and social arrangements as well as incidental teaching to promote it. Learner Outcomes:
• Learners will be able to define engagement as used in research;
• Learners will have strategies for promoting engagement in classrooms; and
• Learners will have strategies for promoting engagement in homes and communities.

How Do I Assess and Teach Empathy for Students with Autism Spectrum Disorder?
Dr. Paul LaCava, Rhode Island College
Over the last decade the importance and role of empathy has been increasingly realized. In this session, the construct of empathy will be explained and several autism/empathy myths will be debunked. Subsequently, effective assessment tools and teaching methods for students with ASD will be explored. Learner Outcomes - participants will be able to:
• Define empathy and explain its importance;
• Describe three assessment tools to assess empathy skills; and
• Describe three methods to teach empathy skills.

Using Physical Activity to Increase Appropriate Behaviors in Children/Students with Developmental Delays
Dr. Carol Ann Davis, University of Washington and Dr. Annie McLaughlin, BCBA-D, John Hopkins University
This presentation will focus on the use of physical activity interventions to influence behavior in the classroom. Using case studies, we will describe the a) prevalence of PA in classrooms, b) how PA can be used in the classroom, and c) effects of increasing physical activity on child outcomes. Learner Outcomes:
• Participants will describe the guidelines for, prevalence of, and benefits of physical activity in the classroom;
• Participants will describe a variety of classroom based interventions; and
• Participants will discuss the various issues of implementation of physical activity interventions in the classroom.

Teaching Science to Students with Severe Disabilities
Dr. Diane Browder & Leah Wood, Doctoral Candidate, UNC Charlotte
Through case scenarios, this presentation will illustrate evidence-based tools for collecting data in the classroom. Guidelines for analyzing data will be shared. Practical strategies and examples of making decisions about how to take and analyze data will be discussed. Learner outcomes:
• The participant will analyze data summaries and draw conclusions about instructional actions;
• The participant will identify a variety of practical applications of data collection to ensure accurate data collection can be integrated into practice; and
• The participant will use data collection tools to take data from video, determine inter-observer agreement among data collectors and evaluate treatment fidelity of evidence-based instruction.

Towards More Inclusive Universities: Lessons Learned at Syracuse University
Bud Buckhout, Director of Inclusive Education, Syracuse University Continuing Education and Diane Katovitch, Lawrence B. Taishoff Center for Inclusive Higher Education
Formal programs for students with intellectual and developmental disabilities (IDD) in higher education have opened many doors. But programs can be unintentionally limiting for students with IDD, and hinder rather than help them achieve their higher education goals. Syracuse University, through the Access program and the OnCampus program, has experimented with creating more individualized experiences by creating relationships and processes at the university that make creative use of available resources and are responsive to students’ goals and interests. Learner outcomes (participants will):
• Understand that students and families have expressed the desire to have more choice in course selection, in campus activities, in social relationships;
• Identify strategies to maximize student choices; and
• Identify avenues for support both on campus and for tuition.
Does It Really Take A Village? A Retrospective View on a Residential Village Service Model for Individuals with Developmental Disabilities
Cheri Sandford, Autism Specialist, Alexandra City Public Schools
This qualitative study inquired into the perspectives and opinions of 17 residents of a rural village community designed for individuals with developmental disabilities (primarily Down syndrome). The results can be used to help service providers evaluate the post-secondary options available for their students/clients and facilitate successful post-secondary transitions. Learner outcomes:
• Learners will be able to describe design and service characteristics of a residential village model program for individuals with developmental disabilities;
• Learners will be able to describe the perspectives and opinions of residents of the residential village program in terms of how well they feel the program meets their needs and desires for post-secondary life; and
• Learners will be able to compare the residential village model, as described, with elements of best practice for post-secondary transition and adult life, as identified in the literature.

Pedagogical Practices and Everyday Life for Pupils with Profound Intellectual & Multiple Disability (PIMD) in Sweden
Dr. Daniel Östlund, Senior Lecturer in the Science of Special Education, Kristianstad University, Sweden
This paper should be regarded as a contribution to the development of knowledge about the interaction taking place in the educational setting for pupils with PIMD in Sweden. The paper is expected to contribute to a deeper understanding of the pedagogical praxis in this educational setting and the pupils’ possibilities to be agents within the processes of interaction, participation and learning. Learner outcomes:
• A deeper understanding of the educational settings for pupils with PIMD in Sweden;
• An understanding of participation for pupils with PIMD in Sweden; and
• A discussion on developing inclusive practices for pupils with PIMD.

Sense and Sensibilities: An Inside View on Sensory Issues, What They Look Like, Avoiding Them, and Working Through Ones That Occur
Dr. Stephen Shore, Assistant Professor of Special Education & Author of Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome
The variation in perception of sensory stimuli for many with autism often causes great discomfort and the information received may not even be usable. The aim of this presentation is to enable susceptible individuals and those close to them, to avoid and minimize the effect of sensory overload through easy to implement solutions, thereby enabling those with sensory issues to lead fulfilling and productive lives. Learner outcomes:
• Experience what sensory overload may feel like for an individual on the autism spectrum;
• List at least three situations that might indicate that a sensory issue is present;
• Learn how to develop and implement accommodations for sensory issues; and
• Become familiar with instruments to assess for sensory needs.

Collaborate and Create: An Introduction to Linking Education to Technology
Jenny Shipley, Speech/Language Pathologist and Terri Brown, Paraprofessional, Rice Lake Area School District, Wisconsin
iPads have been introduced in many districts and students have responded positively to the introduction into the classroom. Attendees will learn collaboration ideas, applications and how to adapt curriculum to a student’s individualized educational goals. Students learn pertinent grade level curriculum, presented in an inclusive collaborative teaching model. Learner outcomes - attendees will:
• Learn strategies of how regular/special education teachers can assist paraprofessionals to facilitate student learning;
• Learn the importance and strategies to identify key information within the curriculum;
• Reflect upon the importance of spontaneous learning opportunities;
• Learn useful iPad applications to help facilitate student learning; and
• Reflect upon strategies to collaborate with co-workers in an already busy day.

Palm  
**The Development of Evidence-Supported Techniques in Individual Psychotherapy of Individuals with ASD**  
*Dr. Albert Cotugno, Instructor in Psychology, Massachusetts General Hospital*  
Individuals with ASD struggle to manage the cognitive, social-emotional, and behavioral challenges of the neurotypical world. When significant distress is experienced, psychotherapeutic intervention can be helpful. This paper addresses core interactive and therapeutic issues, unique diagnostic considerations and specific evidence-supported techniques in the individual psychotherapy of individuals with ASD. Learner outcomes - participants will:
• Identify at least three key lifespan therapeutic issues that affect individuals with ASD and that may benefit from individual psychotherapeutic intervention;
• Identify at least three evidence-supported techniques that would be helpful in treating problematic symptoms and behaviors observed in individuals with ASD who seek treatment; and
• Identify key issues and client behaviors characteristics of the beginning, middle and ending stages of therapy undertaken with individuals with ASD.

Beach  
**Prevent-Teach-Reinforce (PTR): Application of an Efficacious Function-Based Intervention in Schools**  
*Note: BCBA CEUs offered for this session*  
*Dr. Rose Iovannone, BCBA-D, & Krystal McFee, BCBA, University of South Florida*  
The PTR behavior intervention has been subjected to a randomized controlled trial supporting its effectiveness. This session will describe the PTR model and present data related to a job-embedded training process used to generalize the PTR process for facilitation by a typical school team supporting students with autism spectrum disorders. Learner outcomes - participants will:
• Describe PTR critical features
• Describe the job embedded training model
• Discuss variables impacting effectiveness of the process

Sand Key  
**Start-Up and Maintenance of a Day Camp for Children with Autism Spectrum Disorders**  
*Dr. Kathleen Cronin, New Mexico State University and Alice Jones, Judy Salamon, Melinda Shane & Pinar Yasar, Doctoral Students, New Mexico State University*  
The presenters of this session have developed and maintained a one-week, day camp for children with Autism Spectrum Disorders for 4 years. Participants will learn the process of setting-up a day camp for children with special needs and maintaining that camp process for future years. Learner outcomes:
• Understand the development of funding resources and responsibilities necessary as Camp Director;
• Understand the supervision and training responsibilities of the Assistant Camp Directors in the areas of aquatics, arts and crafts, personnel training, transportation and creation/organization of multiple camp activities; and
• Understand the impact of participation in a summer day camp for children with Autism Spectrum Disorders.

Cardita  
**SUCCESS: Developing a Transition to College Program for High School Students with Autism**  
*Daniel Thrash, M.A., Director of Clinical Services, KenCrest Services, PA*
An increasing number of students with autism are entering college. Many of these individuals experience isolation from their peers, difficulties with classroom interaction, and limited opportunities for learning. This session will discuss a program that has been designed to prepare high school age students with autism for transition to college. Learner outcomes:

- Identify the various challenges faced by students with autism as they transition to college; and
- Understand the basic structure of a one-week summer program to teach social and life skills to incorporate on the college campus.

**Building Early Numeracy Skills to Gain Greater Access to Grade-Level Curriculum**  
*Dr. Bree Jimenez and Kelli Staples, Doctoral Candidate, UNC at Greensboro*

The results of two single-subject research studies investigating the effects of explicit instruction of early-numeracy skills on students with developmental disabilities early numeracy and grade-level math skill acquisition will be discussed. Implications for future research and practice will be discussed. Learner outcomes - participants will:

- Understand and identify multiple skill progressions to teach early numeracy skills using systematic-instruction;
- Analyze the results of the study to determine and evaluate implications of research to students in which they serve; and
- Gain skills to apply systematic embedded-instruction to teach early numeracy skills.

4:15 – 5:30 p.m.

**Island Ballroom**

**Poster Sessions/Wine & Cheese Reception**  
*Reception Sponsored by LessonPix*  
*Custom Learning Materials*

1. **Effective Transition Programs for Diverse Students with Disabilities**  
*Dr. Debra Cote, Assistant Professor, California State University at Fulton*

Transition planning for students with disabilities and family involvement is required by the Individuals with Disabilities Education Improvement Act of 2004. It is the responsibility of teachers to provide culturally and linguistically diverse (CLD) students and families with the appropriate supports to facilitate successful transition and increase the likelihood of gratifying transition-planning experiences for students with disabilities.

Learner outcomes:

- Increase knowledge of strategies/methods to involve CLD families and their sons and daughters in transition planning;
- Develop secondary transition programs that encourage and respect all CLD family perspectives on children's potential and strengths; and
- Increase understanding of the importance of utilizing community mapping to build cultural competence and develop individualized transition goals that families support at home.

Debi Levine, Special Education Department Head, Wellesley High School, MA

This session provides an overview of the limitations and lack of secondary special education for students. A strong inclusive program has students participating in core classes, electives, and school-wide activities. This poster will highlight inclusive programming, class modifications, and school-wide activities that have made high school a positive and successful experience for three students with developmental disabilities. A video will highlight student participation. Learner outcomes:

• The participant will be able to identify successful inclusion programming for students with developmental disabilities;
• The participant will be able to see how student strengths are used to build a program; and
• The participant will be able to learn how “typical” students can facilitate inclusion.

3. The Experiences of Students with High Functioning Autism Accessing the Least Restrictive Academic Environments as Reported by Their Parents

Laura Hayes-Harris, M.Ed., George Mason University

This pilot study seeks to explore the experience of students who have high functioning autism (HFA) and their access to appropriate academic placements. Through three interviews, we explore the school experiences of students with HFA and the impact on their subsequent academic placements, as reported by their parents. Learner outcomes:

• Become more familiar with the least restrictive environment provision of IDEA and how students on the autism spectrum experience this policy in practice;
• Explore the views of disability and social conformity and how these views inform and influence how we respond to issues of student academic access in the schools; and
• Discuss the journey of three parents and their four children, and how we can learn from their experiences.

4. PECS and PODD: How Both Options Promote Communication

Kristin Lucas, Doctoral Candidate, University of Iowa

This presentation examines Picture Exchange Communication Systems (PECS) and Pragmatically Organized Dynamic Display (PODD) communication systems. Further, the presentation will provide an overview of both systems, comparing effective use and the advantages and limitations of each system. Learner outcomes:

• Participants will learn how each of these low-tech communication systems are used in the classroom;
• Participants will be able to compare these different communications systems across learners; and
• Participants will learn the advantages and limitations of each communication system.

5. Increasing Implementation of Effective Teaching: A Professional Development Model of Least-to-Most Supports for Special Educators

Dr. Meaghan McCollow, BCBA, Central Michigan University & Dr. Carol Ann Davis, University of Washington

This poster will present a research study that examined the use of a least-to-most system of professional development. Background information on professional development in special education, results of the study, including effects on student learning, and implications, including implications for school district professional development planning, will be presented. Learner outcomes:

• Learners will be able to identify a variety of professional development activities (i.e., online module, self-monitoring, coaching) utilized with special educators of students with significant disabilities and their effectiveness in increasing implementation;
• Learners will discuss and describe the various effects of professional development on special educators’ implementation of discrete trial training; and
• Learners will be able to discuss the implications of the various types of professional development and the impact on the professional and his or her practice.
6. **The Use of Replacement Behaviors for Adults with Intellectual Disability and Behaviour Disorders**  
*Dr. Michael Mayton, BCBA-D, West Virginia University and Dr. John Wheeler, East Tennessee State University*

Various descriptive and inferential statistics were used to examine data gathered from the behavior support documents of 120 adults with intellectual disability and behavior disorders living in community settings. Findings associated treatment outcomes and grouping variables (e.g., severity of disability) with the use or non-use of appropriate replacement behaviors. Learner outcomes (participants will):

- Gain knowledge of the importance of designing and teaching appropriate replacement behaviors in programs of behavioral intervention for adults with intellectual disability (particularly in the context of maintaining maximal quality of life throughout the lifespan), as well as the necessary features of an appropriate replacement behavior;
- Develop a data-based understanding of the positive impact that designing and teaching appropriate replacement behaviors can have on the reduction of problematic behaviors as well as the maintenance of the rates of these behaviors at low or zero levels; and
- Explore the interrelationships among and programmatic, participant, and professional characteristics and the use of correctly designed replacement behaviors, as well as the implications for evidence-based practice with adults who have intellectual disability and behavior disorders.

7. **Using Technology to Evaluate Pre-Service Teacher Knowledge of Autism Spectrum Disorder**  
*Dr. Juliet Hart, Arizona State University*

A rapidly growing disability, autism spectrum disorder affects 1 in 88 children. Although probable that they will encounter ASD students, most teacher graduates receive minimal preparation in evidence-based practices for this population. We present a technology-inspired intervention to address the time and content constraints of teacher preparation programs in ASD. Learner outcomes - attendees will:

- Explore issues related to the current status of teacher preparation programs in ASD;
- Develop expertise in constructing audio and visually-enhanced, narrated PowerPoint slides that can effectively supplement coursework and maximize teachers' retention of key information on the early warning signs and characteristics of ASD; and
- Share strategies with their teacher education candidates on increasing diverse families' access to early intervention services in ASD.

8. **Teaching Manual Scanning and Literacy to Students with Severe and Multiple Disabilities**  
*Melissa Ainsworth, Doctoral Candidate, George Mason University*

This session will provide the results of a multiple-baseline study demonstrating the effectiveness of teaching manual scanning techniques and the impact on literacy acquisition for three individuals with physical, intellectual and communication disabilities. Practical implications for teaching manual scanning, as a part of literacy instruction, will be discussed. Learner outcomes:

- Understand the how to work with an individual's natural scanning patterns to create a reliable choice selection process;
- Understand how improved manual scanning impacts literacy for individuals with severe and multiple disabilities; and
- Discuss the results of a rigorous single-subject study.

9. **Assessment and Treatment of Problem Behavior Maintained by Escape from Dental Procedures**  
*Kelly McConnell, M.S., BCBA, The New England Center for Children and Western New England University*

Problem behavior during dental visits interferes with dental health, and often results in restrictive procedures. This behavior was assessed and treated in 3 adolescents with ASD. Compliance with dental procedures improved; and these gains were seen in the clinic setting, where the use of restraints was substantially reduced or eliminated. Learner outcomes:
• Participants will identify appropriate assessment techniques and identify best-practice treatment strategies for increasing compliance and decreasing disruptive behavior during dental exams; and
• Participants will learn strategies to obtain treatment effects in a simulated clinic environment that generalize to a typical dental setting.

10. Development and Use of a Modified Texting App to Increase Instances of Independent Expressive Communication for Individuals with Moderate to Severe Intellectual and Developmental Disabilities.  
David Lojkovic, Doctoral Candidate, George Mason University

The focus of this presentation is the development and use of a specific modified texting app, the One Move Sender, to increase instances of expressive communication for young adults with moderate to severe intellectual and developmental disabilities. Development of the app and study research methods and results shall be discussed. Learner outcomes:
• Understand the process of and concerns when developing an app;
• Gain knowledge of the methodology and processes of conducting a multiple baseline small-n study; and
• Understand how current technologies can be modified to make them more accessible to various populations.

11. Selecting Books with Characters with Disabilities from The Dolly Gray Children’s Literature Award Books  
Dr. Tina Taylor Dyches, Associate Dean, McKay School of Education Brigham Young University

The Dolly Gray Children’s Literature Award recognizes high quality juvenile fiction and biographies that portray characters with autism and developmental disabilities. The presenter will provide a summary of all eligible books for the 2014 award and will suggest guidelines for selecting books to use in classrooms, homes, or therapeutic settings. Learner outcomes:
• Receive an annotated bibliography of Dolly Gray Award winning books, including notation of those from culturally/linguistically diverse populations;
• Understand criteria for selecting appropriate books; and
• Obtain information about the website.

12. Parent Perceptions of Participating in Online Supportive Discussion Groups following the Diagnosis of an Autism Spectrum Disorder (ASD)  
Dr. Laurie Jeans, St. Ambrose University

This research project explored the use and benefits of parallel (mother and father) online supportive discussion groups when parenting preschoolers with ASD. In a 12-week study, data were collected and analyzed from three parent surveys and weekly discussions. Methodology and implications for implementing online parent groups will be discussed. Learner outcomes:
• Participants will be able to identify key topics of interest for parents beginning the journey of raising a young child with ASD;
• Participants will be able to describe gender differences in styles of postings to the online discussion groups and recognize the skills needed to successfully facilitate gender specific groups; and
• Participants will be able to identify challenges associated with implementation of online parent discussion groups and ways to sustain ongoing participation of parents.

13. The Effects of Bug-In-Ear Technology on Early Childhood Educators’ Use of Embedded Interventions to Support the Communication of Toddlers with Autism Spectrum Disorders  
Jennifer Riggie, Florida State University

This study examined the relationship between coaching provided with bug-in-ear technology, early childhood educators’ use of targeted communication strategies, and children’s expressive communication. Bug-in-ear technology effectively improved the implementation of at least one targeted communication strategy for each educator. Each behavior successfully implemented during intervention was maintained. Three educators generalized one behavior. Impacts on children’s communication were small. The outcomes suggest that
bug-in-ear is a socially valid practice that shows promise of effectiveness supporting educators in inclusive early childhood environments. Learner outcomes - participants will:

• Identify the 4 key components to providing performance-based feedback via bug-in-ear technology;
• Identify 3 elements of bug-in-ear technology that are most likely to improve the maintenance and generalization of skills taught to educators; and
• Identify 3 communication strategies likely to produce positive outcomes for children who have minimal expressive communication.

14. Pica: A Review of the Literature
Dr. Barbara C. Gartin, University of Arkansas, Dr. Nikki L. Murdick & Sarah Barnett, Doctoral Candidate, Saint Louis University
Pica is an eating disorder typically defined as the persistent eating or mouthing of non-nutritive substances. It impacts infants, children, persons with disabilities, and sometimes adults. This poster session will provide a definition of terms, information on the subgroups demonstrating pica, and research-based practices for its treatment. Learner outcomes - participants will understand:

• Pica terminology and its meaning;
• Differences among the subgroups demonstrating pica behaviors; and
• Research-based treatment practices.

15. Writing with Color to Enhance Comprehension
Claudia Cecilia Otto, Doctoral Candidate, Oklahoma State University
Children live in a world surrounded with visual information. Visually presented content material enhances the target information desired for students to learn. Color eases the processing of information by creating information targets and simplifying complex textual information into visual segments. The writing process can be difficult, so understanding the components can enhance a student’s actual academic potential. Using color coding to see particular subdivisions of writing can enhance a student’s comprehension of how writing unites words into sentences and ideas into coherent topics that narrate, describe, persuade, or explain. Learner outcomes:

• Participant outcomes will include examples of a color coding implementation on an already existing instructional methodology;
• Participants will be shown lessons plans depicting examples of Dr. Marzano’s Classroom Instruction that Works (Marzano, 2005) management skills’ union with Strategic Instruction Model (SIM, University of Kansas) writing techniques utilizing the color coding system; and
• Participants will receive ideas to increase student engagement in the writing process.

Kaycee Reese & Olivia Soutollo, Doctoral Candidates, University of Florida
This poster describes the findings from a study using a multiple-baseline across behaviors design that examined the impact of a video self-modeling (VSM) intervention on the social communication a 12-year-old child with autism during a family book reading routine. Implications, social validity, and generalization of skills will be discussed. Learner outcomes (participants will):

• Learn about VSM as a home-based intervention, including its effectiveness for improving social communication of a child with autism;
• Understand issues of VSM’s acceptability for parents; and
• Describe how VSM intervention could be used in the future with other children with ASD.

17. Play Based Interventions for Children with ASD
Dr. Nancy Stockhall, Sam Houston State University and Dr. Lindsay Dennis, Florida State University
Children with Autism Spectrum Disorders (ASD) struggle to develop social skills with peers and significant adults. This proposal presentation examines three prerequisite skills that are critical to the development of play behavior and suggests interventions to target these foundational skills. Learner outcomes:
18. Effects of a Motor Development Intervention for Young Children with Autism Spectrum Disorders in an Early Intervention Program

Dr. Christopher Denning, University of Massachusetts - Boston

This study examined the effectiveness of a motor skill intervention on 47 preschool aged children with autism spectrum disorders. Results indicated gains in object manipulation, stationary skills, and locomotion. Teachers also reported benefits in Kindergarten readiness skills and social/play skills. Implications for teachers and future research will be discussed. Learner outcomes:

- Participants will gain an understanding of the components included in a motor skill intervention for preschool children that can be integrated into a typical school day;
- Participants will gain an understanding of the benefits of a motor skill intervention for preschool children with ASD; and
- Participants will engage in discussions of elements that may affect the performance of children with ASD during a motor skill intervention and learn about specific ways to adapt the intervention to meet the needs of children with ASD, including increased focus on specific skills and inclusion of visual supports.

19. Perceptions of Parents of Children with ASD and Typically Developing Children on Parenting Skills, Children’s Qualities and Protective Factors Against Parental Stress: What are the Differences?

Dr. Naima Fahmi, Université du Québec à Montréal, Canada

This research compares perceptions of parents of children with autism and typically developing children concerning their child’s qualities, their own parenting skills, and stress moderators. Results highlight the strengths and needs specific to parents of children with autism and enable professionals to plan parenting programs and interventions accordingly. Learner outcomes (participants will):

- Understand the strengths and needs specific to parents of children with ASD;
- Plan parenting programs adapted to these parents; and
- Plan interventions accordingly.

20. Comparison of Methods for Demonstrating Passage of Time when Using Computer-Based Video Prompting

Linda Mechling, University of North Carolina, Wilmington

An adapted alternating treatments design was used with four students with moderate intellectual disability to evaluate two video-based procedures for presenting passage of time: visual disappearance of time on a color coded Time Timer and; a close-up view of the target step (e.g., substance boiling) as the video played. Learner outcomes - participants will:

- Understand current research evaluating component features of video technology including: screen size, audio (voice over) narration, types of materials used in the video and task components (i.e., fine motor, gross motor skill requirements);
- Understand the challenge of presenting the concept of passage of time (how long a task step should last) when using video prompts to present task steps such as: a) waiting for a food item to cook on the stove, bake in the oven, or heat in a microwave; b) waiting for an ingredient to dissolve; or c) waiting for an item to complete its resting or cooking time (e.g., instant oatmeal, Lean Cuisine meal); and
- Understand the procedures, results, and implications for presenting two procedures (Time Timer; close-up view of the target step) for demonstrating passage of time through video prompting.

21. A Comparison of Video Modeling and Video Feedback to Increase Employment-Related Social Skills of Learners with Autism and/or Developmental Disabilities

Toni Van Laarhoven, Northern Illinois University
The purpose of this study was to compare the effectiveness of video modeling and video feedback on independent correct responding of vocational tasks and use of appropriate employment-related social skills of four young adults with developmental disabilities. Results indicated improved performance with both conditions with slightly improved performance when the video feedback condition was in place. Learner outcomes:

- Describe how video modeling and video feedback can be used to support learners in employment settings;
- Describe how social skills can effectively be embedded in video-based instructional supports; and
- Describe how mobile devices can be used to support learners in vocational settings.

22. Reading to Engage Children with Autism in Language and Learning (RECALL)
Dr. Kelly Whalon, Florida State University, Jose Martinez & Colleen Butcher, Doctoral Candidates, University of Florida
This presentation will describe findings from a single case design study investigating the impact of Reading to Engage Children with Autism in Language and Learning (RECALL), a shared reading intervention, on the early language and literacy skills of children with autism. Procedures for implementation will be shared. Learner outcomes (participants will learn):

- Benefits of a shared reading intervention (RECALL) for children with ASD;
- Strategies for adapting dialogic reading to support the joint attention, emotion, identification, and communication of children with ASD; and
- The form and function of a least-to-most prompting hierarchy to support the participation and learning of children with ASD during dialogic reading.

23. Skill Development of Future Educators in Working with Students with Developmental Disabilities through Community-Based Service Learning
Dr. Cynthia Chambers, East Tennessee State University
This presentation will highlight unique community-based service learning programming inclusive of three projects that allow for more meaningful integration of course content and opportunities for application and feedback. Presenters will share steps to implementing the service learning method and ideas for community activities. Learner outcomes - participants will:

- Identify the benefits of service learning with individuals with developmental disabilities to the community and future educators;
- Determine links between course content and service learning opportunities; and
- Identify potential service learning projects for university students that meet both curricular and community needs.

24. The Impact of Professional Development Involving Simulations of Asperger Syndrome (AS) on Middle School Teachers and Students’ Perceptions of Classmates with AS
Dr. Christine Ogilvie, University of West Florida and Dr. Peggy Whitby, University of Arkansas
This pilot study investigates the impact of professional development activities involving simulations on middle school teachers and students with Asperger Syndrome (AS). This investigation features a partnership between university faculty and a middle school Dean that attempts to develop an interactive training on working with and teaching individuals with AS. Learner outcomes - participants will:

- Describe five simulation activities focusing on Asperger Syndrome that can be used in multiple settings;
- Actively participate in discussions involving best practices for middle school students with AS; demonstrated by detailed input regarding three or more best practices for middle school students with AS in one or more curriculum areas (reading / language arts, math, science, social studies, the arts, physical education, life skills, social skills, job skills, etc.); and
- Organize resources to present similar trainings within their schools / districts.
8:00 – 9:15 a.m.

Island Ballroom

Poster Sessions/Continental Breakfast

1. Attitudes, Beliefs, and Practices Regarding Sexuality Education for their Pre- and In-Service Teachers: A Survey of University Faculty
   Dr. Amanda Boutot, Texas State University, Sam DiGangi, Arizona State University, Peggy Whitby, University of Arkansas, and Jason Travers, University of Massachusetts Amherst

   This poster will present results of a nationwide survey of university faculty to determine their attitudes and belief on teaching sexuality education. Specifically, the research team sought to understand to what degree faculty teach sexuality education to their students, what resources, curriculum and strategies they teach, and whether they believe it was important to do so. Implications for future research and practice will be shared. Learner Outcomes:
   • List and describe the issues requiring sexuality education for students with significant disabilities;
   • List the content areas that should be taught to students with significant disabilities to prevent and/or address these issues;
   • Describe the curricula identifies by university faculty that may be used to teach sexuality education to students with significant disabilities;
   • Describe the strategies that researchers and university faculty in the field identify as potentially effective for teaching sexuality education to students with significant disabilities; and
   • Identify potential areas for future research on sexuality education for students with significant disabilities.

2. Reading Instruction for Learners with ASD: The State of the Classroom
   Dr. Christina Carnahan, University of Cincinnati

   Despite increasing availability of evidence-based practices for teaching reading to students with ASD, research on teacher understanding and use is limited. This session details a qualitative study of ten special education teachers' reading practices for students with ASD, including implications for building knowledge of targeted and content area reading comprehension. Learner outcomes:
   • Describe specific evidence based practices for teaching reading to students with ASD;
   • Describe teacher characteristics and instructional practices that promote active engagement and reading motivation among students with ASD; and
   • Discuss implications for building SETs knowledge of targeted and content area reading instruction for learners with ASD.

3. Special Educator Candidates (SPC) Performance on Teacher Competency Test
   Dr. Galeb Alnahdi, Salman bin Abdulaziz University, Saudi Arabia

   This session will discuss female special educator candidates (SPC) performance on Teacher Competency Test in Saudi Arabia. Results will be shared regarding SPC strengths and weaknesses on all four sections of the test. Comparison with participants from other field and Recommendations for universities and teachers preparation program in special education will be discussed. Learner outcomes:
   • Participants will gain information regarding special educator candidates performance in comparison with other participants from other fields;
   • Participants will gain information regarding the structure of Teacher Competency Test in Saudi Arabia; and
   • Participants will identify some of the important competencies for special educator in general.
4. Teacher Educators and Business Entrepreneurs Collaborate to Develop Sustaining Career Opportunities
   Dr. Kim Stoddard & Bonnie Braun, University of South Florida and Vicky Westra, Art for Autism
   This poster will highlight the key aspects and benefits of a partnership between a teacher preparation program and an Entrepreneurship Business. This collaboration has provided a career opportunity for pre-service teachers and has been able to meet the diverse needs of post secondary students within the Autism Spectrum. Learner outcomes:
   • Knowledge and understanding of the need for this type of diverse teacher/entrepreneurship preparation program;
   • Knowledge and understanding of the key components of developing a teacher/entrepreneurship preparation program; and
   • Results/Effectiveness of a teacher/entrepreneurship preparation program.

5. The Transition Calendar: A Planning Support Tool
   Dr. Judith Terpstra and Dr. Ronald Tamura, Southern Connecticut State University
   This session will introduce the Transition Calendar (Tamura & Terpstra, 2013). Participants will learn why the calendar is an essential tool in a successful transition plan and how to implement. Presenters will share formats for the calendar and tips for success and real world applications from case study examples. Learner outcomes:
   • Participants will have an example of a Transition Calendar (Tamura & Terpstra, 2013);
   • Participants will learn how to effectively use a Transition Calendar (Tamura & Terpstra, 2013) for transition planning; and
   • Participants will learn how to effectively modify a Transition Calendar (Tamura & Terpstra, 2013) for other planning purposes (early intervention transition, placement change transition, new program implementation, etc.).

6. Positioning and Mobility Equipment for Active Participation in the Classroom for Students with Developmental Disabilities
   Dr. Angi Stone-MacDonald & Dr. Christopher Denning, University of Massachusetts Boston
   In this session, participants will learn how to design lessons for students who use positioning supports, gait trainers, walkers, and standers to work on their mobility and academic goals simultaneously in inclusive settings. We will give an overview of equipment and tips for teaching general education teachers about the equipment. Learner outcomes:
   • Design lessons for students who mobility devices to participate academically in inclusive settings; and
   • Teach general education teachers about mobility equipment and how to use it.

7. Behavior of Children with ASD and Typically Developing Children in Daycare Activities: How to Support Integration
   Dr. Naima Fahmi, Université du Québec à Montréal, Canada
   This study aims to compare the behavior of children with ASD and typically developing children in regular activities proposed by educational daycares. From an intervention perspective, this data will help adapting behavioral assistance considering the diagnosis, the characteristics, the behaviors, and the developmental level of each child. Learner outcomes:
   • Identify the specific needs of children with ASD in daycare settings;
   • Adapt interventions according the specific needs of children with ASD; and
   • Support the integration of children with ASD in daycare settings.

8. Integrating Aerobic Exercise into the School Day for Preschoolers with Autism Spectrum Disorder: A Feasibility Study
   Dr. Cheryl George, Lebanon Valley College, PA
   Few studies have explored the impact of exercise on academic responding and stereotypic behaviors in young children with autism. This poster will describe the results of a feasibility study in which school-based
physical therapists, special education teachers, and support personnel integrated aerobic exercise for preschoolers and recorded its impact. Learner outcomes:

- Learn what previous research studies report about the impact of aerobic exercise on younger and older children with ASD;
- Learn how to implement aerobic exercise into the school day for preschoolers on the autism spectrum; and
- Receive recommendations for future research.

9. Comparing Family-School Partnerships Among Students with Autism and Other Disabilities
   Meghan Burke, University of Illinois at Chicago
   The presenter will share results from a national survey of 1,508 families of children with disabilities documenting how family-school partnerships and its correlates differ between families of children with autism and other developmental disabilities. By understanding these reasons we can target specific interventions to improve family-school partnerships. Learner outcomes - participants will:
   - Understand the differences in family-school partnerships between families of children with and without autism;
   - Among families of children with autism, understand the correlates of family-school partnerships; and
   - Learn about targeted interventions to improve family-school partnerships for students with autism.

10. Effects of Aquatic Exercise on Sleep Patterns in Children with Autism
    Dr. Jennifer Wood Kanupka, Lebanon Valley College, PA
    The purpose of this study was to determine if children with autism who participate in an aquatic exercise program have improvements in sleep latency, staying asleep, and sleep duration. Guidelines for establishing an aquatic exercise program and monitoring its impact on length and quality of sleep were offered. Learner outcomes:
    - Demonstrate the impact of aquatic exercise on sleep patterns of children with autism;
    - Explore parent perspectives of sleep patterns and their impacts on children with autism; and
    - Discuss options for future research in this area.

11. Addressing the Infrastructure and Capacity Needs for Providing Services and Supports to Individuals with Autism Spectrum Disorders and their Families
    Dr. John Wheeler, East Tennessee State University and Dr. Michael Mayton, West Virginia University
    The purpose of this poster presentation will be to examine the infrastructure and capacity needs for the increasing population of children and adults with ASD in the service delivery system. Some have proposed this as a global public health concern (Wallace et al., 2012). Learner outcomes:
    - Gain knowledge of the global infrastructure and capacity needs facing service delivery systems in their attempt to address the educational and related service needs of individuals with ASD and their families;
    - Develop an understanding of the extent literature on this topic and examine the response to this growing trend; and
    - Explore issues and future research and policy questions related to how state systems can better address the resource needs that will be necessary to meet the increasing need for services and trained professionals to serve this growing population.

12. Thorough Descriptive Pictures of Behavioral Incidences are Critical in Balancing Effective Positive Behavioral Management
    Dr. Dennis Campbell and Amy Sue Reilly, University of South Alabama
    Data from parents' reports of 64 individuals with intellectual disabilities using the Scales of Independent Behavior-Revised (SIB-R) that measures occurrence of maladaptive behaviors. Results of the behavioral occurrence by gender and diversity are compared. Descriptive data of frequency and intensity of those behaviors translates into more purposeful information. Learner outcomes:
• Identification of how-to gather and the need for more detailed descriptive of one’s behavior characteristics which is more practical and beneficial information in the development of a proactive and effective program;
• Identification of patterns, and comprehensive portrayal of an individual’s externalized behavior(s) as well as behavioral issues that exists that is not often displayed at initially evaluations; and
• Understand how to use an instrument, like the SIB-R, to provide a more accurate and balanced picture of one’s externalized behaviors, along with behavioral issues related to gender perceptions, and the varied effects of situational and environmental factors.

13. Video Self-Modelling Via iPad Minis to Promote Academic Engagement of Young Children with ASD  
Dr. Juliet Hart and Cean Colcord, Doctoral Candidate, Arizona State University
Increasing numbers of students with autism spectrum disorder (ASD) are educated in general education settings. However, teachers’ lack of experience with ASD students presents serious challenges to their inclusion. We examined the impact of video self-modeling (VSM), delivered using iPad minis, on the academic engagement of ASD students during instruction. Learner outcomes - attendees will:
• Explore current innovative technologies in tandem with evidence-based strategies for children with ASD;
• Develop expertise in constructing videos using iPad minis for use with their students; and
• Develop knowledge of the steps to implementing video self-modeling.

14. Teaching Students with Autism to Group Respond During Direct Instruction: Effects of Proximity Fading, Task Breaks and Stipulated Signals  
Julie Thompson, Graduate Research Assistant, UNC Charlotte
A recent study teaching students with autism to group respond during Direct Instruction will be discussed. A functional relation was demonstrated between implementation of proximity fading, task breaks, and stipulated signals and successful group responding. Implications of efficiency of whole group instruction and practical guidelines for implementation will be provided. Learner outcomes:
• Participants will be able to describe benefits of group instruction to students with autism;
• Participants will be able to describe and apply strategies (i.e., proximity fading, task breads, and stipulated signals) to increase likelihood of group responding during Direct Instruction by students with autism; and
• Participants will be able to list three ways to improve instruction for English Language Learners with autism during Direct Instruction.

15. Assistive Technology Usage for Secondary Students with Intellectual Disability, Autism, and Other Disabilities  
Dr. Emily Bouck, Purdue University
This presentation will discuss research exploring the National Longitudinal Transition Study-2 with respect to receipt and use of assistive technology in school and post-school for secondary students with intellectual disability, autism spectrum disorder, and other disabilities. The relationship between assistive technology in school and post-school outcomes will also be discussed. Learner outcomes:
• Attendees will learn more about the NLTS2 and particularly secondary analysis with the large, federal database;
• Attendees will engage in conversations regarding assistive technology receipt for secondary students with intellectual disability, autism spectrum disorder, and other disabilities; and
• Attendees will learn about the relationship between assistive technology receipt in school and post-school outcomes.

16. Decoding Skills of Middle-School Students with Autism; An Evaluation of the Nonverbal Reading Approach  
Dr. Patrick Leytham, Weber State University
A multiple probe design across students was combined with an adapted alternating treatment design to investigate the effectiveness of the Nonverbal Reading Approach (NRA) on the ability of two middle-school students with autism to identify ten unknown words. Results suggest the NRA was effective. Learner outcomes:

- Identify one phonics-based instructional strategy to implement with middle-school students with autism;
- Identify future studies to be conducted based upon this exploratory study; and
- Identify the criteria for combining two different single-subject methodologies to investigate the effectiveness of the NRA.

17. Autism Professional Development Program

_Dr. Ruth Eren & Barbara Cook, M.S., SLP-CCC, Southern Connecticut State University_

This statewide autism professional development training program was a two-year feasibility study to investigate the effectiveness of a multi-disciplinary team professional development process during the 2011-2012 and 2012-2013 school years. The collaborative trans-disciplinary team training process, specific module content and teacher/student outcomes will be shared. Learner outcomes:

- Identify and describe the philosophy of a trans-disciplinary teaming process as a key component of the Autism Professional Development Program;
- Identify the five module topics and connect each to the CEC competencies for teachers of ASD/DD; and
- Describe the steps to implement a trans-disciplinary team approach with on-going data based decision making to increase school building capacity to serve individuals with ASD.


_Dr. Rachel Robertson, BCBA & Emily Sobeck, Doctoral Candidate, University of Pittsburgh_

The diversity of participants in the evidence base for behavior management training for parents of children with autism is unknown. This presentation reviews the last 5 years of research in this area and presents the percentage of participating families representing different categories of racial, cultural, and socioeconomic diversity. Learner outcomes:

- Understand the extent to which racially, culturally, and socioeconomically diverse families have been reported and included in the research base on behavior management training for parents of children with ASD;
- Understand the implications of over and under-representation of different demographic groups in the research base; and
- Identify ways of increasing the diversity of participants in these and other special education research studies.

19. Teaching Students with Moderate Intellectual Disability to Calculate Tax on Grocery Items Using an iPhone

_Lauren Boden, Georgia State University_

This study investigated the use of an application on an iPhone to teach students with moderate intellectual disability to calculate tax on grocery items. All six student participants met mastery criteria and were able to generalize the skill to new materials. Learner outcomes:

- Participants will gain knowledge of research on the use of iPhones and other related devices conducted with students with moderate intellectual disability;
- Participants will learn how to use TaxMePro to teach students to calculate tax on items; and
- Participants will learn about possible modifications to the intervention methods, as implications for practice will be discussed.


_Toni Van Laarhoven, Northern Illinois University_
The purpose of this study was to compare the effectiveness of universally-designed prompting systems presented on iPads and HP Slates to promote independent completion of vocational tasks with self-selection and self-fading of available instructional prompts (i.e., video, picture/auditory, and picture prompts). Results indicated an immediate increase in independent correct responding and self-fading of instructional prompts and improved problem-solving behavior of participants. Learner outcomes:

- Describe strategies for fading instructional supports and increasing independence in employment setting;
- Describe strategies to provide universally-designed technological supports; and
- Identify different methods and technologies that can be used to support learners using video-based instructional supports.

21. Autism Why a Loud Lunchroom is so Important: Teaching Social Skills in the Authentic Non-classroom Setting

Rebecca Hartzell & Candance Gunn, University of Arizona

Most social interventions occur within a controlled, simulated social environment; however, true social interactions occur in unstructured settings. This session will demonstrate an intervention designed to provide social instruction and support in a natural social setting to practitioners as well as present study methods and results that support this intervention. Learner outcomes:

- Attendees will leave with tangible resources for future reference, including sample lesson plans and transcripts of the intervention;
- Attendees will be able to apply learned knowledge and skills to implement the social intervention with their students or in their school; and
- Attendees will be able to replicate the described study while addressing described limitations, if desired, for future research.

22. Evidence-Based Practices Targeting Problem Behaviors Exhibited by Young Children with ASD in School Settings: A Review of the Literature

Jose Martinez, Doctoral Candidate, University of Florida

This poster will describe the findings from a literature review investigating evidence-based practices aimed at decreasing problem behaviors exhibited by young children between the ages of three and eight with ASD in school settings. Moreover, the implications of the findings for future research on this area will be shared. Learner outcomes - participants will learn:

- Current evidence-based practices available to decrease problem behaviors exhibited by young children with ASD in school settings;
- How evidence-based practices can be employed by practitioners in school settings in order to decrease problem behaviors exhibited by young children with ASD; and
- How pro-social behaviors can be taught to young children with ASD in school settings by utilizing evidence-based practices.

9:30 – 10:45 a.m.

Gulf

I Hate to Write! Implementing Evidence-Based Practices to Increase Academic Achievement for Reluctant Writers

Kathy Oehler, MS, CCC-SLP, Autism Consultant and Cheryl Boucher, MS Ed, OTR, MSD Wayne Township

Writing challenges impact student achievement and behavior. Students with ASD struggle with the writing process due to multiple challenges of language, organization, sensory, and motor skills required for writing. This session will address strategies to incorporate evidence-based practices, technology, and UDL into programming designed to enhance skill development with reluctant writers. Learner outcomes:

- Explain how language, organization, motor, and sensory processing challenges of ASD and related disorders affect a student’s ability to write:
• Identify at least five evidence-based strategies to help reluctant writers in grades K-12 meet the Common Core Academic Standards; and
• Identify at least five Proactive Instructional Strategies to reduce negative behavioral responses when students with ASD are presented with writing tasks.

Bay

Sensory Solutions in the Classroom
Cecilia Cruse, MS, OTR/L, School Specialty/Abilitations
Great teachers know that learning doesn’t just start from the chin up. We need our bodies and our senses to process and learn. Understand the basics of good sensory integration, learn how to transform your classroom for success and get practical solutions for staying on task, transition strategies, handwriting and more! Learner outcomes:
• Be able to state a working definition of Sensory Integration;
• Identify at least one new strategy for dealing with common classroom problems related to sensory processing; and
• Be familiar with other references for additional information.

Palm

Phonics Instruction for Students who are Nonverbal with Moderate/Severe Disabilities
Dr. Diane Browder & Leah Wood, Doctoral Candidate, UNC Charlotte
A randomized control trial was conducted to examine the effects of phonics instruction on the reading skills of students who are nonverbal with moderate/severe disabilities. Session attendees will learn about phonics skills, systematic instruction, and use of an iPad™ that comprise the content and delivery of this instructional curriculum. Learner outcomes:
• Participants will learn the primary skill components (e.g., blending, segmenting) included in the curriculum to teach phonics to this population of students;
• Participants will learn how to apply specific systematic instruction procedures (i.e., time delay, system of least prompts) to teach phonics skills; and
• Participants will learn how to use technology applications such as auditory cueing and quiz function with an iPad™.

Beach

Planning, Implementing, and Evaluating Computer-Assisted Instruction for Learners with Autism
Lyndsey Nunes, MS Ed, BCBA & Dr. Jason Travers, BCBA-D, University of Massachusetts Amherst
Note: BCBA CEUs offered for this session.
This session will provide a conceptual rationale and guidance to practitioners for using computer-assisted instruction (CAI) for students with autism. We will overview a process for selecting software applications, implementing CAI, and evaluating learning effects. Evaluation materials will be provided and barriers to technology access will be discussed. Learner outcomes:
• Understand the steps necessary for implementing computer-assisted instruction for students with autism spectrum disorder;
• Use provided materials to evaluate educational software applications for learners with disabilities; and
• Apply different methods for evaluating the effects of CAI on student performance.

Sand Key

Using Covert Audio Coaching to Strengthen Skills of Teachers and Students with Developmental Disabilities
Dr. Kyle Bennett, Florida International University, Dr. Michael Brady, Dr. Mary Lou Duffy & Dr. Rangasamy Ramasamy, Florida Atlantic University
This panel discusses four examples of covert audio coaching (CAC), also referred to as bug-in-ear training, to strengthen the skills of teachers and students with developmental disabilities. The examples highlight general procedures, recent applications and results of CAC with teachers and students, and practical constraints in schools. Learner outcomes:
• Participants will be able to describe the equipment and general procedures for implementing CAC;
• Participants will be able to describe applications of CAC with adolescents with developmental disabilities learning vocational skills;
• Participants will be able to describe applications of CAC with pre- and in-service teachers; and
• Participants will be able to list practical constraints that might be encountered when implementing CAC in school and community settings.

Sundial

Ability Ally Project: Creating Safe Welcoming Environments for College Students with Disabilities  
Amy Brinkley, Doctoral Graduate Assistant, Saint Louis University

The Ability Ally Project, a global initiative developed and implemented by graduate students, offers training for faculty and staff to provide safe and inclusive environments for students with disabilities. Ability Ally identifier emblems will be disseminated to participants and free training opportunities will be available. Learner outcomes:
• Understand the purpose of the Ability Ally Project and become familiar with the contents of the Ability Ally training kit and the Ability Ally emblem;
• Provide suggestions and describe examples of how to become an Ability Ally; and
• Create an action plan for utilizing the Ability Ally Project on their home campuses and in their communities.

Cardita

Check-in/Check-out for Students with Moderate Intellectual Disability  
Lauren Boden, Georgia State University

Check-in/Check-out (CICO) is a secondary-tier intervention within the positive behavior interventions and supports (PBIS) framework. The traditional CICO cycle was modified for use during vocational training for three high school students with moderate intellectual disability. All three participants displayed a decrease in off-task behavior across three vocational training settings. Learner outcomes - participants will:
• Gain knowledge of the traditional check-in/check-out cycle and how it has been implemented to improve student behavior;
• Gain knowledge of how CICO has been modified for use with other populations; and
• Use knowledge gained to implement check-in/check-out for students with moderate intellectual disability in vocational training settings.

Conch

Training Teachers to Implement Data Based Decisions for Students with Significant Disabilities and Autism  
Dr. Pamela Mims, East Tennessee State University and Dr. Bree Jimenez, UNC at Greensboro

Research shows use of data based decisions for students with severe disabilities is highly beneficial, yet few teachers implement them in the classroom. This session will present the results of a study on the effects of DBD training on teacher/student outcomes. Also, participants will learn about the five most common DBDs. Learner outcomes:
• Provide participants with procedures and outcomes from a study conducted on training teachers of students with significant disabilities and autism from diverse backgrounds to make informed data-based decisions; and
• Participants will be provided a handout with a data based decision-making guide as well access to the online modules used in the study.

11:00 a.m. – 12:15 p.m.

Gulf

Evidence-Based Practices to Promote Self-Determination: Impact on School and Post-School Outcomes  
Dr. Karrie Shogren & Dr. Michael Wehmeyer, University of Kansas
Findings from two randomized-trial, placebo control group studies of self-determination interventions, including the Self-Determined Learning Model of Instruction and the Whose Future is it Anyway? Curriculum will be presented. Data on the impact on school and post-school outcomes will be provided. Learner outcomes:

• Increased knowledge of available evidence-based practices to promote self-determination;
• Increased knowledge of the relationship between self-determination and school and post-school outcomes; and
• Increased knowledge of personal and environmental characteristics that impact the efficacy of self-determination interventions.

Palm

Better Outcomes Through Better Data: Addressing Severe Behaviors through the Use of Telemedicine

Arlene Moll, Project Administrator & Julie Harman, Educational Consultant, Capital Area Intermediate Unit

Supporting the needs of students with severe behaviors is a daily challenge. Designing and implementing effective programming for these students is critical to their success and independence. This session will detail the integration of telemedicine technologies and instructional programming based on the principles of Applied Behavior Analysis and resulting successes. Learner outcomes:

• Participants will compare data collected by classroom staff with that information gathered through telemedicine technology in order assess overall accuracy related to multiple dimensions of behavior;
• Participants will examine the uses of telemedicine technology in supporting students with severe behavior;
• Participants will identify the benefits of using telemedicine technology in improving the observation, assessment and intervention process for students with severe behaviors.

Beach

Building a Solid Foundation: Optimal Goal Selection for Learners with Autism

Dr. Chata Dickson, BCBA-D, The New England Center for Children and Western New England University

Note: BCBA CEUs offered for this session.

A structured curriculum for children with autism spectrum disorders was applied in various early intensive behavioral intervention settings. The curriculum emphasizes socially validated skills that are considered to be foundational for learning and promoting independence later in life; these skills are detailed, along with change in performance by age group. Learner outcomes:

• State the most important issues to consider when selecting educational and behavioral goals for students with autism spectrum disorders;
• Define and provide examples of foundational skills; and
• Discuss the importance of beginning a program of intervention as early as possible (i.e., before age two, if possible).

Sand Key

Providing Core Content Support for Students with Severe Intellectual Disability in Inclusive Classrooms

Dr. Ginevra Courtade, University of Louisville and Dr. Bree Jimenez, UNC at Greensboro

This session will outline a series of common strategies and supports to be used with students with severe intellectual disability during core academic instruction (i.e., ELA, mathematics, science, and social studies) in inclusive settings. Evidence-based and emerging best practices will be discussed. Learner outcomes:

• Investigate evidence surrounding specific instructional supports and their connection with general curriculum accessibility within inclusive classrooms;
• Identify 5 suggested supports to provide a strong foundation to guide collaborative instructional planning of general and special educators; and
Disseminate strategies for core content instruction utilizing these 5 supports within the ELA, mathematics, science, and social studies inclusive classrooms.

**Sundial**

**Strategies to Prepare Individuals with Intellectual Disabilities for Postsecondary Education**  
*Dr. Kelly Kelley & Dr. David Westling, Western Carolina University*

This presentation is for administrators, educators, families, and individuals with intellectual disabilities to learn how to best prepare for postsecondary education experiences within an inclusive residential setting. The presenters will share the top 10 strategies to help increase independence and college success leading to an overall improved quality of life. Learner outcomes:

- The learner will understand the five components of the UP Program and services needed to better prepare for college (e.g., inclusion, self-monitoring, person centered planning, homework supports, self-advocacy, service learning);
- The learner will apply strategies given to collaborate in making college experiences a reality for individuals with intellectual disabilities early in their child’s life; and
- The learners (including families) in this session will evaluate their overall goals and ways to prepare for college during the crucial transition planning years.

**Cardita**

**Story-based Instruction to Teach Emergent Literacy Skills to Elementary Students with Significant Intellectual Disabilities**  
*Dr. Karena Cooper-Duffy, Western Carolina University and Dr. Glenda Hyer, Henderson State University*

The presenters will discuss two-research studies that were conducted that implemented both UDL and story-based instruction to teach elementary students with significant intellectual disabilities emergent literacy skills. The presentation will provide an overview, materials, design, results, and implications of the research studies. Learner outcomes - participants will:

- Learn how to implement Universal Design for Learning (UDL) and story-based instruction to teach emergent literacy skills to students with significant intellectual disabilities;
- Learn how to connect story-based instruction to the Common Core State Standards (CCSS) and IEP goals; and
- Learn the importance of collaborating with all stakeholders to create inclusive reading groups.

**Conch**

**Having a Child with Autism: A Special Education Professor’s Personal Journey**  
*Dr. John Taylor, Glenville State College, WV*

As a special education professor, but more importantly, as the father of a son with autism, the presenter shares a unique perspective of special education. This presentation focuses on the role of family, as well as parental techniques to assist a child with autism. Learner outcomes:

- Participants will develop an understanding of the personal challenges parents of students with disabilities face on a daily basis;
- Participants will develop an understanding of differentiated instructional techniques used for students with autism; and
- Participants will develop an understanding of behavioral techniques used in working with students with autism.

12:15 – 1:15 p.m.

Ballroom  Luncheon/Networking

1:15 – 2:30 p.m.
Grade Aligned Language Arts: Access through an iPad App  
Dr. Pamela Mims, East Tennessee State University and Carol Stanger, Director of Research & University Partnerships, Attainment Company, Inc.

This presentation will inform participants on a study targeting teaching Middle School ELA skills via an App to students with significant disabilities. Based on results of a single subject study, participants will learn about apps to make accessing the general curriculum motivating and easy to use while promoting best practices. Learner outcomes:

• This presentation will provide an interactive session on the use of the iPad app for use in grade aligned ELA instruction for students with significant disabilities from diverse backgrounds;
• Participants will learn about the results of the single subject study conducted on the app with students with significant intellectual disabilities including autism; and
• Participants will gain information about the scripted lesson, which promotes best practices in teaching ELA.

An Examination of Participant Characteristics in Empirical Studies used to Classify Naturalistic Intervention as an Evidence-Based Practice  
Dr. Elizabeth West, University of Washington, Dr. Angi Stone-MacDonald, University of Massachusetts Boston, and Dr. Lisa Liberty, Seton Hall University

This session will present data on characteristics of participants involved in empirical studies used to classify naturalistic intervention as an EBP. A focus is placed on the cultural and linguistic diversity of students with ID and ASD. The rationale for integrating culturally responsive teaching with EBPs will be shared. Learner outcomes - participants will:

• Be knowledgeable about a process for examining the participant characteristic data of empirical studies used to establish naturalistic intervention as an EBP;
• Understand a model for and the importance of incorporating CLD participants in the research of EBPs; and
• Be able to describe a variety of cultural considerations for implementation of EBPs.

Research in Severe Disabilities: Special Education and Beyond  
Dr. Jordan Shurr & Dr. Meaghan McCollow, BCBA, Central Michigan University Note: BCBA CEUs offered for this session.

While education and support for individuals with severe disabilities is undoubtedly multidisciplinary in nature, the research often is not. This presentation examines the current research from a multidisciplinary perspective to explore the key questions of content and source regarding research on this population. Discussion will include the content and findings as well as future implications of this research. Learner outcomes:

• Participants will identify at least three primary foci of research in severe disabilities;
• Participants will compare and contrast discipline-specific and multidisciplinary research topics in severe disabilities; and
• Participants will identify at least three sources for research related to students with severe disabilities and describe the appropriate search methodology.

Making Guided Reading Accessible to Students with Intellectual Disabilities: Real World Implications  
Ann-Bailey Lipsett & Katie Fiese, Teachers of Students with Intellectual Disabilities, Amy Henchey, Kindergarten Teacher & Jacqueline Heller, Reading Specialist, Fairfax County Public Schools

Twenty-one students in three classes of elementary school students with intellectual disabilities ranging from mild to severe participated in a balanced literacy approach through offering guided reading. Action research data reflects that these students made gains in not only in their book handling skills and their phonemic awareness concepts, but also in their ability to generalize reading
skills to real world applications. This approach also provided increased opportunities to include students in general education reading blocks. Learner outcomes:

- Gain an understanding of how to apply guided reading strategies used in general education classrooms when working with students with intellectual disabilities;
- Discuss how using guided reading with students with intellectual disabilities can provide opportunities for inclusion in their school communities; and
- Take advantage of the shared knowledge in the audience to problem solve foreseen difficulties in implementing a balanced literacy approach, and share strategies and examples of success.

**Sundial**

**Preparing and Submitting an Article for Publication in Education and Training in Autism and Developmental Disabilities (ETADD)**

Dr. Stanley Zucker, Professor, Arizona State University, Editor, ETADD

This session with the editor of ETADD will provide information on the specific procedures and considerations in preparing a manuscript for submission to ETADD and an explanation of the review process. General considerations for all types of manuscripts from program descriptions and issue papers to qualitative and quantitative research will be discussed. Opportunity to interact with the editor on individual questions will be provided. Learner outcomes:

- Increase knowledge of manuscript preparation;
- Increase knowledge of manuscript review process; and
- Draw implications related to current writing projects.

**Cardita**

**The “Why?” and “How?” of Paraeducator Training to Effectively Support Students with Disabilities**

Padmaja Sarathy, Infinite Possibilities Educational Consultant

This session will identify the critical need for effective paraeducator training and its design and delivery. A carefully choreographed training framework addressing multiple professional development components for paraeducators will help to maximize learning opportunities for students and encourage their growth of independence while immensely benefiting the teachers they assist. Learner outcomes:

- Identify the reasons why paraeducators need to be well trained and qualified and the negative impact on students they support and the teachers they assist if they are not adequately trained;
- Gain a clear understanding of paraeducator role for optimally supporting students with disabilities to maximize student outcomes and reduce adult dependence; and
- Identify the essential elements of a comprehensive training program and its delivery.

**Conch**

**Using a Hybrid Model to Prepare Educators to Teach Students Identified with ASD**

Dr. Dawn Fraser and Dr. Tamara Marder, John Hopkins University

The number of trained educators who can address the specific needs of students with autism spectrum disorders (ASD) is insufficient. A hybrid model of graduate study training educators on research-based interventions for students with ASD is described. Course content and data collected across five years of implementation will be discussed. Learner outcomes:

- Describe the five-course hybrid model used to prepare educators to work with students with autism spectrum disorder, including descriptions of courses, face-to-face, synchronous and asynchronous instruction details, and measured outcomes;
- Identify benefits and limitations of the model based on summative assessments and follow up data used to determine the outcomes of this model over the past five years; and
- Identify past research on online instruction, documented advantages and disadvantages of such instruction, and a rationale for such an approach to instruction.
Utilizing Natural Supports for Social Inclusion to Ensure Quality of Life
Dr. Lynn Stansberry Brusnahan, University of St. Thomas. Note: Dr. Stansberry Brusnahan will be co-presenting with her young adult son, who has autism.
Learn to support individuals to participate fully in social activities to improve quality of life. This interactive session provides participants with experiences in how communication, perception, and sensory processing challenges contribute to difficulties in making social connections. Learn promising natural supports and activities that help individuals build social relationships. Learner outcomes:
• Learn how to help individuals with special needs become involved in natural supports/social activities and schools;
• Learn about organizations that provide socialization opportunities for individuals with ASD; and
• Learn how to create a circle of friends to support individuals with ASD.

The Deliberate Application of Movement: Voyaging into Alertness and Mobility
Dr. Nancy Briganti, Principal, Maiden Choice School, Dr. Bethany Nero, PT, Sara Quirk, OT, and Brian Wasky, Adapted P.E., Baltimore
Related Service providers instituted a school-wide sensory program designed to reduce targeted behaviors and improve attention during classroom instruction through short movement breaks. These breaks were individualized to each class and student to perform at their level with as few prompts as necessary, both at structured times and as needed. Learner outcomes:
• Participants will understand the need and rationale behind movement breaks, gaining knowledge regarding how movements can lower in-class disruptive behaviors such as but not limited to falling asleep, meltdowns, and elopement;
• Participants will understand the characteristics of movements that can assist and/or reduce disruptive behavior in classroom settings and understand the rationale for matching movements to classes and/or individuals; and
• Participants will gain information regarding the implementation of a school-wide application/integration of movement.

Listening to Bugs: Using Bug in Ear Technology to Increase Accuracy of DTT Implementation
Dr. Tracy McKinney, BCBA-D, University of Illinois at Chicago Note: BCBA CEUs offered for this session.
This presentation examines the use of immediate feedback through Bluetooth technology to teach a caregiver to accurately implement discrete trial teaching with a confederate. The treatment package was successful at increasing accuracy rates. These results and future implications will also be discussed. Learner outcomes:
• Understand the results of using BIE feedback to teach individuals to implement DTT;
• Understand limitations; and
• Discuss future implementations.

Models of Best Practice: Instructional and Behavioral Supports for Educating Students with Autism Spectrum Disorder in the General Education Classroom
Michael Bloom, M.Ed., Program Manager, Behavior Intervention Services and Colleen Barry, BCBA, Behavior Management Teacher, Fairfax County Public Schools
Instructional supports and interventions are discussed highlighting the unique learner profile of students with autism spectrum disorder in the general education classroom. Interventions will include priming, academic modifications, and visual supports. Behavioral interventions at each stage of the acting-out behavior cycle are discussed. Stages will include rumbling, rage or meltdown, and recovery. Learner outcomes:
• Participants will be able to summarize and describe the types of instructional supports that a learner with ASD might need to be successful in the general education classroom;
• Participants will be able to describe how priming can be used in a classroom setting and identify examples of visual supports needed to enhance the skills acquisition of learners with ASD; and
• Participants will be able to describe the three stages of the cycle of acting-out behavior and identify specific interventions that can be implemented at each stage for students with ASD.

Sundial  
**Bringing Evidence-Based Practices into Public School Classrooms: Comprehensive Autism Program Efficacy Study**  
*Dr. Helen Young & Dr. Ruth Falco, Portland State University*

This session describes a comprehensive, evidence-based intervention program for young children with autism. Implementation of this program, across a variety of public preschool and kindergarten classrooms, in partnership with diverse educators and families, will be discussed. Results from an Institute of Education Sciences (IES) efficacy study will be shared. Learner outcomes:

• Describe the evidence-based components of a comprehensive, school-based program for young children with ASD;
• Describe the results of an efficacy study evaluating a comprehensive, school-based program for young children with ASD; and
• Discuss the challenges, rewards, and other issues related to implementing a comprehensive program for young children with ASD in public school classrooms and home settings.

Cardita  
**Facilitating Individual Choice when Implementing a Curriculum Using General Academic Courses with University Students having Intellectual Disabilities**  
*Beth Bader, Virginia Commonwealth University*

ACE-IT in College began four years ago with the concept of creating a "program of one" through the development of a curriculum that uses only existing courses available to all university students. The presentation addresses how the curriculum evolved and how student choice is facilitated within the individualized curriculum. Learner outcomes:

• Participants will learn the intricacies of individualized curriculum development that incorporates course choices made by students with intellectual disabilities attending a large, urban university;
• Participants in the session will learn about the collaboration that is needed at the university level for full inclusion of students with significant disabilities and how to make this happen; and
• Participants will learn about the experiences of individual students as they take the same University courses available to all undergraduates.

4:15 – 5:00 p.m.

**Ballroom**

**Closing General Session**

❖ Keynote Speaker: Patricia Moody, Sign Language Instructor & Self-Advocate, *My Life with Down Syndrome*. Session sponsored by the Florida Subdivision of DADD.

❖ Closing Remarks

Patricia Moody, a vivacious redhead, is an inspiration to all who get to know her. Her dynamic, sparkling personality and upbeat approach to life equip her to be a great advocate for those with disabilities. She was elected by her peers and served for three years on the National Down Syndrome Congress Board of
Patricia has been appointed to serve on the Board of Sun Up ARC of Indian River County as the Advocate Director. She formed the Advocacy Committee consisting of four young adults who are the voice of their friends with disabilities, reviewing programs and meeting with legislators.

Her heart-felt passion is sign language, which she began teaching herself as a teenager. The National Down Syndrome Society awarded Patricia a college scholarship and she took ASL I and ASL II. She is now fluent in American Sign Language (ASL) and is self-employed as a teacher of ASL for Sun Up ARC and two local high schools.

Patricia is a regular speaker at conferences and meetings where she discusses her life with Down syndrome and how to advocate effectively for people with disabilities. She recently spoke about growing up with Down syndrome to first year medical students of University of Florida and the University of Central Florida. In addition to her bubbly personality, she has a beautiful talent of singing, which she combines with interpretive signing – she is sure to win your heart!

Continuing Education Units (CEUs) and BCBA CEUs: Please check at the registration desk for information.
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Cindy Perras
DADD Conference Co-ordinator
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TOP 10 REASONS

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