

2018 ASD State Conference Schedule
THURSDAY APRIL 19th 2018

*General, Behavior, Early Childhood, Transition, Circle of Friends (CoF) and Parent Tracks are noted to help participants determine the focus and content of breakout sessions. **Participants are welcome to attend any session of their choosing**, regardless of Track.

7:30 AM – 8:30 AM	CONFERENCE REGISTRATION
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7:45 AM – 9:00 AM	CONTINENTAL BREAKFAST
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8:30 AM -10:00 AM	KEYNOTE	WINDSOR BALLROOM
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Keynote: Anxiety and the Autism Spectrum

Pat Friman Ph.D., ABPP _____ Windsor Ballroom
Type: Keynote

Anxiety is a term used for the most common group of psychological/behavioral problems affecting mankind. These problems are so prevalent in typically developing persons that they could plausibly be thought of as the psychological equivalent of fever. Pertinent to this presentation, these problems are even more prevalent in persons with Autism Spectrum Disorders (ASD) than in typically developing persons. One obstacle to progress is the term anxiety itself. It is a hypothetical term that has never been adequately defined. For example, the most authoritative book on anxiety disorders does not even attempt a definition for the first 100 pages and the one then offered is a long paragraph that itself includes a number of undefined terms.

Nonetheless, a number of effective treatments have been developed. Although better understanding of the term and the phenomena to which it refers would advance treatment even more, the purpose of this talk is merely to describe what is currently known. For example virtually all of the problem behaviors associated with anxiety involve either avoidance or escape. And virtually all of the effective treatments involve variations of exposure and escape extinction.

This talk will discuss anxiety in straightforward terms; illuminate the extent to which it affects virtually everyone to a certain degree and the extent to which it affects persons with ASD even more. It will also discuss treatment both in terms of experimental study and clinical application. Finally, because the research on treatment of anxiety in persons with ASD is so limited, the talk will extrapolate from the abundant literature on treatment of anxiety in typically developing persons.

Learner Outcomes: At the end of the session participants will be able to:

1. Attendees will be able to provide colloquial and behavior analytic definitions of anxiety.
2. Attendees will be able to describe at least one developmentally based reason for the increased prevalence of anxiety in the ASD population.
3. Attendees will be able to describe at least three treatment based approaches to anxiety for persons with ASD.

Disclosure Information: Financial: Receives payment from ASD Network for presenting, Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

10:00 AM - 5:00 PM	EXHIBITOR BOOTHS OPEN
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10:00 AM - 10:30 AM

MORNING BREAK

10:30 AM - 11:45 AM

CONCURRENT SESSIONS

**Creating a Behavior Intervention Plan That You Can
WOW Your Friends with on Monday Morning (REPEATED 1:00-2:15)**

Matt McNiff, Ph.D. _____ Dapper I & II
Ages: All Track: Behavior Level: Advanced

The function of the behavior for children is often the focus of many conversations surrounding the behavior of children and for good reason. After identifying the function, the real work begins by creating a behavior plan that addresses the student's need from all angles. This presentation will isolate the major components of the behavior intervention plan and the attendee will walk away with templates that are easy to use so that everyone on the team knows exactly what to do and the plan can be implemented with fidelity. Topics will include defining the behavior, how to identify an appropriate replacement behavior, lesson planning for the replacement behavior, prevention strategies focusing on curricular, environmental, and teacher modifications, reinforcement systems, planning for failure, how to set up a systematic data collection system, and plan evaluation. Attendees will have access to templates and examples to use in their district.

Learner Outcomes: At the end of the session participants will be able to:

- Understand how to use function to drive interventions for a behavior intervention plan.
- Choose and teach an appropriate replacement behavior based on the function of the behavior.
- Develop prevention strategies including curricular, environmental, and teacher modifications, to decrease the difficult behavior.
- Collect appropriate data and understand why data is collected to help reduce behavior.

Topics: Assessment & Identification, Behavior, Data Collection

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Practical Strategies for Young Children (0-5) with ASD

Ashley Meyer, Jessica Broderick, Meggin Funk _____ Dapper III
Ages: Infant/Toddler/Preschool Track: Early Childhood Level: Introductory

Many interventions exist; however, research has found only some of them to be effective. Those that have been shown to be effective are called evidence-based practices (EBP). The purpose of this session is to share 6 EBPs for young children with autism spectrum disorder (ASD). Attendees will gain knowledge on specific strategies within each of the EBPs that can be taken and implemented immediately.

Learner Outcomes: At the end of the session participants will be able to:

- Identify evidence-based practices (EBP) specific to young children.
- Learn how to apply practical strategies from EBPs.

- o Access resources online to further understand EBPs.

Topics: Classroom and Instructional Strategies, Early Childhood, Family Supports
Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Evidence Based Practices for the Use of Medications in the Treatment of ASD: Myths and Facts

Dr. Tsai _____ Windsor I & II
Ages: All Track: Parent/General Level: Intermediate

This presentation will begin with the current rationales for using psychotropic medications in Autism Spectrum Disorder (ASD) to treat certain co-existing neuropsychiatric disorders or to correct certain believed reasons of the development of ASD (such as vitamins). The presentation will then show that almost all previous survey studies of the use of psychotropic medications in individuals with ASD have found that more than 50% of the studied populations have been given or received at least one kind of psychotropic medication for their ASD while most caregivers in the studies reported no significant improvement after taking the psychotropic medications. The presentation will follow with data showing that, at the present, there does not have a widely accepted evidence-based guidelines to help consumers to decide whether they should take the psychotropic medications as recommended by their treating physicians. This presentation will introduce a new system based on solid research methodologies to assess the evidence-based ranking of the effectiveness of the most commonly used psychotropic medications in ASD to provide some helpful guidelines for caregivers.

Learner Outcomes: At the end of the session participants will be able to:

- o Understand the rate or frequency of co-existing neuropsychiatric disorder of ASD.
- o Understand the rate or frequency of using psychotropic medications in individuals with ASD.
- o Understand the current practice of using many different kinds of medications in treating ASD that are not based on scientific evidence.
- o Understand how to judge a certain medication treatment of ASD is based on solid scientific evidence.

Topics: Medical/Evidence Based Practices
Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Making It Meaningful: Strategizing Targeted Supports (Part 1)

Heather Parker-Evans, Lynn Bender, Stephanie Erickson, Casie Olsen _____ Windsor VII & VIII
Ages: All Track: General Level: Advanced

This presentation is for teams who have tried some basic level intervention strategies but are looking for more targeted supports. Interventions have been shown to be most effective when the design is more targeted and specifically matched to a student's needs (Grossman, 2009; Myles et al, 2012, 2009, 2007).

The goal of this presentation will be to assist teams with intervention planning and problem solving. Teams will leave this presentation with revised and specific strategies for interventions that can be implemented for specific students with whom they work. Panel members will briefly present intervention strategies in the following areas: sensory supports, reinforcements, visual support, social skills instruction, communication, and emotion regulation. Teams will then receive assistance troubleshooting their current intervention plans with panel members. Panel members will be able to provide teams with one-on-one support for strategizing and offer structures for implementing a more comprehensive intervention plan following the presentation.

Learner Outcomes: At the end of the session participants will be able to:

- Provide a brief overview to teams of intervention ideas to address reinforcement, visual supports, social skills instruction, communication, emotion regulation, and sensory supports.
- Provide one-on-one support for strategizing.
- Assist teams with intervention planning and problem solving.
- Offer structures for implementing a more comprehensive intervention.

Topics: Behavior, Classroom and Instructional Strategies

Session Format: Panel

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Making Circle of Friends Successful at the Secondary Level (REPEATED 1:00-2:15)

Tom Coviello, Christa Anderson, Annette Fitzgerald _____ Windsor IX &X
Ages: Middle/High School Track: CoF, Level: Introductory

This session will provide participants with ideas of how to start and maintain a Circle of Friends group at the secondary level. Circle of Friends (CoF) is a social and language skills program of inclusion that provides valuable support to students with social skills deficits including special needs (Target Students). It is based on the establishment of friendships between students with disabilities and their trained, non-disabled peers (Mentor Students) as both interact meaningfully in the natural environment. Participants will be provided with activities and ideas to use and implement with their own students.

Learner Outcomes: At the end of the session participants will be able to:

- Identify an alternative structure for a Circle of Friends group.
- Take back several group activities that can be implemented immediately.
- Overcome obstacles encountered at the secondary level.
- Share their own successes and challenges they have encountered in a round table discussion at the end of the presentation.

Topics: Communication, Social Skills

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Setting High Expectations for Students through Learning Targets & Student Directed Learning (REPEATED 2:30-3:45)

Peter Kok, Angela Meyers _____ Windsor III

The purpose of this session is to show participants how learning targets and student directed learning can foster independence in students with ASD. One way of igniting this student ownership is to show students the relevance of their learning. This process can be accomplished by creating learning, social, and/or behavioral targets. Independence from these targets can be accomplished by setting student directed standards in the form of success criteria. This process can be individualized for different learning activities, tasks, as well as for a variety of different behavioral expectations and educational settings.

Learner Outcomes: At the end of the session participants will be able to:

- Learn how to create learning targets for their educational setting.
- Create student directed learning goals using success criteria.
- Understand how learning targets and success criteria can be successful for students with autism spectrum disorder (ASD).

Topics: Behavior, Classroom and Instructional Strategies

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

“How To Tell Your Story” in Alternative Creative Forms

Janine Brooks, Minadora Macheret _____Gatsby
Ages: Middle/High School/Adult Track: General, Parent Level: Intermediate

Being able to advocate for one's needs is essential, but how can such a task be accomplished if the individual is unable to tell the 'story' that helps to justify the need or point out the problem? In this writing workshop, we will be learning how to tell our stories in some creative ways that do not necessarily involve grammar, punctuation, or even spelling. Learning to tell the story is the bigger part of advocacy: it is in the understanding of the problems explained through these stories that change can come about to improve an autistic person's situation. And sharing stories can be so much fun!

Learner Outcomes: At the end of the session participants will be able to:

- Write a story in a nontraditional manner that brings awareness to an issue.
- Promote community dialogues among individuals.
- Have a better appreciation for using poetry and prose as forms of communication.

Topics: Communication, Classroom and Instructional Strategies

Session Format: Hands-on Interactive

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Assistive Technology Playground

Nebraska Educational Assistive Technology _____Fedora I & II
Ages: All Track: General Level: Introductory

Everyone benefits from the use of Assistive Technology, and evidence based practices lends to the success of individuals with autism using AT tools and technology. Attendees will be able to gain more knowledge about AT to assist their teams in the mandated AT Considerations process in the IEP, and will have the opportunity to expand their knowledge about the new technology and tools that are available for use with their students with autism. This AT Playground and Pocket Sessions will be set up for short formal sessions beginning at regular session start times. Between each of these sessions participants will have the ability to come and go freely to explore the different AT Tools available, ask questions to the Regional Specialists, and gain hands-on experience with particular devices.

Session 1: AT Considerations in the IEP and IFSP

Learner Outcomes: At the end of the session participants will be able to:

- o Gain knowledge on the new AT tools and devices available
- o Learn about how to access tools for trial
- o Gain knowledge in about AT you can access or already have access to
- o Physically explore AT that might interest you or your students
- o Have access to the AT knowledge base from across the state of Nebraska to ask your own questions

Topics: Classroom and Instructional Strategies

Session Format: Hands-on Interactive

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Introduction to Autism Spectrum Disorders

Dawna Sigurdson _____ Sugarloaf

Ages: All

Track: General

Level: Introductory

This presentation will provide an overview of the characteristics of autism spectrum disorders, national and local prevalence data, and considerations for selecting and individualizing interventions.

Learner Outcomes: At the end of the session participants will be able to:

- o Define autism
- o Recognize common characteristics of autism spectrum disorders
- o Identify common facts and myths about autism

Topics: General Information

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

11:45 AM – 1:00 PM	LUNCH	WINDSOR BALLROOM
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1:00 PM – 2:15 PM	CONCURRENT SESSIONS	
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Creating a Behavior Intervention Plan That You Can WOW Your Friends with on Monday Morning (REPEAT)

Matt McNiff, Ph.D. _____ Dapper I & II
Ages: All Track: Behavior Level: Advanced

The function of the behavior for children is often the focus of many conversations surrounding the behavior of children and for good reason. After identifying the function, the real work begins by creating a behavior plan that addresses the student's need from all angles. This presentation will isolate the major components of the behavior intervention plan and the attendee will walk away with templates that are easy to use so that everyone on the team knows exactly what to do and the plan can be implemented with fidelity. Topics will include defining the behavior, how to identify an appropriate replacement behavior, lesson planning for the replacement behavior, prevention strategies focusing on curricular, environmental, and teacher modifications, reinforcement systems, planning for failure, how to set up a systematic data collection system, and plan evaluation. Attendees will have access to templates and examples to use in their district.

Learner Outcomes: At the end of the session participants will be able to:

- Understand how to use function to drive interventions for a behavior intervention plan.
- Choose and teach an appropriate replacement behavior based on the function of the behavior.
- Develop prevention strategies including curricular, environmental, and teacher modifications, to decrease the difficult behavior.
- Collect appropriate data and understand why data is collected to help reduce behavior.

Topics: Assessment & Identification, Behavior, Data Collection
Session Format: Lecture

Disclosure Information: Financial: Receives payment from ASD Network for presenting, Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Utilizing ABA Practices Within the Structure of Home Visiting Requirements for Part C Providers (REPEATED 2:30-3:45)

Sheila Brodersen _____ Dapper III
Ages: Infant/Toddler/Preschool Track: Early Childhood Level: Intermediate

The purpose of this session will be to inform service providers to be effective and efficient in their home visit. Each home visit is focused on goals that the parents have indicated through the Routines-based Interview. For example, when an IFSP goal is focused on getting their child to talk more, an effective strategy would be to utilize mand training. Early intervention is the key to creating a significant change in the child's skills. However, most home visitors only see the family a few times a month and on rare occasions weekly. By utilizing ABA practices to teach and train the parent to teach the child and to collect data, the provider becomes more impactful. Attendees will be able to take strategies to become more effective service providers.

Learner Outcomes: At the end of the session participants will be able to:

- Use effective training and feedback for families learning new skills.
- Empower families to create programming and collect data.
- Balance the home visiting requirements with effective, researched-based strategies.

Topics: Service Delivery
Session Format: Lecture

Disclosure Information: Financial: Receives payment from ASD Network for presenting, Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Don't Lose Hope – One Student, Many Stories

Cameron Soester, Megan Seibel, Haley Norvel _____ Windsor I & II

Ages: Middle/High School

Track: General

Level: Introductory

Our presentation focal point will be a case study of one student, our journey with him through his middle school and high school experience, and the top seven lessons we have learned along the way. Over the last six years we have experienced the highs and lows that come with working with students on the autism spectrum. It is our goal that this case study will energize and encourage those that work with students that need extra behavioral, academic, social, and emotional support. Our intention is to spread the message of hope and persistence when working with extraordinary students that have more than academic needs.

Learner Outcomes: At the end of the session participants will be able to:

- Understand the importance of developing a team approach when working with students.
- Know how to stay current on the latest research and resources available.
- Help their students write a better story.

Topics: Behavior, Classroom and Instructional Strategies
Session Format: Lecture

Disclosure Information: Financial: Receives payment from ASD Network for presenting, Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Making It Meaningful: Strategizing Targeted Supports (Part 2)

Heather Parker-Evans, Lynn Bender, Stephanie Erickson, Casie Olsen _____ Windsor VII & VIII

Ages: All

Track: General

Level: Advanced

This presentation is for teams who have tried some basic level intervention strategies but are looking for more targeted supports. Interventions have been shown to be most effective when the design is more targeted and specifically matched to a student's needs (Grossman, 2009; Myles et al, 2012, 2009, 2007). The goal of this presentation will be to assist teams with intervention planning and problem solving.

Teams will leave this presentation with revised and specific strategies for interventions that can be implemented for specific students with whom they work. Panel members will briefly present intervention strategies in the following areas: sensory supports, reinforcements, visual support, social skills instruction, communication, and emotion regulation. Teams will then receive assistance troubleshooting their current intervention plans with panel members. Panel members will be able to provide teams with one-on-one support for strategizing and offer structures for implementing a more comprehensive intervention plan following the presentation.

Learner Outcomes: At the end of the session participants will be able to:

- Provide a brief overview to teams of intervention ideas to address reinforcement, visual supports, social skills instruction, communication, emotion regulation, and sensory supports.
- Provide one-on-one support for strategizing.

- Assist teams with intervention planning and problem solving.
- Offer structures for implementing a more comprehensive intervention.

Topics: Behavior, Classroom and Instructional Strategies
 Session Format: Panel

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Making Circle of Friends Successful at the Secondary Level (REPEAT)

Tom Coviello, Christa Anderson, Annette Fitzgerald _____ Windsor IX &X
 Ages: Middle/High School Track: CoF Level: Introductory

This session will provide participants with ideas of how to start and maintain a Circle of Friends group at the secondary level. Circle of Friends (CoF) is a social and language skills program of inclusion that provides valuable support to students with social skills deficits including special needs (Target Students). It is based on the establishment of friendships between students with disabilities and their trained, non-disabled peers (Mentor Students) as both interact meaningfully in the natural environment. Participants will be provided with activities and ideas to use and implement with their own students.

Learner Outcomes: At the end of the session participants will be able to:

- Identify an alternative structure for a Circle of Friends group.
- Take back several group activities that can be implemented immediately.
- Overcome obstacles encountered at the secondary level.
- Share their own successes and challenges they have encountered in a round table discussion at the end of the presentation.

Topics: Behavior, Communication, Transition/Adulthood, Social Skills
 Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Differentiating Between a Visual Impairment and Autism Spectrum Disorders

Mackenzie Savaiano, Susan Pope, Holli Luff _____ Windsor III
 Ages: Preschool/Elementary Track: General Level: Introductory

There are several common causes of visual impairment in young children that have high co-morbidity rates with autism. There are also behavioral characteristics associated with autism that are also common in young children with visual impairment that are the result of vision loss or a combination of vision loss and other disabilities. The purpose of this session is to describe these behavioral characteristics and discuss issues with and strategies for conducting autism screenings and assessments with children with visual impairment from the literature in the field. Attendees will be provided with a quick reference guide and the session will include several case study examples to help apply information learned in the session to individuals they work with.

Learner Outcomes: At the end of the session participants will be able to:

- Identify similarities in behavioral characteristics between autism and visual impairment in young children.

- Identify issues in assessing autism in students with visual impairment.
- Identify potential strategies for assessing autism in students with visual impairment.

Topics: Assessment and Identification, Early Childhood, Sensory
 Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Student-Led IEPs (REPEATED 2:30-3:45)

Sandy Peterson, Jennifer Miller _____ Gatsby
 Ages: Elementary/Middle/High School Track: Transition Level: Intermediate

The purpose of this session is to provide participants with information and strategies that will help increase student participation in IEP meetings as well as help increase self-confidence and the communication and self-advocacy skills of students with ASD. The information and strategies will address ways to improve student engagement in the planning of their education and how to take ownership of their goals as well as have a positive impact on parent involvement in the IEP process. Participants will be able to take the self-advocacy lesson plan ideas and participation strategies from this learning session and implement them immediately into their work with students who have ASD, which will include collaboration with parents of students with ASD. Resources will be provided so participants will have the tools for implementation.

Learner Outcomes: At the end of the session participants will be able to:

- Promote meaningful student participation in IEP meetings.
- Understand what students need to know about themselves and their IEPs in order to benefit from the student-led IEP process.
- Help students write their own self-advocacy plan.
- Identify effective strategies to build self-determination in students.

Topics: Classroom and Instructional Strategies, Communication
 Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Assistive Technology Playground

Nebraska Educational Assistive Technology _____ Fedora I & II
 Ages: All Track: General Level: Introductory

Session 2: Documenting AT in the IEP/IFSP

Learner Outcomes: At the end of the session participants will be able to:

- Gain knowledge on the new AT tools and devices available
- Learn about how to access tools for trial
- Gain knowledge in about AT you can access or already have access to
- Physically explore AT that might interest you or your students
- Have access to the AT knowledge base from across the state of Nebraska to ask your own questions

Topics: Team Communication, Family Supports

Session Format: Hands-on Interactive

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

2:15 PM-2:30 PM

AFTERNOON BREAK

2:30 PM – 3:45 PM

CONCURRENT SESSIONS

An Overview of Pivotal Response Treatment

Jennifer Burgard-Quaranta, Katie Troupe _____ Dapper I & II
Ages: All Track: General Level: Introductory

This presentation will provide an overview of Pivotal Response Treatment. Pivotal Response Treatment® is a highly acclaimed research-based intervention for individuals with Autism Spectrum Disorders (ASD). PRT® is a naturalistic intervention model derived from Applied Behavior Analysis (ABA). Pivotal Response Treatment® is a naturalistic intervention model derived from ABA approaches. Rather than target individual behaviors one at a time, PRT® targets pivotal areas of a child's development, such as motivation, responsivity to multiple cues, self-management, and social initiations. By targeting these critical areas, PRT® results in widespread, collateral improvements in other social, communicative, and behavioral areas that are not specifically targeted.

Learner Outcomes: At the end of the session participants will be able to:

- Provide an overview of PRT® and its uses with individuals with Autism Spectrum Disorder (ASD) for learning first words and improving language
- Identify motivational strategies for use with individuals with ASD that produce more rapid acquisition of speech sounds, first words, and language
- Discuss materials and strategies to assist in facilitating the learning of new skills related to social communication and initiations such as question asking

Topics: Communication, Behavior, Social Skills

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Utilizing ABA Practices Within the Structure of Home Visiting Requirements for Part C Providers (REPEAT)

Sheila Brodersen _____ Dapper III
Ages: Early Childhood Track: Early Childhood Level: Intermediate

The purpose of this session will be to inform service providers to be effective and efficient in their home visit. Each home visit is focused on goals that the parents have indicated through the Routines-based Interview. For example, when an IFSP goal is focused on getting their child to talk more, an effective strategy would be to utilize mand training. Early intervention is the key to creating a significant change in the child's skills. However, most home visitors only see the family a few times a month and on rare occasions weekly. By utilizing ABA practices to teach and train

the parent to teach the child and to collect data, the provider becomes more impactful. Attendees will be able to take strategies to become more effective service providers.

Learner Outcomes: At the end of the session participants will be able to:

- Use effective training and feedback for families learning new skills.
- Empower families to create programming and collect data.
- Balance the home visiting requirements with effective, researched-based strategies.

Topics: Service Delivery

Session Format: Lecture

Disclosure Information: *Financial: Received payment from ASD Network for presenting, Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose*

Circle of Friends Project Changes: Q & A Session

Michaela Ahrens, Mary Schlieder, Annette Wragge _____ Windsor I & II
Ages: All Track: CoF Level: Introductory

This presentation will provide a brief overview of Circle of Friends as a peer mediated intervention strategy. It will include an overview of the Circle of Friends grant opportunity, funded by Autism Action Partnership. Changes to the project (including the new option to receive onsite consultation support), upcoming trainings opportunities and information about how to apply will be provided.

Learner Outcomes: At the end of the session participants will be able to:

- Provide an overview of Circle of Friends and its uses with individuals with Autism Spectrum Disorders to develop critical social skills and friendships.
- Identify ways to receive grant funds and/or resources to successfully implement circle of friends

Topics: Instructional Strategies

Session Format: Panel

Disclosure Information: *Financial: Received payment from ASD Network for presenting, Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose*

Being a Chameleon: Wearing the Neurotypical Mask

Lindsey Allen, Mara Fritts, Suz Swanson _____ Windsor VII & VIII
Ages: Middle/High School/Adult Track: General Level: Intermediate

Our session seeks to explore the ways in which wearing a mask is both necessary and costly in a neurotypical world by exploring the lived experiences of three autistic women. Increasingly, professionals are recognizing the effects that growing up neurodivergent has on the self and mental health, with attention being drawn to the alarmingly high suicide rates among autistic people. Everyone on the spectrum develops their own way of coping with their differences, but a common experience is the skill of developing a social mask or facade to hide one's autism and smooth social interactions.

This session aims to go beyond the usefulness that leads autistic people to develop these masks by examining the ways in which they impact the everyday lives of the women on the panel and others in the autistic community. Panel members will share their experiences with masks--how

they learned them, when and where they use them, and how being able to wear a mask has impacted their lives. Attendees will gain insights into how autistic people experience the process of developing coping skills and a sense of self, and deepen their understanding of the balance we attempt to maintain.

Learner Outcomes: At the end of the session participants will be able to:

- Understand what it's like for those on the spectrum, especially women, to wear a mask every day.
- Understand how our masks are different from a more authentic identity and from the kinds of social masks neurotypical people wear.
- Understand how wearing a mask costs us.
- Understand why masks are important to our "survival."

Topics: Autism, Transition and Adulthood

Session Format: Panel

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

From Self-Contained to Social Opportunities and Beyond

Barbara Gentrup, Chelsey Jacobitz, Connie Meyer _____ Windsor IX & X
Ages: Middle/High School Track: CoF, General Level: Introductory

This session will focus on one student and how his program has evolved from a self-contained program to inclusion and social opportunities. The session will include details about social opportunities that are provided to the student and evidence-based strategies that will help attendees create opportunities for social interaction for students with ASD within their own schools.

Learner Outcomes: At the end of the session participants will be able to:

- Identify resources for social opportunities within their own district.
- Evaluate opportunities in their own districts and review the opportunities' effectiveness for the target student.
- Identify the opportunities for reduced/changed supports and how they benefitted the target student with his/her social opportunities.

Topics: Behavior, Social Skills

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Setting High Expectations for Students through Learning Targets & Student Directed Learning (REPEAT)

Peter Kok, Angela Meyers _____ Windsor III
Ages: Elementary/Middle/High School Track: General Level: Introductory

The purpose of this session is to show participants how learning targets and student directed learning can foster independence in students with ASD. One way of igniting this student ownership is to show students the relevance of their learning. This process can be accomplished

by creating learning, social, and/or behavioral targets. Independence from these targets can be accomplished by setting student directed standards in the form of success criteria. This process can be individualized for different learning activities, tasks, as well as for a variety of different behavioral expectations and educational settings.

Learner Outcomes: At the end of the session participants will be able to:

- Learn how to create learning targets for their educational setting.
- Create student directed learning goals using success criteria.
- Understand how learning targets and success criteria can be successful for students with autism spectrum disorder (ASD).

Topics: Behavior, Classroom and Instructional Strategies

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Student-Led IEPs (REPEAT)

Sandy Peterson, Jennifer Miller _____ Gatsby

Ages: Elementary/Middle/High School

Track: General/Parent

Level: Introductory

The purpose of this session is to provide participants with information and strategies that will help increase student participation in IEP meetings as well as help increase self-confidence and the communication and self-advocacy skills of students with ASD. The information and strategies will address ways to improve student engagement in the planning of their education and how to take ownership of their goals as well as have a positive impact on parent involvement in the IEP process. Participants will be able to take the self-advocacy lesson plan ideas and participation strategies from this learning session and implement them immediately into their work with students who have ASD, which will include collaboration with parents of students with ASD. Resources will be provided so participants will have the tools for implementation.

Learner Outcomes: At the end of the session participants will be able to:

- Promote meaningful student participation in IEP meetings.
- Understand what students need to know about themselves and their IEPs in order to benefit from the student-led IEP process.
- Help students write their own self-advocacy plan.
- Identify effective strategies to build self-determination in students.

Topics: Classroom and Instructional Strategies, Communication

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Assistive Technology Playground

Nebraska Educational Assistive Technology _____ Fedora I & II

Ages: All

Track: General

Level: Introductory

Session 3: AT in the Regular Education Classroom

Learner Outcomes: At the end of the session participants will be able to:

- o Gain knowledge on the new AT tools and devices available
- o Learn about how to access tools for trial
- o Gain knowledge in about AT you can access or already have access to
- o Physically explore AT that might interest you or your students
- o Have access to the AT knowledge base from across the state of Nebraska to ask your own questions

Topics: Classroom and Instructional Strategies

Session Format: Hands on

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Introduction to High Functioning Autism

Mary Flory, Melinda Henson _____ Sugarloaf
Ages: All _____ Track: General _____ Level: Introductory

This presentation will provide an overview of the characteristics, learning styles and effective supports for individuals with high functioning autism. Specific supports and strategies will be reviewed to effectively support students with high functioning autism in a variety of settings.

Learner Outcomes: At the end of the session participants will be able to:

- o Gain an awareness of the characteristics and differences specific to individuals with high functioning autism
- o Understand ways to support individuals with ASD to increase their success in the general, special education, vocational, home and community environments
- o Gain an understanding of various technology tools that can support individuals with ASD

Topics: Autism, Instructional Strategies, Communication

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

3:45 PM – 4:00 PM	BREAK
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4:00 PM – 5:00 PM	NETWORKING RECEPTION	WINDSOR BALLROOM
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5:15 PM - 7:15 PM	AWARDS, DINNER & KEYNOTE	WINDSOR BALLROOM
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Everyday Strategies for Everyday Autism

Alyson Beytien _____ Windsor Ballroom
Type: Keynote

The challenges of supporting an child with ASD are many, and the amount of research and interventions currently available can be overwhelming. This presentation focuses on what everyone--parents, teachers, extended family, support personnel--can do each day to ensure success for the child and for all involved. This presentation is full of humor, reality, and practical ideas.

FRIDAY APRIL 20TH 2018

*General, Behavior, Instructional Strategies, Early Childhood, Transition, and Parent Tracks are noted to help participants determine the focus and content of breakout sessions. **Participants are welcome to attend any session of their choosing**, regardless of Track.

7:45 – 9:00 AM

CONTINENTAL BREAKFAST

8:30 AM -10:00 AM

KEYNOTE

WINDSOR BALLROOM

When Life Gives You a Wheelchair Make Lemonade

Zach Anner _____ Windsor Ballroom
Type: Keynote

Two months early, underweight and under-prepared for life, Zach entered the world with cerebral palsy and an uncertain future. By his thirtieth birthday, he had grown into an adult with a career in entertainment, millions of fans, a loving family, and friends who would literally carry him up mountains. With a mixture of hilarity and heart, hear Zach share his miraculous story.

Disclosure Information: Financial: Receives payment from ASD Network for presenting, Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

10:00 AM - 10:30 AM

BREAK

10:00 AM - 4:00 PM

EXHIBITOR BOOTHS OPEN

10:30 AM - 11:45 AM

CONCURRENT SESSIONS

Navigating the Sea of Autism and Adolescence (Part 1)

Alyson Beytien _____ Dapper I & II
Ages: Middle/High School Track: Transition, Parent Level: Intermediate

Individuals with ASD experience the same challenges of Adolescence as other teenagers--but in the extreme! This presentation focuses on practical ideas for teaching sexuality, hygiene, critical concepts and the complicated issues of teenage relationships. Resources, visual supports, and curriculum will be provided for discussion. In this 2 part presentation, Ms. Beytien will share her real-life experiences working with, and raising, teenagers with ASD.

Topics:

Session Format: Lecture

Disclosure Information: Financial: Receives payment from ASD Network for presenting, Complimentary registration for ASD Network Conference; Nonfinancial: Alyson has children with autism and shares personal stories in her presentations.

The Critical Links in Early Identification and Intervention of ASD

Dr. Tsai _____ Dapper III
Ages Infant/Toddler/Preschool Track: Early Childhood, Parent Level: Advanced

This presentation will review the literature on the studies that claimed their diagnostic system could perform early diagnosis of ASD. The review will focus on the validity, reliability, and stability of the early diagnostic system. The presentation will also review literature on early intervention of ASD that report short-term and middle-term outcomes. The review will focus on the treatment effects that include change of clinical presentations and original diagnosis, strengths and weaknesses of various early interventions. The presenter will comment on the impacts of early diagnosis and intervention based on available follow-up data.

Learner Outcomes: At the end of the session participants will be able to:

- Identify various early diagnostic systems of ASD and their validity, reliability, and stability based on the results of short-term and middle-term follow-up studies.
- Identify various early intervention systems of ASD and their short-term and middle-term treatment outcomes.
- Understand how to make realistic and practical decisions on accepting early diagnostic conclusion and on pursuing certain type(s) of early intervention(s) for their children or students.

Topics: Assessment, Identification, Early Intervention

Session Format: Lecture

Disclosure Information: Financial: Receives payment from ASD Network for presenting, Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Teaching Emotions and Self-Regulation Using Verbal Behavior (REPEATED 1:00-2:25)

Courtney Tschudin, Jennifer Vest, LoRene Kelly _____ Windsor I & II
Ages: Elementary Track: Behavior Level: Intermediate

*This session requires knowledge of Verbal Behavior.

The purpose of our project was to find another way to teach the language used in the Zones of Regulation to students with ASD. This group of students was acquiring language at higher rates using the Verbal Behavior teaching model, but they were not picking up on the vocabulary used in the Zones of Regulation to describe their emotions or how to request a strategy to calm down when upset. In our project, we took the vocabulary, zones and tools used in the Zones of Regulation and taught it systematically through a Verbal Behavior Program. Zones of Regulation is a curriculum that is geared to helping students learn how to regulate and self-access their emotions and behavior. It teaches skills on how to identify the emotion that they are feeling and what strategy they can use to be ready to learn again. It is critical to teach students the tools to use when they are in each zone so they can be ready to learn. It is also critical for them to practice the skills necessary for self-monitoring to increase control over their emotions, and to problem solve how to be ready to learn.

We will share how we structured our program and how we introduced the vocabulary, zones and tools through the different operants of Verbal Behavior. Our preliminary results after a month and a half of implementation are students who have started selecting what zone they are in more accurately and identifying the four different zones using simple language (red zone is being angry, yellow zone is scared, blue zone is sad, and green zone is happy). Now most of the students are able to "check in" during Morning Meeting and identify what zone they are in and use a feeling word within that zone.

Learner Outcomes: At the end of the session participants will be able to:

- Understand how Zones of Regulation can be taught through a Verbal Behavior Teaching model.
- Understand how to get started and walk away with a framework.
- Understand how strategies can be implemented to increase generalization of skills throughout the day.

Topics: Behavior, Communication, Measurement and Data Collection, Social Skills

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Strategies to Support Learning During Recess, Leisure, and other Social Times throughout the School Day

Kristin Forman, Jennifer Burgard-Quaranta _____ Windsor VII & VIII

Ages: Elementary

Track: General

Level: Introductory

While for many children, recess and opportunities for social engagement are welcomed breaks from the structured classroom environment; students with autism may have greater difficulty socializing appropriately at these times. Teachers and support staff have identified unstructured activities as times when they are requiring more support for their students with autism. This presentation aims to share supports that have worked with past students to increase participation at recess and during other social events. We also want to focus on why these times of a student's day can be particularly challenging. Finally, we want to leave the audience with ideas for activities to take back to their school and implement these social supports successfully. We will use evidence-based practices including visual schedules, social stories, peer modeling, and video modeling to address this topic. Attendees will be provided with strategies that have been successful in case studies with students in our district. We will provide examples of materials and supports that were used with these students along with activities that can be completed during indoor and outdoor recess times, during lunch, and at other events during the school day.

Learner Outcomes: At the end of the session participants will be able to:

- Understand why students with autism have difficulty navigating the social world.
- Identify supports that can be put into place to help.
- Implement at least one activity that could promote increased participation or socialization for a student with autism during social events.

Topics: Social Skills, Communication

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

My Story: Driving With Autism

Mike Dimauro _____ Windsor IX & X

Ages: Middle/High School

Track: Transition, Parent

Level: Introductory

Mike is an adult that is on the autism spectrum that likes to drive. He has driven from Massachusetts to Florida several times in his life. Mike would like to share with you some of his stories plus tips on how to drive with autism.

Learner Outcomes: At the end of the session participants will be able to:

- Understand Mike's story about learning how to drive
- Identify tips that were helpful for helping Mike learn to drive and travel independently

Topics: Transition

Session Format: Lecture

Disclosure Information: Financial: Receives payment from ASD Network for presenting, Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Behavior Intervention Plans Meet the Ziggurat Framework (REPEATED 1:00-2:25)

Amber Wicherski, Chad Nichols _____ Windsor III
Ages: All Track: Behavior, General Level: Intermediate

Developing effective behavior intervention plans can be challenging, especially for the complex needs of students with autism. The Omaha Public Schools recently developed a new FBA/BIP process incorporating the Ziggurat Framework, to develop comprehensive behavior intervention plans. This is a district-wide BIP for all students, but is especially effective for students with Autism. Teachers and administrators have reported that using the Ziggurat Framework for developing behavior intervention plans has made the process more collaborative and more effective for students with challenging behaviors. An effective behavior intervention plan is about having a comprehensive plan with a variety of interventions, focusing on teaching students new skills and preventing behaviors. Come to this session to see what that comprehensive plan can look like!

Learner Outcomes: At the end of the session participants will be able to:

- Identify the five levels of the Ziggurat.
- Explain how the Ziggurat Framework facilitates the development of a comprehensive behavior intervention plan.
- Learn a variety of Ziggurat related behavior interventions.

Topics: Behavior

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Fun and Games for Young Children

Dixie Trevarthen, Lennette Sprunk _____ Gatsby
Ages: Preschool/Elementary Track: General Level: Introductory

This session will be a hands on make n take session to create materials for young children with autism in play. We know that the work of childhood is play and this is an area that young children with autism struggle with. After creating these materials attendees will be able to use the materials created immediately.

Learner Outcomes: At the end of the session participants will be able to:

- have materials that can be utilized immediately to engage young children with autism.
- demonstrate to coworkers and parents how to create these materials.
- support the learning needs of young children with autism.

Topics: Assistive Technology, Early Childhood
 Session Format: Hands-on Interactive

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Assistive Technology Playground

Nebraska Educational Assistive Technology _____ Fedora I & II
 Ages: Infants/Toddlers/PreSchool Track: Early Childhood Level: Introductory

Session 4: Tools for Tots

Learner Outcomes: At the end of the session participants will be able to:

- Gain knowledge on the new AT tools and devices available
- Learn about how to access tools for trial
- Gain knowledge in about AT you can access or already have access to
- Physically explore AT that might interest you or your students
- Have access to the AT knowledge base from across the state of Nebraska to ask your own questions

Topics: Communication/Instructional Strategies
 Session Format: Hands-on Interactive

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

11:45 AM – 1:00 PM	LUNCH	*ASN Basket Raffle- 12:30	WINDSOR BALLROOM
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1:00 PM – 2:15 PM	CONCURRENT SESSIONS
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Navigating the Sea of Autism and Adolescence (Part 2)

Alyson Beytien _____ Dapper I & II
 Ages: Young Adult Track: General/Parent Level: Introductory

Individuals with ASD experience the same challenges of Adolescence as other teenagers--but in the extreme! This presentation focuses on practical ideas for teaching sexuality, hygiene, critical concepts and the complicated issues of teenage relationships. Resources, visual supports, and curriculum will be provided for discussion. In this 2 part presentation, Ms. Beytien will share her real-life experiences working with, and raising, teenagers with ASD.

Topics: Behavior, Communication, Social Skills
 Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Teaching Joint Attention to Young Children on the Autism Spectrum

Teri McGill _____ Dapper III
Ages: Infant/Toddler/Preschool Track: Early Childhood Level: Introductory

Joint attention is the ability to coordinate attention between another person and an interesting object or event in the environment. Joint attention deficits are pervasive in young children with Autism and these deficits can be linked to impaired language and social interactions. It is important that providers who work with young children with Autism understand how to assess and teach joint attention skills. During this workshop the participants will be given a joint attention assessment and teaching guide by Berenice de la Cruz (2016). During the training we will go over the different levels of joint attention, show video examples and discuss ways to teach young children with Autism missing joint attention skills.

Learner Outcomes: At the end of the session participants will be able to:

- Learn the definition of joint attention
- Understand the different levels of joint attention training
- Understand how to assess the different levels of joint attention
- Learn strategies for teaching joint attention to young children with Autism

Topics: Communication, Social
Session Format: Lecture

Disclosure Information: Financial: Receives payment from ASD Network for presenting, Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Teaching Emotions and Self-Regulation Using Verbal Behavior (REPEAT)

Courtney Tschudin, Jennifer Vest, LoRene Kelly _____ Windsor I & II
Ages: Elementary Track: General Level: Intermediate

*This session requires knowledge of Verbal Behavior.

The purpose of our project was to find another way to teach the language used in the Zones of Regulation to students with ASD. This group of students was acquiring language at higher rates using the Verbal Behavior teaching model, but they were not picking up on the vocabulary used in the Zones of Regulation to describe their emotions or how to request a strategy to calm down when upset. In our project, we took the vocabulary, zones and tools used in the Zones of Regulation and taught it systematically through a Verbal Behavior Program. Zones of Regulation is a curriculum that is geared to helping students learn how to regulate and self-access their emotions and behavior. It teaches skills on how to identify the emotion that they are feeling and what strategy they can use to be ready to learn again. It is critical to teach students the tools to use when they are in each zone so they can be ready to learn. It is also critical for them to practice the skills necessary for self-monitoring to increase control over their emotions, and to problem solve how to be ready to learn.

We will share how we structured our program and how we introduced the vocabulary, zones and tools through the different operants of Verbal Behavior. Our preliminary results after a month and a half of implementation are students who have started selecting what zone they are in more accurately and identifying the four different zones using simple language (red zone is being angry, yellow zone is scared, blue zone is sad, and green zone is happy). Now most of the

students are able to "check in" during Morning Meeting and identify what zone they are in and use a feeling word within that zone.

Learner Outcomes: At the end of the session participants will be able to:

- Understand how Zones of Regulation can be taught through a Verbal Behavior Teaching model.
- Understand how to get started and walk away with a framework.
- Understand how strategies can be implemented to increase generalization of skills throughout the day.

Topics: Behavior, Communication, Measurement and Data Collection, Social Skills

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Increasing Food Flexibility in Children with Autism Spectrum Disorder

Dr. Bob Koegel _____ Windsor VII & VIII
Ages: All Track: Parent, General Level: Intermediate

The presentation focuses on the general problem of inflexibility in children with ASD, and then goes into detail on the lack of flexibility related to eating foods. Problems this creates for the families are discussed, as are problems this creates for the children's health. The presentation then goes on to describe an intervention that has a high degree of success in solving the problem. Video clips will be shown to illustrate both the problem and the solution to the problem.

Learner Outcomes: At the end of the session participants will be able to:

- Understand general issues related to food flexibility in children with ASD
- Identify intervention components to increase food flexibility

Topics: Instructional Strategies

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Pyramid in Pictures: Video Examples of a Model for Teaching Social Emotional Skills in an Inclusive Setting

Marie Sullivan & Bright Futures Preschool Staff _____ Windsor IX & X
Ages: Infant/Toddler/Preschool Track: Early Childhood Level: Intermediate

The purpose of our session is to describe and demonstrate through video examples strategies to support social emotional skills development for children with ASD through a classroom delivery model. We will give an overview of the Pyramid Program (Pyramid Model for Supporting Social Emotional Competencies in Infants & Young Children) and its relationship to LEAP (Learning Experiences: An Alternative Program for Preschoolers & Parents). LEAP is recognized as an evidence based practice by the National Academies of Science and the National Autism Center. Attendees learn how to describe how the use of Pyramid practices benefits students with ASD as well as all students in their classroom and home environments. They will also learn how to implement specific tools to set up their classroom/home environment, to directly teach social

emotional skills and to coach general education students to become peer models to support students with ASD in developing social emotional skills.

Learner Outcomes: At the end of the session participants will be able to:

- Implement strategies to create a positive social-emotional environment for students with ASD and their general education peers.
- Locate resources for teaching social emotional skills.
- Understand and appreciate the importance of the home to school partnership needed for nurturing social emotional development.

Topics: Classroom and Instructional Strategies, Communication, Early Childhood, Family Supports, Social Skills

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Behavior Intervention Plans Meet the Ziggurat Framework (REPEAT)

Amber Wicherski, Chad Nichols _____ Windsor III

Ages: All

Track: Behavior, General

Level: Intermediate

Developing effective behavior intervention plans can be challenging, especially for the complex needs of students with autism. The Omaha Public Schools recently developed a new FBA/BIP process incorporating the Ziggurat Framework, to develop comprehensive behavior intervention plans. This is a district-wide BIP for all students, but is especially effective for students with Autism. Teachers and administrators have reported that using the Ziggurat Framework for developing behavior intervention plans has made the process more collaborative and more effective for students with challenging behaviors. An effective behavior intervention plan is about having a comprehensive plan with a variety of interventions, focusing on teaching students new skills and preventing behaviors. Come to this session to see what that comprehensive plan can look like!

Learner Outcomes: At the end of the session participants will be able to:

- Identify the five levels of the Ziggurat.
- Explain how the Ziggurat Framework facilitates the development of a comprehensive behavior intervention plan.
- Learn a variety of Ziggurat related behavior interventions.

Topics: Behavior

Session Format: Lecture

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Pro Social Skill Development Through Interactive Music Making Initiatives

Joseph Parrish, Annie Mielke _____ Gatsby

Ages: All

Track: General

Level: Introductory

The purposes of the social drumming circle include: increasing and improving socialization as well as reducing anxiety and unwanted behavioral effects. Drumming assists individuals with autism

access different parts of their brain; specifically, the caudate within the striatum located within the ganglia of the brain. The right side of a human brain is responsible for emotions, artistry and relaxation. Everyone can benefit from stimulating this side, and for individuals with autism and/or attention-deficient, drumming can provide a type of neurological reward based stimulus responding.

Social drumming circles are an interactive activity utilizing personal connections to music as an avenue for discussion. Each participant has an opportunity to share about their day and choose a favorite song to lead in the group. Everyone is encouraged to bring an iPod or phone with their favorite music and share their song. Leaders can provide a simple speaker system with a 25-inch audio jack to provide more volume to the music.

A Social Drumming Circle is synchronized activity where participants experience environmental contingencies that are prone to shape future behaviors. Learning to synchronize with others increases pro-social behavior.

One major sign of autism is the presence of communication difficulties. In a Social Drumming Circle, or other music making initiative, ..." the goals and intentions of the facilitator and participants include creating an environment that inspires teamwork, creativity, self-expression, and community connection." The circle encompasses a safe, structured setting where participants share with others, lending their voice concerning an array of musical interests.

Learner Outcomes: At the end of the session participants will be able to:

- Engage in an interactive Social Drumming Circle.
- Discuss the physical and social benefits of an interactive music initiative.
- Develop a plan for utilizing a music initiative in the classroom.

Topics: Music, Communication, Creativity

Session Format: Hands-on Interactive

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

Assistive Technology Playground

Nebraska Educational Assistive Technology _____ Fedora I & II

Ages: All

Track: General

Level: Introductory

Session 5: www.at4all.com - The Where, The Who, and The How

Learner Outcomes: At the end of the session participants will be able to:

- Gain knowledge on the new AT tools and devices available
- Learn about how to access tools for trial
- Gain knowledge in about AT you can access or already have access to
- Physically explore AT that might interest you or your students
- Have access to the AT knowledge base from across the state of Nebraska to ask your own questions

Topics: Assistive Technology

Session Format: Hands on interactive

Disclosure Information: Financial: Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

2:15 PM – 2:30 PM	Break
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2:30 PM – 3:45 PM	KEYNOTE	WINDSOR BALLROOM
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Parents and Professionals Working Together to Maximize Children’s Potential

Dr. Tsai _____ Windsor Ballroom
 Type: Keynote

This presentation will begin with delineating the ever-changing and confusing definition diagnostic system of Autism. The presenter will emphasize the importance of “parents and professionals on the same page” in terms of recognizing the child's unique difference. The presentation will present a survey result which reveals the parents' desires of what their children's teachers are and would do as well as the teachers' desires of what their students' parents are and do. The presenter will illustrate what things parents and professionals should and can do together.

The presentation will then present a literature review on the middle-term and long-term outcomes of ASD to show the direction and goal for a win-win approach to help parents and professionals to maximize their children's potential. The presentation will emphasize an approach focusing on the strengths of the children with ASD, acceptance and support by their peers, early job skills and independent living skills trainings. Such approach will enhance the self-esteem, self-confidence, and quality of life of individuals with ASD. Such approach will also ensure the feeling of accomplishment of the parents and other caregivers of individuals with ASD.

- Learner Outcomes:** At the end of the session participants will be able to:
- Learn the evolution of ever-changing diagnostic systems for ASD and understand where we are in terms of using which ASD diagnostic system.
 - Understand parents' desires of what their children's teachers are and would do as well as the teachers' desires of what their students' parents are and would do.
 - Identify what things parents and professionals should and can do together.
 - Understand what follow-up studies of ASD have pointed the directions and goals for helping children/students with ASD.
 - Learn what is a ASD win-win approach which will enhance the self-esteem, self-confidence, and quality of life of individuals with ASD as well as ensures the feeling of accomplishment of the parents and other caregivers of individuals with ASD.

Disclosure Information: Financial: Receives payment from ASD Network for presenting, Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose

2:30 PM – 3:45 PM	KEYNOTE
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Self-Management: Teaching Independent Skill Monitoring

Lizzie Ponder _____ Dapper I & II
 Type: Keynote

Self-management programs have been empirically shown to result in rapid, dramatic, and long-term behavior improvements, including the reduction of problem behaviors. These programs are

easily implemented with individuals at all cognitive levels and require relatively little time from the treatment provider.

This presentation will describe what self-management is, when and for whom it is useful, and will provide step-by-step instructions for implementing a self-management program. Target behaviors covered include flexibility, social conversation, structured social planning, and more.

Learner Outcomes: At the end of the session participants will be able to:

- Describe the term self-management
- Identify who/when self-management is useful
- Understand the steps to implementing a self-management program

Disclosure Information: Financial: Receives payment from ASD Network for presenting, Complimentary registration for ASD Network Conference; Nonfinancial: No nonfinancial relationships to disclose