

**2019 ASD State Conference Schedule**  
**Thursday, April 4<sup>th</sup>, 2019**

\*General – Instructional Strategies, Behavior, Transition, Early Childhood, Verbal Behavior/ABA, Social/Circle of Friends, and Parent strands are noted to help participants determine the focus and content of breakout sessions. **ALL participants are welcome to attend any session of their choosing**, regardless of strand.

<b>7:30 AM – 8:30 AM</b>	<b>CONFERENCE REGISTRATION CONVENTION CENTER LOBBY</b>
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<b>7:45 AM – 9:00 AM</b>	<b>CONTINENTAL BREAKFAST CRYSTAL BALLROOM</b>
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<b>8:30 AM -10:00 AM</b>	<b>KEYNOTE CRYSTAL BALLROOM</b>
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**Keynote: Critical Mass, Purposeful Practice and ASD: Creating Independent Learners by Doing Things Differently**

Brenda Smith Myles \_\_\_\_\_ Crystal Ballroom  
Type: Keynote Level: All

Most individuals with ASD do not live independently, have jobs, and meaningful relationships – due to no fault of their own. How do we change this trajectory? This presentation focuses on describing the factors that lead to critical mass for those on the spectrum when providing instruction and supports. Critical mass, in this regard, is the point where an individual has gained enough information to apply it to situations, activities or skills in which instruction has not been provided. Learn easy-to-use strategies that can help individuals with ASD to move about their world as independently as possible, making informed decisions about their wants and needs. Teaching to critical mass will help learners to be successful with tasks they have been taught to do but will also help them to be successful with activities on which they have not received instruction.

**Learner Outcomes:** Participants will be able to

- o Define critical mass and its importance to life success for individuals with ASD
- o Understand the neurology of ASD that supports the need for instruction to critical mass
- o Describe the strategies that lead to critical mass for 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

<b>10:00 AM - 5:00 PM</b>	<b>EXHIBITOR BOOTHS OPEN</b>
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<b>10:00 AM - 10:30 AM</b>	<b>MORNING BREAK</b>
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<b>10:30 AM - 11:45 AM</b>	<b>CONCURRENT SESSIONS</b>
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**Fostering Self-Regulation and ASD**

Brenda Smith Myles \_\_\_\_\_ Diamond 8 & 9  
Type: Lecture Strand: General Level: Intermediate

The majority of learners on the spectrum experience self-regulation and sensory issues that can lead to meltdowns. This escalating sequence seems to follow a three-stage cycle: (a) rumbling, (b) rage, and (c) recovery. This sequence can be problematic as many children and youth with ASD often endure the cycle

unaware that they are under stress. This session will overview the issues related to self-regulation and sensory issues — highlighting research in a practical manner and interventions that address these needs.

**Learner Outcomes:** Participants will be able to

- Identify self-regulation and sensory issues experienced by individuals on the spectrum.
- Describe interventions that address self-regulation and sensory needs.
- Discuss the cycle of meltdowns.

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## **Best Practices in School Mental Health**

McKayla LaBorde, Laura Barrett \_\_\_\_\_ Diamond 2 & 3  
Type: Lecture Strand: General/Behavior Level: Introductory

Students with ASD are often diagnosed with concurrent mental health issues. Join presenters Laura Barrett (ESU #13) and McKayla LaBorde (ESU #3) as they review recommendations from the National Center for School Mental Health designed to strengthen your School Mental Health MTSS supports. Best practices in comprehensive School Mental Health will be shared, with an emphasis placed on identifying and implementing Evidence Based Practices (EBPs) and evaluation of School Mental Health outcomes. Resources from both the national and local level will be highlighted that can help schools expand their knowledge and skills in tackling the complex mental health issues they face.

**Learner Outcomes:** Participants will be able to

- Better understand the relationship between MTSS and School Mental Health
- Recognize comprehensive and systemic best practices in this area
- Identify evidence-based practices in School Mental Health
- Evaluate School Mental Health outcomes and access resources for strengthening their School Mental Health supports

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## **1,001 Engaging Ideas for Addressing Social Learning Challenges**

Carrie Fairbairn, Sallye Lee \_\_\_\_\_ Diamond 6 & 7  
Type: Lecture Strand: Social Level: Intermediate

This presentation focuses on the effective practices outlined by the work Vernon F. Jones, Al Greenwood, and Cory Dunn (2016) on components of effective behavior programming to the field. Specifically, "A social-emotional learning (SEL) approach integrated into all aspects of the program." Attendees will be shown how these practices can be broken down and used across environments in an applied setting to provide evidence-based programming for students with ASD, emotional and behavioral disorders, and any other individual which demonstrates social deficits.

Research shows that students with deficits in social cognition struggle to establish and maintain positive relationships with peers and adults within the school environment. To address this effective social intervention programming is needed. An effective social intervention program contains these features: models new social skills, expounds on why a skill is needed, offers opportunities for practice with feedback from the teacher, and incorporates frequent praise or rewards. The strategies presented will demonstrate how each of these features can be implemented within a classroom and across school environments. The presenters will demonstrate for attendees how these strategies can be introduced and systematically taught to students in a format that is engaging and reinforcing therefore encouraging student participation and performance. Specifically, attendees will hear how these two educators are teaching about the social learning process in a variety of settings across the school environment. They will also see

demonstrations of the visual supports and social narratives which they use at their school and for all adults to encourage social competence across diverse populations of students. All strategies and systems which will be shared are grounded within cognitive behavior therapy. Data on the outcomes and effects on of students with ASD, emotional, behavioral disorders, and language disorders will also be given.

**Learner Outcomes:** Participants will be able to:

- Apply principles of thinking socially to social learning challenges in an engaging way.
- Recognize the importance of teaching intervention strategies for diverse student populations.
- Leave with a number of resources and ideas to use when teaching kids how to think socially.

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## **4-H - A Community Experience: How Students with Lifelong Developmental Disabilities Can Participate in 4-H in their Community**

Amy Slama, Rachel and Kevin Siffring, Katelyn Pleskac \_\_\_\_\_ Diamond 10  
Type: Panel Strand: Parent Level: Introductory

Our communities today experience a mixture of family backgrounds and physical and mental abilities in 4-H membership. This provides an opening for ALL kids to participate successfully in 4-H activities in the community, and presents a terrific opportunity to blend our talents to create positive outcomes for kids of all abilities. 4-H projects can be easily integrated into classroom life skill activities as well, and school districts can even become a 4-H club. Come learn about one family's experience with 4-H and their child with autism, and how to build community experiences through 4-H.

According to the University of Michigan, all youth need opportunities to be involved in activities unique to their own talents and interests. 4-H can empower youth with disabilities with the opportunity to be involved, make friendships and gain life skills. These opportunities are important to the 4-H program and can be embraced by members with and without disabilities. Through 4-H, all youth with disabilities are given the opportunity to develop self-confidence, self-reliance and enhance life skills. At the same time, 4-H members without disabilities begin to see that everyone, disabled or not, has strengths and weaknesses and they learn to be less biased towards others. An inclusive 4-H program encourages members without disabilities to assist those with disabilities, helping them to develop their own skills in serving others while learning to be more empathetic. As a result, both parties learn a lot about patience and perseverance.

**Learner Outcomes:** Participants will be able to:

- Understand how 4-H projects can be used in a life skills classroom as a community experience
- Know more about how to ask for accommodations/modifications in 4-H projects
- Understand how schools could become a 4-H club
- Discover individual projects that students could submit for their local fair as a way to build community experiences

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## **Project Impact: A Social-Communication Intervention for Children with Autism**

Johanna Taylor \_\_\_\_\_ Diamond 4  
Type: Lecture Strand: Early Childhood Level: Introductory

The purpose of this presentation is to provide participants with an overview of Project ImPACT, an evidence-based intervention approach used to teach children with autism social-engagement, language, imitation and play skills. The components of this naturalistic developmental-behavioral approach will be discussed. Participants will learn how to use Project ImPACT during unstructured (free-play) activities within early childhood environments and with parents during home visiting sessions. A case study example of a

three-year-old child with autism will be provided with videos as well as research conducted on the approach.

**Learner Outcomes:** Participants will be able to:

- Discuss how challenges with imitation impact a child's ability to learn through the environment that surrounds him or her.
- Discuss the components of Project ImPACT, a naturalistic-developmental-behavioral intervention for children with autism.
- Discuss an example of Project ImPACT used to teach imitation to a young child diagnosed with autism through parent-implemented intervention.

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### **A Break is a Break is a Break** (\*Session Repeated Thursday 1:00-2:15 pm)

Sarah Haahr, Leanne Blanchard, Chelsey Jensen \_\_\_\_\_ Diamond 5  
Type: Lecture Strand: General/Behavior Level: Intermediate

When planning individualized intervention plans, it is important to consider both antecedent based supports as well as appropriate responses to student behavior. Participants will be able to define different types of interventions so they can structure individualized student plans. Participants will be able to create a working definition for individualized interventions to meet the needs of their students.

**Learner Outcomes:** Participants will be able to:

- Differentiate between a break, time-out, reward time, reinforcement, and sensory time.
- Understand the need for clear, concise language and programming for student success.
- Based on student needs, be able to identify which structures are the most effective for student success.

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### **Introduction to Autism Spectrum Disorders for Individuals with Complex Needs**

Jen Quaranta \_\_\_\_\_ Diamond 1  
Type: Lecture Strand: 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:** Participants will be able to:

- Define autism
- Recognize common characteristics of autism spectrum disorders for individuals with limited verbal and cognitive skills
- Identify common facts and myths about classic autism

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### **Benefits and Use of the Enable Savings Plan**

Diane Kay Stewart \_\_\_\_\_ Ruby 6  
Type: Hands On Strand: Parent Level: Introductory

Financial independence and multiple qualified expenses are two important topics we will cover when discussing the Enable Savings Plan. Prior to the passing of the Able Act in 2014, individuals would find

themselves in a spend down process to avoid being over resourced. This account was designed so individuals can save money and use for specific needs. The Enable Savings Plan is set up in the name of the eligible individual and assets in the account are used to pay for the account owner's qualified disability expenses.

**Learner Outcomes:** Participants will be able to

- Have an understanding of the Able Act and the importance and benefits of opening the Enable Savings Plan
- Review the tax advantages and the investments options
- Understand the multiple purposes for which you can use the money in the account
- Understand key features of preserving eligibility for Nebraska state benefits and financial independence for the account owner and/or responsible party

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<b>11:45 AM – 1:00 PM</b>	<b>LUNCH</b>	<b>CRYSTAL BALLROOM</b>
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<b>1:00 PM – 2:15 PM</b>	<b>CONCURRENT SESSIONS</b>
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### **Meltdowns in Individuals with ASD**

Brenda Smith Myles \_\_\_\_\_ Diamond 8 & 9  
Type: Lecture Strand: Behavior Level: Intermediate

Stress and anxiety are common in children and youth with high functioning autism and Asperger Syndrome and stress is one of the most frequently observed symptoms in these individuals. The stress experienced by individuals with ASD may manifest itself in many ways, but it sometimes leads to meltdowns. This escalating sequence seems to follow a three-stage cycle: (a) rumbling, (b) rage, and (c) recovery. This sequence can be problematic as many children and youth with ASD often endure the cycle unaware that they are under stress. This session will overview the cycle and discuss evidence-based strategies that can be used at each stage. In addition, prevention strategies will be discussed because of the combination of innate stress and anxiety and the difficulty that children and youth with ASD have in understanding how they feel, it is important that those who work and live with them understand the cycle of tantrums, rage, and meltdowns as well as interventions that can be used during this cycle.

**Learner Outcomes:** Participants will be able to

- Identify the cycle of tantrums, rage, and meltdowns
- Describe strategies that can be used at each of the three stages
- Discuss how to avoid the cycle of tantrums, rage, and meltdowns

### **Working Together to Create Successful Work-Based Learning Opportunities: Resources and Toolkit**

Pamela Brezenski, Jessica Broderick, Nicole Fisher \_\_\_\_\_ Diamond 2 & 3  
Type: Hands on Strand: Transition Level: Intermediate

National data from Autism Speaks indicates that the unemployment rate for adults verified on the Autism Spectrum can range as high as 90%. Schools across the state are tasked with preparing youth with pre-employment skills to provide early intervention to overcome barriers to employment. To address this need, a toolkit was created to provide planning, development and support needs for work based learning resources. This project was completed in collaboration with ESU 13, NE VR, NE Department of Labor, and NE Autism Network Staff. Through national and local data, resources, and assessments, ESU 13 and NE VR created a Work Based Learning Toolkit with over 100 pages of resources to empower professionals, parents, and agencies to provide education and training to youth ages 14-21.

Resources provided within this toolkit include:

Student Focused Planning in Assessment-Local and Online Resources

Pre-employment Work Based Readiness Skill Trainings-Social Skill, Employment Skill, Disclosure

Materials to Assist in Work Based Learning Opportunity Set Up-Personal Profiles, Checklists, Agreements

Methods to Support Youth within Work Based Learning Settings-Job Accommodations, Support Plan,

Fading Plans, Functional Vocational Evaluation and Data Collection

**Learner Outcomes:** Participants will be able to

- Define the different opportunities students have for Work Based Learning experiences
- Identify activities and strategies to assist students in gaining pre-employment work based learning skills
- Identify assessments to monitor student growth in work based learning opportunities

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## Teaching Play to Young Children with ASD

Teri McGill \_\_\_\_\_ Diamond 6 & 7

Type: Lecture

Strand: Early Childhood

Level: Intermediate

Teaching play to children with Autism is not as easy as it looks. For many young children with Autism limited social, communication and imitation skills have a huge impact on their ability to play. Learning to play functionally with toys is often hard work for our young children with Autism...and not always fun! In this workshop participants will learn how to combine simple steps to teach object based play using the principles of Applied Behavior Analysis.

**Learner Outcomes:** Participants will be able to:

- Identify why play is difficult for young children with ASD
- How to use the following principals of Applied Behavior Analysis (ABA) when teaching play to young children with autism:
  - Task Analysis
  - Reinforcement
  - Errorless teaching
  - Discrete Trial
  - Prompting and prompt fading
  - Data-based decision making

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## Registered Behavior Technician (RBT) Course: A Focus for Professional Learning Teams

Mary Spillane, Dr. Matthew Fenster \_\_\_\_\_ Diamond 10

Type: Lecture

Strand: Behavior

Level: Introductory

Professional Learning Teams (PLT) are a well-documented method of providing staff development. Beginning in the 2017-2018 school year, Bellevue Public Schools began partnering with the Nebraska Autism Spectrum Disorders Network to offer the online RBT course in a PLT format. Now in its 3rd session, this has become a valuable tool for staff development in the district. During this session, we will share the advantages and disadvantages of this model as well as how participation in the RBT class has impacted the teaching practice of participants. Specific information on pacing, real-time application of concepts, and participant feedback will be shared.

**Learner Outcomes:** Participants will be able to

- Describe the 6 main content areas covered as part of the online Registered Behavior Technician (RBT) course offered through the Tri-State Autism Collaborative

- Describe the characteristics and benefits of a professional learning team and how the RBT course can be adapted for this setting
- Identify how individual teacher practice was impacted by participation in an RBT professional learning team

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## **A Picture is Worth a Thousand Words: Proactive use of Visual Strategies in the Educational Setting to Increase Student Achievement, Independence and Positive Behaviors (Part 1 of a 2-part session)**

Kerri Mohnsen \_\_\_\_\_ Diamond 4  
 Type: Lecture Strand: General Level: Introductory

Quite often we are "reactive" in our thought processes when it comes to behavior intervention and classroom management, which may put out the immediate "fire", but won't create long-term changes. This presentation will show how proactive strategies, particularly visual strategies, can be put into place for children of all abilities and in all settings, resulting in an increase in positive behaviors, independence and task completion, leaving more time for meaningful instruction and less time putting out "fires".

My goal in all of my presentations is to ensure each participant leaves with an educational toolbox full of strategies that can be implemented the minute you return to your educational/home setting. This is made easier since you will be shown hundreds of videos and pictures of these strategies in action as well as be given time to look through other resources and binders full of additional strategies and plans. The information you will take from this presentation will significantly impact the academic and behavioral lives of those students who are lucky enough to have you as their educator/parent this year and years to come!

**Learner Outcomes:** Participants will be able to

- Identify the "WHY" behind difficult situations involving the student's environment, communication system, sensory needs and/or behavioral issues
- Identify possible proactive strategies which can be implemented for long-term significant changes in problem areas

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## **A Break is a Break is a Break (\*Repeat session)**

Sarah Haahr, Leanne Blanchard, Chelsey Jensen \_\_\_\_\_ Diamond 5  
 Type: Lecture Strand: General/Behavior Level: Intermediate

When planning individualized intervention plans, it is important to consider both antecedent based supports as well as appropriate responses to student behavior. Participants will be able to define different types of interventions so they can structure individualized student plans. Participants will be able to create a working definition for individualized interventions to meet the needs of their students.

**Learner Outcomes:** Participants will be able to:

- Differentiate between a break, time-out, reward time, reinforcement, and sensory time.
- Understand the need for clear, concise language and programming for student success.
- Based on student needs, be able to identify which structures are the most effective for student success.

## Introduction to Autism for Individuals with average to above average verbal and cognitive skills

Jamie Lewis \_\_\_\_\_ Diamond 1  
Type: Lecture Strand: General Level: Introductory

This presentation will focus on individuals with ASD who have average to above average cognition and verbal skills. Participants will gain information on supports for individuals with ASD to increase meaningful participation and success in a variety of settings.

**Learner Outcomes:** Participants will be able to:

- Identify information about characteristics and differences specific to individuals with autism spectrum disorder (ASD)
- Gain information on supports for individuals with ASD to increase meaningful participation and success in a variety of settings
- Gain information about evidence based practices that can support individuals with an ASD

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**2:15 PM-2:30 PM AFTERNOON BREAK**

**2:30 PM – 3:45 PM CONCURRENT SESSIONS**

### Connecting the Dots: Facilitating Meaningful IEPs

Mikki Bohling, Erica Johnson \_\_\_\_\_ Diamond 8 & 9  
Type: Lecture Strand: General Level: Introductory

The focus of this session is to demonstrate the **use of technology** to improve communication and relationships with families and other team members. By moving to a dynamic manner of facilitating an IEP meeting, parent and general educator participation increases. This platform allows for meaningful conversation and a better team understanding of the IEP process.

**Learner Outcomes:** Participants will be able to:

- Facilitate IEPs in a professional and parent friendly manner through the use of technology
- Use familiar technology in a new way
- Understand how technology can positively impact relationships with families and students

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### When Autism Speaks, Who Listens? -- Establishing an Improved Vocabulary that Works

Janine Brooks, Mara Fritts, Teresa Dvorak Arens, Genisa Neal, Dr. Diane Marti, Dawna Sigurdson \_\_\_\_\_ Diamond 2 & 3  
Type: Panel Strand: General Level: Intermediate

Too often the words used to describe an individual identified with autism can lead to frustrations and feelings of being misunderstood by both the individual with autism as well as his/her caregivers. This is true across many environments including schools, home and work-settings. Specifically, an individual diagnosed with autism through an outpatient clinic or by their physician may not receive special education services under the category of "Autism" which then may lead to *assumptions* that the student is not getting the help they need in schools. Furthermore, when interventions and supports are developed, the student with autism may be perceived as "high functioning" thus leading to *assumptions* that a certain



level of independence can be expected without supports. In this session, we will look at how Rule 51 criteria determine how and under what category a student can be verified for special education services and how this differs from medical criteria necessary for an autism diagnosis. Next, these differing systemic needs will elucidate why language can present significant barriers and misinterpretations of needs leading to frustrations and miscommunications. Finally, with a unique blend of panelists providing varying perspectives of these all too common issues, we will explore new ways to describe the unique "fingerprint" of our autistic individuals and how this can improve our understanding of their needs. Panelists include neurodiverse self-advocates who have children on the autism spectrum, a school psychologist, and a clinical psychologist who specializes in the area of autism. Those participating in the session will be able to walk away with an increased understanding and sensitivity to the language that describes the autistic individual thus leading to improved understanding within the home and school relationships, and ultimately improving outcomes for individuals on the spectrum.

**Learner Outcomes:** Participants will be able to:

- Describe how educational settings require different criteria when defining the needs of a student diagnosed with autism as opposed to the criteria for a medical diagnosis
- Identify terms, definitions, misinterpretations, and bias that most often lead to misunderstandings of an individual on the spectrum
- Develop a higher level of discourse about individuals on the spectrum regarding their unique strengths and weaknesses (e.g., functional words, new nomenclature, etc.)

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## **Planning and Implementing Verbal Behavior Programs for Students Using AAC**

Jessica Broderick \_\_\_\_\_ Diamond 6 & 7  
Type: Lecture Strand: Verbal Behavior Level: Advanced

In 1989, Dr. Janice Light identified 4 areas of competence needed for AAC learners to be successful - linguistic, operational, social, and strategic. These areas (plus another added by Blackstone & Wilkins in 2009) remain relevant to AAC learners today. This session will cover the 5 identified communicative competencies for AAC learners and how skills in those areas can be addressed within a student's verbal behavior program. Attendees will also cover a prompting hierarchy specifically for AAC learners (Kate Ahern, 2016). This session assumes participants have attended the Nebraska Autism Network's 3-day Introduction to Intensive Teaching of Verbal Behavior training or have a solid working knowledge of verbal operants and verbal behavior principles.

**Learner Outcomes:** Participants will be able to:

- Identify 5 communicative competencies needed for successful AAC use.
- Identify prompts to be used with individuals who use AAC.
- Select specific skills to be addressed for AAC learners through verbal behavior programming

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## **From Research to Practice: Strategies for Students with ASD**

Michelle R. Charf \_\_\_\_\_ Diamond 10  
Type: Lecture Strand: General Level: Intermediate

There are a plethora of strategies for working with individuals with ASD. This session will hone in on specific use of the "5-Point Anger Scale" (Buron & Curtis, 2013), the "Power Card Strategy" (Gagnon, 2011) and "Check In / Check Out" (PBIS, 2015) Attendees will be able to implement the strategies in the home or classroom setting. \*A special emphasis will be placed on students at the middle and high school level with ASD in the classroom.

**Learner Outcomes:** Participants will be able to:

- Identify the importance of using high impact strategies
- Apply them in the classroom or community setting

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

## **A Picture is Worth a Thousand Words: Proactive use of Visual Strategies in the Educational Setting to Increase Student Achievement, Independence and Positive Behaviors (Part 2 of a 2 part session)**

Kerri Mohnsen \_\_\_\_\_ Diamond 4  
Type: Lecture Strand: General Level: Introductory

Quite often we are "reactive" in our thought processes when it comes to behavior intervention and classroom management, which may put out the immediate "fire", but won't create long-term changes. This presentation will show how proactive strategies, particularly visual strategies, can be put into place for children of all abilities and in all settings, resulting in an increase in positive behaviors, independence and task completion, leaving more time for meaningful instruction and less time putting out "fires".

My goal in all of my presentations is to ensure each participant leaves with an educational toolbox full of strategies that can be implemented the minute you return to your educational/home setting. This is made easier since you will be shown hundreds of videos and pictures of these strategies in action as well as be given time to look through other resources and binders full of additional strategies and plans. The information you will take from this presentation will significantly impact the academic and behavioral lives of those students who are lucky enough to have you as their educator/parent this year and years to come!

**Learner Outcomes:** Participants will be able to

- Identify the "WHY" behind difficult situations involving the student's environment, communication system, sensory needs and/or behavioral issues
- Identify possible proactive strategies which can be implemented for long-term significant changes in problem areas

## **Navigating the Social Jungle of High School**

Barb Gentrup, Chelsey Jacobitz, Connie Meyer, James Chramosta \_\_\_\_\_ Diamond 5  
Type: Lecture Strand: Social Level: Intermediate

This session will focus on one student and how supports have been put in place to enhance social interactions in high school. The team will discuss how social opportunities have evolved for this student as he navigates high school.

**Learner Outcomes:**

- Identify resources to navigate social opportunities for students within your own district
- Develop strategies with your ASD students to utilize and promote interaction with peers
- Evaluate effectiveness of social instruction and how it positively impacts participation by ASD students

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## **Why is Escape or Avoidance Behavior Happening? How Do Motivating Operations Effect Behavior in the Classroom?**

Beth Klootwyk, Amber Wicherski, Teri McGill \_\_\_\_\_ Diamond 1  
Type: Lecture Strand: Behavior/ABA Level: Advanced

This workshop will discuss the effects of Motivating Operations on behavior. Have you ever wondered why a child falls to the ground when you give him or her the “work” picture or runs the other way when you enter the room?? In this session you will understand how a type of Motivating Operation (CMO-Reflexive) may actually cause a student to engage in high rates of avoidance or escape behavior when presented with instructional demands.

During this session we will explore how this signal for worsening conditions happens in the classroom and how we can abolish this signal and improve behavior. We will discuss methods to increase student's motivation to respond correctly and quickly for instructional periods throughout the day. Participants will have the chance to practice putting their new knowledge to the test.

**Learner Outcomes:**

- What is a Motivating Operation?
- How does the Conditioned Motivating Operation- Reflexive effect the behavior of our students with autism?
- How can we effectively abolish the CMO-R and improve behavior?
- What role does the CMO-R play in your Behavior Intervention Plan?

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**3:45 PM – 4:00 PM** **BREAK**

**4:00 PM – 5:00 PM** **NETWORKING RECEPTION**

**5:00 PM – 5:15 PM** **MILFORD PUBLIC SCHOOLS OID PERFORMANCE**

**The Other Room**

Milford OID \_\_\_\_\_ Crystal Ballroom

This piece by Ariadne Blayde, tells the story of a girl named Audrey. Audrey has autism and the other three female characters work to play the voices inside her head. When a chance encounter after school with a popular boy, Luke, removes the labels that once defined them, an opportunity to see each other in a new light is presented. Audrey struggles to find the words to say as she navigates through the turbulence of new friendships.

Characters

Playing Luke: Josh Ramsdell

Playing Audrey: Tatum Vondra

Playing Audrey's inner voices: Rachel Hartgerink, Isabella Bialas, and Alyssa Bell

Speech Coach: Amanda Slater

**5:15 PM – 7:15 PM** **DINNER, AWARDS & KEYNOTE**

**Oh, You Needed Me to Pay Attention? A Classroom Perspective from a Deceptively Remarkable Student**

David Finch \_\_\_\_\_ Crystal Ballroom

Type: Keynote

This presentation is specifically geared for educators, administrators, and parents who find themselves occasionally baffled by their students. The information that will be shared is very applicable for K-12 and collegiate educators.

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## **FRIDAY April 5<sup>th</sup>, 2019**

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<b>7:45 – 9:00 AM</b>	<b>CONTINENTAL BREAKFAST</b>
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<b>8:30 -10:00 AM</b>	<b>KEYNOTE</b>	<b>CRYSTAL BALLROOM</b>
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### **Dreams, Goals and Aspirations**

Anthony Ianni \_\_\_\_\_ Crystal Ballroom  
Type: Keynote

At the age of 4 Anthony was diagnosed with Pervasive Developmental Disorder (PDD), which is on the Autism Spectrum (ASD). Doctors and specialists told Anthony's parents that he would barely graduate from high school, would never graduate from college, would never have a shot at being an athlete and would likely live in a group institution with other Autistic kids for his adult life. His family was devastated but pledged they would help Anthony be successful no matter what.

And he is. Despite bullies, adversity and numerous personal challenges Anthony worked hard and never gave up. Not only did he earn his Bachelor's Degree from Michigan State University in Sociology he is the first known athlete with autism to play Big 10 basketball. Anthony played for legendary coach Tom Izzo while at MSU. He won two Big Ten Championships, a Big Ten Tournament Title, was the recipient of the 2011 Tim Bograkovs Walk On Award and the 2012 Unsung Player Award, and was also a member of the 2010 Final Four team.

As a speaker, Anthony has been nominated for and won a number of awards for his work. In 2013, he was a finalist for the Detroit Pistons Game Changer award and won the 2014 Epling Agent of Change Award. He was one of Autism Speaks' "10 Individuals who Inspired in 2014," and named to the CBS News national list of "Inspiring People on the Autism Spectrum." He also received the 2015 BOOM Athlete of the Year Award and the 2016 Autism Support of West Shore "You Make a Difference" Award.

Anthony has pledged his life and career to help those who face similar challenges. He has been invited to tell his story and share his message across the country and has inspired countless individuals to be "Relentless" and achieve their goals and dreams.

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<b>10:00 AM - 10:30 AM</b>	<b>Break</b>
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<b>8:00 AM – 3:30 PM</b>	<b>EXHIBITOR BOOTHS OPEN</b>
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## How to Prevent Bullying in Educational Settings

Anthony Ianni \_\_\_\_\_ Diamond 8 & 9  
 Type: Lecture Strand: General Level: Introductory

*"Bullying can affect everybody today, including people with Autism. A stat most people don't know is that 65-90% of kids with Autism are the prime target for bullies. I myself was one of those victims when I was younger and it continued until I was a freshman in high school. After I heard this stat I knew I had to take action!"*

Anthony Ianni, of the Michigan Department of Civil Rights, is one of the most sought after anti-bullying motivational speakers in the region. Despite bullies, adversity and numerous personal challenges Anthony worked hard and never gave up. Not only did he earn his Bachelor's Degree from Michigan State University in Sociology he is the first known athlete with autism to play Big 10 basketball.

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## Oh, You Needed Me to Pay Taxes? Successful Transitions with Autism Spectrum Disorders

David Finch \_\_\_\_\_ Diamond 2 & 3  
 Type: Lecture Strand: Transition Level: Intermediate

Loaded with insights drawn from personal experience, "Oh, You Needed Me to Pay Taxes?" delivers transition strategies for people on the autism spectrum and their families — from staying on-task to living with autonomy and adaptability.

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## Catatonia and Autism: Hidden in Plain Sight

Ruth Aspy \_\_\_\_\_ Diamond 6 & 7  
 Type: Lecture Strand: General Level: Intermediate

Catatonia is a disorder that is experienced by 12 to 18% of individuals with autism spectrum disorder (ASD). Many experts believe that the actual prevalence rate of catatonia in ASD is higher than 18%. That means that if you know 20 people with ASD, it is likely that 2 of them also have catatonia. What is catatonia? Like autism, catatonia impacts posture/movement, speech, mood, and behavior. Catatonia manifests in opposing ways -*immobility* (stuckness) and *excitability*.

It is important for professionals and parents who care for children and adolescents with ASD to recognize the signs of catatonia. In autism early catatonia-related symptoms can advance into full blown catatonia. The longer catatonia is left untreated in individuals with autism, the harder it is to reverse. Participants will learn to recognize the signs of catatonia in individuals with ASD. Strategies for supporting students with ASD will be discussed.

### Learner Outcomes: Participants will be able to:

- Define catatonia.
- List the signs of catatonia in an individual with autism.
- Share knowledge about catatonia and autism with others in the community.
- Implement helpful strategies that address the needs of students with autism and catatonia.

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## Autism and Co-Morbid Mental Health Disorder

Luke Tsai M.D. \_\_\_\_\_ Diamond 10  
Type: Lecture Strand: General Level: Intermediate

The presentation will discuss the evolution and changes of the definition and diagnostic criteria of Autism Spectrum Disorder (ASD), that is, from Kanner's "Infantile Autism" to DSM-5 ASD. The presentation will comprehensively review the literature regarding the dimension of Autism Spectrum Disorder (ASD) and the co-existing mental health/neuropsychiatric disorders (including Mood Disorders, ADHD, Sleep Disorders, Seizure Disorders, etc.) that have been found in 30% to 90% of individuals with ASD. These co-morbid mental disorders may significantly hinder the effectiveness of the educational interventions of students with ASD.

Based on the extensive literature review and the presenter's more than 25 years of clinical experience in dealing with ASD, the presenter will offer helpful suggestions for professionals and parents to pursue needed medical assessments and to obtain evidence-based medical treatments for students/individuals with ASD.

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## Communication: A Vital Tool to Build Student Success! (Part 1 of a 2 part session)

Ashley Meyer, Meggin Funk \_\_\_\_\_ Diamond 4  
Type: Interactive Strand: Verbal Behavior/ABA Level: Intermediate

### Part 1

This session will cover errorless teaching of functional verbal behavior skills to use with your students with ASD. Prompting and reinforcement, used in errorless teaching, met the criteria set forth by the 2014 review of evidence-based practices through The National Professional Development Center for Autism Spectrum Disorder.

Participants will get hands-on opportunities to run a manding session using errorless teaching! A demonstration will be given on how to choose individualized reinforcers from the natural environment. Attendees will gain an understanding of how to utilize the student's motivation to increase learning opportunities and decrease problem behavior.

**Learner Outcomes:** By the end of Part 1 Participants will be able to

- o Describe why manding is a vital skill
- o Use errorless teaching with mands
- o Determine student-specific goals for manding

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

## Isn't It Just Bribery? And Other Common Misconceptions about Reinforcement (\*Session Repeated 1:00-2:15)

Sarah Kuhl, Abree Taillon \_\_\_\_\_ Diamond 5  
Type: Lecture Strand: Behavior Level: Introductory

The purpose of this session is to discuss why many individuals use reinforcement ineffectively or avoid using positive reinforcement altogether and how to resolve those issues to increase functional skills and decrease negative behavior in children with autism. Reinforcement is a key component to behavioral interventions which is an evidence based practice. At the end of this session, participants will be able to use simple, yet

effective strategies to identify, implement and evaluate reinforcement in an educational setting, at home or in their practice.

**Learner Outcomes:** Participants will be able to

- Identify common misconceptions about positive reinforcement
- Identify creative ways to use positive reinforcement at home or in the classroom
- Identify, implement and evaluate a reinforcer from examples given during the presentation

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

## **How to Put the Pieces Together to Decrease Severe Problem Behaviors**

Melissa Miller \_\_\_\_\_ Diamond 1  
Type: Lecture Strand: Behavior Level: Intermediate

This session will describe how evidence based practices are utilized every day to decrease problem behavior. Participants will learn how to implement evidence based practices such as functional behavior assessment, functional communication training, self-management and more in order to decrease problem behavior in their classroom/home. This session will allow participants to take items back to their school/home and implement evidence based practices immediately.

**Learner Outcomes:** Participants will be able to:

- Identify Evidence Based Practices effective in reducing problem behaviors
- Identify at least 2 strategies to implement Monday

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## **Teamwork and Sustainability of Verbal Behavior: a district-wide approach to implementation and transitions across grade levels (Repeated 1:00-2:15)**

Nicole Lopez, Sara Oberg, Kylee Malcolm \_\_\_\_\_ Ruby 6  
Type: Lecture Strand: Verbal Behavior/ABA Level: Introductory

The purpose of our presentation is to provide other school districts information on the teaming approach, implementation, transitional process, as well as how to maximize sustainability within the verbal behavior program. This is important because it provides information on how to implement appropriate, high quality practices for students within the autism spectrum using the verbal behavior model. Verbal behavior is an evidence based practice based on the principals of Applied Behavior Analysis.

**Learner Outcomes:** Participants will be able to:

- develop a team approach by utilizing a variety of staff and resources.
- Identify strategies and methods used by Lexington Public Schools to implement verbal behavior district-wide.
- Develop an understanding of the transitional process.
- Identify a combination of tools for maximizing sustainability.

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**11:45 AM – 1:00 PM      LUNCH      \*ASN Basket Raffle at 12:30      CRYSTAL BALLROOM**

## Learning to Redefine Normal and Love Life!

Wendy Andersen \_\_\_\_\_ Diamond 8 & 9  
 Type: Lecture Strand: Parent/General Level: Introductory

Although Wendy Andersen is an accomplished author, speaker, coach, and mentor, she is a wife and mother first. Having a special needs child taught Wendy the critical importance of setting up her world to fit the current expectations of her own family over those delivered by the expectations of others. For most of us, life doesn't go as we planned. It didn't for Wendy and her husband. In less than 36 hours, their seemingly normal life was turned upside down when their oldest son was diagnosed with Tuberous Sclerosis Complex (TSC), epilepsy and four years later autism. When it happened, she and her husband chose to rise in love. They agreed to redefine normal with three broad actions—Loving, Embracing, and Redefining Normal Life. Wendy's experience created a deep desire to redefine what normal looks like in her own life, and instilled in her a passion to help others Redefine Normal for themselves.

**Learner Outcomes:** Participants will be able to

- o Reflect on our lives and discover how our thinking can create a reality for us
- o Utilize 3 simple mindset shifts through loving, embracing and redefining normal
- o Learn about the 2 States of Being and the Power of Decision to help redefine normal for our families so they can live loving it

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## Happily Ever Asperger My (Candid) Story of Ruthless Self-Improvement

David Finch \_\_\_\_\_ Diamond 2 & 3  
 Type: Lecture Strand: Transition Level: Introductory

Based on my *New York Times* best-selling memoir, I chronicle my quest to live a happier life with Asperger's. My most popular keynote, "Happily Ever Asperger" is perfect for anyone who needs a healthy dose of inspiration.

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## Whose Future Is It Anyway? Considering the Student-Directed IEP Process

Carrie Fairbairn and Sallye Lee \_\_\_\_\_ Diamond 6 & 7  
 Type: Lecture Strand: General Level: Introductory

This presentation will benefit the audience by demonstrating methods to increase student involvement in the IEP process, strategies to increase students' knowledge of their strengths and needs, and tools to increase the students' self-determination and self-advocacy. "The IEP is the most important document developed regarding the student with disabilities at school. At the IEP meeting, critical issues are discussed, and imperative decisions are made. If the IEP is developed without the student, or with only token involvement, the student learns that his or her voice really doesn't matter and that important decisions are best made for them, compromising and even sabotaging any subsequent self determination lessons," Hawbaker, B.W. (2007).

Research has shown that implementing some form of student-led IEPs with students with disabilities leads to positive outcomes regarding self-knowledge, self-determination, and self-advocacy (Konrad & Test, 2004; Mason et al., 2002). Whether teachers provide explicit instruction regarding the IEP process and writing portions of the document or allow students to develop their skills more implicitly, students benefit from an



increased awareness of their disabilities and the various parts of the IEP process. When students are actively involved in the IEP process, they are more engaged and more motivated to achieve their goals. Attendees will see examples of IEPs written by students, and other components of the student-led IEP. Participants will also receive links to resources, activities, and other “freebies” associated with student-led IEPs.

**Learner Outcomes: Participants will be able to:**

- o Leave with the knowledge of how to facilitate and increase student involvement in the IEP process.
- o Identify skills used by students when leading an IEP meeting
- o Learn about methods to increase self-advocacy and self-determination during the IEP process.

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**How Educators Can Help Parents Prepare for their Children on the Spectrum to have a Productive Adulthood: From a Parents Perspective**

Luke Tsai M.D. \_\_\_\_\_ Diamond 10  
Type :Lecture Strand: Parent Level: Introductory

The presenter will share his and his wife, Merling's more than 40 years of experiences of parenting their son Stephen who has an Autistic Disorder. The presenter will share his parental joys and fulfilments of raising a son with a more severely disabled autism. The presenter will also distill his concerns, disappointments, and approaches to confronting major and unexpected challenges. The presenter will then extensively review the literature on follow-up and adult outcome studies of ASD to show the rather disappointed current results of many years of interventions of ASD. The current literature shows more than 60% to 70% of adults with ASD do not live independently, are unemployed, and continue to have significant social skill disabilities. The presenter will speculate the possible reasons for the unsatisfactory outcomes of ASD and offer some suggestions of future directions for the educators to work with parents to ensure a more satisfactory adult outcome.

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**Communication: A Vital Tool to Build Student Success! (Part 2 of a 2 part session)**

Ashley Meyer, Meggin Funk \_\_\_\_\_ Diamond 4  
Type: Interactive Strand: Verbal Behavior/ABA Level: Intermediate

**Part 2**

Are you stuck on how to pick Verbal Behavior targets to teach your students?? Why are some goals better than others? We welcome participants who have completed the 3-Day Introduction to Intensive Teaching of Verbal Behavior training to attend this session with specific students in mind. Let's problem solve how to identify individualized functional targets for your Verbal Behavior Card Sort System!

**Learner Outcomes:** By the end of Part 2 Participants will be able to

- o Identify functional targets for their individual students in each applicable verbal operant
- o Understand how to develop Skills Tracking Sheets with purposeful, current and future targets
- o Create color-coded 3x5 cards to correlate with their Skills Tracking Sheets

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**Isn't It Just Bribery? And Other Common Misconceptions about Reinforcement (\*Repeat session)**

Sarah Kuhl, Abree Taillon \_\_\_\_\_ Diamond 5

The purpose of this session is to discuss why many individuals use reinforcement ineffectively or avoid using positive reinforcement altogether and how to resolve those issues to increase functional skills and decrease negative behavior in children with autism. Reinforcement is a key component to behavioral interventions which is an evidence based practice. At the end of this session, participants will be able to use simple, yet effective strategies to identify, implement and evaluate reinforcement in an educational setting, at home or in their practice.

**Learner Outcomes:** Participants will be able to

- Identify common misconceptions about positive reinforcement
- Identify creative ways to use positive reinforcement at home or in the classroom
- Identify, implement and evaluate a reinforcer from examples given during the presentation

## Pivotal Response Treatment and ASD

Christine Suchsland \_\_\_\_\_ Diamond 1

Type: Lecture

Strand: General/Communication

Level: Introductory

The purpose of this session is to provide an introduction to Pivotal Response Treatment (PRT). PRT is an evidenced based practice used to improve communication while focusing on pivotal areas such as self-initiation and motivation. Attendees will be able to apply PRT strategies in their own classrooms/homes/practices. To be PRT certified, formal training is required.

**Learner Outcomes:** Participants will be able to

- Describe PRT
- Explain motivational components of PRT
- Explain strategies used in PRT
- Collect data collection for PRT

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

## Teamwork and Sustainability of Verbal Behavior: a district-wide approach to implementation and transitions across grade levels (\*Repeat Session)

Nicole Lopez, Sara Oberg, Kylee Malcolm \_\_\_\_\_ Ruby 6

Type: Lecture

Strand: Verbal Behavior/ABA

Level: Introductory

The purpose of our presentation is to provide other school districts information on the teaming approach, implementation, transitional process, as well as how to maximize sustainability within the verbal behavior program. This is important because it provides information on how to implement appropriate, high quality practices for students within the autism spectrum using the verbal behavior model. Verbal behavior is an evidence based practice based on the principals of Applied Behavior Analysis.

**Learner Outcomes:** Participants will be able to:

- develop a team approach by utilizing a variety of staff and resources.
- Identify strategies and methods used by Lexington Public Schools to implement verbal behavior district-wide.
- Develop an understanding of the transitional process.
- Identify a combination of tools for maximizing sustainability.

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### **Keynote: Autism and Girls: Closing the Gender Gap**

Ruth Aspy

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With the release of new statistics on the prevalence of autism, and the renewed focus on the history of autism research, this is an ideal time to review what we know about women and girls with autism. How common is autism among women and girls? The available numbers are probably misleading. On April 26, 2018, the Center for Disease Control updated the autism prevalence rates – 1 in 37 boys and 1 in 151 girls. That means that based on the current data, autism is approximately 4 times more common in boys than in girls; however, many experts believe that more accurate identification of girls and women will result in a 2 to 1 ratio.

What challenges do girls and women face that differ from those faced by their male counterparts? What changes in identification and support services are needed specifically to address the needs of women and girls on the spectrum? The understanding of autism continues to be based on how autism looks in boys and men. This presentation focuses on how autism presents in girls and women and on providing strategies based on their specific needs.

**Learner Outcomes:** Participants will be able to

- Describe the self-reinforcing cycle of data based on boys and identification/diagnosis
- List three of the many risks that increase for girls with ASD when school teams and other professionals fail to recognize their autism
- Compare restricted interests in females with ASD to restricted interests in males with ASD
- Describe how “camouflaging” both helps and hurts girls on the spectrum
- Explain the role of emotional conversation skills for girls on the spectrum

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