*General, Behavior, Adolescence/Adulthood, Early Childhood, Moderate/Severe 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.

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**Keynote: ABA in the Classroom and Real Life**

James Ball

Crystal Ballroom

Type: Keynote

Level: All

This presentation will discuss Applied Behavior Analysis and how it relates to teaching students with an autism spectrum disorder. It will focus on teaching specific skills, enhancing motivation, and generalization training. A step-by-step demonstration will be presented using real life examples. Modifications will be explored that allow this particular program to be effective with students significantly challenged with autism, as well as those considered to be on the high functioning end of the autism spectrum. Because of the nature of this presentation, a question and answer period will be provided.

**Learner Outcomes:**

- Participants will be able to identify 3 specific techniques associated with ABA
- Participants will be able to implement 3 specific reinforcement techniques that will assist an individual on the autism spectrum
- Participants will be able to design an individualized ABA program that will assist an individual on the autism spectrum
- Participants will be able to identify appropriate environmental supports to assist an individual on the autism spectrum

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**7 Evidence Based Strategies for an Effective Early Intervention Program**

James Ball

Diamond 2 & 3

Type: Lecture

Strand: Early Childhood

Level: Introductory

This presentation will discuss 7 systematic techniques for working with children with an autism spectrum disorder and implementing an effective early intervention program. Real life examples will be used to discuss the 7 strategies and a question and answer period will be provided at the end of the presentation.
Guided Reading for Nonverbal Children with Severe Disabilities
Susan Norwell___________________________ __________________________________________________ __Diamond 4
Type: Lecture     Strand: Moderate/Severe     Level: Intermediate

This session will focus on Guided Reading, which is one of the blocks of the Balanced Literacy Model. Extensive video clips will model the “how to’s” of guided reading for students who are nonverbal with severe disabilities. Adaptations to teaching and assessing comprehension strategies will be taught and modeled through video. Learners will be able to identify what Guided Reading entails for a child with severe disabilities and how to engage the learner and build communication skills to enhance reading instruction. Students will include those will Autism, Rett Syndrome and Cerebral Palsy.

Moving in the Write! Direction: Make Writing Easier with Assistive Technology
Lenette Sprunk _______________________ ________________________ ____________________________ Diamond 5
Type: Lecture     Strand: General     Level: Introductory

Most students with ASD hate to write. This session will take a look at the writing process through the eyes of a student with ASD. By focusing on the four aspects of writing that are most problematic: language, organization, sensory regulation, and motor control, educators will learn ways to incorporate evidence-based practices, assistive technology, and UDL into the learning environment to help students with ASD become successful writers.

Learner Outcomes: Participants will be able to:
- Identify challenge areas that impact student’s writing skills
- Identify causes of behavioral outbursts during writing tasks
- Identify tools and strategies to use to offer maximum success for these struggling writers

Education of An Aspie: College Through My Eyes (*Session Repeated Thursday 12:45-2:00)
Zach Zaborny__________________________________________ ______________________________Diamond 6 & 7
Type: Lecture     Strand: Adolescence/Adulthood     Level: Introductory

The purpose of my session is to share my college experience and what it was like for me to attend college with ASD. This is an important area in the field of ASD because having an effective transition environment from high school to college is essential for success for people that have ASD. The subject of this session is an overview of my time and college and what strategies I applied to help be successful. The evidence based practices deal with actual things that I did in college to remain successful. Attendees will be able to apply what they learn in this session to their work with individuals/family members by learning ways to help high school students effectively make the transition into college, as well as be able to help support students once they are actively going through their college years.

Learner Outcomes: Participants will be able to:
- Learn about dealing with ASD related to academics, social skills/relationships and extracurricular activities
- Learn Zach’s five main keys to college success for people with ASD
- Help support your child/student as they transition from High School to College
Addressing Executive Functioning for Students with ASD Part 1 (This is a 2-part session. The 2nd session will be offered from 12:45-2:00).
Jennifer Vest and Teresa Kaelin ______________________________________ ____________________ Diamond 8 & 9
Type: Lecture     Strand:  General   Level: Intermediate

The purpose of this session is to help educators understand the impact of executive functioning skills in the classroom. These are important skills to address because more than 80% of students with ASD have executive functioning deficits. Many of the strategies are directly linked to evidenced based practices. For example visual schedules, social stories, visual cues, self evaluation, and others are all examples of evidenced based practices that positively impact executive functioning skills in the classroom. Specific examples of strategies will be shown at the session for attendees to facilitate the development of executive functioning skills.

Learner Outcomes: Participants will
- have an understanding of executive function skills
- design interventions to address skill deficits
- recognize behaviors that indicate executive dysfunction in the classroom

Integrating Best Practices into PBIS to support students with ASD (*Session Repeated Thursday 12:45-2:00)
Jennifer Burgard-Quaranta and Shannon Hall-Schmeckpeper_______________________________  Diamond 10
Type: Lecture     Strand:  Behavior   Level: Intermediate

PBIS serves as a framework for procedures and techniques designed to help improve behavior. It involves procedures at the school wide, classroom and individual student levels. There is an important distinguish between traditional behavior modification techniques and positive behavior supports. Traditional behavior management views the child as having the problem and seeks to "fix" the child by eliminating the negative behavior. Positive behavior support and functional based analysis view systems, settings, and lack of skill as parts of the problem and works to change those through the PBIS systems that are in place in a building. The goal of PBIS is to find and teach strategies that reduce inappropriate behavior by teaching more appropriate skills and by proving the environmental supports that are necessary to produce successful outcomes (Carr et al., 2002; Horner, Dunlap et al., 1990; Warger, 1999).

Students with autism often need individualized plans to be successful in the school environment. The goal of this presentation will be to discuss how common intervention strategies such as social stories, cartooning/comic strips, visual schedules, Super Flex, Powercards, de-escalation techniques can be used in conjunction with your schools PBIS expectations to help students meet behavioral expectations at school and survive the Hidden Curriculum.

Learner Outcomes:
- Participants will develop an understanding of how implementation of PBIS will benefit all students in the school and how this will impact students with Autism
- Participants will leave with strategies that they can implement with their own students

Introduction to Autism Spectrum Disorders
Kelly Anne Ergle ____________________________________________ Ruby 6
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
- Participants will be able to recognize common characteristics of autism spectrum disorders
- Participants will be able to identify common facts and myths about autism
TED Talks on Autism Spectrum Disorders
Video Stream ________________________________________________ Diamond 1
Type: Video     Strand: General    Level: Introductory

A variety of TED talks on autism spectrum disorders will be shown throughout the day in Diamond 1.

11:45 AM - 12:45 PM     LUNCH           CRYSTAL BALLROOM

12:45 PM – 2:00 PM     CONCURRENT SESSIONS

Techniques for Systematic Teaching and Reducing Behavior Challenges in Students with an Autism Spectrum Disorder
James Ball ________________________________________________ Diamond 2 & 3
Type: Lecture     Strand: Behavior   Level: Intermediate

This presentation will discuss systematic techniques for teaching students with an autism spectrum disorder. It will focus on teaching of specific skills, reducing challenging behaviors, and reinforcer assessment. It will guide the participant, step by step, through the process of identifying the cause(s) of behavior issues and help in developing evidence based strategy(s) to reduce or eliminate such behavior(s). Real life examples will be used.

Learner Outcomes:
- Participants will be able to identify 3 reinforcement techniques to assist an individual on the autism spectrum in the learning process
- Participants will be able to implement 3 specific teaching techniques that will assist an individual on the autism spectrum in the learning process
- Participants will be able to design an individualized teaching program that will assist an individual on the autism spectrum in the learning process
- Participants will be able to design an individualized behavior program that will assist an individual on the autism spectrum in reducing problem behavior through a Positive Behavior Support plan

Word Study for Nonverbal Children with Severe Disabilities
Susan Norwell ________________________________________________________ Diamond 4
Type: Lecture     Strand: Moderate/Severe   Level: Intermediate

This session will focus on Word Study, which is one of the blocks of the Balanced Literacy Model. Extensive video clips will model the “how to’s” of teaching decoding through “Making Words” activities for students who are nonverbal with severe disabilities. Adaptations to teaching and assessing decoding skills will be taught and modeled through video. Learners will be able to identify what Word Study entails for a child with severe disabilities and how to engage the learner and build supportive communication for work sessions. Students will include those will Autism, Rett Syndrome and Cerebral Palsy.

Google Tools to Support Access to the General Curriculum
Lenette Sprunk ________________________________________________________ Diamond 5
Type: Lecture     Strand: General   Level: Introductory

This session highlights technology tools from Google that support students in accessing the general curriculum. Many of the tools are available at no cost. The session demonstrates supports for students in finding and reading material online and producing work as evidence of learning to prepare them to transition from high school to post-school activities.
Learner Outcomes: Participants will be able to:
- identify tools to assist students to find usable information (research)
- identify tools to assist students in consuming information
- identify tools for students to present information and evidence of learning.

Education of An Aspie: College Through My Eyes (*Repeat Session; Session details above with first listing)
Zach Zaborny
Diamond 6 & 7
Type: Lecture     Strand: Adolescence/Adulthood     Level: Introductory

Addressing Executive Functioning for Students with ASD Part 2 (This is part 2 of a 2 part session)
Jennifer Vest and Teresa Kaelin
Diamond 8 & 9
Type: Lecture     Strand: General     Level: Intermediate

The purpose of this session is to help educators understand the impact of executive functioning skills in the classroom. These are important skills to address because more than 80% of students with ASD have executive functioning deficits. Many of the strategies are directly linked to evidenced based practices. For example visual schedules, social stories, visual cues, self evaluation, and others are all examples of evidenced based practices that positively impact executive functioning skills in the classroom. Specific examples of strategies will be shown at the session for attendees to facilitate the development of executive functioning skills.

Learner Outcomes: Participants will
- have an understanding of executive function skills
- design interventions to address skill deficits
- recognize behaviors that indicate executive dysfunction in the classroom

Integrating Best Practices into PBIS to support students with ASD (*Repeat Session; Session details above with first listing)
Jennifer Burgard-Quaranta and Shannon Hall-Schmeckpeper
Diamond 10
Type: Lecture     Strand: Behavior     Level: Intermediate

From the Other Side of the Table
Sue VanHousen, Sabrina Sumison, Jessica Hoss, Karen Chamberlain, Shana Chamberlain, & Megan Misegadis
Ruby 6
Type: Panel     Strand: General     Level: Introductory

The focus of this session is to present a discussion of how empathy, understanding and open communication between professionals and families with special needs students is so critical to overall student success. The session will highlight the importance of an interdisciplinary approach that includes the family's input as well as professional expertise.

Learner Outcomes: Participants will be able to:
- develop a better understanding of the family's perspective of the education process
- develop better communication between families and professionals
- be able to provide professionals with information about agencies and services that are available

TED Talks on Autism Spectrum Disorders
Video Stream
Diamond 1
Type: Video     Strand: General     Level: Introductory

A variety of TED talks on autism spectrum disorders will be shown throughout the day in Diamond 1.
Teaching Homework and Organization Skills to individuals with High Functioning Autism
Melissa Scheidt _______________ _______________ _______________ Diamond 2 & 3
Type: Lecture               Strand: General               Level: Intermediate

This session will focus on how to teach organizational and homework skills to individuals with high-functioning autism and how it can be incorporated into the school day. It will focus mainly on upper-elementary to high school age students.

Learner objectives:
- Participants will learn how executive functioning skills impact organizational skills in students with high functioning autism
- Participants will learn strategies to help teach organization and time management
- Strategies for long-term projects and teaching students how to use a planner will be shared

Writing Strategies for Nonverbal Children with Severe Disabilities
Susan Norwell _______________ _______________ _______________ Diamond 4
Type: Lecture               Strand: Moderate/Severe               Level: Intermediate

This session will focus on Writing, which is one of the most neglected blocks of the Balanced Literacy Model. Extensive video clips will model the “how to’s” of developing writing skills with students who are nonverbal with severe disabilities. A Core Word Flipchart and ABC Flipchart will be taught and modeled through video. Learners will have access to the Flipchart files for their own use. Students will include those will Autism, Rett Syndrome and Cerebral Palsy.

Home Sweet Home? A Whole-Family Approach to Challenging Behavior (*Session Repeated Thursday 3:45-5:00)
Colleen Spano _______________ _______________ _______________ Diamond 5
Type: Lecture               Strand: Behavior               Level: Intermediate

This presentation will introduce families to the idea that their child’s challenging behavior is really a communication tool, and that the behavior is to let them know that something in their life is uncomfortable and needs adjustment. I will share examples from my classroom of children who exhibited challenging behaviors, as well as examples from my home as a parent of a child with autism. When discussing challenging behaviors I will stress that the type of behaviors I am referring to are those that interfere with the child’s quality of life, not just minor annoyances. If behaviors exhibited by the child are causing that child and/or the entire family to miss important events, interventions need to happen. A child’s meltdown from over-stimulation at dinner can mean that a family never gets to sit down at the table together to eat. We will talk about why that might be happening, and what a family can do differently so they are able to share their important moments.

The information I share here will be drawn as a trained trainer of the Center on the Social Emotional Foundations for Early Learning (CSEFEL) at Vanderbilt University, as well as my own strategies from my classroom and home. The concept of an intentionally well-planned, sensory neutral environment to support a child’s social-emotional growth is not common knowledge in many homes and classrooms, yet I feel it is essential when living with a child with an autism spectrum disorder. I will give concrete examples addressing the more common types of sensory processing disorder/behavior, such as defiance, meltdowns, and elopement. The presentation will finish with a list of resources that I use regularly, citations if necessary, and my contact information for further inquiries.
Learner Outcomes: At the end of the session, participants will be able to understand sensory triggers for their children, have tools to assess their home environment, and know some simple strategies and adaptations they can implement in their homes as well along with the following:
  o View challenging behavior as a communication tool
  o Ways to determine what the behavior is trying to communicate
  o Modifications we can make in our homes to help our children lead more peaceful, successful lives

Assistive Technology: A Spectrum of Language Supports for Students with ASD (*Session Repeated Thursday 3:45-5:00)
Mary Ells, Megan Bailey, Patty Daberkow, Jennifer Feeney, and Michelle Moser ____________Diamond 6 & 7
Type: Panel    Strand: General    Level: Intermediate

Assistive Technology strategies help students across the autism spectrum show what they know and can do in both communication and written expression. The NSP evidenced based practice review found assistive technology to be a promising practice. Join this session to add AT strategies and language supports to your ASD toolbox for home or school.

Learner Outcomes: Participants will be able to:
  o Understand an AT overview related to communication and written expression development.
  o Know communication strategies across various devices
  o Explore AT tools to assist students at various levels of writing
  o Apply technology to support learning and engagement
  o Address the critical language needs of students with autism

Building a strong foundation using a developmental approach
Lanie Holbrook, Juliana Padilla ______________________________________________________ Diamond 8 & 9
Type: Lecture    Strand: Early Childhood    Level: Introductory

This session will both describe critical early developing milestones as well as detail the importance of these into the integration of social, cognitive, motor skills. We will also discuss hands on strategies to integrate into practice to support development. This presentation will collaborate SLP and OT practices as well as developmental approaches using Floortime, SCERTS, Hanen and Sensory Processing support.

Learner Outcomes:
  o Participants will gain an understanding of early lang and motor milestones
  o Participants will gain an understanding of how milestone impact social interactions, relationships, and thinking
  o Participants will learn 9 developmental strategies to use in therapeutic intervention
  o Participants will better understand the importance of intervening based on development vs. skills

Making Transition Work in Rural Areas
Keri Bennett, Angie Gangwish, Robin Hines, & Roger Ochs ________________________________Diamond 10
Type: Lecture    Strand: Adolescence/Adulthood    Level: Intermediate

Nationally, the number of youth identified with Autism Spectrum Disorder (ASD) is growing, yet data indicates their post-high school employment rates are less than their peers with other disabilities and significantly less than their peers without disabilities. State Vocational Rehabilitation (VR) programs are a primary source of employment services for young adults with ASD. VR professionals serving transition-age youth with ASD in rural areas face challenges requiring them to “think outside the box”. It is important for VR professionals and other transition team members to consider less traditional strategies for helping young adults with ASD move from high school to post-secondary training or employment in the community. This session will highlight successful strategies used by VR professionals in rural areas of Nebraska to implement transition best practices, such as active student involvement in the transition assessment and planning
Learner Outcomes: Participants will be able to:
- List strategies that high school students with Autism in rural areas have used to successfully transition from high school to post-secondary training
- List strategies that high school students with Autism in rural areas have used to successfully transition from high school to work in the community
- Describe positive outcomes from the 2014-2015 ASD Network/Nebraska VR collaboration

Medication Use with Autism Spectrum Disorders: Understanding the Implications and Evidence
Suzanne Gregg

Type: Lecture  Strand: General  Level: Intermediate

Medications are widely used with individuals with ASD, however, there are no medications approved by the FDA for the treatment of the core symptoms of ASD. This session is designed to allow attendees greater understanding of the decision making process of prescribing medications. The main groups of psychotropic medications will be described, what symptoms the medications will target, scientific evidence available, and adverse effects that can be seen with particular medications. Medications that have a specific indication by the FDA will be explained in more detail.

Learner Outcomes: Attendees will have an understanding of the categories of medications used to treat ASD, symptoms they treat, which medications are FDA approved, and potential adverse effects.

TED Talks on Autism Spectrum Disorders

Type: Video  Strand: General  Level: Introductory

A variety of TED talks on autism spectrum disorders will be shown throughout the day in Diamond 1.

3:30 PM – 3:45 PM  BREAK

3:45 PM – 5:00 PM  CONCURRENT SESSIONS

Sensory Issues: A Spectrum Perspective
Suz Swanson

Type: Lecture  Strand: General  Level: Introductory

Sensory issues have affected those on the spectrum. While the exact cause of sensory issues has not been identified and how it relates to those on the spectrum, interventions have been proven effective. Occupational therapy has been significantly utilized to help those on the spectrum with sensory issues. This session will talk about my experiences with sensory issues, not knowing I had sensory issues as a child, potential signs of sensory issues, and provide some ideas that could help caregivers, parents and other professionals work with their person.

Learner Outcomes:
- Participants will learn how to engage reluctant team members
- Participants will understand how to develop systems of communication that all team members can be a part of
- Participants will learn ways to include parents so that they feel like valued team members
Emergent Reading for Nonverbal Children with Severe Disabilities
Susan Norwell ________________________________________________________ Diamond 4
Type: Lecture     Strand: Moderate/Severe   Level: Intermediate

This session will focus on 3 of the 6 Building Blocks of the Emergent Literacy Model. Learners will be
learn about Block 1, 2 and 3 with a variety of videos to illustrate key points and “how-to’s”. The goal of
Block 1 is to develop a desire to read and write and this section will focus on dialogic reading/supported
reading to support future reading acquisition. Block two deals with vocabulary develop and video
elements will illustrate a variety of AAC supports to develop vocabulary through play, dialogue and
dialogic reading. Block 4 will cover the development of phonemic awareness and the concept of rhyme.
Strategies for teaching this challenging block for nonverbal students will be modeled in a variety of videos
with students with Autism, Rett Syndrome and Cerebral Palsy.

Home Sweet Home? A Whole-Family Approach to Challenging Behavior  (*Repeat Session: Session
details above with first listing)
Colleen Spano ___________________________________________________________ Diamond 5
Type: Lecture     Parent/Behavior    Level: Intermediate

Assistive Technology: A Spectrum of Language Supports for Students with Behavior
(*Repeat Session; Session details above with first listing)
Mary Ells, Megan Bailey, Patty Daberkow, Jennifer Feeney, and Michelle Moser ________Diamond 6 & 7
Type: Panel     Strand:  General    Level:  Intermediate

Maximizing Your Time by Using Web-based Lesson Resources for ECSE through Transition
Supports – VizZle Exhibitor Session
Rebecca Patience _______________________________________________ Diamond 8 & 9
Type: Lecture     Strand: Early Childhood    Level: Introductory

The presentation will show examples of best practices collected across a nine- state upper MW region as I
work with both large and small districts to implement these resources.

Learner Outcomes: Participants will be able to
 o  Have an understanding of how an all-in-one digital resource center developed at research-linked
    autism centers, in cooperation with researchers at Harvard Medical School, can better meet the
    needs of a wide range of students with ASD and other special needs
 o  Be exposed to examples of a variety of interactive lessons created by other special educators that
    are a) interactive, b) editable, c) automatically collect IEP data, and c) allow teachers to
    collaborate with their peers in their building, district, or ESU to save TIME, ENERGY, and COST through
    easy to use tools in the VizZle visual software program

Determining Least Restrictive Environment for students with Autism
Melinda Henson ________________________________________________________ Diamond 10
Type: Lecture     Strand: General    Level: Intermediate

This session will provide a brief overview of the history and intent of Least Restrictive Environments while
addressing the errors and issues that often arise when teams of people work to reach consensus on this
topic. The presenter will offer the VB-MAPP assessment tool as an evidence- and data-based
individualized approach to making LRE decisions for young students with autism, with special emphasis on
the Barriers to Learning and Transitions sub-sections of the assessment.

Learner Outcomes:
 o  Participants will learn the intent of special education law as related to Least Restrictive Environment
 o  Participants will identify the 5 components of the VB-MAPP assessment tool
 o  Participants will be able to describe a data-based approach to determining appropriate/least
    restrictive educational settings for student’s current skill set(s)
TED Talks on Autism Spectrum Disorders

A variety of TED talks on autism spectrum disorders will be shown throughout the day in Diamond 1.

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**Life on and Slightly to the Right of the Autism Spectrum: In Inside View Towards Success**

Stephen Shore  
Crystal Ballroom  
Type: Keynote  Level: All Levels

Join Stephen in his autobiographical journey from the nonverbal days as he relates his life to the many challenges facing people on the autism spectrum. Some of the areas discussed include classroom accommodation, teaching of musical instruments, as well as issues faced by adults such as relationships, self-advocacy, higher education, and employment. The session ends with a short audience activity demonstrating what it feels like have autism and to struggle through some of the challenges surrounding communication and socialization.

**FRIDAY APRIL 10th, 2015**

*General, Behavior, Adolescence/Adulthood, Early Childhood, Moderate/Severe 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.*

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**Social Thinking Across the Home and School Day**

Nancy Clements  
Crystal Ballroom  
Type: Keynote  Level: All Levels

In this presentation, the presenter will define more Social Thinking concepts and how to apply the Social Thinking Vocabulary throughout the day. Working as part of a group, the “three parts of play,” abstracting and inferencing information and sharing an imagination are among the concepts we will explore and can bring together to teach students how to communicate. Examples will be shared that highlight how to make these abstract concepts more concrete and teachable. The Social Thinking Vocabulary is the backbone of Social Thinking teaching programs. Research published in 2008 (Crooke, et al) in the Journal of Autism and Developmental Disorders demonstrated how students benefited from learning these concepts; specifically, that the students, once taught how to think about the concepts, could generalize the information.

**Learner Outcomes:**

- Participants will be able to explain a “realistic transition plan” and name three items to focus on during transition planning.
- Participants will be able to create a lesson to teach students to evaluate their motivation and become accountable for applying the lessons learned to another setting.
- Participants will be able to explain how anxiety can be a “stop sign” in an individual’s ability to use Social Thinking and related skills.
Social Thinking and Transition Planning for the Adult World and Real Life
Nancy Clements__________________________________________________________Diamond 2 & 3
Type: Lecture          Strand: Adolescence/Adulthood          Level: Intermediate

Transitioning into adulthood and living as young adults can overwhelm individuals born to social learning challenges, even those who are "bright" with strong language skills. This workshop focuses on helping both parents and professionals (teachers, counselors, psychologists) and the students themselves prepare for and respond to this transition. It is important that both adults and students begin to consider transition planning while students are in middle school. By providing concrete ways to develop a realistic transition plan, we help students and their parents prepare for life outside the more regimented schedule of the school day.

We will explore the more nuanced expectations of emerging adulthood and strategies to help individuals develop a more mature Social Thinking mindset, including an "I can do this" and "I need to do this" attitude. We will specifically review concrete strategies to teach our students more about the concepts of responsibility, motivation, and anxiety management, and discuss ideas they can use in forming a range of friendships. Ultimately, we want to help our students learn to be more comfortable with the fact they are going to be increasingly uncomfortable with the demands of young adulthood.

Learner Outcomes:
- Participants will be able to explain a “realistic transition plan” and name three items to focus on during transition planning.
- Participants will be able to create a lesson to teach students to evaluate their motivation and become accountable for applying the lessons learned to another setting.
- Participants will be able to explain how anxiety can be a “stop sign” in an individual’s ability to use Social Thinking and related skills.

Starting the Process of Behavior Change Part 1
Scott Walls and Deb Rauner________________________________________________ Diamond 4
Type: Lecture          Strand: Behavior          Level: Introductory

The purpose of this session is to provide participants with a system for observing behavior, ranking it and determining why behavior is occurring. Participants will learn to complete a safety plan, basic behavior plan and how to effectively link behavior plans to motivation.

Learner Outcomes:
- Participants will look at the child’s behavior and learn how to rank it.
- Participants will learn why a specific behavior happens and ways to collect information about the behavior.
- Participants will learn how to complete a Safety Plan.
- Participants will be able to link behavior plans to motivation.
The purpose of the session is to increase the caregiver and teacher knowledge in assessing for social skills deficits in the child with ASD and developing an intervention plan based upon individualized need. Although group social skills training may be effective for some children, focusing on the specific targeted deficits and shaping up desired skills based upon need will be emphasized. Further, empirically based curriculum for group training, individual training, and utilization of peer models will be discussed. Examples of capturing opportunities for naturalistic learning of social skills within the home and school environment will be identified and practiced through role-modeling and performance feedback.

**Learner Outcomes: Participants will be able to:**
- Assess social skills deficits in children and adolescents with ASD and develop an individualized plan
- Identify evidenced-based curriculum and teaching strategies to support development of social skills in children with ASD
- Discuss strategies to maintain and generalize the social skills in a variety of settings (i.e., home, school and community activities)

### Make & Take: Considering Sensory & Literacy!
Phylis Graney, Lenette Sprunk and Dixie Trevarthan

The purpose of this session is to assist participants in identifying low cost sensory and literacy materials to use with students with Autism to assist them in becoming successful at participating in integrated classroom activities. Many priming and calming tools can be portable and teaching these individuals how to use portable tools to become more independent in the classrooms today, will prepare them to be more successful at participating in school, community and family activities outside of the classroom. Participants will also have the opportunity to make a squishy book and take with them to add to their sensory or literacy toolbox.

**Learner Outcomes: Participants will be able to:**
- Identify some sensory tools that can be made at low/no cost
- Identify resources for obtaining tools to try with students before schools/families purchase items
- Make and take a Squishy Book home with them

### Bullying: Practical solutions for eradicating bullying for individuals with autism and other special needs
Stephen Shore

A great majority of people with autism experience bullying in school, in the community, and even into adulthood resulting in possible life-long negative implications such as lowered self-esteem, difficulties in relationships, and depression. This presentation will focus on informing parents, educators, clinicians, and others on how to identify and eradicate bullying on the individual, classroom, and school-wide levels.

Many with autism and other special needs experience bullying in school, the community, and in adulthood causing life-long negative implications such as lowered self-esteem, difficulties in relationships, and depression. Parents, educators, clinicians, and others will be informed how to identify and eradicate bullying on the individual, classroom, and school-wide levels.

**Learner Outcomes: Participants will be able to:**
- Define the act of bullying
- List two or more indicators indicating when bullying may be taking place
- List ways to stop bullying when it occurs
Simple Strategies for Solving Tough Problems
Christy Cox, Cathy Schock, & Julie Bruning

With the growing number of students exhibiting spectrum-like behaviors, educators are more frequently faced with challenging behavioral situations. This session will fill your toolbox with ideas to effectively address challenging behaviors. Strategies provided will cover all areas of a student's school day, including but not limited to: schedules/visuals, positive behavioral support plans, social stories, options for developing social skills, check-in/check-out systems, tracking sheets, how to collect and analyze data, and examining potential resources in the building and in the district.

Learner Outcomes:
- Participants will learn about simple strategies to use to meet the needs of students with challenging behavior
- Participants will learn how to implement these simple strategies in the classroom
- Participants will learn how to document and analyze data

Quick and Easy Strategies to Change Behavior Part 2
Scott Walls and Deb Rauner

In this session participants will learn some quick and effective strategies and interventions to put into place to change behavior. Additionally, the presenters will provide use a variety of examples and case studies to provide a good understanding of behavior and why it occurs.
Learner Outcomes:
- Participants will review the link between motivation and behavior change strategies
- Participants will learn several easy preventative and reactive strategies to use to change behavior

Behavioral Interventions for Young Children with ASD
Torri Smith Terjal
Type: Lecture                     Strand: Early Childhood          Level: Intermediate

The majority of the evidence based practices literature in autism is on applied behavior analysis. This means that many of the most effective interventions for individuals with autism were developed using the principles of applied behavior analysis. This session will take a look at those evidence-based practices and provide information on the fundamentals of behavioral teaching for young children on the autism spectrum. It will include the following topics: What is ABA; 3 keys to Behavior Change; and the ABC’s of Behavior.

Learner Outcomes:
- Participants will understand a basic definition of ABA and at least 2 EBP that are based on the principles of ABA
- Participants will identify the 3 keys to Behavior Change and be able to apply discuss how to apply them to a situation at home/school
- Participants will be able to define the ABC’s of behavior and what they tell us about the situation, the behavior and what to do

Let's "Make" a difference! Make, Take, Go
Phylis Graney, Lenette Sprunk and Dixie Trevarthan
Type: Experiential                     Strand: General                      Level: Introductory

The purpose of this session is to provide a hands on activity for participants to create some materials that they can take back to their schools and homes and use immediately. Individuals with autism may experience difficulties with processing sensory information. The use of simple manipulatives may allow for better sensory integration for the individual. Attendees will be able to take back with them materials to use immediately in either their classroom or home and generate additional materials as needed. They will also be able to share these same ideas with other staff members and parents.

Learner Outcomes:
- At the end of the session, participants will be able to generate additional materials for additional students with similar needs
- At the end of the session, participants will be able to explain the sensory needs addressed by this activity to other staff and parents

Adults with Autism Promoting Successful Transition to Adulthood for Individuals on the Autism Spectrum
Stephen Shore
Type: Lecture                       Strand: Adolescence/Adulthood           Level: Introductory

Achieving a best outcome for a productive transition to adulthood requires sufficient self-awareness in what it means to be on the autism spectrum as a foundation for successful navigation of the adult worlds of employment, relationships and sexuality, continuing education, interdependent living, and self-advocacy. Participants will come away with practical solutions for educating and supporting individuals on the autism spectrum for leading fulfilling and productive live in society.

Learner Outcomes:
- Learn that education and considered decisions can be made to avoid areas of challenge while still leading a fulfilling and productive life
Understand the importance of people with autism and other disabilities in understanding themselves as a key factor in success

A Model of How to Problem Solve
Traci Brittain, Kris McMullen, Michella Honas, and Sarah Kranjc

Type: Panel  Strand: General/Behavior  Level: Intermediate

The purpose is to model an effective problem-solving process through a panel format. This process is an interactive session that guides teams in developing strategies to effectively support students on the spectrum. The panel will consist of three Behavior Inclusion Consultants who will model the GIPS - CNSSP BIC problem solving process.

Learner Outcomes:
- Participants will learn how to utilize the problem solving model that was demonstrated
- Participants will learn how to set up an effective behavior problem solving team
- Participants will learn how to effectively address common issues in scheduling problem-solving opportunities

To Infinity and Beyond: The Journey of Building a District Autism Team
Chris Vierya, Angie Bay, Niki Ruda, Diane Livingston, and Tonya Townsend

Type: Panel  Strand: General  Level: Introductory

The purpose of the session is to describe the process in developing a District Autism Team. We will show that it is important to have a group of individuals dedicated to serving the needs of students with Autism with a collaborative team approach. We will display a variety of ideas and suggestions on promoting Autism throughout your school and community. The team has been trained in multiple evidence-based practices that are used throughout the district and will show others how they can incorporate those practices in their own school district.

Learner Outcomes:
- Participants will be able to visualize the positive impact of the two year Nebraska ASD Network training process
- Participants will be able to understand the necessary structure of a school District Autism Team
- Participants will be able to distinguish how to provide diverse service in meeting the needs of students on the spectrum and their school building teams
- Participants will be able to visualize the importance of school wide and community relationship building through the District Autism Team
- Participants will be able to understand the importance of constant evaluation of the team’s roles and responsibilities and when changes need to happen to ensure student success

2:00 PM – 2:15 PM  Break

2:15 PM – 3:30 PM  KEYNOTE  CRYSTAL BALLROOM
Keynote:  Autism and Mental Health Issues: Considerations and Ideas for Intervention
Scott Walls

Type: Keynote  Level: All

This session will provide an overview of the following topics: ASD and Mental Health Disorders, Co-Morbid Mental Health Conditions with ASD, Review of Mental Health Conditions and Strategies/Treatments for these Conditions and Considerations for Mental Health and ASD in Children and Adolescents. You will leave this session with tried and true strategies and suggestions for supporting students with co-morbid mental health issues. This session will give you hope that there is something you can do that will make a difference. Let’s face it we work with complex kids and need help. You do not want to miss this session!