

2020 ASD State Conference
VIRTUAL SCHEDULE
THURSDAY, APRIL 2nd 2020

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

All sessions reflect Central Time Zone

9:00 AM - 10:15 AM	KEYNOTE
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Keynote: How My Brother on the Spectrum Changed My Outlook on Life

Jenny Anderson, Co-Founder & CEO - Celebrate EDU & Brent's Sister

Jenny Anderson is a leader in entrepreneurship and employment for people with disabilities. Inspired by the lack of opportunities available for her brother, Jenny's positive approach to a challenging situation is taking the disability world by storm.

In this session, Jenny will share the heartfelt, humorous, and transformative lessons that have shaped her life. Her passion for inclusion and empowerment are inspiring change within the disability community and beyond.

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

10:15 AM - 10:30 AM	MORNING BREAK
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10:30 AM - 11:45 AM	CONCURRENT SESSIONS
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"It's okay to talk about it": Navigating Mental Health & Autism

Lindsey Nebeker

Ages: All

Track: General

Level: Intermediate

In recent years, our society has become more informed on understanding mental health conditions, identifying the issues that associate with them, and learning how we can provide support to those who need help.

However, the intersection of neurodiversity and mental health contains some unique differences. Unfortunately, our world is not as "fluent" in how to identify when people on the autism spectrum are experiencing a mental health crisis; nor are we able to clearly identify how to provide support that would be applicable while at the same time being neurodiverse-friendly.

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

- Identify possible barriers (at home, at school, in the community, etc.) that can make it especially difficult for autistics with coexisting mental health conditions.
- Identify a short list of "red flags" that indicate when a person on the spectrum is experiencing anxiety, depression, or a mental health crisis.
- Identify a short list of effective approaches to treatment (crisis response, facilities, therapy) to ensure a more stable recovery journey for the autistic individual.

- o Identify some helpful approaches for those involved in the person's everyday life (family members, educators, coworkers, etc.) and Identify some helpful approaches to self-care.

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Teaching Language Using AAC

Jessica Broderick

Ages: All

Track: Communication

Level: Advanced

You've done the trials, acquired the system, set everything up...now what? What words do I start with? How do I teach them? How do I make sure they're participating? What about the content curriculum? This session will teach participants how to go forward with teaching language to AAC users and making sure those students are active participants in their classroom. We will discuss the importance of core vocabulary (and when to use fringe), ways to incorporate aided language stimulation into everyday routines, and teaching methods for AAC use and grade-level content. Please bring an AAC system if you have one not currently being used by a student and your laptop, tablet, or phone. We will be exploring lots of resources and gets some hands-on practice!

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

- o Describe the importance of using core vocabulary when working with students using AAC.
- o Define aided language stimulation and three ways this can be done.
- o Compare and contrast referential and descriptive teaching in AAC.

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Preparing Young Adults with ASD for Employment

Michaela Ahrens, Jana Dye

Ages: Post Secondary/Adult

Track: Transition/Adult

Level: Introductory

It is estimated that 50,000 individuals with autism are transitioning into adulthood each year. For many, that will involve entering the workforce. Concurrently, Nebraska is in the midst of a workforce crisis with employers unable to fill 36,000 positions across the state. In the Greater Omaha area, the unemployment rate is 3%. With the unemployment rate so low, employers are desperately seeking quality job candidates and are willing to try nontraditional means to address their needs. To help bridge this gap, Autism Action Partnership started its PACE Program (Partnership for Career Employment) in 2015. Since there were no other local workforce programs dedicated solely to individuals with autism, there has been a great deal of learning along the path toward developing an effective program.

PACE uses a "best practice" workforce model that focuses on serving on two customer groups: job seekers and employers. Additionally, there are several international and national programs focused on recruiting, hiring, and retaining autistic adults, which PACE looks to for guidance. With support from autism employment experts at Specialisterne, SAP launched their Autism at Work program, which has expanded to 13 countries and has served as a model to many other large companies (e.g., Microsoft, JP Morgan Chase, EY, HPE, DXC Technology, etc.). Another leader, Auticon provides a similar international workforce model being successfully replicated in multiple countries, including the U.S. We have also connected with a program in California, called Uniquely Able, to better understand their career pathways model for young adults with autism. All of these entities have common practices which PACE has adopted.

Employers are recognizing the benefits of hiring individuals with disabilities in general and more

specifically with autism because of the unique talents they bring to the workplace. These global efforts are making headlines in the business world, especially in the field of technology and among Human Resources professionals where “diversity & inclusion” efforts are trending. Local interest in hiring individuals with autism continues to grow. PACE has seen a steady increase of businesses seeking training to learn how to tap into this highly reliable and skilled talent pool. Thus, it is important that job seekers with autism are prepared to answer the call.

What can you do to help young adults with ASD best position themselves to take advantage of these opportunities? This session will provide you with key strategies to increase job readiness. We will discuss topics such as career exploration, skill assessment and acquisition, and the importance of cultivating relationships for references and professional networking. Attendees will learn how job seekers with ASD can showcase their strengths and abilities during a job search and beyond. Getting a job is the first step, but certainly not the last. We will also share insights about how individuals with ASD can stay focused on retention. Topics will include disclosure, feedback solicitation, and the importance of identifying a workplace mentor.

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

- Understand the workforce landscape for individuals with autism seeking competitive Employment
- Understand how job seekers with autism can capitalize on current opportunities
- Help prepare young adults with ASD to get and keep a job

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Sensory Integration and Improving Developmental Skills: Beyond Vests and Chewy Tubes

Tara Carroll, Krista Honig

Ages: Infant/Toddler/Preschool

Track: Early Childhood

Level: Intermediate

The ability to accurately process environmental stimuli, particularly early in development, is necessary for typical development in social, cognitive, and communication skills. Impairments in sensory processing are commonly associated with ASD. The purpose of this session is to use knowledge of neural development and the sequence of skills learned in early childhood to individualize various sensory integration strategies. Emphasis will be on strategies that decrease the effects of disorganization on skill development.

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

- Understand the sensory systems and sensory integration in young children.
- Learn the developmental sequence of social, communication and cognitive skills and know how to identify problems in these area for individuals with autism.
- Understand how difficulties with sensory processing affect the child's neural development.
- Learn inexpensive and fun sensory integration strategies parents, day care providers, and therapists can use with young children with ASD.
- ****Instruction will include how to implement individualized, daily activities that help organize the brain - leading to skill development.**

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What's New with Autism in Early Childhood? Updates and Recommendations for the Field

Johanna Taylor

Ages: Infant/Toddler/Preschool

Track: Early Childhood

Level: Intermediate

This presentation will provide attendees with an update on autism issues in early childhood (ages birth to five). An overview of the current landscape related to diagnosis and identification of autism will be provided. Then, current research supporting intervention approaches for young children will be shared, including a focus on service delivery within Early Intervention (Part C) services. Finally, recent recommendations from the American Academy of Pediatrics will be discussed along with considerations for children with autism in early childhood programs using a Multitiered Systems of Supports (MTSS).

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

- Understand general issues related to autism and early childhood services
- Identify research supported intervention components for young children with autism
- Identify recommendations from the American Academy of Pediatrics for young children with autism

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11:45 AM – 12:45 PM

LUNCH

12:45 PM – 2:00 PM

CONCURRENT SESSIONS

Taking the Mystery out of FBAs and BIPS: Easy Steps for Creating Function Based Behavior Plans - Matt McNiff

Matt McNiff, Ph.D.

Ages: All

Track: Behavior

Level: Intermediate

Functional Behavioral Assessment (FBA) is a common request for discovering the reason why a child does a behavior. We often think functionally about behavior but we may not use data to guide our decisions. Furthermore, knowing what to do with the data that we have can make the entire process a mess. This session will focus on how to do a functional behavioral assessment for a student and how to implement the behavior intervention plan that can address multiple areas. Participants will have access to materials that they can use for data collection and to complete a behavior intervention plan.

Learner Outcomes: At the end of the session:

- Participants will be familiar with the parts of a functional behavioral assessment.
- Participants will know how to collect data to support the hypothesis of a behavioral function.
- Participants will be able to complete a behavior intervention plan.

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PEERS Curriculum: School-Based Social Skills Training For Adolescents and Adults with ASD –

Mary Schlieder

Ages: Middle/HS/Adult

Track: Social

Level: Intermediate

PEERS Curriculum is an extensively tested social skills program designed to meet the unique social instruction needs of adolescents with autism. This middle/high school curriculum focuses on skills related to managing peer conflict and making and keeping friends. Rules and steps of social behavior are created from research evidence regarding: 1) the common social errors often committed by those with ASD, 2) the core social skills needed to make and keep friends, and 3) the ecologically valid ways in which socially accepted teens handle peer conflict and rejection.

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

- Identify social deficits among teens/adults with ASD
- Recognize the importance of improving friendships
- Explore limitations of existing social skills interventions and research findings related to social skills instruction
- Learn how to implement the PEERS curriculum for teens and adults

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Weitz Grant Autism Screening Protocol In Early Childhood

Jean Ubbelohde, Kelli Krause, McKayla LaBorde

Ages: Infant/Toddler/Preschool

Track: Early Childhood

Level: Intermediate

Early identification of Autism is crucial and over the past year a steering committee of educators, parents, and community advocates has been working towards increasing the use of screening in both school districts and physician offices. Through a grant from The Weitz Family Foundation, best practice protocols for early screening of young children for Autism Spectrum Disorders from other states were researched including New York State Department as well as the Phoenix and San Diego areas. The steering committee developed and implemented practices to screen all children in one school district and created Child Find practices specifically related to autism. Evidence based tools were researched and the committee selected the MCHAT due to its simple format and alignment to the recommendation from the American Academy of Pediatrics. The Social Communication Questionnaire is used with children over 30 months. Join us to learn more about screening young children for Autism and how one school district has integrated a universal screening procedure within their existing evaluation process to promote early identification.

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

- Identify similarities in behavioral characteristics between autism and visual impairment in young children.
- Identify issues in assessing autism in students with visual impairment.
- Identify potential strategies for assessing autism in students with visual impairment.

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Introduction to Autism for Individuals with Average to Above Average Verbal and Cognitive skills

Kylie Kosmacek

Sugarloaf

Ages: All

Track: 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:

also provide the tools to enable the parent, teacher and/or individual themselves to develop a tailored plan that can turn the meltdowns and shutdowns into a memory from the past.

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

- Successfully manage daily routines by using tools associated with “SCRAP” (structure, consistency, routine, accountability and predictability) and “Color Zoning” key routines of the day.
- Prepare for unexpected change by using the SCRAP and Color Zoning tools
- Minimize potential meltdowns and to plan what to do if meltdowns do happen utilizing the “SCRAP” tools

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Promoting Independence as an Alternative to Guardianship

Mary Phillips

Ages: High School/Adults

Track: Transition/Family Members

Level: Introductory

The purpose of this session is to introduce teachers and parents to alternatives to Guardianship and show how Supported Decision-Making (SDM) can be used to help people with disabilities, including those on the spectrum, in making their own decisions, and in reducing more restrictive means of support. Based on the idea of Self Determination, teachers of students who are transition age will learn how to support students in decision making skills with a sample SDM form.

Learner Outcomes: At the end of the session participants will learn:

- How SDM can help preserve a person’s autonomy and independence, while still providing support from family, friends, and community
- Alternatives to Guardianship in the state of Nebraska
- How to develop Self Advocacy & Self Determination Skills

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“Do I know you?” The connection between autism and facial blindness (Prosopagnosia)

Ashley Peterson

Ages: Pre-K/Elementary/Middle/High School

Track: General

Level: Introductory

How much of your child or students difficulty with social skills might be related to their inability to recognize faces? Does your child or student ever go up to random strangers or walk by a teacher or friend without acknowledging them? These could be symptoms of prosopagnosia or facial blindness. Prosopagnosia is a neurological condition that makes it difficult or impossible to recognize others by looking at their face. It is estimated that two-thirds of individuals with autism may also have prosopagnosia, yet most parents and teachers have not heard about this condition. Learn more about the research connecting autism and prosopagnosia, how to recognize and screen for the condition, and specific strategies to use with someone who struggles with facial recognition. The presenter will also share some anecdotes and strategies from her own experiences as someone with prosopagnosia.

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

- Understand the connection between autism and prosopagnosia

- Learn how people process and recognize faces
- Recognize the signs of prosopagnosia
- Develop strategies for working with someone with prosopagnosia
- Know where to go to get additional information about prosopagnosia

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Student-Led IEPs - Let's Do This!

Jennifer Miller

Ages: Elem/Middle/High School

Track: General

Level: Intermediate

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

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

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

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

Teamwork Makes the Dream Work! Building Capacity through Para Training and Supervision

Tri State Webinar

Ages: Elem/Middle/High School

Track: General

Level: Intermediate

On average, paraprofessionals make up 12% of all school personnel. Are your paraprofessionals equipped with the skills necessary to make the biggest difference? During this webinar, teachers and related service providers will learn strategies for effective communication and providing feedback to their paraprofessionals. These strategies will ultimately lead to improved instruction, prompting, and support for students, and in turn leading to higher outcomes for students.

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

- Gain strategies for effectively communicating with their paraprofessionals.
- Learn strategies for coaching and providing feedback to their staff in a way that leads to improved outcomes for students.
- Ways to improve team relationships through trusting systematic approaches.

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FRIDAY, APRIL 3rd, 2020

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9:00 AM -10:15 AM	KEYNOTE
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Interoception, The Eighth Sense: Influence on Self-Regulation and Positive Mental Health

Chloe Rothschild, Kelly Mahler

Type: Keynote

One of the most overlooked foundations of independence and emotional well-being is interoception, our eighth sense. Many autistic children and adults have differences in interoception and often times these differences go unnoticed or misunderstood. This presentation will provide participants with an overview of what research tells us about interoception as well as how this sense influences self-regulation and positive mental health. Multiple personal accounts of what it is like to live with interoception differences will be presented, including how to use these insights to maximize the independence and emotional well-being of autistic individuals.

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10:15 AM - 10:30 AM	BREAK
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10:30 AM - 11:45 AM	CONCURRENT SESSIONS
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Interoception, The Eighth Sense: Practical Strategies and Supports

Kelly Mahler

Ages: All

Track: General

Level: Intermediate

Research indicates that interoception has an important influence on many aspects of life including self-regulation and positive mental health, therefore it should be an important part of the supports we use with learners that have self-regulation challenges. This session will provide multiple evidence-based strategies for outsmarting and/or improving interoception challenges.

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

- o Develop an understanding of interoception, the 8th sense and how it impacts areas such as emotional understanding, self-regulation, health and well-being
- o Gain an understanding of how interoceptive differences may impact an autistic person
- o Learn about strategies to help improve interoceptive awareness

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Turning Interests into Work Opportunities

Jenny Anderson

Ages High School/Adult

Track: Transition/Family Member

Level: Introductory

The employment opportunities available for people with disabilities are limited and antiquated. The long-standing philosophy is to place people in any available low-level job rather than finding the opportunities best-suited for the person. In this session, Jenny Anderson will share how entrepreneurship education allows self-advocates to use their interests and strengths to create

employment opportunities and give tips for how every family member, service provider, and self-advocate can shift their thinking about what is possible.

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

- Describe the relationship between strengths and interests, self advocacy and employment opportunities
- Identify tips for all involved to advocate, dream and identify what is possible in the area of employment

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Autism and Depression and Anxiety (oh my!)

Carol Salber, Natalie L. Swift

Ages: High School/Adult

Track: General/Medical

Level: Intermediate

The purpose of the session is to increase awareness, understanding and knowledge of the interrelationship between an Autism Spectrum Disorder and mental health conditions. Of noted importance is helping others recognize mental health conditions, manage symptoms, obtain and/or offer support to someone with an ASD and co-occurring mental health conditions. The prevalence of mental health conditions in individuals with an ASD is approximately 70%.

Mental health conditions often go undetected, misdiagnosed or untreated which can further impact a person's ability to function and carry out daily demands, relate to others, and live a quality life. Increasing awareness of this topic helps inform and empower individuals and families to be responsive to the onset of a mental health condition and learn how to manage symptoms and maintain mental wellness. This informative session will highlight current evidenced-based treatments, primarily focusing on how they pertain to autism, depression and anxiety.

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

- Be informed of the prevalence of co-occurring mental health conditions with ASD.
- Identify common symptoms of mental health conditions in an individual with ASD.
- Learn strategies to manage symptoms based upon evidence-based treatment strategies.
- Know when to refer or seek out more intensive supports and/or treatment.
- Know how to access community based supports for individuals and families.

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Ten Common Mistakes Parents Make During IEP Meetings

DeAnn Foley

Ages: 0-21

Track: Family/General

Level: Introductory

The article "Ten Common Mistakes Parents Make During IEP Meetings" was first published in 1999 for Carol Gray's The Morning News. The information presented in the article is still relevant for parents of students receiving special education in the public school setting. Matt and DeAnn Foley continue to receive requests for its reprint. For many students with autism their parents are their most important educational advocates. Through the Education for Persons with Special Education Needs Act, 2004 (ESPEN), parents have the opportunity for shared decision making with educators. For this reason, it is important that parents become informed and involved decision makers in their child's education. The more skills parents have and the more information they learn, the better they can advocate for their child. DeAnn Foley will list some of the

common mistakes parents make during IEP meetings and provide some suggestions for avoiding them.

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

- Identify key elements of the IEP process
- Define effective elements for building collaborative relationships between educators, families, and individuals with autism.
- Summarize the parent's role in the IEP process

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Introduction to Autism Spectrum Disorders for Individuals with Complex Needs

Jen Quaranta _____ Fedora I
Ages: All _____ Track: General _____ Level: Introductory

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

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

- 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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11:45 AM – 12:45 PM

LUNCH

12:45-2:00 PM

CONCURRENT SESSIONS

Nebraska - We have a "Short" Problem

Teresa Coonts, Amy Rhone _____
Ages: 0-21 _____ Track: General _____ Level: Introductory

The purpose of this session is to discuss problems with shortened days made by IEP teams or at the request of a parent and the concern for a Free Appropriate Public Education (FAPE). This practice has increased lots with children with ASD because of behavior challenges, transportation issues, lack of staff, and scheduling of outside therapies. Come to this session and learn some evidence based practices that can assist teams in keeping all children in school the full day.

Learner Outcomes: Participants will be able to:

- Understand how to increase the amount of time for students on a shortened day
- Increase their skills and knowledge on the requirement of both state and federal laws for keeping students in school full-time
- Gain knowledge of the expectations of equity for all children including those with autism

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

Redefining Advocacy: From Preparing to Battle to Coming Together as a Team

Wendy Andersen

Ages: 0-21

Track: Family/General

Level: Introductory

I once heard a mom say, "My kid's IEP meeting is tomorrow. So, I'm putting the armor on, gearing up, and I'll be ready for the fight." Yet, from the other side of the table, I've heard teachers and administrators say, "We're hoping it's not going to be a fight this time." No one likes to battle, to fight, to have to gear up and be ready to take the other side on.

Throughout this relatable presentation Wendy challenges what being an advocate looks like to both parents/caregivers as well as school personnel. The key is knowing how to build the bridge between the two parties in order to come together and do what's best for the child. Being an advocate should be fun, energizing and the ultimate demonstration of teamwork by two parties. Learn simple and effective ways to move from being ready to battle to working together as a unified team with the same goal. You aren't meant to do this alone and redefining what being an advocate means for you and your situation is the key to building a strong foundation.

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

- Define what being an advocate means to them.
- Define what being an advocate looks like in their world.
- Learn simple ways to bridge the gap between the advocacy world of the school and the home

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Integrating Assistive Technology Meaningfully into a Students Educational Program

Brian Wojcik

Ages: 0-21

Track: Communication

Level: Introductory

Assistive technology (AT) may serve as a tool or system of tools to improve the academic and/or functional performance of students with ASD. (Aljehany & Bennett, 2019; Chebli, Lanovaz, & Dufour, 2017, 2019; Gentry, Lau, Molinelli, Fallen, & Kriner, 2012; Hughes & Yakubova, 2016). However, there are often questions that arise about how to meaningfully integrate AT into students' Individualized Educational Programs (IEPs) or Individualized Family Service Plan (Ahmed, 2018; Almeida, Jameson, Riesen, & McDonnell, 2016; Andersoln & Putman, 2019; Atanga, Jones, Krueger, & Lu, 2019; Lamond & Cunningham, 2019).

These questions relate to providing quality AT services through considering the need for AT, determining how to effectively match AT to a student's needs, incorporating AT into the IEP/IFSP, developing an effecting plan for AT implementation, and evaluating the effectiveness of AT for a student. The purpose of this session is to provide participants with a framework and tools to help with the delivery of quality AT services to students with ASD. Participants will gain an understanding of processes that help to foster quality AT services along with tools and strategies they can employ when working with other professionals, family members, and students themselves within the context IEP or IFSP processes.

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

- Identify 4 key phases within quality AT services delivery processes
- Articulate 3 potential outcomes of effective AT consideration
- Identify 7 key areas where AT may be written into an IEP
- State at least 5 key components of a well-defined AT implementation Plan

- o Identify at least one strategy for determining the effectiveness of AT

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

ABCs of ABA from an SLP Perspective: My Personal Journey in Dual Certification

Meggin Funk

Ages: All

Track: Communication/Behavior

Level: Intermediate

As an SLP, I was often presented with questions concerning behaviors, that I just couldn't answer. In seeking to find answers, Applied Behavior Analysis came onto my radar. Is it possible to integrate two professions that seem to have so much tension between them? This session will highlight how the strengths of both professions can help to maximize student outcomes.

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

- o Identify the historical tension between SLPs and BCBAs
- o Dispel common myths and demonstrate similarities between the two professions
- o Recognize the importance of teaming
- o Explore the strengths of the two professions to support maximum student outcomes

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Evidence Based Practices During Daily Routines for Young Children

Teri McGill

Ages: All

Track: Early Intervention

Level: Intermediate

Home Based Early Intervention services for young children with Autism or Developmental Delays are provided in the natural environment which is often in the family home. School based teams spend time doing Routine based Interview (RBI) and other assessments with the family in order to learn about the child and the family's daily routines. Once outcomes are determined it is important for the team to go one more step and determine specific Evidence Based Practices that can be used during the family's daily routine to improve child outcomes. This training will describe a variety of Evidence Based Strategies that can be used with families during daily routines.

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

- o Learn a Evidence Based Practices (EBP) that are effective for young children with Autism and other Developmental Disabilities
- o Understand how EBP can be used in daily routines to increase child outcomes
- o Understand how to embed EBP into daily routines and activities

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