18th International Conference on Autism, Intellectual Disability & Developmental Disabilities

Research Informed Practice

Council for Exceptional Children
Division on Autism & Developmental Disabilities

January 18 – 20, 2017
Clearwater Beach, Florida
On behalf of CEC’s Division on Autism and Developmental Disabilities (DADD), I would like to welcome you to the 18th International Conference on Autism, Intellectual Disability, and Developmental Disabilities.

Each of us came to the conference for different reasons, but what unites us is a desire to enhance the educational outcomes for individuals with autism, intellectual disability, and/or developmental disabilities. We do that by partnering with practitioners, preparing the next generation of leaders and innovators, by serving our community, and through the collaborative creation of new knowledge and ideas. Presentations will integrate research and practice, reflecting the need for evidence-based and practice-informed strategies and interventions. During this conference you will also have the opportunity to co-construct learning experiences with session presenters. The program features almost 200 interactive lecture and poster presentations.

This year, we will come together as a DADD community each day of the conference to hear provocative and insightful presentations addressing a comprehensive range of topics. You can also expect to see a balanced program focused on the theme of Research-Informed Practice with a host of presentations relating to topics such as: accessing the general education, emerging technologies, early childhood, mental health, sexuality, paraprofessionals, employment, post-secondary initiatives and transitions. The included presentations provide information on current evidence-based and practice-informed strategies and interventions.

Another important aspect of attending the conference is the opportunity to meet others with similar interests. While we’ve planned some formal opportunities such as the poster sessions, networking luncheons, publisher/exhibitor display, and book signings, there are many informal opportunities as well. The ability to network with others who are passionate about improving outcomes for learners with disabilities and their families is invaluable.

The program begins with two preconference training institutes that offer opportunities for researchers and practitioners to come together. The first institute will provide you with an interactive session where you will learn about current and emerging technologies, for which Professional Development Hours (PDHs) will be available. The second institute will focus on ethical considerations for managing challenging behavior, for which both PDHs and BCBA CEUs will be available.

The DADD annual conference provides us with a venue to engage informally with colleagues, make new friends, and meet and interact with some of our field’s nationally and internationally known leaders. There are several special events that have been planned to enrich your experience, including a special annual wine and cheese poster session. I’m confident that we’ll all leave the conference with new and useful knowledge, along with a sense of renewed energy.

In closing, I encourage you to make the most of your conference experience here at the beautiful Sheraton Sand Key Resort. Please be sure to reach out to me, and all of the other members of the Board of Directors. Thank-you for being a part of our program!

Elizabeth A. West, President
CEC’s Division on Autism and Developmental Disabilities
DADD Conference Committee

**Cindy Perras**, M.Ed., Conference Co-ordinator & Past President
Special Education Consultant, CLP Educational Consulting
Ontario, Canada
[cindy.perras@gmail.com](mailto:cindy.perras@gmail.com)

**Dr. David Cihak**, Immediate Past President
Associate Professor, College of Education, Health & Human Science
University of Tennessee
[dcihak@utk.edu](mailto:dcihak@utk.edu)

**Dr. Elizabeth West**, President
Professor, College of Education
University of Washington
[eawest@uw.edu](mailto:eawest@uw.edu)

**Dr. Jordan Shurr**, President Elect
Associate Professor, Counseling and Special Education
Central Michigan University
[shurr1jc@cmich.edu](mailto:shurr1jc@cmich.edu)

**Dr. Michael Wehmeyer**, Vice President
Ross and Marianna Beach Distinguished Professor of Special Education
Director and Senior Scientist, Beach Center on Disability
Co-Director, Kansas University Center on Developmental Disabilities
[wehmeyer@ku.edu](mailto:wehmeyer@ku.edu)

**Dr. Teresa Taber Doughty**, Executive Director & Past President
Dean, College of Education
University of Texas at Arlington
[teresa.doughty@uta.edu](mailto:teresa.doughty@uta.edu)

**Dr. Gardner Umbarger**, Treasurer
Special Education, Disability and Health Consultant, Blue Ridge Bioethics
Marion, Virginia
[gardner.umbarger@gmail.com](mailto:gardner.umbarger@gmail.com)

**Dr. Stanley H. Zucker**, Editor & Past President
Professor, Educational Leadership and Innovation
Mary Lou Fulton Teachers College, Arizona State University
[stan@asu.edu](mailto:stan@asu.edu)
# Conference at a Glance

## Tuesday, January 17, 2017

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<tbody>
<tr>
<td>8:30 a.m. – 4:00 p.m.</td>
<td>Sand Key Room</td>
<td>CEC-DADD Board of Directors Meeting</td>
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## Wednesday, January 18, 2017

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<tr>
<td>7:30 - 8:30 a.m.</td>
<td>Gulf/Palm/Bay Foyer/Palm Room</td>
<td>Pre-Conference Training Institute Registration/Continental Breakfast</td>
</tr>
<tr>
<td>8:30 a.m. – 3:30 p.m.</td>
<td>Gulf Room</td>
<td>Pre-Conference Training Institute I: Ethical Considerations for Managing Challenging Behavior in Students with ASD and/or Intellectual Disability</td>
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<tr>
<td>8:30 a.m. – 3:30 p.m.</td>
<td>Bay Room</td>
<td>Pre-Conference Training Institute II: Understanding and Utilizing Current and Emerging Assistive Technologies</td>
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<tr>
<td>11:30 a.m. – 12:30 p.m.</td>
<td>Poolside</td>
<td>Lunch</td>
</tr>
<tr>
<td>5:00 – 6:30 p.m.</td>
<td>Gulf/Palm/Bay Ballroom</td>
<td>Opening General Session/Keynote Speaker: Patricia Moody/&quot;The Future is Now&quot;</td>
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<tr>
<td>6:30 – 8:00 p.m.</td>
<td>Poolside</td>
<td>Poster Presentations &amp; Welcome Reception</td>
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<tr>
<td>8:00 – 10:00 p.m.</td>
<td>Mainstay Tavern</td>
<td>Student Social</td>
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<td>Gulf/Palm/Bay Foyer</td>
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<tr>
<td>8:00 – 9:30 a.m.</td>
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<td>Poster Presentations/Continental Breakfast</td>
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<tr>
<td>9:30 – 10:30 a.m.</td>
<td>Meeting Rooms *</td>
<td>Concurrent Breakout Sessions/Vendor/Exhibitor Display</td>
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<tr>
<td></td>
<td>Lobby II</td>
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<tr>
<td>10:45 – 11:45 a.m.</td>
<td>Meeting Rooms</td>
<td>Concurrent Sessions/Vendor/Exhibitor Display</td>
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### Friday, January 20, 2017

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<tr>
<td>7:30 a.m. – 3:30 p.m.</td>
<td>Gulf/Palm/Bay Foyer</td>
<td>Conference Registration</td>
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<tr>
<td>8:00 – 9:30 a.m.</td>
<td>Poolside</td>
<td>Concurrent Breakout Sessions</td>
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<tr>
<td>9:30 – 10:30 a.m.</td>
<td>Meeting Rooms</td>
<td>Concurrent Breakout Sessions</td>
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<td>Lobby II</td>
<td>Vendor/Exhibitor Display</td>
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<td>10:45 – 11:45 a.m.</td>
<td>Meeting Rooms</td>
<td>Concurrent Breakout Sessions</td>
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<td>Lobby II</td>
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<tr>
<td>11:45 a.m. – 12:45 p.m.</td>
<td>Poolside</td>
<td>Lunch &amp; Networking</td>
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<td>Lobby II</td>
<td>Vendor/Exhibitor Display</td>
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<tr>
<td>1:00 – 2:00 p.m.</td>
<td>Meeting Rooms</td>
<td>Concurrent Breakout Sessions</td>
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<td>Lobby II</td>
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<tr>
<td>2:15 – 3:15 p.m.</td>
<td>Meeting Rooms</td>
<td>Concurrent Breakout Sessions</td>
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<td>Lobby II</td>
<td>Vendor/Exhibitor Display</td>
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<tr>
<td>3:30 – 4:30 p.m.</td>
<td>Gulf/Palm/Bay Ballroom</td>
<td>Closing General Session</td>
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<td>Special Screening of <em>SPECTRUM</em>, a live action and animated film on autism</td>
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<td>Keynote Speaker: Robbie Clark, “Making Sense of Autism”</td>
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**Please note:** Meeting rooms include Gulf, Palm, Bay, Sand Key, Beach, Island I, Island II, Cardita, Conch and Sundial. See resort map on inside back cover.
Wednesday, January 18, 2017

Pre-Conference Training Institutes

8:30 a.m. – 3:30 p.m.

Gulf Ethical Considerations for Managing Challenging Behavior in Students with ASD and/or Intellectual Disability  Note: 6 BCBA CEUs available for this institute

♦ Morning – Ethical Dimensions in Behavioral Intervention for People with Autism.  Michael R. Mayton, Ph.D., BCBA-D, West Virginia University, John J. Wheeler, Ph.D. East Tennessee State University, and Anthony L. Menendez, Ph.D., BCBA-D, Cleveland State University.

The ethical code of the BACB requires behavior analysts to use the most effective, least restrictive interventions. In the fields of IDD and ASD, there is a long history of standards-based and research-based approaches to ethical practice. The presenters will reconcile these approaches into a framework useful for practitioners, including a series of applied case studies. Learner Outcomes – participants will:

• Integrate ethical principles from published standards-based and research-based approaches with the BACB's Guidelines for Responsible Conduct for Behavior Analysts.
• Provide anonymized and hypothetical case-based examples for illustration and discussion of main concepts related to ethical behavioral intervention for people with autism.
• Discuss and provide a range of solutions for situations (with individuals and families affected by autism) that are potentially problematic in terms of maintaining ethical practices as required by the Board.

♦ Afternoon - Issues on the Use of Restraints and Seclusion in Special Education Peggy Schaefer Whitby, Ph.D., BCBA-D, University of Arkansas Fayetteville

In this session, ethical decision-making regarding restraint/seclusion procedures will be discussed. Issues of restraint and seclusion in the public school will be presented along with data on the use of restraint and seclusion across the country in public school settings. Specific examples linked to BACB and CEC ethical standards will be provided. Participants will be provided guiding questions to assist IEP teams in making ethical decisions regarding behavior programming including restraint and seclusion. Learner Outcomes – participants will:

• Discuss the pros/cons of restraint/seclusion for crisis response versus therapeutic intervention in public schools.
• Articulate guiding principles on the use of restraint/seclusion in public schools.
• Utilize the guiding questions to analyze their use of restraint/seclusion procedures, if procedures are utilized in their school settings.

Palm Understanding and Utilizing Current and Emerging Assistive Technologies (Note: Hands-on Training)


How do you use technology and apps that afford all individuals the opportunity to be actively engaged in learning and achievement? This session will provide a framework that incorporates UDL and essential accessibility features that meet the needs of a wide variety of student abilities. A demonstration & overview of various technology platforms & applications which provide for personalization and customized learning specific to each students' needs will be shown. Then attendees will be provided access codes to download or
install applications. Attendees will have "HOT" (Hands on Tech) TIME to play and customize apps for their particular needs! Learner Outcomes - participants will:

- Participants will identify 3 customizable features in GOWorksheet, which assist individuals with engagement and achievement.
- Participants will customize a math or ELA app to meet differentiated instruction needs.
- Participants will use a social skills or personal care skills app and then analyze the results.

♦ Afternoon – Part I: What’s BEFORE the iPad? Teaching Basic Prerequisite Skills to iPad Use
Kimberly Maich, Ph.D., BCBA, Memorial University and Sheri Mallabar, M.Ed. Candidate, Brock University

The integration of technology in school settings is often recognized as beneficial. iPads are familiar, cost-effective, and flexible; however, some students may not have foundational skills for their use. This presentation provides information on iPad prerequisite skills, assessment, and strategies for its implementation by examining individual strengths and needs. Learner Outcomes - participants will:

- Learn important basic prerequisite skills to iPad use.
- Discover apps and/or other teaching methods to support development of prerequisite skills.
- Learn about ideas to assess, set goals, and track the development of prerequisite skills.

♦ Afternoon – Part II: Next Generation AT: Augmented reality and virtual reality research and interventions
Don McMahon, Ph.D., Washington State University, Rachel Wright, Ph.D., Common Threads Family Resource Center, Madison, WI, and David Cihak, Ph.D. University of Tennessee

Augmented reality (AR) and Virtual Reality (VR) are exciting new technologies with amazing potential as assistive technologies. This session provides practical take away tools for educator’s use of these technologies with existing mobile devices and hands on experience with cutting edge tools like Smartglasses and VR Googles to meet the needs of their students with autism and developmental disabilities. Learner Outcomes - participants will:

- Teach other educators about AR and VR on mobile devices.
- Implement instructional activities using AR and VR for academics.
- Demonstrate and implement AR mobile apps to help students with disabilities to live independently.

Opening General Session

5:00 – 6:30 p.m.
Gulf/Palm/Bay Ballroom

Keynote Address: The Future is Now
Patricia Moody, College Student
Inspirational Speaker

Patricia Moody is known as the “Happy Advocate”. Last year, Patricia launched into college life and independent living at the University of Central Florida, which has a student body of 65,000 students. She was among the first six students selected in the inaugural program of Inclusive Education of the University. Patricia lives in the dorm on campus, takes college courses, joins clubs, attends sports events and has made many friends in her new life.
Patricia is active and happy and she has a sparkling personality. She is an inspiration to all who get to know her. The beauty of sign language captured her heart as a teenager and she became proficient as a teacher of American Sign Language after she graduated from high school. Patricia has a beautiful talent of singing, which she combines with interpretive signing and lends her voice for charity and sports events singing the National Anthem. She has performed three concerts named “Patricia Live” with many people coming to see her.

Inclusion in the community has always been an important reality in Patricia’s life. She was the first student with Down syndrome to be included in the schools of Indian River County, Florida and she continued throughout till she graduated, and is now happily continuing at UCF! She has served on the boards of the National Down Syndrome Congress and her local Indian River Arc. She is a regular speaker at conferences and meetings where she discusses her life with Down syndrome and effectively advocates for people with disabilities.

Patricia has an amazing inner strength and determination - nothing displays this more than the career path she is diligently pursuing, that of law enforcement.

**Poster Presentations and Welcome Reception**

6:30 – 8:00 p.m.

**Poolside**

1. **Effects of Video Prompting without Narration on Daily Living Skill Acquisition among Students with Autism Spectrum Disorder**  
   **Dr. Kyle Bennett, Florida International University**  
   We examined the effects of video prompting without narration to teach students with ASD to use a washing machine. A multiple probe design across participants was employed. Results suggested that VP without narration was not effective for two of the three participants. Subsequently, voice-over narration was added, and these participants’ abilities improved. **Learner Outcomes:**  
   • Participants will describe the differences between video prompting and video modeling.  
   • Participants will learn the effects of not including voice-over narration as part of the video prompting intervention package.  
   • Participants will learn of the effects of adding voice-over narration to video prompting on the skill development of students with ASD.

2. **In-Service Outcomes: Training Oncology Medical Professionals to Support Patients with Autism Spectrum Disorder**  
   **Dr. Erica Howell, California State University, Fullerton**  
   This study examined in-service outcomes for oncology medical professionals treating patients with ASD and cancer. Participants (n = 47) rated their pre and post knowledge on intervention strategies and overall training effectiveness. The findings found significantly higher levels of knowledge post-training on characteristics, behavior, sensory, and communication strategies. **Learner Outcomes:**  
   • Increase knowledge of current literature describing medical professionals’ experiences with patients with ASD.  
   • Become aware of pertinent evidence-based practices that can be used in a medical setting.  
   • Understand the successful outcomes of a hospital-based in-service training aimed to teach medical professionals on treating patients with ASD.
3. Facilitating Home-School Partnerships through the Development of Preference-Based Routines
Sarah Cox, M.Ed. and Dr. Kelly Whalon, Florida State University
This presentation will discuss the findings from a mixed methods study designed to facilitate strong school-family partnerships to improve the communication skills of students with severe or multiple disabilities. This intervention included individual student preference assessments to create preference-based routines that were implemented at home and at school. Learner Outcomes:
• Systematic preference assessment procedures.
• Benefits of a targeted collaborative effort between caregivers and teachers on the communication goal of students with developmental or multiple disabilities.
• How to create opportunities to target communication goals through preference based routines.

Samantha Walte, M.S., Dr. Lisa Cushing and Kasandra Posey, M.Ed., Department of Special Education, University of Illinois at Chicago
This presentation will present preliminary results from a systematic review of 661 transition-focused articles found in 22 top special education journals (1990 to 2015). We will focus this presentation on articles that include input from transition-age youth with ID, DD, MD, and ASD to identify primary topics addressed, methods used, and results. Learner Outcomes:
• Demonstrate an understanding of the gaps in the research to which students with significant disabilities contribute in relation to transition topics,
• Methods used when involving students with significant disabilities in transition-related research,
• Tools used to elicit opinions and perceptions of transition-aged students with significant disabilities, and
• Interventions and results implemented with students with significant disabilities for positive transition outcomes

5. Use of Social Stories™ as a Standalone Strategy to Decrease Shouting Out Behaviors of a Child with Autism in a General Education Setting
Dr. Kathleen McCoy and Dr. Stanley Zucker, Arizona State University
A Social Story™, addressing shouting out was used throughout the school day and then again after each incidence of shouting out as an intervention to decrease the problem behavior of shouting out. Implications for inclusion will be discussed. Learner Outcomes - Participants in this presentation will develop their knowledge base regarding strategies for successful inclusion of young learners with autism through:
• Presentation of a practical intervention, which diminishes teacher dependency and increases appropriate behavior.
• Discussion of skill mastery in the targeted location of the general education setting.
• Description of successful elimination of prompt dependence.

6. Examining the Perceptions of Pre-service Teachers toward including Students with ASD in a General Education Setting
Dr. Robert Williamson, Simon Fraser University
Perceptions play an important role with regard to the success of inclusive settings. Pre-service teachers within a dual (SPED/GEN) licensure program shared their perceptions with regard to teaching students with ASD within an inclusive setting. General knowledge about ASD and perceptions on inclusion were analyzed. Learner Outcomes:
• Participants will discover the correlations between teacher perceptions concerning inclusive practice and actual knowledge of content that will facilitate such inclusion.
• Participants will better understand implications on content and teaching processes for dual - licensure teacher education programs.
7. Effectiveness of Using Google Glass to Teach Vocational Skills to Students with Autism Spectrum Disorder and/or Intellectual Disability

Dr. Toni Van Laarhoven, Dr. Jesse Johnson and Caylee Irving, Program Development Specialist, Northern Illinois University

A multiple probe across participants design evaluated the effectiveness of teaching vocational skills to three participants with autism and/or intellectual disability using simultaneous video models presented on Google Glass. Results indicated that all participants demonstrated an immediate increase in independent responding and 2/3 participants demonstrated generalization of an embedded skill. **Learner Outcomes:**

- Participants will be able to describe the application of technology in the context of an employment setting to increase the independence of employees with disabilities.
- Participants will be able to describe how Google Glass can be used as an assistive technology support for individuals with ASD and/or DD in an employment setting.
- Participants will be able to identify different methods and technologies that can be used to support learners using video-based instructional supports.

8. Supports for Students with Autism Spectrum Disorder in General Education Settings

Dr. Shannon Sparks, University of Nevada Las Vegas and Dr. Debra Cote, California State University, Fullerton

This session will provide attendees with an overview of accommodations, modifications and supports for students with autism spectrum disorder (ASD) in general education settings. The presentation will highlight how these can be organized and fitted into practices that better support students with ASD in culturally, linguistically and diverse classrooms. **Learner Outcomes:**

- Will have a strong understanding of the supports needed for students with ASD in general education settings.
- Will be able to identify instructional accommodations and modifications that increase student engagement in inclusive diverse environments.
- Will understand how to utilize supports to benefit students with and without ASD.

9. Utilization of Professionals Trained in ABA in the School Setting

Dr. Lynn Stansberry Brusnahan and Erin Farrell, MA, BCaBA, University of St. Thomas

ABA-based strategies can increase pro-social behaviors or prevent and decrease challenging behaviors teacher no longer want demonstrated in the classroom. This session will highlight case examples of how a behavior specialist in a school district can support teachers in the implementation of strategies based on the principles of ABA. **Learner Outcomes:**

- Participant will be able to define applied behavior analysis.
- Participant will be able to describe examples of ABA principles that can be used in the classroom.
- Participant will learn ways in which ABA professionals can support classroom teachers in the implementation of ABA strategies within the classroom.

10. Facilitation of Social Skills Generalization through Family Involvement

Dr. Susan DeLuke, The College of St. Rose

The implementation of a social learning program for children with autism spectrum disorders by graduate students in special education will be presented with a focus on parents learning the social thinking vocabulary and methods for reinforcing the skills at home. Pre-post test analysis of parent knowledge of the vocabulary and perceptions of social skills improvement among the children will be presented with discussion focusing on issues of maintenance and generalization of skills. **Learner Outcomes:**
• Participants will identify the core social vocabulary used to teach social thinking and friendship skills to children with autism spectrum disorders.
• Participants will identify the primary teaching methodologies used within the program and study to encourage social learning, friendship skills and generalization.
• Participants will identify the outcomes reported by parents along with implications for future research and practice in social learning interventions related to maintenance and generalization.

11. Visual Supports to Teach Science Discourse to Students with Autism Spectrum Disorder: A Literature Review and Practical Strategy Use for Teachers

Dr. Juliet Hart Barnett, Arizona State University

Students with ASD are increasingly included in general education and are expected to access core content, including science. However, participation in science is challenging for these students. This literature review synthesized the research on science interventions for students with ASD and describes how visual supports can be used to teach science discourse to ASD students. Implications for researchers and teachers are described. Learner Outcomes:

- Participants will learn about empirically supported interventions in science for students with ASD and the need to target more inquiry-based interventions for this population.
- Participants will learn how evidence-based practices in ASD (e.g., visual supports) can be used to promote students’ science learning.
- Attendees will learn about implications for teacher education in ASD and science.


Dr. Robert Pennington, BCBA-D, University of Louisville

In this poster session, the authors will describe 10 years of research literature on teaching mands/requests to individuals with moderate to severe intellectual disability (MSD) reported across journals associated with three professional organizations (e.g., Association for Behavior Analysis, Council for Exceptional Children, and American Speech and Hearing Association). Learner Outcomes:

- Participants will identify sources of research literature on teaching requesting to students with MSD
- Participants will report patterns in the requesting/mand literature across professional fields
- Participants will articulate the critical importance of ensuring that all students have a functional requesting repertoire.

13. A Review of Studies Addressing Food Selectivity for Individuals with Autism Spectrum Syndrome Using High-Probability Sequencing

Haley Johnson, MA, Tennessee Technological University

This poster evaluates the methodology, quality, and outcomes of food selectivity interventions featuring high-probability sequencing for individuals with ASD. Studies frequently combined high-probability sequencing procedures with punitive interventions (e.g., escape extinction). More evidence regarding high-probability sequencing in the absence of punitive procedures is needed. Recommendations for practice will be presented. Learner Outcomes:

- Understand the importance of addressing food-selectivity in individuals with ASD.
- Identify various approaches to increasing food-variety intake.
- Summarize the findings and limitations of the current research literature concerning high-p sequencing.
- Describe the implications of the high-p research concerning food selectivity for practitioners.

Amanda McMahon, Doctoral Student & Dr. Don McMahon, Washington State University, and Kelly Kraiss, Doctoral Student, University of Tennessee

The practice of mindfulness has been shown to improve a person’s well-being and physical health, yet little research has been done that involves individuals with intellectual and development disabilities. The purpose of this presentation is to determine current mindfulness in a post-secondary education program for individuals with intellectual and developmental disabilities through the Mindful Attention and Awareness Scale. **Learner Outcomes:**

• Understanding of current mindfulness research and knowledge about mindfulness’ potential benefits for individuals with IDD’s physical and psychological well-being.

• Knowledge about our new research evidence from this nationally normed mindfulness survey and how we used it to examine this topic involving individuals with IDD.

• Suggested implications for future research and our future plans to explore how to apply mindfulness strategies to benefit the well being of individuals with IDD.

15. But He has a Behavior Plan . . . Including all Students in the Classroom

**Dr. Judith Terpstra, Connecticut State University**

Behavior in schools is a challenge in schools, but especially for many students with disabilities in general education. Classroom teachers are not typically trained to implement individualized behavior plans. Strategies will be presented to modify classroom management plans for all students and also effectively include students with individualized behavior plans. **Learner Outcomes:**

• Participants will be able to identify strategies to include a student with a behavior plan in a general classroom management system.

• Participants will be able to create whole group behavior management plans that will work inclusively.

• Participants will be able to implement strategies to work with general education teachers who are implementing individualized behavior plans.

16. An International Parent’s Perspectives about Her Child with Autism Spectrum Disorder: AnExploratory Case Study

**Seda Karayazi Ozsayin, MSE, University of South Florida**

Restricted activity and interests, and disabilities in social interaction and communication skills characterize Autism Spectrum Disorder (ASD). The aim of the research was to collect information for monitoring the needs of international families with children with ASD in the U.S. A qualitative research was utilized. **Methods** included semi structured interviews and questionnaires. **Learner Outcomes:**

• Participants will be able to identify the needs of international families living in the US, who have children with ASD.


**Heather Coleman, M.Ed., Doctoral Student, Virginia Commonwealth University**

This presentation will report the results of a systematic literature review discussing communication skills among pre-school children with autism. This review will examine and evaluate intervention studies with the goal of producing verbal mands. The review will assist educators, speech therapists, parents, and others with language programming and intervention implementation. **Learner Outcomes:**

• Participants will understand the effective interventions designed to increase verbal mands for young children with autism.

• Participants will learn which interventions are most effective for teaching children with different abilities and characteristics.

• Participants will understand the methods for implementation and explore how practical the interventions can be in different environments.
18. **The Friends of Lazarus Job Internship Program**  
*Dr. Cynthia Chambers, East Tennessee State University*

The Friends of Lazarus Job Internship Program provides inclusive job experiences with animals for adults with disabilities. This presentation will discuss the program's structure, strategies, and benefits to its interns and animal shelter. Photos and program materials will be shared. **Learner Outcomes:**

- Participants will be able to identify strategies for identifying a community need and supports for providing job internships for adults with disabilities.
- Participants will be able to identify benefits of inclusive job internships.
- Participants will be able to identify individualized strategies for supporting interns with disabilities in the workplace.

19. **Predictors of Success for College Students with ASD: Initial Data from a Longitudinal Study**  
*Dr. Amy Accardo, Rowan University*

Initial data from a longitudinal study of predictors of success for college students with ASD will be presented. The study utilized existing student records, survey methodology, open-ended questions and follow-up student interviews with a purpose of gathering data to inform increased access and success for college students with ASD. **Learner Outcomes:**

- Identify factors predicting college success for students with ASD.
- Understand how college students with ASD define success, and how their shared experiences can inform college and high school support services.
- Consider the increasing need for colleges to provide access and supports to students with ASD.

20. **App-based vs. Concrete Manipulatives to Support Students with MID and LD**  
*Dr. Emily Bouck, Michigan State University*

Manipulatives support students, but what about app-based manipulatives? This session will present research regarding the effectiveness of app-based base 10 blocks in comparison to concrete base 10 blocks to support middle school students with mild intellectual disability and learning disabilities solve double-digit and triple digit subtraction with regrouping. **Learner Outcomes:**

- Attendees will learn how to use app-based manipulatives to support students in solving addition and subtraction problems
- Attendees will consider how to examine different app-based manipulative options to select the one most appropriate for their students
- Attendees will be able to consider the context with regards to selecting concrete and app-based manipulatives to support students

21. **Families in Focus: A Systematic Review of the Literature on Diversity and Severe Disability.**  
*Dr. Jordan Shurr, Central Michigan University*

Family issues and perspectives are critical to effective programming and services for individuals with severe disabilities. Equally important, yet often overlooked, is the topic of diversity. This poster presents the results of a systematic review of recent literature in this area of intersection. Results indicate a bias toward studies on the impact of disability on the family as well as disability beliefs and behaviors. Additionally, a majority of articles utilized surveys and formal assessments as the source of data along with an overwhelming preference toward mothers as research participants. Implications of the findings and directions for future research will be explored. **Learner Outcomes:**

- Describe the general themes in this current research as well as gap areas.
- Describe the current trends in research participants for this research as well as potential issues and future directions.
• Describe the data collection types utilized in the current research and rationale for an expanded array in future research.

22. An Editing Learning Strategy for College Students with Intellectual and Developmental Disabilities

Dr. Suzanne Wood-Groves, University of Iowa

The EDIT Strategy instruction empowers students through the development of their self-regulation skills in the area of written expression and has shown promise in improving the editing and revising skills of postsecondary young adults with intellectual and developmental disabilities. Participants will learn aspects of implementation and the EDIT Strategy steps. Learner Outcomes:

• Participants will learn the EDIT strategy steps and instructional procedures needed to successfully employ the strategy with students with IDD.
• Participants will be able to list the strategy's instructional components.
• Participants will be able to explain study results.

23. Systematic Literature Review of Vocabulary Interventions for Students with ASD

Seyma Intepe, M.Ed. and Dr. Kelly Whalon, Florida State University

This poster presentation will provide an overview of vocabulary interventions for students with autism spectrum disorder (ASD). Thirteen intervention studies were identified from an extensive literature review. Findings suggest that explicit, systematic vocabulary instruction results in significant positive effects on vocabulary growth. Implications and findings will be discussed. Learner Outcomes - participants will learn:

• Effective instructional strategies to support the vocabulary learning of students with ASD.
• Quality of studies addressing vocabulary instruction of students with ASD.
• Implications for instruction targeting the vocabulary learning of students with ASD.

24. My Transition Portfolio - Keys To Unlocking Self-Determination for Young Adults with Disabilities

Barb Blakeslee, M.Ed., MyKey Consulting Services, LLC

This session will provide attendees with an overview of My Transition Portfolio – Keys To Unlocking Self Determination for Young Adults with Disabilities. An explanation of workbook components, ancillary products and a companion mobile app for community-based activities will be shared. Learner Outcomes:

• Gain a greater understanding of practitioner approaches to establish and reinforce self-determination.
• Receive free content for trial use within the secondary classroom setting.
• Receive information for free digital content on mobile devices for use within community-based activities.

25. Altering the Picture Exchange Communication System (PECS) to Increase the Use of Vocalizations as a Means for Requesting Proffered Items.

Rachel Cagliani, M.Ed., BCBA and Dr. Kevin Ayres, BCBA-D, University of Georgia

Teachers and practitioners may experience resistance when attempting to implement an augmentative and alternative communication system such as PECS. Data suggest that PECS can be an avenue for the development of vocal communication. This session will focus on research that involved altering PECS as a means for increasing vocalizations. Learner Outcomes:

• Participants will gain knowledge on the implementation of PECS in the classroom, as well as explore the use of PECS to increase target vocalizations.
• Participants will learn about a method involving the modification to PECS to increase vocalizations as a means for requesting preferred items.
Participants will describe recommendations for the use of a low cost AAC, PECS, to increase target vocalizations, as well as gain knowledge on the erroneous assumption that AAC devices decrease vocalizations.

26. The Impact of Educational Placement and IEP Meeting Involvement on Self-Determination of Secondary Students with Autism Spectrum Disorders

Dr. Yu-Chi Chou, Chung Yuan Christian University (Taiwan) and Dr. Jaehoon Lee, Texas Tech University

This study examined how educational placement and IEP meeting involvement predicted self-determination of 82 students with autism. General linear modeling indicated (a) both educational placement and IEP meeting involvement were significant predictors, (b) students in more inclusive settings and with higher involvement in IEP meetings had higher levels of self-determination. **Learner Outcomes - participants will understand that:**

- Students with ASD placed in more inclusive settings had higher levels of self-determination.
- Students with ASD participating more actively in their IEP meetings had higher levels of self-determination.
- To meet the unique and diverse learning needs of students on the autism spectrum, educators can provide appropriate supports to assist students participate meaningfully in IEP meetings and educational planning.

27. Self-Operated Comparing Direct and Technology-Based Praise Statements to Increase Physical Activity for Students with Autism Spectrum Disorder

Dr. Melissa Savage, Purdue University and Dr. Teresa Taber Doughty, University of Texas at Arlington

This poster will share findings from a study that compared direct (in-person) and technology-based praise statements to increase engagement in physical activity for students with autism spectrum disorder. The presenters will share: (a) background literature; (b) study and design procedures; (c) results; and (d) implications for practice and research. **Learner Outcomes:**

- Attendees can learn about evidence-based strategies to promote engagement in physical activity for students with ASD.
- Attendees can learn about using information from a preference assessment to inform intervention decisions.
- Attendees can learn how to implement and fade the direct and technology-based supports used in this study.


Dr. Melissa Sreckovic, University of Michigan-Flint and Dr. Tia Schultz, University of Wisconsin-Whitewater

This presentation discusses peer network interventions (PNI) for secondary students with ASD. We will provide an overview of PNI, present findings from a systematic review, and share lessons from the field. Attendees will learn how to implement PNI and the current status of PNI as a possible evidence-base practice. **Learner Outcomes - participants will:**

- Recognize the social challenges experienced by many middle and high school students with ASD and the need for targeted social interventions;
- Learn steps for implementing peer network interventions for secondary students with ASD and what those steps look like in context;
- Reflect on how peer network interventions could be implemented in their own classroom.
Conference Sessions & Speakers

Thursday, January 19, 2017
8:00 – 9:30 a.m.

Poolside

Poster Presentations/Continental Breakfast

1. Systematic Review of Video-based Instruction Component Analyses
   *Dr. Kyle Bennett, Mashal Aljehany, Doctoral Student, and Enas Altaf, Doctoral Student, Florida International University*
   Video-based instruction (VBI) is an effective practice for teaching individuals with developmental disabilities. Frequently, this approach has been implemented as part of intervention packages. We conducted a systematic review of the literature on VBI component analyses. Twenty-four studies met our inclusion criteria. Results and implications for research and practice are discussed. **Learner Outcomes** - Participants will:
   • Describe the typical components used in the VBI intervention package.
   • Describe procedural variations of the VBI intervention package.
   • Describe the components that research indicates are the most effective and/or efficient at this time.

2. Project 10 STING RAY: Inclusive Higher Education Opportunities Guided by STAR Person-Centered Plan (PCP) *Danielle Roberts-Dahm, M.A. and Dr. Jordan Knab, Florida Consortium on Inclusive Higher Education*
   This presentation will detail how Project 10 STING RAY employs the STAR (Students Transitioning into Adult Roles) PCP (Person Center Planning) to facilitate an efficient and interactive process for students transitioning into and out of an inclusive postsecondary education program. Using the STAR PCP as a framework and starting point, the presenters will describe the unique aspects of the student experience with STING RAY. Using information gathered by students, peers, family, and staff, the STAR PCP supports in guiding students through many aspects and expectations of being a college student. **Learner Outcomes** - Participants will:
   • Describe the steps in the STAR PCP process.
   • Apply the process and shareable documents and resources to their own context.
   • Discuss how the PCP process aligns with the goals of inclusive postsecondary programs.

3. Understanding Number Sense in Elementary Age Students with Autism
   *Bonnie Henning, M.A. and Elizabeth Jackson, M.Ed., Florida State University*
   The purpose of this presentation is to share the findings of a qualitative study investigating how three students with autism spectrum disorder (ASD) ages 6-10 apply their understanding of number sense. Each participant engaged in three interviews utilizing both manipulatives and a hundreds chart. Implication for practice will be shared. **Learner Outcomes:**
   • Learn the number sense patterns and differences seen in three students with ASD.
   • Understand supports to assist in clinical interviewing learners with ASD.
   • Comprehend how clinical interviews can be used to evaluate a student with ASD's number sense.

4. The Effectiveness of Dialogic Reading for Students with ASD: Pilot Study
   *Jeongae Kang, Doctoral Student, University of North Carolina at Greensboro*
Dialogic reading is intended to improve language and literacy skills of young children. However, few studies on dialogic reading incorporated evidence-based practices and cognitive complexity of students with ASD. Preliminary data analysis shows that dialogic reading is beneficial to students with ASD in improving language, comprehension and social skills. **Learner Outcomes:**

- Summarize current studies on dialogic reading for students with ASD.
- Review method of modified dialogic reading and its effects on learning outcomes to students with ASD.
- Identify areas that need to be improved to argue the effectiveness of dialogic reading for students with ASD.

5. **Effective Reading Instruction for Individuals with Autism Spectrum Disorders**  
*Dr. Kelly Whalon, Elizabeth Jackson, M.A., Bonnie Henning, M.A. & Seyme Intepe, M.A., Florida State University and Dr. Debora Nunes, Universidade Federal do Rio Grande do Norte*

Legislation requires all students receive evidence-based comprehensive literacy instruction. This session will present findings from a systematic literature review of studies targeting the essential reading skills (e.g., phonemic awareness, phonics, fluency, vocabulary, and comprehension) of school-age children (K-12) with autism spectrum disorder (ASD). Implications for practice will be shared. **Learner Outcomes** - participants will learn:

- Reading profiles associated with ASD.
- The importance of a comprehensive reading program for learners with ASD.
- Evidence-based strategies to promote the reading skills of learners with ASD.

6. **So You Want to Be a School Leader? How Making Connections Through Leadership Positions Impacts Special Education Teachers’ Job Satisfaction and Job Self-efficacy**  
*Dr. Kim Fisher, Arizona State University and Dr. Meaghan McCollow, Central Michigan University*

Utilizing social capital theory and our understanding of information advice networks, we studied the relationship between special education teacher’s use of social tie opportunities (e.g., coaching a sport, sponsoring a club, school/district task force member) and their job self-efficacy and job satisfaction. To do this, we utilize teacher data in the School and Staffing Study of 2011 (SASS), a nationally representative study of teachers and schools. We identify social ties (CFA) and then explore how the treatment of social ties impacts teacher job self-efficacy and job satisfaction. We also identify how these opportunities differ between general education and special education teachers and within group differences amongst special education teachers in inclusive, resource, or self-contained classrooms. **Learner Outcomes**:

- Participants will understand how information and advice flow networks work within schools through teacher social ties.
- Participants will identify where they can access the SASS data and the multiple surveys in the study for potential use in future research.
- Participant will understand the impact of building teacher social ties on teacher job self-efficacy and job satisfaction.

7. **Re-examining the Evidence Base of Video Modeling for People with Autism: Application of the 2014 CEC Standards**  
*Dr. Robert Williamson, Simon Fraser University and Dr. Clinton Smith, University of Tennessee: Martin*

CEC’s recent (2014) guidelines regarding evidence-based practice (EBP) logically necessitates updating the status of previously designated practices. This study re-examined and updated the seminal Bellini and Akullian (2007) meta-analysis that had previously been widely cited as providing evidence for video modeling as EBP regarding students with ASD. **Learner Outcomes**:

- Participants will understand the implications of changing EBP criteria.
- Participants will understand how the diversity of students with ASD affects EBP outcomes within the new (2014) CEC standards.
• Discussion will focus on outcomes of video modeling as EBP for students with ASD as well as the unique and diverse nature of ASD and EBP guidelines.

8. Evaluating Self-Instruction using YouTube to Acquire and Generalize Vocational Skills for College Students with Intellectual Disability

Dr. David Cihak, Dr. Byungkeon Kim, & Jason Gordon, Graduate Research Assistant, University of Tennessee, Dr. Rachel Wright, Common Threads Family Resource Center, Madison, WI, and Dr. Don McMahon, Washington State University

Federal mandates dictate that teachers must provide quality reading comprehension instruction for all students, including those with Autism Spectrum Disorders (ASD). Yet, there is no research supporting the development of reading comprehension for non-verbal students with ASD. This presentation will discuss classroom reading comprehension strategies for non-verbal students with ASD. Learner Outcomes - participants will:

• Acquire evidence-based career/vocational transition practices for individuals with developmental disabilities/ASD.
• Plan instruction that incorporates instructional technology for improving independence for post-secondary education and employment success.
• Acquire practices that increase self-management to promote successful transitions for individuals with exceptionalities.

9. Teaching Siblings to Support the Communication of Young Children with Disabilities

Dr. Sarah Douglas, Michigan State University

Siblings are important communication partners, but siblings with communication challenges have difficulty interacting. Training may support typically developing siblings to use effective interaction strategies. Results will be presented from a single subject study where in-person training was provided to three siblings with outcomes measured for siblings with and without disabilities. Learner Outcomes:

• Participants will understand the benefits of sibling training in communication for children with a developmental disability.
• Participants will understand the benefits of communication partner strategies on the communication skills of typically developing siblings and their sibling with a developmental disability.
• Participants will understand key considerations for selecting activities that promote communication between siblings.


Jocelyn Walsh, Ph.D. Student, University of Washington, Seattle

The purpose of this study is to examine the effectiveness of Computer-Assisted Instruction on math problem solving skills for students with disabilities for those studies using single case design. Effect sizes were calculated and the results showed that CAI is a moderate effective intervention. Learner Outcomes:

• Develop an understanding of student voice and its various constructs through multiple lenses and begin to understand how they are different, yet equally important concepts related to self-determination.
• Understand specific skills related to student voice, metacognition, and self-regulated learning defined in current literature and practitioners and demonstrated in edTPA videos.
• Develop understanding around how teacher education programs can begin to teach teacher candidates to successfully target, clarify, and support these skills for implementation both in classrooms and in edTPA materials.

11. Interacting Safely with Police: A Pre-Post Test Analysis of Video Effectiveness

Dr. Anne Mulligan, Arizona State University
Twenty-two diverse high students with intellectual disability and/or autism participated in this study, which investigates a video training tool's effectiveness in imparting knowledge about interacting safely with police and other safety officers. Pre-post test provided by the video producer were utilized. Results will be analyzed using ANOVA statistical measures. **Learner Outcomes:**  
- Participants will develop an understanding of pre-post test data along with student perspectives regarding community police officers.  
- Participants will develop an understanding of the considerations of conducting pre-post test analysis of student learning.  
- Participants will acquire knowledge on strategies for utilizing classroom sessions when quantitatively measuring learning.

12. The Literacy Observation Tool: Differentiated Professional Development to Support Teachers' Literacy Knowledge, Practices, and Dispositions  
*Dr. Amy Petersen, University of Northern Iowa and Emily Thatcher, MAE, Iowa Department of Education*  
Teachers of students with significant disabilities have the complex task of providing comprehensive literacy instruction aligned to the Common Core while meeting each student's needs. To do this, teachers require additional professional development. This presentation shares a process and tool that identifies teachers' needs in order to plan professional development. **Learner Outcomes:**  
- Understand how the LOT is aligned with Dynamic Learning Maps, Essential Elements, and statewide professional development resources and materials.  
- Understand how the LOT is used to identify teachers' strengths and needs to make data based decisions regarding professional development and training initiatives.  
- Understand how the LOT is used to collect teacher, school, and district level data to plan for systemic, differentiated professional development for teachers.

13. Beyond the Basics in Mathematics: Problem Solving Instruction for Students with Severe Disabilities  
*Dr. Alicia Saunders & Chelsi Brosh, UNC Charlotte, and Dr. Jenny Root, Florida State University*  
This presentation will describe teacher training materials and findings of a multi-year project on teaching mathematical problem solving with generalization to real-world problems for students with moderate/severe disabilities and autism. The intervention includes schema-based instruction combined with evidence-based practices for teaching academics to this population. Video examples will be shown. **Learner Outcomes – participants will:**  
- Identify benefits of schema-based mathematical problem solving instruction for students with moderate/severe intellectual.  
- Understand how a modified approach to schema-based instruction can be used to teach students with moderate/severe disabilities through video examples.  
- Gain insight on how to structure word problems and teach problem solving to this population.

14. Secondary Interventions for Young Children with Behavior Difficulties  
*Dr. Cean Colcord, Whittier College and Dr. Stanley Zucker, Arizona State University*  
A multiple baseline across behaviors design was used to evaluate the effectiveness of a Tier 2 intervention consisting of social skills in small groups and the Check In/Check Out Program to increase classroom behaviors of five elementary school children between the ages of five through nine years of age. **Learner Outcomes:**  
- Participants will learn one way to implement secondary behavior interventions aimed at supporting students at risk of academic failure as a result of repeated behavior incidents.  
- Participants will learn how social skills instruction can be combined with Check In/Check Out to teach students with repeated discipline infractions pro social behaviors aimed at reducing undesired student behaviors to increase academic achievement.
Practitioners will understand the need for secondary social skills interventions and of the need for a continuous Tier 2 intervention program aimed at helping improve behavior outcomes for all children.

15. Strategies for Success for Dually Classified Students (ELL students with Autism Spectrum Disorder)
   Dr. Anne Smith and Dr. Wendy Farr, Arizona State University
   This session will include a discussion and visual representation of research based strategies that benefit individuals who are both diagnosed with autism and are English Language Learners (ELLs). Participants will benefit from the focus on problem based learning strategies (PBL) that promote content area academic language development. Learner Outcomes - participants will:
   • Learn research based-strategies for addressing individual and unique needs of students who have a classification of autism as well as ELLs.
   • Gain knowledge of PBL as a strategy to support a variety of ability levels.
   • Expand their knowledge regarding how to prepare teachers to address the academic difficulties and cultural disconnects of their students as well as to serve as advocates for greater justice, equity, and inclusion of all students.

16. Through their Lens: Roles and Experiences of Grandparents of Children with Developmental Disabilities
   Xueyan Yang, Doctoral Student, University of Washington
   The purpose of this study is to understand the experiences of grandparents of children with disabilities. Photos were used to elicit their perspectives on their roles, the meaning of grandparenthood, and to offer a glimpse into the typical activities and experiences grandparents of children with disabilities have with their grandchildren. Learner Outcomes:
   • Expand their understanding of how to work with extended family members who may not be the primary caregiver.
   • Identify strategies for collaborating and communicating with families and grandparents who have different roles in the family.
   • Identify practical ways to share information about resources and share grandparent's suggestions for how to best work with them to support the grandchild.

17. Designing A Content Analysis of Educational and Behavioral Treatment Studies in Autism from Selected Journals
   Dr. John Wheeler, East Tennessee State University and Dr. Michael Mayton, West Virginia University
   This presentation provides a content analysis of educational and behavioral intervention studies in autism published in selected journals within the field during the years 2012-2016. The review examined several key variables with the results of this analysis directed at providing insights into research and publication trends in leading journals. Learner Outcomes - participants will develop a deeper understanding of:
   • The trends in educational and behavioral treatment studies across selected journals in the field of autism from the years 2012-2016.
   • The research topics, research settings, participants, research design, and research methods, methods of data analysis utilized, and country of origin for these studies.
   • The implications of these trends in research and publication on future research and practice.

18. A Technology and Systematic Instruction Based Approach to Teaching Grade Aligned ELA Skills: Results from a Year Long Randomized Control Trial.
   Dr. Pamela Mims, East Tennessee State University
   This presentation will inform participants of the results from a year-long randomized control trial study targeting a comprehensive approach to teach grade aligned ELA via an App for middle school students with significant disabilities. Participants will learn about the embedded evidence based practices that led to significant outcomes. Learner Outcomes - participants will:
   • Identify instructional strategies that lead to increases in grade aligned ELA skills.
• Discuss ways to provide meaningful grade aligned access to ELA skills for students with significant disabilities from diverse backgrounds
• Incorporate technology (iPad) and grade aligned adapted fictional and nonfiction novels that address complex and diverse themes into ELA instruction as a means for increasing engagement and access for students with significant disabilities.

19. Preparing Early Childhood Educators: What are the Perspectives of Parents of Children with Disabilities
Reem Muharib, Ph.D. Candidate, UNC Charlotte
This poster presentation will report on a study that examined parents’ perspectives on skills needed in preparing future early childhood educators (ECEs) for working with young children with developmental disabilities (DD). Learner Outcomes:
• Gain knowledge of what skills teachers need to acquire to work with children with DD.
• Receive recommendations for working with families of children with DD.
• Gain knowledge of how to collaborate with families of children with DD.

20. Supporting Positive College Outcomes for Students with Autism
Dr. Jodi Duke, George Mason University
Students with autism are attending college at increasing rates that are expected to grow over time. Discussion focuses on research-based strategies that have improved positive college outcomes for students with autism including higher education supports, critical transition skills, University programs, and transition plans for high school students with ASD. Learner Outcomes – participants will be able to:
• Describe the challenges that students with autism face in college settings.
• Describe research-based strategies to improve positive college outcomes for students with autism.
• Describe positive college outcomes for students with autism.

Kelli Sanderson, M.S., Vanderbilt University
This poster presents results from a national survey regarding informal supports used by individuals with intellectual and developmental disabilities (IDD). Most individuals with IDD received informal supports, typically provided by family. Family characteristics, particularly those related to parental ability to care for offspring, correlated with the number of informal supporters. Learner Outcomes – participants will:
• Distinguish between informal, or natural, supports and formal supports and discuss why informal supports are essential to individuals with disabilities.
• Summarize who is providing the majority of informal supports to adults with disabilities in the areas of recreation, employment, and housing.
• Discuss correlates of the total number of informal supporters in the life areas of recreation, employment, and housing.

22. Impact of Bilingual Exposure on the Social Development of Children with ASD
Sylvia Collazo, M.Ed., Florida Atlantic University
Despite limited research and recommendations to the contrary, bilingual exposure in families of children with ASD has been shown to have positive impacts on children social-emotional and communication skills. The demonstrated benefits in the literature and how to encourage further research will be discussed. Learner Outcomes – participants will:
• Understand why professionals encourage families’ use of English rather than their home language.
• Describe the benefits of families' use of their home language when communicating with their child with ASD.
• Discuss ways to encourage the use of families' home language and expand research on bilingualism and children on the autism spectrum.

23. The Impact of Aquatic Exercise on Academic Responding and Stereotypical Behavior of Children with Autism Spectrum Disorder (ASD)
Dr. Cheryl George and Erin Ross, Student & Summer Scholar, Saint Joseph's University
Because no studies have examined the impact of aquatic exercise on correct responding in children with ASD, this study examined whether aquatic exercise improves correct responding or reduces stereotypical behaviors in children with autism. This session will examine the benefits of exercise for this population, describe the study, and offer recommendations for teachers. Learner Outcomes - participants will:
• Learn about a quantitative study comparing the effects of an exercise and no exercise condition on correct responding and stereotypical behaviors.
• Learn how different types of aerobic exercise impact correct responding, on-task behavior, stereotypical behaviors, arousal regulation, and sleep in children with autism spectrum disorders.
• Discuss, with the presenters, how this information can be applied in our roles as special educators, and how to implement aerobic exercise into the school day.

Dr. Debra Cote and Dr. Erica Howell, California State University, Fullerton
This study examined participant perspectives of a university based peer assisted college support program for students with ASD. Program mentors (n = 5) and "mentees" with ASD (n = 5) provided Likert ratings and qualitative feedback on questionnaires investigating program effectiveness across eight modules included in the program curriculum. Learner Outcomes - participants will:
• Increase knowledge of the PACS program that supports college age students with ASD.
• Become knowledgeable of PACS resources and materials that can be used with students with ASD and peer mentors.
• Understand participant perspectives on the effectiveness of a peer-supported college program.

25. Teaching Problem Discrimination and Vocal Problem Explanations via Instructive Feedback
Dr. Christopher Tullis, BCBA-D, Georgia State University
This study used a multiple-probe across stimulus sets to examine the effects of teaching problem discrimination with instructive feedback (IF). Across all participants, problem discrimination was acquired. One participant acquired secondary targets using IF procedures alone, and the remaining two required more intensive teaching before acquisition was demonstrated. Learner Outcomes - participants will:
• Learn two ways to teach the use of information delivered via IF when learners do not readily acquire secondary targets without direct instruction.
• Gain an understanding of how IF can be implemented with students with ASD.
• Identify the types of IF implemented with students with intellectual and developmental disabilities.

26. Adapting the Question-Answer Relationships Strategy for Students with Intellectual Disability
Kimberly Davidson, Doctoral Research Assistant and Dr. Victoria Knight, Peabody College, Vanderbilt University
The Question-Answer Relationships strategy was adapted for three middle school students with intellectual disability in a single case design study. After training, all participants exhibited increased strategy use and correct responses to text-dependent, science and social studies reading comprehension
questions. Suggestions for future research and implications for practice are included. **Learner Outcomes** - participants will:

- Gain an understanding of how to modify materials to accommodate the support needs of students with diverse abilities.
- Be provided with a strategy that can support students to successfully identify QAR question types, locate answer sources in text, and increase correct responses to text-dependent questions.
- Be able to summarize study findings.

*Dr. Nigel Pierce, Jasmine Plummer, B.A., and Brittany Greene, B.A., North Carolina Central University*  
Autism spectrum disorder (ASD) research has typically examined females by comparing them to their male counterparts (Shefcyk, 2015), which provides comparative groups. This proposal attempts to identify ethnic minority females with ASD who are essentially twice overlooked in research. Implications for the field are discussed with recommendations for future research. **Learner Outcomes** - participants will:

- Understand the research that evaluates gender differences for individuals identified with ASD
- Identify demographic variables including race/ethnicity for ASD research participants within gender comparative studies.
- Identify future recommendations for increasing the inclusion and identification of ethnic minority participants in ASD research.

28. Evaluation of Autism Treatments on Arabic Websites  
*Shayma Qahwaji, Doctoral Student, St. Louis University.*  
The purpose of this study is to look over the available treatments for autism in Arabic websites. Each website will be evaluated based on the treatment mentioned, positive and negative comments by parents and/or educators after translating it from Arabic to English. **Learner Outcomes**:

- Understand the role of the Internet in our lives as an information tool.
- Understand the reason behind the parents' choice of accessing these websites.
- Understand the support the parents' need that can be available for them on these websites.

9:30 – 10:30 a.m.  

Gulf  
Publishing in *Education and Training in Autism and Developmental Disabilities and the DADD Online Journal*  
*Dr. Stanley Zucker, Editor, ETADD and DOJ, Arizona State University*  
This session with the editor of ETADD and the DADD Online Journal will provide information on the specific procedures and considerations in preparing a manuscript for submission to ETADD or the DADD Online Journal and an explanation of the review process. General considerations for all types of manuscripts from program descriptions and issue papers to qualitative and quantitative research will be discussed. Opportunity to interact with the editor on individual questions will be provided. **Learner Outcomes**:

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

Palm  
Vexed about Vaxxed: Helping to Understand the Controversy  
*Dr. Gardner Umbarger, Special Education, Disability and Health Consultant, Blue Ridge Bioethics*  
A documentary produced by physician Andrew Wakefield was said to present evidence of a government cover-up showing that vaccines actually cause autism. This presentation will look at the
claims presented by Wakefield and offer suggestions on how to discuss this controversy with skeptical individuals. **Learner outcomes:**
- Identify the primary parties involved with both sides and their issue orientation;
- Review the vaccine/autism controversy as it applies to the documentary; and
- Leave with ideas on how to present the subject to interested parties who may or may not believe that vaccines play no causal role in increased autism rates.

**Bay**  
From Fear to Facilitation: Evolution of Sexuality Education for Individuals with IDD  
*Dr. Rhonda Black, University of Hawaii at Manoa*

This presentation will summarize the literature regarding sexuality and individuals with intellectual and developmental disabilities in the areas of (a) risk of abuse, (b) sexual knowledge, (c) outcomes of behavioral interventions focusing on prevention of sexual abuse, and (d) interventions that focus on safety and developing healthy relationships. **Learner outcomes - participants will learn about:**
- Factors that place individuals with IDD at risk for sexual abuse and assault.
- Interventions that have increased knowledge of risky situations and ways to prevent abuse.
- Interventions that have improved quality of interpersonal decision-making and relationship skills.

**Sand Key**  
Naturalistic Developmental Behavior Interventions for Pre-K Children: Achieving Results With the Meta Play Method  
*Note: 1 BCBA CEU offered for this session Dr. Cooper Woodward, BCBA, Vice President of Clinical Services and Training for the Groden Network*

Naturalistic Developmental Behavior Interventions (NDBI’s) are a well-researched and proven treatment protocol for children with autism and related disorders producing measurable results – especially when treatment is started early. In this session Dr. Cooper Woodward will present his novel program – The Meta Play Method and review its underlying research and efficacy data. **Meta Play** provides a proven solution to the challenges school districts face with their early intervention programs. Not to be confused with “play therapy”, Meta Play is unique in that it addresses the fundamental underlying challenge of treating children with autism and related disorders – an impaired ability for a child to imagine and “think about”. Please join us to see the unprecedented results this new program is producing. **Learner outcomes:**
- Gain an understanding of the developmental period called the "cognitive revolution in thinking" and how it relates to autism.
- Become familiar with the basic concepts and methods of meta-play.
- Critically review the outcome data for participants using this approach.

**Beach**  
Improving Outcomes for Novice Special Education Teachers: A Look at E-Mentoring Combined with Applied Behavior Analysis.  
*Note: 1 BCBA CEU offered for this session Autumn Eyre, BCBA-D and Dr. Elizabeth West, University of Washington*

The purpose of this study is to investigate how providing e-mentoring with an emphasis on ABA principles influences novice special education teachers’ perceptions of their practice. Using an e-mentoring model can provide teachers from rural and remote regions with access to a mentoring process that could improve outcomes for learners with ASD or ID. **Learner Outcomes:**
- Become aware of current e-mentoring studies and their outcomes.
- Understand how e-mentoring influences a special education teachers' feelings of self-efficacy and intention to stay in the field.
- Identify how the principles of ABA influence teachers' perceptions of their own instructional and behavioral management strategies.
Island I

Programs in Evolution: The InclusiveU Initiative at Syracuse University

_Bud Buckhout, Director of InclusiveU and Dee Katovich, Co-ordinator of Peer2Peer Project, Syracuse University_

Post-secondary options for students with intellectual disability must be highly responsive to changing needs. InclusiveU at Syracuse University is in a constant state of evolution based on our assessment of student needs and their desired outcomes. Come join the discussion about methods to keep programs current. **Learner Outcomes:**

- Participants will determine ways to include student input in programming decisions.
- Participants will reframe challenges as potential opportunities.
- Participants will explore ideas for addressing "independent living skills" in higher education.

Island II

Socially Significant Functional Skills Intervention for Young Children with Severe and Moderate Developmental Disabilities

_Amy Callender, MA, EdS, Tennessee Technological University_

This lecture describes a single-case study concerning functional skills intervention for young children with severe developmental disabilities. Participating teachers and parents identified targeted skills. Findings suggest that interventions featuring video-modeling, visual scheduling, and prompting were generally effective. A discussion of implications for research and practice follows a description of findings. **Learner Outcomes:**

- Understand the importance of providing functional skill interventions for students with SDD.
- Describe approaches to functional skill instruction.
- Summarize the findings of the current study.

Cardita

Don’t Leave Safety to Chance: Teaching Teens and Adults with Intellectual and Developmental Disabilities to Interact Safely with Police

_Emil Iland, M.A., California State University, Northridge_

Many individuals with autism and developmental disabilities have unsafe or disastrous encounters with law enforcement officials. They must be taught safe behaviors _directly_ and _explicitly_. This session highlights evidence-based methods and materials for promoting safety during police encounters, including the BE SAFE The Movie, an innovative new video modeling safety tool. **Learner outcomes:**

- Understand the increased risk of individuals with autism and developmental disabilities (and similar needs) in police encounters.
- Explore seven key safety concepts that everyone needs to learn.
- Identify evidence-based tools and resources to teach skills to learners with diverse abilities and needs, for interacting safely with the police.

Conch

Developing Social Skills in Preschoolers with Autism Spectrum Disorders through Play Activities

_Dr. Robert Turner, Inter American University of Puerto Rico Metropolitan Campus_

The purpose of this session is to present the importance of play activities to develop social skills in preschoolers with autism. Play is a natural approach that children enjoy regardless the disability they may have. Social skills training help children with autism improve their joint attention, peer interaction, problem solving, and managing emotions. **Learner outcomes - participants will:**

- Learn the social characteristics of preschoolers with autism.
- Learn to design activities that will enhance and develop social skills in preschoolers.
- Understand the importance of maintenance and generalization of social skills in the preschooler's daily life.

10:45 - 11:45 a.m.
Gulf

**E³: Explore, Experience and Evolve. Helping Youth with Disabilities Find Themselves**  
*Tom Iland, B.S., CPA, Self-advocate with ASD*

Outcomes for adults with disabilities are discouraging, including poor results in employment and higher education. Many are socially isolated and disconnected. This presentation explains the E³ process that helps youth in transition create a more promising future for themselves through opportunities to Explore, Experience and Evolve. **Learner Outcomes:**  
- Interpret recent statistics about outcomes for adults with disabilities, in particular those for adults with ASD.  
- Discover the E³ process that can help youth Explore, Experience and Evolve to make informed decisions about their futures.  
- Understand how the E³ process can apply to real-life decisions including picking a paint color and honing in on a career.

Palm

**Using Literacy-Based Behavioral Interventions in the Classroom**  
*Kelly Kearney, Kalynn Hall, Christine Honsberger, & Kristina Bielskus-Barone, Graduate Students and Dr. Michael Brady, Florida Atlantic University*

This panel presentation will discuss the impact of various forms of sequenced stories (pictures with words) (Literacy Based Behavioral Intervention - LBBI) to teach students with disabilities how to complete safety, daily living, and academic skills, within school settings. It will also discuss an LBBI professional development package. **Learner Outcomes:**  
- Describe what an LBBI is and summarize the pedagogical features of this type of intervention.  
- Develop and create a draft of an LBBI that matches the learning needs of students with whom they are familiar.  
- Discuss ways of implementing LBBI in various classroom settings.

Bay

**Treatment Integrity**  
*Note: 1 BCBA CEU offered for this session*

*Karen Umstead, M.Ed., BCBA, Executive Director, Beautiful Minds of Princeton*

Independence is a critical skill linked with success in the home, community, and workplace. Individuals with disabilities often lack this skill and need specific interventions and strategies to bridge the gap from instruction to independence. Participants will consider barriers and then learn about several evidence-based strategies to overcome them. **Learner Outcomes - participants will:**  
- Be able to label barriers to independence for individuals with disabilities.  
- Be able identify evidence based interventions to address barriers and promote independence (e.g. self-monitoring, video modeling, integrated work systems, visual supports, technology, graduated prompting).  
- Select an individual with disabilities he/she knows, identify the individual's barriers to independence, and select one of the evidence-based practices discussed to implement in the future.

Sand Key

**Stay, Play, and Talk (Phase IV): A Peer-Mediated Social Skills Program for Children with Autism Spectrum Disorder and Other Social Communication Difficulties**  
*Note: 1 BCBA CEU offered for this session*

*Dr. Kimberly Maich, BCBA, Memorial University and Sheri Mallabar, Graduate Student, Brock University*

Peer-mediated social skills training programs can have a positive effect in children with autism. Preliminary research findings indicate that the Stay, Play, and Talk Program increases attending and commenting skills to peers, play and conversation skills, and social interactions between children with Autism Spectrum Disorder and other social communication difficulties. **Learner Outcomes:**  
- Summarize the importance of peer-mediated social skills instruction in peer-mediated environments
• Describe the Stay, Play, and Talk program and share research findings for children with Autism Spectrum Disorder and other Social-Communication Skills.
• Know the program structure, sequence, and resources necessary for the effective implementation of Stay, Play, and Talk.

Beach Teaching Adults with Developmental Disorders how to Make Video Calls  
Note: 1 BCBA CEU offered for this session  
Dr. Kelly Carrero, BCBA and Emily Puckett, B.S., Texas A&M University  
In this presentation, adult service providers and families of people with intellectual and developmental disabilities (IDD) will be shown how to teach adults with IDD how to initiate video calls. Particular attention will be placed on using video calling to increase safety and independence of adults with IDD.  
**Learner Outcomes:**  
• Identify a variety of ways initiating a video call can be used to promote independence and inclusion for adults with IDD.  
• List and describe evidence-based practices used to teach skills to people with IDD.  
• Describe how variations of video prompting may lead to faster rates of acquisition of adults with IDD.

Island I Using Story Grammar to Enhance the Comprehension of Children with Autism Spectrum Disorder  
Dr. Kelly Whalon, Bonnie Henning, MA, Elizabeth Jackson, MA, & Seyme Intepe, MA, Florida State University and Dr. Debora Nunes, Universidade Federal do Rio Grande do Norte  
This presentation will describe the effectiveness of a single case design study investigating the impact of a story grammar intervention on the comprehension of young children (K-2) with autism spectrum disorder. This multicomponent intervention combined a variety of evidence-based practices (e.g., visuals, prompting hierarchy). Procedures for implementation will be shared.  
**Learner Outcomes – participants will learn:**  
• Benefits of using story grammar with children with ASD.  
• Adaptations to support learners with ASD in comprehension instruction using fiction texts.  
• How to incorporate technology (iPad) to support the use of evidence-based practices (i.e., visual supports, story map, prompting hierarchy) in comprehension instruction.

Island II Inclusive Augmented Reality and Virtual Reality  
Dr. Don McMahon, Washington State University, Dr. Rachel Wright, Common Threads Family Resource Center, Madison, WI, and David Cihak, Ph.D. University of Tennessee  
This session demonstrates several research projects applying augmented reality and virtual reality as inclusive educational tools. In the last year, 3 new wearable devices for mixed reality (AR and VR) have become available and each has unique capabilities to address the needs of individuals with intellectual and developmental disabilities.  
**Learner Outcomes:**  
• Teach other educators about augmented reality and virtual reality interventions  
• Learners will be able to plan instruction that incorporate instructional technology for improving independence for postsecondary education and employment success (ISCI 5S7; DDA2.S1).  
• Learners will acquire practices that increase self-management to promote successful transitions for individuals with exceptionalities (ISCI5S17, ISCI 5S18).

Cardita Implementing PROMISE: A Research Project to Support Independent Living  
Dr. Tom Smith, University of Arkansas
This presentation will describe the University of Arkansas Promise Project aimed at facilitating moving 1000 youth with disabilities off of SSDI assistance and developing a national model to support independence. **Learner Outcomes:**

- Understand the purpose and activities of the Promise projects.
- Learn successful recruitment efforts to attract project participants.
- Learn strategies for ensuring employer participation in the project.
- Find out about any preliminary analyses of results from the project.

**Conch**

**Intersections of Autism, Race, and Class: A New Social Justice Agenda for Inclusive Leadership Practices**  
*Dr. Melissa Spence and Dr. Edlyn Vallejo Peña, California Lutheran University*

Inclusion in general education is challenging for students with autism spectrum disorder (ASD) in urban school settings, complicated by issues of low income, language, and ethnic minority status. This session will explore how school leaders can promote, facilitate, and lead inclusive educational practices in urban settings for students with ASD. **Learner Outcomes:**

- Participants will gain an understanding of the complexities of inclusive educational practices for student with ASD in urban school settings.
- Participants will recognize the vital role a social justice framework plays in developing true inclusive environments in urban settings.
- Participants will take away recommendations for school leaders in order to promote inclusive school settings.

**11:45 – 12:45 p.m.**

**Poolside**

**Luncheon/Networking**

**1:00 – 2:00 p.m.**

**Gulf**

**Differentiating Instruction in the Classroom: Strategies for Success**  
*Dr. Nikki Murdick, St. Louis University and Dr. Darlene Perner, Bloomsburg University of Pennsylvania*

This session includes an overview of differentiated instruction by the authors of the recently published CEC-DADD Prism book, *Differentiating Instruction in the Inclusive Classroom: Strategies for Success*. Students included in general education classrooms today are diverse and have unique learning profiles consisting of different types of diversity and cultures, learning backgrounds, strengths, needs, and interests. This session will examine how general and special education teachers can use differentiated instruction to meet the various learning needs of all children in today's diverse classrooms. It will review the "why" of and "what" is differentiated instruction, "how" it works, and "how" to support general and special education teachers in its implementation. **Learner Outcomes – participants will:**

- Describe four instructional elements that help to define differentiated instruction.
- Identify three evidence-based strategies for differentiated instruction with students with autism and/or developmental disabilities.
- Describe two methods they could use to develop differentiated instruction tasks for students with autism and/or developmental disabilities.

**Palm**

**Statewide Collaboration to Prepare and License Teachers to Educate Students with Significant Disabilities:**  
*Dr. Dagny Fidler, Morningside College, Dr. Amy Petersen, University of Northern Iowa, Dr. Dawn Jacobson, Upper Iowa University and Emily Thatcher, M.A.E., Iowa Department of Education*
There is a shortage of highly qualified teachers of students with significant disabilities. Learn how the State of Iowa addressed this issue by providing teachers with an online program of coursework grounded in experience-based learning to improve their content knowledge and instructional practices. Outcomes of this initiative will be shared. **Learner Outcomes:**
- Describing the structure, goals, and activities guiding the online course.
- Sharing the outcomes of the coursework, including qualitative and descriptive data.
- Proposing an integrated framework for continued learning, coursework, and professional development for teachers educating students with significant disabilities.

**Bay**

**Using UDL and Tech Tools to Support K-12 Students with ASD in STEM Education**

*Dr. Amelia Moody, University of North Carolina Wilmington and Dr. Christopher Denning, University of Massachusetts, Boston*

It is important to ensure K-12 students with ASD are accessing the STEM curriculum as enrollment in STEM programs increase (Wei, Yu, Shattuck, McCracken, & Blackorby, 2012). This session will offer possible ways to improve educational programming using a UDL framework, evidence-based strategies, and tech tools. **Learner Outcomes:**
- Review connections between STEM related fields and cognitive theories about individuals with ASD.
- Gain an understanding of the current research on individuals with ASD and STEM.
- Examine how evidence based strategies and tech tools can address barriers and be applied to STEM learning environments.
- Demonstrate how tech tools can be used to support instruction geared towards K-12 students with ASD.

**Sand Key**

**Using School-Home Communication to Decrease Off-task Behavior for Students with Autism Spectrum Disorders**

*Note: 1 BCBA CEU offered for this session*

*Samantha Goldman, M.Ed., BCBA, and Kelli Sanderson, M.Ed., Doctoral Students, Vanderbilt University*

This session will present the results of a multiple baseline across participants study in evaluating the effectiveness of a school-home note with home-based contingent reinforcement in reducing off-task behavior at school for students with ASD. Results on student behavior and parent-school partnership will be discussed, including research and practice implications. **Learner Outcomes - participants will:**
- Understand how to design and use a school-home note intervention.
- Evaluate results of the study for school-age students with ASD.
- Recognize the importance of parent-school collaboration and partnership for parents of students with ASD.

**Beach**

**People with Autism Spectrum Disorder in the Workplace: An Expanding Legal Frontier**

*Wendy Hensel, Associate Dean for Research and Faculty Development, Professor of Law, Georgia State University College of Law*

Experts predict a 230% increase in the number of adults with Autism Spectrum Disorder (ASD) in the next eight years. This presents an opportunity both for people with ASD to integrate the workforce and for employers to tap into the talents of a sizable population. This presentation will address the legal rights of employees and applicants with ASD. **Learner Outcomes - participants will learn:**
- The key legal obligations of employers to applicants and employees with ASD under the Americans with Disabilities Act and Rehabilitation Act.
- The latest case law and analysis relating to the legal rights of applicants and employees with ASD.
• Best practices that will maximize the employment success of applicants and employees with ASD.

Island I

No Longer Lost at School
Stan Szombathy, M.D., Vernon Jubilee Hospital and Kelowna General Hospital, and Rob Zoppi, M.Ed., Principal, Pearson Road Elementary

Based on the paradigms built on Ross Greene’s book, "Lost at School", educational systems are in flux to create strategic partnerships to support students that demonstrate autistic tendencies in a proactive early intervention model. Teachers and school staff often misunderstand children who display these associated tendencies. The process from identification of concerns impacting student learning to formal ASD assessment can be a long and dubious process.

The notion that it “takes a community to educate a child” is more relevant in 21st century learning than ever before. By placing the learner at the center, participants will be inspired by the authentic, emotional, and passionate presenters who will demonstrate how they knocked down silos of care to create an inter-ministerial structure of hope. Rob, a Kelowna principal and Stan, a local pediatrician, in collaboration with school-based teams, have fostered communal practices that have changed the lives of students and families. Learn how the Central Okanagan Family Hub (Kelowna, British Columbia) provided the foundation for this transformation by providing efficient and effective access to health care.

Learner Outcomes – participants will:
• Develop an understanding of the importance and process of navigating the health care system.
• Develop an understanding of school structures and the mandate to meet student needs.

Island II

Challenges and Opportunities: Co-teaching and Collaboration to Facilitate Inclusion
Dr. Lynn Stansberry Brusnahan and Dr. Barbara Jo Stahl, University of St. Thomas

This session focuses on how to support the inclusion of students with disabilities through collaborative partnerships and research based strategies. We will address various models and roles/responsibilities in a co-teaching arrangement and explore paraprofessional support. Participants gain an understanding of use of UDL, differentiated & tiered instruction, and flexible grouping. Learner Outcomes – participants will be able to:
• Understand and identify when to use various co-teaching models.
• Understand roles and responsibilities of teachers and paraprofessionals in collaboration that increases meaningful inclusion.
• Utilize a framework for instructional planning and creative ways to ensure co-planning time.
• Incorporate strategies and techniques that have an evidence base in a collaborative environment.

Cardita

The Trends in Written Expression for Students with Moderate to Severe and Intellectual Disability: Past, Present and Future. Note: 1 BCBA CEU offered for this session
Dr. Pamela Mims, East Tennessee State University and Dr. Robert Pennington, BCBA-D, University of Louisville

In this session, the presenters will present a range of research-based strategies and resources for teaching writing to students with moderate to severe intellectual disability (MSD). In addition, the presenters will suggest potentially effective strategies that are in need of further research evaluation. Learner Outcomes – participants will:
• Participants will identify strategies for teaching written expression skills to students with MSD.
• Participants will identify strategies for blending written expression and reading comprehension instruction.
• Participants will identify strategies that might be potentially effective for students with MSD but need further research.
Conch

Adjusting the Focus: Making Quality Programming the Priority
Cassie Wells, M.Ed., Director of Autism Services and Allie Donnelly, M.S., M.Ed., Easter Seals Chicago
A variety of monitoring strategies should be employed to ensure compliance with federal law and simultaneously improve the quality of educational programming. By identifying specific areas for examination, by child, teacher, classroom, and school, the goal of ongoing assessment and evaluation assists programs in maximizing resources to improve outcomes. Learner Outcomes – participants will:
• Describe strategies for improving program quality in autism-focused programs.
• Compare and contrast the use of compliance monitoring tools versus quality monitoring tools.
• Identify additional factors, such as the school organization or teacher experience, which may account for variance in outcomes from the program review process.
• Describe how the program review process may be applied to their specific situation.

2:15 – 3:15 p.m.

Gulf

The 3 R’s of Transition: Responsibility, Regulation and Relationships
In school there is a focus on the 3 R’s of reading, writing and arithmetic, among other studies. When students transition to adulthood, there are other R’s that become the focus of learning to become as independent as possible. Learn from experts Dr. Gina Cosgrove and Dr. Laura Assaf how to help work on skill building in responsibility, regulation and relationship skills for young adults with autism and other learning differences! Learner Outcomes – participants will:
• Develop an understanding of the legal and practical shifts that occur when a student with a disability transitions from school age supports to the world of post-secondary education and/or vocational options in the community.
• Understand the shift in mindset to a more empowerment-based approach for these individuals, rather than an approach that over-accommodates for the disability.
• Enhance their toolbox of strategies to build responsibility, self-regulation and relationships for young adult transitions.

Palm

Effects of Mindfulness Training on Mental Health of Students with Developmental Disabilities
Dr. Amrita Chaturvedi, St. Louis University and Dr. Kristine Larson, Johns Hopkins Bloomberg School of Public Health
Students with developmental disabilities experience higher levels of stress, anxiety and depression compared to students without disabilities. Recent research shows mindfulness training has the potential to help these students reduce stress, anxiety and depression. The proposed presentation will demonstrate how MT can be implemented with students with development disabilities. Learner Outcomes – participants will:
• Gain an understanding of the different components of mindfulness intervention.
• Gain knowledge of the existing research on the effects of mindfulness training on mental health of students with disabilities.
• Gain knowledge and understanding of how to implement mindfulness training with students with mental health challenges.

Bay

Teaching Socio-sexuality Concepts to Individuals with ASD: Evidence-based Instruction
Dr. Pamela Wolfe, Penn State University
The session will present best practice instructional strategies for teaching socio-sexuality information to individuals with ASD. Examples of a range of instructional strategies for sexuality content will be presented through case vignettes.

**Learner Outcomes:**
- Identify critical socio-sexuality curricular topics for individuals with ASD.
- Learn about best practice instructional strategies for presenting socio-sexuality content.
- Apply research based instructional strategies to case vignettes to explore a variety of instructional methods for socio-sexuality education.

**Sand Key**

**Using Curriculum-Based Measurement (CBM) to Monitor Reading Skills for Students with Developmental Disabilities.** *Note: 1 BCBA CEU offered for this session*

*Dr. Sara Snyder, BCBA and Dr. Kevin Ayres, BCBA-D, University of Georgia*

CBM is a quick, low inference assessment designed to capture student performance on basic reading and math skills. Researchers have explored CBM usage with students with ID and ASD. We will review CBM data from students participating in a reading intervention. We will practice administering CBM and demonstrate how teachers can use CBM to monitor IEP objectives. **Learner Outcomes - participants will:**
- Gain knowledge of CBM-R and the research base for using CBM-R with students with DD.
- Practice administering and scoring CBM-R measures with audience partners with coaching from the presenters.
- Describe how they can use CBM-R measures to develop and monitor student performance on IEP goals and objectives.

**Beach**

**Issues on the Use of Restraints and Seclusion in Special Education** *Note: 1 BCBA CEU in Ethics offered for this session*

*Dr. Peggy Schaefer Whitby, BCBA-D, University of Arkansas Fayetteville*

In this session, ethical decision-making regarding restraint/seclusion procedures will be discussed. Issues of restraint and seclusion in the public school will be presented along with data on the use of restraint and seclusion across the country in public school settings. Specific examples linked to BACB and CEC ethical standards will be provided. Participants will be provided guiding questions to assist IEP teams in making ethical decisions regarding behavior programming including restraint and seclusion. **Learner Outcomes - participants will:**
- Be able to discuss the pros/cons of restraint/seclusion for crisis response versus therapeutic intervention in public schools.
- Articulate guiding principles on the use of restraint/seclusion in public schools.
- Utilize the guiding questions to analyze their use of restraint/seclusion procedures, if procedures are utilized in their school settings.

**Island I**

**Using the Autism and Low Incidence Classroom Observation Tool for Improving Programs for Students with Moderate to Severe Intellectual Disability** *Note: 1 BCBA CEU offered for this session*

*Dr. Robert Pennington, BCBA-D and Dr. Ginevra Courtade, University of Louisville*

In this session, the presenters will provide participants with an overview and access to a classroom observation instrument and associated resources that can be used to facilitate high quality programs for their students with MSD. We will walk participants through a process for development plans for program improvement. **Learner Outcomes:**
- Participants will identify critical areas programming for the development of a high quality for individuals with MSD.
- Participants will use the A-COT to score a brief teaching video example with at least 80% reliability.
• Participants will identify measurable goals for program improvement.

Island II

The Effects of Coaching on Head Start Teachers Implementing PBS
Jason Gordon, Ed.S., Educational Consultant, University of Tennessee, Knoxville

The Effects of Computer-Assisted Instruction with Symbol-Supported Text on Reading Fluency and Story Retell of Students with Developmental Delays. Learner Outcomes - participants will acquire knowledge of instruction that includes evidence-based practice in special education:
• Specialized curriculum designed to meet the needs of individuals with developmental disabilities/autism spectrum disorders (DDA5K1)
• Provide specialized instruction for spoken language, reading and writing for individuals with developmental disabilities/autism spectrum disorders (DDA5S3)
• Consistent use of proactive strategies and positive behavioral supports (DDA5S5)
• Structure the physical environment to provide optimal learning for individuals with developmental disabilities/autism spectrum disorders (DDA5S10)

Cardita

First Year Teachers as School Improvement Agents
Dr. Daniel Östlund, Kristianstad University, Sweden

This paper explores eight special education teachers’ experiences of working their first year as “first-teachers” in schools with self-contained classrooms for students with intellectual disability. The study is conducted within the tradition of participatory-oriented research using research circles as a methodological framework. The research issue concerns the questions the participating special education teachers ask themselves in their everyday work together with other special education teachers, paraprofessionals and students with intellectual disability. Learner Outcomes - participants will:
• Understand and identify the basics of working with research circles as a tool for professionals to develop new knowledge to change their own teaching and to contribute to overall school development.
• Understand how special teachers can promote and establish new instruction patterns, which could improve learning environment for students with intellectual disability.
• Develop knowledge in research and knowledge of the steps to implement school development in schools for students with intellectual disability.

Conch

Using a Task Analysis Approach to Make Math Accessible for Students with Autism
Randy Ewart, MSEd., High School Math Interventionist, University of Saint Joseph

Math can be a challenge for students with autism given that many have trouble with abstract thinking. Identifying and addressing the concepts in a math topic is possible with a task analysis approach. This presentation offers such an approach and templates for handouts are provided. Learner Outcomes - participants will:
• Identify steps in a formal task analysis approach and create a task analysis.
• Address individual tasks with research-based instruction to make concepts accessible for students with autism.
• Use the task analysis as an assessment to identify areas of need.

3:30 – 4:30 p.m.

Gulf

The Hidden Curriculum and Autism Spectrum Disorder: Neurology, Interventions, and Potential
Dr. Brenda Smith Myles, Consultant, Ohio Center for Autism and Low Incidence (OCALI) and the Ziggurat Group
This presentation addresses the hidden curriculum -- the set of unwritten rules that, if not taught, can have an adverse effect on school and work performance, physical well-being and inclusion. The session (a) overviews ASD neurology and how it impacts learning of the hidden curriculum and (b) provides practical instructional strategies.

**Learner Outcomes - participants will:**
- Understand the neurology of implicit learning and ASD.
- Describe the hidden curriculum with an emphasis on its broad impact, including culture.
- Describe instructional strategies to impact the hidden curriculum.

**Palm**

Blended PD & Training for Effective Instructional Practices  
**Donna Dimino, Executive Director Curriculum & Instruction, Special Education, NYC-D75 and Ann Myer, Vice President, Attainment Company, Inc.**

Meeting the demands of standards based instruction means schools need to provide high quality - professional development and training. Teachers, specialists and paraprofessionals need curricula, tools and strategies proven effective for students with moderate to severe disabilities. Come to this session to learn the trials and triumphs of implementing effective professional development/training. **Learner Outcomes - participants will:**
- Learn the major challenges identified in effective PD/training for programs of students participating in alternate assessment.
- Brainstorm and discuss solutions to PD/Training challenges.
- Learn how to apply specific systematic PD/Training practices within the classroom.
- Learn the supportive features of district and building level administrators in improving effective use of PD/Training methods.

**Bay**

Using Team Building and Evidence Based Strategies to Facilitate Inclusion for Students with Multiple Disabilities  
**Dr. Karena Cooper-Duffy, Western Carolina University**

This session will provide participants with information on team building and evidence based strategies to facilitate inclusion for students with multiple disabilities. Participants will learn how to build a team that includes families and professionals and apply research based inclusion strategies to effectively and efficiently include students with multiple disabilities. **Learner Outcomes - participants will:**
- Have a model for using collaborative problem solving skills and effective team building practices to include students with multiple disabilities into general education classes.
- Have an inclusion plan that enables them to plan through multiple steps for their student with multiple disabilities.
- Have a current list of research based inclusion strategies to use with students who have multiple disabilities.

**Sand Key**

Promoting Science Comprehension and Inquiry for Students with Developmental Disabilities  
**Note: 1 BCBA CEs offered for this session**  
**Dr. Leah Wood, BCBA-D, Cal Poly, San Luis Obispo and Vicki Knight, Vanderbilt University**

Asking and answering questions about science can lead to increased understanding about the natural world. This presentation will describe a research-based method for teaching secondary students with developmental disabilities to ask and answer questions about science using systematic instruction and an iPad. **Learner Outcomes:**
- Participants will be able to list several evidence and research-based methods for teaching science content to students with developmental disabilities.
- Participants will be able to describe one research base-based method for teaching inquiry skills to secondary students with developmental disabilities.
• Participants will be able to describe the steps for creating adapted science texts using both traditional paper formats or iPads.

### Beach

**12 Things Teachers Can Do To Keep Students with Autism Spectrum Disorders Safe**

*Note: 1 BCBA CEU offered for this session*

**Dr. Jack Scott, BCBA-D, Florida Atlantic University and Dr. Toby Honsberger, BCBA-D, Principal, Renaissance Learning Academy**

Students with autism spectrum disorders (ASD) are among the most at-risk for unintentional injury of any identifiable group of children in the United States. Teachers play a critical role in reducing this risk profile. We will present 12 ways they can address the high risk profile of the ASD population.

**Learner Outcomes:**

• Participants will be able to identify the key features of the high-risk status for unintentional injury presented by students with ASD.

• Participants will be able to identify the three key areas in which students with ASD are at greatest risk.

• Participants will be able to identify 12 ways to incorporate safety into their ASD teaching practices and school policies.

### Island I

**A University Based Model for Changing Outcomes for Adults with Significant ID and DD**

**Dr. Christina Carnahan, University of Cincinnati**

Many universities are beginning to offer post secondary programs for individuals with ID/DD. In this session, we present a model for pushing past traditional programs to build a continuum of opportunities for individuals with ID/DD and extensive support needs on a university campus, and the implications for teacher education.

**Learner Outcomes:**

• Participants will be able to describe a university based model for supporting employment, healthy living, and learning for adults with ID and DD, including those with significant communication, sensory, and behavioral needs.

• Participants will be able to describe facilitators and barriers to creating a continuum of supports for individuals with varied levels of support needs in a university setting, and the implications of such a model for teacher education on a university campus.

• Participants will discuss implications for both research and practice in the areas of post secondary education and employment for individuals with ID and DD, including those with significant communication, sensory, and behavioral needs.

### Island II

**Teaching Mathematics to Students with Autism Spectrum Disorder – Implications From a Review of the Literature**

**Sarah Cox, M.Ed., Doctoral Student, Dr. Elizabeth Jakubowski, and Nanette Hammons, M.S., Doctoral Student, Florida State University**

This session will review the current literature surrounding mathematics interventions for students with autism spectrum disorder (ASD) to provide insights about effective mathematics instruction. Drawing from the research, we will review mathematical areas of strength and weakness of students with ASD, review effective instructional practices, and discuss recommended adaptations.

**Learner Outcomes:**

• Participants will learn findings from a systematic, extensive literature review of mathematics interventions for learners with ASD.

• Participants will learn promising intervention strategies to help learners with an ASD engage in mathematical practices.

• Participants will learn mathematical profiles of students with ASD identified in the literature.
Cardita

Mapping Methods Used to Teach Employment Skills to Students with IDD: A Review of the Literature

Carly Gilson, M.Ed., Doctoral Candidate, Vanderbilt University

Providing effective vocational instruction is essential to preparing students with intellectual and developmental disabilities (IDD) for the world of work. I will present findings from a systematic literature review of research evaluating instructional methods and approaches used to teach employment skills for transition-age students with IDD. **Learner Outcomes:**

- Participants will leave with a list of future avenues for experimental research in the evaluation of interventions to teach employment skills to students with IDD.
- Participants will learn of practical implications for instructors (e.g., teachers, job coaches, EAs, employers) of employment skills to students with IDD.
- Participants will be able to discuss how the development of employment skills for students with IDD is salient to their current field of work.

Conch

FACES: Empowering African American Parents to Advocate for Children with Autism

Jamie Pearson, Doctoral Candidate, Braelin Martin, Masters Student and Blair Stewart, Graduate Student, University of Illinois at Urbana-Champaign

The purpose of this mixed methods study was to develop and measure the effectiveness of the FACES (Fostering Advocacy, Communication, Empowerment, and Support) program for African American parents of children with autism. This study employed pre- and post-intervention focus groups and a randomized control trial. Preliminary findings and implications will be discussed. **Learner Outcomes – participants will:**

- Discuss the need for parent advocacy among underrepresented parents of children with ASD.
- Understand culturally relevant training materials used in the development of FACES.
- Discuss strategies to support parent advocacy and empowerment.

Friday, January 20, 2017

8:00 – 9:30 a.m.

Poolside Terrace

Author Book Signing

Poster Presentations/Continental Breakfast

1. What We’ve Learned Along the Way: Tools to Improve the Transition Process

   Emily Iland, MA, California State University, Northridge

   To help improve the dismal outcomes that many adults with Autism and other Developmental Disabilities are experiencing after leaving school, researchers have identified five Guideposts for Transition and corresponding National Quality Standards. This presentation will familiarize participants with these tools. Authentic examples and insider tips bring the information to life! **Learner Outcomes – Participants will:**

   - Identify five Guideposts and their corresponding National Quality Standards for Transition.
   - Learn how to use these tools to improve transition plans for students with ASD and I/DD.
   - Enhance understanding through examples and insider tips.
2. The Effectiveness of Video Modeling and point-of-view Video Modeling on the Social Skills of Children with Autism
   
   **Dr. Angela Guta, Azusa Pacific University**

   This presentation focuses on an educational approach to facilitate the development of social skills in children with autism in relation to first-person and third-person perspectives. Specifically, to whether video modeling filmed from the first-person perspective or the third-person perspective is more effective in increasing their verbal and action imitation skills. **Learner Outcomes - participants will:**
   
   - Identify various forms of video-based interventions, specifically video modeling filmed from the third-person perspective and point-of-view video modeling filmed from the first-person perspective.
   - Recognize how video-based interventions, such as video modeling taps into the relative strength of individuals with autism in how they process visual stimuli
   - Identify how video modeling could be used in the classroom, clinical, home or community settings.


   **Dr. Lisa Cushing, Samantha Walte, M.S. and Kasandra Posey, M.Ed., University of Illinois at Chicago**

   This session will present preliminary results from a systematic review of 661 transition-focused articles found in 22 top special education journals (1990 to 2015). We will focus this presentation on articles that include transition age youth with ID, DD, MD, and ASD to identify primary topics addressed, methods used, and results. **Learner Outcomes:**

   - Demonstrate an understanding of the gaps in the research on students with significant disabilities related to transition topics,
   - Methods used to study transition for students with significant disabilities, and
   - Interventions and results implemented with students with significant disabilities for positive transition outcomes.


   **Reem Muharib, Doctoral Candidate, University of North Carolina at Charlotte**

   This poster will report on a study that examined the effects of coaching and performance feedback with three Head Start teachers on the use of Teaching Pyramid Model practices. Discussion will include selection of target teacher practices, coaching and feedback procedures, intervention results, and implications for practice and future research. **Learner Outcomes:**

   - Gain knowledge of the effects of coaching and performance feedback on teachers' implementation of EBP related to social-emotional competence.
   - Receive recommendations for implementing a coaching and performance feedback model with early childhood teachers especially those working with children with behavior disorders.
   - Gain knowledge of EBP that support children's social-emotional development.

5. Evidence-Based Practices for Implementing Physical Activity and Motor Development Programs in Pre-K and Elementary Classrooms for Children with ASD

   **Dr. Christopher Denning, University of Massachusetts, Boston and Dr. Amelia Moody, University of North Carolina Wilmington**

   Research highlights the importance of teaching motor skills and providing opportunities for physical activity in the classroom. We will provide detailed strategies and suggestions for teachers to use in order to infuse motor development and movement into daily classroom activities based upon evidence-based practices and presenter experiences in this area. **Learner Outcomes - participants will learn:**

   - Understand why increasing opportunities for physical activity and motor development is important for students with ASD.
• Participants will be provided with a number of ideas and games that could be used during physical activity programming.
• Understand key components to consider when developing or implementing a physical activity program for students with ASD.

6. Instruction for Students with Moderate to Severe Intellectual Disability: A Review of the Literature  
Dr. Robert Pennington, BCBA-D and Dr. Ginevra Courtade, University of Louisville  
In this poster session, the presenters display the findings of a review of the research literature on teaching writing skills to students with moderate to severe intellectual disability (MSD). They will present trends in data across several critical variables and will provide an analysis of the quality of the extant literature. Learner Outcomes:
• Participants will identify at least three strategies for teaching written expression skills to students with MSD.
• Participants will identify how technology has been used to support written expression for students with MSD.
• Participants will summarize the overall quality of research in the area of written expression for students with MSD.

7. Tablets and Nonverbal Children with Autism: Engagement and Communication  
Dr. Kathleen Shea, Norwalk Public Schools and University of Bridgeport  
Individuals with autism, who are also nonverbal, need to learn to communicate using alternative means (National Research Council, 2001). This study introduces a video calling intervention to target the joint attention behaviors. The conclusions indicate that video calling has impact on some joint attention behaviors and increases engagement in nonverbal children with autism. Learner Outcomes:
• Learn joint attention and communication engagement with nonverbal students with autism.
• Learn about methods for using tablets to increase joint attention and communication engagement with nonverbal students with autism in a school environment.
• Learn about methods for using tablets to increase joint attention and communication engagement with nonverbal students with autism in a home environment.

8. Laying the Groundwork for Transition: Elements and Perceptions of Secondary Curriculum and Service Delivery for Students with Autism Spectrum Disorders  
Mereidth Moates, Doctoral Student, Virginia Commonwealth University  
This study examines descriptions and perceptions of secondary curriculum elements and service delivery, and their alignment with postsecondary goals for students with autism. The goal of the study is to acquire descriptions of curriculum instruction and practices used to prepare the participants for transition; and perceptions of key stakeholders. Learner Outcomes – participants will learn about:
• Competitive Employment.
• Community-based Instruction to prepare for Employment and Postsecondary Education.
• Inclusion and Quality of Life.

9. Teaching Financial Literacy Skills through Video Prompting to Students with Intellectual and Developmental Disabilities in a Postsecondary Education Program  
Maria Mello, M.Ed., Vanderbilt University  
This presentation offers an innovative approach to improving skills related to financial independence through an interventions implemented within a postsecondary education (PSE) program for young adults (ages 20-22) with intellectual and developmental disabilities (IDD). We will share recommendations aimed at strengthening programming opportunities and skill-development in PSE settings. Learner Outcomes:
• Articulate the importance of independence as it relates to financial literacy.
• Describe an intervention that could be transferable to their own settings across diverse communities, including programs focused on independent living or vocational skills.
• Obtain resources for teaching independence skills to students with IDD.

10. Preparing Pre-Service Early Childhood Providers to Meet the Educational Needs of Students Who Use Assistive Technology

Dr. Colleen Wood-Fields and Dr. Michael Mayton, BCBA-D, West Virginia University

Upon completing a pre-service teacher preparation course on the use of assistive and instructional technology, 15 course participants completed a survey assessing perceptions of their knowledge of and ability to use AT. Descriptive statistics were used to analyze survey results. Recommendations for pre-service special education teacher instruction are provided. Learner Outcomes:
• Identify the importance of providing pre-service special education teachers with the knowledge and skills needed integrate AT into classroom instruction.
• Describe pre-service early childhood providers' perceptions of their knowledge, skills, and preparedness in providing AT supports for young children with a variety of disabling conditions after completing a teacher preparation course targeting AT supports.
• Discuss the implications of study results on preparing pre-service teachers to integrate AT into classroom activities.

11. Prevention of Disabilities Related to Lead Exposure

Dr. Amrita Chaturvedi and Dr. Nikki Murdick, Saint Louis University

Exposure to lead can have an adverse effect on the health of infant and children and cause them to develop disabilities related to brain and central nervous system. This proposed poster seeks to provide information on how infant and children can be prevented from developing disabilities related to lead exposure. Learner Outcomes:
• Gain an understanding of lead poisoning and how it affects the human body.
• Gain knowledge of the existing research on lead poisoning and how it can cause various disabilities in children.
• Identify symptoms of lead poisoning in an infant or young child and take preventive measures to prevent them from developing disabilities related to lead exposure/poisoning.


Karla Zabala, B.A., BCaBA and Kara Wunderlich, B.A., BCaBA, University of Georgia

Contingency-based procedures have been found to be effective in facilitating delays to reinforcement for escape maintained behavior. A contingency-based procedure was implemented to evaluate the effectiveness this procedure had on thinning the schedule of reinforcement for behavior maintained by tangible reinforcers (i.e. positive reinforcement). Learner Outcomes:
• Contingency-based procedures are effective thinning procedures and a viable option to implement in comparison to time-based procedures.
• Contingency-based procedures are not only effective for escape maintained behavior but also for facilitating tolerance to a delay to positive reinforcement.
• This type of thinning procedure and its effects should be evaluated for other types of behavior maintained by positive reinforcement (i.e. access to socially mediated attention)

13. A Review: Community-based Interventions for Adolescents and Adults with Autism Spectrum Disorders

Teresa Girolamo, Doctoral Student, University of Kansas
Individuals with autism age out of public education and services, but need support across the lifespan. This review summarizes the state of research of community-based interventions for adolescents and adults with autism. It includes all studies from peer-reviewed journals (1980 - 2015). Research has stagnated; however, the next steps are clear. **Learner Outcomes:**

- Participants will be able to identify 3 efficacious community-based intervention techniques for adolescents and adults with autism.
- Participants will be able to identify major issues faced by adolescents and young adults with autism that need to be accounted for in educational programming and especially in transitional planning.
- Participants will be able to evaluate the quality of studies for use in their own professional development, such as in inquiry groups.

14. **Perceptions of Successful Community College Students Classified as having a Learning Disability, Autism or as Neurotypical**

*Dr. Kathleen McCoy and Dr. Stanley Zucker, Arizona State University*

The ethical code of the BACB requires behavior analysts to use the most effective, least restrictive interventions. In the fields of IDD and ASD, there is a long history of standards-based and research-based approaches to ethical practice. We will reconcile these approaches into a framework useful for practitioners. **Learner Outcomes:**

- Discussion of the interaction between and impact of the concept of agency and pathways of knowledge at the postsecondary level for learners identified as neurotypical, ASD or LD
- Examination of implications for secondary as well as postsecondary interventions for increasing agency and pathways of knowledge for students with postsecondary aspirations which could result in better preparation for students at the secondary as well as postsecondary level
- Identification of differentiated instructional strategies for development of agency and pathways of knowledge for individuals classified as neurotypical, ASD or LD through initiation and maintenance actions necessary to generate successful community college retention and subsequent graduation.

15. **Preparing for Inclusion: School, Teacher, and Administrator Practices and Expectations for Facilitating Inclusion for Students with Significant Disabilities.**

*Dr. Carly Roberts, University of Washington*

This session will report findings from a qualitative study examining the current practices, expectations, and goals of a school preparing to include students with significant disabilities in inclusive content area instruction. Teachers and administrators were interviewed regarding definitions of and expectations for inclusion and current classroom practices were observed. **Learner Outcomes - participants will:**

- Become familiar with varying definitions of and expectations for inclusion.
- Become aware of current instructional practices being implemented in schools with students with significant disabilities.
- Discuss the steps for moving forward with a school-wide plan for implementation of inclusive content area instruction.

16. **Teachers Use of Intensive Interventions to Support students with Autism and Intellectual Disability**

*Dr. Tamar Riley, Dr. Annamaria Jerome-Raja, and Dr. Denise Callwood-Brathwaite, Florida Memorial University*

This session describes multiple teachers’ efforts to implement intensive interventions to support students with ASD and intellectual disability in a variety of classroom. The settings, interventions, students’ characteristics, and outcomes will be presented and discussed to support the viability of intensive interventions as an effective tool to improve student outcomes. **Learner Outcomes - participants will:**

- Identify intensive interventions that show promise to improve academic and behavioral outcomes for students with ASD and intellectual disability who are culturally and linguistically diverse.
• Discuss the facilitators and barriers to effective implementation of interventions by trained teachers.
• Describe potential strategies for continued use of and training others in effective implementation of intensive interventions.

17. Functional Skills Instruction for Young Children with Severe and Moderate Developmental Disabilities in School Settings: A Review of the Literature

Amy Callender, MA, EdS, Tennessee Technological University

This poster presentation reviews functional skill interventions for young children with severe developmental disabilities. Studies were evaluated using the What Works Clearinghouse standards. Studies generally involved toileting and provided limited information regarding significance of outcomes and intervention feasibility. More high quality research is needed. Recommendations for practice will be presented. Learner Outcomes – participants will:
• Understand the importance of providing functional skill interventions for students with SDD.
• Summarize the findings and limitations of the current research literature.
• Describe the implications of functional skills intervention research for practitioners.

18. Evaluating the Effects of Wearable Technologies to Improve Physical Activity Levels for College Students with Intellectual and Developmental Disabilities

Kelly Kraiss, Ph.D. Candidate, University of Tennessee, Knoxville

Adults with intellectual and/or developmental disabilities (I/DD) are more likely to be obese and less likely to be physically active than are adults without I/DD (Haavercamp, Scandlin, & Roth, 2004; Hsieh, Rimmer, & Heller, 2014; Blick, Saad, Goreczny, Roman, & Sorenson, 2015). This presentation will review two single-subject design studies that evaluated the use of wearable technology, goal-setting, and social reinforcement to increase physical activity levels for young adults with I/DD. Results are discussed in the context of enhanced fitness and physical activity and self-determination theory. Learner Outcomes – participants will:
• Describe the effects of goal-setting and social reinforcement interventions using FitBit devices on the physical activity level of college students with I/DD.
• Describe the rationale for such interventions for adults with I/DD.
• Identify implications for practice and other potential interventions within similar postsecondary education programs for students with I/DD.

19. Working with Families of Individuals with ASD

Dr. Tia Schultz, BCBA-D, University of Wisconsin-Whitewater and Dr. Melissa Sreckovic, University of Flint-Michigan

Families of individuals with ASD experience unique challenges, many joys, and a wealth of knowledge about their family member with ASD. This presentation will discuss the research-based strategies for working collaboratively with families within the specific contexts of time of diagnosis, during IEP meetings, school-based interventions, and parent implemented interventions. Learner Outcomes – participants will:
• Understand the strengths and challenges of families with children with ASD.
• Learn specific strategies for working collaboratively with families with children with ASD within specific contexts.
• Reflect on how they can implement one or more strategies in their own work with families with children with ASD.

20. A Longitudinal Study of Educational Programs for a Low Incidence Population

Dr. AmySue Reilly, Auburn University and Dr. Dennis Campbell, University of South Alabama
The 5P Society is an international support group for Cri du Chat Syndrome. This session presents data from over 15 years of research studies. Through these studies we have provided criteria of educational setting options, and helped parents develop action plans for the selection of their children’s educational/medical programs. **Learner Outcomes - participants will understand:**

- Criteria of educational setting options for individuals with low incidence disabilities and how parents evaluated programs.
- How parents develop action plans for the selection of their children's educational/medical programs.
- Characteristics of more successful educational programs.

21. **Music Counts: A Specialized Treatment Program for Children with Autism**  
*Dr. Nurit Sheinberg, Nova Southeastern University*  
This poster presents the results of a study assessing the impact of the implementation of a music program in a specialized preschool program for children with ASD. The study utilized both a group and single subject design, 100 children participated in the study. **Learner Outcomes - participants will:**

- Understand the positive impact implementation of a music program had on preschool-age children with ASD.
- Learn about the steps of setting and evaluating a music program.
- Learn about the way skills can be generalized across different learning contexts.

22. **Use of Smart Phones to Promote Transitions for Students with Developmental Disabilities**  
*Dr. Doug Carothers, Florida Gulf Coast University*  
Wide-spread use of smart phones offers a boon for transitioning students with developmental disabilities to adult life. This session will focus a large variety of tools and techniques to use these socially acceptable tools to improve transition services for individuals with disabilities. **Learner Outcomes - participants will:**

- Describe at least four ways that Smart Phones can be used to enhance ability to independently access community settings and services. (Maps, directions (talking and written), ability to store phone numbers and call for rides) (Apple pay and wallet)
- Describe methods of using Smart phones to create and store permanent prompts, allowing the individual to independently complete multi-step tasks. (Voice memos, picture schedules, videos)
- Describe features of Smart phones that alert to the need to perform routines and make and keep appointments.

23. **Using Evidence Based Practices to Teach Reading Comprehension to Preschoolers/Children with Autism Spectrum Disorder**  
*Dr. Melissa Martin, Joan Grim, B.S., M.S., and Dr. David Cihak, University of Tennessee, Knoxville*  
This presentation introduces an adapted graphic organizer addressing a specific component of reading comprehension (e.g., responding to Wh- questions) that students with ASD use to identify story elements in nursery rhymes. The strategy incorporates (a) visuals; (b) repeated readings; (c) citing textual evidence; (d) graphic organizer; and (e) adapted text. **Learner Outcomes - participants will:**

- Identify special characteristics of students with ASD that are related to answering reading comprehension questions (e.g., Wh- questions) about important story elements in nursery rhymes.
- Learners will identify features of a reading comprehension strategy package for students with ASD that includes an adapted graphic organizer, visual supports, repeated readings, adapted text, and citing textual evidence.
- Learners will be introduced to ways to extend this strategy for other texts that fit the student with ASD’s particular needs and reading comprehension levels.
24. Inclusive Practices for Students with Autism  
*Juliet B. Makapugay, Program Specialist, Menifee Union School District*

Inclusion is about promoting social equity in the classroom, and out. Students with Autism have challenges in the area of communication and social skills and require preplanning to be successful in social situations and in participating in student activities and clubs. Strategies to help successful inclusion will be presented. **Learner Outcomes - participants will:**

- Identify and implement a presented strategy to enable students with Autism to be successful in social situations.
- Use a presented strategy to help students with Autism participate in student activities (i.e. dances, rallies, sports).
- Utilize technology to facilitate successful inclusion in the classroom.

25. Increasing Communication Through Naturalistic Teaching  
*Aubrey Wilson, Graduate Student, University of Oklahoma*

This poster shares the results of a multiple-probe design study across participants to evaluate the effectiveness of a naturalistic teaching intervention on independent communication attempts. Three students from a 2-year old classroom were chosen to participate based on their lack of social and/or communication skills. Intervention occurred during previously established 'free play' sessions. After intervention, increased communication was observed for all 3 participants. **Learner Outcomes - participants will:**

- Define and describe naturalistic teaching.
- Identify how to set up naturalistic learning opportunities.
- Identify and understand how a naturalistic teaching approach can increase independent communication attempts for students with low social/communication skills.

*Dr. Kimberly Bean and Dr. Ruth Eren, Southern Connecticut State University*

The poster session will focus on academic profiles in literacy and mathematics of students identified with either autism spectrum disorders or learning disabilities in grades 5-8. Academic profiles have important implications for educational planning and designing effective instruction. These implications, as well as future directions for research will be outlined. **Learner Outcomes - participants will:**

- Understand literacy profiles that may be found in students with ASD and LDs.
- Understand numeracy profiles that may be found in students with ASD and LDs.
- Understand the implications of these profiles for planning instruction.

27. Video Self-Modeling to Modify Disruptive Behaviors in Students with Autism Spectrum Disorder and Co-Occurring Intellectual Disability  
*Kate Sadler, M.Ed., Doctoral Student, University of Missouri*

This poster presents the results of a pilot study, which investigated whether a videotaped self-modeling intervention (VSM) could modify behaviors of children with Autism Spectrum Disorder (ASD) and co-occurring Intellectual Disability (ID). Observational findings for two participants will be discussed, as well as limitations and future directions for research/practice. **Learner Outcomes - participants will:**

- Understand the unique barriers that students with ASD and co-occurring ID face when participating in modeling interventions, and identify potential solutions.
- Understand the critical components of a video self-modeling intervention.
- Understand the contributions of the direct instruction component of this intervention.
Gulf

The Brain and Autism: What does Brain Research tell Teachers?
Dr. Nikki Murdick, Dr. Amrita Chaturvedi, Victoria Fricke, Graduate Assistant, and Tanya Hauwadhanasuk, Graduate Student, Saint Louis University

Research concerning brain development has increased in the past 5 years. Using teaching methodology linked to how the brain acquires, processes, and remembers information is essential. This panel discussion will focus on brain research and how it can be translated into effective interventions for children with autism or intellectual disability. Learner Outcomes:

- Understand what the latest brain research is saying about how children with autism learn, process, and remember information.
- Learn about strategies based on this research that they can use in their classrooms or at home.

Palm

Four Years Later: Listening to the Voices of College Students in THRIVE
Tara Rowe, M.Ed., THRIVE Co-ordinator, Dr. Janice Seabrooks-Blackmore and Dr. Kristine Webb, University of North Florida

THRIVE is University of North Florida’s response to increasing numbers of students with ASD who attend college. Students will describe mentoring, groups, natural supports, and activities, along with advice they will share with session participants. Learning from students’ perspectives has strengthened THRIVE, and will provide session participants with student commentary and related activities Learner Outcomes - participants will:

- List at least two ideas for strengthening the transition to post-secondary education.
- Identify at least two areas of need in their professional setting.
- Identify at least two issues mentioned by the students with ASD.

Bay

Project Boost Camp: An Approach to Teaching Executive Function Skills to Students with Autism and Students with Intellectual Disability.
Dr. Darlene Perner and Dr. Robin Drogan, Bloomsburg University of Pennsylvania

Students with autism and intellectual disability often lack the necessary executive function skills to successfully complete the everyday social and academic demands encountered. Executive function skills can be taught to students. Methods for teaching these skills are addressed as well as incorporation of executive function skill training within the school setting. Learner outcomes:

- Discuss why it is important to teach executive function skills to all students.
- Identify ways to help all students set learning goals and strategies to achieve these goals.
- Select strategies to facilitate student independence.
- Identify pathways to successfully integrate teaching executive function skills in the classroom.

Sand Key

Examining Effects of Paraprofessionals’ Fidelity of Implementation of Peer Support Arrangements
Dr. Heartley Huber, BCBA, The College of William and Mary

We will present findings from a study examining the effects of high vs. low fidelity of peer support arrangements on the social behavior of peers and students with severe disabilities. We will highlight practical implications and stakeholders’ reports of effectiveness and feasibility relevant to high-quality implementation of peer support interventions. Learner Outcomes:

- Describe the steps for implementing peer support arrangements in inclusive secondary classrooms.
- Identify the intervention components targeted for increased fidelity of peer support arrangements.
- Explain the improved social and academic benefits of high treatment fidelity for students with and without disabilities.
Investigating the Symptoms of Stress in Fathers of Children Diagnosed with Autism

Dr. Clinton Smith, BCBA-D, University of Tennessee at Martin

The participants in this study consisted of 83 fathers of children diagnosed with autism. Results from the LASC show that seventeen (21%) of the fathers scored moderate to extreme stress. Implications for practice are discussed to further help fathers of children diagnosed with autism who maybe experiencing stress symptoms. Learner Outcomes - participants will:

• Understand differences in stress symptoms experienced by mothers and fathers who have a child diagnosed with autism.
• Understand multiple factors of why fathers who have a child diagnosed with autism may experience symptoms of stress.
• Identify strategies to help fathers deal with stress symptoms related to having a child diagnosed with autism.

Using Literacy Based Behavior Interventions to Increase Vocational Success in Young Adults with Autism Spectrum Disorder

Dr. Toby Honsberger, BCBA-D, Renaissance Learning Academy and Christine Honsberger, MS, BCBA, Els for Autism

Finding effective supports for individuals with autism to utilize is key to increasing vocational successes. Literacy Based Behavioral Interventions have been shown to be effective in teaching children with autism a variety of skills. The current presentation will outline the utility of LBBIs with adults on the acquisition of vocational skills. Learner Outcomes - participants will:

• Identify vocational skills appropriate to target with the use of LBBIs.
• Identify individuals who can facilitate the delivery of an LBBI in an employment setting.
• Identify different mediums to deliver LBBIs in employment settings.

Why Is Family Quality of Life Lower When More Professionals Are Involved?

Dr. Robin McWilliam, University of Alabama

In a study of 777 families with children in early intervention, family quality of life (FQoL) scores were negatively associated with the number of professionals working with the family. The majority of families identified their children as having developmental disabilities, followed by autism spectrum disorder, and then other disabilities. In addition to presenting the study findings, audience participation will be prompted, so we can have a robust discussion of why fewer professionals working with young children with developmental disabilities, including autism, might be better than more professionals. Learner Outcomes:

• Participants will have data about the impact of the number of professionals serving families in early intervention.
• Participants will have research citations and knowledge about the wisdom of decreasing the number of professionals.
• Participants will have step-by-step instructions, on performance checklists, about how to serve as a primary or comprehensive service provider.

Using Read-Alouds of Informational Text to Promote Conversational Skills

Kathryn Haughney, M.A.T., Doctoral Student, UNC Charlotte

This presentation will provide a summary of a research project utilizing strategies read aloud of informational text on topics selected by high school students with autism spectrum disorders. The students then used information learned to engage in conversations with peers who were nondisabled using an iPad-based conversation booklet. Learner Outcomes - participants will:

• Learn strategies for embedding informational text in an iPad format.
• Develop instructional intervention for teaching student to comprehend the text and use it for conversational turn taking.
Discover ways to embed the strategies in general education high school classes.

Conch

“Picture” Understanding: Effectiveness of Visual Supports for Students with ASD
Dr. Heather Duncan, University of South Florida Sarasota-Manatee

This presentation will provide a brief overview of the characteristics associated with an autism diagnosis and linkage to need for social stories and visual supports. Participants will then be introduced to the evidence base surrounding social stories and visual supports in the K-5 classroom; will be provided with sample vignettes of real classroom experiences using these supports with students on the autism spectrum; will explore detailed development and implementation strategies to promote social stories and visual supports as an effective intervention; and will examine sample social stories and visual supports, along with case study vignettes of implementation.

Learner Outcomes – participants will:

• Identify the potential impact of using social stories and visual supports in the K-5 classroom
• Examine the steps involved in effective development and implementation of these supports
• Interact with real classroom vignettes which detail the contextualized effectiveness of social stories and visual supports

10:45 – 11:45 a.m.

Gulf

Manipulative for Mathematics Intervention for Students with ASD and ID Note: this is a three-part panel presentation

Manipulatives support students with a range of disabilities and across multiple ages. This session will present multiple studies suggesting the benefits of using manipulatives to support students with ID and ASD in mathematics. The panel will present practical solutions for using manipulatives to support students with ID and ASD.

Presentation 1 – Dr. Emily Bouck, Michigan State University

The Concrete-Representation-Abstract (CRA) is an evidence-based mathematical practice for students with disabilities. Yet, most CRA research is focused on students with LD. This presentation describes a study that explored the CRA approach for middle school students with ID to support the teaching of making changes. Secondary students with ID successfully and independently solved making change problems with concrete coins, representational drawings of coins, and abstractly.

Presentation 2 – Dr. Emily Bouck and Dr. Jordan Shurr, Michigan State University

Concrete manipulatives are an effective instructional strategy for students with disabilities. However, students with ASD are often engaged in technology. This study explores how elementary students with ASD are supported in both using concrete base 10 blocks and virtual base 10 blocks, delivered via an app on an iPad. The study examines how effective (accuracy), efficient (task completion time), and independent (contrast of task analysis steps needing prompting) concrete and virtual manipulatives are for elementary students with ASD.

Presentation 3 – Dr. Jenny Root, Florida State University

Problem solving is the ultimate goal of mathematics education for students, including students with ASD and ID. This study compared concrete and virtual manipulatives to support elementary students with ASD and ID within the context of using schema-based instruction to solve word problems. Two of the three students were more successful in the virtual manipulative condition, but all preferred virtual manipulatives to concrete manipulatives.

Learner Outcomes – participants will:

• Learn practical implementation strategies for manipulatives to support mathematics teaching and learning for students with ASD and ID
• Consider how virtual manipulatives can support students with ID and ASD and be exposed to
different virtual manipulative options
• Consider how manipulatives support early numeracy skills which can improve student access to
  grade-level mathematics

Palm  Supporting Gender and Sexual Diversity through Inclusive Sexual Education for Students with
IDD Dr. Gloria Niles, University of Hawaii West Oahu and Dr. Elizabeth Harkins Monaco,
University of Pittsburgh Johnstown
Inclusive health education teaches not only the basics of puberty, but also instills in youth with
intellectual disability that they have the right to define their gender and sexual identity. Furthermore, a formal education helps people examine contributory factors of gender and sexual
diversity (GSD), germane to self-awareness and self-identity. Learner Outcomes - participants
will:
• Illustrate a framework for physical and health literacy.
• Identify the importance of self-advocacy in gender identity and sexual orientation for
  individuals with IDD.
• Articulate the value of this approach in special education.

Bay  Interoception, The 8th Sensory System: Practical Considerations and Strategies for Improving
Self-Regulation and Social Cognition
Kelly Mahler, MS, OTR/L, Mahler Autism Services
Interoception allows us to ‘feel’ the internal states of our body like pain, hunger, thirst, need for
bathroom, sexual arousal, and every single emotion. This presentation will provide an overview of
what research tells us about interoception, especially as it relates to skill areas such as self-
regulation and social cognition. Several evidence-based strategies for assessing and improving
interoception will be shared. Learner Outcomes - participants will:
• Define the eighth sensory system called interoception.
• Name 3 skill areas that interoception impacts.
• Name 2 strategies that can be used to build interoceptive awareness.

Sand Key  Ethical Dimensions in Behavioral Intervention for People with Autism Note: 1 BCBA CEU in Ethics
offered for this session
Dr. Michael Mayton, BCBA-D, West Virginia University, John J. Wheeler, Ph.D. East Tennessee
State University, and Anthony L. Menendez, Ph.D., BCBA-D, Cleveland State University.
This session will provide a text comprehension research overview for students with intellectual
disability (ID). The presenters will review the instructional strategies and text supports
(accommodations) that have been used to improve student text comprehension, with emphasis on
strategies that teachers can immediately implement, and discuss opportunities for future research.
Learner Outcomes:
The presentation will use the contexts of applied professional experience, empirical research, and
comparative assessment data to:
• Integrate ethical principles from published standards-based and research-based approaches
  with the BACB’s Guidelines for Responsible Conduct for Behavior Analysts.
• Provide anonymized and hypothetical case-based examples for illustration and discussion of
  main concepts related to ethical behavioral intervention for people with autism.
• Discuss and provide a range of solutions for situations (with individuals and families affected by
  autism) that are potentially problematic in terms of maintaining ethical practices as required by
  the Board.
Viva la video! Using an App to Teach Academics through Paraprofessional Implementation of Video Prompting

Note: 1 BCBA CEU offered for this session

Emily Kuntz, M.Ed., BCBA and Dr. Victoria Knight, Vanderbilt University

This session will demonstrate how to create a video prompting strategy for academic skills using an affordable tablet application in inclusive classrooms. Results from research will be used to illustrate the use of the app to teach new skills to students with autism and intellectual disability in collaboration with paraprofessionals. Learner Outcomes - participants will:

• Learn how to use an affordable tablet app to create and use a video prompting strategy to teach new academic skills to students with autism, increasing student independence, and decreasing student prompt dependency.
• Explore various practical issues related to creating video models using a team approach (e.g., creating meaningful videos, embedding video modeling into inclusive classrooms, working with paraprofessionals).
• Learn insightful applications of this intervention and recommendations for their practice (e.g., skills that are feasibly taught using this method, tips to collaborate with paraprofessionals and general education teachers).

Island I

Missing the Mark: Cultural and Demographic Barriers to Generalizability and Social Validity of Results in Reinforcement as an Evidence-based Practice for Students with ASD

Abdullah Alshehri, Doctoral Scholar, University at Buffalo

Evidence-based practices that are based on the principles of ABA for students with ASD have the strongest evidence among other practices. Despite the strength of its evidence, the research that has been done using ABA principles was primarily with students from a certain racial group. This requires questioning the generality and social validity of these EBP when implemented with students from other racial backgrounds. These two major components are discussed with a literature review about the racial representation in the research of reinforcement, as it is considered the most common and evidence-based practice for students with ASD. Learner Outcomes - participants will:

• Learn why and how the culture and linguistic background of students with ASD and their families is essential in designing effective intervention.
• Learn about the culture, racial, and linguistic background of participants who were involved in research including reinforcement as an intervention.
• Learn how to consider students cultural and linguistic background when working with students with ASD and their families.

Island II

Enable Me! Visual Supports that Foster the Active Participation and Personal Independence of Students with Significant Disabilities

Dr. Jan Writer, Benedictine University

This interactive session presents diverse visual support strategies that can be used within school and non-school settings, to foster the active participation and personal independence of students with severe and low incidence disabilities. Eclectic tactics that educators and others can use to effectively communicate expectations to their students and to foster the meaningful communication and empowerment of these students will be highlighted. Learner Outcomes - participants will:

• Identify and critique research-informed practices relevant to the use of diverse visual supports, in the instruction of individual students with SD.
• Select, design and employ varied visual supports that foster the active participation and personal independence of students with SD, within and across school, home, and community settings.
• Identify a wide array of resources (e.g., web sites; print materials; resource agencies) that will aid in the construction and application of effective visual supports, for the children and youth with SD that they personally work with.
Cardita  
**Education that Makes a Difference: Unifying the Community to Support Athletes with Developmental Disabilities**  
*Dr. Dennis Garland, Niagara University*

The presenters will discuss components of a cross-disciplinary postsecondary course in Special Olympics Coaching and Game Management. Topics of discussion will include fostering university partnerships, elements of coaching individuals with developmental disabilities, and event planning.  

**Learner Outcomes - participants will:**

- Learn about the elements of developing the curriculum for the Special Olympics Coaching and Games Management course.
- Learn how teaching university students from non-educational backgrounds are prepared to interact with athletes with developmental disabilities.
- Learn about the community partnerships that are integral to the successful planning and implementation of a regional Special Olympics event.

Conch  
**How Multiple Choice and Effective Selection Instruction Provide the Basis for Literacy Acquisition for Students with ID, Autism and Complex Communication Needs**  
*Dr. Melissa Ainsworth, George Mason University*

This session will focus on strategies for providing literacy instruction to students with multiple disabilities including significant ID, autism and complex communication needs. The session will highlight the results of two different multiple baseline studies in which multiple choice and effective scanning instruction resulted in participant progress in literacy skills.  

**Learner Outcomes - participants will:**

- Understand strategies for providing literacy instruction to students who have multiple disabilities and complex communication needs; videos of student participants will be used to demonstrate highlighted strategies.
- Understand how effective scanning and choice selection instruction can improve student progress in literacy skill acquisition.
- Discuss the results of two rigorous single-subject studies in which students with physical disabilities, significant intellectual disability and significant autism as well as complex communication needs were able to acquire the foundational literacy skills presented.

Sundial  
**Social Mechanics Integrated in the Learning Environment (SMILE) with Middle School students with ASD**  
*Rebecca Hartzell, Doctoral Student, University of Arizona*

SMILE (Social Mechanics Integrated in the Learning Environment) is a social skills intervention designed to deliver social skills lessons taught by adults combined with promptings by peer mediators to increase social engagement with middle school students with Autism Spectrum Disorder (ASD) through natural social interactions occurring during the lunch period.  

**Learner Outcomes - participants will:**

- Leave with tangible resources to assist in future implementation of SMILE intervention for students with ASD at the elementary or middle school level.
- Be able to discuss specific benefits for peer-mediated social skills interventions for students at the middle school level, and how to implement the intervention with sensitivity for mediators and participants.
- Be able to replicate the described study while addressing described limitations, if desired, for future research.

**11:45 a.m. – 12:45 p.m.**

*Poolside Luncheon/Networking*
1:00 – 2:00 p.m.

**Gulf** Assessment and Intervention to Promote Supported Decision Making as an Alternative to Guardianship  
*Dr. Karrie Shogren, Dr. Michael Wehmeyer and Hatice Uyanik, Graduate Student, University of Kansas*

This presentation will define supported decision making as an alternative to guardianship and highlight emerging assessment and intervention research that can inform practice to promote supported decision making. **Learner Outcomes – participants will:**

- Describe supported decision making.
- Describe a framework for assessing supported decision making.
- Describe interventions to promote supported decision making.

**Palm** Connecting Instruction and State Assessment: Making Rigorous Academic Content, Including Writing, Accessible for Students with Intellectual and Multiple Disabilities  
*Dr. Audrey Kappel, Educational Consultant and Sharon Leonard, BS, Educational Consultant, Pennsylvania Training and Technical Assistance Network*

Standards-aligned instruction for all includes students with intellectual/multiple disabilities. In addition to reading, math and science, writing is being included in instruction and assessment for this student population. Given increased demands of content, systematic identification of appropriate learning targets, instructional planning/practices, teaching, and on-going evaluation are critical to student success. **Learner Outcomes – participants will:**

- Describe the process used to make content accessible and meaningful for students eligible for alternate assessment, yet aligned to standards.
- Evaluate examples of content reduced in complexity in writing, reading, math, and science.
- Summarize the link between effective instructional practices and protocols and mastery/retention of standards-aligned content using student-level data.

**Bay** Increasing Postsecondary Outcomes for Culturally and Linguistically Diverse Students with Intellectual Disability  
*Dr. Pamela Mims, East Tennessee State University and Dr. Ginevra Courtade, University of Louisville*

Research has long demonstrated the discrepancies that culturally and linguistically diverse (CLD) families and students with intellectual disability face within public schools as well as post-school outcomes. This presentation will highlight a culturally responsive framework that can prepare CLD families and their children to participate in postsecondary opportunities. **Learner Outcomes – participants will:**

- Become familiar with components of the proposed culturally responsive framework (universal design for learning, self-determination, safe learning environments, technology, multiple opportunities to respond, primary language support, integration of culture in learning, and systematic/explicit instruction) to assist CLD students with moderate-severe ID in the preparation of postsecondary opportunities.
- Be provided with suggestions on how to increase parental involvement during academic and transition planning.
- Be provided with various postsecondary opportunities that exist nationwide for students with moderate-severe ID.

**Sand Key** ABA is not Just for Children: Applying the Principles of Applied Behavior Analysis to Treat Challenging Behaviors Secondary to Dementia and Developmental Disabilities in Elderly Populations Receiving Complex Care Services. **Note:** 1 BCBA CEU offered for this session
Dr. Vanessa Tucker, BCBA-D, Pacific Lutheran University and Sarah Tremblay, MSW, M.Ed., Franciscan Hospital

The application of Applied Behavior Analysis principles has proven effectiveness with many different populations. Much attention has been given to the application of ABA to children with ASDs. We will outline cases where principles of ABA were applied to treat challenging behavior in elderly patients in a hospital and other settings. **Learner Outcomes - participants will:**

- Gain basic information on the application of principles of ABA to complex care cases,
- Gain a background knowledge on the level of care needed, the common problems and the barriers to placement for elderly dementia and DD populations,
- Review at least three cases from baseline to post-intervention and will examine the tactics used, results and further recommendations.

Beach

**Mobile Technology and Apps to Support the Independence of Individuals with Intellectual Disability and/or Autism in Employment Settings**  
1 BCBA CEU offered for this session  
Dr. Toni Van Laarhoven, BCBA-D, Northern Illinois University, Dr. Kyle Bennett, BCBA-D, Florida International University, and Traci Van Laarhoven-Myers, MS. Ed., Indian Prairie School District #204

This session will provide strategies for identifying built-in and third-party applications on mobile devices to support individuals with disabilities in employment settings. Participants will be provided with an overview of various low to high tech mobile technology applications that promote independence in the workplace. **Learner Outcomes - participants will:**

- Learn to use built-in features of popular mobile devices to support learners in employment settings.
- Be given an overview of different third-party applications that can be used to promote independence on the job and will compare features across applications.
- Learn how to use mobile devices effectively in employment settings while preparing for and avoiding potential problems.

Island I

**Empathy Skill Building Experiences for All Involved - Students with Behavioral Issues Act as Peer Supports in a Program Serving Students with Autism**  
Matthew Twit, Teacher, Chad Bartlett, Assistant Principal, and Dr. Carrie O-Donnell Brink, Special Education Curriculum Specialist, Council Bluffs Community School District, Iowa

The objective of this research project is to assess empathy skill development in students with behavioral issues by enrolling them as peer supports in a specialized self-contained classroom for students with autism. Specifically, an Empathy Quotient will be administered both pre and post peer support implementation. Peer supports will engage in empathy skill building experiences while working alongside students with autism. Data analysis will occur, noting pre and post peer support implementation data. We hypothesize the peer support student group will experience gains in empathy skill development. **Learner Outcomes - participants will:**

- Appreciate the value of fostering peer relationships among high needs learners.
- Be able to identify methods for explicit empathy skills instruction.
- Realize a necessity for collaboration when implementing a structured system of supports for high needs learners.

Island II

**Use of Virtual Reality to Prepare Teachers for Students With ASD in an Elementary and High School Inclusive Classroom: A TeachLivE Demonstration**  
Taylor Bousefield, Doctoral Candidate, University of Central Florida

Pre- and in-service teachers need additional experience with teaching students with disabilities. Students with disabilities who are included in general education classrooms for more than 80% of the day have increased. TeachLivE, a mixed-reality, avatar-based simulator environment attempts
to alleviate this problem. Participants will interact with TeachLivE’s newest avatars LIVE! Learner Outcomes - participants will:

• Have an experience of an inclusive classroom at the elementary and high school levels.
• Reflect and discuss their experience and potential usages.
• Learn of new developments and provide input for future development.
• Learn of the research and benefits of TeachLivE.

Cardita  General Education Teachers’ Stories about UDL Implementation and Engagement in Learning of Students with Moderate to Severe Disability.
Dr. Aleksandra Hollingshead, University of Idaho  Note: Dr. Hollingshead will be presenting via teleconference and Dr. Jordan Shurr will be the onsite facilitator

Universal design for learning (UDL) framework intends to remove barriers to instruction and provide options for learning for all students. This research study examined stories of general education teachers in Canada and United States. Specifically, stories about student engagement in universally designed instruction will be discussed. Learner outcomes - participants will:

• Discuss the outcomes of UDL-based instruction based on general education teachers' stories.
• Discuss teachers' perceptions on UDL and engagement.
• List at least three teaching strategies that promote student engagement.

Conch  In-Classroom Practices: Supporting Positive Employment Outcomes for Students with Autism Spectrum Disorders (ASD)
Margaret Johnson and Joshua Pulos, Ph.D. Candidates, The University of Oklahoma

This session will create awareness of research- and evidence-based practices educators can use within their classroom to enhance post-secondary employment success for their students with Autism Spectrum Disorders (ASD). While identified research focuses on ASD, these practices can be used when working with students with a variety of disabilities. Learner outcomes - participants will:

• Be able to identify research- and evidence-based practices for in-classroom use to better support post-secondary employment success for students with ASD.
• Learn specific strategies that support and foster the practices discussed.
• Gain the knowledge to apply the specific strategies to the real-world context of their classroom to promote post-secondary employment success for their students with ASD.

Sundial  Supporting Learners with Autism Spectrum Disorder in General Education Science
Stephen Garris, B.S., Doctoral Student and Dr. Mary Frances Hanline, Florida State University

This presentation will review best practices in general education science and evidence-based practices to support learners with ASD to learn science curriculum content. The presentation also will include a discussion of how these evidence-based practices can support the inclusion of learners with autism spectrum disorder in general education science classes. Learner outcomes - participants will:

• Be able to identify evidence-based practices to support learners with ASD in general education science.
• Understand how to embed evidence-based practices into science instruction.
• Be aware of the recommendations of the National Academy of Sciences.

2:15 – 3:15 p.m.
Bay

The Voices of Individuals with ASD and Sexuality: “Why did You Leave Us Out?”
Dr. Pamela Wolfe, Penn State University
This session will present the findings of a qualitative study involving adults with ASD and their experiences related to sexuality. Results will be presented related to social, emotional, and relationship issues. Strategies for future educational instruction will be presented. Learner Outcomes - participants will:
• List the physiological, emotional, and social components that comprise socio-sexuality.
• Identify critical socio-sexuality curricular topics to include in socio-sexuality curriculum for individuals with ASD.
• Identify strategies and solutions to socio-sexuality issues for individuals with ASD that promote inclusion and participation in meaningful relationships with others.

Sand Key

Evidence-Based Practices: An Evaluation Tool
Note: 1 BCBA CEU offered for this session
Cary Trump, Doctoral Student, BCBA, Kara Wunderlich, BCaBA, Doctoral Student, and Dr. Kevin Ayres, BCBA-D, University of Georgia
Recent efforts in education place an emphasis on implementation of evidence-based practices (EBPs); however, in many instances, administrators use inadequate measurement systems in order to assess teacher application of EBPs in classroom settings. The authors created a measurement tool in order to capture the use of EBPs. Learner Outcomes - participants will acquire:
• Knowledge of evidence-based practices.
• Knowledge of teacher evaluation tool regarding evidence-based practices.
• Knowledge of the use and application of Behavior Skills Training.

Beach

Making Mathematical Problem Solving Accessible.
Dr. Jenny Root, BCBA, Florida State University, Dr. Alicia Saunders, UNC Charlotte and Chelsi Brosh, M.Ed., BCBA, UNC Charlotte Note: 1 BCBA CEU offered for this session
This panel presentation features three studies that taught students with autism and intellectual disability to solve mathematical word problems. The studies all used modified schema-based instruction and addressed different types of mathematical problems, including algebra and personal finance. Videos of students independently solving problems from each study will be shown. Learner Outcomes - participants will:
• Describe the benefits of modified schema-based instruction for individuals with ASD and moderate/severe ID.
• Summarize modifications made to schema-based instruction for learners with ASD and moderate/severe ID to teach mathematical word problem solving.
• Identify ways that modifications, supports and systematic instruction can increase the independence of individuals with ASD and moderate/severe ID when solving a variety of relevant real-world word problems.

Island I

Autism, Anxiety and Student Success
Diane Richter, M.Ed., and Vicki Fricke, M.Ed., Doctoral Students, Saint Louis University
Students with an autism spectrum disorder are at a higher risk for anxiety and depression. This session will provide educators with an overview of the most common mental health disorders linked to autism. Participants will leave with strategies to increase predictability and lower anxiety for students with autism. Learner Outcomes - participants will:
• Increase awareness and knowledge concerning the most common mental health disorders in children and adolescents with autism.
• Increase knowledge of instructional strategies that support students with anxiety.
• Gain insight into how best practices can be applied within their own school settings.
Island II  
Using PEERS to Assist Students with Autism in Obtaining and Maintaining Appropriate Friendships  
Matthew Collier, Doctoral Student, Mississippi State University

We replicated the PEERS program using adolescent students diagnosed with Autism Spectrum Disorder and their parents. Implemented over the course of 14 weeks, each week focused upon a different skill related to making appropriate friends. Students and parents were instructed both separately and together, and both were given homework assignments to complete between each week. Pre- and post-intervention data were compared and gains were made in key areas. 

**Learner Outcomes - participants will:**

- Understand how to support students with autism to choose appropriate friends.
- Understand how to support students with autism in maintaining friendships through arranging get-togethers, making phone calls, and finding common interests.
- Understand how to support students with autism in learning appropriate social skills necessary for making and maintaining friendships, such as conversational skills, the appropriate use of humor, being a good sport, handling arguments and disagreements, and other relevant skills.

Cardita  
Beyond Access: Preparing Teachers to Effectively Teach Content to Students with Complex Instructional Needs in the General Education Curriculum  
Dr. Diane Cavanagh, East Stroudsburg University of Pennsylvania

Providing students with complex instructional needs with maximum access to, and learning of, general education curriculum requires specific teacher competencies for both regular and special education teachers. Project MAX provides educators with tools to address content instruction through standards based unit planning, instructional materials and strategies, and collaborative problem solving. 

**Learner Outcomes - participants will:**

- Describe the heterogeneous group of students with complex instructional needs as students who: comprise 1-3% of the school populations that often require significant adaptations/modifications to the general education curriculum in order to access and learn; have significant difficulty reading and accessing grade level texts; often have difficulty expressing what they know and are able to do due to limited verbal and written communication and may require augmentative communication and/or assistive technology.
- Identify evidence based instructional strategies and assessment to plan and deliver effective instruction that meets the needs of students with complex instructional needs that provide maximum access to the general education curriculum and Common Core Standards.
- Identify teaching competencies needed to prepare both special education and general education teachers to meet the needs of students with complex instructional needs in delivering content instruction based on Common Core Standards.

Conch  
Changing Outcome Statistics: The REACH Program at the College of Charleston. Postsecondary Education for Students with Intellectual and/or Developmental Disabilities  
Edie Cusak, Executive Director, REACH Program, College of Charleston

The REACH Program is a fully inclusive program for students with mild intellectual disability. The program provides students with a college experience allowing them to explore and realize their intellectual and personal potential. Our alumni have a 100% rate of independent living and a 75% employment rate. 

**Learner outcomes - participants will:**

- Have a comprehensive understanding of inclusive post-secondary education opportunities for students with IDD/DD.
- Have an awareness of the statistical difference participation in post-secondary education can make on the rates of employment and independent living.
- Have an understanding correlation between social capital and independent living and employment.
3:30 – 4:30 p.m.  
Grand Ballroom  
Closing General Session  

Agenda:

♦ Special Film Screening of SPECTRUM

SPECTRUM is a multimedia storytelling series exploring the human mind; Jill Jones and Brent Yontz produce the series. The first instalment of the series premiered in December 2015 at the United Nations as part of the International Day of Persons with Disabilities. This first film is a 24-minute live action and animated documentary about autism and sensory perception. The film features Dr. Temple Grandin, poet Tito Mukhopadhyay, artist Judy Endow, and martial artist Nick Walker.

♦ Keynote Address by Robbie Clark, Self-advocate with Autism

![Robbie Clark](image)

Making Sense of Autism
Robbie Clark & Maggie Clark

Robbie is a 23-year old young adult with autism, who works as a Member Service Representative at The Ledges in Huntsville, Alabama, where he lives with his family.

Robbie is also the author of a book entitled, *In My Words: Stories of an Autistic Boy*. Since writing his book, he has made several appearances and has participated in book signings. Here is a description of Robbie’s book from his website:

During Robbie’s senior year in high school, he was getting asked a lot “What are you going to do after school?” This lead to the idea of Robbie writing a book about his journey to this point. This book is the telling of stories. Through the written word of Robbie, he will share stories about growing up as a boy who has autism; stories about teachers, friends, bullies and family. He will share his frustrations, curiosity, sadness, as well as his moments of pure joy and love. The stories in this book will touch all the emotions and ensure that what you say and do to others does make an impact. Robbie’s perseverance to not be different, to achieve, and to not give up will be told in his own words page after page. You will also get some insight from his mother, father and sister as they share a few of their own stories.

Robbie, along with his mother, Maggie, will share some of his educational and life experiences. Robbie will also share how he relates to the sensory issues explored in the SPECTRUM film.

Robbie can be reached through his Facebook page: [www.facebook.com/thelifeofanautisticboy/](http://www.facebook.com/thelifeofanautisticboy/) or on his website: [www.inmywordsrobbieclark.com](http://www.inmywordsrobbieclark.com)

♦ Closing Remarks and Raffle Draw
Thank you for participating in DADD’s 18th annual conference!

Interested in learning more about DADD? Check out our website –
http://www.daddcec.org

Click here to visit DADD’s website.

The voice and vision of special education

For information on the 19th International Conference on Autism, Intellectual Disability and Developmental Disabilities, please contact:

Cindy Perras
Conference Co-ordinator
cindy.perras@gmail.com
Differentiating Instruction in the Inclusive Classroom

STRATEGIES FOR SUCCESS

BARBARA GARTIN
NIKKI MURDICK
DARLENE PERNER
MARCIA IMBEAU

Council for Exceptional Children
DADD
Division on Autism and Developmental Disabilities