

Contact Us



Autism Outreach Project

1601 R Avenue
Anacortes, WA 98221

Phone: 1-888-704-9633

Fax: 360-299-4071

Email: autism@nwesd.org

<http://www.nwesd.org/autism>



2013-2014 Training and Services



Early Support
for Infants
and Toddlers



**Northwest Educational
Service District 189**

Together We Can

A State Needs Project through the
Office of the Superintendent of Public Instruction
in collaboration with Early Support for Infants and Toddlers
and the Northwest Educational Service District 189.

Autism Outreach Project Services

Training

- Local, regional, and statewide workshops on evidence-based practices for teaching and supporting students with autism spectrum disorders.
- Interactive videoconference training to locations statewide.
- Intensive week-long Combined Summer Institute.
- Presentations to parent groups and agencies.

Resources

- **Lending Library** containing an extensive collection of reference materials on autism spectrum disorders, available for loan to Washington State residents.
- **Website** containing comprehensive information on autism and links to autism resources. See <http://www.nwesi.org/autism>.
- Dissemination of high-quality educational resources from state and national organizations.

Referral

- Support groups
- Associations and agencies
- Autism consultants
- Diagnostic centers



Information

- Early intervention
- Educational intervention
- Current research
- School/home collaboration
- Transition planning
- Autism conferences and special presentations

Technical Assistance/Consultation

- Support to schools and families.
- Referral and coordination with autism specialists.
- Collaboration with agencies supporting children with autism spectrum disorders.

Registration

Register Early!

Walk-ins, without prior registration, cannot be guaranteed available course materials or a place in the class. Registrations are accepted on a first-come, first-served basis. No spaces will be held without payment.

Confirmations are not sent out automatically. It is NOT necessary to call and confirm your registration. If the course is full or cancelled, you will be notified.

Checks or purchase orders must be made out to NWESD for registration fees. Include one check or PO to cover registration fees for all classes.

How to Register

Payment for registration fees is required in advance. Your registration must be accompanied by a purchase order, check, or credit card information. Cash cannot be accepted at any site.

Mail registration form to:

NWESD
1601 R Avenue
Anacortes, WA 98221

Fax registration form to: 1-360-299-4071.

Register online at www.nwesi.org and select:

Register Now <<

Cancellation Policy

A 48-hour written request is required for a refund. An administrative fee of \$20 will be charged for participant initiated cancellations. If you cannot attend but can find a replacement, please let us know. No administrative fee will be charged to change the attendee.

Clock Hour Forms

Clock hour forms will be available at all classes, or contact clock hour personnel at 1-360-299-4019, to request forms be mailed to you. Fees for clock hours are to be paid separately at the class session. Do not include clock hour fees with your registration.

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About the Presenters

Nancy Rosenberg, Ph.D., BCBA-D, is an autism and positive behavior support specialist. Nancy received her doctorate in special education from the University of Washington. Nancy teaches classes at the UW, conducts autism research, and provides training and consultation for school districts and families. She is the parent of a child with autism.

Gretchen Schmidt-Mertes, M.Ed., is a well-known presenter on autism throughout the Northwest. She presents internationally as a member of the Social Thinking Speakers and Trainers Collaborative. She has taught both general education and special education, and now works as an educational specialist in autism for the Bethel School District and in private practice.

Kari Tanta, Ph.D., OTR/L, has over 20 years of pediatric experience. She has extensive presentation and publication credits on her vita, is president of the Early Childhood Development Association of Washington, program lead of the Children's Therapy Program at Valley Medical Center, and clinical assistant professor at the University of Washington.

Vanessa Tucker, Ph.D., is an assistant professor at Pacific Lutheran University in Tacoma, WA. She received her training at Western Washington University and taught for over 16 years in a variety of classroom settings. She spent seven years as an autism specialist and continues to run a consulting business designed to assist schools and families.

Inclement Weather

Call the weather hotline to ensure that your class has not been cancelled.
360-299-4078



Lending Library

The Autism Outreach Project maintains a lending library with an extensive collection of books, videos, DVDs, and curriculum materials spanning the autism spectrum. The library is open to all Washington State residents.

Resource categories include educational strategies, curriculum, assessment, behavior, children's books, family issues, autobiographies, methodologies, social and communication skills, sensory processing, transition and vocation, and current research.

Visit our website at <http://www.nwesd.org/autism> for a complete list of materials available for loan.

Frequently Asked Questions

How do I request materials?

Requests for materials can be made by a toll-free number at 1-888-704-9633 or email to autism@nwesd.org.

Please provide the title and author of the requested resource(s), your name, home address, home phone number, work phone number, and email address (if any).

How many materials may I check out?

Up to five items may be borrowed at a time.

How long may I keep materials?

All materials are available for four weeks from the date you receive them.

How much do you charge for overdue materials?

We do not charge for overdue items. If additional time is needed, materials can be renewed providing no one has requested them. You will receive an overdue notice if materials are more than two weeks late. If no response is received, the final overdue notice will include replacement charges.

Who pays for shipping?

We pay for postage to ship the materials to you; you provide return postage.

What do I do if the materials are lost or damaged?

If materials are lost or damaged, please contact us for replacement information.

2013-2014 Training Schedule

All single day courses begin at 8:30 am and end at 3:30 pm.

Thursday, Oct. 10 Course No. 30441	Understanding Students with Autism Spectrum Disorder Vanessa Tucker, Ph.D.
Wednesday, Oct. 16 Course No. 30385	Best Practices in Teaching Students with Autism Spectrum Disorder Nicolette Brigham, Ph.D.
Friday, Oct. 25 Course No. 30397	Addressing Challenging Behaviors in School-Age Children with Autism Nancy Rosenberg, Ph.D., BCBA-D
Wednesday, Oct. 30 Course No. 30442	Structured Teaching: Creating Systems that Work for Students with Autism Vanessa Tucker, Ph.D.
Friday, Nov. 1 Course No. 30381	Early Intervention for Young Children with Autism Spectrum Disorder (Birth to 3 Years) James Mancini, M.S., CCC-SLP
Thursday, Nov. 7 Course No. 30443	Strategies for Paraeducators Working with Students on the Autism Spectrum Vanessa Tucker, Ph.D.
Thursday, Nov. 21 Course No. 30440	Addressing Challenging Behaviors in the General Education Setting for Students with Autism Gretchen Schmidt-Mertes, M.Ed.
Friday, Dec. 6 Course No. 30400	Emotion Regulation and Anxiety Management in Autism Crystal Gray, Ph.D.
Thursday, Dec. 12 Course No. 30444	Access to the General Education Curriculum for Students with Autism Vanessa Tucker, Ph.D.
Thursday, Jan. 9 Course No. 30445	Executive Functioning Issues in Students with Autism Julie George, M.Ed., BCBA
Wednesday, Jan. 15 Course No. 30398	Independence and Engagement in Children with Autism Nancy Rosenberg, Ph.D., BCBA-D
Thursday, Jan. 23 Course No. 30439	Social Cognition for Students with Autism Spectrum Disorder Gretchen Schmidt-Mertes, M.Ed.
Friday, Jan. 31 Course No. 30383	Social Communication in Young Children with Autism Spectrum Disorder James Mancini, M.S., CCC-SLP
Thursday, Feb. 13 Course No. 30399	Using Special Interests to Teach Social and Behavior Expectations to Students with Autism Crystal Gray, Ph.D.
Thursday, Feb. 20 Course No. 30431	Sensory Processing in Students with Autism Spectrum Disorder Kari Tanta, Ph.D., OTR/L
Thursday, Feb. 27 Course No. 30424	Mental Health Issues in Autism Spectrum Disorder Rosalind Oti, Ph.D.
Thursday, Mar. 6 Course No. 30382	Fostering Social Communication Skills in Students with Autism James Mancini, M.S., CCC-SLP
Wednesday, Mar. 12 Course No. 30410	Addressing Challenging Behaviors in Students with Autism (Intermediate) Nancy Rosenberg, Ph.D. BCBA-D
Thursday, Mar. 20 Course No. 30401	Supporting the Transition Years for Students on the Autism Spectrum Crystal Gray, Ph.D.

About the Presenters

Nicolette Brigham, Ph.D., is the Director of Training and Outreach at the University of Washington Autism Center and an affiliate assistant professor in the Department of Psychology. Dr. Brigham has worked with individuals on the autism spectrum for over 20 years providing services in the home, school, and clinical setting.

Crystal Gray, Ph.D., is a clinical psychologist and specialist in autism spectrum disorders, providing diagnostic, assessment and treatment services. She is the author of the *Educational Aspects of Autism Spectrum Disorders*, a researcher in responsiveness to treatment, and a dynamic and engaging instructor.

Julie George, M.Ed., BCBA is a behavior and education consultant in the Seattle area. She began working with students with autism and their families through ABA home programs, residential group home programs and the public schools. Julie spent nine years as a special education teacher developing and facilitating programs for students with ASD in both elementary and middle school. She was an education consultant for the UW Autism Center from 2010-2013.

James Mancini, M.S., CCC-SLP, is a speech-language pathologist who has worked with children with autism for over ten years. He previously worked at the Kennedy Krieger Institute in Baltimore, Maryland, and the University of Washington Autism Center. He currently divides his time between the Seattle Children's Autism Center and private practice.

Rosalind Oti, Ph.D., is a licensed clinical psychologist who completed her degree at the University of Michigan. She works with individuals with autism spectrum disorder and other social challenges through her work at Seattle Children's Autism Center and in her private practice at Seattle Therapy Services.



Additional Information

Did you know...

The top indicators in a quality educational program for children with autism spectrum disorders are:

- Comprehensive team approach involving the family
- Comprehensive assessment of skills and deficits
- Clearly defined goals addressing the characteristics of autism spectrum disorders
- Structure the environment
- Effective teaching strategies
- Applying functional behavior assessment to problem behavior
- Assessment of the intervention (data collection)
- Transition planning
- Opportunities with peers

Office of Superintendent of Public Instruction, Special Education Division,
The Educational Aspects of Autism Spectrum Disorders, Olympia, WA, 2008.
<http://www.k12.wa.us/specialed/pubdocs/Autism%20Manual.pdf>

State Needs Projects

The Autism Outreach Project is one of six OSPI State Needs Projects. The following projects work together to support students with special needs across the state of Washington.

Autism Outreach Project
Center for Change in Transition Services
eLearning for Educators
Special Education Technology Center
Washington Sensory Disabilities Services
WEA Special Education Support Center

To learn more about the projects and the services they provide, see <http://www.k12.wa.us/SpecialEd/stateneeds.aspx>.



Class Information

Target Audience

Everyone is welcome. Workshops are designed for individuals working with children and adolescents with autism spectrum disorder. This includes general and special educators, early childhood educators, school administrators, educational support staff, related-service providers, families, transition coordinators, and other professionals. Some classes are targeted to a specific age range as described in course descriptions.

Training Locations

Presenters are hosted at the NWESD, with video conference participation available at educational service districts, school buildings, and other locations statewide. Contact the Autism Outreach Project, autism@nwesd.org or 1-888-704-9633, for information on participating by video conference.

Registration Fees

Single day courses are \$30 for parents of children with autism spectrum disorder and \$90 for professionals.

Clock Hours

Up to six (6) clock hours are available for \$17 at each class. Fees for clock hours are to be paid separately at the class session. Do not include clock hour fees with your registration.

State Performance Indicators

Autism Outreach Project workshops have been designed to support districts in their efforts to improve outcomes for children with autism spectrum disorder (ASD).



Training addresses the performance indicators identified in the State Performance Plan and the priority monitoring areas established by IDEA 2004, including provision of a free, appropriate public education in the least restrictive environment.

To address your training focus and the needs of your students with ASD, see course descriptions for information on target audience and workshop content.



Course Descriptions

Understanding Students with Autism Spectrum Disorder: Piecing Together the Puzzle



Course No. 30441

Thursday, October 10, 2013

Vanessa Tucker, Ph.D.

The dramatic increase in students identified with autism spectrum disorder (ASD) requires a comprehensive team approach to educational planning. This course will provide an introduction to students with ASD, focusing on key characteristics, assessment, instructional strategies, and family involvement. Current issues related to etiology, diagnosis, and prevalence will be discussed. The new diagnostic criteria in the DSM-5 will be covered.

Participants will:

- Learn the definition of autism spectrum disorder based on the DSM-5, as well as an overview of previous terminology associated with the DSM-IV.
- Identify signs, symptoms, and characteristics of individuals across the spectrum.
- Understand the impact of ASD on students, families, and schools.

Best Practices in Teaching Students with Autism Spectrum Disorder

Course No. 30385

Wednesday, October 16, 2013

Nicolette Brigham, Ph.D.

Recent estimates from the Centers for Disease Control and Prevention indicate that autism spectrum disorder (ASD) affects approximately 1 in 88 children, of which 1 in 54 are boys. Educators will likely know and teach a student with ASD during the course of their professional careers. Students with ASD present a unique set of learning abilities and challenges, and an increasing amount of research is being conducted on how to best address these learning characteristics. This presentation will provide a description of the strategies supported by empirical evidence for educators working with students with ASD, as well as basic implementation of these strategies in the school environment.

Participants will:

- Become familiar with the characteristics of individuals with ASD.
- Learn how these characteristics impact learning for these students.
- Become familiar with evidence-based strategies and ways to implement these strategies in the educational environment.



Course Descriptions

Supporting the Transition Years for Students on the Autism Spectrum

Course No. 30401

Thursday, March 20, 2014

Crystal Gray, Ph.D.

The high school years pose exceptional challenges for adolescents and young adults with autism spectrum disorder (ASD). This workshop will focus on specific strategies to ensure a successful transition for these students. Workshop participants will gain an understanding of the characteristics of ASD, as well as practical strategies for helping these students successfully plan for transition to life after high school. Academic, employment, community, social, and behavioral strategies will be covered.

Participants will:

- Identify the characteristics of ASD and how these symptoms impact successful transition to adulthood.
- Identify strategies for transitioning students with ASD to adulthood.

Special Presentations

Special Education Fall Autism Conference

November 13-14, 2013

Federal Way, Washington

This special conference, sponsored by the Special Education Technology Center in collaboration with the Autism Outreach Project, will be presented by Susan K. Lewis Stokes, M.A., CCC-SLP, Educational Autism Consultant.

Day One: Using Technology as Evidence-based Practice! Addressing the Learning and Behavioral Needs for Students with ASD.

Day Two: Please Teach Me to Communicate! Expressive Communication Strategies for Students with ASD.

<http://www.specialedtechcenter.org/services/trainings>

Contact the SETC at 509-963-3350 with questions.

Combined Summer Institute

July 21-24, 2014

Wenatchee, Washington

Save the date! This conference, co-sponsored by the Autism Outreach Project, will include a strand on educating students with autism. Watch for upcoming information on the North Central ESD website at <http://www.ncesd.org>.



Course Descriptions

Fostering Social Communication Skills in Students with Autism

Course No. 30382

Thursday, March 6, 2014

James Mancini, M.S., CCC-SLP

Research shows that children with social communication difficulties can learn many important skills with intervention. This course will present information related to providing support for school-age and more verbal children with autism spectrum disorder (ASD). The course will define social communication, cover expected developmental milestones and issues that are commonly observed in children with autism, and discuss strategies to help facilitate development with activities that can be used in the classroom. The importance of parent education and training will be discussed, along with ideas to help support families.

Participants will:

- Identify expected developmental milestones and common characteristics of school-age children with ASD.
- Identify and discuss various strategies to help facilitate development across communication domains.
- Discuss ideas to support parents through parent education and training.

Addressing Challenging Behaviors in Students with Autism (Intermediate)

Course No. 30410

Wednesday, March 12, 2014

Nancy Rosenberg, Ph.D., BCBA-D

Problem behaviors in children with autism spectrum disorder can present significant challenges to parents and educators. This class is a follow-up to the basic workshop on addressing challenging behaviors using Positive Behavior Support (PBS). A basic understanding of behavioral function and teaching replacement behaviors will be assumed. Advanced strategies for proactively preventing behaviors will be provided. Information on teaching new skills to reduce behaviors and altering consequences to increase desired behaviors will be covered at an advanced level.

Participants will:

- Learn new proactive strategies for preventing challenging behaviors.
- Learn new strategies for teaching replacement behaviors and other skills to reduce challenging behaviors.
- Understand advanced techniques to alter consequences to increase desired behaviors.



Course Descriptions

Addressing Challenging Behaviors in School-Age Children with Autism

Course No. 30397

Friday, October 25, 2013

Nancy Rosenberg, Ph.D., BCBA-D

Problem behaviors in children with autism spectrum disorder can present significant challenges to parents and educators. This workshop will provide a wealth of strategies to use when addressing challenging behavior. A Positive Behavior Support (PBS) approach will be taught, emphasizing proactive prevention strategies, the teaching of replacement behaviors, and the use of positive reinforcement.

Participants will:

- Gain a variety of ideas to address and/or prevent challenging behavior.
- Know how to identify the function of behavior and how to teach a replacement behavior.
- Know how to alter consequences to increase desired behavior.

Structured Teaching: Creating Systems that Work for Students with Autism

Course No. 30442

Wednesday, October 30, 2013

Vanessa Tucker, Ph.D.

Individuals with autism spectrum disorder (ASD) need a higher level of planned structure in order to achieve independence and reduce frustration. The use of strategies to increase structure can greatly enhance the ability of those with ASD to focus and participate in instructional activities. In this interactive seminar, participants will explore the nature of behaviors that occur in ASD. The TEACCH system, a method for providing visual and physical structure to help organize children with ASD and like disorders, will be discussed.

Participants will:

- Define and explore behaviors associated with ASD that can be addressed by structural strategies.
- Discuss various methods for increasing structure such as the TEACCH system.
- Use assessment tools to identify areas of the environment in need of structure.
- Discuss and explore strategies for implementing structured systems.



Course Descriptions

Early Intervention for Young Children with Autism Spectrum Disorder (Birth to Three)

Course No. 30381

Friday, November 1, 2013

James Mancini, M.S., CCC-SLP

More children than ever before are being diagnosed with autism spectrum disorder (ASD), and studies show an increase in diagnosis under the age of three. This course will present information related to providing support for children in birth through three programs, with a focus on social communication development and preschool readiness. Expected developmental milestones at this age, commonly observed issues in children with autism, strategies to help facilitate development, and ideas to increase collaboration with families will be included. State guidelines for birth-three services for children with autism will be discussed.



Participants will:

- Identify guidelines for early intervention.
- Identify expected developmental milestones and common characteristics of children with ASD at this age and developmental level.
- Identify various strategies to help facilitate development across domains.
- Discuss ideas to support parents' education and training.

Strategies for Paraeducators Working with Students on the Autism Spectrum

Course No. 30443

Thursday, November 7, 2013

Vanessa Tucker, Ph.D.

Paraeducators play an integral role in the success of students with autism spectrum disorder (ASD) in the school setting. This course will provide an overview of the characteristics of ASD and how these characteristics impact all areas of school functioning, including academics. Participants will learn a variety of applicable and easy-to-implement educational strategies to support behavior, organization, and learning. Teaming and communication with professionals and parents will be highlighted.

Participants will:

- List and describe common learning characteristics of students with ASD.
- Explain the challenges students with ASD have in behavior, organization, and learning.
- List and describe effective educational strategies and tools.



Course Descriptions

Sensory Processing in Students with Autism Spectrum Disorder

Course No. 30431

Thursday, February 20, 2014

Kari Tanta, Ph.D., OTR/L

Students with autism spectrum disorder (ASD) often exhibit extreme responses to everyday experiences. Understanding and identifying sensory processing patterns is essential to designing effective interventions aimed at increasing engagement across all environments. This workshop will provide a foundational understanding of sensory processing characteristics in students with ASD. This interactive course will present a variety of practical sensory strategies which can improve a child's engagement and readiness to learn.

Participants will:

- Examine sensory processing characteristics common to children with ASD.
- Understand how underlying sensory processing difficulties impact learning, behavior, and social skills.
- Learn specific intervention strategies which can be useful for students with ASD, to improve engagement and readiness to learn.

Mental Health Issues in Autism Spectrum Disorder

Course No. 30424

Thursday, February 27, 2014

Rosalind Oti, Ph.D.

Individuals with autism spectrum disorder (ASD) often have co-occurring mental health issues, such as depression and anxiety, which can interfere with their ability to participate in home and school activities. This workshop will focus on factors contributing to mental health problems, ways to identify concerning behaviors, and practical strategies for addressing these challenges. Effective strategies for home, community, and school, such as relaxation techniques, environmental modifications, and cognitive behavioral treatments, will be covered.

Participants will:

- Understand how commonly co-occurring mental health conditions and symptoms of ASD interact.
- Understand the unique ways in which co-occurring mental health concerns may be expressed in individuals with ASD.
- Identify factors that increase the risk for mental health issues.
- Identify strategies for coping with conditions related to mental health.



Course Descriptions

Social Communication in Young Children with Autism Spectrum Disorder

Course No. 30383

Friday, January 31, 2014

James Mancini, M.S., CCC-SLP

Research shows that children with social communication difficulties can learn many important skills with intervention. This course will present information related to providing support for young children with autism spectrum disorder (ASD), with a focus on social communication development and children with language impairments. The course will cover expected developmental milestones at this age, issues that are commonly observed in children with ASD, and strategies to help facilitate development with activities that can be used in the classroom. The importance of parent education and training will be discussed, along with ideas to help support families.

Participants will:

- Identify expected developmental milestones and common characteristics of children with ASD at this age and developmental level.
- Identify and discuss various strategies to help facilitate development within the context of early intervention.
- Develop ideas to support parents through parent education and training.

Using Special Interests to Teach Social and Behavior Expectations to Students with Autism

Course No. 30399

Thursday, February 13, 2014

Crystal Gray, Ph.D.

Students with social cognitive deficits, such as those with autism spectrum disorder (ASD), struggle to understand the social world in which they live. This workshop will focus on understanding these deficits and developing practical strategies to enhance social and behavior expectations. An emphasis on using special interests to engage students and individualize instruction while focusing on strengths will be provided.

Participants will:

- Identify the characteristics of ASD and how these impact a student's social abilities.
- Learn strategies for enhancing social and behavioral expectations by using a student's strengths and interests.



Course Descriptions

Addressing Challenging Behaviors in the General Education Setting for Students with Autism

Course No. 30440

Thursday, November 21, 2013

Gretchen Schmidt-Mertes, M.Ed.

Students with social challenges, including those with autism spectrum disorder, are in all of our classrooms and schools. These students are often viewed as behavior problems, although few students choose to be naughty. Rather, behavior is a result of missed cues, deficits in social thinking concepts, and challenges in communication. This class will explore the challenges behind social thinking deficits, giving us a better understanding of the reasons behavior occurs. Participants will explore proactive strategies and positive behavior supports with a focus on preventing problem behavior rather than reacting to it.

Participants will:

- Understand reasons for challenging behaviors exhibited by students with social challenges.
- List and describe at least three positive behavior supports and proactive interventions to prevent challenging behaviors in the classroom.

Emotion Regulation and Anxiety Management in Autism

Course No. 30400

Friday, December 6, 2013

Crystal Gray, Ph.D.

Individuals on the autism spectrum are at increased risk for symptoms of anxiety and challenges with emotion regulation, which can interfere with their ability to actively participate in home and school activities. This workshop will focus on strategies to identify and better understand the underlying causes of their challenges. Practical tools and tips for interventions will be provided.

Participants will:

- Identify the characteristics of autism spectrum disorder and the related challenges with anxiety and emotion regulation.
- Identify and implement strategies for coping with stress and anxiety in order to enhance a student's emotion regulation abilities.



Course Descriptions

Access to the General Education Curriculum for Students with Autism

Course No. 30444

Thursday, December 12, 2013

Vanessa Tucker, Ph.D.

Students with autism spectrum disorder often demonstrate learning and behavioral challenges which create barriers to accessing the general education curriculum. These barriers are surmountable using prevention and intervention tactics. This workshop will provide an overview of the characteristics creating barriers for learners on the spectrum. Participants will explore prevention strategies and discuss ideas for access in all academic areas well as social and leisure situations. Through a Positive Behavior Support (PBS) framework, participants will discuss supports needed to increase success. Team collaboration will be covered as a necessary component to creating access.

Participants will:

- Be able to define learner characteristics that create barriers to accessing the general education curriculum.
- Explore preventative tactics that support learners on the autism spectrum.
- Explore interventions designed to create access within a collaborative support model.

Executive Functioning Issues in Students with Autism Spectrum Disorder

Course No. 30445

Thursday, January 9, 2014

Julie George, M.Ed., BCBA

Executive functions, the cognitive tasks involved in planning, organization, initiation, and self-regulation, are often a challenge for students with autism spectrum disorder. This presentation will provide an overview of executive functioning skills and how lack of these skills impacts learning. Participants will learn interventions to promote executive skills and be given examples of specific teaching routines and visual supports to use in both the home and classroom environment. There will be a focus on environmental modifications that can be used to support students with executive functioning challenges.

Participants will:

- Have a deeper understanding of the 11 separate skills included in the construct of executive functioning.
- Learn intervention strategies that will help support students with executive functioning challenges.
- Learn about teaching routines to use with individuals and entire classes to target common problems.



Course Descriptions

Fostering Independence and Engagement in Children with Autism

Course No. 30398

Wednesday, January 15, 2014

Nancy Rosenberg, Ph.D., BCBA-D

Educators and parents often struggle to promote engagement and independence in children with autism spectrum disorder (ASD). Children with ASD may demonstrate significant issues with off-task behavior and prompt dependency. In this interactive workshop, participants will learn a variety of strategies to facilitate engagement and increase independence. Self-management, prompt-fading strategies, activity schedules, and other practical, evidence-based tools will be covered.

Participants will:

- Learn strategies for teaching children to work independently at any developmentally appropriate activity and to independently sequence between activities.
- Learn strategies for helping children with ASD complete home and classroom routines independently.
- Leave with tools and resources for prompting engagement and independence in children with ASD.

Social Cognition for Students with Autism Spectrum Disorder

Course No. 30439

Thursday, January 23, 2014

Gretchen Schmidt-Mertes, M.Ed.

Most academic learning depends on social understanding. Students with social thinking deficits, including those with autism spectrum disorder, are in all of our classrooms and schools. This class will introduce the concept of social cognition and how challenges in social thinking impact not only social interactions, but academic learning, behavior, and other aspects of the school day. Strategies and interventions for strengthening social cognition will also be introduced and explored.

Participants will:

- Describe the core challenges of students with weak social cognition and social thinking concepts.
- Identify and describe how social cognition impacts social interactions, academic learning, and behavior.
- List and describe at least three strategies for strengthening and teaching social cognition.

