

AUTISM SOCIETY OF VERMONT

Autism Society of Vermont
In Collaboration with University of Vermont
Department of Communication Sciences and
the Vermont Department of Education

PRESENTS THE 10TH ANNUAL 2007 SUMMER INSTITUTE ON AUTISM SPECTRUM DISORDERS

JUNE 25TH—JUNE 29TH, 2007
DOUBLETREE HOTEL, SOUTH BURLINGTON, VT
8:30AM—3:00 PM

Monday, Pat Mirenda, PhD, BCBA

Promising Approaches in Augmentative and Alternative
Communication for Individuals with ASD

Tuesday, Helen Tager-Flusberg, PhD

Language and Communication in Children with ASD

Wednesday, Stephen Shore, MA, ABD

Life on and Slightly to the Right of the Autism Spectrum:
Observations on Promoting Success for People with Autism

Thursday, Serena Wieder, PhD

Implementing the DIR® Model and Floortime™ in Children with ASD

Friday, Howard Goldstein, PhD

Evidence-Based Practices to Promote Social-Communication in
Children with Autism

Hotel Rooms Available at the Conference Site

The DoubleTree Hotel will hold rooms for the Autism Conference until May 23, 2007.

Rates are \$119 (plus tax/standard room*) Limited Availability, Reserve Early.
Contact the DoubleTree at 1-800-222-8733 for reservations - ask for the Summer
Institute on ASD Group Rate or reserve online at: www.burlington.doubletree.com
(Group Code ASD) Standard rooms include one king or two double beds.

1-4 person occupancy - June 24 - June 29. Add 9% tax.

All rooms have mini refrigerators.

Volume 10

Summer Institute on ASD

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• Target Audience

Individuals with ASD and
their Family Members,
Speech-Language
Pathologists, General and
Special Educators, Medical
Professionals,
Administrators, Early
Childhood Educators, EEE,
FITP, Paraprofessionals,
School Personnel,
Occupational Therapists,
Physical Therapists,
Psychologists, Community
Support Staff,
Case Managers, Child Care
Providers

and others interested in the
care of people with ASD

**Scholarships and
reduced rates are
available for Thurs-
day. See Page 4 for
more details.**

MONDAY, JUNE 25, 2007

Pat Mirenda, PhD, BCBA

Promising Approaches in Augmentative and Alternative Communication for Individuals with ASD

This presentation will focus on recent research on the use of augmentative and alternative communication (AAC) with individuals with autism spectrum disorders. Research regarding novel approaches for augmented input (for example, visual schedules, contingency maps, wait signals, and video modeling) will be included. We will also discuss recent research related to the selection of aided vs. unaided AAC techniques, and examples of promising AAC technologies with examples of their use with individuals with ASD.

Educational Objectives:

1. Describe the relationship between communication and problem behavior.
2. Describe the use of visual schedules, contingency maps, and video modeling as augmented output techniques.
3. Describe consideration for Augmentative and/or Alternative modality selection.
4. Describe the use of AAC technologies such as visual scene displays with individuals with autism.

About the Speaker

Dr. Mirenda is a Professor in the Department of Educational and Counseling Psychology and Special Education at the University of British Columbia. She lectures widely and teaches courses about augmentative communication, autism, positive behaviour support, and inclusive education. She is co-author of the third edition of *Augmentative and Alternative Communication: Supporting children and adults with complex communication needs*, published in 2005; and past Editor of the *Augmentative and Alternative Communication* journal. Her current research includes a Canada-wide study of developmental trajectories in children with autism, and a study of the predictors of early intervention outcomes for children with autism and their families.

TUESDAY, JUNE 26, 2007

Helen Tager-Flusberg, PhD

Language and Communication in Children with Autism

This presentation will focus on the characteristics of language and communication impairments that are (a) universal and specific to ASD – Universal impairments are found in pragmatics and communication and are closely linked to social deficits and problems in understanding other minds; and (b) more variable aspects of language impairment – Language impairments define different subgroups within ASD. These subtypes will be described, including evidence from behavioral and brain imaging studies. Finally, the developmental origins of language and communication deficits in children with ASD will be highlighted. Implications for diagnosis and intervention will be discussed.

Educational Objectives:

1. Describe the core problems in pragmatic aspects of language and associated communication deficits that are found in children with ASD.
2. Explain the different types of language problems found in children with ASD, and how these are related to language disorders found in children without ASD.
3. Identify the developmental patterns and factors that predict different language outcomes among children with ASD.

About the Speaker

Dr. Tager-Flusberg received her undergraduate degree from University College London and a doctorate in Psychology from Harvard University in 1978. She was a Professor in the Department of Psychology at the University of Massachusetts at Boston for over 20 years, and from 1995-2000 she was a Senior Scientist at the Eunice Kennedy Shriver Center. Since 2001, Dr. Tager-Flusberg has been at Boston University, where she is Professor in the Department of Anatomy and Neurobiology and Pediatrics in the School of Medicine as well as Professor of Psychology and Adjunct Professor at Sargent College of Health and Rehabilitation Sciences at Boston University. Dr. Tager-Flusberg has conducted research on autism for over 25 years, investigating language and social cognition in this population. Currently, she is the Principal Investigator of one of the NIH Collaborative Programs of Excellence in Autism (CPEA), and the Director of the NIH funded STAART Autism Center at Boston University.

WEDNESDAY, JUNE 27, 2007

Stephen Shore, MA, ABD

Life on and Slightly to the Right: Observations on Promoting Success for People with Autism

Parents, teachers, therapists, and others supporting people with autism will learn much from this engaging workshop focused on identifying and using the strengths of people with autism empowering them to lead fulfilling and productive lives to the fullest extent possible. Personal life experiences combined with examples of living with autism will be used to give participants a deeper appreciation for how people on the autism spectrum experience the world around them. Attendees will come away with a deeper understanding of people with autism and practical solutions for enabling people with autism to experience success at home, school, employment, and other aspects of life.

Educational Objectives:

1. Develop a greater understanding of what life is like with autism.
2. Describe practical solutions for empowering people with autism for greater success at home, school, the community, employment and other aspects of life.
3. Explain the challenges faced by people with autism for a successful transition to aspects of adult life such as relationships, employment, interdependent living and continuing education.

About the Speaker

Diagnosed with "Atypical Development with strong autistic tendencies" Stephen Shore was viewed as "too sick" to be treated on an outpatient basis and recommended for institutionalization. Nonverbal until four, and with much help from his parents, teachers, and others, Stephen Shore is now completing his doctoral degree in special education at Boston University with a focus on helping people on the autism spectrum develop their capacities to the fullest extent possible.

THURSDAY, JUNE 28, 2007

Serena Wieder, PhD

Implementing the DIR® Model and FloorTime™ in Children with ASD

The DIR® Model offers a comprehensive approach to assessment and intervention which focuses on establishing core developmental capacities for joint attention, engagement and relating across a range of emotions, a flow of spontaneous communication, complex problem solving, and symbolic abstract thinking. Interventions take individual differences into account and utilize educational and home based interventions. These include Floortime™, problem solving and semi-structured activities, sensory-motor and visual-spatial development, play dates and social experiences, and various educational and therapeutic approaches. Relationships are the vehicle for learning and parents are integral partners in the intervention process.

Educational Objectives:

1. Describe the developmental sequence necessary for healthy emotional development and learning capacities.
2. Explain individual differences related to regulation, sensory and motor processing and how affect and relationships are vehicles for learning and the development of core capacities.

About the Speaker

Dr. Wieder is a clinical psychologist who has worked in the field of infant mental health and neurodevelopmental disorders for over thirty years and continues to practice and consult with families, schools and various intervention programs. She is committed to training and research in her role as the Co-Chair of the Interdisciplinary Council for Developmental and Learning Disorders (ICDL) and Director of DIR® Training Institute and Certificate Program. She publishes extensively and co-authored Engaging Autism and The Child with Special Needs with Dr. Stanley Greenspan. Dr. Wieder is also Associate Editor of the Journal of Developmental Processes, serves on the Board of Zero to Three, as well as various scientific advisory boards committed to early identification and intervention. She brings the DIR®/Floortime model to communities across the nation and the world providing training to establish competencies in helping every child realize their full potential.

FRIDAY, JUNE 29, 2007

Howard Goldstein, PhD

Evidence-Based Practices to Promote Social-Communication in Children with Autism

This presentation is based on the common-sense premise that a high quality of life for children with developmental disabilities and their families presupposes lots of positive interactions within their social milieu. We will explore what skills are required for people to be accepted and active socially within their families, schools, communities, and unique cultural contexts. Interventions to promote social-communication in children with autism will be reviewed. A Consumer's Report approach will be applied to identify evidence-based practices for promoting social skills in children with autism. Intervention approaches that manipulate the environment to facilitate interaction, that teach social-communicative skills directly, and that are mediated by communication partners will be compared. We will review procedures for implementing three treatment approaches and how to evaluate those intervention efforts. Opportunities to implement social skills interventions will vary depending on the social contexts that children with disabilities encounter in their natural environments. We will explore strategies for embedding interventions into daily routines and anticipate challenges that might arise during implementation of these approaches to improving children's social-communicative competence.

Educational Objectives:

1. Identify a hierarchy of skills that contribute to social competence and social-communicative functioning across the life span.
2. Assess the extent to which ratings of multiple dimensions of experiments provide evidence for social skills treatment approaches.
3. Describe how to apply prompting and reinforcement techniques to promote independent use of social-communicative skills across the day.
4. Develop tracking systems that can be used to assess children's progress and identify new needs to enhance social functioning.

About the Speaker

Dr. Goldstein is the Donald M. Baer Professor and Chair of the Department of Communication Disorders at Florida State University. He received his doctorate in 1980 from George Peabody College of Vanderbilt University. He is a Fellow in the American Speech-Language-Hearing Association. Dr. Goldstein is a nationally known scholar for his work and research in the field of child language intervention. He serves on the editorial boards for several journals and has been a grant reviewer for NIH and the Department of Education for many years. His research has focused on improving the communication and social skills of children with autism and other developmental disabilities. His recent work has sought to enhance the vocabulary development of students in high poverty schools who are at high risk for reading problems. He is the author of two books and over 80 scholarly journal articles and book chapters that have laid the ground work for changes that have occurred in the professions of speech-language pathology, early childhood

Scholarships are available for Families, EEE and FITP Personnel to attend Thursday's presentation by Dr. Wieder on the DIR® Model and FloorTime™!

- **Parents of a child(ren) who has the diagnosis of ASD** (or are currently going through the diagnostic process) can receive a **full scholarship**.
- **EEE or FITP Host Agency staff** can receive **partial scholarships**.

Scholarships are possible due to a generous grant by the Vermont Department of Education. Please see registration page for details. To attend any others days, parents should contact Parent to Parent for Scholarship Information at 1-800-800-4005.

CONFERENCE REGISTRATION

Conference Fees:

_____ Monday:	Conference Fee	\$125.00	Subtotal: _____
_____ Tuesday:	Conference Fee	\$125.00	Subtotal: _____
_____ Wednesday:	Conference Fee	\$125.00	Subtotal: _____
_____ Thursday:	Conference Fee	\$125.00	Subtotal: _____
_____ Parent/Individual with ASD	No Charge		Subtotal: <u>00.00</u> _____
_____ FITP/EEE	Fee	\$50.00	Subtotal: _____

(ALL PARENTS AND PROVIDERS MUST FILL OUT SCHOLARSHIP INFORMATION SHEET ON PAGE 7 AND MAIL WITH THE REGISTRATION FORM —LIMITED SPACE—ENROLL EARLY)

_____ Friday:	Conference Fee	\$125.00	Subtotal: _____
_____ ASHA Accreditation (\$15.00 per day)	_____ Days		Subtotal: _____
Total Due:			_____

REGISTRATION FORM

Confirmation will be emailed or faxed to all participants.

Name: _____ Day Phone: _____

Organization: _____

Address: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Fax Number: _____ Email: _____

Payment by:

_____ Check # _____

_____ Purchase Order # _____ (Please attach Purchase Order to registration)

_____ Credit Card _____ Visa _____ Mastercard Exp Date ____/____

Card Number _____

Signature _____

MAIL REGISTRATION TO:

ASVT PO BOX 978

WHITE RIVER JUNCTION VT 05001

FAX REGISTRATIONS TO:

802-457-3126

QUESTIONS? Call Lisa Lawlor at

1-802-457-3764 or 1-800-559-7398 OR LWL321@AOL.COM

UVM COURSE CREDIT REGISTRATION OPTIONS

Please choose one of the two registration options below in order to enroll in the Summer Institute on Autism Spectrum Disorders and receive UVM credit. If any time during the registration process you experience difficulty or have questions please contact CMSI Program Assistant at 802-656-3861 or 802-656-0201.

Please Note: We encourage all students to register for courses online. This will ensure immediate enrollment in the courses selected.

The course information you need to register is: UVM Course Title: Summer Autism Institute

Computer Number: 60180

Department Abbreviation: CMSI

Course Number: 295

1. You May Register Online

Returning Students—If you have registered for a UVM course in the last ten years. Please fill out the online registration form found on the Registrar's website at <https://www.uvm.edu/~rgweb/>

Please verify your address and phone number for accuracy.

New Students— If you have never enrolled in a UVM course or not in the last ten years. Please fill out the online registration form found on Continuing Education's website at <https://learn.uvm.edu/>

2. You May Mail/Fax in your Credit Registration Form

You may use the paper form found in the back of the Summer FOCUS catalog, or you may use the following link to access and print out a hard copy registration form at: <https://learn.uvm.edu/> After entering all information requested, sign and date the form.

Mail your registration form to:

Registrars Office Summer University
University of Vermont Waterman Building
85 South Prospect St
Burlington VT 05405-0160
Or Fax to the Registrar at 802-656-8230

UVM STUDENTS—WHAT TO DO BEFORE YOUR FIRST CLASS

Make sure you are ready for class. Here's a list of important things to do after you are registered and before you attend your first class. The information below pertains to credit courses.

1. ACTIVATE YOUR NET ID

UVM creates an email account for all students. Important messages from UVM, such as course syllabi, messages from your instructor and other important university information, including billing, will only be sent to this email address. So please take a minute to activate your account.

Go to <https://www.uvm.edu/account> to activate your official email account, Net ID, and learn about the different options for reading and forwarding your mail, accessing online courses. You will be able to read your email via the web at <https://webmail.uvm.edu>, or you can set up your account to automatically forward your UVM email to another account you may already be using.

2. PAY YOUR BILL

UVM only sends electronic bills to students through their UVM email address. It's important to activate your account right away! Summer session bills are subject to a \$200 late fee if the payment is not received by the due date. Consult <https://www.uvm.edu/studentfinances> or call 802-656-5700 to learn about your options for paying your bill and viewing your student account. All account balances must be paid prior to future course registration and receipt of grades, transcript or diploma.

The following information is for the Vermont Department of Education. The information is confidential and will be used to help provide better services and supports for children age 0-6.

Parent: # of Children diagnosed with ASD: _____ Ages: _____

Are you enrolled in: (Check all that apply) Family Infant and Toddler Project: _____

Essential Early Education: _____ Children with Special Health Needs: _____

Is your child on an IFSP: _____ IEP: _____ 504 Plan: _____ Other: _____

If your child had been enrolled in any of the above programs and has aged out; please check here _____

Provider: How many children do you serve that are diagnosed with ASD? _____

Are you working with any children who you suspect may have the diagnosis of ASD? _____

How many? _____ Would you be interested in learning about screening tools for ASD? _____

Check all that apply: EEE Provider _____ FITP Provider _____

Private Provider _____ Developmental Service/Mental Health Provider _____

Other (Please list) _____

Please list your occupation: _____

Daily Agenda

7:30-8:15 AM	Registration—Please arrive before 8:00 AM if it is your first day.
8:15-8:30	Announcements and Speaker Introduction
8:30-10:00	Speaker Presentation
10:00-10:15	Break
10:15-12:00	Speaker Presentation
12:00-1:15	Lunch
1:15-3:00	Speaker Presentation
3:00-3:30	Break
3:30-5:30	Class Session for UVM Credit Students
	* * *
3:30-5:00PM	Mini workshops for Interested Families and Providers (See Program insert) or go to http://www.uvm.edu/cmsi/?Page=institute/default.html



The University of Vermont, Department of Communication Sciences is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. This program is offered for .5 CEUs each day or 2.5 CEUs (Intermediate level; Professional area) for the entire week. ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

Autism Society of Vermont
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White River Junction VT 05001

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TENTH ANNUAL SUMMER INSTITUTE ON ASD JUNE 25-29TH

2007 CONFERENCE INFORMATION

ASVT PO Box 978 White River Junction VT 05001

Conference Fees include: 2 Breaks, Lunch and all handouts each day of the conference.

University of Vermont Students: If you are attending as a credit student through the University of Vermont, you must follow the instructions on page 6. You will **NOT** be registering through the ASVT.

Note: The Mandatory \$525 conference fee is added to the student's bill.

Cancellation Policy: Registrations cancelled by May 26th will be refunded but will pay a \$35.00 processing fee. All registrations cancelled after May 26th will not be refunded.

Confirmations: You will receive confirmation for your registration by email or fax. If you register in June, we will send out confirmations as soon as possible.

Registration is limited: We will do all we can to accommodate all attendees. Register early!

Special Accommodations: Please let us know as soon as possible if you are in need of any special accommodations by emailing or calling the Autism Society of Vermont.

For questions about billing or any other details contact:
Lisa Lawlor at 1-802-457-3764 or 1-800-559-7398
or by email LWL321@aol.com