

2015 Training Institute on Autism Florida State University

Recent Advances in Evidence-Based Practice for Autism Spectrum Disorder



JUNE . 8-10 . 2015

Florida State Conference Center (Turnbull Center)
555 West Pensacola Street - Tallahassee, Florida 32306

APPROVED PROVIDER



Florida State University
Center for Autism & Related Disabilities 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. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

Sponsored by the Florida State University College of Medicine, Department of Clinical Sciences, and College of Education, School of Teacher Education

Funded by the Florida State University Center for Autism and Related Disabilities, the Annie Bishop Hamrick Endowed Professorship, and the Florida Department of Education, Bureau of Exceptional Education and Student Services



Center for Autism and Related Disabilities



Supported by the Partnership for Effective Programs for Students with Autism
www.doepartnership.org

Each program is offered for .60 ASHA CEUs (Introductory Level, Professional Area.)

General Information

Florida State Conference Center (Turnbull Center)

555 West Pensacola Street

Tallahassee, Florida 32306

For directions, please call (850) 644-2589

learningforlife.fsu.edu/maps



Suggested Accommodations

Residence Inn Tallahassee—Universities at the Capitol

600 West Gaines Street

Tallahassee, FL 32304

(850) 329-9080 or Toll Free (800)922-3291

ADA Accommodations

If you require ADA accommodations or ADA accessible materials, please contact Kendra Adams by phone at (850) 921-0559 or email kendra.adams@med.fsu.edu by May 29, 2015. This brochure is available in alternative formats upon request.

Parking Information

Parking is FREE on Level One only of parking garage located at the Florida State Conference Center.

Requirements for Teacher In-Service Points, ASHA, and Psychology CEUs

Participants must attend from 8:00am to 4:00pm each day to earn either 0.6 ASHA CEUs, 6 Psychology CEUs or 6 to 8 teacher in-service points per day, in accordance with the rules of their school district. Participants may attend one or more days of this Training Institute and will be eligible for ASHA and PSYCHOLOGY CEUs based on the number of days attended for a possible total of 1.8 ASHA CEUs and 18 Psychology CEUs. A certificate of attendance will only be provided to participants attending a full day.

Registration

Please register online at

<https://usi.capd.fsu.edu/emc00/register.aspx?OrgCode=10&EvtID=13989&AppCode=REG>

Fees

FSU Faculty and Staff

	1 day	2 days	3 days
Early Bird*	\$100	\$150	\$195
Regular Fee**	\$125	\$170	\$220

Non-FSU Faculty and Staff

	1 day	2 days	3 days
Early Bird*	\$175	\$225	\$275
Regular Fee**	\$200	\$250	\$300

*Early Bird rates end at 11:59pm, Wed., May 15, 2015.

**Online registration closes at 11:59pm, June 3, 2015.

Scholarships

A limited number of scholarships are available for teachers, professionals, and family members. For information and scholarship application, please contact Kendra Adams at (850) 921-0559 or email

kendra.adams@med.fsu.edu.

Deadline for scholarship funding requests is 5:00pm, Monday, May 25, 2015.

* If you apply for a scholarship, **please do NOT register** until you have received confirmation of scholarship award funding from the Autism Institute.

Who Should Enroll?

- School personnel, private practitioners, and healthcare providers including regular education and special education teachers, district-level personnel, speech-language pathologists, occupational therapists, early interventionists, psychologists, primary care physicians, nurses, and social workers serving children with autism or autism spectrum disorder
- Florida State University students in Special Education, Communication Disorders, or others interested in pre-professional training in autism

This Training Institute is designed to prepare educators and service providers to understand the social communication, behavioral, and learning characteristics of children with autism spectrum disorder (ASD). The Training Institute will present new findings on evidence-based practices and offer practical strategies for implementing these practices for individuals with ASD in educational and community settings.

For program information or registration assistance, please contact Kendra Adams at (850) 921-0559.

Schedule of Presentations

Monday, June 8, 2015

8:30am – 11:45am

EPIGENETIC PLASTICITY IN THE DEVELOPING BRAIN

Frances A. Champagne, Ph.D.

Associate Professor in the Department of Psychology, Columbia University

This presentation is intended to provide a basic understanding of the biology of epigenetics and how environmental experiences alter epigenetic pathways in the brain. Several examples will be highlighted that demonstrate epigenetic changes induced by prenatal and postnatal experiences (i.e., stress, toxins, social interactions) that alter neurodevelopment and the brain. The potential heritability of these changes will be discussed and the implications for health and policy highlighted. As a result of attending this session, attendees will be able to:

- Describe the basic biology of epigenetics
- Provide examples of how environmental exposures lead to epigenetics changes
- Recognize patterns of inherited epigenetics marks induced by the environment

12:45pm- 4:00pm

BUILDING PARTNERSHIPS USING INNOVATIVE TECHNOLOGIES TO BRIDGE RESEARCH-TO-PRACTICE FOR TODDLERS WITH AUTISM AND COMMUNICATION DELAYS

Amy M. Wetherby, Ph.D., CCC-SLP

Distinguished Research Professor, College of Medicine, Florida State University; Director, FSU Autism Institute

Juliann J. Woods, Ph.D., CCC-SLP

Professor and Associate Dean of Research School of Communication Science and Disorders, Florida State University; President, International Division for Early Childhood

Lindee Morgan, Ph.D., CCC-SLP

Associate Director of Implementation Science Autism Institute, College of Medicine, Florida State University; Director, FSU Center for Autism & Related Disabilities

Renee Daly Holland, MS, CCC-SLP

Assistant Director of Early Intervention Services Research, FSU Autism Institute, College of Medicine, Florida State University

This session will describe the integration of innovative web-based technology into a web-based protocol at multiple levels— as the basis for an interactive professional development course to enable community service systems to efficiently learn about autism and implement a universal broadband and autism-specific screening with seamless automation that links to electronic health records and provides families with web-based tools about autism. As a result of attending this session, attendees will be able to:

- Identify limitations of current screening tools in primary care for autism and communication delays as they relate to community implementation
- List evidence-based strategies for providing intervention supports and services within Part C early intervention systems
- Describe how Autism/Communication Navigator courses and tools will help SLPs bridge research-to-practice and build partnerships with primary care and families

Tuesday, June 9, 2015

8:30am – 4:00pm

UNDERSTANDING THE SELF-REGULATION AND THE HIDDEN CURRICULUM ELEMENTS FOR SUCCESS FOR THE INDIVIDUALS ON THE AUTISM SPECTRUM

Brenda Smith Myles, Ph.D.

Consultant, Ohio Center for Autism and Low Incidence (OCALI) and Ziggurat Group

Stress and anxiety are common in children and youth with high functioning autism and Asperger Syndrome and is one of the most frequently observed symptoms in these individuals. The stress experienced by individuals with ASD may manifest itself in many ways, but it sometimes leads to tantrums, rage, and meltdowns. This escalating sequence seems to follow a three-stage cycle: (a) rumbling, (b) rage, and (c) recovery. This sequence can be problematic as many children and youth with ASD often endure the cycle unaware that they are under stress. This session will overview the cycle and discuss strategies that can be used at each stage. In addition, prevention strategies, such as understanding the hidden curriculum will be discussed. As a result of attending this session, attendees will be able to:

- Describe the cycle of meltdowns and interventions that can be used during the cycle
- Discuss emotional regulation strategies that can prevent the cycle of meltdowns
- Identify the importance of the hidden curriculum in preventing meltdowns and enhancing social competence

Wednesday, June 10, 2015

8:30am – 4:00pm

AN EVIDENCE-BASED APPROACH FOR IMPROVING IEP OUTCOMES OF CHILDREN WITH AUTISM SPECTRUM DISORDER

Lisa Rubie, Ph.D.

Professor, College of Education at the University of Kentucky

This workshop will describe an evidence-based parent-teacher consultation intervention called the Collaborative Model for Promoting Competence and Success (COMPASS) for improving IEP outcomes of students with ASD. Based on an implementation science framework, research from two NIH funded studies of COMPASS will be presented. What we have learned about specific aspects of the impact of consultant quality on teacher quality and child IEP outcomes will be presented. COMPASS as an implementation strategy for bridging the research-to-practice gap in public school classrooms is ideal for high quality educational decision-making that is based on a shared understanding of the student's personal and environmental strengths and challenges, parent and teacher priorities, and evidence based practice. As a result of attending this session, attendees will be able to:

- Describe an Integrated Framework for understanding consultant and teacher influences on student outcomes
- Explain the COMPASS framework
- Identify features of high quality consultation
- Recognize features of high quality teaching
- Implement methods for assessing IEPs, teacher and student engagement, and student IEP outcomes

About the Speakers

Frances A. Champagne, Ph.D., is an Associate Professor in the Department of Psychology at Columbia University whose main research interest concerns how genetic and environmental factors interact to shape the brain and behavior through epigenetic changes in gene expression. Her research is currently exploring the mechanisms of risk vs. resilience to such early life experiences and determination of the transgenerational impact of parental and offspring experiences. Professor Champagne received an MSc in Psychiatry (1999) and PhD in Neuroscience (2004) from McGill University. In 2007 she received an NIH Director's New Innovator Award. Dr. Champagne teaches several graduate and undergraduate courses integrating neuroscience and psychology and is a faculty member of the Doctoral Program in Neurobiology and Behavior, Columbia Sackler Institute for Developmental Psychobiology, Columbia Population Research Center (CPRC), and the Columbia Center for Research on Ethical, Legal & Social Implications of Psychiatric, Neurologic & Behavioral Genetics. Website: <http://champagnelab.psych.columbia.edu/>

Amy M. Wetherby, Ph.D., CCC-SLP, is a Distinguished Research Professor in the Department of Clinical Sciences and Director of the Autism Institute in the College of Medicine and the Laurel Schendel Professor of Communication Disorders at Florida State University. She is the Project Co-Director of Doctoral Training in Research, Autism, and Interdisciplinary Leadership (TRAIL) funded by the U.S. Department of Education and is the Executive Director of the FSU Center for Autism and Related Disabilities. Dr. Wetherby is Project Director of the FIRST WORDS Project, a longitudinal research investigation on early detection of ASD and other communication disorders, funded by the US DOE/OSEP, NIDCD, NICHD, and CDC. She is a Principal Investigator of three randomized controlled trials—the Early Social Interaction Project, an early treatment study teaching parents of toddlers with ASD how to support social communication and play in everyday activities funded by Autism Speaks and NIMH; the Classroom SCERTS Intervention Project for school-age children funded by the US DOE/IES; and one of 5 collaborative research entities that form the Autism Intervention Research Network on Behavior Health (AIR-B) funded by HHS/HRSA. Dr. Wetherby is co-developer of Autism Navigator®, an innovative collection of courses and tools designed to bridge the gap between science and community practice using a highly interactive web platform with extensive video footage to illustrate effective evidence-based practice. She is Co-PI on a new multisite health services research study using Autism Navigator professional development courses with an automated screening tool, the "Smart" Early Screening for Autism and Communication Disorder (ESAC).

Juliann J. Woods, Ph.D., CCC-SLP, is a Professor in the School of Communication Science and Disorders and the Associate Dean of Research in the College of Communication and Information at Florida State University. She has over forty years of clinical experience and is a Fellow of the American Speech-Language-Hearing Association. She is the co-Director of Doctoral Training in Research, Autism, and Interdisciplinary Leadership (TRAIL) and Project Autism Spectrum Specialization, Education and Training (ASSET) for master's level SLP students both funded by the U.S. Department of Education, Office of Special Education. She is the Principal Investigator of Embedded Practices and Intervention with Caregivers (EPIC), an Institute of Education Science Development research project developing a parent implemented intervention for young children with severe disabilities, and Co-PI with Amy Wetherby on a longitudinal research investigation on early identification and intervention for toddlers with autism and a parent implemented mobile coaching project funded by the National Institutes of Health. Dr. Woods has published and presented extensively at national conferences and serves as a consultant to statewide early intervention agencies on family centered services and supports, embedded intervention for young children with ASD, communication and other developmental disorders, coaching and professional development. She teaches coursework in early intervention, autism and related disorders and supporting families. She is currently President of the Division of Early Childhood, Council of Exceptional Children (DEC).

Lindee Morgan, Ph.D., CCC-SLP, is an Associate in Medicine in the Autism Institute at Florida State University's College of Medicine and is the Director of the FSU Center for Autism and Related Disabilities. Dr. Morgan has extensive experience in conducting treatment research for individuals with autism spectrum disorder (ASD) and is an author of the Autism Navigator® series of web-based training tools. She is Co-Principal Investigator of an IES-funded project examining the efficacy of the SCERTS Curriculum in public school settings for children with ASD. She recently published the results of a pilot treatment grant from Autism Speaks to study a job interview skills curriculum for adults with ASD and she has served as the project coordinator for a parent-implemented toddler treatment RCT funded by Autism Speaks and the National Institute of Mental Health. She served as Co-Chair of the Autism Speaks Toddler Treatment Network. She has published in the Focus on Autism and Developmental Disabilities, Journal of Autism and Developmental Disorders, Journal of Clinical and Child Psychiatry, and the Journal of Early Intervention and has presented at a number of national and state conferences.

About the Speakers

Renee Daly Holland, MS, CCC-SLP, is the Assistant Director of Early Intervention Services Research for the Autism Institute in the College of Medicine at Florida State University. Mrs. Holland's clinical experience over the past twenty years has focused on home and community-based early intervention for children with autism spectrum and speech and language disorders. She serves as the Intervention Coordinator and Lead Interventionist for the Early Social Interaction Project (ESI), an early intervention treatment study teaching parents of toddlers with ASD how to support social communication and play in everyday activities. She currently oversees the fidelity implementation and supervision of the ESI model used in several randomized controlled trials (RCT) in multiple sites. Mrs. Holland recently co-authored a publication of a parent-implemented randomized control trial funded by Autism Speaks and the National Institutes of Mental Health in Pediatrics. She has a special interest in the collaborative process of coaching families in parent-implemented intervention. As an author of the Autism Navigator® collection of web-based courses and tools, Mrs. Holland shares the mission to support professionals within early intervention systems to deliver effective, evidence-based intervention in natural environments to the families they serve.

Brenda Smith Myles, Ph.D., is a consultant with the Ohio Center for Autism and Low Incidence (OCALI) and Ziggurat Group, is the recipient of the 2004 Autism Society of America's Outstanding Professional Award and the 2006 Princeton Fellowship Award. Brenda has made over 1000 presentations internationally and has written more than 200 articles and books on ASD. In addition, she served as the co-chair of the National ASD Teacher Standards Committee. In the latest survey conducted by the University of Texas, she was acknowledged as the second most productive applied researcher in ASD in the world.

Lisa Ruble, Ph.D., is a Professor in the College of Education at the University of Kentucky. She is an educational researcher and Licensed Psychologist, who has provided social skills and behavioral interventions, school consultation and training, and parent training in autism spectrum disorder for more than 25 years. Dr. Ruble's work in implementation research involves understanding how evidence-based practices can best be provided in schools. In two randomized controlled trials funded by the NIH, Dr. Ruble tested and replicated the effectiveness of a parent-teacher consultation intervention called the Collaborative Model for Promoting Competence and Success (COMPASS; Ruble, Dalrymple, & McGrew, 2012). COMPASS is an effective practice for creating personalized and collaborative treatment plans that are guided by outcomes based monitoring and teacher coaching. Students whose teachers received COMPASS made significant gains in IEP outcomes. She has also created tools for measuring educational quality and IEP outcomes. New studies are underway that focus on adapting COMPASS for transition age youth and improve transition outcomes.

“Coming together is a beginning.

Keeping together is progress.

Working together is success.”

—Henry Ford

While You are Here, Enjoy Our Local Treasures



Cascades Park

In Town:

Cascades Park

1001 S. Gadsden St. 850-891-3866
Admission = Free
discovercascades.com

Goodwood Museum & Gardens

1600 Miccosukee Road, 850-877-4202
Admission = Gardens Free, Museum \$12
www.goodwoodmuseum.org

Florida Governor's Mansion

700 North Adams Street, 850-922-4991
Admission = Free
www.floridagovernorsmansion.com

Bradley's Country Store

Centerville Road – 12 miles northeast of Capital Circle
NE, 850-893-4742
Admission = Free
bradleyscountrystore.com

Tallahassee Museum

3945 Museum Drive
Four miles South of I-10, off Orange Avenue at Rankin
Drive 850-576-1636
Admission = Up to \$9 per person
www.tallahasseeemuseum.org

Southeastern Regional Black Archives Research Center & Museum

Carnegie Library – FAMU Campus, 850-599-3020
Union Bank Facility – Apalachee Parkway
Admission = Free
cis.famu.edu/BlackArchives/expventures.html

Tallahassee Automobile Museum

US 90 E at I-10, 850-942-0137
Admission = Up to \$16 per person
www.tacm.com

Mission San Luis

2100 W. Tennessee Street, 850-245-2606
Admission = Up to \$5 per person
www.missionsanluis.org

A Short Drive:

Birdsong Nature Center

Thomasville, GA, 229-377-4408
Admission = Up to \$5 per person
www.birdsongnaturecenter.org

Gulf Specimen Marine Lab Aquarium

Panacea, FL, 850-984-5297
Admission = Up to \$9.50 per person
www.gulfspecimen.org

Natural Bridge Battlefield Historic Site

Woodville, FL, 850-922-6007
Admission = \$3 per vehicle
www.floridastateparks.org/naturalbridge

Pebble Hill Plantation

Thomasville, GA, 229-226-2344
Admission = Up to \$5 per person
www.pebblehill.com

St. Marks National Wildlife Refuge & Lighthouse

St. Marks, FL, 850-925-6121
Admission = \$5 per vehicle
www.fws.gov/saintmarks

Wakulla Springs State Park & Lodge

Wakulla County, FL, 850-561-7276
Admission = \$6 per vehicle
www.floridastateparks.org/wakullasprings

ADMISSION FEES SUBJECT TO CHANGE. PLEASE VISIT THE INDIVIDUAL WEB SITES FOR MORE INFORMATION.