



Strategies to Support Students with Extensive Support Needs (ESN)

Hosted by: Florida State University CARD

About the Presenter

Danielle Liso, Ph.D., BCBA-D, graduated from Johns Hopkins University in 2000, earning her Masters degree in severe and profound disabilities. She went on to achieve her Doctorate in early childhood special education with a focus on autism in 2005, graduating from Vanderbilt University. She has been a board-certified behavior analyst since 2005.

Dr. Liso has been working the field of autism since 1996 and has been an invited speaker at numerous national and international conferences and events. Some of her previous roles have included special educator, researcher for the U.S. Department of Education, clinical director, owner of a private practice specializing in parent training, assistant professor of special education, and director of an inclusive preschool program.

Dr. Liso serves as the Assistant Director and Training Coordinator for the UF Center for Autism and Related Disabilities (CARD). Her special interests include peer awareness and acceptance of differences, dual diagnosis in ASD, and supporting the mental health and resilience of professionals in the field.

Training Description

Target Audience: Educators, Administrators, SLPs, OTs, PTs, & Family Members

This 4-part training series is designed for professionals who work with students with significant learning and/or behavioral needs. Participants will learn how to determine what to teach these learners and how to identify evidence-based strategies that work. Participants will also learn how to harness communication to address challenging behavior and how to write effective goals and objectives for learners with significant needs. Sessions will take place on Mondays from 4-5:30 pm ET via zoom. Attendance at all four sessions is not required but is highly encouraged.

Training Objectives

At the conclusion of this workshop, each participant will be able to:

1. identify what skills to address and what evidence-based practices will be most effective with students with extensive support needs.
2. describe the function of behavior and how to use communication skills to replace challenging behavior with appropriate alternatives.
3. write observable and measurable goals and objectives for students with extensive support needs.

Dates:

April 8, 2024- *What and how to teach students with ESN using evidence-based practices*

April 15, 2024- *Understanding the relationship between communication and behavior*

April 22, 2024- *Writing effective goals and objectives for students with ESN*

April 29, 2024- *Bringing it all together and making a plan*

Time:

4:00 – 5:30 pm ET/ 3:00 – 4:30 pm CT

Location:

Online via Zoom

Limited to the first 300 online participants.

[Register Online](#)

Registration is mandatory.



For more information contact:

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Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.

