

Evidence-based Education and Intervention Across the Lifespan



The Organization for Autism Research
presents the

7th Annual Autism Research & Intervention Conference

October 23-24, 2009 | Westin Arlington Gateway | Arlington, VA

KEYNOTE SPEAKERS

JED BAKER, PH.D. - FRIDAY OPENING KEYNOTE



Dr. Baker is the director of the Social Skills Training Project, a private organization serving individuals with autism and social communication problems. He also directs social skills training for Millburn Public Schools in New Jersey. He is on the professional advisory board of Autism Today, ASPEN, ANSWER, YAI, the Kelberman Center, and several others. In addition, he writes, lectures, and provides training internationally on the topic of social skills training and managing challenging behaviors. He is an award winning author of five books. His work has also been featured on ABC World News, Nightline, the CBS Early Show, and the Discovery Channel.

DANIEL OPENDEN, PH.D., BCBA-D - FRIDAY CLOSING KEYNOTE

Dr. Openden is Vice President and Clinical Services Director for the Southwest Autism Research & Resource Center (SARRC) and Faculty Associate in the Division of Curriculum & Instruction at Arizona State University. He is currently an Associate Editor for the Journal of Positive Behavior Interventions, and in 2004, he received the CalABA Julie Vargas Award for original research. Dr. Openden has worked extensively with families with children with Autism Spectrum Disorders; provided consulting and training for school districts; and has been published in peer reviewed journals and book chapters in the field.



PAUL WEHMAN, PH.D. - SATURDAY OPENING KEYNOTE



Dr. Wehman is Professor and Director of the Rehabilitation Research and Training Center on Workplace Supports, as well as Professor of Physical Medicine with a joint appointment in the Department of Special Education at Virginia Commonwealth University. He has published over 200 articles and authored or edited 40 books. He was a recipient of the Kennedy Foundation Award in Mental Retardation in 1990, received the President's Committee on Employment for Persons with Disabilities Award in 1992, and was recognized as one of the 50 most influential special educators of the millennium by the Remedial and Special Education journal in 2000.

2009 AUTISM RESEARCH & INTERVENTION CONFERENCE

THE WESTIN ARLINGTON GATEWAY:

801 N. Glebe Road
Arlington, VA 22203

A discounted room block has been reserved at the hotel venue. Rooms will be available on a first come, first served basis until September 21, 2009. Be sure to mention the Organization for Autism Research to receive the lower rate of \$169/night plus tax. For more information, contact the Westin at (703) 717-6200 or visit www.Westin.com/arlington.

SCHOLARSHIPS:

Fees are waived for persons with autism and *RUN FOR AUTISM* participants raising more than \$250. Scholarships are available on a case-by-case basis. Please contact OAR at conference@researchautism.org for more information.

CONTINUING EDUCATION:

American Speech-Language-Hearing Association (ASHA)

- This program is offered for 1.2 CEUs (Various level; Related area). ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

Behavior Analyst Certification Board (BACB)

- This program is offered for a maximum of 9 CE credits.

American Psychological Association (APA)

- This program is offered for 11 CE credits for psychologists. The Organization for Autism Research is approved by the American Psychological Association to sponsor Continuing Education for Psychologists. The Organization for Autism Research maintains responsibility for this program and its content.

★ **Please note: In order to receive ASHA credit, you must attend both days of the conference.**

CONTINUING EDUCATION CREDIT SPONSORS



Eden II School for Autistic Children 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.

Maryland Association for Behavior Analysis
AN AFFILIATED CHAPTER OF THE ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL

MABA is a BACB-approved continuing education provider for Board Certified Behavior Analysts and Board Certified Associate Behavior Analysts.



PRAISE FROM PAST CONFERENCES

"[OAR holds] extremely well organized and executed conferences. By far one of the best. The conference manual minimizes the stress in choosing between events. I refer back to it and my notes frequently. It is a huge asset to attendees."

"An all-star cast of published authorities, well-planned and executed, INCREDIBLE value!"

"As a parent of a child on the spectrum I like practical applications and strategies. I really appreciate OAR's dedication to researching what really is working BASED ON DATA!!! Thank you!!!"

"I was expecting 'just another autism conference'- geared mostly toward parents, in which I probably wouldn't actually learn much science. I was delighted at the quality of the speakers and the balance of researcher/scientist-oriented talks and practitioner/parent-oriented talks. My experience at last year's conference is THE main reason that I will attend again."

"The OAR conference touched on all different aspects of life for a student with autism, not just how to work with them between 8-4. I hope more teachers have the opportunity to attend such an incredible event."

OAR'S VALUES

1. **The Community Comes First.** OAR exists to serve the autism community. OAR's policies, programs, decisions, and actions place the best interests of the community-at-large ahead of any other group or personal interests.
2. **Practical Research for the Living.** OAR's focus is on research that yields results and findings that have practical applications for those living with autism today - the children and adults on the autism spectrum, their families, and all those who give them love and support.
3. **Self-Advocacy/Self-Determination.** OAR understands that some persons with autism are capable of representing themselves and achieving a high degree of independence in life. OAR will give self-advocates roles and a voice in its Community Council.
4. **Family Focus.** Autism has a direct and often varying effect on each member of the family. OAR views the disorder in this broader context and will encourage research that illuminates and examines the impact of autism within the family dynamic.
5. **Quality Information.** OAR will strive to provide high quality, useful information, free of bias, and appropriately referenced whenever possible.
6. **Taking a Stand.** OAR will not hesitate to speak on matters of importance to the autism community, particularly on research matters that fall within the collective expertise of OAR's Scientific Council or the scope of any of OAR's studies.
7. **Free Access for the Community.** Parents and families pay enough. OAR will not assess dues or charge any access fees. OAR will raise money in order to provide members of the autism community free access to OAR's information resources.
8. **"By the People, for the People."** OAR holds itself accountable to the autism community. In that vein, OAR believes that its best measure of success will come in the form of feedback from those OAR serves. Those inputs will help OAR maintain focus and direction.
9. **One Cause, Many Good Organizations.** There are many good autism-related organizations. OAR believes that there is strength and purpose in those numbers, particularly for a cause as broad and complex as autism. OAR will collaborate whenever and wherever it best serves the autism community and the mutual objectives of any other organization and OAR.
10. **Opening More Doors.** Autism abounds with personal stories of love, determination, and inspiration emerging from even the most dismal circumstances. Full of humor and distinctively lacking in self-pity, various authors acknowledge that life has challenges more difficult than autism, and they build on the theme "When one door closes, another opens." OAR will complement this rich environment by opening doors to the serious issues in its mission with spirit, enthusiasm, and optimism.



Join the RUN FOR AUTISM team!

Add a special purpose to your fitness goals! Our *RUN FOR AUTISM* program allows you to participate in races of all distances across the country, including the Marine Corps Marathon and 10K taking place in DC on the weekend of OAR's conference!

Did You Know... all *RUN FOR AUTISM* team members raising over \$250 receive a [free registration](#) to OAR's 2009 Conference? Sign up today!

SCHEDULE AT-A-GLANCE

Conference Tracks

TRACK 1 - OAR Sponsored Research **TRACK 3** - Education for School Age Learners
TRACK 2 - Research to Practice **TRACK 4** - Transition and Life in the Community

7:30 - 8:30AM REGISTRATION	FRIDAY, OCTOBER 23, 2009	
8:30AM - 9:40AM	Welcome and Opening Remarks Keynote: Jed Baker, Ph.D. <i>No More Meltdowns: Handling Challenging Behaviors and Teaching Social Skills</i>	
	1	2
9:45AM - 10:55AM	*Jennifer Durocher, PhD, BCBA Melissa Hale, Ph.D., BCBA <i>Clinical RCT of a Joint Attention Intervention for Young Children with Autism Spectrum Disorder</i>	Sam Odom, Ph.D. <i>Identifying Evidence-Based Practices for Learners with Autism: Getting to Implementation</i>
11:15AM - 12:25PM	Carla Mazefsky, Ph.D. <i>Psychiatric Comorbidity in Children and Adolescents with High-Functioning Autism and Asperger Syndrome</i>	*SungWoo Kahng, Ph.D., BCBA <i>Factors Affecting Parental Adherence to Treatment Recommendations</i>
12:25 - 1:10PM LUNCH		
1:10PM - 2:20PM	Laura Anthony, Ph.D., Lauren Kenworthy, Ph.D. <i>Teaching Flexibility: The Development of an Intervention for Children with ASD</i>	*Erik Mayville, Ph.D., BCBA <i>Evaluating Educational Services</i>
2:40PM - 3:50PM	Janet Graetz, Ph.D. <i>The College Experience for Individuals with Asperger Syndrome</i>	*Robert LaRue, Ph.D., BCBA <i>Functional Assessment in Community-Based Settings</i>
4:00PM - 5:00PM	Keynote: *Daniel Openden, Ph.D., BCBA <i>Pivotal Response Treatment and the Development of Social Competence</i>	

7:30 - 8:30AM REGISTRATION	SATURDAY, OCTOBER 24, 2009	
8:30AM - 9:40AM	Welcome and Opening Remarks Keynote: Paul Wehman, Ph.D. <i>Autism and Transition: Building Bridges from School to the Community and Workplace</i>	
	3	4
9:45AM - 10:55AM	*Stephen Anderson, Ph.D., BCBA <i>Teaching Self-Help Skills to Learners with Autism</i>	Marc Ellison, M.A. <i>College Support for Learners with Asperger Syndrome</i>
11:15AM - 12:25PM	*Mary Jane Weiss, Ph.D., BCBA <i>What Siblings Tell Us: The Challenges and Rewards of Having a Brother or Sister on the Autism Spectrum</i>	*Avi Glickman, B.A., Kaori Nepo, M.A., BCBA <i>The Effective Use of Technology to Promote Independent Functioning and Community Integration for Adolescents with Autism</i>
12:25 - 1:10PM LUNCH		
1:10PM - 2:20PM	*Frank Cicero, Ph.D., BCBA <i>Effective Toilet Training at Any Age</i>	Ian Paregol, J.D. <i>Establishing a Comprehensive Community-Based Program for Adults with Autism</i>
2:40PM - 3:50PM	*Julie Fisher, LMSW, BCBA, Moira Cray, LMSW <i>Peer Mentoring: Teaching Typically Developing Children to Instruct Children with Autism in a Public School</i>	Paula Durbin-Westby, B.A., B.Mus. <i>Autistic Self-Advocacy: Communication Differences in the World of Disability Rights Advocacy</i>

(*) BCBA CE credits available

FRIDAY, OCTOBER 24, 2008

SCHEDULE

KEYNOTE ADDRESS

8:30 - 9:40AM

No More Meltdowns: Handling Challenging Behaviors & Teaching Social Skills

Jed Baker, Ph.D.

Students on the autism spectrum often present with difficulty regulating their feelings and interacting socially. This workshop describes how to handle meltdowns and design effective behavior plans to prevent these moments and reduce frustration and anxiety. The second part of the presentation details strategies to motivate students to learn, ways to teach social skills, how to generalize skills into the natural setting and increase acceptance and tolerance from peers.

SPONSORED RESEARCH

9:45 - 10:55AM

Clinical RCT of a Joint Attention Intervention for Young Children with ASD

Jennifer Durocher, Ph.D., BCBA, and Melissa Hale, Ph.D., BCBA

Impairments in joint attention are considered to be a core deficit in autism spectrum disorders. The ability to respond to and initiate joint attention has been linked to outcome in a variety of developmental areas. The current presentation will discuss the research design and preliminary results of a randomized control trial (RCT) to evaluate the effectiveness of a joint attention intervention, targeting initiation of joint attention (pointing, showing & gaze shifting) for young children with ASDs.

RESEARCH TO PRACTICE

9:45 - 10:55AM

Identifying Evidence-Based Practices for Learners with Autism: Getting to Implementation

Sam Odom, Ph.D.

The scientific literature on the efficacy of focused interventions and comprehensive treatment models provides a solid basis upon which to make decisions about instructional practices for individuals with an ASD. This presentation will examine the processes for verifying the efficacy of scientifically based practices, and describe the practices that researchers have identified across reviews. Also to be discussed are criteria for judging adequacy of comprehensive treatment models.

SPONSORED RESEARCH

11:15 - 12:25PM

Psychiatric Comorbidity in Children and Adolescents with High-Functioning Autism and Asperger Disorder

Carla Mazefsky, Ph.D.

This workshop will review the latest findings regarding comorbid psychiatric disorders in children with autism spectrum disorders, including the results of Dr. Mazefsky's OAR-funded study on high-functioning 10-17 year olds. She will discuss complexities regarding the assessment of comorbid psychiatric disorders in children with autism. Examples of strategies for differentiating comorbid disorders from underlying autism spectrum symptoms will be provided. Finally, concerns regarding the use of self-report instruments will be raised, with specific data provided on four commonly used self-report questionnaires.

RESEARCH TO PRACTICE

11:15 - 12:25PM

Factors Affecting Parental Adherence to Treatment Recommendations

SungWoo Kahng, Ph.D., BCBA

Despite the fact that applied behavior analysis (ABA) has proven an effective means of changing behavior, treatment efficacy is not sufficient to maintain long-term success. Unfortunately, little research has focused on factors that can improve treatment adherence. Allen and Warzak (2000) discussed a functional assessment of parental adherence to identify variables that may impede treatment adherence. This presentation will discuss these variables as well as present research focused on improving parents' adherence with behavioral treatment.

12:25 - 1:10PM LUNCH

SPONSORED RESEARCH

1:10 - 2:20PM

Teaching Flexibility: The Development of an Intervention for Children with ASD

Laura Anthony, Ph.D., and Lauren Kenworthy, Ph.D.

Executive functioning (EF) problems in children with Asperger Syndrome (AS) and High-Functioning Autism (HFA) interfere with learning and behavior in the classroom, and relate to the repetitive behaviors and social difficulties characteristic of the disorder. In this presentation, an intervention will be proposed to address the core EF component of flexible thinking, while also building other, supporting EF skills. A draft of the Enhanced Flexibility Intervention manual and materials developed through a participatory research framework will be presented, as well as the results of the intervention's preliminary testing.

1:10 - 2:20PM

Evaluating Educational Services*Erik Mayville, Ph.D., BCBA*

Meeting the educational needs of individuals with ASD is frequently a complex and difficult task. In determining appropriateness of services, it is often necessary to review multiple aspects of programming, including educational setting, curriculum design, implementation variables, and staffing structure, among others. This presentation will discuss the issue of education appropriateness as related to individuals with ASD, and will describe key aspects of programming to be reviewed in determining appropriateness of education. Also to be reviewed are elements of communication within IEP teams, which help to facilitate a clear understanding of student need.

2:40 - 3:50PM

The College Experience for Individuals with Asperger Syndrome*Janet Graetz, Ph.D.*

For college students with Asperger Syndrome (AS), the challenges and stressful situations both within and outside the academic arena can be overwhelming. This session presents the findings of a study that examined the college experience for students with AS. Through responses to a weekly web survey and assessments, researchers gathered information regarding study/learning skills, peer involvement, residential experiences, extracurricular involvement, interpersonal skills, stress management, and self-advocacy. This presentation will conclude with a discussion regarding how to promote the college experience for students with AS.

2:40 - 3:50PM

Functional Assessment in Community-Based Settings*Robert LaRue, Ph.D., BCBA*

Functional behavioral assessment is a process designed to identify the factors that maintain maladaptive behavior. These procedures, when used properly, make behavioral interventions more effective and efficient. While these procedures have strong empirical support for their use, practitioners often have difficulty implementing them in applied settings. Factors, such as time constraints and the level of expertise required, can make their use prohibitive in applied settings. The purpose of the current presentation is to discuss the philosophy behind functional assessment and outline alternative models of functional assessment that may be less labor-intensive than traditional models, yet still provide valid results.

4:00 - 5:00PM

Pivotal Response Treatment and the Development of Social Competence*Daniel Openden, Ph.D., BCBA*

Pivotal Response Treatment (PRT) is an empirically validated approach for children with autism spectrum disorders. In contrast to traditional behavioral models that focus on individual target behaviors, PRT addresses pivotal areas of responding that produce collateral improvements in untargeted behaviors. This presentation will demonstrate how a focus on pivotal areas can enhance the development of social competence, a critical skill, in children with autism. Specifically, studies within the PRT model that have produced generalized changes in social communication and interaction will be reviewed. Methods for translating PRT into effective and accessible clinical practice will also be described.



Please plan to join us for a special
"Meet the Speakers" Reception
after the closing keynote!



SATURDAY, OCTOBER 25, 2008

SCHEDULE

8:30 - 9:40AM

Autism and Transition: Building Bridges from School to the Community and Workplace*Paul Wehman, Ph.D.*

As children with ASD enter high school, college, and the workplace, new challenges and opportunities will arise. Transition planning is an important aspect of a successful bridge from school to adulthood. Work, postsecondary education, and community integration are fully possible with appropriate supports, training, and intervention. This presentation will discuss how these outcomes can be achieved.

9:45 - 10:55AM

Teaching Self-Help Skills to Learners with Autism*Stephen Anderson, Ph.D., BCBA*

The absence of self-help skills may have long-term effects on many aspects of an individual's life. Independence in the completion of self-help skills is important for an individual's self-esteem and his/her ability to integrate into the community. Fortunately, there has evolved instructional strategies for teaching children and young adults with autism to be more independent. This presentation will briefly discuss strategies shown to be effective for teaching basic and advanced skills of dressing, personnel hygiene, and toileting and for addressing feeding disorders.

9:45 - 10:55AM

College Support for Learners with Asperger Syndrome*Marc Ellison, M.A.*

Students with autism spectrum disorders (ASD) are applying to institutions of higher learning in record numbers. Training is needed for educators, students with ASD, and their parents in order to prepare each for the new challenges of attending college. This presentation will focus on the basic skills associated with being the typical "successful student," and the challenges many with ASD may face regarding these skills. Also to be discussed are educational and behavioral support strategies that have effectively supported individuals with ASD in becoming successful college students, and the importance of emphasizing the development of these skills during junior high or middle school years.

11:15 - 12:25PM

What Siblings Tell Us: The Challenges and Rewards of Having a Brother or Sister on the Autism Spectrum*Mary Jane Weiss, Ph.D., BCBA*

Autism is a disorder that has a wide-reaching impact on the entire family. Much attention has been given to identifying the needs of and alleviating the stress of parents. The other major players in families are the other children - the siblings of the person with autism. Sibling needs are significant as well, and are affected by many variables, including the sibling's age, the behavioral characteristics of the child with autism, and others. This presentation will review what is known about sibling effects and sibling adjustment. Both negative and positive consequences associated with having a sibling on the autism spectrum as well as strategies for maximizing sibling adaptation will be discussed.

11:15 - 12:25PM

The Effective Use of Technology to Promote Independent Functioning and Community Integration for Adolescents with Autism*Avi Gluckman, B.A., and Kaori Nepo, M.A., BCBA*

There currently exists various technological devices designed to organize our lives and improve our productivity. These devices can be useful not only with the neuro-typical population, but also with individuals on the autism spectrum. However, there are a limited number of studies investigating the effectiveness of prompting via accessible technological devices, particularly for adolescents with autism. This presentation will provide an overview of the effective use of technology to maximize the potential of individuals with autism and increase social acceptance in the community. Data on the use of such technology by those with moderate to severe autism in a community-based setting will be presented.

12:25 - 1:10PM LUNCH

1:10 - 2:20PM

Effective Toilet Training at Any Age*Frank Cicero, Ph.D., BCBA*

Toilet training is a skill that, once learned, greatly improves the quality of life of the individual. This workshop will introduce the audience to reinforcement-based techniques for increasing appropriate toileting. Topics touched on will include urination training, bowel training and overnight training. The procedures that will be discussed have been shown to be appropriate for use with individuals of any age and level of disability.

1:10 - 2:20PM

Establishing a Comprehensive Community-Based Program for Adults with Autism*Ian Paregol, J.D.*

As human service providers provide greater community-based supports, resources critical to successful community integration must be present: ample, multi-mode transportation, employment opportunities for individuals being supported, recreational infrastructure, affordable housing, and a pool of laborers capable of meeting the support needs of those served. This session will focus on operational needs of service providers and expectations of consumers as greater community integration for individuals with autism is achieved.

2:40 - 3:50PM

Peer Mentoring: Teaching Typically Developing Children to Instruct Children with Autism in a Public School

Julie Fisher, LMSW, BCBA, and Moira Cray, LMSW

This workshop will describe an innovative program that trains typically developing middle school students to become peer mentors for children with autism in a public school program. Small groups of peer mentors are invited to participate by the school principal and Project Coordinator. Training sessions are conducted in a public charter school exclusively serving children with autism located within the public school building. The training involves four components: (1) didactic training on autism and discrete trial teaching; (2) observation of students with autism in their classrooms; (3) hands-on practice sessions implementing discrete trial teaching with students with autism in the training room; and (4) generalization of discrete trial teaching skills to autism classrooms and, eventually, to a wider variety of academic and leisure skills.

2:40 - 3:50PM

Autistic Self-Advocacy: Communication Differences in the World of Disability Rights Advocacy

Paula Durbin-Westby, B.A., B.Mus.

This presentation focuses on communication differences and how those differences impact on the way advocacy work is undertaken. Self-advocates with autism are effective communicators, with differences and disabilities that must be taken into consideration in a variety of arenas. From conference calls, to presentations on a wide variety of topics, to panel discussions that can't easily be scripted, self-advocates with autism employ a panoply of methods and both create and request accommodations that work to get the job done.

2009 OAR CONFERENCE REGISTRATION

(Due October 18, 2009)

NAME _____

ADDRESS _____

E-MAIL ADDRESS _____

PHONE/FAX _____

METHOD OF PAYMENT

- Check
 Visa
 MasterCard
 American Express

CREDIT CARD # _____

EXPIRATION DATE _____

SIGNATURE _____

EARLY-BIRD REGISTRATION

(by 9/23/2009)

- ___ \$75.00 Friday only
 ___ \$75.00 Saturday only
 ___ \$125.00 Both days

LATE REGISTRATION

(9/24/2009 or later)

- ___ \$100.00 Friday only
 ___ \$100.00 Saturday only
 ___ \$175.00 Both days

SELECT ONE TRACK PER DAY:

(for planning purposes only)

- OAR Sponsored Research, or
 Research to Practice
 Education for School Age
 Learners, or
 Transition & Life in the Community

**attendees need not remain on the same track throughout the day*

Group Discount:

Applies to three or more registrants, with payment received by 9/23/2009. First registrant pays full price, all subsequent registrants receive a **20% discount**. (\$60.00 single day/\$100.00 both days)

- My fee is waived as I am a *RUN FOR AUTISM* runner raising more than \$250.00 (or runner's proxy).

Cancellation Policy:

Cancellations made before **October 1, 2009** will be eligible for a full refund. After this date, no refund will be possible.

OAR CONFERENCE REGISTRATION
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