

Cypress-Fairbanks ISD  
2009-2010  
Autism Symposium

*Presentations are ONLY for staff and family members  
of students currently enrolled in CFISD*

The Berry Center  
8:30 a.m. until 4:30 p.m.  
*Registration begins at 7:30 a.m.*

*August 29, 2009*  
*Richard Simpson*

*September 19, 2009*  
*Linda Hodgdon*

*January 16, 2010*  
*Kari Dunn*

*April 10, 2010*  
*James Ball*



Staff will need to register through the Avitar system

Parents will need to register through Robin Wishkoski  
([robin.wishkoski@cfisd.net](mailto:robin.wishkoski@cfisd.net)) and include the name of child and campus  
*Childcare will not be provided*

You will have 1-½ hours for lunch or you may choose to bring a sack lunch  
Sign-in sheets will be removed once presentation resumes

Walk-ins will NOT be permitted due to limited seating  
Doors close at 9:00 a.m.

*TSHA CEU's are pending*

*August 29, 2009*  
*Richard Simpson*  
*Staff Course Number: 11938*

Richard L. Simpson is Professor of Special Education at the University of Kansas. He has also worked as a psychologist, special education teacher and coordinator of a community mental health outreach program. Other professional experiences include directing several University of Kansas and University of Kansas Medical Center demonstration programs for students with autism spectrum disorders and coordinating numerous federal grant programs related to students with autism spectrum disorders and other disabilities. He has authored numerous books, articles and tests on the topic of students with autism spectrum disorders. Simpson was the senior editor of the professional journal *Focus on Autism and Other Developmental Disabilities* from 1995-2003. Awards include the Council for Exceptional Children Research Award, Midwest Symposium for Leadership in Behavior Disorders Leadership Award, Autism Society of Kansas Leadership Award, and numerous University of Kansas awards.

Children and youth diagnosed with autism spectrum disorders (ASD) are significantly taxing the skills and resources of school and clinical professionals as well as parents and family members. These challenges are at least in part a function of a lack of understanding of the disorder and those strategies and methods that have proven most effective in achieving desired outcomes. Positive outcomes for students with ASD require use of specially designed effective methods. This presentation will focus on identifying, using and evaluating practices and strategies that are most utilitarian and effective in educating, managing and supporting learners with autism spectrum disorders. Issues and methods for identifying maximally effective interventions and practices will be addressed.

*September 19, 2009*  
Linda Hodgdon  
Staff Course Number: 11941

Linda Hodgdon, M.Ed., CCC-SLP is a Speech Pathologist who is internationally known for her expertise in developing the use of visual strategies to support communication for students with Autism Spectrum Disorders. Her programs are packed with best practices and effective ideas for improving communication and behavior. A powerful and entertaining presenter, Linda shares practical information that inspires program participants to accomplish new goals with students immediately.

Linda is the author of *Visual Strategies for Improving Communication and Solving Behaviors in Autism*. Considered essential resources for professionals and parents, these are two of the most recommended books in the field.

Linda Hodgdon is the Director of Cornerstone Communication Center, an organization that provides consultation, training, and professional development with the goal of improving communication.

### Morning Session

*Introduction to Visual Strategies*

Observations about the population  
Communication skills in the targeted population  
Assessing receptive communication skills  
Communication goals in the educational setting

*Visual Strategies for Improving Communication*

Samples and Examples of Visual Strategies

### Afternoon Session

*Introduction to a Behavior/Communication Framework*

Discovering the Causes of Behavior Problems  
The Relationship Between Behavior Problems and Communication  
Assessment of Behavior Situations  
Samples and Examples of Visual Tools to Improve Behavior

*Implementation of Visual Strategies*

Perspectives on Teaching Social Skills  
Creating Visual Tools

*Educational Issues*

Teaching Skills to Support the Use of Visual Strategies  
Potpourri of Questions

*January 16, 2010*

*Kari Dunn*

Staff Course Number: 11942

Kari Dunn Buron has been working with students with autism for over 30 years. She recently retired from public school but continues to teach for Hamline University in St. Paul, Minnesota where she developed an Autism Spectrum Disorders Certificate program for educators. Kari is one of the founding members of the Minnesota Autism Network, a statewide network of ASD educational consultants. Kari has done volunteer work specific to autism in Trinidad, Tobago, Barbados, Tanzania and Ghana. In 2003, Kari received a Self-designed Fellowship that allowed her to spend a year interviewing and working internationally with a number of therapists and researchers in the area of Social Cognition, Education and Autism. Kari serves on the Professional Advisory Boards for the Autism Society of Minnesota, Lionsgate Academy, NHS Human Services Autism Program, the Autistic Society of Trinidad and Tobago and for the Autism Asperger Digest. She is the co-author of *The Incredible 5-Point Scale*, and the author of *When My Worries Get Too Big, A 5 Could Make Me Lose Control* and *A 5 is Against the Law!* (2008 ASA literary award winner). Kari is also the co-editor of a textbook for educators titled *Learners on the Autism Spectrum: Preparing Highly Qualified Educators* and the creator of a new social skills magazine designed for students with Asperger Syndrome called *The Social Times*.

*When My Autism Gets Too Big!*

This presentation will give an interesting overview of current thinking in the area of Social Cognition and learning theories as they relate to autism spectrum conditions. The speaker will connect learning style and problems of social understanding to symptoms of social anxiety and challenging behavior. Strategies to address such learning difficulties will be discussed as they relate to individuals across the autism spectrum and of all ages.

Agenda

1. Overview of current learning theories and ASD
2. Examples of using systems and routines to teach social and emotional understanding
3. The impact of social cognitive problems on social anxiety and behavior
4. Addressing emotional regulation in highly anxious individuals using systems and routines

Learner Outcomes

1. Define Social Cognition as it is explained by current research and explain how it relates to how students with ASD learn.
2. Define systematic learning as it applies to teaching social information to people with autism
3. Describe 5 systematic ways of teaching information to individuals with ASD.
4. Describe the Anxiety Curve Model of Functional Behavior Assessment and name 3 ways of proactively teaching relaxation to highly anxious students with ASD.

*April 10, 2010*  
*James Ball*  
*Staff Course Number: 11945*

Ball, James Ed.D., BCBA  
President/CEO JB Autism Consulting  
Director of Clinical Services New York Families of Autistic Children, Inc. (NYFAC)  
Co-Chair Person Panel of Professional Advisors Autism Society of America

Dr. James Ball, a Board Certified Behavior Analyst, is the President/CEO of JB Autism Consulting. He has been in the autism field for over twenty years providing educational, residential, and employment services to children and adults affected by autism. He is the Director of Clinical Services for New York Families of Autistic Children (NYFAC), a private not-for-profit organization providing support and training for children and families in New York City. He provides private consultation to organizations, schools, and families regarding staff training, parent training, home support services, classroom design/support, and behavior management/assessment.

Dr. Ball is also a member of the New Jersey Center for Outreach and Services for the Autism Community (COSAC) Board of Trustees, and a member of the COSAC Professional Advisory Board. A past member of the Autism Society of America Board of Directors, he is currently co-chairperson of the ASA Panel of Professional Advisors and sits on the advisory board for the *Autism Asperger's Digest* magazine. Dr. Ball has lectured nationally and internationally on various topics related to autism, such as early intervention, inclusion services, functional behavior assessment, social skills training, behavior management, direct instruction, sensory issues, and accountability. He has published in many of the above areas and authored the breakthrough book *Early Intervention and Autism: Real-life Questions, Real-life Answers*

Transition and the Young Adult with Autism:  
Behavioral, Social and Employment Considerations

This presentation will discuss systematic techniques for teaching students with an autism spectrum disorder who are in the process of transitioning from School to College or the work world. It will focus on teaching specific skills, enhancing motivation, and generalization training. A step-by-step demonstration will be presented using real life examples. Behavioral challenges will be explored and research based strategies will be highlighted. Modifying these strategies will also be discussed that allow this particular program to be effective with students significantly challenged with autism, as well as those students with Aspergers Syndrome. Because of the nature of this presentation, a question and answer period will be provided.