Presents the 15th Annual 2012 Summer Institute on Autism Spectrum Disorders

June 25—June 29, 2012
DoubleTree Hotel, South Burlington, VT

Monday, June 25, 2012
Trisha L. Self, PhD, CCC-SLP
Who’s Screening for Autism Spectrum Disorders? The Role Allied Health & Education Professionals Play in Early Detection & Intervention

Tuesday, June 26, 2012
Rebecca Landa, Ph.D., CCC-SLP
Early Achievements: An intervention model for improving social, language, play, and cognitive outcomes in toddlers with ASD

Wednesday, June 27, 2012
Stephen Shore, EdD
Obstacles into opportunities: Turning away from closed doors and opening up new ones for promoting life-long success for people with autism

Thursday, June 28, 2012
Catherine Lord, PhD
Longitudinal Studies of ASD, Changes to the DSM-V and Observational Assessments of Language

Friday, June 29, 2012
Linda Watson, EdD, CCC-SLP
Research and Practice in Early Autism Identification and Intervention: Travels on a Two-Way Street

Conference Hours—8:15-3:00PM
UVM Class Hours 3:30—5:30 Daily

Target Audience
Individuals with ASD and their Family Members, Speech-Language Pathologists, General & 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.
Description:
There is evidence documenting that children are not being diagnosed with autism spectrum disorders (ASD) early enough. Even with increased awareness, many children are not properly diagnosed until years after the symptoms common to ASD have emerged. In 2007, the American Academy of Pediatrics (AAP) issued a policy statement urging physicians to screen all children for ASD during regular well-child visits at age 18 and 24 months, respectively. Reports indicate, however, that many physicians do not screen children even when parents insist that “something is not right” with their child’s development. This is unfortunate, as there is a good deal of evidence documenting the positive effects early intervention and education have on children presenting with ASD. Consequently, there is a need for other qualified allied health and education professionals to become more active in screening and referring children who present with symptoms of ASD. This session will discuss the importance of early detection and intervention for children presenting with characteristics of ASD. Screening, assessment, and referral strategies used by an interdisciplinary ASD screening team will be presented. Finally, early intervention strategies for children with ASD and their families will be discussed.

Educational Objectives:
As a result of this session, participants will be able to:
1. Discuss the significance of early screening for children presenting with symptoms of autism spectrum disorders.
2. Determine allied health and education professionals’ role in screening for ASD.
3. Identify ASD-specific screening tools.
4. Describe an interdisciplinary team approach used to screen and assess for ASD.
5. Describe targeted, early intervention strategies for children presenting with ASD.

Time ordered agenda:
8:30-10:00 Importance of Focusing on Early Detection and Intervention in ASD
10:15-10:30 BREAK
10:15-12:00 Screening and Referral Strategies for ASD: An Interdisciplinary Team Approach
12:00-1:15 LUNCH
1:15-3:00 Targeted, Early Intervention & Education Strategies for Children with ASD and their Families

About the Speaker:
Trisha L. Self, PhD, CCC-SLP is an Associate Professor in the Communication Sciences and Disorders Department at Wichita State University in Wichita, Kansas, and is a Board Certified Child Language Specialist. She teaches a graduate course in Autism Spectrum Disorders (ASD) and undergraduate courses in Genetics and Organic Anomalies and Introduction to Clinical Practices. She supervises students working with clients who have been diagnosed on the autism spectrum and conducts research in the area of ASD. Trisha has over 25 years experience working with children with severe speech-language disabilities, including those diagnosed on the autism spectrum.
Early Achievements: An intervention model for improving social, language, play, and cognitive outcomes in toddlers with ASD
Rebecca Landa, PhD, CCC-SLP

Description:
This session will provide an overview of the Early Achievements model, which is designed to improve social, language, play, and cognitive outcomes in toddlers and preschoolers with autism spectrum disorders (ASD). The model also targets pre-literacy skill development. The intervention ingredients of Early Achievements will be defined and illustrated using video examples. Data supporting the evidence base for this intervention model will be presented.

Educational Objectives:
Participants will be able to:

1. Define three major intervention targets that address core deficits of ASD.
2. Define three important ingredients (instructional strategies) for early intervention designed to address ASD core deficits.
3. List three children's books to adapt for intervention use with very young children with ASD

Time Ordered Agenda:

8:30-10:00  Learning Challenges for Young Children with ASD
10:00-10:15 BREAK
10:15-12:00 Key Ingredients of the Early Achievements Model
12:00-1:15 LUNCH
1:15-3:00 Evidence of Efficacy and Planning for Implementation of Early Achievements Strategies in Existing Practices

About the speaker:
Rebecca Landa, Ph.D., CCC-SLP is the founder and director of Kennedy Krieger's Center for Autism and Related Disorders. She is a professor of Psychiatry and Behavioral Sciences in the Johns Hopkins University School of Medicine. She completed post-doctoral training in Psychiatric Genetics at Johns Hopkins. Dr. Landa is the recipient of the NIMH Shannon Award for excellent and innovative research, as well as the Rita Rudel Prize for Developmental Neuropsychology. Her recent research focuses on early detection of autism, developing very early interventions for children at risk for and diagnosed with autism spectrum disorder, developing interventions for minimally verbal school-aged children with autism, and defining learning and communication processes associated with autism spectrum disorders.
Obstacles into Opportunities: Turning away from closed doors and opening up new ones for promoting life-long success for people with autism
Stephen Shore, EdD

Description:
Going against conventional wisdom, this presentation examines how deficits and challenges so pervasively attributed to autism can be reframed as strengths. Employing an autobiographical structure combined with audience participatory experiences of what having autism may be like, participants in this session will come away with practical solutions for considering characteristics of autism as potential springboards to success in education from preschool to post graduate, employment, effective self-advocacy and meaningful engagement in the community as building blocks for leading a fulfilling and productive life.

Educational objectives:
Participants will be able to:
1. List at least three situations where a deficit can become a strength.
2. Describe how strengths can be used to navigate around challenges.
3. Explain how decisions can be made to avoid areas of challenge while still leading a fulfilling and productive life.
4. Describe importance of people with autism understanding themselves as a key factor in success.
5. Describe how one challenge experienced during autism simulation activities will inform your work in supporting individuals with autism.

Time Ordered Agenda:
8:30-10:00 Introduction and Reframing Characteristics of Autism for Promoting Success.
          Elementary Ideas in Preparing for Successful Transition to Adulthood
          (yes – even as young as kindergarten!)
10:00-10:15 BREAK
10:15-12:00 Opening an Eye to Employment. The Beginnings of Self-Advocacy
12:00-1:15 LUNCH
1:15-3:00 Transitioning through Adolescence to Adulthood OR
          “The Hidden Curriculum of Life”

About the Speaker:
Diagnosed with "Atypical development and strong autistic tendencies" and "too sick" for outpatient treatment Dr. Shore was recommended for institutionalization. Nonverbal until four, and with much support from his parents, teachers, wife, and others, Stephen is now a professor at Adelphi University where his research focuses on matching best practice to the needs of people with autism. President emeritus of the Asperger’s Association of New England and former board member of the Autism Society, Dr. Shore serves in the Interagency Autism Coordinating Committee, Asperger Syndrome and High Functioning Autism Association, and other autism related organizations. Stephen presents and consults internationally on adult issues pertinent to education, relationships, employment, advocacy, and disclosure as discussed in his books Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome, Ask and Tell: Self-advocacy and Disclosure for People on the Autism Spectrum, the critically acclaimed Understanding Autism for Dummies, and the newly released DVD Living along the Autism Spectrum: What it means to have Autism or Asperger Syndrome.

Dr Shore is employed by Adelphi University
Disclosure:
Financial: Speaking fee from the University of Vermont, Communication Sciences & Disorders
Non-financial - No relevant non-financial relationship exists.

This course is offered for 50 ASHA CEUs (Intermediate level, professional area)
Longitudinal Studies of ASD, Changes to the DSM-V and Observational Assessments of Language
Catherine Lord, PhD

Description:
This session will describe three critical elements to understanding ASD. First, it will explore the natural history of behavioral, cognitive, language and social development from ages 2 to 22 in a sample of 187 children diagnosed with ASD and seen at ages 2, 3, 5, and 9. Second, the proposed changes and goals for the DSM-5 revisions will be discussed including factors that have made diagnosing autism more challenging. Third, the Observation of Spontaneous Expressive Language (OSEL), a semi-structured, standardized assessment of morpho-syntactical (language forms), semantic (language content) and pragmatic (language use) aspects of spontaneous expressive communication for children with developmental and communication disorders including Autism Spectrum Disorders (ASD) will be explained. The OSEL has been developed for a wide range of language levels from children with a minimum expressive vocabulary size of 50-100 words with emerging word combinations to children who have the emergence of complex sentence structures. Each of these topic areas are explored to increase understanding of the complexities of diagnosing and assessing a variety of skills in children demonstrating the core deficits for ASD.

Educational Objectives:
As a result of this session, participants will be able to:
1. Explain the various trajectories for language development, nonverbal problem-solving and adaptive skills in children and adolescents with ASD
2. Describe the major changes proposed in the DSM-5 criteria for ASD
3. Identify observational approaches to diagnosis and assessment of communication and social skills and play in ASD

Time Ordered Agenda:
8:30-10:00 – Longitudinal Studies of Autism Spectrum Disorders: 2 to 22
10:00-10:15 BREAK
10:15-12:00 – Proposed Changes to the DSM-5 and Autism Spectrum Disorders
12:00-1:15 LUNCH
1:15-3:00 – Observational Assessments of Autism Spectrum Disorders and the OSEL

About the Speaker:
Catherine Lord, Ph.D. is the Director of the Center for Autism and the Developing Brain (CADB) a subsidiary of Weill Cornell Medical College and New York Presbyterian Hospital. She received her B.A. in psychology at UCLA and her Ph.D. from Harvard, also in psychology. She completed a clinical internship at Division TEACCH at the University of North Carolina at Chapel Hill.

Dr. Lord is a licensed clinical psychologist with specialties in diagnosis, social and communication development and intervention in autism spectrum disorders (ASD). She is renowned for her work in longitudinal studies of social and communicative development in ASD. She has also been involved in the development of standardized diagnostic instruments for ASD with colleagues from the United Kingdom and the United States (the Autism Diagnostic Observation Schedule (ADOS) an observational scale; and the Autism Diagnostic Interview – Revised (ADI-R) a parent interview), now considered the gold standard for research diagnoses all over the world.

Her work at the Center for Autism and the Developing Brain involves continued research in validity and longitudinal studies, early diagnosis of children with autism, and regression in children with autism and clinical evaluations and diagnoses of children and adults who may have autism. She is a prolific writer with more than 165 published peer reviewed articles, 9 books, and 70 book chapters or reports. She has also been federally funded for her extraordinary research for more than 25 years.
Research and Practice in Early Autism Identification and Intervention: Travels on a Two-Way Street
Linda Watson, EdD, CCC-SLP

Description:
This session will discuss the implications of research for improving early identification and early intervention for children with autism spectrum disorders (ASD), and the implications of practice issues for research. Research has provided tools that make it possible to identify toddlers at-risk for ASD at much younger ages than is common in current practice, but many practitioners encounter barriers to using the available tools. Similarly, intervention research continues to provide empirical support for various approaches to early intervention for children with ASD, but practitioners frequently find that there is a mismatch between empirically supported interventions and policies, funding, and family life realities that impact their services. This presentation will cover research findings that can be applied to practice, and also will engage attendees in considering how community practitioners and academic researchers can partner more effectively to improve community services for young children with ASD and their families.

Objectives:
As a result of this session, participants will be able to:
1. Identify at least two screening tools appropriate for identifying toddlers who are at increased risk for eventual diagnosis of ASD
2. Interpret screening results appropriately and explain the results to parents with clarity and sensitivity
3. Apply information on “pivotal” social-communication skills to recommend goals for toddlers at-risk for ASD and preschoolers diagnosed with ASD
4. Select strategies for teaching/scaffolding social-communication skills in young children with ASD served in home or classroom settings

Time ordered agenda:
8:30-10:00 – Identifying Toddlers at-Risk for ASD
10:00-10:15 BREAK
10:15-12:00 – Intervention Content and Strategies for Toddlers at-Risk for or with ASD
12:00-1:15 LUNCH
1:15-2:15 – Advancing Social-communication and Play: A School-Based Intervention Program for Preschoolers with ASD
2:15-3:00 – Both Lanes on the Two-Way Street: Mapping Routes to Community-Engaged Research in Autism Early Identification and Intervention

About the Speaker:
As a former clinician and a current researcher, Linda Watson has focused on issues related to young children with autism and their families for the past 30 years. She is a Research Professor in the Division of Speech and Hearing Sciences at the University of North Carolina at Chapel Hill, and is a Co-Principal Investigator on two autism early intervention projects funded by the Institute of Education Sciences. She collaborates on other autism research projects, including the development of a parent questionnaire to identify one-year-olds at-risk for ASD, a study of sensory response patterns among children with autism and other developmental disabilities, and an investigation of factors that predict language outcomes in young nonverbal children with ASD. Dr. Watson’s research is informed by her own clinical experiences as well as by input from practitioners and parents of children with ASD.

Dr. Watson is employed by University of North Carolina at Chapel Hill
Disclosure:
Financial: Grants as an independent contractor from Institute of Education Sciences.
Non-financial - No relevant non-financial relationship exits.

This course is offered for .50 ASHA CEUs
(Intermediate level, professional area)
One day scholarships are available for parents.
Please check the day you wish to attend.
If you wish to attend any additional days, please check off day and fee amount and submit payment with scholarship request.
Full Scholarships are available to individuals with ASD.

<table>
<thead>
<tr>
<th>Day</th>
<th>Scholarship</th>
<th>Conference Fee: $160.00</th>
<th>Subtotal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Scholar</td>
<td>Conference Fee: $160.00</td>
<td>Subtotal:</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Scholar</td>
<td>Conference Fee: $160.00</td>
<td>Subtotal:</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Scholar</td>
<td>Conference Fee: $160.00</td>
<td>Subtotal:</td>
</tr>
<tr>
<td>Thursday</td>
<td>Scholar</td>
<td>Conference Fee: $160.00</td>
<td>Subtotal:</td>
</tr>
<tr>
<td>Friday</td>
<td>Scholar</td>
<td>Conference Fee: $160.00</td>
<td>Subtotal:</td>
</tr>
</tbody>
</table>

Total Due: ______________________

REGISTRATION FORM

Confirmation will be EMAILED/MAILED to all participants.

Participant Name: __________________________ Day Phone: ______________________
Address: __________________________
Address: __________________________
City: __________________________ State: __________________________ Zip Code: __________________________
Fax Number: __________________________
Email: __________________________
Can we reach you at this email until the conference date?, if not please give us an additional way to contact you.

Payment Information for non-scholarship days:
Payment by: Check # __________________________
 Purchase Order # __________________________ (Please attach Purchase Order to registration)
 Credit Card  Visa  MasterCard  Exp Date __/____
 Card Number __________________________
 Signature __________________________

EMAIL REGISTRATION To: ASVTConference@gmail.com
FAX REGISTRATION To: 1-843-972-0539
MAIL REGISTRATION To: ASVT c/o CFS
PO Box 1882
Mount Pleasant SC  29465

QUESTIONS? Email ASVTConference@gmail.com or call 1-802-457-3764
# Conference Fees:

<table>
<thead>
<tr>
<th>Day</th>
<th>Description</th>
<th>Fee</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Conference Fee</td>
<td>$160.00</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Conference Fee</td>
<td>$160.00</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Conference Fee</td>
<td>$160.00</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Conference Fee</td>
<td>$160.00</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Conference Fee</td>
<td>$160.00</td>
<td></td>
</tr>
</tbody>
</table>

ASHA CEU’s  Number of Days attending  \( \times \) $15.00 per day  

Subtotal: ________________

Total Due: ________________

---

# REGISTRATION FORM

Confirmation will be EMAILED/MAILED to all participants.

Participant Name: ___________________________  Day Phone: ________________

Organization: ________________________________

Email: ________________________________

Can we reach you at this email until the conference date? If not, please give us an additional way to contact you.

City: ___________________________  State: ___________________________  Zip Code: ________________

### Billing Information:

Bill to: ___________________________

Contact: ___________________________  Contact Phone: ________________

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 ________________

---

**EMAIL REGISTRATION To:**  ASVTConference@gmail.com

**FAX REGISTRATION To:**  1-843-972-0539

**MAIL REGISTRATION To:**  ASVT c/o CFS  
PO Box 1882  
Mount Pleasant SC  29465

**QUESTIONS?** Email ASVTConference@gmail.com or call 1-802-457-3764
UVM Course Credit Registration Options

Summer registration is open as of Tuesday, February 15, 2012. Once registration opens, you can choose the appropriate method below to begin the registration process. If you are having any difficulties or have questions during the registration or course selection process, please contact us at 800-639-3210 or 802-656-2085. New students may pre-register at any time.

Register Online

Go the website: http://www.uvm.edu/~summer/ Once on this page, select Communication Science and Disorders CSD in the Subject text box, then click on Search. The Autism Summer Institute course is toward the bottom of the CSD listings. Click on the registration number, 60800, then on the Register Now button to complete the appropriate UVM registration form.

Current UVM Degree Students and Current Continuing Education Students - Register at myUVM Portal. Please use your Net ID and password. If you can’t remember your password, please visit http://www.uvm.edu/account for assistance.

Returning Students - Register at myUVM Portal. Please use your Net ID and password. If you can’t remember your password, please visit http://www.uvm.edu/account for assistance.

New Students - Please complete pre-registration form to begin, at http://learn.uvm.edu/register/.

Registration Verification: Please check your class schedule and room assignment online at Registrar’s site, http://www.uvm.edu/~rgweb or via myUVM portal by selecting Enrollment Verification from the box titled “Academics”. You will not receive confirmation in the mail regarding your class schedule and room assignment.

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.

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 http://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 http://webmail.uvm.edu or you can set up your account to automatically forward your UVM email to another account you may already be using.

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 http://www.uvm.edu/sfs 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.

Questions about UVM registration or billing
Call 800-639-3210 or 802-656-2085
2012 Summer Institute Conference Information

Scholarships: Full scholarships are available to Individuals with ASD. Partial or full scholarships are available for families.

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 9. You will NOT be registering through the ASVT.

Note: The Mandatory ASVT $525 lab fee will be attached to your UVM costs.

Cancellation Policy: Registrations cancelled by June 6th will be refunded but will pay a $35.00 processing fee. All registrations cancelled after June 6th will not be refunded.

Confirmations: You will receive confirmation for your registration by email if possible. If you are a school employee, please leave us an email address where we can reach you after the end of the school year.

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 call the Autism Society of Vermont.

Hotel Rooms Available at the Conference Site
The DoubleTree Hotel will hold rooms for the Autism Conference. Reduced rates are $129 (plus tax/standard room) Limited Availability, Reserve by May 30th


Or call 1-802-658-0250