

Registration deadline: March 16, 2012

Mail registration form and payment to:

**The Arc of Cumberland and Perry Counties
ATTN: Cindy Adams
71 Ashland Avenue
Carlisle, PA 17013**

Questions?

**Contact: Cindy Adams or Pam Shenk
717-249-2611
cadams@cparc.org or
pshenk@cparc.org**



The Arc of Cumberland
& Perry Counties

**14TH
ANNUAL
CONFERENCE**


A JOURNEY THROUGH SPECIAL EDUCATION

March 24, 2012

**Park Inn
(formerly the Holiday Inn)
5401 Carlisle Pike
Mechanicsburg, Pennsylvania**


**Co-sponsored by:
Pennsylvania Training and Technical
Assistance Network (PaTTAN)
The Edith L Trees Charitable Trust
Capital Area Intermediate Unit (CAIU) 15**

VENDORS & RESOURCES:

 Informational materials from community support agencies and vendors will be available throughout the day for your convenience.



ACCOMMODATIONS:

 The Park Inn is fully accessible. If you have special needs as addressed by the Americans with Disabilities Act and require assistance, please contact Cindy Adams at 717-249-2611. Your needs must be known by February 24, 2012. All reasonable efforts will be made to accommodate you.

Hotel Information:

**Park Inn Harrisburg-West
5401 Carlisle Pike
Mechanicsburg, PA 17050
717-697-0321 800-772-STAY
<http://www.parkinn.com/hotel-harrisburgwestpa>**

*If you would like overnight accommodations,
please contact the hotel directly.*

A GENDA:

7:35 — 8:15 a.m.

Registration
Continental Breakfast

8:15 — 8:30 a.m.

Welcome and Introductions

8:30 — 9:15 a.m. Keynote:

Take Charge of YOUR Future...CHOOSE WORK!

Shirley Keith-Knox, Deputy Administrator
Dauphin County MH/ID Program

Sue Carbaugh, Director of IDD,
Cumberland/Perry Counties MH/IDD Program

9:15 — 12:00 p.m. Break-out Sessions

12:00 — 1:00 p.m. Buffet Lunch

1:00 — 3:30 p.m. Sessions cont.

L EARNER OUTCOMES:

Participants will acquire new knowledge relating to children who have special learning needs in the areas of Asperger Syndrome, Educational Interventions, Behavior, Autism, Social Communication, and Planning for College.

A UDIENCE:

Parents, Special and Regular Educational Professionals, Administrators, Paraprofessionals, Mental Health and Intellectual and Developmental Disabilities Staff, Therapists, Social Workers, Advocates, and all others interested in the support and education of students with special learning needs.

R EGISTRATION INFORMATION:

Space is limited to the first 250 registrants. Pre-registration is required. Conference cost is \$25.00 for parents and full time students (REQUIRES LETTER FROM REGISTRAR STATING FULL TIME STATUS OR COPY OF TRANSCRIPT SHOWING FULL TIME STUDENT STATUS.);

\$45.00 for all professionals.

Continental breakfast and buffet lunch will be provided. Sorry no refunds.

Parent scholarships are available. For information please call 717-249-2611.

Participants will select either 2 half day sessions or one full day session. Indicate your selection for each session on the registration form.



Educational Professionals:

Individuals attending this event must arrive on time and stay the duration of the event to receive Act 48 Professional Education Hours. Act 48 is offered only to individuals who hold a valid PA Professional Educator Certificate. [5] Act 48 hours are approved through PaTTAN for this event.

IDD Professionals/Parents:

Certificates are available upon request to verify training hours. [6] hours are offered.

Social Workers, Therapists, and Counselors:
CEU approval from the PA SW Board (6 hours approval pending)

Behavior Specialists: BACB
PaTTAN is approved by the Behavior Analyst Certification Board to offer continuing education for certified behavior analysts. PaTTAN maintains responsibility for the program(s). [5] hours approved for specific sessions. See session descriptions.

REGISTRATION FORM

NAME

TITLE/POSITION

ADDRESS

CITY/STATE

ZIP CODE

COUNTY

TELEPHONE NUMBER

EMAIL

Parent (\$25.00) Professional (\$45.00)

Act 48 SW CEU's BACB CEU's

Training Certificate

HALF DAY AM SESSION — indicate 1st & 2nd choice

___ A. Behavior Management Basics

___ B. Preparing for College

___ C. Making Friends—Elementary

HALF DAY PM SESSION — indicate 1st & 2nd choice

___ D. Making Friends—Secondary

___ E. Behavior Management Advanced

FULL DAY SESSIONS - indicate 1st & 2nd choice

___ F. Educational Interventions

___ G. Asperger's: Survival Guide

___ H. Interventions: Autism/IDD

Please refer to the INSERT for
SESSION DESCRIPTIONS

SESSION INFORMATION:

Indicate your session choices on the registration form. Please note that some sessions are full day and some are half day. Using numbers 1 & 2, indicate 1st and 2nd choice for the sessions.



HALF DAY SESSIONS:

AM Sessions:

A: BEHAVIOR MANAGEMENT BASICS

Attention regular education teachers

Participants: No specific pre-requisite skills are necessary for this session.

Linda Franchok, BCBA and Educational Consultant, PaTTAN
Katie Staub, Educational Consultant, PaTTAN

Positive approaches to managing common problem behaviors will be discussed. Methods of reducing the occurrence of challenging behaviors will be reviewed in relation to a wide range of variables that can influence behavior. The primary emphasis will be on a functional approach that considers the individual's skills and abilities, as well as variables in the environment that can affect behavior. The session will include an overview of strategies for addressing the relationship between effective communication skills and problem behavior, as well as the relationship between quality of educational environment and problem behavior.

Participants will learn:

- Basic Principals of Applied Behavior Analysis (ABA)
- Strategies for the prevention of problem behavior
- Application of reinforcement to increase positive behavior
- How to identify the function of a behavior
- Interventions based on function of behavior

BACB CEU's: 2.5

B: PREPARING FOR THE COLLEGE EXPERIENCE: For Students with Autism Spectrum Disorders

Attention regular education teachers

Paula Madey; Director, Office of Disability Services, Shippensburg University
Deb Evans; Educational Consultant, Capital Area Intermediate Unit

Planning for college is a busy, exciting and stressful time for parents and students. If your student has a disability, there are many more aspects to consider. When should we start? How can I help prepare my student for college life? What accommodations does the college need to make? This session will include practical information about what parents, teachers, and students need to do and when to do it, as well as the skills students will need to handle new relationships and dating, avoiding manipulation, and how to access supports. Differences between legal requirements for public school and college will also be included.

Participants will learn:

- The timeline and components for preparing and applying to college for a student with disabilities
- Differences between the supports available in the High School and College environments and how the student accesses those supports
- Skills the student needs including: self advocacy, socialization, independent living tasks, making wise choices and avoiding common college temptations and pitfalls

C: MAKING AND KEEPING FRIENDS-WHEN IT DOESN'T COME NATURALLY: How Occupational Therapy and Speech Therapy Can Help

Alice Womer, Educational Consultant, Capital Area Intermediate Unit
Greer Aukstakalnis, Educational Consultant, Capital Area Intermediate Unit

Elementary Session

We live in a very social world today. From a very young age all children are expected to be able to interact with peers. This is much harder than it looks for children with Autism Spectrum Disorders. Friendships are one of the most vital aspects of childhood. Friendships help children learn the ins and outs of social behavior and provide a natural training ground for the development of many skills. This session provides the input of an Occupational Therapist and a Speech Pathologist who work closely together to teach children the early skills they need to develop and maintain friendships. This session will stress how to develop skills like compromising, making and following rules, winning and losing gracefully, seeing another person's perspective and showing empathy. Children with Autism Spectrum Disorders need to learn to manage and maintain their body (self regulation/sensory regulation) as well as to learn to think their way through situations (social thinking). This session will show how an Occupational Therapist and a Speech Pathologist can successfully teach the skills necessary for children with Autism Spectrum Disorders to develop and maintain friendships.

Participants will learn:

- Core concepts in social thinking for students who have autism or Asperger syndrome
- The difficulties students on the autism spectrum experience in social situations
- Strategies that will help their students be successful in social situations: making friends, recess, personal space, taking turns
- The role of speech and occupational therapy in supporting students to gain these skills

PM Sessions:

D: MAKING AND KEEPING FRIENDS-WHEN IT DOESN'T COME NATURALLY: How Occupational Therapy and Speech Therapy can Help

Alice Womer; Educational Consultant, Capital Area Intermediate Unit
Greer Aukstakalnis; Educational Consultant, Capital Area Intermediate Unit

Secondary Session

In the elementary school years, children learn the core skills necessary to develop and maintain friendships. Children with Autism Spectrum Disorders learn or may have been taught many of these skills, for example: compromising, making and following rules, winning and losing gracefully, seeing another person's perspective and showing empathy. As a child grows and friendships mature, these skills need to be fine-tuned and other more discrete skills may need to be learned. These may include skills necessary to participate in groups in school, learning the hidden rules of schools, good personal hygiene as well as problem solving. In this session, an Occupational Therapist and a Speech Pathologist will describe the approach they use to work together to teach these skills to secondary school aged children with Autism Spectrum Disorders.

Participants will learn:

- The core concepts in social thinking for students who have autism or Asperger syndrome
- Strategies to teach their students skills for reading social cues and developing relationships
- Tools to give their students for understanding social boundaries
- The role of speech and occupational therapy in supporting students to gain these skills

SESSION INFORMATION:

E: BEHAVIOR MANAGEMENT ADVANCED TOPICS

Participants: This session will require participants to have fluent knowledge of the principals of applied behavior analysis. (i.e. motivation operation, extinction, principals of reinforcement, ABC analysis, etc.)

Linda Franchock, BCBA and Educational Consultant, PaTTAN
Katie Staub, Educational Consultant, PaTTAN

Instructors will cover advanced topics in behavior management related to developing comprehensive behavior intervention plans based on function of behavior including crisis protocols, prevention strategies, and specific intervention protocols based on function of behavior. Considerations for types of reinforcement systems and fading procedures and a review of Chapter 14 of Special Education law will also be covered.

Participants will learn:

- Elements of a comprehensive FBA/BIP including consideration for crisis protocol
- Strategies for the prevention of problem behavior
- Specific behavior intervention protocols based on function of behavior
- Types of reinforcement systems

BACB CEU's: 2.5

ALL DAY SESSIONS

F: EDUCATIONAL INTERVENTIONS for Students With High Functioning Autism/Asperger Syndrome

Attention regular education teachers

Karen Schmick, Elementary itinerant Autism/Emotional Support teacher, Northern York County School District
Rhonda Toohey, Elementary itinerant Autism/Emotional Support teacher, Northern York County School District
Chrissy Staats, Secondary itinerant Autism Support teacher, Northern York County School District

What are effective strategies that help students, particularly those with high-functioning Autism or Asperger's and other related disorders, improve academic achievement and social competence? This session will focus on strategies for students to learn in addition to ways parents and teachers can provide support across settings. In the morning, we will discuss necessary social skills that students need to participate effectively and positively as members of their classroom community. Topics will include: being flexible, accepting mistakes, and basic organization skills.

There are additional ways for parents, teachers, and others who work with these students to help them improve their school success. In the afternoon, we will explore a variety of accommodations, tools, and strategies so participants will walk away with ready-to-use materials and ideas for studying and test taking, organization, reducing stress, and sustaining attention.

Participants will learn:

- Strategies that address skill deficits that impact academic learning and performance
- Skills necessary for students to work cooperatively in groups and get along with others in the classroom setting
- How to help and support students academically and what accommodations can be provided in the school and home settings

G: ASPERGER SYNDROME: A Survival Guide to Relationships, Planning for the Future and Finding Your Niche.

Attention regular education teachers

Dellah Wilcox, Clinical Director, NHS Autism School, Carlisle
Catherine Eicke, Senior Support Staff, NHS Autism School, Carlisle

We are defined by the way we relate to the world. We are parents, children, friends, coworkers, fellow citizens of Earth. Meaningful relationships and having a niche are what gives our life value. Do you have a loved one or student with Asperger Syndrome that you would like to make sure has these experiences? Building social skills and developing satisfying relationships and interests are a core component of educating the whole student and building resiliency for later in life. This course is designed for participants with a basic understanding of Asperger Syndrome and is open to both families and teachers alike.

Participants will learn:

- To identify key characteristics of Asperger's Syndrome and be able to identify intervention strategies for specific cognitive, motor, communication and social issues related to Asperger's Syndrome
- To encourage active engagement in the community with a focus on friendships, dating and building a support network
- To facilitate the development of interests and hobbies and planning for the future
- Strategies to help guide individuals to understand their diagnosis, promote self advocacy and knowing if and when to disclose their diagnosis

H: INTERVENTIONS for STUDENTS WITH AUTISM and OTHER DEVELOPMENTAL DISABILITIES: A Practical Overview

Liz Maher, BCBA, Educational Consultant, PaTTAN

Attention regular education teachers

This session will provide an overview of the basics of effective instruction for students with autism and other disabilities (including intellectual disabilities). The content will focus on issues related to planning how to teach, using methods that work, and delivering instruction so that it sticks. The discussion will include how to motivate students so that they want to learn. Teaching techniques related to language instruction and social skills will be highlighted.

Participants will learn:

- To identify evidence based treatments for students with autism and other disabilities
- To state and demonstrate skills for effective instruction (that can be used at school and at home) including steps in teaching children to learn to ask for what they want (also known as mand training), how to use what children like to do as part of teaching, and an exciting and effective way of having students learn new skills with less frustration
- Simple teaching techniques that have been shown to be effective including how to present new tasks and build independence
- How to set up activities and use materials to assist children in learning. This would include ideas on how to organize classrooms and other settings to make learning and teaching as easy as possible

BACB CEU's: 5