



● unlock your potential●

INNOVATIVE *Learning*

Presents



Autism: Moving from Science and Research to Practice

A conference sponsored by
Eden Autism Services



STAR Autism



CAUSE



Autism Society Santa Barbara



April 14-15, 2010
Santa Ynez Valley Marriott
555 McMurray Road
Buellton, CA 93427

Cost: \$100 per participant if registering before April 1, 2010.
Cost after April 1: \$120 per participant. (Cost Includes morning refreshments, handouts)
Limited Family Scholarships available sponsored by the Santa Barbara Autism Society

SPACE IS LIMITED

Register online: http://www.innovative-learning.com/autism_conference.asp



Innovative Learning, LLC 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.

If you are claiming CEUS for ASHA, BBS or BACB an additional \$20 fee will be charged to be paid during registration.



Autism - Moving from Science and Research to Practice

Conference

APRIL 15 8:00am – 6:00pm

Santa Ynez Valley Marriott

555 McMurray Road, Buellton, CA 93427

SPEAKERS:

Anne Holmes, MS, CCC, BCBA

Ms. Holmes is the Chief Clinical Officer of Eden Autism Services, located in Princeton, New Jersey. Ms. Holmes received her Master's degree in Speech Pathology from Douglass College and holds a Certificate of Clinical Competence as well as New Jersey licensure, and is a Board Certified Behavior Analyst. She is also an adjunct faculty member of the College of New Jersey. In addition, Ms. Holmes is on the Autism Society of America's Panel of Professional Advisors. Ms. Holmes has worked in the field of autism for over 30 years and is responsible for oversight for monitoring standards of care including staff development and student/participant outcomes by means of a comprehensive quality management system; as well as supervision of Outreach diagnostic, evaluative, and consultative services. In addition, she is the primary consultant to families, schools, and agencies, locally and nationwide. Ms Holmes has written numerous papers and articles and is the primary editor of Eden's curriculum.

Doug Moes Ph.D, BCBA–D

Dr. Moes is the Executive Director of Support and Treatment for Autism & Related Disorders (STAR), Inc. and President of the non-profit organization Center for Autism Understanding, Support & Education (CAUSE, Inc). Dr. Doug Moes is a licensed psychologist and Board Certified Behavior Analyst. He received his doctorate in clinical psychology from the University of California, Santa Barbara. He completed an internship at the Kennedy Krieger Institute of the Johns Hopkins School of Medicine, and postdoctoral training at the University of California San Francisco, specializing in assessment and intervention of autism spectrum disorders. Following his postdoctoral training Dr. Moes worked at the Neuropsychiatric Institute of the University of California, Los Angeles developing methods for delivering contextualized behavioral support to families raising young children with autism. Dr. Moes has published and presented numerous research articles and papers on assessment and intervention strategies for autism as well as examining patterns of stress and coping among families raising children with autism. In addition, Dr. Moes has developed several service arrays aimed at addressing the needs of children with autism and their families. This includes early intervention and integrated home and school programs, individualized and group based social skills training, positive behavioral support planning for resolving challenging behaviors, as well as behavioral consultation services for building family and school district capacity. Dr. Moes' recent efforts have focused on preparing mental health professionals for working with children with autism and their families.

Steve Graff, Ph.D

Dr. Graff is the Director of Clinical Services for Tri-Counties Regional Center (TCRC). He joined TCRC in 1996 as the Staff Psychologist for the Santa Barbara and Oxnard offices. He is the Immediate Past-Chairperson for the Association of Regional Center Agencies (ARCA) Psychologists Group and he is the Chairperson of the ARCA Clinical Directors Group for 2010-2012. Dr. Graff serves on the Executive Committee for the Ventura County SELPA Autism Steering Committee and on the TCRC Autism Task Force. He is a member of the Community Advisory Council for the U.C. Davis M.I.N.D. Institute CHARGE study and served as both faculty member and executive member of the ASD Learning Collaborative for the State of California. Dr. Graff received his Ph.D. from the University of Southern California, served his Postdoctoral Fellowship in Professional Psychology with the Devereux Foundation Institute for Research and Training, and worked at the Devereux Foundation in Santa Barbara after receiving his license.

Gina Green, Ph.D, BCBA-D

Gina Green received a PhD in Psychology (Analysis of Behavior) from Utah State University in 1986 following undergraduate and master's degree studies at Michigan State University. She has been a faculty member in Behavior Analysis and Therapy at Southern Illinois University; Director of Research at the New England Center for Children in Southborough, Massachusetts; Associate Scientist at the E.K. Shriver Center for Mental Retardation in Waltham, Massachusetts; and Research Associate Professor of Psychiatry and Pediatrics, University of Massachusetts Medical School. Dr. Green is currently the Executive Director of the Association of Professional Behavior Analysts, a consultant in private practice in San Diego, a lecturer in Special Education at San Diego State University, and an Adjunct Professor in the Department of Behavior Analysis, University of North Texas. She has authored numerous publications on the treatment of individuals with developmental disabilities and brain injuries, as well as the experimental analysis of behavior. Dr. Green co-edited the books *Behavioral Intervention for Young Children with Autism* and *Making a Difference: Behavioral Intervention for Autism*. She serves or has served on the editorial boards of several professional journals in developmental disabilities and behavior analysis. Dr. Green also serves on the Autism Advisory Group of the Cambridge Center for Behavioral Studies and the advisory boards of several autism programs and organizations. She is a Board Certified Behavior Analyst, former president of the Association for Behavior Analysis and the California Association for Behavior Analysis, a former member of the Board of Directors of the Behavior Analyst Certification Board, a founding Director of the Association of Professional Behavior Analysts, and a Fellow of the American Psychological Association, the Council for Scientific Medicine and Mental Health, and the Association for Behavior Analysis. *Psychology Today* named her "Mental Health Professional of the Year" in 2000. In 2005 she received an honorary Doctor of Science degree from The Queen's University of Belfast, Northern Ireland for her work in autism. Dr. Green lectures and consults widely on autism and related disorders, behavioral research, and effective interventions for people with disabilities.



Autism - Moving from Science and Research to Practice

Conference
APRIL 15 8:00am – 6:00pm

Santa Ynez Valley Marriott
555 McMurray Road, Buellton, CA 93427

CONFERENCE SCHEDULE

Times of sessions may change

Wednesday, April 14

Meet, Greet and Network

6:30 – 8:30

Speakers will be present
Carivintas Winery
Solvang

*SPACE IS LIMITED. MUST CONFIRM ATTENDANCE ONLINE

Thursday, April 15

Continental Breakfast and Registration

7:15 – 7:45

Welcoming Remarks

7:45 – 8:00

Thomas McCool, Ed.D
CEO, Eden Autism Services

National Autism Standards – What are they and why are they important?

8:00 – 9:00

Gina Green, Ph.D, BCBA-D

Association of Professional Behavior Analysts

The CA Dept of Developmental Services is incorporating the NSP's review of behavioral and educational interventions for ASD into its evidence-based guidelines for ASD intervention. An advisor to the NSP project and a consultant on the CA DDS guidelines project Dr. Green will review the state guidelines that are due to be published Spring 2010.

Learning Objectives for Participants

1. List the findings of the National Standards Project.
2. Describe what the findings mean for service delivery in California in the field of Autism Spectrum Disorders.

**This course meets the qualifications for 1 units of continuing education for MFTs and LCSW as required by the California Board of Behavioral Sciences. Name of Provider: Innovative Learning*

Provider Number: PCE4308

** This activity meets the requirements for 1 BACB Type II Continuing Education Unit. Name of Provider: Innovative Learning*

Provider Number: OP-09-0228

Evidenced Based Practice: Implications for Service Delivery

9:15 – 10:30

Gina Green, Ph.D, BCBA-D

Association of Professional Behavior Analysts

The phrase "evidence-based practice" now appears in everything from marketing materials to conference presentations to state and federal laws. Almost every intervention that is being promoted for autism spectrum disorders (ASD) these days is said to be "evidence-based." Additionally, many individuals and organizations are putting out ASD practice guidelines that they are calling "evidence-based." But relatively few interventions for ASD have actually been evaluated in the types of studies that can produce convincing evidence, and some practice guidelines are not based on that kind of evidence. This confusing state of affairs makes it more important than ever for consumers, practitioners, and funding agencies to learn how to distinguish reliable scientific evidence from other sources of information about interventions for ASD. Those distinguishing features are described in this presentation. National and state efforts to promote evidence-based practice in ASD intervention are described, and the current scientific evidence about many interventions for ASD is reviewed. Implications of the evidence-based practice movement for consumers, public and private agencies, and practitioners are discussed.

Learning Objectives for Participants:

1. State the reasons for using scientific evidence to guide everyday practice decisions.
2. Describe the characteristics of studies that produce credible evidence about the effects of interventions.
3. Name at least one intervention for ASD that is well-supported by scientific evidence, and one that is not.

**This course meets the qualifications for 1 units of continuing education for MFTs and LCSW as required by the California Board of Behavioral Sciences.*

Name of Provider: Innovative Learning

Provider Number: PCE4308

**This activity meets the requirements for 1 BACB Type II Continuing Education Unit. Name of Provider: Innovative Learning*

Provider Number: OP-09-0228





Autism - Moving from Science and Research to Practice

Conference
APRIL 15 8:00am – 6:00pm

Santa Ynez Valley Marriott
555 McMurray Road, Buellton, CA 93427

CONFERENCE SCHEDULE (continued)

Implementing a Quality Autism Program in a Public School Environment 10:45 – 12:15

Anne Holmes, MC, CCC, BCBA

Chief Clinical Officer – Eden Autism Services, Princeton, New Jersey

Historically, best practice in education for students with ASD has found in the private sector, that is, private specialized schools, clinics and university programs. Transferring these best practices into the public school environment has often failed as the barriers to successful implementation are not typically analyzed and addressed. This workshop will review best practice for educating students with ASD in a framework of understanding and overcoming the barriers in the public school environment.

Learning Objectives for Participants

1. Describe at least 3 elements of a quality autism service being delivered in a public school setting
2. Describe at least 2 barriers for families and educators that could impact an autism service in the public school setting and how those barriers could be resolved.

**This course meets the qualifications for 1.5 units of continuing education for MFTs and LCSW as required by the California Board of Behavioral Sciences.*

Name of Provider: Innovative Learning

Provider Number: PCE4308

**This activity meets the requirements for 1 BACB Type II Continuing Education Unit. Name of Provider: Innovative Learning*

Provider Number: OP-09-0228

Breakout Session: Obtaining Health Insurance Coverage of ABA Treatment for ASD 10:45 – 12:15

Gina Green, Ph.D, BCBA-D

Association of Professional Behavior Analysts

A number of states have adopted laws requiring health insurance companies to cover treatments for autism, including applied behavior analysis (ABA) interventions. In other states, including CA, efforts are underway to secure health insurance coverage of ABA services under mental health parity laws. This presentation provides an overview of the status of health insurance coverage of ABA treatment around the country and in CA. Strategies for advocating for such coverage are suggested.

Objectives for Participants:

1. State the rationale for health insurance coverage of evidence-based treatments for ASD, including applied behavior analysis (ABA).
2. State at least one reason that is often given for denying health insurance coverage of ABA treatment for ASD, and summarize the counterarguments.

**This course meets the qualifications for 1 units of continuing education for MFTs and LCSW as required by the California Board of Behavioral Sciences.*

Name of Provider: Innovative Learning

Provider Number: PCE4308

**This activity meets the requirements for 1 BACB Type II Continuing Education Unit. Name of Provider: Innovative Learning*

Provider Number: OP-09-0228

Lunch Break 12:30 – 1:15

Becoming an Effective Interventionist: Considerations for Families, Educators, and Service Providers 1:15 – 2:15

Doug Moes, Ph.D, BCBA-D

Support & Treatment for Autism & Related Disorders (STAR), Inc.

Center for Autism Understanding, Support & Education (CAUSE), Inc.

What do Families, Educators, and Service Providers all have in common? They are all stakeholders in the service delivery system being called upon to serve as interventionist for individuals with autism. Having the ability to draw from emerging evidence based practices is an important step forward in allowing these stakeholders to better address the needs of individuals with autism. Unfortunately, becoming an effective interventionist requires more than just knowing what intervention strategies have empirical support. Other critical considerations include (1) the quality of the working relationship with the individual with autism, (2) selecting evidence based practices that are a “good fit” for the individual with autism and the settings in which intervention is to be delivered, and (3) having the ability to actually implement evidence based practices so they can produce their intended benefits. It is also important to recognize that families, educators, and service providers are not all created equal in terms of their readiness to take on the role of interventionist. Particularly families may face potential barriers that need to be resolved before they can assume the role of interventionist. This presentation will review these and other important considerations that are instrumental in helping families, educators, and service providers become effective interventionists for individuals with autism.





Autism - Moving from Science and Research to Practice

Conference
APRIL 15 8:00am – 6:00pm

Santa Ynez Valley Marriott
555 McMurray Road, Buellton, CA 93427

CONFERENCE SCHEDULE (continued)

Objectives for Participants:

1. Identify three important elements to effectively support individuals with autism as an interventionist
2. Describe at least one common potential barrier for families, and another for educators, that could limit their success as an interventionist and how those barriers could be resolved.
3. Describe 2 ways that service providers can assist families and educators in becoming effective interventionists for individuals with autism.

** This course meets the qualifications for 1 units of continuing education for MFTs and LCSW as required by the California Board of Behavioral Sciences.*

Name of Provider: Innovative Learning

Provider Number: PCE4308

** This activity meets the requirements for 1 BACB Type II Continuing Education Unit. Name of Provider: Innovative Learning*

Provider Number: OP-09-0228

2009 Changes to the Lanterman Act: What They Are & How they Impact Services 2:30 – 3:30

Steve Graff, Ph.D

Director of Clinical Services for Tri-Counties Regional Center

Across the state as well as locally within the Tri-Counties Regional Center (TCRC) catchment area, Regional Centers are being asked to interpret and implement the July 2009 Trailer Bill changes to the Lanterman Developmental Disabilities Services Act. Some of those changes are transforming the way that services and supports are being delivered to families, and in some cases altering the IPP of the person who is served by TCRC significantly. TCRC is working with the California State Department of Developmental Services (DDS), Area Board 9, and the TCRC Autism Task Force to examine ways to implement these legally mandated changes using Person Centered Thinking.

Breakout Session: Curriculum Assessment and Goal Selection for Students with Autism 2:30 – 3:30

Anne Holmes, MC, CCC, BCBA

Students with ASD have unique learning characteristics and educational needs and as such require specialized strategies to address these challenges. This session will present strategies to address difficulty with incidental learning, language comprehension, imitation, abstraction, motivation, splinter skills, attending, and generalization. The Eden Curriculum series and other published curricula will be explored to develop functional, age appropriate goals and objectives for students with ASD. Several case studies will be reviewed to explore goal selection strategies in detail.

Objectives for Participants

1. Describe at least three strategies that can be used to address the unique educational needs of students with ASD.
2. Identify published curricula that are useful for students with ASD.
3. Use Eden Curriculum to select goals for students with ASD.

** This course meets the qualifications for 1 units of continuing education for MFTs and LCSW as required by the California Board of Behavioral Sciences.*

Name of Provider: Innovative Learning

Provider Number: PCE4308

**This activity meets the requirements for 1 BACB Type II Continuing Education Unit. Name of Provider: Innovative Learning*

Provider Number: OP-09-0228

Panel of Speakers 3:45 – 5:00

Michelle Britton Bass, EdD, Thomas McCool, EdD, Doug Moes, PhD, BCBA-D, and Gina Green, PhD, BCBA-D

This session will provide a forum for parents and professionals to interact and exchange information about the New Autism Authorizations, Lanterman Act, and Impact of these changes for Families and Services.

Reception immediately following the Panel Discussion 5:00 – 6:30

For additional information, email vmoeller@innovative-learning.com or call (805) 895-4535.

Purchase Orders Accepted for School Districts. Please contact us.

