



## Pre-Conference March 25-26, 2008 Main Conference March 27-30, 2008

The 2008 Autism Intervention Conference will provide a link between autism research and autism intervention to inform parents and professionals about strategies that are used in helping individuals with autism spectrum disorders. Presenters include an impressive variety of researchers, parents of individuals with autism, and intervention specialists. Conference events include pre-conference seminars, an evening open house at the University of Missouri Thompson Center for Autism & Neurodevelopmental Disorders, more than 70 presentations and workshops, and vendor display booths.

The Autism Intervention Conference is provided for physicians, psychologists, therapists, educators, families, and other professionals who are interested in autism and related disorders.

The objectives of this conference are to:

- Advance knowledge about typical and atypical neurodevelopment across the lifespan.
- Build skills related to the assessment and treatment of autism and related disorders.
- Identify cutting edge clinical and translational research that advances the care of individuals with neurodevelopmental disorders.
- Encourage the development of interdisciplinary practice and research.

All conference presenters have no relationship with commercial interests related to the content of their presentations. Additionally, the planning committee comprised of Janet Farmer, PhD, ABPP; Matthew Stoelb, PhD, BCBA; and Megan Carr, M.Ed. have no relationships with commercial interests that would potentially bias the selection of topics and/or speakers for this program. Conflict of interest and disclosures can be reviewed at the registration table.

The University of Missouri-Columbia complies with the guidelines set forth in the Americans with Disabilities Act of 1990 (ADA). If you have special needs as addressed by ADA and need special assistance, notify us at 300 Portland St., Suite 110 Columbia, MO 65211 or call 573-882-0580 as soon as is possible. Reasonable efforts will be made to accommodate your special needs. The University of Missouri does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, disability, or status as a disabled veteran or veteran of the Vietnam era.



THOMPSON CENTER  
FOR AUTISM & NEURODEVELOPMENTAL DISORDERS





# Table of Contents

<b>Conference Overview.....</b>	<b>pg. 3</b>
<b>Travel &amp; Parking.....</b>	<b>pg. 4</b>
<b>Conference Venues.....</b>	<b>pg. 5</b>
<b>Hotels.....</b>	<b>pg. 6</b>
<b>CEU Credits.....</b>	<b>pg. 7</b>
<b>Conference Themes.....</b>	<b>pg. 8</b>
<b>Pre-Conference Seminars and Meet and Greet.....</b>	<b>pg. 9</b>
<b>Main Conference Topics.....</b>	<b>pg. 10</b>
<b>Presenter Biographies.....</b>	<b>pg. 24</b>
<b>Registration Forms.....</b>	<b>pg. 38</b>



# Conference Overview

## **History of the Autism Intervention Conference:**

This is the third annual Autism Intervention Conference that has been hosted at the University of Missouri. While the original intent of the conference was to provide training for parents and educators in empirically-based intervention strategies; the conference's size, reputation, and breadth of coverage have expanded exponentially. At the same time, the conference has become increasingly relevant for psychologists, speech and language pathologists, medical professionals, applied behavior analysts, habitation and employment specialists, vocational rehabilitation counselors, case coordinators, and advocates. This is perhaps best reflected by an ever-expanding range of topics, the recruitment of presenters from across the country, and the increased availability of CEU's.

The 2008 Autism Intervention Conference is made possible in part by funding from the Missouri State Legislature. This conference will maintain an atmosphere of hope and camaraderie, will adhere to an insistence on the coverage of scientifically-validated strategies, and will carry forward a tradition of pricing that ensures that no parent or professional will be prohibited from attending due to cost.

This year's conference includes two pre-conference workshops, a Meet and Greet, and more than 70 conference sessions. There will also be vendor and agency booths and both invited and open meetings that will address a number of professional and organizational needs and initiatives. These include a meeting of the Missouri Association for Applied Behavior Analysis, a meeting of the Missouri Autism Coalition, and a planning meeting to establish statewide standards regarding the assessment and diagnosis of autism spectrum disorders.

## **Conference Registration and Fees:**

Conference Registration will be open from 8:00am until 2:00pm on Tuesday, March 25<sup>th</sup> and Wednesday, March 26<sup>th</sup> and from 7:00am until 2:00pm during Main Conference days. A Conference Registration form is included at the end of this brochure. You can visit [thompsoncenterforautism.missouri.edu](http://thompsoncenterforautism.missouri.edu) or can call 573-882-0580 for additional forms or questions.



# Travel and Parking

## Travel Directions & Parking:

Columbia, MO is located at the intersection of Highway 63 (North & South) and Interstate-70 (East & West), approximately 2 hours from both St. Louis and Kansas City.

### Directions to Campus and Parking:

Registration and most conference events will take place in Cornell Hall on the campus of the University of Missouri. Cornell Hall is located at the corner of Rollins and Maryland Avenue. Parking will be available in Turner Avenue Garage and Conley Avenue Garage. A parking pass to display on your vehicle dash will be mailed with your registration confirmation. On-street city and campus metered parking is available at your own expense.

#### From the East and West:

Take I-70 toward Columbia. Take the South Providence Rd. exit toward downtown. Turn left onto Turner Avenue. Enter Turner Avenue Garage on your left or turn left on 5<sup>th</sup> Street and enter the Conley Avenue Garage on your right.

#### From the North and South:

Take US 63 toward Columbia. Take the Stadium Blvd. exit toward campus (west). Turn right onto Maryland Avenue. Turn left onto Turner Avenue and take an immediate right into Turner Avenue Garage OR turn left onto Conley Avenue and turn right into Conley Avenue Garage.

### Directions to the Thompson Center for Autism & Neurodevelopmental Disorders:

The Conference Meet and Greet on Wednesday, March 27 will be held at the Thompson Center for Autism & Neurodevelopmental Disorders, which is located southeast of the intersection of Highway 63 and I-70 at 300 Portland Street.

### Helpful Maps can be Obtained from the Following Websites:

Downtown Columbia: <http://discoverthedistrict.com/pdf/thedistrictmap.pdf>

Columbia & Hotels: [http://www.visitcolumbiamo.com/web/plan\\_trip/maps/map/index.html](http://www.visitcolumbiamo.com/web/plan_trip/maps/map/index.html)

University of Missouri Campus: <http://map.missouri.edu/>

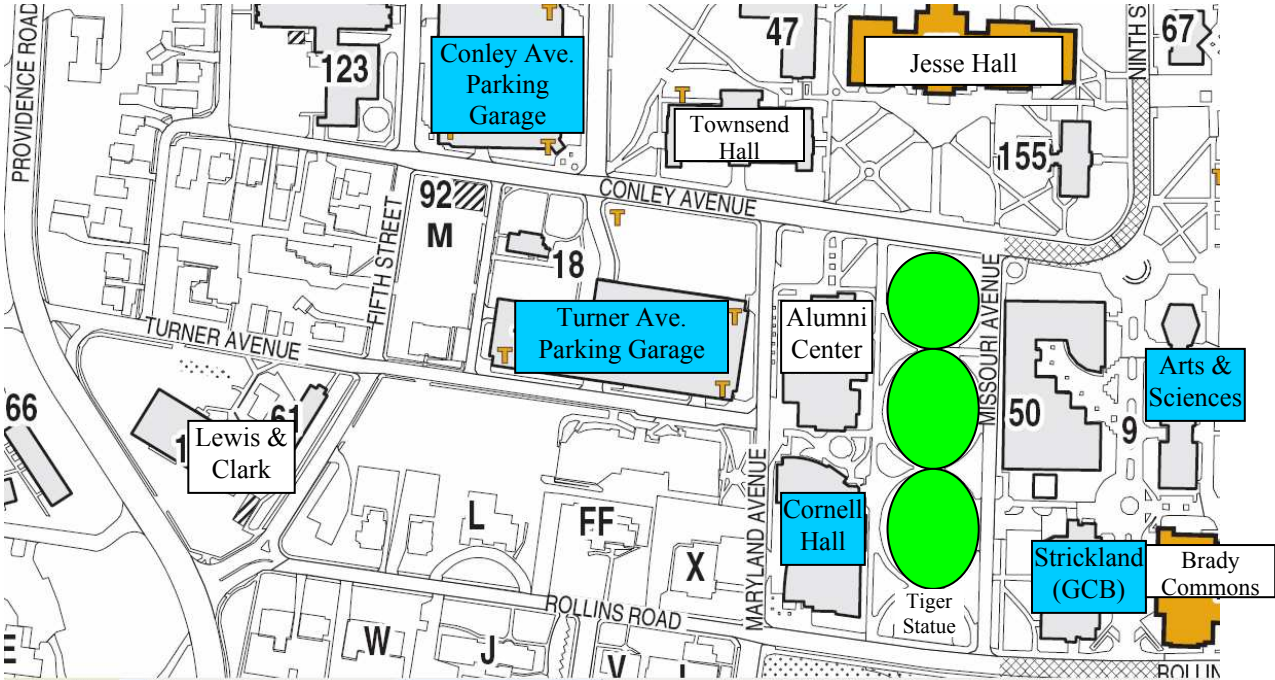
Major airports include Kansas City International Airport and St. Louis Lambert Airport. Travelers can connect to Columbia through the Columbia Regional Airport or by Mo-X shuttle ([www.moexpress.com](http://www.moexpress.com))



# Conference Venues

Due to the growing popularity of the Autism Intervention Conference, this year's event will take place in three separate buildings on the University of Missouri campus. Registration and the vast majority of events will continue to be held in Cornell Hall which is being offered through the generosity of the University of Missouri College of Business. Some workshops and presentations will also take place in Strickland Hall (formally called the General Classroom Building) and in the Arts and Sciences Building. Parking garages and all conference buildings (indicated in blue within the map below) are within 5 minutes walking distance of one another. Itineraries that you receive at registration will indicate the exact location of each conference event.

Cornell Hall boasts one of the more unique architectures of any public building in Missouri with its 100-yard curved exterior and 5-story indoor atrium. In order to preserve its integrity, food and beverages are allowed in a single meeting room, and only bottled water is permitted elsewhere inside. Snacks, coffee, and juices will be provided in the Cornell Hall meeting room as well as in Strickland Hall and Arts and Sciences. Bottled water will also be readily available. Individuals who have unique medical needs can contact (573) 882-0580 to request additional accommodations.





# Hotels

## Hotel Accommodations:

The MU Thompson Center for Autism & Neurodevelopmental Disorders has secured discounted conference rates for 230 rooms at the following local hotels. Many of these rooms will accommodate multiple people and allow for sharing. **To guarantee availability, rooms must be booked by February 24, 2008.**

<b>Candlewood Suites</b> 3100 Wingate Ct.	(573) 817-0525	Single queen with sofa sleeper or 2 double beds with refrigerator and microwave \$65.00
<b>Country Inn &amp; Suites</b> 817 N. Keene St.	(573) 445-8585	Standard king \$80.10 (M-Th), \$98.10 (F-S) King studio suite \$89.10 (M-Th), \$107.10 (F-S) Bedroom king suite \$98.10 (M-Th), \$116.10 (F-S) All include breakfast; suites include sofa sleeper
<b>Courtyard by Marriott</b> 3301 Lemone Industrial Dr.	(573) 443-8000	King with sofa sleeper \$89.00 Group Code = autauta
<b>Hampton Inn</b> 3410 Clark Lane	(573) 886-9392	Single king or double queen with breakfast \$84.00
<b>Holiday Inn Express</b> 801 Keene St.	(573) 449-4422	Double queen with refrigerator, microwave, deluxe continental breakfast \$89.95
<b>Regency Hotel</b> 1111 E. Broadway	(573) 443-2090	Single king or two double beds with refrigerator & microwave \$60.00
<b>Residence Inn by Marriott</b> 1100 Woodland Springs Ct.	(573) 442-5601	One bedroom suite \$94 Two bedroom suite \$149 Include kitchen, sofa sleeper, living room, and full hot breakfast
<b>Staybridge Suites</b> 805 Keene St.	(573) 442-8600	Single king studio with sofa sleeper, kitchen, hot breakfast \$82.00
<b>Wingate Inn</b> 3101 Wingate Ct.	(573) 817-0500	Single king or double queen with breakfast \$65.00





## Continuing Education Credit

The 2008 Autism Intervention Conference offers opportunities to obtain a variety of continuing education credits. Please note that only payment for MU Direct CEU credit and for Continuing Medical Education (CME) will be accepted as part of the registration process. All other fees will be accepted on-site.

Every conference attendee will receive an itinerary at Registration. If you plan to receive continuing education credits, conference staff must sign you in and out of every event that you claim. No credits will be awarded without your signed conference itinerary, and you will only receive credit for the events for which you obtain proper signatures.

### **MU Direct CEU Credit**

MU Direct CEU credits are sponsored by the University of Missouri Department of Special Education and will be offered at a flat fee of \$25.00. A maximum of four CEU credits can be earned by attending both the Pre-Conference and Main Conference events. Please send payment for these credits with your conference registration payment.

### **BCBA CEU Credit**

Continuing education units to maintain board certification in applied behavior analysis (BCBA and BCABA) can be obtained on site for a flat fee of \$25.00. These credits are sponsored by the Missouri Association of Behavior Analysis (MOABA).

### **CME Education Credit**

Continuing education units for Continuing Medical Education can be obtained for a flat fee of \$100.00. Please send payment for these credits with your conference registration payment. These credits are sponsored by the University of Missouri School of Medicine.

*The Office of Continuing Education, School of Medicine, University of Missouri-Columbia is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.*

The Office of Continuing Education, School of Medicine, University of Missouri-Columbia designates this educational activity for a maximum of 25.5 AMA PRA Category 1 Credit(s)<sup>™</sup>. Physicians should only claim credit commensurate with the extent of their participation in the activity.



# Conference Themes

## **Conference Themes:**

Conference sessions were designed to address a number of specific themes. These themes are listed below, and each session is referenced according to theme. Conference themes are only intended to be organizational tools, and attendees are not required to choose events that are related by theme.

### **Plenary Events (P)**

On Thursday, Friday, and Saturday mornings of the Main Conference; all conference attendees are invited to attend plenary sessions that will address the entire audience. Important announcements will be made at this time in addition to short seminars.

### **Adolescent & Adult Issues (A)**

We are proud to offer a number of sessions that address the unique needs of adolescents and adults with autism and other developmental disabilities. Sessions address unique characteristics and needs of these individuals and provide a number of strategies for preparing adolescents for work, college, and life in general.

### **Research & Data Collection (R)**

Sessions under this theme will address specific research issues and data collection strategies. Sessions include graphing seminars, variables of measurement, the use of computerized data systems, and reviews of journal articles.

### **Intervention Strategies (I)**

These sessions will provide participants with specific strategies that have been proven to be effective for individuals who have autism or related disorders. These include pivotal response training, discrete trial teaching, social stories, visual strategies, video modeling, cognitive behavioral intervention, and milieu teaching.

### **Family Issues (F)**

These sessions will address issues that are related to accessing available resources, advocating for educational rights, and supporting family members.

### **Diagnosis/Assessment (D)**

These sessions present relevant information regarding the diagnosis and evaluation of autism spectrum disorders as well as strategies for encouraging multi-disciplinary collaboration.

### **Applied Behavior Analysis (A)**

Applied Behavior Analysis is a science that has contributed many effective assessment and intervention strategies that are relevant for individuals with autism spectrum disorders. These sessions will address a range of ABA principles for both the beginner and the advanced participant.





## **Pre-Conference Seminars and Meet and Greet**

### **Pre-conference Seminars**

**March 25-26, 2008**

**9:00 am—12:00 pm**

**1:30 pm—6:00 pm**

#### **PC11 EIBI Curriculum**

Megan Carr, M.Ed.  
Natalie Parks, M.A., BCBA

Melinda Henson, M.Ed.  
Matt Stoelb, Ph.D., BCBA

Leanne Hopper, M.A., BCBA

It is widely accepted that early and intensive interventions offer the best hope for long-term prognosis of individuals with autism spectrum disorders. Early Intensive Behavioral Intervention (EIBI) programs combine a number of empirically-sound strategies to increase young children's perceptual, motor, receptive language, expressive language, communication, social, play, adaptive, and pre-academic skills. This two-day seminar will introduce parents and specialists to research support for this intervention model as well as to the organization and structure of EIBI efforts. Components of curriculum that are used to teach target skills from the 8-month to the 5-year developmental level will be discussed and demonstrated through video footage and live models. This seminar is best suited for parents and professionals who live and work with young or relatively low-functioning individuals with autism or developmental disorders, and who already have some knowledge of basic intervention strategies.

#### **PC21 Introduction to Discrete Trial Teaching**

Megan Carr, M.Ed.  
Natalie Parks, M.A., BCBA

Melinda Henson, M.Ed.  
Matt Stoelb, Ph.D., BCBA

Leanne Hopper, M.A., BCBA

This workshop is intended for individuals who are interested in or are just beginning Early Intensive Behavioral Intervention (EIBI) programs. Presenters will introduce the role and structure of discrete trial teaching efforts within these and will use lecture, video excerpts, and role-playing activities to illustrate intervention techniques. Topics that will be covered in detail include the organization of sessions and intervention sittings, the components of discrete trials, the use of reinforcement, the use of prompts, and the creation of data collection systems. Participants will implement programs with children with autism in a supervised setting on the second day of this workshop.

**Meet & Greet**  
**March 26, 2008**  
**6:00 pm**

#### **TC Thompson Center Meet and Greet**

All pre-conference and main conference participants and presenters are invited to tour the Thompson Center and visit with faculty and staff, conference presenters and sponsors, and fellow conference participants. Light refreshments will be provided. This event is free of charge, but registration is required.



# Main Conference Schedule

**Thursday, March 27, 2008**

**8:30 am—9:30 am**

## **KEYNOTE**

*Standing Together: An Update on the Power of Partnerships*

Janet Farmer, Ph.D., ABPP

This presentation describes the important role that partnerships play in enhancing the lives of individuals with autism spectrum disorders. Families, professionals, and agencies must work together to promote advances in clinical services, research, and teaching. Examples of partnerships that have been experienced at the Thompson Center and across the state of Missouri within the past year will be used to illustrate how collaboration can make a difference for children, youth, and families.



**THOMPSON CENTER**  
FOR AUTISM & NEURODEVELOPMENTAL DISORDERS



The Thompson Center for Autism & Neurodevelopmental Disorders at the University of Missouri was founded in June, 2005 by the philanthropy of William and Nancy Thompson. The goal of the center is to create family and professional partnerships that enhance service, research and teaching related to individuals with autism and other neurodevelopmental disorders.

Recently, autism spectrum disorders (ASD) have been recognized as a pressing national public health problem. The number of children identified with an ASD has grown at an alarming rate over the past decade--the Centers for Disease Control and Prevention estimates that ASD occurs in 1 of every 150 individuals. The research of the Thompson Center will focus on new ways to understand the causes of autism, to promote health and well-being, and to increase success at school and in the community.

At the MU Thompson Center, we work together to make improvements in early diagnosis, intervention, and prevention of these conditions. Such partnerships have the potential to spark new discoveries that will result in positive changes for children and families.

To find out more on how the Thompson Center can be of service to you and your family, visit <http://thompsoncenter.missouri.edu> or call 573-882-6081.

**Main Conference Schedule**  
**Thursday, March 27, 2008**  
**Concurrent Sessions: 10:00 am—12:00 pm**

**I.1A** Career Planning and Navigating the System: How to Plan, Prepare, and Pursue a Career  
Rob Hoffman

Good career planning is essential to anyone looking for employment that will match their interests and abilities. This presentation will cover key strategies for developing career plans, identifying and leveraging supports, career exploration, and ways to make contact with employers. Participants will also learn about the different types of employment supports/models and strategies to navigate the employment system.

**I.2R** Measuring Behavior  
Matt Stoelb, Ph.D., BCBA; Nick Gage, M.Ed.

This session will highlight data collection methods for monitoring objectives and for tracking desired and/or challenging behavior. Presenters will stress the matching of data systems to behaviors of interest based on dimensions such as rate, frequency, intensity, duration, inter-response time, latency, accuracy, and percentage of opportunity. Participants will practice selecting and using appropriate response dimensions, will learn to calculate inter-rater reliability, and will have opportunities to share their data collection challenges. Time will also be spent presenting common single-subject experimental designs including withdrawal and reversal designs, multiple baseline designs, and alternating treatments.

**I.3I** Development of Language and Implications for Autism  
Tracy Crowe, M.Ed., MA, CCC-SLP

During this session participants will review current literature regarding typical characteristics of the development of language and communication in individuals with autism. Research-based intervention strategies to encourage communication with children who have autism spectrum disorders will also be presented.

**I.4F\*** Understanding Individualized Education Plans & Effective Advocacy (Part I of II)  
Janis Traughber

This training provides an overview of the Individuals with Disabilities Education Act (IDEA), but focuses on the IEP Process. We will examine the evaluation process, how students qualify for IEPs, components that must be addressed in the IEP document, and the monitoring of progress. Parental rights and safeguards will be reviewed as strategies are discussed that enable parents to prevent problems from arising. These include communicating effectively, documenting developments, and writing effective letters. Attendees are encouraged to bring current IEPs for their children and students so that they can refer to and ask questions about them. Participants who register for this session should also register for Part II in the afternoon.

**I.5B\*** Basic ABA Principles (Part I of II)  
Megan Carr, M.Ed.; Tia Schultz, M.A., BCBA, CFLE

This workshop will provide attendees will with a basic understanding of applied behavior analysis principles. In addition, it will allow for practice of the application of these principles. Topics include: chaining, shaping, reinforcement, extinction, and task analysis. Those who attend this workshop should also register for Part II in the afternoon.

**I.6B\*** Behavior Assessment & Analysis Techniques (Part I of II)  
Natalie Parks, M.A., BCBA; Katie Jann; Barbara Tomlian

This workshop will focus on a variety of behavior assessment and analysis techniques. Specifically, it will cover functional analyses, functional assessments, parent assessments, structured descriptive assessments, conditional probability, and preference assessments. Participants will learn the techniques involved in conducting each type of assessment/analysis and will learn to interpret data to draw conclusions.

**I.7D** Introduction to Autism  
Staci Bowlen; Teresa Schmitter

This workshop will focus on the characteristics of autism spectrum disorders. Information regarding autism and Asperger's Syndrome will be shared, and participants will be exposed to specific behavioral strategies that can be used by parents and professionals alike. There will be time allotted for questions and discussion regarding the services that Judevine has provided for more than 36 years.

**Main Conference Schedule**  
**Thursday, March 27, 2008**  
**Concurrent Sessions: 1:30 pm—4:30 pm**

**2.1A** Employment Supports and Benefits

Tec Chapman, Ph.D.

Making a contribution is something we all seek to do, but getting there is not always clear, especially when we have to consider the impact working will have on a person's benefits (i.e., supplemental security income (SSI), Medicaid, and housing). Session participants will learn about strategies to identify strengths, gifts, talents, and interests that can lead to successful employment for people with ASD. Additionally, session participants will learn about available work incentives that support individuals with ASD to obtain and maintain employment. Participants will be able to identify and determine which work incentives would best meet their needs as well as other available resources.

**2.2I** Teaching Sign Language

Lora Hinkel, MHS, CCC-SLP

The first portion of this session will review research concerning the pros and cons of teaching sign language to children with autism spectrum disorders and will focus on potential improvements in the processing of and use of spoken language. The second part of the presentation will provide basic methods and strategies for teaching sign language and will incorporate real-life examples and techniques. Additionally, the presenter will briefly discuss the use of a picture exchange system in conjunction with sign language. Finally, attendees will learn some of the most common signs that might be used by children who have autism. In addition to empirically-validated strategies, the presenter will provide personal insight based upon her use of sign with children with autism as a speech-language pathologist, a deaf educator, and a parent of a child with autism.

**2.3I** Treatment of Self-stimulatory Behavior

Todd Streff, M.S., BCBA

This presentation will provide descriptions of different intervention strategies that have been used in an attempt to reduce self-stimulatory behavior (e.g., sensory extinction, sensory awareness training, antecedent functional fulfillment, overcorrection, response cost, differential reinforcement procedures, and reinforcement displacement). A discussion of client characteristics, data-collection procedures, intervention plans, and results will occur. This information will allow practitioners to compare individuals' characteristics and behaviors to those of their own clients and will foster a better understanding and use of current knowledge from research and applied settings in treating self-stimulatory behavior. The session is intended for families and individuals who treat these challenging behaviors.

**2.4F\*** Understanding Individualized Education Plans & Effective Advocacy (Part II of II)

Janis Traughber

This session continues from the morning session to discuss the parts of an IEP process and effective strategies for advocating for students' rights. Participants who register for this session should also register to attend Part I on Thursday morning.

**2.5B\*** Basic Principles of Applied Behavior Analysis (Part II of II)

Megan Carr, M.Ed.; Tia Schultz, M.A., BCBA, CFLE

This session continues from the morning session to discuss basic principles of applied behavior analysis, including shaping, chaining, reinforcement, and punishment. Participants who register for this session should also register to attend Part I on Thursday morning.

**2.6B\*** Behavior Assessment & Analysis Techniques (Part II of II)

Natalie Parks, M.A., BCBA; Katie Jann; Barbara Tomlian

This workshop continues from the morning session to focus on a variety of behavior assessment and analysis techniques. Participants will learn the techniques involved in conducting each type of assessment/analysis and will learn to interpret data to form conclusions. Participants who attend this workshop should also register to attend Part I on Thursday morning.

**Main Conference Schedule**  
**Thursday, March 27, 2008**  
**Concurrent Sessions: 5:00 pm—6:30 pm**

**3.1A** Supported Employment Question & Answer Session  
Tec Chapman, Ph.D.; Rob Hoffman

This session will provide an opportunity for participants to ask questions regarding setting up and preparing for supported employment. In addition to answering questions, the presenters will provide case examples that illustrate possible supported employment strategies and opportunities.

**3.2R** JABA Review: Adult Issues  
Mariana Castillo; Katie Jann

This workshop will focus on issues that adults who are diagnosed with autism may encounter in relation to independent functioning within the community, vocational selection and training, and social skills development. Recent studies from the Journal of Applied Behavior Analysis will be used to illustrate issues, strategies, and results.

**3.3R** Creating Data Collection Systems  
Matt Stoelb, Ph.D., BCBA; Nick Gage, M.Ed.

This workshop will focus largely on the creation of paper-and-pencil data collection forms that allow observers to capture relevant dimensions of behavior efficiently. More specifically, it will teach participants to conceptualize data collection forms and to use the "Tables" function within Microsoft Word. Participants will be exposed to case studies and will practice creating forms for a wide variety of target skills and behaviors. In addition, at least one computerized and hand-held data collection system will be presented. Computers will be provided, but participants may choose to bring their own laptops or jump drives to save their work.

**3.4I** What is FAPE and What Should it Look Like?  
Todd Streff, M.S., BCBA

The purpose of the IDEA is "to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living..." 20 U.S.C. 1400(d). The courts have held that to receive a free appropriate public education, the child must receive meaningful educational benefit. This presentation will focus on what "meaningful educational benefit" should include in order to meet many of the needs that students with autism present and will potentially assist in determinations regarding a students' outcome toward meeting "meaningful educational benefit."

**3.5F** Identifying & Accessing Missouri Resources  
Susan Austin, RN, MSN, M.Ed.; Karen Potter, Ed.S., Jeanne Marshall; Pam Thomas

This workshop will help families identify appropriate autism resources and will describe how to access those resources. Information will be provided about Regional Centers, the Missouri First Steps system, ECSE, Senate Bill 40 Boards, crisis intervention options, support groups, and advocacy organizations. A panel of experts will answer questions regarding funding, service coordination, and service providers.

**3.6B** Factors Affecting Treatment Success: Treatment Integrity and Adherence  
SungWoo Kahng, Ph.D., BCBA

Behavioral interventions have proven to be effective in reducing problem behaviors exhibited by individuals with developmental disabilities. Despite the efficacy of this technology, there continue to be barriers to long-term treatment success. These barriers include lack of treatment integrity as well as caregiver training. The purpose of this talk is to present research about recent advances in treatment integrity and parent/staff training. The goal is to facilitate a meaningful discussion of training, which we hope will promote a growth of research in this area.

**3.7B** ABA as a Science  
Edward Morris, Ph.D., BCBA

This session will discuss the true definition of Applied Behavior Analysis; it is an ever-evolving science that must be discovered through experimental practices. A brief history of behaviorism will be presented drawing from evidence of Watson and Skinner's early discoveries. Applications and misconceptions of the role of Applied Behavior Analysis to individuals with autism will be highlighted.

**Main Conference Schedule  
Friday, March 28, 2008**

**8:30 am—9:30 am**

**PLENARY**

*A Report on the Blue Ribbon Panel*  
Senator Scott Rupp

This presentation will review the Blue Ribbon Panel on Autism Report and legislation that Senator Rupp has introduced as a result of the panel's findings. Senator Rupp will also discuss his experiences traveling around the state for Blue Ribbon Panel hearings during which he and his fellow panel members listened to parents, educators, medical experts, and individuals with autism.

The Blue Ribbon Panel was established in 2007 to help policy makers understand the state of Autism in the state of Missouri. The Panel consisted of 16 members who heard testimonies from families, individuals with autism spectrum disorders, and experts within the field across the state of Missouri. President Pro Tem Michael R. Gibbons and Senator Scott T. Rupp headed the Panel and hearings in order to identify the current needs and services that exist within Missouri's autism community. The goal of the Blue Ribbon Panel was to ensure that families and individuals with Autism Spectrum Disorders are included within their communities, and that they receive necessary and appropriate services in a timely manner throughout their lifespan.

Recommendations were made regarding the following:

- Effectiveness and comprehensiveness of state and federal service agencies
- Screening, diagnosis, and treatment of ASD
- Insurance coverage for individuals with ASD
- Training standards and professional development of Missouri educators
- Missouri's position as a national leader in best practices
- A commission to carry out recommendations and maintain partnerships

To obtain more information on the Blue Ribbon Panel on Autism, Panel members, and the Report of recommendations, visit: <http://www.senate.mo.gov/autism/autism2007.pdf>



**Main Conference Schedule**  
**Friday, March 28, 2008**  
**Concurrent Sessions: 10:00 am—12:00 pm**

**4.1A** Pre-Employment Skills and Strategies  
Paul Altsheler

This session is designed for parents, teachers, and professionals who assist young people in transitioning from a school or work readiness setting to employment. The skills to have and strategies to employ prior to entering a competitive work environment will be discussed. These skills and strategies will hopefully ensure success in competitive employment settings.

**4.2I \*** Feeding and Eating Issues (Part I of II)  
Heather Lewis, MSW, Ed.S., BCBA; Natalie Parks, MA, BCBA

This workshop will cover typical patterns in the development of feeding skills as well as significant problems and their physiological, environmental, and behavioral causes. Diagnostic and assessment strategies will be presented, and the implications of their findings for planning interventions will be highlighted. Finally, specialists will present intervention strategies that target motor skills, environmental factors, and behavioral causes of feeding and eating problems. Participants who register for this session should also register to attend Part II on Friday afternoon.

**4.3R** Computerized Solutions for Session Training of and Data Collection for Children with Autism  
Mark Dixon, Ph.D., BCBA

This presentation will provide an overview of the possibilities of computerized interfaces designed to greatly enhance service delivery of ABA therapy to children with autism. The session will discuss options that are commercially available, and will also show participants ways to design custom ABA computerized solutions using very basic computer skills. By designing custom ABA programs, the therapist can have more time for focus on clinical decision making and program direction. No prior computer programming skills are necessary. Computers will be provided, but participants may choose to bring their own laptops or jump drives to save their work.

**4.4I** Introduction to Assistive Technology  
Shawna Dunnaway, MLS, OTR/L, ATP; Michelle Wheeler, M.S., CCC-SLP

The session will include an introduction to the use of assistive technology with individuals who are diagnosed with autism. Common augmentative communication devices from multiple companies will be represented with discussion regarding the differences among devices including static and dynamic communication. In addition, the audience of parents and professionals will compare and contrast computer hardware and software options that are available for individuals with autism to aide in communication and access to education or work.

**4.5A** Preparing for College  
Susan Moreno, M.A.A.B.S.

This session is designed for family members, teachers, and school guidance professionals. Strategies for selecting the right college, and requisite skills and helpful tools for individuals with autism will be covered. Additionally, tips for preparing college staff and students will be presented.

**4.6D** Assessment & Diagnosis of Autism Spectrum Disorders  
Stephen Kanne, Ph.D., ABPP; Maureen Grissom, Ph.D.

In this session, presenters will briefly present the primary characteristics of persons with autism spectrum disorders. They will focus on how a diagnosis of an autism spectrum disorder is made and will present the tools that are commonly used to assess and identify the primary symptoms of the disorder.

**4.7I** Visual Strategies  
Maria Long, M.Ed.; Kristy Parker, M.Ed.; Amy Reese, M.Ed.

Participants who attend this session will learn about the importance of using visual strategies to enhance the learning of children/individuals with autism. Guidelines for creating effective visuals will be provided, and numerous examples will be shown/demonstrated. Information on The Notebook System (home/school communication system) will also be provided.

**Main Conference Schedule**  
**Friday, March 28, 2008**  
**Concurrent Sessions: 1:30 pm—4:30 pm**

**5.11** Identifying and Using Effective & Evidence-Based Methods with Students with Autism Spectrum Disorders  
Richard Simpson, Ed.D.

Learners with autism spectrum disorders are significantly testing the skills and resources of school and clinical professionals and parents. This challenge is in large part connected to a lack of understanding of autism-related disabilities and strategies and methods that are most effective in achieving desired outcomes. This workshop will focus on identifying, correctly implementing, and evaluating practices and strategies that are most effective in educating, managing, and supporting learners with autism spectrum disorders. Issues and methods for identifying maximally effective interventions and practices will also be addressed.

**5.21\*** Feeding and Eating Issues (Part II of II)  
Heather Lewis, MSW, Ed.S., BCBA; Natalie Parks, MA, BCBA

This workshop will continue an analysis of the development of eating skills, strategies to assess feeding issues, and interventions that aim to improving eating. Participants who register for this session should also register to attend Part I on Friday morning.

**5.3B** Effective Strategies for Training and Supervising Educations of Individuals with ASD  
Colin Peeler, Ph.D., BCBA

The rate at which autism has increased in the last decade has far exceeded the rate of growth in qualified professionals. As such professionals, agencies, and families alike are continuously trying to hire, train, and supervise a growing number of staff. Unfortunately, most training and supervision is limited by funding, resources, and time which has several negative outcomes: staff with minimal training/effectiveness, increased staff turnover, and delayed progress for the child/client. This session will review research findings related to the ineffectiveness of current training methodology and provide a research-proven model of supervision and training that can be used by anyone looking to provide high quality, effective, and efficient training in an effort to produce more qualified personnel.

**5.4B** Individualized Positive Behavior Support Plans  
Melinda Henson, M.Ed.; Leanne Hopper, M.S., BCBA

This session will highlight the creation and application of individualized positive behavior support plans. The relationship of functional and antecedent assessments to these plans will be discussed. The creation of plans that address setting events, antecedents, behaviors, skills deficits, and consequences will be placed within the context of a 4-level conceptualization of behavior-change strategies. Participants will benefit most if they have attended the Behavior Assessment workshop on Thursday or have prior knowledge of behavior assessment and analysis strategies.

**5.5D** Multi-Disciplinary Clinic-based Evaluations  
Steve Kanne, Ph.D., ABPP; Dawn Huber, Ph.D.; Barbara Brinkman, MA, CCC-SLP; Lea Ann Brittain-Lowery, M.Ed., OTR/L

This session will include professionals from several disciplines, including psychology, speech/language, and occupational therapy. These professionals will discuss the importance of professional collaboration and the use of a multi-disciplinary approach when completing assessments for intervention.

**5.6R** Graphing Behavioral & Learning Data  
Matt Stoelb, Ph.D., BCBA; Nick Gage, M.Ed.

This workshop will focus on the use of Microsoft Excel to create a wide variety of graphs. Emphasis will be placed on formatting techniques that can be used to produce graphs that are compliant with requirements for the Journal of Applied Behavior Analysis. More specifically, participants will learn to enter data, to create basic graphs, to adjust the dimensions of axes, to add change and phase lines, to add data and condition labels, to add secondary x-axes, and to stack graphs within the context of multiple baseline interventions. Computers will be provided, but participants may choose to bring their own laptops or jump drives to save their work.

**Main Conference Schedule**  
**Friday, March 28, 2008**  
**Concurrent Sessions: 5:00 pm—6:30 pm**

**6.1A** Supporting Individuals through Residential Support Models

Jeanne Marshall, M.Ed., M.A., BCBA

This workshop will provide background information on the types of residential service models that are provided by Judevine Center for Autism. In addition, strategies for how to utilize a person-centered approach to implementation within these models will be discussed.

**6.2I** Effective Strategies for Common and Difficult Behavior Problems in Individuals with Autism

Colin Peeler, Ph.D., BCBA

Applied Behavior Analysis (ABA) is the gold standard in treatment for children with autism. Unfortunately, people's understanding and expectation of ABA is often reduced to discrete trials. As a result it is never applied to some of the most common and most life-altering behavior problems that children with autism and their families experience. This session will provide an overview of advanced applications of ABA for problems involving haircuts, nail clipping, tolerance for change from obsessive compulsive patterns, waiting and accepting "no", and community outings. Video clips and research data will be reviewed.

**6.3I** Assistive Technology Roundtable

Shawna Dunnaway, MLS, OTR/L, ATP; Michelle Wheeler, M.S., CCC-SLP

This session will include a parent panel to discuss experiences with different levels and types of communication devices. Participants will have the opportunity to openly share positive or negative experiences with augmentative communication.

**6.4I** Introduction to Pivotal Response Training (PRT)

Karen Visovsky, M.Ed.

This session will provide an overview of the PRT model of service delivery that will include a synopsis of research findings, an in-depth examination of components of PRT, and a discussion of the relationship of PRT with the social competence of individuals with autism spectrum disorders. Key points and strategies will be illustrated through the use of a case study.

**6.5B** Incorporating Stimulus Equivalence Derived Stimulus Relation Instructional Protocols into Educational Curricula for Children with ASD

Ruth Anne Rehfeldt, Ph.D., BCBA

This presentation will focus on how the stimulus equivalence paradigm can be incorporated into educational curricula for learners with developmental disabilities. The behavioral process known as stimulus equivalence or derived relational responding will first be introduced, with emphasis granted toward the use of this protocol to promote language and pre-academic skill development in learners with autism. The application of this protocol to such rudimentary skills as naming, reading, and spelling will then be described, with special techniques and trouble-shooting strategies outlined for practitioners. The advantages of this approach relative to other curricular approaches will be discussed.

**6.6B** Precise Interventions in an Imprecise World

Iser DeLeon, Ph.D., Yanerys Leon

This presentation will examine the assessment and treatment of behavior disorders in individuals with autism and other developmental disabilities with an eye towards the balance between how interventions are carried out in the scientific literature and how they might be implemented in actual practice. Specific topics will include the difficulties of using exact treatment components such as extinction and reinforcement schedules. Additional attention will be paid to published and ongoing research that addresses the impact of well-defined interventions that are executed with less than perfect fidelity and without attention to confounding variables. The intended audience includes researchers and individuals who implement behavioral interventions in natural settings and who have a working knowledge of function-based interventions.

**6.7D** Establishing Best Practice Guidelines in Missouri

Janet Farmer, Ph.D., ABPP

The Blue Ribbon Panel on Autism recommended that Missouri professionals develop and disseminate guidelines for best practices in screening, diagnosis, assessment, and treatment of autism spectrum disorders. This session will provide an opportunity to begin a statewide dialogue about how to accomplish this goal. It will be facilitated by representatives of the Missouri Autism Centers of Excellence.

**Main Conference Schedule  
Saturday, March 28, 2008**

**8:30 am—9:30 am**


**PLENARY**

**The WEAP Outcome Study and Follow-UP**

Glen Sallows, Ph.D.

Tamlynn Graupner, M.S.

This presentation will review the structure and results of the Wisconsin Early Autism Project outcome study (1996-1999) after which 48% of children with autism attained average scores on standardized assessments and were fully included in regular education settings. Participants have been monitored for the past 8 years, and the long-term impact of intensive behavioral treatment will be highlighted.



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## **Intensive Behavioral Treatment for Children With Autism: Four-Year Outcome and Predictors**

**Glen O. Sallows and Tamlynn D. Graupner**  
Wisconsin Early Autism Project (Madison)

**Abstract**  
Twenty-four children with autism were randomly assigned to a clinic-directed group, replicating the parameters of the early intensive behavioral treatment developed at UCLA, or to a parent-directed group that received intensive hours but less supervision by equally well-trained supervisors. Outcome after 4 years of treatment, including cognitive, language, adaptive, social, and academic measures, was similar for both groups. After combining groups, we found that 48% of all children showed rapid learning, achieved average post-treatment scores, and at age 7, were succeeding in regular education classrooms. Treatment outcome was best predicted by pretreatment imitation, language, and social responsiveness. These results are consistent with those reported by Lovaas and colleagues (Lovaas, 1987; McEachin, Smith, & Lovaas, 1993).

**Main Conference Schedule**  
**Saturday, March 29, 2008**  
**Concurrent Sessions: 10:00 am—12:00 pm**

**7.1A** *Intimacy & Sexuality*

Julie Donnelly, Ph.D.; Jean-Paul Bovee, M.A., M.L.S.

Personal issues in relationships can be hard for all of us. This session addresses the characteristics that complicate intimacy for the individual on the autism spectrum. Jean-Paul will share his personal stories and those of some of our friends to illustrate how they have handled these situations. We will offer some strategies and suggestions for those on the spectrum and those who love them.

**7.2I** *Preparing Medical Professionals for Autism Spectrum Disorders*

Susan Moreno, M.A.A.B.S.

Physicians, nurses, EMT's, and others who work in medical venues with individuals on the spectrum can enhance their success and provide a more positive experience for the challenged person and his or her caretakers if they heed this advice. The information was accumulated by Ms. Moreno and physicians who treat all levels of individuals on the autism spectrum. Atypical reactions to medications, tips for required autism screenings for pediatricians, communication tips, and sensory anomalies are discussed. No prerequisite knowledge is necessary.

**7.3I** *Milieu Language*

Rebecca McCathren, Ph.D.

This workshop will focus on Milieu Language teaching, a strategy that is applied within natural settings to help increase communication skills. Specific strategies used within this method will be presented along with research on its advantages. Videotaped examples will be presented to illustrate the intervention approach.

**7.4F** *Supporting the Family System*

Keely Deidrick, Ph.D.; Tia Schultz, M.A., BCBA, CFLA

This workshop will focus on family stressors and effective coping strategies. Empirically-based family support interventions will be discussed, as well as research on common stressors and coping mechanisms used within families of children with disabilities. Practical implications for families and practitioners will be presented.

**7.5F** *Autism Current Events and Advocacy: Summarizing Missouri's Blue Ribbon Panel Report and Pending Legislation and Effectively Advocating for Autism Issues*

Ginger King Luetkemeyer; Anne Roux, M.A., CCC-SLP; Rebecca Fehlig

Presenters will review the Missouri Blue Ribbon Panel on Autism Report issued December 17, 2007. They will highlight the findings and recommendations, as well as possible implications for Missouri families. A printed summary of the Panel Report will be provided to the attendees. Presenters will highlight current events in the autism community nationwide as well as pending legislation in the state of Missouri. They will also discuss ways to become an effective autism advocate.

**7.6B\*** *Deconstructing the Wisconsin Early Autism Project (WEAP) Intervention (Part I of II)*

Glen Sallows, Ph.D.; Tamlynn Graupner, M.S.

WEAP's recently published intervention study represents the most recent replication of UCLA Young Autism Project results. The Sallows will deconstruct the intervention that was applied across both home and clinic settings with an emphasis on the structure of treatment, the nature of intervention targets, the strategies that were used, and the training of staff. Case studies and videotape examples will be used to support key strategies and principles. Participants who register for this session should also register to attend Part II on Saturday afternoon.

**7.7D** *Differential Diagnosis within the Autism Spectrum Disorders*

Judith Miles, M.D., Ph.D.

We all know that "autism" is a spectrum of disorders causing the behavioral symptoms that are diagnosed as "autism." We can currently identify one of the more than 100 identified causes for more than 15% of children with "autism", and this percentage is increasing every year. Because the type of autism tells us much more about prognosis, recurrence risks, and treatment responses than a simple "autism" diagnosis; it is important to look deeper than behavior to help families design optimal plans for the future. This workshop will review known causes of autism and will present research that has been completed in an effort to identify sub-groups of individuals with autism spectrum disorders.

**Main Conference Schedule**  
**Saturday, March 29, 2008**  
**Concurrent Sessions: 1:30 pm—4:30 pm**

**8.1A** *Spouses of Individuals with Autism and Aspergers*

Susan Moreno, M.A.A.B.S.

This session will allow spouses to share problems, successes, and tips for marital harmony and survival. Susan Moreno's "Advice for Spouses" is included. The intent of this workshop is to provide positive information, and this event is for spouses of individuals on the autism spectrum only.

**8.2I** *Teaching Adaptive Skills*

Lea Ann Brittain-Lowery, M.Ed., OTR/L

This workshop will present a variety of strategies that can be used when teaching individuals with autism how to engage in adaptive behaviors, such as toileting, grooming, eating, and dressing. Participants will learn about common problems that individuals with autism have when learning these skills as well as effective interventions to utilize when teaching them.

**8.3R** *JABA Review: Alternative Communication Strategies and Childhood Interventions*

Yanerys Leon; Carolina Reyes

This workshop will review key publications within the Journal of Applied Behavior Analysis that have investigated important issues in the field of autism, including escape-maintained problem behavior, self-monitoring, reinforcement quality in peer settings, and alternative forms of communication (Functional Communication Training, Sign Language and Picture Exchange Communication System). In each case, problems, strategies, and findings will be presented. Special consideration will be paid to the importance of choosing an alternative form of communication on a case specific basis.

**8.4F** *Parent Perspective Panels*

This session is for parents and family members of individuals on the autism spectrum only. During this session, parents and family members will have an opportunity to participate in a variety of discussions related to their children, spouses, and siblings of all ages and on all levels of the spectrum. Multiple round-table discussions will be held about topics such as financial and service resources, community and school involvement, family stress, and many other issues that affect the lives of the ones who love individuals on the autism spectrum. Participants are free to walk around and visit multiple discussions during this event and to share their stories and meet others who share the same experiences. A full list of topics will be provided at registration. There is an unwritten rule of confidentiality within sessions, but participants are reminded that confidentiality is not guaranteed.

**8.5B\*** *Deconstructing the Wisconsin Early Autism Project (WEAP) Intervention (Part II of II)*

Glen Sallows, Ph.D.; Tamlynn Graupner, M.S.

This workshop is the continuation of an analysis and synthesis of strategies and structures that are employed at WEAP. It will describe the UCLA curriculum from earliest skills to social interaction. Video examples will be used to capture strategies to build generative language, conversational/social language, and social interaction skills. Peer-play sessions, transition to school issues, and school-based social interactions will be addressed. In addition, social problems in adolescence and emerging intervention strategies will also be highlighted. Participants who attend this session should also attend Part I on Saturday morning.



**Main Conference Schedule**  
**Saturday, March 29, 2008**  
**Concurrent Sessions: 5:00 pm—6:30 pm**

**9.1A** *Just Leave Me Alone! Bullying and Individuals on the Autism Spectrum*

Julie Donnelly, Ph.D.; Jean-Paul Bovee, M.A., M.L.S.

We all have experienced bullying and most of us have bullied someone in our lives. Individuals on the autism spectrum appear to be bullied more than most individuals and they often do not have good strategies to respond. This presentation begins by looking at the nature of bullying and then considers why individuals with ASD are bullied more often than other students. Jean-Paul Bovee, an individual who experiences autism/ Asperger's Syndrome, will tell about his experiences with bullying in the schools. He will discuss how he tried to address it and what he finally did that worked. We will present strategies for the student that is being bullied and strategies for teachers and parents.

**9.2A** *How Working Affects Benefits*

Bobbi Moseley

This session will explore how Social Security affects individuals before age 18 and after; the impact of employment on social security; the work incentives that individuals and employees can utilize; and the impacts of incentives on benefits such as Medicaid, Ticket to Work Health Assurance Plan, Medicare, Food Stamps, and housing. This workshop is for any transition-age student, parent, or anyone interested in working who receives benefits.

**9.3I** *Psychoactive Medications and Autism Spectrum Disorders*

Rachel Brown, M.D.

This session will review psychotropic medications that are most commonly used to address behavior in individuals with autism. Modes of action, common side effects, and drug interactions will be discussed in addition to targeted symptoms and long-term management issues.

**9.4I** *Video Modeling*

Megan Carr, M.Ed.

The use of videos to model target skills and to depict problematic situations and desired behaviors and responses has an impressive history of positive results within the research literature for children with autism spectrum disorders. In this session, a number of specific intervention studies will be highlighted, and attendees will be shown clips from video modeling efforts that target a wide variety of skills. Video clips will include expressive language skills, play skills, social skills, and academic skills. Attendees will leave this workshop with concrete ideas and strategies.

**9.5F** *Sibling Supports*

Joél Harris, MSW; Lisa Fortner, M.Ed.

This workshop will discuss issues specific to brothers and sisters of children with disabilities. Resources for families and siblings, including the Sibshop program, will be provided. Both parents and service providers are invited to attend.

**9.6B** *Case Study of Severe Problem Behavior: Thompson Center Behavior Support Clinic*

Tracy Crowe, M.Ed., M.A., CCC-SLP; Karen Visovsky, M.Ed.

The Thompson Center's Behavior Support Clinic (BSC) provides clinic-based behavioral and educational evaluation services that are designed to identify and prioritize instructional and intervention goals for individuals with autism and neurodevelopmental disorders. This case study presentation provides an in-depth description of the intense behavior services received by one BSC client with autism, including the assessment and identification of behavioral functions, development of intervention plans that support pro-social behaviors, and provision of guidelines/training for continued behavioral support across environments.

**9.7B** *Teaching for Generalization*

Anthony Cuvo, Ph.D.

This workshop will discuss how stimulus and response classes are formed and how to promote generalized responding to functional classes. Strategies to program for generalization to occur will be described, such as training sufficient exemplars, training loosely, programming common stimuli, general case programming, and others. Examples of each strategy will be provided from our work with children with autism spectrum disorders. The intended audience includes individuals involved in the instruction of children with autism, as well as parents.

**Main Conference Schedule**  
**Sunday, March 30, 2008**  
**Concurrent Sessions: 8:30am—10:15 am**

**10.1A** *Individuals with High Functioning Autism & Asperger's: Challenges and Strategies for Support*  
Kathleen Deidrick, Ph.D.; Micah Mazurek, Ph.D.

The focus of this workshop is on the unique issues and challenges that are faced by individuals with high-functioning autism and Asperger's disorder, as well as effective strategies for supporting them. The workshop will cover three general areas: (1) Characteristics of high-functioning autism and Asperger's disorder, (2) Implications for school and work, and (3) Strategies for providing support and for reducing stress and anxiety.

**10.2I** *Virtual Environments: An Assistive Technology*  
Carla Schmidt, M.Ed., MPA

In recent years the use of virtual environments as an intervention has gained much attention. Virtual environments are computer generated, three-dimensional environments, which respond in real time to the activity of their users. Virtual environments offer many advantages for individuals with autism spectrum disorders, and one application that is gaining popularity in the literature is the use of virtual environments for social skills training. This session will include a review of the literature on virtual environments and autism as well as a demonstration of a virtual environment that is used to teach real world skills to individuals with autism.

**10.3I \*** *Social Stories (Part I of II)*  
Lisa Wright, PT, Ph.D.

Social stories have been shown to be an effective strategy for helping many individuals with autism spectrum disorders recognize the impact of their behavior on others, develop new skills and the motivation to use them, and effectively navigate difficult situations. This session will provide an overview of Social Stories that will include reasons for their effectiveness, the types of skills and situations that they can be used to target, and guidelines for writing them. This will be an interactive workshop, and participants can expect to leave with specific strategies for writing and implementing Social Stories. In addition, current research on Social Stories will be presented with a discussion on how these findings impact practice issues. Participants who register for this session should also register for Part II on Sunday afternoon.

**10.4I** *Teaching Social Skills to Individuals with Autism Spectrum Disorders*  
Ron Leaf, Ph.D.; Mitch Taubman, Ph.D.

Deficits in social skills are a key characteristic of autism spectrum disorders that can persist even in the presence of average or above-average intellect and language. This workshop will focus on settings and strategies that can be used to improve social skills at various points along the autism continuum. Case studies and videotape footage will be used to demonstrate key principles and strategies.

**10.5B** *The Role of Behavioral Fluency in Instruction*  
Heather Lewis, MSW, Ed.S., BCBA

Behavioral fluency is the combination of speed with accuracy in a response. Many intensive behaviorally-based programs target skills for acquisition, maintenance, and generalization. However, without fluency, many skills are not fully generalized and will not maintain over time. Participants in this session will learn the definition of fluency, will learn how to embed fluency-building strategies within their current intervention efforts, and will learn about the outcomes that can be achieved by teaching for fluency.

**10.6B\*** *Case Studies of Severe Problem Behavior: Kennedy Krieger Institute (Part I of II)*  
Natalie Parks, M.A., BCBA, Barbara Tomlian

Two case studies of children who were admitted to an inpatient behavior unit will be presented. Each case study will walk participants through each assessment and treatment evaluation that was conducted from the time of admission until discharge. Presenters will discuss data collection techniques, the rationale for choosing assessments and evaluations, and data analysis techniques.

**Main Conference Schedule**  
**Sunday, March 30, 2008**  
**Concurrent Sessions: 10:30 am – 12:00 pm**

**11.11** *Serving Students with Autism Spectrum Disorders who are Intellectually Gifted*  
Dawn Huber, Ph.D.

Individuals at all levels of cognitive functioning may be diagnosed with autism spectrum disorders including students who are intellectually gifted. Gifted students with ASD exhibit a striking mismatch between their very advanced reasoning skills and significant impairments in social communication, combined with restricted interests/repetitive behaviors. Although broadening conceptualization of ASD has led to an increasing number of diagnoses among gifted students, few resources are available to assist clinicians, parents, and educators in understanding and addressing the needs of these students. This session will address issues related to assessment, diagnosis, treatment planning, and educational intervention for students who are both intellectually gifted and diagnosed with an ASD. Topics covered will include distinctions between intellectual giftedness and savant skills; concerns about misdiagnosis and selecting a test battery for diagnostic assessment; planning an assessment to aid intervention planning; and crossing the boundaries between special education and gifted education services. Research findings and individual case studies will be presented

**11.21** *Cognitive Behavior Intervention*  
Carla Schmidt, M.Ed., MPA; Karen Visovsky, M.Ed.

Individuals with autism spectrum disorders experience social challenges that present difficulties across the life span. A lack of theory of mind (the ability to infer what other people think and feel) has been proposed to account for the social impairments that are experienced by children and adolescents with autism, and research supports the use of a cognitive behavioral intervention to provide them with the information and skills that they are missing. Understanding social situations and peoples' expectations within them builds social competence, allows deeper and more accurate interpersonal understanding, and promotes appropriate behavior. The session will include an overview of cognitive behavioral intervention principles and strategies.

**11.31\*** *Social Stories (Part II of II)*  
Lisa Wright, PT, Ph.D.

This session will continue the overview and practical application of Social Stories and will include reasons for their effectiveness, the types of skills and situations that they can be used to target, and guidelines for writing them. Participants who register for this session should also register for Part I on Sunday morning.

**11.4B** *A Synopsis of 30 Years of Research Regarding ABA and ASD*  
Ron Leaf, Ph.D.; Mitch Taubman, Ph.D.

Presenters will review research findings concerning early intervention programs for children with autism spectrum disorders from the publication of results at the UCLA Young Autism Project to the present. Having been active in the field for this entire span of time and developing some of the pioneer strategies that are now commonplace; Ron and Mitch can offer unique historical and personal perspectives about the growth, advancement, and mis-steps within early intervention efforts and broader autism-related services.

**11.5B** *School-wide Positive Behavior Support*  
Mary Richter, Ph.D.

School-wide PBS is a proactive model of school-based prevention and intervention. This workshop will provide an overview of School-wide Positive Behavior Support. A brief description of the theory and research supporting SW-PBS will be presented along with a review of the three-tiered PBS model as it relates to school settings. Examples of specific strategies utilized for each of the three levels will be discussed. Also, this session will address how SW-PBS aligns with federal and state educational mandates and is structured in Missouri.

**11.6B\*** *Case Studies of Severe Problem Behavior: Kennedy Krieger Institute (Part II of II)*  
Natalie Parks, M.A., BCBA; Barbara Tomlian

This session will continue the presentation of assessment, treatment, and data analysis strategies that were used in the treatment of two children with autism spectrum disorders who were admitted to an inpatient behavior unit. Participants who register for this session should also register for Part I on Sunday morning.

## Conference Presenters

### **Paul Altsheler — Job Development Specialist, Judevine Center for Autism**

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Paul has worked with individuals with autism and related disorders since 1997. He has been employed by the Judevine Center for Autism as well as by Cascade Vocational Services (Washington state) as a Custodial Enclave Supervisor, the Coordinator of a Group Supported Employment Program, an Employment Specialist, and a Job Development Specialist. Paul currently maintains a caseload of adults with autism spectrum disorders who are actively seeking competitive employment. He works directly with the Division of Vocational Rehabilitation and with St. Louis metro-area employers to meet individuals' employment goals.

### **Susan Austin, RN, MSN, M.Ed. — Family Resource Nurse, Thompson Center for Autism**

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Susan completed a Masters in Special Education and worked as a teacher and parent/school consultant for several years. She then finished her nursing degree and has worked in various areas including long-term care, hospice, and case management. In September of 2007, she joined the Thompson Center as a Family Resource Nurse. In that capacity she provides information and care coordination to families of children with special needs.

### **Jean-Paul Bovee, M.A., M.L.S. — Autism Society of America's Individual with Autism of the Year, 2000**

Jean-Paul Bovee was diagnosed with early infantile autism at 3½ and was considered by some doctors to be mentally retarded. He now has two Masters degrees and is employed. Jean-Paul was named national Individual with Autism of the Year in 2000 by the Autism Society of America. He was married in the summer of 2003, and lives with his wife in Kansas City, Missouri. Jean-Paul is a disability rights activist and speaks widely on his experience with autism.

### **Staci Bowlen — Project Coordinator, Judevine Center for Autism**

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Staci Bowlen is the Project Coordinator for the Judevine Center-Central Missouri Autism Project. She currently monitors services that are provided by the Judevine-Central project in 49 counties for more than 700 families a year. Staci also provides leadership and support to staff in outlying areas of Central Missouri. She has an extensive background working with children and families in a variety of settings. Staci is a participant in the Boone County Rapid Response Initiative and curriculum planning sub-committee.

### **Barbara Brinkman, MA, CCC-SLP—Clinical Associate Professor, University of Missouri Dept of Communication Science & Disorders; Director, MU Speech & Hearing Clinic**

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Barbara Brinkman is a certified Speech-Language Pathologist and Clinical Associate Professor in the Department of Communication Science and Disorders at the University of Missouri. She also serves as the Clinic Director of the MU Speech and Hearing Clinic. In addition to teaching and supervising in the clinic, Barbara is part of a multi-disciplinary assessment team at the Thompson Center for Autism and Neurodevelopmental Disorders.

### **Lea Ann Brittain Lowery, M.Ed., OTR/L—Assistant Clinical Professor, University of Missouri Dept. of Occupational Therapy**

BrittainLH@health.missouri.edu

Lea Ann is an Assistant Clinical Professor at the University of Missouri who has extensive experience working with individuals who have autism spectrum disorders. She received a Master's Degree within the Department of Special Education's grant-funded program that emphasizes autism; and her professional and research interests include sensory integration, feeding issues, visual impairment, early intervention, school-based practices, and interdisciplinary practice. Lea Ann teaches a variety of courses within the University of Missouri's Department of Occupational Therapy, oversees a pediatric occupational therapy clinic, and participates on a grant-funded multi-disciplinary practices and services team that trains graduate students from a number of departments.

**Rachel Brown, M.D. — Professor of Clinical Psychiatry, University of Missouri School of Medicine;  
Associate Dean for Student Programs**

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Dr. Rachel Brown attended medical school at Guy's Hospital in England. She then trained in psychiatry and in child and adolescent psychiatry at the Maudsley Hospital in London and at the University of Alabama-Birmingham. She has held academic appointments at the University of London and at Mercer University in Macon, Georgia. Currently, Dr. Brown is the Associate Dean for Student Programs at the MU School of Medicine and a Professor of Clinical Psychiatry in the Department of Psychiatry. She has more than 25 years of experience working with individuals with autism in a variety of settings and spends Tuesday afternoons working at the Thompson Center treating children, adolescents, and adults and providing consultation and supervision to other professionals.

**Megan Carr, M.Ed.— Child Developmentalist, Thompson Center for Autism**

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Megan Carr currently works for the Early Intensive Behavioral Intervention Services unit at the Thompson Center for Autism creating applied behavior analysis educational programs for children with autism in the Central and Western portions of Missouri. She also co-presents a monthly workshop series on behavioral interventions through the Thompson Center's Behavior and Education unit. Megan received with her Bachelor's in Psychology and her Master's degree in Special Education with an emphasis in autism from the University of Missouri and is currently a doctoral student within the Department of Special Education's Behavioral Disorders program. Megan's interests are in early intervention programs, organizational management, and the training of autism providers.

**Mariana Castillo—Clinical Specialist, Kennedy Krieger Institute**

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Mariana Castillo graduated *magna cum laude* with a Bachelor's degree in Forensic Psychology from the Florida Institute of Technology. As an undergraduate, Mariana participated in research with faculty in applied behavior analysis. Since graduation, Mariana has been working at Kennedy Krieger Institute as a Clinical Specialist. This entails working as the lead behavior therapist for children who have developmental disabilities and engage in severe problem behavior. Mariana's overall focus includes reducing the rate and intensity of problem behavior, while increasing more appropriate or adaptive behavior. Mariana's future professional interests include researching the reduction of problem behavior in populations with developmental disabilities, increasing healthy lifestyles in typically developing adults, and expanding the application of Applied Behavior Analysis in Venezuela and Panama.

**Tec Chapman, Ph.D.—Deputy Director, Missouri Department of Mental Health—Division of MRDD**

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Tec Chapman currently serves as the Deputy Director for the Division of Mental Retardation and Developmental Disabilities for the state of Missouri. He has more than 20 years of experience supporting individuals with developmental disabilities and their families and working with federal, state and local agencies. Tec has worked as a direct support professional, director of community based support services, director of projects of national significance, and consultant. In 1999, Tec received the Anne Rudigier Award from the Association of University Centers for Excellence on Developmental Disabilities (AUCD) for his demonstrated dedication and commitment to enhancing the lives of families and individuals with developmental disabilities. He was also a 2005 Joseph P. Kennedy, Jr. Foundation Public Policy Fellow working in the United States Senate for Mike Enzi (Chairman of Health, Education, Labor, and Pensions Committee). At the completion of his fellowship he was hired by the Chairman with a legislative portfolio that included disability policy (IDEA, Rehabilitation Act, Developmental Disabilities Act, Combating Autism Act), K-12 education (NCLB), the Head Start Act, Title II of the Higher Education Act, and child-care issues. Tec's Doctoral degree in Special Education at the University of Kansas focused on public policy and interdisciplinary practice.

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Tracy Crowe received her Master's degree in Speech-Language Pathology from The University of Iowa - Iowa City and her Master's degree in Special Education (Autism) from the University of Missouri. She has provided speech/language therapy to children with autism spectrum disorders in schools, homes, and in/out-patient hospital settings. Currently, Tracy serves families of children with autism spectrum disorders as a Child Developmentalist in the Behavior Supports Clinic at the Thompson Center for Autism and Neurodevelopmental Disorders.

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Anthony J. Cuvo, Ph.D. is a professor for the Behavior Analysis & Therapy program and the Founding Director of the Center for Autism Spectrum Disorders at Southern Illinois University. He is also a founding partner in Illinois' The Autism Program. Dr. Cuvo has edited and authored numerous book chapters, and has published and edited more than 100 journal articles. He has been a grant proposal reviewer and site visitor for several federal agencies and has given invited addresses and workshops in England, Italy, Costa Rica, and Brazil on numerous occasions. Dr. Cuvo has earned degrees in Psychology from Lafayette College (BA Psychology, 1965), Kent State University (MA Clinical Psychology, 1967), and University of Connecticut (Ph.D. Child and Developmental Psychology, 1973). He is a former Distinguished Research Fellow of the National Institute of Handicapped Research, and is a Fellow of the American Psychological Association, the American Psychological Society, and American Association of Mental Retardation. He was the recipient of his College's Outstanding Teaching Award, the first recipient of the College Outstanding Researcher Award, and the recipient of the Phi Kappa Phi Outstanding Scholar Award.

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Iser DeLeon received his Ph.D. in Psychology from the University of Florida in 1997. Currently, he is Director of Research Development for the Department of Behavioral Psychology at the Kennedy Krieger Institute, Assistant Professor of Psychiatry at the Johns Hopkins University School of Medicine, and Co-Director of the Applied Behavior Analysis program at the University of Maryland-Baltimore County. He is a Board Certified Behavior Analyst, a former associate editor for the Journal of Applied Behavior Analysis, and a past President of the Maryland Association for Behavior Analysis. Dr. DeLeon's research has focused on the assessment and treatment of severe behavior disorders in individuals with developmental disabilities and on variables that influence choice responding.

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Keely Deidrick, Ph.D., is a Clinical Assistant Professor in the Department of Health Psychology. She received her Doctoral degree in Clinical Child Psychology at Southern Illinois University Carbondale. Dr. Deidrick completed two years of post-doctoral fellowship in Pediatric Neuropsychology at the University of Missouri-Columbia followed by a two-year National Institutes of Health T-32 research fellowship at the University of Missouri-Columbia. Dr. Deidrick's clinical activities include neuropsychological assessment and psychological treatment services for children with neurodevelopmental concerns. Research interests include family stress and behavioral issues in children with neurodevelopmental disorders. Current research includes adaptation of a screening instrument to identify families of children with neurodevelopmental disorders who are at risk for psychosocial stress.

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Dr. Mark R. Dixon received his Ph.D. in Psychology from the University of Nevada in 1998. He is currently a Professor and Coordinator of the Behavior Analysis and Therapy Program at Southern Illinois University. In addition to his teaching activities, Mark directs the SIU Autism Extension Services Program which provides direct ABA therapy, school consultation, parent training, and organizational enhancement consultation to parties in the St. Louis and Mississippi River Valley areas. Dr. Dixon has published three books and over 75 peer reviewed journal articles. He has also delivered more than 200 presentations nationally and internationally. Mark is a current Associate Editor for both the Journal of Applied Behavior Analysis and the Journal of Organizational Behavior Management. His expert opinions and research have been noted in Newsweek, The New York Times Online, National Public Radio, and local affiliates of PBS, CBS, and NBC.



**Julie Donnelly, Ph.D. —Autism Specialist, Project ACCESS; Consultant, Autism Support Services**

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Julie Donnelly has a Ph.D. in Special Education from the University of Missouri, with a focus in autism and a support area in Clinical Psychology. She has more than 30 years of teaching and autism consulting experience. Julie teaches university classes and works as an autism specialist for Project ACCESS, the Missouri educational autism resource agency. She also has a private practice, Autism Support Services, through which she gives workshops and trainings on autism and assists families, schools, and agencies in creating programs and positive supports. She also serves as a trained mediator. Dr. Donnelly speaks at national and international conferences and publishes in the autism and special education areas. She is the mother of Jean-Paul Bovee, who experiences autism.

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Shawna is a co-coordinator of The Assistive Technology Evaluation Center: a satellite extension of Missouri Rehabilitation Center under the University of Missouri Health Care umbrella. She received her bachelor's degree at the University of Missouri in Occupational Therapy and her Masters of Liberal Studies with an emphasis in assistive technology at Fort Hayes State University. Prior to working in assistive technology, Shawna was employed as an occupational therapist within neuro-rehabilitation, school, outpatient, acute care, and skilled nursing facility settings.

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Dr. Janet Farmer is the founding Director of the Thompson Center for Autism and Neurodevelopmental Disorders at the University of Missouri. She joined the MU faculty in 1991 after completing her Ph.D. in Clinical Psychology in the Department of Psychological Sciences at MU. Currently, she is a Professor in two MU departments: Health Psychology in the School of Health Professions and Child Health in the School of Medicine. Dr. Farmer has worked extensively with children with neurodevelopmental disorders and their families, including children with autism spectrum disorders. She has been dedicated to identifying best practice models of care that are family-centered, collaborative, and evidence-based. She is a Diplomate in Rehabilitation Psychology as well as a Fellow of the American Psychological Association, and she has received numerous awards for her work with children and youth with disabilities.

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Rebecca Fehlig, Greater Missouri Walk Director for Autism Speaks, manages three annual Walk Now for Autism events in West Plains, Springfield and St. Louis, in addition to a variety of year-round awareness and fundraising events. The Greater Missouri Regional Office for Autism Speaks implements the national initiatives of Autism Speaks within the local community through volunteer partnerships and collaborations with leading autism agencies. The Missouri Regional office has raised over \$1 million in revenue to fund local and national autism research, advocacy efforts, and family services initiatives.

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Lisa Fortner is a School Counselor at Russell Elementary School in Columbia, Missouri. She has been with Columbia Public Schools since 1987, and has been involved with Sibshops since 1995. Together with Joél Harris, Lisa has directed multiple Sibshops each year for the past 3 years.

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Theresa Foster currently serves as an Autism Liaison for the Central Missouri Regional Office for the Department of Mental Health's Division of Mental Retardation and Developmental Disabilities. She is also an active member of the Autism Rapid Response Initiative Committee and is a member of the Advisory Committee for the Judevine-Central MO Autism Project. Theresa has more than 15 years of experience providing services to individuals with autism spectrum disorders in the Central Missouri area.

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Nick Gage is currently pursuing a Ph.D. in Special Education from the University of Missouri's Behavioral Disorders program. He recently worked as a Research Specialist at the Thompson Center for Autism and Developmental Disorders, providing support and coordination in pursuing research endeavors focused on education and behavior intervention. Nick has 7 years of youth development experience, including program creation and implementation. He has worked with a myriad of children and adolescents with multiple levels of functional ability, including youth with ASD, Fragile X, and Cerebral Palsy. Nick is interested in working through policy initiatives to create systems of support for youth with behavioral concerns.

**Tamlynn Graupner, M.S. — Co-founder, Wisconsin Early Autism Project**

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Tamlynn Graupner, M.S. is co-founder and CEO of the Wisconsin Early Autism Project. She has been an administrator of agencies devoted to serving children for nearly 20 years. Ms. Graupner has supervised the administration of therapeutic service programs and has worked closely with Dr. Sallows to organize effective policies and practices that support therapy and clinical practices since the inception of WEAP in 1995. Ms. Graupner is currently completing a doctoral program focusing on Pediatric Neuropsychology at the Adler School of Professional Psychology in Chicago. She holds a M.S. in Early Childhood Development/Early Childhood Administration from the University of Nebraska. Ms. Graupner's research interests include the study of brain differences in children with autism prior to and following intensive ABA therapy.

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Maureen (Mo) O'Kane Grissom, Ph.D., is a Clinical Assistant Professor in the Department of Health Psychology and the Thompson Center for Autism and Neurodevelopmental Disorders at the University of Missouri. She received her Bachelor's degree from Cornell University and her Master's and Doctorate in Counseling Psychology from the University of Notre Dame. She completed a clinical internship through the Missouri Health Sciences Consortium and a post-doctoral fellowship in Pediatric Neuropsychology at MU which included participation in an interdisciplinary training program for professionals who work with children with special health care needs. Prior to coming to MU, Maureen spent 2 years as a Visiting Assistant Professor of Psychology at the University of Puget Sound in Tacoma, Washington. Dr. Grissom's clinical activities include assessing children with autism spectrum disorders and providing general outpatient pediatric neuropsychological services. Her research interests include the neuropsychological assessment and support of children with neurodevelopmental disabilities and their families.

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Joél Harris is an Elementary Outreach Counselor for Columbia Public Schools. She has a Master's degree in Social Work from the University of Missouri and is currently pursuing Master's in Special Education with an emphasis in autism. Joél has been trained to facilitate Sibshops by Don Meyer, the founder of the Sibling Support Project and has provided these workshops for the past 3 years.

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Melinda Henson holds a Master's degree in Special Education with an emphasis in autism from the University of Missouri. She currently consults for school- and home-based intervention teams in Northern Missouri and oversees Early Intensive Behavioral Intervention (EIBI) and ABA programs for young children with autism spectrum disorders. Melinda's interventions often employ some combination of discrete trial teaching, incidental teaching, community inclusion, video modeling, and structured play dates. She has particular interest in interventions that improve the early social skills of young children who have autism. Melinda is a Co-Founder of the Autism Community School and Home initiative in Hannibal, MO.

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Lora is both a licensed Deaf Educator (K-12) and a Speech-Language Pathologist. She received her Master's degree from the University of Missouri and has worked with children with autism spectrum disorders for the past 9 years within a variety of settings including the Special Learning Center, Rusk Rehabilitation, and Community Care Rehabilitation. Lora is currently employed as a deaf educator/speech-language pathologist for the Columbia Public Schools' hearing impaired elementary classroom and has recently taught several semesters of both Signed English and American Sign Language at the University of Missouri. In addition to her professional experience, Lora has a 9-month old son, and a 5-year old son who has autism.

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Rob Hoffman is the Director of the Rehabilitation Management and Leadership Program and the Community and Employer Development Program for the Great Plains Regional Continuing Education Program (RCEP) at the University of Missouri. He is responsible for the development and delivery of training and technical assistance on management and leadership practices, employment services, and business partnership strategies to community rehabilitation programs and vocational rehabilitation. With more than 20 years of experience, Rob has directed employment agencies and provided training and consultation about employment strategies throughout the nation.

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Leanne Hopper oversees home and school-based Early Intensive Behavioral Intervention (EIBI) programs for children with autism and their families through the University of Missouri Thompson Center for Autism & Neurodevelopmental Disorders. She holds a Master's Degree in Behavioral Psychology from the University of Nevada-Reno and is a Board Certified Behavior Analyst. Leanne has been working with children with autism for the past 7 years in Southeast Missouri and is experienced in developing programs that include a combination of discrete trial teaching, incidental teaching, natural language training, and video modeling.

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Dawn H. Huber, PhD, is a postdoctoral resident with the Department of Health Psychology at the MU Thompson Center for Autism and Neurodevelopmental Disorders. She received her Bachelor's degree from Washington University in St. Louis and earned a Masters in Education from Drury College in Springfield, Missouri. Dawn completed her Doctoral degree in School Psychology at the University of Iowa, and her training including a pre-doctoral internship in Pediatric Neuropsychology and Psychiatry at the University of Minnesota Medical School. Prior to completing her Doctoral degree, Dr. Huber spent 6 years as a teacher in special education and gifted education settings. Her professional interests include assessment and diagnosis of autism spectrum disorders, pediatric neuropsychology, intellectually gifted students including those with disabilities (i.e., twice-exceptionality), and increasing effective collaboration among clinicians, families, and educators.

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Kathryn Jann was introduced to behavior analysis as an undergraduate student at University of Florida where she worked as a research assistant in the children's Psychiatry department at SHANDS Hospital and in an applied behavior analysis laboratory. To further her study of behavior analysis and the assessment and treatment of problem behavior, she currently works on the neurobehavioral inpatient unit at Kennedy Krieger Institute. She is a Clinical Therapist for children and adolescents who engage in severe problem behavior. Katie is currently completing a Masters degree in behavior analysis at the University of Maryland Baltimore County. Her research interests include the improvement and development of behavior analytic approaches to assess and treat problem behavior, reinforcement schedules, and the application of laboratory findings to applied settings.

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Dr. Kahng graduated in 1990 from Kalamazoo College with a B.A. in Psychology. He continued his education in Psychology at the University of Florida where he received a M.S. in 1996 and a Ph.D. in 1999. Dr. Kahng joined the staff of the Neurobehavioral Unit at the Kennedy Krieger Institute in 1999. He is currently an Assistant Professor in the Department of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine. Additionally, he is on the Board of Editors of the Journal of Applied Behavior Analysis, is an adjunct Assistant Professor in the Department of Psychology at the University of Maryland – Baltimore County, and is a Board Certified Behavior Analyst. Dr. Kahng is the recipient of the 2003 B.F. Skinner New Researcher Award given by Division 25 of the American Psychological Association. He is a member of the Association for Behavior Analysis, the Maryland Association for Behavior Analysis, Division 25 of the American Psychological Association, and the Cambridge Center for Behavioral Studies. Dr. Kahng has conducted research on the assessment and treatment of severe problem behaviors (e.g., self-injurious behavior, aggression, and property destruction) exhibited by individuals with developmental disabilities. Much of his research has focused on functional behavioral assessment technology, which is used to identify the determinants of problem behaviors. This includes evaluation and refinement of functional behavioral assessment procedures (e.g., scatter plot and brief functional analysis).

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Dr. Kanne is a Board-Certified Clinical Neuropsychologist who works as a Clinical Assistant Professor in the University of Missouri's Department of Health Psychology. He received his Doctoral degree in Clinical Psychology from Washington University in Saint Louis. Before accepting a position at the Thompson Center, Dr. Kanne worked as a Pediatric Neuropsychologist at Saint Louis Children's Hospital. He specializes in the assessment of individuals who are suspected of having autism spectrum disorders; and his research interests include studying assessment issues, examining diagnostic accuracy, and gaining a deeper understanding of the fundamental nature of these disorders. He has published in the areas of cognitive neuropsychology, history of neuropsychology, and pediatric traumatic brain injury. In addition to overseeing and providing services, Dr. Kanne participates in a multi-department interdisciplinary training program that trains tomorrow's professionals who will work with children with special health care needs.

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Ron Leaf, Ph.D. is a Licensed Psychologist who has more than 30 years of experience in the field of autism. Dr. Leaf began his career working with Ivar Lovaas while receiving his undergraduate degree at UCLA. Subsequently, he received his Doctorate under the direction of Dr. Lovaas. During his years at UCLA, Ron served as Clinic Supervisor, Research Psychologist, Interim Director of the Autism Project, and Lecturer. He was extensively involved in several research investigations, contributed to the *Me Book*, and is a co-author of the *Me Book Videotapes*, a series of instructional tapes for teaching children with autism. Dr. Leaf has consulted for families, schools, day programs, and residential facilities on a national and international basis. Ron is the Executive Director of Behavior Therapy and Learning Center, a mental health agency that consults with parents, care-providers, and school personnel. He also serves as the Co-Director of Autism Partnership and is the co-author of *A Work in Progress*, a recently published book about Behavioral Treatment.

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Ginger King Luetkemeyer, a former teacher and the parent of two children who are diagnosed with autism, has served in a volunteer capacity in the autism community of Missouri for the past 6 years. She serves on the Central Missouri Autism Project Advisory Committee and on the Statewide Autism Advisory Committee for the Department of Mental Health's Autism Projects. Ginger recently served on the support committee for the Missouri Blue Ribbon Panel on Autism and currently volunteers as the statewide organizer of the newly-formed Missouri Autism Coalition. She is the co-author of the "Summary of the Missouri Blue Ribbon Panel Report: A Family Guide" for the Missouri Autism Coalition.

**Yanerys Leon—Primary Therapist, Kennedy Krieger Institute**

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Yanerys Leon began working with individuals with severe problem behavior as an undergraduate research assistant at the University of Florida. She is currently pursuing a Master's degree in Applied Behavior Analysis at the University of Maryland, Baltimore County and works as a Primary Therapist on the Neurobehavioral Unit at the Kennedy Krieger Institute. Her primary research interests include the assessment and treatment of severe problem behavior as well as the use of behavior analytic techniques in school settings with typically developing children.

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Heather has been consulting in the field of Applied Behavior Analysis for 11 years. She has earned a Master's degree in Social Work as well as an Educational Specialist degree in the field of Special Education with an emphasis in behavioral education. Heather is a Board Certified Behavior Analyst and has presented at workshops as well as local and national conferences about teaching children with autism and other developmental disabilities.

**Maria Long, M.Ed.—Itinerant Teacher, Kirkwood Early Childhood Center, Kirkwood School District**

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Maria Long is currently working for the Kirkwood Early Childhood Center as an Itinerant Early Childhood Special Education Teacher and ABA Implementer. Maria received her Master's degree at the University of Missouri in the area of Special Education with an emphasis in autism. She previously worked as an Autism Consultant for the Springfield Public School District in Springfield, Missouri. Maria has also developed a home/school communication system called The Notebook System which is currently being used in 16 school districts across the nation.

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Jeanne received her undergraduate degree in Special Education from the University of Missouri, her Master's degree in Education from the University of Missouri- St. Louis, and a Master of Arts degree from the University of Nevada-Reno in Psychology with an emphasis in behavior analysis. She is a Board Certified Behavior Analyst who has practiced at the Judevine Center for Autism for nearly 20 years. Jeanne is currently the Chief Program Officer and has experience teaching in the classroom and training parents and professionals. She has presented at conferences throughout the U.S. as well as in China and Australia.

**Micah Mazurek, Ph.D. —Assistant Director of Clinical Services, University of Missouri Assessment & Consultation Clinic**

Micah Mazurek received her B.A. in Psychology from Yale University and her M.A. and Ph.D. in Clinical Psychology from the University of North Carolina at Greensboro. She specializes in helping children and families and has worked in outpatient, medical, and interdisciplinary child development centers. Micah's clinical interests include using strength-based approaches in assisting children and families who face behavioral, emotional, health, developmental, social, and academic challenges. In addition, she has expertise in the assessment and treatment of autism spectrum disorders, anxiety disorders, and ADHD in children, adolescents and adults. Micah's research interests have focused on risk and protective factors in the social and emotional development of young children who are at risk for behavior problems, the development of social anxiety in children, peer relations among children with autism spectrum disorders, and rehabilitation outcomes of individuals with disabilities. She currently provides clinical services through the MU Assessment and Consultation Clinic and is involved in both clinical services and research at the Thompson Center for Autism and Neurodevelopmental Disorders.

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Dr. McCathren currently coordinates two grant-funded Master's degree programs within the Department of Special Education at the University of Missouri. The Master's in Autism program prepares professionals to implement evidence-based practices for students on the autism spectrum. The Behavior, Language, and Literacy program trains professionals to identify and intervene with students who are at-risk for developing language disorders. Dr. McCathren has published numerous studies in the areas of language and literacy development and intervention and has presented her work both regionally and nationally. Dr. McCathren's research has targeted interventions for children with autism, developmental delays, behavior problems, and specific language impairments.

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Dr. Miles is the Associate Director for Biomedical Services and Research at the Thompson Center and holds the William S. Thompson Chair. She sees both children and adults with autism spectrum disorders and provides a medical home for families whose questions range from diagnosis, causes and recurrence risks, long-term medical care, treatment, and medication management. Her research involves the delineation of clinical and genetic heterogeneity within the autism behavioral diagnosis and how this information can be used to improve diagnosis, gene finding, and treatment for children with autism. Current autism investigations include the separation of essential from complex autism, understanding the relationship between brain and facial structure and head size in autism, and determinants of long-term outcomes. Dr. Miles has more than 100 publications and edits or reviews for 5 journals. She has served nationally on the Boards of Directors of the American Society of Medical Genetics, the American Board of Medical Genetics, the Executive Committee of the American Academy of Pediatrics Section on Genetics and Birth Defects. She is currently working with the Autism Treatment Network and the Simons Simplex Project to improve our knowledge of autism.

**Susan Moreno, M.A.A.B.S. — President, MAAP Services for Autism & Asperger Syndrome**

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Susan Moreno is the founder and president of Maap Services, Inc., and is the editor of The Maap, a quarterly newsletter for families of more advanced individuals within the autism spectrum of disorders. This publication has reached more than 10,000 families in the United States and 60 other countries. Mrs. Moreno is the author of "More Advanced Individuals with Autism, Asperger Syndrome and PDD/NOS", a booklet which contains advice and information for parents and supportive professionals. She also authored a chapter in Mesibov and Schopler's "High Functioning Individuals with Autism" (Plenum, 1988) and is currently writing a book about the spouses of people with autism spectrum challenges. In her capacity as president of Maap Services for Autism and Asperger Syndrome, she gives supportive information and advice to parents, teachers, healthcare professionals and others about all aspects of individuals with autism and Asperger syndrome. Mrs. Moreno is internationally known as a lecturer and motivational speaker, and she delivered the keynote address at both the 1991 and 1999 Autism Society of America National Conference. Mrs. Moreno holds a Master's Degree in Applied Behavioral Science from Valparaiso University in Indiana. She has been trained in Neurocognitive Rehabilitation Therapy and has worked in this capacity with head injury survivors. She and her husband, Marco, are the proud parents of two young women, one of whom has autism. In 2006, Mrs. Moreno was awarded the Wendy F. Miller Parent of the Year award by the Autism Society of America and was named a Northwest Indiana Times "Woman of Merit."

**Edward Morris, Ph.D., BCBA— Professor, Applied Behavioral Science, University of Kansas**

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Dr. Morris is a professor and chairperson in the department of Applied Behavioral Science at the University of Kansas. He is a board certified behavior analyst and received his Ph.D. in developmental psychology from the University of Illinois. Dr. Morris has served as the president of the Association for Behavior Analysis and Division 25 for Behavior Analysis of the American Psychological Association and is currently the president of Kansas Association for Behavior Analysis and president-elect of the University of Kansas chapter of Sigma Xi. He has also served as the editor of The Behavior Analyst. His research interests include an emphasis on the theories and history behind development and their application to human behavior.

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Bobbi Moseley is the Community Work Incentive Coordinator for Southwest Missouri and works for Paraquad, Inc. Bobbi serves on the State Parent Advisory Committee for Autism as well as the Southwest Parent Advisory Committee and many other boards in her region. She also works in the summer for the Diocese of Springfield - Cape Girardeau for Camp Re-New-All and is very active in her church as a youth minister. Bobbi received her training from the University of Missouri, RCEP 7, and attended the University of Minnesota. She is retired from the United States Navy and is a charter member of the Women in Military Service Memorial in Washington, D. C. Bobbi is the mother of two adult children, and her daughter has diagnoses of both Asperger's Syndrome and Bipolar Disorder. She has worked as a Regional Coordinator for Missouri Parents Act and as an Independent Living Specialist for the Independent Living Center in Joplin, MO.



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Kristy Parker earned her Undergraduate and Master's degrees in Education from the University of Missouri, while also receiving training from clinicians at the MU Assessment and Consultation Clinic. She then spent 3 years teaching early childhood special education before becoming a District Autism Consultant for Springfield Public Schools. Currently, Kristy is pursuing an additional Master's degree in Psychology-Applied Behavior Analysis through the University of Nevada-Reno and looks forward to earning Board Certification as a Behavior Analyst. She is now enjoying her new consulting business through which she and Amy Reese have the opportunity to work with children, adults, families, and organizations in the Southwest Missouri area.

**Natalie Parks, M.A., BCBA—Pre-Doctoral Intern, Kennedy Krieger Institute**

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Natalie Parks is currently completing her Pre-Doctoral Internship at Kennedy Krieger Institute in Baltimore, Maryland. She spent 6 months of this internship working on the Inpatient Neurobehavioral Unit where she assessed and implemented treatment for children with severe problem behaviors. Natalie is currently completing a 6-month rotation within the Feeding Unit, which targets increases in young children's food consumption and variety. Upon completion of her internship, Natalie will graduate with her Ph.D. in School Psychology from the University of Missouri. Before internship, Natalie worked with the Thompson Center for Autism and Neurodevelopmental Disorders as a behavioral consultant for the Early Intensive Behavioral Intervention Services unit. She has extensive experience creating, implementing, and training others to implement interventions that target functional, adaptive, and academic skills while decreasing instances of problem or maladaptive behavior. Natalie's current research interests include teaching joint attention to children with autism, schedules of reinforcement for treating self-injury, and creating communities of care for children and families of children with autism.

**Colin Peeler, Ph.D., BCBA—Executive Director, Behavior Solutions**

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Dr. Colin M. Peeler earned his Master's Degree in Behavior Analysis from Southern Illinois University at Carbondale, has a PhD in Psychology with an emphasis in ABA from Washington State University, and is a Board Certified Behavior Analyst. He is the Executive Director of Behavior Solutions, a behavioral consultation company serving St. Louis, Illinois, and Northwest Florida. For 5 years he served as the Coordinator of the Master's program in Psychology and as a Professor at Florida State University in Panama City. During his time at FSU-PC, Colin established and served as the Director of ABOVE ALL, a home treatment program for children with autism. He has presented over 60 papers at state and national conferences; published in scholarly journals; and conducted workshops, staff trainings, and invited lectures around the country. His expertise lies in the areas of early intervention for children with autism, parent and staff training, and addressing behavior problems. Dr. Peeler is the proud father of 5- and 2-year old boys, is a devoted husband, and has just completed his first half Ironman triathlon. He has recently been led to unite his understanding of behavior with his faith in God and to share this with parents and their children.

**Karen Potter, Ed.S. —Autism Consultant**

Karen Potter, Ed.S., has over 30 years experience working as a teacher and consultant in both regular and special education. From 1999 to her recent retirement, she served as District Autism Consultant for Columbia Public Schools. She has served as a Missouri Autism Consultant through Project ACCESS since 2001. Karen has vast experience working with children on the autism spectrum and counseling their families. She has provided extensive training for public school staff and continues to be a consultant and presenter both locally and statewide.

**Amy Reese, M.Ed. —Consultant, Behavioral Intervention Solutions, LLC**

2200 E. Sunshine St. Suite 338  
Springfield, MO 65804

417-234-3455  
amy.reese@behavioralinterventionsolutions.com

Amy Reese earned her B.A. degree from Missouri State University and holds certifications in Elementary Education 1-6, Mild/Moderate Mentally Handicapped K-12, Visually Impaired K-12, and Mild/Moderate Behavioral Disorders K-12. Amy worked for Springfield Public Schools from 1999-2007 as a Special Education Teacher in a self-contained classroom for youths with multiple disabilities. While teaching, Amy obtained a Master's degree in Low Incidence Special Education at Missouri State University. In her capacity as a Consultant for Behavior Intervention Solutions, Amy address the behavior concerns of clients in Southwest Missouri.

**Ruth Anne Rehfeldt, Ph.D., BCBA—Associate Professor, Southern Illinois University**

Southern Illinois University 618-453-8276  
Rehabilitation Institute Rehfeldt@siu.edu  
Carbondale, IL 62901

Ruth Anne Rehfeldt received her Ph.D. in Psychology from the University of Nevada in 1998. She is also a Board Certified Behavior Analyst. Ruth Anne is an Associate Professor in the Rehabilitation Institute at Southern Illinois University, where she coordinates the undergraduate major in Rehabilitation Services, including its specialization in behavior analysis. Ruth Anne is the editor of The Psychological Record and is an editorial board member for several other prominent behavior analytic journals. Ruth Anne's expertise is in the area of verbal behavior and derived relational responding in persons with autism and other developmental disabilities. She has published more than 70 articles and book chapters on this topic, and is currently editing a book entitled "Derived Relational Responding: Applications for Learners with Autism and other Developmental Disabilities." Dr. Rehfeldt recently received a large federal grant from the Department of Education (Rehabilitation Services Administration) to provide financial support for undergraduates pursuing careers in rehabilitation at Southern Illinois University.

**Carolina Reyes—Clinical Specialist, Kennedy Krieger Institute**

reyesc@kennedykrieger.org

Carolina Reyes started working with children with disabilities as a Director at the YMCA. She later received her undergraduate degree at the University of Florida while volunteering in behavior analysis research labs. As a volunteer, Carolina gained experience with children and adults with a variety of disabilities. Upon graduation, she worked at Behavior Analysis Incorporated in South Florida, where she provided early intervention services. Currently, Carolina is working towards her Masters degree in Applied Behavior Analysis at the University of Maryland Baltimore County and is working with children with severe problem behavior at the inpatient Neurobehavioral Unit at Kennedy Krieger Institute.

**Mary Richter, Ph.D. —Project Coordinator, Missouri School Wide Positive Behavior Support**

303 TownsendHall 573-882-1197  
University of Missouri millerrichterm@missouri.edu  
Columbia, MO 65211

Mary Richter, Ph.D., is the Missouri State Coordinator for School Wide Positive Behavior Support (SW-PBS). She coordinates the activities and training of regional SW-PBS consultants, and works with the Missouri Department of Elementary and Secondary Education (DESE) and the University of Missouri Center for PBS to facilitate the growth and implementation of SW-PBS throughout the state. She also serves as an Adjunct Professor for the University of Missouri. Dr. Richter has provided training to districts and states in the U. S. and has participated in a number of research projects associated with PBS.

**Anne Roux, M.A., CCC-SLP—Executive Director, Missouri Families for Effective Autism Treatment**

MO-FEAT 314-275-8880  
800 Maryville Centre Dr. Suite 204 mo-feat@sbcglobal.net  
Chesterfield, MO 63017

Anne Roux graduated from the University of Kansas (1992) with a Master's degree in Speech-Language Pathology. She served the autism community for 15 years as a Pediatric Speech-Language Pathologist, and more recently has focused on the provision of parent supports and advocacy for families dealing with autism. In 2007, she authored the "State of the State: A Statewide Assessment of the Needs of Missourians with Developmental Disabilities and Their Families" for the Missouri Planning Council for Developmental Disabilities. Anne is currently the Executive Director of MO-FEAT in St. Louis, which provides education, support, and advocacy for autism-related issues at the local and state levels. She served on the support committee for the Missouri Blue Ribbon Panel on Autism and is the Co-Chair of the Missouri Autism Coalition St. Louis chapter.

**Scott Rupp—Senator, Missouri State Senate**

Scott T. Rupp has twice been elected to represent Northwest St. Charles County in the Missouri House, receiving more than 65% of the vote (2002 & 2004). In April 2006, he was elected to the Missouri Senate in a special election and then re-elected in November 2006 to serve his first full term. He currently represents portions of St. Charles and Lincoln Counties. Senator Rupp supported himself while attending the University of Missouri and earning a Political Science degree in 1995. Scott and his brother, Gregory Rupp, then founded a college preparatory company, Educational Funding & Financial Aid Specialists, where they assisted parents of high school students in preparing their children for college. Scott is also an investment representative and has founded both an investment firm (Rupp & Associates) and a mortgage brokerage (Educational Financing Company). Upon his election to the Missouri Senate, Scott sold his businesses and took a position as the Vice President of Buiseness Developmet with UMB Bank, O'Fallon. Senator Rupp recently co-chaired the Missouri Blue Ribbon Panel on Autism, and works to intorduce related legislation.

**Glen Sallows, Ph.D. — Co-founder, Wisconsin Early Autism Project**

Wisconsin Early Autism Project 608-288-9040  
6402 Odana Rd. gsallows@wiautism.com  
Madison, WI 53705

Dr. Glen Sallows is co-founder and President of the Wisconsin Early Autism Project. He has been working in the field of autism for 26 years and has supervised programs for over 1300 Wisconsin children. Dr. Sallows works on a daily basis with children on the autism spectrum providing direct treatment, supervision, and diagnostic services. His continuing passion is related to the improvement of therapeutic strategies for children as they gain interactive social skills. Dr. Sallows received his doctorate in Clinical Psychology from the University of Oregon and trained with Dr. Ivar Lovaas at UCLA prior to starting WEAP in 1995 with Tamlynn D. Graupner, M.S. Dr. Sallows and Ms. Graupner continue to study the effectiveness of ABA therapy and have brought this treatment to children in several countries.

**Carla Schmidt, M.Ed., MPA—Doctoral Student, University of Missouri, Dept. of Special Education**

schmidtcm@missouri.edu

Carla Schmidt is a doctoral student in the Department of Special Education at the University of Missouri. She holds a Masters of Public Administration and a Masters of Education with a focus in autism spectrum disorders. Carla's research interest is social skills training for individuals with high functioning autism and Asperger's Syndrome. She currently holds a graduate research assistantship for the program in behavioral disorders.

**Teresa Schmitter—Training Coordinator, Judevine Center for Autism**

Judevine Center for Autism 573-874-3777  
200 S. Keene St. tschmitter@judevine.org  
Columbia, MO 65201

Teresa has been employed by the Judevine Center for Autism in Columbia and St Louis for the past 14 years. She has vast experience working with people with autism and currently coordinates and conducts trainings and workshops for parents and professional throughout 49 counties in Central Missouri. Teresa also assists schools to develop inclusive environments. She is currently pursuing a Master's degree in Behavior Analysis from the University of Nevada at Reno.

**Tia Schultz, M.A., BCBA,CFLE—Doctoral Student, University of Missouri Dept. of Special Education**

trs4g2@mizzou.edu

Tia Schultz is a doctoral student in the Department of Special Education at the University of Missouri. She currently holds a graduate research assistantship in the program for behavioral disorders. Tia received her Master's degree in Human Development and Family Studies from the University of Missouri. She is a Board Certified Behavior Analyst and a Certified Family Life Educator. Tia has 5 years of experience working with children who have developmental disabilities and their families. Her research interests include developing and evaluating behaviorally based interventions for children with developmental disabilities at the family level and parent education.

**Richard Simpson, Ed.D.—Professor, University of Kansas, Dept. of Special Education**

richsimp@ku.edu

Richard L. Simpson is a Professor of Special Education at the University of Kansas. Prior to his higher education position he worked as a School Psychologist and a Special Education Teacher. He has also directed several University of Kansas and University of Kansas Medical Center demonstration programs for students with autism spectrum disorders and coordinated federal grant programs related to students with disabilities. Rich has authored numerous books and articles on the topic of students with autism spectrum disorders and 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 University of Kansas School of Education Research Awards.

**Matthew Stoelb, Ph.D., BCBA—Assistant Clinical Professor, University of Missouri Dept. of Special Education**

Thompson Center for Autism  
300 Portland St Suite 110  
Columbia, MO 65211

573-882-0987  
stoelbm@missouri.edu

Matt Stoelb is a Board Certified Behavior Analyst who earned his Ph.D. in School Psychology from the University of Missouri. He currently works with home- and school-based treatment teams throughout the state of Missouri, leads a team of Child Developmentalists at the MU Thompson Center for Autism, presents a variety of monthly workshops, and oversees the Collaborative Autism Intervention Project (CAIP) in Southeast Missouri. Matt specializes in treatment programs for children with autism that combine discrete trial teaching, applied behavior analysis, Milieu teaching, natural environment shadowing, structured play dates, and video modeling. His research interests include identifying effective interventions for specific subgroups within the autism spectrum and combining empirically-based strategies to teach communication and language. Matt's work has been published within professional journals and presented both regionally and nationally.

**Todd Streff, M.S., BCBA—Consultant, Greater Strides Behavioral Consulting, Inc.**

Greater Strides Behavioral Consulting, Inc. 314-308-1141

19 Lexington Oaks Ct. toddgsbc@centurytel.net  
Foristell, MO 63348

Todd Streff received his Masters of Science degree in Behavior Analysis and Therapy from Southern Illinois University in Carbondale. He has received national certification as a Board Certified Behavior Analyst. Great Strides Behavioral Consulting, Inc., provides services in numerous settings such as schools, family homes, adult workshops, group homes, hospitals, and developmental centers. Todd continues to provide ongoing training opportunities by way of workshops and college courses for staff, parents, teachers and college students. He is an Adjunct Faculty at Washington University in St. Louis. His areas of interest include (a) analysis and treatment of problem behaviors, (b) analysis of verbal behavior, curriculum development, and training for children with autism and related disorders, and (c) development of individualized support programs. Todd has been a Director of Special Education and was responsible for the establishment of that district's Applied Behavior Analysis Department. He continues to provide program design, training and support to other schools and agencies across the United States.

**Mitchell Taubman, Ph.D. —Associate Director, Autism Partnership**

Autism Partnership 562-431-9293  
200 Marina Ave.  
Seal Beach, CA 90740

Mitchell Taubman, Ph.D. is a Licensed Psychologist who, as an undergraduate in the early 1970s and postdoctorally in the early 1980s, worked with Dr. O. Ivar Lovaas at UCLA. He has served as the Clinical Director of both Straight Talk Clinic, which provided residential and day treatment services to adults with developmental disabilities, and of Behavior Therapy and Learning Center, which furnishes training to parents of children with developmental disabilities. Mitch also provided clinical services in private practice for 16 years. Currently he is the Associate Director as well as the Director of Research at Autism Partnership and a consultant to families, agencies, and school districts both nationally and internationally. Mitch is also an Adjunct Associate Professor of Psychology in the Graduate Psychology Program at the University of Judaism.

**Pam Thomas, M.A., N.C.C. —First Steps Area Director, Dept. of Elementary and Secondary Education**

PO Box 282 573-822-2522  
Memphis, MO 63555 pam.thomas@dese.mo.gov

Pam Thomas received a Bachelor of Science in Psychology from Culver-Stockton College in Canton, Missouri and a Master of Arts in Counseling from Truman State University in Kirksville. She is certified as a K-12 School Counselor and School Psychological Examiner and has provided early intervention services for the past 5 years. Pam's experience in First Steps began as an Intake Service Coordinator; processing referrals, conducting Eligibility Determinations, and facilitating Individualized Family Service Plan (IFSP) meetings. She then provided technical assistance and training for Service Coordinators as a First Steps Regional Consultant. Pam is currently the First Steps Area Director of Northeast/Central Missouri.

**Barbara Tomlian—Clinical Specialist, Kennedy Krieger Institute**

tomlian@kennedykrieger.org

Barbara graduated *cum laude* with a Bachelor's degree from the University of Florida and is currently working on her Master's degree in Applied Behavior Analysis at the University of Maryland, Baltimore County. She works at the Kennedy Krieger Institute as a Clinical Specialist helping to develop and implement treatment plans, which reduce child problem behaviors and increase adaptive skills. Barbara has been working with children with disabilities for approximately 8 years and would like to work as a director of a behavioral center for children with disabilities and severe problem behaviors in the future.

**Janis Traugher—Southeast Region Coordinator, Missouri Parents ACT (MPACT)**

jtraugher@ptimpact.com

877-876-2831

Janis Traugher resides in Poplar Bluff, MO with her husband and 19-year-old twins who both have autism spectrum disorders. She has been employed by MPACT since January of 2002, and her responsibilities include overseeing a 21-county region by providing trainings, supporting parents, and developing parent mentor volunteers. Janis understands the dual roles of “mother” and “advocate” and is well-known for blending humor, balance, and substance within her trainings.

**Karen Visovsky, M.Ed.—Child Developmentalist, Thompson Center for Autism**

visovskyk@missouri.edu

Karen Visovsky received her Bachelor's in Education from Miami University, and is also a Licensed Special Educator with certifications to serve K-12 mild/moderate and moderate/intensive students. She recently received her Masters in Special Education with an emphasis in autism from the University of Missouri. Karen currently works as a Child Developmentalist for the Behavior and Education Unit's Behavior Support Clinic at the Thompson Center for Autism and Neurodevelopmental Disorders. She has an interest in social competency interventions for individuals with autism of all ages.

**Michelle Wheeler, M.S., CCC-SLP—Co-Coordinator, MRC Assistive Technology Evaluation Center**

One Hospital Drive DC 331.00

573-882-9111

AP Green Building Room 125

wheelermi@health.missouri.edu

Columbia, MO 65212

Michelle is a Speech Therapy Clinical Specialist who evaluates children and adults with disabilities for augmentative communication and computer access. She has 10 years of experience in this field and holds a Bachelor's degree in Communication Disorders from the University of Missouri and a Master's degree in Speech-Language Pathology from the University of Central Missouri-Warrensburg. Since July of 2005, Michelle has been co-evaluating individuals at the Missouri Rehabilitation Center's Assistive Technology Evaluation Center (ATEC) in Columbia, Missouri. She also provides training and programming support to ensure that individuals are able to use the equipment that is recommended for communication or computer access.

**Lisa Wright, PT, Ph.D. —Clinical Assistant Professor, University of Missouri Dept. of Physical Therapy**

University of Missouri

wrightla@missouri.edu

113 Lewis Hall

Columbia, MO 65211

Lisa received a Ph.D. in Early Childhood Special Education and a Master's Degree within the Department of Special Education's grant-funded program that emphasizes autism at the University of Missouri. She has a Bachelor's Degree in Physical Therapy and is a licensed Physical Therapist. Lisa teaches in the University of Missouri's Department of Physical Therapy, Department of Special Education, and the Teacher Development Program. Lisa's dissertation research examined the use of Social Stories with children with autism spectrum disorders. She has also participated in several previous research studies utilizing Social Stories.



# 2008 Autism Intervention Conference Registration Form

Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City: \_\_\_\_\_  
 State: \_\_\_\_\_  
 Zip Code: \_\_\_\_\_

Organization: \_\_\_\_\_  
 E-mail: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_  
 Alt Phone: \_\_\_\_\_  
 Fax: \_\_\_\_\_

- Professional (specify title): \_\_\_\_\_
- Family Member                       Full-time Student                       Individual with ASD
- Sponsor (fee waiver)                       Volunteer (fee waiver)

**Payment must be submitted with the registration in the form of check, money-order, or completed purchase order made out to "Thompson Center for Autism". Please, do NOT send cash. No on-site registration accepted. Please check all that apply.**

Early Bird Registration Post-marked by February 24, 2008	Regular Registration February 25 – March 15, 2008
Pre-Conference Seminar (3/25 and 3/26) <input type="checkbox"/> \$75.00 – professional <input type="checkbox"/> \$50.00 – family member <input type="checkbox"/> \$50.00 – full-time student*	Pre-Conference Seminar (3/25 and 3/26) <input type="checkbox"/> \$125.00 – professional <input type="checkbox"/> \$ 50.00 – family member <input type="checkbox"/> \$ 50.00 – full-time student*
Main Conference (3/27 through 3/30) <input type="checkbox"/> \$75.00 – professional <input type="checkbox"/> \$50.00 – family member <input type="checkbox"/> \$50.00 – full-time student*	Main Conference (3/27 through 3/30) <input type="checkbox"/> \$125.00 – professional <input type="checkbox"/> \$ 50.00 – family member <input type="checkbox"/> \$ 50.00 – full-time student*
Continuing Education Units (CEUs) <input type="checkbox"/> \$25.00 – MU Direct <input type="checkbox"/> \$100.00 – Continuing Medical Education	Continuing Education Units (CEUs) <input type="checkbox"/> \$25.00 – MU Direct <input type="checkbox"/> \$100.00 – Continuing Medical Education

\$ _____ Total Enclosed
<input type="checkbox"/> Personal check/money order # _____ <input type="checkbox"/> Agency/school check # _____ <input type="checkbox"/> Purchase order # _____

\*Full-time students must include proof of registration of at least 9 hours for the current semester.

**Registration will close on March 15, 2008. This form must be accompanied by registration fees and the following checklist of events that you plan to attend. Please mail payment and registration to:**

Thompson Center for Autism  
 c/o 2008 Conference  
 300 Portland Street, Suite 110  
 Columbia, MO 65211  
 (573) 882-0580



# 2008 Autism Intervention Conference

## Event Checklist

### PRE-CONFERENCE SEMINARS and MEET & GREET

Tuesday March 25<sup>th</sup> and Wednesday March 26<sup>th</sup>

Pre-conference seminars are two-day events. Please check only one.

- PC11 9:00am – 12:00pm  
1:30pm – 6:00pm **Curriculum Planning Within EIBI Programs**  
It is widely accepted that early and intensive interventions offer the best hope for long-term prognosis of individuals with autism spectrum disorders. Early Intensive Behavioral Intervention (EIBI) programs combine a number of empirically-sound strategies to increase young children's perceptual, motor, receptive language, expressive language, communication, social, play, adaptive, and pre-academic skills. This two-day seminar will introduce parents and specialists to research support for this intervention model as well as to the organization and structure of EIBI efforts. Components of curriculum that are used to teach target skills from the 8-month to the 5-year developmental level will be discussed and demonstrated through video footage and live models. This seminar is best suited for parents and professionals who live and work with young or relatively low-functioning individuals with autism or developmental disorders, and who already have some knowledge of basic intervention strategies.
- PC21 9:00am – 12:00pm  
1:30pm – 6:00pm **Introduction to Discrete Trial Teaching**  
This workshop is intended for individuals who are interested in or are just beginning Early Intensive Behavioral Intervention (EIBI) programs. Presenters will introduce the role and structure of discrete trial teaching efforts within these and will use lecture, video excerpts, and role-playing activities to illustrate intervention techniques. Topics that will be covered in detail include the organization of sessions and intervention sittings, the components of discrete trials, the use of reinforcement, the use of prompts, and the creation of data collection systems. Participants will implement programs with children with autism in a supervised setting on the second day of this workshop.

Wednesday March 26<sup>th</sup>

- |  |
|--|
| <input type="checkbox"/> TC 6:00 pm <b><u>Thompson Center Meet &amp; Greet (free)</u></b><br>All pre-conference and main conference participants and presenters are invited to tour the Thompson Center and visit with faculty and staff, conference presenters and sponsors, and fellow conference participants. Light refreshments will be provided. This event is free of charge, but registration is required. |
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# 2008 Autism Intervention Conference Event Checklist

## MAIN CONFERENCE SEMINARS – Page 1 of 2

<b><u>THURSDAY, MARCH 27th</u></b>	<b><u>FRIDAY, MARCH 28th</u></b>
<p><u>All conference participants are invited to attend</u> <b><u>Thursday, March 27<sup>th</sup> 8:30 am – 9:30 am</u></b></p> <p><input type="checkbox"/> P1 Keynote: Standing Together: An Update on the Power of Partnerships</p>	<p><u>All conference participants are invited to attend</u> <b><u>Friday, March 28<sup>th</sup> 8:30 am – 9:30 am</u></b></p> <p><input type="checkbox"/> P2 Plenary: Report on the Blue Ribbon Panel</p>
<p><u>Concurrent Sessions – Please select one</u> <b><u>Thursday, March 27<sup>th</sup> 10:00 am – 12:00 pm</u></b></p> <p><input type="checkbox"/> 1.1A Career Planning Options</p> <p><input type="checkbox"/> 1.2R Measuring Behavior</p> <p><input type="checkbox"/> 1.3I Development of Language</p> <p><input type="checkbox"/> 1.4F* Understanding Individualized Education Plans: Pt I</p> <p><input type="checkbox"/> 1.5B* Basic Principles of Applied Behavior Analysis: Pt I</p> <p><input type="checkbox"/> 1.6B* Behavior Assessment &amp; Analysis Techniques: Pt I</p> <p><input type="checkbox"/> 1.7D Introduction to Autism Spectrum Disorders</p>	<p><u>Concurrent Sessions – Please select one</u> <b><u>Friday, March 28<sup>th</sup> 10:00 am – 12:00 pm</u></b></p> <p><input type="checkbox"/> 4.1A Pre-employment Skills and Strategies</p> <p><input type="checkbox"/> 4.2I* Feeding &amp; Eating Issues: Pt I</p> <p><input type="checkbox"/> 4.3R Computerized Solutions for Session Training</p> <p><input type="checkbox"/> 4.4I Introduction to Assistive Technology</p> <p><input type="checkbox"/> 4.5A Preparing for College</p> <p><input type="checkbox"/> 4.6D Assessment &amp; Diagnosis of ASD</p> <p><input type="checkbox"/> 4.7I Visual Strategies</p>
<p><u>Concurrent Sessions – Please select one</u> <b><u>Thursday, March 27<sup>th</sup> 1:30 pm – 4:30 pm</u></b></p> <p><input type="checkbox"/> 2.1A Employment Supports and Benefits</p> <p><input type="checkbox"/> 2.2I Teaching Sign Language</p> <p><input type="checkbox"/> 2.3I Treatment of Self-stimulatory Behaviors</p> <p><input type="checkbox"/> 2.4F* Understanding Individualized Education Plans: Pt II</p> <p><input type="checkbox"/> 2.5B* Basic Principles of Applied Behavior Analysis: Pt II</p> <p><input type="checkbox"/> 2.6B* Behavior Assessment &amp; Analysis Techniques: Pt II</p>	<p><u>Concurrent Sessions – Please select one</u> <b><u>Friday, March 28<sup>th</sup> 1:30 pm – 4:30 pm</u></b></p> <p><input type="checkbox"/> 5.1I Identifying Effective &amp; Evidence Based Methods</p> <p><input type="checkbox"/> 5.2I* Feeding &amp; Eating Issues: Pt II</p> <p><input type="checkbox"/> 5.3B Effective Strategies for Training &amp; Supervising</p> <p><input type="checkbox"/> 5.4B Individualized Positive Behavior Support Plans</p> <p><input type="checkbox"/> 5.5D Multi-disciplinary Clinic-based Evaluations</p> <p><input type="checkbox"/> 5.6R Graphing Behavioral and Learning Data</p>
<p><u>Concurrent Sessions – Please select one</u> <b><u>Thursday, March 27<sup>th</sup> 5:00 pm – 6:30 pm</u></b></p> <p><input type="checkbox"/> 3.1A Supported Employment Q&amp;A</p> <p><input type="checkbox"/> 3.2R JABA Review: Adult Issues</p> <p><input type="checkbox"/> 3.3R Creating Data Collection Systems</p> <p><input type="checkbox"/> 3.4I What is FAPE and What Should it Look Like?</p> <p><input type="checkbox"/> 3.5F Identifying and Accessing Missouri Resources</p> <p><input type="checkbox"/> 3.6B Factors Affecting Treatment Success</p> <p><input type="checkbox"/> 3.7B ABA as a Science</p>	<p><u>Concurrent Sessions – Please select one</u> <b><u>Friday, March 28<sup>th</sup> 5:00 pm – 6:30 pm</u></b></p> <p><input type="checkbox"/> 6.1A Supporting Individuals through Residential Support</p> <p><input type="checkbox"/> 6.2I Effective Strategies for Behavior Problems</p> <p><input type="checkbox"/> 6.3I Assistive Technology Roundtable</p> <p><input type="checkbox"/> 6.4I Pivotal Response Teaching</p> <p><input type="checkbox"/> 6.5B Incorporating Stimulus Equivalence</p> <p><input type="checkbox"/> 6.6B Precise Interventions in an Imprecise World</p> <p><input type="checkbox"/> 6.7D Establishing Best Practice Guidelines in Missouri</p>



# 2008 Autism Intervention Conference Event Checklist

## MAIN CONFERENCE SEMINARS – Page 2 of 2

<b><u>SATURDAY, MARCH 29th</u></b>	<b><u>SUNDAY, MARCH 30th</u></b>
<p><u>All conference participants are invited to attend</u> <b><u>Saturday, March 29<sup>th</sup> 8:30 am – 9:30 am</u></b></p> <p><input type="checkbox"/> P3 Plenary: Wisconsin Early Autism Project</p>	<p>*There will be no plenary session on Sunday. Sessions begin at 8:30 and the conference ends at Noon.</p>
<p><u>Concurrent Sessions – Please select one</u> <b><u>Saturday, March 29<sup>th</sup> 10:00 am – 12:00 pm</u></b></p> <p><input type="checkbox"/> 7.1A Intimacy &amp; Sexuality</p> <p><input type="checkbox"/> 7.2I Preparing Medical Professionals for ASD</p> <p><input type="checkbox"/> 7.3I Milieu Language</p> <p><input type="checkbox"/> 7.4F Supporting the Family System</p> <p><input type="checkbox"/> 7.5F Autism Current Events &amp; Advocacy</p> <p><input type="checkbox"/> 7.6B* Deconstructing the WEAP Intervention: Pt I</p> <p><input type="checkbox"/> 7.7D Differential Diagnoses of ASD</p>	<p><u>Concurrent Sessions – Please select one</u> <b><u>Sunday, March 30<sup>th</sup> 8:30 am – 10:15 am</u></b></p> <p><input type="checkbox"/> 10.1A Individuals with High Functioning Autism</p> <p><input type="checkbox"/> 10.2I Virtual Environment: An Assistive Technology</p> <p><input type="checkbox"/> 10.3I* Social Stories: Pt I</p> <p><input type="checkbox"/> 10.4I Teaching Social Skills to Individuals with ASD</p> <p><input type="checkbox"/> 10.5B The Role of Fluency in Instruction</p> <p><input type="checkbox"/> 10.6B* Case Studies of Severe Problem Behavior: Pt I</p>
<p><u>Concurrent Sessions – Please select one</u> <b><u>Saturday, March 29<sup>th</sup> 1:30 pm – 4:30 pm</u></b></p> <p><input type="checkbox"/> 8.1A Spouses of Individuals with Autism &amp; Aspergers</p> <p><input type="checkbox"/> 8.2I Teaching Adaptive Skills</p> <p><input type="checkbox"/> 8.3R JABA Review: Alt. Communication &amp; Childhood</p> <p><input type="checkbox"/> 8.4F Parent Perspective Panels</p> <p><input type="checkbox"/> 8.5B* Deconstructing the WEAP Intervention: Pt II</p>	<p><u>Concurrent Sessions – Please select one</u> <b><u>Sunday, March 30<sup>th</sup> 10:30 am – 12:00 pm</u></b></p> <p><input type="checkbox"/> 11.1I Students with ASD &amp; Intellectual Giftedness</p> <p><input type="checkbox"/> 11.2I Cognitive Behavior Intervention</p> <p><input type="checkbox"/> 11.3I* Social Stories: Pt II</p> <p><input type="checkbox"/> 11.4B A Synopsis of 30 Years of Research of ABA</p> <p><input type="checkbox"/> 11.5B School-wide Positive Behavior Support</p> <p><input type="checkbox"/> 11.6B* Case Studies of Severe Problem Behavior: Pt II</p>
<p><u>Concurrent Sessions – Please select one</u> <b><u>Saturday, March 29<sup>th</sup> 5:00 pm – 6:30 pm</u></b></p> <p><input type="checkbox"/> 9.1A Just Leave Me Alone!: Bullying and ASD</p> <p><input type="checkbox"/> 9.2A How Working Effects Benefits</p> <p><input type="checkbox"/> 9.3I Psychoactive Medications and ASD</p> <p><input type="checkbox"/> 9.4I Video Modeling</p> <p><input type="checkbox"/> 9.5F Sibling Supports</p> <p><input type="checkbox"/> 9.6B Case Study of Severe Problem Behavior: BSC</p> <p><input type="checkbox"/> 9.7B Teaching for Generalization</p>	<p><b><u>Please submit pages 1-4 along with payment to:</u></b></p> <p>Thompson Center for Autism c/o 2008 Autism Conference 300 Portland St. Suite 110 Columbia, MO 65211 (573) 882-0580</p> <p>Early bird registration deadline is February 24, 2008. Please print a copy for your records. You will receive confirmation of registration and a parking pass in the mail.</p> <p>For special accommodations, please call 882-0580.</p>