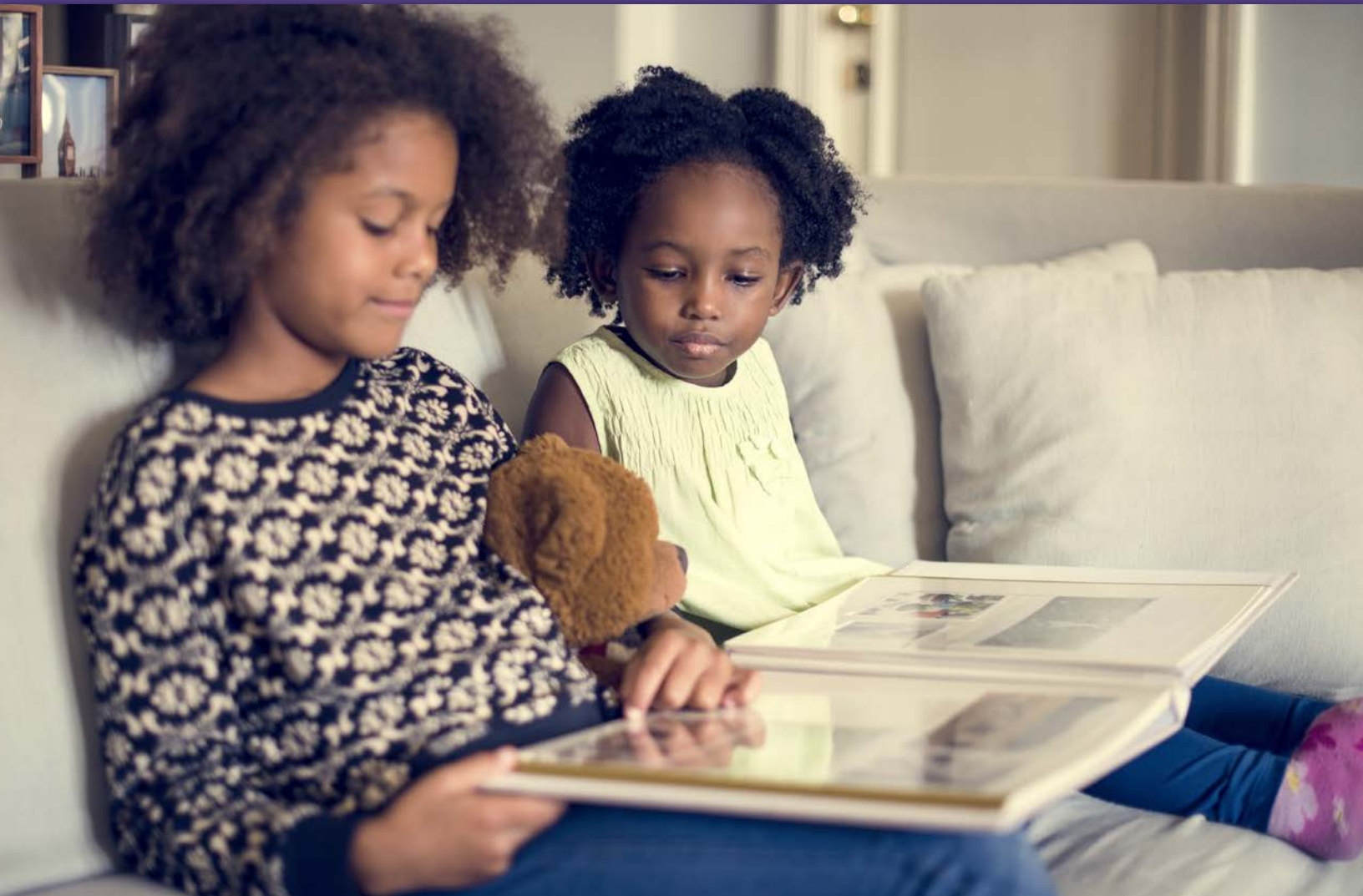


# 2020 Summer Training Institute on Autism Florida State University

*Recent Advances in Evidence-Based Practice for Autism Spectrum Disorder*



FSUCARD.COM

JUNE 16, 17 & 18 2020

Sponsored by the Florida State University College of Medicine  
Autism Institute and Autism Navigator LLC.

Funded by the Florida State University Center for Autism and  
Related Disabilities, the Annie Bishop Hamrick Endowed  
Professorship, and the Florida Department of Education,  
Bureau of Exceptional Education and Student Services.

**FREE for Floridians**

Cost for Out-of-State: \$250

Registration includes attendance in the 3-day virtual  
training plus a 1-Year license to use *Autism Navigator*  
for Classroom Success in PreK to 2<sup>nd</sup> Grade

**CARD** Center for Autism &  
Related Disabilities

**Autism  
NAVIGATOR**

**AUTISM  
INSTITUTE**  
The Florida State University  
College of Medicine



Supported by the Partnership for Effective  
Programs for Students with Autism  
[www.doepartnership.org](http://www.doepartnership.org)

## General Information

Each day will consist of four 90-minute sessions via Zoom with time built in for questions at the end of each presentation. Participants will log in to Zoom in the morning and their attendance and attention for each 90-minute block will be logged and calculated for CEU and In-Service credits. The Zoom Room will open at 8:15 a.m. EST and the schedule of each day will be:

### Morning:

8:30 a.m. – 10:00 a.m. EST

**20 minute break**

10:20 a.m. – 11:50 a.m. EST

**50 minute lunch break**

### Afternoon:

12:40 p.m. – 2:10 p.m. EST

**20 minute break**

2:30 p.m. – 4:00 pm EST

## Who Should Enroll?

- Educators, therapists, administrators, and others including — regular education and special education teachers, district-level personnel, speech-language pathologists, occupational therapists, early interventionists, psychologists, behavior specialists, and social workers serving children with autism spectrum disorder.
- College students interested in pre-service training in autism.

This Training Institute is designed to prepare educators and service providers to understand the social communication, behavioral, and learning characteristics of children and adults with autism spectrum disorder (ASD). The Training Institute will present new findings on evidence-based practices and offer practical strategies for implementing these practices for individuals with ASD in educational and community settings.

## Requirements for CEUs and In-Service Points

### ASHA CEUs and In-Service Points

Participants must log in and attend from 8:30 a.m. to 4:00 p.m. (EST) each day to earn CEUs or in-service points. Educators need to check with their district to determine what they will need to receive in-service points. Please note the amount of Intermediate Level CEUs offered for each day below:

**June 16:** 0.6 ASHA CEUs, 6 hours of instruction for in-service points

**June 17:** 0.6 ASHA CEUs, 6 hours of instruction for in-service points

**June 18:** 0.6 ASHA CEUs, 6 hours of instruction for in-service points

Participants may attend one or more days of this Training Institute and will be eligible for CEUs based on the number of days attended **for a possible total of 1.8 ASHA CEUs and 18 hours of instruction for in-service points.** A certificate of attendance and credit for CEUs will only be provided to participants for the duration of time they attend each session. Participants must be logged in and attentive for at least 80% of each 90-minute block to receive credit for that session. For information or assistance, please email [autism@med.fsu.edu](mailto:autism@med.fsu.edu).



## Registration and Fees

Registration include access to all three days of the Summer Training Institute and a one-year license to access the *Autism Navigator Classroom Success for PreK to Second Grade* course (a \$500 value).

**If you live or work in the State of Florida, registration is FREE.**

**Participants from FLORIDA use this link to register:**  
<https://bit.ly/2X3gdcw>.

**If you live outside of Florida, the registration fee is \$250.** Registration will open for participants outside of Florida on **Monday, June 1, 2020.**

**Participants OUTSIDE OF FLORIDA use this link to register:**  
<https://bit.ly/3ejc8qh> (Link will not be active until 6/1/20.)

### Cancellation Policy

If a registrant is unable to attend, they may cancel for a full refund if received by **June 12, 2020.** Cancellations must be made in writing to [support@autismnavigator.com](mailto:support@autismnavigator.com). Registrants who cancel will lose access to the *Autism Navigator Classroom Success for PreK to 2nd Grade* course and the ½ price Summer Institute course discount. If you do not cancel in writing, you accept liability for all fees.

APPROVED PROVIDER



**Florida State University Autism Institute** is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology

and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for up to 1.8 ASHA CEUs (Intermediate level; Professional area.)

**Tuesday, June 16, 2020**

**8:30 a.m. – 11:50 a.m.**

### **A LIFE COURSE PERSPECTIVE ON AUTISM AND THE TRANSITION TO ADULTHOOD: USING POPULATION LEVEL DATA TO INFORM POLICY AND PRACTICE**

**Anne Roux, MPH**

*A.J. Drexel Autism Institute*

#### **Training Description:**

There is an urgent need for understanding how life unfolds across the lifespan for people on the autism spectrum. Medical and clinical interventions are vital, but we must also learn about the experiences that help or hinder quality of life for people on the autism spectrum, their families, and our communities. This presentation will apply a life course perspective to frame our understanding of the current science on transition for youth on the autism spectrum, including population-level services research from the National Autism Data Center and applied findings from transition programs at the A.J. Drexel Autism Institute.

#### **Participants will be able to:**

- Understand the current state of science regarding the transition process and outcomes of young adults on the spectrum
- Describe a variety of policy and practice level interventions being implemented across the nation to address transition and improve outcomes
- Identify targets for policy and practice changes at the state and national levels

**Anne Roux, MPH** is a research scientist at the AJ Drexel Autism Institute's Life Course Outcomes Program at Drexel University in Philadelphia, where she applies a public health approach to studying life course outcomes of youth and adults on the autism spectrum. Much of her work focuses on understanding how transition-age youth are faring in employment. Anne is a lead author and producer of the award-winning National Autism Indicators Report series which has informed federal reports and policy on transition-age youth with autism. Over the course of her career, she has built a portfolio of clinical expertise in speech-language pathology, non-profit leadership and advocacy at the state level, and scientific investigation – each centered on autism-related issues. Because she has family members on the spectrum, Anne understands firsthand the urgent need for science that is aimed at improving people's lives.

**12:40 p.m. – 2:10 p.m.**

### **BUILDING WORK SKILLS FOR EMPLOYMENT SUCCESS: STRATEGIES AND RESOURCES**

**Tracy Dempsey, MS**

*Project 10*

#### **Training Description:**

This presentation reviews state and national employment initiatives and transition services, identifies work skills and attitudes as well as gaps in today's workforce and provides resources for teaching working skills.

#### **Participants will be able to:**

- Discuss state and national employment initiatives
- List transition services as defined in IDEA (2004)
- State the employment status of Florida's students with disabilities
- Name and identify the necessary skills and attitudes needed in today's workforce
- Access resources for teaching work skills

**Tracy Dempsey, MS** is the Project 10 Regional Transition Representative for 20 school districts in Northwest Florida (Region 1). Project 10 has been around since 2009 as Florida's statewide discretionary project supporting the secondary transition of youth with disabilities. Project 10 is funded by the Florida Department of Education Bureau of Exceptional Education and Student Services (BEESS) and serves as a collaborator with other state agencies, discretionary partners, non-profit organizations and families that provide secondary transition services for students with disabilities.

**2:30 p.m. – 4:00 p.m.**

### **APPLYING THE DATA TO STATE PRACTICES: A PANEL DISCUSSION WITH FLORIDA TRANSITION POLICY MAKERS AND STAKEHOLDERS**

**MODERATED BY ANNE ROUX, MPH**

#### **Training Description:**

This panel of post-secondary and agency personnel will explore how the process to positive adult outcomes works in Florida. The paths of employment and post-secondary options will be explored, and strategies shared on how to make each path a success.

#### **Participants will be able to:**

- Describe allowable accommodations for students in a college, university, or technical school setting
- List the state agencies who are available to help students transition from high school to either work or post-secondary education
- Locate the closest transition specialist in their area

#### **Panelists:**

**Jennifer Mitchell, PhD** is the Assistant Dean of Students and Director of the Office of Accessibility Services in the Department of Student Support and Transitions at the Florida State University.

**Tina Likovetz, EdD** is the Director of Student Accessibility Resources Center for Academic Success at the University of West Florida.

**Amanda Warren, MS** has served as the Program Coordinator for Tallahassee Community College (TCC) Eagle Connections, a postsecondary comprehensive transition program for adults with intellectual disabilities for the past two years.

**Daniel Jame, BS** is an Accessibility Advisor at Tallahassee Community College (TCC). He has been an employee at TCC since 2007 and been with Student Accessibility Services since 2014.

**Shakeila Epps** is a Vocational Rehabilitation Supervisor with the Florida Department of Education Vocational Rehabilitation (VR) office located in Tallahassee, FL. Shakeila along with her staff provide employment services to individuals with a mental and/or physical disability that impedes their ability to become successfully employed and provides services to individuals in Leon, Wakulla, Taylor, Madison, Hamilton, and Suwannee counties.

**Tracy Dempsey, MS** is the Project 10 Regional Transition Representative for 20 school districts in Northwest Florida (Region 1).



**Wednesday, June 17, 2020**

**8:30 a.m. – 4:00 p.m.**

**CHALLENGING BEHAVIOR MANAGEMENT – LEVELING UP! TO PROVIDE COMPREHENSIVE SUPPORT FOR EMOTIONAL REGULATION.**

**Amy Laurent, PhD, OTL/R & Jacquelyn Fede, PhD**  
*Autism Level UP!*

**Training Description:**

Autistic individuals often exhibit behaviors deemed to be problematic and challenging. This presentation will reframe our understanding of challenging behaviors by examining how emotional regulation ability influences an individual's capacity to navigate their day. Factors influencing emotional regulation will be explored from both a first-person autistic perspective, as well as developmental perspective. We will also introduce practical regulation strategies for use in the home and classroom, as well as a comprehensive suite of emotional regulation supports developed by Autism Level UP! Participants will have interactive opportunities to use the tools/strategies presented. Modifications for the supports will be discussed for individuals at a variety of developmental levels (e.g., students who are not yet communicating using words, those who are emerging language learners, and those who are conversational).

**Participants will be able to:**

- Discuss the relationship between emotional regulation difficulties and challenging behaviors.
- Identify primary emotional regulatory strategies which are appropriate for differing developmental levels.
- Identify factors that contribute to the need for ongoing regulatory support across the lifespan for autistic individuals.
- Discuss energy levels and the impact of these levels on active engagement given environmental context.

**Amy Laurent, PhD, OTL/R** specializes in the education of autistic individuals. Her work involves creating learning environments designed to facilitate children's active engagement at home, in schools, and throughout their communities. She is a co-author of the *SCERTS Model* and frequently lectures around the globe. She is passionate about neurodiversity and helping others to honor and understand the implications of "different ways of being" in relation to navigating the physical and social world. Dr. Laurent strives to practice what she preaches and uses her love of play, dance, and movement to meet her own regulatory needs.

**Jacquelyn Fede, PhD** is an Autistic Self-Advocate, developmental psychologist and program evaluator. Her research interests include immigration policy, autism, and community engagement. She uses her own experience to mentor other autistics and to help educate other audiences about autism through lecturing, blogging and consulting on evaluation projects. A full scholarship Division I soccer player in college, Dr. Fede continues to meet her sensory needs by seeking extreme physical activity. She also enjoys the use of creativity and art for expression.

Thursday, June 18, 2020

8:30 a.m. – 4:00 p.m.

**AN INTERACTIVE GUIDE THROUGH AUTISM NAVIGATOR®  
FOR SUCCESS IN PRE-K TO 2ND GRADE – STRATEGIES  
FOR IN-PERSON AND VIRTUAL CLASSROOMS**

**Joy Moore, MS, Lerena Fleck, MS, Renee Holland, MS,  
Amy Wetherby, PhD, Debi Cassidy, BS,  
and Catherine Zenko, MS**

*Florida State University Autism Institute*

**Training Description:**

This presentation will be an interactive guide through the Autism Navigator's newest course, *Classroom Success in PreK to 2nd Grade*. Participants will learn how the unique characteristics of autism may impact a student's school experience and interfere with classroom learning. An evidenced-based framework will be presented to prioritize goals using a lens of active engagement and a layer cake of teaching strategies to promote learning and positive behavior. To achieve the intensity needed and promote generalization for students with autism, we will highlight the importance of teaching and learning across everyday classroom activities. Video examples and audience participation will be used to illustrate how to apply this model to both in-person and virtual classrooms, and to teach parents strategies to support their child's learning in everyday activities at home.

Each participant will also receive 11 seats in the *Autism Navigator How-To Guide for Families*, 1 for the teacher and 10 for families to help build a stronger partnership during this time of virtual learning.

**Participants will be able to:**

- Identify how core features of autism may interfere with classroom learning
- Describe the components of active engagement and layers of transactional supports that can be used in everyday school and home activities
- Identify specific strategies to use for preventing challenging behavior and for teaching communication and emotional regulation replacement behaviors
- Utilize the *How-To Guide for Families* course to form a school-home partnership to achieve the intensity needed for students with autism

**Joy Moore, MS., CCC-SLP** has worked as a speech-language pathologist for the past 36 years and is an Autism Navigator Master Coach and Global Trainer with the Autism Institute at Florida State University. Her current work includes training parents and professionals in the Early Social Interaction (ESI) model of intervention as well as contributing to the ongoing development of Autism Navigator courses and tools. She is an author of the *Autism Navigator for Classroom Success in PreK to 2nd Grade* course.

**Lerena Fleck, MS** is an Autism Consultant for the Florida State University Center for Autism and Related Disabilities (FSU CARD) where she works with educators, families and community members to meet the needs of individuals with autism. Before joining FSU CARD full time, she was a classroom teacher for almost 22 years, working with students with and without disabilities. In addition to working with FSU CARD, Ms. Fleck is also contributing to the development and an author of the *Autism Navigator Success for PreK to 2nd Grade* course.

**Renee Daly Holland, MS, CCC-SLP** is the Assistant Director of Early Intervention Services Research for the Autism Institute in the College of Medicine at Florida State University. Her clinical experience over the past 27 years has focused on home and community based early intervention for children with autism spectrum and speech and language disorders. An author of the Autism Navigator collection of web-based courses and tools, Mrs. Holland also serves as an Autism Navigator Global Trainer and supports professionals within early intervention systems to deliver effective, evidence-based intervention in natural environments.

**Amy M. Wetherby, PhD, CCC-SLP** is a Distinguished Research Professor in the Department of Clinical Sciences, Director of the Autism Institute in the Florida State University College of Medicine, and the Laurel Schendel Professor of Communication Disorders in the Florida State University College of Communication and Information. She has over 40 years of research and clinical experience with children with autism and their families, is co-owner of Autism Navigator, LLC and is an author on all Autism Navigator courses.

**Debi Cassidy, BS** is an autism consultant for the Florida State University Center for Autism and Related Disabilities. (FSU CARD). She has worked in the autism field for 24 years as an educator and consultant. She currently works closely with educators, families, and community partners to develop and implement evidenced based practices for individuals with autism.

**Catherine Zenko, MS, CCC-SLP** is the director of FSU CARD at the FSU Autism Institute. She has worked with individuals with autism, their families, educators, and community members in Florida for over 20 years. She is the co-author of two books on autism, *Understanding the Nature of Autism, 3rd Edition* (2012) and *Here's How to Provide Intervention for Children with Autism Spectrum Disorder* (2013).



## Speaker Disclosures



### Tuesday, June 16, 2020

#### Anne Roux, MPH

**Financial:** Employed by Drexel University, Honorarium for Speaking from FSU Autism Institute

**Non-Financial:** None

#### Tracy Dempsey, MS

**Financial:** Employed by Project 10

**Non-Financial:** None

#### Jennifer Mitchell, PhD

**Financial:** Employed by Florida State University

**Non-Financial:** None

#### Tina Likovetz, EdD

**Financial:** Employed by University of West Florida

**Non-Financial:** None

#### Amanda Warren, MS

**Financial:** Employed by Tallahassee Community College

**Non-Financial:** None

#### Daniel Jame, BS

**Financial:** Employed by Tallahassee Community College

**Non-Financial:** None

#### Shakeila Epps

**Financial:** Employed by Vocational Rehabilitation

**Non-Financial:** None

### Wednesday, June 17, 2020

#### Amy Laurent, PhD, OTL/R

**Financial:** Co-Director of Autism Level UP!, LLC, Honorarium for Speaking from FSU Autism Institute, Co-Author of *The SCERTS® Model* (Brookes Publishing)

**Non-Financial:** Autistic Ally- close colleague of many autistic adults which influences perspective and priority in providing supportive interventions/educational programming

#### Jacquelyn Fede, PhD,

**Financial:** Co-Director of Autism Level UP!, LLC, Honorarium for Speaking from FSU Autism Institute

**Non-Financial:** Autistic Person- my views are inevitably shaped by my personal experience

### Thursday, June 18, 2020

#### Joy Moore, MS., CCC-SLP

**Financial:** Employed by Florida State University, Co-Author of the *Autism Navigator for Classroom Success in PreK to 2nd Grade* course

**Non-Financial:** None

#### Lerena Fleck, MS

**Financial:** Employed by Florida State University, Co-Author of the *Autism Navigator for Classroom Success in PreK to 2nd Grade* course

**Non-Financial:** None

#### Renee Daly Holland, MS, CCC-SLP

**Financial:** Employed by Florida State University, Co-Author of the *Autism Navigator for Classroom Success in PreK to 2nd Grade* course and all other Autism Navigator courses.

**Non-Financial:** None

#### Amy M. Wetherby, PhD, CCC-SLP

**Financial:** Employed by Florida State University, Grant funding from NIH and US Dept. of Education, Co-Owner of Autism Navigator, LLC, an author of the *Autism Navigator for Classroom Success in PreK to 2nd Grade* course and all other Autism Navigator courses, Co-Author: *Communication and Symbolic Behavior Scales Developmental Profile* and *The SCERTS® Model* (Brookes Publishing).

**Non-Financial:** None

#### Debi Cassidy, BS

**Financial:** Employed by Florida State University

**Non-Financial:** None

#### Catherine Zenko, MS, CCC-SLP

**Financial:** Employed by Florida State University, Co-Author of *Understanding the Nature of Autism, 3rd Edition* (Hammill Institute on Disabilities) and *Here's How to Provide Intervention for Children with Autism Spectrum Disorder* (Plural Publishing)

**Non-Financial:** None