

THURSDAY AT-A-GLANCE

8:00 – 9:15 am | Concurrent Sessions

B130	Mock Manifestation Determination Review: Siblings Behaving Badly Laura Anthony
B131	Communication Matrix Provides Support For Students With Complex Communication Needs Kelly Fonner
B140	Strengthening Inclusive Apprenticeship for Youth and Adults on the Autism Spectrum Scott Robertson
B143	Catatonia and ASD: Time to Come out of the Shadows Ruth Aspy
B230	Meeting Milo: The Robot Revolutionizing ASD Learning Greg Firn
B233	The 10,000 Hours of Practice Theory: Does It Have Relevance for Improving Lives In Autism? Jim Taylor
Short North Ballroom A	Ohio's Revised and Required Forms John Magee
Short North Ballroom B	Promoting Independence and Wellbeing in Teens and Adults by Maximizing Interoception: The 8th Sense Kelly Mahler, Chloe Rothschild
C150	▲ Secondary Students: Providing a Comprehensive Curriculum for our Transitioning Students Cami Ferguson
C151	▲ Foundational Reading Skills: Standards Tell Us What, Research Tells Us How Elaine Balum

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C160	<p>Strategies to Promote Independence, Participation, and Social Success in Preschool Jaclyn Donaldson, Libby Graf-O'Brien, Shannon Miller, Raechel Staugler</p>
C162	<p>Real Stories of How Charting the LifeCourse Is Changing the Narrative for All in Ohio Celia Schloemer, Barbara Sapharas, Brian Green, Kelley Flodder</p>
C170	<p>The Marriage of UDL and PBIS: A Framework to Support the Whole Child Gregory Boerio, Denise Malkovits</p>
C172	<p>Five Things We Must Do to Develop Happy, Secure, and Fulfilled Adults With Autism Jennifer Krumins</p>
D180	<p>Working Together to Collect and Analyze the DATA! Lisa Orem, Karin Humble</p>
D182	<p>What Did I Get Myself Into? An Introduction for New Directors of Special Education and Pupil Services Paul Kidd, Valerie Riedthaler, Lisa Bruening, Gwenn Spence</p>
D183	<p>Change How Your Students Learn With Read&Write for Google Chrome Joelle McConnell</p>
D280	<p>Insurance Mandate Efforts to Ensure Access to Prescribed Treatments Marla Root</p>
D281	<p>Becoming Social Participants in a Nonthreatening Way Sondra Williams, Brigid Rankowski, Heidi Kelly</p>
D283	<p>How We All Learn: The Brain, Body, and Communication HWAL Overview Mark Campano</p>

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9:45 – 11:15 am | Keynote Session

Main Stage Hall C	We Ain't Done Yet, But We're Working on It! Bill East
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11:30 am – 12:30 pm | Poster Session Presentations

Hall C 601	A Novel Transition Program: Success in the University Setting Corey Sheldon
Hall C 604	Community Mobility Exploration: An Interprofessional Outreach Activity Shirley Peganoff O'Brien, Jennifer Hight
Hall C 607	Employee and Employer Perspectives on Fading Support for Emerging Adults With ASD Lora Slutsky, Sara LaMontagne
Hall C 610	Everybody, Do Your Share: Using the PDC-HS to Increase Treatment Room Cleanliness Stephanie Holladay, Kristin Toruno
Hall C 613	Examining Teachers' Preparedness to Implement Effective Reading Instruction to Students With ASD Kimberly Bean
Hall C 615	Making it Meaningful: Shared Reading Strategies to Enhance Engagement in the Classroom Caroline Fitchett, Monica Delano
Hall C 616	Blended Environments: Supporting Students Enrolled in Ohio's College Credit Plus Program C. Drew Milliga

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Hall C 619	Ohio Early Childhood Positive Behavioral Intervention and Support Project Krista Dickens, Margie Spino
Hall C 622	Reducing Hair Pulling Using Habit Reversal With a Multiple-Baseline Design Kathryn Frank, Charla Hutchinson
Hall C 625	SEE-KS Social Emotional Engagement - Knowledge and Skills Jen Townsend
Hall C 628	Signing Space of Deaf Learners With Autism Nena Neild, Julie Stewart
Hall C 631	Show Me the Money: Whole-Group Independent Positive Reinforcement Contingency Rachael Dobson, Gregory Boerio
Hall C 634	Utility of the Youth Outcome Questionnaire for ASD-Related Behavioral Challenges Maggie Freeman, Rena Harp
Hall C 637	Handwriting and Autism: Perspectives From the Inside Kate Gladstone, James Williams, Andrew Haber
Hall C 644	Career and Transition Assessment: The Basics and Resources Amanda Baggett, Sarah Drewlo
Hall C 648	Transition Skill Building and Opportunity: Charting a Course for the Future Maryalice Turner, Lilian Beck
Hall C 652	Using Technology to Enhance Academics and Transition in Special Education Alfred Daviso, Carol Sparber
Hall C 656	Executive Function Group Intervention Meets Parent Training: Results and Lessons Learned Joselynn Jaques

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Hall C 659	The Presents of Micah: A 34-Year Documentary Ron Taylor
Hall C 662	Improving Outcomes for Transition-Age Students Through Community Collaboration Kelly Elton, Brittany Joseph
12:45 – 2:00 pm Concurrent Sessions	
B130	Improving Achievement Using Communication Plans for Deaf and Hard-of-Hearing Students Pamela Luft, Thomas Meehan
B131	Real-World Use of the Endrew F. Standard – Writing, Data Collection, Progress Monitoring Christina Peer
B143	Strategy Smackdown: District and Schoolwide Strategies for Increasing Knowledge in ASD Amy Bixler Coffin, Wendy Szakacs
B230	First Scribbler! First Writer! First Author! Kelly Fonner
B233	How to Motivate Children With Feedback That Develops Growth Mindsets Lorna Timmerman
Short North Ballroom A	It's Working: Ohio's Transition Vision for Students With Disabilities Amy Szymanski, Shannon Komisarek, Stacy Collins
Short North Ballroom B	Collaborate to Calm Your Classroom Using Internal Regulation and Social-Emotional Supports Allison Officer, Lynn DeMange
C150	▲ Move Your Body. Grow Your Mind. Sandra Turner

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C160	Building Social Connections at Recess Through Peer Networks Matthew Brock, Mary Barczak, Scott Dueker, Lynde Webster
C162	Addressing Disproportionality in Special Education: What It Is, How It's Changing, and What We Can Do About It Virginia Ressa, Kara Waldron, Laurie Langenfeld, Jenine Sansost
C170	Universal Design for Learning Digital Formative and Summative Assessment Thomas Simmons, Debra Bauder
C172	Co-Teaching in Today's Classrooms: Meeting the Diversity of Learners Jim Chapple
D180	Preservice Teachers' Perspectives on Assistive Technology and an Exploration of Various Free or Low-Cost Apps Virginia Morash-MacNeil
D182	Social Self-Advocacy Pre-Transitional Concepts That Work Sondra Williams
D183	Developing Capacity With OLAC Resources Jim Gay, Karel Oxley
D280	Not Your Typical Positive Behavior Interventions and Supports Framework Tiffini Flugga, Heidi Kerchenski, Jessica Campagna
D281	Partnering to Improve Opportunities for Students With Sensory Impairments Karen Koehler, Doug Sturgeon, Megan Trowbridge, Jill Kelch
D283	Early Childhood Mental Health Consultation: Helping Children Succeed in School Grace Schoessow

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2:45 – 4:00 pm | Concurrent Sessions

B130	A Complaint Was Filed, Now What? Steps for Schools to Navigate Through the Formal State Complaint Process Monica Drvota, Heidi Kleinman
B131	The How-To of Implementing Evidence-Based Practices: What Works for Work Rachel McMahan Queen, Chris Filler
B140	An Introduction to Working With Students Identified as Having Emotional Disturbance Lora Eaton, Susan Fiegl
B230	How We All Learn: The Brain, Body, and Communication—Communication Development Mark Campano
B233	Hypothesis-Driven Approaches to Fostering Academic and Behavioral Success Richard Cowan
Short North Ballroom A	Excelling With Autism: Obtaining Critical Mass Using Deliberate Practice Ruth Aspy, Brenda Myles
Short North Ballroom B	Not a Box: Ways to Create and Support Play for All Children in Your Classroom Greta Powell, Kim Garner, Kathryn Woodburn
C150	▲ The Greatest Home Movie Ever: A 34-year Documentary From Infancy to Adulthood of a Child With Severe Disabilities Ron Taylor

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C160	<p>UDL, Galion Intermediate Style: Flexible Environment, Learning at My Own Pace ... Success! Barb Gentile Green, Christine Smith, Sue Stark, Jenny Reagan</p>
C162	<p>Accessible Educational Materials, Assistive Technology, and Intensive Technical Assistance Jan Rogers, Rachel Schultz, Luis Perez, Cynthia Curry</p>
C170	<p>Systematic Prompting Strategies: How and When to Use Them Mary Barczak, Matthew Brock</p>
C172	<p>Mission Impossible: Maintaining Focus in a Distracting World Lorna Timmerman</p>
D182	<p>It's The Simple View: Ohio's Plan to Raise Literacy Achievement Melissa Weber-Mayrer, Wendy Stoica, Elizabeth Hess</p>
D183	<p>Taking Data Collection Out of the Filing Cabinet and Into the Cloud Erica Thompson-Hackett</p>
D280	<p>Autism Safety Initiative: Training the Community and First Responders Anne Tapia, Kathryn Doyle, Kim Martindell</p>
D281	<p>Collaborative Goal Writing in the School Setting: Together Is Better! Carol Conway, Emily Hertz, Rebecca Moskovitz, Chelsea Koss</p>
D283	<p>Quick, Easy, Effective, and Fun Executive Functioning Strategies Amy Moore Gaffney</p>

THURSDAY AT-A-GLANCE

2:45 – 5:45 pm | University Summit

D180 University Summit Celia Oyler, Sheila Smith

4:30 – 5:45 pm | Concurrent Sessions

B130 **A Snapshot of Early Childhood Positive Behavior Interventions and Supports**
Michelle Smith, Deborah Bailey, Margie Spino

B131 **Teacher’s Call of Duty: Winning the Combat of Complex Behavior**
Carolyn Patten, Falecia Collier, Cary Kiser

B140 **Science and the Expanded Core Curriculum: Can I Really Teach Both in ONE Lesson?**
Tiffany Wild, Ying-Ting Chiu

B143 **Strategy Smackdown: Classroom Strategies for General Educators to Support Individuals With Disabilities**
Shawna Benson, Wendy Szakacs

B230 **Meeting Ohio’s New Transition Planning Requirements: Beyond Compliance**
Alfred Daviso, Carol Sparber

B233 **PEERspective: A New Way of Seeing the Social World** Jennifer Schmidt

Short North Ballroom A **Resiliency: Bouncing Down Is Easier Than Bouncing Up** Sondra Williams, Lara Palay, Kevin Aldridge

Short North Ballroom B **Everything Is STILL Awesome With LEGO Education!** Matt Mobilio, Michael Kennedy

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C150	The Impact of Sensory Processing Disorder on the Feeding Skills in Individuals With ASD Maureen Flanagan
C151	Fill Your Toolbox: Reading Instruction Strategies for Deaf or Hard-of-Hearing Learners Abby White, Julie Stewart
C160	Evidence-Based on-the-Job Training Strategies for Working With Paraprofessionals John Schaefer
C162	Worktopia: A Canadian Initiative to Improve Employment Outcomes for Autistic Individuals Wendy Mitchell, David Nicholas, Chandra Lebenhagen, Katelyn Lowe
C170	All About Me: Social Skills, Behavior, and Puberty Kelly Oblaczynski, Cara Colak
C172	Navigating Tough Conversations in IEP and ETR Meetings Melissa Klosterman-Lando, Jara Packer
D182	Developing Crisis Plans to Support Students With Disabilities During School Crises Laura Clarke, Dusty Columbia Embury
D183	Up in the Cloud for Appy Hour Mo Buti
D280	Maintaining Principled and Respectful Relationships During Conflict Kerry Agins, Christina Peer
D281	Efficacy of a Parent-as-Consultant Model to Promote Parent and Family Resilience Kenneth Miller, Susan Miller, Richard VanVoorhis, Chelsea Burley

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D283	Medicaid in Schools and Services for Children With ASD Nichole Small, Lesley Scott-Charlton, Mark Smith
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8:00 – 9:15 am**THURSDAY SESSIONS**

Mock Manifestation Determination Review:**Siblings Behaving Badly****B130 Laura Anthony****Type: Lecture Level: Intermediate**

When a sister's hallway drug deal goes bad, she sends a text message to her brother. He becomes agitated and assaults a teacher as he tries to leave class. Each sibling is identified as a student with a disability, but what discipline, if any, is appropriate? In this dramatization, the narrator guides you through the legal standards and provides practical guidance while a mock IEP team demonstrates how to consider each student's behavior and determine the appropriate procedures required under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act.

Communication Matrix Provides Support for Students with Complex Communication Needs**B131 Kelly Fonner****Type: Hands-On Interactive Level: Introductory**

The Communication Matrix and associated resources may be used to assess, develop and implement communication programs for children with complex communication needs. In this session, you will use the Communication Matrix, a free, online Matrix that yields a detailed description of the expressive communication skills of any individual functioning at or below the two-year expressive level. We will also explore use of the Custom Report and the Design to Learn IEP Development Guide to evaluate the quality of goals and the Guide to Deciding on Intervention Goals. Finally, you will also explore the Community of Practice.

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Strengthening Inclusive Apprenticeship for Youth and Adults on the Autism Spectrum

B140 Scott Robertson

Type: Lecture Level: Introductory

This session discusses inclusive apprenticeship as a career pathway for youth and adults on the autism spectrum. The presentation defines apprenticeship and discusses how it combines classroom and on-the-job training in high-skill, high-demand fields, such as healthcare and information technology. It also shares how the hands-on nature of apprenticeship with supports can match the strengths, gifts, and talents of many people on the autism spectrum. Finally, it discusses ongoing initiatives in apprenticeship and work-based learning, including efforts related to autism.

Catatonia and ASD: Time to Come Out of the Shadows

B143 Ruth Aspy

Type: Lecture Level: Intermediate

Catatonia is experienced by 12-to-18% of those with ASD. It manifests in opposing ways, immobility – "stuckness" – and symptoms of excitability (e.g., agitation, unintentional destructive behaviors). Despite being included in the DSM 5 as a specifier for autism, catatonia in ASD has remained obscure. However, in autism, early catatonia-related symptoms can advance into full-blown catatonia. When that happens, it can be incapacitating and even life-threatening. It is time for everyone in the field of autism to recognize the signs of catatonia and, to know how to address them.

Meeting Milo: The Robot Revolutionizing ASD Learning

B230 Greg Firn

Type: Hands-On Interactive Level: Intermediate

This interactive session will give attendees an opportunity to see in-person one of the most revolutionary approaches to ASD learning. Milo and his comprehensive ASD curriculum have been proven to: increase the numbers of hours of instruction that ASD learners receive; improve the effectiveness of that instruction; and reduce the costs of high-quality 1:1 ASD instruction. Come meet Milo at this interactive session, and we promise he will make quite the impression on you, too!

The 10,000 Hours of Practice Theory: Does It Have Relevance for Improving Lives In Autism?

B233 Jim Taylor

Type: Lecture Level: Intermediate

The 10,000 hours of practice theory suggests that the experience of focused practice enables us to become proficient in selected skills. Often, the child with autism receives significantly fewer hours of meaningful engagement and involvement with peers. This results in significant gaps and has profound implications later in life. This session will explore the impact of these limited learning opportunities and how practitioners can address this to ensure better outcomes.

Ohio's Revised and Required Forms

Short North Ballroom A John Magee

Type: Lecture Level: Introductory

This session will include basic compliance information, updates, and implementation of the required forms and the newly revised forms that accompany the special education process within the state of Ohio.