



2017 SUMMER INSTITUTE TECHNOLOGIES FOR CHILDREN WITH AUTISM

Free Event – Open to the Public

Location:

MHC 1617

More Information:

Tracy-Ann Gilbert-Smith

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Wednesday, May 10th • 9:00 am - 12:00 pm (Noon)

R. Michael Barker, PhD

Augmentative and Alternative Communication

This presentation will focus on the use of augmentative and alternative communication (AAC) in the classroom. It is intended to review evidence based practice and promising strategies that support both comprehension and expression in the school contexts. The use of AAC as a continuum of supports from basic visual supports to low tech aids to high tech devices will be discussed. Strategies that support communication and literacy development will be identified. Dynamic participation in meaningful classroom activities will be emphasized. Topics will be addressed through lecture, videos, and learning activities.

Dr. Barker is an assistant professor in the Department of Communication Sciences and Disorders at the University of South Florida. He received a BS with high honors in psychology in 2003, a MA in psychology in 2007, and a PhD in developmental psychology in 2010, from Georgia State University in Atlanta. Dr. Barker then completed a postdoctoral fellowship at the Schiefelbusch Institute for Life Span Studies at the University of Kansas in 2013. His research focuses on the assessment and instruction of phonological awareness and other literacy skills in children complex communication needs that may use augmentative and alternative communication. rmbarker@usf.edu

Wednesday, May 10th • 12:30 – 4:30 pm

Rocky Haynes, BCBA & Rose Iovannone, PhD, BCBA-D

Setting Students Up for Success: EBD and Autism Eligibilities

This presentation will teach participants through didactic instruction and practice how to successfully conduct functional behavior assessment interviews with youth supported in EBD settings. Discussion will also include a modular approach to support students with ASD accessing general education including a process for identifying technological supports to enhance educational outcomes. The evidence-based practices and technologies within the modular approach will be discussed and examples presented.

Rocky Haynes received his master's degree in Behavior Analysis and Therapy from Southern Illinois University (Carbondale) and is a Board Certified Behavior Analyst (BCBA). He has been working in the field of ABA since 2007 with a variety of populations including autism, intellectual disabilities, child abuse and neglect, gerontology and organizational behavior management. Currently, Rocky serves as a research assistant on Dr. Rose Iovannone's grant Students with Autism Accessing General Education (SAAGE) Model. Additionally, he is a doctoral student at the University of South Florida, within the Applied Behavior Analysis (ABA) Program. rdhaynes@usf.edu

Dr. Iovannone is an Assistant Professor of Child and Family Studies and a Board Certified Behavior Analyst at the University of South Florida. Dr. Iovannone is currently the Principal Investigator/Director of the USF Florida Diagnostic Learning and Resource System-Multidisciplinary Clinic and a project consultant on the Florida Positive Behavior Support project. She is a Co-Principal Investigator on a multi-site federal grant project titled Students with Autism Accessing General Education (SAAGE) Model. Previously, Dr. Iovannone served as Director of an Institute of Education Sciences (IES) funded randomized control group trial of the Prevent-Teach-Reinforce Project (PTR). In addition, she served as Principal Investigator for several state funded grants including Autism System of Care. iovannone@usf.edu

Thursday, May 11 • 9:00 am - 1:00 pm

Nicole McMillan, PhD, BCBA-D

Assessment for Basic Learning and Language Skills (ABLLS) and Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)

This presentation will introduce the ABLLS by James Partington and Mark Sundberg and the VB-MAPP by Mark Sundberg. Participants will learn how to conduct each assessment instrument, how to determine which instrument to use, and how to use them as a curriculum guide for individualized ABA programming. Topics will be addressed through lecture, videos and learning activities.

Dr. McMillan has worked in the areas of skill acquisition and problem behavior reduction in a variety of settings, such as center-based clinics, residential schools, in-home services, public and private schools, and early intervention preschools. She has provided services to several populations, including, typically developing children, caregivers, teachers, staff, adolescents and individuals with Autism Spectrum Disorders and developmental disabilities, and visually impaired individuals. In 2010, she graduated with a BS in Psychology and BA in Communication Sciences and Disorders from Louisiana State University. Following her undergraduate studies, she began her graduate school career in 2010 at Auburn University and completed her PhD in Cognitive and Behavioral Sciences with an emphasis in ABA in 2015. She is currently the Chief Clinical Officer at Engage Behavioral Health with a focus on staff training and professional development, and collaborative research projects. Her primary research interests are verbal behavior, staff/caregiver training, and skill acquisition with early learners. nhanney@ebhealthgroup.com

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