



Free Event – Open to the Public

Project TSBA & Project ABA present 2015 Summer Institutes on
Universal Design & Assistive Technology/
Technologies for Children with Autism



Monday, May 4th • Westside A

Augmentative and Alternative Communication

9-12 pm

R. Michael Barker, Ph.D.

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 B.S. with high honors in psychology in 2003, a M.A. in psychology in 2007, and a Ph.D. 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

UDL in the Classroom: Considerations for students with disabilities

1-4 pm

Phyllis Jones, Ph.D.

This workshop will introduce the fundamental concepts of Universal Design for Learning (UDL) in the classroom context. UDL will be contextualized in relation to the diverse learning needs of students, but emphasis will be given to students with disabilities including ASD. There will be exploration of how understandings of ASD (Theory of Mind, Executive Functioning issues and Experiencing Self theory) impact decisions of UDL teaching and learning. Participants will leave the workshop knowledgeable about the principles of UDL, their application to teaching and learning, and an awareness of some of the current potentials and challenges of UDL.

Dr. Jones is an associate professor in the Department of Special Education at the University of South Florida. Phyllis taught and was a deputy head in schools in the UK for fifteen years before she entered teacher education. She is author of *Inclusion in the Early Years: Stories of good practice*, co-author of *Collaborate Smart* and lead editor of four books related to classroom assessment, leading for inclusion, teachers as researchers and integrating insider perspectives into inclusive teacher learning. Phyllis is published widely in international journals related to inclusion, teacher education for teachers of students with severe intellectual disabilities and/or ASD. She is editor of the *International Journal of Whole Schooling* and sits on the board of *Disability & Society*. pjones7@usf.edu

Tuesday, May 5th • Westside A

Using Assistive and Performance Technologies to Support Positive Behaviors within a Multi-tiered System of Supports

9-12 pm

David Davis, Ph.D.

The challenges that students with disabilities face; in areas such as communication, environmental control, mobility, cognition, and self-regulation, can often lead to the emergence of disruptive behaviors. Assistive and performance technologies can be used by students as scaffolds to decrease the severity of these challenges and support the emergence of positive behaviors. This presentation will include a demonstration of assistive and performance technologies, guidelines on how behavior analysts and educators can work together to provide universal scaffolds in Tier 1, and recommendations for problem solving behavioral barriers to instructional engagement in Tier 3.

Dr. Davis coordinates the Technology & Learning Connections (TLC) Team, a part of the Problem Solving/Response to Intervention project at USF. The TLC Team provides statewide support for the implementation of assistive technology, accessible instructional materials, instructional technology, universal design for learning, and virtual instruction/ assessment within a multi-tiered system of supports. David's prior experience includes being a music therapist, a Certified Behavior Analyst with the state of Florida, an academic diagnostician, a technology specialist, and a discretionary project manager. david@tlc-mtss.com

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

1-5 pm

Jennifer Rava-Phelps, BCBA & Giana Fernandez, BCBA

This presentation will introduce the ABLSS by James Partington and Mark Sundberg and the VB-MAPP by Mark Sundberg. Participants will learn how to conduct each assessment, how to determine which one 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.

Mrs. Rava-Phelps founded Engage Behavioral Health in 2008. As owner and president, she specializes in the assessment and treatment of children and adults with ASD and other developmental disabilities. She is also an expert in Applied Verbal Behavior treatment for children with ASD. Jennifer has extensive experience working with individuals diagnosed with a variety of behavioral disorders in both clinical and outpatient settings. She earned her bachelor's degree in Psychology, with a specialty in Applied Behavior Analysis, from the University of South Florida. She also holds a master's degree in Applied Behavioral Analysis from Florida State University. jrava@ebhealthgroup.com

Mrs. Fernandez has been a member of the Engage Behavioral Health Team since 2008. As the Clinical Director, she specializes in coordinating quality, individualized ABA therapy to the clients at Engage Behavioral Health. She is responsible for the management and quality assurance of all clinical services provided by Engage's clinical staff. Gianna completed her bachelor's degree in Psychology and master's degree in Applied Behavioral Analysis from the University of South Florida. She has spent several years working with individuals with autism and related disabilities, and specializes in the use of direct instruction and naturalistic teaching with children in homes, schools and within various community settings. gfernandez@ebhealthgroup.com

Wednesday, May 6th • Westside A

Precision Teaching

9-12 pm

Kerri Milyko, Ph.D.

Precision Teaching (PT) is a growing field within the Science of Behavior. However, there are many misconceptions about PT that lead the average behavior analyst to classify the technology as something rather limiting. Dr. Milyko will address such misconceptions, highlight the pillars of PT, show the importance of sensitive, standard measurement analysis and share her reasons why she embraced this practice. Participants will learn how to read the Standard Celeration Chart, how to begin to analyze data on the chart, and various PT interventions for behavior acquisition.

Dr. Milyko is one of the newest leaders with in her specialty: Precision Teaching (PT). She earned a Master's degree in Psychology, specializing in Learning Science, is a Board Certified Behavior Analyst and completed a Doctor of Philosophy degree in Psychology from an Association for Behavior Analysis International accredited program at the University of Nevada, Reno. kmilyko@gmail.com

Video-based Instruction for Individuals with Autism

1-4 pm

Anibal Gutierrez, Ph.D.

Over the past several years there has been a marked interest in video modeling (VM), to teach individuals with autism spectrum disorder (ASD). VM is the presentation of previously recorded video footage of a model performing a certain behavior used to evoke new behaviors from participants, and it has been used to train a variety of skills in both children and adults. VM may be particularly appropriate for individuals with ASD due to a tendency toward stimulus over-selectivity, the propensity for people with ASD to focus on one stimulus at the expense of other important stimuli in the environment. While the term, "video modeling" may suggest that the video itself is sufficient to evoke the performance of the target behavior, in many instances the presence of an active therapist, the inclusion of prompts, as well as narration of the steps in the video are incorporated as a necessary component of the training procedure. The purpose of our current line of research is to investigate the effect these variables may play in the effectiveness of video modeling interventions for individuals with ASD.

Dr. Gutierrez is an assistant professor in the Psychology department at Florida International University and a Board Certified Behavior Analyst with experience in the assessment and treatment of severe problem behavior and in the development of adaptive skills for individuals with autism. Dr. Gutierrez's current research interests focus on variables related to treatment effectiveness for individuals with autism as well as the relationship between joint attention and preference for social reinforcers. Dr. Gutierrez is currently the site Co-PI for a federally-funded, multi-site study evaluating a school-based joint attention intervention for children with autism and previously served as the Co-PI for a federally funded, multi-site study evaluating the comparative efficacy of public preschool intervention models for students with autism spectrum disorders. anibal.gutierrez@fiu.edu



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