



2016 SUMMER INSTITUTES

TECHNOLOGIES FOR CHILDREN WITH AUTISM

Free Event – Open to the Public

Location:

MHC 1503

More Information:

Tracy-Ann Gilbert-Smith
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Wednesday, May 11th • 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 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

Wednesday, May 11th • 12:30 – 4:30 pm

Anibal Gutierrez, PhD, BCBA-D

Video-based Instruction for Individuals with Autism

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, 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 a university-based professor and researcher. He is also a Board Certified Behavior Analyst with experience in the assessment and treatment of problem behavior and in the development of adaptive skills for individuals with autism. He received his B.S., M.S., and Ph.D. from the University of Florida. Dr. Gutierrez's current research interests focus on early intervention, variables related to treatment effectiveness for individuals with autism, and the use of technology to bring about behavior change. Dr. Gutierrez is one of the investigators on the Simons Foundation Spark Project and has served as the site Co-PI for two federally-funded, multi-site studies evaluating school-based interventions and comprehensive treatment programs for students with autism spectrum disorders. a.gutierrez5@miami.edu

Thursday, May 12 • 12:30 pm - 4:30 pm

Nicole Hanney, 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. Hanney 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 B.S. in Psychology and B.A. 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 2015. She is currently the Clinical Director at Engage Behavioral Health and beginning a research program there. Her primary research interests are verbal behavior, staff/parent training, and skill acquisition with early learners. nhanney@ebhealthgroup.com

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College of Behavioral and Community Sciences

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