Welcome to the 2nd Annual Northern California Autism Symposium. California State University, Chico is proud to host this event and we are pleased to welcome you to the symposium, our campus, and our community. The purpose of this event is to bring high quality presenters who are experts in their professions within the greater field of Autism Spectrum Disorders (ASD), as well as individuals with ASD who are experts in their own right, to the North State. It is our hope that families, professionals, and students will benefit from the information presented over the next two days and incorporate it in their lives and current or future professions.

In this program you'll find the symposium schedule, featured presenter information, and presentation descriptions. Each day we will have multiple concurrent presentation sessions. For each session, choose a presentation of interest and note its time and location. If you have difficulty locating a room, let one of our event staff know and they will gladly assist you.

We gratefully acknowledge the CSU, Chico College of Communication and Education, the CSU, Chico Department of Kinesiology, Far Northern Regional Center, and The Yellow Door for their support of this year’s event.

Some important event details:

• Parking is available at either of the campus’ multi-story garages, or on the streets adjacent to campus. Permits are required to park in campus garages on Friday. Please carefully read instructions posted in the garages so that you will not be ticketed. Additional information is provided on the back of the program.

• Your name badge is your identification at the conference. Please wear it all times so we know who we’re saying hello to!

• Wireless internet access is available during your time on campus. Please follow these steps:
  1. Select the “csuchico-guest” wireless network
  2. Launch your device’s web browser
  3. If prompted, complete the online form to receive your username and password via text message

• A quiet space is available in Continuing Education, Room 107. It will be open throughout the symposium. See map on back cover for location.

• Lunch each day is on your own. We are just steps from Downtown Chico, which features a wide variety of restaurants. Downtown guides are available at the registration desk and in the Colusa Hall Rotunda, and our team is happy to provide dining recommendations.

If you have any questions stop by the registration desk at the BMU Auditorium, the Continuing Education office, or ask one of our event staff or volunteers. You can also call Continuing Education at 530-898-6105. In case of an emergency, University Police at 530-898-5555, or 911 from any campus phone.

Enjoy the symposium!
The Regional & Continuing Education Conference Services Team
David Hessl, PhD
Clinical Professor, Department of Psychiatry and Behavioral Sciences, School of Medicine

Dr. Hessl's clinical interests involve cognitive, emotional, and behavioral evaluation of children, adolescents and adults with neurodevelopmental disorders, especially those with fragile X syndrome, autism spectrum disorders, ADHD, and learning disorders. Dr. Hessl directs the Translational Psychophysiology and Assessment Laboratory (T-PAL) at the MIND Institute to investigate the emotional psychophysiology of children with neurodevelopmental disorders, and to develop novel outcome measures for clinical trials.

Meghan Miller, PhD
Assistant Professor, Department of Psychiatry & Behavioral Sciences

Meghan Miller, PhD, is an Assistant Professor in the Department of Psychiatry and Behavioral Sciences at the MIND Institute. Her research uses a developmental psychopathology framework to understand the emergence of neurodevelopmental disorders, with a particular focus on ASD and ADHD. The long-range goal is that this work will help identify factors that account for the transition from risk to disorder, and will be highly translational, delineating core shared processes to be targeted by transdiagnostic prevention and early intervention efforts. Dr. Miller is also a licensed clinical psychologist.

Leonard Abbeduto, PhD
Director, UC Davis MIND Institute and Tsakopoulos-Vismara Endowed Chair, Department of Psychiatry and Behavioral Sciences, School of Medicine

Dr. Abbeduto's research at the UC Davis MIND Institute focuses on the development of language across the lifespan in individuals with neurodevelopmental disorders. His current projects focus on the factors accounting for variation in the course of language in children, adolescents, and young adults with fragile X syndrome, autism, or Down syndrome. These projects seek to identify the behavioral, biological, and environmental influences that shape language in these conditions.

Patricia Schetter, MA, BCBA
Center for Excellence in Developmental Disabilities at the UC Davis MIND Institute

Patricia Schetter, MA, BCBA, is a Board Certificated Behavior Analyst who has worked in public education since 1999 as a Program Specialist, classroom teacher, behavior analyst, and provider of behavioral services. Schetter came to the UC Davis MIND Institute in 2010, where she is a project manager for the Center for Excellence in Developmental Disabilities. Presently, she coordinates the California Autism Professional Training and Information Network (CAPTAIN) project, and is an adviser and instructor for the UC Davis Extension Autism Spectrum Disorders Professional Concentration program.

Aubyn Stahmer, PhD
Professor in Psychiatry and Behavioral Sciences

Dr. Stahmer is an expert in the translation of evidence-based autism research to community-based practice and delivery. The main goals of her research include developing ways to help community providers, such as teachers and therapists, help children with autism and their families by providing high quality care. She is an internationally-respected expert in the use of naturalistic developmental behavioral interventions which are validated treatments for autism. Dr. Stahmer has conducted extensive research in the areas of parent coaching, early intervention, inclusive education, and services research in autism spectrum disorders.
## FRIDAY SCHEDULE — SEPTEMBER 28, 2018

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<thead>
<tr>
<th>Time</th>
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<td><strong>Check-In &amp; Coffee</strong></td>
<td>7:30–8AM</td>
<td>BMU Atrium &amp; Auditorium</td>
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<tr>
<td><strong>Welcome</strong></td>
<td>8–8:30AM</td>
<td>BMU Auditorium</td>
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<tr>
<td><strong>Concurrent Presentations: Session 1</strong></td>
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<td>Teaching a Multi-step or Complex Skill through Task Analysis and Chaining</td>
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<td>Use of Evidence-Based Practices in an Adult Day Program Setting</td>
<td>BMU 210</td>
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<td>Mary Rettinhouse, Jessica Knuth</td>
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<tr>
<td>Improve Self-Regulation Using Evidenced-Based Practices ★</td>
<td>Colusa Hall 100A</td>
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<td>Kandis Lighthall</td>
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<td>Essential Communication Skills for Student Success ★</td>
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<td>Jennifer Garcia</td>
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<td>Balance and Motor Skills Among College-Age Individuals</td>
<td>Colusa Hall 110</td>
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<td>Dr. Melissa Mache, Dr. Teri Todd, Dr. Danielle Jarvis</td>
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<td><strong>Concurrent Presentations: Session 2</strong></td>
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<td>Building Friendships in Individuals with ASD</td>
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<td>Video Modeling: An Evidence-Based Practice for Skills and Behavior</td>
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<td>Visual Supports ★</td>
<td>Colusa Hall 110</td>
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<td>Jacki Campos</td>
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<td><strong>Lunch</strong> (On Your Own)</td>
<td>Noon–1PM</td>
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<td><strong>Plenary Session: UC Davis MIND Institute</strong></td>
<td>1:15–4:30PM</td>
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<td>Fragile X at the Forefront of Targeted Treatments for Neurodevelopmental Disorders</td>
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<td>Bridging the Research-to-Practice Gap: How Community-Partnered Research Can Get Us There Faster</td>
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<td>Dr. Aubyn Stahmer, Patricia Schetter</td>
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<td><strong>Featured Speaker: Dr. Leonard Abbeduto</strong></td>
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<td>Technology as a Tool for Bringing Services and Research to Individuals with Autism and Developmental Disabilities, Families, and Communities</td>
<td>BMU Auditorium</td>
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<tr>
<td><strong>Reception</strong></td>
<td>5:45–6:30PM</td>
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★ Repeated Presentation
**SATURDAY SCHEDULE — SEPTEMBER 29, 2018**

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<thead>
<tr>
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<tr>
<td>8–8:30AM</td>
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</tbody>
</table>
| 8:30–10AM  | Keynote: Dena Gassner  
**Autism, Bourbon, Perspective, and Resilience**  
BMU Auditorium |  
| 10:15–11:45AM | Concurrent Presentations: Session 1  
**Evidence-Based Practices for Academics and Behavior Management in the General Education Environment for Students with Autism**  
Cathy Wyman, Gina Vernau  
BMU 203 |  
|  | **Learn the Signs, Act Early: Developmental Milestones and Red Flags ⚫**  
Mark Pfaff  
BMU 210 |  
|  | **School Advocacy for Parents and Other Advocates ⚫**  
Kimberlee Candela  
BMU 220G |  
|  | **Teaching Replacement Skills Using Differential Reinforcement of Alternative Behaviors to Children and Teens with Autism: Thinning Reinforcement to Impart Patience**  
Jonathan McCabe  
Colusa Hall 100B |  
|  | **PEERS, Social Skill Training**  
Dr. Josephine Blagrave, Jacqueline Johnson  
Colusa Hall 110 |  
| 11:45AM–12:45PM | Lunch (On Your Own)  
(On Your Own) |  
| 1–2:30PM   | Concurrent Presentations: Session 2  
**Social Security Disability: Info for First Timers and Professionals**  
Dena Gassner  
BMU Auditorium |  
|  | **Visual Supports ⚫**  
Jacki Campos  
BMU 203 |  
|  | **Learn the Signs, Act Early: Developmental Milestones and Red Flags ⚫**  
Mark Pfaff  
BMU 210 |  
|  | **School Advocacy for Parents and Other Advocates ⚫**  
Kimberlee Candela  
BMU 220G |  
|  | **Task Modifications to Effectively Build Gross Motor Skills in Autistic Youth**  
Dr. Andrew Colombo-Dougovito  
Colusa Hall 100B |  
| 2:45–4:15PM | Concurrent Presentations: Session 3  
**Housing Options for Persons with ASD**  
Larry Withers  
BMU 203 |  
|  | **IEP Meetings: Terms, Tips, and Talk**  
Caroline Roady  
BMU 210 |  
|  | **Learning Opportunities in Everyday Experiences**  
Johanne Carreau  
BMU 220G |  
|  | **Neurodiversity: Where We Are and Where We Can Go**  
Dr. Josephine Blagrave  
Colusa Hall 100B |  
|  | **Write On Write Now: Tell Your Story in Quick Time**  
Joan Goodreau  
Colusa 110 |  

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*September 28 & 29, 2018 | California State University, Chico*
KEYNOTE SPEAKER — DENA GASSNER

Dena Gassner, MSW, PhD Candidate
Center for Understanding

After spending 20 years navigating systems for her autistic son, Dena Gassner has maintained a private practice focused on systems navigation, first in Nashville and currently in New York City as she completes her PhD in Social Work at Adelphi University. She holds seats on the Board of Directors for The Arc US, the professional advisory board for AHANY and is on hiatus this term as a grant reviewer for the Department of Defense. She has worked as a consultant to the NYU NEST Program which focuses on inclusive practices for autistic students. She has spoken in Russia, Geneva (UN), Scotland, at Cambridge, INSAR, and has provided key testimony to multiple groups, including the IACC and the Government Accountability Offices in Washington, D.C. In 2018, she spoke at the United Nations in New York for World Autism Awareness Day, internationally-broadcasted testimony on the needs of autistic girls and women, and aging while living with autism. She has contributed chapters to Scholars with Autism Achieving Dreams, edited by L. Perner, and College for Students with Disabilities: We Do Belong, edited by Adelphi Professors Stephen Shore and Pavan Antony, and the recently released, Amazon Number 1 Best Seller, Spectrum Women: Walking to the Beat of Autism, edited by Cook and Garnett. She was recently appointed to the Washington D.C./Atlanta-based NIH Interagency Autism Coordinating Committee (IACC) Workgroup targeting healthcare disparities in autism, and completed the final of three years of Special Interest Group Coordination on “Incorporating Autistic Intellect in Research” for the International Agency for Autism Research (INSAR) in Rotterdam. As an international presenter, Dena seeks to live an authentic autistic life—not overcoming, but fully integrating, her autism spectrum condition.

The California State University, Chico College of Communication and Education is proud to sponsor the Northern California Autism Symposium. The symposium is a direct outgrowth of our Adaptive Physical Education Program in the Department of Kinesiology and reflects the College’s broad commitment to ensuring that all students have full access to learning.
Balance and Motor Skills Among College-Age Individuals

Dr. Melissa Mache | Associate Professor, California State University, Chico | mmache@csuchico.edu
Dr. Teri Todd | Associate Professor, California State University, Northridge | teri.todd@csun.edu
Dr. Danielle Jarvis | Assistant Professor, California State University, Northridge | danielle.jarvis@csun.edu

Deficits in balance and motor skills among children with ASD have been repeatedly described by researchers. However, very little is known about how these deficits persist or change as these children age into adulthood. In our presentation we will describe some of the commonly-observed deficits in balance and motor skills among children with ASD and provide evidence from our own research that will help to illustrate how balance and motor skills develop across the lifespan of an individual with ASD. Specifically, we will share information describing the performance of balance tasks, walking, and throwing among college-age individuals with ASD.

Bridging the Research-to-Practice Gap: How Community-Partnered Research Can Get Us There Faster

Dr. Aubyn Stahmer | Director, Community Based Treatment Research, UC Davis MIND Institute | astahmer@ucdavis.edu
Patricia Schetter, MA, BCBA | Coordinator of ASD Education Initiatives, UCEDD, UC Davis MIND Institute | plschetter@ucdavis.edu

While there has been extensive research conducted on treatments for autism spectrum disorders, and there have been many “Evidence-Based Practices” identified, the average amount of time that it takes for research to be integrated into practice is around 17 years. Community-partnered participatory research is one method that can shorten that gap and ensure that the practices that are used in community settings are a best fit and authentic to that setting. In this presentation, Dr. Aubyn Stahmer and Patricia Schetter will provide information about this method and share several examples of how community-partnered research studies are being implemented in California to bridge the gap between research and practice.

Building Friendships in Individuals with ASD

Dr. Maggie Daugherty | Program Specialist, Butte County SELPA | mdaugher@bcoe.org

Overview of the challenges associated with managing friendships in people with ASD, and strategies to improve friendship skills.

Early Detection of Autism and ADHD

Dr. Meghan Miller | Assistant Professor, Department of Psychiatry & Behavioral Sciences, UC Davis MIND Institute | mrhmiller@ucdavis.edu

Much progress has been made in the last decade with regard to identifying early markers of autism spectrum disorder (ASD) in infancy, but much less research has focused on early signs of ADHD. In this presentation, I will describe the work done to-date focused on the earliest signs of ASD, provide a rationale for applying these same research methods to new populations like ADHD, and conclude with early findings from an ongoing project focused on identifying early markers of both ASD and ADHD among infants at risk.

Essential Communication Skills for Student Success

Jennifer Garcia | Coordinator, Multi-tiered System of Support and Positive Behavioral Interventions and Supports, Butte County Office of Education | jgarcia@bcoe.org

Learn how to incorporate lessons for essential communication skills into every day teaching. The skills addressed will help students develop more independence in all settings. Walk away with practical strategies for classroom lessons and simple data collection tools. The information shared in this workshop can be used to support all learners regardless of their method of communication.
Evidence-Based Practices for Academics and Behavior Management in the General Education Environment for Students with Autism
Cathy Wyman | Inclusion Support Specialist, Chico Unified School District | cwyan@chicousd.org
Gina Vernau | 4th Grade Teacher, Chico Unified School District | gmetzger@chicousd.org

Participants will learn many effective and easy-to-implement tools that can be used with students with ASD in your classroom to support learning and appropriate behavior.

Fragile X at the Forefront of Targeted Treatments for Neurodevelopmental Disorders
Dr. David Hessl | Director, Translational Psychophysiology and Assessment Laboratory, UC Davis MIND Institute | drhessl@ucdavis.edu

Fragile X syndrome is the leading inherited cause of intellectual disabilities and the most common known single gene cause of autism. Because the genetic mutation and its downstream effects are well-defined, animal models of the condition have brought it to the forefront of targeted treatments for neurodevelopmental disorders. However, several high-profile clinical trials in people with fragile X have not been successful, forcing us to re-consider this translational research model and develop better designed studies, including those that combine targeted medicines with behavioral or cognitive interventions. This presentation will provide an overview of the “lessons learned” from this research, which may have implications for treatment of “idiopathic” autism.

Housing Options for Persons with ASD
Larry Withers | Associate Director of Client Services, Far Northern Regional Center | withersla@gmail.com

Locating affordable housing is difficult in California for all residents due to the high cost and lack of supply. For persons with disabilities the problems are multiplied. Through creative strategies many persons with ASD are able to locate and afford housing in their home communities. This presentation will highlight some of those strategies to ensure safe, affordable, and convenient housing for persons with ASD.

IEP Meetings: Terms, Tips, and Talk
Caroline Roady | Special Education Teacher, Chico Unified School District | carolineroady0@gmail.com

Parents, come prepared to learn the IEP jargon, the pieces and pages of an IEP, and how to be an active and productive part of your IEP Team. Plan to ask questions and leave with a better understanding of the working IEP document and with an acronym sheet for reference and future IEP success.

Improve Self-Regulation Using Evidenced-Based Practices
Kandis Lighthall | Autism Specialist, Autism & Behavior Training Associates Publications | kandis.lighthall@gmail.com

Session attendees will participate in activities built on Evidenced-Based Practices to improve self-regulation skills in students with ASD and other disabilities. Participants will be able to implement these strategies immediately using the plan they will develop at the end of the training.
Learn the Signs, Act Early: Developmental Milestones and Red Flags
Mark Pfaff | Administrator/Program Specialist, Tehama County Department of Education Special Schools and Services | mpfaff@tehamaschools.org

Saturday, 10:15–11:45AM | BMU 210
Saturday, 1–2:30PM | BMU 210

From birth to 5 years, your child should reach milestones in how he plays, learns, speaks, acts, and moves. Track your child’s development and act early if you have a concern. Introduction to the CDC Learn the Signs Act Early Initiative. Many free resources and innovative tools.

Learning Opportunities in Everyday Experiences
Johanne Carreau | Training Director, Parent Infant Programs | johannec@parentinfantprograms.com

Saturday, 2:45–4:15PM | BMU 220G

This workshop provides parents and caregivers natural and uncomplicated techniques that can be used during everyday experiences also known as “In Real Time.” The use of increased learning opportunities during natural experiences encourages home and community engagement and participation. These techniques are adapted from proven behavioral programs and can easily be embedded in ordinary day-to-day routines. Johanne has over 25 years of working in homes with families and presenting in the North State.

Neurodiversity: Where We Are and Where We Can Go
Dr. Josephine Blagrave | California State University, Chico | ablagrave@csuchico.edu

Saturday, 2:45–4:15PM | BMU Auditorium

Neurodiversity is the concept that there are individual brain differences and ways of thinking in society. It is also the practice of using that diversity in a strengths-based approach that helps all individuals to be successful. Currently, universities across the country are working to make their campuses neurodiverse. Come to this session to help brainstorm and dream of what Chico State could look like as a neurodiverse campus. Find out what currently exists, what is needed, and how we can get there.

PEERS, Social Skill Training
Dr. Josephine Blagrave | California State University, Chico | ablagrave@csuchico.edu
Jacqueline Johnson | Case Management Supervisor, Far Northern Regional Center | jjohnson@fnrc.org

Saturday, 10:15–11:45AM | Colusa Hall 110

The Program for the Education and Enrichment of Relational Skills (PEERS®) was originally developed in 2005 at UCLA by Dr. Elizabeth Laugeson, Founder and Director of the UCLA PEERS® Clinic, and Dr. Fred Frankel. It has since expanded to locations across the United States and the world. This is an evidence-based, social skills program for teens and young adults on the autism spectrum. In this session, you will receive an overview of the curriculum, the history behind its development, and an understanding of the importance of social skills coaching and support for teens and young adults with ASD.

School Advocacy for Parents and Other Advocates
Kimberlee Candela | Attorney/ Clients’ Rights Advocate, Office of Clients’ Rights Advocacy/Disability Rights California | kimberelee.candela@disabilityrightscsa.org

Saturday, 10:15–11:45AM | BMU 220G
Saturday, 1–2:30PM | BMU 220G

IEP team meetings can be intimidating. Come learn your legal rights and tools to effectively advocate for your child so that they receive appropriate services and supports at school to access FAPE: Free and Appropriate Public Education. Topics include: • How to prepare for an IEP team meeting • Who must and who may attend the meeting (your rights to invite) • Assessments: when is your child entitled to one and what is the process? • Behaviors related to ASD: ways the school can support your child • Rights to least restrictive educational environment • Parental rights and options when the team does not agree • After the IEP meeting: following up and rights of response • Effective advocacy and negotiation techniques • How to locate free legal and advocacy resources

This session may be useful for parents, guardians and other advocates for students in preschool through high school.
Social Security Disability: Info for First Timers and Professionals

Dena Gassner | MSW, PhD Candidate | c4ucontact@gmail.com

Considering providing first time applications to Social Security for transitioning teens is a process that weighs heavily for many families. Parents and providers often struggle to report, navigate and understand the standards that Social Security uses to come to a “yes.” The process is laden with considerable hidden curriculum that only someone who’s navigated the system could know. In this presentation, families will consider the reasons why Social Security application may be appropriate. They will learn what Social Security is looking for in a meaningful, accessible, easy-to-approve application. They will learn what to expect. Lastly, professionals will learn why narrative reporting sabotages applications and how a simple reorganization in reporting can change the outcome.

Task Modifications to Effectively Build Gross Motor Skills in Autistic Youth

Dr. Andrew Colombo-Dougovito | Assistant Professor, University of North Texas | andrew.colombo-dougovito@unt.edu

Autistic youth may face unique challenges building gross motor skills and are often delayed in their development when compared to same-age peers not on the autism spectrum. This delay can have an impact on the level of engagement in physical activity throughout the lifespan and impact opportunities for social activity. This presentation will detail the current state of gross motor intervention for autistic individuals, the importance of motor planning, as well as potential benefits from engaging in physical activity. One specific strategy that will be discussed is task modifications based on dynamic systems theory (DST). This theory provides a foundation to build impactful instruction for children and adolescents on the autism spectrum. DST posits that disability is not a barrier to overcome, but a “constraint” that can influence or dissuade certain movements. Through task modifications, motor performance can be positively influenced into a more mature, efficient motor pattern.

Teaching a Multi-step or Complex Skill through Task Analysis and Chaining

Dr. Maggie Daugherty | Program Specialist, Butte County Office of Education | mdaugher@bcoe.org

Participants will be taught the process of breaking a skill into small steps that are systematically chained together. Appropriate for many different skills and for a variety of ages and abilities of learners.

Teaching Replacement Skills Using Differential Reinforcement of Alternative Behaviors to Children and Teens with Autism: Thinning Reinforcement to Impart Patience

Jonathan McCabe | MA, Board Certified Behavior Analyst, Family First | jmccabe@familyfirstsolution.com

In this presentation, the audience is provided a short overview of the foundations of Applied Behavior Analysis (ABA) and its success at teaching communication to remove the need for challenging behaviors. Through the use of function-based analysis of these behaviors, communication of the person’s desires can be identified, practiced, and reinforced. Some challenges are how to reduce the rate of these new requests to match natural environments and how to teach patience and disappointment. This presentation will present ways of thinning how often replacement communication is reinforced and discuss ways of teaching waiting and coping associated with denial or loss.
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<tr>
<th>Session Title</th>
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<tr>
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<td>Director, UC Davis MIND Institute, UC Davis MIND Institute</td>
<td><a href="mailto:ljabbeduto@ucdavis.edu">ljabbeduto@ucdavis.edu</a></td>
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<td>This talk will focus on the need to bring evidence-based therapeutic practices to scale in a way that ensures equitable access to all people, regardless of race, ethnicity, language spoken, or geography. Examples of the use of technology to meet this need will be shared. Details will be provided from the presenter’s research on the use of video teleconferencing technology to deliver parent-implemented language interventions into the homes of children and adolescents with developmental disabilities.</td>
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<td>Use of Evidence-Based Practices in an Adult Day Program Setting</td>
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<td>BMU 210</td>
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<tr>
<td>Mary Rettinhouse</td>
<td>Autism Program Coordinator, Alta California Regional Center</td>
<td><a href="mailto:mrettinhouse@altaregional.org">mrettinhouse@altaregional.org</a></td>
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<td>Jessica Knuth</td>
<td>Vice President of Operations, REACH Adult Services, Inc.</td>
<td><a href="mailto:jessica.knuth@reachadult.org">jessica.knuth@reachadult.org</a></td>
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<td>In this presentation, we will provide information on how to replicate the NPDC model of evidence-based practice implementation in the educational setting in an adult day program setting. Both short- and long-term outcome data will be presented related to client progress, as well as program enhancements and fiscal impact.</td>
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<td>Video Modeling: An Evidence-Based Practice for Skills and Behavior</td>
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<td>This session will teach participants about the evidence-based practice of video modeling. Participants will learn about the different types of video modeling, as well as how to set up for the use of this highly-effective strategy.</td>
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<tr>
<td>Visual Supports</td>
<td>Friday, 10:30AM–Noon</td>
<td>Colusa Hall 110</td>
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<tr>
<td>Jacki Campos</td>
<td>SELPA Director, Glenn County Office of Education</td>
<td><a href="mailto:jcampos@glenncoe.org">jcampos@glenncoe.org</a></td>
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<tr>
<td>Saturday, 1–2:30PM</td>
<td>BMU 203</td>
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<td>Visual supports can be used in a variety of settings at school, in the home, and in the community. Visual supports are concrete cues used to provide the learner with information about routines, activities, or behavioral expectations. Visual supports can be used effectively to address social, communication, behavior, play, cognitive, school readiness, academic, motor, and adaptive outcomes. Come and learn about this easy-to-implement, evidenced-based practice.</td>
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<tr>
<td>Write on Write Now: Tell Your Story in Quick Time</td>
<td>Saturday, 2:45–4:15PM</td>
<td>Colusa Hall 110</td>
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<tr>
<td>Joan Goodreau</td>
<td>Retired Program Specialist and Special Education Teacher and Parent</td>
<td><a href="mailto:jmgoodreau@yahoo.com">jmgoodreau@yahoo.com</a></td>
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<td>Parents and teachers, is there no time to think during your busy days and nights. Learn quick, easy ideas on how to fit writing into your hectic schedule. Joan Goodreau, author of Strangers Together: How My Son's Autism Changed My Life and Poems on the Spectrum, will guide you through gathering ideas and writing them to tell your own story.</td>
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Campus Parking Options:
Friday: Parking is available in either of the campus’ multi-story garages in any open space marked G or FS with an hourly permit. Rates are $1 per hour. Please carefully read instructions posted in the garages for instructions so that you will not be ticketed.

Saturday: Free parking is allowed in any campus garage or lot.

City Parking:
Free and metered street parking is available south of campus. Most metered spaces are 50 cents per hour on Fridays, and are free on Saturdays.

Accessible Parking:
The blue symbols denote accessible parking areas. Both a CSUC parking permit and a DMV plate/placard are required to park in the accessible parking areas.