Kristin Farmer Autism Center

Mission first, People always!

Our Mission
The UNT Autism Center provides comprehensive and evidence-based individualized instruction, training, and direct services to positively impact individuals with ASDs and their families.

Our Vision
Significantly improve outcomes across the autism spectrum and the life span through multidisciplinary, collaborative research and services delivered by our caring, compassionate, and exceptional team of professionals.

Our Priorities
- Educational, Therapeutic, and Diagnostic Excellence
- Excellence in Student, Client, Parent, Family, and Community Relations
- Excellence in Operational Processes and Systems
- Employee Excellence and Organizational Improvement
- Excellence in Financial Stewardship
- Excellence in Research and Training

Our Core Values
- Character
- Competence
- Compassion
- Commitment
- Collaboration

Our Key Processes
- Customer Care
- Evaluation/Sustained Improvement
- Communications
- Accountability
- Professional Development

Our Core Functions
- Direct services
- Support services
- Research
- Training
- Marketing
- Outreach
- Social services
- Fiscal Management
- Leadership
- Advancement

4th Annual Adventures in Autism Intervention and Research Conference
Sponsored by the UNT Kristin Farmer Autism Center and the UNT Autism Programs
July 23, 2012
The Gateway Center
Denton, Texas

A green light to greatness.
Adventures in Autism Intervention and Research Conference  
Saturday, 28 July 2012  
9:00 a.m. – 4:30 p.m.

AGENDA

MORNING EVENTS

8:30 – 9:00  Registration 
Enjoy a continental breakfast in the BALLROOM

8:30 – 9:00  Childcare drop-off - upstairs in room 132

9:00 – 9:15  Welcome and Introductions
Kevin Callahan, Ph.D., B.C.S.E., Executive Director, 
UNT Kristin Farmer Autism Center

Debbie Farr, M.S. Ed., Conference Coordinator, 
UNT Kristin Farmer Autism Center

9:15 – 9:20  Advancement & Development
Tena Burley, Director of Development, College of Public Affairs 
and Community Service

9:20 – 9:30  UNT Autism Center
Kristin Farmer, M. Ed. Chief Executive Officer, Autism 
Comprehensive Education Services, Inc. (ACES)

9:30 – 10:20  Keynote Speaker – Linda Watson, Ed.D., CCC-SLP, 
University of North Carolina at Chapel Hill 
Division of Speech & Hearing Sciences
Introduction by Heather Hughes, Ph.D. 
Associate Director, UNT Kristin Farmer Autism Center

KEYNOTE ADDRESS: Social-Communication Intervention for Public School Classrooms Serving 
Preschoolers with ASD: Research on a Two-Way Street

10:20 – 10:30  BREAK – please visit our vendors

10:30 – 11:20: Break-out Session 1

11:30 – 12:20: Break-out Session 2

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PediaPlex
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UNT Book Store
UNT College of Education – Development and External Relations (DERO)
UNT Educational Psychology Department
AFTERNOON EVENTS

12:30 – 1:00  Buffet lunch  in the BALLROOM

1:00 – 1:50  Keynote Speaker – Jennifer Zarcone, Ph.D.
Kennedy Krieger Institute
Baltimore, Maryland
Introduction by Kevin Stewart, M.S.
Lead Interventionist, UNT Kristin Farmer Autism Center

KEYNOTE ADDRESS:  Challenging Behavior and Psychotropic Medication:
Evidence-Based Practices

1:50 – 2:00  BREAK – please visit our vendors

2:00 - 2:50  Break-out Session 3

2:50 – 3:00  Drinks and snacks in the ballroom lobby

3:00 – 3:50  Break-out Session 4

3:50 – 4:15  Child pick-up – Room 132

3:50 – 4:30  Please visit our vendors

Thank you for attending the conference.
We look forward to seeing you next year on Saturday, July 27, 2013!

Please remember to:
• Return all surveys to the registration tables
• Recycle name badges in the basket at the registration tables if you do not wish to keep it
• Drive carefully!

The UNT Kristin Farmer Autism Center is a participant in the Office Certification Program sponsored by the UNT Office of Sustainability. Efforts have been made to ensure today’s event is as MEAN GREEN as possible.
BREAK-OUT SESSION DETAILS

10:30 – 11:20

Room 42:  Improving the quality of social interactions for children with Autism using naturalistic behavior strategies

Susan Nichols, Ph.D., BCBA; Director of Educational and Social Services, UNT Kristin Farmer Autism Center
Smita Mehta, Ph.D.; Associate Professor in Special Education, UNT
This presentation will provide an overview of experimental research utilizing naturalistic behavioral strategies, which focus on enhancing social-communication skills for children with autism. Directions for effective implementation and implications for further research will also be presented.

Room 43:  “In his own words” - a High School student with ASD shares his experience with autism & explains effective personal & academic intervention strategies

Joshua Thomas Deer, High School Student, Texas
Lisa Deer, BA; Special Services Coordinator; UNT Autism Task Force
A high school student with ASD shares his perspective of living as a teenager with autism. Personal strengths and difficulties will be presented, as well as effective intervention strategies he uses to manage behavioral and academic challenges. Joshua’s mother will present evidence-based academic intervention methods for secondary students with ASD.

Room 47:  Selecting the right AAC App for your child or student

Joy Sibley, MS, CCC-SLP; Clinical Supervisor, Speech-Language Pathologist; UNT
Kimberly Nieves, MS, CCC-SLP; Clinical Supervisor, Speech-Language Pathologist; UNT
Many individuals with autism may benefit from using communication applications (Apps). However, with so many available, selecting the right application can be difficult. This presentation will provide a framework by which to match the attributes of a communication application to an individual’s needs in order to make an informed purchase.
Room 48: Neurofeedback applications in Autism: Treatment effects & status of research

Genie Bodenhamer-Davis, Ph.D.; Associate Professor, Director Neurofeedback Program; Licensed Psychologist; Dept. of Rehabilitation, Social Work and Addictions, UNT
This presentation will provide a basic overview of neurofeedback (EEG biofeedback), its basis in EEG research, and how it has been applied to treatment of symptoms related to autism. The current status of neurofeedback research with autism will be summarized, along with case examples and typical clinical outcomes for children and adolescents with ASD.

Room 51: Building broad-based multidisciplinary teams: effective collaboration among parents, school personnel & other professionals

Heather Hughes, Ph.D., LSSP; Associate Executive Director, UNT Autism Center
Stakeholder input from a multidisciplinary team is essential for developing an appropriate Individualized Education program (IEP) for students. In the school setting, multidisciplinary teams most often include only parents and school personnel. Expanding teams to include collaboration with professionals outside of the school setting increases opportunities for positive student outcomes.

Room 52: What’s the evidence for ABA and TEACCH as evidence-based practices for school-based programs?

Kevin Callahan, Ph.D., B.C.S.E.; Executive Director of UNT Autism Center
Sandy Magee, M.S., BCBA; Department of Behavior Analysis, UNT
This presentation will summarize research about the social and empirical validation of two leading approaches to autism treatment – Applied Behavior Analysis (ABA) and TEACCH – and discuss a new model for school-based autism programs which combines the best of both. Participants will also learn about the National Autism Center’s National Standards Report, The National Professional Development Center for ASD, and how they can use information from these organizations in their homes, schools, and classrooms.
11:30 – 12:20

**Room 42:** Applying Precision Teaching to component verbal repertoires and accompanying effects on composite intraverbal repertoires with children w/ASD

Traci M. Cihon, Ph.D., BCBA-D, LBA; Assistant Professor, Department of Behavior Analysis, UNT
Rachel Shrontz, M.S., Dept. of Behavioral Analysis, Department of Behavior Analysis, UNT
Stephani Reetz, Graduate Student, Department of Behavior Analysis, UNT
Jeffery Gesick, Graduate Student, Department of Behavior Analysis, UNT

Precision Teaching (PT) is a teaching and measurement system which generates fluent responding, defined by reaching a level of accurate responding that can occur within a specific timeframe. A series of studies will be presented which explores PT as an independent variable on component-composite relations for individuals with developmental disabilities.

**Room 43:** Functional assessments of problem behavior: Advances in efficiency and participant protection

Richard Smith, Ph.D.; Associate Professor and Chair, Department of Behavior Analysis, UNT

A variety of assessment procedures for revealing environmental influences for self-injury and other behavior disorders have been developed. Anecdotal assessments, such as structured interviews and rating scales; descriptive procedures such as scatterplots and ABC assessments; and systematic manipulations, such as analog experimental analyses, all have been used to identify environmental variables responsible for the occurrence of challenging behaviors. The presentation describes programmatic research aimed at improving the efficiency of the functional assessment process while increasing protective measures for participants.

**Room 47:** Effects of Frequency Modulated (FM) systems on auditory behaviors of children with ASD and ADHD

Erin C. Schafer, Ph.D.; Associate Professor, Dept. of Speech and Hearing Sciences (SPHS), UNT
Lauren Mathews, M.S.; Lecturer, clinical Speech-Language Pathologist; UNT
Smita Mehta, Ph.D.; Associate Professor in Special Education, UNT

This presentation will summarize an initial investigation into the efficacy and effectiveness of a hearing device (i.e., FM system) for improving classroom performance and auditory behaviors in 11 children diagnosed with ASD and/or ADHD. Use of the FM system resulted in improved auditory behaviors and speech recognition in noise.
Room 48:  **Physical therapy for children with Autism: Evidence & treatment**

Yasser Salem, PT, Ph.D., NCS, PCC; Associate Professor; UNT Health Science Center  
Hao Liu, PT, Ph.D., MD; Associate Professor, UNT Health Science Center

The purpose of this presentation is to review different physical therapy interventions and strategies used for children with autism. The presentation will focus on how to select effective therapeutic treatment approaches for children with autism and will include discussion of multiple elements and considerations necessary to plan and execute an intervention program for children with autism.

Room 51:  **A medical diagnosis vs. educational determination of Autism: What are the differences in assessments, services, and outcomes?**

Mary Ann Morris, Ph.D., BCSE; Educational Diagnostician; Coordinator Psychometrician for Neurodevelopmental Disabilities (NDD) Clinic, Neurology Department, Children's Medical Center

This presentation addresses the differences between a medical diagnosis and an educational determination of autism. The process (e.g., tests, specialists involved) and treatment/services in medical versus educational settings will be presented. Community resources and how to effectively request an evaluation through the child’s school will also be presented.

Room 52:  **Computer assisted instruction for students with Autism: Existing and future research**

Smita Mehta, Ph.D., Associate Professor in Special Education, UNT  
Lindsey Eason, M.Ed., UNT Doctoral Student; Project STARS  
Nicole Caldwell, M.Ed., UNT Doctoral Student; Project STARS

According to the National Autism Center, technology-based interventions have emerging evidence of effectiveness for students with autism. There is little evidence of effectiveness on individual technological interventions (e.g., PDAs, Robots) on various developmental domains. This presentation will report findings from a meta-analysis of experimental research addressing Computer Assisted Instruction for students with autism.
2:00 – 2:50

Room 42: The function of “Do” and “Don’t” requests

John “CJ” Conard, Ph.D., BCBA; General Operations Director, ACES ABA, San Diego, CA
Research on the function of “do” and “don’t” requests shows a maintain effect on destructive and non-compliant behavior. Attention has been identified as reinforcing both destructive and appropriate behavior. The use of “do” and “don’t” requests on on-going activities provides important strategies for improving cooperation and reducing problem behavior.

Room 47: Sensory response patterns and social-communication in children with ASD

Linda R. Watson, Ed.D., CCC-SLP; Professor, Univ. of North Carolina at Chapel Hill; Division of Speech & Hearing Sciences
Extreme patterns of sensory responsiveness are highly prevalent among children with ASD, including hypo-responsiveness, hyper-responsiveness, and sensory seeking. This presentation will examine the implications of various patterns of sensory responsiveness for communication and social development and other aspects of adaptation for children with ASD.

Room 48: How does the ProxTalker Speech-Generating Device compare to PECS?

Miriam Boesch, Ph.D.; Assistant Professor in Special Education, UNT
Approximately 50% of children with autism fail to develop adequate functional communication skills; thus, a plethora of augmentative and alternative communication (AAC) systems exist. Two commercially available systems were compared in a single-subject, alternating treatment design using children with Autism. Advantages and disadvantages associated with their treatment efficacy were noted and implications are discussed.

Room 51: Social skills through inclusion and practice in naturalistic settings

Laurie Harrier, Ph.D., LSSP; United Through H.O.P.E. President
Information will be provided regarding social skills programming that allows for the inclusion of all children to help increase social skills through the use of community outings, prepping through videos, opportunities to mentor, feedback through social autopsies, teaching of personal space, and multiple opportunities to socialize in naturalistic settings.
Room 52: Maximizing employment success for individuals with ASD

Linda Holloway, Ph.D., CRC, Professor and Chair, Dept. of Rehabilitation, Social Work & Addictions; UNT
Martha Garber, M.Ed., LPC, Director of Applied Research & Development; UNT WISE
With the right assistance in choosing, getting, and keeping a job, persons on the autism spectrum can have a job that fits their talents, abilities, and interests. This presentation will provide information on how to assist individuals on the spectrum to become gainfully employed, with emphasis on the supported employment model and resources available to assist in the process.

3:00 – 3:50

Room 42: A biobehavioral approach to functional assessment with individuals with Autism

Jennifer Zarcone, Ph.D.; Kennedy Krieger Institute, Baltimore, Maryland
This presentation will focus on a variety of biological, medical and psychiatric conditions that may act as setting events or establishing operations for challenging behavior. Taking these conditions into account as part of the functional assessment process is critical for developing effective behavioral interventions. This is particularly important for individuals with autism who have a variety of biobehavioral issues affecting their behavior and require a more complex approach to functional assessment.

Room 43: Increasing utterance length with the use of the Proloquo2Go AAC device: An intervention plan

Julie Ray, Ph.D., CCC-SLP; Speech-Language Pathologist
The multi-sensory facets of Proloquo2Go make it possible to use this application to aid in increasing utterance length in students who use speech and/or those who primarily use the voice output function of Proloquo2Go. A detailed intervention plan for a typical learner with autism struggling to move beyond one-word utterances will be discussed.
**Room 47: Using speech & language development norms to determine intervention targets for children with ASD**

Stacy Nunnelee, MA, CCC-SLP; Speech-Language Pathologist; UNT
Robyn Martin, MS, CCC-SLP; Speech-Language Pathologist, UNT
This presentation will discuss the hierarchical patterns of normal speech and language development and how these developmental trajectories should be used in determining appropriate intervention targets for a child with ASD.

**Room 48: Theory of Mind in Autism**

Lauren Mathews, M.S., CCC/SLP; Department of Speech and Hearing, UNT
Jessica Olson; Department of Speech and Hearing, UNT student
Theory of Mind (ToM) is a person's ability to attribute a mental state (such as beliefs, desires, intentions) to ourselves, as well as recognize that others may have a belief system that is different than our own. This presentation will discuss how Theory of Mind (a common deficit in autism) can affect the every-day functioning of a person with autism.

**Room 51: Adapting & modifying the environment with visual supports for young children with ASD**

Stacey Callaway, M.Ed., Autism Program Specialist; UNT Doctoral Student, Project STARS
Adults and children with autism often describe themselves as visual learners. Visual supports are used for young learners with ASD to support communication, provide visual prompts for transitions, support students in social situations and facilitate understanding of the environment and changes in routine.

**Room 52: How one moves, speaks loudly: Investigating motor function in children with ASD**

Nicoleta Bugnariu, PT, Ph.D.; Associate Professor; UNT Health Science Center
Dan Popa, Ph.D.; Associate Professor; UT Arlington
Carolyn Garver, Ph.D.; Director - Autism Treatment Center
Motor developmental problems present in children with Autism Spectrum Disorders (ASD) represent a potential behavioral motor marker for early screening/diagnosis. Increased interactivity via virtual reality and interaction with human-like robots may better motivate children to engage in motor activities leading to improvements not only in motor function, but also in social behaviors.
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