Social Emotional Engagement: The “fuel for learning” in the classroom setting

Emily Rubin

Research in the neuroscience of social emotional engagement fosters our ability to support children with autism while creating universal impact in our classrooms. When school communities gain knowledge of a social and emotional scope and sequence of skills and how to facilitate student growth in these domains, we create a positive school climate that is focused on the success of every student. By fostering student engagement, presenting information in multiple ways, and promoting student participation, the classroom setting becomes a more desirable and predictable environment for our students to learn.

1:30-3:00

 PROVIDERS TRACK (MELLO ROOM)  EDUCATOR TRACK (VIKING ROOM)  AUTISM SPECTRUM DISORDERS TRACK (CANDLESITE ROOM)  PARENT TRACK (NORDE ROOM)  BONUS TRACK (MINOT & MAPLE LEAF ROOM)

Medical Transitions and your child: How to make sure you have a plan

Hilary Liccini

This presentation will discuss the importance of medical transition for youth with a Developmental Disability or a Special Health Care Need. Moving from a pediatrician to an adult care provider is an important step in every youth’s life. However, when that youth has a disability, the process can be more involved. This presentation will give an overview of the important elements of a medical transition youth and their parents should know. We will also look at the transition policy your doctor’s medical office should have and how to work together to develop the smoothest transition possible.

Using the iPad effectively for children who have autism

Kara Barley

This session will provide an overview of the benefits of using the iPad for students/clients who have Autism. It will explore the research and experience performed by the speaker both in her classroom and individual clients and will discuss the benefits of the iPad both socially and academically. A core list of applications will be explored, with suggestions on how they can be used in the classroom and how these apps will benefit students who have Autism.

Participants will be provided with strategies on how to create parameters and boundaries when beginning to use the iPad with students on the Autism Spectrum. Participants will be given demonstrations on how apps like Keynote, Graffiti, Strip Designer, iMovie and Autisma can be used to create Audio-Visual worksheets. Other benefits will be explored such as being able to create visual schedules and social stories that can be contained on one device.

Participants will be supplied with a core list of apps and an overview of how to use these apps for future reference.

Autism Spectrum Disorders 101/102

Shannon Grave

Session will introduce participants to common terms that will be used during the conference. Session will provide participants with key websites that address the most commonly applied evidence-based practices. This session will be of the most interest to those who are new to the field or parents of children who have recently been diagnosed.

Fostering Social Emotional Development in Natural Routines at Home

Emily Rubin

Awareness of key predictors in social emotional development allows us to “scaffold” or model next steps for children with social and emotional learning differences that will foster increased competence and active engagement in natural routines. This session will illustrate practical strategies for children who are before words, at emerging language stages, and at conversational stages.

DIY Transition Plans

Emily Coler Hanson

Transition plans are working documents that are often referred to as the “C4H Notes” of working with a specific person. Transition plans identify strengths, challenges and coping skills an individual possesses. Learn about the components of a transition plan and how to make your own.

3:00-3:15

 PROVIDERS TRACK (MELLO ROOM)  EDUCATOR TRACK (VIKING ROOM)  AUTISM SPECTRUM DISORDERS TRACK (CANDLESITE ROOM)  PARENT TRACK (NORDE ROOM)  BONUS TRACK (MINOT & MAPLE LEAF ROOM)

Ethics and Autism

Emily Coler Hanson & Barb Stanton

This presentation will be lead by two therapists, Emily Coler Hanson and Barb Stanton. Case vignettes will be shared that highlight the ethical issues that arise when working with individuals on the autism spectrum. Time will be available at the end for participants to bring up their own ethical questions for informal case consultation.

Implementing the Social Emotional Engagement – Knowledge and Skills (SEE-KS) Program

Emily Rubin

The outcomes of the Social Emotional Engagement – Knowledge and Skills (SEE-KS) program are focused on fostering social emotional engagement, presenting information in multiple ways, and promoting student participation. These instructional elements are designed to ensure student engagement in classroom activities and foster social emotional learning within the classroom lessons. This session will introduce how SEE-KS can be used for collaboration across teaching staff as a sustainable means to increase student initiations, independence, and emotional investment in classroom lessons.

Assessment & Treatment of Autism Spectrum Disorder

Justin Bosack

Presentation involves the discussion of current trends in the type and purpose of identification, assessment and diagnosis of ASD. Presentation will also report current and historically validated approaches for treatment and progress monitoring the signs and symptoms of ASD.

Break/Visit Exhibit Booths

GRAND BALLROOM

3:15-4:45
**Obstacles Into Opportunities: A Lifespan Approach in Turning Away From Closed Doors and Opening New Ones**  
Stephen Shore

Going against conventional wisdom, this presentation examines how deficits and challenges so pervasively attributed to autism can be reframed as strengths. Employing an autobiographical structure combined with experiences of others with autism, participants will come away with practical solutions for considering characteristics of autism as potential springboards to success in education from preschool to post graduate, employment, effective self-advocacy, meaningful engagement in the community as building blocks for a fulfilling and productive life.

By examining how deficits and challenges so pervasively attributed to autism and other disabilities can be reframed as strengths, this presentation offers practical solutions for considering these characteristics as potential springboards to success in education, employment, self-advocacy, and meaningful engagement in the community for leading a fulfilling and productive life.

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**Using the iPad as a Augmentative Communication Device**  
Karina Barloy

The iPad plays a huge role in assisting individuals with communication needs allowing for tremendous advancements & growth of those individuals. AAC Augmentative & Alternative Communication is the term that encompasses the tools & methodology used to support or replace communication for individuals that have speech or communication impairments. This puts communication more readily in the hands of a child who needs it & helps to bridge the gaps that can hinder their learning. The iPad has adult assistive technology capabilities as well as apps that makes the technology a perfect AAC device.

This session demonstrates the most important accessibility options available on the iPad and some of the AAC applications available and how they can make a significant difference in the classroom for learners who need social and communication support due to speech or communication impairments.

**Make, Take and Generate**  
Marcy Szarkowski and Connie Lillejord

"It doesn't have to be fancy, just has to work!" In this hands-on session, participants will learn simple strategies and create low tech/low cost tools that can support a child with self-organization and behavior regulation. A child's ability to understand and function within their environment requires the environment to fit their way of understanding and learning. Tools such as a visual schedule, task analysis, visual representation of the pacing of time, along with several other tools/strategies will be explored, shared and created. You will have an opportunity to create several visuals to support positive behavior. In addition, an occupational therapist, speech education strategist, and speech language pathologist with expertise in Assistive Technology, will not only share ideas but be available to brainstorm and problem solve with participants. Each participant will leave the training with COMPLETED projects that can be implemented right away.

**Perfectly Normal, just not Average: Little Miss Sensitive, my Personal Journey with Autism**  
Jennifer Flores

Intimate story of pain and triumph, told with honesty and humor, of growing up in the 60s, raised without an official diagnosis or IEP. Struggles in school, work, and family life; more than a decade lost to overmedication by well-meaning physicians. Eventual ASD diagnosis, knowledge and insight brought empowerment, life changes and fulfillment, accepting and embracing neurological difference.

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**Senses and Sensibilities: An Inside View on Recognizing and Supporting Individuals with Sensory Issues**  
Stephen Shore

The variation in perception of sensory stimuli for many with autism often causes great discomfort and the information received may not be even usable. The aim of this presentation is to enable susceptible individuals and those close to them to avoid and minimize the effect of sensory overload through easy to implement solutions, thereby enabling those with sensory issues to lead fulfilling and productive lives.

**Supporting Families and Accessing Services**  
Vicki Peterson

This presentation will present how supporting families through lived experience and connection to another that has shared experience. The connection will show how families will be able to connect to resources and services in ways that are meaningful, respectful, relevant and honor unique choices leading to informed decision making.
### The North Dakota Autism Spectrum Disorder (ASD) Database

#### Kodi Pinks

North Dakota took an important step in trying to understand the complexity of Autism Spectrum Disorder (ASD) and how it affects individuals and families in our state by establishing and administering an ASD database. This session will review the legislative history of ASD in North Dakota and the succeeding North Dakota Century Code requirements for the ASD database. Additionally, this session will provide opportunities for individuals and families to understand the purpose of the ASD database, who has to be reported, what information is being collected, and why should an individual be reported?

### Musical Minds: Implementing Musical Interventions for Students with ASD

#### Blake Plankers

Music is a powerful force in most people’s lives. Unknowingly, many people use music as a tool to regulate their bodies and minds. During this presentation, participants will be exposed to what the current literature suggests about the potential functions of music in the life of an individual with Autism Spectrum Disorders (ASD). Music serves as an engaging tool to improve motor functioning, self-regulation, social/emotional skills, and much more. Participants will learn to incorporate music and rhythm into the programming and daily lives of the students they serve. They will learn to adapt and modify these practices to ensure that all students on the spectrum can reap the benefits of what music has to offer. This multi-modal presentation will include discussion, videos, and hands-on experiences to give teachers and practitioners the tools to be successful in implementing music interventions in and out of the school environment.