

# DFW **AUTISM** Conference

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KEYNOTE SPEAKER

DR. HEATHER L. HUGHES, PH.D., LSSP, BCBA-D

FEATURED SPEAKER

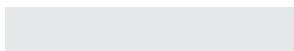
DR. VINCENT J. CARBONE, ED.D., BCBA-D



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FEBRUARY 25 - 26, 2019 | HURST CONFERENCE CENTER

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## WELCOME TO THE 2019 DFW AUTISM CONFERENCE

The 2019 DFW Autism Conference brings together experts for two days of training that focus on ways to improve the quality of life for those with autism and special needs, their families, caregivers and professionals working with them. The presentations will cover areas of behavioral and developmental therapies/strategies and family issues. It is presented for Educators, Therapists, Health Care Professionals, Caretakers, Parents and anyone who wants to learn more about services and treatment for individuals living with Autism, Asperger's Syndrome, ADD, ADHD and other learning disabilities. Over the course of time, FEAT-NT's educational opportunities and conferences have educated more than 15,000 parents and professionals in the autism community.

With autism now affecting 1 out of every 59 children (according to CDC) support and education is greatly needed. This training will bring families and professionals affected by autism together for guidance, training, and to share our struggles and accomplishments!

Thank you for your attendance. We hope that the information and training you receive will help you on your journey!

With You Every Step of the Way,

FEAT-North Texas

[www.featnt.org](http://www.featnt.org)



## DAILY SCHEDULE

**MONDAY FEBRUARY 25**

**7:45 AM - 8:15 AM**  
ATTENDEE REGISTRATION

**8:30 AM - 9:30 AM**  
FEAT WELCOME & KEYNOTE WITH DR. HEATHER HUGHES

**10:00 AM - 10:15 AM**  
BREAK

**10:15 AM - 11:45 AM**  
MORNING SESSIONS

**11:45 AM - 1:00 PM**  
LUNCH

**1:15 PM - 2:45 PM**  
AFTERNOON SESSIONS

**2:45 PM - 3:00 PM**  
BREAK

**3:00 PM - 4:30/5:00 PM**  
AFTERNOON SESSIONS

**TUESDAY FEBRUARY 26**

**7:45 AM - 8:15 AM**  
ATTENDEE REGISTRATION

**8:30 AM - 10:00 AM**  
MORNING SESSIONS

**10:00 AM - 10:15 AM**  
BREAK

**10:15 AM - 11:45 AM**  
MORNING SESSIONS

**11:45 AM - 1:00 PM**  
LUNCH

**1:15 PM - 2:45 PM**  
AFTERNOON SESSIONS

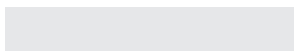
**2:45 PM - 3:00 PM**  
BREAK

**3:00 PM - 4:30/5:00PM**  
AFTERNOON SESSIONS

SOME SESSIONS MAY LAST 2 HOURS

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## KEYNOTE SPEAKER

### DR. HEATHER L. HUGHES, PH.D., LSSP, BCBA-D



Dr. Heather L. Hughes is the Executive Director of Special Programs for Eagle Mountain-Saginaw ISD. She oversees intervention, programming, and educational services for nearly 5,000 students. As a servant leader, her goal is to build the capacity of others to improve life outcomes and opportunities for individuals and families with autism and developmental uniqueness. Dr. Hughes is a Licensed Specialist in School Psychology and a Board Certified Behavior Analyst-Doctoral. She currently serves on several boards of directors for nonprofit organizations. She is the co-owner of TherapyLink Solutions, a local clinic providing direct behavior analytic and consultative services, specializing in assessment and evidence-based interventions and practices. She also serves as an adjunct professor at the University of North Texas. Dr. Hughes previously served as the Associate Executive Director of the University of North Texas Kristin Farmer Autism Center. In that role, she was instrumental in the planning, development, implementation, and oversight of direct applied behavior analytic services for individuals and families with Autism Spectrum Disorder. Prior to her work at UNT, Dr. Hughes has served as Director of Special Education, special education coordinator, special education teacher, and general education teacher in public schools in Texas. She earned her bachelor's degree in elementary education and two master's degrees in special education and school psychology, all from Texas A&M University-Commerce. She also holds endorsements in special education and early childhood education, and is a certified educational diagnostician. She earned her doctoral degree from the University of North Texas with a research focus in autism. She has delivered presentations and keynotes for professional organizations both nationally and internationally, on topics including applied behavior analysis, program evaluation, leadership, special education, and autism intervention and instruction. Most recently, Dr. Hughes received the prestigious "Educator of the Year" award from the Saginaw Area Chamber of Commerce. Personally, Dr. Hughes enjoys her church, community outreach activities and spending time with her children and grandchildren.

# DR. HEATHER L. HUGHES, PH.D., LSSP, BCBA-D

## KEYNOTE PRESENTATION

### TOGETHER WE CAN MAKE A DIFFERENCE

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As an educator, therapist, parent, advocate, citizen, service provider, researcher, student, or leader, we all have opportunities every day to address a need, lend a hand, and make a difference in the lives of others. Reflecting on two decades of service to the autism community, Dr. Hughes will share her journey and experiences to address barriers and build bridges for coordination of care between schools, families, and communities. With a child/person-centered approach to problem solving, Dr. Hughes will provide insight and inspiration for addressing needs and improving outcomes for families through teamwork and collaboration.

## SESSION

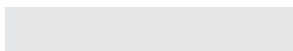
### PERSON CENTERED PLANNING

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This session will provide individuals, caregivers and multidisciplinary team members with the information and tools necessary to engage in person-centered planning practices to empower individuals with intellectual and developmental differences by building on their unique abilities, skills, and preferences. Attendees will gain an understanding of person-centered planning and the hallmarks of the person-centered approach. Various person-centered planning methodologies will be discussed, as well as, consideration of risks and safeguards. Planning from a person-centered perspective seeks to listen, discover and understand the individual. It is a process directed by the person that helps us to learn how they want to live and describes what supports are needed to help them move toward a life they consider meaningful and productive.

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FEATURED SPEAKER  
DR. VINCENT J. CARBONE, ED.D., BCBA-D

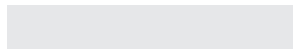


Dr. Vincent J. Carbone is a Board Certified Behavior Analyst-Doctorate and New York State Licensed Behavior Analyst. He received his graduate training in Applied Behavior Analysis (ABA) at Drake University, Des Moines, Iowa. He currently serves as an adjunct faculty member at Penn State University and is a professor in the academic training programs in Behavior Analysis

offered by The European Institute for the Study of Human Behavior, Parma, Italy, and the medical school at the University of Salerno, Salerno, Italy. His behavior analytic research has been published in several peer-reviewed journals including the Journal of Applied Behavior Analysis, Behavior Modification, The Analysis of Verbal Behavior, Behavior Analysis in Practice and others. He has served on the editorial board of several behavior analytic journals and regularly acts as an editorial reviewer of scientific research papers submitted for publication to major behavior analytic journals. He is frequently invited to speak at behavior analytic conferences on autism treatment throughout the US and abroad. He has provided the requisite university training and supervision to hundreds of board certified behavior analysts in the U.S. and overseas. He is the director of autism treatment clinics in New York, Boston and Dubai, UAE.

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# DR. VINCENT J. CARBONE, ED.D., BCBA-D TOPICS

## IMPLEMENTING THE "ESSENTIAL FOR LIVING" CURRICULUM AND TREATMENT METHODS WITH ADOLESCENTS AND ADULTS WITH AUTISM

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Children with autism and other developmental disabilities have benefited from treatment programs that emphasize the application of behavior analytic principles. Applied behavior analysis (ABA) research and reports within clinical practice have demonstrated the effectiveness of this form of treatment to address challenges in the areas of language, social skills, self-care, problem behavior, academics and others. Many of these programs are now informed by B.F. Skinner's analysis of verbal behavior (1957). The purpose of this workshop is to provide an overview of Skinner's analysis of language and to describe the benefits of this approach for adolescents and adults with developmental disabilities. The methods included in the Essential for Living by McGreevy and colleagues will be highlighted along with many video illustrations of clinical applications.

## TEACHING INTRAVERBAL BEHAVIOR

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Many children with autism acquire mand and tact repertoires but fail to develop intraverbal responding. Failure to acquire intraverbal behavior leads to difficulties in academic, social and over all communication. In the past few years the behavior analytic literature has included reports of methods to teach the intraverbal. The purpose of this workshop is to present the current research on teaching intraverbal responding which extends Skinner's 1957, analysis of this verbal operant. A sequence for teaching intraverbal responding from simple to complex will be offered with many video illustrations of teaching methods within applied settings.

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## PRESENTATIONS A - B

### **AAC WITH ABA**

LAUREN RICH, SLP-ASSISTANT, BCBA

*For individuals with Autism Spectrum Disorder (ASD), natural speech doesn't always come naturally. Augmentative and Alternative Communication (AAC) can be used to give these individuals a voice. This presentation will provide an introductory overview of behavioral interventions in AAC for ASD. AAC supplements or replaces spoken language through alternative forms of communication. Low tech and high tech forms of AAC will be reviewed to provide a plethora of different methods to utilize.*

### **ABA & CLASSROOM MANAGEMENT**

SARAH MCCROAN, BCBA

- *Understand that students with behavior issues are students with skill deficits*
- *Understand where some of our most challenging students are coming from*
- *Learn proactive strategies for preventing behavior issues*
- *Learn strategies for successfully handling behavior issues once they occur*
- *Learning about Applied Behavior Analysis and how it can be applied in a general education classroom setting with a broad range of behaviors*

### **BREAKING DOWN THE BARRIERS TO EFFECTIVE SOCIAL SKILLS**

LAUREN RICH, SLP-ASSISTANT, BCBA

*Friendships are meaningful in life! However the social skills we often target in teaching those with Autism do not lead to meaningful friendships. This session will pinpoint procedures and steps towards building a strong foundation to facilitate meaningful social interactions for early to advanced learners. These procedures are applicable even to those with limited verbal language*

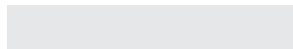
### **BRIDGING THE GAP: POST-SECONDARY EMPLOYMENT & EDUCATION STRATEGIES FOR STUDENTS WITH AUTISM**

JAMES WILLIAMS, ED.D, CRC, ACAS

*Using an engaging and honest style, the presenter will discuss post-secondary employment and education strategies for students with Autism. This information will be infused with the presenter's unique professional and personal knowledge as a COO, Vocational Expert, and Certified Rehabilitation Counselor & Advanced Autism Specialist diagnosed with Asperger's Syndrome. The presenter will also include information about current successful program models, the importance of vocational evaluation, and the findings of his dissertation which focused on understanding the relationship between successful employment outcomes and parent demographics, behaviors, and expectations.*

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## PRESENTATIONS B - C

### **BUILDING POSITIVE RELATIONSHIPS: USING AND TEACHING RECIPROCITY TO BUILD STRONGER AND MORE HEALTHY RELATIONSHIPS.**

WESLEY DOTSON, PH.D., BCBA-D

*Whether its between and teacher and student, staff member and administrator, or students among themselves, healthy and positive relationships form most readily when reciprocity is practiced and appreciated. Positive relationships are the bedrock of effective and engaged classrooms. This talk will explore the concept of reciprocity as it applies to the formation and maintenance of positive relationships built on a voluntary exchange of reinforcement between those in the relationship. Examples of how to teach, label, use, and celebrate reciprocity across multiple types of relationships will be offered and discussed. Participants will be challenged to identify and more mindfully cultivate the reciprocal aspects of their relationships with their students and colleagues.*

### **COLLABORATIVE PRE-EMPLOYMENT TRANSITION SERVICES FOR STUDENTS WITH AUTISM: PRACTICES & PARTNERSHIPS**

JAMES WILLIAMS, ED.D, CRC, ACAS

*Using a collaborative and solution-focused approach, the presenters will focus on innovative practices which may be used by educators and administrators to build Pre-ETS program partnerships & services through collaboration with providers, employers, and vocational rehabilitation agencies designed to meet the unique needs of students with Autism. All five Pre-ETS domains will be covered including Career Exploration, Work-Based Learning, Counseling on Post-Secondary Training, Work Readiness, and Self-Advocacy for 14-22-year-old students with disabilities. This information will be infused with the lead presenter's unique professional and personal experience with Autism and his work in the fields of Special Education and Rehabilitation Counseling. In addition, they will include examples of past, current, and future Pre-ETS partnerships they have created and how similar programs can be replicated throughout Texas.*

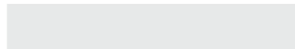
### **COMMUNITY-BASED INSTRUCTION FROM THEORY TO PRACTICE**

JENNY KEESE, BCBA AND DR. BETTAG, PH.D.

*Please join us as we discuss developmental, neurological, and behavioral themes that build a framework for thinking through a child's needs across their lifespan. We will explore theories that lay the foundation for what we see and how we help. As we begin in early childhood and move across their lifespan, we will emphasize community-based instruction and the practices that make these processes so effective for children and their families.*

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## PRESENTATIONS C-E

### **CONNECTING THE DOTS BETWEEN BEHAVIOR, HEALTH, WELLNESS AND LEARNING**

ASHLEY MOORE, APRN, AGACNP-BC & MIKA BRADFORD, CN, CPhT

*Strategies for successfully collaborating with numerous professionals from diverse specialties in and out of district while staying focused on the student's educational needs.*

*Have you ever wondered if the foods you eat and medications you take could be contributing to your underlying health conditions or disrupting your ability to focus having brain fog and fatigue, unable to concentrate, or sleep? Do you often question if you're eating the right foods and taking the right medications to address your health concerns? Are you tired of randomly trying new medications to help your child focus or pay attention? Whether you are a Parent, Educator, or Caregiver looking for answers for yourself or for the children you love, Ashley and Mika will help connect you to information and testing that provides you with results specific to each person's individual needs. Learn how personalized medicine can help identify what foods could be causing, migraines and eczema and which medications you should avoid and those that are more likely to be of benefit for you based on your genetics. If you are tired of making health decisions with the roll of the dice, join us as we empower you with information and tools that can change your life!*

### **CONTRIVING MOTIVATING OPERATIONS. AN EVIDENCE-BASED PRACTICE FOR TEACHING MANDING**

CARIN RENEE SHEARER PH.D., BCBA, LBA

*This session will review an meta-analysis of studies using contriving motivating operations (CMOs) to teach mands with topography-based response forms to individuals with autism spectrum disorders (ASD). Studies will be reviewed and connected with it's relation to the milestone levels of Sundberg's Verbal Behavior Milestone Assessment and Program Placement (VB-MAPP) as well as a review of the studies' design strengths. Participants will receive the opportunity to view video examples of contriving MOs for all three levels of the VB Milestones and and review steps to effectively implement this procedure in the public school classroom.*

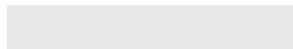
### **EFFECTIVE BEHAVIOR PLANS, UNDERSTANDING WHY & HOW**

LYNDSAY WHEELER, BCBA

*Applied Behavior Analysis (ABA) is founded on over 500 studies supporting the effectiveness of working with children with Autism and related disabilities. Changing behavior is the first step to teaching new skills and motivation is key! Learn functions of behavior and how to address problem behaviors effectively by learning to create an effective Behavior Intervention Plan based on the evidence-based strategies through the science of ABA*

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## PRESENTATIONS E - H

### **ESSENTIAL STEPS TO EFFECTIVE PARENT TRAINING**

DR. REGINA CRONE, PH.D., BCBA-D

*Parent Training is key! Often parent training goals and sessions are scheduled to help facilitate generalizing skills to real life. But is it as effective as it could be? In this session recent research findings will be presented and some practical application strategies for EFFECTIVE training parents will be discussed.*

### **FEAT-NT ADULT ASPERGER SUPPORT GROUP PANEL**

VARIOUS ADULTS FROM THE FEAT ADULT SUPPORT GROUP

*Come share with our adult group about their experiences growing up facing challenges, their eventual diagnosis and what life is like living on the spectrum. The FEAT Adult group is like a family. The FEAT group has grown substantially over the past 6 years. They are excited to participate again this year at the conference with new members joining in and some familiar faces from previous years. Their insight will provide a wealth of information to teachers, therapists and parents alike on better understanding their students and children.*

### **HANGING ON UNTIL HELP ARRIVES: THOUGHTS ON PREPARING FOR AND RESPONDING TO CRISIS BEFORE A BIP IS IN PLACE.**

WESLEY DOTSON, PH.D., BCBA-D

*Often the first people who encounter problem behavior in the schools are not the trained behavioral team who ultimately complete the FBA and BIP for a student, but are instead teachers, paraprofessionals, and administrators who do not have the same level of training and experience. While this talk is not a substitute for training in dealing with severe problem behavior, it is designed to help educators anticipate and prepare for incidents that may occur in their classrooms with students for whom a BIP is not yet in place. The emphasis will be on anticipating and planning for what can be controlled in any classroom, and on some basic principles of safety in responding to difficult situations.*

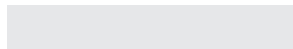
### **HOW TO DEVELOP AND MAINTAIN WORKING RELATIONSHIPS**

SARAH MCCROAN, BCBA

- What types of relationships exist?
- What is the purpose of a relationship?
- Why do we need other people?
- What is a healthy relationship?
- How do we develop healthy relationships?

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## PRESENTATIONS I-K

### **INCLUSION OR REVERSE INCLUSION - SOCIAL SKILLS IN A SCHOOL SETTING**

TASHENNA GILLMORE, M.ED., BCBA

*In this presentation we will look at how to assess prerequisites for inclusion and how to facilitate social skills in a less restrictive environment. We will look at different ways to teach the skills needed and take a look at how motivation plays its part in the acquisition of functional social skills.*

### **INS AND OUTS OF SUPERVISION**

DR. GORDON BOURLAND, PH.D., BCBA-D & DR. REGINA CRONE, PH.D., BCBA-D

*The requirements of the BACB for BCBA supervision of different levels of personnel will be reviewed. Real-world challenges in providing that supervision will be addressed and suggestions for addressing them will be explored by groups of attendees and discussed by the group as a whole.*

### **JUST SAY, "NO" TO NO**

CHRISTINA MARTIN, M.S., CCC-SLP, BCBA AND KECIA ADAMS-WRIGHT, M.ED., BCBA

*In this presentation for educators, related service providers, and parents, participants will learn the importance of motivation for reluctant learners. This presentation will also address the concept that motivation can be maintained through building rapport as well as focus on the direct and natural reinforcement accessed through play.*

### **KEEPING THE MAIN THING THE MAIN THING**

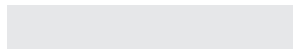
KAREN MARKLE, MA, BCBA

*Strategies for successfully collaborating with numerous professionals from diverse specialties in and out of district while staying focused on the student's educational needs.*

*Navigating the recommendations of numerous professionals can often be stressful, limit the effectiveness and implementation of the student's education plan (IEP / Behavior Support Plan). This scenario can be intensified when the student's educational needs requires support and intervention from various professionals across many settings. This session will provide strategies for supporting the special education student with autism and their families through a multitude of disciplines aimed at maximizing the student's potential. Learn how you can be a key contributor in setting your team up for success through the thoughtful collaboration with professionals across many disciplines within the school district and amongst private providers within the community.*

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## PRESENTATIONS G - H

### **LANGUAGE ACROSS THE LIFESPAN**

CHRISTINA MARTIN, M.S., CCC-SLP, BCBA AND KIMBERLEE FLATT, PH.D., LPC, BCBA, LBA

*This presentation serves to reflect on the growing expanse between the language and social repertoire of individuals with autism and their peers without autism. It is through this vantage point that we, as educators, practitioners, and parents, can begin to preventatively anticipate the language and social needs of individuals with autism across the lifespan and plan accordingly. Additionally, this presentation will identify members that may be included within the individual's constellation of care.*

### **MY JOURNEY WITH ASPERGER'S**

DANIEL DURANY, BA

- Grasp deeper understanding of what life is like living with Asperger's Syndrome (AS)
- Defining and explaining the unique cognitive patterns of people with AS
- Devising strategies to improve cognitive processing and problem solving techniques
- Recognizing some of the unique social patterns associated with AS

### **NAVIGATING THE AUTISM ARD SUPPLEMENT FOR PARENTS AND EDUCATORS**

MICHAEL J. TUCKER, M.ED., AUTISM CONSULTANT, ESC REGION 11

*Texas regulations (TAC 89.1055) require ARD/IEP committees to consider eleven strategies for students with autism. Schools sometimes use the term "Autism Supplement" to refer to a form that they use at ARD/IEP meetings to address these strategies.*

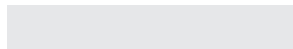
### **NAVIGATING SPECIAL EDUCATION: DEVELOPING AND WRITING IEP GOALS**

GAIL WAYMAN, M.ED., BCBA

*An essential component of an effective IEP is goals that are observable and measurable so that the ARD Committee is better able to evaluate progress and make informed decisions regarding placement and services. The purpose of this presentation is to help parents and professionals increase their knowledge and skill relative to selecting and writing IEP goals so that they may contribute more effectively when participating in the process of developing an IEP. Topics include the role of assessment, selecting prioritized goals, how to make goals observable and measurable and why that's important, measurement, mastery criteria and generating progress reports.*

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## PRESENTATIONS P - R

### **PERSONAL SUPPORT NETWORKS: ENRICHING LIVES IN THE PRESENT AND PREPARING FOR THE FUTURE**

DENISE SONLEITNER, TEXAS PARENT TO PARENT: TEXAS NETWORK CONNECTIONS

*The best guarantee of a safe and secure future for a person with a disability is to have caring friends, family members, and acquaintances involved in his or her life. Personal networks build a community of caring volunteers around a person at risk of isolation; they promote planning and social opportunities in the present, assist with decision-making, and work to be sustainable after parents can no longer be available. Texas Parent to Parent's (TxP2P) Texas Network Connections (TxNC) program helps families explore, develop and maintain personal support networks for their sons and daughters who have a disability (<https://www.txp2p.org/services/-texas-network-connections>). Launched in Austin in 2016, Texas Network Connections is now expanding to DFW. Denise Sonleitner, from Texas Parent to Parent, will provide information on what a network is and how it can help an individual and a family in the present and for the future, while building social opportunities and a committed circle of support. Come learn more about personal networks and how to get a personal network started for yourself, your son or your daughter!*

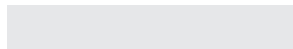
### **READING IS AN ESSENTIAL SKILL FOR LIFE**

DR. REGINA CRONE, PH.D., BCBA-D

*Believe it or not reading is a life skill and the gateway to so many opportunities. This presentation will demonstrate strategies using the principles of Applied Behavior Analysis to differentiate instruction for teaching essential reading skills. Learn how to teach phonics to fluency across a spectrum learners, non-verbal to verbal learners, and build confident readers. Video examples of students diagnosed with Dyslexia and Autism will be shared to facilitate the practical application of these strategies across all abilities.*

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## PRESENTATIONS

### **SHARE THE ROAD: A JOURNEY OF COLLABORATION**

KATE LUNDGREN, OTR, MBA, SIPT, CHRISTINA MARTIN, CCC-SLP, BCBA, MEENA KARTHIK, PT & SYDNEY PERRICONE, SLP

*It is important for therapy providers to collaborate in providing treatment to children with ASD. Collaboration and consultation across disciplines ensures best practice and enhances treatment outcomes for therapy. Participants will learn practical ways in which disciplines can work together and will be able to identify barriers to collaboration, as well as strategies to enhance communication.*

### **SOCIAL EMOTIONAL LEARNING FOR TEENS**

SARAH MCCROAN, BCBA

*The knowledge, skills, and attitudes within the CASEL five competency clusters are especially relevant during adolescence because youth at this stage are going through rapid physical, emotional, and cognitive changes.*

*Longitudinal studies have shown that increased social and emotional competence is related to reductions in a variety of problem behaviors including aggression, delinquency, substance use, and dropout*

### **SPEECH SOLUTIONS: THE SLP, BCBA AND PARENT...THE TRIANGLE OF SUCCESS.**

KATHERINE (KAT) LEE, BA

*When the Lee's son was diagnosed with autism, they thought the autism was the biggest obstacle of his life. As his treatment programs evolved, the devastation of his communication deficits became clear. Over a period of years, Katherine Lee, SLP Miekka Thye and BCBA-D Tracy Guiou along with other key professionals began to work closely together as a team, implementing procedures and collecting data to help drive their decisions. In this presentation, Kat will explain how the relationship came about, how it evolved and how it has impacted her son and family's life, combining a data driven communication program with the process of becoming a communicator, the work of the past and work of the future.*

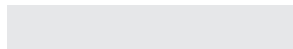
### **STRATEGIES TO INCREASE BUY-IN AND ENGAGEMENT WITH TREATMENT PLANNING FOR STUDENTS WITH SEVERE PROBLEM BEHAVIOR**

WESLEY DOTSON, PH.D., BCBA-D

*The most difficult part of most intervention programs is getting the entire team on the same page in regards to program goals, procedures, and desired outcomes. This talk will explore factors that influence the effective design and implementation of behavior plans for students with severe problem behavior in the schools. The focus will be on identifying why team members may or may not support specific elements of treatment plans, and will offer strategies to increase team member engagement and support for intervention activities.*

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## PRESENTATIONS S-T

### **STRUCTURE, ROUTINES AND TASK ORGANIZATION: PULLING IT ALL TOGETHER FOR STUDENT SUCCESS**

DR. STACEY CALLAWAY, PH.D.

*Utilizing structure and routines for students with autism is an evidence based practice that has shown promise for students with ASD for over 20 years. This presentation will review the principles of structured teaching, the benefits of structure in the classroom, and provide participants with visuals of a variety of classroom strategies.*

*Structure teaching is presented as an evidence based practice both by the National Professional Development Center on Autism Spectrum Disorders (2014) and the National Research Council (2014). Structured teaching methods originated from the TEACCH program out of the University of North Carolina. The premise of structure for students with ASD is based on the culture of autism and embraces their inherent need for structures and routines. Structure can be used to facilitate independence by teaching students with ASD to transition between activities with visual supports. Additionally, students are taught to complete a variety of tasks through structured work systems. This presentation will expose participants to a variety of environmental modifications and classroom supports.*

### **TEACHING INFERENCE TO STUDENTS WITH AUTISM SPECTRUM DISORDERS (ASD)**

MICHAEL J. TUCKER, M.ED., AUTISM CONSULTANT, ESC REGION 11

*It is frequently observed that children on the autism spectrum and those who struggle with reading tend to be concrete, literal thinkers. These students have difficulty with abstract concepts such as inferring a character's unstated motive. When reading, the concrete thinkers often focus on minute physical details and miss the big picture. Participants will explore research-based strategies for teaching inference and moving the students from concrete to abstract thinking.*

### **TEACHING PROBLEM SOLVING SKILLS TO STUDENTS.**

TAYLOR BROOKS, BA, CASE SPECIALIST

*A driving goal of educational programming for adolescents and young adults is teaching them skills required to function independently as adults. One aspect of this is the ability to make decisions about difficult topics such as which job to pursue, whether to end a friendship, or how to budget time or money. This talk will describe a systematic approach to teaching problem-solving skills to students that will help them carefully consider their options when making a difficult choice or solving a challenging problem. The talk will provide a step-by-step description and model of both how to teach and also to use this problem solving approach.*

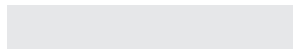
### **TEXAS AUTISM SPECTRUM DISORDER LEGISLATIVE UPDATE**

JUDITH URSITI, AUTISM SPEAKS

*The legislative landscape for families living with autism remains a challenging one. Learn about recent federal and state legislative activities and current efforts to ensure individuals with autism in the Lone Star State have access to the supports and services they need.*

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## PRESENTATIONS

### T

#### **THE TOP 10 MISTAKES TO AVOID DURING POST-SECONDARY TRANSITION PLANNING/EVALUATION FOR STUDENTS WITH AUTISM**

JAMES WILLIAMS, ED.D, CRC, ACAS

*Using an engaging and transparent style, the presenters will discuss how to identify, understand, and avoid the top ten mistakes made during post-secondary transition planning and evaluation based upon research and practitioner experience. Domains to be considered include post-secondary employment, education, and independent living for students with and without disabilities. This information will be infused with the lead presenter's unique professional and personal experience with Autism Spectrum Disorder and his work in the fields of Special Education, Educational Leadership, Rehabilitation Counseling, Vocational Evaluation, and Supported Employment. The presenters will provide attendees with concise information, strategies, and suggestions designed to facilitate an understanding of the essential components of high-quality transition planning/evaluation regardless of their academic, intellectual, social, or behavioral functioning. In addition, they will include actual case studies, vocational evaluation tools, and situations faced when evaluating and serving transition age students in their practice. In contrast to the top ten mistakes, they will emphasize the best practice to use to make sure the student is meaningfully involved and at the center of the process. Lastly, in connection to the top ten mistakes made, the findings and recommendations of the lead presenter's dissertation, which focused on understanding the relationship between successful employment outcomes and parent demographics, behaviors, and expectations, will be discussed.*

#### **THERAPIST, TEACHER, AIDE, SHADOW (WHAT SUPPORT IS NEEDED FOR MY LEARNER)**

TASHENNA GILLMORE, M.ED., BCBA

*In this presentation we will look at different ways to determine the level of support needed for your learner. We will talk about the different levels of support and define what each of those levels and what the support at each level should look like. We will also talk about different ways to fade or transition to less restrictive environments and support staff.*

*This presentation is directed towards parents and teachers and is an introduction to this topic. Specific transition plans for individual learners will not be addressed.*

#### **TOOLS FOR SUPPORT STAFF'S TOOL BELT**

TASHENNA GILLMORE, M.ED., BCBA

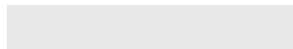
*In this presentation we will talk about basic Applied Behavior Analytic principals and how they can be applied in a school setting by aides and shadows working directly with our ASD learners.*

*"Therapist, Teacher, Aide, Shadow (what support is needed for my learner)" is recommended as a prerequisite, but not required.*

*This presentation is recommended for teachers, aides, shadows and parents. This is an introduction to this topic, specific transition plans for individual learners will not be addressed.*

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## PRESENTATIONS U - V

### **UNDERSTANDING RESTRICTED AND REPETITIVE BEHAVIORS IN HFA**

KIMBERLEE FLATT, PH.D., LPC, BCBA, LBA

*Have you met a person with ASD that seemed to talk about the same thing over and over? Have you wondered why that is? Have you been stuck trying to find ways to teach a person with ASD with this kind of repetitive behavior (RRB) and found that this pervasive speech negatively impacted their ability to focus or learn other things? This presentation is for Parents, Teachers, and other Professionals that work with persons of all ages on the spectrum. In this presentation, you will learn more about this complex and diverse phenomenon, identify the pros and cons of the pattern of behavior, and learn how to informally and formally assess an individual's RRB function.*

### **UNDERSTANDING THE DIFFERENT FUNCTIONS OF THE AUTONOMIC NERVOUS SYSTEM CAN REDUCE BURNOUT AND INCREASE EFFECTIVENESS.**

BEN SALICCO, LPC, LCDC

*Learn how Somatic Resonance can result in genuine and dynamic relationships between providers and individuals diagnosed with an Autism Spectrum Disorder. Your nervous system can be the most powerful resources you have in increasing the quality of interaction with those around you and can be a source of innate wisdom often overlooked when working with individuals with autism. Understanding the different functions of the autonomic nervous system can reduce burnout and increase effectiveness. Equine therapy has been proven to be effective for individuals with autism. This can be better understood when one factors in somatic elements that occur naturally between horses and individuals whose nervous systems are vulnerable to overstimulation. Frequently, the stress response of an individual working with or in proximity of a person with autism can have a profoundly negative effect. Kinesthetic awareness and understanding ones own bracing patterns can serve to reduce the frequency of triggered behaviors, increase the efficacy of implementing behavioral plans, and generally create a therapeutic environment for everyone involved.*

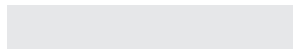
### **VERBAL BEHAVIOR 101**

TASHENNA GILLMORE, M.ED., BCBA

*In this presentation we will get an introduction to Applied Behavior analytic principals looking specifically at Skinner's analysis of Verbal Behavior. After this presentation participants should be able to identify the functions of behavior, the antecedents and consequences surrounding behavior and how to look for trends that help identify the function of behavior. We will also take a look at the verbal operants and why it is important to look at the verbal operants when teaching language, and finally we will look at reinforcement and how to utilize appropriately to increase appropriate behaviors and new skills.*

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## PRESENTATIONS V - W

### VISUAL SUPPORTS FOR STUDENTS WITH AUTISM

MICHAEL J. TUCKER, M.ED., AUTISM CONSULTANT, ESC REGION 11

*Research has shown that concrete visual teaching methods are recommended for students with Autism in order for them to be successful in the educational setting. Visual supports are tools that are used to increase the understanding of language, environmental expectations, and to provide structure and support for individuals with ASD. Visual supports can be provided in a variety of ways across multiple settings. Participants will demonstrate knowledge of visual support and why these visual supports are useful to support learning and success within the inclusive classroom.*

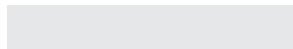
### WELCOME TO SPECIAL EDUCATION

SARAH MCCROAN, BCBA

*An introduction to special education in Texas public and charter schools. Learn the difference between a diagnosis, and a qualifying disability and levels of service such as behavior intervention plans, functional behavior assessments. Learn about manifestation when considering disciplining a student with a disability.*

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JOIN OUR TEAM

At Therapy & Beyond we believe there is hope for every child with autism. We approach the needs of each patient both individually and as part of a dynamic interdisciplinary team, collaborating with experts in Applied Behavior Analysis, Speech Language Pathology, and Occupational Therapy, as well as the child's school and pediatrician. We love helping individuals with autism reach their full potential by supporting not only the patient but the entire family. We are passionate about what we do while remaining true to our core values of excellence, responsibility, integrity and professionalism.

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## SPEAKERS



Kecia R Adams-Wright, M.Ed., BCBA

Kecia Adams-Wright has more than 20 years of experience supporting individuals with autism and their families. She earned a Bachelor of Arts degree in Psychology at the University of Texas at Dallas and Master of Education degree in Special Education and a Graduate Academic Certificate in Autism Intervention from the University of North Texas. As a graduate student at the University of North Texas, Ms. Adams-Wright was nominated to the Honor Society of Phi Kappa Phi. Kecia is a Board Certified Behavior Analyst and holds a teaching certification in Special Education for Pre-K through grades 12 and General Education grades 1 through 6. She has sixteen years of experience in autism intervention. Ms. Adams-Wright has worked as an ABA therapist and consultant in home programs and shadowing students in private school settings. She later joined public education and worked in Texas schools serving as a teacher of students with special needs and autism in particular, a parent trainer, teacher trainer and mentor, and behavior specialist. Kecia's areas of expertise include functional assessment, reduction of problem behavior and increase of socially significant skills, parent training, Verbal Behavior and the use of Incidental Teaching strategies. She has more than 9 years of experience as a Clinical Supervisor and Director including a certified replication of the only nationally recognized Incidental Teaching and National Association for the Education of Young Children accredited model, the Walden Early Childhood Center at Emory University in Atlanta, Georgia. Ms. Adams-Wright has been an invited presenter at numerous regional workshops and conferences on various topics in behavior analysis and autism.



### Adults with Aspergers Panel

Presented by Adults from the  
FEAT-NT Asperger/Autism Group

Come share with our adult group about their experiences growing up facing challenges, their eventual diagnosis and what life is like living on the spectrum. The FEAT Adult group is like a family. The FEAT group has grown substantially over the past 6 years. They are excited to participate again this year at the conference with new members joining in and some familiar faces from previous years. Their insight will provide a wealth of information to teachers, therapists and parents alike on better understanding their students and children.

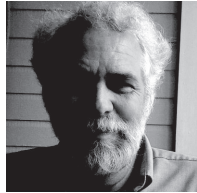


Dr. Bettag, Ph.D

Concept Connections & Windrose Academy

Dr. Bettag is a Developmental Psychologist with a MS in Childhood Disorders. He has 17 yrs experience working with kids/families in many settings & cultures. He has taught nearly 40 university courses in both Psy & Educ. His courses, presentations, & trainings are designed to help teachers, professionals, & families use educational & developmental principles functionally. He also specializes in cultural/family contexts & has presented/consulted internationally. Dr. Bettag has worked as a therapist & educator for children with ASD in Texas, Hawai'i, Switzerland, & France. He currently works with Concept Connections & Windrose Academy in Plano.

## SPEAKERS



Gordon Bourland, Ph.D., BCBA-D

TRINITY BEHAVIORAL ASSOCIATES

Gordon Bourland completed his Ph.D. in Psychology at the University of Texas Arlington. Subsequently he was a postdoctoral fellow in behavioral psychology at the John F. Kennedy Institute (now Kennedy-Krieger Institute) of the Johns Hopkins University School of Medicine. For over 40 years he has held a variety of clinical and administrative positions involving services for persons with a variety of special needs in various settings.

Dr. Bourland has served as the Director of Behavioral Services for the Fort Worth State School; as Chief Psychologist for the Dallas County Mental Health/Mental Retardation Center, Director of Psychology for the Colin Anderson Center in St. Mary's West Virginia, and twice has been president of the Texas Association for Behavior Analysis. Through Trinity Behavioral Associates he currently provides behavior analytic consultation services for persons across the age-span with various needs in a variety of service settings. He currently is President of the TxABA Public Policy Group and also the Presiding Officer of the Behavior Analysis Advisory Board of the Texas Department of Licensing and Regulation.

Dr. Bourland has worked in classroom settings, provided behavioral consultation, consulted with teachers and administrators, taught graduate courses in education and psychology, and provided training to many teachers and other educational personnel. He has conducted and published research in a number of leading journals, including the Journal of Applied Behavior Analysis, Journal of Experimental Analysis of Behavior, and Behavior Modification on topics including behavioral assessment and intervention, classroom instruction, intervention procedures for challenging behaviors, and basic learning procedures.



Mika Bradford, CN, CPhT

MEDWELL THERAPEUTIC SOLUTIONS, LLC  
CONNECTED WITH MIKA BRADFORD

Mika Bradford is a Certified Nutritionist and licensed Pharmacy Technician who has worked with leading nutraceutical companies and pharmacies like Kirkman Laboratories and Dougherty's Pharmacy, identifying and developing treatment plans with healthcare providers for patients, while working directly with sales and technical support. She has worked as Director of Sales and Marketing at Aperture Bio (then Vivione Biosciences) and VP Clinical Operations/Business Development at MeDoc Health Services, combining her expertise as a clinician with her exceptional skills in market and trend analysis. Currently, Mika is the owner and President of MedWell Therapeutic Solutions, LLC, a consulting firm working with businesses within the healthcare, wellness and behavioral health industries from analysis and strategy to implementation. In February of 2018 she was assigned to HHSC's Texas Council on Consumer Direction where she now resides as Chairwoman. Mika is also a dedicated parent who was thrust into the world of healthcare and effective patient treatment through her son's diagnosis of autism in 1997. Since then, Mika's knowledge and experience have allowed her to be involved in groundbreaking research, working with some of healthcare's leading minds; given her the opportunity to speak and work within the community and organizations to bring about significant change; and has earned her recognition and respect on a national, state and local level.

## SPEAKERS



Taylor Brooks, BA, Case Specialist

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Burkhart Center

As an undergraduate at Texas Tech University, Taylor Brooks was a volunteer with students from CASE through a campus organization that aimed to help students alleviate their social anxieties. He graduated with a Bachelor's of Science in Psychology in 2014 and has returned to Texas Tech to pursue a Masters in Special Education with a concentration in Applied Behavior Analysis. In his role as a CASE Learning Specialist, Taylor offers his skills, understanding and ever growing knowledge of ABA to better approach students enrolled in CASE when addressing their social needs, soft skills and executive functioning skills. Taylor also works alongside the Burkhart Centers Clinical staff through the focused ABA program for children as young as 3 years old to adolescent/young adults in high school. During his free time when school or work is not the focus, he likes to go on hikes around the Lubbock area and doing practically anything outdoors. He has love and support for the Red Raider family and welcomes a good challenge. "Strive for honor evermore. Long live the Matadors!"



Stacey Callaway, Ph.D.

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WYLIE ISD

Dr. Stacey Callaway has over 20 years of experience working with students with autism. She is currently a Behavior Specialist for Wylie ISD. Within the school system, she's served as an In-home/Parent trainer, Autism Specialist, and PPCD teacher. Additionally, she has worked as an adjunct professor at Stephen F. Austin State University and Lamar University, teaching classes on educational programming for students with autism and other special education courses. She is a graduate of the University of North Texas with a Ph.D. in Special Education, with an emphasis on teacher preparation and students with autism spectrum disorders. She has presented internationally, nationally, and locally on topics related to teaching and supporting students with autism spectrum disorders.

## SPEAKERS



Regina Crone, Ph.D., BCBA-D, LBA

THE THERAPY AND BEYOND  
TEACH ME ACADEMY

Dr. Regina Crone is a Board Certified Behavior Analyst-Doctorate (BCBA-D), and received her Ph. D. from the University of North Texas, a M.Ed. in Special Education and a certificate in Autism Intervention from the University of North Texas, and a B.A. in Special Education from the University of North Carolina at Charlotte.

She is the Founder of Therapy and Beyond, Teach Me Academy and Camden Hill Montessori. She has over a decade of experience providing services to individuals with autism and other developmental disabilities as an ABA provider and classroom special education teacher. She leads a strong team of professionals delivering ABA therapy, Speech and Counseling across Oklahoma, Texas and Colorado.

As an invited speaker at state, national and international conferences, she has presented on topics related to behavior management, self-help skills, social skills, academic strategies for reading and research findings. In addition, she has taught graduate level coursework, continues to be an invited speaker at events and school districts and has published research on effective parent training in the Journal of Education and Treatment of Children. She is also currently active in working with legislators to better understand Autism and Behavior Analysis in her current role on the Council of TxABA & TxABA Public Policy Group.

Dr. Crone is committed to providing quality services. She enjoys working closely with families and educating others.



Wesley Dotson, Ph.D., BCBA-D

BURKHART CENTER FOR AUTISM  
EDUCATION AND RESEARCH

Wesley Dotson, Ph.D., BCBA is the Director of the Burkhardt Center for Autism Education and Research and an Associate Professor in the Special Education Program at Texas Tech University. He earned his Ph.D. in Behavioral Psychology in 2010 from the University of Kansas. He has spent over 17 years in special education, working with individuals with autism and other developmental disabilities of all ages. He has worked as a high school special education teacher, a behavioral consultant, and an in-home therapist for individuals with severe disabilities before moving into higher education. His primary areas of research are social skills, relationship development, and successful life outcomes for adolescents and young adults with autism, as well as the preparation of teachers and other professionals to work successfully with students with autism.

## SPEAKERS



Daniel Durany, BA

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SELF ADVOCATE

Daniel Durany is a 2006 graduate from Texas Christian University with a Bachelor of Science degree in Communication Studies. Durany is a speaker, author, and advocate for persons with Asperger's Syndrome (AS) and people who deal with it in others. He pioneered an adult support group with FEAT (Families for Effective Autism Treatment). In 2013, Durany was appointed by the Governor to serve on the Texas Council on Autism and Pervasive Developmental Disorders and became the Keynote Speaker for the Texas State Autism Conference in Corpus Christi. Last year Durany spoke at the Oklahoma Statewide Autism Conference.

He brings an enthusiastic perspective about Aspergers during his time in school, job world, and dating/relationships to share with parents, professionals, and others with his condition. Daniel's presentation discusses his childhood struggles in school, transitioning experience from high school-to-college, and approaches to help others similar with his condition.

Following his presentations, audience members have clearer understanding about breakdowns in communication with people with Asperger's, transitions from high school-to-college, sensory issues, and psychological difficulties that AS typically causes. With this knowledge educators and parents will be enabled to design solid support systems and strategies for academic, emotional and physical success.



Kimberlee Flatt, PH.D., LPC, BCBA, LBA

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UNIVERSITY OF NORTH TEXAS

Kimberlee Flatt is a Licensed Professional Counselor, Board Certified Behavior Analyst and holds both General and Special Education Teacher and School Counseling Certifications. She received her Ph.D. at the University of North Texas where she studied Autism Intervention.

She has spent the past 20 years directly serving individuals with disabilities in classrooms, in clinical settings, and for in-home ABA programs. She is passionate about both teaching and learning. This is evident as she teaches at the University setting, provides training to educators and parents at both state and national levels, and continues in her research pursuits. The employment epidemic motivates her as Adults on the Spectrum are chronically unemployed and underemployed. She enjoys working with people as they grow the skills needed to explore and find their own personal success and independence.

## SPEAKERS



Tashenna Gillmore, M.Ed, BCBA

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THE HEART OF BEHAVIOR

Tashenna Gillmore is a Board Certified Behavior Analyst and the founder of The Heart of Behavior LLC, located in Denton Texas. She received her Master's of Education in Special Education with a Graduate Academic Certificate in Autism Intervention from the University of North Texas. Tashenna has gained over twenty years of experience creating and implementing ABA programs for individuals with Autism and other developmental disabilities in home, clinical, and school settings throughout Texas, Oklahoma, and California. She also teaches a variety of enrichment classes to typically developing children and adults, including; dance, creative movement, theater improve, social and emotional skills classes, even professional conduct training to help young adults attain employment. In addition, Tashenna has gained experience as a treatment director for clinical services, parent, and therapist trainer, and has been a requested presenter and trainer for many organizations in the areas of education, autism and applied behavior analysis. Her passion is in providing truly individualized services for individuals with autism and other developmental disabilities; as well as working with their families and communities.



Meena Karthick, MSPT, C/NDT

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CUTTING EDGE THERAPY

Meena Karthik graduated first with a Bachelor of Physical Therapy from KMCH College of Allied Health Sciences, India. She then graduated with a Masters in Physical Therapy with specialization in Pediatric Neurosciences from Manipal College of Allied Health Sciences, India. She has worked in a multi-specialty pediatric inpatient and outpatient facility in Mumbai (India) for 2 years prior to coming to the US in 2013. In the US, she has worked in both home health and outpatient therapy settings. She has experience evaluating and treating infants, children and young adults with a variety of Neuro-motor disorders. Meena is certified as an NDT (Neuro-Developmental) therapist. She has training and certifications in Kinesio-Taping (Level 1 and 2), Astronaut Protocol, Interactive Metronome and Listening program.

## SPEAKERS



Jenny Keese, BCBA

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CONCEPT CONNECTIONS

Jennifer Keese is a Board Certified Behavior Analyst, Licensed Behavior Analyst, and Certified Autism Specialist who has gained eighteen years of experience providing services to individuals with autism and other developmental disabilities throughout Texas, Oklahoma, Brazil and China. She is the owner and executive director of Concept Connections LTD, a clinical practice dedicated to the treatment of autism and other developmental disabilities across the lifespan. Jennifer is also the owner and head of school for Wind Rose Academy, a nonprofit school designed for children and teens with Autism. Jennifer has provided services in home, clinical, classroom, residential and hospital settings. She has also provided classroom consultation and professional trainings for school districts as well as individual educational evaluations. Jennifer is frequently invited to speak at the Autism One conference and is on the expert planning committee for the Autism Education Summit. Jennifer received her B.A. in Psychology from the University of Houston, and her M.Ed. in Special Education from the University of North Texas. She also holds an Autism Specialist Certificate, Safety Care Trainer certification, and Certification in Behavior Analysis.



Katherine ( Kat) Lee , BA

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RDI CERTIFIED CONSULTANT

An RDI program Certified Consultant for 15 years. Kat Lee works in the DFW metroplex and also serves as the RDi area coordinator and is on the national RDI Professional Advisory Board.

Kat has been an certified Relationship Development consultant to families with children with autism for over 15 years.. She trains and supervises parents from all over the world in guiding their children with autism, helping them understand the deficits of autism and how to over come them in their relationship with their children. She also works with Alfordcreative assisting to create podcasts and webinars related to autism and relationship development for children and their families. (youtube RDI)

Kat is also a mother whose son was diagnosed with autism 24 years ago. She has been in ongoing and training and supervision in behavior analytic work for her son since diagnosis and her family has been under the oversight of Tracy Guiou, Ph.D., BCBA-D for almost 20 years.

## SPEAKERS



Kate Lundgren, OTR, MBA, SIPT

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CUTTING EDGE THERAPY

Kate Lundgren graduated from San Jose State University and has been a registered Occupational Therapist since 1989. She received a Master's Degree in Business Administration from Pepperdine University in 1992. Kate specialized in the treatment for neurological disorders and traumas for the first 10 years of her career and completed her Neuro Developmental Treatment (NDT) certification in 1995. Kate completed her specialization in Sensory Integration and Praxis Testing in 2008.

Since 2004, Kate has had the unique privilege of teaching as an adjunct professor for the School of Occupational Therapy at Texas Women's University training students in the area of pediatrics. At TWU, she was provided the opportunity of developing the first special interest course for Autism Spectrum Disorders. Kate continues to speak publicly and share her passion for individuals with developmental and intellectual disabilities. Most recently, Kate was invited to speak internationally in southern China regarding training for Sensory Integration treatment in conjunction with ASDs.

Kate is also the mother of two autistic children and the owner and Clinical Director of Cutting Edge Pediatric and Adult Therapy



Karen Markle, MA, BCBA

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MARAKEEY

Karen Markle is the Executive Vice President of the Education and Autism Division of Merakey. In 1996, Markle began as a direct care service worker with Merakey and moved up the corporate ladder holding progressive leadership positions. She and her management team pioneered an innovative way to create a continuum of services and discover funding opportunities when there seemed to be none available to fill the needs of the autism community. From a therapeutic support staff to BCBA, Karen's experiences have involved people of all ages with all abilities. With her continual leadership and advocacy, the division has been able to open autism centers in 5 states including Pennsylvania, Michigan, Louisiana, Delaware, and Maryland. With this expansion, Merakey continues to adapt and grow to help better serve those who cannot help themselves. With her advanced craftsmanship of programs, Markle manages to lead the industry to heights allowing all ages and abilities to live as independently as desired.

## SPEAKERS

Christina is a Speech Language Pathologist and Board Certified Behavior Analyst (BCBA). She has a Certificate of Clinical Competence for Speech-Language Pathologists (CCC-SLP) from the American Speech Language Hearing Association. She earned a B.A. in Psychology with a minor in Speech Language Pathology and a M.S. in Communication Disorders from the University of Texas at Dallas. She received a Graduate Academic Certificate in Applied Behavior Analysis from the University of North Texas.



Christina Martin, M.S., CCC-SLP, BCBA

Christina has worked with individuals with autism and developmental disabilities across the lifespan within the home, school, and clinical settings since 1999. As a Speech Language Pathologist and Board Certified Behavior Analyst, she has worked collaboratively within behavioral therapy programs and speech therapy programs to improve treatment outcomes for individuals to address motor speech disorders, feeding disorders, social pragmatic language disorders, articulation disorders, receptive and expressive language disorders, executive functioning impairments, augmentative and alternative communication, adaptive skills, and maladaptive behavior reduction. She has also supervised speech-language pathologist assistants in providing speech and language services to individuals with a multitude of diagnoses. She has supervised behavior technicians and those pursuing certification as a behavior analyst. Christina has been an invited speaker at national and state conferences, universities, and local organizations presenting on topics related to the integration of speech and language and applied behavior analysis

Sarah is a Board Certified Behavior Analyst who has been working in the field of special education for 10 years. Thinking she wanted to go on to law school to work in child advocacy, Sarah obtained her B.A. in History (Minor: Political Science) from Texas A&M University, College Station. While working as a substitute teacher in a classroom for students with autism she found a new passion. Upon graduation, Sarah began her career working in Community ISD as a special education teacher and shortly thereafter earned her M.Ed in Special Education at Texas A&M University, Commerce. There she was first exposed to applied behavior analysis and Sarah found her calling. Sarah worked as a self-contained behavior intervention teacher for 5 years while completing her Graduate Academic Certification in applied behavior analysis from University of North Texas, and was awarded her BCBA license in 2013.



Sarah McCroan, M.Ed, BCBA

INTERNATIONAL LEADERSHIP OF TEXAS

After working in a private therapy center for a year, Sarah returned to public education to work as BCBA – Behavior Specialist for International Leadership of Texas and for the past three years has dedicated her time and effort to advancing the principles of ABA to broader and broader ranges of settings and students. Whether in a large group setting through professional development for district and campus level administration and staff, or through one on one relationships with teachers, parents and students, Sarah uses her skills to help general education and special education students who struggle with behavior.

## SPEAKERS



Ashley Moore, APRN, AGACNP-BC

TWISTED ARROW HEALTH & WELLNESS

Ashley Moore is a Nurse Practitioner and the Clinical Department Manager for Texas Vascular Associates, P.A. – in Dallas, TX. She is currently pursuing her Doctor of Nursing Practice and has her Master of Science in Nursing in Adult/Gerontology Acute Care and a Bachelor's of Science from the University of Texas at Arlington. She is also a part of the Clinical Faculty in the Masters of Nursing program at the University of Texas at Arlington. For over ten years Ashley has been providing medical care to individuals with heart and vascular conditions. Early on she realized her passion for being able to positively impact patient's lives in a meaningful way with an individualized and holistic approach to their health conditions. As a wife, mother and professional who is responsible for caring for many people, she knows how important it is to maintain self-care as a priority when many individuals depend on you. In her personal journey, Ashley herself has seen the tremendous impact diet and the identification of food allergens can have on your overall health. She now takes her message of hope to health practitioners, educators, caregivers, and parents to encourage them in how a holistic approach to treating the whole person through dietary changes can significantly improve the quality of life for them and the individuals they care for.



Sydney Perricone, MS, CCC-SLP

CUTTING EDGE THERAPY

Sydney Perricone is a certified and licensed speech-language pathologist who has worked in both public schools and outpatient therapy clinics since 2010. Sydney has experience evaluating and working with children, teenagers, and young adults with a variety of communication disorders. In 2008, Sydney received a Bachelor's Degree in Speech-Language Pathology and Audiology from the University of North Texas, also minoring in Development and Family Studies. In 2010, Sydney completed her Master's Degree in Speech-Language Pathology from Texas Christian University. Sydney has held her Certificate of Clinical Competence from the American Speech-Language Hearing Association since 2011. She is also an actively involved member of the Texas Speech-Language-Hearing Association, serving on a committee that helps plan the Association's annual convention. Sydney has training in the Social Thinking approach to pragmatic language skills. She is certified in the VitalStim Specialty Program, a neuromuscular electrical stimulation (NMES) modality for resolving dysphagia and oral motor disorders related to feeding and swallowing. She also has training in the Sequential Oral Sensory (SOS) approach to feeding and Talk Tools

## SPEAKERS



Lauren Rich, M.Ed., SLP-Assistant., BCBA, LBA

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THERAPY AND BEYOND

Lauren Rich is a Board Certified Behavior Analyst (BCBA) and a Speech Language Pathologist Assistant. She earned a Bachelor of Science in Communication Sciences and Disorders at the University of Oklahoma Health Sciences and Disorders. Lauren went on to receive Masters of Education with an emphasis on autism and special education. She has been working with Therapy and Beyond for over 11 years. Previously she has been a Clinic Director in the Fort Worth location, and Program Supervisor in the Carrollton, Tulsa, and Oklahoma City Therapy and Beyond locations. She has worked as a therapist, program supervisor/consultant, and clinic director in home, center, and school based programs. Her area of expertise is in functional assessments, higher level social skills, reading, math, executive functioning skills, functional communication and reduction of problem behavior. Lauren is currently in the DFW area as the Clinic Director of the Therapy and Beyond center in Carrollton, Texas.



Ben Salicco, LPC, LCDC

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NORTH TEXAS MIND-BODY COUNSELING

Ben Salicco is a Licensed Professional Counselor, and a Licensed Chemical Dependency Counselor. He works out of North Texas Mind-Body Counseling, based in Flower Mound, Texas. North Texas Mind-Body Counseling is a counseling practice that seeks to assist individuals, families, and couples with reducing unwanted mental and physical problems that are often caused by being disconnected from one's self. Specific attention has been given to individuals and families that have experienced trauma, conflict, concerns regarding children and teens. Ben has in-depth experience working with individuals and couples who suffer from problems with depression, anxiety, and trauma caused by emotional, sexual or physical abuse. He also has experience working with adolescents and adults with an autism diagnosis and individuals diagnosed with personality disorders, with a special emphasis on borderline personality disorder. Ben received his Master of Arts in Clinical Mental Health Counseling from the Pentecostal Theological Seminary. He also received his Bachelor's degree in Theology/Theological Studies from Lee University.

## SPEAKERS



Carin Renee Shearer Ph.D., BCBA, LBA

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LEWISVILLE ISD

Carin Renee Shearer M.Ed., BCBA, LBA is a Director of Special Education in Lewisville ISD and a doctoral candidate for Special Education Leadership in Autism Interventions at the University of North Texas. Carin has spent over 19 years working in public schools serving the needs of students in special education, as well as provided consultation and direct services to individuals with autism and their families. Carin's focused areas of research include teaching language to individuals with autism, treatment of severe behavior problems, and effective and efficient methods to provide quality staff training in ABA in the public school setting. Carin has presented many trainings and workshops at local, state, and national conferences including FEAT-NT, FEAT- Houston, Texas Association of Behavior Analysis (TxABA), Association of Behavior Analysis International (ABAI), Texas Council for Exceptional Children, and the International Conference for Children with Behavior Disorders.

Carin is a founding member and has served on the board of the Behavior Analyst in Public Education SIG with TxABA for the past four years.

Carin currently resides in Addison, Tx with her husband and 4 year old daughter. She enjoys spending as much time as possible with her family and is committed to providing quality education and advocating for students with special needs in the public school setting.



Denise Sonleitner

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TEXAS PARENT TO PARENT:  
TEXAS NETWORK CONNECTIONS PROGRAM

Denise Sonleitner lives in Austin with her husband Steve, and has two adult children, Ava Linn and Maverick. Maverick, who is 22 years old, has multiple disabilities associated with Angelman Syndrome. In early 2010, with the support of friends and family, the Sonleitners set up a personal support network for Maverick, known as 'MavMen.' Denise loves talking to other parents (and anyone else who will listen!) about personal networks and how this powerful tool can help families raising a son or daughter who has a disability. Presently, Denise is facilitating personal networks with families in Austin, Houston and Dallas/Fort Worth. Over the last several years, Denise co-developed Texas Network Connections (TxNC), a network facilitation program at Texas Parent to Parent (TxP2P). Texas Network Connections launched in Austin in 2016 and is now expanding to other areas of the state.

## SPEAKERS



Michael J. Tucker, M.Ed.

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AUTISM CONSULTANT, ESC REGION 11

Michael J. Tucker received his Master of Education from University of North Texas in Special Education and Autism Intervention in 2005. Michael has been working with students with Autism Spectrum Disorders (ASD) for over 18 years. He began working with children with autism in a private setting and then at the Autism Treatment Center. His teacher career has included working as an elementary life skills teacher, Lead In-Home/Parent Trainer, a Behavior Specialist and now serves as the ESC Region 11 Autism Consultant.



Judith Ursitti

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AUTISM SPEAKS

Judith Ursitti is director of state government affairs for Autism Speaks. A CPA by training, she became immersed in the world of autism advocacy when her son, Jack, was diagnosed at age 2. Since then she has worked on the passage, implementation and enforcement of autism related legislation in more than a dozen states.

She is the recipient of the Margaret Bauman, MD Award for Excellence within the Autism Community, the Advocates for Autism of Massachusetts Commitment to Advocacy Award, the Autism Advocacy in Action Award from the Long Island Behavior Analysis Conference and the Oklahoma Autism Network's Excellence in Autism Award. She has also run ten marathons, frequently fundraising for various autism-related charities.

A native of Seguin, Texas, Judith now lives in Dover, MA with her husband, Andy, and two children.



Gail Wayman, M.Ed., BCBA

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THE WAYMAN CENTER

Gail Wayman has been working with children with autism and other special needs for over 20 years. She is the owner and Executive Director of The Wayman Center in Plano, Texas, which has been providing early intensive behavioral intervention to children with autism and other special needs since 2004. She is a Board Certified Behavior Analyst (BCBA) and a certified Special Education teacher. Gail has worked in public schools as a Special Education Teacher, Behavior Specialist, and In-Home Trainer. She has also provided consultation services for school districts, private and public service providers, and families implementing in-home ABA programs. Gail has presented workshops and training for various organizations such as the North Texas Autism Education Center, Texas Autism Conference, and the FEAT North Texas Autism Conference. She has also presented her research at the annual conference of both The Association for Behavior Analysis International (ABAI) and the Texas Association for Behavior Analysis (TXABA). Gail resides in Dallas, Texas with her husband, dogs and cat, and enjoys spending free time getting together with family, camping and playing the cello.

## SPEAKERS



Lyndsay Wheeler, M.Ed., BCBA, LBA

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THERAPY AND BEYOND

Lyndsay Wheeler is a Board Certified Behavior Analyst (BCBA). Lyndsay earned a Bachelor of Science degree in Communication Sciences and Disorders at the University of Oklahoma Health Sciences Center. As a student at the University of Oklahoma Lyndsay studied speech language pathology. Lyndsay went on to receive her M.Ed. in Special Education with an emphasis on autism intervention. After that she went on to pursue graduate course work through Florida Institute of Technology to obtain her certification in Applied Behavioral Analysis. Currently Lyndsay is the Executive Treatment Operations Director of Therapy and Beyond, where she supervises regional clinics providing individualized behavior and speech therapy to individuals with autism spectrum disorders and other developmental disabilities, through in-home and clinic based programs. Previously Lyndsay worked with Teach Me, LLC as a Behavioral Technician, Program Supervisor, Clinical Director and Regional Director for Oklahoma in home, center, and school based programs. Lyndsay has over 10 years of experience in autism intervention, she has extensive clinical experience conducting individualized training with families, educators, and other ABA treatment providers. Lyndsay's areas of expertise include functional assessment, reduction of problem behavior and increase of socially significant skills, parent training, Verbal Behavior, the use of naturalistic teaching strategies, executive functioning, working memory, and reading readiness.



Dr. James Williams, CRC, ACAS

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BLOOM CONSULTING

Dr. James Williams is the Chief Operating Officer and Vocational Expert at Bloom Consulting in Austin, TX. He is also a Certified Rehabilitation Counselor, Advanced Certified Autism Specialist, and an Adjunct Professor at St. Edward's University. He obtained his Bachelor's in Special Education from Sam Houston State University, his Master's in Rehabilitation Counseling from Texas Tech University Health Science Center, and his Doctorate of Education in Educational Leadership from Lamar University. He is also a certified Special Education Teacher with experience in public and private education and social services.

Dr. Williams has provided services to individuals with disabilities, particularly Autism Spectrum Disorders, across the lifespan for the past twelve years. He continues to use his professional and personal experience with Asperger's Syndrome as a catalyst to inspire and educate others to believe in the incredible possibilities for adults and children with disabilities when they receive the appropriate support and accommodations.

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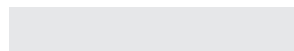


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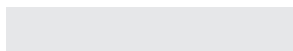
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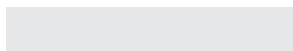
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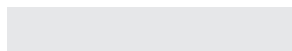


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