



## SESSION DESCRIPTIONS



### *Dr. Winnie Dunn:*

#### *Sensory Processing in School, Home, and Community: How to Make the Best of Every Moment*

Professionals and families consider many factors when designing ways to support children to participate successfully in their daily lives. In this course, we will explore sensory processing knowledge, evidence and how to apply these concepts in their everyday lives. We will review sensory processing evidence which validates core concepts, and will link this evidence to the demands of daily life. We will discuss sensory processing assessments, including skilled observation, interviewing and the Sensory Profile measures which provide

evidence to support problem solving and planning.

We will also practice planning evidence based interventions within community settings using sensory processing knowledge with case material. We will discuss how to reframe current knowledge and practices based on the evidence available, and will also learn how to monitor an individual child's progress to ensure that strategies are having a positive impact on participation.

Finally, we will consider a long range view, including how sensory processing contributes to a mindful approach to participation, how a strengths based approach is both evidence based and a family centered way to practice, and what we can do to contribute to a strong vision for the future.

#### **COURSE OBJECTIVES/ OUTCOMES:**

- Articulate the conceptual basis and the evidence for a sensory processing approach to assessment and intervention
- Articulate program planning and intervention which considers the person's strengths and the environmental factors that support participation.
- Design interventions which achieve participation goals by using sensory processing knowledge to design strategies
- Explain the interdisciplinary evidence that supports professional practices in community settings, and embrace a framework for imbedding sensory processing knowledge within daily life routines.
- Collaborate successfully with families and colleagues in other professions, sharing and reframing therapeutic knowledge into "user friendly" terms.



## *Sue Mitchell:*

### *Promoting Independence: Strategies for Developing Self-Help Skills*

Children with autism spectrum disorders and other special needs often experience difficulty in learning basic self-help skills such as dressing, feeding, toileting, and hygiene tasks such as washing hands, bathing and brushing teeth. These challenges can affect their independence at home, school and in the community.

This presentation will provide greater understanding of factors that affect a child's development of self help skills and importantly will provide a thought process for how to assist children to develop these skills. Videos and examples will be used to present a variety of practical strategies to help the child achieve greater independence. Strategies including use of visual, sensory and regulation supports, appropriate levels of prompting, backward and forward chaining approaches and planning using a CO-OP approach will be discussed.

#### **COURSE OBJECTIVES/ OUTCOMES:**

- Identify factors that impact the development of self-help skills.
- Utilize strategies that are a good fit for the child's needs.
- Provide intervention that is sensitive to the priorities of the family in the context of the child's daily routines at home, in school and in the community.



## *Emily Rubin:*

### *Addressing Social Communication Skills in Children and Adolescents with High Functioning Autism & Asperger's Syndrome*

This course will provide practical guidelines to help educators and clinicians support children and adolescents with high functioning autism (HFA) and Asperger's Syndrome (AS) improve their social communication skills. First, goals and objectives designed to improve comprehension and use of nonverbal social cues, perspective taking skills, and peer relationships will be reviewed. Next, video case studies will be used to highlight learning supports appropriate for the classroom environment and social skills groups. These supports might include written helper cards, friendship maps, feelings books, comic strip conversations and video replay.

#### **COURSE OBJECTIVES/ OUTCOMES:**

Participants will be able to:

- Identify core social communication challenges faced by children and adolescents with High Functioning Autism and Asperger's Syndrome.
- Prioritize learning objectives to support the development of social and conversational skills.
- Develop learning supports and environmental modifications to address social and conversational skills.

## *Emily Rubin:*

### *Introduction to the SCERTS Model: A Comprehensive, Multidisciplinary Educational Curriculum for Children with Autism Spectrum Disorders*

This course will introduce the SCERTS model, a comprehensive, multidisciplinary educational approach designed for children with Autism Spectrum Disorders (ASD). This model is not exclusive of other treatment approaches and methodologies, but rather provides a framework for those who are seeking guidelines for implementing a comprehensive educational plan that is based on our knowledge of the core developmental challenges faced by children with ASD, family-centered care, and our knowledge of the recommended tenets of educational programming, as indicated by the National Academy of Sciences. The model was designed to provide guidelines for helping children progress through the stages of becoming a competent social communicator. It was also designed to provide families and educational teams with the help they may need to feel successful in supporting the child. Families and educational teams will learn about essential interpersonal modifications, environmental arrangement, and visual supports and how they can be embedded in natural, functional and meaningful contexts. Video case examples will be used to illustrate how service providers can directly apply learning strategies in the classroom environment and across settings.

#### **COURSE OBJECTIVES/ OUTCOMES:**

*This training is most appropriate for:*

- Professionals, service providers, and family members who are seeking an introduction to philosophy and practice in the SCERTS Model,
- Administrators and researchers who are considering implementing programming consistent with the SCERTS Model philosophy in their school system or agency.

*Participants will be able to:*

- Describe essential components of a comprehensive educational program for children with Autism Spectrum Disorders (ASD)
- Describe core challenges in emotional regulation faced by children with ASD at different stages of development.
- Describe core challenges in social-communication faced by children with ASD at different stages of development.
- Identify appropriate learning and educational accommodations for children with ASD.



## *Dr. David Nicholas:*

### *Pervasive Parenting Dilemmas in ASD: Families in complex terrain*

This session will identify:

- Experiences and dilemmas faced by families in which a young person has autism
- Factors that contribute to parenting challenges
- Gaps and priorities in moving forward.

This presentation is the result of national research in which parents in Alberta and Ontario were invited to participate in a study about their experiences of care for a child, teen or

adult with autism. Families identified key challenges and ways in which they navigated these challenges. Their experiences and insights will be conveyed, as well as means by which parents have moved forward. Elements that have a unique bearing on family life will be explored including how autism is understood in the community, access to services, need for coordination of services, challenges in considering varying approaches to intervention, dealing with transitions across childhood and into adulthood, and impacts on mothers and fathers. Reflections for families and recommendations for service providers and policy makers will be discussed.

## *Dr. Pat Mirenda:*



### *Video Modeling; What, Why and How*

Video modeling has been used successfully to teach children with autism a variety of adaptive behaviors including social, play, requesting, self-care, purchasing, and academic skills. This workshop will provide a rationale for the use of video modeling, an overview of a recent meta-analysis supporting its effectiveness, and a step-by-step introduction to the design and implementation of video modeling in natural settings. Two research studies -- one aimed at teaching social language use with peers and another aimed at teaching generalized imitation skills -- will be used to illustrate video modeling procedures and their impact.

### *Using AAC for Social Interaction*

Communication interventions for students with autism spectrum disorders (ASD) are often aimed solely at teaching requesting using the Picture Exchange Communication System (PECS) or similar approaches. This workshop will focus instead on strategies for supporting social-communicative interactions between students with ASD and their peers. We will first discuss the importance of participation in the peer culture as a critical component for the development of social communication. We will then focus on a variety of strategies that can be used to support students with limited or no speech who use augmentative or alternative communication (AAC). These strategies include conversation books, talking photo albums, and speech-generating devices (SGDs) for social interaction. Case studies and videotaped examples will be used to illustrate each of the strategies.