

Autism Networking Meeting #13719

with Daniel Parker, WI DPI Autism & Family Engagement Consultant,
Scott Wallace, CESA 9 Autism Consultant, and
Kelly Wallace, CESA 9 NAC Special Ed Teacher



January 22, 2016
8:30 am - 3:00 pm
CESA 9, Tomahawk

Thinking of the Function of Behavior: Have you ever wondered why the symbol for autism is a puzzle piece? The neurology of autism presents many challenges in relation to relationships, instruction, transitions, social communication, and adaptive skills to name a few. Functional Behavior Assessment (FBA) is a tool used by educators that can provide information used to develop behavioral intervention plans (BIPs) that lead to more skillful and independent behavior. The most successful BIPs not only plan for how to respond to behavior but include multiple supports and strategies that matches the needs to individual students with ASD. This presentation will include a general overview of system-wide components of FBA and BIP that stimulate the problem solving process. Basic data collection processes as well as how to think about and use data will be a key area of focus. Resources and adaptations of specific evidence-based practices will be reviewed based on the National Professional Development Center for Autism Spectrum Disorders. Participants are encouraged to register in school teams so that they can engage in activities directly related to current student needs.

Basic Refresher on the Neurology of Autism: This basic refresher to autism is important in helping us to remember to look through the lens of the autism spectrum when interpreting the functions of behavior (i.e., what their behavior is trying to communicate, and interpreting behavior in its context), which will then lead into the next presentation about why age/skill level - and functionally appropriate visual supports are necessary in helping children with the neurology of autism to function independently.

Visual Supports: This presentation will focus on the importance of visual supports (i.e., visual schedules, social narratives, power cards, etc.). Basically, visual supports enable a learner to keep track of daily activities and to develop an understanding of time and sequences (Koyama & Wang, 2011; Twachtman-Cullen, 1995) Just as adults use calendars, phones, lists, and other visual aids to plan daily events, visual supports help individuals with ASD understand and organize the world.

Date: Friday, January 22, 2016

Time: 8:30 am - 3:00 pm

CESA 9 office, 304 Kaphaem Road, Tomahawk, WI

Audience: Special Ed & Regular Ed Teachers, Autism Specialists, Program Support Teachers, Paraprofessionals, Parents

Cost: \$40 per person for School Improvement Members

\$140 per person for Non-members

Includes breaks, lunch and materials

Click [here](http://bit.ly/1KQ0m4z) to register by January 8, 2016 (<http://bit.ly/1KQ0m4z>)

CESA 9 Contact: [Scott Wallace](#)

CESA 9 Program Support: [Jean Hill](#)