



Autism

Fall 2021 Sessions

Session recordings and materials can be accessed on the WyoLearn Website.

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Please Note!
Use **Control+F** to search chart by session title or keywords.

Session Date

Session Title and Description

Self-Advocates' Experiences with Educational and Vocational Supports

September 16, 2021

Participants will be able to describe how the presence of a disability or other special healthcare need may lead to challenging behaviors in home, school, work, and community settings.

Presenter:

Eric Stoker, URLEND Consumer Faculty, Self-Advocate

Family Perspectives

September 30, 2021

Participants will be able to describe the potential impact of a disability (such as autism spectrum disorder, Down syndrome, intellectual disabilities, or communication disorders) on family life and educational experiences.

Presenter:

Julie Wittman, M.Ed., PhD, BCBA

Functions of Behavior

October 14, 2021

Participants will be able to list the four functions of behavior.

Presenter:

Julie Wittman, M.Ed., PhD, BCBA

Educational Evaluations for Students with Autism

October 28, 2021

Participants will be able to describe the importance of utilizing a multidisciplinary team approach to conducting Educational Evaluations for students with autism and list the core components of conducting these evaluations.

Presenter:

Staci Horsley, M.Ed., BCBA, Autism/Behavior Specialist and Consultant



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November 11, 2021

Developing Meaningful Individualized Education Programs (IEPs) for Students with Autism

Participants will be able to explain the importance of identifying appropriate accommodations, modifications, specialized instruction, and related services for each student with autism and describe how these supports should be documented within the student's Individualized Education Program (IEP). In addition, participants will be able to describe the post-secondary transition planning process and how this process is incorporated into the IEP for students at the secondary (Middle/High School) level.

Presenter:

Peg Moneith, Retired Educator, Consultant/Advocate, Wyoming Institute for Disabilities

Functional Behavior Assessments

December 2, 2021

Participants will be able to provide a rationale for conducting a Functional Behavior Assessment (FBA) and identify three different tools that can be used to determine the most likely function(s) of a challenging behavior.

Presenter:

Staci Horsley, M.Ed., BCBA, Autism/Behavior Specialist and Consultant

Behavior Support Plans

December 16, 2021

Participants will be able to describe the relationship between a Functional Behavior Assessment (FBA) and the development of a Behavior Support Plan, and will be able to describe the core components of a Behavior Support Plan that emphasizes positive behavior supports.

Presenter:

Staci Horsley, M.Ed., BCBA, Autism/Behavior Specialist and Consultant



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Session Title and Description

Task Analysis and Activity Schedules

January 7, 2021

Learning Objectives: Participants will be given an understanding of what task analysis is and the purpose behind it. Participants will also be given an understanding of the benefits of using activity schedules with individuals with Autism Spectrum Disorder (ASD).

Presenter:

Staci Horsley, M.Ed., BCBA, Autism/Behavior Specialist and Consultant

Assistive Technology to Support Students with ASD

January 21, 2021

Learning Objectives: Be able to identify at least two evidence-based practices that can be supported using assistive technology (AT); Be able to identify when AT should be considered for students with autism; Be able to identify a state resource that can provide assistance with AT.

Presenters:

Terri Wofford, MS, CCC-SLP & Ryan Rausch, MOT, OTR, ATP; Wyoming Assistive Technology Resources (WATR)

Curriculum-Based Assessment

February 4, 2021

Learning Objectives: Differentiate between criterion-referenced and norm-referenced assessments; Define curriculum-based assessment; Provide examples of curriculum-based assessment tools; State the benefits of using curriculum-based assessments for learners with ASD; Identify training and professional development resources in the area of curriculum-based assessments.

Presenter:

Rachel Freedman, M.A., M.S., BCBA, LABA, Board Certified Behavior Analyst, Wyoming Institute for Disabilities



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Spring 2021 Sessions

February 18, 2021

Environmental Supports and Structure: Antecedent-Based Interventions

Learning Objectives: Participants will learn antecedent based strategies to use with students with ASD in their classrooms; Participants will be given an understanding of the benefits of using structure and visual tools as interventions in working with students with ASD.

Presenter:

Staci Horsley, M.Ed., BCBA, Autism/Behavior Specialist and Consultant

March 4, 2021

Reinforcement

Learners will become familiar with the concept of reinforcement and have a basic understanding of using reinforcement with individuals they serve. This session will discuss positive reinforcement, negative reinforcement, token economies, schedules of reinforcement, and differential reinforcement.

Presenter:

Staci Horsley, M.Ed., BCBA, Autism/Behavior Specialist and Consultant

March 18, 2021

Social Skills Instruction and Social Narratives

Learning Objectives: 1) Provide a rationale for teaching social skills to students with autism spectrum disorder (ASD); 2) Describe strategies for selecting social skills targets to teach; 3) Identify ways to measure students' progress towards social skills targets; 4) Explain how to develop & implement social narratives for specific situations.

Presenter:

Rachel Freedman, M.A., M.S., BCBA, LABA, Board Certified Behavior Analyst, Wyoming Institute for Disabilities



Autism

Spring 2021 Sessions

April 1, 2021

Functional Behavior Assessments (FBAs)

Learning Objectives: 1) Provide a rationale for conducting a Functional Behavior Assessment (FBA); 2) List the four functions of behavior; 3) Select a functional communication response to replace a challenging behavior; 4) Identify three different tools that can be used to determine the most likely function(s) of a challenging behavior.

Presenter:

Rachel Freedman, M.A., M.S., BCBA, LABA, Board Certified Behavior Analyst, Wyoming Institute for Disabilities

April 15, 2021

Behavior Intervention Plans (BIPs): Development and Implementation

Learning Objectives: Become familiar with the connection between a functional behavior assessment (FBA) and the development of a behavior intervention plan (BIP); Become familiar with the elements necessary to develop and implement a BIP.

Presenter:

Staci Horsley, M.Ed., BCBA, Autism/Behavior Specialist and Consultant

April 29, 2021

Educational Evaluations for Autism

Learning Objectives: 1) Become familiar with the concept of a team approach to evaluation; 2) Have a basic understanding of an approach to evaluation from a school district perspective.

Presenter:

Staci Horsley, M.Ed., BCBA, Autism/Behavior Specialist and Consultant

May 13, 2021

Wrap-Up and Discussion

This session will reflect on the 2020-2021 ECHO in Autism sessions and participants will provide feedback for needs for 2021-2022.



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September 17, 2020

Back-to-School Routines and Expectations

In this session participants will: gain an understanding of the importance of establishing routines; see examples of establishing routines in a classroom; and gain an understanding of the importance of establishing routines for students with ASD.

Presenter:

Staci Horsley, M.Ed., BCBA, Autism/Behavior Specialist and Consultant

October 1, 2020

Parent Collaboration

This session will discuss: Communicating with parents during and outside of the school day (phone, email, Zoom, Google Classroom, etc.); Coordinating parent communications with members of the student's IEP Team (general ed teachers, special educators, SLP, OT, PT, BCBA/Behavior Specialist, Psychologist/Counselor, etc.); Helping parents promote social skills at home; Preparing activities for students to complete independently at home; Ideas for generalizing skills from school to home.

Presenters:

Rachel Freedman, M.A., M.S., BCBA, LABA, Board Certified Behavior Analyst, Wyoming Institute for Disabilities

October 15, 2020

Self-Care for Educators

This session will discuss: Establishing healthy boundaries for communication with students and families; School/home/family/life balance; Practices to promote resilience (mindfulness, meditation, yoga, etc.); Maintaining social connections during distance learning.

Presenter:

Wendy Warren, Program Manager, Wyoming Institute for Disabilities



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Fall 2020 Sessions

October 29, 2020

Collaborating with Service Providers

This session will discuss: Consulting with service providers (SLP, OT, PT, AAC/AT) via Telehealth; Incorporating service providers' recommendations into distance learning; Collaborating with Vocational Rehab and community-based agencies via Telehealth.

Presenter:

Staci Horsley, M.Ed., BCBA, Autism/Behavior Specialist and Consultant

November 12, 2020

Positive Behavioral Interventions and Supports for Distance Learning

This session will discuss: Functional Communication Training (including using AAC systems at home); Positive reinforcement (including home-based incentive systems); First/Then; Visual supports.

Presenters:

Rachel Freedman, M.A., M.S., BCBA, LABA, Board Certified Behavior Analyst

Terri Wofford, M.S., CCC-SLP, Academic Professional Lecturer

Wyoming Institute for Disabilities

December 10, 2020

Maximizing Communication: Best Practices from Applied Behavior Analysis and Speech-Language Pathology

Learning Objectives: List three strategies for creating motivation for students to communicate; Describe at least two functions of communication; Explain the benefits of a multimodal communication/total communication approach; Identify when to consult/collaborate with a Board Certified Behavior Analyst (BCBA) on behalf of students; Identify when to consult/collaborate with a Speech-Language Pathologist (SLP) on behalf of students.

Presenters:

Rachel Freedman, M.A., M.S., BCBA, LABA, Board Certified Behavior Analyst

Terri Wofford, M.S., CCC-SLP, Academic Professional Lecturer

Wyoming Institute for Disabilities



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Session Title and Description

Strategies of Early Start Denver Model (ESDM) #5: Building Routines with and without Toys

January 9, 2020

Routines provide the framework within which we teach. We will identify strategies to build well-elaborated reciprocal routines with and without toys/objects.

Presenter:

Elizabeth McMahon Griffith, Ph.D.

Associate Professor; Developmental Pediatrics, Univ. of Colorado School of Medicine
Psychologist; Children's Hospital Colorado

Strategies of ESDM #6: Elaborated Reciprocal Routines

January 23, 2020

When routines are well structured, elaborated, and jointly constructed, learning occurs more readily. We will work to develop a clear structure and vary/elaborate daily routines, routines with toys, and sensory social routines.

Presenter:

Elizabeth McMahon Griffith, Ph.D.

Associate Professor; Developmental Pediatrics, Univ. of Colorado School of Medicine
Psychologist; Children's Hospital Colorado

Strategies of ESDM #7: Teaching Inside of Routines Using 3-Term Contingency

February 6, 2020

Strategies from Applied Behavior Analysis (ABA) are used to provide effective teaching. We will look at the 3-Term Contingency and how to work this strategy to teach a variety of skills within relationships and routines. We will also discuss further how to know whether teaching strategies are working.

Presenter:

Elizabeth McMahon Griffith, Ph.D.

Associate Professor; Developmental Pediatrics, Univ. of Colorado School of Medicine
Psychologist; Children's Hospital Colorado



Autism

Spring 2020 Sessions

February 20, 2020

Strategies of ESDM #8: Teaching While Addressing Unwanted Behaviors

Despite our best efforts to build skills that replace unwanted behaviors through all of the strategies already discussed, sometimes we need to utilize other teaching strategies. We will examine additional strategies to address behaviors that are getting in the way of learning and ways to take data on these.

Presenter:

Elizabeth McMahon Griffith, Ph.D.

Associate Professor; Developmental Pediatrics, Univ. of Colorado School of Medicine
Psychologist; Children's Hospital Colorado

March 5, 2020

Strategies of ESDM #9: Tracking Progress and Making Changes

By tracking a child's progress as we teach new skills and work to decrease unwanted behaviors, we will become aware of difficulties in learning and can address these quickly. We will examine strategies to address limited progress, so that learning may occur.

Presenter:

Elizabeth McMahon Griffith, Ph.D.

Associate Professor; Developmental Pediatrics, Univ. of Colorado School of Medicine
Psychologist; Children's Hospital Colorado

March 19, 2020

Strategies of ESDM #10: Balancing Relationships, Routines, and Teaching

We will review the strategies presented thus far and discuss how to balance them effectively in daily life in an intervention session, and in the classroom.

Presenter:

Elizabeth McMahon Griffith, Ph.D.

Associate Professor; Developmental Pediatrics, Univ. of Colorado School of Medicine
Psychologist; Children's Hospital Colorado



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Spring 2020 Sessions

April 2, 2020

Community Needs

This session will address community needs during the COVID-19 pandemic.

Presenter:

Wendy Warren; Project ECHO, Wyoming Institute for Disabilities

April 16, 2020

Distance Learning Strategies for Students with Unique Learning Challenges

Distance learning programs and conducting school at home can be challenging for students with special needs and their families. Join us to explore helpful strategies to structure lessons, increase learner engagement, and improve motivation. Afterward, there will be time to collaborate, identify priority needs, and further develop these professional learning opportunities.

Presenter:

Aaron Stabel, M.A., BCBA; BCI Inc. & Behavior Advantage Software, LLC

April 30, 2020

Motivational Strategies for Students and Families Engaged in Distance Learning

Some students benefit from structured motivational strategies to help them initiate, stay on-task, and complete academic, social, and behavioral routines. In a sudden shift to distance learning for all students, we must modify these interventions to support students, and their families, in their homeschool environments. Join us to learn, discuss, and share how to develop and adapt these effective systems to match a distance learning education model.

Presenter:

Aaron Stabel, M.A., BCBA; BCI Inc. & Behavior Advantage Software, LLC



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October 24, 2019

All Things ECHO

This session will focus on using the ECHO model with videoconferencing technology to conduct sessions, sharing evidence-based practices. We will discuss upcoming sessions scheduled for Fall 2019, the ZOOM technology, hub-and-spoke knowledge sharing, case presentations, how to earn credits for attending live sessions, and accessing recorded sessions.

Presenter:

Wendy Warren, Wyoming Institute for Disabilities

November 7, 2019

Early Start Denver Model #1

The Early Start Denver Model is a comprehensive, empirically-supported approach to working with 12 - 60 month old children with ASD. We will discuss the strategies utilized in ESDM and preview the next 9 sessions.

Presenter:

Elizabeth McMahon Griffith, Ph.D.
Associate Professor; Developmental Pediatrics, Univ. of Colorado School of Medicine
Psychologist; Children's Hospital Colorado

November 21, 2019

Early Start Denver Model #2: Early Autism and Identifying Teaching Targets

We will review the common signs of ASD in the early years of a child's life; identifying skills we can teach in order to mitigate the impact of autism and encourage learning in the natural environment. We will also discuss how to measure these skills so that we can take data on them.

Presenter:

Elizabeth McMahon Griffith, Ph.D.
Associate Professor; Developmental Pediatrics, Univ. of Colorado School of Medicine
Psychologist; Children's Hospital Colorado



Autism

Fall 2019 Sessions

December 5, 2019

Early Start Denver Model #3: Young Children with Autism & Motivation

Learning occurs when an individual is interested and motivated. We will discuss how child-directed intervention works to build motivation so that the adult can direct the learning opportunities.

Presenter:

Elizabeth McMahon Griffith, Ph.D.

Associate Professor; Developmental Pediatrics, Univ. of Colorado School of Medicine
Psychologist; Children's Hospital Colorado

December 19, 2019

Early Start Denver Model #4: Reciprocal Relationships

Development is an interpersonal process and the quality of the child's relationships mediate learning. We will examine how to build these important reciprocal relationships with young children with ASD.

Presenter:

Elizabeth McMahon Griffith, Ph.D.

Associate Professor; Developmental Pediatrics, Univ. of Colorado School of Medicine
Psychologist; Children's Hospital Colorado



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January 8, 2019

Strategies of Early Start Denver Model #7 Teaching Inside of Routines Using 3-Term Contingency

Strategies from Applied Behavior Analysis (ABA) are used to provide effective teaching. We will look at the 3-Term Contingency and how to work this strategy to teach a variety of skills within relationships and routines. We will also discuss further how to know whether teaching strategies are working.

Presenter:

Elizabeth McMahon Griffith, Ph.D.
Associate Professor; Developmental Pediatrics, Univ. of Colorado School of Medicine
Psychologist; Children's Hospital Colorado

January 22, 2019

Strategies of Early Start Denver Model #8 Teaching While Addressing Unwanted Behaviors

Despite our best efforts to build skills that replace unwanted behaviors through all of the strategies already discussed, sometimes we need to utilize other teaching strategies. We will examine additional strategies to address behaviors that are getting in the way of learning and ways to take data on these.

Presenter:

Elizabeth McMahon Griffith, Ph.D.
Associate Professor; Developmental Pediatrics, Univ. of Colorado School of Medicine
Psychologist; Children's Hospital Colorado



Autism

Spring 2019 Sessions

February 5, 2019

Pointers for Positive and Negative Consequences: Small Changes that Can Make or Break Behavior Plans

In this session we will discuss making small adjustments to both positive and reductive procedures that (1) increase effectiveness and (2) help staff to avoid common pitfalls. The strategies we will cover take very little time for implementation and yield results almost immediately. Appropriate for general ed settings, special education settings, and home settings!

Presenter:

Melisa Genaux, M.Ed.
Special Education Staff Trainer/Consultant

February 19, 2019

Social Skills, Part I

This session will cover tools and assessments used by Speech-Language Pathologists to assess social skills.

Presenter:

Terri Wofford, MS, CCC-SLP
Wyoming Institute for Disabilities, University of Wyoming

March 5, 2019

Visual Strategies for Social Skills

Presenter:

Terri Wofford, MS, CCC-SLP
Wyoming Institute for Disabilities, University of Wyoming



Autism

Spring 2019 Sessions

March 19, 2019

The Social Network and Re-making Recess

Presenter:

Connie Kasari

Professor, University of California Los Angeles

April 2, 2019

The Power of Extinction for Behavior Change: Planned Ignoring and Differential Reinforcement

The term 'extinction' is used to describe the schedule of 'zero' reinforcement, or the planned withholding of reinforcement, following targeted behaviors.

It is an underutilized technique and one all staff should be familiar with.

In this session, we will cover the art of planning to ignore certain behaviors while reinforcing others with purpose and precision.

Combining these strategies can lead to swift and successful behavior change!

Presenter:

Melisa Genaux, M.Ed.

Special Education Staff Trainer/Consultant

April 16, 2019

Intensive Behavior Supports in a Highly Structured Setting

The focus of this session will be on looking at the function of the most challenging behaviors, teaching replacement behaviors and preventing the behavior from occurring in the future.

Presenter:

Staci Horsley, M.Ed., BCBA

Autism/Behavior Specialist and Consultant



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April 30, 2019

Environmental Structure: An Antecedent-Based Approach

The focus of this session will be on structuring the environment for success for individuals with Autism Spectrum Disorder. Specific strategies and examples will be presented.

Presenter:

Staci Horsley, M.Ed., BCBA
Autism/Behavior Specialist and Consultant



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September 18, 2018

Strategies of Early Start Denver Model (ESDM) #1

The Early Start Denver Model is a comprehensive, empirically-supported approach to working with children with ASD. We will discuss the strategies utilized in ESDM and preview the next seven sessions.

October 2, 2018

Five Quick Strategies for Kids with ASD in the Classroom: Common Concerns and Easy Fixes

This session will cover five common classroom issues for kids with Autism; work-refusal, elopement, and transitions, among others. Ms. Genaux will provide practical interventions that may be implemented immediately in both special education and general education settings.

October 16, 2018

Strategies of Early Start Denver Model #2 Early Autism & Identifying Teaching Targets

We will review the common signs of ASD in the early years of a child's life; identifying skills we can teach in order to mitigate the impact of autism and encourage learning in the natural environment. We will also discuss how to measure these skills so that we can take data on them.

October 30, 2018

Strategies of Early Start Denver Model #3 Approaching Young Children with Autism & Motivation

Learning occurs when an individual is interested and motivated. We will discuss how child-directed intervention works to build motivation so that the adult can direct the learning opportunities.



Autism

Fall 2018 Sessions

Strategies of Early Start Denver Model #4 Reciprocal Relationships

November 13, 2018

Development is an interpersonal process and the quality of the child's relationships mediate learning. We will examine how to build these important reciprocal relationships with young children with ASD.

Strategies of Early Start Denver Model #5 Building Routines With and Without Toys

November 27, 2018

Routines provide the framework within which we teach. We will identify strategies to build well-elaborated reciprocal routines with and without toys/objects.

Strategies of Early Start Denver Model #6 Elaborated Reciprocal Routines

December 11, 2018

When routines are well structured, elaborated, and jointly constructed, learning occurs more readily. We will work to develop a clear structure and vary/elaborate daily routines, routines with toys, and sensory social routines.



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Session Title and Description

January 9, 2018

Teaching Strategies/Discrete Trial Part 1

Applied Behavior Analysis (ABA) is a group of research-based interventions for Autism. In this session, participants will get an introduction to Discrete Trial Teaching - an ABA technique used to help children practice specific skills.

January 16, 2018

Teaching Strategies/Discrete Trial Part 2

In this session participants will learn more about Discrete Trial Teaching. Topics include the steps in Discrete Trial Teaching, how to gain a child's attention, and proper verbal instructions for use in a discrete trial.

January 23, 2018

Teaching Strategies/Discrete Trial Part 3

In this session participants will learn more about Discrete Trial Teaching. Topics include how to randomize trials within a DTT program, how to handle teaching materials during a trial, and how to decide what skills to teach using DTT.

January 30, 2018

Two Major Factors that Impact Academic Work: Deductive Reasoning and Motor Difficulties

In this session participants will learn how deductive reasoning delays and motor difficulties can impact academic work. Low-tech and high-tech strategies to address these deficits are presented.

February 6, 2018

Life Issues / Other Things to Consider

This discussion will cover what other issues are going on such as eating/sleep/sibling challenges and the broader context of autism. Impacts on how educators work with kids and families are discussed.



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Spring 2018 Sessions

Executive Function and Self-Regulation

February 13, 2018

This discussion will focus on areas specific executive function, including thinking tasks; organizational tasks and self-regulation

Five Quick and Easy Self-Regulation Strategies

February 20, 2018

This discussion will focus on self-regulation strategies across the areas of difficulty with changes in routine; topic perseveration (and classroom disruption); rules-policing; work pacing and work completion, and arguing/perseveration on classroom issues.

Communicating with Parents

February 27, 2018

This session will explore common barriers to effective parent-teacher collaborations, strategies to improve communications, and how teachers can understand common parental experiences.

Visual Supports

March 6, 2018

This session covers why and how visual supports can be used to support learning in the classroom. Physical organization of the classroom, visual schedules, and individual work systems will be introduced.

March 13, 2018

No Session

Bullying

March 20, 2018

A panel of experts discussing policies and strategies related to the prevention of bullying at the district, school, and classroom level.

General Educator's Perspectives/Experiences with ASD Students

March 27, 2018

A panel of three general educators will discuss their experiences with ASD students in the classroom. Successes, challenges, and strategies are shared.



Autism

Spring 2018 Sessions

Community Needs: Next Steps

April 3, 2018

This session is a community discussion aimed at identifying the needs of network participants going forward.

Early Start Denver Model

April 10, 2018

The Early Start Denver Model is a comprehensive, empirically-supported approach to working with 12 - 60 month old children with ASD. The evidence for this model is discussed, including strategies for implementation.

Increasing Post-High School Employment for Students with Autism

April 17, 2018

This session will cover the social skills that managers seek, and how educators can teach students with Autism those skills. The session will also cover tips on how employers can more effectively communicate with employees with Autism.

Summer Ideas for Families / Educators

April 24, 2018

In this session, participants will learn about a variety of activities and strategies that can be used to maintain structure and positive behaviors over the summer months.



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September 19, 2017	<p data-bbox="903 138 1963 170"><u>Strengths and Challenges of Kids with Autism: General Ed and Resource Settings</u></p> <p data-bbox="840 219 2026 414">Discussion will cover common strengths and challenges across language/communication, social interaction and behavior, executive function, academic learning, and motor skills, and their impact in the classroom (interaction with peers, academic performance, work completion, classroom disruption, behavior challenges).</p>
September 26, 2017	<p data-bbox="861 470 2005 544"><u>Common Strengths and Challenges: Individuals with ASD who Require High Structured Environments and Intensive Supports</u></p> <p data-bbox="840 592 2026 706">Session will focus on the pervasive problems in behavior, communication and socialization for individuals on the autism spectrum who require highly structured environments as well as intensive supports.</p>
October 3, 2017	<p data-bbox="924 763 1942 836"><u>Effective Behavior Management Strategies for the Classroom: Practical Magic Part I</u></p> <p data-bbox="892 885 1974 998">Part 1 will focus on preventing student behavior escalation by (1) eliminating adult behaviors that trigger it and (2) teaching adult replacement behaviors that increase student compliance.</p>
October 10, 2017	<p data-bbox="913 1055 1963 1128"><u>Components of Effective Behavior Management: Practical Classroom Strategies Part II</u></p> <p data-bbox="882 1177 1984 1250">Part 2 will focus on (1) quick and effective consequences for non-compliance and (2) increasing behavior management consistency across settings and staff.</p>



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Components of Effective Behavior Management: Practical Classroom Strategies

Part III

October 17, 2017

Part 3 will focus on improving the effectiveness of positive reinforcement by (1) eliminating common errors in its implementation and (2) adding vital components that increase its impact.

Intensive Behavior Supports in a Highly Structured Setting

October 24, 2017

Discussion will focus on specific intervention approaches in regards to antecedent based strategies to prevent behavior, teaching replacement behaviors, and responses for when target behaviors occur. Specific ideas for intervening with individuals with ASD who have intensive obsessive behaviors, aggression, and SIB will be offered.

Behavior Supports for Students in Resource and General Education Setting

Part IV

October 31, 2017

Part 4 will focus on teaching rules, routines, and procedures as critical components in preventing problem behaviors. Many examples for special ed and general ed settings will be provided.

Interventions for Other Mental Health Issues – Based on Coping Cats Model (Facing your Fears)

November 7, 2017

Participants will identify core components of CBT for anxiety and the core components of the school-based Facing Your Fears program. Participants will also learn the evidence for the Facing Your Fears program.

Using the Autism Classification System of Functioning for Social Communicating (ACSF:SC): Moving beyond "high," "low," "mild," "moderate," and "severe" labels.

November 14, 2017

Discussion will focus on learning about the social communication tool ACSF:SC and considering how your autism team might use it.



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November 21, 2017

No Session

November 28, 2017

Communication Strategies for Individuals Performing at ACSF:SC Level V

Communication partners may have difficulty engaging students who exhibition this Level V communication. This session will describe some strategies to identify communicative behaviors and support multiple methods of communication.

December 5, 2017

Communication Strategies for Individuals Performing at ACSF:SC Level III or IV

Students may not consistently initiate or respond to social communication. This session will describe strategies to increase social communication with a student's familiar communication partners.

December 12, 2017

Communication Strategies for Individuals Performing at ACSF:SC Level I or II

Although students may initiate social communication with with familiar and unfamiliar communication partners, students may have difficulty in discussing topics that are not their preferred interests and/or have difficulty repairing communication breakdowns.

December 19, 2017

No Session



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January 10, 2017	<p align="center"><u>Visual Supports/Structure in the Classroom</u></p> <p align="center">Objectives:</p> <ol style="list-style-type: none"> 1) Gain an understanding about what visual and environmental structure is and its relevance in the classroom 2) Be familiar with principles of structured teaching. 3) Be given examples of visual structure across environments and tasks
January 17, 2017	<p align="center"><u>Community needs</u></p> <p align="center">Objectives:</p> <ol style="list-style-type: none"> 1) Introduce disability studies approaches to autism. 2) Connect these approaches to practical applications in K-12 classrooms
January 24, 2017	<p align="center"><u>Self-Regulation Strategies I</u></p> <p align="center">Objectives:</p> <ol style="list-style-type: none"> 1) Identify the social and executive function aspects of Autism related to arguing behavior. 2) Identify the social and executive function aspects of Autism related to interrupting classroom instruction with off-topic comments 3) Identify two strategies for preventing arguing behavior and teaching students to discuss classroom issues calmly and at the appropriate time. 4) identify two strategies for preventing disruption of classroom instruction with off-topic comments and topic perseveration.
January 31, 2017	<p align="center"><u>Self-Regulation Strategies II</u></p> <p align="center">Objectives:</p> <ol style="list-style-type: none"> 1) Identify two strategies for helping students with ASD to manage changes in routine and other abrupt shifts in task or schedule. 2) Identify three strategies for helping students with ASD to improve rates of work completion and to decrease rates of work-refusal behavior.



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Self-Regulation Strategies III

February 7, 2017

Objectives:

- 1) Identify two self-regulation strategies for preventing and replacing 'rules policing' behavior
- 2) Identify two self-regulation strategies for preventing and replacing running behavior (elopement)

Technology Supports

February 14, 2017

Objectives:

- 1) Become familiar with some of the challenges being addressed successfully with technology
- 2) Become familiar with technology and media-based tools and strategies currently used by families, researchers, and practitioners for individuals with ASD as well as the tools used by individuals with ASD themselves

Wyoming State Assistive Technology Act Program/Behavioral Therapy: Recommended

Best Practices

February 21, 2017

Objectives:

- 1) Define assistive technology.
- 2) List 1 service that the Wyoming Assistive Technology Resources provides.
- 3) List 1 contact person for training, services, loans, reutilization, financial assistance, and technical assistance.

Communication With Parents

February 28, 2017

Objectives:

- 1) Explore common barrier to effective parent and teacher collaborations
- 2) Discuss strategies to improve communications.
- 3) Understand common parental emotional experiences

Communication Characteristics and Strategies I

March 7, 2017

Objectives:

- 1) Consider the range of communication characteristics in individuals with autism
- 2) Learn some of the terms and tools used to describe communication



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Spring 2017 Sessions

Communication Characteristics and Strategies II

March 14, 2017

Objectives:

- 1) Learn different approaches to improve communicating with Autistic students.
- 2) Learn different strategies to improve communication with Autistic students.

Executive Function Strategies

March 21, 2017

Objectives:

- 1) Identify the components of Executive Function and their impact on classroom performance, as well as other life activities, for students with Autism Spectrum
- 2) Identify four strategies in the area of Thinking Tasks/Planning Skills for students with Autism Spectrum Disorders
- 3) Identify four strategies in the area of Organization Skills for Students with Autism Spectrum Disorders

Academic Strategies

March 28, 2017

Objectives:

- 1) Participants will learn about common academic challenges that students with ASD encounter in the classroom
- 2) Participants will learn eight practical, easy-to-implement strategies for helping students to achieve academic success

Community Needs

April 4, 2017

This session was a community lead discussion for the Autism ECHO Network.

Video Modeling

April 11, 2017

Objectives:

- 1) Participants will gain information as to why video modeling works with students with ASD
- 2) Participants will be familiar with the unique benefits of using video modeling.



Autism

Spring 2017 Sessions

April 18, 2017

Social Skills Instruction

Objectives:

- 1) Participants will understand the purpose and basic functions of the 5-point scale
- 2) Participants will understand how to use and teach with the 5-point scale to help students with basic social skills
- 3) Participants will understand how to tailor the 5-point scale to meet the individual needs of each student and adapt it to the different social situations and experiences students go

April 25, 2017

Transition Issues and Strategies, Part I

Objectives:

- 1) Identify common struggles for transitions of young adults with autism - transition plans, family supports, employment, community participation, recreation and leisure activities, community agency support
- 2) Identify strategies for developing Transition Plans for students with autism
- 3) Identify strategies for providing transition support for families and care providers

May 2, 2017

Transition Issues and Strategies, Part II or Academic Strategies

Objectives:

- 1) Review informal transition assessments
- 2) Review formal transition assessments
- 3) Learn how to create a transition plan

May 9, 2017

Employment: How to Teach Essential Social Skills Managers Desire and Tips for Employers to Effectively work with Employees with Autism

Objectives:

- 1) Review four characteristics that managers look for in employees, based on research with over 1200 businesses.
- 2) Review four ways to teach students with Autism skills that match the characteristics managers lookfor in employees
- 3) Four tips to help employers to more effectively communicate with employees with Autism

May 16, 2017

Behavior Management Strategies for Kids in Early Intervention and Preschool



Autism

Fall 2016 Sessions

Session recordings and materials can be accessed on the WyoLearn Website.

To access WyoLearn, please register at:
<http://www.uwyo.edu/wind/echo/view-past-sessions.html>

Please Note!
Use **Control+F** to search chart by session title or keywords.

Session Date

Session Title and Description

Definition of Autism and New DSM-5 Guidelines

September 6, 2016

Objectives:

- 1) Understand the basic behavioral characteristics of ASD and how they relate to other conditions
- 2) Understand major changes in the diagnostic classification of ASD.
- 3) To become familiar with typical diagnostic process.

Tools for Early Identification and Diagnosis: ASQ-SE2, M-CHAT, etc.

September 13, 2016

Objectives:

- 1) Be familiar with three of the mainstream screening tools for ASD: M-CHAT, SCQ, SRS.
- 2) Understand conditions when these instruments may not perform well.
- 3) To become familiar with additional assessments to supplement ASD screenings.

Characteristics and Commonalities of High Functioning Autism and Related Issues

September 20, 2016

Objectives:

- 1) Participants will be familiar with common characteristics of individuals with ASD
- 2) Participants will be familiar with some of the difficulties individuals with ASD have relating to others.

Current Research Review

September 27, 2016

Objectives:

- 1) Understand several major advances in autism research
- 2) Understand where to find summaries of autism research

Community Needs

October 4, 2016

Objectives:

This session was used to discuss the needs of the ECHO in Autism community, including thinking about strategies educators can use in their districts / schools.

October 11, 2016

Behavior Management I: Preventive Strategies-The Best Tools for Eliminating Behavior Escalation

October 18, 2016

Behavior Management II: Increasing Student Compliance with Directions



Autism

Fall 2016 Sessions

October 25, 2016

Behavior Management III: Creating Effective Consequences--Steps for Improving the Impact of Positive Reinforcement and Reductive Procedures

Objectives:

1. Identify four strategies for increasing the power of positive
2. Identify two common errors that adults make when setting up reinforcement systems
3. Identify and dispel three common myths keeping adults from establishing effective positive reinforcement

Behavior Management IV: More Tips on Student Motivation--Avoiding Universal Errors When Setting up Reinforcement Systems

Objectives:

1. Participants will identify how to specifically utilize rules and routines to prevent problem behavior.
2. Participants will identify ways to embed exceptions to rules as a means of clarification for students on the Autism spectrum.

Functional Assessment and Replacement Behaviors

Objectives:

1. Participants will be familiar with defining target behaviors.
2. Participants will be familiar with the components of a functional assessment
3. Participants will be familiar with the purpose of identifying and teaching replacement behaviors

Writing the Behavior Intervention Plan

November 15, 2016

Objectives:

1. Participants will be familiar with the key components of a Behavior Intervention Plan
2. Participants will be familiar with the critical aspects of implementing a Behavior Intervention Plan



Autism

Fall 2016 Sessions

November 29, 2016

Implementation of the BIP Across Settings

Objectives:

1. Participants will be familiar with the components to implement and support a BIP to include: Determining training needs for participating members, determining material needs and determining environmental arrangements
2. Participants will be familiar with how to determine who will implement, in what locations, and how often?
3. Participants will be familiar with how to monitor plans and intervention fidelity procedures

Tips for Easy Data Collection

Objectives:

1. Participants will identify three types of data collection and the behaviors to which they are best suited.
2. Participants will identify three ways to formulate IEP goals and objectives to make data collection easier and more meaningful in relation to achieving behavior-change

December 6, 2016

Sensory Issues and Strategies

Objectives:

1. Generate a global understanding of our sensory systems and how they work
2. Recognize the importance of positioning and its effect on sensory modulation.
3. Immediately apply evidence-based sensory strategies in the home, classroom or clinic

December 13, 2016



Autism

Spring 2016 Sessions

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<http://www.uwyo.edu/wind/echo/view-past-sessions.html>

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Session Date	Session Title and Description
March 24, 2016	<p><u>Characteristics of HFA and Related Strategies: Language and Communication</u></p> <p>Objectives:</p> <ol style="list-style-type: none">1) Identify specific characteristics of HFA in the area of language/communication and the related learning/behavior issues2) Identify five strategies for addressing related learning/behavior issues.
March 31, 2016	<p><u>Characteristics of HFA and Related Strategies: Social Interaction Skills</u></p> <p>Objectives:</p> <ol style="list-style-type: none">1) Identify specific characteristics of HFA in the area of social interaction and the related learning/behavior issues2) Identify five strategies for addressing related learning/behavior issues.
April 7, 2016	<p><u>Characteristics of HFA and Related Strategies: Academics and Motor Skills</u></p> <p>Objectives:</p> <ol style="list-style-type: none">1) Identify specific characteristics of HFA in the area of academics and motor skills as well as the related learning/behavior2) Identify five strategies for addressing related learning/behavior issues.
April 14, 2016	<p><u>Characteristics of HFA and Related Strategies: Stereotypic Behavior and Executive Function</u></p> <p>Objectives:</p> <ol style="list-style-type: none">1) Identify specific characteristics of HFA in the areas of stereotypic behavior, sensory issues, and executive function and the related learning/behavior issues2) Identify five strategies for addressing related learning/behavior issues.
April 28, 2016	<p><u>Improving Self-Regulation/Decreasing Disruption, Part 1</u></p> <p>Objectives:</p> <ol style="list-style-type: none">1) Attendees will learn strategies for preventing and addressing arguing.2) Attendees will learn strategies for preventing and addressing interruption of instruction with off-topic or preservative comments.



Autism

Spring 2016 Sessions

Improving Self-Regulation/Decreasing Disruption, Part 2

May 5, 2016

Objectives:

- 1) Identify strategies for preventing meltdowns over changes in routine
- 2) Identify strategies for preventing and addressing work-refusal

Improving Self-Regulation/Decreasing Disruption, Part 3

May 12, 2016

Objectives:

- 1) Identify strategies for preventing and addressing rules-policing behavior
- 2) Identify strategies for improving behavior during transition times
- 3) Identify strategies for giving breaks for sensory activities and breaks from sensory overload

Social Skills Instruction: Designing Delivery Options, Increasing Instructional Impact, and Generalization

May 19, 2016

Objectives:

- 1) Learn components of effective social skills instruction
- 2) Identify strategies for maximizing the impact of social skills training
- 3) Identify strategies for improving generalization of social skills
- 4) Identify the recommended social skills to prioritize
- 5) Identify the recommended social skills curricula