

University of Maine

From the Selected Works of Kimberly J. Sawtelle

April, 2005

Developmental Approaches for Young Children on the Autism Spectrum

Kimberly J. Sawtelle, *University of Maine*



Available at: https://works.bepress.com/kimberly_sawtelle/27/



Our Mission

The University of Maine Center for Community Inclusion and Disability Studies, Maine's University Center for Excellence in Developmental Disabilities Education, Research, and Service, is a partnership of people that brings together the resources of the community and the University to enhance the lives of individuals with disabilities and their families. We achieve our mission through interdisciplinary education, research, community service, and dissemination of information that reflect culturally competent attitudes and practices. As agents for social change, we believe in self-determination and advocacy for people with disabilities, and we are committed to community inclusion, interdependence, and the recognition of each person's ability to contribute to society.

The University of Maine
Center for Community Inclusion
& Disability Studies
5717 Corbett Hall
Orono, ME 04469-5717
Toll Free: 800/203-6957 (V/TTY)
Fax: 207/581-1231
ccimail@umit.maine.edu
www.umaine.edu/ci

Keynote Speaker



Barry M. Prizant, Ph.D., CCC-SLP

Barry Prizant has over 30 years experience as a clinical scholar, researcher, and program consultant to young children with Autism Spectrum Disorders (ASD). He is Director of Childhood Communication Services (CCS), an Adjunct Professor in the Center for the Study of Human Development, Brown University, and a Fellow of the American Speech-Language-Hearing Association. He has recently completed a videotape series and two-volume manual on the SCERTS™ Model, that will be available summer, 2005.

Why attend this conference?

- ★ Explore in-depth two of five developmental approaches (Denver Model, DIR, Incidental Teaching, SCERTS, and TEACCH,) for teaching young children with autism.
- ★ Benefit from direct interaction with expert representatives from each of the five developmental approaches.
- ★ Have an opportunity to network with parents and professionals invested in providing quality autism interventions for the children of Maine.

For more information about *Developmental Approaches to Young Children on the Autism Spectrum*, please visit us online at: www.umaine.edu/ci.



Maine's University Center for Excellence in
Developmental Disabilities
Education • Research • Service



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5-5-34519-440



*Developmental Approaches for Young Children
on the Autism Spectrum*

Thursday, June 30, 2005



presents

Developmental Approaches for Young Children on the Autism Spectrum

Maine's University Center
for Excellence in
Developmental Disabilities
Education • Research • Service



*June 30, 2005
Bangor Civic Center
Bangor, Maine*





Presenter Biographies

Debbie Bauch, M.S., OTR/L

As a Clinical Director at the Astra Foundation, Ms. Bauch conducts DIR®-based workshops for parents and professionals and teaches Introduction to DIR® / Floortime at Lesley University in Cambridge, MA. Ms. Bauch has DIR® training through the Interdisciplinary Council on Learning Disorders (ICDL) and has extensive expertise in sensory integration and sensory processing issues.

Gail G. McGee, Ph.D.

Dr. Gail G. McGee is an Associate Professor in the Department of Psychiatry and Behavioral Sciences at the Emory University School of Medicine and Director of the Emory Autism Center. Dr. McGee began her research in Incidental Teaching at the Princeton Child Development Institute, and founded the Walden Early Childhood Programs while on a postdoctoral fellowship at the University of Massachusetts in Amherst.

Sarah Measures, B.S., PGCE

Sarah Measures has worked with special needs children for twenty years. As a Clinical Director at the Astra Foundation, she conducts DIR®-based workshops for parents and professionals and teaches Introduction to DIR®/Floortime at Lesley University in Cambridge, Massachusetts. Ms. Measures also works privately with children on the autism spectrum, consulting in classrooms and homes.

Diane Osaki, B.S., OTR

Diane Osaki is the Executive Director of the Aspen Center for Autism and a pediatric occupational therapist who has worked with children with developmental disabilities for almost twenty years. Ms. Osaki is a co-author of the Denver Model and provides training nationally and internationally. She emphasizes social communication, emotional development and the science of instruction.

Farhana Shah, Ph.D.

Dr. Farhana Shah is a clinical psychologist with Sonnet Psychological, LLC; she works in Augusta and Freeport, Maine. Her pre- and post-doctoral training specialized in autism assessment and treatment. Dr. Shah, trained in the TEACCH model, uses the Structured Teaching approach in working with children and adolescents with autism.

Conference Agenda

8:00-9:00 a.m.

Registration/Coffee & Pastries in the Lobby

9:00-9:15 a.m.

Welcome

Dr. Lucille Zeph, Director, The University of Maine Center for Community Inclusion & Disability Studies

9:15-10:15 a.m.

Keynote: *30 years of Learning from Children with ASD and Their Families: Implications and Practical Strategies*

Dr. Barry Prizant

10:15-10:30 a.m.

Break

10:30-11:30 a.m.

Panel Discussion

Comments on the keynote and discussion about the major issues in the field from the viewpoint of the presenters

11:30 a.m.-12:30 p.m.

Lunch (provided)

12:30-2:30 p.m.

Workshop sessions on Denver Model, DIR®, Incidental Teaching, SCERTS™ and TEACCH approaches

2:30-2:45 p.m.

Break and transition to next workshop

2:45-4:45 p.m.

Workshop sessions on Denver Model, DIR®, Incidental Teaching, SCERTS™ and TEACCH approaches



When registering, participants are asked to list their top three choices for afternoon workshop sessions. CEU credits will be available. Details will be provided in conference confirmation packets.

Developmental Approaches

Denver Model

The Denver Model is based on developmental and applied behavior analysis principles and focuses on social communication skills essential for becoming an active participant in social interaction. Development is facilitated through the medium of play. The role of families is emphasized and intervention occurs in daily routines as well as inclusive settings and intensive one-to-one sessions.

DIR®

The Developmental, Individual Differences, Relationship-based model (DIR®), was developed by Stanley Greenspan, M.D. and Serena Wieder, Ph.D. The model focuses on functional developmental levels a child must master, the unique processing capacities of each child, and the importance of relationships and emotional connections to all higher level learning.

Incidental Teaching

Incidental Teaching is a systematic approach to instruction that intentionally plans for and makes use of child-initiated "teachable moments" occurring naturally during play and daily activities. Incidental Teaching is most often thought of as a language promotion technique, but these teaching procedures apply equally well to social, self-care, and academic skills.

SCERTS™

The SCERTS™ model offers a framework to directly address social communication and emotional regulation, the core challenges of Autism Spectrum Disorders (ASD). It focuses on building a child's capacity to communicate with a conventional, symbolic system from preverbal to conversational levels of communication. Supports are designed and implemented across settings to foster more successful interpersonal interactions and more productive learning experiences.

TEACCH

The focus of the TEACCH approach is on developing an individualized program based on each child's skills, interests, and needs. TEACCH incorporates a structured teaching approach that involves organizing the physical environment, developing schedules and work systems, making expectations clear and explicit, and using visual materials. The TEACCH curriculum also focuses on developing communication and social skills.

Name _____ Organization _____

Address _____ City _____ State _____ Zip _____

Daytime Phone _____ E-mail _____ Fax _____

Please number (1, 2, 3) your top three choices for workshop sessions: _____ Denver Model _____ DIR® _____ Incidental Teaching

_____ SCERTS™ _____ TEACCH _____

Meal choices: ☐ Vegetarian ☐ Non-vegetarian

Do you require accommodations? ☐ Interpreter ☐ Large print ☐ Other: _____

Conference fee: \$100 (includes lunch, breaks, and materials). **Make checks payable to The University of Maine.**

Registration deadline is June 10, 2005. CEU credit information will be included in your confirmation packet.

(Registration deadline for those requesting interpreter services is June 1, 2005.)

Mail completed registration form and check or purchase order for \$100 conference fee to:

The University of Maine Center for Community Inclusion and Disability Studies,

Attn: Margaret Zubik, 5717 Corbett Hall, Orono, ME 04469-5717.

Payment must be received with registration. A limited number of conference scholarships are available. Please call 581-1363 or email ceimail@umit.maine.edu for more information.



Registration Form