



Wednesday, February 18, 2009. 9:00am-5:00pm
The Ziggurat Model - Designing Comprehensive Interventions-
Presented by the Autism Spectrum Program School Support Staff.

Autism spectrum disorders are complex neurological disorders resulting in communication, social and behavioural deficits that manifest very differently in each student. Given this variability in manifestation, no single strategy or approach is effective for all students with ASD. *"Interventions must address the characteristics that underlie autism itself"* (Aspy, R. & Grossman, B. 2008, p. 2). The Ziggurat model presents a framework designed to address the underlying deficits of ASD and guide the user in developing a comprehensive individualized intervention plan for students with ASD.

This hands-on workshop will present an overview of the Ziggurat Model and its companion tool, the Comprehensive Autism Planning System (Henry, S., & Smith Myles, B., 2007). Using a case study approach, participants will practice applying these tools to assess the strengths and needs of students with ASD and to design a comprehensive intervention plan.

Thursday, February 19, 2009 9:00am-5:00pm
Princeton Model – Presented by Edward C. Fenske - Princeton Child Development Institute

Autism Intervention at the Princeton Child Development Institute

When Leo Kanner first described the characteristics of autism in 1943, the incidence was extremely low and effective intervention strategies did not exist. Today the incidence of autism is reported to be 1 in every 150 births. This increase has been matched, or so it seems, by the growth in number of therapeutic approaches available for autism intervention. Despite the increase in treatment options, only one method has been empirically validated-applied behavior analysis. However, there are considerable differences between programs that claim to follow an ABA model. Some programs are center-based, while others provide home-based intervention services. In some programs instruction is provided through only one behavioral teaching procedure (discrete-trial instruction, verbal behavior, pivotal response training, or natural environment training). This workshop describes the comprehensive behavioral intervention services provided for individuals with autism at the Princeton Child Developmental Institute. These services are based on an applied behavior analysis model and incorporate several different science-based teaching strategies. The presentation will include videos that illustrate each teaching procedure.

Friday, February 20, 2008

9:00am-5:00pm

CABAS – Presented by Dr. Douglas Greer – Columbia University.

(Professor of Education and Psychology, Coordinator of the Programs in Applied Behavior Analysis)

How to Save Our Children: A Learner-Driven Systemic Approach to Autism Spectrum Disorders

Educational and developmental interventions and systems approaches from the basic and applied branches of the science of behavior analysis offers a great deal about how to educate and advance the language development of children with ASD. The major advances include: (1) how to manage behavior without coercion, (2) how to teach children to do things they could not, and would not be able to do, without the scientific practices and how children can become motivated by constructive aspects of their environment, (3) how to identify what needs to be taught, (3) how too induce developmental cusps and new learning capabilities (recent and groundbreaking work), (5) how to measure and manage the reliable implementation of high quality practice. This systems-wide approach requires the use of *all data based practices* at the level of the individual and the effectiveness of practices for a particular individual. It is not just a scientific gold standard; it is platinum standard. The idiosyncratic needs of each child and the range of scientific practices, rather than fads, fashions or the turf concerns of different disciplines, must drive the efforts of parents, university-training programs, governmental services, educators, therapists and medical practitioners. This includes what to do and what not to do. I shall describe how 25-years of close and continual measurement of learning and development using a real science of teaching and learning has made this possible and how this may make it possible for entire communities. The solution is a systems wide application of learner-driven scientific practices.