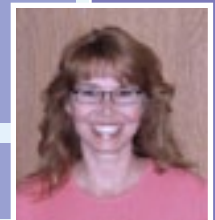
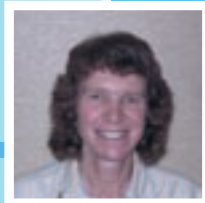


Midwest Symposium on Autism & Asperger's Syndrome

November 11 – 13, 2010 Minneapolis, MN



*An educational opportunity you **MUST** attend!*

Sponsored by:

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LINKING KNOWLEDGE, PRACTICE AND VALUES

HEALTH EDucation Network, LLC, is committed to fostering collaboration between health professionals and behavioral and social scientists to achieve the greatest impact on individuals on the autism spectrum and to promote a strength-based approach to working with them and their families.

Current scientific research, anecdotal observations, personal testimony, and clinical case studies will be used to traverse this complex spectrum to gain a greater understanding of the tapestry that makes up the very diverse elements of the Autism Spectrum.

SYMPOSIUM MISSION

The purpose of this symposium is to empower and mobilize professionals, families, caregivers, and individuals on the spectrum to speak, to listen, to learn, to network, to make informed decisions, and advocate effectively to support further development of therapeutic and educational programming for children, adults, and their families who are impacted daily by autism spectrum disorders.

SYMPOSIUM OUTCOMES

This unique opportunity is a premier educational event designed to provide you with:

1. Current research findings to meet your clients' needs for positive outcomes;
2. intervention and classroom strategies to assist students in meeting academic standards;
3. evidence-based practices to provide supportive therapeutic and learning environments;
4. appropriate interventions, materials, and strategies in the areas of cognition, communication, and social skills; and
5. an understanding of the legal framework that impacts individuals on the spectrum and their families.

WHO WOULD BENEFIT FROM ATTENDING

Speech-Language Pathologists • School-Based Personnel • Special Education Staff
Occupational Therapists • Nurses • Family Members • Caregivers • Social Workers
Psychologists • Counselors • Physical Therapists • Marriage & Family Therapists

*"HEALTH ED*ucation Network, LLC is a premier seminar company that gives you access to top-notch experts in our field on topics that address critical needs. If you want a quality CEU company that cares about the end user – YOU – this is the company you should get to know."

-Linda R. Schreiber, MS, CCC-SLP

Schedule at a Glance

Thursday, November 11, 2010

11:00 am – 1:00 pm | Registration

1:00 pm | Welcome

1:15 pm – 2:15 pm | Opening Address

(1) *An Insider's Perspective on Autism*

2:30 pm – 4:30 pm | Breakout Sessions

(2) *Creative Strategies for Children & Teens with High-Functioning Autism (HFA) & Asperger's Syndrome (AS)*

(3) *Managing Meltdowns with the S.C.A.R.E.D. Model*

(4) *Sensory Integration for Children & Teens with ASD: A Workshop for Families**

(5) *The Pharmacology of ASD - What Professionals Need to Know*

(6) *A 'Translation from the Legalese' for Parents & Guardians: NCLB, ESEA, IDEA in Layman's Terms*

(7) *On the Spectrum: From Girl to Woman*

4:30 pm – 6:00 pm | Meet the Speakers Hors d'oeuvre Reception

6:00 pm – 8:00 pm

(8a) *Notes from the Field – A Dialogue for Social Workers on Cultural Awareness in Working with Autism*

(8b) *Enhancing Social-Emotional Intelligence: Implications for the Older Student*

Friday, November 12, 2010

7:00 am – 8:00 am | Continental Breakfast

8:00 am – 10:00 am | Breakout Sessions

(9) *Hippotherapy & ASD*

(10) *Sensory Integration for Children & Teens with ASD: Vital Program Methods for School-based Professionals*

(11) *Asperger's & Sexuality: Enhance Understanding & Create Strategies*

(12) *Transitioning Students with Asperger's Syndrome to College, Work & Beyond: What Parents Need to Know*

(13) *High-Functioning Autism, Asperger's, & Nonverbal Disorder: What Classroom Teachers Need to Know*

(14) *Navigating the Social Network*

(15) *Foundations of Processing: Executive Function & the Classroom*

10:00 am – 12:00 pm | Breakout Sessions

(16) *Defining & Understanding Nonverbal Learning Disorder (NvLD)*

(17) *What All the Legalese Means to Education Professionals: Current Legal Issues*

(18) *Dealing with the Grief of the Diagnosis**

(19) *Theory of Mind for Parents & Families: Implications for Development of Social & Academic Skills*

(20) *Professional Assessment of Autism Spectrum Disorders: Birth to 5 Population*

(21) *Sensory Integration for Children & Teens with ASD: Vital Program Methods for School-based Professionals*

(22) *Incorporating Complementary & Alternative Therapies for ASDs*

12:00 pm – 2:00 pm | Lunch & Keynote Address

(23) *The Wit & Wisdom of Asperger's Syndrome: Aspie Journeys through the Looking Glass*

Friday, November 12, 2010 (cont.)

2:00 pm – 4:00 pm | Breakout Sessions

(24) *The Challenges of Social Vulnerability*

(25) *Incorporating Complementary & Alternative Therapies for ASDs*

(26) *Transitioning Students with Asperger's Syndrome to College, Work & Beyond: What Professionals Need to Know*

(27) *Emphasizing & Celebrating the Strengths of ASD*

(28) *Theory of Mind for Professionals: Implications for Development of Social & Academic Skills*

(29) *Eye Tracking Convergence Study: Phase I*

(30) *Conversations with the Experts for Parents & Family*

Saturday, November 13, 2010

7:00 am – 8:00 am | Continental Breakfast

8:00 am – 10:00 am | Breakout Sessions

(31) *Addressing the Needs of Adults Across the Autism Spectrum*

(32) *Theory of Mind for Professionals: Implications for Development of Social & Academic Skills*

(33) *Family/Caregiver Assessment of Autism Spectrum Disorders: Birth to 5 Population*

(34) *The Efficacy of Pharmaceuticals on ASDs - What Parents/Caregivers Need to Know*

(35) *What All the Legalese Means to Education Professionals: Current Legal Issues*

(36) *Asperger's & Sexuality: Enhance Understanding & Create Strategies*

(37) *Foundations of Processing: Executive Function in the Home*

10:00 am – 12:00 pm | Breakout Sessions

(38) *A 'Translation from the Legalese' for Parents & Guardians: NCLB, ESEA, IDEA in Layman's Terms*

(39) *Autism Spectrum Disorders: Co-morbidities You Need to Know*

(40) *On the Spectrum: From Girl to Woman*

(41) *Professional Assessment of Autism Spectrum Disorders: Birth to 5 Population*

(42) *Theory of Mind for Parents & Families: Implications for Development of Social & Academic Skills*

(43) *Hippotherapy & ASD*

(44) *Foundations of Processing: Executive Function & the Classroom*

***Continuing education hours not available.**

HEALTH ED reserves the right to substitute expert presenters, if necessary.

Faculty & Session Descriptions

JESSICA EMICK, PhD, is a licensed Pediatric and School Psychologist. She received her Master of Arts degree in Neuropsychology from the University of Northern Colorado and her PhD in School Psychology from the University of Maryland, College Park. Dr. Emick completed her pre-doctoral internship at Clark County School District with specialties in autism and second language learners. She recently completed a 1 year post-doctoral fellowship in Pediatric Psychology at Daily Behavioral Health. Dr. Emick is a consultant for Riverside Publishing Company and frequently presents on topics related to assessment of autism in the birth to five population and early childhood development. She is a member of the American Psychological Association, the Ohio Psychological Association, and Ohio Women in Psychology.



Dr. Emick will be presenting the following sessions:

(20, 41) Professional Assessment of Autism Spectrum Disorders: Birth to 5 Population

With the increased awareness of the benefits of early intervention, Jessica Emick, a pediatric psychologist, has developed a comprehensive model for ASD assessment for the birth to 5 population. Better diagnostic accuracy may result in more opportunities for earlier interventions.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Identify key ASD features and characteristics from the DSM-IV TR.
- 2) List commonly used ASD assessment tools for the birth to 5 population.

(33) Family/Caregiver Assessment of Autism Spectrum Disorders: Birth to 5 Population

Early intervention offers the best success for children on the autism spectrum. Jessica Emick, PhD, will use videos of young children to demonstrate what ASD looks like in this early population and will discuss developmental indicators that should act as red flags for assessment of a child. Typical and atypical behaviors will also be reviewed. **Continuing education hours not available.**

SUSAN FRALICK-BALL, PsyD, MSN, CH, is a licensed psychologist and nurse currently specializing in neuroeducation for health care professionals, teachers, and parents. She is a former Associate Professor of Psychology at the Philadelphia College of Osteopathic Medicine in Philadelphia, Pennsylvania, and a nationally recognized speaker on psychological and medical health topics. With over 35 years experience in health care, Dr. Fralick-Ball provides psychological and neuropsychological assessment with services for childhood, adolescent, and adult developmental difficulties in her private practice in Blue Bell, Pennsylvania.



Dr. Fralick-Ball approaches the understanding and treatment of processing disconnections from a neurobiological perspective that encompasses the foundation of sensory and executive functioning. In 2006, she developed a system for helping students and adults focus, expand attention, gain confidence, improve time management, and hone both study and social skills (F.A.C.T.S.[™]).

Dr. Fralick-Ball will be presenting the following sessions:

(15, 44) Foundations of Processing: Executive Function & the Classroom

For children with disconnections along the autism spectrum, difficulty with self-awareness and self-regulation arise quickly and influence the various cognitive functions throughout childhood, adolescence, and adulthood. Assessing and finding useful solutions to bolster weak executive functioning can become the basis for achieving success within the typical academic and social environments of the school.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Describe the executive functions that are the neurobiological underpinnings to "behaviors".
- 2) Identify interventions that can be used to promote learning and self-awareness in the classroom.

(37) Foundations of Processing: Executive Function in the Home

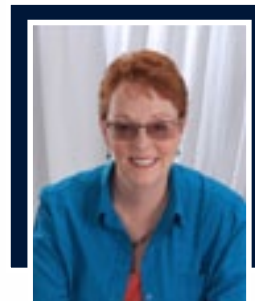
For those individuals with disconnections along the autism spectrum, difficulty with self-awareness and self-regulation impact on their ability to comfortably and safely interact with family and friends. Helping parents and caregivers understand the executive functions and find useful solutions to bolster weak executive functioning can become the basis for living a comfortable life within the framework of their family and friends.

Learner Objectives:

At the end of this session, you will have the knowledge required to:

- 1) Discuss the types of executive function and how parents and family can teach and mirror excellent executive functioning.
- 2) Identify interventions that can be used at home and other social situations.

DENA L. GASSNER, MSW, developed her interest in family systems with diagnostic family training at the University Affiliated Program at Cincinnati Children's Hospital while simultaneously becoming a certified early intervention specialist. Upon completing her Master's Degree at the University of Kentucky, Ms. Gassner transitioned to individual/family coaching support in the field of Asperger's Syndrome and similar processing/developmental learning challenges. Today, she continues her work as an advocate, writer, and national presenter to schools, families, and agencies throughout the country. She has Asperger's Syndrome and is the mother of two children on the autism spectrum. Ms. Gassner is a member of the Panel of Spectrum Advisors for the Autism Society of America, board member for the Autism Society of Middle Tennessee, 2008 Graduate of Partners in Policymaking and member of the Vanderbilt University Post-Secondary Task Force. She was published in the 2008 Third Edition of the Autism Advocate Magazine for the Autism Society of America and was referenced in another article, same edition. She is working on her first book, *Making Evaluations Count*, to be published by Autism Asperger's Publishing Company.



Ms. Gassner will be presenting the following sessions:

(11, 36) Asperger's & Sexuality: Enhance Understanding & Create Strategies

Individuals who experience life with Asperger's Syndrome and similar social/cognitive challenges are sexual beings. Regardless of their unique way of seeing and experiencing life, they share an entitlement to the joys and experiences associated with sexual behavior. In this presentation, family members and professionals will identify and explore the challenges involving sexual issues to enhance understanding. Through understanding, you can develop strategies to support these individuals in achieving a complete life with Asperger's, including sexuality.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Identify the challenges of sexuality faced by individuals with Asperger's Syndrome.
- 2) Discuss strategies to support individuals facing these challenges.

(24) The Challenges of Social Vulnerability

The goal of this program is to discuss the societal, cultural, gender, and diagnostic differences and attitudes which continue to fracture the foundations of wellness for many individuals with social-cognitive differences. We will discuss abusive behaviors, ineffective therapies, cultural assaults, and common communication pitfalls and the possible negative consequences resulting when these issues are inadequately addressed.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Describe how misdiagnosis may impact vulnerability and exposure to abuse.
- 2) List strategies to assist individuals and families in achieving positive outcomes.

(7, 40) On the Spectrum: From Girl to Woman

All individuals with Asperger's Syndrome experience manifestations of core features, however the manner in which those features are expressed are unique and individualized. Among the different "expressions" (Atwood) there is an inherent difference in gender expression as well. Girls and women with AS differ from their male counterparts in diagnostics, age of identification, social expectations/conditioning, and sexuality.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Describe how males and females express their AS differently.
- 2) Identify how those differences influence positive or negative outcomes.

CHRISTINE M. HARRINGTON, PhD, is a licensed psychologist and Associate Professor at Middlesex County College in Edison, New Jersey, where she teaches in the departments of Psychology and Education as well as Counseling and Career Services. She received her doctorate in counseling psychology from Lehigh University in Bethlehem, PA. Dr. Harrington's areas of expertise include: learning disabilities, emotional and psychiatric disabilities, and Asperger's in K-12 and college; motivating at-risk populations; communication and de-escalation skills; crisis management (including suicide and homicide); and assessment of students with a variety of disabilities.



Dr. Harrington is a national presenter who addresses issues of concern for teachers, parents, and students with disabilities. She is a member of the American Psychological Association; American College Counseling Association; and the New Jersey Association on Higher Education and Disabilities.

Dr. Harrington will be presenting the following sessions:

(26) Transitioning Students with Asperger's Syndrome to College, Work & Beyond: What Professionals Need to Know

One of the most important goals of K-12 education is that students gain the necessary foundational skills to lead a productive, successful life. This program will discuss the role of professionals who work with students with special needs to achieve this goal and how to be in compliance with regulations of the Individuals with Disabilities Education Act (IDEA) and Americans with Disability Act (ADA). You will learn the key factors in successful transition planning, how to build self-advocacy skills, and to encourage students to reach their full potential.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Explain the differences between IDEA and ADA in terms of eligibility and accommodations.
- 2) Discuss effective ways to promote student self-advocacy skills while using family and community supports.

(12) Transitioning Students with Asperger's Syndrome to College, Work & Beyond: What Parents Need to Know

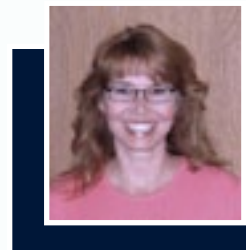
One of the most important skills parents can teach their children is to lead a productive, successful life after graduation from high school—AND it is never too early to start preparation for the transition from high school to college. This program will teach you the key factors in successful transitional planning.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Explain the proper balance of support and self-advocacy.
- 2) Partner with school and community agencies to facilitate successful transitioning.

SUSAN LARSON KIDD, EdD, EdS, is a consultant, author and speaker nationally and abroad. She currently provides educational and behavioral services to school districts and agencies in staff training, program evaluation and development, and individual student services. Dr. Larson Kidd runs social skills groups and helps develop plans for transition into adulthood. She was an assistant professor of special education at the University of Minnesota, Duluth; an adjunct professor of early childhood special education and elementary education at The George Washington University, Washington, D.C.; and assistant professor, special education at Old Dominion University, Norfolk, VA. Her first book on sensory integration will be published in 2010.



Dr. Larson Kidd will be presenting the following sessions:

(10, 21) Sensory Integration for Children & Teens with ASD: Vital Program Methods for School-based Professionals

This workshop discusses the neurological differences in the makeup of children's brains regarding sensory processing and use of sensations for children with Autism Spectrum Disorder (ASD). Educators will learn how varying sensory processing neurologically impacts learning, behavior and socialization. It will also provide early childhood through adolescent educators the basic and essential interventions and practices to use at school to help any child with sensory issues. Resources for further study will be provided.

Learner Objectives:

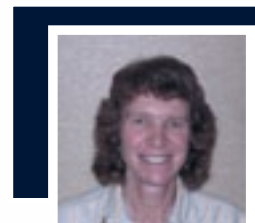
At the conclusion of this session you will have the knowledge required to:

- 1) Explain the neurological differences in sensory processing that may adversely affect children on the spectrum.
- 2) Identify interventions that can be used in the classroom to help alleviate some of the sensory overload.

(4) Sensory Integration for Children & Teens with ASD: A Workshop for Families

This presentation provides an explanation of sensory integration (SI) processing, how SI works in the brain, and the impact of SI brain dysfunction. Parents will learn how their children with Autism Spectrum Disorder (ASD) perceive and use sensations. The session will then provide 10 methods parents and family members can apply to help their children with sensory integration in easy to implement and essential ways. This workshop emphasizes what is practical and useful in the child's home. Resources for further study will be provided. **Continuing education hours not available.**

DEBORAH LIPSKY, M.Ed., is an accomplished presenter traveling the United States and Canada delivering seminars, presentations, and keynote addresses on understanding autism from an insider's viewpoint. She was diagnosed in 2005 with high functioning autism and that same year was awarded the Autism Society of Maine's outstanding volunteer award, and in 2006, she became the recipient of a Temple Grandin award for "outstanding success in her life thereby being an inspiration to others".



Her book, *Managing Meltdowns*, is based on her revolutionary training model called S.C.A.R.E.D. Deb uses this model in her continuing education programs for HEALTH ED. She is affectionately known as the "Raccoon Lady", having spent 24 years studying them in the wild learning social skills she then adapted to use around humans.

She is an engaging presenter, who uses humor and interactive exercises to help the audience feel what it is like to live a life with autism. Deb celebrates the gifts of autism and encourages her audience not to look at it as a dysfunction or disease, but rather just a neurological difference in the perception of the world.

Deb Lipsky will be presenting the following sessions:

(1) An Insider's Perspective on Autism (Thursday Keynote)

Celebrate the gifts of autism with Deb as she offers her unique personal perspective on living with autism. Don't miss this rare and unique opportunity to see autism through the eyes of someone who lives it. Deb's keynote will set the tone for the symposium as she combines personal experience with professional knowledge to bring you a program unlike any other you have attended.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Explain why many issues (school, activities of daily living, etc.) neurotypicals may consider insignificant often become major stumbling blocks for people with autism.

(3) Managing Meltdowns with the S.C.A.R.E.D. Model

Deb's initial foray into writing was picked up by Jessica Kingsley publishing, making Deb an international author on her first try! *Managing Meltdowns*, using the S.C.A.R.E.D. model that Deb developed based on her own experiences with meltdowns, is a must for anyone who deals with this difficult issue. While Deb's presentations are humorous and lighthearted, you will learn many effective strategies based on her own experiences.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Distinguish the difference between meltdowns and tantrums.
- 2) Explain the interventions used while implementing the S.C.A.R.E.D. model.

(14) Navigating the Social Network

The diagnosis of autism indicates that qualitative impairments in communication, social skills, and range of interests and activities exist. Deficits in these areas generally mean that the individual with autism lacks the social skills to interact with their peers. In social situations they have to deal with unpredictability, peer ridicule, novel situations, and sensory issues and are still expected to be able to interact and communicate with others. Learn from Deb, and her work with others, in an amusing, lighthearted look at effective strategies and interventions for dealing with day to day struggles.

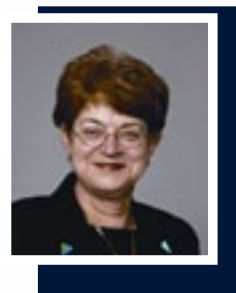
Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Create scripts that persons on the spectrum may use in specific situations.
- 2) Explain the concept of reciprocal conversation so the individual with autism does not use what should be social interaction as a time for giving a speech on his favorite topic.



VICKI LORD LARSON, PHD, CCC-SLP, is Chancellor Emerita, University of Wisconsin Eau Claire. Dr. Larson is a past president of the Wisconsin Speech-Language Pathology and Audiology Association (WSHA) and, in 1991, received the Honors of the Association. She served as an American Speech-Language-Hearing Association (ASHA) legislative counselor and is an ASHA fellow. She served as president of the WSHA Foundation from 2000–2004 and as vice president/treasurer from 2005–2007. From 2001–2006, she was the Acquisitions Manager for Thinking Publications. She has spent 2 years as a public school SLP and 32 years in the University of Wisconsin system, serving over 20 years in the administrative positions of Dean, Provost, and Interim Chancellor. She has presented numerous workshops and co-authored four textbooks with Nancy McKinley on the topic of older students with language disorders, most recently *Communication Solutions for Older Students*. Dr. Larson has also co-authored *S-MAPS: Rubrics for Curriculum-based Assessment and Intervention* with Elisabeth Wiig and Joyce Olson and the book *Asperger Syndrome: Strategies for Solving the Social Puzzle* with Nancy Kaufman. She has co-authored several books for grades K-5 entitled: *Working out with Listening and Working out with Writing*.



Dr. Larson will be presenting the following session:

(8b) Enhancing Social-Emotional Intelligence: Implications for the Older Student

Do you have older students (9 to 19 years of age) who have problems understanding and interacting in social situations? Do you wonder how to assist them in developing their social-emotional literacy skills? Using the evidence from Goleman on social/emotional intelligence, you will explore the issues, evidence, and intervention strategies that will enhance the social-emotional literacy skills of our students. As students learn to navigate the social world, they will advance in their academic achievements, personal-social interactions, and ultimately reach their vocational potential.

Learner Objectives:

At the conclusion of this session you will have the knowledge required to:

- 1) Discuss characteristic expectations and challenges for students with social-emotional intelligence/literacy issues.
- 2) Describe intervention strategies for social-emotional literacy as they relate to academic achievement, personal-social interactions, and vocational potential.

BECKY LUNDEEN, CCC-SLP, HPCS, has been a Speech Language Pathologist for over 15 years and the owner of Speech Therapy Associates of Northwest WI for 11 years. She developed and founded Nature's Edge Therapy Center, Inc., a unique, nonprofit rehabilitation center utilizing Hippotherapy, Animal-Assisted Therapy, and Horticulture therapy on a ranch setting. She is a member of the North American Riding for the Handicapped Association; registered and certified with the American Hippotherapy Association; a NARHA registered riding instructor and Animal-Assisted Therapy Instructor; Team Evaluator and Pet Partner through the Delta Society; a member of PAN-People, Animals and Nature; and a NARHA Registered Riding Instructor. She has presented at the International Conference of "Closing the Gap", ASHA, NARHA and local speaking events specializing in Augmentative Communication, Dementia/Alzheimer Communication Building, and leads a 15 member Stroke Club. Ms. Lundeen's goal at Nature's Edge Therapy Center is to develop a retreat center for families to receive intensive Speech, Occupational, and Physical Therapy on a functional ranch setting incorporating the talents of animals through AAT and Hippotherapy. This retreat center will be called "The ABC Retreat Center" specializing, but not limited to, Autism, Brain Injury, and Cerebral Palsy.



Ms. Lundeen will be presenting the following session:

(9, 43) Hippotherapy & ASD

Parents, educators, psychologists and others working in the field of autism have been moved by *The Horse Boy*, the memoir of healing and hope by Rupert Isaacson. This workshop will explain the connection between humans and horses, the research related to ASD, and how it can assist people on the spectrum.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Explain the evolution of hippotherapy.
- 2) Describe how hippotherapy may have a positive impact on the lives of individuals on the spectrum.



JUDITH KAY NELSON, MSW, PhD, recently retired as a private practice psychotherapist in Berkeley, California, where she provided individual psychoanalytic psychotherapy, couple's therapy, and clinical consultation. She was a member of the core faculty of The Sanville Institute (formerly the California Institute for Clinical Social Work) PhD program and a CORE Training Director in Napa, California, developing training courses in Crisis Intervention for Napa County public and nonprofit agencies' paraprofessional and volunteer staff. Dr. Nelson's prior work experience includes on-call emergency room psychiatric evaluations; group and individual therapy; adult outpatient psychiatric consultation; graduate study field placements; foster home placement; and program development for the Ministry of Social Welfare as a Peace Corps volunteer in Nigeria.



Dr. Nelson received her PhD from the California Institute for Clinical Social Work and her MSW from the University of California, Berkeley. She has authored or co-authored several publications including book chapters and her most recent book *Seeing Through Tears: Crying and Attachment*, has been published by Brunner-Routledge.

Dr. Nelson will be presenting the following session:

(8a) Notes from the Field – A Dialogue for Social Workers on Cultural Awareness in Working with Autism

With demographics changing in every state, multiculturalism is one of the most important factors shaping our society and social workers must be equipped for culturally competent practice. In order to do this, social workers must be willing to examine the many dimensions of the cultural lens in which we view the world, which influences every aspect of our work. We each bring a unique perspective of understanding autism through our own unique cultural lens that includes: race, ethnicity, religion, linguistics, age, socioeconomic status, gender, sexual orientation, and immigration experience—so, too, does each family with a child or adult on the autistic spectrum. In addition, our own attachment histories and caregiving experiences influence our internal working models for relating to others. Dr. Nelson will facilitate a dialogue on the impact of cultural perspectives that is designed to underscore core professional social work values in working with children, families, other health care professionals, and groups.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Examine the factors that influence social workers in a multi-cultural society.
- 2) Develop principles for culturally sensitive work with people on the autism spectrum and their families.

JOHN M. ORTIZ, PhD, is the director and founder of The Asperger's Syndrome Institute and The Institute of Applied Psychomusicology®. Dr. Ortiz's work with Asperger's Syndrome and Autism Spectrum disorders takes an integral, strength-based approach emphasizing socio-cultural, neurobiological, and developmental influences as well as cognitive, behavioral, and affective components. He has served as a national consultant, trainer, evaluator, and therapist for children, adolescents, and adults presenting with Pervasive Developmental Disorders for over 20 years. His publications include *Asperger's, Autism & Nonverbal Learning Disorders: Screening, Assessing & Diagnosing* (2008), *The Gifts of Asperger* (2006), *My Kitty Catsberger* (2006), the best-selling, *The Tao of Music: Sound Psychology*, winner of the 1998 Small Press Book Award in Psychology/Self-Help, and *Nurturing Your Child with Music*.



Dr. Ortiz will be presenting the following sessions:

(31) Addressing the Needs of Adults Across the Autism Spectrum

As many of us have come to recognize in our work with autism spectrum conditions, children with autism and Asperger's do not simply get taller—they grow up, and as they grow, so often do their challenges. Although the understanding and availability of services for children and teens with ASD has rapidly increased, the same has unfortunately not been true for their adult counterparts. During this session, we will look at ways of identifying, understanding, and addressing some common challenges shared by adults and young adults across these spectrums and explore ways of helping them to realize their personal, social, communal, academic, and vocational potentials.

Learner Objectives:

At the conclusion of this session you will have the knowledge required to:

- 1) Identify many of the common challenges of adults on the spectrum.
- 2) Discuss avenues to help adults realize their potential.

(2) Creative Strategies for Children & Teens with High-Functioning Autism (HFA) & Asperger's Syndrome (AS)

Creativity and a sense of humor are instrumental to serving the needs of children and adolescents who comprise the "many spectrums" of HFA and AS. This workshop will introduce a number of fun, innovative strategies that both laypersons and professionals can use for meeting the needs and working with some of the idiosyncrasies of persons at the high end of the autism and Asperger's spectrums.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Identify some of the behavioral and educational needs of individuals with high-functioning autism and Asperger's Syndrome.
- 2) Describe innovative strategies that can meet those needs.

(16) Defining & Understanding Nonverbal Learning Disorder (NvLD)

Join this informative, knowledgeable presenter to examine the primary differences between PDD-NOS, autism, Asperger's, ADHD, and various other disorders to prevent mis-identification of NvLD. Rourke's White Matter Syndrome and Palombo's subtype theories of NvLD will also be highlighted. Learn how to identify NvLD during early childhood and how to design effective, early intervention strategies to address challenges to assist both lay caregivers and professional providers.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Distinguish NvLD from other disorders on the autism spectrum.
- 2) Design early intervention strategies to address challenges.

(39) Autism Spectrum Disorders: Co-morbidities You Need to Know

As if autism was not complex enough on its own, it never walks alone. Awareness of the many common—and rare—secondary conditions that add to the tapestry that comprises these conditions is essential before you can begin to recognize and differentiate the many layers of the autism hologram. From ADHD and OCD, to the more rare Prosopagnosia and Synesthesia, this workshop will shed some light on co-morbidities to know.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Identify many of the common co-morbidities that are associated with autism.
- 2) Discuss some of the rare conditions that can be associated with autism.

(13) High-Functioning Autism, Asperger's, & Nonverbal Disorder: What Classroom Teachers Need to Know

The purpose of this workshop is to help teachers and paraprofessionals distinguish one Autism Spectrum Disorder from the other. You will leave with a better understanding about how these populations think and the ability to effectively use appropriate interventions with each group. You will also be able to identify how to use the strengths they bring to your classroom joyfully.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Explain the differences between these spectrum disorders.
- 2) Identify the strengths that individuals on the spectrum bring to the classroom.

(29) Eye-Tracking Convergence Studies: Phase I

Dr. Ortiz's study on eye-tracking is focused on individuals reading text and gauging their understanding of the big picture (central coherence). This session will feature various examples of eye-tracking during reading by volunteers diagnosed with ADHD, OCD, Tic Disorder, High-Functioning Autism, Nonverbal Learning Disorder, Hyperlexia, and Asperger's Syndrome. Examples will illustrate focusing, comprehension, and creative interpretation as well as difficulties encountered by each subject. The possibilities for using eye-tracking technology to assist with diagnosing these disorders will be discussed.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Explain how eye-tracking is used by researchers.
- 2) Discuss the implications eye-tracking has for diagnostic purposes.

(23) The Wit & Wisdom of Asperger's Syndrome: Aspie Journeys Through the Looking Glass (Friday Lunch Keynote)

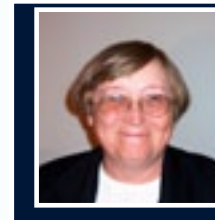
During the twenty plus years Dr. Ortiz has worked with young people on the spectrum, he has developed a strong affinity for Aspies everywhere. He volunteers a great deal of time to the schools in his area in order for students on the spectrum to obtain the assistance they need to achieve. His keynote will highlight the strengths of individuals on the spectrum while he explains why he began this unique professional journey. He will share his techniques for running a group as well as the very special humor of those participating in the group.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Explain the strengths of individuals with Asperger's and high-functioning autism and the benefits to those individuals.
- 2) Discuss the essential elements of running an Asperger's Group.

BARBARA J. SMITH, JD, was the attorney for the Morgan County, Indiana Child Protection Services Division of the State of Indiana Family and Social Services Administration where she provided legal services to the State in cases of child protection and adoption as well as coordinating testimony of the CPS case managers, supervisors, and agency directors. This included attending IEP meetings for children who were wards of the court and preparing mental health and medical health professionals for testifying in court. Ms. Smith also provides private legal services for Smith Rehabilitation Consultants including acting as the Compliance Officer.



Ms. Smith will be presenting the following sessions:

(17, 35) What All the Legalese Means to Education Professionals: Current Legal Issues

Education professionals – psychologists, counselors, teachers, speech-language pathologists, occupational therapists, and administrators have to negotiate their way through an ever-changing maze of legal responsibilities, rules, regulations, and laws. Add to this the political, financial, and practical pressures, and working with special needs children can become a daunting task. This workshop will include the Forest Grove US Supreme Court Decision and will help you understand the legal framework from acronyms to potential problems.

Learner Objectives:

At the conclusion of this session you will have the knowledge required to:

- 1) Explain why the “No Child Left Behind” law is not new and why the title is no longer currently being used by the Federal officials.
- 2) Describe the relationship of current IDEA requirements to other Federal regulations, such as the ADA and Civil Rights Act of 1871.

(6, 38) A ‘Translation from the Legalese’ for Parents & Guardians – NCLB, ESEA, IDEA in Layman’s Terms

Parents and guardians of children with ASD continually seek the best services for their children and often look to the law for help. Unfortunately, “legal speak” can be very frustrating to understand. This seminar will help explain the concepts of significant legal issues pertaining to the No Child Left Behind Act, the Individuals with Disabilities Education Improvement Act, and the Elementary and Secondary Education Act. **State-specific laws will not be addressed, but rather attendees will receive a more robust understanding of the terms and concepts pertaining to the legal processes.

Learner Objectives:

At the conclusion of this session you will have the knowledge required to:

- 1) Discuss common but confusing legal terminology regarding educational laws and regulations.
- 2) Discuss how these laws may help their children in educational settings.

THOMAS A. SMITH, PD, MS, LMHC, is a Registered Pharmacist, licensed in Indiana as a Doctor of Pharmacy; Licensed Mental Health Counselor; and Diplomate of the American Psychotherapy Association. He is President and CEO of Smith Rehabilitation Consultants, Inc., where he provides consulting services dealing with the Americans with Disabilities Act in business, education, government, and with private individuals. Mr. Smith also provides mental health therapy services to individuals and families. Mr. Smith has worked with the State of Indiana for over 12 years as a member of the Family and Social Services Administration Drug Utilization Review Board. He recently chaired the ethics committee of the Indiana Counselors Association and is an adjunct associate professor at the Butler University College of Pharmacy.



Mr. Smith will be presenting the following sessions:

(22, 25) Incorporating Complementary & Alternative Therapies for ASDs

Health care providers, educators, and parents have to deal with the many dimensions of autism. In an effort to improve the health outcomes of those on the spectrum, they turn to ‘Complementary and Alternative Therapies’. In doing so, they may need some direction and information about the potential benefits and risks of these therapies, whether they are substituting them for, or using them along with, current accepted medical therapies.

Learner Objectives:

At the conclusion of this session you will have the knowledge required to:

- 1) Explain the different aspects of complementary and alternative therapies for individuals on the autism spectrum.
- 2) Discuss how modern medicine has begun incorporating these other methods of healing.

(5) The Pharmacology of ASD – What Professionals Need to Know

There are many medications currently used by medical practitioners in treating various aspects of Autism Spectrum Disorders. Only a few of these medications have been officially “approved” by the FDA – and in those instances only approved for specific SYMPTOMS of ASD. Further confounding the diagnosis and treatment of patients with ASD will be the existence of co-occurring disorders, like ADHD, anxiety, and depression. However, mental health and educational professionals may encounter different medications that persons with ASD may be taking, including ones that do not have official FDA “approval”.

Learner Objectives:

At the conclusion of this session you will have the knowledge required to:

- 1) Explain why certain medications may be chosen for use in the overall treatment of a person with a diagnosis of autism.
- 2) Delineate which medications have been officially "approved" for specific symptoms of autism, and why the FDA approvals have such limitations.

(34) The Efficacy of Pharmaceuticals on ASDs – What Parents/Caregivers Need to Know

Many individuals on the spectrum have a closet full of prescription medications as well as dozens of bottles of supplements – all recommended by family, friends, books, websites, and doctors. What to do with it all? Does any of it work? Is anecdotal support as good as a longitudinal study? Is one preventing another from working effectively?

Learner Objectives:

At the conclusion of this session you will have the knowledge required to:

- 1) Explain the proliferation of drugs and supplements for ASDs and how families can determine which, if any, are effective.
- 2) Delineate which medications have been officially "approved" for specific symptoms of autism, and why the FDA approvals have such limitations.

CAROL WESTBY, PhD, CCC-SLP, is a Fellow of the American-Speech-Language-Hearing Association (ASHA), holds a Specialty Recognition in Child Language, and has received the Honors of the Association. She began her professional career in New York where she initiated the development of the Play Scale which is widely used in the profession as a basis for early language development. She has been a visiting professor at Flinders University in South Australia where she worked on a language/literacy curriculum and at Brigham Young University where she has consulted on an emergent literacy program and the development of an assessment and intervention protocol for students with ADHD. Dr. Westby has published and presented nationally and internationally on play assessment and development, language-literacy relationships, narrative development and facilitation, assessment and facilitation of written language, and issues in assessment and intervention with culturally/linguistically diverse populations. She has written articles and book chapters on play and frameworks for literate language assessment and intervention.



Dr. Westby will be presenting the following sessions:

(28, 32) Theory of Mind for Professionals: Implications for Development of Social & Academic Skills

Theory of mind (ToM) deficits occur in many children with a variety of language impairments – including autism spectrum disorders. Theory of Mind – the ability to be aware of what other people are thinking, predicting what others are thinking, and using what we know to understand a situation – is an important element in the development of social and academic skills. The development of ToM, types of ToM, and strategies for assessing ToM will be discussed to assist you in developing strategies to strengthen ToM skills.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Explain the importance of theory of mind in the development of academic skills.
- 2) Describe some strategies that can be used to assess and strengthen theory of mind skills for an individual on the autism spectrum.

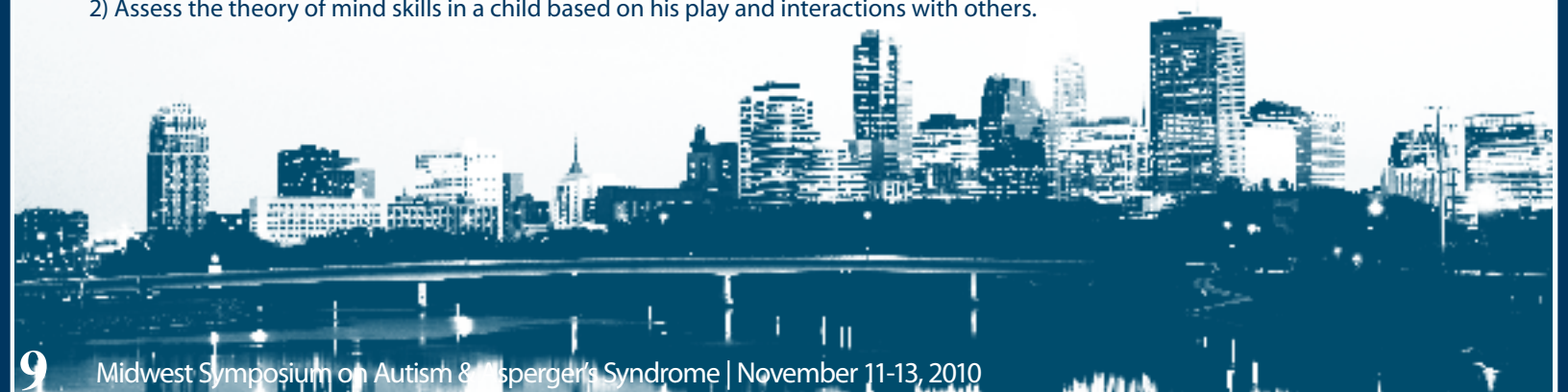
(19, 42) Theory of Mind For Parents & Families: Implications for Development of Social & Academic Skills

At 4 years of age, a child should have developed the ability to attribute beliefs, intents, pretending and knowledge of oneself and others, understand that others have beliefs different from their own, and predict what others are thinking and feeling from what they know about themselves and the world (Theory of Mind). In 317 preschool books, 78% referred to these internal states. The ability to read the affect cues of others is an important requirement in developing reading comprehension and social skills.

Learner Objectives:

At the conclusion of this session, you will have the knowledge required to:

- 1) Explain the role of inter- and intrapersonal theory of mind in developing academic and social skills.
- 2) Assess the theory of mind skills in a child based on his play and interactions with others.



PANEL DISCUSSIONS:

(18) Dealing with the Grief of an ASD Diagnosis

Join this discussion led by Tom Ellis, MA, executive director and clinical supervisor of the Center for Grief, Loss, & Transition, in St. Paul, MN. Together you explore the losses, guilt, and grief that often overpower families. Can you celebrate the toilet training of your child instead of the driver's license? **Continuing education hours not available.**

(27) Emphasizing & Celebrating the Strengths of ASD

Sean Roy, Project Director for Transition and Workforce Partnerships at PACER Center of Minnesota will lead this panel discussion and be joined by individuals who have succeeded in spite of an ASD diagnosis. They will discuss their strategies for living with an ASD in a neurotypical world and how to redefine the meaning of the word 'success' when applied to individuals on the autism spectrum. **Continuing education hours not available.**

(30) Conversations with the Experts for Parents & Family

This session will be hosted by Susan Larson Kidd, EdD, EdS, Jessica Emick, PhD, Barbara J. Smith, JD, and Susan Fralick-Ball, PsyD, MSN, who will give a brief overview of their area of expertise and then open the floor to questions and discussion from members of the audience. **Continuing education hours not available.**

FACULTY DISCLOSURE STATEMENT

All faculty members for this symposium are expected to disclose to the audience any real or apparent conflict(s) of interest that may have direct bearing on the subject matter of the educational program. The faculty disclosure statements can be found in the course syllabus/hand-out.

HEALTH ED reserves the right to substitute expert presenters, if necessary.

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Continuing Education Hours

To receive verification of successful completion of the continuing education hours, participants must attend the entire session and turn in a completed evaluation form. The certificate verifying attendance will be emailed to attendees after the conclusion of the Midwest Symposium. Please allow up to 10-14 business days.

Social Workers may earn up to 16 continuing education hours; Speech-Language Pathologists may earn up to 1.6 CEUs; Physical Therapists/Physical Therapist Assistants may earn up to 13 Category I continuing education hours; other professionals listed below may earn up to 14 continuing education hours.

The following breakout sessions are for 2.0 continuing education hours for the professionals listed below:

- Jessica Emick:**
(20, 41) *Professional Assessment of Autism Spectrum Disorders: Birth to 5 Population*
- Susan Fralick-Ball:**
(15, 44) *Foundations of Processing: Executive Function & the Classroom*
(37) *Executive Function in the Home*
- Dena Gassner:**
(11, 36) *Asperger's & Sexuality: Enhance Understanding & Create Strategies*
(24) *The Challenges of Social Vulnerability*
(7, 40) *On the Spectrum: From Girl to Woman*
- Christine Harrington:**
(26) *Transitioning Students with Asperger's Syndrome to College, Work & Beyond: What Professionals Need to Know*
(12) *Transitioning Students with Asperger's Syndrome to College, Work & Beyond: What Parents Need to Know*
- Susan Larson Kidd:**
(10, 21) *Sensory Integration for Children & Teens with ASD: Vital Program Methods for School-based Professionals*
- Deb Lipsky:**
(3) *Managing Meltdowns with the S.C.A.R.E.D. Model*
(14) *Navigating the Social Network*

- Becky Lundeen:**
(9, 43) *Hippotherapy & ASD*
- John Ortiz:**
(31) *Addressing the Needs of Adults Across the Autism Spectrum*
(2) *Creative Strategies for Children & Teens with High-Functioning Autism (HFA) & Asperger's Syndrome (AS)*
(16) *Defining & Understanding Nonverbal Learning Disorder (NvLD)*
(39) *Autism Spectrum Disorders: Co-morbidities You Need to Know*
(13) *High-Functioning Autism, Asperger's, & Nonverbal Disorder: What Classroom Teachers Need to Know*
(29) *Eye Tracking Convergence Studies: Phase I*
- Barbara Smith:**
(17, 35) *What All the Legalese Means to Education Professionals: Current Legal Issues*
(6, 38) *A 'Translation' from the 'Legalese' for Parents & Guardians - NCLB, ESEA, IDEA in Layman's Terms*
- Thomas Smith:**
(22, 25) *Incorporating Complementary & Alternative Therapies into Modern Medicine*
(5) *The Pharmacology of ASD - What Professionals Need to Know*
(34) *The Efficacy of Pharmaceuticals on ASDs - What Parents/Caregivers Need to Know*
- Carol Westby:**
(28, 32) *Theory of Mind for Professionals: Implications for Development of Social & Academic Skills*
(19, 42) *Theory of Mind for Parents & Families: Implications for Development of Social & Academic Skills*

The following Keynote Addresses are for 1.0 continuing education hour for the professionals listed below:

- Deb Lipsky:**
(1) *An Insider's Perspective on Autism (Thursday Keynote)*

- John Ortiz:**
(23) *The Wit & Wisdom of Asperger's Syndrome: Aspie Journeys Through the Looking Glass (Friday Keynote)*

NURSES/NURSE PRACTITIONERS/NURSE SPECIALISTS:

HEALTH ED is an approved provider of continuing nursing education by the Wisconsin Nurses Association Continuing Education Approval Program Committee, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.



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PHYSICAL THERAPISTS/PHYSICAL THERAPIST ASSISTANTS:

Each session has been designed to meet the criteria for acceptable continuing education. Licensees are to determine the acceptability of each session based upon the rules of their licensing board.

Illinois - HEALTH ED is a State of Illinois, Registered Physical Therapy Continuing Education Sponsor. License #216.000039.

Minnesota - These sessions, with the following exceptions, are approved for Category 1 continuing education credit by the Minnesota Board of Physical Therapy. Symposium Course #4303. Session numbers: 6, 12, 19, 23, 38, & 42 are not approved for Category 1 continuing education credit since they do not meet the standards of part 5601.2500.A for educational activities. The board does not endorse any session.

PSYCHOLOGISTS:

Minnesota - These sessions have been approved by the Minnesota Board of Psychology (Board Log #1011-8630) for continuing education hours.

APA - HEALTH ED is approved by the American Psychological Association to sponsor continuing education for psychologists. HEALTH ED maintains responsibility for each session and its content. Full attendance is required at each breakout session. No partial credit will be awarded.

SOCIAL WORKERS, COUNSELORS, AND MARRIAGE AND FAMILY THERAPISTS:

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Minnesota - HEALTH ED is an approved provider with the Minnesota State Board of Social Workers for continuing education, (provider CEP-18). These sessions have been approved by the Minnesota Board of Marriage and Family Therapy. Assigned #CE:2010-1098.

ASWB - This organization (HEALTH ED, provider #1033) is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB) www.aswb.org Approved Continuing Education Program (ACE). Approval Period: December 15, 2009 through December 15, 2012. HEALTH ED maintains responsibility for each session. Social workers should contact their regulatory board to determine session approval. Social workers will receive clinical continuing education clock hours.



NBCC - HEALTH ED, (provider #5655), is recognized by the National Board for Certified Counselors to offer continuing education for National Certified Counselors. We adhere to NBCC Continuing Education Guidelines.



SPEECH-LANGUAGE PATHOLOGISTS:



HEALTH ED is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

ASHA - Each session is offered for .2 ASHA CEUs (*Intermediate level, Professional area*). Session #s 1 and 23 are offered for .1 ASHA CEUs (*Intermediate level, Professional area*).

ASHA account number required for ASHA Registry.

TEACHERS/SCHOOL-BASED PERSONNEL:

Each session has been designed to offer professional development hours. It is recommended that you check with your Professional Development Committee/Coordinator or the school district contact for recognition of this session.

Illinois - HEALTH ED is an approved provider of CPDUs with the Illinois State Board of Education (ISBE). Provider #102351.

The following breakout session, for Social Workers only, is for 2.0 continuing education hours:

- Judith Nelson:**
(8a) *Notes from the Field - A Dialogue for Social Workers on Cultural Awareness*

SOCIAL WORKERS:

Illinois - HEALTH ED is a registered Social Work Continuing Education Sponsor by the State of Illinois. License #159.000408.

Minnesota - HEALTH ED is an approved provider with the Minnesota State Board of Social Workers for continuing education, (provider CEP-18).

ASWB - This organization (HEALTH ED, provider #1033) is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB) www.aswb.org Approved Continuing Education Program (ACE). Approval Period: December 15, 2009 through December 15, 2012. HEALTH ED maintains responsibility for each session. Social workers should contact their regulatory board to determine session approval. Social workers will receive clinical continuing education clock hours.



The following breakout session, for Speech-Language Pathologists only, is for 0.2 CEUs:

- Vicki Lord Larson:**
(8b) *Enhancing Social-Emotional Intelligence: Implications for the Older Student*

SPEECH-LANGUAGE PATHOLOGISTS:



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ASHA - Each session is offered for .2 ASHA CEUs (*Intermediate level, Professional area*).

ASHA account number required for ASHA Registry.

The following breakout sessions are for 0.0 continuing education hours:

- Jessica Emick:**
(33) *Family/Caregiver Assessment of Autism Spectrum Disorders: Birth to 5 Population*
- Susan Larson Kidd:**
(4) *Sensory Integration for Children & Teens with ASD: A Workshop for Families*
- Panel Discussions**
(18) *Dealing with the Grief of an ASD Diagnosis*
(27) *Emphasizing & Celebrating the Strengths of ASD*
(30) *Conversations with the Experts for Parents & Family*

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Registration Information

For the best tuition rates, register by the pre-registration deadline of noon CT November 10, 2010. A completed registration form, payment, or purchase order hard copy is required at time of registration for each attendee. Use only one registration form per person. Please copy this form for multiple registrations. **Pre-Registration rates apply only when registering with payment in full before noon CT on November 10, 2010. *Single day registration rates are not available after noon CT on November 10, 2010. Single day registration is available only by fax, mail, or phone.** Day attending must be specified with registration.

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Prior to the Symposium you will be mailed a Welcome Letter listing important onsite information including the URL to download your Symposium breakout session eHandouts along with the date the eHandouts will be available via the website. You are encouraged to review, print, and bring with you any session eHandouts that you think will be helpful.

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- Friday: Lunch with keynote speaker
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*These manuals are professional resource materials currently accompanying the titled HEALTH ED program.

Susan Larson Kidd, EdD, EdS

Sensory Integration in Children: Processing & Strategies for Autism Spectrum, ADHD, & Other Neurobehavioral Disorders

John Ortiz, PhD

52 Practical Strategies for Asperger's Syndrome, Nonverbal Learning Disorder & High-Functioning Autism

Understanding & Differentiating the Autism Spectrum & Related Conditions in Children & Adolescents

Adults & Older Adolescents with Asperger's, High-Functioning Autism & NLD: From Assessment & Intervention to Meeting Social & Vocational Challenges

Christine M. Harrington, PhD

Effective Transition to Work, College, & Beyond: Early Planning for Students in Special Education Grades 6-12

Dena Gassner, MSW

Demystifying Asperger's Syndrome for Success

Family/Caregiver Three Day Tuition Includes

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- Friday: Continental breakfast
- Friday: Lunch with keynote speaker
- Saturday: Continental breakfast
- Daily refreshments
- Symposium breakout session eHandouts

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- Professional Development or Families/Caregiver programs available on the day attending
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- **October 11 - October 28, 2010** - \$200 cancellation fee
- **After October 28, 2010** - No refund

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- Family/Caregivers \$300 standard, **after noon CT November 10, 2010**

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- November 11, 2010 \$100 pre-registering only, **deadline noon CT November 10, 2010**
- November 12, 2010 \$250 pre-registering only, **deadline noon CT November 10, 2010**
- November 13, 2010 \$100 pre-registering only, **deadline noon CT November 10, 2010**

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If you anticipate needing special accommodations or have questions about the physical access provided, please contact our Customer Service department at 800-839-4584 a minimum of 6 weeks prior to the Symposium. **HEALTH ED** encourages persons with disabilities to participate in its programs and activities.

Limits of Liability of HEALTH Education Network, LLC

HEALTH Education Network, LLC, accepts no responsibility for flights, room reservations, or cancellation fees related to this Symposium.

Midwest Symposium Check-in

On your first day, we recommend checking in for the Midwest Symposium approximately one hour prior to your first breakout session to receive your Symposium packet and your name tag, which is required each day. The check-in/information table will be located on the lower level of the Sofitel hotel and will remain open from 10:00 AM on November 11, 2010 to 2:00 PM on November 13, 2010.

Midwest Symposium Day of Guidelines

- For your comfort please dress in layered clothing.
- Unless registered for the Midwest Symposium, children are prohibited from accompanying parents/caregivers.
- The use of cell phones during breakout sessions is prohibited. Cell phones and pagers must be on silent at the start of each breakout session. If you must take a call, please do so outside the room.
- All audio/visual recording of the Midwest Symposium by attendees is prohibited. Examples of audio/visual equipment used to video or audio record may include but is not limited to: video cameras, audio recorders, and cell phones.

Questions?

Contact Customer Service at

800-839-4584

Monday through Friday between the hours of 8 AM and 5:00 PM CST

or email

custserv@health-ed.com

Location Information

SOFITEL MINNEAPOLIS
5601 West 78th Street | Bloomington, MN 55439
952-835-1900

Reserve your room by 10/28/2010 and receive a special Midwest Symposium room rate of \$109! To redeem this special offer reserve your room via the Midwest Symposium link on our website, www.health-ed.com, or by calling the Sofitel Minneapolis—reference HEALTH ED/Midwest Symposium on Autism & Asperger's Syndrome.

Hotel Information

Discover the ultimate in comfort, elegance and style at Sofitel Minneapolis, a Bloomington (Minneapolis suburb) hotel that reflects the well-known Sofitel art de vivre. Its attractions include superb service and impeccable attention to detail, a beautiful lobby-atrium, and an award-winning restaurant and newly remodeled, Colette Bar & Bistro. There are a total of 277 rooms and 5 suites at our Minneapolis hotel. Our four-star Minneapolis hotel is conveniently accessible to the Minneapolis St. Paul International Airport and the Mall of America.

Your reservation includes:

- complimentary Mall of America and Airport transportation
- complimentary wireless internet access during your stay

All reservations must be guaranteed and accompanied by a first night room deposit, or guaranteed with a major credit card. Cancellation of any reservation must be made 24 hours prior to arrival date and confirmed by the hotel cancellation number. **Rates are for single or double occupancy. Rates are subject to all city and state taxes.**

Getting There from the Airport

Minneapolis St. Paul International airport is located 13 miles from the hotel. Sofitel Minneapolis has arranged for complimentary transportation to and from the airport. Once you arrive in Minneapolis proceed to Ground Transportation level. Continue to the Super Shuttle Kiosk and identify yourself as a HEALTH ED/Midwest Symposium on Autism & Asperger's Syndrome participant and provide your name. You will receive a pass to transport you to the hotel and one to return to the airport. Please make your return reservation at this time. If for some reason you are unable to schedule your return, the Sofitel concierge will be able to make that reservation on your behalf. Should you have questions please call the Sofitel concierge at **800-876-6303**. Any other transportation to the hotel will not be reimbursed.

Hotel Parking

Sofitel Minneapolis offers over 500 complimentary parking spaces.

Driving Directions

5601 West 78th Street | Bloomington, MN 55439 | 800-876-6303

From the North on Highway 100:

Highway 100 South to W 77th/ Industrial Boulevard Exit
At stop light, continue South on frontage road which becomes West 78th Street
Sofitel Minneapolis is on South side of West 78th Street

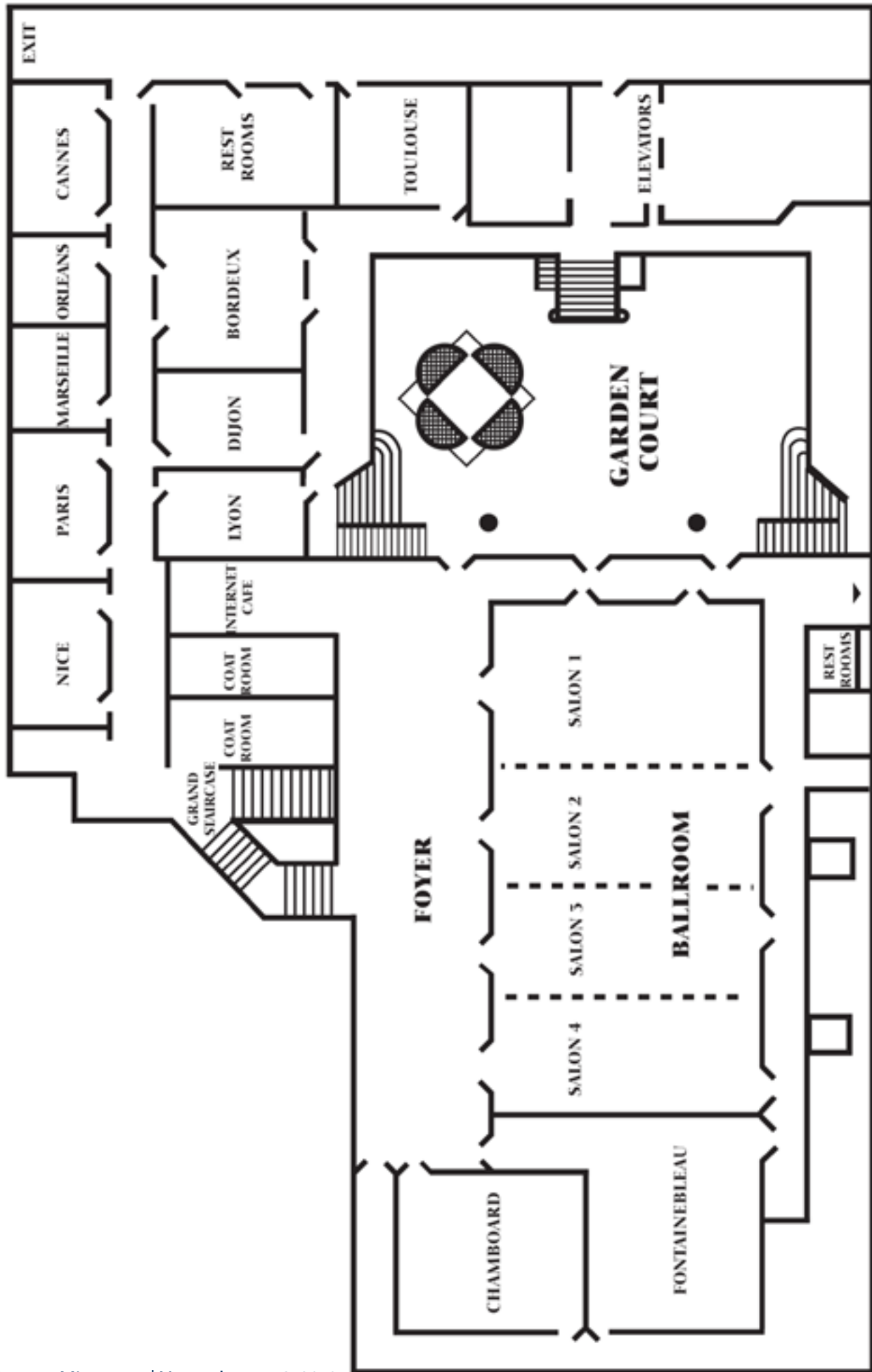
From the East:v

I-494 West to East Bush Lake Road Exit
North onto East Bush Lake Road to West 78th Street
Right onto West 78th Street 2.5 blocks to Sofitel Minneapolis located on the right side

From the West:

I-494 East to East Bush Lake Road Exit
North onto East Bush Lake Road to West 78th Street
Right onto West 78th Street 2.5 blocks to Sofitel Minneapolis located on the right side

Diagram of Midwest Symposium Space at Sofitel Minneapolis



Local Attractions in Minneapolis/St. Paul Area

The Minneapolis/St. Paul area in Minnesota offers many opportunities for shopping, theater, dining, and other family activities. If you love to shop, the Mall of America is the place for you. With over 520 stores to choose from you can freshen up winter wardrobes, find the right gift for those on your Christmas list, or just browse for bargains. If theatre is more your interest, check out what is showing at the Guthrie, Chanhassen Dinner Theatre, or the State Theatre. Plan your Twin Cities getaway combined with your professional/personal development opportunity today. Whatever your interest, you can find it in the Minneapolis/St. Paul area. The hotel is offering complimentary shuttle services to the Mall of America exclusively to attendees of the Midwest Symposium. See the Concierge at the hotel for all details.

Questions?

Contact Customer Service at

800-839-4584

Monday through Friday
between the hours of 8 AM and 5:00 PM CST

or email

custserv@health-ed.com

The following is a list of places to visit while in Bloomington:

Mall of America - www.mallofamerica.com (complimentary shuttle provided)

Nickelodeon Universe at the Mall of America - www.nickelodeonuniverse.com

Hennepin Theatre Trust - www.hennepintheatretrust.org

Chanhassen Dinner Theatrer - www.chanhassentheatres.com

Science Museum of Minnesota - www.smm.org

Guthrie Theater - www.guthrietheater.org

Hennepin Theatre District - www.hennepintheatredistrict.org

Mystic Lake Casino - www.mysticlake.com

Hyland Park Ski & Snowboard - www.threeriversparks.org

Fort Snelling - www.mnhs.org

Walker Art Center - www.walkerart.org

Minnesota Zoo - www.mnzoo.org

Mill City Museum - www.millcitymuseum.org

Ice Skating at the Depot - www.thedepotminneapolis.com

In Room massage – call the Sofitel Concierge at 800-876-6303

Become a Vendor

Vendors are permitted to display from 12:00 pm on Thursday, November 11 to 1:00 pm on Saturday, November 13. **Space is limited, so REGISTER for your booth NOW!**

Midwest Symposium on Autism & Asperger's Syndrome Sponsored by HEALTH Education Network, LLC

Sofitel Minneapolis
5601 West 78th Street | Bloomington, MN
Vendor exhibit is located in the Garden Court of the Sofitel.

Vendor Application

Return this form with payment no later than October 1, 2010. Make a copy for your records.

Basic Rental Fee – A single exhibit space provides:

- skirted table, chairs, and standard amp electrical outlet (approx. 8' floor space)
- complimentary Midwest Symposium registration for one person per exhibit space
- company name, address, and website link on our Midwest Symposium website Vendor's page, and conference materials
- daily refreshments are also offered to promote steady traffic to your booth

Exhibit Space Rates: \$300 Standard \$200 Nonprofits

Requested # of Booths _____ Total \$ _____

Booth Selection 1st Choice _____ 2nd Choice _____
(Indicate booth number)

Company _____

Primary Contact _____ Email _____

Complete Address _____

Phone: _____ Fax _____ Website: _____

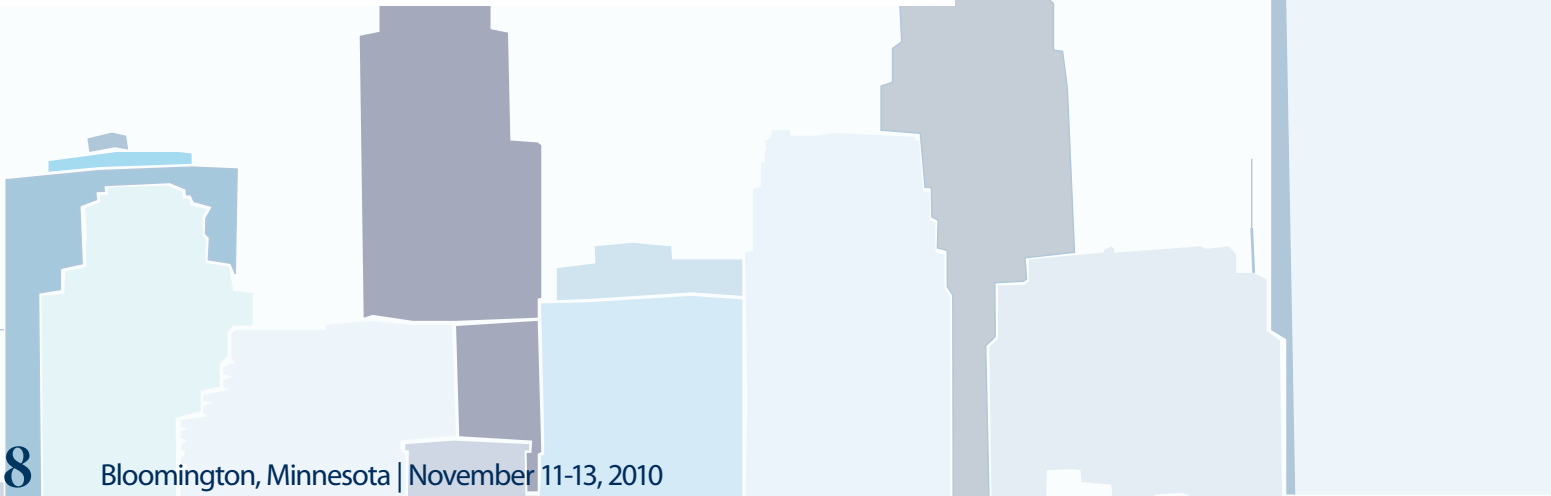
Other Advertising Options:

- I am interested in the following:
- Sponsoring a refreshment break
- Sponsoring the video taping of programs
- Advertising in the Conference Program
- I cannot participate this year, but add me to your mailing list for future Symposium announcements

Advertising Rates: (must be reserved by September 15, 2010)

- Full Back Cover \$700
- Full Page Inside Front \$500
- Full Page Inside Back \$500
- Inside Full Page \$300
- Inside Half Page \$175

Mail with payment to: Penny Graham HEALTH ED 304 Gray St. Ste. 201 Eau Claire, WI 54701
Or FAX: 1-800-839-8680. For further information: pgraham@health-ed.com or 1-800-839-4584.



Scholarship Opportunity

The Midwest Symposium scholarship program is designed for **graduate students** enrolled in a social work, education, nursing, occupational therapy, physical therapy, speech-language pathology, counseling, marriage and family therapy, or psychology graduate program at an Upper Midwest* college or university.

HEALTH ED encourages pursuit of a career working with students who have autism spectrum disorders and to encourage students to become informed on evidence-based practices and issues in the field. Six scholarships will be awarded to cover tuition costs (registration fee and meals included on the agenda) for up to six students to attend the conference.

Interested students should complete the application form and return it to **HEALTH ED**ucation Network, LLC, along with the letters noted on the application form, **by October 21, 2010**. To qualify, you must show evidence that you are a currently enrolled graduate student in one of the fields listed above. All applicants will be notified in writing by October 27, 2010.

**Upper Midwest: Iowa, Illinois, Minnesota, North Dakota, South Dakota, and Wisconsin*

Midwest Symposium on Autism & Asperger's Syndrome

Graduate Student Scholarship Application Form

November 11 – 13, 2010

Please print in ink or type. Return to HEALTH ED by Oct. 21, 2010.

Last name First name Middle initial

E-mail address

School Graduate Program

Phone no.

Address (no. and street, or box no.)

City State Zip Code Country

Requirements

Graduate Student

Photo copy of student ID

Letter of recommendation

Letter describing the benefit to you

Title of your major University or College

Signature of professor recommending you Department

Explain how attending the Midwest Symposium will benefit you in your career development.

**Mail to:
Penny Graham**

Conference Planner, Midwest Symposium on Autism & Asperger's Syndrome
HEALTH EDucation Network, LLC
304 Gray Street, Ste. 201 | Eau Claire, WI | 54701
Fax: 715-839-8680