

## PICTURE THIS



*Changing the Look of Autism*



**A Fraser conference for parents  
and professionals of early childhood  
and school age children with  
autism spectrum disorders**

Thursday, June 18 & Friday, June 19, 2009  
Ramada Mall of America, Bloomington, Minn.



## Dear Conference Participant,

On behalf of Fraser, it is a pleasure to announce this important conference providing information and strategies for those working with or parenting children on the autism spectrum. This conference will build your knowledge base and skills related to autism spectrum disorders. You will find a variety of conference sessions including: assessment, education techniques and strategies, intervention strategies and much more.

### Who is this conference for?

Educators, regular and special education  
Child care providers  
Mental health practitioners  
Occupational therapists  
Music therapists  
Physical therapists  
Speech-language pathologists  
Direct service providers  
Directors and administrators  
Parents

## Schedule:

### Thursday, June 18, 2009

<b>7:30</b>	<b>-</b>	<b>8:15</b>	<b>Registration</b>
<b>8:15</b>	<b>-</b>	<b>9:15</b>	<b>Opening Session</b>
<b>9:15</b>	<b>-</b>	<b>10:35</b>	<b>Workshop Session 1</b>
<b>10:35</b>	<b>-</b>	<b>10:45</b>	<b>Break</b>
<b>10:45</b>	<b>-</b>	<b>12:05</b>	<b>Workshop Session 2</b>
<b>12:05</b>	<b>-</b>	<b>1:10</b>	<b>Lunch</b>
<b>1:10</b>	<b>-</b>	<b>2:30</b>	<b>Workshop Session 3</b>
<b>2:30</b>	<b>-</b>	<b>2:40</b>	<b>Break</b>
<b>2:40</b>	<b>-</b>	<b>4:00</b>	<b>Workshop Session 4</b>

### Friday, June 19, 2009

<b>8:00</b>	<b>-</b>	<b>8:30</b>	<b>Registration</b>
<b>8:30</b>	<b>-</b>	<b>12 noon</b>	<b>Workshop</b>

## Workshop Descriptions

### Thursday, June 18, 2009

#### Opening Session 8:15 a.m. – 9:15 a.m. (all attend)

#### **The Changing Picture of Autism**

*Dr. Rochelle Brandl*

There are new trends, research and changes in the picture of autism. This opening session will present current information about these activities and trends.

#### Session 1 – 9:15-10:35 (choose one)

#### **1a) Play to Talk: Strategies for Social Communication**

*Valerie Olheiser, Andy Paulson*

Learn how to use strategies to turn everyday play sessions and social interactions into opportunities to foster language development, relationship skills and positive behavior. This session will teach practical approaches to help children develop essential skills for conversational relationships and social interactions.

Picture this:        Learn how to develop a communicative relationship.  
                              Learn how to incorporate learning into play.

#### **1b) Does my Baby Have Autism?**

*Pat Pulice, Brigitte King*

With increasing media about the growing incidence of autism, parents and professionals involved with infants and toddlers become concerned when babies show behaviors of autism. This session will review early indicators of autism, research on this young population and how to support development of a baby “at risk.”

Picture this:    Learn how autism overlaps with typical development  
                              Learn what researchers are saying about autism in babies  
                              Learn how to support the development of babies at-risk

#### **1c) What is Skills Training?**

*Kathryn McGraw Schuchman*

*Jane Kuseske,*

This presentation will provide an overview of mental health skills training for children with autism spectrum disorders and their families.

Picture this:    Learn about the purpose and goals of skills training.  
                              Learn how goals for skills training are developed and progress is  
                              evaluated.  
                              Learn about various skills training models.  
                              Learn the differences between skills training and psychotherapy.

## **1d) Face Windows: A New Way to Look at Eye Contact**

Ruth Elaine Hane, Fraser Staff

This presentation will include the perspective of an adult with autism as well as research guiding us to understand how people with autism process faces.

Picture this: Learn about research that guides our understanding of face recognition.  
Learn about current Fraser research with the Hane Face Window.  
Learn practical strategies for integrating information into interactions with children.

## **Session 2 – 10:45-12:05 (choose one)**

### **2a) Social Stories & Social Scripts**

*Jessica Page*

What are social stories and social scripts and how can they help children with autism? Learn how to write a social script and make modifications for children with varying abilities.

Picture this: Learn how to write a social script.  
Learn how to adapt social scripts for different ages, learning styles and developmental levels.

### **2b) PERM: Utilizing a Template for Helping Adolescents and Young Adults Practice Well Being**

*Pat Pulice, Sue Pederson*

Clinicians will share a template developed and used by young adults with Asperger's Disorder in the context of group therapy. This simple template helps to guide a process of self-review to discuss and problem solve around a range of needs.

Picture This: Learn how to structure well-being for a client with Asperger's.  
Incorporate individual strategies to help support self review of skills.  
Identify ways to use the PERM model for individuals or groups.

### **2c) What Is Music Therapy?**

*Maureen O'Shaughnessy*

This session will provide an overview of music therapy and discuss how music therapy is applied when working with children on the autism spectrum.

Picture this: Learn how music therapy is used with children with ASD.

### **2d) Introduction To Sensory Integration: Strategies for Home and School**

*Kelli Kaetterhenry*

This session will provide an introduction to sensory processing and sensory integration strategies. It will cover common terms and definitions and provide explanations of how sensory processing typically works and what it looks like when it doesn't work correctly. Basic strategies and sensory diet activities that can be used as part of a home program or in the classroom will also be covered.

Picture this: Learn definition of sensory integration.  
Learn basic sensory strategies.

**Session 3 – 1:10-2:30** (choose one)

**3a) TEACCH: The Structured Teaching Approach to Working with Children with Autism Spectrum Disorders**

*Brigitte N. King*

This presentation will share the characteristics of autism that provide the foundation for the structured teaching (TEACCH) approach to intervention. Four components of the structured teaching approach (physical structure, schedules, work systems and task organization) will be discussed.

Picture this: Learn the four components of the TEACCH approach.  
Learn basic principles for applying structured teaching methods.

**3b) Promoting Positive Behaviors: Inclusive Strategies for Children with Autism Spectrum Disorders**

*Jessica Page*

Participants will learn how to recognize motivations of challenging behaviors in preschool and school-age children and to identify possible strategies to address these behaviors.

Picture this: Learn what motivates behaviors.  
Learn strategies to redirect challenging behaviors.

**3c) Working with Somali Families and Understanding Somali Culture**

*Huda Farah, HEAL Institute*

This session will provide an overview of the Somali culture as it relates to disabilities, what is accepted, understood and how to best support Somali families. Assisting Somali parents in understanding disabilities, understanding identification of children with special needs, the system and the parent's role will be discussed.

Picture this: Learn about the Somali culture and the perceptions of disabilities.  
Learn how to best support Somali families.

**3d) Transitioning Your Child to a GFCE Diet**

*Letty Faller*

This session will provide an overview of the Gluten Free Casein Free (GFCE) diet and will answer some questions about why this diet is frequently suggested for children with autism spectrum disorders. Strategies will be provided for making a successful diet change

Picture this: Learn why a GFCE diet is often suggested for children with ASD  
Learn strategies for helping children transition successfully to a GFCE diet.

**3e) Ready or Not? Young Adults with Asperger's Transitioning into Adulthood**

*Presenters: Fraser Staff*

This panel presentation reviews the issues faced by young adults with Asperger's Syndrome as they move from the structure of daily education to functioning in the community with few available services.

Picture this: Learn the transition recommendations and what you need to know about research, mental health, housing and eligibility for services.

**Session 4 – 2:40-4:00** (choose one)

**4a) Look and Learn: A Primer on Visual Tools**

*Amy Robinson*

This presentation will provide an overview of the importance of using visual tools to help children with autism spectrum disorders organize, sequence, process and initiate in challenging situations.

Picture this: Learn how visual tools help children with ASD.  
Learn how to create simple visuals.

**4b) Using Technology and Pop Culture as Intervention Tools for Adolescents with Aspergers Disorder.**

*Barb Klatt, Rachel Gardner, Sue Pederson*

This workshop will explore the use of iPod technology as well as popular media as a means of teaching strategies to adolescents who have Asperger's Disorder. Adolescent mental health needs will be presented as will ideas for addressing these needs using materials that are peer-typical.

Picture this: Learn to identify ways of using technology to support skill development for adolescents with Asperger's Disorder  
Learn strategies for using popular media to increase participation in learning new skills.

**4c) Potty Training: The Scoop on Poop (and Pee)**

*Emily Honken, Ambre Michel*

This seminar provides tips and tools for beginning potty training for children on the autism spectrum. Learn to troubleshoot common potty training roadblocks and develop a repertoire of useful potty training strategies.

Picture this: Learn to troubleshoot common potty training roadblocks.  
Learn to develop a repertoire of potty training strategies.

**4d) Building Social Communication Opportunities into a Classroom Setting**

*Andrea Nelson*

This seminar will provide ideas for creating social communication opportunities within daily classroom activities. Participants will learn how to use transactional supports in helping children with autism spectrum disorders to develop better joint attention, conversation, social play, and emotional regulation skills.

Picture this: Learn to create classroom activities that maximize social communication opportunities  
Learn why transactional supports are essential in supporting children with autism spectrum disorders in the classroom

**Friday, June 19, 2009**  
**8:30 am – 12 noon**

**Using TEACCH and Visual Strategies in the Real World, a Make-and-Take Session**

*Brigitte King, Amy Robinson*

This workshop will provide an overview of the principles associated with the structured teaching (TEACCH) model as well as a discussion of other visual tools that are useful for individuals with autism spectrum disorders. The session will be hands-on and will provide an **opportunity to assemble a visual schedule, a work system and a visually structured activity**. Material for these three projects will be provided. There also will be time to talk with the instructors about how to implement visual tools and structure effectively. If participants have existing visuals they would like to bring to incorporate into their projects, they are welcome to do so. This workshop is for professionals and parents. It is recommended that participants have a general understanding of visual strategies and TEACCH concepts or participate in the introductory sessions on Thursday. Space is limited.

**About Fraser**

A nationally renowned Minnesota nonprofit, Fraser serves children and adults with special needs through comprehensive education, healthcare and housing services. Our vision is a world where all people have equal opportunity and choice to realize their dreams to live, work, learn and play as members of our community.

Fraser is the longest-running and largest provider of autism services in Minnesota. Each year, Fraser works with thousands of families affected by autism spectrum disorders. Fraser provides evaluation, direct services, information and support for children, adults and their families. Our programs are nationally recognized for their high quality and innovation and our staff is skilled and caring. Please visit us at [www.fraser.org](http://www.fraser.org) or call 612-331-9413 for information about Fraser services.

**Workshop participants will receive a discount on all Fraser products purchased at the event. To view products, please visit [www.fraser.org/products](http://www.fraser.org/products).**



## Fraser Presenters

**Rochelle Brandl, Ph.D., L.P.** is a licensed psychologist and clinical director at Fraser Child & Family Center. For the past 32 years, her career has included direct clinical work with children and families with a broad array of clinical issues, as well as directing agencies providing mental health services to children and families.

**Letty Faller, M.S., CCC-SLP** is a licensed speech language pathologist and director of Fraser Rehabilitation Services. She has worked for 15 years in the area of pediatric feeding disorders (including five years at Fraser) and has focused her clinical interest on the feeding difficulties of children with autism spectrum disorders. Letty has completed advanced training in the SOS (Sequential Oral Sensory) approach to feeding.

**Huda Farah** has a master's degree in molecular biology of infectious diseases from London School of Hygiene and Tropical Medicine, Harvard University training in improving health care services for the developing countries and maternity child health epidemiology of Emory University. She is a researcher, educator, cultural competency trainer, mentor, coach and a leader in public health and early childhood education. She has a passion for giving back to her home country Somalia.

**Rachel Gardner, M.A., L.P.P.** is a licensed psychological practitioner at Fraser Child & Family Center. She has worked for more than 10 years in the Fraser autism day treatment program. She also conducts outpatient evaluations and provides outpatient therapy. She has a master's degree in counseling psychology and developmental disabilities and is currently working toward a doctorate degree in clinical psychology.

**Ruth Elaine Joyner Hane, B. S.**, a health consultant, was born with Infantile Autism. Defying a prediction of mental retardation in grade school, she graduated Phi Beta Kappa, magna cum laude with a B.S. in human ecology. She overcame Prosopagnosia (face blindness) by teaching herself to see and process emotions, proving that *necessity is the mother of invention*; The Hane Face Window® is based on structural learning. She is a Reiki Master Healer and Kolos Practitioner finding the cause of energy imbalances in the body. Ruth Elaine is the Midwest Director for the Autism Society of America, serving as Secretary for the Executive Committee of the national board. She is contributing author to [Sharing Our Wisdom, Ask and Tell](#), and numerous articles about autism.

**Emily Honken, LICSW**, is a licensed clinical social worker at Fraser Child & Family Center. She provides individual therapy for children with autism spectrum disorders as well as parent/child guidance for parents of children with autism. She received her master's degree in social work from the University of St. Thomas.

**Kelli Kaetterhenry, OTR/L** is a licensed occupational therapist specializing in sensory integration therapy. She also has training in, the Wilbarger Therapressure Program, SOS feeding therapy, interactive metronome, visual/vestibular assessment/treatment, therapeutic listening, and craniosacral therapy.

**Brigitte King, Ph.D., L.P.** is a licensed psychologist who works at Fraser Child & Family Center. She specializes in work with children and adolescents with autism spectrum disorders and their families, providing clinical services and supervision.

**Barb Klatt, MSW, LICSW** is a clinical social worker at Fraser Anoka who works with children on the autism spectrum, providing therapy and evaluation services to children, adolescents, and families. She also works with children who have experienced trauma or abuse, and has experience with ethnically diverse families and community advocacy.

**Jane Kuseske, PhD, MHP**

**Kathryn McGraw Schuchman, M.A., L.P.** is a licensed psychologist at Fraser Child & Family Center. Her areas of clinical specialty include developmental disorders, neurobiological disorders, chronic illness and disability, and trauma-related conditions. Kathryn specializes in working with ethnically diverse children and families including new immigrants and refugees.

**Ambre Michel, M.A., MHP** is a mental health practitioner at Fraser Child & Family Center where she has worked in the autism day treatment program for six years. She has a master's degree in counseling and developmental disabilities and also provides case management services for families.

**Andrea Nelson M.A. CCC-SLP** is a senior speech language pathologist at Fraser School where she works with a variety of toddler and preschool age children with communication needs. In addition to providing individual therapy, her experience at Fraser includes starting a social communication focused inclusive classroom (based on the SCERTS model), and other therapy groups including Friendship Communication Builder and Language & Literacy.

**Maureen O'Shaughnessy, BS, Music Therapist,** provides group and individual music therapy at Fraser Child & Family Center. She received her degree from Augsburg College and completed an intensive music therapy internship at Fraser.

**Valerie Olheiser, M.S., CCC-SLP** is a senior speech language pathologist with more than 10 years experience. Her clinical interests include autism spectrum disorders, early intervention and parent education and speech disorders (apraxia). She works with children diagnosed on the autism spectrum at Fraser Child & Family Center and children with communication needs at Fraser School.

**Jessica Page, B.S., MHP** is a mental health practitioner and site coordinator at Fraser Anoka. She is a skills trainer for the Fraser Autism Program and has worked for Fraser for nine years. She received her bachelor's degree in family social science from the University of Minnesota.

**Andy Paulson, Ph.D., L.P.** is a licensed psychologist who came to Fraser from Madison, Wis., where he was founder and director of integrated development services. Andy began his career as a teacher before receiving his Ph.D. in psychology from New York University.

**Sue Pederson, M.S., L.P.** is a licensed psychologist at Fraser Child & Family Center specializing in the diagnosis and treatment of children, adolescents and young adults with developmental disorders and delay. Sue specializes in autism spectrum disorders, family and sibling issues related to childhood disability and adolescent development.

**Pat Pulice, M.A., L.P.** is a licensed psychologist who has worked with young children in a community mental health center for more than 20 years. She is autism services director for Fraser where she trains and supervises staff as well as provides clinical services to clients from birth to 23 years of age.

**Amy Robinson, M.S., MHP** is a visual consultant and case manager at Fraser Child & Family Center. She has also worked in the Fraser day treatment and skills training programs. She has a master's degree in mental health counseling from the University of Wisconsin-Stout.

## Registration Information and Policies

The cost for the conference is \$125 for Thursday only, \$75 for Friday only and \$190 for both days (early bird before May 15, 2009). This fee includes a continental breakfast and lunch. To register, please complete the enclosed conference registration forms and send to Fraser. Registration forms postmarked after May 15 will be charged \$140 For Thursday, \$90 for Friday and \$215 for both days. Registrations are taken on a first come, first served basis. Space is limited so early registration is encouraged to ensure participation. Registrations postmarked after June 15 will not be accepted. Please use one form per person. (Registration forms should be duplicated for multiple registrants.) Payment or Purchase Order (P.O.) must accompany registration. No registrations will be accepted without payment or Purchase Order. There is a 10% discount for groups of 3 or more if registration is submitted in one payment.

### Hotel Reservations

The Ramada Mall of America has a block of rooms reserved at a special conference rate of \$89 per room, per night. Reservations are made directly with the hotel by calling 952-854-3411 or 1-800-272-6232. The room reservation cut off date is 05/27/2009. After the cut off date no reservations will be accepted at the special group rate. Guests will be accommodated on a SPACE AND RATE AVAILABLE BASIS. The check-in time is 3:00pm and check-out time is 12:00pm. Hotel will accommodate any early arrivals on a space available basis.

### Cancellation/Refund Policy

Conference cancellations should be made by calling 612-767-5158. Full refunds for conference fees will be given for cancellations made by May 15, 2008.

### Questions?

Call Heidi Burch at 612-767-5158 or e-mail Heidi at [Heidib@fraser.org](mailto:Heidib@fraser.org).

### Location

Ramada Mall of America  
2300 East American Boulevard  
Bloomington, MN 55425-1228  
952-548-3600

### Directions

#### From the north

35W South to I-494 East; Exit on 24th Ave. Or 35E South to I-494 West; Exit on 24th Ave.

#### From the south

35W North to I-494 East; Exit on 24th Ave. Or 35E North to I-494 West; Exit on 24th Ave.

#### From the east

I-494 West to 24th Ave. exit; Located on south side of Interstate

#### From the west

I-494 East to 24th Ave. exit; Located on south side of Interstate

**Conference Registration**  
**Picture This: *Changing the Look of Autism***  
 Presented by Fraser  
 Thursday, June 18 and Friday, June 19, 2009

**Please complete this registration and return with payment by May 15, for early bird pricing. Registrations postmarked after June 15, 2009, will not be accepted. Registrations without payment or P.O. will not be accepted. Registration is accepted by telephone (612-767-5158) only when accompanied by a credit card payment.**

NAME \_\_\_\_\_  
 (Please print clearly)

HOME PHONE \_\_\_\_\_ BUSINESS PHONE \_\_\_\_\_

STREET ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

E-MAIL \_\_\_\_\_

Parent  Professional, What Area: \_\_\_\_\_ Organization: \_\_\_\_\_

Special dietary or other accommodations needed? \_\_\_\_\_

(Check all that apply)

<input type="checkbox"/>	I would like to register for Thursday, June 18 (Early Bird before May 15)	\$125
<input type="checkbox"/>	I would like to register for Thursday, June 18 (After May 15)	\$140
<input type="checkbox"/>	I would like to register for Friday, June 19 (Early Bird before May 15)	\$75
<input type="checkbox"/>	I would like to register for Friday, June 19 (After May 15)	\$90
<input type="checkbox"/>	I would like to register for both days, June 18 and 19 (Early Bird before May 15)	\$190
<input type="checkbox"/>	I would like to register for both days, June 18 and 19 (After May 15)	\$215
<input type="checkbox"/>	I am submitting registration with a group of 3 or more and qualify for a 10% discount (All registration forms must be submitted together in one payment)	-\$
<b>TOTAL AMOUNT DUE</b>		<b>\$</b>

**Payment Information (check one)**

Check: payable to "Fraser" (enclosed) \_\_\_\_\_ P.O. # \_\_\_\_\_

Credit Card:  Visa  MasterCard (fill in form below)

Name (exactly as on card)		
Card #	Expiration Date	V-Code
Signature		

**Mail with Session Registration (following page) and payment to:  
 Fraser, Attention Heidi Burch, 2400 West 64<sup>th</sup> Street, Minneapolis, MN 55423  
 (Credit card and P.O. registrations only may be faxed to 612-861-6050)**

**Session Registration**  
**Picture This: *Changing the Look of Autism***  
**Presented by Fraser**  
**Thursday, June 18, 2009**

**Please check the sessions that you would like to attend and send with your conference registration. (See workshop descriptions for details.)**

This does not guarantee seating for specific sessions, but will help conference planners assign sessions to appropriate rooms.

NAME \_\_\_\_\_

**Session 1 – 9:45-10:30 (choose one)**

- \_\_\_\_\_ 1a) **Play to Talk: Strategies for Social Communication (repeated 4d)**
- \_\_\_\_\_ 1b) **Does My Baby Have Autism**
- \_\_\_\_\_ 1c) **What is Skills Training**
- \_\_\_\_\_ 1d) **Face Windows, A New Way to Look at Eye Contact**

**Session 2 – 10:40-11:25 (choose one)**

- \_\_\_\_\_ 2a) **Social Stories & Social Scripts**
- \_\_\_\_\_ 2b) **PERM: Utilizing a Template for Helping Adolescents and Young Adults Practice Well Being**
- \_\_\_\_\_ 2c) **What Is Music Therapy?**
- \_\_\_\_\_ 2d) **Introduction To Sensory Integration: Strategies for Home/School**

**Session 3 – 1:10-2:40 (choose one)**

- \_\_\_\_\_ 3a) **TEACCH: The Structured Teaching Approach to Working with Children with Autism Spectrum Disorders**
- \_\_\_\_\_ 3b) **Promoting Positive Behaviors: Inclusive Strategies for Children with Autism Spectrum Disorders**
- \_\_\_\_\_ 3c) **Working with Somali Families and Understanding Somali Culture**
- \_\_\_\_\_ 3d) **Transitioning your child to a GFCF diet**
- \_\_\_\_\_ 3e) **Ready or Not? Young Adults with Asperger's Transitioning into Adulthood**

**Session 4 – 2:50-4:15 (choose one)**

- \_\_\_\_\_ 4a) **Look and Learn: A Primer on Visual Tools**
- \_\_\_\_\_ 4b) **Using Technology and Pop Culture as Intervention Tools for Adolescents with Asperger's Disorder.**
- \_\_\_\_\_ 4c) **Potty Training: The Scoop on Poop (and Pee)**
- \_\_\_\_\_ 4d) **Building Social Communication Opportunities into a Classroom Setting**

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