

*B.C.*  
**ACT's 6th Annual Focus on Research Event**  
*in Celebration of Autism Awareness Month*

**PRE-CONFERENCE EVENT**

**Taking the Stress Out of Mealtimes –  
Tackling Feeding Issues in Children with Autism**

*Presented by* **Lauren Binnendyk, Ph.D., BCBA-D**

Thursday, April 22, 2010

**MAIN EVENT**

**15 Presentations on B.C. Autism Research Projects**

Friday & Saturday, April 23 & 24, 2010

Harbour Centre  
Simon Fraser University – Downtown Campus  
515 West Hastings Street, Vancouver

**CO-SPONSORED BY**



ACT – Autism Community Training  
The Consortium for the Advancement of Child Health – SFU  
Centre for Interdisciplinary Research and Collaboration in Autism – UBC  
BC Ministry of Children & Family Development

*Beginning in 2005 with the first “Focus on Research Event,” ACT has been committed to giving British Columbians with an interest in autism treatment an opportunity to understand how autism research can help both parents and community professionals improve the outcomes of the children that they are supporting. This expanded three-day event is an opportunity for parents and community professionals to hear from, and ask questions of, B.C. researchers whose working lives are devoted to better understanding how we can provide children with ASD effective treatment. We appreciate the ongoing support we have received from Simon Fraser University in these annual events and welcome as co-sponsor UBC’s recently created Centre for Interdisciplinary Research and Collaboration in Autism (CIRCA) and the British Columbia Ministry of Children & Family Development.*

**Pre-Conference Event – Thursday, April 22, 2010  
8:30 – 9:30 Registration; 9:30 – 3:00 Presentation**

**Taking the Stress Out of Mealtimes  
– Tackling Feeding Issues in Children with Autism  
Lauren Binnendyk, Ph.D., BCBA-D, Coast Behavior Analysts, Vancouver**

The difference between a fussy eater and a child with a feeding disorder is the impact the eating behavior has on a child’s physical and social development, and on the family’s well-being. For many families of children with ASD and other developmental disabilities, mealtimes are a source of enormous stress. Frequently they find it impossible to ensure that their child is properly nourished. This workshop will provide research-tested strategies, based on the principles of Applied Behavior Analysis, for turning mealtime nightmares into a time to enjoy.

This is extremely important work because key routines, including sleep, toilet training and mealtimes, can have a serious negative impact on parental and child health and emotional well-being when they are not well regulated. Intervention programs where these issues are not targeted can have only limited success in properly supporting a child with ASD to prepare for the school environment and to allow their families to have an acceptable quality of life.

***The Presenter***

For over a decade, Dr. Binnendyk has focused her research and clinical work on supporting families of young children with developmental disabilities and severe food refusal behavior, including five years as a family interventionist on a U.S. National Institute of Health-funded research project at UBC. The purpose of the study was to improve problematic home and community routines (e.g., dinner, bedtime, visits to restaurants) for families of children with developmental disabilities and severe problem behavior.

Her master’s thesis titled, “A Family Centered Positive Behavior Support Approach to the Amelioration of Food Refusal Behavior” is published in the *Journal of Positive Behavior Interventions*. The purpose of her dissertation research was to broaden assessment procedures beyond child problematic feeding behavior to include parent-child interactions and elements of the natural meal routine in the design of behavioral feeding interventions that were implemented by parents at home.

Lauren received her doctorate degree in special education (concentration in autism and related disabilities) at UBC and is a Board Certified Behavior Analyst. She has worked in collaboration with a local non-profit community agency of occupational therapists and speech language pathologists to develop behavioral feeding workshops for parents and professionals and as a sessional instructor at UBC, teaching an undergraduate course, “Functional Assessment and Positive Behavior Supports in School and Community Settings.”

***Who Should Attend?***

This presentation is highly recommended for parents and community professionals, including behavior consultants, occupational therapists and speech language pathologists.

***Learning Objectives***

- To understand why a child engages in problem behavior at mealtimes;
- How to develop an effective feeding intervention using behavioral strategies based on an understanding of why the behaviors occur.

## Conference Overview

\* Presenter biographies and full descriptors are available at [www.actcommunity.net](http://www.actcommunity.net).

### FRIDAY, APRIL 23, 2010

8:30 – 9:30 **Registration (coffee served)**

9:30 – 10:30 **Keynote**

**To be announced**

10:30 – 11:00 **Break**

11:00 – 12:30 **Concurrent Sessions: A**

**1. Policy Pathways to Better Outcomes for Children with ASD**

Charlotte Waddell & Cody Shepherd (SFU)

**2. Family-Centred Positive Behavior Support for Children with ASD**

Joe Lucyshyn (UBC)

**3. Moving Forward: Conducting Autism Research in BC Schools**

Georgina Robinson (UBC & POPARD), William McKee (UBC), and POPARD Consultants

12:30 – 1:30 **Lunch** (*bagged lunches provided*)

1:30 – 3:00 **Concurrent Sessions: B**

**4. Clinical Genetic Clues to the Origins & Outcomes of ASD**

Suzanne Lewis (UBC & BC Children's & Women's Health Centre)

**5. Video Modeling for Children with Autism: From Research to Practice**

Pat Mirenda, Liana Maione, and Vickie Kleeberger (UBC)

**6. Positive Behavior Support for Deaf Persons with Additional Disabilities: Staff Training & Family-Centered Intervention**

Brenda Fossett (UBC)

### SATURDAY, APRIL 24, 2010

8:00 – 9:00 **Registration (coffee served)**

9:00 – 10:30 **Concurrent Sessions: C**

**7. Pathways in ASD: A Longitudinal Canadian Study of Children and Families**

Steve Wellington, Vikram Dua, Karen Kalynchuk, and Pat Mirenda (UBC/BCAAN)

**8. Factors Affecting Student-Teacher Relationships for Students with Autism Spectrum Disorders**

Jacqueline Brown and Kent McIntosh (UBC)

**9. Predictors of Language Development in Autism: Implications for Intervention**

Karen Bopp (UBC/MCFD)

10:30 – 11:00 **Break**

11:00 – 12:30 **Concurrent Sessions: D**

**10. Inclusive Real Work for Real Pay**

Paul Malette (CBI Consultants)

**11. Promoting Social Interactions Between Students with Autism and Their Peers Using Augmentative Communication**

Lorraine Kamp (SET-BC) and Nadine Trottier (UBC)

**12. Social Attention, Perception and Competence in Autism**

Grace Iarocci, co-presenters: Elina Birmingham, Adrienne Rombough and Krista Johnston (SFU)

12:30 – 1:30 **Lunch**

1:30 – 3:00 **Concurrent Sessions: E**

**13. Expanding the Unit of Analysis & Intervention for Young Children with Autism & Food Refusal Behavior**

Lauren Binnendyk (Coast Behavior Analysts)

**14. Breakthrough Interventions in Autism: The Let's Face It! Program.**

Jim Tanaka (University of Victoria)

**15. Group Self-Determination/Self-Advocacy Training for Adolescents with High Functioning Autism/Asperger's Syndrome**

Brooke Myers (UBC); Panelists: Aaron Fagerlund, Brian Lin, Ben Glasgow, Eric Forbes, Eric Guzman Skotnitsky, Howard Chen

## Concurrent Sessions: A

### 1. Policy Pathways to Better Outcomes for Children with ASD

*Presented by Charlotte Waddell & Cody Shepherd, Simon Fraser University (SFU)*

Findings will be presented from an ongoing study of public policy-making for children with ASD. This qualitative study involves in-depth interviews with researchers, policy-makers and parents from across Canada. In order to make better collective decisions on behalf of children, it is necessary to understand the perspectives of everyone involved — parents, policy-makers and researchers, among others. Through this study, we hope to learn how these groups can work together more effectively to improve programs and services for children with ASD.

### 2. Family-Centred Positive Behavior Support for Children with Autism\*

*Presented by Joseph M. Lucyshyn, University of British Columbia (UBC)*

The study examined the efficacy and acceptability of a family-centered positive behavior support approach that was designed to promote effective interventions in natural family routines. Ten families of children with developmental disabilities and severe problem behavior, including six children diagnosed with ASD, participated. Multiple measures were gathered across a five-year period, including child problem behavior. Group design results showed statistically significant improvements and large effect sizes in child behavior and routine participation across the 10 families. Implications for assessment and intervention are briefly discussed.

### 3. Moving Forward: Conducting Autism Research in BC Schools

*Presented by Georgina Robinson (UBC & POPARD), William McKee (UBC), and consultants from the Provincial Outreach Program for Autism and Related Disorders (POPARD)*

This session will provide a brief overview of a number of ongoing research projects conducted through POPARD. The first project resulted in the development of a School-Age Screening Instrument for Students with High Functioning Autism (SAASI-HFS) that can be used by school psychologists. The second project was designed to examine the effects of a social thinking curriculum on both teachers and students with autism. A brief overview will be presented of other applied research projects in progress, along with a discussion of issues related to conducting projects in schools in British Columbia.

## Concurrent Sessions: B

### 4. Clinical Genetic Clues to the Origins & Outcomes of Autism Spectrum Disorders

*Presented by Suzanne Lewis - UBC & BC Children's & Women's Health Centre*

“Whole body” (physical, medical, and developmental) features and genetic differences in individuals can help to identify the causes of ASD. Accurately diagnosing autism is very difficult: currently diagnosis is based on behavioral and developmental indicators that can change over time. Difficulties may be caused by a flawed assumption that autism is a single disorder. Physical, medical, developmental and genetic features and their relationships may prove to be very informative markers of autism susceptibility and an important means for earlier diagnosis. New clinical genetic mechanisms contributing to ASDs will be highlighted, along with their applications for improved diagnosis, informed genetic counseling, and health management over the lifespan.

### 5. Video Modeling for Children with Autism: From Research to Practice\*

*Presented by Pat Mirenda, Liana Maione, and Vickie Kleeberger (UBC)*

Video modeling involves having a person watch a video/DVD recording of specific, desirable behaviors in order to teach those behaviors. Video modeling has been used to teach a range of skills to children and adolescents with ASD, including self-help and daily living, language, play, imitation, academic, perspective-taking, and prosocial skills and has also been used to reduce problem behaviors. This session will provide participants with basic procedures for video modeling implementation, and illustrations of its use in teaching social language with peers and generalized imitation skills.

### 6. Positive Behavior Support for Deaf Persons with Additional Disabilities: Staff Training & Family-Centered Intervention\*

*Presented by Brenda Fossett (UBC)*

The results of two studies addressing the application of Positive Behavior Support (PBS) for deaf individuals with additional disabilities, including autism, will be presented: (1) a training program to teach professionals working with deaf children to conduct functional assessments of problem behavior and develop PBS plans; and (2) the application of PBS with a deaf child with multiple disabilities, with assessment and intervention conducted by a participant of the training program. Discussion will include aspects of PBS training in deaf contexts and the impact of PBS on the target child and his or her family.

## Concurrent Sessions: C

### 7. Pathways in ASD: A Longitudinal Canadian Study of Children and Families

*Presented by Steve Wellington, Vikram Dua, Karen Kalynchuk, and Pat Mirenda  
UBC and the British Columbia Autism Assessment Network (BCAAN)*

The goal of this cross-Canada study is to examine the developmental pathways of children with ASD over time, in order to understand the factors related to optimal long-term outcomes. The study began in 2001 and involves 400 children with autism and their families from four provinces, including BC. Participants are assessed using a wide range of measures immediately after diagnosis, 6 and 12 months later, and at ages 6, 8, 9, 10, and 11. This presentation will present preliminary findings related to adaptive behavior, communication, and social skills over the first 4 years of the project.

### 8. Factors Affecting Student-Teacher Relationships for Students with Autism Spectrum Disorders

*Presented by Jacqueline Brown and Kent McIntosh (UBC)*

As students with ASD have difficulty with both social communication and social interaction, it is important to consider their relationships with others when seeking to improve life outcomes. In schools, student-teacher relationships are an important component of success, but have rarely been examined for students with ASD. This research project was designed to identify the impact on student-teacher relationships of factors including problem behavior, teachers' training in ASD, and para-professional support. Both teachers and para-professionals, assigned to 15 students with autism in kindergarten through grade 3, completed measures.

### 9. Predictors of Language Development in Autism: Implications for Intervention

*Presented by Karen Bopp (UBC/Ministry of Children and Family Development)*

The question of what to target in intervention in order to achieve optimal outcomes has received much attention over the past decade. The lack of 100% effectiveness of early intervention indicates that there are other unidentified variables affecting outcomes. A number of specific social behaviors, including motor imitation skills, verbal imitation, ability to initiate and pretend play skills, have been found to predict language development in this population. This presentation will review new longitudinal research into the relationship between social behaviors, restricted and repetitive behaviors (RRBs), and outcomes in language and adaptive skill development. The specific implications of this research for intervention, regardless of age, will be discussed.

## Concurrent Sessions: D

### 10. Inclusive Real Work for Real Pay

*Presented by Paul Malette (CBI Consultants)*

This presentation introduces participants to customized employment for persons with autism. The goal of customized employment is real work for real pay in inclusive work settings. Customized employment is a highly individualized process resulting in a mutually beneficial working relationship for the person with autism and their employers. Participants will be shown the essential features of customized employment from person-centered planning to job development/job carving, systematic instruction, fading to natural supports and monitoring job satisfaction and quality of life. Individual case studies will be used to illustrate research in practice.

### 11. Promoting Social Interactions Between Students with Autism and Their Peers Using Augmentative Communication\*

*Presented by Lorraine Kamp (SET-BC) and Nadine Trottier (UBC)*

The goals of this study were: (a) to determine if typically developing peers can learn to model and prompt use of a voice-output communication aid (VOCA) by classmates with autism; and (b) to determine if students with autism can learn to use their VOCAs for social-communicative interactions during a game activity. Two students with ASD were involved in the study, along with three peers from each of their inclusive classrooms. The presentation will focus on the procedures and outcomes of peer training, and the effects of peer support on the social interactions of the students with autism. Videotape will illustrate the key components.

### 12. Social Attention, Perception and Competence in Autism

*Presented by Grace Iarocci, with co-presenters Elina Birmingham, Adrienne Rombough and Krista Johnston (SFU)*

As early as infancy, abnormalities in attending to social cues (e.g., eye gaze direction) among individuals with ASD may be creating a disadvantage in their social experiences. This unusual pattern of attending may reflect fundamental abnormalities in the orienting system responsible for initiating, shifting, and redirecting attentional resources to detect and interpret relevant events in the environment. This study addresses a fundamental developmental question of how children with and without autism learn to attend to rich social information, extract essential features for perception and attribute social meaning to their percepts in an effort to accomplish social goals.

## Concurrent Sessions: E

### 13. Expanding the Unit of Analysis & Intervention for Young Children with Autism & Food Refusal Behavior\*

*Presented by Lauren Binnendyk (Coast Behavior Analysts)*

The purpose of this presentation is to present the findings from two studies that evaluated the effectiveness of an ecological behavioral feeding intervention approach that aimed to improve child eating behavior, parent-child interactions and routine participation during problematic home-based meal routines. Four families of children with autism and severe food refusal behavior participated in the studies. The results will be discussed with reference to previous research, contributions, future directions and implications for practitioners and researchers who are involved in behavioral feeding interventions. The presentation will include video examples.

### 14. Breakthrough Interventions in Autism: The Let's Face It! Program

*Presented by Jim Tanaka (University of Victoria)*

While most people are considered face experts, children with ASD are less skilled in their ability to recognize the identity and expression of a face. Problems with face processing can lead to difficulties in social interaction. This presentation offers educators, parents and interventionists a unique glimpse into the cognitive and brain theories behind facial processing and how these theories can be put into practice to improve facial processing skills in children with ASD. Participants will receive instruction in the free downloadable Let's Face It! computer software and hands-on material developed by the Let's Face It! research group. We will also preview new cutting-edge technologies in autism research and intervention.

### 15. Group Self-Determination/Self-Advocacy Training for Adolescents with High Functioning Autism/Asperger's Syndrome

*Presented by Brooke Myers (UBC)*

Over the past two decades, educators have recognized the importance of teaching students with disabilities to be socially and emotionally competent individuals who can advocate for themselves. These areas are especially important for students with high functioning autism/Asperger's syndrome (HFA/AS) because exposure to negative encounters with peers and teachers and lack of guidance during the transition from childhood to adulthood has been linked to many long-term risks. This presentation describes the utility of a novel self-determination/self-advocacy intervention used with six adolescents with HFA/AS. The results of this study offer preliminary evidence of an association between the intervention and positive outcomes in self-determination, self-concept, and friendship development. Following this presentation, the six participants will participate in a panel discussion. Audience members can ask them questions pertaining to their experiences growing up with HFA/AS.

*Panelists: Howard Chen, Ben Glasgow, Brian Lin, Eric Forbes, Eric Guzman Skotnitsky, and Aaron Fagerlund*



## Centre for Interdisciplinary Research & Collaboration in Autism (CIRCA)

### *CIRCA Mission*

The mission of the CIRCA is to support research and professional capacity-building efforts that will improve the lives of individuals with autism spectrum disorders, their families, and the communities in which they live.



CENTER FOR INTERDISCIPLINARY RESEARCH  
AND COLLABORATION IN AUTISM

### *CIRCA Priority Goals*

- To establish and maintain interdisciplinary, collaborative relationships among postsecondary researchers and educators, family and community organizations, provincial resource providers, and policy makers in British Columbia.
- To increase the availability of high-quality undergraduate, graduate, and professional education opportunities in the area of ASD across relevant disciplines.
- To support the development and evaluation of evidence-based practices related to the early identification, assessment, diagnosis, and treatment of individuals with ASD across the lifespan and across life domains.
- To disseminate research findings from CIRCA affiliates and to promote their application in home, school, and community settings.

## ACT Information & Support Services

ACT offers extensive information and support to families and community professionals on diagnostic, treatment and educational topics through our team of Information Officers, in three languages. We can be reached by telephone at 604-205-5467, toll-free at 1-866-939-5188, or by e-mail at [info@actcommunity.net](mailto:info@actcommunity.net).

## Acknowledging Our Sponsors & Community Partners

ACT acknowledges the many parents and professionals across British Columbia who volunteer their time to support our work. ACT recognizes the essential ongoing support received from the Ministry of Children and Family Development for our family support and information work. This contributes to our new online training initiative — the ACT Online Learning Community. ACT gratefully acknowledges the Consortium for the Advancement of Child Health Simon Fraser University and in particular Dr. Grace Iarocci of the Psychology Department of SFU for co-sponsoring our events. This allows us access to excellent facilities in Vancouver at a reduced cost. See [www.sfu.ca/autism-lab](http://www.sfu.ca/autism-lab). The major role played by Dr. Pat Miranda, Director of CIRCA and a member of ACT's Advisory Council, in organizing the speakers for this event, is greatly appreciated.

## About Harbour Centre & Hotel Information

Harbour Centre is located at 515 West Hastings Street in Downtown Vancouver and is very close to the Seabus terminal, West Coast Express, Skytrain direct from Vancouver International Airport, Harbour Air and major bus routes. Parking is plentiful but expensive — public transit is a great option. ACT has negotiated preferred rates with certain downtown Vancouver hotels. See [www.actcommunity.net](http://www.actcommunity.net) or call ACT for more information.

## Continuing Education Units

BC-ABA will be providing Continuing Education Units for the presentations marked with a \*. See [www.bc-aba.org](http://www.bc-aba.org).

## ACT Bursaries & Autism Funding Information

Parents of children with ASD may use up to 20% of their autism funding to pay for training workshops and travel costs. Bursaries for low-income participants and/or those traveling from outside their region are available from ACT. See [www.actcommunity.net/Foot/bursaries.htm](http://www.actcommunity.net/Foot/bursaries.htm) or call or email ACT [info@actcommunity.net](mailto:info@actcommunity.net) with your request before registration. Bursaries are provided as reduced registration fees. Donations to ACT for our bursary fund enable us to make our presentations more affordable as many receive no external subsidy. ACT is a registered charity:#86169 1236 RR0001. Tax receipts are issued.



# REGISTRATION FORM

You are also welcome to register online at [www.actcommunity.net](http://www.actcommunity.net).

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Organization (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Prov/State: \_\_\_\_\_ Postal/Zip Code: \_\_\_\_\_

E-mail (for e-mail confirmation of your registration only): \_\_\_\_\_

Do you wish to receive ACT info by post?  Yes

Do you wish to receive workshop updates and ACT's monthly news round-up by e-mail?  Yes

ACT is committed to respecting your privacy. We do not share information with any other organization or individual. Please see [www.actcommunity.net](http://www.actcommunity.net) for privacy policy.

**COSTS:** Bound handouts, boxed lunch & refreshments included on all three days

Early Bird Deadline: March 11, 2010	Professionals	Parents, Para-Professionals & Full-time Students
Pre-Conference Only	<input type="checkbox"/> \$120	<input type="checkbox"/> \$100
Friday Only	<input type="checkbox"/> \$95	<input type="checkbox"/> \$75
Saturday Only	<input type="checkbox"/> \$95	<input type="checkbox"/> \$75
All 3 Days	<input type="checkbox"/> \$250	<input type="checkbox"/> \$200
Regular Deadline: March 12 – April 14		
Pre-Conference Only	<input type="checkbox"/> \$140	<input type="checkbox"/> \$120
Friday Only	<input type="checkbox"/> \$120	<input type="checkbox"/> \$100
Saturday Only	<input type="checkbox"/> \$120	<input type="checkbox"/> \$100
All 3 Days	<input type="checkbox"/> \$300	<input type="checkbox"/> \$250
Late Registration: After April 14 & at the door (space permitting)		
Pre-Conference Only	<input type="checkbox"/> \$160	<input type="checkbox"/> \$140
Friday Only	<input type="checkbox"/> \$140	<input type="checkbox"/> \$120
Saturday Only	<input type="checkbox"/> \$140	<input type="checkbox"/> \$120
All 3 Days	<input type="checkbox"/> \$350	<input type="checkbox"/> \$300

Are you a parent/guardian of a person with ASD?  Yes Does your child have another special need?  Yes  
(All parents of children with special needs qualify for parental discounts.)

If you are not attending in a parental capacity, please indicate your professional or para-professional status\*: \_\_\_\_\_

\*Para-professionals include group home staff, childcare workers, special education assistants, behavior interventionists, preschool & supported childcare staff and foster parents. Full-time students, please attach copy of student ID.

**METHOD OF PAYMENT:**  Cash  Cheque  Mastercard  VISA

Name on card: \_\_\_\_\_ Card #: \_\_\_\_\_ Exp. Date: \_\_\_\_\_

In addition to on-line registration, ACT accepts telephone registration using a credit card at 604-205-5467, toll-free 1-866-939-5188 or by fax at 604-205-5345. Registrations are accepted only when accompanied by payment. Refunds for registration, less a \$25 handling charge are available until seven days prior to the workshop. Details of the cancellation policy are available on ACT's website. Cheques that are not honoured will result in a loss of registration status. Bank charges incurred by ACT as a result of a NSF cheque are the responsibility of the registrant. Cheques or money orders should be made out to: ACT – Autism Community Training. Mail to: Suite 240–2250 Boundary Road, Burnaby, BC Canada V5M 3Z3. To confirm registration, e-mail [info@actcommunity.net](mailto:info@actcommunity.net) or telephone 604-205-5467, toll-free 1-866-939-5188.