

Location:

MHC 1636
(Rehabilitation & Mental Health
Counseling Area)

More Information:

Tracy-Ann Gilbert-Smith
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Free Event – Open to the Public

BACB CEs

CE Credits (3 CE at \$30 for each session) is available for the Summer Institute. Visit <http://usf.coursewebs.com/> and search for the “Summer Institute” category to obtain your CE credit.

**Project EBAS**

ENHANCING BEHAVIOR
ANALYTIC SERVICES
for Children with Emotional
and Behavioral Disorders

Project ABA (H325K140309; <http://www.usf.edu/cbcs/cfs/academics/abab/documents/projectaba-brochure.pdf>) and Project EBAS (H325K170085; <http://www.usf.edu/cbcs/cfs/academics/abab/masters/ebas-brochure.pdf>) are training grants funded by the U.S. Department of Education, Office of Special Education Programs. The Summer Institute is facilitated by USF faculty and professionals who have utilized universal design, assistive technology including augmentative and alternative communications, and individualized assessment strategies to address and support the needs of children with disabilities.



U.S. Office of Special
Education Programs

Applied Behavior Analysis
ABA Program
at the University
of South Florida

**School Psychology
Program**

USF UNIVERSITY OF
SOUTH FLORIDA

COLLEGE OF EDUCATION

COLLEGE OF BEHAVIORAL
& COMMUNITY SCIENCES

2018 SUMMER INSTITUTE

Technologies for Children with Disabilities

Monday, May 14th • 9:00 am - 12:00 pm (Noon)

Lewis Weber, MA, BCBA

Total Progress System: Solving the Problem of Data Collection in Public Schools

This presentation will introduce a Behavioral Systems approach to support students' competencies in social skills, emotional regulation skills, and problem-solving skills, as replacements for disruptive and aggressive behavior in classroom settings. Components, Performers, and Perspectives of the Behavioral System will be outlined, followed by a detailed presentation of Total Progress System (TPS) as the measurement component of the System. TPS graphs and analyses will be offered as an effective and efficient way for teachers to collect data, monitor progress, provide meaningful feedback to System Performers, e.g., teachers, parents, students, behavior analysts, administrators, etc. TPS software will be made available at no charge to workshop participants to facilitate use of this technology in consultative practices.

Mr. Weber is President of Behavior Care, Inc., a provider of behavioral consultation services in school and business settings. He received his master's degree in Applied Behavior Analysis (ABA) from the University of Florida in 1984. As an executive with national consumer electronics retailers, Lewis honed his organizational behavior management (OBM) skills by integrating behavioral principles in the design of sales performance scorecards and management programs, skills training programs, and national marketing campaigns. For the last fifteen years, Lewis has brought his unique mix of ABA and OBM to school settings, developing a Behavioral Systems Model to support large-scale system improvement, with Total Progress System as the flagship technology to efficiently and effectively monitor System performance. LewisWeber@gmail.com

Monday, May 14th • 1:00 – 4:00 pm

Nicole McMillan, PhD, BCBA-D

Assessment for Basic Learning and Language Skills (ABLLS) and Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)

This presentation will introduce the ABLLS by James Partington and Mark Sundberg and the VB-MAPP by Mark Sundberg. Participants will learn how to conduct each assessment instrument, how to determine which instrument to use, and how to use them as a curriculum guide for individualized ABA programming. Topics will be addressed through lecture, videos and learning activities.

Dr. McMillan has worked in the areas of skill acquisition and problem behavior reduction in a variety of settings, such as center-based clinics, residential schools, in-home services, public and private schools, and early intervention preschools. She has provided services to several populations, including, typically developing children, caregivers, teachers, staff, adolescents and individuals with Autism Spectrum Disorders and developmental disabilities, and visually impaired individuals. In 2010, she graduated with a BS in Psychology and BA in Communication Sciences and Disorders from Louisiana State University. Following her undergraduate studies, she began her graduate school career in 2010 at Auburn University and completed her PhD in Cognitive and Behavioral Sciences with an emphasis in ABA in 2015. She is currently the Chief Clinical Officer at Engage Behavioral Health with a focus on staff training and professional development, and collaborative research projects. Her primary research interests are verbal behavior, staff/caregiver training, and skill acquisition with early learners. nhanney@ebhealthgroup.com

Wednesday, May 16 • 9:00 am - 12:00 pm (Noon)

R. Michael Barker, PhD

Augmentative and Alternative Communication

This presentation will focus on the use of augmentative and alternative communication (AAC) in the classroom. It is intended to review evidence based practice and promising strategies that support both comprehension and expression in the school contexts. The use of AAC as a continuum of supports from basic visual supports to low tech aids to high tech devices will be discussed. Strategies that support communication and literacy development will be identified. Dynamic participation in meaningful classroom activities will be emphasized. Topics will be addressed through lecture, videos, and learning activities.

Dr. Barker is an assistant professor in the Department of Communication Sciences and Disorders at the University of South Florida. He received a B.S. with high honors in psychology in 2003, a M.A. in psychology in 2007, and a Ph.D. in developmental psychology in 2010, from Georgia State University in Atlanta. Dr. Barker then completed a postdoctoral fellowship at the Schiefelbusch Institute for Life Span Studies at the University of Kansas in 2013. His research focuses on the assessment and instruction of phonological awareness and other literacy skills in children complex communication needs that may use augmentative and alternative communication. rmbarker@usf.edu

Wednesday, May 16 • 1:00 – 4:00 pm

Phyllis Jones, PhD

UDL in the Classroom: Considerations for Students with Disabilities

This workshop will introduce the fundamental concepts of Universal Design for Learning (UDL) in the classroom context and explore the newly revised CASTE website. UDL will be contextualized in relation to the diverse learning needs of students, but emphasis will be given to students with disabilities including ASD. There will be exploration of how understandings of ASD (Theory of Mind, Executive Functioning issues and Experiencing Self theory) impact decisions of UDL. Participants will leave the workshop knowledgeable about the principles of UDL, their application to teaching and learning, and an awareness of some of the current potentials and challenges of UDL. Please make sure you bring a laptop and can get on the internet.

Dr. Jones is a professor in the Department of Special Education at the University of South Florida. Phyllis taught and was a deputy head in schools in the UK for fifteen years before she entered teacher education. She is author of *Standards Based Curricula: Narratives of Good Practice*, *Inclusion in the Early Years: Stories of good practice*, co-author of *Collaborate Smart* and lead editor of four books related to classroom assessment, leading for inclusion, teachers as researchers and integrating insider perspectives into inclusive teacher learning. Phyllis is published widely in international journals related to inclusion, teacher education for teachers of students with severe intellectual disabilities and/or ASD. She is editor of the *International Journal of Whole Schooling* and sits on the board of *Disability & Society*. pjones7@usf.edu