CONFERENCE REGISTRATION FORM

National Autism Conference • August 3–6, 2015

This form may be duplicated for additional registrations. Please print in ink or type. **Return to Penn State by Monday, July 20, 2015, for advanced registration.** Payment in full, by check, credit card, or money order, must accompany this form.

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Date of birth (month/day/year)  Age

Company or organization

[ ] Male  [ ] Female

Email address

Penn State will use this email address to communicate with me about all programs for which I register. This email address will also be used to communicate logistical information regarding the program.

Summer mailing address (no. and street, or box no.)

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<th>City</th>
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Phone no.  Fax no.

Special dietary needs/accommodations (if none, leave blank):  [ ] Vegetarian  [ ] Vegan  [ ] Gluten free  [ ] Gluten free and vegan  [ ] Other: _______________________________

Occupation (please select the one that best describes your position):

[ ] Administrator  [ ] General educator  [ ] Family member  [ ] Paraprofessional
[ ] Parent  [ ] Physician  [ ] BCBA  [ ] Agency staff
[ ] Clinical psychologist  [ ] Occupational therapist  [ ] Student  [ ] School psychologist
[ ] Speech/language pathologist  [ ] Guidance counselor  [ ] Special educator  [ ] Other___________

Applicant’s Social Security no.* or Penn State ID no.*

*The Social Security number (SSN) you provide for enrollment purposes, or when requesting specific services, will be used by the University to verify your identity for official record keeping and reporting. If you choose not to supply your SSN, certain services — such as transcripts, enrollment verification, tax reporting, and financial aid — may not be available to you, and Penn State cannot guarantee a complete academic record for you. Your SSN will be stored in a central system and used only as a primary source to identify you within the Penn State system; the Penn State ID will be used as the primary identifier.*
KEYNOTE SESSIONS
Please indicate below the keynote sessions that you plan to attend (check all that apply):
[ ] 2. Opening Keynote, Monday 10:00–11:00 a.m., EIBI, ASD, and the Forward March of Behavior Analysis (Patrick Friman)
[ ] 86. Closing Keynote, Thursday, 3:45–4:45 p.m., Evidence Knows No Boundary; Collaboration for Children Across State Lines (Stacey Martin)

GENERAL SESSIONS
Please indicate below the general sessions that you plan to attend (check all that apply):
[ ] 1. Monday, 9:00–10:00 a.m., Conference Welcome, Pennsylvania Updates, (Angela Kirby-Wehr and Mike Miklos)
[ ] 3. Monday, 11:00–11:30 a.m., NIH Translational Research: The Dawn of Implementation Science (Ami Klin)
[ ] 9. Monday, 4:15–5:15 p.m., Recent Developments at the Behavior Analyst Certification Board (Melissa Nosik)
[ ] 33. Tuesday 4:30–5:30 p.m., Follow-up Focus Meeting from 2014 Conference for Students Transitioning to Work or College (Bureau of Special Education)
[ ] 87. Thursday, 4:45–5:15 p.m., Special Closing Music Presentation (Jodi DiPiazza)

POSTER SESSION
Please indicate below if you plan to attend the poster session:
[ ] 60. Wednesday, 4:30–6:30 p.m., Poster Session, Reception, and The Art of Expression Exhibit

BREAKOUT SESSIONS
Please choose the breakout session you would like to attend during each period (by placing the number corresponding to a session on the first, second, and third choice spaces provided). Enrollment for each breakout session will be on a first-come, first-served basis only. We will make every effort to accommodate your choice of sessions. You will receive your customized agenda at the on-site conference check-in desk. The presenter(s) is listed beside the session title. (Brief session descriptions are available on the agenda web page at outreach.psu.edu/programs/autism).

MONDAY Breakout Session Choices
1:00–4:00 p.m.
4a. Update on Research on Verbal Behavior and Autism (Anna Petursdottir)
4b. Bringing Science to the Community (Ami Klin)
5a. Introduction to the Conference and Applied Behavior Analysis (Willow Hozella)
5b. Transition to College for Students on the Autism Spectrum (William Welsh and Jane Thierfeld Brown)
6. The Role of Establishing Basic Skill Sets That Lead to Novel Responding (David Palmer)
7. Behavioral Approaches to Teaching Executive Function Skills (Jonathan Tarbox)
8. What Do We Know about the Genetics of Autism? (Santhosh Girirajan)

1st Choice ________  2nd Choice ________  3rd Choice ________

TUESDAY Breakout Session Choices (Note: Many of the morning sessions repeat in the afternoon).
9:00 a.m.–noon and 1:15–4:15 p.m. (Note: Session 17 is an extended session).
17. Evidence-Based Early Identification and Intervention Practices for Infants and Toddlers with ASD and Their Families (Suzanne Kucharczyk)

Please indicate below:
[ ] I wish to participate in the extended session (17), 9:00 a.m.–noon and 1:15–4:15 p.m.
[ ] I do not wish to participate in the extended session (17). Please see my session choices below for the 9:00 a.m.–noon and 1:15–4:15 p.m. sessions.

9:00 a.m.–noon
10. Meeting the Milestones: Implementing a Verbal Behavior Program for Children with Autism (Mark Sundberg)
11. Advanced Treatment Methods: The Generic Power of Behavior Analysis (Patrick Friman)
12. Ethics for Behavior Analysts and Other Professionals Serving Individuals with Autism and Their Families (Amber Valentino and Joshua Sleeper)
13. Sleep in Children with Autism – Helping Families Get the Rest They Need (Beth Malow)
14. Teaching Communication at Home (Katrina Mellot and Heather Forbes)
15. The Role of Establishing Basic Skill Sets That Lead to Novel Responding (David Palmer) – repeat
16. Postsecondary Education Transition Considerations for Students with Autism (Kim Seymour and Mike Stoehr)
19. Teaching Functional Skills to Individuals with Autism and Other Developmental Disabilities (Barry Morgenstern)
20. Technology for Teaching and Learning: Tools You Can Use Right Now (Janet Twyman)
21. Teaching Children to Ask Meaningful Questions (T.V. Joe Layng and Joanne Robbins)

1st Choice __________  2nd Choice __________   3rd Choice __________

1:15–4:15 p.m.
22. Meeting the Milestones: Implementing a Verbal Behavior Program for Children with Autism (Mark Sundberg) – repeat
23. Behavior Momentum: Clinical Applications of the High Probability Command Sequence (Eb Blakely)
24. Ethics for Behavior Analysts and Other Professionals Serving Individuals with Autism and Their Families (Amber Valentino and Joshua Sleeper) – repeat
26. Introduction to Sign Language for Students with Autism (Laura Yates)
27. Behaviorism: An Essential Survival Tool for Practitioners in Autism (Jim Johnston)
28. Workforce Transition Considerations for Students with Autism (Kim Seymour and Mike Stoehr)
29. Supporting Social Relationships and Learning: The Power and Practice of Peer-Mediated Interventions (Erik Carter) – repeat
30. Feeding Problems and Autism Spectrum Disorder: Home- and Community-Based Solutions (Keith Williams)
31. Personalized Learning and Competency-Based Education for Students with ASD (Janet Twyman)
32. Early Numeracy & Beginning Math Concepts (Jared Campbell)

1st Choice __________  2nd Choice __________   3rd Choice __________

WEDNESDAY Breakout Session Choices (Note: Many of the morning sessions repeat in the afternoon).

9:00 a.m.–noon
34. Functional Analysis of Problem Behavior: Basic Methods, Extensions, and Challenges (Brian Iwata)
35. Social Skills: Where to Start and How Skills Streaming Can Play a Role (Leigh O’Brien)
36. Schedules of Reinforcement: Clinical Applications and Issues (Eb Blakely)
37. The Role of Joint Control in Teaching Complex Listener Responding to Children with Autism (Vince Carbone)
38. Evidence-Based Practices for Preschool Students with Autism (Ashlee Lamson, Jessica Dodge, David Mandell, and Elizabeth Downs)
39. Effective Instruction to Develop Willing Learners (Aimee Miller)
40. Charting a Reasonable Dream (Patrick McGreevy)
41. Transitioning to Adulthood: Accessing Pennsylvania’s Adult Autism Programs and Resources (Nina Wall, Roni Russell, Joelle Scholl, and Erica Wexler).
42. Best Practices in Early Intensive Intervention: Guidelines and Considerations (Ivy Chong)
43. Introduction to Math Instruction Using the CRA Model (Jared Campbell)
44. Autism-Related Wandering: Strategies for Prevention and Response (Wendy Fournier and Lori Mcllwain)
45. Treatment Integrity, Transcription and Supervision Workshop (Mike Miklos)
46. Meaningful IEP and Program Development (Amiris DiPuglia)

1st Choice __________  2nd Choice __________   3rd Choice __________

1:15–4:15 p.m.
47. Functional Analysis of Problem Behavior: Basic Methods, Extensions, and Challenges (Brian Iwata) – repeat
48. Teaming with General Education Teachers for Optimum Results (Pennsylvania Teacher Teams)
49. A Behavioral Approach to Sensory Challenges (Amy McGinnis)
50. The Role of Joint Control in Teaching Complex Listener Responding to Children with Autism (Vince Carbone) – repeat
51. Teaching Verbal Conditional Discrimination: A Framework for Organizing Language Curricula to Establish Generalized Question-Answering in Children with Autism (Francesca degli Espinosa)
52. Advanced Mand Procedures and Protocols (David Roth)
53. OBM in Practice: Improving Staff Performance in Human Service Settings (Dennis Reid)
54. Overview of the Essential Components of Literacy: Connections to Instruction for Students with Autism (Karen Grammas and Nichole Kopco)
55. Early Intervention: Your first step as an Active and Informed Parent for Your Child (Kim Herb and Mary Mikus)
56. Alternate Eligible Content/Instruction and PASA: Current Information and Future Direction (John Machella, Sharon Leonard, and Audrey Kappel)
57. ACT Training for Parents (Mark Dixon)
58. Speech Basics for Children with Autism: Strategies for the Classrooms and Home (Jaime Baker and Amy Foor)
59. Programming and Instruction for Generalization and Generativity (Amiris DiPuglia)

1st Choice __________  2nd Choice __________   3rd Choice __________
THURSDAY Breakout Session Choices

9:00 a.m.–noon
61. Legal Issues for Students with Autism Spectrum Disorder (Perry Zirkel)
62. Teaching Handwriting to Students with Autism (Amy McGinnis)
63. Teaching Verbal Conditional Discrimination: A Framework for Organizing Language Curricula to Establish Generalized Question-Answering in Children with Autism (Francesca degli Espinosa) – repeat
64. Motivating Operations and Reinforcers: Further Analysis of Effects and Interaction (Johnathan Ivy)
65. Getting Unstuck and On Target: Practical Solutions for Building Executive Function Skills (Laura Anthony and Lauren Kenworthy)
66. Friends and Fitness: Strong Friendships! Strong Bodies! (Tamara Kasper)
67. Organized Knowledge and Organized Life: How the Science of Behavior Analysis Provides the Philosophy and Technology to Provide the Most Effective Treatment for Individuals with Autism Spectrum Disorders (Tim Caldwell)
68. Using Evidence-Based Practice to Develop Speech and Language Skills (Debi Finarelli and Heather Forbes)
69. Pennsylvania's Systemic Improvement Plan to Increase School Completion Rates for Students with Disabilities (Tina Lawson and Shanna Bradfield)

1st Choice __________  2nd Choice __________   3rd Choice __________

1:15–2:15 p.m. (Note: All sessions repeat at the 2:30–3:30 p.m. session).
70. Programming for Research and Evidence-Based Social Skills (Kristen Powell, Maureen Cunningham, and Shelly Mallozzi)
71. Successful Implementation of ABA/VB Programming in a Secondary Classroom: The Challenges and Successes of Developing a "First Time" ABA/VB Classroom for Learners at the Secondary Level (Eileen Roberts and Sharon Kratzer)
72. Use of a Three-Tiered PBIS Model to Deliver Evidence-Based Services to Students with Autism (Todd Harris and Richard Allen)
73. Accessing Independent Leisure and Social Skills (Elizabeth Kemeny and Deborah Hutchins)
74. Teaching Secondary Students Job Skills (Lisa Stough and Lauren Kerns)
75. Practices to Promote Social Skills in School Settings (Exemplary Pennsylvania Educators)
76. Supporting Effective Academic Instructional Practices in School Settings (Tonya Artus)
77a. Natural Environment Training (Pam Salerno, Mike Houck, and Aja Weston)
77b. Autism at Work Pilot Program (Tanya Regli)

1st Choice __________  2nd Choice __________   3rd Choice __________

2:30–3:30 p.m.
78. Programming for Research and Evidence-Based Social Skills (Kristen Powell, Maureen Cunningham, and Shelly Mallozzi) – repeat
79. Successful Implementation of ABA/VB Programming in a Secondary Classroom: The Challenges and Successes of Developing a "First Time" ABA/VB Classroom for Learners at the Secondary Level (Eileen Roberts and Sharon Kratzer) – repeat
80. Use of a Three-Tiered PBIS Model to Deliver Evidence-Based Services to Students with Autism (Todd Harris and Richard Allen) – repeat
81. Accessing Independent Leisure and Social Skills (Elizabeth Kemeny and Deborah Hutchins) – repeat
82. Teaching Secondary Students Job Skills (Lisa Stough and Lauren Kerns) – repeat
83. Practices to Promote Social Skills in School Settings (Exemplary Pennsylvania Educators) – repeat
84. Supporting Effective Academic Instructional Practices in School Settings (Tonya Artus) – repeat
85. Natural Environment Training (Pam Salerno, Mike Houck, and Aja Weston) – repeat

1st Choice __________  2nd Choice __________   3rd Choice __________
REGISTRATION FEES

Pennsylvania education professionals: $175 for entire conference
Indicate day(s) of attendance: [ ] Monday [ ] Tuesday [ ] Wednesday [ ] Thursday
Name of Pennsylvania school district/Pennsylvania educational institution: _______________________________

Other Pennsylvania professionals: $225 for entire conference
Indicate day(s) of attendance: [ ] Monday [ ] Tuesday [ ] Wednesday [ ] Thursday

Out-of-state professionals: $250 for entire conference
Indicate day(s) of attendance: [ ] Monday [ ] Tuesday [ ] Wednesday [ ] Thursday

All professions: one-day fee: $100 (must choose one day only)
Indicate single day of attendance: [ ] Monday or [ ] Tuesday or [ ] Wednesday or [ ] Thursday

Pennsylvania parent (mother or father) requesting professional credits: $125 for entire conference
Indicate day(s) of attendance: [ ] Monday [ ] Tuesday [ ] Wednesday [ ] Thursday

Pennsylvania family members or adults living with ASD: $25 for entire conference
Indicate day(s) of attendance: [ ] Monday [ ] Tuesday [ ] Wednesday [ ] Thursday
Note: Participants are ineligible to receive professional credits at this fee. To receive professional credits, you must register at the Pennsylvania Parent (mother or father) requesting professional credits: $125 fee.

Non-Pennsylvania family members or adults living with ASD: $50 for entire conference
Indicate day(s) of attendance: [ ] Monday [ ] Tuesday [ ] Wednesday [ ] Thursday
Note: Participants are ineligible to receive professional credits at this fee. To receive professional credits, you must register at the out-of-state $250 professional's fee.

Pennsylvania student fee (must be a full-time student) $50 for entire conference
Note: Participants are ineligible to receive professional credits at this fee.
Indicate day(s) of attendance: [ ] Monday [ ] Tuesday [ ] Wednesday [ ] Thursday

Out-of-state student fee (must be a full-time student) $75 for entire conference (No CEU's)
Note: Participants are ineligible to receive professional credits at this fee.
Indicate day(s) of attendance: [ ] Monday [ ] Tuesday [ ] Wednesday [ ] Thursday

TOTAL DUE: $ _________________
An additional charge of $30 will be added to all walk-in registrations.

Act 48 Reporting
Pursuant to the Family Educational Rights and Privacy Act (FERPA) the information below is needed in order for Penn State to report your Act 48 hours to PDE. Please provide all information requested; hours will not be reported otherwise. A $50 administrative fee will apply for any information provided after the program is complete.

[ ] I authorize Penn State to report my Act 48 hours earned at this program to the Pennsylvania Department of Education.

*Social Security Number Date of birth (MM/DD/YYYY) 7-digit PDE Professional Personal ID Number

________________________     ________________________        ____________________________ _______
*Social Security Number           Date of birth (MM/DD/YYYY)    7-digit PDE Professional Personal ID Number

_____________________________________   ___________________________
Signature Today’s Date
PAYMENT

Your payment, in full, must accompany your registration form. The Pennsylvania State University's federal ID number is 24-6000376.

[ ] Enclosed is a check or money order for the amount indicated, signed and payable to The Pennsylvania State University.

[ ] Enclosed is a purchase order (made payable to The Pennsylvania State University) or letter of authorization from my employer or sponsoring organization.

[ ] IDCC — Penn State employees only to &NCR. Document # __________________
(A completed registration form is required to process your registration.)

[ ] Credit card: May be mailed or faxed.

☐ American Express ☐ MasterCard ☐ Visa ☐ Discover

________________________________________________
Cardholder's name (please print)

________________________________________________
Cardholder's signature

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Credit card no.            Exp date (mo/yr)
(Credit card charges cannot be processed without signature and expiration date.)

Before Mailing:
  • Complete all information, using your summer address only.
  • Indicate session choices, as described on the registration form.
  • Complete Act 48 Reporting information for those seeking Act 48 hours at this program.
  • Register at the appropriate fee. Note: Professional credits will not be awarded at family fee levels or at the student fee levels.
  • Registration form and payment due by Monday, July 20, 2015, to Penn State for advance registration.

SEND ALL REGISTRATION PAGES TO:
Conferences and Institutes Registration
The Pennsylvania State University
Box 410
State College PA 16804-0410
Fax: 814-863-2765