

INAUGURAL

AUTISM TEACHING & LEARNING INSTITUTE

FSU ANNE'S COLLEGE

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ACKNOWLEDGEMENTS

With Gratitude

The Inaugural FSU Autism Teaching & Learning Institute is proud to be a collaborative effort, made possible through the generous partnership and support of:

- Anne's College – Special Education Program
- Annie Bishop Hamrick Endowment
- FSU Center on Autism and Related Disabilities (CARD)
- Council for Exceptional Children Division on Autism and Developmental Disabilities (CEC-DADD)
- The Village - Florida Center for Reading Research (FCRR)

FULL-DAY OVERVIEW

Schedule at a Glance



Registration

8:00 AM

College of Medicine Atrium



Opening Session

8:30 – 9:15 AM

College of Medicine Auditorium



Lunch

11:40 – 12:40 PM

Seminole Cafe



Closing Reception

4:00 – 5:00 PM

Stone Building Atrium



PEERS®

Limited to Accepted Attendees

Room 3301 · Howorth



Sessions 1–5

Open Workshops

Stone Building



Session 1 · 9:30 – 10:30 AM



AUTISM FOUNDATIONS

What is Autism? (A1)

— Zenko · Room G158



INSTRUCTION: PLANNING & DESIGN

Identify & Prioritize Long- and Short-Term Goals (B1)

— Bowman · Room 3209



INSTRUCTION: DELIVERY & INTENSIFICATION

Intensive Intervention (Access Points Focus) (C1)

— Mims · Room 1203



SUPPORTING REGULATION & ENGAGEMENT

Positive Behavior Supports (D1)

— Fleury · Room G157



TRANSITION & POSTSECONDARY SUCCESS

Peer Supports (Secondary Focus) (F1)

— Gilley · Room G154



COLLABORATION & SYSTEMS OF SUPPORT

Family Collaboration (Secondary Focus) (G1)

— Stansberry Brusnahan · Room 3203

Schedule at a Glance



Session 2 • 10:40 – 11:40 AM



AUTISM FOUNDATIONS

What is Autism? (Repeat Session) (A2)

— Zenko · Room G158



INSTRUCTION: PLANNING & DESIGN

Systematically Design Instruction (Access Points Focus) (B2)

— Jimenez · Room 3209



INSTRUCTION: DELIVERY & INTENSIFICATION

Explicit Instruction (Secondary Focus) (C2)

— Cox · Room 1203



SUPPORTIVE LEARNING ENVIRONMENTS

Assistive & Instructional Technologies (E2)

— Shurr · Room G103



TRANSITION & POSTSECONDARY SUCCESS

ACT FASTT Toolkit (Postsecondary Focus) (F2)

— LaPoint · Room G154



COLLABORATION & SYSTEMS OF SUPPORT

Co-Teaching (G2)

— Bowman · Room 3203



Session 3 • 12:45 – 1:45 PM



AUTISM FOUNDATIONS

Misinformation About Autism (A3)

— Fleury · Room G158



INSTRUCTION: PLANNING & DESIGN

Adapt Curriculum Tasks & Materials (Access Points Focus) (B3)

— Mims · Room 3209



INSTRUCTION: DELIVERY & INTENSIFICATION

Explicit Instruction (Elementary Focus) (C3)

— Thompson · Room 1203



SUPPORTING REGULATION & ENGAGEMENT

Make Data-based Decisions (D3)

— Romig · Room G157



SUPPORTIVE LEARNING ENVIRONMENTS

Flexible Grouping (E3)

— McConomy · Room G103



TRANSITION & POSTSECONDARY SUCCESS

Promote Self-Determination (Secondary Focus) (F3)

— Gilley · Room G154



COLLABORATION & SYSTEMS OF SUPPORT

Collaborating with SLPs (G3)

— Williams · Room 3203

Schedule at a Glance



Session 4 • 1:55 – 2:55 PM



AUTISM FOUNDATIONS

Executive Functioning (A4)

— Zenko · Room G158



INSTRUCTION: PLANNING & DESIGN

Provide Scaffolded Supports (B4)

— Root · Room 3209



INSTRUCTION: DELIVERY & INTENSIFICATION

Cognitive & Metacognitive Strategies (C4)

— Cox · Room 1203



SUPPORTING REGULATION & ENGAGEMENT

Promote Active Student Engagement (Elementary Focus) (D4)

— Thompson · Room G157



SUPPORTIVE LEARNING ENVIRONMENTS

Create Supportive Learning Environments (Secondary Focus) (E4)

— McConomy · Room G103



COLLABORATION & SYSTEMS OF SUPPORT

Family Collaboration (PreK / Elementary Focus) (G4)

— Stone-McDonald · Room 3203



Session 5 • 3:05 – 4:05 PM



AUTISM FOUNDATIONS

Neurodiversity Perspectives (A5)

— Stone-McDonald · Room G158



INSTRUCTION: DELIVERY & INTENSIFICATION

Promote Maintenance & Generalization (C5)

— Denning · Room 1203



SUPPORTING REGULATION & ENGAGEMENT

Promote Active Student Engagement (Secondary Focus) (D5)

— Romig · Room G157



SUPPORTIVE LEARNING ENVIRONMENTS

Create Supportive Learning Environments (PreK / Elementary Focus) (E5)

— Thompson · Room G103



TRANSITION & POSTSECONDARY SUCCESS

Postsecondary Accommodations (Postsecondary Focus) (F5)

— LaPoint · Room G154



COLLABORATION & SYSTEMS OF SUPPORT

Collaborating with Paraeducators (G5)

— Stansberry Brusnahan · Room 3203

Continuing Education (CEU) Info

Credits available for each workshop. Participants must sign in for each session attended. Certificates and CEUs will be emailed within approximately 30 days.

ID	K-12	ASHA	BACB-L	BACB-E	ID	K-12	ASHA	BACB-L	BACB-E
A1	✓		–	–	D4	✓	✓	✓	–
A2	✓	✓	–	–	D5	✓	✓	✓	–
A3	✓	✓	–	✓	E2	✓	✓	–	–
A4	✓	✓	✓	–	E3	✓	✓	–	–
A5	✓	✓	✓	–	E4	✓	✓	✓	–
B1	✓	✓	–	–	E5	✓	✓	✓	–
B2	✓	✓	✓	–	F1	✓	✓	–	–
B3	✓	✓	✓	–	F2	✓	✓	–	–
B4	✓	✓	✓	–	F3	✓	✓	–	–
C1	✓	✓	✓	–	F5	✓	✓	–	–
C2	✓	✓	✓	–	G1	✓	✓	–	–
C3	✓	✓	✓	–	G2	✓	✓	–	–
C4	✓	✓	–	–	G3	✓	✓	–	–
C5	✓	✓	–	–	G5	✓	✓	–	–
D1	✓	✓	✓	–	G4	✓	✓	–	–
D3	✓	✓	✓	–	H	✓	✓	✓	–

MEET YOUR PRESENTERS · ALPHABETICAL BY LAST NAME

Presenter Directory

Bowman

B1 (p. 7), G2 (p. 9)

Cox

C2 (p. 8), C4 (p. 8)

Denning

C5 (p. 8)

Fleury

A3 (p. 7), D1 (p. 8)

Gilley

F1 (p. 9), F3 (p. 9)

Howorth

H (p. 10)

Jimenez

B2 (p. 7)

LaPoint

F2 (p. 9), F5 (p. 9)

McConomy

E3 (p. 8), E4 (p. 9)

Mims

B3 (p. 7), C1 (p. 7)

Romig

D3 (p. 8), D5 (p. 8)

Root

B4 (p. 7)

Shurr

E2 (p. 8)

Stansberry Brusnahan

G1 (p. 9), G4 (p. 10)

Stone-McDonald

A5 (p. 7), G5 (p. 9)

Thompson

C3 (p. 8), D4 (p. 8), E5 (p. 9)

Williams

G3 (p. 9)

Zenko

A1 (p. 7), A2 (p. 7), A4 (p. 7)

WORKSHOP SESSIONS

ID	Workshop	Abstract	Learning Objectives	CEUs
A1 Autism Foundations	What is Autism? 9:30 – 10:30 AM • Room G158 • Zenko	This foundational workshop introduces participants to the defining characteristics of autism and the wide range of ways autism may be expressed across individuals. Participants will explore current understandings of autism, common strengths and support needs, and factors that influence educational outcomes.	1. Describe characteristics 2. Recognize variability 3. Identify instructional implications	K-12 ASHA
A2 Autism Foundations	What is Autism? (Repeat Session) 10:40 – 11:40 AM • Room G158 • Zenko	A repeat of the foundational overview of autism, including defining characteristics, variability across individuals, and factors that influence educational outcomes. Emphasis is placed on applying this knowledge to create responsive, supportive learning environments.	1. Describe characteristics 2. Recognize variability 3. Identify instructional implications	K-12 ASHA
A3 Autism Foundations	Misinformation About Autism 12:45 – 1:45 PM • Room G158 • Fleury	Misinformation about autism can influence educational decisions, family experiences, and service delivery. This session examines common myths and unsupported claims about autism and explores strategies for evaluating information sources and distinguishing evidence-based practices.	1. Identify factors that allow misinformation to spread 2. Explain why evidence-based practices matter 3. Apply strategies to minimize the negative impact of misinformation	K-12 ASHA BACB-E
A4 Autism Foundations	Executive Functioning 1:55 – 2:55 PM • Room G158 • Zenko	Executive functioning skills support planning, organization, self-regulation, flexible thinking, and goal-directed behavior. This session examines common components of executive functioning and learn practical strategies to support organization and independence across educational settings.	1. Define executive functioning components 2. Identify executive functioning challenges in school settings 3. Apply executive functioning supports	K-12 ASHA BACB-L
A5 Autism Foundations	Neurodiversity Perspectives 3:05 – 4:05 PM • Room G158 • Stone-McDonald	The neurodiversity movement has transformed how educators, families, and communities think about autism and disability. This session explores neurodiversity as a framework for understanding neurological differences as natural forms of human variation rather than deficits to be fixed.	1. Apply a strengths-based lens 2. Describe neurodiversity principles 3. Reflect on implications	K-12 ASHA
B1 Instruction: Planning & Design	Identify & Prioritize Long- and Short-Term Goals <i>HLP 11</i> 9:30 – 10:30 AM • Room 3209 • Bowman	Effective instruction begins with clear, meaningful goals. This session explores how educators can identify, prioritize, and align long- and short-term goals using student data, standards, and individualized learning needs.	1. Differentiate long- versus short-term goals 2. Prioritize goals using data 3. Align goals with standards and IEPs	K-12 ASHA
B2 Instruction: Planning & Design	Systematically Design Instruction (Access Points Focus) <i>HLP 12</i> 10:40 – 11:40 AM • Room 3209 • Jimenez	Designing effective instruction requires intentional planning and alignment. Participants will learn how to use backward design principles to connect learning outcomes, assessment, and instructional activities.	1. Apply backward design 2. Align tasks to outcomes 3. Evaluate instructional coherence	K-12 ASHA BACB-L
B3 Instruction: Planning & Design	Adapt Curriculum Tasks & Materials (Access Points Focus) <i>HLP 13</i> 12:45 – 1:45 PM • Room 3209 • Mims	Students learn best when curriculum materials are accessible and appropriately challenging. This workshop focuses on adapting curriculum tasks and instructional materials to increase participation while preserving high expectations.	1. Modify tasks to reduce extraneous load 2. Adapt materials to learner needs 3. Evaluate impact on access	K-12 ASHA BACB-L
B4 Instruction: Planning & Design	Provide Scaffolded Supports <i>HLP 15</i> 1:55 – 2:55 PM • Room 3209 • Root	Scaffolds help learners successfully access new skills and content while building independence over time. Participants will examine types of instructional scaffolds and develop plans for systematically fading supports.	1. Identify scaffold types 2. Match scaffolds to needs 3. Plan for fading supports	K-12 ASHA BACB-L
C1 Instruction: Delivery & Intensification	Intensive Intervention (Access Points Focus) <i>HLP 20</i> 9:30 – 10:30 AM • Room 1203 • Mims	Some learners require instruction that is more individualized, systematic, and intensive. This session focuses on identifying when intensification is needed and using ongoing progress monitoring to evaluate effectiveness.	1. Identify need for intensification 2. Design individualized interventions 3. Monitor response to intervention	K-12 ASHA BACB-L

WORKSHOP SESSIONS

ID	Workshop	Abstract	Learning Objectives	CEUs
C2 Instruction: Delivery & Intensification	Explicit Instruction (Secondary Focus) <i>HLP 16</i> 10:40 – 11:40 AM • Room 1203 • Cox	Explicit instruction is one of the most effective instructional approaches for improving academic outcomes. This session focuses on applying its principles in secondary settings, including modeling, guided practice, and feedback.	1. Use explicit instruction components 2. Sequence instruction clearly 3. Use modeling and guided practice	K-12 ASHA BACB-L
C3 Instruction: Delivery & Intensification	Explicit Instruction (Elementary Focus) <i>HLP 16</i> 12:45 – 1:45 PM • Room 1203 • Thompson	This workshop introduces evidence-based components of explicit instruction for elementary learners, exploring strategies for delivering clear, systematic instruction that promotes engagement and skill acquisition.	1. Use explicit instruction components 2. Sequence instruction clearly 3. Use modeling and guided practice	K-12 ASHA BACB-L
C4 Instruction: Delivery & Intensification	Cognitive & Metacognitive Strategies <i>HLP 14</i> 1:55 – 2:55 PM • Room 1203 • Cox	Successful learners use strategies to plan, monitor, and evaluate their own learning. Participants will explore cognitive and metacognitive approaches that help students develop self-awareness and strategic problem-solving.	1. Model strategies 2. Teach self-monitoring 3. Embed strategies across content	K-12 ASHA
C5 Instruction: Delivery & Intensification	Promote Maintenance & Generalization <i>HLP 21</i> 3:05 – 4:05 PM • Room 1203 • Denning	Learning is only meaningful when skills are maintained and used across settings, people, and activities. This workshop focuses on planning for maintenance and generalization from the beginning of instruction.	1. Plan for maintenance 2. Design instruction to promote generalization 3. Use varied practice strategies	K-12 ASHA
D1 Supporting Regulation & Engagement	Positive Behavior Supports <i>HLP 11</i> 9:30-10:30 • Room G157 • Fleury	Positive behavior supports create environments that promote engagement, learning, and belonging. Participants will learn to design proactive supports and use data to evaluate outcomes.	1. Apply proactive strategies 2. Design function-based supports 3. Monitor behavior outcomes	K-12 ASHA BACB-L
D3 Supporting Regulation & Engagement	Make Data-based Decisions <i>HLP 4</i> 12:45 – 1:45 PM • Room G157 • Romig	Effective educational decisions require multiple forms of evidence. This workshop examines how educators can combine formal and informal data sources to better understand student needs and guide instructional planning.	1. Use formal and informal data 2. Identify patterns 3. Inform instruction with data	K-12 ASHA BACB-L
D4 Supporting Regulation & Engagement	Promote Active Student Engagement (Elementary Focus) <i>HLP 18</i> 1:55 – 2:55 PM • Room G157 • Thompson	Engagement is a critical predictor of learning. This session focuses on strategies for increasing active participation among elementary learners through opportunities to respond and meaningful interaction.	1. Increase opportunities to respond 2. Use developmentally appropriate strategies 3. Monitor engagement	K-12 ASHA BACB-L
D5 Supporting Regulation & Engagement	Promote Active Student Engagement (Secondary Focus) <i>HLP 18</i> 3:05 – 4:05 PM • Room G157 • Romig	Secondary learners benefit from instruction that promotes active participation, autonomy, and relevance. Participants will explore strategies for increasing engagement through choice and responsive instructional design.	1. Design meaningful opportunities to respond 2. Incorporate choice 3. Sustain engagement over time	K-12 ASHA BACB-L
E2 Supportive Learning Environments	Assistive & Instructional Technologies <i>HLP 19</i> 10:40 – 11:40 AM • Room G103 • Shurr	Technology can increase access, participation, communication, and independence for learners with diverse needs. This workshop examines how to identify appropriate technologies and match tools to student needs.	1. Identify appropriate technologies 2. Match tools to needs 3. Evaluate impact	K-12 ASHA
E3 Supportive Learning Environments	Flexible Grouping <i>HLP 17</i> 12:45 – 1:45 PM • Room G103 • McConomy	Flexible grouping allows educators to respond to diverse learning needs while promoting meaningful peer interactions. Participants will learn strategies for organizing and adjusting groups based on instructional goals.	1. Group strategically 2. Facilitate peer interaction 3. Adjust groups using data	K-12 ASHA
E4 Supportive Learning Environments	Create Supportive Learning Environments (Secondary Focus) <i>HLP 7</i> 1:55 – 2:55 PM • Room G103 • McConomy	Learning environments influence student behavior, engagement, and independence. This session focuses on creating secondary classrooms that promote self-management, predictability, and successful transitions.	1. Promote self-management 2. Maintain consistent expectations 3. Support transitions	K-12 ASHA BACB-L

WORKSHOP SESSIONS

ID	Workshop	Abstract	Learning Objectives	CEUs
E5 Supportive Learning Environments	Create Supportive Learning Environments (Elementary Focus) <i>HLP 7</i> 3:05 – 4:05 PM • Room G103 • Thompson	Learning environments play a critical role in supporting engagement and development. Participants will explore strategies for establishing routines and organizing physical spaces in elementary settings.	1. Establish routines 2. Organize space 3. Promote positive climate	K-12 ASHA BACB-L
F1 Transition & Postsecondary Success	Peer Supports 9:30-10:30 am • Room G154 • Gilley	Peer-mediated approaches can strengthen inclusion, engagement, relationships, and learning. Participants will explore strategies for designing peer support programs and training peer partners.	1. Incorporate peer-mediated instructional strategies 2. Train and support peer mentors 3. Analyze and strengthen peer programs using data	K-12 ASHA
F2 Transition & Postsecondary Success	ACT FASTT Toolkit (Postsecondary Focus) <i>Postsecondary focus (community & technical colleges, universities, adult education)</i> 10:40 – 11:40 AM • Room G154 • LaPoint	The ACT FASTT Toolkit provides practical resources for supporting transition planning and implementation. Participants will explore toolkit components and identify opportunities to strengthen transition-focused instruction.	1. Identify toolkit features 2. Apply strategies to instruction 3. Support implementation	K-12 ASHA
F3 Transition & Postsecondary Success	Promote Self-Determination (Secondary Focus) <i>HLP 14</i> 12:45 – 1:45 PM • Room G154 • Gilley	Independence is a critical predictor of long-term quality of life and postschool outcomes. This workshop focuses on embedding self-determination and independence-building opportunities throughout instruction.	1. Embed self-determination instruction 2. Facilitate decision-making and problem-solving 3. Design authentic learning experiences	K-12 ASHA
F5 Transition & Postsecondary Success	Postsecondary Accommodations <i>Postsecondary focus (community & technical colleges, universities, adult education)</i> 3:05 – 4:05 PM • Room G154 • LaPoint	Preparing students for postsecondary success requires intentional planning and self-advocacy development. This session examines accommodations, legal considerations, and strategies for supporting the transition to higher education.	1. Evaluate accommodation effectiveness 2. Align accommodations with student needs 3. Promote self-advocacy	K-12 ASHA
G1 Collaboration & Systems of Support	Family Collaboration (Secondary Focus) <i>HLP 3</i> 9:30 – 10:30 AM • Room 3203 • Stansberry Brusnahan	Strong partnerships with families improve educational outcomes and transition success. This session focuses on communication strategies and approaches for building authentic partnerships with families of secondary students.	1. Build communication 2. Engage families in decisions 3. Connect families to resources	K-12 ASHA
G2 Collaboration & Systems of Support	Co-Teaching <i>HLP 1</i> 10:40 – 11:40 AM • Room 3203 • Bowman	Effective co-teaching requires shared responsibility, communication, and instructional planning. Participants will examine common co-teaching models and identify approaches for maximizing the strengths of both educators.	1. Identify co-teaching models 2. Plan collaboratively 3. Evaluate effectiveness	K-12 ASHA
G3 Collaboration & Systems of Support	Collaborating with SLPs <i>HLP 1</i> 12:45 – 1:45 PM • Room 3203 • Williams	Collaboration between educators and speech-language pathologists is essential for supporting communication and learning. This session explores strategies for aligning goals and coordinating services.	1. Align goals 2. Coordinate services 3. Share data	K-12 ASHA
G4 Collaboration & Systems of Support	Family Collaboration (PreK / Elementary Focus) <i>HLP 3</i> 1:55 – 2:55 PM • Room 3203 • Stone-McDonald	Family-school partnerships established during the elementary years can have lasting impacts on student outcomes. Participants will explore strategies for building trust and engaging families in decision-making.	1. Build communication 2. Engage families in decisions 3. Connect families to resources	K-12 ASHA
G5 Collaboration & Systems of Support	Collaborating with Paraeducators <i>HLP 1</i> 3:05 – 4:05 PM • Room 3203 • Stansberry Brusnahan	Paraeducators play an important role in supporting student learning and participation. Participants will examine effective paraeducator roles, communication and feedback strategies, and approaches for promoting independence.	1. Define roles 2. Provide feedback 3. Promote independence	K-12 ASHA
H PEERS®	PEERS® for School-Based Professionals All Day • Room 3301 • Howorth	PEERS® is an evidence-based social skills intervention designed to improve social competence and relationship development for adolescents and young adults. This full-day workshop introduces the core methodology of the PEERS program, including teaching social skills, coaching learners in authentic contexts, and monitoring progress over time.	1. Implement core methodology 2. Coach essential social skills 3. Manage and track progress	K-12 ASHA BACB-L