

14TH ANNUAL

autism summer institute

Express Yourself: Supporting Communication through the Arts, Advocacy, and Education

August 6-8, 2012 | Grappone Conference Center, Concord, NH

CONFERENCE GUIDE

Available in alternative formats upon request.

ASAN
AUTISTIC SELF ADVOCACY NETWORK

INSTITUTE ON COMMUNICATION AND INCLUSION
at Syracuse University

NCIE National Center on Inclusive Education
At the Institute on Disability, University of New Hampshire

WELCOME!

If you are a first time participant at the Autism Summer Institute (ASI) or have been joining us for the past fourteen years, we are certain that this year's theme ***Express Yourself: Supporting Communication through the Arts, Advocacy, and Education*** will inspire and provide you with new and practical strategies to take back and incorporate into your everyday lives.

This year, we are especially excited about:

1. Our partnership with the Institute on Communication and Inclusion (ICI) at Syracuse University and two new strands: one focusing on supported typing and building communication skills, and the other on strategies to explore supported typing as a method of communication access.
2. Our partnership with the Autism Self Advocacy Network to offer the latest and greatest in autistic youth self-advocacy.
3. Celebrating our partnerships with an early evening reception and art show on Monday at 4:30pm and films on Monday and Tuesday at 7pm.
4. A myriad of sponsors and partners who have generously supported us in our efforts to maintain affordable costs and expand our outreach—be sure to check them out!

In addition to our external sponsors, please visit the IOD Bookstore, the leading resource for products that support community inclusion and individual excellence. The IOD Bookstore will feature products including materials that have been produced or recommended by the Institute on Disability.

Every day, you will have the opportunity to participate in keynote presentations, breakout sessions, and hands-on workshops led by top trainers. You will hear from researchers, practitioners, family members, and self-advocates from all over the United States and the world. We hope that by learning with and through each other, this conference will advance the message of self-expression, communication rights, and school and community inclusion for all.

Thank you for traveling to Concord, New Hampshire for this three-day conference. We hope this institute is filled with opportunities for learning and exploration, but also for building community and a sense of common purpose. All voices are valid and valuable and all must be heard.

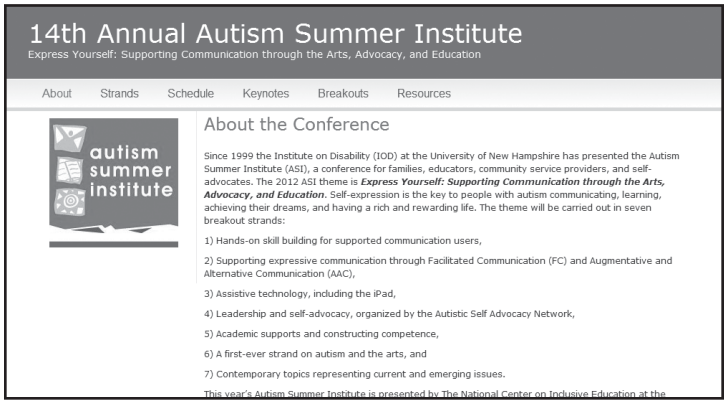
Sincerely,

Mary, Christy, Cheryl, Ari, Michael, Laurie, Sarah, Matt, Cat, Nikki, and Jill
The Autism Summer Institute Planning Committee

VISIT THE 2012 CONFERENCE WEBSITE

Missing a handout? Want to learn more about our speakers? Visit the Autism Summer Institute online! ***http://iod.unh.edu/asi2012***

All ASI presentations and handouts are available online. Print the handouts you need or view the materials online. Also, detailed daily agendas, keynote and breakout speaker profiles, breakout strand sessions descriptions, and other resources are posted.



IN THIS CONFERENCE GUIDE

Conference Description & Who's Who at the Autism Summer Institute 2

Conference Visual Schedules 3

Monday, August 6 3

Tuesday, August 7 4

Wednesday, August 8 5

Best Practices in Communication Supports 6

Keynote Presentations & Presenters 10

Breakout Strand Descriptions 12

Breakout Session Schedule & Descriptions 13

Session #1: Monday, August 6 | 10:30am 13

Session #2: Monday, August 6 | 2:45pm 14

Session #3: Tuesday, August 7 | 10:30am 15

Session #4: Tuesday, August 7 | 1:15pm 16

Session #5: Tuesday, August 7 | 2:45pm 17

Session #6: Wednesday, August 8 | 10:30am 18

Session #7: Wednesday, August 8 | 1:15pm 19

Evening Activities & Facebook 20

Conference Area Floor Plan 21

Exhibitors 22

Area Dining Guide 23

Thank Yous 24

IOD & ICI Trainings 25

A NOTE ON LANGUAGE

The ASI respects both people-first and identity-first language.

People-first language seeks to eliminate dehumanization of people with disabilities. It helps those who don't live with a disability recognize people with disabilities as individuals with personalities and identities that are not defined by their disability. Saying "children with autism," for example, acknowledges that autism is an important, but not the only, part of a child's identity.

The international autistic self-advocacy community strongly prefers the use of identity-first language (e.g., autistic people) over people-first language to describe autistic individuals. This preference reflects acknowledgement of autism as an integral facet of neurologically diverse personhood for people who experience it and the importance and pride of one's ability to identify with a shared autistic culture.

DESCRIPTION & WHO'S WHO AT ASI

Since 1999, the UNH Institute on Disability (IOD) has presented the Autism Summer Institute (ASI), a conference for families, educators, community service providers, and self-advocates. The 2012 ASI theme is ***Express Yourself: Supporting Communication through the Arts, Advocacy, and Education.*** Self-expression is the key to people with autism communicating, learning, achieving their dreams, and having a rich and rewarding life. The theme will be carried out in seven breakout strands:

1. Hands-on skill building for supported communication users
2. Supporting expressive communication through facilitated communication (FC) and augmentative and alternative communication (AAC)
3. Assistive technology, including the iPad
4. Leadership and self-advocacy, organized by the Autistic Self Advocacy Network
5. Academic supports and constructing competence in inclusive classrooms
6. A first-ever strand on autism and the arts
7. Contemporary topics representing current and emerging issues

This year's ASI is presented by the National Center on Inclusive Education at the IOD and the Institute on Communication and Inclusion at Syracuse University in collaboration with the Autistic Self Advocacy Network.



Mary Schuh
Institute on Disability, Director of Consumer Affairs and Development

Questions about keynotes, strand content, and ASI partnerships



Ari Ne'eman
Autistic Self Advocacy Network, President

Questions about Strand B



Cat Jones
Institute on Disability, Events Coordinator

Questions about all conference related items



Nikki Guntz
Institute on Disability, Communications & Marketing Assistant



Matt Gianino
Institute on Disability, Director of Communications



Christy Ashby
Institute on Community and Inclusion, Director

Questions about Strands A and F



Sarah O'Rourke
Institute on Disability, Autism Summer Institute Coordinator

Questions about all conference related items



Jill Varney
Institute on Disability, Bookstore Coordinator

Questions about available publications



Casey Eyring
Institute on Disability, Information Technology Specialist

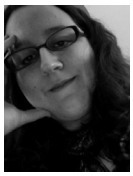
SCHEDULE: MONDAY, AUGUST 6

8:00am – 8:30am		**Registration & Continental Breakfast**
8:30am – 8:45am		**Welcome & Announcements**
8:45am – 10:15am		**Keynote Presentation:** *The Artism of Autism* Judy Endow, author, artist, and self-advocate
10:15am – 10:30am		**Break**
10:30am – 11:45am		**Strands: Session #1** See breakout schedule for more details
11:45am – 1:15pm		**Lunch**
1:15pm – 2:30pm		**Keynote Presentation:** *Tell Them I Am Smart!: Voice, Inclusion, and the Construction of Competence* Christy Ashby, Syracuse University
2:30pm – 2:45pm		**Break**
2:45pm – 4:00pm		**Strands: Session #2** See breakout schedule for more details
4:00pm		**Adjourn for the day**
4:30pm – 6:30pm		**Conference Reception and Art Show**
7:00pm		**Film Screening:** *Wretches & Jabberers* Join the cast for a post-film discussion

SCHEDULE: TUESDAY, AUGUST 7

8:00am – 8:30am		**Registration & Continental Breakfast**
8:30am – 8:45am		**Welcome & Announcements**
8:45am – 10:15am		**Keynote Presentation:** *Not So Fringe After All: Supported Typing as a Part of AAC* Michael McSheehan, University of New Hampshire
10:15am – 10:30am		**Break**
10:30am – 11:45am		**Strands: Session #3** See breakout schedule for more details
11:45am – 1:15pm		**Lunch**
1:15pm – 2:30pm		**Strands: Session #4** See breakout schedule for more details
2:30pm – 2:45pm		**Break**
2:45pm – 4:00pm		**Strands: Session #5** See breakout schedule for more details
4:00pm		**Adjourn for the day**
7:00pm		**Film Screening:** *Who Cares About Kelsey? Mini-Films* Join filmmaker Dan Habib for a post-film discussion

SCHEDULE: WEDNESDAY, AUGUST 8

8:00am – 8:30am		**Registration & Continental Breakfast**
8:30am – 8:45am		**Welcome & Announcements**
8:45am – 10:15am		**Keynote Presentation:** *The Loud Hands Project: Autistic Culture, Community, and Resilience* Julia Bascom, Autistic Self Advocacy Network
10:15am – 10:30am		**Break**
10:30am – 11:45am		**Strands: Session #6** See breakout schedule for more details
11:45am – 1:15pm		**Lunch**
1:15pm – 2:30pm		**Strands: Session #7** See breakout schedule for more details
2:30pm – 2:45pm		**Break**
2:45pm – 3:45pm	 	**Keynote Presentation:** *Planting the Seeds for Artistic and Political Expression through Communication* Larry Bissonnette, artist and self-advocate; Tracy Thresher, self-advocate
3:45pm – 4:00pm		**ASI Wrap-Up & Raffle**
4:00pm		**Institute Adjourns**

BEST PRACTICES IN COMMUNICATION SUPPORT



During the course of this conference, as at all times, please remember to utilize and promote the standards of best practice in communication support and encourage others to do the same. In particular, support for looking at the keyboard and fading physical support both should happen at all times in order to foster an individual's control of his or her communication.

ATTITUDE

When working to support a person to learn to point to communicate, it is central to focus on approaching the facilitated communication (FC) user as an equal. Be sure to interact with the FC user just as you would a person without a disability.

Citizenship and the Presumption of Competence
Facilitators should practice the following:

- Never talk down or use a childish or unusually loud voice when speaking to someone. Talk to the FC user as you would a person without a disability.
- Be careful to use language, materials, and topics that are age-appropriate and that represent interests of people without disabilities of the same age group.
- Presume competence! Remember that people who struggle to communicate cannot always show what they know or are thinking. It is vital that you assume that the person is a complex, thinking, feeling equal and then go about working to teach the person with a disability to be able to communicate his or her thoughts.

Empowering the Facilitated Communication User
The goal of facilitated communication is to allow FC users to use language to accomplish all of the typical communication functions that are useful in daily life. To do this, FC users need to be provided with opportunities to be heard. Facilitators should ask themselves:

- "Am I determining the pace or am I allowing the FC user to determine the pace?"
- "Am I getting a third person's attention or am I teaching the FC user how to do that?"
- "Am I determining who reads or hears what the FC user has typed, or am I letting the FC user determine who receives his or her communication?"

PRACTICE

Elements of FC Training: Physical Support
Physical support may include the following:

- Assistance in isolating the index finger (only until he/she can do this himself/herself)
- Stabilizing the arm to overcome tremor
- Backward resistance on the arm to slow the pace of pointing or to overcome impulsiveness
- Facilitator resetting the FC user to the neutral position (pulling the FC user's arm back to the center of the board)

- A touch of the forearm, elbow, or shoulder to help the person initiate typing, or pulling back on the arm or wrist to help the person not strike a target repetitively
- Support to maintain good posture and body position while typing
- Coaching to ensure that the FC user slows his/her movement to develop a controlled rhythm to typing
- Coaching so that the FC user continues to look at the board
- Reading each letter as typed: this helps the FC user to know that his/her message is understood and also assists in providing a rhythm for typing
- Reminders to use correction strategies, especially delete and back space
- Teaching strategies to correct errors: the FC user should be given the confidence (through encouragement) to correct his or her communication partners' (e.g., facilitators') errors if he/she miscalls letters
- Checking with the FC user both during the writing of the message and once the message is complete to ensure accuracy

The FC user and facilitator should practice and achieve an independent yes/no response as quickly as possible

Elements of FC Training: Emotional Support
Emotional support involves providing encouragement, but not direction, as the person points to communicate. In the role of providing emotional support, the facilitator acts like a coach. When providing support the facilitator might say:

- Keep going…
- You can do it!
- Tell me more.
- Do you have more to say?
- What's next?
- You're doing great!
- I know this is difficult, keep trying.



It is important to let the FC user know that you understand that this is difficult, but that you also know they can achieve this goal.

Elements of FC Training: Communicative Support
Various forms of prompts and cues are used to assist the FC user to stay focused in the communication interaction, to provide feedback to the FC user on the content of his or her message, and to assist the FC user in clarifying unclear messages. Again, in providing communicative support, the facilitator is taking on the role of a coach. When providing communicative support, the facilitator is helping the FC user to focus his or her attention and complete the message.

Strategies for providing communicative support:

- Make a schedule outlining the typing session
- Make sure the content is interesting and meaningful
- Decide ahead of time, with the FC user, about topic and content
- Use set work as a warm-up to get started

When providing communicative support, the facilitator might say:

- Here is what you typed so far; what is next?
- Do you have more to say?
- Do you need to correct that?
- Let's finish this thought first.
- Keep going.
- We were talking about, ____ you can finish.



STRUCTURE

Total Communication Approach
Facilitated communication training is not meant to replace established, effective strategies currently being used by a person; rather, it is meant to provide a means whereby that person can expand current strategies and develop a more comprehensive means of expression.

Many people who type to communicate also use the following communication strategies:

- Sign language
- Prepared communication boards with pictures or words or a combination of both
- Speech
- Communication devices with pre-recorded messages or choices

Collaborative Team Approach
FC users must have the support of a team of people committed to continued successful use of the method. This team may include family members, teachers, therapists, and friends. Support and commitment from an FC user's team is critical to long-term success with augmentative and alternative communication (AAC) and FC training. In order to be empowered and personally invested in any communication evaluation, planning, and teaching/learning, the FC user must always be included and involved in decisions which relate to the following:

- The types and levels of support that person needs for successful communication
- Activities, therapy, and training to be undertaken
- Communication aids and devices to be used
- Plans for dealing with specific concerns

Assessment
In order for FC training to be considered and successfully implemented, two things must occur: an individual needs to be identified as a candidate, and those who support that individual need to show commitment to the training process. Both of these elements begin with the assessment. In determining the benefit of FC training for an individual, the following should be considered:

- Current communication strategies
- Current and past use of AAC strategies
- Independent pointing skills
- History and current description of movement problems
- Current and past use of support strategies across the person's range of social contexts

Independence
A primary long-term goal of FC training is independent communication. This involves:

- Being able to access communication aids without physical support
- Being able to initiate the process of communication with others
- Exercising control over the content of one's communication

The fading of physical support should begin at the outset of the training process, with both facilitators and FC users working toward this goal. There should be regular training sessions focused specifically on independence, which may involve going back to set work and trying some routine responses and exercises without support. Always provide the support needed for open communication during this process, but continue with the set work exercises while the FC user is working on typing without physical touch.

Multiple Facilitators
Facilitated communication training must involve ongoing, active widening of the number of people prepared to support an individual's communication for the following reasons:

- To reduce dependence on a particular facilitator
- To increase independent communication
- For there to be sufficient examples of valid and authentic communication to document in a portfolio

Facilitation with an inexperienced facilitator, or with one who has not worked previously with a particular FC user, is likely to be more challenging and frustrating than facilitation with someone with whom the FC user has an ongoing relationship. Therefore, the contact time of facilitators should be arranged so that experienced facilitators are positioned to support the development of expertise and comfort within the new dyad. Inexperienced facilitators should not be expected to provide support beyond their skill level (e.g., in test situations).

Kasa, C. (2008). Adapted from the ICI training standards (ICI, Syracuse University, 2000).

The Artism of Autism



Keynote Presenter: Judy Endow
Date: Monday, August 6 | **Time:** 8:45am –10:15am

Early diagnosis and intervention leads to best outcomes. However, a diagnosis does not tell about or define the humanity of an individual with autism. This presentation matches diagnostic criteria with aspects of individual artists with ASD, showing how that diagnostic trait was an asset to their artistic creation, reminding us all not to allow the deficit-based diagnostic criteria define the humanity of people with ASD. Judy's DVD *The Power of Words: How we talk about people with ASD matters!* will be screened.

About the Presenter: Judy Endow is an author and international speaker on a variety of autism-related topics, is part of the Wisconsin DPI Statewide Autism Training Team, and is a board member of both the Autism Society of America: Wisconsin Chapter and the Autism National Committee. Judy maintains a private practice in Madison, WI, providing consultation for families, school districts, and other agencies. Besides having autism herself, she is the parent of three grown sons, one of whom is on the autism spectrum. In her spare time, Judy enjoys expressing her thoughts and ideas by creating one-of-a-kind hand-built pottery sculptures and painting.

"Tell Them I Am Smart!": Voice, Inclusion, and the Construction of Competence



Keynote Presenter: Christy Ashby
Date: Monday, August 6 | **Time:** 1:15pm – 2:30pm

Inclusive classrooms should be sites of radical possibility. In the past, many educators have viewed competence and potential as something that students either have or do not have. This session challenges all of us to consider the role we have in constructing competence for all students. Christy will share a framework for education that is grounded in the voices of individuals with autism, and that presumes competence and promotes participation by all.

About the Presenter: Christy Ashby is an Assistant Professor in the Teaching and Leadership Department of the School of Education at Syracuse University and the Director of the Institute on Communication and Inclusion. Her teaching and research focuses on inclusive education broadly, with specific emphasis on supports for students with labels of autism and other developmental disabilities, facilitated communication, disability studies, and inclusive school reform. Dr. Ashby's research has been published in journals including the *International Journal of Inclusive Education, Disability and Society, Teacher Education and Special Education, Disability Studies Quarterly,* and *Intellectual and Developmental Disability*.

Not So Fringe After All: Supported Typing as a Part of AAC



Keynote Presenter: Michael McSheehan
Date: Tuesday, August 7 | **Time:** 8:45am – 10:15am

This keynote will provide participants with a framework for examining supported typing as one strategy within the field of augmentative and alternative communication (AAC). It will compare and contrast practices of supported typing with 20 years of research and accepted practices in communication for students with autism and related disabilities.

About the Presenter: Michael McSheehan, a project director with the Institute on Disability and Clinical Assistant Professor of Communication Sciences and Disorders, has been affiliated with the Institute on Disability since 1993. Michael works on a variety of state and federally-funded initiatives to advance research, policy, and practice in inclusive education, alternate assessment, augmentative and alternative communication (AAC), autism spectrum disorders, collaborative teaming, and Response to Intervention

(RtI). He brings exceptional skills in working with teams to solve challenging problems within school-wide improvement and reform efforts.

The Loud Hands Project: Autistic Culture, Community, and Resilience

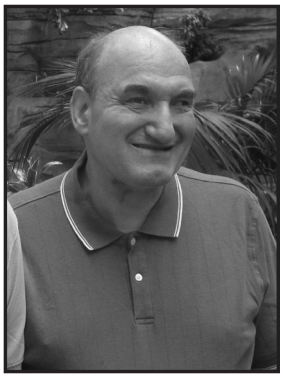


Keynote Presenter: Julia Bascom
Date: Wednesday, August 8 | **Time:** 8:45am – 10:15am

The Loud Hands Project (LHP) is a transmedia publishing and creative effort by the Autistic Self Advocacy Network, spearheaded by Julia Bascom. This presentation will discuss the genesis and meaning of LHP, show film and conduct readings from its work, and talk about the impact of autistic community and culture on youth and adults on the autism spectrum. LHP's first project is the anthology *Loud Hands: Autistic People, Speaking*, featuring submissions by autistic authors speaking about neurodiversity, autistic pride and culture, disability rights and resistance, and resilience (known collectively by the community as *having loud hands*).

About the Presenter: Julia Bascom is an autistic woman, writer, and self-advocate. She writes about autistic identity and community, neuropoetics, disability rights and disability theory, special education, and autistic rights and autism acceptance. Julia is developing a number of projects which explore a variety of topics, including the silencing and erasing of autistic voices, bullying and abuse, independent living supports, and accessible sex education. She has presented as an ASAN member on autistic culture, participates on her state Developmental Disabilities Council, and is the founder and project organizer for The Loud Hands Project. Her website is juststimming.wordpress.com.

Planting the Seeds for Artistic and Political Expression through Communication



Keynote Presenters: Larry Bissonnette and Tracy Thresher
Date: Wednesday, August 8 | **Time:** 2:45pm – 3:45pm

Tracy Thresher and Larry Bissonnette will discuss the role of spontaneous communication in the development of personal creative expression and self-advocacy. They will share their experiences of how communication opened these doors for them. They will also share examples of their writings to illustrate the power of creative written expression.

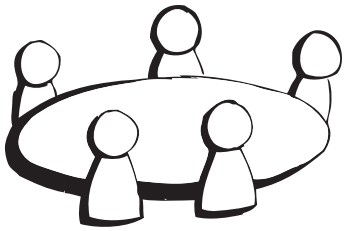


About the Presenters: Larry Bissonnette is an artist who lives in Milton, VT. He has been drawing and painting since he was a young child. In 1991, Bissonnette learned to communicate through typing and began combining words with his art to express his thoughts and ideas. Over the past 15 years, he has been a featured presenter at many educational conferences and has written and spoken on the topics of autism, communication and art. He is both the subject and writer of an award-winning film about his life called *My Classic Life as an Artist: A Portrait of Larry Bissonnette* (2005) and has most recently been featured in the documentary *Wretches and Jabberers* (2010). His artwork is in the permanent collection of the Muse de L'Art Brut, Lausanne, Switzerland, and in many private collections. His work was most recently featured in the Hobart and William Smith Disability and the Arts Festival in April 2010.

Tracy Thresher is an advocate for people with disabilities. He lives and works in Vermont. He began typing to communicate in 1990 and was one of the first individuals with autism at Washington County Mental Health Services (a community-based service provider) to be introduced to it. Tracy has presented at local, statewide, and national workshops and conferences. He has consulted with local schools, is a member of the Vermont Statewide Standing Committee, and has worked for the Green Mountain Self-Advocates in Montpelier, Vermont. In Vermont, he mentors teenagers and adults. Most recently, Tracy has consulted at Syracuse University as a lead trainer.

BREAKOUT STRAND DESCRIPTIONS

Workshop sessions at the ASI are organized into six strands with an additional strand reserved for facilitated communication (FC) skill building. Conference participants may attend sessions in one strand or may "mix and match" sessions from the six strands according to their interests.



A Supporting Expression Through Typing
Too many individuals without effective verbal speech are assumed incapable of contributing meaningfully to the world around them or are only afforded limited access to communication systems. Supported typing or facilitated communication training has been an effective way for some individuals with autism to express their *own* ideas. Sessions in this strand explore supported typing as a method of communication access, but also push participants to think *beyond access* to meaningful participation and greater independence.

B Self-Advocacy: A Movement Whose Time Has Come
Over the last several decades, the disability rights movement has achieved much. Yet, despite this, assumptions and stereotypes still govern much of society's understanding of disability, including within the realms of service provision and policy. The self-advocacy movement aims to change this through the efforts of disabled people speaking for themselves, rather than parents and professionals speaking on their behalf. This strand—aimed at high school and college-age youth, as well as adults on the autism spectrum and allies—explores the many educational, societal, and legal barriers autistic individuals encounter and offers conceptual, practical, and material suggestions for effective self-advocacy and local activism. Each session will be facilitated by autistic self-advocates.

C Self-Expression through Literacy: Academic Supports that Construct Competence
All students with ASD can express themselves through literacy when educators presume students' competence, students are members of inclusive classrooms, and students receive high quality literacy instruction and supports. This strand will lay the foundation for a common vision of high expectations and help participants to develop individualized literacy profiles for students. Sessions will describe and model strategies for building students' vocabularies, capitalizing on their interests and fascinations, helping them plan what they want to write, and accommodating fine motor difficulties through the use of "alternate pencils." The final session will show how these beliefs and strategies come together in a school improvement model, using a powerful student example.

D Art as Self-Expression
From music to museums, from dance to films, the creation of and access to art allows individuals to express themselves in a way that influences and affects the senses, emotions, and intellect. This strand will provide participants with access to art and the artists who created it in order to gain a deeper understanding of the role of art in the promotion of self-expression and advocacy.

E Opening Doors to Expression with Assistive Technology
Thousands of assistive technology (AT) devices and accommodations can enable individuals to fully express themselves. This strand will explore the use of the iPad and other technologies for home, school, work, and play.

F Skill Building Sessions for Facilitated Communication (FC) Users
This unique training opportunity will allow interested FC users and facilitators to attend hands-on workshop sessions with skilled trainers based on current skill level. **Pre-registration was required.** Those who registered for this strand will receive a separate agenda detailing which sessions/times they are scheduled to attend. If you are interested in this strand or have questions about this strand please see Christy Ashby.

G Contemporary Topics
This strand features free-standing workshops on topics representing current and emerging issues related to supporting children and adults with ASD to express themselves and to fully participate in their schools and communities.

Session #1 – Monday, August 6 | 10:30am

A1 Introduction to Facilitated Communication Training: Learning the Basics

Presenters: Larry Bissonnette, Tracy Thresher, Pascal Cheng, and Harvey Lavoy | **Room:** Concord Room

This session will provide participants with a general overview of facilitated communication (FC), a method of augmentative and alternative communication used by people who have limited speaking abilities and experience difficulty with reliable, independent pointing. Topics covered will include basic elements of the FC technique, determining candidacy for FC, the training process for facilitators, and a review of current research and best practices. Examples and demonstrations will be given on the use of FC with both school age individuals and adults.

B1 Building Autistic Community: What Autistic Culture Can Mean To You

Presenters: Emily Titon, Melanie Yergeau, and Julia Bascom | **Room:** Merrimack Room

This session will discuss the value of autistic culture and community and talk about how participants can work to build a stronger community of autistic adults and youth in their local communities and campuses. Presenters will discuss how autistic community can help send a message to youth and adults on the spectrum of not being alone, increasing quality of life, social inclusion, and other important aspects of belonging.

C1 Yes, We Do Mean ALL Kids: A Construction of Competence Framework for Inclusive Literacy

Presenters: Christy Ashby and Jamie Burke | **Room:** Pierce Room

Too often, students with autism are denied access to rich, meaningful literacy instruction based on narrow assumptions about competence and potential, and outmoded ideas about how students with autism become literate. This session will present principles and guidelines for quality literacy instruction for a diverse population that includes students on the autism spectrum. Specific topics include creating contexts for competence, recognizing multiple forms of literacy, developing holistic approaches, and building on students' strengths and interests, all grounded in the context of general education.

D1 Communicating through Arts

Presenter: Segun Olorunfemi | **Room:** Webster Room

Communication has been described by the dictionary as the exchange of information, news, ideas, or opinions. Communication takes place when a message has been transmitted from one person to another, with both people understanding the message in approximately the same way. Communicating through the arts creates opportunities for people with challenges to adequately express themselves. Hence, arts inclusion in education as early as possible will develop ability to express one's self effectively later in life.

E1 iPad Adaptations and Accessories

Presenter: Therese Willkomm | **Room:** Constitution Room

Participants will learn over 50 different accessories and ways to adapt an iPad for individuals with disabilities. This workshop will discuss and demonstrate how to: make various iPad stands for a desk, table, bed, or wheelchair; protect and carry the iPad; make tactile overlays; adapt a stylus; and 20 different accessories available for the iPad.

G1 Learning the Hidden Curriculum

Presenter: Judy Endow | **Room:** Plenary Room (Salon A and B)

Drawing from her personal experiences, Judy Endow, author of the *2010 and 2011 Hidden Curriculum Calendars*, will share how she has learned to more successfully maneuver social interactions by learning the hidden curriculum. Judy presents a framework for developing the ability to more quickly assess a situation and take steps to avoid making social blunders BEFORE they have been committed. The framework enables readers to learn to create their own social "rules" and, as a result, live freer, more successful lives. This presentation is based on Judy's newest book *Learning the Hidden Curriculum: The Odyssey of One Autistic Adult*.

Session #2 – Monday, August 6 | 2:45pm

A2 Research in Facilitated Communication: Shifting from "If" to "How"

Presenters: Fernanda Orsati, Eun Young Jung, and Casey Reutemann | **Room:** Concord Room

This presentation will give an overview of the research on facilitated communication from the 1990s through the present. It will critically analyze how FC research has started to move from a proof or "if" paradigm to an explicating or "how it works" model of inquiry. The presenters will describe what has been done and the current projects being conducted and published around the United States and internationally.

B2 What Do We Want? Systems Change! When Do We Want It? Now!

Presenter: Ari Ne'eman | **Room:** Merrimack Room

This session will focus on the tools of the trade for advocacy and activism. Drawing upon ASAN's experience in the field, participants on the autism spectrum will be educated about the systems change process and what individual activists can do to contribute to it. Focus will be given to both campus and off-campus environments, with a particular emphasis on resources and lessons learned from the creation of ASAN's *Empowering Disabled Leaders Handbook*, produced with support from the Daniel Jordan Fiddle Foundation.

C2 Facilitating Membership, Relationships, Participation, and Learning for Students with Autism in the General Education Classroom: Beyond "Inclusion 101"

Presenter: Cheryl Jorgensen | **Room:** Pierce Room

How do teachers establish a classroom community in which all students, including those with autism, are welcomed as valued members? What should we do and not do in order to promote students' authentic social relationships? What teaching practices support students to be active learners within general education instruction? How do we reflect presumed competence in our classrooms every day? This session will set the stage for the rest of the breakouts in this strand by describing what an inclusive classroom really looks like. Examples from elementary, middle, and high school will be shared using student stories and video clips.

D2 The Arts in My Life: Learning Social Skills and Finding a Life before Diagnosis

Presenter: CarolAnn Edscorn | **Room:** Webster Room

Throughout CarolAnn's youth she asked herself, "What do people want from me? How do I learn to understand them? How can they understand ME?" Watching from a place deep inside, she asked these questions, watched people, and found answers to help build a bridge from her rich inner worlds to friendships "on planet Earth," through participation in writing, theater, music, and painting.

E2 iPad Applications for AAC 101

Presenter: Therese Willkomm | **Room:** Constitution Room

Currently there are over 140 apps for communication differences. As a group we will explore many of these apps and play with them together. Learn for yourself which ones you think are easy to use for your own needs. Remember, this is AAC apps 101 so we will not be teaching how to customize or program any of these apps. This session will also discuss and demonstrate four amazing resources for selecting the best AAC apps to meet your needs.

G2 Practical Sensory Solutions to Stabilize Students with Classic Autism

Presenter: Judy Endow | **Room:** Plenary Room (Salon A and B)

Based on a recent publication, *Practical Solutions to Stabilize Students with Classic Autism to Be Ready to Learn: Getting to Go*, this presentation outlines many practical sensory strategies for supporting a student to be all he or she can be—his or her best version of self and most available for learning. The application of this information has been many students' ticket onward to eventual placement in a more inclusive educational setting.

Session #3 – Tuesday, August 7 | 10:30am

A3 This Is Not a Test: Practicing Message-Passing Skills

Presenters: Pascal Cheng, Harvey Lavoy, Zachary Rossetti, Tracy Thresher, and Larry Bissonnette
Room: Concord Room

Message-passing, the act of conveying unknown information to another person via supported typing, is one way of improving one's communication skills and demonstrating authorship. This presentation will describe the history and definition of message-passing, and share findings and video excerpts from a qualitative study. This presentation will share practical ideas about the process of practicing message-passing skills for both communicators and facilitators alike.

B3 Bullying and Cyberbullying: What They Are and How to Respond to Them

Presenter: Scott Robertson | **Room:** Merrimack Room

One of the most consistent challenges facing autistic adults and children alike is bullying. Bullying takes many forms and can come from peers, educators, service-providers, and even family members. This presentation will discuss the social and cultural context of bullying on the basis of disability, describe strategies for responding to it, and talk about what self-advocates, educators, and communities can do to prevent and respond to this problem. The presenter will utilize a combination of research, practice, policy, and personal experience to document the widespread challenges associated with bullying prevention.

C3 Developing Literacy Profiles

Presenters: Laurie Lambert and Julie Curry | **Room:** Pierce Room

Developing a Student Literacy Profile is essential to the success of a student with autism in the classroom and the community. The student, teacher, parents, and support personnel create a snapshot of student interests, learning characteristics, current skills, and background knowledge in an effort to create meaningful literacy experiences. The profile helps to support balanced literacy instruction, keeps students connected to the general education curriculum, and promotes the development of literacy skills.

D3 From Access to Inclusion: Welcoming the Autism Community

Presenter: Paula Rais | **Room:** Webster Room

The Children's Museum of New Hampshire's (CMNH) Autism Partnership Program, *Exploring Our Way*, was created for families raising a child with ASD to provide a critical entry point for them to practice and become comfortable with interactive experiences in the museum and, eventually, in other community settings. This session will present how CMNH welcomes the ASD community through *Exploring Our Way*, evaluation data compiled by two University of New Hampshire studies, and parent feedback.

E3 Assistive Technology for Art and Music – Express Yourself!

Presenter: Therese Willkomm | **Room:** Constitution Room

This session will explore various adaptations that can be made to drawing and painting tools to accommodate for grasping difficulties. In addition, we will explore 25 different art and music apps on iPads. These apps include: creating pottery, painting, drawing, coloring, making creative muffins and ice cream cones, drumming, playing the guitar and piano, and so much more!

G3 Alternate Assessment & School Accountability: A National Crisis for Students with Complex Communication Needs

Presenter: Michael McSheehan | **Room:** Plenary Room (Salon A and B)

Fifty percent of the students who need AAC and participate in alternate assessments do not have access to a communication device! With this national crisis competing for attention in a sea of educational reform priorities, what can we do? This session will explore lessons from NH's efforts to address the problem and improve the quality of education for students with complex support needs.

Session #4 Tuesday, August 7 | 1:15pm

A4 Speak Out!

Presenter: Darlene Hanson | **Room:** Concord Room

This interactive session will share some current research on how to think about speech development and then look at strategies to develop and enhance the use of purposeful speech. Participants will have opportunities to problem solve some of their speech needs.

B4 Amplifying Your Voice: Strategies for Online Grassroots Advocacy

Presenter: Lydia Brown | **Room:** Merrimack Room

How can a laptop and a thousand strangers lead to a positive outcome for an autistic student charged with assaulting her teacher after being restrained for an hour? In the digital age, social media has transformed all aspects of society and culture, including the ways in which advocates organize and direct support for a cause. In this session, different types of opportunities for organizing grassroots support for a cause or action item using online social media will be discussed, including the effectiveness of online grassroots advocacy, roles that social media can play in an advocacy context, and methods for integrating online advocacy with offline action. Through examining a few case studies of actual campaigns—successful, unsuccessful, and ongoing—participants will learn more about the dynamics of social media and disability advocacy and activism.

C4 Capitalizing on Students' Interests and Fascinations

Presenter: Cheryl Jorgensen | **Room:** Pierce Room

Educational teams often try to curb students' interests or fascinations and end up with a very frustrated student. This session will describe how we can reframe "obsessions" as fascinations, passions, interests, or enthusiasms. When teachers capitalize on students' fascinations and interests, they are able to provide instruction that keeps students' attention, promotes self-expression, develops literacy skills, and fully includes them in the general education curriculum.

D4 Finding Your Writer's Voice

Presenter: Grace Mattern | **Room:** Webster Room

How do you become a writer? What are some strategies for finding your writing voice and getting it out into the world? Through discussion, writing prompts, and interactive exercises, participants will have an opportunity to learn about multiple forms of writing expression, including poetry, creative nonfiction, fiction, and blogging. Participants are welcome to bring a short piece of writing to share, and all are encouraged to come ready to write from prompts and share their writing.

E4 Strategies to Support Students in Writing and Self- Expression: Teacher Panel

Presenters: Laurie Lambert and a panel of teachers and specialists | **Room:** Constitution Room

In order for students to learn the value of expressing their thoughts, ideas, and knowledge, it is important for them to have authentic experiences in writing. Having authentic audiences such as their peers can motivate students to develop their skills at self-expression. A panel of general education teachers, speech/language pathologists, and special educators demonstrate and show real life examples of how students with a wide range of sensory profiles using "alternative pencils" can have real experiences in sharing their thoughts and ideas. Work samples and videos will be shared.

G4 Learning Happens: Everywhere for Every Learner!

Presenter: Kim Carter | **Room:** Plenary Room (Salon A and B)

Extended Learning Opportunities (ELOs) can provide every student opportunities to earn credit through learning outside the classroom. Join us for an exploration of the best practices of design and implementation of ELOs, and a discussion of how to provide quality ELOs for your students.

Session #5 – Tuesday, August 7 | 2:45pm

A5 "I Just Had to Go for It": How People with Autism Achieve Independent Communication

Presenter: Christy Ashby | **Room:** Concord Room

This presentation will describe the best practice strategies used to teach people with autism to point and eventually type independently to communicate. Based on data from two studies and input from numerous individuals who type to communicate, systematic strategies of providing communicative, physical, and emotional support will be demonstrated through the use of video analysis. Steps for implementing best practice will be discussed.

B5 Right Here in New Hampshire! Organizing ASAN Chapters in the Granite State and throughout the U.S.

Presenters: Julia Bascom and Ari Ne'eman | **Room:** Merrimack Room

We invite self-advocates in New Hampshire and the surrounding environs to join us in a roundtable format to discuss starting a chapter of the Autistic Self Advocacy Network and how to impact grassroots social change in your own state. Through broad-ranging, participant-led discussion, we hope to enhance the capacity of the self-advocacy movement in New Hampshire and the United States and add to further discussion and dialogue regarding the presence of autistic community and culture in the Granite State and beyond. We hope you will join us!

C5 Building Vocabulary to Enhance Self-Expression

Presenter: Cheryl Jorgensen | **Room:** Pierce Room

In order to express themselves, students need to be full-time members of general education classrooms, have rich life and learning experiences, and have explicit instruction to help them develop the vocabulary necessary for self-expression. This session will describe and model several strategies for teaching vocabulary through fascination-focused books, word walls, vocabulary squares, and semantic mapping. Several iPad and graphic organizer applications will be demonstrated to draw on students' love of technology.

D5 Discovering the Dancer in You

Presenter: Kelly Doremus Stuart | **Room:** Webster Room

The word "dance" can have a different meaning for everyone. People dance for many reasons: for exercise, to socialize, to celebrate an occasion, or as leisure activity. In this hands-on workshop, participants will explore dance as expressive movement. Activities will include simple warm-up exercises and structured improvisational explorations designed to deepen awareness of how the body moves in space and time, with energy. Playful and imaginative movement exercises will lead each individual to discover his or her own unique body as an instrument of self-expression and creativity. Prior movement experience is not necessary. Please come in comfortable clothing and bring your sense of fun, creative spirit, and willingness to explore new ways of moving!

E5 Assistive Technology and Neurobehavioral Differences: Executive Dysfunction, OCD, ADHD, Tourette's, and Anxiety

Presenter: Therese Willkomm | **Room:** Constitution Room

We know how assistive technology can support individuals with physical disabilities, but did you know there are many devices and software that can help with other differences as well? This session will discuss and demonstrate various hardware and software solutions such as iPad apps, computer software, and devices that can be used to accommodate for neurobehavioral differences.

G5 Making Sense of the Senses

Presenters: Ann Dillon and Kate Stimmell | **Room:** Plenary Room (Salon A and B)

This workshop is designed for people who want a basic understanding of sensory systems and supports. It will feature examples and stories from children and adults who have ASD. We will also incorporate supporting ideas from parents and practitioners and those with ASD. We will also briefly discuss the role sensory challenges may play in behavior issues.

Session #6 – Wednesday, August 8 | 10:30am

A6 Behavior is Communicative…But There Is More to Say than "I Am Mad"

Presenters: Darlene Hanson and Sue Rubin | **Room:** Concord Room

This session will look at how people with significant behavioral needs can be part of their support plans. People with limited communication skills can learn to problem solve and be a part of the support team. When we develop communication systems that promote problem solving, we enable individuals to solve some of their own situations and develop the coping skills to self-advocate and expand their opportunities.

B6 The Path to Higher Education: Opportunities and Challenges on the College Campus

Presenter: Scott Robertson | **Room:** Merrimack Room

This session will discuss the many opportunities and challenges associated with college life at both the undergraduate and graduate levels. Rather than exclusively focusing on academic issues, this session will discuss challenges faced in residential life, campus social environments, and navigating university bureaucracy.

C6 Helping Students Plan What They Want to Write

Presenter: Cheryl Jorgensen | **Room:** Pierce Room

Are you tired of seeing the same thing day after day in students' writing? This session will go beyond "What I Did Last Summer" prompts for helping students with autism decide what they want to write. Low and high tech ideas such as speak and write, framed paragraphs, graphic organizers, and story kits will be demonstrated. We'll show how these strategies can promote cooperation between students with and without disabilities and contribute to a vibrant literacy community in your classroom.

D6 Adapting Music for Everyone

Presenter: David Kontak | **Room:** Webster Room

Everyone can participate in music performance. All that is needed is a welcoming attitude and a creative approach modifying the tools and procedures needed for the task. This presentation will address the issue of adapted music performance on many levels, as all adaptive technology should be highly individualized to capture the best level of challenge, motivation, and interest for each participant. Teachers, teachers' assistants, therapists, individuals with disabilities, parents, or any other interested people will benefit from the information presented in this workshop. It will be presented in a non-technical way to enable participants to benefit regardless of their previous musical or therapeutic background. A variety of strategies will be explored, including sensory tools, adapted traditional instruments and performance approaches, cognitive adaptations, and computer technology.

E6 101 Creative Ways to Use Make-and-Take Photos, Videos, and Audio Files on an iPad

Presenter: Therese Willkomm | **Room:** Constitution Room

Express yourself using various apps and audio and visual resources on an iPad. Learn how to create social stories; capture and use photos and images; how to capture, edit, use, and convert video clips; and explore amazing apps using audio, photos, and video clips in creative ways.

G6 Meeting the Nutritional Needs of the Child with Autism

Presenter: Patricia Murray | **Room:** Plenary Room (Salon A and B)

This presentation will discuss nutrition challenges in children with autism, diets and supplements that are currently in the literature and in practice, and what is involved in a nutrition assessment and medical nutrition therapy. Learn how to better assess and treat a child with autism experiencing nutrition difficulties and know when and how to refer for nutrition support.

Session #7 – Wednesday, August 8 | 1:15pm

A7 Communication and Inclusion: Principles for Going Forward

Presenter: Douglas Biklen | **Room:** Concord Room

The Institute on Communication and Inclusion has many accomplishments, including the documentary films *Autism Is A World* and *Wretches and Jabberers*, research on communication authorship of facilitated communication (FC) users, guidelines for exemplary practice of FC, examples and autobiographical accounts of people who communicate by typing, neuroscience references that demonstrate the usefulness of touch as a component of praxis, and more. Yet the idea that many people with developmental disabilities can communicate by pointing still meets widespread resistance. This presentation will focus on strategies for transforming the landscape of possibility to achieve full and free access to communication and inclusive education, suggestions for next steps, and recommendations from session participants.

B7 Disclosure 101: Rules, Laws, and Ideas about Disclosing

Presenters: Melanie Yergeau and Ari Ne'eman | **Room:** Merrimack Room

This session will deal with the questions, challenges, opportunities, and risks associated with disclosing one's disability to peers, employers, educators, and others. Discussion will focus on both the legal aspects of disclosure—who can ask you if you have a disability, what legal protections exist if you do disclose, etc.—and the social aspects of disclosure, both positive and negative.

C7 Including Students with ASD in Whole School Literacy Reform (RtI) Efforts

Presenter: Michael McSheehan | **Room:** Pierce Room

Response to Instruction/Intervention (RtI) for literacy has become one of the top whole-school reform models promoted in NH and nationally. But what about students with ASD and students with intensive support needs? How might RtI be designed to foster school-wide inclusive education? What might it look like? What are the benefits to students with ASD? This session will provide examples of RtI for Literacy Models and examples of data-based decision making for literacy instruction.

D7 Opening Paths to Self-Expression through Art Making

Presenter: Larry Bissonnette | **Room:** Webster Room

Larry believes that art can help people find what is in themselves and also help others to see the hidden self. He will talk about this process in terms of his own personal experiences as an artist and how he learned to develop his skills as a painter with guidance from an artfully persuasive mentor specially attuned to his autism. His hope is that people who are learning to become artists will be able to move to another level with their art after hearing about his experiences.

E7 iPad Applications for AAC 101

Presenter: Therese Willkomm | **Room:** Constitution Room

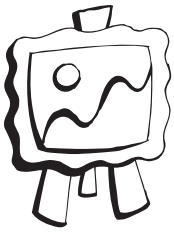
Currently there are over 140 apps for communication differences. As a group we will explore many of these apps and play with them together. Learn for yourself which ones you think are easy to use for your own needs. Remember, this is AAC apps 101, so we will not be teaching how to customize or program any of these apps. This session will also discuss and demonstrate four amazing resources for selecting the best AAC apps to meet your needs.

G7 Nothing About Us Without Us: People with Autism as University Co-Instructors

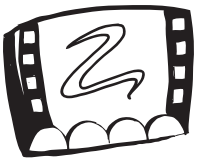
Presenters: Amy Frechette and Cheryl Jorgensen | **Room:** Plenary Room (Salon A and B)

This presentation demonstrates how people with disabilities participate in teaching graduate courses at the University of New Hampshire. Amy will share how she and her teaching partner collaborate to maximize one another's strengths and how they support one another throughout the semester. Cheryl will describe the perspective brought to her courses by her teaching partners, the supports that have made these partnerships work, and the reactions of the university students. This model can be used at the K-12 level to involve students and community members with disabilities in classes that address issues of diversity, social justice, and learning differences.

RECEPTION & ART SHOW

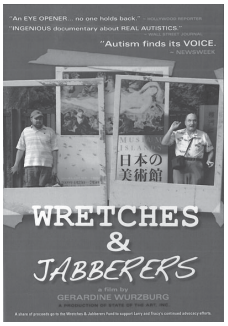


You are cordially invited to attend a reception Monday, August 6 at 4:30pm to celebrate the 14th Annual Autism Summer Institute, new and old partnerships, and art as a form of self-expression. The evening has been generously sponsored by Jay Nolan Community Services and the Autism National Committee.



FILM SCREENINGS

The Autism Summer Institute will present films about autism as evening activities on Monday and Tuesday of the conference. Please join us for popcorn and lively discussion.



Monday, August 6, 7pm – *Wretches and Jabberers*
Determined to put a new face on autism, Tracy Thresher, 42, and Larry Bissonnette, 52, travel to Sri Lanka, Japan, and Finland. At each stop, they dissect public attitudes about autism and issue a hopeful challenge to reconsider competency and the future. Growing up, Thresher and Bissonnette were presumed "retarded" and excluded from normal schooling. With limited speech, they both faced lives of social isolation in mental institutions or adult disability centers. When they learned as adults to communicate by typing, their lives changed dramatically. Their world tour message is that the same possibility exists for others like themselves.

Tracy and Larry will lead the post film discussion. *Wretches & Jabberers* is available for purchase at the Institute on Communication and Inclusion table.



Tuesday, August 7, 7pm – *Who Cares About Kelsey?* Project Mini-Films
See the *Who Cares About Kelsey?* documentary film trailer as well as the *Thasya* and *Marcel* mini-films. Filmmaker Dan Habib and Mary Schuh will share and lead discussions. *Who Cares About Kelsey?* is available for purchase at the IOD Bookstore table.

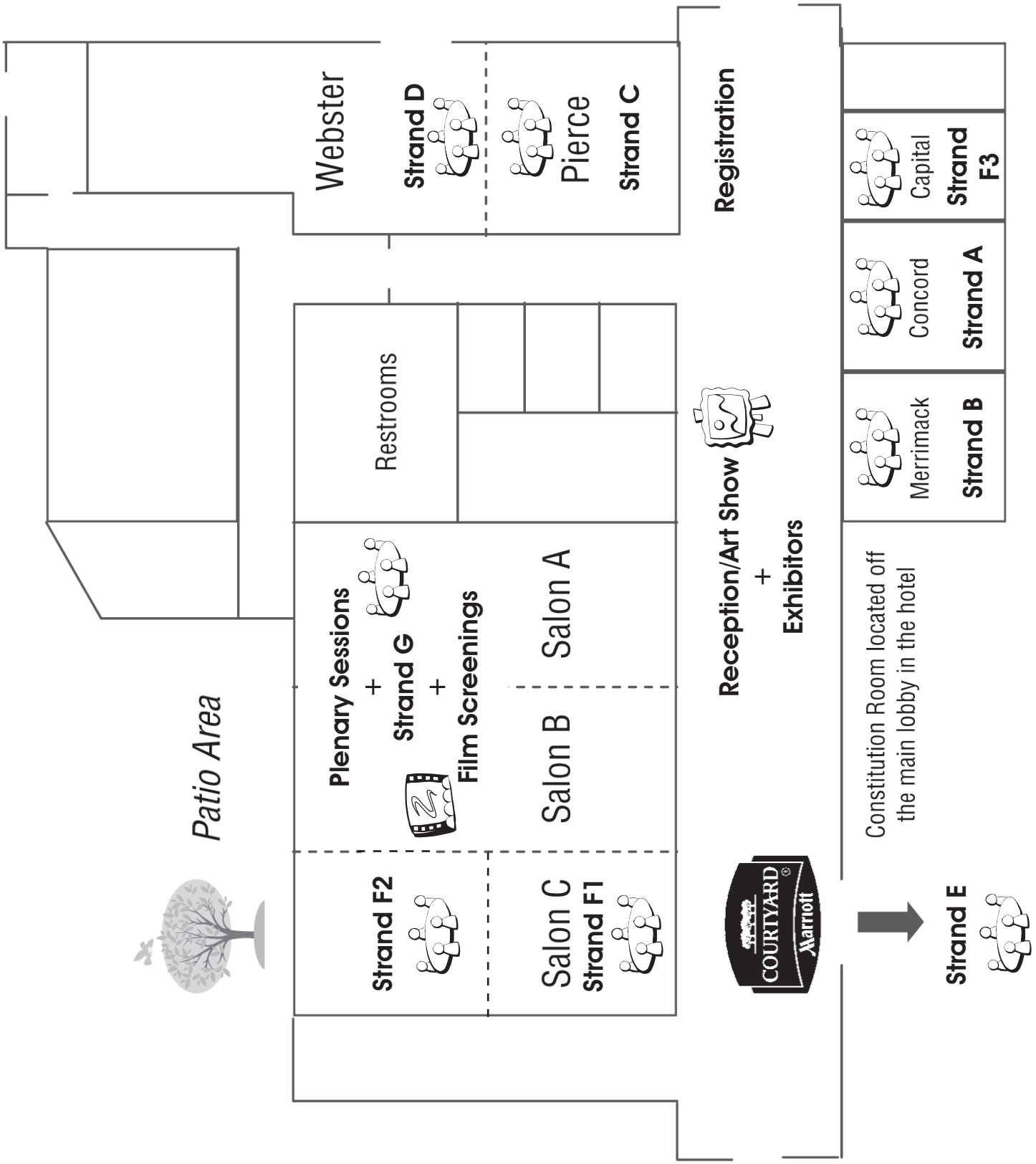
- Kelsey Carroll lived with homelessness, self-mutilation, abuse, and ADHD. She was a likely high school dropout until she encountered an education revolution that's about empowering—not overpowering—teens with emotional/behavioral disabilities.
- Thasya Lumingkewas, who has autism, thrives at Maple Wood Elementary School in Somersworth, NH where Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), and Universal Design for Learning (UDL) have been implemented. This mini-film highlights the power of presuming competence, differentiated instruction and augmentative and alternative communication.
- Marcel Parks struggles with mental health challenges that lead to fits of violence. This mini-film looks at a Missouri elementary school's struggle to include Marcel in general education classrooms and the district's efforts to address racial disparities in discipline and education. The mini-film highlights the importance of family engagement and cultural responsiveness.

JOIN THE ASI ON FACEBOOK

Stay connected with fellow participants, receive the latest news, and help shape the 2013 conference.
www.facebook.com/autismsummerinstitute

Continue to engage in the Autism Summer Institute experience on Facebook. Through online networking, share ideas and learn from others about how we support individuals at home, school, and in the community. Drive online conversation by posting your questions, suggestions, and experiences. We look forward to "seeing" you on Facebook.

CONFERENCE AREA FLOOR PLAN



Assistive Technology in New Hampshire (ATinNH)
10 West Edge Drive, Suite 101 | Durham, NH 03824
www.atinnh.org
ATinNH leads and supports the innovative use of assistive technology to maximize the abilities of all people.

Autism Society of New Hampshire
PO Box 68 | Concord, NH 03301
www.autism-society-nh.org
Improving the lives of all affected by autism through education, advocacy, and support.

Autistic Self Advocacy Network
PO Box 66122 | Washington, DC 20035
www.autisticadvocacy.org
The Autistic Self Advocacy Network is a 501(c)(3) nonprofit organization run by and for Autistic people. ASAN was created to provide support and services to individuals on the autism spectrum while working to educate communities and improve public perceptions of autism.

Community Bridges
2 Whitney Road | Concord, NH 03301
www.communitybridgesnh.org
Community Bridges' mission is to advance integration, growth, and interdependence of people with developmental disabilities in their communities. The AXIS Self-Directed Coaching program, based on individualized person-centered planning, builds on clients' unique interests, skills, and strengths to help solve challenges and reach goals.

Community Crossroads
8 Commerce Drive | Atkinson, NH 03811
www.communitycrossroadsnh.org
We are an area agency designated by the Department of Health and Human Services to provide supports to individuals with intellectual disability and acquired brain disorder. We are beginning to work with the elderly, veterans and continue to work with other community vendors to partner in supporting individuals in need.

Gateways Community Services
144 Canal Street | Nashua, NH 03064
www.gatewayscs.org
Gateways Community Services offers programs and services to promote growth and independence for individuals with developmental disabilities, families coping with autism, and seniors in need of care. We believe all people are of great value, and strive to provide innovative, quality supports for individuals to lead meaningful lives in their communities.

Institute on Communication and Inclusion (ICI)
Syracuse University
370 Huntington Hall | Syracuse, NY 13244-2340
www.ici.syr.edu
ICI at Syracuse University conducts research, training, and promotes support for people with disabilities to communicate in schools and society.

Institute on Disability Bookstore
10 West Edge Drive, Suite 101 | Durham, NH 03824
www.iodbookstore.com
The leading resource for products that support community inclusion and individual excellence. All IOD Bookstore products have been produced or recommended by the Institute on Disability.

Lakes Region Community Services
635 Main Street | Laconia, NH 03246
www.lrcs.org
Empowering parents to educate, encourage, support, and advocate for their child with an autism spectrum disorder.

NH Developmental Disabilities Council
21 South Fruit Street, Suite 22 | Concord, NH 03301
www.nhddc.org
Dignity, full rights of citizenship, equal opportunities, and full participant for all New Hampshire citizens with developmental disabilities.

All restaurants listed are wheelchair accessible. See individual listings for dietary accommodations (vegetarian, vegan, gluten free, special requests, etc.) and delivery.



Alan's of Boscawen
American
▸ *Accommodates Vegan, Vegetarian, and Gluten Free requests*
Route 3, 133 North Main Street | Boscawen, NH
603.753.6631 | www.alansofboscawen.com

Angelina's Restaurant
Italian, Reservation encouraged for dinner
▸ *Vegetarian, Gluten Free, willing to accommodate allergies and specific requests*
11 Depot Street | Concord, NH
603.228.3313 | www.angelinasrestaurant.com

The Barley House
Micro-brew and Pub
▸ *Vegetarian, Vegan (upon request), Gluten Free menu*
132 North Main Street | Concord, NH
603.228.6363 | www.thebarleyhouse.com

Beefside
Roast Beef, Fried Seafood, Sandwiches
▸ *Some Vegetarian*
106 Manchester Street | Concord, NH
603.228.0208 | www.beefsiderestaurant.com

Boloco
Burritos
▸ *Vegetarian, Vegan, and Gluten Free options*
10 Fort Eddy Road | Concord, NH
603.410.3089 | www.boloco.com

Brookside Pizza
Pizza, Subs – will deliver
▸ *Vegetarian, Gluten Free*
151 Manchester Street | Concord, NH
603.224.6905 | www.brooksidepizza.com

Café Indigo
Vegan Bakery and Café, open until 5pm
▸ *Vegan, Gluten Free*
128 Hall Street | Concord, NH
603.224.1770 | www.cafeindigo.com

CC Tomatoes
Italian, Pizza
▸ *Vegetarian, Gluten Free*
209 Fisherville Road | Penacook, NH
603.753.4450 | www.cctomatoes.com

Cheers
Pub Food
▸ *Vegetarian, Gluten Free*
17 Depot Road | Concord, NH
603.228.0180 | www.cheersnh.com

The Common Man
American with a New England flair
▸ *Vegetarian, Gluten Free menu available, Vegan*
25 Water Street | Concord, NH
603.228.3463
www.thecman.com/restaurants/common-man-concord

EJ's on Main at the Holiday Inn
American, Brick-oven pizza
▸ *Vegetarian, Gluten Free*
172 North Main Street | Concord, NH
603.224.0400 | www.ejsonmain.com

Granite Restaurant & Bar at the Centennial Inn
New American Cuisine
▸ *Vegetarian, Gluten Free menu available*
96 Pleasant Street | Concord, NH
www.graniterestaurant.com

Hermanos
Mexican
▸ *Vegetarian, Gluten Free*
11 Hills Avenue | Concord, NH
603.224.5669 | hermanosmexican.com

Makris Lobster & Steak House
Steak and Seafood
▸ *Vegetarian, Gluten Free*
354 Sheep Davis Road | Concord, NH
603.225.7665 | www.eatalobster.com

O's Steak and Seafood
Steak and Seafood
▸ *Gluten Free*
11 South Main Street | Concord, NH
603.856.7925
magicfoodsrestaurantgroup.com/o-steaks-seafood

Olive Garden
Italian
▸ *Vegetarian, Gluten Free*
223 Loudon Road | Concord, NH
603.228.6886
olivegarden.com/italian-restaurant/NH/Concord/1444

Outback Steakhouse
Steakhouse
▸ *Vegetarian, Gluten Free*
22 Loudon Road | Concord, NH
603.226.0300 | www.outback.com

Red Blazer Restaurant
American
▸ *Accommodates requests, Gluten Free*
72 Manchester Street | Concord, NH
603.224.4101 | www.theredblazer.com

Uno's Chicago Grill
American, Pizza – will deliver
▸ *Vegetarian, Gluten Free*
15 Fort Eddy Road | Concord, NH
603.226.8667 | 503.unotogo.com

THANK YOU

This institute would not be possible without the generous support of our funders. We are so grateful for your contributions to the summer institute.

- The Autism National Committee
- Jay Nolan Community Services
- John P. Hussman Foundation
- Nancy Lurie Marks Family Foundation

With sincere appreciation, we would also like to thank the following for their support:

- Conference Exhibitors
- Currier Museum of Fine Art
- GovConnection
- Grappone Conference Center
- Hannaford
- Lindt
- OfficeMax

Since 1987, the Institute on Disability (IOD) at the University of New Hampshire has established itself as a premier source of unique and comprehensive leadership and professional education products and services. Through leadership training and professional development opportunities that are progressive, culturally relevant, and increasingly diverse, the IOD reaches an ever broadening audience of consumers and professionals.

Institute on Disability
University of New Hampshire

See our complete list of workshops and webinars in numerous content areas—including autism, early childhood and inclusive education, transition, employment, assistive technology, aging, and community living—available at:

www.iod.unh.edu/events

Two-Day Introductory Workshops in Supporting Communication: *Developing Frameworks for Support and Learning to be a Facilitator*

Institute on Communication and Inclusion at Syracuse University

Facilitated Communication is one method used in accessing augmentative and alternative communication (AAC) equipment. This two-day workshop provides the opportunity to learn the techniques of facilitated communication within the context of the principles common to all communication support approaches.

Day one of the training introduces communication support for people with complex communication needs. Topics include seeing others—ALL others—as communicators, finding opportunities for communication and engagement, understanding communication as a dynamic process, developing access to equipment and environments, bringing new people into the communicator's circle, and supporting the communicator to gain credibility and take responsibility for his or her communication. Day two focuses on the skills necessary to become a facilitator for someone who is currently using facilitated communication, or for a prospective candidate. Topics include the nature of support, giving physical support, feedback and monitoring, independence training, and documentation of communication skills.

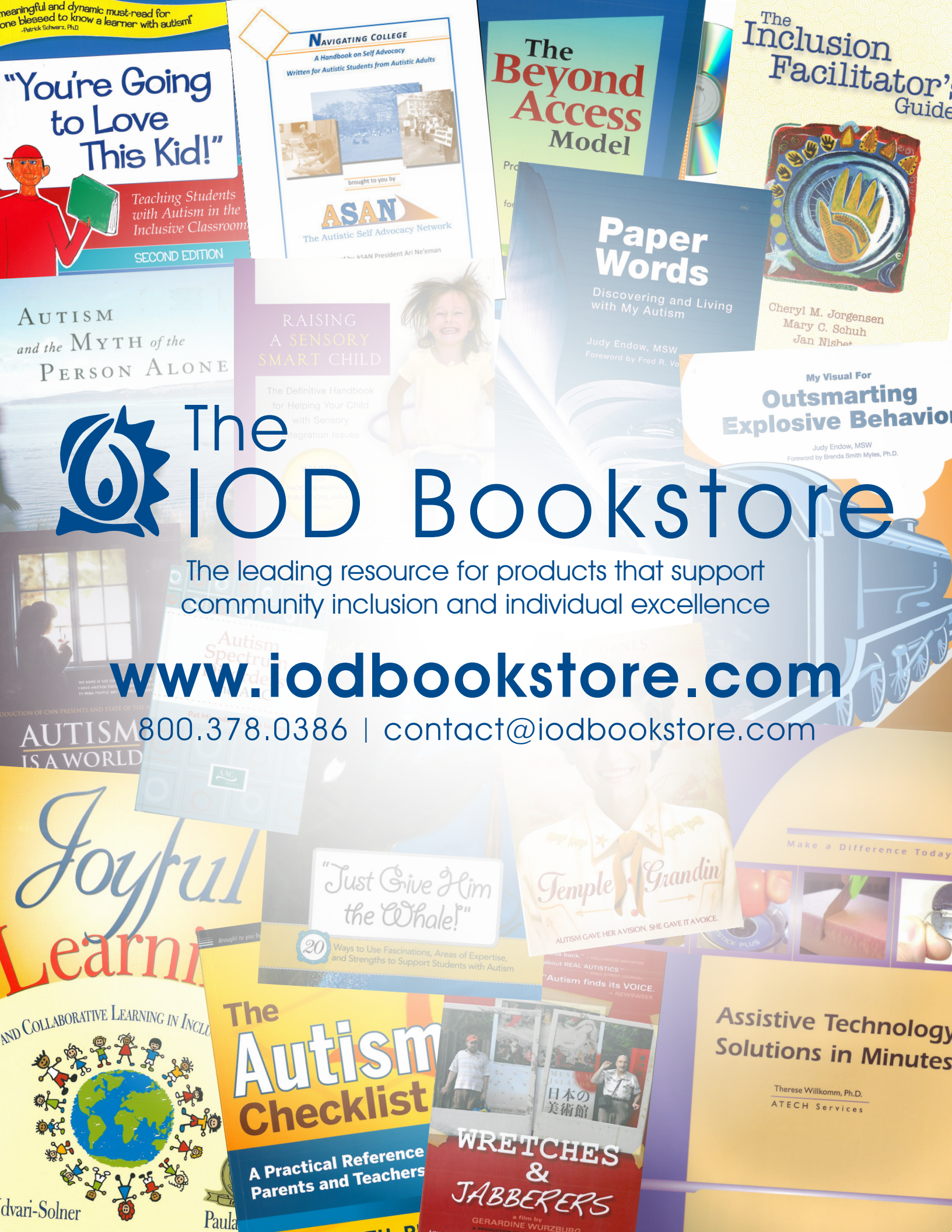
This is a learn-by-doing workshop packed with role-playing and simulations. Participants work with ICI Trainers, augmentative communication users and experienced facilitators in building facilitator skills. This workshop is designed to appeal to administrators, teachers, therapists, teaching assistants, adult care providers, as well as families. It is not necessary to be working directly with an established augmentative communication user or potential candidate to attend.

Dates: October 22-23, 2012 | **Time:** 9am–4pm
Location: Goldstein Student Center 201 A & B, Syracuse, NY
Registration Fee: $125 per person (inquire about group/family rates)
For more information or to register, call Dani Weinstein at 315.443.9379.

SAVE THE DATES

The ICI Saturday Series – Fall 2012

Dates: September 8, October 13, November 10, and December 8, 2012 | **Time:** 12pm–2pm
Location: Jowonio School, 2049 East Genessee Street, Syracuse, NY



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