



# Michigan Autism Conference

## October 10 and 11, 2013

Welcome to the first annual Michigan Autism Conference (MAC)! This conference is dedicated to providing families, practitioners, and researchers with information on a variety of topics related to the assessment and treatment of those affected with Autism. We hope you will find our conference to be informative and enjoyable.

### **Registration**

Thursday, October 10 and Friday, October 11  
7:30 am - 8:00 am

*Remember to pick up your Continuing Education Unit (CEU) packet when you register! CEUs are available for Board Certified Behavior Analysts (BCBAs) and Board Certified Assistant Behavior Analysts (BCaBAs) for \$5.00 a credit.*

Please stop by the Discover Kalamazoo table for information about things to do while you are in Kalamazoo!

**Michigan Autism Conference (MAC) would like to extend a special thank you to the following groups for their intense efforts throughout the planning and execution of the inaugural conference.**

The team of faculty and graduate students from The Department of Psychology at Western Michigan University (WMU) who formed the conference planning committee.

The Michigan Department of Community Mental Health for their generous sponsorship of the conference.

The Behavior Analysis Graduate Student Organization (BAGSO) at WMU who provided ambassadors to assist with logistics for our keynote speakers.

The Student Autism Alliance of Michigan (SAAM) for coordinating volunteer staff for the conference.

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**Wednesday, October 9**

**Special FREE event with Dr. Peter Gerhardt, Ed.D.**

**7:30 pm; Kirsch Auditorium**



**Dr. Peter Gerhardt will deliver a presentation for parents of young adults and adolescents diagnosed with an autism spectrum disorder.**

Michigan Autism Conference thanks the Autism Alliance of Michigan (AAoM) for their sponsorship of this event.



*A meet-and-greet event, sponsored by the Behavior Analysis Graduate Student Organization (BAGSO) at Western Michigan University, will be held immediately after Dr. Gerhardt's presentation in the lobby of the Fetzer Center.*

## Thursday, October 10

Use this color-coded chart to find each room on the map and to determine the location of each presentation. A map is located at the back of your program.

Lobby/Atrium	Kirsch Auditorium	1040	2016	2020	
7:30 - 8:00	Vendor/ Exhibit Expo	Registration			
8:00 - 8:30		Opening Remarks – Lt. Governor Brian Calley			
8:30 - 9:20		Jon Bailey <i>ABA on Trial: A True Tale of Deception, Denial, and Redemption Told by an Expert Witness</i>			
9:30 - 10:20		Peter Gerhardt <i>Adolescents and Adults with ASD: Evidence-Based Practice and Life in the Community</i>			
10:30 - 11:20		Mark Sundberg <i>Overcoming Ten Common Learning Barriers for Children with Autism</i>			
11:30 - 1:00	Lunch (on your own) - please see the Discover Kalamazoo table for a list of local restaurants				
1:00 - 1:50	Vendor/ Exhibit Expo	Peter Gerhardt	Amy Naugle	Paula Kohler	Mark Sundberg
2:00 - 2:50		Breanne Hartley	R. Wayne Fuqua & Jon Bailey	Amy Matthews	
3:00 - 3:50		Jessa Love	Joshua Plavnick	Carl Sundberg	Stephanie Peterson
4:00 - 5:00	Vendor Expo and Poster Session 1				
5:30 - 9:00	Social Event at Gallagher's Eatery and Pub				

**Please turn the page for more information about each event.**

**Thursday, October 10**

**Opening Remarks**

8:00 am - 8:30 am; Kirsch Auditorium

**Lieutenant Governor of Michigan Brian Calley**

Michigan Autism Conference (MAC) would like to extend a special thank you to Lt. Governor Brian Calley for supporting autism endeavors throughout the state. Please join us in welcoming him to our conference.



**Keynote Addresses**

*Type II CEUs for Board Certified Behavior Analysts are available for all keynote addresses. Each keynote address is worth 1 credit.*

8:30 am - 9:20 am; Kirsch Auditorium

**Dr. Jon Bailey, BCBA-D**

Dr. Bailey is currently a professor of psychology at Florida State University. He has published widely on the topics of ethical decision making and training in behavior analysis and has authored several books on the topics. He has won several awards for his work including a Distinguished Service to Behavior Analysis Life Time Achievement Award.



**ABA on Trial: A True Tale of Deception, Denial, and Redemption Told by an Expert Witness.**

Three plaintiffs in Miami, FL, who had children with autism, challenged a ruling by the Florida Agency for Health Care Administration (AHCA) that applied behavior analysis (ABA) was experimental and AHCA refused to fund behavioral treatment. The case was taken by a team of attorneys for Florida Legal Services, and the presenter was contacted to serve as an expert witness and testified in this federal case. The witness critiqued the state's method of reviewing the plaintiffs' request for treatment, and AHCA's documents and presented the case for ABA as a proven, evidence-based method of treatment. The presenter will describe the evidence that was used against ABA and the scientific data that was presented to the federal judge in rebuttal. The blow-by-blow account of the case will be presented in detail including a description of the misrepresentations of our field and the role that the journal peer-review process and meta analysis played in the final judgment in the case.

*Michigan Autism Conference (MAC) thanks Residential Opportunities, Inc. (ROI) and the Great Lakes Center for Autism Treatment and Research for their sponsorship of this speaker.*

9:30 am - 10:20 am; Kirsch Auditorium

**Dr. Peter Gerhardt**

Dr. Gerhardt is currently the director of education for the McCarton School and has conducted research in the application of behavior analytic principles to skill development and training independence. Dr. Gerhardt's particular research interests include community inclusion and the application of technology to treatment.



**Adolescents and Adults with ASD: Evidence-Based Practice and Life in the Community**

With those individuals who were on the leading edge of the autism “epidemic” approaching the age of transition to adulthood there is increasing attention being paid to evidence-based practice (EVP) in transition leading to improved quality of life. This workshop will provide an overview of what constitutes evidence-based practice in transition planning and implementation with emphasis on the community instruction. Additional topics will include the central importance of adaptive behavior in the transition process, employment, social competence and quality of life.

*Michigan Autism Conference (MAC) thanks the Autism Alliance of Michigan (AAoM) for their sponsorship of this speaker.*

10:30 am - 11:20 am; Kirsch Auditorium

**Dr. Mark Sundberg, BCBA-D**

Dr. Sundberg is the developer of the Verbal Behavior- Milestones Assessment and Placement Program (VB-MAPP) and has published widely in the areas of assessment and training of language development. Dr. Sundberg is also the founder and has served as a past editor of *The Analysis of Verbal Behavior*.



**Overcoming Ten Common Learning Barriers for Children with Autism**

Behavior analysis has much to offer intervention programs for children with autism. In addition to the basic procedures of prompting, fading, shaping, reinforcing, etc. behavior analysis provides conceptual tools that are invaluable for identifying and ameliorating a number of language and learning problems. The current presentation will identify ten of these problems, and suggest ways to avoid them or fix them if they have already become established.

*Michigan Autism Conference (MAC) thanks Residential Opportunities, Inc. (ROI) and the Great Lakes Center for Autism Treatment and Research for their sponsorship of this speaker.*

## Thursday, October 10

### Breakout Sessions

*Type II CEUs for Board Certified Behavior Analysts are available for all breakout sessions. Each breakout session is worth 1 credit.*

1:00 pm - 1:50 pm; Kirsch Auditorium

**Dr. Peter Gerhardt**

#### **Sexuality and Sexuality Education in ASD**

Sex and sexuality are central to understanding ourselves as individuals and are integral to our individual determination of quality of life. Sexuality instruction, despite the fears of some, is not designed to titillate, arouse or excite and it does not focus primarily on the physical act of having sex. Instead, comprehensive sexuality instruction focuses who the individual is as a sexual being and, importantly, safety. This workshop will provide an overview of sexuality education as it pertains to individuals on the spectrum across the lifespan along with a discussion of the dangers in not addressing this complex, yet critically important topic.

1:00 pm - 1:50 pm; Room 2020

**Dr. Paula Kohler**

#### **Improving Post-school Outcomes: Strategies and Resources for Extending Research to Practice**

The National Secondary Transition Technical Assistance Center (NSTTAC) works to identify effective secondary education practices and transition services. This presentation describes strategies for building local capacity to improve transition education and illustrates resources to implement the practices in local programs. Participants will be able to access materials for integrating evidence-based practices in their transition education and services programs.

1:00 pm - 1:50 pm; Room 2016

**Dr. Amy Naugle**

#### **Understanding and Navigating the Institutional Review Board with respect to human subject research.**

Dr. Amy Naugle will present the pillars of human subject research including respect for persons, beneficence, and justice. The audience will also be provided with a description of several ways in which research fails to address these pillars adequately and some means by which these errors can be avoided. Finally, Dr. Naugle will provide the audience with recommendations related to effectively conducting research with a vulnerable population specifically those with disabilities and children.

2:00 pm - 2:50 pm; Room 2020

**Dr. Amy Matthews**

### **Critical Program Components for Early Childhood Classrooms Supporting Young Children with Autism Spectrum Disorders**

This session will focus on a model of intensive training for school professionals supporting young children with Autism Spectrum Disorders (ASD) in early childhood classrooms. As the incidence of ASD is increasing, the age at diagnosis has also been shifting to younger ages, resulting in an increasing number of young children with ASD receiving early childhood special education services through the public school system. Because these classrooms support children with a range of disabilities, teachers need to learn to successfully blend the traditional early childhood approach with the more structured, behavioral approaches used with young children with ASD. This session will provide an overview of the early childhood team-based training model offered by the Statewide Autism Resources and Training Project (START), with an emphasis on the critical program components needed to increase learning opportunities and behavior support in a naturalistic preschool environment in preparation for entrance to kindergarten.

2:00 pm - 2:50 pm; Kirsch Auditorium

**Dr. Breanne Hartley, BCBA-D**

### **Teaching a Child with Autism to Respond Appropriately to Metaphors and Sarcasm**

Children with autism often have difficulty understanding metaphors and sarcasm used by others. The lack of understanding of these commonly used figures of speech further inhibits the social interactions between children with autism and their typically developing peers. Research identifies three pre-requisite skills to understanding metaphors: 1). Listening to and answering questions about short stories, 2). Describing everyday objects by naming at least three of their features, and 3). Discriminating between same and different. The purpose of this work was to teach the participant, an eleven year old boy with autism, to understand and respond appropriately to metaphors and sarcasm used by others. The initial phase included teaching the participant to quickly name three features of an item by categorizing the features within the five senses. Results suggest that teaching the identification of features of an item by categorizing along the senses is effective. Further research is reviewed regarding strategies used to teach a child with autism to understand metaphors and sarcasm.

2:00 pm - 2:50 pm; Room 2016

**Dr. R. Wayne Fuqua, BCBA-D and Dr. Jon Bailey, BCBA-D**

### **Acting Out: Learning Ethics Thru Interactive Teams**

For a professional to behave in an ethical fashion, she or he needs at least three skill sets: a) familiarity with the ethical standards that are pertinent to her or his profession (e.g, the Behavior Analysis Certification Board's Guidelines for Responsible Conduct for Behavior Analysts, the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct); b) skills in evaluating everyday professional activities to determine if they comply with or violate ethical guidelines; and c) problem solving and communication skills to tactfully confront and effectively resolve "real world" ethical challenges. This workshop will focus on the second and third of these skill sets. Using a team learning approach and real life examples provided by workshop attendees, participants will develop, rehearse and receive coaching on strategies to confront and resolve ethical challenges that they encounter in their professional practice.

3:00 pm - 3:50 pm; Room 2016

**Dr. Joshua Plavnick, BCBA-D**

### **Video-based Group Instruction for Adolescents with Autism and Intellectual Disability**

Effective social skill instruction for individuals diagnosed with co-occurring autism and intellectual disability becomes particularly challenging during the adolescent years as complex social interaction is required across a number of contexts including work, school, independent living, and recreational activities. The focus of this presentation is a research and development project currently in progress at Michigan State University that combines video modeling, direct instruction, and incidental teaching to teach complex social behavior to adolescents with autism and intellectual disability. Originally piloted as an after-school program, video-based group instruction (VGI) has now been successfully implemented within the daily schedule of high school students in a public school setting. Procedures, preliminary results, and implementation strategies will be discussed as part of this presentation.

3:00 pm - 3:50 pm; Room 2020

**Dr. Carl T. Sundberg, BCBA-D**

### **Establishing instructional control to maximize teaching to individuals with autism**

This presentation will focus on the use of behavioral techniques that can be used to maximize the quality of teaching students who have autism. Emphasis will be placed on analyzing problem behaviors that typically inhibit effective instruction and effectively creating a more optimal teaching situation by learning to identify and create motivating situations for the student. It is vital to discover the function of any behavior you wish to alter. From there, it must be acknowledged that it is the teacher who needs to change

his or her behavior first. Motivating the student to learn is critical. The goal is to get the student to come to you willingly and excited.

3:00 pm – 3:50 pm; Kirsch Auditorium

**Dr. Jessa Love, BCBA-D**

### **ABA Social Skills Groups for Individuals with ASD**

This presentation will focus on running social skills groups for school-aged individuals with ASD using applied behavior analytic approaches to intervention. I will briefly discuss the rationale for teaching social skills, common areas of resistance or barriers to teaching social skills, and empirical support for ABA-based groups. General guidelines for running social skills groups will be provided, as well as detailed recommendations regarding curriculum, schedules, intervention components and staffing.

**Thursday, October 10**

**Workshops**

*Type II CEUs for Board Certified Behavior Analysts are available for both workshops.  
Each workshop is worth 2 credits.*

1:00 pm - 2:50 pm; Room 1040

**Dr. Mark Sundberg, BCBA-D**

**Language Assessment for Children with Autism**

Every child with autism or other developmental disabilities presents unique needs and challenges. An important step in developing a treatment plan and curriculum for a child is a thorough assessment of his or her abilities, as well as any barriers that might be affecting learning. To establish a starting point in a language intervention program information should be obtained as to what the child can do consistently and reliably, and how his or her skills compare to those of typically developing children. In addition, the program must constantly change as a child learns. The current workshop will describe how the VB-MAPP can serve as a tool for guiding a language intervention through the many phases of language acquisition.



*Michigan Autism Conference (MAC) thanks Residential Opportunities, Inc. (ROI) and the Great Lakes Center for Autism Treatment and Research for their sponsorship of this speaker.*

3:00 pm - 4:50 pm; Room 1040

**Dr. Stephanie Peterson, BCBA-D**

**How to Conduct a Functional Analysis of Problem Behavior as Part of a Functional Behavior Assessment**

Functional analysis is considered the “gold standard” assessment for problem behavior. However, most community agencies do not perform them as part of the functional behavior assessment process. This presentation will provide a description of what a functional analysis of problem behavior is and how it fits into a functional behavior assessment. The rationale for conducting one will also be described, as well as how the information used from such an analysis can be integrated into intervention. Those interested in the telehealth project described by Dave Wacker on Friday may want to attend this presentation, as Dr. Peterson’s presentation will describe teleconsultation initiative that will be occurring in the State of Michigan related to functional analysis of problem behavior.



**Thursday, October 10**

**Poster Session 1**

4:00 pm - 5:00 pm; Fetzer Center Lobby

**1. Effects of Video-Based Group Instruction on Generalization of Social Initiations for Adolescents with Autism and Co-existing Intellectual Disabilities**

*Mari. C. MacFarland & Joshua B. Plavnick, Ph.D., BCBA-D (Michigan State University)*

Obtaining and maintaining employment, and many other critical aspects of successful adult life (e.g., relationships, independence, mental health) can be problematic for individuals with autism, due to social skills deficits. Despite some practices with efficacy for teaching targeted behaviors, there is minimal evidence documenting generalization of social behavior to novel settings following social skills interventions for individuals with autism. Plavnick, Sam, Hume, & Odom (in press) piloted and assessed a version of a social skills group procedure that included video modeling and several strategies known to promote generalization including multiple exemplar training, programming common stimuli, and general case programming (Stokes & Baer, 1977). The intervention, video-based group instruction (VGI), led to the acquisition of complex social behavior and parents reported the generalization of targeted skills, though generalization was not assessed through direct observation of behavior. The present investigation evaluated the acquisition and generalization of social skills by 4 adolescents with autism and co-occurring intellectual disabilities, as a function of daily participation in Video-Based Group Instruction (VGI) within a public school setting. The results indicated maintenance of target behaviors for which VGI was administered, in addition to increased performance of target behaviors within the generalization setting.

**2. Assessing Social Validity and Usability of SKILLS® The Online Autism Solution**

*Seema Mahdavi, M.A., & Joshua Plavnick, Ph.D., BCBA-D (Michigan State University)*

Interventions derived from the science of applied behavior analysis (ABA) have extensive empirical support for teaching children with autism spectrum disorders (ASD). However, there are few assessments designed to identify specific, targeted skills for intervention. Thus, assessment and intervention practices may not always align appropriately to address the individual child's strengths and deficits. The assessments that are available may be lengthy, require extensive training, or may not be comprehensive to address a full range of learning domains. SKILLS® The Online Autism Solution, a web-based system designed by the Center for Autism and Related Disorders (CARD), is a comprehensive assessment and intervention package that has the potential to address the aforementioned assessment-intervention gap. The purpose of the current study was to 1) describe the use of SKILLS® to help teachers in a Master's level course pursuing an endorsement in ASD at Michigan State University assess, intervene, and progress monitor their students, and 2) investigate the social validity of this comprehensive tool using a modified version of the Usage Rating Profile (URP; *Chafouleas, Briesch, Riley-*

*Tillman, & McCoach, 2009*). Given that teachers often provide the greatest number of services to students with ASD, this information is highly relevant for determining feasibility and implementation of SKILLS®, and improving assessment and intervention practices within school settings.

### **3. Effects of Exposure Therapy for a Child Diagnosed with Obsessive-Compulsive Disorder and Pervasive Developmental Disorder-Not Otherwise Specified**

*Mindy Newhouse, M.A., BCBA; Katie Kestner, M.A., BCBA; & Jessica Frieder, Ph.D., BCBA-D (Western Michigan University)*

Exposure therapy was conducted with a nine-year-old male diagnosed with obsessive-compulsive disorder and pervasive developmental disorder-not otherwise specified. Target behaviors included ritualistic touching of objects, people, and demarcations on a floor or ground surface. A secondary target behavior was asking questions or commenting on ritualistic touching and antecedents for ritualistic touching. Antecedents for target behaviors included being touched by a person or object and the presence of demarcations. A functional behavior assessment, including a functional analysis, was conducted. Results indicated automatic reinforcement for ritualistic touching as well as social contingencies (attention and escape) for both touching and talking about touching. Treatment included exposure therapy and competing response training as well as other techniques rooted in applied behavior analysis, including noncontingent reinforcement, differential attention, and a high-probability request sequence. Some modifications were made to the traditional exposure therapy methodology to accommodate the child's developmental delay. Engagement in target behaviors decreased significantly throughout the course of the intervention.

### **4. Enhancing Tact Capabilities by Increasing “Wh” Questions in an Individual with High-functioning Autism**

*Shawn P. Quigley, Kris Bodine, Jennifer L. Freeman, Jamie L. Harsh, Jessica E. Frieder, Ph.D., BCBA-D (Western Michigan University)*

Greer and Ross (2007) suggest individuals can enhance their tact repertoire by expanding certain capabilities. One of the suggested areas of enhancement is the ability to recruit tacts by asking “wh” questions. The purpose of this study was to evaluate a procedure, suggested by Greer and Ross, for teaching a 10-year-old boy with autism to use “What is it?” when presented with an item he did not know. Specifically, “What is it?” was taught across visual, tactile and olfactory senses. Results suggest the procedure was effective in increasing the use of “What is it?” questions for the participant.

### **5. The Gender of Participants in Published Research Involving People with Autism Spectrum Disorders**

*Erin E. Watkins, Zachary J. Zimmerman, & Alan Poling, Ph.D. (Western Michigan University)*

Four prominent research journals in autism spectrum disorders (ASD)(Autism, The Journal of Autism and Developmental Disorders, The Journal of Child Psychology and Psychiatry, and Research in Autism Spectrum Disorders), were reviewed for gender information. Information was gathered from 623 articles published from 2010-2012. Males represented 81.82 percent of research participants across all

journals with similar numbers within journals, yielding a male:female ratio of 4.5. The published research examined, indicated that males in this population are not over-represented. Both male and female participants were included in 82.8 percent of the articles searched, however 0.43 percent (three articles) only included female participants while 17.34 percent of articles included only male participants. Comparison groups containing participants not diagnosed with ASD were prevalent and showed statistically significant differences between mean percentages of males. No gender bias was found in our data, however it still holds that very few studies have been conducted looking at females with ASD.

## **6. Expressive Identification of Pictures With and Without Previous Receptive History**

*Kelli Perry & Richard W. Malott, Ph.D., BCBA-D (Western Michigan University)*

When we begin training children to identify objects, typical practice is to begin with receptive identification and then progress to expressive identification. Sometimes we put emphasis on the receptive identification and then fail to follow with training expressive skills. Wynn and Smith (2003) suggested that generalization between expressive and receptive identification may be possible, but is not always guaranteed. The purpose of this study was to compare the expressive acquisition of pictures that children had previous receptive training on versus expressive acquisition of pictures that children did not have previous receptive training on. Three children, ranging from 2- to 4-years old, with a generalized receptive repertoire and a strong echoic repertoire were selected from an Early Childhood Special Education classroom. They were taught tacts for 80 pictures, 40 of which they had previous receptive training with and 40 they had no previous receptive training with, broken into 20 sets.

## **7. A Qualitative Analysis of the Verbal Behavior of Interdisciplinary Autism Professionals**

*Teryn P. Bruni (Central Michigan University), Maureen Connolly (Brock University), & Michael D. Hixson (Central Michigan University)*

Applied Behavior Analysts that work with children with Autism Spectrum Disorder (ASD) commonly practice among professionals from various disciplines. Limited research has been conducted on the possible implications of an interdisciplinary model of service provision for children within this population. The current qualitative analysis pointed toward some potential directions for future research in the area of professional collaboration and interdisciplinary practice within service provision for children with ASD. Two service providers, a Behavior Analyst and an Occupational Therapist, were interviewed and asked to discuss video footage of the same four children engaging in various forms of stereotypic behavior. Each professional provided interpretations of child behavior from their own disciplinary framework. The results indicated that there could be potential discrepancies between the discipline-specific discourses used by each professional, suggesting that it might be important to more formally study possible differences in professional verbal behavior in the context of interdisciplinary practice. Due to the potential for such differences to have a considerable impact on collaboration efforts and coordinated service provision, a more formal analysis of professional verbal behavior may be warranted in the study of interdisciplinary practice.

**Thursday, October 10**

**Vendor/Exhibit Expo**

Fetzer Center Lobby

- 1. Developmental Enhancement, PLC**  
www.developmentalenhancement.com  
info@developmentalenhancement.net  
(616) 667-9551  
7068 8<sup>th</sup> Avenue  
Jenison, MI 49428
  
- 2. Residential Opportunities, Inc./Great Lakes Center for Autism Treatment and Research**  
www.residentialopportunities.org  
(269) 343-3731  
1100 South Rose Street  
Kalamazoo, MI 49001  
www.autismtreatmentresearch.org  
(269) 250-8200  
9616 Portage Road  
Portage, MI 49002
  
- 3. Rehabilitation Works**  
www.rehabilitation-works.com  
rwofkal@aol.com  
(269) 343-7100  
303 Balch Street  
Kalamazoo, MI 49001
  
- 4. Kalamazoo Autism Center**  
www.dickmalott.com/kac-main  
kelly.t.stone@wmich.edu  
W. Cork Street  
Kalamazoo, MI 49001
  
- 5. Envision Center**  
www.summitpointe.org  
kmk@summitpointe.org  
(269) 441-2700  
3630 Capital Avenue S.W.  
Battle Creek, MI 49015
  
- 6. Western Michigan University Department of Psychology**  
www.wmich.edu/psychology  
(269) 387-4467  
1903 W. Michigan Avenue  
Kalamazoo, MI 49008
  
- 7. Western Michigan University Behavior Analysis Graduate Student Organization (BAGSO)**  
www.sites.google.com/site/wmubagso  
wmubagso@gmail.com  
(269) 387-4467  
1903 W. Michigan Avenue  
Kalamazoo, MI 49008
  
- 8. Western Michigan University Department of Special Education**  
www.wmich.edu/specialed  
(269) 387-5935  
1903 W. Michigan Avenue  
Kalamazoo, MI 49008

- 9. Eastern Michigan University/Behavior Analysis Association of Michigan (BAAM)**  
www.baam.emich.edu  
baam@emich.edu  
(734) 487-0376  
Department of Psychology  
Eastern Michigan University  
Ypsilanti, MI 48197
- 10. JOAK Counseling & Behavioral Center**  
www.joakhomes.com/services2.asp  
(586) 690-8331  
44899 Centre Court Suite #101  
Clinton Township, MI 48038
- 11. Total Education Solutions**  
www.TESIDEA.com  
(248) 544-0360  
2221 Livernois Road Suite #101  
Troy, MI 48083
- 12. Autism Alliance of Michigan (AAoM)**  
www.autismallianceofmichigan.org  
(248) 436-5606  
26500 American Drive  
Southfield, MI 48034
- 13. Michigan Department of Community Health – Autism Program**  
www.michigan.gov/autism  
(517) 335-0388  
320 S. Walnut Street  
Lansing, MI 48913
- 14. The P.L.A.Y. Project (Play and Language for Autistic Youngsters)**  
www.playproject.org  
info@playproject.org  
(734) 585-5333  
P.L.A.Y. Project Headquarters  
1601 Briarwood Circle, Suite 500  
Ann Arbor, MI 49018
- 15. Aim High School**  
www.aimhighschool.com  
info@aimhighschool.com  
(734) 550-9595  
11648 North Main Street  
Whitmore Lake, MI 48189

**Thursday, October 10**

**Social Event at**

**Gallagher's Eatery and Pub  
in the Beer Garden**

5:30 pm - 9:00 pm  
4210 Stadium Dr.  
Kalamazoo, MI 49008

*Food and beverages will be available at your own expense.*



*Michigan Autism Conference (MAC) thanks the Behavior Analysis Graduate Student Organization (BAGSO) at Western Michigan University for organizing this event.*

## Notes

## Notes

## Friday, October 11

Use this color-coded chart to find each room on the map and to determine the location of each presentation. A map is located at the back of your program.

Lobby/Atrium	Kirsch Auditorium	1040	2016	2020	
7:30 - 8:00	Registration				
8:15 - 8:30	Announcements				
8:30 - 9:20	Vendor/ Exhibit Expo	Dave Wacker <i>Conducting Functional Analysis and Functional Communication Training via Telehealth with Young Children Who Have Autism and Display Problem Behavior</i>			
9:30 - 10:20		Caio Miguel <i>Stimulus Equivalence Technology in Early Intensive Behavioral Intervention</i>			
10:30 - 11:20		Wayne Fisher <i>Promoting Generalized Reductions in Severe Destructive Behavior and Preventing Relapse Using Recent Refinements of Functional Communication Training</i>			
11:30 - 1:00	Lunch (on your own) - please see the Discover Kalamazoo table for a list of local restaurants				
1:00 - 1:50	Vendor/ Exhibit Expo	James Todd	Alan Poling	Parent Panel	Caio Miguel
2:00 - 2:50		Sean Casey	Richard Malott	Heather McGee	
3:00 - 3:50		Mary Sharp	Natalie Berger	Lloyd Peterson	Cathleen Piazza
4:00 - 5:00	Vendor Expo and Poster Session 2				

**Please turn the page for more information about each event.**

**Friday, October 11**

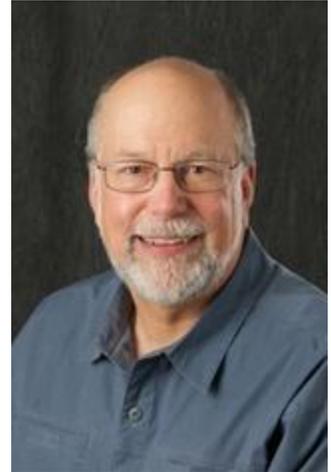
**Keynote Addresses**

*Type II CEUs for Board Certified Behavior Analysts are available for all keynote addresses. Each keynote address is worth 1 credit.*

8:30 am - 9:20 am; Kirsch Auditorium

**Dr. Dave Wacker**

Dr. Wacker is the current associate director for Iowa State University's Center for Excellence in Developmental Disabilities. Dr. Wacker's interests include the assessment, maintenance and generalization of skill development in individuals with varying disabilities. His work is widely known in the fields of autism, psychiatry, and psychology. He prefers a down-to-earth approach towards working with children with autism and their families. He has been quoted to say "I tell families to relax and have a good time. They have spent a lot of time in stress with people judging them and wanting to know what is wrong with their child."



**Conducting Functional Analysis and Functional Communication Training via Telehealth with Young Children Who Have Autism and Display Problem Behavior**

In this talk I provide a description of how functional analysis and functional communication training can be conducted via telehealth directly in the homes of children with autism who display problem behavior. I begin the talk by describing how we have conducted functional analysis plus functional communication training as a treatment package in children's homes since 1992. The success of those projects led us to conduct the same treatment package via telehealth, first in local outpatient clinics and currently in homes. Thus, far, the results suggest that this treatment package can be implemented successfully and at substantial cost savings. I will provide summary data of the results, and will show video clips of parents conducting the procedures.



9:30 am - 10:20 am; Kirsch Auditorium

**Dr. Caio Miguel, BCBA-D**

Dr. Miguel is currently a professor at California State University, Sacramento. Dr. Miguel is also the current supervisor for the Verbal Behavior Laboratory in Sacramento, California. Dr. Miguel has served as the editor of the journal *The Analysis of Verbal Behavior*. Dr. Miguel's research interests are teaching verbal skills to children with disabilities and in understanding how complex language can impact skills such as complex problem solving.



**Stimulus Equivalence Technology in Early Intensive Behavioral Intervention**

Despite several applied demonstrations of emergent (novel) performances produced through conditional discrimination training, the technology from the stimulus equivalence literature has not yet been well integrated into early intensive intervention curricula. The purpose of this talk is to describe the implications of using stimulus equivalence for teaching basic and advanced skills to preschool children with autism. We will review the stimulus equivalence paradigm and present examples from different clinical studies that used this technology to teach reading, geography, coin identification, and activity schedules to children with autism. Implications for practice and directions for future applied research will be discussed.



10:30 am - 11:20 am; Kirsch Auditorium

**Dr. Wayne Fisher, BCBA-D**

Dr. Fisher is a professor of behavioral research at the Munroe-Meyer Institute and the Department of Pediatrics at the University of Nebraska Medical Center. His current interests are in the assessment and treatment of severe behavioral disorders, behavioral economics and choice making, and behavioral approaches to the assessment and treatment of autism. He has frequently published on these topics and has been influential in the implementation of concurrent schedules of reinforcement as common practice in clinical research.



**Promoting Generalized Reductions in Severe Destructive Behavior and Preventing Relapse Using Recent Refinements of Functional Communication Training**

Children with autism spectrum disorder (ASD) typically display the core symptoms of the disorder, which consist of social and language impairments and repetitive behavior. Prevalence rates have grown about 20 fold over the last 30 years, and ASD now affects about 1 in 91 children. Without effective treatment, long-term outcomes for individuals with ASD remain bleak; few maintain friends, jobs, or independent living. In addition to the core symptoms, most children with ASD also display severe destructive behavior (e.g., aggression, self-injurious behavior), which represents a principal barrier to successful community life for these children. The most important advancement in the treatment of destructive behavior has been the development of functional analysis (FA), which is used to prescribe effective treatments. One such treatment, functional communication training (FCT), is typically prescribed when an FA implicates social reinforcers (e.g., attention) for destructive behavior. With FCT, the consequence that historically reinforced destructive behavior is delivered contingent on an appropriate communication response and problem behavior is placed on extinction. Although this straightforward approach to the treatment of destructive behavior can be highly effective, many pitfalls and practical challenges arise when this treatment is implemented by caregivers in natural community settings. In this presentation, I will present data and describe a line of research aimed at increasing the effectiveness, efficiency, and practicality of FCT for individuals with ASD who display destructive behavior in typical community settings.

## Friday, October 11

### Breakout Sessions

*Type II CEUs for Board Certified Behavior Analysts are available for all breakout sessions. Each breakout session is worth 1 credit.*

1:00 pm - 1:50 pm; Room 2016

**Dr. Mary Sharp, Stacie Rulison, and Kristy Newman**

#### **From One Parent to Another: Being an Advocate and Navigating Resources for You and Your Child**

Three mothers at different stages in the journey of raising a child with autism will discuss their experiences. Their discussion will focus on positive ways of coping with the process of diagnosis and treatment, which can be very overwhelming. They will also review the impact this process has had on their family and personal lives and what methods they have found to be effective in coping with the associated stress.

1:00 pm - 1:50 pm; Kirsch Auditorium

**Dr. James T. Todd**

#### **Rapid Prompting: How to Use Prompt Dependency to Simulate Genuine Communication in Children with Autism.**

The Rapid Prompting Method (RPM), sometimes also known as "Informative Pointing" has been promoted as "revolutionary" new intervention for communication in people who are non-verbal. Superficially resembling discrete-trial training, the Rapid Prompting Method appears to be a modified form of facilitated communication (FC). However, Rapid Prompting differs from FC in that it does not have the assistant hold the child's hand. Rather, it creates the illusion of communication by incidentally teaching the subject to respond to subtle cues given by the assistant, and teaching the assistant to give them. None of the standard methods by which users might avoid or detect this prompt dependency are part of Rapid Prompting. There is no empirical evidence to date showing that Rapid Prompting can establish genuine communication. Nevertheless, Rapid Prompting seems to be finding a growing number of users and advocates, including some in our field. One troublesome aspect of Rapid Prompting is its ancient history. In 1805, the basics of the method were described in an exposé on fraud by William Frederick Pinchbeck, *The Expositor*.

1:00 pm - 1:50 pm; Room 1040  
**Dr. Alan Poling, BCBA-D**

### **How to Publish in Scientific Journals: Some Practical Guidelines**

Peer-refereed publications are a primary measure of the productivity and ability of scientists and academics, but many graduate students and faculty members have few, if any, publications. The purpose of this presentation is to provide practical suggestions for producing publishable research and review articles. Among the topics to be considered are choosing viable research topics, making effective use of resources, writing effectively, and selecting appropriate outlets for manuscripts.

2:00 pm - 2:50 pm; Room 1040  
**Dr. Richard Malott, BCBA-D**

### **Intro. To Behavior Analysis for Autism Mamas and Papas**

Designed mainly for autism mamas and papas, without neglecting the occasional seasoned pro in the audience, realizing those two groups aren't mutually exclusive, and with time for input from both groups. What you need to do. What's really hard to do. What behavior analysis can and can't do. Welcome to the club.

2:00 pm - 2:50 pm; Kirsch Auditorium  
**Dr. Sean Casey, BCBA**

### **One Midwest State's Plan to Improve Autism Service Provision in Schools**

A recent report conducted by the Iowa Department of Education found that at least 80% of children suspected of having an Autism Spectrum Disorder received an appropriate amount of services based on research standards. However, when closer inspection of the types of services each child was receiving on their IEPs identified that less than 2% of children with ASD were reported to receive evidence-based practices (EBP) and that 67% of students with ASD were receiving unestablished practices with nearly 40% of children receiving exclusively unestablished practices. The Iowa DE has embarked on a 3 year plan to reverse these numbers by: 1) increasing state-wide knowledge sharing on what are EBPs and what are non-EBPs, 2) bringing in speakers who have developed programs of excellence in the area of autism to show what the ingredients of effective programming is autism looks like, and 3) providing training modules for Area Education Agency consultants in the major domains of EBP practices across major domains in the area of ASD service delivery (e.g., academics, behavior, communication, feeding and socialization).

2:00 pm - 2:50 pm; Room 2016

**Dr. Heather McGee**

### **Better Staff and Organizational Performance Management through Behavioral Systems Analysis**

Behavioral systems analysis is an approach to organizational improvement that focuses on analyzing and managing the performance of people at work, as well as the performance of the processes and ultimately the organization in which those people work. This holistic approach to performance analysis and improvement blends behavior analysis and general systems theory to ensure both internal and external variables that impact performance are considered before changes are made that could affect the ability of the organization to achieve its goals. This presentation will describe 6 Performance Truths and a diagnostic toolset, the Behavioral Systems Analysis Questionnaire, which provide a comprehensive and methodological framework for analyzing and aligning organizational performance

3:00 pm - 3:50 pm; Room 1040

**Natalie Berger**

### **The Clinical Utility of Standardized Assessments in ASD: From Screening and Diagnosis to Treatment Planning and Progress Monitoring**

The large number of standardized assessments available to clinicians working with individuals with autism spectrum disorder (ASD) can sometimes make it difficult to select an assessment that best meets the needs of the patient. This is especially important to consider given that patient needs change over time, and the service provider must tailor the selection of standardized assessments to adapt to these evolving clinical objectives. As such, this talk will discuss the most established standardized assessments in the field of ASD and discuss their clinical utility across each stage of ASD-related services (i.e., screening, diagnosis, treatment planning, and progress monitoring).

3:00 pm - 3:50 pm; Kirsch Auditorium

**Dr. Mary Sharp**

### **Looking Through the Medical Telescope at ASD**

Dr. Sharp will present information about autism spectrum disorders (ASD) from a medical perspective. She will focus on what we think we know, how much we do not know, and why some complimentary therapies may work.

3:00 pm – 3:50 pm; Room 2016  
**Dr. Lloyd Peterson, BCBA-D**

### **Hanging a Shingle as a Behavior Consultant**

Beginning a consulting agency can be a rewarding but complex process. Dr. Peterson will speak from personal experience regarding many of the issues that can be encountered during this process. He will discuss what those issues are, various methods that may be effective for overcoming those issues, and how those issues may affect staff working for the agency. The discussion will include a segment concerning the roles and responsibilities of staff employed by a consulting agency.

## Friday, October 11

### Workshops

*Type II CEUs for Board Certified Behavior Analysts are available for all workshops.  
Each workshop is worth 2 credits.*

1:00 pm - 2:50 pm; Room 2020

**Dr. Caio Miguel, BCBA-D**

#### **Naming and Verbal Behavior**

Naming is a higher order class of behavior that involves the learning of a bidirectional relation between speaking and listening responses. The naming repertoire may be essential in explaining how children may expand their vocabulary so quickly without explicit reinforcement. This presentation will review the concept of naming, describe the importance of naming as a building block for language explosion, and review procedures on how to teach naming to those who lack it. We will describe experimental studies with both typically developing children, as well as children with autism supporting the role of naming in the development of complex skills such as categorization disabilities.



3:00 pm - 4:50 pm; Room 2020

**Dr. Cathleen Piazza**

#### **Using a Data-Based Approach to Assess and Treat Pediatric Feeding Disorders**

Pediatric feeding disorders are diagnosed when a child is incapable or refuses to eat sufficient quantities or varieties of food to sustain nutritional status. Feeding problems in children are caused by a wide range of interrelated biological (e.g., vomiting related to gastroesophageal reflux, choking due to oral motor deficits) and environmental variables (e.g., caregiver behavior). Often, the challenge in effectively treating feeding disorders arises from the difficulty in sorting out the contribution of the variables (i.e., medical, oral motor, behavioral) that may contribute to the problem. The purpose of this workshop will be to discuss methods of evaluating how specific behaviors can be defined and measured to allow quantification of variables related to the etiology of a feeding disorder. A second purpose will be to review how this data-based approach can be used to prescribe and evaluate the effectiveness of treatment.



# Friday, October 11

## Poster Session 2

4:00 pm - 5:00 pm; Fetzer Center Lobby

### **1. AIM High! Improving Academic Outcomes for High School Students with Language-literacy Processing Problems**

*Dr. Holly K. Craig, Raechel Schilke, and Michael Earls (Aim High School)*

This poster session will describe and report preliminary outcomes for an innovative, evidence-based service delivery model designed for students with language-literacy processing problems associated with Asperger's Syndrome, Nonverbal Learning Disabilities, and similar problems. The model integrates a language-literacy focus by teachers, parents, behavioral psychologists and a speech-language pathologist. This comprehensive and multi-dimensional approach includes:

1. School wide strategies for application by teachers to all course content
2. A specialized Communications Class
3. A specialized Life Skills Class
4. An informative pre- and post-test assessment protocol
5. Ongoing parent education and support

### **2. Break Pass: Using Teacher Consultation to Decrease Behavior Problems**

*Sharnita Grays (Central Michigan University)*

This study used the consultation model to decrease problem behaviors exhibited by a fourth grade student suspected of being on the autism spectrum.

The use of a break pass allowed the student to “time out” from the current environment before behavior problems occurred. Antecedent-based interventions are said to be effective intervention techniques. Instead of reinforcing a consequence after the problem behavior occurs, the antecedent-based intervention focuses on reducing the probability of the problem behavior occurring (Kern, Claire, & Sokol, 2002).

Attendees will learn how consultation can be used to develop and implement effective interventions to reduce a student’s problem behaviors in the classroom.

### **3. Mobile Communication Devices Used During Interventions for Individuals with Autism Spectrum Disorders**

*Frances Vitale and Dr. Joshua Plavnick (Michigan State University)*

The use of mobile communication devices (e.g., iPod, iPad, tablet PC's) as part of instructional programming for individuals with autism spectrum disorders (ASD) is relatively new and growing in popularity. Although popular, questions must be answered regarding the benefits of these devices for individuals with ASD including the devices used, why they are used, the applications (“apps”) used and their effectiveness, which consumers use the devices and the training required in using the devices. A literature review of mobile communication devices and related apps employed during interventions for individuals with ASD was conducted. The research confirms reports that mobile communication devices are used as part of instructional interventions for individuals with ASD. Positive outcomes are identified when mobile communication devices are used to teach communication, social interaction, academic, and adaptive skills. Proloquo2go is the most widely researched application; additionally custom apps and custom videos specifically

designed to meet the needs of the individual with ASD are used. The outcomes of the review discussed in the poster presentation have implications for educators, therapists, and others providing services to individuals with ASD.

#### **4. Simple and Conditional Visual Discrimination Training for Children with Autism With Exceptional Learning Difficulties**

*Sarah Lichtenberger and Katie Ouellette (Western Michigan University)*

Simple and conditional discrimination repertoires are critical components of many skills necessary for daily functioning, including communication, academic, and daily-living skills (Green, 2001). When visual discrimination is not under instructional stimulus control it can result in a delay in the acquisition of new skills. The purpose of this study was to teach simple and conditional visual discrimination to children with autism without using vocal discriminative stimuli and by introducing one stimulus at a time, by first presenting only the stimulus designated as correct (S+) and slowly introducing distractor stimuli (S-) to increase the complexity of the task. The procedure was implemented with children who have been enrolled in a special education preschool classroom for at least 6 months and who have not demonstrated visual discrimination under instructional stimulus control and who are showing extremely delayed progress through the classroom curriculum. The procedure used a variety of teaching methods based on the learners' progress. Trial-and-error, within-stimulus prompt fading, and physical prompts were all used to aid in the acquisition of discrimination skills.

#### **5. Using Matrix Training to Teach Generativity**

*Kelly Kohler and Dr. Richard Malott (Western Michigan University)*

Children with autism are often taught to tact single nouns and verbs. And they may be taught to use specific combinations of nouns and verbs to form simple sentences. But they are rarely explicitly taught to use new sentences composed of those previously trained nouns and verbs. In this study, we taught two preschool-aged children with autism to tact actions depicted in a video using the subject-verb-object (S-V-O) sentence structure by using three-dimensional matrix training. To understand this training procedure, consider a 3 x 3 x 3 matrix with three different subjects along one dimension, three different verbs along the second dimension, and three different objects along the third dimension, resulting in 27 subject-verb-object sentences. We trained the three subject-verb-object sentences along a diagonal of one matrix (thereby using each of the subjects, verbs, and objects one time each). Then we tested for emergence to the 24 untrained S-V-O sentences, trained on those sentences that had not emerged, and repeated the entire procedure with five other three-dimensional, 27-sentence, S-V-O matrices, each matrix consisting of nine additional words. After 24 to 37 training sessions, both children not only showed emergence to sentences composed of novel combinations of words within trained matrices but also to matrices where no S-V-O training had been done, demonstrating the acquisition of verbal generativity (transfer to novel sentences composed of familiar words).

## Friday, October 11

### Vendor/Exhibit Expo

#### Fetzer Center Lobby

- 1. Developmental Enhancement, PLC**  
www.developmentalenhancement.com  
info@developmentalenhancement.net  
(616) 667-9551  
7068 8<sup>th</sup> Avenue  
Jenison, MI 49428
  
- 2. Residential Opportunities, Inc./Great Lakes Center for Autism Treatment and Research**  
www.residentialopportunities.org  
(269) 343-3731  
1100 South Rose Street  
Kalamazoo, MI 49001  
www.autismtreatmentresearch.org  
(269) 250-8200  
9616 Portage Road  
Portage, MI 49002
  
- 3. Rehabilitation Works**  
www.rehabilitation-works.com  
rwofkal@aol.com  
(269) 343-7100  
303 Balch Street  
Kalamazoo, MI 49001
  
- 4. Kalamazoo Autism Center**  
www.dickmalott.com/kac-main  
kelly.t.stone@wmich.edu  
W. Cork Street  
Kalamazoo, MI 49001
  
- 5. Envision Center**  
www.summitpointe.org  
kmk@summitpointe.org  
(269) 441-2700  
3630 Capital Avenue S.W.  
Battle Creek, MI 49015
  
- 6. Western Michigan University Department of Psychology**  
www.wmich.edu/psychology  
(269) 387-4467  
1903 W. Michigan Avenue  
Kalamazoo, MI 49008
  
- 7. Western Michigan University Behavior Analysis Graduate Student Organization (BAGSO)**  
www.sites.google.com/site/wmubagso  
wmubagso@gmail.com  
(269) 387-4467  
1903 W. Michigan Avenue  
Kalamazoo, MI 49008
  
- 8. Western Michigan University Department of Special Education**  
www.wmich.edu/specialed  
(269) 387-5935  
1903 W. Michigan Avenue  
Kalamazoo, MI 49008

- 9. Eastern Michigan University/Behavior Analysis Association of Michigan (BAAM)**  
www.baam.emich.edu  
baam@emich.edu  
(734) 487-0376  
Department of Psychology  
Eastern Michigan University  
Ypsilanti, MI 48197
- 10. JOAK Counseling & Behavioral Center**  
www.joakhomes.com/services2.asp  
(586) 690-8331  
44899 Centre Court Suite #101  
Clinton Township, MI 48038
- 11. Total Education Solutions**  
www.TESIDEA.com  
(248) 544-0360  
2221 Livernois Road Suite #101  
Troy, MI 48083
- 12. Autism Alliance of Michigan (AAoM)**  
www.autismallianceofmichigan.org  
(248) 436-5606  
26500 American Drive  
Southfield, MI 48034
- 13. Kalamazoo/Battle Creek Autism Society**  
www.asa-kal.org  
kalbcasa@yahoo.com  
(269) 326-3023  
509 West Vine Street  
Kalamazoo, MI 49008
- 14. Behavior Consultants, Inc.**  
www.behaviorconsultantsinc.com  
info@behaviorconsultantsinc.com  
(800) 787-5118

## Notes

## Notes

## Sponsors



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[www.wmich.edu/psychology](http://www.wmich.edu/psychology)  
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Kalamazoo, MI 49008  
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*Michigan Department  
of Community Health*



**Rick Snyder, Governor  
James K. Haveman, Director**

### **Michigan Department of Community Health (MDCH)**

[www.michigan.gov/autism](http://www.michigan.gov/autism)  
320 S. Walnut Street  
Lansing, MI 48913  
(517) 335-0388



### **Autism Alliance of Michigan (AAoM)**

[www.autismallianceofmichigan.org](http://www.autismallianceofmichigan.org)  
26500 American Drive  
Southfield, MI 48034  
(248) 436-5606



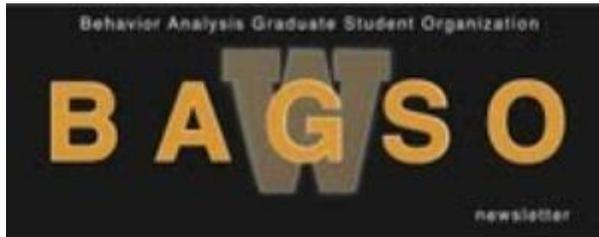
### **Great Lake Center for Autism Treatment and Research (GLCATR)**

[www.autismtreatmentresearch.org](http://www.autismtreatmentresearch.org)  
9616 Portage Road  
Portage, MI 49002  
(269) 250-8200



### **Discover Kalamazoo**

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141 East Michigan Avenue  
Kalamazoo, MI 49007  
(269) 488-9000



### **Behavior Analysis Graduate Student Organization (BAGSO)**

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[wmubagso@gmail.com](mailto:wmubagso@gmail.com)  
1903 W. Michigan Avenue  
Kalamazoo, MI 49008  
(269) 387-4467



### **Residential Opportunities, Inc. (ROI)**

[www.residentialopportunities.org](http://www.residentialopportunities.org)  
1100 South Rose Street  
Kalamazoo, MI 49001  
(269) 343-3731



### **Student Autism Alliance of Michigan (SAAM)**

<http://rso-autism.wix.com/saam>  
[rso\\_autism@wmich.edu](mailto:rso_autism@wmich.edu)  
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Kalamazoo, MI 49008

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- 1) Select the Wi-Fi network **tsunami**.
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- 6) Log in with the following information:
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  - Password: FCGuest2012
  - Leave the "remember by password" box unchecked
  - Press **OK**
- 7) Fill in the form with the following steps:
  - Enter your first name.
  - Enter your last name.
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  - Enter 2693873232 as the phone number.
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## Map of Room Locations

Use this color-coded chart to find each room on the map and to determine the location of each presentation. A map is located at the back of your program.

Lobby/Atrium	Kirsch Auditorium	1040	2016	2020
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### First Floor



### Second Floor

