About the presenter:

Dr. Janine Stichter, Ph.D. is a Professor of Special Education at the University of Missouri (MU), specializing in behavioral interventions for children and youth with Autism Spectrum Disorders (ASD) and behavioral disorders. In addition, she is also the Associate Director for Behavior and Education Division at MU’s Thompson Center for Autism and Neurodevelopmental Disorders. For over twenty years, Dr. Stichter has been involved in direct practice with children and youth in her work as an intervention program evaluator and behavioral specialist. Her areas of specialization include: autism, behavioral disorders, social competence, functional and structural analysis, and applied behavior analysis.

Dr. Stichter has published over 45 peer reviewed articles, as well as multiple books and book chapters focused on the prevention of challenging behavior and concomitant increase in prosocial behavior. Specific methodologies include the identification and modification of environmental factors within educational and community contexts; and the use of setting events analysis to prevent aberrant behaviors through classroom and individualized protocols. She has directed several federally-funded model demonstration and personnel preparation grants, and serves on several editorial boards. Recently, she authored the textbook, An Introduction to Students with High Incidence Disabilities a comprehensive overview of characteristics, assessment and current issues related to the education of students with high incidence disabilities (e.g., behavior disorders, mild mental retardation, autism spectrum disorders). She has also authored a manual, How to Teach Social Skills and Plan for Peer Social Interactions with Learners with Autism Spectrum Disorders, which is designed to provide a systematic process for educators to use to assess children's peer-related social behaviors and to develop individualized, functional social skills intervention programs.

Dr. Stichter continues to extend her research on the correlates of social and behavioral problems, and the development and evaluation of targeted interventions to remediate such problems. Currently, her research projects emphasize the exploration of ASD phenotypes as they relate to response to intervention. Specifically she is exploring the relationship between core social deficits, models of social skills assessment, and specific social skills curricula across delivery modalities (face-to-face and virtual learning environments). Additionally, she is exploring the potential of specific subtypes in relation to predictors of response to intervention and the classification of intervention trajectories in an effort to expedite efficient treatment planning for children and youth with ASD.
About the workshop:

Understanding challenging problem behavior is the key to addressing it, replacing it, and supporting new prosocial behavior. Functional behavior assessment is key in writing a good plan for supporting appropriate behavior and preventing negative behavior. Yet rarely can any plan get you from $3A^2$ to $3Z^2$ immediately. So what do you need in your plan? What steps can you take to deal with challenging behavior while you are preventing it and replacing it? This workshop will provide background on various strategies that can be employed, how to build those into a multifaceted plan and tips for helping those plans generalize to home and other settings. Consideration for special education laws and other relevant national standards will be provided.

When:
March 11, 2010

Time:
9:00-4:00 pm

Where:
Henrico Theater
Highland Springs
305 E. Nine Mile Road
Henrico, Va. 23075

Cost:
Free for Region 1 Schools

Lunch:
On your own

Registration:
Contact—
Carrie Radigan
(804)828-4501
radiganct@vcu.edu

Please register by:
March 1, 2010

Please note that no beverages or food are allowed in the theater.