

2011 WSPA Fall Convention

October 26-28, 2011

Best Practices in Social Thinking Instruction

This presentation will begin with information regarding the differences between the medical diagnosis for autism and the education criteria. The presentation will then touch on the core issues as related to autism spectrum disorders while laying the groundwork for the need for Social Thinking skills instruction. The remainder of the presentation will be learning about evidence based practice of teaching Social Thinking from assessment through teaching.

Goals and objectives:

1. To better understand the differences between the medical diagnosis and education criteria for students on the autism spectrum
2. To learn what Social Thinking is
3. To learn best practice for assessing Social Thinking
4. To learn best practices for teaching Social Thinking

Presenters:

Diane Nackers, M.S., CCC-SLP, is a speech and language pathologist with the Hortonville Area School District. She works with students from kindergarten through 6th grade. The students with autism on her caseload range from non-verbal to Aspergers syndrome. Nackers is also the president for the Autism Society of the Fox Valley. In that capacity, she has conducted many educational workshops around the Fox Valley. Nackers also coordinates and participates in monthly teen group community outings and Spectrum Saturdays events at The Building for Kids Children's Museum in Appleton, where families with a child on the spectrum can enjoy a free outing at the museum with reduced sensory input.

Cindy Jaeckle is a special education teacher with the Hortonville Area School District. She instructs students from kindergarten through 4th grade at Hortonville Elementary. For 13 years, Jaeckle has worked directly with students with emotional behavioral disabilities, High-Functioning Autism, and Asperger Syndrome. She has a strong focus on Social Thinking development and instruction as it is the foundation of social skill development.