

STANDARD POSTERS			
POSTER NO.	PRESENTER	ORGANISATION, STATE/COUNTRY	POSTER TITLE
P01	<b>Matthew Bennett</b>	<i>Flinders University, SA</i>	<u>Why do they pick on me? Practical strategies which school students on the autism spectrum and their parents can use to detect, manage and prevent school bullying</u>
P02	<b>Matthew Bennett</b>	<i>Flinders University, SA</i>	<u>Parental views and experiences about raising a child on the autism spectrum</u>
P03	<b>Emma Goodall</b>	<i>Flinders, UniSA, Healthy Possibilities, SA</i>	<u>Thinking through behaviour</u>
P04	<b>Josie Santomauro</b>	<i>QLD</i>	<u>Cool comics: creative ways to promote cognitive thinking</u>
P05	<b>Nathan Ho</b>	<i>Aspect South East Sydney School, NSW</i>	<u>The positive effects of mindfulness and students on the autism spectrum</u>
P06	<b>Caroline Mills</b>	<i>Aspect Vern Barnett School, NSW</i>	<u>Mental health and wellbeing – a new element in Aspect's comprehensive approach to education for students on the autism spectrum</u>
P07	<b>Todd Whitehead</b>	<i>Griffith University, QLD</i>	<u>Playing after the bell: promoting the inclusion of children with Autism Spectrum Disorder in Australian community based education organisations</u>
P08	<b>Joanne Stephens</b>	<i>QUT, QLD</i>	<u>Thematic results of the study: what are the challenges of meeting the needs of children with Autism Spectrum Disorders (ASD) during out of hospital interactions with Paramedics?</u>
P09	<b>Lynie Canillas</b>	<i>Aspect Western Sydney School, NSW</i>	<u>Embedding pivotal response training (PRT) strategies in the English primary curriculum</u>
P10	<b>Lynie Canillas</b>	<i>Aspect Western Sydney School, NSW</i>	<u>Pivotal Response Training (PRT) across key learning areas within an Aspect primary satellite class setting</u>
P11	<b>Jane Reeves</b>	<i>Autism Spectrum Australia (Aspect), NSW</i>	<u>Meeting the balance – Reporting on curriculum and core competencies in an autism specific school - developing a new reporting guide incorporating parent and staff engagement</u>
P12	<b>Christy Slater</b>	<i>Flinders University, SA</i>	<u>Misunderstood. Naughty. Rebellious. Undiagnosed on the autism spectrum – the impact on adulthood</u>
P13	<b>Emily Fell</b>	<i>The University of Newcastle, NSW</i>	<u>A case study: managing anxiety in students with autism</u>
P14	<b>Teesha Scott</b>	<i>Autism Spectrum Australia (Aspect), NSW</i>	<u>The Aspect Early Intervention Readiness Program (EIRP): A post-ASD diagnosis family support program</u>
P15	<b>Yuebo Fan</b>	<i>Guangzhou Cana School, GUANGDONG</i>	<u>Autism spectrum disorders show superior performance on the difficult visual search task</u>
P16	<b>Mark Durie</b>	<i>Autism Spectrum Australia (Aspect), NSW</i>	<u>Utilisation of a feelings hierarchy towards the evaluation of appropriate emotional regulation supports</u>
P17	<b>Kayla Maxfield</b>	<i>Aspect Western Sydney School, NSW</i>	<u>The use of photographs in home-school diaries to support and meet Student Individual Education Plan(IEP) related goals</u>
P18	<b>Mary Dimitrijevi</b>	<i>VIC</i>	<u>Intervention in the natural learning environment</u>
P19	<b>Doug McGhee</b>	<i>Aspect Riverina School, NSW</i>	<u>Rock &amp; water – skills for physical-social teaching with boys and girls on the autism spectrum</u>
P20	<b>Rose Dixon</b>	<i>University of Wollongong, NSW</i>	<u>A professional learning model for enhancing technology use for students with ASD</u>
P21	<b>Jacqueline Gately</b>	<i>Monash University, VIC</i>	<u>Parental assessment of the suitability of early intervention for young children with autism spectrum challenges</u>
P22	<b>Linda Robinson and Brenda Holmes</b>	<i>Autism Spectrum Australia, NSW</i>	<u>Implementing KidsMatter: How Aspect Riverina introduced a whole school community mental health framework for students living with autism</u>

TALKING POSTERS				
POSTER NO.	PRESENTER	ORGANISATION, STATE/COUNTRY	POSTER TITLE	PRESENTATION DAY AND TIME
<b>GROUP 1 – Facilitator: Susan Bruck</b>				
P23	<b>Lidija Balaz</b>	<i>University of Wollongong, NSW</i>	<u>Early childhood intervention to enable the integration of children with autism into mainstream childhood services</u>	Room 103 Thursday 5 May 2016 1:10pm
P24	<b>Lauren Shearer</b>	<i>NSW</i>	<u>Student wellbeing &amp; emotional regulation: a proactive approach highlighting effective classroom strategies</u>	
P25	<b>Heath Wild</b>	<i>Autism Spectrum Australia (Aspect), NSW</i>	<u>Coding and creating in the Aspect classroom. Using lego as a concrete manipulative for learning computer coding skills</u>	
P26	<b>Pamela Mathieson</b>	<i>Northern School for Autism, VIC</i>	<u>How implementing structured teaching decreased anxiety in the classroom</u>	
P27	<b>Jane Greenstreet</b>	<i>Autism Spectrum Australia (Aspect), NSW</i>	<u>School clubs – celebrating special interests and promoting the value of extracurricular activities for children on the autism spectrum</u>	
<b>GROUP 2 – Facilitator: Rozanna Lilley</b>				
P28	<b>Julianne Higgins</b>	<i>VIC</i>	<u>What lessons can be gained by reviewing a late diagnosed autistic's lived experience regarding strengths and interests evidenced in both formal and informal educational endeavours?</u>	Room 104 Thursday 5 May 2016 1:10pm
P29	<b>Antanita Chrysostom</b>	<i>Deakin University, VIC</i>	<u>Evaluation of the Learn to Play Program: Play skills, behavioural and social cognitive outcomes in children with and without developmental difficulties</u>	
P30	<b>Haylee Parfett</b>	<i>Haylee Parfett Speech Pathology, VIC</i>	<u>"More to say:" enabling functional communication for a child with autism</u>	
P31	<b>Rachel Ingham</b>	<i>Queensland University of Technology, QLD</i>	<u>Communication skills – a literacy program for ASD students. Lessons and resources for parents, teachers, aids and councillors, easily adapted and paced to suit individuals. Workbooks age/stage appropriate combining speech and occupational therapy, higher order thinking and executive function, social, visual, auditory skills, decoding and word development to enhance “communication literacy”</u>	

**TALKING POSTERS** *continued*

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<b>GROUP 3 – Facilitator: Susan Bruck</b>				
P32	<b>Grace Thompson</b>	<i>The University of Melbourne, VIC</i>	<u>Music to support early childhood learning and development: a partnership with parents</u>	Room 103 Friday 6 May 2016 12:30pm
P33	<b>Vicky Little</b>	<i>Autism Spectrum Australia (Aspect), NSW</i>	<u>Navigating life after school: needs and supports in transitioning into adult years</u>	
P34	<b>Craig Smith</b>	<i>Autism Spectrum Australia (Aspect), NSW</i>	<u>The role of technology in facilitating accessible learning options for those on the spectrum: lessons from a United Nations workshop</u>	
P35	<b>Gerard Mullan</b>	<i>Bright Faces, VIC</i>	<u>The benefits of using visual schedules in assisting children with ASD to transition, to foster independence and flexibility in preparation for commencing primary school</u>	
P36	<b>Lyndel Kennedy</b>	<i>The Hidden Diffability, VIC</i>	<u>Aspergers at school: strategies for secondary school</u>	
<b>GROUP 4 – Facilitator: Rozanna Lilley</b>				
P37	<b>Andrea Garner</b>	<i>Autism Spectrum Australia (ASPECT), NSW</i>	<u>Collaborative design of Augmentative and Alternative Communication (AAC) device integration at a class level</u>	Room 104 Friday 6 May 2016 12:30pm
P39	<b>Phylisa Wisdom</b>	<i>Lindamood-Bell Learning Processes, VIC</i>	<u>The imagery-language connection: improving comprehension for children with autism</u>	
P40	<b>Matthew Kocher</b>	<i>Aspect South Coast School, NSW</i>	<u>Dad's night: sharing and learning for fathers of children on the autism spectrum</u>	
P41	<b>Vasanthi Asaithambi</b>	<i>SAAC, Singapore</i>	<u>Educators' perspectives of the use of PECS: a school wide survey</u>	
P42	<b>Lye Ee Ng</b>	<i>Victoria University VIC</i>	<u>Socialising within differentiated spaces: the relationship between autism, technology and space</u>	



National Conference

5-6 May 2016, Melbourne Convention and Exhibition Centre

**VIDEO POSTERS**

PRESENTER	ORGANISATION, STATE/COUNTRY	VIDEO TITLE
<b>Berinda Karp</b>	<i>Autism STEP Australia, NSW</i>	<u>What works well!</u>