15th Annual Local Conference

Keynote: Improving Executive Functioning in Children with ASD

Presenters: Lauren Kenworthy, Ph.D & Laura Anthony, Ph.D.

Description:
Executive dysfunction is common in autism spectrum disorder and is linked to academic, social, and adaptive problems. This session will help you identify when a child with ASD is having trouble with executive functioning so that you can better distinguish a “can’t” from a “won’t,” and therefore intervene more effectively. The presenters will describe a cognitive-behavioral school and home-based intervention program targeting flexibility, goal-setting and planning called Unstuck and On Target (UOT).

Objectives/Outcomes:
1. Participants will be able to recognize executive functioning weaknesses in people with ASD and distinguish among different executive functioning skills.
2. Participants will be able to apply specific techniques to support improvement in executive functioning at home, in treatment, or at school.
3. Participants will be able to demonstrate when to use specific scripts or vocabulary to increase executive function skills.

Target Audience:
Parents, General Education Teachers, Special Education Teachers, Related Service Providers, Paraprofessionals, School Psychologists, School Administrators and Speech Language Pathologists

Disclosure:
Lauren Kenworthy: Financial – Dr. Kenworthy receives royalties from her co-authored book Unstuck and On Target! An Executive Function Curriculum to Improve Flexibility for Children with Autism Spectrum Disorders (Brookes Publishing Co), and she receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 15th Annual Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

Laura Anthony: Financial – Dr. Anthony receives royalties from her co-authored book Unstuck and On Target! An Executive Function Curriculum to Improve Flexibility for Children with Autism Spectrum Disorders (Brookes Publishing Co), and she receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 15th Annual Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

Biography:
Lauren Kenworthy, Ph.D., is a Professor of Neurology, Pediatrics, and Psychiatry at the George Washington University School of Medicine, and director of the Center for Autism Spectrum Disorders at Children’s National Medical Center. Dr. Kenworthy received her BA from Yale University and Ph.D. from the University of Maryland. She did her internship and residency training in clinical psychology/pediatric neuropsychology at Harvard Medical School, Children’s Hospital Boston, Johns Hopkins Medical School and
Mount Washington Pediatric Hospital. She has been on the faculty at the Children’s National Medical Center and George Washington University School of Medicine since 1995. Dr. Kenworthy’s research interests are focused on describing and treating the neuropsychological phenotype of autism. She is an author of over 60 peer-reviewed publications documenting non-social deficits in autism. She is a co-author of the Behavior Rating Inventory of Executive Function (BRIEF), which has been used in over 600 research publications have focused on the role of executive dysfunction in autism and its treatment. She is the author of a school based executive function intervention for children on the autism spectrum, Unstuck and On Target; the intervention has been supported by a recent National Institute of Mental Health (NIMH) funded trial. She is currently beginning another trial of Unstuck and On Target in low-income schools for children with ADHD as well as ASD. She is the author of three books and multiple chapters on high functioning autism and executive functioning. She also collaborates on functional imaging projects at the NIMH and Georgetown University. A national and international speaker on autism spectrum disorders and executive functions, Dr. Kenworthy also serves on dissertation committees and as a journal reviewer.

Laura Gutermuth Anthony, Ph.D., Associate Professor, Departments of Psychiatry and Behavioral Sciences and Pediatrics, Children’s National Medical Center, George Washington University School of Medicine & Health Sciences. Dr. Anthony completed a dual Ph.D. program in clinical and developmental psychology at the University of Illinois, Chicago. After training, she was on the faculty of the University of Maryland School of Medicine for 8 years before moving to Children’s National Medical Center in 2006. She has taught undergraduate and graduate courses, medical school courses, psychology graduate students, interns and postdoctoral fellow, medical residents and child psychiatry fellows. She co-Directed the Leadership Education for Neurodevelopmental Disorders (LEND) Autism Spectrum Disorders training program, funded by MCHB. She has also mentored undergraduates in research, as well as advising master’s thesis, dissertation and postdoctoral fellows’ projects. She has given more than 42 invited presentations, and contributed to 25 national and 32 international conference presentations. She has co-written many books, book chapters and peer-reviewed journal articles. She has been a co-investigator or principal investigator for 15 federally funded and foundation grants including being the principal investigator on a current Patient Centered Outcome Research Institute (PCORI) Health Disparities award for autism and ADHD interventions. In her clinical work at the Center for Autism and Spectrum Disorders, she evaluates and treats children and adolescents with ASD or other developmental disorders.

Afternoon Breakout Sessions:
1-A: Smooth Transitions: Helping Students with Autism Navigate Through the School Day
Presenter: Kara Hume, Ph.D.

Description:
Up to 25% of a school day may be spent engaged in transition activities. These times can be challenging for students with ASD. This session will highlight transition research, define/discuss transition supports to be used across settings, and provide photo/video examples that can be used as models for schools and families.
Objectives/Outcomes:

1. Participants will be able to explain why transitions across the school day may be more difficult for students on the autism spectrum.
2. Participants will be able to implement visual and auditory transition supports using both low and high tech strategies.

Target Audience:

Special Education Teachers, Related Service Providers, Paraprofessionals, and Speech Language Pathologists

Disclosure:

Kara Hume: Financial – Dr. Hume receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 15th Annual Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

Biography:

Kara Hume, Ph.D. is a scientist at the Frank Porter Graham Child Development Institute at UNC-Chapel Hill, as well as a Research Associate Professor in the School of Education. She serves as Principal Investigator and co-Principal Investigator on several studies with children, adolescents, and adults on the autism spectrum, including the Center on Secondary Education for Students with ASD (CSESA), a five year project developing and implementing a comprehensive high school program for students on the spectrum.

Dr. Hume has worked with children and young adults on the autism spectrum and their families for 20+ years in a variety of capacities, including a home program therapist, classroom teacher, trainer, and a certified TEACCH consultant. Her work focuses on increasing access for individuals with ASD across the age range to high quality community-based interventions. She has published more than 40 journal articles and book chapters to support these efforts.

1-B: Factors Relating to Education Professionals’ Classroom Practices for Inclusion of Students with ASD
Presenter: Jonathan M. Campbell, Ph.D.

Description:

This presentation will highlight the importance of educational professionals’ attitudes towards including students with ASD in educational settings. The presenter will review research related to educational professionals’ attitudes towards inclusion and classroom practices supporting inclusion. Recommendations for improving attitudes and practices will be offered.

Objectives/Outcomes:

1. Participants will identify the role of educational professionals’ attitudes in facilitating successful inclusion of students with ASD.
2. Participants will demonstrate various factors that impact attitudes towards inclusion.
3. Participants will utilize new strategies to facilitate more favorable attitudes towards inclusion.

Target Audience:
Parents, General Education Teachers, Special Education Teachers, School Psychologists, School Administrators and Speech Language Pathologists

Disclosure:
Jonathan M. Campbell: Financial – Dr. Campbell receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 15th Annual Conference. Nonfinancial – He has no relevant nonfinancial disclosures.

Biography:
Jonathan M. Campbell, Ph.D. is a licensed psychologist and Professor of School Psychology, Department of Education, School and Counseling Psychology, University of Kentucky. Dr. Campbell has worked in the field of neurodevelopmental disabilities for 20 years. He was a LEND trainee at the Boling Center for training. He completed pre-doctoral and postdoctoral training at the Yale Child Study Center in New Haven, CT. He serves as a member of the State of Kentucky’s Advisory Council on Autism Spectrum Disorders. Dr. Campbell’s research focuses on identifying and modifying attitudes of typically developing peers towards students with autism spectrum disorder. He also researches validity of early ASD screening instruments, both their comparative validity and cross-cultural validity. His work has been funded by the Organization for Autism Research and Association of University Center on Disabilities/Centers for Disease Control and Prevention. Dr. Campbell has authored or co-authored over 60 articles and book chapters and co-edited a text on psychological assessment of children. He serves on the editorial boards of Focus on Autism and Other Developmental Disabilities, Journal of Developmental and Psychical Disabilities, Journal of Psychoeducational Assessment, and School Psychology Review.

1-C: From I.E.P. to J-O-B: Preparing Students on the Autism Spectrum for Employment
Presenters: Barbara Bissonnette

Description:
It is well-established that many individuals with ASD have real contributions to make in the workplace. Yet the majority of adults are unemployed or working at jobs beneath their intellectual capabilities. Even those with college degrees struggle to find and maintain employment. This session offers practical suggestions for guiding these students to jobs or careers that will be manageable. Participants will learn why occupational decisions should not be based on interests; how to prepare young people for work; and about innovative employment models that utilize the strengths of individuals with autism.

Objectives/Outcomes:
1. Participants will be able to describe how ASD impacts adults in the workplace.
2. Participants will be able to recognize the work environments that will be conducive to success.
3. Participants will be able to list specific techniques for preparing students for the workplace.

Target Audience:
Parents, General Education Teachers, Special Education Teachers, Related Service Providers, Paraprofessionals, School Psychologists, and Speech Language Pathologists

Disclosure:

Biography:
Barbara Bissonnette is a certified coach and the Principal of Forward Motion Coaching. She specializes in career development coaching for individuals with High Functioning Autism and Nonverbal Learning Disorder. She is the author of the award-winning Complete Guide to Getting a Job for People with Asperger’s Syndrome; the Asperger’s Syndrome Workplace Survival Guide; and Helping Adults with Asperger’s Syndrome Get & Stay Hired: Career Coaching Strategies for Professionals and Parents of Adults on the Autism Spectrum. Barbara also offers consultation and training. Finding Employment that Works for Individuals with Asperger’s Syndrome is a full day seminar for career counselors, vocational rehabilitation and transition specialists. Consultations for parents provide information about how to find a manageable job or career.

1-D: A Cognitive Behavioral Intervention Program to Treat Anxiety and Social Deficits in Teens with High Functioning Autism
Presenter: Susan W. White, Ph.D.

Description:
This presentation will summarize the research on anxiety in autism, including its presentation, assessment/diagnosis, and treatment. Attendees will gain a better understanding of ASD and anxiety, as well as evidence-based intervention strategies.

Objectives/Outcomes:
1. Attendees will be able to explain the development and expression of anxiety in adolescents with ASD.
2. Attendees will be able to identify strategies for accurate assessment of anxiety in the context of ASD.
3. Attendees will analyze some of the common modifications made to evidence-based treatments for anxiety in clients with ASD.

Target Audience:
Parents, General Education Teachers, Special Education Teachers, Related Service Providers, Paraprofessionals, School Psychologists, School Administrators, Psychiatrists and Speech Language Pathologists
Disclosure:

Susan W. White: Financial – Dr. White receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 15th Annual Conference; as well as royalties for her books Handbook of Autism and Anxiety (Springer), CBT for Children and Adolescents with High-Functioning Autism Spectrum Disorders (Guilford), and Social Skills Training for Children with Asperger Syndrome and High-Functioning Autism (Guilford). Nonfinancial – She has no relevant nonfinancial disclosures.

Biography:

Susan W. White, Ph.D. is a clinical scientist specializing in developmental psychopathology with primary expertise in treatment and service development and evaluation of people with autism spectrum disorders (ASD). She is an Associate Professor in the Department of Psychology at Virginia Tech, as well as Director of the Psychosocial Interventions Laboratory and the Child Assessment Clinic. She is also the co-Director of the VT Autism Clinic.

Dr. White has developed and evaluated novel measures and treatment programs, conducted randomized controlled trials to evaluate feasibility and efficacy of novel intervention approaches, and led multiple projects at the intersection of psychology, computer scientists, and education to multi-modally assess (i.e. behavioral coding, eye-tracking) and treat (i.e. group-based psychosocial, neurofeedback, real-time training) core and co-occurring mental health problems in ASD. Dr. White also maintains a private practice, primarily treating adolescents with ASD.

Dr. White has published several books on the treatment of ASD, including Cognitive-Behavioral Interventions for Child and Adolescents with High-Functioning Autism Spectrum Disorders (Guilford), the Practitioner’s Guide to Social Skills Training in Children with Asperger’s Syndrome and High Functioning Autism (Guilford), and the Handbook of Autism and Anxiety (Springer). She has published over 70 peer-reviewed research articles, and her research has been funded by the National Institute of Mental Health, the National Institute of Child Health and Human Development, the Organization for Autism Research, and several private foundations.

2-A: Preparing Students with ASD for Life after High School
Presenter: Kara Hume, Ph.D.

Description:

Participating in meaningful work-based learning experiences, which include both college and career exploration, have proven to enhance outcomes. However, many students with ASD do not have access to these experiences. Attendees will learn practical strategies to embed these opportunities within the school and community settings.

Objectives/Outcomes:

1. Participants will be able to summarize the importance of access to work based learning experiences to ensure the college and career readiness of individuals with ASD.
2. Participants will be able to implement different work based learning experiences with students served across educational settings.

Target Audience:
Special Education Teachers, Related Service Providers, Paraprofessionals, and Speech Language Pathologists

Disclosure:
Kara Hume: Financial – Dr. Hume receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 15th Annual Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

Biography:
Kara Hume, Ph.D. is a scientist at the Frank Porter Graham Child Development Institute at UNC-Chapel Hill, as well as a Research Associate Professor in the School of Education. She serves as Principal Investigator and co-Principal Investigator on several studies with children, adolescents, and adults on the autism spectrum, including the Center on Secondary Education for Students with ASD (CSESA), a five year project developing and implementing a comprehensive high school program for students on the spectrum.

Dr. Hume has worked with children and young adults on the autism spectrum and their families for 20+ years in a variety of capacities, including a home program therapist, classroom teacher, trainer, and a certified TEACCH consultant. Her work focuses on increasing access for individuals with ASD across the age range to high quality community-based interventions. She has published more than 40 journal articles and book chapters to support these efforts.

2-B: A Peer Education Program about ASD for Elementary School Students
Presenter: Jonathan M. Campbell, Ph.D.

Description:
This presentation will introduce and demonstrate a short peer education program, the “Kit for Kids,” (KfK) developed to teach elementary school students about ASD. The KfK program consists of a teacher guide, lesson plan, peer education booklet and a classroom poster. The presentation will include student and teacher perceptions of the KfK delivered in classrooms.

Objectives:
1. Participants will be able to identify the potential benefits of educating peers about ASD.
2. Participants will be able to perform a brief peer education program about ASD.
3. Participants will evaluate the evidence-base supporting the use of a peer education program about ASD.
Target Audience:
   Parents, General Education Teachers, Special Education Teachers, School Psychologists, and Speech
Language Pathologists

Disclosure:
   Jonathan M. Campbell: Financial – Dr. Campbell receives an honoraria from the Center for Autism and
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Biography:
   Jonathan M. Campbell, Ph.D. is a licensed psychologist and Professor of School Psychology,
Department of Education, School and Counseling Psychology, University of Kentucky. Dr. Campbell has worked
in the field of neurodevelopmental disabilities for 20 years. He was a LEND trainee at the Boling Center for
training. He completed pre-doctoral and postdoctoral training at the Yale Child Study Center in New Haven,
CT. He serves as a member of the State of Kentucky’s Advisory Council on Autism Spectrum Disorders. Dr.
Campbell’s research focuses on identifying and modifying attitudes of typically developing peers towards
students with autism spectrum disorder. He also researches validity of early ASD screening instruments, both
their comparative validity and cross-cultural validity. His work has been funded by the Organization for Autism
Research and Association of University Center on Disabilities/centers for Disease Control and Prevention. Dr.
Campbell has authored or co-authored over 60 articles and book chapters and co-edited a text on
psychological assessment of children. He serves on the editorial boards of Focus on Autism and Other
Assessment, and School Psychology Review.

2-C: Executive Function and Autism Spectrum Disorder
Presenter: Kari Sassu, Ph.D., NCSP

Description:
   This session will review the components of executive function and the role of executive function in
daily activities as well as discuss commonly encountered difficulties among individuals with ASD. Interventions
and effective strategies for addressing executive functioning difficulties will be discussed.

Objectives/Outcomes:
1. Attendees will be able to summarize the components of executive function, the role of executive
   functions in daily activities, and commonly encountered difficulties among those with ASD.
2. Attendees will be able to identify several effective strategies for addressing executive functioning
difficulties.
Target Audience:
Parents, General Education Teachers, Special Education Teachers, Related Service Providers, School Psychologists, School Administrators and Speech Language Pathologists

Disclosure:
Kari Sassu: Financial – Dr. Sassu receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 15th Annual Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

Biography:
Kari Sassu, Ph.D., NCSP is an Associate Professor in the Counseling and School Psychology Department and the Coordinator of the School Psychology program at Southern Connecticut State University (SCSU). She also serves as a member of the Center for Excellence on Autism at SCSU. Previously, Dr. Sassu worked within the Center for Behavioral Education and Research at the University of Connecticut, where she served as the Implementation Coordinator for School-Wide Positive Behavior Supports in numerous urban school districts. Her professional experience also includes services as a school psychology practitioner in a public school, conducting neuropsychological evaluations of children and young adults, and providing in-patient rehabilitation counseling to adult patients. Dr. Sassu earned a Bachelor’s degree in Psychology and a Master’s degree in Psychological Services from the University of Pennsylvania. She holds a Master’s degree and Sixth Year Professional Diploma in Educational Leadership from Southern Connecticut State University, and a doctorate in Educational Psychology from the University of Connecticut. Her current research interests include: interventions to improve the school experiences of children with ASD, prevention strategies and intervention methodologies aimed at eradicating problematic behavior among school children, and the employment of strategies that capitalize on the mind-body connection to reduce negative effects of various health/medical conditions.

2-D Learn to Play, Play to Learn
Presenter: Dana Reinecke, PhD, BCBA

Description:
This presentation will focus on the importance of play as a basis for learning in other areas including language, social skills and more. How to select age-appropriate play skills as targets, and strategies for teaching independent play and social play skills will be discussed. The relevance of play to other areas of functioning and the use of play in teaching will also be addressed.

Objectives:
1. Participants will be able to identify age-appropriate play skills as targets.
2. Participants will be able to use evidence-based practices to teach play skills.
3. Participants will be able to plan teaching strategies using play to develop other skills.
Target Audience:
Parents, Special Education Teachers, Related Service Providers, Paraprofessionals, and Speech Language Pathologists

Disclosure:
Dana Reinecke: Financial – Dr. Reinecke receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 15th Annual Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

Biography:
Dana Reinecke, Ph.D., BCBA-D is a doctoral level Board-Certified Behavior Analyst (BCBA-D) and a New York State Licensed Behavior Analyst (LBA). Dr. Reinecke is an Assistant Professor in the Concentration in Autism and Special Education (CASE) program with the Department of Special Education and Literacy at Long Island University Post. Prior to this, Dr. Reinecke was an Assistant Professor and Department Chair for the Center for Applied Behavior Analysis at the Sage Colleges.

Dr. Reinecke provides training and consultation to school districts, private schools, agencies, and families for individuals with disabilities. She has provided consultation and training throughout New York, as well as in Mexico, Australia, and Northern Ireland. She has presented original research and workshops on the treatment of autism and applications of Applied Behavior Analysis (ABA) at regional, national and international conferences. She has published her research in peer-reviewed journals, written chapters in published books, and co-edited books on ABA and autism. Current areas of research include the use of technology to support students with and without disabilities, self-management training of college students with disabilities, and online teaching strategies for effective college and graduate education.

She has served as a Representative at Large (2010-2012) and Secretary (2012-2014), and is currently serving as President (2015-2016) and conference co-chair for the New York State Association for Behavior Analysis.