11th Annual Statewide Conference

Keynote: Prevention of Severe Problem Behavior: Current and Future Directions
Presenters: Timothy Vollmer, Ph.D., BCBA-D

Description:
Using data from the literature and from his own research, the presenter will describe some of the reasons for the development of severe problem behavior, like aggression, self-injury, and explosive tantrums. He will describe three general meanings of the concept “prevention” and strategies for supporting and intervening with individuals with autism spectrum disorders.

Objectives/Outcomes:
1. Participants will be able to describe at least two possible reasons for the development of severe problem behavior.
2. Participants will be able to explain the principals underlying differential reinforcement as a treatment for severe problem behavior.
3. Participants will be able to list the components of care-provider training packages

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

Disclosure:
Timothy Vollmer: Financial – Dr. Vollmer receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 11th Annual Statewide Conference. Nonfinancial – He has no relevant nonfinancial disclosures.

Biography:
Timothy R. Vollmer received his Ph.D. from the University of Florida in 1992. From 1992 until 1996, he was on the psychology faculty at Louisiana State University. From 1996 to 1998, he was on the faculty at the University of Pennsylvania Medical School. He returned to the University of Florida in 1998 and is now a Professor of Psychology. His primary area of research is applied behavior analysis, with emphases in autism, developmental disabilities, reinforcement schedules, and parenting. He has published over 130 articles and book chapters related to behavior analysis. He was the recipient of the 1996 B.F. Skinner New Researcher award from the American Psychological Association (APA). He received another APA award in August, 2004, for significant contributions to applied behavior analysis. He served as the Editor-in-Chief of the Journal of Applied Behavior Analysis from 2014-2016.

Afternoon Breakout Sessions:
1-A: Digital Technologies and ASD Learners: Tools You Can Use Right Now
Presenter: Janet Twyman, Ph.D., BCBA, LBA
Description:

“I’d like to use more technology in my teaching, but I’m not sure what or how.” “My learner likes playing on the tablet, but how can I make it more educational?” Many educators are interested in digital technologies but uncertain how to maximize their effectiveness in an instructional setting with ASD learners. Several digital and hardware technology tools will be reviewed within the categories of instruction/academics, social skills/behavior management, organizational/productivity, and communication/collaboration.

Objectives/Outcomes:

1. Participants will identify examples of apps that provide differentiated learner feedback following correct responses and errors.
2. Participants will be able to use settings and options to adapt hardware and apps to be more accessible for ASD learners.
3. Participants will identify at least three technology tools that they will be able to try and objectively evaluate, within their work with learners with ASD.

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

Disclosure:
Janet Twyman: Financial – Dr. Hume receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 11th Annual Statewide Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

Biography:
Janet S. Twyman, Ph.D., BCBA, LBA, is a noted proponent of effective instruction and using technology to produce individual and system change. A career educator, she has been a preschool and elementary school teacher, a principal and administrator, and university professor. A nationally and internationally sought after speaker, Dr. Twyman has presented on leveraging new technologies for diverse learners and settings at the United Nations. She has served on the boards of numerous organization including the Cambridge Center for Behavioral Studies (chairing the Education Group), and PEER International (assisting township schools in Port Elizabeth, South Africa). In 2007-2008, she served as President of the Association for Behavior Analysis International (ABAI) and in 2014 was named an ABAI Fellow. Formerly the Vice President of Instructional Development, Research & Implementation at Headsprout, currently Dr. Twyman is the Director of Learning Sciences and Technologies at ABA Technologies and serves as the Director of Innovation & Technology for the U.S. Dept. of Education funded Center on Innovations in Learning. She also holds faculty appointments as an Associate Professor of Pediatrics at the University of Massachusetts Medical School and a Full Professor of Behavior Analysis at the Florida Institute of Technology. She has published and presented widely on
instructional design, evidence-based innovations in education, and the systems that produce meaningful difference in learners’ lives. In 2015 she received the Wing Award for her work in Evidence-based Education.

**1-B: Improving Self-Regulation in Individuals with ASD using Evidence-Based Practices**
Presenter: Kandis Lighthall, M.A.

**Description:**
Participants will gain knowledge of practical and easy to implement Evidence-Based Practices (EBPs) for individuals with ASD and related disabilities to improve self-regulation skills. The EBPs are appropriate for pre-school through high school. Many videos and examples will prepare participants to immediately implement the EBPs.

**Objectives/Outcomes:**
1. Participants will identify the underlying causes of self-regulation issues.
2. Participants will be able to describe evidence-based practices that support improved self-regulation.
3. Participants will develop a plan to implement one evidence-based practice mentioned.

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

**Disclosure:**
Kandis Lighthall: Financial – Ms. Lighthall receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 11th Annual Statewide Conference. Nonfinancial – He has no relevant nonfinancial disclosures.

**Biography:**
Kandis Lighthall is director of Autism and Behavior Training Associates Publications and Products. She received her BA from Sacramento State University and her MA from CSU Chico. She has taught in a variety of settings including general education and special education, and was also a Program Specialist in the area of Autism. She taught curriculum classes at CSC Chico and courses in Autism at UC Davis. She has been involved at the state level in the development of the current education specialist credentials, Inclusive Education projects and LRE committees. She has lectured nationally for the Bureau of Educations and Research and internationally in the South Pacific for the University of Hawaii.

**1-C: Understanding Females with Autism Spectrum Disorder**
Presenters: Allison Ratto, Ph.D.

**Description:**
This session will focus on providing information about autism in females with the disorder. The current state of research on sex differences in ASD will be reviewed, focusing on possible causes and symptom presentation. Recommendations for assessment of ASD in females will be provided, as well as information on common co-occurring disorders.

Objectives/Outcomes:

1. Participants will be able to identify known sex differences in susceptibility to ASD and gain an understanding of the current state of research on sex differences in ASD manifestations.
2. Participants will be able to recognize limitations of current research and diagnostic procedures for understanding females with ASD.
3. Participants will be able to summarize factors for considerations in diagnostic assessment and treatment of females with ASD.

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

Disclosure:
Allison Ratto: Financial – Dr. Ratto receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 11th Annual Statewide Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

Biography:
Allison Ratto, Ph.D., is a clinical psychologist at the Center for Autism Spectrum Disorders at Children’s National and an Assistant Professor in the Departments of Pediatrics and Psychiatry and Behavioral Sciences at the George Washington University Medical Center. She received her Ph.D. in clinical psychology from the University of North Carolina at Chapel Hill and completed her postdoctoral fellowship at Children’s National in the Center for Autism Spectrum Disorders. Her research focuses on reducing disparities in access to ASD services for underserved populations, with particular interests in the experiences of ethnically and linguistically diverse populations, low-resource families, and girls and women with ASD. Dr. Ratto also provides clinical services to children and adolescents with ASD and their families as a clinical psychologist.

1-D: Strategies to Motivate: Using Positive Approaches to Teach Social, Academic, and Daily Living Skills to Individuals with ASD
Presenter: Melissa Rinaldi, Ph.D.

Description:
This session focuses on the basic theories of motivation, basic principles of reinforcement, and how these theories and principles can be applied to increase motivation in school-age individuals with autism.
spectrum disorders. Discussions include ways to teach, reinforce, and motivate to develop social, academic, and daily living skills in a variety of settings.

Objectives/Outcomes:
1. Attendees will be able to recognize evidence-based practices and tools for increasing motivation in students with ASD in multiple settings.
2. Attendees will be able to explain reinforcement principles and how the principles are applied for use in motivating individuals with ASD.
3. Attendees will be able to identify the theories of motivation in individuals 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:
Melissa Rinaldi: Financial – Dr. Rinaldi receives a salary from the Center for Autism and Related Disabilities. Nonfinancial – She has no relevant nonfinancial disclosures.

Biography:
Melissa L. Rinaldi received her B.A. degree in psychology from New York University, and her M.A. and Ph.D. degrees in clinical psychology from the University at Albany, State University of New York. She is a licensed clinical psychologist in the states of New York and Rhode Island. Dr. Rinaldi has worked with individuals with disabilities, their families, and members of their support team in both clinical and research capacities. She completed a postdoctoral fellowship at the Alpert Medical School of Brown University where she provided individual and group therapy to children and adolescents with combined developmental disabilities and psychiatric conditions. Dr. Rinaldi has extensive experience conducting diagnostic, cognitive, and adaptive assessments of individuals with developmental disabilities and providing behavioral and educational consultation services to homes, schools, and residential facilities. Her research focus is on the development, administration, and evaluation of training models and treatment approaches for individuals with autism spectrum disorders.

2-A: Effective “Technologies” for Early Literacy Instruction in Students with ASD
Presenter: Janet Twyman, Ph.D., BCBA, LBA

Description:
This presentation focuses on best practices in helping individuals with autism spectrum acquire literacy skills. Often learners who exhibit significantly limited language skills, narrow vocabulary, rapidly shifting attention, difficulties with delay, a focus on irrelevant stimuli, and other behaviors struggle with learning to read. The presenter will share specific strategies for teaching literacy to individuals with autism. The effective use of technology tools for increasing early literacy will be incorporated.
Objectives/Outcomes:

1. Participants will be able to explain the unique difficulties associated with teaching reading to learners with ASD.
2. Participants will be able to summarize evidence-based strategies and practices which have been demonstrated effective in increasing reading repertoires.
3. Participants will be able to identify a component-composite analysis of early reading skills.

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

Disclosure:
Janet Twyman: Financial – Dr. Hume receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 11th Annual Statewide Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

Biography:
Janet S. Twyman, Ph.D., BCBA, LBA, is a noted proponent of effective instruction and using technology to produce individual and system change. A career educator, she has been a preschool and elementary school teacher, a principal and administrator, and university professor. A nationally and internationally sought after speaker, Dr. Twyman has presented on leveraging new technologies for diverse learners and settings at the United Nations. She has served on the boards of numerous organization including the Cambridge Center for Behavioral Studies (chairing the Education Group), and PEER International (assisting township schools in Port Elizabeth, South Africa). In 2007-2008, she served as President of the Association for Behavior Analysis International (ABAI) and in 2014 was named an ABAI Fellow. Formerly the Vice President of Instructional Development, Research & Implementation at Headsprout, currently Dr. Twyman is the Director of Learning Sciences and Technologies at ABA Technologies and serves as the Director of Innovation & Technology for the U.S. Dept. of Education funded Center on Innovations in Learning. She has served on numerous boards of organizations and holds faculty appointments as an Associate Professor of Pediatrics at the University of Massachusetts Medical School and a Full Professor of Behavior Analysis at the Florida Institute of Technology. She has published and presented widely on instructional design, evidence-based innovations in education, and the systems that produce meaningful difference in learners’ lives. In 2015 she received the Wing Award for her work in Evidence-based Education.

2-B: Executive Functioning: Simple Strategies to Improve Learning & Behavioral Skills in Individuals with Autism
Presenter: Kandis Lighthall, M.A.

Description:
This session will provide participants with an understanding of Executive Functioning and how these skills influence learning and behavior. Many evidenced based strategies will be presented for immediate use
by the participants. A newly released study skills curriculum will be presented. This information will demonstrate to participants how to systematically address the development of EF skills throughout the school year.

Objectives:

1. Participants will be able to define executive functioning.
2. Participants will be able to identify deficits and how this effects students.
3. Participants will summarize year-long sequential steps for teaching executive functioning skills.

Target Audience:

Parents, General Education Teachers, Special Education Teachers, School Psychologists, and Speech Language Pathologists

Disclosure:

Kandis Lighthall: Financial – Ms. Lighthall receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 11th Annual Statewide Conference. Nonfinancial – He has no relevant nonfinancial disclosures.

Biography:

Kandis Lighthall is director of Autism and Behavior Training Associates Publications and Products. She received her BA from Sacramento State University and her MA from CSU Chico. She has taught in a variety of settings including general education and special education, and was also a Program Specialist in the area of Autism. She taught curriculum classes at CSC Chico and courses in Autism at UC Davis. She has been involved at the state level in the development of the current education specialist credentials, Inclusive Education projects and LRE committees. She has lectured nationally for the Bureau of Educations and Research and internationally in the South Pacific for the University of Hawaii.

2-C: Sexual Education Curriculum for Youth with Autism Spectrum Disorders Presenter: Yael Granader, Ph.D.

Description:

Youth with ASD mature sexually on a typical trajectory, but social cognition delays impact their understanding of sexually appropriate behavior. Social-communication challenges in ASD extend to sexuality, dating, and relationships. We will review the current literature about ASD and sexuality and then discuss a parent-mediated sexuality education program for youth with ASD entitled Supporting Teens with Autism on Relationships (STAR).

Objectives/Outcomes:

1. Participants will analyze the current literature on ASD and sexuality.
2. Participants will be able to summarize the parent-mediated sexuality education program for youth with ASD entitled the Supporting Teens with Autism on Relationships (STAR).
3. Participants will evaluate research on the STAR program.

Target Audience:
Participants will evaluate research on the STAR program.

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

Disclosure:
Yael Granader: Financial – Dr. Granader receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 11th Annual Statewide Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

Biography:
Yael Granader, Ph.D., is a pediatric neuropsychologist at Children’s National Health System in Washington, D.C., as well as assistant professor of pediatrics at the George Washington University Medical Center. Dr. Granader received her doctorate in clinical psychology from the Ferkauf Graduate School of Psychology, Yeshiva University. She completed her internship at Children’s Hospital Colorado and then focused postdoctoral training in pediatric neuropsychology at Children’s National Health System. Her clinical training focused on children with developmental and medical conditions, including autism spectrum disorders and epilepsy. Dr. Granader has published research projects on social skills interventions, enhancing emotion recognition in children with autism spectrum disorders, and executive functioning challenges in youth with autism spectrum disorders.

2-D: Developing and Fostering Social Development for Children with Autism Spectrum Disorders within Public Education
Presenter: David Meichenbaum, Ph.D.

Description:
A review of typical school-based practices suggests that school districts are falling short in facilitating the social development of students with autism spectrum disorders. This seminar highlights and explains the social interaction difficulties children with ASD commonly experience and provides school personnel with evidence-based approaches to enhance the social development of these students within public education settings.

Objectives/Outcomes:
1. Participants will be able to summarize the social interaction difficulties commonly experienced by students with an ASD.
2. Participants will be able to critically examine commonly used school-based approaches for building social skills and recognize the need to foster social development through a targeted, systematic, and comprehensive approach.
3. Participants will analyze the evidence-based approaches for enhancing the social development of students with ASDs in public education settings.

Target Audience:

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

Disclosure:

David Meichenbaum: Financial – Dr. Meichenbaum receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 11th Annual Statewide Conference. Nonfinancial – He has no relevant nonfinancial disclosures.

Biography:

David Meichenbaum, Ph.D., is a licensed clinical psychologist. He serves as both the Clinical Director of the Behavioral Pediatrics Clinic and the Director of Community Consulting and Clinical Services at The Summit Center in Amherst, NY. Dr. Meichenbaum further serves as faculty with the Western New York Regional Center for Autism Spectrum Disorders. Dr. Meichenbaum conducts diagnostic evaluations, provides outpatient psychological services, and offers consultative support and training to school districts across Western New York. His consultation and trainings focus on the facilitation of academic, social, emotional, adaptive, and behavioral development of students with autism spectrum and disruptive behavior disorders. Dr. Meichenbaum graduated with a doctorate in Clinical Psychology from the State University of New York at Buffalo and he completed his clinical internship at Duke University Medical Center.