Bullying Prevention and Autism Spectrum Disorders
Presenter: Scott Ross, Ph.D., BCBA-D

This presentation will describe a functional approach to bullying prevention for all students, including those with Autism, which gives students the tools to reduce bullying. Participants will consider the prevalence and causes of bullying for students with Autism Spectrum Disorder, will evaluate strategies their schools use, and will think systematically about addressing the problem. The Bullying Prevention in Positive Behavior Support curriculum will be demonstrated along with discussion of its development and evaluation.

Objectives:
1. Participants will learn the research, prevalence and the relationship between ASDs, bullying and victimization
2. Participants will understand why individuals with ASDs are targets of bullies or the bully
3. Participants will learn interventions and strategies to teach individuals with learning differences to understand bullying and how to respond to bullying as a victim or the bully as well as evidence based programs that can be implemented in schools to prevent bullying

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

Biography:
Scott W. Ross, Ph.D., BCBA-D, is a co-author of the Bullying Prevention in Positive Behavior Support curriculum as well as corresponding empirical analyses, for which he received the Initial Research of the Year award in 2010 from the Association of Positive Behavior Supports. He is currently an Assistant Professor in the Department of Special Education and Rehabilitation at Utah State University where he teaches coursework in direct instruction, curriculum development, classroom and behavior management, coaching, and systems change. Dr. Ross also serves on the Utah state leadership team for the Utah Multi-Tiered Systems of Support initiative (UMTSS), working with school districts across the state to scale-up evidence-based practice. He has published and reviewed extensively for education journals, including Journal of Applied Behavior Analysis, School Psychology Quarterly, Teaching Exceptional Children, Education and Treatment of Children, and the Journal of Positive Behavior Support.

Writing Instruction Strategies and Interventions for Individuals with High Functioning Autism Spectrum Disorders
Presenter: Kristie Asaro-Saddler, Ph.D.

The presenter will discuss the cognitive, academic, language and social/emotional characteristics of children with high-functioning autism spectrum disorders (ASD) that may impact their writing skills. A brief review of the literature base in writing, with a focus on interventions that support best practice for children with ASD will be provided. Practical solutions that teachers and parents can use to help students with high-functioning ASD improve their writing skills will be discussed.

Objectives:
1. Explain the characteristics of children with high-functioning ASD that impact writing
2. Describe the research base in writing for children with high-functioning ASD
3. Offer suggestions for how to improve the writing of children with high-functioning ASD

**Target Audience:**
Parents, General Education Teachers, Special Education Teachers, Related Service Providers

**Biography:**
Dr. Kristie Asaro-Saddler is an Assistant Professor in the Division of Special Education, and the Division of Educational Psychology and Methodology at the University at Albany. Her research interests focus on writing and self-regulatory strategies, specifically for students with Autism Spectrum Disorders (ASD). She has published in special education journals including the *Journal of Special Education and Exceptional Children*, and has presented at national and international conferences in the area of writing. Prior to joining the faculty at the University at Albany she was a special education teacher for children with ASD and developmental disabilities in self-contained classrooms.

**Living Well on the Spectrum: A Positive Psychology Approach**
Presenter: Valerie L. Gaus, Ph.D.

Living on the spectrum can bring a lot of stress from day to day. The strengths that also come with an autism spectrum disorder can be used toward creative problem-solving that allows for a life of opportunity and independence. This workshop will focus on a positive approach to managing stress and setting life goals that will lead to more life satisfaction for people on the spectrum and their families.

**Objectives:**
1. To describe positive psychology and how it applies to individuals on the spectrum
2. To discuss sources of stress for individuals on the spectrum and how a strength-based approach can help
3. To be able to list the steps of problem-solving and how they can be applied in every-day life

**Target Audience:**
Special Education Teachers, Related Service Providers, School Psychologists

**Biography:**
Dr. Gaus is a licensed psychologist with 20 years of experience providing mental health services to people with disabilities. With a cognitive-behavioral approach, she offers psychotherapy to adults with dual diagnosis (intellectual disability and mental illness), Asperger Syndrome, higher functioning autism, depression, anxiety, trauma and stress-related problems. She has a private practice with offices in Huntington and at Spectrum Services in Manhattan. She is on the advisory board for the Asperger Syndrome and High Functioning Autism Association, and the grant review committee for the Organization for Autism Research. She has lectured nationally and abroad on topics related to dual diagnosis and Asperger syndrome. She has also authored numerous articles, chapters and two books on these subjects, including a recent self-help book for adults called *Living Well on the Spectrum: How to Use Your Strengths to Meet the Challenges of Asperger Syndrome/High-Functioning Autism* (2011), published by Guilford Press.

**Application of Strategies that Support Skill Acquisition and Behavior Reduction in Individuals with ASD**
This session will focus on identifying ways to teach new skills to learners with autism with the goal of either preventing the emergence of problem behavior or decrease the occurrence of existing problem behaviors.

Objectives:
1. Participants will gain an understanding of the common functions of problem behavior
2. Participants will learn skills to teach for the purpose of decreasing the likelihood of behaviors emerging in young children with ASD
3. Participants will learn strategies to decrease existing problem behaviors displayed by children with ASD

Target Audience:
Parents, General Education Teachers, Special Education Teachers, Related Service Providers, Paraprofessionals, School Psychologists

Biography:
Dr. David Kuhn is the Clinical Director of the Center for Autism and the Developing Brain, located in the Westchester campus of NewYork-Presbyterian Hospital. He earned his Ph.D. in clinical psychology from Louisiana State University specializing in intellectual and developmental disabilities. Dr. Kuhn is a licensed psychologist and doctoral-level board certified behavior analyst. Dr. Kuhn currently holds faculty appointments at Columbia University, Weill Cornell Medical College, Queens College and the University of Massachusetts, Lowell. He was previously Director of the Lower Hudson Valley Regional Center for Autism Spectrum Disorders and co-Director of the Behavioral Psychology Program at the Westchester Institute for Human Development in Valhalla, NY and on the faculty of Kennedy Krieger Institute & Johns Hopkins University School of Medicine in Baltimore, MD. From 2006-2007 Dr. Kuhn served as President of the Maryland Association for Behavior Analysis. He has been a member of the Editorial Board for the Journal of Applied Behavior Analysis since 2006. Dr. Kuhn has co-authored over 20 peer-reviewed articles and book chapters. His clinical and research interests focus on the application and adaptation of principles of applied behavior analysis towards skill acquisition and behavior reduction among individuals diagnosed with autism or other intellectual and developmental disabilities.

Teaching to Successful Outcomes - Evidence Based Support for Student with Autism Spectrum Disorders
Presenter: Sanja Cale, Ph.D., BCBA

Students with Autism Spectrum Disorders are participating in academic environments alongside their typical peers, and they often require more intensive levels of support to achieve positive academic, behavioral, and social outcomes. This leads to multiple challenges for both general education professionals and special education professionals. The question of how to meet the range of needs looms large, and with limited time and low resource availability, educational professionals need simple and straightforward interventions that can impact the largest number of students, while achieving meaningful results. This session serves to provide a practitioner-friendly model that can guide school professionals as they implement research-based interventions to meet their student needs.

Objectives:
1. Understand evidence based approaches as they relate to social skill development in the classroom.
2. Gain knowledge regarding evidence based approach as they relate to the classroom; task accommodations and modifications as well as visual and organizational supports
3. Understand evidence based approaches as they relate to engagement, rewards and motivational strategies.

**Target Audience:**
General Education Teachers, Special Education Teachers, Related Service Providers

**Biography:**
Sanja Cale, Ph.D., BCBA-D, is an Assistant Professor at the State University of New York at Old Westbury. As director of the Regional Center for Autism Spectrum Disorders at Old Westbury, she provides intervention to children with developmental disabilities, support services to their families, and training and supervision to professional staff in public school settings on Long Island. She received her Doctorate in Clinical Psychology from the University at Stony Brook. Her current research interests include teacher training in empirically-supported interventions, implementation of peer support strategies for elementary and middle school students with ASD, and transition planning for high school students with developmental disabilities.

**Interventions to Support Youth with Autism Spectrum Disorders Socially and Academically in Inclusive Settings**

**Presenter:** Matthew Brock, M.A.

Inclusive Education can be an ideal venue for youth with autism spectrum disorders (ASD) to access the general education curriculum and develop social relationships with peers. One effective way to support youth with ASD in general education classrooms is through peer support arrangements. Peer support arrangements involved inviting peers without disabilities to provide academic and social support to students with ASD with training, ongoing support, and supervision from adults. In this session, I will describe the potential benefits of peer support arrangements, outline the steps associated with implementing this strategy, and work with participants to make an initial plan about how they might facilitate peer support arrangements for a specific student with ASD.

**Objectives:**

1. Participants will describe potential benefits of peer support arrangements
2. Participants will describe the steps associated with facilitating peer support arrangements
3. Participants will begin to plan how they, or others, might facilitate peer support arrangements for youth with ASD

**Target Audience:**
Parents, General Education Teachers, Special Education Teachers, School Administrators, Paraprofessionals

**Biography:**
Matthew Brock is a doctoral student in special education at Vanderbilt University. His research interests include effective instructional and support interventions for students with developmental disabilities, including autism spectrum disorder (ASD). He also researches models of effective professional development for educators who serve students with developmental disabilities. Matt has been a general educator, special educator, and technical assistance provider in classrooms for students with ASD.
Embedding Social Instruction throughout the Curriculum: Moving Beyond Lunch Bunch
John D. Molteni, Ph.D., BCBA-D

This presentation will review key features of social skills instruction and where these strands can be linked to the academic curriculum. Participants will learn how to engage students in social cognition, social interaction and problem solving across content areas.

Objectives:
1. Participants will be able to identify key components to social skills interventions.
2. Participants will be able to link curriculum strands from Common Core State Standards to social cognition and interaction.
3. Participants will be able to develop a lesson plan that includes embedded social skills instruction for an entire classroom.

Target Audience:
Parents, General Education Teachers, Special Education Teachers, Related Service Providers, School Administrators, School Psychologists

Discovering Evidence-Based Practice: What Does Research Tell Us?
John D. Molteni, Ph.D., BCBA-D

This presentation will provide an overview of the components of evidence-based practice and how research informs how we approach interventions. Participants will learn how to interpret research results and the strengths and limitations of research methodology. A review of recent reviews of evidence-based practices for treating Autism Spectrum Disorders will conclude the presentation.

Objectives:
1. Participants will be able to identify what does evidence-based practice mean?
2. Participants will be able to identify how do the results of different types of research inform our practice (e.g., single subject design, randomized controlled trials, survey research)?
3. Participants will be able to identify what do sources tell us about evidence-based practice regarding treatment for individuals with ASD (e.g., National Research Council, National Autism Center, US Department of Defense)?

Biography:
Dr. John Molteni received his Ph.D. in Clinical Child Psychology from St. John’s University. He is an Assistant Professor of Counseling and Family Therapy and Special Education. He also serves as the Director of the Institute for Autism and Behavioral Studies at the University of Saint Joseph. Dr. Molteni is the Director of Autism Services at the Hospital for Special Care where he provides and oversees clinical services for individuals with Autism Spectrum Disorders. He directs higher education programs in Autism Spectrum Disorders and Applied Behavior Analysis. Dr. Molteni is a licensed psychologist and a doctoral level Board Certified Behavior Analyst who has developed instructional and behavioral programs for children, adolescents and young adults with autism and related disabilities. Dr. Molteni’s clinical and consulting work has included developing educational programs in public and nonpublic schools and residential treatment facilities and work in inpatient psychiatric units, government agencies and outpatient clinics.
Understanding Anxiety in Youth with Autism Spectrum Disorders: Insights into Research and Practice
Conner Kerns, Ph.D.

This session will provide an overview of current research on the prevalence, presentation and repercussions of co-occurring anxiety and autism spectrum disorders. Where does ASD stop and anxiety begin? What is the benefit of recognizing anxiety in children with ASD? The promise of better understanding and treating anxiety disorders in youth with ASD will be considered and current guidelines for assessment and intervention discussed.

Objectives:
1. Participants will be able to provide an overview of current research on anxiety and autism spectrum disorder
2. Participants will be able to discuss similarities and differences in the presentation of anxiety disorders in youth with and without autism spectrum disorder
3. Participants will be able to discuss the components of empirically supported treatments for anxiety in youth with autism spectrum disorder

Biography:
Connor M. Kerns, PhD is an Assistant Research Professor at the A. J. Drexel Autism Institute in Philadelphia, PA. She completed her doctoral degree in psychology from Temple University under the mentorship of Philip C. Kendall, PhD, ABPP and her pre-doctoral internship at the Department of Behavioral Health at A.I. duPont Hospital for Children in Wilmington, DE. In addition to her doctoral studies at Temple University, she has trained at both the Seaver Autism Center of Excellence at Mount Sinai School of Medicine in New York City and the Center for Autism Research at Children’s Hospital of Philadelphia, where she was a clinician and founding member of the Anxiety Workgroup, a research program focused on the study of anxiety in ASD. Dr. Kerns has conducted and published studies on the role of paternal age in ASD risk, the co-occurrence of childhood psychopathologies and the efficacy of cognitive-behavioral treatments (CBT) for child anxiety. From this broad foundation, she has developed a research program focused on the overlap, assessment and treatment of anxiety and autism spectrum disorders. Her ongoing research topics include the varied presentation of anxiety in ASD and the implications of this variation to effective anxiety measurement and treatment. Dr. Kerns has presented her research findings at numerous national and international conferences in addition to authoring and co-authoring various chapters and peer-reviewed publications. Currently, she is working to develop cost-effective, transportable CBTs for youth with ASD and anxiety. Other, long-term goals include developing a parsimonious model of psychiatric co-occurrence to inform the development and dissemination of cross-diagnostic assessments and treatments.