

## Center for Autism and Related Disabilities' 12<sup>th</sup> Annual Statewide Autism Conference

### **Keynote: Understanding and Managing the Anxious Behaviors of Children and Adolescents with Autism**

**Presenters:** Audrey Blakely Smith, Ph.D. and Judy Reaven, Ph.D.

**Description:** This session will provide an overview of anxiety symptoms that commonly co-occur in children/adolescents with ASD along with a discussion of the vulnerabilities that place youth with ASD at a greater risk for these symptoms. A cognitive behavioral treatment approach to reduce anxiety in youth with ASD (Facing your Fears) will be described. Modifications for adolescents, and youth with ASD/intellectual and developmental disabilities will be presented, along with suggestions for implementing this program in school settings.

#### **Objectives/Outcomes:**

Following participation in this seminar, participants will be able to:

1. identify anxious symptoms in youth with ASD
2. list at least two vulnerabilities that contribute to the development of anxiety in ASD
3. describe coping strategies (i.e. attention to thoughts, emotion regulation, deep breathing) for managing anxiety in ASD

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

#### **Disclosure:**

Audrey Blakely-Smith: Financial – Dr. Blakely-Smith receives royalties from Paul H. Brookes Publishing for her treatment manual *Facing Your Fears* (2011); she also receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 12<sup>th</sup> Annual Statewide Autism Conference.

Nonfinancial – She has no relevant nonfinancial disclosures.

Judy Reaven: Financial – Dr. Reaven receives royalties from Paul H. Brookes Publishing for her treatment manual *Facing Your Fears* (2011); she also receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 12<sup>th</sup> Annual Statewide Autism Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

#### **Biography:**

Audrey Blakeley-Smith, Ph.D. is an Associate Professor in the Departments of Psychiatry and Pediatrics at the University of Colorado, School of Medicine. She received her PhD in clinical psychology in 2005 and specializes in developmental disabilities, most specifically autism spectrum disorders (ASD). Dr. Blakeley-Smith co-authored the Facing Your Fears treatment manual that will be discussed today along with Drs Reaven, Hepburn and Nichols. Dr. Blakeley-Smith is also an investigator on a study designed to adapt the Facing Your Fears program for adolescents with Intellectual Disability and Autism. She is also involved in teaching at the University of Colorado and is the training director of the clinical psychology internship.

Judy Reaven, Ph.D. is currently Associate Director of JFK Partners as well as Director of Research for JFK Partners/Developmental Pediatrics. She has worked in the field of developmental disabilities as a clinician, researcher and educator since 1985. Clinical and research interests include identifying and treating the co-occurrence of mental health symptoms in children and adolescents with autism spectrum disorders. She is the primary developer of a cognitive behavior therapy group treatment intervention for anxiety symptoms in children with ASD (Facing Your Fears). She is particularly interested in the implementation of Facing Your Fears in “real-world” settings, including schools and mental health clinics. Dr. Reaven has been the PI on several grants funded by private foundations dedicated to autism research (CAN, Autism Speaks, OAR), and has also been the PI on an NIH funded multi-site treatment trial (NIMH) exploring the implementation of the FYF program. She is currently PI on a HRSA funded grant focused on the modification of FYF for low income and/or underrepresented racial/ethnic minority youth in school settings. She has co-authored numerous peer-reviewed publications and book chapters.

### **Afternoon Breakout Sessions:**

#### **1-A: Learn to Play, Play to Learn**

**Presenter:** Dana Reinecke, Ph.D., BCBA-D

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

#### **Objectives/Outcomes:**

Following participation in this seminar, participants will be able to:

1. identify two age-appropriate play skills as targets
2. utilize evidence-based practices to teach play skills
3. implement teaching strategies using play to develop other skills

#### **Target Audience:**

Parents, General Education Teachers, Special Education Teachers, Related Service Providers, Paraprofessionals, Behavior Therapists, 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 12<sup>th</sup> Annual Statewide Autism Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

#### **Biography:**

Dana Reinecke is a doctoral level Board-Certified Behavior Analyst (BCBA-D) and a New York State Licensed Behavior Analyst (LBA). Dana is an Assistant Professor and Department Chair of the Department of Special Education and Literacy at Long Island University Post. She is also co-owner of SupervisorABA, an

online platform for BACB supervision curriculum, forms, and hours tracking. Dana provides training and consultation to school districts, private schools, agencies, and families for individuals with disabilities. She has presented original research and workshops on the treatment of autism and applications of 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 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. Dana is actively involved in the New York State Association for Behavior Analysis (NYSABA), and is currently serving as President (2017-2018).

### **1-B: The Role of Choice and Preference on Learning and Socialization in Students with ASD**

**Presenter:** Kathleen Dyer, Ph.D., CCC-SLP, BCBA-D

**Description:** Being able to make choices and have control over aspects of one's life is essential to personal liberty and happiness. However, having an opportunity to and being able to express choices can be severely compromised in the lives of persons with ASD. This session provides participants with practical strategies for teaching individuals with ASD how to communicate choices, and how to provide opportunities to exercise choice to improve learning and socialization with their teachers, peers and families.

**Objectives/Outcomes:**

Following participation in this seminar, participants will be able to:

1. describe the effects of preference and choice on learning, socialization and problem behavior in individuals with ASD
2. summarize how to teach choice making across multiple modes of communication
3. demonstrate how to provide opportunities for choices in selecting tasks and reinforcers for individuals with ASD

**Target Audience:**

Parents, Special Education Teachers, Related Service Providers, Paraprofessionals, Behavior Therapists, School Psychologists, and Speech Language Pathologists

**Disclosure:**

Kathleen Dyer: Financial – Dr. Dyer receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 12<sup>th</sup> Annual Statewide Autism Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

**Biography:**

Dr. Kathleen Dyer earned her Ph.D. in 1985 from the University of California and is a Board Certified Behavior Analyst, as well as a Certified Speech-Language Pathologist. Her research and training techniques have been disseminated widely through national and international presentations, as well as through books, encyclopedias and articles in peer-reviewed scientific journals. She has also served as a member of review

boards for numerous behavioral journals, and is currently the Clinical Director of the River Street Autism Program at Birken in Bloomfield, CT.

## **1-C: Self-Monitoring, Self-Management, and Self-Assessment: The Who, What, When, and Why of Effective Self-Management Interventions for Individuals with ASD**

**Presenters:** Jamie Salter, Ed.S., BCBA and Katharine Croce, Ed.D., BCBA-D

**Description:** The National Autism Centers' National Standards Project has identified 14 "established" treatments; one of which is self-monitoring. This session will explore peer-reviewed research that supports the implementation of self-monitoring systems for individuals with autism of various ages and developmental levels. A discussion of self-monitoring procedures incorporating a "match" component will be presented as well.

### **Objectives/Outcomes:**

Following participation in this seminar, participants will be able to:

1. summarize the research-based benefits of self-monitoring for students and for staff implementing the intervention
2. identify target behaviors that will likely benefit from self-monitoring interventions
3. describe how a self-monitoring system with a match component can increase appropriate school behaviors in students with ASD

### **Target Audience:**

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

### **Disclosure:**

Katharine Croce: Financial – Dr. Croce receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 12<sup>th</sup> Annual Statewide Autism Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

Jamie Salzer: Financial – Ms. Salzer receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 12<sup>th</sup> Annual Statewide Autism Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

### **Biography:**

Jamie S. Salter, Ed.S., BCBA, is a Senior Program Specialist with the San Diego County Office of Education. In her role, she trains educators on writing effective and legally-defensible Behavior Interventions Plans, provides leadership and guidance to special educators, and supports students, families, and IEP teams in determining appropriate programs for students in their least restrictive environment. Previously, Jamie worked as a Behavior Analyst and School Psychologist in California and Pennsylvania. Jamie operated a school-based clinic that provided an emphasis on Intensive Behavioral Interventions for children on the autism spectrum.

Jamie received her Masters of Education, Educational Specialist degree, Nationally Certified School Psychologist status, and BCBA certification through Lehigh University. Jamie has been actively involved in supporting children with autism for over 18 years. These experiences include serving as Supervisor of an U.S. Department of Education Training Grant through Lehigh University (focused on inclusion of students with low incidence disabilities) and presenter at multiple International Conferences. Jamie has led social skills groups, sibling support groups, and provided in-home behavioral intervention to children with autism and their families.

Dr. Katie Croce is a Board Certified Behavior Analyst-D. Katie received her Doctorate in Educational Leadership at Saint Joseph's University. Additionally, she holds a MS. Ed., in Applied Behavior Analysis, a BA in psychology, and an Autism Certificate. Katie has worked as a behavior analyst in public/private school and home settings for children with autism spectrum disorders (ASD) and other developmental disabilities. Katie's expertise includes behavior management, conducting functional behavioral assessments, graphing and analyzing data, developing individualized behavior intervention plans, staff training, providing parent education, and program development and management. Katie has also worked in a clinic setting developing programs for individuals with ASD including social skills programs, an inclusive summer camp, a respite program, a sports program, a college-bound retreat for students with ASD interested in attending college, a support program for college students with ASD, and training undergraduate and graduate education and psychology majors who wanted to work in the field of ASD. Additionally, Katie has also worked in higher education developing and teaching undergraduate course work in autism spectrum disorders and applied behavior analysis. Her current role as Special Education Coordinator involves oversight of educational programming available to students placed in an in-patient crisis hospital.

### **1-D: Executive Functioning Strategies to Keep Individuals with ASD Organized and On-Target**

**Presenter:** Kristin Knapp-Ines, Ph.D., BCBA-D

**Description:** Executive functions are the cognitive tasks that allow us to plan, organize, initiate, attend to task, and regulate and monitor behavior. They are the key building blocks to learning! In this training, participants will learn how challenges with executive functions can impact academic achievement and social success. Participants will learn about how strategies to create supports to help teach executive functioning skills.

#### **Objectives/Outcomes:**

Following participation in this seminar, participants will be able to:

1. Describe how executive functions impact individuals with autism spectrum disorder
2. Become familiar with interventions that support executive functioning difficulties
3. Identify several supports to use at home, in school or in the community

#### **Target Audience:**

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

**Disclosure:**

Kristin Knapp-Ines: Financial – Dr. Knapp-Ines receives a salary from the Center for Autism and Related Disabilities. Nonfinancial – She has no relevant nonfinancial disclosures.

**Biography:**

Kristin Knapp-Ines, Ph.D., BCBA-D is a licensed clinical psychologist in the state of New York and a board certified behavior analyst (BCBA-D). She received her B.S., M.S. in clinical and industrial-organizational psychology as well as her Ph.D. in clinical psychology from the University of Tübingen in Germany.

Previously, as a faculty member at the University of South Florida, she was involved in the development and implementation of a state-wide positive behavior support program for families and foster children with severe behavioral and emotional challenges. During her time in private practice, she gained extensive experience in providing behavior based consultation for professionals and caregivers working with and caring for individuals with developmental disabilities, including autism spectrum disorders.

Dr. Knapp-Ines currently serves as a clinical investigator at the Center for Autism and Related Disabilities and is an Adjunct Professor in the Department of Psychology at the University at Albany, SUNY. In her role as a clinical investigator, she conducts trainings, presentations and workshops covering a large array of topics related to autism. As part of CARD's training clinic, Dr. Knapp-Ines conducts comprehensive psychological assessments for children and adults. In her role as an Adjunct Professor, she coordinates and teaches the Certificate of Graduate Studies in Autism Spectrum Disorders at UAlbany.

**2-A: Literacy Skill Development: Creating a Balanced Literacy Program that Supports Children with Autism Spectrum Disorder**

**Presenter:** Susan Whittaker, Ed.D.

**Description:** Effective literacy skills enhances the quality of life for all individuals, including those with autism spectrum disorder. Literacy skills are necessary for reading and writing. They include awareness of the sounds of language and the relationship between letters and sounds. Other literacy skills include vocabulary, spelling, and comprehension. This presentation will emphasize key strategies to support a comprehensive literacy program.

**Objectives/Outcomes:**

Following participation in this seminar, participants will be able to:

1. differentiate between an analytic and synthetic phonics reading program that enhances “Active Student Response”
2. develop a guided reading program that promotes the use of sight words, new vocabulary and comprehension strategies
3. identify additional support and strategies to generalize learned skills

**Target Audience:**

General Education Teachers, Special Education Teachers, Paraprofessionals, School Psychologists, School Administrators and Speech Language Pathologists

**Disclosure:**

Susan Whittaker: Financial – Dr. Whittaker receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 12<sup>th</sup> Annual Statewide Autism Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

**Biography:**

Susan Whittaker, Ed.D has worked in education, at all levels for the past 23 years. Dr. Whittaker earned her BA in English from Brock University, Masters in Teaching from National Louis University, and Doctorate of Education in Curriculum & Instruction with an emphasis in early literacy from Aurora University. She began her career in the Illinois Public School system, working as an early childhood specialist and as a kindergarten teacher in an inclusion setting. During this time, she worked with children ranging from mild speech and language delays to significant physical impairments. She is the founder of Jolly Reading, a consulting agency in Niagara Falls, NY, which provides training in literacy to elementary school teachers in the United States, United Kingdom and Canada. Dr. Whittaker has worked in the United Kingdom and the United Arab Emirates, where she has designed literacy programs which have allowed students in special education programs to fully integrate into a balanced literacy program. Dr. Whittaker is currently a Principal at the Summit Academy, in Amherst New York where she supports as an Administrative leader and continues to support the literacy curriculum as an instructional lead. Summit Academy supports the learning of 325 students, ranging from early intervention to age 21, with a diagnosis of Autism Spectrum Disorder.

**2-B: Naturalistic Communication Enhancement Strategies**

**Presenter:** Kathleen Dyer, Ph.D., CCC-SLP, BCBA-D

**Description:** Impairment in communication is one of the core deficits in persons with ASD, and difficulties in this areas can lead to problem behavior and isolation from regular community experiences. This session discusses strategies to teach students with ASD to request their preferences, protest non-preferred activities, and clarify misunderstandings. Included are guidelines for instruction of students who communicate in various modes, including gestural, vocal and augmentative and alternative communication (AAC). Participants will learn to techniques to assess, teach, and generalize these communication skills, with examples provided in school, community, and home settings.

**Objectives/Outcomes:**

Following participation in this seminar, participants will be able to:

1. assess how students request, protest and repair communication breakdowns

2. utilize naturalistic strategies to teach students practical communication skills using naturalistic training strategies
3. identify naturalistic strategies to generalize practical communication skills using time delay and incidental teaching

**Target Audience:**

Parents, Special Education Teachers, Related Service Providers, Behavior Therapists, and Speech Language Pathologists

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**2-C: Self-Monitoring, Self-Management, and Self-Assessment: How to Set Up Systematic Self-Management Interventions for Individuals with ASD**

**Presenters:** Jamie Salter, Ed.S, BCBA and Katharine Croce, Ed.D., BCBA-D

**Description:** By systematically teaching children how to engage in more pro-social behaviors, they are able to better access learning and develop stronger relationships with others, leading to a better quality of life. This interactive and hands-on session will provide an opportunity to learn how to develop well-defined, systematic self-monitoring interventions and motivational systems. Participants will strengthen their knowledge of necessary considerations prior to implementing self-monitoring interventions and participants will leave this workshop with a comprehensive tool in hand to implement.

**Objectives/Outcomes:**

Following participation in this seminar, participants will be able to:

1. identify the importance of pre-treatment planning on the effectiveness of intervention
2. illustrate how to work collaboratively with a team in developing, implementing and progress-monitoring a systematic behavioral intervention
3. demonstrate an understanding of function-based reinforcement
4. utilize tools to effectively apply, individualize, and monitor progress of a self-monitoring system

**Target Audience:**

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

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Jamie Salzer: Financial – Ms. Salzer receives an honoraria from the Center for Autism and Related Disabilities for presenting at the 12<sup>th</sup> Annual Statewide Autism Conference. Nonfinancial – She has no relevant nonfinancial disclosures.

**Biography:**

Jamie S. Salter, Ed.S., BCBA, is a Senior Program Specialist with the San Diego County Office of Education. In her role, she trains educators on writing effective and legally-defensible Behavior Interventions Plans, provides leadership and guidance to special educators, and supports students, families, and IEP teams in determining appropriate programs for students in their least restrictive environment. Previously, Jamie worked as a Behavior Analyst and School Psychologist in California and Pennsylvania. Jamie operated a school-based clinic that provided an emphasis on Intensive Behavioral Interventions for children on the autism spectrum. Jamie received her Masters of Education, Educational Specialist degree, Nationally Certified School Psychologist status, and BCBA certification through Lehigh University. Jamie has been actively involved in supporting children with autism for over 18 years. These experiences include serving as Supervisor of an U.S. Department of Education Training Grant through Lehigh University (focused on inclusion of students with low incidence disabilities) and presenter at multiple International Conferences. Jamie has led social skills groups, sibling support groups, and provided in-home behavioral intervention to children with autism and their families.

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psychology majors who wanted to work in the field of ASD. Additionally, Katie has also worked in higher education developing and teaching undergraduate course work in autism spectrum disorders and applied behavior analysis. Her current role as Special Education Coordinator involves oversight of educational programming available to students placed in an in-patient crisis hospital.

## **2-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 will focus 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 will include ways to teach, reinforce, and motivate to develop social, academic, and daily living skills in a variety of settings.

### **Objectives/Outcomes:**

Following participation in this seminar, participants will be able to:

1. recognize evidence-based practices and tools for increasing motivation in students with ASD in multiple settings
2. explain reinforcement principles and how the principles are applied for use in motivating individuals with ASD
3. identify the theories of motivation in individuals with ASD

### **Target Audience:**

Parents, General Education Teachers, Special Education Teachers, Related Service Providers, Paraprofessionals, Behavior Therapists, School Psychologists, School Administrators 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.