**Keynote:**

**Fostering Functional Social and Practical Skills in ASD: The Importance of Adaptive Behavior**

**Presenter:** Celine A. Saulnier, PhD.

**Description:** Adaptive behavior is the independent performance of daily activities that are required for personal and social self-sufficiency. Deficits in adaptive behavior are, by definition, criteria for Intellectual Disability. Yet in ASD, adaptive delays tend to be above and beyond what would be expected based on cognitive ability, alone, especially for individuals with ASD who do not have cognitive impairment. This gap between cognition and adaptive behavior appears to widen with age and impedes functional independence into adulthood. This presentation will outline these profiles of adaptive behavior and discuss the importance of assessing for and teaching adaptive skills from initial diagnosis throughout the lifespan.

**Objectives/Outcomes:**

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

1. Describe the difference between adaptive behavior and cognition, and the importance for evaluating both constructs in ASD
2. Analyze adaptive behavior profiles in ASD and how gaps between cognition and adaptive functioning can impede social emotional, and adaptive development
3. Describe strategies for building upon adaptive behavior within the school system and beyond

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

**Biography:**

Celine Saulnier, Ph.D., obtained her doctorate in Clinical Psychology from the University of Connecticut, after which she completed a postdoctoral fellowship and then joined the faculty at the Yale Child Study Center. At Yale, Dr. Saulnier worked closely with Drs. Fred Volkmar, Ami Klin, and Sara Sparrow, conducting diagnostic evaluations and studying adaptive behavior profiles in individuals with ASD. In 2011, she relocated to the Marcus Autism Center & Emory University School of Medicine to help develop and direct a large-scale clinical research program. In June 2018, she left Marcus to open her own diagnostic clinic and consulting company, Neurodevelopmental Assessment & Consulting Services, and she remains an Adjunct Associate Professor at Emory. Dr. Saulnier has written two books, Essentials of Autism Spectrum Disorders Evaluation and Assessment and Essentials of Adaptive Behavior Assessment of Neurodevelopmental Disorders, and is co-author of the Vineland Adaptive Behavior Scales, Third Edition.

**Relevant Financial Relationship(s):**

Celine A. Saulnier; “Fostering Functional Social and Practical Skills in ASD: The Importance of Adaptive Behavior”, Employed by Neurodevelopmental Assessment & Consulting Services

Disclosures:

Financial – Author for Pearson Clinical and Wiley, Inc and receives royalty payments; Dr. Saulnier receives an honoraria from the Center for Autism and Related Disabilities for presenting at the statewide autism conference.

Nonfinancial – Dr. Saulnier has no relevant nonfinancial disclosures.

**Afternoon Breakout Sessions:**

**Learning to Play, Playing to Learn!: Using the JASPER Model in the Classroom to Increase Engagement and Social Communication in Children with ASD**

**Presenter:** Ya-Chih Chang, PhD
Description: In this session, an overview an evidence-based social communication intervention, Joint Attention Symbolic Play Engagement Regulation (JASPER), will be presented. Participants will learn strategies in promoting social communication within a play context in early intervention and preschool setting.

Objectives/Outcomes:
Following participation in this seminar, participants will be able to:
1. Identify an evidence-based social communication intervention, JASPER, for children with ASD
2. Identify different levels of play in young children
3. Describe three strategies to promote joint engagement, joint attention, and play skills in young children with ASD

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

Biography:
Ya-Chih Chang, PhD. Is an Assistant Professor, at California State University, Los Angeles. Dr. Chang earned her Doctorate of Philosophy at the University of California, Los Angeles (UCLA) with an emphasis in intervention for children with autism spectrum disorders. Dr. Chang has worked with children with autism for over ten years. She has extensive experience in training and collaborating with interventions, parents, and teachers in evidence-based practices. Dr. Chang’s research agenda is focused on social communication interventions for young children with autism, teacher preparation, and parent training. Her most recent publications include co-authored peer-reviewed articles in Journal of Child Psychology and Psychiatry, Journal of Clinical and Adolescent Psychology, Journal of Autism and Developmental Disorders, and Autism, that focused on community partnered interventions for young children with autism and minimally verbal children with autism.

Relevant Financial Relationship(s):
This presentation will focus primarily on the JASPER intervention, but information on other similar or related interventions will be included as well.

Ya-Chin Chang; “Learning to Play, Playing to Learn!: Using the JASPER Model in the Classroom to Increase Engagement and Social Communication in Children with ASD”, Employed by California State University
Disclosures:
Financial –Dr. Chang receives an honoraria from the Center for Autism and Related Disabilities for presenting at the statewide autism conference.
Nonfinancial – Dr. Chang has no relevant nonfinancial disclosures.

Social Skills Intervention for Adolescents: The PEERS® Program
Presenter: Laura Corona

Description: PEERS® is an evidence-based social skills intervention for adolescents and young adults with ASD. In this session, participants will learn about the structure and delivery of the PEERS program. The use and implementation of the PEERS curriculum in both parent-assisted and school-based formats will also be discussed.

Objectives/Outcomes:
Following participation in this seminar, participants will be able to:
1. Describe the structure and content of the PEERS intervention.
2. Define positive outcomes associated with the PEERS program.
3. Identify options for embedding the PEERS curriculum within a school setting.

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

Biography:
Laura Corona received her P.D. in Clinical Psychology from the University at Albany, State University of New York in 2018. During her time in Albany, Laura conducted diagnostic evaluations for autism spectrum disorder, participated in school consultation services, and coordinated and delivered interventions for individuals with ASD and their families. She completed her dissertation research on barriers during the transition from school to adulthood. Laura is currently completing a postdoctoral fellowship at the Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) within the Vanderbilt Kennedy Center in Nashville, Tennessee.

Relevant Financial Relationship (s):
This presentation will focus exclusively on the PEERS program and will not include information about other similar or related social skills intervention programs.

Laura Corona; “Social Skills Intervention for Adolescents: The PEERS Program”, Employed by Vanderbilt Kennedy Center

Disclosures:
Financial disclosure: Dr. Corona receives an honoraria from the Center for Autism and Related Disabilities for presenting at the statewide autism conference.
Nonfinancial – Dr. Corona has no relevant nonfinancial disclosures.

Transitioning from High School to Adulthood: Challenges, Needs, and Resources
Presenters: Laura Corona

Description: Adolescents with ASD often face challenges during the transition from high school to adulthood. Parents, school professionals, and community providers in New York State have described barriers to accessing transition and adult services, as well as needs that these services do not meet. In this session, participants will learn about best practices for the transition process, challenges described by Capital Region stakeholders, and resources to help plan for and guide the transition period.

Objectives/Outcomes:
Following participation in this seminar, participants will be able to:
1. Identify best practices for supporting adolescents with ASD during the transition from high school to adulthood
2. Describe barriers and challenges that exist during the transition process
3. Identify local and web-based resources for navigating the transition process

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

Biography:
Laura Corona received her Ph.D. in Clinical Psychology from the University at Albany, State University of New York in 2018. During her time in Albany, Laura conducted diagnostic evaluations for autism spectrum disorder, participated in school consultation services, and coordinated and delivered interventions for
individuals with ASD and their families. She completed her dissertation research on barriers during the transition from school to adulthood. Laura is currently completing a postdoctoral fellowship at the Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) within the Vanderbilt Kennedy Center in Nashville, Tennessee.

**Relevant Financial Relationship(s):**
Laura Corona; “Transitioning from High School to Adulthood: Challenges, Needs, and Resources”
Employed by Vanderbilt Kennedy Center
Disclosures:
Financial disclosure: Dr. Corona receives an honoraria from the Center for Autism and Related Disabilities for presenting at the statewide autism conference.
Nonfinancial – Dr. Corona has no relevant nonfinancial disclosures.

**Addressing Anxiety in Children and Youth with Autism Spectrum Disorders**
**Presenter:** Rose Iovannone, Ph.D., BCBA-D

**Description:** Anxiety symptoms and disorders are prevalent in a high number of students with autism spectrum disorders. Intensity and severity of symptoms vary but can significantly impact the student’s ability to effectively participate in school, community, social, and home events. This session will provide an understanding of anxiety in students with autism, describe a framework for thinking functionally about the behaviors exhibited, and give information on interventions including cognitive behavior therapies that have been effective at reducing anxiety symptoms.

**Objectives/Outcomes:**
Following participation in this seminar, participants will be able to:
1. Describe anxiety symptomology in students with autism spectrum disorders (ASD)
2. Discuss the common functions that anxiety serves
3. Identify a minimum of one intervention to reduce anxiety symptoms

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

**Biography:**
Dr. Iovannone is a Research Assistant Professor at the University of South Florida and a board certified behavior analyst. She is the Director of the USF-Interdisciplinary Center for Evaluation and Intervention and the co-principal investigator of Students with Autism Accessing General Education, an IES research grant. She works with the Florida PBIS project to improve Tier 3 behavioral support systems. She previously served as the director of Prevent-Teach-Reinforce (PTR), a randomized controlled trial of a standardized functional behavior assessment model. Dr. Iovannone is the elected president of the Association for Positive Behavior Support. Dr. Iovannone has provided professional development and technical assistance to educators, both nationally and internationally. She has published numerous peer-reviewed articles, books, and book chapters related to behavioral interventions at the individualized level and evidence-based practices for students with autism spectrum disorders. Most recently, Dr. Iovannone and colleagues wrote the second edition of Prevent-Teach-Reinforce: A school-based model of individualized positive behavior support.

**Relevant Financial Relationship(s):**
Rose Iovannone; “Addressing Anxiety in Children and Youth with Autism Spectrum Disorders”,
Employed by University of South Florida
Financial disclosure: Dr. Iovannone receives an honoraria from the Center for Autism and Related Disabilities for presenting at the statewide autism conference.
Nonfinancial – Dr. Iovannone has no relevant nonfinancial disclosures.
Building Capacity to Support Students with Autism Spectrum Disorder: A Modular Approach to Intervention

Presenter: Rose Iovannone, Ph.D., BCBA-D

Description: Research-supported strategies for students with autism spectrum disorders (ASD) exist; however, selecting and implementing them can be challenging for school teams. The sheer number of strategies along with the diverse skills displayed by students with ASD can overwhelm educators. The Modular Approach for Autism Programs in Schools (MAAPS) provides a systemic, team-based framework that assesses student needs and guides teams to select modules or strategies that best match the needs. It includes an active coaching process that supports teachers in developing, implementing, and evaluating intervention strategies. This session will describe MAAPS, provide pilot data and show case study examples.

Objectives/Outcomes:
Following participation in this seminar, participants will be able to:
1. Identify barriers faced by schools that impact implementation of evidence-based practices.
2. Describe the MAAPS framework.
3. Discuss how MAAPS addresses key school challenges.

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

Biography:
Dr. Iovannone is a Research Assistant Professor at the University of South Florida and a board certified behavior analyst. She is the Director of the USF-Interdisciplinary Center for Evaluation and Intervention and the co-principal investigator of Students with Autism Accessing General Education, an IES research grant. She works with the Florida PBIS project to improve Tier 3 behavioral support systems. She previously served as the director of Prevent-Teach-Reinforce (PTR), a randomized controlled trial of a standardized functional behavior assessment model. Dr. Iovannone is the elected president of the Association for Positive Behavior Support. Dr. Iovannone has provided professional development and technical assistance to educators, both nationally and internationally. She has published numerous peer-reviewed articles, books, and book chapters related to behavioral interventions at the individualized level and evidence-based practices for students with autism spectrum disorders. Most recently, Dr. Iovannone and colleagues wrote the second edition of Prevent-Teach-Reinforce: A school-based model of individualized positive behavior support.

Relevant Financial Relationship(s):
This presentation will focus exclusively on the Modular Approach for Autism Programs in Schools and will not include information about other similar or related frameworks.

Rose Iovannone; “Building Capacity to Support Students with Autism Spectrum Disorder: A Modular Approach to Intervention”, Employed by University of South Florida
Financial disclosure: Dr. Iovannone receives an honoraria from the Center for Autism and Related Disabilities for presenting at the statewide autism conference.
Nonfinancial – Dr. Iovannone has no relevant nonfinancial disclosures.

The Comprehensive Classroom Management Tool: Validating a Formative Assessment and Coaching Process
Presenter: Sara McDaniel, Ph.D.
Description: This presentation will provide an overview of existing classroom management assessments, describe the development and protocol procedures for the CCMT including operational definitions for observed teacher behaviors, explain procedures for using CCMT data in a responsive, coaching process and discuss implementation examples and outcomes from schools and classrooms that have used the CCMT within a coaching process.

Objectives/Outcomes:
Following participation in this seminar, participants will be able to:
1. Identify baseline classroom management data tools
2. Describe how the Comprehensive Classroom Management Tool aligns with best practice.
3. Apply the use of effective strategies for behavior support at the classroom level

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

Biography:
Dr. McDaniel is an associate professor of Special Education in the Department of Special Education and Multiple Abilities at the University of Alabama and is the Director of the Alabama Positive Behavior Support Office (APBSO). The APBSO is a statewide PBIS technical assistance center that focuses on supporting schools and districts in implementing PBIS in Alabama. She conducts research and teaches in the areas of: (a) secondary tier PBIS, (b) classroom management assessment and coaching, (c) PBIS for alternative education settings, and (d) early prevention for diverse populations of children at high-risk.

Relevant Financial Relationship(s):
Sara McDaniel; “The Comprehensive Classroom Management Tool: Validating a Formative Assessment and Coaching Process”, Employed by The University of Alabama
Financial disclosure: Dr. McDaniel receives an honoraria from the Center for Autism and Related Disabilities for presenting at the statewide autism conference.
Nonfinancial – Dr. McDaniel has no relevant nonfinancial disclosures.

Effective Classroom Practices for Students with Internalizing Behavior Concerns
Presenter: Daniel Rector, Ed.S., Deanna Maynard, NBCT

Description: Is your school environment prepared to support students who might exhibit internalizing behaviors? With purposeful planning, you can effectively design your classroom to increase the likelihood students with internalizing behaviors are successful. This session will help teachers and related services providers identify effective practices to make the classroom environment more supportive of students with internalizing behavior concerns.

Objectives/Outcomes:
Following participation in this seminar, participants will be able to:
1. Describe common characteristics of students who exhibit internalizing behaviors
2. Identify options for identifying students with internalizing behaviors for universal, targeted, or intensive support.
3. Apply evidence-based classroom practices to support students who exhibit internalizing behaviors

Target Audience:
General Education Teachers, Special Education Teachers, School Psychologists, School Administrators

Biography:
Deanna serves as the Virtual Production Coordinator for Missouri Schoolwide Positive Behavior Support with the University of Missouri- Columbia. Prior to her current role, Deanna was a Statewide Coach for MO SW-PBS, and a Regional Consultant supporting school/district implementation of Tiers 2-3.

She is a former special education and general education teacher, instructional coach, and middle school building administrator. Deanna is also a doctoral candidate in Special Education, focusing on behavior disorders. Deanna’s interest areas include implementation of SW-PBS, use of the evidence-based practices in the classroom supporting instruction and behavior, and teacher preparation. Currently, Deanna is teaching an undergraduate course called Teaching the Exceptional Learner, preparing pre-service general education teachers to meet the needs of students with disabilities.

Daniel serves as a Statewide Coach for Missouri Schoolwide Positive Behavior Support with the University of Missouri- Columbia. Prior to his current role, Daniel served as a Regional Consultant supporting school/district implementation of Tiers 1-3.

Daniel is a former middle/junior high school administrator and general education science teacher. He is also a doctoral candidate in Educational Leadership and Policy Analysis, focusing on effective methods to support teachers; teaches an undergraduate course called Behavior Management for Exceptional Students to pre-services general education teachers; and is pursuing coursework towards BCBA certification. While not inclusive, his areas of interest include: systems of support for teachers and administrators, district level implementation, and initiative integration.

Relevant Financial Relationship(s):

Daniel Rector; “Effective Classroom Practices for Students with Internalizing Behavior Concerns”
Employed by University of Missouri
Financial disclosure: Mr. Rector receives an honoraria from the Center for Autism and Related Disabilities for presenting at the statewide autism conference.
Nonfinancial – Mr. Rector has no relevant nonfinancial disclosures

Deanna Maynard; “Effective Classroom Practices for Students with Internalizing Behavior Concerns”
Employed by University of Missouri
Financial disclosure: Ms. Maynard receives an honoraria from the Center for Autism and Related Disabilities for presenting at the statewide autism conference.
Nonfinancial – Ms. Maynard has no relevant nonfinancial disclosures.

Problem Solving: Meeting the Needs of Students within 3 Tiers of Support
Presenter: Daniel Rector, ED.S., Deanna Maynard, NBCT

Description: Inclusive teaching requires planning for instruction and behavior support for a range of learners. How can general education and special education teachers plan for meaningful student support through universal, targeted, and intensive instruction and intervention? This session will focus on a framework of instructional and behavioral tiered support to help teachers use data-based decision making to meet the needs of all learners.

Objectives/Outcomes:
Following participation in this seminar, participants will be able to:
1. Identify the essential components of tiered instruction and intervention for academics and behavior, and apply to their context
2. Assess the needs of diverse learners and select appropriate levels of support, including assessment and progress monitoring
3. Implement a plan for collaborating with other professionals to meet the needs of all students, including ways to collaborate, roles and responsibilities, and communication
**Target Audience:**
General Education Teachers, Special Education Teachers, Related Service Providers, School Administrators

**Biography:**
Deanna serves as the Virtual Production Coordinator for Missouri Schoolwide Positive Behavior Support with the University of Missouri- Columbia. Prior to her current role, Deanna was a Statewide Coach for MO SW-PBS, and a Regional Consultant supporting school/district implementation of Tiers 2-3.

She is a former special education and general education teacher, instructional coach, and middle school building administrator. Deanna is also a doctoral candidate in Special Education, focusing on behavior disorders. Deanna’s interest areas include implementation of SW-PBS, use of the evidence-based practices in the classroom supporting instruction and behavior, and teacher preparation. Currently, Deanna is teaching an undergraduate course called Teaching the Exceptional Learner, preparing pre-service general education teachers to meet the needs of students with disabilities.

Daniel serves as a Statewide Coach for Missouri Schoolwide Positive Behavior Support with the University of Missouri- Columbia. Prior to his current role, Daniel served as a Regional Consultant supporting school/district implementation of Tiers 1-3.

Daniel is a former middle/junior high school administrator and general education science teacher. He is also a doctoral candidate in Educational Leadership and Policy Analysis, focusing on effective methods to support teachers; teaches an undergraduate course called Behavior Management for Exceptional Students to pre-services general education teachers; and is pursuing coursework towards BCBA certification. While not inclusive, his areas of interest include: systems of support for teachers and administrators, district level implementation, and initiative integration.

**Relevant Financial Relationship (s):**
Daniel Rector; “Problem Solving: Meeting the Needs of Students within 3 Tiers of Support”
Employed by University of Missouri
Financial disclosure: Mr. Rector receives an honoraria from the Center for Autism and Related Disabilities for presenting at the statewide autism conference.
Nonfinancial – Mr. Rector has no relevant nonfinancial disclosures

Deanna Maynard; “Problem Solving: Meeting the Needs of Students within 3 Tiers of Support”
Employed by University of Missouri
Financial disclosure: Ms. Maynard receives an honoraria from the Center for Autism and Related Disabilities for presenting at the statewide autism conference.
Nonfinancial – Ms. Maynard has no relevant nonfinancial disclosures.