Keynote: Redefining Consequence: Consideration and Strategies for Reducing Challenging Behaviors within Individuals with Autism Spectrum Disorders
Presenter: David L. Meichenbaum, Ph.D.

Description:
This presentation examines how many conventional ways of responding to difficult behavior often contribute to the persistence of challenges when implemented in individuals with autism. Practical evidence-based strategies to decrease maladaptive behaviors, increase adaptive alternative behaviors, and evaluate the effectiveness of intervention plans will be highlighted.

Following this session, participants will be able to:
- Recognize the limitations of many conventional ways of responding to challenging behavior
- Identify practical evidence-based strategies that can reduce problematic behaviors and build adaptive alternative behaviors
- Describe the components needed in developing a comprehensive behavior intervention plan, including means for monitoring and evaluating the effectiveness of behavior plans

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

Biography:
David Meichenbaum, Ph.D. is a licensed clinical psychologist specializing in the diagnostic evaluation and treatment of developmental and mental health disorders. He is both the Clinical Director of the Behavioral Pediatrics Clinic and Director of Community Consulting and Clinical Services at The Summit Center in Amherst, NY. Dr. Meichenbaum is a highly sought after consultant for school districts, offering practical behavioral and educational strategies that focus on the 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.

1A: Students on the Spectrum: Preparing for the College Adventure
Presenter: Lorraine E. Wolf, Ph.D.

Description:
Students on the autism spectrum can thrive in college, and more colleges are prepared to welcome them than ever before. But how do families decide whether college is a good option? What choices are available and how do schools help families access them? How do counselors and special educators prepare students to make this leap? This presentation will address these questions, as well as explore best practices for preparing students on the autism spectrum to go to college.

Following this session, participants will be able to:
- Identify factors that are critical to college success
- Compare and assess college options
- List strategies for transition of services and accommodations

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

Biography:
Lorraine Wolf, Ph.D. is the Director of Disability Services at Boston University. She holds a doctorate in clinical neuropsychology from the City University of New York and has over 30 years of experience working with children, adolescents and adults with neurodevelopmental disorders. She holds faculty appointments in psychiatry and in rehabilitation sciences at Boston University. She was a co-editor of Adult Attention Deficit Disorders: Brain Mechanisms and Life Outcomes (2001, New York Academy of Sciences), is the senior co-editor
of Learning Disorders in Adults: Contemporary Issues (Psychology Press, 2008), and is the co-author of Students with Asperger Syndrome: A Guide for College Personnel (Autism Asperger Publishing Company, 2009) and Students on the Spectrum: A College Guide for Parents (AAPC, 2011). Dr. Wolf’s interests include the neuropsychology of attention disorders, and developing effective services for students with autism spectrum and other psychiatric disabilities in higher education.

1B: Providing Students with ASD Access to Inclusive Educational Opportunities
Presenter: Kathleen M. Feeley, Ph.D.
Description:
Following a brief overview of inclusive programming for students with autism spectrum disorders (ASD), rationales for inclusive placements will be provided. A framework for the presentation of evidence-based strategies to enhance successful inclusive opportunities will be discussed. The session will conclude with suggestions regarding collaboration to reduce restrictive educational practices within school settings.

Following this session, participants will be able to:
· Describe factors that have led to the high percentages of students with ASD being placed in restrictive educational settings
· List strategies for students with ASD that lead to successful experiences within inclusive settings
· Identify opportunities for collaboration to change practices within school settings

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

Biography:
Kathleen Feeley, Ph.D., is the Founding Director of the Center for Community Inclusion at Long Island University (LIU) Post Campus in Brookville, New York in addition to being a Professor of Education within LIU Post’s College of Education Information and Technology. She currently is the coordinator of the Certificate in Autism and Special Education Program in the Department of Special Education and Literacy where she teaches several courses whose content is dedicated to behavior analytic instruction for individuals with autism spectrum disorders. Dr. Feeley is also the Executive Director of the Long Island Parent Center and the Long Island Early Childhood Direction Center, both New York State Education Department Technical Assistance Centers dedicated to educating families of children with disabilities across Long Island. Dr. Feeley has dedicated much of her career here in New York State to broadening care-givers’ and professionals’ understanding of the benefits of inclusive education for children with disabilities and works closely with several school districts as they work to change their practices to be more inclusive of students with disabilities both within and outside of the classroom.

2A: Thinking Differently: Better Understanding Students with ASD in the Classroom
Presenter: Melissa Rinaldi, Ph.D.
Description:
This presentation will discuss characteristics associated with autism spectrum disorder (ASD), and how these qualities may impact students with ASD in the classroom and may also lead to challenging behaviors. The session will highlight current research on differences in the motivation and information processing of students with ASD. Practical classroom strategies to teach new adaptive skills and replace challenging behaviors will be discussed.

Following this session, participants will be able to:
· Recognize the characteristics associated with ASD
· Describe the ways ASD characteristics can impact a student in the classroom
· Identify practical strategies to use in the classroom that take into account the unique profile of students with ASD
2B: Executive Functioning Strategies to Keep Individuals with ASD Organized and On-Target

Presenter: Kristin S. 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.

Following this session, participants will be able to:

- Describe how executive functions impact individuals with autism spectrum disorder
- Become familiar with interventions that support executive functioning difficulties
- 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, School Psychologists, Social Workers, School Administrators and Speech Language Pathologists

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.