



2011 Professional Workshops

Are you a professional in the autism community?
Do you work with individuals with autism,
Asperger's Disorder, or PDDNOS?
If so, these dynamic workshops are for you!

Maximize inclusive classrooms • Incorporate video modeling •
Increase learner motivation • Improve challenging
behavior • Reduce stereotypy and apply best practices • **Utilize**
curriculum and assessment resources • **Provide behavioral**
consultation • Promote independence in adolescents

Thursday, February 17

9:00 am–3:00 pm (One hour lunch break on your own; buffet available for purchase)

Crowne Plaza Clark

36 Valley Road, Clark, NJ 07066

I. Preparing and Supporting Learners with ASDs in Inclusive School Placements

David Celiberti, Ph.D., BCBA-D

Learners with autism benefit from carefully planned transitions. When inclusive participation achieves less than desired outcomes, it is often due to poor planning and preparation. The first half of the day will address the steps that educators can take to promote greater success in less restrictive settings. Topics such as dyadic and group instruction, strengthening prerequisite skills, creating experiences that simulate the next environment, and guidelines for transition planning will be discussed. Learners with autism who participate in inclusion often need tremendous support. The second half of the day will describe many areas of support including environmental accommodations, curricular adaptations, teaching modifications, shadowing, and preview/review opportunities. The roles of the regular education teacher, special education teacher, paraprofessional, and related service providers will be described as well as guidelines for team coordination.

Learning Objectives

- Describe the various forms of inclusion and delineate readiness skills
- Describe training needs of paraprofessionals
- Describe essential components of an individualized shadowing plan

2. Teaching Children with ASDs Using Video Modeling

Rebecca MacDonald, Ph.D., BCBA-D

Video modeling has been demonstrated to be an effective procedure to teach a variety of skills. The presenter will review studies she has conducted that demonstrate the effectiveness of video modeling teaching procedures for children with autism. She will also review her most recent work identifying necessary prerequisite skills for video modeling instruction to be most successful. Effective components of video models and research to support these recommendations will be discussed. She will review how to develop scripts using commercially available materials, create video modeling tapes, and provide video instruction to children with autism. Advantages of this teaching procedure will be discussed, as well as the technical issues encountered when implementing the procedures. Implications for this technology as an easy and effective strategy for teachers and parents to use to teach play, social, self-help, and vocational skills will be addressed.

Learning Objectives

- Become familiar with the identified prerequisites for video modeling
- Describe strategies to teach play, social, self-help, and vocational skills using video modeling
- Describe how to create new videos and teaching scripts

Friday, March 11

9:00 am–3:00 pm (One hour lunch break on your own; buffet available for purchase)

Sheraton Edison Hotel Raritan Center
125 Raritan Center Parkway, Edison, NJ 08837

3. How to Maximize Motivation: Strategies to Improve Learners' Abilities

Val Demiri, Ph.D., BCBA-D

This workshop is aimed at helping educators, behavior analysts and other professionals understand the importance of motivation as a concept and how motivation can and should be used to help individuals on the spectrum learn. Too often, individuals assume that motivation is a stable or fixed trait, unamenable to change. This view often leads to beliefs that learners with autism cannot, will not, or are too stubborn and “unmotivated” to change or learn. This workshop will dispel such myths and discuss effective behavioral strategies that may increase motivation to learn and respond during teaching. Improving social, communication, and academic skills will be discussed. Audience participation will be encouraged. It is recommended that attendees possess at least a basic understanding of applied behavior analysis.

Learning Objectives

- Distinguish between intrinsic and extrinsic motivation
- Identify 3 variables that can be manipulated to improve motivational levels
- Identify 3 behavioral strategies that positively impact motivation as it relates to social, communication, and academic skills

4. Supporting Students with Autism and Behavioral Challenges in the Classroom: ABA in Action

Russell Kormann, Ph.D.

Applied behavior analysis (ABA) is commonly accepted as best practice when serving students with autism and other developmental disabilities, and the results of ABA programs are well documented. What seems to be less clear is how effectively ABA fits into the public school environment. Issues such as staff understanding, preparedness, and interest in providing comprehensive behavioral programming in the classroom setting are but a few practical issues that face educators in inclusive settings everyday. The question for the consultant seems to be not only, “What can be done to help students with challenging behavior,” but more importantly, “Who is going to carry out the intervention and how can it be executed most effectively?” This workshop will address both theoretical and practical issues involved in providing IDEA-mandated behavioral support in classroom environments.

Learning Objectives

- Understand the multi-factor assessment model designed to evaluate the issues that impact students’ disruptive behavior
- Understand how to develop ecologically valid interventions that effectively address behavior in the classroom
- Understand what to do when a behavior plan stops working

Friday, April 8

9:00 am–3:00 pm (One hour lunch break on your own; buffet available for purchase)

Crowne Plaza Clark

36 Valley Road, Clark, NJ 07066

5. Implementing Research-based Strategies in School Settings:

- Treatment of Stereotypy to Promote Functional Skills (morning)
- Best Teaching Practices (afternoon)

William Ahearn, Ph.D., BCBA-D

Stereotypic behavior is often maintained by automatic reinforcement by its sensory consequences. A number of effective interventions have been developed, but stereotypy often persists when active treatment is not in place. Direct interventions that will be discussed include response interruption/redirection, response competition, and sensory integration. At times, treatment for stereotypy also fosters appropriate behavior, but it must often be taught more explicitly. Strategies for building functional skills will also be addressed, from direct instruction to video modeling and verbal operant training. It is recommended that attendees possess at least a basic understanding of applied behavior analysis (ABA).

ABA consists of tailoring interventions to meet the educational goals of each individual. A systematic approach involving regular review of progress may assist professionals in achieving this complex task. This presentation will discuss systematic evaluations of teaching procedures conducted with students receiving educational instruction in a school for children with ASDs. These include response prompting and prompt fading techniques to establish behavior chains and verbal behavior, as well as remediation strategies to implement when students are not making sufficient progress. Ways to incorporate simple research questions into everyday practice will also be suggested.

Learning Objectives

- Describe how sensory integration techniques can be interpreted from a behavioral perspective
- Describe several procedures for directly and indirectly treating stereotypy
- Describe best teaching practices in response prompting, prompt fading, and remediating deficits in skill acquisition

6. Curricular Programming for Students with Autism: Using Assessment Resources and Developing Relevant Goals

Mary Jane Weiss, Ph.D., BCBA-D

Developing goals for learners with autism is a complex and time-consuming task. Learners present with deficits in many areas, and each learner's needs are distinct. Effective programming requires a highly individualized and comprehensive assessment. This workshop will review several commonly used assessment resources and commercially available curricula that can help determine a learner's strengths and weaknesses. Resources reviewed will include the ABLLS®-R, the VB-MAPP, and other curricular sequences. The importance of assessing for other relevant aspects of skill demonstration, (including fluency and generality of responses) will also be addressed. Teachers and other professionals searching for effective tools to use with students with ASDs should benefit from this workshop.

Learning Objectives

- Become familiar with skill progressions in commonly used assessments such as the ABLLS® and the VB-MAPP
- Become familiar with several additional curricular sequence resources
- Describe how assessment is linked to effective intervention, including decisions about data collection and data analysis, fluency, and generalization

Monday, May 16

9:00 am–3:00 pm (One hour lunch break on your own; buffet available for purchase)

Crowne Plaza Monroe

390 Forsgate Drive, Monroe Township, NJ 08831

7. Behavioral Consultation for Individuals with ASDs: Factors Related to Success

Jane Barbin, Ph.D., BCBA-D

Professional consultative guidance in educational, vocational, residential, and family systems based on ABA principles is often the avenue through which families, agencies, and learners access behavioral intervention. Consultation often involves sharing of information on instructional strategies, skill acquisition, behavior reduction, curricula, motivational systems, and organizational systems and occurs in home, school, community, and other settings. An effective consultant must understand and become proficient in the contingencies which establish effectiveness for consumers. Response data from parents and professionals will be presented to clarify essential factors in the consultation relationship. Success elements such as data-based decision-making, ongoing training, feedback, generalization, immediacy of change, and collaboration will be discussed.

Learning Objectives

- Implement strategies for increasing communication and collaboration within the treatment team, including use of consultation contracting
- Demonstrate an increased understanding of ethical issues that arise in the course of consultation and ways to best manage these
- Incorporate an increased appreciation for the impact of family (e.g., sibling, marital), and agency (e.g., resources, treatment philosophy) issues which impinge on service delivery

8. Components of an Effective Program Serving Adolescents and Young Adults with ASDs

Linda Meyer, Ed.D., MPA, BCBA-D, CPT

Successful educational programs serving adolescents and young adults with autism spectrum disorders look toward transition: a time when educational entitlements are no longer available and individuals are well served to be as independent as possible in the places where they live, work and play. It is complicated by the unpredictability of teenage behavior. This workshop focuses on identifying and meeting the unique needs of adolescents with ASDs. It will assist professionals in identifying characteristics of teenagers with ASDs and identify strategies and curricula to teach age-appropriate functional, personal and social skills which may promote home, school, and community inclusion and lead to success on the job and richer social lives.

Learning Objectives

- Identify evidence-based teaching strategies to teach age appropriate, functional skills and promote independence
- Name at least 12 skill acquisition programs related to a “functional life skills curriculum” and 12 curriculum resources
- Describe 3 ways to improve parent collaboration in the educational programming of adolescents and young adults

Biographies

William Ahearn, Ph.D., BCBA-D, serves as the Director of Research at The New England Center for Children. He is also a Clinical Assistant Professor in Northeastern University and Adjunct Faculty in Western New England College. He was named a 2009 American Psychological Association awardee for Enduring Contributions to Applied Behavioral Research. He serves on several advisory committees and editorial boards and is a past president of the Berkshire Association for Behavior Analysis and Therapy. He has been published in many professional journals and has written book chapters on teaching children with autism.

Jane Barbin, Ph.D., BCBA-D is a licensed clinical psychologist who founded Behavioral Directions, LLC. As the founding director of the nationally-recognized Iyymount School Autism Program, she has practiced since 1992. She has served on several boards and advisory councils and is a past president of the Maryland Association for Behavior Analysis. She has presented at national and international conferences. Her professional interests include factors related to successful consultation and quality service provision, creating independence for learners with autism, and severe behavior disorders.

David Celiberti, Ph.D., BCBA-D is currently the President of the Association for Science and Autism Treatment. He is a past president of the Autism Special Interest Group (SIG) for the Association for Behavior Analysis. He also founded the Parent-Professional Partnership SIG and serves as its President. He currently serves on a number of advisory boards. He provides consultation to public and private schools and agencies. He has been published in professional journals and presents frequently at national and international conferences. He has taught college courses related to ABA and conducted research in the areas of ABA, family intervention, and autism.

Val Demiri, Ph.D., BCBA-D is an assistant director of Outreach Services at the Douglass Developmental Disabilities Center, where she clinically oversees the Early Intervention Program. She has consulted to various New Jersey and New York school districts as well as early intervention programs regarding ABA. She has conducted numerous psychological and diagnostic evaluations with the autism population and is an Adjunct Professor at St. John's University. She has also presented at local and national conferences.

Russell Kormann, Ph.D. is the director of Project: Natural Setting Therapeutic Management (NSTM), a community based multiple-model service delivery program for individuals with developmental disabilities and severe behavioral challenges. Project NSTM provides on-site behavioral support to families and professional staff who work with the referred individuals. He has focused his professional attention on issues of community and academic inclusion for individuals with behavioral challenges, as well as on community-based behavioral assessment. He also serves as a behavioral consultant to school districts and residential programs.

Rebecca MacDonald, Ph.D., BCBA-D is a licensed psychologist who serves as the Director of Intensive Instructional Preschool Program for children with autism at the New England Center for Children. She has faculty appointments at Northeastern University, Simmons College and Western New England College. She has presented her research at numerous conferences over the past twenty years and published studies that have appeared in several professional journals. She recently contributed a chapter to *Triumphs in Early Autism Treatment*. Her research interests are focused on social skills in children with autism.

Linda Meyer, Ed.D., MPA, BCBA-D, CPT is the Executive Director of Autism New Jersey and a consultant in private practice. She is the co-founder of the Alpine Learning Group. She serves on the professional advisory boards of several schools and agencies serving individuals with autism spectrum disorders. She has presented at national and international conferences, and authored many articles and book chapters. She has taught in educational and clinical psychology programs and is currently an adjunct professor at Caldwell College. She is a member of the NJ Governor's Council for Research and Medical Treatment of Autism.

Mary Jane Weiss, Ph.D., BCBA-D is the Director of Research and Training at the McCarton School. She previously served as Director of Research and Training and as Clinical Director of the Douglass Developmental Disabilities Center. Her clinical and research interests center on defining best practice ABA techniques. She has written numerous articles and four books on autism. She is also a regular presenter at national and international conferences. She is a past president of the Autism Special Interest Group of the Association for Behavior Analysis and serves on the Scientific Council of the Organization for Autism Research and on the Board of Trustees of Autism New Jersey.



Autism New Jersey is a nonprofit agency providing information, support and advocacy for families and professionals. Autism New Jersey encourages responsible basic and applied research that would lead to a lessening of the effects and potential prevention of autism. Autism New Jersey is dedicated to ensuring that all people with autism receive appropriate, effective services to maximize their potential and to enhancing the overall awareness of autism in the general public.

Registration

Registration is on a first-come, first-served basis by mail, fax, or online. Autism New Jersey accepts checks, credit cards, and purchase orders. If your district/agency requires several weeks to process a purchase order, submit your registration form with the purchase order number in order to reserve a seat. If the purchase order is not received by the day before the event, your registration will be cancelled. **Please include the name of the registrant on all purchase orders.** A confirmation letter will be **e-mailed** to all registered participants. Participants in any of these workshops can receive **Department of Education Professional Development Hours free of charge.** BACB® Type 2 CEUs will be available at the standard rate of **\$10 per credit hour.** For further information about speech and social work credits, please contact Elizabeth Neumann at 609.588.8200, extension 16 or enemann@autismnj.org. Participants are responsible for maintaining their professional development certificates as Autism New Jersey will not issue replacements.

Refunds will only be given for cancellations we receive two weeks before the event. After that, substitutions for original registrants are accepted, but no refunds will be given for any reason. If Autism New Jersey reschedules the event (i.e., due to weather concerns), credit may be transferred to a future workshop if you cannot attend on the rescheduled date. If Autism New Jersey cancels this event due to unforeseen circumstances, you will be notified by phone and e-mail 5 business days prior to the workshop, and you will receive a refund. For more information, please contact Gale Rainier at 609.588.8200, ext. 13, or grainier@autismnj.org.

	1 Workshop	2 Workshops	3 Workshops	4 Workshops
Member	\$80	\$150	\$200	\$250
Nonmember	\$100	\$180	\$240	\$280

Register online at www.autismnj.org
Not a member?
 Save on registration fees by joining at www.autismnj.org today!

Register online at www.autismnj.org, mail completed form to Autism New Jersey, Attn. Gale Rainier, 500 Horizon Drive, Suite 530, Robbinsville, NJ 08691, or fax it to 609.588.8858. We will send confirmation via e-mail once your registration has been finalized. Please indicate your workshop selections: (Please note that you can only attend one workshop per day.)

*In order to receive the member discount, the registrant or the registrant's school/agency must be a current member of Autism New Jersey. Please contact Robin Moschitti at 609.588.8200, ext. 31 or membership@autismnj.org if you have a question about membership. To become a member today, please visit www.autismnj.org. *The multiple workshop discounts apply when one individual attends multiple sessions.

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NAME _____

STREET ADDRESS _____ CITY _____ STATE _____ ZIP _____ COUNTY _____

HOME WORK AFFILIATION _____

WORK PHONE _____ EVENING PHONE _____

FAX _____ E-MAIL _____

MEMBER NUMBER _____ \$ _____ AMOUNT ENCLOSED _____

CHECK # _____ MONEY ORDER # _____ PURCHASE ORDER # _____

IF PAYING BY CREDIT CARD, PLEASE INDICATE VISA MC AMEX DISCOVER

CARD NUMBER _____ EXPIRATION DATE _____

NAME ON CARD _____ SIGNATURE (REQ.) _____



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Look inside for valuable information on how to improve your teaching skills.

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