

HARRAH'S WATERFRONT CONFERENCE CENTER | ATLANTIC CITY, NJ

OCTOBER 17 & 18, 2019

*37<sup>th</sup> Annual*  
**AUTISM** REGISTER • SPONSOR • EXHIBIT • ADVERTISE  
**CONFERENCE**

**Your experience with autism is unique.** With more than 80 workshop choices and 100 exhibitors, our conference can be tailored to meet your needs for information and resources.



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NEW JERSEY

The Power of Connection

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- ⌘ Strive Autism Center-Center based ABA therapy for toddlers and young children
- ⌘ Parent and Family Training
- ⌘ Social Skills Groups
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[www.firstchildrenservices.com](http://www.firstchildrenservices.com)



# No matter your role in the autism community, **OUR CONFERENCE IS FOR YOU.**

With 81 workshop options, 100+ exhibitors, and opportunities for networking and support, you can truly create the conference experience that YOU need. With all content reviewed to be evidence-based and presented by leaders in the autism community, you can be confident that it will be a good use of your valuable time and resources. Here are some of the very different ways our 1,300+ participants craft their schedules:

- Those who value our **Transition Conference** will find 4 times as many sessions here that apply to teens, adults, and their families.
- **New to autism?** Learn the basics of understanding behavior, building social/communication skills, and creating meaningful IEPs.
- **Teachers:** access autism-specific best practice for instruction and classroom management.
- Focus exclusively on **financial** planning, **legal** issues and advocacy, and state/federal **supports**.
- **Experienced clinicians:** find support for ethical and instructional challenges from renowned experts.
- Encouraged by **personal perspectives?** We appreciate the self-advocates and parents who share their experiences to help us all.

**Autism New Jersey is the largest statewide network of parents and professionals dedicated to improving the lives of individuals with Autism Spectrum Disorder.**



For more than 50 years, self-advocates, families, professionals, government officials, the media, and concerned state residents have turned to Autism New Jersey for information, compassionate support, training, and leadership. Think of us as a partner with connections to local and state resources that meet your unique circumstances across our four service pillars:

**INFORMATION SERVICES | EDUCATION & TRAINING | PUBLIC POLICY | AWARENESS**

*Thank you, Sponsors!*



# CONFERENCE *Schedule*

## Thursday, October 17

Registration.....	8:00am to 9:00am
Exhibitors.....	8:00am to 4:00pm
Keynote.....	9:00am to 10:30am
Session A Workshops.....	10:50am to 12:05pm
Lunch.....	12:05pm to 1:30pm
Lunch Activities.....	12:20pm to 1:20pm
Research Posters	
Parents-Only Networking Lunch Room	
Lunch & Learns	
Session B Workshops.....	1:30pm to 2:45pm
Session C Workshops.....	3:00pm to 4:15pm

## Friday, October 18

Registration.....	8:00am to 9:00am
Exhibitors.....	8:00am to 3:00pm
Session D Workshops.....	9:00am to 10:15am
Session E Workshops.....	10:30am to 11:45am
Lunch.....	11:45am to 1:15pm
Lunch Activities.....	12:00pm to 1:00pm
Gold Member & Friends Luncheon	
Parents-Only Networking Lunch Room	
Lunch & Learns	
Session F Workshops.....	1:15pm to 2:30pm
Session G Workshops.....	2:45pm to 4:00pm

## Choosing Workshops

Filter the workshops by 12 different categories (legal, instructional, presented by parent, adult, etc.) at our new registration website:

[WWW.AUTISMNJ.ORG/CONFERENCE](http://WWW.AUTISMNJ.ORG/CONFERENCE)



### ANNA'S SON WAS RECENTLY DIAGNOSED.

She chose:

**A1 CSOC**   **B13 (IE)**   **C23 Insurance**   **D38 Joint Attention 1**

**E52 Joint Attention 2**   **F60 Young Children**   **G70 Social Skills**

She plans to spend the lunch breaks meeting other parents in the Parents-Only Networking Lunchroom and connecting with exhibitors who provide in-home ABA services.



### BRYSON'S DAUGHTER IS AN ADULT WITH SEVERE AUTISM.

He is considering:

**A10 Behavior**   **L2 Financial**   **C31 Independence**   **D41 Medication 1**

**E53 Medication 2**   **F65 Residential Treatment**   **G74 Program Selection**

He plans to spend Session B speaking with exhibitors from legal and financial firms.

## THE VENUE

# Harrah's Waterfront CONFERENCE CENTER

Feedback has been overwhelmingly positive for our Harrah's venue for the last three years. The entire conference takes place on the Avalon floor of the conference center, and there are many dining and entertainment options if you stay in our reserved room block.

**New reduced rate!** Our group rate is the lowest rate for rooms during the conference at **\$84 per night**. All rooms in the block will be in the Waterfront and Bayview Towers closest to the conference center.

Perks and fees are detailed at [www.autismnj.org/conference](http://www.autismnj.org/conference).

Book online through this link or call **888.516.2215** and request the Autism New Jersey Conference rate.



VISIT [WWW.AUTISMNJ.ORG/CONFERENCE](http://WWW.AUTISMNJ.ORG/CONFERENCE) TO RESERVE YOUR ROOM

All are welcome to attend any session. They are loosely ordered from basic to more advanced within each session. Feel free to contact **Elizabeth Neumann, M.A., BCaBA** at **609.588.8200 x10045** or [eneumann@autismnj.org](mailto:eneumann@autismnj.org) for further workshop detail to assist in making your selections.



### COURTNEY TEACHES STUDENTS WITH ASD.

*Her schedule includes:*

**A3** Verbal Behavior    **B20** Generalization    **C26** Curriculum

**D39** General Ed. Supports    **E53** Classroom Settings

**F57** Inclusion    **G69** Safety Plans

She is especially looking forward to the exhibit bookstore and other vendors who may have resources for her classroom.



### DOMINIC IS A WELL-RESPECTED PROFESSIONAL IN THE FIELD.

*He is looking forward to:*

**A4** Collaboration    **L3** Regulated Professions    **B17** Mental Health

**C25** Biology    **D44** Stereotypy    **E51** Cultural Responsiveness

**F64** AAC 1    **G75** Supervision 2

He can earn the CE credits required by his credentialing boards while staying up-to-date with advanced and innovative practices.

# PROFESSIONAL *Development*

## Workshops

Workshop capacity may be limited, and space is available on a first-come, first-served basis. Providing workshop selections at registration helps us to assign rooms by size. Participants must stay for the entire session to earn credits.

## Educators

Registrants can earn up to 12 NJ Department of Education professional development hours. Certificates will be available in the last workshop sessions each day which can also be used as general attendance documentation for other employers.

## Specialized Continuing Education Credits

**NEW FOR 2019!** PREPAID CE CREDIT FEE

For all CE types, checking in and out will be done with the CEUHelper app. **All CE credits must be purchased by October 1** at the nonrefundable flat rate of \$50 per day. There will no longer be the option to pay onsite or after the event. This fee is waived for Silver or Gold Members and is only charged once if you are earning multiple types. All attendance and documentation rules must still be followed to earn credits.



CEU HELPER APP SPONSORED BY:



### BEHAVIOR ANALYSTS:

Autism New Jersey is an Approved Continuing Education provider by the Behavior Analyst Certification Board.

### PSYCHOLOGISTS, SOCIAL WORKERS, AND SPEECH THERAPISTS:

Please contact Stephanie Flamini above.

Contact Stephanie Flamini, BCaBA  
at **609.588.8200 x10016** or  
**sflamini@autismnj.org**  
with any questions.

## A Respectful and Practical Approach to Addressing Challenging Behavior

Gregory Hanley, Ph.D., BCBA-D,  
*Western New England University*

KEYNOTE SPONSORED BY:



**BACB**

The dignity afforded to individuals with autism and the humanity that is associated with attempting to understand why problem behavior is occurring prior to treating it is sometimes lost in functional analysis and function-based treatment processes. Progress towards easily appreciated and generally applicable functional assessment and treatment procedures will require a slight shift towards different assumptions, aims, and procedures; these will be highlighted while outcomes are described from practical functional assessment and treatment processes in which the person with autism was always free to participate in, alter, or opt out of their therapeutic process. This enhanced choice model will be discussed, with considerations focusing on the safety of those participating and a progressive treatment process for developing the skills of communication, toleration, and contextually appropriate behavior.



## Proud Keynote Sponsor 2019

In 2017, Elwyn launched its Enhanced Behavior Support Program (EBSP) in New Jersey, featuring:

- ▶ Specialized program for adults with highly acute, challenging behavior
- ▶ Applied Behavior Analysis (ABA) focus
- ▶ Heavy concentration of Board Certified Behavior Analysts (BCBA)
- ▶ Proven, exceptional results

For more information, please call Samantha Volpe, Ph.D, BCBA, Director, Intensive Behavior Supports, 609-579-1236



[elwyn.org](http://elwyn.org)



Devereux New Jersey positively impacts the lives of nearly 500 children, adolescents and adults with special needs – and their families – every year. We provide a continuum of care for individuals with emotional, behavioral and cognitive differences, including autism spectrum disorders, intellectual and developmental disabilities (I/DD), and medical challenges.

Devereux's broad spectrum of I/DD treatment settings include: community-based homes and apartments, vocational training, intensive in-home supports, and consultative/family-based services.

To learn more, visit [devereuxnj.org](http://devereuxnj.org)

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**We're hiring!**  
[jobs.devereux.org/nj](http://jobs.devereux.org/nj)



# Behavior Therapy

ASSOCIATES

## COMPREHENSIVE AUTISM SERVICES



Behavior Therapy Associates provides comprehensive services for learners with Autism Spectrum Disorders (ASD)



**Behavior Therapy Associates' autism services include, but are not limited to:**

- Initial evaluations & re-evaluations;
- Functional behavior assessments;
- Educational treatment planning;
- Parent training & staff training;
- Development, supervision, and consultation to home and/or school programs;
- Social skills interventions;
- Independent expert program evaluations and program needs assessments for a school or district;
- BCBA substitute service; Supervision of ABA therapists and prospective BCBA or BCaBA

For more information, email [info@BehaviorTherapyAssociates.com](mailto:info@BehaviorTherapyAssociates.com), call our offices at 732-873-1212, or visit our website, [www.BehaviorTherapyAssociates.com](http://www.BehaviorTherapyAssociates.com)

# Behavior Therapy

ASSOCIATES

## HI-STEP SUMMER PROGRAM

***HI-STEP® - PROUDLY CELEBRATING 20 YEARS!***

**Unique Summer Social Skills Program**

*Dr. Michael Selbst & Dr. Steven Gordon, Executive Directors*

5-week Summer Day Program

8:45 a.m. - 2:45 p.m. Monday - Friday

Founded in 2000, **HI-STEP: Helping Improve Social-skills Through Evidence Based Practices**, is a specialized summer extended school year program, focusing on teaching social skills to children with Asperger's Syndrome, High Functioning Autism, ADHD, anxiety, and learning disabilities in a fun and structured environment. Our programs (ages 6-17) operate in air-conditioned public school buildings in three New Jersey locations: Pennington, Scotch Plains and the Cherry Hill area. Email [hstep@comcast.net](mailto:hstep@comcast.net), for more information.

**[www.BehaviorTherapyAssociates.com](http://www.BehaviorTherapyAssociates.com)**



# SESSION A *Workshops*

A1

## NJ's CSOC: Strength-Based Partnering with Families

John Roy, MSW, *Cape Atlantic Integrated Network for Kids*;  
Tara Costantini, MSW, LSW, *Cape Atlantic INK @ Atlantic Cape Community College*; and  
Andrea Burleigh, *Atlantic Cape Family Support Organization*

The Children's System of Care (CSOC) within the NJ Department of Children and Families is the service delivery system for youth up to age 21 with developmental and intellectual disabilities. This panel discussion will review CSOC's guiding principles and explain eligibility and supports which may be available. The presenters will describe their collaborative systemic approach in partnering with youth and families living with intellectual and developmental challenges. You will hear one family's perspective on how they were able to communicate their individual and family strengths and needs in negotiating with the systems to affect change for their family.

A2

## Planning for Tomorrow: The Person with Special Needs

Ray Falcon, Esq., *Falcon Law Group*

What will happen to your child when you are no longer around? How can you provide security for your loved ones after you are gone? This may be the most frightening challenge facing parents and other caregivers of individuals on the spectrum. It is never too early to start planning. This workshop will describe government programs that are available to persons with disabilities, including the ABLE account. Participants will leave with an actionable five-step approach to planning, including questions to be addressed, basic financial considerations, guardianship, and use of special needs trusts and other estate planning documents.

A3

## Do-It-Yourself Verbal Behavior

Ricky Teichman, M.S., BCBA, LBA,  
*The Puzzle Place Center for Autism*

Skinner's Verbal Behavior approach to language helps you see language in an entirely different manner. By defining language by its function (how it is used), we can teach functional communication to all learners, both vocal and non-vocal. This workshop will illustrate the various operants, or functions, of language such as mands (requests), tacts (labels) and more through video examples. Strategies will be provided to help parents and professionals increase teaching opportunities within everyday schedules and routines in the natural environment.

A4

## Collaborative Communication Skills in Consultation with Parents and Professionals

Paul Lords, Ph.D. and  
Jennifer Lords, M.S., BCBA, LBA;  
*Humboldt County School District*

Working with individuals on the autism spectrum may increase the complexity of communication with stakeholders, including navigating the emotional needs of families and service providers. At its core, consultation is a process of interpersonal communication between consultants and consultees to problem solve in support of clients or students. This workshop will provide training in the use of communication skills necessary to maintain collaborative problem solving in a multidisciplinary environment, with a focus on perspective-taking and managing complex conversations to support the development and implementation of quality, functional, skill-building programs.

A5

## Assessment and Treatment of Anxiety and Trauma

Bobbie Gallagher, Ph.D., BCBA,  
*Autism Center for Educational Services*

CO-OCCURRING DISORDERS WORKSHOP SPONSOR:



Often, parents and professionals express that anxiety may be at the root of challenging behaviors. Research confirms their stance with high rates of anxiety present in individuals with autism, but many times, little is done outside of the search for medication. This workshop will address why anxiety and trauma may manifest differently in individuals with autism. Additionally, it will look at tools to measure behaviors and identify triggers which may be used during a functional behavior assessment in order to design effective behavior intervention plans and skill acquisition programs.

A6

## Ensuring Adherence to the Ethical Code: Individual and Organizational Strategies

Mary Jane Weiss, Ph.D., BCBA-D, LABA,  
*Endicott College* and  
Thomas Zane, Ph.D., BCBA-D,  
*University of Kansas*

Ethics is an essential element of individual behavior analytics practice and an important dimension of organizational accountability. Common vulnerabilities for individual practitioners include dual relationships, practicing outside the scope of practice, and the use of non-evidence-based interventions. For organizations, issues of consent, confidentiality, testimonials, and termination of services present challenges. These areas of the BACB Code will be reviewed,

along with strategies to enhance individual and organizational compliance. Rubrics will be shared to help organizations with policy creation, product monitoring, and the development of processes that reduce vulnerability. *BACB Ethics CEUs*

**A7**  
BACB  
**Early Identification and Intervention Before 1 Year: Research and Best Practices**

John Burke, Ph.D., BCBA-D and  
Stephanie McGowan, Ed.D.; *Felician University*

Growing emphasis has been placed on identifying specific neurological and behavioral markers of ASD to help explain the early development of the symptoms and design more effective early interventions. Research has led to strategies that directly target key “learning to learn skills” and pivotal areas essential to typical development, including scanning and shifting attention, seeking to initiate, social communication, and responding with joint attention. The goal of these highly specialized early intervention models is to alter the way infants and very young toddlers interact and learn from their environments, rather than simply targeting developmentally appropriate behaviors.

**A8**  
BACB  
**Shaping Greater Independence in the Workplace Using Self-Management Strategies**

Gregory MacDuff, Ph.D., BCBA-D and  
Joshua MacDuff;  
*Princeton Child Development Institute*;  
Eric Rozenblat, Ph.D., BCBA-D and  
Kristin Cassidy, M.A.;  
*Institute for Educational Achievement*

Are the levels of dependence demonstrated by many adults with autism the result of instructor-managed motivational systems? Could such systems create an extinction condition when instructors’ proximity and supervision have been faded? This workshop will examine efforts by the treatment teams from two adult programs who have applied self-management procedures to increase productivity, engagement, and work endurance for adult learners. The presentation will include a review of the results of single-subject research conducted in this area as well as a number of individualized instructional programs developed for learners across the spectrum.

**A9**  
BACB  
**Developing School Policy to Reduce Restraint and Seclusion**

Brian Connors, Ed.S., BCBA,  
*Seton Hall University*

This workshop will focus on the development of school policy to reduce restraint and seclusion use under New Jersey law and the

BACB’s Professional and Ethical Compliance Code for Behavior Analysts. Participants will learn about a model for developing or revising their own school policies. Strategies for incorporating best practices in Applied Behavior Analysis, Positive Behavioral Interventions and Supports, and crisis intervention into policies will be addressed. Discussion will include considerations in selecting crisis intervention programs and incorporating them into policy, data collection procedures to measure progress, and ways to evaluate policies and program effectiveness.

**A10**  
BACB  
**Assessment and Treatment of Problem Behavior in Adolescents and Adults**

Robert LaRue, Ph.D., BCBA-D,  
*Rutgers University, Douglass Developmental Disabilities Center*

As difficult as behavioral challenges are with children, they are often amplified for adolescents and adults. The complexity and intensity of problem behavior, coupled with increased strength and stature, can make problem behavior unmanageable for educators and families. To effectively intervene, functional assessments must be conducted to identify the underlying cause and create efficient interventions. However, research has focused almost exclusively on young children; practical solutions for older individuals are clearly needed. This workshop will outline alternative strategies for conducting sound functional assessments and viable intervention with this population.

**A11**  
BACB  
**Increasing Social Initiations of Students with High-Functioning Autism**

Justin DiDomenico, M.S. Ed., BCBA and  
Kristin Coleman, M.S.;  
*Building Blocks Behavior Consultation*

Students with ASD experience skill deficits when interacting with typical peers, which can inhibit their participation in inclusive educational settings. This workshop will evaluate the effects of delivering textual prompts using an Apple Watch® to increase appropriate social initiations of students with high-functioning autism in an inclusive, public school setting. This data-based presentation will review previous behavior analytic research on social skills and discuss the lack of research addressing high-functioning adolescents with ASD. A withdrawal design showing the effects of an Apple Watch® on the social initiations of two students will be presented as well as areas of future research.

L1

## Q&A: NJ's Children's System of Care

Rosemary Browne, MSW and Alex Encarnacion, *NJ Children's System of Care*;  
Laura Johnson, MSW, LCSW and Jessica Meisner, M.A., LPC; *PerformCare*

The Children's System of Care (CSOC) serves children with developmental disabilities as well as behavioral and mental health needs and substance use challenges up to age 21. Frequently asked questions will be answered by leaders of CSOC and its Contracted System Administrator, PerformCare. As time allows, audience questions will be taken. Further discussion is welcome at PerformCare's exhibit table throughout the conference.

L2

## Financial Planning for the Individual with Special Needs in Your Life

Michael Ringel, CPA, RICP, CDFA and Ian Kansky, CEXP; *Strategies for Wealth*

Estate planning may bring to mind families with great wealth, but in the special needs planning context, it simply means organizing your estate, whatever its size, to meet the needs of the entire family as efficiently and economically as possible. The goal for families with a member requiring special consideration is to create and provide a more certain future for the individual with the special need as well as for the rest of the family. Most times, it is for a child that we can most effectively plan because you have the benefit of time to get the right advice and develop and implement an appropriate plan.

L3

## Q&A: Ethical Concerns for Regulated Professionals

Margaret "Misty" Bloom, Esq., *Behavior Analyst Certification Board*

This Lunch and Learn will allow participants an opportunity to pose questions to the BACB's new Regulatory Director. Topics may include, but are not limited to, the boundaries around the BACB's involvement in regulatory activities; how ethical complaints might be handled by both the BACB and a regulatory body; overlapping scopes of practice; and the limits or concerns around state telepractice restrictions and the provision of supervision.

## PARENTS-ONLY NETWORKING LUNCHROOM

A room will be set aside for parents to meet and discuss their successes, challenges, and tips. One area will be facilitated discussion and the other area unstructured.

The Experts In Early Childhood Autism

# A Playful Approach To Serious Therapy

Under the Directorship of Ricky Teichman, BCBA



The first five years of life are the formative years in a child's development. Early Intensive Behavioral Intervention (EIBI) for young children with Autism has been proven to result in a more effective outcome. *The Puzzle Place* believes in treating the **whole child**, with combined **ABA, OT and SLP** all working together at one center. Our **full-time BCBA** and highly trained **Registered Behavior Technicians** guarantee that quality therapy is occurring at all times. Our daycare and preschool like setting ensure that the skills your child learns are meaningful and the learning process enjoyable. **"A Playful Approach to Serious Therapy!"**

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Our students  
walk into a  
warm embrace.



And walk out  
with the ability  
to embrace  
the world.

As a leader in alternative education to public schools, we are uniquely qualified to prepare special needs students to lead satisfying, productive and independent lives. We offer a solid well-rounded educational and social foundation where we embrace each child's unique personality and gear our efforts to help them achieve to the best of their ability. An individualized curriculum based on Common Core Standards and smaller class size promotes student motivation, self esteem and total development of each child. We give students more than an education, we give them an empowered way of life.

Call us at one of our three schools to find out how we can bring out the best in your child.



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(732) 544-9394



*The Gateway School*

Carteret, NJ  
TheGatewaySchool.com  
(732) 541-4400

Prime Time Center is affiliated with the Alpha, Harbor, and Gateway Schools.



Call to schedule a tour – Monday thru Friday from 9a.m.-3p.m.

Brick	Eatontown	Carteret
485 Brick Boulevard	240 Broad Street	60 High Street
888-258-5271	732.544.9394	732.541.4400

**WE BELIEVE THERE IS NOTHING  
MORE REWARDING THAN  
LEADING A REWARDING LIFE.**

PrimeTime Center is a DDD, medicaid approved day habilitation program serving adults with developmental disabilities throughout New Jersey. Through the use of community-based instruction, PrimeTime Center participants realize their potential in work, social skills and life.



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# SESSION B *Workshops*

**B12**

## **Navigating the DDD Service System: Overview (Part 1)**

Nkechi Ugoji-Okoli, MSW, LSW;  
*NJ Division of Developmental Disabilities*

This workshop will provide insight into the intake and eligibility process, the method to select a support coordination agency and their responsibilities, as well as services offered through individual service plans. The presenter will also discuss quality improvement efforts being made by the Division to ensure continued improvements to service delivery for individuals within the service system. *This session will be repeated on Friday as E45.*

**B13**

## **Strategic Approaches to the IEP**

Elena Napravnik, M.Ed. and  
Claire Wiczerak, MSW; *Autism New Jersey*

Each student receiving special education services has an Individualized Education Program (IEP) that lists all supports to be provided. In order to navigate the special education system and help students obtain meaningful benefit, parents and professionals must understand the IEP document itself, how appropriate evaluations can determine services, and effective collaboration techniques. When teams have specific assessment information and work well together, students may achieve greater outcomes. Topics will include identifying needs, creating goals, determining services and placements needed to achieve those goals, and measuring progress.

**B14**

## **Affordable Housing Options: Design, Development, and Financial Challenges**

Brad Molotsky, *Jewish Federation of Southern NJ*;  
Tom Toronto, *Bergen County United Way*;  
Jacob Fisher, *Pennrose Properties*; and  
Merilee Meacock, *KSS Architects*

Join New Jersey housing developers to learn how to obtain highly competitive, low income housing tax credits and use those credits to develop affordable housing for adults with special needs. Learn what some of our state's veteran affordable housing developers are planning for 2019 and 2020 and how they are thinking about intersecting with architects on design and with service providers on programming. These ideas focus on recreational activities, skill acquisition, and team building activities, all within DDD-approved budgets (Supports Program and Community Care Program).

**B15**

## **Maximizing Insurance Reimbursement for ABA Services**

Craig Domanski, Ph.D., BCBA-D,  
*The DATA Group*;  
Jodi Bouer, J.D., and Kim Mack Rosenberg, J.D.;  
*Bouer Law*

A BCBA and two attorneys who specialize in representing ABA providers will provide an interactive program with practical advice to address issues payers raise to avoid coverage and to support appeals, increase receivables, and improve your interactions with payers. Kim and Jodi will discuss NJ and federal laws, network contract provisions, and dangers to avoid related to audits, recoupments, and retrospective denials. Craig will address the new codes and ethical billing practices and provide relevant examples of documentation to support coverage.

**B16**

## **Using Reinforcement-Based Procedures in the Treatment of Pediatric Feeding Disorders**

Merrill Berkowitz, Ph.D., BCBA-D,  
*St. Joseph's Children's Hospital*

It has been estimated that close to 75% of children with autism have some type of feeding problem, and food selectivity by type or texture is the most common difficulty. Research suggests that escape extinction procedures (such as nonremoval of the spoon) are a necessary treatment component to increase acceptance of refused foods. This workshop will review factors contributing to the development of a feeding disorder, summarize treatment procedures that use reinforcement or antecedent-based procedures, and introduce additional behavioral treatment procedures that utilize different dimensions of reinforcement within a choice paradigm.

**B17**

## **Mental Health Issues Facing 21<sup>st</sup> Century Learners**

Michael Selbst, Ph.D., BCBA-D,  
*Behavior Therapy Associates*

**CO-OCCURRING DISORDERS WORKSHOP SPONSOR:**



This workshop will address some of the most challenging mental health and related behavior issues that individuals with ASD experience, including depression and suicide, anxiety, substance abuse, school avoidance, dropout, and significant behavior issues. A systematic approach encompasses individualized, intensive, comprehensive, and sustained interventions across three tiers of support. Strategies will be provided for professionals and parents, including tips to improve early identification, increase student engagement, support home/school/community collaboration, address resiliency factors, foster a safe learning environment, and create a positive school culture.

**B18**

BACB

## Clarifying the Language of ABA for Various Audiences

Ashley DiMeglio, M.A., BCBA and Sarah Murphy, M.A., BCBA;  
*Positive Behavior Supports Corporation*

This workshop will teach behavior analysts how to translate the scientific language, principles, and practices of the field of ABA into clear and relatable terms in order to ensure listener comprehension. Participants will learn to approach each type of audience individually and systematically to increase training effectiveness. Steps include measuring baseline competency, assessing for areas for growth, and addressing specific gaps to be filled. Participants will develop and discuss functional applications of ABA using concrete examples. The goal is to make ABA more accessible to families and professionals in other fields in order to provide avenues for ABA to have a greater impact.

**B19**

BACB

## Emotional Intelligence and Autism (Part 1)

Makenzie Sandler, M.A., BCBA, LBA,  
*Life's WORC/The Family Center for Autism* and Loren Kearney, M.A., BCBA, LBA,  
*The Family Center for Autism*

Join us to explore Emotional Intelligence (EI), social problem solving, and relationships as they pertain to both you and the individuals with ASD you support. Professionals often address social skills but may run into barriers in teaching them. Research suggests that EI is not static, so the next steps are understanding it, evaluating your own EI, learning evidence-based strategies, creating treatment goals that fall under medical necessity, and applying the intervention. Part 1 will offer experiential learning activities to explore self-awareness, self-regulation, and social awareness/empathy to learn how to improve your own EI as well as apply the techniques in instructional settings.

**B20**

BACB

## No Celebration without Generalization: Promoting the Generalization and Maintenance of Skills

David Celiberti, Ph.D., BCBA-D,  
*Association for Science in Autism Treatment*

We are often disappointed to observe that skills successfully taught in one environment do not generalize or maintain over time. Efforts to address these shortcomings need to be individualized for each learner, tailored to the targeted skill, and planned for in a systematic manner. This workshop will describe strategies to promote generalization and maintenance that bear particular relevance to both professionals and parents. The various forms of generalization will be described along with specific steps that may increase the likelihood of generalization. These strategies will relate to all phases of the teaching process.

**B21**

BACB

## Managing Obsessive-Compulsive Symptoms in Youth with High-Functioning Autism

Debra Salzman, Ph.D. and Rebecca Schulman, Psy.D., BCBA-D;  
*Behavior Therapy Associates*

CO-OCCURRING DISORDERS WORKSHOP SPONSOR:



Obsessive-compulsive disorder is a common co-occurring psychiatric disorder among individuals with high functioning autism. Behavioral treatments are effective in treating individuals with both challenges. However, common barriers to successful treatment include avoidance, reinforcement through reassurance seeking, lack of motivation, and inflexibility. This workshop will outline these four barriers and teach strategies for overcoming them and successfully managing OCD symptoms.

**B22**

BACB

## Balance: A Parent-Implemented Program for Preventing Severe Problem Behavior in Young Children (Part 1)

Gregory Hanley, Ph.D., BCBA-D and Kelsey Ruppel, M.S., BCBA;  
*Western New England University*

Positive treatment effects are sometimes diminished when function-based treatments are transferred to parents for implementation in the home. In response, we developed a home-based, parent-implemented program called Balance with the goal of preventing severe problem behavior from developing in young children with autism. A program evaluation showed that meaningful reductions in emerging problem behavior were likely for families who implemented the program with bi-weekly support of a behavior analyst. Materials will be provided along with a review of considerations for those interested in supporting parents' implementation of the Balance program.



# SESSION C *Workshops*

**C23**

## Health Coverage and Autism in NJ

Elena Napravnik, M.Ed. and  
Claire Wiczerak, MSW; *Autism New Jersey*

The financial cost of autism care can be high, especially for those with intensive needs. For some families, private insurance plans may offset the cost, but several factors impact whether autism-related services are covered. This workshop will review the types of plans that are required to cover the cost of autism-related therapy, describe what types of services are covered, and explain which state and federal regulations apply to various types of plans. In addition, consumers' rights, such as appealing denials of medically necessary services, will be discussed.

**C24**

## Demystifying Due Process Petitions

Adam Wilson, Esq. and Melissa Powers, Esq.;  
*Hinkle, Fingles, Prior & Fischer*

The right to file a due process petition is the ultimate safeguard for protecting your child's education. Although no parent wants a legal battle, sometimes parents have to choose between accepting an educational program that isn't appropriate and defending their child's rights in court. However, many parents find the legal system daunting or are unaware of how to preserve rights such as "stay-put" and education in the least restrictive environment. This workshop will provide practical advice on how and when to utilize the legal process, key information to include in a petition, what to expect at each stage including typical timelines, and how to navigate interactions with judges.

**C25**

## The Biology of Autism: Understanding Causes and Contributors for More Effective Outcomes

Mark Mintz, M.D.,  
*CNNH NeuroHealth*

The diagnosis of ASD can be assigned regardless of its biological cause. Like any medical disorder, knowing what causes the problems associated with ASD can lead to more effective treatments and improved outcomes. Genetics, epilepsy, gastrointestinal and sleep disorders, metabolic change variations, infections/inflammation, hormonal imbalance, and other biological processes will be discussed, as well as the additional effects of environmental triggers. Through comprehensive medical screening and testing and the utilization of evidence-based interventions, the quality of life for individuals with ASD and associated conditions can be greatly improved.

**C26**

## Modern Approaches to Curriculum for Individuals with Autism

Joseph Novak, Ed.D., BCBA-D, CCC-SLP, ATP  
and Shannon Partridge, M.A.;  
*REED Academy*

This workshop is designed to support school administrators, BCBA's, and teachers examining their curricula, particularly those whose students have completed traditional ABA curricula and are determining next steps for language programming. Curricula typically used for learners with autism will be discussed in addition to the new Promoting the Emergence of Advanced Knowledge (PEAK). Its modules will be described, research reviewed, advantages highlighted, and limitations discussed. The presenters will discuss their experience using PEAK as the basis for developing an in-house curriculum, including organizing programming and linking to NJ State Learning Standards.

**C27**

## Self-Care: Managing Burnout and Compassion Fatigue

Michael Selbst, Ph.D., BCBA-D,  
*Behavior Therapy Associates*

We care about our family members and our clients. Because we want to do all that we can in their best interests, this relationship can often contribute to our own emotional distress. Burnout is a special type of stress that caregivers and professionals may experience, including a sense of reduced accomplishment and physical and/or emotional exhaustion. Compassion fatigue encompasses a much greater level of stress and exhaustion, occurring as a result of helping others who experience emotional or physical pain. This workshop will incorporate evidence-based approaches for caregivers and professionals to develop a self-care plan leading to greater self-compassion.

**C28**

## Autism, Sex, and the Law

Gary Weitzen,  
*POAC Autism Services* and  
Bobbie Gallagher, Ph.D., BCBA;  
*Autism Center for Educational Services*

Recent research suggests that individuals with ASD are no less interested in sex than others but are often unaware of appropriate sexual interactions. Due to their learning styles and social deficits, they may be at risk for sexual abuse or incarceration due to inappropriate sexual activity in public or toward others. This workshop will explain how individuals with ASD sometimes become involved in the criminal justice system and steps that should be taken to prevent becoming a victim or offender. Real-life examples will highlight the need to educate law enforcement officers, discuss strategies that may have prevented legal issues, and advocate for sexuality education to ensure safety.



**C29**  
BACB

## Comorbidity with Autism Spectrum Disorders: Identification and Empirically Supported Treatments

Rebecca Schulman, Psy.D., BCBA-D and  
Rory Panter, Psy.D.; *Behavior Therapy Associates*

CO-OCCURRING DISORDERS WORKSHOP SPONSOR:



Children and adolescents diagnosed with ASD commonly experience co-occurring symptoms, disorders, and diagnoses. This workshop will focus on disruptive behavior disorders, including Attention Deficit Hyperactivity Disorder, Oppositional Defiance Disorder, and anxiety disorders. Many parents and educators are familiar with ABA for academic instruction and behavior management but are less familiar with the application of Cognitive-Behavior Therapy, Behavior Therapy, and ABA applied specifically to issues related to comorbidity. This presentation will provide an overview of empirically supported treatments for disorders that commonly co-occur with ASD.

**C30**  
BACB

## Emotional Intelligence and Autism (Part 2)

Makenzie Sandler, M.A., BCBA, LBA,  
*Life's WORC/The Family Center for Autism* and  
Loren Kearney, M.A., BCBA, LBA,  
*The Family Center for Autism*

Join us to explore Emotional Intelligence (EI), social problem solving, and relationships as they pertain to both you and the individuals with ASD you support. Professionals often address social skills but may run into barriers in teaching them. Research suggests that EI is not static, so the next steps are understanding it, evaluating your own EI, learning evidence-based strategies, creating treatment goals that fall under medical necessity, and applying the intervention. Part 2 will offer experiential learning activities to explore relationships and share specific strategies to enhance EI and develop relevant goals.

**C31**  
BACB

## The Importance of Independence and Interdependence in Adolescents and Adults

Mary McDonald, Ph.D., BCBA-D, LBA and  
Anya Silver, M.A., BCBA;  
*Hofstra University*

One of the greatest challenges is promoting independence in the individuals we serve so that they can live the best quality of life possible. However, the sometimes overlooked area of interdependence may be even more crucial for success in daily life. Individuals with autism

**C32**  
BACB

## Standing Up for Science: Ethical Challenges and Opportunities

David Celiberti, Ph.D., BCBA-D,  
*Association for Science in Autism Treatment*

There are hundreds of interventions for autism, although the vast majority lack any scientific support. Unfortunately, these prevail in many schools and centers, fringe treatments are afforded widespread media coverage distracting consumers and separating individuals from science-based intervention such as ABA, and the internet is filled with misinformation and unsubstantiated claims. This workshop will highlight the role that behavior analysts can play in helping families and colleagues choose interventions, implement them with high degrees of fidelity, and objectively evaluate outcomes. Strategies for promoting science and the scientific method will be discussed throughout. *BACB Ethics CEUs*

**C33**  
BACB

## Balance: A Parent-Implemented Program for Preventing Severe Problem Behavior in Young Children (Part 2)

Gregory Hanley, Ph.D., BCBA-D and  
Kelsey Ruppel, M.S., BCBA;  
*Western New England University*

Positive treatment effects are sometimes diminished when function-based treatments are transferred to parents for implementation in the home. In response, we developed a home-based, parent-implemented program called Balance with the goal of preventing severe problem behavior from developing in young children with autism. A program evaluation showed that meaningful reductions in emerging problem behavior were likely for families who implemented the program with bi-weekly support of a behavior analyst. Materials will be provided along with a review of considerations for those interested in supporting parents' implementation of the Balance program.

# SESSION D *Workshops*

D34

## When the School Bus Stops Coming: Approaches to Competitive Employment

Mary Pat Braudis, DBA,  
Wilmington University

High rates of unemployment or underemployment coupled with internal and external barriers make the transition from school to work difficult. However, highlighting her own research as well as others', Dr. Braudis will explore successful strategies, approaches, and best practices in employment for individuals with ASD. This workshop will include "success stories" uncovered in the research and address the benefits to employers and communities when employing individuals with ASD. She will also discuss which companies are leading the way in hiring initiatives for this population. With the appropriate supports and commitment, substantial improvement can be made.

D35

## Show Me the Money! Finding Funding for Transition Programs

Ernst VanBergeijk, Ph.D., MSW,  
Lesley University Threshold Program

Despite a robust economy, individuals on the autism spectrum are often excluded from the labor market. Learn what types of programs and strategies help young adults transition from high school to the world of work and independent living. This workshop will examine the efficacy research of community-based and college-based models, identify the salient sources of funding from the federal government, and offer resources to locate transition programs nationally. The presenter will review how IDEIA, WIOA, HEOA, the ABLE Act, and the New G.I. Bill & the New G.I. Bill 2.0 can be used to fund transition programs.

D36

## Anxiety, Autism, and the 5 Prime Suspects

Christopher Lynch, Ph.D.,  
Goryeb Children's Hospital

CO-OCCURRING DISORDERS WORKSHOP SPONSOR:



Those who live or work with individuals on the spectrum are acutely aware of how prevalent anxiety can be for those with autism, and they can see firsthand how it causes distress and impedes progress. This workshop will provide an overall framework for understanding anxiety in autism through Dr. Lynch's 5 Factor Model. Concrete strategies will be provided for each of the 5 areas: cognitive rigidity, sensory sensitivities, speech/language difficulties, social challenges, and task frustration. Environmental modification strategies and specific anxiety management techniques will be shared with emphasis on incorporating them into an overall plan of support.

D37

## Helping Selective Eaters in Home and School Settings (Part 1)

Keith Williams, Ph.D., BCBA,  
Penn State Hershey Medical Center & Penn State  
College of Medicine

Selective eating has been described among children with ASD since the initial descriptions of autism. Part 1 will define selective eating and address possible related medical and sensory factors. Considerations for planning intervention will be discussed, including a range of individualized interventions that can be used in the home by caregivers. Part 2 will discuss group interventions that have been successfully used in both specialized schools for children with ASD and autism-support classrooms located in general education settings to increase fruit and vegetable intake.

D38

## Joint Attention and Related Skills (Part 1)

Mary McDonald, Ph.D., BCBA-D, LBA and  
Jan Downey, M.A., CCC-SLP, TSHH;  
Eden II's Genesis Programs

Individuals with ASD, by virtue of diagnostic criteria, have challenges in communication. In typical development, use of eye contact for a variety of functions can be observed early in infancy. Joint attention (JA) is a three-way interaction between a child, caregiver, and external entity (such as an object). Through JA experiences, children learn about their environment and expand their vocabulary. In Part 1, participants will be introduced to the developmental trajectory, different forms of JA, prerequisite and component skills, and implications for language acquisition. Clinical application for children with ASD will be discussed in Part 2, including assessment and intervention.

D39

## Simple and Sustainable: Supports in General Education Classrooms

Terese Dana, M.S., BCBA,  
The Laura Adaptive Recreation Center

Many students with ASD can benefit from participation in inclusive classrooms, but these general education settings offer a very different environment from one-on-one ABA teaching sessions. Teachers and consultants need to work together to make sure the behavior support plans are doable in this context. This workshop will look at ways to adapt evidence-based interventions to help students become more independent and successful in the classroom, particularly with social, emotional, and functional goals. Individualized and classwide interventions involving visuals, modeling, and activities that foster social interaction will be presented through video and real-life scenarios.

**D40**

BACB

## The Trifecta of Behavior Analysis Regulation: Certification, Licensure, and Funder Oversight

Margaret “Misty” Bloom, Esq.,  
*Behavior Analyst Certification Board*

This workshop will provide an overview of the impact of being a member of a regulated profession. There are now more states that license behavior analysts than those that do not. Similarly, most state health plans and Medicaid programs provide some form of funding for the delivery of behavior analysis services. As members of a regulated profession, BACB certificants need guidance on understanding the different roles and responsibilities of the BACB, the state regulator, and the funder. Historical and current developments will include a discussion of ethical impacts, multi-state practice, telepractice, and more.

**D41**

BACB

## Medication Boot Camp: A Behavior Analyst’s Guide to Psychotropic Medications (Part 1)

Anna Marie DiPietro, MSN, CRNP, PMHNP-BC,  
*Open Road Psychiatric Services* and  
Jim Chok, Ph.D., BCBA-D,  
*private practice*

This workshop will provide an in-depth review of psychotropic medication classes, including new medications that have come to market, with a focus on how to evaluate the effects of medications from a behavior analytic perspective. The topic of genetic testing (pharmacogenomics) and its potential utility in the prescription of psychotropic medication will also be discussed. Educational content will be presented by a psychiatric prescriber with experience working with both behavior analysts as well as individuals with high-risk challenging behavior.

**D42**

BACB

## Reinforcer Assessments: Why They Are Important and How to Conduct Them

Robert Isenhower, Ph.D., BCBA and  
Frances Perrin, Ph.D., BCBA-D;  
*Rider University*

So you have incorporated the results of a preference assessment into a target program and behavior hasn’t changed. What do you do now? Reinforcer assessment methodology allows practitioners to systematically identify items or activities that function as reinforcers. This workshop will review the three main types of reinforcer assessments—multiple schedule, concurrent operant, and progressive ratio—providing an overview of the benefits and limitations of each as well as how and when to conduct them. Hands-on opportunities to practice implementing each assessment and collecting data will be provided. Finally, best practices in conducting reinforcer assessments will be discussed.

**D43**

BACB

## A Team Approach to Care: How Targeted Evaluations Influence ABA Treatment

Nicole Pellicciari, M.S., BCBA and  
Michael Baniewicz, Psy.D.;  
*CNNH NeuroHealth*

Caregivers may want to have their child assessed by a specially-trained clinician to understand their specific brain functioning, know what behavioral treatment protocols would be best suited, and learn how to implement or update an evidence-based treatment plan. The behavior analyst/neuropsychologist team will outline how information obtained through a neuropsychological evaluation can influence the behavior treatment plan for the most targeted interventions. Participants will learn the importance of understanding an individual’s cognitive strengths and weaknesses, the basics of ABA, how caregivers are integral to the treatment process, and some specific strategies.

**D44**

BACB

## The Ethics of Treating Stereotypic Behavior: It’s Not SIB

William Ahearn, Ph.D., BCBA-D, LABA,  
*The New England Center for Children*

NECC WORKSHOP WORKSHOP SPONSOR:



It is well established that automatically reinforced problem behavior can be difficult to treat. This workshop will examine the question of how, when, and whether stereotypic behavior should be treated. While self-injury poses the risk of significant harm, stereotypy rarely leads to injury; if it is a preferred activity, there should be times in which it is available for one to engage in. Ethical considerations will be discussed along with the risks and benefits of both treating and not treating stereotypy. Applied research on evaluating and treating stereotypic behavior will also be reviewed with a focus on effective interventions for building core adaptive living and social skills. *BACB Ethics CEUs*



# Conference AT-A-GLANCE

THURSDAY, OCTOBER 17

Registration: 8:00am to 9:00am  
Exhibits: 8:00am to 4:00pm



## KEYNOTE

9:00am to 10:30am

**A Respectful and Practical Approach to Addressing Challenging Behavior**



## SESSION A

10:50am to 12:05pm

- |                                       |   |   |
|---------------------------------------|---|---|
| <b>A1</b> CSOC                        | <b>A5</b> Anxiety and Trauma                  | <b>A9</b> Reducing Restraint & Seclusion    |
| <b>A2</b> Financial Planning          | <b>A6</b> Ethics: Individual & Organizational | <b>A10</b> Problem Behavior in Teens/Adults |
| <b>A3</b> Verbal Behavior             | <b>A7</b> Early Intervention                  | <b>A11</b> Social Initiations               |
| <b>A4</b> Collaborative Communication | <b>A8</b> Self-Management                     |   |



## LUNCH

12:05pm to 1:30pm

### LUNCH ACTIVITIES (12:20pm to 1:20pm)

- |                                  |                              |
|----------------------------------|------------------------------|
| Research Posters                 | <b>L1</b> Q&A: CSOC          |
| Parents-Only Networking Luncheon | <b>L2</b> Financial Planning |
| Lunch & Learns                   | <b>L3</b> Q&A: BACB          |



## SESSION B

1:30pm to 2:45pm

- |                              |                                     |   |
|------------------------------|-------------------------------------|---|
| <b>B12</b> DDD               | <b>B16</b> Feeding                  | <b>B20</b> Generalization                 |
| <b>B13</b> IEPs              | <b>B17</b> Mental Health Issues     | <b>B21</b> OCD                            |
| <b>B14</b> Housing           | <b>B18</b> ABA Terminology          | <b>B22</b> Problem Behavior in Children 1 |
| <b>B15</b> Insurance for ABA | <b>B19</b> Emotional Intelligence 1 |   |



## SESSION C

3:00pm to 4:15pm

- |                              |   |  |
|------------------------------|---|--|
| <b>C23</b> Health Coverage   | <b>C27</b> Burnout & Compassion Fatigue | <b>C31</b> Independence/Interdependence    |
| <b>C24</b> Due Process       | <b>C28</b> Sex and the Law              | <b>C32</b> Ethics: Science-Based Treatment |
| <b>C25</b> Biological Causes | <b>C29</b> Co-Occurring Disorders       | <b>C33</b> Problem Behavior in Children 2  |
| <b>C26</b> Curriculum        | <b>C30</b> Emotional Intelligence 2     |  |

## D SESSION D

 9:00am to 10:15am

- |                               |  |  |
|-------------------------------|--|--|
| <b>D34</b> Employment         | <b>D38</b> Joint Attention 1             | <b>D42</b> Reinforcer Assessments      |
| <b>D35</b> Transition Funding | <b>D39</b> Supports in General Education | <b>D43</b> Evaluations                 |
| <b>D36</b> Anxiety            | <b>D40</b> Behavior Analysis Regulation  | <b>D44</b> Ethics: Treating Stereotypy |
| <b>D37</b> Selective Eating 1 | <b>D41</b> Medication 1                  |  |

## E SESSION E

 10:30am to 11:45am

- |                               |                                    |                                |
|-------------------------------|------------------------------------|--------------------------------|
| <b>E45</b> DDD 1              | <b>E49</b> Dispute Resolution      | <b>E53</b> Classroom Settings  |
| <b>E46</b> Financial Planning | <b>E50</b> Selective Eating 2      | <b>E54</b> Medication 2        |
| <b>E47</b> DSM-5              | <b>E51</b> Cultural Responsiveness | <b>E55</b> Functional Analysis |
| <b>E48</b> Further Education  | <b>E52</b> Joint Attention 2       |                                |

## LUNCH

 11:45am to 1:15pm

### LUNCH ACTIVITIES (12:00pm to 1:00pm)

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| Gold Member & Friends Luncheon    | <b>L4</b> Independent Films       |
| Parents-Only Networking Lunchroom | <b>L5</b> Medical Appointments    |
| Lunch & Learns                    | <b>L6</b> Q&A: Dispute Resolution |

## F SESSION F

 1:15pm to 2:30pm

- |                       |                                |                                  |
|-----------------------|--------------------------------|----------------------------------|
| <b>F56</b> DDD 2      | <b>F60</b> Very Young Children | <b>F64</b> AAC 1                 |
| <b>F57</b> Inclusion  | <b>F61</b> Digitability 1      | <b>F65</b> Residential Treatment |
| <b>F58</b> Genetics   | <b>F62</b> Match-to-Sample     | <b>F66</b> BACB Supervision 1    |
| <b>F59</b> Transition | <b>F63</b> Social Skills       |                                  |

## G SESSION G

 2:45pm to 4:00pm

- |                                   |                            |                               |
|-----------------------------------|----------------------------|-------------------------------|
| <b>G67</b> Life Care Plans        | <b>G70</b> Social Skills   | <b>G73</b> AAC 2              |
| <b>G68</b> Dating & Relationships | <b>G71</b> Digitability 2  | <b>G74</b> Program Selection  |
| <b>G69</b> Safety Plans           | <b>G72</b> Teaching Coding | <b>G75</b> BACB Supervision 2 |

# SESSION E *Workshops*

**E45**

## **Navigating the DDD Service System: Overview (Part 1)**

Nkechi Ugoji-Okoli, MSW, LSW and  
Christina Gonzalez, MSW;  
*NJ Division of Developmental Disabilities*

This workshop will provide insight into the intake and eligibility process, the method to select a support coordination agency and their responsibilities, as well as services offered through individual service plans. The presenter will also discuss quality improvement efforts being made by the Division to ensure continued improvements to service delivery for individuals within the service system. *This session is the same as B12.*

**E46**

## **Addressing the Unique Financial Needs of Youth with Special Needs and Their Families**

Amy Frank Goldman, CRPC,  
*AFG Wealth Management*

Whether managing a new diagnosis or simply maintaining the day-to-day responsibilities of life with a child with special needs, one of the most overlooked topics is estate planning. Do you have a clear understanding of how your child(ren) will be cared for in your absence? Have you considered drafting a will or even a special needs trust but the process seems so overwhelming that you haven't taken action? Join us for an interactive discussion on what other families like yours have done, what some of the different options are, and the easiest ways to get the process started. We will be discussing a number of strategies including special needs trusts, Social Security, guardianship, and more.

**E47**

## **How the DSM-5 Has Impacted Diagnosis and Treatment**

Audrey Mars, M.D.,  
*Hunterdon Medical Center*

The fifth edition of the Diagnostic and Statistical Manual went into effect in 2013. This workshop will describe the DSM-5 criteria and how it has impacted the diagnosis and treatment of Autism Spectrum Disorder. Participants will gain greater understanding of the comprehensive diagnostic evaluation process and appropriate therapy services. Educational approaches, behavioral supports, and medication options will all be discussed. Current terminology will be clarified and an explanation of current prevalence statistics provided.

**E48**

## **Transition Planning for Further Education for Students at All Levels of Functioning**

Ira Fingles, Esq.,  
*Hinkle, Fingles, Prior & Fischer* and  
Domenico Cavaiuolo, Ph.D.,  
*East Stroudsburg University*

This workshop will explore opportunities for students at any level of functioning to experience further education (including higher education). It will address the increasingly common practice of securing full- or part-time placement in higher education settings as part of their IEPs. These programs may include a residential experience in a dorm-like setting to assist with nonacademic skills such as behavior, socialization, and independent living skills. Discussion will include practical and clinical tools as well as the legal underpinnings of transition planning for students bound for further education. Participants will learn how students, parents, and professionals can maximize the likelihood of a successful educational experience.

**E49**

## **Hot Topics in Dispute Resolution**

Jacqueline DeVore, J.D. and  
Maria McGinley, Esq.;  
*Mayerson & Associates*

Despite best intentions, points of dispute may arise between families and schools. This workshop will analyze six recent NJ matters involving special education disputes. As we describe each situation, we will weave in relevant aspects of the law. For each "case," we will review the main facts and issues involved, the different approaches to resolution that were considered, and the take-away of what was successful, unsuccessful, and why. Both parent and school participants will learn creative approaches to avoid disputes in the first place and innovative ways to resolve those that may still arise. We will continue the conversation in L6 with a parent and a BCBA.

**E50**

## **Helping Selective Eaters in Home and School Settings (Part 2)**

Keith Williams, Ph.D., BCBA,  
*Penn State Hershey Medical Center & Penn State College of Medicine*

Selective eating has been described among children with ASD since the initial descriptions of autism. Part 1 will define selective eating and address possible related medical and sensory factors. Considerations for planning intervention will be discussed, including a range of individualized interventions that can be used in the home by caregivers. Part 2 will discuss group interventions that have been successfully used in both specialized schools for children with ASD and autism-support classrooms located in general education settings to increase fruit and vegetable intake.

**E51**

BACB

## Beyond the Diagnosis: Cultural Responsiveness within Diverse Communities

Mawule Sevon, M.A., NCSP, BCBA,  
*The Key Consulting Firm* and  
Maria Davis-Pierre, LMHC,  
*Autism in Black*

This workshop will highlight the importance of cultural awareness when working with diverse families of children diagnosed with ASD. Beginning with a detailed analysis and explanation of culture broadly, the presenters will lead the conversation toward helping attendees understand their cultural development and biases. They will discuss the methods they have used to coach caregivers and professionals in the understanding of culture and shift their practice to be more culturally responsible. Participants will leave the workshop with practical tools to serve diverse communities as well as lead conversations with their peers on the topic of cultural responsibility.

**E52**

BACB

## Joint Attention and Related Skills (Part 2)

Mary McDonald, Ph.D., BCBA-D, LBA and  
Jan Downey, M.A., CCC-SLP, TSHH;  
*Eden II's Genesis Programs*

Individuals with ASD, by virtue of diagnostic criteria, have challenges in communication. In typical development, use of eye contact for a variety of functions can be observed early in infancy. Joint attention (JA) is a three-way interaction between a child, caregiver, and external entity (such as an object). Through JA experiences, children learn about their environment and expand their vocabulary. In Part 1, participants will be introduced to the developmental trajectory, different forms of JA, prerequisite and component skills, and implications for language acquisition. Clinical application for children with ASD will be discussed in Part 2, including assessment and intervention.

**E53**

BACB

## Classroom Settings and Skill Acquisition

Michele Gardner, M.Ed. and  
Elizabeth Doerrbecker, Psy.D., BCBA-D;  
*Berkeley Heights Public Schools*

Research suggests that careful consideration of the learning environment is paramount to lifelong skill acquisition. Sometimes it is assumed that teaching responsibilities should occur in the self-contained environment solely based on the student's cognitive functioning or diagnosis. This workshop will explore individualized

decision-making and the criteria for self-contained instruction. A thorough review of the law and research will be conducted, with a focus on student rights and parental participation. Presenters will discuss ways to determine whether skills should be taught in general education or self-contained settings, providing examples and real-life case studies for discussion.

**E54**

BACB

## Medication Boot Camp: A Behavior Analyst's Guide to Psychotropic Medications (Part 2)

Anna Marie DiPietro, MSN, CRNP, PMHNP-BC,  
*Open Road Psychiatric Services* and  
Jim Chok, Ph.D., BCBA-D,  
*private practice*

This workshop will provide an in-depth review of psychotropic medication classes, including new medications that have come to market, with a focus on how to evaluate the effects of medications from a behavior analytic perspective. The topic of genetic testing (pharmacogenomics) and its potential utility in the prescription of psychotropic medication will also be discussed. Educational content will be presented by a psychiatric prescriber with experience working with both behavior analysts as well as individuals with high-risk challenging behavior.

**E55**

BACB

## Functional Analysis of Problem Behavior: When Complex Cases Need Rigor and Precision

Tracy Kettering, Ph.D., BCBA-D, *Bancroft* and  
Frances Perrin, Ph.D., BCBA-D,  
*Rider University*

Recent advancements have emphasized the importance of efficiency in functional analysis (FA) procedures to identify the function of problem behavior. We will focus on the design of FA procedures for complex cases requiring greater precision and rigor, starting with early procedural decisions. We will also describe advances in measurement and analysis that can be used to clarify the results of unclear functional analyses, using published and original data to demonstrate their utility. Finally, we will discuss modifications to FA methodologies that can be made at the onset of the assessment or following inconclusive analyses.

L4

## Autism in Independent Film

Linda Velwest, *Golden Door International Film Festival* and Amy Gravino, M.A., C.A.S., *A.S.C.O.T. Consulting*

Join us for an exploration of how different aspects of autism are portrayed in several short films, some with actors and/or filmmakers on the spectrum. We will be screening three short, thought-provoking, independent films, both documentaries and narratives. The viewpoints of the individuals with autism and the people who care about them will be examined. The discussion facilitators will emphasize how the films promote appreciation and acceptance and point out the ways they portray autism as experienced differently by different people.

L5

## An Autism Parent & Medical Expert's Guide To Maximizing Your Child's Next Doctor's Appointment

Theresa Lyons, Ph.D., *Navigating AWEtism*

Going to the doctor with a child who has autism can be stressful. As a former medical strategist and an autism parent, I am often asked how to make the most of a medical visit. This interactive workshop will explain what information is helpful to provide a doctor in addition to factors that affect the doctor's ability to trust your ideas. Participants will learn how to personalize an agenda for their child's next appointment to make it more efficient and to form a positive partnership with the doctor. Parents will be invited to share successes and common concerns about doctor's appointments, and many resources will be provided.

L6

## Q&A: Resolving Disputes Between Families and School Districts

Jacqueline DeVore, J.D. and Maria McGinley, Esq.; *Mayerson & Associates*; MaryKate Lesnevich, M.S., CMPP, *parent*; and Cristiane Souza Bertone, M.S.Ed., BCBA, LBA, *private practice*

This panel offers diverse experiences of special education attorneys, a parent, and a BCBA. Participants will have the opportunity to write down questions, and each panelist will offer her own unique perspective and advice. If time allows, the moderator will take additional questions and facilitate a meaningful dialogue between the panelists and participants. *This session is a follow-up to E49, but attendance in that workshop is not required.*

## PARENTS-ONLY NETWORKING LUNCHROOM

A room will be set aside for parents to meet and discuss their successes, challenges, and tips. One area will be facilitated discussion and the other area unstructured.

FRIDAY, OCTOBER 18 | 12:00pm to 1:00 pm

## *Gold Member & Friends Luncheon*

Autism New Jersey Gold Members are invited to our annual luncheon on **Friday, October 18**. The luncheon will feature a special guest speaker and is an opportunity for networking with some of our most steadfast supporters and other conference VIPs.





# Public School BCBA's

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Sunny Days Early Childhood Developmental Services, Inc. presents The Sunshine Center. A center based program that offers the following services:

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- Kids Music Round
- Occupational Therapy, Speech Therapy, and Physical Therapy for all ages.
- We also offer BCBA/BCaBA Supervision for candidates pursuing a certification as a Behavior Analyst.

The Sunshine Center is conveniently located in Manalapan, NJ. Please call 732-761-0032 for more information or visit our website at [www.sunshinecenternj.com](http://www.sunshinecenternj.com).

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# SESSION F *Workshops*

F56

## Navigating the DDD Service System: Working with Your Budget and Accessing Services (Part 2)

Nkechi Ugoji-Okoli MSW, LSW and  
Theresa Santana, M.A.;

*NJ Division of Developmental Disabilities*

Participants will gain an understanding of the New Jersey Comprehensive Assessment Tool (NJCAT), individualized budgets, services available through DDD, and an understanding of ways the budget could be effectively used. *This workshop is a follow-up to B12 and E45, but attendance in either of those is not required.*

F57

## Building a Bridge Towards Success: An Integrative Model for Inclusion

John Miller, M.A.,

*The School District of Palm Beach County*

Inclusion in a general educational environment can be important to create the conditions for success in later life, but parents may fear that their children will be in environments that will not meet their needs. This workshop will examine strategies and steps to make inclusion a less stressful and more rewarding experience. The presenter will examine real-world examples of pragmatics, executive functioning, organization, and sensory and behavior issues from his perspective as a teacher and an individual with autism. Participants will be encouraged to ask questions and will receive tools to help individuals with ASD to succeed and even flourish in an inclusion setting.

F58

## The Genetic Bridge to Autism

Beth Pletcher, M.D., FAAP, FACMG,  
*Rutgers New Jersey Medical School*

This workshop will hopefully demystify the process of undertaking a genetic evaluation and provide practical guidelines based on scientific evidence as to the potential benefits and risks of each test. Typical genetic studies will be discussed along with examples of how this information may improve medical management and/or alter educational recommendations. Case studies will illustrate the many facets of ASD and how genetic testing can improve outcomes and provide important information to family members. We will also explore new avenues for genetic research and potential clinical tests that are not yet “ready for prime time.”

F59

## Exploring and Understanding the Transition to Adult Services

Amanda Duva, M.A., BCBA,  
*Services for the UnderServed*

Transitioning into adulthood can be a difficult and scary time for young adults and family members alike. Systems and services change drastically, and the complexities that arise can lead to families doubting their advocacy for their loved ones. The presenter will provide insight on the adult services world through her experience in a large nonprofit in New York City. A focus on prioritizing skills to be acquired before aging out of school programs will be discussed based on this agency's intake process. Participants can expect to learn more about the adult services screening process and identify strategies to prepare both the individual and family to improve chances of a successful transition.

F60

## Very Young Children with Autism: Where to Begin and What to Teach

Merle Crawford, M.S., OTR/L, BCBA and  
Barbara Weber, M.S., CCC-SLP, BCBA;  
*private practice*

With more children diagnosed at younger ages, professionals may wish they had more experience working with infants and toddlers. This workshop will expand participants' knowledge base about working with very young children: where to begin, what skills to target, and how best to collaborate with families and team members who may have differing knowledge and styles. An overview of important early milestones in all developmental domains will be presented along with ways ABA strategies can be effectively used with these young learners. Strategies and resources for diverse professionals and parents will be given to help children acquire and maintain skills during daily routines.

F61

## Digitability: Be Work-Ready! (Part 1)

Michele McKeone, M. Ed., *Digitability* and  
Lindsey DelCarlino, M.S., BCBA,  
*Kinney Center for Autism Education & Support*

In our technology-driven society, how can we shape student interests into marketable skills while developing their social and emotional capacity for independence? This interactive workshop will model the methods used in Ms. McKeone's high school autistic support classroom and the translation of those methods to her award-winning platform, Digitability. 67% of Digitability's first cohort of graduates obtained full-time employment independently. Participants will receive free curriculum and resources and learn how to develop academic, social-emotional, and vocational skills while transforming their classrooms into simulated workplaces.

**F62**

BACB

## Recent Innovations in Matching-to-Sample Instruction

Chata Dickson, Ph.D., BCBA-D, LABA,  
*New England Center for Children*

NECC WORKSHOPS SPONSOR:



You know how to teach using matching-to-sample (MTS), and you have some experience troubleshooting problems. Given the many features of MTS that can be varied (stimulus presentation, prompting and fading, response topographies, reinforcement strategies, and sequencing, pacing, and balancing trials), how do you decide what to do? Where do you look for solutions when learning is stalled, and your student is struggling with increasingly complex tasks? This interactive workshop will review matching-to-sample instruction and related research before discussing recent developments that can help to guide decisions for default teaching procedures and strategies for remediation.

**F63**

BACB

## Evidence-Based Social Skills Interventions

Lorraine Otte, Ph.D, BCBA-D, LABA,  
*Endicott College*

Not only do individuals with autism lack specific social skills such as greeting others, but they may also have deficits in more complex skills such as social comprehension and quality of interactions (e.g., clarity, appropriateness). Assessment of the social skills repertoire is essential to determine not only specific skills needed, but whether the difficulty engaging in social interactions is due to a lack of skill knowledge, inability to perform the skills, and/or a lack of interest. This workshop will highlight key areas to assess and focus on guidelines for practical use of social skills interventions which have strong empirical support: peer-mediated interventions, social stories, and video modeling.

**F64**

BACB

## Assessment and Intervention Strategies for Individuals Who Use AAC (Part 1)

Joseph Novak, Ed.D., BCBA-D, CCC-SLP, ATP,  
*REED Academy*

This workshop will provide professionals and parents with information regarding assessment and intervention strategies for individuals who require augmentative/alternative communication (AAC); in short, it is not as simple as downloading an app and giving an individual an iPad! Part 1 will focus on principles of assessment. Topics will include the efficacy of AAC; its effect on vocal speech development; communication modes; the range of systems (no/low-tech to high-

tech); selection of appropriate symbol types; and assessments such as the TASP. The idea of whether prerequisite skills exist for AAC usage will also be discussed.

**F65**

BACB

## Planning for Successful Discharge: Meeting the Community, Child, and Family Training Needs to Reduce Recidivism for Complex Learners

Amanda Laprime, Ph.D., BCBA-D,  
Mark Palmieri, Psy.D., BCBA-D, and  
Adrianna Zambrzycka, LCSW, BCBA, LPA;  
*Center for Children with Special Needs*

After episodes of severe aggression or self-injury, individuals with ASD are often taken to emergency departments (ED), discharged to programs with limited capacity to serve them, and returned to the ED if psychiatric intervention alone fails to establish a sustainable model. In response, a treatment model was developed by The Center for Children with Special Needs in conjunction with psychiatric residential treatment facilities and many state agencies. Its purpose was to provide behavioral intervention and care coordination while establishing sustainable models within the facilities. Topics will include the program planning steps, pilot data, family outcomes, and long-term sustainability.

**F66**

BACB

## When the Mentee Becomes the Mentor: Using Behavior Analysis to Train Future BCBAs (Part 1)

Lauren Kryzak, Ph.D., BCBA-D and  
Celia Heyman, M.A., BCBA;  
*Above and Beyond Learning Group*

While the BACB has continued to refine requirements and expectations of supervisors, wide discrepancies continue among supervision experiences. The need for guidance on how to deliver effective supervision is evidenced through peer-reviewed papers and even a 2016 dedicated issue of *Behavior Analysis in Practice*. This workshop will describe methods to use behavior analysis within the scope of training supervisees, such as discrimination training, programming in generalization, concept formation through stimulus control, and precision teaching. The presenters will also review the application of Relational Frame Theory to problem solving of behavior analysis applications. *BACB Supervision CEUs*

# SESSION G *Workshops*

G67

## Creating a Life Care Plan

Donald Brown, ChSNC, ChFC,  
*Integrated Financial Concepts*

Make the future of your dependent with special needs more secure by learning how to plan at each important stage of life. Learn how to protect government benefit eligibility, the simple but important points of your will, and how to fund special needs trusts and ABLE accounts. Letters of intent will also be discussed. Answer the difficult question of "What happens when I'm gone?" by knowing step by step how to provide quality of life and a lifetime of care.

G68

## Decoding Dating: An Exploration of Dating and Relationships for People With Autism

John Miller, M.A.,  
*The School District of Palm Beach County*

This workshop will examine aspects of dating and relationships from an Autie perspective. Different issues that are unique to people with autism will be analyzed and solutions will be provided on how they can be overcome. Strategies will be given to foster more success in dating and to create a sound foundation for a potential relationship. A wide range of topics will be reviewed including dating etiquette, interacting with friends and family, personality types, sexuality, and more. The presenter will share his personal point of view, based on his own experiences (also shared in his book, *Decoding Dating*).

G69

## Developing Safety Plans for Students and Adults

Elizabeth Shea, J.D., M.P.A.P.,  
*Porzio Bromberg & Newman*

Unfortunately, students with special needs are often left out of safety planning for events like active shooter or other school emergencies. Similarly, facility-based programs that support adults with autism are too often unprepared for emergency events that could happen at any time. The good news is that there are simple strategies which parents and professionals can advocate for that can significantly improve a school's safety planning or be incorporated into adult services. Ms. Shea, the former Assistant Commissioner of the NJ Department of Human Services and current member of the School Safety Team at Porzio Compliance Services, will address these issues.

G70

## Social Skills: Build Fun into Your Day!

Christine McLeod, M.Ed., BCBA,  
*South Bergen Jointure Commission*

Engaging in appropriate social behavior allows us to participate fully in our community. For individuals with ASD, acquiring appropriate social skills can be particularly challenging. For professionals and caregivers, teaching social skills can be a daunting endeavor. Regardless of the educational environment (full or partial inclusion or self-contained), this workshop will show you how. Participants will learn a variety of methods from the science of ABA (such as Pivotal Response Training and Behavioral Skills Training) to effectively teach these very important skills. Learn to increase peer interactions, differentiate for various ability levels, and promote generalization of skills.

G71

## Digitability: Be Work-Ready! (Part 2)

Michele McKeone, M.Ed., *Digitability* and  
Lindsey DelCarlino, M.S., BCBA,  
*Kinney Center for Autism Education & Support*

In our technology-driven society, how can we shape student interests into marketable skills while developing their social and emotional capacity for independence? This interactive workshop will model the methods used in Ms. McKeone's high school autistic support classroom and the translation of those methods to her award-winning platform, Digitability. 67% of Digitability's first cohort of graduates obtained full-time employment independently. Participants will receive free curriculum and resources and learn how to develop academic, social-emotional, and vocational skills while transforming their classrooms into simulated workplaces.

G72

## Teaching Computer Coding Skills to Learners with Autism

Kate Johnson, M.A., BCBA and  
Naomi Glassman, M.A., RBT;  
*Educational Services Commission of NJ*

What skills can we target to assist individuals with ASD to be more employable? Computer science is at the top of the list of growing fields, so this workshop will demonstrate the ability of learners with ASD to learn computer coding, giving them skills transferable to employment opportunities. The presentation will describe the methods (i.e., task analysis, visual models, error correction) used to teach students to write computer programs using a block-based coding program and the possible generalization of these skills to other areas of computer science. As the tools utilized to communicate and process information change, so too must we include instruction in new skills.

G73

BACB

### Assessment and Intervention Strategies for Individuals Who Use AAC (Part 2)

Joseph Novak, Ed.D., BCBA-D, CCC-SLP, ATP, *REED Academy*

This workshop will provide professionals and parents with information regarding assessment and intervention strategies for individuals who require augmentative/alternative communication (AAC); in short, it is not as simple as downloading an app and giving an individual an iPad! Part 2 will focus on principles of intervention. Topics will include prompts and prompt-fading procedures; initiating AAC intervention; selecting and organizing vocabulary; specific skill acquisition programs; and modifications. The research on AAC modeling techniques and the presenter's doctoral dissertation study will be briefly discussed. Lastly, consideration will be given to balancing vocal speech and AAC.

G74

BACB

### Key Questions When Selecting or Creating a Program for Individuals with Challenging Behavior

Lisa McCauley Parles, Esq., *Parles Rekem* and Samantha Volpe, Ph.D., BCBA, *Elwyn New Jersey*

This workshop will address components of programs for individuals with autism and severe challenging behaviors in an effort to create collaborative and effective programs. It is intended to assist caregivers in selecting a program for their loved ones and to support professionals seeking to create models well suited to this population. National initiatives and housing models will be presented along with a discussion of state and federal regulations. Topics will include the role of BCBA's; tracking progress for both behavior support plans and skill acquisition programs; video recording for monitoring and training purposes; parental engagement and rights; and innovative construction design.



G75

BACB

### When the Mentee Becomes the Mentor: Using Behavior Analysis to Train Future BCBA's (Part 2)

Lauren Kryzak, Ph.D., BCBA-D and Celia Heyman, M.A., BCBA; *Above and Beyond Learning Group*

While the BACB has continued to refine requirements and expectations of supervisors, wide discrepancies continue among supervision experiences. The need for guidance on how to deliver effective supervision is evidenced through peer-reviewed papers and even a 2016 dedicated issue of *Behavior Analysis in Practice*. This workshop will describe methods to use behavior analysis within the scope of training supervisees, such as discrimination training, programming in generalization, concept formation through stimulus control, and precision teaching. The presenters will also review the application of Relational Frame Theory to problem solving of behavior analysis applications. *BACB Supervision CEUs*



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## Individual membership categories: Basic (\$50), Silver (\$125), and Gold (\$250)

- Professional members save up to \$100 on conference registration
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- Gold members receive 2 tickets to Friday's exclusive Gold Member & Friends Luncheon

## Organizational membership categories: Nonprofit (\$750) and For Profit (\$1,000)

- Current employees save up to \$100 on conference registration
- Organization saves \$300 on exhibiting and 10% on advertising
- Organization receives 2 tickets to Friday's exclusive Gold Member & Friends Luncheon

In addition to these conference discounts, other member benefits include discounts for Autism New Jersey's Transition Conference and one detailed review of your child's IEP. Most importantly, your membership dollars support Autism New Jersey's vital public policy efforts on important state and federal issues affecting individuals with ASD. To become a member, visit [www.autismnj.org](http://www.autismnj.org).

# CALL *for* POSTERS

Contact Stephanie Flamini, BCaBA at [sflamini@autismnj.org](mailto:sflamini@autismnj.org)  
or 609.588.8200 x10016 with any questions.

## Thursday, October 17, 12:20pm to 1:20pm

Autism New Jersey's Annual Conference is known for sharing the latest evidence-based information, so professionals and students are encouraged to submit poster proposals to reach this target audience.

We are proud to once again offer an Adult Research Poster Competition. To be eligible, study participants must be 21 years or older. The winner will receive a \$500 prize and have his/her name announced at the keynote. Only those posters eligible for the adult competition will be judged.

Further details and the application will be available until July 15 at [www.autismnj.org/conference](http://www.autismnj.org/conference).

## PROPOSAL DEADLINE: JULY 15



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Parents-Only Networking Lunchroom.....	\$1,500



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### Anthony E. Meyer Conference Scholarship Fund

One Full Caregiver Scholarship .....	\$250
Scholarship Fund.....	Donate any amount

See [www.autismnj.org/conference](http://www.autismnj.org/conference) for details and benefits. Contact Jessica Barkosky at 609.588.8200 x10025 or [jbarkosky@autismnj.org](mailto:jbarkosky@autismnj.org).

All potential sponsorships, exhibitors, and advertising are subject to internal review prior to approval according to our *Position Statement on Treatment Recommendations* (available online). Payment will be due within 10 days of approval notification.

# ADVERTISING

 DEADLINE: SEPTEMBER 1

Reach your target audience as a trusted source in this full-color directory of the conference schedule, workshops, and exhibits.

 AUTISM NEW JERSEY ORGANIZATION MEMBERS RECEIVE A 10% DISCOUNT.

## Program Ads

Outside Back Cover .....	<b>SOLD</b>
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## Tote Bag

Tote Bag Insert .....	<b>\$1,500</b>
-----------------------	----------------

## Conference Update E-Newsletter

Top Banner .....	<b>\$500</b>
Mid-Blast Banner .....	<b>\$350 (\$1,750 for all 6)</b>

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Conference Landing Page .....	<b>\$600 (3 available)</b>
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# EXHIBITING

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Additional table with another rep. ....	<b>\$500</b>

## Nonmember Rate

Exhibit table with 1 representative .....	<b>\$1,050</b>
Additional table with another rep. ....	<b>\$650</b>

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Exhibitor Banner .....	<b>\$275</b>
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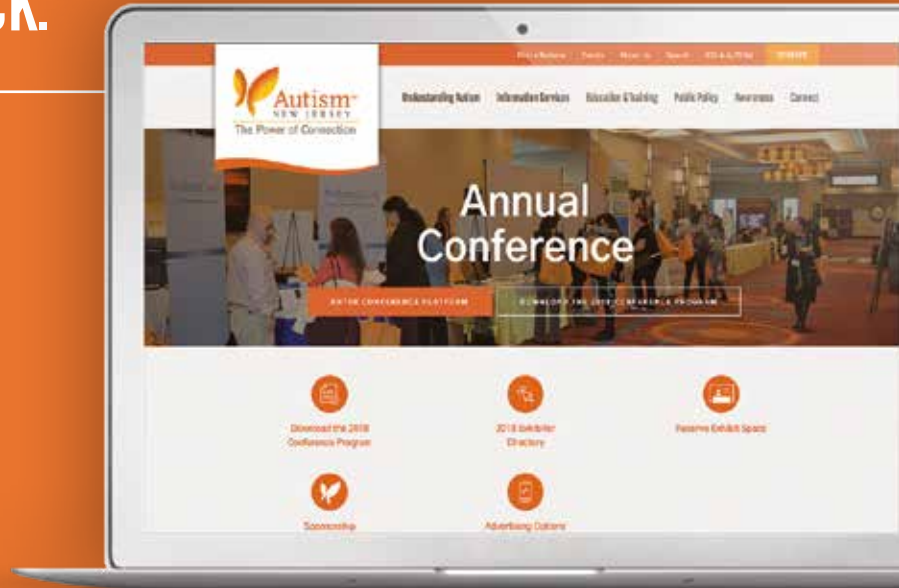
**1,300+** PARTICIPANTS

Details, terms, and application at [www.autismnj.org/conference](http://www.autismnj.org/conference).  
Contact Stephanie Flamini at **609.588.8200 x10016** or [sflamini@autismnj.org](mailto:sflamini@autismnj.org) with any questions.

# REGISTER ONLINE BY CREDIT CARD, PURCHASE ORDER, OR CHECK.

We accept online registration for all registrants, including Organization Members and groups.

[www.autismnj.org/conference](http://www.autismnj.org/conference)



## Autism New Jersey Membership

Member rates apply to active Basic, Silver, or Gold Members and current employees of active Organization Member agencies. The lead for every Organization Member agency will be emailed a unique registration link to access their discount.

## Continuing Education Prepayment

**All CE credits must be purchased by October 1** at the nonrefundable flat rate of \$50 per day. The fee is waived for Gold and Silver members. There will no longer be the option to pay onsite or after the conference.

## Anthony E. Meyer Conference Scholarship Fund

A limited number of scholarships are available to self-advocates or caregivers of individuals with ASD on a first-come, first-served basis. Please contact Elissa Kapp above for an application. If you would like to donate to the scholarship fund, please contact Elissa as well.

## Cancellations

Refunds will be provided for written requests to [ekapp@autismnj.org](mailto:ekapp@autismnj.org) that are received by October 1. After that, substitutions for those who qualify at the same rate will be accepted.

## Please Note

- Continental breakfast and lunch are included each day.
- If you do not receive email confirmation within 10 days, please contact Elissa to be sure your registration was received.
- She can also assist with graduate student rates and any special accommodations you may require.

## Questions?

Contact Elissa Kapp at **609.588.8200 x10013** or [ekapp@autismnj.org](mailto:ekapp@autismnj.org) for registration assistance.



# REGISTRATION *Form*

 **DEADLINE: OCTOBER 1**

Title \_\_\_\_\_ First Name \_\_\_\_\_ Last Name \_\_\_\_\_

District/Agency/Affiliation (if applicable) \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone Number \_\_\_\_\_ Email (Required for confirmation) \_\_\_\_\_

Would you like to be added to our mailing list?  YES  NO

REGISTRATION TYPE	On or before October 1		After October 1		Attending	
	1 DAY	2 DAY	1 DAY	2 DAY	THURS.	FRIDAY
<input type="radio"/> Parent/Self-Advocate	\$125	\$200	\$175	\$250	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Professional Member 	\$225	\$400	\$275	\$450	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Professional Nonmember	\$275	\$500	\$325	\$550	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> CE Payment (required if you will earn CEs)	\$50	\$100	N/A			

**TOTAL COST =** \_\_\_\_\_

## Workshop Selection

**CREDITS**

PLEASE INDICATE ANY CE TYPES YOU ARE INTERESTED IN:

APA  ASHA  BACB  SW

**THURSDAY**

**KEYNOTE**  K

**SESSION A**  A1  A2  A3  A4  A5  A6  A7  A8  A9  A10  A11

**L & L**  L1  L2  L3

**SESSION B**  B12  B13  B14  B15  B16  B17  B18  B19  B20  B21  B22

**SESSION C**  C23  C24  C25  C26  C27  C28  C29  C30  C31  C32  C33

**FRIDAY**

**SESSION D**  D34  D35  D36  D37  D38  D39  D40  D41  D42  D43  D44

**SESSION E**  E45  E46  E47  E48  E49  E50  E51  E52  E53  E54  E55

**L & L**  L4  L5  L6

**SESSION F**  F56  F57  F58  F59  F60  F61  F62  F63  F64  F65  F66

**SESSION G**  G67  G68  G69  G70  G71  G72  G73  G74  G75

### PAYMENT INFORMATION

Register by credit card, check, and purchase order online at [www.autismnj.org/conference](http://www.autismnj.org/conference)

---

Check/Purchase Order # \_\_\_\_\_

**Send completed form with payment:**

**MAIL:**  
Autism NJ  
attn: Conference Registration  
500 Horizon Drive, Suite 530  
Robbinsville, NJ 08691

**EMAIL:** [ekapp@autismnj.org](mailto:ekapp@autismnj.org)

**FAX:** 609.588.8858



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