

CONFERENCE AGENDA

FRIDAY, NOVEMBER 6, 2015 • THE DESMOND HOTEL AND CONFERENCE CENTER • ALBANY, NY

Target audience: School Personnel including General and Special Education Teachers, School Administrators, School Counselors, Social Workers, School Psychologists, Paraprofessionals, Related-Service Providers, Community Professionals, and Parents and Family members who live or work with individuals on the autism spectrum.

7:30 to 8:15	Registration and Continental Breakfast
8:15 to 8:30	Welcoming Remarks
8:30 to 10:00	Keynote Presentation: The Use of Technology and Visual Supports to Improve Communication and Learning in Individuals with Autism Presenter: Howard C. Shane, Ph.D. This session will detail ways to use technology and visual supports to clarify the understanding of spoken language and daily events as well as provide enhanced communication opportunities especially when speech is limited or non-existent. The principal framework for the seminar will be the Visual Immersion System™ an approach developed in the Autism Language Program at Boston Children's Hospital. Although the use of computer software and mobile device apps will be highlighted, the use of low-tech strategies will not be ignored. Video and visual examples from case studies will be used to demonstrate program implementation and individual outcomes. <i>1.5 contact hours</i>
10:00 to 10:15	Break
10:15 to 11:45	Keynote Presentation (cont'd) <i>1.5 contact hours</i>
11:45 to 12:30	Buffet Lunch
12:45 to 2:00	Breakout Session 1
	New Directions in Understanding and Treating Social Competence in ASD Presenter: Matthew Lerner, Ph.D. Enhancing Student Motivation and Engagement Using Classroom Pivotal Response Teaching: Part One Presenter: Janice Chan, M.A., BCBA Transition Planning for Adulthood: Targeting Essential Skills for Individuals with ASD Presenter: Peter Gerhardt, Ed.D. Promoting Positive Adaptation to School: The Importance of Student-Teacher Relationships in the Social, Behavioral, and Academic Experiences of Children with ASD Presenter: Abbey Eisenhower, Ph.D. <i>1.25 contact hours</i>
2:00 to 2:15	Break
2:15 to 3:30	Breakout Session 2
	Supporting Students with Autism Spectrum Disorders in Inclusive Environments Kathleen Feeley, Ph.D., BCBA Enhancing Student Motivation and Engagement Using Classroom Pivotal Response Teaching: Part Two Janice Chan, M.A., BCBA Evidence-Based Practice, Adaptive Behavior, and Quality of Life for Adolescents and Adults with ASD Presenter: Peter Gerhardt, Ed.D. Practical Skill Building Strategies for Reducing Challenging Behaviors at Home and School David Meichenbaum, Ph.D. <i>1.25 contact hours</i>

14TH ANNUAL CONFERENCE REGISTRATION FORM

REGISTRANT INFORMATION

NAME _____ TITLE (PARENT, TEACHER, SCHOOL PSYCHOLOGIST, ETC) _____

SCHOOL DISTRICT/AGENCY _____

ADDRESS _____ HOME ADDRESS WORK ADDRESS

CITY _____ STATE _____ ZIP CODE _____ COUNTY _____

PHONE _____

E-MAIL ADDRESS (CONFIRMATIONS WILL BE SENT TO THIS ADDRESS) _____

BREAKOUT SESSION CHOICES

Seating is limited. Please **rank** your choices from 1 to 4 in order of preference for **each** time slot.

Session One:

- _____ 1-A: Social Competence
- _____ 1-B: Student Motivation: Part One
- _____ 1-C: Transition Planning
- _____ 1-D: Student-Teacher Relationships

Session Two:

- _____ 2-A: Supporting Students
- _____ 2-B: Student Motivation: Part Two
- _____ 2-C: Evidence-based Practice
- _____ 2-D: Reducing Challenging Behavior

***ATTENTION SCHOOL PSYCHOLOGISTS:**

CARD Albany is approved by the National Association of School Psychologists to offer continuing education for school psychologists. CARD maintains responsibility for the program. Credits are available for an additional \$15 fee. All sessions in the conference are eligible for NASP credits.

NASP Credits* \$ 15

REGISTRATION FEES		
Registration and Payment Received:	By 10/19/15	After 10/19/15
<input type="checkbox"/> NYS Resident	\$ 65	\$ 80
<input type="checkbox"/> Out of State Resident	\$ 90	\$ 105
Registration fee includes breakfast and lunch		

REGISTRATION POLICIES:

All cancellations **MUST** be received in writing to card@albany.edu or to: Center for Autism and Related Disabilities, 1535 Western Avenue, Albany, NY 12203 no later than **10/23/15**. Cancellations received after 10/23/15 will not be refunded for any reason.

- **Seating is limited!** Registrations will be accepted on a first come, first serve basis.
- Registrations **will not** be processed without payment.
- Purchase Orders will be accepted only if a copy of the PO is attached to the registration.
- Registration confirmations will be sent by email. If you do not receive a confirmation by October 23rd— please call the Center to confirm that your registration was received.

PAYMENT INFORMATION

Purchase Order (must be attached) Check# _____ * -OR- Credit Card (Visa, MasterCard, Discover, AmEx)

* Please make checks payable to **Research Foundation for SUNY-Autism**

PAYING BY CREDIT CARD? REGISTER AND PAY ONLINE AT WWW.ALBANY.EDU/AUTISM/CONFERENCES_ANNUAL.PHP

CARD NUMBER _____ CARD VALIDATON CODE _____ EXP DATE _____

NAME ON CARD _____ BILLING ADDRESS _____ STREET _____ CITY/STATE _____ ZIP CODE _____

SIGNATURE— Required for all registrations— authorizing credit card charge (if applicable) and acknowledging registration policies

PLEASE RETURN FORM WITH PAYMENT TO:

Registrations will not be accepted by phone.

Research Foundation for SUNY
Center for Autism and Related Disabilities
 1535 Western Avenue, Albany, NY 12203

1-A New Directions in Understanding and Treating Social Competence in ASD

Presenter: Matthew Lerner, Ph.D.

Dr. Lerner will provide a brief history and overview of interventions designed to address social challenges among school-age and teenage youth with ASD. He will introduce and discuss the differences in various treatment models, using these as a way to ask questions about what types of treatments might work best for individuals. Finally, he will summarize research emerging from the Social Competence and Treatment Lab, which aims to advance evidence-based understanding and treatment of social challenges in ASD.

1-B Enhancing Student Motivation and Engagement Using Classroom Pivotal Response Teaching: Part One

Presenter: Janice Chan, MA, BCBA

Classroom Pivotal Response Teaching, or CPRT, was developed to adapt the research-supported components of Pivotal Response Training (PRT) to better fit the demands of teaching within a classroom environment. When used in its entirety, CPRT is designed to teach communication, play, social and academic skills and promote generalization and maintenance of skills by keeping student motivation high. Moreover, teachers report that after being trained in CPRT, teaching became more enjoyable and less stressful, and students had fun learning! This session, Part 1 of 2, will focus on the antecedent strategies of CPRT, by providing clear definitions and video examples of each component.

1-C Transition Planning for Adulthood: Targeting Essential Skills for Individuals with Autism Spectrum Disorders

Presenter: Peter Gerhardt, Ed.D.

Under IDEA, transition services are expected to result in “the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation.” Unfortunately, this is often not the case leaving a generation of individuals with autism and their families in a programmatic, financial, and personal limbo. This presentation will provide an overview of effective transition programming at any age with the ultimate goal being a life of competence, and quality. Particular attention will be paid to the development of an effective and appropriate transition plan. Issues related to assessment, the provision of community-based instruction, and employment development will be discussed. In addition the potential implications of the ADA and reasonable accommodations will be discussed.

1-D Promoting Positive Adaptation to School: The Importance of Student-Teacher Relationships in the Social, Behavioral, and Academic Experiences of Children with ASD

Presenter: Abbey Eisenhower, Ph.D.

The quality of relationships with teachers is a vital aspect of school adjustment during the early school years, and one that has implications for children’s long-term social, behavioral, and academic experiences in school. This session will examine research on the role of student-teacher relationships for children with ASD, with the aim of highlighting ways in which teachers and other professionals can enhance early school relationships.

BREAKOUT SESSION TWO 2:15PM—3:30PM

2-A Supporting Students with Autism Spectrum Disorders in Inclusive Environments

Presenter: Kathleen M. Feeley, Ph.D., BCBA

This session will begin with an overview of rationales for inclusive educational programming for students with autism spectrum disorders. This will be followed by a series of strategies that address both the social and academic inclusion of students. Several examples of accommodations will be provided and organized in a template that can be used for planning an individual student’s accommodations. The session will wrap up with several resources that can be used by participant to enhance their support of students in inclusive settings.

2-B Enhancing Student Motivation and Engagement Using Classroom Pivotal Response Teaching: Part Two

Presenter: Janice Chan, MA, BCBA

Classroom Pivotal Response Teaching, or CPRT, was developed to adapt the research-supported components of Pivotal Response Training (PRT) to better fit the demands of teaching within a classroom environment. When used in its entirety, CPRT is designed to teach communication, play, social and academic skills and promote generalization and maintenance of skills by keeping student motivation high. Moreover, teachers report that after being trained in CPRT, teaching became more enjoyable and less stressful, and students had fun learning! This session, Part 2 of 2, will focus on the consequence strategies of CPRT, by providing clear definitions and video examples of each component.

2-C Evidence-based practice, adaptive behavior, and Quality of Life for Adolescents and Adults with ASD

Presenter: Peter Gerhardt, Ed.D.

The past decade has seen a dramatic increase in the prevalence in the diagnosis of autism and related disorders (ASD) resulting in a steadily growing numbers of adolescent and young adults on the autism spectrum. Subsequently, there is an increased demand for appropriate and effective services for adolescents and young adults with ASD. This presentation will provide an overview of the current literature on supporting adolescents and adults, of what constitutes evidence-based practice, and the relevance of applied behavior analysis to improving individual’s quality of life.

2-D Practical Skill Building Strategies for Reducing Challenging Behaviors at Home and School

Presenter: David Meichenbaum, Ph.D.

This presentation goes beyond determining what is causing challenging behaviors to examine how many conventional ways of responding to difficult behavior contribute to the persistence of challenges. Practical evidence-based strategies to decrease maladaptive behaviors, increase adaptive alternative behaviors, and evaluate the effectiveness of intervention plans will be offered. Attendees will consider whether their current means of responding to challenging behavior include the necessary elements to build skills and curtail future problematic behaviors. Case examples will be provided.

Session objectives, target audience, and speaker bios can be found on our website: www.albany.edu/autism