

Workshops

P²⁰¹⁰rofessional

Earn Free
CEUs from the
Department of
Education, BACB,
and now ASHA!



Dear Colleagues,

On behalf of Autism New Jersey, I am pleased to invite you to participate in our 2010 series of professional workshops. This year's offerings are the direct result of feedback from last year's attendees and our member professionals. When you get the new survey this summer, be sure to participate and have your voice heard! Some of the most respected experts in our field will be presenting material designed to meet your needs in providing crucial services to the autism community. As a former teacher, I understand how challenging it can be to find information and strategies that specifically address our work with individuals on the autism spectrum. **Educators, paraprofessionals, therapists, behavior analysts, psychologists, social workers, learning consultants, and administrators** should all leave these workshops with valuable, practical information. In addition to Department of Education credits, we are offering **FREE BACB and ASHA credits**, and credits from other organizations may be available as well. Also new is a **discounted registration fee for Autism New Jersey members and reduced cost as you attend more workshops**. If you're not already a member, please consider joining us; not only will you help us continue in our mission to provide information, support, and advocacy, but receiving our cutting edge newsletter and discounted prices for these workshops and our conference make it a great deal! And speaking of deals, as requested, **participants will be on their own for lunch** so that we could reduce the registration fee even further. It is my goal to continue to provide the speakers you want to hear and the skills you hope to learn, at prices you can afford. I look forward to seeing you there!

Sincerely,



Elizabeth Neumann, BCaBA
Autism New Jersey Professional Services Coordinator



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

CEU Credits

Earn Continuing Education Units (CEUs) by attending these specialized workshops.

For Teachers...

Autism New Jersey is an approved provider of professional development hours by the New Jersey Department of Education. Professionals who attend any of these workshops will receive Professional Development hours on-site.

For Board Certified Behavior Analysts™ (BCBAs) and Board Certified Assistant Behavior Analysts™ (BCaBAs)...

Autism New Jersey is a Type 2 CEU approved provider by the BACB®. Participants who attend any of these sessions will receive credits at no charge.

For speech-language pathologists...

Eden II School for Autistic Children is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures. Each workshop is offered for .5 CEUs (Various level; Professional).



Call 609.883.8100, extension 16 or e-mail

eneumann@autismnj.org for information about other crediting boards.

Improving the Social Behavior of Children with Autism: Putting Research into Practice

Bridget A. Taylor, Psy.D., BCBA-D

Existing research has documented the efficacy of a wide range of interventions to facilitate social responses in children with autism (e.g., incidental teaching, video modeling, script fading, audio-tape prompts, and contrived establishing operations). This presentation will review a range of research-based strategies for addressing the social responses of children with autism with specific attention to early social behaviors such as joint attention, eye contact, commenting and early reciprocal language skills. Videotaped examples will be used to illustrate both teaching procedures and specific skills to target.

Learning Objectives

- Identify relevant skills to target an individual's specific profile
- Identify ways to motivate learners to improve their language and social behavior
- Identify variables when prioritizing objectives and considering interventions

Friday, February 5, 2010

9:00 AM–3:00 PM (One hour lunch break on your own)

Sheraton Edison Hotel Raritan Center (NJT exit 10 or GSP exit 127)

125 Raritan Center Parkway, Edison, NJ 08837

Bridges to Adulthood: Supporting Lives of Competence, Dignity, and Quality

Peter F. Gerhardt, Ed.D.

Today, professionals, families, and learners with autism spectrum disorders are beginning to redefine the outcomes of the transition process beyond simple job placement to focus on career development and measures of personal competence and life satisfaction. To this end, this presentation will provide an overview and practical suggestions for transition planning at any age inclusive of employment, community-based training, social competence, sexuality, and quality of life concerns. Middle and high school educators and administrators will benefit from specific ideas for programmatic improvements as well as individual supports.

Learning Objectives

- Identify the components of a comprehensive transition plan
- Define the multiple constituent groups whose needs are to be met in the employment development process
- Describe the individually determined components of an assessment of quality of life, including social relationships and sexuality

Friday, February 5, 2010

9:00 AM–3:00 PM (One hour lunch break on your own)

Sheraton Edison Hotel Raritan Center (NJT exit 10 or GSP exit 127)

125 Raritan Center Parkway, Edison, NJ 08837

W o r k s h o p 3

Making the Most of Technology in an ABA Program for Individuals with Autism

Sharon A. Reeve, Ph.D., BCBA-D; Casi M. Healey, MA, BCBA; Marcus Lozano, MA; Mark Mautone

New technology provides exciting instructional opportunities but will only be effective if implementation is based on learning principles such as reinforcement and generalization and includes data-based evaluation. Workshop activities will include applying a live video feed for training staff; video modeling techniques; individualizing curriculum with Microsoft Office applications; interactive PowerPoint via SMART board; and iTouch applications for the classroom. Though not required, participants should bring their laptop (PC or Apple) and iTouch for the hands-on breakout sessions; they will also receive an instructional DVD.

Learning Objectives

- Evaluate teaching strategies implemented via technological strategies
- Describe various technological implementations of reinforcement strategies
- Apply principles of behavior analysis to technologically-enhanced curriculum

Friday, February 26, 2010

9:00 AM–3:00 PM (One hour lunch break on your own)

Crowne Plaza Clark (GSP exit 135)

36 Valley Road, Clark, NJ 07066

W o r k s h o p 4

Developing Play Skills in Young Learners with ASDs: From Assessment to Intervention

Mary E. McDonald, Ph.D., BCBA-D

Many children with autism spectrum disorders either do not engage in self-directed play or may not play appropriately with toys or with their peers. This workshop will focus on developing and enhancing their play skills, based on individualized assessment and intervention. Various stages of play will be discussed as they relate to intervention planning and the development of social behavior. There will be a focus on the promotion of independent play and spontaneous play through a variety of individualized behaviorally-based interventions.

Learning Objectives

- Learn to conduct a play preference assessment and make play a more preferred activity
- Identify specific play skills of importance to children with ASDs and develop individual goals
- Identify specific behaviorally-based methods to teach play skills

Friday, February 26, 2010

9:00 AM–3:00 PM (One hour lunch break on your own)

Crowne Plaza Clark (GSP exit 135)

36 Valley Road, Clark, NJ 07066

Understanding the Utility, Applications, and Limitations of Rate-building to Fluency with Learners with Autism

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

Goals are often considered met when students provide target responses, yet many children have difficulty demonstrating these behaviors at a rate considered functional in natural settings. If a student knows the answer to a question, but the peer has walked away before they can produce it, he or she has not achieved fluency in that skill. So how can professionals more effectively teach to and measure mastery? When skills become fluent, they are more automatic and can be combined with other skills for more complex responses. This can greatly impact a student's success in group instruction, social interaction, and overall competence. This workshop will review the relevance of rate-building to fluency and the many applications of rate-building procedures across multiple skill domains.

Learning Objectives

- Describe common guidelines for the use of rate-building with this group of learners
- Practice fluency timing and receive feedback on the level of treatment integrity
- Develop a fluency protocol for at least one current student/client's objective

Monday, April 19, 2010

9:00 AM–3:00 PM (One hour lunch break on your own)

Crowne Plaza Monroe (NJT exit 8A)

390 Forsgate Drive, Monroe Township, NJ 08831

Facilitation of Pull-out Social Skills Groups in Public Schools

Anne S. Holmes, MS, CCC, BCBA; Laura Roth, MSW, BCBA;

Bonnie Sebastian, Ed.D.; and Michael C. Selbst, Ph.D.

This workshop will consist of four brief sessions by each presenter and discussion of participants' questions by the entire panel. *Best Practices for Pull-Out Social Skills Groups* will guide practitioners through relevant research, components to maximize gains and generalization, and measurement procedures to monitor progress. *Home-School Collaboration and Communication* will address how these principles lead to the development of curriculum and to generalization. *Identifying Social Skill Objectives and Strategies* will explore a variety of ways to identify specific objectives and related evidence-based strategies. *Social Skills for Individuals More Challenged with Autism* will focus on goal selection and priority interventions appropriate for this specific population.

Learning Objectives

- Understand the efficacy of social skills groups, including challenges that impact efficacy
- Identify components that are more likely to result in students' social skills improvement
- Identify evidence-based strategies that address social skill deficits for individuals of varying ages and levels on the autism spectrum

Monday, April 19, 2010

9:00 AM–3:00 PM (One hour lunch break on your own)

Crowne Plaza Monroe (NJT exit 8A)

390 Forsgate Drive, Monroe Township, NJ 08831

Biographies

Peter F. Gerhardt, Ed.D. is President and Chair of the Scientific Council for the Organization for Autism Research. He utilizes principles of ABA in support of adolescents and adults with an ASD in educational, employment, and community-based settings. He has written and presented on the needs of adults with autism spectrum disorders, the school-to-work-transition process, assessment of social competence, and analysis and intervention of problematic behavior.

Casi M. Healey, MA, BCBA earned a Masters degree in psychology and is currently working on a second Masters degree in ABA. She is a New Jersey certified school psychologist and has been teaching individuals with autism using the principles of ABA for more than a decade. She consults for public school districts and home-based ABA programs and serves on the Professional Advisory Board for the Archdiocese of Newark Pastoral Ministry Department with Persons with Disabilities.

Anne S. Holmes, MS, CCC, BCBA is the Chief Clinical Officer for the Eden Family of Services and is the primary consultant and editor of their curriculum. She is an adjunct faculty member of the College of New Jersey and is on the Autism Society of America's Panel of Professional Advisors. She is responsible for oversight for monitoring standards of care with a comprehensive quality management system and supervises diagnostic, evaluative, and consultative services.

Marcus Lozano, MA earned a Masters of Arts in special education, specializing in ABA, and is certified as both a general and special education teacher. He is currently working towards his Ph.D. in ABA. He has worked in the Bernards Township public school program for children with autism for several years and is now the classroom teacher/trainer. His research interests include integrating technology into the classroom and teaching language and social skills to children with autism.

Mark Mautone is a special education teacher pursuing a Masters degree in ABA. He has extensive experience teaching children with autism and is the developer of the ITPADD iTouch/Phone application. His assistive technology experience includes adapting curriculum, enhancing lessons, and creating individualized technological curriculum. He serves on the Professional Advisory Board for the Archdiocese of Newark Pastoral Ministry Department with Persons with Disabilities.

Mary E. McDonald, Ph.D., BCBA-D is an Assistant Professor at Hofstra University where she is Program Advisor for an Advanced Certificate Program in ABA. She directs The Genesis Outreach Autism Center and is the Associate Executive Director for the Genesis School/Eden II Programs. She currently serves on the Board of the New York State Association for Behavior Analysis, The Association for Science in Autism Treatment, and the Council on Autism Services.

Sharon A. Reeve, Ph.D., BCBA-D is an Associate Professor of Psychology at Caldwell College where she also directs the Graduate Programs in ABA. She has published and presented on stimulus control, language development, and social skills training for children with autism. She consults for school and home-based ABA programs and serves on various advisory boards and human rights committees for agencies and schools involved with autism treatment.

Laura Roth, MSW, BCBA is a licensed counselor and certified behavior analyst. She has been working in schools for more than 20 years as a school counselor, a child study team member and, currently, as a behavior specialist. Ms. Roth works directly with students, staff and parents to understand problem behaviors and develop behavior support plans. She also presents workshops to parents and school staff on topics related to behavior interventions and autism spectrum disorders.

Bonnie Sebastian, Ed.D. is Coordinator/Supervisor of Autism Programs in the Egg Harbor Township school district. Formerly, she was a teacher, supervisor, principal and Director of the Center for Children and Families at Bancroft NeuroHealth. Currently, she develops and oversees specialized programs for young children with autism, trains support staff, and has developed and run social skills groups for students with Asperger's Disorder. She has presented at national and international conferences.

Michael C. Selbst, Ph.D. is Associate Director of Behavior Therapy Associates, P.A. He is a licensed psychologist and a certified school psychologist. He is the Executive Director of HI-STEP® Summer Social Skills Program and the Weekend for Improving Social Effectiveness (W.I.S.E.). He has worked with all ages but specializes in children who have ASDs and other special needs. He also serves as a member of the Human Rights Committee for the Douglass Adult Program.

Bridget A. Taylor, Psy.D., BCBA-D is Executive Director of Alpine Learning Group and has specialized in the education of children with autism. She serves on the editorial boards of numerous peer-reviewed journals. She is a member of the Autism Advisory Group for the Cambridge Center for Behavioral Studies, the expert panel of the National Autism Center's National Standards Project, and the board of Association for Science in Autism Treatment.

Mary Jane Weiss, Ph.D., BCBA-D is an Associate Research Professor at Rutgers University and Clinical Director at the Douglass Developmental Disabilities Center. She is Past President of the Autism Special Interest Group of the Association for Behavior Analysis, and serves on the Boards of Autism New Jersey and the Association for Professional Behavior Analysts, and on the Scientific Council of the Organization for Autism Research.

Registration

Registration is on a first-come, first-served basis by mail, fax or online. Phone registrations will not be accepted. Autism New Jersey accepts checks, credit cards, money orders and purchase orders. If your agency requires several weeks to process a purchase order, forward your registration form with an attached copy of the purchase order. Please include the name of the registrant on all purchase orders. A confirmation letter and directions will be sent to all registered participants. Refunds will not be given for cancellations 10 business days prior to the workshop date, but substitutions for original registrants are accepted. For more information, please contact Vanessa Falcon at 609.883.8100, extension 43, or vfallcon@autismnj.org. Participants in any of these workshops can receive Department of Education Professional Development Hours, BACB Type 2 CEUs, and ASHA CEs, free of charge. For further information about social work credits, please contact Elizabeth Neumann at 609.883.8100, extension 16 or euneumann@autismnj.org.

Register online at www.autismnj.org, mail completed form to Autism New Jersey, 1450 Parkside Avenue, Suite 22, Ewing, NJ 08638 or fax to 609.883.5509, Attn: Vanessa Falcon. We will send confirmation via e-mail once your registration has been finalized.

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

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

Please indicate your workshop selections: (*Please note you can only attend one workshop per day*)

Friday, February 5, 2010, 9:00 AM–3:00 PM, Sheraton Edison

- 1. Improving the Social Behavior of Children with Autism: Putting Research into Practice**
Bridget A. Taylor, Psy.D., BCBA-D
- 2. Bridges to Adulthood: Supporting Lives of Competence, Dignity, and Quality**
Peter F. Gerhardt, Ed.D.

Friday, February 26, 2010, 9:00 AM–3:00 PM, Crowne Plaza Clark

- 3. Making the Most of Technology in an ABA Program for Individuals with Autism**
Sharon A. Reeve, Ph.D., BCBA-D; Casi Healey, MA, BCBA; Marcus Lozano, MA; and Mark Mautone
- 4. Developing Play Skills in Young Learners with ASD: From Assessment to Intervention**
Mary E. McDonald, Ph.D., BCBA-D

Monday, April 19, 2010, 9:00 AM–3:00 PM, Crowne Plaza Monroe

- 5. Understanding the Utility, Applications, and Limitations of Rate-building to Fluency with Learners with Autism**
Mary Jane Weiss, Ph.D., BCBA-D
- 6. Facilitation of Pull-out Social Skills Groups in Public Schools**
Anne S. Holmes, MS, CCC, BCBA; Laura Roth, MSW, BCBA; Bonnie Sebastian, Ed.D.; and Michael C. Selbst, Ph.D.

NAME _____

STREET ADDRESS _____ CITY _____ STATE _____ ZIP _____ COUNTY _____

HOME WORK AFFILIATION _____

WORK PHONE _____ EVENING PHONE _____

FAX _____ E-MAIL _____

MEMBER NUMBER _____ \$ _____ AMOUNT ENCLOSED

CHECK # _____ MONEY ORDER # _____ PURCHASE ORDER # _____

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

CARD NUMBER _____ EXPIRATION DATE _____

NAME ON CARD _____ SIGNATURE (REQ.) _____



1450 Parkside Avenue
Suite 22
Ewing, NJ 08638

800.4.AUTISM
www.autismnj.org

NON PROFIT ORG.
U.S. POSTAGE
PAID
E. HANOVER, NJ
PERMIT NO. 5

2010 Professional Workshops

2010 Professional Workshops

Are you a professional in the autism community?

Do you work with students with autism, Asperger's Disorder or PDDNOS?

If so, these workshops are for you!

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

- Learn procedures proven to build verbal and social skills
- Create transition plans that truly support adolescents and adults
- Explore technological innovations that incorporate important learning principles
- Discover critical interventions that improve play skills with toys and with peers
- Further your understanding of rate-building to fluency for mastery of skills
- Maximize the valuable opportunities present in pull-out social skills groups

