



Autism™
NEW JERSEY

Professional Workshops

2012

**Are you a professional in the autism community?
Do you work with individuals with autism,
Asperger's Disorder, or PDDNOS?**

If so, these dynamic workshops are for you!
Learn new techniques to...

- Address and prevent **bullying**
- **Individualize** your instructional techniques
- Build **flexibility** in language and behavior
- Earn **instructional control** and increase **motivation**
- Help your students to learn in **dyads and groups**
- Manage **comorbid disorders** (such as anxiety and AD/HD)

CEU opportunities for teachers, behavior analysts, and more...

Friday, February 10, 2012

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

Crowne Plaza Monroe

390 Forsgate Drive, Monroe Township, NJ 08831

1. Bullying & Autism Spectrum Disorders: A Primer for Professionals

*Beth Glasberg, Ph.D., BCBA-D; Nadia Ansary, Ph.D.;
and Hillary Freeman, Esq.*

Bullying has become a serious problem in schools nationwide, and students with disabilities are increasingly affected. Bullying is estimated to affect approximately 19% of students in regular education settings in the United States (Dake, Price, & Telljohann, 2003), and as many as 94% of students with autism spectrum disorders (Heinrichs, 2003). Equal access to educational opportunities and benefits can be eroded through bullying, and victimization may result in significant emotional or physical harm. Nevertheless, bullying prevention is rarely included in programs for individuals with autism spectrum disorders. To assist in remedying this situation, this workshop will describe behavioral and legal supports that can be used to address bullying. It will also explain recent revisions to the New Jersey Department of Education policies that aim to establish more effective anti-bullying policies in schools. These strategies build on a partnership between legal and educational policies to support behavioral interventions that will prevent, identify, and respond effectively to bullying.

Learning Objectives

Participants will be able to describe:

- Skill deficits that may be associated with victimization
- Strategies to remediate skill deficits associated with victimization
- Skill deficits that may be associated with bullying others
- Strategies to remediate skill deficits associated with bullying others
- Classwide and schoolwide strategies that prevent bullying based on both antecedent and consequence-based approaches

2. Making Education Truly Individualized: Dimensions of Effective Instruction for Students with Autism Spectrum Disorders

Robert LaRue, Ph.D., BCBA-D

Individuals with autism have significant impairments in social behavior, communication, and language acquisition (APA, 2000). As such, these skills tend to be primary targets during the intervention process. Intensive applied behavior analysis (ABA) is one of few empirically-supported treatments available for individuals with autism. However, behavior analytic instructional strategies are often implemented on a programmatic basis and not individually determined. The literature has shown great diversity in how individuals with autism respond to various instructional interventions, so specific variables may dramatically alter the effectiveness of instruction for each student. These variables may include instructor affect, instructor position (e.g., prompting from the front, side or from behind), the use of different instructional contexts (e.g., discrete trial or naturalistic instruction procedures), group versus 1:1 instructional settings, and the use of different communication modalities (e.g., sign language, vocal speech/approximations, picture exchange, augmentative devices). Consideration of these factors may allow practitioners to identify dimensions of effective instruction for individuals with autism. The purpose of this presentation is to outline strategies for assessing some of these instructional variables to determine the best way to teach individual students with autism spectrum disorders.

Learning Objectives

Participants will be able to describe:

- Some of the individual learning characteristics of students with autism
- Research designs that will evaluate different teaching strategies
- Instructor variables that may affect instruction
- Setting variables that may affect instruction
- Communication strategies that may affect instruction

Thursday, March 1, 2012

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

Woodbridge Hilton

120 Wood Avenue South, Iselin, NJ 08830

3. Increasing Behavioral and Cognitive Flexibility in Individuals with Autism Spectrum Disorders

Mary McDonald, Ph.D., BCBA-D

This workshop will provide an overview of behavioral and cognitive flexibility and the importance of assessing and teaching these concepts to learners with ASDs. Students with ASD often demonstrate very limited flexibility across a variety of situations. For example, they may adhere to fixed routines, engage in rote or repetitive responding and demonstrate limited repertoires of both verbal and non-verbal responses. This workshop will focus on the specific skills to be addressed and provide practical strategies for improving behavioral and cognitive flexibility, such as behavioral rehearsal, behavioral contracts, video-based instruction, differential reinforcement, concurrent schedules of reinforcement, and semantic mapping.

Learning Objectives

Participants will be able to describe:

- Behavioral flexibility and its impact on the ability of students with autism to be successful
- Cognitive flexibility and its relevance for learning in students with autism
- Skills to be addressed to increase flexibility in students with ASDs
- Strategies that can be used to increase behavioral flexibility
- Strategies that can be used to increase cognitive flexibility

4. The 7 Steps to Earning Instructional Control with Unwilling Learners

Robert Schramm, M.A., BCBA

Understanding how to develop cooperation and willing participation in learning is paramount to developing an effective education program for individuals with autism spectrum disorders. This workshop will discuss a clear and easy-to-reproduce approach to motivating and reinforcing better behavior while effectively offering meaningful consequences for ineffective or inappropriate choices. This approach works toward cooperation without the use of traditional escape extinction procedures such as physically blocking escape from the teaching setting, repeating instructions in a nagging fashion, or forcing participation with unwanted physical prompts. This session will also discuss motivational strategies developed from the verbal behavior approach to ABA that offer suggestions on how to best organize a teacher's instructional day.

Learning Objectives

Participants will be able to describe:

- Benefits of gaining instructional control through positive reinforcement and extinction instead of punishment and negative reinforcement
- Strategies to increase student effort without increasing problem behavior
- The importance of incorporating natural environment teaching into teaching programs
- Ways to use motivating operations to increase learner participation in structured teaching
- Strategies to develop teaching arcs within each day to increase motivated learning

5. Helping Students with Autism Learn during Group Instruction: Optimizing Performance during Reduced Staffing Ratios

Kate Cerino Britton, M.S.Ed., M.A., BCBA

Individuals with autism often require one-to-one instruction in order to learn. Many lack prerequisite skills necessary to benefit from dyadic (student pairs) and group instruction. One-to-one instruction, however, is not always feasible due to reduced staffing ratios and resources. This presentation will review prerequisite skills necessary to improve student performance during group instruction, as well as strategies that teachers can employ to enhance learning within group and dyadic instruction. Specifically, this workshop will describe ways to arrange the classroom, plan lessons, improve observational learning, and incorporate technology and motivational systems to promote positive learning within group instructional formats. Video examples will illustrate instructional strategies and skills to teach.

Learning Objectives

Participants will be able to describe:

- Ways to arrange the classroom for effective group instruction
- Strategies to differentiate instruction during group settings
- The difference between imitation and observational learning
- Options in data collection
- Systems to evaluate student learning during group instruction

6. Comorbidity with Autism Spectrum Disorders: Assessment and Treatment of Anxiety, AD/HD, ODD and Other Disorders

Steven Gordon, Ph.D., ABPP

Comorbidity, the occurrence of multiple disorders/diagnoses, is the rule rather than the exception for children diagnosed with ASDs. Many educators are familiar with applied behavior analysis (ABA) as it relates to the educational components of academic instruction and behavior management, but are less familiar with the application of cognitive behavior therapy, behavior therapy, and ABA to the myriad of comorbid problems. There is more empirical evidence available to support the efficacy of cognitive and behavioral therapies to treat children and adolescents with a wide range of psychological difficulties than for any other treatment approach. This presentation will provide an overview of Anxiety Disorders, Attention Deficit/Hyperactivity Disorder, Oppositional Defiant Disorder, Tics, and Trichotillomania (hair pulling and skin picking), the most common comorbid problems associated with autism. Dr. Gordon will also discuss assessment and empirically supported treatment of these disorders and how they can be applied and adapted for students with ASDs.

Learning Objectives

Participants will be able to describe:

- Name two criteria used to select empirically supported treatments
- Name the primary treatment strategy for one internalizing comorbid disorder
- Name the primary treatment strategy for one externalizing comorbid disorder
- Construct a three step hierarchy for exposure with a child/adolescent with an anxiety disorder
- Name the components of PRIDE

Biographies

Nadia Ansary, Ph.D. received her B.A. in Psychology from Rutgers University and her Ph.D. in Developmental Psychology from Teachers College, Columbia University. Her background is in Developmental Psychopathology with a focus on risk and resilience among adolescent populations. Dr. Ansary joined the faculty in the Department of Psychology at Rider University in the fall of 2006. In 2008, she was appointed by Governor Corzine to the New Jersey Commission on Bullying in Schools. The Commission's duties were completed in December 2009 when its report was rendered. The report provides recommendations for legal and school-based remedies for bullying in schools.

Kate E. Cerino Britton, M.S.Ed., M.A., BCBA is a Board Certified Behavior Analyst and a certified teacher of the handicapped who has worked with individuals with autism since 1997. She is currently the Principal and Assistant Director at the Alpine Learning Group. She holds a Masters in Educational Administration from Caldwell College and a Masters in Special Education from Long Island University. She serves on the New Jersey Association for Behavior Analysis Board of Directors as the Secretary and CE Chair. Ms. Britton has presented at national and international conferences on increasing socialization, problem solving, promoting safety, and augmentative communication.

Hillary D. Freeman, Esq. is deeply committed to her work representing people with disabilities and their families. As the sister of a man with autism, she is able to combine personal experience with her legal training to help families advocate for services and supports. She has experience before Administrative agencies, Superior Court, and Federal District Court in special education issues, higher education issues, Section 504, guardianship, and adult services. She is a member of the Elder and Disability Law Section of the New Jersey State Bar Association and serves on the Professional Advisory Board of the Learning Disabilities Association of New Jersey. She holds a JD from Widener University School of Law. She is a partner at Freeman Law Offices, LLC, in both Princeton and Freehold, NJ.

Beth A. Glasberg, Ph.D., BCBA-D has been working with individuals with ASDs and their families for almost 20 years. As the director of Glasberg Behavioral Consulting Services, LLC, she has gained experience in bullying prevention and intervention in varied public and private school settings. She is the author of two books related to challenging behaviors, which incorporate strategies relevant to problems associated with bullying: *Functional Behavior Assessment for People with ASD*, and *Stop that Seemingly Senseless Behavior*. She looks forward to sharing hands-on strategies with professionals in the hopes of furthering the use of behavioral strategies to reduce bullying in school and community settings.

Steven B. Gordon, Ph.D., ABPP is Director of Behavior Therapy Associates in Somerset, New Jersey. He is a licensed psychologist, a Diplomate in Behavior Therapy from the American Board of Behavioral Psychology, and a Diplomate in Behavioral Psychology from the American Board of Professional Psychology. In addition, Dr. Gordon is an Adjunct Associate Professor in the Department of Psychiatry at the Robert Wood Johnson Medical School, University of Medicine and Dentistry of New Jersey, and is a Contributing Faculty member at the Graduate School of Applied and Professional Psychology at Rutgers University. Dr. Gordon consults to private and public schools, and conducts workshops on the topics of behavior therapy with children, adolescents, and families. He has written numerous articles and book chapters and coauthored three books, including *The AD/HD Forms Book*.

Robert H. LaRue, Ph.D., BCBA-D is a Clinical Associate Professor at Rutgers University. He is the Director of Behavioral and Research Services at the Douglass Developmental Disabilities Center. He earned a dual doctorate in biological and school psychology from Louisiana State University. He completed his predoctoral internship with the Kennedy Krieger Institute at John Hopkins University and a postdoctoral fellowship with the Marcus Institute at Emory University. He has co-authored published articles in peer-reviewed journals and presented at national and international conferences. His interests include the assessment and treatment of maladaptive behavior, staff and teacher training, and behavioral pharmacology.

Mary McDonald, Ph.D., BCBA-D is an Assistant Professor at Hofstra University who teaches in the Special Education Program and directs the Advanced Certificate in Applied Behavior Analysis Program. She also directs the Eden II/Genesis Outreach Autism Center where she supervises outreach, consultation, and research programs. She has nearly 20 years experience directing programs for students with autism from early intervention through adulthood. In 2010, she was awarded both Teacher of the Year from Hofstra University and Outstanding Mentor from the Association for Behavior Analysis International. She completed her Ph.D. in Learning Theory at the CUNY Graduate Center and is a Board Certified Behavior Analyst - Doctoral level. Dr. McDonald currently serves on a number of boards including: Association for Science in Autism Treatment (ASAT), Council on Autism Services (CAS) and the Council for Exceptional Children (CEC).

Robert Schramm, M.A., BCBA is an American born and raised Board Certified Behavior Analyst, living and working in Germany for the Autism Intervention Institute, Knospe-ABA, which he started in 2003. Knospe-ABA currently supports the education of more than 300 children with autism in and around Germany. His book, *Motivation and Reinforcement: Turning the Tables on Autism*, was the first parent- and teacher-friendly manual on the verbal behavior approach to applied behavior analysis. The success of this book has led him to speak about ABA/VB in workshops and conferences around the world.

Registration Information

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

Refunds will only be given for cancellations received two weeks before the event. After that time, substitutions for original registrants are accepted, but no refunds will be given for any reason. If Autism New Jersey reschedules the event (e.g., due to weather concerns), credit may be transferred to a future workshop if you cannot attend on the rescheduled date. If Autism New Jersey cancels this event due to unforeseen circumstances, you will be notified by phone and e-mail 5 business days prior to the workshop, and you will receive a refund.

For more information, please contact Gale Rainier at 609.588.8200, extension 13, or grainier@autismnj.org.



MISSION STATEMENT

Autism New Jersey is a nonprofit agency committed to ensuring safe and fulfilling lives for individuals with autism, their families, and the professionals who support them. Through awareness, credible information, education, and public policy initiatives, Autism New Jersey leads the way to lifelong individualized services provided with skill and compassion. We recognize the autism community's many contributions to society and work to enhance their resilience, abilities and quality of life.

VISION STATEMENT

*We are GROUNDED in science,
STRENGTHENED by knowledge and
DEVOTED to creating a society of
compassion and inclusion
for all those touched by autism.*

BECOME A MEMBER! Visit www.autismnj.org/BecomeaMember.aspx

Every Autism New Jersey Member benefits from being part of larger community that can share information and ideas. Autism New Jersey advocates with a strong and unified voice for the appropriate, effective programs, policies and services that will benefit children and adults with autism living in New Jersey.

While Autism New Jersey Membership offers many advantages, membership dollars also enable the organization to continue providing free information and advocacy, support services, family and professional education, and consultation to New Jersey's autism community. **Every membership dollar makes a difference.**

Registration Form

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

Friday, February 10, 2012, 9:00 AM–3:00 PM, Crowne Plaza Monroe

- 1. Bullying & ASDs: A Primer for Professionals
- 2. Dimensions of Effective Instruction for Individuals with ASDs

Thursday, March 1, 2012, 9:00 AM–3:00 PM, Woodbridge Hilton

- 3. Increasing Behavioral and Cognitive Flexibility in Individuals with ASDs
- 4. The 7 Steps to Earning Instructional Control with Unwilling Learners

Tuesday, April 17, 2012, 9:00 AM–3:00 PM, Sheraton Edison

- 5. Helping Students with Autism Learn during Group Instruction: Optimizing Performance during Reduced Staffing Ratios
- 6. Comorbidity with ASDs: Assessment and Treatment of Anxiety, AD/HD, ODD and Other Disorders

	1 workshop	2 workshops**	3 workshops**
Member*	\$100	\$180	\$250
Nonmember	\$120	\$215	\$300

*In order to receive the member discount, the registrant or the registrant's school/agency must be a current member of Autism New Jersey. Please contact Robin Napravnik at 609.588.8200, extension 31 or membership@autismnj.org if you have a question about membership. **To become a member today, please visit www.autismnj.org.**

**The multiple workshop discounts apply when one individual attends multiple sessions.

NAME	AGENCY/DISTRICT	SCHOOL (IF APPLICABLE)
HOME ADDRESS: STREET	WORK ADDRESS: STREET	
CITY STATE ZIP ()	CITY STATE ZIP ()	
HOME PHONE ()	WORK PHONE	
CELL PHONE	WORK E-MAIL	
PERSONAL E-MAIL		

MEMBER #	AMOUNT ENCLOSED	CHECK #	PURCHASE ORDER #
CREDIT CARD #	EXPIRATION DATE	CIRCLE ONE: VISA MC AMEX DISCOVER	

NAME ON CARD
SIGNATURE (REQ.)
Professional Workshops 2012



500 Horizon Drive, Suite 530
Robbinsville, NJ 08691
www.autismnj.org
800.4.AUTISM



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