

# *Autism across the Lifespan Conference*

**November 6,**

**Pennsylvania Hotel NYC  
401 7th Avenue & 33rd  
Street  
New York, NY 10001**



**MSC PROFESSIONAL TRAINING CREDITS**

**Track 1: BEHAVIOR****Morning Session 9:30 a.m. till 12 noon:****“Applied Behavior Analysis (ABA) in the Public School Setting”****Dr. James Ball, BCBA**

This presentation will focus on ABA strategies that have proven effective for students with autism and how they apply in a public school setting. Upon Completion of this workshop the participant will be able to discuss three behavior modification techniques that can be used in their individual classrooms.

**Afternoon Session 1:00 p.m. till 3:30 p.m.****“Multi-Component PBS Interventions:****Supporting Individuals With Autism Who Engage in Serious Challenging Behaviors”****Sara Woolf and Dr. Christopher Oliva, Queens College**

This session utilizes case studies as the primary vehicle to illustrate the key elements of PBS and how these strategies were applied within school and other settings. Each case demonstrates the efforts of school-family teams who worked together to support the inclusion of individuals with Autism who exhibited serious challenging behaviors. Issues to be covered: the FBA, formulating hypotheses, and multi-component behavioral interventions.

Intended participant outcomes include: the ability to distinguish the fluctuating relative effects of distant antecedents, setting events, and immediate antecedents; acquisition of clear definitions of proactive versus reactive strategies; take-away examples of replacement skills and their instruction plans; and recommendations that will enhance teams’ use of evidence-based practices.

**Track 2: LOVAAS METHODOLOGY****Morning Session 9:30 a.m. till 12 noon:****“Assessing Functions of Behaviors and Then Developing Interventions Based Upon This Information Using the LOVAAS Approach.”****Vincent J. LaMarca BCBA, Lovaas Institute, Indianapolis, Indiana**

Although children may have the same diagnosis of autism, they evidence considerable individual differences necessitating that the treatment be adjusted to each child's capacity and needs. The Lovaas methodology is used to help develop a child's language and social interactions with parents and peers while reducing interfering behaviors such as tantrums.

**Afternoon Session 1:00 p.m. till 3:30 p.m.****“The LOVAAS Reading and Writing Program”****Ray Cepeda, BcaBA Educational Director, The Elijah School**

The LOVAAS Reading and Writing program was developed at the LOVAAS Institute as an alternative method of teaching for students who did not progress in the vocal language program. Since these students did not acquire skills in the standard vocal language based program, a method of teaching using verbal cues that closely parallels the LOVAAS vocal language program was created and implemented for these students. This presentation will provide a brief overview of how the Reading/Writing program can be introduced as well as a basic overview of the sequence of programs.

**Track 3: APPLIED BEHAVIOR ANALYSIS (ABA)**

**Morning Session "A" 9:30 a.m. till 10:45 A.M.**

**"Applied Behavioral Analysis 101"**

**Michelle Kahn**

This workshop will introduce the basic concepts of the ABA methodology. This method breaks down learning into steps. Issues discussed will be discrete trial instruction, reinforcements, prompting, behavior management. Attendees will be able to understand basics concepts of this methodology .

**Morning Session "B" 10:45 a.m. till 12 noon**

**"Integrating Student With Developmental Disabilities Into the Mainstream Setting"**

**Michael Radicone, MSED**

This workshop will explore data driven mainstream methods, ABA strategies and the responsibilities of the classroom paraprofessional and teachers.

**Afternoon Session 1:00 p.m. till 3:30 p.m.**

**"How to Have Successful Teaching Session With Children On the Autism Spectrum and Other Related Disorders"**

**Lisa Delaney, BCBA and Danielle Murray, BCaBA**

The purpose of this workshop is to give hands on experience in using the basic principles of ABA in conjunction with Verbal behavior techniques. This workshop provides an interactive experience to the audience in order to determine antecedents, behaviors, and consequences as presented through videotaped examples. Different examples will test and re-test fluency of the workshop participants.

**Track 4: ADOLESCENCE**

**"Sexuality Instruction and Learners With ASD"**

**Dr. Peter Gerhardt, President, Organization for Autism Research (OAR)**

Persons with ASD are sexual beings. However, individual interest in sex or in developing an intimate relationship with another person varies widely across individuals at all ability levels. Unfortunately, despite much discussion about decision making skills in the self determination literature (e.g., Clark, et al., 2004), there continues to be "lack of evidence" supporting the effectiveness of sex education and training for persons with developmental disabilities" (Duval, 2002, p.453) in general, and autism spectrum disorders in particular. As such, there is a significant need for individualized, effective instruction for persons with ASD across the ability spectrum.

**Afternoon Session 1:00 p.m. till 3:30 p.m.**

**"Quality Employment Training and Job Development For Individuals With Autism"**

**Joshua Skolnick, MS, Director of Individualized Service Initiatives and Community-Based Programs, The Shield Institute**

Attendees of this presentation will learn practical, effective, and individualized techniques in transition planning, employment training and job development for people on the autism spectrum. This is accomplished through a combination of intensive Person-Centered Planning, determination, and good sales skills. During the presentation, you will be visiting several people with a wide range of functional abilities, as they moved from initial intake interview to individualized, community-based service acquisition. Additionally, there will also be a discussion on necessary systems and practices that The Shield implemented in order to address the fast changing and challenging world of employment services for people with developmental disabilities.

**Morning Session 9:30 a.m. till 12 noon****“The Profundity of Communication: Strategies For the "Optimizable" Teacher”****Leslie Grubler, MA, CCC-SLP**

"Communication" is not only an essence of humanity but the key to creating functional, meaningful, and inspirational learning environments. Communication reveals and liberates-- both you and your students -- and ultimately yields the kind of satisfaction that every educator seeks when opening minds. Communication strategies however are often marginalized, internalized, and not implemented and function as either a road not taken or a road that is overwhelmingly endless and intentionally avoided. "Taking the time" to employ communication strategies in and around your learning environment can yield satisfaction not here-to-fore experienced. This session will introduce and/or review classroom-based communication strategies that will serve to raise consciousness and motivate the optimizable teacher.

**Afternoon Session 1:00 p.m. till 3:30 p.m.****“Toilet Training A-Z :From Assessment to Implementation to Outcome Evaluation”****Dr. Al Phadt**

Different strategies for achieving optimal outcomes for the child and the family. The emphasis is put on selecting the appropriate training strategy based on an assessment of the child's needs and skills and the resources available to the teacher.

**Track 6: SOCIALIZATION****“Developing Classroom Strategies to Enhance Social Skills For Children On the Autism Spectrum”****Lisa Lafata, M.S.**

A lack of Social Skills can lead to behavioral difficulties in school, delinquency, inattentiveness, peer rejection, emotional difficulties, bullying, difficulty in making friends, aggressiveness, problems in interpersonal relationships, poor self-concept, academic failures, concentration difficulties, isolation from peers, and depression. Children with Autism Spectrum Disorder often need additional training in Social Skills. They will likely benefit from direct instruction and development of a Social Skills Group in which to practice newly learned skills. Peer relationships and the ability to relate to others are critical for the emotional development of children. Acquiring these skills is often a challenging task for children with Autism Spectrum Disorders (ASD). This workshop on social skills is designed for individuals with ASD or other developmental disabilities. The goal is to teach social interaction skills in a fun and engaging way.

**Afternoon Session 1:00 p.m. till 3:30 p.m.****“The Making of the Band”****Miguel Torres- Castro & Michael DeGrottole**

This workshop will focus on the progress of a group of special needs individuals and how they went from random music makers to professionally trained performers focused on the composition and arrangement of musical pieces. This workshop will discuss the therapeutic value of using the creative arts and particularly a performance model as a valuable social learning experience.

**Morning Session 9:30 a.m. till 12 noon**

**“Challenges and Opportunities In Applying Psychopharmacological Interventions In Adults with Autism”**

**Dr. Phillip Levine**

A variety of new approaches to managing behavioral problems in people with Autism are available, but are limited due to uncertainty about diagnostic accuracy, indications, potential risks and the degree of fit with other psychological, psychosocial and educational interventions. The presentation will review some of the challenges, summarize some of the helpful medication approaches, and address some of the concerns about treatment integration.

**Afternoon Session 1:00 p.m. till 3:30 p.m.**

**“Bio-medical Treatments for Autism Spectrum Disorders”**

**Dr. Michael Elice**

Autism Spectrum Disorders have reached epidemic proportions affecting one out of 150 children. Scientific research indicates the underlying cause is a genetic predisposition to immune system dysfunction. Autism Associates of New York, a team of board certified Pediatricians, Immunologist, Physicians assistant, and Pediatric nurse practitioners, evaluate children diagnosed with ASD by taking detailed medical and family histories, complete physical exams and extensive lab work. Based on results of these investigations, treatment protocols are designed to treat each child as an individual. This workshop will discuss the different options available.

**Track 8: FAMILY**

**“Autism is a Family Matter”**

**Judith S. Bloch**

The Home/School Collaborative Model (HSCM), designated a validated program by the New York State Education Department (1977), provides opportunities and enabling experiences for parents and families of young children with Autism which promote their competencies as well as their understanding of their child's needs and their own. In this approach, professionals consider parents essential team members and collaborators. This family- centered empowerment model of helping has increased the children's rate of learning and improved parent and family functioning.

**Morning Session “B” 10:45 a.m. till 12 noon**

**“You Can't Replace a Mother, But...”**

**Lee Alan Ackerman & Tracy Ann Adams**

"Who will be there for my child if I become incapacitated or die?" "Who can I trust to carry out my wishes?" "Who knows my child well enough to step in?" As their child with disabilities age, families must deal with these very difficult questions and begin to make sensible future care plans( life, legal and financial) to secure their children's future well being.

**Afternoon Session “C” 1:00 p.m. till 2:15 p.m.**

**“Relationship Development Intervention”**

**Donna Morrison**

RDI is a model of intervention that is designed to educate and empower families with strategies to address the core deficits of autism (as identified by researchers in the field). RDI provides a framework of objectives and intervention strategies to improve a child's ability to function in the dynamic, ever changing world of thinking and relationships. Objectives are designed to address these deficits during lifestyle family routines. Parents are then coached as they embed these objectives and provided with feedback to take their child along the path of functioning in the ever flowing dynamic systems of daily living.

**Afternoon Session “D” 2:15 p.m. to 3:30 p.m.**

**“Health Care Organization: From Boxes to Binders”**

**Rosemary Randazzo**

Record keeping plays a vital role in raising and caring for a child with special health care needs. This workshop will assist parents and staff in developing and maintaining a Health Care Notebook and developing organizational skills for parenting their child with special needs. The health care notebook is an organizational tool that helps families keep track of important information about their child's health, health care providers and health history. It helps to keep information at your fingertips and in a central location. Tools and techniques will be discussed so that families can keep their home a home and not a hospital.



Keynote Speaker:  
City Councilman, Hiram Monserrate,  
also the parent of a child with autism

Hiram Monserrate made history in 2001 when he became the first Latino elected to public office in Queens, winning a seat representing the 21st Council District of Corona, East Elmhurst, Elmhurst and Jackson Heights. Since then, he has brought his unique experience as a Marine, NYPD police officer, and civil rights advocate to the City Council, working to empower and protect all New Yorkers.

In 1984, Monserrate began his life-long career in public service by enlisting in the United States Marine Corps Reserves, where he received the National Defense Ribbon and the Good Conduct Medal. In 1988, Monserrate joined the NYPD, where he spent 12 years protecting the safety and quality of life of Queens' residents. During this time, he was a founding member of the Latino Officers Association and served as the first police officer elected to serve on the Board of Directors of the New York Civil Liberties Union.

As an autism advocate, Monserrate led the charge to provide air-conditioned buses to all special education students and continues to serve as the Honorary Board Chairman for New York Families for Autistic Children (NYFAC)

Raised and educated in Queens, Monserrate has provided millions of dollars in necessary funding to ensure the quality of life in the borough, helping to expand libraries, provide quality playgrounds and greenspace and support language and job training programs.

### General Schedule

**8:00A.M.-8:30 A.M. :Registration & Breakfast**

**8:30A.M. -9:15 A.M. :Morning Keynote**

**9:30A.M.– 12:00 noon: Morning Session (10:45 A.M. - 11:00 A.M. : Break)**

**12:00 noon– 1:00 P.M. : Lunch/ Keynote Speaker**

**1:00 P.M. - 3:30 P.M. : Afternoon Session (2:15 P.M. - 2:30 P.M. : Break)**

# Registration

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: ( ) \_\_\_\_\_

Email: \_\_\_\_\_

Professionals- \$125.00    Parents/Family Member- \$100.00

\* Early Bird Special—register by October 8<sup>th</sup> and deduct \$25.00

## Payments

Check Payment— Please make checks payable to Life's WORC

Amt Enclosed \$ \_\_\_\_\_

Credit Card Payment:  *Master Card*    *Visa*    *Amex*

Credit Card Number: \_\_\_\_\_

Expiration Date: \_\_\_\_\_    Security Code: \_\_\_\_\_

Signature: \_\_\_\_\_

Purchase Order Number: \_\_\_\_\_

(Please list ALL attendee names on purchase order)

Mail payment to:

**Life's WORC**

**1501 Franklin Avenue PO BOX 8165**

**Garden City, NY 11530-8165**

**Attn: Jennifer Longo**

**(516)741-9000 ext. 474**

Registration and payment must be received by: October 31, 2007

**Life's WORC / NYFAC**  
**PO Box 8165**  
**Garden City, NY 11501-8165**