

The AJ Foundation For
Children With Autism

&

The Comprehensive Learning
Center

Present

Challenging Topics

in Autism:

Evidence-Based

Procedures and

Interventions

Friday

February 24, 2012

The conference will be held at:

The Pen Ryn Mansion
on The Delaware

1601 State Road
Bensalem, PA 19020

Located in Bucks County
The Pen Ryn Mansion is minutes
from I-95 & PA Turnpike,
and 15 miles from
Center City Philadelphia

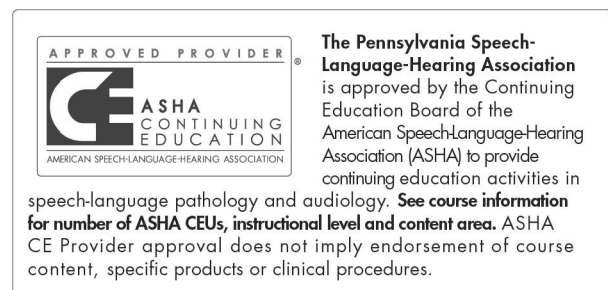
Hotel arrangements have been made at:

The Hampton Inn & Suites of Newtown

1329 Bristol Pike
Bensalem, PA 19020
215-245-5222

To receive the special room rates of \$109.00,
please call *The AJ Foundation* (before you make
reservations) before January 24, 2012 at
215-598-8175

Approved to provide BACB TYPE II CEU's



This course is offered for .7 ASHA CEUs (Intermediate level, Professional area).

ACT 48 hours:

The Pennsylvania Speech-Language-Hearing Association is an approved provider of the Pennsylvania Department of Education to offer Continuing Professional Education Programs as required by Act 48. This program is offered for up to 7 clock hours. Individuals attending this program must arrive on time and stay the duration of the program in order to receive Act 48 Professional Education hours.

Registration includes continental breakfast & box lunch
Confirmations will be mailed to pre-registrants

FOR MORE INFORMATION and REGISTRATION:

www.ajfoundation.org

215-598-8175

Presentations

8:00AM—8:30AM:

Registration & Continental Breakfast

8:30AM—8:45AM

Welcome and Introduction

8:45AM—10:15AM

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

Communication Training in Autism: How Do We Develop Effective and Efficient Communication Repertoires?

Language and communication problems in learners with autism are always a primary focus of intervention. The methods and strategies used to address these deficits are as variable as the learners themselves, and must be individualized. Some commonly used interventions are not evidence-based, making the goal of effective intervention even more elusive. In this presentation, we will focus on the themes of functionality and initiation, from the perspective of evidence-based practice. What makes an individual with autism a functional communicator? What skills are essential to address from a curricular perspective? Why is manding a centrally important skill? Why is initiation a pivotal response class? What social navigation skills should be considered in communication training? In addition to these questions, we will consider the issues of breadth and depth of communication training, the interplay of social and communication skills, and programming for the generality of communication skill repertoires. As a final consideration, we will discuss how efficiency and preference can be evaluated to help determine communication modality.

10:30AM—12:30PM

Dr. Patrick C. Friman, Ph.D., ABPP

Effective Management of Incontinence: Toilet Training, Enuresis, and Encopresis

Elimination disorders affect as many 25% of all children between 4 and 6 years of age. If incomplete toilet training of three year old children is included, the percentage can go as high as 50%. The percentage of cases within the developmental disability population is higher still. Historically, these problems were attributed to either character defect (stubborn, lazy) or psychopathology. A residue of these interpretations remains in United States culture along with widespread misunderstanding of the disorders. For example, incontinence is the second leading cause of child abuse. The advent of effective medical treatment diminished (but did not eradicate) the influence of characterological and psychopathological interpretations of elimination disorders and increased understanding of them, even among laypersons. But medical accounts often do not supply methods for addressing the non medical aspects of the disorders. And there is a gap in behavioral health services for afflicted children. Virtually all cases are first seen in primary care, but large percentages are incompletely treated due to limited time and behavioral

resources of primary care physicians. This gap could be filled readily by well informed behavior analysts. This presentation will cover incomplete toilet training, functional encopresis, diurnal and nocturnal enuresis. This presentation will cover diagnosis and classification, assessment, relevant physiology, etiology, and effective treatment. The role of the behavior analyst will be emphasized, particularly in the areas of assessment and treatment.

12:30PM—1:30PM

LUNCH (provided)

1:30PM—3:30PM

Dr. Gregory P. Hanley, Ph.D., BCBA

Understanding and Addressing Sleep Problems of Persons with Autism

Addressing sleep problems of persons with autism can be challenging, and when left unaddressed, sleep problems can lead to or worsen other behavior problems such as aggression while also making learning in school difficult. The goal of this presentation is to provide attendees with a sound understanding of factors that worsen and improve children's ability to achieve age-appropriate amounts of sleep as well as strategies for addressing common sleep problems such as nighttime routine noncompliance, difficulty falling asleep or staying asleep, and night terrors. As a result, attendees will have a better understanding of how family members and support staff can work as a team to promote the healthy sleep of the children in their care.

4:00PM—5:35PM

Dr. William Ahearn, Ph.D., BCBA-D

Assessing and Treating Problem Behavior While Promoting Functional Skills (With an Emphasis on Stereotypy)

Problem behavior has been found to occur frequently in persons with disabilities and autism. A necessary step in treating problem behavior is identifying its functional cause. Stereotypy is a special challenge in that it is typically maintained by the sensory consequences produced by engaging in it (automatic reinforcement). A brief discussion of functional treatment for problem behavior will be followed by a particular emphasis on automatic reinforcement. A number of effective interventions have been developed but stereotypy often persists as a problem when active treatment is not in place. Interventions for directly treating this problem that will be discussed include response interruption/redirection, response competition, and sensory integration. Sometimes effective treatment also produces appropriate behavior that can be fostered by natural or arranged contingencies; however, appropriate behavior must often be promoted more explicitly. This presentation will also discuss strategies for building functional skills. These strategies range from direct instruction of functional engagement (often necessary for younger or lower functioning persons) to video modeling and verbal operant training.

Biographies

Dr. Mary Jane Weiss has been working as a behavior analyst serving people with autism for over 25 years. She received her Ph.D. in Clinical Psychology from Rutgers University in 1990, and became a Board Certified Behavior Analyst in 2000. She is currently a Professor of Education at Endicott College, where she directs the graduate programs in ABA and Autism. She previously served as an Assoc. Professor at the Graduate School of Applied and Professional Psychology at Rutgers University, and as Director of Research and Training and as Clinical Director of the Douglass Developmental Disabilities Center at Rutgers University for 16 years. Her clinical and research interests center on defining best practice ABA techniques, on evaluating the impact of ABA in learners with autism spectrum disorders, and in maximizing family members' expertise and adaptation. She is a regular presenter at regional and national conferences on topics relevant to ABA and autism. She is a past president of the Autism Special Interest Group of the Assoc. for Behavior Analysis, a former member of the Assoc. of Professional Behavior Analysts Board of Directors, and she currently serves on the ethics review committee of the Behavior Analyst Certification Board, on the Scientific Council of the Organization for Autism Research, on the Legislative Affairs Committee of the New Jersey Association for Behavior Analysis, and on the Board of Trustees of Autism NJ.

Dr. Patrick C. Friman received his Ph.D. from the University of Kansas. He is the current Director of the Boys Town Center for Behavioral Health and a Clinical Professor in the Department of Pediatrics at the University of Nebraska School of Medicine. He was formerly on the faculties of Johns Hopkins, University of Pennsylvania, and Creighton Schools of Medicine. He was also formerly the Director of the Clinical Psychology Program at University of Nevada as well as the Associate Chairman of the Department of Psychology. He is the former Editor of the *Journal of Applied Behavior Analysis* and former President of the *Association for Behavior Analysis International*. He is also on the editorial boards of eight peer reviewed journals. He has published more than 180 scientific articles and chapters and three books. The primary focus of his scientific and clinical work is in the area of Behavioral Pediatrics and Behavioral Medicine. Dr. Friman's work in behavioral pediatrics has concentrated on the gap between primary medical care for children on one side, and referral-based clinical child psychological and psychiatric care, on the other. A secondary focus is on adolescent behavior and development an example of which is his DVD presentation on *Adolescence and Other Temporary Mental Disorders*. He also specializes in consultation regarding workplace issues such as motivation, dealing with difficult people, change, and path-

ways to success. As an example of the impact of his work, following a publication on child sleep problems, the American Medical Association invited him to headline a press conference in New York City where he was presented to the press by the Surgeon General of the United States.

Dr. Gregory Hanley has been applying the principles of learning to improve socially important behaviors of children and adults with and without disabilities for over 20 years. He worked and trained at the Spurwink School, the Groden Center, and the Kennedy Krieger Institute, was degreed at the University of Florida, was tenured at the University of Kansas, and is currently an Assoc. Professor of Psychology and Director of the Behavior Analysis Doctoral Program at Western New England University and an Adjunct Professor of Psychiatry at the University of Massachusetts Medical School. Dr. Hanley has published over 60 articles in peer-reviewed journals in areas such as the assessment and prevention of problem behavior, teaching tactics for young children, and evidence-based values. Dr. Hanley is a Fellow of the American Psychological Association (Division 25), the Editor of *Behavior Analysis in Practice (BAP)*, and a past Associate Editor of *The Behavior Analyst*, the *Journal of Applied Behavior Analysis*, and *BAP*.

Dr. William H. Ahearn joined The New England Center for Children in August 1996, and currently serves at NECC as the Director of Research. He is also Adjunct Faculty in Western New England University's doctoral program. Bill was named the 2009 American Psychological Association-Division 25 awardee for Enduring Contributions to Applied Behavioral Research. Bill is Past President of the Berkshire Assoc. for Behavior Analysis and Therapy (BABAT) and currently serves as BABAT's Chair of Professional Practice. He also serves on the Board of Directors for the Assoc. of Professional Behavior Analysts and is an advisor to the Cambridge Center for Behavioral Studies. Bill's research interests include social skills in children with autism, verbal behavior, assessment and treatment of stereotypy, severe problem behavior, and pediatric feeding difficulties. His work has been published in the *Journal of Applied Behavior Analysis*, *Journal of the Experimental Analysis of Behavior*, *Behavioral Interventions*, *Behavior Modification*, *The Lancet*, *Journal of Autism and Developmental Disorders*, *Research in Autism Spectrum Disorders*, and has written book chapters on teaching children with autism and pediatric feeding problems in children with autism. Bill is currently on the Editorial Boards for the *Journal of Applied Behavior Analysis*, *The Analysis of Verbal Behavior*, and *Behavioral Interventions* and is an Associate Editor of *Behavior Analysis in Practice*. He has also been Principal Investigator on an NIH- and OAR-funded grants.

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Registration

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