

36th Annual AUTISM CONFERENCE

OCTOBER 18 & 19, 2018

*Harrah's Waterfront Conference Center
Atlantic City, NJ*

Your experience with autism is unique. With more than 70 workshop choices and 100 exhibitors, our conference can be tailored to meet your needs for information and resources.

CUSTOMIZE THE CONFERENCE YOU NEED



Autism™
NEW JERSEY

The Power of Connection

We believe in improving the lives of both the individuals to whom we provide service and the team members we employ to reach this goal.



We don't just offer you a position. We offer you the chance to launch a career full of compassion while helping individuals with autism.

Comprehensive Behavior Supports offers home-based ABA therapy, family support services, and social skills groups throughout the entire states of New York and New Jersey.

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**Comprehensive
Behavior Supports**



No matter your role in the autism community, OUR CONFERENCE IS FOR YOU.

With 72 workshop options, 100 exhibitors, and opportunities for networking and support, you can truly create the conference experience that YOU need. With all content reviewed to be evidence-based and presented by leaders in the autism community, you can be confident that it will be a good use of your valuable time and resources. Here are some of the very different ways our 1,200 participants craft their schedules:

- Those who value our **Transition Conference** will find 3 times as many sessions here that apply to teens, adults, and their families.
- **New to autism?** Learn the basics of understanding behavior, building social/communication skills, and creating meaningful IEPs.
- **Teachers:** access autism-specific best practice for instruction and classroom management.
- Focus exclusively on **financial** planning, **legal** issues and advocacy, and state/federal **supports**.
- **Experienced clinicians:** find support for ethical and instructional challenges from renowned experts.
- Encouraged by **personal perspectives?** We appreciate the self-advocates and parents who share their experiences to help us all.

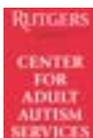
Autism New Jersey is the largest statewide network of parents and professionals dedicated to improving the lives of individuals with Autism Spectrum Disorder.



For more than 50 years self-advocates, families, professionals, government officials, the media, and concerned state residents have turned to Autism New Jersey for information, compassionate support, training, and leadership. Think of us as a partner with connections to local and state resources that meet your unique circumstances across our four service pillars:

INFORMATION SERVICES | EDUCATION & TRAINING | PUBLIC POLICY | AWARENESS

Thank you, Sponsors!



CONFERENCE *Schedule*

Thursday, October 18

Registration	8:00am to 9:00am
Exhibitors	8:00am to 4:00pm
Keynote	9:00am to 10:30am
Session A Workshops	10:50am to 12:05pm
Lunch	12:05pm to 1:30pm
Research Posters (12:20pm to 1:20pm)	
Parents-Only Networking Lunch Room (12:20pm to 1:20pm)	
Lunch & Learns (12:20pm to 1:20pm)	
Session B Workshops	1:30pm to 2:45pm
Session C Workshops	3:00pm to 4:15pm

Friday, October 19

Registration	8:00am to 9:00am
Exhibitors	8:00am to 3:00pm
Session D Workshops	9:00am to 10:15am
Session E Workshops	10:30am to 11:45am
Lunch	11:45am to 1:15pm
Gold Member & Friends Luncheon (12:00pm to 1:00pm)	
Parents-Only Networking Lunch Room (12:00pm to 1:00pm)	
Lunch & Learns (12:00pm to 1:00pm)	
Session F Workshops	1:15pm to 2:30pm
Session G Workshops	2:45pm to 4:00pm

Choosing Workshops

Filter the workshops by 12 different categories (legal, instructional, presented by parent, adult, etc.) at our new registration website:

WWW.AUTISMNJ.ORG/CONFERENCE



ANNA'S SON WAS RECENTLY DIAGNOSED.

She chose:

- A2 (Behavior)
- B14 (Mindfulness)
- C21 (IEPs)
- D30 (CSOC)
- E45 (Toileting)
- F56 (Social Skills)
- G63 (Motivation)

She plans to spend the lunch breaks meeting other parents in the Parents-Only Networking Lunchroom and connecting with exhibitors who provide in-home ABA services.



BRYSON'S DAUGHTER IS AN ADULT WITH SEVERE AUTISM.

He is considering:

- A1 (DDD)
- L1 (Things No One Told Me)
- B13 (Financial)
- C27 (Health Care)
- E47 (Functional Skills)
- F50 (Emergency Prep)
- G60 (Technological Tools)

He plans to spend Session D speaking with exhibitors from legal and financial firms.

THE VENUE

Harrah's Waterfront

CONFERENCE CENTER

Feedback has been overwhelmingly positive for our Harrah's venue for the last two years. The entire conference takes place on the Avalon floor of the conference center, and there are many dining and entertainment options if you stay in our reserved room block.

Basic rooms are available at **\$89 per night** and rooms in the adjacent Waterfront Tower are **\$109 per night**. Perks and fees are detailed at www.autismnj.org/conference_harrahs. Book online through this link or call **888.516.2215** and request code **SH10AU8** or the Autism New Jersey Conference rate.



VISIT WWW.AUTISMNJ.ORG/CONFERENCE_HARRAHS TO RESERVE YOUR ROOM

All are welcome to attend any session. They are loosely ordered from basic to more advanced within each session. Feel free to contact **Elizabeth Neumann, M.A., BCaBA** at **609.588.8200 x45** or eneumann@autismnj.org for further workshop detail to assist in making your selections.



COURTNEY TEACHES STUDENTS WITH ASD.

Her schedule includes:

A7 (Activity Schedules) **L2 (Collaboration)** **B16 (Data)** **C26 (ACT)**

D35 (Incidental Teaching) **E46 (Classroom Management)**

F52 (Reinforcement) **G63 (Fun in Social Instruction)**

She is especially looking forward to the exhibit bookstore and other vendors who may have resources for her classroom.



DOMINIC IS A WELL-RESPECTED PROFESSIONAL IN THE FIELD.

He is looking forward to:

A10 (Stereotypy) **B20 (Supervision)** **C25 (Adults)**

D38 (Sex Ed 1) **E44 (Insurance)** **L6 (Employment)**

F59 (Severe Problem Behavior) **G64 (VR)**

He can earn CE credits for both psychology and behavior analysis (including ethics and supervision).

Workshops:

Workshop capacity may be limited, and space is available on a first-come, first-served basis. Participants must stay for the entire session to earn credits.

Educators:

Registrants can earn up to 12 NJ Department of Education professional development hours. Certificates may be picked up at the end of the day which can also be used as general attendance documentation for other employers.

Specialized Continuing Education Credits:

Specific documentation will be required for each credit type. BACB credits will be processed through the **CEUHelper app**. The standard fee of \$10 per credit applies for all types of CE. It is waived for Silver or Gold level Autism New Jersey Members. The fee is only charged once if you are earning multiple types. Contact Stephanie Flamini, BCaBA at sflamini@autismnj.org or **609.588.8200 x16** with questions or visit www.autismnj.org/Conference_CEU for more information.



BEHAVIOR ANALYSTS:

Autism New Jersey is an Approved Continuing Education provider by the Behavior Analyst Certification Board. 1.5 Type 2 CEUs will be available for the majority of workshops. A total of 12 credits are available by attending approved workshops for all possible sessions.



PSYCHOLOGISTS:

Autism New Jersey is approved by the American Psychological Association to sponsor continuing education for psychologists. Autism New Jersey maintains responsibility for this program and its content.



SPEECH-LANGUAGE PATHOLOGISTS:

Exact ASHA CEUs for this conference will be determined shortly. We expect to offer credits for approximately 30 courses.



Thank you to Pyramid Educational Consultants for sponsoring the ASHA fees.

SOCIAL WORKERS:

Please contact Stephanie Flamini above.

Parent-Professional Collaboration: How to Promote Meaningful Communication on Difficult Topics

Robert LaRue, Ph.D., BCBA-D,
Rutgers University, Douglass Developmental Disabilities Center with
Eileen Shaklee, B.A.,
"Autism with a side of fries" blog



APA

BACB

SPONSORED BY:

Devereux
ADVANCED BEHAVIORAL HEALTH

Effective intervention for individuals with Autism Spectrum Disorder can be a challenging endeavor. To obtain the best possible outcomes, parents and professionals have to work together as a team. While this may appear to be a simple concept, relationships between caregivers and practitioners sometimes become strained over time. Disagreements regarding intervention goals and priorities, treatment integrity failures, the use of unestablished treatments, and communication difficulties between parties are common barriers to effective collaboration. This presentation will discuss practical strategies for overcoming these barriers and improving collaboration to maximize the outcomes for individuals with ASD. With Dr. LaRue's clinical expertise and the personal perspective of "Mama Fry" (an autism professional before having a son with autism) to introduce and wrap up the session, this keynote should be a meaningful start to the conference for everyone in the autism community.

Devereux
ADVANCED BEHAVIORAL HEALTH

NEW JERSEY

Devereux New Jersey positively impacts the lives of more than 500 children, adolescents and adults with special needs – and their families – every year. We provide a continuum of care for individuals with diagnoses including: autism spectrum disorders, intellectual and developmental disabilities, emotional, behavioral and cognitive differences, and medical challenges.

www.devereuxnj.org



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And walk out
with the ability
to embrace
the world.

As a leader in alternative education to public schools, we are uniquely qualified to prepare special needs students to lead satisfying, productive and independent lives. We offer a solid well-rounded educational and social foundation where we embrace each child's unique personality and gear our efforts to help them achieve to the best of their ability. An individualized curriculum based on Common Core Standards and smaller class size promotes student motivation, self esteem and total development of each child. We give students more than an education, we give them an empowered way of life.

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Prime Time Center is affiliated with the Alpha, Harbor, and Gateway Schools.



Call to schedule a tour – Monday thru Friday from 9a.m.-3p.m.

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**WE BELIEVE THERE IS NOTHING
MORE REWARDING THAN
LEADING A REWARDING LIFE.**

PrimeTime Center is a DDD, medicaid approved day habilitation program serving adults with developmental disabilities throughout New Jersey. Through the use of community-based instruction, PrimeTime Center participants realize their potential in work, social skills and life.



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SESSION A *Workshops*

A1

NJ's Division of Developmental Disabilities

Details will be available on the website soon.

A2

Understanding Why: Practical Interventions for Challenging Behaviors

Ricky Teichman, M.S., BCBA, LBA,
The Puzzle Place Center for Autism

This workshop will introduce parents and professionals to the process of effecting function-based behavior change. Understanding why a behavior is occurring (its “function”) is critical when developing a plan to address it. While it is best to have a skilled BCBA on the team, parents and professionals can build a working knowledge of how to determine the function of behaviors. Topics will include the ABCs of behavior (looking at what happened before and after), data collection and analysis to determine the function, and function-based interventions. Discussion will also focus on determining which interventions might be effective in different scenarios.

A3

Financial Planning for the Individual with Special Needs in Your Life

Michael Ringel, CPA, RICP,
Strategies for Wealth

Special needs planning is a subset of estate planning. Estate planning may bring to mind families with great wealth, but that is not true. In the special needs planning context, it simply means organizing your estate, whatever its size, to meet the needs of the entire family as efficiently and economically as possible. The goal for families with a member requiring special consideration is the same: to provide a more certain future for the individual as well as the rest of the family. This can be done at any age, but it is for a child that we can most effectively plan because you have the benefit of time to get the right advice and to develop and implement the plan.

A4

How to Address Denials of FAPE

Ira Fingles, Esq.,
Hinkle, Fingles, Prior & Fischer

It is an unfortunate reality that the educational rights of students with ASD are sometimes violated. Examples include predetermined IEPs, assignment to teachers or aides with no experience in autism, and decisions made on the basis of cost rather than need. This workshop will inform caregivers of their rights when faced with

obvious (and not-so-obvious) violations of their children’s rights and assist educators in understanding the risk and nature of possible liability. Among the issues to be discussed are common types of legal violations, strategies to address them, and ways to ensure that outcomes of informal and legal advocacy are meaningful and beneficial to the student.

A5

Assessing and Improving Transition Services in School Districts

Matthew MacDougall, M.A. and
Kim Spurlock, M.A.;
Morris-Union Jointure Commission

Over the last decade, educational services and supports have improved for students with ASD and ID/DD. Unfortunately, many of these young adults are still not fully prepared for the transition to the adult world. In an effort to improve postsecondary success for these students, many districts are focusing on developing effective transition programs. This workshop will identify key components of successful programs and discuss strategies for avoiding barriers and pitfalls in both creating and improving them. Parents and educators of students who are more cognitively, psychologically, and behaviorally impaired may benefit from this workshop.

A6

The Impact of Anxiety on Social and Communication Skills

Jan Downey, M.A., CCC-SLP, TSHH and
Joanne Sgambati, Ph.D, BCBA-D, LBA;
Eden II/Genesis Programs

Anxiety is one of the most prevalent co-occurring conditions for individuals with ASD and one of the greatest barriers to their communication. Anxiety disorders exacerbate the existing social and communication difficulties individuals with ASD possess; breakdowns in communication due to an increase in anxiety may also result in disruption in verbal fluency. In this way, anxiety and communication can form a negative feedback loop where one may bring about the other. This workshop will focus on a variety of treatment methodologies available depending on the level of functioning and degree of anxiety: cognitive behavioral therapy, modified CBT, social skills interventions, textual and audio scripts, and systematic desensitization.

A7

BACB

Activity Schedules to Increase Independence in Individuals with Severe Autism

Kelly Balon, M.A., BCBA,
Manasquan Public Schools and
Marissa Gynn-Ricafort, M.A., BCBA,
Bergen County Special Services

With effective implementation, virtually all individuals can learn to follow a schedule to complete complex tasks (such as brushing teeth or getting dressed) and to transition between tasks (an exercise routine or on-the-job activities). Once successfully taught, the individual is able to complete leisure, academic, or vocational routines without direction from a teacher, parent, or job coach. This workshop will explain how to teach prerequisite skills for activity schedules, how to create them (including technological options), and how to teach an individual with autism to use them independently.

A8

BACB

All I Want to Do Is Have Some Fun! Making Teaching Interactions More Engaging Across the Lifespan

Kelly Della Rosa, M.A., BCBA,
Jaime Stine, M.S., BCBA, and
Jason Stambaugh, MBA;
Alpine Learning Group

Although active engagement has been identified as a key component in effective programming, many individuals with autism display limited engagement in classroom activities. This workshop will focus on increasing engagement in learning tasks and discuss practical teaching methods. Participants will learn about incorporating additional targets, choice-making, indices of happiness, and naturalistic teaching opportunities into instructional time. Application of these strategies to various educational contexts throughout the lifespan (e.g., classroom, job sites) will be discussed.

A9

BACB

Assessing Function in Public Schools

Pranali Hoyle, M.S., BCBA,
private practice

This workshop will focus on assessing problem behaviors within public school settings. It can be a challenge to accurately assess function without the use of a full functional analysis. Topics will include the use of interview-based and synthesized functional analyses. Then, based on the function, how can we appropriately treat behavior with combinations of contingencies? The presenter will suggest effective ways to depict data and to create treatment procedures that are conducive to a public school environment.

A10

APA

BACB

Ethical Implications of Addressing Stereotypical Behavior

Kathleen McCabe-Odri, Ed.D., BCBA-D and
Lori Lorenzetti, B.A.;
Partners in Learning

Restricted, repetitive, and stereotyped patterns of behavior are one of the core diagnostic features of ASD. Such behavior can interfere with skill acquisition and social interaction and, at times, cause physical injury. The research literature describes an array of antecedent and consequence interventions that have yielded variable socially significant changes. This workshop will review evidence-based treatment options for stereotypical behavior via case study analysis. Participants will discuss the ethical implications of various treatment options, including suggested guidelines to assist practitioners in deciding if, when, and how to intervene.

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L1

Things No One Told Me After My Kid Was Diagnosed with Autism

Frank Campagna, *"Autism Daddy" blog*

The presenter is a dad of a 15-year-old son with severe/classic nonverbal autism and epilepsy. This presentation aims to show, in a humorous way, how to be a great autism parent without losing all of your former self. Topic points include "You're Allowed To Be Mad," "Autism Includes Some Perks," "You're Going to Get Advice From Everyone," and "Stop Googling Everything." A Q&A session will be included.

L2

Strengthening Relationships Between Professionals and Families: Perspectives from a Parent and Sibling

Jo-Ann Turning, M.A., *"Bacon and Juice Boxes" blog* and Anna Turning, *student*

Do you ever wish you could create better connections between families and providers on your professional or personal autism journey? Hear from a parent and sibling of a teenager with ASD to understand how small actions can make a lasting impact; why "inclusion" is important for the neurotypical siblings, too; how schools can help students and families have better connections within the community; and create an action plan. Learn how our family's personal journey was impacted in a positive way by social media and led to the creation of a wonderful support community.

L3

How Has the DSM-5 Impacted Diagnosis and Treatment

Audrey Mars, M.D., *Hunterdon Medical Center*

The fifth edition of the Diagnostic and Statistical Manual went into effect in 2013. This workshop will describe the DSM-5 criteria and impact on the diagnosis and treatment of ASD. Participants will gain greater understanding of the latest prevalence data, current terminology, the diagnostic evaluation process, comorbid diagnoses to be considered, and medical work-up that may be indicated. Appropriate therapy services including educational approaches, behavioral supports, and medication options will also be discussed.

PARENTS-ONLY NETWORKING LUNCHROOM:

A room will be set aside for parents to meet and discuss their successes, challenges and tips. One area will be facilitated discussion with psychologist and parent, Dr. Leslie Newport, and the other area will be unstructured.



The Experts In Early Childhood Autism

A Playful Approach To Serious Therapy

Under the Directorship of Ricky Teichman, BCBA

the puzzle place
Center for Autism

The **first five years** of life are the formative years in a child's development. Early Intensive Behavioral Intervention (EIBI) for young children with Autism has been proven to result in a more effective outcome. *The Puzzle Place* believes in treating the **whole child**, with combined **ABA, OT and SLP** all working together at one center. Our **full-time BCBA** and highly trained **Registered Behavior Technicians** guarantee that quality therapy is occurring at all times. Our daycare and preschool like setting ensure that the skills your child learns are meaningful and the learning process enjoyable. **"A Playful Approach to Serious Therapy!"**

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ANNOUNCING THE LAUNCH OF THE CHILD ADVOCACY TEAM



MARY FRANCES PALISANO AND DEBRA A. CLIFFORD
Child Advocacy Team Leaders

Parents of children with special education, school discipline, or criminal justice issues can be overwhelmed and confused trying to understand and navigate the systems in place to address those issues.

The Child Advocacy Team at Gibbons is committed to addressing the legal needs of children and their families, providing sound, practical advice and possessing the knowledge and experience to resolve disputes through negotiation or litigation before the Office of Administrative Law or state or federal courts. Our clients can expect to receive personal, hands-on representation when they need it most.

FOCUS AREAS OF THE GIBBONS CHILD ADVOCACY TEAM

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SESSION B *Workshops*

B11

Health Insurance and Autism

Elena Graziosi, M.Ed.,
Autism New Jersey

The financial cost of autism care can be high, especially for those with intensive needs. For some families, private insurance plans may offset the cost, but several factors impact whether autism-related services are covered. This workshop will review the types of plans that are required to cover the cost of autism-related therapy, describe what types of services are covered, and explain which state and federal regulations apply to various types of plans. In addition, consumers' rights, such as appealing denials of medically necessary services, will be discussed.

B12

ABA 101

Stephanie Flamini, BCaBA,
Autism New Jersey

With hundreds of studies documenting its effectiveness to teach new skills, reduce challenging behavior, and promote independence, ABA is the gold standard for autism intervention. This introduction to key concepts such as motivation and reinforcement, task analysis, and function-based interventions (addressing why individuals exhibit certain behaviors) will provide a foundation for both families and professionals new to ABA. Prompting and fading techniques and generalization goals will be discussed to foster independence. This workshop will also advise parents what to expect in their child's home or school ABA programs and therapists.

B13

A Comprehensive Approach to Disability Planning: A Blueprint for the Long Term

Elizabeth Shea, J.D., M.P.A.P. and
Deirdre Wheatley-Liss, J.D.;
Porzio Bromberg & Newman

Long-term planning is essential for individuals with special needs regardless of age or level of disability. This practical workshop will help families assess their current status and identify key areas where future planning is needed, along with sharing the steps they can take to be prepared for the future. Topics will include completing a self-assessment, accessing government services, guardianship, special needs trusts, employment, medical care, finding quality residential services, housing vouchers, in-home supports, and care coordination. Tips on navigating DDD's fee-for-service system will also be discussed by the former Assistant Commissioner. Professionals are welcome to bring the blueprint tools back to their clients.

B14

Zen Your Life: Mindfulness Strategies to Reduce Stress

Karlyn Borysenko, Ph.D., MBA,
Zen Workplace

When you take care of yourself first, you free yourself up to support others. This is a session about taking care of yourself. Whether you are the parent of an individual with ASD or a professional supporting the community, this workshop will help attendees reduce their stress at work to free up energy to focus on what matters most. We'll explore how to integrate mindfulness strategies into all parts of your day: the perspective you take to work with you, knowing and loving the value you bring, being consistently aware of the tricks your brain is playing on you, building your confidence, working with the most difficult people, and gaining work/life balance.

B15

An Open Forum on Accessing Adult Services

Maria Fischer, Esq. and Paul Prior, Esq.;
Hinkle, Fingles, Prior & Fischer

This open question and answer session will be a guided conversation with participants regarding important information on applying for and accessing services for adults from the NJ Division of Developmental Disabilities. Caregivers will be provided with an understanding of how to obtain adult services, including day and residential services. Families will also learn about government programs which begin at age eighteen, including Supplemental Security Income, Social Security Disability Insurance, and Medicaid. Families will be given practical strategies to navigate this complex service delivery system and help them access and maximize services.

B16

User-Friendly Data Collection in General Education Settings

Michele Gardner, M.Ed. and
Elizabeth Doerrbecker, Psy.D., BCBA-D;
Berkeley Heights Public Schools

Teachers and paraprofessionals often struggle to keep accurate and detailed records, sometimes making it difficult to make instructional decisions for students. Developing data collection methods that are easy to use but still collect the most crucial information about student progress are very important when supporting students with ASD. This is especially true in the general education setting where students are frequently using skills and being instructed in a less clinical setting. This workshop will provide samples and ideas for developing simple data collection tools and discuss staff training and support. The presenters will provide structures for follow-up and monitoring staff use and allow time for practice.

B17

APA
BACB

Forging a Path to Vocational Success

Mary McDonald, Ph.D., BCBA-D, LBA,
Hofstra University & Eden II/Genesis Programs;
Anya Silver, M.A., BCBA,
Quality Services for the Autism Community;
Erin Archibald, M.S.Ed., SAS, SDA and
Joanne Sgambati, Ph.D., BCBA-D, LBA;
Eden II/Genesis Programs

Discussion is needed regarding innovative options for employment and building employment skills for individuals with ASD; this panel will focus on preparing adolescents and adults for vocational success. Of particular concern in the transition years is the identification of critical skills to be taught, fading supports, prompt dependency, reinforcement, and the dependency on 1:1 instruction. Vocational preference and selecting a well-matched vocational opportunity will be addressed along with a variety of assessment methods and tools. There will also be discussion of independence versus interdependence, current employment models, and developing a social enterprise.

B18

APA
BACB

Self-Regulation & Problem-Solving: Critical Skills for Success

Michael Selbst, Ph.D., BCBA-D,
Behavior Therapy Associates

Individuals with ASD are commonly presented with situations where their ability to demonstrate emotional and behavioral control has significant consequences to the individual, peers, school community, and family. The individual and adults need to be prepared with concrete strategies to quickly and effectively engage in problem-solving when things don't go as planned. Dr. Selbst will provide user-friendly evidence-based strategies to foster self-regulation and problem-solving, including systematic steps from the POWER-Solving® curriculum (participants do not have to use this curriculum to benefit from this workshop). Participants will design their own "ready position" steps corresponding to challenging situations that their children/students experience.

B19

BACB

Autism and Health Care in 3D: Part 1 (Children)

Adrienne Robertiello, B.S.,
Heidi Spiegel, M.S., BCBA, and
Christine Sanpietro, CPNP, PMHS;
Children's Specialized Hospital

This workshop will examine three dimensions of health care of individuals with ASD. A caregiver will focus on patient and caregiver interests, perspectives, and challenges. A health care provider will emphasize medical considerations and approaches for patients with ASD. A BCBA will highlight theory, methods, and practice related to patient behavior and adaptive interactions within health care settings. This interactive session will bring life to medical and safety scenarios and evidence-based interventions and treatments. Part one will focus on young and elementary school-aged children.

B20

APA
BACB

Structuring the Supervision of Aspiring Behavior Analysts: Part 1

Kate Fiske, Ph.D., BCBA-D,
Rutgers, The State University of New Jersey

With increased supervision standards put forth by the Behavior Analysis Certification Board, established behavior analysts must determine how to effectively structure the supervision of aspiring behavior analysts. Part 1 will first examine how to initiate a supervisory relationship through the development of a contract that clearly sets forth expectations and reduces possible conflict that may arise later. A method will be presented for developing supervision modules and operationalized competencies to guide BCBA's in covering the range of topics on the BACB's Task List. The use of these supervision modules will help supervisors optimize the instruction they provide. Finally, steps for maintaining rapport with supervisees will be discussed.

SESSION C *Workshops*

C21

Strategic Approaches to the IEP

Elena Graziosi, M.Ed.,
Autism New Jersey

Each student receiving special education services has an Individualized Education Program (IEP) that lists all supports to be provided. In order to navigate the special education system and help students obtain meaningful benefit, parents and professionals must understand the IEP document itself, how appropriate evaluations can determine services, and effective collaboration techniques. Topics to be covered include identifying needs, creating goals, determining services and placements needed to achieve those goals, and measuring progress..

for individuals under the age of 21 through the Children's System of Care to supplement school district placements and services. DDD funding for residential placements for individuals over 21 through the Community Care Waiver will also be presented. The waiting list will be discussed as well as how placements can be made on an emergency basis. Specific information on a variety of housing projects will also be presented.

C22

Funding for Residential Placements

Lisa Parles, Esq.,
Parles Rekem

The NJ Statewide Transition Plan and the Centers for Medicare and Medicaid Services rules and regulations governing residential settings will be addressed with emphasis on how to establish eligibility and access funding. Participants will learn how they may obtain residential funding

C23

APA

Drinking, Drug Use, and Addiction in the Autism Community

Elizabeth Kunreuther, LCSW, LCAS-A
*University of North Carolina,
Carolina Institute for Developmental Disabilities*

Recent studies suggest that individuals with ASD have a higher risk for developing a substance use diagnosis (SUD) than the general population. The presenters will touch on the high rates of co-occurring anxiety and depression among adolescents and adults with ASD and the potential for self-medication. The desire to socialize and fit in and the behavioral and genetic connections of ASD and SUD will also be explored. The presenters will provide evidence-informed strategies for prevention, assessment and intervention that offer targeted treatment while honoring self-determination.

Behavior Therapy
ASSOCIATES

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AUTISM SERVICES**



Behavior Therapy Associates provides comprehensive services for learners with Autism Spectrum Disorders (ASD)



Behavior Therapy Associates' autism services include, but are not limited to:

- Initial evaluations & re-evaluations
- Functional behavior assessments
- Educational treatment planning
- Parent training & staff training
- Development, supervision, and consultation to home/school programs
- HI-STEP® Summer Social Skills Program
- Social skills groups
- Independent expert program evaluations & district program needs assessments
- BCBA substitute service;
- Supervision of ABA therapists and prospective BCBA or BCaBA

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Assessment and Treatment of Feeding Disorders: A Primer

Sean Casey, Ph.D., BCBA,
Heartland Feeding

ABA approaches have been linked to success in the treatment of feeding disorders but are seldom utilized by many front-line interventionists. This workshop will delineate an ABA approach to assessment and treatment of children who display food refusal behaviors and poor intake of target food items. Participants will learn about common ethical dilemmas; proper preparation for a case; scope and sequence for treatment; developing appropriate, measurable goals to monitor current and future treatment efforts; and determining when to refer children to programs with the highest success rates.



Some Important Aspects of Programming for Adults

Eric Rozenblat, Ph.D., BCBA-D,
Institute for Educational Achievement and
Gregory MacDuff, Ph.D., BCBA-D,
Princeton Child Development Institute

This workshop will briefly review the research on supported employment that has identified key skill sets that have a direct effect on sustained employment: social competence and productivity. It will include descriptions of individualized programs, research projects, and curricula that have proven successful in assisting adults in the acquisition of relevant social skills repertoires and workplace behavior. The presentation will also focus on the use of self-management procedures to promote higher levels of independence and greater productivity.



ACT Matrix: Manage Stress and Live Life Fully

Michael Selbst, Ph.D., BCBA-D,
Behavior Therapy Associates

We all want to live life fully and help our children/students do the same; however, we often get in our own way through unwanted thoughts and feelings as well as maladaptive behaviors. This workshop will utilize evidence-based approaches based upon Acceptance and Commitment Therapy/Training (ACT) to teach participants how to use the ACT Matrix. The aim of ACT is to help individuals live a meaningful life, being willing to accept unpleasant inner experiences, while taking action toward a chosen direction. Parents and professionals may apply these steps for their own self-care or for learners with ASD whose cognitive and language abilities fall at least within the low average range.



Autism and Health Care in 3D: Part 2 (Adolescents)

Adrienne Robertiello, B.S.,
Heidi Spiegel, M.S., BCBA, and
Christine Sanpietro, CPNP, PMHS;
Children's Specialized Hospital

This workshop will examine three dimensions of health care of individuals with ASD. A caregiver will focus on patient and caregiver interests, perspectives, and challenges. A health care provider will emphasize medical considerations and approaches for patients with ASD. A BCBA will highlight theory, methods, and practice related to patient behavior and adaptive interactions within health care settings. This interactive session will bring life to medical and safety scenarios and evidence-based interventions and treatments. Part two will focus on adolescents and young adults.



Structuring the Supervision of Aspiring Behavior Analysts: Part 2

Kate Fiske, Ph.D., BCBA-D,
Rutgers, The State University of New Jersey

As part of the supervision provided to aspiring behavior analysts, supervisors must observe the supervisee. How best to structure these sessions can be guided by what we already know about effective staff training. In this workshop, we will review the research on elements of behavioral skills training that will be beneficial when supervising trainees. We will also examine how to ensure that supervision is provided not only in the implementation of behavior analytic skills, but also in the supervision of others implementing those skills. Considerations for maintaining the quality of the supervisor-supervisee relationship will also be discussed.



Ethical and Legal Issues Regarding Restraint and Seclusion Use in Schools

Brian Conners, Ed.S., BCBA,
Seton Hall University

ETHICS WORKSHOP SPONSOR:



This interactive workshop will focus on ensuring the ethical, legal, and humane treatment of students with regard to restraint and seclusion practices. Participants will learn strategies to include in behavior plans to support the reduction of restraint and seclusion procedures as well as tips on developing school policies that foster a culture of restraint and seclusion reduction. The content is designed to further the ethical and legal decision-making skills of BCBA's in particular but should be relevant to all school personnel. It will include lecture, case studies, video clips, and active discussion.

SESSION D *Workshops*

D30

NJ's CSOC: Strength-based Partnering with Families

John Roy, MSW,
Cape Atlantic Integrated Network for Kids;
Andrea Burleigh,
Atlantic Cape Family Support Organization;
Tara Costantini, MSW, LSW,
Cape Atlantic INK & Atlantic Cape Community College;
Mohammed Hassan, *parent* and
Sunduri Batu, *sibling*

The Children's System of Care (CSOC) within the NJ Department of Children and Families is the service delivery system for youth up to age 21 with developmental and intellectual disabilities. This panel discussion will review CSOC's guiding principles and explain eligibility and supports which may be available. The presenters will describe their collaborative systemic approach in partnering with youth and families living with intellectual and developmental challenges. You will hear one family's perspective on how they were able to communicate their individual and family strengths and needs in negotiating with the systems to affect change for their family.

D31

Estate Planning, Guardianship and Special Needs Trusts

Margaret Spaziani, Esq.,
Giordano, Halleran & Ciesla

This workshop will discuss estate planning, guardianship, and special needs trusts so families can ensure their loved one is protected financially. Estate plans should be designed to continue to enrich their lives while still maintaining their eligibility for public assistance. Different types of estate planning vehicles will be explained and illustrated by scenarios the presenter has encountered. Additional topics will include reasons to consider and how to obtain guardianship as well as the various types of special needs trusts and why one may be necessary.

D32

Refining the Career Discovery Process: Getting Young Adults Past the Interview

Steven Keisman, M.A., M.S., *Identifor* and
Stephen Shore, Ed.D.,
Adelphi University

Nearly all individuals with ASD have difficulty selling themselves in job interviews and maintaining working relationships on the job. Drawing on his personal experiences and those of other adults with

autism, autism self-advocate and author, Dr. Stephen Shore, and neurodiverse employment and technology specialist, Steve Keisman, will share some strategies for people throughout the autism spectrum to prepare for, find, and secure career-oriented jobs. Other topics will include the hidden rules of the work environment, dealing with sensory issues, effective self-advocacy skills, developing successful interactions with coworkers and supervisors, and current technology to support the employee at work, in the community, and beyond.

D33

Anxiety and High-Functioning Autism

Debra Salzman, Ph.D.,
Behavior Therapy Associates

APA

Individuals with high-functioning autism often struggle with significant anxiety and fears. These symptoms can greatly impact their learning and home environments and can lead to disruptive behaviors and school avoidance. Participants will learn the symptoms of anxiety and strategies to mitigate them when both an anxiety disorder and high-functioning autism are present. Learning about the mechanisms that maintain the anxiety is the first step in managing it. Separation Anxiety Disorder, Social Anxiety Disorder, Generalized Anxiety Disorder, Specific Phobia, and Panic Disorder will be discussed.

D34

Expanding Social Language Through Structured Play Sessions

Jacqueline Dobres, M.S., OTR/L, BCBA,
Piscataway Public Schools

BACB

Using social language to interact with peers during play can be a challenge for many children. There are many cues to interpret such as facial expressions, body language, and even pauses in conversation. Using structured play as a platform to teach basic social interactions including greetings, starting a conversation, reciprocal language, and ending an exchange will be demonstrated. This workshop will cover baseline procedures, intervention, and outcomes/generalization. Target lists for social language, task analyses for various play activities, and peer training materials will be shared. Tips for troubleshooting and ways to prevent errors will also be highlighted.

D35

APA
BACB

Incidental Teaching: From Planning to Implementation

David Celiberti, Ph.D., BCBA-D,
Association for Science in Autism Treatment

This workshop will describe the use of incidental teaching strategies for building skills in learners with autism who are showing emerging skills in initiating and in learning in less structured contexts. It will specifically focus on enhancing spontaneity and improving play, communication, and social skills. A systematic framework for conducting incidental teaching in an effective manner will be provided along with strategies for collecting and interpreting performance data. Participants will be given specific examples in how to identify naturally occurring opportunities to use incidental teaching and to create new opportunities.

D36

BACB

Understanding Your Child's FBA and BIP

Jacqueline DeVore,
J.D., Mayerson & Associates and
Cristiane Souza Bertone, M.S.Ed., BCBA, LBA,
private practice

The overall objective of this workshop is to empower parents to be able to more effectively advocate for their children when it comes to interfering behaviors. The more parents understand about the purposes of Functional Behavior Assessments and Behavior Intervention Plans and what the law requires, the better equipped they will be to advocate for effective and quality behavioral interventions, supports, and strategies. A BCBA and an attorney will assist parents in analyzing the appropriateness of these tools and provide strategies for addressing concerns with school districts and providers.

D37

APA
BACB

Starting an ABA Agency

Kathy Matthews, Ph.D., BCBA-D,
Faison Center

This workshop will provide practitioners with the key components often needed to run a successful business providing behavior analysis services to individuals with special needs. Information will be provided on navigating state licensure and regulations for clinical practices, business planning and budgeting, hiring and overseeing human resources, providing benefits and insurance, funding options, and measuring program outcomes. Video scenarios will be discussed and participants will receive a checklist for initiating this process as well as other resources.

D38

BACB

Individuals with Autism are Entitled to Sex Education, Too! Part 1 (Teaching)

Bobbie Gallagher, M.A., BCBA,
Autism Center for Educational Services and
Hillary Freeman, Esq.,
Freeman Law Offices

Individuals with ASD are sometimes thought to be uninterested in relationships when, in fact, they often just don't have the skills to be in a relationship. All students are required to receive instruction in sex education, regardless of whether they have a disability. Part 1 will address how sex education in schools can be adapted for teens on the spectrum so they can approach relationships in a way that is safe, confident, and healthy. Topics will include factors to consider and strategies to use when developing a sex education program for students with autism.

D39

APA
BACB

Teaching Ethical Behavior: Preparing BCBA's for Practice

Frank Cicero, Ph.D., BCBA, LBA,
Seton Hall University

ETHICS WORKSHOP SPONSOR:



The behavior of certified behavior analysts is governed by the BACB® Professional and Ethical Compliance Code for Behavior Analysts. However, the concept of ethics is deeper than memorization and requires a more complex understanding to ensure ethical behavior. This workshop will highlight concepts frequently overlooked in training programs and introduce participants to the field of Behavioral Ethics which helps to explain why individuals are prone to making poor ethical decisions without intending to do so. Through a behavioral interpretation of the concepts of Behavioral Ethics, this workshop will address how behavior analysts, through an understanding of the functions of their own thoughts, beliefs, and behavior, can increase ethical behavior in their practice.

Conference AT-A-GLANCE

THURSDAY, OCTOBER 18

Registration: 8:00am to 9:00am
Exhibits: 8:00am to 4:00pm



KEYNOTE

🕒 9:00am to 10:30am

Parent-Professional Collaboration



SESSION A

🕒 10:50am to 12:05pm

A1 DDD
A2 Behavior 101
A3 Financial Planning
A4 FAPE

A5 Transition Services
A6 Anxiety
A7 Activity Schedules
A8 Engaging Teaching

A9 Public School FBAs
A10 Addressing Stereotypy



LUNCH

🕒 12:05pm to 1:30pm

Research Posters (12:20pm to 1:20pm)

Parents-Only Networking Lunchroom (12:20pm to 1:20pm)

Lunch & Learns (12:20pm to 1:20pm)

L1 Things No One Told Me

L2 Strengthening Relationships

L3 DSM-5



SESSION B

🕒 1:30pm to 2:45pm

B11 Health Insurance
B12 ABA 101
B13 Disability Planning
B14 Mindfulness

B15 Adult Services
B16 Data Collection
B17 Vocational Success
B18 Self-Regulation & Problem-Solving

B19 Health Care 1 (Children)
B20 BACB Supervision 1



SESSION C

🕒 3:00pm to 4:15pm

C21 IEP 101
C22 Residential Funding
C23 Addiction

C24 Feeding
C25 Adult Programming
C26 Stress Management

C27 Health Care 2 (Adolescents)
C28 BACB Supervision 2
C29 Restraint Issues

D

SESSION D

 9:00am to 10:15am

- | | | |
|-----------------------------|-----------------------------------|---------------------------------------|
| D30 CSOC | D34 Structured Play | D38 Sex Education 1 (Teaching) |
| D31 Estate Planning | D35 Incidental Teaching | D39 Behavioral Ethics |
| D32 Career Discovery | D36 FBAs & BIPs | |
| D33 Anxiety | D37 Starting an ABA Agency | |

E

SESSION E

 10:30am to 11:45am

- | | | |
|-----------------------------------|--|---------------------------------------|
| E40 Special Needs Planning | E44 Appealing Adult Insurance Denials | E48 Sex Education 2 (Advocacy) |
| E41 High School Programs | E45 Toilet Training | E49 Standing Up for Science |
| E42 Preparing for College | E46 Classroom Management | |
| E43 OCD | E47 Functional Skills for Adulthood | |



LUNCH

 11:45am to 1:15pm

- Gold Member & Friends Luncheon** (12:00pm to 1:00pm)
Parents-Only Networking Lunchroom (12:00pm to 1:00pm)
Lunch & Learns (12:00pm to 1:00pm)

- | | | |
|-----------------------------------|-----------------------|--|
| L4 Autism in Entertainment | L5 Autism Life | L6 Personal Missions & Employment |
|-----------------------------------|-----------------------|--|

F

SESSION F

 1:15pm to 2:30pm

- | | | |
|-----------------------------------|---------------------------------------|------------------------------------|
| F50 Emergency Preparedness | F54 Workplace Success | F58 Parent Training |
| F51 IEP Meetings | F55 Electronic Data Collection | F59 Severe Problem Behavior |
| F52 Reinforcement | F56 Social Skills | |
| F53 Sexuality | F57 A Model Transition Program | |

G

SESSION G

 2:45pm to 4:00pm

- | | | |
|--|--------------------------------------|---|
| G60 Technology for Independence | G62 Transition Curriculum | G64 Virtual Reality |
| G61 Mindfulness and Yoga | G63 Fun in Social Instruction | G65 ABA: Adults & Public Schools |

SESSION E *Workshops*

E40

Planning for Special Needs Today: ABLE Accounts, Trusts, and Changes to Medicaid Law

Melissa Abu-Adas, Esq.,
Brogan Law Group

The ABLE Act creates tax-advantaged investment accounts for individuals with special needs. Distributions from an ABLE account are tax-free when used for qualified disability expenses such as education, housing, transportation, and health. Learn what you need to know about ABLE accounts, the differences between ABLE accounts and special needs trusts, and when to use them. Learn the basics of Medicaid funding and how recent proposals could affect the availability of Medicaid benefits for disabled persons.

E41

High School Programs for Students with ASD: Quality Components and Program Evaluation

Irene Cook, Ed.D.,
Pompton Lakes School District

This workshop will discuss how to develop a quality public high school program. It is designed to both assist public school personnel who are considering creating a program and to support those already operating one and ensure that it meets quality standards. In addition to program characteristics, personnel, curriculum, instructional methods, family involvement, and program evaluation, this workshop will discuss the administrative challenges and joys of running such a program. Ways to address topics specific to high school programs such as state-mandated testing, extracurricular and sports activities, and scheduling as well as instructional issues on sexuality and health will be included.

E42

Beyond Academics: Preparing Students with Autism for College

Janet Price, B.A.,
College Living Experience

As students transition from an entitlement model of support (IDEA) to a model based on equal access (ADA), participants will learn how and why college accommodations differ from those in high school and how to prepare. This workshop will describe strategies that parents and professionals can teach to develop skills necessary for a successful transition to college, including executive function, self-advocacy, social skills, and independent living skills. Studies suggest that these basic life skills, such as using public transportation, grocery shopping, or getting to appointments on time, may be better predictors of future success than grades. The concept of backwards design will be highlighted as it applies to teaching independent living skills.

E43

Obsessive-Compulsive Disorder and High-Functioning Autism

Debra Salzman, Ph.D.,
Behavior Therapy Associates

Obsessive-compulsive disorder is a common co-occurring psychiatric disorder among individuals with high-functioning autism. It is marked by intrusive or unwanted thoughts or images which result in ritualistic behaviors and routines in an attempt to alleviate distress. This workshop will highlight the symptoms of OCD and describe evidence-based behavioral treatments for helping youth with OCD and HFA. Challenges to treating OCD among youth with HFA will be outlined along with strategies for overcoming them.

E44

Appealing Insurance Denials of ABA for Adults

Jodi Bouer, J.D., *Bouer Law* and
Craig Domanski, Ph.D., BCBA-D,
The DATA Group

This workshop will review the state and federal laws that prohibit health insurers from discriminatory denials of ABA based on age. Participants will be provided with a list of typical denials and potential responses, research supporting the efficacy of ABA therapy or adults with ASD, and strategies on using those articles along with the statutes and clinical documentation of medical necessity to overcome arbitrary limits and denials that are not based on an individual's needs. An outline of what an appeal should look like, sample appeal letters, and strategies for using the appeal process will be provided. The attorney and BCBA presenters plan to take questions.

E45

Effective Toilet Training Procedures

Frank Cicero, Ph.D., BCBA, LBA,
Seton Hall University

This workshop will introduce participants to reinforcement-based techniques for increasing appropriate toileting with individuals of any age and level of disability. Effectiveness will be displayed through case studies, and staff and parent training will be emphasized. Topics will include how to conduct an assessment of toileting needs and functions underlying problem toileting behavior, how to design effective urination and bowel movement training programs, and how to collect and analyze data to make needed plan modifications. The content will be appropriate for parents, BCBA, BCaBAs, RBTs and other professionals.

E46

BACB

Classroom Management and Function-Based Interventions: What to Do After the FBA

Stefanie Perrin, M.S.Ed., BCBA and
Andrea Bader, M.S.Ed., BCBA;
Brett DiNovi and Associates

Effective classroom management and behavior support practices have been shown to significantly reduce teacher burnout. Effectively addressing student behavior often occurs at two levels: a classroom management plan and, when necessary, individual behavior plans. This workshop will describe classroom-wide plans (such as the Good Behavior Game) and individualized function-based interventions (including functional communication training, noncontingent reinforcement, and token economies). It will explore unique ways to incorporate these interventions while maintaining focus on ease of implementation.

E47

APA

BACB

Preparing for Life in the Community: Not All Functional Skills Are Actually Functional

Peter Gerhardt, Ed.D.,
The EPIC School

Given the myriad skills associated with independent adulthood, identifying and targeting the most relevant skills for an individual generally presents both parents and professionals with a significant challenge. This workshop, which builds upon Wehman's Priorities of Instruction, will suggest how to effectively and efficiently identify instructional goals relevant to adult living and provide evidence-based, behavior analytic intervention. By targeting skills with the greatest potential to support adult independence, families, teachers, and behavior analysts can work together to improve the outcomes for adults with ASD. The concept of risk as it relates to independence in the community will also be discussed as will possible ways in which risk may be lessened.

E48

BACB

Individuals with Autism are Entitled to Sex Education, Too! Part 2 (Advocacy)

Hillary Freeman, Esq., *Freeman Law Offices* and
Bobbie Gallagher, M.A., BCBA,
Autism Center for Educational Services

Individuals with ASD are sometimes thought to be uninterested in relationships when, in fact, they often just don't have the skills to be in a relationship. All students are required to receive instruction in sex education, regardless of whether they have a disability. Part 2 will address advocacy tips to ensure that students with autism are accessing the same instruction as their neurotypical peers. Topics will include services and strategies to address these educational needs through the IEP.

E49

APA

BACB

Standing Up for Science: Ethical Challenges and Opportunities

David Celiberti, Ph.D., BCBA-D,
Association for Science in Autism Treatment

ETHICS WORKSHOP SPONSOR:



There are hundreds of interventions for autism, although the vast majority lack any scientific support. Unfortunately, these prevail in many schools and centers, fringe treatments are afforded widespread media coverage distracting consumers and separating individuals from science-based intervention such as ABA, and the internet is filled with misinformation and unsubstantiated claims. This workshop will highlight the role that behavior analysts can play in helping families and colleagues choose interventions, implement them with high degrees of fidelity and transparency, and objectively evaluate outcomes. Strategies for promoting science and the scientific method will be discussed throughout the workshop.

L4

The Good Doctor, Atypical and More: Portrayals of Autism in the Entertainment Industry

Kerry Magro, M.A.

Since Rain Man in 1988, more and more projects have focused on portrayals of individuals with autism. Interested in hearing more about what the future of autism and entertainment may look like? My role as an autism entertainment film consultant has given me the opportunity to work with autism-related films (Joyful Noise, Jane Wants A Boyfriend) and talk with the teams behind shows such as The Good Doctor and Atypical. Further discussion will include how autism experts and advocates alike can utilize the media and entertainment industry to share their voices for the world to hear.

L5

Autism Life: From Professional to Parent

Eileen Shaklee, *"Autism with a side of fries" blog*

For both professionals and parents, this will be an informal look at what it's like to go from one side of the IEP table to the other. We will explore the many emotions, challenges, and common misconceptions of what it's like to go from instructing someone with ASD to living as a family with a child with autism. Since I started my journey as a parent to an autistic child, there have been so many times I wanted to reach out to my former student's families. I have so much I want to say to them. Mostly, I just didn't know...

L6

Employment: Matching Personal Missions with Positions

Ryan Aldrich, CESP™, *New England Business Associates*

With so many barriers and challenges, it can be easy to lose focus on what true employment success means for individuals who need support in achieving their vocational goals. This discussion and activity-based workshop will provide thoughtful guidance on career development with a focus on life missions and feeling fulfilled about contributions to the general workforce. Content will pertain to individuals who require minimal supports and should benefit parents, professionals, and individuals with high-functioning autism aged 13 and older. Come prepared to share experiences and listen to others' stories, learn how to create a mission for any employment position, and match those missions to the individual missions of the job seekers.

PARENTS-ONLY NETWORKING LUNCHROOM:

A room will be set aside for parents to meet and discuss their successes, challenges and tips. One area will be facilitated discussion with psychologist and parent, Dr. Leslie Newport, and the other area will be unstructured.

FRIDAY, OCTOBER 19 | 12 to 1PM

Gold Member & Friends Luncheon

Autism New Jersey Gold Members are invited to our annual luncheon on **Friday, October 19**. The luncheon will feature a special guest speaker and is an opportunity for networking with some of our most steadfast supporters and other conference VIPs.



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- Kids Music Round
- Occupational Therapy, Speech Therapy, and Physical Therapy for all ages.
- We also offer BCBA/BCaBA Supervision for candidates pursuing a certification as a Behavior Analyst.

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SESSION F *Workshops*

F50

Emergency Preparedness Tips for Families

Kelly Boyd,
NJ Office of Emergency Management and
Carole Tonks,
Alliance Center for Independence

Coping with an emergency or disaster situation can be stressful for anyone—especially individuals with autism. Families affected by autism will learn useful strategies to help them prepare for and manage emergency or disaster situations while still maintaining a demeanor that keeps the individual with autism as calm and focused as possible. This workshop will provide essential tips to help caregivers prepare to withstand various types of emergencies, including a list of items needed to shelter-in-place or evacuate. The State's Register Ready program will be discussed along with guidance on how to create a support network.

F51

Advocating More Effectively at IEP Meetings: A Hands-on Workshop for Parents

Becky Rosenfeld, Esq.,
David Giles, Esq., and Lisa Dickholtz;
Law Offices of David R. Giles

Participants will tackle the challenges parents face in attending their child's IEP meeting to help them advocate more effectively. We will role play a hypothetical situation in which the district wishes to make a change that the parent opposes. We will have a group discussion about how best to deal with the meeting and what is frightening or challenging about it. Attendees will then have the opportunity to volunteer in the role-play and practice advocating effectively. We will address issues such as putting emotions aside, effective preparation, listening and taking notes, focusing what you ask for, grounding requests in governing law, and responding within 15 days. Participants will walk away with at least three concrete ideas about how to advocate more effectively for their children.

F52

Behavior Goes Where Reinforcement Flows: The Matching Law

Lauren Kryzak, Ph.D., BCBA-D and
Celia Heyman, M.A., BCBA;
Above and Beyond Learning Group

We often wonder why an individual may engage in one behavior more often than another. Why might a child hit when asked to put a preferred toy away instead of asking for more time? Why

might a teen scream and point to get a snack rather than ask appropriately? The answer is likely related to the matching law which indicates that we will usually engage in behavior that has a higher rate of reinforcement (or longer, better, faster, more probable reinforcement). By carefully considering reinforcement parameters, we can directly impact behavior without punishment or extinction. This workshop will provide “real life” examples and recommended intervention strategies to benefit both parents and professionals.

F53

Sexuality and the Spectrum: Lessons on Sex, Dating, and Love, Autism Style

Amy Gravino, M.A., C.A.S.,
A.S.C.O.T Consulting

Individuals on the autism are sexual beings, yet we are usually not taught the necessary skills to be successful in sexual and romantic relationships. This workshop illustrates the challenges faced in this area through the firsthand perspective of a woman on the spectrum to give an inside perspective on the triumphs and heartbreaks of young adulthood. She will discuss the potential for teaching dating skills using ABA and provide strategies for parents and professionals to properly and effectively address dating, relationships, and sexuality to navigate relationships, avoid victimization, and become empowered.

F54

Preparing for Workplace Success

Michele Ramsay, Ed.D.,
College Internship Program

For young adults on the autism spectrum, navigating the world after high school can be very daunting. It is of the utmost importance for the Millennial generation to understand what skills and knowledge are needed to find meaningful, lasting employment. In this interactive workshop, participants will learn key soft skills that can impact a young adult's future career success: self-advocacy, social skills, and executive functioning. Specific strategies and creative approaches will provide the practical tools and skills for individuals with ASD who require minimal supports to establish and maintain employment in their desired field.

F55

APA
BACB

Migrating to an Electronic Data Collection System

Joseph Novak, Ed.D., BCBA-D, CCC-SLP, ATP and Kelli Fowler, M.A., BCBA;
REED Academy

This workshop is designed for school administrators, BCBA's, and teachers who are using paper-based data collection systems and would like to transition to electronic data collection (EDC) systems. The presenters will share their experiences with selecting and implementing EDC. Steps include how to determine the pros and cons of the current system, evaluate financial and institutional constraints, research and trial different EDC options, transfer information to the EDC system selected, train staff in its usage, maintain the EDC system, and provide parents access. Sample protocols to assist in the migration to EDC will be shared. Several data collection systems will be discussed, but the presenters' use of DataFinch's Catalyst software specifically will be shared.

F56

APA
BACB

Social Skills Training Using Evidence-Based Practices

Amy Golden, M.S., BCBA and Rory Panter, Psy.D.;
Behavior Therapy Associates

Social Skills/Social Emotional Learning is critical for individuals of all ages and functioning levels in areas such as interpersonal relationships, school performance, employment, independent living, self-esteem, emotional regulation, behavior control, and independent critical thinking. Participants will learn evidence-based, practical strategies to identify and target socially significant skills for successful social skills development. This includes assessment, identifying specific objectives, criterion for mastery, and ABA approaches to develop skills such as direct instruction, individualized programming, small-group, natural environment teaching, monitoring progress, fostering generalization across environments, parent training and collaboration, and peer modeling.

F57

APA
BACB

Designing a Successful College Campus-Based Transition Program

Philip Kanfush, Ed.D., BCBA-D, LBS, CBIS, CESP and Philip Pisone, M.A., CESP;
Saint Vincent College

Learn how a private liberal arts college designed an inclusive, college campus-based transition program for students with autism or I/DD aged 18-21. It focuses on building skills in academics, vocational training, social skills training (including self-advocacy skills), and

independent living skills. Students in the Bearcat B.E.S.T. program at Saint Vincent College enjoy the same privileges as their neurotypical peers, including participation in clubs and other campus events. Topics will include elements of transition program development including fundraising, forging community partnerships with local schools and employers, developing a standards-aligned curriculum, and assessing individual outcomes. Content will reflect individuals who require significant supports.

F58

BACB

Supporting Parent Follow-Through on Treatment Plans

Bobbie Gallagher, M.A., BCBA,
Autism Center for Educational Services

Parent follow-through on treatment plans often challenges BCBA's, teachers, and other professionals, yet this follow-through and consistency across environments are often crucial. This workshop (presented by a parent who is also a BCBA) will identify common barriers to full parent participation and how to overcome those difficulties using evidence-based practices. The focus will be on strategies to effectively train parents to confidently implement programs designed by BCBA's. Discussion will include why parents may not follow through even after agreement and a look at cultural competence and its effect on parent interactions. Participants will leave with resources to better serve their clients through better parent training.

F59

APA
BACB

Ethical Considerations in the Assessment and Treatment of Severe Problem Behavior

Samantha Russo, Ph.D, BCBA, Elwyn New Jersey and Mary Jane Weiss, Ph.D, BCBA-D,
Endicott College

ETHICS WORKSHOP SPONSOR:



Functional behavior assessment, including the use of functional analyses, is of utmost importance to guide the development of function-based treatment plans. The ethics behind both the assessment and treatment processes should be a foremost concern to all behavior analysts. As the severity of challenging behavior increases, the risk and intrusiveness of assessment may also need to increase. Ethically, it is of paramount concern to provide treatment using the least restrictive, most effective option. Discussion will include the BACB Ethics Code and how behavior analysts can practice within the parameters of the Code during the treatment of problem behavior.

G60

Technology Tools for Independence

Meghan O'Sullivan, RN, M.S.,
At Home Technologies

The future is here! Technology, properly utilized, can be a powerful tool to foster independence while providing needed supports and safeguards. This workshop will profile assistive technologies that support common challenges including medication management, cooking safety, general safety at home, prompting, scheduling, floods, falls, managing chronic diseases, assisting with travel, and those all-important apps. Understanding what technology can and can't do in providing least restrictive supports is critical in creating desired outcomes. We will also cover troubleshooting and the importance of a back-up plan.

G61

Making Mindfulness and Yoga More Accessible to Individuals with ASD

Tracey DeMaria, OTD, OTR/L,
Phillipsburg School District

During this interactive presentation, parents and professionals will explore mindfulness activities and basic yoga poses and techniques to promote emotional and physical wellness. While mindfulness and yoga are not established treatments for ASD at this time, making these strategies more accessible for students with ASD can be of benefit to improving their overall well-being and participation in daily life. Dr. DeMaria will discuss the basic principles of these skills along with ways to increase access to these strategies throughout the day.

G62

Using the Links Transition Curriculum to Teach Independence

Cami Algaier, M.S., CCC-SLP, BCBA,
STAR Autism Support

Utilizing age-appropriate content to implement evidence-based strategies is often a challenge for professionals working with older learners. This workshop will explore an effective solution for teaching critical skills necessary for school and beyond: the Links Curriculum (Linking Assessment and Instruction for Independence). A product of STAR Autism Support, it is a research-validated, web-based curriculum for teaching upper elementary through postsecondary students to be independent across school, community, and vocational routines. Join us to learn how districts are increasing their capacity to implement ABA with consistency and fidelity.

G63

Increasing "The Fun Factor" while Targeting Social Communication

John Burke, Ph.D., BCBA-D and
Stephanie McGowan, Ed.D.;
Felician University

Parents and professionals often remark on the challenges of motivating a child with ASD, especially when teaching social communication skills and even more so within an inclusive educational setting. To increase "The Fun Factor", it may be useful to focus on motivating operations (MOs). This workshop will discuss an evidence-based strategy that emphasizes altering antecedents to increase motivation: Pivotal Response Teaching. By infusing motivating materials, activities and settings can become more motivating to better promote skills and reduce challenging behavior.

G64

Incorporating Immersive Virtual Reality Experiences with ABA

Joseph McCleery, Ph.D., *Saint Joseph's University*;
Rita Solorzano, M.A., CCC/SLP, *Floreo, Inc.*;
and Lindsey DeCarlino, M.S., BCBA; *Kinney Center for Autism Education & Support*

Virtual Reality (VR) technology can be a tool to support the implementation of evidence-based intervention. Research will be presented which suggests that VR interventions and supports are safe and feasible for individuals with ASD across a wide range of ages and ability levels. Examples will include improving street crossing skills, interactions with police officers, and social interaction. These will be demonstrated during the workshop to show how the VR platform employed in these studies supports implementation of established cognitive-behavioral and ABA procedures.

G65

Improving ABA Services for Adults and in Public Schools

Samantha Russo, Ph.D, BCBA, *Elwyn NJ*;
Mary Jane Weiss, Ph.D, BCBA-D and
Jennifer Hilton, Ph.D, BCBA;
Endicott College

ETHICS WORKSHOP SPONSOR:



ABA has been demonstrated to be the most effective intervention for individuals with ASD. However, the majority of the applied research still focuses on children in clinic-based settings. This workshop will focus on creative solutions for logistical and implementation challenges in public schools and adult services. Topics will include Behavioral Skills Training, embedded instructional models, individualized modification of curriculum, training in data collection and data based decisions, and incorporation of adult subjects in research projects.



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- Gold members receive 2 tickets to Friday's exclusive Gold Member & Friends Luncheon

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- Current employees save up to \$100 on conference registration
- Organization saves \$300 on exhibiting and 10% on advertising
- Organization receives 2 tickets to Friday's exclusive Gold Member & Friends Luncheon

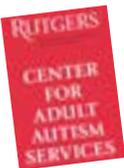
In addition to these conference discounts, other member benefits include discounts for Autism New Jersey's Transition Conference and one detailed review of your child's IEP. Most importantly, your membership dollars support Autism New Jersey's vital public policy efforts on important state and federal issues affecting individuals with ASD. To become a member, visit www.autismnj.org.

CALL *for* POSTERS

Contact Stephanie Flamini, BCaBA at sflamini@autismnj.org
or 609.588.8200 x16 with any questions.

Thursday, October 18, 12:20pm to 1:20pm

Autism New Jersey's Annual Conference is known for sharing the latest evidence-based information, so professionals and students are encouraged to submit poster proposals to reach this target audience. The poster session will be held on Thursday, October 18 from 12:20 to 1:20 pm, sponsored by the Association for Science in Autism Treatment.



New for 2018: Adult Autism Research Poster Competition, sponsored by the Rutgers Center for Adult Autism Services of the Graduate School of Applied and Professional Psychology. The winner will receive a \$1,000 fellowship and briefly share his/her findings during the conference keynote. To be eligible, study participants must be 21 years or older.

Only those posters eligible for the adult competition will be judged. Posters related to other ages are welcomed for the general poster session but will not qualify for the competition. Further details and the application will be available until August 1 at www.autismnj.org/conference

Research posters sponsored by:



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New for this year

In addition to credit cards, we can now accept online registration for:

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Checks

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Create connections and build relationships to enhance attendees' conference experience.

Networking

Gold Member & Friends Luncheon.....	\$2,500
Parents-Only Networking Lunchroom.....	\$1,500



Promote your organization and build name recognition on keepsakes that will last beyond the two-day conference.

Printing & Branded Promotional Items

Lanyard Sponsor.....	SOLD
Tote Bag Sponsor.....	\$5,000
Notepad Sponsor.....	\$2,500



Your organization will receive exposure at popular areas where participants gather during the conference.

Conference Stations

Plug-In Charging Station Sponsor	\$3,000
Coffee Station Sponsor.....	\$3,000
Water Cooler Sponsor.....	\$2,000

Anthony E. Meyer Conference Scholarship Fund

One Full Caregiver Scholarship	\$250
Scholarship Fund.....	Donate any amount

See www.autismnj.org/conference for details and benefits. Contact Jessica Barkosky at **609.588.8200 x25** or jbarkosky@autismnj.org.

All potential sponsorships, exhibitors, and advertising are subject to internal review prior to approval according to our *Position Statement on Treatment Recommendations* (available online). **Payment will be due within 10 days of approval notification.**

ADVERTISING

 **DEADLINE: SEPTEMBER 1**

Reach your target audience as a trusted source in this full-color directory of the conference schedule, workshops, and exhibits.

 **AUTISM NEW JERSEY ORGANIZATION MEMBERS RECEIVE A 10% DISCOUNT.**

Program Ads

Outside Back Cover	SOLD
Inside Front Cover	\$1,300
Inside Back Cover	\$1,300
Full-page Ad	\$900
Half-page Ad	\$600
Quarter-page Ad	\$400
Exhibitor Banner Ad	\$275

Tote Bag

Tote Bag Insert..... **\$1,000**

Conference Update E-Newsletter

Top Banner..... **\$500 (\$2,500 for all 6)**
 Mid-Blast Banner..... **\$350 (\$1,750 for all 6)**

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EXHIBITING

 **DEADLINE: SEPTEMBER 1**

Meet face to face with targeted leads

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Exhibit table with 1 representative..... **\$700**
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Nonmember Rate

Exhibit table with 1 representative..... **\$1,000**
 Additional table with another rep. **\$600**

Details, terms, and application at
www.autismnj.org/conference.

Contact Stephanie Flamini at
609.588.8200 x16 or
sflamini@autismnj.org
 with any questions.

EACH PARTICIPANT MUST REGISTER AT WWW.AUTISMNJ.ORG/CONFERENCE OR SUBMIT A FORM BY OCTOBER 1.

Late registrations will be accepted until October 12 with a \$50 late fee. Onsite registration will also be available with the late fee. If you do not receive email confirmation within 10 days, contact Elissa Kapp immediately because we may not have received your registration. Contact Elissa Kapp at **609.588.8200 x13** or ekapp@autismnj.org with any questions. She can also assist with graduate student rate information and any special accommodations you may require.

New for 2018:

Online payments accepted for purchase orders and organization members! The purchase order number must be included. [The registration will not be confirmed until we receive the actual purchase order.] Group registrations are available online with a purchase order.

Membership:

Member rates apply to active Basic, Silver, or Gold members of Autism New Jersey and current employees of active Autism New Jersey Organization Member agencies/districts. Contact membership@autismnj.org or **609.588.8200 x48** with any membership questions *before registering*. We will not refund the difference in pricing if you become a member after registering.

Continuing Education Prepayment:

CE credit prepayment is available at the nonrefundable flat rate of \$50 per day. [All of the attendance and documentation rules must still be followed in order to earn credits but no further payment will be due.] The fee is waived for Gold and Silver members, and the standard \$15/workshop rate may be paid at the close of the conference if you prefer.

Anthony E. Meyer Conference Scholarship Fund:

A limited number of scholarships are available to caregivers of individuals with ASD on a first-come, first-served basis. Please contact Elissa Kapp at ekapp@autismnj.org or **609.588.8200 x13** for an application. If you would like to donate to the scholarship fund, please contact Elissa as well.

Cancellations:

Refunds will be provided for written requests to ekapp@autismnj.org that are received by October 1. After that, substitutions for those who qualify at the same rate will be accepted.

Meals:

Continental breakfast and boxed lunch are included each day. Vegetarian options will be available, but those with other dietary needs may wish to make other arrangements. Kosher or gluten-free meals are available by advanced request to Elizabeth Neumann at eneumann@autismnj.org or **609.588.8200 x45**.

PHOTO USE: An Autism New Jersey photographer will be onsite during the 36th Annual Conference. Any photos captured at the event or shared with Autism New Jersey (social media, sent via email, etc.) may be used in future distribution via any medium for the purpose of publicizing and promoting Autism New Jersey services, events, and raising autism awareness. Any concerns should be brought to the attention of Elizabeth Neumann, M.A., BCaBA, Education & Training Director.

REGISTRATION *Form*

REGISTER ONLINE BY OCTOBER 1:
WWW.AUTISMNJ.ORG/CONFERENCE

Title _____ First Name _____ Last Name _____

District/Agency/Affiliation (if applicable) _____

Street _____ City _____ State _____ Zip _____ Home Work

Phone Number: Home Work Cell _____ Email Address (We are unable to send confirmation without email. Please print clearly.) _____

REGISTRATION TYPE	On or before October 1		After October 1		Attending	
	1 DAY	2 DAY	1 DAY	2 DAY	THURS	FRIDAY
<input type="radio"/> Parent/Self-Advocate Member 	\$100	\$175	\$150	\$225	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Parent/Self-Advocate Nonmember	\$175	\$300	\$225	\$350	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Professional Member 	\$225	\$400	\$275	\$450	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Professional Nonmember	\$275	\$500	\$325	\$550	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> CEU Prepayment	\$50	\$100	N/A			

TOTAL COST = _____

Workshop Selection

CREDITS

PLEASE INDICATE ANY CE CREDIT TYPES YOU PLAN TO EARN:

APA ASHA BACB

THURSDAY

KEYNOTE K

SESSION A A1 A2 A3 A4 A5 A6 A7 A8 A9 A10

L & L L1 L2 L3

SESSION B B11 B12 B13 B14 B15 B16 B17 B18 B19 B20

SESSION C C21 C22 C23 C24 C25 C26 C27 C28 C29

FRIDAY

SESSION D D30 D31 D32 D33 D34 D35 D36 D37 D38 D39

SESSION E E40 E41 E42 E43 E44 E45 E46 E47 E48 E49

L & L L4 L5 L6

SESSION F F50 F51 F52 F53 F54 F55 F56 F57 F58 F59

SESSION G G60 G61 G62 G63 G64 G65

PAYMENT INFORMATION

Register by credit card and purchase order online at www.autismnj.org/conference

Check # _____

Purchase Order # _____

Send completed form with payment:

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Autism NJ, attn: Conference Registration
 500 Horizon Drive, Suite 530
 Robbinsville, NJ 08691

EMAIL: ekapp@autismnj.org

FAX: 609.588.8858



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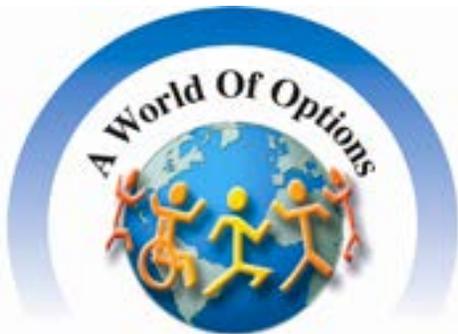
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