



VIRTUAL CONFERENCE

Thursday, March 23, 2023



Registration – \$25.00
Continuing Education Units Available - \$15.00

Strategies for Helping Children with ASD: Exploring Various Applications of Behavioral Interventions

About the Conference: This conference is sponsored by The Summit Center and the Western New York Regional Center for Autism Spectrum Disorders (ASD) for teachers, therapists, other helping professionals, and parents. There continues to be considerable controversy regarding the best approach to ensure that autistic children are learning in school. Autism is a neurological disorder characterized by significant impairments in communication, socialization, and interests. These deficits mean that some learning readiness skills are absent. The field is associated with a great number of instructional / treatment movements to overcome these challenges, but most have not been subjected to objective evaluation. At the same time, evidence-based approaches, are often rejected as too rigid and removed from the natural environment. However, there are a broad range of empirically validated techniques that can be applied in many ways and conditions. This conference will present some of those approaches.

Register for this conference at

<https://nysrcasd.org/events/1077/registrations/new>

PRESENTATION 1: Cultural Responsiveness in Professional Practice: A Commitment to Collective Empowerment

Presented by Margaret Uwayo, Ph.D., BCBA

Kalamazoo Academy for Behavioral & Academic Success (KABAS) and YWCA of Kalamazoo, MI

8:00 – 9:00 AM



BIOSKETCH: Margaret Uwayo is the Senior Director of Behavioral Health and Academic Success at YWCA, Kalamazoo, and the Executive Director of the Kalamazoo Academy for Behavioral Success (KABAS). She completed her M.A. and Ph.D. in Applied Behavior Analysis at Western Michigan University. Dr. Uwayo has extensive experience in the application of behavior analytic interventions to improve early and advanced verbal repertoires of children and youth with and without exceptional needs. She has experience working in early childhood, Early Intensive Behavioral Intervention (EIBI), and school settings; delivering culturally-relevant services for individuals from diverse backgrounds. Her research focuses on the application of behavioral analysis to improve education and literacy outcomes for children from underserved communities. She's passionate about the dissemination of Behavior Analytic practices across cultures, disciplines, and the ways in which Behavioral Systems

Analysis can be used to establish and sustain those practices. Dr. Uwayo is a Board Certified Behavioral Analysis and a Licensed Behavior Analyst (LBA) in Michigan.

Speaker Disclosure: Dr. Uwayo will be compensated in part by the WNYRCASD and The Summit Center and has no other financial or nonfinancial disclosures.

ABSTRACT: The demographic of the US population has become increasingly diverse over the last decade such that as of 2019, the majority of children in the US are children of color. While there has been an increase in the racial and ethnic diversity of children in particular, the demographic make-up of educators and professional providers remains largely the same. Research shows that BIPOC children, particularly Black children, with non-BIPOC providers receive lower behavioral and academic scores, and that they experience higher and harsher discipline for the same behaviors as their White peers. And, although Diversity Equity and Inclusion initiatives have become elevated across public and private sectors, there has been limited step-by-step guidance on how educators and professional providers can demonstrate equity and cultural responsiveness when serving diverse populations regardless of the setting. In this talk, the presenter will discuss strategies that may help promote cultural responsiveness practices when serving populations from diverse socio-economic, racial, and ethnic backgrounds. Recommendations will be described using example and case studies.

LEARNING OBJECTIVES:

1. Attendees will discuss how intersectionality of socioeconomic status, race, and gender impacts access to services
2. Attendees will discuss at least one way culturally responsive practices may lead to positive relationships with families and improve adherence to treatment plans
3. Attendees will describe at least two new responsive practices they can implement in their current work settings

Presentation 2: Progressive ABA with Individuals Diagnosed with Autism Spectrum Disorder: Recent Advancements in Research and Clinical Practice

Presented by Justin Leaf, Ph.D., CPBA-AP, BCBA-D
Autism Partnership Foundation & Endicott College
9:00 – 10:30 AM



BIOSKETCH: Justin Leaf, Ph.D., is the Chief Clinical Officer for Autism Partnership Foundation, the Executive Director for the Progressive Behavior Analyst Autism Council, the Associate Director for ABA Doctoral Studies at Endicott College, and the Executive Director for Contemporary Behavior Consultants. Justin received his doctorate degree in Behavioral Psychology from the Department of Applied Behavioral Science at the University of Kansas. His research interests include Progressive ABA, improving behavioral intervention, social behavior, and methodologies to improve the lives of autistic/individuals diagnosed with ASD. Justin has more than 140 publications in either peer reviewed journals, books, or book chapters and has presented at both national and international professional conferences and invited events. Justin has served on numerous editorial boards for behavior analytic and autism journals. Justin's career has been dedicated to improving the field of Applied Behavior Analysis and lives of autistic individuals.

Speaker Disclosure: Dr. Leaf is compensated in part by the WNYRCASD and The Summit Center and has no other financial or nonfinancial disclosures.

ABSTRACT: Applied Behavior Analysis (ABA) is a science and, therefore, involves progressive approaches and outcomes. In this presentation he will argue that the spirit and the method of science should be maintained to avoid reductionist procedures, stifled innovation, and rote, unresponsive protocols that become increasingly removed from meaningful progress for individuals diagnosed with autism spectrum disorder (ASD). He describes this approach as progressive. In a progressive ABA approach, the therapist employs a structured yet flexible process, which is contingent upon and responsive to child progress. He will describe progressive ABA and provide rationales for both the substance and intent of ABA as a progressive scientific *method* for improving conditions of social relevance for individuals with ASD. He will provide the audience with data from recent studies on how Progressive ABA can be implemented for individuals diagnosed with ASD; as well as our findings in clinical practice.

LEARNING OBJECTIVES:

1. Identify and describe at least five factors that go into clinical judgment.
2. Identify and describe at least two findings from the research on the effects of Progressive ABA as it relates to individuals diagnosed with ASD.
3. Compare and contrast Progressive ABA to conventional ABA across at least three dimensions.

Presentation 3: Increasing Play Complexity in Young Children with Autism and Other Disabilities

Presented by Erin Barton, Ph.D., BCBA, Associate Professor

Vanderbilt University, Nashville, TN

10:45 AM – 12:45 PM



BIOSKETCH: Erin E. Barton, PhD, BCBA-D, is an Associate Professor in the Department of Special Education at Vanderbilt University. She is a former special education teacher and currently teaches graduate-level courses on evidence-based assessment and intervention practices for young children with disabilities and single case research design. She is a Board Certified Behavior Analyst and directs research projects related to evidence-based practices for young children, policies and practices that support high quality inclusion, and effective professional development systems. Dr. Barton is an active scholar with more than 100 publications in major journals, multiple chapters, and four textbooks related to evidence-based practices. Dr. Barton serves on several editorial boards and is the Editor-in-Chief of *Topics in Early Childhood Special Education* and an Associate Editor for the *Journal of Early Intervention* and *Remedial and Special Education*. She has received many honors and most recently was honored as a Chancellor's Faculty Fellow at Vanderbilt University. She was also honored with the 2019 Merle B. Karnes Award for Service to the Division for Early Childhood and the 2017 Distinguished Early Career Research Award from the Division for Research of the Council for Exceptional Children.

Speaker Disclosure: Dr. Barton is compensated in part by the WNYRCASD and The Summit Center and has no other financial or nonfinancial disclosures.

ABSTRACT: Play is a critical early developmental milestone that contributes to the learning and well being of young children (Lifter, Mason, & Barton, 2011). Play is particularly important for young children with disabilities, as they learn important skills within playful interactions and contexts with their peers (U.S. Departments of Health and Human Services and Education, 2015). Early childhood settings should create multiple opportunities with the needed supports that ensure children with and without disabilities engage in sustained play of increasing complexity, including promoting meaningful interactions across people and contexts (National Association for the Education of Young Children, 2009).

We will present new data on interventions, with particular attention identifying practices that promote play complexity. Three single-case research studies were conducted in an inclusive preschool setting. In the first, four toddlers with disabilities were taught target play behaviors using the system of least prompts. A multiple probe across participants single case research design was used. The results demonstrated that the instructional package was functionally related to increased levels of independent play and diversity of targeted play actions. Although the measurement of generalization was limited, children did not generalize the skills at the expected rate. In the second, children with disabilities were taught to play board games with peers using the system of least prompts. All children learned to play multiple board games independently with peers. In the third, the system of least prompts with differential reinforcement was used to increase the *diversity and sequences* of play behaviors in a young child with autism. The complexity of play increased when specific aspects—diversity or sequences—were prompted and reinforced. The results of all three studies support the use of the systematic prompting and reinforcement for teaching play.

LEARNING OBJECTIVES:

1. Participants will describe how to use systematic prompting to increase play behaviors in young children.
2. Participants will list different types of play complexity.
3. Participants will interpret graphed data from single case studies.

Presentation 4: Pivotal Response Treatment (PRT) for Young Children with Autism Spectrum Disorder

Presented by Danny Openden, Ph.D., BCBA
Southwest Autism Research & Resource Center, Phoenix, AZ
1:00 – 3:15 PM



BIOSKETCH: Daniel Openden, Ph.D., BCBA-D is President and CEO of the Southwest Autism Research & Resource Center (SARRC) in Phoenix, Arizona. SARRC is an internationally recognized nonprofit organization dedicated to autism research, education, evidence-based treatment, and community outreach to support individuals with autism and their families throughout their lifetimes. In 2007, Dr. Openden was recruited to SARRC from the renowned Koegel Autism Center at the University of California, Santa Barbara to serve as SARRC’s Vice President and Clinical Services Director. Dr. Openden is a Board Certified Behavior Analyst—

Doctoral (BCBA-D) and is licensed as a behavior analyst in Arizona. He has expertise in developing training programs for teaching parents and professionals to implement Pivotal Response Treatment (PRT), a comprehensive, evidence-based treatment model for children with ASD. Dr. Openden has worked extensively with families with children, adolescents and adults with ASD; provided consulting and training for school districts across the country; presented research at regional, state, national and international conventions; served as Associate Editor for the *Journal of Positive Behavior Interventions (JPBI)* from 2008-2013; and been published in several peer reviewed journals and book chapters in the field. Dr. Openden graduated from the University of California, Santa Barbara with a bachelor’s degree in sociology and a master’s and Ph.D. in Education with an emphasis in special education, disability and risk studies.

Speaker Disclosure: Dr. Openden is compensated in part by the WNYRCASD and the Summit Center and has no other financial or nonfinancial disclosures.

ABSTRACT: Pivotal Response Treatment (PRT) is an evidence-based model for children with autism spectrum disorders (ASDs) based on the science of applied behavior analysis (ABA). PRT has been described in the literature as a family-centered approach that may be implemented throughout the day and across natural environments, such as

in the home, at school, or in the community. Dr. Openden will delineate the development of PRT and the implementation of procedures for improving the pivotal response of motivation to produce generalized improvements in language, social, and academic skills as well as reductions in disruptive behaviors.

LEARNING OBJECTIVES:

1. Participants will be able to understand pivotal responses as they relate to core areas of intervention and widespread improvements in young children with autism spectrum disorders.
2. Participants will be able to understand how to use natural reinforcers for improving motivation and for improving generalization for young children with autism spectrum disorders.
3. Participants will be able to understand how to use the motivational procedures of PRT to improve social communication in young children with autism spectrum disorders.

CONFERENCE SCHEDULE

- 7:50 – 8:00** Stephen Anderson, Ph.D., BCBA, LBA
Opening Comments
- 8 :00 – 9:00** Margo Uwayo, Ph.D., BCBA
Advancing Cultural Humility in Professional Practice
- 9:00 – 10:30** Justin Leaf, Ph.D., BCBA, LBA
Progressive Behavior Analysis
- 10:30 – 10:45** Break
- 10:45 – 12:45** Erin Barton, Ph.D., BCBA-D
Increasing the Complexity of the Play in Young Children with Autism
- 12:45 – 1:00** Lunch
- 1:00 – 3:15** Danny Openden, Ph.D., BCBA - D
Pivotal Response Treatment (PRT) for Young Children with Autism Spectrum Disorder

Conference Cost: \$25.00

**AHSA, BCBA, CTLE, OT/OTA, PT/PTA, PSY (PENDING) CEUs
are available for an additional fee of \$15.00.**

These courses are made possible by a grant from NYSRCASD. Requests for accommodations/special needs may be sent to wnyrcasd@thesummitcenter.org or by calling 716-629-3417.

Cancellation Policy: If cancellation received 48-hours before the start of the conference, the cost of the conference and CEUs will be fully refunded. **There is a separate charge for each CEU type.**



Genesee Valley
Speech-Language-Hearing
Association
Intermediate Level
0.65 ASHA CEUs

Course Completion Requirements: To obtain ASHA CEUs, participants must log in/out using their unique webinar link and complete the learning assessment survey at the end of the day. Registrants will receive a certificate of completion, via email when the course has been successfully completed. If participants wish to earn ASHA CEUs, participants are required to complete an ASHA CEU Participant Form and submit at the end of the workshop via email. **No partial credit will be provided.** The entire conference is offered for .65 ASHA CEU (Intermediate Level; Professional Area).



Participants who attend all 4 presentations receive 6.75 NYS Continuing Competency Units for OTs/OTAs and 8.10 NYS PT Contact Hours for PTs/PTAs. To obtain CEUs, participants must log in/out using their unique webinar link and complete a required learning assessment survey and posttest provided by APOT. Registrants will receive a certificate of completion, via email when the course has been successfully completed. Associated Physical & Occupational Therapists is recognized by the New York State Education Department Office of the Professions as an approved sponsor of continuing education for Occupational Therapists, Occupational Therapy Assistants, Physical Therapists, and Physical Therapist Assistants. Associated Physical & Occupational Therapists, PLLC can be reached at apotcontinuinged@gmail.com or (716)874-6175.



The Authorized Continuing Education (ACE) program exists to make a wide array of continuing education (CE) events available to Behavior Analyst Certification Board® (BACB®) certificants. ACE providers have been authorized by the BACB to provide Learning CE events for BCBA and BCaBA certificants. 6.5 Learning: ACE event CEUs will be provided.



The Summit Center is an NYS Department of Education approved provider of CTLE continuing education events available to teachers and administrators. 6.5 learning CEUs will be provided.

PSYCHOLOGISTS: The Summit Center has applied to be an approved provider of CEU credits for Psychologists through the NYS State Education Department, Office of the Professions. That approval is pending. If you wish to receive CEUs for psychology, delay registration until the week of the conference.

Each organization/entity uses its own calculation to determine the number of CEUs based on contact hours. As with all continuing education, the attendee should always verify CEU requirements by his/her professional organization and/or state licensure board.

ABOUT

The Summit Center is a private-not-for-profit human service agency that serves children and adults with emotional, intellectual, and developmental concerns. Its range of programs includes a school for children with autism spectrum disorders as well as programs for adults with ASD and related disabilities. www.thesummitcenter.org

The WNY Regional Center for ASD is a collaborative program of The Summit Center, University at Albany and The Center for Autism and Related Disabilities. The Center is committed to providing information and practical strategies that are supported by scientific research – commonly referred to as evidence-based practice. The Center's activities consist of workshops and resource materials that provide practical guidance to professionals and parents. Workshops are offered at various locations throughout WNY. www.thesummitcenter.org/what-we-do/wny-regional-center-for-autism-spectrum-disorder-asd