

**Adelphi University's School of Education and  
Center for Health Innovation and The Asperger  
Syndrome and High Functioning Autism  
Association present:**

# **Education and Lifelong Learning for Students on the Autism Spectrum**

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Saturday, October 28, 2017 • 8:15 a.m.–4:30 p.m.

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Ruth S. Harley University Center  
One South Avenue  
Garden City, New York 11530-0701  
**conference@ahany.org**  
**ahany.org**

*"We must learn how to unlock the power of autism."*

**–Stephen Shore, Ed.D., Assistant Clinical Professor**



Dear professional, family member, friend or individual on the autism spectrum:

The purpose of this conference and the collaboration between the Asperger Syndrome and High Functioning Autism Association (AHA), the Ruth S. Ammon School of Education (SOE) and the Center for Health Innovation (CHI) is to address the educational, social and behavioral issues pertaining to people with autism spectrum disorder (ASD). Our internationally known speakers present current and effective strategies for individuals, families and the professionals who work alongside them, and important voices from the spectrum offer insights from their personal experience.

Jane Ashdown, Ph.D., Dean  
Ruth S. Ammon School of Education

Elizabeth Cohn, Ph.D., R.N. Executive Director  
Center for Health Innovation (CHI)

Pat Schissel, LMSW Executive Director  
Asperger Syndrome and High Functioning Autism Association (AHA) Conference Coordinator

### **ABOUT THE RUTH S. AMMON SCHOOL OF EDUCATION**

As a scholarly community, we are committed to providing educational opportunities for professional growth at the bachelor's, master's and doctoral levels by creating authentic academic and field experiences, cultivating respect for the diverse populations we serve, embracing ethical practices, and preparing our students to become reflective change agents through research, collaboration and leadership.

### **ABOUT THE CENTER FOR HEALTH INNOVATION (CHI)**

The Center for Health Innovation serves as a regional resource and academic partner to communities seeking to promote a culture of health across Long Island. We define health as more than physical well-being, or absence of disease or injury. It is a constellation of factors—economic, social, political, ecological, cultural, psychological and physical—that comprise healthy, high-quality lives for individuals and communities. Core to our mission is promoting high-quality life and health for those living on the spectrum and their families.

### **ABOUT AHA**

The Asperger Syndrome and High Functioning Autism Association (AHA) serves individuals with Asperger's syndrome and related conditions, their families and the professionals who work alongside them, providing crucial resources and support as they face challenges, build on their strengths and fulfill their potential. Founded in 1988 and based on Long Island, with a satellite office in New York City, AHA is directed by a dedicated volunteer executive board and expert professional advisory board. AHA's services reach nearly 10,000 people annually through one-to-one phone and e-support, more than a dozen monthly support meetings, a highly informative AHA e-newsletter, family recreation events, biannual education conferences, a biannual print publication, *On the Spectrum*, and signature fundraisers such as its annual ROCK 'N' BOWL for Autism. By maintaining efficient administrative practices more than 80% of every dollar donated to AHA goes directly to providing and expanding its services.

*Conference registration includes a handbook containing materials from the presenters. A continental breakfast and lunch are also included. Agency, school, camp, recreation and other service provider representatives will be available with information at our Resource Walkway. Books will be available for purchase at the conference bookstore. Presenting authors will be available to sign their books.*

Should you, or your guests, require an accommodation based on a disability, or need to request an ASL interpreter, please contact the Student Access Office by phone at **516.877.3806** or email at **sao@adelphi.edu**. Please allow for a reasonable time frame prior to the event; we suggest a minimum of five business days.

# SCHEDULE OF EVENTS

Check-in, bookstore, resources and continental breakfast 8:15 a.m.–9:00 a.m.

Greetings from Adelphi and AHA 9:00 a.m.–9:15 a.m.

## MORNING PRESENTATION

9:15 a.m.–10:15 a.m.

### “CRITICAL MASS, PURPOSEFUL PRACTICE AND ASD: CREATING INDEPENDENT LEARNERS BY DOING THINGS DIFFERENTLY”

*Brenda Smith Myles, Ph.D.*

Most individuals with ASD do not live independently, have jobs, and meaningful relationships—due to no fault of their own. How do we change this trajectory? This presentation focuses on describing the factors that lead to critical mass for those on the spectrum when providing instruction and supports. Critical mass, in this regard, is the point where an individual has gained enough information to apply it to situations, activities or skills in which instruction has not been provided. Learn easy-to-use strategies that can help individuals with ASD to move about their world as independently as possible, making informed decisions about their wants and needs. Teaching to critical mass will help learners to be successful with tasks they have been taught to do, but will also help them to be successful with activities on which they have not received instruction.

Participants will learn to:

- Define critical mass and its importance to life success for individuals with ASD.
- Understand the neurology of ASD that supports the need for instruction to critical mass.
- Describe the strategies that lead to critical mass for individuals with ASD.

**BRENDA SMITH MYLES, Ph.D.**, is a consultant with the Ohio Center for Autism and Low Incidence (OCALI) and the Ziggurat Group, is the recipient of the Autism Society of America’s Outstanding Professional Award, and American Academy of Pediatrics Autism Champion, among others. She served as the editor of *Intervention in School and Clinic*. Dr Myles presents internationally and has written books and articles considered gold standard in our field. In addition, she served as the co-chair of the National ASD Teacher Standards Committee; was on the National Institute of Mental Health’s Interagency Autism Coordinating Committee’s Strategic Planning Consortium; and collaborated with the National Professional Center on Autism Spectrum Disorders, National Autism Center, and the Centers for Medicare and Medicaid Services who identified evidenced-based practices for individuals with autism spectrum disorders. Dr. Myles is a member of the AHA professional advisory board.

Resource Walkway and book signing 10:15 a.m.–10:45 a.m.

## “VOICES FOR COLLEGE SUCCESS”

10:45 a.m.–12:15 p.m.

### “COLLABORATING WITH STUDENTS WITH ASD AND THEIR FAMILIES TO SUPPORT COLLEGE SUCCESS”

*Moderator: Elizabeth Roberts, Psy.D.*

*Presenters: Samantha Feinman, MS.Ed., TSHH, Dena Gassner, M.S.W, Ph.D. candidate, Mitch Nagler, M.A., LMHC and students*

Studies have found that despite strong intelligence, college students with autism spectrum disorder have an 80% incompleteness rate. Sensory, social, learning, and executive function weaknesses, challenges with emotion and behavior regulation and the need to meet the demands of everyday living interact and combine in different ways to form daunting hurdles. This panel offers practical strategies for creating a foundational relationship of trust with students and their families, harnessing and maintaining motivation and buy-in, and setting up and implementing a flexible, individualized program of programming supports from admission to graduation.

Participants will learn to:

- Define strategies for college readiness, post-secondary selection, and course of study.
- Identify resources to create an individualized, flexible program of college supports.
- Identify the many challenges students face in a post-secondary setting including educational, social, sensory, organizational, and time-management.

**ELIZABETH ROBERTS, Psy.D.**, is national director of clinical services for the College Internship Program (CIP). Previously, she was a neuropsychologist for ten years at NYU Child Study Center, specializing in individuals with ASD across the lifespan.

**SAMANTHA FEINMAN, MS.Ed., TSHH**, is director of New Frontiers in Learning (NFL). Her prior experience includes being a speech therapist and special education teacher and adjunct associate professor in special education.

**DENA GASSNER, M.S.W.**, is a Ph.D. candidate in social welfare at Adelphi University who has presented internationally. She is a national board member of Arc US and the professional advisory board for AHA. She facilitates the AHA women’s group.

**MITCH NAGLER, M.A., LMHC**, is the director of the Bridges to Adelphi award-winning program. He also has a private psychology practice specializing in young adults with ASD and related conditions.

Lunch, Resource Walkway and book signing 12:15 p.m.–1:00 p.m.

## “INDIVIDUALS WITH AUTISM TAKE TO THE STAGE”

1:00 p.m.–1:30 p.m.

EPIC (Empower. Perform. Include. Create.) Players Inclusion Company is a non-profit theatre that provides professional performance opportunities for talented individuals with developmental disabilities. The performing arts are a frequently unexplored career path for individuals on the spectrum providing structure, social awareness and enriching job opportunities. Participants learn about the emerging inclusion in the arts movement and the tools needed to advocate for actors on the spectrum to pursue a fulfilling and non-traditional career path in the arts.

Participants will learn:

- The social, behavioral and life skills benefits performing arts classes can provide to young individuals on the spectrum.
- The growing conversation of inclusion in the arts and the first steps necessary to exploring a future career or social community in this medium.
- Current resources and opportunities for individuals on the spectrum interested in the arts and current success stories of their peers and role-models.

**AUBRIE THERRIEN, M.P.H.**, is the executive director of EPIC. A theater professional with over 20 years of experience, she was awarded New Yorker of the Week by News 1 New York for her work with individuals with disabilities.

## AFTERNOON PRESENTATION

1:30 p.m.–2:30 p.m.

### “GETTING UNSTUCK: INTERVENTIONS FOR FOSTERING INDEPENDENCE THROUGHOUT DEVELOPMENT”

*Presenters: Katherine Cody, Psy.D., and Rebecca Sachs, Ph.D., ABPP*

Transitions are stressful experiences for most people; transitions for individuals with ASD can be particularly challenging and difficult. Given the increased difficulty experienced, it is imperative that supports are implemented around transitions to result in the achievement of needed skills leading to independence. Supports pertaining to adaptive daily living skills, executive functioning, emotion regulation and development of effective coping strategies should be comprehensively supported throughout the course of these transitions. Unfortunately, these areas are often not identified as an area of need until the transition to young adulthood occurs. The speakers will identify transition points in which individuals with ASD are at risk for struggling to achieve developmental tasks (i.e. executive functioning, independent living skills, self-advocacy skills, etc.), review proactive strategies to support development of these skills, and identify strategies to be implemented to support successful transitions across settings.

Participants will learn to:

- Identify transition points in which individuals on the spectrum are considered “at risk.”
- Understand and implement proactive strategies and interventions to promote successful transition experiences.
- Describe how educational settings, treatment providers, and families, as well as individuals themselves with ASD, can implement strategies to support successful transitions.

**KATHERINE CODY, Psy.D.**, is the coordinator of clinical services and training director at Spectrum Services, supervising psychology graduate students. She conducts psychological and neuropsychological evaluations and psychotherapy services and is a member of the AHA professional advisory board.

**REBECCA SACHS, Ph.D., ABPP**, specializes in the treatment of individuals with ASD who also experience difficult co-occurring disorders, such as severe anxiety and obsessive-compulsive disorder. She is board certified in cognitive behavior therapy.

Resource Walkway and book signing

2:30 p.m.–3:00 p.m.

## BREAKOUT SESSIONS (Choose one.)

3:00 p.m.–4:30 p.m.

### 1. “JOB READINESS: MAXIMIZING PREVOCAATIONAL SKILLS FOR SUCCESSFUL EMPLOYMENT”

*Presenters: Gina Marie Moravcik, M.A., CCC-SLP, and Jacqueline Bowen, M.S., CCC-SLP*

People on the autism spectrum benefit from individualized support for career exploration. This can lead to stimulating volunteer work, internships, and paid work experiences. Improved communication and organizational skills are often necessary, aiming for positive first vocational experience at all stages of career planning. Proactive support can lead to more productive time and greater fulfillment, especially in the difficult post high school years.

Participants will learn to:

- Facilitate development of job searches through language and organizational strategies.
- Match strengths and talents with potential career paths.
- Seek and apply for relevant internship positions to explore demands of work and evaluate sustained interest.

**JACQUELINE BOWEN, M.S., CCC-SLP** specializes in individual and group therapy for individuals on the autism spectrum with a focus on pragmatic skills, job readiness and cognitive learning.

**GINA-MARIE MORAVCIK, M.A, CCC-SLP**, is the owner of Sunrise Speech and Language Services. She specializes in working with children, tweens and teens for diagnostic and therapeutic services with an emphasis on social communication and problem solving skills. She has been doing so since 2001 in several contexts.

## **2. “YOUR TWICE EXCEPTIONAL CHILD: CLINICAL, EDUCATIONAL, AND LEGAL PERSPECTIVE”**

*Moderator: Susan Deedy, Esq.*

*Presenters: Ellen Richer, Ed.D. and Alyson (Sheehan) Skinner, Ph.D.*

The term twice exceptional (2e), referring to intellectually gifted students with special needs, is rapidly gaining recognition within schools, CSE meetings, and due process hearings. This workshop will present multidisciplinary considerations for understanding and supporting 2e youth. Implications on academic, social, emotional, behavioral, and adaptive skills development will be discussed from a clinical standpoint. Attendees will acquire strategies for harnessing personal strengths to bolster areas of deficit in their 2e children, students, and patients. Unique learning needs and common school-related barriers encountered by 2e youth will be identified, with emphasis on essential components of 2e educational programming. Participants will leave with updated knowledge of students’ legal rights and tools for collaboratively constructing school-based accommodations and interventions.

Participants will learn to:

- Distinguish typical academic, social, behavioral, and emotional profile of 2e youth.
- Identify pertinent components, structural aspects, and implementation approaches for fostering 2e learning.
- Describe legal rights and steps in advocacy for 2e students throughout the duration of educational programming.

**SUSAN J. DEEDY, Esq.**, represents students with a wide range of disabilities, ensuring that they receive appropriate educational programming pursuant to the IDEA. She serves on AHA’s professional advisory board.

**ELLEN T. RICHER, Ed.D.**, is founder and head of The Long Island Whole Child Academy, the first and only school for twice exceptional learning on Long Island.

**ALYSON (SHEEHAN) SKINNER, Ph.D.**, specializes in comprehensive evaluation, consultation and evidence-based treatment for individuals with complex or co-occurring neurodevelopmental and mental health conditions.

## **3. “NOW AND FOREVER SKILLS: ASSISTING INDIVIDUALS, TEACHERS AND FAMILIES OF INDIVIDUALS TO SURVIVE AND THRIVE WITHIN THE SCHOOL AND COMMUNITY”**

*Presenter: Juliet Williams, Psy.D.*

“Now and Forever” skills is a term Dr. Williams has coined to teach individuals how to generalize skills across settings and time. “Now and Forever” skills target the social, adaptive and self-regulatory skills that everyone needs to develop over the course of the lifetime in order to thrive and survive. Providing a context for understanding the necessity of developing, practicing and mastering skills over the course of a lifetime makes sense from a behavioral, emotional and developmental perspective. Importantly, the concept of “Now and Forever”, embeds a sense of accomplishment, fosters confidence and develops identity for individuals as they gain strength and skill overtime.

Participants will learn to:

- Identify a rubric of skills that need to be addressed to insure successful integration at school and in the community.
- Define how these behaviors impact individuals over the course of a lifetime.
- Understand high risk behaviors that often lead to more problematic concerns if left unchecked.

**JULIET WILLIAMS, Psy.D.**, is an experienced clinical and school psychologist who also maintains a private practice. She targets emotional dysregulation, adaptive behavior and self-advocacy as well as educational consultation to staff and direct counseling support to students.

## **4. SENSORY ISSUES AND AUTISM: PRACTICAL SOLUTIONS FOR UNDERSTANDING, RECOGNIZING, AND ADVOCATING**

*Presenters: Brenda Smith Myles, Ph.D. and Stephen Shore, Ed.D.*

This session on sensory issues will be conducted in two parts. First, the neurology of and research on sensory issues experienced by individuals with ASD will be addressed. Second, an individual with autism who is also a professor and self-advocate will present information on how to empower individuals with autism to recognize personal sensory issues. In addition, a 3-step model of self-advocacy will be overviewed that will increase productivity, social interaction, and general well-being for those who experience sensory challenges.

Participants will learn to:

- Describe the research on sensory issues.
- Discuss how sensory issues impact individuals with ASD.
- Describe how a 3-step model of effective advocacy (recognition, advocacy, and disclosure) can be used when sensory issues are encountered.

**BRENDA SMITH MYLES, Ph.D.**

**STEPHEN SHORE, Ed.D.**, teaches in the Ruth S. Ammon School of Education at Adelphi University. He presents and consults internationally on educational and social inclusion. Dr. Shore's books are translated into many languages. He is a member of the AHA professional advisory board.

## **5. EXECUTIVE FUNCTIONS IN COLLEGE: PRACTICAL TOOLS AND STRATEGIES FOR SUPPORTING COLLEGE STUDENTS AND THEIR FAMILIES**

*Presenter: Elizabeth Roberts, Psy.D.*

Executive functions (EFs) are those mental activities that as a group, represent goal-directed behavior. To accomplish anything, from satisfying a hunger pang to writing a novel, we use them every day of our lives. Impaired executive functioning is commonly observed in two prevalent neurodevelopmental disorders--autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD). In both groups, however, greater EF weakness has been found to be associated with greater risk of emotional difficulties such as anxiety and depression. This breakout session will examine executive functions as a set of separate but related skills, identify common, emotional obstacles to successful use of EF skills, and provide concrete, practical, individualized strategies for supporting executive functioning in college students with ASD.

Participants will learn to:

- Define executive functions as a set of skills, define the individual components of executive functions, and understand how they inter-relate
- Identify and intervene with common obstacles to successful use of EF for individuals with ASD around anxiety, negative self-talk, and other self-defeating behaviors.
- Identify and use specific tools for managing EF and ways to guide students to be motivated to make changes in their behavior.

**ELIZABETH ROBERTS, Psy.D.**

### **CREDENTIALING INFORMATION AND CONTINUING EDUCATION CREDIT**



Speech-Language Pathology and Audiology CEUs are available through the Speech-Language Hearing Association (ASHA). This course is offered for (PENDING) ASHA CEUs (PENDING Level, Professional Area).



Adelphi University School of Social Work is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #0032.



Autism Specialist CE hours obtained at the AHA conference can be used toward certification as an Autism Specialist (CAS) with the International Board of Credentialing and Continuing Education Standards (IBCCES). Receive a 20 percent discount off your certification when you use our partner code: AHA. You must register on this form.

Attendance information for social workers, ASHA and autism specialist participants:

"New York State Office of the Professions (NYSSED) regulations require that participants must be present for the entire approved educational activity in order to receive a certificate for continuing education credits. There is no accommodation in the state regulations for late arrival, late return from lunch or breaks or early departure. At present, there is no procedure for granting partial credit for approved continuing education events. If there are any changes in state regulation, this policy will be updated accordingly."

**Financial Disclosure Statement:** Jacqueline Bowen, Katherine Cody, Susan Deedy, Samantha Feinman, Mitch Nagler, Ellen Richer, Elizabeth Roberts, Rebecca Sachs, Alyson Skinner, Aubrie Therrien, and Juliet Williams have no financial or nonfinancial information to disclose. Dena Gassner, Gina Moravcik, Brenda Myles and Stephen Shore have a financial relationship from royalties of the sales of their books. Nonfinancial relationships exist for Dena Gassner and Stephen Shore as an individual on the autism spectrum and for Dena Gassner as an individual on the spectrum and a parent.

**ADDITIONAL COPIES OF THE CONFERENCE BROCHURE CAN BE DOWNLOADED AT AHANY.ORG.**

For further information: [ahany.org](http://ahany.org) • [conference@ahany.org](mailto:conference@ahany.org)

**Registration Information (Please copy form and send in separate application for each registrant.)**

Name \_\_\_\_\_

Address \_\_\_\_\_ City/State/ZIP \_\_\_\_\_

Telephone \_\_\_\_\_ Email \_\_\_\_\_

**Register online at ahany.org. Mail-in registration must be postmarked by October 14, 2017.**

- \$150 AHA member/Not-For-Profit
- \$190 Non-AHA member (includes one-year membership)
- \$75 Student     \$75 Individual with ASD
- \$75 Adelphi faculty
- \$175 AHA member professional (ASHA/SW)\*
- \$215 Non-AHA member professional (ASHA/SW)\*

\*Includes fees for CEA and CEU credits

ASHA No. \_\_\_\_\_ SW \_\_\_\_\_

Students and Adelphi faculty must include a copy of current ID with registration, or mail in if registering online.

**Membership Policy:** Membership in AHA is a family membership for those residing in the same household. Your membership must be current as of the date of this conference. If you are unsure, please contact our office by email at **conference@ahany.org**, or by phone at **888.918.9198**. Your registration will not be processed with an incorrect fee.

**Refund Policy:**A \$25 processing fee will be applied to all refund requests. No refunds after October 17, 2017.

**Confirmation Policy:** Online registrations automatically receive confirmation. If registering by mail or if further information is required, email **conference@ahany.org**.

**Cancellation Policy:** In the instance of event cancellation, all registrants will be fully reimbursed.

**Dietary Requirements:** Lunch includes a variety of sandwiches and salads (including vegetarian and gluten-free options), fruit, cookies and a beverage. We cannot accommodate other dietary restrictions and there is no discount if you bring your own lunch.

**WALK-INS**

Walk-ins will be charged an additional \$25. (Lunch may not be available; Adelphi's UC Café is open in the Ruth S. Harley University Center.)

**REGISTER EARLY—SEATING IS LIMITED.**

**Check the Breakout Session you plan to attend (Select one.)**

- 1. JOB READINESS
- 2. TWICE EX
- 3. NOW & FOREVER
- 4. SENSORY
- 5. EF

**Workshops are assigned as applications are processed. Some rooms have limited capacity.**

**Payment method, select one:**

Check no. \_\_\_\_\_

AMEX  Visa  MasterCard  Discover

Card no. \_\_\_\_\_

Expiration date \_\_\_/\_\_\_ Security code \_\_\_

Signature \_\_\_\_\_

**Purchase orders accepted.**

**Make checks payable to AHA**

**Association:**

**Fax 631.608.8920, or mail to:**

AHA Association

P.O. Box 916

Bethpage, NY 11714-0916

**SCHOLARSHIPS**

Partial scholarships are available online at **ahany.org** or send a stamped, self-addressed envelope to the AHA Association's address, listed above, requesting the form. A registration form must accompany all scholarship requests. Deadline for scholarship applications is October 10.

**HOTEL ROOMS**

For information about local accommodations, visit **adelphi.edu/visitors/stay.php**.

**DIRECTIONS**

Participants can reach the conference via the Long Island Rail Road or car. For directions, visit **adelphi.edu/visitors/directions.php**.

**ENCLOSED**

Registration fee	\$ _____
Tax-deductible contribution**	\$ _____
Total Included	\$ _____

\*\*Your tax-deductible contribution will be used to provide conference scholarships or to further the work of the Asperger Syndrome & High Functioning Autism Association, Inc.



P.O. Box 916  
Bethpage, NY 11714-0916



# Education and Lifelong Learning for Students on the Autism Spectrum

*"...making fulfilling and productive lives for people with autism the rule rather than the exception."*

**-Stephen Shore, Ed.D., Assistant Clinical Professor**

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