



# Summer Workshops 2019

Presented By: **Kidz Conference Services**

300 Garden City Plaza, Suite 350 • Garden City, NY 11530 • 516-747-9030 • F 516-877-0998

Session	Date & Time	Speaker	Continuing Education Available		
			SW & LMHC & Psych	Speech Path & OTs	Tchr, Lev III TA, Schl Lead
			<i>NYS Bd. for SW hrs.</i> <b>OR</b> NYS Bd. For Mental Health Pract. <b>OR</b> NASP CPDs	ASHA <b>OR</b> AOTA CEUs	NYSED CTLE hrs.

## For personnel working with ages Preschool - High School:

• Cognitive and Compassionate Approaches for Addressing Challenging Behavior	<b>7/25/19</b> 8:30-11:45	Eric Shyman, Ed.D., B.C.S.E.	<b>3</b>	<b>.3</b>	<b>3</b>
• Behavior-Busters: Effective Ways to Address Problem Behaviors	<b>7/25/19</b> 12:45-4:00	Ashley Rosado, MS Ed, BCBA, LBA	<b>3</b>	<b>.3</b>	<b>3</b>
• The Importance of Functional Behavior Assessments (FBAs)	<b>7/31/19</b> 8:30-11:45	Jaime Gettinger-Webber, M.S. SPED, BCBA	<b>3</b>	<b>.3</b>	<b>3</b>
• Developing Effective Behavior Intervention Plans (BIPs)	<b>7/31/19</b> 12:45-4:00		<b>3</b>	<b>.3</b>	<b>3</b>
• Anxiety Disorders within Our Schools	<b>8/6/19</b> 8:30-11:45	Frank Barrett, M.S. SPED, SAS	<b>3</b> <i>Not for Psychologists</i>	<b>.3</b>	<b>3</b>
• Positive Behavioral Interventions & Supports: Developing and Teaching Classroom Expectations	<b>8/6/19</b> 12:45-4:00		<b>3</b>	<b>.3</b>	<b>3</b>
• Teaching Children and Adolescents Strategies to Deal with Moral and Ethical Dilemmas	<b>8/7/19</b> 8:30-11:45	Easton Hazell, MS SPED, SAS	<b>3</b>	<b>.3</b> <i>Not for OTs</i>	<b>3</b>
• Time to Come Off: Understanding and Addressing Unhealthy Video Gaming in Children and Adolescents	<b>8/7/19</b> 12:45-4:00	Lenny Caltabiano, Psy.D., NCSP & Joseph Dragotta, MS	<b>3</b>	<b>.3</b> <i>Not for OTs</i>	<b>3</b>
• Attention Seeking Behaviors: Avoiding Power Struggles	<b>8/13/19</b> 8:30 – 4:00	Mary Lou Bastiao, M.S. SPED & Rachael Berkowitz, MS.Ed, LBA, BCBA	<b>6</b>	<b>.6</b>	<b>6</b>

## Teaching Learners with Autism Spectrum Disorder (Early Intervention - Grade 2)

• Understanding Autism and Behavior Analysis (Day 1)	<b>6/27 or 8/26</b> 8:30-4:00	Lenny Caltabiano, Psy.D., NCSP & Jaime Gettinger-Webber, M.S.SPED, BCBA	<b>6</b>	<b>.6</b>	<b>6</b>
• Building a Mand Repertoire & Errorless Teaching Procedures (Day 2)	<b>7/1 or 8/27</b> 8:30-4:00		<b>6</b>	<b>.6</b>	<b>6</b>
• Intensive Teaching Procedures: Tacts, Intraverbals & Listener Behavior (Day 3)	<b>7/2 or 8/28</b> 8:30-4:00		<b>6</b>	<b>.6</b>	<b>6</b>

*See separate brochure for details about above course*

## CEU / CPD INFORMATION



Kidz Conference Services, LLC is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to

provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply any endorsement of course content, specific products or clinical procedures.



APPROVED PROVIDER OF CONTINUING EDUCATION by The American Occupational Therapy Association, Inc.

Kidz Conference Services, LLC is an AOTA Approved Provider of continuing education. AOTA does not endorse specific course content, products, or clinical procedures. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. Provider #6021. **AOTA Classification Code for all sessions: Domain of OT and OT Process.**

Kidz Conference Services, LLC is approved by the New York State Education Department as a sponsor of Continuing Teacher and Leader Education (CTLE), #23368.

### Kidz Conference Services, LLC is

approved by

National Association of School Psychologists to offer continuing education for school psychologists.

Kidz Conference Services, LLC SW CPE 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 SW#-0147.

Kidz Conference Services, LLC is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed mental health counselors. MHC#-0118.



Cognitive/Compassionate Approaches, Behavior Busters, FBAs, BIPs Plans, Anxiety Disorders, Classroom Expectations, Moral & Ethical Dilemmas and Gaming are offered for .3 ASHA CEUs. Attention Seeking Behaviors is offered for .6 ASHA CEUs.

(Intermediate level, Related Area)

**Participants must be present for the entire session to receive continuing education credits**

# INFORMATION ON SESSIONS:

Sign up for both sessions below to get a DISCOUNT!

## Cognitive and Compassionate Approaches for Addressing Challenging Behavior

**Date/Time:** 7/25/19 8:30 am – 11:45 am  
**Location:** TBD: Either Kidz Office (Garden City) or Salisbury Center Westbury  
**Presenter:** Eric Shyman, Ed.D., B.C.S.E.  
**Audience:**  Teachers  Social Workers  Psychologists  
 Speech/Language Pathologists  Teacher Aides  
 School Leaders  Level III Teaching Assistants  
 Occupational Therapists  
 Licensed Mental Health Counselors

**Age Range:**  Elem  MS  HS  
**Level/Meth:** Intermediate; Lecture & Group Participation

**IMPORTANT**

### Course Description:

This workshop will explore the benefits of interpreting and addressing behaviors from an emotional and compassionate perspective (socioemotional) as opposed to a contingency-based perspective (behavioristic). Fundamental differences will be drawn between these two approaches, and applications of these differences will be explored.

### Learner Objectives - As a result of this activity, participant will be able to:

- identify key differences between socioemotional approaches and behavioristic approaches.
- identify specific socioemotional approach methodologies.

### Agenda

8:30 Fundamental Understanding of Socioemotional Approaches  
10:00 Break  
10:15 Cultural Implications of Socioemotional Approaches  
10:45 Practical Applications of Socioemotional Approaches  
11:15 "Hands on" activity

## Behavior Busters: Effective Ways to Address Problem Behaviors

**Date/Time:** 7/25/19 12:45 pm – 4:00 pm  
**Location:** TBD: Either Kidz Office (Garden City) or Salisbury Center Westbury  
**Ashley Rosado, MS Ed, BCBA, LBA**  
**Audience:**  Teachers  Social Workers  Psychologists  
 Speech/Language Pathologists  Teacher Aides  
 School Leaders  Level III Teaching Assistants  
 Occupational Therapists  
 Licensed Mental Health Counselors

Elem  MS  HS  
Intermediate; Lecture & Group Participation

**This course has been given previously. You may not be eligible for CEUs if you have taken it.**

### Course Description:

This session will provide proactive ways to prevent problem behaviors from turning into crisis behavior. Attendees will learn how to effectively define problem behaviors. The following will also be discussed: reinforcement strategies, implementing classroom management systems/expectations, group-based contingencies, how to provide effective feedback to students, movement/sensory interventions and more.

### Learner Objectives - As a result of this activity, participant will be able to:

- define behavior in operational and measurable terms
- identify effective vs. ineffective class-wide reinforcement systems
- define group-based contingencies and provide an example
- identify individualize strategies to address problem behaviors
- define and explain different types of schedules of reinforcement

### Agenda

12:45 Overview  
1:15 Defining Behavior/Problem Behavior  
1:45 Proactive Classroom Strategies  
2:15 Break  
2:30 Group Contingencies & Reinforcement Systems  
3:00 Providing Feedback to Students  
3:30 General Strategies (e.g. Movement, Sensory, and More...)

## BIOGRAPHICAL INFORMATION

**Eric Shyman, Ed.D., B.C.S.E.** has been in the field of special education for 16 years as a classroom teacher for students with severe behavioral and developmental disabilities; staff and parent trainer; behavior analyst; field placement supervisor, educational researcher; and professor. He has published over 20 articles in peer reviewed journals nationally and internationally, and has authored four books, all with acclaim from well-known figures in the field of education.

**Ashley Rosado, MS Ed, BCBA, LBA,** spent five years working with children and young adults with severe behavioral challenges using applied behavioral analysis in both the home and intensive school settings. She currently works as a behavior consultant in homes and public school settings.

**DISCLOSURE INFORMATION: Financial** – Dr. Shyman is receiving a speaker's fee for presenting these sessions. Ms. Rosado is an employee of Gayle E. Kligman Therapeutic Resources (GEK), an affiliated company. **Non-financial:** Dr. Shyman receives royalties from his books. Ms. Rosado has no other non-financial disclosures.

Sign up for both sessions below to get a DISCOUNT.

## The Importance of Functional Behavior Assessments

**Date/Time:** 7/31/19 8:30 am – 11:45 am  
**Location:** TBD: Either Kidz Office (Garden City) or Salisbury Center Westbury  
**Presenter:** Jaime Gettinger-Webber, M.S.SPED, BCBA  
**Audience:**  Teachers  Social Workers  Psychologists  
 Speech/Language Pathologists  
 School Leaders  Level III Teaching Assistants  
 Occupational Therapists  
 Licensed Mental Health Counselors

**Age Range:**  Elem  MS  HS  
**Level/Meth:** Intermediate; Lecture & Group Participation

**IMPORTANT** This course has been given previously. You may not be eligible for CEUs if you have taken it.

**NOTE:** Although it is not a requirement, this course is often taken in conjunction with "Developing Effective Behavior Intervention Plans".

### Course Description:

Research has long supported the practice of conducting Functional Behavioral Assessments (FBAs) in order to develop the proper behavior support strategies for students with behavioral difficulties. This workshop will review the four core functions of challenging behavior. Each function will be described, and examples will be reviewed. The FBA process and procedures will be covered in terms of descriptive and experimental analyses. Emphasis will be placed on collecting informant data, direct observations, and experimental functional analyses. All information presented in this workshop will be summarized within the context of developing a comprehensive FBA report.

### Learner Objectives - As a result of this activity, participant will be able to:

- identify four main functions of challenging behavior
- explain the importance of identifying the proper functions
- identify three assessment procedures
- explain how all the information collected as part of the FBA process should be summarized in a report.

### Agenda

8:30 Why FBAs are so Important  
8:45 Four Main Functions of Challenging Behavior  
9:30 Break  
9:45 Assessment Process and Procedures  
10:45 Generating a Comprehensive FBA Report

## Developing Effective Behavior Intervention Plans

**7/31/19 12:45 pm – 4:00 pm**  
TBD: Either Kidz Office (Garden City) or Salisbury Center Westbury  
**Jaime Gettinger-Webber, M.S.SPED, BCBA**

Teachers  Social Workers  Psychologists  
 Speech/Language Pathologists  
 School Leaders  Level III Teaching Assistants  
 Occupational Therapists  
 Licensed Mental Health Counselors

Elem  MS  HS  
Intermediate; Lecture & Group Participation

This course has been given previously. You may not be eligible for CEUs if you have taken it.

**NOTE:** Although it is not a requirement, this course is often taken in conjunction with "The Importance of Functional Behavior Assessments"

### Course Description:

This workshop is designed to review the key components of developing an effective Behavior Intervention Plan (BIP). Proactive strategies will be reviewed with emphasis on utilizing the information obtained from a proper functional behavior assessment in order to reinforce functionally equivalent prosocial behaviors. Key reactive strategies will also be reviewed within the context of behavioral extinction procedures. Additional considerations will be reviewed for behaviors that present a danger to the individuals or others (e.g., self-injurious behaviors, aggression, and elopement). Participants will be provided with an example BIP report that incorporates proper data collection procedures.

### Learner Objectives - As a result of this activity, participant will be able to:

- define the proactive component of a BIP
- define the Reactive component of a BIP
- identify special considerations for behaviors that present a more immediate danger
- summarize how to generate a comprehensive BSP/BIP report and data collection

### Agenda

12:45 Proactive BIP Procedures  
1:30 Reactive BIP Procedures  
2:15 Break  
2:30 Additional Considerations for Crisis Behaviors  
3:15 Generating a Comprehensive Written BIP

## BIOGRAPHICAL INFORMATION

Jaime Gettinger-Webber, M.S.SPED, BCBA has a BS in Childhood Education and an MS in Students with Disabilities. She has previously worked with children with various disabilities as a teaching assistant and classroom teacher. She provides direct care and behavioral consultation services utilizing the principles of Applied Behavior Analysis. Her primary interests include autism and behavioral assessments and analysis in the home and school settings. **DISCLOSURE INFORMATION: Financial** – Ms. Webber is an employee of Gayle E. Kligman Therapeutic Resources (GEK), an affiliated company. **Non-financial:** There are no other non-financial disclosures.

Sign up for both sessions below to get a DISCOUNT.

## Anxiety Disorders Within Our Schools

**Date/Time:** 8/6/19 8:30 am – 11:45 am  
**Location:** TBD: Either Kidz Office (Garden City) or Salisbury Center (Westbury)  
**Presenter(s):** Frank Barrett, M.S. SPED, SAS  
**Audience:**  
 Teachers  Social Workers  
 Speech/Language Pathologists  Teacher Aides  
 School Leaders  Level III Teaching Assistants  
 Occupational Therapists  
 Licensed Mental Health Counselors  
**This session is NOT for PSYCHOLOGISTS**  
**Age Range:**  Preschool  Elem  MS  HS  
**Level/Meth:** Intermediate; Lecture & Group Participation

### Course Description:

Anxiety disorders are one of the most common disorders seen among children and adolescents. Children with anxiety disorders are at higher risk to perform poorly in school and they miss out on important social experiences. This session will explain the differences between stress, anxiety and fear. Information will be provided about different manifestations of anxiety, including selective mutism, separation anxiety, obsessive compulsive disorder, and generalized anxiety. Strategies that can be used in classroom and therapy sessions to address student's needs will be discussed.

### Learner Objectives - As a result of this activity, participant will be able to:

- identify the difference between fear and anxiety
- Identify 3 specific anxiety disorders
- Identify 3 strategies that can be used to address each of the identified anxiety disorders

### Agenda

8:30 Introduction: Fear vs. Anxiety  
9:15 Discussion of Different Anxiety Disorders  
10:00 Break  
10:15 Strategies and Interventions

## Positive Behavioral Interventions & Supports: Developing and Teaching Classroom Expectations

**8/6/19 12:45 pm – 4:00 pm**  
TBD: Either Kidz Office (Garden City) or Salisbury Center Westbury  
Frank Barrett, M.S. SPED, SAS

Teachers  Social Workers  Psychologists  
 Speech/Language Pathologists  Teacher Aides  
 School Leaders  Level III Teaching Assistants  
 Occupational Therapists  
 Licensed Mental Health Counselors

Preschool  Elem  MS  HS  
Intermediate; Lecture, Group Participation

### Course Description:

Classroom management can be a challenging aspects of teaching. As teaching becomes more stressful with increased accountability standards and high-stakes testing, a well-managed classroom is key to maximizing student learning opportunities. Positive Behavioral Interventions and Supports (PBIS) emphasizes the use of proactive strategies that define, teach and reinforce appropriate behaviors. Attendees will learn how to develop expectations that can be used in classroom, related service and other school settings, and how to teach and reinforce those expectations. The CHAMPS system of setting expectations for each specific activity is one of the strategies that will be discussed. The acronym refers to identifying the expectations for Conversation, Help, Activity, Movement and Participation.

### Learner Objectives - As a result of this activity, participant will be able to:

- identify 3 classroom expectations that are appropriate for the age of their students
- explain how to teach these expectations in the classroom or setting
- identify an expectation for a specific activity according to the CHAMPS format

### Agenda

12:45 Overview of PBIS  
1:00 School-wide Interventions  
1:30 Classroom Interventions  
2:15 Break  
2:30 CHAMPS  
3:15 Teaching Expectations

## BIOGRAPHICAL INFORMATION

Frank Barrett, M.S. SPED, SAS has been in the field of special education for over 40 years. He has received accolades and awards as both an educator and administrator. In addition to presenting numerous workshops in school districts throughout Long Island, Mr. Barrett is currently serving as an adjunct professor at Nassau Community College and as a field supervisor for student teachers at Concordia College. Mr. Barrett is passionate about the field of special education and engages his audiences in an anecdotal, humanistic fashion.

**DISCLOSURE INFORMATION: Financial** – Mr. Barrett is receiving a speaker's fee for presenting these sessions. **Non-financial:** There are no other non-financial disclosures.

Sign up for both sessions below to get a DISCOUNT.

## Teaching Children and Adolescents Strategies to Deal with Moral and Ethical Dilemmas

**Date/Time:** 8/7/19 8:30 am – 11:45 am  
**Location:** TBD: Either Kidz Office (Garden City) or Salisbury Center Westbury  
**Presenter:** Easton Hazell, MS SPED, SAS  
**Audience:**  Teachers  Social Workers  Psychologists  
 Speech/Language Pathologists  
 Guidance Counselors  School Leaders  
 Teacher Aides  Level III Teaching Assistants  
 Licensed Mental Health Counselors  
**This session is NOT for OCCUPATIONAL THERAPISTS**  
**Age Range:**  Elem  MS  HS  
**Level/Method:** Intermediate; Lecture & Group Participation

### Course Description:

This course is designed to give teachers and related service providers an additional tool to unlock the potential success that every student possesses. Participants will learn different ways to engage students in discussions and activities on moral dilemmas that can potentially shape their value system and help them make better decisions when confronted with challenging situations. This is, by no means, to influence their value system, but for the students to create their value system based on their experiences. As we witness the surge in social media conflicts and the poor judgment that our students make, it is imperative to engage them so they can reflect and learn from their experiences.

It is important to note that this material is not to be a stand-alone curriculum but can be integrated into existing curricula such as literature social studies, science, as well in individual and group counseling.

### Learner Objectives - As a result of this activity, participant will be able to:

- discuss ethics and morals as it relates to everyday situations
- discuss various scenarios and identify how they would react in each situation
- explain how to integrate morals and ethics into existing curricula and activities

### Agenda

8:30 Icebreaker  
9:00 The Importance and Benefits of Integrating Moral & Ethical Reasoning into existing curricula and counseling.  
10:15 Break  
10:15 Case Studies that Highlight Moral/Ethical Dilemmas  
11:00 Creating and Designing Approaches to Inspire Student Interest

## Time to Come Off: Understanding and Addressing Unhealthy Video Gaming in Children and Adolescents

**8/7/19 12:45 pm – 4:00 pm**  
**TBD:** Either Kidz Office (Garden City) or Salisbury Center Westbury  
**Lenny Caltabiano, Psy.D., NCSP & Joseph Dragotta, MS**  
 Teachers  Social Workers  Psychologists  
 Speech/Language Pathologists  Guidance Counselors  
 School Leaders  Teacher Aides  Level III Teaching Assistants  
 Licensed Mental Health Counselors  
**This session is NOT for OCCUPATIONAL THERAPISTS**  
 Elem  MS  HS  
Intermediate; Lecture & Group Participation

### Course Description:

The World Health Organization (WHO) recently listed Gaming Disorder as an official diagnosis, recognizing the unhealthy and addictive behavioral repertoire some individuals will develop in response to video gaming. Increasing numbers of parents are reporting struggles with their children related to unhealthy video gaming. This workshop will explore the nature of unhealthy and addictive gaming in children and adolescents. Presenters will review the behavioral science and principles that can lead to unhealthy gaming and explain how the same principles can be used to build a healthier repertoire of behavior. Learning and educational performance is a major life function that can be negatively impacted by unhealthy video gaming. Although video gaming is largely viewed as a “home” activity, unhealthy video gaming could lead to negative outcomes at school and beyond. Accordingly, the presenters offer a collaborative approach to treatment that involves coordination between home and schools. Specific strategies/direct behavior intervention strategies will also be reviewed and explained.

### Learner Objectives - As a result of this activity, participant will be able to:

- identify 3 key features of gaming disorder
- identify how a gaming disorder can negatively impact children and adolescents
- describe key behavior science principles that play a role in gaming disorder
- identify 3 strategies to directly address unhealthy gaming behavior
- identify 3 ways school staff can work collaboratively with parent

### Agenda

12:45 Introduction to Gaming Disorder and Related Statistics  
1:00 Behavioral Addiction: Key Principles that Shape Unhealthy Gaming  
1:30 Home Routines That Shape Unhealthy Gaming  
1:45 Break (15 minutes)  
2:15 Behavior-based Strategies and Interventions  
3:00 Home-School Approaches and Strategies

## BIOGRAPHICAL INFORMATION

**Easton Hazell** is an assistant principal at one of Nassau BOCES high schools. He has over three decades working with children with special needs in the educational and mental health arena. Mr. Hazell's high school serves students with unique mental health issues. He is dedicated to working with a multi-disciplinary team to prepare students for the next chapter in their lives by equipping them with a diverse arsenal of skills and tools.

**Lenny Caltabiano, Psy.D., NCSP** is a NYS Licensed Psychologist, a NYS and Nationally Certified School Psychologist and currently is the Director of the Autism Behavioral Services Department at Kidz Therapy & Gayle E. Kligman Therapeutic Resources. He received his doctorate of psychology from St. John's University. His primary focus is on the assessment and treatment of behavior difficulties within the school setting. Dr. Caltabiano has dedicated his career to individuals with autism and other neurodevelopmental disorders. He has presented at the national and local levels on these topics for school district administrators, teachers, psychologists, related service providers, and para-educators. He provides consultation and parent training services for children birth through 21. Additionally he has taught graduate courses related to autism and applied behavior analysis. Prior to working at Kidz/GEK, He worked as a school psychologist in the public schools.

**Joseph Dragotta, MS** has over 20 years of professional experience as a general education 4<sup>th</sup> and 5<sup>th</sup> grade teacher in the Sayville School District. He strives for student to achieve success within the classroom beyond the textbooks, and he direct behavioral services concurrent to teaching complete NYS standards. His primary focus is for cohesive student growth in the school and home settings academically, socially, and emotionally.

**DISCLOSURE INFORMATION: Financial** – Dr. Caltabiano is an employee of Gayle E. Kligman Therapeutic Resources (GEK), an affiliated company. Mr. Hazell and Mr. Dragotta are receiving a speaker's fee for presenting this session. **Non-financial:** There are no other non-financial disclosures.



## Attention Seeking Behaviors: Avoiding Power Struggles

**Date / Time:** 8/13/19 8:30 am – 4:00 pm TBD – Either Kidz Office (Garden City) or Salisbury Center (Westbury)  
**Presenter(s):** Mary Lou Bastiao, M.S.SPED & Rachael Berkowitz, MS.Ed, LBA, BCBA  
**Audience:**  Teachers  Social Workers  Speech/Language Pathologists  School Leaders  Psychologists  
 Teacher Aides  Level III Teaching Assistants  Occupational Therapists **CEU/CTLE/CPD INFO ON PAGE 1**  
**Student Age Range:**  Preschool  Elem  MS  HS  
**Course Level/Methods:** Intermediate; Lecture, Demonstration, Group Participation  
**IMPORTANT:** **This course has been given previously. You may not be eligible for CEUs if you have taken it.**

**Course Description:**

How often do you observe/hear about a power struggle between a parent/teacher and a child? How often does the adult say that they MUST address the behavior or the child will never learn what they did wrong? Often educators and parents feel they need to address children’s behaviors by verbally explaining what the child did wrong or providing them with a reprimand. However, for behaviors that serve an attention-seeking function, providing verbal explanations or reprimands is fulfilling a need of the parent/teacher and not addressing the behavior in an appropriate manner. Attention is provided naturally through words, gestures, body language, eye contact and facial expressions; therefore it is difficult for the adult to remove all attention. **This presentation will focus on identifying the topography of attention seeking behavior, analyzing this function of behavior from the eyes of a behaviorist, looking at the maintaining variables, and discussing strategies that help to extinguish the behavior without engaging in a power struggle.**

**Learner Objectives - As a result of this activity, participant will be able to:**

- identify the topography of an attention seeking behavior
- identify maintaining variables
- identifying strategies to help decrease the attention seeking behavior
- explain why the consequence should be based on the behavior

**Agenda**

8:30	Topography of Attention Seeking Behavior	12:00	Lunch
9:00	Attention as a Function of Behavior	1:00	Strategies
10:30	Break (15 minutes)	3:00	Break (15 minutes)
10:45	Maintaining Variables	3:15	Strategies Used by Participants

### BIOGRAPHICAL INFORMATION

**Mary Lou Bastiao, M.S.SPED** has been working with children with disabilities since 1991 when her career began as a paraprofessional in a BOCES setting. She has a Bachelor’s degree in Social Work and a Masters in Children with Disabilities. She has conducted numerous staff trainings on supporting children with autism. She currently provides school district consultation, parent training, and leads Early Intervention teams for children with ASD.

**Rachael Berkowitz, MS.Ed, LBA, BCBA** has been working with children with disabilities for more than 10 years with a concentration in children with autism. She was a classroom teacher and is now a behavior consultant in various districts on Long Island utilizing the principles of Applied Behavior Analysis.

**DISCLOSURE INFORMATION: Financial** – Ms. Bastiao is an employee of Gayle E. Kligman Therapeutic Resources (GEK), an affiliated company. Ms. Berkowitz is receiving a speaker’s fee for presenting this session. **Non-financial:** There are no other non-financial disclosures.

## Teaching Learners with Autism Spectrum Disorder (ASD) (EI - Grade 2)

**Dates / Time:** See below **Presenter(s):** Lenny Caltabiano, Psy.D., NCSP & Jaime Gettinger-Webber, M.S.SPED, BCBA  
**Audience:**  Teachers  Social Workers  Psychologists  Speech/Language Pathologists  Teacher Aides  
 Level III Teaching Assistants  School Leaders  Occupational Therapists  Licensed Mental Health Counselors  
**Student Age Range:**  EI  Preschool  Elem (thru grade 2)  
**Level/ Methods:** Day 1 – Introductory; Days 2 & 3 – Intermediate. Lecture, discussion, demonstration & practice

**Course Description:**

This 3-day workshop provides an overview of ASD and an in-depth approach to teaching young children with ASD. Day 1 will provide an overview of Autism and Behavior Analysis. Days 2 and 3 will provide more in-depth training of teaching procedures related to expanding a child’s verbal behavior, including hands-on rehearsal and practice, allowing participants to practice the strategies put forth, with the presenters providing hands-on feedback.

**It is highly recommended that you take days 2 and 3 together, even though you have the option of taking only one. If you choose to attend only one of the two, you will not be fully exposed to the scope of the training. For those interested in becoming a Module 1-trained ABA Early Intervention provider in Nassau and/or Suffolk County, this three-day workshop will help prepare you for the examination. Therefore, if you are using this course in preparation for the exam, it is recommended that you attend all three dates.**

**You may take EITHER one, two or all three sessions. Sign up for multiple days to get a DISCOUNT.**

<b>Day 1 - Understanding Autism and Behavior Analysis</b>	<b>Day 2 - Building a Mand Repertoire &amp; Errorless Teaching Procedures</b>	<b>Day 3 - Intensive Teaching Procedures: Tacts, Intraverbals &amp; Listener Behavior</b>
<b>6/27 or 8/20 8:30 am - 4:00 pm</b>	<b>7/1 or 8/21 8:30 am - 4:00 pm</b>	<b>7/2 or 8/22 8:30 am - 4:00 pm</b>

**See our website for the separate brochure for this session, with full course descriptions, learning objectives & agenda**

Day 1 will review ASD and introduce key concepts and strategies related to incorporating empirically-supported methods of teaching learners with ASD. Emphasis will be placed on utilizing behavioral science (applied behavior analysis) to target social-communication skills, early learning skills, and build a positive behavioral repertoire. Proper assessment of a learner’s skills and factors that can impact progress will be covered.	Participants will learn key elements to motivate children with ASD to express their wants and needs (mand repertoire) and use errorless teaching procedures to maintain motivation and develop a positive learning environment. Alternative/augmentative communication strategies will be reviewed, with emphasis on the Picture Exchange Communication System (PECS) and sign language.	Day 3 will explore teaching of verbal behavior beyond the mand exchange and will focus on teaching expressive language skills such as labeling (tacts) and intraverbal interactions. Receptive (listener behavior) will be reviewed. As in day 2, errorless teacher procedures will be incorporated into the rehearsal sessions. Intensive data collection procedures will also be reviewed during this session.
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## WORKSHOP DETAILS

**Important Notice**

**LOCATION OF SESSION** - Will be sent to participants the week before the session. It will be either the **GEK Offices (Garden City)** or **Salisbury Center (Westbury)** depending on the number of registrants.

**NO FOOD/BEVERAGES WILL BE SERVED DURING THE CONFERENCES** - You may bring drinks/snacks/lunch. There is no place on the premises to purchase food or beverages. Convenient lunch sites are located near the conference site.

### REGISTRATION INFORMATION

Early Bird Discount – sign up at least TWO weeks prior to the session, and receive a discount

CHECK the workshop(s) you plan on attending			Early Bird	Regular	
<input type="checkbox"/> Challenging Behavior <input type="checkbox"/> Behavior Busters <input type="checkbox"/> BOTH OF THE ABOVE (full day rate for both)	7/25	8:30-11:45	<input type="checkbox"/> \$55 (by 7/11)	<input type="checkbox"/> \$65	Same rate for non-Kidz and Kidz/GEK staff
	7/25	12:45-4:00	<input type="checkbox"/> \$55 (by 7/11)	<input type="checkbox"/> \$65	
			<input type="checkbox"/> \$95 (by 7/11)	<input type="checkbox"/> \$105	
<input type="checkbox"/> Functional Behavior Assessments <input type="checkbox"/> Behavior Intervention Plans <input type="checkbox"/> BOTH OF THE ABOVE (full day rate for both)	7/31	8:30-11:45	<input type="checkbox"/> \$55 (by 7/17)	<input type="checkbox"/> \$65	Same rate for non-Kidz and Kidz/GEK staff
	7/31	12:45-4:00	<input type="checkbox"/> \$55 (by 7/17)	<input type="checkbox"/> \$65	
			<input type="checkbox"/> \$95 (by 7/17)	<input type="checkbox"/> \$105	
<input type="checkbox"/> Anxiety within our Schools <input type="checkbox"/> Classroom Expectations <input type="checkbox"/> BOTH OF THE ABOVE (full day rate for both)	8/6	8:30-11:45	<input type="checkbox"/> \$55 (by 7/23)	<input type="checkbox"/> \$65	Same rate for non-Kidz and Kidz/GEK staff
	8/6	12:45-4:00	<input type="checkbox"/> \$55 (by 7/23)	<input type="checkbox"/> \$65	
			<input type="checkbox"/> \$95 (by 7/23)	<input type="checkbox"/> \$105	
<input type="checkbox"/> Moral & Ethical Dilemmas <input type="checkbox"/> Unhealthy Video Gaming <input type="checkbox"/> BOTH OF THE ABOVE (full day rate for both)	8/7	8:30-11:45	<input type="checkbox"/> \$55 (by 7/24)	<input type="checkbox"/> \$65	Same rate for non-Kidz and Kidz/GEK staff
	8/7	12:45-4:00	<input type="checkbox"/> \$55 (by 7/24)	<input type="checkbox"/> \$65	
			<input type="checkbox"/> \$95 (by 7/24)	<input type="checkbox"/> \$105	
<input type="checkbox"/> Avoiding Power Struggles	8/13	8:30-4:00	<input type="checkbox"/> \$95 (by 7/30)	<input type="checkbox"/> \$105	Same rate for non-Kidz and Kidz/GEK staff
Teaching Learners with Autism Spectrum Disorder			Non-Kidz Staff	Kidz/GEK Staff	
<input type="checkbox"/> Understanding Autism and Behavior Analysis <input type="checkbox"/> Mand Repertoire & Errorless Teaching <input type="checkbox"/> Intensive Teaching Procedures <input type="checkbox"/> ONE OF THE ABOVE - (check session above) <input type="checkbox"/> TWO OF THE ABOVE - (check sessions above) <input type="checkbox"/> ALL THREE OF THE ABOVE - (check sessions above)	<input type="checkbox"/> 6/27	<input type="checkbox"/> 8/26	This is the only session with different rates for Non-Kidz staff and Kidz/GEK staff There are no Early Bird rates for this session		
	<input type="checkbox"/> 7/1	<input type="checkbox"/> 8/27			
	<input type="checkbox"/> 7/2	<input type="checkbox"/> 8/28			
			<input type="checkbox"/> \$90	<input type="checkbox"/> \$45	
			<input type="checkbox"/> \$150	<input type="checkbox"/> \$85	
			<input type="checkbox"/> \$210	<input type="checkbox"/> \$125	

### TO REGISTER

**Online:** [www.kidztherapy.com](http://www.kidztherapy.com) with credit card    **Fax:** with credit card 516 877-0998

**Mail:** with check/credit card: Kidz Conference Services, 300 Garden City Plaza Suite 350, Garden City, NY 11530

**Info or Special Accommodations:** Tesa @ 516-747-9030 x181 or [kidzconferenceservices@kidztherapy.com](mailto:kidzconferenceservices@kidztherapy.com) Should you require a reasonable accommodation to attend, all such requests must be received no less than four weeks prior to the date.

**Refund Policy:** All cancellations will be subject to the handling fee noted below. Refund requests must be received by mail/e-mail at least 10 calendar days prior to the conference date or the full amount will be charged. Full refunds will be given if workshop is cancelled due to inclement weather or other unforeseen circumstances. **Handling Fee for cancellations: \$10 per half-day workshop; \$15 per full-day workshop**

### PRINT INFORMATION CLEARLY

Name \_\_\_\_\_

Discipline     LCSW     LMSW     Psych     Teacher  
 Speech     OT     LMHC     Level III Tch Asst  
 Other: \_\_\_\_\_

E-Mail \_\_\_\_\_

Phone \_\_\_\_\_

License # (Social Workers & LMSCs for CEUs) \_\_\_\_\_

Your Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Employer \_\_\_\_\_

### PAYMENT METHOD

Amount: \$ \_\_\_\_\_

Check enclosed payable to: **Kidz Conference Services**  
 Credit Card:    \_\_\_ Visa    \_\_\_ MasterCard    \_\_\_ AmEx

\_\_\_\_\_ Credit Card Number                      Security Code                      Expiration Date

Print name as it appears on card \_\_\_\_\_

Authorized Signature \_\_\_\_\_