



# Summer Workshops

Presented By: **Kidz Conference Services**

1400 Old Country Road, Suite C103N • Westbury, NY 11590 • 516-806-6969 • F 516-806-6950

Session	Date & Time	Speaker	Continuing Education Available			
			SW & LMHC & Psychologists	Speech Path	Teachers, Lev III TA, Schl Lead	BCBAs & BCaBAs
			<i>NYS Bd. for SW rs.</i> <b>OR</b> <i>NYS Bd. For Mental Health Pract.</i> <b>OR</b> <i>NYS Bd for Psychology</i> <b>OR</b> <i>NASP CPDs</i>	ASHA CEUs	<i>NYSED CTLE hrs</i>	<i>BACB Ace Type II</i>
<b>All sessions will be presented on-line live, via Zoom</b> Sign up for multiple sessions – get a discount!						
<b>• Understanding Stimulus Control</b> <i>And the Environmental Cues that Lead to Effective Behavior Change</i>	<b>7/21/21</b> 9:00-12:15	Jaime Webber, M.S. SPED, BCBA	3	.3	3	No ACE Type II
<b>• Assent and Person-Centered Processes for Compassionate Instruction</b>	<b>7/27/21</b> 9:00-12:15	Eilis O'Connell, MA, BCBA, LBA	3	.3	3	3.5
<b>• Behavior Interventions for Students with ADHD, Oppositional Defiant Disorder &amp; Anxiety</b> <i>Another Set of Tools for Your Toolbox</i> <b>(our summer mini-conference)</b>	<b>8/4/21</b> 9:00-12:15	R. Nicolle Carr, Ph.D., BCBA-D	3	.3	3	3.5
<b>• Beyond Planned Ignoring *DATE CHANGE*</b> <i>Behavioral Interventions for Maladaptive Behaviors that are "Outside the Box"</i>	<b>8/5/21</b> 9:00-12:15	Eilis O'Connell, MA, BCBA, LBA	3	.3	3	No ACE Type II
<b>• The Interplay of Cognitive Deficits and Challenging Behavior in Children and Adolescents</b>	<b>8/12/21</b> 9:00-12:15	Lenny Caltabiano, Psy.D., NCSP	3	.3	3	3.5
<b>• Cultural Responsiveness for Education Professionals</b>	<b>8/17/21</b> 9:00-12:15	Eric Shyman, Ed.D.	3	.3	3	No ACE Type II
<b>• Functional Communication Training</b> <i>Going Beyond the Basics</i>	<b>8/18/21</b> 9:00-12:15	Keri Streljau, M.S. SPED, BCBA, LBA	3	.3	3	3.5

## CEU / CPD INFORMATION



Kidz Conference Services  
Intermediate Level  
.3 ASHA CEUs



Kidz Conference Services, LLC is approved by the National Association of School Psychologists to offer continuing education for school psychologists.

### For all courses above

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.

Kidz Conference Services, LLC is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #0040. 3 NYSED PsychBd Contact Hrs

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 has been authorized as a provider of Type II continuing education by the Behavior Analyst Certification Board, Inc. BACB ACE Provider # OP 17-2780 (3.5 CEUs)

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

**To receive Continuing Education Credits, participants must be present for the entire session and submit a completed evaluation form at the end of the session.**

## Understanding Stimulus Control

### And the Environmental Cues that Lead to Effective Behavior Change

**Date/Time:** 7/21/21 9:00 am -12:15 pm **Location:** Zoom Live online session  
**Presenter:** Jaime Webber, M.S. SPED, BCBA  
**Audience:**  Teachers  Social Workers  Licensed & School Psychologists  Speech/Language Pathologists  Teacher Aides  
 School Leaders  Level III Teaching Assistants  Licensed Mental Health Counselors  
**Age Range:**  Elem  MS  HS **Level/Method:** Intermediate; Lecture, Videos & Discussion

#### Course Description:

**Ever wonder why we always stop at a red light and go at a green light? Ever wonder why we use a spoon instead of a fork to eat soup?** The answer is stimulus control. All behavior is under some form of stimulus control and antecedents often signal as “cues” in our environment to engage in specified behaviors. Understanding this concept is crucial in the development of individualized programming and effective teaching. When working with students with behavioral difficulties, the use of prompts and shaping behavior is often required to help gain control over desired behaviors, which will allow you to work more effectively with your students and clients.

This training will review the concept of stimulus control, as well as how prompting can be used to gain and transfer stimulus control in order to promote desired responses and improve student independence. Concepts such as stimulus control, discriminative stimulus, stimulus delta, transfer of stimulus control, prompt hierarchy, prompt fading, and ways to utilize these concepts within your teaching environment to improve student behavior will be reviewed.

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

- Define stimulus control
- Define discriminative stimulus
- Define stimulus delta
- Explain transfer of stimulus control

#### Agenda

9:00 Stimulus control  
9:45 Discriminative stimulus  
10:30 Break  
10:45 Stimulus delta  
11:30 Transfer of stimulus control

**Jaime Webber, M.S. SPED, BCBA** has a BS in Childhood Education and an MS in Students with Disabilities. She is currently the Director of School Age Services for Family of Kidz. Previously she worked with children with various disabilities as a teaching assistant, classroom teacher and Behavior Analyst. Her primary interests include autism and behavioral assessments and analysis in the home and school settings.

## Assent and Person-Centered Processes for Compassionate Instruction

**Date/Time:** 7/27/21 9:00 am -12:15 pm **Location:** Zoom Live online session  
**Presenter:** Eilis O’Connell, MA, BCBA, LBA  
**Audience:**  Teachers  Social Workers  Licensed & School Psychologists  Speech/Language Pathologists  Teacher Aides  
 School Leaders  Level III Teaching Assistants  Licensed Mental Health Counselors  BCBA’s & BCaBA’s  
**Age Range:**  Elem  MS  HS **Level/Method:** Intermediate; Lecture & Discussion

#### Course Description:

#### **What can you do with students who cannot provide their consent in a situation?**

In this session, the presenter will introduce participants to **assent, or, the expression of approval and agreement from an individual who may not be able to provide consent.** We all, on a regular basis, provide our consent in a variety of situations. However, students with disabilities may not be able to communicate their consent in typical ways. “Assent” is the way that they communicate whether they are willing to participate.

For those who work closely with learners throughout their childhood, assent skills are essential as they develop self-advocacy. This course will explain how our interventions need to be more-person centered, obtaining assent from students who are unable to consent.

Participants will learn how to teach and provide students with opportunities that foster self-advocacy skills, and how to foster a different mind-set within professionals working in school environments. “Assent” will be explored, with attention paid to a variety of different ages and learners. Teaching procedures and strategies geared toward increasing self-advocacy and developing strong relationships with students will be presented. This course will support your development of ethical practices that center on the individual and seek to create environments and relationships built out of compassion and respect. “Ableism” will be explained, with discussion of how it can manifest in our practices and helping us to think through ways to intentionally reduce these practices to better support our students.

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

- define ableism and explain how it manifests within school settings.
- identify procedures that promote ableism.
- define assent and client dignity.
- identify strategies and skillsets to promote assent and client dignity within educational settings

#### Agenda

9:00 Intro; Define and identify with examples of how it can manifest within school settings  
9:45 Identify procedures that promote ableism  
10:15 Break  
10:30 Define assent and client dignity  
10:45 Skill sets for providers to promote assent and client dignity  
11:15 Skill sets for learners to promote self-advocacy  
11:45 Strategies to promote assent and client dignity within your therapeutic practices

**Eilis O’Connell** is a Board Certified Behavior Analyst (BCBA), Licensed Behavior Analyst (LBA) in New York State, and certified special education teacher. She has years of experience applying evidence based practices within schools, centers, clinics, and the home and community for a variety of learners. She received her Masters of Arts in Intellectual Disabilities and Autism from Teachers College, Columbia University and an advanced certificate in Applied Behavior Analysis from Florida Institute of Technology. She is pursuing a PhD in Applied Behavior Analysis at Endicott College.

## Behavior Interventions for Students with ADHD, Oppositional Defiant Disorder & Anxiety Another Set of Tools for Your Toolbox

**Date/Time:** 8/4/21 9:00 am -12:15 pm **Location:** Zoom Live online session

**Presenter:** R. Nicolle Carr, Ph.D., BCBA-D

**Audience:**  Teachers  Social Workers  Licensed & School Psychologists  Speech/Language Pathologists  Teacher Aides  
 School Leaders  Level III Teaching Assistants  Licensed Mental Health Counselors  BCBA's & BCaBA's

**Age Range:**  Preschool  Elem  MS  HS **Level/Method:** Intermediate; Lecture, Videos & Discussion

### Course Description:

Most students can generally be managed in the classroom with the existing tools in our toolbox. However, occasionally some students exhibit difficult behaviors that exceed our current tool set. In these instances, evidence-based interventions should be implemented and aimed at both preventing the behavior from occurring as well as decreasing it once it occurs. In addition, students come to us with a variety of family backgrounds, histories and biology. Due to this, the same interventions do not work with all students and what works with a student one day may not work the next.

Speaker will explain the behavioral neuroscience underlying **Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), and Anxiety**, symptoms that result in the classroom, and how to implement effective and strategic interventions using this information.

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

- identify evidence-based interventions to address behavioral deficits and excesses.
- describe basic anatomy of the brain, with relation to its intricate structure and functions, and differences in these structures in those with the identified disabilities.
- identify specific strategies for non-compliant students, transitions & unstructured time.

### Agenda

- 9:00 Introduction
- 9:15 **ADHD:** Overview; Neural Mechanisms & Genetic Research; Basic Classroom Interventions
- 10:00 **Oppositional Defiant Disorder:** Overview and Risk Factors; Relationship Building; Basic Interventions for Defiance in the Classroom and School Refusal
- 10:45 Break
- 11:00 **Anxiety:** Overview; Neural Mechanisms and Genetic Research; Basic Classroom Interventions

**R. Nicolle Carr, Ph.D.** has a Ph.D. in behavioral neuroscience/psychology from the University of Texas, Austin and is a Board-Certified Behavior Analyst. She is currently the Director of the Applied Behavior Analysis program at the University of Oklahoma. Most recently she founded the Oklahoma state chapter under the ABAi. Dr. Carr served as the assistant clinical director at a residential program outside of Boston and as a consultant for a clinic in Western MA. She currently consults for school districts regarding classroom management and individual student needs while teaching online and in person for a variety of universities across the US. She also served as the secretary of the Society for Behavioral Neuroscience and Comparative Psychology of the American Psychological Association and the Ethics Special Interest Group for the Association for Behavioral Analysis International.

## Beyond Planned Ignoring Behavioral Interventions for Maladaptive Behaviors that are "Outside the Box"

**Date/Time:** 8/5/21 9:00 am -12:15 pm **date change** **Location:** Zoom Live online session

**Presenter:** Eilis O'Connell, MA, BCBA, LBA

**Audience:**  Teachers  Social Workers  Licensed & School Psychologists  Speech/Language Pathologists  Teacher Aides  
 School Leaders  Level III Teaching Assistants  Licensed Mental Health Counselors

**Age Range:**  Preschool  Elem  MS  HS **Level/Method:** Intermediate; Lecture, Videos & Discussion

**IMPORTANT** This is a repeat of the session that was held during the 20/21 school year

### Course Description:

**Do you feel you are always having to react to your student's behaviors?  
Do you have trouble finding interventions that not only stop behaviors but teach new skills?  
Then this workshop is for you!**

This course will explore the applications of Applied Behavioral Analytic (ABA) interventions and strategies that incorporate the use of interventions that can be utilized before behaviors occur (antecedent interventions), positive reinforcement, and reinforcing small steps of behavior overtime (shaping).

Strategies and techniques for individuals with behavioral excess are often utilized without identifying the "why" of the behavior, which can lead to ineffective treatment and constant turnover of interventions. This workshop will explore accessible assessments and data collection procedures to identify why behaviors are occurring, along with ethical and person-first interventions that ensure the learners we work with are increasing needed skill sets, while decreasing maladaptive behaviors. Current research by Dr. Greg Hanley and Dr. Justin Leaf will be explored throughout the course to introduce new and cutting-edge evidence-based procedures. Learn how to identify the function or "whys" of behavior; create interventions and strategies that can be implemented before a behavior happens and teach new skills; and utilize interventions that are ethical, and trauma informed leading to greater success for your students and you.

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

- identify & explain assessments procedures and data collection systems to identify functions of behavioral excesses.
- define and explain antecedent interventions.
- define and explain positive reinforcement procedures.
- define and explain shaping procedures.
- Identify behavioral modification procedures vs. Applied Behavior Analytic procedures.

### Agenda

- 9:00 Functions of behavior & how behaviors can be multiply maintained.
- 9:30 Assessment methods to find the functions of behavior.
- 10:00 Difference between behavior modification & ABA in Interventions.
- 10:30 Break
- 10:45 Antecedent Interventions and how to correlate them to functions.
- 11:15 Positive reinforcement procedures & correlating functions.
- 11:45 Shaping procedures & correlating them to functions.

**Eilis O'Connell** is a Board Certified Behavior Analyst (BCBA), Licensed Behavior Analyst (LBA) in New York State, and certified special education teacher. She has years of experience applying evidence based practices within schools, centers, clinics, and the home and community for a variety of learners. She received her Masters of Arts in Intellectual Disabilities and Autism from Teachers College, Columbia University and an advanced certificate in Applied Behavior Analysis from Florida Institute of Technology. She is pursuing a PhD in Applied Behavior Analysis at Endicott College.

## The Interplay of Cognitive Deficits and Challenging Behavior

Date/Time: **8/12/21 9:00 am -12:15 pm**

Location: **Zoom Live online session**

Presenter:

Audience:  Teachers  Social Workers  Licensed & School Psychologists  Speech/Language Pathologists  Teacher Aides  
 School Leaders  Level III Teaching Assistants  Licensed Mental Health Counselors  BCBA's & BCaBA's

Age Range:  Preschool  Elem  MS  HS Level/Method: Intermediate; Lecture, Videos & Discussion

### Course Description:

Research has suggested that children and adolescents with cognitive deficits are at higher risk of challenging or problem behavior. The presence of challenging behavior may further interfere with a student's academic performance and development.

This workshop focuses on the interplay between cognitive deficits and challenging behavior. In order to develop effective intervention and supports, the teachers and support staff have to establish an understanding of both the nature of the underlying cognitive deficits as well as the antecedents and consequences that shape the behavior. Although behavior intervention planning is typically based on functional behavior assessments (FBA), failure to properly consider and understand a student's cognitive deficits can lead to poorly designed interventions. This workshop reviews key areas of cognitive ability including memory, processing speed, auditory processing, visual processing, and fluid reasoning, and how deficits in these areas of cognitive ability could influence behavior. Participants will learn how to incorporate this information in intervention planning and develop a more comprehensive behavior plan.

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

- identify at least 3 key areas of cognitive ability
- describe how certain cognitive deficits can influence behavior
- explain how to link cognitive deficits to behavior intervention planning
- explain how to incorporate cognitive deficit information into a student's behavior intervention plan

### Agenda

- 9:00 Introduction
- 9:15 Key Areas of Cognitive Ability
- 10:00 How Cognitive Deficits Influence Behavior
- 10:30 Break
- 10:45 Incorporating Cognitive Deficit Information into BIPs and Intervention Planning
- 11:15 Team Approach to Supporting Students with Cognitive Deficits & Behavioral Challenges

**Lenny Caltabiano, Psy.D., NCSP** is currently the Chief Executive Officer of Family of Kidz, which provides a variety of therapeutic and special education services to infants, toddlers, preschoolers, and school-age children. Dr. Caltabiano is a New York State licensed psychologist and certified school psychologist. He earned his doctoral degree at St. John's University, and his areas of specialization include autism spectrum disorder, behavior intervention, and cognitive assessment. He has conducted hundreds of presentations, trainings, and workshops related to these areas of specialization. Prior to becoming CEO in 2021, Dr. Caltabiano was the Director of Autism and Behavioral Services and Vice President of Therapeutic and Educational Services at Family of Kidz.

## Cultural Responsiveness for Education Professionals

Date/Time: **8/17/21 9:00 am -12:15 pm**

Location: **Zoom Live online session**

Presenter: **Eric Shyman, Ed.D.**

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

Age Range:  Preschool  Elem  MS  HS Level/Method: Intermediate; Lecture, Videos & Discussion

### Course Description:

**What does it mean to be "Culturally Responsive?"  
What does this look like in a learning environment?**

Our local schools are increasingly diverse, necessitating learning environments that are culturally responsive. According to the National Center for Culturally Responsive Educational Systems (NCCREST), "cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures." But what does this entail, and how do you implement it? This workshop will show you!

This session will address the development of cultural competence (with culture encompassing a broad sense) among education professionals. It will cover how to implement culturally responsive strategies into the classroom, including interpersonal communication, teaching methods and behavior management strategies. Further, evidence of academic benefits of culturally responsive instructional strategies for all students will be identified using findings from published research.

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

- Identify aspects that make an interactive or teaching strategy culturally responsive.
- Identify particular areas of need in their own cultural responsiveness.
- Identify at least three positive outcomes of engaging in cultural responsiveness.

### Agenda

- 9:00 Introduction to Cultural Responsiveness
- 9:15 The Main Components of Cultural Responsiveness in Education
- 9:15 Culturally Responsive Interpersonal Communication
- 9:45 Group Activity
- 10:00 Break
- 10:15 How to Engage in Cultural Self Reflection to Inform Your Practice
- 11:15 Individual and Group Activities in Cultural Self Reflection

**Eric Shyman, Ed.D.** received his doctorate from Teachers College, Columbia University in 2009. He has written 5 books and over 35 national and international peer-reviewed articles on topics including inclusive education, disability rights, race and ethnicity in education, cultural responsiveness, and social justice. He is currently Associate Professor of Child Study at St. Joseph's College.

# Functional Communication Training

## Going Beyond the Basics

**Date/Time:** 8/18/21 9:00 am -12:15 pm **Location:** Zoom Live online session

**Presenter:** Keri Stejlau, M.S. SPED, BCBA, LBA

**Audience:**  Teachers  Social Workers  Licensed & School Psychologists  Speech/Language Pathologists  Teacher Aides  
 School Leaders  Level III Teaching Assistants  Licensed Mental Health Counselors  BCBA's & BCaBA's

**Age Range:**  Elem  MS  HS **Level/Method:** Intermediate; Lecture, Videos & Discussion

### Course Description:

**Working with individuals who have difficulty expressing their needs?**  
**Do your learners have severe speech/language difficulties and use problem behavior to communicate what they need?**  
**Are YOU searching for an effective evidence-based intervention to address problem behavior?**

When individuals have difficulty expressing their needs, they will engage in behavior that may result in getting their needs met. Sometimes, these behaviors may be inappropriate or harmful. Functional Communication Training (FCT) is an evidence-based intervention used to replace inappropriate or problem behavior with more appropriate and effective communicative behaviors or skills. It teaches and establishes replacement behaviors for inappropriate or harmful behaviors such as aggression, escape/elopement, non-compliance, self-injury, and more. FCT requires the precise manipulation of establishing operations, timing of prompts, and delivery of consequences for communicative and problem behavior while ensuring the safety of the implementer and the student.

This training is geared to taking a deeper dive into this intervention. We will discuss the selection of functional responses, use of effective teaching methods and schedules of reinforcement, including how to thin these schedules. Additionally, we will explore how to effectively increase the complexity of functional communication responses, use of demand fading and alternatives to using escape extinction procedures.

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

- Describe effective teaching methods for Functional Communication Training, including how to advance the Functional Communication Responses (FCR).
- Identify optimal functional communication responses.
- Identify reinforcement procedures including schedule use and thinning reinforcement, appropriate to the setting of the learner.
- Summarize reinforcement procedures to teach acceptance and tolerate delays and demands.

### Agenda

- 9:00 Introduction: Overview of FCT and objectives for the session
- 9:15 Selection of Optimal Functional Communication Responses (FCR)
- 9:45 Effective Teaching Methods
- 10:15 Break
- 10:30 Effective Teaching Methods and Use of Schedules of Reinforcement and Thinning of Reinforcement
- 11:30 Increasing Complexity of FCR
- 11:45 Final discussion, questions, and comments

**Keri Stejlau, M.S. SPED, BCBA, LBA** has a BS in Speech Hearing Sciences with a minor in Children with Exceptionalities and an MS in Inclusive Early Childhood Education. Keri is the Supervisor of Early Intervention at Family of Kidz. She has previously worked with children with various disabilities in recreational, home and school settings. She has also worked in intensive settings for children and adult with Autism Spectrum Disorders. She provides direct services and supervision of services for therapists utilizing the principles of Applied Behavior Analysis, as well as, guiding educators working with children ages 0-3. Her primary interest includes autism and early childhood education in the homes and community.

**DISCLOSURE INFORMATION:** Financial – Dr. Calabiano, Ms. Webber and Ms. Stejlau are employees of Family of Kidz, our parent organization. Dr. Carr, Ms. O’Connell and Dr. Shyman are receiving speaker’s fees for presenting this session. Dr. Shyman has written books on special education for which he receives royalties. **Non-financial:** There are no other non-financial disclosures for any of the speakers.

**WORKSHOP DETAILS - ZOOM LOG-IN INFORMATION** - Will be sent to participants the week before the session. You will also be responsible for printing the handouts for the session.

TO REGISTER			
JULY		AUGUST	
• Understanding Stimulus Control	7/21/21	• Behavior Interventions: ADHD, ODD & Anxiety	8/4/21
• Assent and Person-Centered Processes	7/27/21	• Beyond Planned Ignoring	8/5/21
		• Cognitive Deficits & Challenging Behavior	8/12/21
		• Cultural Responsiveness	8/17/21
		• Functional Communication Training	8/18/21

### **COST FOR ALL SESSIONS:**

	General	Family of Kidz Staff
ONE OF THE ABOVE	\$65	\$55
TWO OF THE ABOVE	\$120	\$105
THREE OF THE ABOVE	\$175	\$155

**Register Online:** [www.kidztherapy.com](http://www.kidztherapy.com) - Conferences & Trainings tab

**If you have difficulty, email Tesa at:** [kidzconferenceservices@familyofkidz.com](mailto:kidzconferenceservices@familyofkidz.com)

**Info or Special Accommodations:** Tesa @ [kidzconferenceservices@familyofkidz.com](mailto:kidzconferenceservices@familyofkidz.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**