



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 <i>*see below</i>	Speech Path (ASHA CEUs)	Teachers, Lev III TA, Schl Lead (NYSED CTLE)	BCBAs & BCaBAs (BACB Ace Type II)
			<i>*NYS Bd. for SW rs. OR NYS Bd. For Mental Health Pract. OR NYS Bd for Psychology OR NASP CPDs</i>			
All sessions live on-line, via Zoom Sign up for multiple sessions – get a discount!						
The Sensory Dilemma <i>Distinguishing Between Broad Sensory Difficulties and Behavioral Functions</i>	7/26/22 9:00-12:15	Lenny Caltabiano, Psy.D., NCSP	3	.3	3	3.5
Behavior Interventions for Students with ADHD, Oppositional Defiant Disorder & Anxiety (Part 1) <i>(summer mini-conference)</i> <i>Another Set of Tools for Your Toolbox</i>	7/27/22 9:00-12:15	R. Nicolle Carr, Ph.D., BCBA-D	3	.3	3	3.5
Applications of Self-Disclosure for Clinicians and Educators <i>Developing Referent Power and Improving Socialization</i>	8/3/22 9:00-12:15	Maurene Goodman, PsyD	3	.3	3	No ACE Type II
Behavior Interventions for Students with Autism, Bipolar Disorder, Depression & School Avoidance (Part 2) <i>(summer mini-conference)</i> <i>Another Set of Tools for Your Toolbox</i>	8/4/22 9:00-12:15	R. Nicolle Carr, Ph.D., BCBA-D	3	.3	3	3.5
When Reinforcement “Doesn’t Work” <i>Troubleshooting Behavior Interventions for Success</i>	8/9/22 9:00-12:15	Emily Kuntz, Ph.D., BCBA	3	.3	3	3.5
When Executive Functioning does not Properly Function <i>Evidence-based Interventions for One of the Greatest Predictors of School Success</i>	8/10/22 9:00-12:15	R. Nicolle Carr, Ph.D., BCBA-D	3	.3	3	3.5
Behavior-Cognitive Parent Training Models for Special Needs Populations Part 1: The Behavior Based Parent Training Model Part 2: Cognitive Based Approaches to Parent Training	8/16/22 9:00-12:15 12:45-4:00	Lenny Caltabiano, Psy.D., NCSP	3 3	.3 .3	3 3	3.5 3.5

CEU / CPD INFORMATION



ASHA CE
APPROVED PROVIDER

Kidz Conference Services
Intermediate Level
.3 ASHA CEUs



Ensuring High Quality Professional Development

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

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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

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.

Cost & Other Registration Information

COST FOR ALL SESSIONS:

	General	Family of Kidz Staff (employees with active cases through Family of Kidz)
ONE OF THE ABOVE	\$65	\$55
TWO OF THE ABOVE	\$120	\$105
THREE OF THE ABOVE	\$175	\$155

Register Online: www.kidztherapy.com - Conferences & Trainings tab. If you have difficulty, email Chastidee at: kidzconferenceservices@familyofkidz.com

Zoom Log-in Info & Handouts - Will be sent to participants the week before the session.

Info or Special Accommodations: Chastidee @ 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**

Brief Bios & Disclosure Information

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.

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.

Maurene Goodman, PsyD is a NYS certified school psychologist. She is the Director of Kidz Psychological Services at Family of Kidz, our mental health service line for children, families, and adults. Dr. Goodman specializes in psychological and academic assessments, children, adolescents, and families, emotional difficulties, and Autism Spectrum Disorder. She received her Bachelor of Science in Industrial/Organizational Psychology at Farmingdale State College, prior to receiving her Masters of Arts in School Psychology at Adelphi University. Dr. Goodman received her doctorate in Psychology at Adelphi University.

Emily Kuntz, PhD, BCBA is an Assistant Professor of Special Education in the Department of Educational Psychology at the University of Oklahoma. She began her career as a general educator and ABA (applied behavior analysis) therapist before moving into the roles of special educator, autism consultant as a BCBA and Senior Behavior Analyst. Her current work focuses on improving instructional and inclusive practices for students with intellectual and developmental disabilities including autism.

DISCLOSURE INFORMATION: Financial – Drs. Caltabiano and Goodman are employees of Family of Kidz, our parent organization. Drs. Carr and Kuntz are receiving speaker's fees for presenting this session. **Non-financial:** There are no other non-financial disclosures for any of the speakers.

SESSION DESCRIPTIONS

The Sensory Dilemma

Distinguishing Between Broad Sensory Difficulties and Behavioral Functions

Date/Time:	7/26/21 9:00 am -12:15 pm	Location:	Zoom Live online session		
Presenter:	Lenny Caltabiano, Psy.D., NCSP				
Audience:	<input checked="" type="checkbox"/> Teachers	<input checked="" type="checkbox"/> Social Workers	<input checked="" type="checkbox"/> Licensed & School Psychologists	<input checked="" type="checkbox"/> Speech/Language Pathologists	<input checked="" type="checkbox"/> School Leaders
	<input checked="" type="checkbox"/> Teacher Aides	<input checked="" type="checkbox"/> Level III Teaching Assts	<input checked="" type="checkbox"/> Licensed Mental Health Counselors	<input checked="" type="checkbox"/> BCBA's & BCaBA's	
Age Range:	<input checked="" type="checkbox"/> Preschool	<input checked="" type="checkbox"/> Elem	<input checked="" type="checkbox"/> MS	<input checked="" type="checkbox"/> HS	Level/Method: Intermediate; Lecture & Discussion

Course Description:

"Sensory difficulty" has become a common phrase used to describe a myriad of interfering behaviors that children may present with. Often times, behaviors presented by children with certain diagnoses such as Autism Spectrum Disorder (ASD) and Attention-Deficit Hyperactivity Disorder (ADHD) are assumed to be sensory in nature. While it is true that many children with such disorders may present with sensory-based challenges, it should not be assumed that because a behavior appears sensory-based that it is truly serving a sensory (automatic) function.

This course describes several sensory-based difficulties a child may present with, and a distinction is made in how to identify automatic behavioral functions. Implications for intervention and treatment are also reviewed; specifically how to incorporate contingent and non-contingent reinforcement procedures to address sensory-based behaviors.

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

- provide a behavior-based definition of sensory (automatic) behaviors.
- identify the difference from general sensory difficulties and true sensory functions
- identify whether or not a sensory-based behavior truly requires intervention or treatment
- explain how to incorporate contingent and non-contingent strategies to effectively address interfering behaviors

Agenda

- 9:00 Introduction: Defining Sensory Behaviors
- 9:45 Behavioral Conceptualization of Sensory Functions
- 10:30 Break
- 10:45 Determining Interventions
- 11:30 Using Contingent and Non-Contingent Strategies

PART 1 - Behavior Interventions for Students with ADHD, Oppositional Defiant Disorder & Anxiety

Another Set of Tools for Your Toolbox

Our Summer Mini-Conference – Register for either or both sessions

Date/Time: 7/27/22 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 School Leaders
 Teacher Aides Level III Teaching Assts Licensed Mental Health Counselors BCBA & BCaBAs

Age Range: Preschool Elem MS HS

Level/Method: Intermediate; Lecture & 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; Classroom Interventions
- 10:00 **ODD:** Overview and Risk Factors; Relationship Building; Interventions for Defiance in the Classroom and School Refusal
- 10:45 Break
- 11:00 **Anxiety:** Overview; Neural Mechanisms and Genetic Research; Classroom Interventions

SEE NEXT PAGE FOR 8/3/22 Session - Applications of Self-Disclosure for Clinicians and Educators

PART 2 - Behavior Interventions for Students with Autism, Bipolar Disorder, Depression & School Avoidance

Another Set of Tools for Your Toolbox

Our Summer Mini-Conference – Register for either or both sessions

Date/Time: 8/4/22 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 School Leaders
 Teacher Aides Level III Teaching Assts Licensed Mental Health Counselors BCBA & BCaBAs

Age Range: Preschool Elem MS HS

Level/Method: Intermediate; Lecture & Discussion

Course Description:

Part 1 covered evidence-based interventions for students with problems with attention to task, mild aggressive behaviors or anxiety. However, there are other ways mental health problems may manifest in the classroom when a student presents with more aggressive or manic behaviors, ineffective communication and social skills, or school avoidance issues. The standard interventions often focus on assignment accommodations, social skills development and setting small goals. Even so, like the spectrum under which these diagnoses fall, so do additional considerations for support in the classroom both before and after the maladaptive behaviors occur. Both those with and without a behavior analytic background will be presented with new content that evaluates the establishing operation of behaviors often associated with the diagnosis, such as failure to follow directions or complete assignments, manic episodes or lack of social skills. The interventions presented are evidence-based, behavior analytic in nature and follow the behavior analytic ethics code.

Part 2 focuses on the following mental health issues: **Depression, Autism, Bipolar Disorder and School Avoidance** and strategies that can be used with these students. This session highlights these disorders including the diagnostic criteria, most common behavior problems and evidence-based practices. There are so many different needs of so many different students, that a one-size fits all remedy often may not work. Considering the environment around the behavior and results of the behavior are essential in selecting the appropriate and effective intervention. This process starts with observations, data collection and a smidge of research. We will also consider why treatment often does not work and how to best troubleshoot interventions you already have in place.

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

- identify evidence-based interventions to address behavioral deficits
- explain in a conceptually systematic manner the contingency between common antecedents and proposed interventions for autism, bipolar or depression
- Identify behavioral modification procedures vs. Applied Behavior Analytic procedures

Agenda

- 9:00 Introduction
- 9:15 Autism
- 10:00 Bipolar Disorder & Depression
- 11:00 Break
- 11:15 School Avoidance

Applications of Self-Disclosure for Clinicians and Educators

Developing Referent Power and Improving Socialization Among Children and Adolescents

Date/Time: 8/3/22 9:00 am -12:15 pm **Location:** Zoom Live online session

Presenter: Maurene Goodman, Psy. D

Audience: Teachers Social Workers Licensed & School Psychologists Speech/Language Pathologists School Leaders
 Teacher Aides Level III Teaching Assts Licensed Mental Health Counselors **NOTE: ACE Type II NOT available (BCBAs)**

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

Course Description:

Whether it be in a therapy room, classroom, or consultation setting, most of us have been in situations where we feel like we're struggling to maintain control. Referent power is a type of power that stems from our ability to inspire and influence others, and its' authority comes from the extent to which people admire, respect, and see us as a leader. The application of self-disclosure is not frequently discussed but is shown through research to be a highly effective strategy to develop this influential power. Self-disclosure can also be utilized to create positive classroom climates and foster friendships among students who may be experiencing socialization difficulties.

This session will review the benefits of the use of self-disclosure for educators, including teachers and clinicians. Relevant research will be reviewed and discussed. Participants will learn how to use self-disclosure to improve classroom management and climate, therapeutic practices, team and group cohesiveness, and socialization among children and adolescents.

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

- explain the research self-disclosure, including likeability and initial perceptions
- summarize relevant literature on self-disclosure and its' applications
- explain how self-disclosure can be used to improve classroom management, therapeutic practices, increasing team cohesiveness

Agenda

- 9:00 Group Activity
- 9:30 Discussion & Introduction
- 9:45 Review of Relevant Literature
- 10:30 Review of Current Study & findings
- 11:00 Break
- 11:15 Application of self-disclosure for clinicians and educators

When Reinforcement "Doesn't Work"

Troubleshooting Behavior Interventions for Success

Date/Time: 8/9/22 9:00 am -12:15 pm **Location:** Zoom Live online session

Presenter: Emily Kuntz, Ph.D., BCBA

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

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

Course Description:

**You've tried various reinforcement strategies to address problem behaviors and they have not worked.
What should you do now?**

Decades of research illustrate the effectiveness of reinforcement-based interventions to improve even the most severe problem behaviors of individuals with and without disabilities. However, in practice, teachers and school teams often struggle to effect meaningful behavior change with some students when using basic behavior strategies alone. In these cases, it is necessary to go beyond the basics of A-B-C (antecedent-behavior-consequence) and examine the complexities of the conditions of the natural environment (e.g., school and home settings).

Participants will learn how to review their existing behavior management strategies and determine necessary modifications. **Are we following through on our plan? Are we reinforcing the right behaviors? Are the behaviors that we are expecting something the student can do and when do we need to encourage or teach behaviors?**

"Motivating operations" and "physiological stress responses" will be explained and discussed. It's not as simple as ABC (Antecedent, Behavior, Consequence); staff need to understand how past experiences and learning influences current classroom situations and behavior and how to adjust their behavior plans and reinforcement systems accordingly. Learn how to identify which schedules of reinforcement you are using, how that schedule impacts behavior, and ways to modify teaching procedures to improve behavior (i.e., Matching Law).

These strategies can be used in classroom and related service settings.

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

- explain the difference between performance deficits and skill deficits and how to alter intervention approaches accordingly.
- Define and explain "motivating operations" and "physiological stress responses" and how they can impact reinforcement
- Explain the Matching Law and how different schedules of reinforcement evoke different patterns of behavior

Agenda

- 9:00 Introduction
- 9:15 Classroom & Behavior Management as the Foundation
- 9:45 Performance vs. Skills Deficits
- 10:00 Motivating Operations & the impact of the Physiological Stress Response
- 10:30 Break
- 10:45 Matching Laws and Schedules of Reinforcement
- 11:15 Cautions of Extinction Procedures

When Executive Functioning does not Properly Function

Evidence-based Interventions for One of the Greatest Predictors of School Success

Date/Time: 8/10/22 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 School Leaders
 Teacher Aides Level III Teaching Assts Licensed Mental Health Counselors BCBA's & BCaBA's

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

Course Description:

Kindergarten teachers have identified multiple school readiness traits that correspond to success in the classroom. Many of these traits such as impulse control, problem solving, working memory and reflection are part of executive functioning (EF). We continue to see these traits as foundations for success in academics all the way through to high school and later employment opportunities. These neurological differences manifest in various ways in the classroom and thus need a wide variety of interventions. To better help researchers understand how executive functioning works and, thereby, can be improved, disorders such as autism, ADHD, traumatic brain injury and depression have been studied. This research has led to evidence-based interventions across broad categories that can help teachers, social workers, psychologists, behavior analysts and many other professionals help our students be successful.

This lecture highlights EF as a whole, the current neuroscience research and the evidence-based interventions that can be used across all grades. Many disciplines tackle this topic through a different lens; behavior analyst may use delay discounting whereas a school counselor may discuss impulse control. The behavior, however, looks the same and interventions are cross disciplinary in most cases.

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

- describe the main areas of focus related to executive function and how difficulties manifest in the classroom
- describe how to implement evidence-based interventions for specific EF deficits
- compare & contrast terminology used by behavior analysts, teachers and mental health professionals as they relate to EF

Agenda

- 9:00 EF Basics & Research
- 9:45 Areas & Interventions – Problem Solving, Planning, Organizing, Task Initiation
- 10:30 Break
- 10:45 Impulse Control, Emotional Regulation, Memory, Cognitive Flexibility
- 11:45 Generalization

Behavior-Cognitive Parent Training Models for Special Needs Populations

TWO DIFFERENT SESSIONS - You may attend either or both

Part 1: The Behavior Based Parent Training Model **Date/Time:** 8/16/22 9:00 am -12:15 pm

Part 2: Cognitive Based Approaches to Parent Training " 12:45 pm – 4:00 pm

Presenter: Lenny Caltabiano, Psy.D., NCSP **Location:** Zoom Live online session

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

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

Course Description:

Parent training/counseling is a common service available for parents of children with special needs. There is a long history of behavior-based parent training models. In more recent years, the cognitive model of parent training and counseling have also been put forth and are gaining positive momentum. This workshop will provide a model of parent training that combines the core principles of applied behavior analysis and cognitive-behavior therapy.

Part 1 – The Behavior Based Parent Training Model **8/16/22 9:00 am -12:15 pm**

This portion of the workshop will present a behavior-based model of parent training for students with special needs, and review the core elements of positive behavior supports including the importance of understanding the primary functions of behavior and the four-term contingency of behavior development. Participants will be instructed in how to apply these models within the context of parent training. Specific case examples and scenarios will be presented to emphasize key concepts and strategies. Different strategies to better ensure parent follow through will also be reviewed.

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

- identify how to incorporate the four-term contingency into the parent training process
- describe the importance of educating parents about the primary functions of behavior
- identify at least 2 data collection procedures that parents can use to monitor their child's progress

Agenda

- 9:00 Introduction to Parent Training
- 9:45 Understanding Parent Stressors and Family Dynamics
- 10:00 Introduction to Behavior Model
- 10:45 Functions of Behavior and Four-Term Contingency Model
- 11:15 Break
- 11:30 Behavior Proactive Scenarios (ABC Sheets and Behavior Logs)

Part 2 - Cognitive Based Approaches to Parent Training **8/16/22 12:45 pm – 4:00 pm**

The basic premise of cognitive-based approaches will be reviewed, including unhelpful parent thought attributions and how to effectively dispute and restructure negative thoughts they express. Scenarios and how the cognitive-model of parent training would address each will be provided. Thought interruption and redirection strategies will be reviewed and how to assist parents in developing a more optimistic thought process to the challenges they face. Parent homework strategies will be covered, particularly the use of a parent journal related to feelings, thoughts, and behaviors.

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

- identify parent attribution styles
- identify child attribution styles
- describe at least 3 ways of disputing pessimistic thought processes in parents

Agenda

- 9:00 Introduction to the Cognitive Model
- 9:45 Unhelpful Thought Attributions
- 10:30 Break
- 10:45 Feelings, Thoughts, & Behavior Journal
- 11:30 Scenarios and Examples