

44TH ANNUAL ASAH CONFERENCE

“Creating a Better World”

SCHEDULE



8:00 am - 8:45 Registration
Continental Breakfast
Exhibitors' Session

8:45 - 9:15 Welcome and Awards

9:30 - 11:00 Workshops - Session A

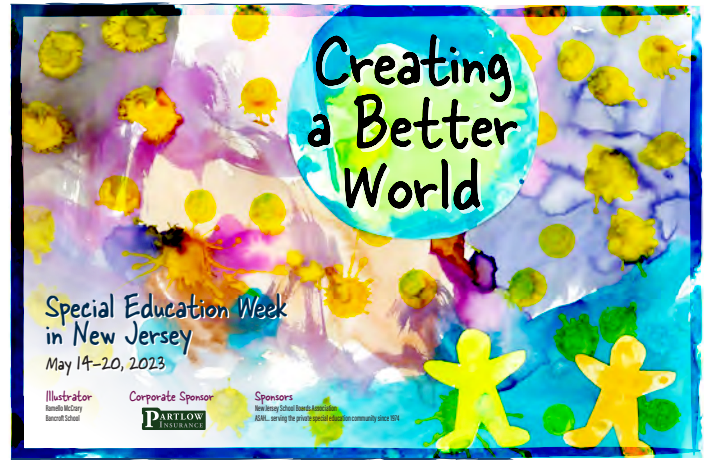
11:15 - 12:45 pm Workshops - Session B

12:45 - 2:00 Lunch/Exhibitors' Session

2:00 - 3:30 Roundtables - Session C

Exhibitors will be open from 8:00 am until 3:30 pm.
Please visit them!

Lunch will be served at 12:45 pm



SPECIAL EDUCATION CONFERENCE

Friday

November 17, 2023

Harrah's

Waterfront Conference Center

Atlantic City

Register On-Line...End of September

www.asah.org



OVERNIGHT ACCOMMODATIONS:

**Harrah's
Waterfront Conference Center
Atlantic City**

\$89 per night
single/double

For reservations, please call:

**Room Reservations at
888-516-2215
(8 am - 2 am EST, 7 days a week)
and mention:
ASAH Annual Conference 2023
Group Code: SH11AH3**

Hotel information
also available at
www.asah.org



REGISTRATION INFORMATION

**PRE-REGISTRATION BY:
November 10, 2023**

To assist you in your workshop selection, the target disability and audience are indicated at the end of each summary.

***ALL REGISTRATIONS MUST BE
PAID IN FULL PRIOR TO DAY OF
CONFERENCE.***

Please mail checks to:
ASAH
2125 Route 33
Hamilton Square, NJ 08690

**PLEASE REGISTER
ONLINE:
www.asah.org**

REGISTRATION FEE (Includes Breakfast & Lunch)

**ASAH Members: \$200
Nonmembers: \$300
Parents/Students: \$80**

BEGINNING NOVEMBER 4, 2023

**ASAH Members: \$210
Nonmembers: \$310
Parents/Students: \$80**

AT THE DOOR

**ASAH Members: \$225
Nonmembers: \$325
Parents/Students: \$90**

**EARLY REGISTRATION - DEADLINE
NOVEMBER 3, 2023**

WORKSHOPS SESSION A

9:30 am - 11:00 am

A-1 Building a Plan for Transitioning Students with ASD to Adult Services

*John C. Barnard, M.S.Ed, BCBA and
Jessica A. Fedezko, M.A., BCBA -
The Bancroft School*

The US Bureau of Labor Statistics has reported decreases in the number of individuals with developmental disabilities who are employed. Despite our efforts to prepare and support our learners for these opportunities. What are some reasons for these low numbers? And how have ongoing changes to our job market impacted employment opportunities for individuals with developmental disabilities? This session will attempt to answer some of these questions by providing an overview of the structure of vocational programming and of adult day services. A roadmap of key skills and curriculum sequences will be proposed. It will be argued that preparation for an eventual transition to adult services is something that starts as early as elementary school and must be planned for at each and every step. Key behaviors and skills should always be taught that will benefit the learner in their next environment. Helpful hints will be provided for both educators and parents. Lively discussion will be encouraged.

1.5 BACB CEUs available

Target disability: All disabilities/ages

Target audience: All

A-2 Psychiatric Pharmacogenomics

*Stephen M. Neff, MSN, APRN-BC, NP -
Y.A.L.E School*

Psychiatric pharmacogenomics is beginning to come of age. In brief, psychiatric pharmacogenomics takes very targeted data from gene sequencing to help tailor a medication to a patient's particular system/needs. Though still in its infancy (though we've been using this technology for over a decade), we are able to understand much more about how individuals process psychotropic medications and this understanding is already leading to improved efficacy and dramatic decreases in side effects and decreased time in finding suitable medications for people. In special populations such as children, adolescents and adults with neurodevelopmental disability this is an indispensable tool as these individuals are at greater risk for side effect or simply don't respond to medications in the way neurotypical patients do. This tool proves even more valuable as these individuals frequently can't tell us how a given medication is making them feel; tools like this give us some objective understanding on how to help avoid side effects in these populations.

Target disability: All

Target audience: Teachers, Clinicians, Administration, Parents/Families

A-3 The Active and Engaged Role of Teacher Assistants, One-on-One's and Paraprofessionals as Partners with Lead Teachers in Learning

Dr. Buzz Mingin - National Speaker

This extremely popular seminar teaches lead teachers and support staff how to develop and maintain a successful partnership in educating special education students. This training experience shows all attendees how to create a healthy and responsible partnership that meets all children's academic, social, behavioral and emotional goals as a team effort. Specific preparation, structures, routines, and responsibilities will be taught so each employee in a classroom understands his or her own individual roles so all children will be attended to in a responsible fashion and without any confusion. In other words, this training will prepare each attendee how to identify their own independent roles in providing classroom management as well as academic instruction. With this training and the adoption of the tactics taught, all attendees will learn how Dr. Buzz's methodology will result in the staff being able to meet all students IEP goals and objectives with accuracy and with less stress.

Target disability: All

Target audience: All

A-4 Evolving Legal Exposure of Private Special Education Schools

David B. Rubin, P.C., Attorney at Law

Recent court decisions from around the country have extended the reach of Title IX, Section 504 and other federal anti-discrimination statutes to private schools. Even our own New Jersey federal court has ruled that private special education schools can be liable for compensatory education and attorney's fees under IDEA in certain cases. Join David Rubin, Esq. for a nuts-and-bolts update on the ever-expanding legal exposure of private schools, and practical tips for avoiding liability.

Target disability: All

Target audience: Administration

A-5 Tomorrow Starts Today!

Michael Farrelly and Tracy Lee - Gramon Family of Schools

Come join this interactive session emphasizing the importance of collaboration amongst families, educational teams and the community to gain a greater understanding of how today's educational practices influence transitioning to adult life. The impact of prompt techniques, classroom routines and common ABA practices in many special education programs and research on adult-life opportunities, such as day habilitation programs, supported employment, volunteering and leisure programs will be shared. Together we will discuss ways to better educate and partner with families, educational teams and service providers in the collaborative process at the IEP meeting and throughout the school setting. Our goal is to create a culture and shift the mindset of educators and caregivers that "Tomorrow Starts Today". Come prepared to share experiences and learn strategies to readily implement with your educational team!

Target disability: All

Target audience: Teachers, Clinicians, Aides, Administration, Parents/Families

A-6 Behavior Planning for Difficult Classroom Environments

Steve Fortunato, M.A. - Alpha School

This presentation will cover issues that are relatable to individuals working with the special needs population. Discussion will include: What strategies can the classroom team execute?; Empathy/Perspective: Why are we here?; Cooperating with stubborn/difficult staff members; Reinforcement for staff to execute plans; Teamwork/Rational Detachment; Dealing with extraneous variables; Can we execute that consequence?; Breaking bad patterns; Conducting training when limited training time is available; Simple goals/Which behavior do we address first?; Attempting to punish behaviors when we are actually reinforcing them; Patience during extinction bursts; Contriving Motivators. Overall goal ...motivating staff, managing different variables that we face in this profession while promoting student success!

Target disability: Behavioral issues for all ages

Target audience: Teachers, Aides

A-7 Implementing School-Wide Positive Behavior Supports in an Alternative Setting: Practical Implications for Success with Complex Students

Dr. Maura L. Roberts, Ph.D., Lana Altimari - Mary A. Dobbins at Legacy Treatment Services and Greg C. Llewellyn - Llewellyn Educational Consulting

Effective behavioral practices and school structures are critical to improving the outcomes of students served in an alternative education setting (AE). School-wide Positive Behavior Supports (SW-PBIS) offers a promising approach to improving student outcomes in an alternative setting (AE). While the implementation of School-wide Positive Behavior Support has achieved positive outcomes in general education settings along with growing evidence that it is also effective in alternative settings. Research has demonstrated that SW-PBIS can reduce office discipline rates for major problem behaviors for students. However, most studies report overall student outcomes rather than disaggregate the findings for general education versus special education students. The purpose of this workshop is four-fold: 1) Provide an overview of the SW-PBIS framework and essential components, 2) examine the impact of SW-PBIS in alternative education settings, 3) review the features of SW-PBIS appropriate for implementation in an AE, and 4) demonstrate the impact of SW-PBIS with a special education only population.

Target disability: Students with emotional and behavior disorder, autism; ages 12-21

Target audience: Teachers, Clinicians, Aides, Administration, Parents/Families

A-8 Moving Up: From Paraprofessional to Principal

Stacie Halscheid - Larc School

If the pandemic has shown us anything in education, it is that staff retention in the school environment is not for the faint of heart. Leadership opportunities can result in better retention and keep a healthy and well-staffed school environment. However, there are definitely challenges in promoting from within. What is it like when you move from being a member of the team to the leader of the team? What advantages can you make the most of, and what challenges does it bring? This workshop will help administrators consider promoting from within, and those who have been promoted to prepare for exciting new commitments.

Target disability: All

Target audience: Teachers, Aides, Administration

A-9 Educating and Supporting Students with Challenging Behavior

Bianca Coleman, Ph.D., NCSP, BCBA-D - Behavior Therapy Associates

Many students have been identified as having difficulty with attention and focus, work completion, and various behavior regulation issues which have required intervention and support in the school setting. These challenges not only impact the learning environment but also the social, emotional, and functional abilities of the child. This workshop aims to provide concrete interaction and intervention strategies to improve emotional regulation, teach replacement behaviors, and suggest methods of collaboration utilizing best practice methodologies.

Target disability: Behavioral issues - all ages

Target audience: All

A-10 Feeding Therapy in Schools

Linda Sarason and Caitlyn Orrok - SEARCH Day Program

This presentation will cover the basics of feeding therapy in the school setting. The presenters will review basic terminology related to feeding and swallowing, as well as different types of feeding programs and interventions. The presenters will discuss assessment, intervention, and generalization as it relates to feeding therapy in a school setting. Emphasis will be placed on providing strategies for teachers and paraprofessionals to encourage healthy eating habits in the classroom. Videos and photos of students will be shown to further enhance the presentation.

Target disability: ASD, ages 3-21

Target audience: Teachers, Aides, Clinicians, Parents/Families

A-11 Legal and Regulatory Update

Vito A. Gagliardi, Jr. - Porzio, Bromberg & Newman, P.C. and Barbara L. DeMarco - Porzio Governmental Affairs

This workshop provides timely updates and in-depth discussion of important changes in state and federal law impacting the education and employment arenas. A progressive executive branch and a conservative Supreme Court majority are taking federal law in different directions simultaneously. Closer to home, local elections have changed the composition of the Legislature which will shift priorities in the next Legislative session. Speakers will break down what this all means for you and your schools, enabling you to better prepare for the road ahead.

Target disability: All

Target audience: Administration - Business Managers, HR

A-12 Back to Basics: Forms, Requirements, Resources to Help Your Health Office Run Smoothly

Lisa Bell, BA, RN, NCSN - Chapel Hill Academy and Virginia Lataro, BSN, RDH, RN, CSN - The Phoenix Center

The Health Office is a busy place and we would like to provide a forum to discuss the requirements for the Health Office as well as sharing forms, information and what works for you! Please come prepared to share all of our expertise as Nurses and help each other navigate the increasing demands of the populations we care for.

Target disability: All

Target audience: School Nurses

A-13 Are You Ready? Providing for Student Safety, Security and Well-Being in Our APSSDs

Kevin M. Craig - Porzio Compliance Services and
Patricia C. Morgan - Porzio, Bromberg & Newman, P.C.

Did you know that the Legislature is considering a new law, which would require each school to incorporate the individual needs of a student with a disability into school safety and security plans and set forth those needs in an IEP? Come learn about this potential law and how you can be prepared. In addition, we will update you on a new guidance coming out of Trenton on safety plans, threat assessment teams and student wellbeing. Find out if your plans are up to date and if you are using best practices for your unique student population.

Target disability: All

Target audience: Teachers, Aides, Administration, Business Managers, HR

WORKSHOPS SESSION B

11:15 am - 12:45 pm

B-1 Using Behavior Skills Training (BST) to Scale Up the Implementation of Skill-Based Treatment (SBT) for Severe Problem Behavior in a School Setting

Edward Sidley and Ashley McParland - SEARCH Day Program

Severe challenging behavior can present significant safety concerns as well as barriers to learning in the school setting. The Practical Functional Assessment and subsequent Skill Based Treatment have been found to effectively decrease problem behavior and teach replacement skills in communication, toleration, and cooperation. How does a school or agency scale up the use of this program across students and the staff who support them? At SEARCH Day Program, behavior skills training (BST) is the model used to train both the trainers and the staff in the implementation of SBT. This presentation will discuss the need for quality treatment when faced with severe challenging behavior, a general description of PFA/SBT, how BST is used for staff training of PFA/SBT, a brief case study of 4 students in the program, and a description of what ongoing supervision/training looks like. Videos, data, and social validity will be presented and discussed.

The SEARCH Day Program is a BACB Authorized Continuing Education Provider (#OP-20-3220) and CEUs will be available for participation in this workshop.

Target disability: Students with Autism Diagnosis; ages 3-21

Target audience: Teachers, Administration

B-2 Refractory Epilepsy - What is it and how can we treat it?

Constance Kilroy, RN, CSN - Spectrum360

What happens when a student's seizure medications stop working? What are their options? In this presentation we will explore refractory epilepsy and the treatments available at this time.

Target disability: All

Target audience: School Nurses

B-3 Curricula, Lesson Plans, Instruction ...Oh My!

Toni Marie Castiglia, M.Ed and Samantha Fry -
Gramon Family of Schools

Pulling from a variety of curricular programs to meet the individual needs of all students served is a common methodology at many special education schools. In turn, special education teachers are tasked with determining which lessons, activities and materials are best suited for individual and small group instruction from a plethora of functional and academic instructional resources. Putting these plans into practice can be an additionally challenging and rewarding experience. Come learn how the educator and instructional coach partnership can foster success in the classroom, positively impact student outcomes and increase teacher confidence!

Target disability: All

Target audience: Teachers, Clinicians, Administration

B-4 "The F" in Emotional Intelligence; Thriving after Adversity

Sean Murphy, MA - The Matheny School

It has been a couple of months since the pandemic was declared over and about a full academic year since all schools in New Jersey returned to in person instruction, yet emotional toll of the pandemic and stressors is still evident with both our students and all of us. How can we use Emotional Intelligence to make us more resilient to trauma? How can we arm ourselves with techniques, so that we can help ourselves, to support others? In this introductory session we will explore the works of a few theorists and take the practical application of those theories. The bulk of the work shall be on the following:

1. Emotional Intelligence 2.0, by Travis Bradbury
2. UNFU*K YOURSELF: Get out of your head and into your Life, by G.J. Bishop
3. The Subtle Art of Not Giving A F*ck, by Mark Manson
4. The Four Agreements, by D.M. Ruiz

This presentation will also reference other avenues for further study from the wisdom of the Stoics to the Mindset of Carol Dweck. We together will journey through both history and calamity (examples shared by the audience) to be ready for anything that the new school year hurls at us. Find out how you can benefit and learn from the wisdom of others to get the peace and calm you deserve.

Target disability: All

Target audience: Teachers, Aides, Clinicians, Administration

B-5 Camp Chatterbox: A Speech-Pathology and Recreational Therapy Collaboration

Katherine Tappan-Verderosa, MS, CCC/SLP and
Elizabeth Trembley - Children's Specialized Hospital

This workshop will focus on how the collaboration of SLPs and Recreation Therapists helps to better achieve social skills, social emotional, and language skills for augmentative and alternative communication users. It will also discuss the importance of parent participation in the process.

Learning Objectives:

1. Participants will learn what Camp Chatterbox is.
2. Participants will learn how the theme is picked, how the SLP and Rec T work together to plan for a fully immersive experience filled with language learning and fun.
3. Participants will learn parent roles at camp: education, participation, networking.
4. Participants will see how this collaboration improves

social emotional skills, social skills, and language skills.

Target disability: Nonspeaking, ages 5-21

Target audience: Teachers, Clinicians, Administration, Parents/Families

B-6 Utilizing Assessments to Create Individualized Goals for Learners with Special Needs

Nyasia Borelli, MA BCBA - Deron School of NJ

This presentation will cover common criterion-referenced assessments (VBMAPP, ABLLS-R, AFLS) utilized in special education classrooms to assess students on their skills/strengths and deficits. Baseline and post-test probes will be further discussed on how to implement these assessments throughout the year to build individualized curriculum for your learners that require additional support by breaking down objectives into smaller units of learner through short term objectives. Examples of scoring, program sheets and objectives will be provided throughout the lecture. Behavior skills training will be modeled for the intended audience on how to create objectives while cross referencing assessment scores.

Target disability: All, ages 3-21

Target audience: Teachers, Clinicians, Administration

B-7 Advocacy: Yours and Ours

Barbara L. DeMarco - Porzio Governmental Affairs and

Patricia C. Morgan - Porzio, Bromberg & Newman

The current Fiscal Code will sunset in April 2024. Discussions regarding "the new Code" have already commenced. Critical to helping ensure that what becomes "the new Code" will avoid the issues of the current one is strategic advocacy - yours and ours. Attendees for this session will learn what strategic approach is being taken on behalf of your schools, the status of certain advocacy efforts and how specifically you can contribute to those efforts with local and concerted action.

Target disability: All

Target audience: Business Managers, HR, Administration

B-8 Verbal De-Escalation Techniques

Joshua Joslin and John Farris - Chapel Hill Academy

It's difficult to predict exactly how you might respond during a crisis. Yet, as an educator, healthcare provider, or human services provider, you face challenging behavior and potentially dangerous situations every day. How you respond greatly determines the safety of everyone involved - and profoundly affects your relationships with those in your care. Verbal De-Escalation skills can prevent situations from becoming a crisis.

Target disability: Emotional, behavioral, learning disabilities; K-12

Targeted audience: All

B-9 The Role of a Paraprofessional

Ashley Agresti, Ryan Brattole and Caitlin Malone - The Phoenix Center

This presentation is aimed for an audience that works with any age of students with special needs. This workshop would be beneficial for parents, teachers, paraprofessionals, therapists, behaviorists, and administrators. This class will review and refine skills required for success when working in the classroom and with students as a paraprofessional. Topics covered will include: prompting techniques and prompt hierarchy, various methods of data collection with examples and demonstrations, role in

implementation of behavior plans and sensory diets, portfolio set up and filing of basic evidence/data, and information related to current trends in technology used in the classroom during instructional work sessions, such as, SMARTBoard & iPads.

Target disability: All

Targeted audience: Paraprofessionals, Teachers, Administration, Parents/Families

B-10 Supporting the Arts with the Use of Assistive Technology

Janet DeSenzo - CTC Academy

Lessons that focus on the arts are often difficult to adapt for students with specific physical, cognitive, and neurological disabilities. At CTC, we were able to adapt and individualize lessons in music and art classes that focused on both theory and practice. This presentation will focus on a variety of lessons presented to students with a wide array of needs. Participants will see video examples of students creating art and music with the help of assistive technology. Attendees will also have an opportunity to trial the devices that were used. You will hear from both our art and music teachers as they share their instructional goals and their teaching philosophy. Finally, participants will leave with a toolbox of lesson plans that could be used both with and without specific equipment.

Target disability: Students with mild to complex disabilities;

All ages

Target audience: Teachers, Clinicians, Administration

B-11 Using Google as a Learning Tool in the Classroom

Stephanie Bloomer - The Phoenix Center

This course is for individuals with a pre-existing working knowledge of Google Applications. The workshop will cover the Google Applications most used and most valuable when conducting lessons. During this workshop, you will learn how to navigate Google Classroom in depth, learn to utilize Google Meet and its advanced features, learn to navigate Google Calendar, and learn to create interactive assignments for students. The class will focus on learning each application's features and their uses in an in-person and virtual classroom setting, and the ways in which material can be modified to meet the needs of individual students and the classroom as a whole.

Target disability: All

Target audience: Teachers, Clinicians, Aides

B-12 Multiple Intelligences - Multiple Solutions

Christopher Eaves - eavesdrop®

Multiple Intelligences—Multiple Solutions provides participants with an introduction and overview to Multiple Intelligences Theory and how it informs teaching and learning. How are we smart and how can we leverage our intelligences for the well-being of our students, our peers and ourselves? How can we use our intelligences to move toward our fullest potential as teachers and learners? Eaves takes you on a tour of art history and teaching pedagogy to ignite critical thinking and inquiry. Multiple Intelligences-Multiple Solutions features an array of group games and artful activities designed to become a meaningful part of an educators' classroom practice. Multiple Intelligences-Multiple Solutions provides educators with a creative space and time to come together and think about how we think!

Target disability: Various disabilities, ages 10+

Target audience: All

PLEASE NOTE

Many of our workshops may be applicable towards meeting your professional development requirements. DOE Continuing Education Units will be awarded for each sequence of this conference.

**CEUs
WILL NOT
be distributed until end of each workshop.**

EXHIBITION

**THERE WILL BE VARIOUS
EXHIBITORS ON HAND.
PLEASE VISIT THEM.**



**EXHIBITORS
WILL BE OPEN FROM
8:00 AM - 3:30 PM**

**MANY THANKS TO
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ASAH...*serving the private special education community since 1974*

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