

# The Binghamton Regional Center for Autism Spectrum Disorders

2nd  
Annual

## Spring Conference for Families, Educators, & Providers

### Evidence-Based Supports for Children, Adolescents, & Young Adults with Autism Spectrum Disorder



**Thursday March 14, 2019**  
**DoubleTree Binghamton**  
**225 Water St. Binghamton, NY 13901**

Regional Centers for Autism  
Spectrum Disorders



**8:00 AM** **Conference Check-In** *(Pre-registration required; no on-site registration or continuing education purchases)*

**8:45 AM** **Welcome & Updates ~ Dr. Gillis Mattson, Director- BRCASD**

**9:00 AM** **Workshop I**

**Autism Spectrum Disorder: Preparing an Individual for a Successful Healthcare Office Visit**  
**Purnima Hernandez, DDS, M. A., BCBA**

Board Certified Pediatric Dentist and Behavior Analyst  
Bergen Pediatric Dentistry

Healthcare office visits can be challenging for many children, especially with autism spectrum disorder (ASD). They may engage in severe problem behavior to avoid a simple exam or routine procedure. Yet the ability to cooperate with healthcare providers to accomplish a successful procedure is a life skill that the individual should acquire; a life skill the individual can rely on throughout their lifetime. The presenter will discuss two key elements when working with individuals with ASD: 1) The use of a behavior interview for developing a personalized treatment plan for the learner and 2) how to prepare the individual for an office visit. The presentation will demonstrate, via videos, the inclusion of several procedures from applied behavior analysis such as video models, shaping, and others to teach learners with ASD.

**10:30 AM** **Workshop II**

**Understanding Transition-Related Challenging Behavior in Children with Developmental Disabilities**

**William E. Sullivan, Ph. D.**

Family Behavior Analysis Program  
Upstate Golisano Children's Hospital

Activity transitions are difficult for many children with developmental disabilities, leading to both academic and social-skill deficits (Schmitt, Alper, Raschke, & Ryndak, 2000; Sterling-Turner & Jordan, 2007). Furthermore, transitioning efficiently and in the absence of challenging behavior has been described as a necessary safety skill in emergency situations (Sowers, Rusch, Connis, & Cummings, 1980). Therefore, it is important that individuals exhibiting transition-related challenging behavior have access to efficacious assessment and treatment procedures. Current research has suggested that the occurrence of transition-related challenging behavior may be related to a number of different variables. For example, Flannery and Horner (1994) suggested that (1) the sequence of the activities, (2) the duration of the activities, (3) the content of the activities, (4) the location of the activities, (5) the individuals associated with the activities, and (6) the consequences associated with the activities, all may influence an individual's transition-related behavior. In this tutorial-style presentation, I will discuss findings from basic, translational, and applied work and describe how these analyses have been used to inform clinical practice. Specific assessment and treatment strategies will be described.

# BRCASD Spring 2019 Conference

**12:00 PM Lunch - On Your Own** (see list of popular locations below)

## **1:30 PM WORKSHOP III**

**Social Skills and Peer Relationship Development: An Evidence-Based Perspective on Intervention for Children and Adolescents with ASD**

**Summer Bottini, M. S., BCBA**

Institute for Child Development

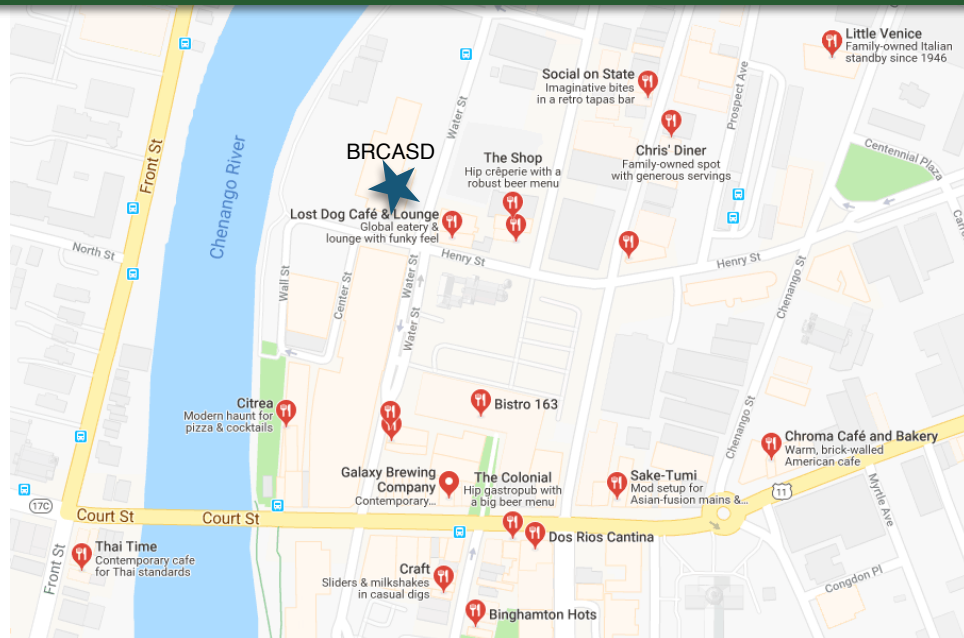
Binghamton University

Difficulty with social interaction and communication is a core feature of Autism Spectrum Disorder (ASD). Social impairment in ASD often persists through adulthood and may become more pronounced with age due to increasing social demands and complexity of interactions. Social skills are associated with post-school outcomes and quality of life (e.g., employment, psychological health, independent living). Thus, effective intervention targeting social skills in children and adolescents with ASD is imperative. This presentation will describe evidence-based interventions and considerations for selecting an effective intervention with appropriate goals for individuals with ASD. Specifically, this presentation will review the variability in social difficulties experienced by individuals with ASD, types of evidence-based interventions for social skills, and how practitioners might use the unique skill repertoire of an individual with ASD to inform intervention decisions. The presentation will conclude with a break-out group activity to discuss hypothetical social skills intervention for case vignettes.

**3:00 PM Conference Adjourns**

## Popular Lunch Spots in Binghamton

Alexander's Cafe - 34 Chenango Street  
Bistro 163 - 163 Washington Street  
Burger Mondays Bar & Grille - 23 Henry Street  
Chroma Cafe & Bakery - 97 Court Street  
Citrea Restaurant & Bar - 7 Court Street, Suite #3  
Craft Bar + Kitchen - 135 Washington Street  
Dillingers Celtic Pub & Eatery - 77 State Street  
Galaxy Brewing Company - 41 Court Street  
Garage Taco Bar - 211 Washington Street  
Little Venice Restaurant - 111 Chenango Street  
Loft at 99 - 99 Court Street  
Lost Dog Cafe and Lounge - 222 Water Street  
Nimikui Ramen - 21 Main Street  
Remlik's - 31 Lewis Street in the Kilmer Building  
Sake-Tumi - 71 Court Street  
Thai Time - 96 Front Street  
The Colonial - 56-58 Court Street  
The River Bistro at the Doubletree  
The Shop - 219 Washington Street



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The Binghamton Regional Center for Autism Spectrum Disorders (BRCASD), located on the Binghamton University campus in Binghamton, NY, is one of the seven regional centers affiliated with the New York State Regional Centers for Autism Spectrum Disorders (NYSRCASD). Our mission is to provide low-to-no cost evidence-based education and training for families, educators, and community professionals to improve services and outcomes for youth with ASD (ages 4-21). We serve Broome, Chemung, Chenango, Cortland, Delaware, Otsego, Tioga, and Tompkins counties.

Find us online!



Toll free: 1-855-423-3212

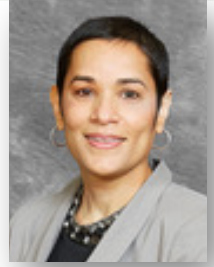
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# BRCASD 2019 Conference Speakers

## **Purnima Hernandez, DDS, M. A., BCBA**

Board Certified Pediatric Dentist and Behavior Analyst  
Bergen Pediatric Dentistry



Dr. Hernandez is a board certified pediatric dentist and behavior analyst who has been serving the communities of New York and New Jersey for over 25 years. Dr. Hernandez received her education in Pediatric Dentistry at Columbia University College of Dental Medicine. After serving as an Assistant Professor for many years in the department of Pediatric Dentistry, she decided to pursue a career in the clinical practice of pediatric dentistry. In 2005 she established her own office in Fair Lawn, New Jersey. She then pursued a Masters in Applied Behavior Analysis from Caldwell University, New Jersey. While she delivers care to all children, her special interests are treating children with special healthcare needs.

Dr. Hernandez is also a parent of a child with disabilities. She is an advocate not just for her child but other children in the community. She has spoken to audiences on various topics related to disability such as health, advocacy, therapy, and special needs dentistry, and has authored and co-authored articles related to disability issues. She has served as Council Member on the Council of Developmental Disabilities in New Jersey and as a board member for Disability Rights New Jersey.

Dr. Hernandez was awarded the Dr. Solomon Rosenstein Visiting Professorship and Fellowship by the Columbia University College of Dental Medicine for her contribution to the field of special needs dentistry. She was also awarded the Francis Black Humanitarian award in health care by Friends Health Connection, an award that recognizes individuals from New Jersey's health care facilities who are an extraordinary inspiration to others. Dr. Hernandez and her practice were featured in two television news stories (CBS and NJN), as well as being the subject of an in-depth article in the New Jersey Star Ledger.

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## **William E. Sullivan, Ph. D.**

Family Behavior Analysis Program  
Upstate Golisano Children's Hospital



Dr. Sullivan received his Ph.D. in School Psychology with an emphasis in Applied Behavior Analysis from Syracuse University. He completed his pre-doctoral internship and post-doctoral fellowship within the Department of Pediatrics at Upstate Medical University, where he currently holds a faculty appointment. Previously, Dr. Sullivan held an adjunct faculty position in the Communication Sciences and Disorders Department at Syracuse University and served as a clinical instructor in the Department of Pediatrics at Upstate Medical University. Dr. Sullivan primarily conducts bi-directional translational research. That is, he is interested in translating findings from basic operant research into effective interventions for challenging behavior, as well as taking applied phenomena and analyzing them under basic paradigms to better understand the mechanisms responsible for behavior change. Dr. Sullivan's studies have been published in a number of reputable peer-reviewed journals including the Journal of Applied Behavior Analysis and the Journal of the Experimental Analysis of Behavior. He also has served as an ad-hoc reviewer for the Journal of Applied Behavior Analysis, Journal of Behavioral Education, Journal of School Psychology, School Psychology Review, Behavioral Development, Disability and Health Journal, and Journal of Pediatrics.

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## **Summer Bottini, M. S., BCBA**

Institute for Child Development  
Binghamton University



Summer Bottini, M.S., BCBA, is a doctoral candidate in the clinical psychology program at Binghamton University. Ms. Bottini has several years of experience in clinical and research endeavors with children with ASD, with a specific emphasis on skill acquisition, social skills development, and improving treatment integrity in behavioral interventions. Ms. Bottini also has experience supervising and training paraprofessional and professional staff who serve in direct care positions in special education settings for children with ASD. Ms. Bottini has authored and reviewed various articles in peer-reviewed journals and presented at many conferences at the national and international level. Ms. Bottini was recently awarded the NYSABA 2019 ABA Ambassador Award for her commitment to research and practice in applied behavior analysis, as well as a Binghamton University Psychology Department Dissertation Fellowship. She will be completing her pre-doctoral clinical internship at the Marcus Autism Center in Georgia this coming year.