

**The 7th Annual Binghamton Regional Center for ASD  
Spring Conference for Families, Educators, & Providers**

**Evidence-Based Supports for Children, Adolescents, & Young Adults  
with Autism Spectrum Disorder  
Thursday, March 14th, 2024**

**FREE 5.0 NYSED CTLES!  
FREE 4.0 BACB CEUS!**

**5.0 SOCIAL WORK CONTINUING  
EDUCATION CONTACT HOURS**

**2024 Virtual Conference Theme: Prioritizing Choice & Autonomy Across the Lifespan**

**REGISTER NOW: <https://nysrcasd.org/events/1218/registrations/new>**



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

**9:00 AM Session I - Promoting Choice and Assent when Addressing Food Selectivity**

(1.0 CE/Contact Hours - **NYSED CTLEs**, **Social Work**, **BACB**)

**Holly Gover, Ph. D., BCBA-D**

Food selectivity is a pervasive problem among children with and without developmental disabilities. This presentation will outline an assessment process that involves discovering the personalized and relevant events that contribute to food selectivity. A trauma-informed treatment process involving gradual shaping will then be described and shown how it can be used to encourage children to consume non-preferred foods. The treatment relies on the use of personalized and functional reinforcers for the child's success and allows the child autonomy within the therapeutic process by providing ample choice-making opportunities, including the choice of whether to participate in the treatment. Implications for practitioners working in applied settings will be discussed.

**10:15 AM Session II - PLANE: A Community-based Health Intervention for Children with Autism and Their Caregivers** (1.0 CE/Contact Hours- **NYSED CTLEs**, **Social Work**, **BACB**)

**Chandler Wentz, Ph. D., BCBA-D**

A key contributor to health disparities for children with autism is the well-documented lack of accessible health, sport, and exercise programs, especially in low-income and under-resourced communities. This presentation outlines a program created to promote positive health trajectories in children with ASD and their families through comprehensive Physical Literacy and Nutrition Education (PLANE) using developmentally-appropriate methods across three age groups, ages 2 – 5, 6 – 12 and 13 – 18. Key components of PLANE will be reviewed: a) age-appropriate physical activities for children and parents, b) nutrition education for both groups, and c) parent training in Autism legislation, social services, advocacy, water safety, and social support.

**11:30 AM Session III - Puberty, Mental Health and Autism Spectrum Disorder**

**Blythe A. Corbett, Ph. D.** (1.0 CE/Contact Hours- **NYSED CTLEs**, **Social Work**)

For many youth with ASD, the progression from childhood to adulthood can be a precarious transition due to the increased social demands and dynamic changes. Puberty is defined as biological maturation leading to significant changes in morphology, cognition, emotion regulation and physiological stress. Deviations in pubertal timing and tempo can exacerbate the risk for mental health problems. This presentation will summarize findings regarding how onset and trajectory of adolescence and puberty may play a pivotal role in physical and mental health outcomes.

**12:30 PM Lunch Break**

**1:30 PM Workshop - An Ecological Approach to Affirming Behavior Assessment and Support**

**Kait Gould, Ph. D., BCBA-D** (2.0 CE/Contact Hours- **NYSED CTLEs**, **Social Work**, **BACB**)

Though utilization of functional behavior assessment and behavior support planning is commonplace in schools, there may be less familiarity with how to do so in an affirming way. By utilizing an ecological approach that centers around student involvement and self-determination, staff are likely to experience increased success in the FBA and BSP process. Furthermore, this may be likely to lead to meaningful change and improved quality of life for students.

**3:30 PM Conference Adjourns; CTLE/CE Check-out**

# BRCASD Spring 2024 Speakers



## **Holly Gover, Ph. D., BCBA-D**

Assistant Professor of Pediatrics, Developmental Medicine - Vanderbilt University Medical Center  
Associate Director of Behavioral Outcomes - Vanderbilt Kennedy Center's Treat and Research Institute for Autism Spectrum Disorders (TRIAD)

Dr. Holly Gover has been working with individuals with and without developmental disabilities in homes, schools, and clinics for the past decade. She received her Ph.D. in Behavior Analysis at Western New England University under the advisement of Dr. Greg Hanley, where she conducted research on the assessment and treatment of challenging behavior and food selectivity. Dr. Gover is passionate about evaluating treatments that promote client agency within therapeutic processes and takes a skill-based approach when treating challenging behavior. She values clinical practices that are compassionate, safe, and dignifying. She currently

is a faculty member in the Department of Pediatrics at Vanderbilt University Medical Center where she serves as an Associate Director of Behavioral Outcomes within Vanderbilt Kennedy Center's (VKC) Treat and Research Institute for Autism Spectrum Disorders (TRIAD).

### *Selected Publications*

Gover, H. C., Hanley, G. P., Ruppel, K. W., Landa, R. K., Marcus, J. (2023). Prioritizing choice and assent in the assessment and treatment of food selectivity. *International Journal of Developmental Disabilities*, 69(1), 53-65. doi:10.1080/20473869.2022.2123196

Rajaraman A., Austin, J. L., Gover, H. C. (2023). A practitioner's guide to emphasizing choice-making opportunities in behavioral services provided to individuals with intellectual and developmental disabilities. *International Journal of Developmental Disabilities*, 69(1), 101-110. doi:10.1080/20473869.2022.2117911



## **Chandler Wentz, Ph. D., BCBA-D**

Board Certified Behavior Analyst- Carlyle Center  
Adjunct Faculty- Wayne State University

Dr. Chandler Wentz has worked with children with autism spectrum disorder and other developmental disabilities for the last 8 years in different settings. As a doctoral student, Dr. Wentz designed a 12-week virtual caregiver training intervention that increased positive relationships between children on the autism spectrum and their caregivers. Additionally, Dr. Wentz worked under Dr. Leah Ketcheson at Wayne State University in Detroit, MI on several different longitudinal community-based family interventions with an emphasis on physical literacy and nutrition education. Dr. Wentz continues to work collaboratively with Dr. Ketcheson on current research as well as in the role of an adjunct faculty member at WSU within the Health and Physical

Education Teaching program (H-PET). Dr. Wentz currently practices as a BCBA-D for a local ABA company, Carlyle Center, and founded and co-leads a parent training podcast called Chandler&.

### *Selected Publications*

Wentz, C. F., Bode, B., Mallare, J. A., & Ketcheson, L. R. (2023). Brief report: Feasibility of a virtual program for caregivers with children on the autism spectrum: A mixed methods study. *Child & Family Behavior Therapy*, 1-16. doi:10.1080/07317107.2023.2273837

Ketcheson, L. R., Pitchford, E. A., Wentz, C.F., & Loetzner, F. (2023). Trajectories of physical activity among autistic children and their caregivers: Outcomes of a virtual 1-year longitudinal intervention. *Disability and Health Journal*, 17(1). doi:10.1016/j.dhjo.2023.10153



## **Blythe A. Corbett, Ph. D.**

James G. Blakemore Chair and Professor, Department of Psychiatry and Behavioral Sciences - Vanderbilt University Medical Center

Dr. Corbett is the James G. Blakemore Chair and Professor in the Department of Psychiatry and Behavioral Sciences at Vanderbilt University Medical Center in Nashville, Tennessee. She is the Director of the Social Emotional NeuroScience Endocrinology (SENSE) lab, a translational research program focused on better understanding and treating social competence and stress in children, adolescents and adults with autism spectrum disorder (ASD) across development. In recent years, Dr. Corbett's research has led to important findings related to the timing and trajectory of puberty. Through generous support from the National Institutes of Health, Dr. Corbett's research aims to better understand, support and track pubertal development, especially in females.

### *Selected Publications*

Schwartzman, J. M., Williams, Z. J., Corbett, B. A. (2022). Diagnostic- and sex-based differences in depression symptoms in autistic and neurotypical early adolescents. *Autism*, 26(1), 256-269. doi:10.1177/13623613211025895

Corbett, B. A., Muscatello, R. A., Kim, A., Patel, K., Vandekar, S. (2021). Developmental effects in physiological stress in early adolescents with and without autism spectrum disorder. *Psychoneuroendocrinology*, 125, 105115. doi:10.1016/j.psyneuen.2020.105115



# BRCASD Spring 2024 Speakers



## Kait Gould, Ph. D., BCBA-D

Assistant Professor, School Psychology - College of Saint Rose

Dr. Gould is an Assistant Professor in the School Psychology Program at the College of Saint Rose. She completed her bachelor's and master's degrees at the University of Albany and her doctoral degree in school psychology at the University of Massachusetts in Boston. She previously served as a Research Scientist with the May Institute/National Autism Center for two years before joining the faculty at the College of Saint Rose. Though her research interests are broad, her work has recently focused on the current state of autistic self-report, the language used to describe autism, and autism assessment methodology within peer-reviewed publications. Clinically, Dr. Gould provides consultation to school-based professionals and direct support to students, focusing on improving quality of life through behavior support and skill acquisition.

### Selected Publications

Collier-Meek, M. A., Sanetti, L. M., Gould, K., & Pereira, B. (2021). An exploratory comparison of three treatment fidelity assessment methods: Time sampling, event recording, and post-observation checklist. *Journal of Educational and Psychological Consultation*, 31(3), 334-359. doi:10.1080/10474412.2020.1777874

Martin, R. J., Anderson, C. M., Gould, K., Morganelli, M., & Kleinert, W. L. (2021). A descriptive secondary analysis of evidence-based interventions for students with autism spectrum disorder. *Contemporary School Psychology*, 25, 75-85. doi:10.1007/s40688-020-00282-0

## BRCASD Initiatives 2023-2024

### UCLA PEERS® Clinic-

PEERS is an evidence-based social skills curriculum for preschoolers, adolescents, and young adults with autism, attention deficit/hyperactivity disorder, anxiety, depression, and other socio-emotional challenges.

BRCASD sponsored training for local mental health professionals to support their participation in PEERS for Adolescents training in November 2023. Participants then committed to co-leading a group this spring and attending professional development meetings.



### AAC in the Community-

In December, BRCASD partnered with ICD to bring AAC into a story time activity with a local library, Your Home Public Library, in Johnson City, NY. The event was a huge success and created so much positive momentum that more events are being planned in other counties we serve!



### Communication Through

**Play 2.0!** During the summer of 2023, BRCASD again

partnered with the ICD to host its 2nd Summer Series across 6 Saturdays. We mixed up themes each week, including a grand finale Summer Safari, to offer parent training in Augmentative and Alternative Communication in naturalistic contexts. This series continues to be a success!



BRCASD continues to offer 6-month subscriptions to interested families for Mightier™ - an app-based system to learn emotion regulation for children 6-14 years old. For more information, visit - <https://www.mightier.com/>.

**If interested, email [brcasd@binghamton.edu](mailto:brcasd@binghamton.edu)!**



BRCASD continues to offer the **Unstuck and On Target Program**. This online executive function curriculum is geared toward 8-11 year olds. For more information, visit- <https://www.unstuckontarget.com>.

**If interested, email [brcasd@binghamton.edu](mailto:brcasd@binghamton.edu)!**

Follow us on Facebook!



The Institute for Child Development is committed to improving quality of life for autistic and neurodivergent individuals, their families, and communities through excellence in provision of high-quality, person-centered, evidence-based and innovative practice, education and research. The Binghamton Regional Center for Autism Spectrum Disorders (BRCASD), is one of ICD's many affiliated programs located on the Binghamton University campus in Binghamton, NY. BRCASD is one of the seven regional centers affiliated with the New York State Regional Centers for Autism Spectrum Disorders (NYSRCASD). BRCASD's 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!



Email: [brcasd@binghamton.edu](mailto:brcasd@binghamton.edu)

Website: <https://brcasd.binghamton.edu>

# BRCASD Spring 2024 Certificate Information

## Certificates of Attendance - **Attendance Documentation Only; Not for CE!!**

Participants who require a Certificate of Attendance (COA) to provide to their employer or retain for their records will be able to receive this post-conference. COAs are *only* to document conference attendance.

- Once the conference closes, the NYSRCASD system is updated with the list of active participants from the webinar record **within one week's time**. *Please provide us with an accurate email when you register!*
- The NYSRCASD system sends automated emails to all attendees marked as present with links to surveys that participants need to complete in order to obtain a COA.
- Once all surveys are completed by each participant, the COA is generated automatically and emailed.
- If you attended our conference and do not receive an automated email with survey links to complete by the Friday of the following week (3/22/24), please email us at [brcasd@binghamton.edu](mailto:brcasd@binghamton.edu) so we can assist. *Before reaching out to BRCASD, please always check your spam folder!*

**DO NOT use a COA described above for your documentation of continuing education; that is not the purpose of the COA.**

## General Information for Continuing Education Hours/Credits

In order to earn continuing education for this conference, there are several steps. We have streamlined the process for this year based on helpful updates NYSRCASD has made to their registration system.

- **Step 1-** During registration for the conference, make sure to choose the CE type you are requesting and use your full legal name that matches your license/certification. Please provide any requested details, such as license/certification number and other fields related to each unique CE, in the registration window to sign up for CEs.
- **Step 2-** On the day of the conference, log into each Zoom link for the sessions you attend with your full legal name that matches your registration. **Include your middle initial when logging into the webinar as your Zoom participant name. For example, Jane F. Doe or John M. Smith. This helps us match participants accurately to CE credits.**
- **Step 3-** During our conference, attention checks will be presented via polling features of Zoom to make sure you are truly engaged with the content as per your ethical codes and that of BRCASD's directors. Participants must respond to all attention checks to earn credit. No exceptions.
- **Step 4-** After the conference concludes, you will earn credit for all sessions in the conference that can be confirmed by Zoom attendance and responses to attention checks. Give BRCASD one full week to review webinar activity logs (clocks all time in and out of sessions) and attention checks to validate your attendance and engagement before sending to our partners for processing of certificates.

### **NYSED CTLEs**

If you hold a current New York State Education Department certificate and are seeking Continuing Teacher and Leader Education (CTLE) hours, we are pleased to offer 5.0 CTLE hours for this conference through the support of the Department of Teaching, Learning and Educational Leadership (TLEL) at Binghamton University. **Your certificate will be emailed by BU TLEL.**

### **Social Work Continuing Education Contact Hours**

If you are seeking social work continuing education contact hours, we are pleased to offer 5.0 contact hours for this conference through the support of Binghamton University, SUNY, College of Community and Public Affairs, Department of Social Work.

*Binghamton University, SUNY, College of Community and Public Affairs, Department of Social Work 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-0143.*

*Binghamton University, SUNY, College of Community and Public Affairs, Department of Social Work maintains CSWE nationally accredited MSW and BSW programs.*

**Your certificate will be emailed by BU CCPA.**

### **BACB CEUs**

If you are seeking BACB CEUs, we are pleased to offer 4.0 Learning CEs for this conference (Sessions 1 & 2; Workshop) through the support of the Institute for Child Development (OP-23-26627). **Your certificate will be emailed from ICD.**