

Free!

The 8th Annual Binghamton Regional Center for ASD Spring Conference for Families, Educators, & Providers

Evidence-Based Supports for Children, Adolescents, & Young Adults
with Autism Spectrum Disorder
Friday, March 14th, 2025

FREE 4.0 NYSED CTLEs!
FREE 2.0 BACB CEUs!

FREE 4.0 SOCIAL WORK
CONTACT HOURS!

2025 Virtual Conference Theme: Healthy Habits & Self-Regulation

REGISTER NOW: <https://nysrcasd.org/events/1406/registrations/new>



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

9:00 AM Session I - Let's Get to Sleep

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

Joe Pannozzo, Ph. D., BCBA-D

All Together ABA

Empirical research has reported 49-89% of children with autism spectrum disorder and 34-86% of children with intellectual disabilities have sleep disruption behavior (Institute of Medicine, 2006). There is increasing evidence that sleep disruption and/or insufficient sleep has aversive effects on children's cognitive development (e.g., learning, memory consolidation, executive function), mood regulation (e.g., chronic irritability, poor modulation of affect), attention, and behavior (e.g., aggressiveness, hyperactivity, poor impulse control) and overall quality of life (Gias et al., 2000; Keren et al., 2001; Sadeh et al., 2002). This presentation will focus on empirical research which clinical staff and parents can implement with ongoing guidance and training coupled with behavioral support within their family's home.



Dr. Joseph Pannozzo, BCBA-D started All Together ABA in April of 2022 to provide support to children and their families in the home environment.. Dr. Pannozzo has been a Board Certified Behavior Analyst since 2014 and completed his PhD in Applied Behavior Analysis from The Chicago School of Professional Psychology in October 2022. Dr. Pannozzo's research areas focus on choice across environments including physical activity and academics.

10:15 AM Session II - Assessment & Treatment of Challenging Behavior

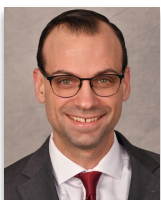
(1.0 CE/Contact Hours- **NYSED CTLEs**, **BACB**, **Social Work**)

Sean Smith, Ph. D., BCBA-D

SUNY Upstate Medical Center

Golisano Center for Special Needs

Although the majority of individuals with autism do not engage in severe challenging behavior, research has identified that a substantial portion of this population engage in self-injury and aggression, which can pose a significant risk of harm to oneself or others. Individuals engage in these severe behaviors for a variety of reasons and formal assessments need to be conducted by qualified clinicians to identify each person's individualized reasons for engaging in their severe behaviors. This presentation will review (a) some of the most common reasons people engage in these severe behaviors, (b) the services that should be obtained for the assessment and treatment of severe behaviors, and (c) practical strategies that can be implemented until those services can be obtained.



Dr. Smith's training and clinical work focuses on the assessment and treatment of severe challenging behavior of individuals diagnosed with intellectual and developmental disabilities. Dr. Smith has helped start several university-based severe behavior programs, including the programs at the Rutgers University Center for Autism Research, Education, and Services (RU-CARES); the University of Florida Center for Autism and Neurodevelopment (UF-CAN); and Upstate Medical University's Biobehavioral Health Inpatient Unit (BBHU). Dr. Smith's research focuses on the assessment and treatment of severe challenging behavior, factors affecting treatment relapse, and the quantitative analysis of behavior.

BRCASD Spring 2025 Conference

11:15 AM *Lunch Break*

12:15 PM **Session III - Emotion Dysregulation in Autism**

Caitlin M. Conner, Ph. D., LCP (1.0 CE/Contact Hours- **NYSED CTLEs, Social Work**)

*Assistant Professor, Department of Psychiatry
University of Pittsburgh School of Medicine*

Many autistic people struggle with emotion dysregulation- when someone has difficulties with changing or controlling their emotions to meet their goals. In this talk, we will discuss the research on what we know about emotion dysregulation in autistic people, including what it looks like and how it can be linked to mental health conditions like anxiety or depression and other outcomes. Next, we will discuss how to manage emotion dysregulation, with a focus on how to plan to prevent and respond to emotion dysregulation, including teaching autistic people to notice and cope with their emotions through mindfulness and other practices. This presentation will hopefully provide a basic knowledge to recognize emotion dysregulation in autistic people and some ideas of how to manage it.



Caitlin M. Conner, Ph.D., LCP (she/her) is an Assistant Professor in the Department of Psychiatry at the University of Pittsburgh School of Medicine, and a licensed clinical psychologist. She is part of the REACT lab (Regulation of Emotion in Autistic Adults, Children, and Teens). Her research interests are in understanding, measuring, and treatment of co-occurring mental health conditions and suicidality in autistic teens and adults. After receiving her undergraduate at Pitt, she earned a master's and Ph.D. in clinical psychology at Virginia Tech and completed her predoctoral internship at JFK Partners at the University of Colorado School of Medicine before returning to Pitt. Dr. Conner is also a co-developer of the EASE (Emotional Awareness and Skills Enhancement) Program, which is a mindfulness-based therapy for autistic teens and young adults with emotion dysregulation difficulties.

1:30 PM **Session IV - Integrating Cognitive Behavioral Therapy with Positive Behavior Support to Treat Anxiety in Autistic Youth**

Lauren Moskowitz, Ph. D. (1.0 CE/Contact Hours- **NYSED CTLEs, Social Work**)

*Associate Professor, Psychology
St. John's University*

Despite the increased risk for anxiety disorders in youth on the autism spectrum, there is a lack of research and clinical services focused on the treatment of anxiety and related challenging behavior in this population, particularly for those with Intellectual Disability (ID). This presentation will discuss how to address anxiety using a multicomponent intervention plan that integrates Positive Behavior Support (PBS) and Cognitive Behavioral Therapy (CBT) (Moskowitz et al., 2017). The CBT procedures discussed include gradual exposure, psychoeducation, and cognitive restructuring. We will discuss how to incorporate these CBT-for-anxiety strategies and PBS strategies (that are traditionally used to address challenging behavior) into a PBS Prevent-Replace-Respond framework, with PBS Prevention strategies designed to minimize the triggers for anxiety (e.g., increasing predictability, providing choices), PBS Replacement strategies designed to replace the anxious behaviors with approach and coping behaviors, and PBS Response (consequence-based) strategies designed to positively reinforce the child's attempts to approach or cope with a feared situation and minimize reinforcement/accommodation for the child's anxious behaviors.



Dr. Moskowitz is an Associate Professor in the Department of Psychology at St. John's University. She earned her Ph.D. in Clinical Psychology from Stony Brook University under the mentorship of the late Dr. Ted Carr, one of the co-founders of Positive Behavior Support. Dr. Moskowitz has been teaching several undergraduate and graduate courses covering autism and developmental disabilities, Applied Behavior Analysis, and Positive Behavior Support, she is Associate Editor of the journal Behavior Modification, and she has been on the Editorial Board for the Journal of Positive Behavior Interventions since 2013. Dr. Moskowitz is a Co-Principal Investigator on a grant awarded by the NYS Office of Mental Health to deliver training and consultation to NYS mental health care providers serving youth with mental health challenges and autism/IDD: Scalable Psychopathology Intervention Intensive Training for ID & Autism (SPIRIT-ID-Autism).

2:30 PM **Conference Adjourns; CTLE/CE Check-out**

Please refer to the final page of this brochure for details about how to obtain a Certificate of Attendance and/or access one of the three types of continuing education credits we are offering.

BRCASD Updates

BRCASD Initiatives 2024-2025

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. This year, BRCASD sponsored PEERS-School Based training and consultation for educators in our community who are now implementing this curriculum in their schools!



Libraries as Inclusive Partners-

BRCASD staff have been working closely with several libraries in our region to make spaces and activities more inclusive for neurodivergent and autistic patrons and their families. We hope to expand this partnership to other community spaces that would like to offer more opportunities for all.



Family Mindfulness & Yoga Series- Mindfulness and yoga are beneficial for managing one's health and emotion regulation. BRCASD partnered with experienced providers in the community to lead these activities in Broome, Cortland, Tioga and Tompkins counties beginning in February. These are free to autistic individuals ages 5 to 21 and their caregivers. Families are encouraged to bring siblings as well.



Communication Through Play!

During the summer of 2024, BRCASD again partnered with the ICD to host its 2nd Summer Series across 6 Saturdays. We mixed up themes each week 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



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

If interested, email
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!



BRCASD Spring 2025 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 (3/21/25), please email us at 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 registered for using the unique link in the email you received from brcasd@nysrcasd.org in your registration confirmation email. *Logging in with someone else's link will interfere with documentation of your attendance.*
- **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 4.0 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.**

BACB CEUs

If you are seeking BACB CEUs, we are pleased to offer 2.0 Learning CEs for this conference (Sessions I & II) through the support of the Institute for Child Development (OP-23-26627). **Your certificate will be emailed from ICD.**

Social Work Continuing Education Contact Hours

If you are seeking social work continuing education contact hours, we are pleased to offer 4.0 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.