

Bios & Presentations

17th Annual Conference on Autism: Research-Based Solutions

Friday, April 5, 2024

Melmark Campus Training Center, Berwyn, Pennsylvania & Virtually through Zoom

(Recordings available for 14-days for post-conference home-study.)

Introduction

Rob Holdsambeck, EdD, LCP, BCBA-D

Executive Director, Cambridge Center for Behavioral Studies™



Dr. Holdsambeck is a licensed psychologist and BCBA-D with over 40 years of clinical experience delivering services to people with developmental disabilities, including those on the autism spectrum. He was one of the first people to become certified in behavior analysis (#0007). The company he founded at one point employed over 120 clinicians serving 1000+ individuals annually in California and Hawaii. Previously he served his country as a Captain in the Air Force and his community as a tenured professor of behavior analysis and human sexuality. He was selected as the 2010 distinguished colleague by the Chicago School of Professional Psychology's Department of Applied Behavior Analysis. In 2011, he received the outstanding service award from the Cambridge Center for his work in bringing evidence-based practices to California. Dr. Holdsambeck is an author and frequent keynote speaker at national and state conferences. His most recent publications are the highly acclaimed books, *Behavior Science: Tales of Inspiration, Discovery, and Service* (Holdsambeck and Pennypacker Eds., 2017, Volumes I -3 and Omnibus). In addition to the activities mentioned above, Dr. Holdsambeck has served for over a decade as the Executive Director of the prestigious Cambridge Center for Behavioral Studies™.

9:00 - 9:15 am (Eastern)

“Understanding the Cambridge Center for Behavioral Studies™”

SPEAKERS

Andy Bondy, PhD

President & Co-Founder, Pyramid Educational Consultants (PECS)

Cambridge Center for Behavioral Studies™ Board of Directors



Andy Bondy is president and co-founder of Pyramid Educational Consultants. Dr. Bondy is an innovative leader in the field of autism and applied behavior analysis. He directed a statewide public school system for students with autism for fourteen years. He is co-author of the PECS Training Manual. He also wrote the Pyramid Approach to Education, a training manual that offers an integrated orientation to developing effective educational environments blending applied behavior analysis with functional activities and creative communication strategies. Dr. Bondy received his MA and Ph.D. from the UNC Greensboro, and completed his clinical internship in 1976 at the University of Kansas Medical Center. Dr. Bondy has presented numerous papers, lectures and workshops in regional, national and international conferences and conventions on behavior analysis, PECS and the Pyramid Approach to Education. He has remained active in research and writing, and continues to develop new and innovative methods of helping children with autism and related developmental

disorders. He was the recipient of the 2012 Society for the Advancement of Behavior Analysis (SABA) Award for International Dissemination of Behavior Analysis.

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The Cambridge Center for Behavioral Studies™ is a non-profit 501(c)3 organization that harnesses the expertise of hundreds of behavioral scientists to solve problems in the home, school, community, and the workplace.

Our Mission: To advance the scientific study of behavior and its humane application to the solution of practical problems, including the prevention and relief of human suffering.

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Bondy continued

9:15 - 10:15 am (Eastern)

“Pyramid Approach to Education: Creating Effective Learning Environments Around the Globe”

The Pyramid Approach to Education (PAE) is a time-tested approach based on the science of learning. In this presentation, elements of the PAE will be highlighted across countries and cultures. Through multiple video examples, presenters will illustrate the application of the elements of the Pyramid around the globe. Participants will explore how small changes in their teaching will result in more meaningful outcomes for all.

Learning Objectives - At the conclusion of this presentation, participants will be able to:

- Apply the elements of the Pyramid Approach across countries and cultures.
- Identify and overcome barriers to collaboration with all members of the learning team (teacher, paraprofessional, SLP, OT, PT, BCBA, administrators, caregivers/guardians) for application of the Pyramid elements.
- Identify a minimum of three changes that can be applied to your current learning environment to improve learner outcomes, increase cultural awareness and strengthen collaboration.

Noor Y. Syed, PhD, BCBA-D, LBA/LBS

Assistant Professor & Program Coordinator of Applied Behavior Analysis

Turben Director of Autism Advocacy: Center for Autism Advocacy: Research, Education, & Supports (CAARES)

Empire State University and Director, Anderson Center International



Dr. Noor Syed (she/her) is an Assistant Professor and Program Coordinator of Applied Behavior Analysis, as well as the founding Director of the Center for Autism Advocacy: Research, Education, and Supports (CAARES) with SUNY Empire State University. She has also been named the Turben Director of Autism Advocacy. CAARES' primary initiative is to help SUNY Empire become a fully inclusive and supportive college for those who identify as neurodiverse through a multi-tiered system of support framework; the university was recently designated an Autistic Supportive institution. In addition, Dr. Syed is director of Anderson Center International, an organization dedicated to providing training in evidenced-based strategies for scholars from under-resourced areas globally, an Adjunct Doctoral Advisor in ABA with Endicott College, and a certified general and special education teacher. She serves on the ABA Ethics Hotline, is President-elect of the New York State Association for Behavior Analysis, serves on the Scientific Council with the Organization for Autism Research, and co-facilitates the AUCD ABA Workgroup.

10:30 - 11:30 am (Eastern)

“Cultural Shifts Towards an Autistic Supportive University: Collaboration, Learning, and Progress”

As discussed in previous Cambridge Center presentations, the need to support a diverse student body within higher education institutions is critical, including diversity in neurotype. Although the call to acknowledge disability rights as civil rights has historically been acknowledged and continues to grow globally (United Nations Convention on the Rights of Persons with Disabilities, 2006, Mégret, 2017), resources for individuals with disabilities in higher education are often lacking, including for autistic and neurodivergent students (Cox et al., 2018; Toutain, 2019). To increase inclusivity and accessibility of resources, the Center for Autism Advocacy, Research, Education, and Supports (CAARES), founded in 2020 with SUNY Empire State University, is implementing universal and tiered behavioral supports across its statewide campuses and online programs through a multi-tiered systems of support (MTSS) framework. Oversight and implementation of this initiative is collaborative, guided by advisory teams that include behavior analysts, autistic students, alumni, and advocates, caregivers in the autism community, and employees of the university. Of significant importance, CAARES was founded and is currently directed by doctoral level behavior analysts who collaborate with colleagues in the Neurodiversity Movement, including those who have been described as “anti-ABA,” to conceptualize and implement affirming, evidenced-based practices. In this presentation, we will discuss CAARES' history and development, current projects, and share data collected

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Syed continued

towards a sustainable, cultural shift in universal supports for autistic, neurodivergent, and disabled students within the university. We will also explore the ethical contingencies and importance surrounding collaboration with colleagues who are “anti-ABA,” an area that has recently come under fire, and discuss how these partnerships serve to inform CAARES, our work as behavior analysts, and a graduate ABA program focused on ethical, affirming, and compassionate practices.

Learning Objectives - At the conclusion of this presentation, participants will be able to:

- Identify at least three challenges described by the neurodiverse community in attending postsecondary institutions.
- Describe at least three evidenced-based universal supports for neurodivergent students in higher education that promotes ethical and compassionate practice.
- Describe ethical considerations, importance of, and ways to engage in partnership and collaboration with “anti-ABA” groups towards community-based and participatory-informed affirming practices.

Jill Harper, PhD, BCBA-D, LABA, CDE®

Senior Director, Professional Development, Clinical Training, and Research, Melmark New England



Dr. Harper serves as the Senior Director of Professional Development, Clinical Training, and Research at Melmark New England. Dr. Harper received her PhD. in Psychology with a concentration in Behavior Analysis from the University of Florida. She is a Board Certified Behavior Analyst, Licensed Behavior Analyst with the State of Massachusetts, and a Certified Diversity Executive®. Dr. Harper received the 2013 Jerry Shook Practitioner Award from BABAT, Massachusetts’ professional organization for behavior analysts, for excellence in clinical practice. In addition to direct service, she has been actively involved in the field of behavior analysis through academic instruction, training and supervision of staff, as well as the design and dissemination of applied research. Dr. Harper holds an adjunct faculty position teaching and mentoring masters and doctorate level students through Endicott College. Her research interests include the assessment and treatment of severe behavior disorders,

mechanisms responsible for behavior change, and maintenance and generalization of treatment effects. Dr. Harper has published her work in several peer-reviewed journals and regularly presents at regional and national conferences.

Sheila Klick, PhD, BCBA-D

Senior Director of Clinical Services, Melmark



Sheila serves as the Senior Director of Clinical Services where she coordinates clinical services based in applied behavior analysis at the Melmark school and residential programs. Sheila is also an adjunct faculty at Endicott College. Sheila has experience among a continuum of services, practicing with early intervention through geriatric ages and in school, residential, clinic, and home settings. Sheila formerly served as the Director of Adult Clinical Services at Melmark from 2019-2021, where she coordinated clinical services across the day, residential, and community programs. Sheila worked for Devereux CARES from 2013-2019. Sheila served in the consultation program as Clinical Coordinator, where she consulted with school districts on the implementation of a systems-based model to deliver treatment based in applied behavior analysis to students diagnosed with autism and intellectual disabilities and emotional and behavioral disorders. Sheila formerly served as Autism

Project Coordinator and was a Behavior Analyst at Devereux CARES school. Sheila worked at Melmark from 2008-2013. She worked in the Education Department as a Teacher Assistant, Lead Teacher Assistant, and Behavior Support Specialist. She later worked in the Residential Department including the Residential Treatment Facility as an Assistant Program Manager, Program Manager, and Senior Program Manager. Sheila received her bachelor’s degree from LaSalle University with a major in Communication and minor in Education. She completed a graduate certificate in Applied Behavior Analysis and masters in Education through the University of Massachusetts-Boston. Sheila recently earned her PhD in Applied Behavior Analysis at Endicott College and obtained her Board Certified Behavior Analyst-Doctoral credential. Sheila’s research interests include the evaluation of single-subject research design and optimizing degrees of freedom in clinical programming. She is currently conducting research in standardizing the evaluation of single-subject research design, programmed instruction to teach assent-based procedures, and a constructional approach to medical procedures.

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Harper/Klick *continued*

11:45 am - 12:45 pm (Eastern)


“Treatment of Severe and Complex Behavioral Profiles”

Achieving best outcomes in the treatment of severe and complex behavioral profiles necessitates an integrated framework. This presentation will outline key components in building support plans when working with individuals with severe and complex behavioral profiles. Collaboration as a cornerstone, emphasizes coordination of diverse expertise within multidisciplinary teams to tailor interventions to the unique needs of the individual. Informed by functional behavior assessments (FBA), support plans balance reactive strategies with proactive measures. Reactive strategies, including restrictive procedures, are considered to address immediate behavioral and safety concerns. Restrictive procedures are employed cautiously, with awareness of ethical considerations and commitment to least-restrictive alternatives whenever possible. Proactive strategies take a forward-looking approach, featuring constructional approaches and assent-based practices. Constructional approaches emphasize the importance of teaching new repertoires through shaping and reinforcing positive behaviors, creating an environment conducive to the individual’s success. Assent-based practices prioritize the individual’s willing and active participation in their treatment plan, fostering a sense of agency and autonomy. Recognizing the multifaceted nature of severe and complex behavioral profiles, this comprehensive model advocates for a balanced and ethical approach to behavior intervention. Throughout the presentation, case studies will illustrate the application of the integrated treatment model across diverse examples.

Learning Objectives - At the conclusion of this presentation, participants will be able to:

- Identify three key components of support plans when working with severe and complex behavioral profiles.
- Discuss two alternative reactive strategies to reduce the use of restrictive procedures in the treatment of severe and complex behavior profiles.
- List and provide examples of the guiding question of the constructional approach.
- Describe two proactive strategies that embed assessment-informed practices.

Thank You to Melmark for Hosting!



Melmark is a multi-state human service provider with premier special education schools, professional development, training, and research centers. Programs and services include children’s day schools, after-school and residential programs, adult day and adult residential programs serving over 500 individuals from 12 states in 50 program locations.



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Helena Maguire, MS, LABA, BCBA, CDE®

Vice President and Chief Clinical Officer, Melmark New England at Melmark Inc.



Helena Maguire serves as the Vice President and Chief Clinical Officer of Melmark. She oversees the development and implementation of programs and services, as well as the daily operations for Melmark New England. She develops strategic objectives for the Massachusetts division, and provides leadership to direct reports in order to assure the achievement of these objectives. Mrs. Maguire supports the CEO through various committees and activities, and assumes responsibility for policy development, quality assurance, risk management, regulatory compliance, fiscal integrity, and excellence in care and delivery of all services.

Mrs. Maguire has worked extensively in the field of community based human service delivery systems in Massachusetts. She has served as a Program Director at Vinfen Corporation and as the Director of Adult Services at the May Institute. In both of these positions, Mrs. Maguire was responsible for the development and implementation of the staff orientation training curriculum, training for supervisory personnel and in-service training for all staff. Mrs. Maguire has presented numerous papers on staff management and staff training techniques, both at the local level and at the national level.

Mrs. Maguire is an Adjunct Professor at Endicott College and the University of Massachusetts-Boston and is an instructor for a five-course graduate series on Applied Behavior Analysis.

She earned her Master of Science in Human Services Administration degree from the University of Massachusetts-Boston. She earned her Board Certification in Behavior Analysis (BCBA) in May 2002.

Jennifer Ruane, MS, BCBA, LPC

Director of Professional Development and Clinical Training, Melmark, Inc.



Jennifer Ruane leads the Melmark Pennsylvania division of Professional Development and Clinical Training and is a doctoral student in Endicott's Applied Behavior Analysis Program. She has her Master's in Clinical Counseling Health Psychology and has been a Board Certified Behavior Analyst and Licensed Professional Counselor for over seven years. Her past career experiences include providing behavioral services in a variety of setting including, education, residential and family homes. Her current passion lies in supporting employees through training and professional development. She believes in having a highly skilled workforce which in turn supports the growth of the individuals we serve.

Keri Bethune, PhD, BCBA-D

Director of Educational Services, Melmark Carolinas



Keri joined Melmark New England in 2002, in special education and applied behavior analysis (ABA). She advanced from an ABA Counselor to a Lead Classroom Teacher and eventually became an Educational Coordinator.

She became a Board Certified Behavior Analyst in 2004 and completed her Master of Education Degree in Special Education from Fitchburg State College in 2006. Keri completed her Ph.D. in Special Education at the University of North Carolina Charlotte in 2012. Her dissertation's primary focus was using coaching to improve teachers' ability to implement function-based interventions.

After completing her Ph.D., Keri moved to Harrisonburg, Virginia, where she continued her work as an educational and behavior analytic school consultant, as well as taking on a new role as a professor at James Madison University. While at the university, she developed the K-12 Special Education: Adapted Curriculum MAT Program. This program led to an Adapted Curriculum Special Education teaching license in Virginia, as well as the Behavior Specialist M.Ed. program, which was a Behavior Analyst Certification Board's Verified Course Sequence. Additionally, Keri served as the chair of the Virginia Behavior Analysis Advisory Board from 2014 to 2017. She rejoined Melmark in August 2018, as Director of Educational Services at Melmark Carolinas.

Maguire/Ruane/Bethune *continued*

Keri is presently affiliated with the Association for Behavior Analysis International (ABAI), Council for Exceptional Children (CEC), CEC Division on Autism and Developmental Disabilities, Virginia Association for Behavior Analysis, and the North Carolina Association for Behavior Analysis.

Keri has published articles on using coaching to improve teachers' use of evidence-based practices (include ABA techniques), improving students with severe disabilities' academic performance, and the legal procedures surrounding school discipline. She has also presented over 35 research presentations, workshops and posters on a variety of educational and clinical topics, both locally and nationally.

1:50 - 2:50 pm (Eastern)

“Infusing OBM into ABA Clinical Service Delivery and Staff Training”

Organizational behavior management (OBM) is a subspecialty of applied behavior analysis (ABA) concerned with the application of learning principles and methods to the performance of employees. OBM has substantive evidence-support within human services organizations for persons who have intellectual and developmental disabilities. In this presentation we will discuss the effectiveness of behavioral systems, such as the design and implementation of clinical/behavioral interventions, and how it relies not only on the sophistication of the system itself but also on the ability of staff to accurately and consistently implement the system. Through the use of several case examples, attendees will gain knowledge of how behavioral systems could be designed, implemented, and maintained to have the greatest impact on the individuals we support.

Learning Objectives - At the conclusion of this presentation, participants will be able to:

- Identify fundamental OBM principles and operations.
- Describe critical behaviors systems within human services organizations.
- Apply behavior systems engineering to design clinical systems with fidelity and components of effective staff training systems.



SungWoo Kahng, PhD, BCBA-D

Graduate School of Applied and Professional Psychology Professor

Chair, Department of Applied Psychology; Director, Academic Programs in Autism and ABA

Co-Director of Research, The Rutgers Center for Adult Autism Services



Dr. SungWoo Kahng is Chair of the Department of Applied Psychology, Director of Academic Programs in Autism and ABA, and Professor at Rutgers University. Prior to his current position, he was an associate professor at the University of Missouri (MU) where he was also the chair of the Department of Health Psychology, the Founding Director the MU Graduate Programs in Applied Behavior Analysis, and Director of the Applied Behavioral Intervention Service of the MU Thompson Center for Autism and Neurodevelopmental Disorders. He was also a faculty member in the Department of Behavioral Psychology and a senior behavior analyst on the Neurobehavioral Unit at the Kennedy Krieger Institute as well as an associate professor in the Department of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine. Dr. Kahng graduated from Kalamazoo College with a Bachelor of Arts in psychology and received his Ph.D.

in behavior analysis from the University of Florida. He was an Associate Editor for the *Journal of Applied Behavior Analysis* where he also served on the Board of Editors. Additionally, he is on the Board of Editors for *Behavioral Intervention* and *Review Journal of Autism and Developmental Disorders*. He is a Board Certified Behavior Analyst. Dr. Kahng is the President of the Board of Directors of the Behavior Analyst Certification Board; a Fellow of the Association for Behavior Analysis, International; a member of the Scientific Council of the Organization for Autism Research; Past President of the New Jersey Association for Behavior Analysis; and a member of several advisory boards including the AutismMVP Foundation. He is the recipient of the 2003 B.F. Skinner New Researcher Award given by Division 25 of the American Psychological Association. Dr. Kahng has co-authored over 100 peer reviewed articles and chapters. The focus of his research and clinical work has been on assessing and treating severe problem behaviors exhibited by individuals with developmental disabilities. He is also interested in a broader research agenda, which includes topics related to employment and college supports for adults with autism spectrum disorder as well as obesity and aging. Finally, he has mentored numerous undergraduate, master's level, and predoctoral students as well as post-doctoral fellows.

in behavior analysis from the University of Florida. He was an Associate Editor for the *Journal of Applied Behavior Analysis* where he also served on the Board of Editors. Additionally, he is on the Board of Editors for *Behavioral Intervention* and *Review Journal of Autism and Developmental Disorders*. He is a Board Certified Behavior Analyst. Dr. Kahng is the President of the Board of Directors of the Behavior Analyst Certification Board; a Fellow of the Association for Behavior Analysis, International; a member of the Scientific Council of the Organization for Autism Research; Past President of the New Jersey Association for Behavior Analysis; and a member of several advisory boards including the AutismMVP Foundation. He is the recipient of the 2003 B.F. Skinner New Researcher Award given by Division 25 of the American Psychological Association. Dr. Kahng has co-authored over 100 peer reviewed articles and chapters. The focus of his research and clinical work has been on assessing and treating severe problem behaviors exhibited by individuals with developmental disabilities. He is also interested in a broader research agenda, which includes topics related to employment and college supports for adults with autism spectrum disorder as well as obesity and aging. Finally, he has mentored numerous undergraduate, master's level, and predoctoral students as well as post-doctoral fellows.

3:05 - 4:05 pm (Eastern)**“Building a Bridge at the Cliff: Research Supporting Adults with Autism Spectrum Disorder (ASD)”**

When young adults w/ASD complete secondary education, they are faced with the service “cliff” in which they lose access to a multitude of supports. This loss of support is reflected in the lack of research addressing the unique support needs of adults w/ASD. Decades of research has supported the efficacy of ABA-based interventions to treat the symptoms related to ASD (e.g., language, social skills, problem behaviors). Despite the wide-scale recognition, questions remain about the efficacy of ABA-based interventions with adults with ASD because most of the research has been conducted with younger learners. Adults with ASD present unique challenges given their physical size, different treatment goals, and long reinforcement history. Research focused on adults will provide additional evidenced-based interventions, which may provide data to provide more support for this population. This presentation will include examples of clinical research with adults with ASD in employment and college settings.

Learning Objectives - At the conclusion of this presentation, participants will be able to:

- Identify the need for additional research on supports for adults w/ASD.
- Identify research supporting adults in acquiring employment.
- Identify research supporting adults in maintaining employment.

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PANEL MODERATOR: Silva Orchanian, MEd, BCBA, LABA

Senior Director of Day Services, Melmark New England



Silva began her exciting and extensive Melmark career in November of 2000 as a direct care ABA counselor. Twenty-four years later, Silva now holds the position of Senior Director of School Services and oversees the school in Andover and Stoughton, Massachusetts. During her extensive employment, Silva has committed her talents to create an educational and clinical setting that enables students to succeed and develop an ability to successfully navigate their school experience. Silva has an innate ability to develop supportive and trusting relationships with students, which in turn provides them a level of confidence to take on new challenges. During the summer of 2023, Silva and her senior colleagues opened a new school in Stoughton. Silva took on this challenge with great enthusiasm and her commitment for excellence has resulted in a thriving educational setting for children who have historically failed multiple settings. With her broad experience and unbridled enthusiasm, Silva continues to enjoy building relationships with students, implementing

and overseeing academic and clinical programs and both training, working closely with classroom staff and the residential department as well as other senior administrators to ensure student progress.

PANELISTS:**Emily Chin, PT, DPT**

Physical Therapy and Occupational Therapy Supervisor, Melmark



Dr. Emily Chin received her Bachelor of Science in natural science from Saint Anselm College in Manchester New Hampshire. She went on to receive her doctorate of physical therapy degree at Sacred Heart University in Fairfield Connecticut. She works at Melmark New England (Andover/Stoughton locations) as a clinical physical therapist and holds the role of physical therapy and occupational therapy supervisor. Previously she worked as a physical therapist in a skilled nursing facility. Dr. Chin is a member of the American Physical Therapy Association (APTA). Her interests are incorporating physical therapy and function into the daily lives of both individuals and their families. She has disseminated her work through regional conferences such as BABAT. Dr. Chin contributes to the interdisciplinary framework through conference presentations and publications.

Kristy Gasiewski, MEd, MORT/L, BCBA

Behavior Analyst/QIDP Adult Clinical Services, Melmark



Kristina received her Bachelor of Science in psychology and her Master of Occupational Therapy from University of the Sciences in Philadelphia. She went on to receive her Master of Education in autism and applied behavior analysis from Endicott College. Kristina works at Melmark PA, and recently has transitioned into her new role as the behavior analyst/QIDP in adult clinical services. Previously she worked as a school-based occupational therapist. Being dually credentialed, her research interests include collaboration between occupational therapists and behavior analysts and bridging the gap in order to best serve individuals with autism and developmental disabilities. Kristina is a member of the American Occupational Therapy Association (AOTA) as well as the Association for Behavior Analysis International (ABAI), and has had the opportunity to present at both organizations' annual conferences. Additionally, Kristina is a Board member of the Association for Science in Autism Treatment (ASAT).



Kerianne Natale, MS, CCC-SLP

Speech and Language Therapy Supervisor, Melmark



Kerianne received her Bachelor of Science in Communication Sciences and Disorders and her Master of Science in Communication Sciences and Disorders from the University of New Hampshire. She works at Melmark New England as a speech language pathologist and holds the role of speech and language therapy supervisor. She is a member of the American Speech Language Hearing Association (ASHA). Kerianne's interests include improving the quality of life for individuals by increasing access to communication with a multi-modal approach across the life span. Her passion is in providing training and support to Augmentative Alternative Communication (AAC) users and their communication partners. She has published work in peer review journals such as, Journal of Intellectual Disabilities.

Katie Kovalic, MS, BCBA

Assistant Director of Educational Services, Melmark



Katie received her Bachelor of Science in psychology at West Virginia University, and her Master of Science in behavior analysis at Simmons University in Boston. Katie works at Melmark PA as an assistant director of educational services. She previously worked at the New England Center for Children before working as a behavior analyst at Melmark New England and then Melmark PA. Katie's interests include increasing independence and skill building through instructional design and collaborating with an interdisciplinary team to do so.

4:15 - 5:15 pm (Eastern)

“Interdisciplinary Panel: Collaborative Practice across Disciplines: Meeting the Comprehensive Needs of Learners with Autism”

Collaboration can be defined as two or more professionals from multiple disciplines working together in order to support a student on complimentary goals. This can be broken down even further, and defined as a shared practice. This is when collaboration occurs to support the student on overlapping goals. This would involve both disciplines targeting the same performance domain in order to improve student outcomes (Gerenser & Koenig, 2019). Interdisciplinary collaboration is necessary in order to meet the needs of individuals with autism, but can be challenging. A third outcome to collaboration involves encroachment. This can occur when there is ambiguity about professional boundaries and overlapping scope of practice (Gerenser & Koenig, 2019). In this presentation, a behavior analyst, occupational therapist, physical therapist, and speech therapist discuss their roles on a treatment team for students with autism. The history of the development of each profession will be described as well as the education and training of each profession. Each profession's scope of practice and approach to intervention will also be discussed.

Learning Objectives - At the conclusion of this presentation, participants will be able to:

- Compare similarities and unique differences between professional team members and potential overlapping scopes of practice of an interdisciplinary team treating students with autism.
- Identify similarities in values and use this information to facilitate enhanced decision making processes for professionals across disciplines.
- Provide strategies to increase interdisciplinary collaboration in order to best support students with autism.



Continuing Education Opportunities

BACB® Learning CEUs (6.0)



The Cambridge Center for Behavioral Studies is an approved Type 2 CE Provider by the Behavior Analyst Certification Board® (BACB®) and is authorized to offer 6.0 CE units for this conference. Continuing Education Provider No.: OP-04-0058



Attendees must complete all six presentations in-person, virtually or through recordings available for 14 days post-conference for asynchronous home-study to earn CEs. (Partial credit will not be issued.) An evaluation and code quiz with a 100% score needs to be completed for issuance of continuing education.

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Attendees must complete all six presentations in-person, virtually or through home-study* to earn Psychology CE Credits. (Partial credit will not be issued.) An evaluation and code quiz with a 100% score needs to be completed for issuance of continuing education.

***If you are completing the conference through recordings for home-study, there is a DIFFERENT process through Amego Prepare for those seeking a certificate for Psychology CE Credits. Contact Michael Weinberg at MWeinberg@amegoinc.org.**

In case of a complaint, about Psychology CE Credits, contact Amego Prepare directly through Dr. Michael Weinberg at MWeinberg@amegoinc.org.

If you paid for and are seeking to earn continuing education, you must follow instructions to complete an evaluation and code-submission quiz online for all six presentations.

For BOTH In-Person and Virtual attendance, we need to verify your attendance.

Each presentation will have three (3) unique codes. **You need to capture the codes.** At the end of the conference, you will need to complete an electronic evaluation and pass a code submission quiz (Google Form). You need to get all codes correct for all six (6) presentations/panel to earn your Certificate. **No partial credit is offered.**

The link to start the process is below. An email will be sent to all conference attendees at 4:30 pm (EST) near the end of the conference with the link and instructions. Presentation recordings will be available for 14 days post-conference. Recording links are scheduled to be emailed within a week of the conference. The final deadline for completing the online evaluation and code quiz will be 14 days from the date recording links are emailed. *(If you are seeking Psychology CE Credits through home-study of recordings, the attendance verification process is through Amego Prepare. Contact Dr. Weinberg at MWeinberg@amegoinc.org)*

Start the process with your evaluation of our conference:

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Those who complete the process post-conference by Monday, April 8, will receive their certificates within two weeks. Certificates for BACB® Learning CEUs will be emailed from behavior.org@gmail.com.

Those completing the process after April 8 through home-study of recordings will receive certificates within 30 days of the completion deadline. *(If you are seeking Psychology CE Credits through home-study of recordings, the attendance verification process is through Amego Prepare. Contact Dr. Weinberg at MWeinberg@amegoinc.org)*

Questions or concerns? Contact Rebekah Pavlik pavlik@behavior.org

*It is the attendee's responsibility to check with their State and Professional organization to confirm all CE offerings.