

AGING WITH AUTISM

Preparing For And Facing Various Transitions Throughout Adulthood

Join us for a collaborative groundbreaking two-day conference in New York that will aim to educate and enlighten us all to the intrinsic issues of a population growing older with autism.

Thursday, December 11, 2008
and Friday, December 12, 2008

Melville Marriott Long Island
1350 Old Walt Whitman Road, Melville, NY

Presented by:



www.nssainfo.org



80 Hauppauge Rd, Commack, NY 11725

AGING WITH AUTISM

Preparing For And Facing Various Transitions

Throughout Adulthood

Thursday, December 11, 2008 – Day 1

**7:45 A.M.-8:45 A.M. CHECK IN & REGISTRATION –
CONTINENTAL BREAKFAST**

9:00 A.M.-9:15 A.M. WELCOME AND OPENING REMARKS

**9:15 A.M.-10:15 A.M. KEYNOTE PRESENTATION: WE'RE ALL GETTING OLDER:
OMRDD SERVICE PROVISION AND SUPPORT TO THE AGING
POPULATION**

COMMISSIONER DIANA JONES RITTER, OMRDD

The New York State Office of Mental Retardation and Developmental Disabilities (OMRDD) currently supports 17,000 people with autism or disabilities within the Autism Spectrum providing both residential and day services. Throughout the entire population of people we serve, the fastest growing age group is people over 50 years of age. In fact, the average age of individuals we serve in residential settings will be 50 by 2025. The population of older adults living with autism is expected to rise. Commissioner Diana Jones Ritter will discuss OMRDD services for people with Autism with an emphasis on support for successful aging in the community as part of a life-long continuum of services.

10:30 A.M.-12:00 P.M. BREAKOUT SESSION 1

**1. ADDRESSING SEXUALITY & SEXUALITY EDUCATION FOR INDIVIDUALS WITH
ASPERGER SYNDROME AND HIGH FUNCTIONING AUTISM: BRINGING THE BIRDS & BEES
DOWN TO EARTH**

LISA MITCHELL, LCSW

This workshop will address sexuality issues, and provide sexuality education for individuals with High Functioning Autism and Asperger Syndrome. Areas of focus include: reasons why individuals with ASDs need sexuality education; key concepts to teach, including preparation for puberty; relationship and social skill training and abuse prevention; teaching and communication tips; activities to use when providing sexuality education and training; and ways to address sexually maladaptive behavior.

**2. OPTIMIZING OUTCOMES IN THE HOSPITAL ENVIRONMENT FOR INDIVIDUALS WITH AUTISM SPECTRUM
DISORDERS AND DEVELOPMENTAL DISABILITIES**

JAMES POWELL, MD

The goal of this lecture is to demonstrate the unique needs and requirements for services that individuals with Autism and Developmental Disabilities require in the hospital setting. Many encounters that our patients face inside the hospital require insight and experience to maximize outcomes. This presentation will outline the most common reasons patients are evaluated and admitted to a hospital setting. Case presentations will be utilized to show practitioners, staff, and families how to not only ensure that your patients are receiving the care they deserve, but also to help minimize risk and poorer outcomes.

3. THE COMPREHENSIVE GUIDE TO TRANSITIONAL SERVICES: THE AGING-OUT PROCESS
IRENE CAVANAGH, MS Ed

This presentation will provide information about transition services. Learning the steps that are imperative to take in order to make a smooth transition from district into the adult world will be discussed in detail. Attendees will be given a guide which will include a well detailed outline of which steps need to be taken at each age to complete the transition process, a guide to understanding supports and services, as well as a complete list of service providers in the Long Island region. Attendees will be guided on how and when to apply for Medicaid and what services will be available for individuals aging out into the adult world.

4. CREATING AND IDENTIFYING OPPORTUNITIES FOR THE CONTINUATION OF LEARNING THROUGHOUT ADULTHOOD: A PRACTICAL APPROACH FOR HOME, DAY PROGRAMS, AND VOCATIONAL AND COMMUNITY SETTINGS

PETER GERHARDT, EdD, JASON WATSON

There is often an inaccurate perception that learning ends when an individual transitions from a school program into adulthood. To the contrary, some of the most important learning can and should take place throughout adulthood. There must be a practical approach to identifying the many teachable opportunities that staff and families are presented with on a daily basis. This presentation will address the identification of these opportunities and it will explore many examples of how learning opportunities during daily activities are developed into individualized program goals.

12:00 P.M.-1:15 P.M.

LUNCH

1:15 P.M.-2:30 P.M.

GENERAL SESSION

QUALITY OF LIFE - THE ULTIMATE GOAL OF ALL WE DO

TED CARR, PhD

There is one truly meaningful and attainable goal for adults with ASD: good quality of life (QOL). QOL is multidimensional and includes material well-being (e.g. being employed); health and safety (e.g. access to medical services); social well-being (e.g. friendship, not isolation); emotional well-being (e.g. positive mood); leisure and recreation (e.g. life in the community); and autonomy (e.g. being allowed to make choices). When we focus our efforts on identifying the elements of a good QOL for people with ASD and take steps to achieve this positive outcome, we are treating people as full-fledged human beings and not as members of a diagnostic category. We are treating them as we would wish to be treated. QOL shifts our focus away from psychopathology and towards a meaningful existence.

2:45 P.M.-4:15 P.M.

BREAKOUT SESSION 2

5. SEXUALITY & SEXUALITY EDUCATION FOR MORE CHALLENGED LEARNERS ON THE AUTISM SPECTRUM: BRINGING THE BIRDS & BEES DOWN TO EARTH

LISA MITCHELL, LCSW

Like all people, women, men, and young persons with Autism Spectrum Disorders (ASDs) require accurate, age-appropriate information about sexuality, and have the right to learn all they can to become sexually healthy individuals. This workshop will address sexuality issues, and provide sexuality education for individuals with Autism Spectrum Disorders of all ages. Areas of focus include: reasons why individuals with ASDs need sexuality education; key concepts to teach including preparation for puberty; relationship and social skill training and abuse prevention; teaching and communication tips; activities to use when providing sexuality education and training; and ways to address sexually maladaptive behavior.

6. GROWING OLDER WITH AUTISM: PHARMACEUTICAL AND BEHAVIORAL CHALLENGES AND TRANSITIONS

MAGERY SATISH, MD

Many individuals with autism show behavioral regression during adolescence as well as middle age. This presentation is aimed at recognizing issues as they arise and utilizing medical and behavioral interventions to improve outcomes.

7. UNDERSTANDING SELF DETERMINATION

MICHELLE GIULIANO, OMRDD Long Island Developmental Disabilities Service Office, Panel of Consumers
And Family Members

Self-Determination is a method by which people with mental retardation and developmental disabilities will be given the opportunity to achieve additional control and direction over the services that support them in community living. A person who elects to participate in the Self-Determination program should have a clear concept of his or her life goals, and have a freely chosen circle of support consisting of family, friends, and others who will help him or her determine a support plan and budget based on needs and choices that are available and meet the criterion set forth in the person's Individualized Service Plan (ISP). This presentation will provide an overview of Self-Determination and will include an open discussion with individuals who are currently using the program and their family members.

8. THE PARENT PERSPECTIVE: FACING THE ISSUES OF LIVING WITH A FAMILY MEMBER AGING WITH AUTISM-PARENT PANEL

AGING WITH AUTISM

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Friday, December 12, 2008 – Day 2

7:45 A.M.-8:45 A.M. CHECK IN & REGISTRATION – CONTINENTAL BREAKFAST

9:00 A.M.-9:15 A.M. WELCOME AND OPENING REMARKS

9:15 A.M.-10:15 A.M. KEYNOTE PRESENTATION: ADOLESCENTS AND ADULTS WITH AUTISM: WHAT CONSTITUTES EVIDENCE-BASED PRACTICE?

PETER GERHARDT, Ed D

In 1983 Gary Mesibov wrote, "A major difficulty confronting those interested in adolescents and adults with autism is a lack of empirical data." Unfortunately, 25 years later the needs of adolescents and adults on the spectrum remain poorly researched and often misunderstood. This presentation will provide an overview of the current research; discuss some of the challenges to the translation of effective research into evidence-based practice; and, offer recommendations for both future research and practice initiatives.

10:30 A.M.-12:00 P.M. BREAKOUT SESSION 3

9. THE KEY TO QUALITY OF LIFE: EFFECTIVE COMMUNICATION

JOANNE GERENSER, PhD, CCC-SLP

Communication has been broadly defined as the process of meaningful interaction among human beings. Deficits in communication skills are consistent with ASD, across all levels of functioning. In fact, it can be argued that autism is a severe disorder of communication. This presentation will review the core issues in ASD that impact the development of effective communication skills as well as the impact that limited communication skills have on all other aspects of functioning. The focus will be specifically on these issues as they affect adolescents and adults with ASD. Implications for intervention, program development, and policy will be discussed.

10. THE ROAD TO LONG TERM INCARCERATION; SIGNS TO LOOK FOR AND STRATEGIES TO PREVENT THE ADOLESCENT OR ADULT WITH ASD FROM ENTERING THE CRIMINAL JUSTICE SYSTEM

LAWRENCE SUTTON, PhD

Individuals with autism can be arrested and, in some cases, end up in jail. In one study, over 60% of adolescents in a sexual offender jail were individuals with an autism spectrum disorder. Through case history reports, many of these individuals appeared to get themselves into trouble by either following the direction of a designing other (someone who took advantage of them); misreading the non-verbal cues of another; or, in some cases, taking someone's comments literally. Some individuals with ASD have run into trouble when routines or rules are changed, such as when the time was changed to clean the restrooms and a 23 year old man was charged and fired for work place violence when he confronted the custodian who was cleaning the restroom. This workshop will review case histories and outline how some individuals ended up in juvenile or adult jails. Identification of common reasons or issues that led to incarceration including: issues of friendship and courtship; the need for and availability of realistic community resources; and promising practices in the rehabilitation of individuals so that certain behaviors do not need to occur again will be reviewed.

11. FILM PRESENTATION: "LETTING GO: WHEN YOUR CHILD LEAVES HOME"

MIKE GRADY, MA

This film will explore the complex issues involved when considering residential placement for individuals on the spectrum. The film will address adults with autism living at home or in non-family settings; positive and negative aspects of residential status; and residential versus home care supports. This film won the 2008 Autism Society of America's "Excellence in Media" award and is appropriate for family members, professionals, and direct care workers.

12. COMMUNITYWORKS: A PRE-VOCATIONAL COMMUNITY BASED PROGRAM FOR CREATING MEANINGFUL LEARNING OPPORTUNITIES FOR ADOLESCENTS WITH AUTISM SPECTRUM DISORDERS

JERI KENDLE, DANIEL OPENDEN, PhD, BCBA

Current unemployment rates for adults with autism hover around 90 percent, largely a result of their social challenges and lack of training. Many adults with autism spectrum disorders (ASDs) can be successfully employed, often with minimal support and assistance. One key to success is exposing them to pre-vocational work opportunities while they are in middle and high school. CommunityWorks is a peer mentoring program created to provide adolescents ages 13-18 with ASDs with training, mentoring and work experiences in collaboration with local community venues. Since January 2008, CommunityWorks has enrolled over 75 adolescents into our programs and provided more than 4,300 individual hours of service to non-profit organizations in Phoenix, Arizona.

12:00 P.M.-1:15 P.M. LUNCH

“AGING WITH AUTISM SPECTRUM DISORDER” CONSUMER PANEL

A panel of consumers on the autism spectrum will discuss some of the challenges they face as adults living with ASD. A question and answer period will be provided.

13. PANEL DISCUSSION: PROMOTING VOCATIONAL, COMMUNITY ACCESS, AND RECREATION AND LEISURE SKILLS FOR INDIVIDUALS REQUIRING SIGNIFICANT SUPPORTS

SUE DAVIS, MS Ed, RANDY HOROWITZ, MS Ed, SAS, JASON WATSON

Cognitive functioning, levels of challenging behaviors as well as speech and language skills vary widely in individuals on the autism spectrum. It has been estimated that 60-70 % of individuals with autism function in the range of mental retardation. In addition, approximately 30 % of individuals with autism may not develop functional speech. Meeting the needs of those individuals with significant cognitive, linguistic, and behavioral challenges can be quite difficult for providers, but is even more complex when working with adolescents and adults with ASD as they navigate the areas of employment, recreation and leisure, and community integration. This workshop will provide an overview of programs uniquely designed for individuals with ASD who require significant supports. Specifically, a blended day service model of day habilitation, pre-vocational, and supported employment will be discussed. In addition, a model for promoting recreation and leisure skills will be discussed. The focus of this workshop will be specifically on access to the community.

14. ARE WE PREPARING STUDENTS WITH ASD FOR LIFE AFTER HIGH SCHOOL?

MARY McDONALD, PhD, BCBA, NICOLE WEIDENBAUM MS Ed, SAS

As more students with autism are graduating high school, it often becomes apparent that there are many areas that still need a great deal of attention in order for them to become successful adults. Often the constraints of the school setting may limit students' opportunities to practice these skills and they may also lack instructional time in these areas. This session will provide an overview of specific areas of need for adolescents and young adults that are often overlooked, considered to be of less importance, or simply not addressed during the school day. We will discuss the relevance of these important skills in everyday life, the community, and the job market.

15. RESIDENTIAL ISSUES FOR ADOLESCENTS AND ADULTS WITH AUTISM

EILEEN HOPKINS, PhD

The size and specific type of residence are important considerations in creating a safe and happy home for individuals with autism. Importantly, however, what is needed to provide truly effective residential supports to adolescents and adults with autism extends far beyond the physical qualities of the house. Ensuring the individual's health and safety are critical clinical concerns, as are supporting the person in maximizing their quality of life through promoting independence, inclusion, and on-going skill development. This presentation will orient attendees to important options, principles, and practices in the area of residential services, with the goal of building skills to provide quality services and supports to individuals with autism in residential settings. Topics including needs assessment and program development; addressing dietary, health, and medical needs; developing opportunities for meaningful community inclusion; and promoting overall happiness and quality of life will be discussed. A program staffing model found to be effective in delivering quality residential services will be reviewed, and time will be provided for participants to share ideas and practices they have found to be effective.

16. SPECIAL CONSIDERATIONS IN THE MANAGEMENT OF CHALLENGING BEHAVIOR IN ADULTS ON THE SPECTRUM

FRANK CICERO, PhD, BCBA

Understanding and treating problem behavior is a challenge in children on the autistic spectrum. Treating problem behavior in adolescents and adults on the spectrum can often be an even greater challenge. Issues within this population including age, size, reinforcement history, long term medications, lack of professional resources, paucity of empirical research, limitations in parental involvement or ability, and less intense staffing ratios in day programs, all contribute to the challenge. This workshop will discuss issues that are faced when dealing with challenging behavior in an adolescent and adult population and will provide the audience with some modifications that can be made to behavior intervention programs in order to make them practical and effective.



This event is sponsored by the New York State Association for Behavior Analysis (NYSABA). NYSABA is approved by the Behavior Analyst Certification Board (BACB) to offer continuing education (CE) for Board Certified Behavior Analysts and Board Certified Associate Behavior Analysts. A fee to NYSABA is required upon your submission of CEUs post workshop.



Eden II School for Autistic Children, Inc. is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. This conference is offered for .5 CEUs on each day (Various level; Related area). ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

CONFERENCE

Presenters

Edward Carr, PhD

Dr. Carr, Leading Professor in the Dept. of Psychology at the State University of New York at Stony Brook, is internationally recognized for his research on new treatments for autism and related disabilities. He is one of the co-developers of Functional Behavioral Assessment and Positive Behavior Support, a strategy for dealing with learning and behavior issues endorsed in the Individuals With Disabilities Education Act. Dr. Carr is the author of the best-selling book, *Communication-Based Intervention for Problem Behavior* (Paul H. Brookes, 1994). He has received numerous awards including the Applied Research Award in Behavior Analysis (American Psychological Association, 2001), the Distinguished Research Award for Career Achievement (the Arc, Association for Retarded Citizens, 1999), and a Certificate of Commendation (Autism Society of America, 1981). Dr. Carr is a Past President of the Association for Positive Behavior Support. He is a Fellow of the American Psychological Association and the American Association on Intellectual and Developmental Disabilities. He also serves on the Panel of Professional Advisors of the Autism Society of America.

Irene Cavanagh, MS Ed

Ms. Cavanagh is currently the Director of Family Services at the Eden II Programs. She began her career at the Guild for Exceptional Children in 1983 within the residential program. After that she moved overseas where she was one of the founding members of the Help Center, a comprehensive school for the developmentally disabled where she held the post of Coordinator of Psychological Services from 1986-1995. After taking a break from Special Ed for 5 years to work as a hospital administrator, Ms. Cavanagh ended the last 4 years of her 18 year career overseas as lecturer in the Special Education Department at a Dar Al Hekma College in Jeddah, Saudi Arabia. She is currently an adjunct at both Brooklyn College and the College of New Rochelle teaching courses in Early Childhood Special Education as well as Cognition and Instruction. Ms. Cavanagh continues to remain active in the development of special education in the Arab World by remaining a Consultant for the Help Center and consults for other domestic as well as international organizations.

Frank Cicero, PhD, BCBA

Dr. Cicero is currently the Director of Psychological Services for Eden II Programs. He is a certified school psychologist receiving his Masters degree in school psychology from St. John's University and his Doctorate in Educational Psychology from the City University of New York Graduate Center. He is also a Board Certified Behavior Analyst. Dr. Cicero has been working for Eden II since 1996, when he started as a school psychologist. Since then, he has been involved in many aspects of Eden II and currently oversees the majority of the clinical services within the OMRDD programs. Dr. Cicero also is an adjunct instructor in graduate special education and applied behavior analysis at Caldwell College, New Jersey. He frequently conducts workshops, consultations, and research presentations nationally and internationally and has been published in the areas of toilet training and developmental disabilities.

Sue Davis, MS Ed

Ms. Davis, currently the Associate Director of Adult Services at Developmental Disabilities Institute (DDI), began her career in the field of Developmental Disabilities over twenty years ago as a Direct Support Professional. Prior to coming to DDI, Ms. Davis was Director of Residential Services at Quality Services for the Autism Community (QSAC). She has a Masters Degree in Education specializing in Vocational Rehabilitation from Hofstra University.

Joanne Gerenser, PhD, CCC-SLP

Dr. Gerenser is the Executive Director of Eden II Programs. She received her Master's degree in Speech and Hearing at the Ohio State University and her PhD in Speech and Hearing Science at the City University of New York

Graduate Center. She is an adjunct Assistant Professor at Brooklyn College as well as Penn State University. Dr. Gerenser is a member of the Scientific Advisory Council for the Organization for Autism Research. She is co-author of the interactive CD-ROM entitled "Behavioral Programming for Children with Autism". She has authored several book chapters and articles on autism and developmental disabilities. Dr. Gerenser is an Associate Editor of the Journal of Speech-Language Pathology and Applied Behavior Analysis. She sits on a number of Professional Advisory Boards for several programs serving children and adults with autism in the US and abroad. Dr. Gerenser has received numerous awards for her work with children and adults with autism, including the Nassau Suffolk Autism Lifetime Achievement Award, the Mosaic Foundation's Educator of Excellence Award, the Eliia Chariot Award, The Lou Miller Business Leadership Award as well as Staten Island's Albert V. Maniscalco Community Service Award.

Peter F. Gerhardt, EdD

Dr. Gerhardt is President and Chair of the Scientific Council for the Organization for Autism Research, a nonprofit organization dedicated to funding applied research and disseminating the relevant findings in support of learners with an Autism Spectrum Disorder (ASD) and their families. Dr. Gerhardt has over 25 years experience utilizing the principles of Applied Behavior Analysis in support of adolescents and adults with an ASD in educational, employment, and community based settings. He is the author or co-author of articles and book chapters on the needs of adults with autism spectrum disorder, the school-to-work-transition process, assessment of social competence, and analysis and intervention of problematic behavior. He has presented nationally and internationally on these topics. Dr. Gerhardt received his doctorate from the Rutgers University Graduate School of Education. In 2007, Dr. Gerhardt was awarded the John W. Jacobson Award for Significant Contributions to Effective Behavior Intervention by the New York State Association for Behavior Analysis.

Mike Grady, MA

Mr. Grady is CEO of Autism Services Center (ASC). ASC is located in Huntington, WV and began serving individuals with autism in 1983. They now serve 275 individuals with all developmental disabilities, with a quarter being individuals with autism. Mr. Grady has been with ASC for 23 years. He has a MA in Psychology from Marshall University and is currently President-elect of the WV Behavioral Health Care Providers Association.

Eileen Hopkins, PhD

Dr. Hopkins is currently the Deputy Executive Director at Eden II, working primarily in the areas of residential, adult, and family support services. She is a graduate of the State University of New York at Binghamton, and holds a doctorate in neuropsychology from the Graduate Center of the City University of New York.

Randy Horowitz, MS Ed, SAS

Ms. Horowitz is the Associate Executive Director of Educational Services at the Eden II/Genesis Programs. She received her Master's degree in Special Education from Queens College and her SAS from the College of New Rochelle. Ms. Horowitz is an adjunct lecturer at Queens College in Special Education. She presents nationally and internationally on autism and related issues.

Diana Jones Ritter

Ms. Ritter is currently the Commissioner of the Office of Mental Retardation and Developmental Disabilities. Ms. Ritter had served as the Executive Deputy Comptroller in the New York State Office of the State Comptroller since 2003. While there, she served in a number of capacities, including Deputy Comptroller in the Division of Administration from 2001 to 2002, Assistant Deputy Comptroller in the Division of Management Audit and

State Financial Services from 1995 to 2001 and as Executive Deputy Director in the Office of Public Health from 1993 to 1995. Previously, Ms. Ritter was the Associate Commissioner of Administration and Quality Executive in the New York State Office of Mental Retardation and Developmental Disabilities from 1990 to 1993. She received her B.S. from Morgan State University.

Jeri Kendle

Ms. Kendle is the Director of Vocational & Life Skills Academy at Southwest Autism Research & Resource Center (SARRC). She, along her team, have developed innovative job training and peer mentoring programs to support individuals with ASD. Ms. Kendle works closely with the business community to promote awareness of the benefits of hiring adults with ASD and to engage employers and community partners to participate in our employment services program. Ms. Kendle and her team are focused on the vision of ensuring that individuals with ASD's are employed in meaningful jobs and rewarding careers that promote independence and enriching experiences. Prior to joining SARRC, Ms. Kendle's experience included: President of one of Arizona's largest, award-winning, multi-disciplinary design firms, Professor at ASU's School of Design and consulting services specializing in business development, strategic planning, and employee mentoring and training. In addition, she served on SARRC's Board of Directors and a variety of committees at SARRC since 1998.

Mary McDonald, PhD, BCBA

Dr. McDonald is an Assistant Professor in the Special Education Department at Hofstra University and has over 17 years experience directing programs for students with autism spectrum disorders utilizing the principles of Applied Behavior Analysis. She currently oversees Eden II's Outreach Program providing training and consultation to various programs and school districts. Dr. McDonald has published articles in the areas of self-management and social reciprocity in adolescents with autism and her current research interest includes using video modeling to teach vocational skills to adolescents with ASD.

Lisa Mitchell, LCSW

Ms. Mitchell is licensed clinical social worker who has worked in the field of developmental disabilities for 19 years, and specializes in the areas of psychotherapy and human sexuality education and training. She presently works at The Cody Center for Autism & Developmental Disabilities, where through the Sexuality Education and Reproductive Health Program, she provides short-term individual counseling, leads sexuality education groups, and offers community outreach and training.

Daniel Openden, PhD, BCBA

Dr. Openden is Clinical Services Director for Southwest Autism Research & Resource Center (SARRC) and Faculty Associate in the Division of Curriculum & Instruction, Mary Lou Fulton College of Education at Arizona State University. He received his doctorate in Special Education, Disability, and Risk Studies under the mentorship of Drs. Robert and Lynn Koegel at the University of California, Santa Barbara. Dr. Openden has worked extensively with families with children with Autism Spectrum Disorders on both federal and state funded research projects; provided consulting and training for school districts across the country; presented research at regional, state, and national conventions; and has been published in peer reviewed journals and book chapters in the field. He has expertise in developing training programs for teaching parents and professionals to implement Pivotal Response Treatment (PRT), a comprehensive, evidence-based treatment model for children with Autism Spectrum Disorders. In 2004, Dr. Openden received the CalABA Julie Vargas Award for original research with his study, "A Systematic Desensitization Paradigm to Treat Hypersensitivity to Auditory Stimuli in Children with Autism in Family Contexts." He is currently an Associate Editor for the Journal of Positive Behavior Interventions and his research interests include parent education, professional development, positive behavior supports, early intervention, inclusion, and dissemination of service delivery models for children with Autism Spectrum Disorders.

James R. Powell Jr., MD

Dr. Powell is the Medical Director of Developmental Disabilities Institute and Opti-Healthcare. He is also Clinical Instructor in the Department of Medicine for Stony Brook University Medical School. In addition he is actively involved with the American Academy of Developmental Medicine and Dentistry.

Magery Satish, MD

Dr. Satish is the Director of Psychiatry at Opti-Healthcare. He has worked with children and adults diagnosed with Autism for over 15 years. He was formerly Medical Director for NY State OMRDD, and has a keen awareness of problems faced by developmentally disabled individuals. He was also the principal author of *Guidelines for Managing Self-Injurious Behaviors in the Developmentally Disabled in Connections* a provider manual published by SUNY, Brooklyn in 2007 under a grant from NY State. Dr. Satish is certified by the American Board of Psychiatry and Neurology in Adult as well as Child, Adolescent Psychiatry.

Lawrence R. Sutton, PhD

Dr. Sutton is employed as a psychologist and manager of the Western Region Office of Bureau of Autism in the Commonwealth of Pennsylvania. He earned his doctoral degree from the University of Pittsburgh in 1980 and has been licensed as a psychologist since 1983. Dr. Sutton has worked with individuals with developmental disabilities since 1992 and began focusing on those touched by autism since 2001. He has numerous publications in the area of identification of and treatment of behavioral issues for teens and adults with developmental disorders, particularly those with autism. He is also a Deacon in the Diocese of Pittsburgh who designed and is conducting Sacramental and religious preparation program for children and adolescents in the autism spectrum which is taught by neuro-typical teens. When working with the Bureau of Juvenile Justice Services, he focused his work in part on those individuals who had a developmental disability and who were being housed in the sexual offender program. In this work he attempted to identify service, treatment, and rehabilitation gaps of adolescents which may have led to their involvement in the criminal justice system. He developed methods to fill some of those gaps by identifying treatment practices both within the criminal justice system as well as within the community (to help to prevent the need for criminal justice involvement/confinement of similar individuals).

Jason Watson

Mr. Watson received his bachelor's degree from Quinnipiac College and began his employment at Nassau Suffolk Services For Autism's Martin C. Barell School as an instructor in 2000. After several years as a classroom lead instructor, Mr. Watson was promoted to his current position as Coordinator of Vocational, Adult, and Family Services. Mr. Watson has completed the academic course work towards BCABA Certification through the University of North Texas.

Nicole Weidenbaum, MS Ed, SAS

Ms. Weidenbaum is the Executive Director of Nassau Suffolk Services for Autism. She received her Masters Degree in Special Education from C.W. Post's C.A.S.E. Program (Competencies in Autism and Special Education) and is a certified special education teacher. She received her certification in School Administration and Supervision from Columbia University's Teachers College where she is currently a Doctoral candidate in the Department of Behavioral Analysis and Disorders. Ms. Weidenbaum began her career as a teacher at NSSA and has over 14 years of experience working with individuals with autism and their families and providing consultation services and training in Long Island school districts for their inclusion programs and self-contained classrooms. Ms. Weidenbaum is also an adjunct Professor at Queens College.

Conference Registration

Please complete registration form, detach, and mail along with payment information to:

Aging With Autism
c/o Nassau Suffolk Services for Autism (NSSA)
80 Hauppauge Road, Commack, NY 11725

Registration forms may be faxed to: 631-462-4201
For further information, contact 631-462-0386 ext. 12 or e-mail: agingwithautism@nssa.net

Name: _____ Title: _____

Organization: _____

Check One: Parent Professional

Street Address: _____

City: _____ State: _____ Zip code: _____

Phone Number: _____ Email Address: _____

Conference registration fee covers attendance, conference materials, continental breakfast, and lunch

Conference Registration Fee (check one)

Professional Rate:

\$125 Conference Day One only

\$125 Conference Day Two only

\$185 Two-Day Conference Fee

Parent Rate:

\$95 Conference Day One only

\$95 Conference Day Two Only

\$145 Two-Day Conference Fee

Walk in attendee fees will increase \$25.00 for each rate above

REFUND POLICY: No refunds after December 1, 2008. All refunds subject to \$20 processing fee.

Breakout Session Choices: Every effort will be made to accommodate your choices, however, seating is limited and will be determined on a first-come first-served basis.

Session 1 (circle one):	1	2	3	4
Session 2 (circle one):	5	6	7	8
Session 3 (circle one):	9	10	11	12
Session 4 (circle one):	13	14	15	16

PAYMENT METHOD:

Purchase Order Payment: Please enclose your purchase order with your registration form.

Check Payment: Please make all checks payable to **NSSA**

Credit Card Payment: Visa MasterCard American Express

Card Number: _____

Security Code #: _____ Expiration Date: ____/____/____

Signature _____

Melville Marriott Long Island Hotel: 1350 Old Walt Whitman Road, Melville, NY 11747 Tel: 631-673-4324

The Melville Marriott is please to be holding rooms for the upcoming Aging with Autism: PREPARING FOR AND FACING VARIOUS TRANSITIONS THROUGHOUT ADULTHOOD conference, December 11, 2008-December 12, 2008 at the group rate of \$179 (per room/per night). All reservations must be made by November 10, 2008 for the conference discounted room rate. All reservations after November 10, 2008 will be accepted at the prevailing rate.