

Building Bridges Autism Conference: Best Practices in Autism Across the Lifespan



This conference, sponsored by Foundations Behavioral Health, the Philadelphia College of Osteopathic Medicine and the Ruttenberg Autism Center, will assemble the region's leading researchers and clinicians to present best practices in autism across four key age ranges: early childhood, school age, transition planning, and adulthood. The Director of the PA Bureau of Autism Services, Nina Wall, and Philadelphia City Councilman At-Large Derek Green, Esq., will kick off our conference, leading into a pivotal keynote presentation by renowned researcher and clinician Dr. Giacomo Vivanti, who will share some of the most exciting best practices in autism from research-to-practice. Providers, educators, family members, self-advocates, and others are welcomed together as we pave new roads for better outcomes and quality of life across the lifespan within the autism community.

Location: Philadelphia College of Osteopathic Medicine
Evans Hall
4190 City Avenue
Philadelphia, PA 19131

Date: March 1, 2019

Time: 8:00 am – 3:00 pm

Co-Sponsors: Philadelphia College of Osteopathic Medicine, Ruttenberg Autism Center, and Foundations Behavioral Health

Four Age-Group Offerings: Early Childhood, School-age, Transition Planning, and Adulthood

Target Audience: Doctoral-Level Psychologists and Other Mental Health Professionals

Level of Instruction: Intermediate

Number of CE Hours/Credits: 5

Cost:

Early Online Registration: \$45 (through January 31st)

Online Registration \$60 (until February 22)

Walk-In Registration: \$75 per adult (neurodiverse family members would be admitted at no cost when accompanying a paid registrant; advanced online registration is recommended).

For any questions related to the cost of registration please contact Katiega@pcom.edu or call 215-871-6463.

[Click here to register>](#)

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Conference Planning Committee:

Dr. Eric Mitchell, Director, Ruttenberg Autism Center

Jessica Bollard, Communications Director, Ruttenberg Autism Center

Dr. Robert DiTomasso, Dean, School of Professional and Applied Psychology, PCOM

Dr. Jessica Kendorski, Chair, Department of School Psychology and Director of MS Program in School Psychology and the ABA Certificate program, PCOM

Dr. Katy Tresco, Director, PsyD program in School Psychology, PCOM

Katie Garson, M.S.Ed., Coordinator of School Psychology Programs & Continuing Education, PCOM

Dr. Gina M. Fusco, Group Director, UHS; CEO, Foundations Behavioral Health

Colleen Drake, MS, Community Relations Liaison, Foundations Behavioral Health

Stacie Vaccarino, Business Development, Foundations Behavioral Health

Katie Chapman, M.S., Senior Administrator, Director of Business Development, Foundations Behavioral Health

REGISTRATION, NETWORKING, LIGHT REFRESHMENTS AND VENDORS

(8:00 – 8:45 AM)

EVANS HALL, LOBBY

KEYNOTE PRESENTATION (8:45 – 10:00 AM)

EVANS HALL, ROSE K. GINSBERG AMPHITHEATER

EARLY LEARNING IN AUTISM SPECTRUM DISORDER

Giacomo Vivanti, PhD

A.J. Drexel Autism Institute

The keynote presentation will cover recent research on early learning and cognition in young children with Autism, with a focus on social communication, social-emotional understanding, and behavioral flexibility during the first years of life. Dr. Vivanti will highlight the impact of the learning style of children diagnosed with Autism for early intervention, and discuss the implications for outcomes across the lifespan.

Educational Objectives

Based on the presentation, the participants will be able to:

1. Describe how symptoms of ASD may disrupt learning during preschool years
2. Describe individual differences in early learning styles within the ASD population and how these differences affect outcomes across the lifespan
3. Discuss the implications for early intervention as a key factor in outcomes for those diagnosed with ASD

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Suggested Readings:

- Davlanis, K., & Rogers, S. (2016). The Early Start Denver Model: A play-based intervention for young children with autism spectrum disorders. In L. A. Reddy, T. M. Files-Hall, & C. E. Schaefer (Eds.), *Empirically based play interventions for children* (pp. 205-222). Washington, DC, US: American Psychological Association.
- Vivanti, G., Hocking, D., Fanning, P., & Dissanayake, C. (2016). Social affiliation motives modulate spontaneous learning in Williams syndrome but not in autism. *Molecular Autism*, 7(1), 40.
- Vivanti, G., Hocking, D., Fanning, P., Uljarevic, M., Postorino, V., Mazzone, L., & Dissanayake, C. (2018). Attention to novelty versus repetition: contrasting habituation profiles in Autism and Williams syndrome. *Developmental Cognitive Neuroscience*, 29:54-60.
- Vivanti, G. (2017). Individualizing and combining treatments in Autism Spectrum Disorder: Four elements for a theory-driven research agenda. *Current Directions in Psychological Science*, 26(2), 114-119.

Break (10:00-10:30 AM)

SESSION A1 (10:30 AM – 12:15 PM)

EVANS HALL, ROSE K. GINSBERG AMPHITHEATER

G-ESDM FOR BETTER OUTCOMES AND COST REDUCTIONS DURING EARLY TRANSITIONS

Early childhood:

Giacomo Vivanti, PhD, Steven Glazier, MA and Eric Mitchell, PhD

Dr. Vivanti will describe the current findings and implementation of the Early Start Denver Model in group settings (G-ESDM), which has been established as the leading evidence-based treatment for autism during early development between the ages of 2-4 years. Steven Glazier, a region expert in DIR/Floortime, and Dr. Eric Mitchell, a regional expert in ABA (applied behavior analysis) and generalization models of autism intervention, will help explore the blending of relationship-based and ABA models, similar to how G-ESDM has been conceived and successfully trialed by Dr. Vivanti and his international colleagues. Discussion will center around how cost-effective treatment delivery models of best practices such as G-ESDM can actually surpass outcomes of models that have been associated with higher expenses and often-unproven results.

Educational Objectives

Based on the presentation, the participants will be able to:

1. Describe how G-ESDM is implemented with young children
2. Discriminate between relationship-based and ABA methods used with Autism developmental needs

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Suggested Readings:

Vivanti, G., Dissanayake, C., Duncan, E., Feary, J., Capes, K., Upson, S., Bent, C., Rogers, S., Hudry, K., & the Victorian ASELCC Team (2018). Outcomes of children receiving Group-Early Start Denver Model in an inclusive versus autism-specific setting: A pilot randomized controlled trial. *Autism*, 1-11, doi: 10.1177/1362361318801341. [Epub ahead of print].

Commons, M., Adhikari, D., Giri, S., Weinberg, M., Baran, J., & Malik, E. (2017). Measuring developmental outcomes in autism spectrum disorder (ASD). *Behavioral Development Bulletin*, 22(1), 197-208.

Rodriguez, P., & Gutierrez, A. (2017). A comparison of two procedures to condition social stimuli to function as reinforcers for children with autism. *Behavioral Development Bulletin*, 22(1), 159-172.

SESSION A2 (10:30AM-12:15PM)

EVANS HALL, ZEDECK AUDITORIUM

TEACHING SCHOOL-AGE YOUTH SELF-ADVOCACY AND SELF-DETERMINATION

School age:

Presenters: Dr. Christina Villani, PsyD & Donna Putignano, MS, BCBA

Panel: Audrey Burger, M.Ed., LPC, Jesse Menarde, MS,

This workshop is designed to provide an overview of strategies for supporting today's youth on the Autism Spectrum in developing self-determination and self-advocacy skills. We will review practical ways for teachers, parents, and professionals to incorporate opportunities for developing self-determination and self-advocacy skills across settings for youth of all functioning levels.

Educational Objectives

Based on the presentation, the participants will be able to:

1. Describe strategies for teaching youth self-advocacy skills
2. Discuss how to foster growth, positivity, and self-determination
3. Identify ways to incorporate the Self-Determined Learning Model of Instruction (SDLMI) into everyday life at home or school

Suggested Readings:

Stichter, J., Riley-Tillman, T., & Jimerson, S. (2016). Assessing, understanding, and supporting students with autism at school: Contemporary science, practice, and policy. *School Psychology Quarterly*, 31(4), 443-449.

Wehmeyer, M., Shogren, K., Palmer, S., Williams-Diehm, K., Little, T., & Boulton, A. (2012). Impact of the Self-Determined Learning Model of Instruction on self-determination: A randomized-trial control group study. *Exceptional Children*, 78(2), 135-153.

Kapp, S., Gillespie-Lynch, K., Sherman, L., & Hutman, T. (2013). Deficit, difference, or both? Autism and neurodiversity. *Developmental Psychology*, 49(1), 59-71.

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Box Lunch Provided (12:15-1:00 PM)
Evans Hall, Mezzanine

SESSION B1 (1:00 – 3:00 PM)

EVANS HALL, ROSE K. GINSBERG AMPHITHEATER

**READY, SET, GO! SUCCESSFUL TRANSITION PLANNING FROM SCHOOL
TOWARD ADULTHOOD**

Teenage/Transition Planning:

Facilitator: Eric Mitchell, PhD

Panel: Jessica Kendorski, PhD, NCSP, BCBA-D, Kate Tresco, PhD, Carol Weinman, Esq., Bridget Siess, M.S., Shane Eynon, PhD

Transition plans are typically the weakest part of IEPs, and are increasingly being critically examined by team members. This workshop will map out strategies for preparing students for college and/or vocational futures while navigating parent-educator tensions and legal challenges. Post-secondary options will be discussed for different profiles of students with a range of neurodiversity. Starting early with extensive multi-systems approaches, this workshop will present best-practices to assess, design, implement, and monitor progress across the transition toward adulthood. Quality life transitions to future possibilities in daily living for those affected by autism will be addressed, including intrapersonal, familial, social, educational, vocational, recreational, romantic, and spiritual domains.

Educational Objectives

Based on the presentation, the participants will be able to:

1. Describe successful strategies for system navigation and collaboration toward future transition success
2. List ways to design and implement successful transition plans for higher education and vocational opportunities
3. Discuss educational and legal pitfalls of transition planning and how to properly monitor progress toward a higher quality of life

Suggested Readings:

Ruble, L., McGrew, J., Snell-Rood, C., Adams, M., & Kleinert, H. (2018). Adapting COMPASS for youth with ASD to improve transition outcomes using implementation science. *School Psychology Quarterly*. Advance online publication. <http://dx.doi.org/10.1037/spq0000281>

Ashbaugh, K., Koegel, R., & Koegel, L. (2017). Increasing social integration for college students with autism spectrum disorder. *Behavioral Development Bulletin*, 22(1), 183-196.

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Barbera, M. (2009). The experiences of "autism mothers" who become behavior analysts: A qualitative study. *The Journal of Speech and Language Pathology – Applied Behavior Analysis*, 4(1), 56-73.

SESSION B2 (1:00 – 3:00 PM)

EVANS HALL, ZEDECK FAMILY AMPHITHEATER

SUCCESS ALONG THE JOURNEY: ADULTHOOD AND QUALITY OF LIFE AMONG SELF-ADVOCATES

Adult/Vocational/Housing:

Beth Rosenwasser, PhD and Nanci Goldenberg, MS

Self-Advocate Representatives: Sam Huber, Greg Barnett, MS, Robert Schmus, MSW, Ev Smith

Dr. Rosenwasser, from JCHAI, and Ms. Goldenberg, who has provided guidance for some of the self-advocates in their mentoring work, will discuss the Importance of a strengths-based approach when providing mentoring and coaching to members of the Neurodiverse population. Dr. Rosenwasser will present data supporting the value of inclusive communities and examples of collaborative programs that she has developed to promote a more inclusive society. Examples of best practices in developing inclusive programs for successful adult journeys and specific support strategies that can increase success in various community models will be discussed and exemplified. Under the direction of the presenters and as a means to exemplify outcomes, self-advocate representatives will share their experiences with mentoring other neurodiverse individuals through the Ruttenberg Autism Center and will share personal and professional experiences that have positively shaped their lives.

Educational Objectives

Based on the presentation, the participants will be able to:

1. Describe how to reframe challenges into a strengths-based orientation for success in inclusive community models for neurodiverse adults
2. List the benefits of mentoring and coaching from best practices and research
3. Describe strategies to develop individual and group approaches to inclusive journeys toward success

Suggested Readings:

Taylor, J., & Mailick, M. (2014). A longitudinal examination of 10-year change in vocational and educational activities for adults with autism spectrum disorders. *Developmental Psychology*, 50(3), 699-708.

Lever, A., Ridderinkhof, K., Marsman, M., & Geurts, H. (2017). Reactive and proactive interference control in adults with autism spectrum disorder across the lifespan. *Developmental Psychology*, 53(2), 379-395.

Roser, M., Aslin, R., McKenzie, R., Zahra, D., & Fiser, J. (2015). Enhanced visual statistical learning in adults with autism. *Neuropsychology*, 29(2), 163-172.

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Speaker Biographies

Nina Wall, MSS, LSW serves as the Director of the Bureau of Autism Services in the Pennsylvania Department of Human Services (DHS). She was a founding member and past president of the Pennsylvania Action Coalition for Autism Services (PACAS), a statewide board of autism advocacy chairs and directors whose mission was to advocate for services for Pennsylvanians diagnosed with Autism Spectrum Disorder. In addition, she served as a board member of Pennsylvania Protection and Advocacy (PP&A) and as one of three Managing Co-Chairs of the Pennsylvania Autism Task Force. Her clinical work has focused on assisting families, individuals with ASD, and youth with learning and behavioral health challenges.

Derek S. Green, Esq. serves as Philadelphia Councilman At-Large, and has served as the Philadelphia Gas Commission Chair, the Committees on Finance and Public Health and Human Services, Deputy City Solicitor in the Housing and Community Development Division, Neighborhood Transformation Initiatives, Commerce Department, Vacant Property Review Committee, PA Department of Community and Economic Development, and U.S. Department of Housing and Urban Development. Additionally, Councilman Green's legal experience includes positions as an Assistant District Attorney and Assistant Deputy Attorney General for the State of Delaware (Securities and Criminal Divisions). He is a graduate of the University of Virginia and Temple University School of Law and is a member of the Center for Progressive Leadership's inaugural class of Political Leadership Fellows, and served as a faculty member and alumni Board Director. Cheyney University honored him with the President's Outstanding Community Leader Award. Community College of Philadelphia presented him with their Distinguished Leadership Award. Urban Education Fund honored him with the 2008 Gimper Award for Outstanding Service. Leadership Philadelphia selected him as one of the region's key connectors and leaders. Metro Philadelphia selected him as one of 6 new young political leaders. The Philadelphia Daily News named him one of the 10 under 40 rising political stars. He has also served in a leadership capacity in a number of civic and professional organizations. Councilman Green and his wife, Sheila, co-founded the first Autism Support Class at Houston Elementary School to help other Autistic children like their son. They are a top regional fundraiser aiding other families affected by Autism.

Giacomo Vivanti, PhD, is an Assistant Professor at the A.J. Drexel Autism Institute, Drexel University, Philadelphia. His research background includes a visiting fellowship at the Yale Child Study Center, and postdoctoral research positions at the University of California Davis MIND Institute, and the Olga Tennison Autism Research Centre in Melbourne, Australia. Dr. Vivanti is Associate Editor of the *Journal of Autism and Developmental Disorders*, and a consultant for clinical and research programs on autism in the United States, Europe, Australia, and Asia. He has authored over 50 peer-reviewed articles and book chapters on autism, as well being the primary author of the early intervention manual "Implementing the Group-Based Early Start

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Denver Model for children with Autism.” He is internationally active in efforts to translate evidence-based treatment into best-practices among providers in the autism community.

Steven Glazier, MA is a Licensed Psychologist who has been working with individuals with developmental, emotional, and behavioral challenges for over 30 years. Since 1995, he has been in private practice, specializing in treating children with Autism Spectrum Disorder with a relational/developmentally informed approach. Mr. Glazier has been on the faculty of Widener University’s Early Childhood Mental Health Program and the Boards of the Philadelphia Preschool Early Intervention Autism Committee, Delaware Valley Chapter of the World Association for Infant Mental Health, ASCEND, and The Center for Autism. He is a Faculty member of Profectum Academy, an international agency dedicated to training multidisciplinary professionals who work with special needs children and he is designated an “Expert Practitioner” by the Interdisciplinary Council on Developmental and Learning Disorders (founded by Floortime/DIR founder Stanley Greenspan, MD and Serena Wieder, PhD).

Eric Mitchell, PhD is a certified school psychologist and licensed psychologist who is active in private practice and is the Director of the Ruttenberg Autism Center. He is also the author of "Putting It Together: The Autism and Asperger's Handbook." After graduating from the University of Vermont, he moved on to Rutgers University for his master’s degree, and then to the University of Pennsylvania for his doctoral studies. He accepted a post-doctoral fellowship specializing in ASD and related disorders with emphasis on cutting edge ABA interventions with eclectic service delivery. Dr. Mitchell has many years of experience as an educator, evaluator, licensed psychologist, school psychologist, program developer, advocate, researcher, and administrator. With a focus on ASD, Dr. Mitchell has been a Holroyd Lecturer for La Salle University, and a keynote and Rovinsky Lecturer for PCOM. He has been very active in providing guidance and workshops at regional conferences, universities, and various agencies specializing with autism. He continues to build collaborative partnerships between families, schools, universities, mental health agencies, professionals, self-advocates, and others in the ASD community.

Christina M. Villani, PsyD is a graduate of the Clinical Psychology Doctoral Program at Chestnut Hill College in Philadelphia, PA. She completed an APA accredited pre-doctoral internship at Friends Hospital in Philadelphia, PA where she received specialized training with adolescents and individuals with severe and persistent mental illness. Dr. Villani completed a Postdoctoral Fellowship at Foundations Behavioral Health in Doylestown, PA, where she provided services to adolescents receiving residential treatment and their families. She excels in working with family systems in relation to educational and vocational systems toward successful transitions into adulthood for those diagnosed with Autism Spectrum Disorders. Dr. Villani has several years of experience as a therapist, clinical supervisor, evaluator, licensed psychologist, program developer, and administrator. Presently, Dr. Villani is the Director of Residential Clinical Services at Foundations Behavioral Health, where she is committed to enhancing clinical services and program features.

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Donna Putignano, MS, BCBA serves as the Senior Director of Behavioral Services at Foundations Behavioral Health. With an M.S. in clinical psychology from Capella University, she also holds a post-graduate certification in Applied Behavior Analysis from Penn State University. Ms. Putignano is an experienced board member with a demonstrated history of working in the mental health care industry, skilled in behavioral disorders, sensory evaluation, crisis intervention, clinical supervision, and therapeutic crisis intervention. She has also held a variety of positions assessing and modifying challenging behavior of children and young adults with an autism diagnosis, as well as training and supervision of RBT's, BCaBA's, and other staff, with organizations such as Oaks Integrated Care, Archway Programs, Autism Spectrum Mandate, Bancroft Neurohealth, Burlington County School District Special Services, Eden Autism Services, Stellar Academy, Elks Camp Moore for Special Needs, and The Harmony School.

Audrey Burger, M.Ed., LPC, currently works at LifeWorks as the Senior Counselor serving students with emotional and behavioral needs as well as those students on the autism spectrum. Audrey graduated from Temple University with her M.Ed. in Counseling Psychology in 2013. Prior to serving as the Senior Counselor at LifeWorks, she had worked at Foundations Behavioral Health as a therapist on their adolescent inpatient unit.

Jesse Menarde, MS, serves as the Clinical Director at LifeWorks Schools as part of Foundations Behavioral Health, working across a variety of programs within the organization for over 10 years with autistic support students and youth in crisis. He earned his Master of Science degree from West Virginia University in Counseling, and has pursued additional graduate studies in the field. He also works out of his private practice. He has presented at regional autism conferences in the past, and is also in private practice.

Jessica Glass Kendorski, PhD, NCSP, BCBA-D, Chair of The Department of School Psychology at PCOM, is a licensed psychologist in Pennsylvania, and maintains certifications as a Board Certified Behavior Analyst (BCBA) and School Psychologist nationally (NCSP), as well regionally in New Jersey. She is faculty advisor for Psi Chi, the national honor society in psychology. She actively works with school districts to improve systems for all students through the reform of school and district-wide academic and behavioral policies and practices. Dr. Kendorski has led the development of the Applied Behavior Analysis programs at PCOM as well as the approval of these programs by the Behavioral Analysis Certification Board (BACB). Prior to her current position at PCOM, she was a Senior Educational Consultant at the May Institute, where she partnered with, and supported local school districts in the implementation of school and district wide Positive Behavior Support Initiatives. Additionally, she worked at the Linden's Neurobehavioral Stabilization Program, a residential program specializing in treating children with autism and other developmental disabilities to overcome severe behavioral challenges. She also completed extensive neuropsychology training at Bancroft, where she currently serves as a member of the Rehabilitation Services Board of Trustees. Dr. Kendorski is a

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regular contributor and member of the Philadelphia Inquirer Health Advisory Panel on philly.com. She is passionate about child advocacy, education, and positive parenting practices.

Kate Tresco, PhD, Director of the PsyD Program in School Psychology at PCOM, has worked extensively with children and adolescents with ADHD and their families and continues to pursue research and clinical interests pertaining to assessment and intervention for externalizing behavior problems. Dr. Tresco's professional interests also include behavioral and collaborative consultation techniques and outcomes, home-school-primary care collaboration, response to intervention and the use of school-based data-driven decision making, program evaluation, and improving access to and implementation of evidenced-based services for schools and families from undeserved and culturally diverse populations. She is also a licensed psychologist in Pennsylvania, and serves as a board member of The Center for Autism.

Carol S. Weinman, Esq. is an attorney, consultant and presenter with expertise in ASD. Her law practice focuses on criminal and special needs law. She represents juveniles and adults diagnosed with ASD who have been arrested or convicted for a criminal offense, and advocates for families regarding educational services for which their children are entitled. Ms. Weinman served as a Philadelphia prosecutor, representing juveniles and adults, and later served for many years as a child advocate for the City of Philadelphia, and as an attorney on the Federal Criminal Justice Panel. She is certified as a Conflict Resolution Coach and Mediator, and is trained in Applied Behavior Analysis. In addition to her law practice, Ms. Weinman founded Autism Advisors & Advocates LLC, which is committed to educating, training and empowering families of individuals on the autism spectrum. Ms. Weinman has authored educational reference books and publications on education law, employment law, and has published articles on disability law. For ten years, she served on the Board of Directors of the Autism and Asperger Alliance for Greater Philadelphia (ASCEND).

Bridget Siess, MS, is the supervisor of Autism Programs with Foundations Behavioral Health. She currently leads a team of educators in an autism specialty program at the LifeWorks Schools, a nationally-accredited academic school in a therapeutic setting catering to middle and high school students. Bridget led the development and programming of this innovative specialty program since its creation in 2009. For the past sixteen years, she has worked in both the public and private sector as an ABA therapist, ABA consultant in home programs, advocate, special education teacher, and supervisor and caregiver for children with autism. She recently completed the Applied Behavior Analysis certificate at PCOM, and holds a Masters of Science and PA certification in Special Education. Bridget's inspiration comes from her two nephews who are young adults diagnosed with Aspergers syndrome. She also continues her work in the community as a consultant and guest speaker at various workshops.

Shane Eynon, PhD is a licensed psychologist with The Center for Autism in Philadelphia. After receiving his doctoral degree from Temple University, and completing his residency at Moss Rehabilitation in Child

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Neuropsychology, Dr. Eynon served 12 years on Active Duty in the military as a Psychologist. He achieved the rank of Commander before returning to civilian practice. During his time in the military he served on faculty for the U.S. Navy's APA internship at the National Naval Medical Center, Bethesda, MD. He deployed as a neuropsychologist with the Marine Corps to Afghanistan in 2010, serving at the UK's Trauma Center at Camp Bastion and Camp Leatherneck. During his military career, Dr. Eynon developed programs for PTSD, suicide intervention, traumatic brain injury, and neuro-developmental disorders, leading to his current position in autism assessment and implementing best-practices in autism.

Beth Rosenwasser, PhD, BCBA-D, is the Director of Community Engagement & Program Development at JCHAI (Judith Creed Horizons for Achieving Independence). Dr. Rosenwasser has a myriad of credentials to bring an informed perspective to her position at JCHAI. She completed a Doctorate in Education with a focus on Special Education and Curriculum Design. Reflecting her passion for helping to create more inclusive and fair communities, she received her Bachelor's degree in Philosophy/Ethics at University of Pennsylvania. Before joining the JCHAI team, she designed and directed treatment programs for children and adults with a range of developmental and behavioral health needs. A cognitive behavioral therapist, she is president of the Philadelphia Behavior Therapy Association and Adjunct Faculty at Temple University's ABA program, VP of Lower Merion School District's Committee for Special Education & has been in private clinical practice for over 20 years.

Nanci Goldenberg, MA, serves as a private consultant and in collaboration with Ruttenberg Autism Center, providing individual and family therapy in home-based, center-based, and school-based settings. As an academic, autism, and behavioral coach, she helps individuals who face challenges in their daily life situations. Ms. Goldenberg also serves as a facilitator at the Center at Hampton House, a private facility offering counseling services to individuals identifying with autism and intellectual disabilities, to promote acquisition of independent living skills, practical office and business technology skills, and professional trades skills. Goldenberg is a dedicated licensed behavioral specialist for the Ruttenberg Autism Center, where she implements support across settings within individual and family therapy in a multisystems perspective to expand social competency, flexibility, and executive function skills. Goldenberg has also served in the Abington School District with transitioning students identified with autism, carrying out instructional student programs as outlined in their IEPs, overseeing student integration into regular education inclusion classes, and provided direct supervision in autism support, emotional support, and learning support classrooms. She is a recipient of Abington School District's PRIDE Faculty/Staff Acknowledgement, and Arcadia University's Student Representative Award for exceptional service to Philadelphia Behavior Therapy Association. Goldenberg holds an MA in Professional Counseling from Arcadia University with certifications in Autism and Child & Family Therapy.

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REGISTRATION

Please submit your registration online by visiting ContEd.pcom.edu and click the "View Catalog" button.

PARKING

PCOM has a parking garage that can be entered from the PCOM driveway off Monument Road, from Stout Road, or from City Avenue. **Cost: \$5.00**

CONTINUING EDUCATION CREDITS

Criteria for Earning CE

Those attending must sign into each session, attend each session in its entirety, sign out at the end of the session, and complete and submit the evaluation form at the conclusion of the day to be awarded a total of 5.0 Continuing Education credits. Partial credits for any given session are not available.

Psychologists: 5.0 CE hours/credits per event. PCOM's Department of Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. PCOM's Department of Psychology maintains responsibility for this program and its content.

NBCC Counselors: 5.0 CE hours/credits per event. Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology has submitted a cosponsorship application to NBCC requesting approval to offer credit for this program. Once a decision has been made an updated statement regarding CE credit will be posted here.

Licensed Social Workers: 5.0 CE hours/credits per event. The Philadelphia College of Osteopathic Medicine (PCOM) Department of Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. PCOM Department of Psychology maintains responsibility for this program and its content. The Pennsylvania Board of Social Work Examiners recognizes and accepts the psychology continuing education hours/credits for social workers. However, social workers are responsible for checking with their Board. The board requires a minimum duration of two hours per program. After successfully meeting the criteria for earning CE's, social workers will receive the Certificate of Attendance.

Dean, Professor and Director of Continuing Education
School of Professional and Applied psychology
Robert A. DiTomasso, PhD, ABPP

Associate Director of Continuing Education

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Bruce S. Zahn, EdD, ABPP
Professor of Psychology

Coordinator for Continuing Education
Katie Garson, M.S.Ed.

Unless otherwise specified in the program promotional materials, there is no commercial support interest to the sponsor, instructors, content of instruction or any other relationship that could be construed as a conflict of interest. For any program for which a fee is charged, there is a Refund/Cancellation Policy.

Refund/Cancellation Policy: For any program that has a fee attached, PCOM's School of Professional & Applied Psychology requires that notification of cancellation be made no later than three business days before the day of the program, in order to receive a full refund. For all other cancellations, a credit will be issued for a future PCOM CE program.

Further Information about the Refund/Cancellation Policy and any other questions may be obtained by contacting Katie Garson, M.S.Ed, Coordinator of School Psychology Programs and Continuing Education, at 215-871-6463 or katiega@pcom.edu