37th Annual AUTISM CONFERENCE

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October 17 & 18, 2019
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Y.A.L.E. School is a state-approved private school serving students with autism spectrum disorders and other social learning disabilities.

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WELCOME TO AUTISM NEW JERSEY’S 37th ANNUAL CONFERENCE!

No matter your role in the autism community, we are so glad you are here. Our goal is to provide practical information that will be of value to YOU. Throughout the conference, feel free to stop by the registration area if you would like assistance in choosing workshops from our diverse offerings that will match your unique needs. If you are looking for resources for a particular topic or location, we’d be happy to connect you with specific exhibitors from the 100+ onsite.

Thank you for making the time to join us. We hope you have a positive and meaningful conference experience!

Autism New Jersey is the largest statewide network of parents and professionals dedicated to improving the lives of individuals with Autism Spectrum Disorder.

For more than 50 years, self-advocates, families, professionals, government officials, the media, and concerned state residents have turned to Autism New Jersey for information, compassionate support, training, and leadership. Think of us as a partner with connections to local and state resources that meet your unique circumstances across our four service pillars:

INFORMATION SERVICES  |  EDUCATION & TRAINING  |  PUBLIC POLICY  |  AWARENESS

TELL US ABOUT YOUR CONFERENCE EXPERIENCE

We value your feedback to make the conference even better each year. Please complete these brief surveys for each workshop you attend and for the conference overall. One random entry will win a gift card!

Direct links available at www.autismnj.org/feedback.

SHARE

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PHOTO USE
An Autism New Jersey photographer will be onsite throughout the conference. Any photos taken at the event or shared with Autism New Jersey (through social media, email, etc.) may be used in future distribution via any medium for the purpose of publicizing and promoting Autism New Jersey services or events and raising autism awareness. Any concerns should be brought to the attention of Elizabeth Neumann, M.A., BCaBA, Education and Training Director.

SCHEDULE

Thursday, October 17

Registration ................................................................. 8:00am to 9:00am
Exhibitors ........................................................................ 8:00am to 4:00pm
Keynote .............................................................................. 9:00am to 10:30am
Session A Workshops ......................................................... 10:50am to 12:05pm
Lunch ........................................................................ 12:05pm to 1:30pm
   Lunch Activities .............................................................. 12:20pm to 1:20pm
   Research Posters
   NJABA Meeting
   Parents-Only Networking Lunch Room
   Book Signings
   Lunch & Learns
Session B Workshops ......................................................... 1:30pm to 2:45pm
Session C Workshops ......................................................... 3:00pm to 4:15pm

Friday, October 18

Registration ................................................................. 8:00am to 9:00am
Exhibitors ........................................................................ 8:00am to 2:00pm
Session D Workshops ......................................................... 9:00am to 10:15am
Session E Workshops ......................................................... 10:30am to 11:45am
Lunch ........................................................................ 11:45am to 1:15pm
   Lunch Activities .............................................................. 12:00pm to 1:00pm
   Gold Member & Friends Luncheon
   Parents-Only Networking Lunch Room
   Book Signings
   Lunch & Learns
Session F Workshops ......................................................... 1:15pm to 2:30pm
Session G Workshops ......................................................... 2:45pm to 4:00pm

Name badges are required for entry into all conference areas and activities. Please wear them so they are easily visible to Autism New Jersey and Harrah’s representatives.
Workshops
Workshop capacity may be limited, and space is available on a first-come, first-served basis.

Attendance Certificates/Department of Education
Certificates will be available in the last workshops each day once the sessions have ended. Be sure to get one from your workshop host before you leave. Participants can earn up to 12 NJ Department of Education professional development hours, and these certificates can also be used as general attendance documentation for other employers. Adjusted certificates are available at registration if you have to leave early.

SPECIALIZED CONTINUING EDUCATION CREDITS
Autism New Jersey is proud to offer continuing education credits through the following boards.

Autism New Jersey is approved by the American Psychological Association to sponsor continuing education for psychologists. Autism New Jersey maintains responsibility for this program and its content.

Autism New Jersey is an Approved Continuing Education provider for the Behavior Analyst Certification Board.

These courses, provided by Autism New Jersey, are approved for continuing education by the New Jersey Social Work Continuing Education Approval Collaborative, which is administered by NASW-NJ. CE Approval Collaborative Approval Period: June 13, 2019 through August 31, 2020.

Be sure you receive the applicable CE packets at registration for important requirements. For additional assistance, staff members and volunteers are in orange shirts throughout the venue and at the registration desk.

For all 4 CE types, attendance documentation will be done with the CEUHelper app.

Sponsored by
LUNCH TABLES ARE AVAILABLE IN ROOMS 3, 24, AND 16.

Fire codes prohibit sitting on the hallway floors. You can also eat in any unused workshop room. If you are not attending a Lunch & Learn or meeting, be sure to visit the exhibitors and poster session after you eat!
In 2017, Elwyn launched its Enhanced Behavior Support Program (EBSP) in New Jersey, featuring:

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For more information, please call:
Samantha Volpe, Ph.D, BCBA-D, Executive Director, EBSP, 609-579-1236
A Respectful and Practical Approach to Addressing Challenging Behavior

Gregory Hanley, Ph.D., BCBA-D, Western New England University

The dignity afforded to individuals with autism and the humanity that is associated with attempting to understand why problem behavior is occurring prior to treating it is sometimes lost in functional analysis and function-based treatment processes. Progress towards easily appreciated and generally applicable functional assessment and treatment procedures will require a slight shift towards different assumptions, aims, and procedures; these will be highlighted while outcomes are described from practical functional assessment and treatment processes in which the person with autism was always free to participate in, alter, or opt out of their therapeutic process. This enhanced choice model will be discussed, with considerations focusing on the safety of those participating and a progressive treatment process for developing the skills of communication, toleration, and contextually appropriate behavior.
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—Public School Behavior Analyst

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Under the Directorship of Ricky Techman, BCBA

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SESSION A

Workshops

A1

ROOM 10-11

NJ’s CSOC: Strength-Based Partnering with Families
John Roy, MSW, Cape Atlantic Integrated Network for Kids; Tara Costantini, MSW, LSW, Cape Atlantic INK & Atlantic Cape Community College; Andrea Burleigh and Amanda Benavides, Atlantic Cape Family Support Organization; Dawn and Keith Playford, parents

The Children’s System of Care (CSOC) within the NJ Department of Children and Families is the service delivery system for youth up to age 21 with developmental and intellectual disabilities. This panel discussion will review CSOC’s guiding principles and explain eligibility and supports which may be available. The presenters will describe their collaborative systemic approach in partnering with youth and families living with intellectual and developmental challenges. You will hear one family’s perspective on how they were able to communicate their individual and family strengths and needs in negotiating with the systems to affect change for their family.

A2

ROOM 7

Planning for Tomorrow: The Person with Special Needs
Ray Falcon, Esq., Falcon Law Group

What will happen to your child when you are no longer around? How can you provide security for your loved ones after you are gone? This may be the most frightening challenge facing parents and other caregivers of individuals on the spectrum. It is never too early to start planning. This workshop will describe government programs that are available to persons with disabilities, including the ABLE account. Participants will leave with an actionable five-step approach to planning, including questions to be addressed, basic financial considerations, guardianship, and use of special needs trusts and other estate planning documents.

A3

ROOM 13-15

Do-It-Yourself Verbal Behavior
Ricky Teichman, M.S., BCBA, LBA, The Puzzle Place Center for Autism

Skinner’s Verbal Behavior approach to language helps you see language in an entirely different manner. By defining language by its function (how it is used), we can teach functional communication to all learners, both vocal and non-vocal. This workshop will illustrate the various operators, or functions, of language such as mands (requests), tacts (labels) and more through video examples. Strategies will be provided to help parents and professionals increase teaching opportunities within everyday schedules and routines in the natural environment.

A4

ROOM 4-5

Collaborative Communication Skills in Consultation with Parents and Professionals
Paul Lords, Ph.D. and Jennifer Lords, M.S., BCBA, LBA; Humboldt County School District

Working with individuals on the autism spectrum may increase the complexity of communication with stakeholders, including navigating the emotional needs of families and service providers. At its core, consultation is a process of interpersonal communication between consultants and consultees to problem solve in support of clients or students. This workshop will provide training in the use of communication skills necessary to maintain collaborative problem solving in a multidisciplinary environment, with a focus on perspective-taking and managing complex conversations to support the development and implementation of quality, functional, skill-building programs.

A5

ROOM 3

Assessment and Treatment of Anxiety and Trauma
Bobbie Gallagher, Ph.D., BCBA, Autism Center for Educational Services

Co-Occurring Disorders Workshop Sponsor:

Behavior Therapy Associates

Often, parents and professionals express that anxiety may be at the root of challenging behaviors. Research confirms their stance with high rates of anxiety present in individuals with autism, but many times, little is done outside of the search for medication. This workshop will address why anxiety and trauma may manifest differently in individuals with autism. Additionally, it will look at tools to measure behaviors and identify triggers which may be used during a functional behavior assessment in order to design effective behavior intervention plans and skill acquisition programs.

A6

ROOM 17-19

Ensuring Adherence to the Ethical Code: Individual and Organizational Strategies
Mary Jane Weiss, Ph.D., BCBA-D, LABA, Endicott College and Thomas Zane, Ph.D., BCBA-D, University of Kansas

Ethics is an essential element of individual behavior analytics practice and an important dimension of organizational accountability. Common vulnerabilities for individual practitioners include dual relationships, practicing outside the scope of practice, and the use of non-evidence-based interventions. For organizations, issues of consent, confidentiality, testimonials, and termination of services present challenges. These areas of the BACB Code will be reviewed, along with strategies to enhance individual and organizational compliance. Rubrics will be shared to help organizations with policy creation, product monitoring, and the development of processes that reduce vulnerability. BACB Ethics CEUs
**Early Identification and Intervention Before 1 Year: Research and Best Practices**

John Burke, Ph.D., BCBA-D and Stephanie McGowan, Ed.D.; Felician University

Growing emphasis has been placed on identifying specific neurological and behavioral markers of ASD to help explain the early development of the symptoms and design more effective early interventions. Research has led to strategies that directly target key “learning to learn skills” and pivotal areas essential to typical development, including scanning and shifting attention, seeking to initiate, social communication, and responding with joint attention. The goal of these highly specialized early intervention models is to alter the way infants and very young toddlers interact and learn from their environments, rather than simply targeting developmentally appropriate behaviors.

**Shaping Greater Independence in the Workplace Using Self-Management Strategies**

Gregory MacDuff, Ph.D., BCBA-D and Joshua MacDuff; Princeton Child Development Institute; Eric Rozenblat, Ph.D., BCBA-D and Kristin Cassidy, M.A.; Institute for Educational Achievement

Are the levels of dependence demonstrated by many adults with autism the result of instructor-managed motivational systems? Could such systems create an extinction condition when instructors’ proximity and supervision have been faded? This workshop will examine efforts by the treatment teams from two adult programs who have applied self-management procedures to increase productivity, engagement, and work endurance for adult learners. The presentation will include a review of the results of single-subject research conducted in this area as well as a number of individualized instructional programs developed for learners across the spectrum.

**Assessment and Treatment of Problem Behavior in Adolescents and Adults**

Robert LaRue, Ph.D., BCBA-D, Rutgers University, Douglass Developmental Disabilities Center

As difficult as behavioral challenges are with children, they are often amplified for adolescents and adults. The complexity and intensity of problem behavior, coupled with increased strength and stature, can make problem behavior unmanageable for educators and families. To effectively intervene, functional assessments must be conducted to identify the underlying cause and create efficient interventions. However, research has focused almost exclusively on young children; practical solutions for older individuals are clearly needed. This workshop will outline alternative strategies for conducting sound functional assessments and viable intervention with this population.

**Developing School Policy to Reduce Restraint and Seclusion**

Brian Conners, Ed.S., BCBA, Seton Hall University

This workshop will focus on the development of school policy to reduce restraint and seclusion use under New Jersey law and the BACB’s Professional and Ethical Compliance Code for Behavior Analysts. Participants will learn about a model for developing or revising their own school policies. Strategies for incorporating best practices in Applied Behavior Analysis, Positive Behavioral Interventions and Supports, and crisis intervention into policies will be addressed. Discussion will include considerations in selecting crisis intervention programs and incorporating them into policy, data collection procedures to measure progress, and ways to evaluate policies and program effectiveness.

**Increasing Social Initiations of Students with High-Functioning Autism**

Justin DiDomenico, M.S.Ed., BCBA and Kristin Coleman, M.S.; Building Blocks Behavior Consultation

Students with ASD experience skill deficits when interacting with typical peers, which can inhibit their participation in inclusive educational settings. This workshop will evaluate the effects of delivering textual prompts using an Apple Watch® to increase appropriate social initiations of students with high-functioning autism in an inclusive, public school setting. This database presentation will review previous behavior analytic research on social skills and discuss the lack of research addressing high-functioning adolescents with ASD. A withdrawal design showing the effects of an Apple Watch® on the social initiations of two students will be presented as well as areas of future research.
Q&A: NJ’s Children’s System of Care

Rosemary Browne, MSW and Alex Encarnacion, NJ Children’s System of Care; Laura Johnson, MSW, LCSW and Jessica Meisner, M.A., LPC, PerformCare

The Children’s System of Care (CSOC) serves children with developmental disabilities as well as behavioral and mental health needs and substance use challenges up to age 21. Frequently asked questions will be answered by leaders of CSOC and its Contracted System Administrator, PerformCare. As time allows, audience questions will be taken. Further discussion is welcome at PerformCare’s exhibit table throughout the conference.

Financial Planning for the Individual with Special Needs in Your Life

Michael Ringel, CPA, RICP, CDFA and Ian Kansky, CEXP; Strategies for Wealth

Estate planning may bring to mind families with great wealth, but in the special needs planning context, it simply means organizing your estate, whatever its size, to meet the needs of the entire family as efficiently and economically as possible. The goal for families with a member requiring special consideration is to create and provide a more certain future for the individual with the special need as well as for the rest of the family. Most times, it is for a child that we can most effectively plan because you have the benefit of time to get the right advice and develop and implement an appropriate plan.

Q&A: Ethical Concerns for Regulated Professionals

Margaret “Misty” Bloom, Esq., Behavior Analyst Certification Board

This Lunch and Learn will allow participants an opportunity to pose questions to the BACB’s new Regulatory Director. Topics may include, but are not limited to, the boundaries around the BACB’s involvement in regulatory activities; how ethical complaints might be handled by both the BACB and a regulatory body; overlapping scopes of practice; and the limits or concerns around state telepractice restrictions and the provision of supervision.

PerformCare proudly supports the

37th Annual Autism Conference

PerformCare — the contracted system administrator for the Children’s System of Care — links New Jersey families to a wide range of services for children and youth up to age 21 who have behavioral health and substance use challenges or are in need of intellectual and developmental disability services.

For information about behavioral health or substance use services, call PerformCare 24 hours a day at 1-877-652-7624.
Autism New Jersey is proud to offer author signings of some of our presenters’ books which are available through the Behavior Development Solutions bookstore. Stop by Booth 60-61 at the following times to have your purchase autographed and meet the authors:

**Thursday, 12:20pm to 12:50pm**
Merle Crawford, M.S., OTR/L, BCBA and Barbara Weber, M.S., CCC-SLP, BCBA (Workshop F60)
*Autism Intervention Every Day! Embedding Activities in Daily Routines for Young Children and Their Families & Early Intervention Every Day! Embedding Activities in Daily Routines for Young Children and Their Families*

**Thursday, 12:50pm to 1:20pm**
Robert LaRue, Ph.D., BCBA-D (Workshop A10)
*Functional Behavior Assessment for People with Autism: Making Sense of Seemingly Senseless Behavior (2nd edition)*

Mary Jane Weiss, Ph.D., BCBA-D, LABA (Workshop A6)
*Teaching Social Skills to People with Autism: Best Practices in Individualizing Interventions*

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Thank you for supporting individuals and families over their lifetime.

CONGRATULATIONS ON YOUR 37TH ANNUAL CONFERENCE
www.greenwichautismalliance.org
Addressing Problem Behavior Using Functional Analyses of Precursor Behavior
Sarah Contor, LSW, Rutgers University, 
Douglass Developmental Disabilities Center
Allison Hawkins; Danielle Paolello; Jilesa Cowan; Katie Accordini; Keri McDonald; Kevin Jones; Kyung Mo (Esther) Nam; Renee VanNess; Robert LaRue, Ph.D., BCBA-D; Shin Teh

ASD Prevalence and Educational and Vocational Support Services for Persons with ASD in Beijing, China
Xinran Wang, Shady Side Academy Senior High
Junjiao Sun; Liu Yiqian; Mengchen Wang; Wang Boyu

Assessing Generalization and Maintenance of Instructive Feedback Targets During Learning Trials
Megan Banks, M.Ed., Millstone Township School District
Caitlin Beltran

Caregiver Correlates: Stress, Satisfaction, Self-Efficacy, and Resiliency in Parents of Children with Autism
Charles Borgen, Psy.D., St. Joseph’s Children’s Hospital
Alexandra Charles, M.D.; Maria Luisa Molina, LCSW; Maryam Aletan, M.D.

Effects of Function-Based Noncontingent Reinforcement and Response Shaping Procedure on Reduction of Inappropriate Spitting
Amanda Fremont, M.Ed., BCBA, Comprehensive Learning Center
Aileen Tschirlig, M.S.; Cindy Murphy, M.S., BCBA; Matt Ward, M.Ed., BCBA

Elevated Neonatal Interleukin-6 Drives Behavioral Phenotypes Reminiscent of ASD in Juvenile Mice
Fernando J. Velloso, Ph.D., Rutgers University
Ekta Kumari, Ph.D.; Steven W. Levison, Ph.D.; Rosamaria E. Dias

An Evaluation of Alternative Instructional Methods When Physical Guidance Is Contraindicated
Kimberly Ford, Rowan University

Evaluation of an Indirect and Direct Attention Preference Assessment
Sherah Somervell, Rowan University

Evaluating the Effect of a Video Model Training Package on Staff Implementation of a Brief Multiple Stimulus Without Replacement Preference Assessment
Leigh Cooper, M.S., LBA, BCBA, NYC Autism Charter School
Chelsea Yaffe; Hannah Miller; Jennifer Connelly, M.A., BCBA; Penina Gourdie; Ragan Freeman; Sashauna Taylor; Sawyer Gibbs; Sidney Bellamy

Family Matters: Parental Resilience as a Predictor of Parental Stress in Families with Autism
Charles Borgen, Psy.D., St. Joseph’s Children’s Hospital
Alexandra Charles, M.D.; Maria Luisa Molina, LCSW; Maryam Aletan, M.D.

Implementation of the Power Card Strategy to Increase Appropriate Social Commenting of Children with ASD During Gameplay
Heather Francisco, M.Ed., BCBA, Brett DiNovi and Associates
Julia Prince, M.S.Ed., BCBA

Increasing Behavior Incompatible with Catatonia in a Young Adolescent Girl with ASD
Alison Gillis, Ph.D., BCBA-D, The New York Child Learning Institute
Susan Porreca, M.A.; Susan Vener, Ph.D., S.A.S.

Medical Experiences of Children and Adolescents with ASD
Oana de Vinck-Baroody, D.O., Hackensack University Medical Center
Dineen Lesky-DiBari, M.S., APN; Isabella Jacus; Randye Huron, M.D.

Procedures Used to Increase Completion and Compliance of RBT Training Among Clinical Staff
Jessica St. Petery, M.A., BCBA, Interactive Kids
Steven Trout, M.S., BCBA

A Pyramidal Approach to Group Behavior Skill Training
Daniel Locke, Bancroft
Jessica Fedezko, M.A., BCBA; Matthew Lasoski, M.A., BCBA; Tracy Kettering, Ph.D., BCBA-D

Reducing Significantly Interfering Physical Stereotypy via Scheduled Access to Stereotypy
Megan Kerper, M.A., BCBA, LBA, Behavioral Framework

WINNER OF THE ADULT RESEARCH COMPETITION
Reducing Stereotypy Using a Differential Reinforcement Procedure with an Adult with ASD
Ashley Kobylarz, Rutgers Center for Adult Autism Services
Christeen Scarpa, M.A.
Training Staff in PECS Implementation: A Pyramidal Approach  
Bridget Keough, Elwyn New Jersey  
Samantha Volpe, Ph.D., BCBA

The Treatment of Food Selectivity in an Adult with ASD  
Whitney Pubylski-Yanofchick, Rutgers Center for Adult Autism Services  
Christopher Manente, Ph.D., BCBA; Douglas Stracquadanio, M.Ed., BCBA; Robert LaRue, Ph.D., BCBA-D; SungWoo Kahng, Ph.D., BCBA-D

Use of a Modified FA to Evaluate the Effects of Noise Sensitivity on Problem Behavior for an Adult with ASD  
Samantha Leighton, Rutgers University, Douglass Developmental Disabilities Center Adult Program  
James Maraventano, Ed.D., BCBA-D; Jenna Budge, MSW, BCBA

The Use of Trial-Based Functional Analyses in Community-Based Settings to Develop Treatment Interventions for Challenging Behavior in Adults with ASD  
Meghan Rion Hoffmann, M.Ed., Rutgers University, Douglass Developmental Disabilities Center  
James Maraventano, Ed.D., BCBA-D; Jenna Budge, MSW, BCBA; Robert LaRue, Ph.D., BCBA-D

Using Behavior Skills Training to Teach a Front Line Staff to Conduct a Vocational Preference Assessment with an Adult with ASD  
Lauren Goodwyn, Quality Services for the Autism Community  
Anthoulla Themistocleous; Anya Silver, M.A., BCBA; Christina Garcia; Jenna Berenson, M.S.Ed., BCBA; Richard Ramos, M.A.; Sarah Dawson, M.A.

Using Reinforcement to Increase Independence while Eating  
Caitlin Beltran, M.Ed., BCBA, Millstone Township School District  
Emily Lurie, M.S., CCC-SLP

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Thank You

TO THE JUDGES OF THE 2019 ADULT AUTISM RESEARCH COMPETITION:

Tracy Kettering, Ph.D., BCBA-D  
Bancroft & Rider University

Robert LaRue, Ph.D., BCBA-D  
Rutgers University

Christopher Perrin, Ph.D., BCBA-D  
Georgian Court University

Eric Rozenblat, Ph.D., BCBA-D  
Institute for Educational Achievement

Samantha Volpe, Ph.D., BCBA  
Elwyn New Jersey

START PLANNING YOUR ADULT RESEARCH FOR THE 2020 COMPETITION!

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Poster session sponsored by  
ASAT Real Science, Real Hope  
ASSOCIATION FOR SCIENCE IN AUTISM TREATMENT

Adult research competition sponsored by  
RUTGERS  
Graduate School of Applied and Professional Psychology
Navigating the DDD Service System: Overview (Part 1)
Nkechi Ugoji-Okoli, MSW, LSW; 
NJ Division of Developmental Disabilities

This workshop will provide insight into the intake and eligibility process, the method to select a support coordination agency and their responsibilities, as well as services offered through individual service plans. The presenter will also discuss quality improvement efforts being made by the Division to ensure continued improvements to service delivery for individuals within the service system. This session will be repeated on Friday as E45.

Strategic Approaches to the IEP
We regret that this workshop is canceled. We plan to offer it again in 2020.

Affordable Housing Options: Design, Development, and Financial Challenges
Brad Molotsky, Jewish Federation of Southern NJ; 
Tom Toronto, Bergen County United Way; 
Jacob Fisher, Penrose Properties; and Merilee Meacock, KSS Architects

Join New Jersey housing developers to learn how to obtain highly competitive, low income housing tax credits and use those credits to develop affordable housing for adults with special needs. Learn what some of our state’s veteran affordable housing developers are planning for 2019 and 2020 and how they are thinking about intersecting with architects on design and with service providers on programming. These ideas focus on recreational activities, skill acquisition, and team building activities, all within DDD-approved budgets (Supports Program and Community Care Program).

Maximizing Insurance Reimbursement for ABA Services
Craig Domanski, Ph.D., BCBA-D, The DATA Group; Jodi Bouter, J.D., and Kim Mack Rosenberg, J.D.: Bouer Law

A BCBA and two attorneys who specialize in representing ABA providers will provide an interactive program with practical advice to address issues payers raise to avoid coverage and to support appeals, increase receivables, and improve your interactions with payers. Kim and Jodi will discuss NJ and federal laws, network contract provisions, and dangers to avoid related to audits, recoupments, and retrospective denials. Craig will address the new codes and ethical billing practices and provide relevant examples of documentation to support coverage.

Using Reinforcement-Based Procedures in the Treatment of Pediatric Feeding Disorders
Merrill Berkowitz, Ph.D., BCBA-D, 
St. Joseph’s Children’s Hospital

It has been estimated that close to 75% of children with autism have some type of feeding problem, and food selectivity by type or texture is the most common difficulty. Research suggests that escape extinction procedures (such as nonremoval of the spoon) are a necessary treatment component to increase acceptance of refused foods. This workshop will review factors contributing to the development of a feeding disorder, summarize treatment procedures that use reinforcement or antecedent-based procedures, and introduce additional behavioral treatment procedures that utilize different dimensions of reinforcement within a choice paradigm.

Mental Health Issues Facing 21st Century Learners
Michael Selbst, Ph.D., BCBA-D, 
Behavior Therapy Associates

Co-Occurring Disorders Workshop Sponsor:

This workshop will address some of the most challenging mental health and related behavior issues that individuals with ASD experience, including depression and suicide, anxiety, substance abuse, school avoidance, dropout, and significant behavior issues. A systematic approach encompasses individualized, intensive, comprehensive, and sustained interventions across three tiers of support. Strategies will be provided for professionals and parents, including tips to improve early identification, increase student engagement, support home/school/community collaboration, address resiliency factors, foster a safe learning environment, and create a positive school culture.

Clarifying the Language of ABA for Various Audiences
Ashley DiMeglio, M.A., BCBA and Sarah Murphy, M.A., BCBA; Positive Behavior Supports Corporation

This workshop will teach behavior analysts how to translate the scientific language, principles, and practices of the field of ABA into clear and relatable terms in order to ensure listener comprehension. Participants will learn to approach each type of audience individually and systematically to increase training effectiveness. Steps include measuring baseline competency, assessing for areas for growth, and addressing specific gaps
to be filled. Participants will develop and discuss functional applications of ABA using concrete examples. The goal is to make ABA more accessible to families and professionals in other fields in order to provide avenues for ABA to have a greater impact.

**Emotional Intelligence & Autism (Part 1)**

We regret that the presenters had to cancel this workshop.

**No Celebration without Generalization: Promoting the Generalization and Maintenance of Skills**

David Celiberti, Ph.D., BCBA-D, Association for Science in Autism Treatment

We are often disappointed to observe that skills successfully taught in one environment do not generalize or maintain over time. Efforts to address these shortcomings need to be individualized for each learner, tailored to the targeted skill, and planned for in a systematic manner. This workshop will describe strategies to promote generalization and maintenance that bear particular relevance to both professionals and parents. The various forms of generalization will be described along with specific steps that may increase the likelihood of generalization. These strategies will relate to all phases of the teaching process.

**Managing Obsessive-Compulsive Symptoms in Youth with High-Functioning Autism**

Debra Salzman, Ph.D. and Rebecca Schulman, Psy.D., BCBA-D; Behavior Therapy Associates

Co-Occurring Disorders Workshop Sponsor: Behavior Therapy

Obsessive-compulsive disorder is a common co-occurring psychiatric disorder among individuals with high functioning autism. Behavioral treatments are effective in treating individuals with both challenges. However, common barriers to successful treatment include avoidance, reinforcement through reassurance seeking, lack of motivation, and inflexibility. This workshop will outline these four barriers and teach strategies for overcoming them and successfully managing OCD symptoms.

**Balance: A Parent-Implemented Program for Preventing Severe Problem Behavior in Young Children (Part 1)**

Gregory Hanley, Ph.D., BCBA-D and Kelsey Ruppel, M.S., BCBA; Western New England University

Positive treatment effects are sometimes diminished when function-based treatments are transferred to parents for implementation in the home. In response, we developed a home-based, parent-implemented program called Balance with the goal of preventing severe problem behavior from developing in young children with autism. A program evaluation showed that meaningful reductions in emerging problem behavior were likely for families who implemented the program with bi-weekly support of a behavior analyst. Materials will be provided along with a review of considerations for those interested in supporting parents’ implementation of the Balance program.
Health Coverage and Autism in NJ

We regret that this workshop is canceled. We plan to offer it again in 2020.

Demystifying Due Process Petitions

Adam Wilson, Esq. and Melissa Powers, Esq.; Hinkle, Prior & Fischer

The right to file a due process petition is the ultimate safeguard for protecting your child’s education. Although no parent wants a legal battle, sometimes parents have to choose between accepting an educational program that isn’t appropriate and defending their child’s rights in court. However, many parents find the legal system daunting or are unaware of how to preserve rights such as “stay-put” and education in the least restrictive environment. This workshop will provide practical advice on how and when to utilize the legal process, key information to include in a petition, what to expect at each stage including typical timelines, and how to navigate interactions with judges.

The Biology of Autism: Understanding Causes and Contributors for More Effective Outcomes

Mark Mintz, M.D., CNNH NeuroHealth

The diagnosis of ASD can be assigned regardless of its biological cause. Like any medical disorder, knowing what causes the problems associated with ASD can lead to more effective treatments and improved outcomes. Genetics, epilepsy, gastrointestinal and sleep disorders, metabolic change variations, infections/inflammation, hormonal imbalance, and other biological processes will be discussed, as well as the additional effects of environmental triggers. Through comprehensive medical screening and testing and the utilization of evidence-based interventions, the quality of life for individuals with ASD and associated conditions can be greatly improved.

Modern Approaches to Curriculum for Individuals with Autism

Joseph Novak, Ed.D., Bcba-D, CCC-SLP, ATP and Shannon Partridge, M.A.; REED Academy

This workshop is designed to support school administrators, BCBAs, and teachers examining their curricula, particularly those whose students have completed traditional ABA curricula and are determining next steps for language programming. Curricula typically used for learners with autism will be discussed in addition to the new Promoting the Emergence of Advanced Knowledge (PEAK). Its modules will be described, research reviewed, advantages highlighted, and limitations discussed. The presenters will discuss their experience using PEAK as the basis for developing an in-house curriculum, including organizing programming and linking to NJ State Learning Standards.

Self-Care: Managing Burnout and Compassion Fatigue

Michael Selbst, Ph.D., BCBA-D, Behavior Therapy Associates

We care about our family members and our clients. Because we want to do all that we can in their best interests, this relationship can often contribute to our own emotional distress. Burnout is a special type of stress that caregivers and professionals may experience, including a sense of reduced accomplishment and physical and/or emotional exhaustion. Compassion fatigue encompasses a much greater level of stress and exhaustion, occurring as a result of helping others who experience emotional or physical pain. This workshop will incorporate evidence-based approaches for caregivers and professionals to develop a self-care plan leading to greater self-compassion.

Autism, Sex, and the Law

Gary Weitzen, POAC Autism Services and Bobbie Gallagher, Ph.D., BCBA; Autism Center for Educational Services

Recent research suggests that individuals with ASD are no less interested in sex than others but are often unaware of appropriate sexual interactions. Due to their learning styles and social deficits, they may be at risk for sexual abuse or incarceration due to inappropriate sexual activity in public or toward others. This workshop will explain how individuals with ASD sometimes become involved in the criminal justice system and steps that should be taken to prevent becoming a victim or offender. Real-life examples will highlight the need to educate law enforcement officers, discuss strategies that may have prevented legal issues, and advocate for sexuality education to ensure safety.
Comorbidity with Autism Spectrum Disorders: Identification and Empirically Supported Treatments

Rebecca Schulman, Psy.D., BCBA-D and Rory Panter, Psy.D.; Behavior Therapy Associates

Co-Occurring Disorders Workshop Sponsor: Behavior Therapy

Children and adolescents diagnosed with ASD commonly experience co-occurring symptoms, disorders, and diagnoses. This workshop will focus on disruptive behavior disorders, including Attention Deficit Hyperactivity Disorder, Oppositional Defiance Disorder, and anxiety disorders. Many parents and educators are familiar with ABA for academic instruction and behavior management but are less familiar with the application of Cognitive-Behavior Therapy, Behavior Therapy, and ABA applied specifically to issues related to comorbidity. This presentation will provide an overview of empirically supported treatments for disorders that commonly co-occur with ASD.

Emotional Intelligence & Autism (Part 2)

We regret that the presenters had to cancel this workshop.

The Importance of Independence and Interdependence in Adolescents and Adults

Mary McDonald, Ph.D., BCBA-D, LBA, Eden II’s Genesis Programs and Anya Silver, M.A., BCBA; QSAC, both Hofstra University

One of the greatest challenges is promoting independence in the individuals we serve so that they can live the best quality of life possible. However, the sometimes overlooked area of interdependence may be even more crucial for success in daily life. Individuals with autism may attempt to behave independently when they actually would be better served by accessing others to help them to solve a problem. The relevance of independence and interdependence will be discussed across a number of domains such as social skills, communication, vocational, leisure, health and safety, and daily living skills.

Standing Up for Science: Ethical Challenges and Opportunities

David Celiberti, Ph.D., BCBA-D, Association for Science in Autism Treatment

There are hundreds of interventions for autism, although the vast majority lack any scientific support. Unfortunately, these prevail in many schools and centers, fringe treatments are afforded widespread media coverage distracting consumers and separating individuals from science-based intervention such as ABA, and the internet is filled with misinformation and unsubstantiated claims. This workshop will highlight the role that behavior analysts can play in helping families and colleagues choose interventions, implement them with high degrees of fidelity, and objectively evaluate outcomes. Strategies for promoting science and the scientific method will be discussed throughout. BACB Ethics CEUs

Balance: A Parent-Implemented Program for Preventing Severe Problem Behavior in Young Children (Part 2)

Gregory Hanley, Ph.D., BCBA-D and Kelsey Ruppel, M.S., BCBA; Western New England University

Positive treatment effects are sometimes diminished when function-based treatments are transferred to parents for implementation in the home. In response, we developed a home-based, parent-implemented program called Balance with the goal of preventing severe problem behavior from developing in young children with autism. A program evaluation showed that meaningful reductions in emerging problem behavior were likely for families who implemented the program with bi-weekly support of a behavior analyst. Materials will be provided along with a review of considerations for those interested in supporting parents’ implementation of the Balance program.
**SESSION D Workshops**

**D34**  
**ROOM 10-11**  
When the School Bus Stops Coming: Approaches to Competitive Employment  
Mary Pat Braudis, DBA, **Wilmington University**

High rates of unemployment or underemployment coupled with internal and external barriers make the transition from school to work difficult. However, highlighting her own research as well as others’, Dr. Braudis will explore successful strategies, approaches, and best practices in employment for individuals with ASD. This workshop will include “success stories” uncovered in the research and address the benefits to employers and communities when employing individuals with ASD. She will also discuss which companies are leading the way in hiring initiatives for this population. With the appropriate supports and commitment, substantial improvement can be made.

**D35**  
**ROOM 7**  
Show Me the Money! Finding Funding for Transition Programs  
Ernst VanBergeijk, Ph.D., MSW, **Lesley University Threshold Program**

Despite a robust economy, individuals on the autism spectrum are often excluded from the labor market. Learn what types of programs and strategies help young adults transition from high school to the world of work and independent living. This workshop will examine the efficacy research of community-based and college-based models, identify the salient sources of funding from the federal government, and offer resources to locate transition programs nationally. The presenter will review how IDEIA, WIOA, HEOA, the ABLE Act, and the New G.I. Bill & the New G.I. Bill 2.0 can be used to fund transition programs.

**D36**  
**ROOM 16**  
Anxiety, Autism, and the 5 Prime Suspects  
Christopher Lynch, Ph.D., **Goryeb Children’s Hospital**

Those who live or work with individuals on the spectrum are acutely aware of how prevalent anxiety can be for those with autism, and they can see firsthand how it causes distress and impedes progress. This workshop will provide an overall framework for understanding anxiety in autism through Dr. Lynch’s 5 Factor Model. Concrete strategies will be provided for each of the 5 areas: cognitive rigidity, sensory sensitivities, speech/language difficulties, social challenges, and task frustration. Environmental modification strategies and specific anxiety management techniques will be shared with emphasis on incorporating them into an overall plan of support.

**D37**  
**ROOM 4-5**  
Helping Selective Eaters in Home and School Settings (Part 1)  
Keith Williams, Ph.D., BCBA, **Penn State Hershey Medical Center & Penn State College of Medicine**

Selective eating has been described among children with ASD since the initial descriptions of autism. Part 1 will define selective eating and address possible related medical and sensory factors. Considerations for planning intervention will be discussed, including a range of individualized interventions that can be used in the home by caregivers. Part 2 will discuss group interventions that have been successfully used in both specialized schools for children with ASD and autism-support classrooms located in general education settings to increase fruit and vegetable intake.

**D38**  
**ROOM 1-2**  
Joint Attention and Related Skills (Part 1)  
Mary McDonald, Ph.D., BCBA-D, LBA and Jan Downey, M.A., CCC-SLP, TSHH; **Eden II’s Genesis Programs**

Individuals with ASD, by virtue of diagnostic criteria, have challenges in communication. In typical development, use of eye contact for a variety of functions can be observed early in infancy. Joint attention (JA) is a three-way interaction between a child, caregiver, and external entity (such as an object). Through JA experiences, children learn about their environment and expand their vocabulary. In Part 1, participants will be introduced to the developmental trajectory, different forms of JA, prerequisite and component skills, and implications for language acquisition. Clinical application for children with ASD will be discussed in Part 2, including assessment and intervention.

**D39**  
**ROOM 24**  
Simple and Sustainable: Supports in General Education Classrooms  
Terese Dana, M.S., BCBA, **The Laura Adaptive Recreation Center**

Many students with ASD can benefit from participation in inclusive classrooms, but these general education settings offer a very different environment from one-on-one ABA teaching sessions. Teachers and consultants need to work together to make sure the behavior support plans are doable in this context. This workshop will look at ways to adapt evidence-based interventions to help students become more independent and successful in the classroom, particularly with social, emotional, and functional goals. Individualized and classwide interventions involving visuals, modeling, and activities that foster social interaction will be presented through video and real-life scenarios.
This workshop will provide an overview of the impact of being a member of a regulated profession. There are now more states that license behavior analysts than those that do not. Similarly, most state health plans and Medicaid programs provide some form of funding for the delivery of behavior analysis services. As members of a regulated profession, BACB certificants need guidance on understanding the different roles and responsibilities of the BACB, the state regulator, and the funder. Historical and current developments will include a discussion of ethical impacts, multi-state practice, telepractice, and more. **BACB Ethics CEUs**

**Medication Boot Camp: A Behavior Analyst’s Guide to Psychotropic Medications (Part 1)**
Anna Marie DiPietro, MSN, CRNP, PMHNP-BC, Open Road Psychiatric Services and Jim Chok, Ph.D., BCBA-D, private practice

This workshop will provide an in-depth review of psychotropic medication classes, including new medications that have come to market, with a focus on how to evaluate the effects of medications from a behavior analytic perspective. The topic of genetic testing (pharmacogenomics) and its potential utility in the prescription of psychotropic medication will also be discussed. Educational content will be presented by a psychiatric prescriber with experience working with both behavior analysts as well as individuals with high-risk challenging behavior.

**Reinforcer Assessments: Why They Are Important and How to Conduct Them**
Robert Isenhower, Ph.D., BCBA and Frances Perrin, Ph.D., BCBA-D; Rider University

So you have incorporated the results of a preference assessment into a target program and behavior hasn’t changed. What do you do now? Reinforcer assessment methodology allows practitioners to systematically identify items or activities that function as reinforcers. This workshop will review the three main types of reinforcer assessments—multiple schedule, concurrent operant, and progressive ratio—providing an overview of the benefits and limitations of each as well as how and when to conduct them. Hands-on opportunities to practice implementing each assessment and collecting data will be provided. Finally, best practices in conducting reinforcer assessments will be discussed.

**A Team Approach to Care: How Targeted Evaluations Influence ABA Treatment**
Kathleen Bailey Stengel, M.S., BCBA, LBA, LBS and Michael Baniewicz, Psy.D.; CNNH NeuroHealth

Caregivers may want to have their child assessed by a specially-trained clinician to understand their specific brain functioning, know what behavioral treatment protocols would be best suited, and learn how to implement or update an evidence-based treatment plan. The behavior analyst/neuropsychologist team will outline how information obtained through a neuropsychological evaluation can influence the behavior treatment plan for the most targeted interventions. Participants will learn the importance of understanding an individual’s cognitive strengths and weaknesses, the basics of ABA, how caregivers are integral to the treatment process, and some specific strategies.

**The Ethics of Treating Stereotypic Behavior: It’s Not SIB**
William Ahearn, Ph.D., BCBA-D, LABA, The New England Center for Children

NECC Workshop Workshop Sponsor: ACE 40

It is well established that automatically reinforced problem behavior can be difficult to treat. This workshop will examine the question of how, when, and whether stereotypic behavior should be treated. While self-injury poses the risk of significant harm, stereotypy rarely leads to injury; if it is a preferred activity, there should be times in which it is available for one to engage in. Ethical considerations will be discussed along with the risks and benefits of both treating and not treating stereotypy. Applied research on evaluating and treating stereotypic behavior will also be reviewed with a focus on effective interventions for building core adaptive living and social skills. **BACB Ethics CEUs**
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- Social skills interventions;
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- BCBA substitute service; Supervision of ABA therapists and prospective BCBA or BCaBA

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- Parent Training and Education Programs

To learn more about the programs of Alpine Learning Group, visit our website at www.alpinelearninggroup.org or call 201.612.7800
E45
Navigating the DDD Service System: Overview (Part 1)
Nkechi Ugoji-Okoli, MSW, LSW and
Christina Gonzalez, MSW;
NJ Division of Developmental Disabilities

This workshop will provide insight into the intake and eligibility process, the method to select a support coordination agency and their responsibilities, as well as services offered through individual service plans. The presenter will also discuss quality improvement efforts being made by the Division to ensure continued improvements to service delivery for individuals within the service system. This session is the same as B12.

E46
Addressing the Unique Financial Needs of Youth with Special Needs and Their Families
Amy Frank Goldman, CRPC,
AFG Wealth Management, and
Michelle Scanlon, Esq., Mandelbaum Salsburg

Whether managing a new diagnosis or simply maintaining the day-to-day responsibilities of life with a child with special needs, one of the most overlooked topics is estate planning. Do you have a clear understanding of how your child(ren) will be cared for in your absence? Have you considered drafting a will or even a special needs trust but the process seems so overwhelming that you haven’t taken action? Join us for an interactive discussion on what other families like yours have done, what some of the different options are, and the easiest ways to get the process started. We will be discussing a number of strategies including special needs trusts, Social Security, guardianship, and more.

E47
How the DSM-5 Has Impacted Diagnosis and Treatment
Audrey Mars, M.D., Hunterdon Medical Center

The fifth edition of the Diagnostic and Statistical Manual went into effect in 2013. This workshop will describe the DSM-5 criteria and how it has impacted the diagnosis and treatment of Autism Spectrum Disorder. Participants will gain greater understanding of the comprehensive diagnostic evaluation process and appropriate therapy services. Educational approaches, behavioral supports, and medication options will all be discussed. Current terminology will be clarified and an explanation of current prevalence statistics provided.

E48
Transition Planning for Further Education for Students at All Levels of Functioning
Ira Fingles, Esq., Law Offices of Ira M. Fingles and Domenico Cavaione, Ph.D., East Stroudsburg University

This workshop will explore opportunities for students at any level of functioning to experience further education (including higher education). It will address the increasingly common practice of securing full- or part-time placement in higher education settings as part of their IEPs. These programs may include a residential experience in a dorm-like setting to assist with nonacademic skills such as behavior, socialization, and independent living skills. Discussion will include practical and clinical tools as well as the legal underpinnings of transition planning for students bound for further education. Participants will learn how students, parents, and professionals can maximize the likelihood of a successful educational experience.

E49
Hot Topics in Dispute Resolution
Jacqueline DeVore, J.D. and
Maria McGinley, Esq.; Mayerson & Associates

Despite best intentions, points of dispute may arise between families and schools. This workshop will analyze six recent NJ matters involving special education disputes. As we describe each situation, we will weave in relevant aspects of the law. For each “case,” we will review the main facts and issues involved, the different approaches to resolution that were considered, and the take-away of what was successful, unsuccessful, and why. Both parent and school participants will learn creative approaches to avoid disputes in the first place and innovative ways to resolve those that may still arise. We will continue the conversation in L6 with a parent and a BCBA.

E50
Helping Selective Eaters in Home and School Settings (Part 2)
Keith Williams, Ph.D., BCBA,
Penn State Hershey Medical Center & Penn State College of Medicine

Selective eating has been described among children with ASD since the initial descriptions of autism. Part 1 will define selective eating and address possible related medical and sensory factors. Considerations for planning intervention will be discussed, including a range of individualized interventions that can be used in the home by caregivers. Part 2 will discuss group interventions that have been successfully used in both specialized schools for children with ASD and autism-support classrooms located in general education settings to increase fruit and vegetable intake.
This workshop will highlight the importance of cultural awareness when working with diverse families of children diagnosed with ASD. Beginning with a detailed analysis and explanation of culture broadly, the presenters will lead the conversation toward helping attendees understand their cultural development and biases. They will discuss the methods they have used to coach caregivers and professionals in the understanding of culture and shift their practice to be more culturally responsible. Participants will leave the workshop with practical tools to serve diverse communities as well as lead conversations with their peers on the topic of cultural responsibility.

Joint Attention and Related Skills (Part 2)
Mary McDonald, Ph.D., BCBA-D, LBA and Jan Downey, M.A., CCC-SLP, TSHH; *Eden II’s Genesis Programs*

Individuals with ASD, by virtue of diagnostic criteria, have challenges in communication. In typical development, use of eye contact for a variety of functions can be observed early in infancy. Joint attention (JA) is a three-way interaction between a child, caregiver, and external entity (such as an object). Through JA experiences, children learn about their environment and expand their vocabulary. In Part 1, participants will be introduced to the developmental trajectory, different forms of JA, prerequisite and component skills, and implications for language acquisition. Clinical application for children with ASD will be discussed in Part 2, including assessment and intervention.

Classroom Settings and Skill Acquisition
Michele Gardner, M.Ed. and Elizabeth Doerrbecker, Psy.D., BCBA-D; *Berkeley Heights Public Schools*

Research suggests that careful consideration of the learning environment is paramount to lifelong skill acquisition. Sometimes it is assumed that teaching responsibilities should occur in the self-contained environment solely based on the student’s cognitive functioning or diagnosis. This workshop will explore individualized decision-making and the criteria for self-contained instruction. A thorough review of the law and research will be conducted, with a focus on student rights and parental participation. Presenters will discuss ways to determine whether skills should be taught in general education or self-contained settings, providing examples and real-life case studies for discussion.
**L4**

**Autism in Independent Film**
Linda Velwest, *Golden Door International Film Festival* and Amy Gravino, M.A., C.A.S., *A.S.C.O.T Consulting*

Join us for an exploration of how different aspects of autism are portrayed in several short films, some with actors and/or filmmakers on the spectrum. We will be screening three short, thought-provoking, independent films, both documentaries and narratives. The viewpoints of the individuals with autism and the people who care about them will be examined. The discussion facilitators will emphasize how the films promote appreciation and acceptance and point out the ways they portray autism as experienced differently by different people.

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**L5**

**An Autism Parent & Medical Expert’s Guide To Maximizing Your Child’s Next Doctor’s Appointment**
Theresa Lyons, Ph.D., *Navigating AWEtism*

Going to the doctor with a child who has autism can be stressful. As a former medical strategist and an autism parent, I am often asked how to make the most of a medical visit. This interactive workshop will explain what information is helpful to provide a doctor in addition to factors that affect the doctor’s ability to trust your ideas. Participants will learn how to personalize an agenda for their child’s next appointment to make it more efficient and to form a positive partnership with the doctor. Parents will be invited to share successes and common concerns about doctor’s appointments, and many resources will be provided.

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**L6**

**Q&A: Resolving Disputes Between Families and School Districts**
Jacqueline DeVore, J.D. and Maria McGinley, Esq.; *Mayerson & Associates*; MaryKate Lesnevich, M.S., CMPP, *parent*; and Cristiane Souza Bertone, M.S.Ed., BCBA, LBA, *private practice*

This panel offers diverse experiences of special education attorneys, a parent, and a BCBA. Participants will have the opportunity to write down questions, and each panelist will offer her own unique perspective and advice. If time allows, the moderator will take additional questions and facilitate a meaningful dialogue between the panelists and participants. *This session is a follow-up to E49, but attendance in that workshop is not required.*

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**Room 22-23** will be set aside for parents to meet and discuss their successes, challenges, and tips. One area will be facilitated by Bobbie Gallagher, Ph.D., BCBA (who has 2 adult children with autism) and the other section unstructured.

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Autism New Jersey is proud to offer author signings of some of our presenters’ books which are available through the Behavior Development Solutions bookstore. Stop by Booth 60-61 at the following times to have your purchase autographed and meet the authors:

**Friday, 12:00pm to 12:30pm**
Christopher Lynch, Ph.D. (Workshop D36)
*Anxiety Management for Kids on the Autism Spectrum: Your Guide to Preventing Meltdowns and Unlocking Potential*

John Miller, M.A. (Workshops F57 & G68)

**Friday, 12:30pm to 1:00pm**
Keith Williams, Ph.D., BCBA-D (Workshops D37 & E50)
*Broccoli Boot Camp: Basic Training for Parents of Selective Eaters*
THURSDAY, OCTOBER 18

Conference AT A GLANCE

Registration: 8:00am to 9:00am
Exhibits: 8:00am to 4:00pm

KEYNOTE

A Respected and Practical Approach to Addressing Challenging Behavior
ROOM 3/24

SESSION A

A1 CSOC ROOM 10-11
A2 Legal Special Needs Planning ROOM 13-15
A3 Verbal Behavior ROOM 4-5
A4 Collaborative Communication ROOM 13-15
A5 Anxiety and Trauma ROOM 3
A6 Ethics: Individual & Organizational ROOM 17-19

A7 Early Intervention ROOM 9
A8 Self-Management ROOM 20-21
A9 Reducing Restraint & Seclusion ROOM 24
A10 Problem Behavior in Teens/Adults ROOM 16
A11 Social Initiations ROOM 1-2

SESSION B

B12 DDD ROOM 20-21
B13 IEPs (Canceled)
B14 Housing ROOM 4-5
B15 Insurance for ABA ROOM 10-11
B16 Feeding ROOM 8-9
B17 Mental Health Issues ROOM 3

B18 ABA Terminology ROOM 17-19
B19 Emotional Intelligence 1 (Canceled)
B20 Generalization ROOM 13-15
B21 OCD ROOM 16
B22 Problem Behavior in Children 1 ROOM 24

SESSION C

C23 Health Coverage (Canceled)
C24 Due Process ROOM 10-11
C25 Biological Causes ROOM 20-21
C26 Curriculum ROOM 4-5
C27 Burnout & Compassion Fatigue ROOM 3
C28 Sex and the Law ROOM 8-9
C29 Co-Occurring Disorders ROOM 16
C30 Emotional Intelligence 2 (Canceled)
C31 Independence/Interdependence ROOM 17-19
C32 Ethics: Science-Based Treatment ROOM 13-15
C33 Problem Behavior in Children 2 ROOM 24

LUNCH

Lunch & Learns
L1 Q&A: CSOC ROOM 13-15
L2 Financial Planning ROOM 10-11
L3 Q&A: BACB ROOM 17-19

LUNCH ACTIVITIES (12:20pm to 1:20pm)
Research Posters
Parents-Only Networking Lunchroom
Book Signings (Booth 60-61)
NJABA IMAB Workgroup ROOM 25-16

B18 ABA Terminology ROOM 17-19
B19 Emotional Intelligence 1 (Canceled)
B20 Generalization ROOM 13-15
B21 OCD ROOM 16
B22 Problem Behavior in Children 1 ROOM 24
FRIDAY, OCTOBER 19

SESSION D

- Employment (D34)
  ROOM 10-11
- Transition Funding (D35)
  ROOM 7
- Anxiety (D36)
  ROOM 16
- Selective Eating 1 (D37)
  ROOM 4-5
- Joint Attention 1 (D38)
  ROOM 1-2
- Supports in General Education (D39)
  ROOM 24

SESSION E

- DDD 1 (E45)
  ROOM 13-15
- Financial Planning (E46)
  ROOM 7
- DSM-5 (E47)
  ROOM 8-9
- Further Education (E48)
  ROOM 20-20
- Dispute Resolution (E49)
  ROOM 10-11
- Selective Eating 2 (E50)
  ROOM 4-5
- Cultural Responsiveness (E51)
  ROOM 3
- Joint Attention 2 (E52)
  ROOM 1-2

LUNCH

- Lunch & Learns
- Gold Member & Friends Luncheon
- Parents-Only Networking Lunchroom
- Book Signings (Booth 60-61)
- Independent Films (L4)
  ROOM 17-18
- Medical Appointments (L5)
  ROOM 13-15
- Q&A: Dispute Resolution (L6)
  ROOM 10-11

SESSION F

- DDD 2 (F56)
  ROOM 13-15
- Inclusion (F57)
  ROOM 24
- Genetics (F58)
  ROOM 7
- Transition (F59)
  ROOM 4-5
- Very Young Children (F60)
  ROOM 1-2
- Digitability 1 (F61)
  ROOM 20-21
- Match-to-Sample (F62)
  ROOM 8-9
- Social Skills (F63)
  ROOM 3
- AAC 1 (F64)
  ROOM 16
- Residential Treatment (F65)
  ROOM 10-11
- BACB Supervision 1 (F66)
  ROOM 17-18

SESSION G

- Life Care Plans (G67)
  ROOM 10-11
- Dating & Relationships (G68)
  ROOM 24
- Safety Plans (G69)
  ROOM 4-5
- Social Skills (G70)
  ROOM 3
- Digitability 2 (G71)
  ROOM 20-21
- Teaching Coding (G72)
  ROOM 8-9
- AAC 2 (G73)
  ROOM 16
- Program Selection (G74)
  ROOM 13-15
- BACB Supervision 2 (G75)
  ROOM 17-19

Registration: 8:00am to 9:00am
Exhibits: 8:00am to 2:00pm
Navigating the DDD Service System: Working with Your Budget and Accessing Services (Part 2)  
Nkechi Ugoji-Okoli MSW, LSW and Theresa Santana, M.A.;  
*NJ Division of Developmental Disabilities*

Participants will gain an understanding of the New Jersey Comprehensive Assessment Tool (NJCAT), individualized budgets, services available through DDD, and an understanding of ways the budget could be effectively used. This workshop is a follow-up to B12 and E45, but attendance in either of those is not required.

Building a Bridge Towards Success: An Integrative Model for Inclusion  
John Miller, M.A.,  
*The School District of Palm Beach County*

Inclusion in a general educational environment can be important to create the conditions for success in later life, but parents may fear that their children will be in environments that will not meet their needs. This workshop will examine strategies and steps to make inclusion a less stressful and more rewarding experience. The presenter will examine real-world examples of pragmatics, executive functioning, organization, and sensory and behavior issues from his perspective as a teacher and an individual with autism. Participants will be encouraged to ask questions and will receive tools to help individuals with ASD to succeed and even flourish in an inclusion setting.

The Genetic Bridge to Autism  
Beth Pletcher, M.D., FAAP, FACMG,  
*Rutgers New Jersey Medical School*

This workshop will hopefully demystify the process of undertaking a genetic evaluation and provide practical guidelines based on scientific evidence as to the potential benefits and risks of each test. Typical genetic studies will be discussed along with examples of how this information may improve medical management and/or alter educational recommendations. Case studies will illustrate the many facets of ASD and how genetic testing can improve outcomes and provide important information to family members. We will also explore new avenues for genetic research and potential clinical tests that are not yet “ready for prime time.”

Exploring and Understanding the Transition to Adult Services  
Amanda Duva, M.A., BCBA,  
*Services for the UnderServed*

Transitioning into adulthood can be a difficult and scary time for young adults and family members alike. Systems and services change drastically, and the complexities that arise can lead to families doubting their advocacy for their loved ones. The presenter will provide insight on the adult services world through her experience in a large nonprofit in New York City. A focus on prioritizing skills to be acquired before aging out of school programs will be discussed based on this agency’s intake process. Participants can expect to learn more about the adult services screening process and identify strategies to prepare both the individual and family to improve chances of a successful transition.

Very Young Children with Autism: Where to Begin and What to Teach  
Merle Crawford, M.S., OTR/L, BCBA and Barbara Weber, M.S., CCC-SLP, BCBA;  
*private practice*

With more children diagnosed at younger ages, professionals may wish they had more experience working with infants and toddlers. This workshop will expand participants’ knowledge base about working with very young children: where to begin, what skills to target, and how best to collaborate with families and team members who may have differing knowledge and styles. An overview of important early milestones in all developmental domains will be presented along with ways ABA strategies can be effectively used with these young learners. Strategies and resources for diverse professionals and parents will be given to help children acquire and maintain skills during daily routines.

Digitability: Be Work-Ready! (Part 1)  
Michele McKeone, M. Ed., *Digitability* and Lindsey DelCarlino, M.S., BCBA,  
*Kinney Center for Autism Education & Support*

In our technology-driven society, how can we shape student interests into marketable skills while developing their social and emotional capacity for independence? This interactive workshop will model the methods used in Ms. McKeone’s high school autistic support classroom and the translation of those methods to her award-winning platform, Digitability. 67% of Digitability's first cohort of graduates obtained full-time employment independently. Participants will receive free curriculum and resources and learn how to develop academic, social-emotional, and vocational skills while transforming their classrooms into simulated workplaces.
F62

Recent Innovations in Matching-to-Sample Instruction
Chata Dickson, Ph.D., BCBA-D, LABA,
New England Center for Children

NECC Workshops Sponsor: ACE

You know how to teach using matching-to-sample (MTS), and you have some experience troubleshooting problems. Given the many features of MTS that can be varied (stimulus presentation, prompting and fading, response topographies, reinforcement strategies, and sequencing, pacing, and balancing trials), how do you decide what to do? Where do you look for solutions when learning is stalled, and your student is struggling with increasingly complex tasks? This interactive workshop will review matching-to-sample instruction and related research before discussing recent developments that can help to guide decisions for default teaching procedures and strategies for remediation.

F63

Evidence-Based Social Skills Interventions
Lorraine Otte, Ph.D, BCBA-D, LABA,
Endicott College

Not only do individuals with autism lack specific social skills such as greeting others, but they may also have deficits in more complex skills such as social comprehension and quality of interactions (e.g., clarity, appropriateness). Assessment of the social skills repertoire is essential to determine not only specific skills needed, but whether the difficulty engaging in social interactions is due to a lack of skill knowledge, inability to perform the skills, and/or a lack of interest. This workshop will highlight key areas to assess and focus on guidelines for practical use of social skills interventions which have strong empirical support: peer-mediated interventions, social stories, and video modeling.

F64

Assessment and Intervention Strategies for Individuals Who Use AAC (Part 1)
Joseph Novak, Ed.D., BCBA-D, CCC-SLP, ATP,
REED Academy

This workshop will provide professionals and parents with information regarding assessment and intervention strategies for individuals who require augmentative/alternative communication (AAC); in short, it is not as simple as downloading an app and giving an individual an iPad! Part 1 will focus on principles of assessment. Topics will include the efficacy of AAC; its effect on vocal speech development; communication modes; the range of systems (no/low-tech to high-tech); selection of appropriate symbol types; and assessments such as the TASP. The idea of whether prerequisite skills exist for AAC usage will also be discussed.

F65

Planning for Successful Discharge: Meeting the Community, Child, and Family Training Needs to Reduce Recidivism for Complex Learners
Amanda Laprime, Ph.D., BCBA-D, Mark Palmieri, Psy.D., BCBA-D, and Adrianna Zambrycka, LCSW, BCBA, LPA;
Center for Children with Special Needs

After episodes of severe aggression or self-injury, individuals with ASD are often taken to emergency departments (ED), discharged to programs with limited capacity to serve them, and returned to the ED if psychiatric intervention alone fails to establish a sustainable model. In response, a treatment model was developed by The Center for Children with Special Needs in conjunction with psychiatric residential treatment facilities and many state agencies. Its purpose was to provide behavioral intervention and care coordination while establishing sustainable models within the facilities. Topics will include the program planning steps, pilot data, family outcomes, and long-term sustainability.

F66

When the Mentee Becomes the Mentor: Using Behavior Analysis to Train Future BCBA’s (Part 1)
Lauren Kryzak, Ph.D., BCBA-D and Celia Heyman, M.A., BCBA;
Above and Beyond Learning Group

While the BACB has continued to refine requirements and expectations of supervisors, wide discrepancies continue among supervision experiences. The need for guidance on how to deliver effective supervision is evidenced through peer-reviewed papers and even a 2016 dedicated issue of Behavior Analysis in Practice. This workshop will describe methods to use behavior analysis within the scope of training supervisees, such as discrimination training, programming in generalization, concept formation through stimulus control, and precision teaching. The presenters will also review the application of Relational Frame Theory to problem solving of behavior analysis applications.

BACB Supervision CEUs
Make the future of your dependent with special needs more secure by learning how to plan at each important stage of life. Learn how to protect government benefit eligibility, the simple but important points of your will, and how to fund special needs trusts and ABLE accounts. Letters of intent will also be discussed. Answer the difficult question of “What happens when I’m gone?” by knowing step by step how to provide quality of life and a lifetime of care.

This workshop will examine aspects of dating and relationships from an Autie perspective. Different issues that are unique to people with autism will be analyzed and solutions will be provided on how they can be overcome. Strategies will be given to foster more success in dating and to create a sound foundation for a potential relationship. A wide range of topics will be reviewed including dating etiquette, interacting with friends and family, personality types, sexuality, and more. The presenter will share his personal point of view, based on his own experiences (also shared in his book, Decoding Dating).

Unfortunately, students with special needs are often left out of safety planning for events like active shooter or other school emergencies. Similarly, facility-based programs that support adults with autism are too often unprepared for emergency events that could happen at any time. The good news is that there are simple strategies which parents and professionals can advocate for that can significantly improve a school’s safety planning or be incorporated into adult services. Ms. Shea, the former Assistant Commissioner of the NJ Department of Human Services and current member of the School Safety Team at Porzio Compliance Services, will address these issues.

Engaging in appropriate social behavior allows us to participate fully in our community. For individuals with ASD, acquiring appropriate social skills can be particularly challenging. For professionals and caregivers, teaching social skills can be a daunting endeavor. Regardless of the educational environment (full or partial inclusion or self-contained), this workshop will show you how. Participants will learn a variety of methods from the science of ABA (such as Pivotal Response Training and Behavioral Skills Training) to effectively teach these very important skills. Learn to increase peer interactions, differentiate for various ability levels, and promote generalization of skills.

In our technology-driven society, how can we shape student interests into marketable skills while developing their social and emotional capacity for independence? This interactive workshop will model the methods used in Ms. McKeone’s high school autistic support classroom and the translation of those methods to her award-winning platform, Digitability. 67% of Digitability’s first cohort of graduates obtained full-time employment independently. Participants will receive free curriculum and resources and learn how to develop academic, social-emotional, and vocational skills while transforming their classrooms into simulated workplaces.

What skills can we target to assist individuals with ASD to be more employable? Computer science is at the top of the list of growing fields, so this workshop will demonstrate the ability of learners with ASD to learn computer coding, giving them skills transferable to employment opportunities. The presentation will describe the methods (i.e., task analysis, visual models, error correction) used to teach students to write computer programs using a block-based coding program and the possible generalization of these skills to other areas of computer science. As the tools utilized to communicate and process information change, so too must we include instruction in new skills.
Assessment and Intervention Strategies for Individuals Who Use AAC (Part 2)
Joseph Novak, Ed.D., BCBA-D, CCC-SLP, ATP, REED Academy

This workshop will provide professionals and parents with information regarding assessment and intervention strategies for individuals who require augmentative/alternative communication (AAC); in short, it is not as simple as downloading an app and giving an individual an iPad! Part 2 will focus on principles of intervention. Topics will include prompts and prompt-fading procedures; initiating AAC intervention; selecting and organizing vocabulary; specific skill acquisition programs; and modifications. The research on AAC modeling techniques and the presenter’s doctoral dissertation study will be briefly discussed. Lastly, consideration will be given to balancing vocal speech and AAC.

Key Questions When Selecting or Creating a Program for Individuals with Challenging Behavior
Lisa McCauley Parles, Esq., Parles Rekem and Samantha Volpe, Ph.D., BCBA, Elwyn New Jersey

This workshop will address components of programs for individuals with autism and severe challenging behaviors in an effort to create collaborative and effective programs. It is intended to assist caregivers in selecting a program for their loved ones and to support professionals seeking to create models well suited to this population. National initiatives and housing models will be presented along with a discussion of state and federal regulations. Topics will include the role of BCBAs; tracking progress for both behavior support plans and skill acquisition programs; video recording for monitoring and training purposes; parental engagement and rights; and innovative construction design.
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SERV Achievement Centers / Booth 85
Residential and behavioral health services
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Ewing, NJ 08628
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www.servbhs.org
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Seton Hall University / Booth 107
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brian.conners@shu.edu

Skylands Family Support / Booth 83
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Spectrum 360 / Booth 77
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www.spectrum360.org
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Spectrum Care Management & Counseling / Booth 18
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973.530.4155
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Summit Camp / Booth 11
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Sunny Days Early Childhood Developmental Services / Booth 67-68
Early intervention and pediatric outpatient services
300 Corporate Center
Manalapan, NJ 07726
732.761.0088
www.sunnydays.com
jcocco@sunnydays.com

TheraCare / Booth 26
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The Uncommon Thread / Booth 57
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Yellow Bus ABA / Booth 74
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Sunny Days Early Childhood Developmental Services, Inc. presents The Sunshine Center. A center based program that offers the following services:

- ABA / Behavioral therapy for all ages
- Daily Living Skills for ages 12 and up
- Social Skill Groups for all ages
- Specialized groups including Lego Club, Science Club, and Lunch Bunch
- Occupational Therapy, Speech Therapy, and Physical Therapy for all ages.
- We also offer BCBA/BCaBA Supervision for candidates pursuing a certification as a Behavior Analyst.
- Counseling

The Sunshine Center has center based locations throughout NJ. For more information please call us at 1-866-55-SUNNY (78669) or visit our website www.sunnydayssunshinecenter.com.

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2019 CONFERENCE VOLUNTEERS (list as of 9/1/19)

A special thank you to our volunteers! Autism New Jersey truly appreciates their time and commitment to ensuring the success of the conference.

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Autism New Jersey thanks the following organizations for their support of our efforts.
Public Policy Partners are highlighted in orange. (list as of 9/12/19)

- ABA Collective
- ABA Provider Services
- Above and Beyond Learning Group
- Achieve Beyond
- Allegro School
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- Bancroft
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- Eden 2 Programs
- Eden Autism Services
- Educational Services Commission of NJ
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- Enable
- EPIC School
- First Children Learning Services
- Freeman Law Offices
- A Friendly Face
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- Institute For Educational Achievement
- Joseph M. Sanzari Children's Hospital
- Kingsway Learning Center
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- Legacy Treatment Services
- Mt. Bethel Village
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- NJ Statewide Independent Living Council
- Newmark Schools
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- Partners in Learning
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- PerformCare
- Pompton Lakes Board of Education
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- REED Academy
- Rethink
- RKS Associates
- Rutgers GSAAP's Autism Services
- SEARCH Learning Group
- The Shore Center for Students with Autism
- Skylands Family Support
- Somerset Hills Learning Institute
- Spectrum360
- Supportive Housing Association of NJ
- The Uncommon Thread
- United Way of Bergen County
- Y.A.L.E. School
- YCS - Sawtelle Learning Center
- You & Me School
- YCS – Sawtelle Learning Center
- You & Me School
Here's What Our Clients Are Saying:

D.O. - Mother of Special Needs Child
"Lisa and Denise are incredibly passionate about their work; together they make a powerful team. When they came into our lives, they gave us hope, inspiration and brought positive changes to our son and family. They fought for us and did not settle for anything less than what our child and family were entitled to."

D.B. - Mother of Special Needs Child
"I got to where I needed to be and didn’t even realize that's what our family needed. It's great when you can find people who not only know the law and the system, but will step away and take a look at the whole situation."

M.D. - Mother of Adult with Autism
"Words cannot explain how appreciative my husband and I are that we found Denise Rekem and Lisa Parles. Their insight and appreciation of our crisis situation got DDD to understand what we had been trying to communicate to DDD for more than 2 years. They were our voice and helped to get our son the residential placement he desperately needed."

N.H. - Mother of Child with Autism
"Lisa Parles is a phenomenal special education attorney. She was crucial in obtaining the appropriate education my child deserves."

D.O. - Mother of Special Needs Child
"Lisa and Denise are incredibly passionate about their work; together they make a powerful team. When they came into our lives, they gave us hope, inspiration and brought positive changes to our son and family. They fought for us and did not settle for anything less than what our child and family were entitled to."

L.F. & J.F. - Parents of Adult with Autism
"The firm's professionalism, knowledge of the system and passion for the special needs population is unmatched."

N.H. - Mother of Child with Autism
"Lisa Parles is a phenomenal special education attorney. She was crucial in obtaining the appropriate education my child deserves."

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Which program is right for your son or daughter? It's my job to help you figure that out. Contact me, Colleen Dergosits, Director of Admissions, at (518) 218-0000 ext. 4625 or cdergosits@livingresources.org

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A thought leader in SPECIAL NEEDS PLANNING, Don brings 30+ years as a successful manager and a Million Dollar Roundtable level producer since 2011.™

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Here is Don’s new contact information:

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