



# Summer Workshops 2017

*Kidz Conference Services has designed a series of workshops in an effort to provide an opportunity for professional development with topics that are clinically relevant and current for professionals working in the field of special education.*

**Presented By:**

**Kidz Conference Services**  
 300 Garden City Plaza, Suite 350  
 Garden City, NY 11530  
 516-747-9030, F 516-877-0998  
 Teri Chase, Conference Coordinator

Sessions Available	Date & Time	Presenters	Disciplines & CEUs Available				
			SW	Psy	Spch Path	Tchr, Lev III TA, Schl Lead	OT
			<i>NYS Bd. for SW hrs.</i>	<i>NASP CPDs</i>	<i>ASHA CEUs</i>	<i>NYSED CTLE hrs.</i>	<i>AOTA CEUs</i>
• Social Emotional Learning - Building Skills for Success	<b>7/19</b> 8:30-4:00	Vicki Nietzer, Ed.D.	6	6	.6	6	
• Comprehensive Parent Training: Combining Behavioral and Cognitive Approaches	<b>7/24</b> 8:30-4:00	Lenny Caltabiano, Psy.D., NCSP	6	6		6 <i>*Not TA</i>	
• Attention Seeking Behaviors: Avoiding Power Struggles	<b>8/2</b> 8:30-4:00	Mary Lou Bastiao, M.S.SPED & Lorraine Petrizzo, MS.Ed, BCBA, LBA	6	6	.6	6	.6
<b>Teaching Learners with Autism Spectrum Disorder (Early Intervention – Grade 2)</b>							
• Understanding Autism and Behavior Analysis ( <b>Day 1</b> )	<b>8/7</b> 8:30-4:00	Lenny Caltabiano, Psy.D., NCSP & Jaime Gettinger-Webber, M.S.SPED, BCBA	6	6	.6	6 <i>*Not SL</i>	.6
• Building a Mand Repertoire & Errorless Teaching Procedures ( <b>Day 2</b> )	<b>8/8</b> 8:30-4:00		6	6	.6	6 <i>*Not SL</i>	.6
• Intensive Teaching Procedures: Tacts, Intraverbals & Listener Behavior ( <b>Day 3</b> )	<b>8/9</b> 8:30-4:00		6	6	.6	6 <i>*Not SL</i>	.6
• Sexuality in Children & Adolescents	<b>8/10</b> 8:30-11:45	Howard Weiner, Ph.D.	3	3	.3	3	
• Executive Functioning in Classroom & Related Service Settings	<b>8/10</b> 12:45-4:00	Vicki Nietzer, Ed.D.	3	3	.3	3	
• Tablet Applications for Students with Disabilities: Addressing Behavior and Social-Emotional Skills	<b>8/16</b> 8:30-11:45	Lenny Caltabiano, Psy.D., NCSP	3	3	.3	3	
• Behavior-Busters: Effective Ways to Address Problem Behaviors	<b>8/16</b> 12:45-4:00	Daniel Gatto, M.A., M.S.Ed., L-B.C.B.A	3	3	.3	3	


Sign up for 2 or more: get a discount

Sign up for both: get a discount

Sign up for both: get a discount

**\*Indicates session NOT applicable to discipline noted (TA=Level III Teaching Assistant; SL = School Leader)**

## CEU / CPD INFORMATION



Kidz Conference Services, LLC is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply any endorsement of course content, specific products or clinical procedures.

See above chart for CEUs for each course  
 All courses are Intermediate Level, Professional area, except for Understanding Autism Day 1 (Introductory, Professional Area).

Kidz Conference Services, LLC SW CPE is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #0147.



**APPROVED PROVIDER of CONTINUING EDUCATION**  
 by The American Occupational Therapy Association, Inc.

**Kidz Conference Services, LLC is an AOTA Approved Provider** of continuing education. AOTA does not endorse specific course content, products, or clinical procedures. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. Provider #6021.



Ensuring High Quality Professional Development

**Kidz Conference Services, LLC** is approved by National Association of School Psychologists to offer continuing education for school psychologists.

**Kidz Conference Services, LLC** is approved by the New York State Education Department as a sponsor of Continuing Teacher and Leader Education (CTLE), #3368.  
**FOR: Teachers, School Leaders & Level III Teaching Assistants**

**Participants must be present for the entire session to receive continuing education credits.**

## BIOGRAPHICAL INFORMATION

**Lenny Caltabiano, Psy.D., NCSP** is a NYS Licensed Psychologist, a NYS and Nationally Certified School Psychologist and currently is the Director of the Autism Behavioral Services Department at Kidz Therapy & Gayle E. Kligman Therapeutic Resources. He received his doctorate of psychology from St. John's University. His primary focus is on the assessment and treatment of behavior difficulties within the school setting. Dr. Caltabiano has dedicated his career to individuals with autism and other neurodevelopmental disorders. He has presented at the national and local levels on these topics for school district administrators, teachers, psychologists, related service providers, and para-educators. He provides consultation and parent training services for children birth through 21. Additionally he has taught graduate courses related to autism and applied behavior analysis. Prior to working at Kidz/GEK, Dr. Caltabiano worked as a school psychologist in the public school setting.

**Jaime Gettinger-Webber, M.S.SPED, BCBA** has a BS in Childhood Education and an MS in Students with Disabilities and is currently is the Assistant Director of the Autism Behavioral Services Department at Kidz Therapy. She has previously worked with children with various disabilities as a teaching assistant and classroom teacher. She provides direct care and behavioral consultation services utilizing the principles of Applied Behavior Analysis. Her primary interest include autism and behavioral assessments and analysis in the home and school settings.

**Mary Lou Bastiao, M.S.SPED** has been working with children with disabilities since 1991 when her career began as a paraprofessional in a BOCES setting. She has a Bachelor's degree in Social Work and a Masters in Children with Disabilities. She has conducted numerous staff trainings on supporting children with autism. She currently provides school district consultation, parent training, and leads Early Intervention teams for children with ASD.

**Lorraine Petrizo, MS.Ed, BCBA, LBA** has been working in the field of ABA for 18 years, primarily in an intensive center-based Early Intervention and Preschool program as an Education Behavior Specialist. Additionally, she has consulted for students during integration opportunities at the preschool level, worked collaboratively with school districts on transition planning, provided direct service and parent training in home settings, as well as developed/conducted numerous trainings (staff and parent) in the field of ABA.

**Vicki Nieter, Ed.D.** is an Associate Adjunct Professor in the Graduate School of Education at St. John's University and is also a teacher trainer, delivering PD workshops. She has been an educator since 1976; a classroom teacher, itinerant teacher, special educator, parent-trainer, administrator, mentor to new teachers and staff developer. She delivered Professional Development Workshops during her tenure at BOCES and is also a Certified Learning Styles Trainer for The Center for the Study of Teaching and Learning Styles. She has delivered workshops at International Learning Styles Consortiums encompassing administrators and teachers from all over the world. She earned her Ed.D. in Instructional Leadership from St. John's University.

**Howard Weiner, Ph.D.** is a psychologist in private practice for over 30 years, as well as an educator. He was, until recently, a full-time graduate school instructor of in-service and pre-service teachers. He also served in the NYC public schools as a District Administrator for Special Education, a CSE Chairperson and as a classroom teacher.

### Disclosure Information

**Financial:** Drs. Nieter and Weiner are receiving speaker's fees for this workshops. All of the other presenters are employees of Gayle E. Kligman Therapeutic Resources, an affiliated company. **Non-financial:** There are no other non-financial disclosures for any of the presenters.

## INFORMATION ON SESSIONS:

### Social Emotional Learning (SEL) - Building Skills for Success

**Date / Time:** 7/19/17 8:30 am – 4:00 pm

**Location:** To be Determined – Either Kidz Office (Garden City) or Salisbury Center (Westbury)

**Presenter(s):** Vicki Nieter, Ed.D.

**Audience:**  Teachers  Social Workers  Speech/Language Pathologists  School Leaders  Teacher Aides  
 Psychologists  Level III Teaching Assistants **CEU/CTLE/CPD INFO ON PAGE 1**

**Student Age Range:**  Preschool  Elem  MS  HS (some applicability – most examples will be PS – MS)

**Course Level/Methods:** Intermediate; Lecture & Demonstration

**IMPORTANT:** This is DIFFERENT than the session that was held in April 2017

#### Course Description:

Social and Emotional Learning (SEL) helps students develop the understanding, strategies and skills to manage their emotions, establish and maintain positive relationships, and make responsible decisions. In this session, participants will explore the reasons for helping students develop mental health resiliency, and the competencies/skills to implement and execute a SEL classroom. Social Emotional strategies that develop students' self-awareness, self-management, social awareness, relationship management, and responsible decision making will be presented, including how to incorporate the components of SEL into academic disciplines and across the curriculum. How to achieve the mandates of the Every Student Succeeds Act (ESSA) through SEL will also be discussed.

**Learner Objectives** - As a result of this activity, participant will be able to:

- Explore the 5 core competencies that help people navigate the world more effectively.
- Identify and define the components of the 5 core competencies and their applications across the curriculum.
- Identify evaluation methods to determine the skill levels of students and ways to build competencies
- Identify practical age/grade level strategies to incorporate and teach the competencies across the curriculum.

#### Agenda

8:00	Registration	12:30	Connections between educational, student SEL and teaching skills and teacher SEL competencies
8:30	Introduction, definition and impact of SEL	1:30	Practical strategies for implementing SEL curriculum in the classroom (Preschool-MS)
9:15	ESSA (2015) and its relationship to SEL	2:30	Break
10:15	Break	2:45	Strategies (cont'd).
10:30	Evaluate individual competencies and comfort with SEL components	3:30	Share professional ideas across different curriculum areas
11:30	Lunch	4:00	Session Ends

## Comprehensive Parent Training: Combining Behavioral and Cognitive Approaches

**Date / Time:** 7/24/17 8:30 am – 4:00 pm  
**Location:** To be Determined – Either Kidz Office (Garden City) or Salisbury Center (Westbury)  
**Presenter(s):** Lenny Caltabiano, Psy.D., NCSP  
**Audience:**  Teachers  Social Workers  School Leaders  Psychologists **CEU/CTLE/CPD INFO ON PAGE 1**  
**Student Age Range:**  Preschool  Elem  MS  HS  
**Course Level/Methods:** Intermediate; Lecture & Demonstration  
**IMPORTANT:** This is a REPEAT of the sessions held during the Summer 2015 & Feb. 2016. You are NOT eligible for CEUs if you attended either one.

### Course Description:

This workshop will provide a comprehensive model of parent training that seeks to combine behavioral analytic strategies with cognitive-based strategies. A brief review of some recent parent training research will be provided. Examining the parent's understanding of their child's disorder and their perception of their child's needs will be reviewed prior to identifying appropriate goals. Emphasis will be placed on the parent trainer's role in helping parents understand child development and the level of their child's needs in order to effectively identify appropriate goals. Key behavioral principles that can be used with parents in order to gain positive behavioral momentum will be a primary focus of the workshop. In leading up to specific cognitive strategies, this workshop will explore family dynamics (e.g., family homeostasis) that can impact the parent training process. Additionally, cognitive factors (e.g., automatic negative thoughts) will be outlined within the context of how such factors can present barriers to progress. Cognitive-based strategies (e.g., cognitive reframing) will be presented to provide specific approaches to addressing negative thought processes. Case examples will be provided to demonstrate how the behavioral and cognitive strategies can be combined within the context of a comprehensive parent training model.

### Learner Objectives - As a result of this activity, participant will be able to:

- identify at least two reasons why parent training is important
- identify and explain the importance of behavioral strategies within the parent training process
- identify and explain common barriers to the parent training process
- identify negative thought processes and understand basic cognitive approaches to addressing these negative thought processes

### Agenda

8:00	Registration	12:45	Important Family Dynamics & Cognitive Factors
8:30	Intro to Parent Training & Related Research	1:15	Addressing Negative Thought Processes through Cognitive Therapeutic Strategies
9:15	Evaluating Parent's Understanding & Level of Acceptance of the Disorder	2:00	Break
10:00	Key Behavioral Strategies Related to Successful Parent Training	2:15	Combining Cognitive & Behavioral Approaches
10:45	Break	3:00	Evaluating Outcomes and Case Examples
11:00	Setting Appropriate Goals	4:00	Session Ends
11:45	Lunch		

## Attention Seeking Behaviors: Avoiding Power Struggles

**Date / Time:** 8/2/17 8:30 am – 4:00 pm  
**Location:** To be Determined – Either Kidz Office (Garden City) or Salisbury Center (Westbury)  
**Presenter(s):** Mary Lou Bastiao, M.S.SPED & Lorraine Petrizzo, MS.Ed, BCBA, LBA  
**Audience:**  Teachers  Social Workers  Speech/Language Pathologists  School Leaders  Psychologists  
 Teacher Aides  Level III Teaching Assistants  Occupational Therapists **CEU/CTLE/CPD INFO ON PAGE 1**  
**Student Age Range:**  Preschool  Elem  MS  HS  
**Course Level/Methods:** Intermediate; Lecture, Demonstration, Group Participation  
**IMPORTANT:** This is a REPEAT of the session held during the Summer 2015. You are NOT eligible for CEUs if you attended.

### Course Description:

How often do you observe or hear about a power struggle occurring between a parent/teacher and a child? How often does the parent/teacher say that they MUST address the behavior or the child will never learn what they did wrong? Very often educators and parents feel they need to address behaviors that children exhibit by verbally explaining what the child did wrong or providing them with a consequence in the form of a verbal reprimand. What they don't realize is that for behaviors that serve an attention-seeking function, the act of providing verbal explanations or a verbal reprimand is fulfilling a need of the parent/teacher and not actually addressing the behavior in an appropriate manner. Attention is provided naturally through words, gestures, body language, eye contact and facial expressions; therefore it is difficult for the adult to remove all attention. This presentation will focus on identifying the topography of attention seeking behavior, analyzing this function of behavior from the eyes of a behaviorist, looking at the maintaining variables, and discussing strategies that help to extinguish the behavior without engaging in a power struggle.

### Learner Objectives - As a result of this activity, participant will be able to:

- identify the topography of an attention seeking behavior
- identify maintaining variables
- identifying strategies to help decrease the attention seeking behavior
- explain why the consequence should be based on the behavior occurring, not what we feel would be best

### Agenda

8:00	Registration
8:30	Topography of Attention Seeking Behavior
9:00	Attention as a Function of Behavior
10:30	Break
10:45	Maintaining Variables
12:00	Lunch
1:00	Strategies that Help Decrease Attention Seeking Behaviors
3:00	Break
3:15	Discussion: Strategies Participants have used & whether they are Effective
4:00	Session Ends

## Teaching Learners with Autism Spectrum Disorder (Birth – Grade 2)

**Dates / Time:** See below      **Presenter(s):** Lenny Caltabiano, Psy.D., NCSP & Jaime Gettinger-Webber, M.S.SPED, BCBA  
**Location:** To be Determined – Either Kidz Office (Garden City) or Salisbury Center (Westbury)  
**Audience:**  Social Workers     Psychologists     Teachers     Speech/Language Pathologists     Occupational Therapists  
 Level III Teaching Assistants     Teacher Aides      **CEU/CTLE/CPD INFO ON PAGE 1**  
**Student Age Range:**  Early Intervention     Preschool     Elem (thru grade 2)  
**Level/ Methods:** Day 1 – Introductory; Days 2 & 3 – Intermediate. Lecture, discussion, demonstration & practice

### Course Description:

This 3-day workshop provides attendees with an overview of Autism Spectrum Disorder (ASD) and an in-depth approach to teaching young learners with ASD. Day 1 will provide an overview of Autism and Behavior Analysis. Days 2 and 3 will provide a more in-depth training of teaching procedures related to expanding a child’s verbal behavior. This will include hands-on rehearsal and practice amongst participants. This will allow participants to practice the strategies put forth, and the presenters will provide hands-on feedback.

**It is highly recommended that you take days 2 and 3 together, even though you have the option of taking only one. If you choose to attend only one of the two, you will not be fully exposed to the scope of the training.**

**For those interested in becoming a Module 1-trained ABA early intervention provider in Nassau and/or Suffolk County, this three-day workshop will help prepare you for the examination. Therefore, if you are using this course in preparation for the exam, it is recommended that you attend all three dates.**

**You may take EITHER one, two or all three sessions.  
Sign up for multiple days... get a discount.**

<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>
Understanding Autism and Behavior Analysis	Building a Mand Repertoire & Errorless Teaching Procedures	Intensive Teaching Procedures: Tacts, Intraverbals & Listener Behavior
<b>8/7/17</b> 8:30 am - 4:00 pm	<b>8/8/17</b> 8:30 am - 4:00 pm	<b>8/9/17</b> 8:30 am - 4:00 pm
<p><u>Course Description:</u> This session will provide a review of ASD and will introduce some key concepts and strategies related to incorporating empirically-supported methods of teaching learners with ASD. Emphasis will be placed on utilizing behavioral science (applied behavior analysis) to target social-communication skills, early learning skills, and build a positive behavioral repertoire in young learners with ASD. Proper assessment of a learner’s skills and factors that can impact the individual’s progress will also be covered.</p> <p><u>Agenda</u>  8:00 Registration  8:30 Brief Overview of ASD  9:00 Understanding the Learner with ASD  10:00 Break  10:15 Behavior Analytic Approach to Teaching Learners with ASD  11:00 Learner Motivation &amp; Positive Reinforcement  12:00 Lunch  1:00 Introduction to Verbal Behavior  1:30 Understanding the Verbal Operants  2:30 Break (15 minutes)  2:45 Assessing Verbal Behavior &amp; Designing Goals  4:00 Dismissal</p>	<p><u>Course Description:</u> During this session, participants will learn the key elements to successfully motivate children with Autism Spectrum Disorder to express their wants and needs (mand repertoire) and use errorless teaching procedures to maintain motivation and develop a positive learning environment. Alternative/augmentative communication strategies will be reviewed, with particular emphasis on the Picture Exchange Communication System (PECS) and sign language.</p> <p><u>Agenda</u>  8:00 Registration  8:30 Pairing Procedures  9:00 Building a Mand Repertoire  10:30 Break  10:45 Using Augmentative Communication Systems to Mand  11:45 Practice Trials and Data Collection  12:00 Lunch  1:00 Mand Continued  2:00 Errorless Teaching Procedures  3:00 Break (15 minutes)  3:15 Break-out Rehearsal Sessions  4:00 Dismissal</p>	<p><u>Course Description:</u> This day will explore the teaching of verbal behavior beyond the mand exchange and will focus on teaching expressive language skills such as labeling (tacts) and intraverbal interactions. Receptive (listener behavior) will also be reviewed. Similar to day two, errorless teacher procedures will be incorporated into the rehearsal sessions. Intensive data collection procedures will also be reviewed during this session.</p> <p><u>Agenda</u>  8:00 Registration  8:30 Intensive Teaching Data Collection &amp; Graphing  9:30 Program Book Development  10:30 Break  10:45 Teaching Tacts  11:30 Teaching Intraverbals  12:00 Lunch  1:00 Tacts &amp; Intraverbals Practice Breakout Sessions  2:00 Teaching Listener Behavior  3:00 Break (15 minutes)  3:15 Teaching Listener Behavior  3:45 Final Breakout Session  4:00 Dismissal</p>

### Learner Objectives - As a result of this activity, participant will be able to:

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Identify the two core components of ASD</li> <li>Explain the four-term contingency and functions of behavior</li> <li>Describe the principles of positive and negative reinforcement</li> <li>Identify important early language skills to target</li> </ul> | <ul style="list-style-type: none"> <li>Explain how to pair with a new learner</li> <li>Identify steps towards developing a mand repertoire</li> <li>Describe how to use augmentative communication systems to build a mand repertoire</li> <li>Describe prompt, fade, transfer errorless system</li> </ul> | <ul style="list-style-type: none"> <li>Describe intensive data collection systems</li> <li>Identify key elements of a program book</li> <li>Identify difference between tacts, intraverbals, and listener behavior</li> <li>Explain how to track progress using cold probe &amp; retention probe procedures</li> </ul> |
|--|--|--|

Sign up for both courses below... get a discount.

## Sexuality in Children and Adolescents

**Date/Time:** 8/10/17 8:30 am – 11:45 am

**Location:** TBD: Either Kidz Office (Garden City) or Salisbury Center (Westbury)

**Presenter(s):** Howard Weiner, Ph.D.

**Audience:**  Teachers  Social Workers  Psychologists  
 Speech/Language Pathologists  School Leaders  
 Teacher Aides  Level III Teaching Assistants  
● **Working with students: Preschool, Elem, MS & HS**  
**CEU/CTLE/CPD INFO ON PAGE 1**

**Age Range:**  Preschool  Elem  MS  HS

**Level/Meth:** Intermediate; Lecture & Discussion

### Course Description:

This workshop examines sexual behaviors in children and adolescents, focusing on recognizing typical and problematic behaviors, as well as discussing sexual deviance, sexual abuse, and sex-based crime. In this session, we will cover managing sexual behaviors amongst children in school settings, and how to effectively address and correct sexual misbehavior. Discussion will include profiling juvenile sex offenders and exploring the impact of sexual abuse on Pre-K to grade 12 students' emotional, behavioral, cognitive, physical and interpersonal functioning in the classroom. It will also focus on current research regarding sexual risk behaviors in adolescents, and interventions with sex abuse victims of all ages.

### Learner Objectives - As a result of this activity, participant will be able to:

- Identify developmentally appropriate and inappropriate sexual behavior in school settings
- Identify the signs and impact of sexual abuse and trauma in the classroom
- Summarize findings about juvenile sex offenders
- Explain treatment options for both child abuse victims and students with problematic sexual behavior

### Agenda

8:00 Registration  
8:30 Workshop Overview: Sexual Behavior: Typical or problematic as viewed in a cultural context  
9:00 Pre-K and early childhood issues & guidelines  
9:40 Middle & High School issues & guidelines  
10:15 Break  
10:30 Impact of trauma on children & families  
11:05 Juvenile sex offenders  
11:30 Current research & controversies  
11:45 Dismissal

## Executive Functioning in Classroom/Related Service Settings

**8/10/17 12:45 pm – 4:00 am**

TBD: Either Kidz Office (Garden City) or Salisbury Center (Westbury)

**Vicki Nieter, Ed.D.**

**Audience:**  Teachers  Social Workers  Psychologists  
 Speech/Language Pathologists  School Leaders  
 Level III Teaching Assistants  Teacher Aides  
● **Working with students: Elem, MS & HS**  
**CEU/CTLE/CPD INFO ON PAGE 1**

**Age Range:**  Preschool  Elem  MS  HS

**Level/Meth:** Intermediate; Lecture, Discussion, Active Participation

### Course Description:

This course will define Executive Functioning (EF), and explore how techniques and competencies in this area can create stronger, calmer and more successful learning environments.

It will review five areas of Executive Functioning and their impact on learning. A variety of EF models will be discussed. Participants will explore the behavioral categories that comprise healthy executive functioning and help young people develop skills necessary for academic and career success. Self-regulation skills and the impact of executive function in social situations and relationships will also be explained.

### Learner Objectives - As a result of this activity, participant will be able to:

- Identify and define the 5 area of Executive Functioning.
- Identify developmental stages and the corresponding executive functioning skills
- Identify the difficulties special needs students have as their disabilities affect the development of EF.
- Identify strategies to assist students in developing well defined executive functioning skills as their brains develop and grow.

### Agenda

12:45 Introduction, definition and impact of Executive Functioning  
1:45 How Executive Functioning affects learning based on developmental stages.  
2:45 Break  
3:00 Implementation of practices that promote student development  
4:00 Dismissal

Sign up for both courses below... get a discount.

### Tablet Applications for Students with Disabilities: Addressing Behavior & Social-Emotional Skills

**Date/Time:** 8/16/17 8:30 am – 11:45 am  
**Location:** TBD: Either Kidz Office (Garden City) or Salisbury Ctr (Westbury)  
**Presenter(s):** Lenny Caltabiano, Psy.D., NCSP  
**Audience:**  Teachers  Social Workers  Psychologists  
 Speech/Language Pathologists  
 School Leaders  Level III Teaching Assistants  
**CEU/CTLE/CPD INFO ON PAGE 1**  
**Age Range:**  Preschool  Elem  MS  HS  
**Level/Meth:** Intermediate; Lecture & Demo  
**IMPORTANT:** This is a REPEAT of the session in May 2017. You are NOT eligible for CEUs if you attended that session.

#### Course Description:

There are many applications for smart devices that can be used for students with disabilities. This workshop will provide participants with an overview of applications that can be used to address behavioral, social-emotional, and academic needs. Each application will be demonstrated and participants will have the opportunity to share their experiences with using applications to address the needs of individuals with disabilities.

#### Learner Objectives - As a result of this activity, participant will be able to:

- identify at least two applications for organizational skills
- identify at least two applications for behavioral management
- identify at least two applications for social-emotional development
- identify applications for communication

#### Agenda

8:00 Registration  
8:30 Introduction to the use of Computer Applications  
9:00 Applications to Address Behavior & Communication  
10:00 Break  
10:15 Applications to Address Organizational Needs  
11:15 Applications to Address Social Emotional Needs  
11:45 Session ends

### Behavior-Busters: Effective Ways to Address Problem Behaviors

**8/16/17 12:45 pm – 4:00 am**  
**Location:** TBD: Either Kidz Office (Garden City) or Salisbury Ctr (Westbury)  
**Presenter(s):** Daniel Gatto, M.A., M.S.Ed., L-B.C.B.A  
**Audience:**  Teachers  Social Workers  Psychologists  
 Speech/Language Pathologists  School Leaders  
 Level III Teaching Assistants  Teacher Aides  
**CEU/CTLE/CPD INFO ON PAGE 1**  
 Elem  MS  HS  
Intermediate; Lecture, Videos, Group Participation

#### Course Description:

Problem behaviors are frequently addressed through crisis intervention, however they can often be avoided through proactive strategies and interventions.

This session will provide ways to prevent problem behaviors from turning into crisis behavior. Attendees will learn how to effectively define problem behaviors. The following will also be discussed: implementing classroom management systems/expectations, reinforcement strategies, group-based contingencies, how to provide effective feedback to students, movement/sensory interventions and more.

#### Learner Objectives - As a result of this activity, participant will be able to:

- define behavior in operational and measurable terms
- identify effective vs. ineffective class-wide reinforcement systems
- define group-based contingencies and provide an example
- identify individualize strategies to address problem behaviors
- define and explain different types of schedules of reinforcement

#### Agenda

12:30 Registration  
12:45 Overview  
1:15 Defining Behavior / Problem Behavior  
1:45 Proactive Classroom Strategies & Class Expectations  
2:15 Break  
2:30 Group Contingencies & Reinforcement Systems  
3:00 Providing Feedback to Students  
3:30 General Strategies (e.g., Movement, Sensory and More....)  
4:00 Session Ends

Important Notice

**LOCATION OF SESSION** - Will be sent to participants the week before the session. It will be either the **GEK Offices (Garden City)** or **Salisbury Center (Westbury)** depending on the number of registrants.

**CERTIFICATES OF ATTENDANCE** - Will be issued at the end of each workshop.

**WORKSHOP DETAILS** - For FULL day sessions, there will be one (1) fifteen minute break each in the am and pm session and a one (1) hour lunch break on your own. For HALF day sessions, there will be one (1) fifteen minute break.

**NO FOOD/BEVERAGES WILL BE SERVED DURING THE CONFERENCES** - You may bring drinks/snacks/lunch. There is no place on the premises to purchase food or beverages. Convenient lunch sites are located near the conference site.

## REGISTRATION INFORMATION

Early Bird Discount – sign up at least TWO weeks prior to the session, and receive a discount

CHECK the workshop(s) you plan on attending			Early Bird	Regular	<i>Same rate for non-Kidz and Kidz/GEK staff</i>	
<input type="checkbox"/> Social Emotional Learning	<b>7/19</b>	8:30-4:00	<input type="checkbox"/> \$95 (by 7/4)	<input type="checkbox"/> \$105		
<input type="checkbox"/> Comprehensive Parent Training	<b>7/24</b>	8:30-4:00	<input type="checkbox"/> \$95 (by 7/10)	<input type="checkbox"/> \$105		
<input type="checkbox"/> Attention Seeking Behaviors	<b>8/2</b>	8:30-4:00	<input type="checkbox"/> \$95 (by 7/19)	<input type="checkbox"/> \$105		
Teaching Learners with Autism Spectrum Disorder			Non-Kidz Staff		Kidz/GEK Staff	
			Early Bird	Regular	Early Bird	Regular
<input type="checkbox"/> Understanding Autism and Behavior Analysis	<b>8/7</b>	8:30-4:00	<i>This is the only session with different rates for Non-Kidz staff and Kidz/GEK staff</i>			
<input type="checkbox"/> Mand Repertoire & Errorless Teaching	<b>8/8</b>	8:30-4:00				
<input type="checkbox"/> Intensive Teaching Procedures	<b>8/9</b>	8:30-4:00				
<input type="checkbox"/> ONE OF THE ABOVE - (check session above)						
<input type="checkbox"/> TWO OF THE ABOVE - (check sessions above)			<input type="checkbox"/> \$160 (by 7/24)	<input type="checkbox"/> \$185	<input type="checkbox"/> \$130 (by 7/24)	<input type="checkbox"/> \$160
<input type="checkbox"/> ALL THREE OF THE ABOVE - (check sessions above)			<input type="checkbox"/> \$225 (by 7/24)	<input type="checkbox"/> \$265	<input type="checkbox"/> \$195 (by 7/24)	<input type="checkbox"/> \$225
CHECK the workshop(s) you plan on attending			Early Bird	Regular	<i>Same rate for non-Kidz and Kidz/GEK staff</i>	
<input type="checkbox"/> Sexuality in Children & Adolescents	<b>8/10</b>	8:30-11:45	<input type="checkbox"/> \$55 (by 7/27)	<input type="checkbox"/> \$65		
<input type="checkbox"/> Executive Functioning	<b>8/10</b>	12:45-4:00	<input type="checkbox"/> \$55 (by 7/27)	<input type="checkbox"/> \$65		
<input type="checkbox"/> BOTH OF THE ABOVE (full day rate for both)			<input type="checkbox"/> \$95 (by 7/27)	<input type="checkbox"/> \$105		
CHECK the workshop(s) you plan on attending			Early Bird	Regular	<i>Same rate for non-Kidz and Kidz/GEK staff</i>	
<input type="checkbox"/> Tablet Applications	<b>8/16</b>	8:30-11:45	<input type="checkbox"/> \$55 (by 8/2)	<input type="checkbox"/> \$65		
<input type="checkbox"/> Behavior-Busters	<b>8/16</b>	12:45-4:00	<input type="checkbox"/> \$55 (by 8/2)	<input type="checkbox"/> \$65		
<input type="checkbox"/> BOTH OF THE ABOVE (full day rate for both)			<input type="checkbox"/> \$95 (by 8/2)	<input type="checkbox"/> \$105		

### TO REGISTER

**Online:** [www.kidztherapy.com](http://www.kidztherapy.com) with credit card     **Fax:** with credit card 516 747-1833     **Mail:** with check/credit card: Kidz Conference Services, 300 Garden City Plaza Suite 350, Garden City, NY 11530

**Info or Special Accommodations:** Julie Castillo @ 516-747-9030 x181 or kidzconferenceservices@kidztherapy.com

**Refund Policy:** All cancellations will be subject to the handling fee noted below. Refund requests must be received by mail/e-mail at least 10 calendar days prior to the conference date or the full amount will be charged. Full refunds will be given if workshop is cancelled due to inclement weather or other unforeseen circumstances. **Handling Fee for cancellations: \$10 per half-day workshop; \$15 per full-day workshop**

#### PRINT INFORMATION CLEARLY

Name \_\_\_\_\_

Discipline     Soc Wkr    Psych    Teacher    Speech    OT  
 Other: \_\_\_\_\_

E-Mail \_\_\_\_\_

Phone \_\_\_\_\_

License # (Social Workers & BCBA's for CEUs) \_\_\_\_\_

Your Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Employer \_\_\_\_\_

#### PAYMENT METHOD

**Amount:**    \$ \_\_\_\_\_

Check enclosed payable to: **Kidz Conference Services**

Credit Card:    \_\_\_ Visa    \_\_\_ MasterCard

\_\_\_\_\_  
Credit Card Number

\_\_\_\_\_  
Security Code

\_\_\_\_\_  
Expiration Date

\_\_\_\_\_  
Print Name (as it appears on card)

\_\_\_\_\_  
Authorized Signature