

# **Preparation for the Real World: College, Relationships and Employment**

## **ABOUT THIS CONFERENCE**

### **KEYNOTE PRESENTATION**

#### **\* *Theory of Mind: Empathy and Systemizing in Autism Spectrum Conditions***

*Presented by Simon Baron-Cohen, Ph.D.*

According to the E-S (Empathizing-Systemizing) theory, autism entails below average empathy alongside intact or even superior systemizing. Empathy is the drive to identify another person's mental state and to respond to this with an appropriate emotion. Systemizing is the drive to analyze or build a system. A system is defined as anything that takes input and transforms it into output, via a lawful operation. When you systemize, you try to identify the laws that govern the system. The system may be mechanical, abstract, natural, motoric, collectible, or social. Evidence is presented for the idea that in autistic spectrum conditions, there is below average empathizing and intact or above average systemizing. Dr. Baron-Cohen will explore the way in which psychological theories can give rise to practical interventions, for example, in teaching emotion recognition to improve empathy.

#### **\* *The Fetal Testosterone Theory of Autism***

*Presented by Simon Baron-Cohen, Ph.D.*

Autism affects males much more often than females. The explanation for this must either lie in diagnostic practice, hormones, or genetics, or a mix of all three. In this lecture Dr. Baron-Cohen summarizes work from his lab from three lines of investigation: (1) The role of fetal testosterone (FT) in later social and communication development, and in the development of autistic traits. The study uses amniocentesis, the timing of which coincides with the surge in FT production, and is a longitudinal follow-up of typically developing children. (2) The evidence for hormone dysregulation in autism. This includes evidence from the timing of puberty, and the association with testosterone-linked medical conditions in autism. (3) The association between candidate genes that regulate testosterone and autism. These three lines of research suggest FT is a key factor underlying social development and may play a part in autism. Converging evidence for the link between testosterone and autistic traits comes from rare medical conditions where FT is elevated. The discussion ties these different lines of evidence together.

### **AFTERNOON WORKSHOP SESSIONS**

*Conference attendees will choose **two** of the following five afternoon workshops.*

#### **\* *The Double Edged Sword: Internet Use and Asperger Syndrome***

*Presented by Annie Steinberg, MD and Mary Riggs Cohen, Ph.D.*

The Internet is an extremely important issue for all professionals who work with AS clients, parents, and AS individuals. Drs. Steinberg and Cohen will cover Internet addiction and current research demonstrating its link to depression in adolescents. Individuals with autism spectrum disorders (ASD) may be predisposed to viewing and collecting inappropriate information due to the neuropsychiatric disorder that results in social isolation, emotional immaturity, restricted and repetitive pattern of behaviors, and impairment in understanding others' intentions and mental states. ASD individuals may also develop distorted views of human sexuality as a result of viewing websites and having very limited interpersonal relationship experience. We will address this as well as the dangers of some social networking sites.

The participant will learn about the legal/psychiatric interface in Internet hazards for individuals with an autism spectrum disorder, including a neuropsychiatric development perspective regarding precursors of Internet misuse.

#### **\* *Preparing for the LEAP:***

#### ***Strategies for the Transition from High School to College***

*Presented by Lynne Golden, M.SpecEd.*

The transition from high school to college is a huge one for any individual. However, it is an especially challenging one for a student who is on the Spectrum. Help yourself make the LEAP by learning the steps to prepare for college while still in high school and the strategies to successfully navigate on both sides of the campus: the academic side and the residential side.

## \* *The College Search Process for Students with Asperger Syndrome*

*Presented by Linda Kay, M.A.*

The college application process is an exciting and stressful time for all students and their families. When a student has been diagnosed with Asperger Syndrome, an extra layer of concern is added to the mix. This workshop will help families begin to prepare for the college search for their child. Information will be offered regarding how to search for schools, campus visit tips, questions to ask of College Disability Services Offices, the alternative acceptance route, and the skills students need to be successful before arriving on campus. The presenter will also share information she has gathered concerning campuses and transitional programs that support students with Asperger's based upon her own visits and research.

## \* *Getting to Yes: Negotiating Intimacy, Communication, Leisure, and How Long We Should Stay at the Sneidecker's Baby Shower When Someone Has Asperger Syndrome*

*Presented by Elizabeth Roberts, Psy.D.*

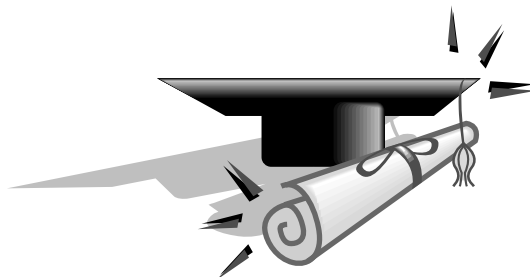
This workshop is offered to adults who would like to enhance their dating and relationship skills, couples, spouses, and parents who would like to help their teen or young adult children improve these skills. The format will be interactive and fun. Some of the touch points will be:

- ❖ Looking for love in the right places
- ❖ Bridging the communication barrier
- ❖ Dealing with change and the unexpected
- ❖ Recognizing and coping with anxiety and rigidity
- ❖ Black, white, and shades of gray: identifying ways of thinking
- ❖ Tips for expressing affection and sexuality
- ❖ Negotiating social events
- ❖ Finding fun together
- ❖ Building a life together and separate
- ❖ Focusing on the positive and what we are grateful for

## \* *If Not College, Then What? Vocational Preparation for Adolescents and Young Adults with Asperger Syndrome*

*Presented by Anthony Rostain, MD*

A major challenge for adolescents with Asperger Syndrome who are not college bound is to find suitable vocational training programs to prepare them for life-long careers and occupations. This workshop will describe a step-by-step process for helping adolescents and their families prepare for this important transition. It includes (1) initiating discussions with the secondary school guidance staff regarding vocational training curricula; (2) carrying out a formal vocational assessment to delineate potential occupational directions; (3) identifying and selecting appropriate vocational training institutes and other post-secondary schooling options; and (4) setting up supervised work experiences to provide on-the-job learning opportunities.



### **WHO SHOULD ATTEND?**

Parents, caregivers and adult family members of individuals with autism spectrum disorders; educational professionals including teachers, paraprofessionals, counselors, CST members, occupational therapists, speech therapists; medical and health professionals; attorneys and advocates; individuals (age 15 and older) with autism spectrum disorders.

**Educators attending this full day conference will earn  
6 Professional Development Hours.**

## ABOUT OUR SPEAKERS

**Simon Baron-Cohen, Ph.D.** is Professor of Developmental Psychopathology at the University of Cambridge and Fellow at Trinity College, Cambridge, UK. He is Director of the Autism Research Centre (ARC) in Cambridge ([www.autismresearchcentre.com](http://www.autismresearchcentre.com)). He holds degrees in Human Sciences from New College, Oxford, a PhD in Psychology from UCL, and an M.Phil in Clinical Psychology at the Institute of Psychiatry. He held lectureships in both of these departments in London before moving to Cambridge in 1994.

He is the author of *Mindblindness* (MIT Press, 1995), *The Essential Difference* (Penguin UK/Basic Books, 2003), and *Prenatal Testosterone in Mind* (MIT Press, 2005). He has edited a number of scholarly anthologies, including *Understanding Other Minds* (OUP, 1993, 2001), *The Maladapted Mind* (Erlbaum, 1997) and *Synaesthesia* (Blackwells, 1997). He has also written books for parents and teachers such as *Autism and Asperger Syndrome: The Facts* (OUP, 2008), and *Teaching Children With Autism to Mind Read* (Wiley, 1998). He is the author of the DVD *Mind Reading: An Interactive Guide to Emotions* (Jessica Kingsley Ltd, 2003) and *The Transporters* ([www.thetransporters.com](http://www.thetransporters.com), 2007), an animation for preschool children with autism to help them learn emotion recognition. Both of these were nominated for BAFTA awards.

Dr. Baron-Cohen has been the recipient of awards from the American Psychological Association, the British Association for the Advancement of Science (BA), and the British Psychological Society (BPS) for his research into autism. For 2007 he was President of the Psychology Section of the BA, Vice President of the National Autistic Society, and received the 2006 Presidents' Award for Distinguished Contributions to Psychological Knowledge from the BPS. For 2009 he was Vice President of the International Society for Autism Research (INSAR). He is Patron of several autism and disability charities (Autism Anglia, Red2Blue, Autism Yorkshire, and Speaking Up). He is a Fellow of the BPS, the British Academy, and the Association for Psychological Science, and co-editor in chief of the new journal *Molecular Autism*. His current research is testing the 'extreme male brain' theory of autism at the neural, endocrine and genetic levels.

**Annie Steinberg, MD** is a clinical associate professor of psychiatry and pediatrics at the University of Pennsylvania School of Medicine. Dr. Steinberg's research examines the experiences of marginalization and disability in our culture and the impact of parental values on the decision made on behalf of a child. Her clinical work includes the establishment of school-based mental health programs and community based specialty programs to meet the needs of underserved communities such as the Deaf community. Currently, Dr. Steinberg maintains a private practice in Narberth, PA and consults regionally; she has worked with children and adults with autism spectrum disorders since 1975.

**Mary Riggs Cohen, Ph.D.** is a licensed psychologist in New York and Pennsylvania and an autism specialist. As a Clinical Associate Professor in the Social Learning Disorders Program of the Penn Psychiatry Dept. she developed the Social Skills Seminar for young ASD adults. The program has been taught in Philadelphia for more than 6 years and most recently New York City. Her Pennsylvania clinical practice is the Center for Neuropsychology and Counseling. Dr. Cohen is a consultant to several schools/autism programs and assists with the special educational programming needs of ASD. She is a frequent presenter at autism organizations, colleges and universities, and conferences in Pennsylvania, New Jersey and New York. She is the author of *Social Literacy: Learning to Read Social Interaction* published by Brookes Publishing, available in 2010.

**E. Lynne Golden, M.SpecEd.** is the Director of Learning Plus at the University of Hartford. She has worked with students who have disabilities for nearly 40 years. Ms. Golden earned a Bachelor's degree in Special Education from Boston University, and has extensively studied psychology, education, and special education at Lesley University, Central CT State University, University of Hartford, and St. Joseph College, in West Hartford, CT, where she earned a Master's degree in Special Education. Ms. Golden began her teaching career at an independent residential school in CT for children, ages 8-14, who had been diagnosed with mental illnesses, and learning and attention disabilities. Following this 3 year experience, she was asked by a public school system to develop a program for 5-8 year olds who were on the autism spectrum. She then returned to the classroom, working with high school

students who had been diagnosed with ADHD, LD, and ASD. She developed a social opportunity program for her teenaged students who were on the spectrum and organized social activities that mirrored the social activities of their nondisabled peers. Several years later, she was offered a position as an adjunct professor at the University of Hartford teaching academic strategies. In addition, she was hired as a Learning Specialist at Learning Plus, the department at the University of Hartford that provides services and accommodations to eligible students who have been diagnosed with LD, ADHD, and ASD. In May 2010, she begins her 10th year as the Director of Learning Plus. Her philosophy on life and education is best described by the following quote from Johnetta B. Cole, "We are for difference: for respecting difference: for allowing difference: for encouraging difference until difference no longer makes a difference."

**Linda Kay, M.A.** is a special educator and an independent college consultant who advises students of all abilities through her company Kay College Consulting, LLC. She specializes in working with students with learning differences including Asperger's, ASD, ADHD, and Learning Disabilities. She visits colleges and post secondary programs on a regular basis to keep abreast of current admissions trends. Ms. Kay is a member of ASPEN as well as an Associate Member of Independent Educational Consultants Association (IECA), and New Jersey Association for College Admission Counseling.

**Elizabeth Roberts, PsyD** is a psychologist and neuropsychologist at the NYU Child Study Center in New York. She has been in clinical practice for twenty years and has specialized in Asperger Syndrome and other autism spectrum disorders for the past decade. Dr. Roberts provides social skills training and psychotherapy to people of all ages, parent training and counseling, school consultation, diagnostic assessment, and neuropsychological evaluation. A new interest is early identification of very young children.

**Anthony L. Rostain, MD** is an Associate Professor of Psychiatry and Pediatrics at the University of Pennsylvania School of Medicine. He is Director of Education for the Department of Psychiatry where he is responsible for overseeing medical student education and resident training.

Dr. Rostain received his B.A. from Yale University in 1973, graduating Cum Laude in Philosophy and Psychology. He went on to receive a Masters in Science Education and earned his M.D. from New York University School of Medicine after which he completed training in pediatrics at The Children's Hospital of Philadelphia (CHOP). He completed his psychiatry residency training at the Hospital of the University of Pennsylvania, and child and adolescent psychiatry training at the Philadelphia Child Guidance Clinic (affiliated with CHOP). He is triple boarded in pediatrics, adult psychiatry, and child and adolescent psychiatry.

Dr. Rostain is the recipient of numerous teaching awards and is co-investigator of an NIMH training grant to expand clinical research education during residency. Dr. Rostain's clinical focus is in "developmental neuropsychiatry" which includes patients with Attention-Deficit / Hyperactivity Disorder (ADHD), Asperger's Syndrome and High Functioning Autism (AS/HFA), Tourette Syndrome (TS), Learning Disabilities (verbal and nonverbal) and related social learning disorders. Dr. Rostain is the Director of the Adult Development Disorders Unit at the University of Pennsylvania and is Co-Director of The Children's Hospital of Philadelphia's Pediatric Neuropsychiatry Program.

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## **ABOUT ASPEN<sup>®</sup>**

ASPEN provides information, support and advocacy to individuals and families whose lives are affected by Asperger Syndrome, PDD-NOS, High-Functioning Autism and Nonverbal Learning Disabilities. Its numerous chapters meet monthly, alternating support meetings with scheduled speakers. Members receive the newsletter ASPECTS; have access to a lending library of books, video tapes, DVD's, articles, and audio cassettes; receive a copy of the ASPEN Resource Directory, and are entitled to free attendance at all monthly chapter meetings in addition to substantial discounts on conferences. As a NJ Department of Education Professional Development Provider (#1619), ASPEN sponsors workshops and conferences featuring some of the most prominent names in the research community. ASPEN is a national 501(c)3 nonprofit organization.

[WWW.ASPENNJ.ORG](http://WWW.ASPENNJ.ORG)

# CONFERENCE SCHEDULE

- 8:00 AM** REGISTRATION/BREAKFAST/  
VISIT VENDORS
- 9:15 AM** LORI SHERY, PRESIDENT, ASPEN®—  
*Opening Remarks*
- 9:30 AM** SIMON BARON-COHEN, Ph.D.—  
*Theory of Mind: Empathizing and  
Systemizing in Autism Spectrum  
Conditions*
- 10:30 AM** BREAK/VISIT VENDORS

- 11:00 AM** SIMON BARON-COHEN, Ph.D.—  
*The Fetal Testosterone Theory of Autism*
- 12:00 Noon** BUFFET LUNCH (*provided*)
- 1:00 PM** AFTERNOON WORKSHOP SESSION I
- 2:30 PM** COFFEE AND DESSERT BREAK
- 3:00 PM** AFTERNOON WORKSHOP SESSION II

Conference concludes 4:30 PM.

## Directions to the Hilton Woodbridge

Visit their website at <http://www.hiltonwoodbridge.com>.

## Hotel Accommodations

For special ASPEN Conference rates at the Hilton Woodbridge call 1-732-494-6200 as soon as possible.

## Questions

Please contact us at (732) 321-0880 or [info@aspennj.org](mailto:info@aspennj.org) if you have any questions.



- All registration fees are per person. Cash, check, money order or purchase order only. We do not accept credit cards.
- Registration must be postmarked by 3/5/10. Early registration is suggested due to limited seating.
- Additional copies of the form may be downloaded from our website at [www.aspennj.org](http://www.aspennj.org).
- Walk-in registration the day of the conference (at higher rate) only if space is available. **\*\* All walk-in registrants MUST call our office prior to 3/19/10 at (732) 321-0880 and reserve a space to be admitted the day of the conference. \*\*** If the number of registrants reaches capacity, registration will close earlier than the deadline.

• Confirmations are sent **ONLY** to those who include a self-addressed stamped envelope.

• If you have reserved a space as a walk-in, you will be responsible for payment.

• Cancellations and Changes - No refunds for cancellations received after 3/4/10. Sorry, no exceptions. Kindly notify us in advance if substituting for original registrant.

• If, due to unforeseen circumstances, it becomes necessary to substitute speakers without advance notice, fees are non-refundable.

Cut and return this portion.

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## REGISTRATION FORM

### Spring Conference

Sunday, March 21, 2010

Early Registration Discount Deadline 3/5/10

#### Please Print:

Name(s) \_\_\_\_\_

Address \_\_\_\_\_

Phone (\_\_\_\_) \_\_\_\_\_

Email \_\_\_\_\_

Check One: Legal Professional \_\_\_\_\_

Parent \_\_\_\_\_ Medical/Health Professional \_\_\_\_\_

Family Member \_\_\_\_\_ Educational Professional \_\_\_\_\_

Individual Young Adult/Adult with ASD \_\_\_\_\_

Aspen Member? (as of date of conference)

Yes \_\_\_\_\_ Chapter \_\_\_\_\_

No \_\_\_\_\_ If you would like to join, please enclose a SEPARATE check for annual dues (Families: \$35; Professionals: \$55) payable to ASPEN, along with member conference registration fee. (See reverse)

Kindly mail your completed form with your check or purchase order made payable to ASPEN to:

ASPEN Spring Conference 2010  
9 Aspen Circle  
Edison, NJ 08820

**Please complete reverse side.**



**ASPEN ANNUAL  
 SPRING CONFERENCE**  
*Preparation for the Real World: College,  
 Relationships and Employment*

**Keynote Presenter:**



**SIMON BARON-COHEN, Ph.D.**

Director, Autism Research Centre  
 Cambridge, UK

*Theory of Mind: Empathy and Systemizing in  
 Autism Spectrum Conditions*  
*The Fetal Testosterone Theory of Autism*

**Breakout Session Presenters:**

**Annie Steinberg, MD and  
 Mary Riggs Cohen, Ph.D.**  
*The Double Edged Sword: Internet Use and  
 Asperger Syndrome*

**E. Lynne Golden, M.SpedEd.**  
*Preparing for the LEAP: Strategies for the  
 Transition From High School to College*

**Linda Kay, M.A.**  
*The College Search Process for Students  
 With Asperger Syndrome*

**Elizabeth Roberts, Psy.D.**  
*Getting to Yes: Negotiating Intimacy,  
 Communication and Leisure*

**Anthony Rostain, MD**  
*If Not College, Then What? Vocational Preparation for Adolescents  
 and Young Adults with Asperger Syndrome*

**SUNDAY, MARCH 21, 2010  
 8:00AM-4:30PM**

**HILTON WOODBRIDGE**

120 Wood Avenue South, Iselin, NJ 08830

**PLEASE CHOOSE ONE WORKSHOP FOR EACH  
 OF THE TWO AFTERNOON SESSIONS:**

**AFTERNOON WORKSHOP SESSION I**

- A) *The Double Edged Sword: Internet Use and Asperger Syndrome*
- B) *Preparing for the LEAP: Strategies for Transition From High School to College*
- C) *The College Search Process for Students with Asperger Syndrome*
- D) *Getting to Yes: Negotiating Intimacy, Communication & Leisure*
- E) *If Not College, Then What? Vocational Preparation for Adolescents and Young Adults with Asperger Syndrome*

**AFTERNOON WORKSHOP SESSION II**

- F) *Preparing for the LEAP: Strategies for Transition From High School to College*
- G) *The College Search Process for Students with Asperger Syndrome*
- H) *Getting to Yes: Negotiating Intimacy, Communication & Leisure*
- I) *If Not College, Then What? Vocational Preparation for Adolescents and Young Adults with Asperger Syndrome*

**REGISTRATION FEE**

(INCLUDES MATERIALS, BREAKFAST, LUNCH AND COFFEE BREAKS)  
 We regret that we cannot accommodate special dietary requests.

**ALL FEES ARE PER PERSON.**

- MEMBER (PARENT or FAMILY MEMBER)**  
 \$105.00 (\$130.00 AFTER 3/5/10)
- MEMBER (PROFESSIONAL)**  
 \$175.00 (\$200.00 AFTER 3/5/10)
- NON-MEMBER (PARENT or FAMILY MEMBER)**  
 \$135.00 (\$160.00 AFTER 3/5/10)
- NON-MEMBER (PROFESSIONAL)**  
 \$200.00 (\$225.00 AFTER 3/5/10)
- MEMBER INDIVIDUAL WITH ASD**  
 \$80.00 (\$95.00 AFTER 3/5/10)