ASPEN’S VIRTUAL FALL CONFERENCE
SUNDAY, OCTOBER 23, 2022
Celebrating ASPEN’s 50th Conference & 25 Year Anniversary!
Autism Spectrum Disorder Through the Lifespan
Keynote Presenter

Ryan Pugliese
Educator, Autism Advocate, Speaker
Diagnosis is Not Prognosis

WORKSHOPS:

Love Your Selfie: Self-Esteem and Social Media Issues
How Was I Supposed to Know? Navigating Hidden Curriculum via Exec. Functioning Supports

Addressing Functional Life Skills for Individuals with ASD
What About Me? Understanding & Addressing the Needs of Siblings of Children with ASD
Treatment of OCD in Individuals with ASD

The Quest for an Enviable Life: Parents’ Role in Establishing & Maintaining an Independent Living Community

Transition Training: Classroom to Community Workplace Social Skills
PTSD and ASD: Identification and Treatment

Understanding and Addressing ASD’s Impact on Family and Marital Dynamics
Issues Surrounding Criminal Defense for Juveniles & Adults with Higher Functioning ASD

Esports: A Tool for Connection and Career Exploration
Virtual Prerecorded Video Conference  
*May be viewed from the comfort of your home from*

**Sunday, October 23, 2022, 7:00 a.m. through Sunday, December 4, 2022, 10:00 p.m.**

*Registration includes the Keynote Presentation PLUS ALL Eleven (11) Workshops!*

---

**Message from our President/Executive Director**  
Lori Shery

As we are still not quite back to “business as usual,” and due to the success of our past 4 virtual conferences which had international attendance, we have made the decision to hold our 50th Conference as a virtual prerecorded video conference. This will allow people to register for the conference and watch the keynote presentation plus all 11 workshops from the comfort of their homes, at their own pace. We will send links (mp4 and pdf files) to each registrant for the keynote presentation and the 11 workshops. **The links will be active (and the videos will be available) beginning 7am Sunday, October 23, 2022 and ending 10pm Sunday, December 4, 2022.** We will not be “snail mailing” any registration forms; the only notice you will receive is via Constant Contact email and on our website and Facebook Page. Handouts, including Power Point slides, will be available for download via the conference links sent to all those who register. Questions may be submitted to an email address that will be provided. As the conference will not be live-streamed, your questions will be sent to the individual presenters for responses following the conference.

*Stay well and be safe.*  
**We look forward to connecting with you at our 50th Conference celebrating ASPEN’s 25 Year Anniversary!**
Autism Spectrum Disorder Through the Lifespan

ABOUT THIS CONFERENCE

KEYNOTE PRESENTATION

Ryan Pugliese

Diagnosis is Not Prognosis

Ryan's presentation details his journey from his diagnosis in the late 1990s up to his current professional and personal life. Throughout his life, Ryan endured academic, personal, and professional challenges that, while at times uncomfortable, have allowed him to grow and mature as an individual in multiple areas of life. While he has stumbled, Ryan has also persevered throughout his journey. He hopes to empower all listeners to understand that their past is not their future, and they are capable of achieving their goals in spite of any obstacles life may present. Ryan hopes that the tips he has developed over the past quarter century will help others on their own journeys.

WORKSHOPS

A) Love Your Selfie: Self-Esteem and Social Media Issues

presented by Danielle Gasalberti, M.S.

This presentation will provide an insightful look into the evolving world of social media, then expose the ways it may affect a child’s self-esteem. Social media has introduced many new ways to share visuals, concepts and ideas, some of which are shared without our consent. In this presentation you will learn what steps you can take as a parent or school administrator to integrate social media in a positive way as it intersects a child's life. Based on the new book Love Your Selfie, a children’s book about kindness and developing self-esteem in the 21st century, we dive deeper into the importance of kindness in all social media interactions and how online negativity can affect a child's self-esteem. It is the responses of classmates, parents, teachers and administrators that can make all the difference for the young people in our lives!
B) How Was I Supposed to Know? 
Navigating the Hidden Curriculum Through Executive Functioning Supports 
presented by Alissa Cappelleri, M.A. and Lindsay Clayton, SLP

How do individuals navigate what is not said but expected? The universal education one receives extends far beyond the academic curriculum. But what happens when this implicit curriculum is not accessible for students, especially those on the Autism Spectrum? Executive functioning supports grant students opportunities to engage meaningfully with the world. In examining skills that students are expected to master, but were never taught, one can see where individuals on the Autism Spectrum can benefit from targeted intervention. Finding opportunities to develop generalizable skills to solve problems and guide behavior enables all to best improve their ability to assess and make decisions. Some executive functioning skills serve to aid in problem-solving, while others guide behavior. To accurately read the room, one must be competent in both. It is therefore necessary to educate individuals on the Autism Spectrum so they may succeed in all contexts. This approach to social navigation and development involves the process of identifying specific skills that can be applied across contexts. Working to identify what can be fortified, executive skills coaching fills the gap with confidence. A successful coaching support finds areas of fine-tuning within the foundation to increase chances of successful and meaningful engagement. Knowledge of subtext empowers one to know what is going on around them, and such practice helps to strengthen skills. Ultimately, executive skills coaching moves the dial towards independence and creates workarounds for what does not come naturally.

By creating clear checkpoints for understanding what is not being overtly taught, this workshop will outline how targeted executive functioning skills support can enable individuals, middle school age through adulthood, to successfully navigate the unwritten expectations of various environments and relationships. Several executive function skills will be highlighted, and tools will be presented to teach how to improve upon those areas to make sense of implicit expectations. With the goal of increasing successful engagement with their community, executive function coaching allows for the opportunity to foster generalizable skills so that meaningful participation is possible.
C) Addressing Functional Life Skills for Individuals with ASD

presented by Rory Panter, Psy.D. and Rebecca Schulman, Psy.D.

Functional Life Skills are the essential skills that are needed for everyday living, which include skills needed at home, school, and in the community. For teenagers and young adults with Autism Spectrum Disorder, the learning process for these skills is often quite challenging as they prepare to transition to adulthood. Our goal is for these individuals to gain as much autonomy and independence as possible to become participating members of their communities. This workshop will discuss the importance of systematically identifying and addressing functional life skills, including specific strategies to use for instruction.

D) What About Me? Understanding and Addressing the Needs of Siblings of Children with ASD

presented by David Celiberti, Ph.D.

The bond we share with our siblings is one of the longest, most important relationships of our lives. Unfortunately, within some families, addressing the needs of siblings does not always receive the attention it deserves, and parents may struggle with concerns and questions related to their typically-developing children. This presentation will provide a comprehensive overview of some common challenges that may confront siblings of children with autism and related disorders. We will address important topics such as the possible impact of autism on siblings, parent-sibling communication, siblings’ understanding of autism and related disabilities, siblings’ relationships with their friends, mental health considerations, and balanced parenting. In recognition of the role that parents can play in empowering siblings, a variety of cognitive and behavioral strategies to enhance siblings’ adaptation to their unique family circumstances will be described and discussed.
E) Treatment of OCD in Individuals with ASD

presented by Anton Shcherbakov, Psy.D., BCBA

Obsessive Compulsive Disorder (OCD) is characterized by the presence of repetitive intrusive thoughts, images, or impulses (obsessions) that are followed by repetitive behaviors (compulsions). This disorder is relatively common among individuals with ASD (3% to 37% of individuals with ASD also have OCD). This workshop will help individuals to identify the symptoms of OCD and to distinguish them from repetitive behaviors and rigidity frequently observed in ASD. Participants will also learn about evidence-based treatments for OCD and learn strategies which can be implemented in home and school settings to reduce compulsive behaviors.

F) The Quest for an Enviable Life: Parents’ Role in Establishing & Maintaining an Independent Living Community

presented by Marion Morgenthal and Joan Axelrod Siegelwax

“What’s next?” is the question that tortures parents, especially those with children who have special needs. As soon as school begins, the worry begins as to what will follow. That question becomes most critical when students are about to age out of school—the path forward is much less clear.

In 2007, a group of parents who had met through summer camps and school situations faced that question for their children who were completing post-secondary education. They knew their kids didn’t need 24 / 7 supervision, but also knew they needed to have some support and a community of peers. This presentation will provide an overview of their journey from the “What’s next?” stage to the launch of a community now called POINT (Pursuing Our INdependence Together), and the growth and development of that community in its 14 years of existence, as it has gone from 15 original participants to near 60 today.

G) Transition Training: Classroom to Community

presented by Karen Yosmanovich, M.Ed., BCBA and Tanya Hough, M.S., BCBA

Workplace social skills are an important variable in getting and keeping a job. There is often a lack of understanding of what socials skills are important to be successful in the workplace and how to best address this need. Real-life realities of educational settings and adult programs mean that there is often limited access to community-based work experiences. Incorporating active
student responding, the presenters will share how behavior skills training, video modeling, stimulus prompts (including activity schedules), and covert audio coaching can be used to acquire these skills. Specific examples that can be applied to the classroom and the community will be discussed as well as how to facilitate generalization.

H) Post-Traumatic Stress Disorder and Autism Spectrum Disorder: Identification and Treatment

presented by Debra G. Salzman, Ph.D.

For individuals diagnosed with Autism Spectrum Disorder, there are many co-occurring psychiatric conditions including Obsessive Compulsive Disorder, Attention Deficit Hyperactivity Disorder, anxiety disorders and depression. An area that has been minimally studied is the relationship between Autism Spectrum Disorder (ASD) and Post-traumatic Stress Disorder (PTSD). There are recent studies that suggest a higher incidence rate of PTSD among those with an ASD diagnosis following exposure to a traumatic event and an increased risk of exposure to traumatic life events. This workshop will highlight the symptoms of PTSD, the traumatic events that may occur for those with an ASD diagnosis, treatments for PTSD, and the challenges to treatment in individuals with comorbid ASD.

I) Understanding & Addressing ASD’s Impact on Family & Marital Dynamics

presented by Michael Selbst, Ph.D., BCBA-D

When there is a family member with Autism Spectrum Disorder (ASD), there is often a rippling effect on all family members. This includes the emotional and physical well-being of the parents, siblings, and extended family members. Such factors can increase frustration, fatigue, and stress, which may contribute to anxiety, depression, problems with marital relationships, sibling conflicts, financial challenges, trouble managing housekeeping responsibilities, difficulty arriving to planned events on time, impact on family members’ participation in recreation and leisure activities, etc. Additional consequences may include compassion fatigue among caregivers and significant changes in the family and marital dynamics. These issues can also increase problem behaviors for the individual with ASD and impact their access to much needed support. In this workshop, Dr. Selbst will discuss these challenges, provide guidance to help family members identify shared values, and offer strategies to mitigate these challenges and move in the family’s valued direction.
J) Issues Surrounding Criminal Defense for Juveniles & Adults with ASD

presented by Rubin Sinins, Esq. and Denise Rekem, Esq.

Autism Spectrum Disorder and the Criminal Justice System – what can be done to avoid charges and to navigate this unfamiliar and tricky minefield for securing justice?

While most individuals with autism are law-abiding citizens who are much more likely to be victims of bullying and crimes than perpetrators, there are instances where misunderstanding of social cues or maladaptive behaviors can lead to criminal charges being filed against a person with autism. Many criminal statutes enforce social norms that are not explicitly taught but are presumed to be understood by the general population. Individuals with ASD may be unaware that certain behavior can be seen as a criminal offense and, as a result, they may innocently engage in behavior that has been criminalized by society. Furthermore, criminal offenses, such as pornography or sexual offenses, are crimes for which knowledge of wrongdoing is often questionable, particularly for individuals with autism. Yet other “criminal” conduct may be traced to misunderstanding of social norms, cues or life experiences. These “unwritten rules,” are generally not taught specifically in schools but rather understood by neuro-typical individuals. Individuals with autism, however, may not understand these social norms without specific instruction.

It is critical that our schools teach sexual education and other social skills concerning personal space and societal norms explicitly to students with autism. Prevention of misunderstandings that lead to criminal charges should always be the first concern. However, it is also important for parents and self-advocates to understand how the criminal justice system works in order to be aware of situations where individuals with autism may be at risk. In the event that an individual on the spectrum finds themselves in such a situation, it is crucial to understand the process surrounding a criminal charge and to work with a criminal law attorney with knowledge of special needs and/or who is working in collaboration with a special needs attorney. This seminar will provide a brief overview of the criminal justice system as it relates to individual defendants and discuss the importance of providing mitigation evidence to help prosecutors and judges understand how the individual’s disability impacted their understanding of the occurrence that has led to charges being filed. Examples will be provided of successful outcomes where the court was able to tailor appropriate relief that took advantage of school-based services for students charged with crimes.
K) Esports: A Tool for Connection and Career Exploration

presented by Rachel Odrosky

Undoubtedly, esports is captivating the attention of our youth. In fact, 97% of our youth identify as gamers. Among the growing popularity of scholastic esports clubs, community-based organizations began to join the growing gaming community, embracing the appeal, and providing youth a safe place to connect, compete, and unwind. In this discussion, we identify how esports can positively impact an individual’s engagement with their peers in several ways including communication skills, self-esteem, leadership, sense of belonging and more. This presentation will also reveal how esports can be elevated beyond the game and used as a pathway to a student’s career exploration.

ABOUT OUR PRESENTERS

KEYNOTE SPEAKER

Ryan Pugliese is a high school Social Studies teacher who was diagnosed on the spectrum in the late 1990s. He has been teaching since 2017, shortly after receiving his Master's Degree from Rutgers University in K-12 Social Studies Education. A lifelong reader and lover of history, Ryan entered the educational field out of a desire to help all students learn and succeed regardless of their life circumstances. He currently lives in Morris County, and in his spare time loves to write, read, and hit the gym whenever possible.

WORKSHOP PRESENTERS

Danielle Gasalberti, M.A.Ed. NCSP is a Nationally Certified School Psychologist with her Master’s in Educational Psychology. Danielle received her BA degree in psychology from Drew University in Madison, NJ. She currently works at Essex Valley School, a private behavioral school in West Caldwell, NJ. Danielle is the proud author of her first children’s book, Love Your Selfie, a delightful book about promoting kindness and building self-esteem in the 21st century.

Alissa Cappelleri, M.A. graduated from The College of New Jersey with a Master of Arts in Teaching Special Education. She has had many experiences in a wide variety of classrooms and is deeply dedicated to educating through the fostering of resilience. Encouraging self-advocacy skills is the root of Alissa's practice, and she teaches tools and strategies with each individual student in mind. She believes that academic performance is informed by abilities to navigate the
“unwritten curriculum” of society. She currently serves as the Program Development Coordinator for New Frontiers, an executive function coaching and tutoring company. Her experiences include professional development on the importance of social skills instruction, authentic learning environments, and transition.

Lindsay Clayton, M.S., SLP graduated from The Pennsylvania State University with a Bachelor of Science in Communication Sciences and Disorders and a minor in Human Development and Family Studies. She then received her Master's Degree in Speech-Language Pathology from Towson University. She has a wealth of experience in treating children and adults with executive functioning difficulties, such as planning and prioritizing, organizing, task initiation, impulse control, and much more. Lindsay joined New Frontiers in the Fall of 2020, which is an executive function coaching and tutoring company, and she currently serves as a Supervising Coordinator.

Rebecca Schulman, Psy.D., BCBA-D is a licensed Psychologist and a Board-Certified Behavior Analyst at the doctoral level at Behavior Therapy Associates. Dr. Schulman earned her Psy.D. in clinical psychology from the Graduate School of Applied and Professional Psychology at Rutgers University. Dr. Schulman has extensive experience providing individual, family, and group therapy to children, adolescents, and adults. She specializes in cognitive behavioral therapy, applied behavior analysis, and Acceptance and Commitment Therapy/Training (ACT) for children through adults presenting with developmental disabilities, disruptive behaviors, sleep problems, social skills deficits, anxiety disorders, depression, attention-deficit/hyperactivity disorder and more. She also has expertise in using evidence-based treatments to work collaboratively with parents to teach them behavior management strategies and with schools to address challenging behaviors. Dr. Schulman is skilled in conducting diagnostic evaluations, specifically of autism spectrum disorder, psychological and psychoeducational evaluations, and functional behavior assessments (FBAs). She has led numerous workshops, including at local, statewide, national, and international conferences. Dr. Schulman is the co-founder of ThinkPsych, a company which creates educational products and games rooted in the science of psychology.

Rory A. Panter, Psy.D. is a licensed psychologist in New Jersey. She has extensive experience providing therapy and evaluation/testing services to children and adolescents and their families, including individuals with a wide range of diagnoses. Dr. Panter has a special interest in the assessment and treatment of children and adolescents with Autism Spectrum Disorder, disruptive behavior disorders, and anxiety disorders. She conducts social skills training groups and behavioral parent training groups throughout the year, and also provides individual and family therapy for individuals of all ages. She offers behavioral consultation to school districts, and conducts Functional Behavior Assessments in order to create Behavior Intervention Plans. Dr. Panter conducts psychoeducational and psychological evaluations, the purpose of which are to determine a child’s strengths and needs, diagnosis, and the appropriateness of current programming at school and in the home. She conducts evaluations of Autism Spectrum Disorder, including administration of the ADOS-2.
David Celiberti, Ph.D. is the Executive Director of the Association for Science in Autism Treatment and Past-President of its Board of Directors, a role he served in from 2006 to 2012. He is the Editor of ASAT’s online publication, Science in Autism Treatment, and he received his Ph.D. in clinical psychology from Rutgers University in 1993. Dr. Celiberti has served on a number of advisory boards and special interest groups in the field of autism, applied behavior analysis, and early childhood education. He works in private practice and provides consultation to public schools and agencies in underserved areas. He has authored several articles in professional journals and presents frequently at regional, national, and international conferences. In prior positions, Dr. Celiberti taught courses at both the undergraduate and graduate levels, supervised individuals pursuing BCBA certifications, and conducted research in the areas of ABA, sibling intervention, and autism.

Anton Shcherbakov, Psy.D. is a Licensed Psychologist at The Center for Emotional Health, a therapy practice specializing in the evidence-based treatment of anxiety and related disorders. His clinical specialties include ADHD, anxiety, Autism Spectrum Disorder, OCD, and Tourette’s disorder. He is also a Board-Certified Behavior Analyst (BCBA) and the co-founder of ThinkPsych, a company which creates language & social-emotional learning products for children. Dr. Shcherbakov is a frequent speaker at national professional conferences on topics related to mental health. He is a co-author of peer reviewed articles on topics including mindfulness-based cognitive therapy and suicide assessment.

Marion Morgenthal is the mother of two sons, one of whom has significant learning disabilities. In managing his education, Marion and her husband, Lance Lynford, navigated various special education programs, a special-needs boarding school, and a vocation-focused post-secondary program. It was when they were facing the end of formal education that Marion, Lance, and families they had met along their journey realized there were no existing communities that served the needs of their children who did not require group homes, but did require some support to live independently.

Marion served as founding chair of a group of families that created an independent living community for young adults with developmental disabilities (POINT—Pursuing Our INdependence Together) in White Plains, NY. In its 14 years, the community has grown from 15 participants to near 60, all of whom live unsupervised in their own apartments with support from two social services agencies. After a nine-year hiatus, Marion recently returned to co-chair the parent group for the community from 2019 - 2021.

Joan Axelrod Siegelwax is the mother of two children, one son and one daughter, who in addition to having other disabilities, is on the Autism Spectrum. After years of managing her daughter’s disabilities with the support of her husband Alan Siegelwax, she found herself at a crossroads. Her daughter could live independently, but she would need support to truly thrive; she was not a
candidate for a group home. After decades of navigating through special education and post-
education programs, she found herself in need of a next step and community in order to transition
to her daughter’s ability to live independently and succeed in the proper environment. They found
the community at POINT- (Pursuing Our INdependence Together) in White Plains. Joan currently
serves as the Co-Chair of the Point Families and Friends Steering Committee (PFF).

Her B.A. in marketing and public relations from Boston University is complemented by her
certifications from New York University in Personal and Organizational Coaching, Organizational and Leadership Development, and Executive Coaching.

Karen Yosmanovich is currently the clinical manager at Potential Inc., oversees clinical
operations and staff of the Springtime School Adult Autism Waiver program and insurance-
funded services provided in the home and community. For 17 years, she was the executive
director of Beautiful Minds of Princeton. A Board-Certified Behavior Analyst (BCBA), Ms.
Yosmanovich has experience teaching general education and special education classes in public
and private schools with additional experience working with students with autism spectrum
disorders. A frequent presenter at local, regional, and international conferences, she has provided
trainings or consultations here and around the world to a variety of institutions and individuals,
including families, teachers (general, special, special area), paraprofessionals, administration,
related service personnel and child study members. She has been Adjunct Faculty at Rider
University teaching graduate students about positive behavior support and autism. In addition to
her extensive professional experience, she also helped to raise her younger sister, who had autism.
She has a Master’s in Special Education from Rider University.

Tanya Hough has worked in the ABA field for 15 years in a variety of positions, primarily as a
behavior analyst. Currently working as an Adult Program Coordinator for Potential Inc., she has
Master’s degrees in psychology and social work, and is currently enrolled as a third-year doctoral
student in Applied Behavior Analysis. Her professional experience includes carrying out
functional analyses and functional behavior assessments, and her recent work includes
developing a strong clinical ABA program for adults with autism spectrum disorder. Her research
interest is with adults having intellectual disabilities/developmental disabilities and/or autism
residing and/or working in the community, as well as strong interest in expanding research with
adults with ASD and social skills within the workplace.

Debra G. Salzman, Ph.D. is a Clinical Psychologist licensed in New Jersey, and has been at
Behavior Therapy Associates, P.A. since 1992. She received her undergraduate degree in
Psychology from Emory University and earned her Ph.D. in clinical psychology from the State
University of New York at Albany. She completed her doctoral internship at the Medical College
Dr. Salzman has extensive experience in the assessment and treatment of children, adolescents and adults. She has a special interest in the assessment and treatment of children, adolescents and adults with anxiety disorders, Obsessive Compulsive Disorder, social skills deficits, Social Anxiety Disorder, Autism Spectrum Disorder, disruptive behavior disorders, depression, ADHD, coping with trauma, and training parents on behavior management strategies to improve child behavior. She lectures extensively on these topics. Dr. Salzman is a field supervisor for the Graduate School of Applied and Professional Psychology and serves as a Volunteer Adjunct Assistant Professor in the Department of Psychiatry at Rutgers Robert Wood Johnson Medical School.

Michael C. Selbst, Ph.D., BCBA-D is the Executive Director of Behavior Therapy Associates. He is a Licensed Psychologist in New Jersey and Pennsylvania, Certified School Psychologist, and Board-Certified Behavior Analyst at the Doctoral level. Dr. Selbst also Co-Founded the HI-STEP® Summer Social Skills Program. He has expertise in the evaluation and treatment of individuals who present with symptoms of anxiety, depression, ADHD, autism spectrum disorder, obsessive-compulsive disorder, mood disorders, oppositional defiant disorder, aggression, social skills deficits, learning disabilities, and family and relationship issues. Dr. Selbst has extensive experience evaluating and treating pre-school aged children through adults, consulting with school districts and private schools, helping individuals working through significant life changes and transitions, providing parent training, and has led numerous workshops, including at local, statewide, national, and international conferences. He assists clients to increase their psychological flexibility, making meaningful steps toward who and what is important to them. He is co-author of the Behavior Problems Resource Kit: Forms and Procedures for Identification, Measurement and Intervention, the social skills curriculum POWER-Solving®: Stepping Stones to Solving Life’s Everyday Social Problems, and book chapter “Acceptance and Commitment Therapy” in A. G. Dempsey’s (Ed.) book, Pediatric health conditions in schools: a clinician’s guide for working with children, families, and educators.

Rubin Sinins, Esq. is a certified criminal trial attorney, a certified civil trial attorney, and a Fellow of the American College of Trial Lawyers. Mr. Sinins is experienced representing individuals with special needs.

As a leader in the Bar, Mr. Sinins is Past President of the Essex County Bar Association, and is a member and Past Chair of the Judicial and Prosecutorial Appointments Committee for the Essex County Bar Association. He previously served as Chair of the Essex County Bar’s Criminal Bench-Bar Committee. Mr. Sinins lectures extensively for Continuing Legal Education seminars for other attorneys and serves as co-Chair of the Criminal Section of the New Jersey Association for Justice, organizing legal education seminars.
Denise Dimson Rekem, Esq., focuses her practice on the representation of individuals with special needs and their families in the areas of early intervention, special education, transition and adult services, residential placements, guardianships, bullying and discipline. A passionate, persistent advocate, Ms. Rekem is committed to ensuring that the rights and protections of families and their children with disabilities are not denied. Ms. Rekem is also a Board Member of JESPY House in South Orange, NJ, an organization serving adults with disabilities to enable them to live successfully in the community, and she has volunteered for organizations in the disabilities community throughout the years. She is a frequent lecturer in the community and has published a number of articles addressing the rights of persons with disabilities.

Rachel Odrosky is the Esports Director of Emerald Foundation. Motivated by the impact that a diverse and equitable community brings, Rachel enthusiastically leads the Emerald Esports initiative of the Emerald Foundation as they encourage students to embrace their potential through their passion of gaming. As a mother of two school-aged daughters, she is inspired by the testimonials and scholastic results that reflect an increase in student engagement when esports is added to their curriculum.

The Emerald Foundation is a 501(c)3 non-profit organization based in Lancaster, Pennsylvania. Its focus is to move local and national communities forward in education, youth development, safety, and awareness through innovative STEM-inspired platforms, while promoting a culture of inclusivity and meeting the needs of the underserved.

ABOUT ASPEN®

ASPEN was established in Feb. 1997 and is celebrating its 25 Year Anniversary and 50th National Conference. ASPEN provides information, support and advocacy to individuals and families whose lives are affected by Autism Spectrum Disorder (formerly known as Asperger Syndrome, PDD-NOS, and High-Functioning Autism) and Nonverbal Learning Disabilities. Its numerous chapters meet monthly, alternating support meetings with scheduled speakers. Members receive an online newsletter; have access to a lending library of books and videos; are provided with online access to the ASPEN Resource Directory; and are entitled to free attendance at all chapter meetings in addition to substantial discounts on conferences. A NJ Department of Education Professional Development Provider (#1619), ASPEN sponsors workshops and conferences featuring many of the most prominent names in the autism field. ASPEN is a national 501(c)3 nonprofit organization.

WWW.ASPENNJ.ORG
WHO SHOULD REGISTER FOR THIS CONFERENCE?

Parents, grandparents, other family members and caregivers; individuals (age 14 and older) with Autism Spectrum Disorder and/or Nonverbal Learning Disorder; educational professionals; medical and health professionals; legal professionals. **Educators attending this virtual video conference will earn up to 12 Professional Development Hours.**

- All registration fees are per person. Check, money order, or online via credit card, debit card or PayPal.
- Mailed-in registrations must be postmarked by 10/17/22.
- Additional copies of this form may be downloaded from our website at www.aspennj.org.
- Cancellations and Changes - No refunds for cancellations received after 9/23/22. 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.

*See next page for Registration Form.*
PLEASE COMPLETE AND RETURN THIS FORM

REGISTRATION FORM:
VIRTUAL FALL CONFERENCE
Begins Sunday, October 23, 2022
(Presentations may be viewed online until 12/4/22.)

Early-Bird Registration Discount Deadline 9/19/22

Please Print:
Name(s) _______________________________________
Address _______________________________________
_________________________________________________
Phone (_______)________________________        Email address of EACH registrant *(required)*
_________________________________________________

Check One:

Legal Professional _____
Parent _____ Medical/Health Professional _____
Grandparent _____ Educational Professional _____
Family Member _____ Young Adult with ASD _____

Registrants will receive links to the Keynote Presentation, AND ALL 11 Workshops.

WORKSHOPS:
A) Love Your Selfie: Self-Esteem and Social Media Issues
B) How Was I Supposed to Know? Navigating Hidden Curriculum
C) Addressing Functional Life Skills for Individuals with ASD
D) What About Me? Understanding & Addressing Needs of Siblings
E) Treatment of OCD in Individuals with ASD
F) Quest for an Enviable Life: Independent Living
G) Transition Training: Classroom to Community Workplace
H) PTSD and ASD: Identification and Treatment
I) Understanding & Addressing ASD’s Impact on Family & Marriage
J) Issues in Criminal Defense for Juveniles & Adults with ASD
K) Esports: A Tool for Connection and Career Exploration

ONLINE REGISTRATION AVAILABLE AT:
WWW.ASPENNJ.ORG

ASPEN Member? (as of the date of the 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 a
check for the member conference registration fee.

Kindly mail your completed form with your check
or money order made payable to ASPEN to our new address:

ASPEN FALL CONFERENCE 2022
P.O. Box 109
Oceanport, NJ 07757

Please complete section below.
REGISTRATION FEES
ALL FEES ARE PER PERSON • JOIN TODAY AND SAVE

Take Advantage of Our Early-Bird Discount Pricing!

_____ MEMBER (PARENT or GRANDPARENT)
$  95.00 ($125.00 after 9/19/22)

_____ MEMBER (PROFESSIONAL)
$155.00 ($185.00 after 9/19/22)

_____ MEMBER (YOUNG ADULT INDIVIDUAL WITH ASD)
$  65.00 ($95.00 after 9/19/22)

_____ NON-MEMBER (PARENT or FAMILY MEMBER)
$135.00 ($165.00 after 9/19/22)

_____ NON-MEMBER (PROFESSIONAL)
$195.00 ($225.00 after 9/19/22)

_____ NON-MEMBER (YOUNG ADULT INDIVIDUAL WITH ASD)
$  90.00 ($120.00 after 9/19/22)

Questions? Contact us at aspenorg@gmail.com or (732) 321-0880