

SCIENCE-BASED INSTRUCTIONAL PRACTICES USING ABA FOR AUTISM AND OTHER DEVELOPMENTAL AND BEHAVIORAL CHALLENGES

September 14, 2023



THE PROGRAM

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| 9:15 a.m. - 9:30 a.m. | Welcome note from NDU Dean of the Faculty of Nursing and Health Sciences > Jessy El Hayek , Ph.D. Associate Professor of Nutrition |
| 9:30 a.m. - 9:45 a.m. | Welcome note from ABAL President > Ms. Sousan Razzouk , MA, BCBA, IBA |
| 9:45 a.m. - 10:30 a.m. | Behavior Analysis Made Easy: Uncovering the Basics > Ms. Jenny Chebli , MS, BCBA |
| 10:30 a.m. - 11:15 a.m. | Best Practices and Considerations When Teaching Speech Production with Persons with Autism > Lina Slim , Ph.D., BCBA-D, CCC-SLP |
| 11:15 a.m. - 12:00 p.m. | Naturalistic Developmental Behavior Interventions: Evidence and Critical Elements > Ms. Tamara Kasper , MS, CCC-SLP, BCBA |
| 12:00 p.m. - 12:30 p.m. | Break |
| 12:30 p.m. - 1:15 p.m. | Supporting Emergent Communicators With Autism Using Augmentative and Alternative > Lilith Reuter-Yuill , Ph.D., CCC-SLP, BCBA |
| 1:15 p.m. - 1:45 p.m. | Simply Three: Educator Profile, Accountability, and Technology > Christine Sabieh , Ph.D. Professor of Psychology and Education |
| 1:45 p.m. - 2:00 p.m. | IDEAL/SKILD Young Adult Graduate |

JENNIFER CHEBLI SARKIS, MA, BCBA

BIOGRAPHY



Jennifer Chebli Sarkis obtained her bachelor's degree in Psychology from Notre Dame University-Louaize (NDU) and her master's degree in General Psychology from the American University of Beirut (AUB). She studied the Applied Behavior Analysis (ABA) course sequence with the Florida Institute of Technology (FIT) and became a Board-Certified Behavior Analyst (BCBA) in 2019. Sarkis has over 10 years of experience working with children with autism, behavioral challenges, and other developmental disorders. Sarkis started off as a paraprofessional, before being promoted to a paraprofessional supervisor in a school setting, while simultaneously working as a school-based and home-based behavioral therapist. She currently works with children and their families, develops individualized behavior plans, and trains and supervises family members, paraprofessionals, teachers, Registered Behavior Technicians (RBTs), and BCBA's in their implementation. Some of her interests include play skills, social skills, and the inclusion of children with special needs.

TALK ONE

A grayscale portrait of a woman with long dark hair, smiling, wearing a light-colored top and a dark jacket. She is positioned on the left side of the page, partially overlapping the blue text area.

Title:

BEHAVIOR ANALYSIS MADE EASY: UNCOVERING THE BASICS

Abstract:

Behavior analysis is a scientific approach that focuses on observable behavior and seeks to understand the relationship between behavior and the environment. Consequently, this presentation will explore the core components of behavior analysis and its applications in various fields, such as education, therapy, and organization behavior management (OBM). Attendees will gain valuable insights into the fundamental principles that govern behavior and how these principles can be utilized to bring about positive behavioral change.

LINA M. SLIM, Ph.D., BCBA-D, CCC-SLP

BIOGRAPHY



Dr. Lina M. Slim is a dually certified SLP & BCBA-D with over 30 years-experience specializing in providing behavioral, speech and language services, to families and their children with behavioral, speech language and communication challenges and differences. Her clinical and research interests focus on disseminating best practices in the application of the science of behavior analysis to support persons with autism and their families, establishing and maintaining effective functional verbal behaviors, while promoting Interprofessional Culturally Aware, Responsive and Person-Centered Collaborative Practices (AICARe-Collaboration). Dr. Slim presents and consults nationally and internationally and has published several peer-reviewed research and book chapters. Dr. Slim is a board member of several speech-language and behavior analytic organizations, among them the Association for Science in Autism Treatment (ASAT) and the Speech and Applied Behavior Analysis (SPABA) ABAI SIG. Dr. Slim brings a unique personal and behavior analytic perspective on interprofessional collaboration and cultural responsiveness by drawing from her diverse cultural, professional background and extensive clinical practice working with CLD families nationally and internationally.

TALK TWO



Title:

BEST PRACTICES AND CONSIDERATIONS WHEN TEACHING SPEECH PRODUCTION WITH PERSONS WITH AUTISM

Abstract:

Many children diagnosed with autism experience speech and language delays, impairments in speech and sound acquisition, and difficulty emitting and initiating verbal responses. These speech and language challenges may interfere with later acquisition of vocal, verbal behavior. Many early intensive speech-language intervention programs focus on increasing and improving speech production, especially in the early implementation of effective teaching procedures, which is critical to promote early, frequent, varied, and generalized vocal verbal repertoires. An understanding of the structure, processes, and function of speech development and production, as well as effective strategies that facilitate speech production and accuracy, draws from the disciplines of both applied behavior analysis and speech-language pathology. Consequently, such analysis will enhance the selection of appropriate speech targets and support the implementation of effective and meaningful intervention programming. This presentation will cover (1) a brief introduction of the speech sound production processes; (2) the effective ways to assess and select speech targets; and (3) a discussion of the effective and evidence-based strategies that improve speech sound production.

TAMARA S. KASPER, MS, CCC-SLP, BCBA, LBA

BIOGRAPHY



Tamara S. Kasper is a dually certified Behavior Analyst (BCBA) and Speech-Language Pathologist (CCC-SLP), specialized in the treatment of autistic individuals for over 30 years. Mentored by Dr. Vince Carbone, she dedicated her career to developing, implementing, and disseminating treatment methods between and within the fields of speech-language pathology and behavior analysis to improve engagement, social communication, and verbal vocal skills in children with autism. Her clinical endeavors and research focus include early social responding, treatment strategies for apraxia of speech, promoting vocal language within the context of Augmentative and Alternative Communication (AAC), and integrating social skill instruction in the context of physical training. Kasper is a frequently invited international lecturer who has consulted and lectured throughout the US, Canada, Europe, Africa, and the Middle East. Kasper is also a recipient of the Wisconsin Speech-Language Pathology and Audiology Clinical Achievement Award. She currently serves as Director of the Clinical Center of Excellence for Caravel Autism Health and provides training and mentorship through Kasper Enterprises.

TALK THREE



Title:

NATURALISTIC DEVELOPMENTAL BEHAVIOR INTERVENTIONS: EVIDENCE AND CRITICAL ELEMENTS

Abstract:

Current best practices for intervention with young children on the autism spectrum integrate developmental and behavioral approaches and include caregivers in children's treatment. These naturalistic developmental behavioral interventions (NDBIs) have been manualized, with growing research supporting their positive influence on children's developmental trajectories. These interventions embed teaching in naturalistic contexts rather than highly structured environments and emphasize spontaneous initiation and the creation of opportunities to respond based on the learner's motivation rather than adult-led prompts. NDBI developers have identified that their individual interventions share several common elements, which suggests that there may not be a need for extensive training in more than one naturalistic developmental behavioral intervention.

LILITH REUTER-YUILL, Ph.D., CCC-SLP, BCBA, LBA

BIOGRAPHY



Dr. Lilith Reuter-Yuill a certified and licensed Speech-Language Pathologist (CCC-SLP) and Behavior Analyst (BCBA) that specializes in working with individuals with complex communication needs, such as the Autism Spectrum Disorder (ASD). Her clinical and research interests include the application of verbal behavior and functional (dynamic) assessment in the treatment of communication disorders and maximizing therapeutic benefit through interprofessional collaboration between SLPs, BCBA's, and the families that they serve. Reuter-Yuill provides internal and external consultative services including research, education, training, and clinical supervision.

TALK FOUR

A grayscale portrait of a woman with long, wavy hair, smiling. She is wearing a dark-colored top. The portrait is positioned on the left side of the page, partially overlapping the blue text area.

Title:

SUPPORTING EMERGENT COMMUNICATORS WITH AUTISM USING AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Abstract:

According to surveillance reports conducted by the Center for Disease Control and Prevention (CDC; 2023), the prevalence of autism has more than doubled in the last twelve years and now represents approximately 1/36 of children. It has been estimated that 25%-50% of these children will never develop functional speech. Documented benefits of Augmentative and Alternative Communication (AAC) include improvements in receptive and expressive communication, social communication, and decreases in challenging behavior. The purpose of this presentation is to provide a brief overview of AAC systems including the current state of assessment and treatment.

CHRISTINE SABIEH, Ph.D.

BIOGRAPHY



Dr. Christine Sabieh is a full Professor of Psychology and Education at Notre Dame University-Louaize (NDU). She teaches, publishes, researches, and teacher-trains on teaching-learning, assessment, and/or technology-partnership. She is a Certified Online Instructor/Trainer and an advocate of Computer-Assisted Language Learning (CALL) technology in enhancing teaching and learning spaces. Her interests include educational psychology, special needs accommodation to enhance learning opportunity, English Language Testing (ELT) and assessment, educational technology, leadership, and professional development. Sabieh's research includes Open Educational Resources (OER), Assessment, problem-based learning (PBL), Blended and Flipped Classrooms, Distance Learning, English for specific purposes (ESP), and Teacher-Training. She served as the president of the Asia Association of Computer-Assisted Language Learning (ASIACALL) for five years, is a founding member of the Lebanese Psychological Association and served as its president for three years, a Teaching English to Speakers of Other Languages (TESOL) International member, the CALL-IS Chair for 2019-2020, and a Rotarian, a Paul Harris Fellow and Rotary Club Beirut Cedars President for 2014-2015. Sabieh serves as the graduate advisor in Education, Education Technology, Leadership and Management, as well as the Special Education programs. At present, Sabieh is NDU's Chair of the Institutional Review Board (IRB).

TALK FIVE

A grayscale portrait of a woman with short, dark, wavy hair, looking directly at the camera with a slight smile. She is wearing a dark-colored t-shirt with white text and a graphic. The text 'ASTO' is visible, and below it is a graphic of a four-leaf clover.

Title:

SIMPLY THREE: EDUCATOR PROFILE, ACCOUNTABILITY, AND TECHNOLOGY

Abstract:

Educators are expected to create learning opportunities for students to enhance the real-world endeavor. Learners are defined and assigned appropriate learning spaces to address their needs. Educators are assigned their teaching spaces accordingly. The scope of defined space is customized to address the needs of the stakeholders. The focus here is on the mainstream players. The purpose of the presentation is to address three factors that may tend to remain hazy when dealing with special needs students in education spaces across the board. Does the educator's profile matter? To what degree does accountability play a role in measuring learning outcomes? Is technology being partnered with to enrich the environment? The discussion will intend for leaders and educators design education spaces to deliver successful real-world learning.

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