



# Autism Spectrum and Developmental Disabilities

Special Interest Group

Association for Behavioral and Cognitive Therapies

First Edition, October 2015

## Introduction

Dear Members,

We are thrilled to introduce the inaugural issue of the ASDD SIG newsletter! The newsletter will appear twice each year and include a variety of useful information, including professional development opportunities, exciting new articles, details about the annual ABCT conference, and other topics related to ASDD clinical practice and research. Matt and I want to thank and congratulate our special operations team, Rebecca Glover, Matt Roth, Jenna Mendelson, Deanna Swain, and their fearless leader, Dr. Greg Chasson, for their incredible work pulling this newsletter together and also developing and launching the ASDD SIG website—[www.abctautism.com](http://www.abctautism.com)! With these exciting debuts, it seems clear that this year will be a great one for the ASDD SIG.

Looking forward to seeing everyone in November,  
Connor & Matt

## Highlights from the 2014 ABCT Convention

By: Rebecca Glover



- ◆ Dr. David Mandell presented the Invited Keynote Address
- ◆ John Danial's presented the Best Poster titled "Adapted Cognitive Behavior Therapy to Treat the Anxiety of Children with Autism and Low Verbal Ability"
- ◆ Dr. David Mandell won the inaugural Transformative Contribution Award
- ◆ Dr. Ashley Johnson Harrison won the inaugural Early Career Award

## Researcher Spotlight: Susan White, Ph.D.

By: Deanna Swain

### 1) Tell us about your research

Most of my research addresses identification and remediation of processes that affect social functioning in people with ASD. By honing in on processes that underlie symptoms or problem behaviors, we can develop more refined, targeted intervention approaches, as well as better understand what factors moderate the expression (or manifestation) of the base process.

Specifically, some of my primary projects at this time include programming to support successful transition from secondary school to college for students with ASD (NIMH funded R34; PI White), using Kinect to train real-time emotion expression in children with ASD (NICHD-funded R03; MPI White), and developing a neurofeedback system to promote facial emotion recognition in adults with ASD using fMRI and EEG (NIMH-funded R21/R33; PI White). My doctoral students and undergraduate students also lead several interesting studies. A few examples of which include evaluation of mindfulness training for adults with ASD, the role of culture on disclosure and help-seeking in children, and understanding fear of negative evaluation as a transdiagnostic process in children and adolescents.

### 2) What advice do you have for graduate students at ABCT?

Try to remember that everyone, including the eminent scholars and leaders in our field, were in your shoes before. People enjoy meeting students, and they expect it—so make the most of the opportunity to learn from others, tell someone if their work meant something to you, and develop new friendships and colleagues.

### 3) Where do you see the field heading?

I am struck by our increasing ability to map neural processing onto behavioral phenotypes—I find this really exciting! We have some great tools now at our disposal, and I think it's great that we are beginning to see greater synergy between assessment and intervention functions in these tools. I'm also really excited about the great work being done in the dissemination and training front. Consumers are so much more educated about their choices and evidence-based care than they were even a decade ago...that is huge!

## Student Corner

By: Matt Roth

I. This section is dedicated to providing helpful tips and information for students of all levels, from undergrad to grad! For this inaugural newsletter, we will discuss tips on deciding what graduate programs to target:

**Finding the Right Fit:** If you have a particular research interest, it is important to find a program that can support that that interest. A large portion of graduate programs use a mentorship model, so finding a mentor that shares your interest will be important. To help locate a potential mentor, you could ask people with whom you are currently working, view the list of researchers on our website (<http://abctautism.com>; Training and Career tab), visit the websites of authors of interesting research articles (or email the authors), network at conferences, or purchase books on psychology graduate programs.

**Cost/Admission:** Look into the scholarships or assistantships available. Some research-based programs are fully funded through grants and assistantships. Private universities may have higher tuition rates but may have more financial aid available.

**Practicum Experiences:** If you are interested in working with a particular population, look into the different practicum (supervised clinical work) experiences listed on program websites to determine if a school offers that training.

**Admission Rates:** Admission rates will give you an idea of your chances of getting into the program and will vary based on the type of program (PhD versus PsyD) and other variables, such as geographic regions.

**Length of Program:** Some programs will require you to attend full-time while others will accommodate part-time schedules.

II. Other information our future clinicians and researchers can find on the Student Section of the ABCTAutism website include

**The type of Master's and Doctorate degrees** one could earn across a number of professions, including psychology, medicine, social work, special education, nursing, speech and language, and occupational therapy.

**Tips on the types of clinical and research experience** available for undergraduates to prepare for graduate school applications, as well as information on the types of standardized testing typically required.

## Networking at Conferences

By: Fadlullah Ba'th, Lexi Pulice-Farrow, and Gregory S. Chasson

### Beforehand:

- ◆ **Figure out how to market yourself.** Why are you there? With whom are you looking to connect? What do you bring to the table that no one else does?
- ◆ **Make yourself known.** Let people know that you will be at the conferences, either by email or conference social media.
- ◆ **Plan in advance.** Conferences can get extremely busy, so schedule meetings with colleagues in advance.
- ◆ **Be proactive.** When preparing your poster, make it visually appealing poster with key words in the title.

### At the conference:

- ◆ **Don't be a wall-flower.** Put forth effort into meeting new people. Try to hang out in high traffic areas.
- ◆ **Less is more.** Focus on making connections with a few people as opposed to trying to meet everyone.
- ◆ **Be fully present.** Use open body-language—try not to make yourself look closed off. Engage in active listening. Don't bury yourself in your cell phone/laptop/tablet/etc.
- ◆ **Make everyone a part of the conversation.** Introduce people and let others be heard.
- ◆ **Challenge yourself.** Do not be afraid to connect with people who may be outside of your comfort zone.
- ◆ **Have two "elevator pitches":** One your grandma can understand and one for researchers
- ◆ **Write it down.** Get people's business cards and jot down a few memorable facts/areas of potential collaboration
- ◆ **Be professional.** Do not drink too heavily in front of colleagues. You can have fun and relax, but do not be unprofessional.

### After:

- ◆ **Always follow up!** Send an email to say how pleased you were to meet the other person, maintain a connection, etc.

## Looking for us in Chicago at the 2015 ABCT Convention?

- ◆ ASDD SIG Meeting, Conference Room 4K, Friday 11/13 10:30—11:30 am
- ◆ SIG Poster Expo, International Ballroom, Friday 11/13 6:30—8:30 pm

### Accepted Posters for the 2015 ABCT ASDD SIG

#### **Exploring the Role of Child Ethnicity and Parent Preferred Language on Therapist Delivery of Evidence-Based Strategies to Reduce Challenging Behaviors in Children with ASD**

Wright, B., Dyson, M, Chlebowski, C., & Brookman-Fraze, L.; University of California, San Diego

#### **Design and Implementation of a Parent-Only Behavioral Treatment for Pediatric Obesity in Children with Autism Spectrum Disorder**

Matheson, B. E., Drahota, A., & Boutelle, K. N.; University of California, San Diego; San Diego State University

#### **Does Being Poor Protect Children with ASD from Non-Evidence-Based Treatments?**

Martucci, J. L., Verbalis, A. D., Rothwell, C., Pugliese, C., Luong-Tran, C., Wills, M., Kenworthy, L., & Anthony, L. G.; Children's National Health System; The Catholic University of America

#### **A Qualitative Examination of the Perceived Challenges and Needs of Postsecondary Students with ASD**

Elias, R., Whittemore, A., & White, S. W.; Virginia Tech

#### **Black Children with ASD are More Impaired on the ADOS than Their White Peers**

Shafran, R., Ratto, A. B., Martucci, J., Armour, A. C., & Anthony, L.; Children's National Health System

#### **Meta-Analysis Comparing Parent- and Clinician-Implemented Early Intervention Programs for Children with Autism Spectrum Disorders**

Nahmias, A. S.; Pellecchia, M., & Mandell, D. S.; University of Pennsylvania

#### **Investigating Orienting and Disengagement via Eye Gaze Patterns in Adolescents with ASD**

Conner, C. M.; Trubanova, A., Maddox, B. B., & White, S. W.; Virginia Tech

#### **Autism Spectrum Disorder Traits, Internalizing Problems, and the Moderating Role of Language in Children with Autism Spectrum Disorder**

Factor, R. S., Ryan, S. M., Farley, J. P., Scarpa, A., & Ollendick, T. H.; Virginia Tech

#### **The Emotional Looking-Glass: Alexithymia Predicts Vocal Affect Recognition Only in Individuals with Greater Autism Symptoms**

Keenan, E., Culoso, A., Burns, A., & Lerner, M. D.; Stony Brook University

#### **Taking Notice of Perspective Taking: The Effects of Attending to Social Interaction**

Pichardo, J. M., Rosen, T., Weber, R., & Lerner, M. D.; Stony Brook University

#### **Social Skills and Social Networking: The Relationship of Facebook Use and Social Connectedness, and the Moderating Role of Social Skills**

Rothschild, L. R., Weissbrod, C. S., & Ahrens, A. H.; American University

#### **Smart and Healthy Adolescent Relationship Education: Support for Caregivers and Children with Autism Spectrum Disorder Symptoms**

Shawler, P. M., Glover, R. A., Fleming, T. C., & Silovsky, J. F.; University of Oklahoma Health Sciences Center

## Additional ABCT 2015 Posters and Talks about ASD

### Friday, November 13, 2015

<u>Time</u>	<u>(Type) Location</u>	<u>Presentation &amp; Authors</u>
8:30am- 10:00am	(Symposium) <i>Salon A1</i>	<b>Parent Training for Children with Autism Spectrum Disorder and Disruptive Behavior: 10 Years, 4 Studies and Results from a Large-Scale Randomized Clinical Trial</b> Karen Bearss; Eric Butter; Noha Minshawi; Denis Sukhodolsky; Susan White
9:00 am- 10:30 am	(Symposium) <i>Astoria</i>	<b>New Measurement Targets and Tools in Pediatric Anxiety and OCD</b> Christopher Flessner; Dean McKay, Robert Selles; Johanna Meyer; Alessandro De Nadai; Conner Kerns
10:30am- 11:30am	(SIG Meeting) <i>Conference Room 4K</i>	<b>Autism Spectrum and Development Disorders</b> Connor Kerns; Matthew Lerner

### Saturday, November 14, 2015

<u>Time</u>	<u>(Type) Location</u>	<u>Presentation &amp; Authors</u>
8:30am- 9:30am	(Poster) <i>Salon C; Lower Level</i>	<b>Raising a Child With Autism With and Without Comorbid Disruptive Behavior Problems: Impact on Parental Well-Being</b> Paul M. Shawler; Mira Atia; Maureen A. Sullivan
		<b>Comparative Effectiveness of Parent-Child Interaction Therapy: Typically Developing Versus Autism Spectrum Disorder</b> Kimberly R. Zlomke; Kathryn Jeter; Jillian K. Murphy; Sarah Bauman; Natalie Cook; Dustin Lamport
12:00pm- 1:30pm	(Symposium) <i>Astoria</i>	<b>Studying the Implementation of Evidence-Based Practices and Policy Mandates in Diverse Community Service Settings for Children with Autism Spectrum Disorder</b> Amy Drahota; Nicole Stadnick; Matthew Lerner; Lauren Brookman-Fraee; Shannon Dorsey
2:15pm- 3:45pm	(Clinical Round Table) <i>Salon A4</i>	<b>Addressing Real &amp; Imagined Constraints in Utilizing CBT for Autistic Spectrum Disorder (ASD): Best practices regarding applicability of CBT to ASD</b> Connor Kerns; Rebecca Sachs; Matthew Lerner; Valerie Gaus; Eric Storch; Jonathan Hoffman

### Sunday, November 15, 2015

<u>Time</u>	<u>(Type) Location</u>	<u>Presentation &amp; Authors</u>
9:00am- 10:00am	(Poster) <i>Salon C; Lower Level</i>	<b>Influence of Caregiver Characteristics on Therapist Delivery of Evidence-Based Strategies to Reduce Challenging Behaviors in Children With Autism Spectrum Disorder</b> Dana Saifan; Lauren Brookman-Fraee
10:15am- 11:15am	(Posters) <i>Salon C; Lower Level</i>	<b>Adolescents' Social Motivation: A Comparison Between Autism Spectrum Disorder and SAD</b> Rebecca Elias; Nicole N. Capriola; Susan White; Thomas H. Ollendick
		<b>Exploring Potential Associations Between Autism Spectrum Disorder Traits and Emotional Lability</b> Nicole N. Capriola; Alexandra Manikas; Susan White; Thomas H. Ollendick
		<b>Trajectories of Atypical Communication Characteristics as Early Prognostic Indicators of Psychiatric Comorbidity in Children With Autism Spectrum Disorders</b> Erin Kang; Tamara Rosen; Matthew Lerner; Kenneth D. Gadow

## Sunday, November 15, 2015 (Continued)

<u>Time</u>	<u>(Type) Location</u>	<u>Presentation &amp; Authors</u>
10:15am-	(Posters)	<b>Parent and Teacher Agreement of Behavioral Problems in Youth Diagnosed With and Without Autism Spectrum Disorders</b> Danielle Ung; Nicole M. McBride; Dianna Boone; Flora Howie; Leanne Scalli; Eric A. Storch
11:15am	Salon C; Lower Level	<b>The Development of Online Training Modules to Improve Emotion Identification in Young Adults on the Autism Spectrum</b> Janice Zeman; Cheryl Dickter; Josh Burk; Catherine Mitchell; Kimberly Chaney; John D. Ball; Maria Urbano
		<b>Effects of Mindfulness and Negative Automatic Thoughts on Comorbid Social Anxiety and Depression in College Students With Autism Spectrum Disorder Symptoms</b> Yumi Kaneyama; Hiroshi Sato; Shin-ichi Ishikawa
		<b>BASC-2 Clinical and Adaptive Score Profiles of Toddlers and Preschool Children With ASD and Children With Other Developmental Delays</b> Lauren E. Bradstreet; Julia Juechter; Connor M. Kerns; Diana L. Robins
		<b>Utility of the Social Responsiveness Scale in Differentiating Autism Spectrum Disorder Symptomology Among Clinical and Nonclinical Groups</b> Katerina M. Dudley; Cara Pugliese; Lauren E. Kenworthy; Laura G. Anthony; Giedd Jay; Eric Youngstrom; Mian Ong; Allison Ratto; Liv Clasen; A Chelsea Armour; Nancy Lee; Haroon Popal; Emily White; Alex Martin; Greg Wallace
		<b>Exploring the Different Outcomes of an Open Pilot DBT Multifamily Skills Group for Children With or Without an Autism Spectrum Disorder Diagnosis</b> Lianna Wilson; Julie Ryan; Julia Martin; Dana Serino
		<b>Outcomes of Adult Siblings of Individuals With Autism Spectrum Disorder: Aid, Perceived Impact, and Sibling Relationship Attitudes</b> Theodore S. Tomeny; Tammy D. Barry; Lorien Baker
		<b>CBT for Anxiety Enhances Neural Circuitry of Emotion Regulation in Children With Autism Spectrum Disorder</b> Denis G. Sukhodolsky; Karim Ibrahim; Spencer McCauley; Devon Oosting; Jeffery J. Wood; Brent Vander Wyk; Kevin A. Pelphrey
		<b>Improving the Sibling Relationship: A Support Group for Siblings of Children With Autism Spectrum Disorders</b> Marika Coffman; Ashley Muskett; Lauren Delk; Reina Factor; Angela Scarpa; John A. Richey; Julie Wolf
		<b>Examination of the Eyberg Child Behavior Inventory in Children With Autism Spectrum Disorder</b> Garet S. Edwards; Jillian K. Murphy; Kathryn Jeter; Kimberly R. Zlomke
		<b>Role of Pragmatic Speech in the Effectiveness of Cognitive Behavioral Intervention for Social Skills and Anxiety for Adolescents With Autism Spectrum Disorders</b> Andrea Trubanova; Susan White
		<b>The Effectiveness of a Parent-Mediated Sexuality Education Program for Youth With Autism Spectrum Disorder</b> Laura G. Anthony; Yael Granader; Cara Pugliese; Allison Ratto; Katerina M. Dudley; Amanda Bowen; Cynthia Baker