

# 2025-2026 ROVINSKY FAMILY LECTURESHIP SERIES

Wednesday, February 11, 2026 | 12:00 – 1:00 pm EST | Live Webinar



## BEST PRACTICES IN THE ASSESSMENT OF AUTISM SPECTRUM DISORDER

Bianca Coleman PhD, NCSP, BCBA-D, LBA

Behavior Therapy Associates

### PROGRAM DESCRIPTION

The diverse symptom presentation, or heterogeneity, in Autism Spectrum Disorder (ASD) makes identification and diagnosis a complex process. Best practice procedures for diagnostic assessment exist independently of the use of any single tool (Bishop & Lord, 2023). As a result, clinicians should be equipped with various assessment measures combined with an understanding of the importance of sound clinical judgment (Kaufman, 2022) in order to fully evaluate the presence of ASD-related symptoms. During assessment, it is important to select and include both direct and indirect measures, as well as to consider additional components to further evaluate other potential influencing factors. This helps determine any potential impact on the individual's abilities. Key factors to consider when accounting for bias and external influences during evaluation (Kaufman, 2022) will also be discussed. There are several important factors to consider before administration, and these will be reviewed as part of this presentation to improve procedures for selecting evaluation components. These include specialized assessment procedures for individuals with higher support needs (Thurm et al., 2022) and measures that may not be valid due to hearing, vision, or motor impairments (Bishop & Lord, 2023). This discussion will also include additional components of the assessment battery and reporting, next steps following the evaluation process, specific recommendations about the individual's needs and the contexts in which they occur, ongoing support, and re-evaluation needs. Case examples will be included, and opportunities for questions will be provided.

### LEARNING OBJECTIVES

Based on the presentation, the participants will be able to:

- » List the key components of an evaluation for Autism Spectrum Disorder
- » Identify 3 potential confounds, biases, and mitigating factors for the selection of appropriate assessment components.
- » Discuss additional components and follow-up steps once the evaluation has been completed.

### ABOUT THE PRESENTER

Bianca Coleman, PhD, NCSP, BCBA-D, is a licensed psychologist and Licensed Behavior Analyst in the state of New Jersey, a Nationally Certified School Psychologist, and a Board Certified Behavior Analyst at the doctoral level.

Dr. Coleman completed her bachelor's degree in Psychology with a specialization in Child Behavior from Rowan University. She then earned her master's degree in Applied Behavior Analysis from Penn State University and her Ph.D. in School Psychology from Temple University.

Dr. Coleman has extensive experience working with individuals presenting with developmental disabilities, disruptive behaviors, feeding and sleep problems, social skills deficits, as well as attention and executive functioning concerns. She has expertise in using evidence-based treatments to collaborate with parents in teaching behavior management strategies and with schools to address classroom management and challenging behaviors. Dr. Coleman is skilled in conducting diagnostic evaluations, including autism spectrum disorder assessments, psychological, psychoeducational, and functional behavior assessments. She also provides assessment and consultation services to public and private schools regarding their programs for learners with autism spectrum disorders and behavior challenges. Dr. Coleman's professional interests include applying behavior analytic strategies to functional skills and behavioral concerns involving individuals, families, schools, and organizations.

Level of Instruction: Intermediate  
Number of Credits: 1

Cost: \$15, free for PCOM faculty, staff, alumni, students, clinical supervisors, \$10 PBTA

## SUGGESTED READINGS

Bishop, S.L., & Lord, C. (2023). Commentary: Best practices and processes for assessment of autism spectrum disorder—the intended role of standardized diagnostic instruments. *Journal of Child Psychology and Psychiatry*, 64(5), 834–838. <https://doi.org/10.1111/jcpp.13789>

Kaufman, N. K. (2022). Rethinking “gold standards” and “best practices” in the assessment of autism. *Applied Neuropsychology: Child*, 11(3), 529–540. <https://doi.org/10.1080/21622965.2021.1932302>



## CRITERIA FOR EARNING CE

Full attendance is required to receive CE credit for each session. No partial credits are available. All participants must sign an attestation regarding attendance and indicate the type of CE credit they require through a link which will be provided following the session. At the conclusion of each session participants will be provided an additional link to complete an evaluation survey; we request that you take a few minutes to anonymously provide feedback. Co-sponsored by Philadelphia College of Osteopathic Medicine.



**PSYCHOLOGISTS:** Philadelphia College of Osteopathic Medicine's School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Philadelphia College of Osteopathic Medicine, School of Professional & Applied Psychology maintains responsibility for this program and its content.



**CERTIFIED COUNSELORS:** Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 5672. Programs that do not qualify for NBCC credit are clearly identified. Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is solely responsible for all aspects of the programs.

**LICENSED SOCIAL WORKERS:** Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology maintains responsibility for this program and its content. The Pennsylvania Board of Social Work Examiners recognizes and accepts the psychology continuing education hours/credits for social workers. However, all social workers are responsible for checking with their Board. The Board requires a minimum duration of two hours per program. After successfully meeting the criteria for earning CE's, social workers will receive the Certificate of Attendance.



**BOARD CERTIFIED BEHAVIOR ANALYSTS:** Philadelphia College of Osteopathic Medicine is listed as an Authorized Continuing Education (ACE) Provider with the Behavior Analyst Certification Board (BACB) as an organization with the Provider Number OP-25-11899. Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology maintains responsibility for this program and its content.

Unless otherwise specified in the program promotional materials, there is no commercial support interest to the sponsor, instructors, content of instruction or any other relationship that could be construed as a conflict of interest. For any program where a fee is charged, there is a Refund/Cancellation Policy.

**REFUND/CANCELLATION POLICY:** For any program that has a fee attached, the School of Professional and Applied Psychology requires that notification of cancellation be made no later than three business days before the day of the program. Full refunds are available for notifications for programs with fees that are made within three business days prior to the day of the event. For all other cancellations, a credit will be issued for a future PCOM CE program.

Further information about the Refund/Cancellation Policy and any other questions may be obtained by contacting the Coordinator of Continuing Education, PCOM School of Professional and Applied Psychology, at [SPAP-CE@pcom.edu](mailto:SPAP-CE@pcom.edu).

