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**Refund/Cancellation Policy:** For any program that has a fee attached, PCOM School of Professional & 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.

For further information about the Refund/Cancellation Policy or assistance please contact Katie Garson, MEd, Coordinator of School Psychology Programs and Continuing Education at 215-871-6463 or via email at [katiega@pcom.edu](mailto:katiega@pcom.edu).

## REGISTRATION

Please submit your registration online by visiting [ContEd.pcom.edu](http://ContEd.pcom.edu) and click the "View Catalog" button.

## PARKING

Philadelphia College of Osteopathic Medicine (PCOM) has a parking garage that can be entered from the PCOM driveway off Monument Road, from Stout Road, or from City Avenue. Cost: \$5.00

## CONTINUING EDUCATION CREDITS

### Criteria for Earning CE

Those entering must sign into each session, attend each session in its entirety, complete and submit the evaluation form at the conclusion of each session to be awarded 2.0 Continuing Education credits. Partial credits for any given session are not available.



**Psychologists: 2.0CE hours/credits per event.** 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.



**Certified Counselors: 2.0CE hours/credits per event.** 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 program.

### Licensed Social Workers: 2.0CE hours/credits per event.

Philadelphia College of Osteopathic Medicine School of Professional and Applied Psychology is approved by the American Psychology 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.

### Director of Continuing Education

Robert A. DiTomasso, PhD, ABPP

### Associate Director of Continuing Education

Bruce S. Zahn, EdD, ABPP

PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE  
PCOM School of Professional & Applied Psychology – Continuing Education  
Rowland Hall  
4190 City Avenue  
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ELECTRONIC SERVICE REQUESTED

# PCOM SCHOOL OF PROFESSIONAL & APPLIED PSYCHOLOGY

## CONTINUING EDUCATION

### SPRING 2018-2019 ROVINSKY FAMILY LECTURESHIP



PCOM is honored to recognize major support from the family of Harvey Rovinsky for the Rovinsky Family Lectureship.

PCOM School of Professional & Applied Psychology appreciates the generous gift from the Rovinsky family, which helps to enhance the speaker series.



PHILADELPHIA  
COLLEGE OF  
OSTEOPATHIC  
MEDICINE™

## MARCH 22, 2019

KATIE SHEMANSKI, PsyD, NCSP, BCBA  
WESTERN WAYNE SCHOOL DISTRICT  
PHILADELPHIA COLLEGE OF  
OSTEOPATHIC MEDICINE

### The Special Education Evaluation Process: Everything You Need to Know

Many times practitioners and clinicians working outside of the public school setting struggle to understand the special education evaluation and eligibility determination process. Specifically, there are often misconceptions related to special education eligibility criteria and the requirements for determining special education eligibility in the public school setting. Special education evaluation and eligibility determination, at times, looks vastly different from procedures used to diagnose disorders and disabilities in the medical and clinical fields. This causes confusion amongst practitioners, and discontentment and worry from parents. This presentation will focus on the special education evaluation and eligibility determination process in the public school setting with emphasis placed on the Individuals with Disabilities Education Act (IDEA) and the thirteen (13) disability categories recognized by IDEA. Furthermore, information will be provided on pre-referral evaluation requirements, evaluation procedures, and individualized education program (IEP) development. Two brief case studies will be provided that will illustrate the special education evaluation and eligibility determination process versus diagnosis in the medical and clinical fields. The presenter will use the clinical and empirical literature as well as practice knowledge in this area to inform guidelines for best practice.

### Educational Objectives

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

- List the basic tenets of the Individuals with Disabilities Education Act (IDEA).
- Describe the basic procedures utilized when assessing and determining special education eligibility in the public school setting.
- Explain the difference between diagnosing disorders in the public school setting versus the medical and clinical fields.
- Demonstrate through presented case studies, special education evaluation procedures commonly used to determine special education eligibility.

Target Audience: Doctoral-Level Psychologists and Other Mental Health Professionals

Level of Instruction: Intermediate

Number of CE Hours/Credits Offered: 2.0      Cost: \$30

### ABOUT THE SPEAKER:

Katie Shemanski is a Nationally Certified School Psychologist (NCSP) and Board Certified Behavior Analyst (BCBA) for the Western Wayne School District in northeast Pennsylvania and an adjunct faculty at Philadelphia College of Osteopathic Medicine (PCOM). Dr. Shemanski has been a school psychologist for the past 10 years, specializing in adolescents and young adults. She earned her Doctor of Psychology (PsyD) in School Psychology from Philadelphia College of Osteopathic Medicine (PCOM) in 2016 and received the Provost's Award in School Psychology. In addition, Dr. Shemanski earned a graduate certificate in Applied Behavior Analysis from the Pennsylvania State University (PSU) in 2012. Her research interests include applied behavior analysis, behavioral consultation, and crisis intervention and prevention. She has presented her doctoral research at The Pennsylvania Association for Behavior Analysis (PennABA) annual conference in Hershey, PA (2016) as well as at the National Association of School Psychologists (NASP) annual convention in San Antonio, TX (2017). Dr. Shemanski's work is published in School Psychology International.

### SUGGESTED READINGS:

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004).

Krikland, E. K., Bauer, B. & Scott, C. (2016). Are leaders influenced by advocates in decisions on special education eligibility? *International Journal of Education Policy and Leadership*, 11(2), 1-16.

Lipkin, P. H. & Okamoto, J. (2015). The individuals with disabilities education act (IDEA) for children with special education needs. *Pediatrics*, 136(6), e1650-e1662.

Pierangelo, R., & Giuliani, G. (2007). *Special education eligibility: A step-by-step guide for educators*. Thousand Oaks, CA: Corwin Press.

Sullivan, A. L. & Bal. A. (2013). Disproportionality in special education: effects of individual and school variables on disability risk. *Council for exceptional children*, 79(4), 475-494.

Wilmshurst, L. & Brue, A. W. (2018). *The complete guide to special education: expert advice on evaluations, iep's, and helping kids succeed* (3rd ed.). New York, NY: Routledge.

## MAY 10 2019

RICHARD G. ALLEN PsyD, BCBA-D, NCSP  
DEVEREUX ADVANCED BEHAVIORAL  
HEALTH  
PHILADELPHIA COLLEGE OF OSTEOPATHIC  
MEDICINE

### Teaching Social Skills to Individuals on the Autism Spectrum: What Does the Research Tell Us?

Skill deficits in social communication and social interaction are typically related to the difficulties experienced by individuals on the autism spectrum. During this session, Dr. Allen will review current best practices for social skills assessment and intervention for individuals on the autism spectrum. This will include a review of the current empirical literature as well as guidelines for effective programming and instruction. Selected assessment and intervention resources for use across the lifespan will also be discussed. The presenter will use the clinical and empirical literature as well as practice knowledge in this area to inform guidelines for best practice.

### Educational Objectives

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

- Describe current best practices for social skills assessment for individuals on the autism spectrum.
- Describe current best practices for social skills interventions for individuals on the autism spectrum.
- Describe methods for progress monitoring of social skills programs at the individual and program-wide level.

Target Audience: Doctoral-Level Psychologists and Other Mental Health Professionals

Level of Instruction: Intermediate

Number of CE Hours/Credits Offered: 2.0      Cost: \$30

### ABOUT THE SPEAKER:

Dr. Allen is presently the Director of Clinical Services for Devereux Pennsylvania's Community Services Division, where he oversees the clinical services for home, school and community based programs, serving both children and adults on the autism spectrum, as well as other developmental disabilities and/or mental health concerns. He is also involved in Devereux's program-wide PBIS autism initiative and provides assessment and consultation to Devereux centers. Dr. Allen has extensive experience

providing psychological assessment, consultation, and clinical supervision in community programs, serving individuals with autism. He completed his doctoral degree in School Psychology from the Philadelphia College of Osteopathic Medicine and both his BS and MS in psychology at Saint Joseph's University. Dr. Allen has presented frequently at both regional and national conferences on such topics as, program-wide positive behavior support, clinical outcomes in community services, functional behavior assessment, positive behavioral interventions, and social skills training. He currently teaches autism-specific courses at the Saint Joseph's University Kinney Center for Autism, as well as coursework in applied behavior analysis at the Philadelphia College of Osteopathic Medicine.

### SUGGESTED READINGS:

Bellini, S. (2007). *Building social Relationships: A systematic approach to teaching social interaction skills to children and adolescents with Autism Spectrum Disorders and other social difficulties*. Shawnee Mission, KS: AAPC Publishing.

Camargo, S. P. H., Rispoli, M., Ganz, J., Hong, E. R., Davis, H., & Mason, R. (2016). Behaviorally Based Interventions for Teaching Social Interaction Skills to Children with ASD in Inclusive Settings: A Meta-analysis. *Journal of Behavioral Education*, 25(2), 223-248.

Ke, F., Whalon, K., & Yun, J. (2018). Social skill interventions for youth and adults with Autism Spectrum Disorder: A systematic review. *Review of Educational Research*, 88(1), 3-42.

McKinnon, K. & Kreps, J. (2002). *Social skills solutions: A hands-on manual for teaching social skills to children with Autism*. New York: DRL Books, Inc.

Otero, T. L., Schatz, R. B., Merrill, A. C., & Bellini, S. (2015). Social skills training for youth with autism spectrum disorders: a follow-up. *Child and adolescent psychiatric clinics of North America*, 24(1), 99-115.

Rue, H., Knox, M., Welchons, L.W., Murzycki, A., Pollack, E. G., and Class, E.G., et al. (2015). Findings and conclusions: The national standards project: addressing the need for evidence-based practice guidelines for autism spectrum disorders, Phase 2. Randolph, MA: The National Autism Center.

McGinnis, E., Simpson, R. L. (2017). *Skillstreaming children and youth with high-functioning Autism: A guide for teaching prosocial skills*. Champaign, IL: Research Press Publishers.

Sutton, B. M., Webster, A. A., & Westerveld, M. F. (2018). A systematic review of school-based interventions targeting social communication behaviors for students with autism. *Autism*, 1-13.

Walton, K. M., & Ingersoll, B. R. (2013). Improving social skills in adolescents and adults with autism and severe to profound intellectual disability: A review of the literature. *Journal of Autism and Developmental Disorders*, 43(3), 594-615.