

Child and Adolescent Sessions ABCT 2018

Thursday

8:30 a.m. – 5:00 p.m. (TICKETED)

Earn 7 continuing education credits

Coolidge, Mezzanine Level

Institute 2

Anxiety and Emerging Adults: Integrating Virtual Reality and Wearable Technology Into the Launching Emerging Adults Program

Shannon Bennett, Ph.D., Weill Cornell Medicine

Lauren Hoffman, Psy.D., Columbia University Medical Center

Schuyler Fox, B.A., Columbia University Medical Center

Anne Marie Albano, Ph.D., ABPP, Columbia University Medical Center

Moderate level of familiarity with the material

Primary Category: Adult Anxiety - Social, Technology

Key Words: *Adolescent Anxiety, Exposure, Virtual Reality*

Anxiety disorders are among the most common mental health problems plaguing emerging adults (EAs), with social anxiety disorder (SAD) being especially prominent (Auerbach et al., 2016). SAD in adolescence persists into young adulthood and often becomes comorbid with depression and substance abuse. Although CBT and medication are effective treatments for anxiety in youth (Walkup, et al., 2008), nearly half of effectively treated youth relapse (Ginsburg et al., 2014). Consequently, engaging in college or the workforce and establishing long term romantic and social outlets is hampered by ongoing anxiety that solidifies extended dependence on family and impedes independent functioning. We developed the Launching Emerging Adults Program (LEAP) model, combining both group and individual CBT for anxiety with developmentally informed interventions aimed at decreasing parent accommodation and improving age-appropriate family relationships. Although CBT is the gold standard treatment for SAD (APA Clinical Practice Guidelines, 2011), exposure therapy is not used enough (Deacon & Farrell, 2013). Barriers to using exposure therapy include difficulty of creating exposures in the clinic (Kendall, et al, 2012), negative beliefs held about exposures (Deacon & Farrell, 2013), and therapist focus on outcome instead of protocol; the exposures that are completed are often diminished in intensity (Shafraan et al., 2009). This institute presents the benefits of enhancing exposures to include in vivo, contextually rich experiences typical of the real world for EAs, with a focus on how to make use of available technologies. Dr. Albano and her team, collaborating with a technology start up Headset Health, are implementing novel virtual reality exposures for the EA

population. Dr. Bennett, working with HealthRhythms, is utilizing passive sensing assessment technology to measure behavioral and physical manifestations of anxiety disorders in day-to-day life. We will present our model and program components, and explain how to enhance exposures. Outcome data, case examples and video presentation will be presented. Attendees will gain a deeper understanding of how to treat EAs, as well as the ability to use salient contextual clues and technology to enhance treatment.

You will learn:

- Describe the tasks of development necessary for adolescents and young adults to attain independence;
- Strategize with attendees for addressing parental over involvement and adolescent dependency, including family communication and problem-solving strategies that are conducted during transition sessions;
- Develop, with other attendees, realistic, developmentally appropriate exposures to enhance the ecological validity of treatment and help emerging adults reduce or develop tolerance for anxiety;
- Explain how to incorporate technology into the treatment of the emerging adult population;
- Develop an initial bank of exposure activities involving age-appropriate situations and challenges to engage the young adult patient.

1:00 p.m. – 6:00 p.m. (TICKETED)

Earn 5 continuing education credits

Wilson B, Mezzanine Level

Institute 5

Evidence-Based Assessment and Treatment of Bipolar Disorder and Mood Dysregulation in Youth and Early Adulthood

Eric A. Youngstrom, Ph.D., University of North Carolina at Chapel Hill

Mary Fristad, Ph.D., The Ohio State University Wexner Medical Center

Moderate level of familiarity with the material

Primary Category: Bipolar Disorder, Assessment

Key Words: *Assessment, Treatment Development, Bipolar Disorder*

Mood dysregulation is one of the biggest problems in childhood, and it often worsens in adolescence and early adulthood. Yet there has been much uncertainty about how to conceptualize these problems diagnostically. DSM-5 added a new diagnosis, creating another label, but without an evidence base about course or treatment. Fortunately, there has been a surge of evidence about the validity of carefully diagnosed mood disorders in youth, along with better evidence-based tools for assessment and treatment. This Institute discusses key assessment and therapy issues, including: how bipolar and other mood disorders manifest clinically, presentation similarities and differences in children versus adults, how to use self-report and parent-report measures to aid diagnosis and treatment, and specific treatment strategies. We summarize the available biological interventions, emphasizing what nonprescribing clinicians need to know about these

treatments. We then concentrate on how to implement therapeutic techniques used in individual-family and multifamily psychoeducational psychotherapy (PEP), one of the most promising evidence-based approaches to managing mood dysregulation in youth. This program will utilize lecture format, case presentations, demonstrations, role-plays, and question-and-answer periods. Often challenging conventional wisdom, the Institute presents new evidence from NIMH grants that can be applied immediately in practice.

You will learn:

- Describe the use of evidence-based assessment methods that aid in differential diagnosis and measuring treatment response;
- Recognize which symptoms and risk factors are helpful in recognizing bipolar disorder, and which may be red herrings" that are common to other conditions;
- Explain how to adapt specific therapeutic techniques to treat youth with bipolar disorder and other mood dysregulation;
- Identify how to apply specific therapeutic techniques to address family concerns about mood dysregulation and treatment;
- Explain how to integrate a conceptual model for working within systems-of-care into your practice with cases dealing with mood dysregulation.

1:00 p.m. – 6:00 p.m. (TICKETED)

Earn 5 continuing education credits

Washington 3, Exhibition Level

Institute 7

Behavioral Activation Treatment for Adolescents

Sona Dimidjian, Ph.D., University of Colorado Boulder

Kelly Schloredt, Ph.D., Seattle Children's Hospital

Christopher Martell, Ph.D., University of Massachusetts Amherst

Gretchen Gudmundsen, Ph.D., St. Luke's Children's Hospital

Elizabeth McCauley, Ph.D., ABPP, Seattle Children's Hospital

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Depression, Treatment-Other

Key Words: *Behavioral Activation, Adolescent Depression, Treatment Development*

Behavioral Activation (BA) is a brief treatment for depression that emphasizes the importance of activation and overcoming avoidance as a way to manage and recover from depression. Over the course of the last several years, Behavioral Activation Therapy has proven to be as effective as CBT and medication management in the treatment of moderately to severely depressed adults. More recently, this treatment approach has been increasingly used and studied in youth with depressive disorders. In the treatment of youth with depressive disorders, Behavioral Activation (BA) can be used in two different ways - as a stand-alone

treatment and as a component in modular approaches to care. In this workshop, participants will be introduced to the BA model. The key strategies used in BA (e.g., mood monitoring, guided activation, goal setting, overcoming avoidance) related to helping adolescents increase activity and maximize reward in their lives will be introduced. Implementation of these strategies will be modeled via training videos and role-plays and participants will have the opportunity to practice these strategies and debrief their use with the facilitators. Time will also be devoted to conversation/discussion between participants and presenters about using this structured treatment in a flexible fashion based on individualized case conceptualization and with adolescents with co-occurring problems.

You will learn:

- Discuss the basic theory, model and techniques of behavioral activation;
- Explain how to conduct behavioral activation with adolescents and parents;
- Describe how to implement key BA skills;
- Explain how BA may be extended to address concerns in youth presenting with challenges other than depression.

Friday

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Harding, Mezzanine Level

Clinical Roundtable 1

Do They "Like" Me or Just Want Me to #Follow Them? The Relevance of Social Media to Clinical Issues and Treatment

MODERATOR:

Amanda McGovern, Ph.D., University Hospitals, Cleveland Medical Center

PANELISTS:

Erin K. Engle, Psy.D., Columbia University Medical Center

Rachel E. Ginsberg, Ph.D., Columbia University Medical Center

Jeneane Solz, Ph.D., Columbia University Clinic for Anxiety and Related Disorders (CUCARD)

Caitlin B. Shepherd, Ph.D., Wesleyan University

Sarah Anolik Katz, M.A., James Madison University

Primary Category: Technology

Key Words: *Technology, CBT, Anxiety*

With over 65% of American adults, 90% of young adults, and 94% of adolescents connected to social networking sites (SNSs), social media offers opportunities to initiate and enhance communication, to stay connected with others, to exchange and develop ideas, and to learn new information. However, it is also a platform for individuals to continually monitor others' social lives, compare friendship networks, and directly quantify their own friendships. It is no surprise that social media usage has been associated with high rates of anxiety, depressive symptoms, and preoccupations with body image and self-presentation. Further, it has been shown to contribute to feelings of inadequacy, disconnection, and loneliness, often in the form of "fear of missing out" (FOMO). Thus, in our work as clinicians, we are called upon to help individuals establish healthier relationships with social media.

Although our field has embraced and benefited from advances in technology, this clinical roundtable is geared towards understanding the psychological impact of social media on mental and behavioral health. It will address how to apply CBT and third-wave-informed (i.e., DBT and ACT) interventions to clinical issues that may be exacerbated by social media usage. Panelists specializing in the delivery of evidence-based treatments within diverse clinical settings will review recent research on the effects of social media on mental and behavioral health in childhood, adolescence, young adulthood, and adulthood. Panelists will share insights into how to effectively assess social media usage and its effects on mental and behavioral health as well as demonstrate how targeted interventions can be applied to decrease anxiety related to negative self-perceptions, feeling of inadequacy, and obsessive thinking about social media presence. Discussion will also focus on how to help reduce compulsive checking, constant comparison-making, and reassurance seeking behavior. Clinicians will engage in discussion using case examples to highlight relevant issues and interventions, including diverse uses of SNS among different populations, the role of parents in guiding children's SNS usage, and challenges associated with managing usage.

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Thurgood Marshall South, Mezzanine Level

Symposium 4

Innovative Training Regimes in Psychopathology in Childhood, Adolescence and Adulthood

CHAIRS:

Ellen Greimel, Ph.D., Department of Child and Adolescent Psychiatry and Psychotherapy Medical center of the university of Munich, Germany

Charlotte E. Wittekind, Ph.D., Clinical Psychology and Psychotherapy, LMU Munich, Germany

DISCUSSANT:

Eni Becker, Ph.D., Radboud University, Nijmegen, The Netherlands

Primary Category: Translational

Key Words: *Cognitive Biases / Distortions, Information Processing, Translational Research*

Modification Training Reduces Social Anxiety in Clinically Anxious Children

Mike Rinck, Ph.D., Radboud University Nijmegen

Anke Klein, Radboud University Nijmegen

Ron Rapee, Macquarie University

Jennifer Hudson, Macquarie University

Interpretation Bias Modification Effects on Anxiety Using a Mobile VR Tool

Elske Salemink, Ph.D., University of Amsterdam, the Netherlands

Boris Otkhmezuri, University of Kent, UK

Marilisa Boffo, University of Amsterdam, the Netherlands

Panote Siriaraya, Kyoto Sangyo University, Japan

Bundy Mackintosh, University of Essex, UK

Chee Siang Ang, University of Kent, UK

Reappraisal Training in Adolescents With Major Depression Using Eye Tracking

Ellen Greimel, Ph.D., Department of Child and Adolescent Psychiatry and Psychotherapy Medical center of the university of Munich, Germany

Charlotte Piechaczek, Department of Child and Adolescent Psychiatry and Psychotherapy Medical center of the university of Munich, Germany

Lisa Feldmann, Department of Child and Adolescent Psychiatry and Psychotherapy Medical center of the university of Munich, Germany

Verena Pehl, Department of Child and Adolescent Psychiatry and Psychotherapy Medical center of the university of Munich, Germany

Gerd Schulte-Koerne, Department of Child and Adolescent Psychiatry and Psychotherapy Medical center of the university of Munich, Germany

Web-Based Avoidance Training in Smoking: A Replication Study

Charlotte E. Wittekind, Ph.D., Clinical Psychology and Psychotherapy, LMU Munich, Germany

Daniel Luedecke, University Medical Center Hamburg-Eppendorf; Institute of Medical Sociology

Thomas Ehring, LMU Munich

Barbara Cludius, LMU Munich

Transfer After a Cognitive Control Training: Evidence From a Healthy Sample

Jasmien Vervaeke, Ph.D. – Ghent University & imec-mict-UGent

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Virginia B, Lobby Level

Symposium 6

To Accommodate or Not to Accommodate? Improving Academic Success for Children and Adolescents with Externalizing Problems

CHAIR:

Fiona L. Macphee, M.S., Florida International University

DISCUSSANT:

George J. DuPaul, Ph.D., Lehigh University

Primary Category: Child / Adolescent - School-Related Issues

Key Words: *School, Child Externalizing*

Occupational Therapy Classroom: Student Behavior and Academic Productivity

Fiona L. Macphee, M.S., Florida International University

Natasha Olson, Minnesota State University

Carlos Panahon, Minnesota State University

Elizabeth Gnagy, Florida International University

Andrew Greiner, Florida International University

Erika Coles, Florida International University

Joseph Raiker, Florida International University

William Pelham, Florida International University

Activity Breaks as Classroom Accommodation for Students With ADHD

Erika Coles, Ph.D., Florida International University

Brittany Merrill, Florida International University

Fiona Macphee, Florida International University

Elizabeth Gnagy, Florida International University

Andrew Greiner, Florida International University

Joseph Raiker, Florida International University

William Pelham, Florida International University

Daily Report Card Intervention: History, Challenges, and Future Directions

Kellina Pyle, B.S., University at Buffalo, SUNY

Gregory Fabiano, University of Buffalo

School Services for Youth With Emotional and Behavioral Problems

Steven W. Evans, Ph.D., Ohio University

Julie Owens, Ohio University

Chelsea Hustus, Ohio University
Judy Harrison, Rutgers University

8:30 a.m. – 10:00 a.m.
Earn 1.5 continuing education credits
Roosevelt 5, Exhibition Level

Symposium 10

Optimizing The Clinical Care of Youth With Tourette's Disorder

CHAIR:

Joseph McGuire, Ph.D., Johns Hopkins University

DISCUSSANT:

Douglas Woods, Ph.D., Marquette University

Primary Category: Tic and Impulse Control Disorders

Key Words: *Tic Disorders, Tourette Syndrome, Habit Reversal*

Enhancing Behavior Therapy for Youth With Tourette's Syndrome

Joseph McGuire, Ph.D., Johns Hopkins University

Nathaniel Ginder, M.D., University of California Los Angeles

James McCracken, M.D., University of California Los Angeles

John Piacentini, Ph.D., University of California Los Angeles

Testing Tic Suppression: What We've Learned and Where We're Going

Christine Conelea, Ph.D., University of Minnesota

Brianna Wellen, B.A., University of Utah

Douglas Woods, Ph.D., Marquette University

Deanna Greene, Ph.D., Washington University In St. Louis

Kevin Black, M.D., Washington University In St. Louis

Matthew Specht, Ph.D., Weill Cornell Medical College

Michael Himle, Ph.D., University of Utah

Hanjoo Lee, Ph.D., University of Wisconsin-Milwaukee

Matthew Capriotti, Ph.D., San Jose State University

Randomized Controlled Trial Evaluating the Efficacy of TicHelper.Com

Michael Himle, Ph.D., University of Utah

Brianna Wellen, B.A., University of Utah

Douglas Woods, Ph.D., Marquette University

Christopher Bauer, M.A., Marquette University

Suzanne Mouton-Odum, Ph.D., PsycTech, Ltd.

Piloting Actigraphy Monitoring of Sleep in Youths With Persistent Tic Disorders

Emily Ricketts, Ph.D., University of California Los Angeles

Michelle Rozenman, Ph.D., University of California Los Angeles

Dana McMakin, Ph.D., Florida International University

Hannah Goldberg, B.A., University of California Los Angeles

Hardian Thamrin, B.A., University of California Los Angeles

Christopher Colwell, Ph.D., University of California Los Angeles

John Piacentini, Ph.D., University of California Los Angeles

8:30 a.m. – 11:30 a.m. (TICKETED)

Earn 3 continuing education credits

Washington 6, Exhibition Level

Workshop 2

Developing a Trauma-Informed Treatment in Primary Care: The embrACE Model for Patients With Adverse Childhood Experiences (ACEs)

Dennis Pusch, Ph.D., Southport Psychological Services

Chantelle Klassen, M.A., Alberta Heath Services

Keith S. Dobson, Ph.D., Fellow (ABCT), Founding Fellow (Academy of Cognitive Therapy); Fellow (Canadian Ass'n of CBT), University of Calgary

Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters, Primary Care

Key Words: *Trauma, Primary Care, Treatment-CBT*

The combined burden of chronic disease, addictions, and mental illness in primary care settings is staggering. Adverse childhood experiences (ACEs) have been found to be the most potent cumulative predictors of these problems in adults. Effective screening of patients can help physicians identify which patients have experienced ACEs, and are thus most likely to develop physical and mental health problems. Moreover, a trauma-informed approach to the care of these patients could reduce their chance of developing health problems. In this presentation, we briefly review recent data that shows how ACEs are significantly related to adult health risk behaviors, and a wide range of specific conditions and symptoms. The results showed that the association between ACEs and later outcomes was especially strong for adults who displayed low resilience, and that the relationship between ACEs and health outcomes was significantly mediated by

emotional dysregulation and interpersonal problems. Based on these findings, combined with a published literature review and consultation with experts in the field of trauma, a 6-session treatment entitled the embrACE program was developed for adults who have experienced traumatic childhoods. The treatment uses CBT, mindfulness and ACT techniques, with an emphasis on increasing resilience, improving emotional regulation, and strengthening interpersonal connections. The process and rationale underlying the treatment development will be discussed, and the treatment model will be presented in detail. A thorough description of the skills-based program will be provided, coupled with experiential exercises so that participants can understand how the issue of ACEs can be meaningfully addressed in both primary care and mental health settings. Participants will understand the logic and content of the embrACE program, and the linkage between the science of trauma and its long-term effects. The workshop promotes knowledge mobilization and the transfer of science to practice. As ACEs are potent predictors of adult health problems, behavioral healthcare treatments that increase resilience, emotional regulation, and interpersonal functioning in primary care patients are a unique opportunity for hope.

You will learn:

- Recognize the long-term effects of childhood adversity (ACEs) on adult health;
- Examine the modifiable risk factors that result from ACEs;
- Describe a novel treatment program, designed to change risks factors associated with ACEs in adults in primary care settings.

9:00 a.m. – 10:00 a.m.

**Delaware A, Lobby Level
Symposium 13**

Parent-Child Relationships and Sexual-Minority Peoples' Mental Health

CHAIR:

Audrey Harkness, Ph.D., Department of Psychology, University of Miami

DISCUSSANT:

John E. Pachankis, Ph.D., Department of Social and Behavioral Sciences, Yale School of Public Health

Primary Category: Gay / Lesbian / Bisexual / Transgender Issues

Key Words: *LGBTQ+*, *Parenting*, *Families*

Parenting and Heterosexual Youth Attitudes Toward Sexual-Minority People

Audrey Harkness, Ph.D., Department of Psychology, University of Miami

Study of Sexual-Minority Young Mens' Parental Relationships and Mental Health

Timothy J. Sullivan, B.A., Department of Social and Behavioral Sciences, Yale School of Public Health

John E. Pachankis, Ph.D., Yale School of Public Health

Relationship-Focused Therapy for Sexual-Minority Individuals and Their Parents

Gary M. Diamond, Ph.D., Ben-Gurion University

10:15 a.m. – 11:45 a.m.

Earn 1.5 continuing education credits

Virginia A, Lobby Level

Mini Workshop 4

#DBT: A Live, Annotated Demonstration of DBT With an Adolescent

Alison Yaeger, Psy.D., McLean Hospital, Harvard Medical School

Ashley Maliken, Ph.D., University of California San Francisco

Maggie Gorraiz, Ph.D., McLean Hospital, Harvard Medical School

Esme A L. Shaller, Ph.D., University of California, San Francisco

Basic level of familiarity with the material

Primary Category: Treatment - DBT

Key Words: *DBT (Dialectical Behavior Therapy), Adolescents, Emotion Regulation*

Dialectical behavior therapy (DBT) is an empirically-supported treatment for suicide and self-injury among adults with emotion dysregulation (Linehan et al., 2015; Koons et al., 2001). DBT has been adapted for use with suicidal, multi-problem adolescents (Miller et al., 2007) and shown to be similarly effective in this population (Mehlum et al., 2014). While DBT is a well-known treatment, the nuances of implementing it moment to moment can be difficult for novices to learn and even more difficult to master (Koerner, 2011). Indeed, our collective experience implementing DBT in respected training hospitals has highlighted this as a challenging task for trainees from many disciplines. In this mini-workshop, we will do a live role-play demonstration of an individual DBT session with an adolescent while simultaneously “tweeting” key treatment strategies.

In three parts, we will offer an optimal environment to learn about and distinguish dialectical (e.g., extending, use of metaphor) and stylistic (movement, speed, and flow, reciprocal warmth, and irreverence) strategies in DBT. We will start with a brief overview of the DBT treatment frame and strategies, followed by a clinical vignette of an adolescent mid-treatment in DBT. We will then do a role-play of a DBT session. During the session, we will project a text scroll being entered in real time highlighting the specific strategies used (both the name of the strategy and a brief label describing its function/rationale). After the therapy demonstration, we will facilitate a discussion and answer questions.

While therapy demonstrations are interesting to learners at most levels, they often suffer from some weaknesses. They may be too scripted, ruining the spontaneity that is present in actual therapy. They can also lack context, so that the observer is left unclear as to why the clinician made the decisions they made. Because DBT is a principles-based treatment (Linehan, 1993), we hope to keep our role play loose and fresh,

while still remaining clinically relevant. Through framing ahead of time and annotating throughout, we hope to deepen the experience of the workshop participant, so that they leave confident they could begin to use the dialectical and stylistic strategies immediately.

You will learn:

- Accurately identify the stylistic and dialectical strategies used in dialectical behavior therapy.
- Describe the ways in which stylistic and dialectical strategies can be used with adolescents.
- Prepare to use dialectical behavior therapy strategies with difficult-to-treat adolescent patients.

10:15 a.m. – 11:45 a.m.

Earn 1.5 continuing education credits

Madison B, Mezzanine Level

Symposium 14

Leveraging Technology to Improve Autism Acceptance and Treatment

CHAIR:

Lauren Kenworthy, Ph.D., Children's National Health System

DISCUSSANT:

Sharon daVanport, Autism Women's Network

Primary Category: Technology

Key Words: *Autism Spectrum Disorders, Parent Training, Randomized Controlled Trial*

Online Parent Training Modules: Executive Function in Autistic Children

Lauren Kenworthy, Ph.D., Children's National Health System

Deb Childress, Ph.D., 3C Institute

Alyssa Verbalis, Ph.D., Center for Autism Spectrum Disorders, Children's National

Anna Armour, M.A., Center for Autism Spectrum Disorders, Children's National

Monica Adler Werner, M.A., Ivymount School and Programs

Kelly Kocher, 3C Institute

Mary Troxel, B.A., University of Colorado School of Medicine, Department of Psychiatry

Results of Sesame Street's See Amazing in All Children Online Initiative

Laura Anthony, Ph.D., University of Colorado, School of Medicine

Hillary Robertson, MPh, Department of Psychiatry, Georgetown University

Alyssa Verbalis, Ph.D., Children's National

Sydney Seese, B.A., Children's National

Celene Domitrovich, Ph.D., Georgetown University

Cheryl Dickter, Ph.D., College of William & Mary

Joshua Burk, Ph.D., Department of Psychology, College of William & Mary

Mary Troxel, B.A., University of Colorado School of Medicine, Department of Psychiatry

Bruno Anthony, Ph.D., University of Colorado School of Medicine, Children's Hospital of Colorado
Pediatric Mental Health Institute

Parent-Mediated Sexual Education Curriculum for Youth With ASD

Cara Pugliese, Ph.D., Children's National Health System and The George Washington University School of
Medicine

Allison Ratto, Ph.D., Center for Autism Spectrum Disorders, Children's National

• *Katerina Dudley, B.A.*, UNC Chapel Hill

Yael Granader, Ph.D., Center for Autism Spectrum Disorders, Children's National

Laura Anthony, Ph.D., University of Colorado Anschutz Medical Center, School of Medicine, Children's
Hospital of Colorado

Developing Computer Games That Target Social Information Processing in ASD

John Herrington, Ph.D., Children's Hospital of Philadelphia

Lucero Cordero, B.A., The Children's Hospital of Philadelphia

Dravis Zachary, B.A., The Children's Hospital of Philadelphia

Benjamin Farber, B.A., BioStream Technologies LLC

Luc Robinson, B.A., BioStream Technologies LLC

Mary Jane Weiss, Ph.D., BioStream Technologies LLC

Michael Farber, B.A., BioStream Technologies LLC

10:45 a.m. – 12:45 p.m. (TICKETED)

Earn 2 continuing education credits

Roosevelt 1, Exhibition Level

Master Clinician Seminar 1

Challenges to the Achievement of Optimal CBT Outcomes in Pediatric OCD Treatment

Martin Franklin, Ph.D., University of Pennsylvania

Basic to moderate level of familiarity with the material

Primary Category: OCD (Obsessive Compulsive Disorder), Treatment - CBT

Key Words: *OCD (Obsessive Compulsive Disorder), CBT, Pediatric*

In the last 20 years, the evidence base for CBT involving exposure plus response prevention for treating youth with OCD has grown considerably. Treatment typically involves a combination of in vivo and imaginal exposure to situations and thoughts that provoke obsessional anxiety, along with response prevention, which is aimed at reducing and ultimately eliminating compulsions and other passive forms of avoidance. Randomized controlled trials conducted around the world support the efficacy of exposure-based interventions, and effectiveness trials have since provided evidence that robust and durable outcomes can be achieved outside the academic medical contexts in which these treatments were developed and validated. These substantive advances notwithstanding, response to treatment is still neither universal nor complete. This Master Clinician Seminar will focus on common challenges presented in treatment and clinical strategies to address these challenges. Psychiatric comorbidity, family accommodation, motivational readiness, and other challenges to within- and between-session protocol adherence will be addressed in turn, and ample time will be available for discussion of clinical cases in which optimal outcomes are proving difficult to achieve.

You will learn:

- Explain the expected trajectories of response to CBT for pediatric OCD, which serve as a guide for treatment;
- Describe the common clinical challenges to achievement of optimal outcomes, including psychiatric comorbidity, family accommodation, and motivational readiness;
- Discover clinical strategies to address these common clinical challenges.

11:45 a.m. – 1:45 p.m. (TICKETED)

Earn 2 continuing education credits

Marriott Balcony B, Mezzanine Level

Master Clinician Seminar 2

Parent-Child Interaction Therapy

Cheryl B. McNeil, Ph.D., West Virginia University

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Externalizing

Key Words: *PCIT (Parent Child Interaction Therapy), Parent Training, Child Externalizing*

This Master Clinician Seminar describes Parent Child Interaction Therapy (PCIT), an evidence-based behavioral treatment for families of young children with disruptive behavior disorders. PCIT is based on Baumrind's developmental theory, which holds that authoritative parenting - a combination of nurturance, good communication, and firm limits - produces optimal child mental health outcomes. In PCIT, parents learn authoritative parenting skills through direct therapist coaching of parent child interactions, guided by observational data collected in each session. Parents receive immediate guidance and feedback on their use of techniques such as differential social attention and consistency as they practice new relationship

enhancement and behavioral management skills. Videotape review, slides, handouts, and experiential exercises will be used to teach participants the basic interaction skills and therapist coding and coaching skills used during treatment sessions. Applications of PCIT within physically abusive families and other special populations will be discussed.

You will learn:

- Articulate the theoretical background underlying PCIT;
- Explain how to employ the PRIDE skills that are used for relationship-enhancement component of PCIT;
- Practice coding parent-child interactions as a mechanism for assisting caregivers in mastering skills;
- Describe the basic skills of discipline in PCIT;
- Delineate how to draw on the research base for PCIT.

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Virginia B, Lobby Level

Symposium 22

The Identification and Treatment of Behavioral Health Problems in Pediatric Primary Care

CHAIRS:

Jami F. Young, Ph.D., Children's Hospital of Philadelphia, Perelman School of Medicine, University of Pennsylvania

Jennifer Mautone, Ph.D., Children's Hospital of Philadelphia

DISCUSSANT:

Eric Lewandowski, Ph.D., New York University School of Medicine

Primary Category: Primary Care

Key Words: *Primary Care, Child, Community-Based Assessment / Intervention*

Predicting and Improving Show Rates in Integrated Primary Care

Billie Schwartz, Ph.D., Children's Hospital of Philadelphia

Stephanie Brennan, MHA, Children's Hospital of Philadelphia

Andrew Orapallo, B.A., Children's Hospital of Philadelphia

Jennifer Mautone, Ph.D., Children's Hospital of Philadelphia

Insomnia Symptoms, Poor Sleep, Behavioral Concerns in Preschoolers

Ariel Williamson, Ph.D., Children's Hospital of Philadelphia

Kristen Lanzilotta, B.S., St. Joseph's University
Nicholas Ambrulavage, B.S., St. Joseph's University
Julia Krasny, B.S., St. Joseph's University
Jodi Mindell, Ph.D., Children's Hospital of Philadelphia

Screening for Adolescent Depression in Large Pediatric Care Network

Alyssa McCarthy, M.S., Rutgers University
Morgan Bush, B.A., Children's Hospital of Philadelphia
Jami Young, Ph.D., Children's Hospital of Philadelphia

Integrated Behavioral Health Services in Pediatric Primary Care

Courtney B. Wolk, Ph.D., University of Pennsylvania School of Medicine
Cidav Zuleyha, Ph.D., University of Pennsylvania School of Medicine
Mautone Jennifer, Ph.D., Children's Hospital of Philadelphia
Jami Young, Ph.D., Children's Hospital of Philadelphia
Rinad Beidas, Ph.D., University of Pennsylvania School of Medicine
David Mandell, Sc.D., University of Pennsylvania School of Medicine

12:00 p.m. – 1:30 p.m.
Earn 1.5 continuing education credits
Delaware B, Lobby Level

Symposium 24

Enhancing Evidence-Based Treatments for Youth Depression: Implications for the Use of Biological and Behavioral Tools in Identifying Candidate Mechanisms of Change

CHAIRS:

Rachel A. Vaughn-Coaxum, M.A., Harvard University
Dikla Eckshtain, Ph.D., Massachusetts General Hospital, Harvard Medical School

DISCUSSANT:

V. Robin Weersing, Ph.D., SDSU-UC San Diego JDP in Clinical Psychology

Primary Category: Child / Adolescent - Depression

Key Words: *Depression, Change Process / Mechanisms, Evidence-Based Practice*

Self-Regulatory Function and Depression Symptomatology in Adolescents

Rachel A. Vaughn-Coaxum, M.A., Harvard University

Neha Dhawan, M.A., Harvard University

John Weisz, Ph.D., Harvard University

Cognitive Control of Depression in Adolescents and Young Adults

Meredith Gunlicks-Stoessel, Ph.D., University of Minnesota,

Nicole Morrell, M.A., University of Minnesota

Julie Nguyen, M.A., University of Minnesota

Anna Wagner, B.A., University of Minnesota

Lizzy Egbert, M.A., University of Minnesota

Development of Personalized Treatment for Child Depression

Dikla Eckshstein, Ph.D., Massachusetts General Hospital, Harvard Medical School

John Weisz, Ph.D., Harvard University

Inpatient Psychiatric Hospitalization Readmission of Family-Based Treatment

Jarrod M. Leffler, ABPP, Ph.D., Mayo Clinic

Neural Response to Reward as Treatment Response in Adolescent Depression

Erika Forbes, Ph.D., University of Pittsburgh

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Washington 3, Exhibition Level

Symposium 27

Data-Informed Approaches to Pediatric OCD: New Directions for Research and Clinical Practice

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: OCD (Obsessive Compulsive Disorder); Child

Outcomes in Pediatric OCD Using a Self-Report Scale

Joseph McGuire, Ph.D., Johns Hopkins University

Daniel Geller, Massachusetts General Hospital and Harvard Medical School

Tanya Murphy, University of South Florida

Brent Small, University of South Florida

Arianna Unger, Brandeis University

Sabine Wilhelm, Massachusetts General Hospital and Harvard Medical School

Eric Storch, Baylor College of Medicine

Neurocognitive Function in Pediatric OCD: A Large Family Study

Amitai Abramovitch, Ph.D., Texas State University

Alessandro De Nadai, Texas State University

Daniel Geller, Massachusetts General Hospital and Harvard Medical School

Symptom Measurement in Pediatric OCD

Alessandro De Nadai, Ph.D., Texas State University

Daniel Geller, Massachusetts General Hospital and Harvard Medical School

Sabine Wilhelm, Massachusetts General Hospital and Harvard Medical School

Brent Small, University of South Florida

Joseph McGuire, Johns Hopkins University

Tanya Murphy, University of South Florida

Eric Storch, Baylor College of Medicine

Development and Evaluation of Children's Yale-Brown OC Scale

Amitai Abramovitch, Ph.D., Texas State University

Alessandro De Nadai, Ph.D., Texas State University

Eric A. Storch, Ph.D., Baylor College of Medicine

Monica Wu, Ph.D., UCLA School of Medicine

Joseph McGuire, Ph.D., Johns Hopkins University

Amitai Abramovitch, Ph.D., Texas State University

Alessandro De Nadai, Ph.D., Texas State University

1:45 p.m.– 3:15 p.m.

Earn 1.5 continuing education credits

Washington 5, Exhibition Level

Symposium 104

Innovative Technology to Assess and Treat Core and Co-Occurring Problems in Autism

CHAIR:

Daniel L. Hoffman, ABPP, Ph.D., Long Island Jewish Medical Center of Northwell Health & Private Practice

DISCUSSANT:

Judith Reaven, Ph.D., Associate Professor in Psychiatry & Associate Director of JFK

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Technology, Autism Spectrum Disorders, PTSD (Posttraumatic Stress Disorder)*

Training System to Address Facial Emotion Recognition and Expression in Autism

Susan W. White, Ph.D., ABPP, University of Alabama

EMA for Evaluation of and In-Vivo Intervention for Social Competence in ASD

Matthew Lerner, Ph.D., Stony Brook University

Erin Kang, M.A., Stony Brook University

Alan Gerber, M.A., Stony Brook University

A Web-Based Interactive Trauma Scale for ASD

Daniel Hoover, ABPP, Kennedy Krieger Institute

Elizabeth Romero, Ph.D., ASD

A Systematic Review of High- and Low-Tech CBT for Anxiety in Youths With ASD

Daniel L. Hoffman, ABPP, Ph.D., Long Island Jewish Medical Center of Northwell Health & Private Practice

1:45 p.m. – 3:15 p.m.

Earn 1.5 continuing education credits

Hoover, Mezzanine Level

Symposium 31

Putative Mechanisms of Response to CBT in Youth with Transdiagnostic Mood Symptoms

CHAIRS:

Amy West, Ph.D., Children's Hospital of Los Angeles

Victoria Cosgrove, Ph.D., Stanford University School of Medicine

DISCUSSANT:

Edward Craighead, Ph.D., Department of Psychiatry and Behavioral Sciences, Emory University

Primary Category: Bipolar Disorders

Key Words: *Mood, Treatment-CBT, Change Process / Mechanisms*

Executive Control Stress and Association With Physiological Arousal

Meghan Quinn, Ph.D., Department of Psychology and Human Development, Vanderbilt University

Role of Arousal in Emotion-Related Impulsivity: Potential Treatment Target?

Jennifer Pearlstein, B.A., University of California at Berkeley

Sheri Johnson, Ph.D., University of California at Berkeley

James Madole, B.A., University of Texas at Austin

Child- and Family-Focused CBT for Pediatric Bipolar Disorder

Amy West, Ph.D., Children's Hospital of Los Angeles

Heather McPherson, Ph.D., Warren Alpert Medical School of Brown University

Sally Weinstein, Ph.D., University of Illinois at Chicago

Does CBT Alter Stress-Induced Inflammatory Response in Pediatric Mood?

Victoria Cosgrove, Ph.D., Stanford University School of Medicine

Jennifer Pearlstein, B.A., University of California at Berkeley

Yael Rosenberg-Hasson, Ph.D., Human Immune Monitoring Core, Stanford University School of Medicine

Neural Mechanisms as Targets in Family-Based Treatment

Patricia Walshaw, Ph.D., UCLA Department of Psychiatry and Biobehavioral Sciences

Casey Armstrong, B.A., Northwestern University

Amy Garrett, Ph.D., UT Health Science Center San Antonio

Susan Bookheimer, Ph.D., University of California, Los Angeles

Kiki Chang, Ph.D., Private Practice

David Miklowitz, Ph.D., UCLA Semel Institute for Neuroscience and Human Behavior

1:45 p.m. – 3:15 p.m.

Earn 1.5 continuing education credits

Thurgood Marshall North, Mezzanine Level

Symposium 32

Using Technology in the Treatment of Youth Anxiety Disorders

CHAIR:

Caroline Donovan, Ph.D., School of Applied Psychology, Griffith University

DISCUSSANT:

Thomas H. Ollendick, Ph.D., Virginia Polytechnic Institute and State University

Primary Category: Child / Adolescent - Anxiety

Key Words: *Child Anxiety, CBT, Technology*

Computer-Assisted CBT for Childhood Anxiety: Mental Health Centers

Eric A. Storch, Ph.D., Baylor College of Medicine

Alison Salloum, Ph.D., School of Social Work and Department of Pediatrics, University of South Florida

Adam Lewin, Ph.D., Psychiatry and Behavioural Neurosciences, University of South Florida

Erika Crawford, Ph.D., Department of Psychology, Temple University, Philadelphia, USA

Nicole McBride, Ph.D., Psychiatry and Behavioural Neurosciences, University of South Florida

Unassisted BRAVE-ONLINE: Lessons Learned and Solutions Found

Caroline Donovan, Ph.D., School of Applied Psychology, Griffith University

Jade Booth, MPsych, Queensland Health

Sonja March, Ph.D., University of Southern Queensland

Sue Spence, Ph.D., Griffith University

CBT for Pediatric OCD: D-Cycloserine Three-Session CBT Webcam

Lara Farrell, Ph.D., School of Applied Psychology, Griffith University

Allison Waters, Ph.D., Griffith University

Evelin Tiralongo, Ph.D., Griffith University

Vinay Garbharran, M.D., Gold Coast University Hospital

Ella Oar, Ph.D., Macquarie University

Harry McConnell, Ph.D., Griffith University

Thomas Ollendick, Ph.D., Virginia Tech

Eric Storch, Ph.D., Baylor College of Medicine

Integrating ABM and EMA During CBT

Krystal Lewis, Ph.D., Emotion and Development Branch, NIMH

Ashley Smith, Ph.D., Emotion and Development Branch, NIMH

Katharina Kircanski, Ph.D., Emotion and Development Branch, NIMH

Melissa Brotman, Ph.D., Emotion and Development Branch, NIMH

Daniel Pine, M.D., Emotion and Development Branch, NIMH

Attention Control and CBT in Reducing Anxiety Symptoms in Children

Allison Waters, Ph.D., School of Applied Psychology, Griffith University

Steven Candy, Ph.D., Scandy Consultants

Melanie Zimmer-Gembeck, Ph.D., Griffith University

Michelle Craske, Ph.D., UCLA

Brendan Bradley, Ph.D., University of Southampton

Karin Mogg, Ph.D., University of Southampton

3:00 p.m. – 6:00 p.m. (TICKETED)

Earn 3 continuing education credits

Marriott Balcony B, Mezzanine Level

Workshop 6

Coordinated Interventions for School Avoidance: Family, Schools, and Clinicians

Laura C. Skriner, Ph.D., Evidence Based Practitioners of New Jersey

Brian C. Chu, Ph.D., Rutgers University

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - School-Related Issues, Child/Adolescent - Anxiety

Key Words: *School, Child Anxiety, Child Depression*

School attendance problems are one of the most vexing and impairing problem behaviors that affect childhood. An acute episode of school refusal can quickly become chronic and interfere in multiple domains of the youth and family's lives. Anxiety, depressed mood, and intolerance of negative affect are often at the root of school refusal. Successful intervention requires a concerted, coordinated effort involving the child, family, school and therapist/mental health professional. Early detection and direct, goal-oriented solutions are needed to prevent acute events from becoming prolonged episodes. Attendees of the workshop will become familiar with the scope of the problem, a mood-based conceptualization of school avoidance, and its associated strategies, including an emphasis on including families and schools in collaborative interventions. Attendees will also be exposed to, and gain practice in, easily implementable assessment tools and behavioral intervention strategies. Experiential exercises and case examples will be utilized to bring the strategies to life. This workshop is designed for clinicians with some direct clinical experience conducting CBT with school-aged youth.

You will learn:

- Explain how to use a mood-based conceptualization of school refusal behaviors and learn to use a brief functional assessment tool to identify four key functions that maintain school refusal.
- Describe how to apply a cognitive behavioral framework to school refusal and to implement basic treatment strategies, focusing on behavioral experiments and exposures and building challenge hierarchies;
- Specify roles for child, family, school, and clinic to play in addressing school refusal, including understanding common parent-child interactions that maintain school refusal and engaging school personnel in collaborative planning.

3:30 p.m. – 5:00 p.m.

Earn 1.5 continuing education credits

Roosevelt 5, Exhibition Level

Panel Discussion 12

Bringing Evidence-Based Treatments for Youth Depression into Community Settings: Opportunities and Challenges

MODERATOR:

Jami F. Young, Ph.D., Children's Hospital of Philadelphia, Perelman School of Medicine, University of Pennsylvania

PANELISTS:

Elizabeth McCauley, Ph.D., University of Washington

Laura Mufson, Ph.D., Columbia University

V. Robin Weersing, Ph.D., SDSU-UC San Diego JDP in Clinical Psychology

Anat Brunstein-Klomek, Ph.D., Interdisciplinary Center of Herzilya, Israel

Primary Category: Child / Adolescent - Depression

Key Words: *Adolescent Depression, Implementation, Evidence-Based Practice*

Depression in adolescence is prevalent and associated with lifelong impairment. Although there have been advances in psychological treatments for youth depression, implementation of empirically validated treatments in community settings has not yielded the same response and remission rates as when delivered in research settings. While both cognitive behavior therapy (CBT) and interpersonal psychotherapy (IPT-A) are well-established empirically supported therapies (EST) for adolescent depression, a significant number of adolescents do not have access to them. To improve access, treatments are being taken to schools and primary care clinics. It is essential to understand how to successfully implement these treatments in community settings.

Panelists will summarize efforts to implement ESTs in community settings and will present issues/challenges they have encountered in taking treatments out of the ivory tower. Dr. McCauley will review findings and lessons learned from a series of projects designed to enhance the integration of evidence-based practices into school based mental health services, focusing on her experiences developing and implementing Brief Intervention for School Clinicians (BRISC). Dr. Mufson will discuss her work implementing IPT-A in school-based health clinics and primary care. Dr. Weersing will discuss her work bringing cognitive and behavioral interventions to primary care and the pros and cons of transdiagnostic behavioral interventions for depression and anxiety. Dr. Brunstein-Klomek will discuss training of school psychologists in IPT-A and implementation of training as part of Israel's National Suicide Prevention program. All panelists will speak to the role of community settings in reducing ethnic disparities in access and outcomes. Lastly, Dr. Young will facilitate a group discussion about how to promote successful implementation of depression ESTs, as

well as opportunities to leverage technology as a method for extending treatments and facilitating fidelity in community settings.

3:30 p.m. – 5:00 p.m.

Earn 1.5 continuing education credits

Madison B, Mezzanine Level

Symposium 42

Digital Platforms for Youth With Psychosis: A Focus on Engagement and Treatment

CHAIR:

Michelle H. Lim, Ph.D., Swinburne University of Technology

DISCUSSANT:

David Penn, Ph.D., University of North Carolina at Chapel Hill

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Technology, Psychosis / Psychotic Disorders, Schizophrenia*

Using Digital Media Advertising in Early Psychosis Intervention

Michael L. Birnbaum, M.D., Zucker Hillside Hospital, Psychiatry Research

Chantel Garrett, B.S., Strong 365

Asra F Rizvi, Zucker Hillside Hospital, Psychiatry Research

Amit Baumel, Ph.D., Zucker Hillside Hospital, Psychiatry Research

Whitney Muscat, Zucker Hillside Hospital, Psychiatry Research

John M Kane, M.D., Zucker Hillside Hospital, Psychiatry Research

Developing a Novel Peer LED Digital Intervention for Youth With Psychosis

Claire Peck, B.A., Centre for Mental Health, Swinburne University of Technology

Michelle H Lim, Ph.D., Swinburne University of Technology

Fiona Foley, BSC (Hons), Swinburne University of Technology

Neil Thomas, DPpsych, Swinburne University of Technology

Feasibility of +Connect: Pilot Digital Intervention: Loneliness in Youth With Psychosis

Michelle H. Lim, Ph.D., Swinburne University of Technology

John Gleeson, Ph.D., Australian Catholic University

Thomas Rodebaugh, Ph.D., Washington University in St Louis

Robert Eres, Ph.D., Swinburne University of Technology
Neil Thomas, DPsych, Swinburne University of Technology
Jo Abbott, DPsych, Swinburne University of Technology
David Penn, Ph.D., University of North Carolina Chapel Hill

Horyzons USA: Moderated Online Social Therapy for First-Episode Psychosis

Kelsey Ludwig, M.A., University of North Carolina at Chapel Hill
Halverson T, B.S., University of North Carolina Chapel Hill
Mario Alvarez-Jimenez, Ph.D., Orygen, The National Centre of Excellence in Youth Mental Health
John Gleeson, Ph.D., Australian Catholic University
David L Penn, Ph.D., University of North Carolina Chapel Hill

3:30 p.m. – 5:00 p.m.

Earn 1.5 continuing education credits

Thurgood Marshall East, Mezzanine Level

Symposium 46

Transdiagnostic Group Psychotherapy for Children and Adolescents

CHAIR:

Nina Shiffirin, Ph.D., Alvord Baker & Associates

DISCUSSANT:

Mary Alvord, Ph.D., Alvord Baker & Associates

Primary Category: Transdiagnostic

Key Words: *Transdiagnostic, Group Therapy, Child*

UP for Transdiagnostic Treatment of Emotional Disorders in Children

Jill Ehrenreich-May, Ph.D., University of Miami
Sarah Kennedy, Ph.D., Children's Hospital Colorado
Emily Bilek, Ph.D., University of Michigan
Niza Tonarely, M.S., University of Miami
Jamie Sherman, M.S., University of Miami

Dialectical Behavior Therapy for Multiproblem Adolescents

Kelly Graling, Ph.D., Cognitive Behavioral Consultants
Chad Brice, Ph.D., Cognitive and Behavioral Consultants

Alec Miller, Psy.D., Cognitive and Behavioral Consultants, LLC

Transdiagnostic Group Behavioral Activation and ET for Youth Anxiety and Depression

Brian C. Chu, Ph.D., Rutgers University

Sofia Crocco, Psy.M., Department of Clinical Psychology, Graduate School of Applied and Professional Psychology, Rutgers University

Petra Esseling, M.A., Department of Clinical Psychology, Graduate School of Applied and Professional Psychology, Rutgers University

Margaret J Areizaga, PsyD, Manhattan Psychology Group, PC

Alison Lindner, Ph.D., UW-Madison Wisconsin Center for Education Research

Laura Skriner, Ph.D., Rutgers Graduate School of Applied and Professional Psychology

Transdiagnostic Group Therapy for Disadvantaged Minority Youth in School Settings

Brendan A. Rich, Ph.D., Catholic University of America

Colleen Cummings, Ph.D., Alvord Baker & Associates

Nina Shiffrin, Ph.D., Alvord Baker & Associates

Anahi Collado, Ph.D., Alvord Baker & Associates

Melissa Zarger, M.A., Alvord Baker & Associates

Kristyn N. Donohue, B.S., Catholic University of America

Christopher J Senior, B.A., Catholic University of America

Sheina A Godovich, B.A., Alvord Baker & Associates

Mary K Alvord, Ph.D., Alvord Baker & Associates

SATURDAY

8:00 a.m. – 11:00 a.m. (TICKETED)

Earn 3 continuing education credits

Roosevelt 1, Exhibition Level

Workshop 9

Addressing Functional and Executive Deficits in Youth With ADHD: Evidence-Based Treatments With Individual, School, and Family Benefits

Jenelle Nissley-Tsiopinis, Ph.D., Children's Hospital of Philadelphia, Perelman School of Medicine, University of Pennsylvania

Richard Gallagher, Ph.D. in Clinical Psychology, The Child Study Center of Hassenfeld Children's Hospital, NYU Langone Health

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Externalizing, ADHD- Child

Key Words: *ADHD - Child / Adolescent, CBT, School*

Recent major advances have been made in the psychosocial treatment of children and adolescents with ADHD. Challenges in organization, time management, and planning are one of the most prominent problems that impact individual, family, and school adjustment for youth with ADHD. Various forms of Organizational Skills Training (OST) are well-established treatments for children with ADHD (Evans et al., 2014). OST with elementary school children has wide impact in improving organization, time management, and planning which in turn contributes to improved achievement and to reduced homework problems and family conflict (Abikoff et al., 2013). OST has been fully tested for elementary school children in clinical settings with promising results being shown for adaptations for adolescents and in school settings. The manualized treatment is provided two times per week in 20 sessions to intensely alter the ways children respond to school and home demands. Conceptually, OST recognizes how the symptoms of ADHD interfere with practical execution of steps needed during school days and at home. Parents and teachers see these practical executive function deficits as a critical concern. This presentation will review the full protocol (Gallagher et al., 2014) with emphasis on child, parent, and teacher orientation and skills building in five areas: supportive parent behavior management, tracking assignments, managing materials, time management, and planning. In addition to didactics, specific exercises and role plays will be used similar to those used to train over 25 research therapists and other clinicians. Participants will learn how to collaboratively engage children so that they feel empowered and how to incorporate positive responses from parents and teachers to effectively motivate children. A substantial portion of the program will review the components of other empirically supported programs for middle school students and empirically supported and promising programs provided by school personnel. The presenters are two of the authors of the clinical intervention, the extension for middle school groups, and an adaptation of the elementary school program currently being evaluated in a randomized clinical trial.

You will learn:

- Describe the main skills deficits that over half of children with ADHD demonstrate in organization, time management, and planning;
- Explain how to evaluate candidates for treatment and how to implement all of the components of organizational skills training for children and adolescents;
- Describe how to implement treatments for children and adolescents in clinical settings and how to adapt treatment for school settings.

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Virginia A, Lobby Level

Clinical Roundtable 5

Addressing the Impact of Trauma on Youth with Autistic Spectrum Disorder and Other Developmental Disabilities

MODERATOR:

Juliet Vogel, Ph.D., Zucker School of Medicine @ Hofstra/Northwell

PANELISTS:

Peter J. D'Amico, ABPP, LIJ Medical Center

Connor M. Kerns, Ph.D., Drexel University

Daniel Hoover, ABPP, Kennedy Krieger Institute

Michael Gomez, Ph.D., Texas Tech University Health Sciences Center

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Child Trauma / Maltreatment, Autism Spectrum Disorders, Developmental Disabilities*

While there has been growing interest in application of CBT treatments for anxiety in youth with Autism Spectrum (Kerns et al, 2016) and Developmental Disorders (AS/DD), little has been offered regarding the appropriate screening, assessment and treatment of trauma in this unique population. Some evidence suggests higher rates of some forms of trauma in youth with AS/DD (Ko, Pynoos, & Griffin, et al., 2015; Thompson, 2014), yet diagnostic overshadowing and low yield on self-report measures complicate accurate detection and proper evaluation. Further, traditional treatment approaches for youth with AS/DD are primarily focused on functional skills training from an applied behavioral analytic framework, which constrains efforts in recognition of trauma and in consideration of trauma informed intervention (Dymond & Roche, 2009);. Five experienced panelists have been assembled to offer strategic recommendations to CBT and ABA clinicians working with youth with AS/DD experiencing the impact of trauma. Connor Kerns will discuss the presentation of trauma symptoms in youth with ASD, issues in assessment and the impact of diagnostic overshadowing on treatment. Dan Hoover will further the discussion on the symptom profile (deficits and strengths) of ASD and how that maps onto a "matrix" of adaptations for Trauma-Focused Cognitive Behavior Therapy (TF-CBT). He will also detail the use of a technological phone application he is piloting to assist with self-report of trauma history and current symptom expression. Michael Gomez will offer specific technological applications for each of the treatment components of TF-CBT and will present on trauma based treatment (TF-CBT) of youth with developmental disabilities in foster care. Peter D'Amico will address the challenge of working with youth with more severe intellectual and developmental disabilities and the application of trauma informed behavioral interventions from Applied Behavior Analysis to Positive Behavioral Supports. Juliet Vogel will moderate and facilitate discussion on current advances and future directions, including the efforts occurring in the National Child Traumatic Stress Network (NCTSN).

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Delaware A, Lobby Level

Panel Discussion 17

Difficult-to-Treat Child Anxiety? Don't Fear: Innovative Formats and Strategies for Optimizing Treatment Delivery

MODERATORS:

Danielle Cornacchio, M.S., Mental Health Interventions and Technology (MINT) Program, Florida International University

Natalie Hong, B.Sc., Florida International University

PANELISTS:

Anne Marie Albano, Ph.D., ABPP, Columbia University Medical Center

Martin Franklin, Ph.D., University of Pennsylvania

Jennifer Freeman, Ph.D., Department of Psychiatry and Human Behavior, Alpert Medical School of Brown University, Bradley Hospital

Jonathan Comer, Ph.D., Mental Health Interventions and Technology (MINT) Program, Florida International University

Primary Category: Child / Adolescent - Anxiety

Key Words: *Child Anxiety, Treatment-Other, Exposure*

Anxiety and related disorders are among the most commonly reported mental health problems in children and adolescents. Although recent decades have witnessed considerable scientific advances aimed at clarifying how best to treat youth with anxiety and related problems, rates of treatment non-response and insufficient response among affected youth remain high. For example, roughly 40% of anxious youth do not exhibit adequate symptom reduction or diagnostic remission following participation in our field's most well supported treatments. Importantly, many of these "difficult-to-treat" youth are those presenting with the most severe and/or complex symptom profiles, or who experience logistical barriers to care, underscoring the need for innovative treatment strategies and formats that transcend the constraints of traditional care models. A growing body of work has begun to focus on adapting supported treatment strategies to better meet the specific needs of such "difficult-to-treat" anxious youth. In this panel, leading experts in the treatment of child anxiety and related problems will share assessment strategies for identifying "difficult-to-treat" anxious youth, as well as state-of-the-science approaches to optimizing gains and outcomes for the most challenging anxiety cases. Particular emphasis will be placed on home-based exposure methods, intensive treatment formats, and Internet-delivered care models that simultaneously optimize the accessibility and ecological validity of supported treatments. Issues in the clinical implementation of these innovative treatment formats, as well as future clinical and research directions will be discussed.

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Harding, Mezzanine Level

Symposium 58

Diagnosing and Treating Callous-Unemotional Type Conduct Problems in Preschoolers: How Can We Do Better?

CHAIR:

Georgette E. Fleming, B.A., University of New South Wales

DISCUSSANT:

Cheryl B. McNeil, Ph.D., West Virginia University

Primary Category: Child / Adolescent - Externalizing

Key Words: *Aggression / Disruptive Behaviors / Conduct Problems, Assessment, Evidence-Based Practice*

Interview Tool for Assessing Callous-Unemotional Traits in Preschoolers With DB

Bryan Neo, B.S., University of New South Wales

Eva R. Kimonis, Ph.D., University of New South Wales

David Hawes, Ph.D., University of Sydney

Valsamma Eapen, MBBS, DPM, DFT, PhD, FRCPsych, FRANZCP, Chair of Infant, Child and Adolescent Psychiatry at University of New South Wales

Do Callous-Unemotional Traits Moderate the Efficacy of Internet-Delivered PCIT?

Georgette E. Fleming, B.A., University of New South Wales

Eva R. Kimonis, Ph.D., University of New South Wales

Jonathan S. Comer, Ph.D., Florida International University

Callous-Unemotional Traits: Conduct Problem Outcomes in Early Childhood Settings

Naomi M. Cameron, B.S., University of New South Wales

Eva R. Kimonis, Ph.D., University of New South Wales

Sue Morgan, RN, RM, MMH (PerinatInf), Karitane Toddler Clinic, Sydney

School-Based Parent-Child Interaction Therapy for Children With Conduct Problems

Ashneeta H. Prasad, B.S., University of New South Wales

Eva R. Kimonis, Ph.D., University of New South Wales

Mary Lundeen, Ph.D., Coon Rapids Family Place, Minnesota

PCIT for Preschoolers With Callous-Unemotional Type Conduct Problems

Eva R. Kimonis, Ph.D., University of New South Wales

Georgette E. Fleming, BA, University of New South Wales

Nancy Briggs, Ph.D., Mark Wainwright Analytical Centre, University of New South Wales

9:00 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Madison A & B (Combined), Mezzanine Level

Symposium 66

As If Parenting Wasn't Hard Enough: The Attenuating Role of Parental Psychopathology on Behavioral Parent Training

CHAIR:

Alexis M. Garcia, M.S., Florida International University

DISCUSSANT:

Andrea Chronis-Tuscano, Ph.D., University of Maryland- College Park

Primary Category: ADHD - Child

Key Words: *ADHD - Child / Adolescent, ADHD - Adult, Parent Training*

Parental ADHD: Additive Effects of Comorbidity and Parenting Stress

Rosmary Ros, M.S., Florida International University

Alexis Garcia, M.Sc., Florida International University

Paulo Graziano, Ph.D., Florida International University

Parental Psychopathology on BPT: ADHD and Emotion Dysregulation

Alexis M. Garcia, M.S., Florida International University

Paulo Graziano, Ph.D., Florida International University

Integrated Parenting Intervention for Mothers of Children With ADHD

Christina Danko, Ph.D., University of Maryland, College Park

Julia Felton, Ph.D., Michigan State University

Kelsey Woods, B.S., University of Maryland, College Park

Nicholas Wagner, Ph.D., University of Maryland, College Park

Andrea Chronis-Tuscao, Ph.D., University of Maryland, College Park

10:15 a.m. – 11:45 a.m.

Earn 1.5 continuing education credits

Wilson A, Mezzanine Level

Clinical Roundtable 8

Using Technology Before, During, and After Intensives for Tweens/Teens with Selective Mutism to Enhance Motivation and Generalization

MODERATOR:

Jami M. Furr, Ph.D., Florida International University

PANELISTS:

Shelley Avny, Ph.D., Kurtz Psychology Consulting PC

Laura Kirmayer, Ph.D., Milestones Psychology

Lauren Knickerbocker, Ph.D., NYU Langone Medical Center

Steven Kurtz, ABPP, Ph.D., Kurtz Psychology Consulting PC

Primary Category: Child / Adolescent - Anxiety

Key Words: *Adolescent Anxiety, Technology*

The primary goal of this clinical roundtable is to illustrate the use of technology to enhance motivation, engagement, and generalization in intensive group treatment for tweens and teens with selective mutism (SM). Growing recognition of the prevalence and impairments associated with older youth with SM (Carbone et al., 2010; Keeton & Crosby Budinger, 2012; Muris et al., 2005) led to the development of the first upward extension of the SM intensive model. Among the most critical developmental adaptations for this subset of the SM population has been the incorporation of technology across all phases of treatment, from the initial contact through maintenance and follow-up. This includes: 1) pre-intensive efforts to remotely foster a relationship, receive buy-in for the behavioral approach, and begin the process of eliciting verbalizations; 2) direct intervention efforts that involve videos, apps, and virtual games; and 3) post-intensive efforts involving video consultation with parents and schools, weekly peer video groups for ongoing practice, and goal-setting around the use of social media and texting with peers in the home environment. This experienced panel will outline the theoretical and empirical literature on SM group intensives, including the recent developments with older youth. Specifically, the panelists will discuss how the application of technology has paved the way for a successful adaptation of SM intensives to tweens/teens, and they will outline the specific techniques involving technology that have been particularly effective in enhancing motivation, engagement, and generalization. Through the presentation of data (e.g., motivation levels before and after the pre-intensive video sessions), case vignettes, and a conceptual framework, panelists will highlight the limitations of SM intensives that are currently being addressed through the incorporation of modern technology, along with the next steps in further optimizing intensive treatment for older youth with SM.

10:15 a.m. – 11:45 a.m.

Earn 1.5 continuing education credits

Thurgood Marshall East, Mezzanine Level

Symposium 75

School-Based Treatment of High School Students with ADHD: Results of a Large Randomized Controlled Trial

CHAIR:

Steven W. Evans, Ph.D., Ohio University

DISCUSSANT:

Joshua Langberg, Ph.D., Virginia Commonwealth University

Primary Category: ADHD - Child

Key Words: *ADHD - Child / Adolescent, Treatment-Other, School*

School-Based Services Provided to High School Students With ADHD

Chelsea Hustus, M.S., Ohio University

Allyse Hetrick, M.Ed., Lehigh University

Steven Evans, Ph.D., Ohio University

George DuPaul, Ph.D., Lehigh University

Julie Owens, Ph.D., Ohio University

Bridges to (BEST) Program: Method, Design, and Intervention Integrity

Julie S. Owens, Ph.D., Ohio University

Steven Evans, Ph.D., Ohio University

George DuPaul, Ph.D., Lehigh University

Kari Benson, M.S., Ohio University

Georgia Belk, M.Ed., Lehigh University

Kristina Puzino, M.Ed., Lehigh University

John Monopoli, M.S., Ohio University

Elizabeth Wertz, Ohio University

Educational Success for Students: Effects on Social and Behavioral Functioning

Steven W. Evans, Ph.D., Ohio University

George DuPaul, Ph.D., Lehigh University

Julie Owens, Ph.D., Ohio University

Kari Benson, M.S., Ohio University

Raisa Ray, M.S., Ohio University

Bridges to (BEST) Program: Effects on Academic Functioning

George J. DuPaul, Ph.D., Lehigh University

Steven Evans, Ph.D., Ohio University

Julie Owens, Ph.D., Ohio University
Georgia Belk, M.Ed., Lehigh University
Kristina Puzino, M.Ed., Lehigh University
Kristen Kipperman, M.Ed., Lehigh University
Courtney Cleminshaw, M.Ed., Lehigh University
Aliza Jaffe, M.Ed., Lehigh University

10:15 a.m. – 11:45 a.m.
Earn 1.5 continuing education credits

Delaware B, Lobby Level

Symposium 82

What's Going on in The Therapy Room? Measuring in-Session Client and Provider Behaviors Within the Community Implementation of Evidence-Based Practices for Youth

CHAIR:

Bryce McLeod, Ph.D., Virginia Commonwealth University

DISCUSSANT:

Aaron Hogue, Ph.D., The National Center on Addiction and Substance Abuse

Primary Category: Dissemination / Implementation

Key Words: *Psychotherapy Process, Implementation, Evidence-Based Practice*

Caregiver-Mediated EB Intervention for Children With ASD in Community Settings

Teresa Lind, Ph.D., University of California, San Diego

Anna Lau, Ph.D., University of California, Los Angeles

Christopher Gomez, B.A., University of California, Los Angeles

Adriana Rodriguez, Ph.D., University of California, Los Angeles

Karen Guan, M.A., University of California, Los Angeles

Colby Chlebowski, Ph.D., University of California, San Diego, CA; Child and Adolescent Services Research Center (CASRC)

Bruce Chorpita, Ph.D., University of California, Los Angeles

Lauren Brookman-Frazee, Ph.D., University of California, San Diego, CA; Child and Adolescent Services Research Center (CASRC)

Aimee Zhang, B.A., N/A

Dimensions of Treatment Engagement Using Structural Equation Modeling

Alayna L. Park, M.A., University of California Los Angeles
Resham Gellatly, M.A., University of California, Los Angeles
Kimberly D. Becker, Ph.D., University of South Carolina
Bruce F. Chorpita, Ph.D., University of California, Los Angeles

Client Challenges and Community Therapists: EB Practices to Youth and Parents

Blanche Wright, M.A., University of California, Los Angeles
Tamar Kodish, M.A., University of California, Los Angeles
Joanna Kim, M.A., University of California, Los Angeles
Lauren Brookman-Frazee, Ph.D., University of California, San Diego
Anna Lau, Ph.D., University of California, Los Angeles

Engagement Barriers in System-Implementation of Multiple EB Practices

Joanna Kim, M.A., University of California, Los Angeles
Tamar Kodish, M.A., University of California, Los Angeles
Lauren Brookman-Frazee, Ph.D., University of California, San Diego
Anna Lau, Ph.D., University of California, Los Angeles

Youth-Therapist Alliance: EBT Manuals in Psychosocial Treatment for Youth Anxiety

Stephanie Violante, B.S., Virginia Commonwealth University
Julia R. Cox, M.S., Virginia Commonwealth University
Kristen Granger, Ph.D., Virginia Commonwealth University
Marieke de Gree, M.S., AN University of Applied Sciences; Radboud University
Vishnupriya Srivastava, B.A., Virginia Commonwealth University
Bryce McLeod, Ph.D., Virginia Commonwealth University
Michael A. Southam-Gerow, Ph.D., Virginia Commonwealth University
John Weisz, Ph.D., Harvard University
Bruce Chorpita, Ph.D., University of California, Los Angeles

11:15 a.m. – 2:15 p.m. (TICKETED)

Earn 3 continuing education credits

Roosevelt 2, Exhibition Level

Workshop 11

Parenting Through the Pressure: Using CBT to Work With Parents of Anxious Teens

Muniya Khanna, Ph.D., Children and Adult's Center for OCD and Anxiety

Deborah A. Ledley, Ph.D., Children's and Adult Center for OCD and Anxiety

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety, Parenting/Families

Key Words: *Adolescent Anxiety, Parenting, CBT*

Today's teens are more stressed than ever. Compared to teens of earlier generations, today's teens have higher rates of depression, anxiety, and other forms of psychopathology. Teens today are also more reliant on their parents, counting on them for emotional support well into early adulthood (see Lythcott-Haims, 2015). This leaves parents of teens with a great deal of uncertainty about how to help their kids navigate the challenges that they face. In this workshop, we will discuss various modalities for engaging parents of teens in the therapy process. Parents can learn plenty as an adjunct to their teen's therapy; can secure their own individual treatment; and can engage in group sessions with other parents. Attention will be paid to how technology can be used to facilitate ease of treatment for busy families. Regardless of format, specific ingredients are helpful to parents of anxious teens. First, cognitive work must be used to help parents explore and then reframe their own beliefs that might be feeding their teen's anxiety. These beliefs fall into two main (but related) categories: beliefs about the child's future (e.g., "If he doesn't go to an Ivy League school, he won't get a job," "If she doesn't play a sport at the very highest level, she won't get into college," "My friends will think I'm a total failure if my child doesn't go to a top college") and beliefs about the child's ability to cope (e.g., "If I don't stay up with her when she's doing her schoolwork, she'll fall apart from the stress," "If I don't study for the exam with him, he'll fail," "If she goes into the city on her own, she'll get lost"). Ample case examples will be used to show how we have accessed these beliefs in families and then worked to reframe them, leading to less anxiety and better functioning within the family. Second, we will demonstrate how to teach parents to carry out their own exposures in order to test out faulty beliefs in these areas (e.g., letting the child go into the city on her own, allowing the child to study for an important exam without help). Finally, we will discuss how to re-shape communication patterns within the family with the goal of nurturing independence while also helping teens to feel appropriately supported and empowered by their parents.

You will learn:

- Recognize possible factors driving high rates of teen anxiety, and how these factors and their concomitant anxiety impact the parent/child relationship.
- Examine various models for engaging parents of anxious teens in treatment, including ways that technology might be used to facilitate treatment.
- Delineate how to teach CBT skills to parents, aimed at reducing their own anxiety and being able to coach their teens within the home environment.

11:45 a.m. – 1:45 p.m. (TICKETED)

Earn 2 continuing education credits

Marriott Balcony B, Mezzanine Level

Master Clinician Seminar 7

Interpersonal Psychotherapy for Depressed Adolescents: Principles and Techniques

Laura Mufson, Ph.D., Columbia University

Basic level of familiarity with the material

Primary Category: Child/Adolescent- Depression

Key Words: Child /Adolescent- Depression

Interpersonal Therapy for Depressed Adolescents (IPT-A) has been demonstrated to be an efficacious treatment for adolescent depression and is delineated in a published treatment manual (Mufson, Dorta, Moreau, & Weissman, 2004). IPT-A was adapted from the adult model of IPT and similarly is based on the premise that depression, regardless of its etiology, occurs in an interpersonal context. IPT-A is a 12-15 session treatment that focuses on improving depressive symptoms and interpersonal functioning. IPT-A meets the criteria of a "well-established treatment" for adolescent depression according to the American Psychological Association Task Force on the Promotion and Dissemination of Psychological Procedures. Most important, IPT-A is one of a few evidence-based psychotherapies that has been transported and implemented in community settings with demonstrated effectiveness when delivered by community therapists. IPT-A is considered to be an effective, evidence-based treatment for adolescent depression by the Society of Clinical Child and Adolescent Psychology (<http://effectivechildtherapy.com/content/depression>). This presentation will provide participants with an overview of IPT-A, examples of key IPT-A techniques, and a discussion of how IPT-A has been adapted for use in community settings.

You will learn:

- Describe how to apply the basic principles of Interpersonal Psychotherapy for Depressed Adolescents (IPT-A);
- Gain exposure to the key IPT-A techniques;
- Recognize how IPT-A has been implemented in community settings.

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Washington 1, Exhibition Level

Symposium 89

Residential Dialectical Behavior Therapy for Adolescents: An Overview of Treatment Outcomes

CHAIR:

Luciana G. Payne, Ph.D., McLean Hospital/Harvard Medical School

DISCUSSANT:

Alec L. Miller, Psy.D., Cognitive & Behavioral Consultants

Primary Category: Treatment - DBT

Key Words: *Adolescents, Emotion Regulation, DBT (Dialectical Behavior Therapy)*

DBT in a Residential Setting: Adolescents With Multiple Comorbidities

Wendy Bamatter, Ph.D., McLean Hospital/Harvard Medical School

Lyndsey Moran, McLean Hospital/Harvard Medical School

Cynthia Kaplan, McLean Hospital/Harvard Medical School

Blaise Aguirre, McLean Hospital/harvard Medical School

Gillian Galen, McLean Hospital/Harvard Medical School

Naomi Tarlow, University of Miami

Jeremy Stewart, McLean Hospital/Harvard Medical School

Miriam Rowan, McLean Hospital/Harvard Medical School

Judy Mintz, McLean Hospital/Harvard Medical School

Randy Auerbach, McLean Hospital/Harvard Medical School

Outcomes for Adolescent Boys in DBT Residential Treatment Program

Alan Fruzzetti, Ph.D., McLean Hospital/Harvard Medical School

Caitlin McLean, Harvard Medical School

Luciana Payne, Harvard Medical School

Allison Ruork, University of Nevada Reno

Parent Skills Training in Residential DBT for Adolescents: Helping Families

Luciana G. Payne, Ph.D., McLean Hospital/Harvard Medical School

Alan Fruzzetti, McLean Hospital/Harvard Medical School

Type/Severity of Child Abuse on NSSI and Suicidality in Youth With BPD

Miriam Rowan, Psy.D., McLean Hospital/Harvard Medical School

Cynthia Kaplan, McLean Hospital/Harvard Medical School

Naomi Tarlow, University of Miami

Jeremy Stewart, McLean Hospital/Harvard Medical School

Blaise Aguirre, McLean Hospital/Harvard Medical School

Gillian Galen, McLean Hospital/Harvard Medical School

Wendy Bamatter, McLean Hospital/Harvard Medical School

Judy Mintz, McLean Hospital/Harvard Medical School

Randy Auerbach, McLean Hospital/Harvard Medical School

12:30 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Maryland A, Lobby Level

Symposium 90

Participant Observations: Considerations and Applications Across Home, Outpatient, and School Contexts

CHAIR:

Michelle Grimes, Ph.D., Southern Utah University

DISCUSSANT:

David Reitman, Ph.D., Nova Southeastern University

Primary Category: Assessment

Key Words: *Measurement, Evidence-Based Practice, Child Externalizing*

Teaching Parents to Observe Child Behavior: Comparison of Methods

Michelle Grimes, Ph.D., Southern Utah University

Stacy Forcino, Ph.D., California State University, San Bernardino

Cy Nadler, Ph.D., Children's Mercy Kansas City

Contingencies Reduce Child Impairment and Improve Parenting Efficacy

Carla C. Allan, Ph.D., Children's Mercy Kansas City

Emma Rogers, B.A., Ohio University

Greg Schutte, Ph.D., Briar Cliff University

Simone Moody, Ph.D., Children's Mercy Kansas City

Trista Perez Crawford, Ph.D., Children's Mercy Kansas City

Cy Nadler, Ph.D., Children's Mercy Kansas City

Vincent Staggs, Ph.D., Children's Mercy Kansas City

Direct Behavior Rating and Observational Methods in the Classroom

Kellina Pyle, B.S., University at Buffalo, SUNY

Gregory Fabiano, Ph.D., University at Buffalo, SUNY

1:45 p.m. – 3:15 p.m.

Earn 1.5 continuing education credits

Virginia A, Lobby Level

Clinical Roundtable 9

Managing Disruptive Behaviors in Classrooms with Technology: Interventions, Implications, and Obstacles

MODERATOR:

Steven Kurtz, ABPP, Ph.D., Kurtz Psychology Consulting PC

PANELISTS:

Alexandra Barnett, PhD, Milestones Psychology

Karen Budd, Ph.D., DePaul University

Chelsey Rosen, Psy.D., Kurtz Psychology Consulting PC

Tasha Brown, Ph.D., Columbia University Medical Center

Primary Category: Child / Adolescent - School-Related Issues

Key Words: *School, Telehealth & Internet Interventions, Child Externalizing*

With increasing academic demands on teachers and students, there is a high prevalence of disruptive behaviors in schools and a mandate to help manage these behaviors. In-service workshops are the most common form of teacher professional development, despite evidence that workshops alone make an insignificant difference in practice (Yoon et al., 2007). The primary objectives of this clinical roundtable are to share practical innovative interventions and implications regarding the use of technological devices aimed at helping teachers prevent and manage student disruptive behavior. Emerging research supports the role of in-room coaching with ear-bugs of teachers to enhance their effective use of behavior management skills (Kretlow & Bartholomew, 2010; Reinke, Stormont, Webster-Stratton, Newcomer, & Herman, 2012; Schultz, Arora, & Mautone, 2015; Sutherland, Conroy, Vo, & Ladwig, 2015). Emerging work also documents the value of collaborative tele-communication between parents and teachers to improve students' classroom behavior (Jones et al., 2013; Kraft, 2017). The panelists will describe the use of bug-in-the-ear technology during live coaching in Teacher-Child Interaction Training, and of team communication software to facilitate the use of parent-teacher collaborative problem-solving. They will also demonstrate preliminary findings regarding teacher, parent, and child receptivity to these techniques. Finally, they will discuss challenges in making technological innovations feasible, acceptable, and accessible for use in low-income school environments. The panel members will draw on their professional experiences providing teacher training and consultation in schools and their applied research on school-based interventions. Further, they will highlight research by others into the mechanisms of mental health technology in the classroom and identify research gaps where further work is needed.

1:45 p.m. – 3:15 p.m.

Earn 1.5 continuing education credits

Wilson B, Mezzanine Level

Symposium 91

Examination of Implementation Leadership and Climate on Implementation in Schools and Community Mental Health Services

CHAIR:

Kelsey S. Dickson, Ph.D., UCSD

DISCUSSANT:

Gregory S. Aarons, Ph.D., University of California, San Diego

Primary Category: Dissemination / Implementation

Key Words: *Implementation, Evidence-Based Practice*

Principals Involved in EB Practice Implementation in Schools

Nicole A. Stadnick, Ph.D., University of California, San Diego

Rosemary Meza, M.S., University of Washington

Jessica Suhrheinrich, Ph.D., San Diego State University

Gregory Aarons, Ph.D., University of California, San Diego

Lauren Brookman-Frazee, Ph.D., University of California, San Diego

Aaron Lyon, Ph.D., University of Washington

David Mandell, Ph.D., University of Pennsylvania

Jill Locke, Ph.D., University of Washington

Implementation of EB Practices in School-Based Services for ASD

Allison Nahmias, Ph.D., MIND Institute, University of California, Davis

Melina Melgraejo, Ph.D., San Diego State University

Patricia Schetter, M.A., BCBA, University of California, Davis

Aubyn Stahmer, Ph.D., University of California, Davis

Jessica Suhrheinrich, Ph.D., San Diego State University

Adoption of EB Interventions for Children With ASD

Allison S. Jobin, Ph.D., University of California, San Diego

Aubyn Stahmer, Ph.D., University of California, Davis

Kelsey Dickson, Ph.D., University of California, San Diego

Allison Nahmias, Ph.D., University of California, Davis

Colby Chlebowski, Ph.D., University of California, San Diego

Lauren Brookman-Frazee, Ph.D., University of California, San Diego

Leader Perspectives on Sustainment of Multiple Child EB Practices

Adriana Rodriguez, Ph.D., University of California, Los Angeles

Anna Lau, Ph.D., University of California, Los Angeles

Blanche Wright, M.A., University of California, Los Angeles

Jennifer Regan, Ph.D., Hathaway-Sycamores Child and Family Services

Lauren Brookman-Frazee, Ph.D., University of California, San Diego

1:45 p.m. – 3:15 p.m.

Earn 1.5 continuing education credits

Maryland A, Lobby Level

Symposium 94

Early Identification of Risk for Attention-Deficit/Hyperactivity Disorder in Infancy, Toddlerhood, and Preschool: A Series of Longitudinal Investigations

CHAIR:

Natalie Miller, Ph.D., University of Maryland - College Park

DISCUSSANT:

Andrea Chronis-Tuscano, Ph.D., University of Maryland- College Park

Primary Category: ADHD - Child

Key Words: *ADHD - Child / Adolescent, Parenting, Assessment*

Early Development of ADHD Symptoms

Hallie Brown, M.S., University of Massachusetts Amherst

Elizabeth Harvey, Ph.D., University of Massachusetts at Amherst

Does Maternal Parenting Buffer Risk for ADHD Behaviors?

Heather Joseph, D.O., University of Pittsburgh

Kirsten McKone, B.A., University of Pittsburgh

Brooke Molina, Ph.D., University of Pittsburgh Medical Center

Daniel Shaw, Ph.D., University of Pittsburgh

Infant Temperament Reactivity and Maternal Caregiving Link to ADHD

Natalie Miller, Ph.D., University of Maryland - College Park

Kathryn Degnan, Ph.D., Catholic University of America

Amie Hane, Ph.D., Williams College

Nathan Fox, Ph.D., University of Maryland

Andrea Chronis-Tuscano, Ph.D., University of Maryland

Treatment of Preschoolers With ADHD: Temperament and Parenting

Paulo Graziano, Ph.D., Florida International University

Rosmary Ros, M.S., Florida International University

Alexis Garcia, M.S., Florida International University

Katie Hart, Ph.D., Florida International University

1:45 p.m. – 3:15 p.m.

Washington 2, Exhibition Level

Symposium 97

Using Technology to Advance Methods in Treatment Development Research for Couples

CHAIR:

Julianne C. Flanagan, Ph.D., Medical University of South Carolina

DISCUSSANT:

Dominic J. Parrott, Ph.D., Georgia State University

Primary Category: Couples / Close Relationships

Key Words: *Methods, Couples / Close Relationships, Translational Research*

Smartphone App to Support Families Affected by DWI

Barbara McCrady, Ph.D., University of New Mexico

W. Gill Woodall, Ph.D., University of New Mexico

Randall Starling, Ph.D., University of New Mexico

Verner Westerberg, Ph.D., University of New Mexico

Julie Griffith, MSW, Klein Buendel, Inc

Sophia Burris, B.A., Klein Buendel, Inc

Couple and Parent-Child Coercion to Improve Health Behaviors

Richard Heyman, Ph.D., New York University

Amy Smith Slep, Ph.D., New York University

Danielle Mitnick, Ph.D., New York University

Central Autonomic Network Dysfunction in Alcohol-Related IPV

Brandi Fink, Ph.D., University of New Mexico

Neuroimaging to Examine Neural Correlates of Relationship Conflict

Julianne C. Flanagan, Ph.D., Medical University of South Carolina

Shayla Yonce, B.A., Medical University of South Carolina

Casey Calhoun, Ph.D., Medical University of South Carolina

Sudie Back, Ph.D., Medical University of South Carolina

Kathleen Brady, M.D., Ph.D., Medical University of South Carolina

Jane Joseph, Ph.D., Medical University of South Carolina

3:30 p.m. – 5:00 p.m.

Earn 1.5 continuing education credits

Lincoln 3, Exhibition Level

Clinical Roundtable 10

Developing a Life-Span Treatment Path for ADHD: Incorporating Recent Empirically-Supported Treatments from Preschool to Young Adulthood

MODERATOR:

Richard Gallagher, Ph.D. in Clinical Psychology, The Child Study Center of Hassenfeld Children's Hospital, NYU Langone Health

PANELISTS:

Richard Gallagher, Ph.D. in Clinical Psychology, The Child Study Center of Hassenfeld Children's Hospital, NYU Langone Health

Anil Chacko, Ph.D., New York University

Thomas Power, ABPP, Children's Hospital of Philadelphia, Perelman School of Medicine at University of Pennsylvania

Margaret Sibley, Ph.D., Florida International University

Joshua Langberg, Ph.D., Virginia Commonwealth University

Primary Category: ADHD - Child

Key Words: *Evidence-Based Practice, ADHD - Child / Adolescent, Treatment Development*

ADHD is a neurodevelopmental disorder with a chronic trajectory for most individuals and effective psychosocial treatments for differing ages have been documented (Evans et al., 2014). As such, repeated evaluation and treatment for ADHD could be and should be offered to afflicted individuals and their families. This data-driven program will present summaries of psychosocial treatment studies to guide the creation of life-span treatment programs. Based upon their own randomized clinical trials and reviews of empirically-tested treatments, the roundtable will present clear choices for selecting treatments that improve functioning during each development period addressed. Content will incorporate reviews of programs

applied in clinical and school settings. Richard Gallagher will moderate and introduce the rationale for a life-span perspective. Anil Chacko will present data from several trials of evidence-based treatment approaches in preschool ADHD. Childhood programs for improved family functioning, organizational and school functioning, and social interactions will be reviewed by Tom Power. Margaret Sibley presents multi-component programs for adolescents that address the challenges of parent-teen interactions, limits in motivation, and the potential of deteriorating school performance. Treatments during the stormy transition from high school to post-secondary education for emerging adults with ADHD are reviewed by Joshua Langberg. Richard Gallagher will incorporate consolidation of individual presentations and propose guidelines on how clinicians can utilize information through a chronic impact model. A moderated question and discussion period is expected to spur clinicians to become a child's case manager and treater throughout development and young adulthood. The discussion will also challenge researchers to create plans for testing the impact of multiple doses of developmentally- appropriate treatment on outcome.

3:30 p.m. – 5:00 p.m.

Earn 1.5 continuing education credits

Thurgood Marshall North, Mezzanine Level

Symposium 107

Predictors, Moderators, and Mediators in Youth Anxiety Disorders

CHAIR:

Dean McKay, ABPP, Ph.D., Fordham University

DISCUSSANT:

Thomas H. Ollendick, Ph.D., Virginia Polytechnic Institute and State University

Primary Category: Child / Adolescent - Anxiety

Key Words: *Mediation / Mediators, CBT, Child Anxiety*

Treatment Outcome in Youth Anxiety and Depressive Disorders

Emily Steinberg, M.A., Fordham University

Julia Phillips, Fordham University

Dean McKay, Fordham University

Impact of Treatment Expectations on Exposure Therapy Variables in Child Anxiety

Monica Wu, Ph.D., UCLA School of Medicine

Nicole Caporino, Ph.D., American University

Jocelyn Perez, M.A., UCLA

Hardian Thamrin, M.A., UCLA

Tara Peris, Ph.D., UCLA

John Piacentini, Ph.D., UCLA

Evidence-Based Assessments in Clinical Practice for Child Anxiety Disorders

Joseph McGuire, Ph.D., Johns Hopkins University

Sophie Palitz, M.A., Temple University

Nicole Caporino, Ph.D., American University

Phillip Kendall, Ph.D., Temple University

John Piacentini, Ph.D., UCLA

Predictors of Outcome in CBT for Anxiety in Youth With ASD

Katrina Rufino, Ph.D.

Sandra Cepeda, M.A., Baylor College of Medicine

Jill Ehrenreich, Ph.D., University of Miami

Jeffrey Wood, Ph.D., UCLA

Adam Lewin, Ph.D., University of South Florida

3:30 p.m. – 5:00 p.m.

Earn 1.5 continuing education credits

Washington 5, Exhibition Level

Symposium 113

**Capitalizing on Children and Teens' Engagement with Technology to Improve Behavioral Health:
Preliminary Progress and Pitfalls**

CHAIR:

Jennifer S. Silk, Ph.D., University of Pittsburgh

DISCUSSANT:

Tina Goldstein, Ph.D., Western Psychiatric Institute and Clinic, University of Pittsburgh Medical Center

Primary Category: Technology

Key Words: *mHealth (Mobile Health), Technology, Telehealth & Internet Interventions*

Child Anxiety: There's an App for That, but Is It Evidence Based?

Jonathan Comer, Ph.D., Mental Health Interventions and Technology (MINT) Program, Florida International University

Laura Bry, M.S., University of Maryland, College Park

Elizabeth Miguel, B.A., New York State Psychiatric Institute, Columbia University

Tommy Chou, FIU

Smartphone App Efficacy of Brief CBT for Childhood Anxiety Disorders

Jennifer S. Silk, Ph.D., University of Pittsburgh

Jonathan Comer, Ph.D., Florida International University

Laura Bry, M.S., University of Maryland, College Park

Elizabeth Miguel, New York State Psychiatric Institute, Columbia University

Tommy Chou, M.S., FIU

Digital Therapeutics for Childhood Disruptive Behavior Problems

Oliver Lindhiem, Ph.D., University of Pittsburgh

Jordan Harris, B.S., University of Pittsburgh Medical Center (UPMC)

David Kolko, Ph.D., UPMC

Bambang Parmanto, Ph.D., University of Pittsburgh

Gede Pramana, Ph.D., Pitt

Jennifer Silk, Ph.D., Pitt

Effects of Blogging in Adolescents With Depression or Anxiety

Ana Radovic, M.D., University of Pittsburgh School of Medicine, Children's Hospital of Pittsburgh of UPMC

Elizabeth Miller, M.D./Ph.D., University of Pittsburgh School of Medicine, Children's Hospital of Pittsburgh of UPMC

SUNDAY

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Wilson C, Mezzanine Level

Clinical Roundtable 12

When Helping Is Hurting: The Role of Family Accommodation In Childhood Anxiety

MODERATOR:

Jami Socha, Ph.D., The Anxiety and OCD Treatment Center of Ann Arbor

PANELISTS:

Daniela Owen, San Francisco Bay Area Center for Cognitive Therapy

Emily Berner, MFT, San Francisco Bay Area Center for Cognitive Therapy

David A. Schuberth, M.A., Simon Fraser University

Primary Category: Parenting / Families

Key Words: *Parenting, OCD (Obsessive Compulsive Disorder), Child Anxiety*

While many effective treatments exist for pediatric anxiety disorders and OCD (e.g., CBT), there has been comparatively less emphasis on treating family accommodation (Selles et al., 2017). This is unfortunate because family accommodation is strongly associated with more severe and disabling symptoms (Caporino et al., 2012; Wu et al., 2017), and is thought to directly counter the goals of most OCD treatments (Garcia et al., 2010; Storch et al., 2007). As such, reducing family accommodation has been identified as an important process variable in CBT for OCD (Merlo et al., 2009), and there has been a growing interest in designing family-based treatment components targeting the parent-child dynamics that increase parents' risk for accommodating (Peris & Piacentini, 2014; Sukhodolsky et al., 2013). This clinical round table will examine the research on family accommodation, including child and family factors that predict increased rates of accommodation, as well as negative outcomes associated with higher levels of accommodation. As family accommodation can be both overt and covert, parents and families often struggle with how to avoid inadvertently accommodating OCD rituals and other anxious behaviors. In this round table, presenters will discuss both types of accommodation, as well as how to effectively respond to various requests for accommodation. Panelists in this workshop will provide guidelines on how clinicians can work with families to create systematic plans to reduce accommodation. Panelists will also discuss examples of how to reduce family accommodation based on actual case examples from both a research study and clinical practice.

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Harding, Mezzanine Level

Symposium 121

Innovative Psychological Approaches to Assessing and Treating Pediatric Patients With Autonomic Dysfunction

CHAIR:

Jessica Malmberg, Ph.D., Children's Hospital Colorado/University of Colorado School of Medicine

DISCUSSANT:

Sally Tarbell, Ph.D., Ann & Robert H. Lurie Children's Hospital/Northwestern Feinberg School of Medicine

Primary Category: Health Psychology / Behavioral Medicine - Child

Key Words: *Adolescents, Behavioral Medicine, Transdiagnostic*

Postural Tachycardia and Orthostatic Intolerance in Adolescents: Pain Rehab Program

Gerard Banez, Ph.D., Cleveland Clinic Children's Hospital for Rehabilitation

Helen Gutin, CPNP, Cleveland Clinic Children's Hospital for Rehabilitation

Rachel Heines, DPT, Cleveland Clinic Children's Hospital for Rehabilitation

Douglas Henry, M.D., Cleveland Clinic Children's Hospital for Rehabilitation

Katherine Dell, M.D., Cleveland Clinic Children's

Natalie Maxwell, Cleveland Clinic Children's Hospital for Rehabilitation

Biofeedback in the Treatment of Postural Orthostatic Tachycardia Syndrome

Ethan Benore, ABPP, Ph.D., Cleveland Clinic Children's Hospital for Rehabilitation

Group-Based Intervention for Pediatric Autonomic Dysfunction and Comorbidities

Clio Pitula, Ph.D., University of Colorado, School of Medicine

Jessica Malmberg, Ph.D., Children's Hospital Colorado/University of Colorado School of Medicine

Sally Tarbell, Ph.D., Ann & Robert H. Lurie Children's Hospital of Chicago/Northwestern University
Feinberg School of Medicine

Rehabilitation for Youth With Dysautonomia/Postural Orthostatic Tachycardia Syndrome

Keith Slifer, Ph.D., Kennedy Krieger Institute & Johns Hopkins School of Medicine

Lindsay Cirincione, Psy.D., Kennedy Krieger Institute & Johns Hopkins School of Medicine

Margaret Tunney, Psy.D., Kennedy Krieger Institute & Johns Hopkins Hospital

Emily Wald, Ph.D., Kennedy Krieger Institute & Johns Hopkins School of Medicine

Samantha Kluger, Psy.D., Kennedy Krieger Institute & Johns Hopkins School of Medicine

Lauren Harrison, Ph.D., Kennedy Krieger Institute & Johns Hopkins School of Medicine

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Coolidge, Mezzanine Level

Symposium 122

Using Technology and Diverse Measurement Methodologies to Examine the Influence of Community Context on Children's Adjustment

CHAIR:

Francesca Kassing, M.A., The University of Alabama

DISCUSSANT:

John Lochman, Ph.D., The University of Alabama

Primary Category: Child / Adolescent - Externalizing

Key Words: *Child Externalizing, Research Methods, Risk / Vulnerability Factors*

Community Violence, Conduct, and Oppositional Behaviors Among Latino Adolescents

Jonathan Poquiz, M.A., University of Kansas

Paula Fite, Ph.D., University of Kansas

Neighborhood Problems and Proactive and Reactive Functions of Aggression

Paula Fite, Ph.D., University of Kansas

Jonathan Poquiz, M.A., University of Kansas

John Cooley, University of Kansas

Laura Stoppelbein, Ph.D., The University of Alabama at Birmingham & Glenwood Autism and Behavioral Health

Stephen Becker, Ph.D., Cincinnati Children's Hospital Medical Center

Aaron Luebbe, Ph.D., Miami University

Leilani Greening, Ph.D., University of Mississippi Medical Center

Parenting as a Moderator in Community Violence and Aggression Within a Natural Disaster

Francesca Kassing, M.A., The University of Alabama

John Lochman, Ph.D., The University of Alabama

Matthew Hudnall, Ph.D., The University of Alabama

Parent-Child Agreement on Tornado-Related Traumatic Experiences

Matthew A. Jarrett, Ph.D., The University of Alabama

Eric Vernberg, Ph.D., University of Kansas

Madelaine Abel, M.A., University of Kansas

Bridget Cho, M.A., University of Kansas

Kathleen Diaz, University of Kansas

Francesca Kassing, M.A., The University of Alabama

John Lochman, Ph.D., The University of Alabama

10:15 a.m. – 11:45 a.m.

Earn 1.5 continuing education credits

Delaware A, Lobby Level

Clinical Roundtable 14

Trauma-Focused Cognitive Behavioral Therapy for Maltreated Youth: Technological Advances for Training and Treatment

MODERATOR:

Michael Gomez, Ph.D., Texas Tech University Health Sciences Center

PANELISTS:

Jan Newman, Ph.D., JD, Auburn University

Allison R. Morton, B.A., Texas Tech University

Babetta B. Mathai, B.S., Texas Tech University

Tabitha C. Fleming, M.A., Texas Tech University

Alexandra Gibson, M.A., Texas Tech University

Primary Category: Child / Adolescent - Trauma / Maltreatment

Key Words: *Child Trauma / Maltreatment, Training / Training Directors, Technology*

The primary goals of this clinical roundtable are to discuss treatment, training, and implementation of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) with maltreated youth as well as with trainees at different levels of experience and backgrounds (e.g., LPC's to fifth year clinical psychology doctoral students). The tools used to implement and train range the technological spectrum from use of applications on iPhones and Androids (e.g., the Psychological First Aid app post-shooting) to webinars and Skype for consultees. While there is strong empirical evidence supporting the success of TF-CBT with youth, specifically over 50 peer-reviewed articles and over 20 randomized controlled trials (Ramirez de Arellano et al., 2014), it is important for clinicians to gain strong theoretical understanding of how to execute TF-CBT with maltreated youth and of how diverse trainees can be supported at different stages of expertise. The panelists will begin with a review of the recent evidence of the efficacy and effectiveness of TF-CBT in maltreated youth and provide guidelines to address the challenges of working with this population, including the presence of comorbid symptoms, multiple types of traumatic events, and common challenges of partnering with challenging systems (e.g., foster care, juvenile justice). The TF-CBT trained panelists will then describe various adaptations and share their insights into the effectiveness of such adaptations with use of technology across trainee expertise as the central focus.

10:15 a.m. – 11:45 a.m.

Earn 1.5 continuing education credits

Roosevelt 1, Exhibition Level

Panel Discussion 37

Prevention of Depression: Current Status and Future Directions

MODERATORS:

Lata McGinn, Ph.D., Cognitive & Behavioral Consultants

Judy Garber, Ph.D., Vanderbilt University

PANELISTS:

Judy Garber, Ph.D., Vanderbilt University

Bruce Compas, Ph.D., Vanderbilt University

Jane Gilham, Ph.D., Swarthmore College

V. Robin Weersing, Ph.D., SDSU-UC San Diego JDP in Clinical Psychology

Jami F. Young, Ph.D., Children's Hospital of Philadelphia, Perelman School of Medicine, University of Pennsylvania

Primary Category: Child / Adolescent - Depression

Key Words: *Adolescent Depression, Prevention, Child Depression*

Based on the World Health Organization estimates, depression has risen by more than 18% since 2005 and is now the leading cause of disability and a major cause of morbidity worldwide. Given the seriousness of its consequences and limitations of treatments, the need to prevent depression is critical. Considerable progress has been made over the past few decades in the prevention of depression in youth. Panelists will briefly summarize outcome data, identify mediators and moderators, discuss unique obstacles, describe dissemination and implementation efforts, and make recommendations for future directions. Panel moderators will facilitate discussion among the panelists and audience.

In particular, the panelists will first summarize findings from randomized controlled trials. Recent meta-analyses suggest that depression prevention programs, particularly those using selective or indicated samples demonstrate a small but significant effect in preventing the onset of depressive disorders and reducing increases in depressive symptoms. Second, the panel will discuss moderators - for whom do the prevention programs work and not work? Can we do a better job matching people to programs (i.e., precision medicine)? Third, we will review mechanisms - how do the programs work, when they do work? How can existing programs be modified and improved? What risk processes associated with depression have not yet been targeted for prevention and how can these factors inform the construction of new interventions? Fourth, we will address practical obstacles in conducting research on depression prevention and in implementing programs in the real world (e.g., schools, primary care, pediatric clinics). Who should and can do the interventions? What are the challenges to dissemination and implementation? How do we maintain high quality implementation when disseminating widely? Finally, we will discuss future directions in depression prevention including the role of the internet, intervention dose, sustainability, developmental considerations, cost-effectiveness, and transfer of training.

10:15 a.m. – 11:15 a.m.

Earn 1 continuing education credit

Delaware B, Lobby Level

Spotlight Research 4

CBT for Core Autism Symptoms in Children: Extending CBT to the Treatment of Autism Spectrum Disorders Using Technology-Assisted Outcomes Measurement

CHAIR:

Jeffrey J. Wood, Ph.D., UCLA

PANELIST:

Karen Wood, Ph.D., UCLA School of Medicine

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, CBT, Randomized Controlled Trial*

The application of CBT methods to the core symptoms of autism spectrum disorders (ASD), such as idiosyncratic language use and social disengagement, is a new direction for cognitive behavioral therapy. This study, a large scale clinical trial using an active control group, was conducted over the course of 6 years, representing the culmination of a decade of development of CBT for ASD (e.g., Wood et al., 2014). Although some preliminary research has targeted emotion regulation in youth with ASD, there has been no established CBT-based treatment for the core social-communication and repetitive behavior symptoms of ASD. This study evaluated the first individual CBT intervention for youth with ASD specifically designed to reduce ASD symptom severity. Youth (N=107) aged 6-13 years old with a diagnosis of ASD were randomized to either personalized CBT or a social skills treatment for ASD. Both treatments entailed 32 90-minute sessions. Outcome measures entailed traditional school-based observations of ASD symptom severity performed by independent evaluators (IE) as well as a technology-mediated personalized symptom assessment measure integrating the Youth Top Problems (Weisz et al., 2012) scale, a personalized symptom measure, with home-based video recording mediated via cell phone video streaming; and a parent-report measure of psychiatric comorbidity. Children who received CBT exhibited greater improvement than children in the comparison group on all outcome measures ($ps < .05$). This is the first study to show that CBT is probably efficacious for treatment of core autism symptoms. A brief CBT treatment with the capacity to significantly improve functioning in youth with ASD could offer a feasible and effective intervention option for many affected children. The use of technology-assisted outcome measurement marks a departure in this field as well, highlighting the potential for more proximal and pragmatic outcome measures that may have particular clinical relevance, such as remote video taping of symptoms as exhibited on a daily basis at home.

You will learn:

- This session is designed to help you understand how CBT may be applied to autism symptoms.
- This session is designed to help you understand the use of technology-assisted assessment in CBT for autism symptoms.
- This session is designed to help you understand major outcome measures for clinical trials of CBT for autism symptoms.
- This session is designed to help you understand the magnitude of effect to be expected in CBT for autism symptoms.
- This session is designed to help you understand how to modify typical CBT practices within the autism population.

10:15 a.m. – 11:45 a.m.

Earn 1.5 continuing education credits

Virginia C, Lobby Level

Symposium 147

Innovative Interventions for Perinatal Mood Disorders: Developing and Evaluating Strategies to Improve Maternal and Child Outcomes

CHAIR:

Cynthia L. Battle, Ph.D., Alpert Medical School of Brown University

DISCUSSANT:

Robert Ammerman, Ph.D., Cincinnati Children's Hospital

Primary Category: Women's Issues / Gender

Key Words: *Pregnancy / Postpartum / Reproductive Issues, Treatment Development, Mood*

Interpersonal and Social Rhythm Therapy for Perinatal Bipolar Disorder

Lauren Weinstock, Ph.D., Brown University

Jennifer Johnson, Ph.D., Michigan State University

Maya Krek, B.A., Alpert Medical School of Brown University

Cintly Celis-deHoyos, M.A., Alpert Medical School of Brown University

Neha Hudepohl, M.D., Alpert Medical School of Brown University

Teri Pearlstein, M.D., Alpert Medical School of Brown University

Cynthia Battle, Ph.D., Alpert Medical School of Brown University

Psychological Interventions for Common Mental Disorders During Pregnancy

Marlies Brouwer, M.S., Academic Medical Center, University of Amsterdam

Nina Molenaar, M.D., Erasmus Medical Center Rotterdam

Alishia Williams, Ph.D., Utrecht University

Huibert Burger, MD, Ph.D., University Medical Center Groningen

Mijke Lambregtse-van den Berg, M.D., Ph.D., Erasmus Medical Center Rotterdam

Claudi Bockting, Ph.D., University of Amsterdam

Good for the Baby? Effects of CBT on Mother and Child During Pregnancy

Claudi Bockting, Ph.D., University of Amsterdam

T Verbeek, MD, Ph.D., University Medical Center Groningen

JL Aris-Meijer, Ph.D., University Medical Center Groningen

MG van Pampus, MD, Ph.D., University Medical Center Groningen

H Burger, Ph.D., University Medical Center Groningen

Structured Peer Mentoring Program for Depressed Perinatal Women

Sona Dimidjian, Ph.D., University of Colorado Boulder

Arne Beck, Ph.D., Kaiser Permanente Colorado Institute for Health Research

Jennifer Boggs, MSW, Kaiser Permanente Colorado Institute for Health Research

Anahi Collado, Ph.D., Alvord Baker and Associates LLC

Robert Gallop, Ph.D., Department of Mathematics West Chester University

Marta Genovez, M.A., Department of Psychology and Neuroscience, University of Colorado at Boulder

Sherryl Goodman, Ph.D., Department of Psychology Emory University

Peggy Hill, M.S., MEd, National Behavioral Health Innovation Center, University of Colorado

Sam Hubley, Ph.D., Department of Family Medicine, University of Colorado Anschutz Medical Campus

Anna Joseph, MPH, MSW, National Behavioral Health Innovation Center, University of Colorado

Elizabeth Lemon, M.A., Department of Psychology and Neuroscience, University of Colorado at Boulder

Caitlin McKimmy, MTS, Department of Psychology and Neuroscience, University of Colorado at Boulder

Rachel Vanderkruik, M.A., Department of Psychology and Neuroscience, University of Colorado at Boulder

Spencer Young, B.A., Department of Psychology and Neuroscience, University of Colorado at Boulder