

Psychiatry Grand Rounds

WCM Department of Psychiatry

Psychology CE Announcement

Naturalistic Developmental Behavioral Intervention for Children with Autism and Its Community Application

Jamie Winter, Ph.D., BCBA-D

Clinical Director, Center for Autism and the Developing Brain Assistant
Professor of Psychology in Clinical Psychiatry, Weill Cornell Medicine
Assistant Attending Psychologist, New York-Presbyterian Hospital

Wednesday, February 22nd, 2023

11:00am – 12:30pm

<https://weillcornell.zoom.us/j/92812036154>

Meeting ID: 928 1203 6154

Password: 12345

*1.5 CE credit available to full time and voluntary faculty psychologists and Social Workers who sign in with their full name, attend the majority of the lecture and complete a survey which will be emailed following the completion of the lecture.

SPEAKER DISCLOSURE:

Dr. Winter has no relevant financial relationship(s) with ineligible companies to disclose and DOES NOT INTEND to discuss off-label or investigational use of products or services.

Dr. Winter is Assistant Professor of Psychology in Clinical Psychiatry at Weill Cornell Medicine and Clinical Director of the Center for Autism and the Developing Brain at New York-Presbyterian Westchester Behavioral Health Center. She is a recognized expert in naturalistic developmental behavioral interventions (NDBIs) for young children with autism spectrum disorder (ASD) such as the Early Start Denver Model (ESDM), having assisted in the development of the ESDM curriculum and fidelity of implementation measure and providing direct services to children with ASD and their families for over 20 years. During her time at the University of Washington, she directed the intervention arm for two RCTs examining the efficacy of the ESDM (Dawson et al., 2010; Rogers, et al., 2019). In this role, she directed an interdisciplinary treatment team and trained and supervised teams of in-home interventionists to provide high-quality, 1:1 ESDM intervention to toddlers and preschoolers with ASD. She has also provided training both nationally and internationally in this intervention model since 2010. Dr. Winter also has extensive experience in parent coaching using the ESDM, and in other naturalistic models of applied behavior analysis (ABA) such as Pivotal Response Training (PRT) as well as the Picture Exchange Communication System (PECS). Through various research projects and clinical work, she has also provided parent coaching, working with parents to teach them the skills to implement the intervention with their own child in home and community settings. Dr. Winter's current clinical practice includes a focus on adaptations of existing parent coaching models to more geographically distant learners and dissemination of treatment models into community settings. She directs a community-based implementation site at NYP/WCM which is an adaptation of NDBI treatment into a group setting in the community and funded by the New York State Early Intervention Program (NYSEI).

Abstract: Early intervention leads to improved outcomes for children with autism spectrum disorder (ASD). As the field becomes proficient at diagnosing children with ASD at earlier ages, there follows a need for appropriate therapies for very young children with ASD, five years of age and younger. "Naturalistic developmental behavioral interventions" (NDBIs) is a recently coined umbrella term to describe a host of newly-developed treatments that fuse both applied behavior analytic interventions (ABA) teaching principles and a developmental, relationship-based approach that is appropriate for very young children on the autism spectrum. The Early Start Denver Model (ESDM) is one such NDBI. This model is a comprehensive approach to early intervention that is developmentally appropriate for toddlers and preschoolers between the ages of 12 and 48 months of age. This talk will describe NDBIs including ESDM and the research support for these intervention models. This talk will also describe the community implementation of such a program at the Center for Autism and the Developing Brain, which is part of the New York State Early Intervention Program.

Learning Objectives:

- 1 Define the principles that make up NDBIs, the types of teaching routines used, and how learning is embedded into these routines.
- 2 Describe research being done on NDBIs/ the Early Start Denver Model.
- 3 Interpret how the model is being implemented in group settings in Early Intervention at the New York-Presbyterian-WCM site.

References:

1. Swain, D. M., Winter, J., Klein, C. B., Lemelman, A., Giordano, J., Jablon, N., Nakamura, K., & Kim, S. H. (In press). Augmented naturalistic developmental behavioral intervention for toddlers with autism spectrum disorder: A community pilot study. *International Review of Research in Developmental Disabilities, Family-Focused Interventions*, 59. Advance online publication.
2. Vibert, BA, Dufek, S, Klein, CB, Choi, Y.B., Winter, J., Lord, C., Kim, S.H. Quantifying caregiver change across early autism interventions using the Measure of NDBI Strategy Implementation: Caregiver Change (MONSI-CC). *J Autism Dev Disord*. 2020 doi: 10.1007/s10803-019-04342-0.
3. Rogers S.J., Estes, A., Lord, C., Munson, J., Rocha, M., Winter, J., et al. A multisite randomized controlled two-phase trial of the Early Start Denver Model compared to treatment as usual. *J. Am. Acad. Child Adolesc. Psychiatry* 2019 doi: 10.1016/j.jaac.2019.01.004.
4. Estes, A, Munson, J, Rogers, SJ, Greenson, J, Winter, J, Dawson, G. Long-term outcomes of early intervention in 6-year-old children with autism spectrum disorder. *J Am Academy Child Adolesc Psychiatry* 2015; 54:80-7. doi: 10.1016/j.jaac.2015.04.005
5. Estes A, Vismara L, Mercado C, Fitzpatrick A, Elder L, Greenson J, Lord C, Munson J, Winter J, Young G, Dawson G, Rogers S. The impact of parent-delivered intervention on parents of very young children with autism. *J Autism Dev Disord* 2014; 44:353-65. doi: 10.1007/s10803-013-1874-z

Weill Cornell Medicine (WCM) Department of Psychiatry, 525 E68th St. New York, NY 10065, is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0192. WCM is approved by the American Psychological Association to sponsor continuing education for psychologists. WCM maintains responsibility for this program and its content. The New York Presbyterian Hospital Department of Social Work is recognized by New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers # SW 0155.