

EDUCATION AND CONSULTATIVE SERVICES

of UPMC Western Psychiatric Hospital

PRESENTATION FORM

Presenter Bio

Please include your full name, credentials, degrees and information about your position and place of employment. **Please send a copy of your CV along with this completed form.**

Dr. Kelly Beck, PhD is an Assistant Professor of Psychiatry at the University of Pittsburgh. She is a Licensed Professional Counselor specializing in mindfulness-based interventions with various disability populations. She is a qualified Mindfulness-Based Stress Reduction (MBSR) teacher and has over 9 years of experience teaching mindfulness groups for people with and without disabilities. Beck is the co-developer of the Emotion Awareness and Skills Enhancement (EASE) program, an evidence-based mindfulness intervention designed to improve emotion regulation among autistic teens and young adults with and without intellectual disability. Beck conducts several clinical research projects that evaluate the efficacy of mindfulness-based interventions for individuals on the autism spectrum. Her work currently focuses on translating this research to community-based services and providers.

Name and Narrative Description of your Presentation

Please determine if it is introductory, intermediate, or advanced.

Title: Mindfulness 'Here and Now': Suggestions for practicing mindfulness together *with* autistic people

Introductory Session

Overview: Mindfulness-based interventions (MBIs) are increasingly popular and are emerging as an empirically supported for autistic people. Mindfulness-based interventions are thought to directly target emotion regulation and self-compassion, and can be tailored to sensory needs, cognitive needs, and communication preferences. Despite growing interest in mindfulness for autistic people, there are few clinical delivery resources to support providers untrained in the use of mindfulness with autistic clients. This session will provide an overview of mindfulness approaches for autistic people with and without intellectual disability, including the Emotion Awareness and Skills Enhancement (EASE) program (Conner et al., 2019; Beck et al., 2020). Attendees will then engage in mindfulness practices designed to cultivate awareness and self-compassion. The session will conclude with common challenges and solutions for providers intending to use mindfulness with autistic people (Beck et al., 2020).

Three (3) learning objectives

By the completion of this session, participants should be able to:

Objectives:

Understand evidence-based mindfulness interventions for autistic people with and without intellectual disability.
Engage in 2 present-focused mindfulness practices to foster self-compassion.
Recall suggestions for utilizing mindfulness practices with autistic people with and without intellectual disability.

Three (3) current (within the past 10 years) peer-reviewed publications that support the evidencebase for the content of your presentation

Publications must be listed in American Psychological Association (APA) Style (see www.apastyle.org for more information).

APA format for journal article citation:

Author last name, Author First Initial. Author Second Initial. (Publication Year). Title of article. *Title of Journal*. volume(issue) (if issue numbered), pages.

Hyman SL, Levy SE, Myers SM, AAP COUNCIL ON CHILDREN WITH DISABILITIES, SECTION ON DEVELOPMENTAL AND BEHAVIORAL PEDIATRICS. Identification, Evaluation, and Management of Children with Autism Spectrum Disorder. *Pediatrics*. 2020;145(1): e2019344.

Lipkin, Paul H., et al. "Promoting optimal development: identifying infants and young children with developmental disorders through developmental surveillance and screening." *Pediatrics* 145.1 (2020).

Lord, Catherine, et al. "The Lancet Commission on the future of care and clinical research in autism." *The Lancet* 399.10321 (2022): 271-334.

Hirota T, King BH. Autism Spectrum Disorder: A Review. *JAMA*. 2023 Jan 10;329(2):157-168. doi: 10.1001/jama.2022.23661. PMID: 36625807.

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