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To register by mail or fax, fill out the form below and mail / fax to address / number below:

Name: _____
 Title: _____
 Organization: _____
 Address: _____
 City, State, Zip _____
 Daytime Phone: _____
 E-Mail: _____

Please select the event you wish to attend:

- September 15, 2011:** *Ethical Practice in Behavior Analysis: From Guidelines to Action*, Mary Jane Weiss, Ph.D., BCBA-D. **Cost \$50.**
- October 27, 2011:** *Identifying and Treating Obsessive Compulsive Behavior in Individuals with Autism*, James Chok, Ph.D., BCBA-D. **Cost \$25.**
- November 17, 2011:** *Science, Fads, and Applied Behavior Analysis*, Thomas Zane, Ph.D., BCBA-D. **Cost \$50.**
- January 19, 2012:** *Effective Strategies To Teach Social Skills To Young Children*, Nicole A. Heal, Ph.D., BCBA-D. **Cost \$25.**
- February 9, 2012:** *Towards a Model for Developing Effective and Preferred Treatments for a Stereotypic Behavior of Persons Diagnosed with Autism*, Gregory P. Hanley, Ph.D., BCBA-D. **Cost \$50.**
- March 15, 2012:** *Improving Play and Leisure Skills of Individuals with ASD*, Bridget A. Taylor, Psy.D., BCBA-D. **Cost \$75.**
- April 2, 2012 (Day 1):** *Designing and Implementing a Language and Social Skills Intervention Program Based on the VB-MAPP*, Mark L. Sundberg, Ph.D., BCBA-D. **Cost \$150.**
- April 3, 2012 (Day 2):** *Designing and Implementing a Language and Social Skills Intervention Program Based on the VB-MAPP*, Mark L. Sundberg, Ph.D., BCBA-D. **Cost \$150.**
- May 3, 2012:** *Interventions of Children with Feeding and Eating Problems*, Keith E. Williams, Ph.D., BCBA-D. **Cost \$125.**

Note: There is limited seating available for each CEU event. Registration is on a first come first served basis. Cost includes all materials and refreshments.

Please make checks payable to Melmark *New England*.

For more information about the training sessions, please contact:

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Expert Speaker Series for Behavior Analysts

2011 - 2012



Earn CEUs for your BCBA or BCaBA. Monthly trainings will be held at Melmark *New England* and are open to the general public for a nominal fee. View our training brochure to get a peek at the exceptional presentations planned for 2011-2012.

Please see registration instructions on back page.

About MELMARK

Melmark *New England* was developed in 1998 by a small group of human service professionals to serve students with complex and challenging needs. A service mission was established to meet educational, rehabilitative, and vocational needs of students with Autism Spectrum Disorders (ASD), acquired brain injury, neurological diseases, dual diagnosis, and severe challenging behaviors.

The three founding senior staff have over 60 years of experience in Massachusetts providing high quality special education and clinical treatment services to children, adolescents, adults, and their families.

In the time since its inception, Melmark *New England* has developed a reputation for treatment excellence and has achieved some remarkable results on behalf of the children served.

Melmark *New England* was founded as a new service division of Melmark, Inc., a Pennsylvania based provider of residential, educational, therapeutic, and recreational services for children and adults with developmental disabilities. The original program was established in 1966 by Paul and Mildred Krentel, whose youngest daughter Melissa was born with Down syndrome. Melmark has expanded its services over the years to additional special needs populations and into residential services on its campus and within communities throughout Southeastern Pennsylvania.

Information on Melmark *New England* can be obtained through our website at www.melmarkne.org.

Additional information on Melmark, Inc. can be obtained through their website at www.melmark.org.

Interventions for Children with Feeding and Eating Problems

Keith E. Williams, Ph.D., BCBA-D

Penn State Hershey Medical Center

May 3, 2012: 10:00 a.m. – 4:00 p.m. (6 hours)

Problems with feeding and eating are common among children, especially children with autism spectrum disorders or other developmental disabilities. Children with feeding problems may refuse to eat entire food groups or eat only a narrow range of textures. Other children refuse foods completely and either drink liquid supplements or receive supplemental tube feedings. Still others eat too fast putting them at risk for choking or vomiting. Regardless of the type of eating problem experienced, there are adverse social implications for these children who are unable to eat with family and peers. In this workshop, interventions for a range of feeding and eating problems will be discussed.

At the end of the workshop, the learner will be able to:

1. Discuss methods commonly used in the assessment of feeding problems.
2. Based upon the information provided, develop an intervention for the treatment of food selectivity.
3. List at least three behavioral procedures commonly included in treatments for food refusal.

Keith E. Williams, Ph.D., BCBA-D, is an Associate Professor of Pediatrics at the Penn State College of Medicine. He is the director of the Feeding Program at the Penn State Hershey Medical Center. He is a licensed psychologist and a Board Certified Behavior Analyst. Dr. Williams has published over 30 articles on childhood feeding problems and pediatric nutrition.

NOTE: This event is a Type 2 CEU event - 6 credits ASHA
Attendance cost is \$125.00.

Designing and Implementing a Language and Social Skills Intervention Program

Based on the VB-MAPP

Mark L. Sundberg, Ph.D., BCBA-D

Sundberg and Associates

April 2 and 3, 2012: 10:00 a.m. – 4:00 p.m. (6 hours per day)

This workshop will describe how to use the VB-MAPP (the Verbal Behavior Milestones Assessment and Placement Program) to assess an individual child’s language and social skills, as well as identifying potential barriers that may inhibit the child’s development. The VB-MAPP is derived from behavior analysis, B.F. Skinner analysis of verbal behavior, and the developmental milestones of typical children. The workshop will then focus on how to set up an individualized language and social skills intervention program based on the results of a VB-MAPP assessment. Additional topics discussed over the course of the workshop will include how to use a child’s strengths to develop skills in other areas, how to set up a verbal behavior classroom or home program, writing IEP goals, data collection, addressing behavior problems, choosing augmentative communication systems, and transition to a less restrictive environment.

Mark L. Sundberg, Ph.D., BCBA-D received his doctorate degree in Applied Behavior Analysis from Western Michigan University (1980) , under the direction of Dr. Jack Michael . Dr. Sundberg serves on the Board of Directors of the B. F. Skinner Foundation. He is the author of the *Verbal Behavior Milestones Assessment and Placement Program (the VB-MAPP)*, and the co-author of *The ABLLS assessment tool*; the book *Teaching Language to Children with Autism or Other Developmental Disabilities*; and the book *A Collection of Reprints on Verbal Behavior*. He has published over 45 professional papers, including a chapter titled “Verbal Behavior” in Cooper, Heron, & Heward (2007). He is the founder and past editor of the journal *The Analysis of Verbal Behavior* , a twice past-president of The Northern California Association for Behavior Analysis, a past-chair of the Publication Board of ABAI, and is a member of the committee that develops the BACB Task Lists. Dr. Sundberg has given over 500 conference presentations and workshops, and taught 80 college courses on behavior analysis, verbal behavior, sign language, and child development. He is a licensed psychologist in private practice who consults for programs and classrooms that serve children with autism in the San Francisco Bay Area. His awards include the 2001 “Distinguished Psychology Department Alumnus Award” from Western Michigan University.

NOTE: This event is a Type 2 CEU event - 12 credits ASHA.

Attendance cost is \$150.00 per day.

DIRECTIONS TO MELMARK NEW ENGLAND

Route 93 North: Take Exit 45 (River Road)

Turn RIGHT off exit ramp onto River Road.

Follow River Road for 3.5 miles through country/residential area.

Our school is next to the Franciscan Center on the right.

Route 93 South: Take Exit 45 (River Road)

Turn LEFT off exit ramp onto River Road.

Follow River Road for 3.5 miles through country/residential area.

Our school is next to the Franciscan Center on the right.

Route 495 North: Take Exit 39 (Route 133)

Turn LEFT at light at end of exit ramp onto Route 133

Proceed through 2 traffic lights and take 1st RIGHT onto FISKE ST.

Follow to end.

Our school is across to the RIGHT next to the Franciscan Center.

Route 495 South: Take Exit 39 (Route 133)

Turn RIGHT at light at end of exit ramp onto Route 133

Proceed through 1 traffic light and take 1st RIGHT onto FISKE ST.

Our school is across to the RIGHT next to the Franciscan Center.

Ethical Practice in Behavioral Analysis: From Guidelines to Action

Mary Jane Weiss, Ph.D., BCBA-D

Endicott College

September 15, 2011: 3:30 p.m. – 6:30 p.m. (3 hours)

The practice of behavior analysis requires careful adherence to ethical principles and guidelines. Professional training introduces us to ethical codes and to the BACB's Guidelines for Responsible Conduct. As we practice our science, however, challenges arise that require a nuanced understanding of the implementation of these guidelines. This presentation will emphasize the overarching themes that guide our practice and inform our decisions. We will review how real-life ethical challenges can be addressed. Strategies for making ethical decisions will be outlined. A variety of actual ethical dilemmas will be presented, reviewed in the context of the guidelines, and discussed in the context of action-oriented resolutions.

Mary Jane Weiss, Ph.D., BCBA-D has been working as a behavior analyst serving people with autism for over 25 years. She received her Ph.D. in Clinical Psychology from Rutgers University in 1990, and became a Board Certified Behavior Analyst in 2000. She is currently a Professor at Endicott College, where she directs the Master's Program in ABA and Autism. She previously served as Director of Research and Training and as Clinical Director of the Douglass Developmental Disabilities Center at Rutgers University for 16 years. In recent years, she has been an adjunct faculty member and has taught graduate courses in ABA at Rutgers University and New York University. Her clinical and research interests center on defining best practice ABA techniques, on evaluating the impact of ABA in learners with autism spectrum disorders, and in maximizing family members' expertise and adaptation. She is a regular presenter at regional and national conferences on topics relevant to ABA and autism. She is a past president of the Autism Special Interest Group of the Association for Behavior Analysis, a former member of the Association of Professional Behavior Analysts Board of Directors, and currently serves on the ethics committee of the Behavior Analyst Certification Board, on the Scientific Council of the Organization for Autism Research, on the Legislative Affairs Committee of the New Jersey Association for Behavior Analysis, and on the Board of Trustees of Autism NJ.

NOTE: This event is a Type 2 CEU event - 3 credits.
Attendance cost is \$50.00.

Improving Play and Leisure Skills of Individuals with ASD

Bridget A. Taylor, Psy.D., BCBA-D

Alpine Learning Group

March 15, 2012: 3:30 p.m. – 6:30 p.m. (3 hours)

Identifying age-appropriate play and leisure activities for learners with autism can be quite challenging. It can be especially difficult as individuals with autism age and certain play activities are no longer age appropriate or socially valid. In addition, it may be challenging to teach age-appropriate play and leisure activities given a learner's interest in repetitive or stereotypic behavior. The good news is the field of applied behavior analysis offers a wide range of teaching strategies to improve play and leisure skills. Programming for play and leisure activities often requires creativity and modification of activities to meet a learner's skills and abilities. This presentation will provide an overview of a variety of play and leisure activities that can be adapted or modified for learners with autism. Video-taped examples will illustrate research-based teaching strategies and a variety of activities across the lifespan.

Bridget A. Taylor, Psy.D., BCBA-D is co-founder and Executive Director of Alpine Learning Group. She holds a Doctorate of Psychology from Rutgers University, and received her Master's degree in Early Childhood Special Education from Columbia University. She is a Board Certified Behavior Analyst and a Licensed Psychologist. Dr. Taylor serves on several editorial boards including the *Journal of Applied Behavior Analysis*, *Behavioral Interventions*, and *Behavior Analysis in Practice*. She is also a member of the Autism Advisory Group for the Cambridge Center for Behavioral Studies, and is a board member of the Association for Science in Autism Treatment. Dr. Taylor is also Senior Clinical Advisor for Rethink Autism - an innovative web-based curriculum for children with autism. She is a national and international speaker and has authored numerous research articles and book chapters related to autism.

NOTE: This event is a Type 2 CEU event - 3 credits.
Attendance cost is \$75.00.

Towards a Model for Developing Effective and Preferred Treatments for a Stereotypic Behavior of Persons Diagnosed with Autism

Gregory P. Hanley, Ph.D., BCBA-D

Western New England College

February 9, 2012: 3:30 p.m. – 5:30 p.m. (2 hours)

Persons diagnosed with autism often engage in repetitive acts that appear to serve no function; these acts are collectively referred to as stereotypy due to the formal similarity of the acts and the periodicity with which they are emitted. Behavior analysts are often called upon to develop behavior plans addressing stereotypy when it is exhibited with impairing frequency. It is growing increasingly difficult, however, to select from among the many interventions that have been demonstrated to be effective.

Gregory P. Hanley, Ph.D., BCBA-D, has been applying the principles of learning to improve socially important behaviors of children and adults with and without disabilities for over 20 years. He worked and trained at the Spurwink School, the Groden Center, and the Kennedy Krieger Institute, was degreed at the University of Florida, was tenured at the University of Kansas, and is currently an Associate Professor of Psychology and Director of the Behavior Analysis Doctoral Program at Western New England College. Dr. Hanley has published over 60 articles in peer-reviewed journals in areas such as the assessment and prevention of problem behavior, teaching tactics for young children, and evidence-based values. Dr. Hanley is a Fellow of the American Psychological Association (Division 25), the current editor of *Behavior Analysis in Practice (BAP)*, and a past associate of *BAP*, *The Behavior Analyst*, and the *Journal of Applied Behavior Analysis*. The focus of his current research is on preventing the development of severe problem behavior. This commitment has occasioned several ongoing projects related to the development and refinement of social and leisure repertoires and to the assessment and treatment of severe problem behavior correlates (e.g., sleep problems, noncompliance, stereotypic behavior).

NOTE: This event is a Type 2 CEU event - 3 credits.

Attendance cost is \$50.00.

Identifying and Treating Obsessive Compulsive Behavior in Individuals with Autism

James Chok, Ph.D., BCBA-D

Melmark New England

October 27, 2011: 3:30 p.m. – 6:30 p.m. (3 hours)

Obsessive Compulsive Disorder (OCD) is a debilitating disorder that is characterized by intrusive thoughts that cause distress, and subsequently, compulsive actions that are performed to relieve distress. Severe presentations of OCD are associated with suicidal thinking and significant impairment in everyday adaptive functioning. Given that repetitive behaviors and rigid adherence to routines are characteristic of autism, it can be challenging to identify those individuals with autism who are also suffering from OCD. This differentiation is especially difficult when assessing non-vocal children with autism who cannot communicate their emotional experiences. It is possible that a subset of individuals with autism enjoy engaging in repetitive behaviors, while another subset performs them to reduce discomfort. This presentation will provide an overview of the topographies of behaviors that are typically found in individuals with OCD, along with a discussion of the shared neuroanatomical and genetic correlates of these behaviors in individuals with OCD and autism. In addition, a preliminary model for assessing and treating obsessive compulsive behaviors in individuals with autism will be discussed.

James Chok, Ph.D., BCBA-D received his Ph.D. in Clinical Psychology from the University of North Carolina at Greensboro in 2006. After receiving his Ph.D., he completed a two-year child neuropsychology postdoctoral fellowship at McLean Hospital/Harvard Medical School. During his fellowship, Jim provided consultation to the Shore Educational Collaborative in Chelsea, MA, with a focus in developing individualized behavior programs informed by each child's neuropsychological makeup. He has published several articles in peer-reviewed journals and presented findings at national and international conferences on topics ranging from the identification of risk factors for schizophrenia, to the evaluation of behavioral interventions for psychological disorders.

NOTE: This event is a Type 2 CEU event - 3 credits.

Attendance cost is \$25.00.

Science, Fads, and Applied Behavior Analysis: Why Ineffective Treatments Persist and What We Can Do About It

Thomas Zane, Ph.D., BCBA-D

Endicott College

November 17, 2011: 3:30 p.m. – 6:30 p.m. (3 hours)

Treatments having little or no empirical evidence of effectiveness continue to be used with persons exhibiting Autism Spectrum Disorder (ASD) and other developmental disabilities. Such treatments waste time that could better be spent on the use of proven therapies, consume financial resources, and extract an emotional cost from parents and caregivers when such treatments fail. Fad treatments continue to be popular for many reasons. Some advocates adhere to an anti- (or pseudo-) scientific belief and thus dismiss scientific and empirical evidence as the defining criteria for judging the quality of treatments. For others, there is misunderstanding of what constitutes quality evidence of effectiveness, thus erroneously assuming that all types of evidence are equally persuasive. Another possible explanation for why ineffective treatments continue to be used suggests a phylogenetic characteristic to assume causal relationships among random events, when no such relationships actually exist. This workshop will provide the audience with a review of fad treatments in use with persons with ASD and developmental disabilities, discuss the reasons why such treatments persist in the absence of empirical evidence, and present ways of judging whether a particular treatment meets commonly accepted standards of empirical evidence of effectiveness.

Dr. Thomas Zane is a Professor of Education and Director of the Applied Behavior Analysis Online Program at the Van Loan Graduate School of Endicott College. Dr. Zane earned his Bachelor's and Master's degree in psychology at Western Michigan University and his doctorate in Applied Behavior Analysis at West Virginia University. He has served as a Post-Doctorate Research Associate at the University of Massachusetts, Professor at Mount Holyoke College, and Johns Hopkins University Department of Psychiatry. He is a licensed psychologist in New York and Massachusetts. Dr. Zane has published in various journals and books, presented at regional, national, and international conferences, and been an invited lecturer in Ireland and the Republic of China. His research interests include teacher training, staff development, and evidenced-based practice in autism. As part of his duties at Endicott College, he offers a BCBA certificate program through distance learning.

NOTE: This event is a Type 2 CEU event - 3 credits.
Attendance cost is \$50.00.

Effective Strategies To Teach Social Skills To Young Children

Nicole Heal, Ph.D., BCBA-D

Melmark New England

January 19, 2012: 3:30 p.m. – 6:30 p.m. (3 hours)

Early childhood educators expect young children to engage in a variety of social skills including attending to the speaker, following directions, expressing wants and needs, and waiting. In addition, state-wide educational standards for young children target similar social skills to be taught in early childhood educational settings. In the current presentation, effective strategies to teach a variety of social skills to young children at the individual and group level will be discussed. In that these same social skills are often taught and reinforced in interventions designed to decrease problem behavior (e.g., differential reinforcement of alternative behavior, functional communication training), the case will be made that teaching social skills at the start of the school year at a class-wide level should be common practice in early childhood educational settings. Perhaps the adoption and implementation of effective class-wide social skills curricula will be instrumental in deterring the development of problem behavior in young children.

Dr. Nicole A. Heal is the Director of Professional Development, Training, and Research at Melmark *New England*. She received her Ph.D. (2007) in Behavioral Psychology and an M.A. (2005) in Human Development and Family Life from the University of Kansas, and a B.S. (2000) in Early Childhood Special Education from the University of Maine at Farmington. Dr. Heal was an Assistant Professor in the Behavior Analysis and Therapy Program at Southern Illinois University (2008–2011). She is also a Board Certified Behavior Analyst. Dr. Heal is currently an editorial board member for the *Behavior Analysis in Practice* and *Journal of Organizational Behavior Management* and serves as a guest associate editor and reviewer for the *Journal of Applied Behavior Analysis*. Her research interests include designing efficacious and preferred educational environments for young children with and without developmental disabilities, the extension and refinement of preference assessment methods at the individual and group level, and assessment and treatment of problem behavior. Dr. Heal was the 2008 recipient of the Society for the Experimental Analysis of Behavior Applied Dissertation Award given by Division 25 of the American Psychological Association.

NOTE: This event is a Type 2 CEU event - 3 credits.
Attendance cost is \$25.00.