



Expert Speaker Series for Behavior Analysts 2011-2012

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Monthly events will be held at Melmark and are open to the general public. View our training brochure to get a peek at the exceptional presentations planned for 2011-2012. BACB Type 2 CEUs are available for all events.

Please see registration form on back page.

DIRECTIONS TO MELMARK

Interstate 95 From Center City or Philadelphia Airport:

From I 95 South: take I 95 to Rt. 476 North (Blue Route). Exit the Blue Route at Exit #9 (Broomall/Upper Darby) onto Route 3 West. Proceed on Rt.3 West to Rt. 252 North (approximately 4 miles). Make a right on 252. Stay on 252 North for 3 1/2 miles. Make a left onto White Horse Road. Stay on White Horse Road until the first stop sign. Go straight across onto Wayland Road. After the next stop sign continue on Wayland Road and Melmark will be on the left.

PA Turnpike

Take Exit 328/Valley Forge, immediately bear right onto Rt.202 South/West Chester. Follow Rt. 202 South approx. 2 miles to the Rt. 252 Paoli exit. Follow Rt.252 South 3 miles crossing over Rt. 30. Continue on 252 South approx. 3 1/2 miles and make a right onto White Horse Road. Stay on White Horse Road until the first stop sign. Go straight across onto Wayland Road. After the next stop sign continue on Wayland Road and Melmark will be on the left.

Route 1 North

Take Media Bypass to Rt. 252 North. Stay on Rt. 252 North crossing over Rt. 3. Continue on Rt. 252 North for 3 1/2 miles. Make a left onto White Horse Road. Stay on White Horse Road until the first stop sign. Go straight across onto Wayland Road. After the next stop sign continue on Wayland Road and Melmark will be on the left.

Blue Route/476

From 476 exit on Rt. 3 West to 252 (Exit #9 Broomall/Upper Darby). Make a right on Rt. 252. Continue on Rt. 252 North for 3 1/2 miles. Make a left onto White Horse Road. Stay on White Horse Road until the first stop sign. Go straight across onto Wayland Road. After the next stop sign continue on Wayland Road and Melmark will be on the left.

From any other location:

- a. Get on Route 3 West (if coming from Philadelphia) and follow directions from **Blue Route/476**.
- b. Get on Route 3 East (if coming from West Chester) and follow directions from **Interstate 95** starting with Route 3.

About MELMARK

Melmark is a comprehensive multi- service provider of residential, educational, therapeutic, and recreational services for children and adults with developmental disabilities including autism spectrum disorders, acquired brain injury, other neurological and genetic disorders, and related challenging behaviors. Programs are offered in Pennsylvania and Massachusetts. Our varied programs promote independence, increased self-awareness, and confidence, while offering participants opportunities to make friends and develop personal interests.

Melmark delivers effective research-based services emphasizing personal worth and achievement. All programming occurs in the least restrictive environment possible.

Additional information on Melmark, Inc. can be obtained through the web-site at www.melmark.org. See more of our continuing education opportunities at www.melmarkcontinuingeducation.org.



From Code to Conduct: Applying Ethical Guidelines in Real World Situations

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

October 27, 2011; 3:30 pm—6:30 pm

Abstract: Navigating ethical dilemmas is one of the most challenging tasks for behavior analysts in clinical practice. This workshop will summarize some tenets of the BACB'S Guidelines for Responsible Conduct, and will focus on the application of those principles and guidelines into real world challenges. Several scenarios will be discussed in detail to highlight the salient issues and decision points associated with each. The focus of the talk will be on information, prevention, and on timely and responsive action.

Mary Jane Weiss, Ph.D., BCBA-D is a Professor at Endicott College, where she directs the Master's Program in ABA and Autism and is the Executive Director of Research at Melmark. She received her Ph.D. in Clinical Psychology from Rutgers University in 1990 and she became a Board Certified Behavior Analyst in 2000. 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. Her clinical and research interests center on defining best practice ABA techniques, on evaluating the impact of ABA in learners with autism, and in maximizing family members' expertise and adaptation.

Descriptive Analysis: A Primer

John C. Borrero, Ph.D., BCBA
University of Maryland Baltimore County

Abstract: Direct observation plays a critical role in the practice of behavior analysis. Experimentation, though essential to our discipline, *can* prove challenging in many applied context. Although experimentation should always be the default when it comes to determinations of *causal* relationships, when such methods are *not* possible, we should refine our methods of data analysis to permit closer approximations to "truth" (with a lower case "t"). This presentation will involve: (a) a rationale for applications of descriptive analysis, (b) concordance estimates of descriptive and experimental research in the functional analysis of problem behavior, (c) a description of classic methods of data analysis and (d) a refined (contemporary) evaluation of data analysis methods for descriptive data.

John Borrero, Ph.D., BCBA received his B.S. degree from Louisiana State University in 1997. Upon graduation, Dr. Borrero continued his training in behavior analysis by completing a one-year internship at the Biobehavioral Unit of the Children's Seashore House in Philadelphia, Pennsylvania where he worked primarily with Tim Vollmer and Joe Lalli. After his internship in Philadelphia, Dr. Borrero began his graduate studies at the University of Florida where Tim Vollmer supervised him, again. As an "applied" behavior analyst, Dr. Borrero's training was somewhat unusual in that his dissertation involved rats, though the topic of the dissertation was squarely in the applied domain. After graduating from the University of Florida in 2004, Dr. Borrero served on the faculty at the University of the Pacific in Stockton, California for 3 years. He joined the faculty at the University of Maryland, Baltimore County in 2007, and is now Associate Professor and Co-Director of the Masters program in Applied Behavior Analysis. In 2008, Dr. Borrero was a recipient of the APA Division 25 B. F. Skinner New Researcher Award. Dr. Borrero currently serves as an Associate Editor for *Behavior Analysis in Practice*, and the *Journal of Applied Behavior Analysis*.

Using applied behavior analysis to treat food refusal

Keith Williams, Ph.D., BCBA
 Penn State University and Hershey Medical Center

Abstract: Children with food refusal present a significant clinical challenge. Many children with food refusal are dependent upon tube feedings or oral supplements, while others are underweight and/or nutritionally compromised. This problem is common among children with special needs and/or chronic health problems. While behavior analysts have been working with children with food refusal for decades and have effective interventions that have been empirically validated. This talk will review the assessment process, common treatment components included in interventions for food refusal, and the role of other disciplines in the treatment of food refusal.

Keith Williams, Ph.D., BCBA, received his doctorate in Applied Developmental Psychology from the University of Maryland, Baltimore County. He has been the Director of the Feeding Program at the Penn State Hershey Medical Center since 1997, where he supervises multidisciplinary clinics and a day treatment program. Prior to this he worked the Kennedy Krieger Institute's Feeding Program. He has over 40 publications in the area of childhood feeding problems including the book, *Treating eating problems in children with autism spectrum disorders and developmental disabilities* with Richard Foxx. An Associate Professor of Pediatrics at the Penn State College of Medicine, he also teaches in Penn State Harrisburg's graduate program in Applied Behavior Analysis. Dr. Williams provides training in the area of feeding throughout Pennsylvania, nationally, and abroad.

Verbal Behavior: Practical Applications

Kelly Kates McElrath, Ph.D., BCBA-D
 Bucks County Intermediate Unit

November 29, 2011; 3:30 pm—5:30 pm

Abstract: This 2 hour workshop titled *Verbal Behavior: Practical Applications* will focus on identifying and defining Skinner's verbal operants (mands, tacts, echoics, intraverbals) and a brief review of a behavioral account of language acquisition. Following the theoretical introduction, emphasis will focus on implementing language and skills assessments commonly used in classroom and home environments, as well interpreting their results, and developing an IEP or program plan from those results. Participants will gain an understanding of how to use data to make decisions about forms of communication for those in their care. Behaviorally sound procedures for teaching language will also be reviewed.

Kelly Kates McElrath, Ph.D., BCBA-D received a doctorate in educational psychology with area specialization in special education from Temple University in 2008 and has been a board certified behavior analyst since 2000. She has worked in residential, hospital, home, and private school settings, and since 1997 as a consultant for Bucks County public schools (Bucks County Intermediate Unit #22). She has worked mainly with children ages 2-21 years with developmental disabilities who exhibit severe and challenging behaviors. She is an adjunct instructor for Temple University for the College of Education as well as an online Visiting Professor for Saint Joseph's University in the Criminal Justice and Public Safety department. Kelly's research areas of interest include functional assessment/analysis of behavior in classroom settings and teaching language to nonverbal children.

Addressing Issues of Sexuality with Individuals on the Spectrum

Frank Cicero, Ph.D., BCBA
Eden II

December 8, 2011; 3:30 pm—6:30 pm

Abstract: Sexuality is a topic that is difficult, or at least uncomfortable, for many parents and professionals to discuss, however it is a topic that will ultimately be an issue with the majority individuals on the autistic spectrum. This talk will begin with an overview of general issues regarding sexuality in ASD. We will discuss topics such as sexual development, sexuality knowledge, sexual behaviors both appropriate and inappropriate, issues regarding consent and common parent concerns. Issues related to sexuality curricula and teaching methods will also be discussed. Although sexuality is an issue that often comes to the forefront in adolescence, information on sexuality is important for individuals of all ages. Audience questions and discussion will be welcomed.

Frank Cicero, Ph.D., BCBA is the Director of Psychological Services for the Eden II Programs, an applied behavior analysis program in New York State serving children and adults on the autistic spectrum. He is a New York State licensed psychologist receiving his Masters degree in school psychology from St. John's University and his Doctorate in Educational Psychology from the City University of New York Graduate Center. He is also a board certified behavior analyst and certified school psychologist. Dr. Cicero is an adjunct instructor in applied behavior analysis at Caldwell College, New Jersey and sits on the board of the New York State Association for Behavior Analysis (NYSABA). He frequently conducts workshops, consultations and research presentations nationally and has been published in the areas of toilet training and developmental disabilities.

Bridging the Gap Between Best Practice and Common Practice: Application of Functional Assessment in School Settings

March 8, 2012; 3:30 pm—5:30 pm

Robert LaRue, Ph.D., BCBA-D
Douglas Developmental Disabilities Center

Abstract: Functional analysis represents the most sophisticated and valid procedure for determining the cause for problem behavior. Interventions based on the function of the behavior have been shown to be more effective than interventions selected arbitrarily. While these procedures have a voluminous literature supporting their use, they are not commonly used in applied settings. This gap between best practice and current practice is a significant obstacle for professionals providing state-of-the-art intervention to students with behavioral problems. To effectively address this need in the field, at least two areas need to be addressed. First, the quality of university-based teacher training as it relates to behavioral assessment and intervention needs to be addressed. Second, less intrusive functional assessment procedures need to be developed and validated. The current presentation focuses on the latter topic. This presentation will focus on alternative functional assessment strategies that may increase the likelihood that sound assessment procedures are used in schools. Assessment models to be discussed will include trial-based FAs, latency-based FAs, and manding analyses.

Robert LaRue, Ph.D., BCBA-D, is a Clinical Associate Professor at the Graduate School of Applied and Professional Psychology at Rutgers University. He currently serves as the Associate Director of Behavioral and Research Services at the Douglass Developmental Disabilities Center (DDDC), where he supervises doctoral students providing behavioral consultation. His research interests include the assessment and treatment of maladaptive behavior, staff and teacher training, and behavioral pharmacology.

Managing Individual Behavior through Group Contingencies

February 9, 2012; 3:30 pm—5:30 pm

MaryLouise E. Kerwin, Ph.D., BCBA-D
Rowan University

Abstract: When you were in grade school, did you lose recess because of the behavior of another child in the class? If so, your teacher was using a group contingency. The purpose of this talk is to review the research literature on group contingencies and their use for a variety of behaviors, with particular emphasis on positive and negative side effects of these contingencies. The remainder of the workshop will present data on the application of group contingency management for cocaine abstinence among individuals receiving methadone maintenance treatment.

MaryLouise E. Kerwin, Ph.D., BCBA-D is Professor of Psychology and Director of the Center for Behavior Analysis at Rowan University. She coordinates the Master of Art and the Certificate of Advanced Graduate Study in ABA. Her research interests include the assessment and treatment of pediatric feeding disorders, development of behavioral interventions for drug addiction, application of behavioral parent training for mothers in disadvantaged environments, and vocational training for adults without intellectual disabilities.

Facts and Myths of the Functional Analysis of Severe Problem Behaviors

SungWoo Kahng, Ph.D., BCBA-D
Kennedy Krieger Institute and the Johns Hopkins University School of Medicine

January 12, 2012; 3:30 pm—5:30 pm

Abstract: Functional Assessments have become a standard part of the treatment of problem behaviors exhibited by individuals with developmental disabilities. Functional analyses of problem behaviors is a precise method of identifying the variables that maintain these behaviors. Behavioral treatments based on the results of functional analyses have been shown to be more effective because the knowledge gained allows the behavior analyst to eliminate reinforcement of the problem behaviors and teach alternative, more appropriate behaviors. Despite the utility of functional analyses, there have been several criticisms (e.g., too complicated, exposes the individual to higher risk of injury, create new functions) about its use. The purpose of this presentation will be to discuss these criticisms and to identify those that are based on fact and those that are not.

SungWoo Kahng, Ph.D., BCBA-D is a faculty member in the Department of Behavioral Psychology and a senior behavior analyst on the Neurobehavioral Unit at the Kennedy Krieger Institute. He is also an associate professor in the Department of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine, as well as a previous director of training for the Department of Behavioral Psychology. Dr. Kahng received his bachelors of art degree in psychology from Kalamazoo College. He received his Ph.D. in psychology with an emphasis in behavior analysis from the University of Florida. He is currently on the board of editors of the *Journal of Applied Behavior Analysis and Behavioral Intervention*, an *ad hoc* reviewer for numerous other journals, an adjunct associate professor in the Department of Psychology at the University of Maryland, Baltimore County (UMBC), an adjunct faculty member at the University of Massachusetts – Lowell, and a board-certified behavior analyst. Dr. Kahng is the recipient of the 2003 B.F. Skinner New Researcher Award given by Division 25 of the American Psychological Association. He has co-authored over 50 peer reviewed articles and chapters. He has served as a reviewer for the U.S. Department of Education's National Institute of Disability and Rehabilitation Research and the National Institute of Health's Center for Scientific Review. He is co-director of the Maryland Association for Behavior Analysis and a member of the Association for Behavior Analysis, Association of Professional Behavior Analysts, Division 25 of the American Psychological Association, and the Cambridge Center for Behavioral Studies.