



Expert Speaker Series for Behavior Analysts 2010 - 2011



Earn CEUs for your BCBA or BCaBA! Monthly trainings 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 2010-2011.

Please see registration form on back page.

<u>Date</u>	<u>Title</u>
October 20, 2010	Positive Behavior Support: An Overview, Matthew Tincani, Ph.D. BCBA-D
November 18, 2010	From Setting to Design, Length to Measurement: A Schmorgerborg of Options in Clinical Functional Analyses, Amanda E. Guld, Ph.D., BCBA-D & Christopher Perrin, Ph.D., BCBA-D
December 9, 2010	Maximizing Organizational Performance: It's Not What You Think, Donald Hantula, Ph.D.
January 14, 2010	Two Meanings of FUNCTIONAL; Two Meanings of THEORETICAL; Two Meanings of EXPERIMENTAL; and Additional Sources of CONFUSION & The Aesthetics of Behavioral Arrangement, Phillip Himeline, Ph.D., BCBA
February 24, 2010	Preference Assessments: A Review of Seminal Methodologies and Recent Developments, Ruth M. DeBar, Ph.D., BCBA
March 10, 2010	InPromptu: Using Video Prompts to Teach Skills to Individuals With Developmental Disabilities, Helen Malone, Ph.D., BCBA
April 7, 2010	Effects of Manipulating Task Parameters & the Availability of a Commitment Response on Self-Control with Task Completion, Christopher Perrin, Ph.D., BCBA-D
June 2, 2010	Applying a Behavioral Consultation Model in Staff Training in a Clinical Facility, Jessica Glass-Kendorski, Ph.D., NSCP

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.

Positive Behavior Support: An Overview

Matthew Tincani, Ph.D., BCBA
Temple University

October 20, 2010; 3:30 p.m.—5:00 p.m. (1.5 hours)

Dr. Tincani will overview the history and characteristics of Positive Behavior Support (PBS), including its application within schools and human services organizations. Primary, secondary, and tertiary levels of support will be reviewed with specific examples of interventions at each level. Research-based applications of PBS will be presented. Attendees will gain a basic understanding of the core concepts and procedures of PBS.

Matt Tincani, Ph.D., BCBA-D is an associate professor of special education and applied behavior analysis at Temple University. His primary research interests include teaching verbal behavior to individuals with autism spectrum disorder, positive behavior support, and interventions to prevent challenging behavior. He has published numerous journal articles and chapters on these topics, and recently co-edited the *Autism Encyclopedia: A Complete Guide to Autism Spectrum Disorders* by Prufrock Press.

NOTE: This event is a Type 2 CEU event.

From setting to design, length to measurement: A schmorgesborg of options in clinical functional analyses

Amanda E. Guld, Ph.D., BCBA-D & Christopher Perrin, Ph.D., BCBA-D
Melmark

November 18, 2010; 3:30 p.m.—5:00 p.m. (1.5 hours)

Since the publication of the seminal article by Iwata et. Al. (1982/1994), functional analysis methodology has changed the face of the assessment of severe problem behavior. Recent developments in functional analysis research have expanded the options a clinician can choose from when designing systematic manipulations to experimentally demonstrate the function of a challenging behavior. The presentation will review modifications, adaptations, and alternatives to the traditional analogue functional analyses.

Amanda E. Guld, Ph.D., BCBA-D received an M.A. in Psychology from the University of North Carolina Wilmington and a Ph.D. in Special Education and Applied Behavior Analysis from The Ohio State University. Her research interests include stimulus equivalence, reinforcer dimensions, staff and parent training, response chain interruption, generalization and maintenance, and the functional assessment and treatment of challenging behaviors. She has served as an adjunct faculty at Caldwell College, St. Joseph's University, University of Massachusetts Boston, and Temple University. She currently serves as the Director of Professional Development and Training at Melmark, a senior clinician for two children's homes, and coordinates the 5 –Course BCBA sequence taught at Melmark through Temple University.

Christopher Perrin, Ph.D., BCBA-D received a MS Ed. from Temple University and a Ph.D. in special education and applied behavior analysis from The Ohio State University. Currently, he is the senior clinician for the Children's Behavioral Health Program at Melmark. His research interests involve self-control, pediatric feeding disorders, functional analysis and treatment of severe problem behavior, and behavioral approaches to college instruction.

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Maximizing Organizational Performance: It's Not What You Think

Donald Hantula, Ph.D.

Temple University

December 9, 2010; 3:30 p.m.—5:00 p.m. (1.5 hours)

The basic theoretical and analytical tools used in applied behavior analysis (ABA) are readily transferable to applications in organizations. Beginning from a basic introduction to the field of Organizational Behavior Management (OBM), this presentation contrasts OBM with traditional management approaches, draws parallels between assessment and functional analysis in ABA & OBM, and presents the important issue of discretionary effort. Behavioral approaches to problem solving, organizational analysis follow, supplemented with a series of easily remembered strategies. The presentation concludes with a discussion of operant leadership theory.

Donald A. Hantula Ph.D., is an organizational psychologist, associate professor of Psychology, member of the Interdisciplinary Masters Program in Applied Behavior Analysis and director of the Decision Laboratory at Temple University. Previous positions include occupational health promotion at the Johns Hopkins University School of Medicine, appointments in business schools at King's College and St. Joseph's University, and as a visiting scholar in Behavior Analysis at University of Nevada-Reno. He is the past Executive Editor of the *Journal of Social Psychology*. Currently he serves as current Associate Editor of the *Journal of Organizational Behavior Management*, where he recently guest edited 2 special issues on Consumer Behavior Analysis. Professor Hantula served on the National Science Foundation's Decision Risk and Management Sciences review panel and remains an ad hoc reviewer for government and private research funding agencies. His research in evolutionary behavioral economics combines behavior analytic and Darwinian theory to focus on questions in financial and consumer decision making and escalation of commitment. He also maintains active research and application projects in performance improvement and human/technology interactions. He has published over 80 articles and book chapters; authored or edited 10 books, manuals, and technical reports, made over 150 presentations at national and international scientific meetings, and is a busy researcher, consultant and speaker.

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Session 1: Two Meanings of FUNCTIONAL; Two Meanings of THEORETICAL; Two Meanings of EXPERIMENTAL; and Additional Sources of CONFUSION

Session 2: The Aesthetics of Behavioral Arrangement

Phillip N. Himeline, Ph.D., BCBA
Temple University

January 14, 2010; 11 a.m.—3:00 p.m. (4 hours, including 1 hour lunch break)

Session 1: The extended community of behavior analysts is rather like a loose confederation of Indian tribes occupying a variety of niches, and with a variety of leaders. Occasionally a "chief" gets out front in a new direction, and the majority of tribes follow. At other times, the one out front finds him/herself to be a chief with few Indians. Thus, our variability provides a basis for adaptive selection while our "confederation" has been united by the remarkable coherence of our conceptual scheme. However inconsistencies of terminology sometimes detract from that coherence -- How might we remedy this without the loss of adaptive variability?

Session 2: With their origins in scientific validation, behavior-analytic applications have understandably been developed with an engineering rather than a crafting orientation. Nevertheless, traditions of craftsmanship can be instructive for devising aesthetically pleasing arrangements—arrangements that people will try, and having tried, will choose to continue living with. Pye (1968) provides suggestions for this, particularly through his distinctions between workmanship of risk versus workmanship of certainty, and the mating of functional precision with effective or otherwise pleasing variability. Close examination of woodworking tools as well as antique machines offers instructive analogues that show for instance, that misplaced precision can be dysfunctional when precision is not essential to design. Variability should be allowed or even encouraged. Thus, in the design of behavioral contingencies as well as of practical or purely aesthetic objects, “*précis versus variable*,” is not necessarily a distinction between good and bad. More generally, behavior analysts would do well to look beyond their technical experience for ways to improve the aesthetics of contingency design while continuing to understand the resulting innovations in relation to behavior-analytic principles.

Phillip N. Himeline, Ph.D., BCBA has a BA from Hamilton College and a Ph.D. from Harvard University. Dr. Himeline spent three years at the Walter Reed Army Institute of Research before moving to Temple University, where he is now a Professor. While developing the “interteach format” for use in classroom teaching, he has maintained a laboratory-based teaching environment, where much of the mentoring occurs between graduate and undergraduate students. He has served as Associate Editor, as Editor, and as Review Editor of the *Journal of the Experimental Analysis of Behavior*. He has been President of ABA-International, as well as of Division 25 of the American Psychological Association, the Eastern Psychological Association, and the Society for the Experimental Analysis of Behavior. He has received several awards for excellence in teaching, research, and service to the field, the most recent being the Fred S. Keller Behavioral Education Award, from Division 25 of the American Psychological Association. His conceptual writing has addressed the characteristics of explanatory language and the controversies that have confronted behavior analysis. His basic research has focused upon temporal extension in behavioral / psychological processes, with recent applied work evaluating behavioral interventions for individuals with autism, and addressing skill acquisition for persons who implement those interventions. **NOTE:** This event is a Type 2 CEU event.

Preference Assessments: A Review of Seminal Methodologies and Recent Developments

By Ruth DeBar, Ph.D., BCBA,
Caldwell College

February 24, 2010; 3:30 p.m.—5:30 p.m. (2 hours)

When working with individuals diagnosed with an Autism Spectrum Disorder, assessing preference amongst stimuli certainly has great clinical utility and impact. The outcome of such assessments can influence the effectiveness of skill acquisition and behavior reduction programs of learners. The purpose of the current workshop will be to review preference assessment methodology and to provide participants with an opportunity to practice the different methodologies. In doing so, the workshop will begin with a review of seminal preference assessment procedures and will progress to reviewing current, innovative applications of preference assessments.

Ruth M. DeBar, Ph.D., BCBA-D, is an Assistant Professor in the Department of Applied Behavior Analysis at Caldwell College. She has extensive experience assessing and developing interventions to address behavioral excesses and deficits of individuals diagnosed with Autism Spectrum Disorders (ASD). She also has provided intensive training to families and related professionals. Dr. DeBar earned her Master's degree from Northeastern University via The New England Center for Children and completed her doctorate degree at The Ohio State University. She has published several peer-reviewed articles and has lead parent-professional workshops on various topics relevant to learners with ASD. Her current research interests include preference assessments, choice, social validity and reading instruction for learners diagnosed with an ASD.

NOTE: This event is a Type 2 CEU event.

InPromptu: Using Video Prompts to Teach Skills to Individuals With Developmental Disabilities

By Helen Malone, Ph.D., BCBA
The Ohio State University

March 10, 2010; 3:30 p.m.—5:30 p.m. (2 hours)

This two hour training will present information on using video prompting to teach new skills to individuals with developmental disabilities. Attendees will learn how to create video prompts to use in training with respect to perspective of the video, who the model could be, and the saliency of the features of the video. Attendees will also be presented tips for increasing the generalization and maintenance of new skills, using error correction during training, and fading out video prompts. Finally, the app developed for the inPromptu Project will be shared with participants along with information on how the app works, how to get copies of the app, and how to add video to the app.

Helen Malone, Ph.D., BCBA is an assistant professor of Special Education and Applied Behavior Analysis in the School of Physical Activity and Educational Services at The Ohio State University. Her research focuses on the assessment and treatment of challenging behaviors among individuals with severe to profound developmental disabilities. Specifically, she studies interactions between choice, preference, and challenging behavior, the use of technology to teach daily living skills to individuals with developmental disabilities, and methods of assessment and treatment for challenging behaviors not maintained by social contingencies. In 2009, she began work on a U.S. Department of Education Stepping Stones grant (with her Co-PI, Dr. Joe Wheaton) that focuses on the development of video technology that can be used to teach new skills to students of transition age with severe developmental disabilities who may also have a significant hearing impairment.

NOTE: This event is a Type 2 CEU event.

Effects of Manipulating Task Parameters & the Availability of a Commitment Response on Self-Control with Task Completion

Christopher Perrin, Ph.D., BCBA-D

Melmark

April 7, 2011; 3:30 p.m.—5:00 p.m. (1.5 hours)

Although self-control is often considered to involve choices between concurrently available reinforcers, it also involves choices between two or more aversive events. With respect to aversive events, self-control is demonstrated when, given a choice between an immediate aversive event and a delayed but relatively more aversive event, the immediate aversive event is preferred. Problems with self-control often occur in classrooms when demands are presented to individuals who find completing those tasks aversive. The individual must choose between complying with the demand, thus exposing him- or herself to the aversive task, and engaging in some type of escape response. Although escape responses often delay task completion, they also frequently result in a worsening of the environment such as more intrusive prompting, verbal reprimands, or loss of reinforcers. The purpose of this study was to examine variables that affect self-control within the context of academic task completion by elementary school children diagnosed with autism. For all participants, self-control increased as a function of changes in one or more task parameter values as well as when the opportunity to commit to the immediate aversive task was available.

Christopher Perrin, Ph.D., BCBA-D received a MS Ed. from Temple University and a Ph.D. in special education and applied behavior analysis from The Ohio State University. Currently, he is the senior clinician for the Children’s Behavioral Health Program at Melmark. His research interests involve self-control, pediatric feeding disorders, functional analysis and treatment of severe problem behavior, and behavioral approaches to college instruction.

NOTE: This event is a Type 2 CEU event.

Applying a Behavioral Consultation Model in Staff Training in a Clinical Facility

Jessica Kendorski, Ph.D., NCSP
Pennsylvania College of Osteopathic Medicine

June 2, 2011; 3:30 p.m.—5:30 p.m. (1.5 hours)

This presentation will provide an overview of varied consultation methods and strategies in psychology and education (e.g. behavioral, problem solving, mental health, organizational). Participants will be provided with strategies designed to promote collaboration, communication, and implementation of services among professionals as well as across varied contexts and situations.

Jessica Kendorski, Ph.D., NCSP received her doctorate from Temple University. Dr. Kendorski has experience working with children with Autism and other developmental and intellectual disabilities in both home and school settings. Dr. Kendorski is currently an Assistant Director at the Pennsylvania College of Osteopathic Medicine in the School Psychology Program. She is also the Director of Clinical Training and trains future school psychologists and consultants in the latest and most evidence-based methods and strategies. Dr. Kendorski also has been consulting to local school districts in central and southern New Jersey starting and monitoring school wide positive behavior support programs.

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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.

Registration Form

Name: _____

Title: _____

Organization: _____

Daytime Phone: _____

E-Mail: _____

Address to send confirmation of registration

Please select the event(s) you wish to attend:

- October** - Positive Behavior Support: An Overview
- November** - From setting to design, length to measurement:
A schmorgesborg of options in clinical functional analyses
- December** - Maximizing Organizational Performance: It's Not What
You Think
- January** - Two Meanings of FUNCTIONAL; Two Meanings of THEO-
RETICAL; Two Meanings of EXPERIMENTAL; and Additional Sources
of CONFUSION & The Aesthetics of Behavioral Arrangement
- February** - Preference Assessments: A Review of Seminal Method-
ologies and Recent Developments
- March** - InPromptu: Using Video Prompts to Teach Skills to Individu-
als With Developmental Disabilities,
- April** - Effects of Manipulating Task Parameters & the Availability
off a Commitment Response on Self-Control with Task Completion
- June** - Applying a Behavioral Consultation Model in Staff Training
in a Clinical Facility

Please note that limited seats are available for each CEU event, so registra-
tion is on a first come first served basis.

***For more information about the training sessions or to register, please
contact:***

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