

NEW JERSEY ASSOCIATION FOR BEHAVIOR ANALYSIS, INC. 12TH ANNUAL CONFERENCE

Friday, March 31st, 2017

The Imperia, Somerset, NJ

Register Online **TODAY** at:
www.njaba.org/conference



NJABA is a non-profit organization dedicated to promoting the advancement of the discipline of behavior analysis and is an affiliate chapter of the Association for Behavior Analysis International (ABAI) TM.

The conference is geared toward behavior analysts, administrators, consultants, trainers, direct-service providers, and educators who are interested in learning about the principles and applications of behavior analysis for a wide range of learners.

A variety of workshop topics are provided to allow attendees to focus on specific areas of interest related to behavior analysis.

Continuing education credits, approved by the Behavior Analyst Certification Board*, and the New Jersey Department of Education, can be earned through conference attendance.

**NJABA is an approved provider of BCBA Type II continuing education credits. The Behavior Analyst Certification Board® (BACB®) does not sponsor, approve, or endorse NJABA, the materials, information, or sessions identified herein.*

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NEW JERSEY ASSOCIATION FOR BEHAVIOR ANALYSIS, INC. 12TH ANNUAL CONFERENCE

Agenda

- 7:30AM-8:15AM.....Registration & Breakfast
- 8:15AM-8:30AM.....Introductory Remarks
Eric Rozenblat, NJABA President
- 8:30AM-10:00AM.....Keynote Address
Hank Roane, Ph.D., BCBA-D
- 10:10AM-11:40AM.....Morning Sessions
- 11:45AM-12:45PM.....Lunch
NJABA Workgroup Panel
Poster Session
- 12:45PM-2:15PM.....Afternoon Session I
- 2:15PM-3:45PM.....Afternoon Session II





KEYNOTE SPEAKER

Hank Roane, Ph.D., BCBA-D

Upstate Medical University

Department of Pediatrics

Syracuse, NY



Application of Behavioral Economics to the Treatment of Problematic Behavior Among Individuals With Developmental Disabilities

Abstract: Positive reinforcement contingencies are common in response acquisition and behavior reduction programs for individuals with developmental disabilities. Given the ubiquity of this process, it is critical to identify stimuli that will function as effective reinforcers, especially under conditions in which access to those stimuli might be delayed. Based on the nature of a socially mediated positive reinforcement contingency, positive reinforcement-based programs may be viewed as an economic system in which responding is considered an interaction between several variables, such as the price of the reinforcer, demand for a particular reinforcer, and the magnitude of reinforcement. This basic conceptualization of positive reinforcement contingencies permits practitioners to apply principles of microeconomics to the development and refinement of positive reinforcement-based interventions. Case examples will focus on the use of economic principles to identify differentially effective positive reinforcers, to conduct schedule thinning, and to influence other behavior change agents.

Hank Roane Ph.D., BCBA-D received his Ph.D. in Psychology with an emphasis in Applied Behavior Analysis from Louisiana State University. He completed his graduate training at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine, and has held previous clinical and faculty positions at the Marcus Institute/Emory University School of Medicine and the Munroe-Meyer Institute/University of Nebraska Medical Center. At present, he is the Gregory S. Liptak MD Professor of Child Development in the Department of Pediatrics at Upstate Medical University in Syracuse NY. In this capacity, he serves as the Chief of the Division of Development, Behavior and Genetics where he oversees both medical and behavior analysis clinics that provide approximately 10,000 annual visits for children affected by autism and related disorders. He is a former or current Associate Editor for the *Journal of Applied Behavior Analysis*, *Journal of Developmental and Physical Disabilities*, and *Behavior Analysis in Practice*, and serves on the editorial boards of several other journals. He has previously served on the Board of Directors for the Behavior Analysis Certification Board and presently serves on the Board of Directors for the Society for the Experimental Analysis of Behavior, the Association for Professional Behavior Analysts, and serves on the Child Psychopathology and Developmental Disabilities Study Section for the National Institutes of Health (NIH). He has co-authored numerous research articles and chapters as well as three books on the assessment and treatment of behavior disorders and applied behavior analysis.

REGISTRATION DEADLINE: MARCH 24, 2017

For NJABA Members: The 1-day conference registration fee is \$150 for advance registration (\$250 at the door).

For Non-Members: The 1-day conference registration fee is \$250 (\$250 at the door). If you are not a NJABA member but would like to become one and benefit from the reduced conference fee, please submit a membership form found at www.njaba.org with this registration form.

For Students: The 1-day conference registration fee is \$100 for advance registration (\$250 at the door). Any person that registers for the conference at a student rate must show either a valid student ID, current transcripts, or a letter from his/her advisor verifying that person is a current student at registration.

Conference registration fee may be paid by check or credit card. **If paying by credit card, visit www.njaba.org and click on the link for payment.** If paying by check, please make check out to **NJABA**. Mail check payment with this registration form to:

NJABA 150 West State Street, Suite 110, Trenton, NJ 08608

Title: () Dr. () Ms. () Mrs. () Mr. **First & M.I.** _____ **Last name:** _____

Affiliation: _____

Position/Occupation: _____

Address: _____

Phone #: _____

E-Mail (PLEASE PRINT CLEARLY): _____

I am () a NJABA member () NOT a NJABA member but have applied to be one () NOT a NJABA member and do not wish to apply

Please complete the next page for CE credits and to select symposia you wish to attend.

Registrations will also be accepted through www.njaba.org

Questions? Email conferences@njaba.org

REGISTRATION DEADLINE: MARCH 24, 2017

Select 1 symposium from each box (total of 3) by making a check mark next to your choice:

MORNING SESSION 10:10AM-11:40AM:

- _____ 1. **A Comparison of Approach Frequent and a Compound Preference Index in Predicting Reinforce Effectiveness Among Individuals with MR and ASD:** *Benjamin C. Mauro, PhD., BCBA-D, Joseph Priestley, M.S., BCBA, Erin Demcher, M.S., BCBA, Bernard Baugh, M.S., BCBA*
- _____ 2. **Insurance Assurance for ABA Providers: Tips from a Managed Care Organization for a Successful Partnership.** Katherine Wooten, LCSW, BCBA
- _____ 3. **Preparing for a Successful Transition to an Adult day Program:** Craig DeVincenzo MS BCBA, Carrie Hennessy, MA & Alexandria Rodriguez, MA
- _____ 4. **Addressing social skill deficits with effective and creative strategies: Ideas for conceptualizing, teaching, and evaluating mastery:** Mary Jane Weiss, Ph.D., BCBA-D

AFTERNOON SESSION I 12:45PM-2:15PM:

- _____ 5. **Effective Consultation And My Client Doesn't Seem To Want My Help:** *Michael Selbst, Ph.D., BCBA-D*
- _____ 6. **Empirically-Based Procedures for Training Staff and Caregivers:** *Debra Paone Ph.D., BCBA-D & Marlene Brown, M.S., BCBA*
- _____ 7. **Addressing Common Treatment Challenges During Skill Acquisition for Learners with Autism:** *Kimberly N. Sloman, Ph. D., BCBA-D, Stacy Lauderdale-Littin, Ph.D., BCBA-D, Douglas Stracquadanio, M.Ed., BCBA, Audrey Torricelli, B.A., Mikala Hanson, B.A.*

AFTERNOON SESSION II 2:15PM-3:45PM:

- _____ 8. **Ethical Considerations for Behavior Analysts Providing Services Through Health Insurance:** *Craig Domanski, Ph.D., BCBA-D & Cara Graham, M.A., BCBA*
- _____ 9. **A Review of Procedures Designed to Establish and Maintain Stimulus Control:** *Gregory MacDuff Ph.D., BCBA-D & Christina M. Graziano, BS*
- _____ 10. **Evaluation and Remediation of Treatment Integrity Errors in Instruction for Learners with ASD:** *Robert W. Isenhower, PhD, BCBA, Jaye Odom, BA, Erica Dashow, MS, Kate E. Fiske, PhD, BCBA-D*

Continuing Education

Indicate type of Continuing Education credits you need (if any) below. Instructions for obtaining Continuing Education credits will be provided at the NJABA conference.

PAYMENT FOR CEUs MUST BE PAID IN ADVANCE OF THE CONFERENCE

NJDOE credits will be provided free of charge

BACB credits cost \$10 each (each workshop = 1.5 credits; keynote address = 1.5 credits)

I will need CE credits for () NJDOE () BACB () I do NOT need any CE credits

Morning Session (10:10AM-11:40AM)

1. A Comparison of Approach Frequent and a Compound Preference Index in Predicting Reinforce Effectiveness Among Individuals with MR and ASD: Benjamin C. Mauro, PhD., BCBA-D, Joseph Priestley, M.S., BCBA, Erin Demcher, M.S., BCBA, Bernard Baugh, M.S., BCBA

Abstract: A regression analysis showed that a compound preference index more precisely predicted reinforcer effectiveness than a frequency of approach measure of preference. However, the degree of prediction was greater and more reliable for adults with MR than the children with ASD.

Benjamin C. Mauro, PhD., BCBA-D is currently an Associate Professor of Applied Behavior Analysis and Director of the Center for Applied Behavior Analysis Laboratory (CabaLab) at The Sage Colleges. Ben received his doctoral degree in experimental psychology from Temple University in 1991.

Joseph Priestley, M.S., BCBA is a research assistant in the Center for Applied Behavior Analysis Laboratory (CabaLab), The Sage Colleges. Joe is also a graduate alumnus of the ABA program at Georgian Court University. He currently works as a BCBA at Brett DiNovi & Associates, LLC.

Erin Demcher, M.S., BCBA is a research assistant in the Center for Applied Behavior Analysis Laboratory (CabaLab), The Sage Colleges. Erin currently is contracted through BLAST Intermediate Unit in Williamsport, PA as a BCBA and hired through Verbal Beginnings, Columbia, MD.

Bernard Baugh, M.S., BCBA is a research assistant in the Center for Applied Behavior Analysis Laboratory (CabaLab), The Sage Colleges. Bernie is also a graduate alumnus of the ABA Program at The Sage Colleges. He currently works as a BCBA at Brett DiNovi & Associates, LLC.

2. Insurance Assurance for ABA Providers: Tips from a Managed Care Organization for a Successful Partnership. Katherine Wooten, LCSW, BCBA

Abstract: ABA Providers and Managed Care Organizations (MCOs) share the same goal: helping members receive the right care from the right provider at the right time. The provider community in New Jersey has grown significantly over the past few years, which has allowed members increased options for access; however, the growth has also expanded the range of service quality out there. Now, more than ever, MCOs are charged with ensuring that members are receiving safe, efficient, and effective treatment from qualified professionals—qualified professionals like you! But, it is essential to know how to best represent your practice, clinical assessment, and treatment plan when requesting authorization for ABA. We invite you to a session with the Manager of Clinical Services from Beacon Health Options to develop your documentation skills in order to maximize your insurance approvals.

Katherine Wooten, LCSW, BCBA, has worked in the behavioral health insurance field for eleven years, advocating for clients in the often-confusing world of managed care. Currently, Katherine leads the Autism Services Department for Horizon Behavioral Health/Beacon Health Options.

3. Preparing for a Successful Transition to an Adult day Program: Craig DeVincenzo MS BCBA, Carrie Hennessy, MA & Alexandria Rodriguez, MA

Abstract: Often times, the students are not sufficiently prepared for a successful transition to the next step of entering a work site and/or day program. Quest Autism Programs, an ABA-based, adult day program based in Northern NJ, focuses on community-based instruction including supported employment for all participants with ASD in their program. The presenters will discuss several case studies of current participants in their program and present data to highlight the shift in programming for adolescents and the emphasis placed on community integration, functional daily living, and vocational training.

Craig DeVincenzo, MS BCBA has been the Executive Director of Quest Autism Programs since 2014. He is a Board Certified Behavior Analyst and mental health counselor with over 15 years of experience providing behavior analytic services and supervision.

Carrie Hennessy, MA has served as the Clinical Director of Quest Autism Programs since it opened in July 2005. She holds a B.A. in Psychology from St. John Fisher College, received her New Jersey Special Education Teaching Certification at Montclair State University, and holds a Master's Degree in Applied Behavior Analysis from Ball State University.

Alexandria Rodriguez, MA has been a Job Coach at Quest Autism Programs since February 2008 and was promoted to Lead Job Coach in 2012. She holds a B.A. in Psychology from Montclair State University and a Master's Degree in Applied Behavior Analysis at Ball State University.

4. Addressing Social Skill Deficits With Effective and Creative Strategies: Ideas For Conceptualizing, Teaching, and Evaluating Mastery: Mary Jane Weiss, Ph.D., BCBA-D

Abstract: Social skills are an elusive target for clinicians working with learners with ASD. It is often an area where gains are modest, especially in the important and socially significant outcomes of generalization and spontaneity. The defining characteristics of ASD make the attainment of social skills more challenging. In addition, the multi-element nature of the skills themselves make them more difficult to define and to teach. However, many evidence based ABA strategies do exist to teach these skills and to assess for meaningful demonstrations of them. In this presentation, ways to conceptualize, teach, and evaluate the mastery of social skills will be reviewed. Creative and effective strategies for teaching selected, crucial social skills will be highlighted.

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 a mentoring faculty member in the Doctoral program. She also conducts research with the team at Melmark. Dr. Weiss has worked in the field of ABA and Autism for over 30 years. 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 worked for 16 years at the Douglass Developmental Disabilities Center at Rutgers University, where she served as Director of Research and Training and as Clinical Director. Her clinical and research interests center on defining best practice ABA techniques, exploring ways to enhance the ethical conduct of practitioners, evaluating the impact of ABA in learners with autism, teaching social skills to learners with autism, training staff to be optimally effective at instruction, and maximizing family members' expertise and adaptation. She serves on the Scientific Council of the Organization for Autism Research, is on the Professional Advisory Board of Autism New Jersey, is a regular reviewer for a variety of professional journals, and is a frequent member of service committees for the Behavior Analyst Certification Board. She is also a Past President of the Autism Special Interest Group of the Association for Behavior Analysis International, a former member of the Board of the Association for Professional Behavior Analysts, and a former Vice President of the Board of Trustees for Autism New Jersey.

NJABA Workgroup Panel During Lunch (11:45PM-12:15PM)

The field of Applied Behavior Analysis is thriving and provides opportunities for growth as well as challenges. NJABA is here to help its members make the most of these opportunities and navigate the challenges in a coordinated manner. In response to feedback from members, NJABA has continued working and developing topical workgroups as a way to better serve its members and our organizational goals. Let's work together to enhance the practice of behavior analysis across service domains throughout the State.

Join us for the panel during lunch with the NJABA workgroups:

Adult Services

Early Intervention

Insurance Provider

Public Schools

Business Practices

Spanish

Afternoon Session I (12:45PM-2:15PM)

5. Effective Consultation And My Client Doesn't Seem To Want My Help: *Michael Selbst, Ph.D., BCBA-D*

Abstract: Behavior analysts apply evidence-based practices to assist their clients across various environments. Their clients may vary, including young children, adolescents, adults, parents, other family members, school personnel, paraprofessionals and other professionals. Effective consultation requires the consultant to understand that sometimes there are multiple clients who need assistance yet they may not embrace the support, especially when they have “dirty SOCKS” (weaknesses in skills, objectivity, confidence, and knowledge). This workshop will highlight several consultation approaches, techniques to utilize in challenging consultation situations, and relevant legal and ethical issues.

Michael C. Selbst, Ph.D., BCBA-D is Director of Behavior Therapy Associates, P.A. in Somerset, New Jersey. He is a Licensed Psychologist, Certified School Psychologist, and Board Certified Behavior Analyst at the Doctoral level. Dr. Selbst has co-founded and is the Executive Director of HI-STEP® Summer Social Skills Program, an intensive 5-week day program for children to improve their social emotional learning, and the Executive Director of the Weekend to Improve Social Effectiveness (W.I.S.E.). Dr. Selbst is co-author of the Behavior Problems Resource Kit: Forms and Procedures for Identification, Measurement and Intervention and the social skills curriculum, POWER-Solving®: Stepping Stones to Solving Life's Everyday Social Problems.

6. Empirically-Based Procedures for Training Staff and Caregivers: *Debra Paone Ph.D., BCBA-D & Marlene Brown, M.S., BCBA*

Abstract: Behavioral skills training, an empirically-based procedure, is an effective procedure to teach staff and caregivers to implement a variety of procedures across various settings. Participants will learn how to train staff and caregivers using behavioral skills training. Potential barriers that may interfere with adherence to treatment plans will be discussed and strategies to minimize the impact of these barriers.

Debra Paone, Ph.D., BCBA-D, Assistant Director of Outreach Services, Douglass Developmental Disabilities Center. Dr. Paone has over 20 years of experience working with learners with autism spectrum disorders and other developmental disabilities. She received her Ph.D. in Psychology (Learning Processes/Behavior Analysis) from the Graduate Center, City University of New York. She has presented at local and national conferences and has co-authored published articles in peer-reviewed journals.

Marlene Brown, M.S., BCBA, Assistant Director of Outreach Services, Douglass Developmental Disabilities Center. Ms. Brown has over 25 years of experience in state wide advocacy, influencing policy development, and working with learners with autism spectrum disorders. She has also presented at local and national conferences on a variety of topics surrounding home based services and supports for families of learners with ASD.

7. Addressing Common Treatment Challenges During Skill Acquisition for Learners with Autism: *Kimberly N. Sloman, Ph. D., BCBA-D, Stacy Lauderdale-Littin, Ph.D., BCBA-D, Douglas Stracquadanio, M.Ed., BCBA, Audrey Torricelli, B.A., Mikala Hanson, B.A.*

Abstract: Our symposium will present data from four research studies that address common treatment challenges during skill acquisition for learners with autism. In the first study, Stacy Lauderdale-Littin will present on an evaluation of error correction procedures during chain tasks. In the second study, Audrey Torricelli will present on factors influencing biased responding and treatment procedures to reduce biased responding. In the third study, Douglas Stracquadanio will present on the evaluation of error correction procedures to promote sight word reading. In the fourth study, Mikala Hanson will present on the assessment and treatment of impulsive responding. The individual abstracts for each of the studies with supporting data are presented below.

Stacy Lauderdale-Littin, Ph.D., BCBA-D, current serves as Department Chair and Assistant Professor at Monmouth University's School of Education. Stacy received her Ph.D. from the University of California, Riverside. Her research interests include student-teacher relationships, the factors that mediate those relationships, and the role of culture in treatment decisions for children with autism.

Douglas Stracquadanio, M.Ed., BCBA is a Behavior Analyst at the Rutgers Center for Adult Autism Services. Previously, Douglas worked as a Teaching Behavior Analyst at the Douglass Developmental Disabilities Center at Rutgers University while also acquiring his master's in Special Education from the Graduate School of Education at Rutgers. His current research interests include the analysis of effective and efficient teaching strategies as well as assessment and treatment of challenging behaviors.

Audrey Torricelli, B.A. earned her B.A. in Psychology and Art History from New York University in 2014 and will earn her Psy.M. in October 2017 from Rutgers University. She is currently pursuing her doctorate in Clinical Psychology at the Graduate School of Applied and Professional Psychology at Rutgers University. She is currently a behavioral consultant at the Douglass Developmental Disabilities Center under the supervision of Dr. Kim Sloman. Her interests include assessment and implementation of interventions to reduce problem behavior and increase functionally appropriate behavior in children and adolescents with autism spectrum disorders.

Mikala Hanson B.A., earned her B.A. in Psychology from Princeton University in 2014 and will earn her Psy. M. in January 2017 from Rutgers University and is currently pursuing her doctorate in Clinical Psychology at the Graduate School of Applied and Professional Psychology at Rutgers University. She is currently a behavioral consultant at the Douglass Developmental Disabilities Center under the supervision of Dr. Bob LaRue. Her interests include skill acquisition of and assessment and treatment of problem behaviors in children and adolescents with autism as well as early teacher training for teachers working with individuals with autism.

Afternoon Session II (2:15PM-3:45PM)

8. Ethical Considerations for Behavior Analysts Providing Services Through Health Insurance: Craig Domanski, Ph.D., BCBA-D & Cara Graham, M.A., BCBA

Abstract: Ethical conundrums can arise when health insurance carriers' policies do not align with current best practices in our field or relevant parties are acting based on misunderstanding or misinformation. This workshop aims to (a) inform the behavior-analytic community as to the general health insurance process, (b) describe specific scenarios that practitioners may encounter when providing services under health insurance plans that involve ethical dilemmas, (c) discuss how to best align the policies set forth by health insurance carriers with the BACB Professional and Ethical Compliance Code, and (d) discuss misconceptions about the health insurance process that may be important to your practice.

Craig Domanski, Ph.D., BCBA-D is the Clinical Director and co-founder of The DATA Group, an NJDOE-approved agency providing ABA services to families impacted by Autism Spectrum Disorders. Dr. Domanski also currently serves as the Chair for the NJABA Insurance Provider Workgroup, which aims to disseminate information about providing services through health insurance plans to the behavior-analytic community. Dr Domanski received his Ph.D. from Caldwell University and is currently an adjunct lecturer at Georgian Court University. His research interests include training conditional discrimination skills, the assessment and treatment of maladaptive behaviors, and parent training.

Cara Graham, M.A., BCBA is the Director and founder of Graham Behavior Services. She is a Board Certified Behavior Analyst who received her Master of Arts degree in Special Education from Kean University and completed her coursework in Applied Behavior Analysis at Caldwell University. Cara's work focuses on providing home and community based services for children with developmental disabilities. She currently serves as the Chair for the NJABA Business Practices Workgroup.

9. A Review of Procedures Designed to Establish and Maintain Stimulus Control: Gregory MacDuff Ph.D., BCBA-D & Christina M. Graziano, BS

Abstract: Activity schedules have been used to promote independent and sustained engagement and to decrease learners' reliance on prompts from adults using graduated guidance, spatial fading, and shadowing. However, fading the proximity of the supervising adult can often prove daunting. This paper will provide a brief review of the literature pertaining to procedures designed to establish and maintain engagement in the absence of direct, ongoing supervision (e.g., embedding rewards in activity schedules, providing unpredictable supervision, self-management).

Gregory S. MacDuff, Ph.D., BCBA-D is Executive Director of Adult and Community-Living Programs for the Princeton Child Development Institute. He is Adjunct Professor in the Department of Applied Behavioral Sciences at the University of Kansas and the Departments of Psychology at The College of New Jersey and Rider University. He is a Past President of the Board of Directors for the New Jersey Association for Behavior Analysis and served in an array of positions within the organization for more than 10 years.

Afternoon Session II, Continued (2:15PM-3:45PM)

Christina M. Graziano, BS has worked with adults at the Princeton Child Development Institute since 2012. She has served as an associate therapist in a community-based group home, a consultant and trainer for the Supervised Apartment Program and a community-based group home, and is currently a trainer in the Adult Life-Skills Program.

10. Evaluation and Remediation of Treatment Integrity Errors in Instruction for Learners with ASD: Robert W. Isenhower, PhD, BCBA, Jaye Odom, BA, Erica Dashow, MS, Kate E. Fiske, PhD, BCBA-D

Abstract: In three studies we examine common treatment integrity errors that occur in behavior analytic classroom settings and steps used to remedy them. In Study 1, we examine the use of an enhanced data sheet to reduce treatment integrity errors (e.g., presenting stimuli an equal number of times in each location within an array) in the teaching of receptive identification skills. In Study 2, we examine the use of programmed schedules of reinforcement to increase the treatment integrity of delivering reinforcement on particular variable ratio schedules. In Study 3, we compare the use of momentary time sampling and partial interval recording in order to identify the procedure that has the least methodological and human error when used by teachers collecting data on stereotypy. The interventions used in all three studies were successful. Implications for reducing treatment integrity errors in instruction for learners with autism spectrum disorder will be discussed.

Jaye Odom, BA is a second-year doctoral student in clinical psychology in the Graduate School of Applied and Professional Psychology. She is currently completing a practicum at the Douglass Developmental Disabilities Center, where she provides services to individuals with ASD in the areas of skill acquisition and behavior reduction. Her research interests include dissemination of services, how autism affects families, and clinical barriers for minorities.

Erica Dashow, MS is a fourth-year doctoral student in clinical psychology in the Psychology Department of Rutgers University. Erica currently serves as a research coordinator at the Douglass Developmental Disabilities Center. She has been working with individuals with ASD for eight years. Her research interests include feeding difficulties as well as skill acquisition in adolescents and adults with ASD.

Kate E. Fiske, PhD, BCBA-D is a clinical faculty member in the Graduate School of Applied and Professional Psychology at Rutgers University, and an Associate Director of Behavioral and Research Services at the Douglass Developmental Disabilities Center. She has provided home and school-based services to individuals with ASD and their families for over 15 years. Dr. Fiske's research interests focus on skill acquisition in individuals with ASD and providing support for families of individuals on the autism spectrum. Her research has been published in peer-reviewed journals and she is the author of *Autism and the Family: Understanding and Supporting Parents and Siblings*.

Robert W. Isenhower, PhD, BCBA is a training coordinator at the Douglass Developmental Disabilities Center. He earned his Ph.D. in psychology from the University of Connecticut in 2010. Dr. Isenhower has worked at the DDDC since 2012, where he completed the clinical supervision requirement necessary to earn his BCBA. Along the way he has conducted applied behavior analytic research, presented at numerous state and national conferences, and co-authored peer-reviewed publications involving both the assessment and treatment of challenging behavior and facilitating skill acquisition in individuals with ASD.

The New Jersey Association for Behavior Analysis is proud to sponsor our 12th Annual Conference, to be held at **The Imperia in Somerset, NJ**. Visit their website for general information:

<http://www.theimperia.com/>

REGISTRATION DEADLINE: MARCH 24, 2017

Poster Session (11:45AM-12:45PM)

Application of Behavioral Skills Training in Teaching Data Collection: Victor Chin, Emily Connovich, Michelle Ennis Soreth, & MaryLouise Kerwin

An Evaluation of Idiosyncratic Response Across Therapists Conducting Assessments and Treatments for Challenging Behavior: Jennifer Krych, Rachel Davis, Dylan Zimmerman, Daniel Heimlich, Mikala Hanson, & Robert H. LaRue

Evaluating the Effects of Discrete Trial Instruction on Children of Multiple Births Diagnosed with Autism: Jodie Justice, Molly Joufflas, Michelle Ennis Soreth, & MaryLouise Kerwin

Teaching Wh-Concepts to a Young Male with Autism Using Equivalence-Based Instruction: Jamie Fitzgerald, Stephanie Ventura, Jaime A. DeQuinzio, & Bridget A. Taylor

Teaching Individuals with Autism to Respond to the Disinterest of Others During Play Activities: Stephanie Ventura, Brittany Tomasi, Nicole DeNisco, Jaime A. DeQuinzio, & Bridget A Taylor

Incorporating Known and Unknown Stimuli During Training of Observational Learning Repertoires in Children with Autism: Brittany Tomasi, Jaime A. DeQuinzio, & Bridget A. Taylor

Empirical Comparison of Technology-based and Paper-based Data Collection Modalities: Emily Connovich, Victor Chin, Michelle Ennis Soreth, & MaryLouise Kerwin

Toilet Training a 15 year-old student with autism in a public school: A case study: Laura Kenneally

Utilizing self-restraint to reduce combined inappropriate behaviors, specifically self-injury: Danielle Mercado

Treatment Evaluations for Increasing Seatbelt Wearing in a Teenager with Autism: Melany Rosa & Rebecca Lasoski