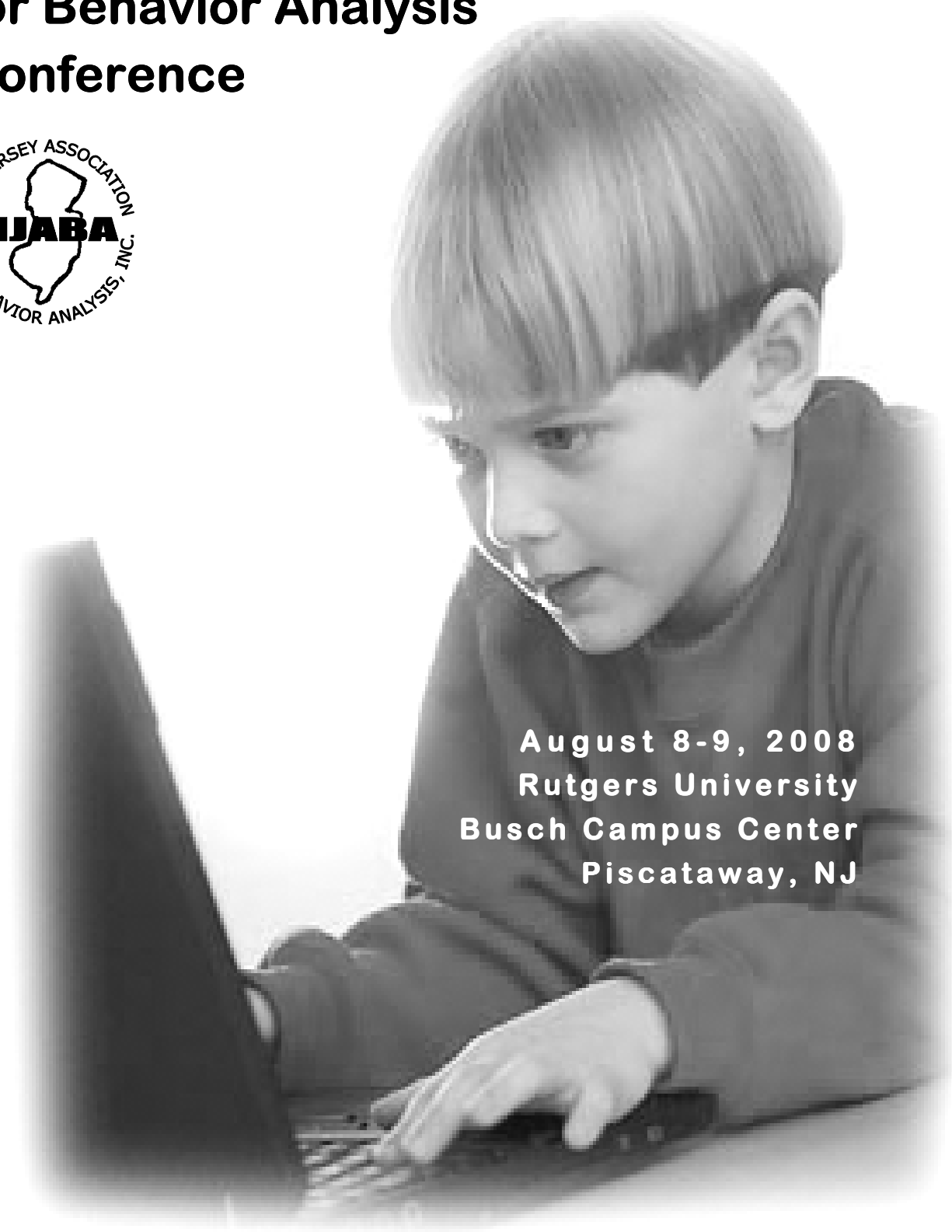


The 4th Annual New Jersey Association for Behavior Analysis Conference



**August 8-9, 2008
Rutgers University
Busch Campus Center
Piscataway, NJ**

The New Jersey Association for Behavior Analysis is proud to sponsor its fourth annual conference. NJABA is a non-profit organization dedicated to promoting the advancement of the discipline of behavior analysis. NJABA is an affiliate chapter of the Association for Behavior Analysis, International (ABAI).

- The conference is geared toward administrators, consultants, trainers, direct service providers, educators, and parents who are interested in learning about the principles and applications of behavior analysis.
- Different workshop tracks are provided to allow attendees to focus on specific areas of interest related to behavior analysis. A poster session will also be included to allow attendees to view exciting research in behavior analysis during the lunch break.
- Continuing Education credits approved by the Behavior Analyst Certification Board, the New Jersey Department of Education, the American Speech-Language-Hearing Association*, and the American Psychological Association can be earned through conference attendance.

*NJABA is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. This program is offered for 5.5 CEUs (Intermediate level; Language Disorders Assessment and Intervention). ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

SCHEDULE OF EVENTS

FRIDAY, AUGUST 8

Check In & On-site Registration	8:00 - 8:45 am
Introductory Remarks	8:45 - 9:00 am
Keynote Address	9:00 - 10:00 am
Morning Workshops	10:15 - 11:45 am
Lunch & Poster Session	11:45 am - 12:45 pm
Early Afternoon Workshops	12:45 - 2:15 pm
Late Afternoon Workshops	2:30 - 4:00 pm

KEYNOTE ADDRESS

A Funny Thing Happened on the Way to the Fortune

Dr. Henry S. (Hank) Pennypacker

Description: In 1974, it occurred to us that if fingers could be taught to read Braille, they could be taught to detect breast lumps smaller than golf balls. For the next seven years, we conducted basic research that was a mixture of classical psychophysics and operant conditioning as we first learned about the sensory system involved in pressure sensation, then put that knowledge to use in building a more sensitive procedure for palpating breast tissue. In 1981, we formed the Mammatech Corporation for the purpose of disseminating the resulting technology with as little degradation as possible. The ensuing 25 years have taught us more than we really wanted to know about running a public company, interacting with large organizations like the American Society, and surviving in the hostile world of the medical marketplace. We have also learned that there is no substitute for precise measurement in maintaining the integrity of any technology and that financial contingencies can be arranged to ensure this outcome. Some highlights of the journey will be presented along with advice to budding behavioral entrepreneurs.

Biography: Dr. Henry S. (Hank) Pennypacker, Professor Emeritus in Psychology at the University of Florida, received his Ph.D. under Gregory Kimble from Duke University in 1962. Professor Kimble introduced him to Ogden Lindsley in 1961 and a lifelong friendship developed which led Hank into the field of Behavior Analysis. Focusing on education, Hank developed with Jim Johnston a behavioral technology of college teaching which influenced the careers of many leaders in the field. Later they produced a basic methods text which will soon appear in its third edition. As Chairman of the Peer Review Committee in Florida during the late 1970's, Hank launched and led the effort to train and certify behavioral service delivery workers. This evolved into the present BCBA program. For the past 40 years, he has focused on building and disseminating a technology of proficient manual breast examination as a means of early detection of breast cancer. This serves as the platform for his work on technology transfer. Hank served as President of the Florida Association of Behavior Analysis, the Association for Behavior Analysis International, and was Chairman of the Board of Directors of the Cambridge Center for Behavioral Studies from 2001 to 2006.

FRIDAY, AUGUST 8
MORNING 10:15 - 11:45 am

1 — A Behavioral Account of Remembering: Behavioral Mediation of Delayed Matching to Sample. DAVID SIDENER

Abstract: Although “memory” research and theory often come under the domain of cognitive psychology, these areas may also be seen as being open to radical behavioral interpretations. Delayed matching to sample (DMTS) preparations have often been used to study performance that involves the occurrence of behavior some time after the presentation of a relevant stimulus, or performance that is typically described as involving short-term memory (STM). The current study involves three experiments that provide evidence for the role of overt behavior in the mediation of DMTS performance in five-year-old children. Experiments 1 and 2 support the assertion that sample-specific, differential mediating behavior (in the form of key presses) may facilitate performance in a DMTS task with delays of up to 15 seconds. Experiment 3 examined the effectiveness of two forms of hand positioning as the mediating response forms: sample specific hand positions that remained visible to the participants and those that were not visible to the participants during the delay interval. Results are consistent with previous literature as well as with interpretations of memory that involve behavioral mediation rather than mediation that requires a unique “mental” process. Practical implications are discussed for persons with language delays.

2 — Tips, Techniques, and Data Sheets: Creating Speech and Language Programs for the Adolescent Learner with Asperger Syndrome. MARY SENS-AZARA

Abstract: Programming for the adolescent learner with Asperger Syndrome can be a daunting task for a speech pathologist. Adolescents with Asperger Syndrome can face a number of communication issues including difficulties with social skills, perspective taking, theory of mind, joint attention or even unremediated articulation errors. Once objectives have been determined, the task of incorporating these targeted objectives into a workable program can be difficult. This presentation will provide “tips” and “techniques” for generating therapy materials, implementing precision teaching with frequency building, and designing data sheets to record responses that will reflect the learner’s progress.

3 — Teaching Community and Home-Living Skills to Adolescents and Adults with Autism. GREGORY S. MACDUFF

Abstract: Adults with autism often require prompts to complete self-care routines and other daily activities. Likewise, their participation in community activities is often curtailed because they have not learned to display key repertoires in response to relevant stimuli or in the absence of prompts. The literature supports the use of activity schedules and motivational systems as mechanisms for bringing behavior under the stimulus control of relevant environmental cues and for shaping greater levels of independence. This workshop will describe an array of activity schedules and motivational systems designed to assist adults with autism in completing community-living and home-living activities with decreasing levels of support. Individualized programs will be empirically supported.

4 — The Right to Educational Services to Promote Generalization. IRA M. FINGLES

Abstract: All students with disabilities are entitled to receive a “free appropriate public education.” This means that students must be provided with educational programs and services that will allow them to derive benefit from their education. Moreover, these benefits must be meaningful – they must promote the development of skills necessary for independence, self-sufficiency, and success as an adult. One of the most challenging issues in the education of students with Autism spectrum disorders is how to promote the generalization of skills. It is well known that students on the Autism spectrum often have great difficulty generalizing skills. Often, students may show progress within the structured confines of the school setting; however, the student and his or her family receive little real benefit if these skills are not transferred to the world at large beyond the schoolhouse. This workshop will address the legal ramifications of difficulties with generalization, including the respective rights and obligations of parents, school districts, and others to provide assistance in providing services specifically targeted at promoting generalization. Included will be discussion of the circumstances in which home- and community-based instruction, after-school programs, and residential placement may be necessary to promote generalization, and how to secure such services in appropriate cases.

FRIDAY, AUGUST 8
EARLY AFTERNOON 12:45-2:15 pm

5 — Foundations and Applications of Human Subjects Protections: A Framework For Research With Autism and Other Developmentally Neuropsychiatric Disorders? RALPH SPIGA

Abstract: The nature of autism and advances in behavior, genetics, pharmacological, epidemiologic methods and neuroimaging are contributing to the expansion of research in the field. This presentation will review the philosophical and regulatory approaches to human research participation, discuss the challenges to research of research of heritable disorders, point out the conflicts to the clinician researcher, and discuss recent reassessments and suggestions of reform of the bench to bedside research enterprise.

6 — ABA in NJ Public Schools: Two Case Studies Illustrating How Behavior Analysts Can Make Programmatic Changes District-Wide. LAURA KENNEALLY & KATHLEEN MCCABE-ODRI

Abstract: Applied behavior analysis has been shown to be effective in changing students' disruptive behavior. Thus, behavior analysts are frequently hired by public school districts to solve behavior problems of an individual with developmental disabilities. But what then? How can behavior analysts go beyond individual students and help schools embrace and implement the technology to improve the education of others? The presenters will discuss two New Jersey public school districts that have adopted the principles of ABA into other programs in their school districts. Using a framework derived from Organizational Behavior Management, the presenters will also discuss successes, and failures of the current and future projects in both districts. This workshop will be informative to those who consult in public schools with the goal of creating lasting and effective change.

7 — Evidenced-based Practice in the Promotion of Healthy Lifestyles for Learners with ASDs Across the Lifespan. LINDA S. MEYER, JEFF JACOBS, & ALLYSON SUDOL

Abstract: Regular exercise promotes fitness and health benefits as well as improves appearance. Individuals with autism spectrum disorders may be at risk for being physically inactive. The characteristics of the disorder may interfere with successful participation in traditional forms of physical activity or the limited number of fitness and recreation programs designed for individuals with developmental disabilities. Achieving an appropriate fitness level can help learners with ASDs participate more fully with their families and peers in leisure activities, activities of daily living, as well as education, vocational, and community environments. Acquiring appropriate fitness skills may promote the productive use of leisure time in less restrictive settings. Extensive research supports the effectiveness of a behavioral approach for individuals with ASDs. This presentation will address the application of behavioral principles to promote the physical fitness and safety of individuals with ASDs as well as inclusion in home, educational, volunteer, leisure, and works settings.

8 — Innovative Approaches to Increasing Independent Participation in the Community for Individuals with Autism.

Chair: TINA M. SIDENER

Discussant: DAWN B. TOWNSEND

Teaching Children with Autism Spectrum Disorders to Attend Church. JESSICA ROTHSCCHILD, Sharon A. Reeve, Linda Meyer, & Patrick R. Progar

Using Graduated Guidance, Scripts, and Script Fading to Teach Individuals with Autism to Approach an Instructor, Describe a Problem, and Request Assistance in a Simulated-Vocational Setting. KIM DOTTO, Kenneth F. Reeve, Dawn B. Townsend, & Patrick R. Progar

A Comparison of Video Modeling and In Vivo Modeling for Teaching Yoga to Children with Autism. HELENE CIERZO, Tina M. Sidener, Kenneth F. Reeve, & Sharon A. Reeve

Abstract: This symposium will describe research findings from three studies that evaluated interventions for increasing independent engagement in leisure and community activities for individuals with autism. The first study investigated the use of a treatment package that included shaping, reinforcement, and backward chaining to teach children with autism spectrum disorder to attend a Roman Catholic Mass. The second study evaluated a vocational skills training package with script fading in a simulated employment setting. The third study compared the effects of video and in vivo modeling on acquisition of yoga poses.

FRIDAY, AUGUST 8
LATE AFTERNOON 2:30-4:00 pm

9 — Basic Behavior Principles in Translation.

Chair: JOHN L. BROWN

Discussant: KENNETH F. REEVE

Effects of DRO Requirements on Stereotypic Behavior. ERIC ROZENBLAT, John L. Brown, Sharon A. Reeve, & Kenneth F. Reeve

Decreasing Vocal Stereotypy Using Response Cost and Matched Stimuli. LORI BECHNER, & Mary E. Fannan

Abstract: Individuals who work with learners with autism use a variety of reinforcement schedules to increase adaptive behavior. Though the process of reinforcement, adaptive behavior competes with stereotypic behavior by teaching learners appropriate alternative replacement responses and incompatible responses. This symposium will discuss the use of DRO schedules and function-based reinforcers as they relate to learners with autism.

10 — Using Research-Based Teaching Strategies to Increase Social Skills in Individuals with Autism in Several Different Environments

Chair: SHARON A. REEVE

Discussant: DAWN B. TOWNSEND

Manipulating the Physical Placement of Scripts to Increase Social Initiations for Two Learners with Autism. LISA BELLUZZI, John L. Brown, Tina M. Sidener, & Kenneth F. Reeve

Increasing Play Initiations by Individuals with Autism Through the Use of Video Modeling. MARCUS LOZANO, Sharon A. Reeve, Kenneth F. Reeve, & Tina M. Sidener

Effects of Video Feedback on Social Initiating for Children with Autism Transitioning from Self-Contained to General Education Settings. CAROLE DEITCHMAN, Sharon A. Reeve, Kenneth F. Reeve, & Patrick R. Progar

Abstract: Presenters of this symposium will describe research conducted on interventions to teach individuals with autism to engage in social skills. The first study investigated the use of the physical placement of scripts to teach learners with autism to engage in social initiations. The second study evaluated the use of video modeling to teach children with autism to initiate play. The third study investigated the use of video feedback to increase social initiations for children with autism in a general education setting.

11 — Sexuality Instruction and Learners with ASD. PETER GERHARDT

Abstract: Persons with an autism spectrum disorder (ASD) are sexual beings. However, individual interest in sex or in developing an intimate sexual relationship with another person varies widely across individuals at all ability levels and at different stages in their lives. As such, there is a significant need for individualized, effective instruction for persons with ASD across the ability spectrum. Unfortunately, despite much discussion about decision making skills in the self-determination literature (e.g., Clark et al., 2004), there continues to be "lack of evidence [supporting the] effectiveness of sex education and training for persons with developmental disabilities" (Duval 2002, p. 453) in general, and autism spectrum disorders in particular. This presentation will address the potential translation of instructional strategies based upon behavior analytic principles to the area of sexuality instruction for learners with ASD. In addition, particular areas of instruction and challenges (both individual, familial, and systemic) will be discussed.

12 — Sharing the Experience: Teaching Joint Attention Skills to Children with Autism. JOYCE L. MACDUFF & REGINA LEDO

Abstract: The lack of joint attention is one of the defining characteristics for individuals with autism. The onset of joint attention skills may begin to develop in infants as young as 9 months, and is usually fully developed by the age of 18 months—making it one of the first characteristics of autism noticed by parents. Deficits in joint attention often result in a reduction of the number of language models a child encounters. Developing strategies to teach children to initiate and respond to bids for joint attention influence not only the number of language models, but also the types of situations in which language is taught. This workshop will describe research-based intervention that has been used to teach children to initiate both verbal and non-verbal bids for joint attention. Strategies for promoting maintenance of these skills will also be discussed.

13 — Data-Based Methods to Increase Treatment Integrity of Behavior Treatment Plans

Chair: PATRICK R. PROGAR

Discussant: PATRICK R. PROGAR

Effects of Verbal and Written Performance Feedback on the Treatment Integrity of Behavior Support Plans. MARISSA GYNN, Sharon A. Reeve, Patrick R. Progar, & Tina M. Sidener

Using Program-Wide Supervisory Feedback to Increase Treatment Integrity. FRANCES A. PERRIN & Denise Marzullo

Abstract: The integrity with which procedures are carried out are important in ensuring proper implementation of behavior change plans. This symposium will present two empirical studies that evaluated methods to increase treatment integrity. The first study evaluated the use of verbal and written performance feedback while the second evaluated supervisory feedback to increase the integrity of the implementation of behavior intervention plans.

**ALL-DAY WORKSHOP
SATURDAY, AUGUST 9**

Standard Celeration Charting and Interpretation

Presented by

Dr. Henry S. (Hank) Pennypacker

Workshop Description: The place of the Standard Celeration Chart in the arsenal of behavioral measurement techniques will be discussed. The chart is a powerful tool that enables behavior analysts, educators, and others to display and analyze any form of human behavior. Participants will learn to

- 1. Pinpoint behavior for measurement**
- 2. Calculate frequency, latency and duration measures**
- 3. Read and describe charted data precisely**
- 4. Chart data proficiently**
- 5. Interpret data using the chart**
- 6. Analyze results of behavior change interventions**

REGISTRATION — NJABA CONFERENCE 2008 (PAGE 1 of 2)

For NJABA Members - Early registration fee (received by July 25) is \$150 for both days of the conference or \$75 for a single day. (If payment is received after July 25, or you register on-site, the registration fee is \$175 for both days or \$100 for a single day).

For Non-Members - Early registration fee (received by July 25) for both days of the conference is \$225. and \$125 for a single day. (If payment is received after July 25, or you register on-site, the registration fee is \$250 for both days or \$150 for a single day). **NOTE: If you are not a NJABA member but would like to become one and benefit from reduced conference fees, please submit a membership form found at www.njaba.org along with your conference registration.**

Conference registration fee may be paid by check or credit card. If paying by check please make check out to **NJABA**. Mail check payment (or credit card information) with this registration form to:

**NJABA Annual Conference
151 Ryders Lane
New Brunswick, NJ 08901**

Title: Dr. Prof. Ms. Mrs. Mr.

Last name: _____ First & M.I. _____

Affiliation: _____

Position/Occupation: _____

Address: _____

Phone #: _____ E-Mail: _____

I am a NJABA member NOT a NJABA member

If paying by credit card, indicate Visa MasterCard Amex Discover

For credit card, indicate amount to be charged (see above for fees): \$ _____

Card number _____ Exp. date ____/____/____

Exact name on credit card (please print) _____

Phone # of cardholder _____

Signature (required for credit card only) _____

REGISTRATION — NJABA CONFERENCE 2008 (PAGE 2 of 2)

Continuing Education

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

**PAYMENT FOR CEUs WILL BE COLLECTED FROM YOU AT THE
END OF THE CONFERENCE (DO NOT PAY FOR CEUs IN ADVANCE).**

NJDOE credits will be provided free of charge.

BACB credits cost \$10 each (eligible workshops [see below*] are worth 1.5 credits each; keynote address is worth 1 credit. The Saturday all-day workshop is worth 6 credits.)

APA credits cost \$20 for the entire Friday conference (6 credits total) and \$20 for the entire Saturday all-day workshop (6 credits).

ASHA credits (*CE cost will be provided at the time of the conference*).

I will need CE credits for NJDOE BACB APA ASHA

I do NOT need any CE credits

*BACB CE credits are available for the keynote address,
workshops 1,2, 5-10, & 13, and the Saturday all-day workshop

FRIDAY AUG. 8, 2008

Please select only 1 presentation per each of the three time slots you wish to attend:

MORNING 1 2 3 4
EARLY AFTERNOON 5 6 7 8
LATE AFTERNOON 9 10 11 12 13

SATURDAY AUG. 9, 2008

Please indicate if you will attend the all-day Pennypacker workshop:

SATURDAY WORKSHOP

PRESENTER BIOGRAPHIES

Lori Bechner, MA, BCBA is the Clinical Director of the Educational Partnership for Instructing Children (EPIC), a private nonprofit school serving children with autism and related disorders in Paramus, NJ. She holds a Master's degree in clinical psychology (behavior analysis track) from the University of Massachusetts (Dartmouth), and is a Board Certified Behavior Analyst. Ms. Bechner will begin serving as President of NJABA in summer 2008. She has worked with children and adolescents with autism in home, school, and community settings and has presented at numerous conferences on autism and applied behavior analysis.

Lisa Belluzzi, MA is dual-certified as a Teacher of Students with Disabilities and an Elementary (K-5) Teacher. Ms. Belluzzi has been teaching children with special needs for four years including time spent working at REED Academy, an education and treatment program for children with autism in Garfield, New Jersey. She is a 2004 graduate of Marist College with a Bachelors degree in Psychology and a concentration in Special Education and a recent graduate of Caldwell College with a Masters degree in Applied Behavior Analysis. In September, Ms. Belluzzi will assume a new position as the Behavior Analyst for the Rockaway Borough Public School System in Rockaway, NJ.

John L. Brown, PhD, BCBA is Executive Director of REED Academy, an education and treatment program for children with autism in Garfield, New Jersey. He received his doctorate from the City University of New York in Learning Processes. Dr. Brown has completed doctoral internships at the Princeton Child Development Institute and the New York State Institute for Basic Research in Developmental Disabilities. His research interests include script-fading, prosody, and differential reinforcement procedures.

Helene Cierzo, MA received her degree in Applied Behavior Analysis from Caldwell College. Her research and clinical interests are in the areas of video modeling, in vivo modeling, and teaching leisure skills to children with autism. Ms. Cierzo coordinates ABA home-based programs for children with autism and is a certified yoga teacher for children.

Carole Deitchman is a special education teacher working in the Bernards Township public school program for children with autism, where she has worked with children from preschool through high school and their families. She is a student in the Masters in Applied Behavior Analysis Program at Caldwell College. Her research interests include social skills training and self-monitoring procedures for children with autism.

Kim Dotto, MA earned her Master's Degree in Applied Behavior Analysis at Caldwell College and is a behavior analyst at the Institute for Educational Achievement. Her main areas of research interest include strategies for teaching self-help skills and for promoting independence.

Mary E. Fannan, MA, BCBA is Head Teacher at the Educational Partnership for Instructing Children (EPIC), a private nonprofit school serving children with autism and related disorders in Paramus, NJ. She holds a Master's degree in Special Education with a concentration in Applied Behavior Analysis from Caldwell College, and is a Board Certified Behavior Analyst.

Ira M. Fingles has devoted his legal career to the representation of individuals with disabilities and their families. He has provided legal representation to individuals with disabilities in a variety of areas, including educational rights for children with disabilities, benefits and services for adults with disabilities, guardianship, and estate planning. He has argued precedent-setting cases in federal and state court, and before administrative agencies in Pennsylvania and New Jersey. He has written extensively on topics related to disability law and has presented to disability groups locally and across the nation. Ira is Immediate Past President of the Autism Society of America – Greater Philadelphia Chapter, and serves on the board of directors and as an advisor to disability advocacy groups in Pennsylvania and New Jersey. He received his JD from Temple University School of Law and is a member of the Pennsylvania and New Jersey Bars.

Jeff Jacobs, MA is a teacher of students diagnosed with behavior disorders (EBD). He holds a Masters in Special Education with a specialization in developmental disabilities and is currently enrolled in the Masters in Applied Behavior Analysis program at Caldwell College. Jeff has four years teaching and providing home or community-based therapy to individuals diagnosed with ASD. Jeff is a 3rd degree black belt Chung Do Kwan and has over 12 year teaching Tae Kwon Do to individuals with special needs (mostly ASD).

Peter Gerhardt, EdD is the President of the Organization for Autism Research (OAR). Dr. Gerhardt, whose private practice is based in Baltimore, MD, has authored and co-authored many articles and sections of books on the needs of adults with autism spectrum disorder. He has presented nationally and internationally on these topics. He currently serves on numerous professional advisory boards as well as serving on the Board of Directors of GRASP. Previous professional positions include serving as the Executive Director, Nassau Suffolk Services for Autism, Research Asst. Professor at Rutgers University Graduate School of Applied and Professional Psychology where he served as the Director of the Division of Transition and Adult Services at the Douglass Developmental Disabilities Center. It was in this capacity that he co-founded the Douglass Group, a social skills and support service for adults with Aspergers Disorder or High Functioning Autism. Dr. Gerhardt received his doctorate from Rutgers University Graduate School of Education.

Marissa Gynn, MA is a certified general and special education teacher with a Master's degree in Special Education from Caldwell College. Currently, she is working for Bergen County Special Services School District in the Behavior Analysis Department. Ms Gynn is a member of ABA International and NJABA. Her interests include home school coordination and parent training.

Laura Kenneally, EdD, BCBA is the Co-president of Advance, Inc., a private consulting agency offering behavioral and educational programming to school districts and families throughout New Jersey; and Executive Director of Partners in Learning, Inc. at Country Acres Private Preschool. She has presented workshops on topics in ABA including sleeping and eating issues, sibling support, and behavior management.

Regina Ledo has worked with children, adolescents, and adults with developmental disabilities (including autism) and their families for 16 years. She worked in the Early Intervention and Preschool Program at the Princeton Child Development Institute for 7 years as a therapist, evaluator, and trainer. Since 2006, she has been employed as a Family Teacher at Family Focus Mountainview, one of the Institute's group homes serving adults with autism, where she lives with her husband and child. She has published research on joint attention and is currently completing her Doctoral dissertation on this topic under the supervision of Jay S. Birnbrauer, at Murdoch University in Australia.

Marcus Lozano, MA recently graduated with a Masters degree in Special Education, specializing in Applied Behavior Analysis, from Caldwell College. For the past three years he has worked in the Bernards Township public school program for children with autism where he has recently been promoted to the position of teacher/trainer. Marcus also coaches youth soccer in West Orange, NJ. His research interests include video modeling and social skills training for children with autism.

Joyce L. MacDuff has worked with children, adolescents, and adults with autism and their families for the past 24 years. She has held various positions at the Princeton Child Development Institute as a therapist, family teacher, evaluator, and trainer. She is currently the Assistant Director of Early Intervention at the Princeton Child Development Institute. Extensive home programming and developing intervention services in integrated transition settings are included in her job responsibilities. She has published research on joint attention and presented research data at local and national conferences on topics such as promoting social interaction, script-fading procedures, and errorless teaching procedures.

Kathleen McCabe-Odri, EdD is the Executive Director of Partners in Learning at Country Acres Private Preschool and Cherrywood Academy, inclusive preschools in Williamstown, and Clementon New Jersey; and Co-President of Advance, Inc, a private consulting agency serving students with autism and their families. She has presented workshops on topics in ABA including Curriculum Adaptations, Staff Training, Functional Analysis, and Inclusive Education for Children with Autism.

Denise Marzullo, MA, BCBA earned her Master of Arts in Applied Behavior Analysis at Caldwell College in 2007 and is currently a Behavior Analyst in the Lindens Program of Bancroft NeuroHealth. Her research interests include teaching adaptive skills to children and adolescents with developmental disabilities, and staff training on principles and methodology of Applied Behavior Analysis.

Linda Meyer, EdD, MPA, CPFT is the Executive Director of The NJ Center for Outreach and Services for the Autism Community (COSAC) and a consultant in private practice (Linda S. Meyer Consulting LLC). She is the co-founder of the Alpine Learning Group in Paramus, NJ and served as its founding executive director from 1989 until 2005. She serves on the professional advisory boards of several schools and agencies serving individuals with autism spectrum disorders. Linda has presented at regional, national, and international conferences, and authored articles and book chapters on various special education, nonprofit management, and personal fitness topics. She has taught doctoral and masters level students in educational and clinical psychology programs and is currently an adjunct professor at Caldwell College, in Caldwell, NJ.

Frances A. Perrin, MEd, BCBA received her Masters in 2002 from Temple University and is a behavior analyst in the Lindens Neurobehavioral Stabilization Unit at Bancroft NeuroHealth. She is currently enrolled in Temple's Education Psychology doctorate program and is an adjunct faculty member at Rowan University. Her research interests include functional assessment methodology and treatment development and a number of translational research topics, including behavioral economics and preference assessments.

Patrick R. Progar, PhD, BCBA is Associate Professor and Chairperson of the Department of Psychology at Caldwell College. Pat received his PhD from the University of Wisconsin-Milwaukee and later completed a Postdoctoral Fellowship in Applied Behavior Analysis and Developmental Disabilities from Children's Seashore House and the University of Pennsylvania School of Medicine. Pat has also worked in the private sector where he directed a stabilization unit for individuals with developmental disabilities or brain injury who also engaged in severe problem behavior. Pat is active in the New Jersey Association for Behavior Analysis where he currently serves as the Secretary. Current research interests involve translational research, including work on behavior economics, choice, and preference assessments, behavioral history effects on current behavior, and the generalization and maintenance of treatment gains.

Kenneth F. Reeve, PhD, BCBA is Associate Professor of Psychology at Caldwell College. Ken is a board certified behavior analyst who earned his PhD in learning and behavior analysis with a specialization in developmental disabilities from the City University of New York. He is co-author of the book *Behaviorspeak: A Glossary of Terms in Applied Behavior Analysis*. Ken has presented and published research in concept formation and stimulus control, infant imitation and language development, and teaching applications for children with autism. He also serves as a research, staff training, and program consultant to early intervention agencies.

Sharon A. Reeve, PhD, BCBA received her PhD in behavior analysis from the City University of New York. She is Associate Professor of Psychology at Caldwell College where she also directs the Graduate Programs in Applied Behavior Analysis. Her research interests include stimulus control and social skills training for children with autism. She regularly presents at regional, national, and international conferences. Sharon has published in various professional publications and is a co-author of the book *Behaviorspeak: A Glossary of Terms in Applied Behavior Analysis*. She consults for school and home-based ABA programs and serves on various advisory boards for agencies and schools involved with autism treatment.

Jessica Rothschild is a graduate student at Caldwell College receiving her Masters in Applied Behavior Analysis. She is the teacher of an Intermediate Autistic class in Bernards Township. Her current research interests focus on teaching children with autism to participate in church activities with their families.

Eric Rozenblat, MA, BCBA is the interim Associate Director of REED Academy, an education and treatment program for children with autism in Garfield, NJ. He received his master's degree in Applied Behavior Analysis from Caldwell College and plans to continue his studies for his doctorate. His research interests include differential reinforcement schedules and video modeling.

Mary Sens-Azara, MA, CCC/SLP, BCBA is a licensed Speech Pathologist at Douglass Developmental Disabilities Center located on the Rutgers University campus. She received a Masters degree from Kent State University and is a Board Certified Behavior Analyst. Currently she works with adolescents on the Autism Spectrum and High school students with Aspergers Syndrome. She has presented at ABAI and NJABA conferences regarding ongoing research on the effects of Precision Teaching with frequency building of language component skills on the performance of language composite skills in adolescents and adults with Autism

David Sidener, PhD is the Director of Garden Academy and has worked in the field of autism treatment since 1986. He completed his PhD in Psychology and Applied Behavior Analysis at Western Michigan University under the supervision of Dr. Jack Michael. Dr. Sidener has supervised residential treatment programs for children with autism, developed and directed a vocational training program for adults with autism and other developmental disorders and consulted to schools, agencies and families. Prior to joining Garden Academy in 2005, Dr. Sidener was an Assistant Professor at Lafayette College in Easton, Pennsylvania. He has presented papers at national and regional conferences on such topics as treatment of stereotypy, incidental teaching, matching to sample and elements of Skinner's analysis of verbal behavior. He has published papers on joint control and treatment of tic disorders.

Tina M. Sidener, PhD, BCBA is Assistant Professor of Psychology at Caldwell College and a consultant at Garden Academy. She received her PhD from Western Michigan University and completed a predoctoral internship at Kennedy Krieger Institute. Her clinical and research interests include assessment and treatment of stereotypy, feeding disorders, functional assessment, language training, and treatment acceptability and adherence.

Ralph Spiga, PhD is Associate Professor in the Department of Psychiatry and Behavioral Sciences at Temple University and Director of the Department's Division of Research. Dr. Spiga received his doctorate from the University of Chicago. His research has examined the reinforcing effects of drugs and used microeconomic theory to model human drug choices in controlled laboratory settings, drug effects on human aggressive behavior and neurobiology of affiliative behavior, and choice in developmentally disabled children. He has wide experience with bioethics as institutional review board member at two medical schools and special committees to organize institutional review boards.

Allyson Sudol, MA, BCBA, SLP is a Board Certified Behavior Analyst and Speech-Language Pathologist. She works in a public school district with preschool and elementary age students with autism. She holds a BA in Special Education, MA in Communication Sciences and Disorders, and is currently a student in the Masters in Applied Behavior Analysis Program at Caldwell College. Her research interests include verbal imitation. She also teaches swimming to children with autism.

Dawn B. Townsend, PhD, BCBA is the Executive Director of the Institute for Educational Achievement, a non-profit educational program for students with autism. She earned a doctorate in psychology from the City University of New York Graduate School. She has extensive clinical and research experience in the area of autism intervention, with an emphasis on developing communication and social skills in children with autism. She has authored several articles in professional journals and presented at local, national and international conferences.