



**NEW JERSEY ASSOCIATION  
FOR BEHAVIOR ANALYSIS**

**NJABA'S**

**1st ANNUAL**

**BEHAVIOR ANALYSIS  
CONFERENCE**

**FRIDAY, AUGUST 5, 2005**

**RUTGERS BUSCH CAMPUS CENTER  
PISCATAWAY, NJ**

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

## NJABA CONFERENCE IN BEHAVIOR ANALYSIS

The New Jersey Association for Behavior Analysis is proud to sponsor the organization's first annual conference!

- The conference is specifically geared toward administrators, consultants, trainers, direct service providers, educators, and parents who use, or are interested in learning about, the principles and applications of behavior analysis.
- Three different workshop tracks will be 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, the New Jersey Department of Education, and the American Psychological Association can be earned through conference attendance.

The New Jersey Association for Behavior Analysis (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.

## SCHEDULE OF EVENTS

<b>Keynote Address</b>	<b>9:00 - 10:00 am</b>
<b>Morning Workshops</b>	<b>10:15 - 11:45 am</b>
<b>Lunch</b>	<b>11:45 am - 12:45 pm</b>
<b>Early Afternoon Workshops</b>	<b>12:45 - 2:15 pm</b>
<b>Late Afternoon Workshops</b>	<b>2:30 - 4:00 pm</b>

## REGISTRATION — NJABA CONFERENCE 2005

Early registration fee (received by July 15) is \$50 for NJABA members (\$75 if received after July 15). Registration is \$125 for non-members. Fee may be paid by check or credit card. If paying by check please make out to NJABA. Mail payment and registration form to:

NJABA  
151 Ryders Lane  
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Please select 1 workshop that you wish to attend for each time period (morning, early and late afternoon). Please indicate whether you need Continuing Education credits and what type. Instructions for obtaining Continuing Education credits will be provided at the NJABA conference. NJDOE credits will be provided free of charge. BACB credits cost \$10 each (workshops are each worth 1.5 credits and the keynote address is worth 1 credit). APA credits cost \$20 for the entire day (6 credits total).

I need CE credits for  NJDOE  BACB  APA

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

Last name: \_\_\_\_\_ First & M.I. \_\_\_\_\_

Affiliation: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_ E-Mail: \_\_\_\_\_

(If paying by credit card, please indicate  Visa  MC  Amex  Discover)

Card number \_\_\_\_\_ Expiration date \_\_\_\_\_

Signature (required for credit card) \_\_\_\_\_

DOE CE's - all workshops eligible

BACB CE's - keynote & workshops 4, 6, 8, 9, 12 eligible

APA CE's - keynote & workshops 2, 7, 11 eligible

Please check off only 1 workshop you wish to attend per time slot:

MORNING Workshop #	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
EARLY AFTERNOON Workshop #	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
LATE AFTERNOON Workshop #	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12

## PRESENTER BIOGRAPHIES

**Dr. Michael Selbst** works with individuals of all ages, addressing learning, social-emotional, and behavioral difficulties, as well as developmental delays. He provides therapy, Behavioral Parent Training, Social Skills Training, school-based consultation, in-service training, Functional Behavior Assessment, and Psycho educational Evaluations. He is also the Director of two summer social skills programs: Stepping Stone Summer Program and the Weekend to Improve Social Effectiveness (W. I. S. E.).

**Gerald L. Shook, Ph.D., BCBA**, is the Executive Director of the Behavior Analyst Certification Board.

**Kimberly Thier, Ph.D., BCBA**, is an Educational Consultant for Consultation and School Support, May Institute, Inc., Norwood, MA.

**Dawn Buffington Townsend, Ph.D., 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 CUNY Graduate School and University Center. 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.

**Mary Jane Weiss, Ph.D., BCBA**, received her Ph.D. in Clinical Psychology from Rutgers University in 1990. She became a Board Certified Behavior Analyst in 2000. She is an Assistant Research Professor at Rutgers University, and she is the Director of Research and Training at the Douglass Developmental Disabilities Center at Rutgers University. Her clinical and research interests center on the identification of best practice ABA techniques, on evaluating the impact of ABA in learners with autism, and in maximizing family members' expertise and adaptation. She has written numerous articles and three books on autism, *Right from the start: Behavioral intervention for young children with autism* (co-authored with Sandra Harris, 1998), *Reaching out, joining in: Teaching social skills to young children with autism* (co-authored with Sandra Harris, 2001), and *Sibling stories: Reflections on life with a brother or sister on the autism spectrum* (co-authored with Lynne Stem Feiges, 2004). She is also a regular presenter at regional, national, and international conferences on topics relevant to ABA and autism.

## KEYNOTE SPEAKER

### **DR. SANDRA L. HARRIS** **“EDUCATING LEARNERS WITH** **AUTISM: WHERE WE WERE AND** **WHERE WE ARE”**

Sandra L. Harris received her bachelor's degree in psychology from the University of Maryland at College Park in 1964 and she earned her Ph.D. in clinical psychology from the State University of New York at Buffalo in 1969. She is presently a Board of Governors Distinguished Service Professor of Clinical Psychology at the Graduate School of Applied and Professional Psychology and the Department of Psychology at Rutgers, The State University of New Jersey. Dr Harris is Executive Director of the Douglass Developmental Disabilities Center, a Rutgers University program for children, adolescents, and adults with autism that she founded in 1972. She is the author of several books and numerous book chapters and journal articles concerning the needs of people with autism and the special needs of families that include a child with autism. Dr. Harris is nationally and internationally recognized for her work in this area and gives lectures around the world on her research. She is a fellow of the American Psychological Association, the American Psychological Society and the American Association of Applied and Preventive Psychology. She is an associate editor for the *Journal of Autism and Developmental Disorders*. She is a past editor of *The Clinical Psychologist*, and serves on several editorial boards. She is the Autism Series editor for Woodbine House. Her book, *Siblings: A Guide for Parents of Children with Autism*, won the 1995 Autism Society of America's Literary Achievement Award. Her most recent book written with Lara Delmolino, and published by Woodbine House in 2004, is *Incentives for change: Motivating people with autism spectrum disorders to learn and gain independence*.

## MORNING WORKSHOPS: 10:15 - 11:45 am

### WORKSHOP 1

#### Insights for Professionals About the Special Parent: In the Service of Effective Collaboration

**Doreen M. DiDomenico, Ph.D. & Ira M. Fingles, Esq.**

Professionals working in the special education arena need to communicate and collaborate extensively with family members and/or other caregivers to effectively serve their classified students. Often, the obstacles involved in parent-professional collaboration present more of a challenge than the primary task of serving individuals with special needs. Educators often despair when parents resist or are slow to follow through on valuable recommendations, despite obvious investment in the child's welfare. Families' efforts at advocacy for their children are often hindered by misjudgments by professionals who may lack an in-depth understanding of the experiences of the 'special' parent. Parents often feel misunderstood by many professionals in whose expertise and care they entrust their children. Dr. DiDomenico is a professional in this field, and the parent of a child with a developmental disability. Based on personal experiences as a professional working with parents, and as a parent working with professionals, a unique perspective from both sides of the fence is offered. Mr. Fingles is an attorney specializing in disability law who has represented hundreds of parents of children with disabilities, and he is the sibling of an adult with significant disabilities. The overall goal of this exploration is to encourage understanding, empathy and the development of effective partnerships.

**Workshop Difficulty Level: Basic/Intermediate**

**Student/Client Population: All special needs**

**Attendee Population: All audiences**

### WORKSHOP 2

#### Practical Strategies for Anger Management in Children & Adolescents

**Michael C. Selbst, Ph.D.**

The ability to be successful throughout one's school years can be a challenge for any child. They are presented with daily stressors, including academic demands, pressures placed by parents, teachers, and themselves, developing friendships, handling teasing by peers, and "fitting in" with others, and improving their self-esteem. Coping with such demands and stressors is critical for successful development, adjustment, and overall well-being. It is important, therefore, for children to learn and display appropriate anger management and positive social skills particularly when they are faced with stressful and frustrating situations. This

## PRESENTER BIOGRAPHIES

**Russell J. Kormann, Ph.D.**, is the director of Project: Natural Setting Therapeutic Management (NSTM), a community based multiple-model service delivery program for individuals with developmental disabilities and severe behavioral challenges.

Project NSTM provides on-site behavioral support to families and professional staff who work with the referred individuals. Project NSTM has been funded by the New Jersey Division of Developmental Disabilities since 1980 and Dr. Kormann has been a part of the Project since 1986. During his tenure, he has focused his professional attention on issues of community and academic inclusion for individuals with behavioral challenges, as well as on community-based behavioral assessment. He also serves as a behavioral consultant to several school districts and residential programs throughout New Jersey.

**John McElwee, MSc, BCBA**, is a Board Certified Behavior Analyst with charter member status. He is an approved provider for BCBA CEU's. He received his MSc. from University of Calgary in 1970. He has over 30 years experience as an applied behavior analyst with the main focus of his research and practice being EIBI.

**Nancy Michaels** has worked with special needs children and their families in a variety of capacities since 1971. For the past 17 years, she has been the School Social Worker for the Piscataway Regional Day School and more recently the Bright Beginnings Learning Center. Both programs serve students with multiple disabilities and/or autism. These are two of the programs operated by the Middlesex County Educational Services Commission. Prior to coming to the Commission, she worked for COSAC and the Easter Seal Society.

**Robert F. Putnam, Ph.D., BCBA**, is Senior Vice President for Consultation and School Support, May Institute, Inc., Norwood, MA.

**Sharon A. Reeve, Ph.D., BCBA**, coordinates the Graduate Programs in Applied Behavior Analysis at Caldwell College in Caldwell, NJ, where she is also Assistant Professor of Education. She serves as a consultant for ABA school and home-based programs. Her research interests include stimulus control and social skills training for children with autism.

**Debra G. Salzman, Ph.D.**, is a Clinical Psychologist in New Jersey in private practice with Behavior Therapy Associates in Somerset, NJ. Dr. Salzman received her Ph.D. in clinical psychology from the State University of New York at Albany. She has a special interest in the assessment and treatment of children, adolescents and adults with anxiety disorders, social skills deficits, past and present childhood sexual abuse, disruptive behavior disorders, and parent training. She has been a field supervisor for clinical psychology graduate students at Yeshiva University and the Graduate School of Applied and Professional Psychology at Rutgers University. Dr. Salzman has conducted numerous workshops on the topics of behavior therapy with children, adolescents and families.

## PRESENTER BIOGRAPHIES

**Lisa Marie Angello, Ph.D., BCBA**, is an Educational Consultant for Consultation and School Support, May Institute, Inc., Norwood, MA.

**John L. Brown, Ph.D., BCBA**, is Director of REED Academy, an education and treatment program for children with autism, in Garfield, NJ. His research interests include stimulus control and applied behavior analytic language instruction for individuals with autism.

**Marlene Cohen, Ed.D., BCBA**, is the interim President of the New Jersey Association for Behavior Analysis. She is a Research Assistant Professor at the Graduate School of Applied and Professional Psychology of Rutgers University, Director of Adult and Transitional Services at the Douglass Developmental Disabilities Center, and part-time instructor at the Graduate School of Education, Rutgers University.

**James Connell, MA, BCBA**, is an Educational Consultant for Consultation and School Support, May Institute, Inc., Norwood, MA.

**Dr. Doreen DiDomenico** is a Clinical Psychologist and has been a Behavior Specialist with Project: Natural Setting Therapeutic Management (NSTM) at Rutgers University for over 15 years. Through NSTM, she provides behavioral consultation and training to family members, professionals and other care providers of individuals with developmental disabilities and behavioral challenges. In affiliation with the Graduate School of Applied and Professional Psychology, she provides training and clinical supervision in behavioral consultation and therapy to doctoral students. She has also served as consulting psychologist to several agencies for persons with developmental disabilities. Dr. DiDomenico speaks regularly at professional conferences locally and throughout the country on issues related to behavior management, parent/professional collaboration, and dual diagnosis. She is also a Trustee with the Bayonne Board of Education. Dr. DiDomenico is the parent of two daughters, one of whom has a developmental disability.

**Ira M. Fingles, Esq.**, teaches and lectures on a variety of topics relating to disability law. He has provided legal representation to individuals with disabilities in a variety of areas, including educational rights for children with disabilities, equal access to public accommodations and public programs, and community integration of individuals with disabilities. He volunteers his time to a number of disability-related organizations and is currently serving terms as Co-President of the Autism Society of America, Greater Philadelphia Chapter and Secretary of the Board of Trustees of the Brain Injury Association of New Jersey. He holds a law degree from Temple University School of Law and is a member of the New Jersey, Florida, and Pennsylvania Bars.

## MORNING WORKSHOPS continued

will impact their ability to develop and maintain positive relationships with peers, teachers, and family members. Also, acquisition of these skills will facilitate their ability to work persistently and successfully in school and increase their self-confidence.

**Workshop Difficulty Level: Intermediate / Advanced**

**Student/Client Population: Relevant for a wide spectrum of disorders, including High Functioning Autism, Asperger's Disorder, AD/HD, Bipolar Disorder, Learning Disability, Oppositional Defiant Disorder**

**Attendee Population: Administrators, Consultant / Trainer, Direct Service Providers, Parents**

### WORKSHOP 3

**The Behavior Analyst Certification Board:  
Current Status and Future Development**

**Gerald L. Shook, Ph.D., BCBA**

Attendees will learn about the current certification process in behavior analysis, the Behavior Analyst Certification Board, and its future directions.

**Workshop Difficulty Level: Basic / Intermediate**

**Student/Client Population: All special needs**

**Attendee Population: All audiences**

### WORKSHOP 4

**Fluent Verbal Behavior and Speaking Rate**

**John McElwee, MSc, BCBA**

Verbal behavior is a core deficit of children with a diagnosis of Autistic Spectrum Disorder. Early Intensive Behavior Intervention (EIBI) has demonstrated positive results in the treatment of children with this diagnosis (Rosenwasser & Axelrod, 2001). EIBI is based on utilizing a variety of treatment protocols developed from the basic principles of behavior analysis. A behavior analytic analysis of language is central to many aspects of the interventions. Behavior Analysts have been encouraged to incorporate "fluency" procedures into their intervention techniques (Weiss, 2003). The fluency paradigm proposes the rate per minute of correct

## MORNING WORKSHOPS continued

responding is a "true" standard of performance than accuracy alone. To incorporate fluency, a therapist must have a defined aim or performance target. This workshop will develop the thesis that "speaking rate" may provide a guideline for predicting Estimated Performance Standards (EPS) for all the basic language and learning skills. It has been estimated that the performance standard for speaking in dialogue conversation is 150 to 250 words per minute (Starlin, 2002). This presentation will use this figure as a basis for predicting EPS for EIBI program targets for clients with an ASD diagnosis. The targets will include echoic, listener, tacting, and simple to advanced intraverbal behavior. A formula will be given that will enable participants to predict EPS based on the analysis that dialogue conversation is based on the component skills of listening and speaking. Existing and new data will be provided to support the thesis. The presentation will conclude with a discussion of the implications of the main thesis that speaking rate is a key to EPS for verbal behavior and it's relation to classroom behavior and social behavior.

**Workshop Difficulty Level:** Intermediate / Advanced

**Client Population:** Autism, communication disorders, LD

**Attendee Population:** All audiences

## EARLY AFTERNOON WORKSHOPS 12:45-2:15 pm

### WORKSHOP 5

#### Finding Supports for Families

Nancy Michaels

Living with a child with Autism can stress the entire family network from parents, siblings, grandparents and the extended family system. This presentation will discuss some of the ways that families can secure services and support for their family member with Autism as well as for other members of the household.

**Workshop Difficulty Level:** Basic

**Client Population:** Autism

**Attendee Population:** All audiences

## LATE AFTERNOON WORKSHOPS continued

### WORKSHOP 11

#### Cognitive Behavioral Treatment of Anxiety Disorders

Debra G. Saizman, Ph.D.

Anxiety is adaptive and necessary for our survival. However, many people experience anxiety, which is no longer adaptive and causes tremendous interference in a person's life. Participants will learn how to assess and treat individuals suffering with anxiety. Cognitive behavioral treatment is very effective at reducing/eliminating anxiety symptoms. Participants will learn various cognitive behavioral strategies that are successful in treating anxiety disorders. Participants will learn how to make differential diagnoses of the anxiety disorders. Disorders discussed will include separation anxiety disorder, obsessive-compulsive disorder, social phobia, specific phobia, post-traumatic stress disorder and generalized anxiety disorder.

**Level of Workshop:** Intermediate / Advanced

**Student/Client Population:** Anxiety disorders

**Attendee Population:** Psychologists, social workers, Direct service providers, and parents

### WORKSHOP 12

#### Training Models Panel Presentation

John L. Brown, Ph.D., BCBA, Dawn Buffington Townsend, Ph.D., BCBA, Marlene Cohen, Ed.D., BCBA, & Sharon A. Reeve, Ph.D., BCBA

Attendees will hear from four professional Board Certified Behavior Analysts who have extensive experience training teachers and staff to educate children with autism spectrum disorders across a variety of school and service settings. Each panelist will present the characteristics relevant to his or her training model as they apply to a specific educational setting.

**Level of Workshop:** Intermediate / Advanced

**Student/Client Population:** Autism

**Attendee Population:** All attendees

## EARLY AFTERNOON WORKSHOPS

2:30-4:00 pm

### WORKSHOP 10

#### **A Functional Behavioral Assessment Model to Facilitate Inclusion in Academic Settings for Children with Autism and Challenging Behaviors**

**Russell J. Kormann, Ph.D.**

Inclusion and the provision of appropriate educational experiences for children with autism and challenging behaviors is an incredibly complex requirement for many academic settings. Questions such as how does one define "inclusion" and approach the process of including a student with behavioral challenges into a classroom filled with other children, face professionals, administrators and parents every day. Moreover, in light of the reauthorization of the Individuals with Disabilities Education Act (IDEA), academic personnel are routinely asked to provide a level of behavioral support, which potentially exceeds their expertise. IDEA mandates that schools conduct functional behavioral assessments and develop positive behavioral support plans that are steeped in applied behavioral analysis. This workshop will present a multi-factor model that addresses the difficulties of assessing a student's behavior from a functional behavioral perspective as well as the many variables that affect a classroom staff's ability to implement such plans. It is not simple enough to write an intervention. Issues such as behavioral competence, programmatic and administrative support, staff burnout and environmental structure are all critical variables that must be addressed before any support plan can be successfully implemented. Finally, understanding the academic staff as "the true experts" on the student's behavior and ultimately the ones who hold the responsibility for programming will be presented as crucial variables to acknowledge in the quest for a treatment approach that meets the complex behavioral needs of children with Autism and Pervasive Developmental Disorders.

**Workshop Difficulty Level: Intermediate**

**Student Population: Autism / Developmental Disabilities**

**Attendee Population: Direct Service Providers (teachers, TA's, New behavioral consultants); Administrators**

## EARLY AFTERNOON WORKSHOPS

continued

### WORKSHOP 6

#### **Using Schoolwide Positive Behavior Supports to Improve Behavior and Academic Functioning**

**Robert F. Putnam, Ph.D., BCBA, Kimberly Thier, Ph.D., BCBA, James Connell, M.A., BCBA, & Lisa Marie Angello, Ph.D., BCBA**

The use of school wide positive behavior support practices based on the principals of applied behavior analysis has shown improvements in reduction of reactive, punitive and exclusionary discipline practices. This presentation will focus on the application of positive behavior support practices on universal, targeted and intensive levels within schools. The presentation will review the model of school-wide positive behavior supports, its components and provide examples of its implementation across the different levels. Examples will be provided showing the impact of this model on improvement of the behavioral climate of whole schools and classrooms in schools in New Jersey. Data will be provided showing improvements in overall school and classroom behavioral climate. Data will also be provided showing effectiveness of school-wide interventions to improve individual student prosocial skill development and academic functioning.

**Workshop Difficulty Level: Intermediate**

**Client Population: Autism**

**Attendee Population: All audiences**

### WORKSHOP 7

#### **Building Social Skills in Children with Special Needs**

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

This workshop will address several strategies for building social skills in children with special needs. Emphasis will be placed on skills in a variety of domains of social interaction. Within social skills, strategies for building social responsiveness, social initiations, and social comprehension will be described. Issues such as quality of response, independence of response, and speed of response will be reviewed. In the realm of social skills, special attention will be given to the use of role-plays, rule cards and social stories as strategies to teach socially relevant behaviors. There will also be a discussion of problem solving strategies, and how to help children master the ability to make effective choices in social situations. The use of formal and naturalistic teaching strategies will be reviewed, and options for tracking

## EARLY AFTERNOON WORKSHOPS continued

progress objectively will be discussed.

**Workshop Difficulty Level:** Basic/Intermediate

**Student/Client Population:** All special needs

**Attendee Population:** All audiences

### WORKSHOP 8

#### Identifying and Implementing Effective Strategies to Teach Generalization and Discrimination of Skills for Children with Autism

**Sharon A. Reeve, Ph.D., BCBA & John L. Brown, Ph.D., BCBA**

One of the hallmarks of teaching functional skills is to insure that what is taught occurs at the appropriate time, in the presence of appropriate people, and in an appropriate setting. In other words, for skills to be considered functional, the context (or antecedent stimuli) in which these skills occur, and do not occur, are particularly relevant. In the behavior analytic literature, the study of the effects of antecedent stimuli on the occurrence (or nonoccurrence) of specific behavior is called *stimulus control*. In this workshop, attendees will be provided with an overview of teaching methods that may be utilized to teach appropriate control by antecedent stimuli. Included will be descriptions and issues related to programming for generalization, teaching discrimination, teaching the transfer of control from one antecedent stimulus to another through the use of effective prompting strategies, stimulus fading and stimulus shaping, errorless learning, and concept formation.

**Difficulty Level of Workshop:** Intermediate / Advanced

**Student/Client Population:** Autism

**Attendee Population:** Consultant/trainer, direct service provider, and parents

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ENCE FEES ARE REDUCED FOR MEMBERS**

## EARLY AFTERNOON WORKSHOPS continued

### WORKSHOP 9

#### Relational Frame Theory and Early Intensive Behavior Intervention For Autistic Spectrum Disorder

**John McElwee, MSc, BCBA**

Relational Frame Theory, or RFT, is a modern behavior analytic account of language and cognition (Hayes, Barnes-Holmes, & Roche, 2001). This presentation will discuss the central conceptual and experimental tools of the theory. Relating stimuli is proposed as central to the developmental of language and the ability to derive relations. Mutual entailment, combinatorial entailment, and transformation of stimulus function are properties that define relational responding called frames. The development of frames is the result of multiple exemplar training. RFT has significant implications for EIBI programs including: analysis of core skills essential for relational behavior, performance standards for basic learner and language skills and instructional protocols. The presentation will conclude with a theoretical curricula sequence suggested from the theory.

**Workshop Difficulty Level:** Intermediate / Advanced

**Client Population:** Autism

**Attendee Population:** All audiences

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