

The 5th Annual New Jersey Association for Behavior Analysis Conference



July 17 and 18, 2009

Rutgers University - Busch Campus Center - Piscataway, NJ

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 New Jersey Association for Behavior Analysis is proud to sponsor its 5th Annual Conference.

- 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.
- Continuing Education credits approved by the Behavior Analyst Certification Board, the New Jersey Department of Education, the American Speech-Language-Hearing Association*, the New Jersey Department of Education, 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.)

General Announcement

**If you are an individual with a disability and will need an accommodation,
please call Marlene Cohen at 732.932.2791.**

SCHEDULE OF EVENTS

FRIDAY, JULY 17

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| Check In & On-site Registration | 8:00 - 8:45 am |
| Introductory Remarks | 8:45 - 9:00 am |
| Keynote Address | 9:00 - 10:15 am |
| Morning Workshops | 10:30 - 12:00 am |
| Lunch (on your own) | 12:00 am - 1:00 pm |
| Early Afternoon Workshops | 1:00 - 2:30 pm |
| Late Afternoon Workshops | 2:45 - 4:15 pm |

KEYNOTE ADDRESS

Getting Our Feet Wet as Administrator-Researchers

Dr. Patricia J. Krantz and Dr. Lynn E. McClannahan
Princeton Child Development Institute

Description: In the mid-1970s, we set out on an adventure: To design an intervention *system*—a coherent set of prompts and S^Ds and a set of reinforcement contingencies that apply to all participants. In this system, research and intervention are interactive components. Research questions emerge from intervention problems and research results are immediately put into practice to improve treatment outcomes. We have had the opportunity to provide instruction for people with autism over a considerable span of time and we have lived with and assessed the generalization, maintenance, and relevance of our research questions and our intervention outcomes. In this presentation, we will briefly review some of the lines of research we have pursued (and are pursuing). We will also describe the intervention model that we and our colleagues developed and our efforts to disseminate it. And we will discuss the compelling reasons for combining research with program administration and teaching others to do so.

Patricia J. Krantz, Ph.D. is Executive Director Emerita of the Princeton Child Development Institute. In 1999, she was honored when the Society for the Advancement of Behavior Analysis chose the Princeton Child Development Institute as the recipient of the Award for Enduring Programmatic Contributions in Behavior Analysis. Dr. Krantz holds an academic appointment at Queens College of the City University of New York. Her current research focuses on stimulus control procedures that increase spontaneous generative language. She has made many international contributions to autism intervention, including lectures at the British Institute of Mental Handicap; the Congress of the European Association of Behavior Therapy; the Dean's Leading Edge Lecture at Deakin University, Victoria, Australia; at the Norwegian Association for Behavior Analysis; and keynote addresses at the first conferences on autism in the Soviet Union and in Poland. In 2000, she presented a paper at Congrès Européen pour l'Analyse Expérimentale du Comportement at Amiens, France, and more recently, she has conducted workshops and seminars and has given invited addresses in Spain, France, and Turkey. Dr. Krantz and her colleague, Lynn E. McClannahan, have published many research articles and book chapters and two books, and were recently honored by the Department of Applied Behavioral Science of the University of Kansas, which conferred the Alumni Distinguished Achievement Award.



Lynn E. McClannahan, Ph.D. is Executive Director Emerita of the Princeton Child Development Institute. Internationally known, the Institute was one of the first non-institutional programs in the United States for people with autism. Dr. McClannahan's research on behavioral intervention, accountability systems, staff training and mentoring, and program evaluation has been recognized by the Senate of the State of New Jersey (commendation on research and service to persons with autism, 1988); by the National Teaching-Family Association (Outstanding Contributions Award, 1989); by Developmental Disabilities Services Managers (Annual Award for Outstanding Contributions in Management, 1992); by Division 25 of the American Psychological Association (first Fred S. Keller Award for Distinguished Contributions to Behavioral Education, 1994); by the New Jersey Association for Behavior Analysis (Distinguished Lifetime Service Award, 2008); and by the Second International Conference on Special Education, Marmaris, Turkey (Award for Meaningful Contributions, 2008). She and Dr. Krantz have developed an intervention model that is used in the U. S. and abroad and they are co-authors of *Activity schedules for children with autism: Teaching independent behavior* and a second book, *Teaching conversation to children with autism: Scripts and script fading*.



FRIDAY, JULY 17 WORKSHOPS / SYMPOSIA

As NJABA has done in past annual conferences, following the keynote address, there are 3 time slots for workshops/symposia. During each time slot, there will be a choice of 4 workshops/symposia, some of which are data-based. Each will be 90 minutes in length.

MORNING WORKSHOPS / SYMPOSIA 10:30am – 12:00pm

1 — An Overview of the Behavior Analyst Certification Board (BACB) and Introduction to Certification in Behavior Analysis. GERALD L. SHOOK

Abstract: Attendees will learn about the structure and activities of the Behavior Analyst Certification Board and the purpose and process of certification in behavior analysis.

2 — Decreasing Vocal Stereotypy and Increasing Language in Children with Autism. TINA M. SIDENER (Chair).

Abstract: This symposium will be comprised of four data-based presentations that describe the effects of teaching procedures used to decrease non-functional vocalizations and to increase language in learners with autism.

Response Interruption and Redirection as Treatment for Vocal Stereotypy in Children with Autism: A Systematic Replication. MEGAN DUFFY, Tina M. Sidener, David W. Sidener, and Patrick R. Progar

Effects of Three Types of Nonconcontingent Auditory Stimulation on Vocal Stereotypy in Children with Autism. SHARYN SAYLOR, Tina M. Sidener, Sharon A. Reeve, Patrick R. Progar, and Anne Fetherston

The Effects of a Treatment Package to Increase Imitation and Spontaneous Speech in Children with Autism. ALLYSON SUDOL, Sharon A. Reeve, Kenneth F. Reeve, and Joanne Gerenser

The Effects of a Script Fading Procedure on the Verbal Interactions of Children with Autism. ELENA GARCIA-ALBEA, Sharon A. Reeve, Kenneth F. Reeve, and Kevin J. Brothers

3 — Advances in Stimulus Control Technologies to Teach Leisure Skills and Independence. SHARON A. REEVE (Chair).

Abstract: This symposium will be comprised of four data-based presentations that describe the use of stimulus control fading procedures and activity schedules to teach leisure and play skills and independence to learners with autism.

Evaluating a Stimulus Control Fading Procedure to Teach Indoor Rock Climbing to Children with Autism. HANNAH KAPLAN, Tina M. Sidener, Kenneth F. Reeve, and David Sidener

Using Activity Schedules to Teach Children with Autism to Play a Game. ALYSSA BLUM, Sharon A. Reeve, Kenneth F. Reeve, and Hannah Hoch

Using Activity Schedules to Teach Adolescents with Autism to Play Nintendo® Wii Fit. JULIA MANDELBAUM, Sharon A. Reeve, Kenneth F. Reeve, and Tina M. Sidener

Teaching Children with Autism to Prepare and Use Written Activity Schedules. DIANA ZITELLI, Sharon A. Reeve, Tina M. Sidener, and Patrick R. Progar

4 — Assessing Staff and Program Competence: An Emphasis on Treatment Outcomes. GREGORY S. MACDUFF & DAWN B. TOWNSEND

Abstract: Providing effective intervention is one of the seven defining characteristics of applied behavior analysis and has been defined as improving the target behavior to a practical degree (Baer, Wolf, & Risley, 1968, 1987). In a later publication, McClannahan and Krantz (1993) posited the importance of staff training and evaluation systems as a means of determining program effectiveness. Their analysis of systems for intervention agencies support the conclusion of Baer, Wolf, and Risley (1987) in which they stated, “effectiveness for the future will probably be built primarily on system-wide interventions (p. 325). The workshop is designed to address issues of effectiveness as they relate to staff training and evaluation, and program evaluation. The presentation will include a description of a training and evaluation protocol developed to provide data-based evidence of staff member’s teaching skills and a review of data produced by staff performance evaluations over time. In addition, the presenters will review annual outcome data used by PCDI and its dissemination sites to establish and maintain high levels of program effectiveness.

EARLY AFTERNOON WORKSHOPS / SYMPOSIA 1:00pm – 2:30pm

5 – Share Your Success with Others: Designing and Presenting Posters at Premier Conferences. LINDA S. MEYER

Abstract: Poster sessions at premier conferences are a relatively economical way to share research results with the behavior analysis community. This presentation will provide you with components of a poster and describe the basic guidelines in designing and presenting a poster.

6 – Promoting Speech and Language in Children with ASD: Theory to Practice (Part I). JOANNE GERENSER

Abstract: It has been well established that early intensive behavioral intervention is the most effective treatment approach for children with autism. Despite intensive intervention, however, some children continue to demonstrate significant deficits in speech, language, and communication. This two-part workshop will provide a model for integrating research in the areas of psycholinguistic development, early social development, as well as lexical development within behavioral programming for young children with autism. Implications for assessment and intervention will be discussed across all areas.

7 – Innovative Teaching Procedures for Play and Academic Skill Development for Young Learners with Autism. KENNETH F. REEVE (Chair).

Abstract: This symposium will be comprised of three data-based presentations that demonstrate the effectiveness of peer tutoring, video modeling, and script fading for teaching both play and academic skills for young learners with autism.

Observational Learning and Peer Tutoring Sessions for Teaching Spelling Words. NANCY MONDELLO, Patrick R. Progar, Sharon A. Reeve, and Jo Ann Pereira Delgado

Teaching Preschoolers with Autism to Initiate Play Using Script Fading Procedures. KARA REAGON

A Comparison of Concurrent Video Modeling and Video Priming to Teach Play Skills to Children with Autism. KIM SANCHO, Tina M. Sidener, Sharon A. Reeve, and David Sidener

8 – The Application of Peer Mediated Tactics and the Induction of Observational Learning. JO ANN PEREIRA DELGADO

Abstract: Peer mediated tactics such as peer tutoring and peer monitoring have received considerable attention in the literature. These tactics have been successful in improving academic and social behaviors in students diagnosed with a range of disabilities. Observational learning (OL) has also been treated as a tactic to improve similar behaviors. However, the

means in which students acquire OL have only been recently investigated. Research suggests that OL is actually a learning capability that can be induced in students that have been shown experimentally to lack OL through the use of peer-mediated tactics. This presentation will include an overview of research based studies and an outline on the application of peer-mediated tactics and protocols to the classroom setting. The findings of these studies will be discussed in terms of the inclusion of students with disabilities in the general education setting.

LATE AFTERNOON WORKSHOPS / SYMPOSIA 2:45pm – 4:15pm

9 – Making Informed Choices about Autism Treatment. SUZANNE BUCHANAN

Abstract: Given the wide variety of treatment approaches for autism, parents often have questions regarding where to start, which interventions to choose, and which ones are right for their child. Following a brief review of the value of evidence-based practices, this workshop will provide attendees with tools to be more informed consumers and techniques to partner with service providers to enhance their child's programming. Emphasis will be placed on accountability measures and documenting an individual's progress. This workshop will benefit parents of newly diagnosed children who would like help making sense of treatment claims and parents of older children who wish to re-evaluate their child's current program.

10 – Promoting Speech and Language in Children with ASD: Theory to Practice (Part II). JOANNE GERENSER

Abstract: This is the second of a two-part workshop series (see details under workshop 6 above).

11 – Recent Research in Choice Behavior and Preference Assessments. PATRICK R. PROGAR (Chair).

Abstract: This symposium will be comprised of three data-based presentations that examine variables affecting choice and preference for young learners with autism and developmental delays.

A Comparison of Reinforcer Assessments for Children with Disabilities. ALLISON VIEIRA, Patrick R. Progar, Tina M. Sidener, and Kenneth F. Reeve

Evaluating the Preference for Greater or Fewer Choices by Older Learners Diagnosed on the Autism Spectrum. SELENA MEHR, Patrick R. Progar, Kenneth F. Reeve, and Robert LaRue

Effects of Choice-based Activity Schedules on On-Task Behavior in Children with Autism. KRISTIE MURANO, Tina M. Sidener, Sharon A. Reeve, and David Sidener

12 - Applied Behavior Analysis Programs in Public School Settings: They *Can* Work! SHARON A. REEVE (Chair).

Panel Participants: SHARON A. REEVE, JO ANN PEREIRA DELGADO, MARY E. MCDONALD, and JAIME DEQUINZIO

Abstract: In this panel presentation, professionals who have been involved in developing, implementing, and maintaining public school ABA/Autism programs will share their expertise and experiences and field questions.

Visit the NJABA website at www.njaba.org for directions to the Busch Campus Center, conference updates, and for NJABA membership information



ALL-DAY WORKSHOP - SATURDAY, JULY 18

Errorless Learning and Programmed Instruction: The Myth of the Learning Curve

Dr. Murray Sidman

Description: Teaching a pupil all the prerequisites for a task will produce errorless learning. If errors do occur, they can be eliminated by identifying and teaching the missing prerequisites. Learning need not be a trial-and-error process for the pupil, although it may be for the teacher. Errorless learning indicates that the learning process is all-or-none; the learning curve becomes discontinuous, with any continuity residing in the teaching process. Since mental retardation is defined by learning failures, i.e., by excessive errors, the fact of errorless learning calls into question both the definition of retardation and the teaching methods that have given rise to that definition. This workshop will provide illustrations of effective programming, will outline some of the basic principles underlying programmed instruction, and will ask the audience to participate in applying those principles.

Bio: A complete behavior analyst, Dr. Murray Sidman has been in the forefront of the field since its inception. He has been a fundamental mover and shaper of its direction through his conceptual writings and extensive programs of research in such fundamental and broad-sweeping areas as scientific methods, avoidance behavior, stimulus control and errorless learning, the social impact of coercion in society, and so much more. For these and his numerous other stellar achievements, he has been the recipient of numerous awards, including, among others, the award for International Dissemination of Behavior Analysis, EAHB SIG Distinguished Career Award, the Dole Award, and Lifetime Achievement Award. Dr. Sidman received a Ph.D. in psychology from Columbia University in 1952 and went on to make contributions of enormous significance to the field of behavior analysis. He has held positions as a Research Psychologist at Walter Reed Army Institute of Research and the E.K. Shriver Center for Mental Retardation and Developmental Disabilities, where he served as director of the Behavioral Sciences Department. Dr. Sidman has taught countless students at Columbia University, Harvard Medical School, University of Nevada, Northeastern University, and Johns Hopkins University. His influence is international, as Dr. Sidman has held academic appointments at the University of São Paulo in Brazil, Keio University in Tokyo, Japan and the University of Canterbury in Christchurch, New Zealand. Dr. Sidman's publications in peer-refereed journals number close to 100 and have defined much of our current understanding of stimulus control, stimulus equivalence, and avoidance behavior. His 1960 text, *Tactics of Scientific Research*, is considered the first primer on within-subject research methodology. It is a classic that is still used today. Other contributions have extended to important social problems. The second edition of his book *Coercion and Its Fallout* was published in 2000, and his treatment of "Terrorism as Behavior" is in press in *Behavior and Social Issues*. Dr. Sidman is currently at work on his newest text, *Applied Behavior Analysis: How and Why*.

WORKSHOP SCHEDULE SATURDAY, JULY 18

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| 8:00-8:45am | Check-in and on-site Registration |
| 8:45-9:00am | Introductory Remarks |
| 9:00-10:30am | Workshop content |
| 10:30-11:00am | Break |
| 11:00am-12:00pm | Workshop content |
| 12:00-1:30pm | Lunch (on your own) |
| 1:30-2:45pm | Workshop content |
| 2:45-3:00pm | Break |
| 3:00-4:30pm | Workshop content |

Presenter Bios

Alyssa Blum is a Behavior Analysis Fellow working at REED Academy, a private program for children with autism, where she has worked with children from the ages of 7-12 years old and their families. She is a student in the Master's in Applied Behavior Analysis Program at Caldwell College. Her research interests include leisure skills training and self help skills.

Kevin Brothers, Ph.D. Is the Executive Director of the Somerset Hills Learning Institute and has served as the school's Executive Director since its inception in 1999. For 25 years, Dr. Brothers has delivered science-based, behavior-analytic educational services in both public and private schools to toddlers, children, adolescents, and adults with autism. Dr. Brothers earned a doctorate in Developmental and Child Psychology from the University of Kansas. Previous positions include those held at the Princeton Child Development Institute (PCDI), Bancroft, the New Jersey Center for Outreach and Services for the Autism Community (COSAC), Lawrence Kansas Public School District, and as educational consultant to school districts and families. Dr. Brothers' articles have been published in the *Journal of Applied Behavior Analysis* and the *Journal of Autism and Developmental Disabilities*. He co-authored the chapter, "The Baer Necessities: Observation, Measurement, and Analysis," published in *A Small Matter of Proof: The Legacy of Donald M. Baer* in 2003.

Suzanne Buchanan, Psy.D., BCBA is currently the Clinical Director of Autism New Jersey. She earned a Doctorate in Clinical Psychology (Psy.D) from Long Island University and is a licensed psychologist and Board Certified Behavior Analyst (BCBA). Her responsibilities include supervision of the provision of applied behavior analytic services to families and professionals, disseminating information regarding evidence-based intervention, and advising advocacy efforts from a clinical perspective. She also chairs the Government Affairs Committee of the New Jersey Association for Behavior Analysis.

Jaime Ann DeQuinzio, Ph.D., BCBA is a board certified behavior analyst. She completed her doctorate in Psychology specializing in Learning Processes and Behavior Analysis at the Graduate Center of the City University of New York. She completed pre-doctoral training and research at the Institute for Educational Achievement, a dissemination site of the Princeton Child Development Institute known nationally and internationally for its research in applied behavior analysis and autism intervention. Her interests include evaluating stimulus generalization in applied behavior analysis, stimulus class formation within social paradigms, and increasing social and language skills in children with autism. She has published in the areas of generalized imitation and the amelioration of social-affective deficits of children with autism. Dr. DeQuinzio has specialized in the treatment of children with autism and other developmental disabilities for 11 years and has provided behavioral consultation services to many school districts in New Jersey. She has extensive experience in developing school and home intervention programs for children with autism. She has presented at local and national conferences on topics relating to various intervention technologies in applied behavior analysis and holds positions as an adjunct lecturer at Queens College/CUNY and Caldwell College.

Megan Duffy, M.A. received her Master's Degree in Applied Behavior Analysis from Caldwell College. She has been working in the field of autism and applied behavior analysis for 7 years. She is a trainer at Garden Academy, a non-profit school for children with autism.

Anne Fetherston, CCC-SLP, BCBA is a Board Certified Behavior Analyst and Speech-Language Her main areas of interest include using operant methodology to improve the speech prosody of children with autism and teaching self-regulation behaviors to individuals with mental retardation.

Elena Garcia-Albea is a special education teacher working at Somerset Hills Learning Institute, a program for children with autism. She is currently a Masters student in the Applied Behavior Analysis Program at Caldwell College. Her research interests include social skills training, joint attention, and script fading procedures for children with autism.

Joanne Gerenser, Ph.D. is the Executive Director of the Eden II Programs. She received her Master's degree in Speech and Hearing at the Ohio State University and her Ph.D. in Speech and Hearing Science at the City University of New York Graduate Center. She is an adjunct Assistant Professor at Brooklyn College as well as Penn State University. Joanne is a member of the Scientific Advisory Council for the Organization for Autism Research. She has authored several book chapters and articles on autism and developmental disabilities. She is an Associate Editor of the *Journal of Speech-Language Pathology and Applied Behavior Analysis*. She sits on a number of Professional Advisory Boards for several programs serving children and adults with autism in the US and abroad. She has received numerous awards for her work with children and adults with autism, including the Nassau Suffolk Autism Lifetime Achievement Award, the Elija Chariot Award, as well as Staten Island's Albert V. Maniscalco Community Service Award.

Hannah Kaplan, BCaBA completed her Bachelors of Arts in psychology at Vassar College. She has dedicated her subsequent education and career to the treatment of children with autism. She has become a certified Teacher of the Handicapped as well as a Board Certified Assistant Behavior Analyst. She has completed her thesis on the use of stimulus fading techniques in teaching leisure skills to children with autism. She currently teaches at Garden Academy and will be graduating from Caldwell College's Masters Program in ABA this summer.

Gregory S. MacDuff, Ph.D. is Co-Executive Director of the Princeton Child Development Institute. He is Adjunct Professor in the Department of Applied Behavioral Sciences at the University of Kansas and the Department of Psychology at The College of New Jersey and he is a member of the Board of Directors for the New Jersey Association for Behavior Analysis. He has authored articles and book chapters on incidental teaching, photographic activity schedules, staff training strategies, prompt- and prompt-fading procedures, behavioral intervention for adults with autism and intervention models in residential settings. He has lectured nationally and internationally, and has provided consultation and training to a variety of public and private programs.

Julia Mandelbaum has been an instructor in the Bernards Township public school program for children with autism where she has worked with children from kindergarten through high school and their families for the past three years. She has just begun as a Behavior Analyst at Educational Partnership for instructing Children (EPIC). She is a student in the Masters in Applied Behavior Analysis Program at Caldwell College. Her research includes leisure skills and independence with individuals with autism.

Mary E. McDonald, Ph.D., BCBA is a full-time faculty member in the Special Education Program at Hofstra University and Directs The Genesis Outreach Autism Center in which she supervises outreach, consultation and research programs. She has nearly 20 years experience directing programs for students with autism utilizing the principles of Applied Behavior Analysis, including her role as the Associate Executive Director for the Genesis School/Eden II Programs. She completed her Ph.D. in Learning and Behavior Analysis at the CUNY Graduate Center and is a Board Certified Behavior Analyst. Dr. McDonald currently serves on the Board of the New York State Association for Behavior Analysis (NYSABA) and the Association for Science in Autism Treatment (ASAT). Dr. McDonald provides consultation to a variety of programs and schools serving students with autism and related disorders. She has directed early intervention programs and currently provides consultation and training to early intervention providers. Dr. McDonald has published articles in the areas of self-management and social reciprocity in children with autism. Her current research interests include increasing creativity in play and socialization in children with autism and the use of video modeling to teach social and vocational skills.

Selena Mehr, M.A., BCBA, is a consultant working as one of the behaviorists in the Passaic City School District as well as coordinating home programs for several children on the autism spectrum. Selena received her M.A. from Caldwell College in the summer of 2008.

Linda S. Meyer, Ed.D., MPA, BCBA, CPT 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. Linda is a member of NJ Governor's Council for Research and Medical Treatment of Autism.

Nancy Mondello, BCaBA, is an Associate Behavior Analyst for the Hawthorne School District. She holds a dual-certification as a Teacher of Students with Disabilities and an Elementary (K-5) Teacher. Ms. Mondello has been working with children with development disabilities for four years. She is a 2005 graduate of Marist College with a Bachelors degree in Psychology and Special Education/Elementary Education and is currently completing her Masters degree in Applied Behavior Analysis at Caldwell College.

Kristie L. Murano, M.A. received a Master's Degree in Applied Behavior Analysis from Caldwell College. She currently works at Garden Academy and has been teaching children with autism for 4 years.

Jo Ann Pereira Delgado, Ph.D. is currently an Adjunct Professor at Teachers College, Columbia University, where she is also the Supervisor of the Student Teaching component of the graduate program in Applied Behavior Analysis. In addition, she is a consultant for public and private schools in both New Jersey and the New York metropolitan areas. Prior to her position at Columbia University, Dr. Delgado was instrumental in the start up of the Fred S. Keller School in Rockland County, NY, where she was the Assistant Director. Dr. Delgado received her Ph.D. from Columbia University in Applied Behavior Analysis, where she was also awarded a Post-Doctoral fellowship. She has received Comprehensive Application of Behavior Analysis to Schooling (CABAS®) board certified ranks as both an Assistant Research Scientist and Senior Behavior Analyst. She is also certified as a School District Administrator in New York State. Her research interests include generalized imitation and observational learning, as well as inclusion. Dr. Delgado has presented at several national and international conferences in applied behavior analysis and she is on the editorial board of *The Journal of Behavior Assessment and Intervention for Children*.

Patrick R. Progar, Ph.D., BCBA-D is an Associate Professor and Chair of the Department of Psychology at Caldwell College. Pat received his Ph.D. from the University of Wisconsin-Milwaukee in 1991 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 from 1995 – 1997. Pat has previously taught at Minot State University in North Dakota and the University of Wisconsin – Platteville. Pat has also worked in the private sector where he directed a neurobehavioral stabilization unit for individuals with developmental disabilities or brain injury who also engaged in severe problem behavior. Pat is active in regional professional organizations as the Secretary and Continuing Education Coordinator of the New Jersey Association for Behavior Analysis. Current research interests involve translational research, including work on behavior economics and preference assessments, behavioral history effects on current behavior, and the functional analysis and treatment of severe problem behavior.

Kara A. Reagon is a doctoral candidate in Special Education with an emphasis in Applied Behavior Analysis from Utah State University. She has been doing behavioral intervention with individuals with autism for over 10 years. She is the Assistant Director of Adult and Community Living Programs at the Princeton Child Development Institute.

Kenneth F. Reeve, Ph.D., BCBA-D is Associate Professor of the Psychology Department 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, Ph.D., BCBA-D received her Ph.D. 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.

Kim Sancho teaches at Garden Academy, a school for children with autism. She is currently a student in the Master's in Applied Behavior Analysis program at Caldwell College. Her current research focuses on video modeling procedures to teach children with autism.

Sharyn Saylor, M.A. has her Master's degree in Applied Behavior Analysis from Caldwell College. She also has her Bachelor's degree in Special Education. She works for Above and Beyond Learning Group in home ABA programs. She also working towards her BCBA.

Gerald L. Shook, Ph.D., BCBA is Chief Executive Officer of the Behavior Analysis Certification Board. During the 1980s, he spearheaded the certification of behavior analysts in the state of Florida. He then fostered adoption of the Florida model in state after state and subsequently established this model as the blueprint for a national program. As the only formal program of credentialing in behavior analysis, it has had profound effects on both service delivery and university training throughout the country. In many ways, the program has created the profession of "applied behavior analysis."

David Sidener, Ph.D., BCBA-D is the Director of Garden Academy and has worked in the field of autism treatment since 1986. He completed his Ph.D. 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, Ph.D., BCBA-D is Assistant Professor of Psychology at Caldwell College and a consultant at Garden Academy. She received her Ph.D. 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, language and social skills, and treatment acceptability and adherence.

Allyson Sudol, M.A., CCC-SLP, BCBA is a speech-language pathologist and board certified behavior analyst working in the Bernards Township public school program for children with autism. She is a student in the Masters in Applied Behavior Analysis Program at Caldwell College. Her research interests include verbal imitation and requesting for children with autism.

Dawn B. Townsend, Ph.D., BCBA is the Executive Director of the Institute for Educational Achievement. She earned a doctorate in psychology from the CUNY Graduate School and University Center. During that time, she was the recipient of several fellowships, including fellowships awarded by the New York State Institute for Basic Research, Queens College, and the Princeton Child Development Institute. 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. Dr. Townsend has served as an adjunct lecturer at Queens College (CUNY). Her research has focused on the development of social and language skills in children with autism and she has published numerous articles in both basic and applied behavior analysis journals. In addition, she has made numerous presentations on autism intervention at local, national, and international conferences and promotes the application of behavior analysis in the education of individuals with autism through consultation with other programs and professionals.

Allison Vieira, M.A. earned her Master's degree in Applied Behavior Analysis at Caldwell College.

Diana Zitelli, M.A., BCBA is a behavior analyst at the Educational Partnership for Instructing Children (EPIC), a private school program for children with autism, where she works primarily with adolescents and their families. She is a graduate of the Masters in Applied Behavior Analysis Program at Caldwell College and is a Board Certified Behavior Analyst. Her research interests include activity schedules and self-monitoring procedures for individuals with autism.

REGISTRATION — NJABA CONFERENCE 2009

For NJABA Members - Early registration fee (received by July 10) for both days of the conference is \$150. The early registration fee for a single day is \$75. (If payment is received after July 10, 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 10) for both days of the conference is \$200. The early registration fee for a single day is \$125. (If payment is received after July 10, or you register on-site, the registration fee is \$225 for both days or \$150 for a single day). 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.

Group Discount - We are also pleased to offer a group discount for groups of 4 registrants or more (\$125 for both days or \$65 for 1 day for NJABA members / \$200 for both days or \$125 for 1 day for non-members; advance registration ONLY!)

Conference registration fee may be paid by check (preferred) 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. () 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 _____ Expiration date ____/____/____

Exact name on credit card (please print) _____

Phone # of cardholder _____

Signature (required for credit card only) _____

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 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 (each workshop = 1.5 credits; keynote address = 1 credit. The Saturday all-day workshop = 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 do NOT need any CE credits

Please indicate if you will attend: FRIDAY, JULY 17, 2009 WORKSHOPS / SYMPOSIA

Please indicate the workshops / symposia you would like to attend (one per time slot):

Morning: #1 #2 #3 #4
Early Afternoon: #5 #6 #7 #8
Late Afternoon: #9 #10 #11 #12

Please indicate if you will attend: SATURDAY, JULY 18, 2009 SATURDAY WORKSHOP (with Murray Sidman)

Questions? Email them to mcohen@rci.rutgers.edu



NJABA
151 Ryders Lane
New Brunswick, NJ 08901