Expert Speaker Series for Behavior Analysts
2012 - 2013

Earn CEUs for your BCBA or BCaBA. Monthly trainings will be held at Melmark New England and are open to the general public for a nominal fee. View our training brochure to get a peek at the exceptional presentations planned for 2012-2013.

Please see registration instructions on back page.
About Melmark New England

Melmark New England was developed in 1998 by a small group of human service professionals to serve students with complex and challenging needs. A service mission was established to meet educational, rehabilitative, and vocational needs of students with Autism Spectrum Disorders (ASD), acquired brain injury, neurological diseases, dual diagnosis, and severe challenging behaviors.

The three founding senior staff have over 60 years of experience in Massachusetts providing high quality special education and clinical treatment services to children, adolescents, adults, and their families.

In the time since its inception, Melmark New England has developed a reputation for treatment excellence and has achieved some remarkable results on behalf of the children served.

Melmark New England was founded as a new service division of Melmark, Inc., a Pennsylvania based provider of residential, educational, therapeutic, and recreational services for children and adults with developmental disabilities. The original program was established in 1966 by Paul and Mildred Krentel, whose youngest daughter Melissa was born with Down syndrome. Melmark has expanded its services over the years to additional special needs populations and into residential services on its campus and within communities throughout Southeastern Pennsylvania.

Information on Melmark New England can be obtained through our website at www.melmarkne.org.

Additional information on Melmark, Inc. can be obtained through their website at www.melmark.org.
Expert Speaker Series Dates

September 13, 2012  Practical Applications of Evidence-Based Staff Training and Supervision.
Dennis H. Reid, Ph.D., BCBA-D

October 18, 2012  Promoting the Social Functioning of Students with Autism Spectrum Disorders through Systemic Educational Supports.
Frank J. Sansosti, Ph.D., NCSP

Jeff H. Tiger, Ph.D., BCBA-D

Glen Dunlap, Ph.D.

January 24, 2013  Evidence-Based Practice and Quality of Life for Adults with ASD: Programming for Life in the Community.
Peter F. Gerhardt, Ed.D.

February 6, 2013  Dispelling the Myths and Overcoming Implementation Obstacles Related to Functional Assessment of Problem Behavior.
Gregory P. Hanley, Ph.D., BCBA-D

Mark Mautone, ITPADD

Richard M. Foxx, Ph.D., BCBA-D

May 9, 2013  Ethics Presentation.
Thomas Zane, Ph.D., BCBA-D
Mary Jane Weiss, Ph.D., BCBA-D
DIRECTIONS TO MELMARK NEW ENGLAND

Route 93 North: Take Exit 45 (River Road)
Turn RIGHT off exit ramp onto River Road.
Follow River Road for 3.5 miles through residential area.
Our school is next to the Franciscan Center on the right.

Route 93 South: Take Exit 45 (River Road)
Turn LEFT off exit ramp onto River Road.
Follow River Road for 3.5 miles through residential area.
Our school is next to the Franciscan Center on the right.

Route 495 North: Take Exit 39 (Route 133)
Turn LEFT at light at end of exit ramp onto Route 133
Proceed through 2 traffic lights and take 1st RIGHT onto FISKE ST.
Follow to end. Our school is across to the RIGHT next to the Franciscan Center.

Route 495 South: Take Exit 39 (Route 133)
Turn RIGHT at light at end of exit ramp onto Route 133
Proceed through 1 traffic light and take 1st RIGHT onto FISKE ST.
Our school is across to the RIGHT next to the Franciscan Center.

Please enter the school through the main entrance. If the door is locked, please ring the bell. Once inside, please proceed to the training hall/ballroom.

Directions to Training Hall / Ballroom:
From the main lobby, go through the double doors on the left.
Take an immediate left down the hallway & go all the way down towards the end.
When you get to the end of the hallway, take a left toward the school store.
Go down the stairs to the lower level of the school.
Enter the training hall/ballroom on your right.
Practical Applications of Evidence-Based Staff Training and Supervision

*Dennis H. Reid, Ph.D., BCBA*

September 13, 2012: 3:30 p.m. - 6:30 p.m.
3 Credits - BCBA Type 2 CEU. Attendance cost is $50.00

This presentation will address how to incorporate evidence-based staff training and supervision within ongoing activities in human service agencies. A particular focus will be how to apply effective training and supervision procedures in a practical manner while fulfilling other clinical and administrative duties expected of practitioners. Initially, an overview of an evidence-based protocol for staff training and supervision will be provided. Day-to-day application of the protocol will then be illustrated for several distinct areas of service provision. One of the latter illustrations will address how practitioners can maintain up-to-date professional knowledge and skills for themselves as well as their staff and colleagues while working full time. Another illustration will focus on incorporating efficient staff training within ongoing routines in human service agencies (e.g., schools, residential settings) without disrupting student and consumer services. Incorporating quick yet effective means of supporting and motivating proficient staff performance during daily routines will likewise be illustrated. Common impediments to training and supervising staff performance will also be discussed along with means of avoiding the obstacles to ensure a productive and enjoyable work environment.

Dennis Reid has over 35 years of experience as a manager and clinician in residential, educational, and community support settings for people with intellectual disabilities and autism, and has consulted with human service agencies in the majority of states of the United States as well as Canada and New Zealand. He has published over 130 refereed journal articles focusing on applied behavior analysis and authored or co-authored eight books. In 2007 he was awarded Fellowship status in the Association for Behavior Analysis International and in 2006 received the American Association on Intellectual and Developmental Disabilities International Research Award. Dennis is the founder and current director of the Carolina Behavior Analysis and Support Center in Morganton, North Carolina, USA. His company has employed people with autism and other severe disabilities in a supported work capacity for over 15 years.

Recommended Reading:
Promoting the Social Functioning of Students with Autism Spectrum Disorders through Systemic Educational Supports

Frank J. Sansosti, Ph.D., NCSP

October 18, 2012: 3:30 p.m. - 6:30 p.m.
3 Credits - BCBA Type 2 CEU. Attendance cost is $50.00

As growing populations of students with Autism Spectrum Disorders (ASD) enter schools, a variety of educators and student support personnel increasingly are called upon to assist with educational planning. In particular, educators are faced with the need to assist in the development, implementation, and evaluation of prevention and intervention strategies that meet the social and behavioral needs of these students. The purpose of this session is to provide practical and thorough information for creating and implementing various intervention strategies that contribute significantly to the growth of children with ASD across a variety of educational settings.

Frank J. Sansosti, Ph.D., NCSP, is an Associate Professor and Coordinator in the School Psychology Program at Kent State University. Prior to joining the faculty at Kent State University, Dr. Sansosti worked as a school psychologist and autism consultant for the District School Board of Pasco County in West Central Florida. While working as a school psychologist, he provided coaching and technical assistance for inclusion practices for children with ASD, behavioral disorders, and other severe and low-incidence disabilities. As an applied school psychologist, Dr. Sansosti focuses on the use of a problem-solving model that takes a contextual/systems approach for the identification of and program planning for children with disabilities. Dr. Sansosti’s research and professional interests include the development and implementation of behavioral and social skills interventions for young children with ASD and for individuals with severe and low-incidence developmental disabilities, behavior management, data-based service delivery systems, and systemic educational reform (i.e. Response to Intervention).

Recommended Readings:

Functional communication training (FCT) is one of the most common and effective interventions for severe behavior disorders such as aggression, self-injurious behavior, and property destruction. This intervention involves identifying the reinforcer maintaining problem behavior via functional assessment and subsequently delivering that same reinforcer contingent upon a socially desirable alternative communicative response. Since the initial description of FCT by Carr and Durand (1985), various aspects of the FCT treatment process have been empirically evaluated, and from this research, best practices regarding FCT have emerged. This presentation will discuss those best practices in the context of the decision points encountered by practitioners.

Dr. Jeff Tiger received his Ph.D. from the University of Kansas in 2006 under the direction of Greg Hanley and completed a post doctoral fellowship at the Munroe-Meyer Institute at the University of Nebraska Medical Center under the direction of Wayne Fisher. Dr. Tiger then served as an assistant professor at Louisiana State University from 2007 to 2011 before joining the faculty of the University of Wisconsin-Milwaukee in 2011. His research involves clinical, educational, and translational projects focused on the assessment and treatment of individuals with intellectual and developmental disabilities. Much of his current work is focused on examining procedural-fidelity failures in function-based interventions and modification of function-based interventions for typical settings. Dr. Tiger currently serves as on the Board of Reviewers for the *Journal of Applied Behavior Analysis* and *Behavior Analysis in Practice*. He received the B.F. Skinner New Researcher award from Division 25 of the American Psychological Association in 2012.

Recommended Reading:
This presentation will provide a description of positive behavior support (PBS), including the assessment and intervention processes that have been demonstrated to be effective in schools and community settings. The overarching goal of all PBS procedures is the achievement of meaningful, quality-of-life benefits for people whose development and ambitions are compromised by inadequate skills and the presence of problem behaviors. The emphasis of the presentation will be on descriptions of practical strategies, and these will be augmented by case illustrations and research data.

Glen Dunlap is a research professor with the University of South Florida (Tampa, FL) and the University of Nevada (Reno, NV). He works on several research, training and demonstration projects in the areas of positive behavior support, child protection, early intervention, developmental disabilities and family support. Glen has been active in the field for more than 35 years and has served as a teacher, administrator, researcher and university faculty member. He has directed numerous research and training projects and has been awarded dozens of federal and state grants. He has authored more than 215 articles and book chapters, co-edited four books, and served on 15 editorial boards. Glen was a founding editor of the Journal of Positive Behavior Interventions and is the current editor of Topics in Early Childhood Special Education. Glen lives in Reno, Nevada, but continues to work on research and training projects in locations across the country.
Evidence-Based Practice and Quality of Life for Adults with ASD: Programming for Life in the Community

Peter F. Gerhardt, Ed.D.

January 24, 2013: 3:30 p.m. - 6:30 p.m.
3 Credits - BCBA Type 2 CEU. Attendance cost is $50.00

There is considerable discussion today about the importance of evidence-based practice when working with individuals with ASD. However, the great majority of that discussion focuses around young children with little attention paid to adolescents or adults. This workshop will provide an overview of the implications of ABA as an evidence-based practice with adolescents and adults and the challenges related to effective design, implementation, and oversight. Particular emphasis will be placed on the importance of measuring outcomes in terms much broader than simple skill acquisition.

Dr. Peter Gerhardt is the Director of Education, Upper School for the McCarton School and the Founding Chair of the Scientific Council for the Organization for Autism Research (OAR). Dr. Gerhardt has over 30 years experience utilizing the principles of Applied Behavior Analysis in support of adolescents and adults with ASD in educational, employment, residential, and community-based settings. He is the author or co-author of articles and book chapters on the needs of adolescents and adults with autism spectrum disorder and he has presented nationally and internationally on this topic. Dr. Gerhardt serves on the Editorial Board of *Behavior Analysis in Practice* and on numerous professional advisory boards. Dr. Gerhardt received his doctorate from the Rutgers, the State University of New Jersey Graduate School of Education.
Dispelling the Myths and Overcoming Implementation Obstacles Related to Functional Assessment of Problem Behavior

Gregory P. Hanley, Ph.D., BCBA-D

February 6, 2013: 3:30 p.m. - 6:30 p.m.
3 Credits - BCBA Type 2 CEU. Attendance cost is $50.00

Hundreds of studies have shown the efficacy of treatments for problem behavior based on an understanding of the function of the problem behavior. Assertions regarding the legitimacy of different types of functional assessment vary substantially across published studies, and best practices regarding the functional assessment process are sometimes difficult to cull from the empirical literature or from published discussions of the behavioral assessment process. A number of myths regarding the functional assessment process, which appear to be pervasive within different behavior-analytic research and practice communities, will be reviewed in the context of an attempt to develop new lore regarding the functional assessment process. Frequently described obstacles to implementing a critical aspect of the functional assessment process, the functional analysis, will be reviewed in the context of solutions for overcoming them. Aspects of the functional assessment process that should be exported to others versus those features that should remain the sole technological property of behavior analysts will be discussed as will a comprehensive strategy for avoiding the functional assessment process altogether.

Dr. Hanley has been applying the principles of learning to improve socially important behaviors of children and adults with and without disabilities for over 20 years. He worked and trained at the Spurwink School, the Groden Center, and the Kennedy Krieger Institute, was degreed at the University of Florida, was tenured at the University of Kansas, and is currently a Professor of Psychology and Director of the Behavior Analysis Doctoral Program at Western New England University and an Adjunct Professor of Psychiatry at the University of Massachusetts Medical School. Dr. Hanley has published over 70 articles in peer-reviewed journals in areas such as the assessment and prevention of problem behavior, teaching tactics for young children, and evidence-based values. Dr. Hanley is a Fellow of the American Psychological Association (Division 25), the Editor of Behavior Analysis in Practice (BAP), and a past Associate Editor of The Behavior Analyst, and the Journal of Applied Behavior Analysis.

Recommended Readings:

iPads and Autism: Best Practices in the Educational Environment

Mark Mautone, ITPADD

March 14, 2013: 3:30 p.m. - 6:30 p.m.
3 Credits - BCBA Type 2 CEU. Attendance cost is $75.00

This presentation will provide a comprehensive insight into how to use iPads to educate individuals with autism spectrum disorders in schools and out in the community. This workshop will demonstrate innovative ways that an iPad can be integrated into a learner’s daily repertoire. Mark will discuss current research on iPads, as well as selection and implementation of iPad applications across various educational domains and offer valuable tips and strategies to ensure that the iPad is being implemented to its fullest potential.

Mark Mautone has over 18 years experience in special education and is currently a lead teacher for a New Jersey School District in an Applied Behavior Analysis Program for children with autism. He is conducting research at Caldwell College on using iPads with children with autism. Mark has extensive knowledge in assistive technology that includes adapting curriculum, creating individualized technological curriculum using iWorks and iLife, and effectively harnessing standard curriculum with iPad/iPod Touch applications to create a seamless learning experience. He is also the President of ITPADD-Integrated Technology for Persons with Autism and Developmental Disabilities. A technology company that provides training, 1:1 instruction, program development and technology support for children and adults with disabilities.

Mark was featured in MyVeronaNJ.com (January 2012) and The Star Ledger (January 2011) for using iPads with children who are educated in the general and special education environment. He has presented on various technological topics using the iPod Touch and iPads for Autism NJ, Caldwell College, Hofstra University and most recently the Apple Store in Wayne, NJ on “iPads and Education”. He also supports and presents to local school districts and organizations on using iPads in general and special education.

Mark is the developer of ITPADD iPhone/iPod Touch app, which was named one of 27 most revolutionary apps for people with Traumatic Brain Injury by Brainline.org, an organization funded by the Defense and Veterans Brain Injury Center. He is a member of the Alliance for Technology Access (ATA) and an Apple Certified Associate in iWorks Suite.
Successful Approaches to Severe and Challenging Behavior: Strategies, Methods, and Skill-Building Interventions that Work

Richard M. Foxx, Ph.D., BCBA

April 3, 2013: 10:00 a.m. - 4:00 p.m.
6 Credits - BCBA Type 2 CEU. Attendance cost is $125.00

This workshop is designed for individuals involved in the education and treatment of persons with autism and developmental disabilities who displayed very severe and challenging behavior. The focus is on the design, implementation and evaluation of effective educational and treatment programs. Several case histories will be discussed that illustrate success with extremely challenging individuals who displayed aggression, self-injury, and destructive behavior. The workshop will also focus on the factors that influence the successful implementation of ABA in schools for students with autism.

Dr. Foxx is a Professor of Psychology at Penn State University. He is an Adjunct Professor of Pediatrics in the College of Medicine of the Pennsylvania State University. Dr. Foxx has written eight books including Toilet Training Persons with Developmental Disabilities, Increasing Behaviors of Persons with Severe Retardation and Autism, Decreasing Behaviors of Persons with Severe Retardation and Autism, and Looking for the Words: Teaching Functional Language Strategies. All have been translated into other languages. He has co-edited two books Making a Difference: Behavioral Intervention for Autism and Controversial Therapies for Developmental Disabilities. His latest book is Interventions for treating the eating problems of children with autism spectrum disorders and developmental disabilities. He has written over 130 scientific publications, made 13 training films, and given over 2500 talks on applied behavior analysis. He has lectured in 17 foreign countries and 47 U. S. states.

He is the editor-in-chief of Behavioral Interventions and is on the editorial board of six scientific journals. Dr. Foxx is a Fellow in five divisions of the American Psychological Association, the American Psychological Society, The Association for Behavior Analysis- International, and the American Association on Mental Retardation. He was the President of the Society for the Advancement of Behavior Analysis; the Association for Behavior Analysis; and the Division of Mental Retardation and Developmental Disabilities of the American Psychological Association.

His awards included Lifetime Achievement Award (1998) and Significant Contributions to Behavior Analysis Award (2001) from the New York State Association for Behavior Analysis, honorary member of the Norwegian Association for Behavior Analysis (1998), Society for the Advancement of Behavior Analysis Award for Effective Presentation of Behavior Analysis in the Mass Media (2003), the inaugural John Jacobson award from Division 33 of the American Psychological Association (2007), and The Murray Sidman Award for Enduring Contributions to Behavior Analysis from the Berkshire Association for Behavior Analysis and Therapy (2009).
He cofounded the Pennsylvania Association for Behavior Analysis, was its first President and serves as its executive director. He was president of the Pennsylvania chapter of the American Association on Mental Retardation. He was a founding board member of the Association of Professional Behavior Analysts. He has served as an expert witness in many court cases involving individuals with special needs including a case decided by the U.S. Supreme Court. He is a licensed psychologist and Board Certified Behavior Analyst. His book Toilet Training in Less than a Day has sold over two million copies and has been translated into seven languages and one of his training films, “Harry” (the treatment of a self-abusive man), has won numerous cinematic awards.

Recommended Readings:

Ethics Presentation

May 9, 2013: 3:30 p.m. - 6:30 p.m.
3 Credits - BCBA Type 2 CEU. Attendance cost is $50.00

Part 1: Maintaining Fealty to the Science: Evidence-Based Practice in the Delivery of ABA Services
Thomas Zane, Ph.D., BCBA-D
3:30 p.m. - 5:00 p.m.

Part 2: Applying the Guidelines: Reviewing Real World Ethical Challenges
Mary Jane Weiss, Ph.D., BCBA-D
5:00 p.m. - 6:30 p.m.

As with many human service professions, the field of behavior analysis has developed codes of ethical conduct to which practitioners must adhere. This presentation will provide information on the ABAI AND BCBA guidelines for ethical behavior. We will cover topics including responsible conduct for behavior analysts, guidelines for assessment and treatment of behavior, as well as guidelines for professional relationships between behavior analysts and clients and colleagues. Throughout the workshop, we will discuss common ethical dilemmas encountered in clinical practice as well as possible solutions to these problems.
Thomas Zane is a Professor of Education and Director of the Applied Behavior Analysis Online Program at the Van Loan Graduate School of Endicott College. Dr. Zane earned his Bachelor’s and Master’s degree in psychology at Western Michigan University and his doctorate in Applied Behavior Analysis at West Virginia University. He has served as a Post-Doctorate Research Associate at the University of Massachusetts, Professor at Mount Holyoke College, and Johns Hopkins University Department of Psychiatry. He is a licensed psychologist in New York and Massachusetts. Dr. Zane has published in various journals and books, presented at regional, national, and international conferences, and been an invited lecturer in Ireland and the Republic of China. His research interests include teacher training, staff development, and evidenced-based practice in autism. As part of his duties at Endicott College, he offers a BCBA certificate program through distance learning.

Mary Jane Weiss, Ph.D., BCBA-D has been working as a behavior analyst serving people with autism for over 25 years. She received her Ph.D. in Clinical Psychology from Rutgers University in 1990, and became a Board Certified Behavior Analyst in 2000. She is currently a Professor at Endicott College, where she directs the Master’s Program in ABA and Autism. She previously served as Director of Research and Training and as Clinical Director of the Douglass Developmental Disabilities Center at Rutgers University for 16 years. In recent years, she has been an adjunct faculty member and has taught graduate courses in ABA at Rutgers University and New York University. Her clinical and research interests center on defining best practice ABA techniques, on evaluating the impact of ABA in learners with autism spectrum disorders, and in maximizing family members’ expertise and adaptation. She is a regular presenter at regional and national conferences on topics relevant to ABA and autism. She is a past president of the Autism Special Interest Group of the Association for Behavior Analysis, a former member of the Association of Professional Behavior Analysts Board of Directors, and currently serves on the ethics committee of the Behavior Analyst Certification Board, on the Scientific Council of the Organization for Autism Research, on the Legislative Affairs Committee of the New Jersey Association for Behavior Analysis, and on the Board of Trustees of Autism NJ.
To register and pay online go to: www.melmarkne.org and click on the “Outreach Services” link.

To register by mail or fax, fill out the form and mail/fax to address/number below:

Name: ____________________________________________
Title: ____________________________________________
Organization: ______________________________________
Address: __________________________________________
City, State, Zip: _____________________________________
Daytime: __________________________________________
Phone: ____________________________________________
E-Mail: ____________________________________________

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

- September 13, 2012: Practical Applications of Evidence-Based Staff Training and Supervision, Dennis H. Reid, Ph.D., BCBA-D. Cost $50.
- October 18, 2012: Promoting the Social Functioning of Students with Autism Spectrum Disorders through Systemic Educational Supports, Frank J. Sansosti, Ph.D., NCSP. Cost $50.
- January 17, 2013: Positive Behavior Support in Schools and Communities, Glen Dunlap, Ph.D. Cost $50.
- January 24, 2013: Evidence-Based Practice and Quality of Life for Adults with ASD: Programming for Life in the Community, Peter F. Gerhardt, Ed.D. Cost $50.
- February 6, 2013: Dispelling the Myths and Overcoming Implementation Obstacles Related to Functional Assessment of Problem Behavior, Gregory P. Hanley, Ph.D., BCBA-D. Cost $50.
- May 9, 2013: Ethics Presentation, Thomas Zane, Ph.D., BCBA-D and Mary Jane Weiss, Ph.D., BCBA-D. Cost $50.

Note: There is limited seating available for each CEU event. Registration is on a first come first served basis. Cost includes all materials and refreshments.

Please make checks payable to Melmark New England.

For more information about the training sessions, please contact:

Danielle Greeley
Melmark New England
461 River Road
Andover, MA 01810
Phone: 978.654.4332
Fax: 978.654.4315
dgreeley@melmarkne.org