Expert Speaker Series for Behavior Analysts
October 2018 to May 2019

Melmark Multipurpose Center
2600 Wayland Road, Berwyn, PA 19312

4:00 to 6:30 p.m.
Complimentary Admission

For each event, earn Type II or Type III BCBA credits
$30 for BCBA Credits ($10 per credit)
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| October 4, 2018     | Feeding Disorders and the Behavior Analyst: Knowledge and Skills that Improve Practice | Sean Casey, Ph.D., BCBA  
*Chief Clinician and Clinical Director*  
*Heartland Feeding* | Melmark NE to Melmark PA.                                              |
| November 8, 2018    | Keeping the Analysis in Applied Behavior Analysis: Strategies for Individualizing Challenging Behavior Assessments and Treatments | Mandy Rispoli, Ph.D., BCBA-D  
*Associate Professor of Special Education*  
*Department of Educational Studies*  
*Co-Director Purdue Autism Cluster*  
*Purdue University* |                                                                         |
| January 31, 2019    | Exploring Ethical Decision-Making                                     | David J. Cox, Ph.D., M.S.B., BCBA  
*Research Fellow*  
*Behavioral Pharmacology Research Unit*  
*Johns Hopkins Medicine* |                                                               |
| February 7, 2019    | Advocacy, Ethics and Applied Behavior Analysis: Applying our Science in an Anti-science Culture | Richard M. Foxx, Ph.D.  
*Professor Emeritus of Psychology*  
*School of Behavioral Sciences and Education*  
*Penn State Harrisburg* |                                                               |
| March 7, 2019       | Transforming Your Classroom with Response to Intervention             | Jessica E. Frieder, Ph.D., BCBA-D  
*Associate Professor*  
*Western Michigan University* |                                                               |
| May 9, 2019         | Supporting Sleep in Individuals with Autism and their Families        | A.J. Schwichtenberg, Ph.D.  
*Assistant Professor*  
*Co-Director, Purdue Autism Cluster*  
*Purdue University* |                                                               |
Our Mission
Melmark is a multi-state human service provider with premier private special education schools, professional development, training, and research centers.

We are committed to enhancing the lives of individuals with autism, intellectual and developmental disabilities and their families by providing exceptional evidence-based and applied behavior analytic services to every individual, every day.

Our Vision
Our vision is to expand and raise the quality of service delivery systems throughout the country by disseminating and replicating the Melmark Model of Program Development and Clinical Treatment.
Abstract:
Professionals will often develop feeding plans in the absence of proper individualized assessments. In some cases, a "feeding protocol," that is, a general plan is used across children. In other cases, a professional will use a protocol that was effective for another child. The problem with these approaches is that they are often not individually tailored to the child and care-givers. Thus, such approaches are to the clients' disadvantage. Federal code (i.e., 34 CFR 300.301) and the BACB code (i.e., 4.03) both specify that individualized assessments are requirements. The science echoes this notion as success rates are greatly enhanced when individualized feeding plans are developed. This event is designed to advance the skills and knowledge of professionals in assessment and treatment of children who display feeding difficulties. There will be three main themes that should help fledgling professionals in this area to improve their skills, practice and, hopefully, outcomes: 1) identification of pre-requisite knowledge and skills; 2) development of appropriate and measurable goals and behaviors for both assessment and treatment; and 3) how to link assessment data to treatment change. Collectively, attendees will synthesize the information gleaned from the presentation into practice starting with current and future feeding referrals.

Bio:
Dr. Casey has worked as a Behavior Analyst with children with a variety of behavior problems for more than 20 years. His initial training in feeding disorders was at the Behavioral Pediatrics Feeding Disorders Program at The University of Iowa Hospitals and Clinics from 1997 to 1999. Since then, he has authored and co-authored over 15 articles in peer-reviewed journals, and has presented at over 80 national and international conferences. His main research and clinical interests are in assessment and treatment of feeding disorders and other severe problem behaviors. He truly enjoys helping families to obtain successfully eating goals, and he is a very approachable clinician and provides private in-home consultation to families with children with intense feeding concerns.
Abstract:
There is a saying that ‘if you’ve met one child with autism, you’ve met one child with autism.’ Yet, when it comes to designing assessments and treatments for clients, we often apply a one-size-fits-all model. There is a need to prepare clinicians to adapt, modify and individualize behavioral protocols to meet unique client and environmental characteristics. In this interactive workshop we will: (a) discuss the importance of individualizing and adapting behavior assessments and treatments; (b) review and apply a decision-making guide for designing individualized functional analyses; and (c) discuss coaching strategies to increase the fidelity with which functional analyses and function-based interventions are implemented.

Bio:
Dr. Rispoli is an Associate Professor of Special Education in the Department of Educational Studies at Purdue University. She is a Board-Certified Behavior Analyst-Doctoral level and earned her doctorate in Special Education with a concentration in Autism and Developmental Disabilities from the University of Texas at Austin. To date, Dr. Rispoli has published over 80 peer-reviewed research articles and book chapters concerning the behavioral interventions for children with autism and developmental disabilities. Dr. Rispoli’s research pertains to functional behavior assessment and prevention of challenging behavior. Her work in this area explores: (a) variables that may alter a child’s motivation to engage in challenging behaviors during behavioral assessments and interventions and (b) innovations in professional development for teachers of young children with challenging behavior. Dr. Rispoli serves on the editorial review board for Assessment for Effective Intervention, Behavior Modification, Journal of Developmental and Physical Disabilities, Journal of Behavioral Education, and Journal of Positive Behavior Interventions.
Exploring Ethical Decision-Making

David J. Cox, Ph.D., M.S.B., BCBA
Research Fellow
Behavioral Pharmacology Research Unit
Johns Hopkins Medicine

January 31, 2019
4:00 to 6:30 p.m.

Abstract:
Choice behavior has been studied in behavior analysis for decades. Most research on choice behavior has involved basic laboratory studies with nonhuman animals or individuals with developmental disabilities. Comparatively less research has examined choice behavior involving verbally competent adults, and the complex interactions of verbal and non-verbal learning histories on choice behavior. This speaker event will explore how a current understanding of choice behavior sheds light on clinical decisions made by behavior analysts with explicit focus on ethical decisions. In particular, emphasis will be placed on variables that may impact the ethical decisions people make.

Bio:
Dr. Cox has been working clinically in ABA since 2006. He has worked with children, adolescents and adults with diagnoses ranging from autism spectrum disorders and developmental disabilities to substance use disorders and obesity. Dr. Cox is currently a research fellow in the Behavioral Pharmacology Research Unit in the Department of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine. His current areas of focus are choice behavior, preference, behavioral economics, and the application of these areas to clinical intervention, clinical decision making and ethical behavior.
Dr. Foxx will lead a discussion on how practitioners and organizations can make an impact on public policies and regulations that affect the professional practice of Applied Behavior Analysis (ABA). This discussion will cover current issues affecting the individuals and families we serve, the current treatment culture and how we can take an active role in advocating for or against public policies.

Bio:
Dr. Foxx is a professor of psychology at Penn State. He is an adjunct professor of pediatrics in the College of Medicine of the Pennsylvania State University. He has published eight books. He co-edited *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 2,000 talks on ABA. 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), and the inaugural John Jacobson award from Division 33 of the American Psychological Association (2007). He co-founded 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 has served as an expert witness in many court cases involving individuals with special needs. He is a licensed psychologist and Board-Certified Behavior Analyst.
Abstract:
Teaching practices can have a large impact on academic as well as social behavior in classroom settings. Establishing and maintaining effective class-wide practices can improve learning outcomes and decrease undesirable behaviors for all students. This presentation will provide an overview of Response to Intervention (RtI) to educational assessments and interventions, and how using these in all types of classroom settings can help to save time, energy and resources. There will be an in-depth focus on the utility of universal strategies for class-wide application for learners with diverse strengths, exceptional needs, and varying backgrounds. Specific concentration on active student responding (ASR) and token economies will be highlighted with steps for implementation and ongoing considerations for successful implementation.

Bio:
Dr. Frieder is an Associate Professor in the Psychology Department at Western Michigan University and a Doctoral-level Board Certified Behavior Analyst (BCBA-D). She earned her Ph.D. in Disability Disciplines with a focus in Applied Behavior Analysis from Utah State University in 2009, her M.A. from the Ohio State University in 2003 in Special Education/Applied Behavior Analysis, and her B.S. in Psychology from Allegheny College in 2001. For the past seven year she has overseen a variety of fieldwork and research-based activities across the state of Michigan, focused on behavior assessment, and development and ongoing implementation of behavior support plans for individuals in community mental health settings, as well as public schools ranging in age, ability and diagnosis. Her background includes extensive experience with individuals with developmental disabilities, mental health needs, forensic involvement, as well as substance use and abuse.
Supporting Sleep in Individuals with Autism and their Families

A.J. Schwichtenberg, Ph.D.
Assistant Professor
Co-Director, Purdue Autism Cluster,
Purdue University

May 9, 2019
3:30 to 6:30 p.m.

Abstract:
Sleep is one of many factors that can influence the daily lives of families raising children with autism spectrum disorder. Sleep is a biologically driven process that is contextually defined. In other words, we all need sleep, but how, when, and where sleep occurs is defined by context. Within this presentation I will review two recent studies from the Sleep and Developmental Studies Laboratory at Purdue University and will review the literature on how to support healthy family sleep. The first study assessed how sleep influences challenging behaviors during center-based ABA treatment. The second considers sleep from a family perspective and how sleep dysregulation can disrupt not only sleep in individuals with autism but also their siblings and parents. Finally, this presentation will provide a review of current treatment studies and how a family-based treatment approach may be utilized.

Bio:
Dr. Schwichtenberg earned her bachelor's degree in Psychology and Communications and developed her skills in the areas of autism treatment, inclusion practices, and family stress and coping at Hamline University in St. Paul, Minn. Her passion for autism was sparked by Adam, a young boy with autism, with whom she worked as a member of his home-based intervention team. This experience shaped much of Dr. Schwichtenberg's education, training and clinical experience. Continuing to help families and expand her understanding of autism spectrum disorder (ASD), she pursued a graduate degree at the University of Wisconsin, Madison. Upon graduation, she secured a postdoctoral training position at the Medical Investigation of Neurodevelopmental Disorders (M.I.N.D.) Institute at the University of California, Davis. The Autism Research Training Program (ARTP) provided a rich curriculum of developmentally based training in epidemiology, genetics, brain development, neuroimaging, neurophysiology, neurotoxicology, immunology, and the early identification and treatment of ASD. Dr. Schwichtenberg’s ARTP research included applying her knowledge of early parent-child relations to children at risk for ASD (infant siblings of children with ASD) within an ongoing prospective longitudinal study. Her training at the M.I.N.D. also expanded her knowledge of sleep assessment and understanding of sleep in ASD. Building on the wide breadth of training provided at M.I.N.D., Dr. Schwichtenberg received a career transition award from the National Institute of Mental Health (K99/R00) which combined her interests in autism and sleep development. She joined the Purdue team in 2013, and serves as an interdisciplinary researcher with appointments in Human Development and Family Studies, Psychological Sciences ( Courtesy), and Speech, Language, and Hearing Sciences (Courtesy). She currently serves as co-director of the Purdue Autism Cluster. Her research evaluates the intersections of autism, family, treatment and sleep.
Directions to Melmark

Interstate 95 From Center City or Philadelphia Airport:
From I-95 South: Take I-95 to Rt. 476 North (Blue Route). Exit the Blue Route at Exit #9 (Broomall/Upper Darby) onto Route 3 West. Proceed on Rt. 3 West to Rt. 252 North (approximately 4 miles). Make a right on 252. Stay on 252 North for 3 1/2 miles. Make a left onto White Horse Road. Stay on White Horse Road until the first stop sign. Go straight across onto Wayland Road. After the next stop sign, continue on Wayland Road. Melmark will be on the left.

From PA Turnpike:
Take Exit 328/Valley Forge, immediately bear right onto Rt. 202 South/West Chester. Follow Rt. 202 South approx. 2 miles to the Rt. 252 Paoli exit. Follow Rt. 252 South 3 miles, crossing over Rt. 30. Continue on 252 South approx. 3 1/2 miles and make a right onto White Horse Road. Stay on White Horse Road until the first stop sign. Go straight across onto Wayland Road. After the next stop sign, continue on Wayland Road. Melmark will be on the left.

From Route 1 North:
Take Media Bypass to Rt. 252 North. Stay on Rt. 252 North, crossing over Rt. 3. Continue on Rt. 252 North for 3 1/2 miles. Make a left onto White Horse Road. Stay on White Horse Road until the first stop sign. Go straight across onto Wayland Road. After the next stop sign, continue on Wayland Road. Melmark will be on the left.

From Blue Route / 476:
From 476 exit on Rt. 3 West to 252 (Exit #9 Broomall/Upper Darby). Make a right on Rt. 252. Continue on Rt. 252 North for 3 1/2 miles. Make a left onto White Horse Road. Stay on White Horse Road until the first stop sign. Go straight across onto Wayland Road. After the next stop sign continue on Wayland Road. Melmark will be on the left.

From any other location:
Get on Route 3 West (if coming from Philadelphia) and follow directions from Blue Route/476.
For more information about this and other professional development opportunities at Melmark, please contact:

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Professional Development  
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Jenniferruane@melmark.org