Bios & Presentations

12th Annual Conference on Autism & Related Disorders: Research-Based Solutions
Friday, April 26, 2019, Santa Ynez Valley Marriott Hotel, Buellton, California

Mary Jane Weiss, PhD, BCBA-D
Director of Programs in Autism and ABA, Institute for Behavioral Studies, Van Loan School at Endicott College

Mary Jane Weiss, PhD, BCBA-D is a Professor at Endicott College, where she directs the Master’s Program in ABA and Autism. Dr. Weiss has worked in the field of ABA and Autism for almost 30 years. She received her PhD in Clinical Psychology from Rutgers University in 1990 and she became a Board Certified Behavior Analyst in 2000. She previously worked for 16 years at the Douglass Developmental Disabilities Center at Rutgers University, where she served as Director of Research and Training and as Clinical Director. Her clinical and research interests center on defining best practice ABA techniques, evaluating the impact of ABA in learners with autism, teaching social skills to learners with autism, training staff to be optimally effective at instruction, and maximizing family members’ expertise and adaptation.

8:40 - 9:40 am (PST)
Using the Science of Behavior to Teach Compassionate Skills for Working with Families

Meeting the needs of learners with Autism Spectrum Disorder requires a comprehensive approach that integrates the needs of all family members. Autism impacts families substantially, and service providers must prioritize the family’s needs as well as those of the individual with ASD. Barriers to effective treatment include inadequate understanding of family impact, selecting interventions that the family will not succeed in implementing, and conveying judgement in the context of treatment. In this talk, we will review familial impact of autism, discuss the gaps in treatment/service delivery, and focus on enhancing outcomes by increasing compassionate care. Operational definitions of compassionate skills will be offered, along with suggestions for teaching and training such skills to service providers.

Learning Objectives
• Attendees will be able to describe the impact of having a special needs child in the family
• Attendees will be able to list the main skills involved in providing compassionate care to families of learners with ASD and other special needs
• Attendees will be able to understand and use strategies for teaching compassionate care skills to trainees and supervisees

Justin Leaf, PhD, BCBA-D
Director of Research, Autism Partnership Foundation

Justin Leaf, PhD, is the Director of Research and Training for Autism Partnership Foundation. Justin received his doctorate degree in Behavioral Psychology from the Department of Applied Behavioral Science at the University of Kansas. Currently, Justin leads the research team at Autism Partnership Foundation, which conducts research nationally and internationally. His research interests include examining methods to improve social behaviors for children and adolescents with autism and developing friendships, comparing different teaching methodologies, evaluating parameters of reinforcement, and evaluating long term outcomes for individuals diagnosed with autism. Justin has over 75 publications in either peer reviewed journals, books, or book chapters and has presented at both national and international professional conferences and invited events. Justin also recently edited a book entitled *Handbook of Social Skills and Autism Spectrum Disorder: Assessment, Curricula, and Intervention*. Justin is an Associate Editor for Review Journal of Autism and Developmental Disorders. Justin also serves or has served on the editorial board for the *Journal of Applied Behavior Analysis, Education and Training in Autism and Developmental Disabilities*, and the *Journal of Autism and Developmental Disorders*.

Our Mission: The Cambridge Center for Behavioral Studies™ is a non-profit 501(c)3 organization whose mission is to advance the scientific study of behavior and its humane application to the solution of practical problems, including the prevention and relief of human suffering.
Bios & Presentations

Justin Leaf continued

9:55 - 10:55 am (PST)
Developing and Implementing Successful Behaviorally Based Social Skills for Individuals Diagnosed with Autism

Autism spectrum disorder (ASD) is characterized by deficits in social behavior, including, but not limited to, social communication, interaction, and reciprocity. To address these deficits, there are a myriad of social skills interventions available to the behavior analyst. One of these interventions are behaviorally based social skills groups. Behaviorally based social skills are opportunities for three or more children to come together and learn a variety of social behaviors through behavioral intervention. In this talk the presenter will describe various aspects of behaviorally based social skills groups including curriculum, teaching procedures, staff, and staff training. Additionally, the presenter will go over the research on behaviorally based social skills groups for individuals diagnosed with ASD.

Learning Objectives

• Attendees will be able to identify and describe five characteristics of quality staff
• Attendees will be able to identify and describe at least two commonly used social skills interventions for individuals diagnosed with ASD that can be implemented in a social skills group
• Attendees will be able to describe three different social curricula and how to teach that curricula using behavioral intervention

Thomas Zane, PhD, BCBA-D
Director, Online Applied Behavior Analysis Programs, University of Kansas

Dr. Thomas Zane is the Director of the Online Applied Behavior Analysis Programs at the University of Kansas. He was formerly a Professor of Education and Director of the Applied Behavior Analysis Online Program at the Institute for Behavioral Studies, Van Loan School at Endicott College. Dr. Zane earned his Bachelor’s and Master’s degrees 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 Research Scientist at 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.

11:10 am - 12:10 pm (PST)
Selling Hype or Giving Hope: Science and Pseudoscience in Autism

Autism treatment has long been known as a ‘fad magnet’ that attracts well-vetted empirically-based effective treatments, but unfortunately, also attracts ill-advised, ineffective, and unethical treatments. Parents and caregivers seek effective ways of teaching skills, maximizing independence, and improving the quality of life for individuals with autism. They assume those professionals who have degrees, certifications, and visibility in the field know what they are doing, and believe the hype and marketing that service providers disseminate about the methods they use. The proponents of all autism treatments assert that their treatments will work. They want parents and caregivers to be hopeful that their particular treatments will meet the goals and desires of those seeking treatment. However, the fact is that some treatment providers can only provide the hype without also delivering the effective outcomes of their therapy. Hype is freely given. Real hope, gleaned from evidenced-based strategies that produce objectively-measured positive outcomes, is harder to come by.

Learning Objectives

• Attendees will be able to define science and pseudoscience
• Attendees will be able to describe the differences between the two and give examples of each
• Attendees will be able to describe criteria for evaluating treatments so that science-based treatments are selected and treatments based on pseudoscience will be rejected
Behavior analysis has a rich history of visual analysis. The founder of contemporary behavior analysis, B. F. Skinner, wrote “We make important aspects of behavior visible. Once this has happened, our scientific practice is reduced to simple looking.” Skinner discovered the very principles of behavior through visual analysis. Skinner and his colleagues would go on to uncover vital aspects of behavior that serve as the foundation for the science of behavior. When behavior analysis moves from the laboratory to applied settings, Skinner’s beloved cumulative recorder did not make the journey. Behavior analysts instead adopted a nonstandard linear graph to monitor, analyze, interpret, and communicate experimental and applied data. However, research demonstrates several thorny issues with the construction and analysis of data from nonstandard linear graphs. The research reveals problems including rampant violations of line graph construction rules, low levels of reliability detecting effects, misjudgments of effects based on scale manipulations, and erratic functional relation determinations based on axis size proportions. Do behavior analysts have a moral obligation to use a visual display that works in the best interest of their clients? The following presentation offers data and invites participants to reflect on the importance of graphical design features, analytical effectiveness, and options for visually displaying data.

Learning Objectives

- Attendees will be able to state how rescaled data affects the interpretation of visually displayed data
- Attendees will be able to compare the difference between standard and nonstandard graphical displays of data
- Attendees will be able to state the link between visual displays of data and visual analysis

Do Ethics Apply to Visual Analysis?

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Amanda P. Laprime, PhD, BCBA-D

Program Director, The Center for Children with Special Needs, Northeastern University and Assistant to CCBS Executive Director

Dr. Amanda Laprime currently serves as the Assistant to the Executive Director of the Cambridge Center for Behavioral Studies™. She was nominated for this position by the Board of Directors after becoming a member of the first Exceptional Student Group, and then an Advisor to the center. Amanda has completed a variety of projects for the center that have included an overview of the history of CCBS, a history presentation at the 2014 Annual Meeting, and the development of CE’s for the CCBS book, Behavioral Science: Tales of Inspiration, Discovery, and Science. Amanda completed her master’s degree at Northeastern University under the guidance of Dr. Gary Pace, and her doctorate at Simmons University (previously Simmons College) under the guidance of Dr. Ron Allen, Dr. Judah Axe, and Dr. Russell Maguire. Amanda currently works as a Program Director at the Center for Children with Special Needs in Glastonbury, CT where she provides leadership to the CCSN Consultation Team and supports program development in educational programs for students with Autism Spectrum Disorders and other developmental disabilities. In addition to her work with the Cambridge Center for Behavioral Studies™, Amanda has published research in peer-reviewed journals, presented at local and national conferences, and currently serves as a part-time lecturer for Northeastern University, an adjunct faculty at the University of Saint Joseph, and a member of the board of directors for the Verbal Behavior Special Interest Group and the Berkshire Association for Behavior Analysis and Therapy (BABAT).

continued
Latency has received a high level of interest in the behavior analytic community as a measure which may provide deeper information around idiosyncratic variables related to operant behavior. A number of research studies have demonstrated that latency measures may be comparable to response rate as a measure, and also be predictive of other factors of interest when conducting functional analyses (FA), identifying response classes, and during skill acquisition instruction (Call, Pabico, & Lomas, 2009; Thomason-Sassi, Iwata, Neidert, & Roscoe, 2011). In the current paper, the author will show how the use of latency may contribute to behavior analytic practice during assessment and intervention, and provide a model for when and how to utilize latency in each of these capacities to drive clinical decision-making.

Learning Objectives
• Attendees will be able to define latency and describe the types of ways latency can be used in clinical practice
• Attendees will be able to compare and contrast data analysis outcomes when using latency versus other measures (e.g., frequency, trial-by-trial, duration)
• Attendees will be able to discuss the ways in which latency measures can impact an understanding of responses classes of behavior, changes in motivation during instruction, and elements of stimulus control
• Attendees will be able to identify idiosyncratic variables in data patterns when latency measures are used and discuss how the analysis of those variables contribute to clinical decision making

Tim Courtney, MS, BCBA
Chief Operating Officer, LittleStar ABA Therapy

Tim Courtney is foremost a behavior analyst who is passionate about the science of human behavior. His journey began with a chance meeting with a friend who explained her career as a behavior analyst. Tim was instantly intrigued, as this role was well aligned with his value for effective intervention. Highly motivated, he then quickly completed the coursework requirements to get his Board Certified Assistant Behavior Analyst® (BCaBA®) certification. Shortly thereafter, Tim enrolled in the Master of Applied Behavior Analysis program at Florida Institute of Technology. He had the amazing opportunity to work in several diverse settings: public schools, residential programs, center-based programs, and in private and group homes. Tim loved doing clinical work, and he found his calling when he shifted to operations and the system-wide performance of LittleStar. As a result, Tim’s research focus became the practice of behavior analysis — such as how to work with insurance companies — as well as management, supervision and leadership. Right now he's working on his PhD in Leadership at Benedictine University. When Tim is not working or engaged in work-related reading, he is active in CrossFit and Brazilian jiu-jitsu and enjoys spending time with his wife, three children, grandson and two wonderful labradoodles.

3:45 - 4:45 pm (PST)
Looking Through a Different Lens: Educational and Medical Models of Intervention for Individuals with Autism

Individuals with autism often present with complex needs. These needs may impair the individual’s ability to access multiple settings. Interventions to address these impairments are often both medically and educationally necessary. Due to the comprehensive nature of intervention, this also provides a unique opportunity for clinical and educational experts to coordinate. In this presentation, I will review the definition of educational and medical necessity. We will also explore opportunities for collaboration. We will also explore potential barriers and brainstorm strategies. The presentation also includes stories highlighting situations in which both clinical and educational teams have coordinated to achieve significant outcomes.
**Continuing Education Opportunities**

*If you paid for and are seeking continuing education credits/units, you must sign in and out, and complete/submit the conference evaluation.*

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**OPENING REMARKS by Rob Holdsambeck, EdD, LCP, BCBA-D**

Executive Director, Cambridge Center for Behavioral Studies™ and Founder, Holdsambeck Behavioral Health

Dr. Holdsambeck is a licensed psychologist with over 40 years of clinical experience delivering services to people with developmental disabilities, including those on the autism spectrum. He was one of the first to become board certified in behavior analysis (#0007). The company he founded, currently named Holdsambeck Behavioral Health, employs over 250 clinicians serving 1500+ individuals annually in California and Hawaii. Previously he served his country as a Captain in the Air Force and his community as a tenured professor of behavior analysis and human sexuality. He was selected as the 2010 distinguished colleague by the Chicago School of Professional Psychology’s Department of Applied Behavior Analysis. In 2011, he received the outstanding service award from the Cambridge Center for his work in bringing evidence-based practices to California. Dr. Holdsambeck is an author and frequent keynote speaker at national and state conferences. His most recent publications are the highly acclaimed books, *Behavior Science: Tales of Inspiration, Discovery, and Service* (Holdsambeck and Pennypacker Eds., 2017, Volumes I -3 and Omnibus). In addition to the activities mentioned above, Dr. Holdsambeck is currently serving, pro bono, as the Executive Director of the prestigious Cambridge Center for Behavioral Studies™.

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**Learning Objectives**

- Attendees will be able to distinguish between educational and medical necessity
- Attendees will be able to identify opportunities and strategies for coordination of educational and medical intervention
- Attendees will be able to analyze potential barriers to coordination and determine potential interventions

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**Easy Access Online Continuing Education**

The Cambridge Center for Behavioral Studies has over 90 continuing education courses available online. Through collaboration with the University of West Florida, Center for Behavior Analysis, our Continuing Education course series is designed to provide instruction in a variety of areas of behavior analysis.

Available through [www.behavior.org](http://www.behavior.org) or [uwf.behavior.org](http://uwf.behavior.org)