

Bios, Presentations & Continuing Education

18th Annual Conference on Autism: Research-Based Solutions

Friday, April 4, 2025

Melmark Campus Training Center, Berwyn, Pennsylvania & Virtually through Zoom

(Recordings available for 14-days for post-conference home-study.)

Introduction

Rob Holdsambeck, EdD, LCP, BCBA-D

Executive Director, Cambridge Center for Behavioral Studies™



Dr. Holdsambeck is a licensed psychologist and BCBA-D 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 people to become certified in behavior analysis (#0007). The company he founded at one point employed over 120 clinicians serving 1000+ 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 has served for over a decade as the Executive Director of the prestigious Cambridge Center for Behavioral Studies™.

9:00 - 9:15 am (Eastern)

“Understanding the Cambridge Center for Behavioral Studies™”

SPEAKERS

Panel Moderator: Bridget A. Taylor, PsyD, BCBA-D - Panel Moderator

Co-founder and CEO, Alpine Learning Group and Senior Clinical Advisor, Rethink



Dr. Bridget A. Taylor is co-founder and CEO of Alpine Learning Group and is Senior Clinical Advisor for Rethink. She holds a Doctorate of Psychology from Rutgers University, and received her Master's degree in Early Childhood Special Education from Columbia University. She is a Board Certified Behavior Analyst and a Licensed Psychologist. Dr. Taylor is President of the Behavior Analyst Certification Board and serves on the Autism Advisory Group for the Cambridge Center for Behavioral Studies. She is past Associate Editor for the *Journal of Applied Behavior Analysis*. She also serves on the editorial board of Behavioral Interventions. Active in the autism research community, Dr. Taylor has published numerous peer-reviewed articles and book chapters on effective interventions for autism. She is a national and international presenter and serves in an advisory capacity for autism education and

treatment programs both locally and abroad. Dr. Taylor was recently recognized by the Association for Applied Behavior Analysis International for her outstanding contributions to behavior analysis and was given *ABAI's Fellow* designation. Dr. Taylor is considered a leading authority on effective, and innovative interventions for autism.

PANELISTS:

Nancy Marchese, PhD, CPsych, RBA (Ont), BCBA-D

CEO and Founder, Breakthrough Autism



Nancy Marchese discovered her passion for the field of Applied Behavior Analysis (ABA) in 1998 when she first started working with children and adolescents with autism. Since then, she's had the privilege of working with hundreds of children and adolescents with autism and their families across Ontario, Canada. Nancy is the CEO and Founder of Breakthrough Autism.

A Board Certified Behavior Analyst – Doctoral Level (BCBA-D) and Clinical Psychologist, Nancy completed on her PhD in Behavior Analysis through Endicott College. She takes pride in the fact that she stays connected with the latest research, which she incorporates into her client's programming. Nancy has published research in the *Journal of Applied Behavior Analysis* (JABA) and *Behavior Analysis in Practice* (BAP). She has also presented at both local and international conferences. She is the 2020

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recipient of the Patrick Judge Clinical Dissemination Award presented by Endicott College. She is also the 2019 recipient of the “President’s Award for Service Excellence” award and the 2015 recipient of the “Excellence in the Contribution to Behavior Analysis” award both presented by the Ontario Association of Behavior Analysts (ONTABA). Nancy is the Past President of ONTABA. Finally, based on her extensive expertise and clinical experience, Nancy was appointed to serve on the ASD-Clinical Expert Committee (CEC) for what was formerly known as the Ministry of Children and Youth Services in Ontario, Canada.

Britany Melton, MEd, BCBA

Director of Research and Training, Journeys Autism Center



Britany Melton, MEd, BCBA, is the Director of Research and Training and has been in the field of ABA for over 10 years. She received her master’s degree from Endicott College in Special Education and Applied Behavior Analysis. Britany has worked in a variety of settings including educational, residential, and clinical and is currently the Director of Research and Staff Training at Journeys. Britany has extensive experience managing ABA clinics and organizational behavior management. Her research and practice interests include compassionate care, functional long-term outcomes, and the treatment of severe problem behavior. Britany’s passion for ABA and science has led her to pursue her PhD in Applied Behavior Analysis at Endicott College where she is currently enrolled.

Mary Jane Weiss, PhD, BCBA-D, LABA

Dean of the Institute for Applied Behavioral Science & Director, PhD Program in Applied Behavior Analysis
Endicott College



Mary Jane Weiss, PhD, BCBA-D, LABA is the Dean of the Institute for Applied Behavioral Science and is Director of the Ph.D. Program in ABA at Endicott College, where she has been for 11 years. She also works with the research and training teams at Melmark. She has worked in the field of ABA and Autism for over 35 years. She received her Ph.D. 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. Her clinical and research interests center on defining best practice ABA techniques, integrating compassionate care and cultural responsiveness into ABA service delivery, exploring ways to enhance the ethical conduct of practitioners, training staff to be optimally effective at instruction and at collaboration, and maximizing family members’ expertise and adaptation. She serves on the Scientific Council of the Organization for Autism Research, is on the board of Association for Science in Autism Treatment,

is a regular contributor to the ABA Ethics Hotline, is on the editorial board of Behavior Analysis in practice, and is a Trustee of the Cambridge Center for Behavioral Studies. She is a regular presenter at national and international conferences and is a frequent member of service committees for a variety of organizations.

9:15 - 10:15 am (Eastern)

“Caring for Caregivers: Discussing the Role of Compassionate Practices in Applied Behavior Analysis”

Taylor et al (2019) issued a call to action to the field of ABA to evaluate the integration of compassionate care into service delivery. Compassionate care is a foundational value within the science of ABA, but more attention is needed to define, measure, and teach these skills to practitioners. In this panel, various approaches to studying compassionate care will be reviewed, including qualitative interviews with caregivers, the identification of component skills important to supporting parents of children with autism, and the measurement of behaviors that convey compassion in direct service interactions with clients. The panel will address challenges in definition, measurement, training, and generalization.

Learning Objectives - At the conclusion of this presentation, participants will be able to:

- Identify at least 2 component skills relating to supporting children with autism and their family.
- Identify at least 2 ways to measure compassionate behaviors in direct service contexts.
- Identify at least 3 themes from qualitative interviews with caregivers that are important during service delivery.

Pamela Peterson, PhD, BCBA-D, LABA

Director of Early Intervention, Melmark New England



Dr. Pamela Peterson is a Board Certified Behavior Analyst and licensed applied behavior analyst specializing in early intensive behavioral intervention (EIBI) for young children with autism. Dr. Peterson has been working in the field of ABA with a focus on EIBI for over 12 years and is currently the director of early intervention at Melmark New England. She received her undergraduate degree from Stanford University and her masters and doctorate degrees in Behavior Analysis through Western New England University. Dr. Peterson has co-authored book chapters on common components of EIBI as well as a peer-reviewed article on the establishment of social referencing in young children with autism in the presence of safe and dangerous stimuli. She currently services as an adjunct lecturer for Regis College and Western New England University. Her current research interests include the emergence and maintenance of complex social repertoires such as imitation, joint attention, social referencing, and observational learning; the implementation of incidental

teaching strategies by providers and caregivers; and the evaluation of outcomes of early intensive behavioral intervention for children and their families.

10:30 - 11:30 am (Eastern)**“Early Intensive Behavioral Intervention: Considerations for Service Delivery”**

Early Intensive Behavioral Intervention (EIBI) is the implementation of behavioral intervention with young children during the first several years of life. EIBI is often provided for children with autism ranging in age from 1 to 5 years of age in home-based or community (i.e., childcare) settings. Several factors present unique considerations related to service delivery for children receiving EIBI. For example, families with children entering EIBI have often received fairly recent news of their child’s diagnosis. As a result, EIBI is often the family’s first exposure to autism and behavior analytic intervention, placing clinicians in the position of both building rapport with and educating families who are in the initial stages of processing a diagnosis, are managing stressors related to having a child with autism, and who may enter intervention with misconceptions related to ABA and autism. Additionally, behavior analysts working with young children are also often responsible for establishing foundational “learning-to-learn” skills that facilitate learning and set the occasion for more complex repertoires. Direct care staff are often asked to teach these skills in the context of play and to utilize natural environment teaching (NET) techniques during daily routines, both of which require a level of fluency with these strategies in order to take advantage of multiple learning opportunities while maintaining the child’s interest and attention. Lastly, behavior analysts delivering EIBI are tasked with collaborating with families on the identification of skills that may decrease or prevent the development of severe topographies of challenging behavior while acknowledging that young children often engage in developmentally- and socially-appropriate forms of challenging behavior. This presentation will discuss these and other considerations related to the delivery of EIBI in naturalistic settings.

Learning Objectives - At the conclusion of this presentation, participants will be able to:

- Describe three considerations related to the implementation of EIBI with families with a young child with autism.
- Identify considerations for promoting caregiver implementation of and participation in behavioral intervention.
- Describe the benefits of natural environment teaching (NET) strategies in the implementation of EIBI and the challenges of effectively training direct care staff to implement NET.
- Identify foundational learning-to-learn skills that are targeted in EIBI and how they relate to more complex behavioral repertoires.

The Cambridge Center for Behavioral Studies™ is a non-profit 501(c)3 organization that harnesses the expertise of hundreds of behavioral scientists to solve problems in the home, school, community, and the workplace.

Our Mission: 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.

Thank you for supporting us through attending our conferences, purchasing our publications, earning your continuing education through our resources and donating.

Kimberly A. Schreck, PhD, BCBA-D

Professor of Psychology, Penn State Harrisburg



Kimberly Anne Schreck, Ph.D., BCBA-D® is a Professor at Penn State Harrisburg, where she assisted in creating the Master's in Applied Behavior Analysis program. She directed the ABA Master's for the majority of the program's existence. Dr. Schreck has worked in the field of Psychology and ABA for over 30 years, with 25 years as a faculty member (teaching psychology, ABA, and special education courses). She received her Ph.D. in Psychology (specializing in Intellectual and Developmental Disabilities) from the Ohio State University. Dr. Schreck completed a post-doctoral fellowship in Pediatric Psychology at Columbus Children's Hospital (now Nationwide Children's Hospital) with co-appointments with the Heinzerling Memorial Foundation, the Heinzerling Developmental Center, and the Ohio State University. She continues her clinical experience working with individuals with intellectual and developmental disabilities, autism, and neurodegenerative diseases from early

intervention to adulthood, with families, and with educational organizations.

Dr. Schreck's clinical and research interests include ethical practices and evidence-based practices, autism and related issues (e.g., sleep), intellectual and developmental disabilities (e.g., MPS-III A), interventions for skill acquisition, and behavior issues. She has published numerous publications classics related to sleep and feeding issues. Dr. Schreck also publishes and presents nationally and internationally on ethical practice. She is a regular reviewer of scientific manuscripts, a member of journal editorial boards, reviewer for national and international dissertations, and a grant reviewer. She has served in a variety of professional service positions including Associate Editor of Behavioral Interventions, member of the Penn ABA Executive Council, grant consultant, member of human research review and human rights committees for various organizations, and a senior research mentor for multiple professionals across disciplines.

11:45 am - 12:45 pm (Eastern)

“The War on Science II: Avoiding Disaster and Protecting the Vulnerable”

The war on science has invaded many areas of our lives. Conspiracy theorists and main stream Americans attack scientific results on many battle fronts (e.g., the shape of the earth, vaccines causing autism, climate change, safe health practices). Although during behavior analysis training we must learn the scientific foundations and applications of science, research supports that the war on science has invaded Applied Behavior Analysis. This presentation will protest the war on science by providing (a) continuing evidence on how the war on science has invaded our discipline, (b) strategies for identifying the battles and the variables contributing to their continuation, (c) examples of the ethical implications for avoiding disaster and protecting the vulnerable through science, and (d) battle strategies as you stand on the clinical front lines.

Learning Objectives - At the conclusion of this presentation, participants will be able to:

- Identify how behavior analysis has been invaded by the war on science particularly in choices and use of evidence-based practice.
- Identify the important battles and variables influencing behavior analysts' support of non-scientifically based practices and use of treatment practices.
- Identify the ethical implications of using non-scientifically based practices in behavior analysis practices.
- Provide strategies for evaluating evidence for practices and ethically persuading others to use them.

Panel Moderator: Helena Maguire, MS, LABA, BCBA, CDE®

Vice President and Chief Clinical Officer, Melmark New England at Melmark Inc.



Helena Maguire serves as the Vice President and Chief Clinical Officer of Melmark. She oversees the development and implementation of programs and services, as well as the daily operations for Melmark New England. She develops strategic objectives for the Massachusetts division, and provides leadership to direct reports in order to assure the achievement of these objectives. Mrs. Maguire supports the CEO through various committees and activities, and assumes responsibility for policy development, quality assurance, risk management, regulatory compliance, fiscal integrity, and excellence in care and delivery of all services.

Mrs. Maguire has worked extensively in the field of community based human service delivery systems in Massachusetts. She has served as a Program Director at Vinfen Corporation and as the Director

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of Adult Services at the May Institute. In both of these positions, Mrs. Maguire was responsible for the development and implementation of the staff orientation training curriculum, training for supervisory personnel and in-service training for all staff. Mrs. Maguire has presented numerous papers on staff management and staff training techniques, both at the local level and at the national level.

Mrs. Maguire is an Adjunct Professor at Endicott College and the University of Massachusetts-Boston and is an instructor for a five-course graduate series on Applied Behavior Analysis.

She earned her Master of Science in Human Services Administration degree from the University of Massachusetts-Boston. She earned her Board Certification in Behavior Analysis (BCBA) in May 2002.

PANELISTS:

Jill Harper, PhD, BCBA-D, LABA, CDE®

Senior Director, Professional Development, Clinical Training, and Research, Melmark New England



Dr. Harper serves as the Senior Director of Professional Development, Clinical Training, and Research at Melmark New England. Dr. Harper received her PhD. in Psychology with a concentration in Behavior Analysis from the University of Florida. She is a Board Certified Behavior Analyst, Licensed Behavior Analyst with the State of Massachusetts, and a Certified Diversity Executive®. Dr. Harper received the 2013 Jerry Shook Practitioner Award from BABAT, Massachusetts’ professional organization for behavior analysts, for excellence in clinical practice. In addition to direct service, she has been actively involved in the field of behavior analysis through academic instruction, training and supervision of staff, as well as the design and dissemination of applied research. Dr. Harper holds an adjunct faculty position teaching and mentoring masters and doctorate level students through Endicott College. Her research interests include the assessment and treatment of severe behavior disorders, mechanisms responsible for behavior change, and maintenance and generalization of treatment effects. Dr. Harper has published her work in several peer-reviewed journals and regularly presents at regional and national conferences.

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Elevating the Field of Human Services

Founded 60 years ago, Melmark is a multi-state non-profit human service organization providing clinically sophisticated evidence-based special education, residential, vocational and therapeutic services for children and adults with autism spectrum disorders, developmental and intellectual disabilities, acquired brain injuries and other neurological and genetic disorders. All specialized special education services are based on the principles of applied behavior analysis (ABA) and are designed based on each student’s individual needs.



Recognized as one of the leading providers in the country, Melmark has a combined staff of over 1,500 at its service divisions in Pennsylvania, New England, and the Carolinas and serves 700 individuals from across the country.

- 3 divisions in Massachusetts, Pennsylvania, and the Carolinas
- 4 state-of-the-art special education children’s day schools
- 1,500+ highly-skilled staff members
- 200+ research articles and publications over the last 5 years
- \$125M organization
- Serving 700+ children and adults
- 60+ program locations

To learn more scan this QR Code or visit www.melmark.org.



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Mission First. Every Individual. Every Day.®

Maguire Panel *continued***Katie Salvatore, MEd, BCBA, LABA**

Executive Director Melmark New England



Katherine “Katie” Salvatore is a Masters level, Board Certified Behavior Analyst currently pursuing her a Ph.D. in Psychology with a specialization in behavior analysis at Capella University. Katie has over 20 years of experience working in the field of children’s day, adult residential, public special education, and multi-state insurance-based autism services.

In her role as Executive Director of Melmark New England, Katie supports Melmark’s CEO, CCO and COO through committees and activities, and assumes responsibility for policy development, quality assurance, risk management, regulatory compliance, fiscal integrity, and excellence in care and delivery of all programmatic services throughout Melmark New England.

She earned her Master of Education at the University of Massachusetts Boston, has been a Board Certified Behavior Analyst since 2011 and is licensed as both a behavior analyst and special education administrator in Massachusetts.

Freddie Scibelli, MEd, BCBA, LABA

Clinical Services Compliance Analyst, Melmark



Frederick Scibelli serves as the Clinical Services Compliance Analyst at Melmark New England. He obtained his Master’s degree in severe Special Education from Simmons College in 2011 and completed the University of Massachusetts Applied Behavior Analysis Series, obtaining his Board Certification as an Associate Behavior Analyst in 2014. Joining Melmark New England in 2007, he has held a variety of roles within the organization including ABA counselor, lead special educational teacher, educational coordinator, afterschool program coordinator, and clinical coordinator. In his current role, Freddie supports the Department of Professional Development, Training and Research, assisting with the design and implementation of new hire training and advanced professional trainings, clinical quality assurances, restraint regulation and monitoring compliance training.

1:50 - 2:50 pm (Eastern)**“From Risks to Results: Applying Organizational Behavior Management to Workplace Safety in Human Services Organizations”**

Organizational Behavior Management (OBM) is a subspecialty of Applied Behavior Analysis (ABA) focused on applying learning principles to enhance employee performance in business, industry, manufacturing, and similar sectors. OBM also has strong evidence-based support within human service organizations, particularly for individuals with intellectual and developmental disabilities. A critical aspect of OBM is implementing evidence-based safety practices that promote a culture of safety, reduce serious incidents, and enhance employee well-being. This presentation/workshop will introduce a behavioral approach within the OBM framework to improve workplace safety in human service organizations. It will address common areas of risk, identify where injuries are most likely to occur, and demonstrate how to design and implement effective systems to enhance safety and ensure system integrity. The discussion will focus on key OBM strategies to address priority safety objectives, specifically (a) behavioral safety practices (b) performance diagnostics (c) staff training and supervision and (d) data collection and analysis relevant to safety in the workplace. Critical components of each area will be presented, supported by case studies and research examples. These case studies will illustrate practical strategies for overcoming barriers, ensuring intervention integrity, and achieving sustainable practices. Emphasis will be placed on navigating real-world challenges and assessing the social validity of interventions within the workforce.

Learning Objectives - At the conclusion of this presentation, participants will be able to:

- Identify fundamental OBM principles and design strategies aimed at improving workplace safety.
- Describe key features of assessment and intervention design for effective safety management.
- Identify measurement procedures and performance metrics necessary for evaluating and enhancing systems intervention success.
- Analyze case examples to determine and propose appropriate solutions.

Robert H. LaRue, PhD, BCBA-D

Clinical Professor, Graduate School of Applied and Professional Psychology (GSAPP)
Director of Behavioral Services, Douglass Developmental Disabilities Center (DDDC)
Rutgers Center for Adult Autism Services (RCAAS), Rutgers, The State University of New Jersey



Robert H. LaRue, Ph.D., BCBA-D is a Clinical Professor at the Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers University. He earned a dual doctorate in biological and school psychology from Louisiana State University in 2002. He completed his predoctoral internship with the Kennedy Krieger Institute at Johns Hopkins University and a postdoctoral fellowship with the Marcus Institute (now the Marcus Autism Center) at Emory University. He currently serves as the Director of Behavioral Services at the Douglass Developmental Disabilities Center (DDDC) and the Rutgers Center for Adult Autism Services (RCAAS), where he provides consultative support for students and staff providing intensive behavioral services to students and adults within the Centers. His research interests include the assessment and treatment of maladaptive behavior, improving transitional outcomes for adolescents and adults with ASD, the use of behavioral economics in intervention, and the evaluation of psychotropic medications used with at-risk populations. He has authored articles in peer-reviewed journals, written several book chapters, and presented at national and international conferences.

3:05 - 4:05 pm (Eastern)

“Improving Employment Outcomes for Individuals Diagnosed with ASD”

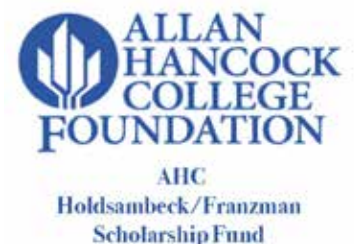
The transition from the public school system to adulthood represents a challenging and stressful period for individuals with ASD and their families. Supports and services that were entitlements during their school-age years are no longer available, and families often struggle to identify needed resources. The ability to obtain and maintain employment represents a critical developmental step in the lives of most people. While the public school system does well in this regard for individuals who are neurotypical, less favorable outcomes are observed for adolescents and adults with an ASD diagnosis (Friedman et al., 2013; Taylor et al., 2015). In fact, estimates indicate that approximately 50% to 75% of adults with ASD are unemployed after graduation (Bush & Tassé, 2017; Howlin et al., 2004). Despite the importance of employment, the existing research regarding assessment, intervention, and outcomes for individuals with ASD remains relatively sparse. While there have been several studies documenting that people with ASD tend to be employed less, there have been few studies outlining what constitutes best practice to improve employment outcomes. The purpose of the current workshop is to explore some of the barriers that contribute to these poor outcomes and discuss strategies that can be used to overcome them. We will review useful vocational assessment models and to suggest intervention strategies to improve outcomes for this population. The primary goal of the workshop will be to discuss empirically-supported assessment and intervention strategies that can lead to more supportive work environments, better job matching, and improved long-term outcomes..

Learning Objectives - At the conclusion of this presentation, participants will be able to:

- Describe common employment outcomes for older individuals diagnosed with ASD.
- Articulate common barriers to employment for people diagnosed with autism.
- Describe evidence-based models of vocational assessment.
- Describe intervention strategies to improve employment outcomes.



ABA CENTERS
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Paul J. Waga, MPP, MEd, BCBA

Senior Director of Adult Services, Melmark



Paul J. Waga, MPP, MEd, BCBA, is the Senior Director at Melmark Pennsylvania and oversees delivery of quality support and services to all the Melmark Adult Facilities in PA. He has extensive experience working in licensed facilities both on campus-based and in community-based settings. Paul earned a bachelors' degree in psychology from Rowan University, NJ and a master's degree in public policy from Drexel University, PA. Since joining Melmark, Paul received his master's degree in Education in Applied Behavior Analysis from Endicott College and is a Board Certified Behavior Analyst. Paul brings more than 22 years of experience in the field of intellectual disabilities and Autism. When Paul is not focused on service delivery to the individuals entrusted to his care, you will find him with his significant other in Chestertown, Maryland enjoying gardening and the Sassafras River. Paul also enjoys traveling to Kenya, Africa where he has a large extended family.

Ashley Benedetto, MS Ed, BCBA

Senior Director of Educational Services, Melmark PA



Ashley Benedetto, MEd, BCBA, is an accomplished leader in the field of special education and applied behavior analysis, with a career spanning over a decade in diverse roles across educational, residential, vocational, and community-based programs. She has a strong background in program development, staff training, and the implementation of evidence-based instructional and behavioral strategies.

Ashley's career began in direct support roles, where she developed a deep understanding of individualized care and behavioral interventions. She has since progressed through various leadership positions, including Program Manager, Behavior Specialist, Assistant Director, and Director roles, each providing her with valuable experience in managing diverse programs and teams. Currently, Ashley serves as the Senior Director of Educational Services at Melmark PA, where she oversees comprehensive educational programs, ensuring alignment with regulatory standards and best practices in special education. In this role, she is responsible for strategic planning, program evaluation, and fostering inclusive learning environments that empower students to reach their full potential.

Ashley holds a bachelor's degree in Elementary Education from West Chester University and a master's degree in Applied Behavior Analysis from Temple University. As a Board Certified Behavior Analyst (BCBA), utilizes a data-informed approach to educational leadership, focusing on personalized instruction, evidence-based behavioral supports, and the effective supervision and development of staff.

Ashley is committed to ongoing professional development and collaboration to enhance educational programming and improve outcomes for individuals with special needs.

4:15 - 5:15 pm (Eastern)**“Quality of Life Indicators for Adults Living with Autism and Intellectual Disabilities”**

Quality of Life (QoL) is defined by the World Health Organization as an individual's perception of their life position within cultural and personal contexts, influenced by relationships, health, safety, autonomy, community inclusion, and meaningful engagement.

The presentation will focus on the QoL of adults living with autism and intellectual disabilities, emphasizing its importance in service provision. The presenters will discuss why QoL is crucial for individuals diagnosed with autism and other disabilities and the direct impact to the individual's well-being, independence, and overall fulfillment.

The presentation will examine QoL through ethical principles such as compassion, dignity, and respect, aligning with professional values like beneficence and integrity. The presenters will also discuss how to integrate contemporary care models as it relates to; compassionate care, cultural responsiveness, trauma-informed care, and assent to illustrate how these variables shape service delivery.

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Throughout the presentation, the presenters will offer practical, evidence-based strategies for enhancing QoL through individualized support and advocacy, promoting autonomy and self-direction for a more fulfilling life.

Learning Objectives - At the conclusion of this presentation, participants will be able to:

- Identify strategies to support individuals with autism and other disabilities in ways that upholds humanity, dignity and compassion.
- Identify strategies to support assertiveness and choice making to empower others.
- Describe how to incorporate various quality of life indicators into an individualized service delivery model.



Easy Access Online Continuing Education

The Cambridge Center for Behavioral Studies has over 160 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.



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The Cambridge Center for Behavioral Studies is an approved Type 2 CE Provider by the Behavior Analyst Certification Board® (BACB®) and is authorized to offer 6.0 CE units for this conference. Continuing Education Provider No.: OP-04-0058



Attendees must complete all six presentations in-person, virtually or through recordings available for 14 days post-conference for asynchronous home-study to earn CEs. (Partial credit will not be issued.) An evaluation and code quiz with a 100% score needs to be completed for issuance of continuing education.

Psychology CE Credits (6.0)



[Amego Prepare](#) is a co-sponsor of this conference for Continuing Education Credits for Psychologists. [Amego Prepare](#) is approved by the American Psychological Association to sponsor continuing education for psychologists. [Amego Prepare](#) maintains responsibility for this program and its content.



Attendees must complete all six presentations in-person, virtually or through home-study* to earn Psychology CE Credits. (Partial credit will not be issued.) An evaluation and code quiz with a 100% score needs to be completed for issuance of continuing education.

***If you are completing the conference through recordings for home-study, there is a DIFFERENT process through Amego Prepare for those seeking a certificate for Psychology CE Credits. Contact Michael Weinberg at MWeinberg@amegoinc.org.**

In case of a complaint, about Psychology CE Credits, contact Amego Prepare directly through Dr. Michael Weinberg at MWeinberg@amegoinc.org.

If you paid for and are seeking to earn continuing education, you must follow instructions to complete an evaluation and code-submission quiz online for all six presentations.

For BOTH In-Person and Virtual attendance, we need to verify your attendance.

Each presentation will have three (3) unique codes. **You need to capture the codes.** At the end of the conference, you will need to complete an electronic evaluation and pass a code submission quiz (Google Form). You need to get all codes correct for all six (6) presentations/panel to earn your Certificate. **No partial credit is offered.**

The link to start the process is below. An email will be sent to all conference attendees at 4:30 pm (EST) near the end of the conference with the link and instructions. Presentation recordings will be available for 14 days post-conference. Recording links are scheduled to be emailed within a week of the conference. The final deadline for completing the online evaluation and code quiz will be 14 days from the date recording links are emailed. *(If you are seeking Psychology CE Credits through home-study of recordings, the attendance verification process is through Amego Prepare. Contact Dr. Weinberg at MWeinberg@amegoinc.org)*

Start the process with your evaluation of our conference:

<https://docs.google.com/forms/d/e/1FAIpQLSdaBYr6XzezT1htHEEixYmDYt1Y6eYjCrl01a4ZrdhF8-q-qA/viewform?usp=sharing>

Those who complete the process post-conference by Monday, April 7, will receive their certificates within two weeks. Certificates for BACB® Learning CEUs will be emailed from behavior.org@gmail.com.

Those completing the process after April 7 through home-study of recordings will receive certificates within 30 days of the completion deadline. *(If you are seeking Psychology CE Credits through home-study of recordings, the attendance verification process is through Amego Prepare. Contact Dr. Weinberg at MWeinberg@amegoinc.org)*

Questions or concerns? Contact Rebekah Pavlik pavlik@behavior.org

*It is the attendee's responsibility to check with their State and Professional organization to confirm all CE offerings.