



CALDWELL  
UNIVERSITY

Sponsored by the Department of  
Applied Behavior Analysis

# ABA WORKSHOP

FRIDAY, APRIL 24, 2020

9 AM – 4 PM

Caldwell University

120 Bloomfield Ave

Caldwell, NJ 07006

EARN 6 BACB TYPE 2 CEs!



## **Tara Fahmie, Ph.D., BCBA-D**

Department of Psychology, California State University, Northridge (CSUN)

**Talk 1: Function-Based Prevention: Using Functional Analysis to Screen and Intervene on Emerging Problem Behavior**

**Talk 2: Considering Our Ethical Standards of Cultural Competence in the Design of Training for Parents and Professionals in Chennai, India**

## **Kimberley Zonneveld, Ph.D., BCBA-D**

Department of Applied Disability Studies, Brock University

**Talk 3: Assessment and Treatment of Feeding Problems in Young Children**

**Talk 4: Increasing Child Compliance with Essential Routine Procedures**

# AGENDA - Friday, April 24, 2012

8:00-8:50 am - Check-in/Registration/Light Breakfast

8:50-9:00 am - Announcements/Opening Remarks

9:00-12:00 pm - Workshop part 1 (includes 15-min break)

12:00-1:00 pm - LUNCH (provided)

1:00-4:00 pm - Workshop part 2 (includes 15-min break)

4:00 pm - Distribution of BACB CEs

## ***Board Certified Behavior Analysts can earn 6 Type II CEs***

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This workshop is eligible for NJ Department of Education CEs, free of charge with paid workshop fee.

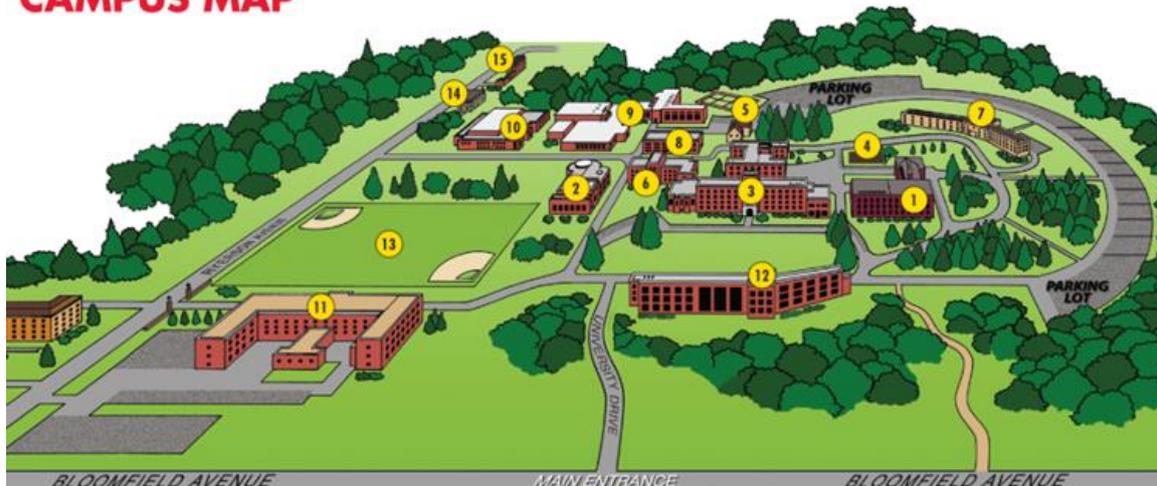
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## **Workshop Location: ALUMNI THEATER (Building 2)**

See map: [www.caldwell.edu/about/directions/campus-map](http://www.caldwell.edu/about/directions/campus-map)

Enter campus from the 2nd entrance on Ryerson Avenue. Park in the lot shown in the upper right of the map near tennis courts.

### **CAMPUS MAP**



**Tara Fahmie, Ph.D., BCBA-D**, is an associate professor in the department of psychology at California State University, Northridge (CSUN). Dr. Fahmie earned her undergraduate degree in psychology from the University of Florida, where she became inspired by the faculty to pursue a graduate degree in Behavior Analysis. She earned her master's degree from the University of Kansas, under the mentorship of Dr. Gregory Hanley, and her PhD from the University of Florida, under the mentorship of Dr. Brian Iwata. Dr. Fahmie is a BCBA-D and has over 15 years of experience implementing behavior analysis with various populations in clinics, schools, and residential settings. Dr. Fahmie currently conducts research in several preschool classrooms and in collaboration with autism agencies in southern California. She has published on the functional analysis of problem behavior and on the acquisition of social skills in young children. These two initial research interests have led to her emerging passion for research on the prevention of problem behavior. Dr. Fahmie's recent research has included both applied and laboratory models of the emergence and prevention of severe problem behavior. Dr. Fahmie also contributes to the field as a member of the editorial board of the *Journal of Applied Behavior Analysis*, an advisor to the Cambridge Center for Behavioral Studies, and as the membership chair of Division 25 of the American Psychological Association.

**Talk 1: Function-Based Prevention: Using Functional Analysis to Screen and Intervene on Emerging Problem Behavior**

Research on the functional analysis of severe behavior has yielded a great deal of information about the conditions that give rise to and maintain such behavior in individuals with intellectual and developmental disabilities. These collective findings have produced a powerful technology for behavior change; however, the prevailing focus of behavior analytic services remains on the treatment of existing severe behavior. In this presentation, I will propose several strategies to prevent the initial onset of severe problem behavior. Strategies will be based on emerging research on screening early problem behavior and intervening prior to the emergence of severe behavior. In our most recent study, we conducted a modified trial-based functional analysis in 7 groups of 3 preschool children each (n=21) to optimize the safety and efficiency of the analysis. We screened several levels of problem behavior severity as well as the presence of adaptive alternatives (e.g., communication). Results showed that functional analyses produced differentiated outcomes in most cases, and clear priorities and preventive strategies emerged from the various profiles of child behavior screened. I will discuss our outcomes as preliminary evidence towards a function-based model of risk identification and behavioral prevention of severe problem behavior.

**Talk 2: Considering Our Ethical Standards of Cultural Competence in the Design of Training for Parents and Professionals in Chennai, India**

In regions such as India, where one-to-one behavior analytic intervention is not easily accessible, parents and service providers may advocate for children with disabilities better if they have foundational training in the behavior analytic approach to problem behavior. In this presentation, I will describe the development and evaluation of a training program delivered in Chennai, India. The training program covered the basics of behavioral function and best practice recommendations for functional behavior assessment and intervention. Aspects of the training were influenced by the cultural norms, beliefs, values, and practices of Chennai. Thus, I will review evidence supporting our ethical standard of cultural competence and provide an organized framework for its application to international training efforts. Finally, I will propose unique benefits and describe current limitations of a behavior analysis of cultural competence.

**Dr. Kimberley Zonneveld, Ph.D., BCBA-D** is an associate professor in the Department of Applied Disability Studies at Brock University. She has worked with individuals with intellectual and developmental disabilities in the field of behavior analysis for over 15 years. Dr. Zonneveld received her Ph.D. from the University of Kansas in Behavioral Psychology (Behavior Analysis). Prior to earning her Ph.D., she completed doctoral coursework at the University of Nevada Reno and earned her Master of Science degree (Behavior Analysis) at Florida Institute of Technology. Her clinical and research interests include diverse applications of behavior analysis, assessment and treatment of problem behavior (including pediatric feeding disorders), autism spectrum disorders and other intellectual and developmental disabilities, early intensive behavioral intervention, and parent and teacher training.

**Talk 3: Assessment and Treatment of Feeding Problems in Young Children**

Although difficult to estimate due to the heterogeneity of the problem, evidence suggests that between 25% to 45% of typically developing children and between 33% to 80% of children with intellectual and developmental disabilities exhibit feeding problems (Bernard-Bonnin, 2006; Gouge & Ekvall, 1975; Manikam, 2000; Palmer & Horn, 1978; Silverman, 2010). Because feeding problems often persist when left untreated, the early assessment and treatment of feeding problems is critical. This presentation will describe a series of studies on the assessment and treatment of two commonly reported feeding problems: food refusal and age-inappropriate feeding skills.

**Talk 4: Increasing Child Compliance with Essential Routine Procedures**

Noncompliance with essential healthcare routines (e.g., haircuts, dental exams) is a widely reported problem in children with intellectual and developmental disabilities (Allen, Stanley, & McPherson, 1990). This problem is exacerbated when essential healthcare routines involve the use of sharp objects (e.g., scissors, dental scrapers) that have the potential to cause physical injury to children who exhibit noncompliance or avoidant behaviors during the procedure. This presentation will describe a series of studies in which we evaluated the effects of demand fading and synchronous reinforcement on the acquisition, maintenance, and generalization of compliance with haircuts and dental exams.

**Registration Fees:**

- ( ) \$125 per person
- ( ) \$100 per person for groups of 4 or more submitted together
- ( ) Current Caldwell University students who are SAABA members - \$20 (enclose copy of your ID).
- ( ) Current Caldwell University students who are NOT SAABA members - \$40 (enclose copy of your ID).

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Do you need **BACB CEs**? ( ) YES ( ) NO

Your BCBA, BCBA-D, or BCaBA certificant number: \_\_\_\_\_

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

(Please print clearly. We use email to communicate with you regarding confirmation and/or any updates)

**All profits from this workshop benefit the Caldwell University  
Center for Autism and Applied Behavior Analysis**

**Mail registration form and payment (or purchase order) to:**

**ABA Workshops  
c/o Dr. Kenneth Reeve  
Center for Autism & ABA  
Caldwell University  
120 Bloomfield Avenue  
Caldwell, NJ 07006**

**Questions?**

**E-mail: kreeve@caldwell.edu**