

# AUTISM

AND RELATED DEVELOPMENTAL DISABILITIES

VOLUME 17, ISSUE 3

FALL 2002



## ABA 5th Annual Student Research Award

### Assessment and Treatment of Inappropriate Vocalizations Maintained by Escape from Demands

Kevin S. Cauley, B.A., BCABA, Elizabeth Benedetto-Nasho, Ph.D.,  
MLE & Associates

and

Jessica A. Brian, Ph.D., C. Psych., Hospital for Sick Children,  
Toronto

#### Introduction

- The experimental approach to functional analysis has proven to be an invaluable tool for identifying the variables maintaining (and/or suppressing) aberrant behavior.
- Conducting a careful functional analysis is arguably the first critical step toward developing and implementing an effective treatment program. Indeed, interventions that are relevant to the problem behavior are more likely to be effective than treatments that are arbitrarily related (McGill, 1999).
- The experimental approach to functional analysis has been widely applied to the assessment and treatment of self-injurious and other harmful behaviors, but has been somewhat overlooked with respect to less serious, but potentially equally disruptive behaviors that interfere with learning (but see Dixon et al., 2001; Layng et al., 1984; Mace et al., 1988b).

#### Participant and Setting

- 4 year-old boy with autism (“Steven”)
- Age-appropriate language skills
- Pre-established home-based teaching setting
- 5 meter x 6 meter room filled with teaching materials and children’s furniture

*And the winner is...*

Kevin S. Cauley, B.A.,  
BCABA

There were many wonderful entries this year, but Kevin's poster emerged as the strongest of the pack! Kevin is currently working on his Masters of Education in Adaptive Instruction at the University of Toronto. Congratulations, Kevin!!! Please join us in San Francisco to see Kevin honored at the Autism SIG meeting

Thanks to this year's judges... Vicki Madaus Knapp, Ph.D., Mary McDonald, MA, BCBA, Len Levin, Ph.D.

#### TABLE OF CONTENTS

ABA 5th Annual Award	1-3
Conference Corner	4
ABA Special Group	5-7
Publication Pipeline	8
Services for Families	9

### Response Definition

- Non-contextual vocalizations were defined as audible sounds produced by the mouth that are not related to the current task requirements or other environmental stimuli.
- Interobserver agreement (total number of agreements divided by the total number of agreements plus the total number of disagreements) was collected during 22% of sessions (Mean agreement = 96%).

### Functional Analysis

#### Procedure

- A functional analysis was conducted in order to identify the variable(s) that were maintaining non-contextual vocalizations.
- Seventeen, 15-minute sessions were conducted; presence or absence of non-contextual vocalizations was scored in 15-second intervals.
- Four conditions were manipulated: Alone, Play (control), Demand, and Negative Social Attention (Iwata et al., 1982; 1994).

#### Conditions

- **Alone condition:** Steven was in the room “alone” and there were no consequences arranged in response to the target behavior.
- **Play condition:** Steven was given access to a variety of preferred materials (e.g., play-doh, trampoline, coloring), and positive-social attention was delivered non-contingently approximately every 30 seconds.
- **Demand condition:** Steven was required to engage in a variety of academic tasks with his instructor. A demand was made every 30 seconds. Each demand was im-

mediately terminated upon the occurrence of the target behavior with escape from demands lasting until the next scheduled interval.

- **Negative Social Attention condition:** The room contained a variety of toys and activities to which Steven had free access and no demands were placed on him. Negative social attention was given contingent on the occurrence of the target behavior (e.g., “Steven, you are making too much noise”).

### Results

- Overall, the Demand condition yielded the highest rate of non-contextual vocalizations (54% of intervals).
- Conversely, the Negative Social Attention condition yielded the lowest rate (8.4%)
- It was thus hypothesized that negative social attention had a suppressive effect on non-contextual vocalizations; a treatment package was thus designed.

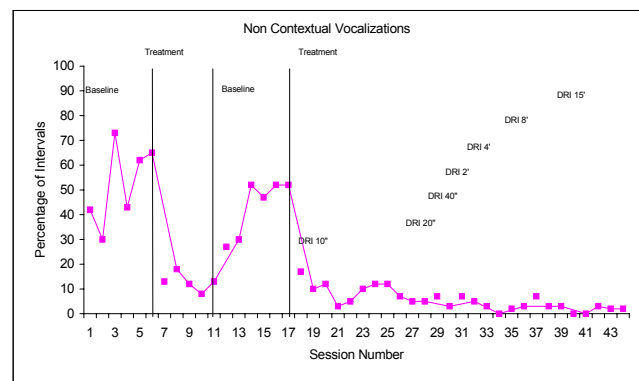


Figure 1

### **ATTENTION STUDENT RESEARCHERS!!**

If you are presenting a poster at ABA in San Francisco, you are eligible to enter the 6<sup>th</sup> annual student research contest. Stay tuned!!

## Treatment Package

### Procedure

- **Differential Reinforcement of Incompatible Behavior (DRI):** Behaviors that were incompatible with the target behavior (e.g., working quietly, using context-appropriate language) were reinforced with small pieces of preferred edibles, on a progressive, fixed interval schedule of reinforcement, until the intervals reached 15 minutes, at which time the schedule was terminated.
- **Extinction:** Escape from demands was no longer available.
- **Negative Social Attention:** The instructor delivered a negative comment (e.g., “Steven, you’re making too much noise”) contingent on the occurrence of the target behavior. This component remained in place during the entire study as this was observed to be a naturally occurring consequence both at home and in his school environment.

### Results

- Results of a multiple baseline procedure revealed that the treatment package was successful in reducing non-contextual vocalizations to near zero levels (see Figure 2).
- These findings were maintained for the duration of the study.
- A 5-month follow-up indicated that the rate of non-contextual vocalizations remained at near-zero levels (see Figure 3).

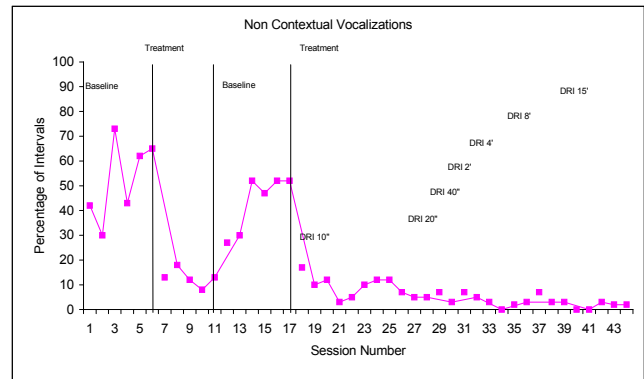


Figure 2

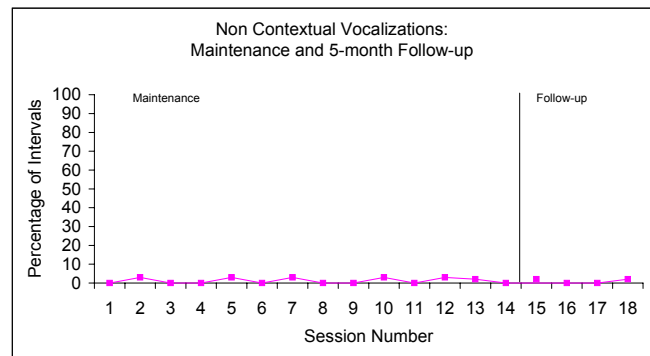
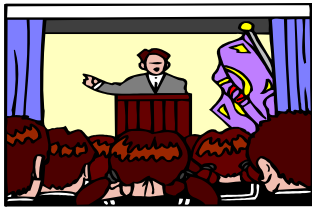


Figure 3.

### Discussion

- Findings suggest that a functional analysis can be used not only to identify the maintaining variable(s), but it can also guide the development of a treatment package.
- Underscores the value of addressing not only the variables maintaining aberrant behavior, but also capitalizing on the suppressing variables.
- Provides support for behavior-relevant treatment approaches to aberrant behavior.
- Treatment results point to the potential value of naturally occurring consequences, as this increases the likelihood that the procedure will be implemented in a variety of settings throughout the child’s interactions with others.
- Further studies could undertake to isolate the specific components of a treatment package that are most effective in reducing aberrant behavior.

## CONFERENCE CORNER



### Association for the Advancement of Behavior Therapy 36<sup>th</sup> Annual Convention Reno, Nevada

#### Schedule of Autism and Developmental Disabilities Events

##### Friday, November 15, 2002

###### 8:45-10:15am

SIG Meeting: *Autism* Cascade 1  
Jan Handleman, SIG Leader

Please join us for a short business meeting and for a presentation given by *Dr. Russell J. Kormann, Rita Gordon, and Marlene Brown* on models of school consultation.

###### 10:30-12:00pm

Panel Discussion #4 Teton 1  
*Behavioral Consultation with Parents of Children with Autism Spectrum Disorders and Down Syndrome: Providing Educative and Supportive Services in a Group Setting*

Moderators: *Alan Gross and Sheila Williamson*, University of Mississippi

Panelists: *Lara Head, Brenda Benson, Koren Boggs*, University of Mississippi

###### 1:30-2:30pm

Symposium #23 Teton 2  
*Improving Outcome for Autism Spectrum Disorders: The Family, a Neglected Lynchpin*

Chair: *Raymond G. Romanczyk*, SUNY at Binghamton  
Discussant: *Stephanie Lockshin*, United Health Services, Binghamton, NY

- *Continuity of Care: Therapist and Parent Joint Intervention and Support*  
*Tammy Hammond*, SUNY at Binghamton, and *Stephanie Lockshin*, United Health Services, Binghamton, NY
- *Clinical Outcome for ASD: Child versus Parent Nonresponders*

*Raymond G. Romanczyk*, SUNY at Binghamton, and *Stephanie Lockshin*, United Health Services, Binghamton, NY

- *The FIEP - Enhancing Family Participation*  
*Jennifer M. Gillis*, SUNY at Binghamton, NY, and *Raymond G. Romanczyk*, SUNY at Binghamton

##### Saturday, November 16, 2002

###### 9:00-10:00am

Poster Session #7 Pavilion  
*Child ADHD, Developmental Disabilities, Assessment, Victimization, and Health*

- Poster #35: *Support Group Effectiveness in Parents of Children with Down Syndrome*  
*Lara S. Head and W. Paul Deal*, University of Mississippi, *Stephanie Lockshin*, United Health Services, Binghamton
- Poster #36: *Case Study of Anxiety Disorder Treatment of a Young Adult with Williams Syndrome*  
*Bonnie Klein-Tasman*, University of Wisconsin-Milwaukee, *Anne Marie Albano*, NYU Child Study Center, and *Carolyn B. Mervis*, University of Louisville
- Poster #38: *Treating Social Anxiety Disorder with CBT in the Context of Asperger's Syndrome: A Single-Subject Report*  
*LeeAnn Cardaciotto, James D. Herbert, Brandon A. Guadiano, Elizabeth M. Nolan, and Kristy L. Dalrymple*, Drexel University
- Poster #39: *Classroom Intervention for Medically Related Problem Behavior in Children with Developmental Disabilities*  
*Audrey Blakeley-Smith, Monica Feinberg, Billie Jo Davis, and Edward Carr*, SUNY at Stony Brook

###### 10:30-12:00pm

SIG Meeting: *Developmental Disabilities*  
*Russell J. Kormann*, SIG Leader

The meeting will include a business agenda as well as a presentation by *Dr. Dennis Russo* of the May Institute on large scale implementation of services for developmental disabilities.

##### Sunday, November 17, 2002

###### 9:00-12:00pm

Workshop #20 Whitney  
*Natural Setting Therapeutic Management (NSTM): A Multiple-Model Approach to Maintain Individuals with Developmental Disabilities and Severe Behaviors in Community Settings*  
*Michael R. Petronko, Russell J. Kormann, and Doreen DiDomenico*, Rutgers University

**ABA Autism Special Interest Group  
Saturday, May 25, 2002, Toronto,  
Canada**

David Celiberti, Ph.D., BCBA, President  
Lara Delmolino, Ph.D., BCBA Secretary/  
Treasurer

Heather Jennett, MS, Newsletter  
Editor

Panelists:

**Andrew Bondy, Ph.D.**

**Tristram Smith, Ph.D.**

**Jack Scott, Ph.D., BCBA**

**Bobby Newman, Ph.D., BCBA**

**Bridget Taylor, PsyD., BCBA**

David Celiberti, SIG President, called the Annual Autism SIG meeting to order at 7pm.

*Newsletter Update:* Heather Jennett encouraged SIG members to submit contributions to the newsletter. The newsletter is published 4 times each year, and consists of regular features, including: upcoming event announcements, job postings for Director level positions, program descriptions, abstracts of recent publications, article synopses, book reviews, innovative clinical interventions, letters to the editor and other feature articles. Other news - the SIG newsletter will be published online in the near future. Heather asked members to update mailing information and also provide e-mail addresses to continue receiving the newsletter.

*Treasury Report/Secretary Update:* Lara Delmolino was re-elected to serve an additional two-year term as SIG Secretary/Treasurer (Nominations were solicited to fill the position of Secretary /Treasurer. No individuals were nominated. Lara was re-nominated and re-elected unanimously). In review, Lara reported that at the 2001 SIG meeting in New Orleans, \$317 was collected from the attendees. During the 2001-2002 year, that amount was deposited in its entirety to the Research and Training Division of the Douglass Developmental Disabilities Center at Rut-

gers, the State University of New Jersey. The DDDC currently funds the cost of printing and mailing the newsletters to over 300 members, at an approximate cost of \$8-10 per person, per year. At this meeting, \$561 was collected and will be deposited to the DDDC. After launching future online versions of the newsletter, it was proposed by David Celiberti that collected funds could be used for other purposes in the future (Student Research Award).

Lara also asked for volunteers to form committees related to the SIG website. The SIG currently has a website through the ABA, on which the Consumer Guidelines are posted. Committees are being formed to update the Consumer guidelines (which were put in place before the initiation of the national certification process), as well as other website content and links. Readers who are interested in these endeavors are encouraged to contact David, Lara or Heather.

Lara also proposed that future issues of the newsletter might center on specific content themes. (e.g. consumer issues, adult services, self-help skills, language skills, Asperger's Disorder, etc.) Members with ideas or requests for specific topics are encouraged to contact David, Lara or Heather.

*Additional Business:* David expanded on the goals of updating the Consumer Guidelines and adding additional content and links for consumers to the SIG website. It was also noted that the Cambridge Center for Behavioral Studies currently maintains a comprehensive Autism section on their website. Ideas for topics for next year's meeting were discussed. Suggestions included: Coordination/discussion of various List-Servs, description of services and funding in various states, ideas for research for consultants in private practice, and presentations from state ABA affiliate chapters.

The remainder of the meeting was devoted to a panel discussion, moderated by David Celiberti. David posed the following questions to the panelists, whose responses to each question are listed below:

**1. If you had three wishes for the advancement of the field of Applied Behavior Analysis, what would they be?**

*Bridget Taylor:* Greater correspondence and collaboration across professionals, more openness and willingness to look at each other's ideas, and greater integration of

these ideas into both research and practice.

*Jack Scott:* Greater availability of behavior analytic services, the inclusion of individuals with ABA credentials added to the typical "roster" of service providers in schools (as supported by IDEA), and a greater understanding of the reason for the increase in autism incidence & prevalence.

*Bobby Newman:* Greater recognition of board certified behavior analysts, particularly from other fields such as special education and more information regarding diagnostic subtypes, to enable behavior analysts to better fine-tune the teaching technology.

*Tristram Smith:* Development of more service programs to increase access to services, with improvement in evaluation of programs. Program evaluation should include measures of child progress, information about family variables and the effect of treatment on families, and other system issues (e.g. cost effectiveness). Additional research involving children with PDD-NOS and Asperger's Disorder is also needed, as these diagnoses may account for most of the increase in incidence reported for autism spectrum disorders. Work is needed to "translate" findings from other disciplines (e.g. neuroimaging) as they may relate to behavioral treatment.

*Andy Bondy:* Greater degree of interface with other disciplines is needed (e.g. speech therapy, physical therapy) in an effort to mutually benefit different professions. Increase appreciation of cultural diversity, e.g. cultures different perspectives on family involvement and it is important to pay more attention to these variables.

## 2. What can we do as professionals in the field to achieve greater unity within Applied Behavior Analysis?

*Bobby Newman:* Emphasize that ABA is grounded in science, and focus on these principles. Too often, ABA is perceived as a "bag of tricks." Re-focusing energy on scientific elements is important in emphasizing the fundamental principles of ABA.

*Tristram Smith:* Many of the divisions in the field center on empirical questions such as when to use discrete trials vs. naturalistic instruction, how many hours of treatment children should receive, whether young children should receive ABA at home or at a center, etc. Therefore, research on such questions would foster unity. Behavior analysts, with their long history of conducting studies, should be in a strong position to conduct this research.

*Andy Bondy:* Collaborate with others who have a scientific background. Seek other scientific colleagues to review and impact our own clinical work.

*Jack Scott:* Don't "freak out" if people have divergent opinions. It is important for differences to surface for direct discussion and to drive research efforts and exploration. It is also important to be sensitive and concerned for parents/consumers in these debates, which may highlight the need for a more moderate approach.

*Bridget Taylor:* Demonstrating respect for the expertise of others is important, and making referrals for services that fall outside of the realm of one's own expertise.

## 3. How can we, as a field, convey information to audiences that may express resistance?

*Jack Scott:* The results of ABA speak loudly. Some audiences may never be influenced, and it may be important to work around those differences when it occurs. There are often multiple pathways to an end result. At times, individuals who are *overly* excited about ABA in their interactions with others may inadvertently turn others off. An important factor is to present clear and easily interpretable material.

*Bobby Newman:* Be aware of the stereotype of Behavior Analysts, and when appropriate, address misinterpretations head-on. Use real examples to illustrate and counteract the misconceptions about ABA technology and its impact. It is also important to emphasize how much freedom ABA gives the person. ABA builds autonomy for the client, as they now have behavioral choices as they have learned new behaviors.

*Tristram Smith:* Convey caring and concern for students and learners, and recognize this as common ground. Rely on data to set the field apart, and convey to audiences that ABA works to expand behavioral repertoires.

*Andy Bondy:* Consider reinforcement. Apply the same principles of reinforcement to the audience that we would apply to our learners. Find some point of agreement regarding what is most important. Don't seek to change theoretical perspectives or attitudes. Work to change behavior and allow individuals to take credit for those changes.

*Bridget Taylor:* Provide "real life" examples. Utilize SHAPING. Find a point of entry and reinforce successive approximations [*Andy Bondy added that shaping involves changing the criteria of reinforcement (not just "prompt and fade"), and that it requires patience and a lot of small changes over time.*]

**4. What should professionals emphasize in their presentations to avoid confusion among consumers recipients?**

*Tristram Smith:* Emphasize how much "we" care about clients, that being data based does not mean being unfeeling. Be careful not to "over sell" when promoting ABA - acknowledge limitations. Provide clear explanations for technical terms, which are potential sources of misunderstanding.

*Bobby Newman:* Emphasize the underlying principles of ABA; the concepts of basic science and data based decision-making. Emphasizing these commonalities can reduce confusion or comparisons between treatment variations.

*Jack Scott:* It is important to educate the public as much as possible. It may be possible to do this by making contact with professionals/agencies (social workers, physicians) that are first interacting with families/clients. This process may serve to "inoculate" consumers so that they have information to make informed decisions. Other avenues of public education include encouraging university professors to talk to students, and making contact with the media to provide solid information. In general, confusion and issues within ABA are small in relation to issues in the broader autism community.

*Bridget Taylor:* Consumers are confused by multiple interventions within ABA. It is important to address the of specific techniques/interventions. It is also important to talk about interventions that can address skill development across the lifespan of learners, and recognize that some techniques are better than others in any given area, such as; language development, sustained engagement, life skills, etc.

*Andy Bondy:* Giving parents/consumers the skills to competently evaluate treatments. It is also important to remain aware that individuals are paying for services, and it is helpful to emphasize that effective ABA services are consistent with a plan to be cost effective

## AABT Reminder!!!!

If you want to continue your classification as an AABT SIG member, you must become an AABT member as well. Please see the website for membership information: [www.aabt.org](http://www.aabt.org)

## Other special interest groups at ABA with specific relevance to Autism.

Staff of the Autism SIG attended the meeting of the Verbal Behavior Special interest Group at this year's ABA. Both groups are working to build liaisons with other SIGs in the ABA organization. For a full description of the Verbal Behavior SIG and the minutes from the 2002 meeting, please visit the VB SIG website, which is linked from the ABA website (<http://www.wmich.edu/aba/>). Items that may be of particular interest to Autism SIG members are highlighted below:

- Jack Michael's tutorial on verbal behavior from this years' ABA conference will be posted on the VB SIG website, along with other presentations from the 2002 conference
- The journal, *The Analysis of Verbal Behavior* (TAVB) is showing an increase in subscriptions, which indicates a larger audience for this area of research and literature. Information regarding subscriptions and submissions can be found at <http://www.aba.wmich.edu/avbjournal/>

Other inquiries regarding the VB SIG, activities and membership, please contact a VB SIG officer via the SIG website.



## PUBLICATION PIPELINE

*Listed below are recently published articles in the field of autism from a wide variety of disciplines outside of applied behavior analysis.*

Perez-Gonzalez, L. A., & Williams, G. (2002). Multi-component procedure to teach conditional discriminations to children with autism. *American Journal of Mental Retardation*, *107*(4), 293-301.

van der Geest, J. N., Kemner, C., Verbaten, M.N., & van Engeland, H. (2002). Gaze behavior of children with pervasive developmental disorder toward human faces: A fixation time study. *Journal of Child Psychology & Psychiatry & Allied Disciplines*, *43*(5), 669-678.

Ropar, D., & Mitchell, P. (2002). Shape constancy in autism: The role of prior knowledge and perspective cues. *Journal of Child Psychology & Psychiatry & Allied Disciplines*, *43*(5), 647-653.

Goldstein, G., Minshew, N. J., Allen, D. N., & Seaton, B. E. (2002). High-functioning autism and schizophrenia: A comparison of an early and late onset neurodevelopmental disorder. *Archives of Clinical Neuropsychology*, *17*(5), 461-475.

Capella, M., Roessler, R. T., & Hemmerla, K. M. (2002). Work-related skills awareness in high-school students with disabilities. *Journal of Applied Rehabilitation Counseling*, *33*(2), 17-23.

Mostert, M. P. (2002). Letter to the editor: Teaching the illusion of facilitated communication. *Journal of Autism & Developmental Disorders*, *32*(3), 239-240.

Gepner, B., & Mestre, D. R. (2002). Brief report: Postural reactivity to fast visual motion differentiates autistic from children with Asperger Syndrome. *Journal of Autism & Developmental Disorders*, *32*(3), 231-238.

Kravits, T. R., Kamps, D. M., Kemmerer, K., & Potucek, J. (2002). Brief report: Increasing communication skills for an elementary-aged student with autism using the picture exchange communication system. *Journal of Autism & Developmental Disorders*, *32*(3), 225-230.

Croen, L. A., Grether, J. K., & Selvin, S. (2002). Descriptive epidemiology of autism in a California population: Who is at risk? *Journal of Autism & Developmental Disorders*, *32*(3), 217-224.

Croen, L. A., Grether, J. K., Hoogstrate, J., & Selvin, S. (2002). The changing prevalence of autism in California. *Journal of Autism & Developmental Disorders*, *32*(3), 207-215.

Beadle-Brown, J., Murphy, G., Wing, L., Gould, J., Shah, A., & Holmes, N. (2002). Changes in social impairment for people with intellectual disabilities: A follow-up of the Camberwell cohort. *Journal of Autism & Developmental Disorders*, *32*(3), 195-206.

Rutherford, M. D., Baron-Cohen, S., & Wheelwright, S. (2002). Reading the mind in the voice: A study with normal adults and adults with Asperger syndrome and high functioning autism. *Journal of Autism & Developmental Disorders*, *32*(3), 189-194.

Miranda-Linne, F. M., & Melin, L. (2002). A factor analytic study of the Autism Behavior Checklist. *Journal of Autism & Developmental Disorders*, *32*(3), 181-188.

Carey, T., Ratliff-Schaub, K., Funk, J., Weinle, C., Myers, M., & Jenks, J. (2002). Double-blind placebo-controlled trial of secretin: Effects on aberrant behavior in children with autism. *Journal of Autism & Developmental Disorders*, *32*(3), 161-167.

Kern, J. K., Miller, V. S., Evans, P. A., & Trivedi, M. H. (2002). Efficacy of porcine secretin in children with autism and pervasive developmental disorder. *Journal of Autism & Developmental Disorders*, *32*(3), 153-160.

*Inclusion of advertisements or announcements in the SIG newsletter does not necessarily indicate endorsement of these items or events by the SIG or SIG newsletter editing staff. The content of this publication has not been reviewed or endorsed by the Association for the Advancement of Behavior Therapy or the Association for Behavior Analysis.*



## Services for Families

*We are starting a new series focused on services for families in which we will provide descriptions of programs for individuals with autism and the family services and programs that they provide. If you are interested in submitting information about your program, please contact the editor.*

### Eden II Family Services

150 Granite Avenue  
Staten Island, New York 10303  
(718) 816-1422 (phone)  
(718) 816-1428 (fax)

Written by Clarisse Domingo, CSW,  
Family Support Coordinator

Eden II is a private, not-for-profit agency whose mission is to provide individuals with autism with specialized community based programs and other opportunities with the goal of enabling them to achieve the highest quality of living across their life spans. In 1976, a group of parents opened Eden II in Staten Island, NY with only six children, a director and one certified special education teacher. Today, Eden II is currently serving over 200 participants. Eden II's comprehensive programs include two day school programs for children with autism, an adult services program, residential opportunities for children and adults, as well as an array of family support services.

The Eden II Programs is committed to providing services beyond daily educational and vocational programming. The Family Services Department offers services in three distinct areas: Family Support, Medicaid Waiver and Clinical Services. Family Support Services has several contracts funded through the Office of Mental Retardation and Developmental Disabilities (OMRDD).

Eden II recognizes the need to educate and train parents to enable them to address skill acquisition, generalization, and behavior management in home environments. For this reason, the Parents as Partners program was developed. Parents as Partners is an 8-week program which was primarily created to provide parents of children with autism the knowledge and the skills to care for their child. For parents, one of the most difficult aspects of caring for a child with autism is the management of daily activities. Participation in this program provides them with training in behavior management, applied behavior analysis, and methods in discrete trial teaching. The sessions include a series of lectures given by professionals in the field of autism followed by hands on training with parents and their children. Through participation in our program parents become better equipped to manage some of the behaviors which are often associated with autism.

In 1990, the Crisis Intervention Management Team Program was initiated. This program is designed to provide valuable assistance in identifying and addressing problem behaviors. Crisis Team consists of an interdisciplinary team of professionals who work towards the development of behavior plans. The team members include a psychologist, a clinician, behavior specialists and social workers. The intervention team provides additional training for caregivers and family members, giving them the skills to improve the behavior of the individual with autism within the home.

In addition to parent training and behavior management, Eden II offers Medicaid Waiver services, which are also funded by the Office of Mental Retardation and Developmental Disabilities. Medicaid covers a variety of medical services such as occupational, speech and physical therapy. Medicaid also covers service coordination, a service that assists families in accessing links to available resources. The Eden II Family Services Department provides two Medicaid waiver services: Residential Habilitation and Respite.

Eden II also believes in the importance of respite and after school programs, as many individuals with autism require constant structure and supervision. The main focus for our respite programs is to provide social, recreational and leisure activities to these individuals as well as to provide opportunities for interaction and participation within the community while providing relief to families during holiday periods and after school hours.

One of our most comprehensive family support programs is the After School Program, which began in 1999 when it became apparent that families were in need of continued specialized services for their children after school. This program provides individuals with autism with the opportunity to participate in recreational and leisure activities. Through participation in this program, participants are taught social, recreational and technical skills, which result in increased independence. Individuals attending the program regularly participate in cooking, arts and crafts, sports skill development, story time and music. Individualized goals are developed annually and updated quarterly. In addition to the after school program, we offer Emergency Crisis Respite, Recreational Day and Overnight Trips as well as Summer Day Camp.

Finally, Eden II acknowledges that autism impacts the lives of family members and encourages services to meet their psychosocial needs. In order to assist the families in meeting those needs, Eden II provides counseling services by certified social workers in individual and group formats for both parents and siblings.

For more information about Eden II Family Services, please call or write to the above address.

### Parent and Professional Partnership SIG

This new SIG held its first meeting at the ABA convention in May 2002 in Toronto. It is being run under the leadership of David Celiberti, Ph.D., BCBA (President), Suzanne Buchanan, Psy.D., BCBA (Vice-President), and Clarisse Domingo, CSW (Secretary/Treasurer). Its goal is to increase the collaboration between parents and professionals in the field of autism primarily regarding issues in applied behavior analysis. Stay tuned for more information!

Please send your suggestions of topic ideas for possible inclusion in an upcoming issue of the SIG newsletter to:

Heather Jennett, M.S.  
SIG Newsletter Editor  
Douglass Developmental  
Disabilities Center  
Rutgers University  
25 Gibbons Circle  
New Brunswick, NJ 08901  
Phone: (732) 932-3017  
Fax: (732) 932-3095  
Email: heatherj@rci.rutgers.edu



## **SPECIAL INTEREST GROUP**

### **NEWSLETTER STAFF**

*Heather Jennett, M.S., Editor*

*Nadine Byczkowski, Editorial Assistant*

#### **AABT SIG**

*Jan S. Handleman, Ed.D.*

*SIG Chair*

*Heather Jennett, M.S.*

*SIG co-chair*

#### **ABA SIG**

*David Celiberti, Ph.D., BCBA*

*SIG President*

*Lara Delmolino, Ph.D., BCBA*

*SIG Secretary*

---

THE STATE UNIVERSITY OF NEW JERSEY  
**RUTGERS**

---

Douglass Developmental Disabilities Center  
Rutgers/The State University of New Jersey  
25 Gibbons Circle  
New Brunswick, N.J. 08901

Phone: 732-932-9137  
Fax: 732-932-8011  
Email:

