

About the Authors

Stephen R. Anderson received his doctorate in developmental and child psychology from the University of Kansas, at which he now holds an appointment as adjunct assistant professor. He also serves as a clinical assistant professor at Northeastern University, an adjunct professor at the University of Southern Maine, and member of the professional staff at the Developmental Evaluation Clinic at Children's Hospital in Boston. Dr. Anderson currently is the executive director of the Language Development Program near Buffalo, New York. He also serves as a reviewer for a number of professional journals and has published many journal articles and book chapters on the education and treatment of children with developmental disabilities. A licensed psychologist, Dr. Anderson has been a consultant to more than 40 public and private agencies within the United States and abroad.

Andrew S. Bondy received his doctorate from the University of North Carolina at Greensboro in 1975. He is currently the director of the Delaware Autistic Program. This statewide public school program serves more than 190 students and their families. Dr. Bondy has published and presented extensively about DAP, autism, and Applied Behavior Analysis. He is codeveloper of the Picture Exchange Communication System. He also has taught numerous university courses concerning autism and related developmental disabilities, Applied Behavior Analysis, and communication analysis.

Elizabeth Braxton earned a doctorate of education in counseling psychology from Boston University, and currently works with children and families as a behavioral consultant.

Kathleen Dyer received her doctorate from the University of California in 1985. She is currently the director of evaluation, research, and staff development at Bancroft, Inc., and adjunct professor at Temple University and Rowan College. She has prepared more than 30 publications and 110 presentations in areas including enhancing learning and communication for persons with developmental disabilities, staff training, and family intervention. She has been on the faculty

at West Virginia University, University of Massachusetts, and Fitchburg State College, and has served on the editorial boards of several professional journals, including *Behavior Modification* and *Journal of the Association for Persons with Severe Handicaps*. She is currently director of the Delaware Valley Association for Behavior Analysis.

Judith E. Favell has served as the clinical director for Au Clair Programs in Florida and Delaware since 1987. Dr. Favell has been active in the fields of developmental disabilities and behavior disorders for more than 25 years. She received her doctorate in developmental and clinical psychology at the University of Kansas. She is a North Carolina licensed practicing psychologist and a Florida certified behavior analyst.

Previously, Dr. Favell served as senior research associate and director of psychology at Western Carolina Center in North Carolina. She has held adjunct faculty appointments at Appalachian State and Southern Illinois Universities. Dr. Favell has been president of the Association for Behavior Analysis and the Society for the Advancement of Behavior Analysis. She is a Fellow of the American Psychological Association and American Psychological Society. She is on several national professional boards, including the board of directors of the Accreditation Council on Services for People with Disabilities and the panel of professional advisors of the Autism Society of America. She has authored numerous books, monographs, and articles dealing with issues related to persons with autism.

During her professional career, Dr. Favell has consulted widely on the analysis and treatment of severe behavior problems. She has also been actively involved in the development and dissemination of standards of behavioral services and professional practice. She has extensive experience in developing and implementing professional and paraprofessional training programs.

Gina Green received a doctorate in psychology (analysis of behavior) from Utah State University following undergraduate and master's degree studies in psychology and educational psychology at Michigan State University. She taught in the behavior analysis and therapy graduate program at Southern Illinois University for 3 years. Presently Dr. Green is director of research at the New England Center for Autism

in Southborough, Massachusetts; associate scientist in behavioral sciences at the E. K. Shriver Center for Mental Retardation in Waltham, Massachusetts; and clinical assistant professor in Northeastern University's master's program in Applied Behavior Analysis. She has authored numerous articles, chapters, and abstracts on various topics in the education and treatment of individuals with developmental disabilities and brain injuries, and the experimental analysis of behavior. She serves on the editorial boards of several professional journals in developmental disabilities and behavior analysis, and the Board of Trustees of the Cambridge Center for Behavioral Studies. Dr. Green lectures and consults widely on autism and related disorders, behavioral research, and effective interventions for people with disabilities.

Elizabeth Harrington has a bachelor of arts degree from Wellesley College. She worked at the U.S. Trust Company of New York for 9 years. Elizabeth retired from U.S. Trust as a vice president in the private banking division after the birth of her first child. She is particularly interested in issues concerning the siblings of autistic children.

Margaret Harris holds a bachelor of arts in business administration. She was employed as a bond trader for an investment management firm for 5 years, then as vice president of corporate finance for a finance company for 5 years. Since the arrival of her oldest son, she has stayed at home with her children.

Since her youngest son was diagnosed with autism, she has spent much of her time researching, setting up, and managing her own home program as well as encouraging and assisting other parents with setting up their programs.

Cyndy Kleinfield-Hayes has master's degrees in psychology and business administration. She is currently pursuing her doctorate in business administration. Her background is in sales and marketing. She is the director of prestige markets at a large confectionery manufacturing company.

Cyndy has three children, and her youngest is autistic. For the past 2 years she has been actively advocating for behavioral school options for young children with autism. She is the founder and director of Reaching Potentials, Inc., a nonprofit organization focused on providing information and services to individuals with autism and their families.

Ronald C. Huff is a graduate of Ohio State University, Columbus, Ohio. He taught and conducted research in experimental behavioral psychology at California State University in Los Angeles before beginning applied work at the Regional Center for Developmental Disabilities. He has worked in the field of developmental disabilities with specialization in autism for the past 20 years. Dr. Huff is currently employed by Alta California Regional Center in Sacramento, California, where he consults with parents, community service providers, and regional center staff to develop and implement intervention services and programs. Dr. Huff initiated collaboration with the parents of young autistic children and other professionals to create the Families for Early Autism Treatment (FEAT) project.

Susan C. Johnson is currently the director of support services at the Alpine Learning Group, Inc. Her responsibilities include the development, implementation, and evaluation of the supported inclusion model and family support services. She holds a master's degree in special education from Boston College and has been involved with the education of children and adolescents with autism since 1985.

Ivar Lovaas is a professor in the Department of Psychology at the University of California, Los Angeles, and the director of the Clinic for the Behavioral Treatment of Children in that department. Dr. Lovaas received his undergraduate degree in Norway and at Luther College in Decorah, Iowa, his master's and doctorate at the University of Washington in Seattle in 1958. He joined UCLA in 1961 and began his work in autism and pervasive developmental disabilities in 1963. His treatment research has been supported by grants from the National Institute of Mental Health and Office of Education on an almost continuous basis since 1962. He has received a Guggenheim Fellowship, Honorary Doctor of Letters, Edgar Doll Award from the American Psychological Association, the Research Award from the American Association on Mental Retardation, and other awards. He has published extensively and served on the editorial boards of numerous publications and on the professional advisory boards of a wide range of institutions. His most recent research centers on intensive, early, home-based intervention for children with autism and pervasive developmental disabilities. This treatment program aims to improve the intellectual, academic, social, and emotional behaviors of children who are developmentally delayed.

Stephen C. Luce, vice president of program operations at Bancroft, Inc., in Haddonfield, New Jersey, received his doctorate in developmental and child psychology from the University of Kansas after completing a master's in education at the University of Georgia. Dr. Luce spent much of his career as a teacher and psychologist working with children and adults who have autism and other developmental disabilities, as well as survivors of head trauma. He has been associated with organizational change in agencies serving individuals with developmental disabilities and brain trauma, and his research on staff training and the wide-scale dissemination of improved practices has received international recognition. Dr. Luce consults, writes, and lectures on these topics widely for private, public, and government agencies in the United States, Mexico, and throughout Europe. He holds adjunct faculty appointments at several universities and is an author and editor of several articles, chapters, and monographs for professional journals and books.

Catherine Maurice received a doctorate in French literature and criticism from New York University. She taught French as an instructor and as an adjunct assistant professor until her daughter was born. In late 1987, her daughter was diagnosed with autism, and in early 1990 her youngest son was diagnosed with autism. In 1993 her chronicle of her family's experience was published in *Let Me Hear Your Voice: A Family's Triumph Over Autism* (Knopf, 1993). This book has since been published in several languages throughout the world. Today, she devotes her free time to writing, to advocacy work for individuals with autism, and to serving on the board of Bancroft, Inc., a rehabilitative facility for people of all ages with neurological or developmental disabilities.

Kelly Ann McDonough is a private consultant providing in-home educational programs to children with autism and related developmental disabilities as well as parent training to their families. She serves also as a consultant to public schools in Connecticut, New Jersey, and New York. Previously she served as a special education teacher in an autism program directed by the University of North Carolina School of Medicine and for two private institutions in New York state. She received a master of arts degree in special education from Columbia University.

Linda S. Meyer is currently the executive director of the Alpine Learning Group, Inc. which is a private, nonprofit school serving children with autism in northern New Jersey. She is cofounder of the program. Linda holds a doctorate degree in education from Teachers College, Columbia University, and is currently attending Seton Hall University's Master of Public Administration Program, majoring in nonprofit management.

Barbara O'Malley Cannon received her master of education degree in human development from Northeastern University and her bachelor of arts degree in psychology from the College of the Holy Cross. Director of home-based services for the May Institute since 1988, she has extensive experience in working with children with autism and their families at both the direct service and administrative levels. In her current position, she supervises staff providing up to 30 hours of intensive home-based training, as well as parent education. Ms. Cannon has coauthored several articles and book chapters on the education and treatment of children with autism. She also is active in regional and national professional organizations and has presented many papers and workshops.

Robin Parker, M.S., C.C.C., is currently a clinical supervisor at the LaBonte Institute for Hearing, Language, and Speech at Nova Southeastern University, Fort Lauderdale, Florida. She supervises graduate students in speech-language pathology and teaches classes in diagnostics and language disorders. Ms. Parker serves as a consultant to the Baudhuin Oral School, which serves the preschool autistic population. She has lectured for the Autism Consortium of Broward County, Florida. Prior to coming to Florida, Ms. Parker was at Mount Sinai Hospital and in private practice in New York City specializing in assessment and treatment of children with language disorders secondary to autism. Ms. Parker received her bachelor of science and master of science degrees from Florida State University.

Margery Rappaport, M.A., CCC-SLP, is a speech-language pathologist in private practice in New York City. Having majored in theater at Boston University, she went on to receive a master's degree in speech-language pathology at Columbia University in 1971. After graduating, she worked at Morristown Memorial Hospital, the Morrisania City Hospital, The Montefiore-Morrisania Hospital Affiliation's Center for Child Development, and the

Head Start program before establishing a private practice. In addition, Ms. Rappaport lectures on language to teachers of young children at various independent schools in New York City.

Raymond G. Romanczyk is a professor of psychology at SUNY—Binghamton. He is a licensed clinical psychologist specializing in the problems of young children, and received his undergraduate degree from SUNY at Stony Brook and his doctorate from Rutgers University. Dr. Romanczyk is the founder and director of the Institute for Child Development, which provides clinical and educational services to children and families through the Children's Unit for Learning Disabilities and the Children's Unit for Treatment and Evaluation. The units are part of the continuum of services in the southern tier of New York and have served more than 1,000 families. Dr. Romanczyk has been involved in advocacy, program development, the judicial and legislative process as expert witness, and direct services to children and families for more than 25 years. He is also former director of clinical training and served two terms as chairperson of the Department of Psychology at SUNY—Binghamton. In addition, Dr. Romanczyk is an adjunct professor of psychiatry of the SUNY Health Sciences Center of Syracuse.

He is a Fellow of the American Psychological Association and his extensive professional activities include service as member and officer in numerous professional organizations, serving on the board of directors and board of advisors of several nationally recognized institutes and treatment facilities, consulting for numerous education and treatment programs, reviewing grants for federal agencies, and serving on ethics and quality assurance boards for several organizations. He also serves on editorial boards and as reviewer for numerous professional journals. His work has been published in many professional journals and books, and he has written extensively in the fields of autism and early childhood behavior. Dr. Romanczyk has presented several hundred addresses at regional, national, and international professional conferences regarding his applied and research work at the institute, and has received numerous awards for his clinical and research accomplishments.

Research and clinical interests focus upon developmental, learning, and emotional disorders, with particular emphasis on autism. Specific research areas are functional analysis of maladaptive behavior and the role of arousal; the role of eye contact, emotion recognition, and play in social development; escape and avoidance behavior; impulsivity; stimulus overselectivity; clinical decision-making; and computer-assisted program management.

Jack Scott is an assistant professor in the Department of Exceptional Student Education at Florida Atlantic University. He has a doctorate in special education from the University of Florida with a program focused on behavioral analysis, individualized instruction, and emotional-behavioral disorders. He is a Florida certified behavior analyst (CBA) and serves as a member of the State of Florida HRS Peer Review Committee for Behavioral Services. He teaches courses in behavior management, emotional disorders, and autism and is active in assisting parents in creating home-based programs for their young children with autism. He is codirector of a U.S. Department of Education grant for personnel preparation in autism. His research interests have focused on the application of systematic instructional procedures to mildly handicapped students, data-based instruction, and the status of autism programs at the regional and state level. He is writing an introductory textbook on autism for the Singular Publishing Group.

Gerald L. Shook is director of program development for Au Clair in Tallahassee, Florida. Dr. Shook has more than 25 years of experience in the field of developmental disabilities. He holds a doctorate in psychology from Western Michigan University and is a Florida certified behavior analyst.

Prior to joining Au Clair, Dr. Shook held faculty appointments at the State University of New York College at Buffalo and the Georgetown University Medical School. He also served as senior behavior analyst for the Developmental Services Headquarters Office of the Florida Department of Health and Rehabilitative Services, where he developed and coordinated the state-wide behavioral programming services system.

Dr. Shook is on the board of directors of the Accreditation Council on Services for People with Disabilities and the Society for the Advancement of Behavior Analysis, and is on the executive council of the Association for Behavior Analysis. He does extensive consultation nationally on developmental disabilities issues, credentialing of behavior analysts, and the development of state-wide service systems. Dr. Shook is a member of the Louisiana, Florida, and Alabama Behavior Analysis Peer Review Committees. He holds an adjunct appointment in psychology at Florida State University.

Dr. Shook has published widely on a number of subjects related to the developmental disabilities field, including recent articles in the journals *Mental Retardation* and *Behavior Analyst*, and has contributed to several books.

Tristram Smith has conducted research and treatment with children with autism and other developmental disabilities since 1983. His research has focused on two areas: (a) evaluating outcomes achieved by treatment programs for children with developmental disabilities and (b) applying findings from experimental psychology to difficult clinical problems, such as improving language instruction and promoting the transfer of skills from treatment settings to everyday settings. He did his undergraduate work at Yale University and attended graduate school at the University of California, Los Angeles, where he received his doctorate in clinical psychology in 1990. He stayed for an additional 3 years in order to pursue postdoctoral studies and then took a position as a visiting assistant professor of psychology at Drake University in Des Moines, Iowa. In the fall of 1995 he became an assistant professor of psychology at Washington State University in Pullman, Washington, where he directs a clinic that provides behavioral treatment for children with developmental disabilities. He also serves as the research director for a multisite study evaluating behavioral treatment for preschool-age children with autism.

Marie Taras received her doctorate in clinical psychology from Louisiana State University, specializing in developmental disabilities. Now a licensed psychologist in Massachusetts, Dr. Taras completed her clinical internship in Applied Behavior Analysis, developmental disabilities, and behavioral pediatrics at the Kennedy Institute and Johns Hopkins School of Medicine in Baltimore, Maryland. Dr. Taras currently directs the May Institute's Community Outreach Program, providing consulting and home-based services in Massachusetts and neigh-

boring New England states. She previously served as director of the Autism Support Center, also a program of the May Institute. Dr. Taras has coauthored a half dozen articles and book chapters relevant to teaching self-help and social skills to individuals with developmental disabilities, as well as strategies for managing challenging behaviors. She is active in several professional organizations and regularly presents papers and workshops at regional and national conferences.

Bridget Ann Taylor is cofounder and educational programming director of the Alpine Learning Group, Inc. Bridget holds a master's degree in special education from Teachers College, Columbia University, and is currently completing the requirements for her doctorate in school psychology from the Graduate School of Applied and Professional Psychology, at Rutgers, the State University of New Jersey. She has coauthored several articles related to autism.

Mark D. Williamson graduated in 1981 from the University of Virginia (with high distinction) and in 1984 from the University of Virginia School of Law. Mark is a partner in the Norfolk, Virginia, office of McGuire, Woods, Battle & Boothe, LLP, practicing primarily in the areas of real estate, finance, and commercial law. Mark's second son Brian, age 4, has participated in a behavioral program since November 1993 under the direction of Bancroft, Inc., of Haddonfield Heights, New Jersey. Mr. Williamson has successfully negotiated a settlement providing funding for a behavioral program within his school district, and he regularly counsels other parents seeking funding support.

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