

HAYLEY M. NEIMY

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EDUCATION

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| GPA: 4.0 | Ph.D. Applied Behavior Analysis Endicott College, Beverly, MA, USA <i>Mary Jane Weiss, Ph.D., BCBA-D, LBCBA</i> | 2017- Present (ABD / Graduating 5/19) |
| GPA: 4.0 | M.S. Applied Behavior Analysis (Honors) California State University, Northridge (CSUN), Northridge, CA, USA <i>Ellie Kazemi, Ph.D., BCBA-D, Tara Fahmie, Ph.D., BCBA-D, & Brian Rice, BCBA</i> | 2015 |
| GPA: 3.8 | B.A. Psychology University of British Columbia (UBC), Vancouver, BC, Canada <i>Olav Krigolson, Ph.D., & Lynn Alden, Ph.D.</i> | 2011 |
| GPA: 3.7 | Undergraduate Studies (Pre-Medicine) Monterey Peninsula College (MPC), Monterey, CA, USA <i>Sepp Gamper, Ph.D.</i> | 2005 - 2007 |

CERTIFICATION

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| Board Certified Behavior Analyst (BCBA) <i>Certificate #: 1-15-20942</i> | 2015 - Present |
| NCAST Parent Child Interaction (PCI) Feeding Scale <i>Research Reliability Training Certificate</i> Denise Findlay, Barnard Center, University of Washington, Seattle, WA | 2019 - Present |
| Autism Diagnostic Observation Schedule (ADOS-2) <i>Introductory Clinical Training Certificate</i> Catherine Lord, Ph.D., Semmel Institute, University of California, Los Angeles (UCLA), Los Angeles, CA | 2019 - Present |

RESEARCH EXPERIENCE

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| Primary Investigator Endicott College, Beverly, MA <i>Mary Jane Weiss, Ph.D., BCBA-D, L-BCBA.</i> | 2017 - Present |
| <ul style="list-style-type: none">▪ Project I: Systematic assessment and analysis method for determining client's preference for specific modalities of functional communication responses (FCR) to be used within functional communication training (FCT) (e.g., vocal speech, ASL, PECS, AAC).▪ Project II: Using behavioral skills training to teach parents to establish early infant social-skills within natural environment teaching (NET) opportunities.▪ Project III: Promoting early social gaze behaviors in infants at-risk of ASD during breastfeeding using contingent synchronous reinforcement procedures to establish caregiver's social behavior as more effective secondary reinforcer.▪ Project IV: Further analysis on the relative role of contingent vs. non-contingent Motherese speech, compared with vocal imitation, and the emergence of early echoic repertoires among infants at-risk of ASD.▪ Project V: Application of video game technology to the improvement of eye tracking and socially appropriate forms of eye contact among individuals diagnosed with ASD.▪ Project VI: Promoting kicking responses in 3rd trimester prenatal infants at-risk of ASD using various combinations of contingent versus non-contingent social reinforcement. | |
| Primary Investigator Florida International University, Miami, FL & FirstSteps for Kids, Hermosa Beach, CA <i>Martha Pelaez, Ph.D., & Jonathan Tarbox, Ph.D., BCBA-D</i> | 2015 - Present |
| <ul style="list-style-type: none">▪ Project I: Replicating and extending Pelaez' and colleagues study (Pelaez et al., 1996) on the efficacy of synchronized reinforcement procedures to increase eye contact in infants at risk of developmental disorders; among 3 primary investigators responsible for developing the treatment design, creating all research materials (e.g., IRB proposal), recruiting participants, implementing parent training and intervention procedures directly with caregivers and infants, and performing subsequent data analyses.▪ Project II: Replicating and extending Pelaez' and colleagues study (Pelaez et al., 2011) on the efficacy of contingent and non-contingent Motherese speech and vocal imitation to promote increased vocalizations among infants and children; among 3 primary investigators responsible for developing the treatment design, creating all research materials (e.g., IRB proposal), recruiting participants, implementing parent training and intervention procedures directly with caregivers and infants, and performing subsequent data analyses.▪ Project III: Replicating and extending Pelaez' and colleagues study (Pelaez et al., 2012) on the efficacy of an operant learning paradigm to facilitate the emergence of social referencing skills among infants and children; among 3 primary investigators responsible for developing the treatment design, creating all research materials (e.g., IRB proposal), recruiting participants, implementing parent training and intervention procedures directly with caregivers and infants, and performing subsequent data analyses. | |

- **Project IV:** Replicating and extending Pelaez' and colleagues study (Pelaez et al., 2012) on the efficacy of an operant-learning paradigm on the acquisition of joint-attention skills across various forms of adult-initiated attention-bids among infants and children; among 3 primary investigators responsible for developing the treatment design, creating all research materials (e.g., IRB proposal), recruiting participants, implementing parent training and intervention procedures directly with caregivers and infants, and performing subsequent data analyses.

Primary Investigator

2011 - Present

Shabani Institute - Center for Behavior Analysis & Language Development, El Segundo, CA

Daniel Shabani, Ph.D., BCBA-D

- **Project I:** Evaluation of a behaviorally-based social skills group (SSG) using Behavioral Skills Training (BST) and a parent-mediated variable-ratio reinforcement (VR) schedule to apply and teach specific components of the SSIS curriculum targeting 12 complex social skills to children between the ages of 4-12 diagnosed with ASD social skills in a group format.
- **Project II:** Replication and extension of Hanley and colleagues' delay tolerance training procedures (Hanley, Iwata, & Thompson, 2001) to investigate: 1) the efficacy of three randomly rotating treatment conditions on the occurrence of high rate manding & problem behavior associated with denied access to tangible items, and 2) the conditioned reinforcement effects of the selected alternative activities under two different treatment conditions, extended across various activities and repertoires (e.g., ADLs, academics, play-based & social skills) (e.g., perseverative manding, access to stereotypy, access to preferred tangibles, access to removal of non-preferred stimuli/activities etc.).
- **Project III:** Application of a modified errorless prompting procedure that manipulates response effort, stimulus saliency, and immediacy of reinforcement in effort to minimize teaching time and facilitate acquisition of novel FCRs as quickly as possible as part of FCT intervention
- **Project IV:** Use of tact-trials embedded within errorless prompting methods in an attempt to facilitate pre-requisite naming skills among ASL learners during discrimination training tasks
- **Project V:** Single-subject multi-condition withdrawal design and subsequent component analysis on the discriminative stimuli altering variables (e.g., saliency, effort, motivation) responsible for facilitating the acquisition of a motor imitative repertoire in a significantly impacted child with autism, cerebral palsy, and developmental delay.
- **Project VI:** Bibliometric analysis updating and extending Shabani and colleagues (Shabani et al., 2004) study on the most scholarly prolific authors and institutions in the field of behavior analysis; utilized a relational database (Microsoft Access) to develop comprehensive datasets across various dimensions of information to be further analyzed across 18 years of data.

Research Assistant III

2009 - 2010

University of British Columbia (Interpersonal Lab), Vancouver, BC

Lynn Alden, Ph.D., & Kristin Buhr, Ph.D.

- **Project:** Investigated the efficacy of a cognitive behavioral therapy-based treatment package for individuals diagnosed with social anxiety disorder (SAD). Performed pre- and post-assessments rating the severity of observed SAD across a variety of topographies following brief contrived interactions with the participants.

Research Assistant III

2008 - 2010

University of British Columbia (NeuroImaging Lab), Vancouver, BC

Olav Krigolson, Ph.D., & Todd Handy, Ph.D.

- **Project I:** Investigated the impact of feedback complexity and reinforcement learning on the error related negativity (ERN) in the anterior cingulate cortex (ACC) of the brain. Conducted experimental sessions with participants, including implementation and monitoring of electroencephalogram (EEG) technology, MatLab, and subsequent program simulators.
- **Project II:** Investigated the impact of novel gross motor learning on the implicit visual motor response (IVMR) in subsequent cortical areas of the brain. Conducted experimental sessions with participants at the university hospital utilizing functional magnetic resonance imaging machines (fMRI) and supplementary computer programs simulators.

TEACHING & ACADEMIC EXPERIENCE

Practicum Instructor

California State University, Northridge, CA, USA

2019 - Present

Debra Berry-Malmberg, Ph.D., BCBA-D

- **CSUN Autism Clinic**
 - Practicum Instructor at non-profit CSUN Autism Clinic supervising eight 1st & 2nd year master's level Applied Behavior Analysis students in pursuit of their BCBA Fieldwork Experience and Supervision Hours for the BCBA Exam.
 - Provide direct, on-site clinical supervision and oversight for 15 clients diagnosed with ASD, assisting the graduate students in developing appropriate assessment methods, intervention techniques, and comprehensive behavior analytic treatment packages within the clinic setting.
 - Deliver staff training presentations across a wide variety of clinically relevant topics, and assist in the development of ongoing clinical research protocols and programs.

Adjunct Professor

2019 - Present

Pepperdine University, Los Angeles, CA, USA

Adel Najdowski, Ph.D., BCBA-D

- **PSY 620: Intensive Practicum**
 - 7- & 14-week masters level practicum course taught within the Master of Arts in Applied Behavior Analysis program at Pepperdine University.
 - Course taught via synchronous in-person model to cohort of 10 students per section focusing on the development and completion of BACB Task List competency items necessary for supervised practicum fieldwork experience.

- Responsible for all components of class materials and content development, delivering synchronous in-person lectures and group supervision, offering office hours and support, and grading and providing students with objective performance-based feedback on all presented and submitted assignments.

Adjunct Professor

2018 - Present

Endicott College, Beverly, MA, USA

Mary Jane Weiss, Ph.D., BCBA-D, LBCBA & Lorraine Otte, Ph.D., BCBA-D

- **ABA 512: Verbal Behavior**
 - 12-week masters level course taught within the Master of Arts in Autism and ABA program at Endicott College.
 - Course taught via synchronous/asynchronous teaching model to cohort of 15 students focusing on B.F. Skinner's *Verbal Behavior* (1957) and the verbal behavior/functional approach to understanding the fundamentals of language (e.g., elementary verbal operants, speaker/audience relations, private events, rule-governed behavior, reinforcement contingencies in verbal behavior paradigms) and evidence-based practices for assessing and teaching language as part of language-interventions in professional practice.
 - Responsible for all components of class materials and content development, delivering synchronous lectures, offering office hours and support, updating and organizing Canvas interface, grading and providing students with objective performance-based feedback.
- **ABA 541: Behavioral Assessment**
 - 12-week masters level course taught within the Master of Arts in Autism and ABA program at Endicott College.
 - Course taught via synchronous/asynchronous teaching model to cohort of 12 students focusing on the development and application of functional behavior assessments (indirect, descriptive, and experimental analyses) in the field of applied behavior analysis.
 - Responsible for all components of class materials and content development, delivering synchronous lectures, offering office hours and support, updating and organizing Canvas interface, grading and providing students with objective performance-based feedback.
- **ABA 543: Behavior Change Procedures**
 - 12-week masters level course taught within the Master of Arts in Autism and ABA program at Endicott College.
 - Course taught via synchronous/asynchronous teaching model to cohort of 12 students focusing on the development and application of function-based treatment, behavior reduction, and skill acquisition procedures in the field of applied behavior analysis.
 - Responsible for all components of class materials and content development, delivering synchronous lectures, offering office hours and support, updating and organizing Canvas interface, grading and providing students with objective performance-based feedback.

Graduate Teaching Assistant

2015

California State University, Northridge, Northridge, CA, USA

Tara Fahmie, Ph.D., BCBA-D

- **PSY 555: Assessment in Applied Behavior Analysis**
 - Master's level teaching assistant for course focusing on concepts and application of functional behavior assessments, including implementing indirect assessments, descriptive assessments, functional analyses, analyzing data, developing and recommending goals, and preparing progress reports.
 - Responsible for grading assignments, developing, organizing, and executing curriculum-relevant activities, providing weekly office hours for students, leading and presenting course content during lectures, and developing supplementary materials for subsequent courses (e.g., video models, templates, handouts etc.).

Special Education Assistant (Paraprofessional)

2009 - 2011

West Vancouver Unified School District (SD #45), Vancouver, BC, Canada

Jody Langlois, Ph.D.

- Provided 1:1 direct support for two children with ASD in an inclusive elementary classroom from Kindergarten through Grade 1, as well as temporary substitute work assisting a variety of children with developmental disabilities, learning, emotional, and behavior disorders.
- Assisted students meet their specific goals as per their IEP, through the direct development and application of behavior analytic methodology and treatment procedures that were implemented within in the context of the general classroom environment (e.g., token economy & reinforcement systems, differential reinforcement procedures, task-analyses, extinction and response costs etc.).

PROFESSIONAL CLINICAL EXPERIENCE

Clinical Director

2016 - Present

Shabani Institute - Center for Behavior Analysis & Language Development, El Segundo, CA, USA

Daniel Shabani, Ph.D., BCBA-D

- Collaborate with Executive Director, Director of Psychological Services, Director of Staff Training, and Director of Human Resources to establish and maintain general clinical and administrative operations.
- Oversee intake and initial clinical assessments, including: Functional Behavior Assessments (FBA) [Functional Analyses (FA), Indirect Assessments (FAST, FAI, SSIS, Vineland), Descriptive Assessments (DA)], Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), and stimulus preference and competing items assessments (MSWO/MSW, Paired Preference Assessment, Stimulus Avoidance Assessment, RAISD).
- Provide direct supervision for all BCBA Clinical Supervisors, Assistant Clinical Supervisors, and Registered Behavior Technicians (42 staff), assisting and overseeing treatment development and case conceptualization for different clients between the ages of 2-85 years old that display severe behavior and language disorders (182 clients total).
- Assist Executive Director in developing and providing brief trainings throughout California for various agencies (e.g., The Behavior Center, Therapeutic Pathways, Westmoreland Academy, and Beverly Hills, Centinela Valley, Duarte, Los Angeles, and Torrance Unified School Districts) teaching the application of behavior analysis to help assess and treat severe problem behavior.
- Assess, coordinate, develop, and directly supervise group social skills workshop for children between the ages of 4-12 years diagnosed with autism, targeting the acquisition of various social skills using the principles of applied behavior analysis, verbal behavior, and behavior skills training (BST).
- Directly lead CEU-based event 1x monthly (Journal Club) offered as staff development and professional training opportunity; behavior

analytic journals are reviewed and discussed in a group seminar format.

- Conduct and develop quarterly all-staff training workshops on various behavioral and clinical skills in an interactive lecture-based format paired with supplemental materials, activities, and curricular lessons (e.g., modules).

Clinical Supervisor

2015 - 2016

Shabani Institute - Center for Behavior Analysis & Language Development, Santa Monica, CA, USA

Daniel Shabani, Ph.D., BCBA-D, & Michael Lind, Ph.D. & Ryan Pabico, BCBA

- Conducted clinical assessments, including: Functional Behavior Assessments (FBA) [Functional Analyses (FA), Indirect Assessments (FAST, FAI, SSIS, Vineland), Descriptive Assessments (DA)], Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), and stimulus preference and competing items assessments (MSWO/MSW, Paired Preference Assessment, Stimulus Avoidance Assessment, RAISD).
- Supervised various team-based behavior intervention therapy programs for atypical and typical individuals between the ages of 2-65 years old that displayed severe problem behavior and language disorders.
- Coordinated, developed, and directed group social skills workshop for children between the ages of 4-12 years diagnosed with autism, targeting the acquisition of various social skills using the principles of applied behavior analysis, verbal behavior, parent training, and behavior skills training (BST).
- Provided direct 1:1 behavior consultation services across home, school, medical, and community organizations for consumers who interact with atypical and typical individuals between the ages of 2-65 years old that display severe behavioral and language disorders.
- Supervised graduate students currently obtaining direct and indirect BCBA supervision hours as part of their BCBA practicum training, in compliance with the BACB 5th Edition Task List & Professional Code of Ethics.

Assistant Clinical Supervisor

2012 - 2015

Shabani Institute - Center for Behavior Analysis & Language Development, Santa Monica, CA, USA

Daniel Shabani, Ph.D., BCBA-D, & Michael Lind, Ph.D. & Ryan Pabico, BCBA

- Conducted clinical assessments, including: Functional Behavior Assessments (FBA) [Functional Analyses (FA), Indirect Assessments (FAST, FAI, Vineland), Descriptive Assessments (DA)], Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), and stimulus preference and competing items assessments (MSWO/MSW, Paired Preference Assessment, Stimulus Avoidance Assessment, RAISD) under the supervision of a BCBA and Licensed Psychologist.
- Co-designed, implemented, and co-supervised team-based behavior intervention therapy programs for atypical and typical individuals between the ages of 2 -65 years old, who display severe behavioral and language disorders.
- Co-developed and co-directed group social skills workshops for children between the ages of 4-12 years diagnosed with autism, targeting the acquisition of various social skills using the principles of applied behavior analysis, verbal behavior, parent training, and behavior skills training (BST) under the supervision of a Licensed Psychologist.
- Provided direct 1:1 therapy day treatment sessions targeting clinic-, or school-based goals, brief intervention and crisis support services, and consultation for parents, adolescents, schools, and community organizations.

Behavior Technician II

2011 - 2012

Shabani Institute - Center for Behavior Analysis and Language Development, Santa Monica, CA, USA

Daniel Shabani, Ph.D., BCBA-D, & Ryan Pabico, BCBA

- Implemented therapy programs for atypical and typical individuals between the ages of 2 – 65 years old, who display severe behavioral and language disorders.
- Provided direct 1:1 therapy day-treatment sessions with the individual targeting clinic-, or school-based goals, brief intervention and crisis support services, and consultation for parents, adolescents, schools, and community organizations.
- Assisted supervisors conduct various clinical assessments, including: Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), Functional Behavior Assessments (FBA) [Functional Analyses (FA), Indirect Assessments (FAST, FAI, Vineland), Descriptive Assessments (DA)], and stimulus preference and competing items assessments (MSWO/MSW, Paired Preference Assessment, Stimulus Avoidance Assessment, RAISD).

Senior Behavior Technician

2009 - 2012

Private Clinical Therapy, Vancouver, BC, Canada

Sara White, Ph.D., BCBA-D, Leah Mumford, BCBA, & Tyla Frewing, BCBA

- Co-designed, implemented, and co-supervised comprehensive, team-based behavior intervention therapy programs for individuals between the ages of 2-18 years old diagnosed with autism spectrum disorder (ASD).
- Implemented discrete trial teaching (DTT), naturalistic environment teaching (NET), and incidental teaching methods to target language, behavioral, social, operational, functional, and academic skills within intensive 1:1 direct therapy sessions.
- Maintained on-going administrative duties, developed all necessary stimuli, trained numerous therapists, prepared progress summaries to present at bi-weekly meetings with home-based team, and progress reports detailing overall results of selected intervention(s) for Individualized Education Plan (IEP) meetings.

Behavior Technician

2007 - 2009

Private Clinical Therapy, Vancouver, BC, Canada

Sara White, Ph.D., BCBA-D, Leah Mumford, BCBA, Tyla Frewing, BCBA, & Liana Maione, BCBA

- Implemented comprehensive, team-based, early intervention therapy programs for individuals between the ages of 2 -18 years old diagnosed with autism spectrum disorder (ASD).
- Used discrete trial teaching (DTT) methods to target language, behavioral, social, operational, functional, and academic skills within intensive 1:1 direct therapy sessions.

PUBLICATIONS & PRESENTATIONS

Publications

- Neimy, H., Pelaez, M., Carrow, J., Monlux, K., & Tarbox, J. (2017). Infants at risk of autism and developmental disorders: establishing early social skills. *Behavior Development Bulletin*, 22 (1), 6-22.
- Krigolson, O E., Heinekey, H., Kent, C. M., & Handy, T. (2011). Cognitive load impacts error evaluation within medial- frontal cortex. *Brain Research*, 1430, 62-76.

Manuscripts in Review/Press

- Neimy, H., Pelaez, M., Monlux, K., Carrow, J., Tarbox, J., & Weiss, M.J. (Revisions). Increasing vocalizations and echoics in infants at-risk of autism spectrum disorder. *Behavior Analysis in Practice*.
- Neimy, H., & Pelaez, M. (Revisions). Early Infant Interventions Beyond Autism. Chapter In *Applications of Behavior Analysis to Healthcare and Beyond*. Claudia Drossel, Thomas Waltz, & Alexandros Maragakis. New York, NY: Springer.
- Neimy, H., DeStefano, N., & Shabani, D., (Revisions). Evaluation of a behaviorally based social skills group (SSG) for children with autism spectrum disorder. *Behavior Analysis in Practice*.

Conference Symposiums

- Neimy, H., Pelaez, M., Monlux, K., Carrow, J., Tarbox, J., & Weiss, M.J. (2019). *Social Reinforcement Procedures to Establish Vocalizations and Echoics in Infants At-Risk of Autism Spectrum Disorder*. In J. Carrow (Discussant), Promoting Early Social Skills in Infants and Children At-Risk of Autism Spectrum Disorder and Fragile X Syndrome. Featured Symposium at the *Association of Behavior Analysis International 10th International Annual Convention*, Stockholm, Sweden.
- Monlux, K., Pelaez, M., Neimy, H., Carrow, J., & Tarbox, J. (2019). *Establishing Joint-Attention Skills to Facilitate Social References Repertoires in Toddlers via Operant Learning Procedures*. In J. Carrow (Discussant), Promoting Early Social Skills in Infants and Children At-Risk of Autism Spectrum Disorder and Fragile X Syndrome. Invited Symposium at the *Association of Behavior Analysis International 10th International Annual Convention*, Stockholm, Sweden.
- Golden, A., Neimy, H., Morgan, G., Foley, K. & Weiss, M.J. (2019). *Preliminary Data on Improvement in Social Skills Following Video Game Exposure*. In M.J. Weiss (Discussant), Recent Technological Advances and Extensions in the Assessment & Treatment of Eye Contact. Invited Symposium at the *Association for Behavior Analysis International 45th Annual Convention*, Chicago, IL.
- Morgan, G., Neimy, H., Weiss, M.J., & Gallant, E. (2019). *Technological Advances in Recording and Treating Eye Contact Deficits in Children Diagnosed with ASD: A Review*. In M.J. Weiss (Discussant), Recent Technological Advances and Extensions in the Assessment & Treatment of Eye Contact. Invited Symposium at the *Association for Behavior Analysis International 45th Annual Convention*, Chicago, IL.
- Ramaswamy, S., Pelaez, M., Monlux, K., Carrow, J., & Neimy, H. (2019). *Vocalizations and Joint Attention as a Function of Operant Learning Procedures in Neurotypical Infants*. In H. Neimy (Chair), Teaching Procedures for Eye Contact, Vocalizations, Joint Attention and Social Referencing in Children With Neurotypical Development and Children With Autism, . Invited Symposium at the *Association for Behavior Analysis International 45th Annual Convention*, Chicago, IL.
- Cohen, L., Neimy, H., & Shabani, D. (2019). *Incorporating Language Based Instruction During Delays to Reinforcement: Replication and Extension*. In H. Neimy (Chair), Different Strokes for Different Folks: Treatments for Challenging Behavior Are Not a “One Size Fits All”, Invited Symposium at the *California Association of Behavior Analysis 37th Annual Convention*, Long Beach, CA.
- DeStefano, N., Neimy, H., & Shabani, D. (2019). *ABA & SSIS-Based Social Skills Group Curriculum for Children with ASD*. In T. Guiou (Discussant), Individual and Group Social Skills Interventions for Children with Autism Spectrum Disorder, Invited Symposium at the *California Association of Behavior Analysis 37th Annual Convention*, Long Beach, CA.
- Felix, M., Neimy, H., & Shabani, D. (2019). *Effects of a Contingency Contract and DRO on Aggressive and Disruptive Behaviors* In H. Neimy (Chair), Different Strokes for Different Folks: Treatments for Challenging Behavior Are Not a “One Size Fits All”, Invited Symposium at the *California Association of Behavior Analysis 37th Annual Convention*, Long Beach, CA.
- Holguin, M., Neimy, H., & Shabani, D. (2019). *Tolerance Training: Effects on Play Variability, Activity Engagement, and Severe Problem Behavior*. In H. Neimy (Chair), Different Strokes for Different Folks: Treatments for Challenging Behavior Are Not a “One Size Fits All”, Invited Symposium at the *California Association of Behavior Analysis 37th Annual Convention*, Long Beach, CA.
- Phan, K., Neimy, H., & Shabani, D. (2019). *The Effects of Contingency Contracts and Delayed Escape Extinction on Disruptive Behaviors in a School Setting*. In H. Neimy (Chair), Different Strokes for Different Folks: Treatments for Challenging Behavior Are Not a “One Size Fits All”, Invited Symposium at the *California Association of Behavior Analysis 37th Annual Convention*, Long Beach, CA.
- Neimy, H., Pelaez, M., Tarbox, J., Monlux, K., & Carrow, J. (2018). *Promoting Vocalizations in Infants At-Risk of Autism via Parent Training and Social Reinforcement Procedures*. In M. Pelaez (Discussant), Operant Learning Procedures to Train Eye Contact, Vocalizations, Joint Attention, and Social Referencing in Young Children with Autism, Invited Symposium at the *Association for Behavior Analysis International 44th Annual Convention*, San Diego, CA.
- Carrow, J., Pelaez, M., Tarbox, J., Neimy, H., & Monlux, K. (2018). *A Parent Training Model for Increasing Eye Contact Among Infants At-Risk of Autism*. In M. Pelaez (Discussant), Operant Learning Procedures to Train Eye Contact, Vocalizations, Joint Attention, and Social Referencing in Young Children with Autism, Invited Symposium at the *Association for Behavior Analysis International 44th Annual Convention*, San Diego, CA.
- Ramaswamy, S., Pelaez, M., Monlux, K., Carrow, J., & Neimy, H. (2018). *Vocalizations and Joint Attention as a Function of Operant Learning Procedures in Neurotypical Infants*. In M. Pelaez (Discussant), Operant Learning Procedures to Train Eye Contact, Vocalizations, Joint Attention, and Social Referencing in Young Children with Autism, Invited Symposium at the *Association for Behavior Analysis International 44th Annual Convention*, San Diego, CA.
- DeStefano, N., Neimy, H., & Shabani, D. (March 2018). *Evaluating the Effects of a Comparison of Response Effort on the Establishment of Conditioned Reinforcers During Delay Tolerance Training*. In H. Neimy (Chair), Recent Advances and Extensions in the Assessment and Treatment of Severe Problem Behavior, Invited Symposium at the *California Association of Behavior Analysis 36th Annual Convention*, Santa Clara, CA.
- Felix, M., Neimy, H., & Shabani, D. (March 2018). *Assessing & Reducing Self-Injurious Behaviors Maintained by Diverted Attention*. In H. Neimy (Chair), Recent Advances and Extensions in the Assessment and Treatment of Severe Problem Behavior, Invited Symposium at the *California Association of Behavior Analysis 36th Annual Convention*, Santa Clara, CA.

- Holguin, M., Neimy, H., & Shabani, D. (March 2018). *Establishing Play Variability & Independent Play During Delay Tolerance Training Procedures*. In H. Neimy (Chair), Recent Advances and Extensions in the Assessment and Treatment of Severe Problem Behavior, Invited Symposium at the *California Association of Behavior Analysis 36th Annual Convention*, Santa Clara, CA.
- Johnson, C., Neimy, H., & Shabani, D. (March 2018). *Contingency-Based Delay Tolerance Procedures (CBDT) and Generalization Training in the Reduction of Self-Injury & Aggression*. In H. Neimy (Chair), Recent Advances and Extensions in the Assessment and Treatment of Severe Problem Behavior, Invited Symposium at the *California Association of Behavior Analysis 36th Annual Convention*, Santa Clara, CA.
- Sotomayor, J., Neimy, H., & Shabani, D. (March 2018). A comparison of the utilization of CBT procedures to mediate delays to positive reinforcement versus negative reinforcement. In J. Carr (Chair), *You Can't Always Get What You Want: Promoting Tolerance to Delays to Reinforcement*, Invited Symposium at the *California Association of Behavior Analysis 36th Annual Convention*, Santa Clara, CA.
- Carrow, J., Pelaez, M., Tarbox, J., Neimy, H., & Monlux, K. (November, 2017). *Improving eye contact among infants and toddlers at risk of developmental disorders using synchronized reinforcement procedures*. In P. Holth (Chair), *Establishing Early Social Skills Among Infants and Children at Risk of Autism and Developmental Disorders via Operant Learning Procedures*, Invited Symposium conducted at the *Association of Behavior Analysis International 9th International Annual Convention*, Paris, France.
- Monlux, K., Pelaez, M., Tarbox, J., Carrow, J., & Neimy, H. (November, 2017). *Establishing joint attention skills to facilitate social referencing repertoires among infants and toddlers using operant learning procedures*. In P. Holth (Chair), *Establishing Early Social Skills Among Infants and Children at Risk of Autism and Developmental Disorders via Operant Learning Procedures*, Invited Symposium conducted at the *Association of Behavior Analysis International 9th International Annual Convention*, Paris, France.
- Neimy, H., Pelaez, M., Tarbox, J., Monlux, K., & Carrow, J. (November, 2017). *Promoting early vocalizations among infants and toddlers using contingent social reinforcement*. In P. Holth (Chair), *Establishing Early Social Skills Among Infants and Children at Risk of Autism and Developmental Disorders via Operant-Learning Procedures*, Invited Symposium conducted at the *Association of Behavior Analysis International 9th International Annual Convention*, Paris, France.
- Carrow, J., Pelaez, M., Tarbox, J., Monlux, K., & Neimy, H. (May, 2017). *Establishing joint attention skills to facilitate social referencing repertoire in toddlers via operant learning procedures*. In T. Szabo (Chair), *Reinforcement Procedures for Facilitating the Development of Eye Contact, Vocalizations, Joint Attention, and Social Referencing Among Young Children at Risk of Autism and Developmental Disorders*, Symposium conducted at the *Association for Behavior Analysis International 43rd Annual Convention*, Denver, CO.
- Neimy, H., Pelaez, M., Tarbox, J., Carrow, J., & Monlux, K. (May, 2017). *Establishing early eye contact & vocalizations among infants & toddlers at risk of autism & developmental disorders*. In T. Szabo (Chair), *Reinforcement Procedures for Facilitating the Development of Eye Contact, Vocalizations, Joint Attention, & Social Referencing Among Young Children at Risk of Autism & Developmental Disorders*, Symposium conducted at the *Association for Behavior Analysis International 43rd Annual Convention*, Denver, CO.
- Carrow, J., Pelaez, M., Tarbox, J., Neimy, H., & Monlux, K. (February, 2017). *Increasing Eye Contact Among Infants and Toddlers At Risk of Developmental Disorders Using Synchronized Reinforcement Procedures*. In J. Tarbox (Chair), *Operant Procedures for Establishing Early Social Skills Among Infants & Children At Risk of Autism and Developmental Disorders*, Invited Symposium conducted at the *California Association for Behavior Analysis 35th Annual Convention*, Anaheim, CA.
- Monlux, K., Pelaez, M., Tarbox, J., Carrow, J., & Neimy, H. (February, 2017). *Operant Learning Procedures for Establishing Joint Attention skills to Facilitate Social Referencing Repertoires Among Infants and Toddlers*. In J. Tarbox (Chair), *Operant Procedures for Establishing Early Social Skills Among Infants and Children at Risk of Autism and Developmental Disorders*, Invited Symposium conducted at the *California Association for Behavior Analysis 35th Annual Convention*, Anaheim, CA.
- Neimy, H., Pelaez, M., Tarbox, J., Monlux, K., & Carrow, J. (February, 2017). *Promoting early vocalizations among infants and toddlers using contingent social reinforcement*. In J. Tarbox (Chair), *Operant Procedures for Establishing Early Social Skills Among Infants & Children at Risk of Autism and Developmental Disorders*, Invited Symposium conducted at the *California Association for Behavior Analysis 35th Annual Convention*, Anaheim, CA.
- Carrow, J., Pelaez, M., Tarbox, J., Neimy, H., & Monlux, K. (May, 2016). *Using synchronized reinforcement to increase eye contact in infants at risk of developmental disorders*. In M. Pelaez (Chair), *Infants & Children At Risk of ASD: Procedures for Establishing Early Social Skills*, Invited Symposium conducted at the *Association for Behavior Analysis International 42nd Annual Convention*, Chicago, IL
- Monlux, K., Pelaez, M., Tarbox, J., Carrow, J., & Neimy, H. (May, 2016). *Establishing joint attention and social referencing via operant learning paradigm*. In M. Pelaez (Chair), *Infants and Children At-Risk of ASD: Procedures for Establishing Early Social Skills*, Invited Symposium conducted at the *Association for Behavior Analysis International 42nd Annual Convention*, Chicago, IL.
- Neimy, H., Pelaez, M., Tarbox, J., Monlux, K., & Carrow, J. (May, 2016). *Promoting vocalizations in infants and toddlers using vocal imitation and mothers' speech*. In M. Pelaez (Chair), *Infants and Children At-Risk of ASD: Procedures for Establishing Early Social Skills*, Invited Symposium conducted at the *Association for Behavior Analysis International 42nd Annual Convention*, Chicago, IL.
- Neimy, H., Shabani, D.B., Pabico, R. S. (February 2015). *The effects of stimulus saliency on the acquisition of an imitative repertoire*. In D. Shabani (Chair), *Recent Advances in the Treatment of Imitation Skills*, Invited Symposium conducted at the *California Association for Behavior Analysis 33rd Annual Conference*, San Diego, CA.

Guest Lectures & Workshops

- **June 2019.** All-Staff Training Workshop (3 hours): *Behavior Safety Management & Assaultive Training*. Invited by Daniel Shabani, Ph.D., BCBA-D. Shabani Institute, El Segundo, CA.
- **November 2018.** Guest Lecture (3 hours): *Single-Subject Experimental Designs & Advanced Research Topics*. Invited by Daniel Shabani, Ph.D., BCBA-D. Pepperdine University, Los Angeles, CA.
- **November 2018.** Guest Presentation (4 hours): *Shabani Institute Organizational Systems, At-Risk Infants & Early Social Skills Interventions for Children w/ ASD, & ABA in Dementia & Gerontology*. Invited by Jane Howard, Ph.D., BCBA-D. Therapeutic Pathways, Modesto, CA.
- **August 2018.** All-Staff Training Workshop (3 hours): *Time Management & Professionalism in ABA*. Invited by Daniel Shabani, Ph.D., BCBA-D. Shabani Institute, Lakewood, CA.
- **August 2018.** RBT Training Workshop (40 hours): *Group RBT Training Workshop*. Invited by Daniel Shabani, Ph.D., BCBA-D. Shabani Institute, Lakewood, CA.
- **June 2018.** All-Staff Training Workshop (3 hours): *Behavior Safety Management & Assaultive Training*. Invited by Daniel Shabani, Ph.D., BCBA-D. Shabani Institute, Lakewood, CA.
- **June 2018.** Guest Lecture (3 hours): *Time Management & Professionalism in ABA*. ABA 551a MS in Applied Behavior Analysis Course. Invited by Ellie Kazemi, Ph.D., BCBA-D. California State University, Northridge, CA.

- **May 2018:** Guest Panelist (2 hours): *Beginning Your Career in ABA with Practicing Behavior Analysts*. CSUN Applied Behavior Analysis Speaker Series. Invited by Debra Berry Malmberg, Ph.D., BCBA-D. California State University, Northridge, CA.
- **February 2018:** RBT Training Workshop (40 hours): *Group RBT Training Workshop*. Shabani Institute. Invited by Daniel Shabani, Ph.D., BCBA-D. Shabani Institute, Lakewood, CA.
- **October 2017:** All-Staff Training Workshop (3 hours): *Behavior Safety Management & Assaultive Training*. Invited by Daniel Shabani, Ph.D., BCBA-D. Shabani Institute, Lakewood, CA.
- **July 2017:** All-Staff Training Workshop (3 hours): *Verbal Behavior & VB-MAPP*. Invited by Daniel Shabani, Ph.D., BCBA-D. Shabani Institute, Lakewood, CA.
- **June 2017:** RBT Training Workshop (40 hours): *Group RBT Training Workshop*. Invited by Daniel Shabani, Ph.D., BCBA-D. Shabani Institute, Lakewood, CA.
- **March 2017:** All-Staff Training Workshop (3 hours): *Functional Behavior Assessments*. Invited by Daniel Shabani, Ph.D., BCBA-D. Shabani Institute, Lakewood, CA.
- **January 2017:** RBT Training Workshop (40 hours): *Group RBT Training Workshop*. Invited by Daniel Shabani, Ph.D., BCBA-D. Shabani Institute, Lakewood, CA.
- **November 2016:** All-Staff Training Workshop (3 hours): *Experimental Designs in Behavior Analysis*. Invited by Daniel Shabani, Ph.D., BCBA-D. Shabani Institute, Lakewood, CA.
- **September 2016:** All-Staff Training Workshop (3 hours): *Behavior Safety Management & Assaultive Training*. Invited by Daniel Shabani, Ph.D., BCBA-D. Shabani Institute, Lakewood, CA.

Posters

- Pawlowski, G., Heinekey, H. M., Krigolson, O., Nouwens, S., & Handy, T. (2010). Northwest Cognition and Memory Conference. Motor and visual experience reduces implicit analysis in related areas of cortex. Bellingham, WA, USA.
- Heinekey, H. M., & Krigolson, O. E. (2008). The impact of feedback complexity on error processing. Northwest Cognition and Memory Conference, Seattle, WA, USA.

PROFESSIONAL MEMBERSHIPS & ACTIVITIES

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|-------------------------------|---|----------------|
| <u>Student Representative</u> | <i>California Association of Behavior Analysis (CalABA)</i> | 2018 - Present |
| <u>Member</u> | <i>Women in Applied Behavior Analysis (WIBA)</i> | 2017- Present |
| <u>Vice President</u> | <i>Student Association of Behavior Analysis (SABA), CSUN</i> | 2014 - 2015 |
| <u>Member</u> | <i>Association for Behavior Analysis International (ABAI)</i> | 2011 - Present |
| <u>Member</u> | <i>British Columbia Association of Behavior Analysis (BC-ABA)</i> | 2011 - Present |
| <u>Member</u> | <i>California Association of Behavior Analysis (CalABA)</i> | 2011 - Present |

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