



Prof Henry Roane received his Ph.D. in Psychology with an emphasis in Applied Behavior Analysis from Louisiana State University. He completed a pre-doctoral internship at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine. Prof Roane has held previous clinical and faculty positions at the Marcus Institute/Emory University School of Medicine and the Munroe-Meyer Institute/University of Nebraska Medical Center. At present, Prof Roane is the Gregory S. Liptak MD Professor of Child Development in the Department of Pediatrics at Upstate Medical University in Syracuse NY. In this capacity, Prof Roane serves as the Chief of the Division of Development, Behavior and Genetics where he directs medical and behaviour analysis clinics that provide treatment services for children affected by autism and related disorders. Prof Roane is also the Chair of the Behavior Analysis Studies program in the College of Health Professions at Upstate.

Prof Roane is the Editor-in-Chief of Behavioral Development, an academic journal published by the American Psychological Association. He is a current Associate Editor for the Journal of Developmental and Physical Disabilities, a former Associate Editor for the Journal of Applied Behavior Analysis and Behavior Analysis in Practice, and serves on the Editorial Boards of several journals in the field of behaviour analysis and paediatrics, including the Journal of Pediatrics. Prof Roane serves on the Board of Directors for the Society for the Experimental Analysis of Behavior, and he has previously served on the Board of Directors for the Behavior Analysis Certification Board and the Association of Professional Behavior Analysts. Prof Roane has co-authored over 90 research articles and chapters as well as several academic texts on the assessment and treatment of behaviour disorders in children with autism and related disorders. He also has been the principle investigator on grants funded by National Institute of Health and the New York State Department of Health and serves as a consultant to programs across the US. He is a Fellow of the Association for Behavior Analysis – International and an elected member of the Society for Pediatric Research. In 2018, Prof Roane received the State University of New York Chancellor's Award for Excellence in Faculty Service.

Friday 13th November 2020, Session 1 – 13:00-14:30

Implementing a Parent Training Program to Address High-Frequency Challenging Behaviours in Children with ASD

A number of group-based parent training programs have been developed to address behavioural concerns in young children with and without developmental disorders. Typically, these programs have been designed to address core symptoms of autism spectrum disorder (ASD: e.g., the Incredible Years for ASD) or broad coaching to address parent response to child misbehaviour (e.g., Parent-Child Interaction Therapy). Despite the efficacy of these programs, they have limited application to the most common forms of challenging behaviour that occur within the ASD population. This presentation will describe our recent randomized control trial of a 6-week group-based parent training curriculum specifically designed to address high-frequency challenging behaviours among children with ASD (i.e., aggression, feeding difficulties, and sleep dysfunction).

The presentation will progress through a series of topics to help attendees develop foundational knowledge and skills related to teaching parents to collect and analyse data, formulate assessment strategies, and develop treatments that address sleeping, eating, and problematic behaviour. Content will be provided through a combination of didactic instruction, modelling and role-play, and the use of video examples of child behaviour.

Learning objectives

Upon completion of this event, participants will be able to:

- Identify underlying operant processes and research strategies that promote behaviour change and explain them in lay terms
- Identify skills related to the assessment and treatment of sleep disturbances, feeding difficulties, and aggression
- Identify key issues in delivering effective parent training