

# UHS SCHOOLS

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Special Students


Cordially invites your participation at our free seminar presented by three outstanding leaders in the autism treatment profession, Mark L. Sundberg, Ph.D., BCBA, Mary Ann Powers, Ph.D., BCBA and Cynthia Blackledge, Ph.D., BCBA

**WHEN:** Tuesday, March 18, 2008 4pm-6pm  
**WHERE:** UHS Schools Riverside  
9994 County Farm Road, Riverside, CA

**Free Parking will be available at the site**  
**Seating is limited for this free seminar**  
**To reserve your seat:**  
**Email:** jana.trew@uhsinc.com **909-783-8470**

## **Mark L. Sundberg, Ph.D., BCBA**


**TOPIC:** Teaching Language to Children with Autism and Other Disabilities



Received his doctorate degree in Applied Behavior Analysis from Western Michigan University (1980), under the direction of Dr. Jack Michael. Dr. Sundberg is the co-author of the books *Teaching Language to Children with Autism or Other Disabilities*, *The Assessment of Basic Language and Learning Skills: The ABLLS*, and *A Collection of Reprints on Verbal Behavior*. He has published over 45 professional papers, including a recent chapter entitled "Verbal Behavior" in the new edition of Cooper, Heron, and Heward's (2007) book *Applied Behavior Analysis, 2e*. He is the founder and past editor of the journal *The Analysis of Verbal Behavior*, a twice past president of The Northern California Association for Behavior Analysis, a past chair of the Publication Board of ABA International, and was a member of the committee that developed the BACB Task List. Dr. Sundberg has given over 450 conference presentations and workshops nationally and internationally, and has taught 80 college courses on behavior analysis. He has received a number of awards, including the 2001 "Distinguished Psychology Department Alumnus Award" from Western Michigan University. He currently conducts research and consults to schools and programs in the San Francisco Bay Area.

## **Mary Ann Powers, Ph.D., BCBA**


**TOPIC:** Integration of the Girls and Boys Town Model (GBT) in the Creation of a Therapeutic School Environment



Dr. Powers received her degree in Educational Psychology and Human Learning from Southern Illinois University (1974). Dr. Powers is a licensed psychologist and a board certified behavior analyst working in the field of applied behavior analysis for over 35 years. Co-founder and director of a non-public school serving children with autism and other developmental disabilities with language delays. She is a past president of the California Association for Behavior Analysis (Cal ABA) and Northern California Association for Behavior Analysis (NCABA). She is a past chair of the Professional Standards Committee, California Association for Behavior Analysis. Dr. Powers provides consultation to schools and agencies with an area of interest which focuses on early intervention for children with autism and other developmental delays, staff and parent training and certification processes for behavior analysis. She currently is the Director of Autism and Developmental Services for UHS Schools.

## **Cynthia R. Blackledge, Ph.D., BCBA**

**TOPIC:** Early Intervention for Children with Autism or Other Developmental Delays



Dr. Blackledge received her degree in Psychology from the University of Nevada (2000). Dr. Blackledge is a licensed psychologist and a board certified behavior analyst. Dr. Blackledge currently serves as an Honorary Professional Advisory Board Member for the Woodbury School (Australia). Dr. Blackledge has presented seminars related to the field of autism treatment for over a decade. Dr. Blackledge co-authored *Conditional Discrimination Processes, the Assessment of Basic Learning Abilities (ABLA), and their relevance to language acquisition in children with Autism*. Dr. Blackledge currently conducts research and consults to schools and agencies.

**UHS Schools** are year-round, non-public schools serving special education students who have been diagnosed as emotionally disturbed and students with autism or developmental disabilities in grades PK-12. The nine schools and five collaborative satellite classrooms are located in California and Texas. The schools incorporate intensive behavioral services, individualized educational plans, and designated instructional (speech therapy, vision, orientation and mobility, adaptive P.E., etc.) services as indicated on the student's individual education plan. The school programs are research-based with the primary emphasis on delivering services that are individualized to meet the needs of each student as specified in the student's Individualized Education Plan (IEP). **All presentations qualify as BCBA Type 3 Credits.**