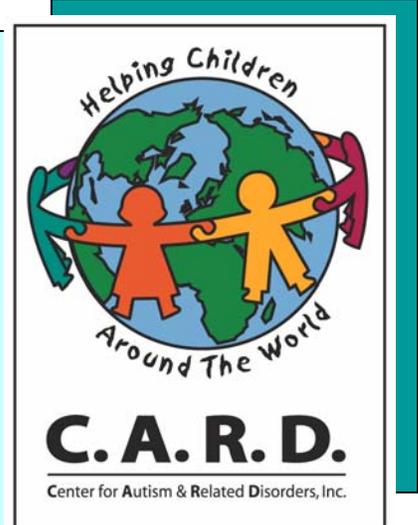


Career Opportunities in *Applied Behavior Analysis!*

CENTER FOR AUTISM & RELATED DISORDERS
is hiring Case Supervisors in Southern CA (LA
area & Bakersfield), Northern CA (Sacramento &
Fresno), Annandale, VA, Austin, TX, and
Phoenix, AZ.



Applying the principles of behavior analysis to the behavior of children with autism, CARD implements treatment programs that have been thoroughly researched and scientifically validated. Founded in 1990 by Dr. Doreen Granpeesheh, a student of Ivar Lovaas, CARD continued to innovate ABA for children with autism, expanding the reach of ABA into teaching complex human behavior of all sorts. The most common criticism of ABA is that it can't deal with genuine concept formation and complex social behavior – come to CARD and find out why this claim is false!

Position Responsibilities:

- Attend state-of-the-art training program
- Design and manage behavior analytic treatment programs for children with autism
- Train and monitor therapy teams and client family members
- Participate in research

Requirements:

- Master's Degree in Psychology or related human services field (with an emphasis in Behavior Analysis preferred)
- Previous experience and demonstrated proficiency in designing and implementing ABA-based interventions for children with autism
- Demonstrated strong verbal and writing skills
- Must pass qualification exam
- Must pass intensive training program
- BCBA a plus

Compensations & Benefits:

- Competitive salary based on education & previous experience, starting at \$45,000-\$65,000
- Access to a world-class curriculum developed by CARD
- State-of-the art paid training program
- Opportunities for advancement
- Paid travel time and reimbursement for mileage
- Health and dental insurance
- 401K Retirement Plan
- Opportunities for travel/relocation throughout the US, New Zealand, Australia, & Europe (see website for more locations www.centerforautism.com)

Send vitae & cover letter to: Adel Najdowski, Ph.D., BCBA

Email: a.najdowski@centerforautism.com Ph: 818.345.2345 x224 Fax: 818.758.8015

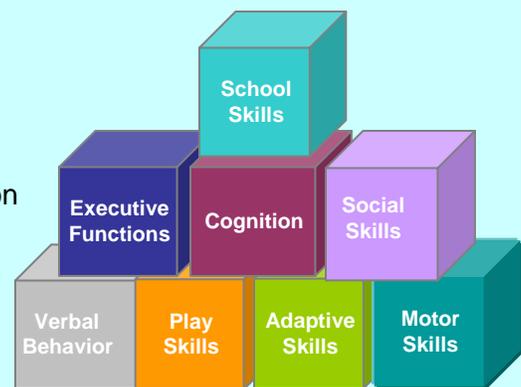
Why Choose CARD?

CARD's Curriculum is Like No Other!

Each child we work with is unique, so we customize each treatment program to fit individual needs. We set individualized goals, develop a program based on the CARD curriculum around specific strengths and weaknesses, and teach skills at a pace that is socially and intellectually challenging. Our goal is to teach clients skills needed to live independent, productive, and happy lives. This starts with teaching the basics including language / verbal behavior, play skills, adaptive skills, motor skills, and school skills. Building off this foundation, we teach advanced skills including cognition (meta-cognition & perspective taking / "theory of mind"), social skills, and executive functioning (goal directed behavior and planning). Each mastered task brings the child closer to success with a goal of educational mainstreaming and achieving normal functioning.

CARD Offers Many Program Tracks!

- CARD I (clients 0-8 years old):
 - Home-based intensive behavioral intervention
 - Center-based intensive behavioral intervention
 - School shadowing and mainstreaming
 - Parent and caregiver training
- CARD II (clients 8+ years old):
 - Home- and community-based behavioral intervention
 - Parent and caregiver training
 - Consultation / collaboration
- Asperger's Program
- Non-Vocal Communication Program
- Coming Soon:
 - Outpatient feeding disorders clinic
 - Outpatient clinic for severe behavior problems



Opportunities for Mentorship and Teaching!

- CARD provides satellite undergraduate/graduate education through UNR
 - Supervisors can get the classes/mentorship needed to sit for the BCBA exam at CARD
 - Supervisors can teach undergraduate level classes/provide mentorship for other CARD employees to get their BCABA

Opportunities to Participate in Developments!

- Skills Assessments and Curricula
 - CARD will be publishing manuals based on CARD's internal assessments and curricula
- Comprehensive external training and mentorship for outside agencies
 - CARD supervisors can participate in providing training to other agencies to provide top notch services (another opportunity for travel both nationally and internationally)
- Recovery: A Journey Through Autism and Back
 - Video documentary of children recovered after intensive ABA services at CARD will be released soon
- E-learning for training in autism / ABA
 - Sophisticated e-learning training modules will be released soon
- Radio Show
 - CARD supervisors have the opportunity to be aired on CARD's monthly radio show produced by Autism One (<http://www.autismone.org/radio/>)

Sample Clinical Data

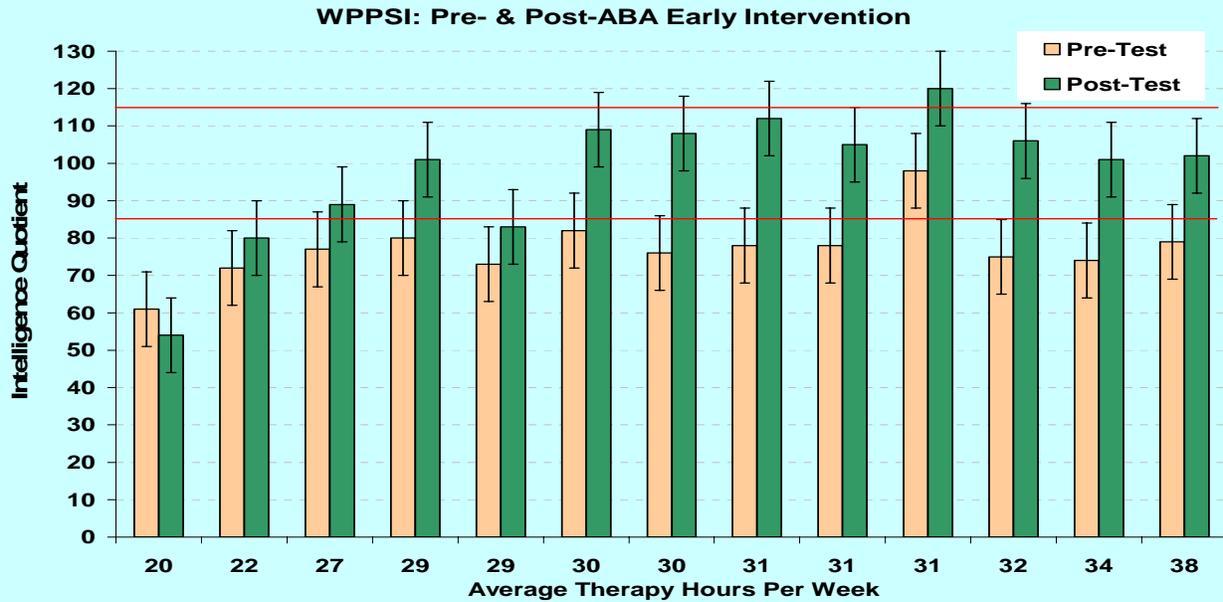


Figure: The graph above depicts sample clinical data for 13 children (12 boys and 1 girl). Their mean age at enrollment was 42 months (3.4 years; range: 37-48 months). All children were given standardized IQ tests pre- and post- 3 year ABA intervention. The horizontal axis depicts the average number of therapy hours the children received during their 3 years of intervention.

Experimental Functional Analysis of Property Destruction

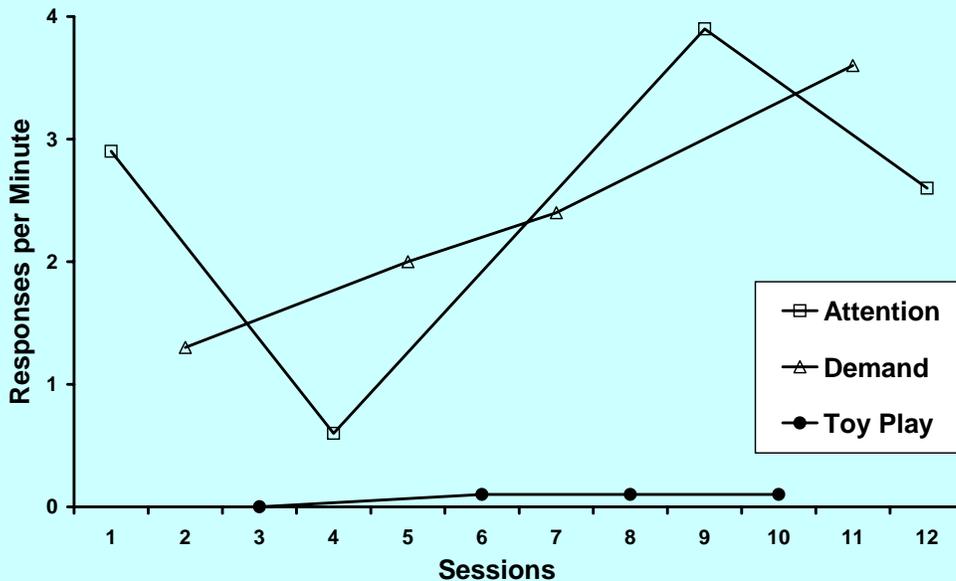


Figure: the graph to the right depicts sample clinical data from an experimental functional analysis of a client's property destruction. At CARD, functional behavioral assessments are conducted on challenging behaviors exhibited by the clients we serve. Our comprehensive functional behavioral assessments always include indirect and descriptive procedures, and also include experimental procedures when necessary, depending on the needs of the client.

Sample Clinical Data, Continued

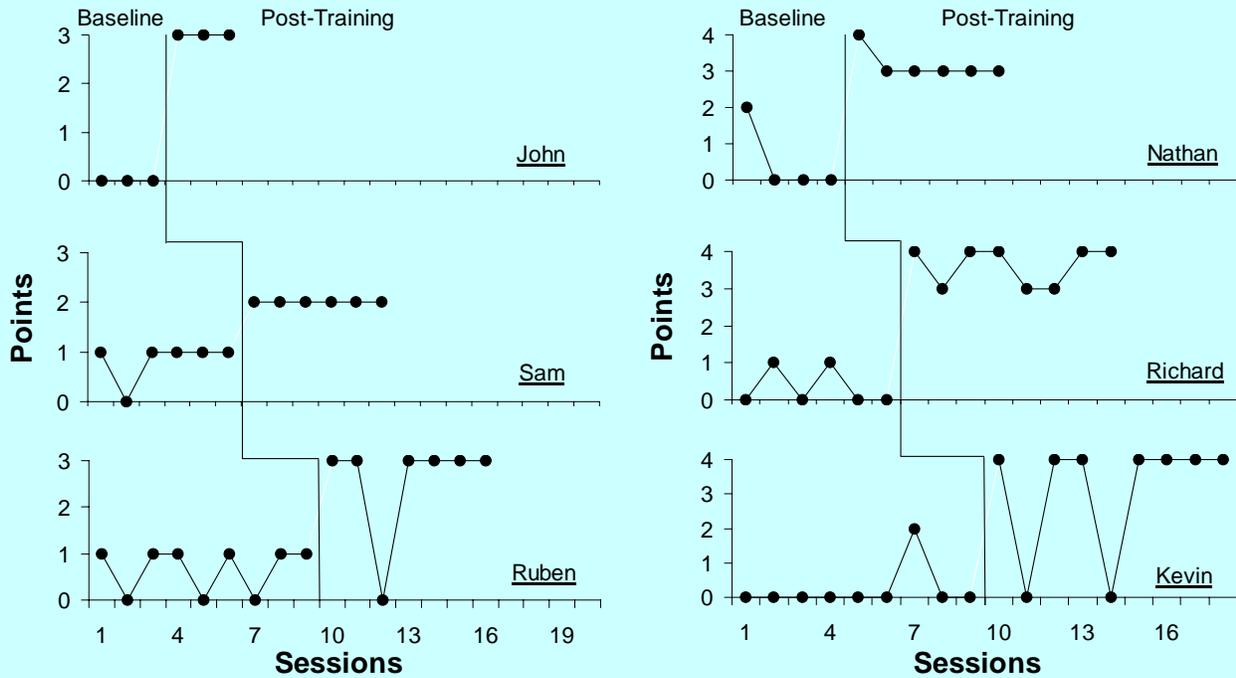


Figure: the graphs above depict results from two clinical treatment evaluations, using behavioral skills training to teach children with autism to respond safely to two hazardous situations. In the left graph, clients were taught to get an adult when the doorbell rang (and not open the door) and in right graph, clients were taught to get an adult when they encountered household cleaning chemicals (and not to play with the chemicals). The scale on the y axis depicts the proportion of the target safe response emitted by the client, where the top of the scale (3) indicates a complete response and the bottom of the scale (0) indicates that no part of the target response occurred.

Effects of Diapers on Urinary Continence

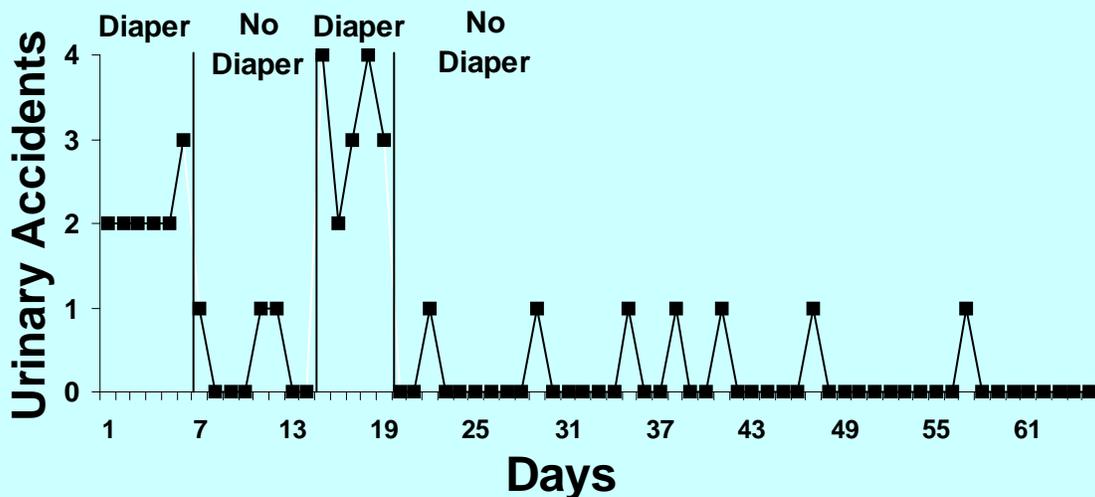


Figure: the graph above depicts the results of a clinical evaluation of the effects of wearing diapers on urinary continence. In all conditions, the client was taken to the toilet every 60 minutes to sit for 5 minutes and was given praise if he voided while sitting on the toilet. The Diaper and No Diaper conditions were identical except for the presence of absence of a diaper on the client during all waking hours.