

Tricia R. Clement, M.Ed., BCBA, LBA, CABAS® Teacher II

Curriculum Vitae

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EDUCATION

- | | |
|--------------|---|
| 2016-present | The Chicago School of Professional Psychology, Online-Chicago, IL
Ph.D. Candidate in Applied Behavior Analysis |
| 2009 to 2012 | Nicholls State University, Thibodaux, LA
Masters of Education in Curriculum and Instruction with a
concentration in High Incidence Disabilities Applied Behavior
Analysis Option, Overall GPA- 4.0 |
| 2005 to 2009 | Nicholls State University, Thibodaux, LA
Bachelor of Science in General Family and Consumer Sciences
with a concentration in Birth through Five / Early Interventionist
Education with an add on of Pre-K to 3 rd Education, Overall GPA-
3.74 |

RELEVANT EMPLOYMENT HISTORY

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| 2015-present | The Touchstone Center , Thibodaux, LA
<i>Board Certified Behavior Analyst, Regional Director,</i>
Responsibilities included: developing programs utilizing research
based programs for children with ASD and related diagnosis,
implement tactics and protocols to ensure staff and clients
achieve agreed teaching targets, to write treatment plans for all
clients, train staff members on ABA and CABAS® methods, tactics,
and procedures, and overall clinical management duties |
| 2013-2014 | St. James Parish Schools , Vacherie, LA
<i>Teacher as Applied Behavior Analysis,</i>
Responsibilities included: teaching using ABA methods and
creating individual programs, implementing protocols and tactics,
completing data collections, analysis data, train paraprofessionals,
and proctor NSU students. |
| 2010-2013 | St. Charles Parish Schools , Des Allemands, LA |

PreK-K Special Education Teacher/ Kindergarten Teacher,
Responsibilities included: teaching and creating lesson plans, teaching hands-on age appropriate content, completing assessments, documentation and student charting, and committee member.

2010

Lafourche Parish Schools, Raceland, LA

PreK-K Special Education Teacher, Responsibilities included: teaching and creating lesson plans, teaching hands-on age appropriate content, completing assessments, documentation and student charting, and encouraged all students

PROFESSIONAL DEVELOPMENT DELEVERED

October 2013- Gulf Coast ABA Conference, Baton Rouge, LA

- Symposium Presentation: Blood, Sweat, Tears- Making it in a Public School Arena

A description of the development of Teaching as Applied Behavior Analysis classrooms in St. James Parish. Some of the components include: development of the first TABA itinerate model, current data collections and programs, parish wide assessments, curriculum and tactics implemented, paraprofessional responsibilities and training, classroom environment, and future program development.

November 2014 Gulf Coast ABA Conference, Baton Rouge, LA

- Symposium Presentation: Positive Changes Using Positive Practices

A description of the growth and development of a Teaching as Applied Behavior Analysis program in a public school system in Louisiana. We discuss the critical components of how one of the TABA sites in St. James Parish utilizes ABA methods and CABAS® components to teach a group of students with various levels of verbal behavior.

February 2015 CABAS® Conference, Richmond, VA

- Symposium Presentation: The Application of the CABAS® Model in a Public School Setting

A description of the development of Teaching as Applied Behavior Analysis classrooms in St. James Parish. Critical components of the program were reviewed in relation to CABAS® components. An overview of the program as well as the development of the CABAS® model will be discussed.

October 2016 Gulf Coast ABA Conference, New Orleans, LA

- Symposium Presentation: A Comparative Analysis of Imitation and Emulation Tasks and the Identification of Co-requisites for Emulation

The purpose of this study was to exam the relationship between the emulation and pre-requisite cusps or capabilities. A multiple baseline design across matched triads was utilized. The participants ranged from pre-speaker/pre-listener to reader/writer levels of verbal behavior. All participants were initially probed to determine whether imitation and or emulation were present prior to the study. This study will provide data on the following:

correlations between emulation and cusps or capabilities, if changes in curricula are needed when imitation or emulation is in repertoire, or if consequent stimulus control is necessary for emulation.

- Symposium Presentation: Positive Changes through Parent Training

A description of the development of a parent training model to teach tactics and principles of behavior to families of children with ASD as well as co-morbid diagnosis. Parent involvement components include: monthly parent training sessions, individualized parent homework modules, quarterly 1:1 parent's meetings, and options for weekly 1:1 sessions with child at the center or in the home. Critical components of the parent training model were reviewed in relation to CABAS® components such as the learn unit, CABAS® ranks, use of positive reinforcement to increase parent's fidelity in implementing behavior tactics across settings.

October 2018 Gulf Coast ABA Conference, New Orleans, LA

- Symposium Presentation: Increasing Food Acceptance for a Student with Autism

Abstract: According to Benjasuwantep and colleagues (2013), approximately 20-50% of normally developing children and 70-89% of children with developmental disabilities were reported as having some level of feeding problems. For families, feeding challenges range from being a nuisance for parents to having serious medical complications for some individuals. Food selectivity is a common feeding concern that can be somewhat difficult for families to address on their own. Within the literature, several procedures have been shown to improve food selectivity. One of the most common procedures identified were escape extinction procedures (Tanner & Andreone, 2015). While proven effective, escape extinction procedures have been associated with challenging side effects such as response bursts, aggression, emotional responding, and general averseness for both caretaker and client (Bachmeyer, 2009). The purpose of this research study was to investigate the use of an alternative strategy to escape extinction as a treatment for food selectivity. In this study, a 10-step graduated exposure hierarchy was used to increase food acceptance in a 13 year old girl with autism. Results indicated an increase in number of foods consumed during sessions, as well as during snack breaks in instructional day.

November 2018 OM Innovation Conference, Lafayette, LA

- Symposium Presentation: Science of Success: Improving Employee Performance to Impact Company Outcomes

Abstract: A look into a behavior analytic approach to addressing employee performance. Touchstone delivers applied behavior analysis (ABA) services to individuals and companies through its clinical, consultation, and organizational behavior management (OBM) departments. OBM measures are used to objectively identify and modify environmental variables that affect employee performance and impact company outcomes. Touchstone behavior analysts, Angela Moran and Tricia Clement, will describe how the company's implementation of multiple OBM strategies, such as performance-based pay schemes and public postings, have led to desirable outcomes like increased number of objectives achieved per consumer and a decrease in cost per objective met. Come learn how to make your employees happier and your business better!

May 2018 ABAI, San Diego, CA

- Poster Presentation: The Effects of a Rotated Protocol Immersion on Early Observing Responses in Children with Developmental Delays

Abstract: Operant responses of looking, listening, tasting, smelling, and touching are characteristically developed very early in typically developing infants (Novak & Pelaez, 2004). Unfortunately, this is not the case for children and served as the premise of this study. The purpose of this paper was to investigate the effects of a rotated protocol immersion procedure on early observing responses in children with disabilities. A systematic extension to the research conducted by Keohane, Greer, and Luke (2008) on the use of rotated protocol immersion on the increase in observing responses in children with developmental disabilities was implemented. This allowed for the investigation of the effects of quicker presentations and ultimately faster protocol cycle in the increase of observing responses, rate of learning, and overall decrease in learn units to criterion. Results indicated various significant changes in the dependent measures examined throughout this study.

- Symposium Presentation: A Comparative Analysis of imitation and Emulation Tasks and the Identification of Co-Requisite to Emulation

Tricia Clement (The Touchstone Center), Paula G. White (The Touchstone Center), Natalie Leow-Dyke (Jigsaw CABAS School), Grant Gautreaux (Nicholls State University)

Abstract: The purpose of this study was to exam the relationship between the emulation and pre-requisite cusps or capabilities. A multiple baseline design across matched triads was utilized. The study was conducted with 23 individuals diagnosed with autism. The participants ranged in ages from 3 to 13 years old (5 females and 18 males) and all of whom received over 20 hours of ABA services weekly. The participants ranged from pre-speaker/pre-listener to reader/writer levels of verbal behavior. All participants were initially probed to determine whether imitation and or emulation were present prior to the study. Imitation will be induced for all participants with baseline data of less than 80% accuracy on either imitation or emulation probes. This study will provide data on the following: correlations between emulation and cusps or capabilities, if changes in curricula are needed when imitation or emulation is in repertoire, or if consequent stimulus control is necessary for emulation.

RESEARCH/SCHOLARLY ACTIVITIES

- Supervision for Applied Behavior Analysis coursework completed in special education classrooms in St. James Parish School System and the Touchstone Center.
- Nicholls State University Proctor (2012-present)
 - Mentored undergraduate and graduate level students on ABA methods
 - Assisted in the development of data collections utilizing behavior analytic methods

- Graded and provided feedback on coursework related to ABA and CABAS® methods
- Provided in situ training of behavior analytic tactics and protocols

PROFESSIONAL ORGANIZATIONS

- Association of Behavior Analysis International (ABAI)
- Louisiana Behavior Analysis Association (LaBAA)
- Association of Professional Behavior Analysts (APBA)
- OBM Network

CERTIFICATIONS

Louisiana State Department of Education (Pre-K-3rd grade Education and Early Intervention)

CABAS® Ranks: Teacher I and Teacher II

BACB: Board Certified Behavior Analyst

LBA: Louisiana Behavior Analyst

REFERENCES

Grant Gautreaux, Senior Behavior Analyst
4550 Yale Ave. Baton Rouge, LA 70808 #225-571-5706
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Derek Shanman, Assistant Professor of Teacher Education
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