

MEME HIENEMAN
VITA

EDUCATION:

- 1993-1997 University of South Florida. Ph.D. in Special Education, College of Education.
- 1989-1990 University of South Florida. Masters of Arts in Special Education, Behavior Disorders.
- 1983-1988 University of Central Florida. Bachelor of Arts in Psychology.

RELEVANT POSITIONS:

- 2005-Present Positive Family Intervention Project, College of Arts and Sciences, University of South Florida, St. Petersburg. Research Director.
- Directing multi-site research project providing individualized education and support to parents of children with disabilities and severe problem behavior aged 3-5; the intervention combined education in PBS and optimism training.
- 1997-2000 Division of Applied Research and Educational Support, Department of Child and Family Studies, de la Parte Florida Mental Health Institute, University of South Florida, Tampa, Florida. Assistant Professor.
- Participated in research on community-based behavioral support, grant writing and product development, teaching graduate and undergraduate courses, and other activities as a faculty member.
- Worked with Center on Positive Behavior Interventions and Supports, an OSEP-funded technical assistance project directed by George Sugai and Rob Horner.
- 1998-2000 Rehabilitative Research and Training Center on Positive Behavior Support. Co-Training Coordinator.
- Coordinated national training and dissemination activities for the RTC-PBS including organizing annual training forum, providing technical assistance to state training team network, providing input into dissemination plan, and facilitating Training and Dissemination Steering Committee.

- 1996- 2000 Florida ' s Positive Behavioral Support Project: Team Training & Technical Assistance (Special Project funded by Florida Department of Education). Project Director.
- Oversight of state-wide training and technical assistance project focused on building district capacity in positive, assessment-based interventions for individuals (students) with challenging behavior. Coordinated training via an interagency training team; provided supervision for project staff, and managed product development and project evaluation activities.
- 1993-1996 Center for Autism and Related Disabilities, Department of Child and Family Studies, Florida Mental Health Institute/USF, Tampa, Florida. Graduate Research Assistant.
- Provided consultation and support to families and service providers of children with autism and severe behavioral challenges. Conducted training in various aspects of positive behavioral support for teachers, residential providers, and related service personnel. Participated in research on choice and rapport building as antecedent variables to challenging behavior.
- 1989-1993 Hernando County School System, Brooksville, Florida. Behavior Analyst, Exceptional Student Education.
- Provided consultation and training for teachers in classrooms for students with developmental disabilities and emotional handicaps. Conducted in-service training programs in behavioral support and instructional methods. Chaired the Family Services Planning Team. Provided consultation to the alternative education programs for students who had committed expellable offenses and for students at risk for placement in more restrictive settings. Developed district-wide behavioral policies and procedural manuals in behavioral intervention and the social-personal course of study.
- 1988-1989 Hillsborough County Development Center, Tampa, Florida. Staff Development Coordinator.
- Recruited and trained all new personnel. Coordinated training activities for direct service and management of staff for 64-bed residential program for adults with severe developmental disabilities.

1985-1988 Threshold Incorporated, Winter Park, Florida. Program Manager.
Managed staff of 25 behavior training specialists. Developed, implemented and monitored multi-component skill acquisition and behavioral reduction programs. Conducted staff training in behavior analysis and intervention strategies.

COURSES TAUGHT (University of South Florida):

Managing and Motivating Student Behavior, 1994, 1995, 1998, 2003
Integrating Special Needs Students in General Education, 2004
Instructional Strategies for Students with Emotional Handicaps, 1995
Curriculum for Students with Emotional Handicaps, 1996
Behavior Management for Special Needs Students, 1996, 1997
Introduction to Behavioral Disorders, 1997

CONSULTATION ACTIVITIES:

Division of Applied Research and Educational Support. Oversight and editing of research-to-practice briefs for the National Research and Training Center on Positive Behavior Support, writing projects (e.g., book and articles on positive behavior support), coordinating BCBA continuing education for APBS conference . 8/00-5/05.

Violence Awareness and Prevention Grant. Development of curricular materials in positive behavior support for families and teachers. 1/01-4/01

Texas Public Schools: ESC Regions I, II, & III. Development of "Critical Issues Regarding Behavior Management Interventions in Texas Public Schools." 3/97-6/97.

Florida Diagnostic, Learning, and Resource Services. Safe Families Project. Provided criteria for evaluating crisis management programs and implementation of such training for families with children with severe challenging behavior. 10/95-12/95.

Boley Incorporated. Consultation with residential and day treatment staff of adults with psychiatric disabilities and difficult behavior. Staff training in behavior analysis. 1/92-4/93.

Service Assessment Team, SED Network (District III-B). Consultation in behavior management for families and foster care workers of children approved for residential services. 3/91-5/92.

PUBLICATIONS & REPORTS:

Clark, H.B. & Hieneman, M. (1999). Comparing wraparound process to positive behavioral support: What we can learn. *Journal of Positive Behavior Interventions, 1*(3), 183-186.

Dunlap, G. & Eno-Hieneman, M. (1996). Autism. In National Council on Disability (Author). Improving the implementation of the I.D.E.A.: *Making schools work for all America's children: Supplement* (pp. 133-157). Washington, DC: National Council on Disability.

Dunlap, G. & Eno-Hieneman, M. (1995). Review of "Communication-based intervention for problem behavior: A user's guide for producing positive behavioral change," by Carr, Levin, McConnachie, Carlson, Kemp, & Smith. *Journal of Autism and Developmental Disorders, 25*, 225-227.

Dunlap, G. & Hieneman, M. (1999). Issues in conducting functional assessments efficiently and effectively. In G. Sugai & T. J. Lewis (Eds.), *Developing positive behavioral support for students with challenging behaviors*. Council for Children with Behavioral Disorders.

Dunlap, G. & Hieneman, M. (2005). Positive behavior support. In M. Hersen, G. Sugai, & R. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy; Volume three: Educational Implications* (pp. 1421-1428). Thousand Oaks: Sage Publications.

Dunlap, G., Hieneman, M., Kincaid, D., & Duchnowski, A. (2001). Features of model programs for children and youths with problem behaviors. In L. M. Bullock & R. A. Gable (Eds.), *Addressing the social, academic, and behavioral needs of students with challenging behavior in inclusive and alternative settings* (pp. 43-48). Reston, VA: Council for Children with Behavioral Disorders.

Dunlap, G., Hieneman, M., Knoster, T., Fox, L., Anderson, J., & Albin, R.W. (2000). Essential elements of inservice training in positive behavior support. *Journal of Positive Behavior Interventions, 2*(1), 22-32.

Eno-Hieneman, M., Dunlap, G., & Reed, M. (1995). Predictability, structure, and personal control: Some issues in behavioral support for people with severe disabilities. *Network, 4*, 23-29.

Eno-Hieneman, M. (1997). *A descriptive analysis of factors contributing to the effectiveness of community-based behavioral support for children with severe disabilities: Perceptions of informed participants*. Unpublished doctoral dissertation. University of South Florida.

Hemingway, M., Hieneman, M., & Dunlap, G. (1999). *Positive behavioral support. Florida Association for Behavior Analysis Newsletter, 19(1)*, 3.

Hieneman, M. & Dunlap, G. (2000). Factors affecting the outcomes of community-based behavioral support: I. Identification and description of factor categories. *Journal of Positive Behavior Interventions, 2(3)*, 161-169.

Hieneman, M., Childs, K. E., & Sergay, J. (2006). *Parenting with positive behavior support: A practical guide to resolving your child's difficult behavior*. Paul H. Brookes.

Hieneman, M. & Dunlap, G. (1999). Some issues and challenges in implementing community-based behavioral support: Two illustrative case studies. In J. R. Scotti & L. H. Meyer (Eds.), *New directions for behavioral intervention: Principles, models, and practices* (p.363-384) Baltimore, MD: Paul H. Brookes Publishers.

Hieneman, M. & Dunlap, G. (1998). *Positive behavioral support: Guidelines for implementing positive, assessment-based interventions for students with problem behavior*. Unpublished guide. Broward County Public Schools and Florida Inclusion Network.

Hieneman, M., Dunlap, G. & Kincaid, D. (2005). Positive support strategies for students with behavior disorders in general education settings. *Psychology in the Schools, 42*, 779-794.

Hieneman, M., Nolan, M., Presley, J., De Turo, L., Roberson, W., & Dunlap, G. (1999). *Facilitator's guide on positive behavioral support*. Unpublished manual.

Sugai, G., Horner, R.H., Dunlap, G., Hieneman, M., Lewis, T.J., Nelson, C.M., Scott, T., Liaupsin, C., Sailor, W., Turnbull, A.P., Turnbull, H.R., Wickham, D., Rief, M., & Wilcox, B. (1999). *Applying positive behavior support and functional behavioral assessment in schools*. OSEP Center on Positive Behavioral Interventions and Support. *Journal of Positive Behavior Interventions, 2(3)* 131-143.

Williams, T. & Hieneman, M. (2002). Team based training in positive behavior support: A parent's perspective on the process. In J.M. Lucyshyn, G. Dunlap, & R.W. Albin (Eds.) *Families and positive behavior support: Addressing the challenge of problem behavior in family contexts* (pp. 305-308). Paul H. Brookes.

PRESENTATIONS (State and National):

Gaynor, J., Eno-Hieneman, M., Titus, S., Lewis, C., & Redmond, N. Behavioral programming for severely handicapped students in public school districts. Florida Association for Applied Behavior Analysis, Tampa, FL 9/89.

Eno-Hieneman, M. & Steele, H. Between stimulus and response: Cognitive and affective components of social skills instruction. Florida Association for Applied Behavior Analysis, Orlando, FL 9/92.

Nuzzi, P., Eno-Hieneman, M., & Morelli-Robbins, M. Behavior analysis goes to school: Development of a county-wide model that uses behavior analysis in the classroom. Florida Association for Behavior Analysis, Orlando, FL 9/92.

Eno-Hieneman, M., Reed, M., Martinez, J., Nichols, D., & Emerson, M. Enhancing predictability for persons with autism and severe disabilities. Florida Association for Applied Behavior Analysis, Kissimmee, FL 9/94.

Vaughn, B., Dunlap, G., & Eno-Hieneman, M. Behavioral support for people with autism and their families. Panel presented at the 1995 Annual Conference on Autism (Autism Society of America), Greensboro, NC 7/95.

Murdock, K. & Eno-Hieneman, M. Assessment-Based Intervention for Challenging Behavior. Florida Association School Psychologists, Orlando, FL 11/95.

Dunlap, G., Eno-Hieneman, M., diNapoli, A., Reedy, M., & Rowland, D. Multiple Levels of Parent-Professional Collaboration in Supporting People with Challenging Behavior. Florida Association for Behavior Analysis, Daytona, FL 9/96.

Eno-Hieneman, M. Supporting Children with Challenging Behavior in Inclusive Settings. Schools Are For Everyone (SAFE) Conference, Ft. Lauderdale, FL 10/97

Robinson, S., Hemingway, M., Hieneman, M., Whaley, R., Clark, H.B., Martin, J., Jacobson, B., & Stoutimore, M. Contextual Fit and Applied Behavior Analysis. Florida Association for Behavior Analysis, Daytona Beach, FL 10/98.

Hieneman, M., Frey, N., Whaley, R., Rusnak, D., Reed, R., & Redmond, N. Positive Behavioral Support: Overview and Illustrations. Florida Federation/Council for Exceptional Children, Orlando, FL 10/98.

Hieneman, M. & Howard, P. Functional Behavioral Assessment and Positive Interventions. Administrators= Management Meeting/Florida Department of Education, St. Augustine, FL 1/99.

Hieneman, M. & Roberson, W. Current Best Practices in Behavior Management. Juvenile Justice Conference, Clearwater, FL 2/99.

Horner, R.H. & Hieneman, M. Functional Behavioral Assessment and School-Wide Discipline. Council for Exceptional Children. Charlotte, NC 4/99.

Hieneman, M., Nolan, M., & Roberson, W. Overview of Positive Behavioral Support. Florida Council for Children with Behavioral Disorders. Sarasota, FL 5/99.

Hieneman, M. & Bellack, W. Positive Behavioral Support. Family Café, Orlando, FL 5/99.

Hieneman, M. Functional Behavioral Assessment: A tool for Effective Intervention. Student Support Services Conference, Orlando, FL 7/99.

Hieneman, M., Christofori, P., Roberson, W., & Nolan, M. Hypothesis-Based Intervention for Individuals with Serious Behavioral Challenges. Florida Association for Behavior Analysis, Tampa, FL 9/99.

Hieneman, M., Ryan, R., Frey, N., Gayler, D., & Murdock, K. Implementing AFBA@ and Positive Interventions in School Settings. Florida Association for Behavior Analysis, Tampa, FL 9/99.

Hieneman, M. & Friend, E. Proactive Use of Functional Behavioral Assessments and Positive Interventions. Florida Council on Exceptional Children, Orlando, FL 10/99.

Hieneman, M., Rusnak, D., Frey, N., & Benito, N. Positive Behavioral Support. Florida Inclusion Conference, Altamonte Springs, FL 10/99.

Hieneman, M. & Childs, K. Parenting with Positive Behavior Support. Association for Positive Behavior Support, Tampa, FL 3/04.

Hieneman, M. & Childs. Integrating PBS in Family Lives: Understanding and Empowering Parents. Association for Positive Behavior Support. Reno, NV 3/06.

Hieneman, M. Working with “Reluctant” Families: Combining PBS with Optimism Training. Association for Positive Behavior Support. Reno, NV 3/06.

WORKSHOPS/TRAINING ACTIVITIES:

Florida's Positive Behavioral Support Project (4/96 to present). Conducted regional meetings for Florida Department of Education and other activities in order to facilitate implementation of functional behavioral assessment and positive interventions. Provided awareness training and comprehensive, community based workshops in positive behavioral support. Topics include:

Trends and Issues in Behavioral Support
Collaborative Teaming and Longitudinal Planning
Functional Assessment and Analysis

Communication: Messages, Modes,
and Methods
Teaching Replacement Skills

Data Collection and Hypothesis Development
Developing and Evaluating Behavioral Support Plans
Antecedent and Setting Event Manipulations
Consequences: Reinforcers and Decelerative Procedures

Promoting Durable Lifestyle
Change

Center for Autism and Related Disabilities (7/93 to 10/96). Over 200 hours of direct training activities including lecture-discussion workshops and extended institutes. Selected examples:

- * "Predictability and Choice making." Half-day introductory workshop for staff of autism program. Tacachalee Residential Program, 32 participants.
- * "Best Practices for Students with Autism." Six full-days of training followed by on-site coaching for teachers of students with autism in curriculum development, functional assessment, and instructional strategies. Pinellas County Schools, 18 participants.
- * "Classroom Management Strategies." Presentation delivered as part of a summer institute on current practices in autism, including organization of classrooms and curricular issues. Hillsborough County Schools ADAPT Program, 30 participants.
- * "A Team Approach to Functional Assessment." Half-day presentation to the Behavior Programs Review Committee, District V on information gathering, hypothesis development, and development of collaborative support plans, 40 participants.
- * "Changing Face of Behavior Analysis." Two-hour presentation on the current trends in behavior analysis. Behavior Programs Review Committee, District VI. 15 participants.
- * "Quality Educational Programming for Students with Autism." Full-day workshop for teachers, family members, and related service personnel on curricular issues and functional assessment. St. Lucie County, 35 participants.

* "Communication-based Intervention Strategies for Children with Autism." Workshop presented to the speech pathology staff on pragmatic approaches to communication development with children with autism. All Children's Hospital, 27 participants.

* "Team-based Educational Programming for Students with Autism." Intensive, three-day workshop presented to teachers, speech pathologists, social workers, and administrators covering curriculum and intervention. Charlotte, Collier, & Lee County Public Schools, 16 participants.

Hernando County School System, Exceptional Student Education (3/89 to 6/93). Over 150 hours of training provided via in services and workshops to school personnel. Selected examples:

* "Preparation Course of Certification Examination in Applied Behavior Analysis." Forty-five hour course in behavior analysis, including functional analysis, behavioral interventions, promoting generalization and maintenance, and staff development, 15 participants.

* "Nonviolent Crisis Intervention." Two-day training program including lecture-discussion, modeling, practice, and feedback activities provided for teachers and support staff in programs for students with emotional and behavioral challenges and school administrators, 15-30 participants per session.

* "Teaching Skills to Students with Severe Disabilities." Series of two-hour in service training sessions followed by direct practice and feedback in classrooms on task analysis, shaping, prompting, etc., 8 participants.

* "Alternatives to Suspension." Full-day training for school administrators in selecting discipline strategies of the basis of the functions of student behavior, 15 participants.

PROFESSIONAL AFFILIATIONS:

Board Certified Behavior Analyst (1-03-1052) 1987-2005
Florida Association for Behavior Analysis
The Association for Persons with Severe Handicaps
Autism Society of America
Family Services Planning Team (1990-1993)
Non-Violent Crisis Intervention Instructor
Trainer: Professional Crisis Management

EDITORIAL BOARDS: Journal of Positive Behavior Interventions, 1999-2004
Guest reviewer for JASH, JADD, AJMR, JABA