

CURRICULUM VITAE

LINDA FRANCHOCK

WORK ADDRESS

EdKinetic, LLC
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Updated 1/2016
Owner, BCBA

EDUCATION

2010 MS Special Education, Pennsylvania State University, University Park, PA
2006 BS Special Education, Pennsylvania State University, University Park, PA

PROFESSIONAL CERTIFICATION

2010 Board Certified Behavior Analyst (BCBA)
2006 Teacher Certification, Special Education K-12
2006 Teacher Certification, Elementary Education K- 5

LICENSURE

2014 Behavior Specialist

AREA OF EXPERTISE

Training and consultation for professionals establishing and maintaining an ABA/VB classroom for individuals with autism and other developmental disabilities.

Development of educational programs and behavior interventions using the science of Applied Behavior Analysis and Verbal Behavior for individuals with autism and other developmental disabilities.

SPECIALIZED TRAINING

Present Supervisor for BCBA, BCaBA and RBT exam candidates

Present BACB approved ACE Provider Type II CEUs

2015 Level 1- Organizational Behavior Management, Florida Tech online certificate course

2010 – 2015 Quality Behavior Solutions (QBS) Safety Care: Train-the-Trainer certified

2013 Essential for Living 2-Day Workshop: Patrick McGreevy

2007 Carbone Clinic Summer Institute: Intensive Two-Week ABA/VB Training Seminar, Carbone Clinic, Valley Cottage, NY

2006 Teaching Verbal Behavior in a Classroom Setting, Carbone Clinic, Valley Cottage, NY

PROFESSIONAL EXPERIENCE

- Present Owner and BCBA, EdKinetic, LLC, Port Matilda, PA
- Training, consulting and coaching in the following areas:
 - Applied Behavior Analysis (ABA) and Verbal Behavior (VB) for professionals and parents supporting individuals with autism and other developmental disabilities
 - Verbal Behavior Milestones Assessment and Placement Program (VB MAPP)
 - Educational program development (includes data collection and progress monitoring)
 - Instructional delivery methods (discrete trial, explicit, natural environment)
 - Social skills training
 - Communication skills development
 - Job site training
 - Functional behavioral assessment
 - Positive behavior support plan and crisis plan development
 - Teach and train individuals with autism and other developmental disabilities using the science of Applied Behavior Analysis (ABA) and Verbal Behavior (VB) and instructional theory.
- 2007-2015 Educational Consultant for the Pennsylvania Training and Technical Assistance Network of Pennsylvania (PaTTAN) Verbal Behavior Project through Intermediate Unit 11, later named PaTTAN Autism Initiative Supports, Harrisburg, PA
- Statewide team member on the Autism, Behavior and Inclusive Practices Initiatives
 - Trained and provided consultation for teachers, school and agency administrators, speech pathologists, occupational therapists, Intermediate Unit Training and Consulting staff (IU TACs), para educators, agency therapeutic support staff, BCBAs, and parents statewide in the following topic areas:
 - Federal and state Special Education law
 - School-wide Positive Behavior Intervention Supports
 - Verbal Behavior Milestones Assessment and Placement Program (VB MAPP)
 - Applied Behavior Analysis and Verbal Behavior
 - Educational program development
 - Instructional delivery methods: discrete trial, explicit, natural environment
 - Fluency programs
 - Support for adult learners with autism in the workplace
 - Data collection and progress monitoring
 - Functional behavioral assessments
 - Positive behavior support plan development and crisis plan development
 - Behavior management strategies
 - Inclusive practices
 - Quality Behavior Solutions (QBS) Safety Care Training
 - Designed and conducted case studies
 - Assisted in the following events from 2010 - 2015:
 - The National Autism Conference, State College, PA
 - The Pennsylvania Department of Education Conference, Harrisburg, PA
 - Over 20, three-day sessions of Intensive Skills Training in ABA/VB statewide
 - Advanced Skills Training in ABA/VB statewide
- 2007 Itinerant Autistic Support Teacher, Appalachia Intermediate Unit 8, Altoona, PA
- Provided supplementary instruction as per the individual education program

WORKSHOP PRESENTATIONS
(2009 -2015)

Supporting Students with High Functioning Autism in General Education Settings: Three-part series,
PaTTAN, Harrisburg, PA

Establishing Educational Programs and Implementing Instructional Practices Using the VB MAPP and ABA:
Three-part series, Hagerstown, MD

Practical Strategies for Teaching Adult Learner's with Autism – Rosedale Technical College,
Pittsburg, PA

Practical Strategies for Teaching Adult Learner's with Autism: Career and Technology Educators Training –
PaTTAN, Pittsburg and King of Prussia, PA

Progress Monitoring for Behavior (webinar) – PaTTAN, Harrisburg, PA

A Recipe for Teacher and Student Success (case study) - Tash International Conference, Chicago, IL

Meaningful Instruction – PaTTAN, Harrisburg, PA

Implementing Data Driven Instruction in General Education Classrooms: PBIS Behavior Symposium -
Hershey, PA

Supporting Students with Complex Support Needs Within Tiered Systems of Support (Roundtable discussion) –
RtII Conference, Hershey, PA

Behavior Management Basics – National Autism Conference, State College, PA

Behavior Management: Basics and Advanced Topics - St. Frances University; Cambria County Network;
numerous school districts and IU's statewide

Programming for Meaningful Instruction for Complex Learners – PaTTAN, Harrisburg, PA

Development of Comprehensive Functional Behavioral Assessments and Positive Behavior Intervention Plans -
Numerous school district teams statewide in PA

Fluency Training and PA Verbal Behavior Project Classroom Organization (team presentation) – PaTTAN,
Harrisburg, PA

Mand and Intensive Teaching: Intermediate Teaching Protocols (team presentation) – PaTTAN, Harrisburg,
PA

Behavior Management Basics and Advanced Topics - Cumberland-Perry Association for Retarded Citizens
(CPARC), Harrisburg, PA

Para Professional/ Support Staff Training Workshop - Intermediate Unit 9, Smethport, PA & Intermediate Unit
10, West Decatur, PA

RESEARCH PRESENTATIONS

(2009 – 2015)

Transferring control for the mand repertoire to the motivative operation in children with autism (case study) – PaTTAN, Harrisburg, PA

Will the implementation of fluency based programming increase the rate and/or duration of student responding of mastered skills and show stability over time? (case study) – PaTTAN, Harrisburg, PA

Will the use of extinction and differential reinforcement during IT and manding sessions increase stimulus control for a student who uses a sign response form? (case study) – PaTTAN, Pittsburgh, PA

Will the transfer trial vs. the omission of the transfer trial lead to faster acquisition of tacts for students with autism? (case study and poster session) – PaTTAN, Pittsburgh, PA

Spontaneous mand training through the use of motivative operations in a student with autism (case study) – PaTTAN, Harrisburg, PA

Does articulation improve faster using the Kaufman Protocol or the echoic protocol in a student with autism? (case study) – PaTTAN, Harrisburg, PA

Will the use of extinction and differential reinforcement during IT and manding sessions increase stimulus control for a student who uses a sign response form? (case study) – PaTTAN, Harrisburg, PA

Will the use of ABA/VB programming be effective for teaching signs to older students? (case study) – PaTTAN, Harrisburg, PA

Does the use of a repeated, zero-second prompt trial until acquisition (3 Y's on the cold probe) increase acquisition rates when compared to procedures that fade following first successful transfer trial to a 2-second time delay? (case study and poster session) – PaTTAN, Harrisburg, PA

Does a repeated presentation (bombardment) of a vocal stimulus paired with its reinforcer and MO for the reinforcer increase automatically reinforced vocalizations in an alone play condition? (And) Does a repeated presentation of a vocal stimulus (bombardment) paired with its reinforcer and MO for the reinforcer aid in gaining echoic control of the target sound? (case study) – PaTTAN, Harrisburg, PA

Will running daily echoic sprints lead to faster acquisition of echoic targets? (And) Will running daily echoic sprints improve the quality of other operant responses (vocalizations that accompany signs)? (And) Will quality of responses generalize across instructors? (case study) – PaTTAN, Pittsburgh, PA

Does the use of Kaufman Word Shells develop intelligible word production in a student with autism? (And) Does the use of Kaufman Word Shells with the systematic addition of physical cueing and/or finger spelling develop intelligible word production in a student with autism? (case study and poster session) – PaTTAN, Harrisburg, PA

Spontaneous mand training through the use of motivative operations in a student with autism. (case study and poster session) – PaTTAN, Pittsburgh, PA

PROJECTS

PaTTAN online training videos

- Discrete Trial Teaching - produced by ClassEmedia – 2010
- Mand Training - produced by PaTTAN – 2007

Production of numerous resources and training content for the Autism Initiative’s resource link that supports the implementation of ABA/VB for teachers statewide.

PROFESSIONAL ASSOCIATIONS

The Council for Exceptional Children – Division on Autism and Developmental Disabilities
Association for Behavior Analysis International
Association of Professional Behavior Analysts

CAREER HIGHLIGHTS

Personal trip to Beijing China in 2013 to train instructors and parents of children with autism in the science of applied behavior analysis and verbal behavior.

CONFERENCES ATTENDED

National Autism Conference, Penn State Conference Center, State College, PA	2005-2015
CEC DADD Conference, Clearwater Beach, FL	2014
Association of Professional Behavior Analysts, New Orleans, LA	2014
School Mental Health: Enhancing Safe Support Schools, Pittsburgh, PA	2014
Common Core Association, Glendale, AZ	2014
TASH International, Chicago, IL	2013
Association for Behavior Analysis International, Denver, Co	2011
Association for Behavior Analysis International, San Antonio, TX	2010
Association for Behavior Analysis International, Phoenix, AZ	2009