

Developmental Disabilities Lab



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Research in my lab bridges developmental psychology and applied behavior analysis. We focus on developing and demonstrating interventions informed by the most current knowledge about core areas of impairment in young children with developmental disabilities. This approach to intervention has the potential to prevent and/or minimize the cascade of negative sequelae associated with early deficits, resulting in significantly improved outcomes.

Current projects:

- Investigations of aspects of intervention to teach joint attention skills to children with autism, including uses of circumscribed interests and instruction of the expression of positive affect.
- Examination of intervention to teach requesting and verbal imitation skills to infants with Down syndrome
- Evaluation of the effects of a weekend program, including skills instruction, sibling support, and supported inclusive recreational activities for children with developmental disabilities and their families.

Recent Publications:

- Jones, E. A.,** Feeley, K. M., & Blackburn, C. (in press). A preliminary study of intervention addressing early developing requesting behaviours in young infants with Down syndrome. *Down Syndrome Research and Practice*.
- Jones, E. A.** (2009). Establishing response and stimulus classes for initiating joint attention in children with autism. *Research in Autism Spectrum Disorders, 3*, 375-389.
- Feeley, K. M., & **Jones, E. A.** (2008). Strategies to address challenging behavior in young children with Down syndrome. *Down Syndrome Research and Practice, 12*, 153-163.
- Feeley, K.M., & **Jones, E.A.** (2008). Teaching spontaneous responses to a young child with Down syndrome. *Down Syndrome Research and Practice, 12*, 148 – 152.
- Feeley, K. M., & **Jones, E. A.** (2008). Preventing challenging behaviours in children with Down syndrome: Attention to early developing repertoires. *Down Syndrome Research and Practice, 12*, 11-14.
- Jones, E. A.,** & Feeley, K. M. (2007). Parent implemented joint attention intervention for preschoolers with autism. *Journal of Speech-Language Pathology and Applied Behavior Analysis, 2*, 252-268.
- Jones, E. A.,** Feeley, K. M., & Takacs, J. (2007). Teaching spontaneous responses to young children with autism. *Journal of Applied Behavior Analysis, 40*, 565-570.
- Jones, E. A.,** Carr, E.G., & Feeley, K. M. (2006). Multiple effects of joint attention intervention for children with autism. *Behavior Modification, 30*, 782-834.



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"In the Developmental Disabilities lab I have gained enormous experience in both research and applied applications of behavioral principles. I have had the opportunity to become involved in numerous projects which began before I arrived, as well as development of several of my own research interests. My current projects involves teaching joint attention to children with autism using their circumscribed interests and examining sibling relationships in which one sibling has a developmental disability. I plan to continue my work with children after I complete the LPBA program."



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"I am privileged to be a part of the Developmental Disabilities Lab and Learning Processes and Behavior Analysis Program. For the past year and a half, I have enjoyed working on various research projects related to my interest in early developing social communication skills in infants with Down syndrome. My lab provides the unique opportunity to work with young children with developmental disabilities and utilize the basic principles of behavior to implement educational interventions."



“In this lab, I have the opportunity to focus on my professional passion – teaching language and social communication skills to children with developmental delays. Currently, I am researching effective procedures to teach foundational joint attention skills and positive affect to young children on the autistic spectrum. The LPBA program helps me build the research skills necessary to become an efficient researcher/practitioner in the field of special education and developmental disabilities.”

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