

## **CURRICULUM VITAE**

**R. Layla Salek, Ph.D.**

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### **EDUCATION**

- 2007      Ph.D. in Education Psychology (Individual Differences, Behavior Psychology)  
Emotional Disorders, Applied Behavior Analysis, and Moral Development  
University of Houston
- 2001      M.Ed. in Educational Psychology (Special Education)  
Applied Behavior Analysis  
University of Houston
- 1996      B. S. in Psychology  
Texas Wesleyan University

### **SCHOLARSHIPS AND AWARDS**

Hazel Boswell Academic Scholarship, 1995  
Grace Pate Downs Academic Scholarship, 1995  
Texas Wesleyan Recognition Award for Academics, 1996  
Robert C. and Ola Mae Holly Academic Scholarship, 1996

### **PROFESSIONAL MEMBERSHIPS**

Sigma Xi, The Scientific Research Society  
American Psychological Association  
Association for Psychological Science  
Texas Association for Behavior Analysis  
The Council for Exceptional Children

### **CLINICAL SPECIAL INTERESTS**

#### **Applied Behavior Analysis:**

- Grounded in Behavior Psychology theory and principles
- Applied intervention and research within the area of behaviorism: Learning Theory, Classical Conditioning, Operant Conditioning,

Functional Analysis, Social Learning Theory and Applied Behavior Analysis.

- Study of B.F. Skinner, John Watson, and Albert Bandura
- Study of application and theory of ABA with children (infant to 18 years) with all types of behavior difficulties specifically children with Mental Illness, Autism, Down's syndrome, Mental Retardation, Oppositional Defiant Disorder and Conduct Disorder.

**Moral Development:**

- Kohlberg's Theory of Moral Development applied to children with emotional/mood disorders in order to promote generalization across settings, once the utilization of ABA has successfully stabilized severe or inappropriate behaviors.
- Developed a video measure based on Kohlberg's moral development theory that assesses moral development in middle school males with emotional/mood disorders.

**Emotional/Mood Disorders/ Autism Spectrum:**

- Development, application, and evaluation of individualized behavioral treatment methods.
- Research into various treatment methods for severe behaviors including self-contained environments, level systems, individualized behavior plans for all types of settings, peer and adult modeling, ABA and pharmacological interventions.

**Special Education:**

- Development, application, and evaluation of effective treatment in the school setting for children with severe behavior disorders.
- Generalization of skills from special education to regular education settings and from school to home environments.
- Study and implementation of training teachers, school administrators, and parents in applied behavior analysis and characteristics of children with various behavior disorders.

**CLINICAL EXPERIENCE**

**Private Practice:**

- Conduct Functional Behavior Assessments in problem settings.
- Write a behavior program specifically tailored for the child's needs, setting's needs and behavioral function, based data collection.
- Establish a psych-team made up of therapists and professionals to work with the child based on specific needs and staff monthly as a team.
- Consult/Train parents/nannies/siblings in Applied Behavior Analysis based on the specific behavior plan in order to modify

problem behaviors and acquire new behaviors with children with behavior disorders.

- Require adults to keep daily behavioral data. All decisions are based on data analysis.
- Consult with child's medical and psychological team.
- Once child is stable, families continue phone consults in order to continue stability, help with generalization, self-help skills, coping skills, and social skills.

**Expert Witness:**

- Expert Witness for cases involving children with various behavior disorders regarding appropriateness of educational/therapeutic/discipline placement or appropriateness of behavioral interventions used to modify behavior based on current FBA.
- Evaluations of Program, Placement, Data Collection Methods and Behavior are conducted

**Lead Behavior Consultant:** Private clients, Private Facilities, and Attorney/Advocacy Cases  
2006 to Present

- Conduct functional behavior assessments (FBA) and develop/oversee individualized behavior plans for students with severe behavior disorders (ED, AU, Down's syndrome, MR and ADHD)
- Train parents, teachers, paraprofessionals, and administrators in behavior intervention plans, applied behavior analysis, data collection and interpretation, and characteristics of children with behavior disorders.
- Write a behavior problem for behavior treatment settings.
- Provide in-home training and consultation.
- Staff with major team members/therapists to continually modify child's behaviors by adjusting behavior plans based on constant data collection and observations.

**Behavior Consultant:** Livingston ISD, Magnolia ISD, Norman ISD, Fort Bend ISD, Huntsville ISD, Beaumont ISD, Lamar CISD, Waco ISD, Katy ISD, Northforest ISD, Klein ISD, Houston ISD, Edna ISD, Cleveland ISD, Lumberton ISD, Devers ISD, Sharyland ISD, Devers ISD, Clear Creek ISD, Liberty Coop, Humble ISD, Houston ISD, Northwest ISD, Bayes Achievement Center, Spring Branch ISD, Nacogdoches Coop, ABC East, and Goose Creek CISD, New Caney ISD, Montgomery ISD, and Needville ISD, Cypress Fairbanks, Greenville ISD, Tomball ISD,

Austin ISD, Pearland ISD and Little Cypress-Mauriceville CISD.

- Consultant for students with severe behaviors by conducting Functional Behavior Assessments/Analyses and developing individualized behavior plans.
- Train teachers, paraprofessionals, and administrators in behavior intervention plans, applied behavior analysis, and characteristics of children with behavior disorders.
- Provide in-home training
- Create a behavior intervention plan based on the FBA and regularly consult with staff on the BIP implementation via monthly/bimonthly observations/data collection and phone consults.
- Conduct FBAs due to IEEs (Individual Educational Evaluation) requested by families in the district. Create BIPs based on the function and need and at times, continue consultation/training with staff.
- Establish and provide wrap-around services with other therapists and professionals to help with child's specific needs.
- Over 1000 FBAs and behavior plans conducted, written, and implemented.

**Behaviorist for District:** Spring Branch ISD. Houston, TX  
August 2003- 2011

- Responsible for program development, application, and evaluation of level system program and individualized behavior plans for self-contained children with emotional/mood disorders on AB units.
- Responsible for preparing for and conducting monthly staffings on all intensive children on adaptive behavior units and interpreting behavioral data.
- Responsible for making recommendations for implementation of new behavior programs or interventions.
- Responsible for evaluating program effectiveness on a weekly basis for all adaptive behavior units k-12.
- Confer with the Licensed Specialists in School Psychology for each student on the adaptive behavior unit to ensure cohesiveness in programming.
- Consult for children with severe behavior in regular education, AB, PPCD, Autism Units and life skills by conducting functional behavior assessments and developing individualized behavior plans.
- Review special education folders of children with emotional/mood disorders, Autism and other behavior disorders for legal appropriateness.

- Train teachers, paraprofessionals, parents and administrators in level system program, behavior intervention plans and goals, applied behavior analysis, and characteristics of children with emotional/mood disorders.

## **COMMUNITY PHILANTHROPIST/BOARD POSITIONS**

### **The Jung Center**

2020 to present

- Board member position at The Jung Center.
- Raise money and awareness in the community.
- Member of the Curriculum Committee.

### **Hope Rising**

2020 to 2021

- Board member position at Hope Rising, a nonprofit residential facility for sex trafficking survivors.
- Raise awareness and funds for the mission.
- Write behavior program for the Hope Rising Haven (emergency assessment center) in collaboration with professionals in this field.
- Design the Hope Rising Haven space to ensure the facility is safe, comfortable, appropriate and healing instead of institutionalized.

### **Houston 20**

2018 to 2020

- One of the original members of Houston 20 that fights sex trafficking in the Houston area.
- Raise awareness in the Houston area with school districts, churches, police officers, parents, psychologists, lawyers, judges etc...
- Raise funds for local nonprofits that are fighting sex trafficking, rehabilitating survivors, and raising awareness.
- Write new legislation to help prosecutors put pimps behind bars and to help survivors rehabilitate without being jailed. We also helped stop the sale of children on-line.

**Susie Bean Gives (SBG)**

2011 to present

- Founder and President of Susie Bean Gives: A Texas Non-profit 501(C3) foundation that raises funds and provides 100% of those funds raised to qualified/approved service providers (in Texas working with mentally ill or autistic children) in the form of scholarships.
- The qualified/approved service providers (OT, Speech, Psychologist/Psychiatrist, music therapy, social skills, ABA, counseling, and assessments) apply for and receive our SBG scholarships in order financially cover families with mentally ill or autistic children that cannot afford their services or therapies.
- SBG will continue to pay for the qualified/approved child until he/she is dismissed from the service/therapy or until parent can afford the service.
- Visit [www.susiebean.org](http://www.susiebean.org) for information and list of participating service providers.
- Currently raised and provided 430, 500 dollars in scholarships to 1, 343 Texas children for necessary therapies.

**LABORTORY EXPERIENCE****University of Texas Medical School:**

Post doctoral Research

2009 to 2011

- Dr. Nachum Dafny's Lab in Neurobiology and Anatomy
- Grant supported research: How and Where Methylphenidate (Ritalin) Exerts Effect in Adolescent and Adult Brains. Specifically, this research will determine the effects of methylphenidate on neuronal activity and behavior in adolescent and adult freely behaving animals implanted with electrodes.
- Experience: Brain surgery to implant permanent electrodes, dose response protocol, data analysis, and perfusion/histology
- Manuscript published: *Acute and chronic methylphenidate alters prefrontal cortex neuronal activity recorded from freely behaving rats*, (2012).

**TEACHING EXPERIENCE AND GUEST SPEAKER****Behavior Psychology Internships**, A week program for junior and seniors

Fall and Spring 2019

**Behavior: Extinguishing Problem Behaviors**, JFS Disability Talk, Houston, TX

Fall 2015

**Applied Behavior Analysis**, Breaking Barriers Conference, Houston, TX  
Fall 2012

**Behavior: Problem to Solution**, Brown Bag Session for Child Advocates, Houston, TX  
Summer 2010

**Applied Behavior Analysis**, Grad/Undergrad Summer Courses, University of Houston  
2005-2008

**Applied Behavior Analysis and Autism Characteristics**, Interfaith Child Development  
Center  
Fall 2007 and Spring 2008

**Applied Behavior Analysis**, NHC-ASA Conference  
Fall 2007

**Skinner and Behaviorism**, University of Houston  
Fall 2005

**Kohlberg and Moral Development**, University of Houston  
Fall 2005

**Adaptive Behavior Teacher**, Spring Branch ISD, Houston, TX  
2001-2003

## **PRESENTATIONS AND RESEARCH**

Salek, R. L., Claussen, C. M., Perez, A., & Dafny, N. Acute and chronic methylphenidate alters prefrontal cortex neuronal activity recorded from freely behaving rats. *Eur. J. Pharmacol.* (2012), doi:10.1016/j.ejphar.2012.01.009

Salek, R. L., Perez, A., & Dafny, N. (2010, November). *Acute and chronic methylphenidate alters prefrontal cortex neuronal activity recorded from freely behaving rats*. Poster presented at the annual meeting for Neuroscience, San Diego, CA.

Goodman, G. & Salek, R. L. (2008). The Crane and Reynolds Level System Program: A Model for Reducing the Need for Self-Contained Behavior Units for Students with Behavioral Disorders. Unpublished manuscript.

Salek, R. L. (2007). Promoting successful reintegration of students with emotional disorders: A developmental approach. *Dissertation Abstracts International*, 68 (04), 2690. (UMI No. 3263296)

Salek, R. L., Goodman, G., & Cook, K. (2006). A Proposed Measure to Assess Moral Development in Students with Emotional Disorders. Unpublished manuscript.

Stokes, J., Zoota, A., & Fillmore, R. L. (1997, October). *Direct Experience as a Moderator of the Bases of Attitudes*. Poster presented at the American Psychological Society.

Schneider, L. F., Fillmore, R. L., & Bradford, B. (1996, October). “Pushing” and “Letting go” performance states in runners. Poster presented at the Association for the Advancement of Applied Sports Psychology, Williamsburg, VA.

## **FURTHER STUDY**

### **Author: Chaos in Color**

2019 to present

- Autobiography/personal memoir of childhood trauma and healing
- Analysis and personal account of living with a mentally ill mother and forgiveness.
- Publication end of August 2023

### **Author: Dear Caregiver**

2022 to present

- A diary of sorts documenting and outlining important topics faced by caregivers of loved ones with mental illness.
- The series is intended to support caregivers by helping them feel seen, heard, and validated.
- The series gives practical application for self-care, for organization of a home system, and for caring for their loved ones with mental illness.

### **Professional Photographer**

2003 to present

- Photography studio at The Silos
- Layla Salek Permeant Collection: 2019 to Present
- Motion: 2019
- A Day in the Life of Milton: 2018
- Mexico and Texas Highways: 2018
- Rain and Reflection; 2018
- Modern Day Frida's: 2018
- Walls Exhibit: 2017
- Cuba Exhibit: 2017