

North 122 BC

AUT

CE Instructor: Erin E. Barton, PhD, BCBA

**Functional Behavioral Assessment in Early Childhood**

ERIN E BARTON (University of Oregon), Renee K. Van Norman (University of Oregon), Cynthia M. Anderson (University of Oregon), Scott A. Spaulding (University of Oregon)

**Description:** This workshop will describe a framework and various evidence based strategies for addressing the needs of young children with challenging behaviors and their families within early childhood settings. The workshop will describe methods for working as part of an early childhood IFSP / IEP team to conduct both direct and indirect functional behavioral assessments, develop behavior support plans based on the results of the assessments, implement behavior support plans in natural environments with the IFSP or IEP team, and monitor progress. Additionally, this workshop will identify possible barriers to developing and implementing assessment based behavior support plans within early childhood contexts. Finally, the workshop will describe strategies and provide tools for use within various early childhood contexts (e.g., home-based services, community preschools, Head Start classrooms).

**Objectives:**

- Participants will develop strategies for supporting young children with behavioral challenges and their families within an early childhood context and as member Individualized Family Support Plan (IFSP) or Individual Education Program (IEP) team
- Participants will describe methods for determining the function of a young child's challenging behaviors through indirect and direct functional behavioral assessments with the child's family, IFSP or IEP team within early childhood settings
- Participants will identify strategies and describe various methods for developing a behavior support plan for a young child with challenging behaviors within early childhood settings
- Participants will identify potential barriers to implementing assessment based behavioral support plans as part of an IFSP or IEP team
- Participants will identify evidence based strategies for implementing and monitoring behavior support plans within early childhood settings

**Activities:** Small group discussion, videos, response card activities, guided notes, role plays.

**Audience:** Professionals working in early childhood environments, including behavior analysts, administrators, early childhood special educators, and early interventionists.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 132 A

AUT

CE Instructor: C. Baker Wright, PhD, BCBA

**Asperger's Syndrome: Behavioral Characteristics and Treatment in Schools and the Community**

C. BAKER WRIGHT (Behavior Management Consultants, Inc.)

**Description:** This workshop will be presented in four sections: 1) description and discussion of the diagnostic criteria for Asperger's Syndrome, 2) specific behavioral considerations and treatment options for individuals in schools, home and community settings, 3) reviews of individual cases from assessment to treatment, and 4) video analysis of teaching social skills in community settings. This will be an interactive workshop where participants will work individually and in small groups on specific case studies in each of the core areas presented.

**Objectives:**

- Recognize key diagnostic behaviors symptomatic of Asperger's Syndrome
- Recognize certain environmental components that are common triggers or setting events for difficult behaviors exhibited by children with Asperger's Syndrome
- Better assess and treat difficult behaviors exhibited by children with Asperger's in the community and in school settings
- Proceed with "prevention" strategies, "management" strategies and "treatment" strategies for maladaptive and replacement behaviors common to children with Asperger's
- Discuss common academic challenges and strategies for children with Asperger's
- Discuss common school accommodations made for students with Asperger's Disorder
- Provide in vivo training for social interaction skills specific to children with Asperger's Syndrome
- Discuss problems with prompt dependency as it relates to individuals with Asperger's and identify sources and interventions for improving these behaviors

**Activities:** Participants will engage in a small group activity at the end of each session of the workshop to expand upon and demonstrate knowledge from the previous session. This includes case studies for diagnosis, development and implementation of programming to reduce maladaptive behaviors and increase appropriate responding, and implementation of a systematic and structured social skills training session.

**Audience:** Behavior analysts, behavior specialists, speech therapists, teachers and other professionals faced with the challenges of Asperger's Syndrome.

**Level:** Introductory

**Member:** \$180

**Nonmember:** \$195

North 129 B

AUT

CE Instructor: Frank Cicero, Ph.D., BCBA

### **Developing Successful Programs to Meet the Needs of Adolescents and Adults with ASD**

FRANK R. CICERO (Eden II Programs), Peter F. Gerhardt (Organization for Autism Research), Joanne Gerenser (Eden II Programs), Nicole Weidenbaum (Nassau-Suffolk Services for Autism)

**Description:** There has been considerable research done in the past twenty years in the area of autism and related disorders. We have learned a great deal about the genetics and neurobiology of autism and made great strides in early identification and intervention. Clinical research in speech and language, social skills, and behavior problems has resulted in a much better understanding of the complex nature of autism. The research clearly supports the use of applied behavior analysis in the treatment and education of learners with autism. One problem, however, is that very little of this research has included adults with autism spectrum disorders (ASD). While many of the findings with children with autism can be relevant in our work with adults, there remain significant gaps in the literature that unfortunately leave many more questions than answers.

The lack of available literature to guide service providers in their work with adults with autism is particularly problematic today. The dramatic increase in the incidence with autism began almost 15 years ago and we are just now beginning to see this impact in the field of adult services. Many of the schools that opened in the past decade to meet the demands of parents who wanted good behavioral education programs are now facing the real challenge of how to address the needs of these learners as they become adolescents and adults. Still other programs that have been providing adult services for years to other populations are now being asked to expand their programs and accept learners with ASD.

This workshop will address key aspects of developing an effective program for adolescents and adults with autism. Specifically the workshop will review the available literature in the areas of employment, recreation and leisure skills, sexuality, speech and language, promoting independence, community integration, and quality of life. In addition, assessment and programming to address each of these areas will be presented. Video tapes of program implementation as well as other relevant visual supports will be incorporated within the workshop.

The workshop's primary focus will be on adolescents and adults with autism who continue to demonstrate significant challenges and limitations. The essential components needed to specifically address individuals with ASD will be highlighted. In addition, the important modifications and adaptations that are necessary to meet the needs of individuals with ASD as they grow older will be presented.

**Objectives:** Participants will be able to:

- Discuss the relevant literature relating to services and treatments of adults with ASD
- Identify key components of an effective program to meet the needs of adolescents and adults with ASD
- Describe programming to address employment, sexuality, recreation and leisure, as well as other key areas in the lives of adolescents and adults with ASD
- Describe strategies for promoting independence and community access for adults with ASD

**Activities:** Participants will participate in lecture and group discussion as well as view videos of different aspects of service delivery for adolescents and adults with ASD. Participants will review data sheets, program forms, assessment materials, and other program materials used within a behavioral program for adolescents and adults with ASD.

**Audience:** Service providers, program administrators, behavior analysts, parents of adolescents, and adults with ASD.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 126

AUT

CE Instructor: Michael M. Mueller, Ph.D., BCBA

**Behavior Analytic Consultation to Schools: The BACS Model**

MICHAEL M. MUELLER (Southern Behavioral Group), Ajamu Nkosi (Southern Behavioral Group, Inc.)

**Description:** This full-day workshop will provide participants with training to implement a consultative service delivery model for the assessment and treatment of severe problem behavior in school settings. The Behavior Analytic Consultation to Schools (BACS) model provides behavior analysts with a best-practice blueprint for assessing and treating severe problem behavior in school settings. As a service delivery model for severe behavioral consultation, BACS includes eight components: (1) functional behavioral assessment (FBA), (2) functional analysis, (3) treatment selection, (4) treatment evaluation, (5) teacher training, (6) evaluation of the teacher-implemented treatment, (7) generalization evaluations, and (8) assessment of social validity issues. Participants will be instructed on all eight components of the BACS model through the presentation of two case studies which demonstrate the efficacy of the model in school settings.

**Objectives:**

- Provide philosophical history of consultation to schools
- Inform attendees of existing models of consultation
- Inform attendees of ethical constraints when using existing models
- Provide attendees with eight steps of the BACS model
- Provide information so that attendees can implement the model in a school

**Activities:** Participants will take part in data collection practice, review video segments, review handouts, and participate in discussion.

**Audience:** Behavior analysts who practice in school settings, school psychologists, and parents.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 124 A

AUT

CE Instructor: Steven Ward, Master's, BCBA

**Analyzing Autism Interventions: Critiques of Popular Autism Intervention and Combination that Work**

TERESA A. GRIMES (Whole Child Consulting, LLC), Steven J. Ward (Whole Child Consulting), Cindy Cooper (private practice)

**Description:** Whole Child Consulting, LLC is a private company with clients across the United States. The presenters have experience with adults and children with autism. The presenters will describe both critical and variable attributes of various instructional paradigms, including VB, PT, Association Method, Rapid Prompt, and RDI. Components of each paradigm are matched with appropriate learner profiles. Components of various programs will be compared for compatibility or incompatibility. Practical recommendations will be provided for deciding when to favor one component over another.

**Objectives:**

- Clearly define at least three components of six different instructional paradigms
- Assist learner repertoires in a manner that facilitates selection of appropriate paradigm components
- Employ at least three different data collection methods.
- Make programmatic recommendations matching learner strengths and weaknesses with appropriate paradigm components.
- Provide a conceptually systematic rationale for assigning program components.

**Activities:** Participants will engage in flash card activities to associate intervention names with the critical variables of each program. Participants will have opportunities to practice a variety of data collection methods throughout the workshop. Helpful websites will be provided. Guided notes will be provided for developing programming based upon individual needs (case studies).

**Audience:** Professionals and parents with advanced experience in the instruction of individuals with autism who want clear, unbiased information regarding the treatment benefits and pitfalls of various autism interventions. The presenters have direct experience in the area of Precision Teaching, Verbal Behavior, Greenspan, Association Method, Rapid Prompt, and various NET applications.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 121 BC

AUT

CE Instructor: James T. Ellis, Ph.D., BCBA

### **Using the Developmental Play Assessment to Guide in the Identification and Teaching of Developmentally Appropriate Play Skills**

JAMES T. ELLIS (Melmark New England), Barbara O'Malley Cannon (Melmark New England), Kristi Lombardo (Melmark New England), Christine D. Almeida (Newton Public Schools)

**Description:** Children with autism spectrum disorders typically present impairments in their play skills, both in terms of the presence of repetitive or stereotyped play and the absence of symbolic play. To be most effective in improving the play skills of children with autism spectrum disorders, it is important to target and teach play skills that are developmentally appropriate. An overview of the typical developmental progression of play skills in young children will be presented, along with the Developmental Play Assessment (DPA), a curriculum-based assessment tool designed to guide the intervention of play skills for children with developmental delays. Results of research supporting the use of the DPA to target developmentally appropriate play objectives and outcome data will be shared. This overview will walk participants through the process of using the information gained from this assessment to develop individualized goals and objectives. Next, various procedures for intervening with children's play will be presented, including errorless teaching procedures, visual scripts, and video modeling. Participants will have the opportunity to practice developing individualized curricula to teach play skills, as well as procedures for collecting and analyzing data will be reviewed. Finally, procedures for embedding play instruction within typical preschool environments will be discussed.

**Objectives:** At the conclusion of the workshop, the participant will be able to:

- Use the Developmental Play Assessment to identify strengths and needs in children's play skills
- Develop goals and behavioral objectives for children's play skills
- Identify instructional strategies and prompting methods to teach play skills
- Develop individualized curricula to teach play skills
- Determine data collection systems for measuring play skills

**Activities:** Workshop activities include didactic instruction, discussion, and video clips depicting different levels of play as well as different play intervention procedures. Participants will have the opportunity to practice data collection and engage in small group activities that focus on the development of goals and individualized curricula given case study examples.

**Audience:** Individuals working with young children with autism or other developmental delays such as special education teachers, psychologists, or speech and language pathologists.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 125

AUT

CE Instructor: Michael Miklos, Master of Science, BCBA

**Mand Training: Beyond Asking for Items, Intervention Strategies and Tactics for Students with Autism**

AMIRIS DIPUGLIA (PATTAN/ PA Verbal Behavior Project), Michael Miklos (Pennsylvania Training and Technical Assistance Net)

**Description:** Mand training involves the critical skill of teaching students to ask for what they want. Although a central focus of mand training initially involves teaching students to ask for preferred items, a range of other mand skills are necessary components of a competent mand repertoire. The Pennsylvania Verbal Behavior Project has provided intensive behavioral intervention consultation for children with autism for the past seven years. Over that period, teachers have been provided instruction and support in delivering mand training. The mand repertoire necessary for effective social functioning includes skills beyond asking to obtain preferred items. This workshop will review the conceptual basis and procedures for teaching mands for attention, peer to peer manding, mands for information, and multiple component mands. The workshop will suggest skill sequences for mand intervention. Suggestions related to the effective manipulation of motivative operations for each mand skill will be reviewed.

Participants will be provided protocols for teaching the various mand skills and a training manual delineating basic mand procedures. The presentation will include videotape demonstrations and participant practice.

**Objectives:**

- Participants will identify sequences for teaching various mand skills including variables suggesting the timing of introducing new skills
- Participants will discuss evocative and function altering effects of various stimuli in relation to the mand frame for each protocol presented
- Participants will differentiate variables related to response form selection in relation to specific aspects of the mand repertoire
- Participants will demonstrate instructional behaviors specific to various mand training protocols

**Activities:** Lecture and demonstration of conceptual and procedural content, guided practice sessions for various mand protocols, protocol review of mand sequence assessments, and practice in data collection and decision making processes.

**Audience:** Behavior Analysts providing consultation and program design of behavioral interventions for students with autism, direct instructional staff serving students with autism, and others interested in the application of the analysis of verbal behavior.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 124 B

AUT

CE Instructor: Robert Putnam, Ph.D., BCBA

**Developing the Social Skills of Students with ASD Served in Inclusive Settings**

ROBERT F. PUTNAM (The May Institute, Inc.), Marisa Petruccelli (May Institute)

**Description:** The purpose of this workshop is to enhance the competencies of participants to design and improve social skills of students with Autistic Spectrum Disorders (ASD). This workshop will review the research on assessment and intervention with social skills of students with ASD. The workshop will focus on the development of effective social skill interventions based a variety of assessments. The participants will learn how to empirically assess social skills of students with ASD through a variety of measures. Using this information the participants will learn how to design effective direct instructional interventions to improve social skills, interventions within general education classrooms to teach and generalize social skills of these students, and interventions to generalize these skills to home and community settings.

**Objectives:** At the conclusion of the workshop, the participant will be able to:

- Identify assessment instruments and methods to inform the development of social skill development in students with ASD
- Design direct instructional methods to increase social skills
- Design function based interventions to teach social skills that complete with problem behavior
- Design strategies to support social skills development in inclusionary settings
- Adapt curriculum and activities for students with ASD to increase social interactions
- Design strategies to encourage social interactions between students with ASD and their typical peers
- Increase opportunities for students with ASD to practice social skills in different environments (e.g., other school settings, home, community)
- Increase success of students with ASD in a variety of settings

**Activities:** Participants will follow a process of case based assessment of social skills with students with ASD. Participants will then use this assessment process to gather information on students that they working with. Based on this assessment the participants will learn the process of designing a comprehensive social skills intervention plan to increase social skills. Participants will this process to design interventions with students that they are currently working with.

**Audience:** The target audience is school-based behavior analysts and/or other school personnel who assess and design evidenced based interventions for students with ASD. Other targeted participants are behavior analysts who provide technical assistance to school programs serving this population.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 127

AUT

CE Instructor: Eric Larsson, Ph.D., BCBA

**Prescriptive Assessment in Intensive Early Autism Treatment: Evaluating Progress and Outcomes to Support Funding**

ERIC V. LARSSON (Lovaas Institute Midwest)

**Description:** The families who are served by ABA providers deserve accountability. So do the funders who pay for treatment. Too many professionals still believe that an intensive early intervention program will not live up to its promises. The central purpose of this workshop will be to present a well-established system of intake and ongoing daily, weekly, and six-month behavioral assessments that can answer the need for accountability. The assessment system is comprehensive and multi-modal. The assessment system encompasses the full range of developmental delays and behavioral challenges in early intervention, across all significant areas of development. The assessment system includes criterion-referenced measures, norm-referenced measures, standardized measures, treatment integrity, reliability, social validity, and individualized behavioral analyses. The system focuses on prescriptive analysis: the results of the evaluations lead to changes in treatment to improve outcomes or plan for transitions. The system enables ongoing program evaluation to improve cost-effectiveness. A substantial body of accumulated data and video-taped examples will be presented.

**Objectives:** Objectives: At the end of the workshop, participants will be able to:

- Describe the purpose and intent of comprehensive ongoing assessments
- Identify a comprehensive set of multi-modal assessments
- Use assessment data to prescribe daily, weekly, and six-month treatment modifications to enhance progress
- Present treatment intake and outcome data to support funding requests
- Use a system of daily and weekly assessment to ensure treatment integrity
- Identify critical behavioral objectives for recovery from the symptoms of autism

**Activities:** Participants will participate in didactic presentations, view video tapes, and discuss individual challenges.

**Audience:** Consultants, lead therapists, line therapists, and advocates. Parents and students are also welcome. Participants should have a basic understanding of behavioral terms used in intensive early intervention. At least one-month's experience with intensive early intervention is preferable.

**Level:** Introductory

**Member:** \$174

**Nonmember:** \$189

North 122 A

AUT

CE Instructor: John McElwee, MSc, BCBA

**Facilitating Generative Verbal Behavior in EIBI Programs Using Relational Frame Theory**

JOHN D. MCELWEE (Pennsylvania Verbal Behavior Project), Ian T. Stewart (National University of Ireland, Galway), Siri Morris Ming (Humboldt County Office of Education)

**Description:** Generative Verbal Behavior (GVB) is the ability to be able to understand and produce novel verbal behavior in the absence of direct instruction. This ability GVB is the key to the flexibility and complexity of language and should, therefore, be a core goal of any language training program that aims to train language skills.

However, achieving GVB has been extremely difficult for a large number of many ASD youngsters with ASD. Relational Frame Theory (RFT) may constitute an important resource for the training of GVB for individuals designing in EIBI instructional programs. RFT is a behavior analytic approach to human language and cognition that conceptualizes generalized or derived relational responding as the core process underlying these phenomena. This theoretical approach also incorporates an important expansion of Skinner's influential analysis of verbal behavior. This workshop will demonstrate how RFT concepts can be incorporated into EIBI programs with the design of instructional program sequences for early to advanced learners.

The first part of the workshop will involve a brief demonstration of the core concept of GVB. This will be followed by a presentation on Relational Frame Theory RFT as a behavior analytic account of this phenomenon.

The second part will provide analysis of the VB-MAPP, including suggestions on how RFT might complement this protocol; discussion of specific instructional programs and their sequencing to facilitate GVB, plus means of assessing relevant learning outcomes; an analysis of intermediate to advanced relational framing; and an introduction to the TARPA (Training and Assessment of Relational Precursors and Abilities), a computer-based protocol for systematic assessment and training of relational framing skills.

**Objectives:**

- Be able to understand the core concepts of Relational Frame Theory's approach to language
- Be able to understand the key theoretical concepts of Mutual Entailment, Combinatorial Entailment, and Transformation of Stimulus Function
- Be familiar with several areas of basic RFT research and the implications for EIBI instructional design
- Be able to assess and train students using the TARPA
- Be able to design instructional programs to teach derived verbal operants (e.g., derived naming)
- Be able to design instructional programs to teach intermediate to advanced derived verbal operants (e.g., spatial, comparative and hierarchical relations)

**Activities:** Didactic instruction, audience participation exercises, practice activities designing EIBI programs, practice using the TARPA.

**Audience:** The audience will be behavior analysts with expertise in the understanding of verbal behavior and designing instructional sequences for clients enrolled in EIBI. Prospective audience members are encouraged to bring their notebook computer as a download of the presentation and additional resources will be made available. Also, it is suggested for enrollees to consult the tutorial on RFT at the following URL: [www.ContextualPsychology.org](http://www.ContextualPsychology.org).

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 224 A

CBM

CE Instructor: Keven M. Schock, M.A., BCBA

**We can test that! Determining the Function of Problem and Replacement Behaviors in Applied Settings.**

KEVEN M. SCHOCK (Pennhurst)

**Description:** This workshop will cover assessment methods that involve a manipulation of variables to demonstrate the function of a behavior. The workshop will focus on variations that will allow the behavior analyst to empirically determine the function of a behavior in typical applied settings. Following a brief presentation of a behavioral diagnostic system the workshop will review the traditional analogue functional analysis and present variations including, hypothesis testing involving two test conditions, in-situ hypothesis testing, and trigger analysis. Behavioral diagnostic systems and analog assessment methodologies for replacement behaviors will also be presented.

**Objectives:**

- Identify and discuss the four test conditions of the Iwata et al. FAB protocol
- Generate an analogue assessment testing a specific hypothesis regarding function, consisting of two test conditions
- Identify test requirements for and generate an in-situ hypothesis test
- Generate a written assessment plan using at least one of the methodologies presented
- Identify two diagnostic categories for replacement behavior
- Generate an assessment that tests which hypothesis (i.e., misdirected contingencies or inept repertoire) is reason for low rate of replacement behavior
- Demonstrate the use of at least one of the assessment methodologies

**Activities:** Didactic instruction, large group question and answer, individual development of written assessment plans, small group role play practice of assessment methodologies of target behaviors, and a small group role play practice of assessment methodologies of replacement behaviors.

**Audience:** Behavior analysts working in applied settings with any population.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 222 AB

CBM

CE Instructor: Jeannie Golden, Ph.D., BCBA

### **Impact of Learning History: Assessment & Treatment of Emotional & Immoral Behaviors of Children**

JEANNIE GOLDEN (East Carolina University)

**Description:** Many children in the child welfare system develop severe behavioral and emotional problems due to early abuse/neglect and multiple placements/caregivers. Often, the treatment focus follows the medical model with the assumption that behavioral symptoms are the result of underlying psychopathology. Instead, behavior analysts conduct observations of behavior in a variety of settings to determine the effect of various stimulus conditions and setting events, functional assessments to determine the causes and maintainers of various behavioral symptoms, and careful analysis of learning histories to determine the efficacy of various reinforcers and punishers. Immoral and emotional behaviors may be related to learning histories and contingencies that are not observable in the immediate environment. Feelings may be establishing operations for the salience of particular reinforcers and punishers. Certain adult and peer behaviors may be discriminative stimuli for particular reinforcers and punishers in these children's learning histories. The presenter will discuss the impact that learning history has on current behavior and ways to develop effective behavioral treatments that take this into account. Case examples will be provided, along with opportunities to get feedback on the cases of participants.

**Objectives:** At the conclusion of the workshop, the participant will be able to:

- Name several emotional and immoral behaviors of children and adolescents who are diagnosed with severe psychological disorders
- Tell how the learning histories of children diagnosed with severe psychological disorders effect their emotional and moral behaviors
- Describe several behavioral techniques that can be used to treat children diagnosed with severe psychological disorders
- Explain the limits of typical behavioral interventions and suggest alternative interventions that can be used to treat children diagnosed with severe psychological disorders
- Describe how to apply these techniques to assist children diagnosed with severe psychological disorders in their own professional settings

**Activities:** Participants will listen to didactic information and real-life case histories in homes, schools, and community settings; take notes; ask questions; view a power point presentation; present their own cases for feedback; and participate in role-play situations.

**Audience:** Participants would include board certified behavior analysts, psychologists, counselors, health care providers, social workers and/or teachers who serve children with developmental disabilities or children who typically-developing who have emotional difficulties and/or have been given psychiatric diagnoses.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 222 C

CBM

CE Instructor: Jonathan W. Kanter, PhD

**A Functional Approach to Outpatient Behavioral Activation for Adults with Depression**

JONATHAN W. KANTER (Department of Psychology/University of Wisconsin,-Milwaukee), Cristal E. Weeks (Department of Psychology/ University of Wisconsin-Milwaukee)

**Description:** Depression in clients and family members of clients may be a primary clinical complaint or a secondary concern that impedes treatment progress and follow-through. Several versions of Behavioral Activation for depression have been developed over the years and all focus to one degree or another on activity scheduling to reinstate and maintain contact with positive reinforcement. Missing from each of these treatments, however, is a comprehensive analysis of the full range of depressive behaviors and reactions at the level of function and clearly articulated links to treatment techniques. This workshop will focus on outpatient Behavioral Activation psychotherapy for adults with depression and will provide a comprehensive behavioral analysis of depression that clearly articulates when and how specific techniques should be implemented. The workshop will provide detailed training in this version of Behavior Activation, which is easy to implement, functionally based, inclusive of many current Behavior Activation techniques, and consistent with the versions of Behavioral Activation that have been shown to be empirically-supported in large, randomized trials. We will also discuss the relationship of Behavioral Activation to other approaches including Acceptance and Commitment Therapy and Functional Analytic Psychotherapy.

**Objectives:** Workshop attendees will learn the following:

- A behavioral and functional model of depression
- How the function of depressive behaviors relates to treatment alternatives
- An overview of current versions of Behavior Activation
- The theory behind a functionally-based version of Behavior Activation
- How to implement Behavior Activation

**Activities:** Workshop attendees will participate in didactic learning as well as observe videotaped clinical interactions demonstrating techniques and participate in role-playing activities and group discussions.

**Audience:** Anyone with an interest in Clinical Behavior Analysis, a behavioral conceptualization of depression, or behavioral treatment of depression.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 229 B

CBM

CE Instructor: Brad Donohue, Ph.D.

**Adult-Focused Components of Family Behavior Therapy for Substance Abuse within Child Welfare**

BRAD DONOHUE (University of Nevada Las Vegas), Holly B. LaPota (University of Nevada Las Vegas), Kendra Tracy (University of Nevada of Las Vegas), Ruwida Abdel-Al (University of Nevada Las Vegas), Diana Caldas (University of Nevada Las Vegas)

**Description:** Family Behavior Therapy (FBT) has demonstrated effectiveness in treating a wide array of problem behaviors associated with substance abuse across several controlled trials for both adults and adolescents. It is listed among the top treatments for substance abuse in SAMHSA's National Registry of Evidence-Based Practices and Programs, is among a prestigious group of treatments for substance abuse listed in the National Institute of Drug Abuse's Principles of Drug Addiction Treatment, and regarded as an "emerging developmentally sensitive approach" for drug use problems by the National Institutes of Alcoholism and Alcohol Abuse. FBT includes more than a dozen intervention components. The extent each component is reviewed in therapy is determined by its consumers with therapist input. This workshop will focus on adult-focused FBT components. The workshop will include distribution of treatment manuals, therapist prompting checklists for use during sessions, and extensive use of modeling and behavioral rehearsal. Quality assurance systems will be underscored to assure maintenance of treatment integrity and efficient management of clinical record keeping consistent with the reviewed intervention components. Case examples will exemplify standardized behavioral methods relevant to achieving sufficient motivation of clients in diverse contexts.

**Objectives:** At the conclusion of the workshop, the participant will be able to implement adult-focused treatments that are utilized within Family Behavior Therapy for Substance Abuse, including:

- Intervention components designed to establish goals and contingencies utilizing standardized methods relevant to abstaining from drug use
- Stimulus control methods of establishing an environment supportive of abstaining from drug use
- Standardized methods of assessing and problem solving emergency situations relevant to the family
- Utilize therapist prompting checklists during sessions to measure treatment fidelity

**Activities:** Brief power point demonstration of theoretical underpinnings of FBT and description of its intervention components while emphasizing adult-focused treatments; an extensive utilization of behavioral rehearsal to teach participants to implement the selected treatment components.

**Audience:** Undergraduates are welcome, although the target audience is mental health professionals who provide service delivery within the umbrella of substance abuse and child welfare.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 131 A

CSE

CE Instructor: Katherine A. Johnson, MA, BCBA

**Running Effective Behavior Analytic Social Skills Groups**

KATHERINE A. JOHNSON (Advances Learning Center), Elizabeth Paige Adams (Advances Learning Center), Jennifer Blankenship (Advances Learning Center)

**Description:** Teaching social skills in a group setting requires a multitude of skills: grouping students in effective clusters, using group contingencies, taking data on multiple students at once, and individualizing prompt levels and reinforcement schedules while running effective activities that provide students with frequent opportunities to respond to social stimuli.

This workshop will teach specific learning activities that target skills in the domains of body language, conversation, independent, pretend and cooperative play, social conventions, and perspective-taking. It will also provide training on how, when, and why to use group contingencies and give strategies for individualizing social instruction in a group setting.

**Objectives:** Participants will be able to:

- Use a variety of activities designed to provide students with frequent opportunities to respond to social cues
- Facilitate activities that teach body language, conversation, independent, pretend and cooperative play, social conventions, and perspective-taking
- Group students into effective learning clusters
- Use several different group contingencies and identify the reasons behind using each type of contingency
- Collect data on multiple students
- Individualize prompt levels and reinforcement schedules while running an instructional activity with several students
- Take procedural integrity and reliability measures on social skills group leaders

**Activities:** Alternating between lecture and hands-on activities, participants will work in groups to complete guided notes and case studies and participate in video-modeled activities and role-plays.

**Audience:** The intended audience includes Board Certified Behavior Analysts who train staff to run social skills groups, teachers, SLP's, behavioral instructors or therapists who run social skills groups, school staff intending to implement social skills instruction as a part of their curriculum, and anyone currently running social skills groups or wishing to run them in the future.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 128

DDA

CE Instructor: Anthony Biglan, PhD

**Acceptance and Commitment Training for Preschool Educators**

ANTHONY BIGLAN (Oregon Research Institute), Georgia L. Layton (Early Education Program, Inc.)

**Description:** This workshop is designed to assist people working with young children in dealing with their own stress and the emotional behavior of young children. Based on recent research, including a series of randomized controlled trials, we will use the procedures of Acceptance and Commitment Therapy (ACT) to provide participants with new ways of dealing with common stressful experiences in preschool and day care settings, including stressors involving children, parents, and coworkers. Participants will learn new ways to think about unpleasant thoughts and feelings. They will be assisted in clarifying their values for themselves and for young children and will be helped to focus on how they can act in keeping with their values even when their thoughts and feelings seem to be obstacles to effective action. The workshop will particularly focus on evaluation and how it gets in the way of effective cooperation among staff members. We will describe the impact of this ACT perspective on a preschool for children with developmental disabilities. We will particularly focus on how ACT has facilitated in the implementation of the PATHS program, an evidence-based strategy for teaching children about emotion that is quite consistent with the ACT perspective.

**Objectives:** People should come out of the workshop with greater clarity about what they are doing as behavior analysts, how their work contributes to the broader effort to improve human well-being, and how they can enhance their own contribution to prosociality. At the conclusion of the workshop participants will be able to:

- Accept and defuse from unpleasant thoughts and feelings
- State their values
- Act in the service of their values, even when experiencing distress
- Give and receive evaluative feedback from coworker.
- Work more effectively with young children when they are experiencing strong emotion

**Activities:** We will focus on how to foster beneficial cultural evolution by increasing the prevalence of environments that nurture development of prosocial behavior and reducing the prevalence of coercive environments that produce antisocial behavior. We will begin with a synthesis of the evidence about prosocial and antisocial behavior. We will review the evidence on the role of coercive family processes in development of aggressive social behavior and depressive behavior and their sequelae, including substance abuse and risky sexual behavior.

We will then turn to acceptance of thoughts and feelings involved in working with young children, with a focus on how to increase prosocial behavior. A set of exercises will help people clarify their most important values. Participants will work on what their values are and what shared values they might have. We will then connect that with caring and the support of prosociality. People will next work on how what they are doing relates to this broad approach to influencing the evolution of cultural practices. We will discuss the role of evaluations in increasing distress and obstructing effective action, complete exercises to reduce the deleterious effects of evaluation, and discuss teaching emotional skills to young children.

**Audience:** Those who work with young children in preschool and daycare settings.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 221 AB

DDA

CE Instructor: Kimberly P. Ray, Ph.D., Psychology, BCBA

**Cumulative Hierarchical Learning Operant Evaluation: From Assessment to Treatment**

Craig A. Thomas (TCLC MS Behavior Clinic), KIMBERLY P. RAY (TCLC MS Behavior Clinic)

**Description:** This training provides a general overview of how learning behavior is assessed and that information can be used to generate a curriculum matrix and programming to address deficit learner behavior. It is an excellent introduction into the process of behavioral programming and will introduce individuals to the concept of hierarchical learning and the process of cumulative learning. Attendees will also learn about behavioral cusps and the importance of proper arrangement of new language and learning behaviors in programming. Finally, the workshop will introduce attendees to the Cumulative Hierarchical Learning Operant Evaluation (CHLOE) an assessment of language and learning skills and curriculum matrix building tool. These tools are particularly useful in programming for children with autism and other developmental disabilities who may have splinter skills or may have failed to develop early learning skills. The workshop will show individuals how to use the CHLOE to take a given individual from assessment to treatment.

**Objectives:** At the conclusion of the workshop, the participant will be able to identify and use a hierarchy of behavior. At the conclusion of the workshop, the participant will be able to:

- Identify the key areas of the CHLOE language and learning assessment
- Use the CHLOE to conduct an assessment of language and learning deficits
- Use the CHLOE to create a curriculum matrix of critical language and learning behaviors to be acquired
- Develop a program plan to address deficit language and learning behaviors for children with Autism and other Developmental Disabilities

**Activities:** Large group problem solving sessions, small group problem solving sessions, video review, data analysis using new learning tools, curriculum matrix development using mock up student assessments, and program development using mock up curriculum matrices.

**Audience:** Board certified behavior analysts, school psychologists, educators, and special educators.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 129 A

DDA

CE Instructor: Jose D. Rios, MS, BCBA

### **Designing and Implementing Effective and Comprehensive Behavior Intervention Plans: A Guide for Practitioners**

JOSE D. RIOS (BehaviorLogix, Inc.), Isaac L. Bermudez (ACES, Inc.), F. Elizabeth Davidson (IECP), Howard Hazard-Tsernov (IECP), Natalie Stafford (IECP), Ruth A. Tello-Di Leva (Familias First)

**Description:** Functional assessments and behavior intervention plans are increasingly being used, developed and implemented across a variety of settings such as schools, homes, early intervention services, residential programs, adult workshop/day programs, geriatric agencies and rehabilitation centers. Despite this, until recently, there have not been any standard methods or protocols for the design and development of assessment and treatment plans. This workshop will address a variety of steps necessary to conduct effective and comprehensive assessments and intervention plans including:

- Common problems encountered in assessment and treatment plans
- A protocol for designing comprehensive plans
- The importance and types of commonly used functional assessment methods
- The logical relationship between functional assessment results and the intervention methods chosen (i.e., those based on the function of the problem behavior)
- Ethical issues related to plan development and implementation
- Staff and systemic issues related to plan implementation

At the end of this workshop participants will be able to critique behavior plans, design effective and comprehensive plans, use data to determine intervention techniques, and understand various systemic and ethical issues related to plan implementation.

#### **Objectives:**

- Participants will be able to discriminate between correctly and incorrectly designed behavior plans
- Participants will demonstrate the ability to understand the purpose and importance of different types of Functional Assessment
- Participants will understand how to include the assessment information into a written plan
- Participants learn how to use the results of the functional assessment data to create an effective behavior plan
- Participants will be taught to select various interventions based on the assessed function of the problem behavior
- Participants will learn how to write behavioral goals & objectives to evaluate the effectiveness of the behavior plan
- Participants will understand how practitioners can approach ethical concerns towards assessment and interventions in behavior plans while using evidence-based best practices
- Participants will understand how to apply the behavior intervention plan
- Identify and address staff issues that affect plan implementation and secure systemic support
- Participants will understand the importance of conducting treatment integrity of the intervention plan

**Activities:** This workshop will include several exercises and handouts. This will include reviewing samples of correct and incorrect plans, small group exercises on possible ethical dilemmas facing those who develop plans, and vignettes of sample problems behaviors with hypothesized functions with the aim of identifying logical interventions (based on the hypothesized functions).

**Audience:** This workshop addresses the needs of practitioners who design, review, evaluate, supervise, fund, and implement behavior intervention plans. This may include new practitioners, educators, other professionals who supervise and develop plans, and agency staff involved in plan design and implementation.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

## **CANCELLED: Workshop #21**

North 121 A  
EDC

### **How to Conduct Systematic Reviews and Meta-analyses of Single-subject Experimental Designs** OLIVER WENDT (Purdue University), Ralf Schlosser (Northeastern University)

**Description:** This workshop will provide an overview on how to conduct a systematic review and meta-analysis of single-subject experimental designs (SSEDs). SSEDs typically rely on within-subject experimental controls and use of time series data to establish the effectiveness of an intervention. The adoption of evidence-based practice (EBP) demands that practitioners do not rely on any one individual study, but rather the aggregated evidence from a synthesis of studies using SSEDs. In EBP, systematic reviews, and meta-analysis of SSEDs constitute one of the most persuasive forms of scientific evidence. Meta-analyses of SSEDs rank higher on evidence hierarchies than an individual SSED.

In this workshop we will highlight the rationale for and potential contributions of systematic reviews and meta-analysis of SSEDs. In particular, this workshop will focus on:

- Reviewing the steps of conducting a systematic review/meta-analysis with respect to the particular characteristics of SSEDs
- Designing a review protocol that fits SSEDs following Campbell Collaboration Guidelines
- Introducing appropriate “effect size” metrics for the statistical aggregation of intervention outcomes
- Discussing strategies that foster accurate implementation of “effect size” metrics
- Sharing tools for quality appraisal of individual SSEDs
- Appropriate channels for dissemination of systematic reviews of SSEDs

**Objectives:** After completion of this workshop participants will be able to:

- Describe the benefits of conducting a systematic review of SSEDs
- Know the key differences in systematic review methodology of group versus single subject designs
- Demonstrate knowledge on recent developments related to the statistical synthesis and analysis as well as quality appraisal of SSEDs
- Delineate strategies for fostering accurate and reliable implementation of “effect size” metrics
- Specify appropriate outlets and channels for the dissemination of SSED systematic review

**Activities:** Lecturing will provide an overview on planning and undertaking systematic reviews and meta-analyses. Challenges and issues particular to systematic reviews of single-subject research will be outlined. Participants will discuss considerations for appraising systematic reviews and distinguishing high-quality reviews from those of low quality.

**Audience:** The targeted audience comprises practitioners trying to use systematic reviews/meta-analyses for clinical practice as well as researchers intending to produce systematic reviews of single-subject research.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 120 BC

EDC

CE Instructor: Eitan Eldar, PhD, BCBA

### **Using Physical Activity to Enhance Learning, Social Skills and Self-Control with Autistic and Regular Populations**

EITAN ELДАР (Zinman College, Israel)

**Description:** The presented model emphasizes the uniqueness of movement as an ideal context enabling teachers and clinicians to design a challenging learning atmosphere for their students. The model is based on a series of scripts offering a simulation of real life situations. It can support a specific clinical goal such as developing self-control, support a yearly curriculum at kindergartens and schools, and serve as an extended behavioral program for individuals/groups. The model has recently been implemented with Autistic children on an individual level and as a preparation for inclusion.

The rationale behind developing the model will be discussed and specific behavioral procedures and principles supporting the model will be cited. In addition, the structure of the model will be described, followed by different examples of its optional implementation. Components of the model, modified during the past 18 years, will then be portrayed. The workshop will conclude with recommendations and examples for utilizing the model in a variety of educational and clinical settings applicable to various populations. A special attention will be devoted to the potential of using these procedures as a part of an individual program for ASD populations and for supporting their inclusion in the regular education system.

#### **Objectives:**

- Explain the unique characteristics of physical activity and games as learning contexts
- Cite behavioral principles and procedures that enhance learning in these contexts
- Present the general structure of the model and describe its components
- Design various physical activities as clinical scripts, serving specific behavioral goals
- Use and modify observation forms to evaluate students' progress
- Adapt the components of the model to different populations and programs
- Explain the rationale of the model to parents and practitioners

**Activities:** A presentation of the theoretical background of the model, defining the rationale behind it. An open discussion: How physical activity can serve as a learning context. A video presentation illustrating the implementation of the model in various settings and in different cultures will be provided. There will be an active demonstration of games involving the workshop's participants. Planning trials - participants will practice activity and program design based on the model.

**Audience:** Behavior analysts, teachers, consultants, lead therapists, line therapists and students.

**Level:** Introductory

**Member:** \$180

**Nonmember:** \$195

North 221 C

OBM

CE Instructor: Michael Weinberg, Ph.D., BCBA

### **Using Performance Improvement Methods to Start and Manage an ABA Service Provider**

#### **Organization**

JOSEPH D. CAUTILLI (Behavior Analysis and Therapy Partners), Michael Weinberg (Orlando Behavior Health Services, LLC)

**Description:** In this workshop, participants will receive information and instruction on how to start an ABA based service provider organization and manage professional and/or care staff behavior using Performance Improvement methods based upon the OBM literature (e.g. Aubrey Daniels' Performance Improvement book, pinpointing, and other methods). Hiring methods, employee selection, setting targets, reinforcing staff performance, addressing problem performance, quality improvement, six sigma, pareto charting, statistical process control, behavior anchors, and other methods will be presented.

With several decades of research data and implementation outcomes to support its use, Performance Improvement has become a key OBM methodology in many companies. In this workshop, participants will receive up-to-date information and instruction in use of this methodology to start and manage an ABA human services organization. Examples of areas that will be covered include employee selection methods, pinpointing, setting targets, functional assessment to address problem performance, reinforcement of employee performance, using behavioral anchors, assessment centers, and others.

**Objectives:** By the end of this workshop, participants will learn to:

- State three key approaches for selecting staff
- State and describe three methods to evaluate staff performance
- State examples of staff improvement goals and improvement approaches
- Identify and discuss the research base for performance improvement methods (at least 3 studies or references that are empirically derived)
- State key expected performance outcomes and ABA service delivery standards
- State methods of assessing bases of problem performance and approaches to rectify these problems
- State and demonstrate key data collection and display methods for staff performance
- State three key behavioral coaching methods for performance improvement purposes

**Activities:** Identify the type and nature of service organization participants may wish to establish, or learn to manage using PI methods; identify systems to establish the organization and how it will carry out its mission. Participants will write sample mission and vision statements, create a basic business plan for carrying out the mission and type of staff needed to carry it out, and create basic systems for staff selection using methods presented. Participants will draft standards of performance and behavior analytic service delivery expected of their staff and organization, create systems of staff performance measurement and goal setting, along with means of reinforcing desired and improved performance (and how it will be measured). Small group activity will conduct functional assessment and devise a plan or approach in a work setting for addressing problem performance and practice devising and conducting behavioral interview method for selecting new staff.

**Audience:** Applied Behavior Analysts, Organizational Behavior Management specialists (entry or intermediate level), Human Services managers, current and would-be founders or directors of a program, and entrepreneurs interested in establishing ABA based service organizations.

**Level:** Introductory

**Member:** \$179

**Nonmember:** \$194

North 229 A

OBM

CE Instructor: Guy Bruce, Ed. D., BCBA

**Engineering Organizational Performance to Produce Desired Client and Stakeholder Outcomes**

GUY S. BRUCE (Florida Institute of Technology & Appealing Solutions, LLC)

**Description:** Behavior analysis has spawned powerful technologies for helping people, but human service agencies often have difficulties implementing those technologies, a problem which limits their success. The most effective technologies will fail if they are not implemented correctly. This failure is a problem at the organizational, process, and individual levels of performance.

Organizational Performance Engineering is the application of behavior analysis to solve organizational performance problems so that individuals and organizations can achieve desired results. The process is called PARSE, an acronym which stands for Pinpoint performance problems worth solving; Analyze their causes; Recommend the best solutions; Solve the problems by designing and implementing the best solutions; and Evaluate the effectiveness, efficiency and return on investment of the solutions that you implemented.

The PARSE process is “cybernetic,” or self-correcting, because organizational performance engineers use data on the effectiveness, efficiency, and return on investment of their solutions to redesign their solutions until they have achieved desired results at an acceptable cost. The skills you acquire in this workshop will allow you to solve performance problems at the individual, process, or organizational level.

**Objectives:** At the conclusion of the workshop the participant will know how to perform the following skills:

- After collecting information about a client’s desired results and the performance necessary to achieve those results, the designer will pinpoint the client’s performance problems by defining the client’s desired results and performance and evaluating current results and performance to decide whether the problem is worth solving
- Give information about the causes of a client’s performance problems, the designer will analyze those problems, classifying them as “can-do,” “know-how,” and/or “want-to” problems and identifying their causes as defective resources, training programs, and management practices
- Give an evaluation of the client’s current performance problems and an analysis of their causes, the designer will list possible solutions, considering the estimated value, cost and compliance of each solution with ethical standards, and recommend those solutions with the best return on investment
- Give a list of recommended solutions to a performance problem which may include resources, training, and performance management, the designer will solve the problem by designing and implementing the solutions which may include more efficient resources, training, or performance management practices
- After collecting measures of improvement in performance and results, the time and costs to produce that improvement, the designer will evaluate solution effectiveness, efficiency, and return on investment and recommend design changes needed to produce further improvements

**Activities:** Participants will gain fluency in component skills of organizational performance engineering by practicing with flashcards, measuring, and graphing their own learning efficiencies. Participants will practice solving organizational performance problems with case studies provided by the instructor. Participants will discuss their performance-engineering projects, presenting their work to the instructor and fellow students and helping their fellow students solve project-related problems.

**Audience:** This workshop will be of interest to anyone responsible for solving human performance problems, whether these exist at the organizational, process, or individual levels. It can help agency directors change the flow of resources and feedback to and within their organizations so that their agencies can achieve their missions of helping people. It can help agency managers redesign work processes so that staff are able to work together more efficiently to help people. It can help agency supervisors and trainers provide more efficient resources, training, and management practices so that individual staff will be more effective in helping people.

**Level:** Introductory

**Member:** \$205

**Nonmember:** \$220

## Workshop #25

North 227 A

OTH

### **Punish or Perish: Providing a full spectrum of ethical and effective treatment.**

GARY WILKES (Arizona State University)

**Description:** This workshop is based on behavior modification practices developed by the author over many years with thousands of animals in the context of veterinary care and professional consultation to zoos and aquaria. The majority of these animals would have died without the use of aversive control in their treatment. The nature of the topic precludes any citation of widespread acceptance of these methods, as the practical use of aversive control is generally discouraged within behavior analysis and the broader, popular culture. This workshop will validate these methods through demonstration of aversive control in real-time, with live subjects, both human and animal. Additional information will be provided through video presentations of these practices shot without benefit of establishing operations or operant chambers. Immediate confirmation of theoretical, philosophical, ethical, and practical statements regarding aversive control will be presented for review, analysis, and discussion. The primary directive of any behavioral therapy is first, do no harm. This workshop will adhere strictly to that ethic and there are no risks of injury, either physical or behavioral, to any attendee, demonstrator, or subject of these practices. Attendees will gain a foundational knowledge of how to apply safe and effective aversive control in real-world settings.

**Objectives:** At the conclusion of this workshop, the participant will be able to:

- Evaluate proper settings for the use of aversive control based on commonly accepted ethical principles of behavior modification
- Develop strategies for practical application of aversive control

**Activities:** Participants in this workshop will observe live demonstrations and video presentations of the use of aversive control on animals. A select group will participate as demonstrators applying aversive control or having aversive control applied to them. Additional demonstrations may allow volunteers to apply aversive control to assistance dogs. The aversive stimuli used by or on participants will be limited to silly string, squirt guns and soft throw-pillows.

**Audience:** Anyone with an interest in behavior modification, either personally or professionally will benefit from this workshop.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 226 C

OTH

CE Instructor: Terence Blackwell, M.S., S.A.S., BCBA

**Private Practice Model - Into Action, Starting Your Own Business in ABA**

TERENCE G. BLACKWELL (Verbal Behavior Inst.)

**Description:** Learning how to develop your own business is perhaps the most important skill any professional can have in the current economic climate. This seminar provides practical hands on guidance and practice in developing the modules that every Private Practice needs to succeed.

**Objectives:**

- At the end of the workshop; the participant will be able to develop a marketing plan using the USP (Unique Service Proposition) concept
- Participants will develop a start-up operating budget
- Participants will be able to identify and select an appropriate legal structure to foster development of their PPM business
- Participants will be able to develop contracts that foster better collection of billing with less risk for unpaid activity
- Participants will become familiar with Information Services and tools that support the PPM business operation
- Participants will identify and understand how to utilize key participants in their Professional Support Team - to their PPM business

**Activities:** Interactive audience participation in budget development. A discussion and development of "niche" marketing plan. There will be a review of various IRS (US tax code) documents that impact business development. A lecture on key concepts will be included as well as a review of actual operational contracts for consultation. Question and answer sessions.

**Audience:** BCBA/BCABA, licensed professional staff interested in starting their own practice within the next 12 months

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 227 BC

OTH

CE Instructor: Rita Honan, Ph.D., BCBA

**Supervision: Theories and Practices for Behavior Analysts**

RITA HONAN (Trinity College Dublin)

**Description:** Very few behavior analysts have received formal instruction in theories of supervision (yes- there are some!), how these can be applied within behavioral analysis, and most importantly, how to differentially conduct effective supervision of Board Certified and Associate level behavior analysts, university students, and various behavioral staff. This workshop will present various theories of supervision from the published literature and how they can contribute to best practice procedures by BCBAs providing supervision. Participants will analyze their own practices and articulate their (emerging) personal theory of supervision, specifying key characteristics of supervisory practices in applied behavior analysis. Types, purposes, and focus of supervision sessions and supervisee stages will be delineated. Related ethical issues will be identified. Each attendee will complete a draft supervisor-supervisee contract and consider required aspects of supervisee-work agency issues to be addressed by contract. Relevant forms will be distributed to participants in both paper and via email in word.doc format for their adaptation and use in their work.

**Objectives:** At the conclusion of the workshop the participant will be able to:

- Name 3 theories of supervision and their core components
- State their (emerging) personal theory of supervision
- Specify key characteristics of supervisory practices in applied behavior analysis
- Detail agenda and format for individual and group supervision sessions
- Complete a supervisor-supervisee contract

**Activities:** Following didactic presentation of the foremost theories of supervision in clinical practice, attendees will re-assess their own supervisory practices as applied behavior analysts, generate a personal theory of supervision to guide their work in light of behavioral theories and practices, and finally translate this into a clear, written supervision contract to be entered between them and each of their supervisees. Issues relating to supervision within organizations will also be addressed.

**Audience:** BCBAs and BACB Approved faculty members (only)

**Level:** Introductory

**Member:** \$178

**Nonmember:** \$193

North 228

OTH

CE Instructor: Lauren C. Wasano, M.A., BCBA, M.A., BCBA

**TAGteach: A Tool for the Entire Village**

LAUREN WASANO (STE Consultants), Theresa McKeon (TAGteach International)

**Description:** Parents, grandparents, siblings, and even playmates can use the techniques presented in this workshop to make learning a full time activity! TAGteach is user friendly and can be utilized with almost any behavioral program currently in place. TAGteach is currently being used to rapidly increase the rate of skill acquisition and increase focus in many different fields including autism, sports, and the workplace.

The program provides a platform for almost anyone to create goals with clear beginnings and well defined endings. The addition of an audible marker provides a salient, non-judgmental method of highlighting success and instantly reinforcing any targeted response. TAGteach plays out like a fun game, encouraging repetition of success and decreasing the overuse of verbal stimuli.

The workshop will incorporate video, demonstrations and practical exercises to introduce the technology, define the principles and review current applications and research.

**Objectives:**

- Use the tag as a marker, information and positive reinforcement
- Identify and create clear achievable goals called tag points
- Deliver tag points using TAGteach phrasing to reduce verbal stimuli
- Show confidence using an audible marker
- Create tag opportunities appropriate for different populations
- Use the methodology to overcome education and communication hurdles

**Activities:** An introduction to the fundamentals of TAGteach will be enhanced with videos of various disciplines and populations using tag techniques. Attendees may participate in interactive exercises that provide the opportunity to practice using an audible marker. There will be time for discussion and role play with attendee's specific application in mind.

**Audience:** This workshop is designed for a general audience including behavior analysts, clinicians, caregivers, therapists, parents, general education teachers, and those who wish to gain knowledge about TAGteach.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 132 BC

TBA

CE Instructor: John Eshleman, Ed.D, BCBA

**Precision Teaching & Standard Celeration Charting**

CLAY M. STARLIN (International Educational Systems Project), John W. Eshleman (The Chicago School of Professional Psychology), Henry S. Pennypacker (University of Florida), Jesus Rosales-Ruiz (University of North Texas), Abigail B. Calkin (Calkin Consulting Center)

**Description:** This workshop will teach participants the steps of Precision Teaching with particular emphasis on reading and charting human performance on the Standard Celeration Chart (SCC). Participants will learn: to write precise performance statements (pinpointing), the three important dimensions of behavior to monitor, the features of the SCC, standard charting conventions, and how to analyze performance on the chart to assist in making data-based decisions. The instructors will draw from long and varied histories of success using the SCC in a range of setting to illustrate key concept taught in the workshop. Examples from university teaching, educational intervention with special needs and regular education students, and the monitoring of private events will be used. Participants will receive a copy of the Handbook of the Standard Celeration Chart, all materials used in the workshop, and a CD containing selected articles and an electronic version of the SCC.

**Objectives:**

- Write precise performance statements (pinpointing)
- Read performance data charted on the SCC
- Chart performance data charted on the SCC
- Describe data on the SCC in terms of its frequency, celeration, and bounce
- Describe change in performance using SCC change terminology
- Describe appropriate data-based change decisions

**Activities:** Applying principles derived from behavior analysis of well-designed instruction, our world-class group of workshop instructors will use a range of activities to ensure participants learn the skills targeted in the objectives. Participants will engage in choral responding and paced practice, timed practice on key concepts and skills, and both small and large group discussions.

**Audience:** Anyone seeking an introduction (or refresher) to Precision Teaching & Standard Celeration Charting, including persons interested in using the SCC to improve their teaching or clinical practice and individuals planning to take the BACB examination.

**Level:** Introductory

**Member:** \$205

**Nonmember:** \$220

North 225

TBA

CE Instructor: Janet Ellis, Ph.D., BCBA

### **Training Teachers, Classroom Staff, Other Educational Professionals to Deliver BA Technology in Classroom Settings**

JANET ELLIS (University of North Texas), Matthew Weatherford (University of North Texas, Department of Behavior Analysis), Michelle Carpentieri (University of North Texas, Department of Behavior Analysis), Sandy Magee (University of North Texas)

**Description:** Training for this group (Delivering Behavioral Technology in Classroom Settings) will be applicable to many types of problematic student behavior (SED/SBD) and will enable school psychologists/teachers to better understand the controlling variables for problematic behavior. Proactive teaching procedures include when to/how to prompt, deliver descriptive praise, write behavioral programs (samples will be provided), actually implement a behavioral program with a client (BCBA = client), design datasheets, and maintain a motivating classroom environment in which participant question-asking is encouraged and immediate feedback is delivered. The BCBA supervises/participates in each training dyad.

**Objectives:** At the conclusion of this workshop, attendees will be able to:

- Know when to/how to prompt
- Deliver descriptive praise
- Write behavioral programs (samples will be provided)
- Actually implement a behavioral program with a client (BCBA = client)
- Design datasheets
- Maintain a motivating classroom environment

**Activities:** The participants will be able to use sample programs as models for writing programs, use behavioral technology to manage problematic behavior, design datasheets, maintain positive behavioral classroom environment, and half of the attendees will participate in this 3-hr segment.

The other half of attendees will learn to use Precision Teaching to teach students at risk for failure in kindergarten/1st grade (students ages 3-7) to read. After lunch attendees will switch to the other training portion. Participants will be able to implement critical parts of PT and teach students to accurately sound out alphabet letters and read short passages. Workbooks for both procedural trainings are provided.

**Audience:** Persons benefitting from this workshop include special and regular education teachers, school psychologists, staff supervisors in institutional settings, classroom teachers whose students are labeled as being a high risk for failure when they reach kindergarten and/or first grade, teachers who work in PPCD classrooms (PPCD = Preschool Program for Children with Disabilities)

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

## **CANCELLED: Workshop #31**

North 130

TBA

CE Instructor: Melissa Nosik, Master's Degree, BCBA

### **How Behavior Analysts should Interact with the Media: Dissemination Strategies**

Chelsea Wilhite (California State University, Fresno), Josh Pritchard (University of Nevada, Reno), MELISSA NOSIK (University of Nevada, Reno)

**Description:** Currently, our field suffers from poor public image. Our bad reputation can often be traced back to misrepresentations in media and online. This workshop specifically sets the stage for behavior analysts to learn some specific skills to interact with the media to further our presence and improve our public image. Many times, those interviewed about behavior analysis are not experts within the field. This workshop will provide strategies to place ourselves in the position to answer questions about our expertise, rather than leaving it up to those who have none. It will provide attendees with ethical considerations and scenarios, specific interview skills, and an overview of alternative media such as viral web ads, video share sites, and social networking that may be of use to our field. Participants can expect to be actively engaged with information packed content laced with humor and guided by leaders in the Dissemination SIG as well as an Emmy award winning journalist.

**Objectives:** Participants will be able to:

- Identify and problem-solve ethical situations probable for engaging with media
- Identify and engage in specific strategies to engage effectively with the media
- Identify and understand the importance of alternative media sources

**Activities:** Discussing and problem-solving ethical scenarios, hands on training for interacting with media, role playing interview situations, and demonstration of effective alternative media strategies.

**Audience:** Professionals with desire to disseminate behavior analysis, professionals with specific areas of expertise who would like to contribute to popular knowledge, and professionals who are in positions to collaborate with media outlets.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 131 BC

TBA

CE Instructor: Karen R. Wagner, PhD, BCBA

**Making Training Videos Using Software You Probably Already Have**

KAREN R. WAGNER (Behavior Services of Brevard, Inc)

**Description:** This workshop will show participants how to create simple training videos for staff and parents. Using pedagogy from behavior analysis theory and practice, as well as beginning filmmaking techniques, participants will learn to plan their training video to achieve the best outcomes for their intended audience. Basic, bare-bones video making will be demonstrated and attendees will participate in the processes of production, editing, and finishing a brief training video created in the workshop.

**Objectives:** Participants will learn:

- The ethical considerations of presenting correct procedural methodology and accurately describing expected outcomes. They will also receive information on the use of consumers of behavior analysis services in their training videos
- How to create a storyboard to organize the filming, give a diagram of the skill being taught, the best way to present the skill, and the sequence of steps needed to create the video
- Participants will create a script to ensure the behavioral techniques are presented and explained properly, to give the volunteer “actors” cues for their verbal and physical behavior, and to prevent extensive filming time
- Participants will video their “actors” performing the script and make adjustments to the video shoot as necessary
- Participants will either: Observe the presenter as she edits the footage into a training video or download the footage to their own laptop and edit alongside of the presenter
- Participants will learn how to add titles and narration to enhance the training video
- Participants will learn how to publish the video into a format that will be usable for their needs

**Activities:** After a one-hour pre-teaching overview of the filmmaking process, participants will create a storyboard and script for a 1-3 minute training video. Using equipment provided by the presenter, the participants will video a simple training sequence, such as Matching to Sample, or a mand request. The presenter will transfer the video into MovieMaker to start the editing process. Those with I-Movie will be able to follow along due to the intuitive nature of the software and the similarities to MovieMaker. Using a projector, projection screen, and a laptop, the presenter will guide participants through the process of editing footage, adding narration, titles and instructions to the project. The raw video will be copied to the participant’s laptops or pen drives during the workshop and those with laptops will be encouraged to work along with the presenter to create their own version of the training video.

**Audience:** The audience should be intermediate to advanced due to the nature of the activity. Training videos should always represent the behavior analytic skill and processes as accurately as possible. Novice behavior analysts are unlikely to have the skill necessary to examine the process sufficiently to ensure the information is complete and accurate.

**Level:** Introductory

**Member:** \$180

**Nonmember:** \$195

North 120 D

VRB

CE Instructor: Mark L. Sundberg, Ph.D., BCBA

**The VB-MAPP Barriers Assessment: An analysis of 24 learning and language barriers and possible intervention strategies**

MARK L. SUNDBERG (Sundberg and Associates)

**Description:** The VB-MAPP Barriers Assessment is a tool that is designed to identify and score 24 different learning and language acquisition barriers that might affect a child with language delays. The current workshop will provide an analysis of each barrier and potential intervention strategies to remove or reduce the barrier. A major focus will be on how to conduct descriptive and functional analyses of weak or defective verbal behavior using Skinner's (1957) analysis. Much can be gained by analyzing the sources of control for what a child with autism says or signs. These sources of control may reveal that a response that appears correct in form is actually incorrect in function. Several examples of defective verbal behavior will be presented along with suggestions for how to analyze and ameliorate the repertoires. It will be proposed that the failure to conduct such an analysis may result in teaching skills that are nonfunctional, rote, or out of developmental sequence for a child and may be quite difficult to eliminate once they are established.

**Objectives:**

- Participants will be able to conduct the VB-MAPP Barriers Assessment
- Participants will be able to conduct a descriptive and functional analysis of absent, weak, or defective verbal behavior
- Participants will be able to describe two different intervention procedures for at least ten barriers
- Participants will be able to explain how unwanted sources of stimulus and motivational control can produce defective verbal behavior

**Activities:** Attendees will participate in didactic presentations, discussions, and practice exercises on analyzing weak or defective verbal behaviors. Participants will receive a copy of the final VB-MAPP Protocol and Guide, and a beta version of the Barriers Analysis and Intervention Program

**Audience:** Participants should have a strong working knowledge of behavior analysis and a basic understanding of Skinner's analysis of verbal behavior.

**Level:** Introductory

**Member:** \$220

**Nonmember:** \$235

## Workshop #34

North 226 AB  
VRB

### **It's Just Good Teaching: The application of the learn unit, verbal behavior, and verbal developmental milestones**

SHIRA A. ACKERMAN (Columbia University Teachers College), Dawn M. Sidell (Northwest Autism Center), Joshua Fouts (Northwest Autism Center)

**Description:** The verbal behavior approach has been successfully implemented within an inclusive preschool for children with autism and their typically developing peers in Eastern Washington. Domino Project Preschool services six children on the autism spectrum and six children who have been considered typically developing by their pediatricians. Verbal Behavior is a research-based approach used to provide intensive and appropriate instruction for all students based on their current level of verbal development. The verbal developmental milestones and verbal behavior analysis theory created by Greer & Ross, 2008, is the methodology implemented in the preschool. The full day workshop will provide in-depth instruction on how to implement key components of verbal behavior with children with autism. Attendees will also receive opportunities for hands-on practice with the guidance of the instructors. Data will also be used to demonstrate the effectiveness of the verbal behavior approach at Domino Project Preschool.

#### **Objectives:**

- Learn the background of Northwest Autism Center and how Domino Project Preschool began
- Learn the key components of verbal behavior and the verbal developmental milestones
- Learn how to implement the key components of verbal behavior
- Data will be provided to support the usage of the verbal behavior approach at Domino Project Preschool

**Activities:** Attendees will participate in lecture, discussion, and question and answer sessions. Attendees will also have the opportunity to work in small groups to practice strategies presented. Videos will be used throughout.

**Audience:** Educators, Administrators, Related Service Providers, Behavior Analysts, and other professionals from a variety of disciplines working in public or private educational settings with and without students diagnosed with autism or other developmental disabilities.

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185