

North 129 A

AUT

CE Instructor: Frank Bird, M.Ed., BCBA

The Challenge: Facilitating a Successful Transition into Adulthood for Individuals with Autism and Severe Behavior Challenges

LISA ANNE STUDER DUNN (Melmark New England), Helena L. Maguire (Melmark New England), Rita M. Gardner (Melmark New England)

Description: The workshop will describe strategies for maximizing a successful transition into the adult service delivery system for young adults with autism and accompanying behavior challenges. Numerous states are not providing adequate funding for these individuals and there is no emphasis on identifying appropriate ABA services. The focus of the workshop will be to identify the significant needs of these individuals including the need for ABA programming, housing requirements to address the safety and welfare of these adults, the level of staff support that should be identified, the critical variable of staff training in the implementation of empirically-supported interventions, the need for supervision via a certified behavior analyst and the importance of creating a model transition plan based on individual needs. Participants will be expected to discuss their experience with transitional services for the most challenging individual and assist in identifying critical variables which need to be addressed. A discussion will be held regarding the role of staff training and the need to develop competence-based feedback tools to improve the delivery of ABA programming. The roles and responsibilities for both the clinician preparing the individual for the transition and the practitioner preparing to receive the individual will also be discussed.

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

- Be more aware of the vast needs and challenges of young adults transitioning into the adult service delivery system
- Identify the particular areas that need to be assessed prior to transition including housing, staffing patterns, staff training, safety, behavior management, crisis planning and health services
- Complete an individual transition plan highlighting the critical features for increased success with an emphasis on ABA programming
- Identify supporting documentation that can be beneficial for the transition
- Identify the roles and responsibilities for behavior analysts participating in the transition

Activities: With the guidance and assistance of workshop presenters, participants will engage in a discussion regarding the challenges of transitioning young adults with autism who have significant aberrant behaviors and how behavior analysts can assist with this process. Participants and presenters will discuss their professional experiences with this process and highlight both the successes and failures of the service provider system in facilitating this important life cycle phase. Participants will assist in identifying the critical needs of transition, will review a sample model of an individual transition plan and will prepare a plan for an individual that they are currently serving. These plans will be shared with the audience for feedback and recommendations.

Audience: The workshop is for behavior analysts who work with young adults with significant behavior challenges and who are responsible for the transitional process. The audience may also include practitioners and teachers who participate in this process and/or are responsible for serving individuals in adult services.

Level: Introductory

Member: \$115

Nonmember: \$130

North 129 B

AUT

CE Instructor: Rebecca MacDonald, Ph.D., BCBA

Assessment and Treatment of Joint Attention in Young Children with Autism

REBECCA P. F. MACDONALD (The New England Center for Children), Diana E. Parry-Cruwys (The New England Center for Children), Heejean G. Yang (The New England Center for Children)

Description: Joint attention has received increased attention in developmental psychology and behavior analysis because of its relation to autism. Joint attention involves the coordinated attention between a social partner and an object in the environment and has been identified as one of the earliest emerging social behaviors in typically developing children. Deficits in joint attention are apparent in very young children with autism. The purpose of this session will be to present a model for evaluating children's responsiveness to the joint attention bids of an adult (RJA), as well as their initiation of joint attention with an adult (IJA). We will describe a contingency analysis of joint attention in which the characteristic gaze shifts, gestures, and vocalizations, are shaped and maintained by conditioned socially mediated reinforcers. According to this analysis, joint attention deficits in children with autism may be related to failures of socially mediated consequences to function as conditioned reinforcers.

Objectives:

- Define joint attention as it relates to social and communication deficits in children with autism
- Describe a curriculum sequence to teach joint attention
- Describe a contingency analysis for the development of joint attention

Activities: The session will include components of a curriculum developed to teach joint attention skills to children with autism. Case examples of intervention procedures to establish joint attention initiations will be presented. The research and curriculum will be discussed in the context of the posited behavioral contingency analysis of joint attention.

Audience: Behavior therapists, psychologists, speech and language pathologists, and graduate students.

Level: Introductory

Member: \$115

Nonmember: \$130

Workshop #39

North 124 A
AUT

HI-STEP: A Summer Program for Children with Social Skills Impairments

MICHAEL C. SELBST (Behavior Therapy Associates, P.A.)

Description: Youth with social skills impairments include those with a range of DSM-IV diagnoses such as Autism, Asperger's Disorder, and Attention Deficit/Hyperactivity Disorder. Social skill deficits have been associated with negative outcomes in future adjustment (i.e., educational achievement, interpersonal relationships, psychological well-being, etc.). The scientific research on Social Skills Training has generally found a weak effect with limitations as to the manner in which it has been implemented. HI-STEPTM (Helping Improve Social-skills Through Evidence-based Practices) is a six week summer day program for children with social skills impairments that has been in existence for nine summers with over 400 children in attendance. Over 80% of the attendees' tuition has been paid by the local educational agency as part of an Extended School Year (ESY). Principles associated with Applied Behavior Analysis such as pinpointing target behaviors, functional behavior assessments, positive behavior supports, antecedent/consequence interventions and data collection are the "backbone" of the program. This workshop is at an Intermediate Level and assumes participants have prior knowledge of ABA principles.

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

- Identify the characteristics of social skills
- Identify the outcomes associated with social skills impairments
- Identify evidence-based strategies that contribute to success in social skills and problem-solving
- Describe the elements associated with the Terrific Ten Problem-Solving approach

Activities: Workshop activities include didactic presentation using lecture, power point presentation, discussion and video clips demonstrating components of the summer program. Participants will have the opportunity to discuss ways to apply evidence-based strategies to social skills programs within their own setting.

Audience: Individuals working in public school environments, in private schools and agencies, and within a private practice such as behavior analysts, psychologists, social workers, speech and language pathologists, and special education teachers.

Level: Introductory

Member: \$135

Nonmember: \$150

North 120 BC

AUT

CE Instructor: Melanie Rose, M.S., BCBA

Small Group and Individual Activities Targeting Social and Communication Deficits in Children with Autism and Language Delays

Melanie Allison Rose (Southern Illinois University, Carbondale), JENNY C. MARTIN (Southern Illinois University), Leigh Karole Grannan (Southern Illinois University, Carbondale)

Description: Discrete trial training (DTT) and naturalistic teaching are evidenced-based procedures often used to teach children with autism spectrum disorders and language delays. This workshop will discuss the continuum of teaching approaches conceptualized from applied behavior analysis. Discrete trial presentation in both individual and small group activities will be shown. The use of scripted task presentations to facilitate goal implementation within activities will also be discussed. Goals for activities will be identified and tied to the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R), an assessment and curriculum guide developed by James W. Partington, Ph.D., BCBA.

Objectives:

- Apply discrete trial teaching in a small group format
- Target a skill area in a variety of settings using different teaching approaches
- Understand how to increase performance in ABLLS-R goal areas using creative activities
- Incorporate individual goals based on different learner skill levels within the same group activity

Activities: Participants will view film footage of creative activities to target ABLLS-R goals areas. Explanation and conceptual framework will be shown via PowerPoint. Sample lesson plans and scripted task presentations will be given.

Audience: Parents, teachers, and service providers currently using or interested in increasing language with the ABLLS-R. BCBA's and BCABA's new to or wishing to expand their knowledge in the area of autism and/or children with language delays would also benefit from this workshop.

Level: Introductory

Member: \$115

Nonmember: \$130

North 124 B
AUT

ABA in Public Schools: How Behavior Analysts Can Make District-Wide Changes

Laura Kenneally (Advance Inc.), KATHLEEN MCCABE-ODRI (Advance, Inc. / Partners in Learning Inc.)

Description: Applied behavior analysis has been shown to be effective in changing students' disruptive behavior. Thus, behavior analysts are frequently hired by public school districts to solve behavior problems of an individual with developmental disabilities, but what then? How can behavior analysts go beyond individual students and help schools embrace and implement the technology to improve the education of others? The presenters will discuss two public school districts that have adopted the principles of ABA into other programs in their school districts. Using a framework derived from Organizational Behavior Management, the presenters will also discuss successes, and failures of the current and future projects in both districts. This workshop will be informative to those who consult in public schools with the goal of creating lasting and effective change.

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

- Use data to further individual programs and create data-based programs in the district
- Use data to change the district's policies on training for staff and parents
- Use data to change the BOE's programs/policies/values/long-term goals

Activities: Using lecture, hands-on activities, and video demonstrations, participants will learn numerous examples on how to make large-scale socially significant changes in the school districts they work in.

Audience: Behavior consultants, child study team members, administrators

Level: Introductory

Member: \$115

Nonmember: \$130

North 121 A

AUT

CE Instructor: Kelly Ferris, Masters, BCBA

Performance Management in Service Delivery for Children with Autism: Measuring and Attaining Exemplary Staff Performance

KRISTIN N WILKINSON (Organization for Research and Learning), Kelly J. Ferris (Organization for Research and Learning), Krista Zambolin (Organization for Research and Learning)

Description: This workshop will provide participants multiple opportunities to learn how to evaluate service delivery staff performance in three critical areas: verbal behavior about the service being delivered, contingency-shaped behavior involved in delivering the service, and verbally-mediated behavior involved in problem solving related to the service being delivered. Sample forms and feedback systems will be shown, and participants will practice evaluating staff performance via contrived practice arrangements and videotape review. Each participant will receive a CD-ROM containing all of the materials, sample forms, and videotape examples used in the workshop as well as an annotated bibliography containing relevant references from the literature.

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

- Describe three important repertoires to be developed in service delivery personnel
- Evaluate service personnel performance related to verbal behavior about service
- Evaluate service personnel performance related to contingency-shaped service behavior

Activities: Throughout the workshop, participants will partake in discussion about topics being addressed; complete evaluations measuring service delivery personnel verbal behavior; complete evaluations measuring service delivery personnel contingency-shaped behavior through the review of multiple videotaped examples; complete evaluations measuring service delivery personnel verbally-mediated behavior using real life sample performance data; and develop or begin to develop instruments to measure each of the above in the work each participant supervises or performs in their professional life.

Audience: People responsible for supervising the performance of staff members delivering services to persons with disabilities. The workshop will be particularly helpful for individuals supervising and designing instructional or skill-building programs.

Level: Introductory

Member: \$140

Nonmember: \$155

North 227 BC

AUT

CE Instructor: Monika Suchowierska, Ph.D., BCBA

First three months of early intensive behavioral intervention for a child with autism: Major goals and challenges

MONIKA M. SUCHOWIERSKA (Warsaw School of Social Psychology)

Description: The first three months of early intensive behavioral intervention are a crucial period for a young learner with autism. This workshop will show how this period can be planned so that: therapeutic goals are chosen and arranged in the order of importance, relation between the child and the therapist is developed, instructional control is established, pivotal behaviors are taught, communication is established, and collaboration with parents is built. Apart from goals for this period, major challenges will also be discussed. Video material will be used. The workshop will conclude with some suggestions for the next months of therapy.

Objectives: At the conclusion of the workshop, participants will have the following information presented to them:

- Methods of choosing and prioritizing therapeutic goals for the first three months of therapy
- Methods of establishing a mutually reinforcing relation between the child and the therapist
- Methods of establishing instructional control
- Choosing and teaching pivotal behaviors
- Methods of establishing communication
- Strategies for establishing a truly collaborative model of working with the parents
- Challenges facing therapists and parents in the first three months of therapy

Activities: Didactic instruction, video taped presentations, and demonstrations.

Audience: Parents, lead therapists, line therapists, consultants, and students.

Level: Introductory

Member: \$115

Nonmember: \$130

North 126

AUT

CE Instructor: Rayni Anderson, M.Ed., BCBA

Transition for Students with an Autism Spectrum Disorder: Adolescence to Adulthood

RAYNI L. ANDERSON (NHS Human Services), Karen P. Markle (NHS Human Services)

Description: This intermediate workshop focuses on all areas of transition for students with an ASD. Participants will learn about the importance of transition planning, the process of transition planning, and the necessary skills to be taught in relation to transition planning from the school setting to postsecondary education, to independent or supported community living arrangements, to work placements, and community integration. Team members' roles will be outlined and resources will be discussed.

Objectives:

- Participants will be able to discuss the importance of transition planning
- List and discuss skill areas to be addressed to facilitate successful transition to various settings
- Understand the roles of parents, teachers, and other behavioral providers in the process

Activities: This workshop will include didactic instruction and small group activities.

Audience: BCBAs, BCABAs, behavior specialists, teachers, parents, and direct care professional supervisors.

Level: Introductory

Member: \$115

Nonmember: \$130

North 131 BC

AUT

CE Instructor: Mary E. McDonald, PhD., BCBA

Developing Social Skills in Learners with ASD: From Assessment to Intervention

ERIN SPARACIO (Eden II Programs/ The Genesis School)

Description: Children with autism exhibit many deficits in the area of socialization. It is difficult for children with autism to respond to peers in social situations as well as to initiate to others. There are many other areas of socialization that children with autism have great difficulty with, such as reading non verbal social cues, engaging in quality conversation and exhibiting social awareness. This workshop will discuss a variety of innovative strategies that have been successful for improving social skills in children with autism. Specific strategies to be discussed will include topics such as the use of behavioral rehearsal, role playing, using video modeling and video rehearsal, along with other technology based interventions, and conducting ABC analyses of social situations. Carol Gray's social stories will also be reviewed.

Objectives: At the completion of the workshop, participants will have learned:

- A minimum of three new methods for increasing social skills in children with autism
- How to operationalize advanced concepts such as friendship when teaching a child with autism
- How to use behavioral rehearsal with children with autism to improve social skills
- How to use self-monitoring for children with autism to help them to monitor their social skills

Activities: Participants will watch video clips of a variety of strategies that can be used to increase social skills in individuals with autism. Specific activities will include writing a story about a social situation or a student, conducting an ABC analysis on a social situation and operationalizing a variety of advanced social concepts.

Audience: Psychologists, Special Educators, Social Workers, Speech Pathologists, Parents

Level: Introductory

Member: \$230

Nonmember: \$245

North 125

AUT

CE Instructor: Mark J. Palmieri, Psy.D., BCBA, BCBA

The Treatment of Feeding Challenges in Individuals with Autism Spectrum Disorders

MARK J. PALMIERI (The Center for Children with Special Needs), Kristen Powers (The Center for Children with Special Needs), John D. Molteni (The Center for Children with Special Needs)

Description: Parents and caregivers of children with autism spectrum disorders often report feeding difficulties (Ahearn et al., 2001). Feeding challenges are substantially more prevalent among individuals with autism spectrum disorders (Keen, 2008; Schreck et al. 2004). Specifically, DeMeyer (1979) notes the prevalence of feeding difficulties as reported by the parents of children with autism spectrum disorders at 94% as compared with 59% for typically developing preschoolers. Aberrant feeding behaviors often include restrictive food selectivity, liquid refusal, and ritualized eating patterns (Ahearn et al., 2001; Kirkland, 1994; Williams et al., 2005). Analyses have been conducted to examine the function of these behaviors (Munk & Repp, 1994; Piazza et al., 2003; Williams et al., 2007). Though not as well understood, the impact of oral-motor skill deficits on adequate nutrition is a clear concern (Collins et al., 2003; Gibbons et al., 2007). Given the combination of behavioral and oral-motor challenges faced by children with autism spectrum disorders, families and caregivers encounter special difficulties in their attempts to provide healthy and adaptive mealtime experiences. A community based treatment model addressing behavioral and oral-motor components of feeding including direct intervention and family training will be discussed and will include didactic and hands-on activities for attendees.

Objectives: Participants will be able to identify:

- Behavioral and oral motor components of feeding
- Challenges involved in feeding with children with autism spectrum disorders
- Assessment procedures for identifying behavioral and oral motor aspects of feeding
- Intervention procedures for addressing feeding problems
- Social validity assessment procedures for community based interventions

Activities: Participants will demonstrate ability to execute behavioral assessments of feeding (e.g., functional assessment, preference assessment), ability to implement components of feeding intervention protocols, ability to select appropriate foods and/or utensils to address feeding problems based on individually-derived data on the client's social context and behavioral and oral motor needs, ability to implement data collection procedures for monitoring progress and making decisions regarding feeding interventions.

Audience: Providers offering or supervising services to individuals with behaviorally-based feeding challenges. This typically includes: behavior analysts, clinical psychologists, special educators, clinical directors, speech and language pathologists, and occupational therapists.

Level: Introductory

Member: \$115

Nonmember: \$130

North 132 BC

AUT

CE Instructor: Anne Holmes, Masters, BCBA

Systematic Assessment of Teaching Programs In ABA Settings

ANNE S. HOLMES (Eden Services)

Description: While the field of applied behavior analysis is filled with literature focusing on the assessment of maladaptive behavior, there is little to support the systematic assessment of teaching programs when progress is not occurring. This workshop will present a systematic assessment format for such troubleshooting. Case studies will be used to illustrate the effectiveness of this format.

Objectives: Workshop participants will:

- Understand the need for systematic assessment when troubleshooting
- Be able to identify the conditions that need to be assessed when troubleshooting
- Be able to review a case study and identify the conditions that are negatively impacting learning

Activities: Workshop activities will include lecture, examples, questions and answers.

Audience: Target audience is special education teachers and aides.

Level: Introductory

Member: \$115

Nonmember: \$130

North 222 C

CBM

CE Instructor: Victoria Stout Kubal, MS, BCBA

Behavioral Relaxation: Training and Scale

VICTORIA STOUT KUBAL (UCSF-Fresno Dept. of Family & Community Medicine), P. John Georgio (UCSF-Fresno Dept. of Family and Community Medicine)

Description: Relaxation techniques are an integral part of the successful treatment of those exhibiting anxious, pain-related, impulsive, and/or anger-related behaviors. The sooner a client learns relaxation and other types of self-control techniques, the safer his/her internal and external environments may become. In addition, due to limitations in funding, providers must often demonstrate that treatment progress has been made within a relatively short period of time.

Poppen's (1998) Behavioral Relaxation Scale (BRS) is an assessment tool for measuring the progress of an individual demonstrating the 10 overt relaxed behaviors taught to criterion with Behavioral Relaxation Training (BRT). BRT can be an effective part of treatment for individuals with anxiety disorders, mood disorders, impulse-control disorders, pain disorders, psychotic disorders, hyperactivity, insomnia, traumatic brain injury, physical limitations, and/or restricted cognitive/intellectual capabilities.

This workshop will provide an opportunity to experience Poppen's (1998) Upright Behavioral Relaxation Training (URT) by means of labeling, modeling, imitation, practice, and corrective feedback. Once workshop participants are proficient in demonstrating URT and can verbally describe these 10 relaxed behaviors and corresponding examples of unrelaxed behaviors, they will be taught how to assess URT using the BRS.

Objectives: By the end of the workshop, each participant will be able to:

- Position his/her own body in alignment with the 10 overt relaxed behaviors from Upright Behavioral Relaxation Training (URT)
- Write a description of each of the 10 overt relaxed behaviors from URT in his/her own words and provide corresponding examples of unrelaxed behaviors
- Give another individual appropriate feedback so that the other individual can correct himself/herself according to the 10 URT postures
- Observe, record, and assess another individual's performance of the 10 relaxed behaviors from URT by accurately using the Behavioral Relaxation Scale (BRS)

Activities: Verbal Behavior: Listen to a presentation regarding the physiological effects of relaxation, the history of using relaxation training to treat psychological and physical disorders, and Poppen's development of Behavioral Relaxation Training and the Behavioral Relaxation Scale.

Labeling and Modeling: View a live demonstration of the 10 postures included in Upright Behavioral Relaxation Training (URT). Each relaxed posture will be labeled, described topographically, and demonstrated physically.

Modeling and Imitation: Learn how to breathe diaphragmatically, and then imitate the other 9 relaxed behaviors of URT while viewing an instructor as model. After each participant has proficiently demonstrated each posture separately, he/she will practice relaxing all 10 areas at the same time.

Feedback: Practice silently while the instructors are giving each participant individual corrective feedback. Later, workshop participants will form pairs and alternate practicing URT and giving each other corrective feedback.

Criterion Tests: Take URT Written Criterion Test; score one another's criterion test. Take BRS Written Criterion Test; score one another's criterion test.

Assessment: Behavioral Relaxation Scale (BRS) scoring methodology will be explained and demonstrated. All observers, including the instructor, will simultaneously score the BRS for the model.

Audience: The target audience for this workshop is comprised of BCBA's and BCABA's who work with the following populations: clients with anxiety disorders, mood disorders, pain-related difficulties, poor impulse control, or anger management problems; individuals with traumatic brain injury or developmental disabilities; persons exhibiting hyperactive or repetitive behaviors; clients exhibiting schizophrenic behaviors; and persons who experience an extreme amount of "stress." Professionals with a strong interest in Behavioral Medicine, Clinical Behavior Analysis, Family and Child Therapy, and/or Health and Fitness Training will also benefit from attending this workshop.

Level: Introductory

Member: \$115

Nonmember: \$130

CBM

CE Instructor: Keith D. Allen, Ph.D., BCBA

Evidence-Based Practice in Behavioral Parent Training

MARK D. SHRIVER (Munroe-Meyer Institute), Keith D. Allen (Munroe-Meyer Institute)

Description: Working with parents to treat disruptive child behaviors has an extensive history of empirical support. In fact, there are specific behavioral parent training programs that have been identified as empirically-supported interventions for the treatment of children's disruptive behavior. This workshop will include a review and critique of the criteria leading to identification of behavioral parent training programs as empirically-supported. In addition, we will review and contrast other parent training programs that are popular, but perhaps not as well established empirically. This workshop will describe the content of behavioral parent training programs with an emphasis on describing the behavioral principles that underlie the effectiveness of behavioral parent training. Behavioral skills training will be presented as a core component of behavioral parent training. We will discuss issues specific to effectively training parents in ways that promote adherence.

Objectives: Participants will be able to:

- Describe and contrast the empirically-supported parent training programs and the behavioral principles that underlie each
- Critically evaluate other parent training programs
- Understand behavioral strategies for promoting parent adherence
- Understand how to use clinical expertise to modify programs to meet individual parent and child needs

Activities: Primary method of presentation will be didactic. Modeling of behavioral skills training and practice or role-play of some components of parent training will also be conducted.

Audience: Practitioners in clinical, school, or community settings who may work with parents in treating child problems and graduate students.

Level: Introductory

Member: \$115

Nonmember: \$130

North 120 D

CBM

CE Instructor: Brad Donohue, Ph.D.

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

BRAD DONOHUE (University of Nevada Las Vegas), Heather H. Hill (University of Nevada Las Vegas), Kendra Tracy (University of Nevada of Las Vegas), Suzanne Gorney (University of Nevada Las Vegas), Rhiannon Rager (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 the newly developed child-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 all child-focused treatments that are utilized within Family Behavior Therapy for Substance Abuse, including:

- Intervention components designed to enhance the safety skills of children living with substance abusers
- Methods of supporting their parent's sobriety
- Utilize therapist prompting checklists during sessions to measure treatment fidelity

Activities: Very briefly reviewing power point demonstration of theoretical underpinnings of FBT, and description of its intervention components while emphasizing child-focused treatments. There will be extensive utilization of behavioral rehearsal to teach participants to implement the selected treatment components.

Audience: Undergraduates and parents 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: \$115

Nonmember: \$130

North 227 A

CBM

CE Instructor: Ennio Cipani, Ph.D.

Determining the Function of Aggressive Behavior: Experimental Demonstrations

ENNIO C. CIPANI (National University)

Description: This 3-hour workshop will cover assessment methods that involve a manipulation of variables to determine the function of aggression in school and home instructional settings. These methods include FAB or analogue assessment tests, trigger analysis and in-situ hypothesis tests. The author's function-based, diagnostic classification system (Cipani & Schock, 2007) provides the framework for setting up experimental test conditions for these various methods. This function-based diagnostic system involves four major categories: (1) direct access, DA 1.0; (2) direct escape, DE 3.0; (3) socially mediated access, SMA 2.0; and (4) socially mediated escape, SME 4.0. There are sub-categories for each of these major categories that delineate specific reinforcers, which form the basis of the selected tests.

The last part of the workshop will examine the operant properties of the replacement behavior. A diagnostic system will be used to classify the strength of replacement behaviors (Cipani & Schock, 2007). Analogue tests for determining why non-aggressive behavior is not occurring under relevant motivational conditions will be presented.

Objectives: At the conclusion of the workshop, the participant will be:

- Able to generate an analogue assessment testing a specific hypothesis regarding function of aggressive behavior (or its precursor), consisting of two or more test conditions
- Able to identify trigger analysis test conditions, including the manipulation of the relevant M.O.
- Able to identify test requirements for an in-situ hypothesis test
- Able to identify what is not an FTBA
- Able to identify two diagnostic categories for replacement behavior
- Able to generate an analogue assessment testing which hypothesis (i.e., misdirected contingencies or inept repertoire) is probably correct, i.e., reason why the replacement behavior is not occurring under relevant motivational conditions

Activities: Participants will work in small groups on designing analogue tests on specific hypotheses. They will also have class assignments that entail delineating how a trigger analysis would be deployed as well as in-situ hypothesis tests in education and residential settings.

Audience: Licensed professionals needing CE units, BCBAs, and graduate students.

Level: Introductory

Member: \$123

Nonmember: \$138

North 120 A

CBM

CE Instructor: Abigail B. Calkin, Ph.D.

Changing Thoughts, Feelings, & Urges

ABIGAIL B. CALKIN (Calkin Consulting Center), Emma F. Douglas (The Treehouse Trust)

Description: Inner behaviors—thoughts, feelings, and urges—are observable, countable, and changeable. The main emphasis in this workshop is to develop a plan to change the inner behavior of the participant and/or one's clients. Participants will develop this plan based on research using Behavior Analysis and Precision Teaching principles and practices to observe, count, and change the targeted inner behavior. The workshop also gives a brief review of the history of private events, inner behavior, and some of the research.

Objectives:

- Develop a realistic and concise plan to change an inner behavior of self or clients
- Review the background and research for counting inner behaviors
- Define and identify thoughts, feelings, and urges
- Practice inner behavior written timings
- Count and record some identified, specific inner behaviors

Activities: The primary emphasis is to develop a written plan to help clients identify, list, count, record, and change inner behaviors under the supervision of the person attending. Some minimal lecture about the technique, its successes, and the literature will also be presented.

Audience: This workshop is designed for psychologists, clinical behavior analysts, and teachers of regular, learning disabled, and behavior problem students. Parents with skills in behavior analysis may also benefit from the workshop.

Level: Introductory

Member: \$130

Nonmember: \$145

North 222 AB

CBM

CE Instructor: Tom Sharpe, Ed.D., BCBA

“Doing” On-Site BCBA Assessments: Packaging Informant, Setting, and Behavioral Information for Client and Caregiver

THOMAS L. SHARPE (Educational Consulting, Inc.), Wayne S. Robb (ARC of Indian River County), John Koperwas (Educational Consulting, Inc.)

Description: The primary challenge for BCBAs and a variety of professional caregivers lies in the ethical and practical observation, data collection, and evaluation of therapeutic settings with a view toward effective treatment. To ensure the continual improvement in service provision, the appropriate diagnosis of client treatment for therapeutic gain, and the ongoing effectiveness of primary caregiver practice; a variety of important professional decision making activities must be undertaken.

To facilitate these undertakings, this workshop will first present information in the practical “unpacking” behavior analysis technologies useful to client treatment, and founded in ethical practices. Next, hands-on application of a variety of time, cost, and resource efficient ways of collecting, analyzing, and packaging informant, setting, and descriptive data will be provided. Focus will be grounded in foundational biological, historical, and social validation variables important to ensuring the success of client treatment.

Participants will leave this workshop with the information, materials, and tool recommendations necessary for ethically and practically collecting, packaging, and utilizing information in ways that most effectively and efficiently facilitate activities that lead to effective behavioral programming.

Participants will be provided with a complimentary copy of workshop presentation, example materials, and software-based data collection and analysis tools, on CD ROM.

Objectives: Workshop participants will exit with a conversant and applied knowledge of a range of behavior analysis applications relevant to their particular client and caregiver situations. Competencies will be grounded in the ethical and practical concerns general to doing applied assessments in structured BCBA and BCABA professional environments. Participant should leave with the ability to:

- Describe and discuss important ethical considerations when evaluating client and caregiver situations and recommending treatment
- Identify a variety of biological, historical, and social validation variables that impact on treatment success
- Deconstruct and “unpack” behavior technologies useful to client treatment in setting specific situations
- Collect, analyze, and package informant, setting, and descriptive data for the purpose of making client treatment and caregiver activity recommendations
- Generate a variety of behavioral records that include sensitivity to contextual, environmental, and sequential contingencies that impact undesirable and desirable behaviors

Activities: Activities for participants include discussion and review of the ethical and social validation considerations of implementing behavioral treatments, discussion and identification practice of biological and historical variables in specific settings, conversation over the deconstruction of behavioral technologies in lay and professional practice terms, hands-on data collection, analysis, and packaging methods to ensure practical familiarity, discussion of data-based treatment recommendation activities.

Audience: Advanced graduate students, new professionals, and behavior analysts working in a broad spectrum of hands on client and caregiver services from a BCBA, BCABA, or aspiring BACB certificant role – all interested in gathering additional information and becoming more conversant from an applied perspective in their ongoing assessment, behavior planning, and service provision activities.

Level: Introductory

Member: \$120

Nonmember: \$135

North 224 A

CBM

CE Instructor: Stephen Ray Flora, Ph.D., BCBA

Applying behavior analysis to achieve optimal physical fitness and health, peak personal athletic performances, healthy weight maintenance and diet.

STEPHEN RAY FLORA (Youngstown State University)

Description: As obesity, high blood pressure, diabetes, and other health problems are at epidemic proportions for many populations, including populations served by Behavior Analysts, it is vital that Behavior Analysts learn to apply behavior analysis to ameliorate these problems and to promote healthy lifestyles as effectively as possible. Medical, behavioral, and psychological benefits of exercise, athletic participation, physical fitness and healthy living are covered. The workshop will teach participants to use applied behavior analysis principles to objectively assess, and optimally improve their own, or their clients' physical fitness, health related lifestyles, and, if desired, athletic performances. Emphasis will be placed on Behavior Analytic 'gradual change techniques,' optimal goal setting parameters; objective, data based analysis and decision making; and on how the use of Behavioral Analytic Experimental Designs, such as Multiple Baselines Across Situations and Bounded Changing Criterion Designs, may not just be used to measure change, but actually facilitate effective behavioral change. Finally, participants will learn how improved health and physical fitness allow individuals to live a valued life and aid in the pursuit of chosen life directions.

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

- State many of the behavioral, psychological, and medical benefits of physical fitness, athletic participation, and living a healthy lifestyle
- Perform functional assessment of current health and fitness related behaviors
- Perform task analyses of healthy eating behaviors; safe, effective exercise; and skilled athletic performances
- Identify personalized reinforcers, motivations, incentives, and values for healthy lifestyles, physical fitness and athleticism
- Understand the importance of, and how to effectively use goal setting, task analysis, pinpointing; how to identify skill gaps; how to set realistically achievable goals; and how to effectively use publicly posted goals to achieve fitness and optimal athletic performance
- Use Behavior Analytic Experimental Designs to not only measure and assess behavioral change but to facilitate health, fitness and athletic behavioral changes
- Use the concepts of optimal physiological arousal, periodization, and super compensation in designing a personalized training program
- Use data collection, charting, and graphing to optimize fitness and improve eating related behaviors

Activities: Participants will be guided through presented information with PowerPoint slides, worksheets and lecture handouts that will provide participants with the information necessary to develop effective programs for improving health, physical fitness, diet behaviors, and healthy lifestyles; develop effective programs to optimize athletic performance; and to use Behavior Analytic Experimental Designs to assess and facilitate desired behavioral change.

Audience: The target audience is board certified behavior analysts, BCABAs, psychologists, personal trainers, and others interested in learning to use behavior analytic procedures to promote healthy lifestyles, fitness, or to optimize elite performance. Professionals with a strong interest in behavioral medicine or health and fitness will also benefit.

Level: Introductory

Member: \$115

Nonmember: \$130

North 128

CSE

CE Instructor: Thomas Zane, Ph.D., BCBA

A Review of Ethical Challenges Facing Applied Behavior Analysts: How Ethical Guidelines Can Be Used to Navigate and Resolve Dilemmas.

David A. Celiberti (Association for Science in Autism Treatment), Mary Jane Weiss (Rutgers University), Thomas L. Zane (The Center for Applied Behavior Analysis at The Sa), SUZANNE LETSO (Connecticut Center for Child Development)

Description: Applied Behavior Analysts are faced with ethical dilemmas on a continual basis. Fortunately, ethical guidelines exist to assist us in navigating these dilemmas. Although the responsible clinician strives to understand these dilemmas, operates in his or her professional role in congruence with these guidelines, and monitors his or her own behavior and circumstances in an ongoing manner, it is common for even the most experienced clinicians to encounter ethical challenges. In this workshop, we will discuss the ethical guidelines as they apply to real life clinical circumstances, and we will provide everyday ethical challenges from the clinical world. Topics to be addressed include the definitions and implications of minimal vs. appropriate training and supervision; working with other professionals; protecting confidentiality; identifying conflicts of interest; understanding, avoiding, and terminating dual relationships; assuring informed consent, advocating for appropriate and effective treatment; and ensuring socially valid outcomes of intervention. The workshop presenters will present ethical dilemmas that are commonly encountered and will use the ethical guidelines to identify the salient ethical concerns at hand and develop the best course of action for each scenario.

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

- Describe the ramifications associated with adhering to only the minimal requirements for training and supervision and highlight the benefits associated with providing higher quality supervision and training
- Define confidentiality, describe an array of situations in which it can be breached, and identify proactive strategies to ensure that confidentiality is maintained
- Delineate the dimensions of informed consent as it pertains to both research and clinical practice
- Describe the behavior analyst's commitment to science-based treatment and highlight strategies for articulating this commitment to consumers and professionals from other disciplines
- Describe the steps warranted when faced with unethical behaviors by others in the field

Activities: The workshop presenters will describe the relevant ethical guidelines via a lecture format, engage discussion with the audience about questions concerning the ethical standards, pose a number of situations that may or may not pose ethical dilemmas, have the audience participate in discerning the core issues and ethical standards that may be applicable in each situation, have the audience make judgments on each ethical dilemma, citing support of their decisions from ethical standards.

Audience: Our audience would consist of any practicing behavior analyst, certified or not, who has opportunities to be exposed to potential ethical situations.

Level: Introductory

Member: \$115

Nonmember: \$130

North 131 A

CSE

CE Instructor: Helena Maguire, Master's Degree, BCBA

Developing a Community Independence Training Curriculum for Children in Community Living Programs

HELENA L. MAGUIRE (Melmark New England), Kimberly L. Mayer (Melmark New England), Tiffany M. Esposito (Melmark New England)

Description: Students with autism spectrum disorders and challenging behaviors present with a wide variety of needs related to community living and independent functioning. An overview of previously published research related to independence training will be presented. In addition, the workshop will focus on the specific development of a behaviorally oriented community-based independence training curriculum developed to address specific need areas for students with special needs. The long term goal of providing this curriculum to students was to provide them with necessary skills to increase opportunities for independent employment, reintroduction to the family home, and/or accessing the community with the least supervision necessary. A method for assessing independence skills in the home and community will be presented. In addition, the scope and sequence of the curriculum will be shared. Additionally, strategies to develop similar programs with respect to service delivery needs will be discussed. Participants will be presented with case models of independence training programs that have been effectively implemented within a community-based environment for children aged 14 to 22 years old.

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

- Identify and assess independence skills necessary for community living
- Identify necessary steps needed to develop similar independence training programs for their respective community settings
- Describe the scope and sequence of skills that promote independence in a community setting
- Use case models to identify necessary skills to further develop increased community independence

Activities: Workshop activities include didactic instruction, discussion, and activities on the topics of safety, independence training and community living. Participants will have the opportunity to work in small groups to develop independence training plans as well as to discuss case studies presented during the workshop.

Audience: The target audience includes paraprofessionals, professionals, and families working within residential and day programs for students with disabilities aged 14-22 diagnosed with developmental disabilities.

Level: Introductory

Member: \$115

Nonmember: \$130

North 130

CSE

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

Do the Right Thing: Ethical Considerations in Clinical Practice

ADA C. HARVEY (Florida Institute of Technology), Guy S. Bruce (Florida Institute of Technology & Appealing Solutions, LLC), Mark T. Harvey (Florida Institute of Technology)

Description: Behavior Analysts have the power to help or hurt their clients. What course of action is in the long-term best interests of your clients? What are those interests and who should define them?

We will present a set of case studies that illustrate the types of ethical problems that you may encounter as a practitioner. You will have the opportunity to use ethical principles to solve these problems. Take this workshop to satisfy the BCBA requirement for 3 CEUs of Ethics.

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

- Given real-life examples of ethical problems that practitioners must solve, participants will select the course of action that is in the best long-term interest of their clients
- Given recommended solutions to ethical problems, participants will state the reasons they chose a particular course of action, justifying their decisions in terms of the long-term best interest of their clients

Activities: Participants will be provided with a variety of real-life ethical problems and opportunities to use ethical guidelines to evaluate different courses of action in terms of their impact on the long-term best interests of their clients.

Audience: Practitioners of behavior analysis who work in clinical, educational or organizational settings.

Level: Introductory

Member: \$135

Nonmember: \$150

North 127

CSE

CE Instructor: Shannon Cernich, PhD, BCBA

Taking Money for Services: Identifying and Resolving Ethical Dilemmas

SHANNON CERNICH (Jigsaw Learning), Manya Vaupel (Jigsaw Learning)

Description: Most individuals in the field of applied behavior analysis receive financial compensation for their work. This includes individuals in private practice as well as at educational institutions. Receiving financial compensation for ABA services creates potential ethical dilemmas that practitioners and educators must face on a frequent basis. This workshop will explore potential dilemmas as well as actual situations experienced by participants. Participants will examine the following BACB ethical guidelines for ethical conflicts and solutions: 1.01 Reliance on scientific knowledge; 1.03 Competence; 1.04 Professional development; 1.05 Integrity; 1.06 f. Behavior analysts recognize that their personal problems and conflicts may interfere with their effectiveness; 1.08 Exploitative relationships; 2.04 Third party requests for services; 2.09 Treatment efficacy; 2.15 Interrupting or terminating services; 5.02 Limitations on training; 6.01 Job commitments; and 6.06 Conflicts with organizations.

This workshop satisfies the continuing education requirement in ethics to maintain BACB certification.

The instructors of this course are supported by Jigsaw Learning, Inc.

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

- Identify ethical conflicts frequently encountered in ABA educational and intervention programs
- Develop solutions for ethical conflicts encountered in the workplace that meet the BACB guidelines
- Help colleagues develop solutions for ethical conflicts encountered in the workplace that meet the BACB guidelines

Activities: Participants will review BACB ethical guidelines, identify ethical conflicts they have encountered in the workplace and evaluate instructor created ethical scenarios. Participants will develop solutions for ethical dilemmas and role play the implementation of these solutions in the workplace.

Audience: BCBA's and individuals studying to become a BCBA

Level: Introductory

Member: \$115

Nonmember: \$130

North 226 C

EDC

CE Instructor: Colleen Davis, M.A., Educational Psychology, BCBA

What's My Motivation?

AARON WOOD (Tucci Learning Solutions, Inc.), Karrie Grama (Tucci Learning Solutions, Inc.), Colleen Davis (Tucci Learning Solutions, Inc.)

Description: The purpose of this workshop is to equip participants to effectively coach staff/clients on how to develop, implement and monitor effective motivational systems. Workshop participants will become proficient with using and/or coaching others to use various motivational systems, including a token economy, to develop and maintain learner participation across home, school, and community environments.

Participants will receive instruction on assessing learners to identify potential reinforcers, conditioning potential reinforcers to have value, and determining which type of motivational system might be most compatible with a particular learner. Participants will learn to incorporate various schedules of reinforcement that are commonly used in conjunction with motivational systems, to establish, strengthen, and maintain desired behavior. Step-by-step strategies for utilizing motivational systems will be discussed in detail, with a focus on functional, feasible application across settings. Each participant will be coached on how best to develop or assist others to develop these systems. They will be provided with materials to create a token economy system that can later be utilized with their own learners or clients, and will engage in practice sessions where they will be coached on effective use of the system they have created.

Objectives: Upon completing the workshop, participants will be able to:

- Identify (potential) reinforcers and/or condition neutral stimuli to have value for specific learners
- Identify an appropriate motivational system, i.e., token economy
- Develop the motivational system
- Effectively implement and coach others to implement, the system using the appropriate schedule(s) of reinforcement for establishing, strengthening and/or weakening selected behavior.

Activities: Participants will practice creating a motivational system/token economy that is useful for both: implementation with their learners and teaching staff or clients how to effectively apply the system to increase successful participation among students.

The presenters will illustrate (via video examples) experiences in coaching public education staff in delivery of motivational systems/token economies used to maintain and increase participation across instructional conditions.

The presenters will also provide coaching for overcoming some of the obstacles and common mistakes (e.g., deficits of learners labeled autistic) involved in implementing a motivational system.

Audience: Teachers, Paraprofessionals, BCBAs, BCABAs, Speech Pathologists, Occupational Therapists, and Direct Service staff.

Level: Introductory

Member: \$125

Nonmember: \$140

North 121 BC

EDC

CE Instructor: Jamie Salter, Educational Specialist, BCBA

The "Self & Match" System: Self-Monitoring for the Classroom and Beyond

JAMIE SIDEN SALTER, ED.S., BCBA, NCSP (Saddleback Valley Unified School District), Katharine M Croce (Bucks County Intermediate Unit # 22)

Description: This workshop will provide an excellent opportunity for individuals to learn a well-defined self-monitoring strategy. It will explore peer-reviewed research that supports the implementation of self-monitoring systems for students of various ages and developmental levels. A discussion of self-monitoring procedures incorporating a “match” component will also be presented. The "Self & Match" system has been used nationally to support children with emotional disturbance, autism spectrum disorders, learning disabilities, and unidentified students in both regular education and special education settings. It can be employed as an individualized behavior system and/or a class-wide management procedure. A case study will illustrate the application of the "Self & Match" system implemented with a public school student diagnosed with autism spectrum disorder. Data will be reviewed to assess the students' increase of appropriate classroom behavior and decrease of inappropriate behavior. Practical variations on application, progress monitoring (data collection), and fading procedures are discussed. This workshop is designed for behavior analysts, but will also cover areas of interest for consultants, school psychologists, teachers, administrators, parents, or others who are seeking to increase their knowledge of systematic self-monitoring as a behavioral intervention.

Objectives:

- Participants will be able to identify the benefits of self-monitoring
- Participants will be able to identify the basic components of the “Self and Match” system
- Participants will be able to effectively apply, individualize and monitor progress of a self-monitoring system

Activities: Purpose/Rationale of Self-Monitoring, benefits of self-monitoring, “self and match” system, review of case study with longitudinal data.

Audience: This workshop is designed for behavior analysts, but will also cover areas of interest for consultants, school psychologists, teachers, administrators, parents, or others who are seeking to increase their knowledge of systematic self-monitoring as a behavioral intervention.

Level: Introductory

Member: \$125

Nonmember: \$140

North 122 A

EDC

CE Instructor: Mack D. Burke, Ph.D.

The Electronic Daily Behavior Report Card (e-DBRC) System

MACK D. BURKE (Texas A&M University), Kimberly Vannest (Texas A&M University)

Description: Daily behavior report cards (DBRCs) have long been used in Applied Behavior Analysis as illustrated in the seminal study by Bailey, Wolf, and Phillips (1970) on the use of daily behavior report cards, home-based reinforcement, and problem behavior. DBRCs continue to be a user friendly approach to communicating with parents, documenting intervention effects, anchoring contingencies, and progress monitoring IEP goals and objectives. We have developed a web-based system for monitoring problem behaviors referred to as e-DBRC (see <http://d2k.coe.tamu.edu/products/e-dbrc.php>). The e-DBRC system was designed for the progress monitoring of individual goals and objectives for students with disabilities. The e-DBRC system can be embedded into check in/out programs, reinforcement programs, and behavior intervention plans. In this workshop, we will introduce participants to the system, model for them the scaling of IEP goals and objectives, describe the logistics of implementation, and discuss ways to use e-DBRC with behavioral interventions. If possible, participants should bring a laptop with wireless access to the internet.

Objectives:

- Introduce the e-DBRC system conceptual logic
- Introduce how to log in, create, and generate DBRC reports
- Introduce how to scale IEP goals and objectives for DBRCs
- Introduce how to embed DBRCs into existing behavioral interventions

Activities: Participants will be asked to bring laptops with wireless access. We will go on-line and practice setting up accounts, entering data, and generating reports.

Audience: This workshop is focused on practice and is for behavioral intervention personnel, special education teachers, and others who work with people with problem behavior where progress monitoring is a requirement.

Level: Introductory

Member: \$165

Nonmember: \$180

North 228

OBM

CE Instructor: Dennis H. Reid, Ph.D., BCBA

Training Supervisors How to Train, Supervise, and Motivate Support Staff

DENNIS H. REID (Carolina Behavior Analysis & Support Center, Ltd.), Marsha B. Parsons (J. Iverson Riddle Center), Carolyn W. Green (Carolina Behavior Analysis and Support Center)

Description: This workshop will describe a coordinated process for training supervisors how to train, supervise, and motivate human service staff. Initially, an evidence-based, behavioral process for managing staff performance will be summarized in terms of step-by-step procedures. Next, a performance- and competency-based approach for training supervisors to use evidence-based training and supervisory procedures with their staff will be described. Skills targeted to be trained to supervisors with the procedures include specifying important areas of staff performance, objectively yet quickly monitoring staff performance, on-the-job training strategies to apply with staff, supporting and correcting staff work behavior with feedback, maintaining proficient staff work performance, and helping staff enjoy their work. Background research validating both the skills to be trained to supervisors (i.e., in terms of their impact on staff behavior) and the manner of training the skills to supervisors will be briefly summarized and supported with scientific references. Examples of how the skills can be trained to supervisors will be both summarized and demonstrated. The latter exemplify a consistent supervisor-training process of describe, demonstrate, and practice with feedback. Practical concerns in implementing the supervisory training process will likewise be described, with suggestions for overcoming likely obstacles based on instructor experience.

Objectives:

- At the conclusion of the workshop, the participant will be able to describe six key steps of a behavioral approach to staff training and supervision
- At the conclusion of the workshop, the participant will be able to identify six sets of skills supervisors must have to adequately practice evidence-based supervision
- At the conclusion of the workshop, the participant will be able to describe a practical, data-based approach for reinforcing and maintaining proficient work performance of staff
- At the conclusion of the workshop, the participant will be able to describe a practical, data-based approach for correcting nonproficient performance of staff
- At the conclusion of the workshop, the participant will be able to describe an evidence-based strategy a supervisor can use to enhance staff preference for a strongly disliked work task

Activities: Activities of participants will include listening to instructor lecture/presentations, viewing power point summaries of key points, completing pencil and paper activities relating to scenarios depicting applications of key points, viewing role-play demonstrations of target procedures by instructors, practicing target procedures in role-play situations with performance feedback by instructors, and opportunities to ask questions of instructors and receive instructor answers.

Audience: The target audience includes anyone who is responsible for directing or training the work performance of supervisors of support staff in human service settings. The workshop will be most relevant for mid-level supervisors (e.g., supervisors who supervise other supervisors), staff development personnel in agencies providing residential and/or day treatment sites for people with developmental disabilities, and consultants who work with supervisors in human service agencies.

Level: Introductory

Member: \$115

Nonmember: \$130

North 221 AB

OBM

CE Instructor: Rob Holdsambeck, Ed.D., BCBA

Successful Careers and Ethical Challenges: Conversations from the Cambridge Center for Behavioral Studies

ROBERT D. HOLDSAMBECK (Holdsambeck and Associates, Inc.), Henry S. Pennypacker (University of Florida), Darnell Lattal (Aubrey Daniels International), Andrew S. Bondy (Pyramid Educational Consultants)

Description: This workshop has its origins in the observation that one of the best ways to learn to become successful in your field is to listen to the stories of those that have traveled that path before. It is equally important to hear how the pursuit of business success can encounter ethical challenges along the way. The Cambridge Center for Behavioral Studies is a non-profit organization dedicated to the science of ABA and its ethical applications. This event chaired by Dr. Holdsambeck, features three well known behavior analysts from CCBS who will share their successes and challenges.

Dr. Pennypacker is recognized for his many scientific and academic contributions to the field of ABA. In addition, he developed a behavioral approach to breast self examination (Mamatech), that he took public. Dr. Lattal is the president of one of the first ABA consulting firms in the country (Aubrey Daniels International). She has written extensively on ethical issues. Dr. Bondy helped to found Pyramid Educational Systems and PECS, among other things. He has agreed to share his experiences with business and the educational community. We invite you to attend, listen, and participate as you enhance your repertoire and ethical business strategies.

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

- Describe an ABA approach to the issue of breast self examination
- Describe an ABA approach to international business consulting
- Describe an ABA approach to consulting in special education
- Describe three ethical challenges faced in becoming a successful ABA provider
- Apply a short ethical assessment/decision making tool to gain knowledge about how we each assess what it takes to make ethical decisions
- Differentiate between the objectivity of our science and the subjective definitions of what makes for ethical and unethical behavior in our society

Activities: Participants will be encouraged to listen and question presenters about challenges they faced in their ABA careers. The format will be primarily lecture with time allotted for questions after the presentations.

Audience: The target audience will primarily be BCBA's, Psychologists, and others seeking information about successful careers and ethical challenges in ABA.

Level: Introductory

Member: \$115

Nonmember: \$130

North 122 BC

OTH

CE Instructor: Terri M. Bright, M.S.Ed., BCBA

Generalizing Across Species: I am a BCBA/Behaviorist! How Do I Apply My Skills to Animals?

TERRI M. BRIGHT (Simmons College/MSPCA)

Description: Behavioral professionals are not exempt from the general population when it comes to having animals with unwanted behaviors in their homes and in their communities, yet research shows the same techniques can be used across species. In this workshop, BCBA's and/or behavior professionals and students will learn to apply the skills they already possess to assess and analyze problem animal behavior.

Preference Assessments? Motivation Assessment Scale? Motivating Operations? Ethics? We will review familiar assessment tools you use every day, and generalize their appropriate use to animal behavior. We will also identify when a functional analysis is appropriate and when antecedent manipulation might be preferred. We will guide you to useful ethological (the study of animals in groups in their natural environments) literature and reading material, will help you to identify animal-training language that is rife with mentalistic lingo, and will examine identifying M.O.'s and touch upon ethics as applied from the BACB task list.

Whether you are considering adding animals to your behavioral shingle, want to generalize your knowledge as a student, behaviorist, or behavior analyst, or you merely want to be able to change the behavior of animals you know, using techniques you know, this workshop is for you.

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

- Translate assessments they commonly use with people into use with animals
- Identify common mistakes made with animal training and how to avoid them
- Identify three-term contingencies in applied animal behavior, construct differential reinforcement plans and schedules
- Identify when antecedent manipulations may be most appropriate
- Identify and refer to empirically-based literature to support their intervention plans for animals
- Demonstrate knowledge of the risks and benefits of working with animals

Activities: Using real applied animal case histories, attendees will identify A-B-C data, identify M.O.'s, create assessments and analyses, create appropriate interventions, and separate mentalistic language and text from needed ethological facts.

Audience: This workshop is designed for students, behavior professionals, BCABA's and BCBA's who work primarily with humans and who want to be able to generalize their knowledge of ABA to animals, whether for personal or professional reasons.

Level: Introductory

Member: \$115

Nonmember: \$130

North 221 C

TBA

CE Instructor: Kimberly Crosland, Ph.D., BCBA

Teaching Teens Tools for Terrific Transitions

KIMBERLY CROSLAND (University of South Florida), Stacie Neff (University of South Florida), Jessica Thompson (Centre for Neuro Skills (CNS))

Description: Most youth find the transition to adult life challenging and youth who are exiting the foster care system or have emotional/ behavioral disorders may be particularly challenged as they may be less equipped to handle adult responsibilities. This workshop will describe a structured curriculum for teaching young adults several key skills/tools for building better relationships and transition skills. The tools taught are based on the basic principles of operant conditioning and the curriculum uses a combination of interactive teaching styles including games and role-play scenarios. The techniques for teaching young adults and some unique perspectives from past experiences will be valuable information for those working with this population. Additional strategies regarding competency testing, antecedent classroom manipulations, and the use of teen oriented reinforcers during the classroom based training will be detailed. To improve learning and encourage active participation, the workshop will incorporate dynamic demonstrations and practical exercises.

Objectives: By the end of the workshop, each participant will be able to:

- Identify and describe a minimum of three strategies used to teach transition/social skills to young adults
- Understand how the principles of behavior analysis are successfully applied within a curriculum to teach young adults social and transition skills
- Describe the key components necessary for effective and interactive instruction of young adults in a classroom based setting
- Detail the importance of using pre-and post competency testing via prescribed role-play scenarios for classroom based training

Activities: This workshop will involve extensive participation, demonstrations via role-play scenarios, and fun, practical exercises for participants. The workshop will start by discussing the materials and other key items needed for a successful training environment when working with youth. The curriculum will then be taught to participants as if they were actual youth attending the training to provide the most optimal learning environment for participants. Three tools will be covered: Stay Close, Use Reinforcement, and Pivot. The tools taught are based on the basic principles of operant conditioning and the curriculum uses a combination of interactive teaching styles including games and role-play scenarios. Each of these tools will be presented from a youth perspective, using youth examples and youth role-play scenarios. Throughout the workshop, the instructors will be modeling what should happen during training for youth by providing reinforcers to participants to encourage active participation and to teach participants the importance of using multiple teaching strategies to engage youth.

Audience: Behavior Analysts, teachers, youth care workers

Level: Introductory

Member: \$115

Nonmember: \$130

North 132 A

TPC

CE Instructor: Daniel J. Moran, Ph.D., BCBA

RFT 101: An Introduction to Relational Frame Theory

Patricia Bach (Illinois Institute of Technology), DANIEL J. MORAN (Trinity Services)

Description: Arbitrarily applied what? Derived relational who? If you started learning about Relational Frame Theory (RFT), and then stopped when you read: $Crel \{ArxB \text{ and } BrxC\dots\}$, or have just been interested in learning the basics of RFT, this is the introductory workshop for you.

This workshop will outline and explain the basic concepts of RFT and help the audience members understand an expanded functional approach to verbal behavior. We will discuss, from a behavior analytic point of view, how people can listen with understanding and speak with meaning. The workshop will simplify functional contextualism principles and discuss the basic RFT research methods and results in a manner that will help people who are new to RFT to begin applying the concepts to their own behavior analytic endeavors.

We plan to make clear the core assumptions of functional contextual behavior analysis and how they apply to discussing language and cognition. We aim to not let your eyes glaze over as we discuss transformation of stimulus functions, generalized operants, and the different types of derived relating. Most importantly, we plan to help everyone have an enjoyable time while “framing events relationally” about RFT.

Objectives:

- Attendees will be able to list and describe six basic principles of functional contextualism, and also contrast those principles from mainstream psychology principles
- Attendees will be able to compare and contrast conditioned discrimination and derived relational responding, in research contexts and in daily use
- Attendees will be able to define arbitrary applicable relational responding, along with mutual entailment and combinatorial entailment
- Attendees will be able to define “relational frame” in behavior analytic terms, and give 6 examples of relational frames
- Attendees will be able to describe transformation of stimulus functions regarding relational frames
- Attendees will be able to explain an expanded view of “verbal behavior” using RFT principles

Activities: The workshop will be guided by an animated slide show and will be punctuated with audience participation, and small group participation.

Audience: This workshop is for people with limited exposure to Relational Frame Theory.

Level: Introductory

Member: \$115

Nonmember: \$130