

North 124 A

AUT

CE Instructor: Teresa A Grimes, Master's, BCBA

Overcoming Severe Deficits in Vocal Behavior with the Association Method

TERESA A. GRIMES (Whole Child Consulting, LLC), Judy Pollard-Licklider (Pollard-Licklider Clinic)

Description: The Association Method has proven to be an effective paradigm for establishing a vocal repertoire, even after other approaches have failed. Brief case studies of two such learners will be presented, in addition to video presentations of a number of students from the Pollard-Licklider Clinic in Kansas. The workshop will describe the etiology of disorders affecting vocal behavior. Lecture, video and data will be utilized to familiarize attendees with the techniques of The Association Method. The instructors will describe how The Association Method can be integrated with the rest of a learner's programming.

Objectives:

- Be able to define The Association Method and describe how it is different from other approaches
- Be able to list the multi-dimensional aspects, (physical, visual and auditory)
- Create fundamental materials.
- Apply the method at basic/entry level

Activities: Break out group to practice new terminology with flash cards, use of guided notes to facilitate acquisition, and break into groups to create introductory materials and practice entry level applications.

Audience: Parents and advanced professionals who work with learners demonstrating little or no vocal behavior.

Level: Introductory

Member: \$115

Nonmember: \$130

North 120 BC

AUT

CE Instructor: Mary L. Barbera, MSN, BCBA

Using the Verbal Behavior Approach to Teach Children with Autism

MARY L. BARBERA (Barbera Behavior Consulting)

Description: Children with autism, regardless of age or severity of symptoms need effective, individualized programming. This workshop will provide an overview of the Verbal Behavior Approach and will outline specific techniques to improve language skills for learners diagnosed with autism or related disorders. Mary will highlight strategies from her book: *The Verbal Behavior Approach: How to Teach Children with Autism and Related Disorders* and will provide guidance using the scientifically proven strategies of Applied Behavior Analysis (ABA) specifically utilizing B.F. Skinner's *Analysis of Verbal Behavior*. Through lecture, video examples, and small group activities, participants will receive information which will enable them to get started incorporating the Verbal Behavior Approach with a wide variety of learners in home, clinic, community and school settings.

Objectives:

- Describe two similarities and two differences between traditional discrete trial teaching and the Verbal Behavior Approach
- Describe the importance of pairing with reinforcement and mand training when working with children with autism
- Give one example of a mand, tact, intraverbal, echoic, and listener responding skill for early, intermediate, and advanced learners
- Describe the skills and programming needed to enable children to become conversational speakers

Activities: This workshop will include lecture, discussion, video examples, and small group activities.

Audience: This workshop is recommended for all professionals working with children and adults with autism including behavior analysts, speech and language pathologists, educators, psychologists, and therapists. Parents of children with autism are also welcome and encouraged to attend.

Level: Introductory

Member: \$115

Nonmember: \$130

North 125

AUT

CE Instructor: Andy Bondy, PhD

Teaching the language of emotions: How Skinner's analysis can help

LORI A. FROST (Pyramid Educational Consultants)

Description: B.F. Skinner provided an important guide to the analysis of language in his book, *Verbal Behavior*. In this book, he stresses the critical value to focusing on the function of various aspects of communication. His analysis includes a very interesting section on what he termed 'private events'- that is, how do we learn to talk about things that happen inside of us? His insights into this process can be very helpful in designing effective lessons to help those with autism and related disabilities to describe their emotions as well as better respond to the emotional language of others. This talk will focus on Skinner's analysis, review common strategies currently in use to teach these complex skills, and suggest ways to improve these lessons. Attendees will be given the opportunity to review their current lessons regarding emotions and plan revisions based upon Skinner's analysis.

Objectives:

- Define verbal behavior according to Skinner
- Distinguish between requests (mands) and comments (tacts)
- Describe how children typically learn to comment about 'private events'
- What types of information do adults respond to when teaching children to tell us about their emotions? What may be missing for children with autism?
- What are some common approaches to teaching 'the language of emotions?'
- How would these compare with Skinner's description?
- Can we create emotions?
- Why is it not really easy to teach 'really?'

Activities: Review of Skinner's definition of critical terms. Review of traditional ABA and non-ABA approaches to teaching children language related to emotions. Participants will review their own current lessons regarding emotions and plan revisions of current lessons to incorporate Skinner's analysis.

Audience: Practitioners who work with children with autism and related language disabilities and aim at teaching these individuals to learn to 'express their emotions' and use subtle aspects of language.

Level: Introductory

Member: \$125

Nonmember: \$140

North 124 B

AUT

CE Instructor: Laura Kenneally, Ed.D., BCBA

Current Advancements for Students with Autism in Inclusive Environments: Pragmatic Applications of Behavior Analysis

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

Description: While much of the current media interest in autism focuses on possible/future cures, the technology of applied behavior analysis continues to advance treatment and improve outcomes for individuals presently diagnosed with this serious neurological disorder. The quality of and increasing opportunities for inclusive educational experiences for many students with autism are made possible through the science of ABA. This workshop focuses on specific strategies and treatment packages that have been proven successful for learners with autism in typical classrooms and community activities. Participants will receive practical curriculum suggestions and classroom-friendly motivation systems in order to increase attending, improve independence, and expand social competencies for students with autism.

Objectives: Using the samples provided, at the conclusion of this workshop, participants will be able to:

- Develop classroom-friendly motivation systems for inclusive settings
- Develop concrete adaptations of standardized curriculum to improve student comprehension and responding
- Develop visual systems to increase attending/on-task student behavior
- Use systematic shaping techniques to increase independence and social behavior of students

Activities: Activities include lecture, video examples/demonstrations, and sample lesson to create adaptations of standardized lesson(s).

Audience: Behavior consultants, teachers in inclusive classrooms, support staff assigned to students in inclusive environments, child study team members involved in placement of students with autism.

Level: Introductory

Member: \$115

Nonmember: \$130

North 131 A

AUT

CE Instructor: Dawn Bailey, PhD, BCBA

A Behavior Analytic Approach to Using Social Stories to Increase Appropriate Behavior in Individuals with Autism

DAWN ALLISON BAILEY (Behavior Management Consultants, Inc)

Description: Individuals with autism are most often identified by deficits in social interactions and social skills. Behavior analysts consulting with parents and teachers are frequently asked to assist in developing Social Stories for clients. However, the research available to behavior analysts can be described as inconclusive at best. The most promising results to date indicate that social stories are most effective when combined with prompts and/or reinforcement. These conflicting data present challenges to the behavior analyst seeking to provide the best service to his clients. This workshop will include a brief review of the existing literature on Social Story interventions from a behavior analytic perspective. This will be followed by a presentation of basic guidelines for developing a social story and a discussion of how to include both prompts and reinforcement as part of the Social Story intervention. Participants will develop a Social Story of their own during the workshop and will devise strategies for including prompts and reinforcement in the natural environment.

Objectives:

- Participants will identify and define a specific deficit or excess for a target individual with autism or a developmental disability
- Participants will evaluate the environment where behavior change is desired and will identify variables to be addressed before implementing their social story intervention
- Participants will define social deficits (or excesses) in such a way that objective data may be collected to evaluate their social story intervention
- Participants will develop data collection tools in order to evaluate their social story interventions
- Participants will learn to write each of the prescribed sentence types for a social story (including sentences that are more "behavioral" than those initially prescribed in current social story literature)
- Participants will identify all of the necessary components for a Behavioral Social Story and will learn to write a story that satisfies these requirements. In this way, participants will develop a social story to address a specific social deficit (or excess) and a fading procedure for the presentation of the social story
- Participants will identify prompting and reinforcement strategies that can be used in concert with the social story intervention

Activities: Audience will complete worksheets and participate in a variety of activities designed to help them write a social story, identify necessary prompts for evoking appropriate behaviors, identify ways to incorporate "natural" and "contrived" reinforcers into the story intervention, take baseline and treatment data on targeted skills or behaviors.

Audience: Practitioners and teachers.

Level: Introductory

Member: \$130

Nonmember: \$145

North 122 BC

AUT

CE Instructor: Linda Meyer, Ed.D.

Evidenced-based Practice in the Promotion of Healthy Lifestyles with ASDs across the Lifespan

JEFFREY JACOBS (Caldwell College), Allyson Sudol (Bernards Township)

Description: Regular exercise promotes fitness and health benefits as well as improves appearance. Individuals with autism spectrum disorders may be at risk for being physically inactive. The characteristics of the disorder may interfere with successful participation in traditional forms of physical activity or the limited number of fitness and recreation programs designed for individuals with developmental disabilities. Achieving an appropriate fitness level can help learners with ASDs participate more fully with their families and peers in leisure activities, activities of daily living, as well as education, vocational, and community environments. Acquiring appropriate fitness skills may promote the productive use of leisure time in less restrictive settings. Extensive research supports the effectiveness of a behavioral approach for individuals with ASDs. This presentation will address the application of behavioral principles to promote the physical fitness and safety of individuals with ASDs as well as inclusion in home, educational, volunteer, leisure, and works settings.

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

- Identify the components of health and fitness and how they are measured
- Identify the benefits of fitness programs
- Describe the importance of physical fitness related to inclusion in home, community, volunteer, and employment settings
- Use a checklist to assist individuals with ASDs or caregivers in the selection of fitness, leisure, and recreation programs
- Identify research-based instructional strategies used to promote physical fitness, safety, sports performance, and leisure skills for individuals with ASDs
- Identify measurement procedures to promote accountability in fitness programs, including measures of social validity
- List the necessary components of an effective leisure and fitness programs for individuals with autism spectrum disorders (e.g., Tae Kwon Do, swimming, running, gym)
- Describe three ways in which to train staff
- Problem solve behavior and discuss programmatic and environmental modifications to promote continual behavior change toward target fitness, performance, and safety goals

Activities: Participants will view a Power Point presentation, receive handouts and view videos. They will have opportunities to participate in didactic presentations, problem solving discussions.

Audience: The workshop is appropriate for behavior analysts who are interested in starting, expanding, or enhancing health and fitness programs for individuals with autism spectrum disorders across the lifespan.

Level: Introductory

Member: \$135

Nonmember: \$150

North 129 A

AUT

CE Instructor: Leigh Grannan, M.S., BCBA

Toilet Training Children with Autism: Case Studies and Procedures

MELANIE ALLISON ROSE (Southern Illinois University, Carbondale)

Description: Various toilet training interventions have been identified and discussed in the literature. This workshop will present an overview of toilet training procedures used with children with disabilities. Common elements of effective programs will be discussed.

The Center for Autism Spectrum Disorders at Southern Illinois University Carbondale is a comprehensive applied behavior analysis regional center for children with autism, their families, and service providers. Consistent with findings in the literature, needs assessments have identified toilet training to be a parent need and priority for children receiving autism intervention services through the Center. Case studies of family consultations, including footage of parent implementation of interventions, will be presented.

Objectives:

- Identify effective toilet training interventions
- Recognize toileting readiness skills
- Arrange an environment to promote toileting success
- Pinpoint barriers to implementing a successful toilet training program

Activities: Case study film footage will be reviewed and effective toilet training procedures will be discussed.

Audience: Parents and professionals interested in toilet training children with autism.

Level: Introductory

Member: \$115

Nonmember: \$130

North 129 B

AUT

CE Instructor: Robert K. Ross, Ed.D., BCBA

Small Group Instruction; Readiness Assessment, Curriculum and Instruction for Children with Autism

ANN FILER (BEACON Services), Katie Artiano (BEACON Services), Sarah Kingery (BEACON Services), Amie Hahn (BEACON Services), Robert K. Ross (BEACON Services)

Description: The purpose of this workshop is to train participants to effectively instruct, 2 or more children with autism, within a small group setting. Preparation for successful participation in teacher directed small group instruction is often not a formal component of many ABA curricula. However, the ability to demonstrate these skills is essential to successful learning in most pre-school settings. As children move from home based services to school based services, 1:1 instruction becomes less prevalent and small group and large group instruction more common. Because this is a predictable change in instructional format, ABA programs must prepare students to successfully learn within a group setting. This workshop will provide participants with many tools to move students from 1:1 instruction to small group instruction. First, research related to typical preschool learning behavior, identified within group instruction, will be presented. This will act as a guide for the selection of prerequisite behavior for pre-teaching purposes. Second, curriculum and materials related academics, language, play and social skills, which support group learning, will be reviewed. Third, within a group instructional format, research related to potential strategies aimed at increasing communication, attending and pro-social behavior, will be shared and strategies reviewed.

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

- Identify the typical learning behavior preschoolers possess when involved in a small group setting
- Identify and describe curriculum, which is best suited to teach academic, social, language and play skills within a group setting
- Identify evidence of successful learning strategies within group settings
- Develop materials, which assist with instruction in small group settings
- Implement curriculum within the areas of academics, language, play and social skill within the context of small group instruction

Activities: Overview of research pertaining to peer prerequisite behavior, group activity schedules, group D.I., and reading and language. Also, there will be a group conversation containing video demonstration of interventions, material preparation demonstration and practice, small group implementation.

Audience: Persons working in or supervising 1:1 ABA home based settings with children with Autism as well as behavior analysts and teachers working in school settings where children are required to participate in group activity.

Level: Introductory

Member: \$115

Nonmember: \$130

North 131 BC

AUT

CE Instructor: NANCY CHAMPLIN, MS Special Education, BCBA

A Behavioral Approach to Teach Developmental Play Skills to Children with Autism Spectrum Disorders

NANCY J. CHAMPLIN (Autism Concepts, Inc.), Suzanne Taylor (Autism Concepts, Inc.)

Description: Children with autism spectrum disorders lack skills in generating ideas for spontaneous play and may lack the mental representation and language competencies for symbolic and socio-dramatic play. Research states that children with autism have deficits in the frequency and complexity of different symbolic sequences (Guralnick & Hammond, 1999). Children who engaged in more complex play at earlier developmental periods were rated as more sociable. Complex peer play may serve as one indicator of social competence with peers (Odom and Strain, 1984)

Direct instructions on each of the developmental stages of play across multiple play schemes enables children with autism to appropriately play with toys, engage in vocalizations, and socially interact with typical peers. This workshop will provide participants with a behavioral approach to teach each developmental stage of cognitive play to children with autism.

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

- Identify the developmental stages of play
- Describe and demonstrate the steps to teach play using principles and procedures of behavior analysis
- Identify the prerequisites for each stage of play
- Demonstrate play skills within the context of an ABA program
- Learn how to collect data and track progress
- Apply knowledge for teaching multiple play schemes
- Plan for generalization to the home environment and community

Activities: This workshop will provide didactic and interactive instruction. Participants will observe through video modeling multiple children at various stages of developmental play learning new play skills. Participants will plan programs and collect data for each stage of play using forms provided by instructors.

Audience: This workshop is designed for a general audience of behavior analysts, psychologists, social workers, speech language pathologists and teachers who serve children with developmental delays and autism spectrum disorders in clinical/school settings or home-based programs. It is also appropriate for parents who want to develop skills in the use of a behavioral approach to teaching play.

Level: Introductory

Member: \$135

Nonmember: \$150

North 126

AUT

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

Addressing Challenging Behaviors: Practical Application for Working with Individuals with Autism

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

Description: This introductory workshop will review methods to determine the functions of behavior, common triggers for behaviors in individuals with an autism spectrum disorder (ASD), practical means for collecting data and measuring outcomes across various settings/programs, and proactive interventions to address targeted behaviors.

Objectives: Participants will be able to:

- List the five functions of human behavior
- Discuss ways to determine the functions of behavior
- Identify common triggers for individuals with an ASD
- Create appropriate and practical data collection formats
- Implement proactive interventions to address behaviors of individuals with an ASD

Activities: Group discussion of functions of behaviors, individual practice in identifying functions, group discussion of behavioral triggers, review and individual practice of data collection procedures, and group discussion of proactive interventions.

Audience: BCBAs, BCABAs, behavior specialists, teachers, parents, undergraduate and/or graduate students in ABA programs, and direct care professional supervisors.

Level: Introductory

Member: \$115

Nonmember: \$130

North 225

AUT

CE Instructor: Holly Almon-Morris, M.S., BCBA

Encouraging Happy Learner Participation in ABA Programming: Teaching Assent Withdrawal and Self-Advocacy Skills

HOLLY ALMON-MORRIS (Organization for Research and Learning), Kristin N. Schirmer-Foley (Organization for Research and Learning), Kristin N Wilkinson (Organization for Research and Learning), Rebecca E. Phillips (Organization for Research and Learning)

Description: In order to assure a “goodness of fit” standard in autism intervention programs, it is of utmost importance that students be active and willing participants in their learning environments. Therefore, students must be able to advocate for themselves in a manner appropriate to their language level. If students can appropriately advocate for themselves, misbehavior during instruction should be either non-existent or present at very low levels. This workshop will address several topographies of assent withdrawal and self-advocacy skills, questions to consider when determining the function of assent withdrawal behaviors, strategies for teaching appropriate assent withdrawal/self-advocacy behaviors, and modifying instruction according to various student assent withdrawal/self-advocacy behaviors. The content of this workshop will be related to ethical guidelines from the BACB Guidelines for Responsible Conduct for Behavior Analysts ©.

Objectives: At the end of this workshop, participants should be able to:

- Name at least five behaviors that learners can be taught to appropriately “opt out” of an instructional arrangement
- List at least three critical steps to take when a student displays “inappropriate” assent withdrawal behaviors
- Describe at least three common functions of assent withdrawal related to instructional delivery
- Describe one way to modify instruction based on learner’s assent withdrawals both within a session and across multiple sessions
- List at least 3 self-advocacy behaviors that learners can be taught to assist in modifying their instructional arrangements

Activities: Activities will involve didactic instruction, group discussion, and small group activities where participants will be able to practice data analysis techniques and practice generating teaching examples related to various assent withdrawal/self-advocacy behaviors.

Audience: Clinical behavior analysts, parents, teachers, or other professionals working with students with special needs.

Level: Introductory

Member: \$115

Nonmember: \$130

North 127

AUT

CE Instructor: Wesley H. Dotson, MA, BCBA

Using the Teaching Interaction Procedure to Teach Social Skills to Children and Adolescents with Autism and Asperger's.

JUSTIN B. LEAF (University of Kansas), Wesley H Dotson (University of Kansas), Misty L Oppenheim (University of Kansas), Andrea B. Courtemanche (University of Kansas)

Description: A lack of social skills is a hallmark of children diagnosed with autism, and thus clinicians often include teaching a variety of social skills as part of a comprehensive curriculum. One procedure that has recently been empirically investigated in improving social skills of children with autism is the Teaching Interaction Procedure. The Teaching Interaction Procedure involves describing the behavior, providing a rational and cues for when to use the behavior, breaking the skill down into smaller steps, demonstrating the behavior, having the child role play the behavior, and providing feedback to the learner. This workshop will discuss the research about the Teaching Interaction Procedure and will allow participants to practice both designing and implementing the Teaching Interaction Procedure with children and adolescents with autism.

Objectives: The objectives of the workshop are to provide audience members with:

- An understanding of why social skill intervention is important
- A review of some of the various procedures used to teach social skills to children with autism
- A review of the research and history of the Teaching Interaction procedure
- A working knowledge of the components of the Teaching Interaction procedure
- Hands-on experience with accurately implementing the Teaching Interaction procedure with advice and feedback from the presenters

Activities: This workshop will first involve a didactic portion discussing the lack of social skills for children with autism, various methods to teach social skills, the history and research of the Teaching Interaction procedure, and its use in both 1-on-1 and group instructional settings. Next will be hands-on training during which audience members will have an opportunity to practice the implementation of the Teaching Interaction Procedure.

Audience: The target audience for this workshop will be teachers, consultants, and clinicians who design and provide services for children and adolescents with autism and Asperger's. Parents who play an active role in their child's programming may also benefit from this workshop.

Level: Introductory

Member: \$125

Nonmember: \$140

North 132 BC

AUT

CE Instructor: Diane Bannerman Juracek, Ph.D., BCBA

Ethical Considerations for Behavior Analysis Treatment of Children, Adolescents, and Adults with Autism and other Developmental Disabilities.

DIANE BANNERMAN JURACEK (Community Living Opportunities, Inc.), Nanette L. Perrin (Early Childhood Autism Program - CLO), Stephanie Thorne (Community Living Opportunities, Inc.)

Description: Behavior Analysts in the field have a responsibility to be informed regarding ethical standards to ensure that they practice within the boundaries of those standards. This workshop will review a number of BCBA ethical standards and discuss the application of those standards to practice in a variety of circumstances. Circumstances that arise within professional practice present a variety of challenges to practitioners, including working with a variety of other disciplines, upholding standards for “best practice” intervention, working with families of diverse cultural and socio economic backgrounds, variations in the use of functional assessment and functional analysis, and respecting the individual needs of the children and adults for whom we are providing support.

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

- When given a scenario, identify relevant BCBA ethics code and the implications for practice
- Discuss criteria for best practice and the ethical requirement to ensure treatment efficacy
- Identify qualities necessary to ensure competence. Including the need for continued professional development
- Briefly discuss the legal implications in regards to documentation, liability, and confidentiality (although this will not be an exhaustive legal review? – not sure how to include this)
- Identify minimum requirements for documentation of treatment and outcomes
- Identify the minimum requirements of Functional Behavioral Assessment and Functional Analysis
- Discuss the ethical considerations and practical application of Functional Analysis
- Discuss the ethical considerations of the use of aversives, and/or the use of reinforcement that may cause harm: cigarettes, fat-laden foods, potentially harmful activities
- Discuss the ethical and professional implications regarding disclosure of who you are contracted with and the clarity of roles
- Describe ethical decision making processes that arise when working with families and their participation, termination of treatment and other issues that might arise during treatment
- Describe the role of behavior analysts in the field of education, development disabilities and family preservation and how it relates to ethical responsibilities, guidelines, policies, legal issues, regulations, rules and standards
- Describe the ethical considerations regarding design, implementation and informed consent of data based research

Activities: Using multimedia scenarios, participants will engage in active discussion of ethical behavior and professional standards. The scenarios will center on the application of those standards across the areas of consultation in homes with families and school based consultation for children and adolescents, as well as consultation with staff in residential and day center programs for adults with autism and other developmental disabilities. Strategies to enhance team collaboration will also be discussed while respecting confidentiality and professional conduct.

Audience: Behavior Analysts, professionals, teachers and others who support individuals with autism or other developmental disabilities and are interested in learning more about ethical and professional practice.

Level: Introductory

Member: \$115

Nonmember: \$130

North 226 AB

CBM

CE Instructor: Bryan Crisp, Master of Arts, BCBA

Behavioral Marriage and Family Therapy: Nuts and Bolts Content You Can Use

BRYAN CRISP (East Carolina University)

Description: Accountability has become the focus of therapy. Parents and spouses in therapy want positive change for their money. This workshop delivers the goods by emphasizing hands-on, here's-how-it's-done, family behavior therapy based on the new book, Behavioral Family Therapy (Crisp and Knox, 2009) <http://www.cap-press.com/books/1870> Rather than clients guessing about whether therapy is working, data verifying the increased frequency of positive behavior and the decreased frequency of negative behavior (along with the desired emotions/feelings) are required by the therapist and provide the answer. The focus of the workshop is on how to complete behavioral contracts covering an array of family problems that are used to treat problems presented to therapists working with families. These are preceded by a review of basic learning principles showing how children learn negative/undesirable behavior and how new positive behavior can be learned through structuring positive and negative consequences via issues of rapport with clients, compliance in following through with delivering the consequences specified in the contracts and resistances parents have to using behavioral contracts are also dealt with. Case histories from the book covering over 25 specific problems areas illustrate the various ways contracts are used.

Objectives: Participants will be able to:

- Identify common objections to behavior analytical assessment and intervention in the home
- Describe the rationale for careful data gathering in a natural setting
- Utilize various methods of in-home assessment
- Design concurrent interventions to replace and teach behaviors
- Describe effective ways of engaging parents to accomplish therapeutic goals
- Identify and deal with challenges the Behavior Analyst has as the analyst utilizes behavioral interventions in the home setting

Activities: Discussion of course content. Role-play methods of teaching parental responses.

Audience: All professionals engaged in behavioral therapies with children and families.

Level: Introductory

Member: \$200

Nonmember: \$215

North 222 C

CBM

CE Instructor: Joseph Cautilli, Ph.D., LP, BCBA, Ph.D., BCBA

Behavioral Counseling: Assessment and Intervention Techniques

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

Description: This workshop will provide participants an opportunity to learn essential clinical skills necessary for individual behavior counseling assessment and intervention treatment approaches. Basics will be reviewed including identifying client behavior, teaching clients to collect data, goal-setting, functional assessment interviews, and use of FA data to determine effective treatment, contingency management, self-management, covert sensitization, systematic desensitization, and others. Participants will engage in small group activities to practice use of behavioral counseling methods for use in individual therapy sessions using behavioral methods and approaches.

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

- State the difference between "behavioral counseling" and other behavioral approaches
- What types of behavioral problems are best suited to behavioral counseling approaches
- Identify at least three behavioral counseling intervention methods
- Define "behavioral counseling micro-skills."
- State how is functional assessment integrated into micro-skills
- Describe how to use functional assessment in therapy sessions
- Explain how clients are taught and encouraged to take and report data on behaviors
- Describe effective implementation of techniques such as self-management, systematic desensitization, and other behavior management approaches in behavior counseling sessions (as time permits)

Activities: Group break-out activities to practice the various techniques (as time permits) identifying behaviors, goal-setting in sessions, shaping client to shift from "feelings" to behavior, encouraging data collection and use of self-report and data monitoring, use of "micro-skills," interviews for functional assessment, incorporating FA results into intervention, altering consequences of client behavior, use of reinforcement; being solution-focused, self-management techniques, systematic sensitization vs. flooding, and covert sensitization .

Audience: behavioral practitioners, behavior therapists, outpatient counselors and therapists, and applied behavior analysts.

Level: Introductory

Member: \$121

Nonmember: \$136

North 224 A

CBM

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

Case Conceptualization in Acceptance and Commitment Therapy

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

Description: Acceptance and Commitment Therapy (also said “ACT”) is a “third wave” behavior therapy approach that has been receiving a lot of interest and has also been generating important data. ACT is rooted in the basic natural science of behavior analysis, and is an evidence-based treatment which includes mindfulness & acceptance processes and behavior therapy interventions to help individuals live more value-directed lives.

This workshop will introduce the ACT framework for functionally conceptualizing client behavior problems and will discuss selection and application of specific ACT interventions.

The workshop will use a case-based approach beginning with instructor supplied cases and later using participants’ cases for practice in ACT case formulation, selecting interventions, and assessing the effectiveness of interventions.

There will be a didactic slide presentation, plus participant demonstrations, large group exercises and case-based practice. Participants will be provided with handouts to use with their clients for assessment and homework assignments to augment in session interventions. Worksheets will also be distributed for the participants to use to facilitate ACT case formulation.

This workshop will be based on content from the publication ACT in Practice: Case Conceptualization in Acceptance and Commitment Therapy, (Bach & Moran, 2008, New Harbinger).

Objectives:

- Participants will become familiar with the six core ACT principles of diffusion, self-as-context, acceptance, values, committed action, and contacting the present moment, which will be described from a strict behavior analytic perspective
- Participants will be able to conceptualize clinically relevant behaviors as functional response classes, and discriminate when they are amenable to an ACT approach.
- Participants will be able to select ACT interventions appropriate for addressing specific core principles
- Participants will learn how to apply specific ACT interventions based on the case formulation
- Participants will learn to use ACT case conceptualization to facilitate creating one’s own ACT consistent metaphors, exercises, and interventions for application in the context of a client’s unique history and presenting complaints

Activities: The workshop will use a case-based approach beginning with instructor supplied cases and later using participants’ clinical cases for practice in ACT case formulation, selecting interventions, and assessing the effectiveness of interventions, and outcomes.

There will be a 75 minute slide presentation, demonstrations, large group exercises and case-based practice. Participants will be provided with handouts to use with their clients for assessment and homework assignments to augment in session interventions.

Audience: This workshop is suitable to clinicians with little exposure to ACT who would like to learn how to apply ACT broadly. It is also suitable for participants who have attended ACT experiential workshops and would like to improve their skill in functional contextual case formulation and deciding when to apply specific ACT interventions.

Level: Introductory

Member: \$115

Nonmember: \$130

North 222 AB

CSE

CE Instructor: Allen Karsina, M.S., BCBA

Issues of Control and Counter-control in Applied Behavior Analysis and Service Delivery

ALLEN J. KARSINA (The New England Center for Children), Susan N. Langer (The New England Center for Children)

Description: Description. This workshop will review Skinner's views on control, counter-control, and values and the implications of these views on service delivery for vulnerable populations. In particular, methods for providing vulnerable populations with effective counter-control and balancing the needs for rehabilitation with the rights to freedom will be emphasized. The format will be a mixture of lecture and group exercises. Thus, the content is related to ethical, legal, statutory and regulatory policies, guidelines, and standards.

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

- Outline Skinner's verbal behavior concerning the three levels of variation and selection, forms of social control, and forms of counter-control
- Outline Skinner's verbal behavior regarding what values are and who determines values for persons with special needs
- Identify and implement practices to provide vulnerable populations with counter-control over their service providers

Activities: At specified points during the lecture portions of the workshops, participants will be asked to write their responses to a topic down and share these responses with a partner and the group at large. Participants will also discuss the ethical and practical dimensions of specific scenarios in small group formats and then share their deliberations with the other participants of the workshop.

Audience: The target audience includes graduate students and professionals with an interest in some of the philosophical writings of B.F. Skinner, ethics, and service delivery for vulnerable populations. An in-depth knowledge of radical behaviorism is not required, but familiarity with the basic principles of radical behaviorism is strongly encouraged.

Level: Introductory

Member: \$115

Nonmember: \$130

North 121 A

DDA

CE Instructor: Tiffany Esposito, M.S., BCBA

Use of Behavioral Techniques to Address Personal Hygiene and Adolescent Puberty in Individuals with Disabilities

TIFFANEY M. ESPOSITO (Melmark New England), Silva Orchanian (Melmark New England), Kimberly L. Mayer (Melmark New England)

Description: Caregivers and teachers of individuals with developmental disabilities are often faced with addressing personal hygiene and issues that arise with growth and development of their child or student. A behavioral approach may be utilized to teach skills necessary for independence in these routines. Promoting independence in personal hygiene and other areas is of great social significance and promotes a high quality of life. This workshop addresses a variety of skill development areas including: personal hygiene needs of individuals with autism and/or other developmental delays; issues surrounding sexuality; and physical development. An overview of previously published research related to these areas will be presented. In addition, various assessment tools, behavioral teaching strategies and use of differential reinforcement will be presented. The curriculum developed at this agency will be shared and attendees will be asked to develop teaching plans as a learning activity. A focus on maintenance and generalization of the acquired skills will be highlighted.

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

- Assess the needs of individuals in their completion of necessary personal hygiene activities through the use of various assessment tools
- Identify and teach necessary prerequisite skills through the use of various assessment tools and lesson plans
- Reference a variety of resources to assist in the planning, teaching and maintenance of personal hygiene skills

Activities: Workshop activities include didactic instruction, discussion, and review of assessment tools. Participants will have the opportunity to practice writing lesson plans, develop data sheets, and engage in hands-on activities to promote their own learning.

Audience: Those responsible for providing daily care and teaching daily living skills to adolescents or adults with developmental delays and educators working in a residential setting serving those with developmental delays.

Level: Introductory

Member: \$115

Nonmember: \$130

North 128

DDA

CE Instructor: Lisa Britton, Ph.D., BCBA

Conducting Indirect and Descriptive Assessments of Challenging Behaviors

LISA N. BRITTON (Spectrum Center), Amy Crye (Spectrum Center), John J. Healey (Spectrum Center Schools)

Description: This workshop will focus on various methods for conducting indirect and descriptive assessments. The indirect assessments discussed within this workshop include the Motivational Assessment Scale (Durand & Crimmons, 1988) and the Functional Analysis Screening Tool (Iwata & DeLeon, 1995/2005). The descriptive assessments discussed within this workshop include scatter plots, activity assessments, narrative recording, structured A-B-C, interval A-B-C, and antecedent assessments. Attendees will learn about these assessments including the advantages and disadvantages for each type of assessment. In addition, participants will learn about the data collection methods associated with these assessments. Participants will practice collecting assessment data and learn how to analyze the results. The data analysis component will include information regarding calculating conditional probabilities and background probabilities. Finally, the workshop will cover graphical display and data interpretation.

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

- State the advantages and disadvantages of each type of assessment discussed
- Collect assessment data and analyze the results
- Calculate conditional probabilities and background probabilities

Activities: Practice using indirect assessment tools, practice collecting direct observation data, and practice calculating conditional probabilities and background probabilities.

Audience: Practitioners within the field responsible for conducting functional assessments.

Level: Introductory

Member: \$115

Nonmember: \$130

North 226 C

EDC

CE Instructor: Kristofer van Herp, M.S.Ed., BCBA

Application of Behavior Analysis Procedures in De-Escalation Situations

DAVID B. LENNOX (QBS Inc.), Kristofer van Herp (QBS, Inc.), David Rourke (QBS, Inc.)

Description: In many settings in which behavior analysis procedures are used (schools, residential programs, group homes, nursing facilities, etc.), some individuals served frequently exhibit episodes of behavioral escalation. These episodes commonly take the form of gradually increasing severity and intensity of disruptive behavior (e.g., yelling, property destruction, non-compliance), and violent behavior (i.e., self-injury, aggression, or both). This workshop will discuss the application of behavioral principles in such situations. Specifically, will present a training model used by the Safety-Care™ behavioral safety course to teach direct care staff to make and apply clinically appropriate choices in the midst of behavioral crises. In such situations, it is important for staff to be able to choose an appropriate intervention from a limited set of choices designed to reduce the severity of the current episode without reinforcing problem behavior. The choices presented in this model include simplified versions of functional communication training, differential reinforcement of incompatible behavior, behavioral momentum, and time out from positive reinforcement. The training model avoids technical terminology for ease of presentation to direct care staff who may not be well-versed in ABA theory and procedures.

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

- Make and apply clinically appropriate choices in the midst of behavioral crises
- Choose appropriate interventions during behavioral crisis without reinforcing challenging behaviors

Activities: Workshop activities will include literature review of clinically appropriate de-escalation strategies, discussion of the application of such behavioral interventions, and participant role-plays of identified behavioral interventions.

Audience: Providers of behavioral services, families, and educators.

Level: Introductory

Member: \$115

Nonmember: \$130

North 122 A

EDC

CE Instructor: Susan Wilczynski, PhD, BCBA

Why we're heading for trouble: Evidence-based Practice and the Behavior Analyst

SUSAN WILCZYNSKI (National Autism Center), Timothy A. Slocum (Utah State University), Ronnie Detrich (Wing Institute)

Description: Evidence-Based Practice (EBP) is a powerful movement that is reshaping treatment in mental health and education settings. EBP is often confused with data-based clinical decision-making by behavior analysts which undermines our ability to serve our target populations because we appear out of touch or ignorant about a movement that is often legally mandated. This workshop will clarify what is meant by EBP so behavior analysts can speak meaningfully about this movement. Behavior analysts will become familiar with a range of EBP reviews that are based in accepted procedures of scientific methodology making them better equipped to be EBP consultants. The role of single-subject research design in EBP practice will be underscored through the example of the National Standards Project. Challenges to the role of single-subject research design in the EBP movement will be discussed throughout the workshop. Finally, complex issues that influence the likelihood treatments will be identified as EBP will be considered. Although attendees can expect to gain an understanding of the EBP movement and to appreciate the complex decisions contributing to EBP guidelines that can strengthen or undermine our ability to promote behavior analysis, this workshop will only provide a foundation upon which practitioners and scholars must build.

Objectives:

- Describe the contextual influences that have resulted in the evidence-based practice movement
- Define threshold and hierarchy of evidence approaches to validating interventions as evidence-based
- Describe several sources of evidence-based intervention reviews including target populations and key review standards
- Identify features of reviews that influence which interventions are found to be 'evidence based'
- Describe reasons single subject research should be included in EBP.
- Specify areas in which behavior analytic literature may fall short of the strongest criteria for EBP.

Activities: Participants will participate in a discussion about the evidence-based practice movement. Particular emphasis will be given to misunderstandings they may hold about evidence-based practice and to the barriers they may experience when trying to implement evidence-based interventions in educational or health settings. Participants will also review information contained in leading websites that provide information about evidence-based practices. By reviewing these websites, they can become more independent in their ability to stay abreast of advances in the evidence-based practice movement. Participants will examine single-subject research design methodologies in relation to the evidence-based practice movement. Particular attention will be given to the strengths and limitations behavior analytic perspectives can bring to the evidence-based practice movement. Finally, participants will develop a list of concerns they hold about the evidence-based practice movement which will lead to a discussion of these critical issues.

Audience: This workshop is intended for two target audiences. First, practitioners that are uncomfortable with their knowledge of evidence-based practices should find this workshop illuminating. For better or worse, this workshop should allow them to better understand how the evidence-based practice movement is currently and has the potential to shape their professional activities. Second, evidence-based practice guidelines can influence the curriculum taught at universities or the likelihood that extramural funding to support our research interests will be secured. Therefore, scholars who do not fully understand the complex decisions that influence the evidence-based practice documents should consider attending this workshop.

Level: Introductory

Member: \$115

Nonmember: \$130

North 121 BC

EDC

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

Using Behavior Systems Technology in Teacher Education Programming: Principles, Practice, and Hands-on Applications

THOMAS L. SHARPE (Educational Consulting, Inc.), John Koperwas (Educational Consulting, Inc.)

Description: This workshop will provide and hands on application of a data supported protocol for the comprehensive description, discrete and sequential analysis, and feedback and goal-setting activities necessary to effective teacher training in postsecondary classroom and on-site K-12 deliberate practice environments. Workshop activities include introduction to the importance of a behavior systems approach to teacher training, hands-on observation system construction, and data collection and analysis activities designed for instructional purposes. Additionally, detailed explanation and hands-on interaction with protocols designed for logically sequenced training activities are provided, including classroom video observations, on-site data-based assessment and immediate feedback and goal-setting, and research and development into effective educational practice. Workshop participants will leave with a familiarity with behavior systems educational protocols designed for effective professional training practice. Participants will be provided with a complimentary copy of the complete software tools and methods procedures on CD ROM, and MSWORD files of all necessary illustration materials in relation to the educational protocols discussed as a function of workshop participation.

**It is recommended that workshop participants bring their own IBM compatible laptop hardware to facilitate hands-on workshop interactions.

Objectives:

- Workshop participants will exit with skills in the area of applied behavioral teacher training. Skills include the ability to design observation systems that match with training objectives, construct video-based observational learning laboratory experiences, implement on-site data-based feedback and goal-setting experiences to determine if training objectives have been met, and develop a set of applied research activities to document the relative effectiveness of professional training activities
- Participants will be able to discuss in the principles and practice of applied behavior systems analysis in relation to professional teacher training
- Participants will be able to construct observation systems relevant to their particular professional teacher training objectives
- Participants will be able to design and implement video-based observational learning activities in relation to educational objectives for professionals in training
- Participants will be able to understand and apply a range of computer-based data collection and analysis techniques in relation to recommended data-based on-site feedback and goal setting protocols
- Participants will be able to develop an applied research agenda in relation to professional training objectives to determine the relative effectiveness of instructional efforts

Activities: Activities include review of applied behavior systems analysis in relation to professional training activities, hands on application of observation system construction designed as compatible with professional training objectives, hands-on application of observational laboratory development in relation to the classroom instruction of relevant behavior analytic professional training objectives, hands-on application of data-based on-site feedback and goal-goal setting protocols in relationship to deliberate practice activities of professional trainees, and an introduction and review of recommended research activity development in relation to determining the relative effectiveness of recommended professional training activities.

Audience: Advanced graduate students and behavior analysts working in the area of professional teacher education in specific, and in the area of postsecondary training for professional competencies in general. Those working in postsecondary educational settings where focus is on the education, on-site training, and assessment of professional practice competencies, and who are challenged with how to teach, describe, and analyze highly interactive behavioral transactions should find the workshop experience and complimentary materials particularly appealing to a wide range of professional training, assessment, and applied research applications.

Level: Introductory

Member: \$120

Nonmember: \$135

North 132 A

EDC

CE Instructor: Amos Rolider, PhD, BCBA

Parenting 101: Teaching Parents Behavior Analytic Skills

AMOS E. ROLIDER (Emek Yezreel College, Israel)

Description: In this workshop, a parent training model which emphasizes teaching parents to rearrange significant context variables and to discover the triggers and functions of their children's most-burdensome behaviors will be presented. Parents subsequently learn to identify the function of their own responses to their children's inappropriate behaviors and are trained to select and apply effective and doable interventions based on their discovery of triggers and maintaining consequences. One of this model's unique features is that behavioral procedures are communicated exclusively using conversational style rather than technical one which greatly contributes to its acceptance by the parents.

Objectives: The following will be discussed and demonstrated:

- Identifying children's typical behavior difficulties associated with the termination of a preferred activity reinforcer, refusal or inability to provide a preferred activity or reinforcer, demand situations, transition from preferred activity to non-preferred activity, and elicited emotional outbursts
- The importance of preparing an established weekly schedule and set of expectations and the role of the weekly family meeting and daily family meeting
- Preparing children for challenging triggers and difficult situations
- Selecting an appropriate response based on the function of the inappropriate behavior
- Using the model to deal with children's most common inappropriate behaviors such as bickering, and refusal, tantrums and aggression, over-dependence, school-related problems, sibling rivalry, and lack of respect to parents

Activities: Lecture, role-playing, demonstrations, questions and answers.

Audience: Behavioral practitioners who work with or have interest in working with parents of children who exhibit a variety of behavioral issues and parents of children who exhibit a variety of behavioral issues.

Level: Introductory

Member: \$120

Nonmember: \$135

North 221 C

OBM

CE Instructor: Helena Maguire, Master's, BCBA

Developing an Individualized Curricula System to Maximize Student Outcomes and Improve Organizational Efficiency

HELENA L. MAGUIRE (Melmark New England), Ginette Wilson-Bishop (Melmark New England), Amy Klinch (Melmark New England)

Description: The development of effective and efficient service delivery systems is a common goal of most organizations. In an effort to address the needs of a growing student and staff population, this organization sought to create a system of curriculum development that ensured individualized instruction to the student, yet offered consistency, ease, and efficiency to the curriculum writer. After ten years of development, a lesson plan bank was designed that houses over 2000 curriculum plans. These plans address a variety of domain areas and needs of its consumer population across both school and residential settings. This workshop will focus on the stages of planning that were necessary in order to develop this bank of information. In addition, strategies that service providers may find helpful to generate a similar system will be presented. The manner with which the curriculum plans are linked to existing assessment and intervention tools (e.g., ABLLS-R) as well as statewide curriculum frameworks will be shared. The workshop will conclude with recommendations regarding training strategies to teach users of this system selection of instructional techniques and creation of individualized curriculum plans.

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

- Identify steps necessary to develop a curriculum bank for their own organization
- Assess potential needs that may be addressed through the development of the curriculum bank
- Describe necessary considerations in their efforts to incorporate other available materials into the curriculum bank
- Address training needs for curriculum writers to ensure individual instructional plans reflect the actual needs of the consumer

Activities: Workshop activities include didactic instruction, discussion, and group activities. Participants will have the opportunity to practice using the curriculum bank, individualize curriculum and plan for their own organizational development.

Audience: Teachers, clinicians, developers of curriculum plans

Level: Introductory

Member: \$115

Nonmember: \$130

North 130

OTH

CE Instructor: Donald Stenhoff, PhD, BCBA

Using Excel for Displaying and Analyzing Treatment Outcomes in Applied Settings

DONALD M. STENHOFF (University of Kentucky), Bryan J. Davey (ACCEL), Eleazar Vasquez, III (University of Central Florida)

Description: Visual display of data is imperative when communicating functional relationships and intervention outcomes with consumers and fellow practitioners. BCBAs are expected to be skillful in using graphs to convey results. However, simply possessing knowledge of graphical displays may not transfer to effective or efficient software use. Excel is an efficient way for behavior analysts to create graphs. Excel graphs convey effect across multiple-baseline, alternating treatment, and reversal designs. In addition, standard celeration charts and cumulative review graphs are often used to display client progress. These graph types are often used to display interview results (e.g., FAST, MAS), preference assessment, structural and functional analyses, treatment (i.e., DRA, DRNO, FCT, etc) and discrete trial program outcomes. While Microsoft Excel 2003 and 2007 can be difficult to use, this workshop will provide participants with hands on training promoting effective use. At the completion of the workshop attendees will be able to create spreadsheets and data sets, graphs (e.g., alternating treatment designs, reversal designs, and cumulative record), manipulate graph components (e.g., axes, phase change lines). Instructors will provide several models, followed by opportunities for participants to practice with feedback. Additionally, workshop instructors will provide an Excel CD tutorial that will assist participants in future Excel projects. Participants are required to bring a laptop with the Excel application.

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

- Setup specific spreadsheets, input and manipulate data within an Excel 2003 and 2007 spreadsheet
- Create graphs for alternating treatment, reversal, multiple-baseline designs, standard celeration, and cumulative records
- Use the chart wizard, construct graphs of all data or select data sets within a spreadsheet, and update databases and graphs as data collection continues
- Manipulate graph components (e.g., axes, data points, data paths, secondary axis), and use drawing tools to insert additional components (e.g., arrows, data labels, phase change lines, boxes)

Activities: Participants will be provided concise instruction and several models, followed by two case examples completed with instructor support to ensure skill acquisition. Finally, participants will complete case example that provides opportunities for participants to solve challenges inherent in the Excel 2003 and 2007 applications. The case examples will consolidate and increase fluency of the skills taught during the instructional phase of the workshop.

Audience: Behavior analysts, practitioners, students, researchers, educational service providers, and others interested in visual display of data in single-subject research and program progress.

Level: Introductory

Member: \$120

Nonmember: \$135

North 227 A

TBA

CE Instructor: Michelle Duda, Ph.D., BCBA

Measuring Fidelity in Single-Subject Case Studies: Practical approaches for implementing evidence based interventions

Michelle A. Duda (University of North Carolina), SHELLEY CLARKE (University of South Florida)

Description: This workshop will provide an overview of the rationale for more precise and accurate measurement and implementation of the independent variable. This includes ensuring proper documentation and accountability by linking assessment to intervention. The content of the workshop will reflect the current interest in implementation science within applied research that also relates to recent legislative requirements concerning treatment integrity. Presenters will introduce the body of literature within applied behavior analysis that has promoted the need for measurement beyond change in the independent variable. Treatment integrity will be described both from the conceptual and practical viewpoint. Case studies demonstrating implementation measures and direct instruction in how to develop fidelity tools for researchers and consumers will be shared.

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

- Define and describe the elements of treatment integrity and procedural fidelity
- Participants attending the workshop will gain an understanding of the importance of including treatment integrity measures within applied studies
- Participants will be given information and practical approaches to develop treatment integrity measures supplemented with actual case studies

Activities: Overview of implementation literature in the field of applied research. We will be sharing case studies from the field of intervention research that include measures of treatment integrity via videotape. Participants will be instructed in how to measure treatment integrity and practice with video of case studies in small group format. Participants will be instructed on how to develop treatment integrity measures for their own use in the field. Participants will be provided with structured group discussion about individual measures developed. Question and answer discussion with presenters will also be provided.

Audience: Researchers, behavioral consultants, program developers, and purveyors who may be involved in conducting applied intervention research.

Level: Introductory

Member: \$125

Nonmember: \$140

North 221 AB

VRB

CE Instructor: Cherish Twigg, MS in Applied Behavior Analysis, 2005, BCBA

Teaching Conversational Skills to Children With Autism

CHERISH TWIGG (Establishing Operations, Inc.), Holly R. Kibbe (Establishing Operations, Inc.)

Description: This workshop is designed to teach participants the pre-requisite and component skills necessary for teaching learner initiated multiple exchange conversation around a motivating topic. Conversation components will be discussed specific to the verbal operants and illustrated using videotaped examples of children with autism. A strong emphasis will be placed on using the motivating operation and outlining specific prompt fading techniques to teach each objective. The workshop will further teach participants how to bring these components together to teach conversation which is natural and occurring under the control of socially mediated positive reinforcement.

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

- Identify and teach mands for attention
- Identify and teach mands for information
- Identify and teach novel answers to questions (intraverbals)
- Combine skills to teach reciprocal conversation

Activities: Participants will be required to give examples of ways to contrive motivation for mands for information, give examples for each step of prompt fading for teaching novel intraverbals, and give examples of how to use a mand for information or attention to start and maintain a conversation.

Audience: The recommended target audience for this workshop is behavior analysts currently working with children with autism. It is also recommended that participants have experience teaching verbal behavior to these children.

Level: Introductory

Member: \$125

Nonmember: \$140