

**Workshop #1****CE: PSY/BACB**

North 120 A

AUT

CE Instructor: Kelly Ferris, Masters, BCBA

**Integrating Speech Generating Devices (SGD) into ABA Programs for Children with Autism**

MICHAEL FABRIZIO (Organization for Research and Learning), Kelly J. Ferris (Organization for Research and Learning), Holly Almon-Morris (Organization for Research and Learning)

**Description:** Published research on how to integrate devices into behavior analytic programs for learners with autism is lacking. Clear instructions on how to effectively design instruction is not available. This workshop will teach participants how to apply component composite analyses of pre-requisite language and motor skills important for successful device use. Participants will learn critical and variable features to consider when designing instruction for SGD users, application of Verbal Behavior as a system of analysis for SGD users, discussion of essential features to consider in selecting a device and designing the user profile, and measurement pinpoints for evaluating language improvement. Sample charted student data will be shown to demonstrate how to measure learning progress with the standard celeration chart across micro and meta-levels of data collection. Participants will all receive CD-ROMs of all presentation materials include sample video footage used in the presentation. Recommended readings related to the research on SGD use will also be provided.

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

- Describe ways in which curricular sequences can be modified to incorporate speech generating devices (SGDs)
- Analyze instructional sequences for possible stimulus control problems that may arise if a child responds using an SGD and describe plans for correcting such
- Describe measurement pinpoints suggested for targeting different skill sets on the device
- Describe critical features to consider in the selection of a device and in the design of the device layout

**Activities:** Throughout the workshop, participants will practice discriminating between appropriate and inappropriate instances of all of the concepts presented as well as practice applying skills related to each learning objective given case study data. Participants will receive printed and digital copies of all materials presented in the workshop, along with a supplemental and expanded CD-ROM containing additional training and expansion materials as well as recommended readings.

**Audience:** This workshop is appropriate for clinicians, parents, and teachers who are responsible for supervising behavior analytic intervention programs for children with autism or related disabilities who are using speech generating devices.

**Level:** Introductory

**Member:** \$115

**Nonmember:** \$130

**Workshop #2****CE: PSY/BACB**

North 224 B

CBM

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

**Supporting Parents of Children Diagnosed with Autism with Acceptance and Commitment Training**  
JOHN TANNER BLACKLEDGE (Morehead State University)

**Description:** The parents of developmentally disabled children experience high levels of chronic stress (DeMyer, 1979; Holroyd, Brown, Wikler, & Simmon, 1975) and have high rates of depressive and anxiety disorders (Breslau & Davis, 1986). While most researchers understand that such concerns are largely “secondary or reactive to the stress and special non-normative adaptations” these children require (Konstantareas, 1990, p. 60), the fact remains that high levels of distress in these contexts both decrease quality of life and impose significant barriers to the parents’ successful and consistent implementation of behavioral treatment programs. It thus appears prudent for ABA consultants to also be prepared to help the parents of the referred client.

This workshop will help ABA consultants be aware of signs of significant parental psychological distress, and help them make appropriate referrals. In addition, this workshop will also discuss an Acceptance and Commitment Training approach to helping these parents with their distress and challenges.

**Objectives:**

- Attendees will become more aware of how parental distress interferes with the successful implementation of behavioral programs
- Attendees will learn to recognize and functionally analyze problematic behavior on the part of the caregiver
- Attendees will be introduced to the ACT approach to addressing problematic experiential avoidance exhibited by distressed caregivers
- Attendees will understand the reasons for and usefulness of values assessment in helping parents improve their functioning when helping their children, and also to improve their own quality of life
- Attendees will be introduced to acceptance and diffusion exercises (e.g., mindfulness exercises) applicable to the distress they and parents of their child clients experience in the process of working with developmentally disabled children and adults

**Activities:** The workshop will focus on the ACT consistent assessment and the pertinent ACT training exercises and interventions that can be helpful to distressed parents. The workshop will also cover values assessment, barriers to values-based behavior, and relevant mindfulness exercises. A significant portion of the workshop will focus on applying ACT interventions.

A significant portion of this workshop will focus on the application of ACT exercises and interventions. We will discuss the major areas in the ACT model for behavioral flexibility and how it relates to being a parent with a child with disabilities. The participants can choose to engage in exercises in developing their own value system and then learn what barriers impede value-guided behaviors. The workshop will also be guided by a slide show.

**Audience:** This workshop is for behavior analysts who work with children with developmental disabilities or autism-spectrum disorders. This will also be worthwhile for parents of children with disabilities. The presenters plan a comfortable pace to introducing ACT training and this workshop will be useful to anyone interested in the Acceptance and Commitment Therapy approach.

**Level:** Introductory**Member:** \$115**Nonmember:** \$130**CANCELLED: Workshop #3****CE: PSY/BACB**

North 122 BC

AUT

CE Instructor: Erin E. Barton, PhD, BCBA

**Functional Behavioral Assessment in Early Childhood**

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

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

**Objectives:**

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

<b>Workshop #4</b>	<b>CE: PSY/BACB</b>
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North 132 A

AUT

CE Instructor: C. Baker Wright, PhD, BCBA

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

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

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

**Objectives:**

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

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

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

**Level:** Introductory

**Member:** \$180

**Nonmember:** \$195

North 129 B

AUT

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

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

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

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

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

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

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

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

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

<b>Workshop #6</b>	<b>CE: PSY/BACB</b>
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North 126

AUT

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

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

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

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

**Objectives:**

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

<b>Workshop #7</b>	<b>CE: BACB</b>
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North 124 A

AUT

CE Instructor: Steven Ward, Master's, BCBA

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

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

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

**Objectives:**

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 121 BC

AUT

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

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

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

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

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

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185



North 125

AUT

CE Instructor: Michael Miklos, Master of Science, BCBA

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

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

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

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

**Objectives:**

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

<b>Workshop #10</b>	<b>CE: PSY/BACB</b>
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North 124 B

AUT

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

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

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

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

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

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 127

AUT

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

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

ERIC V. LARSSON (Lovaas Institute Midwest)

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

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

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

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

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

**Level:** Introductory

**Member:** \$174

**Nonmember:** \$189

North 122 A

AUT

CE Instructor: John McElwee, MSc, BCBA

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

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

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

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

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

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

**Objectives:**

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 224 A

CBM

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

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

KEVEN M. SCHOCK (Pennhurst)

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

**Objectives:**

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 222 AB

CBM

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

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

JEANNIE GOLDEN (East Carolina University)

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

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

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 222 C

CBM

CE Instructor: Jonathan W. Kanter, PhD

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

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

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

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

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 229 B

CBM

CE Instructor: Brad Donohue, Ph.D.

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

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

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

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

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185



North 131 A

CSE

CE Instructor: Katherine A. Johnson, MA, BCBA

**Running Effective Behavior Analytic Social Skills Groups**

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

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

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

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

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 128

DDA

CE Instructor: Anthony Biglan, PhD

**Acceptance and Commitment Training for Preschool Educators**

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

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

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

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

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 221 AB

DDA

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

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

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

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

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

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 129 A

DDA

CE Instructor: Jose D. Rios, MS, BCBA

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

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

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

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

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

#### **Objectives:**

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

<b>CANCELLED: Workshop #21</b>
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North 121 A  
EDC

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

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

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

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

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

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 120 BC

EDC

CE Instructor: Eitan Eldar, PhD, BCBA

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

EITAN ELDAR (Zinman College, Israel)

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

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

#### **Objectives:**

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

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

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

**Level:** Introductory

**Member:** \$180

**Nonmember:** \$195

North 221 C

OBM

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

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

#### **Organization**

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

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

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

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

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

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

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

**Level:** Introductory

**Member:** \$179

**Nonmember:** \$194

North 229 A

OBM

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

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

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

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

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

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

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

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

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

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

**Level:** Introductory

**Member:** \$205

**Nonmember:** \$220



## Workshop #25

North 227 A

OTH

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

GARY WILKES (Arizona State University)

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

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

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 226 C

OTH

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

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

TERENCE G. BLACKWELL (Verbal Behavior Inst.)

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

**Objectives:**

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 227 BC

OTH

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

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

RITA HONAN (Trinity College Dublin)

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

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

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

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

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

**Level:** Introductory

**Member:** \$178

**Nonmember:** \$193

North 228

OTH

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

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

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

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

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

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

**Objectives:**

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 132 BC

TBA

CE Instructor: John Eshleman, Ed.D, BCBA

**Precision Teaching & Standard Celeration Charting**

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

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

**Objectives:**

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

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

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

**Level:** Introductory

**Member:** \$205

**Nonmember:** \$220

North 225

TBA

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

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

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

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

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

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

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

<b>CANCELLED: Workshop #31</b>
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North 130

TBA

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

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

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

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

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

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

North 131 BC

TBA

CE Instructor: Karen R. Wagner, PhD, BCBA

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

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

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

**Objectives:** Participants will learn:

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

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

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

**Level:** Introductory

**Member:** \$180

**Nonmember:** \$195



North 120 D

VRB

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

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

MARK L. SUNDBERG (Sundberg and Associates)

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

**Objectives:**

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

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

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

**Level:** Introductory

**Member:** \$220

**Nonmember:** \$235

<b>Workshop #34</b>
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North 226 AB  
VRB

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

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

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

**Objectives:**

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

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

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

**Level:** Introductory

**Member:** \$170

**Nonmember:** \$185

<b>Workshop #35</b>
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<b>CE: PSY/BACB</b>
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North 224 B

CSE

CE Instructor: R.M. "Duke" Schell, PhD, BCBA

**What are the Top Ten Ethical Problems for Behavior Analysts?**

R. M. (DUKE) SCHELL (J. Iverson Riddle Developmental Center)

**Description:** This workshop will focus on the relationship between the Behavior Analyst Certification Board's (BACB) "Guidelines for Responsible Conduct for Behavior Analysts" and the BACB's "Professional Disciplinary Standards". Data from the BACB and other sources will be reviewed and discussed by the participants to apply in their everyday use of applied behavior analysis.

The "Guidelines" and "Standards" will also be discussed in view of their impact on the ethical use of behavior analytic practices. In addition the participants will review case examples that raise questions of ethical responsibility specifically in the context of non-behavior analytic procedures and therapies that may be provided to people with intellectual and related developmental disabilities.

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

- Describe and discuss the relationship between the BACB's "Guidelines" and "Standards"
- Apply knowledge of the "Guidelines" and "Standards" to their everyday practice
- Use professional colleagues to discuss and resolve issues raised by the "Guidelines" and "Standards"
- Use the "Guidelines" and "Standards" to solve ethical dilemmas in their practice

**Activities:** Activities for the workshop participants will include the direct presentation of information, solicited and directed questions to participants about their own experiences, and small group discussions and presentations of case examples of ethical problems.

**Audience:** This workshop is intended for professional clinicians including BCBAs, BCABAs, psychologists, special educators and administrators concerned with the ethical use of applied behavior analysis.

**Level:** Introductory

**Member:** \$120

**Nonmember:** \$135

North 120 A

TBA

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

**Software Tools and Evaluation Procedures for Direct Observation: Hands on Learning of the BEST Tools**

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

**Description:** The workshop will provide hands on application of a user friendly software package designed to collect and analyze discrete and time-based behavioral data for a wide range of evaluation and feedback applications in direct observation client settings. The program and compatible materials are particularly useful to graduate students, behavioral psychologists, BCBA and BCABA professionals engaged in assessment and behavior plan activities, and experimental analysts – all interested in analyzing complex configurations of behaviors which are emitted at high rates, oftentimes overlap in time, and which are context dependent. Discussion includes an introduction to recommended procedures when collecting time-based data in the live setting and from videotape records and computer generated behavior descriptions, graphic displays, statistical analyses, and reliability comparisons of data files when engaged in staff training and assessment of data integrity. Participants will be provided with all workshop presentation materials, a complimentary copy of the complete software package on CD ROM, and a .pdf file summary copy of a compatible research methods text published by Sage Publications 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:**

- Participants will be able to discuss in conceptual and applied ways the principles and practice of discrete and sequential behavior analysis methods
- Participants will be able to apply a range of computer-based data collection, reliability, and measurement techniques to their particular behavior analysis interests
- Participants will be able to understand and apply a range of computer-based descriptive and statistical data analysis techniques in relation to discrete and sequential measurement sets
- Participants will be able to construct a variety of behavior graphs and apply appropriate analysis techniques to the graph types covered.
- Participants will exit with software-based data collection and analysis competencies, including the ability to construct and apply systemic observation systems, generate a time-based behavioral record using an inclusive overlapping category system, construct a variety of graphic representations, perform traditional and sequential analyses using multiple measurement methodologies, edit graphic data representations and apply relevant visual and statistical analyses, conduct reliability and treatment fidelity analyses, and apply a variety of data record edit and merge functions when operating with complex multiple event category systems

**Activities:** Activities include a review of traditional behavior analysis recording methods; an introduction to and hands-on application of a computer-based package designed to enhance behavior analyses of complex interactive settings; a detailed hands-on demonstration of data collection features for discrete and sequential analysis capabilities within and across data-file graphic representations; and a variety of reliability, treatment fidelity, and data manipulation and editing functions – all designed to facilitate applied activities in assessment, behavior planning, treatment, and ongoing observation of a variety of settings and environments.

**Audience:** Graduate students, behavior analysts, BCBA, BCABA, and related therapists working in a variety of applied and experimental settings who are interested in the interactive nature of behavior in situations where study of multiple behaviors and events, multiple participants, and changing setting variables are present. Those working in educational and social science settings and who are challenged with how to describe and analyze highly interactive behavioral transactions should find the workshop experience and complimentary software particularly appealing to a wide range of research and assessment applications.

**Level:** Introductory

**Member:** \$150

**Nonmember:** \$165

<b>Workshop #37</b>	<b>CE: PSY/BACB</b>
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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 BCBAs and BCABAs 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 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

**Workshop #66****CE: PSY/BACB**

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 and BrxC...}, 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

**Workshop #67****CE: PSY/BACB**

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

**Workshop #83****CE: PSY/BACB**

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: Tiffaney 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-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

**Workshop #93****CE: PSY/BACB**

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