

# Morning Breakout Sessions

75 min	MassABA Presentation Title	Speakers	Abstract
A-1: Morning Keynote	Training Teachers to Implement Function-Based Interventions for Problem Behavior: Current Research and Practice at the University of Houston, Clear Lake	Dr. Dorothea Lerman (University of Houston Clear Lake)	Clinicians work with a wide variety of families affected by autism and come to feel as if they are a part of the family and really understand what autism parents and families go through. This panel, made up of three parents who are also in the "field" and parenting young adults, will discuss what it's truly like to raise a young person with autism. From angry, resentful siblings, to parental guilt, these topics and more will be discussed in a frank manner so the participants will have a better understanding of the autistic life. Marital stress, financial stress and the constant stress of losing services will be addressed. Please don't think you know what an autism parent goes through unless you have walked a mile in their moccasins.
A-2 (Supervision)	I Need Unrestricted Hours! Using the Task List to Meet the Increased Time Requirement	Dr. Cheryl Davis (The Sage Colleges/SupervisorABA) and Dr. Dana Reinecke (Capella University/SupervisorABA)	The recommended approach to supervision of BCBA candidates is to use performance feedback and behavioral skills training in the context of competency-based assessment. Supervisors sometimes report finding it difficult to efficiently use these strategies and to cover the breadth of content that should be addressed in supervision. Given that the BACB now requires supervisors to be accountable not only for the effectiveness of the supervision that they provide, but also for the performance of their supervisees, it's more important than ever to conduct supervision in the most effective, efficient manner possible. This presentation will provide a detailed review of the new BACB requirements for supervision as well as strategies for organizing supervision content and conducting ongoing assessments of supervision effectiveness and supervisee progress. The information presented will include using a planned approach to supervision that includes incorporating several task list items into activities and projects that the supervisee can complete using hands-on learning to improve client outcomes while meeting the increased unrestricted hours requirements.
A-3 (supervision)	Autism Knows No Borders®: The Why and How of World-wide Dissemination of ABA	Kimberly Madar (Easter Seals and Global Autism Project), Becca Hartman (Italian Home for Children)	There are seventy million people in the world with autism. Eighty five percent of those individuals live in developing countries where awareness, acceptance, and access to resources is minimal or non-existent. Applied behavior analysis is the scientific approach shown to be most effective in improving the lives of those with these diagnoses. There is an urgent need to increase the number of people with a clear understanding of ABA and proficiency in using this science to work with individuals with ASD around the world. The need for a sustainable way to increase and improve ABA-based education for individuals will be discussed. The concerns and challenges of generalizing the code of ethics and conduct of the BACB to training and supervising individuals in other cultures and countries will be considered. Way to establish more BCBA's world-wide through creation of alternate pathways in established universities and establishing practicum sites in partnership with the universities promoting sustainable ABA services in various countries will be discussed.
A-4	Teaching Problem Solving to Increase Academic, Communication, and Social Skills	Dr. Judah Axe (Simmons College)	Problem solving is defined as manipulating stimuli to increase the probability of arriving at a solution to a problem. When given a problem, such as a math problem or a question that involves recalling a past event, an individual arrives at a solution by engaging in a few behaviors, such as asking herself questions, drawing out possible solutions, and visualizing. A challenge of analyzing problem solving is it often occurs covertly, or within an individual's skin. Although typically developing people engage in problem solving on a daily basis, there is limited research on teaching problem-solving strategies to individuals with disabilities, especially in a behavior analytic framework. Two potential benefits of teaching problem solving skills to children with autism are less rote responding and more generalization. The presenter will provide a conceptual analysis of problem solving and review previous research on using problem solving to teach academic, communication, and social skills. The presenter will also describe his research on teaching problem solving to help children with autism recall past events, and he will recommend directions for research and practice.
A-5	Improving Positive Classroom Behavior Support Through Applied Behavior Analysis	Dr. Robert Putnam and Whitney Kliener (The May Institute)	This session will provide behavior analysts a review of the research on evidenced based practices in classwide behavior support (Simonsen & Fairbanks, Briesch, Myers, & Sugai, 2008; Simonsen et al., 2015; Reinke, Herman & Sprick, 2011). These practices include: 1) antecedent practices (physical layout, classroom expectations, behavioral routines, teaching expectations and routines, pre-corrections, active supervision); 2) instructional management (opportunities to respond), 3) reinforcement practices (contingent behavioral-specific praise, group contingencies, and token economies, behavioral contracts) and consequence (planning ignoring, explicit reprimands, differential reinforcement, response cost and timeout). The workshop will go over the use of classwide assessment as a method to systematically evaluate the classroom environment to design and implement effective classroom-wide behavioral support practices. Once the environment is assessed, the model incorporates both indirect (i.e., lecture, written training materials) and direct (i.e., modeling, performance feedback) instruction. Finally, participants will learn how teachers participate in a data-based decision-making process to establish more effective practices, procedures, and interactions with students. Data (Swain-Bradway et al., 2017) will be presented supporting the need for a comprehensive training method that includes both direct instruction and performance feedback for teachers to implement classroom-wide behavior support practices with integrity.
A-6	The Utility and Challenges of the MO Concept	Dr. Bob Ross (Beacon ABA Services)	The motivating operation (MO) as defined by Jack Michael and others has been increasingly used over the past few decades in support of applied treatment. In particular the MO concept has been used in early intensive behavioral treatment (EIBI) of children on the autism spectrum. However, Michael defines the MO concept in terms of its hypothesized effect on consequent stimuli (behavior changes and value changes). Of particular concern is the concept of value. Changes in the value of a stimulus are inferred rather than directly observed phenomenon. This indirect measure is problematic, since direct measures of responding are available. Additionally, the use of the MO as an antecedent causal account of specific topographies of behavior conflicts with a Skinnerian selection by consequences view of behavior, this dichotomy will be discussed with respect to discrimination responding. Challenges in discrimination of MOs and discriminative stimuli (SD's) with respect to the standard of the availability of a reinforcer will also be evaluated. The author will propose alternatives to the problematic conceptual description of MOs and Conditioned Motivating Operations (CMOs).

# Mid-Morning Breakout Sessions

1 hour	MassABA Presentation Title	Speakers	Abstract
B-1 (Supervision)	The Apprentice: An Innovative Approach to Meet the BACB's Supervision Standards	Dr. Breanne Hartley (LittleStar ABA Therapy)	Increased standards for supervision is needed for the betterment of the field. However, it is a challenge for organizations to meet these standards. Throughout the ages, experts in all trades have passed along their wisdom through apprenticeship opportunities. An apprenticeship model to mentor, educate, and train students on the science of human behavior will be discussed, including a summary of the model, typical supervision activities, and meeting schedules. In addition, the presentation will include billing considerations and general logistical issues associated within an apprenticeship model.
B-2 (Supervision)	A Behavior Analytic Approach To Creating, Delivering, and Following Instructions In The Workplace	Dr. Adam Ventura (World Evolve, Inc.)	Behavioral skills training (BST) is one of the most widely used technologies in organizational behavior management (OBM) and is used regularly in workplace environments to teach skills critical to effective job performance. However, despite consisting of four distinct elements, OBM practitioners often times place more emphasis on modeling, rehearsal, and feedback during training, presentations, and application than they do on the initial component of BST, namely, instructions. This presentation will break down evidenced-based methodologies for developing clear, complete, and concise instructions specific to performer job tasks. This presentation will focus on creating instructions for tasks that are critical to effective job performance. This presentation will also review strategies for delivering instructions that will help get performers excited about what is being asked of them and increase the likelihood of the learner completing the task correctly. Finally, this presentation will review approaches for increasing performer compliance with instructions and reduce the number of times instructions need to be repeated.
B-3	Using Antecedent Interventions to Reduce Instances of Problem Behavior in School Settings	Dr. Kari Anne Dunlop and Melinda Bogigian (HMEA, The Darnell School)	Instances of severe problem behavior at school can be dangerous and frustrating for all involved. At times, it is not possible to safely utilize extinction within school settings, and therefore problem behavior may be reinforced. Research indicates that addressing precursor behaviors can be effective in reducing instances of more severe behavior (Smith & Churchill, 2002). Additionally, there are many antecedent interventions within the science of Applied Behavior Analysis which can be implemented across the school day and can effectively decrease the occurrence of problem behaviors at school. A review of some of the current research on antecedent interventions will be provided, with a discussion of the most successful methods and identification of the gaps in the present research. Specific antecedent interventions which have been demonstrated to be effective at a private day school which serves students with autism and developmental disabilities will be shared in a case study format. These include: visual schedules, broad application of DRA, shaping across a broad topography of behaviors, and reinforcing precursors to problem behavior.
B-4	Now or Never: Creating a sustainable planet through ABA	Dr. Meghan Martineau (Progress Norwood and Newton Public Schools)	Climate change is one of the most problematic behavioral challenges facing our world today. Recent scientific reports indicate that green house gas emissions must decrease within 14 years before catastrophic changes to the planet occur (Usher, 2017). In order to mitigate the effects of climate change, significant changes to human behavior must occur to reduce the emission of green house gases. Treating behavior that is socially important is an essential criterion of applied behavior analysis (Baer, Wolf and Risley, 1968), which makes it a perfect match for the field of sustainability. This talk will review previous research within behavior analysis on promoting sustainable behavior, describe steps any behavior analyst can take to address this issue, and discuss critical areas of future research.
B-5	Essential for Living: A Communication, Behavior, and Functional Skills Curriculum, Assessment, Skill-Tracking Instrument, and Teaching Manual for Learners with Moderate-to-Severe Disabilities, Including, But Not Limited to Autism	Troy Fry (Patrick McGreevy, Ph.D., P.A. and Associates)	In recent years, many teachers, curriculum coordinators, and behavior analysts have struggled with what to teach children with moderate-to-severe disabilities or limited skill repertoires, including many children with autism, especially as they grow older. In public schools, they are often instructed to adhere to the Common Core State Standards, while in ABA programs they are often offered only developmental curricula designed to help young children catch up to their typically-developing peers. When they look for alternative sources of more functional skills, they often find few available options. Troy will describe Essential for Living, a verbal behavior based functional skills curriculum, and its value for children and adults with moderate-to-severe disabilities.
B-6 (Ethics)	SLPs and BCBAs: Enhancing treatment outcomes through effective collaboration	Jennifer Neal (Evergreen Center), Jenny Landry (Criterion ), Kate Grandbois, (Greater Boston Speech and Language Therapy), Ashely Douglas (Beacon ABA) Amy Wonkka (Lexington Public Schools)	In many settings serving children with ASD, both Speech-Language Pathology (SLP) and Applied Behavior Analysis (ABA) services may be part of a child's treatment plan or educational program. Professionals from each field bring valuable contributions to a team to meet the needs of a child, especially to improving socially significant language and social skills. But overlapping scopes of practice and differences in service delivery and theoretical frameworks may lead to ethical dilemmas and challenges, as well as benefits.  This panel presentation consists of SLPs and BCBAs from a variety of settings including public and private schools, early intervention, and private practice. They will share their professional experiences and will highlight the successes and challenges they have encountered working with each other, and offer guidance for compromising while adhering to one's ethical code. Audience members are invited to share experiences and ask questions to generate discussion about the complexities of SLP/BCBA collaboration and strategies to facilitate collaboration when working together to benefit individuals with ASD.
B-7	Conducting Research in Applied Settings: Common Challenges and Solutions	BethAnne Miles (ABA Behavior Solutions), Dr. Missy Olive (Applied Behavioral Strategies), Dr. Bob Ross (Beacon ABA Services), Dr. Cheryl Davis (The Sage Colleges/SupervisorABA)	In order to further our science, it is critical that the body of ABA research continues to evolve and grow. Applied practitioners are in a unique position to contribute to this body of research. Applied settings offer invaluable sources of information to identify socially significant areas of study leading to the development of interventions that result in durable behavior change in "the real world". However, for a myriad of reasons most applied practitioners are not conducting researchers as part of their ongoing work. In this panel discussion, experts in the local ABA community will discuss some solutions to the obstacles BCBAs have identified as the reasons preventing them from being actively involved in this critical area of our profession. The panel members will discuss the challenges BCBAs face when conducting research outside of a lab setting; some topics will include recruiting subjects, ensuring research integrity in the applied setting, obtaining IRB approval, submitting studies for publication, developing "buy in" form families/school personnel for research. In addition, the panelists will address questions from the audience. Our panelists will share their experiences with creating thriving research programs within their ABA agencies as well as tips to assist audience members in embarking on the journey to create research committees within their own places of employment. Panelists will discuss ways to develop interest in research amongst all levels of staff within an agency from behavior therapists to BCBA-Ds.
B-8	Bridging the Research-Practice Gap: Strategies for Conducting Research in School Settings	Dr. Cynthia Anderson and Dr. Ryan Martin (The May Institute)	Providing effective, high-quality educational and behavioral services to students with autism spectrum disorder (ASD) requires a robust body of research to inform practice. Unfortunately, many evidence-based interventions for ASD have not been sufficiently investigated in school settings. A likely contributor to this trend is that conducting methodologically-sound research in schools is fraught with many complex challenges. The purpose of this presentation is to provide an overview of common barriers to conducting quality behavior-analytic research in school settings and we offer specific strategies for addressing them. First, we discuss challenges associated with recruitment, namely obtaining buy-in from stakeholders (i.e., administrators, teachers, parents) and challenges associated with informed consent. Next, we discuss confounding variables and possible threats to internal validity that are particularly salient within school settings. Finally, we discuss logistical barriers to implementation, ranging from scheduling conflicts to communication between educators and research staff, as well as poor or inconsistent implementation fidelity. Throughout the presentation, we draw upon our experience conducting an RCT of a comprehensive school-based intervention for students with ASD to highlight strategies for mitigating such challenges, and we provide a framework for establishing partnerships between schools and research institutions.
B-9	A Technology to Teach Social Skills	Dr. Mariela Vargas-Irwin (Applied Behavioral Learning Services) and Dr. Ann Filer	Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Given the importance of social skills deficits in the presentation of individuals with Autism, the fields of psychology, speech and language therapy, and applied behavior analysis have developed numerous programs or curricula to teach social skills. In this presentation, concepts used in popular social skills curricula will be defined in operational terms and technological interventions such as conditioned reinforcement of rule-based behavior will be presented. Objectives to be used in treatment plans and Individualized Education Programs will be developed. Lastly, systems for data collection in group settings will be discussed along with case examples of social skills interventions.

# Afternoon Breakout Sessions

75 min	MassABA Presentation Title	Ann Filer, Ed.D., BCBA, LABA	Objectives to be used in treatment plans and Individualized Education Programs will be developed. Lastly, systems for data collection in group settings will be discussed along with case examples of social skills interventions.
C-1 (Ethics)	Multi-Tiered Supports in Public Schools: How BCBAs Can Integrate PBIS and SEL to Support All Learners	Anne Donovan (ACCEPT Collaborative, Bridgewater State University)	Access to quality behavioral supports and consultation from a BCBA in public schools often hinges on a student qualifying for intensive supports (Tier 3). Unfortunately, existing structures in public schools do not always capitalize on the training and expertise that Behavior Analysts have in “scaling up” positive behavior supports in a proactive manner for all student learners. Panel members will discuss ways to better align the role of BCBAs in public schools to support Massachusetts’ Systems for Student Success (MTSS/SfSS) and the Inclusive Practice framework. A particular focus will be made on the implementation of PBIS and SEL in schools, as well as ethical considerations to working with diverse student learners. Data on school districts’ implementation of these initiatives will also be examined, with an emphasis on ways that BCBAs can support these practices and strengthen Tier 1 and Tier 2 systems.
C-2 (Ethics)	Ethical Challenges and Opportunities while Advancing Science within the Autism Community	Dr. David Celiberti (Association for Science in Autism Treatment)	There are literally hundreds of interventions for autism, although the vast majority of these lack any scientific support. Unfortunately, approaches that are not grounded in science prevail in many schools and centers, fringe treatments are afforded widespread media coverage distracting consumers and separating individuals with autism from science-based intervention such as ABA, and the internet is filled with misinformation and unsubstantiated claims. This presents ethical challenges and opportunities for behavior analysts. Science and scientific methods are not only relevant to discussions surrounding autism treatment selection but should serve as the foundation upon which treatments should be chosen, implemented, and evaluated. This presentation will highlight the role that behavior analysts can play in helping consumers, consultees, supervisees and other colleagues choose interventions, implement those interventions with high degrees of fidelity and transparent, as well as in objectively evaluating outcomes. Strategies for promoting science and the scientific method in both practice and in communication will be discussed throughout.
C-3 (Ethics)	Ethical Issues Conducting Assessments in Applied Practice	Dr. Missy Olive (Applied Behavioral Strategies), Dr. Michael Weinberg, Dr. Mary Sawyer, & Dr. Mary Jane Weiss	Ethical issues in assessment may include scope of training and practice of behavior analysts as well as the selection of appropriate assessments based on the purpose of assessment. Ethical assessment should drive all treatment planning. This session will address current issues of assessment in the practice of behavior analysis. An overview of the BACB task list in assessment will be presented along with an illustrative sample of assessment coursework from some of the leading Verified Course Sequences. A description of training, qualifications, ethical, and legal requirements for licensed psychologists to conduct standardized and norm-referenced assessments will be presented. An overview of a student’s right to effective education driven by appropriate assessment of academic skills such as fluency will be presented. And finally, a rich discussion of the pressures applied to practicing behavior analysts driven by insurance carriers will be held under the framework of ethical issues surrounding assessment in practice.
C-4	Adulthood begins in Preschool: Applied Behavior Analysis and Targeting the Right Skills for Great Independence in Adulthood ASD	Dr. Peter Gerhardt (The EPIC School)	Baer, Wolf and Risley (1968), noted that competently applied behavior analytic interventions should result in strong, socially important, and generalizable outcomes which, in this case, should mean positive adult outcomes in ASD. Unfortunately, despite an emphasis on evidence-based intervention in ASD, adult outcomes remain poor “for almost any outcome you choose.” (Roux, et al, 2015, p.8). While there may be several reasons for such continued poor outcomes, the potential of applied behavior analysis to support more positive adult outcomes has yet to be fully explored or realized. More positive outcomes should, however, be well within the reach of our behavior analytic technology. This workshop will provide an overview of a number of interventions and protocols designed to address this “outcome-deficit” via a better understanding of linkages between skills targeted in preschool, elementary, middle and high school to those required in adulthood. In addition, challenges related to translating effective behavior analytic intervention from the clinic or classroom to the community at large will be reviewed. The workshop will end with a discussion of the ethical issues associated with the provision of effective behavior analytic intervention with adolescents and adults with ASD.
C-5 (ethics)	Protecting your career: Troublesome ethical situations to avoid for practicing behavior analyst	Dr. Steve Woolf, Butterfly Effects	The presentation addresses some of the most common ethical issues behavioral practitioners encounter when providing home-based and school services. As the numbers of BCBAs have grown over the last few years and ABA services funding increased, behavior analysts are increasingly exposed to ethical dilemmas that may jeopardize their certification or license. The presenter shall complete a data based overview of some of the most common ethical complaints encountered by related human service professionals enforced by state regulatory boards. The presentation also highlights survey data based on ethical challenges experienced by practicing behavior analyst. The presenter will also provide analysis of state behavior analyst licensing regulations cross referenced to the BACB compliance code. Finally, the presenter shall provide strategies for dealing and responding to ethical issues commonly encounter by practicing behavioral professionals. This workshop addresses a variety of ethical and best practice issues: in-field supervision of paraprofessional staff, appropriate discharge/termination of cases, fraudulent billing, school consultation, documentation of services, informed consent, misrepresentation, punishment as intervention, and maintaining of clinical records
C-6	Effective Teaching Practices and the BCBA in Schools	Dr. Fernando Armendariz (FABAS and University of Arizona)	<p>Topics within the presentation:</p> <ul style="list-style-type: none"> <li>• ABA principles are impacting behavior all the time and not just when the BCBA has designed an intervention or is providing direct therapy. (traditional vs behavioral view on behavior)</li> <li>• The child’s current behavior is being maintained by what is happening at the present time.</li> <li>• Interventions are often superimposed on existing contingencies.</li> <li>• Tweaking the existing contingencies is what is required.</li> <li>• The intervention does not necessarily need to be withdrawn, it can be effective practices, procedures and reinforcing contingencies that can be maintained all the time (like eating well and exercising).</li> <li>• Every action by the teacher during the school day impacts learning and disruptive behavior.</li> <li>• Most of the current practices used by teachers have no research base but the term research (or best) practices is often used to describe what is being done.</li> <li>• The BCBA is responsible for the child referred but also for the other children in the classroom and in the school. The intervention should be for the benefit of all.</li> <li>• FBA is a reactive procedure for one student, but many FBAs provide information on teaching practices that are regularly promoting challenging behavior.</li> </ul> <p>The information from numerous FBAs help the BCBA develop and implement effective practices that will improve learning and prevent challenging behavior of all the students.</p> <p>Fortunately, the practices that result in the greatest learning are the same practices that best reduce disruptive behavior</p>
C-7	A Comparison of Procedures to Reduce Excessive Bids for Attention	Dr. Jessica Becraft (Kennedy Krieger Institute & Johns Hopkins University School of Medicine)	Excessive requests for attention can be a big challenge for teachers. Differential-reinforcement-of-low-rate (DRL) schedules are one way to address this. DRL schedules are designed to decrease the rate of a response without eliminating it. There are at least two variations of DRL schedules—spaced-responding and full-session—and it is possible there are functional differences between them. In fact, there is some evidence that a full-session DRL may eliminate responding, which may be problematic if it is used for responses where elimination is not ideal (e.g., bids for attention). Through a series of studies with college students, preschoolers, and individuals with autism spectrum disorder, we experimentally compared the DRL procedures. We also conducted a multi-level meta-analysis of published studies on DRL schedules. Collectively, there was little to no difference between the DRL types, suggesting that full-session DRLs may be suitable for reducing, but not eliminating, appropriate responses. Implications and recommendations for practice will be discussed.

C-8	Continuing Toward a Functional Analysis of Behavior: Déjà vu All Over Again	Dr. Michael Dorsey (Amego)	The purpose of this presentation will be to trace the history of Functional Analysis (FA) and Function-Based Treatments approaches in the field of Applied Behavior Analysis and discuss the development/validation of potential future alternatives to meeting this need. Most Behavior Analysts credit either B.F. Skinner (1953) in Science and Human Behavior or Iwata, Dorsey, Slifer, Bauman and Richmond (1982) in Toward a Functional Analysis of Self-Injury with the conceptualization and implementation of an FA approach to treatment. However, the concept actually began much earlier with Ivan Sechenov in his text Reflexes of the Brain (1863) and Claude Bernard (1865) in An Introduction to the Study of Experimental Medicine. Later, pre-1957/1982, practitioners such as Ayllon and Michael (1959), Allen, Hart, Buell, Harris, & Wolf, (1964), Thomas, Becker, and Armstrong (1968), Bijou, Peterson and Ault (1968), Lovaas and Simmons (1969), and Carr, Newsome and Binkoff (1976) all demonstrated the identification and implementation of effective function-based treatments without the luxury of access to a standardized FA protocol. Criticisms of the original 1982 methodology include: Cost, Risk, Ethics, and Time. Since 1982, FA research has evolved into a cottage industry, with the publication of numerous replications and extensions attempting to address these issues associated with the 1982 approach, including validating the use of Shorter Sessions, a "Trial-Based" approach, the Latency to first response, Single Function assessments, and Interview-Informed Synthesized Contingency Analysis (IISCA), to name a few. To date, the 1982/1994 original FA article has been replicated/cited over 3,300 times (Google Scholar, 2018). Based on these data, the central question(s) should be: have we addressed the criticisms leveled at the 1982 study and, with the numerous pre-1982 successful function-based treatment demonstrations, when and under what circumstances should any structured FA be utilized. The presentation will conclude with a review of potential less-restrictive approaches, based on more of a medical model, to the application of an in-the-moment Momentary FA approach, that evaluates the MOs operating within the person's environment as a basis for selecting function-based treatments.
C-9	Procedures to Promote Spoken Language in Nonverbal Children with Autism	Dr. Alice Shillingsburg (May Institute)	Challenges with language and communication development have been identified as one of the most common presenting concerns of parents of children with autism spectrum disorder (ASD) (Coonrod, & Stone, 2004; Guinchat, et al., 2012). For approximately 30% of individuals diagnosed with ASD who are described as minimally verbal, Augmentative and Alternative Communication can be effective in teaching communication skills. However, acquisition of functional speech often remains a high priority and warrants specific attention during intervention. Research dating back to the 1970's demonstrates the effectiveness of differential reinforcement and shaping to promote vocal imitation skills. However, additional strategies may also be necessary when shaping alone is not effective. The current tutorial will review vocal shaping and chaining procedures as well as strategies such as stimulus-stimulus pairing, extinction induced variability, and hi-p procedures to promote vocal imitation and functional spoken language in children with ASD who exhibit significant difficulties with spoken communication.

## Late Afternoon Breakout Sessions

75 min	MassABA Presentation Title	Speakers	Abstract
Late Afternoon Keynote	Progressive ABA as it Relates to Individuals Diagnosed with Autism Spectrum Disorder: Recent Advancements in Research and Clinical Practice	Dr. Justin Leaf (Autism Partnership Foundation)	Applied Behavior Analysis (ABA) is a science and, therefore, involves progressive approaches and outcomes. In this presentation we will argue that the spirit and the method of science should be maintained in order to avoid reductionist procedures, stifled innovation, and rote, unresponsive protocols that become increasingly removed from meaningful progress for individuals diagnosed with autism spectrum disorder (ASD). We describe this approach as progressive. In a progressive ABA approach, the therapist employs a structured yet flexible process, which is contingent upon and responsive to child progress. We will describe progressive ABA and provide rationales for both the substance and intent of ABA as a progressive scientific <i>method</i> for improving conditions of social relevance for individuals with ASD. We will provide the audience with data from recent studies on how Progressive ABA can be implemented to individuals diagnosed with ASD; as well as our findings in clinical practice.
D-1 (Ethics)	Tutorial on Behavior Analytic Interventions for Social Skill Deficits Among Adults with Psychiatric Disorders	Shannon McDonald (Endicott College)	Applied Behavior Analysis has a long history of working with adults diagnosed with psychiatric disorders whose behaviors significantly interfere with their social skills and adaptive functioning. Some of the first translational research with this population was completed in the 1960s. Although treatment was extremely effective, the research was largely abandoned for most of the 1980s and 1990s. Third wave behavior therapies are revisiting this population and gaining popularity and momentum. A literature review was completed to examine how often interventions targeting three psychiatric disorders that severely impact social skills are included in the research literature, focusing on journals commonly contacted by behavior analysts. A review of ACT literature and treatments for these disorders was included to demonstrate current interventions for behaviors associated with these disorders in adults. A brief summary of ACT and how RFT is the foundation for ACT interventions is discussed, as well as ethical issues regarding scope and competency of practice.
D-2	Meeting the Needs of Children with Autism: What Professionals Need to Know About Special Education Law and Writing Evaluation Reports	Leslie Hughes (Massachusetts Advocates for Children) & Dr. Jessica Everett (Melmark & Blue Cross Blue Shield, MA)	This workshop provides an overview of specific legal requirements pertaining to the unique learning needs of children with autism spectrum disorder (ASD). With an emphasis on the requirement that children with ASD receive educational opportunities which reflect competency and potential, this workshop will address current trends, legal standards, evaluation rights and procedures, writing evaluation reports, discussion of court cases, and special education service options for children with ASD.

D-3	Teaching Receptive Language Skills to Children with Developmental Disabilities: Recommendations for Instructors	Dr. Laura Grow	Receptive language or listener behavior refers to responding appropriately to another person's spoken language. Most curricula dedicate a proportion of early intervention to developing receptive language skills. Some learners with developmental disabilities require carefully arranged instructional procedures to learn how to respond effectively to the language of others (e.g., follow instructions, identify objects by name, orient when called). If the instructional procedures for teaching receptive language skills are not optimal, several problems may emerge that can hinder learning. The results of experimental and applied studies are useful for informing the design of instructional procedures to teach receptive language skills. The purpose of the presentation is to provide several best practice recommendations for teaching receptive language skills based on Grow & LeBlanc (2013) and recent research in the area. Each recommendation is accompanied by a conceptual analysis, specific practice parameters, and a brief review of the applied studies to substantiate the recommendations. I will discuss strategies for troubleshooting and eliminating stimulus control problems that may arise despite our best efforts.
D-4 (Ethics)	Trauma-Informed FBAs and BIPs: an Interdisciplinary Team Assessment and Intervention Approach	Dr. Jillian Bennet (Accept Educational Collaborate)	The pervasive impact of trauma on a child's development often manifests itself in challenging behavior at school that interfere with his/her access to integrated into the curriculum; however, assessing and planning effective interventions for students with a trauma history may fall outside of the "boundaries of competence" for many school based BCBA's, as defined by the BACB's Professional and Ethical Code for Behavior Analysts (1.02). This tutorial will present a practical implementation framework for conducting Functional Behavior Assessment (FBA) in schools for students with a developmental history of trauma. Specific strategies for identifying potential members of an interdisciplinary team will be discussed, and recommended supplementary tools that can be integrated into a trauma-informed FBA will be presented. Best practices that align with MA state initiatives, including PBIS and TLP's Trauma Sensitive Schools, will also be connected directly to evidence based behavioral interventions that inform the development of a student's BIP.
D-5	Advancements in Antecedent Interventions and Verbal Behavior	Caleb Davis, Olga Meleshkevich, Dr. Judah Axe (Simmons College), Francesca degli Espinosa (ABA Clinic, U.K., University of Salerno, Italy)	For effective, intensive intervention for students with autism and related disabilities, practitioners must be well versed in the concepts of motivating operations and verbal behavior and the procedures derived from those concepts. In this symposium, Axe will provide an overview of important concepts in the areas of motivating operations and verbal behavior. Davis will present a study on a procedure for reducing the reflexive conditioned establishing operation during intensive instruction: the high-probability request sequence. The study showed that high-quality and varied reinforcers are needed for both high- and low-probability responses. Meleshkevich will present a study on teaching children with autism to answer varied questions about two-component pictures, such as asking, "What is it?" and "What color is it?" when showing different colored objects. The results showed that requiring the child to echo the key word in the question resulted in correct responses. Axe will provide a brief discussion of future research questions and applications for practice and take questions from the audience.