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 cliqic 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)	Topics within the presentation: • 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) • The child's current behavior is being maintained by what is happening at the present time. • Interventions are often superimposed on existing contingencies. • Tweaking the existing contingencies is what is required. • 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). • Every action by the teacher during the school day impacts learning and disruptive behavior. • 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. • 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. • FBA is a reactive procedure for one student, but many FBAs provide information on teaching practices that are regularly promoting challenging behavior. 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. Fortunately, the practices that result in the greatest learning are the same practices that best reduce disruptive behavior
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 *method* 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 a trrt the curriculum; howeverr, assessing and planning effective interventions for students with a trauma history may fall outside of the "boundaries of competence" for many school based BCBAs, 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 aa developmental history of trauma. Specific strategies for idenitfying potential members of an interdisiciplinary 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 TLPI'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.