



MASSABA PRECONFERENCE WORKSHOPS

MARCH 21, 2019

MASSABA WILL BE OFFERING 4 PRE-CONFERENCE WORKSHOPS

THE BEST WESTERN IN MARLBOROUGH

PARTICIPANTS WILL EARN (3) CEUs FOR EACH WORKSHOP

ETHICS AND SUPERVISION CEUs ARE AVAILABLE

COST: \$100 PER WORKSHOP, OR \$150 FOR (2) WORKSHOPS

PLEASE NOTE:

**LIGHT REFRESHMENTS WILL BE SERVED,
BUT LUNCH WILL NOT BE PROVIDED.**

REGISTER AT: [HTTPS://WWW.MASSABA.NET/](https://www.massaba.net/)



MORNING WORKSHOP 8:30-11:30 AM

**SIMPLIVISE: TRAINING THE TRAINER ON HOW TO SIMPLIFY TRAINING,
AND SUPERVISION THROUGH THE USE OF EVIDENCED-BASED TRAINING STRATEGIES**

ADAM VENTURA, BCBA & YENDRI DIAZ, BCBA, SKILLOMETRY, INC.

Recently, the number of behavior analysts in our field has increased significantly. However, as an unintended side effect, many practitioners are receiving less frequent and lower quality training and supervision. Moreover, training and supervision programs tend to be cumbersome and do not incorporate evidenced-based practices often times resulting in ineffective application of behavioral services. Establishing effective training and supervision protocol within an ABA practice is critical to its success.

This workshop is designed to develop more effective trainers and supervisors within ABA organizations across learning environments. This workshop will demonstrate how to incorporate Behavioral Skills Training (BST), and maintains critical skills for effective ABA services. The workshop will cover training and supervision in online and in-person environments. The workshop will consist of three phases: Phase one will include an instructional design segment where attendees will learn how to create an evidenced-based training program. The second phase will involve teaching attendees how to train and supervise staff utilizing a unique blend of BST, PT, and digital technology. Lastly, the workshop will prepare attendees to maintain skill repertoires through simplified supervision and digital technology.

Participants will receive supervision CEUs for completing this workshop.



Adam Ventura is a graduate of Florida International University and has been a Board Certified Behavior Analyst (BCBA) since 2008. Adam is the founder and CEO of World Evolve, Inc., a behavioral organization located in south Florida. Adam has been working in the field of applied behavior analysis for over 10 years and has experience working with children and adults with varying disabilities. Adam was a member of the local review committee in Miami, Florida for over three years and is currently a member of the behavior analysis and practice committee (BAPC) for the state of Florida. Adam also currently serves as an adjunct professor in the psychology department at Florida International University where he has been teaching undergraduate courses in behavior analysis since 2009. Adam is also the co-founder of two public benefit corporations, namely, The Code Of Ethics for Behavioral Organizations (COEBO) and the Miami Association for Behavior Analysis (MiABA). Adam's experience

has extended beyond the clinical realm and into the business world as he has been responsible for creating several new businesses with and without partners in various industries. Adam's current focus is on business ethics and technological applications of Behavior Analysis.



MORNING WORKSHOP 8:30-11:30 AM

ETHICAL ISSUES IN THE ASSESSMENT AND TREATMENT IN BEHAVIORAL FEEDING

MELISSA OLIVE, PH.D., BCBA-D
APPLIED BEHAVIORAL STRATEGIES LLC.

Many children with autism spectrum disorders develop food selectivity or what is also called “picky eating.” It is not uncommon for children to restrict their diets to one brand of chicken nuggets, to refuse to eat colored foods, or to consume only pureed foods. This training will focus on the ethical issues related to the assessment & treatment in behavioral feeding. Participants will also learn what medical, behavioral, and related service assessments should be completed before starting feeding therapy. Participants will discuss the ethical issues related to the use of various techniques such as deprivation, physical prompting, and extinction. Time will be available for questions and answers throughout the event.

Participants will receive ethics CEU's for completing this workshop.



After many years in higher education, Melissa Olive, Ph.D., BCBA-D, “Missy”, founded Applied Behavioral Strategies. Missy has served on the Editorial Board of Topics in Early Childhood Special Education, Journal of Early Intervention, and Young Exceptional Children and she is a frequent guest reviewer for the Journal of Autism and Developmental Disorders. Missy currently chairs the Legislative Committee for the CT Association for Behavior Analysis (CT ABA) and she serves on the CT ABA Board of Directors. Missy has published 30 peer-reviewed articles and book chapters focusing on topics related to behavior analysis including assessment and treatment of challenging behaviors, communication intervention, and feeding disorders. Missy's current professional interests relate to ethical issues in the practice of behavior analysis, using ABA to address feeding, and communication intervention. She is also interested in state and federal policy related to individuals with disabilities. Missy also

has a strong interest in family issues related to children with disabilities. Since 1993, she has cared for and advocated on behalf of her brother, Mac, an adult with autism, intellectual disability, and a seizure disorder.



AFTERNOON WORKSHOP 1:00-4:00 PM

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, BCBA

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.



Troy Fry received his B.A. in Science and Mathematics from North Dakota State University and M.S. degree in Behavior Analysis and Therapy from Southern Illinois University, and is a Board Certified Behavior Analyst. For the 30 years, Troy has worked with children and adults with developmental disabilities in public schools, private schools, centers, clinics, home-programs, hospitals, and residential programs in North America and Western Europe as a teacher, therapist, behavior analyst, senior clinician, consultant, and director. He is a senior partner and clinician at McGreevy and Associate and is the second author of Essential for Living.



AFTERNOON WORKSHOP 1:00-4:00 PM

ETHICAL APPROACHES TO TEACHING SOCIAL SKILLS FOR INDIVIDUALS DIAGNOSED WITH AUTISM SPECTRUM DISORDER.

JUSTIN LEAF, PH.D., BCBA-D

Autism spectrum disorder (ASD) is characterized by deficits in social behavior, including, but not limited to, social communication, interaction, and reciprocity. To address these deficits, there are a myriad of social skills interventions available to the behavior analyst. Unfortunately, many of these interventions lack methodologically sound empirical support for their effectiveness, while others could be considered pseudoscientific and/or antiscientific. Behavior analysts who provide or oversee these interventions have an ethical obligation to select and provide effective intervention. Therefore, it is essential for behavior analysts to have a firm understanding of effective social skills interventions as well as the skills necessary to identify social skills interventions that lack empirical support and may be ineffective or harmful. The purpose of this workshop is to introduce practicing behavior analysts to the empirical evidence of several popular social skills interventions, provide examples of how to identify and research potentially pseudoscientific interventions, and outline the importance of understanding the evidence and identification of pseudoscientific interventions as it relates to ethical obligations to clients.

Participants will receive ethics CEU's for completing this workshop.



Justin Leaf, Ph.D., is the Director of Research and Training for Autism Partnership Foundation. Justin received his doctorate degree in Behavioral Psychology from the Department of Applied Behavioral Science at the University of Kansas. Currently, Justin leads the research team at Autism Partnership Foundation, which conducts research nationally and internationally. His research interests include examining methods to improve social behaviors for children and adolescents with autism and developing friendships, comparing different teaching methodologies, evaluating parameters of reinforcement, and evaluating long-term outcomes for individuals diagnosed with autism. Justin has over 60 publications in either peer reviewed journals, books, or book chapters and has presented at both national and international professional conferences and invited events. Justin is an Associate Editor for Review Journal of Autism and Developmental Disorders. Justin also serves or has served on the editorial board for the Journal of Applied Behavior Analysis, Education and Training in Autism and Developmental Disabilities, and the Journal of Autism and Developmental Disorders.