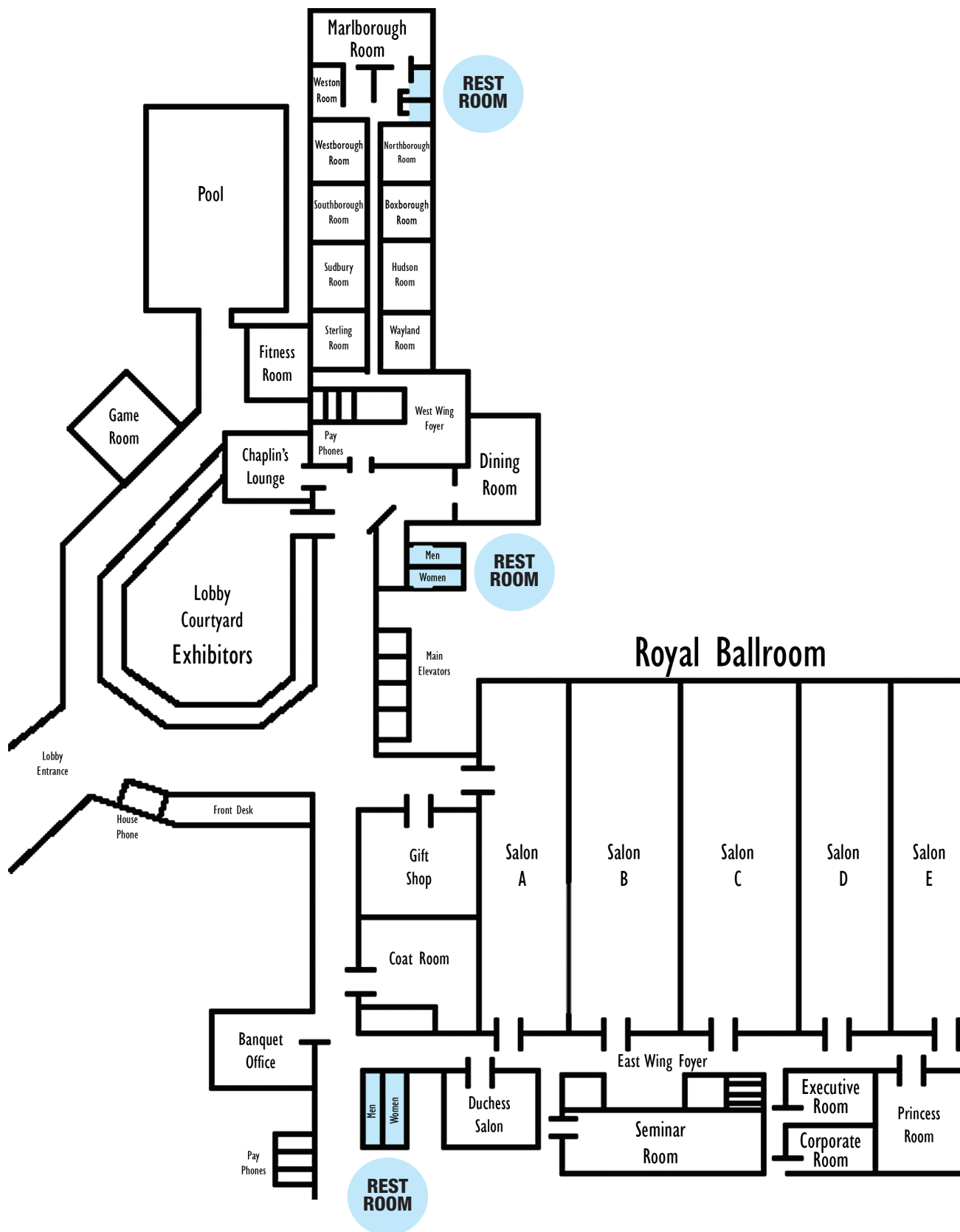


5TH ANNUAL MASSACHUSETTS ASSOCIATION FOR APPLIED BEHAVIOR ANALYSIS CONFERENCE



Friday, May 8, 2015

Best Western Royal Plaza Hotel and Trade Center
181 Boston Post Road West, Marlborough, MA 01752



AM SCHEDULE OF EVENTS

8:30 AM – 8:50 AM	The State of Behavioral Analysis in the Commonwealth: Policy and Implications Robert K. Ross, Ed.D., BCBA-D
8:50 AM – 9:50 AM	Morning Keynote Address: Carl Hart, Ph.D., BCBA-D <i>Thinking About Drugs Through A Socially Conscious Lens</i>
10:00 AM – 11:15 AM	Morning Breakout Sessions <i>Please refer to your conference packet for room assignments</i>
AM1	A Review of the BACB's Revised Code of Ethics
AM2	An Evaluation of a Behaviorally Based Social Skills Group for Young Children Diagnosed with Autism Spectrum Disorder: A Randomized Control Trial
AM3	MassHealth Coverage of Autism Services
AM4	"I Can Figure It Out": Teaching Children with Disabilities Problem-Solving Skills to Master Advanced Communication, Social, and Academic Skills
AM5	A Treatment Integrity Analysis of Response Interruption and Redirection
AM6	Delayed Discounting: Research & Application on Impulsivity and Self-Control
AM7	Pushing the Envelope: Just How Early Can We Identify Anomalous Development in ASD?
AM8	Preparing for Effective Supervision
AM9	Implementing a Multi-Tiered System of Behavior Support Within a Large Applied Behavior Analytic Organization
AM10	Recent Developments in Legislative and Regulatory Issues Impacting the Profession of Applied Behavior Analysts in Massachusetts
AM11	Innovative Programming for Students with Autism Spectrum Disorders

Please refer to Page 11 for information regarding Continuing Education Credit

PM SCHEDULE OF EVENTS

11:30 AM – 12:30 PM	Midday Keynote Address: Mark Dixon, Ph.D., BCBA <i>Getting Control of America's Gambling Addiction</i>
12:30 AM – 1:30 PM	Lunch Break
1:45 PM – 3:00 PM	Afternoon Breakout Sessions <i>Please refer to your conference packet for room assignments</i>
PM1	Ethical Issues in Supervision
PM2	It Ain't Easy: Examining the Relationship Between Common Behavioral Practices and Educator Resistance
PM3	Establishing Creative Play: A Behavior Analytic Perspective
PM4	Home-Based ABA Services: Maintaining High Standards and Best Practices in Function-Based Treatments
PM5	The Intersection of Applied Behavior Analysis and Behavioral Pharmacology
PM6	Effects of Agency-Wide Implementation of Universal Positive Behavior Support
PM7	Designing Effective Processes: OBM in Human Service Settings
PM8	A Cost-Benefit Analysis of the Implementation of a PBS Model Within an Adult Service System
PM9	BACB Update
PM10	A Practitioner's Tutorial for Integrating Relational Frame Theory and ACT Therapy into ABA Programs for Persons with Autism
PM11	A Review of the History of Behavior Analysis: Tracing the Development of Our Basic Principles
3:15 PM – 4:15 PM	Afternoon Keynote Address: Susan M. Schneider, Ph.D. <i>Operant Principles Everywhere: Interdisciplinary Behavior Analysis and the Future of our Field</i>
4:15 PM - 4:30 PM	Sign out at the registration tables

Thank you for attending!

LETTER FROM THE PRESIDENT



8:30 to 8:50 AM

**The State of Behavioral Analysis in the Commonwealth:
Policy and Implications**

**Robert K. Ross, EdD., BCBA-D, President
Massachusetts Association for Applied Behavior Analysis**

I would like to extend a warm welcome all of you who are attending the 5th Annual Massachusetts Association for Applied Behavior Analysis Annual Conference. In just a few short years, both this association and the conference have grown from 25 members and 120 conference attendees to

1,440 members and 700 conference attendees.

During this period, the dedicated board members and volunteers who have given of their time to work on behalf of MassABA have been very active and are at the forefront of legislation and advocacy for behavior analysis services. MassABA members and, in particular, it's legislative committee, were active in helping support the passage of the landmark ARICA law as well as a behavior analyst licensing law. We fought to ensure that those individuals who are enrolled in BCBA certification programs will be eligible to be licensed as behavior analysts in Massachusetts.

While this is truly a great time to be a behavior analyst, many challenges to our field are on the horizon and these threats to our profession must be directly addressed. Over the next few years, we must protect consumers by ensuring the high standards of behavior analytic services are upheld. We also need to ensure that our training (pre-service and continuing education) produce high quality and ethical practitioners. We want ABA to be represented by the best work being done by our field. For that to occur, we need to raise the bar on quality and protect the profession from those who practice in our name only. As insurance funding of ABA services becomes routine, scrutiny of outcomes and practices will increase. It is my hope that MassABA will continue to lead the way by working with our national and international organizations to establish standards of practice for the work we do. I believe that we will either define what we do and how it is best done, or those activities will be defined for us by those outside of our field (insurance companies, government agencies, and others).

It is my hope that many of you will step up to this challenge and offer your time and skills to help the field that you have chosen to join by volunteering at MassABA. I look forward to talking with you and to your contribution to helping change the world through behavior analysis.

Robert Ross, EdD., BCBA-D
President, MassABA

8:45 TO 9:45 AM: MORNING KEYNOTE ADDRESS



Carl Hart, Ph.D., BCBA-D
Associate Professor, Departments of Psychology and
Psychiatry, Columbia University

Author of “High Price: A Neuroscientist’s Journey
of Self-Discovery That Challenges Everything You Know
About Drugs and Society”

Title: Thinking About Drugs Through A Socially
Conscious Lens

Abstract: This presentation will draw from a broad range
of resources to demonstrate how personal experience and

scientific research can inform and validate each other for a deeper understanding of drug use and addiction. It will offer a compelling argument to reconsider this country's policies on drug use which have proved ineffective, not only from a legal standpoint, but also from medical and social perspectives as well.

Bio: Dr. Hart is an Associate Professor of Psychology in both the Departments of Psychiatry and Psychology at Columbia University, and Director of the Residential Studies and Methamphetamine Research Laboratories at the New York State Psychiatric Institute. A major focus of Dr. Hart’s research is to understand complex interactions between drugs of abuse and the neurobiology and environmental factors that mediate human behavior and physiology. He is the author or co-author of dozens of peer-reviewed scientific articles in the area of neuropsychopharmacology, co-author of the textbook, “Drugs, Society, and Human Behavior”, and a member of a NIH review group. Dr. Hart was recently elected to Fellow status by the American Psychological Association (Division 28) for his outstanding contribution to the field of psychology, specifically psychopharmacology and substance abuse. In addition to his substantial research responsibilities, Dr. Hart teaches undergraduate and graduate courses and was recently awarded Columbia University’s highest teaching award.

10:00 – 11:15 AM: MORNING BREAKOUT SESSIONS

SPECIAL ETHICS SERIES: AM-1

Title: A Review of the BACB's Revised Code of Ethics

Presenters: Dr. Joseph Vedora, Evergreen Center
Erin Conant, Evergreen Center

Abstract: The Behavior Analysis Certification Board (BACB) recently released a revised code of ethics entitled the "Professional and Ethical Compliance Code for Behavior Analysts". The BACB also modified their Disciplinary System. The revised code and changes to the disciplinary system will go into effect in January 2016. This presentation will review changes to the code and describe the potential impact for behavior analysts. Special emphasis will be placed on revisions related to areas in which frequent ethical issues arise (e.g. the use of social media). Case studies will be reviewed and participants will discuss ethical issues and actions that should be taken based on the revised code of ethics.

INVITED SOCIAL SKILLS SPEAKER: AM-2

Title: An Evaluation of a Behaviorally Based Social Skills Group For Young Children Diagnosed with Autism Spectrum Disorder: A Randomized Control Trial

Presenter: Dr. Justin Leaf, Autism Partnership Foundation



Abstract: Researchers have demonstrated that social skills groups may be beneficial for individuals diagnosed with autism spectrum disorder; however, there remain several concerns that still must be addressed in the research. This project evaluated a 16 week behaviorally-based social skills groups for young children diagnosed with an autism spectrum disorder. The sixteen participants were randomly divided into either a treatment group or a waitlist control group. Each participant was evaluated on multiple formal assessments which looked at social behaviors, adaptive functioning, language capabilities, and aberrant behaviors. These formal assessments were completed by a blind evaluator, the social skills group teachers, and the researchers of the project. The formal assessments were provided prior to the

first group receiving intervention, after the first group had concluded, and after the second group had concluded. These measures allowed researchers to evaluate the overall increases in social behavior in the treatment group and to determine if there are differences between the treatment group and waitlist control group. Additionally, single subject methodology was utilized to measure increase of specific social behaviors. Results from this project will help answer questions regarding the efficacy of behaviorally-based social skills groups for individuals diagnosed with autism spectrum disorders.

Bio: Justin Leaf, Ph.D., is the Director of Research for the Autism Partnership Foundation. Justin began working with individuals diagnosed with autism spectrum disorder in 2000. He received his doctorate degree in Behavioral Psychology from the Department of Applied Behavioral Science at the University of Kansas. Justin worked directly under the mentorship of Dr. James Sherman and Dr. Jan Sheldon. Currently, Justin leads the research team at Autism Partnership, which conducts research nationally and internationally. His research interests include examining methods to improve social behaviors for children and adolescents with autism, developing friendships, comparing different teaching methodologies, evaluating parameters of reinforcement, and evaluating long term outcomes for individuals diagnosed with autism. Justin has over 30 publications in either peer reviewed journals or book chapters and has presented at both national and international professional conferences and invited events. He serves on the editorial board for the Journal of Autism and Developmental Disorders and has been a guest reviewer for several additional prominent behavior analytic and autism journals.

INVITED PUBLIC POLICY SPEAKER: AM-3

Title: MassHealth Coverage of Autism Services

Presenter: Dr. Carolyn S. Langer, M.D., J.D., M.P.H., Chief Medical Officer-MassHealth



Abstract: The past few years have witnessed expanded payer coverage of services for individuals with autism spectrum disorder (ASD). This presentation will summarize existing MassHealth (Massachusetts Medicaid) Waiver programs and will provide an update on MassHealth plans to implement a new ABA benefit under its State Plan. Although this session focuses on ABA therapy, a brief summary will also be provided highlighting coverage issues related to other clinical services commonly accessed by individuals with ASD.

Bio: In the role of MassHealth Chief Medical Officer, Dr. Langer serves as the Medical Director for the Massachusetts Medicaid program, MassHealth. In this position, she is also the Executive

Leader of the Office of Clinical Affairs within the Massachusetts Executive Office of Health and Human Services and the chief medical advisor to the Medicaid Director. She is responsible for the medical management of all the health care services MassHealth provides its members.

Dr. Langer has a very extensive health care leadership background, with significant experience working in the health plan and managed care arena. Most recently, she was the Medical Director for Medical Management and Quality at Harvard Pilgrim Health Care. Dr. Langer has also served as the Medical Director for Utilization Management and Care Services at Fallon Community Health Plan, Associate Medical Director at Blue Cross Blue Shield of Massachusetts, and Vice President and Chief Medical Officer at ManagedComp, Inc.

As a medical corps officer and flight surgeon in the Army National Guard, Dr. Langer assumed command of a MASH unit, and directed an aviation medical program. She held the rank of colonel when she retired from service.

Dr. Langer received her medical degree from Jefferson Medical College in Philadelphia, her law degree from Harvard Law School, and Masters Degree in Public Health from the Harvard School of Public Health. She also has a Bachelors Degree from the University of Pennsylvania. She did a fellowship in medical ethics at Harvard Medical School. She holds faculty appointments at the Harvard School of Public Health and the Tufts University School of Medicine, and is board-certified in occupational medicine.

SPECIAL SCHOOL SERIES: AM-4

Title: “I Can Figure It Out”: Teaching Children with Disabilities Problem-Solving Skills to Master Advanced Communication, Social, and Academic Skills

**Presenters: Dr. Judah Axe, Simmons College
Stephanie Phelan, Simmons College, ABACS, Inc.**

Abstract: Problem-solving has been defined as manipulating stimuli to increase the probability of arriving at a solution to a problem (Palmer, 1991; Skinner, 1953). When given a problem, such as a question that involves recalling a past event, an individual arrives at a solution by emitting “self-probes” such as asking questions, drawing out possible solutions, and visualizing. A challenge of analyzing problem-solving is that 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 information on teaching problem-solving strategies to individuals with disabilities. One benefit of teaching problem-solving skills to children with disabilities is that it can limit rote responding, a common source of accusation of the field of behavior analysis. The three goals of this presentation are to: (1) explain behavior analytic conceptualizations of problem-solving; (2) describe six studies in which children were taught to use problem-solving to improve their math, communication, and social skills; and, (3) discuss ways behavior analysts can incorporate problem-solving into their teaching programs.

TREATMENT INTEGRITY: AM-5

Title: A Treatment Integrity Analysis of Response Interruption and Redirection

**Presenter: Candice L. Colón-Kwedor, M.S., BCBA,
Western New England University & The May Institute**

Abstract: Response Interruption and Redirection (RIRD) is a treatment that has effectively decreased stereotypy; however, the study of its implementation in the classroom setting has not occurred. Three participants diagnosed with an autism spectrum disorder showed decreases in automatically maintained vocal stereotypy following RIRD treatment in a controlled setting. Following the training of classroom staff, treatment integrity data on the overall percentage of treatment implementation, as well as the percentage of correct implementation of each treatment component, were collected in the classroom setting over approximately 2 months. Results showed that treatment implementation differed across participants (i.e. Participant 1, M=60.0%; Participant 2, M=89.7%; Participant 3, M= 41.1%) and was highly variable across staff (range, 0-100%) for all participants. Failure to implement the treatment was the most common error. However, when RIRD was implemented, each component was carried out as prescribed with a high level of integrity. In Experiment 2, three participants were exposed to a parametric analysis to further investigate treatment integrity parameters in a controlled setting.

DELAYED DISCOUNTING: AM-6

Title: Delayed Discounting: Research & Application on Impulsivity and Self-Control

Presenter: Dr. Darlene Crone-Todd, Salem State University

Abstract: Delayed discounting procedures are used as one behavioral measure of impulsivity and self-control during which participants are asked to choose between smaller, immediate rewards versus larger, more delayed rewards. Some typical methods of studying behavior using this procedure have included varying the length of the delay and the amount of the delayed reward, while measuring what is called the “indifference point” (the resulting hypothetical decision about the reward). In addition, this procedure has been used to study differences in people who cannot seem to delay reinforcement (e.g. developmental disabilities, drug addiction, poorly-performing students), and under various conditions such as time constraints. During this presentation, the measures will be explained in terms that are for a general audience so that the literature is more understandable for those new to the area. The goals include making the procedure and measures understandable to a broad behavior analytic audience, and to stimulate interest in future research and applications.

INVITED PRESENTATION ON ASD: AM-7

Title: Pushing the envelope: Just How Early Can We Identify Anomalous Development in ASD?

Presenter: Pauline A. Filipek, M.D., Professor of Pediatrics of Pediatrics
Dan L. Duncan, Children’s Neurodevelopmental Clinic
University of Texas



Abstract: The earliest identification of atypical development among very young infants at risk for a later diagnosis of an autistic spectrum disorder (ASD) is important to facilitate the earliest possible intervention. Existing literature generally presents that anomalous development is not identifiable until the end of the first year of life. However, this is discordant with clinical anecdotes supporting the premise that, in at least some infants, consistent anomalous behaviors may be identified very early, as early as at ages 3-6 months or even before, and may reliably predict an eventual determination of ASD. Dr. Filipek will first present the course of typical development in the first year of life through video segments which focus on the development of social communication as the hallmark target of

atypical development. The existing literature pertaining to findings of anomalous development in the first year of life will be briefly reviewed, with specific attention to study designs focusing on infants who are or are not “at risk” versus infants who eventually are or are not diagnosed with ASD. The newest findings will be presented to document the existence of anomalous development as early as at 3 months of age.

Bio: Dr. Filipek is Professor of Pediatrics in the Children’s Learning Institute and Division of Child and Adolescent Neurology at the University of Texas Health Sciences Center at Houston. She was recently recruited to the Children’s Learning Institute because of her expertise in clinical and research aspects of

children with autistic spectrum disorders, and is the Director of the Autism Center at CLI. Although her clinical practice is open to children of all ages with an autistic spectrum disorder, her specific clinical and research interests surround the earliest identification of warning signs for autism and related disorders in very young infants, even before the first birthday.

EFFECTIVE SUPERVISION: AM-8

Title: Preparing for Effective Supervision

Discussant: Dr. Susan Ainsleigh, Bay Path University

Abstract: The dramatic increase in candidates for the BCBA credential and the need for well-trained behavior analysts has driven an increase in the need for high quality and well-planned training programs and supervision. Many questions arise on how well we are meeting the needs of the candidates, the field, and recipients of behavior analysis services. With pass rates for the BCBA at 55%, questions arise about the nature and quality of the training experience for students. Elements of effective supervision needed to prepare competent, ethical practitioners, as well as the new RBT credential, will be discussed. In addition, ethical issues pertaining to distance supervision and recent changes in supervision requirements by the BACB® will be the main focus of this presentation.

Presentation 1: Preparing for Effective Supervision
Dr. Susan Ainsleigh

Presentation 2: Ethical Parameters of Supervision with BCBAs, BCaBAs, and RBTs
Cecilia Knight, BCBA, Institute for Behavioral Training

Presentation 3: Ethical Considerations for Supervision of BACB Certificant Candidates
Dr. Michael Weinberg, Institute for Behavioral Training

POSITIVE BEHAVIOR SUPPORTS: AM-9

Title: Implementing a Multi-Tiered System of Behavior Support within a Large Applied Behavior Analytic Organization

Presenters: Dr. Robert Putnam, May Institute
Meg Walsh, M.S., BCBA, May Institute
Dr. Gordon DeFalco, May Institute
Erin McDermott, M.S., BCBA, May Institute
Nicole Bussiere, M.S., BCBA, May Institute
Nathan Lambright, M.S., BCBA, May Institute

Abstract: The research base on multi-tiered systems of behavior support in public school environments is vast, providing strong support for this model as an evidence-based practice (Horner, Sugai, & Anderson, 2010). However, to date, there is a relative dearth of information on the implementation of “systems-wide” behavior support in large scale behavioral health organizations serving children, adolescents and adults, particularly in residential treatment.

This presentation will review the efforts, initial outcomes, and challenges in implementing multi-tiered systems of behavior supports in a large applied behavior analytical organization to improve the effectiveness and efficiency of behavior support. The goal of this effort is to improve quality of care through the introduction of systems of support that enhance effective implementation of evidence-based practices with data-based decision across a three tiered model. The tiers describe a continuum of intensity of focus and specialization of strategies, from a focus on all individuals in the system towards prevention and quality of life, to an individual with specialized support needs.

- Tier One: Universal strategies which are proactive, preventative, positive teaching-based for use by staff and families with all individuals to enhance quality of life outcomes.
- Tier Two: Specialized strategies for common problem situations for use with high risk individuals that are continuing to have problems that fall outside of the effects of universal strategies.
- Tier Three: Intensive, individualized behavior supports to be developed for individuals with intensive and complex problems.

The purpose of this presentation is two-fold: (1) to provide an overview of the process for scaling up multi-tiered systems of behavior support across large applied behavior analytical organizations, including an introduction to the data systems and tools for training, measuring fidelity, and data-based decision-making; and, (2) to share initial outcome data.

LEGISLATIVE DEVELOPMENT IN THE COMMONWEALTH: AM-10

Panel Discussion: Recent Developments in Legislative and Regulatory Issues Impacting the Profession of Applied Behavior Analysts in Massachusetts

Chair: Representative John Scibak

Dr. Michael F. Dorsey, PhD, BCBA-D, Endicott University

Amy Weinstock, M.S., Director of the Autism Insurance Resource Center

Rita Gardner, M.S., BCBA, Melmark

John Randall, M.S., BCBA, Amego

Presentation 1: Representative John Scibak: An Update on the Licensing of Applied Behavior Analysts: Where Do We Go From Here?

Presentation 2: Amy Weinstock: The Status of Medicaid Funding to Support ABA Services for Children on the Autism Spectrum

Presentation 3: Rita Gardner: The DESE Adoption of a "Endorsement" in Autism for Licensed Special Needs Teachers and the DESE Proposed Changes in the Regulations Concerning the Use of Seclusion and Restraint

Presentation 4: John Randall: The Impact of Recent Center on Medicare and Medicaid Services (CMS) Regulatory Changes on Massachusetts Division of Developmental Services Policies

Presentation 5: Michael Dorsey: An Empirical Evaluation of the Impact Positive Behavior Support Training in Human Service Provider Agencies Serving Developmental Disabled Adults

SCHOOL SERIES: AM-11

Title: Innovative Programming for Students with Autism Spectrum Disorders

Presenters: R.W. Maguire, PhD., BCBA-D, Simmons College

Christina Boyd- Pickard, M.S. Ed., BCBA, RCS, Inc. and Simmons College

Colleen Yorlets, RCS, Inc. and Simmons College

Kelly Hurley, M.S. Ed., BCBA, RCS, Inc. and Simmons College

Abstract: Applied Behavior Analysis has been documented as the only effective treatment for children with autism spectrum disorders. Unfortunately, the full extent and sophistication of the science is rarely used in applied settings. All too often, default technologies, such as hand-over-hand prompting and differential reinforcement of other behaviors, are used to the exclusion of more effective strategies such as errorless instruction and behavior momentum. This session will present a number of more effective educational and behavioral interventions as alternatives to the typical, applied and less effective default technologies. Additionally, these presentations will illustrate that the more sophisticated and more effective interventions require little or no more effort on the part of clinician and educators. Finally, reasons why these interventions are not widely used will be discussed with suggestions for remedying this situation.

CONTINUING EDUCATION CREDIT

Continuing Education Credit will be offered as follows:

Behavior Analysts:

MassABA has been approved as an authorized Type2 Continuing Education (ACE) Provider by the Behavior Analyst Certification Board (BACB®). This program is being offered for 7.0 CEUs. The assignment of BACB CEUs does not imply endorsement for specific course content, products or procedures by BACB.

Psychologists:

PERCS is the continuing Education Division of Human Services Management Corporation (HSMC). Human Services Management Corporation is approved by the American Psychological Association to sponsor continuing education for psychologists. HSMC maintains responsibility for this program and its content. This program is offered for 3.0 Continuing Education Credits for attendance at each of the following Keynote sessions:

“Thinking About Drugs Through a Socially Conscious Lens”

“High Price: A Neuroscientist’s Journey of Self-Discovery That Challenges Everything You Know About Drugs and Society”

“Operant Principles Everywhere: Interdisciplinary Behavior Analysis and the Future of Our Field”

In order to receive CE credit, individuals must attend the entire training, sign in and sign out, and complete the conference evaluation. For additional information regarding training content, learning objectives, presenter qualifications, presenter disclosure, instructional levels, and/or how to file a complaint, contact MassABA at info@massaba.net or PERCS at services@percs.info.

11:30 – 12:30 PM: MIDDAY KEYNOTE ADDRESS



Mark Dixon, PhD, BCBA
Southern Illinois University

Title: Getting Control of America's Gambling Addiction

Abstract: Over the past 30 years, our country has undergone a financial transformation that has resulted in a reliance on gambling revenues to fund everything from autism treatment to mental health services. Although the funds are welcomed by those constituencies, they are generated at great personal expense by millions of addicted gamblers. This presentation will explore the

social economics of the USA's gambling boom, and what attempts have been made to understand our financial dependence on persons with gambling addiction. Behavior Analysts have made great strides towards understanding why people keep gambling when the chances of winning are against them. In this presentation, Behavioral and neurological data will be presented, and rationale for a functional analytic account of gambling disorders will be discussed.

Bio: Dr. Mark R. Dixon, BCBA-D, is Professor and Coordinator of the Behavior Analysis and Therapy Program at Southern Illinois University. His interests include the study of complex operant behavior, gambling behavior, and organizational behavior. Dr. Dixon has published 3 books and over 100 peer reviewed journal articles. He has served as Associate Editor for The Journal of Applied Behavior Analysis and Journal of Organizational Behavior Management, the Editor for the Analysis of Gambling Behavior, and a reviewer for over 20 nonbehavioral journals. Dr. Dixon has generated over 1.5 million dollars in funding to infuse behavior analysis within local schools and treatment facilities, and create a behavioral therapy clinic for persons suffering from problem gambling or obesity. Mark's research and/or expert opinions have been featured in Newsweek, Time, The New York Times, National Public Radio, This American Life (a New York Times best seller) and regional affiliates of ABC, CBS, and PBS.

LUNCH BREAK: 12:30 – 1:30 PM

POSTER AWARD DEDICATION



PATRICK JUDGE

(May 17, 1985-December 10, 2014)

Patrick graduated from Salve Regina University in 2008 where he received his Bachelor's in Psychology. It was there that he became especially interested in Behavioral Sciences. After graduation, Patrick moved back to Maine where he grew up and began working at the Spurwink School. It was here that he discovered his passion for working with children with autism. In 2009, Patrick moved to Massachusetts where he had the opportunity to further his career and education. He started working at the May Institute, working closely with autistic children. He immediately found this work to be not only challenging but also very rewarding. In 2010, Patrick accepted a position at ABLS where he provided home-based services to children of different

ages, teaching and offering training and support for parents. He also directed an enrichment program that helped develop his students' social skills. Patrick realized that he wanted to continue his education and to expand his knowledge and skills. He graduated from Endicott College in 2012 with his Master's Degree in Autism and Applied Behavior Analysis. In 2013, Patrick passed his boards to become a Board Certified Behavioral Analyst. He decided to return to the May Institute in 2014 and was offered an Assistant Clinical Director position. Patrick was not only dedicated and committed to providing his students and their parents with assistance and information, but he also enjoyed sharing his knowledge and skills with his co-workers. Right up until the time of Patrick's passing, he was working to acquire his PhD in Applied Behavioral Analysis at Endicott College. Patrick was a dedicated and loving husband, father, son, brother and friend. He was someone who always put the people around him first which was reflected through his dedication to his work. He had this infectious way about him that made everyone who knew Patrick happy, and his compassion impacted everyone he came into contact with. The way children and families reacted to his teaching was a testament to who Patrick was as a person and a professional.

1:45 – 3:00 PM: AFTERNOON BREAKOUT SESSIONS

INVITED SPEAKER ON ETHICS: PM-1

Title: Ethical Issues in Supervision

Presenter: Dr. Missy Olive, Applied Behavior Solutions



Abstract: Many practicing BCaBAs and BCBAs have a responsibility of supervising front-line therapists or other non-certified implementers. Some BCBAs have the additional responsibility of supervising BCaBAs or BCBA Supervisees. And now with the new RBT credential, both BCaBAs and BCBAs will be providing an additional level of supervision. This session will identify the ethical guidelines that relate to this job duty which is only one of many duties of practicing behavior analysts. Participants in this session will become familiar with various ethical guidelines, recognize and describe potential ethical violations, learn several strategies for preventing subsequent violations and, finally, discuss steps for re-training implementers to prevent future violations. This session will

also prepare participants to meet the supervision training requirement as established by the BACB.

Bio: Melissa Olive, Ph.D., BCBA-D, is the Executive Director of Applied Behavioral Strategies LLC. Prior to entering private practice, Missy spent 9 years conducting research and training special education teachers and behavior analysts at the University of Texas at Austin and the University of Nevada, Reno. Missy has also served as adjunct faculty at the University of Saint Joseph teaching required coursework as approved the Behavior Analysis Certification Board (BACB).

Missy has been an active member of CT-ABA since moving to Connecticut in 2009. She served as an elected Member At Large from 2011-2013 and currently serves as Co-Chair of the Legislative Committee. Missy currently serves on the Editorial Board of Young Exceptional Children, Topics in Early Childhood Special Education, and she is a frequent guest reviewer for the Journal of Autism and Developmental Disorders. She also served on the Editorial Board of the Journal of Early Intervention for 8 years.

Missy has published 30 peer-reviewed articles and book chapters focusing on assessment and treatment of challenging behaviors, communication intervention, and feeding disorders.

SPECIAL SCHOOL SERIES: PM-2

Title: It Ain't Easy: Examining the Relationship Between Common Behavioral Practices and Educator Resistance

Presenter: Dr. Kevin Murdock, Hillsborough County Schools, Tampa, Florida



Abstract: The teacher in the classroom, the School Psychologist on the student's team, and other educators are often needed to play vital roles in functional behavior assessment by planning, implementing and monitoring related interventions. However, because of high stakes testing of academic performance and other competing demands in schools, some behavioral assessment and intervention practices are perceived by educators as "too much work." Too often this causes overt or covert resistance to, and the ultimate failure of, needed behavior analytic services. A related undesirable outcome is that educators drift toward methods that are marketed as "fast and easy" even though such methods present significant risks to intervention effectiveness. This presentation will

explore various strategies for adjusting the efforts required of educators while adhering to standards of good practice for behavioral assessment, selection of interventions, design of job aids or checklists, and the measurement and interpretation of behavior change.

Bio: Dr. Kevin Murdock provides consultation and professional development activities in Hillsborough County Public Schools, the eighth largest US school district. He has enjoyed 40 years of supporting the success of individuals with behavior, learning and communication challenges. His professional interests include function and evidence-based interventions, instructional systems (e.g. computer-based programmed instruction, Keller's PSI, distance learning models), and advocacy for systems change at local, state, and federal levels. He's a Board Certified Behavior Analyst - Doctoral, certified School Psychologist, and an Approved Continuing Education provider. He has taught behavior analysis courses at the University of South Florida, the Florida Institute of Technology, and the University of the Virgin Islands. Dr. Murdock has been a Past President and Executive Director of the Florida Association for Behavior Analysis.

CREATIVE PLAN: PM-3

Title: Establishing Creative Play: A Behavior Analytic Perspective

Presenter: Dr. Robert Ross, Beacon ABA Services



Abstract: The training will focus on teaching participants procedures for establishing simple play repertoires and procedures for reinforcing the use of these basic play skills in novel settings, with novel materials, and in novel combinations. The instructor will describe creativity and generativity in play skills from a behavior analytic perspective. All procedures will be described in terms of basic principles and demonstrated live or via videos. Participants will be taught to use research supported strategies to teach play skills and then support their generalized and expanded use. These strategies will include (but are not limited to): matrix training (Goldstein & Moussetis, 1989), video modeling (MacDonald, Sacramone, Mansfield, Wiltz & Ahearn, 2009), activity schedules (MacDuff, G. S., Krantz, P. J., & McClannahan, L. E., 1993), and the use of Visual/text supports for motor and vocal actions in the context of play scenarios. Creativity will be defined using behavioral descriptions with an emphasis on how to support stimulus generalization, response generalization, and recombinative generalization of play skills.

HOME BASED SERVICES: PM-4

Symposium: Home-Based ABA Services: Maintaining High Standards and Best Practices in Function-Based Treatments

Chair: Dr. Brandon Herscovitch, PhD., BCBA-D, ABACS, LLC

Discussant: Sandy Jin, PhD., BCBA-D

Abstract: Functional analysis is a powerful tool for the assessment of challenging behavior in students with autism and other disabilities. Functional analyses systematically manipulate the antecedents and consequences of target behaviors so as to experimentally determine the function(s) of those behaviors. The results of functional analyses may then be used to develop more effective treatments. There is an abundance of research on the success of functional analyses in determining the maintaining variables of challenging behaviors, and in the increased efficacy of function-based treatments. Nevertheless, their use in home-based settings may be limited. However, functional analysis methodology may be modified for home settings, utilizing available resources, without sacrificing integrity or the ability to demonstrate experimental control. The present studies discuss the resources needed to conduct functional analyses in home-based settings and demonstrate how efficiently functional analyses may be conducted in the home, leading to the development of function-based treatments and better outcomes for students.

Presentation 1: Conducting Functional Analyses in Home-Based Settings
Stephanie Phelan, ABACS, LLC

Presentation 2: Using Functional Communication Training and Reinforcer Delay Fading to Treat Multiply-Maintained Aggressive Behavior
Ashley Williams, ABACS, LLC

Presentation 3: Applications of Clinic-Based Research into Home Settings
Kimberly Diggs, TACT

Presentation 4: Assessment and Treatment of Problem Behavior Exhibited in Community Settings
Kara LaCroix, TACT

BEHAVIORAL PHARMACOLOGY: PM-5

Title: The Intersection of Applied Behavior Analysis and Behavioral Pharmacology

Presenter: Dr. Tom Byrne, Massachusetts College of Liberal Arts

Abstract: Practicing behavior analysts inevitably provide services to clients who are prescribed psychoactive medications. However, formal training in drugs and behavior is absent from some graduate training programs, and there are no items regarding pharmacology on the BACB Task List. Because drugs can and do change behavior, it may be prudent for clinicians to acquire a basic verbal repertoire regarding commonly prescribed drugs and their mechanisms of action. Furthermore, as part of an interdisciplinary team, behavior analysts possess a methodological skill set which can help guide medication decisions. This presentation will provide a brief overview of behavioral pharmacology and its relevance to applied behavior analysis.

UNIVERSAL POSITIVE BEHAVIORAL SUPPORT: PM-6

Title: Effects of Agency-Wide Implementation of Universal Positive Behavior Support

Presenters: Dr. Angie C. Querim, People, Incorporated
Casey A. Mulligan, M.S., BCBA, People, Incorporated

Abstract: Universal Positive Behavior Support is a proactive approach that aims to improve the overall quality of life for individuals diagnosed with intellectual disabilities. The Department of Developmental Services developed a statewide initiative for the implementation of Universal Positive Behavior Support throughout all services for adults diagnosed with intellectual disabilities. This presentation will examine the effects of an agency-wide training model on the frequency of positive interactions, frequency of restraints, and number of targeted and intensive positive behavior support plans.

ORGANIZATIONAL BEHAVIOR MANAGEMENT: PM-7

Title: Designing Effective Processes: OBM in Human Service Settings.

Presenter: Dr. Jeffery Skowron, Beacon ABA Services

Abstract: Behavioral analysts are increasingly finding themselves in operations and management positions where they are responsible for addressing problems related to employee performance. Though our clinical training emphasizes the evaluation of behaviors at the individual performer level, many organizational problems have solutions at the process or systems level. Fortunately, research and application in the field of Organizational Behavior Management (OBM) has provided us with several tools and strategies for dealing with this often complicated task. This presentation will focus on research based techniques for evaluating and solving systems level problems in human service settings. We will review recent and historical research

regarding applications of OBM, with an emphasis on the design and evaluation of effective organizational processes. We will provide instruction in some common techniques of behavioral systems analysis, such as constructing total performance system diagrams and process maps. Both individually and as a group, participants will have an opportunity to apply these tools to a process from their organization.

PBS COST ANALYSIS: PM-8

Title: A Cost-Benefit Analysis of the Implementation of a PBS Model Within an Adult Service System.

Discussant: Representative John Scibak, Ph.D., Massachusetts State Legislature

Abstract: In 2013, the Massachusetts Department of Developmental Services (DDS) began a process of mandating the adoption of a “Positive Behavior Support” (aka, PBS) approach, in lieu of Applied Behavior Analysis, as the model for clinical service delivery for the currently 32,000 adults served through DDS and its contracted vendors. A seminal article by Horner et al. (1990) began with the statement that “In recent years, a broad-based movement has emerged in support of non-aversive behavior management” (p. 125). Unfortunately, while there is data supporting the use of a PBS approach within school based systems, as noted by Johnson, Foxx and Mulick (2004), little such evidence exists within adult populations, raising the concern of PBS being a non-evidence based intervention with adults. The purpose of the research described within this symposium is to evaluate the implementation of PBS within a large-scale adult service system utilizing a within-subject experimental design. The results of this evaluation, along with a discussion of the cost-benefit implications for service providers, will be discussed.

Presentation 1: John Randall, MPH, BCBA, Amego Inc.
Implementing the Commissioner’s Mandate: An Overview of a System-Wide PBS Training Approach

Presentation 2: Annie Barlow, MS Ed., BCBA, Amego Inc.
Rolling Out PBS Within a Systematic Research-Based Approach: Implementing ABA Research Methodologies

Presentation 3: Paul Mahoney, MS, BCBA, Amego Inc. and Endicott College
Eve DiPietro, MA, BCBA, Amego, Inc.
Houston, We Have a Problem: The Results of a Data-Based Evaluation of PBS in an Adult Service System

Presentation 4: John Randall, MPH, BCBA, Amego Inc.
Concluding Remarks: A Cost Benefit Analysis of the PBS Model

BACB: PM-9

Title: BACB Update

Presenter: Suzanne Letso, M.S., BCBA

Abstract: The presenter will discuss recent developments at the Behavior Analyst Certification Board (BACB). The most current data on the BACB’s credentialing programs (Board Certified Behavior Analyst, Board Certified Assistant Behavior Analyst, Registered Behavior Technician) will be provided along

with a summary of the BACB's international activities. In addition, a number of recent and impending developments at the BACB will be described, including: revisions of the BACB's ethics code and disciplinary system, practice guidelines for autism spectrum disorder, eligibility standards, and BCaBA supervision requirements.

INVITED PRESENTATION OF ASD TREATMENT: PM-10

Title: A Practitioner's Tutorial for Integrating Relational Frame Theory and ACT Therapy into ABA Programs for Persons with Autism

Presenter: Dr. Mark R. Dixon, Southern Illinois University

Abstract: Major and significant scientific advances in understanding human language abilities have been discovered by researchers of Relational Frame Theory (RFT) and Acceptance and Commitment Therapy (ACT). However, many applied behavior analysts have found this work to be too tangential or complicated for utilization within traditional ABA training programs for children with autism. This presentation will dispel the myths that surround both RFT and ACT regarding utility, complexity, and necessity. More importantly, however, this session will actually provide attendees with a foundational set of skills plus actual curriculum materials to incorporate RFT and ACT into ABA programs. Data will also be presented from large randomized controlled trials and single subject interventions of children with autism and related disorders who have developed skills beyond those programmable using traditional ABA teaching approaches. Attendees of all levels of knowledge about RFT and ACT are encouraged to attend.

HISTORY OF BEHAVIOR ANALYSIS: PM-11

Title: A Review of the History of Behavior Analysis: Tracing the Development of Our Basic Principles

Chair/Discussant: Dr. Michael Dorsey

Presenters: Solandy Forte, Endicott College
Bryan Blair, Endicott College
Elizabeth Nulty, Endicott College
Kari Anne Dunlop, Endicott College
Paul Mahoney, Endicott College
Ian Melton, Endicott College

Abstract: To understand the history of our profession and have a better perspective on our future, one must start at the beginning with the works of Darwin, Bacon, and Watson. A careful review of this early literature reveals the evolution of concepts such as the scientific method, reinforcement, extinction, and generalization which greatly influenced the later work of BF Skinner and the establishment of the field of Behavior Analysis as separate and apart from Psychology and other similar professions. This symposium will provide an overview of this era in the development of our profession and then move into more contemporary developments, including a discussion of the evolution of functional analysis. A case will be made for the study and appreciation of the roots of Behavior Analysis as critical for all practitioners. As noted by George Santayana (1905), "Those who cannot remember the past are condemned to repeat it."

3:15 – 4:15 PM : END DAY KEYNOTE



Susan M. Schneider, Ph.D., Visiting Scholar
Department of Psychology, University of the Pacific

Title: “Operant Principles Everywhere: Interdisciplinary Behavior Analysis and the Future of Our Field.”

Abstract: Operant principles apply everywhere from simple invertebrates to Wall Street. It’s reassuring to observe how scientists and practitioners in related fields are increasingly discovering “our” operant principles and applications, with or without discovering our field of behavior analysis and its established terminology, methodology, and practices.

Like other sciences, ours has always been part of a larger interdisciplinary effort. Interdisciplinary work is arguably more important than ever. For example, we now know how fully operant principles interact with others in the large and complex nature-and-nurture system. This presentation will take stock of our field’s current interdisciplinary extensions, with their boundless opportunities. Our biological context includes significant advances in operant-related genetics and epigenetics as well as sophisticated neuroscience. When it comes to higher-order skills, the functional linguists are among many fellow travelers. In application, ever more randomized controlled trials are expanding our reach into the mainstream, even as our small-n designs are increasingly accepted (and even adopted). The presenter will summarize selected advances in all of these areas, and discuss what behavior analysts can learn and how we can contribute. While interdisciplinary work entails some barriers to be surmounted, the benefits can be considerable, and they flow in both directions.

Bio: A scientific generalist with a broad perspective, biopsychologist Susan Schneider obtained her graduate education from Brown University (mechanical engineering) and the University of Kansas. She taught the Science of Consequences to Ph.D. students at Auburn University and, at Florida International University, she was the Associate Director of the Developmental Psychobiology laboratory. Her multifaceted career also includes a stint in the Peace Corps. She’s taught over a dozen different psychology courses, including cognitive psychology, social psychology, comparative psychology, statistics, research methods, and history of psychology. Susan has published numerous research and theoretical articles and book chapters, including pioneering studies on generalization and choice. She began the extensive research for her first book, *The Science of Consequences*, in 2001. Schneider is currently a Visiting Scholar at the University of the Pacific.

MASSABA THANKS ITS ORGANIZATIONAL MEMBERS



Amego is the result of one family's journey to find answers for their autistic child. It is a true labor of love, founded by a small group of parents, beginning in 1971. Today Amego has grown to include more than 27 private residential homes, a fully accredited school, a day habilitation program, a community centered employment program, and a team of dedicated professionals. Amego touches the lives of more than 100 families in Massachusetts – offering services for both children and adults with Autism Spectrum Disorders and other developmental disabilities.



Beacon ABA Services, Inc. (Beacon) is a behavioral practice that specializes in providing evidence based treatment interventions to children with Autism Spectrum Disorder (ASD) and Pervasive Developmental Disorder (PDD). Beacon works extensively with individuals who exhibit a variety of developmental needs and challenging behaviors by building adaptive skills in homes, schools, and community settings.



**EVERGREEN
CENTER**

Established in 1982, Evergreen Center is a community-based health and human services agency providing a wide range of essential human services programs for children and adults with significant developmental disabilities and emotional needs. Its mission is to enhance each individual's independence and community integration. Evergreen's three program divisions are: residential treatment, community services, and adult support.



Melmark New England, located in Andover, Massachusetts, serves children and adolescents with Autism Spectrum Disorder (ASD), acquired brain injury, neurological diseases and disorders, dual diagnoses and severe challenging behavior. We provide educational, vocational, clinical, residential services based on a model of Applied Behavior Analysis and other evidence-based interventions

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