

AM SCHEDULE OF EVENTS

7:30 Am - 8:30 Am	Registration & Exhibits
8:30 Am - 8:45 Am	Welcome By President, Dr. Joe Vedora, Ed.D., BCBA-D, LABA
8:45 Am - 9:45 Am	Opening Keynote Address (Main Ballroom) Dr. Robert Horner Implementing Applied Behavior Analysis At Scales Of Social Importance: PBIS
9:45 Am - 10:00 Am	Break
10:00Am - 11:15 Am	Early Morning Breakout Sessions — 1.5 CEU Please refer to your Conference packet for room assignments
A1	Psychotropic Medication and Behavior Analysis: Using ABA to Inform the Medication Management Process
A2	Teaching Receptive Language Skills to Children with Developmental Disabilities: Recommendations for Instructors
A3	Symposium: Alternative Approaches to Assessment
A4	Behavior Analysis and the Classrooms of the Future
A5	Assessing and Programming for Emergence of Verbal Behavior in Children with ASD and Language Delays
A6	Houston, We Have a Problem: Astronaut Training in Autism Treatment
A7	Do You Want to Make a Difference? Work in Adult Services
A8	Implementation Support to Effectively and Feasibly Improve Teacher Treatment Integrity
A9	Behavior Analysis of Complex Human Behavior
1:15 Am - 11:30 Am	Break
11:30 Am - 12:30 Pm	Late Morning Breakout Sessions — 1.0 CEU Please refer to your conference packets for room assignments
B1	Mid-Day Keynote Address Tom Freeman, BCBA Effective Interaction with Other Professionals: Challenges and Issues
B2	Professionals Behaving Badly: Learning to Practice Ethically from the Mistakes of Others
B3	BACB Supervision Standards and New Developments
B4	Paper Presentations: Increasing Social Invitations and Responses in the Context of Procedures to Decrease Motor-Stereotypy Decreasing Motor-Stereotypy in a Child with ASD Using a Bracelet-Based Self-Mentoring and Reinforcement Procedures
B5	Ethical Dilemmas with CPT Code Billing for ABA Services
B6	Inclusive Communication Practices Within and Across Multi-Disciplinary Teams Supporting Individuals with Autism Spectrum Disorder

PM SCHEDULE OF EVENTS

12:30 Pm - 1:30 Pm	Lunch (Main Ballroom)
1:30 Pm - 2:45 Pm	Early Afternoon Breakout Sessions — 1.5 CEU Please refer to your Conference packet for room assignments
C1	Assessment-Based Instruction for Receptive Identification Training
C2	Assessment and Treatment of Pediatric Feeding Disorders
C3	Symposium: Recent Research on Response Duration
C4	Symposium: Challenges to Adhering to Evidenced-Based Practices When Collaborating with Professionals from Other Disciplines
C5	Insurance Coverage for Applied Behavior Analysis Therapy: Policy and Practice
C6	Symposium: Efficiency of Instruction Across Child and Adult Learners
C7	The Forgotten Dimension: Applications of Analysis in Clinical Problem Solving
C8	The Ethics of Popularizing ABA and Your Practice
2:45 Pm - 3:00 Pm	Break
3:00 Pm - 4:15 Pm	Late Afternoon Breakout Sessions — 1.5 CEU
D1	Late Afternoon Keynote Address Lori Frost, MS, CCC-SLP Be A PECSpert: Evidence and Treatment Fidelity
D2	The Registered Behavior Technician Credential: Moving from Standards to Practice
D3	Conducting an Efficient FBA: Moving from Interviews to Experimental Analysis
D4	Symposium: Assessing Variables That Affect Learning for Individuals with ASD
D5	Bridging the Gap: the Scientist-Practitioner Model
D6	ABA in an Insurance Landscape: Understanding Your Rights, Responsibilities and Industry Standards
D7	Improving Toleration with Medical Treatment and Early Identification of Complex Medical Issues
4:15 Pm - 4:30 Pm	Break
4:30 Pm - 5:30 Pm	Special CE Event — 1.0 CEU A Debate: Is the MO Concept Consistent with a Behavior Analytic Perspective? MO Proponent: Judah Axe MO Skeptic: Robert K. Ross

Please refer to page 5 for information regarding Continuing Education Credit.

Thank you for attending!

LETTER FROM THE PRESIDENT



8:30 to 8:45 AM

Welcome

**Joe Vedora, Ed.D., BCBA-D, LABA
President**

I would like to welcome all of you to the 7th Annual Massachusetts Association for Applied Behavior Analysis (MassABA) Conference. MassABA continues to grow and we now have over 1600 members and over 700 conference attendees.

MassABA is the trade organization for behavior analysts in the state. The Board and subcommittees members volunteer their time to ensure the profession continues to prosper while effectively serving thousands of clients from early intervention through adult services. Over the past year, the Executive Board has worked with legislators, state agencies, and insurance companies to ensure behavior analysts are practicing under high standards while maintaining necessary consumer protections. MassABA has advocated on behalf of behavior analysts by providing guidance to commercial insurance providers that support ABA treatment, as well as public insurance, and the Massachusetts Department of Public Health.

This is a great time for behavior analysis and Massachusetts is a great place for behavior analysts to practice. As we continue to grow, it is imperative that MassABA has the foresight to plan for the future. MassABA has begun to explore the development of a strategic plan to help the organization grow while ensuring stability in the future. We may call upon our members to contribute to this plan and there will be opportunities for our members to volunteer in other ways.

We have a great line up of invited speakers and local presenters, including several prominent behavior analysts and experts within the field. Enjoy the conference!

**Joe Vedora, Ed.D., BCBA-D, LABA
President**

8:45 – 9:45 AM: OPENING KEYNOTE ADDRESS



Implementing Applied Behavior Analysis at Scales of Social Importance: PBIS

Robert Horner (University of Oregon)

Bio: Rob Horner is a professor of special education at the University of Oregon. His research has focused on behavior analysis, positive behavior support, multi-tiered instructional systems, equity in education, and systems change. For the past 20 years, he has worked with George Sugai on the development and implementation of school-wide positive behavioral interventions and supports (PBIS). Over 23,000 schools are implementing PBIS nationally. Research,

evaluation and technical assistance outcomes from this effort indicate that investing in the development of a positive social culture is associated with improved behavioral and academic gains for students. Dr. Horner has been the editor of the *Journal of the Association for Persons with Severe Handicaps*, co-editor of the *Journal of Positive Behavior Interventions*, and associate editor for both the *Journal of Applied Behavior Analysis* and the *American Journal on Mental Retardation*.

Abstract: Behavior analysis provides a compelling set of principles for improving the social and academic effectiveness of schools. Too often, however, effective behavioral practices go unused or minimally used. This keynote will focus on lessons learned from implementation of behavioral practices within Positive Behavioral Interventions and Supports (PBIS). Currently, PBIS is being adopted by over 23,000 schools in the United States. Emphasis will be given to an operational description of core features, use of data, and application of implementation science.

CONTINUING EDUCATION CREDIT

**Continuing Education Credit
will be offered as follows:**

Behavior Analysts:

MassABA has been approved as an authorized Type 2 Continuing Education (ACE) Provider by the Behavior Analyst Certification Board (BACB®).

This program is being offered for 7.5 CEUs. The assignment of BACB CEUs does not imply endorsement for specific course content, products, or procedures by BACB.

In order to receive CE credit, individuals must sign in and sign out of each session, 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.

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

A1: PSYCHOTROPIC MEDICATION AND BEHAVIOR ANALYSIS: USING ABA TO INFORM THE MEDICATION MANAGEMENT PROCESS



Tom Freeman (ABA Technologies Inc.)

Abstract: A large percentage of recipients of ABA services also receive psychotropic medications prescribed for the specific purpose of changing behavior. Behavior analysts thus have an ethical responsibility to become familiar with the likely effects, side effects, contraindications, and other information about these medications. Moreover, the ABA practitioner must monitor and provide ongoing behavioral data to assist the medical professional in making evidence-based medication management decisions even though the behavior analyst might meet resistance from medical professionals who are not used to receiving such vital information. In this presentation, we will discuss various common psychotropic medications, review

studies from a variety of behavioral and medical journals evaluating the effectiveness of these medications in addressing problem behavior, and suggest an approach behavior analysts can use to become valued participants in the medication management decision-making process.

A2: TEACHING RECEPTIVE LANGUAGE SKILLS TO CHILDREN WITH DEVELOPMENTAL DISABILITIES: RECOMMENDATIONS FOR INSTRUCTORS



Laura L. Grow (California State University, Fresno)

Bio: Dr. Grow is an assistant professor in the Department of Psychology at California State University, Fresno and the Director of the Fresno State Autism Center. She received her doctoral degree from Western Michigan University under the supervision of James Carr. She completed her postdoctoral fellowship in the early intervention program at the University of Nebraska Medical Center's Munroe-Meyer Institute. Her research interests include comparing the efficiency of instructional strategies, minimizing or re-mediating faulty stimulus control, and developing interventions for

early language skills. She is interested in assessment and treatment of severe problem behavior, parent and staff training, and college teaching. Dr. Grow is a former editorial board member for the *Journal of Applied Behavior Analysis* and *The Analysis of Verbal Behavior*. She is currently an editorial board member for *Behavior Analysis: Research and Practice*. Dr. Grow has presented at national and international conferences and has given invited talks at regional conferences and to school districts and agencies providing early intervention services.

Abstract: “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 slow the rate of skill acquisition in EIBI. The results of experimental and applied studies are useful for informing the design of instructional procedures to teach receptive language skills. The purpose of this presentation is to provide several best practice recommendations for teaching receptive language skills based on Grow & LeBlanc (2013). Each recommendation is accompanied by a conceptual analysis, specific practice parameters, and a brief review of the basic and applied studies to substantiate the recommendations. The presenter will discuss strategies for troubleshooting and eliminating stimulus control problems that may arise despite our best efforts.

A3: SYMPOSIUM: ALTERNATIVE APPROACHES TO ASSESSMENT

Chair: Samantha Russo (Endicott College/ Melmark)

Abstract: When students engage in challenging behavior, it can be necessary for a number of interventions to take place. In order to ensure effective treatment, behavior analysts must take several steps to coordinate treatment. One of the most essential components of the treatment of challenging behavior is the use of functional analysis. Research has shown differentiated results with regard to a number of idiosyncratic variables in functional analysis, including differences in results depending on the therapist conducting the functional analysis session. In addition to results of functional analyses, emerging research demonstrates correlations among challenging behavior, preferred and non-preferred activities, and individuals’ heart rates. Severe challenging behavior such as self-injurious behavior, may also necessitate procedures such as restraint in order to maintain safety. In instances such as these, it is essential to consistently evaluate the procedures being used. The variety of data collected by behavior analysts, including information regarding the frequency, duration, and intensity of challenging behavior can be invaluable to other professionals, such as psychiatrists who are prescribing medication.

Paper 1: Evaluating Differentiated Responding in Relation to Familiarity of Therapists in Functional Analyses

Authors: Samantha R. Russo, Brittney Paye, Samantha Smith, Jennifer Hilton, and Mary Jane Weiss

Paper 2: Reducing High Levels of Medication in Adolescents with Autism: Assessing the Functional Relationship Among Behavior, Medications and the Environment
Authors: Jessica Zawacki, Gloria Satriale, and Thomas Zane

Paper 3: Physiological Arousal and Problematic Behavior in Adolescents with Autism: A Functional Assessment of Their Relationship
Authors: Kaitlin Ross, Thomas Zane, Lauren Erion, Daniel Albrand, and Gloria Satriale

Paper 4: Evaluating Rates of Self Injurious Behavior Using a Rapid Restraint Analysis
Author: MaryBeth Nixon

A4: BEHAVIORAL ANALYSIS AND THE CLASSROOMS OF THE FUTURE



Anna Ingeborg Pétursdóttir (Texas Christian University)

Bio: Anna Ingeborg Pétursdóttir is an associate professor of psychology at Texas Christian University (TCU) and a part-time lecturer at Reykjavik University in Iceland. Her research at TCU encompasses both basic and applied interests and focuses primarily on verbal behavior acquisition and the interplay between verbal behavior and derived stimulus relations. Dr. Petursdottir has served as the editor of *The Analysis of Verbal Behavior*, and an associate editor of the *Journal of Applied Behavior Analysis*, and currently serves as the Publication Board Coordinator of ABAI. She has also served as President of the Texas Association for Behavior Analysis.

Abstract: Technology has come a long way since Skinner (1958, 1961) described how principles derived from basic behavioral science could be applied to machine-based, interactive instruction. Typical educational practices, however, have changed less drastically than the technology affords, and behavior analysis has not been a major force in their modernization. Now, with ever decreasing costs and increasing convenience of “teaching machines”, increasing prevalence of online instruction, and mainstream embracement of “flipped” models of instruction, the scientific knowledge base that exists within behavior analysis should be utilized to design optimally effective educational software applications. At the same time, additional research must continue to fill in gaps between basic science and application. In this presentation, data will be presented that address addresses possible gaps in our knowledge of: (a) the design of equivalence-based instructional modules in higher education, and (b) the optimal sequence of events in vocabulary-building applications for children. The goals and results of these studies will be used to highlight the importance of letting basic research inform application and letting applied problems inform basic research questions.

A5: ASSESSING AND PROGRAMMING FOR EMERGENCE OF VERBAL BEHAVIOR IN CHILDREN WITH ASD AND LANGUAGE DELAYS



Alice Shillingsburg (Emory University)

Bio: Dr. Shillingsburg received her Ph.D. in Clinical Psychology at Auburn University. She is currently an assistant professor in the Division of Autism and Related Disorders in the Department of Pediatrics at Emory University, and the Director of the Language and Learning Clinic at the Marcus Autism Center. Dr. Shillingsburg is a licensed psychologist and Board Certified Behavior Analyst at the Doctoral level. Her clinical expertise includes developing language and behavioral programming to address a variety of behavioral difficulties and communication deficits associated with developmental disabilities and autism spectrum disorder (ASD). Dr. Shillingsburg is associate editor of *The Analysis of Verbal Behavior* and editorial board member of

the *Journal of Applied Behavior Analysis* and *Focus on Autism and other Developmental Disabilities*.

Abstract: Children with autism spectrum disorder (ASD) often exhibit deficits in language development. While typically developing children demonstrate adult-like language production by age five (Luinge, Post, Wit, & Goorhuis-Brouwer, 2006) involving abstract and hypothetical ideas across a variety of topics (Tager-Flusberg et al, 2009), many children with ASD have difficulty with more complex language that has not been directly taught. Further, studies have found that some children with autism do not combine known words at the same time as typically developing peers (Paul, Chawarska, Klin, and Volkmar, 2007; Weismer et al. 2011) pointing to a deficit in generative language. Strategies to prompt the emergence of untrained verbal operants are of critical importance for learners with ASD. However, few procedures have been developed to program and test for emergence of untrained skills. Additionally, few studies have addressed remediation strategies when emergence fails to occur. This session will present several lines of research focused on assessing emergence of untaught verbal behavior during treatment, as well as strategies to promote emergence and generative language. Specific interventions to promote emergence of complex tacts and intraverbals will be presented.

A6: HOUSTON, WE HAVE A PROBLEM: ASTRONAUT TRAINING IN AUTISM TREATMENT

Nikki Snizek (The Children's Center for Communications/Beverly School for the Deaf)
Erika Majeskey (The Children's Center for Communications/Beverly School for the Deaf)
Thomas Zane (University of Kansas and The Children's Center for Communications/Beverly School for the Deaf)

Abstract: The field of autism treatment is known as a "fad magnet" due to the large number of proposed treatments for this disability that have no or little empirical evidence of effectiveness. Common characteristics of fad treatments include conceptual inconsistency with science and behavior analysis,

subjective self-reports of effectiveness, sporadic or no use of commonly accepted research designs, and an over reliance on testimonials for proof. A new fad treatment has emerged called Astronaut training, which is form of Sensory Integration Training, albeit packaged differently so as to make it potentially more attractive to consumers. The evidence behind this so-called new treatment will be reviewed, along with specific ethical considerations regarding behavior analysis, as well as the larger issues of moral and ethical services to fragile populations.

A7: DO YOU WANT TO MAKE A DIFFERENCE? WORK IN ADULT SERVICES

Margaret Walsh, Sean Regnier and Cynthia Anderson (May Institute)

Abstract: Applied behavior analysis has the potential to transform the lives of individuals with autism and other disabilities. The vast majority of behavior analysts work with children, providing supports in schools, clinics, and children's homes. While this work is important, equally important is behavior analytic supports for adults which can be just as exciting, innovative, and important. This presentation will highlight ways behavior analysts can make a difference in adult services and will provide longitudinal data documenting the positive and sustained impact we can have on the individuals we serve. The presenters will also describe ways behavior analysts can further their career and make an impact on the field by working in adult services.

A8: IMPLEMENTATION SUPPORT TO EFFECTIVELY AND FEASIBLY IMPROVE TEACHER TREATMENT INTEGRITY

Chair: Lindsay M. Fallon (University of Massachusetts, Boston)

Abstract: When teachers struggle to provide classroom behavioral interventions consistently, implementation supports may help. Most research has targeted the effectiveness of various strategies that require teachers meet with support personnel to receive help with implementation. As time is a concern for school-based personnel, there is increased interest in providing effective implementation support with efficiency. This symposium will introduce three implementation supports and document their application. These behaviorally oriented, feasible supports include: (a) antecedent emailed prompts, (b) emailed performance feedback, and (c) modeling-based booster training. Across three multiple baselines across teachers, the impact of these implementation supports on teachers' treatment integrity to a class-wide behavioral intervention and subsequent class-wide academic engagement and disruptive behavior will be described.

**Presentation 1: Increasing Teachers' Treatment Integrity Through Antecedent Emailed Prompts
Melissa Collier-Meek (University of Massachusetts, Boston)**

**Presentation 2: Comparing Feasible Implementation Supports for Teachers: Emailed Prompts
Versus Performance Feedback
Lindsey Fallon (University of Massachusetts, Boston)**

**Presentation 3: Promoting Teachers' Treatment Integrity with a Modeling-Based Booster
Training Procedure
Kathryn Doherty Kurtz (University of Massachusetts, Boston)**

A9: BEHAVIOR ANALYSIS OF COMPLEX HUMAN BEHAVIOR

Darlene E. Crone-Todd, Brenna C. Hunt and Katie E. Prue (Salem State University)

Abstract: Salem State University's Complex Human Behavior Laboratory encourages students to complete behavior analytic research in areas related to behavioral economic choice-making, variability in shaping, technology, higher order thinking interventions, and other areas that typically fall under other areas of investigation. For example, projects include studying the process by which individuals learn to meditate through fading procedures, comparing the effects of cardiovascular versus deep breathing on both direct and indirect measures, and the effect of providing workshops on study strategies for military veteran student groups. During this presentation, the rationale for the training model will be discussed and an overview of the students' projects will be presented. The goal is to show how behavior analysis can be studied and applied in a variety of ways in human populations.

BREAK: 11:15 – 11:30 AM

11:30 – 12:30 PM: LATE MORNING BREAKOUT SESSIONS

B1: LATE MORNING KEYNOTE: EFFECTIVE INTERACTION WITH OTHER PROFESSIONALS: CHALLENGES AND ISSUES



Tom Freeman (ABA Technologies Inc.)

Bio: Tom Freeman, MS, BCBA, is the Senior Vice President of ABA Technologies Inc., where he helps create and present courses on behavior analysis and behavioral pharmacology through the Florida Institute of Technology's (FIT) ABA Online Program. He began his ABA career in 1979 at the W.E. Fernald State School in Waltham MA, where he worked for 16 years in various roles including direct care, Staff Psychologist, QMRP, and eventually Program Manager. After receiving his master's degree from FIT, he served as District Behavior Analyst and Local Review Committee Chairperson in Florida from 2001 to 2010. He has participated in several wild animal behavior research projects, including annual seasonal field research for the University of Hawaii

Humpback Whale Research Project from 1986 through 1995. He has co-authored a variety of publications, including the chapter, "*Ethical Considerations for Applied Behavior Analysts*" in Cooper, Heron, and Heward (2008) Behavior Analysis, 2nd edition. He is currently helping to revise that chapter for a 3rd edition.

Abstract: Coordination of services can be key to positive clinical and/or educational outcomes. Behavior analysts often interact with a variety of doctors, therapist, teachers, lawyers, and even other behavior

analysts when providing clinical services to an individual. These interactions require the behavior analyst to communicate effectively, and work well as a member of the team. In this presentation, we will discuss some common challenges faced by practitioners when working with other professionals, and review what our Professional and Ethical Compliance Code has to say on the matter. We will discuss ways we might more effectively present our approach to others. We will review some literature on creating successful interdisciplinary team models. Finally, we will look at some models for evaluating “fad” treatments in a way that promotes informed consumer choice even as we maintain our dedication to evidence-based practice.

B2: PROFESSIONALS BEHAVING BADLY: LEARNING TO PRACTICE ETHICALLY FROM THE MISTAKES OF OTHERS

Mary Jane Weiss and Michael F. Dorsey (Endicott College)

Abstract: This presentation will familiarize the attendee with the ethical issues and legal responsibilities of behavior analysts while conducting research and/or teaching. Attention will be paid to the Institutional Review Board process, informed consent, due process, and protection of confidentiality. Scientist-Practitioner issues of selection of least intrusive, least restrictive behavior change procedures will be discussed within the context of case method. Ethical decision making processes will be emphasized, and the relationship between ethics and science will be explored through a review of ethical mistakes made human service professionals within their research and clinical practice.

B3: BACB SUPERVISOR STANDARDS AND NEW DEVELOPMENTS



Emily White (Behavior Analysis Certification Board)

Bio: Emily White, M.S.Ed., BCBA, LABA, is the Director of Credentialing for the Behavior Analyst Certification Board. She obtained her master's degree from Simmons College and has over 10 years of experience working with children with autism and their families. She has extensive experience designing and overseeing home-based early intensive behavioral intervention, as well as consultation to public and private schools. Additionally, Mrs. White has served as adjunct faculty at multiple graduate training programs. She been a representative for the Massachusetts Association for Applied Behavior Analysis for more than 5 years. Her professional interests include behavior analyst credentialing, early intensive behavioral intervention, and practitioner training.

Abstract: This presentation will discuss recent developments with respect to the BACB's Supervision standards. Data on supervision qualifications will be provided with a summary of recently implemented and upcoming changes related to supervision. For the BCBA credential, supervision qualifications and experience standards will be discussed, including common myths and misconceptions. For the RBT credential, the distinction between the Responsible Certificant and the supervisor will be discussed, along with the responsibilities and reporting requirements for each party. Recent developments, including changes to ongoing BCaBA supervision requirements, increased course work requirements, and the BCBA/BCaBA Task List (5th ed.) will be reviewed.

B4: PAPER PRESENTATIONS:

PAPER 1: INCREASING SOCIAL INVITATIONS AND RESPONSES IN THE CONTEXT OF PROCEDURES TO DECREASE MOTOR-STEREOTYPY

PAPER 2: DECREASING MOTOR-STEREOTYPY IN A CHILD WITH ASD USING A BRACELET-BASED SELF-MONITORING AND REINFORCEMENT PROCEDURES

Lauren Bourdon, Lisa Tereshko, and Bob Ross (Beacon ABA Services)

Paper 1: Increasing Social Initiations and Responses in the Context of Procedures to Decrease Motor Stereotypy

Abstract: Repetitive and stereotypic motor movements or vocal behavior are one of the diagnostic characteristics of autism spectrum disorder (ASD). Motor stereotypy can interfere with the acquisition and demonstration of many adaptive skills. Additionally, the occurrence of repetitive motor behavior in young children with ASD may socially stigmatize individuals and limit the development and maintenance of peer relationships. This study evaluated the effects of a differential reinforcement procedure used to establish control over the occurrence of motor stereotypy during sessions. Once instructional control was achieved, the procedure was systematically implemented across a range of settings and over increasing periods of time. The data indicate that the procedure was effective in decreasing the occurrence of motor stereotypy across all evaluated settings. Moreover, during the course of the intervention, social initiations and social responding made by the child increased over baseline levels. Although motor stereotypy was not completely eliminated by the procedure, the reduction was significant, as was the increase in social initiations and responding. The findings are discussed in terms of social validity and establishment and transfer of stimulus control.

Lisa Tereshko (Beacon ABA Services)

Paper 2: Decreasing Motor Stereotypy in a Child with ASD Using a Bracelet-Based Self-Monitoring and Reinforcement Procedure

Abstract: Repetitive and stereotypic motor movements or vocal behavior are one of diagnostic characteristics of autism spectrum disorder (ASD). Motor stereotypy can interfere with the acquisition and demonstration of many adaptive skills. Additionally, the occurrence of repetitive motor behavior in young children with ASD may socially stigmatize individuals and limit the development and maintenance of peer relationships. This current study evaluated the effects of a differential reinforcement procedure used to establish control over motor stereotypy in one instructional context in a child's home. The child was given a bracelet to signal that reinforcement was available after an activity only if motor stereotypy did not occur (as identified by instructional staff). Control over motor stereotypy was established in the training condition (while wearing the bracelet), and its use was then expanded to non-training settings. In the next experimental phase, the child was taught a multi-step self-monitoring program using the bracelet procedure. The data indicate that the procedure was effective in decreasing the occurrence of motor stereotypy across all evaluated settings. However, motor stereotypy was not eliminated by the procedure. The findings are discussed in terms of function of behavior as well as establishment and transfer of stimulus control.

B5: ETHICAL DILEMMAS WITH CPT CODE BILLING FOR ABA SERVICES



Missy Olive (Applied Behavior Strategies)

Abstract: More and more, behavior analysts are seeing reimbursement from healthcare for their services. In doing so, many plausible ethical situations may arise. This session will identify how the BACB Ethics and Professional Code of Conduct applies. It will also review the current rules from the Centers for Medicaid and Medicare Services. Participants will briefly review how HIPAA and HITECH laws apply. Finally, a discussion of the codes, how services may be delivered, and how billing and service delivery align will be presented. Information will be provided in a lecture format with case studies as examples. Time will be allotted for extensive question and answer.

B6: INCLUSIVE COMMUNICATION PRACTICES WITHIN AND ACROSS MULTI DISCIPLINARY TEAMS SUPPORTING INDIVIDUALS WITH AUTISM SPECTRUM DISORDER

Colleen Canty (Behavioral Concepts, Inc.)

Abstract: This session is based on the presenters experience as a practitioner who not only had the opportunity to work as the program manager of an In-home Behavioral (IHB) division providing service to hundreds of homes in the Fitchburg and Worcester area, but also to work as an education-behavior consultant in 16 schools across 5 school districts. In her own experience, one of the greatest challenges she incurred in this work is organization management practices across Multi-Disciplinary Teams (MDTs). In the literature and research, there is a gap in the area of organization behavior management concerning MDTs. For this reason, she has dedicated her dissertation work to uncovering stronger behavioral practices for the organizational components of MDTs. This presentation will address fostering inclusive practices in MDTs for treatment collaboration and integrity. The presenter will engage attendees in a three part series.



LUNCH BREAK: 12:30 – 1:30 PM

1:30 – 2:45 PM: EARLY AFTERNOON BREAKOUT SESSIONS

C1: ASSESSMENT-BASED INSTRUCTION FOR RECEPTIVE IDENTIFICATION TRAINING



Tiffany Kodak (University of Wisconsin-Milwaukee)

Bio: Dr. Tiffany Kodak is an assistant professor in the Behavior Analysis Program at the University of Wisconsin-Milwaukee. Dr. Kodak also is the Executive Director of the Center for Language Acquisition and Social Skills Intervention, which provides behavior-analytic services to children with autism spectrum disorder in Southeastern Wisconsin. She received her Doctoral Degree in School Psychology from Louisiana State University. Dr. Kodak is a licensed psychologist, licensed behavior analyst, and a Doctoral Level Board Certified Behavior Analyst (BCBA-D). She is currently an Associate Editor for the *Journal of Applied Behavior Analysis* and *Learning and Motivation*, and she is on the board of editors for the *Analysis of Verbal Behavior* and *Review Journal of Autism*

and *Developmental Disorders*. She has published more than 50 articles and book chapters on her research in skill acquisition and the assessment and treatment of problem behavior. Her current research interests in the area of early intervention for children diagnosed with autism spectrum disorder include increasing the efficiency of academic instruction, assessment-based instruction, verbal behavior, treatment of prompt dependence, conditional discrimination, and early literacy skills.

Abstract: A fundamental component of many types of tasks is engagement in discriminations among stimuli, such as differentiating between pictures or the sounds in the environment. Discrimination training is typically a high-priority goal in educational programs for individuals with autism spectrum disorder (ASD). Auditory-Visual (A-V) conditional discriminations are a frequent target of early intervention, during which a child must look at an array of pictures, the adult says something, and the child points at a picture in the array. A-V conditional discrimination training is frequently referred to as receptive identification training in EIBI and among teachers. Despite the importance of teaching A-V conditional discriminations and the large amount of time focused on teaching these skills during children's special education and EIBI services, there are few assessment procedures that measure specific skills that may be related to performance on A-V conditional discriminations. This presentation will review a skills assessment that measures prerequisite skills for auditory-visual conditional discrimination. In addition, the presentation will describe training procedures to teach missing prerequisite skills. The presentation will end with a discussion of future research on assessment-based instruction and implications for clinical practice.

C2: ASSESSMENT AND TREATMENT OF PEDIATRIC FEEDING DISORDERS



Laura Seiverling (St. Mary's Hospital for Children)

Bio: Dr. Laura Seiverling is a New York state licensed Psychologist and Board Certified Behavior Analyst (BCBA-D). She received her doctorate in Learning Processes and Behavior Analysis in 2010 from the Graduate Center of the City University of New York (CUNY). She currently works as the Clinical Supervisor for St. Mary's Hospital for Children's Center for Pediatric Feeding Disorders. Dr. Seiverling has over 10 years of experience providing applied behavior analysis (ABA) treatment for feeding as well as other behaviors for children with autism spectrum disorder and other developmental disabilities. She has published over 20 articles and book chapters in the areas of feeding problems, autism spectrum disorder, staff and parent training, and applied behavior analysis. In collaboration with the

director of Penn State's pediatric feeding program, she recently published an e-book titled *"Broccoli Boot Camp: A Guide for Improving Your Child's Selective Eating."*

Abstract: Feeding problems in children with and without special needs are common and depending on the severity of the feeding problem, may cause serious health risks for a child. Further, families of children with feeding problems often experience stressful mealtimes and frustration over how to help their children. The focus of this presentation will be to: (1) review and define common pediatric feeding problems; (2) describe both indirect and direct methods available for assessing feeding problems; (3) discuss evidence-based behavioral interventions for treating pediatric feeding problems; and, (4) provide caregiver training strategies to clinicians who will be teaching caregivers how to implement feeding interventions.

C3: SYMPOSIUM: RECENT RESEARCH ON RESPONSE DURATION

Chair: Tom Byrne (Massachusetts College of Liberal Arts)

Abstract: In both applied behavior analysis and the experimental analysis of behavior, response duration has received relatively little attention compared to rate of discrete responding. This session will present a series of integrated studies regarding the relationships among response duration and several types of environmental events. In many instances, response duration reacts to contingencies of reinforcement in a manner similar to response rate, but analyses are complicated by a number of factors including reinforcement delay and the presence of multiple topographies. Attendees will learn: (a) how response duration may be sensitive to motivational operations, (b) how response duration may be relevant for assessing impulsivity, and (c) how response duration may be useful for analyzing the behavioral effects of drugs.

C4: CHALLENGES TO ADHERING TO EVIDENCED-BASED PRACTICES WHEN COLLABORATING WITH PROFESSIONALS FROM OTHER DISCIPLINES

Mary Jane Weiss, Jennifer Hilton, Samantha Russo, and Hazel Baker (Endicott College)
Thomas Zane (University of Kansas)

Abstract: A fundamental ethical requirement for behavior analysts is our obligation to use scientifically supported evidenced-based practice when treating autism and other disabilities. Empirically supported treatments are qualitatively different from other treatments for which there is an absence of strong research designs, reliable measurement, and a conceptual connection to applied behavior analysis and the scientific investigation of behavior. Different professions approach and define evidence-based practice differently. This reality influences professional relationships between behavior analysts and these other professionals when considering procedures to include in intervention. In this presentation, core issues will be discussed, including differences in quality of evidence, the types of clinical challenges this creates, effective collaboration strategies, and how best to navigate such situations so that the client ultimately benefits.

C5: INSURANCE COVERAGE FOR APPLIED BEHAVIOR ANALYSIS THERAPY: POLICY AND PRACTICE

Amy K. Weinstock (Autism Insurance Resource Center)
Katherine Johnson (Advances Learning Center)

Abstract: Legislation requiring public and private insurance to cover ABA therapy has created major systemic changes to the reimbursement system for care. This presentation will review insurance coverage for Applied Behavior Analysis Therapy from both a policy perspective and a practitioner's viewpoint. It will discuss the practical, business, medical, regulatory, and ethical implications of these changes, and how they impact behavior analysts, consumers, educators, employers, and others.

C6: SYMPOSIUM: EFFICIENCY OF INSTRUCTION ACROSS CHILD AND ADULT LEARNERS

Chair: Colleen Yortlets (Behavioral & Educational Consulting)

Abstract: Whether conducting staff training or teaching children with autism, efficiency of instruction is a challenging but important consideration. The studies in this symposium evaluated the efficacy and efficiency of several teaching procedures used for children with autism as well as neurotypical adults. In Study One, the efficacy of error-less learning versus trial-and-error protocols was evaluated in three individuals diagnosed with autism. Results demonstrated the superiority of error-less protocols as measured by trials to criterion and stimulus class formation. Study Two extended equivalence-based procedures to staff training via a Learning Management System. Baseline data demonstrated the absence of emergent stimulus-stimulus relations indicative of class formation. It is predicted that 3, four-member equivalence classes will emerge following training. Study Three evaluated the procedural integrity of staff members implementing response prompt and stimulus prompt procedures. Results suggested that higher procedural integrity was demonstrated for stimulus prompting procedures

than for response prompts. In the final study, the effects of stimulus complexity on the differential outcomes effect was analyzed. Data from a pilot study suggested the differential outcomes effect will vary depending on the stimulus complexity. All four studies evaluate the efficiency of instruction across various skills.

- Presentation 1:** Formation of Equivalence Classes Trained Via a Learning Management System (LMS) for Direct Staff
Christina King (RCS Learning Center/Simmons College), R. W. Maguire (Simmons College), Megan Breault (RCS Learning Center/Simmons College), and Colleen Yorlets (Simmons College/RCS Behavioral & Educational Consulting)
- Presentation 2:** Stimulus Prompts Versus Response Prompts: A Comparison of Procedural Integrity
Megan Breault (RCS Learning Center/ Simmons College), R. W. Maguire (Simmons College), Christina King (RCS Learning Center/Simmons College), and Colleen Yorlets (Simmons College/RCS Behavioral & Educational Consulting)
- Presentation 3:** The Effects of Reinforcement on the Formation of Equivalence Classes: Following Error-less Instruction and Trial-and-Error Teaching
R. W. Maguire (Simmons College), Christina Boyd-Pickard (Simmons College/ RCS Learning Center), Colleen Yorlets (Simmons College/ RCS Behavioral & Educational Consulting), and Megan Breault (RCS Learning Center/ Simmons College)
- Presentation 4:** The Differential Outcomes Effect as a Function of Stimulus Complexity
Colleen Yorlets (Simmons College/RCS Behavioral & Educational Consulting) R. W. Maguire (Simmons College), Christina King (RCS Learning Center/Simmons College) and Megan Breault (RCS Learning Center/Simmons College)

C7: THE FORGOTTEN DIMENSION: APPLICATIONS OF ANALYSIS IN A CLINICAL PROBLEM SOLVING



**Kevin J. Schlichenmeyer, Kara A. LaCroix, and Kimberly A. Diggs
(The Autism Community Therapists)**

Bio: Kevin Schlichenmeyer has worked with children with autism for over 10 years. He started his career providing Early Intensive Behavioral Intervention (EIBI) therapy at the Campus Autism Program (CAP). Kevin graduated with an emphasis in behavior analysis from the University of Wisconsin-Eau Claire. Subsequently, he worked with teenagers with intensive needs at the New England Center for Children (NECC) and worked on a National Institute of Health (NIH) Program Project grant, research which was aimed at refining functional analysis techniques. Kevin has presented at many behavior analytic conferences, including the Berkshire Association for Behavior

Analysis and Therapy (BABAT), the Association for Behavior Analysis International Conference (ABAI), and the Massachusetts Association for Behavior Analysis Conference. Kevin has authored and co-authored papers in various behavior analytic journals, including the *Journal of Applied Behavior Analysis*, *Behavioral*

Interventions, and the *Journal of Intellectual and Developmental Disabilities*. Kevin is the founder of The Autism Community Therapists, an agency providing therapy in home, clinic, and community settings.

Abstract: In 1968, Baer, Wolf, and Risley published perhaps the most influential paper in our field. In that paper, the authors highlighted the critical defining features of the field of Applied Behavior Analysis. Of all the dimensions, analysis is uniquely helpful in that we can use it as a tool to guide sound clinical decision-making. Undoubtedly, our best model of analysis-driven clinical work comes from our flagship journal: the *Journal of Applied Behavior Analysis*. A brief review of the most recent issues suggest obtaining data with functional control and meaningful outcomes is fairly seamless: conduct the analysis and allow the data to occasion effective clinical action. In some cases, uncontrolled variables may sneak into our treatments despite our best efforts to control them. In practice, we may be tempted to abandon our analysis when experiencing this type of challenge. This presentation will review several clinical cases wherein analysis was used as a tool to guide meaningful treatment, despite unplanned and unexpected variability. Further, this talk urges that stakes are even higher to stay committed to analysis when cases seem unusually complex.

C8: THE ETHICS OF POPULARIZING ABA AND YOUR PRACTICE



Bobby Newman (Proud Moments)

Bio: Bobby Newman is a Board Certified Behavior Analyst and Licensed Psychologist. Affectionately known as the “Dark Overlord of ABA”, Bobby is the first author on twelve books regarding behavior therapy, the philosophy of behaviorism, autism spectrum disorders, and utopian literature. He has published over two dozen articles in professional journals, as well as numerous popular magazine articles, and has hosted two series of radio call-in shows.

Bobby is the Past-President of the Association for Science in Autism Treatment and the New York State Association for Behavior Analysis. A popular speaker, Bobby also provides direct treatment, staff training, and consultation around the world, and has been honored for this work by several parents and professional groups. He is the Executive Director of Long Island Operations for Proud Moments. Bobby is also a certified personal trainer, obstacle course racer and marathoner, and is an Ambassador for the Great Sportsmanship Programme. Bobby teaches non-violent crisis intervention philosophy and techniques for agencies and families. Bobby was a final four finalist for the 2016 *For Those Who Would* Humanitarian Award.

Abstract: The ethics guidelines of the Behavior Analyst Certification Board tell us that behavior analysts have a responsibility to promote the field of ABA and to disseminate information. Great care must be taken, however, that this is done in an ethical and accurate manner. It must also be done effectively. The specific guidelines will be reviewed and suggestions for proceeding in an ethical manner will be made.

BREAK: 2:45 – 3:00PM

3:00 – 4:15 PM: LATE AFTERNOON BREAKOUT SESSIONS

D1: LATE AFTERNOON KEYNOTE: BE A PECSPERT: EVIDENCE AND TREATMENT FIDELITY



Lori Frost (Pyramid Educational Consultants)

Bio: Lori Frost is Vice-President and Co-Founder of Pyramid Educational Consultants, Inc. She is the co-author of the PECS Training Manual. Lori has been the driving force behind creating this unique system that allows children with limited communication abilities to initiate communication with teachers, parents, and peers. Ms. Frost has a lengthy background in functional communication training and applied behavior analysis. She has also assisted in the development of a number of training packages designed to teach language and academic skills. Ms. Frost received her BA in Speech Pathology and Audiology from the University of Arkansas, and MS in Speech and Language Pathology from the University of North

Carolina at Chapel Hill in 1982. She has worked in many public and private school settings as a speech pathologist. As a Pyramid consultant, Ms. Frost has traveled across the country and around the world, teaching workshops on PECS and the Pyramid Approach to Education. She has presented a number of papers and lectures on autism and communication, co-authored several articles and chapters, and is respected by professionals in her field as a leader in functional communication systems.

Abstract: This workshop will begin with a description of the development of the Picture Exchange Communication System (PECS) by a speech-language pathologist and a behavior analyst, and the unique but complementary perspectives offered by the two fields. A review the PECS protocol and fidelity measures for each of the six phases of the protocol will be presented. The role of the speech pathologist in implementing PECS will be discussed. Finally, facts and myths regarding PECS will be described and a summary of research from the past 20 years on the evidence base for PECS will be presented to support or refute those review facts and myths.

D2: THE REGISTERED BEHAVIOR TECHNICIAN CREDENTIAL: MOVING FROM STANDARDS TO PRACTICE

Emily White (Behavior Analyst Certification Board)

Sue Houle (Beacon ABA Services)

John Randall (Amego)

Abstract: The number of Registered Behavioral Therapists (RBTs) has grown exponentially since the credential was first made available. Although the RBT credential is now recognized by third-party funders throughout Massachusetts, many agencies are struggling to balance meeting the BACB standards with the infrastructure and resources within the organization. This presentation will: (1) review BACB standards for obtaining and maintenance of the RBT credential, (2) provide practical examples of the RBT training process from a large agency, and (3) provide examples of how supervision and maintenance requirements are monitored and met within a large agency. Speakers will present a variety of recommendations based on their experiences within agencies seeking to obtain or maintain the RBT credential for direct-care staff.

D3: CONDUCTING AN EFFICIENT FBA: MOVING FROM INTERVIEWS TO EXPERIMENTAL ANALYSIS

Candice Colón-Kwedor and Cynthia Anderson (May Institute)

Abstract: This workshop will describe the logic of functional behavior assessment (FBA) and how an escalating sequence of scientific inquiry can be used to identify the function of challenging behavior. Within the scope of the functional analysis (FA) process, the utility of descriptive assessment (open-ended interviews and direct observation) will be explained. Examples of how descriptive assessment methods can be used to develop an individualized FA will be provided. Emphasis will be placed on how open-ended interviews can be used to build rapport with caregivers and inform the antecedent conditions under which descriptive observations should take place, as well as how both interviews and observations can be used to: (a) develop the operational definition of the target behavior, (b) identify appropriate measurement of the target behavior, (c) identify idiosyncratic variables to include in FA conditions and, (d) determine an appropriate experimental design. In addition, attendees will be provided decision-making rules for determining when modifications to FA conditions and/or design maybe necessary to determine function. Furthermore, attendees will be provided time to practice developing an FA given descriptive assessment outcome scenarios.

D4: SYMPOSIUM: ASSESSING VARIABLES THAT AFFECT LEARNING FOR INDIVIDUALS WITH ASD

Chair: Joe Vedora (The Evergreen Center)

Abstract: Individuals with Autism Spectrum Disorders (ASD) require highly specialized instruction. There are numerous variables that may affect learning and it is important for practitioners to assess these variables in order to maximize their rate of learning. This symposium will review three different assessment procedures and their results. The first presentation will review student performance under conditions with different response-reinforcer arrangements, specifically a larger number of trials with a longer duration of access to reinforcers versus fewer trials with smaller but more frequent access to reinforcers. The second presentation will describe procedures for assessing students' responding when selecting a reinforcer before a trial versus after the completion of a trial. The final presentation will describe results of a comparison of two different stimulus presentation formats used during matching-to-sample procedures: comparison-first vs. sample-first presentation of stimuli. The implications for learning and structuring instructional sessions will be discussed.

Presentation 1: A Comparison of Sample-First and Comparison-First Procedures During Receptive Label Training
Tiffany Barry and Joseph Vedora (The Evergreen Center)

Presentation 2: Evaluating Learner Consistency of Reinforcer Choices Within Pre and Post Trial Assessments
Jeff Fossa, Steve Rivers, and Robert K. Ross (Beacon ABA)

Presentation 3: Evaluating Response-Reinforcer Arrangements During Instructional Tasks
John Ward-Horner (The Evergreen Center), Amy Muehlberger (Beacon ABA Services) and Robert K. Ross (Beacon ABA)

D5: BRIDGING THE GAP: THE SCIENTIST-PRACTITIONER MODEL

Jill Harper (Melmark New England)

Bio: Dr. Jill Harper received her PhD in Psychology (2012) with a concentration in Behavior Analysis from the University of Florida and an MS in Behavior Analysis (2006) from Northeastern University. She is currently the Director of Professional Development, Clinical Training, and Research at Melmark New England. Dr. Harper also holds an adjunct position with Endicott College. Dr. Harper is a Board Certified Behavior Analyst. She received the 2013 Jerry Shook Practitioner Award from the Berkshire Association for Behavior Analysis and Therapy (BABAT) for excellence in clinical practice. Her research interests include the assessment and treatment of severe behavior disorders, mechanisms responsible for behavior change, and maintenance and generalization of treatment effects. Dr. Harper has published work in the *Journal of Applied Behavior Analysis* and regularly presents at regional and national conferences.

Abstract: This presentation will provide a comprehensive review of the scientist-practitioner model as it relates to the field of behavior analysis. First, a historical overview of the model will be discussed in regards to its foundation in the fields of medicine and psychology. Next, the application of the scientist-practitioner model within the field of behavior analysis will be assessed. Barriers to the application of such a model will be identified including discussions around graduate training programs, clinical and educational settings, and collaboration between researchers and clinicians. Within this discussion, potential solutions to identified barriers will be presented. Specific exemplars of empirical articles characteristic of the model will be reviewed throughout the presentation.

D6: ABA IN AN INSURANCE LANDSCAPE: UNDERSTANDING YOUR RIGHTS, RESPONSIBILITIES AND INDUSTRY STANDARDS

Jerome Chiu (Beacon Health Options)

Bio: Chiu Jerome worked in the field of autism for 8 years prior to joining Beacon Health Options. He received his Master's in Childhood Special Education from NYU Steinhardt where he first began working with individuals with autism after seeing the significant impact ABA services. Jerome has worked with a wide variety of individuals across the spectrum, and has specialized in the use of augmentative communication and teaching functional communication to non-vocal adolescence. A clinical manager, Jerome now works to ensure that the ABA programs approved by Beacon Health Options are clinically sound and uphold the standards set by MassHealth and the BACB.

Abstract: The presentation will provide a brief history and framework of Health Insurance and Manage Care. The core concepts of managed care will be explained along with a few of the models frequently used. The discussion will flow into ABA coverage and the insurance landscape with a special emphasis on services for families affected by ASD in Massachusetts. The presenter will explain and define common issues and difficulties associated with being a MassHealth ABA provider. He will also offer guidance and practical recommendations to navigate the complexities associated with obtaining service authorizations through Health Insurance and Manage Care systems. Examples of documents providers should be familiar with will be presented along with resources for how to locate this information from any insurance source. The presentation will dive deeper into defining and justifying issues surrounding medical necessity and appropriate clinical documentation (treatment plans, data, session notes, etc). Finally, the presenter will discuss the steps that ABA providers can take to raise the overall quality of services in Massachusetts, including increasing accountability, understanding and developing a higher standard of care, and improving business practices to match the professional standards that all mental health providers.

D7: IMPROVING TOLERATION WITH MEDICAL TREATMENT AND EARLY IDENTIFICATION OF COMPLEX MEDICAL ISSUES

Elizabeth Williams-Kirby (Endicott College, Hopeful Journeys Educational Center)

Elizabeth Licari and Emily Sullivan (Hopeful Journeys Educational Center)

Abstract: Despite the robust efficacy of applied behavior analysis (ABA) in many areas of social significance, ABA has only recently addressed complex medical care. Individuals with intellectual disabilities often have complex medical care needs, in part, because of the interference posed by challenging behaviors. In this symposium, a literature review will be presented. In addition, the results of a study investigating the effects of a treatment package on 3 participants' compliance with blood draws will be reviewed. Finally, treatment in the area of craniofacial anomalies (specifically craniosynostosis) will be discussed. Although only affecting a small population, early identification of craniosynostosis allows for lower medical costs, and better long term outcomes. The use of match to sample and gradient fading procedures will be reviewed in an effort to increase early identification of craniosynostosis.



BREAK: 4:15 – 4:30PM

4:30 – 5:30 PM: SPECIAL EVENT

A DEBATE: IS THE MO CONCEPT CONSISTENT WITH A BEHAVIOR ANALYTIC PERSPECTIVE?

MO Proponent: Judah Axe

MO Skeptic: Robert K. Ross

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. While the speakers agree on the applied usefulness of the MO concept with respect to teaching communication skills, they will present opposing perspectives on the degree to which the concept is parsimonious and consistent with a radical behavioral philosophy. After a brief review of the major points by each speaker, they will debate the following points:

- 1. Is motivation a behavior? (I am sure we agree that it is not)**
- 2. Are effectiveness and value properties of a stimulus? (Since they are inferred from other actual behavior thus reducible I would say that they are not)**
- 3. Does the MO concept meet the scientific requirement consistent with: Description, Prediction and Control? (I would suggest correlation – not control)**
- 4. If there is time, the issue of the absence of a specifically defined procedure for conditioning an MO will be addressed**



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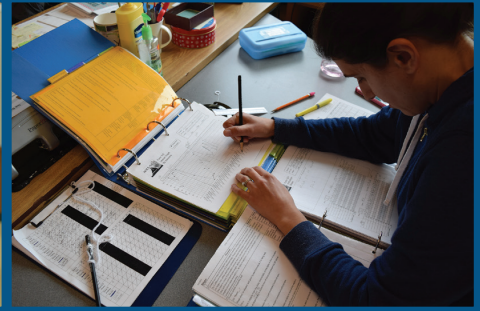
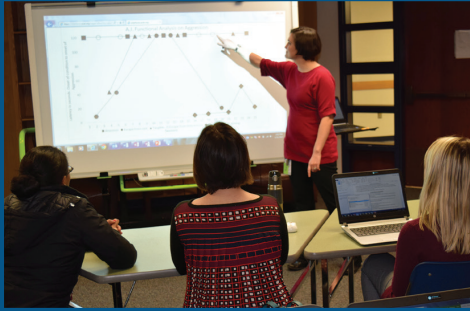


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