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*6th Annual
Massachusetts Association
for Applied Behavior
Analysis Conference*



Friday, May 6, 2016
BEST WESTERN

Royal Plaza Hotel and Trade Center

181 Boston Post Road West,
Marlborough, MA 01752

Schedule of Events

8:30 to 8:45 AM



Presidential Address

Dr. Robert Ross, President,
Massachusetts Association for Applied
Behavior Analysis

8:45 to 9:45 AM

Morning Keynote Address

Anthony Biglan, PhD Associate Professor of Psychology (in
Psychiatry)

Oregon Research Institute

Author of “The Nurture Effect: How the science of human behavior can
improve our lives and our world” (New Harbinger Publications)

Title: The Nurture Effect

Abstract: Ensuring that the behavioral sciences produce the improvements in human well-being that we all hope for requires that many more people understand and appreciate the knowledge about human behavior and society that have accumulated in the past 50 years. In *The Nurture Effect*, Dr. Anthony Biglan has tried to communicate to a broad audience of scientists and nonscientists how the behavioral sciences have accumulated programs, policies, and practices that can have great benefit in improving well-being. Taking an evolutionary approach, he will describe the development during the past 50 or so years of our understanding of operant learning and symbolic processes, as well as the principles involved in the recent evolution of capitalism. In the first section of the book, he describes the contextual principles that are, in his view, the foundation for the progress that has been made. In the second section, he describes family, school, peer, and clinical interventions that have solid evidence of benefit in the prevention and treatment of virtually

all of the most common and costly problems of human behavior. But our progress in improving well-being will be limited if we fail to change the trajectory of modern capitalism so that its practices benefit everyone. In the third section, he describes the current problems with our system in terms of the contexts that have selected harmful business practices and economic policies. In the fourth section, he describes what can be done to ignite a movement that influences our societies to adopt the programs, policies, and practices that make all of our environments more nurturing.

Bio: Anthony Biglan, PhD, is a Senior Scientist at Oregon Research Institute. His research over the past 30 years has helped to identify effective family, school, and community interventions to prevent the most common and costly problems of childhood and adolescence.

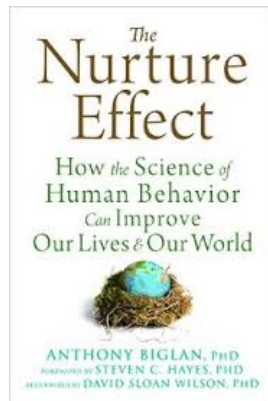
Dr. Biglan is a former president of the Society for Prevention Research. He was a member of the Institute of Medicine Committee on Prevention,



which released its report in 2009 documenting numerous evidence-based preventive interventions that can prevent multiple problems. His recent review of preventive interventions concluded that diverse psychological, behavioral, and health problems can be prevented through the promotion of nurturing families, schools, and communities.

Dr. Biglan's 2015 book, *The Nurture Effect: How the science of human behavior can improve our lives and our world* (New Harbinger Publications) describes the progress that behavioral science

has made in the past fifty years in improving human wellbeing.



10:00 to 11:15: Morning Breakout Sessions

AM-1 Invited Speaker on Verbal Behavior

Title: Motivating Operations: Practical Lessons from the Applied Research

Presenter: Dr. Judah B. Axe, Simmons College

Abstract: The concept of “motivating operations” (MO) has had an immense impact on theory, research, and practice in Applied Behavior Analysis (ABA). In this presentation, I will provide an overview of MOs, as well as definitions of the key concepts related to MOs, including establishing operations, abolishing operations, unconditioned MOs, and conditioned MOs. I will then describe a literature review I conducted on applied research influenced by MOs. From this literature review, I extracted a series of practical lessons that I will describe using concepts, procedures, and diagrams. The applied literature and practical lessons span five major areas of practice in ABA: (1) mand training, (2) preference assessment, (3) functional analysis of problem behavior, (4) treatment of problem behavior, and (5) organizational behavior management. Much of the MO analysis in the preference assessment and functional analysis areas relates to the effects of pre-session access or no access to reinforcers on in-session behavior. I will close the presentation with a summary of recommendations for practice and areas in need of future research.



Bio: Judah B. Axe, Ph.D., BCBA-D, is an Associate Professor of Education and Behavior Analysis at Simmons College. Dr. Axe received his M.A. and Ph.D. in Special Education and Applied Behavior Analysis from The Ohio State University. He conducts research with children with autism and related disabilities in the areas of verbal, social, and challenging behavior. Three current research topics are the effects of problem solving on recalling past events, conditioning praise as a reinforcer, and the effects of pre-session pairing on compliance

and problem behavior. Dr. Axe's research has been recognized by the California Association for Behavior Analysis and the Berkshire Association for Behavior Analysis and Therapy (BABAT). He has served on the editorial boards of *The Analysis of Verbal Behavior*, *Behavior Analysis and Practice*, and the *International Journal of Behavior Analysis and Autism Spectrum Disorders*. Dr. Axe currently serves as the Chair of the Verbal Behavior Special Interest Group of the Association

for Behavior Analysis International (ABAI), the Co-Coordinator of the Verbal Behavior Area for the ABAI Program, the Chair of the Student Relations Committee of BABAT, and a Trustee and the Continuing Education Coordinator of the Cambridge Center for Behavioral Studies.

AM-2:

Symposium Title: Evaluating Treatment Integrity, Efficiency, Accuracy, and Social Validity of an Electronic Practice Management and Data Collection System

Chair/Presenter: Paul W. Heering, May Institute

Overall Abstract: As organizations move towards the use of electronic practice management and data collection systems it is important to evaluate the benefits of the system. This symposium will discuss and present data on three different benefits of the use of an electronic system: treatment integrity, time saved, and social validity. Treatment integrity during the implementation of discrete trial training will be the topic of the first presentation. Electronic systems create many opportunities for increased speed and accuracy. The second presentation will present objective data demonstrating time saved. The final presentation will present social validity data gathered through parent and staff feedback.

Symposium Title 1: Description of methods and reliability (please attach figures below) Comparing Treatment Integrity of Prompts Used During Discrete Trial Training: Paper and Electronic Data Collection Systems
Ashley Abbott & Paul Heering (May Institute)

Symposium Title 2: Increasing Efficiency, Accuracy and Timeliness of Data Management and Documentation Through the Use of an Electronic Data Collection System
Shannon Barry & Paul Heering (May Institute)

Symposium Title 3: Evaluating Social Validity of an Electronic Record Through Staff and Family Feedback
Antonia Fiddner & Paul Heering (May Institute)

AM-3: Ethics Credits

Title: Behavior analysts acting ethically in a technologically complex and changing world; developing agency practices for being responsibly “plugged in”.

Presenters:

Dr. Kim M. Kelly, Institute of Professional Practice

Jillian Connor, Institute of Professional Practice

Abstract: The Professional and Ethical Compliance Code requires behavior analysts to adhere to professional standards of conduct when using technology and other media based services. With the rapid proliferation of technology and ways to connect with others, staying compliant with this expectation can be a daunting task. Understanding the technologies and the possible implications for professional conduct is not always straight forward especially around core code elements such as multiple relationships, professional boundaries, and confidentiality. For those agencies employing a large number of behavior analysts to work in various settings, developing practices compliant with the code can be particularly complex. Credentialed staff may vary greatly in their understanding of various forms of technology. Additionally, larger agencies that provide multiple types of services, each with unique challenges, must also comply with many other laws and regulations that may not always align with the expectations of the code. The presenters will share their agency’s experiences with policy development and training considerations for professional conduct with technology by behavior analysts working in many different service settings. Obstacles to developing standardized professional practices and strategies for staying consistent with our code around technology and media based services will be discussed.

AM-4:

Symposium Title: Evaluating the Effectiveness of Mand Training Using Multi-Modal Approaches

Chair/Presenters:

Solandy Forte, LCSW, BCBA

Endicott College & Center for Children with Special Needs

Dr. Mark Palmieri, Center for Children with Special Needs

Elizabeth C. Nulty, Center for Children with Special Needs

Shaunessy Egan,, Center for Children with Special Needs

Abstract:

With the advances in technology there are many different approaches to teaching individuals with developmental disabilities who are non-vocal to communicate effectively with their community. It is often the case that practitioners begin with mand training to teach an individual to spontaneously request their need and desires. When considering a mand training approach to teaching language the practitioner must consider the individual's learning profile and the resources available for assisting with the facilitation of communication. Mand training interventions may encompass a variety of prompting techniques, visual supports, and other forms of assistive technology. Further, mand training can occur with the use of augmentative and alternative communication applications that differ in level of complexity, design, and display. This presentation will review three different approaches to teaching school-age children to mand using low tech to high tech applications. In addition, these approaches will outline for the practitioner the necessary elements for developing a comprehensive and effective protocol for teaching mands that is based on the principles of applied behavioral analysis.

Symposium Title 1: Teaching to Mand Through Modeling and the Use of an AAC Device

Symposium Title 2: Teaching a Student to Mand for Adult Attention Combined with Joint Referencing

Symposium Title 3: The Effect of Decreasing the Response Effort of Mand Responses on the Rates of Challenging Behavior

AM-5: Invited EIBI Presentation**Title: Early Intensive Behavioral Intervention: Data-Based Program Management Through Dynamic Programming**

Presenter: Dr. Eric V. Larsson

Executive Director, Clinical Services

The Lovaas Institute for Early Intervention

Abstract: The purpose of this address is to present research on the use of programming and management practices that have been developed and validated to both establish and maintain children's social and language skills consistently throughout their waking hours.

“Dynamic” (as opposed to “static”) refers to programming whose goal is to respond to and result in continuous change (as opposed to stability). In early intervention, a particular challenge is to manage the optimal mix of services and programming strategies in order to attain maximum acceleration toward independent functioning. Numerous programming questions arise in attaining that goal. For example, to what extent should errorless versus correction procedures be used; to what extent should primary versus conditioned reinforcers be used; to what extent should focused discrete trial sessions versus natural environment sessions be used; or how quickly should the parents be trained to implement all interventions? The average duration of EIBI is three years, and the skills necessary in the third year of programming are much more complex and varied than are those in the first year of programming. The challenge is to train staff to use independent clinical judgment and make the dynamic programming decisions on a daily basis in order to succeed in that rapid timeline. In addition, the team leaders must possess the skills to organize and progress programming as the child's behavior rapidly develops. A dynamic system requires functional data-collection system for staff management at both the child and system-wide levels. Dynamic self-feedback systems give staff daily, weekly, and 6-month feedback on the success of their treatment decisions, enabling the most cost-effective therapy for achieving the best outcomes.

Bio: Dr. Larsson is the Executive Director of the Lovaas Institute Midwest, where he is conducting an evaluation of its EIBI program with 200 children over ten years. He is on the Clinical Faculty in the Psychology Department at the University of Minnesota and holds an adjunct appointment at the University of Kansas. Dr. Larsson served as Associate Research Director of the NIMH Multi-site Replication Study of the UCLA Young Autism Project. He serves on the Behavior Analyst Certification Board, the Association for Science in Autism Treatment, the Minnesota Northland Association for Behavior Analysis, the Autism Advisory Boards of both the Cambridge Center for Behavioral Studies and the Association of Professional Behavior Analysts. He is the honorary President of the Fundaçion Planeta Imaginario in Barcelona, Spain. He recently received the Provider of the Year Award from Autism Speaks and the Jerry Shook Leadership Award from the California Association for Behavior Analysis.



AM-6

Title: Does ABA Cause “prompt dependence”?

Presenters:

Dr. Paulo Guilhardi, Beacon ABA Services
Dr. Robert R. Ross, Beacon ABA Services
Jennifer Smith, Beacon ABA Services

Abstract: The term “prompt dependency” is widely used to identify problems believed to be inherent to the learner. Evidence supporting those explanations is scarce as systematic research on the establishment of prompt dependency is not widely available in the behavior analytic literature. This presentation will focus on a functional assessment approach for the explanation of the phenomena described as prompt dependency. Two case studies will be reviewed where the problem of “prompt dependence” was identified, systematic analysis determined the controlling variables and intervention resulted in an elimination of the problem. The first involving prompt maintained behaviors maintained by positive reinforcement in the form of physical attention and the second maintained by avoidance of

corrective procedures. The authors propose the use of the term “prompt maintained behavior” with focus on identification of the contingencies of reinforcement that may be responsible for the establishment and maintenance of prompt dependency. This research has implications for prevention and treatment of prompt maintained behavior.

AM-7 Invited Presentation

Title: Interpreting Structural Regularities in Verbal Behavior

Presenter: Dr. David Palmer

Abstract:

Formal models of language necessarily employ abstract concepts such as parts of speech, noun phrases, clauses, and sentences. A central feature of such models is grammar: the set of formal rules that distinguish “acceptable sentences” from mere strings of words. These concepts and rules, as elements of formal models, are not behavioral terms, but the regularities that they represent must be addressed by our behavioral interpretations. What, then, in behavioral terms, is a sentence? What are “parts of speech”? What behavioral processes account for the regularities in word order that are commonly explained by rules of grammar? To such questions I will offer provisional answers that arise, in part, from a consideration of the effect of speech on the behavior of the listener and, in part, on Skinner’s concept of the autoclitic frame. The concepts that emerge from such a behavioral interpretation do not map on perfectly to grammatical terms, but I will show that they capture actual behavior much better than do formal models of language.

Bio: With undergraduate degrees in geology and English, Dave Palmer knew nothing about behaviorism until he stumbled on Skinner’s Walden Two. He was electrified and soon became a public nuisance trying to persuade all-and-sundry of the merits of a behavioral interpretation of human problems. After a decade of fruitlessly attempting to start an experimental community, he turned to graduate school. He studied inter-response times and conditioned

reinforcement in pigeons at the University of Massachusetts under John Donahoe in the early 1980s. Upon graduation, he took a job teaching statistics and behavior analysis at Smith College, where he remains today. His interests in behavior analysis are broad, but his main contributions have all been attempts to extend Skinner's interpretive accounts of human behavior, particularly in the domains of language, memory, problem solving, and private events. Together with John Donahoe, he authored the text, *Learning and Complex Behavior*, which attempts to offer a comprehensive biobehavioral account of such phenomena. He still thinks Skinner was right about nearly everything.



AM-8 Invited Speaker for School Based BCBAs

Title: An Integrated Model of School-based Assessment and Intervention

Presenter: Dr. Robert J. Volpe

Abstract: Dr. Volpe is Associate Professor in the Department of Applied Psychology at Northeastern University where he is a core member of the MS/CAGS and PhD school psychology programs. His research focuses on designing academic and behavioral interventions for students with disruptive behavior disorders, and feasible systems for assessing student behavior in problem-solving models. He has authored or co-authored over 80 articles and book chapters and is on the editorial advisory boards of *Journal of Attention Disorders*, *School Psychology Review*, *School Mental Health*, and *Journal of School Psychology*. He currently is President Elect of the Society for the Study of School Psychology and Co-Director of the Center for Research in School-based Prevention.



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AM-9

Title: Timeout inside of the lab, timeout outside of the lab, and time wasted in and out of cyberspace

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

Abstract: Timeout went viral many years ago and has considerable name recognition both inside and outside of our field. Going viral involves mutation, which may have implications for both the virus and the host. I will review the laboratory origins of timeout and discuss conditions under which it is likely to either decrease or increase behavior. Recent research on the applied use of timeout will be covered, with an emphasis on how we might reduce misunderstanding when transmitting the technology to the consumer. Finally, if we dare, we will examine how timeout is viewed by some outside of the field.

AM-10

Title: Research-based program in Behavior Analysis: Examples of Structure, Process and Results.

Presenter: Dr. Michael Dorsey, Endicott University

Abstract: The profession of Applied Behavior Analysis is grounded in the application of the science of human behavior to socially important issues. While training of Undergraduate and Master's level practitioners often focuses on a basic understanding of the concepts and principals of Behavior Analysis and the implementation of clinical applications, inherent in any successful Ph.D. program is a focus on the training and nurturing of doctoral students in behavioral research.

Specific skills in such a curriculum include the identification of appropriate focus issues, the development and implementation of appropriate investigative techniques, and the analysis of data and demonstration of functional control. However, perhaps the most important skills to be taught are those that allow the project to be shared with peers and the general public – that is, public speaking and professional writing. Examples of student research projects, with a focus on a “scientist-practitioner model,” and the concept of “multiple payoffs” will be discussed.

AM-11 Invited Speaker on BCBA Supervision

Title: The Apprentice: An Innovative Approach to Meet the BACB’s Supervision Standards

Presenter: Tim Courtney

Abstract: The BACB continues to increase the standards for supervision, which is needed for the betterment of the field; however this presents a challenge for organizations to meet the needs of both their clients and their supervisees based on these standards. Throughout the ages, experts in all trades have passed along their wisdom through apprenticeship opportunities. A supervision model will be discussed that allows BCBAs to utilize an apprenticeship model to mentor, educate, and train students on the science of human behavior. In this presentation, we will review the supervision standards and discuss an apprenticeship model currently implemented in a non-profit ABA program in Indiana. The discussion will include a summary of the model which includes typical supervision activities, meetings, and weekly schedules. In addition, the presentation will include billing considerations and general logistical issues associated within an apprenticeship model. Having high supervision standards is imperative to ensuring that practitioners in the field are effective at implementing interventions based upon the science of behavior. Providing high quality supervision can be taxing on an organization, it is the goal of this presentation to provide an innovative model that meets the supervision standards in a cost-effective manner, while still providing maximal learning for the supervisee.



of
is currently working on his Ph.D. in special education at Purdue University.

Bio: Tim Courtney earned a Masters of Science in applied behavior analysis from Florida Institute of Technology (FIT) in 2006 and became a board certified behavior analyst that same year. He has worked as a behavior analyst since 2003 with different organizations across the United States. In addition to his work as a behavior analyst, Tim has been a co-instructor in the ABA department of FIT since 2007. His research interests include functional assessment, medical and dental avoidance and escape behavior, verbal behavior and dissemination the science of Applied Behavior Analysis. Tim

AM 12: Invited Presentation on Functional Assessment

Title: Practical Functional Assessment: Producing Meaningful Improvements in Problem Behavior of Children with Autism

Presenter: Dr. Gregory P. Hanley, Western New England University

Abstract: Assertions regarding the legitimacy of different types of functional assessment vary substantially across published studies. In addition, the research literature shows an unfortunate trend toward the standardization of the functional analytic part of the process. In this session, a highly individualized and practical functional assessment process that leads to fast, safe, and effective outcomes will be described. The comprehensive and socially-validated treatments for problem behavior that result from this particular functional assessment process will also be described.

Bio: Dr. Hanley has been applying the principles of learning to improve socially important behaviors of children and adults with and without disabilities for over 20 years. He worked and trained at the Spurwink School, the Groden Center, and the Kennedy Krieger Institute, was degreed at the University of Florida, was tenured at the University of Kansas, and is currently a Professor of Psychology and Director of the Behavior Analysis

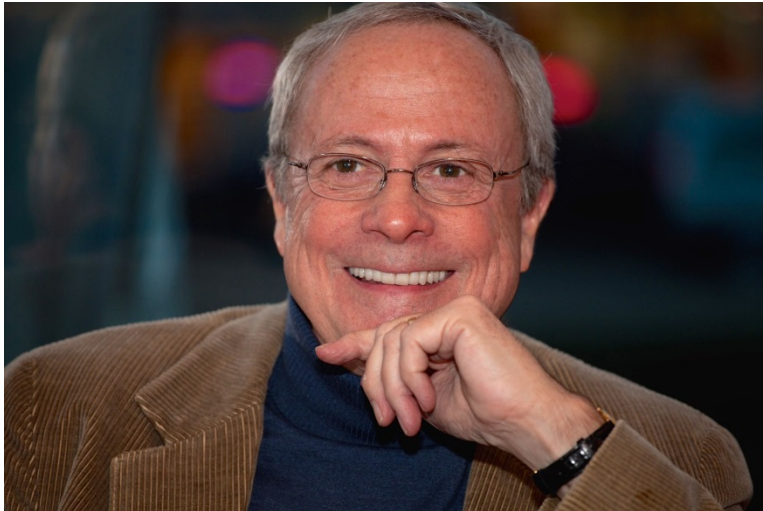


Doctoral Program at Western New England University and an Adjunct Professor of Psychiatry at the University of Massachusetts Medical School. Dr. Hanley has published over 100 chapters and articles in peer-reviewed journals in areas such as the assessment and prevention of problem behavior, teaching programs for young children, and evidence-based values. Dr. Hanley is a Fellow of the American Psychological Association (Division 25), a past Associate Editor of *The Behavior Analyst*, past Editor of *Behavior Analysis in Practice*, and incoming Editor of the *Journal of Applied Behavior Analysis*.

Midday Keynote: 11:30 TO 12:30 pm

Presenter: David Allen

Title: *Getting Things Done: Staying Relaxed, Focused, and in Control, in a World of Too Much to Do*



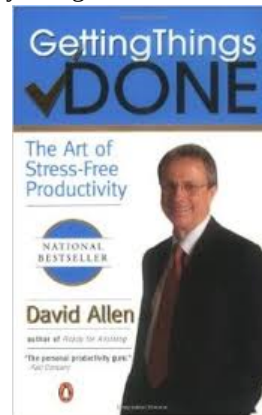
Abstract: Based on three decades and thousands of hours working one-on-one with some of the most productive people in the world, David shares the essence of the methodology he has uncovered that has become known around the world as "GTD." He explains the five-step process required for gaining control, traction, and cognitive space; and the six-horizon model for achieving and maintaining aligned focus. He explains the source of his discoveries and how they are now being implemented by individuals and organizations, globally. The content includes the core principles of stress-free productivity as well

as practical techniques and best practices that can be implemented immediately by everyone. The format includes lecture, some experiential learning, and engaging dialogue and Q&A.

**Bio: “One of the world’s most influential thinkers”
— *Fast Company***

David Allen is an author, consultant, international lecturer, Founder and Chairman of the David Allen Company.

The David Allen Company is a productivity training and consulting company that provides services designed to increase performance, capacity and aligned execution. They count among their clients some of the world’s most prestigious corporations, including over 40% of Fortune 100 companies. David Allen is widely recognized as the world’s leading authority on personal and organizational productivity. His 30 years of pioneering research, coaching and education of some of the world’s highest-performing professionals has earned him Forbes’ recognition as one of the “Top five executive coaches” in the United States, and as one of the “Top 100 thought leaders” by Leadership Magazine. Fast Company hailed David Allen “One of the world’s most influential thinkers” in the arena of personal productivity, for his outstanding programs and writing on time and stress management, the power of aligned focus and vision, and his ground-breaking methodologies in management and executive peak performance. David Allen was named one of the top ten business leaders of 2014 by the American Management Association. GTD has an international following of adopters in corporate enterprises, institutions and entrepreneurs. It has given rise to a thriving GTD industry of websites, blogs and software applications. Internet searches bring up tens of millions of references. David Allen is a rarity in the Twitter world, as one of the few non-celebrities with over a million followers hanging on his informative wit and inspiration. PC Magazine noted him as one of the “Top One Hundred to Follow” on Twitter.



Lunch Break: 12:30 to 1:30 PM

PM Breakout Sessions: 1:45 to 3:00 PM

PM-1- Invited Feeding Ethics Presentation

Title: Ethical Issues in Behavioral Feeding

Presenter: Dr. Missy Olive
Applied Behavior Solutions

Abstract: Many children with autism spectrum disorders develop food selectivity or what is also called “picky eating.” It is not uncommon for children to restrict their diets to one brand of chicken nuggets, to refuse to eat colored foods, or to consume only pureed foods. This training will focus on behavioral strategies that have been demonstrated to be successful in helping children learn to eat new foods. Participants will also learn what medical, behavioral, and related service assessments should be completed before starting feeding therapy as well as the ethical issues that surround providing behavioral therapy to address feeding concerns. The instructor will present data from their feeding clinic comparing outcomes from intensive models versus outcomes from on-going therapy. Finally, participants will learn how to monitor progress for feeding interventions. Time will be available for questions and answers throughout the event.



PM-2

Title: Automatic Measurement of Simple and Complex Behavior

Presenter: Dr. Nathan Blenkush, The Judge Rotenberg Educational Center

Abstract: **Abstract (150-200 words)** We compared observer frequency counts of four different topographies with frequency counts generated from an automatic measurement system. The automatic measurement system was comprised of an Inertial Measurement Unit (IMU) worn on the wrist connected to a computer filter program. The IMU was comprised of accelerometers, magnetometers, and gyroscopes and collected information approximately 100 times per

second. Agreement between observers was 100%. Agreement between the IMU data and observers was 100%. Subsequently, a computer filter was developed that counted each topography. Taken together, the described sensors and methods have the potential to provide a valid, reliable, and simple method for measuring various response dimensions in real-time. Finally, treatment applications for self-injury and stereotypical behaviors are described and demonstrated.

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PM-3

Title: Sustainable Change: Models for Effective Public School Program

Presenter:

Solandy Forte
Endicott College & Center for Children with Special Needs

Abstract: There has been a significant increase in students eligible for special education services with a diagnosis of autism and other neurodevelopmental disabilities. With this increase it has become essential for school-based interdisciplinary teams to incorporate evidence-based practices within the least restrictive environment.

Applied Behavior Analysis (ABA) provides a framework for addressing the needs of students with complex learning profiles. This framework includes various research-based methodologies, which have proven to be successful in the efficient instruction of a diverse set of learners across programs at the preschool, elementary, middle, and high school levels. To ensure that successful program development occurs, behavior analysts must consider the essential components for providing consultation that will facilitate sustainable change within the public school setting. These components include designing a model for supporting complex learners within the school community, incorporating teaching with the general education setting, and teaming with professionals across multiple disciplines. The model is essential for promoting the delivery of interdisciplinary services and designing educational opportunities within a least restrictive environment for learners with complex needs and challenging behavior.

Bio: Solandy Forte is a Senior Program Coordinator for School Based Consultative Services at the Center for Children with Special Needs. She is a Board Certified Behavior Analyst and a licensed Clinical Social Worker who in addition to providing school consultative services also provides social skills training groups for school age children.

Solandy received her Master's Degree in Social Work and obtained a Certificate for Specialization in Children and Families from Fordham University. She has experience working with children and young adults with special needs in their home, school, and community settings. She is also an adjunct professor for the Institute of Autism and Behavioral Studies at the University of Saint Joseph in West Hartford, Connecticut. Solandy is currently a Ph.D. candidate in applied behavior analysis at Endicott College, Institute of Behavioral Studies.

Previously she has worked at the Connecticut Center for Child Development, as an Associate Behavior Analyst, and the Institute of

Professional Practice, Inc., as a Clinical Coordinator, developing academic and behavior programs for children with autism and related disorders. Solandy also has experience providing parent training, social skills training, and in home behavior analytic services to children living in therapeutic foster homes with a wide range of developmental disabilities and mental illness.

She works closely with the Department of Children and Families in the state of Connecticut to reunify families while providing them with parent training and behavioral support. Solandy is the Past President and active member of the Connecticut Association for Behavior Analysis and is a member of the National Association of Social Workers.

PM-4: Invited Presentation on Self- Management

Title: Self-management: Techniques, Clinical Applications, and Conceptual Implication

Presenters:

Dr. Jessica E. Frieder, Western Michigan University

Sean P. Field, Western Michigan University

Thom Ratkos, Western Michigan University

Abstract: Self-management describes a set of behaviors that are often critical to functioning in daily life. While we know the importance of these behaviors for individuals, it is not always clear how these repertoires can be established when they are lacking. Behavior analysts, among others, have described many different techniques and strategies for changing our own behavior. In addition, a myriad of consumer products have been developed to help people change their own behavior. Still, it is often the case that many people are unaware of the essential components of establishing an effective self-management repertoire. This talk will first look at an overview of the different repertoires involved in self-management, such as: self-evaluation, self-recording, and goal setting. Additionally, we will look at how self-management can be used to change our own behavior as

well as the behavior of others. Following a review of self-management, data from several case studies as well as methodological modifications used to increase effectiveness, feasibility, and the likelihood of generalization of the skill will be presented. Finally, the presenters will conclude with a discussion of the conceptual implications of self-management within a behavior analytic framework and how controller and controlee can exist within the same skin.

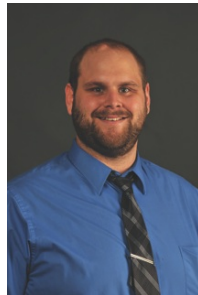
Bio: Jessica Frieder is an Assistant Professor at Western Michigan University. She earned her doctoral training at Utah State University and her



master's at The Ohio State University. She leads a graduate training lab where her master's and doctoral students work in a wide variety of applied settings. Her current areas of research interest focus on language acquisition and augmentative communication systems for individuals with autism and developmental disabilities. She is also interested in effective social skills instruction, self-monitoring and self-management procedures as they relate to

both academic and social behavior. Other areas of research focus include effective parent training models, the integrity with which behavioral strategies are implemented, as well as the effective training for future teachers and other practitioners.

Sean Field is a doctoral student at Western Michigan University studying with Dr. Jessica Frieder. Sean earned his master's degree at Sage College and worked in a school of special education prior to starting his graduate studies. Sean has worked with a wide variety of populations, and has taught a number of undergraduate courses. He is currently in the process of proposing his dissertation, focusing on the development of self-management skills for individuals diagnosed with Attention Deficit Hyperactive Disorder (ADHD). Sean's



research and scholarly interests include self-management, the treatment of severe problem behavior, staff training and supervision, and the theory and philosophy of behavior analysis.



Thom Ratkos is a doctoral student at Western Michigan University, studying with Dr. Jessica Frieder. Thom earned his master's degree at Western Michigan

University, culminating with an experimental examination of how young children may learn to engage in self-talk to mediate their own behavior. Thom currently works in early intervention with children diagnosed with autism, and has previously worked as a school consultant and in outpatient treatment of problem behavior. Thom has taught a variety of courses at WMU and other institutions, and his research interests include verbal behavior, private events, and the dissemination of behavior analysis.

PM-5: Invited Presentation

Title: Bi-Directional Naming and Verbal Behavior

Presenters: Dr. Caio Miguel, California State University, Sacramento

Abstract: Bi-Directional Naming (BiN) is a higher order class of behavior that involves both speaker and listener repertoires (also referred as expressive and receptive language). An individual demonstrates BiN when he/she can react as a listener to his/her own verbal behavior. In other words, when he/she can speak with understanding. Generalized BiN may be essential in explaining how children may expand their vocabulary so quickly without explicit reinforcement. It also seems to play an important role in problem solving. In this talk, I will describe basic, translational and applied studies supporting the role of naming in the development of complex skills such as categorization and analogical reasoning.

Bio: Dr. Caio Miguel is an Associate Professor of Psychology and Director of the Verbal Behavior Research Laboratory at California State University, Sacramento. He is also an adjunct faculty at Endicott College, MA., and at the University of São Paulo, Brazil. Dr. Miguel has published over 45 papers on basic and applied research related to verbal behavior and derived stimulus relations. He is the past-editor of *The Analysis of Verbal Behavior (TAVB)* and currently serves as an Associate Editor for the *Journal of Applied Behavior Analysis (JABA)*. Dr. Miguel is a regular speaker at conferences all over the world.



PM-6

Title: Improving Outcomes for Adult Individuals with Intellectual and Developmental Disabilities: Implementing a Multi-tiered System of Behavior Supports

Presenter:

Dr. Bob Putnam, May Institute
Dr. Shannon Barry, May Institute
Dr. Gordon DeFalco, May Institute

Abstract: The research base on the implementation of multitiered systems of behavior support in public schools has shown improvements in punitive, reactive and exclusionary discipline events, behavior climate, staff satisfaction and academic performance (Horner, Sugai & Anderson, 2010). There is a relative dearth of information on the implementation of multi-tiered systems of behavior support in large behavior analytical organizations serving adult individuals with intellectual and developmental disabilities. This tutorial will present model of implementation of multi-tiered systems of behavior support in a large behavior analytical organization. Data systems will be described to assist teams at each tier to improve outcomes of the individual served. implementation strategies will be described to increase implementation integrity. Outcome data will be presented on improvements in behavior support practices and problem behavior.

PM-7 Invited Presentation from BACB

Title: An Update on the Behavior Analyst Certification Board

Presenter: Dr. James Carr, [Chief Executive Officer](#)
[Behavior Analyst Certification Board](#)

The presenter will discuss recent developments at the Behavior Analyst Certification Board (BACB). The most current data on the BACB's credentialing programs and university course sequence systems will be presented and discussed in the context of the profession's rapid growth. In addition, a summary of the BACB's international activities will be presented to illustrate important developments in behavior-analytic infrastructure around

the world. Finally, a number of the BACB's recent activities will be discussed, including efforts to revise key standards and US legislative developments.

Bio: Jim Carr received his Ph.D. from Florida State University and currently serves as Chief Executive Officer of the Behavior Analyst Certification Board (BACB). In this important leadership role, he has advanced the status of applied behavior analysis and its parent discipline, behavior analysis, to new levels of visibility, acceptance, and respect. His professional service record is long and varied, comprising work on behalf of several state, national, and international behavior analysis organizations as well as some autism service programs and the BACB. In his role as a professor at the University of Nevada, Reno; Western Michigan University; and Auburn University, Dr. Carr has trained and inspired a cadre of professional behavior analysts, many of whom have established outstanding research and academic careers. Dr. Carr has also made sustained scholarly contributions to the field, with more than 100 articles in peer-reviewed journals both within and outside of behavior analysis. The majority of these articles report experimental evaluations of behavior analytic interventions designed to improve the functioning and quality of life for children and adults with developmental or acquired disabilities. He has also served on the editorial boards and as an associate editor of a number of leading behavior analysis journals, including the Journal of Applied Behavior Analysis, The Behavior Analyst, The Analysis of Verbal Behavior, and Behavior Analysis in Practice.

PM-8

Title: Using Our Science: Helping Students Learn How to Learn

Presenter: Darlene E. Crone-Todd, Ph.D., BCBA

Abstract: Post-secondary educational and training settings require critical thinking and problem-solving on the part of students and trainees. The use of scoring methods to create a sequence (similar to a task analysis) for learning, and employing methods developed out of behavior analysis, will be covered. Data will be presented related to the use of the following methods: (a) interteaching; (b) SAFMEDs; (c) PQ4R; and (d) 1-minute timings related to self-statements on the

part of students. These methods will be discussed in terms of the basic behavioral principles and procedures involved when teaching undergraduate and graduate-level students, and with special populations such as military veterans.

PM-9

Symposium Title1: Following the Code: Strategies for ensuring adherence

Presenter: Dr. Mary Jane Weise, Endicott University

Abstract: The new Professional and Ethical Code for Behavior Analysts is in effect in 2016. The Code outlines our ethical obligations, and is a resource to rely on when faced with ethical challenges. In this talk, we will review the changes in the Code, in comparison to the former Guidelines for Responsible Conduct. We will also discuss strategies for ensuring Code compliance for individuals and organizations. In addition, we will highlight how ethical decision making skills can be developed and prioritized within organizations.

Symposium Title 2: An Ethical Obligation to be Empirical: Our Philosophy of Life, Our Perspective on Treatment, and the Driving Force Behind Our Work.

Presenter: Thomas Zane, Ph.D., BCBA-D

Abstract: Behavior analysis is rooted in the foundations of a natural science approach towards a study of behavior, a search for functional relations. For behavior analysts, a scientific approach towards behavior is our worldview. The attitudes and characteristics of science influence the way behavior analysts think about and treat behavior. This scientific mindset is distinctly different from other ways of thinking about why behavior happens, such as the medical model or psychoanalytic perspectives. Indeed, the ethical code for behavior analysts frequently cites an obligation for behavior analysts to adhere to the methods of science and scientifically supported treatments in the work that we do as behavior analysts. For those of us who label ourselves as behaviorists or behavior analysts, our commitment to science is paramount, and requires fealty to that worldview and that worldview alone.

Symposium Title 3: An Update on ABA Licensure

Presenter: Michael F. Dorsey, Ph.D., LABA, BCBA-D

Abstract: The Commonwealth of Massachusetts has been issuing professional licenses for the practice of Applied Behavior Analysis for over 6 months. This presentation will review the application process and the current status of the process. Additionally, examples of actual cases processed through the Allied Mental Health Board will be discussed, with the focus on highlighting the critical ethical concerns brought to the Board and resultant actions. Recommendations for future direction in licensure and legislative advocacy will be considered.

PM-10 Invited Presentation on ASD Treatment

Title: Applied Behavior Analysis is a Science and, Therefore Progressive: Quality Intervention for Individuals with ASD.

Presenter: Dr. Justin Leaf, Autism Partnership Foundation

Abstract: Applied Behavior Analysis (ABA) is a science and, therefore, involves progressive approaches and outcomes. Today, there are more individuals being diagnosed with autism spectrum disorder and more individuals receiving behavioral intervention than ever before. It is our contention that individuals diagnosed with autism spectrum disorder make the most progress when a progressive model of behavioral intervention is being implemented. In this talk we will go over the components of what constitutes quality intervention for individuals diagnosed with autism, provide rationales of why it is important to ensure that these components are being implemented to a high degree of fidelity, and discuss how to implement these components.

Bio: Justin Leaf, Ph.D., is the Director of Research for the Autism Partnership Foundation and a Director of the Center for Advancement of Behavior Analysis. Justin received his doctorate degree in Behavioral Psychology from the Department of Applied Behavioral Science at the University of Kansas. Currently, Justin leads the research team at Autism Partnership Foundation, which conducts research nationally and internationally. His research interests include examining methods to improve social behaviors for children and adolescents with autism and developing friendships, comparing

different teaching methodologies, evaluating parameters of reinforcement, and evaluating long term outcomes for individuals diagnosed with autism. Justin has over 45 publications in either peer reviewed journals or book chapters and has presented at both national and international professional conferences and invited events. Justin serves on the editorial board for the Journal of Applied Behavior Analysis, Education and Training in Autism and Developmental Disabilities, and the Journal of Autism and Developmental Disorders.

PM-11 Invited Presentation: Treatment and Public Policy

Title: An Empirical Evaluation of Treatment Factors that Improve Outcomes in Autism Services and Implications for Public Policy

Presenters: Dr. Dennis Dixon and Julie Kornack.

Abstract: Many factors influence treatment outcomes in individuals with autism spectrum disorder. Researchers have discussed the impact of factors intrinsic to the person receiving the services (i.e., age, ASD severity, IQ, etc.); however, little research has been done to explore treatment-specific factors (i.e., dose, supervision, location, etc.). Our research group has recently examined the impact of treatment dose, supervision, and the location of services on the rate of skill acquisition. Our analyses established that the single greatest variable that influences treatment is dose. Further, while aspects of supervisor qualifications were found to have a significant impact, the dose of supervision hours was not. Lastly, the location of service delivery was significant, with the greatest rate of learning occurring in persons receiving center-based services. The public policy implications of such findings include support for intensive programs for adolescents and young adults and the potential to increase access to ABA-based treatment by expanding the patient capacity of certified and licensed professionals.

Bio: Dennis Dixon, PhD, is the chief strategy officer at the Center for Autism and Related Disorders. He received a PhD in clinical psychology from Louisiana State University with a

focus on developmental disabilities and completed a postdoctoral fellowship at the Johns Hopkins University School of Medicine where he specialized in the treatment of challenging behaviors. He also serves as the co-director of the Center of Autism Research Group, a nonprofit organization dedicated to improving the lives of persons with autism spectrum disorder (ASD) and their families through science. Dr. Dixon is on the editorial boards of the journals **Research in Developmental Disorders** and **Research in Autism Spectrum Disorders**. His research focuses on the use of technology and big data analytics to improve the treatment outcomes and quality of life for individuals with ASD.



Julie Kornack is the director of public policy for the Center for Autism and Related Disorders, one of the world's largest providers of evidence-based autism treatment and the nation's third largest non-governmental organization contributing to autism research. Her work includes identifying, developing, and supporting state and federal initiatives that increase access to autism treatment, as well as analyzing the impact of state autism mandates, the Affordable Care Act, and the Medicaid benefit on access to autism treatment. She works directly with



all stakeholders in an effort to increase access to evidence-based autism treatment and serves on several advisory committees state and national advisory committees. Ms. Kornack's analysis of the economics of autism treatment was published in the *Handbook of Early Intervention for Autism Spectrum Disorders: Research, Policy, and Practice*, and she is an editor of the



recently released *Evidence-Based Treatment for Children with Autism: The CARD Model*.

PM 12

Title: Behavioral Skills Training for Supervisors

Presenters:

Dr. John Wad-Horner, Evergreen Center

Erin Conant, Evergreen Center

Dr. Joseph Vedora, Evergreen Center

Abstract: Behavioral Skills Training (BST) has been demonstrated to be an effective method for teaching a variety of behavioral procedures and skills to staff and students. This tutorial will provide a cursory overview of the empirical literature that supports the use of BST when training staff to implement behavior analytic procedures. The components of BST will be reviewed and examples provided for how to best implement each component when training staff or supervising graduate students. The use of scripted responses to enhance rehearsal and role plays will also be reviewed. This tutorial will include live demonstrations and practice for participants.

Afternoon Keynote Speaker

3:15 to 4:15

Title: Detrimental Effects of Behavioral Rigidity in Autism: Assessment and Solutions

Timothy R. Vollmer, PhD
University of Florida

Abstract: Autism Spectrum Disorders are defined in part by behavioral rigidity. The presenter will show data from several studies that demonstrate



rigidity in this population. In some cases, rigidity leads to problem behavior and potentially to health-related problems. For example, one study showed that rigid interests led to aggression when rigid engagement was blocked. Differential reinforcement produced high levels of replacement behavior and low levels of aggression. In another study, subjects would only eat unhealthy food and would do so in a highly stereotyped fashion. Following behavioral interventions, selection of healthy foods increased. Finally, the presenter will propose future research to address a range of health-related outcomes of rigidity.

Bio: Timothy R. Vollmer received his Ph.D. from the University of Florida in 1992. From 1992 until 1996 he was on the psychology faculty at Louisiana State University. From 1996 to 1998 he was on the faculty at the University of Pennsylvania Medical School. He returned to the University of Florida in 1998 and is now a Professor of Psychology. His primary area of research is applied behavior analysis, with emphases in developmental disabilities, reinforcement schedules, and parenting. He has published over 140 articles and book chapters related to behavior analysis. He was the recipient of the 1996 B.F. Skinner New Researcher award from the American Psychological Association (APA). He received another APA award in August, 2004, for significant contributions to applied behavior analysis. He is also currently the Editor-in-Chief of the Journal of Applied Behavior Analysis.

