



BC-ABA

3rd Annual BC-ABA Conference

March 11-12, 2011
Scarfe Building
2125 Main Mall
University of British Columbia
Vancouver, BC

CEUs available for BCBAs and BCABAs
Early registration deadline: March 1st, 2011

In association with:



Autism Society of British Columbia



Faculty of Education
THE UNIVERSITY OF BRITISH COLUMBIA

2011 BC-ABA Conference Schedule Summary

Friday, March 11, 2011	
5:15-6:00 p.m.	<i>REGISTRATION FOR THE EVENING WORKSHOP, SCARFE BUILDING FOYER</i>
6:00-9:00 p.m.	Bridges to Adulthood: Programming for Lives of Competence, Dignity, and Quality (Room 100) Peter Gerhardt, Ed.D., BCBA, McCarton School, New York CEUs
9:00-9:30	<i>CEU PAYMENT RECEIVED, SCARFE BUILDING FOYER</i>



About our Key Note Speaker

Peter Gerhardt, Ed.D., is the Director of Education, Upper School, for the McCarton School in New York City. Dr. Gerhardt has more than 30 years experience utilizing the principles of Applied Behavior Analysis in support of adolescents and adults with autism spectrum disorders in educational, employment, residential and community-based settings. He has authored and co-authored articles and book chapters on the needs of adolescents and adults with ASD and has presented nationally and internationally on this topic.

Dr. Gerhardt serves as Chairman of the Scientific Council for the Organization for Autism Research, is on the Editorial Board of Behavior Analysis in Practice and on numerous professional advisory boards, including the Autism Society of America. Dr. Gerhardt received his doctorate from Rutgers, The State University of New Jersey's Graduate School of Education.

Dr. Gerhardt's research interests include issues related to: intensity of behavior analytic instruction with adolescents and adults; community integration and employment; development of adaptive behavior competencies; positive behavior supports with complex individuals; and the use of technology to support community safety and independence.

Saturday, March 12, 2011

8:00-8:50	REGISTRATION FOR THE CONFERENCE, SCARFE BUILDING FOYER			
9:00-10:30	<p align="center">Keynote Address: ABA and Evidence-based Practice in the Promotion of Quality of Life for Adolescents and Adults with Autism. (Room 100) Peter Gerhardt, Ed.D., BCBA, McCarton School, New York CEUs</p>			
10:30-11:00	BC-ABA annual general meeting, (Room 100)			
11:00-11:15	BREAK: COFFEE, PASTRIES, ETC., IN SCARFE FOYER			
	Room 206	Room 207	Room 208	Room 209
11:15-12:45 Session 1	<p align="center">Traditional Papers</p> <p><i>Promoting Novel Intra-verbal Responses in Children with Autism</i> Bruce Hamm, Katie Rinlad, & Lindsay Bratkowski</p> <p><i>Improving Student Listening Repertoires: Listener Emersion, Two Case Studies</i> Sharon Baxter & Sarah Pastrana</p> <p align="center">CEUs</p>	<p align="center">Mini-Seminar</p> <p><i>Disclosing the Diagnosis to Children and Adolescents with ASD</i> Kathryn Theroux</p>	<p align="center">Traditional Papers</p> <p><i>Analysis and Treatment of Problem Behaviour Maintained by Food</i> Elizabeth Athens & Dana Zavatkay</p> <p><i>Using Systematic Desensitization to Address Problem Behaviour</i> Leah Mumford & Sara White</p> <p align="center">CEUs</p>	<p align="center">Mini-Seminar</p> <p><i>Beyond PECS: Supporting Social-Communicative Interactions in Students Who Use AAC</i> Pat Mirinda</p> <p align="center">CEUs</p>
12:45-1:30	LUNCH- INCLUDED WITH EARLY REGISTRATION, SCARFE FOYER Poster session during lunch in Scarfe Foyer			
1:30-3:00 Session 2	<p align="center">Traditional Papers</p> <p><i>Using Direct Instruction Curricula for Children with Autism</i> Krista Zambolin</p> <p><i>Pragmatic Language Programming for a Young Boy with Autism</i> Heidi St. Pierre, Krista Zambolin, & Michael Fabrizio</p> <p align="center">CEUs</p>	<p align="center">Mini-Seminar</p> <p><i>Positive Behaviour Support for Deaf Children with Developmental Disabilities</i> Brenda Fossett, Alayna Finley, & Joe Lucyshyn</p> <p align="center">CEUs</p>	<p align="center">Traditional Papers</p> <p><i>Extinction...How Could You Resist?</i> Anita Hua & Katie Allen</p> <p><i>Video Modeling for Airport-Related Problem Behaviour</i> Susan Larke</p>	<p align="center">Mini-Seminar</p> <p><i>An Application of the Prevent-Teach-Reinforce Model of School-Based Behaviour Support</i> Kelly McGregor, Joanne Marshall, & Michelle Pozin</p> <p align="center">CEUs</p>
3:00-3:15	BREAK: COFFEE, PASTRIES, ETC., IN SCARFE FOYER			
3:15-4:45 Session 3	<p align="center">Traditional Paper</p> <p><i>Facilitating Inclusion of Preschool Children with Autism</i> Anna Matchneva & Jola Pazura</p> <p><i>From Non-Linear Analysis to Systemic Intervention</i> Shane Isley & Valori Berends</p> <p align="center">CEUs</p>	<p align="center">Mini-Seminar</p> <p><i>Transforming Parent-Child Interactions in Family Routines: Comprehensive Final Results</i> Joseph Lucyshyn et. al</p> <p align="center">CEUs</p>	<p align="center">Traditional Papers</p> <p><i>Rapport: An Essential Positive Support Strategy</i> Bobbi Hoadley</p> <p><i>Achieving Business Results Through the Successful Integration of Human Performance Technology</i> Shane Isley & Donnie Staff</p> <p align="center">CEUs</p>	<p align="center">Mini-Seminar</p> <p><i>Ethical Issues Faced by Behaviour Consultants</i> Ramen Saggi, Pat Mirinda, William Kent, & Katie Allen</p> <p align="center">CEUs</p>
4:45-5:45	CEU PAYMENT RECEIVED, SCARFE BUILDING FOYER			
5:00-5:45	<p align="center">Presentation and Discussion of Licensing for Behaviour Consultants in British Columbia (for BCBA's and Behaviour Consultants only) (Room 100) BC-ABA Board of Directors</p>			

Friday, March 11th, 2011

Bridges to Adulthood: Programming for Lives of Competence, Dignity, and Quality

Scarfe Building, Room 100

6:00-9:00 PM

Workshop

Presenter: Peter Gerhardt, Ed.D., BCBA,

Abstract: Today, professionals, families and individuals with ASD are beginning to redefine the outcomes of the beyond simple job placement to focus on career development and measures of personal competence, community inclusion, and life satisfaction. This workshop will provide an overview of effective education transition planning AT ANY AGE with particular emphasis on the importance of evidence-based practices in such areas as transition planning, behavior support, employment, social competence, and sexual safety. In addition, issues related to inclusion across the multiple communities in which one lives, works, and plays will be discussed.

Saturday, March 12th, 2011

Keynote Address: ABA and Evidence-based Practice in the Promotion of Quality of Life for Adolescents and Adults with Autism.

Scarfe Building, Room 100

9:00-10:30

Presenter: Peter Gerhardt, Ed.D., BCBA

Abstract: Despite a rapidly growing body of knowledge regarding effective, behavioral analytic intervention with school age children with autism, adult outcome studies indicate that the majority of individuals graduate to lives of limited independence and minimal community engagement. This presentation will provide a brief overview of some of the more relevant challenges to effective intervention with older individuals and offer behavior analytic recommendations toward improving outcomes leading to lives of competence, dignity, and quality.

Concurrent Session #1- 11:15-12:45

Traditional Papers, Room 206, CEUs*

Promoting Novel Intraverbal Responses in Children with Autism

Presenters: Bruce Hamm, Katie Rinald, & Lindsay Bratkowski, Coast Behaviour Analysts

Abstract: Learners with significant language delays commonly exhibit 'rote' verbal response patterns. Such learners reliably emit the response forms they were

originally taught but struggle to generate novel, contextually-appropriate responses. This paper presents case studies of the use of a multiple exemplar instruction (M.E.I.) procedure to promote novel intraverbal classification responses (e.g., responding to antecedents to "name some animals") in young learners with autism. The M.E.I. procedure is related to research on the functional independence of the verbal operants and examined as a means of facilitating the emergence of 'first instance' intraverbal responses from the learner's tact and listener repertoires.

Improving Student Listening Repertoires: Listener Emersion - Two case studies

Presenters: Sharon Baxter & Sarah Pastrana

Abstract: Fluent listener behavior is essential in the development of verbal behavior. In the early stages of intervention, children with autism may become good at picking up visual cues and respond correctly, while in fact not attending to the vocal instruction. This becomes problematic as the complexity of vocal instructions increase. In the absence of basic listener literacy, a higher number of trials or Learn Units are required in order for the student to acquire new skills. In Listener Emersion (LE), students are immersed in programs which target a listener response until a more fluent listener repertoire emerges (Greer & Ross, 2008). We will present case studies for two students, aged 5 and 6, in which LE was used to facilitate the attainment of basic listener literacy and which also resulted in lower learn units to criterion.

***You must attend BOTH papers in this session to earn BACB CEUs.**

Mini-Seminar, Room 207

Disclosing the Diagnosis to Children and Adolescents with ASD

Presenter: Kathryn Theroux, ABLE Developmental Clinic

Abstract: Disclosing the ASD diagnosis is an important step in developing self-advocacy in individuals with Autism Spectrum Disorder (ASD). Through PowerPoint, question and answer, and group discussion, Kathryn will describe the education two older child and three adolescent clients about their diagnoses of high-functioning autism/Asperger syndrome. The method of disclosure and individual's immediate and long-term responses will be discussed, as well as the family and clinicians' decision-making process leading up to disclosure. Determining readiness for disclosure and other parent and professional concerns will also be explored.

Traditional Papers, Room 208, CEUs*

Analysis and Treatment of Problem Behaviour Maintained by Food

Concurrent Session #1 cont.- 11:15-12:45

Presenters: Elizabeth S. Athens, ABA Learning Centre, Dana M. Zavatkay, Marcus Autism Centre

Abstract: Some autistic individuals display problem behavior around food that can interfere with social interactions, learning, and mealtimes. The present study examines a treatment for the problem behavior of an adolescent male with autism whose problem behavior occurred at school whenever food was present. Across two treatments, red and green cards were used to signal when food was unavailable and when it was available when requested. Problem behavior decreased to zero under these treatments. Teachers were trained in the procedures and stimulus control generalized to the classroom and lunchroom such that the child was integrated back into a public school classroom.

Using Systematic Desensitization to Address Problem Behaviour

Presenters: Leah Mumford & Sara White

Abstract: This presentation will enhance service providers' ability to modify traditional applied behavior analytic techniques such as shaping and chaining to

include systematic desensitization. Additionally techniques to promote self-management of anxiety that children may experience during the systematic desensitization will be discussed.

***You must attend BOTH papers in this session to earn BACB CEUs.**

Mini-Seminar, Room 209, CEUs

Beyond PECS: Supporting Social-Communicative Interactions in Students Who Use AAC

Presenters: Pat Mirenda, University of British Columbia

Abstract: Augmentative and alternative communication (AAC) interventions are often aimed solely at teaching manding/requesting using the Picture Exchange Communication System (PECS) or similar approaches. This workshop will focus instead on strategies for supporting social-communicative interactions between students who use AAC and their peers. Using the structure of the Participation Model, we will first discuss the importance of participation in the peer culture as a critical component for the development of social communication. Strategies will include talking photo albums, conversation books, and speech-generating devices for social interaction. Case studies and videotaped examples will be used to illustrate each of the strategies.

Poster Session, Scarfe Foyer, 12:45-1:30

Teaching Showering to a Student with Autism Using a Visual Schedule and Prompt Fading

Presenters: Julee Bisiker, Leah Mumford, and Sara White

Abstract: Students with autism often have difficulty learning many self-help skills such as getting dressed, brushing their teeth, brushing their hair, and having a shower. It is important to teach individuals with autism to appropriately engage in these self-help skills which are crucial to long-term independence. Many teaching strategies have been used to teach students with autism how to take a shower (wash with soap and rinse their body); some include using physical prompts and fading, modeling taking a shower, video models, social stories, and visuals. In this poster the effectiveness of model prompts paired with visuals prompts will be implemented and then systematically faded.

Teaching Appropriate Eating to a Child with Autism

Presenters: Megan Edmondson & Sara White

Abstract: A 10-year-old boy with autism was found to have a deficit in the skill of polite eating, as he struggles with taking small bites of food and does not wait an appropriate amount of time between each bite. Baseline data indicated he was able to take small bites when verbally prompted, however he was unable to independently count 5 seconds between each bite. In order to teach these skills, a visual prompt indicating to "take small bites" and "wait 5 seconds" was introduced. As well, the instructor simultaneously provided a model and verbal prompt to count to 5 before taking a new bite. Each prompt was systematically faded to the independent level.

The Generalization of Tacting from Specified Instruction to Non-trained Environments

Presenters: Sara Clark & Heidi St. Pierre

Abstract: This poster will show the effects of specified instruction on tacting for a young boy with autism to non-trained environments and non-trained targets. Data will show how instruction positively affected the acquisition of tacts in various non-trained environments. Data was collected during the child's one on one ABA home program as well as during non-intervention times. This poster will demonstrate the importance of taking data across various environments and instructional settings to ensure what the child is learning in his one on one program is being utilized, and hopefully generalized, to non-trained environments.

Poster Session, Scarfe Foyer, 12:45-1:30

Parent Involvement in ABA Programming

Presenters: Laurel Rankin & Sara White

Abstract: Parental management of problematic behaviors can be particularly overwhelming for parents of children with autism. Parents may often comply with their children's request in order to avoid excessive behaviors such as tantruming or aggression, which may be problematic for the parent in the future. However, it is possible that strategically including the parent in the ABA programming can increase their knowledge of techniques for dealing with these behaviors. This poster will focus on the systematic integration of parents into ABA programming to allow parents to develop useful strategies for interacting with their child.

Teaching First Person Pronouns Using Discrete Trial Instruction to a Child with Autism

Presenters: Darcie Domes & Sara White

Abstract: A 10 year old client was having difficulty with the acquisition of first person pronouns. Baseline data for the pronouns "mine" and "yours" revealed that he could not expressively or receptively identify these pronouns even in a structured teaching format. However, it was found that with a visual template and point prompt was able to respond correctly 50% of the time. With the addition of partial verbal prompts for the responses of "it's my (object)" and "it's your (object)" he scored 100%. A discrete trial program was implemented using visual, partial verbal, and point prompts which were systematically faded to teach him to correctly identify to whom an object belongs by saying "it's mine" or "it's my (object)" and "it's yours" or "it's your (object)".

Expanding a student's community of reinforcers through a conditioning/pairing procedure: Looking at Books

Presenters: Lindsay Parrott, Sarah Pastrana & Sharon Baxter

Abstract: Leisure skills are an important aspect of a child's repertoire of skills. In this case study, a pairing/conditioning procedure (CABAS, 2003) was used to teach a child with autism to look at books in the absence of stereotypy and passivity for 10 min intervals. During pairing/conditioning intervals, tutor looked at books with the student and provided intermittent vocal and edible reinforcement. During independent intervals, the tutor physically distanced herself from the student, who was required to remain appropriately engaged with the books for the target duration of the interval. Pairing and conditioning intervals were systematically increased to a maximum of 30 s and 10 min in duration, respectively. Following completion of the program, the student was observed

to independently select books as a leisure activity while with his family.

Douglas College - Autism Specialty Programs

Presenter: Lori Woods, Douglas College

Abstract: This poster session will summarize the four ASD and ABA related course and program options that are available at Douglas College. This session will explore the new provincial behaviour intervention partnership program that will be available across BC beginning in the fall of 2011. Possible education and career pathways will also be outlined.

Bachelor of Arts in Applied Behaviour Analysis – Autism

Presenter: Cara Zaskow, Capilano University

Abstract: The Bachelor of Arts in Applied Behaviour Analysis – Autism (ABA-A) is a unique degree program in British Columbia. At this time, it is the only baccalaureate program in Western Canada that blends rigorous academic training and professional supervised clinical experience that will enable graduates to meet the criteria to write the BACB exam to become BCaBA's. The ABA-A degree is a four year cohort program that intends for students to enter into third year of specialty in ABA-A after having completed two years of undergraduate study. The program blends coursework in areas such as the principles of ABA, ethics, single-subject research design and interpersonal relationships with three levels of practicum experiences that has the student immersed in the "hands on" application of the ABA skills. New program initiatives for the fall of 2011 are a Post-Baccalaureate Diploma in ABA-A and a Behaviour Interventionist Certificate.

Applied Behaviour Analysis ABA Support Worker Certificate Program, Surrey College

Presenter: Sharon Baxter

Abstract: The A.B.A. Support Worker Certificate program at Surrey College prepares graduates for work with students in the school system. The program includes lectures, group and individual learning projects as well as a job shadow component. There is an increased need for Support Workers in the schools. The ABA SW program at Surrey College prepares students for employment in this rewarding field. All instructors of the program work locally in the field of applied behaviour analysis treatment for children with autism and related disorders. The pre-requisite criterion for enrolment in the program, course outlines and class schedules will be presented.

Concurrent Session #2- 1:30-3:00

Traditional Papers, Room 206, CEUs*

Using Direct Instruction Curricula for Children with Autism

Presenter: Krista Zambolin, Zambolin Consulting Inc.

Abstract: This paper will provide an overview of what Direct Instruction curricula is and how it can be used in school and home based programs for learners with autism. Specifically, this paper will focus on selecting appropriate Direct Instruction programs given various learner characteristics, measuring student progress through Direct Instruction curricula and how to problem solve through often difficult portions of the curricula.

Pragmatic Language Programming for a Young Boy with Autism

Presenters: Heidi St. Pierre, ORL, Krista Zambolin, Zambolin Consulting, Michael Fabrizio, ORL

Abstract: This paper will show the steps taken to successfully teach a young boy with high-functioning autism various pragmatic language skills. Pragmatic program descriptions will be presented as well as an overview of the child's program from the beginning. Data will be presented demonstrating the acquisition of pragmatic language component skills, including pre and post test scores on multiple pragmatic language assessments.

***You must attend BOTH papers in this session to earn BACB CEUs.**

Mini-Seminar, Room 206, CEUs

Positive Behaviour Support for Deaf Children with Developmental Disabilities

Presenters: Brenda Fossett, UBC, Alayna Finley, Services for Family and Community Development, Joe Lucyshyn, UBC

Abstract: This presentation will review the results of two studies addressing Positive Behavior Support (PBS) for deaf individuals with additional disabilities. The first study focused on training professionals working with deaf children to conduct functional assessments and develop PBS plans. The second study focused on the application of PBS with a deaf child with multiple disabilities. Discussion will focus on a) aspects of PBS training in deaf contexts, b) the generalization of assessment and intervention skills from the training to the intervention setting, and c) the impact of PBS on the target child and his family.

Traditional Papers, Room 208

Extinction...How Could You Resist?

Presenters: Anita Hua, PosAbilities - Laurel Behaviour Support Services, Katie Allen, Able Developmental Clinic

Abstract: Extinction is considered an important component of treatment plans for the reduction of problem behavior to zero or near-zero rates. However there are variables that may lead to behaviour being resistant to extinction. This presentation will review the literature on variables that affect the likeliness of a behavior to be resistant to extinction. A case study will be presented with data sets and a treatment design that involved an extinction procedure where resistance to extinction is hypothesized. There will be a discussion on possible reasons why resistance to extinction was observed in this case.

Video Modeling for Airport-Related Problem Behaviour

Presenter: Susan C. Larke. Little Steps Therapy Services

Abstract: In this case study, video modeling, stimulus pairing, positive reinforcement and repeated exposure to aversive stimuli at the airport was used to help reduce airport-related problem behavior in a 4 year old diagnosed with ASD. Presentation will include a screening of the video, brief video feedback from the parent, the travel plan created with the parents, and a general discussion of ABA strategies for travel with individuals diagnosed with an ASD.

Mini-Seminar, Room 209, CEUs

An Application of the Prevent-Teach-Reinforce Model of School-Based Behaviour Support

Presenters: Kelly MacGregor, Joanne Marshall, & Michelle Pozin, Provincial Outreach Program for Autism and Related Disorders

Abstract: This session will describe the application of the Prevent-Teach-Reinforce (P-T-R) model for positive behaviour support in B.C. schools by consultants from POPARD. The session will provide an overview of the P-T-R approach to individualized behaviour support, drawing on the literature around this model as well as research on applied behaviour analysis in schools. The session will provide an overview of the process of implementing the P-T-R approach in regular school settings in BC, and preliminary results, including student and staff outcomes, will be presented.

Concurrent Session #3- 3:15-4:45

Traditional Paper, Room 206, CEUs*

Facilitating Inclusion of Preschool Children with Autism

Presenters: Anna Matchneva, I Step Ahead Services, Jola Pazura, Smilestones Junior Kindergarten

Abstract: Children with autism benefit from participation in inclusive early education program. However, most children with autism require specialized supports to experience success and implementation of such program is not an easy task. This presentation will review procedures and key components contributing to the success of an inclusion program including curriculum development, effective teaching strategies, classroom set up, and staff development.

From Nonlinear Analysis to Systemic Intervention

Presenters: Shane Isley & Valori Berends, West Coast Behavioral Consultants Inc.

Abstract: In order to help families in stress solve complex problems, improve parent-child interactions, and regain control of their lives Blueprints employs a constructional orientation toward treatment, which was first proposed by Israel Goldiamond in 1974. Children who exhibit severe problem behavior can place an enormous stress on a family system. Given the detrimental effects of this stress on parent's personal and professional lives, sibling relationships, and the overall family unit, it is critical that an intervention address the underlying source(s) of these symptoms. This paper will provide an overview of the Constructional Approach and then present two case studies.

***You must attend BOTH papers in this session to earn BACB CEUs.**

Mini-Seminar, Room 207, CEUs

Transforming Parent-Child Interactions in Family Routines: Comprehensive Final Results

Presenters: Joseph M. Lucyshyn, Brenda Fossett, Lauren Binnendyk, Christy Cheremshynski, and Sophia Khan, UBC, Sharon Lohrmann, University of Dentistry and Medicine of New Jersey
Lynn Miller, Stephen Chinn, and Samantha Kwon, UBC, Lauren Elkinson, University of Medicine and Dentistry of New Jersey & Larry Irvin, University of Oregon

Abstract: We examined the efficacy of an ecological approach to behavioural family intervention designed to promote meaningful and durable improvements in parent-child interaction in family routines. Ten families of children with developmental disabilities participated. Multiple measures were gathered across seven years. Group design results showed statistically significant

improvements in child behaviour and routine participation. Single subject research results documented a functional effect for 7 of 10 families and durable improvements up to 24 months post intervention. Sequential analysis results documented the transformation of coercive processes into constructive processes for 8 of 10 families. Unique contributions to the literature and implications are discussed.

Traditional Papers, Room 208, CEUs*

Report: An Essential Positive Support Strategy

Presenters: Bobbi Hoadley, Parley Support Services

Abstract: Studies show that rapport-building is essential to the success of all types of support and teaching. ABA tools for rapport-building are effective and efficient in gaining and maintaining stimulus control for interventions. A review of the literature will be paired with practical strategies for rapport-building actions as well as when and how to use them.

Achieving Business Results Through the Successful Integration of Human Performance Technology

Presenters: Shane Isley & Donnie Staff, West Coast Behavioral Consultants Inc.

Abstract: When embarking on the endeavour to design a successful behavior analysis private practice it's advantageous to examine the past efforts of similar service industries in recent history. This paper will explain how Optimal learned from its predecessors by describing a case study and the effects of three key organizational components: organizational performance analysis, organizational alignment, and process efficiency. These components were customized and implemented into a California-based behavior analysis private practice in order to improve operation efficiency, maximize profit levels, retain valuable employees, increase market share, and improve the quality of clinical practices; thereby insuring the future of said agency.

***You must attend BOTH papers in this session to earn BACB CEUs.**

Mini-Seminar, Room 209, CEUs

Ethical Issues Faced by Behaviour Consultants

Presenters: Ramen Saggi, Pacific ABA Academy
Pat Miranda, University of British Columbia
William Kent, Katie Allen, ABLE Developmental Clinic

Abstract: This panel presentation will focus on difficult ethical issues that behavior consultants face in clinical practice. These issues include difficult family dynamics affecting the consultant-family relationship; pseudoscientific approaches versus scientifically validated procedures of treatment, termination

Concurrent Session #3 cont.- 3:15-4:45

guidelines, and working with over age 6 clients in British Columbia. Case scenarios will be presented by each expert panellist along with potential solutions to the ethical challenges in accordance with the Behavior Analyst Certification Board Guidelines for Responsible Conduct.

Special Thanks

BC-ABA wishes to acknowledge the financial and in-kind support provided by the Centre for Interdisciplinary Research and Collaboration in Autism (CIRCA) in the Faculty of Education at the University of British Columbia, ACT-Autism Community Training, and the Autism Society of British Columbia. This conference would not be possible without their generous contributions!



Registration Information

Registration for the 3rd annual BC ABA conference is now available **on-line**. Please visit www.bc-aba.org and follow the event listing links to register for both the pre-conference workshop and the BC ABA conference. Please note you **MUST** be a registered and logged-in BC-ABA member in order to register for the pre-conference workshop and to qualify for the member price for the conference. Please ensure you are LOGGED-IN if you are a member to obtain the member price and to register for the pre-conference workshop. You can become a member on-line.

Prices

**Friday, March 11th Pre-conference workshop:
6:00 to 9:00 PM- \$25.00**

**Saturday, March 12th BC ABA conference:
9:00-4:45- \$50.00 (members)
\$100.00 (non-members)**

If you have any further questions regarding registration please email the conference committee at:

conference@bc-aba.org

A paper registration form is attached below for those individuals wishing to mail in their registration form and payment. **We strongly recommend registering on-line.**

Additional Information

Lodging

If you are coming to Vancouver from outside of the lower Mainland and require accommodation, the closest hotels to UBC are:

Holiday Inn Vancouver Centre

(<http://www.ichotelsgroup.com/h/d/hi/1/en/hotel/yvrbw>)

Granville Island Hotel

(<http://html.granvilleislandhotel.com/island.html>)

Best Western Chateau Granville

(<http://www.chateaugranville.com/>)

All are about 5 miles from UBC and will require a taxicab to get to the campus. The "official" address for the Scarfe building is 2125 Main Mall.

CEUs

CEUs for Board Certified Behavior Analysts (BCBAs) and for Board Certified Associate Behavior Analysts (BCABAs) are available for both mini-seminars and traditional papers

Three CEUs will be earned for the pre-conference workshop; 1.5 CEUs will be earned for the keynote address, and 1.5 CEUs will be earned for each 90-minute mini-seminar and traditional paper session (2 papers per session). BACB CEU credits will require a \$5 fee per credit. Payment is due at the end of the workshop or conference **by either cash or check**- we will be unable to accept credit or debit cards. You will receive a certificate documenting how many CEUs you earned once necessary forms and payment is received.

When you register, you will receive the necessary CEU completion forms in your registration packet. You **MUST** be signed in and out of each mini-seminar or traditional paper you attend, and you **MUST** complete and submit an evaluation form for each session as well.

Parking

Parking is available at a cost of \$6.00 for evening and weekend day parking. The closest parkade to the Scarfe building is the West Parkade located on the east side of Lower Mall. A detailed map and driving directions are available at:

(http://www.maps.ubc.ca/PROD/index_detail.php?locat1=900)

After you park, walk out of the West Parkade on Level 4 and look for the BC-ABA signs directing you to the Scarfe building, approximately a 5 minute walk from the parkade.

Directions to UBC

Comprehensive driving directions to and from UBC can be found on UBC's website at:

(<http://www.ubc.ca/about/directions.html>)

To reach UBC by bus or transit

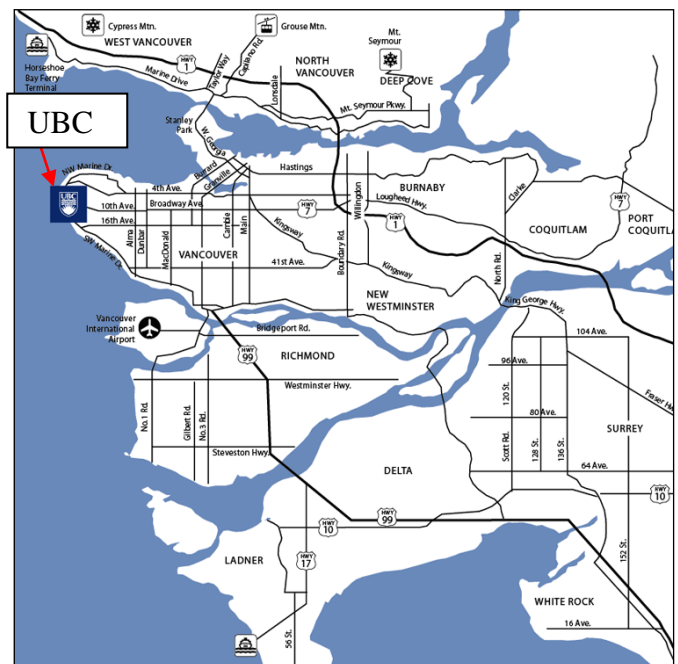
Take any bus that states UBC as its destination -- in Vancouver, bus routes #4, #9, #17, #25, #41, #43, #44, #49, #99 B-Line, #258 and #480 will all take you to UBC

Skytrain passengers can get off at Broadway Station and then transfer onto the #99 B-Line bus to UBC

Note that some routes service the UBC campus only during peak hours

Complete bus schedules can be found at:

(www.translink.bc.ca)



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Vancouver, BC
www.bc-aba.org



British Columbia Association for Behaviour Analysis

Conference Registration Form – 2011

EARLY REGISTRATION DEADLINE: MARCH 1, 2011

Pre-conference Workshop March 11 - Third Annual Conference March 12

Name:	
Position/Job Title:	
Employer:	

Mailing Address:	<input type="checkbox"/> Home Address <input type="checkbox"/> Work Address (check one)
Street Name:	
City, Province:	
Postal Code:	
Phone Number:	
Fax Number:	
Email Address:	

Please include my membership information in the membership directory, which will list my name, email, and employer (initial the box if you agree to have your name included in the directory)	2011 Membership Directory
	<input type="checkbox"/>

PLEASE NOTE: If your proposal to present at the conference is accepted, you **MUST** register. Conference registration includes admission to all sessions, drinks, snacks and a box lunch. Please note that lunch is **NOT GUARANTEED** if you register after the March 1st deadline.

LUNCH PREFERENCE	
<input type="checkbox"/> Non-Vegetarian	<input type="checkbox"/> Vegetarian

Unfortunately other dietary needs cannot be accommodated at this time. If you have food allergies or sensitivities you will have to make alternative arrangements for lunch.

CONFERENCE REGISTRATION (please check all that apply)		
	Member	Non-Member
Pre-conference Workshop - March 11	<input type="checkbox"/> \$25	N/A
Conference Registration - March 12	<input type="checkbox"/> \$50	<input type="checkbox"/> \$100
MEMBERSHIP		
Full	Student	Affiliate
<input type="checkbox"/> \$30	<input type="checkbox"/> \$25	<input type="checkbox"/> \$25
TOTAL FEES DUE		\$ _____

REGISTRATION IS LIMITED SO REGISTER EARLY!!

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