

14TH ANNUAL

BC-ABA CONFERENCE

British Columbia Association for Behaviour Analysis



Live Keynote: Friday, April 8th 2022

On Demand Mini-Seminars & Traditional Papers
Discussion: Available April 8th, 2022

Visit bc-aba.org/events or contact conference@bc-aba.org for more information

BC-ABA 14TH ANNUAL CONFERENCE 2022



Schedule Details

LIVE EVENTS

Keynote- 5 CEUs (1.5 Supervision, 1.5 Learning, 2 Ethics CEUs)

Keynote events will be held live on April 8th, and will be live-streaming only. These events will not be recorded and will not be available to view afterwards.

9:00 am – 9:15 am	CEU check-in
9:15 am – 9:30 am	Opening Comments
9:30 am – 11:00 am	Dr. Ellie Kazemi
11:00 am – 11:15 am	Break
11:15 am – 12:45 pm	Dr. Jomella Watson-Thompson
12:45 pm – 1:30 pm	Break
1:30 pm – 3:30 pm	DEI Discussion Panel
3:30 pm – 3:40 pm	CEU check-out

ON DEMAND EVENTS

Traditional Papers, Mini-Seminars, & Panel Discussion

Presentations will be available on demand from April 8 – May 15, 2022.

Access is included with your registration, and viewing will be available through our website at bc-aba.org

Cost

Members: \$70

Non-member: \$100

Student Members: \$34.99

CEU Package: \$30

Registration will be non-refundable and non-transferable.

All student presenters will receive a free registration code.

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LIVE EVENTS

KEYNOTE PRESENTATIONS WILL NOT BE RECORDED

Friday, April 8 2022, 9:15 am - 3:30 pm

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KEYNOTE SPEAKER

Friday, April 8, 9:30am-11:00am



DR. ELLIE KAZEMI, PH.D., BCBA-D

California State University, Northridge

Dr. Kazemi is a professor at California State University, Northridge (CSUN) where she has developed and taught undergraduate and graduate coursework in behavior analysis for the past 10 years. She founded the Masters of Science Program in Applied Behavior Analysis in 2010 and has collaborated with the CSUN community to provide graduate students high-quality supervision experiences.

She is also the Chief Science Officer at Behavioral Health Center of Excellence (BHCOE)

where she oversees Research and Development of Accreditation Standards and Quality Measurement.

Dr. Kazemi currently has had two distinct primary lines of research. Her applied research interests involve identification of efficient, effective strategies for practical training and supervision. Her laboratory research involves leveraging technology (e.g., robotics, virtual or augmented reality) for optimal simulation-based training.

Dr. Kazemi has worked on several large nationwide projects, including with FEMA and NASA, focusing on effective training and behavioral outcomes. She has received several mentorship awards including the ABAI Best Mentor Award, the Outstanding Faculty Award, the Outstanding Teaching Award, and the Outstanding Service Award. She has published articles and book chapters on a variety of topics including training, staff turnover, and the use of technology in behavior analysis. She is the leading author of a handbook for supervision titled, *Supervision and Practicum in Behavior Analysis: A Handbook for Supervisees*.

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KEYNOTE SPEAKER

*1.5 Supervision CEUs
Friday, April 8, 9:30am-11:00am*

DR. ELLIE KAZEMI, PH.D., BCBA-D

California State University, Northridge

Effective Leadership and Supervision

Presentation Description

Despite the importance of supervision, specialized training for it lags way behind. Supervisors, as leaders in their organization, are responsible for caring for their clients, providing guidance to their technicians, and coordinating care. In this talk, I will address some of the common barriers supervisors face and provide practical tips for effective, caring leadership and supervision.

Learning Objectives

After the presentation, attendees will be able to

- (1) Explain why supervisors are the leaders in their organizations
- (2) State at least 2 strategies for creating an organizational culture of care
- (3) Explain the difference between disseminating behavior analysis through relaying “what we do” and “why we do what we do” as behavior analysts.

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KEYNOTE SPEAKER

Friday, April 8, 11:15am-12:45pm



JOMELLA WATSON-THOMPSON, PH.D.

- *Associate Director for Community Participation and Research, Center for Community Health and Development*
- *Associate Professor & Director of Undergraduate Studies, Department of Applied Behavioral Science*

Dr. Jomella Watson-Thompson is an Associate Professor in the Department of Applied Behavioral Science, and the Director of the Center for Service Learning at the University of Kansas. She is also affiliated with the Center for Community Health and Development. She attained a Ph.D. in Behavioral Psychology and a Masters of Urban Planning from the University of Kansas. She applies behavioral science methods

and interventions to improve how communities address issues related to community health and development. Her research has focused on behavioral-community approaches to neighborhood development, substance abuse prevention, and youth and community violence prevention. Dr. Thompson supports community-engaged scholarship using participatory approaches to address social determinants or factors that may contribute to disparities, particularly for marginalized groups and communities. She has researched the effects of community-based processes and behavioral-community interventions to promote mobilization and change in communities. Dr. Thompson has co-authored articles on community capacity-building, youth development, and prevention and received numerous federal, state and local funding awards. She is as an Associate Editor with Behavior and Social Issues. Dr. Thompson has extensive experience providing training, technical support and evaluation for coalitions and community-based initiatives.

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KEYNOTE SPEAKER

1.5 Learning CEUs
Friday, April 8, 11:15am-12:45pm

DR. JOMELLA WATSON-THOMPSON, PH.D.

- *Associate Director for Community Participation and Research, Center for Community Health and Development*
- *Associate Professor & Director of Undergraduate Studies, Department of Applied Behavioral Science*

Using a Behavioral Community Approach for Social Validation Through Multisector Collaboration

Presentation Description

There is increased attention to addressing problems of significant societal concern, which disproportionately affects marginalized populations and communities. Disparities in access to services and cultural adaptations for underserved populations, including racial and ethnic populations will be discussed. The importance of collaborating to address social determinants of health or underlying factors that may serve as antecedents for a range of issues is explored. The application of behavioral community approaches to advance community change through multisector collaboration is examined as a method of social validation. Opportunities are presented for cross-sector and multidisciplinary collaboration between applied behavior analysis and other disciplines including community psychology, prevention, and public health. The presentation examines strengths, challenges, and opportunities to contribute to change and improvements in population-level outcomes, including disparities through multisector collaboration.

Learning Objectives

- (1) Describe the importance of addressing social determinants and disparities related to large-scale societal problems;
- (2) Explain the importance of multisector collaboration to support change and improvement in population-level outcomes;
- (3) Identify examples of the application of behavioral approaches to address social issues through cross-sector collaboration.

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PANEL DISCUSSION

2 Ethics CEUs

Friday, April 8, 1:30pm–3:30pm

CHAIR



- Kathryn Theroux, M.S., BCBA, RCC- *East Van Behavior Analysis LTD*

PANELISTS

- Preetinder Narang, Ph.D., BCBA – *Surrey School District*
- Hilary McClinton, M.Ed., BCBA – *Coastal Ridge Consulting*
- Lauren Keating, M.Ed., BCBA – *Delta School District*
- Ben Reiman, M.A., BCBA – *CBI Consultants*
- Jasmine Dhaliwal, M.Sc. – *CBI Consultants*
- Jemana Elsharkawi, M.Ed., BCBA, CCTS-I – *Salish Sea Behaviour Consulting*
- Karla Suarez, M.S., BCBA – *Private Practice*

Diversity, Equity, and Inclusion: Experiences of Behaviour Analysts

Presentation Description

In 2020 BC-ABA spoke in solidarity with marginalized groups and acknowledged a need for action. As a result, BC-ABA's Diversity, Equity, and Inclusion Committee was formed and is pleased to present a panel discussion examining a range of diverse topics that affect behaviour analysts: the purpose and function of a DEI committee; how racism and implicit bias affect services to clients; racial discrimination experienced at work; the intersection of trans and neurodivergent identities, and supporting neurodivergent self-advocates. Finally, ways to address systemic inequality, adopt anti-racist behaviours, include LGBTQIA2S+ learners, and promote the rights of neurodivergent individuals will be explored.

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ON DEMAND EVENTS

**ACCESS IS INCLUDED WITH YOUR REGISTRATION
VIEWING WILL BE AVAILABLE THROUGH OUR
WEBSITE AT BC-ABA.ORG**

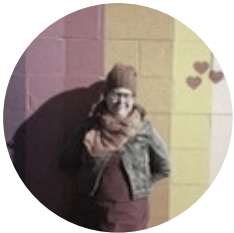
April 8, 2022 - May 15, 2022

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MINI-SEMINAR

Available April 8 – May 15 2022, 11:59pm



HEIDI ST. PIERRE, M.ED, BCBA

Clinical Supervisor and Senior Behaviour Consultant –HSP Behaviour Consulting

Neurodiverse-affirming ASD Disclosure: Research and Evidence-based Suggestions for Practice (2 CEUs)

Receiving an ASD diagnosis for a child can trigger a number of emotions and questions for parents, disclosing that diagnosis to the child or youth can do just the same. When do you disclose? How do you disclose? Who should disclose? What to do after you disclose? These questions and others we hope to answer in our mini-seminar. We will provide an overview of what the research tells us about best practices for a neurodiversity-affirming disclosure, present some data on case-study examples, and identify helpful resources for supporting a successful disclosure.

Additional authors: Daniel Khotawanich, McKenna L'Estrange, Jill Beaumont



MARIA SAMPLE, MA, BCBA

UP Early Intervention Clinic, Inc

SHERISE DEVINE, MS, BCBA

UP Early Intervention Clinic, Inc

Ethical and Clinical Considerations for Service Delivery Planning in a Changing Landscape (2 Ethics CEUs)

Many service providers in British Columbia work in a consultative model, with unique benefits and drawbacks. Types of service delivery models will be presented, with a focus on ethical and clinical considerations. We will review methods for prescribing treatments, planning cost models, and increasing client buy-in and outcomes. Given the announced changes to autism funding, explicitly stating, prescribing, and advocating for service delivery models based on client needs may be a valuable skill for behaviour analysts. Our hope is to help behaviour analysts pivot to different service delivery models and advocate for adequate service delivery in a changing landscape.

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MINI-SEMINAR

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PAT MIRENDA, PH.D., BCBA-D

University of British Columbia



RICHARD STOCK, PH.D., BCBA-D

Capilano University and University of British Columbia

Miss Manners' Guide to Collaborative School Consultation (2 Ethics CEUs)

Behaviour analysts are often invited to consult with school personnel regarding specific student needs. Several standards in the Ethics Code for Behavior Analysts (adopted on January 1, 2022) apply to this situation and provide guidance related to selecting, designing, and implementing behaviour change interventions in school contexts. This miniseminar will review the relevant aspects of the Code and provide practical examples related to behaviour analysts' role as effective change agents. Specific strategies related to ensuring social validity, operating within one's scope of competence, providing compassionate care, and incorporating trauma-informed practice in school contexts will also be included.

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TRADITIONAL PAPER 1 & 2

2 CEUs

Available April 8 – May 15 2022, 11:59pm



MONICA MILLER, MA, BCABA

University of British Columbia



KRISTA JOHNSTON, PH.D., R. PSYCH

University of British Columbia



JOSEPH LUCYSHYN, PH.D., BCBA-D

University of British Columbia



PBS and CBT for a Child with Autism and Anxiety

The focus of this session will be an experimental single case study of a behavioural intervention for a child with autism, intellectual disability, and an anxiety disorder. We will describe how we integrated Family Centered Positive Behaviour Support (FCPBS) with Cognitive Behaviour Therapy (CBT) to empower the child's mother to support the child in a play-in-park routine. The session will highlight the collaborative partnership between the mother, behaviour consultant and a clinical psychologist. The audience will receive knowledge about FCPBS, adapted CBT, the value of collaboration, and the family activity setting as a unit of analysis.



TINA GUNN, MED, BCBA

District Behaviour Analyst, Surrey School District

A Transition Plan Process for Complex Learners with Severe Problem Behavior

Complex learners with severe problem behavior often have limited opportunities to access a meaningful education in public school settings. Some of these limits include reduced time at school, poorly developed behavioral and educational programming, and being placed into increasingly restrictive educational environments. This presentation will discuss a process designed to transition complex learners with severe problem behavior safely into public school environments to access effective treatment and a comprehensive educational program. The transition process consists of training school district staff to implement Universal Protocols and the Practical Functional Assessment and Skill-Based Treatment process to teach students the skills of communication, toleration, and cooperation during adult-led time. The presenter will provide a case study to demonstrate the transition plan process and provide recommendations for successful implementation.

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TRADITIONAL PAPER 3 & 4

2 CEUs

Available April 8 – May 15 2022, 11:59pm



LANDA FOX, MA, BCBA

Positive Connections, Behaviour Consultant & Certified Sexual Health Educator

Use of Preference Assessments in the Selection of Sex Toys

Preference assessments are a vitally important technology within the field of applied behavior analysis. This technology has been researched and used extensively in clinical applications but its application outside of this sphere is more limited. This presentation will explore the potential for the use of preference assessments in adult retail/sex toy stores. Examples of preference assessments that may be used will be shared. Limitations will also be discussed. Effectively assisting customers in the selection of sex toys/pleasure products that will ostensibly serve as a reinforcer after purchase is a novel and exciting application of this technology.



THEA BRAIN, M.A., PH.D. (CANDIDATE), BCBA

Early Autism Project, Inc.

Perspectives from Autistic Adults on Peer-Mediated Interventions: Survey Findings

Peer-mediated interventions (PMIs) have a strong evidence-base for use in schools (e.g., Watkins et al., 2015). PMIs provide neurotypical peers with strategies to support, or more successfully interact with, neurodivergent peers. However, the perspectives of autistic students have been largely disregarded in this body of research. This presentation will review the preliminary results of a survey study investigating the perspectives of autistic adults on the use of PMIs in schools and describe how these results could impact future research and clinical applications. This presentation will also serve to highlight one-way researchers can partner with autistic adults when conducting autism research.

Additional authors: *Dr. Vicki Knight, Danie Marco, Bahar Moussavi, Sara Sayam, Simran Seol*