



# 6<sup>th</sup> Annual BC-ABA Conference

British Columbia Association for Behavior Analysis  
[www.bc-aba.org](http://www.bc-aba.org)

---

March 14<sup>th</sup> & 15<sup>th</sup>, 2014  
Scarfe Building  
2125 Main Mall  
University of British Columbia  
Vancouver, BC

---

CEUs available for BCBAs and BCaBAs

\* We accept cash, check, or credit card - \$5.00 per CEU.

**Early registration deadline: March 7<sup>th</sup>, 2014**

In Sponsorship With:



Faculty of Education  
THE UNIVERSITY OF BRITISH COLUMBIA

Autism Society of British Columbia →

## 2014 BC-ABA Conference Schedule Summary

<b>Friday Evening, March 14<sup>th</sup>, 2014</b>	
<b>5:15 – 6:00 p.m.</b>	<b>REGISTRATION FOR THE EVENING WORKSHOP, SCARFE BUILDING FOYER</b>
<b>6:00-9:00 p.m.</b>	<p style="text-align: center;"><b>Pre-Conference Workshop</b> <b>Feeding Problems in Children With Autism and Developmental Disabilities: From Useful Assessment to Effective Treatment</b> (Room 100) <b>Dr. William Ahearn</b> <b>CEUs</b> <i>*You must be a BC-ABA member to attend the pre-conference workshop</i></p>
<b>9:00-9:30 p.m.</b>	<p style="text-align: center;"><b>CEU PAYMENT RECEIVED, SCARFE BUILDING FOYER</b> <b>Cash, Check, or Credit Card - \$5.00 per CEU</b></p>

### About Our Keynote Speaker



Bill Ahearn, Ph.D., BCBA-D, joined The New England Center for Children in August 1996, and currently serves at NECC as the Director of Research. He is also Adjunct Faculty in Western New England University's doctoral and masters programs. Bill was named the 2009 American Psychological Association – Division 25 awardee for Enduring Contributions to Applied Behavioral Research. He has published extensively on behavior analytic interventions for treating problem behavior and teaching social and communicative behavior. Bill is Past President of the Association of Professional Behavior Analysts and the Berkshire Association for Behavior Analysis and Therapy. Bill also has been involved in establishing regulatory practices for behavior analysts and currently serves on the Massachusetts Board that licenses behavior analysts. He also serves as the Editor-in-Chief for Behavioral Interventions.

## 2013 BC-ABA Conference Schedule Summary

<b>Saturday, March 15<sup>th</sup>, 2014</b>					
<b>8:00 – 8:50</b>	<b>REGISTRATION FOR THE CONFERENCE, SCARFE BUILDING FOYER</b>				
<b>9:00 – 10:30</b>	<b>Keynote Address</b> <b>Best Teaching Practices in Applied Behaviour Analysis</b> <b>Dr. William Ahearn</b> <b>Room 100</b> <b>CEUs</b>				
<b>10:30 – 11:00</b>	<b>BC-ABA Annual General Meeting (Room 100)</b>				
<b>11:00 – 11:15</b>	<b>BREAK: Coffee, pastries, etc. in Scarfe Foyer</b>				
	<b>Room 204</b>	<b>Room 206</b>	<b>Room 207</b>	<b>Room 208</b>	<b>Room 209</b>
<b>11:15-12:45</b>  <b>Session 1</b>	<b>Mini-Seminar CEUs</b>  Teaching Meta-Cognitive Behaviour to Maintain and Generalize Functional Communications Teaching  <b>Bobbi Hoadley &amp; Katelynn Gibb</b>	<b>Mini Seminar</b>  ABA in BC schools and Parent advocacy  <b>Nancy Walton, Dione Costanzo &amp; Jodie Wickens</b>	<b>Mini Seminar CEUs</b>  Early Start Denver Model: Promoting Collaboration  <b>Mary McKenna &amp; Janet Harder</b>	<b>Symposium CEUs</b>  Behaviour Change in Behaviour Analysts: Three Self-Management Strategies  <b>Discussant: Sharon Baxter</b>  <i>*Please see program for titles and presenters of papers in this symposium</i>	<b>Mini-Seminar CEUs/Ethics CEUs</b>  Ethical Considerations in School Consultation: Problems, Responsibilities, and Solutions  <b>Leah Mumford &amp; Kathryn Theroux</b>
<b>12:45 – 1:30</b>	<b>POSTER SESSION – Scarfe Foyer</b> <b>LUNCH: Included with Early Registration</b>				
<b>1:30 – 3:00</b>  <b>Session 2</b>	<b>Mini-Seminar CEUs</b>  An Introduction to Precision Teaching and Fluency-Based Instruction  <b>Heidi St. Pierre &amp; Krista Zambolin</b>	<b>Traditional Papers CEUs</b>  Training Education Assistants to Implement ABA – Key Strategies and Outcomes <b>Tina Gunn &amp; Sharon Power</b>  The Effects of the Snug Vest on Stereotypy in Children Diagnosed with an Autism Spectrum Disorder <b>Nicholas Watkins &amp; Elizabeth Sparling</b>	<b>Panel Discussion &amp; Traditional Paper</b> Using Applied Behavioural Analysis to Get Through Grad School <b>Callum Mulligan, Richard Stock, Joan Broto, &amp; Karen Kester</b>  Increasing Engagement and Happiness in Adults with Psychological Disorders <b>Henry Chin-Cheung Au &amp; Chaturi Edrisinha</b>	<b>Symposium CEUs</b>  Differential Reinforcement and Stimulus Control Interventions for the Reduction of Vocal and Motor Stereotypy.  <b>Discussant: Claire Egan</b>  <i>*Please see program for titles and presenters of papers in this symposium</i>	<b>Mini-Seminar CEUs</b>  What Comes After Academics: Teaching Leisure and Vocational Skills, and Desensitization of Medical Procedures To Adolescent and Adult Learners  <b>Sharon Baxter, Jennifer Vallenoweth, Andrew Edwards, Tyla Frewing, Sarah Pastrana, &amp; Julee Bassetto</b>
<b>3:00 – 3:15</b>	<b>BREAK: Coffee, pastries, etc. in Scarfe Foyer</b>				
<b>3:15 – 4:45</b>  <b>Session 3</b>	<b>ABA – PBS Mythbusters</b> <b>Pat Mirenda, Sara White, Joe Lucyshyn, &amp; Katie Allen</b> <b>Room 100</b> <b>CEUs</b>				
<b>4:45 – 5:45</b>	<b>CEU PAYMENT RECEIVED SCARFE BUILDING FOYER</b>				

**Friday March 14<sup>th</sup>, 2014**

**Feeding Problems in Children with  
Autism and Developmental Disabilities:  
From Useful Assessment to Effective  
Treatment**

**Scarfe Building, Room 100**

**6:00-9:00 PM**

**Pre-Conference Workshop**

*\*for BC-ABA members only*

**3 CEUs**

**Presenter:** Dr. William H. Ahearn, Director of Research, The New England Center for Children, Inc. & Adjunct Faculty, Western New England University

**Abstract:** Feeding problems are common among children diagnosed with autism and developmental disabilities. The feeding difficulties of these children potentially stem from and are maintained by numerous biological and environmental factors. This presentation will begin by providing an overview of factors that may trigger feeding difficulties with a particular focus on common problems encountered in children with autism. The presentation will also address (the lack of) empirical evidence for the gut theory of autism and the potentially harmful implications of arranging dietary restrictions as treatment for autism. Feeding assessments for classifying feeding difficulties will be discussed and evidence will be presented suggesting that the most common feeding problem for children with autism is food selectivity. Behavioral interventions for selective intake will then be reviewed.

Systematically presenting previously rejected and/or novel foods will be illustrated as an initial step in the treatment process. Then an antecedent manipulation, the simultaneous presentation of rejected/novel and preferred foods exposure, will be described. Two effective differential consequence procedures, reinforcing acceptance/ignoring refusal-related responses and escape prevention, will be reviewed. Other behavioral interventions that will be reviewed include: simultaneous presentation with food mixing, texture fading, and positive reinforcement and each intervention will be illustrated with a case example.

**Saturday, March 15<sup>th</sup>, 2014**

**Key Note Address:**

**Best Practices in Applied Behaviour  
Analysis**

**Scarfe Building, Room 100**

**9:00-10:30 AM**

**1.5 CEUs**

**Presenter:** Dr. William H. Ahearn, Director of Research, The New England Center for Children, Inc. & Adjunct Faculty, Western New England University

**Abstract:** The concept of best practice is elusive. Applied behavior analysis acknowledged as a best practice approach to providing educational and clinical services to children with autism spectrum disorders; however, applied behavior analysis consists of individually tailoring interventions to meet the educational and clinical goals of each child and diagnosis is not particularly pertinent. This is a complex task for a clinician but a systematic approach that involves regular review of progress through data analysis is utilized, best practices may become apparent. This address will discuss systematic evaluations of teaching procedures conducted with children, adolescents, and adults. Procedures evaluated include response prompting and prompt fading techniques for establishing behavior chains; response prompting techniques for establishing verbal behavior; and, remedial strategies implemented when learners do not acquire educational objectives. The discussion of remediation procedures will focus on increasing response opportunities and evaluating differential reinforcement for prompt dependency. How to incorporate simple research questions into everyday practice will also be described.

**BC-ABA AGM, Room 100, 10:30-11:00**

All BC-ABA members are invited and encouraged to attend the AGM right after the keynote address. Reports will be presented from each committee on the board as well as the results from the latest election.

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

### **Mini Seminar, Room 204, 1.5 CEUs** **Teaching Meta-Cognitive Behaviour to Maintain and Generalize Functional Communications Teaching**

**Presenters:** Bobbi Hoadley & Katelynn Gibb, Parley Services

**Abstract:** Recent research in meta-cognitive teaching is being trialed to support recovery from mental health diagnoses with very promising outcomes (a bibliography of citations will be available). Parley Services liaised with the researchers to modify the curriculum to support new behaviours in adolescents and adults with ASD being supported with functional communications interventions. We will demonstrate how the program was adapted for clients outside of the psychiatric context. We will also present 2 case studies of clients living with ASD, to demonstrate how it has successfully supported maintenance and generalization of newly learned social behaviours, as well as alleviating mental health complications.  
*Applied Research, Adult, Intermediate*

### **Mini Seminar, Room 206** **ABA in BC Schools and Parent Advocacy**

**Presenters:** Nancy Walton, Dione Costanzo, & Jodie Wickens, ABA Support Network and Autism Education Society

**Abstract:** It is important for parents, BI's, consultants and paraprofessionals to understand the role parents play in improving ABA services in BC. This mini seminar will include a brief history of ABA funding in BC, access to ABA in the classroom and how parents were able to advocate for change. Then presenters will provide a blue print for how parents can advocate for their own child over individual issues. Lastly, we will discuss the importance of paying it forward so that a stronger ABA community can make it easier for families to advocate for their children.  
*Service Delivery, School Based, Introductory*

### **Mini-Seminar, Room 207, 1.5 CEUs** **Early Start Denver Model: Promoting Collaboration**

**Presenters:** Mary McKenna, Private Practice; & Janet Harder, Bridges SLP and BC Services

**Abstract:** The Early Start Denver Model (ESDM) is a comprehensive, early intervention approach for children with ASD ages 12 – 60 months. It blends a developmental framework with applied behaviour analysis, using evidence-based practices. It is a valuable tool for encouraging an interdisciplinary approach to assessment and intervention. The core features of the ESDM, the most recent research, along with the assessment, intervention and data collection procedures will be presented. Videos will be used to explain the ESDM curriculum and teaching procedures.

*Service Delivery, Early Intervention, Introductory*

### **Symposium, Room 208, 1.5 CEUs** **Behaviour Change in Behaviour Analysts: Three Self-Management Strategies**

**Discussant:** Sharon Baxter, Semiahmoo Behaviour Analysts, Inc.

**Abstract:** Three sets of case studies involving the use of self-management tactics will be presented. In the first set of case studies, three individuals used goal-setting and public posting to increase the amount of exercise they completed on a weekly basis. Next, two case studies will be presented which examined the effects of goal setting and public posting on increased reading fluency and writing productivity. The third study will describe the use of a systematic desensitization procedure to treat arachnophobia. Results will be discussed with respect to treatment adherence, competing contingencies, and overall effectiveness of the self-management strategies.  
*Applied, Adult, Introductory*

#### **Presentations:**

- Goal-Setting and Public Posting to Increase Cardiovascular and Strength Exercise in Three Individuals by Tyla Frewing, University of British Columbia, Semiahmoo Behaviour Analysts, Inc.; Sara White, Sendan Center; & Katie Allen, ABLE Clinic
- Using Self-Management Tactics to Increase Reading Fluency and Writing Productivity by Joan Broto, Semiahmoo Behaviour Analysts, Inc., & Harley Lang
- The Effects of a Systematic Desensitization Procedure on Arachnophobia by Sarah Pastrana, University of British Columbia, Semiahmoo Behaviour Analysts, Inc.

**Symposium, Room 209, 1.5 Ethical CEUs**  
**Ethical Consideration in School Consultation: Problems, Responsibilities, and Solutions**

**Presenters:** Leah Mumford, Private Practice; Kathryn Theroux, ABLE Clinic

**Abstract:** Behavior analysts serving school-aged children are asked to provide services within the school setting, which may raise some ethical concerns: (1) providing consultation and/or supervision to those with minimal ABA training; (2) forming a shared vision with team members whose values and methods are different from those of behavior analysis; (3) managing responsibilities to all affected by ABA services, including school staff with minimal ABA training/those who oppose ABA methods; (4) staying truthful, yet understandable and acceptable, about intervention results and recommendations; (5) eliminating environmental constraints that interfere with program implementation. BACB ethical standards and conduct guidelines emphasize our responsibilities to everyone affected by our services. To meet these responsibilities, behavior analysts must possess a wide-ranging set of interpersonal skills. This presentation will summarize the research behind effective school-based consultation and recommend methods of collaborating with school teams that integrate research results and the BACB Code of Ethics.

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

**The Use of Behavior Modification for Childhood Obesity**

**Presenters:** Shaheen Bagudi & Richard Stock, Capilano University

**Abstract:** Rates of obesity have risen dramatically in our society and the majority of research has been devoted to addressing obesity in adults. Among weight loss programs, behavioral strategies have become increasingly prevalent and have demonstrated promising results. However, maintenance of behavior change and corresponding weight loss has typically been poor; regression is all too common. Therefore, perhaps treating obesity earlier in life might be more effective and yield more durable results. This poster reviews studies that have implemented behavioral techniques with young children, focusing on the techniques that have yielded the most success in managing weight loss among this population.

**Effects of Video Model on Reciprocal Play Skill Acquisition of Children with Autism in a Preschool Setting**

**Presenters:** Emily McClary & Michele Shillock; Harmony House CARES

**Abstract:** The purpose of this multiple baseline study was to assess if there is a functional relation between video modeling and an increase in either or both reciprocal play actions and reciprocal play sounds with children diagnosed with autism spectrum in a preschool setting. Thematic-based open-ended imaginative play scenes were targeted for this study. Additionally, we examined the effects the intervention approach had on increasing the length of cooperative play, defined by sharing play materials and space, with a typically developing peer within the preschool setting.

**A Literature Review of CABAS®**

**Presenters:** Tara Rodas, Capilano University; Richard Stock, Capilano University; & Joan Broto, Semiahmoo Behaviour Analysts, Inc.

**Abstract:** This poster will present a descriptive review of the Comprehensive Application of Behavior Analysis to Schooling (CABAS®) educational model. CABAS® is an organizational system that uses the principles and techniques of applied behaviour analysis in a comprehensive behavioral approach to schooling. This poster will summarize the effectiveness of the CABAS® educational model and will demonstrate how it embodies the defining characteristics of applied behaviour analysis through providing information about its organizational structure, the population the schools serve, and the instructional and assessment methods that it incorporates into its curriculum and teacher training.

**The UCLA Model of Applied Behaviour Analysis: A Current Perspective**

**Presenters:** Thea Brain & Richard Stock, Capilano University

**Abstract:** In 1987, Lovaas and colleagues reported the results of a behaviourally-based intervention for children with autism; 47% of the participants achieved normal IQ scores and were indistinguishable from typically developing children post-treatment. Despite the unmistakable importance of this study, the UCLA model of Applied Behaviour Analysis has been subject to considerable criticism. Problematically, the model is frequently discussed using inaccurate or outdated and obsolete information. This poster seeks to summarize and clarify the common mischaracterizations of the approach amongst professionals in the field. The



evolution of the model is presented by describing and comparing the two published treatment manuals.

### **Using Public Posting to Improve Staff Data Completion**

**Presenters:** Sheena Crawford, Arcus Community Resources; Sarah Pastrana, University of British Columbia, Semiahmoo Behaviour Analysts, Inc.; & Sharon Baxter, Semiahmoo Behaviour Analysts, Inc.

**Abstract:** This case study examined the use of a simple public posting procedure to improve staff data completion at a residential applied behaviour analytic teaching home. We selected five target data requirements being completed inconsistently by staff and used an ABA design to evaluate behaviour change. Each week we graphed the total number of data errors recorded across all targets and publicly posted the graph in the staff office. This intervention resulted in improved data completion for all staff members but one, and results were maintained following removal of the intervention. Additional training was provided for the staff member whose data completion scores were low.

### **Replacing Inappropriate Mands for Social Attention by Teaching Functionally Equivalent Alternative Responses**

**Presenters:** Rebecca Drover & Sarah Pastrana, University of British Columbia, Semiahmoo Behaviour Analysts, Inc.

**Abstract:** Functional communication training has been shown to be effective in replacing problematic behaviour with more appropriate forms of behaviour serving the same function. In this case study, we evaluated the effects of teaching a variety of functionally equivalent alternative responses to replace inappropriate mands for attention. The participant was a nine-year-old male with autism who engaged in high rates of mands for hugs. The intervention involved teaching a variety of alternative mands for social attention, and mands for hugs were placed on extinction. Results showed that the student acquired several alternative mands, and that as these replacement mands increased, engagement in mands for hugs decreased.

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

### **Mini Seminar, Room 204, 1.5 CEUs An Introduction to Precision Teaching and Fluency-Based Instruction**

**Presenters:** Heidi St. Pierre & Krista Zambolin, Zambolin Consulting, Inc.

**Abstract:** This presentation will introduce the listener to Precision Teaching, PT, and Fluency-based Instruction and their possible applications. Developed by Ogden Lindsley, PT is a precise and systematic method for evaluating instructional designs and monitoring progress within a curriculum. At the heart of PT is the Standard Celeration Chart (SCC). The SCC allows one to graphically display behavior data in a way no other non-standard chart can achieve. Allowing for more precise and sensitive data analysis. This presentation will inform the listener on the different aspects of PT and Fluency-Based Instructions, how it can be applied to learners with autism, and introduce the listener to the possibilities of the SCC.

*Service Delivery, Introductory*

### **Traditional Papers, Room 206. 1.5 CEUs Training Education Assistants to Implement ABA – Key Strategies and Outcomes**

**Presenters:** Tina Gunn & Sharon Power, Surrey School District

**Abstract:** Applied Behaviour Analytic teaching began in September 2012 to twelve Education Assistants in a district Low Incidence Program that focuses on educating students with complex behaviours and severe learning challenges. This presentation includes a review of specific topics and strategies that were successfully taught to the Education Assistants; were meaningful and had a good contextual fit to classroom, school, and community environments; and had a positive influence on educational practices. We will review case studies and describe the overall impact of ABA teaching on staff and students and the ongoing support required to ensure staff follow-through of behaviour best practices.

*Service Delivery, Staff Training, Introductory*

### **The Effects of the Snug Vest on Stereotypy in Children Diagnosed with an Autism Spectrum Disorder**

**Presenters:** Nicholas Watkins, Douglas College; & Elizabeth Sparling, Pivot Point Family Growth Centre Inc.

**Abstract:** Recent reviews of the effects of sensory integration therapy (SIT) show that such interventions fail to reduce stereotypy. One recently developed and as yet untested SIT iteration, an inflatable wearable vest known as the Snug Vest™ purports to decrease stereotypic behaviour. In the current study, 3 children who emitted different forms of stereotypy participated in an alternating treatments design with an initial baseline in which each participant wore a fully-inflated vest and either a fully-deflated vest or no vest. In this

session, we will detail our assessment procedures and graphically illustrate the results of our findings.

*Applied Research, Challenging Behaviour, Introductory*

**\*You must attend BOTH papers in this session to earn 1.5 BACB CEUs.**

### **Panel Discussion and Traditional Paper, Room 207**

#### **Using Applied Behavioural Analysis to Get Through Grade School**

**Presenters:** Callum Mulligan & Richard Stock, Capilano University; Joan Broto, Semiahmoo Behaviour Analysts, Inc. & Karen Kester, Linking Autism and Families, Inc.

**Abstract:** With the ever increasing number of educational programs in Behavior Analysis, at both the undergraduate and graduate levels, it is logical to apply the subject matter to the study of the subject matter! This panel will allow established Behavior Analysts to share their wisdom with current students who are studying Behaviour Analysis. Their combined experience and expertise promise to make an informative and exciting panel.

#### **Increasing Engagement and Happiness in Adults with Psychological Disorders**

**Presenter:** Henry Chin-Cheung Au & Chaturi Edrisinha, St. Cloud State University

**Abstract:** Individuals with psychological disorders often show deficits in cognitive and problem-solving skills needed to participate in leisure activities successfully in community settings, leading to social isolation. The current presentation will examine how photography was taught to adults with psychological disorders using a task analysis with structured prompting and reinforcement strategies. A single-subject experimental design was then applied to examine whether providing opportunities to engage in photography would increase indices of happiness. Results revealed that the indices of happiness and quality of life for the participants recruited in the study increased when they learned to engage in photography.

### **Symposium, Room 208, 1.5 CEUs**

#### **Differential Reinforcement and Stimulus Control Interventions for the Reduction of Vocal and Motor Stereotypy**

**Discussant:** Claire Egan, Semiahmoo Behaviour Analysts, Inc.

**Abstract:** Three interventions utilizing differential reinforcement, stimulus control or response interruption and redirection procedures will be presented. In the first and second studies, stimulus control and response interruption and redirection (RIRD) procedures were used to reduce motor and vocal stereotypy in 19- and 24-year old males with autism. In the third study a differential reinforcement of low rates of behaviour procedure was used to reduce stereotypy in a 9 year-old boy with autism. All three studies showed decreases vocal and motor stereotypy in individuals diagnosed with autism. *Applied, Challenging Behaviour, Introductory*

#### **Presentations:**

Using Stimulus Control and Response Interruption and Redirection to Decrease Motor and Vocal Stereotypy by Amy Tanner, Florida Institute of Technology; Tyla Frewing, University of British Columbia & Semiahmoo Behaviour Analysts, Inc.; Andrew Bonner, University of British Columbia; & Sharon Baxter, Semiahmoo Behaviour Analysts, Inc.

Decreasing Motor and Vocal Stereotypy Using a Stimulus Control and Response Interruption and Redirection Procedure by Sharon Baxter, Semiahmoo Behaviour Analysts, Inc. & Sarah Pastrana, University of British Columbia, Semiahmoo Behaviour Analysts, Inc.

The Effects of Differential Reinforcement of Low Rates of Behaviour with Response Cost and Stimulus Control Procedures on Motor and Vocal Stereotypy by Sara Boiselle; Tyla Frewing, University of British Columbia, Semiahmoo Behaviour Analysts, Inc.; & Sara White, Sendan Center

### **Mini-Seminar, Room 209, 1.5 CEUs**

#### **What Comes After Academics: Teaching Leisure and Vocational Skills, and Desensitization of Medical Procedures To Adolescent and Adult Learners**

**Presenters:** Sharon Baxter, Semiahmoo Behaviour Analysts, Inc. Jennifer Vallenoweth, Arcus Community Resources; Andrew Edwards, KARMA Society; Tyla Frewing, Sarah Pastrana, & Julee Bassetto, University of British Columbia & Semiahmoo Behaviour Analysts, Inc.

**Abstract:** There is a mainstream belief that ABA teaching is only effective for young children. However, these case studies will demonstrate the inaccuracy of this belief by describing examples of effective teaching strategies for the desensitization of medical procedures, and the acquisition of leisure and



vocational skills. The participants in these studies include 2 males and one female, aged 22 to 27, diagnosed with autism and developmental disability. Target behaviours were broken down and component and composite skills were taught for each.

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

#### Mini Seminar, Room 100, 1.5 CEUs

##### ABA-PBS Mythbusters

**Presenters:** Pat Mirenda, University of British Columbia; Sara White, Sendan Center; Joe Lucyshyn, University of British Columbia; & Katie Allen, ABLE Clinic

**Abstract:** There is considerable confusion about the similarities and differences between applied behaviour analysis (ABA) and positive behaviour support (PBS). The aim of this session is to identify and clarify some of the misunderstandings that may prevent practitioners who identify with one discipline or the other from working together productively. The session will begin with a historical overview of the evolution of the two disciplines. Presenters will then engage participants in a game intended to identify myths and facts about ABA and PBS. Some of the issues to be addressed include collaboration and the use of both antecedent interventions and punishment procedures.

### Special Thanks!

BC-ABA wishes to acknowledge the financial and in-kind support provided by the Centre for

[Autism Society of British Columbia](#) →

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!



CENTER FOR INTERDISCIPLINARY RESEARCH



### Registration Information

Registration for the 6<sup>th</sup> annual BC ABA conference is now available **on-line**. Please visit [www.bc-aba.org](http://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 current 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.

Early on-line registration closes March 7<sup>th</sup>, 2014. After this date you can register at the door on the day of the conference for a fee of **\$100.00 for both members and non-members**. Please note lunch will not be guaranteed for day of registrations.

**Prices:**

*You must register on-line before March 7<sup>th</sup> to receive these prices. After March 7<sup>th</sup> the conference rate increases to \$100.00 for both members and non-members*

**Friday, March 14<sup>th</sup> pre-conference workshop  
6:00PM to 9:00PM- \$30.00 (for members only)**

**Saturday, March 15<sup>th</sup> BC-ABA conference:  
9:00AM to 4:45PM- \$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](mailto:conference@bc-aba.org)

**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 most symposiums, 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 qualifying 90-minute symposium, mini-seminar and traditional paper session (2 papers per session). BACB CEU credits will require a \$5.00 fee per credit. Payment is due at the end of the workshop or conference **by either cash, check or credit-** we will be

**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 – check the translink website below for bus numbers and times

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](http://www.translink.bc.ca)

unable to accept debit cards. You will receive a certificate documenting how many CEUs you earned once necessary forms and payment is received. Please remember to bring your BACB number!

When you register, you will receive the necessary CEU completion forms in your registration packet. You **MUST** be signed in and out of each qualifying session 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](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.



**BC-ABA Conference**  
**March 14<sup>th</sup> & 15<sup>th</sup>, 2014**  
**Scarfe Building, 2125 Main Mall**  
**University of British Columbia**  
**Vancouver, BC**  
[www.bc-aba.org](http://www.bc-aba.org)